



PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education

YEAR 9 BOOK 3

ESSENTIAL KNOWLEDGE SHEETS CURRICULUM BOOK

Aim High

Be Determined

Be Kind

Be Supportive

Be Proud

NAME

MENTOR GROUP

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ESSENTIAL KNOWLEDGE BOOK**

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To make the most of your essential knowledge book, you must:

1. Bring it to school every day and have it available on your desk in every lesson.
2. Keep all your essential knowledge sheet books as they provide you with the essential knowledge for each topic and subject you learn.
3. Take pride in your book, keeping it in excellent condition.
4. Write your name on the front of the book.
5. Be aware that if you lose or damage your book it is your responsibility to replace it at a cost of £4.

What is an Essential Knowledge Book?

An effective learning tool to help you retain, revise and retrieve the essential knowledge of a topic within your subjects. The Essential Knowledge Sheet for each topic is usually no more than two sides of information that includes core facts, concepts, diagrams, vocabulary and quotations that you need to know and understand to master a topic.

Why Essential Knowledge Sheets?

They provide you, your teachers and parents/carers with an overview of a topic by having the core knowledge, diagrams, explanations and key terms in one place. They allow you to routinely refer to and 'check off' what you know and understand as you are taught a topic.

Research evidence shows that the regular retrieval of knowledge helps us to know more, remember more and do more. This then allows you to store knowledge in, and recall it from your long-term memory, freeing up space in your working memory to take in new knowledge and information. The better you know the essential knowledge of a subject, the better you will be able apply it to problems, questions, assessments, home learning, and further increase your independence within lessons and at home.

How to use your Essential Knowledge Sheets

The most powerful use of an Essential Knowledge Sheet is as a self-quizzing tool. For example:

1. **READ → COVER → WRITE → CHECK → QUIZ**

Read a chunk of information from your essential knowledge sheet (more than once is most effective), Cover it up, Write what you remember, Check to see if you have remembered the information correctly. If you haven't remembered it all correctly then re-do the process. When you are confident in your retention of the knowledge, quiz yourself (or ask a friend or family member) to see if you can apply the knowledge learned to questions, problems and practice tasks.

2. **Mind Maps**

Mind mapping is a diagram to visually represent information. It is a graphic technique you can use to translate what you know of a topic/concept into a visual picture. Use knowledge learned from your Essential Knowledge Sheet to create mind maps. Make sure to use colours and images and keep writing to a minimum. This technique embeds essential knowledge into your long-term memory.

3. **Flash Cards**

Use your Essential Knowledge Sheets to create flash cards. Write the question/key term on one side and the answer/definition on the other. Most importantly you need to quiz yourself on each question/key term until you can remember them all correctly.

4. **Revision Clock**

Start by drawing a basic clock face. Break your Essential Knowledge Sheet into 12 sub-categories. Make notes from your Essential Knowledge Sheet in each section of the revision clock. Your brain will retain more information if you include images as well as key words and definitions. Read and Revise each section for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the 12 sections on the revision clock. Repeat the process until you are confident in your learning of the essential knowledge on the revision clock.

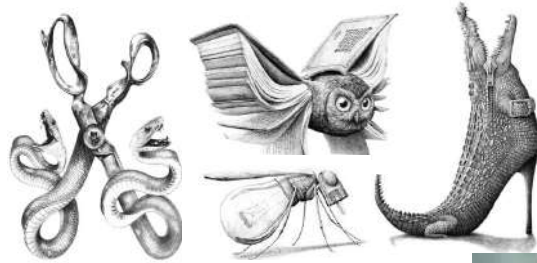
Mural Design

CLIENT DESIGN BRIEF = a written document that describes a client's requirements for the design or creative work being commissioned e.g. cost, scale, dimensions, style, colour etc.



Examples of café murals

MURAL = a painting or other work of art executed directly on a wall



METAMORPHOSIS = when something transforms into something else



YEAR 9 ESSENTIAL KNOWLEDGE SHEET

SURREALISM is an art movement that began in the early 1920s. It was characterised by fantastic or incongruous imagery and used the imaginative powers of dreams and the unconscious mind.

Salvador Dali (1904-1989)

Surrealist artist



The Face of War (1941)



Self Portrait (1952)



The Persistence of Memory (1931)

Elements of Art
LINE TONE COLOUR SHAPE TEXTURE COMPOSITION

Ceramic Sculpture



Ceramic Techniques

Slabbing
Coiling
Modelling

Elements of Art
LINE TONE COLOUR SHAPE
TEXTURE FORM



GARGOYLE = strange or frightening human or animal face or figure that sticks out from the roof of a building and often serves as a waterspout to take water clear of the building.

CLIENT DESIGN
BRIEF

CARICATURE = a humorous illustration of a person that exaggerates or distorts their identifiable characteristics to create a comic or grotesque effect.



YEAR 9 ESSENTIAL KNOWLEDGE SHEET

Peter Lenzo
(Born 1955)
Ceramicist





COMPUTING

9.3a E-Safety



Key Terms:

Deep Fake	AI generated graphical content which uses fake images and videos to portray a person revealing information or a statement which is false.
Fake News	This refers to any false information that is broadcasted or published as "news"
Digital Portfolio	An online profile which demonstrates and showcases your personal and practical skills
Computer Misuse Act	The law which criminalises the misuse of computers, such as the unauthorised access to data or the modification of information without consent.

Support:

	CEOP 	Report to School 
<p>Childline is a free number which does not show up on your phone bill. You can also do online chat via their website. Call: 0800 1111</p>	<p>Search them via Google to report any online harassment or abuse</p>	<p>Report cyber bullying to school through Teams: Teams -> PGS Intranet -> Student Intranet -> Wellbeing -> Anti Bullying -> Report Bullying</p>



COMPUTING

9.3b Digital Literacy

Key Terms:

Mortgage	Where a bank (or lender) loans you money for a property, and you pay them back with interest. You fully own the house after the loan is paid back.
Rent	Where someone else owns the property (the Landlord) and you pay them to live in their property. You will not own the house.
Salary	A set amount an employee will be paid per year, based on a set amount of hours per week.
Wage	An amount paid to an employee on an hourly or daily basis, completed over the course of a week or day.

JOHN SMITH FCIM
Address
Tel
Email
LinkedIn Profile

Gmail, Outlook, custom email addresses say that you are up-to-date with technology. Listing your LinkedIn profile link allows the reader to obtain more information.

Define your specialisms and your key features and the benefits you can bring

Ensure that you have an understandable and descriptive title at the top of your CV

Marketing Communications Manager

- National award-winning marcom professional with proven success leading corporate marketing and international communications for multimillion-pound companies across diverse industries.
- Leader of creative teams, multimedia divisions and corporate communications departments. Conceptualise, develop and execute marketing campaigns that build memorable brands.
- Expert in the technical, conceptual and content development of sales-driving collateral. Producing record-high marketing campaign response rates and executing successful product launches.

Key Skills

- Marketing Strategies & Campaigns
- Corporate Communications
- Creative Team Leadership
- Product Positioning and Branding
- Web and Print Content Development
- Focus Group and Market Research
- Development of Training Materials
- Public and Media Relations
- New Product Launch
- Vendor Management

Key Skills highlights your competencies for the role you are applying for

EDUCATION, PROFESSIONAL DEVELOPMENT AND AWARDS

INSEAD, Leadership Development Programme 2013
Open University, Certificate and Diploma in Management Studies 1994 – 1997

Member Institute of Directors, Chartered Institute of Marketing (CIM)

Award of Excellence for Outstanding Advertising (DEF Company) 2010

Providing a company description can help to define your role and make you more reliable

CAREER HISTORY & ACHIEVEMENTS

ABC Company 2012 to Present
Top 20 global pharmaceutical company with an annual turnover of \$11.00bn and net income of \$1.38bn. Global employee base 28,000 (5,000 DMEA)

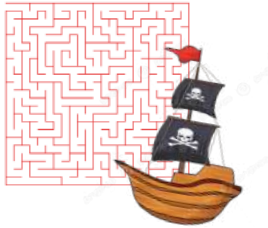
Marketing Communications Manager

Leading corporate marketing and communications functions, overseeing a \$5M budget and 25 member team. Direct brand management, PR, media relations, corporate positioning, product launches, advertising, sales collateral and trade show marketing.

- Developed and launched integrated, multi-channel print, web and direct marketing campaigns that propelled sales from \$3M (2012) to a projected \$2.9M by 2018 year-end and led market launch of 21 products. Identified opportunities, researched new product possibilities, collaborated with scientific team and created campaigns generating EROI in new annual sales



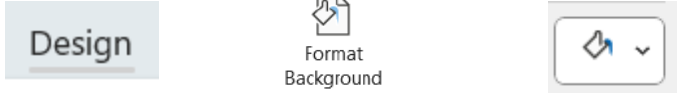
Quantified accomplishment-based statements in the experience section show your value

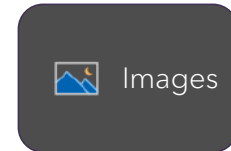
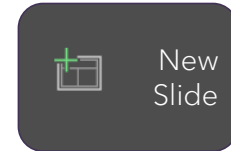
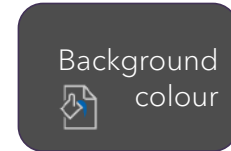
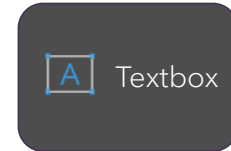
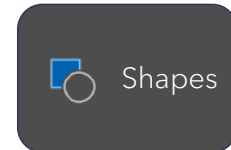
Focus more on your accomplishments than job responsibilities – these make you stand out. Keep bulleted lists and paragraphs short.



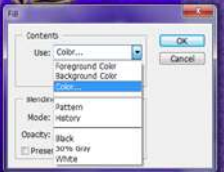

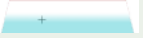

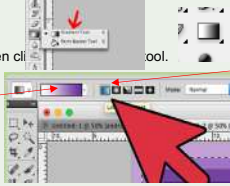


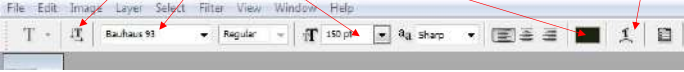



COMPUTING

9.3c Information Technology


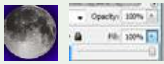


















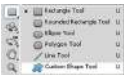



<p>Add Animation</p>	<p>Select Image → Animations tab → Select animation → Change start to 'With Previous'</p> 
<p>Remove Background</p>	<p>Select Image → Picture Format → Color → Set Transparent → Click background</p> 
<p>Change background Colour</p>	<p>Click 'Design' tab → Select 'Format Background' → Paint pot</p> 



Name	Description	How to complete (step by step). Including hint, tips and how to enhance to make it look professional.
Fill	<p>The fill tool allows you to fill a selected area, or layer with colour. Colours can be selected from a range of colours in the colour picker either using the colour picker, or uploading them into the 'foreground or background' colour selection tool.</p>	<p>1 Use the magic wand to select the area you want to fill</p>  <p>Ensure you are on the right layer.</p> <p>2 Go to edit-fill.</p>  <p>3 The fill menu will appear.</p>  <p>4 Select where you want the colour to come from (foreground- or select the colour picker). Then press okay.</p> 
Gradient	<p>The gradient tool allows you to use a fade of two or more colours in a selected area.</p>  	<p>1 Using the magic wand, select the area you want to add a gradient.</p> <p>2 Click the paint bucket then long press on the paint bucket and then click the gradient tool.</p> <p>3 At the top of your screen click here</p>  <p>4 This will bring up the gradient menu</p> <p>Here you can select from preset gradient patterns</p> <p>You can also edit the presets by using the sliders below.</p> <p>Double clicking the small boxes to the left and right of the slider will allow you to change the colour using the colour picker</p> <p>5 Once you are happy with your settings go back to your project and draw in where you want the gradient to appear</p>
Text	<p>The text tool is used to insert, type and edit text in a Photoshop document.</p> 	<p>Select the 't' tool on the left, and select where you want the text. This will automatically create a new text layer. Type your text. You can select your text by clicking and dragging over it. This allows you to alter direction, font, size and colour.</p>  <p>You can warp text here</p>  <p>When you are happy with your text it is a good idea to rasterize. Right click on the layer in the layers menu. Go to 'rasterize type' You can then do things such as distort, warp and stretch by using the transform tools.</p> 

Photoshop skills help sheet: Use all of these skills to reach your target level.

Photoshop help sheet. Use all of the aspects on this sheet creatively to make outstanding progress.





<p>Transparency</p>	<p>This allows you to make something less visible. It creates a good effect and looks like it has blended into the background.</p>	<p>In the Layers panel, select one or more layers or groups. Change the Opacity to create a transparent layer. You can just how much transparency you would like.</p>    
<p>Drop shadow</p>	<p>This creates the effect of a shadow behind the object. The angle, opacity and distance can be altered. Remember to keep it consistent if you have multiple drop shadows on other objects.</p> 	<p>Double click on the layer you want to add a drop shadow to.</p>  <p>This menu will appear here you can style your layer.</p>  <p>The blue band and the red tick must be in the drop shadow box.</p>  <p>In the styles menu you can adjust the angle, size, spread and distance of the drop shadow. The colour can also be changed. The changes happen as you make them, so you can see what affect it is having on your work.</p> 
<p>Photo manipulation</p>	<p>It is important to remove unwanted backgrounds from imported images</p>	<p>Select the area you imported your image to in the layers menu. Click the magic wand tool to highlight the area you want to delete. With the marching ants around the area you want deleted press delete. Lighting can also be changed on images imported. This can be done under the filter menu.</p>  
<p>Filter effects</p>	<p>This can give an area a nice textured feel. Use the filter gallery to preview different textures. They can be applied several times to thicken up the texture.</p>	<p>Select the area you want to filter with the magic wand. At the top of your screen you will see the filter menu Filter</p>  <p>This menu will allow you to select a filter. Click filter gallery to see the pre-sets, or follow the menu to create your own.</p>  
<p>Outer glow</p>	<p>This can create a nice and colourful effect to your project. You can change the colour, position and opacity similarly to the drop shadow. It will make aspects stand out from one and another.</p> 	<p>Double click on the layer you want to add a drop shadow to.</p>  <p>This menu will appear here you can style your layer.</p>  <p>The blue band and the tick must be in the outer glow box.</p>   
<p>Viewing window</p>	<p>A viewing window is a transparent section of the box made with clear polyethylene plastic. Here we will create a blank shape to cut out when printed.</p>	<p>Click the shape tool, or import an image that you want to use as the shape for your window</p>    

Timber

- Hardwoods**
- Come from deciduous (leaf losing) trees.
 - Generally slower growing, making them denser (harder).
 - Some trees take up to 100 years to reach full maturity, this makes them expensive to buy.
 - Colours vary.

- Softwoods**
- Coniferous (cone-bearing) trees.
 - Generally grow faster than hardwoods (reach maturity in 30 years).
 - Softer to work.
 - Cheaper than hardwoods.





