

Year 9

Knowledge

Organisers

Term 2

Year 9 2D Mixed Media "Sketchbook" project

1. Shading – Shading is a technique using dark or light colour to give impression of shape.

2. Tonal Colour – Tonal colour is when you blend harmonising/related colours together going from light to dark.

3. Analyse – Analyse is when you examine a picture or work of an artist carefully and in detail, discussing the colours, shapes and meaning.

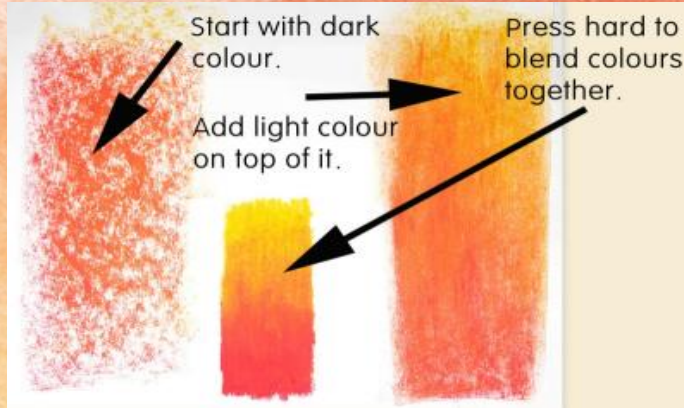
4. Collage – A collage is piece of art made by arranging and sticking different materials or pictures together.

5. Refinement – Refinement is when you improve a piece of work in some way, by either neatening it, getting rid of something or adding to it.

6. Mediums – Mediums are the different materials that an artist uses to make a piece of art, such as: pencil, coloured pencil, watercolour paint, acrylic paint, collage.

7. Complementary Colours – Complementary Colours are those which are opposite to each other on the colour wheel. For example, red and green. You DO NOT mix these – They look good next to each other.

8. Composition – Composition is how something is arranged and put together. It could be lines, colours or images.



Colleen Malia Wilcox is an artist based in Honolulu, Hawaii. She creates acrylic on canvas paintings inspired by life in the islands and Nature's beauty. She has said she is inspired by a number of artists including Alphonse Mucha and the Art Nouveau movement. Colleen uses elements of design observed in nature by incorporating vibrant colors, organic shapes with a whimsical twist and bold lines to create energy and movement.



Oil Pastel:

1. When using oil pastels begin by pressing hard to add a base layer,
2. Then begin to add multiple light layers over the top. The pastel should build up slowly until it is smooth to the touch.
3. Always drag and blend dark colours with light colours and then work backwards so that the colours overlap to create an effective blend.
4. At the edges of the shape you are colouring, cut paper to form the edge and then work over this to maintain a sharp edge like the bottom heart, rather than the fuzzy edge of the top heart.



Colour

IS JUST A WAVELENGTH OF LIGHT, SEEN BY THE EYE WHEN IT BOUNCES OFF A SURFACE.

ANALOGOUS COLOURS

TRIAD COLOURS

COMPLEMENTARY COLOURS

TINT Colour + White

SHADE Colour + Black

HUE: THE NAME GIVEN TO A COLOUR, E.G RED, BLUE, GREEN.
VALUE: THE LIGHTNESS OR DARKNESS OF A COLOUR.
INTENSITY: THE BRIGHTNESS OR DULLNESS OF A COLOUR.
PRIMARY COLOURS: RED, YELLOW, BLUE. THESE COLOURS CANNOT BE MIXED FROM OTHER COLOURS: ALL OTHER COLOURS ARE MIXED FROM THEM.
SECONDARY COLOURS: VIOLET, ORANGE, GREEN. THESE ARE CREATED BY MIXING EQUAL AMOUNTS OF TWO PRIMARY COLOURS.
TERTIARY COLOURS: CREATED BY MIXING SECONDARY AND PRIMARY COLOURS TOGETHER, E.G RED-VIOLET, BLUE-GREEN.

Brief overview of the topic

In this project you will create a highly personal sketchbook by working through the following steps:

1. Begin by creating a mindmap on a theme of your choice
2. Create a composition (like a drawn collage) of images relating to your theme.
3. Select an artist of your own (with teacher support if needed). Produce research and opinions of their work.
4. Create a drawn copy of the work of the artist.
5. Redraw your composition "Mash up" but with link to your chosen artist, such as use of colour, shapes or images.
6. Finally redraw the "Mash up" on A3 paper but use different media, such as watercolour or oil pastel for different areas of the image as well as coloured pencil and pen.

Year 9 3D Coil Pot Project

Cloth for table



Clay knife



Slip



Clay tools



1. Roll out clay using the guide sticks for thickness.
2. Use a circular slip pot to cut out a circular base.
3. Score around the edge and add a thin layer of slip before adding the first coil.
4. Wrap a coil around the circle and overlap the ends before cutting through where it overlaps to make a neat circle.
5. Blend or smudge the coil down onto the pot.
6. When laying the coil onto the pot you must make sure the center of each ring is in the same place to avoid the pot leaning to one side.
7. You must also make sure each coil layer is circular and not egg shaped to avoid the pot becoming too bumpy.
8. Score and slip again before adding the first coil of each lesson as the pot will have dried a little, but do not do it after that.
9. To make the pot go wider, gradually make each circle bigger. To make it smaller gradually reduce the size of each circle.
10. Your pot should change direction at least once, for example in the picture underneath to the left it goes out then in. In the picture to the left, it goes out, then in and finally out again.



KEYWORDS

Score & Slip - The process of adding small cuts to the surface of clay before adding slip (clay glue).

Clay blending - Attaching two pieces of clay by smoothing them together (They must be scored and slipped first).

Slab - A flat sheet of rolled clay that can then be cut to shape and used to make a clay pot.

Relief - A method of moulding, carving, or stamping in which a design stands out from the surface of a piece of art.

Symmetry - Symmetry is when something is the same on both sides, mirrored or equally balanced.

Proportion - the comparative measurements or size of different parts of a whole.

Balance - Balance is when the artwork has equal focus on both sides and looks evenly arranged.



Data type	How a computer stores different types of values for example numbers, text, images.
Statement	A single line of code, that performs a task.
Input	When data is entered into a program. VariableName = input() is used in python
Output	When feedback is given from a program. print("Value") is used in python
Condition	a test or a question that the computer uses to decide which code to run
Operators	Used to compare values or apply an operation to a set of data

Selection – is when there is a **choice/decision** in a program. This is done by evaluating a **condition** to determine if it is true or false. **If** is used for the first decision, **elseif** for the second and **else** when the option is false.

```
colour = input("enter a colour")
if colour == "red":
    print("stop")
elif colour == "amber":
    print("Get ready")
else:
    print("go")
```

If the user types red then Stop! will be displayed. If the user types orange Go! will be displayed.

```
age = int(input("enter age"))
if age < 18:
    print("child")
elif age > 17 and age < 60:
    print("adult")
elif age > 60:
    print("OAP")
else:
    print("invalid")
```

If the user types 15 child will be displayed, if the user types 50 adult will be displayed, if the user types 70 OAP will be displayed and if they type adult invalid will be displayed

Relational Operators

<	Less than
>	Greater than
==	Equal to

Variable – A variable is a location in computer memory that stores a value that can **change**.

Constant - A place in computer memory that stores a value that does **not change**.

```
colour = input("enter a colour")
if colour == "red":
    print("stop")
else:
    print("go")
```

Colour – is an example of a variable in the program above. The variable has been used twice.

Iteration – is used to **repeat** code. There are two types of iteration. **For loops** – which repeat a specific number of times and **While loops** – that repeat until a condition is met.

```
month = input("What month is it ?")
while month == "December":
    print("Merry Christmas")
month = input("What month is it?")
```

The program will ask the user to enter the month. If the user types December the Merry Christmas message will be displayed and they will be asked to enter the month again. This will continue to happen until the user types anything other than December.

