Name: Form:

"One child, one teacher, one book, one pen can change the world."

Malala Yousafzai

YEAR 9

KNOWLEDGE ORGANISER:

Autumn Term 2023

Bluecoat Wollaton
believe in yourself, in others, in God

CONTENTS PAGE:

My timetable

WEEK A	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor 8:30-8:55					
Lesson 1 9:00-10:00					
Lesson 2 10:00-11:00					
Break					
Lesson 3 11:20-12:20					
Lunch					
Lesson 4 13:00-14:00					
Lesson 5 14:00-15:00					
Lesson 6 15:00-16:00	Enrichment				

WEEK B	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor 8:30-8:55					
Lesson 1 9:00-10:00					
Lesson 2 10:00-11:00					
Break					
Lesson 3 11:20-12:20					
Lunch					
Lesson 4 13:00-14:00					
Lesson 5 14:00-15:00					
Lesson 6 15:00-16:00	Enrichment				

Instructions for using your Knowledge Organiser

Every school day you should be studying at least **1** section of your Knowledge Organiser (KO) for homework.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

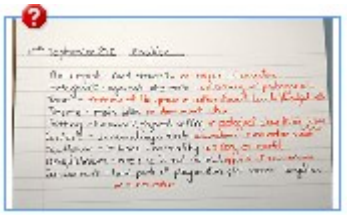
You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4. Parents should also sign off your reading using the reading log on page 5, this will be checked in your library lesson.

Your KO and exercise book will be checked regularly in form time, failure to show homework for **ALL FIVE** days of the week will result in an after school detention that day.

You will also be tested in your lessons on knowledge from the organisers.

Self-testing



You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the ***'How to self-test with the Knowledge Organiser'*** booklet to help you. It can also be found here: http://www.bluecoatwollaton.co.uk/learning/knowledge-organisers/

Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mindmaps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point.**

How do I self-quiz?

How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: **https://www.youtube.com/watch?v=C20EvKtdJwQ**

How to use… Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithim	X	Algorithm

How to use… Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.

How to use… Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because, but**, and **so.** These will help you to:

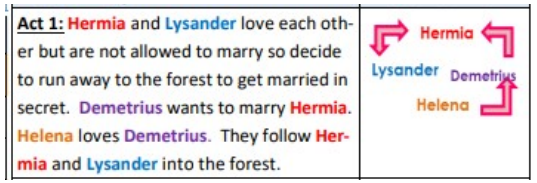
1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to… Summarise a process/idea

Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.



How to use… Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.

Year 9 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
04/09/2023 Monday	**English**: **The Crossing -Tier 2 vocabulary:** Create flashcards **for the first 5 terms** with the word on one side and a Frayer diagram on the other side then rehearse saying them out loud. Test yourself by putting the flashcards in a pile with the tier 2 words facing up and (without looking) write down the definition in your KO. Then self- mark your answers by turning the flash cards over to the definition side to see if you were correct.	
	Art: Colour Theory. Draw a 12 point colour wheel. THEN Correctly place and label the primary, secondary and Tertiary colours. Show the placement of complementary and harmonious colours.	
05/09/2023 Tuesday	**Music:** Write 5 multiple choice quiz questions for a partner to test their understanding of the terms in Section A. Use a colour code to show the correct answers for the quiz master.	
	Drama: Learn all the key words and definitions in **Section A** using **Look-cover-write-check and correct.**	
06/09/2023 Wednesday	**Maths . Task 1.** Make a flash card for each of the "concepts seen before". These could be definitions or examples of the concept. **Task 2.** For each of the following words use it in a sentence (or a maths question) and draw a representation of it with labels to explain what you have drawn. Remember to use a pencil and ruler when drawing for accuracy. ***Mean, Mode, Median and Range***	
	DT: Learn all the keywords and definitions in **Section A** using **Look, cover, write check and correct.** **Food**: For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions.	
07/09/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: **Recall of Tier 3 vocabulary** Write out an explanation for these Tier 3 words: Plural/ Modal verbs/ Reflexive and Direct Object Pronoun. Check your definitions with those on the KO. Now try to write an example of each of these in Spanish using the grammar section to help you E.g *Se debe comer más fruta*.	
08/09/2023 Friday	**Science**: **Cell Biology** (Section A): Learn the spellings and the definitions of the Tier 2 vocabulary words. Do this using – Look, Cover, Write, Check and Correct. **Physics**-complete the Seneca task.	
	RE: Key vocabulary (section A) Task 1: Learn five key words from the vocabulary section (A) Teir 3 using the look, cover, write and check method. Task 2: Now choose three of these key words and put them into a sentence to demonstrate your understanding. Draw an image to represent its meaning.	

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Date	Subjects and Tasks	Signed by parents/ carers once complete
11/09/2023 Monday	**English**: **The Crossing -Tier 2 vocabulary:** Create flashcards **for the next 4 terms** with the word on one side and a Frayer diagram on the other side then rehearse saying them out loud. Test yourself by putting the flashcards in a pile with the tier 2 words facing up and (without looking) write down the definition in your KO. Then self- mark your answers by turning the flash cards over to the definition side to see if you were correct.	
	History: **Section 1 Key Vocabulary.** Pick three words from Tier 3, and two words from Tier 2. Write the definition then dual code them *(add an image that represents what it is)* E.g. Appeasement is the policy of pacifying or calming a country by giving into some demands. **CHECK:** Cover the definitions and try to write them from memory using only your dual coding as a guide. Correct any errors.	
12/09/2023 Tuesday	**RE**: Draw a table with the headings 'Look, Write, Check' Write out the definitions of all of your tier 2 vocab in Section A in your 'look' column. Cover the 'look' column and see if you can now write the definition in you 'write' column from memory. Add any mistakes into your 'check' column.	
	PE: Create a set of Flashcards for Section A. Use your own chosen method to learn each Keyword/ Term.	
13/09/2023 Wednesday	**Maths**: Collect data from at least 20 different people about their ***shoe sizes***. Put the information into a ***frequency table*** and calculate the mean, median, mode and range of the data. Interpret what these numbers represent and communicate this clearly. Remember to use a ruler and pencil for your table and show all your calculations clearly. Use section 2b) in your KO to help you organise your work	
	Computing: Use the information in section B to write a summary of AR and VR. Try and include three of the points in each of your descriptions.	
14/09/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: **Glaciation - Section A: Key Vocabulary-** Use look, cover, write, check and correct to learn the tier 2 vocabulary.	
15/09/2023 Friday	**Science**: **Atomic Structure** (Section A): Create a Frayer diagram on the word – *Nucleus* Research the etymology of the following words – *Atom, Isotope, Halogen,* Write down some common isotopes of the halogens chlorine and bromine. **Biology**-complete the Seneca task.	
	History: **Section 2 Important Ideas.** Read the information on the four key events. Create flash cards of D-Day and Dunkirk **Check**. Test yourself, or get someone to test you using the flashcards. Write down your score and test those you got incorrect again.	

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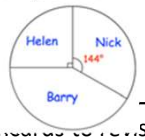
Date	Subjects and Tasks	Signed by parents/ carers once complete
18/09/2023 Monday	**English**: **The Crossing -Tier 3 vocabulary:** Create flashcards **for the 5 terms** with the word on one side and the definition on the other side then rehearse saying them out loud. Test yourself by putting the flashcards in a pile with the tier 3 words facing up and (without looking) write down the definition in your KO. Then self- mark your answers by turning the flash cards over to the definition side to see if you were correct.	
	Art: Make flashcards to remember the definitions of the following keywords: Media, Materials, Techniques and Processes.	
19/09/2023 Tuesday	**Music:** Write a paragraph about a song you have been listening to recently, using at least 9 of the words from Section A: Tier 2 or 3 Vocabulary. Highlight/underline each word you use from Section A in your paragraph.	
	Drama: Create a **mind map** using the **Physical skills** words in **Section B**, from each branch as many descriptor words as possible— you MUST find more words than are given in the Knowledge Organiser.	
20/09/2023 Wednesday	**Maths**: Collect data from at least 20 different people about their ***screen time*** last week. Put the information into a ***grouped frequency table*** and calculate an estimate of the mean, the group that contains the median and the modal class. Remember to use a ruler and pencil for your table and show all your calculations clearly. Use section 2c) in your KO to help you organise your work.	
	DT: Choose an object from home that you use almost every day (e.g. pen, chair, clock) and use information in **Section B** to write a specification with 5 needs and 5 wants. **Food**: Use the information in Section 2, create a set of flash cards with the macro-nutrient on one side and the function in the body on the back of the card. Test yourself.	
21/09/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: **Direct Object Pronoun** (section B) & **Lo—how to say 'it'** (Section C) **Task 1:** Use these two sections to form 5 more examples of how to say 'it' + verb in Spanish. Then translate your phrases into English. **Task 2:** Now try to write a short paragraph in Spanish including some 'it' phrases. *Eg Juego al fútbol, lo juego los domingos*.	
22/09/2023 Friday	**Science**: **Heating** (Section A): Make flashcards for the Tier 3 keywords. **Chemistry**-complete the Seneca task.	
	RE: In no more than 5 words or you can use images explain the teleological argument **use section B to help you**	

Date	Subjects and Tasks	Signed by parents/ carers once complete
25/09/2023 Monday	**English**: **The Crossing -Tier 3 vocabulary recap:** go through narrative, character and verse form. Write down the definitions for the words from memory. If you can't remember then use the internet to help.	
	History: **Section 2 Important Ideas:** Create a fact file on Pearl Harbour and Hiroshima **Check.** Add additional evidence you missed. How are the events linked to each other? Use the chronology to help.	
26/09/2023 Tuesday	**RE**: **Section A: Key vocabulary** In no more than 5 words (or you can use images/diagrams) explain the cosmological argument. Use section B to help you.	
	PE: Create a list of ten Team Sports and ten Individual Sports. Next to each Sport you choose, identify the name of one official for that sport – e.g - Rugby Union = Referee or 4th Match Official. Remember, don't always be too obvious!	
27/09/2023 Wednesday	**Maths**: Barry won £420 in a competition. The pie chart shows how he shared the money with his brother, Nick, and sister, Helen. With the money Barry kept for himself, he spent some and invested some, in the ratio 5:2. How much money did Barry invest?  	
	Computing: Create some flashcards to revise the terms in section A (tier three vocab). Ensure these are stuck in your KO book as evidence and ensure you bring them out to practice with over the next week.	
28/09/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green ⍰ THEN write down two words you have been learning and a short definition/synonym.	
	Geography: Glaciation **Section A: Key Vocabulary -** Create flashcards to write the words and definitions for the tier 3 vocabulary	
29/09/2023 Friday	**Science**: **<u>Cell Biology</u>** (Section B): Look at the 'Magnification Calculation' formula triangle. Answer the questions below: 1.How do you calculate magnification? 2.How do you calculate actual size? 3.A scientist observed a cell using an electron microscope. The size of the image was 25 mm. The magnification was × 100 000 Calculate the real size of the cell. Give your answer in micrometres. Real size = _____ micrometres **<u>Physics</u>**-complete the Seneca task. 4. Calculate the magnification of an object that is 400mm long but has an image 8000mm long 5. A specimen is 50micrometers wide. Calculate the width of the image of the specimen under a magnification of x100. give your answer in micrometres and millimetres.	
	History: **Section 3 Chronology.** Summarise the chronology of the Second World War up until June 1945. **CHECK:** Using the timeline, what key events have you missed? Add these and any other missing examples.	

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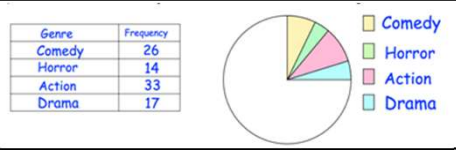
Date	Subjects and Tasks	Signed by parents/ carers once complete
02/10/2023 Monday	**English**: **The Crossing -Tier 3 vocabulary recap:** for each term, write an example from your last 2 years of English so far. *E.g. The Tempest is cyclical as it begins with arriving and ends with leaving the island.*	
	Art: Cath Riley. Using subject specific vocabulary, describe how Cath Riley creates tone in her drawings.	
03/10/2023 Tuesday	**Music:** Please review a recent performance using the ensemble checklist and write a paragraph evaluating your performance.	
	Drama: Create a **mind map** using the **Vocal skills** words in **Section B**, from each branch as many descriptor words as possible— you <u>MUST</u> find more words than are given in the Knowledge Organiser.	
04/10/2023 Wednesday	**Maths**: Hafsa has drawn a pie chart to show her friends favourite film genre. a) Explain what she has done wrong b) Work out what the angles should be 	
	DT: Use **Section C** to identify and write down the types of motion used in 10 items at home e.g. clock, washing machine etc. Then write a conclusion on the most and least common types of motion found. **Food**: Use the information in Section 3, and draw a mind map for each nutrient in the centre, the next set of concepts linking to the nutrient should be the functions of the nutrient in the body (recap from the previous task) Then extend the mind map further to show the food sources of these nutrients.	
05/10/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green ⍰ THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Write 10 sentences using the phrases *'se debe'* and *'no se debe'* to do with healthy living/food/drink. Challenge: Form 2 more *'se debe/ no se debe'* sentences related to another topic E.g. school/free time/technology?	
06/10/2023 Friday	**Science**: <u>**Atomic Structure**</u> (Section B): Draw electron diagrams of the following elements (use the atomic numbers to help you): Hydrogen – atomic number 1, Lithium – atomic number 3, Sodium – atomic number 11, Chlorine – atomic number 17, Calcium – atomic number 20 <u>**Biology**</u>-complete the Seneca task.	
	RS: ***What does it mean to say, 'God is love'?*** ***Read 1 John 4:7-12*** and in your own words explain what it means to say God is love	

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Date	Subjects and Tasks	Signed by parents/ carers once complete
09/10/2023 Monday	**English**: **The Crossing -Section 2:** Reduce each key context point into 3 specific words about how they made you feel.	
	History: **Section 1: Key Vocabulary** Pick three tier 2 terms. For each one write three synonyms and three antonyms. E.g. **Appease:** *Synonyms* —> calm, help, alleviate *Antonyms*—> anger, exacerbate, rile. **CHECK:** Have you used the synonyms and antonyms correctly? Add any that you could not think of and correct spelling.	
10/10/2023 Tuesday	**RE**: Write a summary of what you have learned in RS over the last half term. Include as many tier 2 and 3 words as possible.	
	PE: Look at Section B. Create a speech that you will present to your class, that illustrates what an official does. Make sure you highlight their roles, responsibilities and anything else they may do. Remember to write in full sentences and use keywords.	
11/10/2023 Wednesday	**Maths**: Write a short paragraph explaining the difference between **continuous data** and **discrete data**. Include definitions and examples. Create a spider diagram for **continuous data,** with at least 5 examples of qualitative data branching off. Create a spider diagram for **discrete data**, with at least 5 examples of quantitative data branching off.	
	Computing: What is a **list** in Python? Can you write a line of code where you are making a list called 'colours'. What is a **Procedure** in Python? Can you write some code when you are creating a procedure called 'books' and calling it to print names of some book titles you know.	
12/10/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Glaciation **Section B: Glacial landforms-** Draw a fully annotated (labelled) diagram to show how a corrie is formed.	
13/10/2023 Friday	**Science**: **Heating** (Section B): Draw and label the changes of state diagram and explain what it represents. **Chemistry**-complete the Seneca task.	
	History: **Section 1 : Key Vocabulary** Pick three words from tier 3 and create a sentence using each of them. Pick three words from tier 2 and create a sentence using each of them. E.g. Adolf Hitler when he became Chancellor began to militarise Germany so he could expand the Third Reich. **CHECK:** Correct any spelling errors in the key terms used.	

