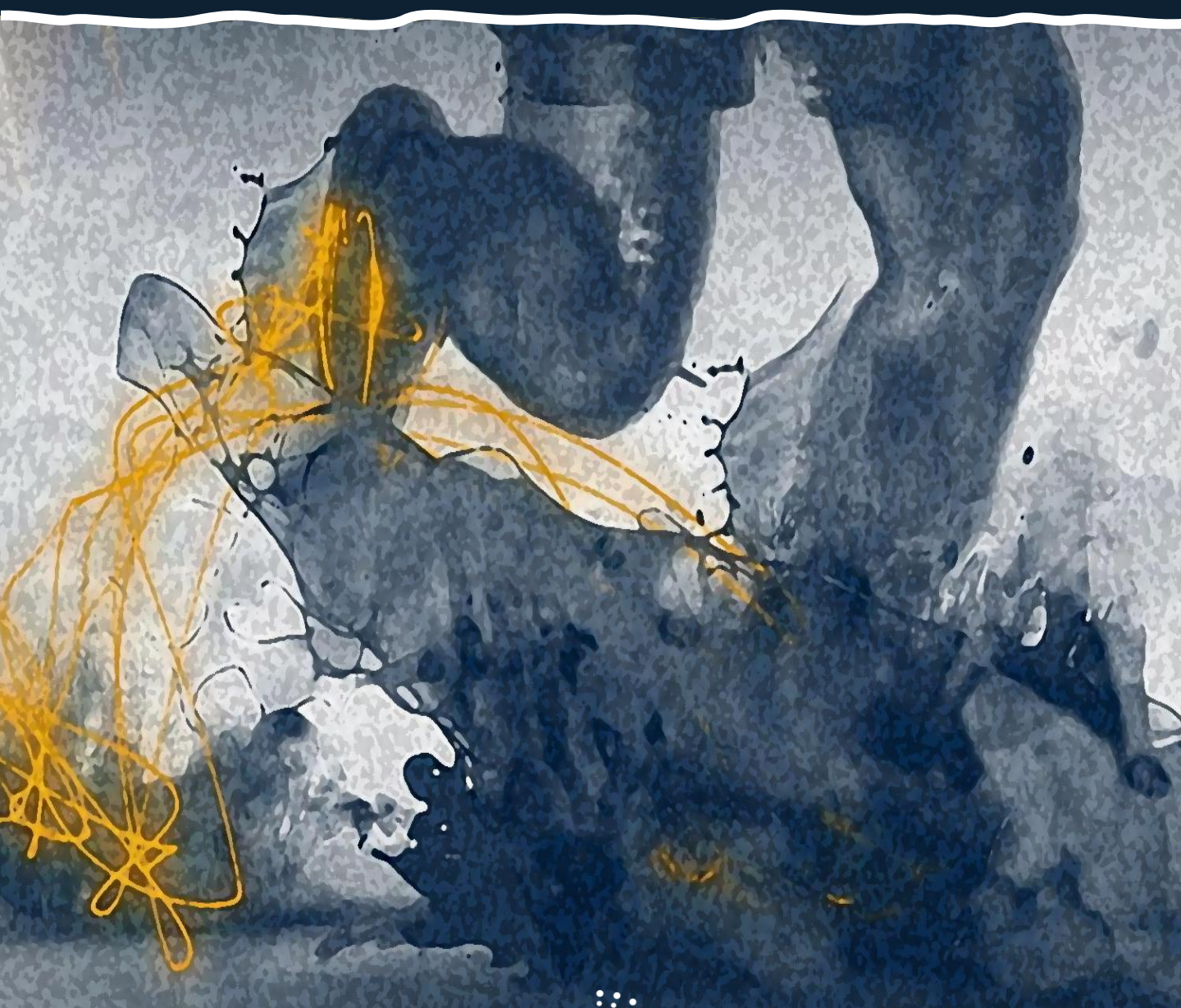
Newsome Academy

Year 9

Semester 1 Knowledge Organiser

The Latin word "curriculum" literally translates to "a running" or "a racecourse". In an educational context, it refers to a course of study or the whole body of courses offered by an educational institution. The word originates from the Latin verb currere, meaning "to run".



Impact Education Multi Academy Trust

BASIC EXPECTATIONS

Mobile Phones

- ✓ Mobile phones should be switched off and out of sight in school (hear it, see it, lose it).
- ✓ Parents/Carers are to use the use the school office in emergencies. Please do not contact your child as they will be sanctioned accordingly if their phone is seen.
- ✓ While on school premises, mobile phones are not to be seen or used unless instructed by an adult.

Equipment

- ✓ Bags, coats and outdoor clothing should not be on chairs or tables.
- ✓ All students are required to bring a bag, black pen, pencil, ruler, eraser, highlighter.
- ✓ In warm weather, ties can be removed (only in the classroom) but shirts are to be in. In cold weather, use the FREE uniform jumper we gave you accordingly.

Comfort Breaks

- ✓ Unless a school-approved medical pass had been issued, it is up to the teacher to approve. This is not to be during another Key Stage's social time.
- ✓ These are not to be immediately before/after a social time.

BEHAVIOUR	LANGUAGE	WORK PRIDE
• Do not talk whilst staff member is talking • Appropriate contact only • Sit professionally • Communicate appropriately • Follow instructions from ALL staff first time • No mobile phones • Respect the Academy environment • No chewing gum	• Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	• Write in blue or black ink • Underline dates and titles • Use pencil for diagrams and graphs • Cross out mistakes neatly • No graffiti • Stick in worksheets neatly • Neat handwriting • Complete all work set
LESSONS	**CORRIDORS**	**CONGREGATION**
• Greet your teacher at the door • Enter the classroom quietly • Put your equipment on the desk • Start the activate task • Answer the register • Pack away when directed by teacher • Stand behind your chair when you have packed away • Wait in silence to be dismissed • Move onto corridors using the calm corridor routine	• Walk in no more than 2 wide file • Walk calmly and quietly • Walk on the left • Track the direction of travel • Walk purposefully /do not congregate • No mobile phones • No outdoor clothing • No chewing gum	• Line up in the morning where our team leader is stood • Sit in teams in alphabetical order • Coats, bags, and scarves should be on the floor or the back of your chair • Signal for silence should be followed • Actively listening • Do not talk or engage in any inappropriate behaviour • Wait until your row is dismissed • Go straight to your lesson, do not congregate at the door

Any student on the corridor should have the appropriate pass. No exceptions! Any passes should be shown to the adult, and this should be noted on the Climate Document to ensure accuracy.

Fidget Toys

- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (e.g. in bag or drawer)
- Follow staff directions on when and how to use the fidget toy.
- Accept that misuse of the fidget toy may lead to its removal

Knowledge Organisers

- On desks **every** lesson and the **duration** of the lesson.

OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM

STAGES OF THE LESSON

ACTIVATE
✓ WARM-UP ACTIVITY
✓ LINK LEARNING
✓ LEARNING INTENTIONS

THE START OF THE LESSON WHERE YOU START LEARNING AS SOON AS YOU WALK THROUGH THE DOOR. ACTIVITIES WILL WARM-UP YOUR BRAIN & WILL LINK CURRENT/PRIOR LEARNING. YOUR TEACHER WILL EXPLAIN THE LEARNING INTENTIONS SO YOU KNOW WHAT IS EXPECTED OF YOU & YOU UNDERSTAND WHERE YOU ARE IN THE CURRICULUM SEQUENCE. KNOWLEDGE ORGANISERS WILL BE ON DESKS AS SOON AS STUDENTS ARE SEATED & ACTIVELY USED FOR KEY VOCAB, PAST, PRESENT & FUTURE LEARNING.

MOTIVATE
✓ DISCUSS
✓ ATTEMPT
✓ ENGAGE

AFTER DISCUSSING & ATTEMPTING COLLECTIVLY WITH THE TEACHER, YOU WILL ATTEMPT ACTIVITIES ON YOUR OWN OR WITH OTHERS DEPENDING ON THE LESSON. YOU WILL BE ENCOURAGED TO HAVE A 'CAN DO' ETHOS AND CHALLENGE YOURSELF TO LEARN ENGAGE.

DEMONSTRATE
✓ CHALLENGE
✓ EXTEND
✓ ACCOMPLISH

AFTER LISTENING AND DIGESTING THE INFORMATION NEEDED, YOU WILL CHALLENGE YOURSELF TO DEMONSTRATE YOUR UNDERSTANDING AND EXTEND THIS FURTHER TO SHOW YOUR TEACHER THAT YOU HAVE ACCOMPLISHED YOUR LEARNING.

YOU WILL HAVE ALL YOUR TOOLS FOR 'THE JOB'
BECAUSE ORGANISATION IS KEY!

LEARNING SKILLS

MEMORY

METACOGNITION

COLLABORATION

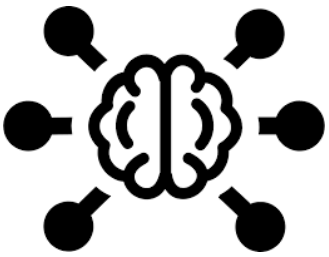
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

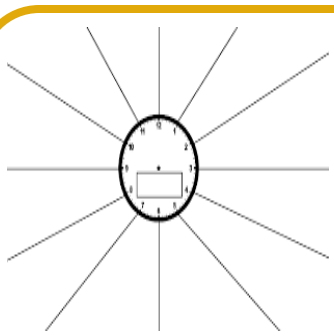


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, visual, and used regularly.

SCAN ME

Flashcards are great for testing your memory. Write a question or keyword on one side and the answer on the back. Use them to quiz yourself or get someone else to test you. Go over them regularly, focusing on the ones you find tricky. Mix them up and keep sessions short and active for the best results. They're quick to make and easy to carry, so you can revise anytime, anywhere.

SCAN ME



Revision clocks help you break topics into smaller chunks. Draw a circle divided into 12 sections (like a clock) and write a key idea or question in each one. Spend 5 minutes on each section to review or write notes. They're great for timed revision and make sure you cover everything evenly. Use them to spot gaps in your knowledge and keep your revision focused.

SCAN ME

Look, Cover, Write, Check! This simple method helps you memorise key facts and spellings. First, look at the information you want to learn. Then cover it, write it from memory, and finally check your answer. Repeat the steps until you get it right. It's quick, effective, and works best with regular practice. Try saying it out loud as you write to help reinforce the memory

SCAN ME

Keyword mnemonics help you remember tricky terms or facts by linking them to a word, image, or phrase that's easier to recall. Create a memorable connection—like a rhyme, sentence, or funny image—to help the information stick. For example, "My Very Easy Method Just Speeds Up Naming Planets" helps you remember the order of the planets.

SCAN ME

Newsome Academy

Maths – Unit 1

Number Facts

This builds on:	Why this topic:	This links to:
✓ Prime numbers and factor trees ✓ Multiples and factors ✓ Rounding and estimation strategies	**Understanding how numbers** ✓ *relate through factors, multiples, and primes helps with mental* ✓ *maths, problem-solving,* ✓ *and lays foundations for* ✓ *more advanced* ✓ *number work.*	✓ Essential for simplifying fractions, algebra, and probability ✓ Prime factorisation is key in HCF,LCM, and algebraic fractions

Key Vocabulary

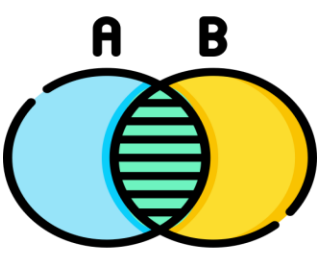
Prime: A number with only two factors	**LCM:** Lowest common multiple – the first common number in two times tables
Factor: A number that divides exactly into another number	**Estimate:** Rounding numbers to one significant figure and then performing the calculation
Multiple: A number in a times table	**Round:** To change a number to make it simpler but close
HCF: Highest common factor – the largest number two values share	**Venn diagram:** A diagram to compare groups of numbers, like factors

Key Retrieval

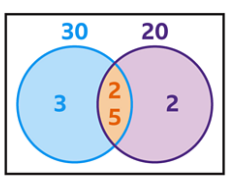
- 2, 3, 5, 7, 11, 13, 17, 19… are prime numbers.
- A number is even if divisible by 2.
- HCF = overlap in Venn diagram; LCM = union of all prime factors.
- “5 or more, round up” is a rule for rounding.
- Estimation can check if your final answer is reasonable.
- Prime factor trees help break numbers into building blocks.

Cultural Capital

- HCF and LCM appear in real life (e.g. repeating events, machine cycles).
- Estimation is essential in budgeting, shopping, or construction.
- Prime numbers are used in encryption and cybersecurity.



30 = 2 × 3 × 5
20 = 2 × 2 × 5



LCM of **30** and **20** = 2 × 5 × 3 × 2
= **60**

Home Learning Tasks:
At Newsome, our maths homework is set weekly using **Sparx Maths**. You might notice the homework seems a bit behind what we’re learning in class. That’s deliberate! Sparx is set **about 6 weeks behind our current lessons** to make sure you are practising things you've already learned and feel confident with. This way, you're more likely to remember the skills long-term—and that’s what really counts!

Maths – Unit 2

Percentages and Interest

This builds on:	Why this topic:	This links to:
✓ Percentage of amounts ✓ Multipliers and percentage change ✓ Fraction-decimal-percentage equivalences	*Percentages are everywhere – from sales to banking. This unit develops your fluency in real-world maths.*	✓ Vital for problem solving, financial literacy and interpreting change ✓ Essential for compound measures and graph interpretation

Key Vocabulary

Percentage: A number out of 100	**Decrease:** Making a number smaller
Multiplier: A number you multiply by to change something by a percentage	**Simple interest:** Interest based only on the starting amount
Reverse percentage: Working backwards to find the original value	**Compound interest:** Interest that builds on the new total each time
Increase: Making a number bigger	**Growth/decay:** When something increases or decreases repeatedly

Key Retrieval

- 100% = whole, 50% = half, 25% = quarter.
- Multiplier for +20% = 1.2; –15% = 0.85.
- Use bar models to support reverse percentage reasoning.
- Simple interest: same amount added each year.
- Compound interest: new amount changes each year.

Cultural Capital

- Understanding compound interest affects decisions in saving, borrowing, and investing.
- Reverse percentage is used when working out pre-tax or sale prices.
- You'll use this in jobs like finance, retail, marketing, and business.

Compound interest is calculated on the **principal (original) amount** and on the **interest already accumulated** in previous periods.

$$A = P(1 + \frac{r}{100})^n$$

Where:
A represents the final amount
P represents the original principal amount
r is the interest rate over a given period
n represents the number of times the interest rate is applied over time

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Maths – Unit 3

2D and 3D shapes

This builds on:	Why this topic:	This links to:
✓ Perimeter and area of rectangles and triangles ✓ Volume of cuboids ✓ Nets, faces, edges and vertices of 3Dshapes	✓ This unit brings shape to life. ✓ Area, volume, and surface ✓ area underpin design, ✓ engineering and everyday ✓ decisions.	✓ Core for GCSE geometry and trigonometry ✓ Supports understanding of Pythagoras and 3D problem solving

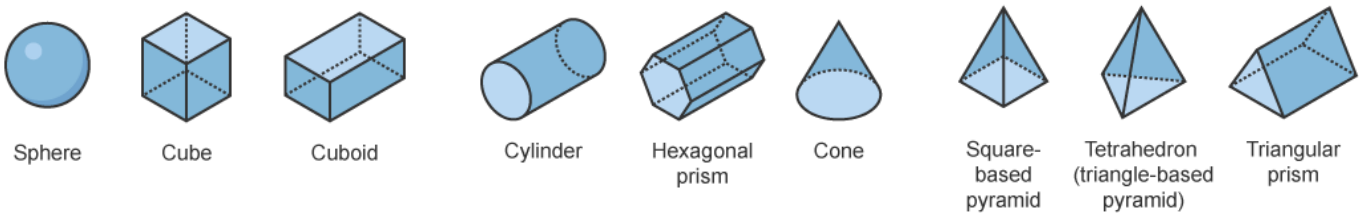
Key Vocabulary	
Area: Space inside a 2D shape (measured in cm^2 etc.)	**Face:** A flat surface on a 3D shape
Volume: Space inside a 3D shape (measured in cm^3 etc.)	**Edge:** Where two faces meet
Surface area: Total area covering the outside of a 3D shape	**Vertex:** A corner or point where edges meet
Prism: A 3D shape with identical cross-sections	**Net:** A 2D shape that folds to make a 3D solid

Key Retrieval

- For area remember to use 'base x perpendicular height' as the starting point for all common polygons.
- For volume of a prism first find the area of the cross-section and then multiply by the depth.
- Surface area is the total area of all the faces of the shape.
- Area of circle = πr^2
- Circumference of a circle = πd or $2\pi r$

Cultural Capital

- Used in careers like architecture, engineering, construction and design.
- Vital for understanding packaging, efficiency, and materials.
- Knowing measurements helps with DIY, planning and costing projects.



