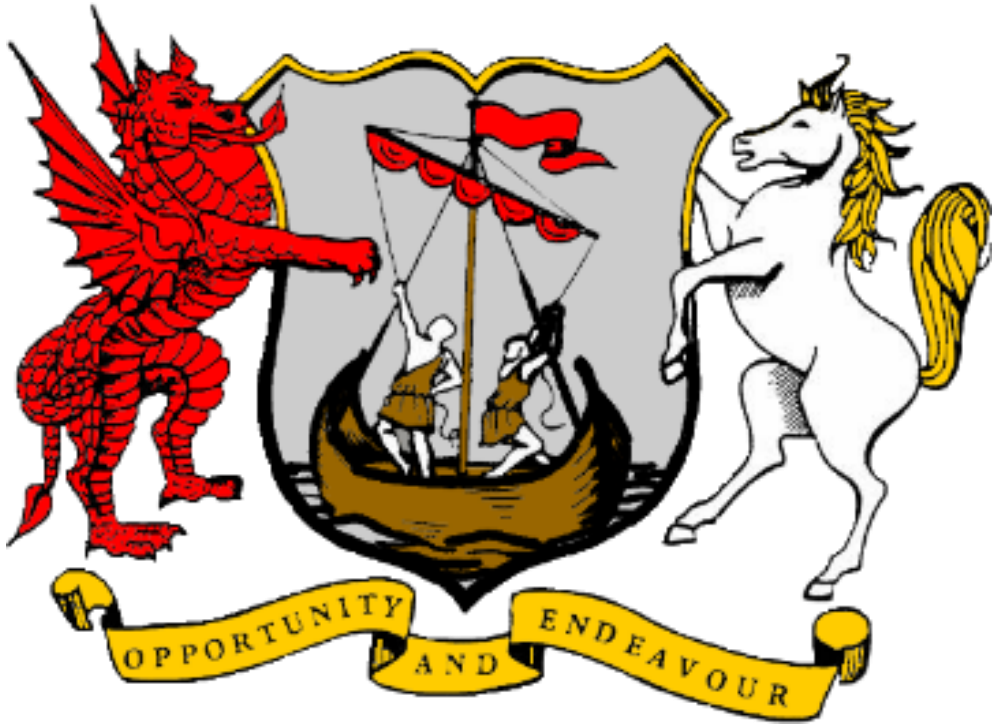




HAYGROVE SCHOOL

CORE KNOWLEDGE BOOKLET

Year 9 – Autumn term 26-27

Name:

Tutor group:

Tutor:

Contents Page



Subject	Page	Subject	Page
What are Core Knowledge Pages? How do I complete my homework?	3	French	39-45
Homework Schedule (timetable)	4	Spanish	46-51
Geography	5-10	Art	52-56
History	11-14	Drama	57-62
RPE	15-19	Music	63-64
Computing	20-22	Engineering	65-67
English	23-30	Food	68-71
Maths	31-32	DT Skills	72-74
Science	33	RSHE	75-77
German	34-37	PE	78-93

What are Core Knowledge pages?



Core Knowledge pages contain the essential (*important*) information needed for each subject. Knowing and understanding this information, will support you in your lessons and your exams, so that you build confidence and understanding in all subjects. Therefore, your homework will focus upon revising this vital (important) information.

How do I complete my homework?

Stage of Method		How do I do this?	Why we do this?
Look	 Look	Read through the information once. Use about 4mins for this stage.	<i>Reading the information will help you to understand the information.</i>
Say	 Say	Next, read the information again but this time, read it aloud. Use about 4mins for this stage.	<i>Reading for a second time, aloud, even if quietly, will help you process (understand) the information more fully.</i>
Cover	 Cover	Now cover up the Core Knowledge page, so that you cannot see the information.	<i>Covering up the information will allow you to train your memory. This is like a workout for your brain!</i>
Write	 Write	Using a fresh page in your homework book, write down/draw as much as you can recall (remember). Use about 8mins for this stage.	<i>Putting pen to paper will help you to process (understand and use) the information you have read, twice!</i>
Check	 Check	Uncover the Core Knowledge page and green pen your notes. Make any corrections with your green pen. Use about 5mins for this stage.	<i>Reviewing (checking) your answers helps you to see the areas you confident with and those that you need to practice more.</i>

Homework schedule/timetable

The homework timetable shows when homework must be completed. Students are encouraged to complete homework at any time before the deadline to support effective time management, wellbeing and participation in extra-curricular activities. For example, Sparx can be completed in small, manageable chunks throughout the week, such as 5 minutes each day, rather than all in one session.

Students should present their homework during Haygrove Welcome. If absent, they should catch up on any missed homework as soon as possible.

Homework Support

Homework Support is available at lunchtimes and after school in the library until 4.00pm and in B3 at lunchtimes for Sparx, providing a quiet, supervised space for students to complete their work.

Incomplete homework

If homework is not completed by the due date, students should use breaktime or lunchtime to catch up and show their work to Homework Support staff. If they do not do so, they will be required to attend an after-school catch-up session or complete the work ready to present the following day. This is to help students stay on track and avoid falling behind.

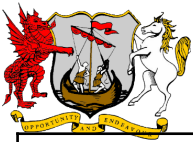
Homework schedule

Week commencing	Week	Time	Week commencing	Week	Time
14/09/26	B	20mins per subject set.	02/11/26	B	20mins per subject set.
21/09/26	A		09/11/26	A	
28/09/26	B		16/11/26	B	
05/10/26	A		23/11/26	A	
12/10/26	B		30/11/26	B	KS3 EXAMS
19/10/26	A		23/11/26	A	KS3 EXAMS
26/10/26	Half Term		14/12/26	B	
			21/12/26	Christmas Holidays	

Homework timetable

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Computing	History	RSHE	Maths
Subject 2	Languages	Design & Technology	Music	Art	Science
Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	RPE	Geography	RPE	Maths
Subject 2	Languages	PE	Drama	English/ Intervention	Science

Intervention: Reading Plus/Lexia/Flash Academy



Y9 Geography Autumn 1: How do countries develop?

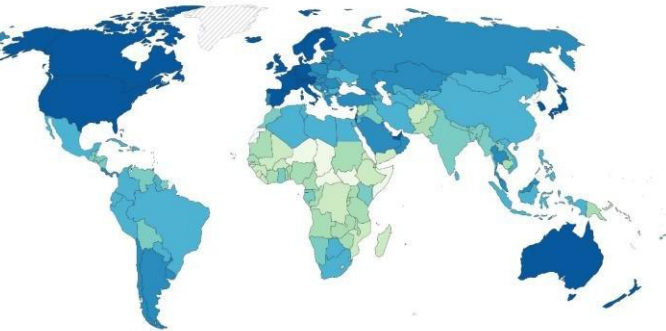


HW 1	HW 2	HW 3	HW 4
Revise factors affecting development	Revise Development indicators	Revise LICs / NEEs / HICs	Revise SDGs and TNCs

Development – any improvement in the standard of living of people in a specific country.

Human Development Index, 2022

The Human Development Index (HDI) is a summary measure of key dimensions of human development: a long and healthy life, a good education, and a decent standard of living. Higher values indicate higher human development.



Data source: UNDP, Human Development Report (2024) OurWorldInData.org/human-development-index | CC BY

LIC - low income countries

Example: Democratic Republic of Congo, people live off 70p a day and have little access to healthcare and education.

HIC - high income countries

Example: United Kingdom, wealthy, lots of well-paid jobs, high quality healthcare for all, free education for all.

NEE - newly emerging economies

Example: China (part of the BRIC and MINT countries), increasing wealth due to manufacturing boom, spending money on infrastructure projects, healthcare and education.



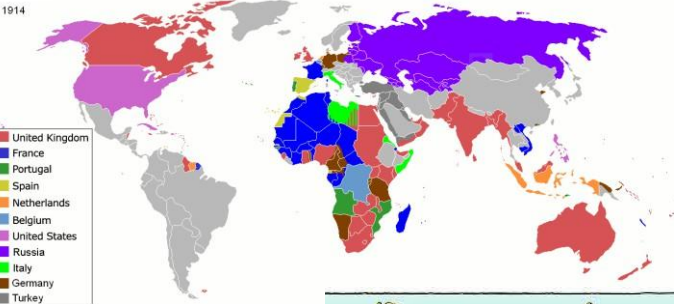
Factors affecting development –

Historical (Human)

- **War/Conflict:** Persistent civil war in Syria (since 2011) and Sudan have left these countries spending money on weapons, as well as sabotage to important infrastructure, meaning water and electricity networks have to be constantly repaired.
- **Colonialisation:** In the past, more advanced countries such as the UK took over other countries as part of the British Empire, and took people (slavery) and resources (e.g. gold), removing many of the riches from African nations. The colonies usually did not benefit.

Natural (Physical)

- **Natural Hazards** such as regular powerful earthquakes means much of the wealth in a country is spent on rebuilding.
- **Landlocked** – countries will struggle to trade with the rest of the world if they cannot access the oceans.
- **Lack of resources:** the country does not have many valuable resources under the ground to begin with.



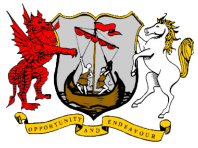
The map above shows empires during colonialisation.

The cartoon to the right is an artists impression of what happened during colonisation.



Development indicators – are methods of how to measure quality of life in a country.

Indicator	Meaning	Examples
GNI per capita	Gross national income is the total wealth created in and outside of the country.	UK = \$49,250 Qatar = \$70,120
GDP per capita	Gross domestic product (GDP) is the total value of goods and services produced within a country per year, divided by the number of people in that country.	UK = \$46,510 Ethiopia = \$925
Life expectancy	The life expectancy is the average age a person can expect to live to.	Japan = 84 years Central African Republic = 54 years
Adult Literacy Rate	The literacy rate is the percent of people who can read and write within a country.	South Sudan = 35% UK = 99%
Years of Schooling	The average number of years children attend school in a country.	UK = 14 years Kenya = 6.7 Years
Human Development Index (HDI)	The Human Development Index is a number that is calculated using life expectancy, literacy rate, education level (e.g. degree) and income per head. Countries end up being ranked from 0-1.	Switzerland = 0.965 (#1) South Sudan = 0.381 (#185)
Birth Rate	Defined as the number of babies born per 1000 people, per year.	UK = 11.3 Nigeria = 36.6
Death Rate	Defined as the number of people who die per 1000 people, per year.	Japan = 12.7 Libya = 6
People per doctor	A ratio to show the number of people per doctor.	Norway = 5.18 doctors for 1000 people UK = 2.8 doctors for 1000 people
Infant mortality rate	Is the number of deaths of children under the age of 1 per 1000 live births, per year.	Japan = 1.5 deaths Somalia = 62.8 deaths



Y9 Geography Autumn 1: How do countries develop?

LIC: Malawi - An extremely poor country in South-Eastern Africa, the GNI per capita in 2022 was \$640 per year.



History/Background –

Once Malawi was part of an empire called the Maravi Empire. The first British person arrived there in 1859. He was Dr Livingstone, a Scottish doctor and missionary. He was followed by other missionaries, and traders.

In 1891 Britain took control of Malawi. British planters set up plantations there, to grow coffee, tea, tobacco, and cotton, for export. But in 1964, after decades of struggle, the country gained independence.

Geography –

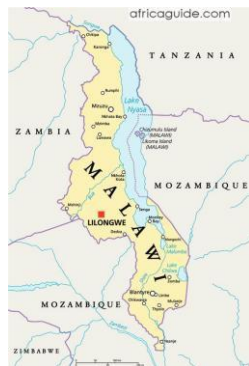
Malawi is landlocked, meaning it is surrounded by other countries, this means it is difficult for it to trade with the rest of the world.

Malawi is near the Equator so it has a warm climate, with a Savannah Grasslands being the main biome.

Lake Malawi is the 4th largest freshwater lake in the world by volume.

Education –

Many girls in the country finish education at the age of 10-14.



NEE: India - Now the world's most-populated country and has a rapidly growing economy.



History/Background –

From 1757, Britain increased its control of India through the East India Company. From 1858 onwards, the British government directly ruled India, and it became known as the British Raj.

Many Indians suffered from extreme poverty and famines during British rule. The British government and British individuals gained a lot of wealth from trade with India.

India gained independence in 1947.

Geography –

India is located 8-38 degrees North of the Equator.

It has a dry monsoon and a wet monsoon due to changes in wind direction.

To the North are the extremely steep mountains of the Himalayas.

Education –

India is a country of great inequalities, there is a growing number of wealthy people and business owners, however millions of people live in slums such as the one pictured below in Mumbai.



HIC: Singapore - The 4th richest country in the world in 2023 based on GNI per capita of \$91,100.



History/Background –

Like Malawi, Singapore was once a British colony. In 1819, Britain signed a treaty with the ruler in Singapore, to set up a British trading post there. Then, stage by stage, the island became a British colony.

During World War 11, Japan invaded the island, and destroyed most of it. After the war, Singapore rebuilt itself. In 1965, after years of internal conflict, it became an independent country. (That's a year after Malawi became independent.)

Geography –

Singapore is an island country off the tip of Malaysia.

It has very little farmland or other natural resources. Even freshwater is scarce. So it has to buy almost everything that it needs.

It earns even more as a shipping hub. Cargo is moved from ship to ship at Singapore, depending on final destination. It has the busiest transshipment in the world.

Education –

The majority of Singapore students will complete A Levels and then go to University.





Y9 Geography Autumn 1: How do countries develop?

Transnational Corporations - A Transnational Corporation (TNC) is a company which operates in more than 1 country.



Shell – An energy TNC predominantly dealing with the extraction, refinery and sales of oil-based products, e.g. petrol.



Advantages	Disadvantages
• Employs 65,000 people in Nigeria. • Paid \$20 billion in corporation tax in 2013. • Creates further jobs and opportunities due to the multiplier effect.	• Oil spills have killed fish in the Niger delta which was a rich ecosystem. • The tax paid in Nigeria is thought to be a fraction of what it should be. • Some people believe this is modern colonisation as companies from richer countries have the technology to extract the resource. • Exploitation of workers and the government.

The picture below shows several examples of TNCs.

They can include companies in a range of sectors including: technology, food and drinks, sanitary products, clothing, television, purchasing, fuels, music, etc.



Photograph above shows the damage of oil spills in the Niger Delta.

- **Sustainable Development Goals (SDGs)** - Sustainable development goals (SDGs) are 17 goals aiming to improve all aspects of life and the environment by 2030.



Why can't all countries develop in the same way as the UK?

The UK rapidly developed thanks in part to the industrial revolution. China is following a similar trajectory in the last few decades.

Manufacturing creates vast carbon emissions and if all countries were to develop this way it may make life in many places uninhabitable in the long-term due to climate change.

Population –

We now have 8 billion people on Earth and this is projected to rise to 10 billion people by 2050. How can we all live on Earth in a sustainable way so there are resources left for future generations?

Environment –

As well as a warming climate, we have now realised the impact we are having on life on land, forests, oceans, and rivers, the purpose of the goals is to reduce our impact, making life better for all people and species on Earth.



Key Word	Definition
Development	Any improvement in the standard of living of people in a specific country.
Development Indicator	a method used to measure how developed a country or region is.
LIC	A low income country (LIC) is a very poor country, most people work in farming.
NEE	Newly Emerging Economy (NEE) is a country which is rapidly becoming richer, usually through increase of industries such as manufacturing.
HIC	A high income country (HIC) is a rich country, most people work in services.
GNI	Gross National Income (GNI) is the total income from goods and services in a country per year.
Per capita	Is the total, divided by the total population.
HDI	Human Development Index (HDI) is a composite indicator scoring between 0-1, it takes into account GNI per capita, life expectancy, and years of schooling.
SDGs	Sustainable development goals (SDGs) are 17 goals aiming to improve all aspects of life and the environment by 2030.
TNCs / MNCs	A Transnational Corporation (TNC) is a company which operates in more than 1 country.
Poverty	Lacking basic amenities, for example, families might go without proper housing, clean water, healthy food, and medical attention.
Choropleth map	A map showing data using colour patterns.



Y9 Geography Autumn 2: How is climate change affecting the Earth?

HW 5	HW 6	HW 7	HW 8
Revise climate through time and evidence of change	Revise keywords and formation of fossil fuels and the greenhouse effect	Revise the causes of global warming and the impacts of climate change	Revise mitigation and adaptation of climate change



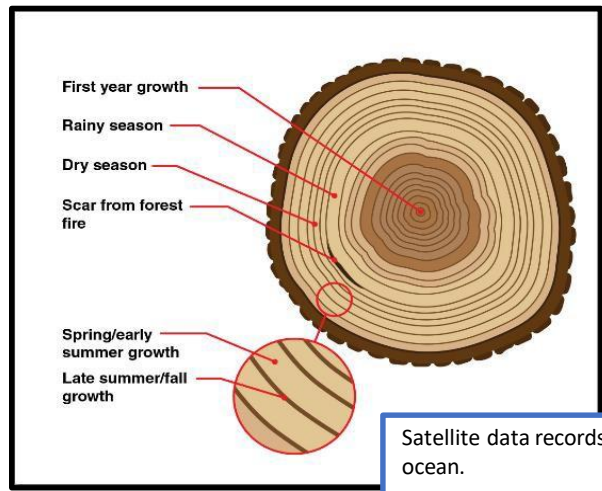
Temperatures since the last ice age

The last ice age began around 110 000 years ago.

Then about 12 000 years ago, Earth began to warm up. The ice age ended.

But the temperature did not rise steadily. Look at the wiggly line in the graph below. It shows the average temperature for the Northern Hemisphere for the last 11 000 years.

Today the average temperature is 15 degrees and is still rising.



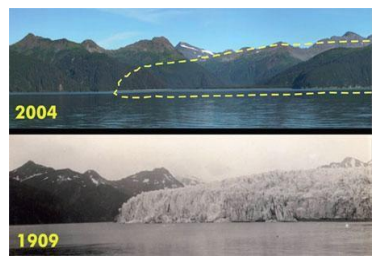
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Satellite data records the height of the ocean.

Sea level has risen 8-9 inches since 1880, and the rate is accelerating thanks to glacier and ice sheet melt.

The best estimate is that levels will increase between 18-38 cm's and the worst that they will increase between 26-59 cm by the year 2100.

Sea level rise may slow down between 2050 and 2100 if there are deep cuts in emissions. It could then reach a little over 30 cm (1 ft) from now by 2100. With high emissions it may accelerate. It could rise by 1 m (3 1/2 ft) or even 2 m (6 1/2 ft) by then.



SATELITE DATA

Adaptation Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.

Climate change A long-term change in the Earth's average temperature and weather patterns.

Mitigation Action taken to reduce or eliminate the long-term risk to human life and property from natural hazards, such as building earthquake-proof buildings or making international agreements about carbon reduction targets.

Orbital changes Changes in the pathway of the Earth around the Sun.

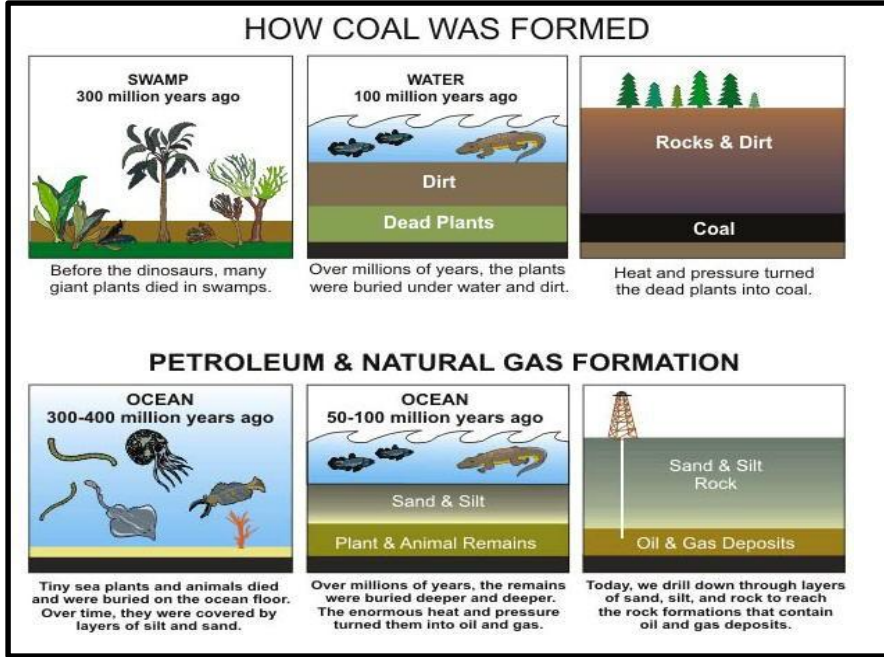
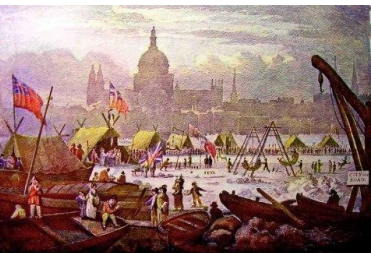
Climate through time and evidence of change

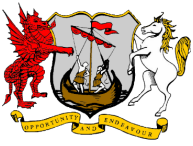
Visual evidence in the form of artwork depicting frost fairs on the River Thames in London shows us a colder Climate during the 'Little Ice Age', which in fact was not a real ice age at all.



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Y9 Geography Autumn 2: How is climate change affecting the Earth?



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GREENHOUSE EFFECT

ENHANCED GREENHOUSE EFFECT

LONG-WAVE RADIATION (HEAT) IS GIVEN OFF BY THE EARTH.

LESS LONG-WAVE RADIATION (HEAT) ESCAPES THE ATMOSPHERE

SHORT-WAVE RADIATION FROM THE SUN PASSES THROUGH THE ATMOSPHERE

SHORT-WAVE RADIATION FROM THE SUN PASSES THROUGH THE ATMOSPHERE

SOME HEAT IS ABSORBED BY THE GREENHOUSE GASES

MORE HEAT IS ABSORBED BY THE GREENHOUSE GASES

LAYER OF GREENHOUSE GASES

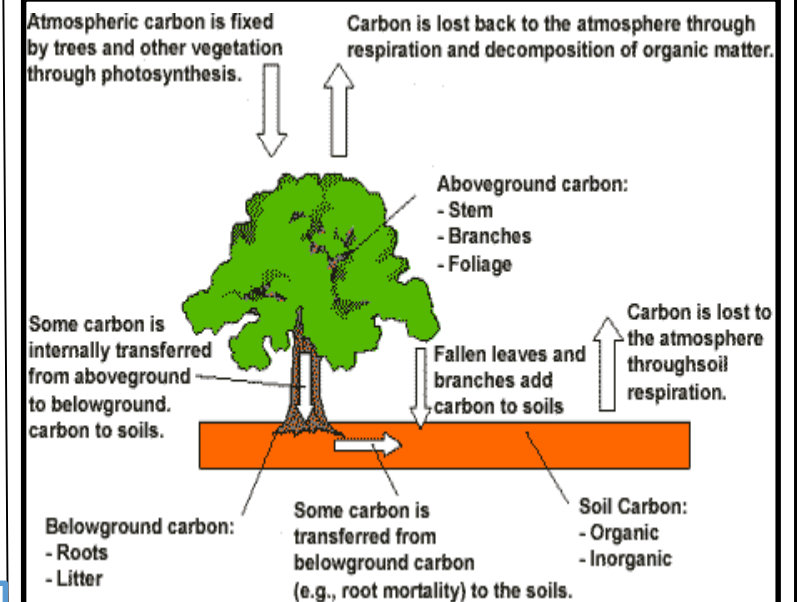
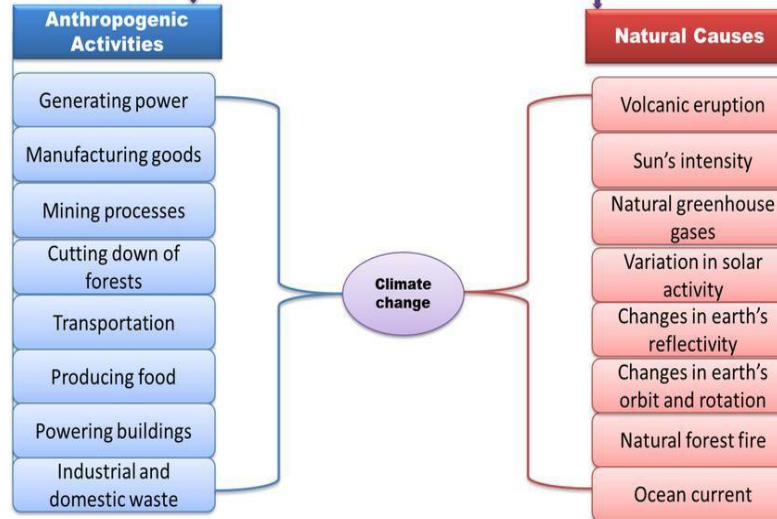
INCREASED GREENHOUSE GASES

ATMOSPHERE

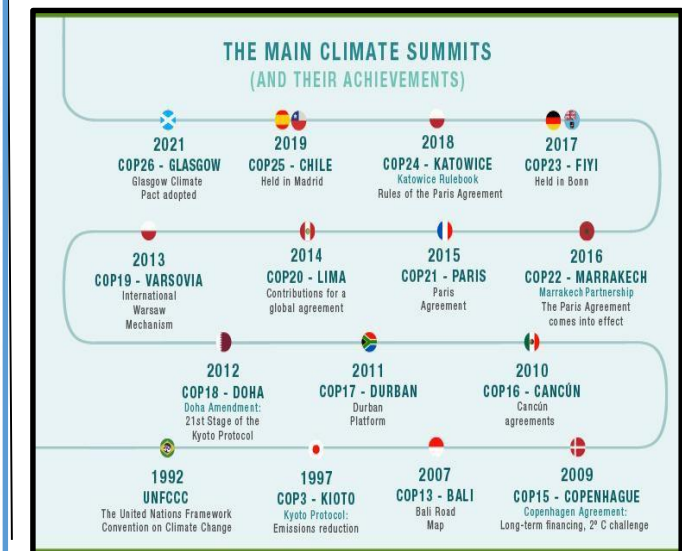
Impacts: How are the polar bears being affected?

- There are other impacts of climate change on polar bears, too. Warming has been linked to increases in contamination and exposure to diseases. Unusually warm weather in winter can cause dens to collapse, which females build to birth and protect their young.
- In the Southern Beaufort Sea and Western Hudson Bay sea-ice loss has been directly linked to past or present declines in the polar bear population. But elsewhere, other factors such as hunting, shipping, oil and gas activities, tourism, prey availability and successful conservation come into play to greater or lesser extents.
- Current population: 22,000-31,000 polar bears worldwide, estimated. The World Conservation Union projects the bears' numbers will drop by 30% by 2050 due to continued loss of Arctic sea ice.