Year 9 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
16/10/2023 Monday	**English**: **The Crossing -Section 2:** Research The Windrush Scandal. Do these events surprise you or not? Explain your thoughts in your KO book.	
	Art: Learn the 7 formal elements and their definitions. Draw an example of each.	
17/10/2023 Tuesday	**Music:** Using the grey box '**Concepts you have seen before**' – explain the **meaning** of each of the 5 terms e.g. Chord sequence is….	
	Drama: Referring to **scene 2** from **DNA** and using the keywords in **Section B** write a detailed paragraph about how you would use **Physical skills** to play **Phil i**n this scene, you should use quotes and or stage directions from the scene to justify your choices.	
18/10/2023 Wednesday	**Maths**: Summarise all the different ways to present data i.e. bar charts, pie charts etc. Explain how these are created and what key features you must include when drawing them. What are the pro's and con's of each type of data display? Use your KO for some examples but also refer to sprax for different data displays.	
	DT: Using **Sections B and A** make flash cards on the types of levers and linkages. **Food:** For each of the tier 3 vocabulary, use read, cover, write then explain how these link to food hygiene and safety.	
19/10/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Put the verb 'JUGAR' (to play) into the past, present and future tense in the 'I' form. Use your EATTACO to help you. Now write a short paragraph about what you eat and drink, using time phrases and all three of these tenses. Try to link ideas with connectives.	
20/10/2023 Friday	**Science**: **Cell Biology** (Section B): Study the diagram 'Moving substances'. Write a definition and draw a diagram for diffusion, osmosis and active transport. **Physics**-complete the Seneca task.	
	Computing: Draw out all the different comparison and logical operators in section B. Use the look, cover, write, check method to test your understanding of the different symbols. A parent or carer could further be used to test your knowledge. Be sure to clearly mark your work and add up how many you got out of the total.	

Year 9 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
06/11/2023 Monday	**English**: **The Crossing -Tier 3 Vocabulary**: Go back to the vocabulary you learned at the beginning of this unit. Try to include each word in a sentence linked to your learning so far.	
	History: **Section 3: Chronology** Use the timeline to test yourself on the sequence of dates from June 1942 to 1945. Create flash cards of each event. On one side write the date and on the other the event. **CHECK:** Test yourself on the dates—how many did you remember? Make a note in your books and attach the flashcards.	
07/11/2023 Tuesday	**RE**: Key vocabulary (section A) Task 1: Learn five key words from the vocabulary section (A) using the look, cover, write and check method. Task 2: Now choose three of these key words and put them into a sentence to demonstrate your understanding. Draw an image to represent its meaning.	
	PE: Think of the rules for either a team Sport OR Individual Sport. List 15 Rules and their outcome. E.g. - If a batsman in cricket hits the ball over the boundary this is classed as a '6'. The Team (and individual) is awarded 6 runs and the same batsman will face the next ball.	
08/11/2023 Wednesday	**Maths**: . **Task 1.** Make a flash card for each of the "concepts seen before". These could be definitions or examples of the concept. **Task 2.** For each of the following words use it in a sentence (or a maths questions) and draw a representation of it with labels to explain what you have drawn. Remember to use a pencil and ruler when drawing for accuracy. ***Axis, Gradient, Y-intercept, Mid-point.***	
	Computing: Add to your previous flashcards the definitions and words for the tier two vocabulary. Learn these terms throughout the week.	
09/11/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green ⍰ THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Glaciation **Section B: Glacial landforms-** Draw a diagram to show how a drumlin is formed.	
10/11/2023 Friday	**Science**: **Atomic Structure** (Section B): Research the following people and write down their contributions to the periodic table as a timeline John Newlands, ohann Dobereiner, Add Dimitri Mendeleevs contributions to your timeline and write a short explanation of why Mendeleev's periodic table is still used today. **Biology**-complete the Seneca task.	
	Art: : In full sentences, and with reference to examples, explain the differences between: 1. Scale and Texture 2. Materials and Techniques 3. Complementary colours and Harmonious Colours 4. A Shade and a Tint	

Year 9 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
13/11/2023 Monday	**English**: **War Poetry** Learn the Vocabulary in Section 1 by using cover/write/check. Keep repeating this until you are confident with all of these words. The look at the recap words in Section 3-for any words you are unsure of use the internet to research the definitions.	
	Art: Learn the correct spelling and definition of 'monochromatic' Find an example of an artist's work that has a monochromatic colour scheme.	
14/11/2023 Tuesday	**Music:** Please review a recent performance using the ensemble checklist and write a paragraph evaluating your performance	
	Drama: Referring to **scene 2** from **DNA** and using the keywords in **Section B** write a detailed paragraph about how you would use **Vocal skills** to play **Leah** in this scene, you should use quotes and or stage directions from the scene to justify your choices.	
15/11/2023 Wednesday	**Maths**: **Task 1.** Draw three examples of a straight line with a positive gradient and three more examples of a straight line with a negative gradient. Write a sentence or paragraph explaining how you can tell the different between a positive and negative gradient. **Task 2.** Draw a set of axes from 5 to –5. Draw the lines y = 5, y = -2, x = 3, x = -1 and y = x all on the same axes. Name the shape created inside these lines. On a separate set of axes, using straight lines, create a square, write down the equations of your 4 lines that have created this square.	
	DT: Find two different fonts (from magazines, packaging or the computer and write a review on each one based on the information on typography in **Section B**. Don't forget to write a conclusion justifying your opinions. **Food**: Learn the information in section 2 using read, cover, write and check.	
16/11/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: Section 2 – Grammar – How to identify masculine and feminine nouns in Spanish. Write out the masculine and feminine noun endings table. Find some examples of these in Spanish! You could use BBC bitesize to help you. Just type in this to Google: 'How to use genders and articles in Spanish BBC Bitesize'. It has examples and a video to watch!	
17/11/2024 Friday	**Science**: **Heating** (Section A): Write a sentence for each of the Tier 2 keywords. **Chemistry**-complete the Seneca task.	
	Computing: Create a flow chart based on how you would make your favourite food. E.g. It could be baking a cake or making a pizza. **Computer science:** **Describe** the process of how sound is converted from an analogue sound format to a digital format using sampling? **Draw** a line graph to show how sound sampling works. Name **one advantage** of increasing the sample rate Name **one disadvantage** of increasing the sample rate	

Year 9 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/carers once complete
20/11/2023 Monday	**English**: **Media Literacy Tier 3 Vocabulary:** make flashcards for the first 6 words. Put the word on one side and the definition on the other. Test your self. Put those you get correct in one pile and those incorrect in another. Retest yourself until all are in the 'correct' pile.	
	History: **Section 3: Chronology** Use the timeline to test yourself on the sequence of dates from 1945 to 1957. Create flash cards of each event. On one side write the date and on the other the event. **CHECK:** Test yourself on the dates—how many did you remember? Make a note in your books and attach the flashcards.	
21/11/2023 Tuesday	**RE**: Create a mindmap showing the key humanists' beliefs. Add images to symbols each of the beliefs	
	PE: Think of your favourite sport. Can you now create 3 additional rules that would improve the sport in any way. Use detail to justify your ideas.	
22/11/2023 Wednesday	**Maths**: **Task 1**. For each of the following words use it in a sentence (or a maths questions) and draw a representation of it with labels to explain what you have drawn. Remember to use a pencil and ruler when drawing for accuracy. **Horizontal, Vertical, Slope, Intersection, Function.** **Task 2.** Draw a set of axes from 5 to –5. On your axes draw the line **y = 2x +1**. Write an explanation of how you drew a gradient of 2 and a y-intercept of 1. Write the equation of 2 lines that are parallel to **y = 2x +1** and explain how you know they are parallel from the equation and the graph.	
	Computing: Use the examples of syntax in section C to write down 8 rules for coding in Python. For instance, you can learn from **if name=="bob":** that selection statements require a colon at the end of the line.	
23/11/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Glaciation **Section C: Alps conflict case study – create a table to show costs and benefits of development in the Alps.**	
24/12/2023 Friday	**Science**: **Cell Biology** (Section C): Copy out the diagrams of the animal cell, plant cell and prokaryotic cell. Learn the parts of each cell and how to label them **Physics**-complete the Seneca task.	
	Art:Write a summary of your learning for this term using all of the Tier 2 and 3 words in as short a paragraph as possible – ensure your sentences make sense. Review your work, and underline each use of a tier 2/3 word in pen/highlighter	

Year 9 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
27/11/2023 Monday	**English**: **War Poetry Section 4:** Learn the key concepts which are highlighted and create a Frayer diagram for the four that you think are the most important for this unit.	
	Art: Describe some of the differences you might experience when painting with water colour or acrylic paints.	
28/11/2023 Tuesday	**Music:** Listen to a popular piece of music of your choice and write a paragraph explaining what you would need to do to change the genre, For example – Hip hop – changing to Reggae. Rock and Roll to Synth Pop	
	Drama: You are going to play **John Tate**. He attempts to show his authority in the extract from page 14 **LOU** "He's Dead" to the bottom of page 17. As a **performer**, give **three** suggestions of how you would use **Performance skills** to show his authority in this extract. You must provide a reason for each suggestion	
29/11/2023 Wednesday	**Maths**: **Task 1.** Look back at the key terms in section A: ***Domain of a function, Range of a function.*** What is a function? What is the difference between the 'domain' and 'range' of a function? **Task 2 (Foundation).** Draw a set of axes from 5 to –5. On your axes draw two parallel lines and label them showing the equation of each line. Write a sentence explaining how you can tell they are parallel. **Task 2 (Higher).** Find the gradient of the line going through (6,9) and (10,1). Find the equation of the line through these points. Give a possible equation of a line that is perpendicular to this line.	
	DT: Use **Section B and C** to design your own font using all the relevent construction lines and then label all the features like the diagram in **Section C.** **Food**: Learn the information in section 3. test your knowledge on last weeks content by linking the nutrient, the function in the body and the food sources.	
30/11/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: **Tier 1 Questions:** Write out the first three questions from the Tier 1 questions section and answer them in full sentences in Spanish (**¿Llevas una dieta sana? ¿A qué hora te levantas? ¿A qué hora desayunas?)**. Try to develop your answer in as much detail as possible. Use time expressions, connectives, opinions and reasons to develop your sentences.	
01/12/2023 Friday	**Science**: **Atomic Structure** (All Sections):)Write 10 questions (with answers) to test a friend on this topic. **Biology**-complete the Seneca task.	
	Computing: Name all of the flowchart symbols and what they mean. Can you create a flowchart on how to build a snowman. **Computer Science:** Create flashcards of all the tier 3 vocabulary. Can you memorize the definitions of all the tier 3 vocabulary.	

Year 9 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
04/12/2023 Monday	**English**: **War Poetry Section 2**: Read through the information on each poet. Choose a poet in the list and find a poem written by one of them (not one you may have already studied) and summarise the main ideas within it.	
	History: **Section 2 Important Ideas.** Read the information on Capitalism and Communism. Summarise each one in no more than 20 words. **CHECK:** Now read through the information again, correct any errors including spelling and add any information you missed the first time.	
05/12/2023 Tuesday	**RE**: section c: Read the information on Utilitarianism. Now summarise the theory of utilitarianism in no more than 20 words.	
	PE: Create 12 Questions for your classmates about the rules and regulations of one Sport. Don't forget to include the answers!!	
06/12/2023 Wednesday	**Maths**: **Task 1.** Write out two full worked examples of **how to find the gradient of a line** given these pairs of coordinates. A) (3, 5) & (7, 13) and B) (5, 10) & (11, 7) **Task 2.** Create a table of values for the equation **y = 3x—2**. Annotate your table of values to show how you can tell the gradient is 3 and the y-intercept is –2	
	Computing: Create a Frayer diagram for the definition of Algorithm found in your knowledge organiser. Include the following: Definition, characteristics, examples and non-examples.	
07/12/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Urbanisation **Section A: Key vocabulary** Create a Frayer diagram for each of the tier 3 words.	
08/12/2023 Friday	**Science**: **Atomic Structure** (Section C): Draw out a diagram for distillation. Research why the condenser is important and write an explanation of how the process of distillation works. **Biology-**complete the Seneca task.	
	Art: Research the Artist 'Mondrian' and explain which of the formal elements he uses in his work.	

Date	Subjects and Tasks	Signed by parents/ carers once complete
11/12/2023 Monday	**English**: **Media Literacy Tier 3 Vocabulary:** Make flashcards for the last 5 words. Quiz yourself on all 11 words in this section and then try to include as many of these words as you can in your next lesson!	
	Art: In your knowledge organiser you can see an example of a monochromatic colour scheme using tints, tones and shades of cadium red. Create a monochromatic colour scheme using a colour of your choice, You can use paints or colour pencils for this.	
12/12/2023 Tuesday	**Music:** Research how you can get a career in Music Technology. What jobs/careers can you find that will allow you to use music technology skills? What qualifications do you need? What salaries can you earn? (Use Unifrog to help)	
	Drama: Taking inspiration from **Section C**, create a detailed diagram showing your own ideas for **staging**, **set** and **costume** for **DNA**. You must use colour and annotate this, explaining why you have made those choices.	
13/12/2023 Wednesday	**Maths:** Complete sparx clip number U933 on "midpoints of lines". Copy out the question and show full working out in your KO book	
	DT: Use all sections to write yourself 10 questions on the project and then try to answer them without looking at the KO. **Food**: Try to connect/ link each of the Tier 3 words together. You could write a paragraph to include all of the keywords. eg; Nutrients can be micro-nutrient or macro-nutrient. Macronutrients are protein…	
14/12/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Spanish: **Tier 1 Questions:** Write out the last three questions from the Tier 1 questions section and answer them in full sentences in Spanish (**¿Qué comes? ¿Qué bebes? ¿Qué deportes practicas?)**. Try to develop your answer in as much detail as possible. Use time expressions, connectives, opinions and reasons to develop your sentences.	
15/12/2023 Friday	**Science**: **Heating** (Section C): Research the method for the Density Practical. KS4 Physics Bitesize or your revision guide may help. **Chemistry**-complete the Seneca task.	
	Computing: Write a program that creates a list of subjects. Then create a variable to hold the subject that is in the first position of the list. Then print the name of the subject in the first position of the list. **Computer Science:** 1. What is **Lossy** compression? 2. What is **Lossless** compression? 3. Create and complete this table below giving **TWO** advantages and **TWO** disadvantages of Lossy vs Lossless compression. 4. Research and name **one** **L**ossy file type a **one** Lossless file type.	

Year 9 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/carers once complete
18/12/2023 Monday	**English**: **Media Literacy Section 2 Key Facts:** Create a poster that explains the Media Theoretical framework: Audiences, Industries, Language and Representation. Your poster should be as detailed as possible and should explain how some of the texts you have studied so far link to these ideas.	
	History: **Section 1 Key Vocabulary.** Pick three tier 2 terms. For each one write three synonyms and three antonyms. E.g. Blitz**:** *Synonyms* —> attack, bomb, blitzkrieg *Antonyms*—> defend, peace, shield **CHECK:** Have you used the synonyms and antonyms correctly? Add any that you could not think of and correct spelling.	
19/12/2023 Tuesday	**RE**: Create a multiple-choice quiz consisting at least five questions from Autumn 1 and five questions from Autumn 2 KO pages. Leave the quiz for a few days then test yourself to see how many questions you can get right.	
	PE: RESEARCH – What qualifications do you need to become a referee. Research National Governing Bodies such as the FA.com to help you. List down your findings.	
20/12/2023 Wednesday	**Maths**: Complete sparx clip number U172 on "Interpreting pie charts". Copy out the question and show full working out in your KO book	
	Computing: Write a program that creates a list of subjects. Then create a variable to hold the subject that is in the first position of the list. Then print the name of the subject in the first position of the list.	
21/12/2023 Thursday	**Bedrock:** Complete Bedrock activities until you earn 20 points = a green THEN write down two words you have been learning and a short definition OR synonym.	
	Geography: Urbanisation **Section A: key vocabulary** - Create flashcards for the tier 2 vocabulary.	
22/12/2023 Friday	**Science**: **Cell Biology** (Section C): Using the information provided for 'Calculating surface area: volume ratio', calculate the **surface area, volume and then surface area to volume ratio** for: 1.A cube with sides 2cm long 2.A cube with sides 5cm long **Physics**-complete the Seneca task.	

Reading Log

Use this reading log to record the books you read, how long you have spent reading, plus Bedrock lessons.

Week starting	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Total no. of minutes read	Bedrock lesson complete?	Parent/Carer Signature
04/09/2023										
11/09/2023										
18/09/2023										
25/09/2023										
02/10/2023										
09/10/2023										
16/10/2023										
06/11/2023										
13/11/2023										
20/11/2023										
27/11/2023										
04/12/2023										
11/12/2023										
18/12/2023										

'The more that you read, the more things you will know.
The more that you learn, the more places you'll go.'

Username:	Password:

Bedrock

Don't forget the drip feed! **24 hour block** between lessons

Use this page to note down what days you have your Library lesson and what days you can access Bedrock without being locked out by the 24 hour drip feed...