Keyword	Definition	Advantages	Disadvantages	Photo
Oak	A hard, durable hardwood with an attractive grain. Commonly used for furniture and flooring.	Strong, long-lasting, attractive grain.	Expensive, heavy, can split.	
Mahogany	A reddish-brown hardwood known for its smooth finish and workability.	Easy to work with, beautiful finish.	Expensive, sourcing issues.	
Ash	A pale hardwood that's flexible and shock-resistant, used for tool handles and furniture.	Tough, good shock resistance.	Can split easily.	
Pine	A softwood that's lightweight and easy to work with, often used for interior furniture.	Light, cheap, easy to shape.	Dents easily, not durable outdoors.	

Plastic


- Thermoplastics**
- Soften when heated and can be shaped when hot. The plastic hardens when cooled, but can be reshaped if heated up again.

- Thermosetting**
- Heated and moulded into shape.
 - Can't soften if reheated

Keyword	Definition	Advantages	Disadvantages	Photo
Acrylic	A durable, lightweight thermoplastic that is strong and transparent. Used in signs, furniture, and display cases.	Can be recycled, has good environmental stability, and is available in a wide range of colours.	Scratches easily, can shatter into large pieces, and is relatively soft.	
High Impact Polystyrene (HIPS)	A tough, rigid thermoplastic with good impact strength. Used for packaging, toys, and appliance casings.	Light but strong, can be machined and painted, and is recyclable.	Limited flexibility, can become brittle over time, and is not biodegradable.	

Design & Technology Keywords


Hardwood



Wood from slow-growing deciduous trees.

- Very strong and durable
- Furniture, flooring, tool handles


Softwood



Wood from fast-growing coniferous trees.

- Lightweight, easy to work
- Construction, joinery


Manufactured board



Main made wood product bonded with resin.

- Light weight, stable, cheap
- Flat panel furniture, model boxes


MDF



Finewood fibres pressed with resin.

- Smooth surface, easy to shape
- Furniture carcasses, prototypes


Plywood



Thin wood veneers glued in layers at 90°.

- Strong, resists warping
- Shelving, construction products


Pine



Common softwood.

- Cheap and lightweight
- Furniture, interior joinery


Oak



Common hardwood.

- Hard-wearing, attractive grain
- Furniture, flooring


Beech



Hard, tough hardwood.

- Resists dents, smooth finish
- Toys, switchgear


Safety goggles



Protective eyewear.

- Prevents eye injury
- Used when cutting, sanding


Apron



Protective clothing.

- Kneecap, dusting, stain and safe
- Used in workshops


Vice



Holds work firmly on bench.

- Holds work true
- Holding work when cutting or drilling


Tenon saw



Fine-toothed hand saw for straight cuts.

- Accurate and clean
- Cutting joints in wood


Coping saw



Narrow blade saw for curves.

- Cuts 90 degree angles
- Model making, design work


G-clamp



Adjustable metal clamp.

- Straight, holds work securely
- Clamping device for gluing


Bench hook



Wooden guide for sawing.

- Holds work steady
- Cutting wood safely


Try square



Measuring and marking 90° angles.

- Accurate marking
- Woodworking joints


Steel rule



Straight metal ruler.

- Precise measurements
- Marking out lines on materials


Marking gauge



Tool with a pin for parallel lines.

- Ensures accuracy
- Making access lines


Sandpaper



Abrasive paper for smoothing.

- Cleaner smooth finish
- Finishing wood before painting


File



Metal tool with teeth for smoothing or shaping.

- Removes high edges
- Finishing metal or plastic


Drill



Power or hand tool for making holes.

- Accurate holes quickly
- Drilling screws or dowels

Countersink bit








Drill bit for widening screw holes.

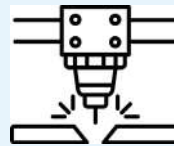
- Allows screw heads to sit flush
- Avoids gaps and flange

www.learnmix.com

Metals

Keyword	Definition	Advantages	Disadvantages	Photo
Ferrous	<ul style="list-style-type: none"> • Consist of iron, carbon and other elements. • Most are prone to rusting. • Most can be picked up with a magnet (except stainless steel – designed not to rust and some grades are non-magnetic). 			
Non-ferrous	<ul style="list-style-type: none"> • Don't contain any iron. • Aren't attracted to a magnet. • Don't rust when exposed to moisture (but they do tarnish and oxidise). 			

Keyword	Definition	Advantages	Disadvantages	Photo
Mild Steel	A strong, ductile metal commonly used in construction and car bodies.	Cheap, easy to weld.	Rusts easily, needs coating.	
Stainless Steel	A corrosion-resistant alloy used in cutlery and kitchen appliances.	Resists rust, strong, durable.	Expensive, hard to cut.	
Aluminium	A lightweight, corrosion-resistant metal often used in aircraft and cans.	Lightweight, doesn't rust.	Weak compared to steel.	
Copper	A reddish metal that conducts heat and electricity well.	Good conductor, attractive color.	Expensive, tarnishes.	
Brass	An alloy of copper and zinc, used for decorative items and instruments.	Attractive, corrosion-resistant.	Can tarnish, heavy.	














What is Laser Cutting?

Laser cutting is a way of cutting or engraving materials using a **powerful, focused beam of light** (a laser).

The laser is controlled by a **computer**, which follows a digital design to cut shapes or patterns with **very high precision**.







The laser melts, burns, or vaporises the material along the lines of the design. It's often used to cut **wood, plastic, acrylic, and metal** — depending on the machine's power.










Fabric	Advantages	Disadvantages
Plain Weave Cotton 	Breathable, Lightweight, Biodegradable, Easy to care for, Absorbent (good for dyeing)	Takes a long time to dry
Cotton Velvet 	Insulating, Soft, Luxurious sheen.	Difficult to care for, Not very durable.
Twill Weave Polyester (Synthetic) 	Strong, Durable, Drapes Well, Hydrophobic (does not absorb water) so quick drying, Easy to care for, Pleats/shapes can be set with heat-good for adding structure, Diagonal pattern on surface of fabric can be used to create patterns, Cheap to purchase as manmade.	Polyester can melt or misshape with high temperatures. Take care with aftercare.
PVC (Synthetic) 	Synthetic fibre, Plastic texture, Cheap to buy, Strong, Rigid, Lots of colours available including transparent	Difficult to work with due to rigid structure.
Cotton Terry Towelling 	Very absorbent due to the loops (takes a long time to dry), Interesting surface texture, Soft	Loops can snag. Takes a long time to dry.
Acetate Satin (Synthetic) 	Lustrous shine, Drapes well, Strong, Durable, Pleats/shapes can be set with heat-good for adding structure, Hydrophobic (does not absorb water) so quick drying.	Can snag easier than other weaves so not suitable for everyday wear.
Knitted Wool 	Insulating, Soft, Absorbent Natural elasticity, Lots of texture.	Takes a long time to dry, Heavy when wet, Expensive.
Cotton Lace 	Breathable, Absorbent, Lightweight, Easy to clean, Biodegradable, Lots of variations of intricate designs (good to add pattern and texture), Areas of pattern alongside sheer areas.	Delicate to work with. Can snag or pull easily.
Cotton Jersey knit 	Breathable, Stretchy Soft, Lightweight, Absorbent, Biodegradable, Crease Resistant	It doesn't retain its shape well when over stretched. Unravels if cut or snagged as made from one continuous yarn.
Cotton Denim (Twill weave) 	Breathable, Biodegradable, Easy to care for, Absorbent (good for dyeing), durable, diagonal twill surface adds pattern and texture.	Expensive, no stretch, heavy when wet, slow drying.
Cotton Corduroy 	Insulating, Soft, Biodegradable, Absorbent (good for dyeing), different cord thicknesses are available.	Medium durability, the pile cord can wear down with abrasion, takes a long time to dry.

Y9 Design Technology: Textiles Essential Knowledge Organiser








A component is something that is added to a garment to complete it. Below are some examples of components you may be interested in using.

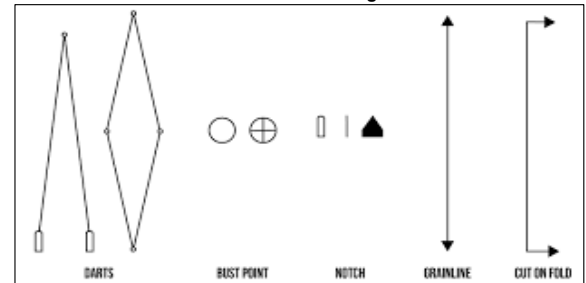
Component	Information
Zip 	Metal or plastic, invisible or open. Easy to use for all ages. Secure. When broken cannot be fixed.
Buttons 	Available in a wide variety of different materials. Functional fastening good for adjustable sizes alongside being decorative. Choking hazard for young children.
Elastic 	Highly stretch and retain shape well. Good to use in waist bands and cuffs for a comfortable fit and to retain body heat.
Velcro 	Easy to use (so good for the young and elderly or for a quick fastening) but not very strong or durable.
Drawstring 	Drawstrings can be added into casing channels and used to tighten and fasten things such as trousers and bags. An easy fastening which can be adjusted to the users requirements. Drawstrings can be purchased in many colours and fibres and can be flat or circular.
Interfacing 	This is a piece of material that is ironed or stitched onto the inside of fabrics to add strength or structure. Used a lot inside collars and waistbands to help them maintain shape.

Decorative Technique		Information
Applique 		When you stitch one fabric to another, this adds colour, texture and decoration. This can be done by hand or machine.
Hand embroidery 		A range of decorative hand stitches to create a pattern/picture. These add colour, texture and uniqueness to a project but can be time consuming.
Sublimation printing 		Adding photos, pictures or text to a fabric. Sublimation printing ensures you achieve a realistic, professional finish and it is quick to do. Synthetic fibres give a better finish as colours are more vibrant.
Decorative Embellishment 		Sewing sequins, beads and buttons to the fabric to add decoration.
Piping 		Aesthetically pleasing trim which adds a pop of colour but also strengthens the seam.
CAD/CAM Embroidery 		Machine embroidery which is programmed by you and sewn by the machine-Quick and durable with a professional finish. Used in year 9 to write letters and numbers only.
Quilting 		Two layers of fabric sandwich a layer of wadding which is stitched in diagonal squares or with a decorative pattern. This traps air which is insulating alongside adding texture and decoration.
Tie dye 		A resist dyeing method which uses elastic bands or string to form a pattern. Tie dye adds colour and originality to a product but if not done correctly can look uneven and unprofessional. Natural fibres such as cotton must be used.
Patch pocket 		Both decorative and functional! A patch pocket is a pocket sewn onto the surface of a garment and can be produced in many shapes.

Sequin	Embroidery	Key Spellings	Synthetic	Sew
Aesthetically	Applique	Waist	Fibre	Seam
Design	Specification	Aesymetric	Hydrophobic	Luxurious
Scalloped	Lycra	Functional	Hydrophillic	Lusterous
Velcro	Durable	Tulle	Thermoplastic	Drape
Pattern	Occasion	Professional	Palette	Inspiration

Construction Technique		Information
Pleats 		To add interest, texture and volume to a product. Knife, Box and Inverted are all different types of pleats you can add!
Darts 		Add shape to a garment to create the perfect fit! Single point, double point and French darts are different types of darts and positionings on garments.
Seams  		Used to stitch two pieces of a product together. Different seams can be used depending on the fabric and end use. Common seams are the plain seam which is cheap and quick to produce, the double stitched seam (sometimes called double felled) which is used on items that require strength such as jeans and coats and the French seam. Which is used on delicate fabrics
Gathers 		Adds volume and decoration to a product.

Pattern Markings







Year 9 Essential Knowledge Keywords and Definitions

Food Preparation and Nutrition

Nutrition

Macronutrient – a nutrient needed by our bodies in large amounts e.g. fat, protein and carbohydrate

Nutrient	Food example	Function in the body
Carbohydrate 	Sugar – found naturally in fruit and vegetables. Starch – potatoes, bread, rice, pasta	Energy
Protein 	Animal – meat, fish, poultry, eggs, dairy products. Plant – peas, lentils, nuts, seeds	Growth from childhood to adulthood. Repair muscles and tissue after injury or illness. Maintenance – to make enzymes for digestion.
Alternative Protein 	A form of protein other than meat e.g. Tofu or TVP, Mycoprotein (Quorn).	
Saturated fats 	Animal – meat, butter, lard, suet, dairy products.	Energy. Provide fat soluble vitamins (A and D). Forms an insulating layer. Layers of fat also protects our bones and organs.
Unsaturated fats	Animal – meat, butter, lard, suet, dairy products.	



Micronutrient

a nutrient needed by our bodies in small amounts e.g. vitamins and minerals

Nutrient	Food example	Function in the body
Vitamin A 	Yellow fruit – mango, apricots Yellow, red and green leafy vegetables – carrots, tomatoes, red peppers, spinach and kale	Helps you see in the dark. Good health and development in children. Healthy immune system.
Vitamin B group 	Cereals, meat, eggs, dark green leafy vegetables	Energy release. B9 Folic Acid prevents spina bifida in unborn babies
Vitamin C 	Citrus fruits (oranges, lemons, lime, grapefruit), blackcurrants, kiwi, strawberries, tomatoes, potatoes	Fights infection and heals wounds. Helps the body absorb iron.
Vitamin D 	Sunlight. Fortified (nutrient is added to) milk, cereals, children's bread and margarine	Helps form strong bones and teeth. Helps absorb calcium from food.
Calcium 	Milk and dairy products	Helps form strong bones and teeth.
Iron 	Red meat, nuts, dark green leafy vegetables, apricots	Healthy red blood cells and works

Year 9 Essential Knowledge Keywords and Definitions

Water and dietary fibre

Nutrient	Food example	Function in the body
Dietary Fibre 	Vegetables – peas, beans, broccoli, potato (skins). Fruit. Brown bread, rice and pasta. Lentils, beans, seeds and nuts.	Keeps the digestive system working properly removing waste. Prevents constipation, bowel and colon cancer. (Recommended to consume 30g per day)
Water 	Water (6-8 glasses a day) Milk, tea and coffee. Herbal teas. Fresh fruit	Transports nutrients in blood. Helps digestion and prevents constipation. Regulates body temperature (sweating).

Where food comes from

Keyword	Definition
Food miles	The distance a food product travels. 'From field to fork.'
Provenance	Where your food comes from e.g. grown, raised, reared or caught.
Food security	Always having access to enough safe, nutritious food for an active and healthy life.
Food poverty	A person is unable to afford or access sufficient nutritious food.
Cuisine	A style of cooking representative of a certain country or region.
Carbon footprint	Measures the impact your lifestyle has on the environment.
Buy local	Buying food from the local area to reduce food miles and support the local economy.



Gelatinisation of starch



Heat starch granules in liquid.



Starch granules absorb water and swell.

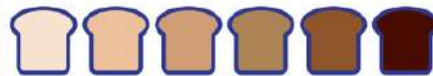


Starch granules continue to swell and eventually rupture.



The liquid thickens and gelatinizes.

Dextrinisation of starch



Golden brown colouring on starch products when heat is applied.