Drivers of Global Warming

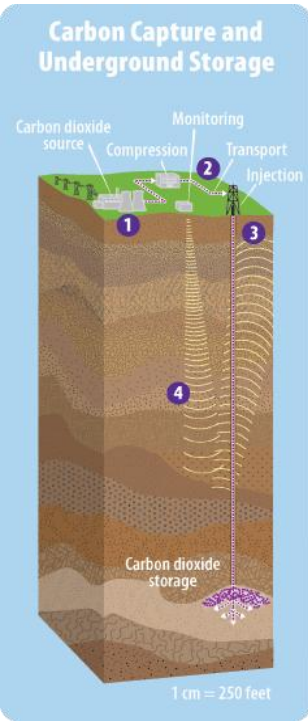


MITIGATION





4. The site is monitored to make sure the stored carbon dioxide doesn't leak back up to the atmosphere or into underground sources of drinking water.



Adaptation strategies do not aim to reduce or stop global warming. Instead they aim to respond to climate change by limiting its negative effects. Strategies include:

- **Agriculture** - farmers will have to adapt as some crops may not be able to grow in a warmer climate. However, other crops (e.g. oranges and grapes) will be able to be planted.
- **Water supply** - water transfer schemes could be used. This is where water is transferred from an area of water surplus to an area of water shortage.
- **Reducing risk from sea level rise** - areas at risk from sea level rise may use sea defences to protect the land from being eroded away.

Types of Renewable Energy Sources



①
Hydropower

Gravitational potential energy of water converted into electrical energy through a hydraulic turbine



Gravitational potential energy of water converted into electrical energy through a hydraulic turbine

④
Biomass

Energy obtained from
plant & animal
remains; e.g.
burning wood
produces heat energy



Energy obtained from plant & animal remains; e.g. burning wood produces heat energy

5
Geothermal Energy

Heat energy trapped underneath the earth's crust converted into electricity by steam turbines



Heat energy trapped underneath the earth's crust converted into electricity by steam turbines

2
Wind Energy

Kinetic energy of wind
converted into
electricity
by wind turbines



Kinetic energy of wind
converted into
electricity
by wind turbines

3
Solar Energy

The sun's energy
turned into electricity
heat energy by solar
panels/solar heaters



The sun's energy turned into electricity heat energy by solar panels/solar heaters



Oceanic thermal and tidal energy converted into electricity by turbines and other systems

⑦

Hydrogen

Hydrogen's potential chemical energy converted into electricity by Hydrogen fuel cells

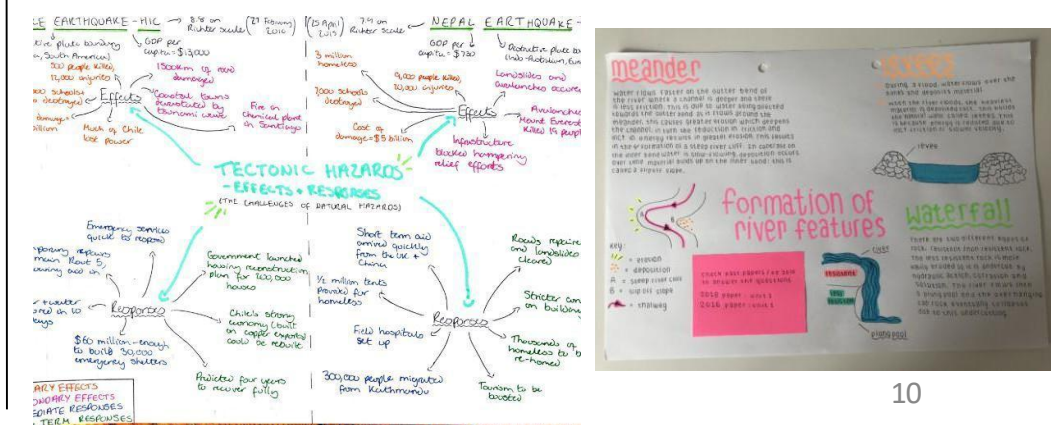


Hydrogen's potential
chemical energy
converted into
electricity by
Hydrogen fuel cells

How to revise in Geography?

Use these strategies to revise before the end of unit assessment:

1. Create revision flash cards for processes/ e.g. a card for each of the x3 plate margins. Or have a question(s) on one side, answers on the other side.
2. Create a revision mind-map for the example/case study. This is a spider diagram that contains information/pictures, it should have lots of colour/sketches/diagrams to make it more interesting to your brain.
3. Keywords: write out each key term, cover it up and try to write a definition for each one, compare this to the definition on the core knowledge page.
4. Create a 'must know' quiz using your Core Knowledge Pages.
5. Practice past paper questions. Then use your notes to correct/improve your answer.
6. Read model answers from your teacher, pull it apart and identify the key parts, then attempt a similar question yourself.





Yr 9 History

NEED TO KNOW

For your KS3 Exam: Write an essay to explain why so many people voted for Hitler. At the end of the term, you will complete a knowledge test on all you have learned. If you're already confident on the "core knowledge" scan the QR codes to learn more.

Homework 1: How did women gain the right to vote?

- At the start of the 1800s, women in Britain didn't have the right to vote. They also had very little legal protection and few rights to education or work.
- By the end of the 1800s there was growing support for the campaign for women's right to vote.
- Two main campaign groups emerged, the Suffragists and the Suffragettes.
- At the outbreak of World War One, the two groups agreed to suspend their campaigns and support the war effort.
- Women joined the war effort through the Women's Land Army, Munitionettes, Voluntary Aid Detachment and the Women's Auxiliary Army Corps.
- In 1918, just before World War One ended, the government finally passed a law giving some women the right to vote for the first time.

Key individuals:

Henry Hunt – An MP who argued that unmarried women should have a vote as they paid their own taxes

John Stuart Mill – An MP who argued that women should be treated as equal to men.

Millicent Fawcett – Led the National Union of Women's Suffrage Societies (NUWSS)

Emmeline Pankhurst, and her daughters **Christabel** and **Sylvie** - Formed the Women's Social and Political Union (WSPU). They became known as the suffragettes. Their slogan was 'Deeds not words.'

Emily Davison – Died after walking onto the racetrack in front of the King's horse carrying a WSPU sash.



Key terms:

Suffragist a person advocating that the right to vote be extended to more people, especially to women

Suffragette a woman seeking the right to vote through organised protest



Yr 9 History

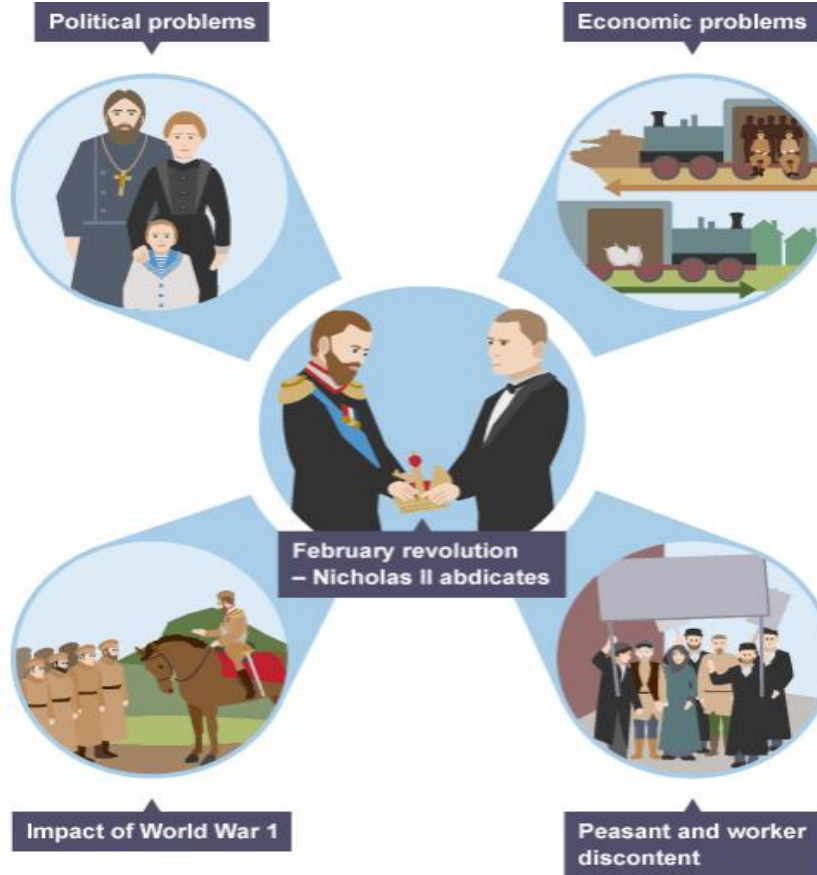
NEED TO KNOW

For your KS3 Exam: Write an essay to explain why so many people voted for Hitler. At the end of the term, you will complete a knowledge test on all you have learned. If you're already confident on the "core knowledge" scan the QR codes to learn more.

Homework 2: Why was there a revolution in Russia?

Political problems:

- The incompetence of Nicholas II
- The war and the Tsarina
- Issues with Rasputin
- Revolutionary groups



Impact of World War One

- Military defeats
- Poor leadership from the Tsar

Economic problems:

- **Industry** – lack of raw materials limited production.
- **Transport** -
- Russia's railway system was underdeveloped.
- **Agriculture**
- Farming methods still relied on many peasants being able to work the land. Millions were conscripted into the war effort leading to food shortages.

Peasant and worker discontent

- Unemployment
- Poor living conditions
- Food shortages
- Strikes + demonstrations

Key terms:

Abdication When a ruler, such as an emperor, chooses to give up all power.

Revolution Overthrowing a government by force

Socialism The idea that wealth should be shared more equally

Tsar The Russian Emperor

These problems all led to the February Revolution in 1917 and the abdication of the Tsar. A provisional government was created but this was weak and unable to resolve the continuing economic problems and demands of the Russian people to withdraw from the war. The Bolsheviks were a revolutionary party, committed to the ideas of Karl Marx. They believed that the working classes would liberate themselves from ruling classes and establish a genuine socialist society, based on equality. In October 1917, under the leadership of Vladimir Lenin, the Bolsheviks led a Revolution to take control of Russia.





Yr 9 History



For your KS3 Exam: Write an essay to explain why so many people voted for Hitler. At the end of the term, you will complete a knowledge test on all you have learned. If you're already confident on the "core knowledge" scan the QR codes to learn more.

Homework 3: What was the Treaty of Versailles?

World War One ended at 11am on 11 November 1918. **The Treaty of Versailles** was a peace agreement that marked the end of World War One and set out to punish Germany for their involvement in the war. The treaty was signed on 28 June 1919.



Blame: War Guilt Clause 231 stated that 'Germany accepts the responsibility of Germany and her allies for causing all the loss and damage (in the War).'

Reparations

Germany had to pay for all of the damage caused in the war. This figure was decided to be £6.6 billion in 1921, and was finally paid off in 2010. These reparations caused economic hardship in Germany.

Armed forces

Germany's was allowed:

- it was allowed a maximum of 100,000 troops in the army
- conscription was banned
- no tanks were allowed
- its navy was reduced to 15,000 men
- it was allowed only 6 battleships, and no submarines

Territory

Germany lost a significant amount of territory: 13% of its land and 10% of their population, including industrial, coal and iron producing areas. This contributed to their post-war economic problems.



Key terms:

Treaty A formal agreement between two or more nations.

Reparations Payments made by a defeated nation after a war to pay for damages or expenses it caused to another nation

Homework 4: What was the impact of the Great Depression?

The 'Booming Twenties'

- During the 1920s, the USA was the richest country in the world; wages were high and many Americans could afford to buy new mass-produced goods like radios and refrigerators.
- American companies were selling lots of goods, so people borrowed money to buy shares in them.
- However by the end of the 1920s US businesses were producing more goods than they were selling, so not making as much money.

The 'Wall Street Crash'

- On 24th October 1929, the American stock market crashed. The stock market is where shares are bought and sold. People realised that some companies were no longer doing so well and rushed to sell their shares. Shares quickly fell in value and a lot of people and businesses lost lots of money.
- The stock market in the USA is based in Wall Street in New York, and this became known as the Wall Street Crash.
- Businesses collapsed and thousands of people were ruined. This was the start of the Great Depression which also affected many other countries across the world.
- Banks failed, industries struggled and trade ground to a halt. Within three years, more than 30 million people became unemployed in the industrialised West.



What was the impact on Germany?

- Germany had borrowed large amounts of money from America through the Dawes Plan and the Young Plan. This meant the German economy took a huge hit when America needed their loans repaid.
- 6 million German people were out of work by 1933 and the recovery that appeared to be taking place was destroyed.

Key term:

Economic Depression A collapse in trade causing great unemployment





Homework 5: Why did people vote for Hitler and the Nazis? You will need to revise this in detail for your exam

The Impact of the Depression on Germany (see previous page)

Political Failure

In March 1930, the Chancellor, Hermann Müller, resigned because his government could not agree on how to deal with the rising costs of unemployment. He was replaced by Heinrich Brüning. Brüning tried to fix the crisis by **cutting government spending, wages, and unemployment pay**. This made things even worse:

- More people became unemployed.
- Poor families became even poorer.

Brüning could not get the **Reichstag** (Germany's parliament) to agree with his plans. So President Hindenburg used **Article 48**, which allowed him to pass laws without the Reichstag. This weakened democracy and made it easier for a dictator to take over later.

Nazi propaganda

Nazi propaganda was led by **Joseph Goebbels** and focused on three main ideas:

- **The Führer cult** — Hitler was shown as Germany's saviour.
- **Volksgemeinschaft** — The idea of one united German people.
- **Scapegoating Jews** — Blaming Jews (and others) for Germany's problems.

Propaganda was powerful because Hitler was a strong speaker and Goebbels targeted different groups with messages designed to win their support.

Why people supported the Nazis

Many groups in Germany supported the Nazis because they were worried about the country's problems and didn't trust democracy anymore.

- **Wealthy businessmen** — They feared the **communists**, so they gave money to Hitler.
- **Middle-class voters** — They thought democracy had failed and wanted a strong leader.
- **Nationalists** — They blamed the **Treaty of Versailles** and **reparations** for Germany's problems.
- **Rural communities** — Farmers, shopkeepers and workers in the countryside often supported the Nazis.

The Rise of Extremism

As many people felt desperate. Extreme parties grew stronger:

- The **Communists** gained support from workers.
- The **Nazis** gained support from people who feared communism or wanted strong leadership.

In the end, the Nazis benefited the most from the chaos and anger caused by the Depression.

Key term:

SA - Sturmabteilung

The SA (Sturmabteilung) was the Nazi Party's original private army in Germany, formed in 1921. Also known as "Brownshirts" because of their uniforms, they acted as Hitler's "muscle".



Yr 9 RPE Autumn:

- **RELIGION**- An organised system of beliefs, ceremonies, and rules used to worship a God or group of gods.
- **PHILOSOPHY**- The study of the nature of knowledge, reality and existence.
- **ETHICS**- The study of ideas about right and wrong.

HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7
Revise the meaning of reality, and worldview	Revise the meaning of Plato's cave.	Revise the meaning of the Truman Show and the influence of the media	Revise the First Cause Argument for God's existence.	Revise the Argument from Religious Experience	Revise the Design Argument for God's existence	Revise for your exam

EXAM INFORMATION:

You will have two parts to the RPE exam.

Part One- This will be a test on all of the knowledge in this knowledge organizer and some short answer questions which will test your understanding.

Part Two- This will be an essay on Does God exist?



Reality

Definition: Reality means the state of things as they actually exist, rather than ideas about them.

Types of reality often discussed:

Physical reality – what we can see, touch, and measure.

Spiritual or metaphysical reality – things that may exist beyond the physical world (e.g. God, the soul).

Subjective reality – how individuals experience the world, which may differ from person to person.



Worldview

Definition: A worldview is the way that you see and understand the world, especially regarding issues such as politics, religion, philosophy and ethics.

Examples of worldviews:

Religious worldviews – e.g. Christianity, Islam, Hinduism (believe in a divine being or spiritual dimension).

Non-religious worldviews – e.g. Humanism, Atheism (focus on human reason, science, and ethics without belief in the supernatural).

Plato's Cave – a philosophical idea (allegory) put forward by Plato who said that we are held back from seeing the truth and that what we see is not truly real.

Imagine this:

- There are people chained inside a dark cave.
- They've been there since birth and can't turn their heads.
- All they can see is the wall in front of them.
- Behind them is a fire, and between the fire and the people, others walk by holding up objects.
- These objects cast shadows on the wall, and the chained people think the shadows are real things—because that's all they've ever seen.

Now imagine one person escapes the cave and saw the outside world:

- At first, the sunlight hurts their eyes.
- But slowly, they start to see the real world—trees, animals, people, the sun.
- They realize the shadows in the cave were just illusions.
- If they go back to the cave and tell the others, the others might not believe them or even get angry.

What Does It Mean?

Plato used this story to explain a big idea:

- The cave = a world where people only see limited or false information.
- The shadows = what people believe is real, but it's not the full truth.
- The outside world = true knowledge and understanding.
- The sun = truth, wisdom, and enlightenment.
- The escaped person = a philosopher or thinker who seeks real truth and tries to help others see it too.

Why It Matters- Plato says we are like those men in the cave, we think we understand the real world, but we are really trapped and what we are really seeing is like shadows on the wall. Plato's message is: "Don't just accept what you see or hear—question it, explore, and learn for yourself."





Yr 9 RPE Autumn:

HOMEWORK 3

What is the Media?

Media is the means of communication that reach different numbers of people, such as television, newspapers, and radio, social media, news. It includes things like newspapers, TV, radio, the internet, and social media.

Types of Media

Here are some common types of media:

- Print Media – newspapers, magazines, books
- Broadcast Media – television and radio
- Digital Media – websites, social media, apps
- Outdoor Media – billboards, posters

How Media Influences Us

Media can influence the way we think, feel, and behave. It can shape our opinions, beliefs, and choices.

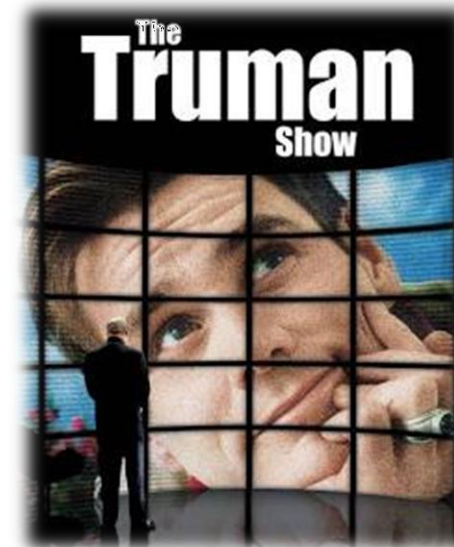
Examples of influence:

- Advertising can make us want to buy products
- News can affect how we view the world
- Social media can impact our self-esteem and relationships

Key Terms to Know

- Media – Ways of communicating information to people
- Social Media – Online platforms where people share content and interact
- Advertising – Messages that try to persuade people to buy or do something
- Bias – When information is presented in a way that favors one side
- Fake News – False or misleading information presented as news
- Catfishing - When someone creates a fake identity online to deceive others, often for personal, emotional, or financial gain.

- **RELIGION**- An organized system of beliefs, ceremonies, and rules used to worship a God or group of gods.
- **PHILOSOPHY**- The study of the nature of knowledge, reality and existence.
- **ETHICS**- The study of ideas about right and wrong.



Positive influences	Negative influences
<i>Helps us stay informed</i>	<i>Can spread false information (Fake news/ Deep fakes/Catfishing)</i>
<i>Can be educational and entertaining</i>	<i>May lead to unrealistic expectations</i>
<i>Connects people around the world</i>	<i>Can be addictive or distracting</i>
<i>Makes communication easier</i>	<i>Cyber-bullying</i>
<i>Used to spread good messages</i>	<i>Contact with strangers</i>

The Truman Show- This film is based on the idea of a man called Truman who lives what he thinks is a real life but actually it is not real. He is the star of a reality TV show where the whole world is watching him in his fake world.

When he discovers the truth he has to decide on whether to leave the safety of his fake world or leave to find out what the true world is like.



Yr 9 RPE Autumn: Arguments FOR the existence of God:

HOMEWORK 4- The First Cause Argument

The First Cause Argument (also known as the Cosmological Argument) is a classical philosophical argument for the existence of God.

Key Idea: Everything has a cause

The argument goes like this:

- Everything that begins to exist must have a cause.
- Things don't just appear out of nowhere.
- Nothing can cause itself to exist.
- So, everything must be caused by something else.
- But this chain of causes can't go back forever.
- There must be a starting point — a First Cause.
- This First Cause must be eternal and uncaused.
- The only being that fits this description is God.
- Therefore, God must exist.

Scientific evidence (like the Big Bang) suggests the universe had a starting point.

Therefore, the universe must have a cause.

Something must have caused the universe to begin.

This cause must be outside the universe.

It can't be part of time, space, or matter—because those things began with the universe.

This uncaused cause is God.

God is seen as eternal, necessary, and powerful—able to create the universe without being caused.

Thomas Aquinas played a key role in developing the First Cause Argument for the existence of God. His version is one of the most influential in Western philosophy and theology.

Who was he?

A 13th-century Catholic philosopher and theologian.

One of the most important thinkers in Christian philosophy.

His major work is the Summa Theologica.

Why is it important?

Aquinas linked faith with reason, showing that belief in God could be supported by logical thinking.



Criticisms:

What caused God? – If everything needs a cause, why doesn't God?

The universe could be eternal – Some argue the universe didn't begin, so no cause is needed.

Quantum physics – Some events may happen without clear causes.



Yr 9 RPE Autumn: Arguments FOR the existence of God:

HOMEWORK 5- The Argument from religious experience

Some people claim to have had powerful and personal experiences that they believe are evidence of God's existence. These might include visions, miracles, answered prayers, or a deep sense of presence or peace.

(A) Mystical experiences- seeing visions or hearing voices.

For example In 1858 a young peasant girl called Bernadette saw a vision of the Virgin Mary in Lourdes in France. She told the girl information she could not have known which amazed ordinary people and religious leaders. The vision told her that a stream would spring from the ground near her and it did. Bernadette saw the vision 14 times.

(B) Miracle – An event that defies the laws of nature

Nowadays many Christians travel to Lourdes on a pilgrimage. It had become an important place especially to Roman Catholics. Many people claim to have been healed of physical and mental illnesses by bathing in the spring waters where the appearances took place. Many of the healings have been verified by medical and scientific experts who can offer no explanation for them.

(C) Answered prayer.

Genelle Guzman was working on the 64th floor of the World Trade Centre when it was attacked by terrorists. She made her way down to a stairwell on the 13th floor but the building collapsed around her and she was trapped. She prayed to God that she would be rescued and after 27 hours she was. She was the fifth and final person to be found alive.

(D) Conversion

This is when someone's life radically changes because they believe that they have encountered God. For example, Nicky Cruz was a New York Gang member before he became a Christian. He now campaigns against gang violence.

HOMEWORK 6- The design argument for the existence of God

Key Idea:

The universe shows signs of **order**, **purpose**, and **complexity**—just like something that has been designed. Therefore, it must have a **designer**. That designer is believed to be **God**.

How the Argument Works:

- The world is full of complex and beautiful things (e.g. the human eye, ecosystems, laws of physics).
- These things appear to be designed for a purpose.
- Design requires a designer.
- Therefore, the universe must have a designer.
- That designer is God.

Famous Example: Watch Analogy by **William Paley**

If you found a watch on the ground, you wouldn't think it appeared by chance. It is so **complex**, you'd assume it must have been **designed**.

The universe is much more complicated than a watch so if the watch has a designer then the universe must have been designed.

Modern Support:

Some scientists and philosophers argue that the universe appears to be **finely tuned** for life. For example, if forces like **gravity** or the **speed of light** were even slightly different, life as we know it couldn't exist. This suggests the universe may have been **deliberately set up**—which some see as evidence of a designer, like God.

Criticisms:

Evolution explains complexity in nature without needing a designer.

The world contains flaws and suffering—would a perfect designer create that?

The argument doesn't prove the designer is the **God of any specific religion**.



Yr 9 RPE Autumn: Arguments AGAINST the existence of God:

HOMEWORK 7

❑ 1. Science and Evolution as Arguments Against God

Scientific theories like the **Big Bang** and **evolution by natural selection** explain the origins of the universe and life without needing God.

- The **theory of evolution** shows that the world was not designed but changed and evolved over millions of years through natural selection.
- The **big bang theory** explains how the universe began from a single point.

☹️ 2. The Problem of Evil and Suffering

The existence of **moral** and **natural evil** raises questions about why a loving, powerful God would allow such pain.

If God is:

All-powerful (omnipotent), he would have the power to end suffering and evil

All-knowing (omniscient), he would know about the suffering and evil in the world

All-loving (omnibenevolent), he would want to end all suffering

Then why does **evil and suffering** exist in the world?

However, there is suffering and evil in the world therefore God does not exist

Keyword/term	Definition/explanation
Reality	The state of things as they actually exist, rather than ideas about them
Plato's Cave	A philosophical idea (Allegory) put forward by Plato who said that what we are held back from seeing the truth and that what we see is not truly real.
Worldview	The way you see and understand the world, especially regarding issues such as politics, religion, philosophy and ethics
Media	A means of communication that reach different numbers of people such as TV, newspapers, radio, social media etc.
Atheist	Someone who does not believe in God.
Theist	Someone who believes in God.
Agnostic	Someone who is not sure whether God exists, or believes it cannot be proven either way.
First cause Argument	Thomas Aquinas argued that everything has a cause. If you track things back through series of causes, there must have been a 'first cause.' He said that this 'first cause' is God.
Miracle	An event outside of the laws of nature
The problem of suffering	How can an all loving and all-powerful God exist if there is suffering in the world? Surely, he would want to end suffering and have the power to stop suffering?
Big Bang Theory	The Scientific theory that the universe began with an explosion.
Proof	Demonstrating that something is true beyond any doubt.
Omnipotent	All powerful
Omnibenevolent	All loving
Omniscient	All knowing



Year 9 Computing Autumn Term:

Page 1 Photoshop

1. Photoshop

Key terms:

Asset - a resource to be used, could be an image, video or sound effect
Software - program or app on a device
Graphic design software - software used to create or edit digital images

This is the tool bar.
It is on the left hand side of your canvas.

We can use it to create shapes. When you have drawn a shape you can move it, change its size as well as the colour for edge and fill.

Things to consider:

1. Can you match the correct icon with the tools described in the box to the right
2. Explain how to add guides to support your layout .

Photoshop is used by graphic designers, photographers, web designers, marketing & advertising professionals, animators and many more.

Photoshop is part of the Adobe suite of software used for editing vector graphics.

Photoshop has many features that can be used to edit an image.

AI can be used to remove a background from an image

The erase tool can also be used to remove areas of an image.

Crop tool can change the aspect of your image

Move tool allows selection of an image as well as repositioning on the canvas or move into a different project.

Guidelines can be added to support sectioning of the canvas such as creating a fold in a leaflet.

2. Legislation

Key terms:

Copyright - a law that grants the creators the exclusive right to use, reproduce, distribute and adapt their original creative works.