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday morning Bedrock reports sent to your English teacher(s) to check your progress

Add to the grid when you have your Library lesson

Shade with a pencil the days you can't do Bedrock due to the 24 hour block

Highlight/colour the days you can complete your Bedrock

Remember that the weekly minimum is:

1 x Bedrock Lesson (ideally during library lesson)

1 x Bedrock homework

= 2 per week

Aim to get everything done in plenty of time to grow your brain and get plenty of prizes for your progress :)

The Periodic Table of Elements

1	2											3	4	5	6	7	0
							1 **H** hydrogen 1										4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4											11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Nh** nihonium 113	[289] **Fl** flerovium 114	[289] **Mc** moscovium 115	[293] **Lv** livermorium 116	[294] **Ts** tennessine 117	[294] **Og** oganesson 118

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

English—Year 9 The Crossing

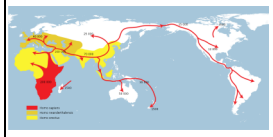
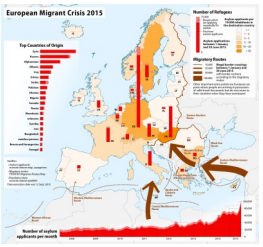
Bluecoat Wollaton
believe in yourself, in others, in God

Section 1: Key vocabulary

Tier 2 Vocab	Definition
Sanctuary (n)	A place in which you feel safe from harm.
Corruption (n)	When people in power act dishonestly, often to make money.
Disenfranchised (adj)	Someone who has had their rights and freedom taken away .
Salvation (n)	The state of being protected or saved from harm.
Jingoism (n)	Extreme support of your country, including thinking your country is superior and supporting aggressive, warlike efforts against others not of your country.
Xenophobia (n)	Dislike or prejudice of those from other countries.
Humanitarian (adj)	Looking after human welfare, improving people's lives and preventing suffering.
Altruism (n)	The selfless concern for the welfare of others, often above yourself.
Diaspora (n)	The spread of people across the world away from their original homeland
Tier 3 Vocab	**Definition**
Didactic (adj)	Something that teaches a message.
Allegorical (adj)	Something that represents or is symbolic of something else
Motif (n)	A repeated image or an idea throughout a text with a deeper meaning
Microcosm (n)	A miniature version of the wider world
Foil (n)	A character that contrasts with another character
Recap:	
Narrative:	Cyclical structure, dual narrative, Freytag's pyramid, first person narration
Character:	Protagonist, antagonist, constructs
Verse form:	White space, end stopped line, enjambment, caesura, stanza

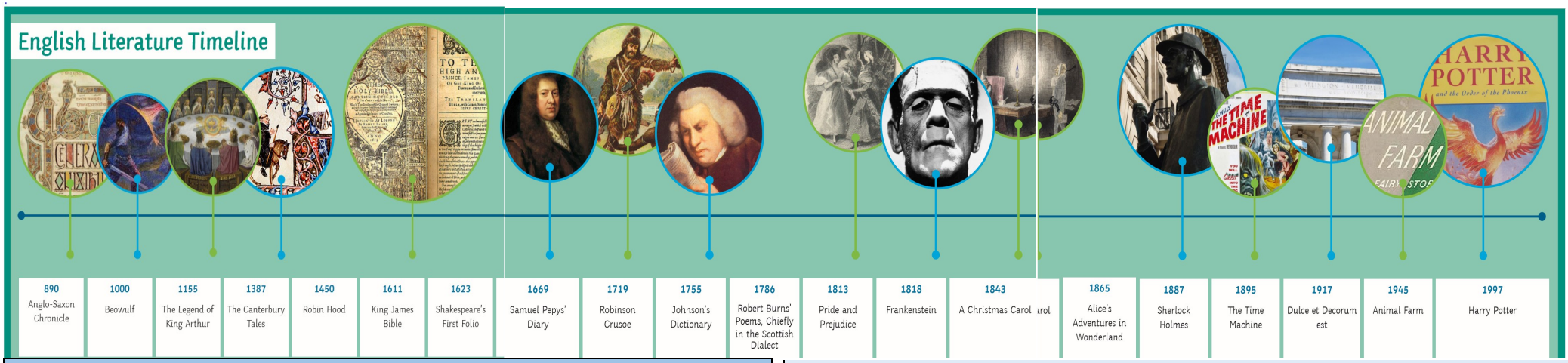
Section 2: Key Context

How do stories reflect the world around us?

Out of Africa		Human have always migrated. Scientists believe the first human migration out of Africa was about 2 million years ago.
World War 2 Migration	 	The end of WW2 meant the largest population movements in European history. Looking after millions of refugees in post-war countries that were already preoccupied with the suffering of their own citizens was difficult. Britain also encouraged migration from commonwealth countries. This started with The Windrush from Jamaica in 1948.
2015 European Migrant Crisis		Although often known as the 'Syrian Refugee Crisis', wars and human rights abuses caused millions of people from the Middle East, Asia and Africa to cross from Turkey into Greece and into Europe to find safety and security.
Eritrea		Eritrea is a diverse country in Africa with 9 different recognised ethnic groups. Eritrea has had a troubled history, being colonised by Italy, then Britain, then Ethiopia, which ended in a long and brutal war for independence. Due to the state of human rights in the country, hundreds of thousands of Eritreans have sought refuge in Ethiopia and Europe.

Section 3: Characters as constructs

Fazel		**Represents** the treatment of refugees in Britain. *'The boy who never makes eye contact.'*
Hamid		**Symbolises** the hope of salvation. "Hamid and I can't believe our ears It sounds like a **Utopia** Would we ever make it to this **Promised Land."**
Sammy		**Depicts** the adversity, struggle and hope of the journey to freedom. 'This is the start of our journey. Eritrea to the UK. Over five-thousand kilometres to paradise.'
Tesfay		**Exemplifies** the loss of hope and the memory of those who never made it. 'Tesfay the footballer the joker the son my heart my friend my brother if you knew him like I did, like he was, you'd love him.' 'He was the brave one. He deserved to live."
Natalie		Illustrates the importance of selflessness and kindness. 'it's like I know him…it's as if there's a connection'
Ryan		**Epitomises** the radicalisation of vulnerable young people. 'I don't need either of you. I'm moving out. Danny says I can stay with him…'
Mel		**Highlights** the importance of being an upstander. 'Silence is being complicit.'



Section 4: Key Context & Literary Heritage

	**Ancient Myths** have helped to form the basis of much western literature and are frequently alluded to throughout the ages
	The **Elizabethan (**1558-1603) & **Jacobean** era was a very important era for theatre and poetry. Shakespeare is a key writer of tragedy and comedy as well as many sonnets
	**The Enlightenment** (around 1685-1815) built upon the science of the previous Renaissance period. Emphasis was placed on reason, logic & science in writing and philosophy.
	**The Romantic era** (around 1780—1850) was a movement against the logic of the Enlightenment and also a warning against the growing industrialisation of Britain. Romanticism emphasised the intense and often irrational emotions of the individual, and celebrated the natural world.
	**The British Empire** began in the 16th century, but the Industrial Revolution of the 19th century saw it expand massively as resources were exploited and used to build Britain's wealth. Many writers including Kipling are influenced by colonialism
	**WW1** (1914-18) brought seismic changes to society and this was reflected in literature with the formation of Modernist writing. This was a break from traditions that had come before, seeking a new way to express the horror and grief of the war. **WW2** (1939-45) sparked a wave of dystopian/ political novels in the wake of fascism across Europe. It also brought the rise of the postmodern movement.
	**Dystopian Fiction** was and is a seminal movement ushered in by the world wars in the early 20th century. It warns against totalitarianism and certain political ideologies.
	**Post-war and post-modern literature** is a far-reaching genre, which encompasses allusions to previous literary movements , writing from different cultures as well as reviewing past events with feminist or post-colonial viewpoints. It looks back over, critiques and adapts all of the contexts and ideas from literary history seen in this timeline.

Section 5: Key Concepts

IDENTITY Our sense of ourselves – what makes us 'us'.	**MORALITY** The sense of what is right and what is wrong.	**ADVERSITY** A difficult or unpleasant situation that has to be overcome.
PREJUDICE When we make judgements that are unfair, based on wrong assumptions about people	**OPPRESSION** When power is abused in order to limit a person's freedom and rights.	**LOSS** Losing someone or something. This could mean grief of losing a loved one, or it could be losing something important to you.
POWER The ability to direct or influence people's behaviours, or to make decisions that are significant and important. It can be used well or it can be abused.	**LOVE** An intense feeling of deep affection. It is a concept that thousands of writers have tried to explore and write about and is a shared human experience .	**HOPE** A feeling of expectation of desire for something to happen in the future. Hope can be an incredibly powerful force even in the face of adversity.

Section 6: Previous and Future Learning

Previous important learning	
Poetry (Y7 and 8)	Literature reflecting the anxieties of society, poetic form
The Tempest(Y7)	Impact of colonialism and migration
Myth (Y7), The Jungle Book (Y8)	Literature reflecting political and socio-economic concerns of society, narrative form
Future important learning	
Postmodern(Y10)	Literature reflecting a changing society
Big Issues (Y10)	How do people in society share their voices?
Paper 1 (Y11)	Reading and understanding writers' intentions

English—War Poetry

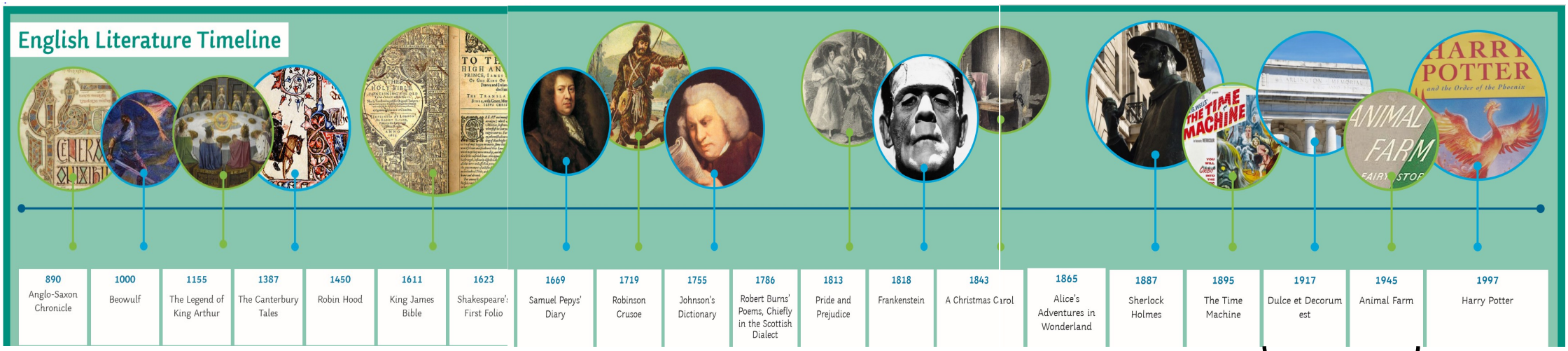
Bluecoat Wollaton
believe in yourself, in others, in God

Section 1: Key vocabulary	
Tier 3 Vocabulary	**Definition**
Imperative	A command.
Semantic field	A set of words which can be grouped together because they are related in terms of their meaning or mood.
Colloquialism	A word or phrase that is not formal or literary and is used in ordinary or familiar conversation.
Caesura	An audible pause internal to a line, usually in the middle.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Tier 2 Vocabulary	**Definition**
Disillusionment	Destruction of ideals or false ideas.
Patriotic	Having or expressing devotion to and vigorous support for one's country.
Desensitised	To make (someone) less likely to feel shock or distress at scenes of cruelty or suffering by overexposure to such images.
Perspective	Point of view; a particular attitude towards or way of thinking about something.
Ardent	Enthusiastic, keen or eager.
Fatigue	Tiredness which makes a person feel weak and exhausted.
Futility	Pointlessness/ uselessness.

Section 2: Key Facts	
Jessie Pope	A British poet, writer and journalist, who remains best known for her patriotic motivational poems published during World War One.
Rupert Brooke	An English poet known for his idealistic war sonnets written during the First World War, especially "The Soldier".
John McCrae	Although the association between fields of poppies and commemorating the war dead predates the First World War, the war-poppies connection was certainly popularised by WWI and in particular by his poem, 'In Flanders Fields'.
Wilfred Owen	An English poet and soldier. His poetry on the horrors of trenches and gas warfare, heavily influenced by his mentor Siegfried Sassoon, stood in stark contrast both to the public perception of war at the time and to the confidently patriotic verse written by earlier war poets such as Rupert Brooke.
Siegfried Sassoon	He is best remembered for his angry and compassionate poems about World War I, which brought him public and critical acclaim. Sassoon wrote of the horror and brutality of trench warfare and mocked generals, politicians, and churchmen for their incompetence and blind support of the war.
World War One	The sheer scale, horror and futility of World War One spurred on already gifted and talented writers who had answered their nation's call to arms. The overall belief was that World War One would be over by Christmas 1914. Their naïve outlook was quickly shattered as they arrived at the frontline and experienced trench warfare.
World War Two	The outbreak of war in 1939, as in 1914, brought to an end an era of great intellectual and creative energy. With a shortage of paper, poems became favoured by writers and as it was convenient for men at war. Often poets searched for moral and religious significance in the midst of destruction and strove to counter the spirit of nationalism inevitably present in a nation at war.

Section 3: Review	
Review	
Simile	Personification
Metaphor	Sonnet
Octave	Sestet
Quatrain	Onomatopoeia
Volta	Enjambment
Alliteration	Emotive language
Conveys	Suggests
Implies	Illustrates
Depicts	Demonstrates

Section 4: Key Concepts	
The concepts highlighted are focused on in this unit.	
AMBITION	BELONGING
IDENTITY	ANTITHESIS
INEVITABILITY	GENDER
HIERARCHY	LOVE
OPPRESSION	HOPE
PREJUDICE	REVOLUTION
DECEPTION	LOSS
CONFLICT	PERCEPTION
POWER	ADVERSITY
REDEMPTION	HUBRIS
LOYALTY	EXPLOITATION
MORALITY	ALLUSION



Section 4: Key Concepts

The concepts below are focused on in this unit.

CONFLICT A fight or battle between two sides. This can be a literal fight (the conflict in Syria) or it could be an internal conflict – where we face a dilemma or crisis and need to make a decision. Sometimes this could be an ethical conflict – what is the best thing to do between two difficult choices?	POWER The ability to direct or influence people's behaviours, or to make decisions that are significant and important. It can be used well or it can be abused.
EXPLOITATION Treating someone unfairly and manipulating them in order to gain something for yourself.	ADVERSITY A difficult or unpleasant situation that has to be overcome. In many stories, protagonists (key characters) must face adversity in order to develop and grow.

Significant Poets: Jessie Pope, Rupert Brooke, John McCrae, Wilfred Owen, Siegfried Sassoon

How do these writers reflect how the tone of literature shifted throughout the years of WW1 and WW2?

How does perspective and purpose influence poetry?