The for loop will repeat 4 times, 0 is the first value and it will stop when it reaches 4 the last value. The code will display: count 0 count 1 count 2 count 3

```
for i in range(0,4):
    print("count " + str(i))
```

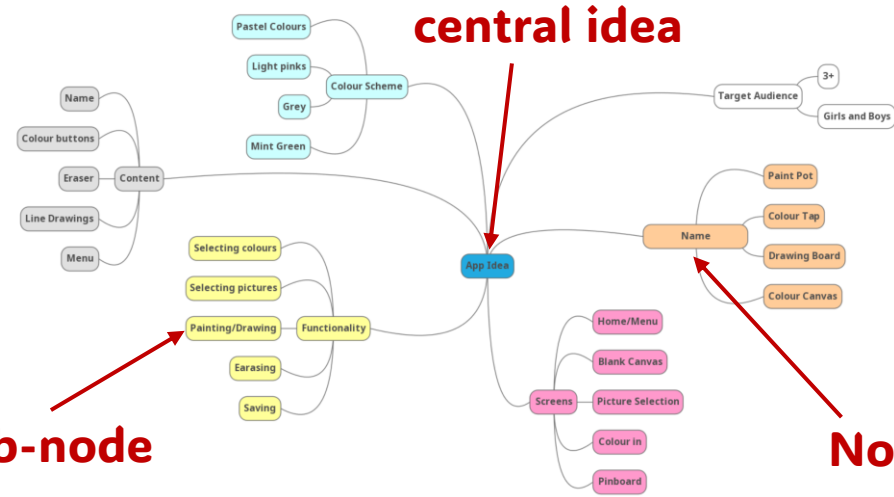
Array – An array is a **data structure** used to store **multiple** values. Items in the array can be referenced using the **index** position. Indexing starts at 0.

```
names = ["Bob", "John", "Sue", "Mary"]
print(names[1])
```

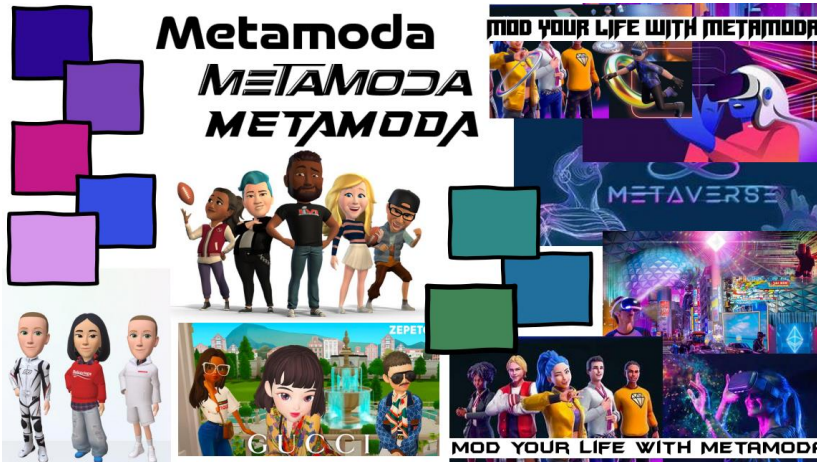
John will be displayed as john is in position 1, remember indexing begins at 0 so Bob is 0.

App	An application/software/program that can be used to perform a specific tasks
User Interface	How someone interacts with a device. The user interface should be simple and easy to learn.
Cross Platform	When a piece of software can work on multiple different operating systems
Offline function	When a piece of software works without having an internet connection.
Design	Planning and coming up with ideas for something new
Target Audience	A specific group of people who the software is designed to influence/reach.

Mind Maps – A mind map is a type of pre-production document used to generate ideas. Mind maps show how ideas develop. There are 4 components of a mind map. The central idea, branches, nodes and sub-nodes.

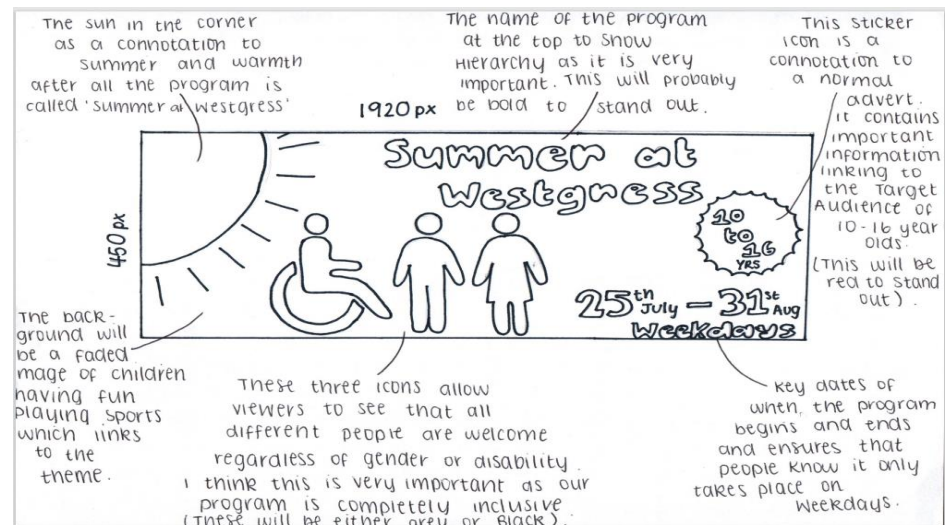


Mood Boards- A mood board is a type of pre-production document used to inspire ideas. Mood boards should include images, text, font types and colour swatches.



A mood board is a collection of images, fonts, text and colours in the form of a collage. A mood board can be created digitally(using software) or physically (by cutting and sticking physical media).

Visualisation diagrams - A rough drawing/sketch of what the final product will look like it. It should include annotations giving additional information about font type, font colours, colours, sizes, explanation of images and functionality.



Computing Unit 3 – Practical Algorithms

Algorithm	A sequence of instructions followed in order to solve a problem
Decomposition	Breaking down a problem into smaller more manageable steps to make it easier to solve.
Abstraction	Removing the unnecessary detail from a problem to make it easier to solve.
Efficient	The quickest method that uses the least number of resources(e.g. money, physical).
Sequence	When instructions are completed in order.

As part of this unit is important that you build your practical problem-solving skills. and practice carrying out the searching and sorting algorithms. Scan the QR codes within this knowledge organisers to watch simulations or to practice your algorithmic thinking and computational skills.



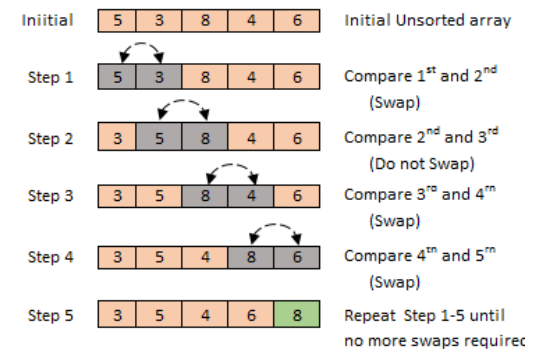
Bubble Vs Merge Sort

An advantage of merge sort over bubble sort is that it is much **faster** and therefore takes **less time** to sort large lists and lists that are more unordered. However, bubble sort can actually be quicker than merge sort on smaller lists and lists that are mostly in order.

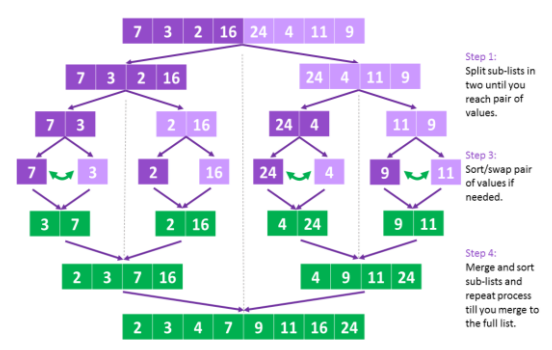
Executing a merge sort takes up **extra space** in memory as new lists are made each time a list is split or two lists are combined, whilst bubble sort barely takes up any extra memory since each swap is made within the original list.

Sorting Algorithms – Re-arranging items to put them in a specific order. This order could be alphabetical when working with words, ascending when working with numbers. Sorting algorithms are essential for organising data.

Bubble Sort – The bubble sort begins at the first item in the list, it starts by comparing adjacent pairs, and if they are the wrong way round then they are swapped. This makes the highest number bubble to the end. When the end of the list is reached the process begins at the start of the list and is repeated until there are no swaps made.



Merge Sort – Follows a three-step process. 1)Divide: Break the list into smaller and smaller pieces until each piece is just one element. 2) Conquer: Start merging these small pieces into larger, sorted pieces. 3)Combine: Keep merging the sorted pieces until you have one single, sorted list.



Hardware Types

Internal	External
<p>CPU – The computers brain, responsible for carrying out calculations and processing</p> <p>RAM – memory that holds applications and programs that are in use</p> <p>ROM – Stores the instructions to start the computer</p> <p>Hard Drive – Storage used to hold data long term</p> <p>Fan – Keeps the CPU cool</p> <p>Motherboard – Connects all the internal components together</p>	<p>Output Device Monitor(screen) Printer Speaker Headphones</p> <p>Inputs Keyboard Mouse Microphone Scanner</p> <p>Both Touchscreen</p>

Make sure you know what each of the components look like – do some research, consider drawing a diagram and labelling the different parts of the computer.

Digital Footprint - The information about a particular person that exists on the internet as a result of their online activity. Your digital footprint can be seen by anyone.

Sexting- Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages using a digital device. It is against the law for a child to sext including; take the picture, share and to be in possession of an explicit image/video, even if it is of yourself.

CEOP- An online platform where you can go to make reports about online abuse. It stands for child exploitation and online protection command.

Security - It is important to keep computers and networks safe from a range of cyber attacks. There are two main types of risk, malicious code and social engineering.

Malicious Code	Social Engineering
<p>Software designed to disrupt, harm, damage a computer system/network.</p> <p>Virus- attaches itself to files and spreads when interacted with</p> <p>Worm – spreads across a network</p> <p>Trojan – disguises itself as legitimate software but harmful</p> <p>Spyware – secretly collects information on the user without them knowing</p> <p>Ransomware - locks files and demands payment</p>	<p>Manipulating people to give up confidential information</p> <p>Phishing – fake emails created to steal information from a user</p> <p>Pharming – fake websites that users are redirected to but looks real</p> <p>Blagging – making up a scenario and pretending to be someone else to steal information</p> <p>Shoulder surfing – watch someone type in personal information then stealing it.</p>

Binary – The number system used by computers, consists of two values 0 and 1. Also known as base 2

Denary – The number system used by us, consist of 10 values 0 – 9. Also known as base 10.

