

Knowledge Organiser

Year 9

Cycle Three

2023-24



Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Homework Expectations

Why is homework important?

After extensive research the Education Endowment Foundation states that students who complete regular and purposeful homework can make more than five months additional progress during their time at school and consequently achieve significantly higher grades at GCSE.

Why is your knowledge organiser important?

A knowledge organiser (KO) sets out the important, useful and powerful knowledge on a topic on a single page (Kirby, 2015). Your KO outlines the key powerful knowledge students need to be successful in the subject for that cycle.

Each week, students will be directed to learn specific parts of their knowledge organisers. This learning is often tested in your 'Do Now' activity.

The secret to success is to regularly revisit core knowledge. This helps transfer the knowledge from the short-term memory to the long-term memory. This not only helps to make it 'stick' but it also frees up our short-term memory for day-to-day learning and experiences.

What are the homework expectations?

You now complete your homework in a pre-printed Homework Book as opposed to the blue books.

You will have 4-5 hours of homework per week. Sparx Maths will continue to be on Mondays.

You now have three subjects per evening rather than four subjects. See the timetable below.

Complete the page of Cornell notes using the guidance on page 5.

Complete your Sparx Maths workings on the dedicated pages in your Homework Book.

Your completed Homework Book will then be an excellent revision tool ahead of, and during, assessment week. You can cover your notes and work your way through you cue column of quiz questions to test your memory.

Where can I get help and support with my homework?

- If you find it hard to complete work at home, there is a homework club in the library every day from 15:00-16:30 where teaching assistants are available.
- If you get stuck on a particular question in your homework, you can come at breaktime or lunchtime to G67 where there will be support staff and student prefects to help you ahead of the deadline.
- If you miss the homework deadline, there is a compulsory homework catch-up after school on the same day with support staff.

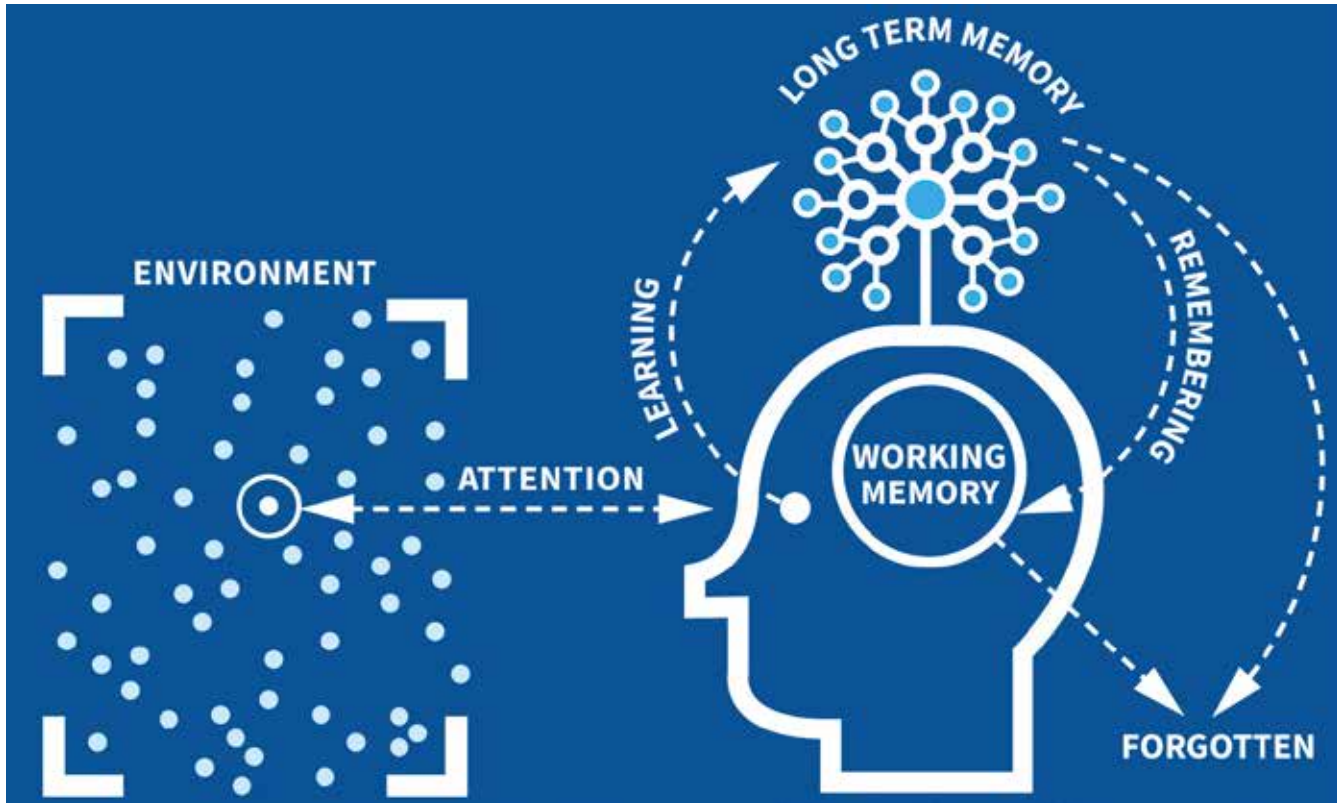
Week A	Subject 1	Subject 2	Subject 3	Subject 4
Monday	French / Spanish	History	Option B	
Tuesday				
Wednesday	Sparx Science	Sparx Reader	Option A	
Thursday	Sparx Maths			
Friday	Sparx Science	English	Geography	JBACC

Week B	Subject 1	Subject 2	Subject 3	Subject 4
Monday	French / Spanish	History	Option B	
Tuesday				
Wednesday	Sparx Science	Sparx Reader	Option A	
Thursday	Sparx Maths			
Friday	Sparx Science	English	Geography	JBACC

*Art and Design: in addition to your knowledge organiser work, you will be expected to complete some independent research into various artists and art techniques. This research is very important to get the most out of your learning in Art & Design. Your art teacher will explain what you need to do. This will be checked in your art lesson and not be checked in tutor time.

This is how you learn

Your mind is split into two parts: the **working-memory** and the **long-term memory**. Everybody's **working-memory is limited**, and therefore it can very easily become overwhelmed. Your **long-term memory**, on the other hand, **is effectively limitless**.



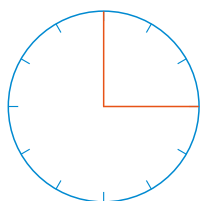
The Learning Model video



Useful learning strategies to help you to remember knowledge:

- a. Read - Cover - Write - Check:** Read the section (or week) of your knowledge organiser several times. Cover it so you can no longer see it. Write down as much as you can remember. Check your knowledge organiser again. What information did you recall and what did your memory not retain? Make any corrections and additions using your green pen.
- b. Flashcards** - using an A6 size card/paper, turn the information in your knowledge organiser into a series of questions and then write the corresponding answer on the back of the card. This means that you can test yourself. Simply writing everything on the card would have no impact on your memory and retention of the information.
- c. Flip and fold pages** - This may be useful when you have completed a series of weeks or at the end of the topic. On one page, write down all of your revision notes. Fold the paper in half and create a mind map of the most important information on one side. Fold it again and write all of the key vocabulary on one side. Fold for the final time and draw symbols and icons that would help you to remember the content of your full page.

- d. Elaboration** - For each of the points you are revising, develop them further by asking yourself questions e.g. why would the rainfall be 2000mm? Why might mime be used as a theatrical technique?
- e. Retrieval practice grid** - Many of you would have used these in history. Divide your page into three columns and nice lines. Write questions and answers for your chosen topic. Ask family members and friends to ask you the questions and you give them the answer, focusing on one column at a time. If you get it wrong, they need to tell you the answer and you repeat it. You now need to go back into the top of the column of nine questions and try again until you get them all correct. Move onto the next column. This would be a good grid to build up over the course of the 10 weeks of knowledge organiser homework so that you had one grid per subject!

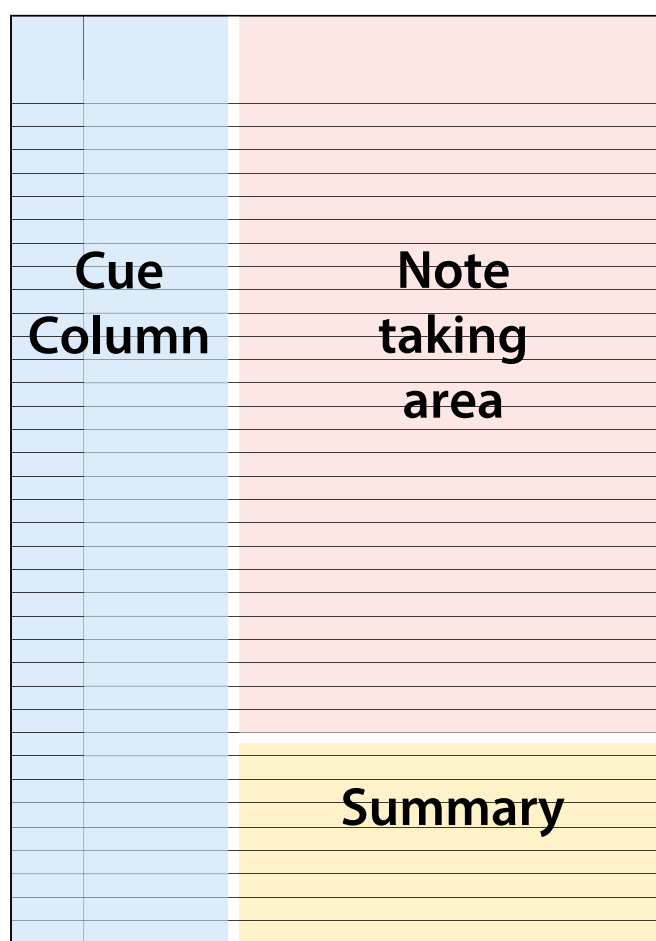


Repeat the processes above until you have spent 15-20 mins per subject per day. For example, repeated practices of 'Read - Cover - Write - Check' would be expected; not just one attempt.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

The Learning Model video



Stop

STOP

'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak

'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support

'You always have to remember that bullies want to bring you down because you have something that they admire'

Zak Efron

What we do at St James to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



Any form of bullying will not be accepted at St James.





The Four Types of Sexual Harassment

Verbal/Written 1

Verbal or written remarks of a sexual nature about a person's clothing, personal behaviour or body.
Sexually explicit statements, questions, jokes or anecdotes.
Requesting sexual acts.
Spreading rumours about a person's personal or sexual life.
Coercion of sexual activity by threat or punishment.
Excessive or unwelcome flirting.

Physical 2

Impeding or blocking a person's physical movement.
Inappropriate or unwanted touching or a person and/or their clothing.
Non-consensual touching, kissing, hugging, patting, stroking or rubbing.
Playing music or singing sexually offensive or degrading music.
Purposefully brushing up against another person without consent.

Non-Verbal 3

Looking a person's body up and down.
Making derogatory gestures or facial expressions of a sexual nature.
Frequently following or standing too close to a person on purpose.
Whistling or staring in a sexually suggestive manner.

Visual 4

Displaying sexually suggestive objects, images, videos, emojis, cartoons, words or calendars on screen or on physical items.
Showing other people sexually suggestive text messages or emails.
Sharing sexually inappropriate images or videos, such as pornography.

Report any incidents of sexual harassment to a member of staff or email

safeguarding@stjamesexeter.co.uk



Support available to you

If you feel at immediate risk of harm call 999 Police

Safeguarding Concern - Help from our St James Safeguarding Team

You can email: safeguarding@stjamesexeter.co.uk

If worried/anxious/ or just want to talk contact...

Food Support

If your family need foodbank vouchers or help with free school meals please email

foodsupport@stjamesexeter.co.uk

Self-Isolating Support (families with vulnerable members/with symptoms)

If you need support for picking up prescriptions/ shopping or support for your parents/carers by a community volunteer due to your family self-isolating, please email foodsupport@stjamesexeter.co.uk

Mental Health Support Team

If you have concerns over your own or your family's mental health of you own or your family. Please complete a referral on additional form or call **07866159124**

MASH

If you have any safeguarding concerns about a child, you can call MASH on **0345 155 1071**

Childline

0800 1111

www.childline.org.uk

Free, 24-hour telephone helpline for children and young people anywhere in the UK. Get help and advice about a wide range of issues, talk to a counsellor online, send Childline an email or post on the message boards.

The Mix

0808 808 4994

www.themix.org.uk

Essential support for under 25s. Phone, Email, Web support and Counselling.

www.themix.org.uk/get-support/speak-to-our-team/crisis-messenger - The Mix's Crisis Messenger text service is available 24/7 and open to anyone aged 25 or under living in the UK.

If you're in crisis and need to talk, text **THEMIX to 85258**

Samaritans:

Helpline: **116 123**

Email jo@samaritans.org

www.samaritans.org

24hr service offering emotional support

Runaway Helpline:

116 000

Email - 116000@runawayhelpline.org.uk

www.runawayhelpline.org.uk

Runaway Helpline is here if you are thinking about running away, if you have already run away, or if you have been away and come back. You can also contact the Helpline if you are worried that someone else is going to run away or if they are being treated badly or abused. You can call or text for free, 24 hours a day. It's all confidential.

Shout

is an affiliate of Crisis Text Line® in the UK that provides free, confidential support, 24/7 via text. It's a free 24/7 texting service in the UK for anyone in crisis anytime. Text **85258**

Kooth

www.kooth.com

Free, safe and anonymous support for young people.

Monday - Friday 12pm-10pm

Saturday - Sunday 6pm - 10pm

YMCA - Children and Young People's Wellbeing Service

Wellbeing Practitioners provide uses CBT (Cognitive Behavioural Therapy) techniques and goal-setting to build up emotional wellbeing and resilience in young people and their families.

Self-referral:

<https://www.ymcaexeter.org.uk/cwpwellbeing/>

Young Devon

Young Devon run a homelessness prevention scheme in Exeter; they can help 16 & 17yr olds and care leavers.

01392 331666 and ask to speak to the Homeless Prevention Team or email

yes.exeter@youngdevon.org

If you are under 18 call the Social Service Emergency Duty team **0345600 0388**

Online support and advice:

<https://www.thinkuknow.co.uk/>

Safeguarding/Welfare Concern

If students would like to report a Welfare or Safeguarding Concern to our Safeguarding Team, they can click on this link or follow the QR code: <https://forms.office.com/r/2DD9tAu7tN>

Write a Statement

If students would like to report an incident to our Pastoral Support Team, they can click on this link: <https://tinyurl.com/5ct25wus>

Online Support and Advice

- **Think before you post**

Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.

- **Don't share personal details**

Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

- **Watch out for phishing and scams**

Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.

- **Think about who you're talking to**

There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to school. Find out more about grooming.

- **Keep your device secure**

Make sure that you're keeping your information and device secure.

More information can be found on our website: <https://www.stjamesexeter.co.uk/about/safeguarding/>

Reporting a safeguarding concern



Write a statement



Life after St James:

What qualification should I choose?

Since 2015, in England, young people must be in some form of 'education or training' until they are 18. (www.devon.gov.uk). The government decided to do this because it is widely recognised that staying in training improves your career prospects. Early in Year 11, you will need to decide what you want to do after your GCSEs.

- **Full-Time Study** - an academic or vocational qualification taken at a sixth form, college or training provider.
- **An Apprenticeship** - working for an employer while studying for a qualification as part of your training.
- **Traineeships** - this is an option for students who would like to do an apprenticeship but who do not yet have the experience, skills or qualifications to do so. A traineeship can prepare you for an apprenticeship.
- **Part-Time Study** - you may work or volunteer full-time if you are also studying part-time for a qualification.

ADVANCED (A) LEVELS

A Levels are academic qualifications, where you study a subject in depth. Most students chose three subjects, which are assessed by exams at the end of two years. There are many different subjects to choose from, so you need to see what courses are offered at your chosen provider.

When choosing A Levels, think about the combination of subjects - do they work well together? Some University courses require specific A Levels - so do your research when choosing.

Providers: 6th Forms and Further Education Colleges

TECHNICAL (T) LEVELS

T Levels are a new technical qualification, directly related to the world of work. You pick one subject, and the course is 80% study and 20% (or 45 days) of relevant work experience.

Like A Levels, T Levels take 2 years to complete. They are assessed by a mixture of exams and coursework, and students will be graded "Distinction", "Merit", "Pass" or fail. A Distinction is equivalent to three A* at A Level.

Providers: Exeter College currently offers three T Levels: Construction, Digital, and Education & Childcare. It is important to check the course guide (available in the school library) or their website for up to date information.

VOCATIONAL QUALIFICATIONS

Vocational qualifications are work-related qualifications that blend classroom learning with practical elements, often including work experience. There are literally hundreds of different qualifications at different levels, ranging from Entry Level up to Level 3 (including NVQs and BTECs), your options are only limited by what is offered locally. It is worth noting that T Levels will replace some Level 3 qualifications.

Providers: Further Education Colleges

THE INTERNATIONAL BACCALAUREATE (IB)

The IB Diploma is an academic qualification, where you study three subjects to a higher level and three at a standard level. There are also core courses that you must study. It allows you greater breadth than A Levels, although the trade-off is less depth.

Providers: Exeter College, Bridgwater & Taunton College

Entry Requirements: See website for specifics, but at least 6 GCSEs (inc. Maths and English) at Grade 6+.

Maths and English resits? If you get Grade 3 (or below) in your GCSE Maths or English, you will re-sit these qualifications as part of any course you study at college or as part of an apprenticeship. If you achieve lower than a Grade 3, you might be offered an alternative qualification called "Functional Skills Maths and English".

Local Further Education (FE) Colleges



Exeter College: Offers a whole range of subjects (e.g., Hair and Beauty, Childcare, Construction, Business Management, Performing Arts and Photography) at various levels (from Entry Level to Level 5). <https://exe-coll.ac.uk/>



Bicton College: Part of the Cornwall College group, the Bicton College site focuses on land-management type courses, including Animal Care and the Military and Protective Services. Again, it runs courses from Entry Level through to Level 5. www.bicton.ac.uk/



Exeter Maths School: A small college, focusing on Maths, Physics and Computer Science. Linked to the University of Exeter www.exetermathematicsschool.ac.uk/

Some of the secondary schools in Devon have a **Sixth Form** where students can stay at school and enter year 12 and then year 13. Sixth Forms typically focus on A-Level qualifications.

Apprenticeships

Apprenticeships combine practical training in a job with studying for a related qualification. The employer decides the qualification and chooses a training provider, which could be a local or national college or an industry-specific training provider. Apprenticeships are governed by "Standards". The standards set out the skills, knowledge and behaviours that apprentices must achieve during the apprenticeship.

At Post 16, you will probably be looking at Intermediate Level apprenticeships.

Traineeships are for students that do not have the relevant qualifications, experience or skills to start an apprenticeship but are interested in progressing on to one in the future. They involve a programme of up to six months of study, including a work placement, qualifications in Maths and English and support with finding a job or apprenticeship once the course is completed. Traineeships are unpaid. www.gov.uk/find-traineeship

In addition to Exeter College and Bicton College, there are local specialist training providers, who work with employers to deliver apprenticeships. If you are looking for an apprenticeship, it can help to talk to one of these providers as well as the colleges:



PGL Training offer a wide range of courses; from Hairdressing to Bricklaying, to Warehousing and Business Administration. Pick up a prospectus from the Careers Library or see www.pgtraining.com.

Many employers will not use local training providers for Apprenticeships. Some, such as Hays Travel, have an in-house scheme that they run themselves. Others, such as some accountancy firms, will also use national bodies such as Kaplan.