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Maths – Unit 4

Congruency and Construction

This builds on:	Why this topic:	This links to:
• Constructing shapes with ruler and compass • Using a protractor and measuring angles • Identifying triangle types and angle facts	*Construction skills build precision and reasoning, and congruence helps you prove shapes match exactly.*	• Leads into loci and problem-solving in geometry • Used in real-life contexts like design, robotics, and architecture

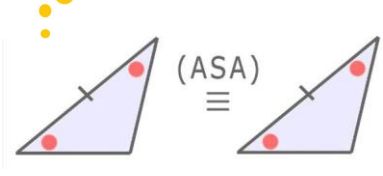
Key Vocabulary	
Congruent: Shapes that are exactly the same in size and shape	**Perpendicular:** At 90° to something
Construction: To draw accurately using ruler and compass	**Bi-sect:** A line that cuts something exactly in half
Compass: A tool for drawing arcs and circles	**Loci:** A path of points that follow a rule
Protractor: A tool for measuring angles	**SSS/AAS/ASA/SAS/RHS:** Criteria used to prove triangles are congruent

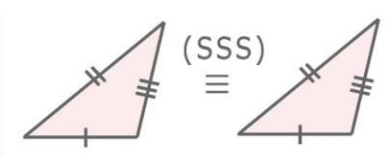
Key Retrieval

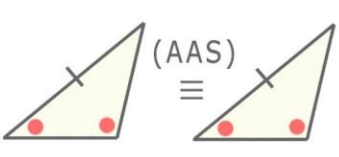
- SSS, AAS, ASA, SAS and RHS are rules for triangle congruence.
- Angle bisector splits an angle into two equal parts.
- Perpendicular bisector makes a 90° angle at the midpoint.
- Use ruler and compass – no measuring – for constructions.
- Locus is like a path (e.g., distance from a point = circle).

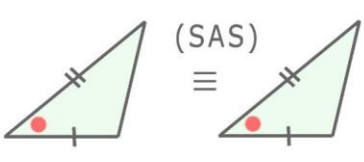
Cultural Capital

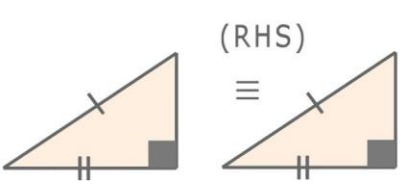
- Used in computer design, architecture, and technical drawing.
- Construction helps develop precision and logical thinking.
- Congruence is key in manufacturing and quality control.











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English – Term 1.1

Animal Farm

This builds on:	Why this topic:	This links to:
• This builds on narrative reading skills from Year 7 and 8. • Prior understanding of language analysis and structure will be developed during this topic. • Previous themes of fear and conflict will support understanding.	*'Animal Farm' is the exciting novel that begins our exploration of Society & Identity in Year 9.* *Here you will develop critical and evaluative reading skills, whilst connecting with key themes of power, authority and control.*	• This links to your future learning on themes of power, exploitation and manipulation in English Literature GCSE. • It also allows you to develop key skills and knowledge for English Language GCSE.

Key Vocabulary	
Authority: Power to give orders and force obedience	**Duty:** A need to perform or act in a certain way
Dominance: Control or influence over others	**Choice:** Decide between different things
Oppression: Unjust control or cruelty over a group	**Consequence:** Result of an action
Control: Power to influence or direct people	**Accountability:** Understanding your responsibilities
Manipulation: Influencing others unfairly for gain	**Blame:** Saying someone is bad or wrong

Key Retrieval (Characters)

- **Old Major:** An elderly boar who sets out a vision of a socialist utopia. Represents Lenin or Karl Marx.
- **Napoleon:** A large Berkshire boar who becomes the tyrant. Represents Joseph Stalin.
- **Snowball:** An intelligent pig who challenges Napoleon for control. Represents Leon Trotsky.
- **Squealer:** A persuasive pig who twists language to control the animals. Represents propaganda.
- **Boxer:** A hard-working and loyal cart horse. Represents the exploited working class.
- **Clover:** A gentle, motherly horse who does not trust the pigs. Represents female working class.
- **Mollie:** A vain horse who misses her ribbons and sugar lumps. Represents the bourgeoisie.
- **Benjamin:** A cynical donkey who understands what is happening but chooses not to act. Represents intellectuals who stay silent.
- **Mr Jones:** The often-drunk farmer ousted by the animals. Represents the overthrown Tsar Nicholas II.

Cultural Capital

1. Russian Revolution & Soviet History
Animal Farm is an allegory of the **Russian Revolution of 1917** and the rise of **Communist Russia**. Key figures like **Lenin, Stalin, and Trotsky** are represented through the pigs, and events such as the **purges, propaganda, and dictatorship** are mirrored in the plot.

2. Satire & Allegory
Orwell uses **satire** to criticise **totalitarianism** and **allegory** to link farm events with real-world history. Every major character and event has a symbolic parallel, making it a powerful example of how fiction can critique political systems.

3. Propaganda & Power
The novel explores how **language and media** are manipulated to control people. Through characters like **Squealer**, Orwell shows how propaganda shapes truth, rewrites history, and keeps those in power unchallenged.

Home Learning Tasks:
1. Create a table matching key characters from *Animal Farm* with the historical figures or groups they represent (e.g., Napoleon = Stalin). For each pair, explain why Orwell did this.
2. Design a poster that shows how **Squealer** uses propaganda to manipulate the animals. Include examples of language techniques (e.g. repetition, fear, scapegoating) and explain their impact.

English: Skilful Analysts

Top Techniques	
Whole-text techniques	narrative arc, narrator, setting, motifs, character, repetition, foreshadowing, discourse, genre, extended metaphor, juxtaposition, tragic hero, foil, allusion, allegory
Sentence techniques	**Sentence types**: simple, compound, complex **Sentence mood**: declarative, exclamative, interrogative, imperative **Sentence repetition**: anaphora, anadiplosis, epistrophe,
Literary techniques	metaphor, simile, personification, imagery, pathetic fallacy, symbols, pun, irony, hyperbole, tone, semantic field, tautology, euphemism, colloquialism
Word-level techniques	nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, superlative, comparative, plural, prefix, suffix, modal verbs, abstract nouns, concrete nouns

Poetic techniques	**Dramatic** techniques
rhyme, rhythm, metre, enjambment, caesura, alliteration, assonance, sibilance, stanza, couplet, tercet, quatrain, sestet, octave **Forms**: sonnet, lyric, ballad, blank verse, epic	prologue, monologue, dialogue, aside, soliloquy, dramatic irony, staging, props, lighting, exits, entrances, costume, stage directions

Point = The idea you are starting.

The writer presents...
The writer describes...
The writer uses...

Evidence = The part of the text which proves your idea.

This is shown through the quote...
This is exemplified when...
This is highlighted with...

Technique = Identify a key technique from your evidence.

Here, the writer uses...
The technique [*insert*] suggests...
The word [insert] means...

Effect= Explain what this means and how it impacts the characters/reader in the text.

This makes the reader/audience think that...
This is effective because...

Evaluative Verbs

Use these to show what the writer is trying to achieve. They can go in both points and effects.

Criticises – rebukes, admonishes, chastises, lambasts, castigates, demonises, condemns
Questions – queries, disputes, interrogates, examines, challenges, exposes, provokes
Ridicules – mocks, trivialises, satirises, lampoons, derides, pillories, parodies, caricatures
Celebrates – honours, salutes, recognises, acknowledges, memorialises, fetishises, idealises, eulogises, elevates, glorifies, sentimentalises, romanticises, beautifies, deifies
Subverts – undermines, overturns, alters, modifies, corrupts
Accepts – welcomes, embraces, affirms, reaffirms

English – Term 1.2

Dystopian Writing

This builds on:	Why this topic:	This links to:
• This builds on from themes of oppression, manipulation, threat and broken societies explored in 'Animal Farm'. • It also builds on creative writing skills learned in Year 7 & 8.	*Dystopian Writing allows us to embed our learnt knowledge of narrative arcs and how to build settings.* *You will develop deeper understanding of more complex narrative and structural devices, and how to use them effectively to create believable dystopian worlds and characters.*	• It links to our further understanding of Society and Identity in Year 9, and builds towards key concepts studied at GCSE English Literature. • Writing skills developed here will be used in GCSE English Language.

English is a vital subject in schools because it equips students with essential communication skills, expands their access to information and opportunities, and fosters critical thinking and cultural understanding. Proficiency in English is crucial for academic success, career advancement, and effective participation in a globalized world

Key Vocabulary	
Threat: Promise of harm to influence behaviour	**Equality:** Fairness in opportunity and treatment
Trauma: Deep distress caused by past experiences	**Fairness:** Unbiased treatment and just outcomes
Vulnerable: Open to attack or emotional hurt	**Retribution:** Punishment for wrongdoing; justice
Paranoia: Irrational distrust or fear of others	**Judgement:** Forming conclusions about others
Psyche: Mind or soul influencing thoughts	**Rights:** Entitlements to freedoms and protections

Key Retrieval (Narrative Techniques)

1. **Narrative voice & Perspective**
   - First-person vs Third-person
   - Reliable vs Unreliable narrator
2. **Setting and Atmosphere**
   - World building through sensory language
   - Pathetic fallacy
3. **Characterisation**
   - Speech, action, appearance, thought,
   - Motivation, internal conflict
4. **Structural Techniques**
   - Exposition (setting and character)
   - Rising action, climax, falling action, resolution
   - Withholding information – slow reveal
   - Shifts in time/place/perspective
5. **Openings and Endings**
   - Narrative hook – engaging openings
   - Twist endings
   - Cyclical conclusions

Cultural Capital

1.Political Dystopia
Focuses on oppressive governments, authoritarian regimes, and loss of personal freedoms.

2. Technological Dystopia
Explores the dangers of advanced technology—AI control, surveillance, or bioengineering.

3. Environmental Dystopia
Centres on ecological collapse, climate change, or resource scarcity, usually from human negligence.

4. Post-apocalyptic Dystopia
Follows society after a major disaster (nuclear war, pandemics, alien invasion); focused on survival and rebuilding.

5. Medical/Biological Dystopia
Deals with diseases, pandemics, genetic modification, or state control of bodies and reproduction.

6. Pseudo-Utopia
A society that appears to be perfect, harmonious, and ideal, but harbours deep flaws, contradictions, or hidden oppression beneath the surface.

Home Learning Tasks:

1. Choose a short extract from a dystopian text you have looked at in this scheme. Highlight 3-5 language features and explain how each example helps builds the dystopian mood or setting.

2. Design your own dystopian society. Create a one-page profile of your own dystopian world. Include: government power, propaganda, laws and rules, daily life for citizens, underlying conflict.

English: Skilful Writers

1. Writing a narrative scene...
Strategy: C:ABT

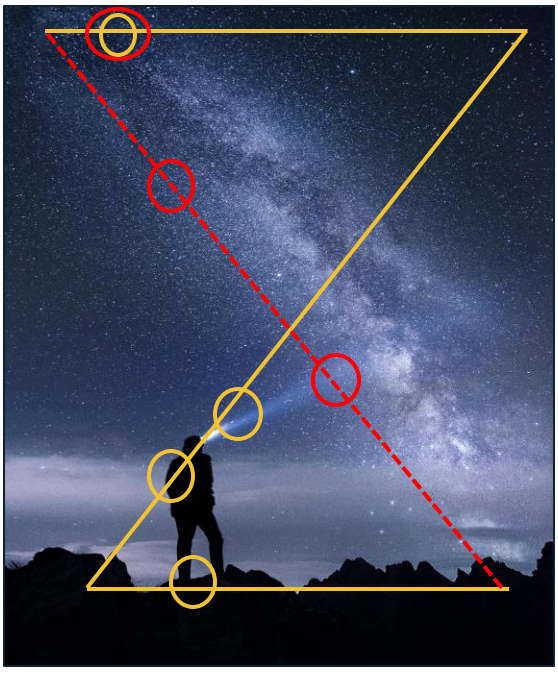
C: Who is your character?

A And? What is your character's goal? What do they want?

B But... What gets in their way? What stops them achieving their goal?

T Therefore, how do they overcome this? Can they resolve this? Is this a thought or an action?

2. Writing a description...
Strategy: The 'Z-' formation



3. Writing a viewpoint...
Strategy: Problem, Consequence, Solution

Problem
- How is the issue currently affecting, you, your local region, the country/world?
  Can you introduce a metaphor?

Consequence
- If the issues are not addressed, what will happen.
  Can you extend your metaphor?

Solution
- What solutions do you have to fix the problem?
  Can you link back to your original metaphor?

Metaphor (extended)
Alliteration
Direct address
Facts
Ornate language
Rhetorical question
Emotive language
Superlatives
Triplication (repetition)

Form	Sign on	Sign off
Letter	Dear Sir/Madam...	Yours Truly, ...
Article	Headline	Concluding paragraph
Speech	Good morning, audience...	Thank you for listening.

Punctuation: What's the point?