When creating a graphic design product all assets must be in line with legislation.

If you have designed an image then you have the right to use that image. If you edit an image created by someone else then you need to seek their permission to do so.

Education can be different as assets can be used to support teaching and learning whereas a business may use assets for financial gain.

Any assets you use to answer a brief need to be referenced.

Things to consider:

Explain copyright in your own words, giving examples of where it may affect your work.

Assessment:

Your assessment in the second half term will be all about your understanding of photoshop as well as binary and boolean logic.



Year 9 Computing Autumn Term: Page 2 Client brief and Boolean Logic

3. Interpreting a client brief

Key terms:

Client - person or company that is relies on someone to provide a service such creating a product.

Client brief - a way the client communicates what they want to have. This could be written or discussed verbally.

Target audience - who the product is aimed at. Each age group has different requirements.

Example of client brief -

Little Land of Fun is a theme park based on younger children's favourite wild animals. Little Land of Fun's target audience is children aged from three to 10 years old and their families and / or caregivers.

As a graphic designer, you have been asked to produce a logo for Little Land of Fun. The logo will be used on the theme park's promotional material.

The theme park is also producing a three-fold double-sided leaflet to promote the park. They would like you to create a digital graphic design for either the entire front or back of the leaflet.

For example, where it is, entry prices, a park map, the rides and attractions, etc. and can include a slogan.

Planning documents -

Mindmap - initial ideas jotted down and linked together

Visualisation diagram - pictorial version of how something may look

4. Boolean Logic Gates

Key terms:

Binary - two, made of two digits, base two

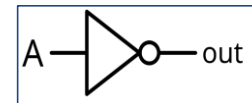
Denary - ten, base ten, ten different digits

A computer is made of switches, also known as transistors, which are either on or off. 1 represents on and 0 represents off, this is known as Binary. All computers or other devices run using this system.

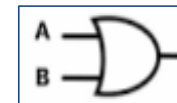
Combinations of these switches are how calculations are carried out. These calculations are arithmetic or logical.

There are three logic gates we need to know:

NOT



OR



AND



These gates have inputs and outputs
NOT - is the opposite, so if 0 is the input then 1 is the output

OR - if 1 or more inputs are 1 then the output is 1

AND - both inputs have to be 1 to give an output of 1

Truth table - Each gate has a truth table that shows all possible inputs and their matching outputs.



Year 9 Computing Autumn Term: Page 3 Binary, binary conversion and ASCII

5. Binary Conversion

Units:

Bit - binary digit, one number
Nibble - 4 bits
Byte - 8 bits
Kilobyte - 1024 bits
Megabyte - 1024 kb
Gigabyte - 1024 megabytes

To convert between binary and denary you need to remember the binary column headings, these are below

2^7	2^6	2^5	2^4	2^3	2^2	2^1	2^0
128	64	32	16	8	4	2	1

Denary to Binary:

Work from left to right subtracting the column headings from your number and putting a 1 if possible and a 0 if not possible
Eg $50 = 32 + 16 + 2 = 00110010$

Binary to Denary:

You add up all the column heading that have a 1 in them
Eg 01101100 would be
 $64 + 32 + 8 + 4 = 108$

Can you convert..

To denary-	To binary-
a. 01100111	
	d. 18
b. 01010101	
	e. 91
c. 10001000	f. 233

Answers:
a. 103 b. 85 c. 136
d. 0001 0010
e. 0101 1011
f. 1110 1001

6. Binary addition and ASCII

Adding in binary is the same as adding in Denary. You need to set up your questions as column sums and just remember the following:

0 is 0 1 is 1
2 is now 10 and 3 is 11

Example:

```
  1 1 0 1
+ 0 1 1 1
-----
 1 0 1 0 0
   1   1   1
```

Key terms:

Conversion (noun)- a change from one thing to another
ASCII - American Standard Code Information Interchange

Overflow error

If your answer does not fit into 8 bits, so larger than 255 then you would get an 'overflow error'

ASCII

Every time you press a key on a keyboard a binary 8 bit number is generated that represents the symbol for that key. This is the character code, these are different for upper and lowercase letters.

A complete collection of characters codes is a character set. This is how a computer deals with text.

ASCII only works for the English alphabet and does not have codes for letters with accents such as those used in French, German or Spanish.

Practice:

Can you try:

- $1001 + 1101$
- $1100 + 1001$
- $110011 + 10101$
- Explain ASCII in your own words.

Answers:
a. 10110
b. 10101
c. 1001000



H/w Task 1: Mind-map context

H/w Task 2: Mind-map dystopic conventions

H/w Task 3: Mind-map themes

CONTEXT		THEMES	
1. Totalitarian Regimes	Dystopian fiction frequently draws from historical examples of totalitarianism, such as Nazi Germany or Stalinist Russia, to depict oppressive societies.	1. Technological and scientific developments	Rapid advancement of technology, especially surveillance, artificial intelligence, and biotechnology, often serve as a backdrop for dystopian narratives. Works like <i>The Matrix</i> or <i>Black Mirror</i> explore the darker potential of these technologies.
2. Cold War era	Many classic dystopian works, like George Orwell's <i>1984</i> and Aldous Huxley's <i>Brave New World</i> , were influenced by the tensions and ideological conflicts of the Cold War.	2. Environmental concerns	Climate change and environmental degradation are common themes, as seen in <i>The Road</i> by Cormac McCarthy and <i>Snowpiercer</i> .
3. The purpose of dystopian fiction	Dystopian fiction serves as a mirror to the present, offering a cautionary tale about the potential consequences of societal trends and decisions. It challenges readers to reflect on the direction in which their world is heading and to consider the values and actions necessary to avoid such grim futures.	3. Social stratification	Many dystopian stories highlight extreme social hierarchies and economic inequality, drawing parallels to contemporary issues. Suzanne Collins' <i>The Hunger Games</i> series is an example.
4. The role of dystopian fiction in modernity	With the increase in our use of social media, public surveillance, fear over the use of nuclear weapons and its potential rearranging of a world order as we understand it, dystopic fiction inspires writers with a strength akin to the fear and compulsion to warn that prompted Orwell's writing. <i>The Hunger Games</i> ; <i>A Handmaid's Tale</i> ; <i>The Testaments</i> and <i>Divergent</i> are all modern novels which are dystopian.	4. Loss of individual freedom	The theme of personal freedom versus state control is central to many dystopian narratives, emphasizing the dangers of losing individual rights and personal freedom.
FEATURES OF DYSTOPIAN FICTION		5. Moral dilemmas	Dystopian fiction often explores complex moral and ethical questions, such as the cost of security, the nature of humanity, and the meaning of freedom. Philip K. Dick's <i>Do Androids Dream of Electric Sheep?</i> and its film adaptation <i>Blade Runner</i> delve into what it means to be human.
1. A critical lens	The dystopian genre explores social and political structures in a dark, nightmare world, often providing a critical lens through which contemporary societal issues are examined.	6. Utilitarianism vs. Individualism	The tension between the greater good and individual rights is a common philosophical debate in dystopian literature, as exemplified by Ursula K. Le Guin's short story "The Ones Who Walk Away from Omelas."
2. The protagonist	The main character in a dystopian fiction feels trapped and is struggling to escape governmental control. They question the existing social and political systems of their world. Lacking the selfish need for control of those in power, they seek equality, freedom and the ability to make personal choice.	7. Political climate	Modern dystopian fiction often reflects fear of the state and current political anxieties, such as the rise of authoritarianism, surveillance, and erosion of democratic institutions. Margaret Atwood's <i>The Handmaid's Tale</i> has been reinterpreted in the context of contemporary discussions on women's rights and religious extremism.
		8. Globalization and consumerism	Works like Dave Eggers' <i>The Circle</i> critique the pervasive influence of global corporations and the loss of privacy in the digital age.



H/w Task 4: Learn vocabulary

H/w Task 5: Write a summary of the extract

VOCABULARY

1. Genre	Comes from the Latin <i>genus</i> which means 'kind'. So to ask what the genre is, is to ask what kind or sort of text it is.
2. Utopia	Sir Thomas More first used the phrase. Meant as a pun (play on words) on the Greek words, 'Outopos' (no place) and 'Eutopos' (good place).
3. Dystopia	The prefix, 'Dys' comes from the Greek, meaning, <i>bad; ill; imperfect</i> . If a utopia represents an ideal or dream society, 'dystopia' is the word used to refer to an imagined nightmare world – often set in the future.
4. Totalitarian	A form of government that attempts to have total control over the lives of its citizens.
5. Omnipotent	Having great power and influence; controlling every element of someone's life.
6. Surveillance	Close observation, especially of a suspected person.
7. Seclusion	Isolated and away from people.
8. Paranoia	Distrust of people or feeling others have a bad opinion of you.
9. Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning.
10. Dissent	The holding of views or expression of opinions that are opposite to those commonly, or officially held.
11. Didactic	Intended to teach, particularly in having moral instruction.
12. Socialism	A political and economic belief that means of production, power and distribution of wealth should be controlled by the community as a whole.
13. Censorship	The suppression of books, films, or news that may cause people to believe in ideas that are not in line with a government policy.
14. Slogan	A short and striking phrase used to promote an idea or doctrine.

EXTRACT FROM GEORGE ORWELL'S *1984*

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.

Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig-iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party. His hair was very fair, his face naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.



Creative writing exam

H/w Task 6: Learn sentence structures

H/w Task 7: Learn Literary devices

CREATIVE WRITING SENTENCE STRUCTURES

EXAMPLE

1. Short, choppy sentences	These can create a sense of urgency, tension, and fragmentation, reflecting the chaotic or oppressive nature of the dystopian world.	<i>Lights flickered. Sirens wailed. The city was alive with fear.</i>
2. Long, complex sentences	These can convey the overwhelming and intricate nature of the dystopian society, mirroring the protagonist's entanglement within it.	<i>As the sun set behind the ever-expanding wall of steel and glass, casting long shadows over the dilapidated streets where hope had long been extinguished, he realized the futility of his rebellion.</i>
3. Repetitive structures	Repetition can emphasize the monotony, control, or relentless nature of the society.	<i>Day after day, the same routine. Day after day, the same empty faces. Day after day, the same crushing silence.</i>
4. Fragments	Fragmentation can reflect the brokenness of the world and the characters within it.	<i>Nothing left. No hope. Just survival.</i>

LITERARY DEVICES

EXAMPLE

1. Imagery	Vivid and often stark imagery can help paint a bleak picture of the dystopian world.	<i>The sky, a constant gray, pressed down on the skeletal remains of what once were buildings, now hollowed-out husks.</i>
2. Symbolism	Using symbols to represent larger concepts can deepen the thematic resonance of the story.	<i>The ever-watching eye of the government loomed above, an omnipresent reminder of their control.</i>
3. Metaphor and simile	These can convey complex ideas and emotions in a more relatable way.	<i>The regime was a machine, grinding individuality into dust.</i>
4. Juxtaposition	Placing contrasting ideas close together can underscore the stark differences within the society.	<i>In the heart of the glittering metropolis, the slums festered with decay and despair.</i>
5. Personification	Giving human traits to non-human elements can emphasize the oppressive atmosphere.	<i>The city breathed heavily, its streets pulsing with a life of their own, indifferent to the suffering of its inhabitants.</i>
6. Foreshadowing	Hinting at future events can build suspense and a sense of inevitable doom.	<i>She couldn't shake the feeling that the shadows were closing in, inch by inch, day by day.</i>
7. Paradox	Paradoxes can illustrate the contradictions inherent in the dystopian world.	<i>In a society obsessed with progress, humanity had regressed.</i>
8. Irony	Irony can highlight the disparity between the society's promises and its reality.	<i>In the Land of Freedom, every step was monitored, every word recorded.</i> 25



Yr 9 English

Orwell's Animal Farm



H/w Task 1: Mind-map context

H/w Task 2: Mind-map features of allegory

H/w Task 3: Mind-map themes

CONTEXT		THEMES	
1. George Orwell	George Orwell, born Eric Blair (1903-1950), was outspoken in his support of democratic socialism; against totalitarianism and social injustice. Orwell wrote a wide range of fiction, poetry, literary criticism and political journalism. His two most famous works are <i>Animal Farm</i> (1945) and <i>Nineteen Eighty-Four</i> (1949).	1. Class	In <i>Animal Farm</i> , Orwell explores class through the hardships of Mr Jones' rule, the exploitation of the animals by Mr Jones and then their exploitation by the pigs after they take control.
2. Tsar Nicholas II	Tsar Nicholas II was the last emperor of Russia. Following the loss of key battles against Japan and Germany during his reign, he was deemed a poor ruler. He lived in luxury while thousands of unemployed peasants struggled to survive and was eventually overthrown by the Bolsheviks and was executed in July 1917.	2. Equality and inequality	Before 1917, Russian people suffered greatly from inequality – with far less than the ruling classes. Likewise, Mr Jones takes everything the animals have away from them. After the Rebellion, free from tyranny they seek to establish equality amongst themselves. One of the Commandments is 'All animals are equal'. However, this equality is short-lived and the pigs begin to bend the rules until inequality returns to the farm.
3. Karl Marx and Communism	Karl Marx was a German philosopher from the 19 th Century, who rejected capitalism. He believed in the introduction of a system in which wealth was communal and labour was shared. Marx believed this would produce a fairer, more stable way of life. Whilst he lived a long time before the Russian Revolution (and in a different country), Marx's theories formed the foundations of Communism.	3. Power, control and corruption	Orwell shows that the animals challenge Mr Jones' control and take over the farm - using power in a positive way. He then explores how the pigs use rhetoric and propaganda to establish their own power and take control. Ironically, the working animals, especially Boxer the horse, have great physical power but they don't use it to break free from the control of the pigs.
4. The Russian Revolution	The revolution <u>removed</u> the reigning Tsar and led to the rise of the Soviet Union. The Bolsheviks, commanded by Vladimir Lenin, were able to overthrow the temporary government and establish their own, eventually known as the Communist Party.	FEATURES OF ALLEGORY	
5. Joseph Stalin	After Lenin died in 1925, Stalin rose to power by manipulating and intimidating others and side-lining other potential leaders such as Victor Trotsky. Under Stalin, the Soviet Union became more autocratic and totalitarian: he oversaw hundreds of thousands of executions and millions of non-combatant deaths	1. An allegorical tale	<i>Animal Farm</i> directly links to the history of the Soviet Union in the early 20 th Century. By the end, the ideals of communism have been abused and forgotten; Napoleon makes agreements with their former oppressors.
		2. Writer's values	The writer normally holds strong political or moral views. Orwell <u>didn't</u> like how the Soviet Union had realised communism.
		3. Surface level story	A literal story works on the surface: the animals take over a farm and then some dispute that power.
6. Life in the Communist Soviet Union	The working class in the Soviet Union were supposed to be the country's ruling class, and yet they grew increasingly repressed throughout the progression of the USSR's existence. It is generally accepted that the standard of living decreased, working conditions deteriorated, and personal freedoms were significantly violated.	4. Symbolic level story	There must be a deeper, more symbolic meaning to the story. The Russian Revolution and subsequent duel for authority.
		5. Polarising relationships	Oppositional views in the story reflect on morals. The views of Benjamin versus the other animals during the revolution.



H/w Task 4: Learn vocabulary

VOCABULARY		20. ANALYTICAL WRITING ASSESSMENT	
1. Totalitarian	A system of government that is centralized and dictatorial and requires complete subservience to the state.	21. Anadiplosis	A state under cruel and oppressive government. Cruel, unreasonable, or arbitrary use of power or control.
2. Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.	22. Syntax	An economic and political system in which a country's trade and industry are controlled by private owners for profit.
3. Maxim	A short statement expressing a general truth or rule of conduct.	23. Complexity	The state or quality of being intricate or complicated.
4. Ideology	A set of opinions or beliefs of a group or an individual.	24. CREATIVE WRITING ASSESSMENT	
5. Inequality	A lack of equality or fair treatment in the sharing of wealth or opportunities.	25. Corruption	An economic and political system in which a country's trade and industry are controlled by private owners for profit.
6. Commandment	A command or mandate. In the Bible, a divine rule, one of the Ten Commandments.	26. Betrayal	The action of betraying one's country, a group, or a person; treachery.
7. Hyperbole	Exaggerated statements or claims not meant to be taken literally.	27. Capitalism	An economic and political system in which trade and industry are controlled by private owners for profit.
8. Strategic	Having clear goals and doing things deliberately to achieve them.	28. Shift	Move (or cause to move) from one place to another, especially over a small distance.
9. Duplicitous	When someone intentionally misleads people.	THE POWERS OF PERSUASION	
10. Conflict	A serious disagreement or argument, typically over a long period.	1. Alliteration	Old Major portrays strong leadership by inspiring the animals to work harder: <i>"Many men of merit be motivated to act!"</i>
11. Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.	2. Facts	During the bitter winter, the animals rebuild the windmill: <i>"They were always cold, and usually hungry as well"</i> .
12. Nuance	A slight shade or degree of difference (as in colour, tone, or meaning) – <i>usually carefully chosen</i> .	3. Opinions	Squealer uses lies and deception to convince the animals: <i>"Many of us actually dislike milk and apples. I dislike them myself!"</i>
13. Manipulation	To control or influence someone or something, often in an unfair or dishonest way.	4. Repetition	Squealer uses repetition as a threat to emphasise his point: <i>"Jones would come back! Yes, Jones would come back!"</i>
14. Hierarchy	A system in which members of an organization or society are ranked according to relative status or authority.	5. Rhetorical questions	Old Major encourages the animals to think deeply: <i>"Now, comrades, what is the nature of this life of ours?"</i>
15. Brutality	Savage physical violence; great cruelty.	6. Emotive language	Clover reminisces of the time <u>before</u> Animalism: <i>"These scenes of terror and slaughter were not what they had looked forward to"</i> .
16. Continuous	Unbroken; without interruption.	7. Statistics	Squealer boosts morale by sharing inflated figures: <i>"production of...foodstuff had increased by two hundred per cent..."</i> .
17. Judicious	The action or fact of treating someone unfairly in order to benefit from their work.	8. Tricolon	Old Major uses a list of three adjectives to build his argument: <i>our lives are miserable, laborious, and short"</i> .
18. Connotation	Social organization where the economy should be owned or regulated by the community as a whole.		
19. Egalitarian	A system of government by one person with absolute power.		



H/w Task 5: Mind-map Napoleon

CHARACTERS

1. Mr Jones	His cruel and drunken behaviour embodies Tsar Nicholas II's incompetency. He runs Manor Farm before the animals embrace Animalism and stage their rebellion to establish Animal Farm; he is an unkind master who indulges himself while his animals lack food.	6. Squealer	Squealer represents the Soviet propaganda machine. He is a pig who is an exceptionally gifted and persuasive speaker; he is used to spread positivity about Napoleon, and negativity about Napoleon's competition. Squealer uses false statistics to suggest that the farm thrives under Napoleon and twists the truth to ensure that pigs retain political and social control.
2. Napoleon	Napoleon mirrors Stalin's rise to power, using fear and propaganda to control the masses, including show trials and executions. He emerges as leader after the rebellion. Based on Joseph Stalin, the leader of the communist Soviet Union, Napoleon is cunning, treacherous, lazy and selfish. He uses Squealer (propaganda) and the dogs (military force) to exert power over others. He has <u>no</u> real talents, rather he is a corrupt opportunist.	7. Benjamin	Benjamin is a long-lived donkey who <u>refuses</u> to feel enthused by the rebellion. Some say he represents the old people of Russia, who remained cynical of the revolution. Benjamin is seen by other animals as a pessimist, however his prediction that life will remain unpleasant regardless of who is in charge proves correct. He is the <u>only</u> animal who appears able to understand the atrocities that are taking place, yet he <u>refuses</u> to openly oppose the pigs.
3. Snowball	Snowball challenges Napoleon for leadership of the farm after the rebellion; he represents Leon Trotsky and Vladimir Lenin, a passionate component of Animalism (Orwell's equivalent to Communism). Snowball is intelligent and passionate, yet he <u>does not</u> resort to the same levels of cunning and manipulation as Napoleon. Despite largely winning the support of the animals on the farm, he is driven from the farm by Napoleon's forces.	8. Mollie	Mollie is a shallow mare who craves attention of humans and <u>loves</u> being groomed and pampered. She has a difficult time with her new life on Animal Farm, as she misses wearing ribbons in her mane and eating sugar cubes.
4. Old Major	Old Major represents Karl Marx, putting forward the communist ideals which will free them from the tyranny of Mr Jones (capitalism). His vision of a place in which the animals work for themselves serves as the inspiration for the rebellion. Old Major is well-respected, articulate and persuasive. He is a clear leader who the other animals listen to. When he dies, Napoleon and Snowball are left to struggle for control over the animals.	9. Clover	Clover is Boxer's female companion; she is a motherly figure who is caring and provides comfort to the other animals.
		10. Moses	The tamed raven belongs to Mr Jones and represents the Russian Orthodox Church; he spreads the idea of Sugarcandy Mountain.
		11. Dogs and sheep	These animals are instruments of fear and control; they are educated by Napoleon.
		12. Mr Pilkington	Mr Pilkington is the owner of Foxwood; he sells land to Napoleon and praises Napoleon's new methods on Animal Farm.
5. Boxer	Boxer is a carthorse, who demonstrates incredible strength, work ethic and loyalty. Boxer represents those in the working class who were hugely over-worked. Boxer completes the most work on the farm and is admired by others for his physical accomplishments and mental grit. His downfall is his slow wit, which ensures that he is <u>unable</u> to think for himself and is easily manipulated.	13. Mr Frederick	Mr Frederick is a cut-throat businessman; he trades with and manipulates Napoleon.
		14. Mr Whymper	Mr Whymper is a sly, greedy and self-interested solicitor who aids Napoleon's tyranny.



Yr 9 English

Orwell's Animal Farm



CHAPTERS	PLOT	KEY POINTS
Chapter 1: Old Major's speech	A drunk Mr Jones stumbles to bed, forgetting to lock up his farm buildings. The animals assemble in the barn to hear Old Major's speech. The respected boar blames their short and miserable lives on man and incites rebellion; he teaches them a song called ' <i>Beasts of England</i> '.	Key Quotation: " <i>Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal</i> ".
Chapter 2: The Rebellion	Old Major dies in his sleep, and the other animals prepare for rebellion. The pigs (the cleverest animals) prepare the others, teaching them Animalism, which they <u>don't</u> all fully understand. The Rebellion occurs, and Jones is <u>driven from</u> the farm. The farm is renamed Animal Farm and The Seven Commandments are made.	Key Quotation: " <i>Never mind the milk, comrades!</i> " cried Napoleon, placing himself in front of the buckets. " <i>That will be attended to. The harvest is more important</i> ".
Chapter 3: The pigs emerge as leaders	The animals labour in the fields throughout the summer. Boxer works hardest. There is a flag-raising ceremony each Sunday – Snowball and Napoleon often clash. Snowball spends time trying to educate the animals whilst Napoleon takes a group of puppies to 'educate' in a loft. When it is noted the pigs have been eating the apples and milk, Squealer persuades the animals that it is best.	Key Quotation: " <i>Milk and apples (and this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brain-workers</i> ".
Chapter 4: Battle of the Cowshed	The news of Animal Farm has spread to neighbouring farms (through the birds), where animals have begun singing ' <i>Beasts of England</i> '. Jones and other farmers thus launch an attack; however, they are easily beaten by the animals. Boxer and Snowball fight heroically and are awarded medals as a result. Only a single sheep is lost, who is given a hero's burial. Snowball tells Boxer <u>not to</u> feel guilt for a human's death.	Key Quotations: " <i>Who will believe that I did not do this on purpose?</i> " " <i>No sentimentality, comrade!</i> " " <i>War is war. The only good human being is a dead one</i> ".
Chapter 5: Snowball's expulsion	Mollie is tempted <u>away</u> from the farm by a red-faced man who feeds her. Snowball and Napoleon grow increasingly hostile towards one another. As Snowball announces plans for a new windmill, Napoleon unleashes his dogs, which attack Snowball and chase him <u>off</u> the farm. The animals are anxious about this, but Squealer's passionate defence and the growl of the dogs is enough to assure them that " <i>Napoleon is always right</i> ".	Key Quotation: " <i>One of them all but closed his jaws on Snowball's tail, but Snowball whisked it free just in time. Then he put on an extra spurt and, with a few inches to spare, slipped through a hole in the hedge and was seen no more</i> ".



Yr 9 English

Orwell's Animal Farm



CHARACTERS	PLOT	KEY QUOTES
Chapter 6: Building the windmill	The animals work at a rapid pace to build the windmill, and their rations are cut. It is announced that the farm is now trading with humans, to the shock of the animals. It transpires that the pigs have begun amending the Commandments to suit their own interests. A storm destroys the windmill, yet Napoleon blames the destruction on the “ <i>traitor Snowball</i> ”.	Key Quotation: “ <i>Comrades,” he said quietly, “do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!”</i>
Chapter 7: Rebuilding the windmill and the executions	Snowball is blamed for more and more failures, which the humans attribute to planning errors. Hens’ eggs are now sold, which makes the hens rebel. Napoleon holds a meeting in which several animals are murdered by the dogs for their <u>apparent</u> treasons against the farm. It is revealed ‘ <i>Beasts of England</i> ’ may <u>no longer</u> be sung.	Key Quotation: “ <i>One Sunday morning Squealer announced that the hens, who had just come in to lay again, must surrender their eggs. Napoleon has accepted...a contract for four hundred eggs a week</i> ”.
Chapter 8: The destruction of the windmill	More of the Commandments appear to change, but the animals are persuaded that this is <u>not</u> the case. Napoleon has now taken the title of ‘Leader’ and has multiple other honours. Trading with humans intensifies. A further battle with humans takes place; the windmill is destroyed, several animals are killed, and Boxer is injured. The pigs begin drinking alcohol.	Key Quotation: “ <i>He called the animals together and told them that he had a terrible piece of news to impart. Comrade Napoleon was dying!</i> ”
Chapter 9: Boxer’s fate	Animal Farm is named a republic and Napoleon <u>unanimously</u> named the president. Moses the raven returns and speaks of Sugarcandy Mountain. Boxer grows frailer and one day collapses. The pigs announce that he will be taken to hospital, but Benjamin reads on the van that he is in fact being taken to the slaughterhouse. Squealer announces that he died at the hospital, and that the van had <u>only just</u> been purchased by the hospital.	Key Quotation: “ <i>Boxer!</i> ” cried Clover in a terrible voice. “ <i>Boxer! Get out! Get out quickly! They’re taking you to your death!</i> ”
Chapter 10: Pigs and humans come together	Years pass by. Many animals die and few can remember the rebellion. Only the pigs seem richer, yet all animals remain proud of being on Animal Farm. The pigs begin walking on two legs. Humans come over for a meeting and praise how hard the pigs make the animals work, for so little rations. The name Animal Farm is <u>returned</u> to Manor Farm. The animals can <u>no longer</u> differentiate between people and pigs.	Key Quotation: “ <i>Somehow it seemed as though the farm had grown richer without making the animals themselves any richer...</i> ” “ <i>All animals are equal, but some animals are more equal than others</i> ”.