GOV.UK
Find an apprenticeship

Your location

Exeter (Devon)

[Use current location](#)

Within

20 miles

Apprenticeship level

Intermediate

Search results

We've found **76** apprenticeships in your selected area.

[Receive alerts for this search](#)

WHERE TO GO FOR MORE HELP...

Your 1:1 appointment with a qualified Careers Advisor

All students will receive an invitation to a 1:1 meeting with our qualified Careers Advisor, Maria. This meeting will take place at the end of Year 10 or the very start of Year 11. You should come to this meeting prepared to talk about your ideas, likes, dislikes. The Advisor will then be able to help you to focus your thinking.

Use your network

Your friends and family, tutors and teachers, people who know you well: tap into your network and ask them questions. What route did they take? What did they like / dislike? What do they think you would prefer? At the end of the day, it is your decision that you need to take, but it can be helpful to learn from other peoples' experiences.

Go online

Be sure to look at the website of local colleges and sixth forms, here you will find the most up to date selection of courses. The Career Pilot website is so easy to use. It has loads of useful information about all aspects of choosing your next steps. It is worth having a look, even if you are already certain about your choices. Another good one is BBC Bitesize, which has useful videos and information: www.bbc.co.uk/bitesize/articles/z6ws47h



Annotation Guide - Recording ideas and Intentions AO2 AO3

Personal responses - Your visual diary

Aim to record personal thoughts, reflections, evaluations, judgments, and responses (rather than regurgitating facts or the views of others), providing insight into your thinking and decision-making.

Communicate with clarity

Communicate in a succinct and clear manner. Thoughts may be recorded in any legible format: mind maps, written questions, bulleted summaries and complete paragraphs. Avoid 'txt' speak and spelling errors; these indicate sloppiness and suggest that the work is not high quality.

Demonstrate subject-specific knowledge

Aim to communicate informed and knowledgeable responses, using a range of art-related vocabulary and terminology. Use sensory language when you are writing about the photographs or art - using synonyms and metaphors when writing about what you feel or imagine about the art.

Avoid the obvious

Self-explanatory statements, such as "I drew this using a pencil" or "this is a drawing of a shoe" are unnecessary; they communicate no new information.

Recording

- » Having created a series or set of drawings, paintings or experimental pieces - think about what you've created?
- » How has it been created?
- » Describe the steps taken to create the artwork.
- » What medium or materials did you use? Note in detail the resources used to create your artwork.

Think and write about the; Line, tone, form, colour, pattern, texture, subject matter and composition of the artwork

Sentence starters:

- In this piece of work I have.....
- I have used the following materials.....
- I really like how the.....
- I think the (line work, tone, colour etc.) gives the work.....
- Through working in this way I have learned how to.....
- I like the characteristics of the lines.....
- I have found creating this piece of work a challenge because.....
- Looking at the work, the artwork suggests.....

Insights and Intentions

- » Having reflected on the experimental work, ask yourself what are you going to do next?
- » What aspects of your artwork have been successful in execution?
- » State at least four aspects of your artwork you believe you have executed well.
- » What might you do differently if you could?
- » Write about the challenges you might experience and how you might approach the creation of the work.

Sentence starters:

- I like the idea of using the technique to make.....
- To further extend the idea I'm going to create.....
- I would like to use.....
- I'm interested in trying.....
- To refine the work I could.....
- I plan to make the scale of the work.....
- I am going to use.....I think this will really enhance.....
- I want the work to have the feeling of.....so that the viewer might feel.....
- I think the central idea behind the body of work is.....
- I want my work to be viewed in such a way as to.....



Annotation Guide - Recording ideas and Intentions AO2 AO3

Form:

Describe exactly what can you see in the artwork?

What's in the foreground or background?

Is it figurative or abstract?

What colours can be seen?

I can see...

In this painting, I can see...

The work reminds me of...

The size of the work suggests...

Process:

Describe how the artist achieved the art using formal elements?

What kinds of skills have been used?

Discuss:

Lines - thin, thick, curved, jagged, zigzag, heavy, light, short, wavy, flowing, direction, dotted, vertical, horizontal, expressive

Colours - primary, secondary, tertiary, warm, cool, complimentary, harmonious, monochromatic, vivid, solid, dark, tone, tint, vibrant

Texture - impasto, thick, rough, soft, smooth, furry, gritty, fine, uneven, bumpy, dry, abrasive

Composition - space, perspective, positive space, negative space, foreground, background, middle ground

Shape - circular, square, triangular, organic, curvaceous, geometric

Pattern - natural, manmade, repeating, regular, irregular, radial, spiral, rhythm, symmetry

Context:

What do you think the artist is trying to convey?

What does it make you feel or remind you of?

What kind of feelings does it evoke?

Imagine what you can smell, taste, touch or hear in the work...

Feeling or appearance of the art:

Expressive, alive, lonely, atmospheric, complex, delicate, funny, sad, shocking, joyous, beautiful, ugly, strange, imposing, disturbing, depressing, harrowing, ethereal, nostalgic, impressionistic, surreal, fake, distorted, symbolic, abstract, geometric, flowing, exciting, sombre...

I think the art was were created in response to....I think this because...

I think that the artist is trying to say...

I really like how the main emphasis is on...

My eyes are drawn to..... I believe the artist has achieved this by.....

I think the theme or idea behind this artwork is...

If I were inside this artwork, I would be feeling or thinking...

I like the idea of using this technique to make...

I am going to attempt to use a similar technique to create a set of (drawings? monoprints? paintings? lino prints? Etc)...

I want to experiment with...

Year 9 Computer Science Cycle Three - Networking and Network security		
Week 1	Week 2	Week 3
<p>Protocol - A set of rules that allows two devices to communicate.</p> <p>TCP / IP</p> <ul style="list-style-type: none"> » The Transmission Control Protocol (TCP) provides error-free transmission between two routers » The Internet Protocol (IP) routes packets across a wide area network (WAN) » Together, they make up the TCP/IP protocol stack the foundation of communication over the internet 	<p>HTTP(S)</p> <ul style="list-style-type: none"> » The Hypertext Transfer Protocol (HTTP) is a way for a client and server to send and receive requests and to deliver HTML web pages. It is the fundamental protocol of the World Wide Web (WWW) » The Hypertext Transfer Protocol Secure (HTTPS) is effectively the same as HTTP, except it adds in encryption and authentication. HTTPS should be used whenever a website handles sensitive information like passwords or bank details <p>FTP</p> <ul style="list-style-type: none"> » The File Transmission Protocol (FTP) is a protocol used for sending files between computers, typically via a wide area network (WAN) » People often use FTP clients, software applications that sit on top of the actual FTP protocol » Users interact with the program to generate and send the appropriate FTP commands 	<p>SMTP / IMAP / POP3</p> <ul style="list-style-type: none"> » Three popular protocols are used in conjunction with mail servers to deal with email » Mail servers act like a virtual post office for all incoming and outgoing email » Simple Mail Transfer Protocol (SMTP) transfers outgoing emails between servers or from an email client to a server » Post Office Protocol (POP) transfers emails from the mail server to your device, removing them from the server in the process » Internet Message Access Protocol (IMAP) keeps emails on the mail server, ensuring synchronicity between devices
Week 4	Week 5	Week 6
<p>Layering - The concept of layering is to divide the complex task of networking into smaller, simpler tasks that work in tandem with each other</p> <p>The hardware and/or software for each layer has a defined responsibility, and each layer provides a service to the layer above it</p> <p>Advantages of working in layers means...</p> <ul style="list-style-type: none"> » Reduces the complexity of the problem into manageable sub-problems » Devices can be manufactured to operate at a particular layer » Products from different vendors will work together 	<p>Standards - In computer science terms, standards are a set of hardware and software specifications. These specifications make it possible for manufacturers and developers to create products and services that can communicate and interact with one another. Standards exist in many areas of computer science - for example:</p> <ul style="list-style-type: none"> » ASCII/Unicode: Character sets » IEEE: Computer cables » HTML: Web content 	<p>Social engineering - People as a weak point</p> <p>Many system vulnerabilities are caused by people being careless:</p> <ul style="list-style-type: none"> » Not installing operating system updates » Not keeping anti-malware up to date » Not locking doors to computer rooms » Not logging off or locking computers » Leaving printouts on desks » Writing passwords down on sticky notes » Sharing passwords » Losing memory sticks and mobile devices » Not applying wireless network security » Not encrypting data

Year 9 Computer Science Cycle Three - Networking and Network security

Week 7

Malware - Software designed to disrupt, damage or gain unauthorised access to a computer system. It usually works by exploiting vulnerabilities in operating system software. The term malware covers: Viruses, Trojans, Worms, Ransomware, Spyware and Adware.

What makes it a threat to a network?

- » Deleting, corrupting or encrypting files
- » Causing computers to crash, reboot or slow down
- » Reducing internet connection speeds
- » Logging keyboard inputs and sending them to hackers

What can be done to prevent the vulnerability?

- » Strong security software: Firewall, Spam filter, Antivirus and Anti-spyware
- » Enabling OS and security software updates
- » Staff training around email attachments and downloads
- » Regular data backups

Week 8

Data interception and theft - Monitoring data streams to and from a target to gather sensitive information. Attackers may use a technique known as network sniffing - monitoring traffic on a network to pick out:

- » Unencrypted passwords
- » Configuration information

What makes it a threat to a network?

- » Compromising usernames and passwords to gain unauthorised access to a system
- » Theft and/or disclosure of corporate data

What can be done to prevent the vulnerability?

- » Encryption
- » Virtual networks
- » Staff training around passwords, locking computers, logging off and portable media
- » Investigating network vulnerabilities

Week 9

Phishing - Sending emails purporting to be from reputable companies to trick individuals into revealing personal information (e.g., passwords, credit/debit card numbers).

What makes it a threat to a network?

Obtaining an individual's financial details to:

- » Withdraw money.
- » Make fraudulent purchases.
- » Open new bank or credit card accounts.
- » Cash illegitimate cheques
- » Gaining access to high-value corporate data

What can be done to prevent the vulnerability?

- » Strong security software
- » Staff training around:
- » Spotting fake emails and websites
- » Not disclosing personal or corporate information
- » Disabling browser pop-ups

Week 10

Denial of service attack (DOS) - Flooding a server with useless traffic, causing it to become overloaded and unavailable. Many DoS attacks exploit limitations in the TCP/IP stack

What makes it a threat to a network?

- » Loss of access for customers
- » Lost revenue
- » Reduced productivity
- » Reputational damage

What can be done to prevent the vulnerability?

- » Strong firewall
- » Packet filters
- » Web server configuration
- » Auditing, logging and monitoring systems

Week 11

Brute force attack - Trial-and-error method of attempting to crack passwords and PIN numbers using automated software to generate a continuous stream of guesses (e.g., trying every word in the dictionary)

What makes it a threat to a network?

- » Generating repeated password attempts to gaining unauthorised access to a system
- » Theft and/or disclosure of corporate data

What can be done to prevent the vulnerability?

- » Network lockout policy - accounts lock after a certain number of failed login attempts
- » Progressive delays
- » Staff training around effective passwords with symbols, letters, numbers and mixed case
- » Challenge response - e.g., reCAPTCHA

Week 12

SQL injection - Technique used to view or change data in a database by inserting additional code into a text input box, creating a different search string (e.g., "Smith" OR "" = "")

What makes it a threat to a network?

- » Outputting the contents of a database to reveal private data
- » Amending or deleting data
- » Adding new rogue records

What can be done to prevent the vulnerability?

- » Input box validation
- » Parameter queries
- » Setting database permissions
- » Penetration testing

Year 9 Dance Cycle Three

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
<p>WEEK 1 - A SUCCESSFUL DANCER</p> <ul style="list-style-type: none"> Following health and safety (no socks, hair up, no jewellery) Safe practice in the studio Being kind to others Challenging others Commitment Evaluating yourself Use of teacher and peer feedback Performance to audiences Extra rehearsals Recording yourself and watching back 100% effort in lesson 	<p>WEEK 3 - INTERPRETIVE SKILLS</p> <p>Focus - Where the dancer is looking and the direction of the eyeline</p> <p>Projection - Express your movements outward so they are clear and confident</p> <p>Musicality - How a dancer interprets the music they are listening to (different from timing)</p> <p>Sense of style - How accurately you should the style of the dance</p>	<p>WEEK 5</p> <p>Find out what each of these following dance to music relationships mean</p> <ul style="list-style-type: none"> Correlation Visualisation Enhancing the mood Narrative Mutual coexistence Dissociation <p>Types of stimulus</p> <ul style="list-style-type: none"> Tactile (touch) Auditory (hear) Visual (see) Kinaesthetic (movement) Ideational (an idea) 	<p>WEEK 7 - STYLES OF DANCE</p> <p>Contemporary:</p> <ul style="list-style-type: none"> Isadora Duncan Martha Graham Merce Cunningham Ruth St Denis <p>Street/Hip Hop:</p> <ul style="list-style-type: none"> Buddha Stretch Link Loose joint Don Campbell <p>Ballet:</p> <ul style="list-style-type: none"> Marius Petipa George Balanchine Vaslav Nijinsky Anna Pavlova <p>Fosse/jazz:</p> <ul style="list-style-type: none"> Bob Fosse Jack Cole Jerome Robbins Matt Mattox 	<p>WEEK 9 - GENRE AND PRACTITIONERS</p> <ul style="list-style-type: none"> Fosse - highly stylised jazz started in 50s with a strong influence from burlesque, isolated and simplistic movement with key moves. Bob Fosse - Chicago Ballet - Romantic, classical or modern style, using turnout, formal positions and alignments. David Bintley - Still Life Matthew Bourne- Nutcracker Contemporary-expressive style using contrasting movements and a strong use of breath and spine curves, Martha Graham and Merce Cunningham are leading practitioners. Christopher Bruce - Swansong Hip hop/street - A fusion of African, Latino and Caribbean American dance in the Bronx in the 70s. Characterised by an aggressive and competitive style, popping, isolations, contraction movements and syncopated beats. Zoonation - Alice in wonderland Musical Theatre - Song, dance and acting amalgamated, highly exaggerated/non-naturalistic. Lee Hall - Billy Elliot. Hugh Jackman- Greatest Showman
<p>WEEK 2 - PERFORMANCE/ PHYSICAL SKILLS</p> <p>Posture, placement and alignment - How you stand, hold positions</p> <p>Co-ordination - Moving different body parts at the same time</p> <p>Control - Managing body shapes and movement in air, floor and whilst travelling</p> <p>Flexibility - Having a full range of movement without pain or discomfort</p> <p>Strength - Using your muscles effectively against a resistance Timing- Moving to the beat of the music or one another</p> <p>Stamina - The ability to keep the energy throughout a dance without stopping</p>	<p>WEEK 4 - CHOREOGRAPHIC PROCESS</p> <ul style="list-style-type: none"> Improvising and exploring Research Developing movement ideas Structure Evaluating/feedback Costume/props <p>Accompaniment</p> <ul style="list-style-type: none"> Sound Silence Spoken word Natural sound Music <p>Features of production</p> <ul style="list-style-type: none"> Lighting - Colour, placement, directions Staging/set - Projections, backdrops, furniture, colours, textures Props Costume - era, colours, footwear, masks, makeup Dancers - Gender and number Aural Setting (accompaniment) - song, live band, orchestra, body percussion, style Camera - placement, angles, proximity, special effects 	<p>WEEK 6 - CHOREOGRAPHIC PROCESS</p> <ul style="list-style-type: none"> Improvising and exploring Research Developing movement ideas Structure Evaluating/feedback Costume/props <p>Accompaniment</p> <ul style="list-style-type: none"> Sound Silence Spoken word Natural sound Music <p>Features of production</p> <ul style="list-style-type: none"> Lighting - Colour, placement, directions Staging/set - Projections, backdrops, furniture, colours, textures Props Costume - era, colours, footwear, masks, makeup Dancers - Gender and number Aural Setting (accompaniment) - song, live band, orchestra, body percussion, style Camera - placement, angles, proximity, special effects 	<p>WEEK 8 - EXPLORATIVE TECHNIQUES</p> <ul style="list-style-type: none"> Stimulus - the thing you base it on/ use as inspiration could include: Themes, issues, existing repertoire, props, time and place, a painting, song, poem, literature or news article Chance dance - creating a dance through 'chance' often with a dice to lead decision making Improvisation - dancing without rehearsal to help inspire the choreographer and develop ideas 	<p>WEEK 9 - GENRE AND PRACTITIONERS</p> <ul style="list-style-type: none"> Fosse - highly stylised jazz started in 50s with a strong influence from burlesque, isolated and simplistic movement with key moves. Bob Fosse - Chicago Ballet - Romantic, classical or modern style, using turnout, formal positions and alignments. David Bintley - Still Life Matthew Bourne- Nutcracker Contemporary-expressive style using contrasting movements and a strong use of breath and spine curves, Martha Graham and Merce Cunningham are leading practitioners. Christopher Bruce - Swansong Hip hop/street - A fusion of African, Latino and Caribbean American dance in the Bronx in the 70s. Characterised by an aggressive and competitive style, popping, isolations, contraction movements and syncopated beats. Zoonation - Alice in wonderland Musical Theatre - Song, dance and acting amalgamated, highly exaggerated/non-naturalistic. Lee Hall - Billy Elliot. Hugh Jackman- Greatest Showman

Year 9 Engineering Design and Technology Cycle Three				
Week 1	Week 2	Week 3	Week 4	Week 5
<p>ENGINEERING DESIGN SPECIFICATION CRITERIA</p> <p>WANTS: Non-critical things the client would like the product to have or do. i.e. a bike light could be waterproof.</p> <p>NEEDS: Things the product must do i.e. a watch must clearly show the time.</p> <p>QUALITATIVE CRITERIA: e.g. the handle must feel comfortable for all users</p> <p>QUANTITATIVE CRITERIA: The packaging must be no more than 100 x 100 x 70mm.</p>	<p>PRODUCT ANALYSIS USING ACCESS FM</p> <p>AESTHETICS: its form, what it looks like</p> <p>COST: relative price</p> <p>CUSTOMER: who is the intended user?</p> <p>ENVIRONMENT: where is it supposed to be used?</p> <p>SIZE: how big is it?</p> <p>SAFETY: are there any hazards in or after use?</p> <p>FUNCTION : what does it do? Does it just meet the 'needs' or does it meet the 'wants' as well?</p> <p>MATERIALS: what is it made out of and why?</p> <p>MANUFACTURING: how was it made and why?</p>	<p>SCALE OF MANUFACTURE 1</p> <p>ONE OFF: One-off production requires a large investment of time, resources and labour to produce a single unique product. This is due to often products being manufactured by hand or using small scale machines without the use of jigs/moulds. The advantage of this method is each product can be custom made to the client specification.</p> <p>BATCH: Batch production is when a set number of identical products are to be produced using larger scale machines & use of jigs/moulds/templates to ensure accurate repetition along a production line. Batches can be adjusted depending on client requirements and design changes are relatively quick to implement. Typically CNC automation is used at this scale, reducing the labour cost.</p>	<p>SCALE OF MANUFACTURE 2</p> <p>MASS Production: Mass production concerns a very high volume of identical products that are manufactured on a production line.</p> <p>At this scale there is often a high level of automation through the use of CNC, Robotics and automatic guided vehicles. There is little flexibility to make design alterations and an incredibly high setup cost.</p> <p>PLANNED OBSOLESCENCE: Planned obsolescence describes a strategy of deliberately ensuring that the current version of a product will become out of date or useless within a known time period.</p> <p>This guarantees that consumers will need to buy replacements in the future, therefore benefiting the product manufacturer.</p>	<p>TYPES OF MANUFACTURING PROCESSES</p> <p>WASTING: when you remove material e.g. Sawing, filing, turning, CNC machining, laser cutting.</p> <p>SHAPING: Referring to heating polymers and metals and then moulding, stretch or plastically deforming them in some way. When cooled they retain their shape</p> <p>FORMING: Referring to cold forming of metals like 'bending or pressing mild steel'</p> <p>JOINING: connecting two materials either semi permanently (screws, bolts etc.) or permanently (welding, brazing soldering etc.)</p> <p>FINISHING: applying a finish for aesthetic or to add corrosion resistance e.g., Paint, electroplating, galvanizing etc.)</p> <p>ASSEMBLY: bringing components parts together to make a product. Often screws, rivets, glue and in polymer assemblies snap fits are used.</p>