Section 5: Previous and Future Learning

Previous important learning	
Poetry (Y7)	Language, form and structure.
Art of Rhetoric (Y8)	How different forms of writing can include similar elements and techniques.
Enlightenment and Romanticism (Y8)	How literary movements and historical events influence poetry.
Future important learning	
AIC (Y9)	Literature reflecting political and socio-economic concerns of society
Post-war/postmodern	Literature reflecting a changing society
Expressing voice (Y10)	How do people in society share their voices?
Time and Place Poetry (Y10)	How poetry is influenced by its context.
Paper 1 (Y11)	Reading and understanding writers' intentions

English Autumn Term—Media Literacy

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Section 1: Key Vocabulary

Tier 3 vocab	Definition
Denotation	The literal meaning of an image
Connotation	Our associations that we have with an image *e.g. elephants are wise*
Symbol	One thing that represents something else *e.g. a no entry sign is a symbol for stop*
Anchorage	The text (copy) that explains (anchors) an image and its meaning.
Binary opposition	contrast between two ideas or concepts. The contrast causes conflict that drives the narrative.
Censorship:	The controls and regulations that exist about media content.
Conventions:	The widely recognised and typical way of doing things in a particular genre or media form.
Countertype:	A positive stereotype that reinforces the positive qualities of a person/type of person.
Diegetic sound	Actual sound from the world of the film, whether on or off screen.
Enigma	A question that is not immediately answered which draws the audience into a text.
Intertextuality:	Often media texts make references to other texts and popular culture to interest and engage the audience.
Tier 2 vocab	**Definition**
Controversy	A discussion or big argument
Innovation	The process of creating a new idea/product
Cultivate	To develop/improve something
Provoke	Deliberately trying to make someone feel something
Consequence	A result or effect of something
Legislation	Laws/ rules that must be follows
Commentary	An explanation/ opinion of an events as it happens
Catastrophe	an event causing great and usually sudden damage or suffering; a disaster
Narrative	a spoken or written account of connected events; a story.
Barrage	A lot of something happening quickly– lots of questions in a row

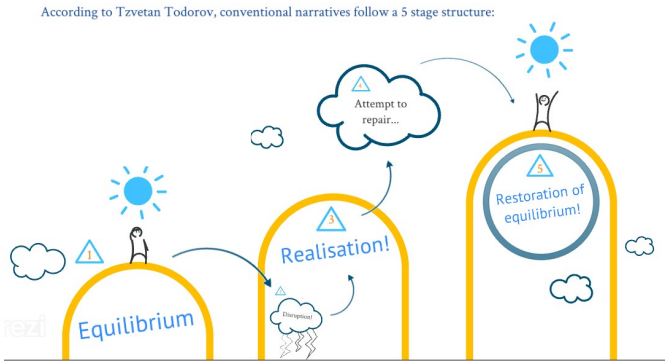
Section 2: Key Facts

The theoretical framework

Questions:	Answers:
What is 'Media Language?	Media Language means the way in which a text is constructed to create meaning for a reader or viewer of the text . Narrative is the way that a story is organised – how it is told. Therefore, when analysing a narrative we analyse the construction of the story i.e. the way it has been put together, not the story itself. Narrative includes Todorov's Narrative theory, Propp's character types and Strauss's binary opposition theoru.
What are 'Media Audiences'?	We discuss whether we believe an audience is **passive or active.** **Hypodermic needle theory:** this suggests audiences are passive and simply injected with knowledge. **Two Step Flow:** suggests there are opinion leaders (like celebrities) that make us respond to news in a certain way. **Reception theory:** this suggest we all react differently depending on many circumstances. **Uses and Gratifications:** this suggests that as audiences we are active and take what we want from the media.
What are ''Media Industries?	We discuss three types of companies: independent, public and conglomerate. There are different companies that regulate the media: Ofcom, BBFC and IPSO.
What is 'Media Representation'?	We will discuss whether media is seen as a 'window to the world' and simply represents what is happening or whether the media actually constructs reality. We will investigate 'news values' and 'agenda setting' and have a look and what makes it on to the news and why.

Section 3: Narrative theory

Todorov's Narrative Theory



Propp's character types

*The Hero – This is the main character whom the audience will recognise as the key person in the story. This character is usually a good, who we want to succeed.

*The Villain – This character is the opposite to the Hero and is often there to create the disruption (Todorov) in the story. This character is usually bad. This can sometimes be a situation rather than a character

*The False Hero – This character pretends to support the main character in the story, and generally the audience will know this. However, the main character does not (dramatic irony). Sometimes this character also turns out to be the main villain.

*The Helper – The main character usually has a companion who helps the main character, gives advice and supports them throughout their journey.

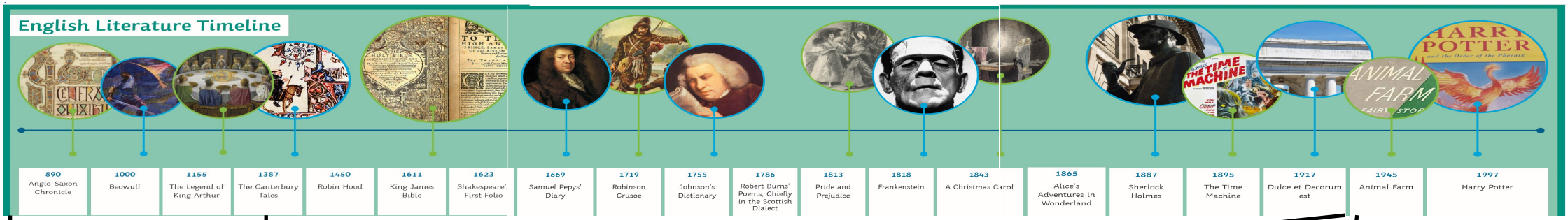
*The Donor – This character is similar to the role of the Helper. The character will give the main character something which helps him repair (Todorov) the problem in the story.

*The Princess – This character can be the reward for the Hero or the person whom the Hero and False Hero are in competition for. Just as with The Villain, this could also be a situation rather than an actual person.

Strauss's Binary Opposition:

opposition creates conflict which drives the

narrative forward



The *Acta Diurna* were Roman official notices (like a newspaper). The Acta were begun in 59 BC and continued until AD 222.

In 1606, the first weekly newspaper was published in Germany called 'Relation'.

The first radio broadcast was in 1920. A song recital by Dame Nellie Melba was broadcast to several countries. In 1922, the BBC was created and by the mid 20s most of the UK could listen to radio.

The first message sent via the internet was in 1969. The 'LOGIN' message only made it the first two letters!

Section 3 Cont: Key Context & Literary Heritage

	**Ancient Myths** have helped to form the basis of much western literature and are frequently alluded to throughout the ages
	The **Elizabethan (**1558-1603) & **Jacobean** era was a very important era for theatre and poetry. Shakespeare is a key writer of tragedy and comedy as well as many sonnets
	**The Enlightenment** (around 1685-1815) built upon the science of the previous Renaissance period. Emphasis was placed on reason, logic & science in writing and philosophy.
	**The Romantic era** (around 1780—1850) was a movement against the logic of the Enlightenment and also a warning against the growing industrialisation of Britain. Romanticism emphasised the intense and often irrational emotions of the individual, and celebrated the natural world.
	**The Gothic** Springing from Romanticism, the Gothic genre emerged with some of the first novels to be written. Looks at morality, sin and the supernatural, and as time went on it also explored psychological gothic horror. It is still a popular genre today.
	**The British Empire** began in the 16th century, but the Industrial Revolution of the 19th century saw it expand massively as resources were exploited and used to build Britain's wealth. Many writers including Kipling are influenced by colonialism
	**WW1** (1914-18) brought seismic changes to society and this was reflected in literature with the formation of Modernist writing. This was a break from traditions that had come before, seeking a new way to express the horror and grief of the war. **WW2** (1939-45) sparked a wave of dystopian/political novels in the wake of fascism across Europe. It also brought the rise of the postmodern movement.

Section 4: Key Concepts

The concepts below are focused on in this unit.

IDENTIY

Our sense of ourselves– what makes us 'us'. *Through User Generated Content audiences can now create their own identities and how they want to be seen.*

POWER

The ability to direct or influence people's behaviours, or to make decisions that are significant and important. It can be used well or it can be abused.

PREJUDICE

When we make judgements that are unfair, based on wrong assumptions about people. For example, someone might be prejudiced about someone else's race, sexuality or religion. Prejudice is often taught in societies – sometimes without us even realizing!

GENDER

The group (male or female) that we belong to or identify with. Often literature deals with social constructs and beliefs about perceived 'gender roles' through time.

PERCEPTION

How we see and understand something or someone. This can change a lot depending on our background and world view. *The media can affect of events and people are perceived.*

MORALITY

The sense of what is right and what is wrong. *Often this can become difficult work out with the media.*

Section 5: Previous and Future Learning

Previous important learning	
A Monster Calls (Y7)	How can you view different perspectives?
Art of Rhetoric (Y8)	The art of persuasion
American Lit (Y9)	Perception, stereotypes, representation

Future important learning	
Non-fiction political (Y9)	Non-fiction writing reflecting socio-political concerns
Big Issues (Y10)	Discussion of the big issues in society and where these come from
Expressing voice (Y10)	How are you actually able to share your voice and persuade others?

Mathematics Year 9 Autumn 1 Reasoning with Data

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Section A: Key vocabulary

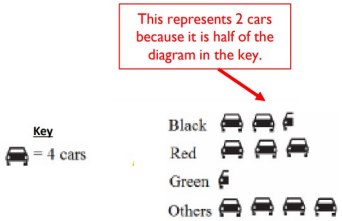
Tier 3 Vocabulary	Definition
Mean (n)	The value when the total data is shared equally between the number of pieces of data
Median (n)	Once ordered the middle value of a list of data
Mode (n)	The data value appearing the most (at the highest frequency)
Range (n)	The difference in value between the least and greatest data value. (Range is a spread not an average)
Pie Chart (n)	Data shown as a proportion of 360°
Pictogram (n)	Data shown by an image which represents as set quantity
Grouped frequency table (n)	A count of data within set ranges
Tier 2 Vocabulary	**Definition**
Frequency (n)	The amount of times something occurs
Proportion (n)	Amount compared to the whole
Angle (n)	A measure of turn
Statistics (n)	The collection, organisation, representation and analysis of data
Data (n)	Information
Quantitative Data(n)	Data in the form of numbers
Qualitative Data (n)	Data in the form of qualities
Discrete Data (n)	Data that can be counted or has set options. Example: Shoe size. Non-example: Height
Continuous Data (n)	Data that can be measured or has a infinite number of numerical values within a range. Example: Time taken to walk. Non-example: Number of pets

Concepts you have seen before: Fractions of amounts, proportion, pictograms, line graphs, Bar charts

Section 2: Key Facts and Processes

Pictogram

Pictograms are similar to bar charts, but the data is shown in pictures. A pictogram **must have a key** so that you know what a full image represents.
Looking at this diagram:
Black = 4 + 4 + 2 = 10 cars
Red = 4 + 4 + 4 = 12 cars
Green = 2 cars
Others = 4 + 4 + 4 + 4 = 16 cars



Averages from Frequency Tables

a) Find the mean of this data

Goals Scored (x)	Frequency (f)	fx
0	2	0 x 2 = 0
1	2	1 x 2 = 2
2	5	2 x 5 = 10
3	1	3 x 1 = 3
Total	10	15

Step 1: calculate the total frequency
Step 2: calculate $f \times x$
Step 4: calculate the mean

Mean = $\frac{Total\ fx}{Total\ f}$

$\frac{Total\ fx}{Total\ f} = \frac{15}{10} = 1.5$ goals

b) Find the mode

The mode is the one with the highest frequency

Highest frequency = 5 Mode = 2 goals

c) Find the median

Median value = $\frac{Total\ frequency + 1}{2}$

$\frac{11}{2} = 5.5th\ value$

add the frequency column until you reach the value in-between the 5th and 6th value

Median = 2 goals

d) Find the range

Highest number of goals = 3 Range = 3 – 0 = 3
Smallest number of goals = 0

Averages from Grouped Data

a) Estimate the mean of this data

Length (L cm)	Frequency (f)	Midpoint (x)	fx
$0 < L \leq 10$	10	5	10×5=50
$10 < L \leq 20$	15	15	15×15=225
$20 < L \leq 30$	23	25	23×25=575
$30 < L \leq 40$	7	35	7×35=245
Total	55		1095

Step 1: calculate the total frequency
Step 2: find the midpoint of each group
Step 3: calculate $f \times x$
Step 4: calculate the mean

Mean = $\frac{Total\ fx}{Total\ f}$ (Estimated)

$\frac{Total\ fx}{Total\ f} = \frac{1095}{55} = 19.9$cm

b) Identify the modal class from this data set

Modal Class is $20 < L \leq 30$

Modal class = the group that has the highest **frequency**

c) Identify the group in which the median would lie

Median value = $\frac{Total\ frequency + 1}{2}$

$\frac{56}{2} = 28th\ value$

add the frequency column until you reach the 28th value

Median is in the group $20 < x \leq 30$

Tip
For grouped data, the mean can only be an estimate as we do not know the exact values in each group..

Section 3: Support

Pie Charts

Pie charts represent **discrete data**. A circle is divided into sectors , where each sectors represents a data category. The size of each sectors matches its proportion of the total amount.

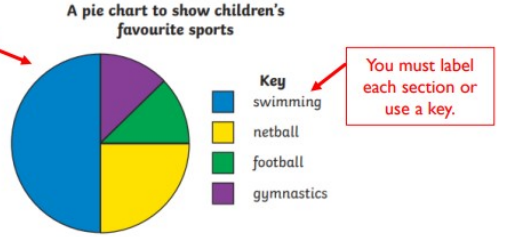
Sport	Frequency	Angle
Swimming	12	12 x 15 =180°
Netball	6	6 x 15 =90°
Football	3	3 x 15 =45°
Gymnastics	3	3 x 15 =45°

Total = 24

1. Find the total frequency.
2. Calculate one person by doing 360° ÷ frequency.
3. Multiply each frequency by this value to get the angle size for each section.

Each person: 360° ÷ 24 = 15°

You must use a protractor carefully to measure each section.



Access **Sparx Maths** for additional support:
w***ww.sparxmaths.com***
Select '**independent learning**' on the bottom left, then type in these codes.

Topic	Videos
Mode Median Mean Range	M841 M934 M940 M328
Collecting Data	M493 M945
Pictograms	M644
Bar Graphs	M738 M460
Frequency tables	M899 M441
Averages from Frequency Tables	M127
Averages from Grouped Frequency Tables	M287
Pie Charts	M574 M165
Presenting Data and Making Conclusions	M450

Foundation Maths — Further Coordinate Geometry — Autumn 2

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Equation (n.)	An algebraic statement where both sides are equal
Gradient (n.)	The measure of how steep a line is
Midpoint (n.)	The point exactly in the middle of a line or line segment
Coordinates (n.)	Two numbers used to indicate the position of a point e.g. (3,4)
Y-intercept (n.)	.Where a line crosses the y-axis
Domain of a function (n.)	The set of x values that are inputted to a given function
Range of a function (n.)	The set of y values that a given function can give
Function (n.)	A combination of rules that change an inputted number into another number
Tier 2 vocabulary	**Definition**
Straight line (n.)	A line with no bends or corners
Horizontal (n.)	Parallel to the horizon
Vertical (n.)	At right angles to the horizon
Slope (n.)	A line that is at an angle (not horizontal or vertical)
Intersection (n.)	Where two lines intersect (cross)

Concepts you have seen before: Equation, Coordinates, x/y Axis, Origin, Vertical and Horizontal lines, Parallel,, Substituting, Sequences, Solving Equations.

Section 2: Key Facts and Processes

Calculating Gradient

If you're given two points (x_1, y_1) and (x_2, y_2)

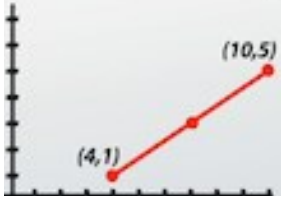
$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

Where **m** is the gradient, as in **y = mx + c**

This works because: $Gradient = \frac{\Delta y}{\Delta x} = \frac{change\ in\ y}{change\ in\ x}$

The midpoint formula

$$midpoint = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$$



$$= \left(\frac{4+10}{2}, \frac{1+5}{2}\right)$$

$$= (7, 3)$$

Equation of a straight line

The equation of straight lines are in the form: $y = mx + c$

m is the gradient, c is the y-intercept. For example $y = 6x - 2$ is a straight line with gradient 6, and y-intercept –2.

Table of values

x	-3	-2	-1	0	1	2	3
y= x +3	0	1	2	3	4	5	6

Coordinates:(-3,0)

The y-values and x-values can be compared using a table of values. These can be plotted on a graph to draw the straight line. Coordinates are in the form (x, y).

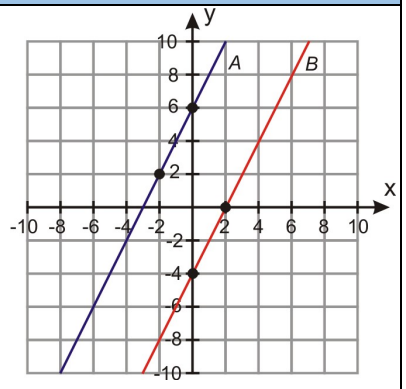
Section 3: Support

Parallel lines

Equations of straight lines can be compared.
For example, lines with the **same gradient are parallel.** Lines A and B both have a gradient of 2, so are parallel as shown.