To convert from Base 2 to Base 10 we need to identify the place value of the 1s that make up the binary number. The right most digit is the 1s column, the next to the left is 2s, then 4s, then 8s, and so on increasing by a factor of 2 each time. To calculate the denary number, we add up the column heading that contain a 1.

Ex1
Convert 101011 into a denary number.

128	64	32	16	8	4	2	1
		1	0	1	0	1	1

$32 + 8 + 2 + 1 = 43$

Ex2
Convert 10110 into a denary number.

128	64	32	16	8	4	2	1
			1	0	1	1	0

$16 + 4 + 2 = 22$

KS3 Drama Knowledge Organiser

Year 9 – DNA

Terminology and Techniques - RETRIEVAL

Text/ Script	The written drama piece/script.
Still Image/ Tableaux	A ‘frozen picture’ that tells a story. Costume and props are needed, and physicality used to show emotion.
Improvisation	To perform quickly in response to something without any planning.
Protagonist	The main character in a piece of drama.
Thought Tracking	An exercise that allows the inner thoughts of a character or role to be heard out loud. The participant is asked to say their characters thoughts and feelings at specific points during their acting.
Proxemics	The deliberate use of space and distance between actors on stage to communicate character relationships, status, emotions, and the situation, revealing meaning nonverbally.
Scene	A sequence of continuous action in a play.
Rehearse/ Rehearsal	A practice or trial performance of a play.
Flashback	Enacting a moment from a character’s remembered past, this can help gain an understanding of the character and provide a ‘back story’.
Entrances & Exits	Where a character enters and exits their scene.
Level(s)	How the actors sit, kneel or stand on stage, to show status.
Multi-role	When an actor plays more than one role.

Physical Skills

Facial Expressions	Using the face to express that character's feelings and emotions
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e., a wave.
Posture	The position of the body to communicate a character, i.e., standing hunched over to show you are older.
Body Language	The way in which our bodies communicate our character’s attitudes. Using your body to show emotion or hidden feelings.
Gait	The way you walk to show your character and emotion, i.e., shuffling feet to show nervousness

Vocal Skills

Projection	Using the voice so that all the audience can hear.
Tone	The way that you speak, using ‘intonation’ to add feelings, emotions or sub-text.
Pace	The speed in which an actor delivers their lines.
Pause	Pausing lines to create dramatic effect such as tension.
Pitch	The ‘highness’ or ‘lowness’ in the tone of voice.

Key Themes of Willy Russell Plays

Class and social inequality

- Differences between rich and poor
- How your background can affect your opportunities
- Seen clearly in *Blood Brothers*

Education

- Education as a way to change your life
- But also how it can create division between people
- Important in *Educating Rita*

Friendship and relationships

- Strong bonds between characters
- Often tested by class, choices, or society

Fate and destiny

- The idea that lives are already decided or controlled
- Especially important in *Blood Brothers*

Dreams and ambition

- Characters wanting a better life
- Sometimes their dreams are hard to achieve
- Especially important for Carol in *Our Day Out*

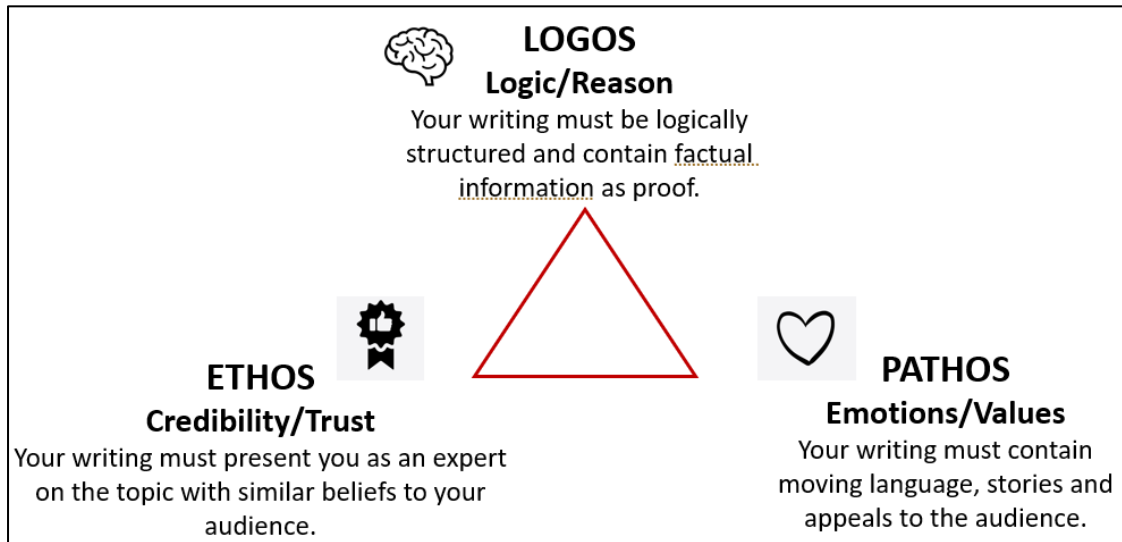
Use the link to find out more about Willy Russell and his works:

[Blood Brothers - Plot summary - AQA - GCSE English Literature Revision - AQA - BBC Bitesize](#)


Assessment Keywords

Status (of a person)	How important or respected someone is, or where they stand compared to others.
Class (social class)	The way society is divided into groups based on money, job, and status e.g. working class.
Naturalism	A performance style aiming to look realistic and believable – often used in <i>DNA</i> to reflect real teenage behaviour.
Destiny	What is believed to be already decided or planned for a person's life, usually by fate or forces they can't control.
Status (in a scene)	The level of power or importance a character holds in a scene (e.g. Phil's control over the group).
Stillness	A powerful technique used to show tension or control (e.g. Phil's calm, silent presence).
Tension	A sense of suspense or anxiety, often created by the group's fear of being caught after their actions.
Theme	The big ideas in the play, such as guilt, responsibility, leadership, and morality.
Inequality	When people are treated unfairly and do not have the same chances or opportunities in life because of things like social class, gender or their background.

Non-Fiction Writing: Skills Organiser



Planning Your Response

	<u>T</u> he environment
	<u>H</u> ealth (mental, physical)
	<u>E</u> ducation
	<u>M</u> orality (right v. wrong)
	<u>E</u> conomics/wealth
	<u>S</u> ociety (including past and future generations)

Sentence Structures for Crafting an Argument

Offering Examples

1. For instance, _____.
2. Consider the case of _____.
3. A prime example is _____.

Explaining

1. ... shows _____.
2. ... indicates _____.
3. ... demonstrates _____.

Counter Arguments

1. Some may argue that _____, however _____.
2. Although some people believe _____, the reality is _____.
3. Despite _____, it is important to remember _____.

Conceding a Point

1. It is true that _____, but _____.
2. While I acknowledge that _____, I maintain that _____.
3. Granted _____, yet _____.

Alternatives

1. On the one hand _____, yet on the other hand _____.
2. Not only _____, but also _____.
3. Whilst some people believe _____, others advocate for _____.

Call to Action

- 1) We must take action by _____.
- 2) To address this issue, we need to _____.
- 3) Let us commit to _____.

Persuasive Devices

<p>Alliteration</p>	<p>Tricolon</p>	<p>Rhetorical Question</p>	<p>Imperative</p>
<p>The close reoccurrence of the same letter or sound.</p> <p><i>Tragedy travelled through our trivial lives.</i></p>	<p>Three parallel words or phrases.</p> <p><i>I came, I saw, I conquered.</i></p>	<p>Asking a question as a way of asserting a point.</p> <p><i>Have you ever lied in your life?</i></p>	<p>Giving an authoritative command.</p> <p><i>Do not smoke.</i></p>
<p>Anecdote</p>	<p>Direct Address</p>	<p>Collective Pronouns</p>	<p>Statistics</p>
<p>A short story about a real person or incident.</p> <p><i>I remember when...</i></p>	<p>Speaking directly to the audience using 'you'.</p> <p><i>You must realise that animal testing is cruel.</i></p>	<p>Linking yourself with the audience via 'we', 'our', 'us'.</p> <p><i>We must act now.</i></p>	<p>Using numerical evidence for support.</p> <p><i>62% of adults are overweight in the UK.</i></p>
<p>Counter Argument</p>	<p>Expert Reference</p>	<p>Simile</p>	<p>Prolepsis</p>
<p>Opposing a contradictory belief or opinion.</p> <p><i>Although fireworks can be dangerous, professional displays ensure the public's safety.</i></p>	<p>Quoting a professional.</p> <p><i>Professor Arthur Knowles, an expert in _____, stated that: "....."</i></p>	<p>A comparison that uses 'like' or 'as'.</p> <p><i>Energy drinks are like toxic waste – useless sewage that damages the body.</i></p>	<p>Imagining an audience's response/objection.</p> <p><i>Some of you might be thinking _____, however</i></p>
<p>Extended Metaphor</p>	<p>Isocolon</p>	<p>Antithesis</p>	<p>Pun</p>
<p>A drawn-out metaphor that can last several sentences.</p> <p><i>Homework is a prison. Your room is a cage. You're buried under your school books. You're chained to your pen.</i></p>	<p>Creating sentences with parallel structures.</p> <p><i>Many will enter, few will win.</i></p>	<p>Contrasting relationship between two ideas.</p> <p><i>That's one small step for man; one giant leap for mankind.</i></p>	<p>A humorous play on words.</p> <p><i>New study of obesity looks for larger test group.</i></p>

FRENCH - Mon Collège Y9 SB1 – Tu peux décrire ton collège? Can you describe your school?