Protein denaturation

When food is cooked, proteins denature (chemical bonds holding their structure together break down). Proteins unravel and change shape (irreversible).
Physical agitation – whisking (Swiss roll)
Temperature – coagulation (sponge)



Year 9 Essential Knowledge Keywords and Definitions

Keyword	Definition	Diet and good health
Obesity	Being overweight.	
Coronary Heart Disease	Heart's blood supply is blocked by fatty substances. Can cause heart attacks and strokes.	
Hypertension (High blood pressure)	Caused by being overweight (obese) and eating foods too high in salt.	
Diabetes	A disorder where blood glucose levels stay too high because the pancreas either can't produce enough insulin (Type 1) or the body resists it (Type 2).	
Vegetarian	Someone who chooses not to eat meat.	
Vegan	Someone who doesn't eat any product from animals e.g. eggs, milk, cheese or honey.	
Intolerance	Unable to eat a type of food without negative effects on the body.	
Allergy	An immune system negative response to an ingredient. (There are 14 e.g. nuts, sesame, eggs etc.) Can be fatal.	
Cholesterol	A fatty substance that can clog arteries. Too much can increase the risk of cardiovascular disease.	
Empty calories	Added sugars, no nutritional benefit other than energy.	
Celiac Disease	Digestive system is sensitive to gluten and can't digest it.	
Anaemia	A condition where you have a reduced number of red blood cells (iron deficiency).	
Lactose intolerance	The body can't digest lactose (milk sugars.)	

Keyword	Definition	Food science
Aeration	Air is added to a mixture to help make it lighter e.g. cakes (Swiss roll).	
Bind	Hold dry ingredients together.	
Coagulation	When eggs turn from liquid to solid e.g. quiche, Swiss roll etc. The proteins denature	
Denaturation	Irreversible change when proteins unravel.	
Dextrinisation	When heat is applied to starch and turns golden brown.	
Gelatinisation	Starch particles swell and burst (thickening a liquid. (Cheese sauce).	
Shortening	Rubbing fat into flour to give it a crumbly texture. (Pastry)	
Gluten	Protein found in wheat flour.	
Amino acids	Building blocks that make up protein.	
Raising agent	Used to make cake and dough mixtures rise.	
Yeast	Raising agent in bread making.	
Shelf life	The length of time a food can last without spoiling or losing its quality.	

DRAMA

Key Terminology

<u>Devising Theatre</u>	
<u>Vocabulary</u>	<u>Definition</u>
Placards	Using signs to represent a character's emotions, showing their thoughts, symbolising a different prop/location, giving the audience information, or telling the audience to participate in some way.
Breaking the 4th Wall	Speaking directly to the audience during a performance.
V-Effekt	(Short for 'Verfremdungseffekt') This is a technique where the audience are reminded that they are watching a play. This is so that the audience focus on the message of the play, rather than the story/characters.
Parody	This is an exaggerated imitation of a song, person or genre. It is a funny way of ridiculing a situation.
Socio-Political Message	An important message that discusses issues that affect a lot of people.
Multi-Use Props	Using a prop to represent multiple other props.
Multi-Roleplay	One actor performing more than one character.

<u>DNA</u>	
<u>Vocabulary</u>	<u>Definition</u>
Characterisation	How the actors develop and build a representation of character using vocal, physical, interactive and thinking skills
Gender	How society defines non-binary, male and female as biological, social and cultural identities
Peer Pressure	How individuals and groups affect the behaviour of others. Can be socially helpful or unhelpful.
Subtext	The hidden meaning implied by characters in how they speak, what is not said, and context.
Microaggression	A sometimes subtle and normalised way of discriminating against an individual or group
Social Issues	Problems and area of life that can be problematic, controversial; and interesting, for example, inequality or child poverty
Motivations	Exploration of why a character behaves and thinks in the way they do
Characterisation	How the actors develop and build a representation of character using vocal, physical, interactive and thinking skills
Gender	How society defines non-binary, male and female as biological, social and cultural identities



<u>Voice</u>		
<u>Vocabulary</u>	<u>Definition</u>	
PPPVT	Pace	<i>How quickly or slowly you speak</i>
	Pitch	<i>How high or low your voice is</i>
	Pause	<i>Stopping for dramatic effect</i>
	Tone	<i>The emotion you are showing in your voice</i>
	Volume	<i>How loud or quiet your voice is</i>
Projection	<i>Making sure your voice is loud enough to be heard without shouting</i>	
Accent	<i>A way of pronouncing words which shows where your character is from</i>	
Emphasis	<i>Stressing part of a word/sentence to show how your character feels</i>	

<u>Interaction</u>	
<u>Vocabulary</u>	<u>Definition</u>
Audience Sightlines	<i>What the audience can see from their seats</i>
Corpsing	<i>Laughing unintentionally in a performance</i>
Naturalistic Acting	<i>Performing in a style that is believable - like real life</i>
Non-Naturalistic Acting	<i>Performing in a style that could be full of symbolism, exaggeration, silliness, song and dance - not like real life</i>
Proxemics	<i>Using distance between characters to show their relationship (e.g. close = friends)</i>

<u>Physicality</u>	
<u>Vocabulary</u>	<u>Definition</u>
Facial Expressions	<i>Using your face to show your emotions</i>
Body Language	<i>Using your body to show emotions</i>
Gestures	<i>Using your hands to communicate feelings</i>
Stance	<i>The way your character stands</i>
Gait	<i>The way your character walks</i>
Levels	<i>Using different heights onstage (it could be used to show your character's power)</i>
Body as Prop	<i>Using yours and your group members' bodies to represent an object</i>

Reading – Past & Present Poetry

Poetic Terminology & Figurative Techniques	
Alliteration	When words placed together start with the same sound.
Caesura	A pause in the middle of a line
Enjambment	When one line runs into the next
Metaphor	When you say something is something else but you know it can't be.
Simile	When you compare two things using 'as' or 'like'.
Oxymoron	When two words are placed together with opposite meanings.
Onomatopoeia	Words that sound like what they are.
Emotive language	Language used to create a particular emotion in the reader.
Figurative language	Language that creates imaginative meaning
Imagery	Language that helps you picture things
Stanza	Groups of lines in a poem
Structure	How a text is organised
Sibilance	Repetition of soft 's' sounds
Semantic field	Words linked by shared meaning

Sentence Starters:

P - The poet/speaker presents ... as an exploration of...

E - The use of [device] in 'quote' implies/shows/demonstrates...

A - The word '...' is an effective choice as it highlights/reinforces/emphasises...

The poet may have wanted to show...through their exploration of [theme]

C – At the time of writing...

Reading – Success Criteria

1. I show my understanding of the question I am answering by making a relevant point about what I have read.
2. I select relevant evidence to support the point I am making about the text.
3. I zoom in on key words to analyse the effect these have on the reader.
4. I understand the methods used by the writer and consider why these are good choices (e.g. simile, metaphor etc). Methods: identified explained analysed
5. I show my understanding of the context of the text and why this is important. E.g. what was happening at the time the text was written and what influenced the writer.
6. I have checked my work carefully before handing it in.

Speaking & Listening Writing a Speech

Key Vocabulary

1. Transformative
2. Unprecedented
3. Revolutionary
4. Innovative
5. Pioneering
6. Groundbreaking
7. Visionary
8. Dynamic
9. Empowering
10. Compelling
11. Catalyst
12. Trailblazing
13. Game-changing
14. Influential
15. Strategic
16. Proactive
17. Inspirational
18. Monumental
19. Transformational
20. Persuasive

Success Criteria for Transactional Writing

- ✓ Capital letters and full stops used accurately
- ✓ A range of sentence openers
- ✓ A range of sentence structures
- ✓ A range of sentence lengths
- ✓ A range of punctuation accurately
- ✓ Paragraphs used accurately and effectively
- ✓ Interesting and ambitious vocabulary (adjectives, verbs, adverbs)
- ✓ Uses A POSH CRAPI FOREST
- ✓ A range of points to support your point of view
- ✓ A clear viewpoint throughout
- ✓ Clear and concise introduction and conclusion
- ✓ Appropriate tone and style for the task
- ✓ Developed points and ideas

A POSH CRAPI FOREST:

Anecdote - A short, real-life example to back up your point

Punctuation

Other Viewpoints - What is the opposite viewpoint and why are they wrong?
Sentence Starters

Hyperbole – over-exaggeration. Make everything sound bigger, better, worse than it is

Connectives

Rhetorical question – A question that doesn't expect an answer

Alliteration – repetition of a letter

Personal Pronouns

Imperative Verbs – command words

Facts & Statistics - numbers/percentages to support your argument

Opinions – what a person believes

Repetition - Repeat a key phrase or idea

Emotive language - Powerful language to make the reader feel a particular emotion

Superlatives

Triplets - List 3 things

Crafting Sentences:

Some people...; others.... – *Some people believe...; others...*

The more..., the more..., the more...– *The more positive representation we see of ... on TV, the more we can challenge..., the more likely we are to...*

Imagine...Imagine...Imagine...Would you....? – *Imagine a world that is burning. Imagine thousands of species facing extinction. Imagine widespread famines and mass displacement of people. Would this be the world you want for future generations?*

You probably think....; an eco-friendlier...– *You probably think travelling car is a necessity; However, with excellent public transport links, we can all opt for an eco-friendlier way of moving from place to place.*

List 3 verbs – *Suffragettes had to fight, starve, die to highlight the inequalities faced by women every single day.*

Build an idea over 3 sentences using repetition – *I have a plan. I have a plan to change the world. A plan to make things better.*

WAGOLL

Fellow students,

Today, I stand before you to discuss a pressing issue that affects us all: the increasing frequency of environmental disasters. Floods, earthquakes, hurricanes, and landslides are becoming more common, and their impact on our world and its people is devastating. It is time for us, the younger generation, to take responsibility and protect our environment.

Firstly, let us consider the consequences of our actions. Every piece of plastic we throw away, every tree we cut down, and every drop of water we waste contributes to the degradation of our planet. We must ask ourselves: do we want to live in a world where natural disasters are the norm? A world where our future is uncertain because of the damage we have caused?

We have the power to make a difference! By making small changes in our daily lives, we can collectively have a significant impact. For example, reducing our use of single-use plastics, conserving water, and planting trees are simple yet effective ways to protect our environment. Imagine the positive change we could achieve if each one of us committed to these actions.


Moreover, we must raise awareness about the importance of environmental protection. Educating our peers, families, and communities about the consequences of environmental neglect is crucial. We can use social media platforms, school projects, and community events to spread the message and inspire others to join our cause.

In conclusion, the responsibility to protect our environment lies with us. We cannot afford to be passive bystanders while our planet suffers. Let us take action now, for the sake of our future and the generations to come. Together, we can create a sustainable and resilient world.

Thank you.

Y9 French Term 3

French Phonics

French	Pronunciation
ou	oo
oi	wa
en-in-on-un	Nasal sounds the "n" is silent
o-au-eau	o
eu	errr
é er-et-ez at the end of a word	it
è-ê-ai	bet
h	is silent
u	
gn	nya
ch	sh
ill	y
qu	k
ç	s
tion-sion-ssion	see on

KS3 Tier 3 Vocabulary: Year 9

Key word	Definition
Annotate	Label a text with key words/meanings
Intonation	Voice going up and down based on emphasis or stress – caused by accents
Exception	Something that doesn't follow the (grammar) rules
Tense	When an action is happening – <i>past, present or future</i>
WOW Phrase	A high level GCSE phrase to include in your work that increases your quality of language

Les jours de la semaine (The days of the week)	
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

Les mois de l'année (The months of the year)	
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December



Les nombres 0-31 (Numbers 0-31)							
0	zéro	8	huit	16	seize	24	vingt-quatre
1	un	9	neuf	17	dix-sept	25	vingt-cinq
2	deux	10	dix	18	dix-huit	26	vingt-six
3	trois	11	onze	19	dix-neuf	27	vingt-sept
4	quatre	12	douze	20	vingt	28	vingt-huit
5	cinq	13	treize	21	vingt et un	29	vingt-neuf
6	six	14	quatorze	22	vingt-deux	30	trente
7	sept	15	quinze	23	vingt-trois	31	trente et un

La bande-annonce (the trailer)

Un drame Un film d'horreur Une comédie Un film de science-fiction	A drama A horror film A comedy A science fiction film
--	--

Un film historique Un film de guerre Un film d'action Un film romantique/d'amour	A historical film A war film An action film A romantic/love film
---	---

il a les cheveux... roux/bruns/noirs/blonds/gris	He has... ginger/brown/black/blonde/grey hair
---	--

il est... grand/petit	He is... tall/short
------------------------------	------------------------

il n'a pas de cheveux/il est chauve	He doesn't have any hair/he is bald
--	-------------------------------------

il porte... des lunettes une cravate un short un costume un pull des bretelles un nœud-papillon	He wears... glasses a tie shorts a suit a jumper braces a bow-tie
--	--

Les personnages (the characters)

l'homme le garçon le directeur	the man the boy the headteacher
---	---------------------------------------

le professeur (prof) l'élève le gardien	the teacher the pupil the caretaker
--	---

il est.../il n'est pas...	he is.../he isn't...
sympa gentil timide sévère intelligent méchant	nice kind shy strict intelligent mean/naughty



Les matières (school subjects)

le français le théâtre le dessin la musique la technologie la géographie (géo) l'informatique (f)	French drama art/drawing music technology geography computing
--	---

l'histoire (f) l'EPS (f) l'anglais (m) l'espagnol (m) l'éducation civique (f) les sciences les mathématiques (maths)	history PE English Spanish citizenship science maths
---	--

ma matière préférée, c'est...	my favourite subject is...
intéressant facile créatif nul	interesting easy creative rubbish

amusant génial utile ennuyeux/barbant difficile	fun great useful boring difficult
--	---

L'école (school)

le collège le bâtiment les cours	secondary school the building the lessons
--	---



L'uniforme scolaire (school uniform)

porter je porte... on porte...	to wear I wear... we wear...
une cravate/une chemise/ une jupe/un pantalon/ un blazer/ des chaussures (f)/ des chaussettes (f)/ des collants (m)	a tie/a shirt/ a skirt/trousers/ a blazer/ shoes/ socks/ tights

noir(s)/noire(s) blanc(s)/blanche(s)	black white
c'est.../ce n'est pas...	it's.../it's not...
confortable inconfortable élégant pratique à la mode/chic	comfortable uncomfortable smart practical fashionable

Le règlement (school rules)

il faut.../il ne faut pas...	you must.../you must not...
dormir être impoli fumer se bagarrer crier en classe lancer des avions en papier tendre un piège à quelqu'un manger dans la classe	sleep be rude smoke fight/scrap/argue shout out in class throw paper planes set a trap for someone eat in class
si on... on risque de...	if you... you risk...

Les mots essentiels (high frequency words)	
assez très un peu trop mais aussi et pourtant parce que/car à mon avis je pense (que) je crois (que) c'est ce n'est pas	quite very a bit too but also and however because in my opinion I think (that) I believe (that) it is it isn't

Qu'est-ce qui s'est passé? (what happened?)

je suis arrivé j'ai parlé j'ai travaillé j'ai crié j'ai sélectionné j'ai dessiné j'ai sonné j'ai rencontré	I arrived I spoke I worked I shouted I chose/selected I drew I rang I met
---	--



Action – Réaction!

avoir (to have)	
j'ai tu as il/elle/on a	nous avons vous avez ils/elles ont

aller (to go)	
je vais tu vas il/elle/on va	nous allons vous allez ils/elles vont



Les fêtes et les coutumes



WOW phrases!