Yr 9 Maths/ Autumn Term

Your assessment will be held during the Exam Weeks. Your topics will be:

Percentages

- Percentage change
- Simple and compound interest
- Profit and loss
- Finding the original amount

Set Theory

- Drawing and interpreting Venn diagrams
- Using set theory notation

Scales, Maps and Bearings

- Use and interpret diagrams and maps
- Measure, draw and interpret 3 figure bearings

Standard Form and Significant Figures

- Rounding to significant figures
- Estimating
- Converting between standard form and ordinary numbers
- Calculating with standard form

Manipulating Algebra

- Laws of indices
- Expanding brackets
- Factorising

Area

- Area and circumference of circles
- Area, arc length and area of sector

Formulae

- Rearranging expressions and formulae
- Substitution

Construction and Loci

- Standard form constructions and loci

What to expect from your Sparx Maths Homework

- Homework is personalised to you.
- Sparx Maths keeps learning from your attempts to create challenging yet achievable problems each week.
- Because homework is made specifically for you, you will be able to answer every question correctly, but:

- Some questions will take slightly longer than others.
- Some questions will probably need more than one try to get right.

Write down your work as you go

- Over time, by writing things down you will find you are able to tackle more complex problems.
- Practising this skill will help you to feel more successful in exams.
- Make sure you write down the question number for each problem so that you can answer bookwork checks as you go.

Independent learning – take control of your own learning

- Access every single question on Sparx.
- Choose one of three levels of question:
 - **Introduce:** basic skills
 - **Strengthen:** improve understanding
 - **Deepen:** problem solving
- Do this after Compulsory homework, XP Boost and Target.



Sparx Maths



Yr 9 Maths/ Autumn Term

The importance of doing your own work on Sparx Maths

What if somebody helps me with my homework?

That's great! But make sure you put in your answer to Sparx so that the algorithm learns about your understanding.

What happens if somebody, or an app, gives me an answer to a question?

Sparx might not fully understand your current level of understanding and could give you harder problems than you're ready for right now. Furthermore, your teacher might then set you more challenging problems in class because they have noticed your homework difficulty.

Should I input an answer, even if somebody else tells me it is wrong?

Yes! Sparx is designed to help you improve your maths skills through practice and feedback, so doing your own work will help you to get the most out of it. With determination and effort, you can excel by answering every question to the best of your ability.

An example of good book work.

<u>Homework</u>		<u>Thursday 1st June 2017</u>	
	<u>Task 1</u>		
D40	$12 + 13 = \underline{25}$ ✓	E41	$P(\text{yellow}) = \frac{3}{6}$ ✗
E50	$4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓	F51	$P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60	$\begin{array}{l} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array} \div 6$ ✓		<u>Task 2</u>
H70	$\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{21}}$ ✗	G61	All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90	$\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓	H71	$P(\text{odd}) = \frac{3}{5}$ ✓

This is good because...

- Title is included and underlined
- Date added and underlined
- Question numbers included
- All workings are shown
- Checked and corrected with green pen



Yr 9 Science/ Autumn Term

Your assessment will be held during the Exam Weeks. Your topics will be the ones you have been taught in term 1 & 2.

How do I do my science homework?

1. Go to **SparxScience.com**
2. Click “log in” (in the top right)
3. Type in ‘Haygrove School’
4. Log in to Sparx using Google
5. This will be your school gmail account ending in @haygrove.somerset.sch.uk (the same as Sparx Maths!)
6. Your homework task will be on the homepage.
7. You, just need to complete the task!
You do not need to take notes (unless you'd like to!)

What if I can't access Sparx?

If you are finding it difficult to access Sparx, please speak to your teacher. We will do everything we can to support you! If you cannot access it for whatever reason, follow the usual practice of look, cover, write and check, using the following knowledge organisers.

What if I need more practice?

If you are finding an area tricky, or perhaps you've struggled with something in class, you can always access the “Independent Learning” section.

This gives you the chance to practice sections you choose. This will also award you bonus XP!

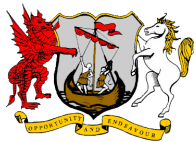
Why Sparx?

The evidence is showing that students who regularly complete their Sparx homework are getting the best outcomes. It also gives feedback to your teachers on what you are finding tricky, allowing us to support you in the classroom better.

What is the XP for?

The XP allows us to see who is putting in the most effort and to celebrate these students. There will be certificates and awards for those who are doing their best!





Yr 9 German Autumn:

Wo wohnst du? Where do you live?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Years 7-9 all languages

Receptive skills - Reading and Listening tasks– content from Sentence Builders issued throughout the terms. Mixture of multiple choice, gap fills, true / false/ not mentioned – 1 hour in total. Marked in class

Productive skills - Writing – verbal response to bullet points in English – Up to 1 hour to complete.

1	2	3	4
Ich wohne [I live]	mit meiner Familie [with my family] mit meinen Großeltern [with my grandparents] mit meiner Pflegefamilie [with my foster family]	in einer Wohnung [in a flat] in einem Reihenhaushaus [in a terraced house] in einem Doppelhaus [in a semi detached house] in einem Einfamilienhaus [in a detached house] in einem Wohnblock [in a block of flats]	in einer Stadt [in a town] in einem Dorf [in a village] auf dem Land [in the countryside] in den Bergen [in the mountains] an der Küste [on the coast] auf einem Bauernhof [on a farm]



Yr 9 German Autumn:

Was machst du in deiner Freizeit? What do you do in your freetime?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Morgens (In the morning)

Nach dem Frühstück (After breakfast)

Nachmittags (In the afternoon)

Abends (In the evening)

Wenn ich Zeit habe, (When I have time,)

Wenn ich Hunger habe, (When I am hungry,)

Wenn ich müde bin, (When I am tired,)

Wenn ich Ruhe brauche, (When I need quiet,)

Bevor ich schlafen gehe, (Before I go to sleep,)

benutze ich sozialen Netzwerke (I use social media)

chatte ich mit meiner Oma (I chat with my nan)

entspanne ich mich (I relax)

esse ich etwas (I eat something)

faulenze ich (I laze around/about)

gehe ich ins Internet (I go online)

höre ich Musik (I listen to music)

koche ich (I cook)

lese ich ein Buch (I read a book)

mache ich Hausaufgaben (I do homework)

mache ich einfach nichts (I simply do nothing)

schlafe ich (I sleep)

sehe ich einen Film (I watch a film)

sehe ich fern (I watch TV)

sehe ich Serien auf Netflix (I watch series on Netflix)

spiele ich PlayStation/Xbox (I play PlayStation/Xbox)

übe ich Klavier (I practise the piano)

auf dem Balkon (on the balcony)

im Dachboden (in the attic)

im Garten (in the garden)

im Keller (in the cellar)

in der Küche (in the kitchen)

in der Garage (in the garage)

in meinem Zimmer (in my room)

im Arbeitszimmer (in the study)

im Badezimmer (in the bathroom)

im Esszimmer (in the dining room)

im Wohnzimmer (in the living room)



Yr 9 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

In meiner Stadt (in my town)
In meiner Großstadt (in my city)
In meinem Dorf (in my village)
In meiner Gegend (in my area)



In deiner Stadt (in your town)
In seiner Stadt (in his town)
In ihrer Stadt (in her town)
In unserer Stadt (in our town)

gibt es (there is)

einen Bahnhof (a train station)
einen Markt (a market)
einen Supermarkt (a supermarket)
einen Zoo (a zoo)
einen Minigolfplatz (a mini golf course)
einen Park (a park)



eine Kirche (a church)
eine Eishalle (an ice rink)
eine Post (a post office)



ein Schloss (a castle)
ein Rathaus (a town hall)
ein Museum (a museum)
ein Schwimmbad (a swimming pool)
ein Café (a café)
ein Theater (a theatre)



Yr 9 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

In meiner Stadt (In my town)
In deiner Stadt (In your town)
In seiner Stadt (In his town)
In seinem Dorf (In his village)
In ihrer Stadt (In her town)
In unserer Großstadt (In our city)
Auf meinem Bauernhof (on my farm)
Am Stadtrand (on the outskirts of town)

gibt es (there is)
gab es (there was)

einen (a)
keinen (isn't a)

großen (big)
kleinen (small)
coolen (cool)
tollen (great)
fantastischen (fantastic)
furchtbaren (awful)

bequeme (comfortable)
tolle (great)
langweilige (boring)
ruhige (quiet)
entspannende (relaxing)

wunderbares (wonderful)
schönes (beautiful)
hübsches (pretty)
riesiges (huge)
lustiges (fun)
spannendes (exciting)

Park (park)
Markt (market)
Supermarkt (supermarket)
Zoo (zoo)
Minigolfplatz (mini golf course)
Parkplatz (car park)

Post (post office)
Kirche (church)
Lokale (pub)
Eishalle (ice rink)

Restaurant (restaurant)
Kino (cinema)
Krankenhaus (hospital)
Rathaus (town hall)
Café (café)
Schloss (castle)



Yr 9 German:

Was kann man machen? What can you do?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Man kann (you can)	sich entspannen. (relax)	Das finde ich	sehr	altmodisch
In meiner Stadt kann man	einkaufen gehen. 		ziemlich	furchtbar
In meinem Dorf kann man	ein Schloss besichtigen. 	Ich denke es ist		interessant
In deiner Stadt kann man	ein Aquarium besuchen. 		wirklich	herrlich
In deiner Stadt kann man	Museen besuchen. 	Meiner Meinung nach ist		friedlich
In seiner Stadt kann man	in die Disco gehen. 	es	zu	wunderbar
In seiner Stadt kann man	Freunde im Café treffen. 		total	eindrucksvoll
In ihrer Stadt kann man	im Restaurant essen. 			ausgezeichnet
In unserer Stadt kann man	Eislaufen gehen. 			langweilig
	Fußball spielen. 			stressig
	Rad fahren. 			cool
	ins Kino gehen. 			



Yr 9 French Autumn:

Où est-ce que tu vas en vacances?
Where do you go on holiday?

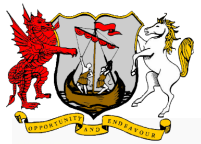


For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Years 7-9 all languages

Receptive skills - Reading and Listening tasks– content from Sentence Builders issued throughout the terms. Mixture of multiple choice, gap fills, true / false/ not mentioned – 1 hour in total. Marked in class
Productive skills - Writing – verbal response to bullet points in English – Up to 1 hour to complete.

Normalement (Normally)	je voyage (I travel)	en France (to France)	en avion (by plane)	avec ma famille (with my family)	car (because)	c'est relaxant (it is relaxing)
D'habitude (Usually)	on voyage (we travel)	en Espagne (to Spain)	en voiture (by car)	avec mes parents (with my parents)	parce que (because)	c'est divertissant (it's entertaining)
Pendant les grandes vacances (During the summer holidays)	je vais (I go)	en Grèce (to Greece)	en bateau (by boat)	avec mes copains (with my friends)	puisque (since)	c'est passionnant (it's exciting)
Chaque été (Every summer)	on va (we go)	à l'étranger (abroad)	en train (by train)	avec mes grands-parents (with my grandparents)		c'est incroyable (it's unbelievable)
En août (In August)		à Londres (to London)	en car (by coach)			c'est facile (it's easy)
		à Devon (to Devon)				c'est luxueux (it's luxurious)
	je loge (I stay)	dans un hôtel (in a hotel)	au bord de la mer (at the seaside)		mais (but)	c'est cher (it's expensive)
	on loge (we stay)	dans un appartement (in an apartment)	À la campagne (in the countryside)		cependant (however)	c'est fatigant (it's tiring)
		dans un gîte (in a holiday cottage)	À la montagne (in the mountains)		par contre (on the other hand)	c'est un cauchemar (it's a nightmare)
		dans un camping (in a campsite)	en ville (in the town)			



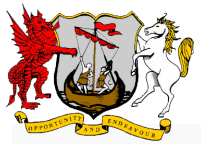
Yr 9 French Autumn:

Qu'est-ce qu'il y a? What is there?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

En France (In France)	il y a (there is/there are)	une piscine / plage magnifique (an amazing pool / beach)	et (and)	je trouve ça (and I find it)	formidable / génial (great)
En Espagne (In Spain)		beaucoup de restaurants / magasins (lots of restaurants / shops)		selon moi c'est (and according to me it is)	relaxant (relaxing)
En vacances (On holiday)	Il fait beau / chaud / froid (it is good weather / hot /cold) Il pleut (it rains) Il neige (it snows)	un parc d'attractions (a theme park)	cependant (however)	je crois que c'est (I believe that it is)	passionnant (exciting)
À l'hôtel (At the hotel)				à mon avis c'est (in my opinion it is)	incroyable (unbelievable)
À la plage (At the beach)				je dois avouer que c'est (I must admit that it is)	merveilleux (marvellous)
Au restaurant (At the restaurant)				ça peut être (it can be)	ennuyeux / barbant (boring)
En ville (In town)	on peut (you can) on ne peut pas (you can't)	jouer au volley / tennis (play volleyball / tennis)			trop cher (too expensive)
À l'étranger (Abroad)		manger des plats régionaux (eat local dishes)			nul (rubbish)
		visiter des monuments (visit sights)			
		acheter des souvenirs (buy souvenirs)			
		parler français / espagnol (speak French/Spanish)			
		se baigner dans la mer (swim in the sea)			
		se détendre (relax)			
		s'amuser (have fun)			



Yr 9 French Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Que fais-tu en vacances?					
D'habitude Usually	quand il fait beau When it's good weather	je prends des photos I take photos	et and	ce que j'aime le plus c'est que what I like most is that	c'est parfait It's perfect
	quand il fait du vent When it's windy	je fais du surf I surf		ce que je préfère c'est que what I prefer is that	c'est relaxant it is relaxing
Tous les jours Every day	quand il fait chaud /froid When it's hot / cold	je me baigne dans la mer I swim in the sea		ce que j'adore c'est que what I love is that	c'est divertissant it's entertaining
Normalement Normally	quand il fait du soleil When it's sunny	je me bronze I sunbathe			c'est sain it's healthy
	quand il fait nuageux When it's cloudy	je joue au volleyball I play volleyball			c'est incroyable it's unbelievable
De temps en temps From time to time	quand il neige When it snows	je mange des plats typiques I eat typical dishes			c'est inoubliable it's unforgettable
Par contre On the other hand	quand il pleut When it rains	je fais du ski I go skiing		ce que je n'aime pas c'est que What I don't like is that	c'est trop cher it's too expensive
		je fais des randonnées I do hiking		ce que je déteste c'est que What I hate is that	c'est agaçant it's annoying
		je vais à la plage I go to the beach			c'est un cauchemar it's a nightmare



Yr 9 French Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Tu es allé(e) où en vacances? <i>Where did you go on holiday?</i>					
Time-phrase	Perfect tense	country		Who with	Means of transport
Il y a deux ans, <i>Two years ago,</i> L'année dernière, <i>Last year,</i> L'été dernier <i>Last summer,</i> Le mois dernier, <i>Last month,</i> La semaine dernière, <i>Last week,</i>	Je suis allé(e) <i>I went</i> J'ai voyagé <i>I travelled</i>	En Espagne <i>To Spain</i>	En Irlande <i>To Ireland</i>	Avec ma famille <i>with my family</i>	Et on est allé <i>and we went</i>
				Avec mes parents <i>with my parents</i>	
		En Allemagne <i>To Germany</i>	En Grèce <i>To Greece</i>	Avec mes grands-parents <i>with my grandparents</i>	Et on a voyagé <i>and we travelled</i>
				Avec mes copains <i>with my friends</i>	
		En France <i>To France</i>	En Italie <i>To Italy</i>	Avec ma classe <i>with my class</i>	en avion <i>by plane</i> en bus <i>by bus</i> en car <i>by coach</i> en voiture <i>by car</i> en train <i>by train</i> en bateau <i>by boat</i>
				Avec mon collègue <i>with my school</i>	
		Au Maroc <i>To Morocco</i>	Au Canada <i>To Canada</i>	Avec mon petit-ami/ma petite amie <i>with my boyfriend/ girlfriend</i>	
		Aux Etats Unis <i>The United States</i>			



Yr 9 French Autumn:



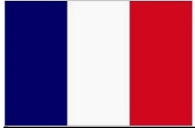
For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Qu'est-ce que tu as fait en vacances? What did you do on your holiday?

Time-phrase	Perfect tense	Connective	Perfect tense	connective	Negative + perfect tense
Le premier / deuxième / troisième / dernier jour... <i>On the first / second/third / last day....</i>	J'ai joué au tennis à plage <i>I played tennis at the beach</i> J'ai fait un piquenique <i>I had a picnic</i> J'ai visité des monuments <i>I visited monuments</i>	Et aussi <i>and also</i> Et plus tard <i>and later</i> Et ensuite <i>and then</i>	J'ai rencontré un beau garçon / une belle fille <i>I met a good-looking boy/girl.</i> J'ai acheté un tee-shirt <i>I bought a T-shirt.</i> J'ai pris beaucoup de photos. <i>I took lots of photos.</i> J'ai envoyé des textos / des cartes postales. <i>I sent texts/postcards.</i> J'ai dansé à la discothèque <i>I danced at the disco.</i>	cependant <i>, however</i> mais <i>but,</i>	Je n'ai pas mangé de fromage / gâteau. <i>I didn't eat cheese / cake.</i> Je n'ai pas fait de la voile. <i>I didn't do sailing.</i> Je n'ai pas fait du vélo. <i>I didn't do cycling.</i> Je n'ai pas bu de coca. <i>I didn't drink Coke.</i>
le matin <i>in the morning</i> avant de manger <i>before eating</i> l'après midi <i>in the afternoon</i>	J'ai nagé dans la mer <i>I swam in the sea</i> J'ai visité un château intéressant <i>I saw an interesting castle</i> Je suis allé(e) en ville <i>I went into town</i> Je suis allé(e) au restaurant <i>I went to the restaurant</i>	Et après cela <i>and after that</i>			



Yr 9 French Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

À mon avis <i>In my opinion</i>	c'était <i>it was</i>	relaxant <i>(relaxing)</i>	car <i>because</i>	j'ai passé du temps avec ma famille. <i>I spent time with my family.</i>
Selon moi <i>According to me</i>		incroyable <i>(it's unbelievable)</i>		j'ai mangé beaucoup de glaces. <i>I ate lots of ice creams.</i>
Je pense que <i>I think that</i>		facile <i>(easy)</i>		j'ai fait des sports nautiques. <i>I did watersports.</i>
Je crois que que <i>I believe that</i>		passionnant <i>(exciting)</i>	puisque <i>since</i>	il faisait beau. <i>The weather was good.</i>
Il me semble que <i>It seems to me that</i>		luxueux <i>(luxurious)</i>	mais <i>but</i>	il faisait chaud. <i>The weather was good.</i>
Je dirais que <i>I would say that</i>		ennuyeux <i>(boring)</i>		j'ai mangé quelque chose de mauvais et j'ai vomi. <i>I ate something bad and vomited.</i>
Je dois avouer que <i>I must admit that</i>		fatigant <i>(it's tiring)</i>		j'ai perdu mon passeport. <i>I lost my passport.</i>
		un cauchemar <i>(a nightmare)</i>		j'ai oublié mon portable. <i>I forgot my mobile phone.</i>
		bizarre <i>(weird)</i>		il pleuvait <i>It was raining.</i>
				il faisait froid <i>It was cold.</i>



Yr 9 French Autumn:

Qu'est-ce que tu as fait? What did you do?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

En été (In the summer)	je vais (I am going)	voyager (to travel)	en France (to France)	en avion (by plane)	avec ma famille (with my family)	car (because)	ça va être relaxant (it is going to be relaxing)
L'été prochain (Next summer)	il/elle va (he/she is going)	aller (to go)	en Espagne (to Spain)	en voiture (by car)	avec mes parents (with my parents)	parce que (because)	ça va être passionnant (it's exciting)
L'année prochaine (Next year)	on va (we are going)	loger (to stay)	en Grèce (to Greece)	en bateau (by boat)	avec mes copains (with my friends)	puisque (since)	ça va être incroyable (it's unbelievable)
Pendant les grandes vacances (During the summer holidays)	ils/elles vont (they are going)		en Italie (to Italy)	en train (by train)	avec mes grands-parents (with my grandparents)		ça va être facile (it's easy)
À Noël (At Christmas)			À Londres (to London)	en car (by coach)			ça va être luxueux (it's luxurious)
En octobre (In Octobre)		loger (to stay)	À Devon (to Devon)			mais (but)	ça va être cher (it's expensive)
			dans un hôtel (in a hotel)	au bord de la mer (at the seaside)		cependant (however)	ça va être fatigant (it's tiring)
			dans un appartement (in an apartment)	À la campagne (in the countryside)			ça va être un cauchemar (it's a nightmare)
			dans un gîte (in a holiday cottage)	À la montagne (in the mountains)			
			dans un camping (in a campsite)	en ville (in the town)			



Yr 9 Spanish Autumn:

¿Qué te gusta hacer de vacaciones?
What do you like to do on holiday



Years 7-9 all languages

Receptive skills - Reading and Listening tasks– content from Sentence Builders issued throughout the terms. Mixture of multiple choice, gap fills, true / false/ not mentioned – 1 hour in total. Marked in class
Productive skills - Writing – verbal response to bullet points in English – Up to 1 hour to complete.

For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Durante las vacaciones				
El primer día <i>On the first day</i>	Suelo- I usually	Visitar lugares de interés/ monumentos <i>To visit places of interest/ monuments</i>	Porque – because	Me hace contento – <i>it makes me happy</i>
Cuando llego <i>When I arrive</i>	Solemos- we usually		Ya que- because / as	Me relaja- <i>it relaxes me</i>
	Antes de - before		Dado que/ puesto que – given that	Me interesa – <i>it interests me</i>
El Segundo día <i>On the second day</i>	Después de - after	Tomar el sol – <i>to sunbathe</i>		Me fascina – <i>it fascinates me</i>
	Puedo – I can	Nadar – <i>to swim</i>	Sin embargo – however	
La última semana <i>The last week</i>	Podemos we can	Ir de paseo – <i>to go for a walk</i>	Por otro lado – on the other hand	Puede ser la leche – <i>it can be the bomb</i>
	Me gusta – I like	Ir de compras- <i>to go shopping</i>	Pero- but	Puede ser apasionante- <i>it can be exciting</i>
Al final <i>In the end</i>	Nos gusta – we like	Ir de excursion – <i>to go on a trip</i>	No obstante nevertheless	Puede ser un rollo- <i>it can be a drag / a bore</i>
	Le gusta – he/ she likes	Hacer turismo- <i>to do sightseeing</i>		
	Les gusta – they like			



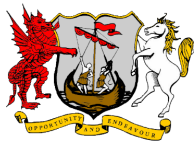
Yr 9 Spanish Autumn:

¿ Qué te gusta hacer cuando.....? What do you like to do when.....?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

			y	es
Cuando hace sol When it's sunny	Siempre always	Saco fotos I take photos	Lo que más me gusta es que What I most like is that	Una risa A laugh
Cuando hace viento When it's windy	A menudo often	Surfeo I surf	Lo que prefiero es que What I prefer is that	Genial great
Cuando hace calor/ frío When it's hot / cold	Todos los días Every day	Nado en el mar I swim in the sea	Lo que no me gusta es que What I don't like is that	Fantástico fantastic
Cuando hay tormenta When it's stormy	Generalmente generally	Juego al voleibol I play volleyball	Lo que odio es que What I hate is that	Molesto annoying
Cuando hay nubes When it's cloudy	A veces sometimes	Como comida típica I eat typical food		Irritante irritating
Cuando nieva When it snows	De vez en cuando From time to time	Bebo cócteles I drink cocktails		Sano healthy
Cuando llueve When it rains	Casi nunca Almost never	Hago esquí I go skiing		Inolvidable unforgettable
	Nunca never	Voy de copas I go out for drinks		
		Voy a la playa I go to the beach		



Yr 9 Spanish Autumn:

¿ Qué hiciste..... ? What did you do....?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Adónde fuiste de vacaciones? <i>Where did you go on holiday?</i>					
Time-phrase	Preterite tense	country		Who with	Means of transport
Hace dos años, <i>Two years ago,</i>	fui a <i>I went to</i>	España <i>Spain</i>	Irlanda <i>Ireland</i>	con mi familia <i>with my family</i>	y fuimos <i>and we went</i>
		Alemania <i>Germany</i>	Grecia <i>Greece</i>	con mis padres <i>with my parents</i>	y viajamos <i>and we travelled</i>
El año pasado, <i>Last year,</i>	viajé a <i>I travelled to</i>	Francia <i>France</i>	Turquía <i>Turkey</i>	con mis abuelos <i>with my grandparents</i>	en avión <i>by plane</i> en autobús <i>by bus</i> en autocar <i>by coach</i> en coche <i>by car</i> en tren <i>by train</i> en barco/ferry <i>by boat/ferry</i> en un crucero <i>on a cruise ship</i>
El verano pasado, <i>Last summer,</i>	visité <i>I visited</i>	Italia <i>Italy</i>	Marruecos <i>Morocco</i>	con mis tíos <i>with my uncle and aunt</i>	
El mes pasado, <i>Last month,</i>		Gales <i>Wales</i>	Estados Unidos (EE.UU.) <i>The United States (U.S.A)</i>	con mis amigos/as <i>with my friends</i>	
La semana pasada, <i>Last week,</i>		Escocia <i>Scotland</i>	México <i>Mexico</i>	con mi clase <i>with my class</i>	
		Los Países Bajos <i>Netherlands</i>	Bélgica <i>Belgium</i>	con mi instituto <i>with my school</i>	
				con mi novio/a <i>with my boyfriend/ girlfriend</i>	



Yr 9 Spanish Autumn:

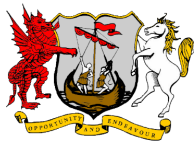
¿ Qué hiciste..... ? What did you do....?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿ Qué hiciste en tus vacaciones? What did you do on your holiday?

Time-phrase	Preterite tense	Connective	Preterite tense	connective	Negative + Preterite tense
El primer/ segundo/ tercer/ cuarto/ último día... <i>On the first/ second/ third/fourth/ last day....</i>	descansé en la playa <i>I relaxed on the beach</i> tomé el sol <i>I sunbathed</i> visité monumentos <i>I visited monuments</i>	y también <i>and also</i> y más tarde <i>and later</i> y luego <i>and then</i>	conocí a un/a chico/a guapo/a. <i>I met a good-looking boy/girl.</i> compré una camiseta. <i>I bought a T-shirt.</i> saqué muchas fotos. <i>I took lots of photos.</i>	Sin embargo, <i>However,</i> No obstante, <i>Nevertheless,</i>	<u>no</u> salí con mi hermano/a. <i>I didn't go out with my brother/sister.</i> <u>no</u> comí paella. <i>I didn't eat paella.</i> <u>no</u> hice vela. <i>I didn't go sailing.</i> <u>no</u> monté en bicicleta. <i>I didn't ride a bike.</i> <u>no</u> bebí limonada. <i>I didn't drink lemonade.</i>
...por la mañana <i>...in the morning</i> ...antes/después de comer <i>...before/after eating</i> ...por la tarde <i>...in the afternoon</i>	nadé en el mar <i>I swam in the sea</i> vi un castillo interesante <i>I saw an interesting castle</i>	y después <i>and after that</i>	mandé SMS/postales. <i>I sent texts/postcards.</i> bailé en la discoteca. <i>I danced at the disco.</i>		



Yr 9 Spanish Autumn:

¿ Cómo fue..... ? What was it like....?



