Newsome Academy

Year 9

Semester 2 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

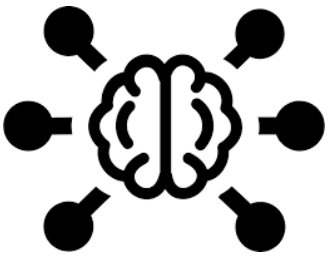
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

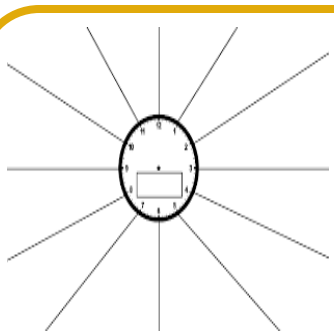


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, 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 5

Transformations

This builds on:	Why this topic:	This links to:
✓ Reflections, rotations, and translations in one/two quadrants ✓ Enlargement using positive integer scale factors ✓ Coordinates in all four quadrants	*This unit builds a comprehensive understanding of how shapes move and change. Transformations develop spatial awareness, logical reasoning, and mathematical language — all crucial skills in both geometry and real-world problem solving.*	✓ Essential for similarity and congruence in geometry and proof questions ✓ Underpins vector geometry and transformations in coordinate geometry (Higher tier)

Key Vocabulary

Translation: Moving a shape to a new position without turning or flipping it	**Rotation:** Turning a shape around a fixed point
Vector: A pair of numbers that describe movement across a grid	**Centre of rotation:** The fixed point a shape is rotated around
Reflection: Flipping a shape over a mirror line	**Enlargement:** Making a shape bigger or smaller using a scale factor
Line of reflection: The line the shape is reflected over	**Scale factor:** The number that tells you how much to enlarge or reduce a shape by

Key Retrieval

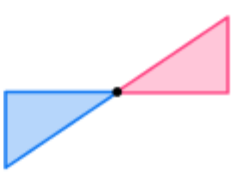
- Translation is described using a **vector** (horizontal, vertical movement)
- Reflections need the **line of reflection**, like **x = −1** or **y = 2**
- Rotations must include: **angle**, **direction**, and **centre of rotation**
- A scale factor **> 1** enlarges a shape; **< 1** makes it smaller
- A **negative scale factor** reflects as well as enlarges
- Coordinates are used to describe transformations on a grid
- All transformations can be **described and performed** using precise language
- Enlarged shapes are **similar** to the original (same shape, different size)

Cultural Capital

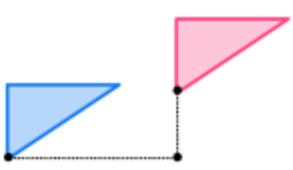
- Transformations are key in **architecture**, **computer graphics**, **animation**, and **robotics**
- Used in **design software**, **engineering drawings**, and **game development**
- Understanding movement and scaling helps in creative industries and STEM careers
- Visual reasoning and communication are highly valued across modern workplaces

1. Reflection e.g.

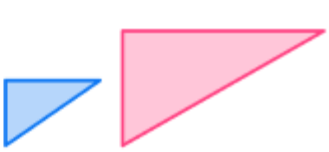
2. Rotations e.g.



3. Translation e.g.



4. Enlargement e.g.



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 6

Solving equations and inequalities

This builds on:	Why this topic:	This links to:
✓ Solving one- and two-step equations ✓ Working with expressions and substitution ✓ Understanding inequality symbols and number lines from earlier number work	*Equations and inequalities lie at the heart of algebra and problem solving. This unit strengthens students' ability to work with unknowns, build fluency in manipulating expressions, and reason mathematically with conditions and constraints.*	✓ Core for GCSE: solving equations, inequalities, simultaneous equations, and proofs ✓ Essential for interpreting real-world contexts (e.g. budgets, rates, conditions)

Key Vocabulary

Equation: A statement where two expressions are equal (e.g. 3x + 2 = 11)	**Inverse operation:** The opposite operation, used to 'undo' steps (e.g. × ↔ ÷)
Inequality: A statement showing values that are greater or less than others	**Isolate:** Get the unknown by itself on one side of the equation
Unknown: A letter or symbol that stands for a number you don't yet know	**Number line:** A diagram used to represent inequalities and their solutions visually
Solution: A value that makes the equation or inequality true	**Inequality symbols:** >, <, ≥, ≤

Key Retrieval

- Use **inverse operations** to solve equations step by step
- Keep the equation **balanced** — do the same to both sides
- Inequalities work the same as equations, but watch the **direction of the symbol**
- You can **flip the inequality** when multiplying/dividing by a negative
- Always **check solutions** by substituting into the original statement
- Represent solutions to inequalities on a number line with open/closed circles
- Solutions to inequalities can be written using a range (e.g. $2 < x \leq 5$)
- Brackets may need expanding before solving more complex equations

Cultural Capital

- Algebraic reasoning is used in **coding**, **engineering**, **finance**, and **science**
- Inequalities model real-world constraints: time limits, budgets, stock levels, etc.
- Problem solving and logical thinking are crucial skills in **tech**, **research**, and **data analysis**
- Knowing how to find solutions within limits builds numeracy and resilience

$>$ $<$ $\neq$ $\leq$ $\geq$

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Maths – Unit 7

Pythagoras' theorem

This builds on:	Why this topic:	This links to:
✓ Right-angled triangle recognition and labelling ✓ Squaring and square roots ✓ Understanding of basic formulae and rearranging equations	*Pythagoras' Theorem is a cornerstone of geometry. It introduces a powerful method for calculating missing lengths in right-angled triangles — an essential tool for both abstract reasoning and practical problem solving.*	✓ Essential for trigonometry and for GCSE work on 2D and 3D geometry ✓ Underpins problem solving involving maps, construction, vectors and bearings

Key Vocabulary

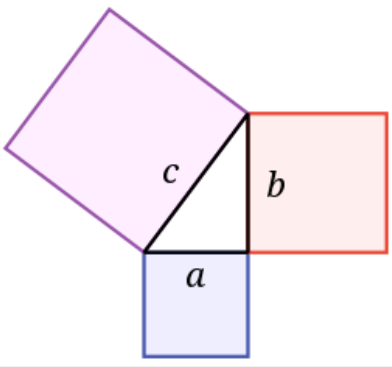
Hypotenuse: The longest side of a right-angled triangle (opposite the right angle)	**Rearrange:** Change the subject of a formula to solve for a different variable
Right-angled triangle: A triangle with one angle of 90°	**Exact value/surd:** A value expressed using square roots rather than a decimal approximation
Pythagoras' Theorem: In a right-angled triangle: $a^2 + b^2 = c^2$ (where c is the hypotenuse)	**Solve:** Find a missing length using a known method or rule
Square root (√): A number that, when multiplied by itself, gives the original number	

Key Retrieval

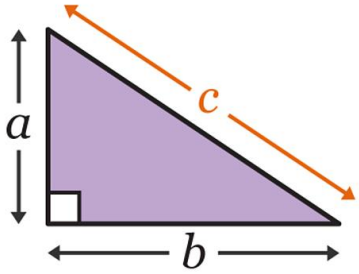
- Only works in **right-angled triangles**
- Label carefully: **'c' is always the hypotenuse**
- To find hypotenuse: $\mathbf{c^2 = a^2 + b^2}$
- To find a shorter side: $\mathbf{a^2 = c^2 - b^2}$
- Use the **square root** to find the final answer
- Leave answers as **exact square roots** unless told to round
- Units: lengths must match and answers are in the **same units**
- Check your answer: Does it make sense? Is it longer than the other two?

Cultural Capital

- Used in **architecture**, **engineering**, **surveying**, and **design**
- Found in **navigation**, **construction**, and **building regulations**
- A famous theorem with deep connections to history, philosophy, and early mathematics
- Recognising triangle types and applying rules builds transferable **problem-solving skills**



$$a^2 + b^2 = c^2$$



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Maths – Unit 8

Ratio and similarity

This builds on:	Why this topic:	This links to:
✓ Ratio language and sharing in Year 7 ✓ Part-whole reasoning and multiplicative change ✓ Similar shapes introduced through geometry and enlargement	*Understanding ratio and similarity is crucial for working with proportions, scale drawings, and geometric relationships. It strengthens students' ability to think multiplicatively and lays the foundation for applying proportional reasoning across mathematics.*	✓ Leads into ratio problem solving, best buys, and compound units ✓ Essential for trigonometry ✓ Supports real-world contexts like scale drawings, models, and maps

Key Vocabulary

Ratio: A way of comparing two or more quantities	**Simplify:** Write a ratio in the lowest terms by dividing all parts by the same number
Similar: Shapes that have the same shape but different sizes	**1:n / n:1:** Different ways to write ratios for direct comparison
Scale factor: The number used to enlarge or reduce shapes	**Enlarge:** To make a shape bigger or smaller using a scale factor
Proportion: When two ratios or fractions are equal	**Corresponding sides:** Sides that match up in similar shapes

Key Retrieval

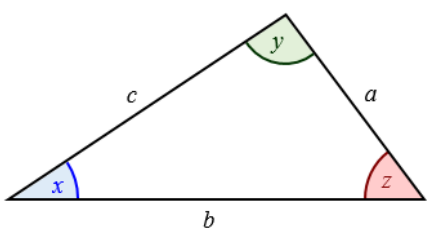
- Ratios can describe part-to-part or part-to-whole relationships
- Ratios can be simplified like fractions — divide all parts by the same number
- Similar shapes have **equal angles** and **proportional sides**
- To find a scale factor: divide a side in one shape by the matching side in the other
- A scale factor **< 1** shrinks a shape, **> 1** enlarges it
- 1:n or n:1 forms help describe maps and real-life scaling
- Units must match when comparing or calculating with ratios
- Use ratio tables and bar models to solve real-life problems

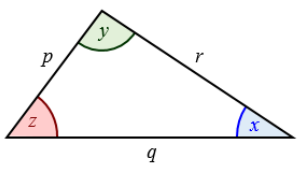
Cultural Capital

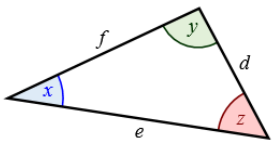
- Used in **engineering**, **architecture**, and **design** for working to scale
- Crucial in recipes, modelling, resizing images, and interpreting plans
- Ratio skills are essential in fields such as **fashion**, **construction**, and **manufacturing**
- Builds proportional reasoning — a key mathematical life skill

1 : 4

1 to 4







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English – Term 2.1

Blood Brothers

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.	*'Blood Brothers' is an exciting play that continues our critical 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 of playwright's intentions and structural techniques. • It also allows you to develop key skills and knowledge for English Language GCSE.

Key Vocabulary	
Integrity: Honesty and sticking to moral principles.	**Privilege:** Unearned advantage given to some groups.
Virtue: Moral excellence in behaviour.	**Status:** Social or professional position or rank.
Guilt: Feeling of remorse for wrongdoing or mistakes.	**Wealth:** Having a lot of a desirable thing.
Conscience: Morals that guide right from wrong.	**Division:** Being separated; the act of separating.
Evil: Intentional harm or moral corruption.	**Elitism:** Belief in superiority of privileged group.

Key Retrieval (Characters)

Mrs Johnstone
A working-class mother who struggles to support her large family. She is kind, loving, and hardworking but poor.

Mrs Lyons
A wealthy woman who cannot have children. She persuades Mrs Johnstone to give her one of the twins. At first, she is kind and caring, but she becomes controlling and paranoid.

Mickey Johnstone
One of the twins, brought up by Mrs Johnstone in a poor area. He is lively and cheeky as a child, but life becomes hard for him as he grows up.

Edward (Eddie) Lyons
The other twin, raised by Mrs Lyons in a rich family. He is polite, well-educated, and innocent.

Linda
A friend to both Mickey and Edward since childhood. She is confident, caring, and loyal. She loves Mickey, but their relationship suffers because of his problems.

Cultural Capital

The Setting: Liverpool
The play is set in Liverpool, a city in the north of England. It takes place from the 1950s to the 1980s — a time of much social and economic change.
Liverpool was a working-class, industrial city that faced high unemployment and poverty, especially in the 1970s and 1980s. These conditions are important because they shape the lives of the characters — particularly the Johnstone family.

Social Class
The play explores the divide between the working class and the middle class. Mrs Johnstone (working class) struggles with money and opportunity. Mrs Lyons (middle class) has wealth, comfort, and status — but is emotionally unstable. This contrast shows how class affects people's lives, choices, and futures. It also raises questions about whether fate or social class determines a person's path in life.

1960s 'Youth culture' was becoming more evident.
Teenagers who enjoyed music, fashion and culture were making themselves heard more and they were often associated with freedom and potential. Teenagers started to believe they had the power to change the future and started to be more involved in protesting the issues they believed in.