Can you add any of the following to your work?

Je dirais que... = I would say that...

J'ai toujours voulu voir... = I've always wanted to see

High frequency words/phrases:

et	and	très	very
aussi	also	assez	quite
mais	but	un peu	a bit
ou	or	vraiment	really
parce que	because	le matin	in the morning
car	because	l'après-midi	in the afternoon
cependant	however	le soir	in the evening
avec	with		
quelquefois	sometimes	oui	yes
tous les jours	every day	non	no

Changing verbs in the past tense from "I..." to "he/she...":

verbs that use 'avoir'

j'ai dansé → il/elle a dansé
(I danced) (he/she danced)

verbs that use 'être'

je suis allé(e) → il/elle est allé(e)
(I went) (he/she went)

5.1 Que penses-tu des fêtes françaises?

SB5.1 Que penses-tu des fêtes françaises? (What do you think about French festivals?)			
<p>À mon avis (In my opinion)</p> <p>Je pense que (I think that)</p> <p>Je crois que (I believe that)</p> <p>Selon moi (From my point of view)</p>	Mardi Gras	est la meilleure fête (is the best festival)	<p>car c'est (because it is)</p> <p>animé / divertissant (lively) (entertaining)</p> <p>passionnant / incroyable (exciting) (incredible)</p> <p>une tradition importante (an important tradition)</p>
	la fête de la musique		<p>parce qu'on peut (because you can)</p> <p>voir les défilés/les feux d'artifice (watch the parades/fireworks)</p> <p>passer du temps en famille (spend time with family)</p> <p>danser dans les rues (dance in the streets)</p> <p>écouter de la musique traditionnelle (listen to traditional music)</p> <p>manger de la nourriture délicieuse (enjoy the delicious food)</p>
	Pâques		<p>cependant c'est (however it is)</p> <p>bruyant (noisy)</p> <p>dangereux (dangerous)</p> <p>cher (expensive)</p> <p>claustrophobe (claustrophobic)</p>
	la Fête Nationale		
	le tour de France		

5.2 Comment on célèbre la Fête de la Musique en France?

SB5.2 Comment on célèbre la Fête de la Musique en France? (How is the Music Festival celebrated in France?)			
La fête de la musique (The music festival)	a lieu chaque année (takes place every year)	le vingt-et-un juin (on the 21st of June)	et c'est un événement gratuit. (and it's a free event)
Ce que j'aime de cette fête (What I like about this festival)	c'est que (is that)	les gens (people)	<p>vont (go)</p> <p>dans les rues (into the streets)</p> <p>aux places publiques (to the town squares)</p>
		les enfants (children)	<p>jouent (play)</p> <p>du rock/du jazz/de la musique classique (rock /jazz / classical music)</p> <p>des instruments (instruments)</p>
Ce que je trouve intéressant (What I find interesting)		les familles (families)	<p>chantent et dansent (sing and dance)</p> <p>ensemble dans une ambiance joyeuse (together in a joyful atmosphere)</p>
		les musiciens (musicians)	<p>regardent (watch)</p> <p>les concerts / les spectacles (the concerts / the shows)</p> <p>mangent (eat)</p> <p>de la nourriture vendue dans les rues (street food)</p> <p>des crêpes / des hamburgers (pancakes) (burgers)</p> <p>des concerts gratuits (free concerts)</p>
		écoutent (listen to)	

5.3 Comment as-tu fêté Noël?

5B5.3 Comment as-tu fêté Noël/la Saint-Sylvestre l'année dernière? <i>(How did you celebrate Christmas/New Year's Eve last year?)</i>			
L'année dernière <i>(Last year)</i>	j'ai passé du temps avec ma famille <i>(I spent time with my family)</i>		chouette/génial <i>(great)</i>
	j'ai mangé des plats typiques comme... <i>(I ate typical foods such as...)</i>		
Il y a deux ans <i>(Two years ago)</i>	j'ai dansé et j'ai chanté <i>(I danced and I sang)</i>		et c'était <i>(and it was)</i>
	je me suis levé(e) tôt <i>(I got up early)</i>		
Quand j'avais...ans <i>(When I was...years old)</i>	je me suis couché(e) tard <i>(I went to bed late)</i>		cool <i>(cool)</i>
	j'ai ouvert mes cadeaux <i>(I opened my presents)</i>		sympa <i>(nice)</i>
	j'ai vu un concert à la télé <i>(I watched a concert on tv)</i>		incroyable <i>(amazing)</i>
	je suis sorti(e) et j'ai vu <i>(I went out and I saw)</i>	le défilé <i>(the parade)</i> les feux d'artifice <i>(the fireworks)</i> beaucoup de gens <i>(lots of people)</i>	
je suis allé(e) <i>(I went)</i>	à l'église <i>(to church)</i> à la mosquée <i>(to the mosque)</i> chez mes grands-parents <i>(I went to my grandparents' house)</i>	je me suis bien amusé(e) <i>(I enjoyed myself)</i>	

5.4 À quel festival aimerais-tu aller?

5B5.4 À quel festival aimerais-tu aller? <i>(Which festival would you like to go to?)</i>			
Si je pouvais <i>(If I could)</i>	je voudrais aller <i>(I would like to go)</i>	à Paris pour la Fête Nationale	Je regarderais <i>(I would watch)</i> les feux d'artifice <i>(the fireworks)</i> les défilés <i>(the parades)</i>
		à la Fête de la Musique	Je mangerais <i>(I would eat)</i> des plats typiques <i>(typical dishes)</i> des crêpes <i>(pancakes)</i>
Si j'avais l'occasion <i>(If I had the opportunity)</i>	j'irais <i>(I would go)</i>	au Tour de France	Je verrais <i>(I would see/watch)</i> les spectacles <i>(the shows)</i> les concerts <i>(the concerts)</i>
		en France à Pâques	J'écouterais <i>(I would listen to)</i> de la musique <i>(music)</i> des chansons <i>(songs)</i>
Si c'était possible <i>(If it were possible)</i>		en France pour Mardi Gras	Je porterais <i>(I would wear)</i> un costume / une robe <i>(a suit / a dress)</i> Il y aurait <i>(There would be)</i> beaucoup de gens <i>(lots of people)</i> beaucoup de bruit <i>(lots of noise)</i>
			Ce serait <i>(It would be)</i> génial / incroyable <i>(great / incredible)</i> bruyant / intéressant <i>(noisy / interesting)</i>
J'ai toujours rêvé d'aller <i>(I've always dreamed of going)</i>			

Y9 Changing World-

Type of occupation [jobs]	Definition	Examples of the occupation [job]
Primary	Extracting raw materials from land or sea	Miner, farmer, fisher
Secondary	Manufacturing and using the raw materials to make something	Machinist, joiner, chef
Tertiary	Providing a service	Teacher, doctor, police
Quaternary	IT, research and development	Lab technician, COVID-19 vaccine creator
Key Terms:		
Development:	The progress of a country in terms of economic growth, the use of technology and human welfare.	
The Demographic Transition Model [DTM]	The DTM is based on historical population trends of birth and death rates and changes to total population.	
Natural increase	When the birth rate is greater than the death rate	
Population Pyramids	These show the structure of a population by comparing numbers of people in different age groups and sexes.	
Trans-national Corporations [TNC]	A company that operates across multiple countries	

An Example of Secondary occupation & industry: **Apple**

Apple employs over 300,000 people directly. Many more millions of jobs are created indirectly – there are 4.8 million in China alone. However, their wages vary significantly

Job type	Job	Country	Wage
Secondary	iPhone assembler	China	\$2.50 per hour / \$400 a month (regular factory workers earn \$0.80 in China)
Tertiary	Apple Specialist	UK	£9 (~\$15 per hour) or £19,000 a year
Quaternary	Apple Genius	UK	£40,000 per year
Quaternary	Software engineer	USA	\$308,000 per year (about £230,000)

Example of a primary occupation & industry: **Mining in Africa**

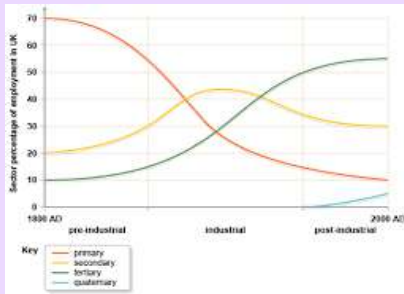
Advantages	Disadvantages
The mining industry is worth \$8.4 billion annually to Africa	Deforestation to make space for open cast mining. [19% of deforestation in Gabon is caused by mining]
Mining creates an income of \$3 billion to Botswana	This can cause endangerment & extinction of species through reducing habitat space.
Provides much needed employment for millions of Africans	Over 1 million miners survive on less than \$1 per day
There's now 4,000 miles of road in Botswana, funded in apart by the profits from mining.	Poisonous chemicals such as mercury & cyanide are used and then pollute water sources
	Child labour is used as children are small enough to fit into inaccessible areas of the mine

Child Labour:

Advantages	Disadvantages
<ul style="list-style-type: none"> Children can earn money which can be put to use to help their families. Children feel that they can make a contribution to their family. 	<ul style="list-style-type: none"> No education No protection against hazards. Poorly paid Health problems e.g. stunted growth Involvement in criminal gangs e.g. child prostitution.

Y9 Changing World-

The UK's employment sectors – Changing sectors of industry



Reasons for changing sectors of industry

Mechanisation of agriculture leads to fewer employed in the **primary** sector

Industrial revolution increases the amount of jobs in manufacturing [secondary sector]

Foreign industries began to grow during the 20th century and began to outcompete UK industry, resulting in a decline in **secondary** industry in the UK

As the population grew the demand for work increased in schools, hospitals and retail, leading to a rise in the **tertiary** sector

The **quaternary** sector has grown recently, as more research and development is taking place within scientific and technology industries

An Example of Secondary occupation & industry: Apple

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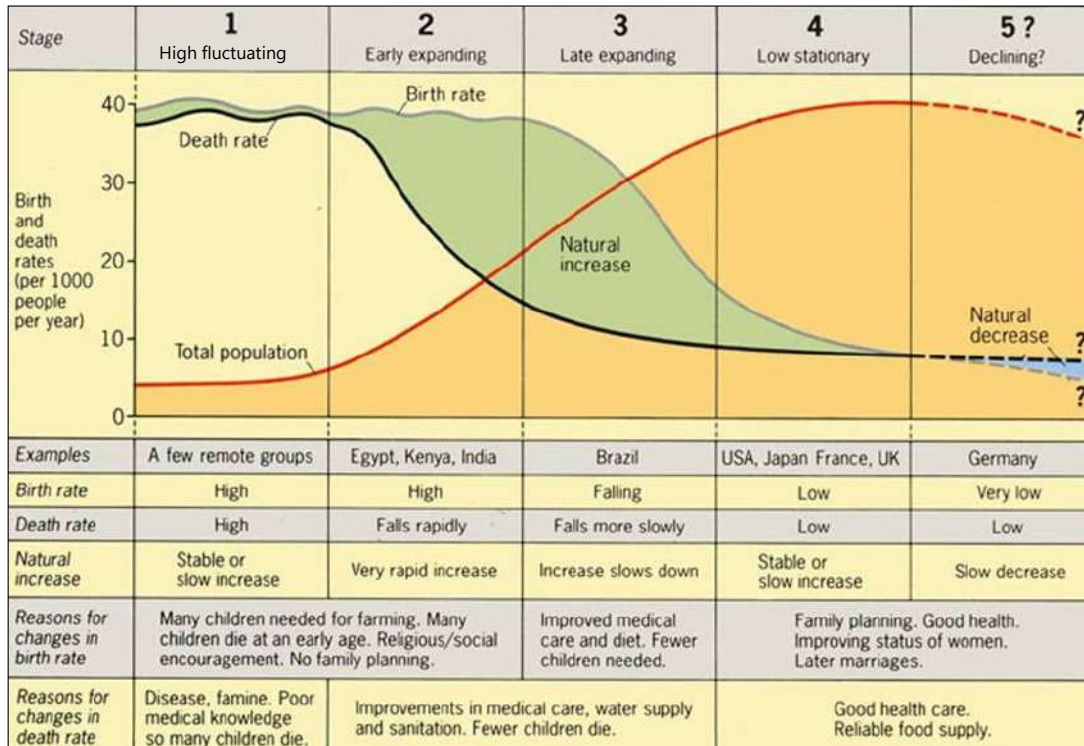
How can we distinguish a countries level of development?

Development:

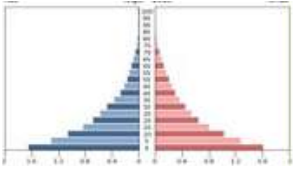
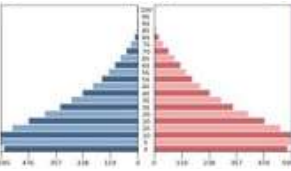
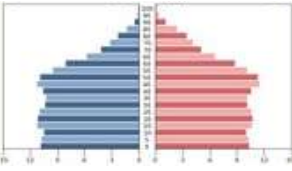
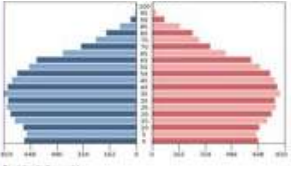
The progress of a country in terms of economic growth, the use of technology and human welfare.

Development Indicators	Definition
Gross National Income [GNI] per head	The total value of goods and services produced by a country, plus all money earned from and paid to other countries. Expressed by head [per capita] of the population.
Birth Rate	The number of live births per thousand of population per year
Death Rate	The number of deaths per thousand of population per year
Infant Mortality Rate	The average number of deaths of children under 1 year of age per 1000 live births.

The Demographic Transition Model



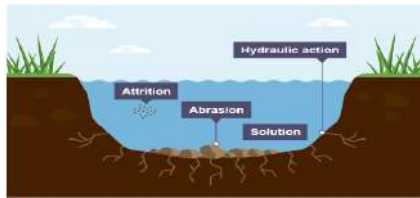
Stages of the Demographical Transition Model, Population Pyramids and Characteristics

	Stage 1	Stage 2	Stage 3	Stage 4
Shape of the population pyramid:				
LIC/NEE/HIC	Few examples	Low-income countries [LIC]	Newly Emerging Economies [NEE]	High income countries [HIC]
Shape	Concave sides	Straight sides	Convex sides	Convex sides
Birth Rate	High birth rate	High birth rate	Declining birth rate	Very low birth rate
Death Rate	High death rate	Falling death rate	Low death rate	Low death rate
Life expectancy	Short	Slightly longer	Long	Longer
Causes of the shape	Rapid fall in each upward age group due to high death rate	Fall in death rate so more people living into middle ages	An increasing proportion of the population is in the 65+ age group	Higher dependency ratio [lots of the population in the higher age groups]
Examples	Amazonian Tribes	Democratic Republic of Congo	China	France

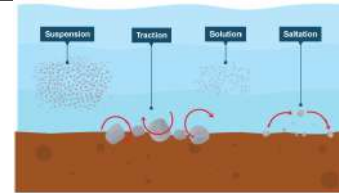
-----> Economic development increases ----->

Coastal Landscapes in the UK

Types of Erosion	
The break down and transport of rocks – smooth, round and sorted.	
Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart or scraped against the banks and bed of a river.
Hydraulic Action	Water enters cracks in the cliff, or river bank, air compresses, causing the crack to expand.