Year 9 Engineering Design and Technology Cycle Three

Week 6	Week 7	Week 8	Week 9	Week 10
<p>PRODUCTION COSTS</p> <p>LABOUR COST: the cost to hire the work force. Salary, wages, sick pay etc. Increase the use of robots and you may lower the number of workers you need in the production line. This would lower the labour cost. Other factor that effects the labour cost is how skilled you worker are.</p> <p>CAPITAL COST: the cost to set up a facility. How much you invest in setting up production before you make any profit. This includes buildings, machines, storage, tools, equipment etc.</p>	<p>MARKET PULL: is when product ideas are produced in response to market forces or customer needs. Examples of this include the development of cameras, which have become smaller; more lightweight and higher performing as a result of customer needs.</p> <p>TECHNOLOGICAL PUSH: Research and development in science and industry can lead to new discoveries, which can be used to improve existing products or develop new ones. This is known as technology push, and it happens before there is consumer demand for a product. Research and development is valuable for companies who are the first to introduce a new, innovative product.</p> <p>Smartphones are an example of a product developed due to technology push, where existing touchscreen technology was used to improve the mobile phone market.</p>	<p>BRITISH STANDARDS: The British Standards Institution (BSI), also known as the BSI Group, is the UK's national standards body. It sets technical specifications for a wide range of products and services. If a product has the BSI kite mark (below) it shows it meets a set of predefined criteria and indicates it is of a specified quality and is safe to use. BSI test products suitability again its criteria giving consumers and suppliers confidence in the products they buy.</p> <p>INTERNATIONAL STANDARDS: The International standards office (ISO) is like BSI but functions across borders. 164 countries are involved in developing state of the art standards of quality and safety that are useful for international collaboration and trade. They will often be like national standards with additional accommodating parts relevant to more than one country. They are extremely helpful if, for example you are going to trade with other nations as it gives you a common standard to agree to.</p>	<p>MATERIAL AVAILABILITY: If a material is 'readily available' then it implies you can get it quickly, cheaply and without risk of running out. How much of a certain material is available is often the cause of price changes i.e., things getting more expensive or cheaper. If things must travel a long way to get to where they are processed it can also be bad for the environment because of the fuel used in the transportation.</p> <p>STOCK SIZES: Materials come in many stock sizes. This means they are available in specific, set sizes through most suppliers. This makes designing parts easier if you know the section it is to be made from is 'readily available.'</p> <p>Commonly metal comes in bar, rod, sheet, and billets (for casting). The sheets come in stock thicknesses. The bar and rod come in a variety of sections depending what is being made e.g., flat bar, square bar, I Beam, L section, T Section etc.</p>	<p>6 R'S</p> <p>Recycle: Reprocess a material or product and make something else</p> <p>Repair: When a product breaks down or does not work properly, try to fix it</p> <p>Rethink: Do we make too many products? Design in a way that considers people and the environment</p> <p>Reduce: Cut down the amount of material and energy you use as much as possible</p> <p>Refuse: Do not use a material or buy a product if you do not need it or if it damages people or the environment</p> <p>Reuse: Use a product to make something else with all or parts of it</p>

Year 9 English Cycle Three - Power & Conflict Poetry		
Week 1 - London & Ozymandias	Week 2 - The Prelude & My Last Duchess	Week 3 - CotLB, Exposure & Bayonet Charge
<p>London - BLAKE (1794)</p> <p>Ardent - very enthusiastic or passionate.</p> <p>Veiled Criticism - said so that the true meaning or purpose is hidden.</p> <p>Blake uses the poem 'London' as an ardent and thinly veiled criticism of those in power in Georgian London.</p> <p>Language</p> <p>'I Wander thro' each charter'd street'</p> <p>'Marks of weakness, marks of woe'</p> <p>'The mind-forg'd manacles I hear'</p> <p>'Every Black'ning church appals'</p> <p>Structure</p> <p>The rigid quatrain and rhyme scheme could evoke the rigid and corrupted power structures of London</p> <p>Ozymandias - SHELLEY (1818)</p> <p>Ephemeral - lasting for a very short time.</p> <p>Extended Metaphor - using an entire poem as a metaphor for a bigger idea. A microcosm.</p> <p>In 'Ozymandias', Shelley uses the extended metaphor of a shattered statue to reveal the ephemeral nature of power.</p> <p>Language</p> <p>'Half sunk a shattered visage lie</p> <p>'My name is Ozymandias, King of Kings'</p> <p>'Look on my Works, ye Mighty, and despair!'</p> <p>'Nothing beside remains. Round the decay of that colossal wreck</p> <p>Structure</p> <p>Shelley's use of a corrupted sonnet form could reflect the ephemeral nature of power and art.</p>	<p>The Prelude - WORDSWORTH (1839)</p> <p>Sublime - a greatness beyond all possibility of calculation. Intensely beautiful.</p> <p>Biographical - related to a particular person's life.</p> <p>Wordsworth's autobiographical poem reflects on the sublime beauty and awesome power of nature.</p> <p>Language</p> <p>'One summer evening (led by her)'</p> <p>'Small circles glittering idly in the moon'</p> <p>'a huge peak, black and huge</p> <p>'the grim shape Towered up between me and the stars'</p> <p>Structure</p> <p>Wordsworth's use of blank verse could evoke the sense of a heroic journey.</p> <p>My Last Duchess - BROWNING (1842)</p> <p>Megalomaniacal - an obsessive desire for power</p> <p>Naturalistic - closely imitating real life or nature based on the accurate depiction of detail.</p> <p>Browning's naturalistic presentation of the Duke in 'My Last Duchess' reveals the corrupting and megalomaniacal effects of power.</p> <p>Language</p> <p>'That's my last Duchess painted on the wall/ Looking as if she were alive.'</p> <p>'none puts by /The curtain I have drawn for you, but I'</p> <p>'I gave commands;Then all smiles stopped together'</p> <p>Structure</p> <p>Browning's rigid iambic pentameter and rhyme scheme could evoke the narrator's total control.</p>	<p>Charge of the Light Brigade –TENNYSON (1854)</p> <p>Jingoistic - extreme or aggressive patriotism</p> <p>Contemporary - Living or occurring at the same time.</p> <p>Tennyson's jingoistic presentation of battle in 'Charge of the Light Brigade' would have appealed to his contemporary audience.</p> <p>'Into the jaws of Death/ Into the Mouth of Hell'</p> <p>'Honour the light Brigade/ Noble Six Hundred'</p> <p>Exposure - OWEN (1917)</p> <p>Realistic - presenting things in a way that is accurate and true to life.</p> <p>Jaded - bored or lacking enthusiasm</p> <p>In 'Exposure', Owen's jaded tone 'exposes' the realistic effects of conflict on the human psyche.</p> <p>'Our brains ache in the merciless iced East winds that knife us'</p> <p>'But nothing happens'</p> <p>Bayonet Charge – HUGHES (1957)</p> <p>Revisionist - reinterpreting of an event or situation</p> <p>Patriotic - devotion to and vigorous support for one's country.</p> <p>Hughes' revisionist depiction of battle in 'Bayonet Charge' leads us to question the value of patriotism and the purpose of war itself.</p> <p>'Suddenly, he awoke and war running raw'</p> <p>'He was running/ Like a man who has jumped up in the dark and runs'</p>

Year 9 English Cycle Three - Power & Conflict Poetry		
Week 4 - Storm on the Island & War Photographer	Week 5 - The Emigree & Checking Out Me History	Week 6 - Remains & Tissue
<p>Storm on the Island - HEANEY (1966)</p> <p>Normalised - when something happens so often it becomes normal.</p> <p>Desensitised - feeling less shocked due to overexposure to distressing events.</p> <p>In 'Storm on the Island', Heaney suggests that when a state of conflict is normalised, those exposed to it are ultimately desensitised to its effects.</p> <p>Language</p> <p>'We are prepared: we build our houses squat'</p> <p>The Sea 'Exploding comfortably down on the cliffs...spits like a tame cat Turned savage'</p> <p>'Space is a salvo. / We are bombarded by the empty air'</p> <p>Strange, it is a huge nothing that we fear'</p> <p>Structure</p> <p>Enjambement could show the power and freedom of the wind. End Stop lines immediately after show how the storm eventually exhausts itself and loses power.</p> <p>War Photographer - DUFFY (1985)</p> <p>Psychological - affecting, or arising in the mind</p> <p>Detached - separate or disconnected.</p> <p>In War Photographer, Duffy explores the psychological trauma of conflict and how it can lead us to become emotionally detached.</p> <p>Language</p> <p>'In his dark room he is finally alone'</p> <p>'spools of suffering set out in ordered rows'</p> <p>'his hands, which did not tremble then, though they seem to now'</p> <p>'A stranger's features faintly start to twist before his eyes, a half formed ghost.'</p> <p>Structure</p> <p>Duffy's rigid stanza structure and rhyme scheme contrasts with internal enjambement, possibly reflecting the Photographer's inner trauma.</p>	<p>The Emigree - RUMENS (1993)</p> <p>Subjective - based on personal feelings, tastes, or opinions.</p> <p>Nostalgia - a sentimental longing for the past.</p> <p>In 'The Emigree' Rumens reflects on the subjective nature of memory and the power of the nostalgia it creates.</p> <p>Language</p> <p>'There once was a country...I left it as a child'</p> <p>'it may be sick with tyrants, but I am branded by an impression of sunlight'</p> <p>The white streets of that city, the graceful slopes glow even clearer as time rolls its tanks</p> <p>'They accuse me of being dark in their city'</p> <p>Structure</p> <p>The rigid distinction between stanzas could reflect three different perspectives across time.</p> <p>Checking Out Me History - AGARD (2005)</p> <p>Eurocentric - a version of events that is centred on European perspectives.</p> <p>Trivialise - make (something) seem less important than it really is.</p> <p>In 'Checking out me History, Agard criticises Eurocentric presentations of history and their tendency to trivialise the achievements of black historical figures.</p> <p>Language</p> <p>'Dem tell me wha dem want to tell me'</p> <p>'Bandage up me eye with me own history'</p> <p>'Blind me to my own identity'</p> <p>'I checking out me own history..I carving me identity'</p> <p>Structure</p> <p>The lack of punctuation, irregular rhyme scheme and the use of Creole challenges Eurocentric conventions.</p>	<p>Remains - ARMITAGE (2006)</p> <p>Anecdotal - based on personal accounts rather than facts</p> <p>Expressionist - seeking to express the inner world of emotion rather than external reality.</p> <p>In 'Remains', Armitage's anecdotal tone provides an expressionist insight into the effects of PTSD.</p> <p>Language</p> <p>'probably armed, possibly not'</p> <p>'I see every round as it nips through his life'</p> <p>'The drink and the drugs won't flush him out'</p> <p>'His bloody life in my bloody hands'</p> <p>Structure</p> <p>Enjambement between stanzas could reflect the distorting effects of PTSD on our perception and the idea that it is not possible to control the condition.</p> <p>Tissue - DHARKER (2006)</p> <p>Arbitrary - based on random choice</p> <p>Fractured - broken, cracked, unable to function.</p> <p>In 'Tissue', Dharker reflects on the arbitrary and fractured nature of human power.</p> <p>Language</p> <p>'Paper that lets the light/ shine through, this/ is what could alter things'</p> <p>'Koran''''Maps''''Fine slips from grocery shops''</p> <p>'Raise a structure never meant to last'</p> <p>'paper smoothed and stroked and thinned to be transparent, turned into your skin.'</p> <p>Structure</p> <p>The contrast between rigid 4-line stanzas and enjambement between individual lines could symbolise the fluidity within society's social and political structures.</p>

Year 9 English Cycle Three - Power & Conflict Poetry

Weeks 8-10 - Revision & Comparison

Week 7 - Poppies & Kamikaze

<p>Poppies - WEIR (2009)</p> <p>Domestic - relating to the home or family relations</p> <p>Disenfranchised - deprived of a right or privilege</p> <p>In Poppies, Weir explores the domestic facet of conflict and its effect on those disenfranchised by previous depictions of war.</p> <p>Language</p> <p>“disrupting a blockade/of yellow bias binding around your blazer”</p> <p>“Sellotape bandaged around my hand”</p> <p>“run my hands through the gelled blackthorns of your hair”</p> <p>“I went into your bedroom/released a songbird from its cage”</p> <p>Structure</p> <p>Weirs use of caesura could reflect the mother’s attempt to control her emotions.</p>	<p>London (1794)</p> <p>Blake uses the poem ‘London’ as an ardent and thinly veiled criticism of those in power in Georgian London.</p> <p>Ozymandias (1818)</p> <p>In ‘Ozymandias’, Shelley uses the extended metaphor of a shattered statue to reveal the ephemeral nature of power.</p> <p>Prelude (1839)</p> <p>Wordsworth’s autobiographical poem reflects on the sublime beauty and awesome power of nature.</p> <p>My Last Duchess (1842)</p> <p>Browning’s naturalistic presentation of the Duke in ‘My Last Duchess’ reveals the corrupting and megalomaniacal effects of power.</p> <p>Charge of the Light Brigade (1854)</p> <p>Tennyson’s jingoistic presentation of battle in ‘Charge of the Light Brigade’ would have appealed to his contemporary audience.</p> <p>Exposure (1917)</p> <p>In ‘Exposure’, Owen’s jaded tone ‘exposes’ the realistic effects of conflict on the human psyche.</p> <p>Bayonet Charge (1957)</p> <p>Hughes’ revisionist depiction of battle in ‘Bayonet Charge’ leads us to question the value of patriotism and the purpose of war itself.</p> <p>Storm on the Island (1966)</p> <p>In ‘Storm on the Island’, Heaney suggests that when a state of conflict is normalised, those exposed to it are ultimately desensitised to its effects.</p>	<p>Kamikaze - GARLAND (2013)</p> <p>State Power - the power of a government to exercise control within its borders</p> <p>Solemn - serious or dignified</p> <p>In Kamikaze, Garland explores the power of the state over its citizens and its solemn effects.</p> <p>Language</p> <p>‘Her father embarked at sunrise’</p> <p>‘shaven head/ full of powerful incantations’</p> <p>‘like a huge flag waved first one way then the other in a figure of eight’</p> <p>‘He must have wondered/which had been the better way to die.’</p> <p>Structure</p> <p>The contrast between rigid stanza lengths and a lack of punctuation could reflect how the power of nature undermines the artificial power of the state.</p>
<p>War Photographer (1985)</p> <p>In ‘War Photographer’, Duffy explores the psychological trauma of conflict and how it can lead us to become emotionally detached.</p> <p>The Emigree (1993)</p> <p>In ‘The Emigree’ Rumens reflects on the subjective nature of memory and the power of the nostalgia it creates.</p> <p>Checking Out Me History (2005)</p> <p>In ‘Checking out me History’, Agard criticises Eurocentric presentations of history and their tendency to trivialise the achievements of black historical figures.</p> <p>Remains (2006)</p> <p>In ‘Remains’, Armitage’s anecdotal tone provides an expressionist insight into the effects of PTSD.</p> <p>Tissue (2006)</p> <p>In ‘Tissue’, Dharker reflects on the arbitrary and fractured nature of human power.</p> <p>Poppies (2009)</p> <p>In ‘Poppies’, Weir explores the domestic facet of conflict and its effect on those disenfranchised by previous depictions of war.</p> <p>Kamikaze (2013)</p> <p>In ‘Kamikaze’, Garland explores the power of the state over its citizens and its solemn effects.</p>		

Week 1		Week 2		Week 3		Week 4		Week 5	
ennuyeux	boring	célibataire	single	adopté	adopted	proche	nearby, close	fatigué	tired
neuf/neuve	new	traditionnel	traditional	séparé	separated	frais, fraîche	fresh	l'énergie	energy
embêtant	annoying	cher	expensive	handicapé	disabled	l'entrée	entrance, starter	la maladie	illness
inquiet inquiète	worried, anxious	queer/gay	queer/gay	né	born	l'eau	water	la cigarette	cigarette
inquiétant	worrying, disturbing	non-binaire	non binary	la tante	aunt	la boisson	drink	la drogue	drug
bavard	talkative	hétéro	heterosexual	la belle-mère	stepmother	la cuisine	cooking	la tête	head
sérieux	serious	bi(sexuel)	bisexual	la cousine	cousin (f)	la boulangerie	bakery	l'oreille	ear
paresseux	lazy	transgenre	trans	l'émission	TV/radio programme	la promesse	promise	la gorge	throat
fier/fière	proud	l'indépendance	independence	l'oncle	uncle	le gâteau	cake	le rendez-vous	appointment
seul	alone	l'association	association	le beau-père	stepfather	le légume	vegetable	le souci	worry
joli	pretty, attractive	le mariage	mariage	le cousin	cousin (m)	le dîner	dinner	le petit-déjeuner	breakfast
la colère	anger	le PACS	civil partnership	le couple	couple	le vin	wine	l'alcool	alcohol
la copine	friend	l'autre	other	le mari	husband	discuter (de)	to talk about	le bras	arm
l'identité	identity	le passe-temps	hobby	le membre	member	inviter	to invite	le coeur	heart
la personnalité	personality	le sentiment	feeling	remplir	to fill	rencontrer	to meet	éviter (de)	to avoid (inf)
le copain	friend	essayer	to try	rire	to laugh	encourager (à)	to encourage (+inf)	essayer (de)	to try (inf)
s'appeler	to be called	aider (à)	to help (to)	grandir	to grow up	chatter	to chat	arrêter (de)	to stop (inf)
ressembler à, se ressembler	to look like, to look alike	garder	to keep	réunir, se réunir	to gather, to meet	s'entendre	to get on	avoir mal à	to hurt
se disputer	to argue	adopter	to adopt	plus...que	more...than	il manque	we miss	appeler	to call
surtout	especially	se marier	to get married	moins...que	less...than	il vaut mieux	It's best to + inf	fumer	to smoke
		séparer, se séparer	to separate, to break up	aussi...que	as...as	il vaut la peine de	it is worth + inf	vapoter	to vape
		aucun	... not a ...	pas encore	not yet	qui		qui	who, that, which

Verbs are in GREEN
Feminine nouns are in PINK
Masculine nouns are in BLUE
Adjectives are in AMBER

Theme 1, Unit 1: Identity and relationships with others

Theme 1, Unit 2: Healthy living and lifestyle

Vocaroo speaking task for Mid-Cycle Assessment

Week 6		Week 7		Week 8		Week 9		Week 10	
sain	healthy	la partie	part, game, match	grave	serious, grave	noir	black		
équilibré	well-balanced	la nourriture	food	conscient	conscious, aware	brun	brown		
végan	vegan	les frites	fries	occidental	western	court	short		
végétarien	vegetarian	la main	hand	assis	sat	britannique	British		
médical	medical	la bouche	mouth	interdit	not allowed	américain	American		
la forme	form, shape	l'œil / les yeux	eye/eyes	nécessaire	necessary	familial	family		
le régime	diet	les cheveux	hair	l'étude	study	égal	equal		
le traitement	treatment	le poulet	chicken	l'habitude	habit	affreux	awful		
le risque	risk	le fast-food	fastfood	le tabac	tobacco	spécial	special		
l'adolescent	teenager	le soutien	support	le mode	way	terrible	terrible		
l'adulte	adult	l'accident	accident	l'esprit	mind, spirit	la confiance	confidence		
le soin	care	mort	dead	le conseil	advice	la communication	communication		
courir	to run	lu	read	conseiller	to advise	l'aide	help		
se relaxer	to relax	bu	drank	recommander	to recommend	la naissance	birth		
se coucher	to go to bed	couru	ran	peser	to weigh	la mort	death		
se lever	to get up	connu	known	inclure	to include	la jeunesse	youth		
se concentrer	to focus	nourrir	to feed	dépendre de	to depend on	la génération	generation		
améliorer	to improve	casser, se casser	to break, to injure oneself	en étant	(while/by) being	la crise	crisis		
nager	to swim	me/m	(to) me	en ayant	(while/by) having	le danger	danger		
mener	to lead	te/t'	(to) you	en faisant	(while/by) doing	communiquer	to pass on, communicate		
risquer de	to risk + inf	lui	(to) her/him/it	également	also, too, as well, equally	promettre de	to promise (inf)		
actuellement	at present, at the moment	vous	(to) you (pl)	la plupart (de)	most, the majority (of)	passer. se passer	to pass/spend time, to happen		

Year 9 Geography Cycle Three

Vocabulary

Slum: A highly populated urban residential area consisting of densely packed housing units of weak build quality and often associated with poverty.
World City: The most important cities in the world in terms of economic and cultural impacts.
Deindustrialisation: A process in which the industrial activity in a country or region is removed or reduced because of a major economic or social change.
Regeneration: Long term upgrading of existing places for urban, rural, industrial and commercial areas.