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Cómo te fue? *How was it?*

Pienso que <i>I think that</i> Creo que <i>I believe that</i> Me parece que <i>It seems to me that</i> Diría que <i>I would say that</i> A mi modo de ver, <i>The way I see it</i>	fue <i>it was</i>	divertido <i>fun</i> estupendo <i>amazing</i> fenomenal <i>phenomenal</i>	flipante <i>awesome</i> genial <i>great</i> guay <i>cool</i>	porque <i>because</i>	hizo buen tiempo. The weather was good. pasé bastante tiempo con mi familia. I spent quite a lot of time with my family.
		horrible <i>horrible</i> un desastre <i>a disaster</i>	horroroso <i>horrific</i> raro <i>weird</i>	ya que <i>since</i>	comí algo malo y vomité. I ate something bad and vomited. llovió. It rained. perdí mi pasaporte/mi móvil. I lost my passport/my phone.



Yr 9 Spanish Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Qué fue lo mejor / lo peor de tus vacaciones? What was the best / worst thing about your holiday?

Bueno Well Pues So Haber Let's see	en el primer día on the first day	Lo mejor fue cuando The best thing was when	Encontré diez euros en el suelo I found ten euros on the floor	¡Lo pasé bomba! It was great
	en el Segundo día on the second day		Fui de excursión a ver delfines I went on a trip to see dolphins	¡Fue genial! It was fantastic
	en el último día on the last day		Vi un partido en el Camp Nou I saw a game at the Nou Camp	¡Fue una experiencia guay! It was an experience cool!
	por la mañana in the morning		comí churros con chocolate I ate churros with chocolate	¡Fue chulo! It was cool!
	por la tarde in the afternoon	Lo peor fue cuando The worst thing was when	Visité el parque acuático I visited the theme park	
	por la noche at night		Tuve un accidente en la playa I had an accident on the beach	¡Fue un desastre! It was a disaster
	a las (tres) at (three o'clock)		Me quemé el sol It burnt me the sun	¡Fue vergonzoso! It was embarrassing
	a las (tres y media) at (three and a half)		Perdí mi móvil I lost my phone	¡Me dolió mucho! It hurt a lot!
			Me robó una carterista Me robbed a pick-pocket	¡Qué pena! What a pity!
			Vomitó en una montaña rusa I was sick on a rollercoaster	¡Qué lastima! What a shame



Yr 9 Art/Autumn Term

Assessment: Art is assessed across a range of lessons and activities, considering both design ideas and technical skills in different media.

Your first project in Art is: **Architecture: 1 and 2 Point Perspective**. As you work your way through the project you will be learning about different career opportunities in the creative arts, 1 and 2 point perspective drawing, shading to create three dimensional effects, mixed media drawings, concept drawings, monoprinting and creating stencils. You will also be inspired by architects and artists such as: Ian Murphy, Zaha Hadid and Paul Cathedral.

HW 1: Revise our keywords.

Keyword	Definition
Architecture	Designing buildings, open areas, communities, and other artificial constructions and environments, usually with some regard to aesthetic effect.
One Point Perspective	A drawing method that shows how things appear to get smaller as they get further away, converging towards a single ' <u>vanishing point</u> ' on the <u>horizon line</u> .
Two Point Perspective	A realistic view, showing an object from the side with two <u>vanishing points</u> to create depth.
Tone	The lightness or darkness of something.
Depth	Creating the illusion of three-dimensional space on a two-dimensional surface.
Mark Making	Describes the different lines, dots, marks, patterns, and textures we create in an artwork.
Detail	Intricate and finely wrought decoration.

Keyword	Definition
Mixed Media	Art that is made using a combination of different materials
Monoprint	A form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.
Concept	A plan, idea or exploration that is often completed through a series of sketches.
Stencil	Passing ink or paint over holes cut in cardboard or metal onto the surface to be decorated.
Stippling	Stippling is a drawing/painting technique in which areas of light and shadow are created using nothing but dots.
Composition	The arrangement of elements within a work of art.
Wash	A technique where diluted watercolour is painted across the page in a semi-transparent layer.



Yr 9 Art/Autumn Term

HW 2: Revise our focus artists:

Who is Ian Murphy?

A British artist (born in 1963) known for detailed drawings, paintings, prints and mixed-media artworks inspired by architecture, texture and historic places. He travels the world to capture beautiful views and explore different architectural styles.

Where did he live and work?

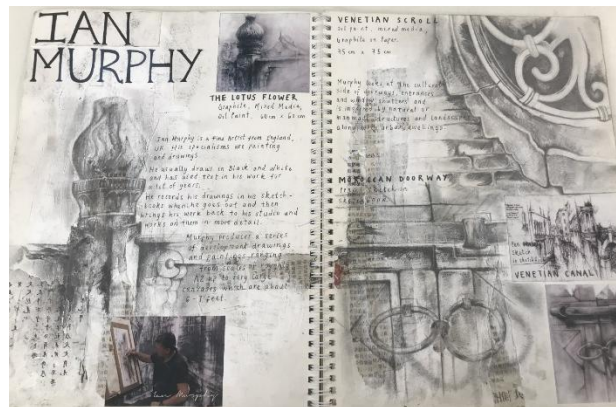
Born in Wigan, England, Ian Murphy studied in Wigan and Sheffield. He works as a professional artist and travels internationally to gather ideas and inspiration for his artwork.

How did he create his artworks?

Using sketchbooks to record ideas and observations, Ian creates large-scale artworks with layered surfaces. He combines drawing, painting and mixed media to build distressed textures that he paints and draws over the top of.

What inspired him?

- Architecture
- Historic buildings
- Streets and passageways
- Different textures and surfaces
- Travel and world cultures
- Ageing, weathering and decay in buildings



What type of art did he create?

2D Art

- Drawings
- Paintings
- Prints
- Mixed-media artworks
- Architectural studies
- Sketchbook work
- Urban landscapes

What materials did he use?

- Oil paint
- Pencil
- Ink
- Mixed media
- Printmaking materials
- Sketchbooks
- Canvas

What did he study?

After studying Fine Art and Art & Design at A-Level, Ian Murphy attended university in Sheffield, where he gained a First Class Honours degree in Fine Art, Painting and Printmaking in 1985.

How did he earn a living?

Ian Murphy earns a living as a professional artist by creating, exhibiting and selling his artwork. He has also worked on educational projects and films, sharing his artistic knowledge with others.



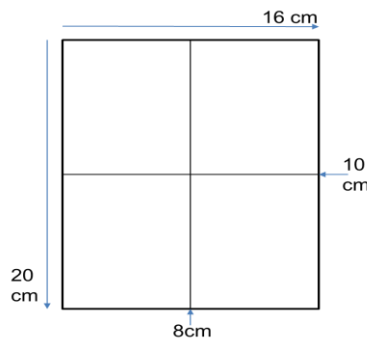


Yr 79 Art/Autumn Term

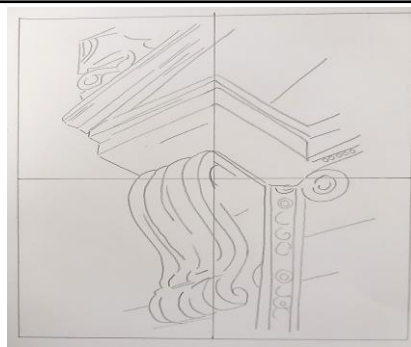
HW 3, 4 & 5: Image study practise:

Step One: Evenly divide your page into a grid of four boxes lightly in pencil. You may use the following measurements:

If you want to be really creative with it, you could add newspaper or even a watercolour wash to your background before you begin drawing!

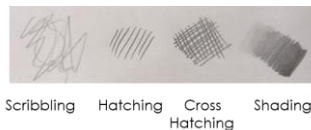


Step Two: A square at a time, complete the basic outline. Don't worry about details at this stage! It is more important to get your proportions, shapes and layout correct.

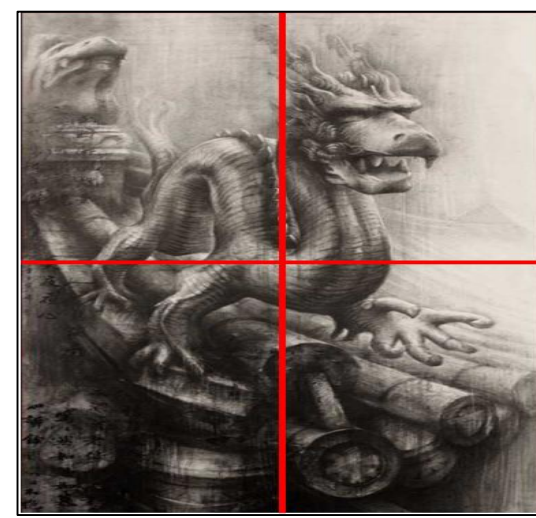
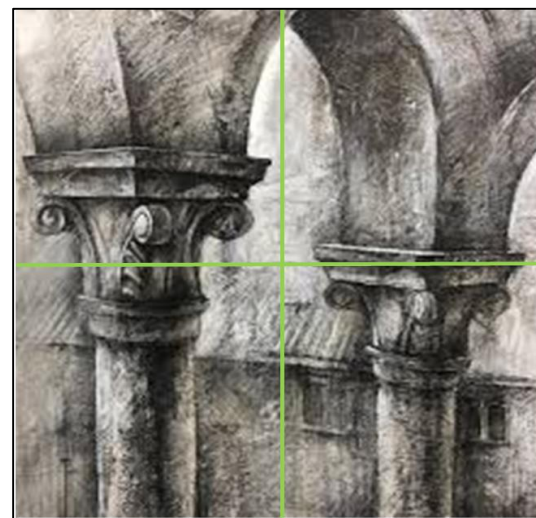
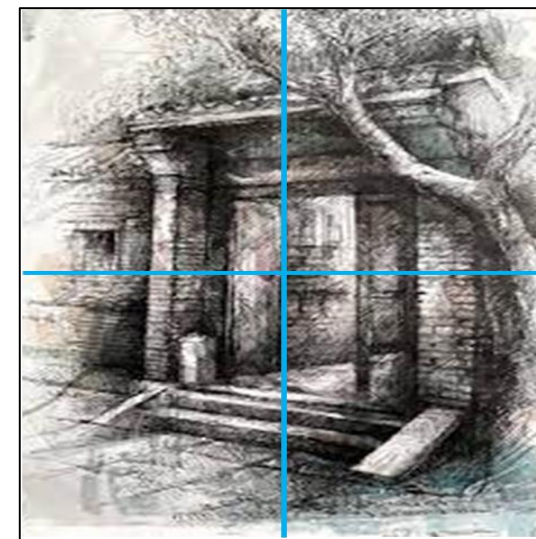
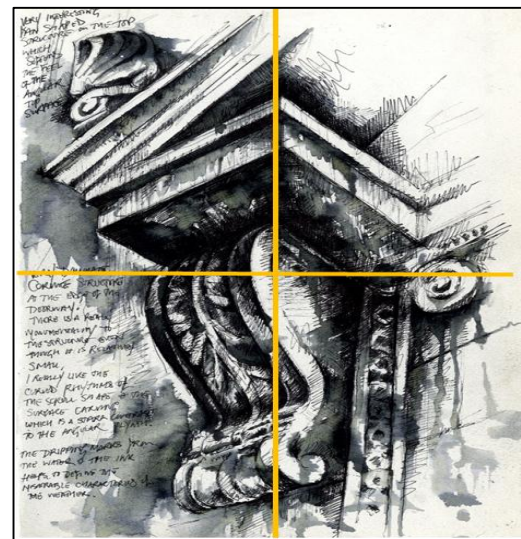


Step Three: Next, begin to add your details and/or mark making a square at a time, ensuring you are looking at your reference regularly for accuracy. You may do this in pen or pencil but whichever one you select, you must also show a range of accurate tones as well as textures!

In this example, the following marks were used:



Now you have a better understanding of our Impressionist artists, it's time to practice an image study (a copy of their work). Which picture will you select to practise?



Continue to complete your mark making, tone and detail in all four squares until complete. Remember, you are aiming for lots of loose marks and lots of tone to create both texture and tone!



Yr 9 Art/Autumn Term

HW 6: Revise the key analysis questions and model answer:

What questions should we ask when analysing art? Artists make choices about **what** they show, **how** they create it and **why** they create it. By answering these questions, we move beyond simply describing an artwork and begin to understand the artist's intentions and techniques.

Ian Murphy Artwork Analysis (Model Answer)

Artwork: Architectural Sketch by Ian Murphy

1. What is the picture?

Why ask this? This helps identify the subject matter and notice important details.

Answer:

The artwork shows a detailed drawing of an architectural feature, possibly part of an old historic building. The image focuses on an ornate stone bracket with carved patterns and decorative scrolls. Ian Murphy has used strong lines, shading and washes of ink to capture the texture and age of the structure.

2. What is the theme of the artwork?

Why ask this? This helps explore the meaning or idea behind the artwork.

Answer:

The theme is architecture, history and the beauty of aged buildings. Ian Murphy often explores how time, weather and human activity leave marks on structures. The artwork celebrates craftsmanship and the interesting textures found in historic architecture.



4. What kinds of shapes can you find?

Why ask this? Shapes help create structure, movement and balance within an artwork.

Answer:

The artwork contains a mixture of geometric and organic shapes. Straight lines form the architectural structure, while curved scrolls and decorative carvings create flowing organic shapes. These contrasting shapes add visual interest and balance.

5. What kinds of marks or textures can you see?

Why ask this? Marks and textures reveal how the artist created the work.

Answer:

Ian Murphy uses cross-hatching, sketchy lines, ink washes and expressive marks to create texture. The rough, layered marks make the stone appear weathered and aged. Drips and loose brush marks add energy and movement to the artwork.

6. What effect does the artwork create?

Why ask this? Art is designed to create a response from the viewer.

Answer:

The artwork creates a sense of history, mystery and strength. The detailed drawing encourages the viewer to look closely at the architecture and appreciate the craftsmanship. The dramatic shadows make the structure appear solid and powerful.

7. Which part is most successful and why?

Why ask this? Evaluating artwork helps us understand artistic decisions.

Answer:

The most successful part is the carved architectural detail in the centre of the composition. The strong contrast between light and dark tones immediately attracts attention. The careful shading and textures make the feature appear realistic and give the drawing depth and character.

3. What colours does the artist use?

Why ask this? Colours communicate ideas and create mood.

Answer:

The artwork mainly uses monochrome colours, including black, grey and white. The limited colour palette helps focus attention on the details, textures and shadows. The dark tones create contrast and make the carved features stand out.



Yr 9 Art/Autumn Term

Formula for Analysis: Identify → Describe → Explain

Example:
"Ian Murphy uses dark ink washes and strong shadows (**identify**) around the carved architectural detail (**describe**) to create depth, texture and a sense of age (**explain**)."

Using this structure helps you move from simply describing an artwork to explaining why the artist's choices are effective.



Model Example of Analytical Writing: Ian Murphy Architectural Drawing
Ian Murphy uses detailed line work, ink washes and strong tonal shading to create a dramatic drawing of an architectural bracket. The dark shadows contrast with the lighter areas of the paper, helping the carved details stand out and attract the viewer's attention. Murphy has layered sketchy marks, cross-hatching and drips of ink to create texture and suggest the age and weathering of the building. The curved ornamental shapes contrast with the strong straight lines of the architecture, creating balance and movement within the composition. The close-up viewpoint makes the structure appear powerful and important, encouraging the viewer to appreciate the craftsmanship and intricate details. Overall, the artwork is successful because it captures the beauty, texture and history of architecture while creating a sense of atmosphere and depth.

What Has Been Added and Why?	
Art vocabulary Contrast – The difference between light and dark areas. Texture – The way a surface looks or feels. Tone – The lightness or darkness of an area. Composition – The arrangement of elements in an artwork. cross-hatching – Lines layered in different directions to create shade and tone. Architectural detail – Decorative features found on buildings.	Why? These words help you write in a more detailed and accurate way when analysing artwork.
Evidence from the artwork • Ornate carved stone bracket • Strong areas of light and shadow • Ink drips and washes • Detailed line drawing • Curved decorative patterns • Architectural structure	Why? Good analysis uses evidence from the artwork to support ideas and observations.
Explanation of effect • How contrast makes details stand out • How shading creates depth and form • How texture suggests age and weathering • How the close-up composition creates impact • How line and tone guide the viewer's eye around the artwork	Why? Analysis should explain how the artist created an effect and why it is successful.



Yr 9 Drama – Autumn Term

HW 1 – Revise what oracy is

Oracy (noun) – the range of skills and techniques we used to express our thoughts verbally.

Assessment:
Your assessment will be during the KS3 assessment weeks. You will be using the oracy skills you have learnt this half term to perform a monologue. You can choose which one of the 3 monologues you would like to perform.

Physical – How we use our voice and body

This key area focuses on the way we communicate our ideas through our voice and body language. Good speakers use a clear voice, suitable volume, expression, and pace so that others can understand and engage with what they are saying. They also use eye contact, facial expressions, gestures, and posture to show confidence and interest.

Examples:

- Speaking clearly and loudly enough to be heard.
- Making eye contact with listeners.
- Using gestures to emphasise important points.
- Varying tone and pace to keep the audience engaged.
- Showing confidence through positive body language.

Cognitive – Thinking and meaning

This key area focuses on the thinking behind what we say. It involves understanding ideas, reasoning, solving problems, and building arguments. Strong speakers can explain their thinking, justify opinions with evidence, and make connections between different ideas.

Examples:

- Explaining and developing ideas in detail.
- Giving reasons and evidence to support opinions.
- Asking thoughtful questions.
- Making connections between different topics or experiences.
- Summarising, analysing, and evaluating information.

Linguistic – The words we use

This key area is about choosing the right words and organising ideas effectively. Effective speakers use a range of vocabulary, including subject-specific terms, and structure their sentences to communicate meaning clearly and accurately.

Examples:

- Using precise and ambitious vocabulary.
- Speaking in full, well-structured sentences.
- Explaining ideas clearly and logically.
- Using connectives such as *because*, *therefore*, and *however*.
- Adapting language to suit the audience and purpose.

Social and Emotional – Working with others

This key area is about interacting positively and effectively with other people. It includes listening carefully, respecting different viewpoints, taking turns in discussions, and collaborating successfully with others.

Examples:

- Listening actively without interrupting.
- Responding respectfully to others' ideas.
- Taking turns in discussions.
- Building on another person's contribution.
- Showing empathy and understanding.
- Working cooperatively to solve problems or complete tasks.

Successful communication depends on all four key areas working together: using your voice and body effectively, choosing the right words, thinking deeply about your ideas, and working positively with others.

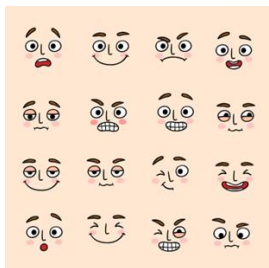


Yr 9 Drama – Autumn Term

HW 2 – Revise posture, gesture and facial expressions

Why are these important in drama?

Posture, gesture, facial expression, and eye contact are physical skills that help performers communicate character, emotions, and meaning clearly to an audience, even without speaking.



Posture– the position in which you hold your body when standing, sitting or lying down. In drama, posture can reveal a character's age, personality, status, confidence, mood, or emotions without using words.

Example: *A character standing tall with their shoulders back may appear confident, while a character slouching may appear tired, nervous, or unhappy.*

Gesture – a movement of part of the body, especially the hands, arms, or head, used to communicate an idea, feeling, or meaning. Gestures help an audience understand a character's thoughts and emotions.

Example: *Pointing a finger can show anger or authority, while waving can show friendliness or excitement.*

Facial Expression – the movement and positioning of the muscles in the face to communicate emotions, reactions, and intentions. Facial expressions help make a character believable and engaging.

Example: *Raised eyebrows might show surprise, while a frown might show disappointment or concern.*

Eye Contact – when a performer looks directly at another character or the audience to communicate meaning, emotion, or focus. Eye contact helps build relationships between characters and shows confidence and engagement.

Example: *Strong eye contact can show confidence, determination, or confrontation, while avoiding eye contact can suggest nervousness, guilt, or uncertainty.*



Yr 9 Drama – Autumn Term

HW 3- Revise projection, pace and tone

Why are these important in drama?

Projection, pace, tone, and pitch are vocal skills that help performers bring characters to life, communicate emotions clearly, and engage the audience throughout a performance.

Projection, pace, tone, and pitch are vocal skills that help performers bring characters to life, communicate emotions clearly, and engage the audience throughout a performance.

Projection (noun) – the ability to control the volume, clarity, and strength of your voice so it can be heard clearly by the audience without shouting. Good projection helps performers communicate effectively and confidently.

Example: An actor uses strong projection so that the audience at the back of the theatre can hear every word.

Pace (noun) – the speed at which a performer speaks or moves. Changing pace can help create different moods, build tension, or show a character's emotions.

Example: Speaking quickly can show excitement, panic, or nervousness, while speaking slowly can create suspense or show sadness.

Tone (noun) – the attitude, feeling, or emotion communicated through a character's voice. Tone helps the audience understand how a character feels and what they mean.

Example: A friendly tone can make a character seem kind and welcoming, while a harsh tone can make them seem angry or frustrated.

Pitch (noun) – the highness or lowness of a voice or sound. Performers change their pitch to show different emotions, characters, or moods.

Example: A high pitch may suggest excitement, fear, or youthfulness, while a low pitch may suggest confidence, seriousness, or authority.



Yr 9 Drama – Autumn Term

HW 4- Revise articulation and clarity

KEY VOCABULARY:

Articulation (noun) – the act or process of speaking or expressing words.

Pace (noun) – the rate at which an activity is done.

Your ability to **articulate** has a huge impact on your communication skills– it is important that you try to speak clearly and at an appropriate **pace** so that your speech is clear and understandable.

Tongue Twister Practise Challenge!

Bright blue birds boldly bring big blue balloons

1. Say it **slowly and clearly**.
2. Repeat it while gradually increasing your **pace**.
3. Try saying it **three times without making a mistake**.

The ability to speak clearly and pronounce words accurately so that others can understand what you are saying. Good articulation helps performers communicate meaning, emotions, and important information to an audience.

Example: An actor carefully pronounces every word so that the audience can understand the dialogue.

Pace (noun)

The speed at which a person speaks. Changing pace can help a performer create different effects, show emotions, and keep the audience engaged.

Example: A fast pace can show excitement or panic, while a slow pace can build suspense or show sadness.

Why are articulation and pace important in drama?

Articulation

Ensures every word can be heard and understood.

Helps communicate meaning clearly.

Prevents important information from being missed.

Makes a performance more professional and engaging.

Pace

Helps create mood and atmosphere.

Allows the audience time to process important information.

Can show a character's emotional state.

Keeps the audience interested and focused.

Key Knowledge to Remember

- ☒ Good articulation means speaking clearly and pronouncing words accurately.
- ☒ Good pace means speaking at a speed that suits the character, emotion, and situation.
- ☒ If a performer speaks too quickly, the audience may miss important information.
- ☒ If a performer speaks too slowly, the audience may lose interest.
- ☒ Strong performers use both articulation and pace to help tell the story effectively.

In drama, clear articulation and appropriate pace help performers communicate character, emotion, and meaning to an audience.



Yr 9 Drama – Autumn Term

HW 5 and 6 revise the keywords and practice your performance

KEY VOCABULARY:

Oracy (noun) – the range of skills and techniques we used to express our thoughts verbally.

Posture (noun) – the position in which you hold your body when standing, sitting or lying down.

Gesture (noun) – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Facial expression (phrase) – the motioning and positioning of the muscles in the face.

Eye contact (phrase) – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Projection (noun) – control the volume, clarity and distinctness of a voice

Pace (noun) – the rate at which an activity is done.

Tone (noun) – the attitude or feeling conveyed by a speaker through their word choice, pacing and style.

Pitch (noun) – the highness or lowness of a sound

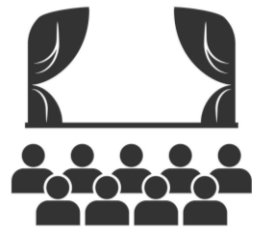
Articulation (noun) – the act or process of speaking or expressing words.

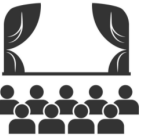
Practice your Performance

Combining the skills we have looked at across this term, read through your chosen monologue and practice the different techniques, thinking carefully about creating a convincing character and how you want to portray your character to the audience.

If you are able to, practice your monologue at home – in front of the mirror, to friends, siblings...

The more you practice these key skills, the more confident you will be!





Yr 9 Drama – Autumn Term - ASSESSMENT MONOLOGUES

Peter Pan- The Lost Boys have been captured and Peter realises that Tinkerbell is dying:

PETER: Who's there? Is anyone there?

What! (*To Tink*) Wendy and the Boys have been captured by the Pirates? I'll rescue her! I'll rescue her! What? Oh, that's just my medicine.

Poisoned? Nonsense! Who could have poisoned it? I promised Wendy to take it and I'm going to, as soon as I've sharpened my dagger. Why, Tink, you've drunk my medicine! What's the matter with you? It was poisoned! You drank it to save my life. Tink. Dear... Tink... you're dying? Your light is growing faint, and if it goes out that means you're dead. Your voice is so low I can scarcely hear what you're saying. You say you think.. you think you could get well again if... if... if what Tink? If children believed in fairies.

(*To audience*) Do you believe? Say quick that you believe. If you believe, clap your hands!

Alice in Wonderland –Alice follows the white rabbit and falls down the rabbit hole before entering Wonderland:

ALICE: [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. [*Calling after him*] I say, Mr. White Rabbit, where are you going? Hmmm. He won't answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too!