Types of Transportation	
A natural process by which eroded material is carried/transported.	
Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.



What is Deposition?

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition. Heaviest material is deposited first.


Types of Weathering	
Weathering is the breakdown of rocks where they are.	
Biological	Breakdown of rock by plants and animals e.g. roots pushing rocks apart.
Mechanical	Breakdown of rock without changing its chemical composition e.g. freeze thaw

Mechanical Weathering Example: Freeze-thaw weathering				
Stage One	Water seeps into cracks and fractures in the rock.		Stage Two	When the water freezes, it expands about 9%. This wedges apart the rock.
			Stage Three	With repeated freeze-thaw cycles, the rock breaks off.
				

Coastal Landscapes in the UK

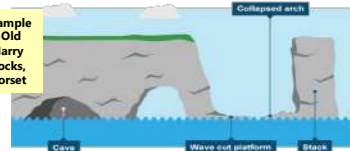
Coastal Defences		
Hard Engineering Defences		
Groynes	Wood barriers prevent longshore drift, so the beach can build up.	<ul style="list-style-type: none"> ✓ Beach still accessible. ✗ No deposition further down coast = erodes faster.
Sea Walls	Concrete walls break up the energy of the wave . Has a lip to stop waves going over.	<ul style="list-style-type: none"> ✓ Long life span ✓ Protects from flooding ✗ Curved shape encourages erosion of beach deposits.
Gabions or Rip Rap	Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.	<ul style="list-style-type: none"> ✓ Cheap ✓ Local material can be used to look less strange. ✗ Will need replacing.
Soft Engineering Defences		
Beach Nourishment	Beaches built up with sand, so waves have to travel further before eroding cliffs.	<ul style="list-style-type: none"> ✓ Cheap ✓ Beach for tourists. ✗ Storms = need replacing. ✗ Offshore dredging damages seabed.
Managed Retreat	Low value areas of the coast are left to flood & erode.	<ul style="list-style-type: none"> ✓ Reduce flood risk ✓ Creates wildlife habitats. ✗ Compensation for land.

Formation of Bays and Headlands




- 1 Waves attack the coastline.
- 2 Softer rock is eroded by the sea quicker forming a bay, calm area causes deposition.
- 3 More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion.

Formation of Coastal Stack



- 1 Hydraulic action widens cracks in the cliff face over time.
- 2 Abrasion forms a wave cut notch between high tide and low tide.
- 3 Further abrasion widens the wave cut notch to form a cave.
- 4 Caves from both sides of the headland break through to form an arch.
- 5 Weather above/erosion below –arch collapses leaving stack.
- 6 Further weathering and erosion eaves a stump.

Formation of Coastal Spits - Deposition



Example: Spurn Head, Holderness Coast.

- 1 Swash moves up the beach at the angle of the prevailing wind.
- 2 Backwash moves down the beach at 90° to coastline, due to gravity.
- 3 Zigzag movement [Longshore Drift] transports material along beach.
- 4 Deposition causes beach to extend, until reaching a river estuary.
- 5 Change in prevailing wind direction forms a hook.
- 6 Sheltered area behind spit encourages deposition, salt marsh forms.

River landscapes in the UK

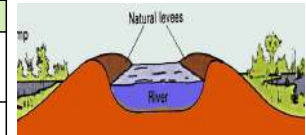
Water Cycle Key Terms

Precipitation	Moisture falling from clouds as rain, snow or hail.
Interception	Vegetation prevents water reaching the ground.
Surface Runoff	Water flowing over the surface of the land into rivers
Infiltration	Water absorbed into the soil from the ground.
Transpiration	Water lost through leaves of plants.

Formation of Floodplains and levees

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.

- ✓ Nutrient rich soil makes it ideal for farming.
- ✓ Flat land for building houses.



Physical and Human Causes of Flooding.

Physical: Prolong & heavy rainfall Long periods of rain causes soil to become saturated leading runoff.	Physical: Geology Impermeable rocks causes surface runoff to increase river discharge.
Physical: Relief Steep-sided valleys channels water to flow quickly into rivers causing greater discharge.	Human: Land Use Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff.

River Management Schemes





Soft Engineering

Afforestation – plant trees to soak up rainwater, reduces flood risk.
Demountable Flood Barriers put in place when warning raised.
Managed Flooding – naturally let areas flood, protect settlements.






Hard Engineering

Straightening Channel – increases velocity to remove flood water.
Artificial Levees – heightens river so flood water is contained.
Deepening or widening river to increase capacity for a flood.

Formation of Ox-bow Lakes

Step 1		Step 2	
	Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope.		Further hydraulic action and abrasion of outer banks, neck gets smaller.
Step 3		Step 4	
	Erosion breaks through neck, so river takes the fastest route, redirecting flow		Evaporation and deposition cuts off main channel leaving an oxbow lake.

Formation of a Waterfall

	1 River flows over alternative types of rocks.
	2 River erodes soft rock faster creating a step.
	3 Further hydraulic action and abrasion form a plunge pool beneath.
	4 Hard rock above is undercut leaving cap rock which collapses providing more material for erosion.
	5 Waterfall retreats leaving steep sided gorge.

River landscapes in the UK



Maximum extent of Ice coverage in the UK in the Last Ice Age

During the last glacial $\approx 20,000$ years ago \square , ice covered much of the UK. It advanced as far south as East Anglia in the East and the Bristol Channel in the West. The ice shaped the UK landscape through erosion, transportation and deposition.

Key Processes

Attrition \square EROSION \square	As the glacier moves downhill, rocks and pebbles become embedded in the base of the glacier, scraping and smoothing the surrounding landscape.
Plucking \square EROSION \square	Glacial meltwater freeze and sticks to rock. As the glacier moves, rock fragments are plucked from the surrounding landscape.
Freeze-Thaw \square WEATHERING \square	Meltwater freezes and expands, forcing cracks in the rock to widen and break apart.
Bulldozing \square TRANSPORTATION \square	Rock fragments and material in front of the glacier is pushed downhill by the glacier as it moves.
Moraine/Till \square DEPOSITION \square	Unsorted material that is deposited when the glacier melts and retreats.

Landforms of Erosion

Corrie

Valley glaciers often start in corries; snow collects in small hollows and becomes compacted over time, turning into ice. Rotational slip, plucking, abrasion and freeze-thaw weathering cause the hollow to enlarge into an armchair-shaped hollow in the mountainside with a lip at the bottom.

Arête

A steep-sided, knife-like ridge is created when two corries form back-to-back.

Pyramidal Peak

A pointed mountain peak formed when three or more corries form, eroding back to a meet at a central point.

Truncated Spurs

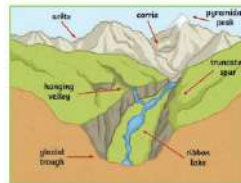
Interlocking spurs of the original river valley are sliced away as the glacier moves downhill, creating cliff-like edges.

Glacial Trough

The original V-shaped river valley is widened and deepened as the glacier moves downhill through plucking and abrasion. The valley is now U-shaped.

Ribbon Lake

Glacial processes erode areas of soft rock in the valley floor creating hollows which become lakes once the glacier has retreated.



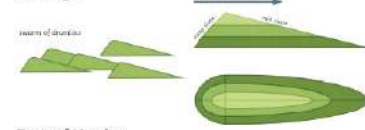
Landforms of Deposition

Erratics

Glacial deposits are unsorted (vary in size). Erratics are (often large) rocks that have been picked up by glaciers, transported and deposited in an 'erratic'/unexpected way, at a noticeable distance from their original location. In the past, people believed that these unusual deposits were proof of a biblical flood as they could not explain them.

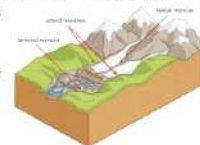
Drumlin

Drumlins were formed as transported sediment was deposited under a glacier. From above, a group of drumlins (often called a swarm of drumlins) look like a basket of large eggs because of their smooth oval shape. Each drumlin can be over 1000m long, 500m wide and 50m high.



Types of Moraine

Unsorted glacial till is deposited in the form of lateral moraine (deposited along the glacier sides), medial moraine (deposited along the middle of the glacier where lateral moraines of two glaciers meet) and terminal moraine (deposited at the snout of a glacier).



Year Nine History: Conflict—Life on the home front in World War Two

Key historical skills covered in this topic:

- Chronology—ordering historical events
- Cause and consequence—giving reasons why events happened and their effects
- Explanation—Sharing your understanding using historical knowledge
- Interpretation— understanding different views of the past and why they may differ.

Key words:

- Blitzkrieg**—the German air attacks launched on British cities after 1940
- Aryan**—the term given to Germans the Nazi party viewed as ‘pure’.
- Holocaust**—the period of time between 1941 and 1945 when Jewish people, and other minority groups, were systematically rounded up and murdered by the Nazi’s.
- Home front**—aspects of wartime which effected daily life for ordinary people at home.
- Evacuation**—the mass movement of children, pregnant women and those with disabilities out of towns and cities and to the countryside for their safety during the war.
- Rationing**—the restrictions put on food during the war to ensure that everyone had fair access to things which were in short supply

Home learning project

Kindertransport

Your task will be to investigate the role and impact of the ‘Kindertransport’ to Britain in 1938 and 1939. You will be using the experiences of the adults and children involved to create your own research project linked to this topic. You will be sent full objectives and supporting resources by your class teacher on MS Teams.

Objective: To be able to explain the experience of civilians in World War Two. This covers those living under the Nazi’s in Germany and the British home front. To use evidence to compare different experiences and interpretations of what life was like during this period.

	Key aspects of life in Nazi Germany
Men	Boys were trained from a young men to follow rules and be physically fit. This was because, in the 1930s, the Nazi’s were re -building the German military and they need soldiers. Conscription officially began in 1935. Young, unemployed men also had to spend 6 months in the National Labour Service where they built roads, hospitals and schools. Men were expected to find a wife and have children.
Women	Women’s lives changed a lot under the Nazi’s. Professional women such as teachers and lawyers lost their jobs and young women were encouraged to find a husband and have children. They were told that they should dress plainly, not wear make up and young girls education was changed. Their timetables no longer included academic subjects; these were replaced by cooking, childcare and needle work.
Children	Children were told to join youth groups run by the Nazi party. These groups taught children Nazi ideas and helped train them up for the roles they would play in the future. Boys were taught to shoot and girls to cook. Schools changed, books and curriculum which did not support Nazi ideas were removed. Jewish children were banned from schools after 1938.
Jewish people and other minorities	After 1933 Jewish people, along with other minority groups such as black people, homosexuals and gypsy communities were humiliated and persecuted. Laws were made which took away their homes and businesses. Synagogues were attacked and many were sent to labour camps, and then after 1939, concentration camps where millions were murdered.



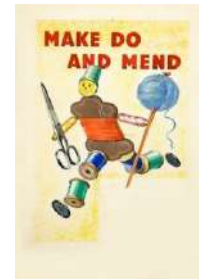
There is one assessment for this topic.

The first assessment for this topic will focus on:

- Knowledge questions retrieving key skills e.g. centuries, keywords, key events studied
- An explanation of why control of the home front in Britain was so important for victory in the war.
- A comparison of different interpretations focusing on people's reactions to the war in Britain.



	Key aspects of life on the British home front
Women	Many women were called into new roles in the war. Some joined the Women's Land Army to help keep the food supplies as high as possible by working on farms. Other women went to work in factories taking over the jobs left by men who went to fight. Many also joined the women's divisions of the army, navy and air force by helping with administration, transport and supply based work. Women with families also carried the burden of managing rations and children whilst their husbands were away.
Children	Children who lived in towns and cities were evacuated from 1st September 1939. In the first 3 days 1.5 million children were evacuated usually going with their school. Some children enjoyed this experience, finding freedom, better health and new friends in their new home. Others returned back to the cities as they missed their homes and families. Unfortunately some had negative experiences of being evacuated and felt they were badly treated by their foster parents.
Rationing	As merchant ships carrying food and other supplies to Britain were in danger of being targeted by German bombs and submarines, the British government tried to reduce the amount being brought to Britain. Instead they encouraged people to grow their own food and they limited the amounts of some items (such as sugar and butter) which could be bought each week so that supplies would last longer.
Home Guard	Men who could not join the military because of their age or physical health were encouraged to join the home guard. These were groups of men who were given jobs which would help keep their towns or villages under control during the war. They wore uniform and some had weapons—in case they were ever needed if the country was invaded. They manned anti-aircraft lights, protected local factories and some even learnt basic bomb disposal techniques.
Propaganda	Propaganda was an important way that the British government could encourage and raise the morale of the British people. They could also use propaganda to persuade people to contribute to the war effort, even if they could not go and fight. (see right for examples)



Maths Working Wall

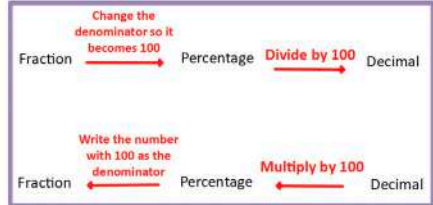
Percentages:



To find...