Mon collège s'appelle...
My school is called...



c'est situé à Ashton
it is situated in Ashton

dans le nord-ouest de l'Angleterre
in the north-west of England

dans le sud-est de la France
in the south-east of France

C'est un grand collège...
It is a big ... school

C'est un petit collège...
It is a small...school

avec...
with...

Dans mon collège il y a ...
in my school there is...

Mon collège a...
My school has...

Nous avons ...
We have...

Mon école primaire avait...
My primary school had...

moderne
modern

public
public

démodé
old-fashioned

privé
private

bien équipé
well-equipped

catholique
Catholic

mixte
mixed

Un CDI
an LRC

un gymnase
a gym

un studio de théâtre
a drama studio

une bibliothèque
a library

une cour
a yard

une chapelle
a chapel

des salles d'informatique
IT rooms

beaucoup de salles de classe
lots of classrooms

des terrains de sport
some sports fields

des laboratoires
some labs

FRENCH - Mon Collège Y9 SB2- Que penses-tu des matières? Opinions of Subjects

Je fais / J'étudie

I do/I study

J'aime beaucoup

I really like

Je préfère

I prefer

J'adore

I love

Je n'aime pas

I don't like

Je déteste

I hate

Je ne supporte pas

I can't stand

(dix) matières

10 subjects

l'anglais

English

l'éducation

religieuse

RE

l'espagnol

Spanish

l'histoire

History

l'informatique

Computing

le français

French

le sport / l'EPS

PE

le dessin

Art

le théâtre

Drama

la géographie

Geography

la technologie

Technology

la musique

Music

les sciences

Science

les maths/les

mathématiques

Maths

et à mon avis c'est
and in my opinion it is....

parce que c'est
because it is

car c'est
because it is

intéressant
interesting

utile
useful

facile
easy

agréable
pleasant

ennuyeux
boring

inutile
useless

difficile
difficult

désagréable
unpleasant

et
and

en plus
in addition

mais
but

cependant
however

j'en suis fort(e)

I am strong/good at it

j'ai de bonnes notes

I have good grades

les cours sont intéressants

the lessons are interesting

j'ai beaucoup de copains dans la classe

I have lots of friends in the class

le / la prof est...

sympa / amusant(e) / patient(e)

the teacher is...

nice/funny/patient

compréhensif / compréhensive

understanding

j'en suis faible

I am weak/not good at it

j'ai de mauvaises notes

I have bad grades

les cours sont barbant

the lessons are boring

je n'ai pas de copains dans la classe

I don't have any friends in the class

je reçois trop de devoirs

I get too much homework

le / la prof est...

the teacher is...

sévère / impatient(e) / barbant(e)

strict/impatient/boring

FRENCH Mon Collège Y9 SB3 –Qu'est-ce que tu portes pour aller au collège? - Uniform

Pour aller au collège

To go to school

Comme uniforme

As a uniform

je porte

I wear

nous portons

we wear

il faut porter

you have to wear

je voudrais porter

I would like to wear

un pull

a jumper

un pull à capuche

a hoodie

un pantalon

a pair of trousers

un polo

a polo shirt

un short

a pair of shorts

un jean

a pair of jeans

un tee-shirt

a t-shirt

un manteau

a coat

une chemise

a shirt

une cravate

a tie

une veste

a jacket/blazer

une jupe

a skirt

une robe

a dress

des chaussettes

some socks

des chaussures

some shoes

des baskets

some trainers

orange

orange

marron

brown

rouge(s)

red

jaune(s)

yellow

rose(s)

pink

vert(e) (s)

green

bleu(e) (s)

blue

gris(e) (s)

grey

noir(e) (s)

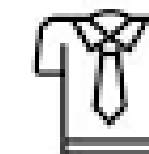
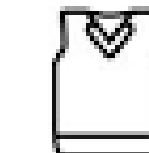
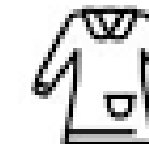
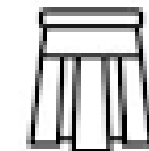
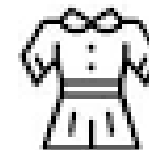
black

blanc(s) / blanche(s)

white

violet (s) / violette (s)

purple



FRENCH Mon Collège Y9 SB4F–Qu'est-ce que tu as fait récemment? - Recent Activities



Récemment

Recently

Hier

Yesterday

La semaine dernière

Last week

j'ai travaillé avec mes amis

I worked with my friends

j'ai travaillé à l'ordinateur

I worked on the computer

j'ai parlé avec mes copains

I talked with my friends

j'ai mangé à la cantine

I ate in the canteen

j'ai écouté mon prof

I listened to my teacher

j'ai bavardé avec mes

camarades de classe

I chatted with my classmates

J'ai regardé un film

I watched a film

j'ai joué au football

I played football

j'ai lu un livre

I read a book

j'ai écrit dans mon cahier

I wrote in my exercise book

j'ai fait du sport

I did some sport

j'ai fait mes devoirs

I did my homework

je suis allé(e) à la

bibliothèque

I went to the library

c'était...

it was...

agréable

pleasant

passionnant

exciting

intéressant

interesting

amusant

fun

relaxant

relaxing

facile

easy

utile

useful

génial

great

délicieux

delicious

désagréable

unpleasant

ennuyeux / barbant

boring

difficile

difficult

inutile

useless

cher

expensive

FRENCH - Mon Quartier Y9 SB5 – Tu peux décrire ton quartier? Describe your area

Quand j'étais petit(e)

When I was small

il y a trois ans

Three years ago

Maintenant

Now

Dans le futur

In the future

j'habitais

I used to live

j'habite

I live

nous habitons

we live

je vais habiter

I am going to live

je voudrais habiter

I would like to live

un quartier

a neighbourhood

un village

a village

une (grande/petite) ville

a (big/small) town

une région

a region

animé

lively

isolé

isolated

laid

ugly

industriel

industrial

historique

historic

touristique

tourist

pittoresque

picturesque

animée

lively

isolée

isolated

laide

ugly

industrielle

industrial

historique

historic

touristique

tourist

pittoresque

picturesque

au bord de la mer

at the seaside

à la montagne

in the mountains

à la campagne

in the countryside

près de (Manchester)

near (Manchester)

dans le nord de la France

in the north of France

dans le sud de la France

in the south of France

dans le nord-ouest de l'Angleterre

in the north-west of England

dans le sud-est du pays

in the south-east of the country

FRENCH Mon Quartier Y9 SB6– Aimes-tu ton quartier ? Do you like your area?

A mon avis

In my opinion

Je pense que

I think that

Je crois que

I believe that

Je dirais que

I would say that

j'aime habiter ici

I like living here

j'adore habiter ici

I love living here

je n'aime pas habiter ici

I don't like living here

je déteste habiter ici

I hate living here

parce que
because

car
because

c'est propre

it's clean

c'est intéressant

it's interesting

c'est amusant

it's fun

j'ai beaucoup de copains ici

I have lots of friends here

j'habite près de mes amis/ma famille

I live near my friends/ my family

il y a beaucoup à faire

there is lots to do

il y a beaucoup de distractions (pour les adolescents)

there are lots of things to do (for teenagers)

c'est sale

it's dirty

c'est ennuyeux

it's boring

c'est barbant

it's boring

je n'ai pas beaucoup de copains ici

I don't have many friends here

j'habite loin de mes amis/ ma famille

I live far away from my friends/ my family

il n'y a rien à faire (pour les jeunes)

there is nothing to do (for young people)

FRENCH - Mon Quartier Y9 SB7 - Que fais- tu dans ton quartier ? Places in your area

Récemment

Recently

Le week-end dernier

Last weekend

Il y a une semaine

One week ago

Généralement

Generally

Normalement

Normally

Le week-end

At the weekend

Le week-end prochain

Next weekend

La semaine prochaine

Next week

Demain

Tomorrow

j'ai visité

I visited

je visite

I visit

je vais visiter

I am going to visit

je voudrais

visiter

I would like to

visit

un/le stade

a/the stadium

un/le cinéma

a/the cinema

un/le château

a/the castle

un/le musée

a/the museum

un/le centre sportif

a/the sports centre

un/le centre

commercial

a/the shopping centre

une/la bibliothèque

a/the library

une/la piscine

a/the swimming pool

une/la gare

a/the train station

une/la patinoire

a/the ice rink

des/les magasins

some/the shops

un/le club des

jeunes

a/the youth club

un/le restaurant

a/the restaurant

un/le lac

a/the lake

un/le palais

a/the palace

un/l'hôtel de ville

a/the town hall



Year 9- Geography: Assessment 2 Knowledge Organiser



Key Words

In this section of the exam, you will have to fill in the definitions of five of these key words. Each one will be worth two marks.