Sentence ends	Marking out sub-ordinate clauses	Other punctuation
***f**ull-stop* **.** *question mark* **?** *exclamation mark* **!**	*comma* **,** *parenthesis* **( )** *dash* **- -**	apostrophe **'** ellipsis **...** *semi-colon* **;** *colon* **:** *speech marks* **" "**

Science

Cell Structure & Microscopes

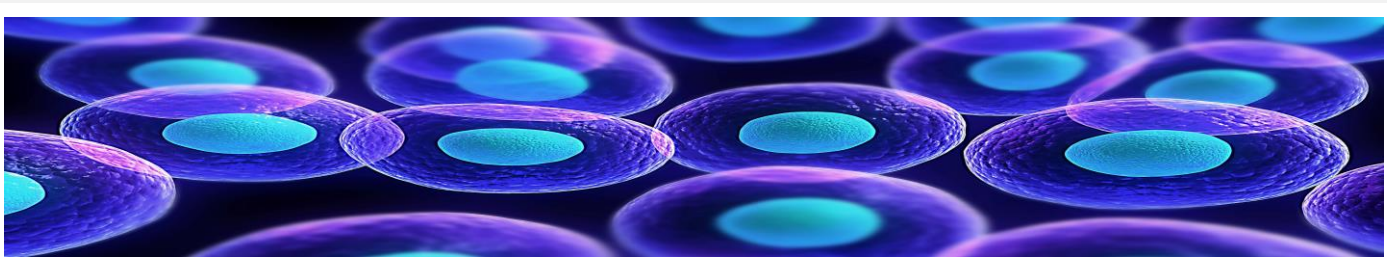
This builds on:	Why this topic:	This links to:
• **Year 7** ✓ What organelles are found in an animal cell? ✓ What organelles are found in a plant cell? ✓ Name 3 specialised cells and their functions.	Cells is part of the big scientific idea that **cells are alive**. You will learn about the structure of **animal and plant cells** and how the functions the **organelles** help keep cells alive. You will then learn about the importance of **microscopes** and how they help us to see cells.	• **Key Stage 4**

Key Vocabulary	
Cell: Basic unit of life	**Organelle:** The parts of a cell
Nucleus: Contains genetic information (DNA)	**Cell membrane:** Controls what goes in and out of a cell
Cytoplasm: Where chemical reactions take place	**Cell wall:** Provides support to plant and bacterial cell walls
Ribosomes: Where proteins are made	**Mitochondria:** The site of respiration (where energy is released)
Chloroplasts: The site of photosynthesis	**Vacuole:** Where cell sap is stored
Chlorophyll: The green pigment inside chloroplasts that absorbs light energy	**Plasmid:** A small ring of DNA that bacteria contain
Prokaryotic cell: A smaller and simple cells without a nucleus (bacteria)	**Eukaryotic cell:** A more complex cell with a nucleus (animal, plant and fungal cells)
Light Microscope: Uses light and lenses to magnify and see an image	**Electron microscope:** Uses a beam of electrons to produce an image
Magnification: The number of times the image has been made bigger	**Resolution:** The level of detail that an image contains
Specialised cell: A cell that is designed to carry out a particular role in the body	**Differentiation:** The process by which a cell becomes specialised
Function: The role that the cell has, its purpose	**Adaptation:** Features that cells and living things have that help them to survive

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. Name the organelles found in an animal cell.
2. Name the organelles found in a plant cell.
3. Name the organelles found in a bacterial cell.
4. Describe the function of the following organelles:
5. • Nucleus • Cell membrane • Cytoplasm • Mitochondria • Chloroplasts
6. Compare a prokarytic cell with a euakryotic cell.
7. Describe how cells become specialised.
8. Describe how to use a microscope.
9. Compare a light microscope with an electron microscope.



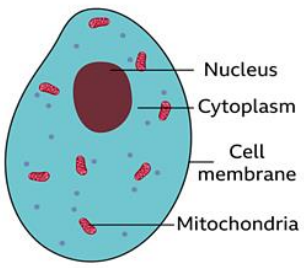
Science

Cell Structure & Microscopes

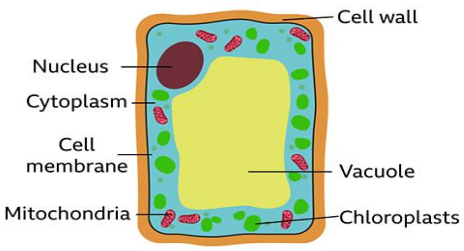
Key Concepts

Structure of Eukaryotic Cells

Animal Cell

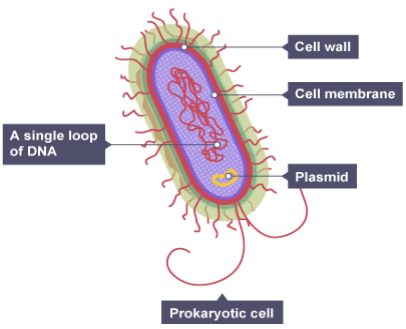


Plant Cell



Prokaryotic Cells

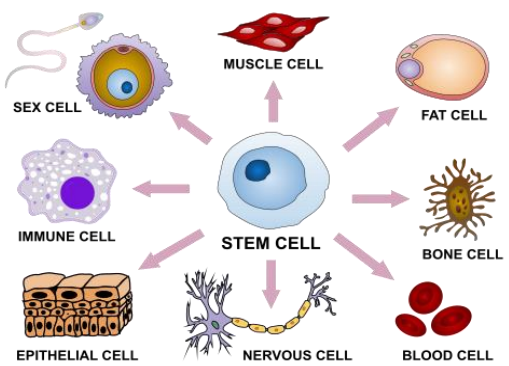
Bacteria Cells



Specialised Cells and Differentiation

Differentiation occurs when cells become **specialised**. All undifferentiated cells start as stem cells and their features change for them to carry out specific roles in the body (**functions**).

Differentiated cells develop **characteristics and structures** that enable them to perform specific **functions**. For example, red blood cells are specialized for oxygen transport, while nerve cells are specialized for transmitting signals.

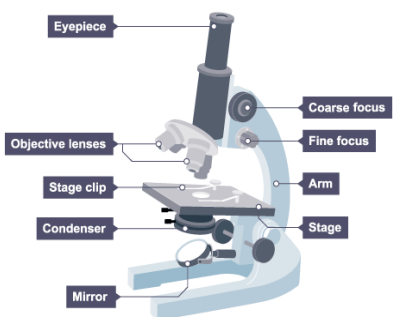


Stem cells are cells that have not undergone **differentiation**. A cell which has not yet become **specialised** is called undifferentiated.

An embryo develops from a fertilised egg. Cells at the early stages in the development of the embryo are stem cells. They are called **embryonic stem cells** - they will differentiate into any cell type. Some stem cells remain in the bodies of adults – **adult stem cells**. Adult stem cells are found in limited numbers at certain locations in the body.

Light Microscopes

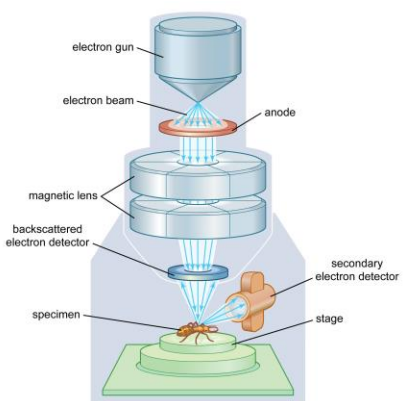
Parts of a microscope



How to use a microscope

- Prepare a slide.
- Plug in microscope and turn on light.
- Place slide on stage and hold with clips.
- Use lowest magnification objective lens to focus image.
- Then turn up the magnification by turning to a higher power objective lens.

Electron Microscopes



Electron microscopes use a beam of electrons instead of beams or rays of light. Living cells cannot be observed using an electron microscope. However, they helps us see cells in more detail as electron microscopes have higher magnification and resolutions.

Science

Digestive System & Health

This builds on:	Why this topic:	This links to:
• **Year 7** ✓ What is a cell? ✓ What is a tissue? ✓ What is an organ? ✓ Name the organ systems of the body ✓ Describe the function of the digestive system	Cells is part of the big scientific idea that cells are arranged in **tissues and organs**. These organs then make up an organ system such as the **digestive system** . You will learn about how the digestive system is organised, how the different organs work together and how **enzymes** are vital for the digestion of food molecules	• **Key Stage 4**

Key Vocabulary	
Cell: Basic unit of life	**Tissue:** A group of similar cells working together to perform a function e.g. muscle tissue in the oesophagus pushing the food along
Organ: Made up of different tissues working together to perform a function e.g. the small intestine absorbs nutrients	**Organ system:** Made up of different organs working together to perform a function e.g. the digestive system breaks down and absorbs food
Organism: Any living thing e.g. animal, plant, fungus or bacteria	**Digestion:** The breakdown of large molecules of food into smaller molecules that can be absorbed into the bloodstream
Digestive system: The system that breaks down food and absorbs it into the blood	**Salivary Glands:** Produce saliva that contains the enzyme amylase
Oesophagus: Muscular tube that pushes food down from mouth to the stomach	**Stomach:** A muscular bag that mixes food with acid and enzymes
Stomach acid: A substance that kills pathogens and protects the body from disease	**Small Intestine:** Where nutrients are absorbed into the blood stream
Pancreas: The organ that produces different digestive enzymes	**Liver:** The organ that produces bile
Gall Bladder: The organ that stores bile	**Bile:** Added to the small intestine to neutralise stomach acid and help break up fat
Enzymes: Biological catalysts that help break down food	**Large Intestine:** Where water is absorbed into the bloodstream
Rectum: Where faeces is stored.	**Anus:** The opening at the end of the digestive system where faeces leaves the body
Healthy Diet: The diet that contains the correct amount of nutrients to keep a body healthy	**Alcohol:** A substance that is found in beer, wine and spirits that slows down the body.

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What is the function of the digestive system?
2. Name the parts of the digestive system.
3. Describe the function of each part of the digestive system.
4. What is the function of enzymes in the digestive system?
5. Explain how enzymes work.
6. Describe a healthy diet.
7. What are the following food groups needed for:

   Carbohydrates, Protein, Fats (lipids), Fibre and Vitamins

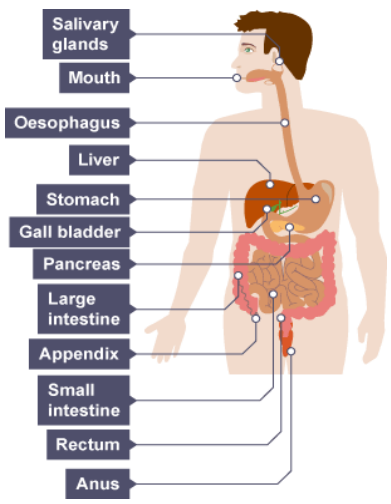
7. Why does the NHS recommend a maximum of 14 units of alcohol a week in the UK?

Science

The Digestive System & Health

Key Concepts

The Digestive System



Function of the Digestive System

The digestive system **breaks down food** into tiny particles which are **absorbed** into the blood. Food that cannot be broken down is released from the body as **faeces** (poo). These particles provide energy for the body to grow, repair itself and remain healthy.

The digestive system is made up of key parts, each of which has a different **function**. Food passes through most of these parts in a journey from the mouth to the anus.

Food is broken down in two ways:

Mechanical digestion – the physical breakdown of food molecules by chewing, churning and squishing.

Chemical digestion – the breakdown of food using enzymes and other chemicals.

Enzymes

The human body digests carbohydrates, proteins and fats.

These carbohydrates, proteins and fats are digested into nutrients and absorbed into the body.

Enzymes are **biological catalysts** which **speed up reactions** including digestion.

Enzymes are protein molecules which act as *catalysts* to speed up reactions. They are not used-up in these reactions. Enzymes can be grouped into two types:

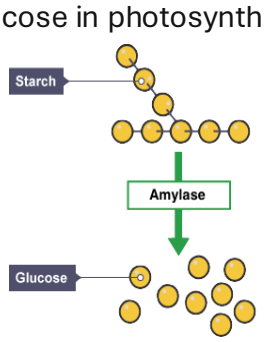
- Those that **break** larger molecules apart (like digestive enzymes).
- Those that **join** larger molecules together (like plants making glucose in photosynthesis).

Enzymes have a **specific shape**. This shape fits into the molecule it will break apart or join together. The part of the enzyme where the molecule fits is called the **active site**.

The molecules that enzymes act upon are called substrates.

An enzyme is specific for its substrate like a key is for its lock.

This is called the ***'lock and key model'***.



A Healthy Diet

A balanced diet contains the correct amount of all food groups. Each food group has its own role to play within a healthy diet.

- **Carbohydrates** provide energy. They are found in bread, potatoes, rice and pasta.
- **Lipids (fats and oils)** provide energy. Lipid-rich foods include butter and chips.
- **Proteins** provide materials to make new cells and to repair damaged tissues, such as muscles. Beans, eggs, fish, meat and milk are high in protein.
- **Vitamins** are vital in many processes. For example, vitamin C prevents illness. Fruit and vegetables are vitamin-rich.
- **Fibre** adds bulk to food, and helps it to pass through the digestive system. Fibre also prevents constipation and heart disease.

Alcohol Misuse

Alcohol is a depressant slows down messages in the nervous system, which includes the brain, spinal cord and other nerves. This often makes you feel less alert and lengthens reaction times.

Alcohol is found in beer, wines and spirits such as vodka.

Excessive alcohol consumption can lead to heart disease, stroke, liver disease, high blood pressure and cancer.

The recommended weekly allowance in the UK is 14 units spread out over at least 3 days. This is equivalent to 6 pints of beer or 6 glasses of wine.

Science

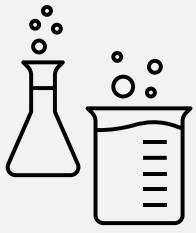
Acids & Alkalis

This builds on:	Why this topic:	This links to:
• **Year 7 and 8** ✓ What is a mixture? ✓ What is a solution? ✓ Describe the difference between a physical and chemical change ✓ How do we know a chemical reaction has occurred?	Acids and alkalis is part of the big scientific idea that substances can be classified as **acids** or **alkalis** depending on their **pH** and that they react together in **neutralisation** reactions. You will learn about how neutralisation reactions are used in everyday life and how the products of these reactions are salts.	• **Key Stage 4**

Key Vocabulary	
Physical change: When a substance changes state (solid, liquid or gas)	**Chemical change:** When substances react to form something new (a product)
Acid: A sour tasting substance that has a pH between 0-6	**Alkali:** A soapy substance that has a pH between 8-14 (liquid)
Base: A soapy substance that has a pH between 8-14 (solid)	**Neutral:** A substance that is neither acid or alkali and has a pH of 7
Strong Acid: An acid with a pH of 0-3	**Weak Acid:** An acid with a pH of 4-6
Strong Alkali: An alkali with a pH of 11-14	**Weak Alkali:** An alkali with a pH of 8-10
pH Scale: A substance that kills pathogens and protects the body from disease	**Indicator:** Where nutrients are absorbed into the blood stream

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:



1. What an acid?
2. What is an alkali?
3. What is the difference between a base and an alkali?
4. Describe neutralisation.
5. What is a salt?
6. How do we test a substance to see if it is an acid or an alkali?
7. What is the pH scale?
8. Name some everyday examples of acids and alkalis.
7. What would happen if you put a string acid with a weak alkali?

Science

Acids & Alkalis

Key Concepts

Acids and Alkalis

Acids

Acids form *acidic solutions* in water. Acids produce hydrogen *ions*, H^+ in aqueous solution. For example:

$HCl(aq) \rightarrow H^+(aq) + Cl^-(aq)$

Acidic solutions have *pH* values less than 7.

Alkalis

Alkalis form *alkaline* solutions in water. Alkalis produce hydroxide ions, OH^- in aqueous solution. For example:

$NaOH(aq) \rightarrow Na^+(aq) + OH^-(aq)$

Alkaline solutions have pH values greater than 7.

Neutral solutions

A *neutral* solution is neither acidic, nor alkaline. A neutral solution has a pH value of 7.

The pH Scale and Indicators

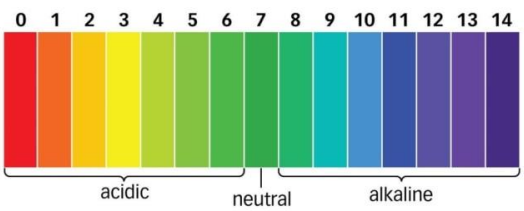
The pH scale is a number scale from 0 to 14. It tells us how acidic or alkaline an *aqueous solution* is. The pH scale is used to classify solutions as acidic, alkaline or neutral.

- Neutral solutions are exactly pH 7.
- Acidic solutions have pH values less than 7.

The closer to pH 0, the more acidic a solution is.

- Alkaline solutions have pH values more than 7.

The closer to pH 14, the more alkaline a solution is.