Thatcherism
In 1979 Margaret Thatcher became Prime Minister. She made the decision that Britain's traditional industries should be shut down. This had a huge impact on working class communities where a huge number of men were left unemployed and having to sign on to the dole. This led to an increase in depression and crime rates. One of Thatcher's central political beliefs was that success came to those who chose to work hard.

Home Learning Tasks

Character Diary Entry ✍️
Write a diary entry from the point of view of **either Mickey, Edward, or Mrs Johnstone** after an important event in the play.
- Explain how the character feels and what they are thinking.
- Include at least **two references or quotes** from the play to support your ideas.
- Try to show the difference between the **working-class and middle-class experiences**.

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 that answers the question set.

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 and analyse it.

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

Effect= Why has the writer done this? Link back to the big idea. Use the evaluative verbs below.

The writer has done this to criticise/celebrate….
This makes the reader/audience think that…

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 2.2

Poetry and Identity

This builds on:	Why this topic:	This links to:
• This builds on previous knowledge of Poetic Forms in Year 7 and Cultural capital knowledge from poetry in Year 8.	*Poetry from different cultures and voices* allows us to study poetry from a range of cultures gives space to voices that were ignored or silenced. It helps us understand the importance of **representation**, **fairness**, and **respect** in the stories we tell about the world.	• 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 Literature.

Key Vocabulary

Self: a person's experiences, feelings and wants.	**Trust:** Confidence in someone's honesty or reliability.
Culture: societal beliefs	**Respect:** Deep admiration for someone
Perception: How you view or understand something	**Communication:** Direct interaction between people.
Belonging: Feeling safe in a space or group.	**Betrayal**: abuse of someone's trust
Label: a category within society.	**Toxicity:** harmful behaviour or thing causing distress

Key Retrieval (Poetic techniques)

Rhyme – words that have the same end sound. E.g. Night/Light

Rhythm – The beat or pattern of sounds in a poem. E.g. Can be fast, slow, regular or irregular.

Enjambment – When a line continues without punctuation onto the next line.
e.g. The moon was bright / upon the silver sea.

Caesura – A pause or break in the middle of a line. E.g. The night was still – then thunder spoke.

Stanza – A group of lines in a poem (like a paragraph). E.g. A poem might have several stanzas.

Cultural Capital

• **Learning about different cultures and voices**
Poems come from many times and places helping you understand how people from different backgrounds think, feel, and express themselves.

• **Understanding history and society**
Poetry often links to important moments in history. It helps you see how people experienced things like war, love, freedom, and change.

• **Building empathy and emotional understanding**
Poems explore deep emotions and ideas. They help you connect with how others feel and think, which builds kindness and understanding.

• **Developing creative and critical thinking**
When you study poetry, you learn to look closely at language, rhythm, and meaning. This helps you think deeply and express your own ideas more clearly.

Home Learning Tasks:

Word Portrait

Create a "word portrait" of yourself.
- Choose 10–15 words that describe who you are (they could be about your culture, personality, family, passions, or dreams).
- Arrange them on the page in a shape that represents you — for example, a silhouette, a handprint, or a heart.
- Add colour, images, or symbols that connect to your identity.

Extension: Turn your word portrait into a **free verse poem**.

English: Skilful Writers

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

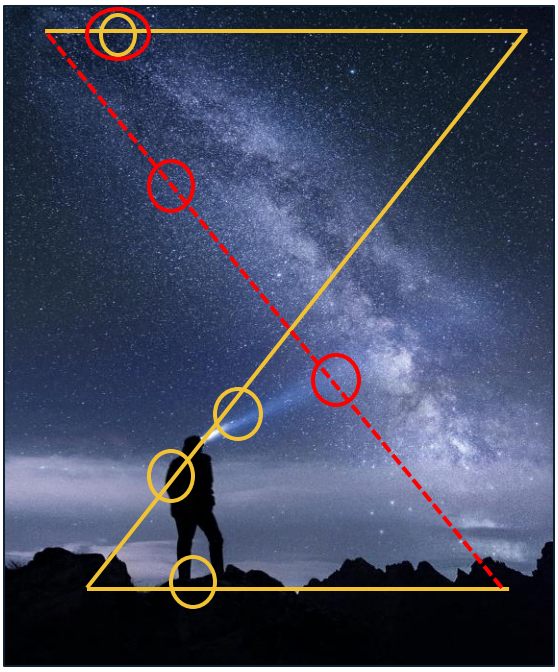
C: Who is your character?

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
full-stop **.** *question mark* **?** *exclamation mark* **!**	*comma* **,** *parenthesis* **( )** *dash* **- -**	apostrophe **'** ellipsis **...** *semi-colon* **;** *colon* **:** *speech marks* **" "**

Science

Scientific Skills

This builds on:	Why this topic:	This links to:
Year 7 • What is a variable? • What is a fair test? • How do scientists display their results?	You will be focusing on improving your **scientific skills** ; including making sure you have a good understanding of **safety and equipment**, how to **carry out investigations** and apply these skills by carrying out a **STEM project.**	

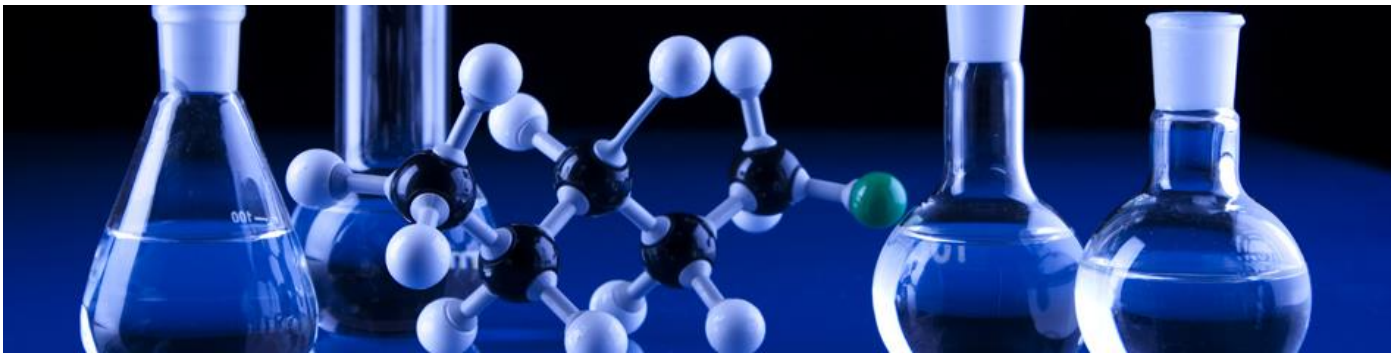
Key Vocabulary	
Prediction: What you think will happen and why	**Hypothesis:** An idea that can be tested
Independent Variable: The variable that we change	**Dependent Variable:** The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a fair test	**Hazard:** Something that could cause harm to someone
Risk Assessment: Identifies the hazard, the risk (harm it causes) and ways to reduce the risk	**Method:** Step by step instructions on how to carry out an experiment
Results: The collection of data (dependent variable)	**Conclusion:** An explanation of what you found out
Evaluation: When you look at the quality of your investigation and what could be improved	**Repeatable:** When the same person repeats the investigation and gets the same results
Reproducible: When somebody else carries out an investigation and gets the same results	**Anomaly:** A result that doesn't fit the pattern
Accurate: When data collected is close to the true value	**Precise:** When the repeated data collected is similar
True Value: The value that would be measured without any errors	**Error:** The difference between the measurement taken and the true value

Independent Learning Tasks

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

1. What equipment is used for the following:
   - Heating
   - Measuring temperature
   - Measuring liquids
2. Name 5 safety rules that must be followed in a science laboratory
3. Name the following hazards:

4. What is the scientific method? Why is it important that all scientists follow this method?
5. How can data be displayed once we have collected data?
6. What does STEM stand for? Why is it important?



Science

Scientific Skills

Key Concepts

Laboratory Safety Rules

Safety is the number 1 priority when you are carrying out practical work in the science labs so there are some important safety rules to follow:

- ✓ Always wear eye protection during a practical.
- ✓ Carry out a practical while standing up.
- ✓ Do not eat or drink in the laboratory.
- ✓ Tie long hair back and tuck loose clothing in during practical work.
- ✓ If something is spilled or broken, tell the teacher.
- ✓ Ensure that the floor and workspace is clear of obstacles.
- ✓ Light Bunsen burner with splint on a safety flame.
- ✓ Stop immediately when asked to by the teacher.

Symbol	Hazard	Meaning
	Explosive	May explode due to heat, friction or shock
	Irritant	Causes skin irritation
	Dangerous to environment	Can damage aquatic life
	Toxic	Could cause death if ingested
	Flammable	Catches fire easily
	Corrosive	Damages skin and clothing

The Scientific Method

Step 1 - Observe and ask questions

- ✓ When you ask a question about something that you observe: How, What, When, Why, Where?

Step 2 - Research

- ✓ To help you find the best way to do things and ensure that you don't repeat mistakes.

Step 3 - Construct a hypothesis

- ✓ This a statement that you can test. Your evidence will allow you to either accept or reject the hypothesis.

Step 4 - Test the hypothesis

- ✓ Plan experiments making sure you have clear independent, dependent and control variables. Then carry out experiment(s) to test the hypothesis and record data.

Step 5 - Analyse data and make conclusions

- ✓ Organise data to make it easier to understand (e.g. graphs) and accept/reject hypothesis.

Step 6 - Share results

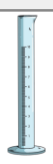
- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.

What is STEM learning?

This year you will be carrying out project based learning that focuses on solving real life problems using Science, Technology, Engineering & Mathematics. You will develop important skills such as problem solving, creativity, team work, innovation, communication and digital literacy. STEM is expected to be one of the largest employers in the near future so this will help prepare you to be successful global citizens.

Common Scientific Equipment


Heat Proof Mat


Measuring Cylinder


Gauze


Conical Flask


Funnel

Thermometer


Bunsen Burner

Science – Term 2

Plants & Photosynthesis

This builds on:	Why this topic:	This links to:
✓ Plant cells – what makes plant cells different to animal cells ✓ Ecosystems – how are plants are important ✓ Plant reproduction	Plants are essential to life on Earth and understanding how they work helps explain many other biology topics. Learning how plants make food and how leaves & roots are adapted to take in substances is. Knowing how plants become diseases and how they defend themselves is key to food security and ecosystems	• **Key Stage 4**

Key Vocabulary	
Plant – a living organism that absorbs water though its roots and makes food by photosynthesis	**Stomata** – tiny holes that allows gases in and out of the leaf
Algae – a simple aquatic plant-like organism containing chlorophyll (e.g. seaweed)	**Guard cells** – cells around the stomata that open and close to let gases in and out
Photosynthesis – a chemical reaction used to make glucose by absorbing light	**Xylem** – a narrow, hollow, dead tubes that transport water and minerals up the plant
Glucose – a simple sugar used by cells for respiration	**Phloem** – a transport tissue that transports sugar from leaves to other parts of a plant
Chloroplasts – where photosynthesis happens in a cell	**Light intensity** – amount of light available for photosynthesis
Chlorophyll – green chemical inside chloroplast that absorbs light	**Mineral** – a naturally occurring substance that is essential for living organisms
Palisade cell – a specialised cell for photosynthesis that contains lots of chloroplast	**Osmosis** – the movement of water from a high concentration to a low concentration
Root hair cell – a specialised cell for absorbing water that has a large surface area	**Pathogen** – a microorganism that causes disease
Waxy cuticle – the top layer of a leaf that stops water being lost from the leaf	**Tobacco mosaic virus –** a viral infection that infects chloroplasts
Palisade mesophyll – plant tissue containing closely packed cells in the upper layer of a leaf	**Rose black spot** – a fungal infection that infects leaves causing black or purple spots
Spongy mesophyll – plant tissue that has loosely packed cells and air spaces for gas exchange	**Defence** – an adaptation or process that protects a living organism from pathogens and diseases

Independent Learning Tasks

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

1. What is the word equation for photosynthesis?
2. Write a method to investigate how light intensity affects the rate of photosynthesis.
3. Name the four layers of a leaf. **Challenge: Describe each of their adaptations.**
4. Describe the function of stomata in leaves.
5. Write a method to investigate the number of stomata on a desert plant and a rainforest plant.
6. Describe what you would expect to see in the above investigation.
7. Explain the adaptations of a root hair cell.
8. Name a viral disease of plants and how it can be treated and prevented.
9. Name a fungal disease of plants and how it can be treated and prevented.