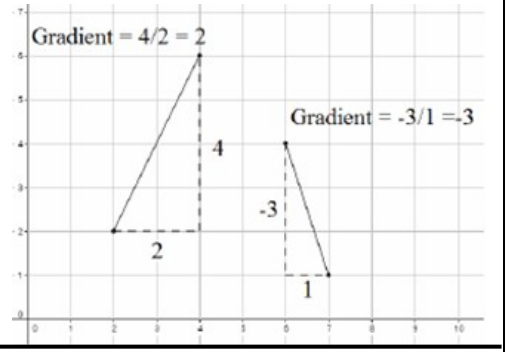
Line A y = **2**x + 6

Line B: y = **2**x - 4



Finding the gradient between two points

Draw in a right-angled triangle connecting the two coordinates.



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Select **Bluecoat Wollaton Academy** as your school.

Topic	Videos
Plotting straight line graphs	M932
Finding equations of straight lines	M544,M205
Equations of parallel lines	U377
Calculating midpoints	U933

Maths Further Coordinate Geometry Autumn 1

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Axis (n.)	The lines that form a graph
Gradient (n.)	The measure of how steep a line is
Midpoint (n.)	The point exactly in the middle of a line or line segment
Y-intercept (n.)	Where a line crosses the y-axis
Domain of a function (n.)	The set of x values that are inputted to a given function
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Concepts you have seen before:

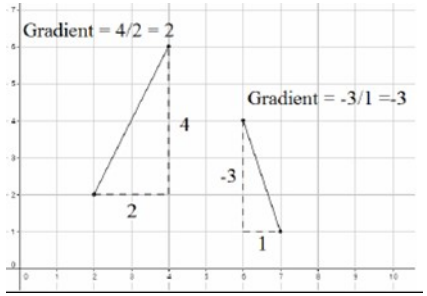
Equation, Coordinates, x/y Axis, Origin, Vertical and Horizontal lines, Parallel, Perpendicular, Substituting, Sequences, Solving Equations.

Section 2: Key Facts and Processes

Calculating Gradient

Find the gradient of these lines.

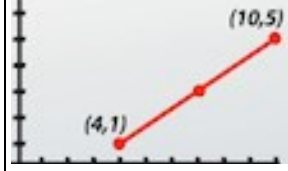
Draw in a right-angled triangle connecting the two coordinates.



$$Gradient = \frac{\Delta y}{\Delta x} = \frac{change\ in\ y}{change\ in\ x}$$

The midpoint formula

$$midpoint = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$$



$$= \left(\frac{4+10}{2}, \frac{1+5}{2}\right)$$

$$= (7, 3)$$

Equation of a straight line

The equation of straight lines are in the form: $y = mx + c$

m is the gradient, c is the y-intercept. For example y = 6x - 2 is a straight line with gradient 6, and y-intercept –2.

Table of values

x	-3	-2	-1	0	1	2	3
y= x +3	0	1	2	3	4	5	6

Coordinates:(-3,0)

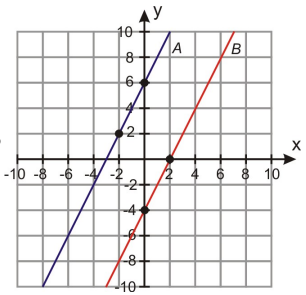
The y-values and x-values can be compared using a table of values. These can be plotted on a graph to draw the straight line. Coordinates are in the form (x, y).

Section 3: Support

Parallel and perpendicular lines

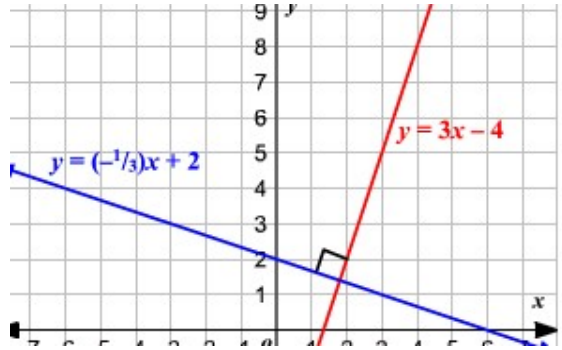
Equations of straight lines can be compared.

For example lines with the **same gradient are parallel.** Lines A and B both have a gradient of 2, so are parallel as shown on the grid.



Line A y = 2x + 6
Line B: y = 2x - 4

Perpendicular lines meet at 90°.Their gradients have a product of -1 e.g. -⅓ x 3 = -1



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Select **Bluecoat Wollaton Academy** as your school.

Topic	Videos
Plotting straight line graphs	M932
Finding equations of straight lines	M544,M205
Equations of parallel lines	U377
Equations of perpendicular lines	U898
Calculating midpoints	U933

Biology—Autumn Term—Cell Biology

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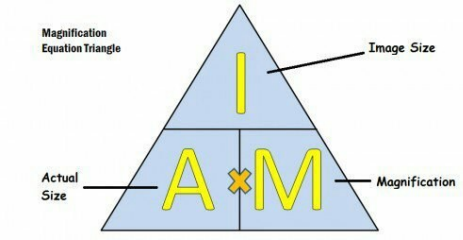
Section A: Key vocabulary

Tier 3 Vocab	Definition
Light microscope (n)	Equipment which uses light to make objects look bigger.
Electron microscope (n)	Equipment which uses electrons to make objects appear bigger.
Resolution (n)	Ability to distinguish between two points close together.
Magnification (n)	Making something appear bigger.
Eukaryote (n)	Organism, such as plant or animal, whose DNA is contained within a nucleus.
Prokaryote (n)	Single celled organism, e.g. bacteria, whose DNA is not in a nucleus.
Diffusion (n)	Movement of substance from area of high to low concentration.
Osmosis (n)	Movement of water from an area of high water concentration to low water concentration through a partially permeable membrane.
Active transport (n)	Movement of a substance from an area of low concentration to high concentration requiring energy.

Tier 2 Vocab	Definition
Relative (adj)	In proportion to something else.
Specialised (v)	Something with a particular function.
Rate (n)	The speed at which something moves or happens.
Dilute (adj)	Substance make thinner or weaker by having more water added to it.
Concentrated (adj)	Substance make thicker or stronger by having water removed from it.

Section B: Processes

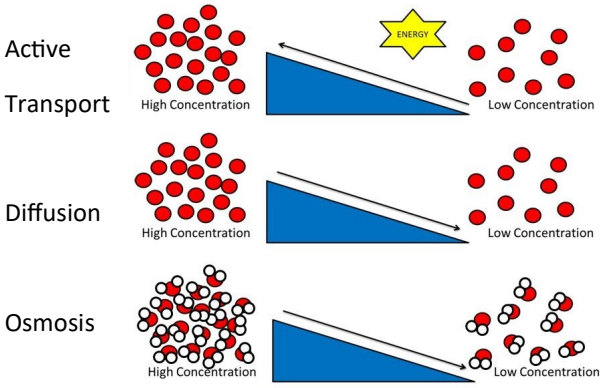
Magnification calculation



This equation triangle can be used to calculate the image size, actual size or magnification if the other two factors are known. You just need to cover up the one you need to find out. E.g. To calculate image size, cover up the I and you are left with A x M.

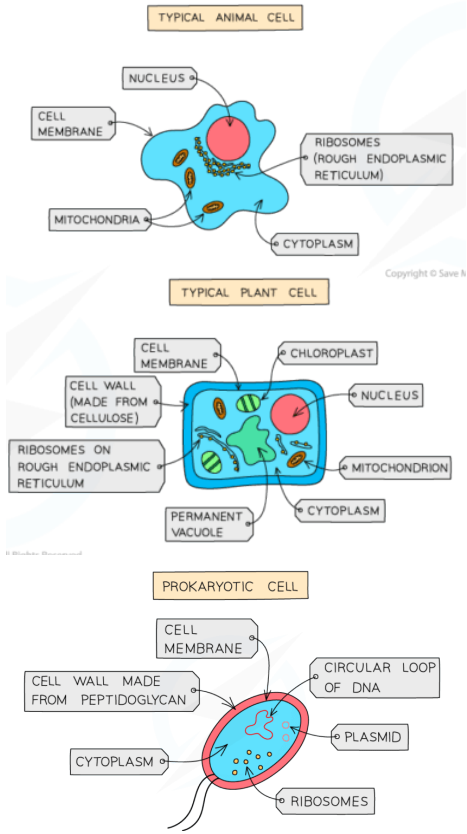
Moving substances

Substances can be moved from one area to another by any of the following methods:



Section C: Information

Eukaryotes and prokaryotes



Calculating Surface area: Volume ratio

Surface area = Length x height x number of sides.

Volume = Length x height x width.

SA:V = Surface area ÷ Volume

Concepts you have seen before:

Animal and Plant Cells

C1 Atomic Structure and the Periodic Table

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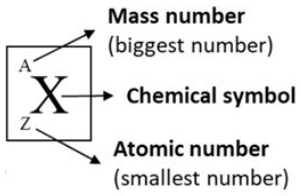
Section A: Key vocabulary

Tier 3 Vocab	Definition
Atom (n)	The smallest particle of an element.
Nucleus (n)	Positively charged central part of an atom,
Isotope (n)	Different forms of the same element which have the same number of protons but a differ-
Ion (n)	Charged particle formed when an atom, or
Compound (n)	A substance consisting of more than one type of atom chemically joined.
Alkali metals (n)	Name given to the group 1 metals due to the hydroxide that forms when they react with
Halogens (n)	Name given to the group 7 elements that be-
Noble gases (n)	Name given to the group 0 gases that are inert

Tier 2 Vocab	Definition
Structure (n)	the arrangement of and relations between the parts of something more complex.
Table (n)	A set of facts or figures systematically displayed, especially in columns.
Symbol (n)	a mark or character used as a conventional representation of an object, function, or pro- cess

Section B: Important information

Atomic structure



Subatomic particle	Relative mass	Relative charge
Proton	1	+1
Neutron	1	0
Electron	0.0005	-1

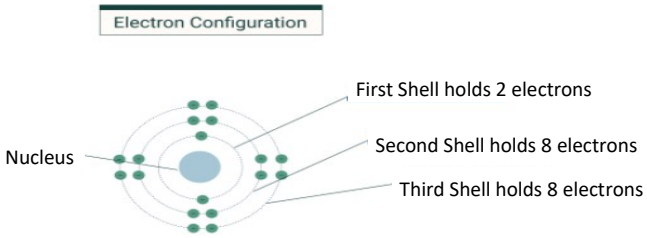
Balancing equations

The law of conservation of mass states that no atoms are lost or made during a chemical reaction, so the total mass of the products is equal to the total mass of the reactants.

Not balanced $N_2 + H_2 \rightarrow NH_3$

Balanced $N_2 + 3H_2 \rightarrow 2NH_3$

Electron configuration



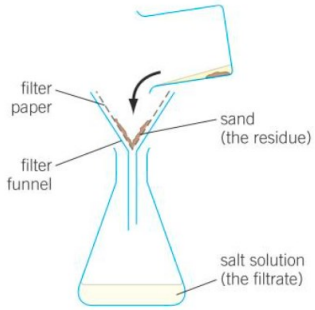
Development of the periodic table

In the early 1800's the elements were arranged by atomic mass. Early periodic tables were not complete and elements were placed in the wrong group.

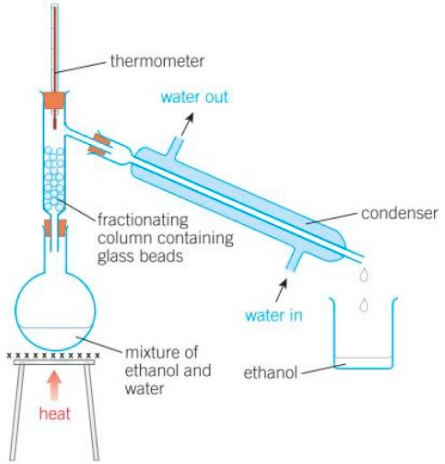
In 1869 Dmitri Mendeleev left gaps and predicted new elements according to elements having similar properties. Some elements were swapped to better group the elements according to their properties.

Section C: Diagrams of separation techniques

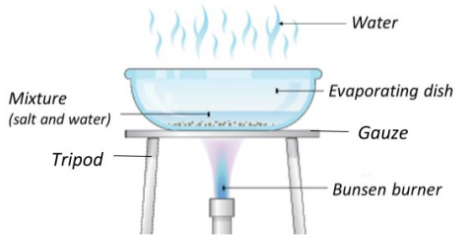
Filtering



Distillation



Evaporating and crystallisation



Concepts you have seen before:

Structure of the atom, periodic table.

Physics—Year 9 Autumn Term—Heating

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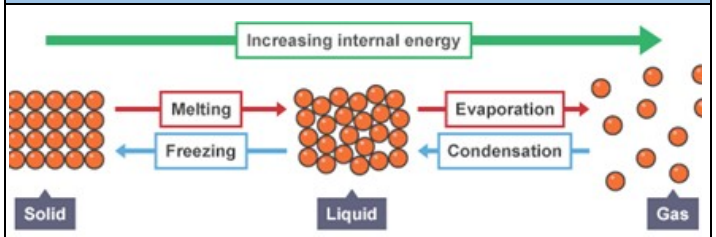
Section A: Key vocabulary

Tier 3 Vocab	Definition
Density (n)	Mass per unit volume of a substance.
Internal energy (n)	The energy of the particles of a substance due to their individual motion and positions.
Specific heat capacity (n)	The energy needed to raise the temperature of 1kg of a substance by 1°C.
Physical change (n)	A change in which no new substances are produced.
Specific latent heat of fusion (n)	Energy needed to melt 1 kg of a substance with no change of temperature.
Specific latent heat of vaporisation (n)	Energy needed to boil away 1 kg of a substance with no change of temperature.
Tier 2 Vocab	**Definition**
Pressure (n)	Force per metre squared for a force acting on a surface.
Melting point (n)	Temperature at which a pure substance melts or freezes (solidifies).
Boiling point (n)	Temperature at which a pure substance boils or condenses.
Freezing point (n)	The temperature at which a pure substance freezes.

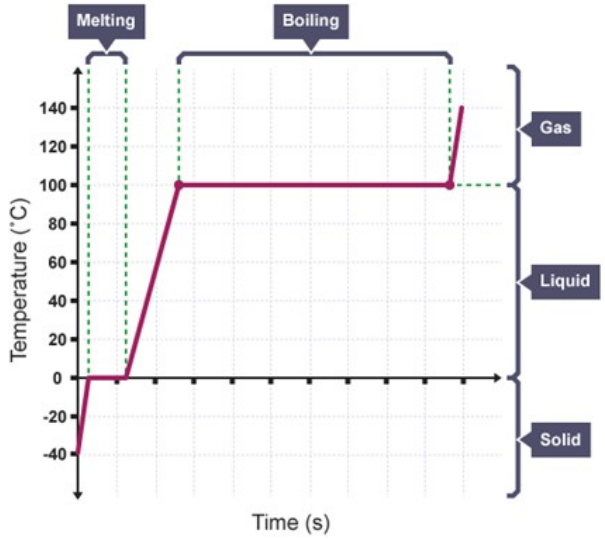
Section B: Heating and Cooling



Changing States

When energy is supplied to a substance it will increase the particle speed so they gain kinetic energy and **raise the temperature** or the energy can overcome the forces of attraction so the particles separate and **change state**.

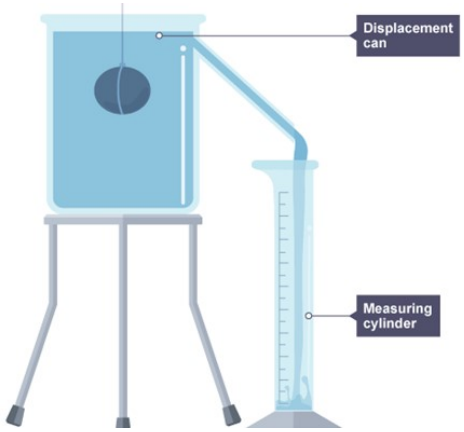
There is a change in the **internal energy** of the object



Heating and Cooling graph

The graph is horizontal at two places. These are the places where the energy is **not** being used to increase the speed of the particles (increasing temperature) but is being **used to separate** the particles to change the state.

Section C: Density Required Practical



E	Use the equation **density = mass/volume** to calculate the density of the object.
R	**Record** the **mass** of the object using a **balance.**
R	**Record** the **volume** of water displaced using a **measuring cylinder**.
R	To make this experiment **repeatable** ensure the water level is in line with the spout before any measurements are taken for this experiment.
S	**Hazard** for this experiment is a water spill. Reduce risk by moping spills immediately.