Indicators

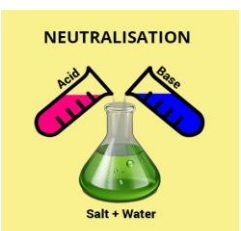
The pH scale measures the acidity or alkalinity of a solution. The pH of a solution can be measured using a pH probe, or estimated using **universal indicator** and a colour chart.
pH indicators are substances that change color depending on the acidity or alkalinity (pH) of a solution. They are used to determine the pH of a solution, which indicates how acidic or basic it is. Indicators can be used in liquid form or as paper strips (like litmus paper).

Neutralisation

A chemical reaction happens if you mix together an acid and a base (alkali). The reaction is called a neutralisation reaction because a neutral solution is made if you add just the right amounts.
The products are salt and water.

Salts have scientific names such as sodium chloride(table salt). The names of salts can be worked out from the acid and the alkali that react to make them.

1. The first word is the metal taken from the name of the alkali.
2. The second word ends with ide or ate and is taken from the name of the acid.
   Hydrochloric acid = chloride
   Sulphuric acid = sulphate
   Nitric acid = nitrate.



Neutralisation reactions are useful in everyday life. Here are some examples; toothpaste neutralises acid which can cause tooth decay, indigestion tablets neutralise excessive stomach acid and alkaline wasp stings can be treated with a weak acid such as vinegar.

Science

Energy

This builds on:	Why this topic:	This links to:
Year 7 ✓ Name the energy stores ✓ Name the energy transfers ✓ Describe the difference between renewable and non-renewable energy sources ✓ What is the law of conservation?	Energy transfers is part of the big scientific idea that **energy is conserved**. You will learn about how to calculate the amount of **energy transferred**, how some energy can be classed as wasted energy and how to calculate **energy efficiency**. You will also be introduced to two important scientific concepts known as **power and work done**.	**Key Stage 4**

Key Vocabulary

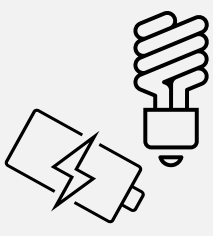
Energy Store: Different types of energy. Measured in Joules (J)	**Kinetic Energy:** Moving objects store kinetic energy. Faster = more kinetic energy
Gravitational Potential Energy: Energy stored in an object when it is lifted against gravity	**Elastic Potential Energy:** Energy stored in an object when it is stretched or compressed
Chemical Energy: Anything that can release energy when there is a chemical reaction	**Energy Transfer:** When energy moves from one store to another
Heat Transfer: Energy transfer from hot to cold substances	**Electrical Transfer:** Energy transfer when a charge (current) flows
Radiation Transfer: Energy Transfer through electromagnetic waves such as light	**Mechanical Transfer:** Energy transfer when an object moves due to force
Work Done: The energy transferred when a force causes an object to move	**Power:** The rate at which energy is transfered or work is done
Energy Efficiency: How much energy is converted into useful energy	**Energy Resource:** A source of energy that can be used to generate heat, electricity or power
Renewable Energy: Energy sourced from a resource that is replenished (won't run out)	**Non-renewable Energy:** Energy sourced from a resource that is finite (will run out)
Law of conservation: Energy cannot be created or destroyed	**Energy costs:** How much an energy provider charges based on the total kW a household uses

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What is the difference between an energy store and an energy transfer?
2. Describe the following energy stores:

   Kinetic energy, Gravitational Potential energy, Elastic Potential energy



3. How can energy be transferred?
4. How do we calculate the amount of G.P.E transferred?
5. How do we calculate the amount of kinetic energy transferred?
6. What is energy efficiency?
7. How is energy efficiency calculated?
8. What is work done?
9. How do we calculate the amount of works done?
8. What is power?
9. How do we calculate the amount energy transferred depending on the power of the appliance?

Science

Energy

Key Concepts

Energy Resources

Non-renewable
Energy sources that are in limited amounts so will eventually run out

FOSSIL FUELS
Coal, oil and gas are all fossil fuels. They are formed from dead remains over millions of years. They are burnt which produces thermal energy used to turn a generator and make electricity.

Renewable
Energy from a natural source that is constantly being replaced so will not run out

SOLAR PANELS
They use the sunlight to produce an electrical current.

WIND TURBINES
Wind turns the blades which turns a generator, this produces electricity.

GEOTHERMAL
Thermal energy extracted from the crust of the Earth and used to heat or generate electricity.

HYDROELECTRICITY
Generates electricity using the force of moving water to turn a turbine.

Energy Transfers

Energy can be transferred by:

- **mechanical** working – when a force is applied to move an object through a distance
- **electrical** working – when charge flows (electricity)
- **heating** – when energy is transferred between hotter and colder regions
- **radiation** – when energy is transferred as a wave, for example as light or sound

Energy Efficiency

How good a device is at transferring energy input to useful energy output is called **efficiency**.
The more efficient a device is, the less energy it will waste.
The energy efficiency of a device can be calculated using this equation:

$$\text{EFFICIENCY} = \frac{\text{USEFUL POWER OUTPUT}}{\text{TOTAL POWER INPUT}} \times 100$$

Power

When work is done on an object, energy is transferred. The *rate* at which this energy is transferred is called *power*.
So the more powerful a device is, the more energy it will transfer each second.

The equation used to calculate power is:

$$power = \frac{work\ done}{time}$$

Power (P) is measured in watts (W)
Work done (W) is measured in joules (J)
Time (t) is measured in seconds (s)

Work Done

When a *force* causes a body to move, work is being done on the object by the force.
Work is the measure of energy transfer when a force 'F' moves an object through a distance 'd'.
So when work is done, *energy* has been transferred from one energy store to another, and so:

energy transferred = work done

Energy transferred and work done are both measured in joules (J).

Science

Atoms & Calculations

This builds on:	Why this topic:	This links to:
• **Year 8** ✓ What is an element? ✓ What is a compound? ✓ What is a mixture? ✓ What is a chemical change?	Atoms and Calculations is part of the big scientific idea that the **Periodic table** lists all the **elements** that exist in the Universe with their atomic weight, atomic mass and chemical symbols. You will learn about how the structure of an atom and how the number of **subatomic particles** determines which element it is.	• **Key Stage 4**

Key Vocabulary	
Atom: The smallest unit of matter	**Subatomic Particle:** the parts that make up an atom
Element: A substance made up of only one type of atom	**Compound:** Contains two or more different elements that are chemically bonded together
Mixture: Contains two or more different substances that are not chemically joined together.	**Proton:** Positively charged particle in the atom (found in the nucleus)
Neutron: Neutral particle in the atom (found in nucleus)	**Electron:** Negatively charged particle in the atom (found in the shells)
Nucleus: The centre of an atom	**Electron Shell:** Orbits around the nucleus of an atom that contain electrons
Group: A column on periodic table (all elements in the same group have similar properties).	**Period:** A row on the periodic table.
Properties: Characteristics or features of something.	**Periodic Table:** A table of elements which are organised into groups and periods.
Atomic Number: The number of protons that an element contains	**Mass Number:** The number of protons and neutrons that an element contains
Alkali Metals: Elements that are found in group 1 of the periodic table	**The Halogens:** Elements found in group 7 of the periodic table
The Nobel Gases: Elements found in group 0 of the periodic table	**Unreactive:** Elements that are stable and do not react with other atoms

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. How small is an atom?
2. Name the subatomic particles, their masses and their charges.
3. Which subatomic particles are found in the nucleus?
4. Which subatomic particle is found in the shells?
5. Why do atoms have no overall charge?
6. What is the atomic number?
7. What is the mass number?
8. How do you work out the number of protons, neutrons and electrons using atomic and mass number?
9. How do you calculate percentage composition?

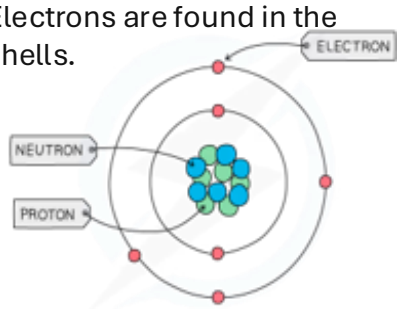
Science

Atoms & Calculations

Key Concepts

Atomic Structure

Atoms are very small. They have a radius of around 1×10^{-10} meters.
Protons and neutrons are found in the nucleus.
Electrons are found in the shells.



Subatomic Particles

Atoms are made up of protons, neutrons and electrons.

Overall, atoms have no charge(they are neutral). This is because they have the same number of protons (+1 charge)and electrons (-1 charge).

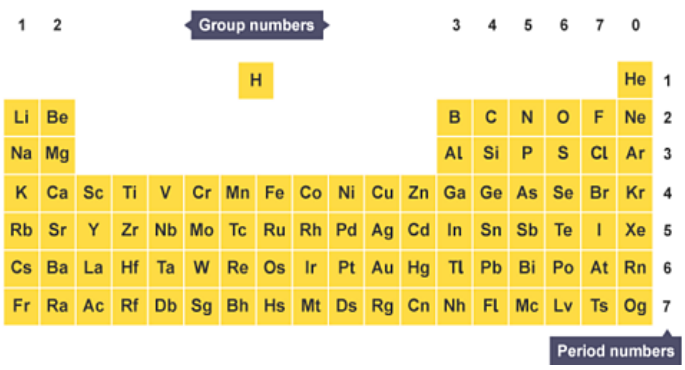
Particle	Relative Mass	Charge
Proton	1	+1
Neutron	1	0
Electron	Nearly 0	-1

The Periodic Table

The modern periodic table arranges *elements* into a unique arrangement that can be used for reference.
Metals are found on the left of the periodic table and non-metals on the right.
The periodic table is arranged in rows called periods and columns called groups, which can be used to locate any element.

In the modern periodic table:

- The elements are arranged in order of increasing atomic number.
- The horizontal rows are called periods.
- The vertical columns are called groups.
- Elements in the same group are similar to each other.



Atomic Number & Mass Number

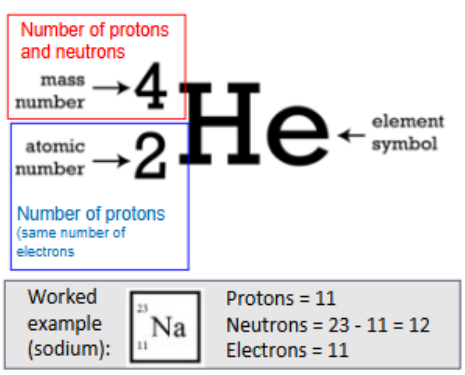
Atomic number
The number of *protons* in an atom of an element is its *atomic number*. Remember that:

- all atoms of a given *element* have the same number of protons
- atoms of different elements have different numbers of protons

Mass number
The mass number of an atom is its total number of protons and neutrons.

To calculate the numbers of *subatomic particles* in an atom, use its atomic number and mass number:

- number of protons = atomic number
- number of electrons = atomic number
- number of neutrons = mass number - atomic number



Percentage composition

When using chemical formula it is possible to calculate the percentage composition of the chemical.
The following formula is used to calculate percentage mass:

$$\% \text{ composition} = \frac{\text{mass of element}}{\text{mass of compound}} \times 100$$

Geography – Term 1

River Processes and Managment

This builds on:	Why this topic:	This links to:
• This builds on workstudied in year 7 onerosional processes incoastal areas. It alsodevelops map skills toidentify features anddescribe landscapes.	**Why this topic? This topic allows you to gain understanding of many natural features we see, explaining their formation and characteristics. You will also study the causes and issues of flooding and evaluate different strategies to solve this problem.**	• This links to work atGCSE on bothphysical processesand managementissues in both thecoasts and riverstopics.

Key Vocabulary	
Erosion: The breakdown and removal of material	**Source:** Where a river starts
Transportation: The process which moves material down the river	**Mouth:** Where a river meets the sea
Deposition: The dropping of material carried by a river when it loses material	**Thalweg:** The line of fastest flow in a river
Confluence: Where 2 or more rivers meet	**Deforestation:** The cutting down and removal of trees
Drainage Basin: An area of land drained by a river and its tributaries	**Hydrograph:** A graph which shows the amount of water in a river (discharge) and how this changes liked to a rainfall event

Key Retrieval

Processes of Erosion:

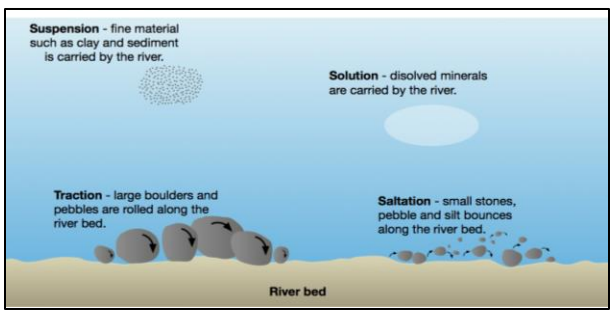
Hydraulic Action – as the water is forced into the sides of the river channel, air is compressed in the small cracks in the rock. Tiny fragments of rock get broken away as the process is repeated.

Abrasion – the river picks up eroded rocks, pebbles and sand. The material then rubs against the channel, wearing it away.

Attrition – eroded materials in the river bump into each other and eventually wear each other down.

Solution – water reacts with minerals in rocks, and the structure of the rock is changed.

Processes of Transportation:



Cultural Capital

1. **Awareness of the natural environment**
To understand the world around us and our place within it

2. **River safety**
To be aware of the risks associated with rivers and how we need to be careful around them

3. **Flooding**
To be able to identify how humans are increasing flood risk and what can be done to try and reduce this

Home Learning Tasks:

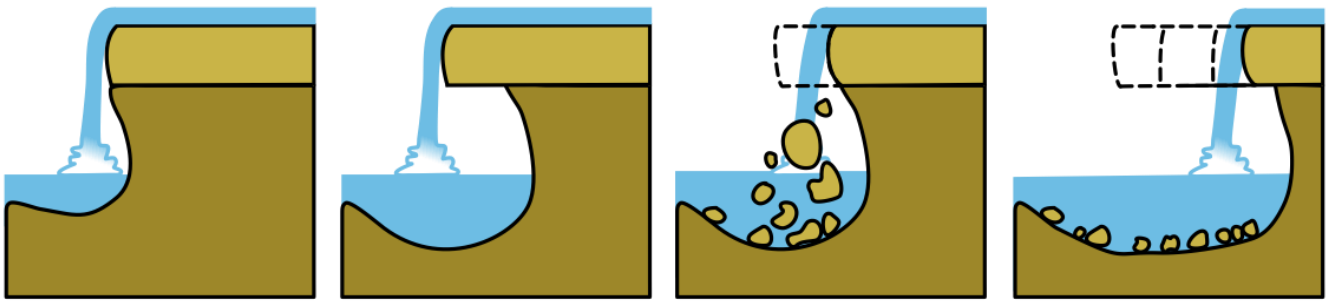
1. Create a collage using images, words and photographs to show the features of a river.
2. Create a full colour storyboard and script to depict the key information in the formation of at least 2 river features.
3. Research the flood defences in a UK city (like York) - create a presentation or booklet with details and images about them

Geography – Term 1

River Processes and Managment

The formation of a waterfall

Key retrieval



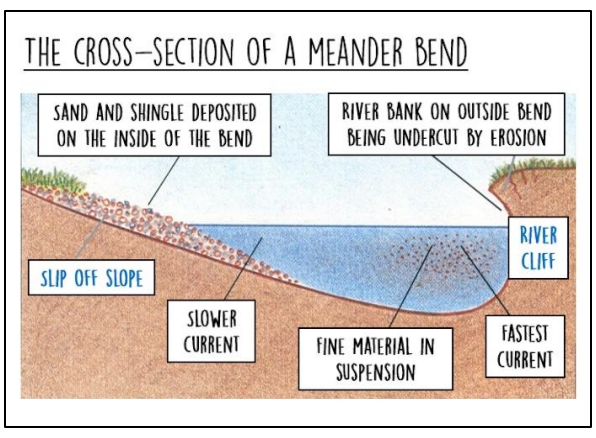
1. Waterfalls typically form in the upper stages of a river. They occur where a band of hard rock overlies a softer rock. Falling water and rock particles erode the soft rock below the waterfall, creating a plunge pool.