Science – Term 2

Plants & Photosynthesis

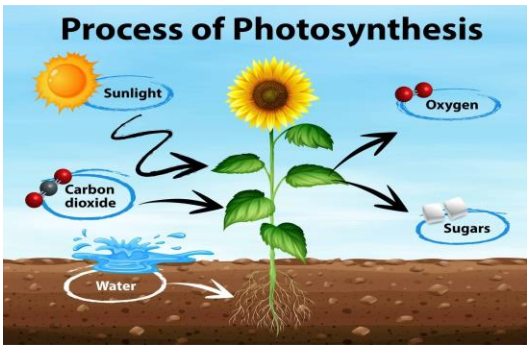
Key Concepts

Photosynthesis

Plants, unlike animals, can make their own food. They do this using a process called photosynthesis. During photosynthesis, the chloroplasts absorb light energy to react carbon dioxide and water to produce oxygen and glucose.

Word Equation for Photosynthesis

CARBON DIOXIDE + WATER ⟶ GLUCOSE + OXYGEN



Leaf adaptations

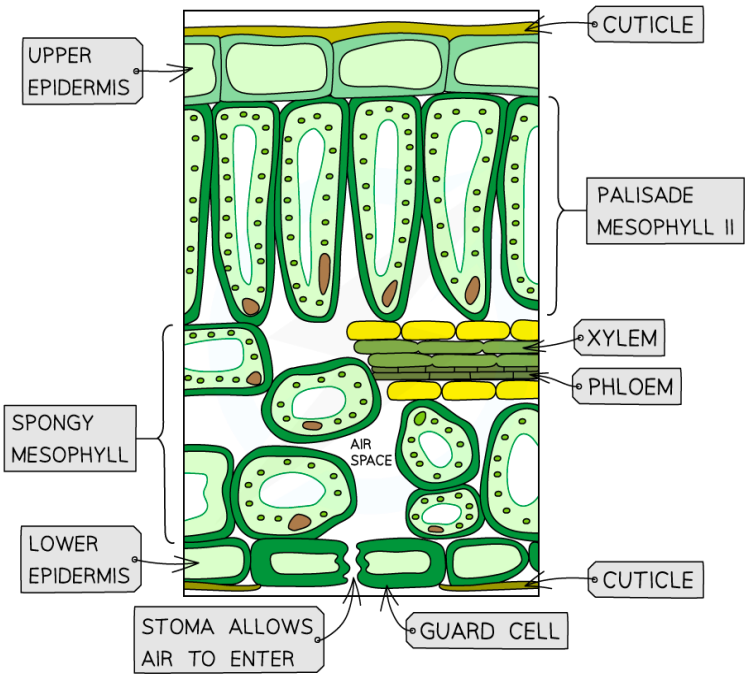
Plant leaves are adapted for photosynthesis and the exchange of gases required for the process.

The palisade mesophyll layer of the leaf is adapted to absorb light. The cells are:

- packed with many chloroplast
- column-shaped and arranged closely together
- towards the upper surface of the leaf

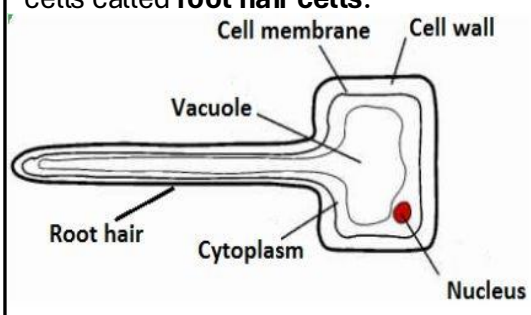
The spongy mesophyll tissue is adapted for gas exchange. The cells are loosely packed.

Gases diffuse through small pores called stomata that are opened and closed by guard cells

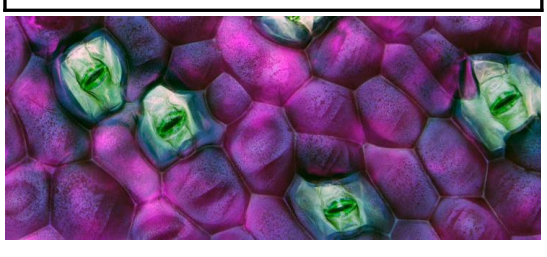


Roots

Roots anchor plants to the ground and absorb water and minerals from the soil. They do this using specialised cells called **root hair cells**.



It has a long cell membrane to give it a large surface area.



Minerals

Plants need minerals for growth, without these minerals some plants will not grow correctly. Farmers & gardeners use fertilisers to increase the amount of minerals a plant can absorb.

Mineral	Use in plant	Deficiency signs
nitrogen	Making leaves	Stunted growth and yellow leaves
phosphorus	Making roots	Poor roots and purple leaves
potassium	Making flowers and fruits	Yellow leaves with dead spots
magnesium	Making chlorophyll	Leaves turn yellow from the bottom

Science Term 2

Metals

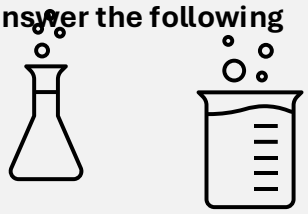
This builds on:	Why this topic:	This links to:
• **Year 7 and 8** ✓ Basic properties of a metal and non-metal ✓ Chemical reactions	Metals are a huge part of our everyday life. We need to understand their properties (how they behave) and why this affects their uses. In Chemistry, we also look at their reactions with other chemicals. In this topic you will recap what you already know about metals. You will investigate reactivity and displacement reactions and also link the work back to the acid and alkali topic you studied in the first term.	• **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)
Alloy: A metal mixed with another element to give the metal better properties eg Iron is mixed with carbon to make Steel. Copper and Tin together is Bronze.	**Reactivity Series:** The reactivity series is a list that ranks metals from most to least reactive, showing how readily they react with other substances like oxygen, water, and acids
Conductivity: When a material can conduct either heat or electricity. Metals can do this because they have delocalised electrons.	**Ductility or ductile:** A material is ductile if it can be pulled into thin wires
Sonorous: Makes a ringing sound when hit	**Displacement reaction:** A chemical reaction where a more reactive element replaces a less reactive element in a compound.
Salt: A compound made when an acid reacts with an alkali or metal	**Malleable:** A material that can be hammered into thin sheets

Independent Learning Tasks

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



1. What are the key properties of a metal?
2. Which metal is the most reactive?
3. Which metal is the least reactive?
4. Why do we use gold, silver and platinum for jewellery?
5. Produce a mnemonic to remember the reactivity series.
6. Complete the following word equations

Magnesium + Hydrochloric acid ⟶

Sodium + Sulphuric Acid ⟶

7. Complete the following displacement word equations

Potassium + Iron oxide ⟶

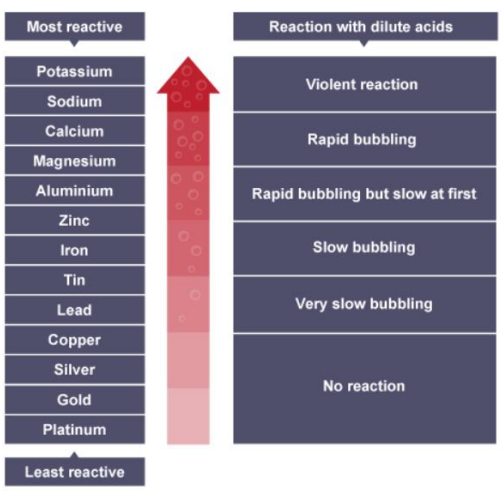
Zinc + Copper oxide ⟶

Lithium hydroxide + Magnesium ⟶

8. Write 3 displacement reaction word equations.

Reactivity Series

The reactivity series is a way to order metals based on how reactive they are with other chemicals like oxygen, water and acids.

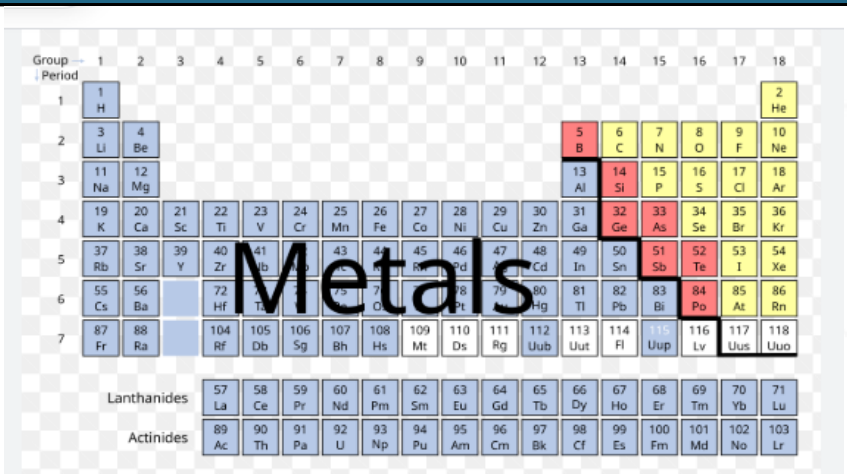


Science Term 2

Metals

Key Concepts

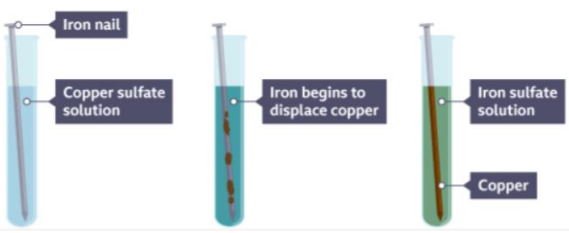
Properties of a metal

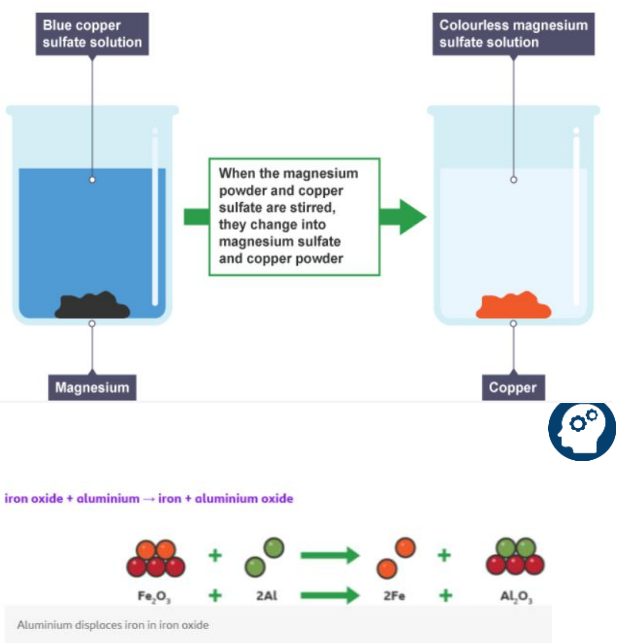


Metals are found on the right hand side of the periodic table. They have **high melting and boiling points**. They are **shiny** and can **conduct heat** and **electricity** because they have **delocalised electrons** on their outer shell. These allow electrical charge to pass through the whole structure. They can he hammered into shape (**malleable**) and can be pulled into a thin wire **(ductile**). Metals can be used for a variety of things like buildings, cars, jewellery and in medical situations like plates and screws in the body.

Displacement reactions

Displacement reactions are chemical reactions where a more reactive element removes or displaces a lesser reactive element from a compound. In this topic we have looked at metals and their reactivity but it is also true of all the elements on the periodic table, especially group 7 (halogens)





Writing word equations

When writing word equations, the reactants are the on left hand side, and the products are on the right. RECAP from acids and alkalis, salts have scientific names such as sodium chloride (table salt). The names of salts can be worked out from the acid and the alkali/base/metal that react to make them.

1. The first word is from the metal
2. The second word is from the name of the acid.
   Hydrochloric acid = chloride
   Sulphuric acid = sulphate
   Nitric acid = nitrate.