[*Falling*] How curious. I never realized that rabbit holes were so dark . . . and so long . . . and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the centre of the earth. I wonder if I shall fall right *through* the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

Charlie and the Chocolate Factory – Willy Wonka meets the competition winners for the first time at his factory:

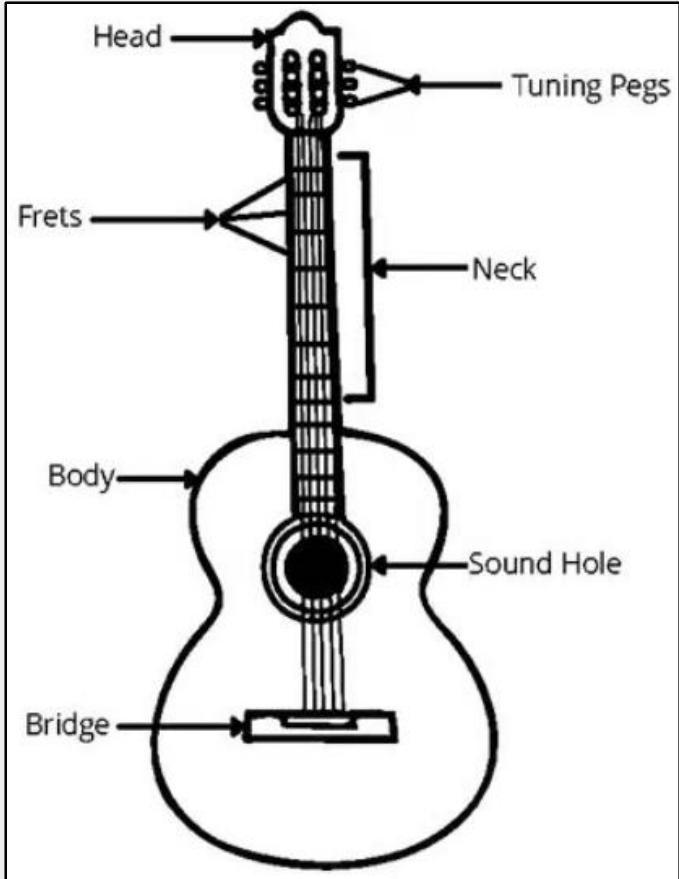
WONKA: Good morning, starry-eyed children, parents with too many worries, and... whatever else you may be.

Welcome, welcome to my humble abode of marvels! Beyond this door lies a world of pure imagination—anything you can dream, I can make real. I've devoted my life to crafting the most incredible, edible creations on Earth, and today, you lucky few get to see it all firsthand!

But beware: my factory is a place for the curious, not for the greedy or those without... restraint. Some will leave with their pockets full of sweet memories, others... will just leave. Probably. Well, we'll see, won't we? Follow me! But remember, stay close. Very, very close.

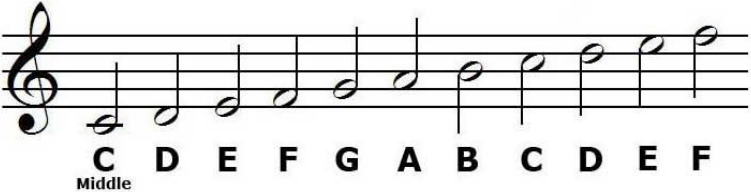
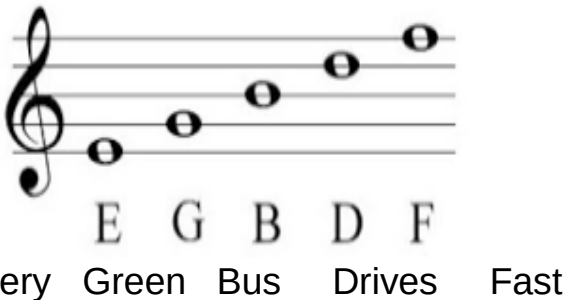
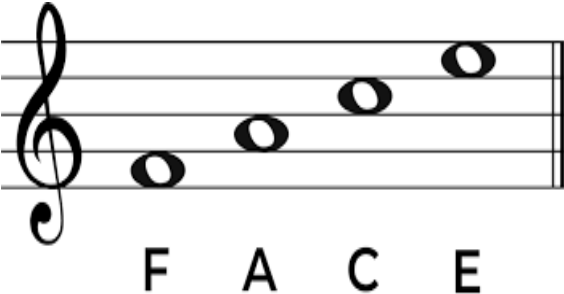
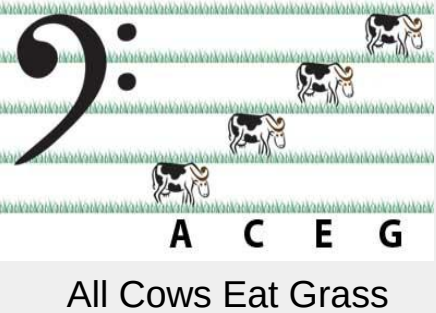


Yr 9 Music Core Knowledge: Johann Pachelbel's - 'Canon'

Homework 1	Homework 2	Homework 3									
Read the passage, say it, cover it and then write down the instruments you remember from the passage and check.	Read and say the key words, cover them and write what you remember.	Look at the guitar, say the parts, cover, draw and label the guitar and check.									
Composer: Johann Pachelbel (1653–1706), a German composer from the Baroque period. Canon in D is one of the most famous pieces of classical music. It was originally written for three violins and basso continuo (cello). Key Features: Canon – the same melody is copied by different instruments after a short delay. Ground Bass (Ostinato) – a repeating bass pattern played throughout the piece. Polyphonic Texture – several independent melodies are heard at the same time. D Major – the key of the piece. In his lifetime, Johann Pachelbel was famous for his organ and other keyboard music, whereas today he is also recognised as an important composer of church and chamber music. Interesting Fact: Although written in the Baroque era, the piece became hugely popular in the 20th century and is now often played at Christian weddings as the Bride is walking down the aisle.	<table><tr><th>Keyword</th></tr><tr><td>Ground Bass: A short theme, usually in the bass, which is constantly repeated as the other parts of the music vary.</td></tr><tr><td>Notation: A series or system or written symbols used to represent music.</td></tr><tr><td>Tablature: Guitar specific notation.</td></tr><tr><td>Rehearsal: Preparation of a piece of music.</td></tr><tr><td>Ostinato: A short musical pattern that is repeated throughout a piece.</td></tr><tr><td>Canon: A musical structure where one melody is imitated by another part after a short delay.</td></tr><tr><td>Ensemble: A group of musicians performing together.</td></tr><tr><td>Baroque: The musical period from around 1600–1750, when Pachelbel composed his music.</td></tr></table>	Keyword	Ground Bass: A short theme, usually in the bass, which is constantly repeated as the other parts of the music vary.	Notation: A series or system or written symbols used to represent music.	Tablature: Guitar specific notation.	Rehearsal: Preparation of a piece of music.	Ostinato: A short musical pattern that is repeated throughout a piece.	Canon: A musical structure where one melody is imitated by another part after a short delay.	Ensemble: A group of musicians performing together.	Baroque: The musical period from around 1600–1750, when Pachelbel composed his music.	
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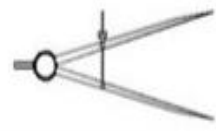
Yr 9 Music Core Knowledge: Appraisal and theory

Homework 4	Homework 5	Homework 6
Read the Tristan Mnemonic, say it, cover it, and then write the elements of music from memory. Check your answer.	Read the notes, speak out loud, cover the pictures, draw the treble clef staves and check.	Read the notes, speak out loud, cover the pictures, draw the bass clef staves and check.
The Elements of Music 1. Tempo 2. Tonality 3. Texture 4. Melody 5. Metre 6. Sonority 7. Harmony 8. Rhythm 9. Form & Structure 10. Dynamics e.g. “Tristan Travelled To Misty Mountains Seeking Hidden Realms Filled (with) Dragons”.	Treble Clef Notes   	Bass Clef Notes   



Yr 9 Design and Technology Engineering - Clock

3. Knowing your tools and equipment

Tool	Name	Uses
	Scriber	For marking out lines on metal.
	Engineers Square	For testing internal and external right angles. For marking out lines at right angles to an edge.
	Centre Punch	For punching a small indent to locate twist drills and spring divider points.
	Straight Edge	For marking straight lines or checking straightness.
	Spring Dividers	Marking out tool used to scribe circles and arcs on metal and wood.
	Ball-pein hammer Or Engineers hammer	Metalwork hammer. Small sizes are used for centre punching, riveting, bending and large sizes are used for forging.



Pillar drill



Centre Lathe - used for drilling, turning, shaping material into cylinders

CAD is software used to design on computer - its faster, more accurate, can modify work quickly, email it and save it to work on it later compared to hand drawing. 2 D Design, autoCAD , Onshape are examples of CAD
Computer aided design + CAM computer aided Manufacture speeds up manufacturing, more accurate and better quality versus made by hand. Although both are expensive to set up and you need to be trained to use it - A Laser /3D printing are examples of CAM

Safety - 3 G's - goggles, guard, grip
 Always wear an apron, hair tie when using machinery - don't distract others, stay within the yellow box and ask if in doubt.



2D Design software and a Laser cutter



Sheet metal bending machine



Polishing Machine



Yr 9 Design and Technology Engineering - Clock

Key Words used in Design and Technology	Meaning:
Design Brief (Noun)	A written description of what a new project or product should do, what is needed to produce it, how long it will take.
Interpreting (Verb)	Explain the meaning of (information or actions).
Analyse (Noun)	To study or examine something in detail in order to discover or understand more about it
Plastics (Noun)	a synthetic material made from a wide range of organic polymers such as polyethylene , PVC, nylon, etc., that can be moulded into shape while soft, and then set into a rigid or slightly elastic form.
Manufacture (Noun)	The making of articles on a large scale using machinery.
Development (Noun)	the process in which someone or something grows or changes and becomes more advanced.
Efficiency (Adjective)	(of a person) working in a well-organised and competent way, using minimal wasted effort and time.
Techniques (Noun)	Technical skill; ability to apply procedures or methods so as to effect a desired result.
Create (Noun)	To bring something into existence.
Classification (Noun)	Classification is the process of arranging things in groups or classes according to their resemblances and affinities.
Tolerance (Noun)	Tolerance is the total amount a dimension may vary and is the difference between the upper (maximum) and lower (minimum) limits. Because it is impossible to make everything to an exact size, tolerances are used on production drawings to control the parts
Assessment (Noun)	The action of assessing someone or something.

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Yr 9 Design and Technology Food - Building Skills

1. Knowing the Food theory:

5 Types of Food Contamination

Physical



Hair or fur
Dirt
Metal
Glass
Plastic
Bones
Wood splinters
Jewelry
Fingernails
Body parts
Insects
Small animals

Chemical



Pesticides
Insecticides
Cleaning products
Plastics
Contaminated water
Additives
Preservatives
Mercury / Lead
Poisons
Drugs

Biological



Bacteria
Viruses
Parasites
Mold/fungi
Yeast
Algae
Prions
Microorganisms

Allergenic

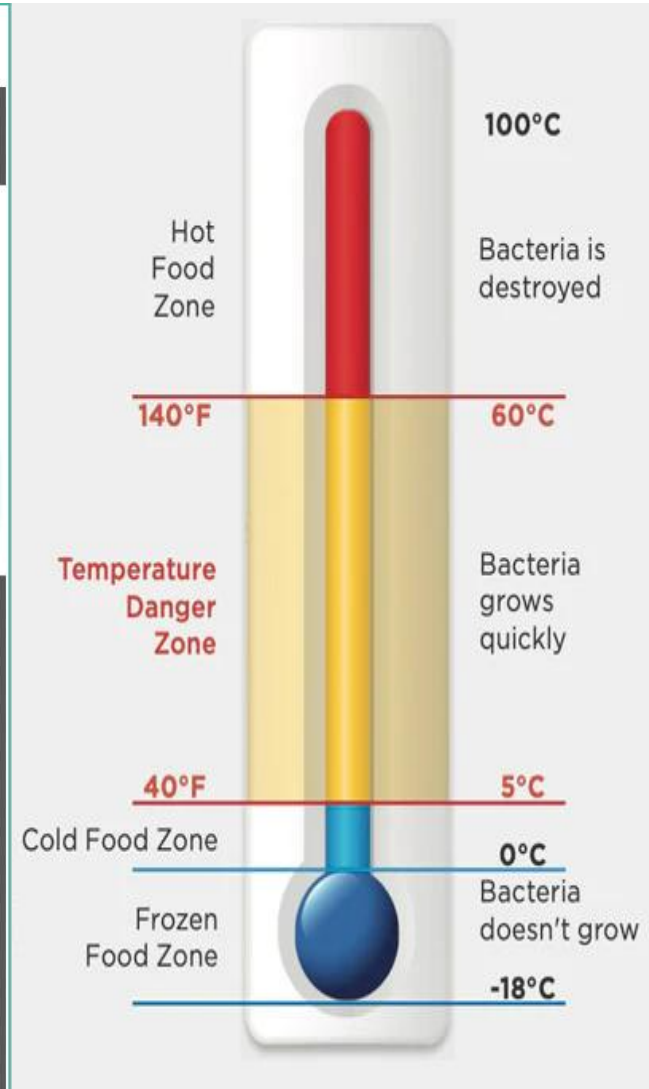


Peanuts
Dairy
Soy
Wheat
Shellfish
Egg
Sesame seeds
Mustard
Sulfites

Cross



Equipment
Touching
Utensils
Raw meat
Cleaning
Pests
Illness



CLEAN



WASH HANDS AND SURFACES OFTEN

COOK



COOK TO THE RIGHT TEMPERATURE

SEPARATE



SEPARATE RAW MEATS FROM OTHER FOODS

CHILL



REFRIGERATE FOOD PROMPTLY



Yr 9 Design and Technology Food - Building Skills

2. Understanding types of processes and techniques

Kneading	Fermentation	Shaping
		



Shortcrust pastry

- the **fat** (margarine or butter) is **rubbed into the flour**
- The fat forms a **waterproof layer** around the **flour grains** and this restricts the amount of water that can mix with the flour.
- This creates a **crumbly texture**, which in cooking is called **short**.



Good pastry needs everything to be kept cool.

Tests for Readiness (cakes)

Different ways to test a cake is cooked are;

- Inserting a **skewer** in the mixture and if it comes out clean the cake is cooked
- A well risen, **golden brown appearance**
- The edges are slightly shrunk away from the tin
- The cake bounces back when pressed.



- A **Victoria Sandwich** cake is made using the **creaming method**.
- The fat (butter or margarine) is **creamed together with the sugar**.
- This traps air** in the mixture which will help it **to rise when** it is cooked.



- A **swiss roll** is made using the **whisking method**.
- The **sugar and eggs are whisked together** until thick, **Flour is then folded through the mixture**
- trapping** air in the mixture.
- There is no fat** (butter or margarine) in this method. This means the cake has a slightly **dry texture** and will not keep as long

3. Knowing your Flours, tools and equipment

Type of Flour	Contains	Common Uses
Plain Flour	Just milled wheat (no raising agents)	Sauces, biscuits, pancakes, pastry, flatbreads
Self-Raising Flour	Plain flour + baking powder (raising agent)	Sponge cakes, cupcakes, muffins, quick bakes
Wholemeal Flour	Whole grain wheat (bran, germ, and endosperm)	Wholemeal bread, scones, denser cakes, healthier baking
Bread Flour	High-protein wheat (strong gluten content)	Yeast breads, pizza dough, bagels – gives structure and chew
Gluten-Free Flour	Blend of non-wheat flours (e.g. rice, corn, potato, almond)	Gluten-free baking, suitable for coeliacs or gluten intolerance



Spatula



Skewer



Fish slice



Palette knife



Yr 9 Design and Technology Food - Building skills

Key Words used in DT	Meaning:
Technique	A practical aspect of making something
Folding	'fold in' to use a spoon, spatula or knife to add something slowly and gently to a mixture.
Short	A crumbly texture
Kneading	To press something, firmly and repeatedly with the hands
Fermentation	A chemical process in which the micro-organism yeast creates carbon dioxide
Savoury	Food which is salty, spicy, umami or not sweet in flavour

Macronutrient	Main Function	Examples of Food Sources
Carbohydrates	Provide energy	Bread, pasta, rice, potatoes, fruits
Proteins	Build and repair body tissues	Meat, fish, eggs, beans, lentils
Fats	Provide energy, support cell growth, protect organs	Oils, butter, nuts, seeds, avocados

At the end of your module we carry out a Practical Assessment

An important part of the design and technology process is to **use the skills you have learnt this term and independently adapt one of the recipes you have made.** This means selecting a recipe you have cooked this term and decide how to improve it - this might mean removing an ingredient(s) or substituting an ingredient for another one to make it healthier or to improve its nutritional value. For example you might remove apples and replace with raspberries, black berries and strawberries

Type	Made From	Characteristics	Common Uses
Salted Butter	Cream + salt	Rich, creamy, slightly salty	Spreading, baking, cooking
Unsalted Butter	Cream only	Pure butter flavour, no added salt	Baking (precise control of salt), sauces
Clarified Butter	Butter with milk solids removed	Higher smoke point, pure fat	Frying, Indian cooking (ghee)
Whipped Butter	Butter whipped with air	Lighter texture, easier to spread	Spreading on bread or toast
Margarine (Block)	Vegetable oils + emulsifiers + water	Firmer texture, used like butter	Baking, cooking
Margarine (Tub)	Vegetable oils + water + flavourings	Soft, spreadable, often lower in saturated fat	Spreading, light cooking
Vegan Butter	Plant oils (e.g. coconut, sunflower)	Dairy-free, often fortified with vitamins	Vegan baking, spreading
Low-Fat Spread	Water + small amount of fat + additives	Lower in calories, not suitable for all baking	Spreading, light cooking



Yr 9 Design and Technology Food - Building skills

Type of Food Poisoning	Caused By	Common Sources	Prevention Tips
Salmonella	Bacteria	Raw eggs, undercooked poultry, unpasteurised milk	Cook food thoroughly, avoid raw eggs, wash hands
E. coli	Bacteria	Undercooked beef, contaminated water/veg	Cook meat properly, wash produce, avoid cross-contamination
Listeria	Bacteria	Soft cheeses, deli meats, unpasteurised milk	Keep fridge cold, avoid risky foods in pregnancy
Campylobacter	Bacteria	Raw/undercooked poultry, unclean water	Cook poultry well, wash hands and surfaces
Norovirus	Virus	Contaminated food/water, poor hygiene	Wash hands, disinfect surfaces, avoid food prep when ill
Clostridium perfringens	Bacteria	Cooked meat left out too long	Keep hot food hot, refrigerate leftovers quickly
Staphylococcus aureus	Bacteria (from human skin)	Handled food not kept hot/cold	Wash hands, keep food at safe temperatures
Shigella	Bacteria	Contaminated water or food, poor hygiene	Wash hands, ensure clean water, avoid food prep when ill
Ciguatera	Toxins from marine algae	Tropical reef fish (e.g. barracuda, grouper, snapper)	Avoid eating large reef fish in affected areas
Botulism	Toxin from Clostridium botulinum	Improperly canned foods, fermented fish, garlic in oil	Use proper canning methods, refrigerate oils, avoid bulging cans



Yr 9 Design and Technology Skills - DICE Project

1. Understanding The Design Process

Product analysis means **studying how well a product does its job**. It is a form of primary research and involves looking at existing products, working out how they were made and seeing what features might be useful to any possible new design. Product analysis can often be referred to as **ACCESS FM**

A SWOT can be used as well as ACCESS FM

What is a Product Analysis?

- 1.The product design.
- 2.How it is made.
- 3.Its component parts.
- 4.The manufacturing process.
- 5.The costs involved in making the product.
- 6.Its utility and usefulness.
- 7.The design of the product.
- 8.The technology used in making the product.

2. Understanding ACCESS FM to support board game design



A Design specification - is a list of criteria your product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known. An **acronym** is used to help write the specification - this is known as **ACCESS FM** it can also be used in **conducting an analysis and evaluating a product**. Aesthetics, Cost, Customer, Environment/Ergonomics, Safety, Size Function and Materials
An example :**Aesthetics** - my game must be colourful and fun to play so that children engage and enjoy it.

PRODUCT ANALYSIS

Designers often analyse existing products to look at their strengths and weaknesses. They may notice a gap in the market for a new or better product.



Come up with a specific theme. Most board games revolve around a central idea that helps determine how actions are taken and sets the tone for the player. When developing your theme, make a list of your interests or favourite genres and game types. Some of the most common themes for board games include space travel, medieval adventure, magic, and supernatural creatures like vampires.

For example, "Risk" is a military strategy campaign in which players compete for world domination, while "Candyland" takes place in a colorful fantasy world where everything is made of sweets.

Take inspiration from other games that you enjoy, paying close attention to how the theme relates to the way the game is played.

Determine the ultimate goal of the game. Typically, a game's primary objective will be suggested by its concept. How will players win, and what do they have to do to come out on top? It will be necessary to have a goal in mind before you can move on to formulating the rules.

Key Design Phases

- Conceptualisation.
Creating a idea
Determine the Goal of the Game
- Flesh it out
- Make a prototype
- Play testing
- Make it look pretty and write rules
- Manufacturing



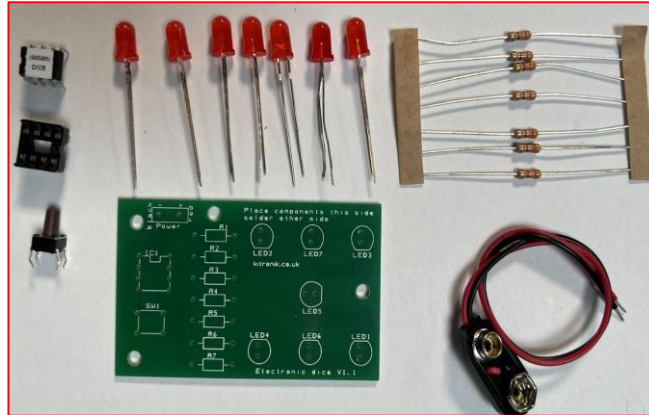
Yr 9 Design and Technology Skills - DICE Project



3. Knowing your tools and equipment

Contents:

- 1x PCB board
- 1x Power snap connector
- 6x 330 resistors
- 6x LED's
- 1x PIC chip
- 1x Chip IC socket
- 1x push switch



		LED
		Chip
		Resistor
		Push switch

- 1) Using the iron heat the pad and the leg part of the component for 3 seconds
- 2) Add solder - 3 seconds
- 3) Remove solder and continue to heat 3 sec
- 4) Allow to cool - should be shiny and volcano shaped
- 5) if round and dull = called a 'dry joint'
- 6) 2 or more joined together = 'short circuit'

Soldering iron



Solder stand



Helping hands



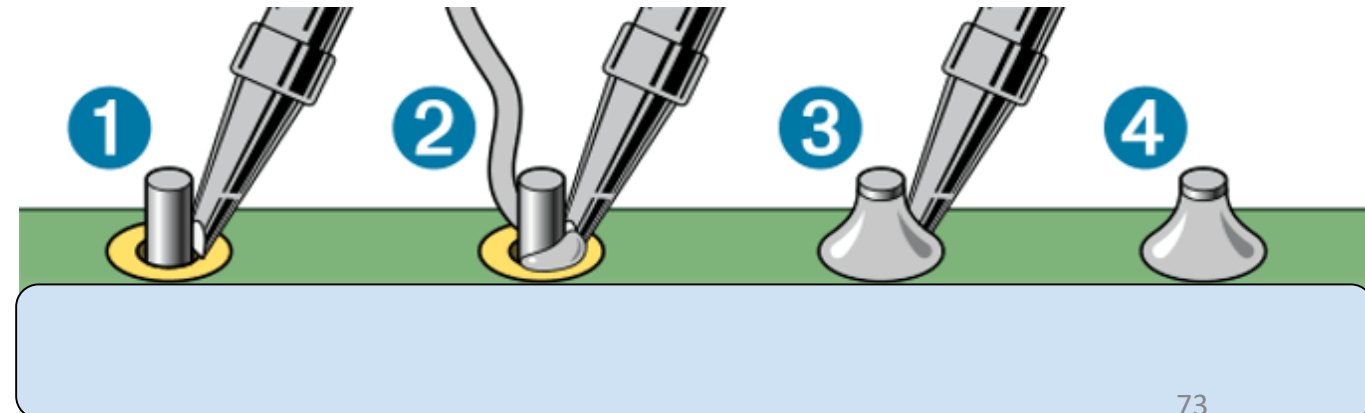
Hair tie



Apron



Goggles





Yr 9 Design and Technology Skills - DICE Project

Key Words used in Design and Technology	Meaning:
Understand (Noun)	To know the meaning of something that someone says
Discuss (Verb)	To talk about a subject with someone and tell each other your ideas or opinions
Analyse (Noun)	To study or examine something in detail in order to discover or understand more about it
Specification (Noun)	A detailed description of how something should be done, made
Resistor (Noun)	A part of an electrical circuit designed to produce a particular amount of resistance to slow the flow of current .
Solder (Noun)	Solder is a fusible metal alloy used to create a permanent bond between metal workpieces.
Input (Noun)	The part that carries information to a machine , or the place where this is connected :
Techniques (Noun)	Technical skill; ability to apply procedures or methods so as to effect a desired result.
Testing (Noun)	The means by which the presence, quality, or genuineness of anything is determined; a means of trial. The trial of the quality of something:
Accurate (Noun)	Correct , exact , and without any mistakes .
Review (Noun)	To think or talk about something again, in order to make changes to it or to make a decision about it:
Convert (Noun)	To bring over from one belief, view, or party to another. They tried to convert us to their way of thinking. : to bring about a religious conversion in. The missionaries converted the native people to Christianity. : to alter the physical or chemical nature or properties of especially in manufacturing.
Calculate (Verb)	The process of using information you already have and adding, taking away, multiplying, or dividing numbers to judge the number or amount of something: The calculations that you did/made contained a few inaccuracies.
Evaluate (Verb)	The act of forming an opinion of the amount, value or quality of something after thinking about it carefully

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Yr 9 RSHE - The importance of being assertive and having good communication skills

Homework 1	Homework 2	Homework 3	Homework 4	Homework 5
Revise – Key traits of assertive behaviour	Revise- the importance of assertiveness	Revise – how to build self esteem	Revise- Employability skills	Revise- Employability keywords

☒ Key Traits of Assertive Behaviour

Clear Communication:

- Saying what you mean without being rude or vague.
- Using "I" statements (e.g., "I feel upset when...").

Confidence:

- Speaking with a calm and steady voice.
- Maintaining eye contact and good posture.

Respect for Self and Others:

- Standing up for your rights while respecting others' rights.
- Listening actively and not interrupting.

Honesty:

- Being truthful about your feelings and opinions.
- Not pretending to agree just to avoid conflict.

Boundaries:

- Saying "no" when something doesn't feel right.
- Asking for space or help when needed.

Expressing Yourself Clearly

- I feel...
- I think...
- I believe...
- In my opinion...
- I would like...
- I need...
- "I understand your point, but I see it differently."

Assertiveness Keywords & Phrases

Setting Boundaries

- Please stop.
- That's not okay with me.
- I'm not comfortable with that.
- I don't want to...
- I'd prefer if you didn't...

Standing Up for Yourself or Others

- I deserve to be treated with respect.
- Let's talk about this calmly.
- I'm speaking up because it's important.
- I'm reporting this because I care.

Seeking Help or Support

- Can you help me with something?
- I need to talk to someone I trust.
- I'm worried about a friend.
- I don't feel safe.
- This is serious, and I need support.