2. The soft rock is undercut by erosional processes such as hydraulic action and abrasion creating a plunge pool where water and debris swirl around eroding the rock through corraision further deepening it and creating an overhang.

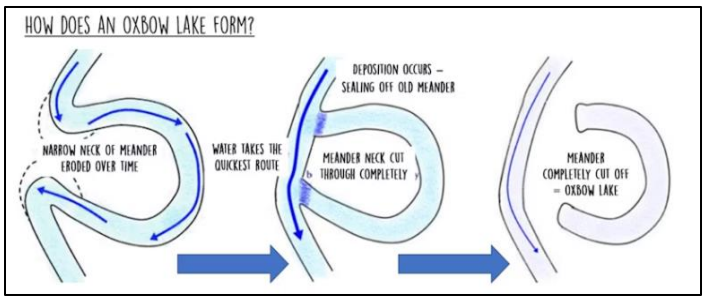
3. Hard rock overhang above the plunge pool collapses as its weight is no longer supported.

4. Erosion continues and the waterfall retreats upstream leaving behind a gorge.

Meander formation



Oxbow lake formation



Hard Engineering		Soft Engineering	
Dam/Reservoir 	Regulate river flow Water can be stored to drink or for HEP. Expensive & flood large areas of land.	**Afforestation** 	Cheap and trees can obstruct the flow of water through, leaves and roots.
Channel Straightening 	Speeds up water flow to reduce flood risk but can pass on the risk to other areas downstream. Ca n damage wildlife habitats.	**Floodplain Zoning** 	Restricts different land uses to certain zones on the floodplain. Can reduce the cost of damage but can be difficult to implement.

Geography – Term 1

River Processes and Managment

Rivers are natural, flowing bodies of freshwater that transport water from higher elevations to other bodies of water like oceans, lakes, or other rivers. They play a vital role in the water cycle and shape the landscape through erosion and deposition. Rivers are important for supporting various ecosystems, providing drinking water, irrigation, transportation, and recreational opportunities

Structuring answers

When structuring an answer, it is always important to use:

P – Make your **Point**

E – Add your **Evidence** (facts and figures)

E – **Explain** why using link words

L – **Link** it back to the original question

For example – where are earthquakes located?

Earthquakes are mostly found along tectonic plate boundaries.

Such as along the western coast of South America where the Pacific plate meets the Nazca plate.

This is because at tectonic plate boundaries, stress and friction builds up due to convergent and divergent movements.

9 Therefore, you are more likely to find earthquakes when the stress builds too much, whereas in areas away from plate boundaries there are likely to be fewer earthquakes.

History – Term 1

Fight for Democracy

This builds on:	Why this topic:	This links to:
• This builds on understanY7 and Y8as they would have finished the idea of change and revolution and how that carries on.	**In this topic, we will look at how different groups fought for the right to vote and to have representation. We start to look at the beginning of voting equality from the Peterloo Massacre to the death of Emily Davison.**	• This links to future topics like WW1 and how that helps women get the vote and to other fundamental British values like Law and Democracy

History is important in school because it helps students understand the present, develop critical thinking skills, and foster empathy. By studying the past, students gain insights into how societies and cultures have developed, how past events shape the world today, and how to avoid repeating mistakes

Key Vocabulary	
Suffrage: The right to vote in political elections.	**Physical Force Chartism:** The belief that more militant and aggressive methods were needed for men to get the vote.
Suffragette: A campaigner for women's suffrage, willing to break the law.	**Rotton Borough:** A smaller area that had a disproportionate number of MPs.
Suffragist: A campaigner for women's suffrage who believes in peaceful methods.	**Hunger Strike:** Some imprisoned suffragettes stopped eating to raise awareness for cause.
Chartists: Working class men who fought for the right to vote.	**Enfranchisement:** To be granted the vote or the state of having the vote.
Moral Force Chartism: The belief that peaceful methods like petitions and protest would help get men the vote.	**Peterloo Massacre:** The largest working class gathering for political reasons which ended with a brutal response by the calvary in Manchester.

Key Retrieval

KEY EVENTS:

1897 – NUWSS formed. Millicent Fawcett is leader.

1903 – WSPU is formed by Emmeline Pankhurst and daughters.

1905 – Militant campaign begins – Christabel Pankhurst and Annie Kenney arrested.

1908 – Mass rally in London – 300,000 to 500,000 activists attend. Window smashing using stones with written pleas on them.

1909 – Hunger strike and force feeding starts. Marian Wallace Dunlop becomes the first hunger striker.

1913 – Militant bomb and arson campaigns and increasing arrests which results in the passing of the 'Cat and Mouse Act'.

1913 – Emily Davison is struck by a horse and dies 4 days later. She becomes a Martyr for the cause.

1918 – Women over 30 are given the right to vote.

Peaceful vs. Militant

Moral Force Chartism: Led by a man called Peter Lovett. They believed that the vote for working class men could be gained peacefully through petitions and the Great Charter.

Physical Force Chartism: Led by a man called Feargus O'Connor. He was a working-class man who believed that only violent militant action would allow all men the right to vote. This led to actions like the Newport Rising in 1839.

Suffragists: Set up by Millicent Fawcett and supported by mostly middle-class women believed petitions would be the way to get the vote.

Suffragettes: Created by Emmeline Pankhurst, mostly compiled of working-class women. They believed in 'deeds not words'. This eventually led to the death of Emily Davison.

Home Learning Tasks:

1. Create a Newspaper report on the events of the Peterloo Massacre.
2. Create a wanted poster for a suffragette. This should include the actions they did and what they said when arrested.
3. See homework sheet for further home learning tasks and information above.

History – Term 1

The First World War

This builds on:	Why this topic:	This links to:
• This builds on understanding from Y8 with a focus on 20th century history and on previous topics of the impact of war.	**Why this topic?** **In this topic, we will look at the long-term and immediate causes of the First World War. We will look at certain battles that impacted British memory and look at how people decided to join up to the war effort.**	• This links future topics in KS4 in which this will be a unit of work and helps prepare for WW2 unit later in the year.

Key Vocabulary	
Causes: Something or someone that brings about a result or effect.	**Assassination:** The act of murdering a usually important person by a surprise attack.
Nationalism: The belief that your country is better than anyone else's.	**Trenches:** Long, deep ditches dug as protective defenses in war.
Alliances: Two or more countries who agree to support each other when needed.	**Mobilise:** Prepare and organise troops or soldiers and weapons.
Empires: A group of countries controlled by one single power/ruler.	**Arms Race:** A competition between two or more countries to have the best armed forces.
Imperialism: The desire to take over and conquer other countries.	**Strategy:** A plan of action aimed to achieve a long-term goal.

Key Retrieval

Franz Ferdinand: He was the heir to the Austro-Hungarian Empire. He was assassinated in 28th June 1914, which would become the catalyst for the First World War.

General Haig: He was a lead general in the First World War – particularly the Battle of the Somme. He would become known as 'The Butcherer of the Somme' as he sent many young men to their deaths by sending them over the top of the trenches.

General Hindenburg: One of the last German commanders of the First World War. He and General Ludendorff made one last ditch attempt to beat the allies but this failed. He would eventually become President of the new Weimar Republic.

Home Learning Tasks:
Create a fact file on any of the major battles that you would like to research.
1. Create a trench model that represents what life on the trenches would be like on the Western Front in 1914. See homework sheet for more information.
2. See homework sheet for further home learning tasks and information above.

History – Term 1

The First World War

World War I, also known as the Great War, was a global conflict primarily fought in Europe from 1914 to 1918. It involved the Central Powers (Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria) against the Allied Powers (France, Great Britain, Russia, Italy, Japan, and eventually the United States). The war began after the assassination of Archduke Franz Ferdinand of Austria-Hungary, which triggered a series of diplomatic and military responses that escalated into a wider conflict. The war resulted in the deaths of millions and reshaped the political landscape of Europe

Structuring Answers

When structuring an answer, it is always important to use:
P – Make your **Point**
E – Add your **Evidence** (facts and figures)
E – **Explain** why using link words
L – **Link** it back to the original question

For example – Describe one reason why the First World War began?
One reason for the outbreak of the First World War was the alliances. For example, two major alliances emerged; the Triple Entente, which was formed of France, Britain and Russia, and the Triple Alliance, which consisted of Germany, Austria-Hungary and Italy. This led to war as one small issue between countries could ensure that all of the major powers of Europe are dragged into a war over an insignificant issue and lead to more destruction and deaths. Therefore, alliances was an important reason for the outbreak of war because it would cause the major powers to be at war and lead to even more deaths,

Religious Studies

The Problem of Evil and the Holocaust

This builds on:	Why this topic:	This links to:
• This builds on students RITA values and basic knowledge from primary school.	One of the biggest state sponsored genocides the world has ever seen, which bought devastation to Europe.	• This links to the history curriculum and the KS4GCSE RE curriculum.

Religion's importance varies greatly, but it generally provides individuals and societies with meaning, purpose, community, moral guidance, and a sense of belonging. It can also offer comfort, hope, and a framework for understanding suffering and the human experience.

Key Vocabulary	
Theodicy An attempt to justify God in the face of evil	**The Holocaust :** the mass murder of Jews and other groups of people considered by the Nazi's to be 'undesirable' during the second world war
Omnipotent All powerful	**Auschwitz:** the largest concentration camp
Omniscient All knowing	**Ghetto :** a small area usually with poor housing and sanitation, where many people live
Omnibenevolent All loving	**Moral evil and suffering :** this is suffering caused by the actions of humans. Examples include acts of murder and war
Omnipresent All present	**Natural evil and suffering :** this is suffering caused by nature. Examples include tornados, tsunami's, earthquakes

Key Retrieval

What was the Holocaust?

Hitler blamed the Jewish people for Germany's defeat in the First World War. Nazi race-scientists incorrectly claimed that the Jewish people were sub-human. As soon as Hitler came to power, he introduced a programme of persecution,. The Nuremberg Laws (1935) deprived Jewish people of many of their civil rights. On 9 November 1938, Kristallnacht, or the 'Night of Broken Glass', took place. Jewish businesses, synagogues and homes were attacked and destroyed. This was a response to the assassination of a German diplomat by a Polish Jewish man in Paris. After the outbreak of World War Two in 1939, the Nazis stepped up the persecution of the Jewish people: they were herded into over-crowded 'Ghettos'. After 1941, following the invasion of the Soviet Union, Nazi death-squads, called 'einsatzgruppen', murdered more than a million Jewish people in eastern Europe. Nobody knows how many Jewish people died during the Holocaust, but the usual figure given is 6 million. The Jews were not the only group of people whom the Nazis considered to be undesirable. They persecuted other groups such as; gypsies, homosexuals and disabled people.

How evil and suffering cause problems for religious beliefs.

The existence of evil and suffering is important because it can cause problems for Christians' belief in God. God is described as all-loving, as stated in Psalms 103:8: The Lord is compassionate and gracious. Some Christians cannot believe that an Omnibenevolent God would design a world full of natural evils. They find it easier to believe these are random acts of nature. Some Christians also find it hard to believe in an omnipotent God. They question why God would allow humans to cause so much evil and suffering if he had the power to stop them from doing so. Another problem relates to the idea that God is omniscient. This means God would have known about all the evil and suffering that would come from him creating the universe the way he did. Some Christians therefore wonder why he did not create the universe without this potential for evil and suffering. This suggests that, because evil and suffering clearly exist in the world, either God does not exist, or he cannot be omnibenevolent, omnipotent and omniscient.

Home Learning Tasks:

- 'Morals are always with us, it's what we choose to do with it, that's what counts.' Explain this statement in detail.
- Create a poster explaining how the holocaust affected the Jewish people.
- How can you live an ethical life if you're not religious? Explain your answer in detail.

Religious Studies

Write Like an Expert		
4 MARKS • Point • Explain • Point • Explain	**5 MARKS** • Point • Evidence • Explain • Point • Explain	**12 MARKS** • Point • Evidence • Explain • Link **Include:** • Two Arguments For • Two Arguments Against • Conclusion

SIX WORLD RELIGIONS (spellings vary)

Religion name	Follower	SYMBOL	NAME OF GOD/GODS	COUNTRY OF ORIGIN	FOUNDER /MESSENGER	HOLY BOOK/S	PLACE OF WORSHIP	MAIN FESTIVALS	Denominations /schools/type/	Followers in the UK (approx.)	Followers in the world (approx.)
BUDDHISM	Buddhist	 Dharmachakra	none	India (Today in Nepal)	Siddhartha Gotama (The Buddha)	Tripitaka	Temple Shrine room Vihara	Wesak Dharma day	Theravada Mahayana Zen Triratna Pure Land	98,000	376 million
HINDUISM	Hindu	 Om/Aum	Brahman (Shiva Vishnu Brahma)	Indus Valley	none	Vedas Bhagavad Gita Mahabharata	Mandir Temple	Holi Diwali		272,000	1 billion
CHRISTIANITY	Christian	 Cross	God	Palestine Israel	Jesus of Nazareth	Bible	Church Cathedral	Easter Christmas	Catholic Eastern Orthodox Church of England Baptist Quaker	30 million	2.2 billion
JUDAISM	Jew	 Star of David	G_d	Israel	Abraham	Torah Tenakh	Synagogue	Rosh Hashanah Pesach Yom Kippur	Hasidic Orthodox Reform Liberal	214,000	14 million
SIKHISM	Sikh	 The Khanda	God Waheguru	Punjab, India	Guru Nanak The ten Gurus	Guru Granth Sahib	Gurdwara	Vaisakhi Diwali	Sahajdhari Amritdhari	239,000	23 million
ISLAM	Muslim	 Five pointed star & crescent moon	Allah (God)	Saudi Arabia	Muhammad (pbuh)	Quran	Mosque	Eid-ul-Fitr Eid-ul-Adha	Sunni Shi'a Sufi	1,278,000	1.6 billion

Theist = Someone that believes in God
Atheist= Someone that doesn't believe in God
Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God
Polytheist= Someone that believes in many gods

Timeline of religions (all dates approximate)

↑ 2000 BC **Hinduism**	↑ 1500BC **Judaism**	↑ 560 BC **Buddhism**	↑ 0	↑ 30 AD **Christianity**	↑ 610 AD **Islam**	↑ 1500 AD **Sikhism**

Religious Studies

German Term 1
Meine Stadt/ Ferien

This builds on:	Why this topic:	This links to:
• This builds on work you will have done in Year 8	**Why this topic?** **This is the first of our German topics this year.** **You will learn to give and understand information about yourself and your family**	• This links to all the units you will study, because it contains the basic building blocks for the past tense.

Key Vocabulary

Was gibt es in der Stadt? – What is there in town?	**Es gibt einen Bahnhof.** - There is a railway station.
Es gibt keine Kegelbahn. There is no bowling alley.	**Man kann dort viele Interessante Sportarten machen.**- You can do many interesting types of sport.
Innsbruck war groß. Es gab ein Stadium? – Innsbruck was big. There was a stadium.	**Ich habe bei Freunden gewohnt. -** I stayed with friends.
Ich habe Playstation gespielt. Es war toll. I played Playstation. It was great	**Sie haben Pizza gegessen und Cola getrunken.** They ate Pizza and drank coke.
Ich bin nach München gefahren. Es war fantastisch. We drove to Munich. It was fantastic.	**Wir sind mit dem Flugzeug geflogen. Das war spannend.** –We flew on the plane. That was exciting.