Science

Particle Model & Pressure

This builds on:	Why this topic:	This links to:
• **Year 7:** • **Substance and Particles** • **Separating Substances**	Particle Model is a key scientific concept that links to a wide range of other science topics. Understanding how the States of Matter can change based on their Internal Energy is key to understanding Particle Motion and Pressure.	• **Key Stage 4**

Key Vocabulary	
Solid: one of the three states of matter with specific properties such as fixed shape and fixed volume	**Heating:** where energy is transferred into a substance causing it to increase in temperature
Liquid: one of the three states of matter with specific properties such as they can take the shape of their container	**Cooling:** where energy is transferred out of substance causing it to decrease in temperature
Gas: one of the three states of matter with specific properties such as can be compressed and have no fixed shape or volume	**Temperature:** the measurement of warmth or coldness of an object or material. It is the average kinetic energy of the particles
Properties: characteristic that describe how a substance behaves or appears. These can be physical or chemical	**Density:** how much mass is contained in a given volume. It can be calculated using, Density = Mass ÷ Volume
States of Matter: the physical state a substance can be in dependent on its melting, boiling, condensing or freezing point	**Pressure:** the measure of how concentrated a force is applied over a specific area. It can be calculated using, Pressure = Force ÷ Area
Changes of State: the ability for a solid, liquid or gas to change between states. This is done by increasing or decreasing the amount of energy	**Atmospheric Pressure:** the weight of air above a given area pushing down on everything below it.
Particle Model: a model that explains how all substances are made of particles and how they change in arrangement in the different states of matter	**Altitude Sickness:** a medical condition that occurs when a person travels from low elevations travels to high elevations, typically above 2,400 metres
Internal Energy: the total energy contained within a system.	**Hydraulics:** how fluids (liquids and gases) behave when they are in motion. Hydraulics can be used to create power or make machines work

Independent Learning Tasks

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

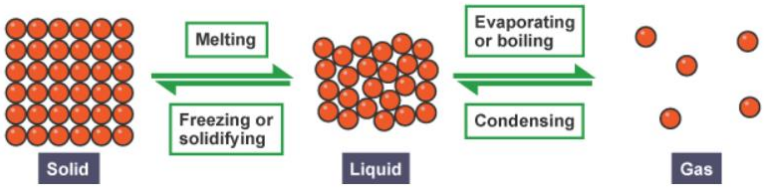
1. Identify the 4 changes of state and explain why they occur?
2. State 3 properties of a Solid?
3. State 3 properties of a Liquid?
4. State 3 properties of a Gas?
5. Describe how the Internal Energy of a substance changes through heating and cooling?
6. Use the Density Equation to calculate the Density of an object with a Mass of 40kg and a Volume of $8cm^3$?
7. Use the Pressure Equation to calculate the Pressure acting on an object when 65N is applied over an area of $12.5cm^3$
8. Research the main symptoms of Altitude Sickness?
9. Research to reasons why professional athletes train at high altitudes, what are the benefits?

Science

Particle Model & Pressure

Key Concepts

The Particle Model



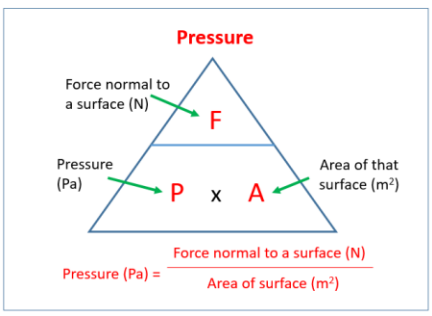
During Melting and Boiling/Evaporating, the particles gain kinetic energy and the bonds between the particles become weaker.

During Condensing and Freezing, the particles lose kinetic energy and the bonds between the particles become stronger and form back together.

Pressure

- **Pressure is a measure of how concentrated (or spread out) a force is.**
- **The amount of pressure exerted on an object depends on the force applied and the surface area it is spread over.**
- **We can calculate the amount of pressure on an object using a simple formula:**

Pressure = Force ÷ Area



Example Question:
A balloon is popped with a blunt pencil. The area of the end of the pencil is 0.5cm^2 and the force required to pop the balloon is 50N, calculate the pressure?

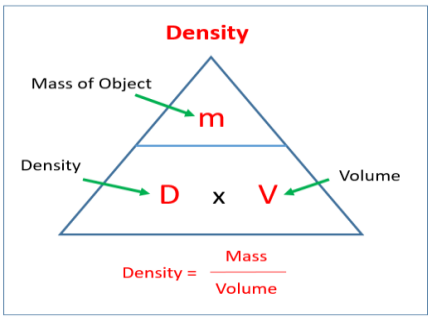
Pressure = 50N ÷ 0.5cm^2
Pressure = 100Pa

Density

Density is the measurement of how much matter (mass) is contained in a specific space (volume)

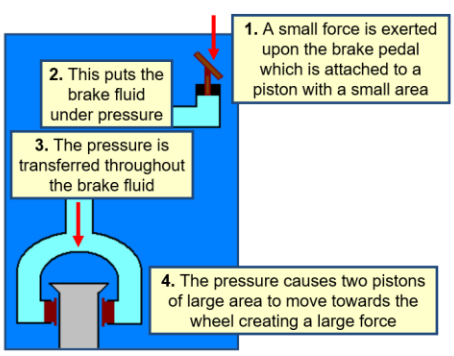
The density of an object can be calculated by using the equation,

Density = Mass ÷ Volume



Hydraulics

Hydraulics is the pressure found in fluids. Liquids are used because their particles are close together and cannot be compressed. They are commonly used in machines to increase the forces acting on an object. Car braking systems use hydraulics to increase the force from the driver foot on the break to the brake pads on the wheels.



Geography – Term 2

Tectonic Hazards & Management

This builds on:	Why this topic:	This links to:
• This builds on work studied in year 8 on where people live in the world. It also develops map skills to identify features and describe landscapes.	**Why this topic?** **This topic allows you to gain understanding of some of the most powerful processes shaping our planet. You will learn how volcanoes, earthquakes and tsunamis occur, why people live in areas near them and how the risks can be reduced.**	• This links to work at GCSE on both physical processes and hazard management issues

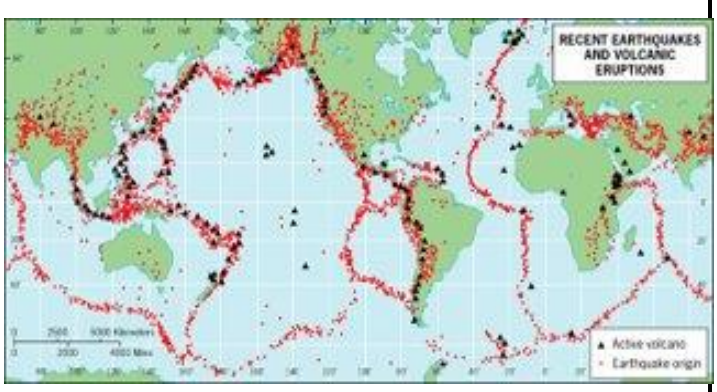
Key Vocabulary

Conservative Margin: Where two tectonic plates move past each other	**Long term response:** Later reactions that occur in the weeks, months and years after the event.
Constructive Margin: Where two tectonic plates move apart.	**Primar effects:** The initial impact of a natural event on people and property, caused directly by it.
Crust: The rigid shell that surrounds the mantle. Oceanic crust is thinner but denser than continental crust	**Secondary effects:** The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale
Destructive Margin: Where a continental plate is subducted by an oceanic plate	**Richter Scale:** A numerical scale for expressing the magnitude of an earthquake from 0 -10
Immediate Response: The reaction of people as the disaster happens and in the immediate aftermath.	**Tsunami:** Giant waves caused by earthquakes or volcanic eruptions under the sea

Key Retrieval

The distribution of volcanoes and earthquakes

- The distribution is not random.
- Narrow bands along plate margins.
- Occur on both land and sea.
- Volcanoes are found at constructive and destructive plate margins.
- Earthquakes occur at all three boundaries



Cultural Capital

1. Awareness of the natural environment
To understand the world news about earthquakes, volcanoes and tsunamis

2. World Knowledge and appreciation
Builds on knowledge of different countries and how people live with tectonic hazards

3. Awareness of others
Encourages empathy by showing how communities respond to disasters

4. Management and decision making
Develops real life decision-making skills about risk and safety

5. Links to other subjects
Connects science to everyday life and some

Home Learning Tasks:

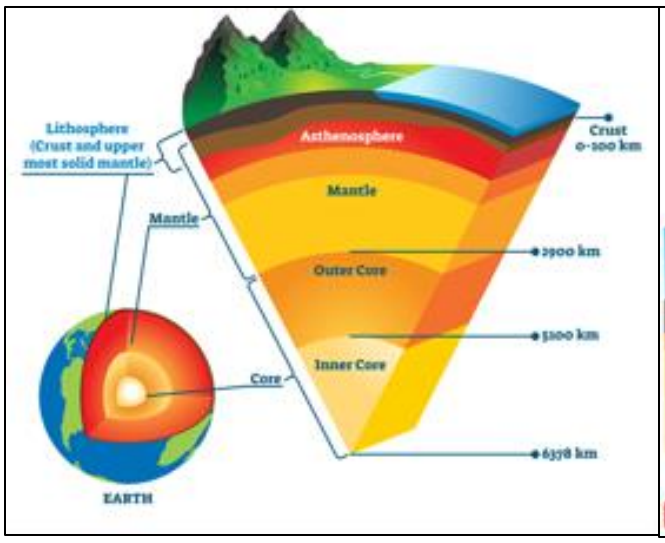
- Design and create a jigsaw for the plates of the earth
- Create a public safety poster booklet which provides advice on how people should prepare and act in a natural disaster
- Produce a presentation including a series of diagrams and information which explain what happens at the 3 main plate boundaries
- Create a model of an erupting volcano Research a recent volcanic eruption and write a news report on the causes, the effects and how people tried to reduce the impact

Geography – Term 2

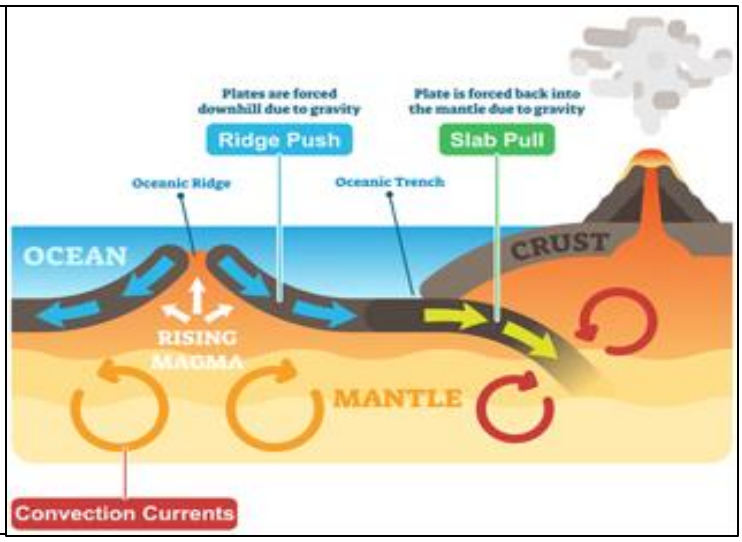
Tectonic Hazards & Management

Key retrieval

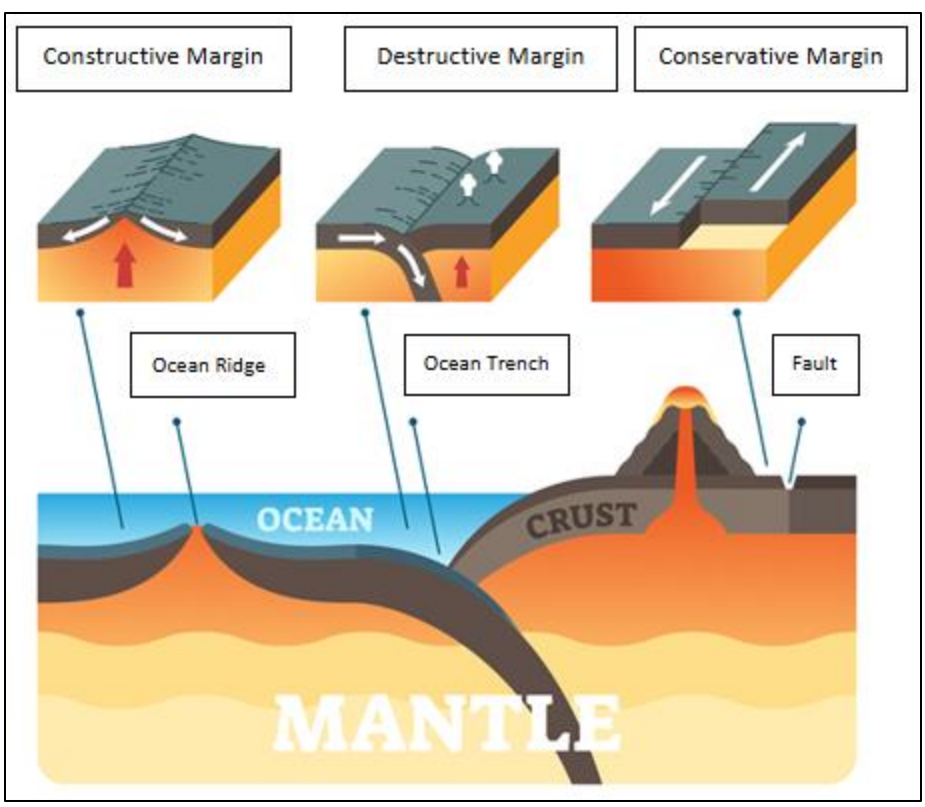
The structure of the Earth



How the plates move



Types of plate margin



Destructive Margin

- Crust: oceanic and continental
- Landforms: fold mountains, ocean trench and composite volcanoes
- Hazards: earthquakes and volcanoes

Constructive Margin

- Crust: oceanic & oceanic/ continental & continental
- Landforms: ocean ridge/rift valley, shield volcanoes
- Hazards: earthquakes and volcanoes

Conservative Margin

- Crust: both
- Landforms: faults
- Hazards: earthquakes

Geography – Term 2

Tectonic Hazards & Management

Key retrieval

Managing tectonic hazards

Prediction

Earthquakes
- Predicting location, date and time of earthquakes is notoriously difficult, though foreshocks can give an indication of a potential event.