How to Build Self Esteem

1. Break free from people-pleasing by prioritizing your needs and setting boundaries.
2. Maintain a self-admiration list to reflect on your positive qualities and achievements.
3. Celebrate your individuality, avoiding comparisons with others.
4. Chronicle achievements to proactively reinforce a positive self-image.
5. Release toxic connections and build a supportive network of positive individuals.
6. Foster a mind-body connection through mindfulness or physical activities.
7. Practice self-forgiveness for personal growth and move forward.
8. Broaden your horizons by exploring new interests and opportunities.
9. Engage in purposeful physical activities for joy and accomplishment.
10. Transform negative thoughts into affirming self-talk.
11. Appreciate your body's capabilities beyond physical appearance.

Students can report on things happening to them, or to someone they know.

<https://haygrove.thesharpsystem.com/>



Yr 9 RSHE – Employability Skills



Keyword	Definition
Soft skills	Personal attributes that enable someone to interact effectively. These skills can include good communication, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits.
Procrastination	The action of delaying or postponing something.
Perseverance	Persistence in doing something despite difficulty or delay in achieving success.
Hard Skills	Hard skills are learnable skills that enable individuals to perform job-specific tasks
Transferable skills	The skills you have developed that can be transferred from one job to another
Traits	A trait is a particular characteristic, quality, or tendency that someone or something has.
Leadership	Good leaders can motivate and inspire others and delegate tasks effectively.
Teamwork	Collaborate with other people, share ideas, and solve problems together
Time Management	You need to manage your time effectively to meet work deadlines and complete tasks on time. Good time management is quickly learnt by creating a schedule for homework, activities and helping at home. This will mean you can see how much time you have available and how to plan your time accordingly.
Initiative	You should be able to take the initiative and be proactive in your work. Practice now, you will be given opportunities to take the initiative in everyday life. Tasks like chores, activities to do independently, and decisions to making will help you learn that you are capable.
Dependable	You need to be able to be relied upon to show up for work on time and complete your tasks. You should also be able to follow instructions and meet expectations. Start being dependable now, take your responsibilities seriously this will help to develop your dependability skills.



Yr 9 RSHE – Social media and grooming

Homework 1	Homework 2	Homework 3
Revise - Social media keywords	Revise – how to safe online	Revise for exam – Self-esteem and assertiveness.

Keywords

Take-down policy - A process operated by online hosts in response to court orders or allegations that content is illegal.

Grooming - When a person builds a relationship with a child, young person or an adult who's at risk so they can abuse them and manipulate them.

Sharp System - SHARP is a confidential online reporting system where Haygrove students can let staff know about any issues or problems (such as bullying or mental health issues) they are experiencing. Students can report on things happening to them, or to someone they know.

Upskirting - the act of taking a photograph under a person's clothing without their permission

CEOP - Child Exploitation and Online Protection

Children can be groomed, coerced or encouraged to take part in activities online. This is known as self-generated child abuse, or first person produced images and videos. It's where images or videos of children are captured via a webcam or camera-enabled device. There is no physical presence of the abuser, and the child is often in their own bedroom or bathroom. Whilst these images can be the product of grooming, blackmail and coercion, they could have also been originally voluntarily produced by the child, but then shared with others without the child's full knowledge or consent. Any child with unsupervised access to the internet is potentially at risk.

STAY SAFE ONLINE

- 1 Don't share your personal information
- 2 Only talk to people that you know
- 3 Don't meet up with anyone you have only met online
- 4 Only accept friend requests from people you know personally
- 5 Always think carefully about what you post
- 6 Make use of the privacy settings on all of your social media accounts
- 7 Remember that not everyone online is who they say they are
- 8 Report inappropriate content immediately
- 9 Only share images that you'd be comfortable with your friends and family seeing
- 10 Never share your passwords



Yr 9 PE/Autumn

This term in PE/Games you will be learning and developing your knowledge, technique and tactics of different sports. You will also be exploring the physical and mental capacity required (needed) in order to be successful.

Complete for sports/activities that you are currently learning about in your lessons:

- **HW1:** Revise the rules of the sport/activity and any supporting keywords to develop your knowledge and understanding.
- **HW2:** Revise the Techniques, Skills and Tactics required to be successful.
- **HW3:** Revise the specific skill described to learn the theory in detail so you can practise in class
- **After half term:** You will change to a new sport/activity. This means that the homework cycle will repeat (HW1-3 for your new sport/activity).

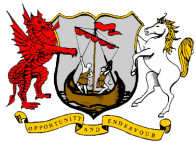
Exam Information

PE Assessments will take place during the last lesson of each block of work. Students will have the opportunity to show all the skills they have developed over the unit during an extended performance opportunity. Teachers will grade the performance using criteria from the 'what I am trying to achieve' information for the relevant activity based on work during the unit along with the final performance.



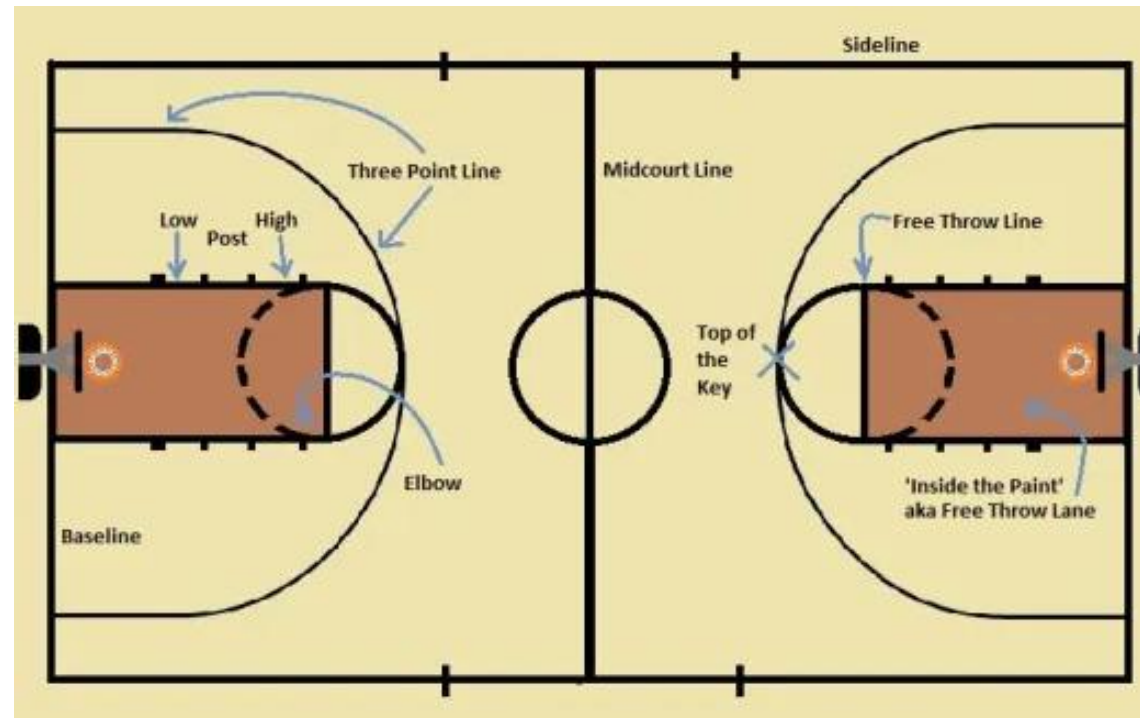
Contents:

- 82-83 - Basketball
- 84-85 - Football
- 86-87 - Hockey
- 88-89 - Netball
- 90-91 - Rugby
- 92-93 - Table Tennis
- 94 - Badminton
- 95 - Fitness
- 96 - Dance



Yr 9 PE/Autumn- Basketball

Aim of the game	Basketball is played between two teams of 5 players. The aim is to score more points than the other team by shooting the ball through the opponent's basket.
Rules:	- Dribbling - Players must bounce the ball while moving. - Once a player stops dribbling, they cannot start dribbling again (double dribble). - Travelling - Players cannot take more than two steps without dribbling the ball. - Passing - The ball can be passed between teammates using chest, bounce or overhead passes. - Possession - The team in possession tries to score while the other team defends.
Match	A competitive game is four 12 minute quarters but can last longer due to timeouts and fouls..



Fouls	- No pushing, holding, tripping or hitting opponents. - Excessive contact results in a personal foul. - Fouled players may be awarded free throws depending on the situation.
Violations	- Double dribble – Dribbling, stopping, then dribbling again. - Travelling – Moving without dribbling. - Out of bounds – The ball or player with the ball goes outside the court lines. - Backcourt violation – Returning the ball to the defensive half after crossing the halfway line.
Restarting play	- The game begins with a jump ball or possession rule. - After a basket, the opposing team throws the ball in from the baseline. - After violations or fouls, play restarts with a throw-in or free throws.
Scoring	2 points – A successful shot from inside the three-point line. 3 points – A successful shot from outside the three-point line. 1 point – A successful free throw after a foul has been committed.



Yr 9 PE/Autumn- Basketball

Triple threat position	The triple threat position is a stance a player uses when they have the ball and have not started dribbling. It is called "triple threat" because the player has three options: • Shoot the ball • Pass the ball • Dribble the ball
1. Feet	Stand with feet shoulder-width apart.
2. Knees	Bend your knees slightly to stay balanced.
3. Ball Position	Hold the ball near your chest or hip.
4. Head Up	Look at the basket and scan for teammates.
5. Protect the Ball	Keep your body between the ball and the defender.
6. Stay Ready	Be prepared to shoot, pass, or dribble quickly.



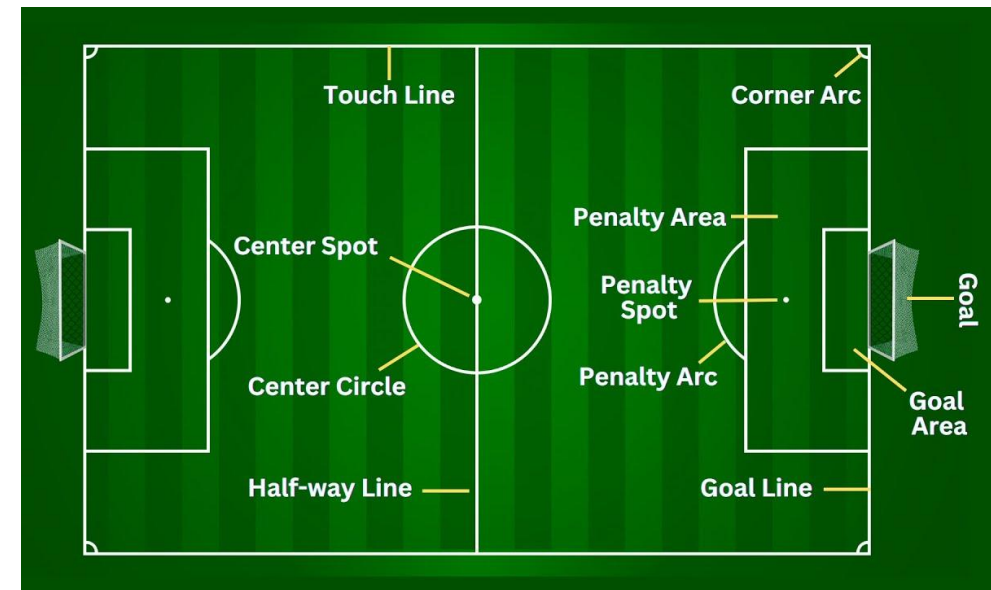
Pass and cut	A pass and cut is an attacking tactic where a player passes the ball to a teammate and then immediately moves into space to receive a return pass or create a scoring opportunity.
1. Pass	Pass the ball to a teammate.
2. Cut	Immediately run into an open space, usually towards the basket.
3. Receive	Be ready to receive the ball back from your teammate.
4. Finish	Shoot, pass, or continue the attack.

Skills and tactics	Possession	Having control of the ball.
	Turnover	Losing possession to the opposition.
	Offensive Rebound	Winning the ball after your team's missed shot.
	Defensive Rebound	Winning the ball after the opposition's missed shot.
	Free Throw	An unopposed shot worth one point after a foul.
	Court Awareness	Understanding where players, teammates and space are on the court.
	Dribbling	Moving with the ball by bouncing it with one hand.
	Shooting	Attempting to score by putting the ball through the basket.
	Rebounding	Gaining possession of the ball after a missed shot.
	Defending	Preventing an opponent from scoring or passing.
	Pivoting	Turning on one foot while keeping the other foot planted.
	Give-and-Go	Passing the ball and moving into space to receive it back.
	Fast Break	Quickly attacking after gaining possession.
	Creating Space	Moving away from defenders to become available for a pass or shot.
	Screening	Legally blocking a defender's path to help a teammate.
	Man-to-Man Marking	Each defender is responsible for one attacker.
	Zone Defence	Defenders protect areas of the court rather than specific players.
	Press Defence	Applying pressure to opponents when they have possession.
	Blocking Out	Positioning yourself between an opponent and the basket for a rebound.
	Interception	Anticipating and stopping an opponent's pass.



Yr 9 PE/Autumn- Football

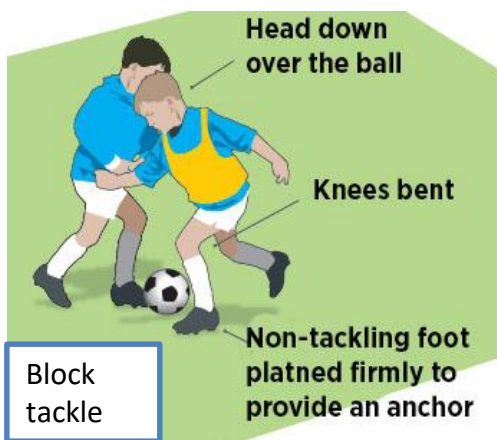
Aim of the game	Score more goals than the opposing team by getting the ball into their goal.
Rules:	Kick-Off Used to start the game and restart after a goal is scored. Ball In Play The ball remains in play until it completely crosses a touchline or goal line, or the referee stops play. Throw-In Awarded when the ball crosses the touchline. The opposing team restarts with a two-handed throw from behind the head. Goal Kick Awarded when the attacking team last touches the ball before it crosses the defending team's goal line. Corner Kick Awarded when the defending team last touches the ball before it crosses their own goal line. Offside An attacking player cannot be nearer to the opponent's goal line than both the ball and the second-last defender when receiving a pass. Free Kick Awarded after a foul. Can be direct (shot allowed) or indirect (another player must touch the ball first). Penalty Kick Awarded for a foul committed by the defending team inside their own penalty area. Fouls Includes kicking, tripping, pushing, holding, handball, or dangerous play. Yellow Card A warning given for unsporting behaviour or repeated fouls. Red Card A player is sent off and cannot continue playing. Their team plays with one fewer player. Goalkeeper The goalkeeper may use their hands inside their own penalty area.
Match	A competitive match is 90 minutes (two 45 minute halves)
Team	Each team has 11 players on the pitch, including 1 goalkeeper. Smaller-sided games may use fewer players.





Yr 9 PE/Autumn- Football

Tackling	Tackling in football depends on timing and reading the game rather than brute force. The key methods include: the block tackle for 1v1 situations (locking your ankle and driving through the ball), the poke tackle to quickly jab the ball away from an opponent's foot, and the slide tackle as a last resort
1. The Block Tackle (Standing Tackle)	- Get low: Bend your knees to lower your center of gravity and maintain balance. - Lock the ankle: Firmly lock the ankle of your tackling foot so it doesn't bend backward upon impact. - Drive through: Strike the ball with the inside of your foot and lean your upper body weight forward over the ball to drive through the challenge.
2. The Poke Tackle	- Timing is key: Wait for the attacker to take a slightly heavy touch or shift their weight. - Jab: Quickly extend your leg and use the toe or the outside of your foot to poke the ball away from the attacker's path
3. The Slide Tackle	- Approach at an angle: Slide horizontally toward the ball to cover more ground, rather than sliding directly from behind. - Technique: Lead with your outside leg, keeping the foot low to avoid dangerous studs-up challenges. - Contact: Use your extended foot to wrap around and knock the ball away, leaning on the opposite hip for stability.
4. Tactical Defending (Jockeying)	- Stay on your feet: Do not dive in immediately. - Jockey: Stand sideways at a 60-degree angle with your knees bent, shadowing the attacker to buy time for your teammates to drop back. Wait for the attacker to make a mistake before putting your foot in

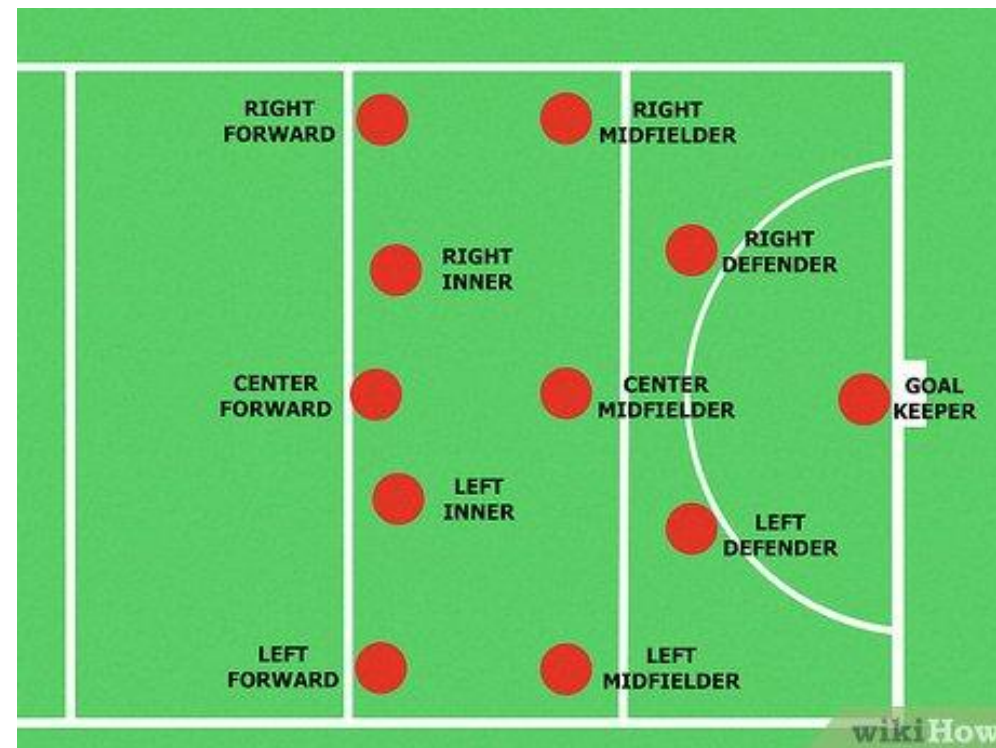


Skills and tactics	Possession	Having control of the ball.
	Attack	Trying to create chances and score goals.
	Defence	Preventing the opposition from scoring.
	Formation	The arrangement of players on the pitch.
	Transition	The change from attack to defence or defence to attack.
	Marking	Staying close to an opponent to prevent them receiving the ball.
	Support	Providing passing options for a teammate.
	Short Pass	A controlled pass over a short distance.
	Long Pass	A pass played over a longer distance.
	Dribbling	Moving with the ball under control.
	Shooting	Striking the ball towards goal to score.
	Heading	Using the head to play the ball.
	First Touch	The first contact a player makes with the ball.
	Tackling	Attempting to win the ball from an opponent.
	Intercepting	Anticipating and cutting out a pass.
	Give-and-Go (One-Two)	Passing to a teammate and immediately moving to receive the ball back.
	Width	Spreading attacking players across the pitch.
	Support Play	Moving into positions to help the player with the ball.
	Counter-Attack	Quickly attacking after winning possession.
	Man-to-Man Marking	Defending a specific opponent.
	Zonal	Defending a designated area of the pitch.
	Pressing	Applying pressure to opponents when they have the ball.
	Covering	Providing defensive support behind a teammate.



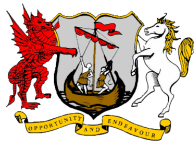
Yr 9 PE/Autumn- Hockey

Aim of the game	Score more goals than the opposing team by hitting or pushing the ball into the opponent's goal.
Rules:	- Stick Use - Players must use the flat side of the hockey stick to play the ball. - Using the rounded side is a foul. - Feet and Body - Outfield players must not use their feet, legs, or body to control the ball. - Only the goalkeeper can use their body to stop the ball inside the shooting circle. - Scoring - Goals can only be scored from inside the shooting circle (the D). A shot taken from outside the circle cannot score. - No Dangerous Play - Players must not swing their stick dangerously. - The ball should not be lifted in a way that puts others at risk. - Tackling - Players can tackle by taking the ball away with their stick. - They must not hit another player's stick, body, or feet. - Obstruction - A player cannot use their body to shield the ball unfairly from an opponent. - Free Hits - Awarded after a foul. - Opponents must stand at least 5 metres away until the ball is played. - Long Corner and Penalty Corner - Long Corner: Awarded when the defence puts the ball over the back line unintentionally. - Penalty Corner: Awarded for certain defensive fouls inside the circle or intentional fouls in the defending 23-metre area. - Penalty Stroke - Awarded when a defender prevents a probable goal through an illegal action. - A single player takes a shot against the goalkeeper.
Match	A competitive game is usually 60 minutes, in two halves.
Team	There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen.



Common Fouls:

- Hitting the ball off another player with the intent of causing harm.
- Deliberately using the body to assist in moving or stopping the ball.
- Hitting the ball with the rounded side of the hockey stick.
- The stick being raised above waist height.
- Striking the opponent with the stick (or striking their stick, if deemed excessive force)



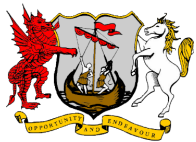
Yr 9 PE/Autumn- Hockey

V-Drag	The V-drag is a fundamental field hockey technique used to eliminate defenders and change direction at pace. To execute it, you drag the ball diagonally to the side, misleading the defender, quickly pull it back towards your body frame, and then aggressively accelerate past their stick into the open space.
Grip & Body Position:	Use a traditional carrying grip (left hand at the top of the stick, right hand loose down the shaft for control). Stay low, with your knees bent and centre of gravity centered.
The Deception:	Push the ball slightly outside your body frame to sell the initial direction. The key is to commit your momentum and force the defender to lean into the space you are seemingly attacking.
The Pull:	Once the defender shifts, rapidly drag the ball back into your body space while pivoting off your outside foot.
The Exit:	Explode through the newly created space by transferring your weight and driving forward with your next step. Keep your head and eyes up as you push off to survey your next pass or shot.

- Carry the ball ahead of the body
- Pull back off the right foot
- Clear the hip out of the way of the dribble
- Pull the ball back past the left foot
- Chest stays facing forwards

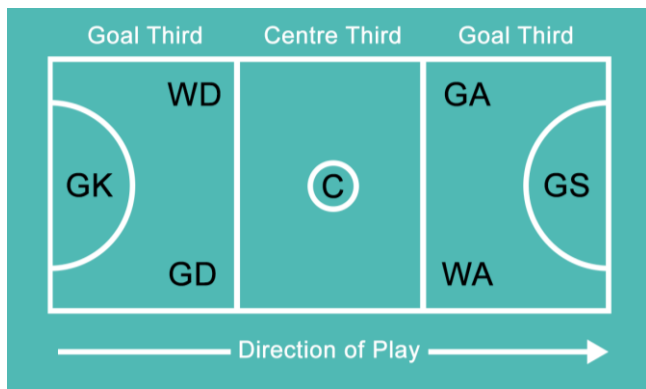


Skills and tactics	Dribbling	Moving the ball under control using the stick while travelling across the pitch.
	Hit	Striking the ball with power to pass over longer distances or shoot at goal.
	Slap	A powerful sweeping action used to pass or shoot with speed and accuracy.
	Block Tackle	Using the stick to stop an opponent's progress and win possession.
	Jab Tackle	A quick poke of the stick used to knock the ball away from an opponent.
	Intercepting	Anticipating and cutting out an opponent's pass.
	Dodging	Changing direction or speed to get past an opponent.
	Pressing	Applying pressure to opponents to force mistakes and regain possession.
	Switching Play	Moving the ball from one side of the pitch to the other to exploit space.
	Marking	Staying close to an opponent to reduce their attacking influence.
	Zone Defence	Defending specific areas of the pitch rather than marking individual players.
	Player-to-Player Marking	Each defender is responsible for marking a particular opponent.
	Overload	Creating a numerical advantage in one area of the pitch.
	Penalty Corner Routine	A planned attacking strategy used during penalty corners.
	Maintaining Possession	Keeping control of the ball through accurate passing and movement.
	Fast Break	Moving the ball quickly up the pitch before the defence can get organised.