- 50% divide by 2
- 10% divide by 10
- 25% divide by 4
- 1% divide by 100

FDP:



Types of number:

CUBES 1 8 27 64 125

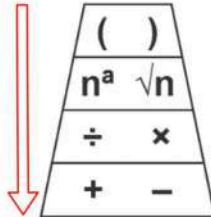
SQUARES 1 4 9 16

25 36 49 64 81 100

121 144 169 196 225

PRIME NUMBERS					
2	3	5	7	11	
13	17	19	23	29	
31	37	41	43	47	
53	59	61	67	71	
73	79	83	89	97	

Order of operations



Fraction	Percentage	Decimal
$\frac{1}{2}$	50%	0.5
$\frac{1}{4}$	25%	0.25
$\frac{1}{5}$	20%	0.20
$\frac{1}{10}$	10%	0.10
$\frac{1}{100}$	1%	0.01
$\frac{3}{4}$	75%	0.75



Maths Working Wall

Pythagoras:

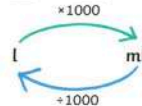
$$a^2 + b^2 = c^2$$

Trigonometry:

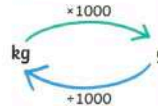
SOH|CAH|TOA

$$\sin \vartheta = \frac{O}{H} \quad \cos \vartheta = \frac{A}{H} \quad \tan \vartheta = \frac{O}{A}$$

Converting Measurements:



1000ml = 1 litre
 $\frac{1}{10}l = 0.1l = 100ml$
 $\frac{1}{4}l = 0.25l = 250ml$
 $\frac{1}{2}l = 0.5l = 500ml$
 $\frac{3}{4}l = 0.75l = 750ml$
 $\frac{1}{100}l = 0.01l = 10ml$



1000g = 1kg
 $\frac{1}{10}kg = 0.1kg = 100g$
 $\frac{1}{4}kg = 0.25kg = 250g$
 $\frac{1}{2}kg = 0.5kg = 500g$
 $\frac{3}{4}kg = 0.75kg = 750g$

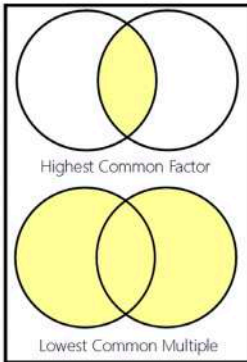
Index Laws:

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

$$a^0 = 1$$

HCF & LCM:



AND/OR rules:

and = multiply, or = add

Number	1	2	3	4	5
Probability	x	0.15	0.05	0.2	0.35

$$P(2 \text{ and } 3) = 0.15 \times 0.05 = 0.0075$$

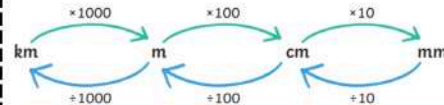
$$P(2 \text{ or } 3) = 0.15 + 0.05 = 0.2$$

Graphs:

Equation of a straight line:

$$y = mx + c$$

$$\text{gradient}(m) = \frac{\text{change in } y}{\text{change in } x} \quad \text{OR} \quad \text{gradient}(m) = \frac{y_2 - y_1}{x_2 - x_1}$$



1000 metres = 1 kilometre
 $\frac{1}{4}km = 0.25km = 250m$
 $\frac{1}{2}km = 0.5km = 500m$
 $\frac{3}{4}km = 0.75km = 750m$
 $\frac{1}{10}km = 0.1km = 100m$

Quadratic Formula:

$$ax^2 + bx + c = 0$$

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

Factors & Multiples:

Factors of 18 : 1, 2, 3, 6, 9, 18

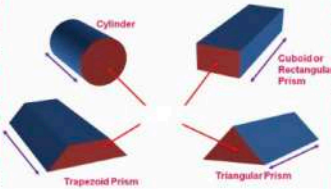
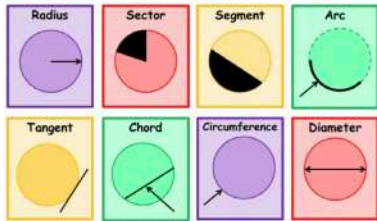
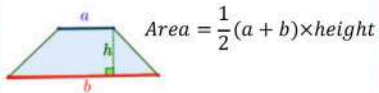
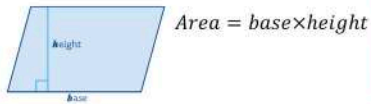
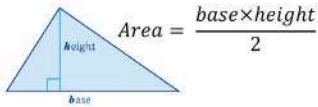
Multiples of 18 : 18, 36, 54, 72, 90, 108...

Factors are numbers that multiply to get that number

Multiples are numbers in that times table

Maths Working Wall

Shape



Volume of a prism
= area of cross-section \times height

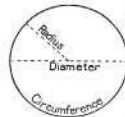
Sum of interior angles in a polygon
= (number of sides - 2) \times 180

Sum of exterior angles in a polygon
= 360 \div number of sides

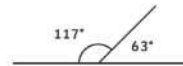
Circumference = $\pi \times D$
Area = $\pi \times r^2$

Sector Area = $\pi \times r^2 \times \frac{\text{angle}}{360}$

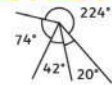
Arc length = $\pi \times D$



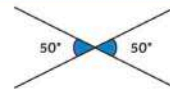
Angles



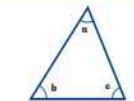
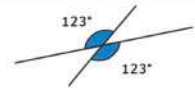
Angles on a straight line
always total 180°.



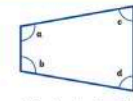
Angles around a point
always total 360°.



Opposite angles that share a vertex are equal.



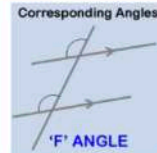
$a + b + c = 180^\circ$



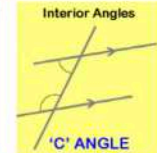
$a + b + c + d = 360^\circ$



Alternate angles
are equal

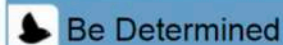


Corresponding
angles are equal



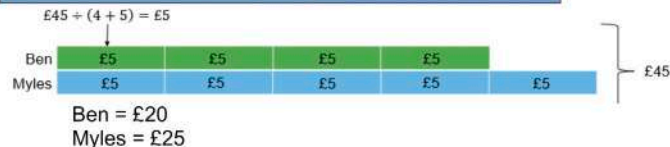
Co-interior angles
add to 180

Retrieval Core Maths Skills

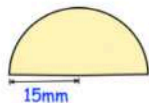


Skill 1— Share in a ratio

Ben and Myles share £45 in the ratio 4:5.
How much money do they each get?



Skill 2— Area of a circle



Full circle = $\pi \times 15^2 = 225\pi$
Semi-circle = $225\pi \div 2 = 353.4\text{mm}^2$

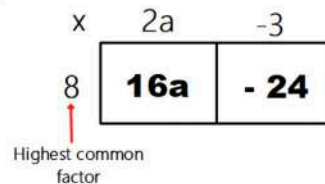
Skill 3— Gradients and intercepts

$y = mx + c$, where
 m = gradient and
 c = y-intercept

Equation	m	c
$y = 3x + 9$	3	9
$y = 6 - 4x$	6	-4
$y = \frac{3}{4}x - 8$	$\frac{3}{4}$	-8
$y = x - 7$	1	-7
$y = -\frac{2}{3}x$	$-\frac{2}{3}$	0

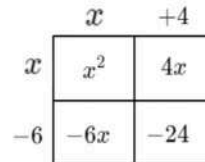
Skill 4— Factorising

Factorise $16a - 24$
 $= 8(2a - 3)$



Skill 5— Expanding double brackets

Expand $(x + 4)(x - 6)$
 $= x^2 + 4x - 6x - 24$
 $= x^2 - 2x - 24$



Retrieval Core Maths Skills



Skill 1— Solving Equations

$$\begin{array}{l|l|l}
 5h - 1 = 14 & \frac{k}{3} + 4 = 9 & \frac{j-10}{7} = 1 \\
 +1 \quad +1 & -4 \quad -4 & \times 7 \quad \times 7 \\
 5h = 15 & \frac{k}{3} = 5 & j - 10 = 7 \\
 \div 5 \quad \div 5 & \times 3 \quad \times 3 & +10 \quad +10 \\
 h = 3 & k = 15 & j = 17
 \end{array}$$

$$\begin{array}{rcl}
 5x - 6 = 3x + 12 & & \\
 -3x & -3x & \\
 2x - 6 = & 12 & \\
 +6 & +6 & \\
 2x = & 18 & \\
 \div 2 & \div 2 & \\
 x = & 9 &
 \end{array}$$

Hint: remove the variable with the smaller coefficient
e.g. we -3x from both sides here, rather than -5x

Skill 2— Speed, Distance and Time

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

Method 1

$$\text{speed} = \frac{20 \text{ miles}}{2.5 \text{ hours}}$$

$$\text{speed} = 8 \text{ mph}$$

Hint: 2 hours 30 mins is 2.5 hours (not 2.3)

Question: I travel 20 miles in 2 hours 30 minutes. What is my speed?

Method 2

$$\begin{array}{l}
 \text{distance :} \quad \text{time} \\
 20 \text{ miles :} \quad 2 \text{ hours } 30 \text{ mins}
 \end{array}$$

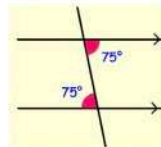
$$\begin{array}{l}
 (\div 5) \quad (\div 5) \\
 4 \text{ miles :} \quad 30 \text{ mins}
 \end{array}$$

$$\begin{array}{l}
 (\times 2) \quad (\times 2) \\
 8 \text{ miles :} \quad 60 \text{ mins}
 \end{array}$$

$$\text{speed} = 8 \text{ mph}$$

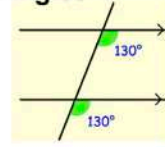
Skill 3— Angles in Parallel Lines

Alternate Angles



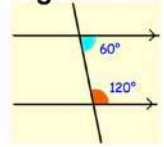
Are Equal

Corresponding Angles



Are Equal

Co-interior Angles



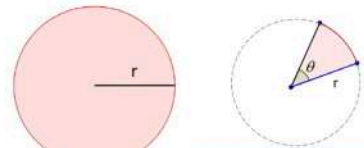
Sum to 180°

Skill 4— Factorising

Factorise	Answer
$7x + 14$	$7(x + 2)$
$45 - 27k$	$9(5 - 3k)$
$12ab + 7b$	$b(12a + 7)$
$y^2 - 9y$	$y(y - 9)$
$8t - 32t^2$	$8t(1 - 4t)$
$16gh + 28gf$	$4g(4h + 7f)$
$21w^2z - 77wx$	$7w(3wz - 11x)$

We are taking the H.C.F. of both terms to the front of the brackets

Skill 5— Area of a sector



$$\text{area of circle} = \pi r^2$$

If θ is measured in degrees then

$$\text{area of sector} = \frac{\theta}{360^\circ} \times \pi r^2$$

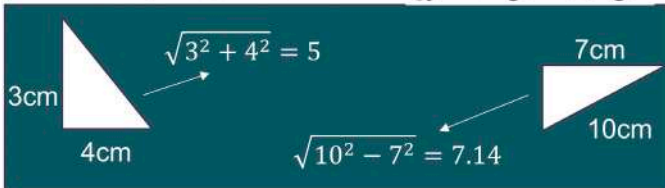
We can actually use the formula for a sector to find a full circle, but the angle θ would be 360 degrees

Retrieval Core Maths Skills



Skill 1— Pythagoras

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



Skill 2— Solving Inequalities

Find the smallest integer which satisfies $8 - 2x \leq 3x$ Write the integers which satisfy $3 < 2n \leq 12$

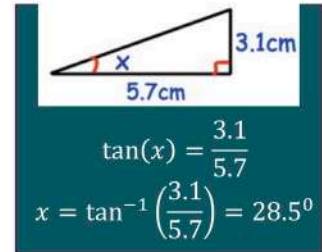
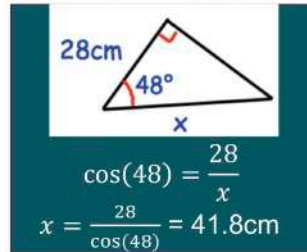
$8 \leq 5x$ $\frac{8}{5} \leq x$ So 5 is the smallest integer	$1.5 < n \leq 6$ $n = 2, 3, 4, 5, 6$
---	---

Skill 3— Solving Quadratics

Solve $6x^2 + 7x - 5 = 0$

Non-calc	Calc
$(2x - 1)(3x + 5) = 0$ $2x - 1 = 0$ or $3x + 5 = 0$ $x = \frac{1}{2}$ or $-\frac{5}{3}$	$\frac{-7 \pm \sqrt{7^2 - (4 \times 6 \times -5)}}{2 \times 6}$ $x = \frac{1}{2}$ or $-\frac{5}{3}$

Skill 4— Trigonometry



Skill 5— Probability Trees

13 of the 20 pupils in Mr Coe's class are girls.
 Two students are chosen at random.
 Work out the probability of selecting one of each gender.

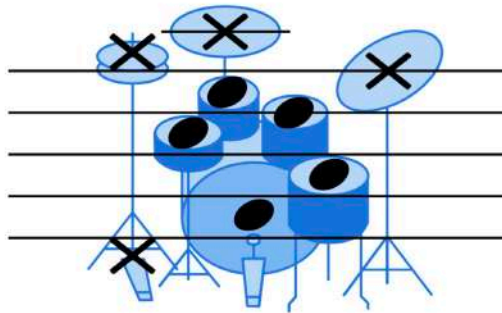
$P(\text{G then B}) = \frac{13}{20} \times \frac{7}{19} = \frac{91}{380}$
$P(\text{B then G}) = \frac{7}{20} \times \frac{13}{19} = \frac{91}{380}$
$P(\text{one of each}) = \frac{91}{380} + \frac{91}{380} = \frac{91}{190}$

RHYTHM

Note	Note Value	Rests	Beats	Example in a 4 Beat Bar
Semibreve			4 beats	
Minim			2 beats	
Crotchet			1 beat	
Quaver	 ()		½ beat	
Semiquaver	 ()		¼ beat	



⚡ Basic Drum Notation ⚡

There are several symbols musicians should know when starting to read drum notation:

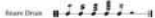


Foot Hi-Hat Kick Floor Tom Snare Tom 2 Tom 1 Ride Ride Bell Hi-Hat Open Hi-Hat Crash China Cymbal

Drums – Grade 2

Image	Keyword	Simple Explanation
•	Dotted Note	A note with a dot after it; adds half its value
	Tie	Joins two notes together to make one longer note
	Flam	A grace note played just before the main note
()	Ghost Note	Very quiet note, usually on the snare

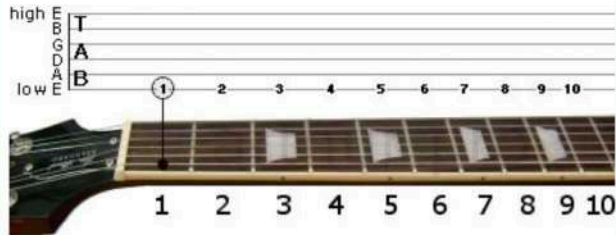
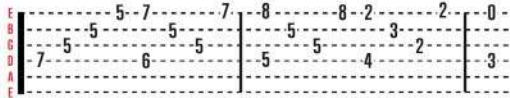
Drums – Grade 3

Image	Keyword	Simple Explanation
	Triplet	Three notes played in the time of two
<>	Crescendo/Diminuendo	Gradually get louder (crescendo) or quieter (diminuendo)
	Drag	Two grace notes played quickly before the main note
	Buzz Roll	Multiple bounces on the drum for a sustained sound

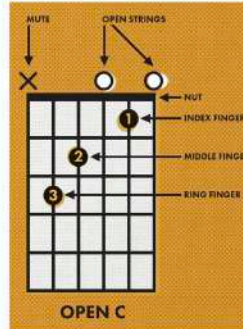
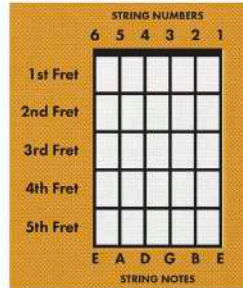
Reading Guitar Tabs

Guitar tabs are read as though you're looking down at your guitar while playing.

- ⚡ Vertical lines represent each note in sequential order.
- ⚡ Horizontal lines represent the string you pick.
- ⚡ Numbers represent the fret you're playing on.