Volcanoes
- Advance warning signals, such as earthquakes swarms and the deformation of land can support predicting volcanic eruptions.

Monitoring

Earthquakes
- Foreshocks monitored using seismometers.
- Radon detection devices used to monitor the release of radon from cracks prior to earthquakes.

Volcanoes
- GPS is used to monitor changes in the shape of a volcano.
- Seismometers used to detect magma moving.

Planning

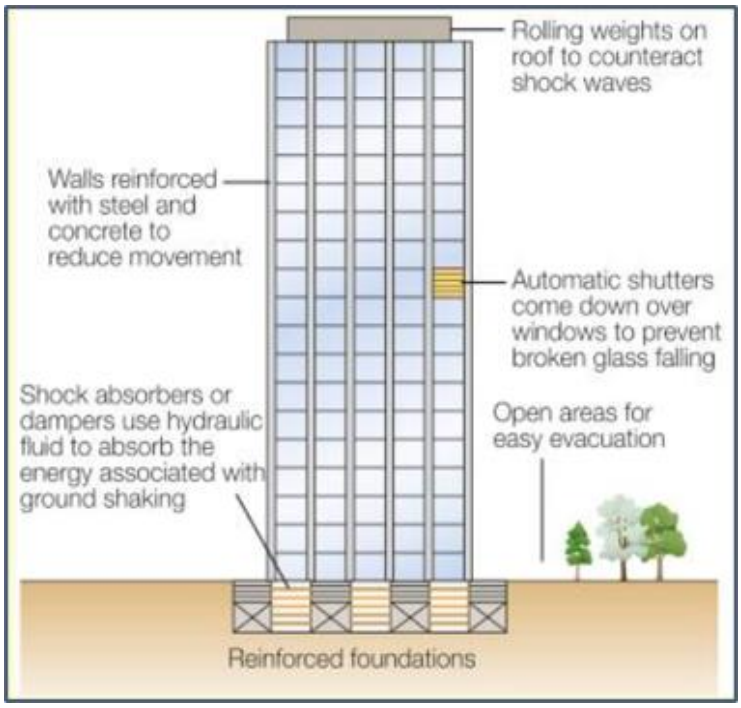
Earthquakes
- Practice drills can be help e.g. Japan, Sept 1st.
- Emergency supplies and evacuation centres.
- Securing objects/furniture.

Volcanoes
- Exclusion zones
- Evacuation
- Educating people how to response

Protection

Earthquakes
- Building and transport infrastructure design can include shock absorbers.
- Sea walls constructed to protect from tsunamis.

Volcanoes
- Buildings cannot be completely designed to protect from volcanic eruptions.
- Evacuation by the authorities is likely to be the most effective method of protection.



Geography – Term 2

Tectonic Hazards & Management

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 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.


ARCTIC OCEAN
Greenland
(Denmark)
Svalbard
(Norway)
ARCTIC OCEAN
United States
Canada
United States
Iceland
Norway
Sweden
Finland
Russia
U.K.
Den.
Neth.
Belg.
Ireland
Estonia
Latvia
Lithuania
Ger-
many
Poland
Belar.
Ukraine
Mol.
Kazakhstan
Mongolia
ATLANTIC
OCEAN
Portugal
Spain
France
Rom.
Bul.
Armenia
Geor.
Az.
Uzbek.
Turkm.
Kyrgyzstan
Tajikistan
China
N. Korea
S. Korea
Japan
Italy
Turkey
Cyprus
Greece
Lebanon
Syr.
Iraq
Iran
Afghan.
Pakistan
Nepal
Bhutan
Morocco
Tunisia
Algeria
Libya
Israel
Kuwait
Qatar
Jordan
Saudi
Arabia
India
Laos
Vietnam
Taiwan
PACIFIC
OCEAN
Western
Sahara
Egypt
U.A.E.
Oman
Bur.
Bangl.
Thai.
Cambodia
Philippines
Mexico
Caribbean
Senegal
Maurit.
Mali
Niger
Chad
Eritrea
Sudan
Yemen
Djibouti
The Gambia
B. Faso
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
Nigeria
Ghana
Benin
Togo
Equatorial Guinea
Gabon
Cam.
C.A.R.
South
Sudan
Ethiopia
Somalia
Ken.
Dem.
Rep. of
Congo
Uganda
Rwanda
Burundi
Tanz.
Sri
Lanka
Malaysia
Papua
New Guinea
Solomon
Islands
Indonesia
Timor-Leste
PACIFIC
OCEAN
Central
America
Guyana
Suriname
French
Guiana
(France)
Venez.
Colombia
Ecuador
Peru
Brazil
Bolivia
Paraguay
Chile
Argentina
Uruguay
Angola
Zambia
Zim.
Namibia
Bots.
South
Africa
Lesotho
eSwatini
Malawi
Mozambique
ATLANTIC
OCEAN
Madagascar
INDIAN
OCEAN
Australia
New
Caledonia
Fiji
New Zeal
SOUTHERN OCEAN

History – Term 2

The Second World War

This builds on:	Why this topic:	This links to:
• This builds on understanding of key term democracy and also from previous knowledge of the First World War.	**In this topic, we will look at several different key battles such as Stalingrad, Dunkirk and D-Day. We will also look at how the war impacted civilian populations through the Blitz, factories etc.**	This links to future topics such as the Germany unit in which historians will complete at GCSE and later units such as civil rights.

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	
Dictator: A political leader who has total control and power over a country	**Anti-Semitism:** Hostility towards Jews or discrimination against them as a group.
Appeasement: When Britain and France gave Hitler what he wanted (appeased him) to try and avoid war.	**Aryan:** Northern Europeans, including Germans, who Hitler believed were the master race.
Blitzkrieg: German attacks on enemy targets, means lightening war.	**Treaty:** An agreement between countries to officially end a war.
Evacuation: Taking people away from danger	**Kristallnacht:** Night of the Broken Glass: attacks on Jewish people and property that intensified persecution of Jews in Germany.
Persecution: To treat someone unfairly because of a race, religious or political belief.	**Stalingrad:** City in Russia that seen some of the most brutal fight of WW2. Modern day Volgograd.

Key Retrieval

KEY EVENTS:

1933 – Hitler becomes Chancellor of Germany and starts to rebuild its armed forces.

1936 – German soldiers occupy the Rhineland. This breaks the Treaty of Versailles. Beginning of appeasement.

1938 – Hitler takes over Austria. This breaks the Treaty of Versailles, but the allies did nothing.

1938 – Hitler threatens to invade Czechoslovakia if they do not return the Sudetenland. Britain strongly opposes this.

1939 – Hitler invades Czechoslovakia breaking the promises made. Britain once again do nothing.

1939 – Germany invades Poland.

Causes of the Second World War:

Treaty of Versailles: By the 1930's many people believed that Germany had been treated too harshly in the Treaty including Britain. Germany had lost land to create new countries like Poland and Czechoslovakia and Hitler promised to overturn the Treaty of Versailles and reunite all German speaking people in a greater Germany.

Appeasement: The policy of appeasement aimed to prevent another war and is linked particularly with the British Prime Minister Neville Chamberlain. Many believe he made a mistake by trusting Hitler. Britain and France could have stopped Germany. Opportunities, such as the Rhineland, ere missed and Chamberlain even negotiated with Hitler in Munich to give him the Sudetenland. This prompted the Nazi Soviet Pact.

Home Learning Tasks:

1. Create a Newspaper report on the events of the Battle of Stalingrad.
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 2

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 2

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- Term 2

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.

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 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

Religious Studies

Religion in the modern day

This builds on:	Why this topic:	This links to:
• This builds on students RITA values and basic knowledge from primary school.	To see how religion has evolved and go the following it has today and how it has changed over time.	• 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	
Evolve: something that develops gradually	**Religion:** The belief in and worship of a superhuman power or powers, especially a God or gods
Omnipotent All powerful	**Protestant:** member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church in accordance with the principles of the Reformation
Omniscient All knowing	**Catholics:** Catholicism is a Christian religion, a reformation of the Jewish faith that follows the teachings of its founder Jesus Christ. The current head of the church is the Pope, who resides in Vatican City
Omnibenevolent All loving	**Gender**: People identify and express their gender in a variety of ways. Your gender identity is how you feel inside and your own personal understanding of your gender. Gender expression refers to how a person chooses to present themselves to the outside world.

Key Retrieval

Feminism in Religion

1.Religious Organisations

- Mainly male dominated even though women participate more in religion than men.
- Orthodox Judaism and Catholicism forbid women to become priests.
- Karen Armstrong – sees the exclusion of women from the priesthood as evidence of their marginalisation.

2. Places of Worship

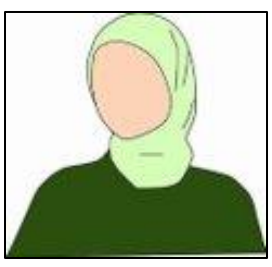
- Women seated behind screens while men occupy the central, more sacred spaces.
- Women's participation may be restricted – not allowed to preach or read from sacred texts

3.Sacred Texts

- Largely feature the doings of male gods, prophets – usually written and interpreted by men.
- Stories often reflect anti-female stereotypes (ie, Eve/Delilah) and reinforce perceptions of women's character.

Kippah

Prayer beads



Hijab

Home Learning Tasks:

- Explain how Religion changing would affect the growth of Religion
- Research different Religions and explain how they change over time
- Make a religion timeline
- Design a piece of religious dress

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

Religious Studies

French Term 2

Mes passe-temps!

This builds on:	Why this topic:	This links to:
This builds on from term 1 “My world& I “ and helps you to develop your understanding .	**Why this topic?** **It is smooth continuation having learnt about yourself and your family. Now you get to develop further your knowledge about yourself, your free time activities and your opinions about them.**	• This links to the units on freetime, likes and dislikes, 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

Making arrangements to go out

Tu viens au cinéma? Are you coming to the cinema?	Ça dépend. Qu'est-ce que tu vas voir? It depends. What are you going to see? Bonne idée! Je veux bien Good idea! I'd like to	Je vais regarder I'm going to watch	une comédie - a comedy un film d'animation - an animated film un film romantique - a romantic film un film d'action - an action film un film d'horreur - a horror film un film de science-fiction - a sci-fi film un film de superhéros - a superhero film
	je n'ai pas envie - I don't want to tu rigoles? - are you joking? désolé(e) je ne peux pas ce soir - sorry I can't tonight		

Using 3 tenses – Past, present and future

Normalement - Normally	je vais au cinéma - I go to the cinema j'écoute de la musique - I listen to music je lis des BD - I read comics nous jouons en ligne - we play online
Le weekend dernier - Last weekend	je suis allé(e) ... I went j'ai choisi - I chose j'ai visité - I visited
Le weekend prochain - Next weekend	je vais aller - I'm going to go je vais visiter _I'm going to visit on va prendre - we are going to take

Home learning:

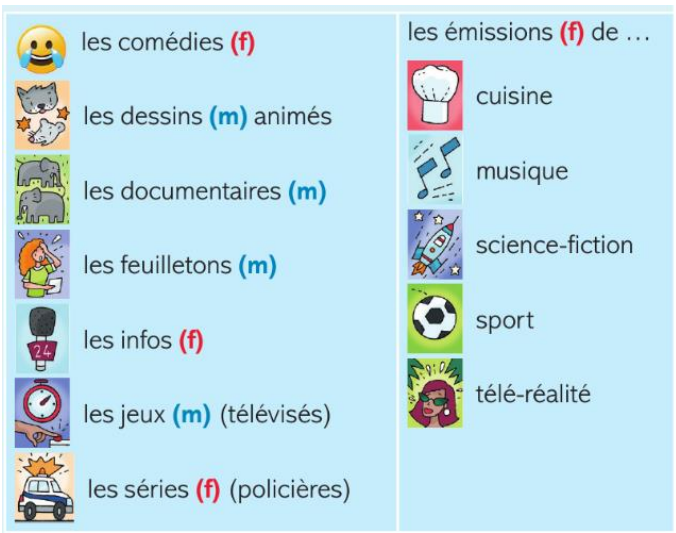
1) Learn the vocabulary as asked by your class teacher each week.
2) Complete the tasks on Languagenut.com
3) Find out about the popular hobbies in France. Are they similar to yours?
4) Watch a TV programme in French.

French Term 2

Mes Passe-temps

Discussing viewing habits.