Yr 9 PE/Autumn- Netball

Aim of the game	Score more goals than the opposing team by passing the ball down the court and shooting through the hoop.
Rules:	No Running with the Ball - Once a player catches the ball, they may take one step to stop. - They must then keep one foot grounded (pivot foot) while passing or shooting. 3-Second Rule - Players must pass or shoot the ball within 3 seconds of catching it. No Contact - Players cannot push, hold, hit, or interfere with opponents. - Defenders must stand at least 0.9 metres (3 feet) away when marking a player with the ball. Footwork - Players cannot drag, hop, or lift and replace their pivot foot before releasing the ball. - Breaking this rule results in a free pass to the other team. Offside - Each position is restricted to certain areas of the court. - Entering an area not allowed for that position is called offside.
Scoring Goals	- Only the Goal Shooter (GS) and Goal Attack (GA) can score. - Goals can only be scored from inside the shooting circle. - Each successful goal scores 1 point.
Starting and Restarting Play	- The match starts with a centre pass. - Centre passes alternate between teams after each goal.
Court Areas	- The court is divided into thirds. - Different players are allowed in different sections depending on their position.
Match	Each match is 60 minutes long and is split into 4 quarters of 15 minutes

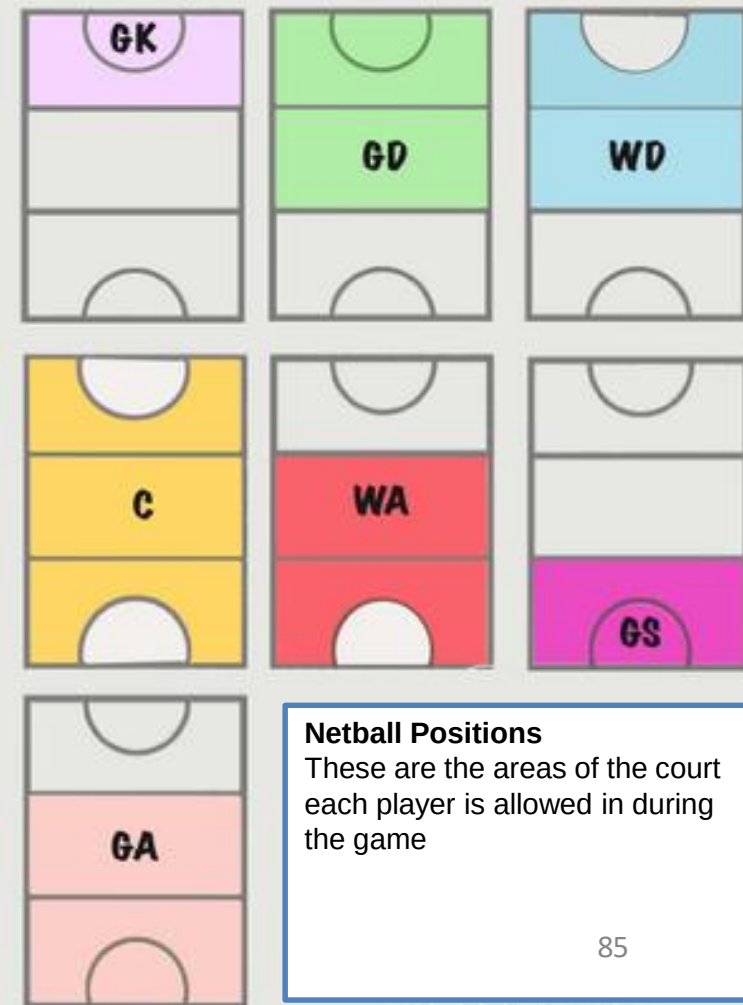


Netball Positions

There are 7 players on each team and these are the starting positions when the game restarts after a goal

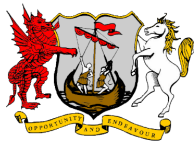
- GS (Goal Shooter)
- GA (Goal Attack)
- WA (Wing Attack)
- C (Centre)
- WD (Wing Defence)
- GD (Goal Defence)
- GK (Goal Keeper)

NETBALL COURT POSITIONS



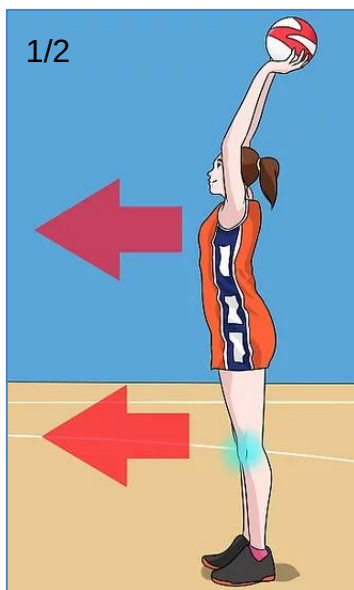
Netball Positions

These are the areas of the court each player is allowed in during the game



Yr 9 PE/Autumn- Netball

Shooting	A successful netball shot relies on the "start tall, finish tall" principle, generating power from the legs. It is a fluid, one-handed motion where the non-shooting hand merely guides the ball.
Step 1	Stand in a balanced position facing the goal
Step 2	Ball held high above the head (away from the defenders arms)
Step 3	Ball sits on one hand (fingers) with the other hand supporting
Step 4	Bend your knees and elbows, keeping your hands high and focus on the goal. Keep your shoulder still
Step 5	Extend knees and elbows and flick the ball off your fingers – push the ball high to allow it to fall into the net
Step 6	End the shot with arms high and hand following the ball



Skills and tactics	Pivoting	Rotating on one foot while keeping the other foot grounded to find passing options.
	Shooting	Throwing the ball through the net to score a goal. Only the GS and GA can shoot.
	Landing	Stopping safely after catching the ball without breaking the footwork rule.
	Marking	Defending an opponent by staying close and attempting to intercept passes while remaining 0.9m away when they have the ball.
	Intercepting	Anticipating and cutting out an opponent's pass to gain possession.
	Dodging	A quick change of direction or speed to lose a defender and get into space.
	Give-and-Go	Passing the ball and then immediately moving into space to receive it back.
	Triangle Formation	Three players positioning themselves in a triangle to provide multiple passing options.
	Leading	A timed run towards the ball to receive a pass.
	Driving into Space	Making strong, purposeful runs into open areas of the court.
	Screening	Using body position legally to slow a defender and create space for a teammate.
	Zone Defence	Defenders cover specific areas of the court instead of marking individual players.
	Player-to-Player Marking	Each defender is responsible for marking a specific opponent.
	Fast Break	Quickly moving the ball up the court after gaining possession to attack before the defence is organised.
	Rebounding	Positioning under the post to regain possession after a missed shot.



Yr 9 PE/Autumn- Rugby

Aim of the game	The aim of rugby is to score more points than the opposing team by carrying, passing, kicking, and grounding the ball according to the rules.
Rules:	- The ball can be passed sideways or backwards, but not forwards. - Players can run forward with the ball and kick it forward. - The rugby game is broken down into two 40-minute halves with a 10-minute rest period in between. - The time during a game can be stopped for an incident. Therefore, the game stops on exactly 80 minutes. - The game must have one referee and two touch judges. - The game is stopped if a player is fouled and there is no subsequent advantage. Unlike most sports, a referee can wait to see how an incident unfolds before deciding whether the attacking had an advantage. - A tackle cannot be made above shoulder height or by tripping a player with your feet. - A lineout is called if the ball travels past the sideline. - A lineout consists of up to seven players and players can be lifted in order to catch the ball. - At a lineout, both teams can compete to win the ball. - To successfully convert a kick, the ball must travel the top section of the goal. - If a ball, when kicked, hits the post and bounces in field, then play can continue. - In order to stay onside in rugby, the attacking players must remain behind the ball of the player passing to them. - A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be for a range of offences (kicking the player, offside, dropping the ball). - In cases of foul play, a referee can award players with either a yellow or red card. A yellow card provides a player with a warning about their conduct (sin binned for 10 minutes) and a red card requires them to leave the pitch immediately.

Positions - Loosehead Prop - Hooker - Tighthead Prop - Second Row - Second Row - Blindsided Flanker - Openside Flanker - Number 8 - Scrum Half - Fly Half - Left Wing - Inside Centre - Outside Centre - Right Wing - Full Back	
Scoring	Try (5 points): Touching the ball down in the opponent's in-goal area. Conversion (2 points): A kick at goal after scoring a try. Penalty kick (3 points): A successful kick at goal following certain infringements by the opposition. Drop goal (3 points): Kicking the ball through the goalposts during open play after dropping it onto the ground.



1. The Setup (Player Positions)

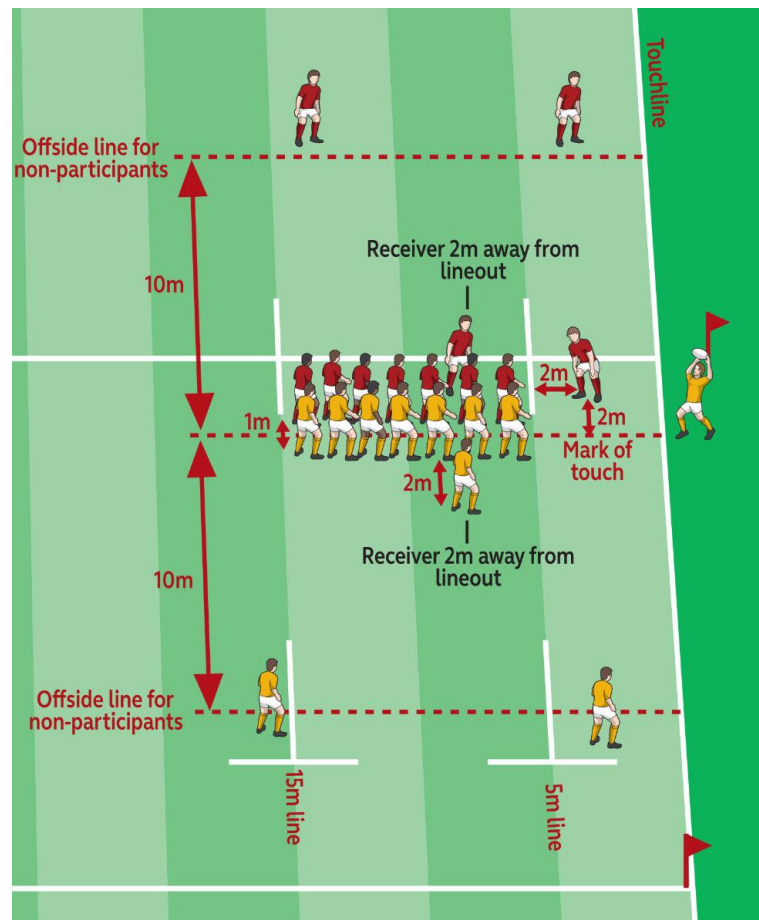
- ## 2. The Throw (Technique)

- ### 3. The Jump and Lift

- Timing: Jumpers must wait until the ball leaves the thrower's hands.
- Action: Explode upwards off both feet and reach high with two hands.
- Safety: Support players must securely hold the jumper and guide them safely down.

4. Securing the Ball

- **Catch & Drive:** The jumper catches the ball, brings it down, and teammates bind around them on the ground to form a driving maul.
- **Off the Top:** The jumper quickly taps or passes the ball down to the receiver or scrum-half right at the peak of the jump



Skills and tactics	Passing	Used to move the ball down the pitch. There are a variety of passes which can be used depending on position, game situation and area of the pitch.
	Handling	A vital skill involved in passing and running with the ball Two hands in contact with the ball will help with passing the ball and making sure it is secure.
	Tackling	Trying to stop an opponent who has the ball by bringing them to the ground. A variety of tackles can be used, for example a side-on tackle, front on tackle, smother tackle or tap tackle.
	Carrying	The act of carrying the ball around the pitch. Players can use a variety of techniques to avoid being tackled, for example a side step, swerve or spin.
	Rucking	A ruck is a phase of play where one or more players from each team, who are on their feet, close around the ball on the ground to prevent the opposition from gaining possession after a tackle has been made
	Mauling	A maul forms when several players from the same team come together to help move the ball towards the try line. Several players from the opposing team may then come together to prevent this. A maul is different to a ruck, as the ball is not on the ground but in hand.
	Forward pass	If the ball is panned in the direction of the try line the scrum is awarded.
	Knock on	If the ball is dropped forwards a scrum is awarded
	High table	If contact is made above the centre of the chest a penalty is awarded.
	Offside	If a player is in front of a ruck they are out of the game and may not take part until they refine. If they do a, a penalty is awarded.
	Advantage	The referee will allow play to continue following a violation to see if there is advantage to be gained
	Line out	Take from where crossed the touch line, perpendicular to the line. Players can complete to catch the ball

88



Yr 9 PE/Autumn Term – Table Tennis

Rules

The ball must start still on an open palm, behind the end line and above the table.

The ball must be thrown straight up at least 16 cm without spin.

The server must hit the ball so it bounces once on their side and then on the opponent's side.

The ball and bat must stay above the table until contact is made.

Players must not lean on or move the table during play.

A let is called when the point cannot be fairly decided (or a serve touches the net and lands correctly); the rally is replayed.

Singles

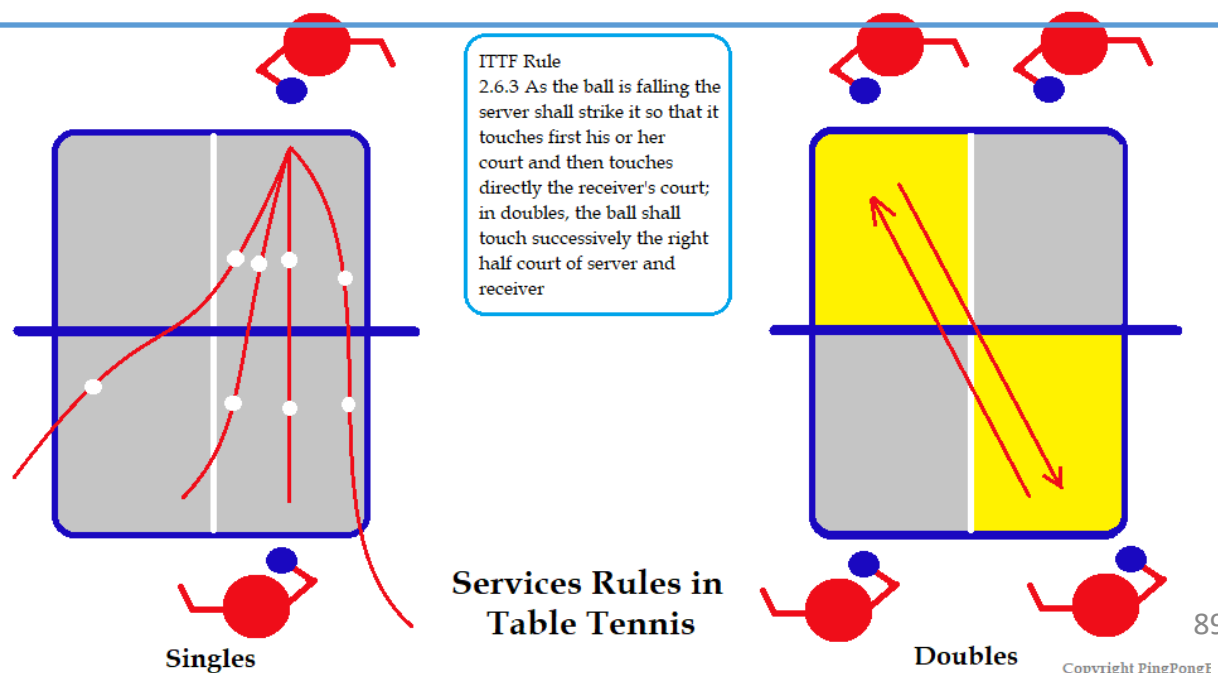
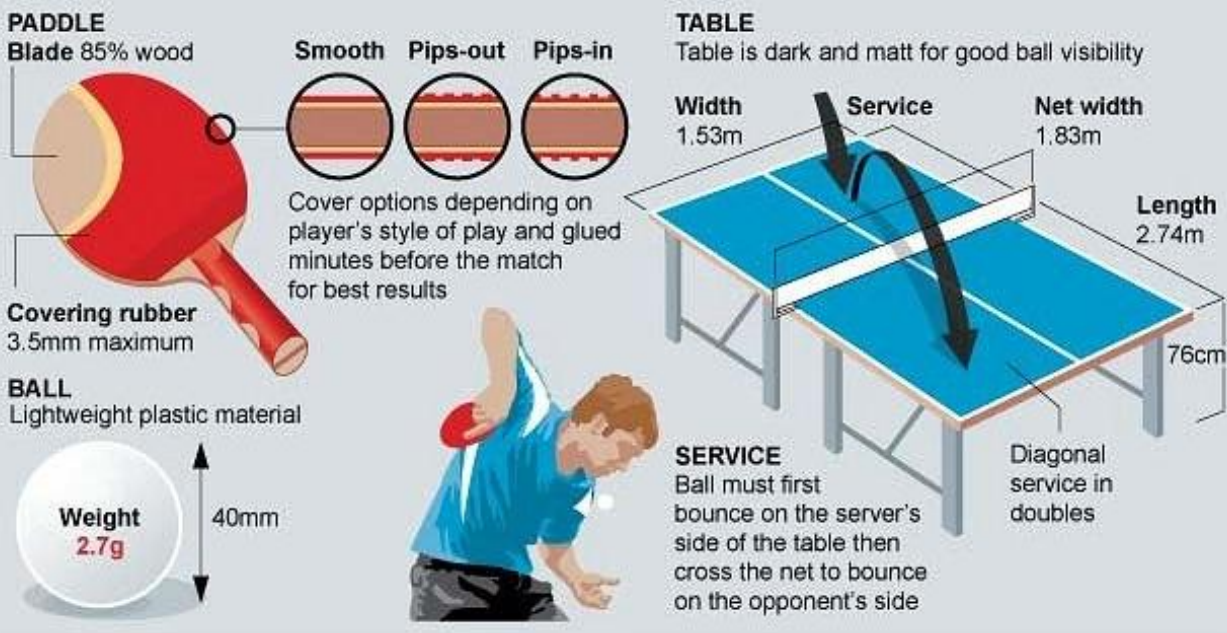
Scoring: The first player or pair to reach 21 points wins. If the score reaches 20–20, a player or pair must win by 2 clear points.

Match Format: A match is played as the best of 3 or 5 games.

The Choice of Serving, Receiving and Ends.

Serving & Receiving: One player chooses to serve, receive or end, and the opponent gets the remaining choice.

Service Rotation: Players alternate serving every 2 points. At 20–20, service alternates every 1 point until a winner is decided.



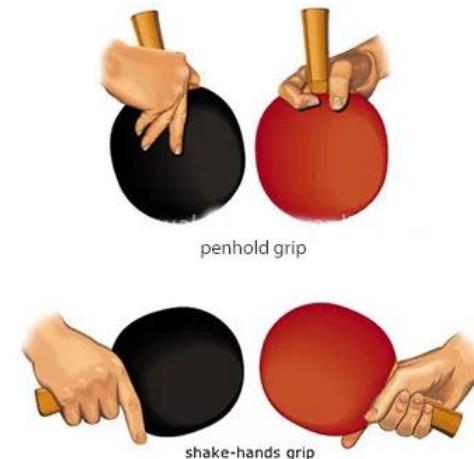


Yr 9 PE/Autumn Term – Table Tennis

Key Skills/Techniques

- **Forehand:** Hitting the ball with your hand's most natural position. For instance, a right-hander would hit the ball from the right side of his body, while a left-hander would hit from the left side.
- **Backhand:** Hitting the ball from in front of your tummy. Slow points out index finger points to the table and push the bat away from you.
- **Push:** A forehand drive is an attacking shot. It's played with a little bit of topspin, but mainly it's a flat hit and can be very powerful. As the ball approaches, bring your bat forwards and down. Brush under the ball – this will generate backspin and your bat should finish in front of you, pointing in the direction in the direction you want the ball to go.
- **Drive:** You'd normally play the forehand drive close to the table when your opponent's return is a little high. You can play a forehand drive if the ball has topspin, no spin or even light backspin on it, as long as the ball is high enough.
- **Service:** The stroke that starts every rally/game. Drop the ball onto the bat. The ball should be thrown forwards and upwards. The first hit should make the ball bounce be on the player's side of the table such that the ball clears the net and then bounces on the opponent's side.
- **Slice:** The forehand slice is struck slightly to the side of the body, so you don't have to get behind the ball, but to the side. The movement of the arm is forward, to hit the ball. This strike is struck slightly from top to bottom, with movement coming primarily from the elbow and forearm.
- **Topspin:** Topspin strokes are created when your opponent's racket brushes against the ball using an upward stroke action. This causes the ball to accelerate and dip due to a combination of ball rotation and air resistance. After the ball makes contact with your racket, the topspin will cause it to rebound in an upward direction.

Grip: The grip favoured by most players in the Western world is known as the “shake hands” grip. Although there are alternatives, notably the “penhold” types used predominantly in the Far East (e.g. China and Japan).

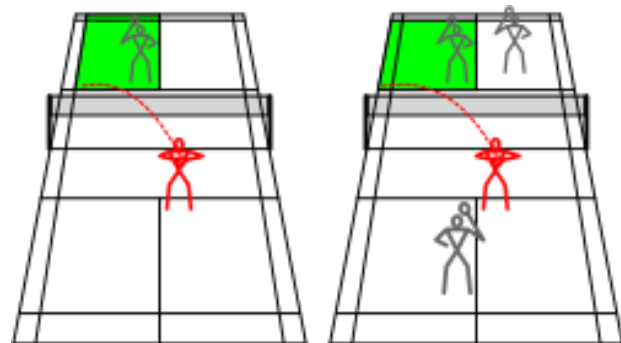


Keyword	Definition
Forehand	A shot played on the same side as the playing hand, usually with the palm facing forwards.
Backhand	A shot played across the body with the back of the hand leading the stroke.
Push	A controlled defensive shot played with backspin, keeping the ball low over the net.
Drive	An attacking shot played with speed and topspin to place pressure on an opponent.
Service	The shot used to start a point by striking the ball from behind the end line.
Rally	A continuous exchange of shots between players after the serve.
Point	A score won when an opponent fails to return the ball legally.
Topspin	Forward spin applied to the ball, causing it to dip quickly and bounce forwards.
Grip	The way a player holds the bat to control and execute different shots effectively.
Slice	A shot that applies backspin to the ball, causing it to slow down and stay low after bouncing.

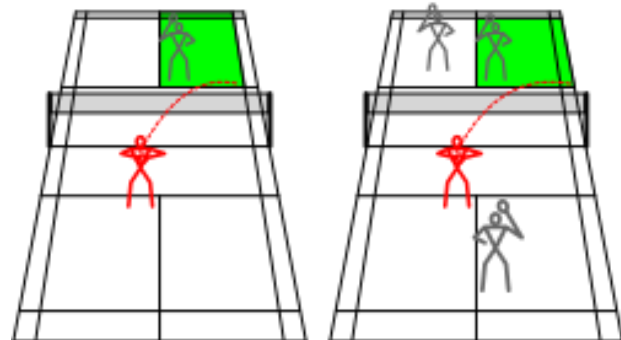


Yr 9 PE/Autumn- Badminton

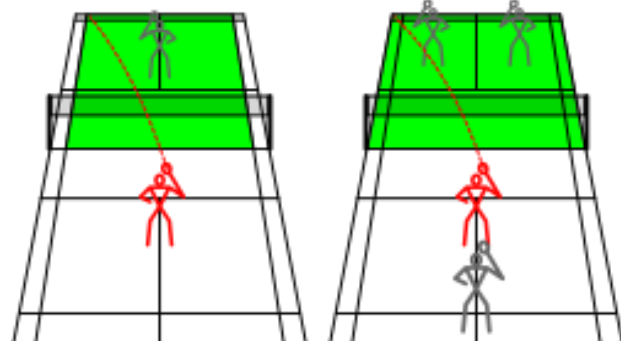
Aim of the game	- Badminton is a racket sport played by either: Singles (1 player vs 1 player) Doubles (2 players vs 2 players) - The aim is to hit the shuttlecock (shuttle) over the net and land it in your opponent's court, making it difficult for them to return.
Rules:	- Rally Scoring: A point is scored on every single rally, regardless of who served - Winning a Game: The first player or pair to score 21 points wins the game (must be by 2 clear points)
Serving	- Underarm Serve: A serve must be hit underarm, with the racket head and shaft angled downwards at the moment of contact, and struck below the server's waist. - Diagonal Direction: The serve must be hit diagonally across the net and land inside the opponent's designated service box. - No Bounce: In badminton, the shuttlecock cannot be hit after it bounces. It must be struck in the air before it touches the ground. - Server's Position: You start the serve on the right side of the court if your score is an even number, and on the left side if your score is odd.



Singles serve (server's score is even) Doubles serve (server's score is even)



Singles serve (server's score is odd) Doubles serve (server's score is odd)



Singles normal play (after a serve) Doubles normal play (after a serve)



General play and faults	• One Hit Per Side: Each side is allowed only one clean hit to return the shuttlecock over the net. • Net Fouls: Players cannot touch the net or its supports with their racket or body while the shuttle is in play. • Reaching Over: You cannot reach over the net to hit the shuttlecock on the opponent's side. Your racket can only follow through across the net after making contact with the shuttlecock on your side. • In-Bounds Lines: A shuttlecock that lands on any of the boundary lines is considered "in".	
Skills and tactics	Clear	Shot played high to the back of the opponent's court, typically a defensive shot but can be played as an attacking shot.
	Dropshot	Delicate shot played just over the net into the space. Gets your opposition out of position to attempt a smash or clear.
	Smash	Most attacking shot. Hitting the shuttle cock at its highest point with power, trying to get the shuttlecock to hit the floor on the opponent's side as quickly as possible.
	Flick serve	Short serve which is played typically in doubles. Aim is to get the shuttlecock to stay low over the net and land just over the service line. Means you opposition has to hit the shuttlecock upwards.
	Grip	V shape down the handle. (Shake the handle's hand)
	Clear serve	Serve typically played in singles. Aim is to get the shuttles as high as you can towards the backline. Gets you opposition to the back of the court from the start so you can dictate the rally
	Tactics	Doubles – front/back or side to side Hitting into space Targeting opponents weakness Shot selection

91



Yr 9 PE Autumn Term - Fitness

Key Vocabulary		Test
Agility	Changing direction at speed whilst maintaining control	Illinois agility test
Flexibility	The range of movement possible at a joint	Sit and reach
Stamina	The ability to sustain activity without fatigue	Shuttles
Power	The exertion of rapid muscular strength. Speed X Time.	Standing Long Jump
Balance	The ability to maintain a position by keeping the centre of mass over a base of support.	Stork Stand
Coordination	The ability to use two of more body parts together, smoothly and efficiently	Anderson Wall Toss
Reaction Time	The length of time taken for a person to respond to a given stimulus	Ruler drop
Speed	The maximum rate at which an individual is able to perform a movement.	Speed bounce
Strength	The extent to which muscles can contract against resistance	Grip dynamometer

Type	Continuous Training:	Interval Training:	Fartlek Training:
Structure	Unbroken, steady state	Highly structured work/rest	Flexible, unstructured "speed play"
Rest/Recovery	No rest periods	Full, stationary rest or walking	Active recovery (jogging or walking) instead of stopping
Pace	Consistent	High-intensity followed by slow pace	Spontaneous/random variations
Primary Goal	Aerobic capacity and fat burning	Anaerobic threshold, speed, and power	Race pacing, mental toughness, and sport-specific agility
Example	Steady 5K run at 70% of your maximum heart rate	Sprint 400m, then rest for 2 mins then repeat 3 more times	Sprinting to the next lamppost, then jogging

Key Vocabulary	
Validity	How well a test measures the component of fitness it aims to rest.
Reliability	If a test can be repeated and give similar results each time it is 'reliable'.



Yr 9 PE/Autumn- Dance

Great dancers create, perform and evaluate. They use action, space, relationships and dynamics to communicate ideas clearly and confidently.

Performance	Successful dance performance demonstrates good posture, focus, musicality, coordination and extension, allowing movements to be performed with control, accuracy and expression.
Choreography	Successful choreography demonstrates creativity and originality, using unique ideas and movements. It includes a range of movement, effective use of space and direction, and varied levels (high, medium and low) to create interest and impact.
Appreciation	Successful appreciation in dance involves understanding key concepts and techniques, observing performance features, using appropriate dance terminology, and evaluating strengths and areas for improvement in both your own and others' work.

Keyword	Definition
Choreography	The process of creating and arranging dance movements into a sequence or routine.
Composition	Putting dance movements together to create a structured dance performance.
Lifting	A partner work skill where one dancer safely supports, raises or moves another dancer to create interesting shapes, levels and movements.
Syncopation	A rhythmic device where movements are performed off the main beat, creating unexpected accents and adding interest to the dance.
Flow	The smooth and continuous connection between movements without unnecessary stops or breaks.
Fluency	The ability to perform movements confidently, accurately and seamlessly, showing control throughout a dance sequence.
Dynamics	The quality, energy or force of movement, such as sharp, smooth, fast or slow.
Relationship	How dancers interact and connect with each other in a performance.
Formation	The arrangement or positioning of dancers within the performance space.
Motif	A short movement phrase that can be repeated, developed or varied.
Unison	When two or more dancers perform exactly the same movements at the same time.
Musicality	The ability to respond appropriately to the rhythm, tempo and mood of music.
Performance Quality	How effectively a dancer performs, including posture, focus, expression, confidence and control.