Key Retrieval

Man kann		dort hier	Schlangen viele tolle Autos keine Filme	sehen.
			viele interessante Sportarten	machen.
Die Gegend Die Stadt	ist	für	den Zoo die Kunstgalerie	bekannt.

Was gibt es in der Stadt? What is there in town?

Buy souveniers. Ich möchte...

Es gibt *There is*

einen *a* keinen *no*	Bahnhof. *railway station.* Fischmarkt. *fish market.* Marktplatz. *market place.* Park. *park.* Radweg. *cycle path.* Stadtpark. *city / town park.* Wasserpark. *water park.*
eine *a* keine *no*	Eisbahn. *ice rink.* Imbissstube. *snack stand.* Kegelbahn. *bowling alley.* Kirche. *church.* Kunstgalerie. *art gallery.*
ein *a* kein *no*	Kindertheater. *children's theatre.* Kino. *cinema.* Schloss. *castle.* Schwimmbad. *swimming pool.* Sportzentrum. *sports centre.*

Home Learning Tasks:

1) Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
2) Research some careers where Languages are important. Make a fact file. Which of these are you interested in?
3) What are the top 5 hobbies for young people in Germany?
4) Complete the activities on Active Learn.

German Term 1
Meine Stadt/ Ferien

Wo hast du gewohnt? Where did you stay? .

Ich habe *I*	auf einem Campingplatz *on a campsite*		gewohnt. *stayed.*
	bei Freunden *with friends*		
	in *in*	einem Wohnwagen *a caravan*	
		einer Jugendherberge *a youth hostel*	
		einem Ferienhaus *a holiday house*	
		einem Hotel *a hotel*	

Wo warst du? Where were you?

Ich war *I was*	letztes Jahr *last year*	mit *with*	Freunden *friends* meinen Eltern *my parents* meiner Familie *my family*	in *in*	Deutschland. *Germany.* Österreich. *Austria.* der Schweiz. *Switzerland.*
Es war *It was*	langweilig. *boring.* toll. *great.*				

Was hast du in den Ferien gemacht? What did you do in your holidays?

Ich habe *I* Wir haben *We*	jeden Tag *every day* oft *often*	einen Bootsausflug *a boat trip* eine Radtour *a cycle ride* viel Sport *a lot of sport* viele Sachen *a lot of things*	gemacht *went on/did*	und *and*	Volleyball *volleyball*	gespielt. *played.*
					viele Souvenirs *lots of souvenirs*	gekauft. *bought.*
					die Kirche *the church*	gesehen. *saw.*
					viel Fisch *lots of fish*	gegessen. *ate.*

Numbers

0	null	16	sechzehn
1	eins	17	siebzehn
2	zwei	18	achtzehn
3	drei	19	neunzehn
4	vier	20	zwanzig
5	fünf	21	einundzwanzig
6	sechs	22	zweiundzwanzig
7	sieben	23	dreiundzwanzig
8	acht	24	vierundzwanzig
9	neun	25	fünfundzwanzig
10	zehn	26	sechsundzwanzig
11	elf	27	siebenundzwanzig
12	zwölf	28	achtundzwanzig
13	dreizehn	29	neunundzwanzig
14	vierzehn	30	dreißig
15	fünfzehn	31	einunddreißig

Verbs

Ich bin	I am	Ich habe	I have
Du bist	You (sg) are	Du hast	You (sg) have
Er/Sie/ Es ist	He/she/it is	Er/Sie/ Es hat	He/she/it have
Wir sind	We are	Wir haben	We have
Ihr seid	You (pl) are	Ihr habt	You (pl) have
Sie sind	They are	Sie haben	They have

French Term 1

Mon Monde À Moi

This builds on:	Why this topic:	This links to:
• This builds on self, family and friends from Year 7 and 8	**Why this topic?** **This is the first of our French topics this year.** **You will learn to give and understand information about yourself and your family**	• This links to the units on likes and dislikes and also to the GCSE unit of friends and family

Languages are crucial for communication, cultural preservation, cognitive development, and fostering connections between people and communities. They allow for the transmission of ideas, beliefs, and knowledge, enriching understanding and facilitating relationships. Furthermore, language learning can enhance cognitive abilities, including problem-solving and critical thinking skills

Key Vocabulary	
Ça va? – How are you?	**Qu'est-ce que tu aimes? –**What do you like?
Comment t'appelles-tu? What is your name?	**Tu es comment?** What are you like?
Ça s'écrit comment? – How do you spell it?	**Tu as des frères et soeurs? –** Do you have any brothers and sisters?
Quel âge as-tu? How old are you?	**Tu as un animal? –** Do you have a pet?
C'est quand ton anniversaire? – When is your birthday?	**Il / elle est comment? –** What is he/she/it like?

Key Retrieval

Décris les personnes.
Describe the people.

Il a *He has* Elle a *She has* Ils/Elles ont *They have*	le visage long. *a long face.*			
	les cheveux *hair.*	longs *long* courts *short*	et *and*	blonds. *blond* noirs. *black* bruns. *dark/brown* gris. *grey* blancs. *white* roux. *ginger* châtains. *chestnut brown*
	les yeux *eyes.*	bleus. *blue* marron. *brown* verts. *green*		
Il porte *He is wearing* Elle porte *She is wearing* Ils/Elles portent *They are wearing*	des lunettes. *glasses.* des lunettes de soleil. *sunglasses.*			

Home learning:

1) Learn the vocabulary as asked by your class teacher each week.
2) Complete the tasks on Languagenut.com
2) Describe your favourite celebrity. Why do you like them?
3) Who is your role model? Why? What have they done to make you admire them?

Term 1 Mon Monde à Moi

Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas?
Do you (always) get on well with your friends? Why / Why not?

Il est *He is* Elle est *She is*	amusant/amusante. *funny.* patient/patiente. *patient.* actif/active. *active.* sportif/sportive. *sporty.* travailleur/travailleuse. *hard-working.* sérieux/sérieuse. *serious.* ennuyeux/ennuyeuse. *boring.* beau/belle. *beautiful.* calme. *calm.* sympa. *kind/nice.*

Tu t'entends (toujours) bien avec tes amis / ta famille?
Do you (always) get on well with your friends / family?

Je m'entends *I get on*	(assez/très) bien *(quite/very) well*	avec mon ami / mon amie. *with my friend.* avec mon meilleur ami / avec ma meilleure amie. *with my best friend.* *avec mon père / frère – with my dad/brother* *avec ma mère / soeur – with my mum/sister* avec mes amis. *with my friends.* avec mes vieux amis de l'école primaire. *with my old friends from primary school.*			
Je ne m'entends pas *I don't get on*	(très) bien *(very) well*	avec les *with the*	filles *girls*	de mon *from my*	club de foot. *football club*
			garçons *boys*		club de natation. *swimming club.*

On s'amuse bien ensemble.
We have a lot of fun together.

Qui est ton modèle dans la vie? Pourquoi?
Who is your role model in life? Why?

Mon modèle s'appelle … *My role model is called …*
Un exemple de bon modèle, c'est … *An example of a good role model is …*

Je le suis parce qu'il est *I follow him because he is* Je la suis parce qu'elle est *I follow her because she is*	amusant(e). *funny.* intelligent(e). *intelligent.* créatif/créative. *creative.* actif/active. *active.* féministe. *a feminist.* ordinaire. *ordinary.* extraordinaire. *extraordinary.*
Il est connu pour *He is known for* Elle est connue pour *She is known for* Il/Elle est devenu(e) une célébrité (sur TikTok) à cause de *He/She became a celebrity (on TikTok) because of*	ses films. *his/her films.* ses messages positifs. *his/her positive messages.* sa personnalité. *his/her personality.* sa créativité. *his/her creativity.* son livre. *his/her book.* ses vidéos. *his/her videos.*
Il/Elle *He/She*	m'inspire. *inspires me.* m'encourage. *encourages me.*

Key facts

	masculine	feminine	plural
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses

Term 1Mon Monde à Moi.

Normalement, qu'est-ce que tu fais pour ton anniversaire?
Normally, what do you do for your birthday?

Je vais *I go*	chez mon père. *to my dad's house.* chez mon voisin / ma voisine. *to my neighbour's house.* en ville. *into town.* au cinéma. *to the cinema.* au parc. *to the park.*	
Je mange *I eat*	un grand repas *a big meal* des pizzas *pizzas* du gâteau *cake* au restaurant *at the restaurant*	avec mes amis. *with my friends.* avec ma famille. *with my family.*
Je danse *I dance* Je chante *I sing* J'organise une grande fête *I organise a big party* Je fais la fête *I celebrate/party*		
Je reçois *I receive*	des cartes. *cards.* des cadeaux. *presents.* des messages. *messages.*	

L'année dernière, qu'est-ce que tu as fait pour ton anniversaire?
Last year, what did you do for your birthday?

Je suis allé(e) *I went*	chez mon père. *to my dad's house.* chez mon voisin / ma voisine. *to my neighbour's house.* en ville. *into town.* au cinéma. *to the cinema.* au parc. *to the park.*	
J'ai mangé *I ate*	un grand repas *a big meal* des pizzas *pizzas* du gâteau *cake* au restaurant *at the restaurant*	avec mes amis. *with my friends.* avec ma famille. *with my family.*
J'ai dansé *I danced* J'ai chanté *I sang* J'ai organisé une grande fête *I organised a big party* J'ai fait la fête *I celebrated/partied*		
J'ai reçu *I received*	des cartes. *cards.* des cadeaux. *presents.* des messages. *messages.*	

L'année prochaine, qu'est-ce que tu vas faire pour ton anniversaire?
Next year, what are you going to do for your birthday?

Je vais aller *I am going to go*	chez mon père. *to my dad's house.* chez mon voisin / ma voisine. *to my neighbour's house.* en ville. *into town.* au cinéma. *to the cinema.* au parc. *to the park.*	
Je vais manger *I am going to eat*	un grand repas *a big meal* des pizzas *pizzas* du gâteau *cake* au restaurant *at the restaurant*	avec mes amis. *with my friends.* avec ma famille. *with my family.*
Je vais danser *I am going to dance* Je vais chanter *I am going to sing* Je vais organiser une grande fête *I am going to organise a big party* Je vais faire la fête *I am going to celebrate/party*		
Je vais recevoir *I am going to receive*	des cartes. *cards.* des cadeaux. *presents.* des messages. *messages.*	

Computing Term 1

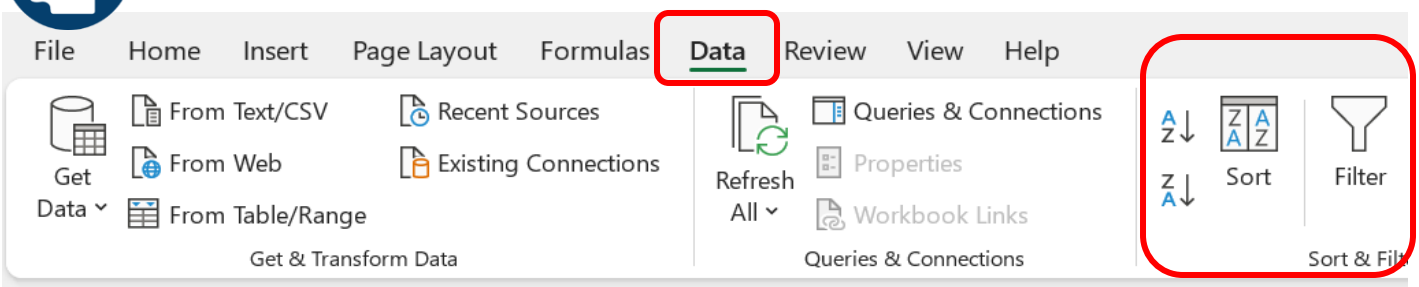
Digital Literacy

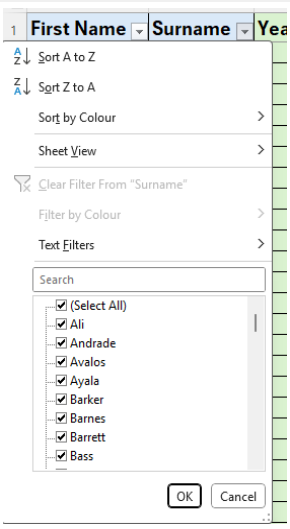
This builds on:	Why this topic:	This links to:
• Previous digital literacy in Year 8 and applied to software packages.	To master skills used to professionally present work through various methods and to understand the principles of computing and its operations.	• GCSE Digital Information Systems where software literacy is used in industry.

Computing is important because it's a foundational skill for navigating the modern world, impacting how we work, learn, communicate, and interact with our environment. It fosters essential skills like problem-solving and critical thinking, and opens doors to a wide range of opportunities in various fields

Key Vocab	Definition
Python	A programming language used to construct a wide range of programs from simple greetings to the search engine Google.
Syntax	The rules and structure code must be written in for a computer to understand the program. Simply put it is the grammar of code which the symbols keywords and character must be in a specific places within the lines of code.
Bug	Originally a term used for an actual bug being inside a machine and causing it to malfunction or break. Today, 'Bug' means an error in a program that causes it to perform unexpectedly or not at all.
Sorting	The process of organising data in an order depending on a condition. E.g. Largest to smallest or A – Z.
Filtering	To apply a setting to a dataset so that specific entries or data types are shown within the updated table. E.g. Filter dataset to show those who score more then 70% on an exam.

SORT & FILTER, A DATASET ON EXCEL





Sort data to be displayed in the order of value, Alphabet or colour. In this case a list of student's names can be organised alphabetically.

Filter data to only show key information needed for a task or scenario. In this case a specific students scores.

We use sorting and filtering to reduce the amount of information displayed to the user meaning it reduces the time and processing power it takes for them to find ana assess the data they need. In this scenario a user is sorting and filtering the data for a dataset containing information about a class test and their scores.

- **For help with the Home Learning task, go to:** https://www.bbc.co.uk/bitesize/guides/zqh49j6/revision/6
- **Create a table matching key characters** from *Animal Farm* with the historical figures or groups they represent (e.g., Napoleon = Stalin). For each pair, explain why Orwell did this. This is in the English curriculum.