J'aime I like Je n'aime pas I don't like	les comédies - comedies les dessins animés - cartoons les documentaires - documentaries les feuilletons - soaps les infos - the news les jeux (télévisés) - gameshows les séries (policières) - (pólice) series les émissions de cuisine / musique / sport / science-fiction / télé- réalité - cookery/ music/ sport/ science fiction / reality programmes	parce qu'ils /elles sont because they are	ridicules - ridiculous divertissant(e)s - entertaining intéressant(e)s - interesting passionnant(e)s - exciting plein(e)s d'action - full of action ennuyeux/euse - boring nuls/nulls - rubbish marrant(e)s - funny bêtes - stupid

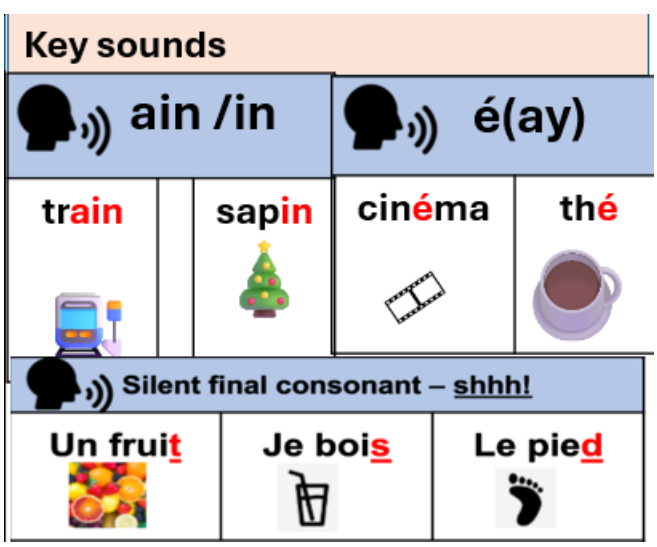


Quels sont tes passe-temps? Giving information abut your hobbies.

Je bavarde / parle avec mes copains	I chat with my friends
Je fais du cyclisme / du vélo	I go cycling
Je lis/ je fais de la lecture	I read
Je nage / je fais de la natation	I swim
Je ne lis pas beaucoup	I don't read much
Je ne joue jamais à des jeux vidéos	I never play video games
Je ne fais rien	I don't do anything
Je télécharge des chansons	I download songs
Je crée des playlists	I create playlists

Using the past tense to narrate a past event – Quel désastre!

j'ai oublié mon passport	I forgot my passport
j'ai cassé mon portable	I broke my phone
j'ai perdu mon porte-monnaie	I lost my purse
j'ai choisi le poisson	I chose the fish
j'ai beaucoup vomi	I vomited a lot
je suis tombé(e) sur la plage	I fell over on the beach
je suis resté(e) au lit	I stayed in bed
on a raté l'avion	we missed the plane
on est arrivés en retard	we arrived late
je n'ai pas acheté de souvenirs	I didn't buy any souvenirs
je n'ai pas pris de photos	I didn't take any photos
je ne suis pas sorti(e)	I didn't go out
Quel désastre!	What a disaster!
Quelle horreur!	How horrible!



French Term 2

Mes Passe-temps

Key verbs in 3 tenses.

	infinitive	present tense	perfect tense	near future tense
regular –er verbs	(e.g.) *jouer* (to play)	*je joue*	*j'ai joué*	*je vais jouer*
key irregular verbs	*boire* (to drink)	*je bois*	*j'ai bu*	*je vais boire*
	faire (to do / make)	*je fais*	*j'ai fait*	*je vais faire*
	prendre (to take)	*je prends*	*j'ai pris*	*je vais prendre*
	aller (to go)	*je vais*	*je suis allé(e)** *on est allé(e)s**	*je vais aller*

Giving more complex opinions about TV and film

masculine plural	feminine plural	English
divertissants	*divertissantes*	entertaining
intéressants	*intéressantes*	interesting
marrants	*marrantes*	funny
passionnants	*passionnantes*	exciting
pleins d'action	*pleines d'action*	full of action
ennuyeux	*ennuyeuses*	boring
nuls	*nulles*	rubbish
bêtes	*bêtes*	stupid
ridicules	*ridicules*	ridiculous

Adjectival agreement

	masculine singular	feminine singular
Most adjectives	*arrogant*	*arrogante**
Ending in **–e**	*modeste*	*modeste*
Ending in **–eur** and **–eux**	*travailleur* *généreux*	*travailleuse* *généreuse*
Irregular adjectives	*gentil* *beau*	*gentille* *belle*

* When you add **–e** after a final consonant, you pronounce the consonant.

Note that *laid* sounds like 'lay', but *laide* sounds like 'led'.

High Frequency Words

Possessive adjectives:

Mon / ma / mes – my
Ton / ta / tes – your
Son / sa / ses – his / her

Quantifiers
assez - quite
très - very
trop - too
un peu - a bit
complètement - completely
vraiment - really

Sequencers
d'abord - firstly
ensuite/puis - then
après - after(wards)
finalement - finally

Connectives
où - where
avec - with

Year 9 German Term 2

Media

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	
Innsbruck war groß. Es gab ein Stadium? – Innsbruck was big. There was a stadium.	**Ich bin letztes Wochende ins Kino gegangen.**- Last weekend I went to the cinema.
Ich habe den Film furchtbar gefunden, weil er kindisch war. - I thought the movie was awful, because it was childish.	**Sie haben Pizza gegessen und Cola getrunken.** They ate Pizza and drank coke.
Mein Lieblingsschauspieler ist Kevin Hart, weil er unterhaltsam ist. – My favourite actor is Kecin Hart, because he is entertaining	**Wir haben ein Drama zu Hause gesehen. –** We watched a drama at home.

Was siehst du gern? *What do you like watching?*

Ich sehe gern *I like watching* Ich sehe sehr gern *I really like watching* Ich sehe nicht gern *I don't like watching*	Actionfilme, *action films* Dramen, *dramas* Horrorfilme, *horror films* Komödien, *comedies* Liebeskomödien, *rom-coms* Science-Fiction-Filme, *science fiction films* Zeichentrickfilme, *Cartoons*	weil *because*	sie *they*	ein bisschen *a bit* sehr *very* ziemlich *quite/fairly* zu *too* total *totally* so *so* gar nicht *not at all*	blöd *stupid* gruselig *creepy* kindisch *childish* langweilig *boring* lustig *funny* romantisch *romantic* schrecklich *awful* spannend *exciting* unterhaltsam *entertaining*	sind. *are.*
Ich mag *I like*						
Ich hasse *I hate*						
Ich finde *I think*	Dramen *dramas (are)* Liebeskomödien *rom-coms (are)*		sehr *very* total *totally*		blöd. *stupid.* lustig. *funny.*	
Horrorfilme *Horror films*	sind *are*		gar nicht *not at all*		unterhaltsam. *entertaining.*	

Home Learning Tasks:

1) Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
2) Research some facts about the countries that speak German. Which countries would you like to visit?
3) Complete the activities on Active Learn

Year 9 German Term 2

Media

Wie findest du (Rockmusik)? *What do you think of (rock music)?*
Magst du die Musik von (Helene Fischer)? *Do you like (Helene Fischer's) music?*

Ich mag *I (don't) like*	Rap *rap* Rock *rock*	(nicht)	denn *because*	er *it*	ist *is*	besonders *especially* sehr *very* wirklich *really*	bekannt. *well known* beliebt. *popular.* interessant *interesting* leise. *quiet.* lustig. *funny.*
	die Musik von (Mozart) *(Mozart's) music* klassische Musik *classical music* Popmusik *pop music* Tanzmusik *dance music*			sie *it*			
	Metal *metal*			es *it*		zu *too*	laut. *loud/noisy.* langsam. *slow.* langweilig *boring.*

Was ist deine Lieblingsmusik?
What is your favourite kind of music?

Ich liebe *I love*	Rap, *rap* Rock, *rock*	denn *because*	er *it*	ist *is*	ganz *totally* ziemlich *quite* nicht *not*	modern. *modern.* modisch. *stylish.* ruhig. *calm.* schnell. *fast.* schön. *beautiful.* spannend. *exciting/thrilling.* traurig. *sad.*
	die Musik von (Mozart), *(Mozart's) music* klassische Musik, *classical music* Popmusik, *pop music* Tanzmusik, *dance music*		sie *it*			
Meine Lieblingsmusik ist *My favourite music is*	Metal, *metal*		es *it*			

Year 9 German Term 2

Media

Was liest du gern oder nicht gern? *What do you like/don't you like reading?*

Ich lese gern *I like reading*	Biografien, *biographies* Blogs, *blogs* Comics, *comics* Fantasybücher, *fantasy books* Krimis, *crime novels*	aber *but*	ich lese *... reading*	nicht gern *don't like* lieber *prefer* am liebsten *like ... best*	Romane. *novels.* Sachbücher. *factual/non-fiction books.* Websites. *websites.* Zeitschriften. *magazines.* Zeitungen. *newspapers.*		
Ich mag *I like* Ich lese gern *I like reading*	Comics *comics* Zeitschriften *magazines*	und *and*	Fantasybücher, *fantasy books* Zeitungen, *newspapers*	weil *because*	sie *they*	interessant *interesting* unterhaltsam *entertaining*	sind. *are.*
Am liebsten lese ich *I like reading ... best*	Romane. *novels.* Sachbücher *factual/non-fiction books.*	Ich finde sie *I think they are*	sehr *very*	romantisch. *romantic.* interessant. *interesting.*			
Meine Lieblingsbücher *My favourite books*	sind *are*	Biografien. *biographies.* Horrorbücher. *horror books.*					
Ich lese nicht gern. *I don't like*		Ich spiele lieber am Computer. *I prefer playing on the*					

Bist du süchtig? *Are you addicted?*

Wie oft sitzt du *How often do you sit*	vor dem Bildschirm? *in front of a screen?*	Ich sitze *I sit*	ab und zu *now and then* immer von 20 bis 22 Uhr *always from 8pm until 10pm* nur am Wochenende *only at the weekend* oft nach den Hausaufgaben *often after homework*	vor dem Bildschirm. *in front of a screen.*
Wie viel Zeit verbringst du *How much time do you spend*		Ich sitze *I sit* Ich verbringe *I spend*	eine Stunde pro Tag *an hour a day* zwei bis drei Stunden pro Tag *two to three hours a day* mehr als 20 Stunden pro Woche *more than 20 hours a week*	

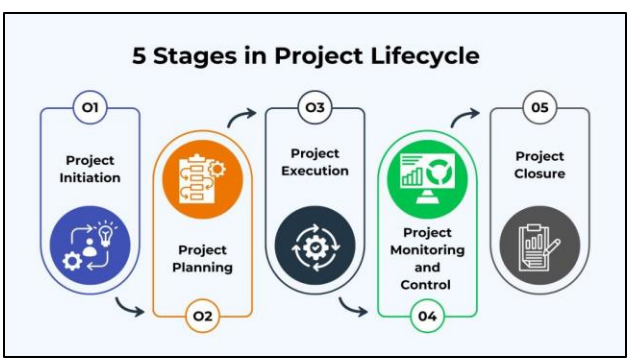
Computing Term 2

Music Festival

This builds on:	Why this topic:	This links to:
• Previous digital literacy in Year 8 and applied to software packages.	Project-Based Learning teaches students to apply digital literacy skills (design, budgeting, scheduling) to a real-world, collaborative task that has a clear goal and deadline.	• GCSE Digital Information Systems where software literacy is used in industry. • GCSE Business – Business plans and market research

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
Budget	A detailed plan showing all the expected income (revenue) and all the expected costs (expenditure) for the festival.
Revenue	The income generated by the festival, mainly from ticket sales, merchandise, and vendor/sponsor fees.
Expenditure	The money spent by the festival, including artist fees, venue rental, security, marketing, and equipment hire.
Merchandise	Products sold to customers to promote the brand, generate revenue, and provide a souvenir (e.g., T-shirts, hats, wristbands).
Target Audience	The specific group of people the festival is trying to attract (e.g., teenagers who like indie rock, families who like folk music).



Clipchamp **Advertising**

Video Step	Description
Hook	3 seconds to hook the viewers attention
High Impact	Shots/images that show the festival off. USP's (Unique Selling Points)
Music Sync	Music that matches the 'vibe' of the festival, draw more fans in.
Key information	Do not 'overload' the viewer, highlight the most important information.
Call to action	Finish with clear instruction. "Book now!" "Tickets Selling Fast!"

HOME WORK

- **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.