Week 1 - Growth

Urbanisation: the process of towns and villages developing and becoming bigger as their population increases. More than half of the world's population now lives in towns or cities.
Megacity: a city with a population of over 10 million people. The largest megacity in the world is Tokyo in Japan with 37.4 million people!
Rural-urban migration: the movement of people from the villages (rural areas) into the towns and cities (urban areas). It is most common in NEE and LICs. Caused by push and pull factors.
Internal growth: growth within a city that results from births among the resident population rather than people moving into the city.

Week 2 - Push & Pull

RURAL-URBAN MIGRATION

Out of villages
Push Factors

- few services
- lack of job opportunities
- unhappy life
- poor transport links
- natural disasters
- wars
- shortage of food

Into the cities
Pull Factors

- access to services
- better job opportunities
- more entertainment facilities
- better transport links
- improved living conditions
- hope for a better way of life
- family links

Week 3 - Slums

Informal sector: jobs where people do not pay tax and have no legal working rights, for example selling fruit at a street market.
Informal housing: housing built on land that does not belong to those who are building it. Often land which may be unsuitable for the purpose: river beds, land close to industrial activity, land on steep or unstable slopes or next to transport networks.
 Infrastructure of often poor and there are problems with electricity and sanitation. This informal housing is often known as slums or squatter settlements.
 It is estimated that 1 in 7 people on the planet currently lives in a slum. In some developing countries, it is as much as 90% of the urban population.

Week 4 - Dharavi

Dharavi is located in Mumbai and is India's largest slum. It has nearly one million people crammed into one square mile.
 Water full of diseases - high levels of typhoid, diphtheria.
 Doctors deal with 4000 cases per day of sickness caused by poor sanitation. 85% of people have a job in the slum.
 There are 15,000 one-room factories in the slum with a turnover of \$1 billion per year.
 In the UK, 23% of our waste is recycled; in Mumbai it is 80%. Most of that happens in Dharavi.
 Strong sense of community in the slum - small village squares, flower baskets.
 Plans to replace Dharavi slum with tower blocks of flats. The land is very valuable.

Week 5 - Jakarta

Jakarta, the Indonesian capital, is home to 10 million people but it is one of the fastest-sinking cities in the world.
 It sits on swampy land with 13 rivers running through it. Flooding is frequent.
 By 2050, 95% of North Jakarta will be under water.
 Northern Jakarta has sunk 2.5 metres in 10 years, which is double the global average for coastal megacities.
 North Jakarta houses one of Indonesia's busiest sea ports.
 The dramatic rate of sinking is partly down to the excessive extraction of groundwater for use as drinking water, bathing and every day use. Piped water is not reliable to people pump water from aquifers underground.

Year 9 Geography Cycle Three		
Vocabulary	Week 6 - World City	Week 7 - Exeter
<p>Sustainable: To meet the needs of the present without compromising future generations to meet their own needs.</p> <p>Urban Greening: creating a mutually beneficial relationship between people who reside in the city and the environment, through public landscaping and urban forestry.</p>	<p>A world city is one considered to be an important hub in the global economic system.</p> <p>Characteristics of world cities:</p> <ul style="list-style-type: none"> >> Headquarters of transnational corporations. >> Centre for business innovation >> Major centre for manufacturing >> Home of an important stock exchange or major banks >> Highly rated universities, often specialising in research, which links to a high quality healthcare provision. >> Cultural opportunities including opera and ballet >> E.g. Sydney, Australia 	<p>Exeter has a population of 128,900. Princesshay shopping centre and the high street was redeveloped between 2005 and 2007 costing £22.5 million.</p> <p>There were concerns about the visual impact of a major city centre redevelopment on the historic buildings e.g. the cathedral. The redevelopment included the conservation of the historic City Wall dating from Roman times. Princesshay consists of 50 shops, restaurants and café and over 100 flats and apartments.</p> <p>Future plans to regenerate Sidwell Street with a four star hotel opposite John Lewis and 250 build-to-rent homes. Around 35,000 people commute into Exeter on a daily basis.</p>
Week 8 - Sustainable City	Week 9 - Masdar City	Week 10 - Longyearbyen
<p>A sustainable city offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy.</p> <p>Key features of a sustainable city:</p> <ul style="list-style-type: none"> >> Public transport as an alternative to cars. >> Walking and cycling is safe. >> Renewable resources are used instead of non-renewable. >> Water is seen as a resource and recycled wherever possible. >> New homes are energy efficient. >> Access to affordable housing. >> Community links are strong and communities work together to deal with issues such as crime. >> Areas of open space. >> Cultural and social amenities are accessible for everyone. 	<p>Masdar City, in the UAE, relies on solar energy and other renewable sources. Started in 2006, the city was envisioned to cover 6km² and estimated to cost \$18-22 billion. Final completion is now estimated to be 2030.</p> <p>The city will be home to 45,000-50,000 people and 1,500 businesses.</p> <p>As of 2016, fewer than 2,000 people are employed there.</p> <p>The city has terracotta. The temperature in the streets is 15-20oC cooler than surrounding desert.</p> <p>A wind tower sucks in air from above and pushes a cool breeze through the streets.</p> <p>Buildings are clustered together to shield people from the sun.</p> <p>Masdar is powered by a 22-hectare field of solar panels.</p>	<p>The world's northernmost town in Longyearbyen which is located in the Norwegian archipelago of Svalbard. It has 2,400 citizens.</p> <p>It was established a mining town.</p> <p>Longyearbyen is around 650 miles from the North Pole.</p> <p>There are more polar bears than there are people.</p> <p>The sun does not rise at all for four months of the year.</p> <p>The town has all the amenities of a modern town, including a school, church and restaurants.</p> <p>Longyearbyen is home to the famous Doomsday Seed Vault which stores every known crop on the planet.</p> <p>No burials of people have happened in Longyearbyen for over 80 years due to the icy conditions and permafrost preventing bodies from decomposing</p>

Year 9 Health and Social Care Cycle Three

Week 1 and 2

HEALTH AND WELL-BEING

Physical - healthy body & diet, sleep, shelter and personal hygiene
Intellectual - Healthy brain, learn new knowledge, communicate & solve problems
Emotional - Security, express & deal with emotions, self-concept
Social - friendships and relationships

GENETIC INHERITANCE

Inherited characteristics - height, eye colour, hair colour
Inherited conditions - Some alleles (genes) can be faulty & pass on conditions
Dominant condition - One parent passes faulty allele on e.g. Huntington's
Recessive condition - Both parents pass faulty allele on e.g. Cystic fibrosis
Genetic predisposition - Some people are more likely to develop a condition due to genetic makeup

Enquiry task:

1. Choose a genetic trait that runs in your family (e.g. hair or eye colour) and research to see if the gene is recessive or not. Record your findings.
2. Research the impact that lack of sleep can have on health and well-being. Refer back to PLES.

Week 3 and 4

ILL HEALTH AND PERSONAL HYGIENE

Physical - Catching & spreading disease, poor body odour, poor oral hygiene.
Intellectual - Reduction of opportunities
Emotional - Poor self-concept, bullied
Social - Social isolation, loss of friendship.
Acute - lasts for a short period of time. Usually cured
Chronic - Comes on slowly, lasts a long time. Usually treated but not cured

DIET AND EXERCISE

Section	Nutrient	Needed for
Starches	Carbohydrates	Provides energy
Fruit & vegetables	Vitamins Fibre	Keep the body healthy Digestive system
Meat, fish, eggs, beans	Protein	Growth and repair of cells and muscles
Dairy	Calcium	Strong bones and teeth
Oils	Unsaturated fats	Reduces cholesterol. Protects organs

Physical Activity An adult should take approximately 150 minutes of moderate exercise per week, e.g. a light jog.

Benefits: Increases confidence and relieves stress. Strengthens bones and muscles. Lowers BMI and supports weight loss. Boosts memory and thinking skills.

Enquiry Task:

Research advice for good personal hygiene for teens and create a poster for your peers to promote personal hygiene.

Week 5 and 6

SUBSTANCE USE

Alcohol - Men & women should drink less than 14 units/week. 1 unit = one single spirit, 1.5 units = 1 pint, 1 small glass of wine. Can increase risk of addiction & cancers.
Smoking & Nicotine - Cigarettes contain nicotine (addictive drug), tar, carbon dioxide & soot which are all harmful. People smoke to relieve stress, peer pressure, or are unable to quit.

Drugs - Legal, Prescription misuse - when people become addicted to them, take excess, or take someone else's.

Drugs - Illegal:

- » Stimulants - increase alertness i.e. Cocaine
- » Depressants - calm, relax the body i.e. Cannabis
- » Hallucinogens - cause hallucinations i.e. LSD.

Enquiry Task

Research and create a poster for health awareness based on nicotine addiction.

Year 9 Health and Social Care Cycle Three

Week 7 and 8

Week 9 and 10

Week 11 and 12

SOCIAL INTERACTIONS AND STRESS

	Positive relationships	Negative relationships
P	Day to day care & practical assistance	Peer pressure/Poor lifestyle choices
I	Shared experiences, supported learning	Less support with learning, conversation
E	Unconditional love, security, contentment	Loneliness, insecurity, anxiety, depression,
S	Companionship, social interactions	Relationship difficulties

Wealth: Level of income, amount of personal wealth including non-essential, valuable material possessions

Adequate Income: Able to pay rent, bills and afford some luxuries.

Relative Poverty: Can only afford essentials which will limit life choices and personal development.

Absolute Poverty: Not enough money to meet basic needs even with benefits.

Enquiry Task: Research different options that can reduce stress and create a mindfulness plan.

ENVIRONMENTAL CONDITIONS AND HOUSING

Environmental: relating to or arising from a person's surroundings.

Pollution: Contamination of the environment and living organisms by harmful substances.

Impact of pollutants: Health concerns, for example: asthma, heart damage, low birth weight or premature births.

Good living conditions: Areas with less pollution that are quiet, safe, spacious and dry with a safe outdoor space.

Poor living conditions: Overcrowding, causing anxiety & depression, sleeplessness, difficulty concentrating. A lack of open space with pests, damp & mould and poor health.

City living means:

- » Better transport links
- » Close to services
- » More social events
- » Pollution problems

Rural living means:

- » Sense of community
- » Outdoor space
- » Less polluted
- » Less services
- » Higher risk of isolation

Enquiry Task: Research two contrasting living situations and report on the findings for both, referring to PIES.

TYPES OF SUPPORT

Formal support - provided by trained professionals such as Counsellors, Doctors, trained carers

Informal support - provided by Family, friend partners

Voluntary support - Given by community groups, voluntary and faith based organisations

Sources of support - School/Doctors/AA groups/Counselling/ Family/ Friends/Support groups/Hotlines/Religious groups

Benefits of support - Emotional support/advice/Practical help

Careers: Follow the QR code for careers information

Year 9 History Cycle Three - Challenges and Change since 1945

1	<p>Poverty: To lack the basics (food, shelter, money etc.) to live comfortably</p> <p>Slums: Poor housing - overcrowded and badly maintained</p> <p>Legislation: Laws to bring about change and improvement</p> <p>Pension: Regular payments made to the elderly and retired</p> <p>Welfare State: A system whereby the government protects the health and well-being of its people, especially those in financial or social need, by means of grants, pensions, and other benefits</p> <p>Commonwealth: An international association consisting of the UK together with states that were previously part of the British Empire</p> <p>Discrimination: To single out a particular person or group</p> <p>Hostile: Unwelcoming and threatening</p> <p>Immigrants: People who come into a country from abroad and settle there</p> <p>Windrush: The generation of immigrants who arrived from the Caribbean</p>	9	<p>Annihilation: The complete destruction of a thing or place</p> <p>Cuba: A north Caribbean island country, 90 miles from Florida</p> <p>John F Kennedy: The US President from 1960-1963</p> <p>Brinkmanship: Following a dangerous policy to the limits of safety and then stopping</p> <p>Nikita Khrushchev: First Secretary of the Communist Party of the Soviet Union from 1953 to 1964</p> <p>Vietnam: A South-East Asia country bordering China. The USA fought against Communism in the north of Vietnam during the Cold War.</p> <p>Ho Chi Minh: The President of Vietnam from 1945-1969</p> <p>Draft Card: A card sent by the government to an individual to tell them that they are obliged to enlist in the military</p> <p>Napalm: A highly-flammable sticky jelly used in bombs and flame-throwers</p> <p>Atrocities: Terrible, cruel, violent acts committed against humanity</p>
2	<p>Racism: The poor treatment of a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority</p> <p>Activist: A person who works to bring about positive change. For example, a climate change activist</p> <p>OBE (Order of the British Empire): An award given to those who make a significant contribution to charity, welfare, arts and sciences</p> <p>Diversity: Including people from a full range of different backgrounds</p> <p>Prejudice: To pre-judge someone / people based upon existing ideas</p> <p>Multicultural: The blending of different races, religions and practices</p> <p>Feminism: The supporting of women's rights and gender equality</p> <p>Oppression: The cruel mis-use of power</p>	7	<p>Space Race: The competition between the USA and the Soviet Union to put the first man in space and then the first man on the moon, Yuri Gagarin became the first man in space in 1961, Neil Armstrong became the first man on the moon in 1969</p> <p>Controversy: An act or event that sparks strong views and mixed opinions</p> <p>Astronaut: A space traveller</p> <p>Pride: A feeling of deep pleasure or satisfaction derived from one's own achievements the achievements of those with whom one is closely associated, or from qualities or possessions that are widely admired</p> <p>Technology: Using science and engineering to make practical progress. Examples from history include the development of factories, vehicles (including space travel), medical aids and the internet</p>
3	<p>Counterculture: Ideas that go against the common beliefs and behaviours at that time</p> <p>Beatlemania: The fanatical behaviour shown by fans (mainly screaming girls) of the Beatles in the 1960s</p> <p>Traditional: 'Old fashioned' and long-running</p> <p>Liberal: To protect individuals' rights and freedoms</p> <p>Progressive: Modern and forward-thinking</p> <p>Working class: The social group of people who are employed in low-skilled manual or industrial work</p> <p>Controversial: To provoke strong views and mixed opinions</p>	8	<p>'The Big Three': The leaders of the three main victorious Allied nations at the end of The Second World War: These were President Harry Truman (USA), Josef Stalin (Soviet Union) and Prime Minister Winston Churchill (Great Britain)</p> <p>Occupation: The taking over of an area or country by a foreign power and the positioning of troops to establish control. Berlin was occupied by British, French, US and Soviet forces after The Second World War</p> <p>Blockade: The process of preventing goods and supplies from leaving / entering an area or country. Berlin was blockaded by the Soviet Union in 1948-49</p> <p>Defection: To escape / run away from one's own country to join an enemy or opposing country / political system</p>
4	<p>Trade unions: Groups of workers who campaign for better conditions (less hours and more pay) for their members</p> <p>Poll Tax: An equal tax. All people (rich and poor) pay the same amount.</p> <p>Premiership: The office or position of Prime Minister</p> <p>Thatcherism: The ideas and policies of Prime Minister Margaret Thatcher (1979-1990)</p> <p>LGBTQ+: An initialism that stands for lesbian, gay, bisexual and transgender</p> <p>Civil rights: Political and social freedom. Examples include: the right to vote or to travel freely on public transport Stigma: A mark of disgrace</p>	6	<p>Extremist: A person who holds extreme political or religious views, especially one who supports illegal violent, or other extreme action</p> <p>Terrorist: a person who uses unlawful violence (especially against civilians) and creates fear in the pursuit of political aims</p> <p>Al-Qaeda: "The Base" - Al-Qaeda works for the violent removal of all foreign and secular (non-religious) influences in Muslim countries</p> <p>Ideology: A system / belief based upon a set of ideas and theories. Mosques: A Muslim place of worship</p> <p>Memorials: Structures or statues designed to remind people of a person or event</p>
5	<p>Capitalism: An economic (money) system in which citizens, not governments, own and run companies. These companies compete with other companies for business and profit</p> <p>Communism: A political idea that supports a classless system in which the means of production (factories and business, etc.) are owned by all and there is no private property</p> <p>Superpower: A very powerful and influential nation (used especially with reference to the US and the former Soviet Union when these were seen as the two most powerful nations in the world)</p> <p>Cold War: The state of tension that existed between The West (principally the USA and Western Europe) and the Soviet Union (Now Russia) between 1945 and 1990</p>	01	<p>Commemorate: To remember. This could be for the life of an individual (e.g. Florence Nightingale) or the lives lost in a conflict (e.g. the world wars)</p> <p>Patriotic: To be proud of your own country and its achievements. An example would be supporting Great Britain's competitors at the Olympic Games</p> <p>Jubilee: A special anniversary of an event. For example, the Platinum Jubilee for Queen Elizabeth II's 70 years on the throne was held in 2022</p> <p>Pageant: A celebratory costume parade</p> <p>Memorabilia: Items sold to commemorate an event. For example, mugs and flags were sold for the 2022 Platinum Jubilee</p> <p>Brexit: The abbreviation for 'Britain exiting the European Union'. This was the result of a referendum (yes or no vote) held in 2016</p>



History of Photography

Light Drawings

Where does the word Photography come from?

The word 'photography' literally means 'drawing with light'. The word was supposedly first coined by the British scientist Sir John Herschel in 1839 from the Greek words phos, (genitive: phōtós) meaning "light", and graphê meaning "drawing or writing".

In the beginning

What is a Camera Obscura?

Camera Obscura also referred to as pinhole image, is the natural optical phenomenon that occurs when light passes through a small hole in a surface or wall. An image will appear reversed and inverted on an opposite wall or surface of the scene outside.

How do you create one? Who discovered the concept? The term 'Camera Obscura' literally means what?

Capturing an image

What is a Photogram?

A photogram is a photographic image made without a camera by placing objects directly onto the surface of a light-sensitive material such as photographic paper and then exposing it to light.

Are they negative or positive? How do you make the paper light sensitive? How many, and what types of photograms are there?

What is a Cyanotype?

Cyanotype is a cameraless photographic printing process that produces a cyan-blue print. *How are they made? What two chemicals do you need to coat the paper? Who invented the process? Which female artist and botanist is famous for her Cyanotypes?*

The first photographs

World's first permanent photograph?