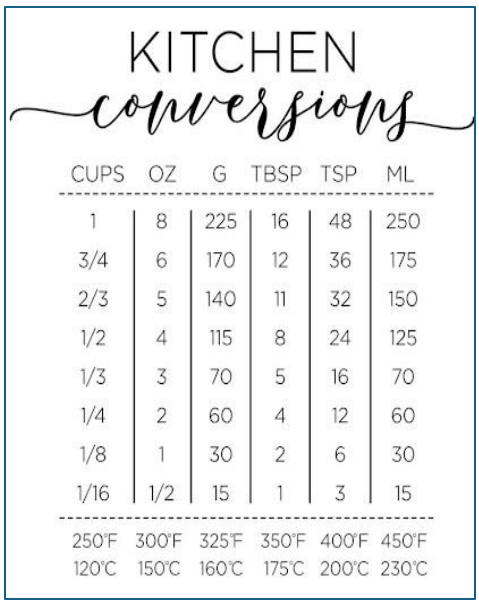
Food Technology

This builds on:	Why this topic:	This links to:
We are now developing your preparation and cooking skills further by using more technical skills and techniques. In your theory lessons you will be looking at different types of contamination in the kitchen, before moving onto looking at food choices and recipe amendments		

Food technology is the application of scientific and engineering principles to the processing, preservation, packaging, distribution, and utilization of food. It encompasses the practical aspects of food science, focusing on ensuring food safety, quality, and security, as well as developing new food products and improving existing ones

Key Vocabulary

Physical contamination in a kitchen is when objects that shouldn't be in food get into it. This can include things like; hair, glass, plastic, metal, jewellery, fingernails	**Aeration:** Aeration is the process of adding very tiny pockets of air to something. In the case of fats and oils, this is normally done using mechanical/physical means, such as creaming a mixture together using a wooden spoon or using an electric whisk.
Biological Contamination is when harmful germs or microorganisms get into food. This includes: Bacteria (like Salmonella or E. coli), Viruses (like Norovirus), Mould, Parasites It can happen if food isn't cooked properly, stored at the wrong temperature, or if hands and surfaces aren't clean. Biological contamination can cause food poisoning and make people very sick.	**Chemical contamination in a kitchen** happens when harmful chemicals get into food. This can include things like: Cleaning products (like bleach or sprays), Pesticides, Soap or detergent
• **Dovetailing**: Multitasking where you havemore than one thing happening at the sametime	**Allergy:** An allergy is a reaction the body has to a particular food or substance.
Adaptation: Changing the ingredients or cooking methods of a dish in some way	**Intolerance:** an inability to eat a food or take a drug without adverse effects.
Shortening: **Shortening** is any fat that is a solid at room temperature and used to make crumbly pastry and other food products.	**Ethics/ethical:** relating to beliefs about what is morally right and wrong



Independent Learning Tasks:

1. https://www.theburntbuttertable.com/creamy-salmon-pasta/ Have a go at this creamy salmon pasta recipe which is like the Alfredo sauce. Fish is full of healthy fats and Omega 3
2. Once you have mastered Samosa, have a go at making Spring Rolls with this recipe https://www.bbcgoodfood.com/recipes/wrap-your-own-spring-rolls
3. Develop your marble cake skills with this recipe – it also has a layer of ganache which adds an extra level of skill

Food Technology

This builds on:	Why this topic:	This links to:
We are now developing your preparation and cooking skills further by using more technical skills and techniques. In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.		

Food technology is the application of scientific and engineering principles to the processing, preservation, packaging, distribution, and utilization of food. It encompasses the practical aspects of food science, focusing on ensuring food safety, quality, and security, as well as developing new food products and improving existing ones

Shortbread is a type of biscuit (or cookie) traditionally made in Scotland, known for its crumbly, buttery texture and rich flavor.

Practical Recipe 1 – Shortbread

200g plain flour
50g caster sugar
125g unsalted butter/margarine
Chocolate Chips

Samosa requires quite a tricky folding technique. Watch a few online videos before the lesson – you can have a go at practicing with paper.

✓ **Practical Recipe 2 – Vegetable Samosa**

✓ 1 small potato
✓ 1 small carrot
✓ 1 small onion
✓ 25g peas

School will provide the

pastry, spices and extra ingredients

Marble cake requires you to create two brilliant sponge mixtures and then you can get really creative with the patterns you create.

Practical Recipe 3 – Marble Cake

✓ 225g margarine/butter
✓ 225g caster sugar
✓ 4 eggs
✓ 225g self-raising flour
✓ 2 tablespoons cocoa powder

School will provide
1 teaspoon vanilla extract
3 tablespoons milk

Chicken Alfredo
This will feed 4people. You can halve the ingredients to make less.

You will be showing dovetailing skills as you will be boiling pasta as well as making the Alfredo sauce

Practical Recipe 4 – Chicken Alfredo

✓ 4 skinless boneless chicken thighs, cut in half
✓ 300g pasta
✓ 200ml double cream
✓ 100g parmesan (or any other cheese)
✓ A large plastic container

School will provide:
1 tbsp olive oil
1 tbsp butter
½ a nutmeg, grated
parsley, chopped, to serve

Art

Formal Elements

This builds on:	Why this topic:	This links to:
• This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	• This links to your future learning and skills development in KS3 and prepares you for GCSE Art

The formal elements of art are the visual components that make up a work of art. These include line, shape, form, color, texture, space, and value. Understanding these elements helps in analyzing and appreciating the visual aspects of any artwork.

Key Vocabulary	
Line The path made by a moving point for example a brush dipped in paint. A line can take many forms.	**Form** A 3-dimensional object that has height, width and depth.
Tone The lightness or darkness of something. By adding tone to line drawings, the illusion of form in created.	**Texture** The way something feels to the touch. Visual texture is the way something in a photos/painting looks as though it would feel.
Colour This is what we see when the light strikes a surface and is reflected back to the eye.	**Composition** The placement of different elements in a piece of artwork (what goes where).
Shape Created by a line that starts and finishes at the same point. Shapes are flat (height and width) and can be geometric or organic.	**Mark making** Creating different marks on a surface with a selected media. Good way to create texture in a piece of artwork.
Pattern A repeated decorative design.	**Collage** A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Experimenting The process of exploring new ideas, materials, techniques, and approaches to artistic creation, essential to deepen understanding of materials and refine artistic skills.	**Refining** To improve a piece of art by making small, deliberate changes to enhance its quality, clarity, or overall effect.

Home Learning Tasks:

Choose an interesting object in your home/find a picture to draw from.
Try drawing the object/picture in the following ways:

- Using your non-dominant hand
- Using a continuous line (don't take your pencil off the paper once you have started)
- Blind contour drawing (draw without looking at your page until you have finished)
- Turn the object upside down and draw it that way.
- Drawing only the negative space (around and between the object)
- Timed drawing (10 seconds/ 30 seconds/ 60 seconds)

ART ASSESSMENT

- ✓ Ask a question about the work…
- ✓ Share your ideas and opinions…
- ✓ What areas can be refined?
- ✓ How has detail been captured?
- ✓ What caught your eye first time and why?
- ✓ What changes would you suggest?
- ✓ How has the work met the lesson objective?
- ✓ Formal elements used… Line, colour, texture, tone, shape, pattern & form
- ✓ Identify areas that went well
- ✓ Where next?
- ✓ Ask your partner what they think about your work
- ✓ What areas can be improved further?

Describing Artwork
- This piece of art shows…
- The artist has used… to create…
- This artwork is made using…
- The composition includes…

Talking About Colour and Texture
- The colours used are… which makes the artwork feel…
- The artist has used light and shadow to…
- The texture appears to be…

Interpreting the Meaning
- This artwork might represent…
- It makes me feel… because…
- The artist could be trying to show…
- It reminds me of…

Giving Opinions
- I like this artwork because…
- In my opinion, the most effective part is…
- I think the artist has been successful in…
- I prefer this style because…
- If I could change one thing, it would be…

Comparing and Reflecting
- This reminds me of the work by… because…
- Compared to my own work, this is…
- This is similar to/different from…

Art Assessment – you will be given a mark for each assessed piece of work. This colour coded grid links to the mark scheme in your book.

exceeded the expectations of recall and application of the intended curriculum.	**4**	recalled and applied **some** of the intended curriculum.	**2**
recalled and applied **the majority** of the intended curriculum.	**3**	recalled and applied **little** of the intended curriculum.	**1**

Music – Term 1

This builds on:	Why this topic:	This links to:
✓ This unit will develop your keyboard performance and listening skills to a higher level, building on skills you have developed in Y7 and Y8.	**Reggae** ✓ To continue to widen your understanding of different styles and genres and to deepen your musical understanding further.	✓ Prior units such as EDM in Year 8 and keyboard performance units such as Ode To Joy in Year 7. It also links to all prior units in terms of musical analysis.

Music is important for numerous reasons, impacting individuals and society on cognitive, emotional, and social levels. It enhances cognitive function, boosts mood, reduces stress, and fosters social connection. Music also serves as a powerful form of self-expression and cultural communication.

Key Vocabulary

Melody: The main layer or tune of a piece. **Melodies** can move by **step** or **leap.**	**Harmony:** The **chords and scales** that accompany the melody. ***Diatonic*** *Harmony – Chords and scales that blend well together.* ***Dissonant*** *Harmony – Chords and scales that clash with each other.*
Articulation: The way the notes are played – long and smooth or short and detached **Legato** – Long and smooth **Staccato –** Short and choppy	**Tonality:** Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Dynamics: How loud or quiet the sound is.	**Performance Forces:** The **instruments** or **voices** used to perform a piece.
Texture: The **layers** that make up a piece **Monophonic –** Single layer on its own. **Homophonic –** One melody with accompaniment. **Polyphonic –** More than one melody at the same time.	**Rhythm:** The **note values** used
Structure: The way the music is put together in sections. **E.g. – Beginning, Middle and End** **Or Verse-Chorus.**	**Tempo:** The **speed** of the beat

Key Concepts – *Reggae*

Three Little Birds: Tonality Three Little Birds is in a **Major key.**	**One Drop drumbeat** A common **drum beat** in Reggae music is the **One Drop drum beat.** It emphasises beat ***three*** of the bar.	**Syncopation** Offbeat rhythms/patterns. The **ska rhythm** uses syncopation.
Ska Rhythm A **Ska rhythm** is used in Three Little Birds, which means that all of the **chords** are played on **beats 2 and 4.**	**Metre/Time Signature** Three Little Birds is in **4/4,** meaning each bar has 4 crotchet beats.	**Texture** Three Little Birds has a **homophonic texture**. **Homophonic** – One melody and accompaniment.
Riff A repeating pattern in popular music. The riff is played on the electric Organ in Three Little Birds and uses **legato** articulation.	**Word setting** How the words are set to the music (how they are sung).	**Syllabic** Singing one note per syllable. Most of the time, when you hear singing in a song, it is syllabic.
Performance Forces in Reggae Vocals / Drum Kit / Electric Guitar / Organ and Electric Bass Guitar are often used.	**Vocalisation** - Wordless singing **Melisma** Singing more than one note per syllable.	**Dub Music** Dub music is **remixed Reggae.** **'Dub'** is an abbreviation of 'double'.
Studio FX - Delay Delay repeats a sound back – it is a type of **echo.**	**Studio FX - Reverb** Reverb makes the music sound as though it is being played in a larger room or space.	**Riddim** The stripped-down version of just drums and bass is known as the 'riddim' in **Dub Music**

Music - Term 1

What is this page?	What should I do with this page?	How can I revise?
• *Use this page to help **revise** and **strengthen** your knowledge of Rap and Hip Hop..*	• *Spending **ten-fifteen** minutes **per week**, using this page to revise, will prepare you for the assessments.*	• *Look, cover and check to test yourself.* • *Ask someone else to test you.* • *Create flash cards or a mind map from this page.*

Music is important for numerous reasons, impacting individuals and society on cognitive, emotional, and social levels. It enhances cognitive function, boosts mood, reduces stress, and fosters social connection. Music also serves as a powerful form of self-expression and cultural communication.

Retrieval Practice (Home Learning)

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

- *Melody / Articulation / Dynamics / Texture / Structure / Harmony and Tonality / Instrumentation and Forces / Rhythm / Tempo.*

Using your knowledge organiser you must:

- Look, cover and check.
- Have somebody else test you.
- Make flash cards to test yourself.

Questions	*Answers*
What is a **ska rhythm** (used in all Reggae music)?	A rhythm that emphasises beats 2 and 4 of each bar.
What is the **tonality** of Three Little Birds?	Major tonality
What is a **riff**?	A repeating pattern in popular music
What **keyboard instrument** is commonly heard in Reggae music?	Electric Organ
What is the **time signature** of Three Little Birds?	4/4
What type of **word setting** can be heard on the word '***You***' in Three Little Birds?	Melisma
What type of **texture** is used throughout Three Little Birds?	Homophonic (one melody and accompaniment)
Identify **three** specific features of **rhythm** used in Three Little Birds.	One Drop Drumbeat / Syncopation / Ska Rhythm
What style of **Electronic Dance Music** developed after Reggae (and uses **remixed** version of Reggae songs).	Dub Music
What type of **articulation** is used when performing the **ska rhythm**?	Staccato
What type of **articulation** is used when performing the **riff**?	Legato

Home Learning Tasks:

To develop your theory understanding of Reggae use the resources below to **research** and create a mind map or flash cards on the content. Ask your teacher if you want flash cards or a mind map frame on Rap and Hip Hop (or you can create your own).

✓ BBC KS3 Music – Reggae
✓ GCSE BBC Bitesize - Reggae

Challenge Activities (in lesson/extra-curricular):

Why not try developing your instrumental skills further? Come along to Music Club and try the following Reggae performance skills:

✓ One Drop Drumbeat
✓ Ska rhythm on an electric guitar (applying staccato articulation and barre chords).

3D Design

Health and Safety Workshop Rules

1. **Never Remove Any Tools from the Workshop**
   Tools must stay in the workshop. Taking them out is unsafe and not allowed.
2. **No Running or Fooling Around**
   Move calmly and behave responsibly to keep everyone safe.
3. **Know Where Emergency Stop Buttons Are**
   Locate and understand how to use emergency stops before starting any task.
4. **Use Tools and Machines Correctly**
   Operate only the tools you've been trained to use, and follow all instructions.
5. **Always Wear Safety Goggles**
   Protect your eyes at all times when using tools or machinery.
6. **Wear Protective Gear When Needed**
   Use gloves, ear defenders, and dust masks for specific tasks.
7. **Report Hazards or Injuries Immediately**
   Notify your teacher if something breaks, is unsafe, or someone gets hurt.
8. **Keep Your Work Area Tidy**
   Clean up as you go. Clear away clutter, spills, and tools.
9. **Secure Loose Items**
   Tie back long hair, remove jewellery, and avoid loose clothing near machines.
10. **No Food or Drink in the Workshop**
    To avoid contamination or spills, never eat or drink in the workspace.

Mixed Media

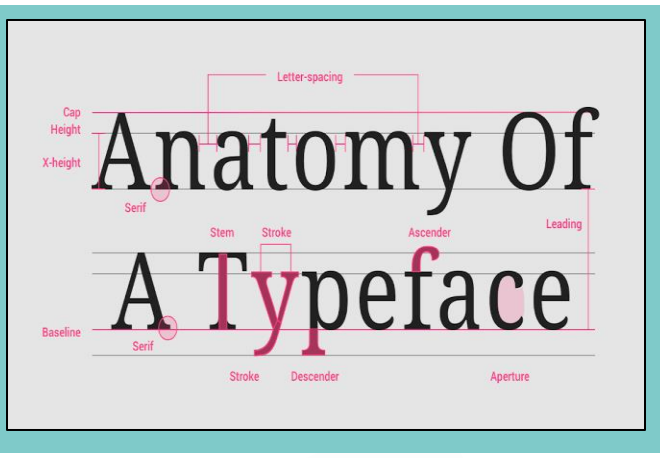
Inspiration	Visual Prompt	New information
Fabric Manipulation		Fabric manipulation refers to techniques used to alter the appearance or texture of fabric. These methods involve physical changing the fabric surfaces through sewing, folding, cutting, or other means, to create unique designs or enhance the garment construction.
Issey Miyake		Issey Miyake was a Japanese fashion designer known for his innovative, technology-driven clothing designs, particularly his pleated garments and his use of unconventional materials. Miyake's work often blended traditional Japanese techniques with modern technology and a futuristic aesthetic.
Nawal Gebreel		Nawal Gebreel produces custom-made pleats that are innovative 3D fabric manipulations to produce her label's luxurious scarves and wraps.
Kirigami		Kirigami is a Japanese art form similar to origami, but it involves both cutting and folding paper to create intricate designs and three-dimensional shapes. Unlike origami, which focuses solely on folding, kirigami incorporates cuts to add depth and complexity to the final piece.
Masayo Fukuda (papercut artist)		Japanese artist makes beautiful sculptures from paper, using the Kirie technique: the Japanese from of paper-cutting. Her artworks are detailed that you can't see that they are made from paper.