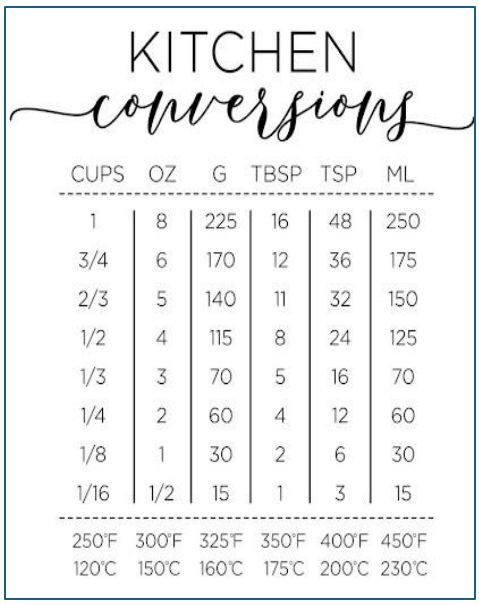
Food Technology

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

Rotation 1

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

?

Practical 5 - Surprise Sweet Treat
We will send out the recipe for this nearer the time

Food Technology

Rotation 2

This builds on:	Why this topic:	This links to:
For your final theory unit we are looking at the functions of ingredients and answering the following technical cooking questions: What makes your cake rise? Why do eggs change when they are heated? Also, what does yeast do? How can we cook meat safely? And why is pastry so difficult to get right?		

Key Vocabulary

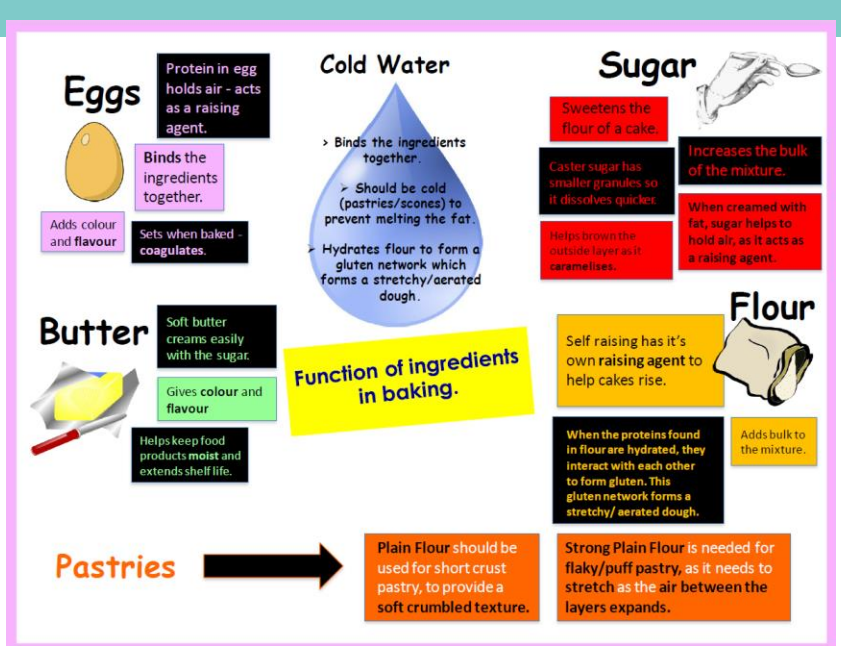
Enzymatic browning is a chemical process where certain enzymes, react with oxygen after a fruit or vegetable is cut or bruised, causing it to turn brown. It's the same reaction that makes a sliced apple or banana turn brown, and it happens when the inner cells of the produce are exposed to air.	**Aeration** is the process of incorporating air into a mixture to make it lighter and fluffier. This is often achieved by whipping ingredients like eggs or cream, or by creaming fat with sugar, which creates small air pockets that expand when heated, causing baked goods to rise and giving them a lighter texture.
The Maillard Reaction: a complex chemical reaction between amino acids and reducing sugars that causes food to brown when heated, like toasted bread, for instance	**Denaturation** in cooking is the process where a protein's original structure is altered or unfolded, changing the food's texture and appearance. This is typically caused by heat, acid, or mechanical agitation, which breaks the bonds that hold the protein's shape. A simple example is how a liquid egg becomes solid and changes from transparent to opaque when it is cooked.
Dextrinisation is a non-enzymatic browning reaction that occurs in the absence of water, such as during baking, grilling, or toasting	**Coagulation**: Protein molecules in a liquid state unravel and then link together to form a more solid network. Examples include how an egg white sets when fried, how meat firms up when cooked, and how custard thickens.
Caramelisation: A natural chemical reaction that occurs when sugar is heated.The heat breaks down sugar molecules, which then reform into new polymers.	**Yeast**: In cooking, yeast is a single-celled fungus that is used as a leavening agent to make dough rise. When yeast consumes sugar, it produces carbon dioxide gas, which gets trapped in the dough, causing it to expand and become soft and airy. This process is called fermentation and is essential for making bread, as well as for creating alcohol in brewing and winemaking.

Independent Learning Tasks:

Yeast Experiment - Have a watch of this video and have a go at the yeast experiment at home

Easy Bread Recipe - If you want to try and make your first load of homemade bread, this is a really good place to start. Let your food technology teacher know how you got on!

Create a **Functions of Ingredients Mind Map** – research the functions of Sugars, Eggs, Butter and Flour



Food Technology

Rotation 2

This builds on:	Why this topic:	This links to:
This will be your final rotation of cooking at Key Stage 3 so we will be expanding your technical skills by creating our own pasta and pasta sauces, as well as exploring pastry and		

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

A **chocolate brownie**, or simply a **brownie**, is a chocolate baked des sert bar. Brownies come in a variety of forms and may be either fudgy or cakey, depending on their density.

Practical Recipe 1 – Chocolate Brownie

200g dark chocolate
75g plain flour
250g caster sugar or soft brown sugar
175g butter
3 eggs
Chocolate chips

Fresh pasta is pasta made from fresh ingredients like flour and eggs, which is prepared and cooked without being dried for a long period.

✓ **Practical Recipe 2 – Fresh Pasta**

Students will be working in groups for this task and do not need to provide ingredients

Bolognese is a really good meal to get hidden vegetables into. It can be served on jacket potatoes or nachos. It doesn't have to be served with pasta. It is also very versatile as you can make a vegetarian version really easily

Practical Recipe 3 – Bolognese

- ❑ 250g-500g beef mince (or vegetarian alternative
- ❑ 1 white/brown onion – finely chopped
- ❑ 2 carrots – peeled and diced
- ❑ 1 stick of celery – finely chopped
- ❑ 1 can chopped tomatoes

School will provide garlic and seasoning

Please bring in any type of sausage or sausage meat.

Practical Recipe 4 – Sausage Rolls

- ❑ 200g Plain Flour
- ❑ 100g Butter
- ❑ 4-6 sausages

?

Practical 5 - Surprise Sweet Treat
We will send out the recipe for this nearer the time

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 2

This builds on:	Why this topic:	This links to:
✓ This unit will develop your theory and understanding and apply it to something new – film music. It builds on previous composition units such as **Baroque** in Y8.	**Film Music** ✓ To continue to widen your understanding of different styles and genres and to deepen your musical understanding further.	✓ Year 10 and developing your own compositions. ✓ Previous composition units such as Baroque in Y8. ✓ Building Mixcraft skills

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.** Steps are notes that are next door to each other. Leaps are notes that are far apart.	**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.* ***Chromatic*** *– One or two notes that are* ***not*** *diatonic. When used, they can add tension or mystery to the music.*
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.	**Instrumentation/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 – *Film Music*

Leitmotif
A musical phrase that represents a character, place, object or idea.

Hedwig's Leitmotif – Harry Potter

- Hedwig's Leitmotif also acts as the **theme music** to Harry Potter, the film series. The music sounds **mysterious** and **magical**.
- The dynamics at the **start** of the Hedwig's Leitmotif are **very quiet**, helping to create a mysterious and magical sound.
- **Tonality =** Minor ☹ serious and mysterious sounding.
- **Melody has** *chromatic notes* (creates mystery and tension).
- **Melody has** *big leaps* – to represent the flying Hedwig.
- Performed on a celeste to help create a sparkly, mysterious sound.

Luke Skywalker's Leitmotif – Star Wars

- Luke Skywalker's leitmotif also acts as the **theme music** to Star Wars. The music sounds grabs your attention and is **heroic** and **powerful.**
- **Tonality =** Major ☺ uplifting and heroic sounding.
- **Very Loud Dynamics** (Fortissimo – *ff)* to create a strong impact.
- Based on a **fanfare.**
- Because it based on a **fanfare** it is performed on a trumpet.
- The **melody** has *big leaps* to create a heroic sound.
- **Perfect fifth** interval is used and sounds heroic.

Celeste
A keyboard instrument with a distinctive, bell-like sound. Inside the instrument are **metal bars**, which are hit when a key is pressed.

Chromatic Notes
Chromatic notes are outside of the key and are not diatonic. They add mystery of tension.
Eb and **Db** are the two chromatic notes used in Hedwig's leitmotif.

Fanfare
A short, loud musical piece played on brass instruments such as trumpets.

Fanfares are used to announce someone / something important or played at important events.

Perfect Fifth
Is considered one of the most pleasing intervals, creating a sense of stability and harmony.

Music - Term 2

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 Film Music.*	*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 **leitmotif?**	A musical phrase that represents a character, place, object or idea.
What is the **tonality** of Hedwig's Leitmotif?	Minor ☹
What is the **tonality** of Luke Skywalker's Leitmotif?	Major ☺
What is a **fanfare**?	A short, loud musical piece played on brass instruments such as trumpets. Fanfares are used to announce someone / something important or played at important events.
What does a **perfect fifth** interval sound like?	Is considered one of the most pleasing intervals, creating a sense of stability and harmony. It can be heard in Luke Skywalker's Leitmotif.
What are **chromatic notes**?	Chromatic notes are outside of the key and are not diatonic. They add mystery of tension. **Eb** and **Db** are the two chromatic notes used in Hedwig's leitmotif.
Identify **two** musical features that make Luke Skywalker's Leitmotif sound **heroic.**	**Any two from:** Major Tonality ☺ / Based on a fanfare / Very Loud Dynamics / Perfect Fifth Interval /
Identify **two** musical features that make Hedwig's Leitmotif sound **magical and mysterious.**	**Any two from:** Minor Tonality ☹ / Celeste / Chromatic Notes / Very Quiet Dynamics / Chromatic notes

Home Learning Tasks:

To develop your theory understanding of Film Music and Leitmotifs… use the resources below to complete deeper **research.** You could create a **mind map, revision wheel** or **flash cards** on the content.

These additional resources are there to push you. They are something to look at if you are considering Music as an option subject in Year 10 and 11.

Ask your teacher if you want flash cards or a mind map frame on Ode To Joy (or you can create your own).

- Using Leitmotifs in Film Music - Oak National Academy Lesson
- What is a Leitmotif? How do they work in films? (Deeper analysis and examples)
- John Williams and Star Wars (Film Music - Analysis - BBC Bitesize)

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

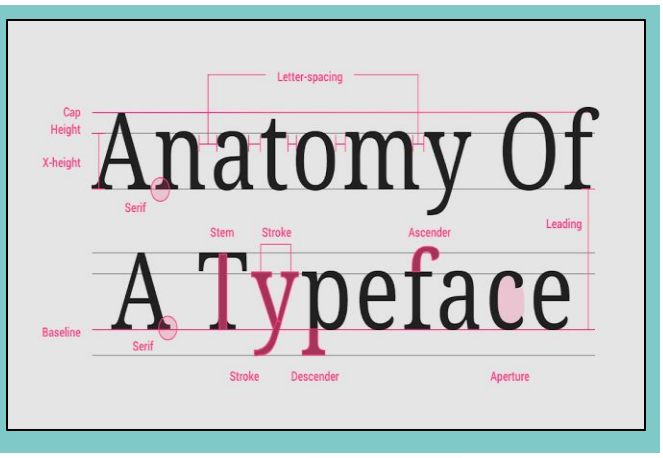
Inspiration	Visual Prompt	New information
Fabric Manipulation		Fabric manipulation refers to techniques used to alter the appearance or texture of fabric. These methods involve physical changing the fabric surfaces through sewing, folding, cutting, or other means, to create unique designs or enhance 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.