French scientist Joseph Nicéphore Niépce, took the first permanent photograph, titled Window at Le Gras.

When was it taken? How long was the exposure? What was the process?

British inventor of photography, William Henry Fox Talbot (1800-1877), produced his first 'photogenic drawings' in 1834 and in the following year made his first camera negative.

What made Fox Talbot invent a permanent photographic process? Where did he live and work?

Picturing Motion

Who was Eadweard Muybridge?

Eadweard Muybridge was an English-American photographer important for his pioneering work in photographic studies of motion and his early work in motion-picture projection.

What did he create? What was he trying to achieve? How did he do it? What is a Zoöpraxiscope?

What about Colour?

Who was James Clerk Maxwell?

The foundation of all practical colour processes, the three-color method was first developed in 1855 by Scottish physicist James Clerk Maxwell, with the first color photograph produced by Thomas Sutton for a Maxwell lecture in 1861.

What was the photograph of? Before colour photography, how were colour images created? Which two French brothers invented Autochromes?

Year 9 JBACC Cycle Three - Healthy Attitudes

Week 1 & 2

Drug - A substance that is taken to change the way a person feels thinks or behaves. This includes legally prescribed drugs, drugs bought from pharmacies and illegal drugs.
Recreational drugs - Drugs which are not taken for a medical reason.
Stimulant - Drugs which speed up the body's function and central nervous system.
Depressant - Drugs which slow down the body's function and central nervous system.
Hallucinogen - Drugs that alter a person's perception of reality.

Week 3 & 4

Substance Abuse - When someone uses intoxicating substance to excess, leading to addiction.
Addiction - When a person is dependent on a substance or activity. County Lines.
Rehabilitation - The treatment designed to stop a person using a drug which they are addicted to.

Week 5 & 6

Alcohol - A liquid that has an intoxicating effect on the human body.
Alcohol poisoning - When someone consumes a toxic amount of alcohol in a short time, leading to life-threatening effects.
Caffeine - A stimulant for the nervous system, found in coffee and tea plants.
Sugar - A sweet substance that can effect the human body.

Week 7 & 8

Smoking - Breathing in smoke from a cigarette, cigar or roll up to gain pleasure from the chemicals contained. This may refer to using smoking tobacco products or cannabis products, however cannabis products are generally illegal in the UK.
Vaping - Breathing in a steam-like fume. Vapes are designed as a replacement for tobacco smoking and in many cases still contain nicotine.
Tobacco - A plant with leaves that have high levels of nicotine.
Nicotine - The main addictive substance in tobacco and is a stimulant in small doses, but relaxes the body in larger amounts.

Week 9 & 10

Consent - Permission for something to happen or to do something. Consent must be given freely and without pressure.
Contraception - Something used to prevent pregnancy. There are a number of different methods of contraception.
Condoms - A popular method of contraception, available to buy from shops and pharmacies and available for free in sexual health clinics. Condoms protect against STIs as well as pregnancy.
STIs - Sexually Transmitted Infections. There are many different STIs, with a range of symptoms (some have no obvious symptoms). Most STIs are easily treatable, but can cause long term damage if we do not deal with them quickly.
GUM clinic - A sexual health clinic. GUM clinics offer advice on sexual health, and can test for and treat STIs. Our nearest GUM clinic is in the NHS Walk-In Centre on Sidwell Street.

ASSESSMENT TECHNIQUE

The perfect 12-marker:
Paragraph 1* - AGREES with the statement
 Point, Evidence, Explanation, Link
Paragraph 2* - DISAGREES with the statement
 Point, Evidence, Explanation, Link
Paragraph 3 - CONCLUSION
 Overall, I think... I think this because...
 *One of these paragraphs will include an EVALUATION of the argument
 This is a strong/weak argument because...

Maths - Sparx

Expectations:

Sparx homework is set at 2pm each Monday and should be completed as best as possible with ample time to access support/help if needed.

50% of the compulsory and target tasks need to be completed by 7.30am on Thursday morning. Failure to do so will result in an invitation to a compulsory Sparx catch up session facilitated by maths staff after school from 3-4pm the same day (Thursday).

100% completion is expected by Monday morning at 7.30am. This work will be checked by your teacher during the day. Failure to complete the work/incomplete book work (including workings)/workings for outstanding historical homework will result in an after school detention for 1 hour on the same day (Monday) between 3-4pm.

General support sessions for homework are held in the library, Sparx only support sessions are held on a Thursday after school on the Maths corridor. Students can receive additional Sparx support by watching the attached videos in full, followed by requesting their Maths teacher's assistance (please ensure you give adequate lead time to receive help before the deadline on Monday).

Sparx Coordinator: Mrs Pugh (AJP)

Action	When
Homework set for all year groups	14:00 Monday
50% Compulsory AND 50% TARGET completed or compulsory catch up issued	07:30 Thursday
Homework due. Any incomplete work results in a detention after school 3-4pm. Parents are contacted by admin team and notified about detention.	07:30 Monday

Homework

Task 1

D40 $12 + 13 = \underline{25}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{22}$ ✓

F60 $\left. \begin{matrix} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{matrix} \right\} \div 6$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

Thursday 1st June 2017

Task 2

E41 $P(\text{yellow}) = \frac{3}{6}$ ✗

F51 $P(\text{black}) = \frac{4}{8}$
 $= \frac{1}{2}$ ✓

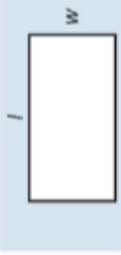
G61 All the marbles are green.
 The probability of choosing a purple marble is impossible ✓

H71 $P(\text{odd}) = \frac{3}{5}$ ✓

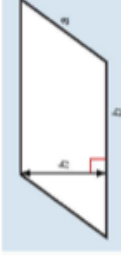
Year 9 Maths Cycle Three - Foundation Formula Quiz

Areas

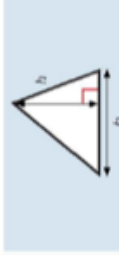
Rectangle =



Parallelogram =



Triangle =



Trapezium =



Circles

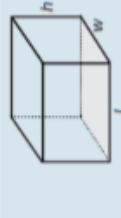
Circumference =



Area of a circle =

Volumes

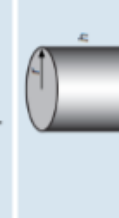
Cuboid =



Prism =



Cylinder =

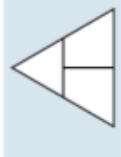


Compound measures

Speed =



Density =

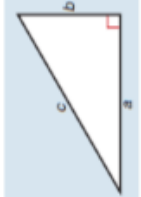


Pressure =



Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,



Trigonometric ratios (new to F)

$\sin x^\circ =$ $\cos x^\circ =$ $\tan x^\circ =$



Angles formed by parallel lines



Foundation Formula Quiz

Constructing Pie Charts

The angle to draw for each sector is

Angle =

Angles in Polygons

Sum of Interior Angles =

Where n is the number of sides of the shape

Exterior Angles add up to

One exterior angle in a REGULAR polygon =

Interior + Exterior =

Other useful formu-

gradient =

% change =

Types of numbers

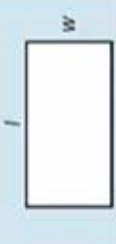
SQUARE NUMBERS

CUBE NUMBERS

PRIME NUMBERS

Areas

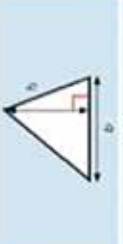
Rectangle = $l \times w$



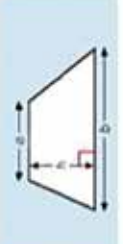
Parallelogram = $b \times h$



Triangle = $\frac{1}{2} \times b \times h$

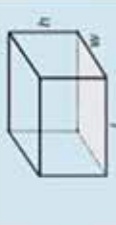


Trapezium = $\frac{1}{2} (a + b)h$

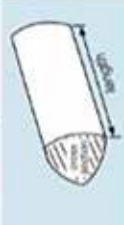


Volumes

Cuboid = $l \times w \times h$



Prism = $\text{area of cross section} \times \text{length}$

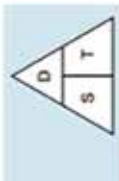


Cylinder = $\pi r^2 h$

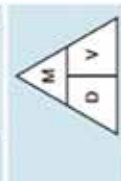


Compound measures

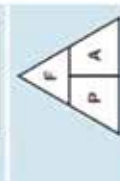
Speed = $\frac{\text{distance}}{\text{time}}$



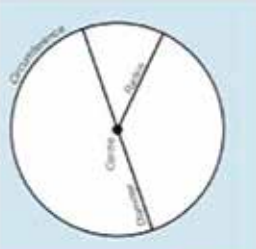
Density = $\frac{\text{mass}}{\text{volume}}$



Pressure = $\frac{\text{force}}{\text{area}}$



Circles



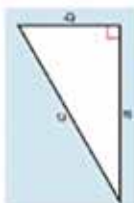
Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$
 Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Right-angled triangles

Pythagoras' Theorem

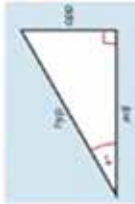
For a right-angled triangle,

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

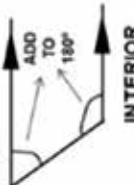


Trigonometric ratios (new to F)

$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



Angles formed by parallel lines



ALTERNATE

CORRESPONDING

INTERIOR

Foundation Formula Quiz

Constructing Pie Charts

The angle to draw for each sector is

$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$

Angles in Polygons

Sum of Interior Angles = $(n - 2) \times 180^\circ$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Other useful formulae

gradient = $\frac{\text{change in } y}{\text{change in } x}$

% change = $\frac{\text{difference}}{\text{original}} \times 100$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
(1x1) (2x2) (3x3) (4x4) (5x5) (6x6) (7x7) (8x8) (9x9) (10x10)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
(1x1x1) (2x2x2) (3x3x3) (4x4x4) (5x5x5)

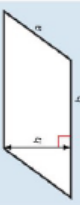
PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

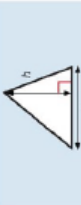
Year 9 Maths Cycle Three - Higher Formula Quiz

Areas

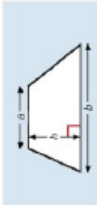
Parallelogram =



Triangle =




Trapezium =




Circles

Circumference =



Area of a circle =

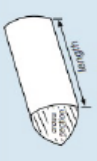


Area of a Sector
 $A =$

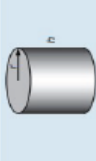
Length of an Arc
 $A =$

Volumes

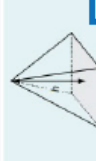
Prism =



Cylinder =



Volume of pyramid =



Angles in Polygons

Sum of Interior Angles =

Where n is the number of sides of the shape

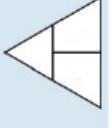
Exterior Angles add up to

One exterior angle in a REGULAR polygon =

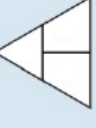
Interior + Exterior =

Compound measures

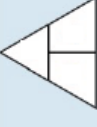
Speed =



Density =



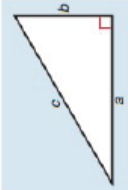
Pressure =



Right-angled triangles


Pythagoras' Theorem

For a right-angled triangle,




Trigonometric ratios (new to F)

$\sin x^\circ =$ $\cos x^\circ =$ $\tan x^\circ =$



Angles formed by parallel lines



ADD TO 180°

SAME

SAME

Quadratic equations

The Quadratic Equation
To solve a quadratic equation in the form:
 $ax^2 + bx + c = 0$

Indices and surds

$a^0 =$ $a^2 =$

$a^{-n} =$ $a^n =$

$\sqrt{a \times b} =$

$\sqrt{\frac{a}{b}} =$

Straight lines

gradient =

Given a gradient of a line m , the gradient of the line perpendicular to it is:

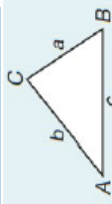
Perpendicular gradients multiply to give

Trigonometric formulae

Sine Rule

Cosine Rule

Area of triangle =

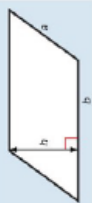


x	0°	30°	45°	60°	90°
$\sin x$					
$\cos x$					
$\tan x$					

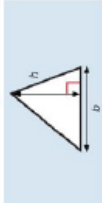
Year 9 Maths Cycle Three - Higher Formula Quiz

Areas

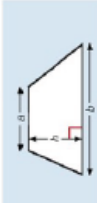
Parallelogram = $b \times h$



Triangle = $\frac{1}{2} \times b \times h$




Trapezium = $\frac{1}{2} (a + b)h$



Circles

Circumference = $\pi \times \text{diameter} = \pi d$
OR
 $2 \times \pi \times \text{radius} = 2\pi r$



Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

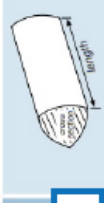


Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

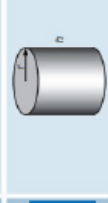
Length of an Arc
 $A = \frac{\theta}{360^\circ} \times \pi d$

Volumes

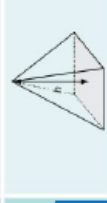
Prism = $\text{area of cross section} \times \text{length}$



Cylinder = $\pi r^2 h$



Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$



Angles in Polygons

Sum of Interior Angles = $(n - 2) \times 180^\circ$
Where n is the number of sides of the shape

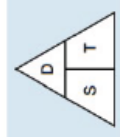
Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

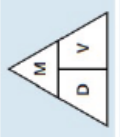
Interior + Exterior = 180°

Compound measures


Speed = $\frac{\text{distance}}{\text{time}}$



Density = $\frac{\text{mass}}{\text{volume}}$

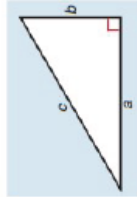


Pressure = $\frac{\text{force}}{\text{area}}$




Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,
 $a^2 + b^2 = c^2$



Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



Angles formed by parallel lines

ALTERNATE: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°



Quadratic equations

The Quadratic Equation
To solve a quadratic equation in the form:
 $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Indices and surds

$a^0 = 1$, $a^2 = \sqrt{a}$

$a^{-n} = \frac{1}{a^n}$, $a^n = \sqrt[n]{a}$

$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$

$\frac{\sqrt{a}}{\sqrt{b}} = \frac{\sqrt{a}}{\sqrt{b}}$

Straight lines

gradient = $\frac{\text{change in } y}{\text{change in } x}$

Given a gradient of a line m , the gradient of the line perpendicular to it is: $-\frac{1}{m}$

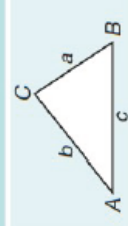
Perpendicular gradients multiply to give -1 .

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
sin x	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos x	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan x	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)

Year 9 Drama Cycle Three - Godber style

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7	Week 9 and 10
<p>GODBER STYLE</p> <ul style="list-style-type: none"> » Multi-role » Direct address to the audience » Physical Theatre » Mime » Always has a moral or message » Social commentary » Funny with some hard hitting scenes (spass) » Episodic structure » Exaggerated characters » Narration » Heavily influenced by Bertolt Brecht » Didn't want 'passive' audiences » Wanted the audience to relate to his plays » Use dance, song and singing » Encourages directors to make small changes to make his plays more modern 	<p>GODBER INFLUENCES</p> <ul style="list-style-type: none"> » Born in 1956, son of a mining family » His plays are non naturalistic and compared to Epic Theatre and the Brechtian style » Godber went on to become a Drama teacher at school » He joined Hull Truck theatre company in 1984 » He has written 17 plays and directed all of their first performances » One of his aims is to reflect society as it is happening around him » He encourages people to update his plays and make them relevant to modern day audience » Godber is influenced by the world around him » Most of his plays are set in the North West of England » Godber is heavily influenced by Brecht » Godber uses stereotypes in his plays 	<p>'SHAKERS'</p> <ul style="list-style-type: none"> » Carol late 20s. She wants the other girls in the bar to make something of themselves. Degree educated at Lancaster Poly, she secretly wanted to settle down and have children, but insists on telling the others not to waste their lives on men and get a career. » Adele mid 20s. She is the opposite of Carol and constantly suggests life is for fun. In her monologue she admits to her first encounter with a man taking place when she was only 16, but she excuses it and suggests it was OK as he was a teacher at school! The play reveals that she has a young child and is a single mum. This serious part of her life is in contrast to the life she portrays to the other girls. This means the job is essential for her in order to support both her and her daughter. » Nicki late teens/early 20s. She is a budding actress. She gives an air of confidence that evaporates when she has to attend an audition and we see that she is actually nervous and lacking in self-esteem. She wears shorts or a mini skirt (with Shakers embroidered over the bottom) when all the other waitresses insist on wearing long trousers or longer skirts and this is because she thinks it helps gain her attention but we know that her outside confidence is all a mask for her inner insecurities. » Mel early 20s. Despite her youth, already embittered by life. She has been through an abortion and in one of her monologues we learn how this has affected her life. She stands with a (mimed) cigarette between her fingers and hand on one hip for most of the play. 	<p>'BOUNCERS'</p> <ul style="list-style-type: none"> » Lucky Eric The oldest of the three Bouncers. He is wise and has witnessed many things during his time as a Bouncer. He despises the whole nightlife culture. Recently separated from his wife, Eric is a powerlifter and bouncer who often seems on the edge of a violent breakdown. Older than the other bouncers, he is seen as the wise owl and gives the impression that he is a deeper, more thoughtful, character than the others. » Judd The youngest of the Bouncers. He loves the nightlife and the sense of power in his job. The sooner he can get into a fight the better. He loves to wind Eric up. Involved in a bit of petty theft for extra income, Judd used to be a wrestler and was trained as a power-lifter by Eric. » Les A good looking guy, handy in a fight. Gets a lot of attention from the ladies. Always keen to get into fights with the club's customers. Sometimes finds it hard to control himself. » Ralph Less explicitly aggressive than some of the other bouncers. He trains in judo and is described by Eric as 'Mr Inner Calm'. <p>Week 8</p> <ul style="list-style-type: none"> » Create a diary entry from one of the characters from Shakers and one from Bouncers. » You must think about when they are writing this diary entry - what has happened to them to make them want to write about it. 	<p>'TEACHERS'</p> <ul style="list-style-type: none"> » Teachers is a play within a play » Three year 11 students are putting on a play about their experiences at school so say thank you to their Drama teacher. » Salty, Gail and Hobby are leaving the school (they call it Whitewall School in their play). » They are inspired by their Drama teacher Mr Harrison (Mr Nixon in the play) as they felt he truly cared about them unlike other teachers. » A the end of the play Mr Nixon leaves to go and work in a school with a much better reputation. » Written in the 1980s, makes a political statement linked to the Margaret Thatcher years of power. <p>Week 10</p> <ul style="list-style-type: none"> » Focused on the changes within the government which took away funding and time from the creative subjects at school. » National curriculum was introduced in 1988 and told every school what they needed to teach. » Many teachers at the time had strikes about their low pay and the changes to the educational system. » Godber wrote this play to question the morality of any child not being given a good education and fairness to equality within the class system.