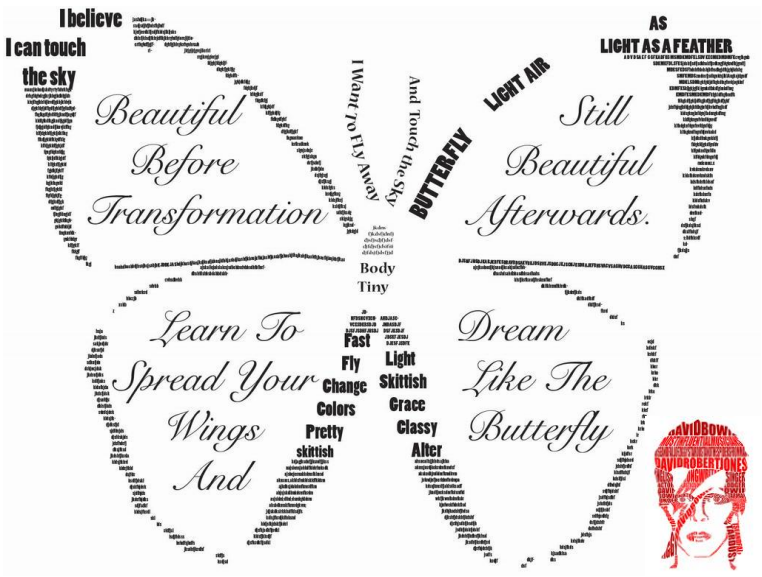
HOME WORK

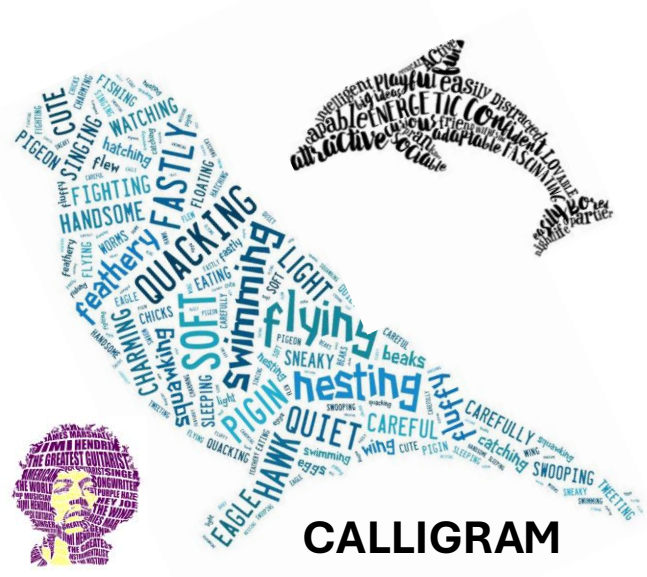
3D Design

Typography

3D design is crucial for its ability to enhance visualization, streamline communication, and improve the overall design and manufacturing process. It allows for realistic representations of products and environments, making it easier for stakeholders to understand and collaborate on design ideas. This leads to more efficient workflows, reduced costs, and better-quality products.







How to Analyse a Photograph

- Does it contain any photographic rules?
- Is there a story or hidden meaning in the image?
- Where and how has the image been taken?
- Where are the shadows and highlights in this image?
- What is the section you look at first and why?

RULES OF COMPOSITION

SCAN ME

HOME WORK

LEADING LINES | FOCUS | RULES OF THIRDS | SYMMETRY | NEGATIVE SPACE | GOLDEN SPIRAL | DEPTH OF FIELD | REPETITION

Physical Education

Invasion Games

This builds on:	Why this topic:	This links to:
✓ This builds on previously learnt skills in year 7 and year 8 that are involved in invasion games. ✓ Learns will now begin to understand more in depth and complex areas of invasion games	**An invasion game is a team sport where two** or more teams compete to score points by invading the opponent's territory and defending their own. Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra curricular session inside and outside of education. Invasion games help to develop not on physical skills but also social skills too.	✓ This links to potential involvement in an invasion game inside and/or outside of school. ✓ These activities allow participation in competitive sports that may lead to healthy active lives.

Key Vocabulary	
Transition – The switch between attacking and defending roles during play.	**Width** – Spreading out across the field to stretch the other team's defence.
Set Play – A planned move used during a restart like a corner or free kick.	**Depth** – Using players both near and far from the ball to create attacking and defending play.
Attack – Trying to score points by moving the ball toward the other team's goal.	**Marking** – Staying close to an opponent to stop them from getting the ball.
Defend – Stopping the other team from scoring in your goal.	**Counter-Attack** – Quickly moving into attack after winning the ball from the other team.
Intercept – Catching or stopping a pass made by the other team.	**Dribbling** – Moving with the ball while keeping control (like in football or basketball).

Key Concept	Game Application	Advanced Explanation with Tactical Focus	Sporting Example	Tactical Use
Marking	Defensive Structure	Applying either tight man-to-man or zonal marking to reduce options and force the attackers into less dangerous areas.	Netball – Switching to a zone to defend space in front of the goal circle.	Use **man marking** for tight control Use **zonal marking** to cover dangerous areas and intercept
Shooting	Scoring Under Pressure	Deciding when and how to shoot based on defender pressure, goalkeeper position, and available space.	Football – A quick low shot to the far post from just inside the box.	Use **fake shots or feints** to unbalance defenders Shoot **early** to catch the keeper off guard
Intercepting	Transition Play	Anticipating passes through reading body language and movement patterns to regain possession and quickly counter-attack.	Basketball – Intercepting a slow pass on the perimeter to start a fast break.	Position yourself in **passing lanes** Use interception to launch a **counter-attack**

Home Learning Tasks:

Task 1 - Watch the videos and create a poster showing the differences between how a team tries to score (attacking) and how they try to stop the other team from scoring (defending). Include the key skills and techniques used for each.

Task 2 - Create a Kahoot account and complete the quiz on attacking and defending in invasion games. Invasion Games - Details - Kahoot!

Task 3 – Change two rules from a game state why and what the benefits and disadvantages would be.

Physical Education
Principles of Training

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning and understanding on health and skill related fitness factors and fitness testing you have learnt in year 7 and 8.	Principles of training are a set of guidelines that if used correctly can make a person's training effective. You will be able to demonstrate adaptations and positive changes to your body and performance in sport. This topic will support your understanding at GCSE level in PE for the NCFE Health and Fitness in year 10-11.	✓ This links to future planning, performing and evaluating your own training plans that will promote lifelong learning for a healthy and active lifestyle as you get older.

Key Vocabulary SPORT and FITT principles of training.	
Specificity: The training you are doing matches the activity you want to improve.	**Rate of Perceived Exertion:** A scale to measure how hard a person is working at when training. Level 1-10.
Progression: Training over time is slowly built up over time gradually.	**Frequency:** How often you train for per week. This is usually 3 times per week with rest days for recovery.
Overload: Pushing the body past its normal ability to force it to adapt.	**Intensity:** How hard you train so that physical adaptations can be made.
Reversibility: Reduction in training, injury or illness where you loose fitness.	**Time:** How long you train for (minimum of 30 minutes per session)
Tedium: Boredom of training because its not challenging or fun so the perform lacks focus.	**Type:** The method of training used must link to the sport been improved.

Session 1 (Monday)	Session 2 (Wednesday)	Session 3 (Friday)
Improving speed and muscular strength for a football and netball player. **Circuit training** **Main session:** **3 activities 25 minutes** • depth jumps (2 sets of 10, RPE 6) • skipping (3 sets of 7, RPE 5) • agility hoops (3 sets of 4, RPE 7)	**Improving speed and muscular strength for a football and netball player.** **Circuit training** **Main session:** **5 activities 30 minutes** • depth jumps (2 sets of 10, RPE 6) • skipping (3 sets of 7, RPE 5) • agility hoops (3, sets of 4, RPE 7) • hurdles (5 sets of 6, RPE 6)	**Improving speed and muscular strength for a football and netball player.** **Circuit training** **Main session:** **5 activities 30 minutes** • depth jumps (2 sets of 12, RPE 8) • skipping (3, sets of 8, RPE 7) • agility hoops (3 sets of 5, RPE 7) • hurdles (5 sets of 6 , RPE 9) • ladders (5 times, RPE 8)

Home Learning Tasks:

Task 1. Watch the following YouTube video online to recall the principles of training.
https://www.youtube.com/watch?v=DXVbDrt-nac

Task 2. Create a Kahoot account online to access principles of training quiz.
https://kahoot.com/
Attempt the quiz below once you have created your account.
https://create.kahoot.it/details/dc28a9d5-959c-4d3a-8009-b96e33b4bebf

Task 3. Using the key vocabulary table above, describe how SPORT and FITT principles have been used in the training programme below in the blue table .

RSHE (Relationships, Sex, and Health Education) is crucial in schools because it equips young people with the knowledge, skills, and understanding to navigate their personal and social lives safely and responsibly. It promotes positive relationships, mental and physical well-being, and empowers students to make informed decisions about their health and relationships, including online safety

This builds on:	Why this topic:	This links to:
✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.	Because RSHE is: "lifelong learning about physical, moral and emotional development." It is a National Requirement to teach RSHE. It will also equip **YOU** for later life and support **YOU** in being happy, healthy and safe.	✓ The fundamental British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Term 1 topics	Key Vocabulary
Self-identity	**Self-identity:** relates to the way we think of ourselves and our bodies
Self-esteem – being kind to yourself	**Self-esteem:** an opinion you have of yourself
Low self-esteem	**Low self-esteem:** likely to think negatively about their abilities, value and worth
Understanding prejudice	**Prejudice:** an unfair /unreasonable preconceived opinion about a person
Understanding discrimination	**Discrimination:** when a person is treated less favourably than another in the same situation
Bullying behaviours	**Behaviours:** the way we act because of our attitudes
The effects of discrimination and bullying	**Bullying:** someone who is most at risk of developing anxiety and depression

Key Retrieval

Setting yourself unrealistic expectations can damage your self-esteem. You may put off doing things, or avoid them all together, for fear of failure.

No-one is perfect, but we all have things that we are good at and that we enjoy doing. By focusing on these things, and always doing the best that you can, you can enjoy your achievements without the pressure of being perfect.

Instead of aiming for perfection or unrealistic expectations, set yourself a series of small, realistic goals that you can work towards every day – as you reach each goal, you will be able to really enjoy the feeling of progress and achievement, which will gradually boost your self-esteem.

Cultural Capital

Prejudice-based bullying is any type of bullying (such as physical, verbal, online) based on someone having a protected characteristic. For example, people may be bullied because of their religious beliefs, sexual orientation or colour of their skin.

The term **'hate-crime'** is used to describe a crime that is committed against someone due to them having a protected characteristic. The crime is motivated by feelings of hostility and prejudice against a certain person (a group of people), based on characteristics such as race, religion, sexual orientation or disability).

Hate crimes may involve acts of physical violence, but they can include the use of offensive language, harassment or abuse.

Home Learning Tasks:

1. Keep a diary entry of good deeds you achieve everyday this term.
2. Research mindfulness strategies; try some out and see if they make a positive impact on you.
3. Create an anti-bullying poster.
4. Discuss your weekly RSHE topics with members of your family.

MY CAREERS PATHWAY

INFORMATION, ADVICE & GUIDANCE

C+K

High quality careers services for young people and adults

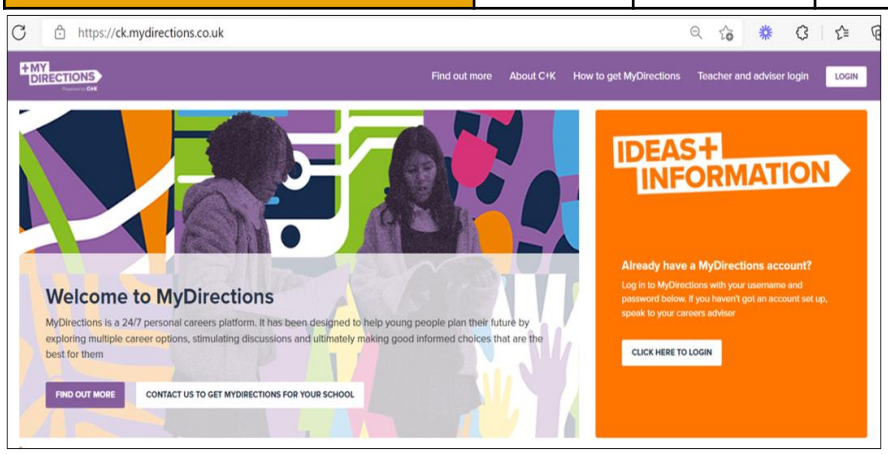
Innerscope
Educate | Equip | Inspire

KEY CONTACTS

- **Ms L Hirst** C&K Careers Advisor liz.hirst@ckcareers.org.uk
- **Mrs K Stokes** Newsome Careers Leader (SLT link) kstokes@newsomeacademy.co.uk
- **Ms H Dunkerley** Newsome Careers Leader hdunkerley@newsomeacademy.co.uk

CAREERS SEQUENCE OF IMPLEMENTATION

GOLDEN THREAD	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Careers Booklet	•	•	•		
Apprenticeship Week	•	•	•	•	•
Careers Week	•	•	•	•	•
Careers Fair		•	•	•	•
Options			•		
Options Evening			•		
INNERSCOPE				•	
CV Writing				•	
External Interviews					•
Work Experience				•	
PD Portfolio	•	•	•	•	•
College Applications					•
My Directions	•	•	•	•	•



RESOURCES

MY DIRECTIONS IS A 24/7 personal careers platform. It is designed to help young people plan their future by exploring multiple career options, stimulating discussions and making informed choices.

TO LOG-IN: https://ck.mydirections.co.uk **I Username:** Your school email address **I Password:** 12345678

"Newsome is a beacon of outstanding practice that should be shared outside the Academy and beyond. All stakeholders are 'bursting' with positivity and the support that students receive here is exceptional."

EPDA Review – June 2025

Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering academic language is essential for academic success and navigating various professional fields. Each subject area uses key language to prepare you for your GCSE studies. Make sure to be familiar with all the terminology used in questions.

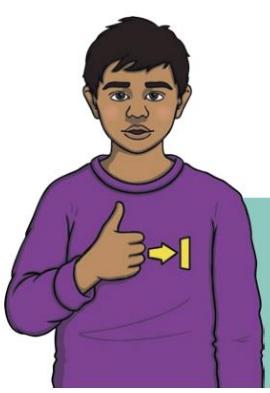
Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
Compare	Show similarities and differences between two or more things.
Contrast	Focus only on the differences between things.
Define	Give the exact meaning of a term.
Describe	Give a detailed account of what happens or what something is like.
Discuss	Explore different sides of an issue or idea and come to a conclusion.
Evaluate	Judge how good or effective something is using evidence – give strengths and weaknesses.
Examine	Look at something closely, weigh it up and explain in detail.
Explain	Say how or why something happens – give reasons and examples.
Identify	Pick out or name something clearly.
Interpret	Explain what something means in your own words.
Justify	Give reasons to support an answer or decision.
Outline	Give the main points or a general summary.
Predict	Say what you think will happen and explain why.
State	Give a short, clear answer (often just a word or phrase).
Suggest	Offer an idea or solution based on knowledge or evidence.
Summarise	Pull together the key points briefly

BRITISH SIGN LANGUAGE

British Sign Language (BSL) is a visual-gestural language used by many deaf and hard-of-hearing people in the UK. It's a complete language with its own grammar, syntax, and vocabulary, and is not simply a signed version of spoken English. BSL involves handshapes, facial expressions, and body language.

How are you?

Hello



Good

Morning

Afternoon

Night

Sorry

Thank you.

Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.

THIS KNOWLEDGE ORGANISER BELONGS TO

NAME
TEAM LEADER
HEAD OF YEAR
SENIOR TEAM LINK
PASSWORDS