Birth Rate = *The number of babies born per thousand people per year.*



Death rate = *The number of deaths per thousand people per year.*



Rural to Urban Migration = *The movement of people from areas of the countryside to the town or city.*



International Migration = *The movement of people from one country to another.*



Life expectancy = *The average number of years a person is expected to live at birth.*



Infant Mortality = *The number of babies who die in the first year of their life per 1000 live births.*



Tectonic Plates = *Pieces of the Earth's solid crust that move gradually over time.*



Plate Boundaries = *The areas where tectonic plates meet where the majority of earthquakes and volcanoes occur.*



Epicentre = *The exact point on the surface of the earth where an earthquake is first detected.*



Pyroclastic Flow = *This is released from a volcano and contains super-heated air, ash and debris.*

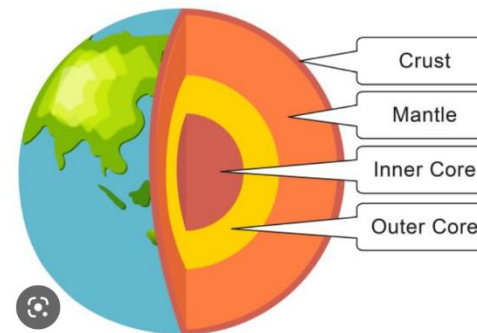
Push and Pull Factors



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

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

The Structure of the Earth



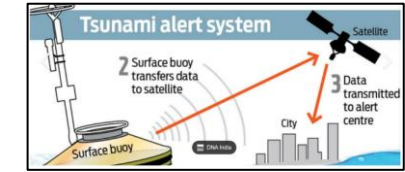
Reducing the Risk of Tsunamis

Explain HOW each of the following can reduce the risks/effects of tsunamis:



Emergency Kit/Rescue Kit

Early Warning System



Tsunami Wall/Dam

Signs/Warnings



Evacuation Drills/Practice

Challenges and Solutions in Slums - Kibera

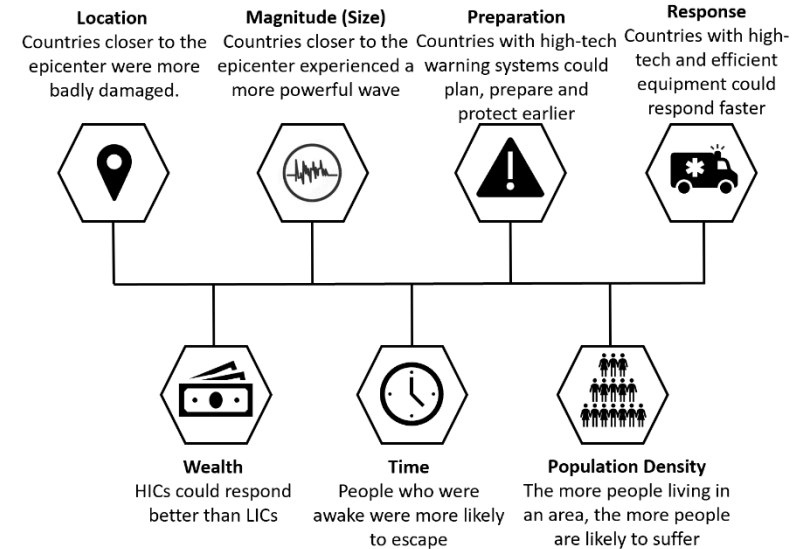
In Kibera, a slum in Nairobi, Kenya, there are many problems for the one million people who live there. There are also some sustainable solutions that could reduce these problems in the future.

Challenges	Sustainable Solutions
<ul style="list-style-type: none"> Water supply polluted by open sewers – death from Cholera and Typhoid Litter everywhere due to lack of rubbish collection – rats, mosquitoes = disease High unemployment – lack of industry or skilled workers Basic, poorly constructed housing Cramped and overcrowded conditions Poor school attendance Orphans Alcohol/drug/glue addiction Lack of electricity/infrastructure 	<p>Peepoo Bags- Biodegradable toilet bags with chemicals to remove harmful bacteria. Solves the problem of flying toilets, water contamination, violence at night, unemployment and lack of toilets. Also, bags can be used as safe fertiliser. Cheap and easy to use (2p each) – sustainable.</p> <p><u>Kiblight</u> – Cheap solar light designed by Kiberan students from old phones and calculators. Cost £3 each, provide renewable electricity and free light at night. Solve the problems of crime, night-time work and education, pollution from kerosene lamps and illness from fumes – also employment in the new company</p>



Comparing Tsunami Effects – Indian Ocean 2004 v Japan 2011

Why did the Boxing Day Tsunami affect some countries more than others?

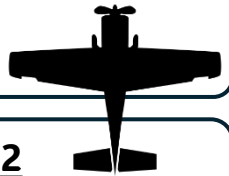


2004 – 5 000 000 homes destroyed. 300 000 dead. £15 billion damage.	2011 – 120 000 homes destroyed. 30 000 dead. £199 billion damage.
Sri Lanka, Thailand, Malaysia, Bangladesh, India, South Africa	Japan
9.1	9.0
07.58	14.46
Last minute seismometer readings. 7-hour warning on the radio.	24-hour warning Earthquake proof buildings
\$6.5 million in aid 1 000 000 bottles of clean water	\$8 billion given by the government 1 000 000 bottles of clean water
Mostly LICs or NEE Sri Lanka: HDI – 0.740	HIC Japan: HDI – 0.892
Sri Lanka: 295 per sq km South Africa: 39 per sq km	City: 343 per sq km Coast: 500 per sq km



History Exam 2 Revision Sheet

Topics: The Holocaust & Causes of WW2



The Holocaust

<p>The Holocaust was the systematic murder of Europe's Jews by the Nazis. It was the largest genocide of the twentieth century. In Jewish culture, the Holocaust is known as the Shoah – this means 'catastrophe'.</p>	<p>The Nazis enslaved and murdered millions of others. Political opponents, Roma and Sinti travelers, homosexuals, disabled people, and others were killed or died in camps due to neglect, starvation or disease..</p>	<p>Most of the murders took place in Nazi concentration camps such as Auschwitz – Birkenau, Sachsenhausen, Moringen, Theresienstadt, Treblinka, Sobibor and Belsen Bergen. The first Nazi concentration camp was opened at Dachau in 1933.</p>	<p>Prisoners were often forced to stand outside for 'roll call' during which they were counted. Guards would deliberately make mistakes, so the count had to start again – often taking several hours. With prisoners only wearing thin camp uniforms, and the temperature often below freezing, many died from exposure to the cold.</p>
<p>An estimated 11 million people were murdered at the hands of the Nazis during the Second World War. 6 million of those victims are thought to have been Jewish.</p>	<p>On coming to power in January 1933, the Nazis began to actively persecute the Jews of Germany with the introduction of discriminatory laws.</p>	<p>The first of these laws banned Jewish people from having a job in the Civil Service – this means that Jews were forbidden from working for the government.</p>	<p>Prisoners were forced to carry out a huge range of jobs for the Nazi government. E.g. producing aircraft parts for the German air force, working in factories such as the synthetic rubber factory built at Monowitz camp or construction work. Prisoners who became unproductive would be gassed or shot.</p>
<p>In April 1933, German law restricted the number of Jewish students at German schools and universities.</p>	<p>The "Nuremberg Laws" of 1935 excluded German Jews from Reich citizenship and banned them from marrying or having sexual relations with persons of "German or German-related blood.</p>	<p>In 1938, Jews were barred from all public schools and universities, as well as from cinemas, theatres, and sports facilities.</p>	<p>In the weeks leading up to the end of the Second World War, guards began to remove large numbers of prisoners from the camps. Heartbreakingly, thousands more prisoners died on these marches, either through exhaustion or being shot by the guards. They became known as the 'Death Marches'.</p>
<p>From 1939 onwards, Jewish people living in the areas taken over by the Nazis were rounded up and sent to live in Ghettos – these were walled off areas of the cities.</p>	<p>Conditions in the ghettos were appalling. They were too small for all the inhabitants, so housing was overcrowded. The Germans limited food supplies, so the population starved to death. Many houses lacked basic running water.</p>	<p>Those not imprisoned in the Ghettos were targeted by SS groups known as Einsatzgruppen who would carry out mass shootings of groups of Jews and then bury the bodies in mass graves.</p>	
<p>At the Wannsee Conference of 1941, the S.S agreed on their plan to murder the Jews of Europe. To do this quickly they planned to use poisonous gas to murder large groups at a time. Jewish people in the ghettos were transported to concentration camps.</p>	<p>For those not gassed immediately, life in the camps was brutal. Prisoners were barely fed (often only a slice of bread and some watery soup for the day) and lived in filthy barrack huts with hundreds of others. Diseases like typhus spread quickly because of the dirty conditions.</p>	<p>The SS guards took pleasure in torturing the inmates – they could shoot a prisoner with no reason or warning, they would frequently beat prisoners to death, prisoners could be hanged in view of the other inmates as a way of terrorising the already traumatised victims.</p>	

Causes of WW2

*Hitler had **three main aims** in his foreign policy:

- To **unite all German-speaking people.**
- To achieve '**Lebensraum**', which was more living space for the German people. This was based on the Nazis' racist policies, which were rooted in the idea that '**Aryan**' people were 'superior' to Eastern Europeans.
- To **destroy the Treaty of Versailles,** the peace document that was signed in **1919** following World War One. It placed much of the **blame** for the events of the war on Germany.