Year 9 Sociology Cycle Three - Families

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Nuclear family: A 'traditional' family, consisting of a mother, father and children.</p> <p>Extended family: Relatives beyond the nuclear family, e.g. grandparents, cousins etc.</p> <p>Household: One person living alone, or a group of people who are not related but live together and share some meals and facilities.</p>	<p>Functionalist: Someone who believes that different parts of society to help society run smoothly.</p> <p>Family functions: The part played by families in the smooth running of society.</p> <p>Socialisation: The process through which we learn the culture, values and norms of society.</p>	<p>Bourgeoisie: The wealthy, upper class which controls the means of production and maintains their wealth by exploiting the work of the proletariat.</p> <p>Patriarchy: Male power, authority and dominance over women.</p> <p>Canalisation: The way parents channel their children's interests into toys, games and other activities that they see as gender appropriate.</p>	<p>Conjugal roles: The household roles of a married couple or partners.</p> <p>Power: The dominance or control of one person over another.</p> <p>Refuge: A charity which supports women and children escaping domestic violence.</p>	<p>Conventional family: A 'traditional', nuclear family where conjugal roles are segregated (separate).</p> <p>Symmetrical family: A family in which partners carry out different tasks but each makes a similar contribution within the home.</p> <p>Double shift: When a woman is in paid employment but is also responsible for caring for her house and family.</p>
Week 6	Week 7	Week 8	Week 9	Week 10: Revision
<p>Democratic relationship: A relationship between partners, or between parents and children, which is based on equality.</p> <p>Boomerang children: Children who leave the family home, e.g. for university, but then return to live with their parent(s) again.</p> <p>Sandwich generation: People who have caring responsibilities for older as well as younger generations (i.e. they parents as well as their children).</p>	<p>Dual-career family: A family in which both parents have careers.</p> <p>Fertility: The average number of children born to women of childbearing age in a society.</p> <p>Secularisation: The process through which religion becomes less influential and important in a society.</p>	<p>Cohabitation: When an unmarried couple live together.</p> <p>Arranged marriage: Where parents or extended family are involved in bringing a couple together to get married. The couple have a choice about whether they want to get married.</p> <p>Civil partnership: Where a couple register their relationship so that it is legally recognised. Originally introduced for same-sex couples but now available to all couples.</p>	<p>Empty shell marriage: A marriage in which a couple continue to live together despite the fact that their relationship has broken down.</p> <p>Reconstituted family: A family in which one or both partners have a child or children from previous relationships.</p> <p>Remarriage: When someone who is divorced marries someone new.</p>	<p>Choose three to five words from previous weeks which you would like to revisit and revise.</p>

Week 1		Week 2		Week 3		Week 4		Week 5	
alegre	cheerful	físico	physical	casado	married	bi(sexual)	bi(sexual)	activo	active
enojado	angry	guapo	good-looking	civil	civil	gay	gay	débil	weak
gracioso	funny	hermoso	beautiful	soltero	single, unmarried	hetero(sexual)	straight, heterosexual	deportivo	sporty, sports
independiente	independent, self-sufficient	largo	long	amistad	friendship	transgénero	transgender	físico	physical
joven	young	marrón	brown	boda	wedding	identidad	identity	fuerte	strong
listo	ready (after estar), clever, intelligent (after ser)	moreno	brown (hair), dark (skin)	confianza	confidence, trust	celebrar	(to) celebrate celebrating	sano	healthy, wholesome
nervioso	nervous, uptight	rubio	blond, fair	mujer	woman, wife	conocer	(to) know (person, place), meet	dar un paseo	(to) go for a walk, stroll
optimista	optimistic	familia	family	novia	girlfriend, bride	morir	(to) die dying	estar en forma	to be fit
perezoso	lazy	gafas	glasses	pareja	couple, partner	nacer	(to) be born being born	agua	water
responsable	responsible	madrastra	stepmother	presión	pressure	parecer; parecerse a	(to) seem seeming; (to) look like	piscina	swimming pool
serio	serious	bebé	baby	relación	relationship	respetar	(to) respect respecting	salud	health
simpático	nice, friendly	ojo	eye	tradicción	tradition	besar	(to) kiss kissing	baile	dance
tonto	silly	padrastro	stepfather	amor	love	casarse	(to) get married getting married	baloncesto	basketball
trabajador	hardworking	pelo	hair	apellido	surname	discutir	(to) argue, discuss arguing, discussing	corazón	heart
personalidad	personality, celebrity	tatuaje	tattoo	apoyo	support, backing	divorciarse	(to) get divorced getting divorced	cuerpo	body
carácter	personality, character	abuelo/a	grandfather / grandmother	consejo	(piece of) advice	entender; entenderse	(to) understand; (to) get on	deporte	sport
humor	humour, mood	hijo/a	son/daughter (child)	hombre	man	gritar	(to) shout shouting	equipo	team, equipment
apoyar	(to) support supporting	niño/a	young boy / girl	marido	husband	llamar; llamarse	(to) call, name; (to) be called	partido	(sports) match, (political) party
comunicar	(to) communicate communicating	primo/a	cousin (m/f)	matrimonio	marriage	pelearse	(to) fight (physically) fighting (physically)		
cuidar	(to) take care of taking care of	tío/a	uncle/aunt	novio	boyfriend, groom	romper	(to) break breaking		
		respeto	respect, regard	separar; separarse	separate, (of a couple)				
		sentimiento	feeling, sentiment						

Verbs are in GREEN
Feminine nouns are in PINK
Masculine nouns are in BLUE
Adjectives are in AMBER

Theme 1, Unit 1: Identity and relationships with others

Theme 1, Unit 2: Healthy living and lifestyle

Vocaboo speaking task for Mid-Cycle Assessment

Week 6		Week 7		Week 8		Week 9		Week 10	
cansado	tired	dulce	sweet	muerto	dead	caer; caerse	(to) fall falling; (to) fall over falling over		
delgado	thin, slim	equilibrado	balanced	cabeza	head (body part)	cambiar; cambiarse	(to) change; (to) get changed		
enfermo	ill, sick	rico	rich, wealthy, tasty	carrera	career, (university) degree course, race	cenar	(to) have dinner, tea (evening meal)		
gordo	fat	patatas fritas	chips, fries	costumbre	custom, habit, tradition	correr	(to) run running		
peligroso	dangerous	bebida	drink	droga	drug	costar	(to) cost, be hard costing, being hard		
vegano	vegan	carne	meat	enfermedad	illness, disease	descansar	(to) rest, relax resting, relaxing		
vegetariano	vegetarian	cena	dinner, evening meal	juventud	youth	doler	(to) hurt, be painful hurting, being painful		
bicicleta	bicycle, bike	ensalada	salad	mano	hand	dormir; dormirse	(to) sleep; (to) fall asleep		
botella	bottle	grasa	fat, grease	medicina	medicine	entrenar; entrenarse	(to) train; (to) go training		
copa	cup, glass	hamburguesa	burger	piel	skin	fumar	(to) smoke smoking		
hambre	hunger	manzana	apple	tele, televisión	TV, television	juega	(she/he/it) plays (she/he/it) is playing		
sed	thirst	sal	salt	consejo	(piece of) advice	juegan	(they) play (they) are playing		
vida	life	uva	grape	diente	tooth	juegas	(you) play (you) are playing		
cuidado	care, carefulness	tapas	small dishes of food, bar snacks	juego	game	juego	(I) play (I) am playing		
desayuno	breakfast	azúcar	sugar	peligro	danger	jugar	(to) play (sport/game) playing (sport/game)		
ejercicio	exercise	bocadillo	sandwich	pie; a pie	foot; on foot	lavar; lavarse	(to) wash; (to) have a wash		
estrés	stress	caramelo	sweet	riesgo	risk	levantar; levantarse	(to) raise raising; (to) get up getting up		
gimnasio	gym	jamón	ham	río	river	montar	(to) ride, set up riding, setting up		
sueño	dream, sleep	pescado	fish	morir		morir	(to) die dying		
		peso	weight, peso (currency)	nadar		nadar	(to) swim swimming		
		régimen	diet	probar		probar	(to) taste, try tasting, trying		
				respirar		respirar	(to) breathe breathing		

Year 9 Sport Studies Cycle Three

Week 1	Week 2	Week 3	Week 4	Week 5
<p>SKILLS NEEDED TO DELIVER A SPORTS SESSION</p> <p>Application of Skills of a Leader</p> <p>Organisation Skills Having equipment ready, planning the session, knowing your learners</p> <p>Communication Skills Verbal e.g. giving instructions, Non-verbal e.g. gestures, use of whistle etc.</p> <p>Knowledge of the activity High level of sport specific knowledge of technical and tactical/use of technical terms; Knowledge of rules and regulation</p> <p>Use of language Have a rapport; Show respect for performers</p> <p>Behaviour Management Dealing with behaviour: Self control and discipline</p> <p>Plan and structure activities</p> <p>Set realistic targets</p> <p>Evaluate performance</p> <p>Provide good feedback</p> <p>Create a positive and safe atmosphere for playing and learning Think about how these attributes will help you be a good leader.</p>	<p>RESPONSIBILITIES</p> <p>Knowledge of activity When you know a lot about sports. Experience gained.</p> <p>Enthusiasm Being enthusiastic/motivated about what you are doing</p> <p>Knowledge of safety Being aware and safety conscious.</p> <p>Knowledge of child protection DBS Check, Safeguarding, duty of care</p> <p>Knowledge of First Aid. Knowing what to do and how to deal with medical emergencies.</p> <p>QUALITIES</p> <p>Reliability Never letting them down; always turn up, count on you.</p> <p>Punctuality Arriving on time, set up before the session; setting an example</p> <p>Confidence Be confident about what you are doing - plan what you are going to do.</p> <p>Communication Different ways of getting messages across. This can be verbal or non-verbal</p>	<p>LESSON PLANNING</p> <p>Key considerations:</p> <p>Aims & Objectives: What you want them to achieve or do?</p> <p>Participants: What do you know about them that you need to plan for?</p> <p>Tasks or Activities: What are you going to do with them?</p> <p>Coaching Points: What do you need to tell or show them?</p> <p>Resources: What equipment/resources do you need to help you?</p> <p>Organisation: How are you going to organise/run the activity?</p> <p>Progression: How will you develop the practice/ session to make sure they are improving/ developing?</p> <p>Differentiation: How are you going to change it to make it accessible to all learners?</p>	<p>LESSON PLANNING</p> <p>Key considerations:</p> <p>Equipment needs (e.g. type, size weight, arrangements)</p> <p>Timing of activities (e.g. related to age, experience of participants, weather)</p> <p>Engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)</p> <p>Organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression)</p> <p>Safety considerations When planning sports activity sessions,</p> <p>Risk assessments (e.g. facilities, equipment/ clothing checks, activity-specific risks)</p> <p>Corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment).</p>	<p>LESSON STRUCTURE</p> <p>How to structure your lesson:</p> <p>Warm up</p> <ol style="list-style-type: none"> 1. Pulse raiser 2. Stretching - Dynamic 3. Practice actions/skill drill from activity (optional) <p>Skill (Drill 1) New skill :What coaching points and drills needed?</p> <p>Skill Development (Drill 2) Make the skill harder - passive to active drill/conditioned game</p> <p>Application in the game Look to complete a game focusing on skill learnt in lesson. i.e. make the game conditioned.</p> <p>Cool down</p> <ol style="list-style-type: none"> 1. Pulse lowering activity 2. Stretching - Static <p>Plenary Discussion with class on what they learnt in lesson, Review Learning Objectives.</p>

Year 9 Sport Studies Cycle Three

Week 6

DIFFERENTIATION (USE OF STEP)

STEP:

S- SPACE:

Make the space bigger or smaller to challenge. E.g. in attack having larger spaces makes it easier, whereas for the defender makes it more difficult.

T - TASK:

Use different levels of task or expected outcomes. E.g. setting more able participants a more difficult task, to help challenge them and keep them motivated.

E - EQUIPMENT:

Alter the size or weight of equipment used. E.g. provide a smaller ball in basketball when shooting, increasing chance of ball going into basket.

P - PEOPLE

Changes the numbers of participants. E.g. either grouping participants on ability. Or increased number or attackers to make more difficult for defender.

Week 7

GIVING FEEDBACK

Giving Feedback to learners:

Positive feedback:

What's good or correct about performance?

Advantage: Motivating, highlights success

Disadvantage: Could suggest performance was better than it was.

Negative feedback:

What's bad or incorrect about performance?

Advantage: Enables coach to provide guidance on how a skill can be performed better; helps performer to prioritise improvement.

Disadvantage: demotivating, beginners may struggle to know how to respond

Knowledge of performance:

Feedback on performance generally and technique.

Advantage: Many aspects to one performance so feedback can be detailed for or focused.

Disadvantage: Hard to break a performance down to provide detailed feedback.

Week 8

EVALUATING

Key aspects to consider in evaluating planning and delivery of a sports activity session:

What Went Well?

Against the plan (e.g. was the order of activities effective?)

Against the delivery (e.g. did I keep everyone motivated?)

What did not go well?

Against the plan (e.g. did I consider an appropriate number of activities?)

Against the delivery (e.g. was the group listening to me?)

What could be improved for the future?

Against the plan (e.g. were the group's objectives met?)

Against the delivery (e.g. could I position myself better when communicating with the group?)

Week 9 & 10

DIFFERENT WAYS OF IMPROVING

Different ways of improving:

Use of video recordings

Your first way of observing and evaluating yourself is to watch how you carry out your delivery/ teach.

Peer Observation

Ask your peers to watch you. You get a lot from watching others too. You could also watch some of your teachers delivering lessons and use them to model the type of teaching you want to use.

Ask your teacher/tutor

Always ask your teacher/tutor how well you are doing and do not be afraid to ask for advice and guidance out of lessons.

Practice

Try to practice teaching. Start with smaller groups and gradually build the number of learners up. Practice parts of the lesson and modify if you need to. You could volunteer at a local club so you can pick up ideas from coaches and gain confidence helping a coach.

Improve Knowledge

Go on coaching courses to learn new skills.

Watch elite players and copy the skills - break skills down then build them up.

Get experience as a player yourself by playing regularly.

Volunteer as an official to help your understanding of the rules and managing teams on the pitch.

Evaluate and review

Be aware of www and ebi. How would you change the session to make it better? Think about how it might change for a different group of individuals.

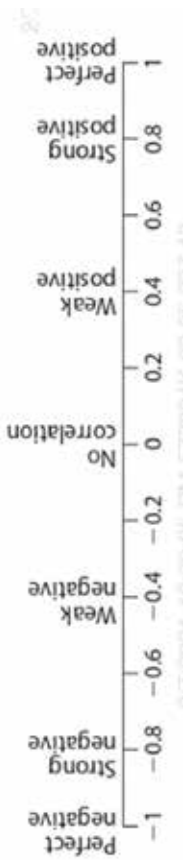
Self Observation

Look back at a videos of yourself from when you first started to see how much you have improved.

Year 9 Statistics Cycle Three

Week 1

Spearman's Rank Correlation Coefficient measures the strength of the correlation between two sets of data and how much they agree - it uses a value called r which takes a value between 1 and -1.



The closer r is to -1 the stronger the relationship is to a negative correlation - the bigger x the smaller y.

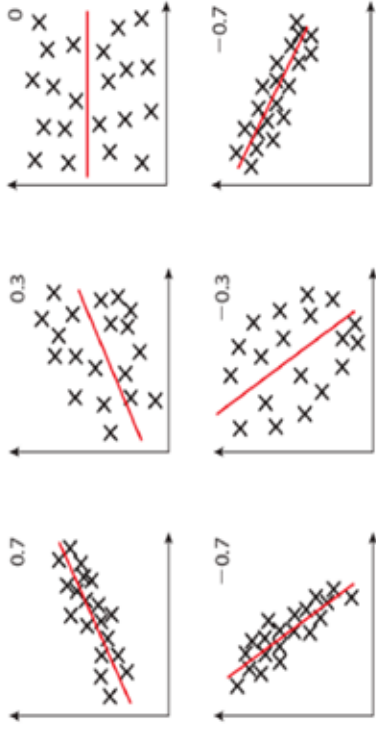
The closer r is to 1 the stronger the relationship is to a positive correlation - the bigger x the bigger y.

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

This formula is given to you but you will need to use it... d is the difference in ranks and n the number of values.

Week 2

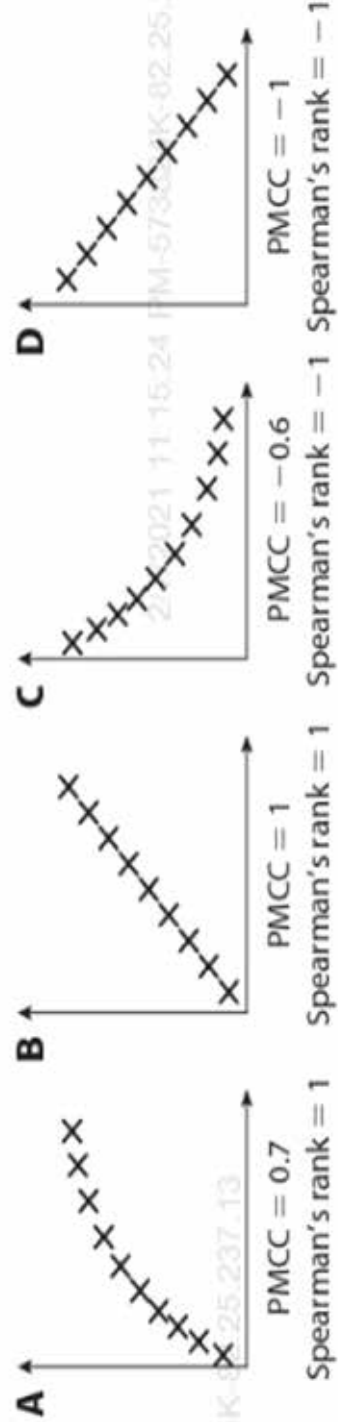
Pearson's Product Moment Correlation Coefficient (PMCC) is very similar to Spearman's Rank but it only measures a linear relationship.



Do not confuse gradient of the Line of Best Fit with the value of correlation... you will note above that two have an r value of -0.7 and so are very strongly correlated but have very different gradients.

Week 3

Spearman's Rank links two variables but the Product Moment Correlation Coefficient only looks at if the relationship is linear or not...



Year 9 Statistics Cycle Three

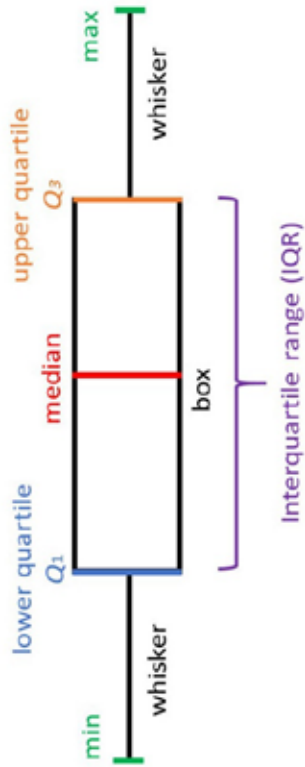
Week 5 and 6

Week 6 and 7

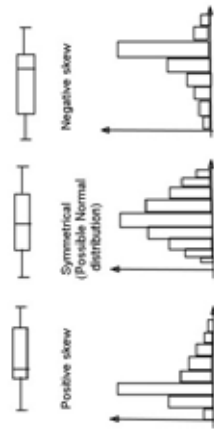
INTERQUARTILE RANGE

Interquartile Range:
Upper quartile - lower quartile

Box Plots:



“Skewed” means the data is distorted by certain values (i.e. not normally distributed)



Positive skew

mean > median > mode

Negative skew

mean > median > mode

Outliers:

Outliers are considered outside the expected range of data.

Smaller outlier < LQ - (1.5 x IQR)

Larger outlier > UQ + (1.5 x IQR)

AVERAGES 3

Standard deviation is a measure of how much all the values deviate from the mean value, or how spread out they are.

$$\sigma = \sqrt{\frac{1}{n} \sum (x - \bar{x})^2} \text{ or } \sigma = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

where x represents each value and n represents how many values.

SD in frequency tables

$$\sqrt{\frac{\sum f(x - \bar{x})^2}{\sum f}}$$

Weighted mean

For data that has different weightings or values in each group, we use the weighted mean.

$$\frac{\sum (\text{value} \times \text{weight})}{\sum \text{weights}}$$

Geometric Mean

The geometric mean is the n th root of the product of n values.

$$\sqrt[n]{\text{value}_1 \times \text{value}_2 \times \dots \times \text{value}_n}$$

n = number of values

Week 8

SCATTER GRAPHS

Explanatory (independent) variable

If you want to investigate how changing one variable affects another variable. The variable you change is the explanatory variable. This is the variable being investigated in the experiment. On a scatter graph, this is labelled on the x-axis.