Worked Example

The mass of the object was 1kg and the amount of water displaced was 0.1 m^3. Calculate the objects density.

Density = mass/volume
Density = 1 / 0.1
Density = 10 kg/m^3

Concepts you have seen before:

Year 7 States of Matter, Year 7 Energy

Religious Studies—Do Christians offer solutions to arguments against God? (Christianity) —Autumn 1

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Section A: Key vocabulary

Tier 3 Vocab	Definition
The First Unmoved Mover (n)	Aquinas' title for God who is not caused but causes everything else
Covenant (n)	A promise between God and people
Atonement (n)	Forgiveness of sin so that humans can be with God, reconciled with him in heaven
Salvation (n)	Saved from the consequences of sin
Original Sin (n)	The first sin committed by humanity
General Revelation (n)	The idea that knowledge of God can reach all people in all times, in all places
Special Revelation (n)	The idea of direct revelation from God to a
Miracle	An extraordinary and welcome event,
Tier 2 Vocab	**Definition**
Logical (a)	When something is clearly reasonable and therefore makes sense to assume correct
Empirical Evidence (n)	Gaining proof of something because we have experienced it ourselves through our own senses. E.g. seen in, felt it, heard it, tasted it or smelt it
Reason (n)	Using the mind to think, understand, and form judgements logi-

Section B: Key arguments

Cosmological Argument – Thomas Aquinas

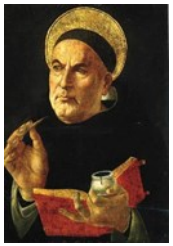
-Everything has a cause

-Nothing just pops into existence; we can trace everything back to its original cause

-(There is nothing in our world that comes from nothing.)

-There can't be an infinite chain of cause and effect. There must be a 'First Cause' that wasn't caused by anything else.

-For Aquinas, God is the First Cause. The effect is the universe he created.



Teleological Argument – William Paley

-If you were walking and you found a watch, you would see how complex it was, and assume it was designed by someone

-Our universe is far more complex than a watch

-Look at a human eye – how intricate and complex

-There is no way the universe could have come about by chance

-There must have been an intelligent designer who created the universe

Section C: Key texts

What does it mean to say, 'God is love'?

1 John 4:7-12: Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God. 8 Anyone who does not love does not know God, because God is love. 9 In this the love of God was made manifest among us, that God sent his only Son into the world, so that we might live through him. 10 In this is love, not that we have loved God but that he loved us and sent his Son to be the propitiation for our sins. 11 Beloved, if God so loved us, we also ought to love one another. 12 No one has ever seen God; if we love one another, God abides in us, and his love is perfected in us.

Should miracle stories be read literally or figuratively?

John 2:1-11: On the third day a wedding took place at Cana in Galilee. Jesus' mother was there, and Jesus and his disciples had also been invited to the wedding. When the wine was gone, Jesus' mother said to him, "They have no more wine."

"Woman, why do you involve me?" Jesus replied. "My hour has not yet come."

His mother said to the servants, "Do whatever he tells you."

Nearby stood six stone water jars, the kind used by the Jews for ceremonial washing, each holding from twenty to thirty gallons.

Jesus said to the servants, "Fill the jars with water"; so they filled them to the brim.

Then he told them, "Now draw some out and take it to the master of the banquet."

They did so, and the master of the banquet tasted the water that had been turned into wine. He did not realize where it had come from, though the servants who had drawn the water knew. Then he called the bridegroom aside and said, "Everyone brings out the choice wine first and then the cheaper wine after the guests have had too much to drink; but you have saved the best till now."

Concepts you have seen before:

Nature of God, The fall, creation

Religious Studies year 9 —Should happiness in this life be the ultimate goal? (Humanism) —Autumn 2

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Humanism	Someone who believes in the Humanism worldview
Atheist	Someone who does not believe in God
Ethics	The rules by which we base our moral decisions – how we decide what is right and wrong
Philosophy	Thinking about and discussing important questions about purpose and meaning
Utilitarianism	A theory in philosophy about right and wrong actions. It says that the morally best action is the one that makes the most overall happiness.
Tier 2 Vocabulary	**Definition**
Rationality	Thinking about things clearly, in a logical way, with decisions based on facts.
Empathy	The ability to understand and share the feelings of another.
Utility	Usefulness
Morals	Values concerning what is right and what is wrong

Section B: Humanist Beliefs

Humans only have one life (no afterlife - like Heaven or Hell).

You should give meaning to your own life by seeking happiness and helping others to do the same.

Moral decisions should be made based on reason, empathy and a concern for other human beings - everyone's human rights should be respected.

Humanists believe in a **'Golden Rule',** which is '**Treat other people as you would like them to treat you.'**

Human experience and reason provide the only source of knowledge and authority (not a higher power/being).

The world is a natural place and we should use

science and reason to make sense of the world (not look to a god for answers).

Section C: Utilitarianism

Utilitarianism is a theory in philosophy about right and wrong actions. It says that the morally best action is the one that makes the most overall happiness or "utility" (usefulness). This is not limited to the happiness caused by a single action but also includes the happiness of all people involved and all future consequences.

The theory essentially states that an action is justifiable if it brings the **most amount of happiness for the greatest number of people.**

Everyone has an equal right to happiness, so utilitarians say we should consider how a decision will affect everyone involved, not just ourselves.

Philosophers Jeremy Bentham and John Stuart Mill were both utilitarians.

Bentham wrote about this idea with the words **"The greatest good for the greatest number",** but did not use the word utilitarianism. It was Mill, a follower of Bentham's ideas, who named the idea.

Concepts you have seen before: non-religious views in philology topic (Year 8) Ethics (year 8)

History: Second World War —Autumn Term One

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Section A: Key vocabulary

Tier 3	Definition
Appeasement (n)	The policy used by the League of Nations to try and avoid war following the First World War.
Treaty of Versailles (n)	A peace treaty signed on the 28th June 1919 that formally ended the First World War.
Nazi-Soviet Pact (n)	A trade pact between the Nazi Party and the Soviet Union.
Communism (n)	A political ideology where all property is owned by the community and a person contributes and receives according to ability and need.
Battle of Britain (n)	German attempt in 1940 to gain control of British airspace in order to prepare for an invasion.
Blitzkrieg (n)	'Lightning war'; German term for warfare that is fast moving and is supported by fighter planes.
Enigma (n)	German coding machine used to encrypt military communications.
Luftwaffe (n)	The German air force.
Battle of Midway (n)	Naval battle at which the USA inflicted enough damage on the Japanese fleet to prevent further conquests.
Total War (n)	Policy of mobilising an entire society and economy for a war effort.
Tier 2	**Definition**
Puppet State (n)	A state that is theoretically independent, but in practice controlled like a puppet by another country.
Radar (n)	Technology that locates and tracks objects by bouncing radio waves off them.
RAF (n)	Royal Air Force, the British Air Force.
Area Bombing (n)	Also called carpet bombing, the strategy of bombing a large civilian area instead of specific military targets.
Blitz (n)	Bombing of Britain by the Germans

Section B: Key Ideas

D-Day

Date: 6th June 1944

Individuals: Winston Churchill, Theodore Roosevelt Jr, Dwight D. Eisenhower.

Locations: Normandy, France.

Event Summary: An allied invasion on the beaches of Normandy. The aim was to break through the German coastal defences and destroy bridges and railways preventing German reinforcements.

Dunkirk

Date: May-June 1940

Individuals: Winston Churchill, Viscount Gort, Gerd von Rundstedt.

Locations: Port of Dunkirk.

Event Summary: The German army had successfully split the Allied army in half trapping 400,000 Allied soldiers in France and Belgium. 340,000 men had to be evacuated through the port at Dunkirk. Had the evacuation failed it is widely believed that Britain's capacity to continue fighting would have been limited.

Pearl Harbour

Date: 7th December 1941

Individuals: Admiral Isoroku Yamamoto

Locations: Hawaii

Event Summary: Japanese warplanes attacked the American base of Pearl Harbour catching them by surprise. 200 aircraft were damaged in the attack.

Hiroshima

Date: 6th August 1941

Individuals: N/A

Locations: Japan

Event Summary: The atomic bomb dropped by America onto the Japanese cities of Hiroshima and Japan. Several weeks after, on 2nd September Japan surrendered.

Section C: Chronology

Sept 1939	Hitler invades Poland– the Second World War begins
May 1940	Evacuation at Dunkirk
July-Oct 1940	Battle of Britain
June 1941	Hitler invades the USSR under Operation Barbarossa.
December 1941	Japanese attack on the American military base Pearl Harbour.
June 1942	American victory at the Battle of Midway.
February 1943	Five month siege of Stalingrad ends.
June 1944	Operation D-Day begins in Normandy.
May 1945	Germany surrenders to the Allies.
August 1945	America drops the nuclear bomb on Hiroshima.

Words and themes you've seen before:

Conflict (n): Fighting or war between nations.

Dictatorship (n): One individual ruling by force without democratic process.

Allies (n): Nations that agree to support each other if a declaration of war occurs.

History: The Cold War —Autumn Term Two

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Section A: Key vocabulary

Tier 3	Definition
USSR	The Union of Soviet Socialist Republics—existed from 1922—1991. Dominated by Russia but incorporated many other countries such as Estonia and Ukraine.
Soviet Union	Another name for the USSR
Red Army	A term that became common to describe the army of the
The Big 3	Leaders of the USA, UK and USSR that met in two peace conferences in 1945 at Yalta and Potsdam.
Iron Curtain	Phrase first used by Winston Churchill to describe the divide between capitalist western Europe and capitalist east.
Marshall Aid	$17 billion dollars given to western European countries to rebuild after WW2. It was to ensure their loyalty to capi-
Truman Doctrine	The idea established by President Harry Truman of the USA that all efforts should be made to stop the spread of communism
Containment	The central point of the Truman Doctrine—contain com-
Space Race	The USA and USSR compete to have the best technology to prove that their ideology is the best. USA is seen as winning this when they put the first man on the moon in
MAD	Stands for Mutually Assured Destruction. By the 1960s both the USSR and USA had so many nuclear missiles that the destruction of the whole world was assured if they

Tier 2	Definition
Liberty	Another word for freedom
Oppression	Unfair use of power that prevents people from having freedom.
Ideology	A set of strongly held political ideas.

Section B: Key Ideas

Capitalism—literally means a belief in money. In a capitalist society trade and industry are controlled by private owners for profit. Those that support it such as the USA believe that it guarantees liberty because the government do not interfere in the economy. They also believe that the risk of poverty encourages hard work meaning that most people eventually benefit so long as they work hard. However, those against it say that the rich exploit the less well off, people end up in jobs that they don't care about and that it leads to poverty and suffering for the millions of less fortunate.

Communism - means that all things are owned 'communally' so there is no private property at all. Those that support it see this as ideal because everyone would receive everything they need, ending all suffering and therefore need for conflict. However, critics state that it has never worked and point to the USSR as an example whereby communism led to people losing individual freedoms and being murdered in their millions for criticising leaders such as Stalin.

Afghan-Soviet War—In 1979 Soviet forces entered Afghanistan to prop-up the unpopular communist revolution that had occurred. The war cost the USSR $8 billion per year for 10 years and killed 15,000 Soviet troops. Along with Chernobyl it was a major reason for Gorbachev introducing Glasnost and Perestroika.

Collapse of the Berlin Wall—with increasing protests against economic problems and the lack of freedoms in East Germany, the USSR and GDR agreed to open gates on the Berlin Wall. Due to an error in communicating this thousands of people flooded to the wall and people spontaneously knocked the wall down. Over the following two years communism was replaced by capitalism across the former Soviet Bloc.

Links to previous learning:

WW2, USSR, Zazi Party, Red Army, Communism, Treaty of Versailles.

Section C: Chronology

July—Aug 1945	The 2nd peace conference between the 'Big 3', this time at Potsdam.
Aug 1945	USA drops 2 atomic bombs in Japan forcing them to surrender and ending WW2.
1946-47	Stalin tighten his grip over Eastern Europe by removing any opposition to communist parties. Churchill states that an 'Iron Curtain' had descended across Europe.
1949	NATO is established
1949	China becomes a communist country after they win the Chinese Civil War led by Mao.
1950-53	Korean War—ends with North Korea communist and South Korea capitalist.
1955	Communist countries in Eastern Europe agree to 'collective security'.
1957	USSR sends the first ever satellite into space, Sputnik I. Later that year Sputnik II goes to
16 Oct.—28th Oct. 1962	The Cuban Missile Crisis leaves the whole world fearful of nuclear annihilation.
1965—75	The ongoing Vietnam War sees increased involvement from the USA. Over the next ten years this war costs USA $77 billion and at least 58,000 lives.
April 1986	Chernobyl nuclear disaster sparks a period of reform in the USSR including Glasnost and Perestroika.
Nov. 1989	Berlin Wall is torn down sparking the collapse of communism. Across eastern Europe.

Geography - Autumn Term—Glaciation

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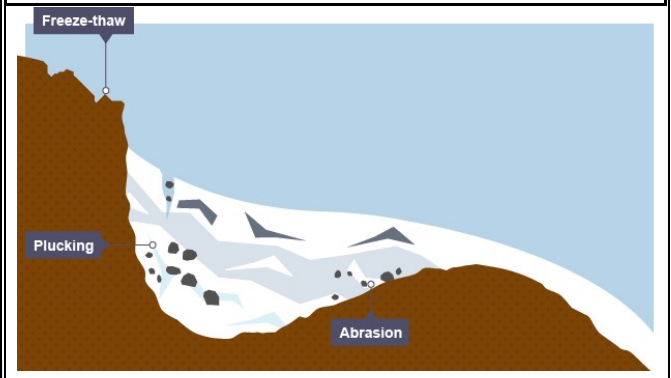
Section A: Key Vocabulary

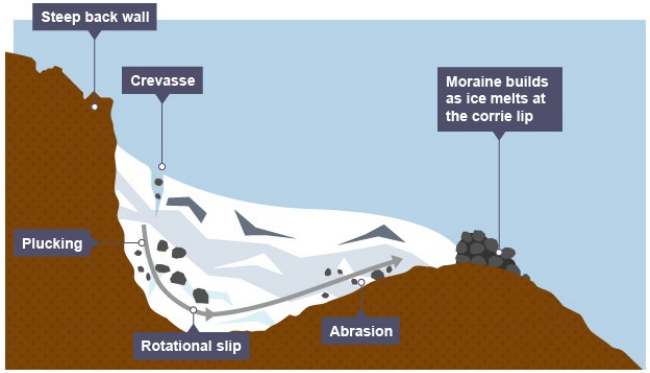
Tier 2	Definition
Landform (n)	A feature on the Earth's surface.
Formation (n)	The process by which a landform is created.
Effect (n)	The consequence of an event.
Management (n)	The process of dealing with or controlling the effects.
Conflict (n)	A disagreement about an issue in geography.
Tier 3	
Bulldozing (n)	Ice pushes material of all shapes and sizes as it moves slowly forward.
Corrie (n)	Armchair-shaped hollow in the mountainside formed by glacial erosion, rotational slip and freeze-thaw weathering. This is where the valley glacier begins.
Drumlin (n)	A hill made of glacial till deposited by a moving glacier, usually elongated or oval in shape.
Deposition (n)	The setting down of sediment by the loss of energy in the glacier, usually due to melting.
Hydraulic power (n)	The process by which breaking waves compress pockets of air in cracks in a cliff.
Abrasion (n)	Erosion caused by rocks and boulders in the base of the glacier acting like a giant file scratching and scraping the rocks below.
Plucking (n)	A type of erosion where melt water in the glacier freezes onto rocks, and as the ice moves forward it pulls out large pieces along the rock joints.
Stakeholder (n)	A person or group of people who have an interest in a geographical issue.