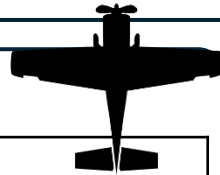
*Hitler sent soldiers into the **Rhineland** in **1936,** which was supposed to be a **demilitarised** area. **Britain did nothing,** saying that Hitler was 'marching into his own backyard'. This showed that Britain saw the Rhineland as German land anyway, so they were not too concerned.

In **1938,** Hitler united Germany and Austria. This was known as the '**Anschluss**'. Again, this broke the Treaty of Versailles, but Britain and France did nothing. They saw Austria as a German-speaking country and were not willing to risk war over this.



History Exam 2 Revision Sheet

Topics: The Holocaust & Causes of WW2



Causes of WW2

*The British Prime Minister, **Neville Chamberlain**, followed a policy of **appeasement**. This was a belief that, if Hitler was given some of what he wanted, war could be avoided. There were several reasons for this policy:

- The British people **did not want** another war so soon after World War One.
- Britain had **not been rearming**, so was not prepared for war.
- Many British Government officials believed that the **Soviet Union was a greater threat** to Britain than Nazism.
- Britain saw Hitler and Nazi Germany as a **barrier** against the spread of **communism** in Europe.
- Some people felt the **Treaty of Versailles** had **been too harsh** in the terms it imposed on Germany, and that it was reasonable for Hitler to want to reverse some of it.
- Britain was still suffering the effects of the **Great Depression**, so did not want to be spending money on fighting a war.

Revision tips:

- **Highlight the key information in each of the boxes and read over it several times.**
- **Try and memorise the key information by writing it out on revision cards/in mind maps. Then cover them over and try and test yourself. OR record yourself saying out loud the key information on your phone, then play it back to check if you have remembered it all.**
- **Once you've tried all of this, give the sheet to someone at home and ask them to test you.**

IMPORTANT INFORMATION:

Your exam will be in THREE sections.

1. The first section is a FACT TEST, and you will need to learn all the information on the revision sheet to help you to answer the questions

2. The second section will be about INFERENCES in a source about the Dunkirk evacuation.

An INFERENCE is something which is suggested in a source. You have practised this type of question in your revision lesson for this exam in class. Look back in your exercise book at the practice question you answered to remind yourself about HOW this type of question should be answered well.

3. The third section will ask you to DESCRIBE HOW World War Two began. You will need to include in your description good factual detail.

*ALL factual detail needed to be able to answer this question well is in the boxes marked with * on this revision sheet which you need TO MEMORISE.*

You need to write the events in CHRONOLOGICAL ORDER, include as much detail as you can and try to show how they are LINKED together.



Year 9 Assessment Window 2: Music

Blues Revision List

These key terms were covered when you studied Blues music earlier in the year. Spend time revising and consolidating these key terms in preparation for your music assessment during Assessment Window 2. **Create mind maps, cue cards or a method of your choice to help you learn and remember.**

Key Term	Definition
12-bar blues	This is a song format where each section is 12 bars in length and based around 3 chords: the tonic, subdominant and dominant.
Improvisation	When music is made up 'on the spot' and not played from preconceived notation.
Syncopation	Notes accented off the beat, the weak part of the beat is often emphasized.
Walking bass	An accompaniment played usually by the double bass consisting of crotchet notes ascending or descending in a stepwise pattern.
Call & response	Where a melody is sung or played by one person and responded to by one or more people.
Blues scale	The collection of notes a performer would often use to improvise in blues music and some jazz music also.
Blues notes	When the 3 rd , 5 th or 7 th degree of the scale are flattened by a semitone or sometimes less.
Rhythm section	Consists of a drummer, bass player and often someone playing the chords, usually guitar or piano.
Repetition	Melodies, rhythms or phrases that reoccur at different times.
Jazz trio	Consists of a drummer, double bassist and pianist.
Lead sheet	A sheet given to the performer that consists of the melody and the chords.
Frontline	The name given to the instruments that plays the main theme or riff (most commonly trumpets, saxophones and trombones).



Year 9 Assessment Window 2: Music

Musical Elements Revision List

These key terms have been covered across a range of topics throughout music lessons during year 7, year 8 and year 9. They are the elements of music and are an integral part of every piece of music you compose, sequence, listen to, and perform.

Key term:	Definition
Melody	This is the main tune of a piece of music.
Dotted Rhythm	This can help provide a 'bouncy' feel to the music.
Tempo	This is the speed of the music.
Pitch	This means how high or low the notes are.
Major	This helps provide a happy feeling to the music.
Ostinato	This is a repeated rhythm or pattern.
Crescendo	This is where the music gradually gets louder.
Structure	This is the plan or the layout of the music.
Dynamics	This is the volume of the music.
Ascending	This is where the melody move upwards in pitch.
Pentatonic	This is the name given to a five note scale.

Year 9 – Summative 2 – Believing in God

<p>Key words</p> <p>Agnosticism Not being sure whether God exists</p> <p>Atheism Believing that God does not exist</p> <p>Conversion When your life is changed by giving yourself to God</p> <p>Free Will The idea that human beings are free to make their own choices</p> <p>Moral Evil Actions done by humans which cause suffering</p> <p>Natural Evil Things which cause suffering but have nothing to do with humans</p> <p>Numinous The feeling of the presence of something greater than you i.e., God</p> <p>Miracle An extraordinary cure or event which cannot be naturally explained, and the only explanation is God.</p> <p>Prayer Communicating with God usually through words.</p> <p>Theodicy An attempt to explain why God allows pain and suffering to exist</p>
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Religious Upbringing – can lead a person to believe in God. Some examples are:

- 1. Family life** - Catholic parents often teach their children about God from a young age. **How this leads to belief:** Children tend to trust their parents, so if parents speak about God as real, children are likely to accept that belief.
Examples: Parents teach children to say prayers such as the *Our Father* before bed.
- 2. Baptism** - Most Catholic children are baptised as babies. **How this leads to belief:** Baptism welcomes the child into the Catholic community. Growing up knowing you belong to a faith group can strengthen belief in God.
Example: Parents and godparents promise to bring the child up in the Catholic faith, so the child grows up surrounded by religious support.
- 3. Attending Mass regularly** - Catholic families often go to church together every Sunday.
How this leads to belief: Mass exposes children to prayers, Bible readings, hymns and a whole community who believes in God. This can make belief feel normal and expected.
Examples: Seeing other people pray and worship can make a child think, *“If everyone believes in God, He must be real.”*
- 4. Catholic school education** - Many Catholic children attend Catholic schools. **How this leads to belief:** Religious Education (RE) is part of the curriculum, and the school environment reinforces Christian values and beliefs. **Examples:** Teachers and chaplains act as faith role models.

Answered prayers – Why does God seem to answer some prayers?

God’s plan
Christians believe God knows what is best for people.
If a prayer asks for something that fits God’s loving plan, He is more likely to answer it.
Example: Praying for courage, patience, or help to do the right thing—these match God’s will.

The prayer is not selfish
God is believed to listen to people who pray honestly, humbly, and without selfish motives.
Example: Praying for someone else who is ill or struggling (a selfless prayer).

Have faith
Jesus taught that faith is important in prayer.
Catholics believe that trusting God makes prayer more powerful.
Example: Someone prays with real belief that God is present and can help.

Gods love
Christians believe God is loving and caring.
He sometimes answers prayers to show people He is close to them.
Example: Someone praying for comfort during grief might feel peace or strength.

A loving God would not let us suffer because...

1. A loving God would want us to be happy. If God is loving, all-powerful and good, He should want to protect people from pain.
2. Suffering seems unfair. Innocent people suffer (e.g., babies) If God is loving, He should prevent undeserved suffering.
3. Some suffering serves no purpose. Natural evil cannot be blamed on human free will. A loving God could stop these events without affecting our freedom.
4. A loving God would answer prayers to end suffering. People often pray for healing or protection, but not all prayers are answered. If God is loving. *If “God is love.” – 1 John 4:8, He would stop suffering from happening.*

We must suffer because...