Response (dependent) variable

The other variable is called the response variable because it 'responds to' or 'depends on' the explanatory variable. On a scatter graph, this is labelled on the y-axis.

Extraneous variable

Is a variable that you're not investigating that can potentially affect the outcomes of your study.

Year 9 Statistics Cycle Three

Week 4 & 5 - Time Series and Moving Averages

Time series graphs plot data over time (x axis) as below.



Trend: The way that data changes over time as shown by the red line drawn by eye on the graphs above.

Moving Average:

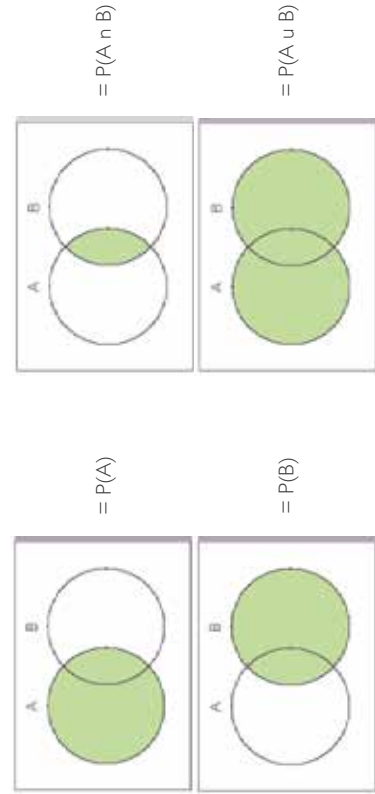
- » A moving average is an average worked out for a given number of successive observations.
- » The number of points should cover one complete cycle.
- » eg the mean of temperature of the 4 seasons over a 3 year period.

Seasonal Variation: A pattern of high or low data that can be accounted for by seasons (ice cream sales are higher in Winter) or by calendar (high street shops are busier at the weekends)

Mean seasonal variation: Calculate the mean of each season separately to discuss. Used to predict values outside the data set... Predicted value = trend line value + mean seasonal variation.

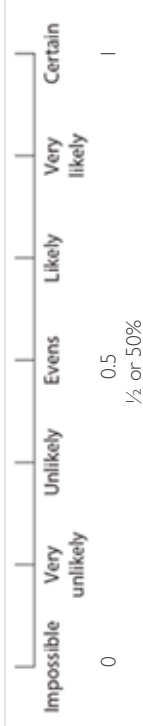
Week 8

Each region of a Venn Diagram represents a different outcome.



Week 6 & 7 - Probability

Probability as words: Understand that Probability follows a scale from 0 to 1 where probability can be expressed as a fraction, decimal or %.



Expected Frequency: The number of times you expect the event to happen (this is not necessarily what will actually happen).

Expected frequency of event A = $P(A) \times \text{number of trials}$

Experimental Probability:

- » Also known as relative frequency this is what happens when you actually do the trial.
- » As you increase the number of trials the experimental probability gets closer to expected / theoretical probability

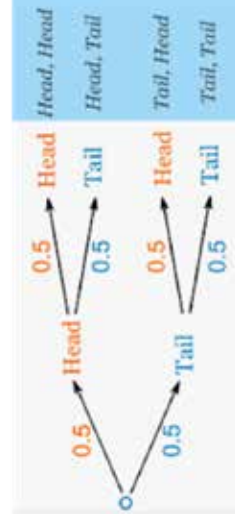
Mutually Exclusive: Events are mutually exclusive if they cannot happen at the same time... $P(A \text{ or } B) = P(A) + P(B)$

» **Exhaustive:** A set of events is exhaustive if the set contains all possible outcomes so they have a sum of 1.

Week 9 & 10

- » Tree diagrams help show outcomes in a logical order.
- » Each branch represents an outcome.
- » A complete branch adds up to 1.

Conditional Probability: If the probability of one event affects the outcome of the other event this is known as Conditional Probability. The probability that B will happen if A has already happened is the conditional probability of B given A shown as $P(B|A)$.

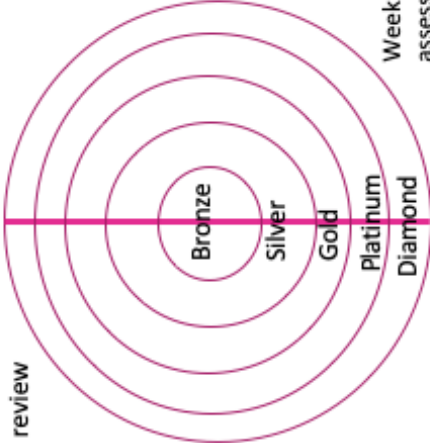
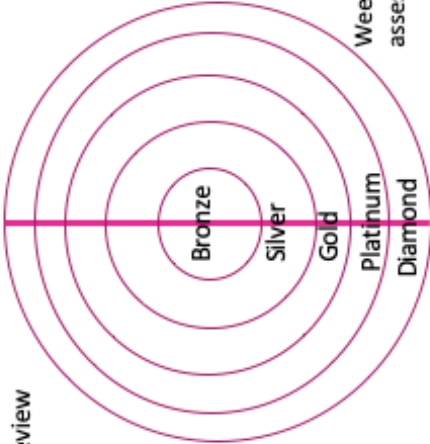
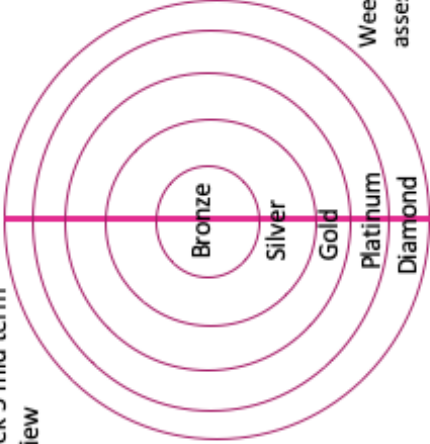

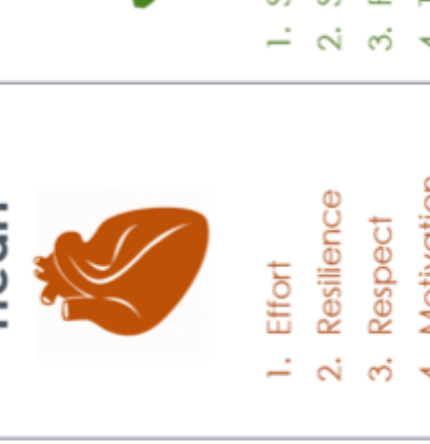






Year 9 Physical Education Cycle Three

PE Assessment

In PE we assess using Head, Heart, Hands. Across the year you will self assess along with being given a summative level. At the end of term we will spend time to reflect each area and then using the assessment wheel (below) you will shade in your current level for each of the 3 stands in PE. Once you have completed this reflect on the following three questions:

1. What level am I currently at?
2. Where do I want to be?
3. How do I get there?

<p>Week 5 mid term review</p>  <p>Week 5 mid term review</p>	<p>Week 5 mid term review</p>  <p>Week 5 mid term review</p>	<p>Week 5 mid term review</p>  <p>Week 5 mid term review</p>
<p>Week 10 Self assessment</p>  <p>Week 10 Self assessment</p>	<p>Week 10 Self assessment</p>  <p>Week 10 Self assessment</p>	<p>Week 10 Self assessment</p>  <p>Week 10 Self assessment</p>
<p>Head</p>  <ol style="list-style-type: none"> 1. Leadership 2. Knowledge 3. Analysis 4. Decision Making 5. Tactical 	<p>Heart</p>  <ol style="list-style-type: none"> 1. Effort 2. Resilience 3. Respect 4. Motivation 5. Commitment 	<p>Hands</p>  <ol style="list-style-type: none"> 1. Skill Development 2. Skill Application 3. Fitness Levels 4. Technique 5. Competitive

Year 9 Combined Science Cycle Three		
Sparx Science Homework	Week 1	Week 2
<p>All Science homework is set on Sparx Science (https://sparxscience.com/). The tasks go live every Friday morning at 8am and are expected to be completed by 8am the following Friday morning.</p> <p>Students have science slots in their homework timetable (twice per week, 15 minutes each). This is the suggested time to complete this work to help them with their time management. However they may complete the work at any other time during the week if they wish to.</p> <p>Sparx Science will set students different questions depending on their previous achievements, and the topics they need to learn. Therefore each student will have slightly different tasks to complete. We would like students to complete 100% of their tasks. However, if they are regularly taking longer than the timetabled time to complete this work then they can talk to their Science teacher for support.</p> <p>Support is available from students' science teachers and through a support session every Wednesday after school in the Science corridor. Students can also attend homework club every day in the library if they need some help.</p> <p>Sparx Science is currently being trialled by St James so if you experience any issues with the platform, or have any feedback, please contact Rob Morse (rob.morse@stjamesxeter.co.uk).</p>	<ol style="list-style-type: none"> 1. Diffusion: The net (overall) movement of particles from an area of high concentration to an area of low concentration 2. Osmosis: The net movement of water molecules across a partially permeable membrane from an area of higher water concentration (dilute) to an area of lower water concentration (concentrated) 3. Active Transport: the movement of particles across a membrane against a concentration gradient (from an area of low to an area of high concentration) using energy from respiration 	<ol style="list-style-type: none"> 1. Transpiration: the flow of water into the roots (by osmosis), up through the stem through the xylem vessel and out of the stomata (as water vapour) in the leaves. 2. Factors that increase the rate of transpiration: wind, high temperatures, light intensity. 3. Translocation: glucose is moved around the plant in the form of sucrose. The phloem vessels in the stem help transport sucrose. 4. Companion cells pump sucrose from the leaf into the phloem by active transport. 5. The companion cells require energy so they contain many mitochondria. 6. Root hair cells: have a large surface area & thin cell walls to increase the rate of water (osmosis) and mineral uptake (active transport).
	Week 3	Week 4
	<ol style="list-style-type: none"> 1. Enzymes are biological catalysts. This means they speed up chemical reactions. 2. The substrate is the molecule that is changed by an enzyme 3. The substrate fits in the enzymes active site 4. Enzymes usually only work with one substrate - they are specific. If the substrate does not match the active site, the reaction will not be catalysed. 5. Temperature, pH and substrate concentration affect the activity of enzymes 6. If the temperature gets too hot, the bonds in the enzyme break, the active site changes shape and the substrate won't fit. The enzyme is denatured 	<p>Factors that affect Rates of reactions</p> <ol style="list-style-type: none"> 1. Temperature - Higher temperatures lead to greater kinetic energy of particles, so there are more frequent collisions and the particles collide with more energy 2. Pressure - Compressing a gas means there are more frequent collisions, because the particles are squashed into a smaller area. 3. Catalyst - Provides an alternative reaction route with a lower activation energy, so more successful collisions occur. 4. Surface Area : Volume ratio - Powders have a greater SA:V ratio so there are more reactant particles available to collide, so more frequent collisions 5. Concentration - A higher concentration means there are more reactant particles and therefore more frequent collisions

Year 9 Combined Science Cycle Three

Week 5

- Rate of Reaction Core practical
1. Effect of surface area on rate of reaction
 - a. Independent variable: size of marble chip
 - b. Dependent variable: time taken
 - c. Control variable: concentration & type of acid, temperature, mass of marble chips
 2. Effect of temperature on rate of reaction
 - a. Independent variable: temperature of sodium thiosulfate & hydrochloric acid
 - b. Dependent variable: time taken for cross to disappear
 - c. Control variable: concentration & type of acid, volume of reactants, strength of cross

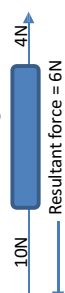
Week 6

1. During a chemical reaction no atoms are destroyed and no atoms are created.
2. The total mass of the system before the chemical reaction equals the mass of the system after the reaction
3. The relative formula mass is the relative atomic masses of all the atoms in its formula added together e.g. the relative atomic mass of C = 12, the relative atomic mass of O = 16 so the relative formula mass of CO₂ is 12 + (16 x 2) = 44
4. The empirical formula of a compound tells you the smallest number ratio of atoms in the compound
5. Heating a known mass of magnesium in a crucible and measuring the mass of magnesium oxide formed is a method to find the empirical formula of magnesium oxide

Week 7

1. Mass is the amount of matter ('stuff') in an object. It is the same for an object anywhere in the Universe
2. Mass is measured in kilograms (kg) using a balance
3. Weight is the force acting on an object due to gravity.
4. Weight is a force measured in Newtons (N), using a newton meter:
5. Weight (N) = mass (kg) x gravitational field strength (N/kg)

Week 8

1. Resultant force can be found by looking at all forces acting on an object.
2. Arrows on force diagram show the size and direction of the force.
 
3. Newton's 1st Law states:
4. If resultant force on a stationary object is 0N,
5. the object will remain stationary.
6. If resultant force acting on a moving object is 0N, the object will continue with the same velocity.
7. If the resultant force on an object is non-zero, the object will accelerate in the direction of the resultant force.
8. The weight of an object depends on its mass and the force of gravity acting on it. Weight, w, can be calculated as:
9. weight (N) = mass (kg) x gravity (N/kg)

Week 9

1. Newton's 2nd Law states that the acceleration of an object is related to the objects mass and the force applied to it.
 2. The Force, F, needed to accelerate, a, a mass, m, can be calculated as:

$$F (N) = m (kg) \times a (m/s^2)$$
- Acceleration core practical**
1. Place a trolley of known mass on a ramp.
 2. Set up a light gate at either end of the ramp, ensuring it will be interrupted by the trolley.
 3. Accelerate the trolley along the ramp using a pulley and falling weight.
 4. Using the light gates, record the trolley's initial and final acceleration along the ramp.
 5. Repeat steps 1-4, adding a known mass to the trolley each time.
 6. Use your data to describe the relationship between mass and acceleration.

Week 10

1. Stopping distance is total distance travelled during a drivers reaction time and the braking distance.
 2. Stopping distance = thinking distance + braking distance
 3. Thinking distance is affected by alcohol, drugs, tiredness and distractions such as phones.
 4. Braking distance is affected by wet/icy weather, the condition of the road and condition of the cars brakes and tyres.
 5. The ruler drop experiment measures reaction times
- HIGHER TIER ONLY**
1. Momentum (kg m/s) = mass (kg) x velocity (m/s)
 2. Momentum before a collision = momentum after a collision

Year 9 Music Cycle Three

WK1	<p>Rhythm and metre: Metre is the organisation of rhythms into certain regular patterns. Rhythm is the organisation of particular sounds by their length. Harmony: When notes are played at the same time it is called harmony. Tonality: principle of organizing musical compositions around a central note, the tonic. Timbre: a quality of sound that makes voices or musical instruments sound different from each other. Dynamics: is the variation in loudness between notes or phrases. Structure: the order that different parts of the song are played in.</p>
WK2	<p>Texture: Refers to the way that the various instrumental or vocal parts relate to one another. Homophonic: A musical texture in which all parts move in a similar rhythm creating a chordal effect. Modes: series of seven musical scales, each derived from the diatonic scale – meaning they have seven notes and include two intervals that are semitones (half steps) and five intervals that are tones (whole steps).</p>
WK3	<p>Call and response: Refers to a musical texture whereby one musician or group of musicians makes a musical statement and this is immediately answered by another musician or group of musicians. Unison: Two or more people performing the same note or melody. Harmony: Harmony refers to the chords and cadences used.</p>
WK4	<p>Film music: The orchestra consists of Strings, woodwind, brass, percussion.</p> <p>Brass - used to convey heroism and strength</p> <p>Woodwind - A variety of functions.</p> <p>Strings - Can make shimmery sounds, smooth melodies, also pointed sounds.</p> <p>Percussion - used for lots of different effects. Snare = military, glockenspiel – spooky, timpani rolls - suspense</p> <p>Other - harp, piano, celeste, guitar</p>
WK5 & 6	<p>Drum and bass: Too complex to create without the use of advanced music software.</p> <p>Early Drum 'n' Bass originates by mixing manually two compatible records from different genres, both highly sped-up. One record often provides samples to create a heavily accelerated breakbeat. The other a subsonic bass line.</p> <p>Snare drums are placed at second and fourth beat of a bar.</p> <p>Drum 'n' Bass has a very high speed, ranging between 160-190 bpm.</p> <p>Drum 'n' Bass uses many special techniques to create a menacing but futuristic sound. Time-stretching (speeding up certain parts of the tracks without changing the pitch), half speed basslines (decreasing speed and pitch to create deepness), rolling bass lines (eliminating silent spaces between bass notes), and the "Drop": launching the main part of the song, but more layered and heavier, after breakdowns and long ascending build ups.</p>
WK7	<p>00's characteristics:</p> <p>Post Britpop - real bands and fewer British themes. Garage rock revival - more distortion and a focus on looks. Soft rock - singer songwriter and acoustic. Heavy metal - same as before. Fast and aggressive. New rave - Electronic, fast tempo, loops, high pitch. Pop rock - Real bands and a slightly more soft vocal. Punk - same as before but sometimes female vocals.</p>
WK8	<p>Rock of the 1960's and 1970's:</p> <p>Progressive rock: Progressive rock groups like psychedelic rock groups also created concept albums – one of the most famous is Pink Floyd's 'The Wall' all about the walls individuals put up around themselves. Emerged in the late 60's. Extends songs to 15 minutes or more!</p> <p>Hard rock: Hard Rock emphasises the solo guitar. It also uses different tonalities including modes. Hard rock also usually uses keyboards (electronic organ or synthesiser).</p>
WK9 & 10	<p>Rock of the 1960's and 1970's</p> <p>Punk rock: Punk developed during the mid 1970's and was a reaction against 'the establishment. It saw a return to a raw sound – the simple chords and structures of rock 'n' roll. Audiences loved the rebellious attitudes of its performers. It came with it's own fashion</p> <p>Britpop: Britpop was a direct reaction against the American grunge type of music and the main two bands were Oasis and Blur. There was a battle for the top in 1995 between the two bands and people generally liked one or the other! It was a very British style, heavily influenced by the Beatles and the Kinks from the 1960's. Other bands include Suede and Pulp.</p>

Year 9 Food Technology Cycle Three

Key Vocabulary

- » Basal Metabolic Rate (BMR) :The number of energy kilojoules the body needs to stay alive.
- » Carbohydrates: Macronutrients required by all animals; made in plants by the process of photosynthesis.
- » Dietary Fibre: Complex carbohydrate /non-starch polysaccharide, e.g whole grain cereals and cereal products
- » Disaccharide: A carbohydrate made from two sugar molecules.
- » Fats: Macronutrient which supplies the body with energy.
- » Fat soluble vitamins:Vitamins (the A, D, E, and K groups) that dissolve in fat
- » Free sugars:All monosaccharides and disaccharides added to foods by the manufacturer, cook, or consumer, plus sugars naturally present in honey, syrups, and fruit juices.
- » Macronutrients: Nutrients needed in large amounts by the body. Measured in grams (g)
- » Monosaccharide:A simple carbohydrate. Mono means one, saccharide means sugar.
- » Polysaccharide:A complex carbohydrate: many sugar molecules joined together; they do not taste sweet.
- » Polyunsaturated fats Fats that contain several double or even triple bonds in the molecule.

Week 1

CARBOHYDRATE

All types of carbohydrate are compounds of **carbon, hydrogen and oxygen**. They can be divided into three main groups according to the size of the molecule.