Section B: Glacial landforms

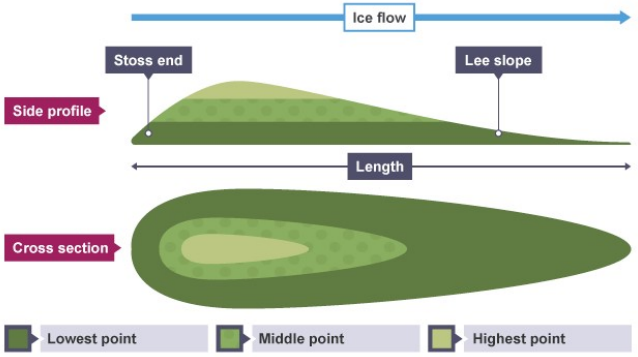
Erosion and weathering types



Corrie formation



Drumlins



Section C: Alps Conflict Case study

Facts and figures

The Alps are located in Europe. It covers land in 7 countries including Italy, France and Switzerland.

The Alps consist of approximately 180 mountains with the tallest being Mont Blanc at 4,910m.

	Benefits	Costs
Tourism	- Creates jobs. - Encourages local crafts.	- Higher land prices. - Trees felled for activities. - Loss of cultural identity among locals.
Farming	- Milk can be used to make local specialists cheeses. - Has contributed to Swiss	- Keeping of cattle can increase the release of greenhouse gases such as methane.
Industry	- Provides building resources. - Creates jobs for local people.	- Can release air pollution which builds up in the environment. - Use of fossil fuels can
Hydroelectric	- HEP provides almost 2/3 of Switzerland's electricity. - Electricity can be used in other industries.	- Valleys have been flooded to create reservoirs. - There can be a reduction of biodiversity.

Previously seen concepts-

Formation of landforms. Cause, effect and response of events. Interpretation of diagrams. Causes of conflict.

Geography—Urbanisation—Autumn 2

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Section A: Key vocabulary

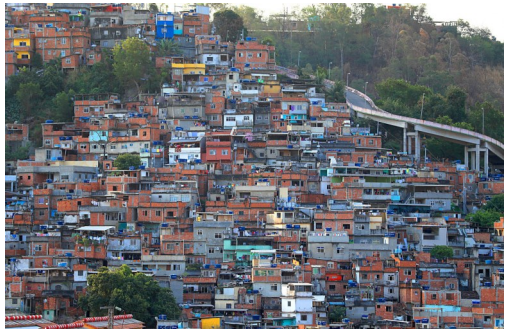
Tier 3 Vocab	Definition
Informal economy (n)	Jobs that are not taxed or monitored by the government
Pull factor (n)	Something attracting someone to a location, a reason they want to move there; an advantage
Push factor (n)	Something influencing someone to move away from a location; a disadvantage
Squatter settlement (n)	An area of low-quality, informal housing, also a slum, favela
Urban growth (n)	The rate at which the population of an urban area increases.
Urbanisation (n)	The increase in the proportion of people living in towns and cities.
Tier 2 Vocab	**Definition**
Agriculture (n)	Farming
Industrialisation (n)	The process by which a country's economy is based on manufacturing.
Infrastructure (n)	The structures, systems and facilities serving an area, e.g. hospitals, schools, roads, sewage and electricity networks.
Manufacturing (n)	The making of products through the use of machinery.
Megacity (n)	A city with a population of more than 10 million people.
Migration (n)	Movement of people from one location to another.
Sustainability (n)	Meeting the needs of the present without compromising the needs of future generations.

Section B: Important Ideas / Concepts/ Questions

Push and pull factors: why do people move from rural to urban Brazil?

Push factors:	Pull factors:
Low paid jobs in farming Poor access to clean water Lack of education Poor access to healthcare	Range of job opportunities with higher pay Improved access to healthcare More schools and universities More money invested by government

Favelas (squatter settlements)



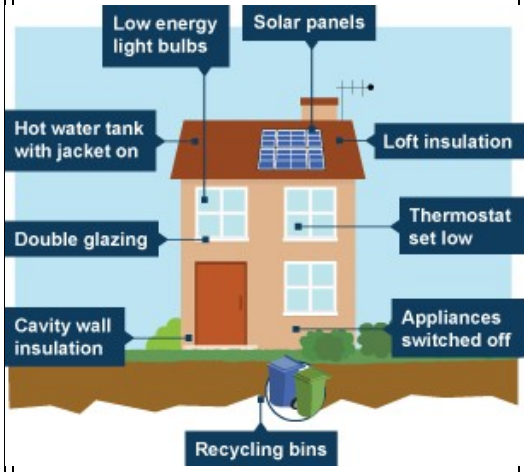
Rocinha, Rio de Janeiro, Brazil

Makoko, Lagos, Nigeria

Section C: Subject Specific

Map of Brazil

Sustainable homes



Concepts you have seen before:

Push and pull factors; urban and rural; development

Spanish— Year 9, ¿Llevas una vida sana?

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Plural (adj)	The opposite of singular. When referring to more than one individual thing.
Modal verb	An auxiliary verb that express a necessity or possibility. English modal verbs include must, shall, will, should, would, can, could, may, and might.
Reflexive (adj)	Usually an action (verb) that can be done to that person. Ex: to brush one's hair.
Direct object pronoun (n)	Using 'it' to refer back to a previously mentioned noun. In Spanish this can be masculine or feminine.
Tier 1—Key questions	**Meaning**
¿Llevas una dieta	Do you lea a healthy life?
¿A qué hora…	At what time…?
… te levantas?	...do you wake up?
...desayunas?	...do you eat breakfast?
¿Qué comes?	What do you eat??
¿Qué bebes?	What do you drink?
¿Qué deportes practicas?	What sports do you do?
Tier 1—Key Vocab	**Meaning**
El polideportivo	Sports centre
El baile	Dance
El instituto	School
Los refrescos	Soft drinks (fizzy drinks)
Dormir	To sleep
Fumar	To smoke

Section B: Key Grammatical Points

Direct object pronoun

A direct object pronoun is a word such as me, him, us and them, which is used instead of the **noun** to stand in for the person or thing .
For example. I usually walk the dog. I walk **it** (here the noun dog is replaced with it) every morning.

	Singular (it)	Plural (them)
Masculine	**Lo**	**Los**
Feminine	**La**	**Las**

Modal verbs

In Spanish the impersonal pronoun 'se' is used with the modal verbs 'deber' (and poder) o say "you must" (or "you can") in order to explain general statements. The verb is conjugated in the 3rd person singular or plural, according to the direct object in the sentence.

	Singular	Plural (they/ you pl)
You should	**Se debe**	**Se deben**
You shouldn't	**No se debe**	**No se deben**

Gender: How to identify masculine and feminine nouns in Spanish

Every noun is either masculine or feminine in Spanish. The gender is demonstrated by using the articles 'el' (masculine) or 'la' (feminine) in front of the noun. The nouns endings can also help you identify if it is masculine or feminine (most of the time!):

Common masculine endings	Common feminine endings
- o	- a
- or	- dad
- aje	- ión
an accented vowel (-á, -é, -í, -ó, -ú)	- ía

Section C: EATTACO vocabulary

Tenses /verbs

Levantarse	To wake oneself
Me levanto (v)	I wake up
Te levantas (v)	You (sing) wake up
Se levanta (v)	He/she/it wakes up
Nos levantamos (v)	We wake up
Os levantáis (v)	You (pl) wake up
Se levantan (v)	They wake up
Comer	**To eat**
Como (v)	I eat
Comes (v)	You (singular) eat
Come (v)	He/she/it eats
Comemos (v)	We eats
Coméis(v)	You (plural) eat
Comen (v)	They eat
Lo…. How to say 'it'	
Lo hago	I do it
Lo juego	I play it
Lo hacemos	We do it
Lo jugamos	We play it
Lo como	I eat it
Lo comemos (v)	We eat it
Lo bebo (v)	I drink it

Art— Year 9, Nature

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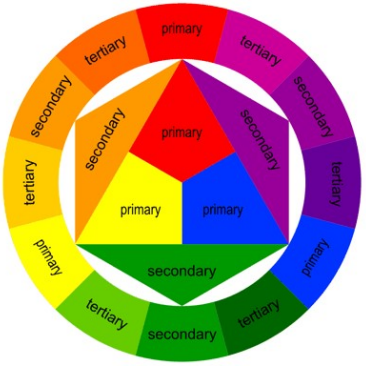
Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Shape (n)	A 2D enclosed space built with line.
Form (n)	A 3D geometrical figure.
Symmetry (n)	When one side of an object mirrors the other.
Detail (n)	The smaller areas of your artwork.
Scale (n)	The size of an object (whole) in relation to another object (whole).
Texture (n)	How an object feels to touch.
Control (n)	How carefully you work with a specific media.
Composition (n)	Where you place the objects on a page.
Tier 2 Vocabulary	**Definition**
Media	The substance an artist uses to create art.
Materials	The same as media but can also refer to the raw surface of the art work. Eg paper, canvas, wood, card.
Techniques	The method used to create the art-work. It can be generic such as painting or more focused such as blending.
Processes	The method used to create that art-work that usually follows a range of steps rather than just one skill. Eg. Printmaking.

Section B: Colour Theory

Primary Colours	Red, Yellow, Blue. Cannot be mixed.
Secondary Colours	Orange, Purple Green. Two primaries mixed together.
Tertiary Colours	Red-orange, green-blue etc. Made by mixing a secondary and primary.
Hue	Pure colour
Shades	Add black
Tints	Add white
Tones	Add grey
Complementary	Colours opposite on the colour wheel
Harmonious	Colours next to each other on the colour wheel
Monochromatic	Shades, tones and tints of one colour
Value	(tone) The lightness or darkness of a colour
Accent Colour	A complementary colour used in small quantities to lift or add punch to a colour scheme.



Section C: Subject Specific

Elements of Art
Also known as
The Formal Elements

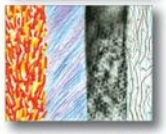
Line
A mark made by a pointed tool such as a brush, pen or stick; a moving point.

Shape
A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.

Color
Is one of the most dominant elements. It is created by light. There are three properties of color; Hue (name,) Value (shades and tints,) and Intensity (brightness.)

Value
Degrees of lightness or darkness. The difference between values is called value contrast.

Form
Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume.



Texture
Describes the feel of an actual surface. The surface quality of an object; can be real or implied.

Space
Is used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

Concepts you have seen before:

Colour Theory, building up tone.

Y9 Drama—Performance Skills and DNA

Bluecoat Wollaton
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Section A: Key vocabulary

Tier 3	Definition
Physical skills	The distinct way that an actor uses their body to portray a character and create meaning
Vocal Skills	The distinct way that an actor uses their voice to portray a character and create meaning
Proxemics	The position of people in relation to each other onstage and the meaning that this communicates
Mannerism	A peculiarity of speech or behaviour.
Pace	The speed of movement or speech
Gait	How a pearson walks
Tier 2	**Definition**
Observe (v)	watch (someone or something) carefully and attentively.
Modify (v)	make partial or minor changes to (something)
Convey (v)	communicate (a message or information)
Flair (n)	stylishness and originality.
Accentuate (v)	make more noticeable or prominent.

Section B: Performance Skills

Physical Skills and descriptor words

(PET FLAGS)

Posture -Upright, slouched, dejected, large, confident, broad
Eye Contact -Lowered eyes, averting eye contact, fixed gaze, glare
Tension—Tension in the shoulders, muscular tension, relaxed
Facial expressions -Using the face to convey emotions and communicate the feelings and thoughts of the character to the audience.
Levels -To show status, dominance, vulnerability
Action -Striding, gliding, marching, tiptoeing, skipping
Gestures - Pointing, clenched fist, beckoning, rubbing forehead
Space (use of) - Distanced proxemics, intimate proxemics

Vocal Skills and descriptor words

(PIPED BAP)

Pitch -High, screechy, shrill, deep
Intonation -Desperate, harsh, gentle, pleading
Pace -Rapid, speedy, steady, slow
Emphasis -On a particular word, phase or syllable
Dynamics -Powerful, dominating, gentle, soft, hesitant
Breath Control -Breathy, whisper, controlled
Accent -Northern, cockney, Thames estuary
Pause - Regular pauses, lengthy pauses, stuttering, pause to build tension

Section C: DNA—Original Staging and style

DNA was originally staged in 2007 at The National Theatre, in **Proscenium Arch** staging. The locations were conveyed through Projections across a bare stage and the street/field/ wood could be anywhere in Britain. The year could be any year. The play was written with the intention that it could be interpreted or staged in different ways leaving it up to the director to consider their own artistic intentions. Although the acting is **naturalistic** the set doesn't have to be and its fast transitions between scenes to keep the tension will need to be considered with any choice of set or staging. The gender of the characters is also left up to the director and are easily interchangeable.

Use of colour – the colour blue was prominent creating a cold tense atmosphere. The school uniform ties were blue and the plastic bag was blue.
Costume – school uniform but each character wore a jacket or hoody to create an individual image, the ties were loosened. Adam's shirt was muddied and bloodied.
Space – the grey stage remained bare and if they sat, they sat on the floor. The focus was on the dialogue and the characters listening to the instructions. The acting was stripped down and there was strength in the stillness and the space between the characters.
Transitions – the street scene was created by an isolated strip of light downstage. The transitions were swift and stylised movements were kept to a minimum getting character from A to B. SFX were used to show the passing of time, similar to a 'whoosh' sound.

Theatre Timeline	
550BC	Greek Theatre
500 — 1500	Medieval Theatre
1500 — 1650	Elizabethan / Jacobean
1500 — 1700	Commedia Dell 'Arte / Improvisation
1650 — 1700	Restoration Theatre
1700	18th Century Theatre
1800— 1900	Victorian Melodrama
1860 >	Naturalism
1920 >	Political Theatre
1945 — 1960	Theatre of the Absurd
1956 — 1970	Kitchen Sink Drama
1960 >	Contemporary / Devised

Concepts you have seen before:
Naturalistic, Proscenium Arch. stage space, costume, transitions.

Music, Year 9—Musical Ensemble/Ableton

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Section A: Key Vocabulary	
Tier 3 Vocab	**Definition**
Sequencing (n)	Arranging melodic and harmonic patterns in successive positions, sequentially..
Sample/ sampling (n)	A digital recording of a naturally occurring sound.
Loop(n)	To repeat a sequencer pattern or portion of an audio sample repeatedly.
BPM (n)	Beats per minute. (example: a rap song with 130 bpm has more beats per minute than a classical song at 60 bpm)
DAW(n)	Digital Audio Workstation
Effect(n)	Something that is applied to an existing sound to change or have an effect on it. For example, reverb
MIDI (n)	Musical Instrument Digital Interface.allowing electronic musical instruments and computers to communicate with one another.
Genre (n)	Tyoe or style. Genre of music example—Jazz, Blues
Reverb(n)	Acoustic ambience creating a sustanined and prolonged sound
Tier 2 Vocab	**Definition**
Improvise (v)	Make something up on the spot. Unrehearsed
Internalise (v)	To imagine and hear the music internally
Devise(v)	Plan with careful thought

Section B: Important Ideas / Concepts/ Questions	
Instrumentation	Which combination of instruments are being used.
Balance	Deciding which parts need to be more prominent.
Structure	The order of the music
Harmony	Playing musical tones together to create a pleasing effect.

Ensemble checklist

Can you perform your part independently?

Are you aware of the other parts—Do you know how they are meant to sound?

Who and what should be your count-in?

Try to listen to the how your part is fitting as you rehearse.

Is the timing or accuracy an issue?

How many times through are you going to perform—is there a natural ending or do you need to devise one?

If all parts are accurate, how can the performance be made more 'musical'?

Section C: What is Music Technology?

Music technology is the study or the use of any device, mechanism, machine or tool by a musician or composer to make or perform music; to compose, notate, playback or record songs or pieces; or to analyse or edit music .

One can either play in live tracks or use samples from Midi sources and then manipulate and be creative.

Concepts you have seen before : Chord sequence, riffs, hooks, verse, chorus..

Year 9 Computing - Autumn 1— Project Developer

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Section A: Key vocabulary	
Tier 3 vocab	**Definition**
Animation (n)	Moving images or effects applied to presentation slides.
Multimedia (n)	A variety of media being used such as graphics, videos, audio and animations.
Multimedia Asset (n)	The graphics, videos, audio, animations and other artistic data that goes into a product.
App (n)	Short for 'application'. Computer program (software) design to run on a mobile device such as a phone, tablet or watch.
Augmented Reality (AR) (n)	Add computer generated information to a real world experience.
Embedded Media (n)	Videos, audio and animations placed inside another document such as a presentation.
Hyperlink (n)	A clickable link to take the user from one page/slide to another page/slide.
Virtual Reality (VR) (n)	A complete computer generated experience which replaces the real world.
Wireframe (n)	A design tool used to show the outline of a design, focusing on what the product will do.
Tier 2 Vocab	**Definition**
Client Brief (n)	A document/statement provided by the client giving important information about the project.
Visualisation Diagram (n)	A design tool used to show what a product will look like.
Mind map (n)	A visual design tool used to organise ideas.
Mood board (n)	A collection of images and other media to help generate ideas in a visual style for a project.
Target Audience (n)	The people a product is aimed at.
Trigger (v)	A feature in the real world causing an AR app to show additional information.