GUITAR CHORDS



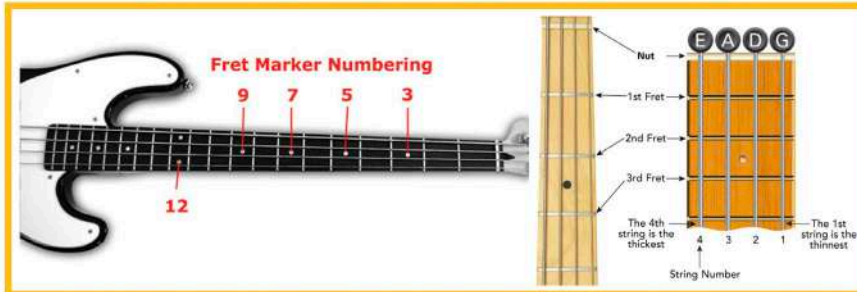
C X O O	C7 X O O	D X X O	Dm X X O
D7 X X O	E O O O O	Em O O O O	E7 O O O O
F X O O	G O O O O	G7 O O O O	A X O O O
Am X O O O	A7 X O O O	Bm X O O O	B7 X O O O

Guitar – Grade 2

Image	Keyword	Simple Explanation
•	Staccato	Play the note short and detached
	Tie	Joins two notes together to make one longer note
<i>p / f / mf</i>	Dynamics	<i>p</i> = quiet, <i>f</i> = loud, <i>mf</i> = moderately loud
	Crescendo / Decrescendo	Gradually get louder or quieter
:]	Repeat Sign	Repeat the section again
PM	Palm Mute	Dampen the strings with the palm while playing
/	Slide	Slide finger up or down the string
h	Hammer-on	Play a note by hammering a finger onto the fretboard
p	Pull-off	Play a note by pulling the finger off the fretboard

Guitar – Grade 3

Image	Keyword	Simple Explanation
	Acciaccatura	A very quick grace note played before the main note
tr	Trill	Rapid alternation between two adjacent notes
	Vibrato	Rapidly bend and release the string for a vibrating sound
b	Bend	Push or pull the string to raise the pitch
t	Tapping	Tap the fretboard with a finger to sound a note
	Fermata (Pause)	Hold the note or rest longer than usual



⚡ Here is a tip to memorize your bass notes:

closer to your face ↑ #4 **EAT** THICKEST STRING & LOWEST NOTE

#3 **A**

#2 **DEAD**

↓ closer to your legs #1 **GRASSHOPPER** THINNEST STRING & HIGHEST NOTE

Reading TAB

The TAB diagram shows four strings (T, A, B) with fretted notes: E (orange circle), A (purple circle), D (green circle), and G (blue circle). The guitar headstock diagram shows the same notes (E, A, D, G) fretted on the strings.

Note	Note Value	Rests	Beats
Semibreve	♩	—	4 beats
Minim	♪	—	2 beats
Crotchet	♫	♪	1 beat
Quaver	♫ (♫)	♪	½ beat
Semiquaver	♫ (♫)	♪	¼ beat

Use the top row of bars to read the **rhythm**

Verse Am

Use the bottom row of bars to read the **frets and strings**

- 0 = Open String (no frets played)
- 1 = 1st Fret
- 2 = 2nd Fret
- 3 = 3rd Fret etc.

Bass – Grade 2

Image	Keyword	Simple Explanation
x	Muted Note	Play a note with a muted sound
()	Ghost Note	Very quiet note, often in parentheses
^	Bend	Push or pull the string to raise the pitch
v	Vibrato	Rapidly vary the pitch of a note
PM	Palm Mute	Mute the string with the palm while playing
tr	Trill	Rapid alternation between two notes
p / f / mf	Dynamics	p = quiet, f = loud, mf = moderately loud
< / >	Crescendo / Diminuendo	Gradually get louder or quieter

Bass – Grade 3

Image	Keyword	Simple Explanation
	Acciaccatura	A very quick grace note played before the main note
	Mordent	Rapid alternation between a note and the one above or below
	Fermata (Pause)	Hold the note or rest longer than usual
T	Thumb	Play the note with the thumb (often slap technique)
S	Slap	Strike the string with the thumb for a percussive sound
P	Pop	Pluck the string sharply with the finger
8va	Octave Sign	Play the notes an octave higher or lower



Middle C

Remember!
To find a **D** note, think of a '**D**og in a **kennel**'.





The **two black keys together** are the '**kennel**', with the **D**og inside it!

Remember!
To find **G** and **A**, think of '**G**ary and **A**нна' living in a house (three black keys).




Piano – Grade 2

Image	Keyword	Simple Explanation
•	Staccato	Play the note short and detached
	Legato	Play notes smoothly and connected
	Tie	Joins two notes together to make one longer note
p / f / mf	Dynamics	p = quiet, f = loud, mf = moderately loud
< / >	Crescendo / Diminuendo	Gradually get louder or quieter
:	Repeat Sign	Repeat the section again





Piano – Grade 3

Image	Keyword	Simple Explanation
	Acciaccatura	A very quick grace note played before the main note
	Mordent	Rapid alternation between a note and the one above or below
tr	Trill	Rapid alternation between two adjacent notes
	Pedal Mark	Indicates when to press and release the sustain pedal
	Fermata (Pause)	Hold the note or rest longer than usual

Vocals – Grade 2

Image	Keyword	Simple Explanation
•	Staccato	Sing the note short and detached
	Legato	Sing notes smoothly and connected
	Tie	Joins two notes together to make one longer note
<i>p / f / mf</i>	Dynamics	<i>p</i> = quiet, <i>f</i> = loud, <i>mf</i> = moderately loud
	Crescendo / Decrescendo	Gradually get louder or quieter
:	Repeat Sign	Repeat the section again

Vocals – Grade 3

Image	Keyword	Simple Explanation
	Acciacatura	A very quick grace note sung before the main note
	Mordent	Rapid alternation between a note and the one above or below
tr	Trill	Rapid alternation between two adjacent notes
	Fermata (Pause)	Hold the note or rest longer than usual
	Breath Mark	Take a breath at this point

Benefits of Physical Activity and Warm-Ups

Benefits of Exercise	
Physical activity and exercise are important for everyone and has many benefits which can be split into three different categories	
Physical	Physical benefits refer to the well-being of the body and the proper functioning of the body's systems
Mental	Mental benefits refer to the well-being of your feelings, thoughts and emotions
Social	Social benefits refer to how well people interact with others and form healthy relationships

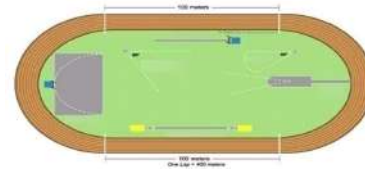
Benefits of Exercise		
	Short Term	Long Term
Physical	<ul style="list-style-type: none"> Increased heart rate – Improved circulation Increased flexibility – Immediate calorie burn Boosted energy levels 	<ul style="list-style-type: none"> Reduced resting heart and blood pressure Helps sustain a healthy weight Improved muscle mass and bone density Reduced risk of heart disease and strokes
Mental	<ul style="list-style-type: none"> Mood enhancement – Serotonin Stress Relief Improved alertness and concentration levels Improved sleep patterns 	<ul style="list-style-type: none"> Enhanced mental health – can reduce symptoms of depression and anxiety Improved self esteem Improved stress management – coping mechanisms-
Social	<ul style="list-style-type: none"> Increased social interaction Teamwork and co-operation Motivation and support 	<ul style="list-style-type: none"> Expanded social connections – make new friends Improved social skills – communication Sense of community and belonging

Reasons why we Warm Up	
Before every PE lesson you will be asked to take part in a warm-up. The reasons for doing so are outlined below	
To increase heart rate	Increasing the heart rate helps to increase blood flow to the muscles, ensuring that they receive more oxygen and nutrients, which are important for energy production during exercise.
To increase body temperature	A warm-up gradually raises the body's temperature, which helps to prepare the muscles for more intense activity. Warmer muscles are more flexible, contract more efficiently, and are less prone to injury.
To prevent injury	During a warm up both dynamic and stretches will increase the flexibility of the muscles which will make them less likely to strain or tear
Practice Skills	Warm-ups often incorporate sport-specific drills and activities. This not only prepares the body but also helps to refine and practice key skills and techniques relevant to the activity.

What should a warm-up consist of?	
During your PE lessons you may be asked to lead a warm-up. To do this effectively you will need to know what your warm-up should include	
Pulse-Raiser	Exercise and movements designed to gradually increase the heart rate. E.g. jogging on the spot, side steps, star jumps
Dynamic Stretches	A type of stretch that involves movement. E.g. leg swings, arm circles and walking lunges
Static Stretches	A type of stretch where the muscle is stretch and then held in the same position, there is no movement. E.g. Touch your toes, cross-arm body stretch
Skill familiarisation	Sport-specific drills designed to half practice key skills and techniques for the activity. E.g. possession based 3v1 for football

Athletics – Y9

Athletics Tier 3 Vocabulary	
Vocabulary	Definition
Athletics	A collection of sporting events that involve competitive running, jumping, throwing.
Field Event	Athletic events that involve jumping and throwing.
Track Event	Athletic events that take place on a running track, including sprints, middle-distance, long-distance races, and relays.
Technique	The way you move your body to perform an athletic activity correctly.
Pacing	Managing speed and energy levels during longer events like middle-distance running



A standard athletics track is 400 meters in length. Athletes will run around the track in an anti-clockwise direction

Key attributes Required in Athletics - Different events in athletics require different attributes and skills. These can be classified as components of fitness	
Components of Fitness	The important elements that contribute to overall physical health and athletic performance
Cardiovascular Endurance	The ability of the heart and lungs to supply oxygen to the working muscles. Important in middle distance and long-distance running events
Muscular Endurance	The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue. Important in middle distance and long-distance running events.
Speed	The maximum rate at which an individual can perform a movement or cover a distance in a period of time. Important in sprint and jumping events
Strength	The ability to overcome a resistance. Important in throwing events
Power	The combination of strength and speed. Important in throwing and jumping events

Athletics – Y9

Essential Rules

Shot Put

- The shot must be released above the height of the shoulder with one hand.
- The shot must land in the permitted boundaries.
- The performer must exit the circle from the back after the shot has landed.

Javelin

- The javelin must land in the permitted boundaries
- The javelin must be released from over the shoulder
- The tip of the javelin must touch the ground first
- The javelin can only be held with one hand

Discus

- The discus must land in the permitted boundaries.
- The athlete cannot leave the circle until the discus has landed
- The athlete must exit the circle from the back after the shot has landed.

Long Jump:

- A maximum of a 40-metre run up is allowed followed by a 20cm wide take-off board and sand pit for landing
- Measurement of a jump is from end of take-off board to closest landing point
- A foul jump is when the athletes foot touches beyond the front edge of white board
- Athletes have three or six attempts to jump as far as possible to win the competition

Triple Jump:

- Start the jump phase before or on the take-off board and avoid crossing the foul line
- Must land on same foot (hop phase)) as take-off then opposite foot (step phase) before landing in sand
- Distance is measured from take-off board to closest point of contact in the sand
- Athletes have three or six attempts to jump as far as possible to win the competition

Sprinting:

- Sprinters start at the signal of 'GO'– 'On your marks, Set, Go'
- If a sprinter starts the race before 'Go' a false start is called
- A false starts results in the runner being disqualified
- Stay in the designated lane
- Sprints races include up to 400m (indoor & outdoor)

Middle Distance:

- Standing start without hands touching the ground
- When 'On your marks' is called athletes perform standing start
- The race begins when the gun is fired or 'Go' is said
- 800m – sprinters stay in their lane until the first turn
- 1500m – group start

Relay

- 4X100m - 4 sprinters run 100m each
- 4X400m – 4 sprinters run 400m each
- The runner carrying the baton passes it to the next person
- The baton can only be passed in the changeover zone
- Runners must remain in their designated lane
- A dropped baton leads to disqualification
- A false start leads to disqualification

High Jump:

- The challenge requires you to jump as high as possible vertically without dislodging the horizontal bar which measures 4m in length
- The runway is 15m long and 16m wide
- Take off must be one footed and touching the bar is still a legitimate jump but athletes must clear the landing mat without the bar being dislodged
- Athletes have three attempts to clear a particular height but can pass on a height

Cricket – Y9

<u>Cricket Tier 3 Vocabulary</u>	
<u>Vocabulary</u>	<u>Definition</u>
Over	A set of six legal deliveries bowled by a bowler.
Innings	The period in which a team takes its turn to bat and score runs
Boundary	The edge of the playing field. Hitting the ball to the boundary scores four runs, and hitting it over the boundary scores six runs.
Dismissal	The act of getting a batsman out, which can happen in various ways
Umpire	The official who enforces the rules and makes decisions on the field.
Crease	a line on the pitch that helps decide if a batsman is safe or out
<u>Types of Dismissal</u>	
Bowled	When the bowler delivers the ball and it hits the stumps, dislodging the bails
Caught	When a fielder catches the ball on the full after the batsman hits it with the bat.
Run Out	When a fielder hits the stumps with the ball while the batsmen are running between the wickets, and the batsman is out of their crease.
Stumped	When the wicketkeeper removes the bails while the batsman is out of their crease after missing the ball.
LBW	When the ball hits the batsman's leg in line with the stumps, and the umpire judges that it would have hit the stumps.
Hit Wicket	When the batsman accidentally hits the stumps with their bat or body while playing a shot or setting off for a run.
<u>Game Formats</u>	
Test Match	The longest form of the game, played over 5 days. Unlimited overs each team has two innings
One Day International (ODI)	A limited overs format where each team has one innings with a maximum of 50 overs
Twenty20 (T20)	A fast paced, high-energy format where each team has one innings with a maximum of 20 overs
The Hundred	A modern ultra short format where each team faces 100 balls per innings.

Handball – Y9



- LB** Left back
- GB** Centre back
- RB** Right back
- LW** Left wing
- RW** Right wing

Tactics and Strategies

During your handball lessons you will be asked to perform a variety of tactics to explore the principles of attack v defence

Zone Defence	A defensive strategy where players cover specific areas instead of individual opponents.
Fast Break / Counter-Attack	A quick counterattack after gaining possession of the ball.
Screening	Using a teammate's body to block a defender and create space for a shot.
Spreading the defence	By positioning players across the width of the court, the attacking team forces the defence to spread out. This creates gaps or spaces between defenders that can be exploited by quick passes, cuts, or drives.

Handball Tier 3 Vocabulary

Vocabulary	Definition
Dribble	Bouncing the ball while moving, a key skill for advancing on the court.
Throw-Off	The starting play of the game or after a goal, where the ball is passed from the center line.
Jump Shot	A throw taken while jumping in the air, often to shoot over defenders.
Pivoting	Rotating on one foot to change direction while keeping the other foot planted.
Double Dribble	Dribbling the ball, stopping, and then dribbling again.
Traveling:	Moving more than three steps without dribbling or passing the ball.
Goal Area	The area around the goal where only the goalkeeper is allowed to enter.
Turnover	Losing possession of the ball to the opposing team due to a mistake or rule violation.
3 second rule	A player holding the ball must either pass, shoot, or start dribbling within 3 seconds.

Volleyball – Y9

Rules and Regulations	
Rotation	The clockwise movement of players around the court after winning a rally when their team was serving.
Three Hit Rule	A team can hit the ball a maximum of three times before sending it over the net.
Double Contact	When a player touches the ball twice in a row, except during the first contact (like a block).
Lift	A fault where the ball is caught or held rather than cleanly hit.
Foot Fault:	When a player steps over the baseline while serving or steps under the net into the opponent's court.

Tactics and Strategies	
During your volleyball lessons you will be asked to perform a variety of tactics to explore the principles of attack v defence	
Tactic	Strategies for Success
Attacking	Three-Hit Strategy: Aim to use all three hits—pass, set, and spike—to organize a strong attack.
Defending	Blocking: Position front-row players to jump and stop or deflect the opponent's attack. Digging: Positioning back-row players to dive or stretch to keep the ball from hitting the ground.
Serving	Target Serving: Serving the ball to specific weak spots in the opponent's formation. Short Serve: Aiming the ball just over the net to force opponents to dive for it. Deep Serve: Serving the ball to the back of the court to disrupt the opponent's setup.