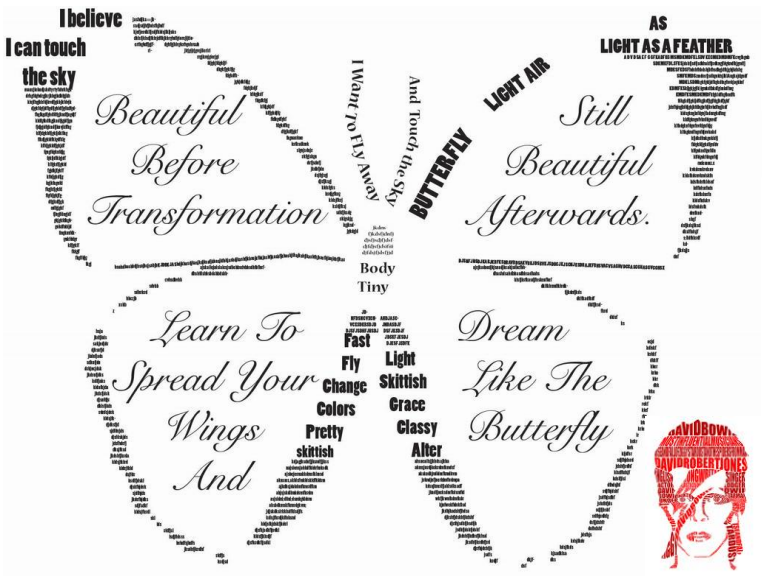
HOME WORK

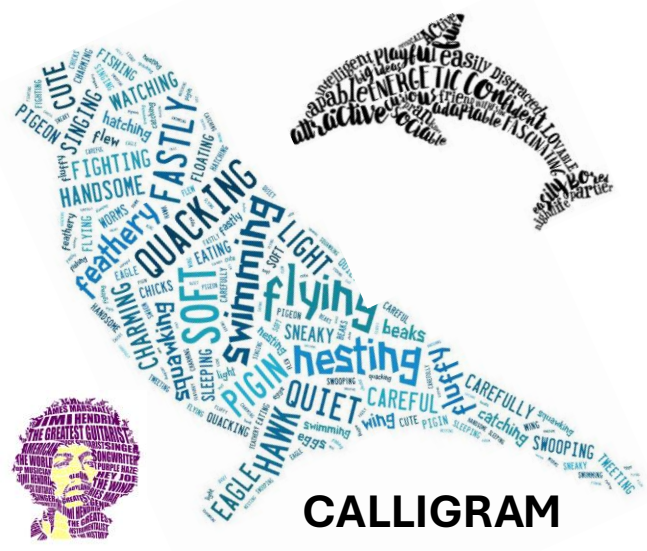
3D Design

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

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

Physical Education
Asthetics

This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of skills of and routines.	**You will learn about more complex skills and routines in trampolining. You will understand and be able to complete choreography based on a professional work .Aesthetics help to develop not only physical skills but also social skills too.**	This links to the development of more complex skills, techniques , routines

Key Vocabulary	
SWANSONG – The last act you do before death or retirement	Kill the bounce - When you stop the trampoline bed from bouncing by bending your knees and absorbing the energy as you land
AMNESTY INTERNATIONAL – A global organisation that protect your human rights	Seat landing - A move where you land sitting down on the trampoline bed with your legs straight out in front and hands placed beside your hips for support.
PRISONER OF CONSCIENCE – Imprisoned for your social or political beliefs.	Swivel hips - A skill where you do a seat landing, bounce up, rotate 180 degrees in the air, and land in another seat landing facing the opposite direction.
HUMAN RIGHTS – Equality, Individuality, Freedom of speech	Control - Being able to stay balanced, centred, and stable on the trampoline, especially when landing or linking moves.
THEME AND STIMULUS– A theme is an idea that reoccurs a stimulus is an idea and starting point.	Timing - Matching your movements with the trampoline's bounce so your jumps and skills flow smoothly.

Key Concept	Example
A **front landing** (or **front drop**) in trampolining is one of the basic body landings and an important foundation for more advanced skills.	the performer lands flat on the **front of their body** (stomach and hips) while maintaining control, balance, and safety. It's one of the foundational positions used in routines and progressions toward more advanced skills like front drops, front somersaults, and combinations.
back landing (also called a **back drop**) is a basic skill in trampolining and is the foundation for more advanced skills such as back somersaults and back to front combinations.	the performer lands flat on their back, with their body straight and slightly hollow, arms up and slightly off the bed, and head kept in line with the body (not tucked or thrown back).
Motif and Motif development	A motif is a phrase/ sequence that can be developed using choreographic devices for example cannon ,shared motif, accumulation, repetition, retrograde, minimalism and enlargement.

Home Learning Tasks:

Task 1- Create a Fact File about Swansong by Christopher Bruce.

Task 2 – Watch a Trampolining video from the Olympics identify the core skills in the routine.

Task 3 – Create a 10 bounce routine include at least two twists a seat and a front landing.

Physical Education
Net/Wall

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of health and skill-related fitness from years 7 and 8. Through net and wall sports like volleyball, badminton, and table tennis, you will develop physical skills, hand-eye coordination, reaction time, and tactical decision-making in game situations.	Net and wall sports are fast-paced activities that help develop fitness, hand-eye coordination, and reaction skills. Through volleyball, badminton, and table tennis, you will improve your tactical understanding, teamwork, and decision-making in game situations, while seeing positive changes in your performance. This also supports your understanding for NCFE Health and Fitness.	Net and wall sports develop fitness, hand-eye coordination, reaction time, and tactical awareness, while building confidence and skills useful in other sports and everyday life.

Key Vocabulary	
Overhead clear - A defensive shot where the shuttle is placed to the back of the court	Spike - An offensive hit where a player jumps and forcefully strikes the ball downward into the opponent's court
Let - The shuttle or ball hits the top of the net and lands in the service box. The serve is retaken for fair play	Set - A tactical pass, usually with both hands, that positions the ball in the air for a teammate to attack (often for a spike).
Drop shot - The shuttle or ball is hit gently so it falls just over the net	Dig - A defensive move where a player prevents the ball from hitting the floor after an opponent's attack, often by diving or reaching low to the ground.
Backhand shot- Shot taken with back of your hand facing the direction of the stroke across your body	Serve - A shot that is selected to start a game in net and wall activities.
Forehand shot - Shot taken with the palm of your hand facing the direction of the stroke	Court - The playing surface area marked out with lines

Retrieval Questions and Answers	
What are some of the core skills needed for attacking in badminton and why are they important?	Smash shot is a core skill and the aim is to hit the shuttle as hard as possible to the oppositions side of the court floor so they are unable to return the shot due to the velocity (speed and direction) placed on the shuttle. The long serve is a core skill for attacking in badminton. The aim is to send the opponent to the back of the court so they find it more difficult to return the shuttle back to you. If the shuttle is returned, it shall usually be a high return giving (you) the attacker time to react by selecting the smash shot in order to win the next point.
What are some of the core skills needed for defending in badminton and why are they important?	Backhand push shot and the forehand push shot are two skills designed to slow down the speed of a rally in a game. This gives the person more time to react to the next shot so they can have time to think about where they want to place the ball when they are in a better attacking position so they can then try to win the next point.
What should the second pass be in volleyball and why would that help to improve the play?	The second pass in volleyball should usually be a **set**, as it positions the ball for a teammate to spike, helping the team attack more effectively and increase the chance of scoring.

Home Learning Tasks:

Task 1 - Create a diagram/poster showing the court layout of badminton, include service areas and scoring zones.

Task 2 – Watch a professional table tennis match and list three techniques or strategies you noticed that could help improve your game

Task 3 - Watch a professional Badminton match and list three techniques or strategies you noticed that could help improve your game

Physical Education

OAA

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning and understanding of health and skill-related fitness, as well as fitness testing, that you have developed in years 7 and 8. Through climbing and orienteering, you will further develop physical skills, coordination, problem-solving, and decision-making in practical situations.	Principles of training are guidelines that help make your practice effective. Through climbing and orienteering, you will develop fitness, coordination, and problem-solving skills, while seeing positive changes in your performance. This also supports your understanding for GCSE PE and NCFE Health and Fitness.	✓ Climbing and orienteering develop fitness, coordination, and problem-solving, while building confidence and skills useful in other sports and everyday life

Key Vocabulary

Goal setting - The process of taking active steps to achieve your desired outcome. This could be to set out small challenges in a group for each person to achieve and making one large taks more manageable.	Problem solving - Problem solving is defining a problem or issue. Determining the cause of the problem; identifying, prioritising, and selecting ideas for a solution.
Resilience- The ability to successfully adapt to stress, maintaining psychological well-being in the face of adversity. It's the ability to "bounce back" from difficult experiences	Tolerance - The willingness to accept feelings, habits, or beliefs that are different from your own.
Non-verbal communication - The ability to communicate with others without using voice trough actions or facial expressions.	Dynamic movement - The way we move from one location to another using our body and muscles[1]. A dynamic movement can include one of or a combination of the following directional movements: Lateral movement: side-to-side (left to right) ←→ Linear movement: forward or backward

Retrieval Questions and Answers

What careers require you to be able to read a map?	Adventure leader, scout leader, video game creator, meteorologist, transport-based jobs, the military.
How do you know if you are using a map successfully?	You can navigate to a given point successfully and without issues. To ensure that when using a compass where the map and compass align.
Why is leadership important in group work?	A leader will ensure the group understand their shared goal and that they work effectively as a team to achieve this.
What types of movement are possible in climbing?	A dynamic movement can include one of or a combination of the following directional movements: Lateral movement: side-to-side (left to right) ←→ Linear movement: forward or backward

Home Learning Tasks:

Task 1. Write a short paragraph explaining **why communication is important** in climbing (e.g., giving clear instructions, spotting, supporting partners).

Task 2 Pair up with a family member or friend. One person will be the **navigator** and the other the **traveller**. Create a short route in your home, garden, or nearby safe area using 5–6 landmarks (e.g., chair, tree, lamp, gate). The navigator must **direct the traveller along the route using only non-verbal signals** (gestures, pointing, body movement – no speaking or writing). Swap roles and repeat the exercise.

RSHE

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
Mental ill health	**Mental health:** refers to the way we think, feel and act; how we handle stress, use good judgement and make choices
Eating disorders	**Eating disorders:** develop when a person has an unhealthy or abnormal attitude towards food
Dental Health	**Dental health:** is all about making sure you have healthy teeth and gums
Personal Hygiene	**Personal hygiene:** is important in order to keep your body clean and to prevent illness and infection
Laws relating to substance abuse	**Laws:** The Misuse of Drugs Act 1971
Risk awareness	**Vaping:** the action or practice of inhaling and exhaling vapour containing nicotine and flavouring produced by a device designed for this purpose

Key Retrieval

A person with good mental health is able to cope well with the stresses of daily life, they have a positive sense of who they are, and they are able to build and maintain positive relationships with others.

On the other hand, the term 'mental ill-health' is generally used to refer to a group of conditions that can alter or affect a person's ability to think, interact with others and cope with the demands of daily life.

Please refer to the organisations in the Cultural Capital section for more information.

Cultural Capital

- CAMHS – Child and Adolescent Mental Health Services
- Mental Wellbeing – nhs.uk - mental health for children, teenagers and young adults as well as information on substance abuse
- Mind.org.uk - information and support for young people and advice on how to help others

Home Learning Tasks:

1. Write a positive affirmation for yourself or for someone else.
2. Research mindfulness strategies; try some out and see if they make a positive impact on you.
3. Log into you're my Directions portal to investigate Option choices (check the careers page).
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

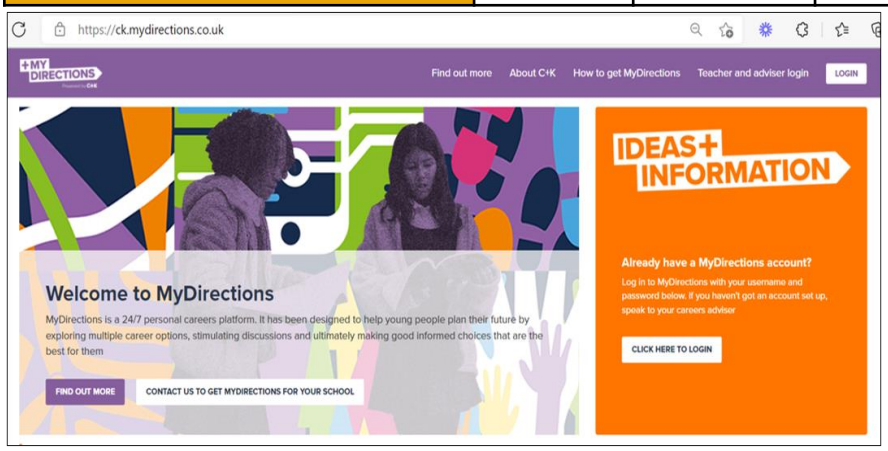
Innerscope
Educate | Equip | Inspire

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

The topics being covered during term 2 in careers are:

- *Standard occupation classifications*
- *Business Structures*

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.

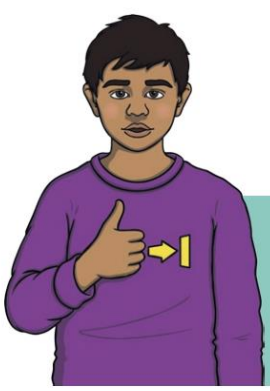
Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
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.

INSERT WHITEBOARD HERE

CAN RULER BE PRINTED ON THIS TOO?

THIS KNOWLEDGE ORGANISER BELONGS TO

NAME
TEAM LEADER
HEAD OF YEAR
SENIOR TEAM LINK
PASSWORDS