Section B: Augmented Reality Vs Virtual Reality

- Overlays computer generated 3D content on the real world
- User is able to interact with the real world and virtual world
- User can clearly distinguish between both worlds
- It is achieved by smartphones, tablets or AR wearables.

- Visually immerse the user with simulated objects and environment.
- Completely shutdown the real world and make the user think they are really in a virtual world.
- User finds it hard to differentiate between the virtual and real world.
- It is achieved by VR headsets.

Section C: Types of Multimedia asset

Graphics/ Images	Animation	Videos	Sound files

Concepts you have seen before: Design tools (visualisation, mind map, wireframe).

Computing Year 9 — I am a Project Developer — Autumn 2

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Section A: Key vocabulary

Tier 3 vocab	Definition	Example
String (*n*)	A data type: A character, or characters, stored as a list, within " ".	"Hello world"
Integer (*n*)	A data type: A whole number, stored as its value.	22, 1000, 9
Float (*n*)	A data type: A decimal number, stored as its value.	0.5, 208.434
Boolean (*n*)	A data type: True or False. Stored as 0 or 1.	True, False, Yes, No
Variable (*n*)	A piece of stored data, used in a computer program, which can be changed whilst the program is running.	
Constant (*n*)	A piece of stored data, used in a program which cannot be changed whilst the program is running.	
Operator (*n*)	An operator is a mathematical symbol, used to work with data in a program. E.g. +, -, >, <	
Conditional (*n*)	Something that will only happen or continue if another thing is true. In coding it's a method of controlling the flow of a program.	
Syntax (*n*)	The grammatical rules of a programming language.	
Debug *(v)*	Finding and fixing errors in a program.	
Tier 2 vocab	**Definition**	
Sequence (*v*)	A series of coded instructions for a computer to follow, step by step, or line by line.	
Selection (*v*)	Used to make a decision within a program.	
Iteration (*v*)	To repeat something. In coding this is a type of **LOOP** which repeats a series of steps.	
Algorithm (*n*)	A set of instructions to carry out a process or problem-especially by a computer.	
Input (*n*)	Data entered into a program by the user.	
Output (*n*)	Data displayed, saved or returned by a program.	
Indentation *(v)*	A set space measured in from the left, used with blocks of code.	
Comments *(n)*	Use of # to add notes to a program that do not affect the running of the program.	
Procedure (*n*)	A section of code that is defined once but can then be repeated many times.	

Concepts you have seen before:
Algorithms and sequencing, selection, comparison operators, input and output, variables.

Section B: Operators

Logical Operators	Mathematical Operators
= assignment (declaring a variable)	* Multiplying numbers
== is equal to	/ Dividing numbers
> is greater than	+ Addition
< is smaller than	- Subtraction
!= is not equal to	** To the power of
>= greater than or equal to	
<= less than or equal to	

Section C: Syntax

Output statement	**print ("What is your name?")**
Variable assignment	**name="Bob"**
Output with variable	**print("Hello", name)**
Input statement	**name= input ( )**
Combined input/ output	**name= input ("What is your name?")**
Selection statement	**if name == "Bob":** ** print ("My name is Bob too!")** **else:** ** print ("hello", name)**
List	**Items=["Hat", "Scarf","Gloves"]** **print(Items)**
Procedure	**def kitchen():** ** print("You are in the kitchen")** **kitchen()**

PE—Rules, Regulations and Officials —Autumn Term

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Section A: Key vocabulary	
Tier 3 Vocabulary	**Definition**
Governing Body (n)	A board who set the specific rules for a sport
Official/Referee/ Umpire (n)	The person or persons in charge of the match
Communication (v)	The exchanging of information by the officials to the players and coaches
Team Sport (n)	Physical Activity played by 2 or more people.
Individual Sport (n)	Physical Activity played by no more than one individual.
Skill (v)	The learned ability to produce a predetermined result.
Tactic (v)	A planned strategy to achieve a specific end.
Technique (v)	The basic movements of any sport or event
Tier 2 Vocabulary	**Definition**
Describe (v)	Give a clear, straightforward description which includes all of the main points.
Explain (v)	Make your point clear by providing sufficient detail.
Contrast (v)	To make an evaluation against an alternative source.

Section B: Types of Officials	
Different names for Officials	Officials come in many forms in sport depending on which sport is being played for example, umpire, referee, linesman, 4th official, judge, line judge, line umpire, goal judge, time keeper, scorer, stroke counter
Number of Officials	Each sport has a varying number of officials per game/match
Roles of the Officials (v)	There are various roles for the officials depending which sport is being played
Rules (v)	How the sport is played to make it fair for all participants
Regulations (v)	How the sport will be conducted regarding equipment, surfaces size of pitch etc
Scoring System (v)	How the sport is scored and results in a win, draw or loss. This will be different for each sport
Officials (n)	The person/persons in charge of the game/match
Responsibilities (v)	The duty of care the official has to the players and making the game/match fair

Section C: Characteristics of Officials
Majority of officials use a whistle along with arm/hand actions to show their instructions, some may use cards for warnings or removal from the game. They must have good communication skills to ensure everyone understands the decisions being made
What rules and regulations do you agree with for your favourite sport? If you could change any what would they be?
An important part of being an official is being fitness enough to be an official. Some officials will have to cover more of the pitch than some of the players in certain sports

Concepts you have seen before:

- **Fair Play**
- **Honesty**
- **Respect**

DT—Interactive book

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Section A: Key vocabulary

Tier 3 Vocab	Definition
Design specification (n)	A list of criteria considered when designing a product
Manufacturing specification (n)	A list of criteria considered when making a product
Typography (n)	The style and design of font
Crating (n)	Using simple shapes as a guide to draw more complex shapes
Rendering (n)	Colouring something in a realistic way
Tier 2 Vocab	**Definition**
Interactive (adj)	Actively using something
Mechanism (n)	A system of
Primary (adj)	The first
Secondary (adj)	After the first
Lever (n/v)	A rigid bar used to move an object
Force (n/v)	Energy used to move
Load (n/v)	Object or weight to be moved
Fulcrum	A point of turning

Section B: Important ideas

Specification

This is a list of things your product has to do be or have to be successful. E.g. as a Bluecoat Wollaton students, to be successful, you MUST bring your 5 a day equipment so that you are ready to learn. You SHOULD complete your knowledge organiser every night so that you can keep on top of your work and remember it better.

The words MUST and SHOULD shows which points are needs and which are wants. Each point should also be justified (e.g. because…/ so that…)

Levers and Linkages

Levers are used in everyday life, to make moving objects easier, but you probably just haven't noticed them. E.g. wheel barrows use leverage to lift bricks and rubble more easily than if you were to just use your hands to carry things.

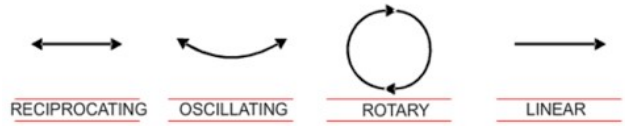
Linkages are lots of levers put together to change types of motion. E.g. bell cranks are used for bike breaks and change the reciprocating motion from vertical to horizontal and vice versa.

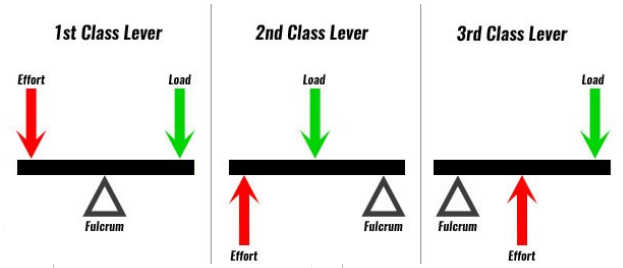
Typography

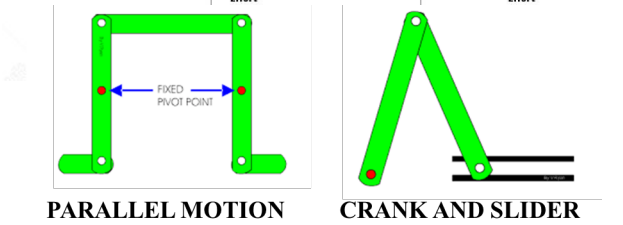
Typography is the design of letters and font. When designing font it is important to consider the following:-

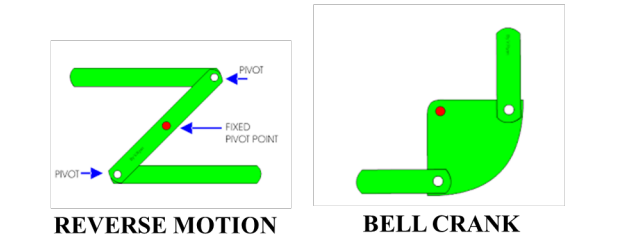
- Legibility (easy to read)
- Scale (if it can be read big or small)
- Mood (what it will be used for)
- Ascender (parts of the letters above the rest)
- Descenders (parts of the letter below the baseline)
- Capital letters
- Spacing of letters (kerning)

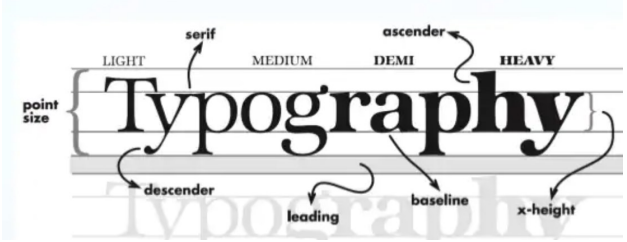
Section C: Subject Specific











Concepts you have seen before: Specification, drawing techniques, colour theory

Food Preparation & Nutrition—Year 9, Food Safety & Nutrition

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Section A: Key Vocabulary

Tier 3 vocab	Definition
Pathogen (n)	A bacterium, virus, or other microorganism that can cause disease eg; Campylobacter, Salmonella, E. coli and Listeria
Viral food borne bacteria (n)	Norovirus, Rotavirus and Hepatitis A
Toxic bacteria (n)	intoxication caused by toxins produced by pathogens such as Staphylococcus aureus, Bacillus cereus and Clostridium perfringen
Shelf life (n)	Period of time that a food is safe to eat
Spoiling (n)	When foods 'go off', possibly showing mould growth
Spores (n)	A minute, typically one-celled, reproductive unit capable of giving rise to a new individual without sexual fusion, characteristic of lower plants, fungi, and protozoans.
Enzyme (n)	A protein which acts as a biological catalyst, they speed up a reaction
Enzymic browning (n)	The browning of certain fruits and vegetables
Oxidation (n)	When oxygen causes a reaction when in contact
Fermentation (n)	A process caused by yeast, producing alcohol and co2.
Tier 2 vocab	**Definition**
Food borne illness	Caused by consuming contaminated foods or beverages. Many different disease-causing microbes or pathogens can contaminate foods
High risk foods	Foods high in moisture and protein which if not stored or prepared could grow harmful bacteria
Best before date	A date that show that the food is at its best, a quality measure
Use by date	A date food must be consumed by
Sell by date	A date that the food must leave the shop by
Yeast	A microorganism used in cooking
Moulds	A microorganism used in cooking, only certain moulds eg; blue cheese

Section B: Key Content: Macronutrients

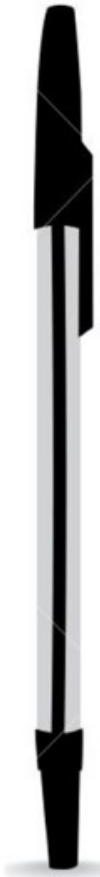
Macro-nutrient	Function
Carbohy-drates	Starches – found in cereal grains such as rice, wheat, oats, plus starchy tubers (potatoes and sweet potatoes) and vegetables (carrots, beets, corn) Sugars – lactose found in milk and dairy, fructose found in honey, fruits and some vegetables (peppers, tomatoes etc.) Glycaemic Index – how quickly carbs convert to blood sugars. High GI convert quickly eg white bread, cornflakes, white rice, pineapple Medium – brown rice and oats Low GI – convert slowly – most fruits, carrots, wholewheat bread, beans, peas, lentils
Proteins	Protein is digested by the body into its component parts – called amino acids. There are 8 which are essential for adults and 12 for children. HBV protein foods contain all the essential amino acids. LBV have one or more missing. High Biological Value (HBV) protein: Meat, fish, poultry, eggs, Quorn, milk, soya, Quinoa Low Biological Value (LBV) protein: Tofu, beans, nuts, seeds, grains eg wheat
Fats	Saturated fats - Butter, cheese, meat, lard. Contain low density lipoproteins LDL (bad) which raise blood cholesterol levels and clog artery walls. Unsaturated fats – olive oil, avocado oil, fish oils. These contain high density lipoproteins HDL (good) which help to remove cholesterol by taking it to the liver where it is processed and removed.. Visible fats – fat on meat, bacon rind Invisible fats – cheese, avocados, nuts. Oils are turned into solid fats by hydrogenation. These fats are unhealthy.

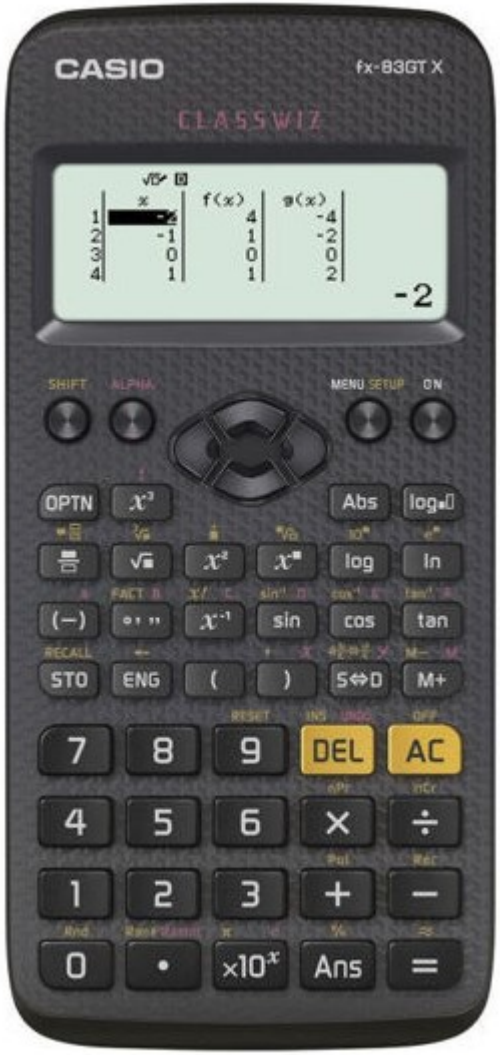
Concepts you may have seen before: The main macro and micronutrients, food science and heat transfer.

Section C: Key Content: Macronutrient

Source
• Starches (polysaccharides) provide energy when broken down – slow release energy to the body (wholegrain provide slower release carbohydrates). Provide fibre • Sugars (Disaccharides and Monosaccharides) provide quick release energy to the body's' cells. Known as empty calories • 1g carbs = 3.75KCal • Intrinsic sugars – found in naturally in food eg fruit, vegetables • Extrinsic sugars – added to foods e.g. white sugar, honey, artificial sweeteners
• It is needed for growth and repair, the production of body chemicals e.g. enzymes and hormones • Is also a source of secondary energy • 1g protein = 4Kcal • Complementary proteins – eating a mixture of LBV proteins in order to get all the essential amino acids e.g. Beans on toast
• Fat is a term used to describe lipids – this can refer to solid fats and oils. Fat is broken down by the body and used for energy. 1 g fat = 9KCal • Also provide warmth when stored under the skin. Protects organs e.g. heart, liver. • Carries fat soluble vitamins A, D, E & K. • Important for hormone production • Contains essential fatty acids that the body is unable to make itself • Omega 3 and 6 are essential fatty acids which promote heart and brain development and prevent depression.

Your 5 pieces of equipment you need for learning every day:





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