1. Free will requires the possibility of suffering
Christians believe God gave humans free will. If God stopped all suffering, humans would not truly be free. If God stopped every harmful action (crime, bullying), humans would have no real choice.
2. Suffering can help people grow. Some Christians argue suffering develops positive qualities, like courage. Without challenges, people might not develop these.
3. Suffering can bring people closer to God. Many Christians say suffering leads them to pray more, rely on God, or reflect on life’s purpose.
4. Jesus also suffered. Christians believe Jesus experienced extreme suffering on the cross. If Jesus—God in human form—suffered, then suffering can have meaning and purpose.

Year 9 – Summative 2 – Messiah

Key words

Atonement

The reconciliation of God and humanity through the death and resurrection of Jesus Christ.

Isaiah

A Hebrew prophet who revealed information about the coming Messiah.

Messiah

Hebrew word meaning the “Anointed One”, a saviour sent from God.

New Testament

The second part of the Bible containing Gospels and letters.

Old Testament

The first half of the Bible including the holy writings of the Jewish people.

Pharisees

A Jewish religious group who were strict upholders of the Torah, they often came into conflict with Jesus.

Prophecy

A prediction of the future.

Prophet

Important people in the Bible who are believed to have been inspired by God.

Sanhedrin

The highest council and court of the Jews in the time of Jesus. It was led by the High Priest.

Zealots

A political group who used violence to try to rid the Jewish people of Roman rule.

Modern Issue – How would the Messiah expect us to react and help those who are living in poverty?

A modern follower of the Messiah is expected to respond to poverty with compassion and practical help. In the Parable of the Sheep and the Goats (Matthew 25), Jesus teaches that when we help people in need, we are really helping Him. This means Christians should support those living in poverty with kindness, generosity and action, showing their love for God through the way they treat others.

How does Jesus tell us to help the hungry and thirsty? The sick? Those who are lonely and in need? Give examples how we can do this today?



How does Jesus death and resurrection prove He is the Messiah/Son of God?

1. Jesus fulfilled Old Testament prophecies about the Messiah

Jewish scriptures predicted that the Messiah would suffer, die, and save people from sin. Christians believe Jesus’ death matches these prophecies, especially the “Suffering Servant” in Isaiah 53, who is described as someone who would suffer to bring forgiveness to others.

Meaning: If Jesus’ death happened in the way Scripture predicted, then He is the Messiah.

2. Jesus’ resurrection shows His divine power

Christians believe the resurrection is the strongest proof that Jesus is the Messiah because only God can raise someone from the dead.

Meaning: Rising from the dead shows Jesus has power over life and death, proving His divine authority.

3. The resurrection shows victory over sin and death

Christians believe the Messiah was meant to bring salvation. By dying, Jesus took on the sins of humanity. By rising, He defeated death.

Meaning: This victory shows He is the one sent to save humanity.

4. The early disciples believed because they saw the risen Jesus

After the resurrection, the disciples claimed to have seen Jesus alive. Their radical change—from frightened to fearless—convinced Christians that something real had happened.

Meaning: Their witness supports the belief that Jesus truly is the Messiah.



Isaiah 53 prophecies about the Messiah

1. The Messiah will suffer for others: Isaiah says the Messiah will take on people’s pain and suffering. *“He took up our pain and bore our suffering.”* – Isaiah 53:4

2. The Messiah will be punished for our sins : Christians believe Jesus died to take the punishment that people deserve. *“He was pierced for our transgressions.”* – Isaiah 53:5

3. The Messiah’s suffering will bring healing : His death brings spiritual healing and forgiveness. *“By his wounds we are healed.”* – Isaiah 53:5

4. The Messiah will remain silent and not fight back : Christians connect this to Jesus staying silent at His trial. *“He did not open his mouth.”* – Isaiah 53:7

5. The Messiah will rise and be rewarded: After suffering, God will honour him and give him life. *“After he has suffered, he will see the light of life.”* – Isaiah 53:11

Other prophecies about the Messiah

1. Born in Bethlehem – Micah 5:2: “Out of Bethlehem will come a ruler.” Christians believe this points to Jesus being born in Bethlehem.

2. A descendant of King David – Jeremiah 23:5: “I will raise up for David a righteous King.” Christians believe Jesus comes from David’s family line.

3. Born of a woman to defeat evil – Genesis 3:15 “He will crush the serpent’s head.” Christians see this as the first hint of a Messiah who will defeat sin and evil.

4. Rebuild the Temple- Zechariah 6:12-13: “He will build the temple of the Lord.”

5. The Messiah will rise again – Hosea 6:2: “After two days he will revive us; on the third day he will restore us.” Many Christians believe this hints at the resurrection.

Year 9 – Summative 2 – RSHE

Key words

Coercion/coercive control The action or practice of persuading someone to do something through force or threats

Consent Permission for something to happen – actively agreeing to be sexual with someone

Contraception Deliberate use of artificial methods to prevent pregnancy as a consequence of sexual intercourse

Gender Identity Person’s perception of having a particular gender which may not be the same as their birth sex

Love Christian teaching about love: agape, storge, philos and eros

Natural Family Planning Using the bodies natural cycles to control when you have a baby

Pornography Printed or visual material containing the explicit display of sexual organs or activity, intended to stimulate excitement

Puberty The period during which adolescents reach sexual maturity and become capable of reproduction

Sexual exploitation Sexual abuse of children through the exchange of sexual acts for drugs, food, shelter, protection or money

Sexually Transmitted Infections An infection caught by having sex with someone who has an infection themselves

Red flags and green flags in relationships – (Healthy and Unhealthy behaviour)

Green flags:

- 1. Good communication**
They listen to you, speak honestly, and you feel comfortable talking about your feelings.
- 2. Respect**
They respect your boundaries, opinions and personal space.
- 3. Kindness**
They treat you gently and speak to you with care, even during disagreements.
- 4. Trust**
You feel you can trust them, and they trust you. There is no pressure to hide things.

- 1. Lack of respect**
They ignore your boundaries, make fun of your opinions, or put you down. Respect should go both ways.
- 2. Poor communication**
They refuse to talk about problems, go silent to punish you, or twist what you say.
- 3. Controlling behaviour**
They try to control who you talk to, what you wear, what you do, or where you go. Healthy relationships allow freedom.
- 4. Jealousy and possessiveness**
They get angry when you spend time with others or constantly accuse you of things you haven’t done.


Inappropriate uses of Social Media

Cyberbullying causes real emotional harm
Being bullied online can lead to stress, anxiety and low self-esteem. Hurtful messages or posts can stay online for a long time, making the impact even worse.

Sharing personal information is unsafe
Posting things like your address, school or location can make you vulnerable. Strangers could misuse your information or pretend to be someone they’re not.

Using fake accounts breaks trust
Fake profiles are dishonest and can be used to trick, embarrass or spy on people. This damages friendships and can lead to serious consequences

Posting offensive or harmful content hurts others
Rude or disrespectful posts can damage someone’s reputation and create a negative online environment. They can also lead to arguments, conflict, or disciplinary action.



Christians should be able to have sex before they are married

- 1. The importance of genuine commitment**
Some Christians say that what matters most is a loving, committed relationship, not just a legal marriage certificate. They believe God cares more about the quality of the relationship than its official status.
- 2. Focus on honesty and mutual respect**
Many Christians emphasise values like trust, respect and kindness. If a relationship is healthy, caring and responsible, some believe it can still honour Christian principles.
- 3. Understanding cultural change**
Some Christians feel biblical teachings should be understood in their historical context. They believe the world has changed, and relationship expectations may look different today while still respecting Christian values such as love, faithfulness and responsibility

Christians should not be able to have sex before marriage

- 1. Sex is a sign of total commitment**
The Church teaches that sex is meant to express a lifelong, faithful love. Marriage is the moment when two people make a public, permanent promise to love each other completely. Because of this, the Church says sex belongs within that committed promise.
- 2. Sex should be open to creating new life**
Catholic teaching says that sex has two purposes: unity (bringing a couple closer together) procreation (the possibility of creating life) Marriage is seen as the safest and most loving place to raise any children who may result.
- 3. Protecting the dignity of both people**
The Church believes that saving sex for marriage helps ensure relationships are based on respect, care and commitment, not pressure or temporary feelings. Marriage provides a stable foundation where both people are valued equally.

SPANISH - Mi Instituto Y9 SB1 – ¿Puedes describir tu instituto?

Mi instituto se llama...
My school is called...



está situado en Ashton.
it is situated in Ashton

en el noroeste de Inglaterra
in the north-west of England

en el sureste de España
in the south-east of Spain

Es un instituto...
It is a ... school

con...
with...

En mi instituto hay...
in my school there is...

Mi instituto tiene...
My school has...

Tenemos ...
We have...

Mi escuela primaria tenía...
My primary school had...

grande
big

católico
Catholic

pequeño
small

público
public

mixto
mixed

moderno
modern

privado
private

bien equipado
well-equipped

antiguo
old

mixto
mixed

un comedor
a canteen/dining hall

salas de informática
IT rooms

un gimnasio
a gym

muchas aulas
lots of classrooms

un patio
a yard

un salón de actos
an assembly hall

unos campos de deportes
some sports fields

una biblioteca
a library

unos laboratorios
some labs

una capilla
a chapel

SPANISH - Mi Instituto Y9 SB2 – ¿Qué piensas de tus asignaturas?