These **three types** are:

- monosaccharides (e.g. glucose);**
- disaccharides (e.g. lactose);**
- polysaccharide (e.g. sucrose).**

The two types main of carbohydrate that provide dietary energy are **starch and sugars**.

Dietary fibre is also a type of carbohydrate.

Starchy carbohydrate is an important source of energy.

Starchy foods - we should be choosing **wholegrain versions of starchy foods** where possible.

Week 3

FIBRE

Fibre can be split into two types:

Soluble fibre: dissolves in water and feeds intestinal 'good' bacteria.

Insoluble fibre: doesn't dissolve in water.

Soluble fibre is fermentable, meaning it can be used in a healthy way in the gut. It's essential for health as it **feeds intestinal 'good bacteria'**, encouraging the growth of our gut flora, and so enabling the gut to function at an optimum pace. This affects our overall health, well-being and immunity.

Week 2

FIBRE

Dietary fibre is a type of carbohydrate **found in plant foods**. Food examples include **wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds**. The recommended average intake for **dietary fibre is 30g per day for adults**

Dietary fibre helps to: **reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.**

Week 4

CARBOHYDRATES: RECOMMENDATIONS

Total carbohydrate - around **50%** of daily food energy.

Free sugars include **all sugars added to foods plus sugars naturally present in honey, syrups and unsweetened fruit**. (<5% daily food energy).

Fibre is a term used for plant-based **carbohydrates that are not digested in the small intestine (30g/day for adults)**.

Year 9 Food Technology Cycle Three

Week 5

FAT

Sources of fat include:

saturated fat: - solid at room temperature
monounsaturated fat;
polyunsaturated fat.

Fats can be **saturated**, when they have **no double bonds**, or **monounsaturated**, when they have **one double bond**, or **polyunsaturated**, when they have **more than one double bond**.

Trans fat is considered the worst type of fat to eat. Unlike other dietary fats, trans fats - also called trans-fatty acids - raise "bad" cholesterol and also lowers "good" cholesterol. Most trans fats are formed through an **industrial process that adds hydrogen to vegetable oil, which causes the oil to become solid at room temperature**

Week 6

SOURCES OF FAT IN THE DIET

Saturated fat: fatty cuts of meat; skin of poultry; butter; hard cheese; biscuits, cakes and pastries; chocolate.

Monounsaturated fat: edible oils especially olive oil; avocados; nuts; margarine; spreadable fats made from vegetable oils and oily fish.

Fat: Recommendations

<35% energy. Saturated fat < 11% energy.

A high saturated fat intake is linked with high blood cholesterol levels.

Week 7

LACK OF FAT IN THE DIET

1. If carbohydrate intake is also reduced, body weight will be lost
 Why? The body will use the store of energy from the fat cells and it will not be replaced.

2. The body will chill quickly

Why? There will not be enough fat to insulate the body from the cold.

3. The body will bruise easily and the bones will hurt if they are knocked.

Why? There will not be a thick enough cushion of fat to prevent damage to blood vessels and bones.

4. The body will not receive enough vitamins A, D, E or K.
 These vitamins are found in food that contain fat.

Week 8

LACK OF CARBOHYDRATE IN THE DIET

1. Lack of energy/tiredness

Why? If not enough carbohydrate has been eaten, the level of glucose in the blood (the blood sugar level) will drop and the cells throughout the body will not have enough energy

2. Weight loss

3. Severe weakness

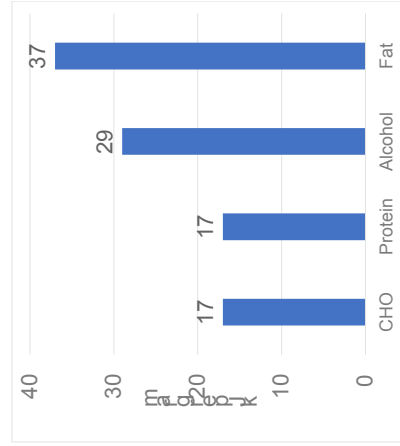
Why? The body will start to break down the protein that makes up muscles in order to get energy to the brain and vital organs.

Week 9

ENERGY FROM FOOD

Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with Calories (kcal).

Different macronutrients, and alcohol, provide different amounts of energy.

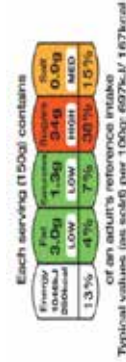


Week 10

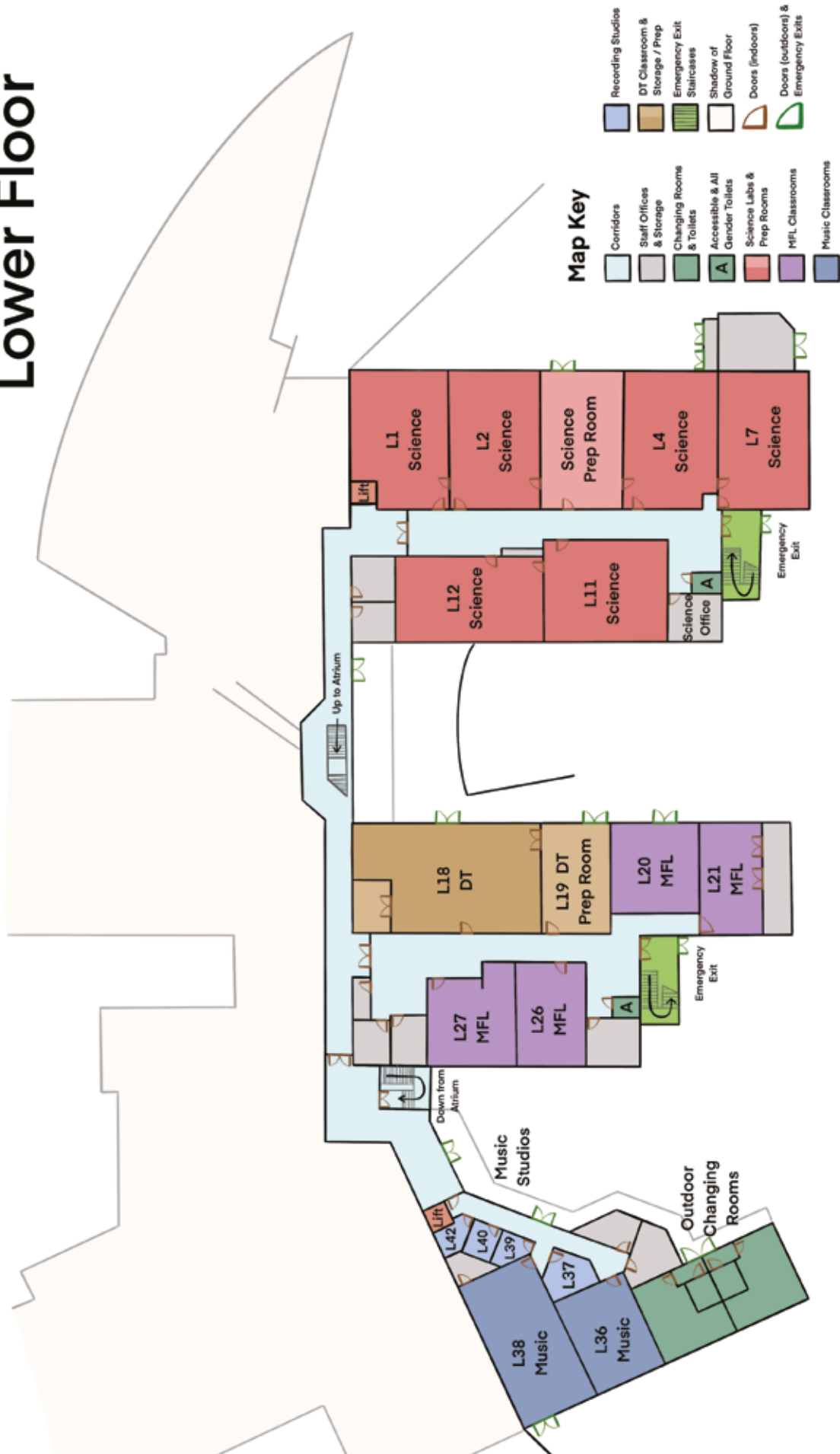
Dietary reference values (DRVs) are a series of estimates of the energy and nutritional requirements of different groups of healthy people in the UK population. They are not recommendations or goals for individuals.

Reference Intakes are guidelines for the maximum amount of energy (calories), fat, saturated fat, sugars and salt consumed in a day (based on a healthy adult female).

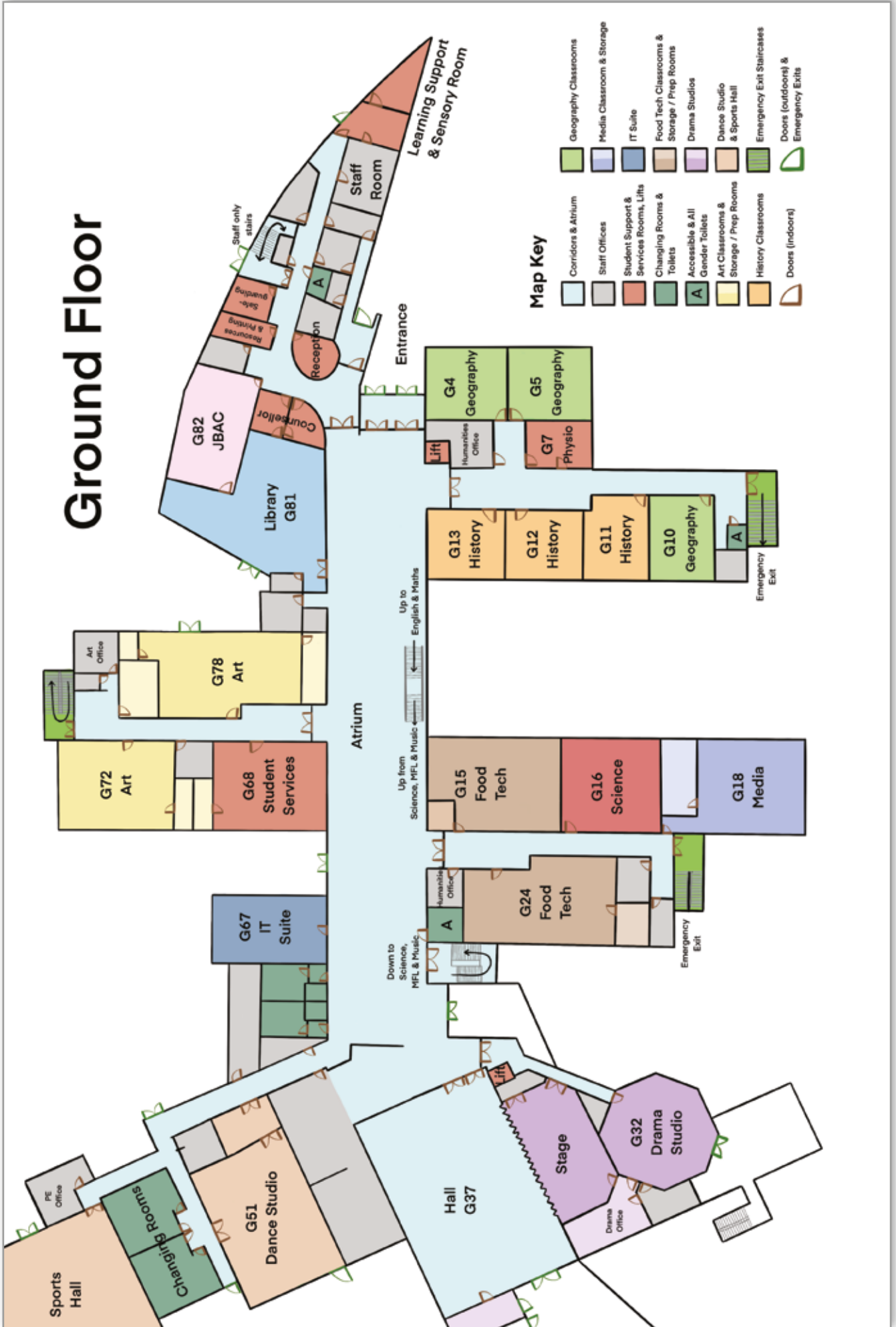
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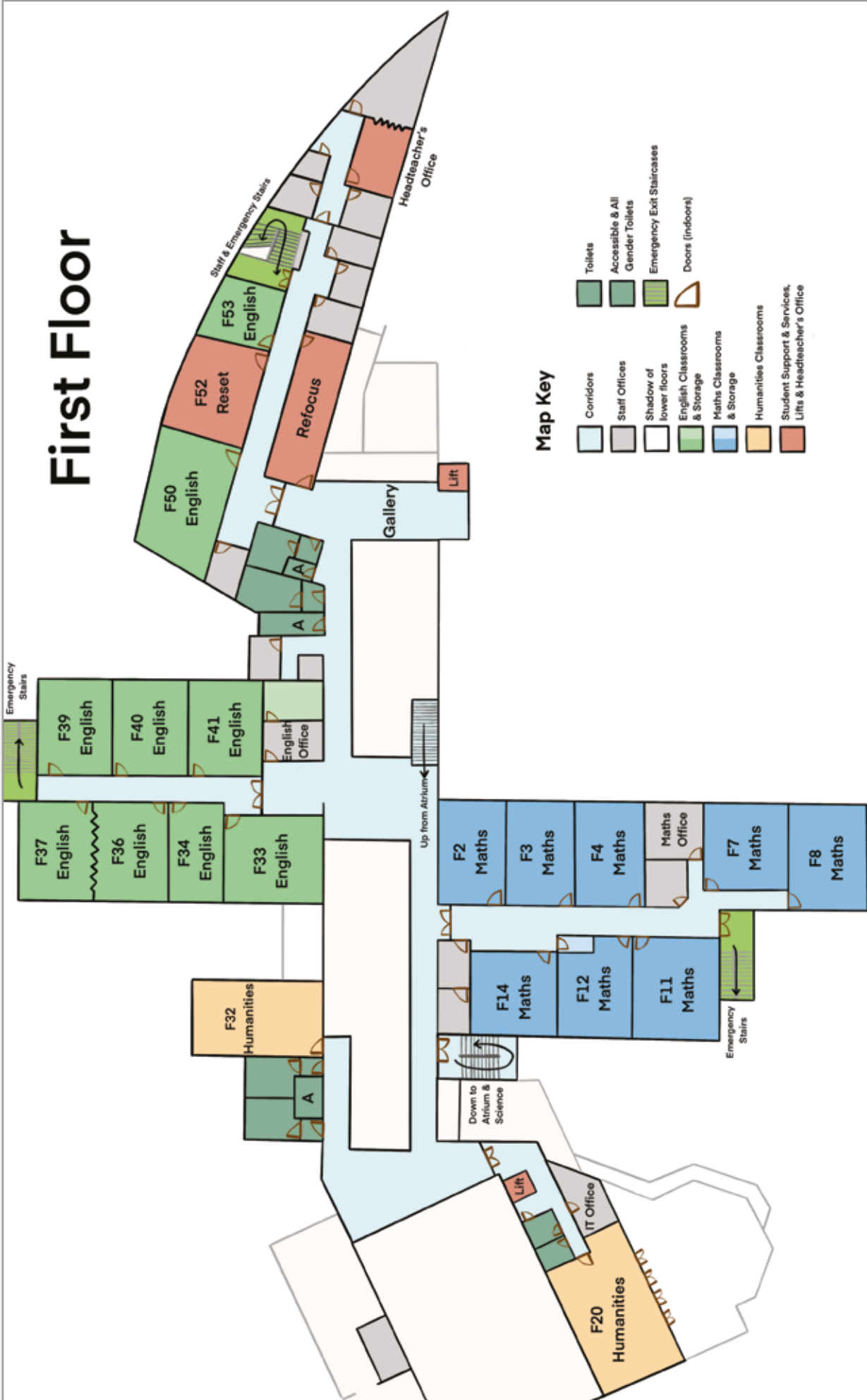
Lower Floor

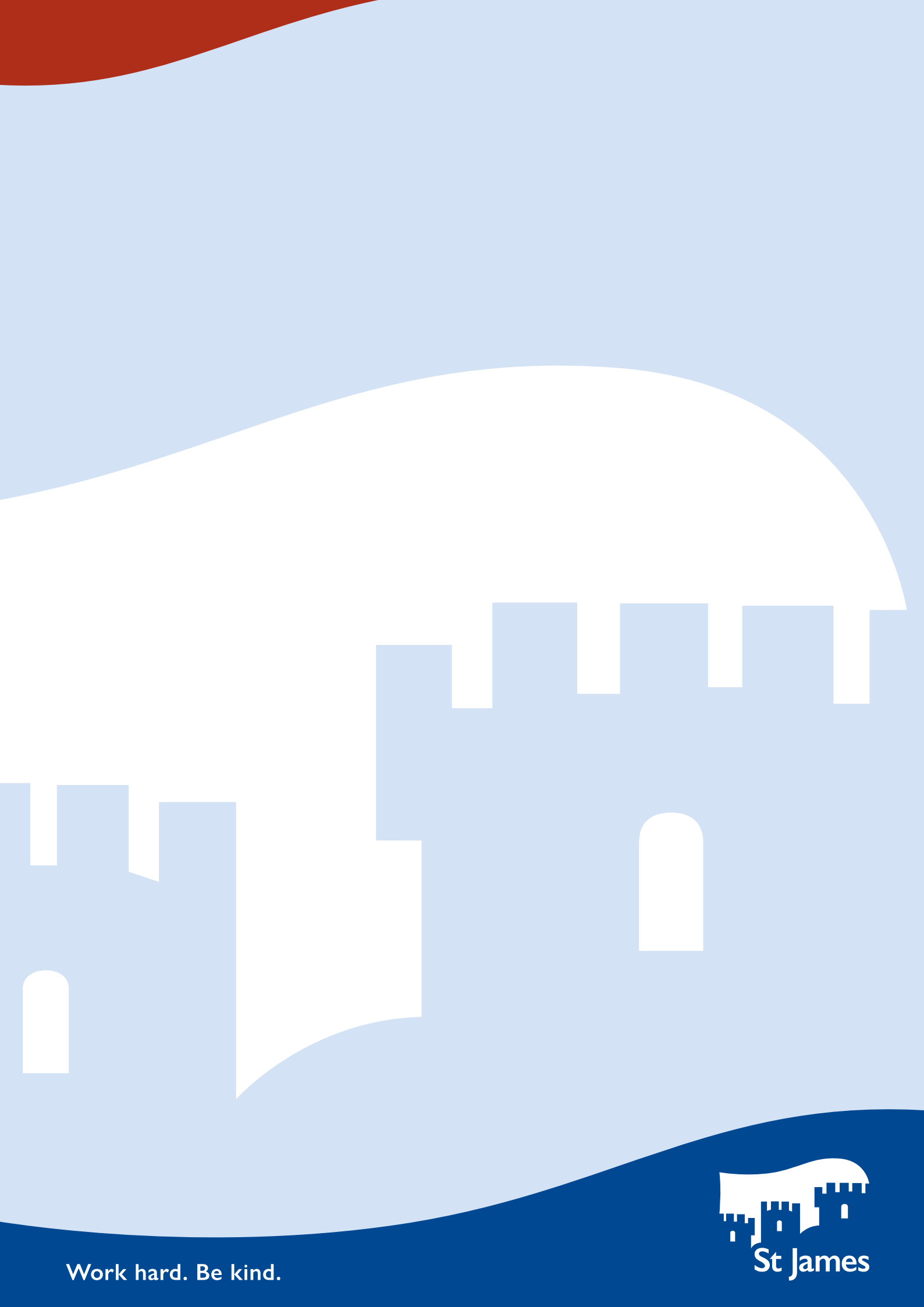


Ground Floor



First Floor





Work hard. Be kind.