Estudio / tengo

I study/I have

Me gusta/gustan mucho

I really like

Prefiero

I prefer

Me encanta/encantan

I love

No me gusta/gustan

I don't like

Odio

I hate

No soporto

I can't stand

(diez) asignaturas

10 subjects

el inglés

English

el español

Spanish

el francés

French

el dibujo/el arte

Art

el teatro

Theatre

el deporte

PE

la religión

RE

la historia

History

la informática

Computing

la educación física

PE

la geografía

Geography

la tecnología

Technology

la música

Music

las ciencias

Science

las matemáticas

Maths

los idiomas

Languages

y en mi opinión es/son...
and in my opinion it is/they are

porque es/son...
because it is /they are

ya que es/son...
because it is /they are

interesante(s)
interesting

agradable(s)
pleasant

útil(es)
useful

fácil(es)
easy

aburrido/a(s)
boring

desagradable(s)
unpleasant

inútil(es)
useless

difícil(es)
difficult

y
and

también
also

pero
but

sin embargo
however

se me da(n) bien

I am good at it

saco buenas notas

I get good grades

las clases son interesantes

The lessons are interesting

tengo muchos amigos en clase

I have lots of friends in class

el / la profe es...

the teacher is...

simpático/a

nice

divertido/a

funny

paciente

patient

comprensivo/a

understanding

se me da(n) mal

I am bad at it

saco malas notas

I get bad grades

las clases son aburridas

the lessons are boring

no tengo amigos en clase

I don't have friends in class

tengo demasiados deberes

I have too much homework

el / la profe es...

the teacher is...

estricto/a

strict

aburrido/a

boring

impaciente

impatient

SPANISH - Mi Instituto Y9 SB3 – ¿Qué llevas para ir al instituto?

Para ir al instituto
To go to school

Como uniforme
As uniform

llevo
I wear

llevamos
we wear

hay que llevar
you have to wear

me gustaría llevar
I would like to wear

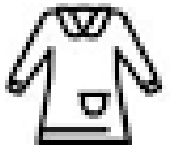
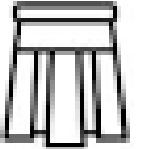
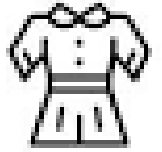
un jersey
a jumper
un pantalón
a pair of trousers
un polo
a polo shirt
un abrigo
a coat
un pantalón corto
a pair of shorts
un vestido
a dress
una camiseta
a t-shirt
una camisa
a shirt
una corbata
a tie
una chaqueta
a jacket/blazer
una falda
a skirt
una sudadera
a hoodie
unos vaqueros
some jeans
unos zapatos
some shoes
unos calcetines
some socks
unas zapatillas de deporte
some trainers

rojo/a(s)
red
amarillo/a(s)
yellow
negro/a(s)
black
blanco/a(s)
white

rosa(s)
pink
naranja(s)
orange
violeta(s)
purple
verde(s)
green

azul(es)
blue
gris(es)
grey

marrón/marrones
brown



SPANISH - Mi Instituto Y9 SB4 – ¿Qué hiciste recientemente?

Recientemente

Recently

Ayer

Yesterday

La semana pasada

Last week

trabajé con mis amigos

I worked with my friends

trabajé en el ordenador

I worked on the computer

hablé con mis amigos

I talked with my Friends

escuché a mi profe

I listened to my teacher

comí en el comedor

I ate in the canteen

leí un libro

I read a book

escribí en mi cuaderno

I wrote in my exercise book

charlé con mis compañeros

I chatted with my classmates

jugué al fútbol

I played football

hice deporte

I did sport

hice mis deberes

I did my homework

vi una película

I watched a film

fui a la biblioteca

I went to the library

fue

it was

agradable

pleasant

emocionante

exciting

interesante

interesting

divertido

fun

relajante

relaxing

fácil

easy

útil

useful

genial

great

delicioso

delicious

desagradable

unpleasant

aburrido

boring

difícil

difficult

inútil

useless

caro

expensive



SPANISH - Mi Barrio Y9 SB5 –¿Puedes describir tu barrio?

Cuando era pequeño/a
When I was small

Hace tres años
Three years ago

Ahora
Now

En el futuro
In the future

vivía
I used to live

vivo
I live
vivimos
we live

voy a vivir
I am going to live
me gustaría vivir
I would like to live

en un barrio
in a neighborhood

en un pueblo
in a town

en un sitio
in a place

en una ciudad
in a city

en una región
in a region

en una zona
in a zone/area

en una provincia
in a province/small town

animado
lively
histórico
historic
aislado
isolated
feo
ugly
pintoresco
picturesque
turístico
tourist
industrial
industrial

animada
lively
histórica
historic
aislada
isolated
fea
ugly
pintoresca
picturesque
turística
tourist
industrial
industrial

en la costa
on the coast

en las montañas
in the mountains

en el campo
in the countryside

cerca de (Manchester)
near (Manchester)

en el norte de España
in the north of Spain

en el sur de España
in the south of Spain

en el noroeste de Inglaterra
in the north-west of England

en el sureste del país
in the south-east of the country

SPANISH - Mi Barrio Y9 SB6-¿Te gusta tu barrio?

En mi opinión

In my opinion

Pienso que

I think that

Creo que

I believe that

Diría que

I would say that

me gusta vivir aquí

I like living here

me encanta vivir aquí

I love living here

no me gusta vivir aquí

I don't like living here

odio vivir aquí

I hate living here

porque

because

ya que

because

es limpio

it is clean

es interesante

it is interesting

es divertido

it is fun

tengo muchos amigos aquí

I have lots of friends here

vivo cerca de mis amigos/mi familia

I live near my friends/my family

hay mucho que hacer

there is lots to do

hay muchas distracciones (para los adolescentes)

there are lots of things to do (for teenagers)

es sucio

it is dirty

es aburrido

it is boring

es terrible

it is terrible

no tengo muchos amigos aquí

I don't have many friends here

vivo lejos de mis amigos/mi familia

I live far away from my friends/my family

no hay nada que hacer (para los jóvenes)

there is nothing to do (for young people)

SPANISH Mi Barrio Y9 SB7 -¿Qué haces en tu barrio?

Recientemente

Recently

El fin de semana pasado

Last weekend

Hace una semana

One week ago

visité

I visited

Generalmente

Generally

Normalmente

Normally

El fin de semana

At the weekend

visito

I visit

**El fin de semana
próximo/que viene**

Next weekend

**La semana próxima/que
viene**

Next week

Mañana

Tomorrow

voy a visitar

I am going to visit

**me gustaría
visitar**

I would like to
visit

el/un estadio

the/a stadium

el/un cine

the/a cinema

el/un castillo

the/a castle

el/un museo

the/a museum

el/un monumento

the/a monument

el/un lago

the/a lake

el/un río

the/a river

el/un polideportivo

the/a sports centre

el/un centro comercial

the/a shopping centre

el/un club de jóvenes

the/a youth club

el/un restaurante

the/a restaurant

el/un ayuntamiento

the/a town hall

la/una biblioteca

the/a library

la/una piscina

the/a swimming pool

la/una pista de

hielo

the/a ice ice rink

las/unas tiendas

the/some shops



YEAR 9 - EOY EXAM KNOWLEDGE ORGANISER



Design Technology involves working with a range of **tools** and **materials** across a range of skill areas. We must consider how we can use different manufacturing process to create products from different materials.

Manufacturing process	Materials
Laser cutting	MDF, Plywood, Acrylic, Fabric, Papers and boards
Sublimation printing	MDF, Acrylic, Fabric, Papers and boards
Machining- sawing, drilling	MDF, Softwoods and hardwoods, acrylic
Soldering	Printed circuit board, electronic components
Cooking – baking, boiling, grilling	Food items

Revision check list

- I can explain key food related issue such as Balance Diet, recipe adaptations, cooking processes and food storage.
- I can explain the key feature of a range of 2D and 3D drawing techniques
- I can explain a range of materials and related manufacturing processes.
- I can use maths skills within a technology setting i.e. costings, measuring, lay planning
- I understand key technology terms such as quality control, manufacturing process, CAD/CAM
- I can explain textiles construction techniques and where they might be used, ie. seams and hems



QR Codes
Maths
Skills –
Area



Lay
planning –
minimizing
waste



DT involves **measuring** and using maths skills when shaping materials and making products. Consider how maths skills like area and rotation could be used within DT.

Key Term	Definition
Quality control	checks implemented during the manufacturing process to ensure that products meet specified quality standards
CAD/ CAM	Computer Aided Design /Computer aided Manufacture
Material property.	a characteristic of a material that affects how it behaves and is used.
Isometric drawing	a 3D representation of a design that uses a specific angle (30 degrees) to depict the three dimensions of an object
Perspective drawing	a technique used to represent three-dimensional objects using 1 or 2 vanishing points

Food and Nutrition is part of DT and it is important we understand the need for a healthy diet for our bodies. As well as practical skills, it is essential we understand about food hygiene, food storage, and the safe preparation of food.

QR Code
Food
hygiene



QR Code
Healthy
Eating



QR Code
Food
storage