Volleyball Tier 3 Vocabulary	
Vocabulary	Definition
Ace	A serve that lands on the opponent's court without being touched or is touched but not kept in play.
Rally	A sequence of plays starting with the serve and ending when the ball touches the ground or a fault is made.
Set	A way of passing the ball with fingertips to position it for a spike
Spike	A hard, downward hit of the ball into the opponent's court.
Serve	The action of hitting the ball to start a play.
Dig	A defensive move where a player uses their hands or forearms to stop the ball from touching the ground.
Block	Jumping at the net to stop or redirect a spike from the opposing team.
Overhand serve	A serve where the ball is hit with the hand above shoulder height.
Underhand Serve	A beginner-friendly serve where the ball is hit with the hand below shoulder height.

THE CRIMINAL JUSTICE SYSTEM

Lesson 1: Young Offenders	
Criminal age of responsibility	The age of criminal responsibility in England and Wales is 10 years old . The age of criminal responsibility varies across the world, from age 7 to 18.
Young offenders	Young offenders are categorised as between the age of 10 and 17.
Punishments	Minor offences are dealt with outside of the court room, by the youth offending service. More serious offences are dealt with in youth court. Crimes like murder go to the Crown court (the same as for adults)



The current UK prison population as of January 2024 was 87538. This is expected to increase to as high as 106,300 by March 2027

Lesson 2: Police, courts & CPS	
CPS	Crown Prosecutors are responsible for deciding whether there is enough evidence to charge and prosecute an alleged offender.
Magistrates	A lower court which holds trials for minor offences and preliminary hearings for more serious ones.
Jury	In crown court cases, 12 people from the general public who listen to the evidence presented during the trial and decide if the defendant is guilty of the crime.

Lesson 3: How offenders are punished	
Prison	A building in which people are legally held as a punishment for a crime they have committed or while awaiting trial.
Community service	Combines punishment with activities carried out in the community.
Fines	A monetary penalty that a court of law or other authority decides has to be paid as punishment for a crime or other offence.
Criminal Justice Act 2003	This act states 5 aims of punishment <ol style="list-style-type: none"> 1. Punishing the offender 2. Deterrence 3. Reformation of the offender 4. Protection for the community 5. Reparation
Ancillary orders	Aim to redress the harm caused by an offender, such as compensation orders.

Lesson 4: crime scene	
Forensic	relating to or denoting the application of scientific methods and techniques to the investigation of crime.
Chain of custody	Chain of custody is the documentation that establishes a record of the control, transfer, and disposition of evidence in a criminal case. It is the witnessed, written record of all of the individuals who maintained unbroken control over the items of evidence
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid
contamination	When any foreign material is introduced into the crime scene after the crime has been committed. This could have an impact on the outcome of trials, so it is important that evidence is collected and stored correctly.

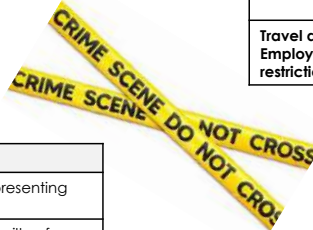


The Royal Arms appear in every courtroom in England and Wales, demonstrating that justice comes from the monarch, and a law court is part of the Royal Court (hence its name)

Citizenship

THE CRIMINAL JUSTICE SYSTEM

Lesson 5: How reliable is evidence?	
Physical evidence	Tangible items or materials that can be presented in a court of law to help prove a case. Examples include DNA, fibres, blood or hair
Circumstantial evidence	Evidence that relies on an inference to connect it to a conclusion of fact—such as a fingerprint at the scene of a crime
Burden of proof	This is the duty of proving a disputed assertion or charge. In the UK to find someone guilty you must prove not only that it was them beyond a reasonable doubt , but also that it could not have been anyone else.



Lesson 6: Inside A court room	
The Prosecution	The prosecution is the legal party responsible for presenting the case in a criminal trial against the defendant
Defendant	The accused, the person the prosecution think is guilty of a crime.
Defence	The legal party responsible for defending the defendant
Judge	The judge controls the way the case is conducted in accordance with relevant law and practice. As the case progresses, the judge makes notes of the evidence and decides on legal issues, for example, whether evidence is admissible. Judges decide on sentencing not guilt.
Jury	12 laypeople selected from the electoral roll to decide innocence or guilt.
Barristers	A type of lawyer that often works in a court room

Lesson 7: Impact of a criminal record	
Criminal record	A formal record maintained by law enforcement agencies that documents an individual's encounters with the criminal justice system
Spent Conviction	A spent conviction is a conviction which, under the terms of Rehabilitation of Offenders Act 1974, can be effectively ignored after a specified amount of time. The amount of time for rehabilitation depends on the sentence imposed, not on the offence. Anything over 4 years in prison is never 'spent'.
Unspent Convictions	A criminal; record that has not yet reached the rehabilitation period, during which time it remains on the record and can be disclosed in background checks.
Travel and Employment restrictions	Some convictions can prevent you from travelling to certain parts of the world, particularly those where you require a visa. Similarly, some careers are unobtainable for people with certain convictions

Lesson 8: Court appeals	
Supreme Court	It is the final court of appeal for all United Kingdom civil cases, and criminal cases from England, Wales and Northern Ireland. It hears appeals on arguable points of law of general public importance, which must have been through the hierarchy of the court system previously.
Court of Appeal	It only deals with appeals from other courts and tribunals. It is split into 2 sections: criminal and civil.
Appeal Conviction	You can appeal your conviction if you disagree with the verdict (only if you are found guilty)
Appeal Your Sentence	You can appeal sentence, where you agree that you are guilty, but feel the sentence is too harsh.

Citizenship

Islam Religious Education


L1: Introduction to Islam	
Abrahamic religions	Judaism, Christianity and Islam all recognise Abraham as their first prophet and so they share this title.
Islam meaning:	'Submission to the will of God'
The crescent moon and star symbol	A symbol that signifies the lunar calendar, the Islamic months, guidance and illumination. Serving as a symbol of the Prophet Muhammad and his role as a guiding light for believers. However, using this symbol is not uniform among all Muslims.
Islamophobia	Dislike of, or prejudice against Islam or Muslims, especially as a political force.
Global religious landscape	The distribution of religious groups around the world.



L2: Prophethood	
Prophets	Individuals who were sent by God to spread the message of Islam on earth and to show ideal human behaviour.
Risalah	Meaning prophethood or messengership and it represents the various ways Allah communicates with humanity.
Revelation	A divine or supernatural disclosure to humans of something relating to human existence.
Prophet Muhammad	The final Prophet of Islam , also known as the 'seal of the Prophets'. He was sent to spread Allah's messages and show the ideal human behaviour.
PBUH	An abbreviation for the Arabic phrase which translates in English to "peace be upon him". It's an honorific phrase, or du'ood that's often used after the names of prophets in Islam.
Prophet Ibrahim	A prophet regarded as the father of the Arab people. He refused to worship idols and developed the philosophy of monotheism.

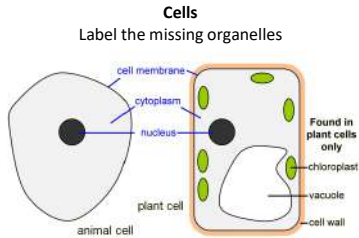
L3: The Shahadah	
Shahadah	Declaration of faith or the key statement of belief of Muslims. Muslims are expected to know it.
Sunni declaration of faith	"There is no God but Allah and Muhammad is the Prophet of Allah."
Shia declaration of faith	"There is no God but Allah and Muhammad is the Prophet of Allah and Ali is the friend of God."
Recitation	The action of repeating something aloud from memory.



L4: Salah	
Salah	Obligatory Muslim prayers , performed five times each day by Sunni Muslims (sometimes 3 times a day for Shi'a Muslims). It is the second Pillar of Islam.
Wudu	Before prayer, Muslims perform a washing ritual so that they are spiritually clean.
Mecca 	The holiest city in Islam because it's the: <ul style="list-style-type: none"> - Birthplace of the Prophet Muhammad (PBUH) - Where the Kabba is, believed to be 'The House of Allah'
Niyah	A conscious intention to pray. Prayer starts with this declaration.

L5: Zakah	
Zakah	A religious obligation in Islam that requires Muslims to donate 2.5% of their wealth to charity.
Alms	Another word used for Zakah or charity.
The mosque	A place of worship for Muslims and in addition some Muslims may volunteer to help in the mosque to help practice their faith.
Muslim Aid	Some Muslims perform Zakah by giving directly to a charity.
Sadaqah	In addition to practising Zakah, Muslims are encouraged to voluntarily give their money and time to charity throughout the year.





Genetic inheritance
List some features you can inherit from your parents

Eye colour	Weight
Hair colour	Skin colour
Height	

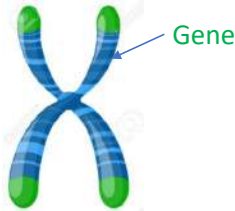
Environment and inheritance

How does the environment affect variation?

Environmental factors such as diet can affect your height and weight. If you are malnourished you're more likely to be small in height and lower in weight.

Characteristics like hair colour can be changed through dying your hair.

Chromosomes
Draw and label a chromosome, label a gene and describe what an allele is



An allele is a different form of the same gene. This can be recessive or dominant. Dominant alleles are always expressed (shown) over recessive alleles.



Selective breeding

List the stages of selective breeding

1	Select parents with the desired features
2	Breed these together
3	Pick the offspring with the desired features
4	Breed these together
5	Continue this until all offspring have the desired features

Punnet square diagram

Both parents are carrier's of cystic fibrosis. What are the chances that their children will inherit the condition? Draw a punnet square to show your working

f is the cystic fibrosis allele

		mother	
		F	f
father	F	FF	Ff
	f	Ff	ff

25% chance that the child will have cystic fibrosis (ff)

Adaptations of the lungs

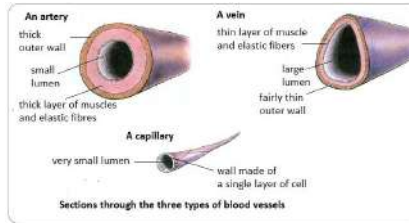
How are the lungs adapted for efficient gas exchange? The diagram may help you



- One cell thick so a short diffusion path
- Lots of alveoli increases the surface area
- Good blood supply for rapid exchange of substances

Blood vessel structure

Draw and label a diagram of an artery, vein and capillary



Breathing vs respiration

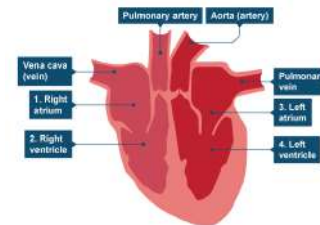
Summarise the difference between breathing and respiration

Breathing is also known as ventilation. Breathing is a physical process when we take oxygen into our lungs and remove carbon dioxide.

Respiration is a chemical process that happens in every cell in the body. Respiration releases energy in the mitochondria.

The Heart

Label the diagram of the heart



The effect of exercise

What happens to your heart rate during exercise?

Increases

Why does this happen?

To pump more blood around the body, carrying more oxygen to cells for respiration and carrying away more carbon dioxide from cells

Why might we get cramp?

Build up of lactic acid from anaerobic respiration

What is an oxygen debt?

The amount of oxygen we have to repay to break down lactic acid into carbon dioxide and water so that we can get rid of it

How can you tell if someone is fitter?

Their resting heart rate will be lower and not rise as much during exercise



9B2 Respiration

Essential Knowledge Sheet

Aerobic respiration

Answer the following questions:

What is the word equation for aerobic respiration?

Glucose + oxygen => carbon dioxide + water + energy

Where does the glucose for respiration come from?

Food from our digestive system

Where does the oxygen for aerobic respiration come from?

Breathing – the respiratory system

Anaerobic respiration

Answer the following questions:

What is the word equation for anaerobic respiration?

Glucose => lactic acid + energy

When do people use anaerobic respiration?

During high intensity exercise and at high altitudes

Which microorganisms use anaerobic respiration?

Yeast

What do they produce?

Ethanol

Photosynthesis

Answer the following questions:

Where does photosynthesis happen?

Palisade cells in the leaf

Word equation:

Carbon dioxide + water => glucose + oxygen

Why do plants need to perform photosynthesis?

To create glucose needed for respiration

Plant reproduction

Describe how reproduction occurs in plants. Use the following keywords: pollination, pollen, stigma, style, ovary, fruit, ovule, seed

Fertilisation involves the fusion of the nucleus of the male gamete (pollen) with the nucleus of the female gamete (ovule).

Pollination happens when pollen moves from one flower to another or some plants can fertilise themselves with their own pollen.

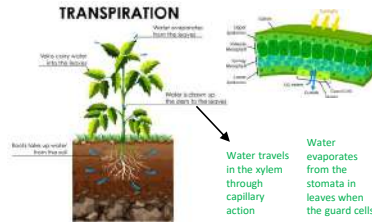
The pollen granule lands on the stigma and travels down the style in a pollen tube to the ovary.

Once this has happened the ovule starts to produce a seed or a fruit can form.

Transpiration

Draw a diagram to show transpiration. Use the following key words:

Stomata, guard cell, xylem, capillary action



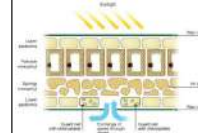
Seed dispersal

List and explain the different types of seed dispersal

Type of dispersal	How it happens
Wind	The seed travels in the wind and lands in soil elsewhere
Animal	Animals eat the seed and eject it as waste elsewhere. They can also stick to the animal who can take it other places
Water	Seeds land in water (e.g. coconuts) and then transported elsewhere down the river
Bursting	Some plants burst open releasing their seeds. The seeds travel from the pressure when the plant bursts

Adaptations

Describe how a plant is adapted for photosynthesis. The image should help.



Palisade cells are close to the top of the leaf so that they absorb more sunlight.
Lots of air spaces to increase surface area so more carbon dioxide can move in and oxygen out.
Guard cells control the opening and closing of the stomata so can control the amount of carbon dioxide going in and can control the amount of water lost on a hot day.

Rate of photosynthesis

What factors might speed up the rate of photosynthesis?

Increased temperature
Increased light intensity
Increased carbon dioxide
Increased water

Biology Vocabulary



9B1

Gene	Section of DNA coding for a protein
DNA	Chemical which makes chromosomes
Chromosome	DNA structure made of genes
Allele	A different version of a gene
Genotype	The combination of alleles
Homozygous genotype	Two of the same alleles (aa/AA)
Heterozygous genotype	Two different alleles (Aa)
Phenotype	Observable characteristics
Continuous	Uninterrupted data
Discontinuous	Data in categories

9B2

Capillary	Smallest type of blood vessel
Alveoli	Structure in the lungs where gases are exchanged
Artery	Blood vessel with small lumen and thick elastic and muscular tissue
Vein	Blood vessel with wide lumen and thin elastic and muscular tissue
Lumen	Space where blood travels in a blood vessel
Respiration	Chemical reaction to release energy
Aerobic	Needs oxygen
Anaerobic	Does not need oxygen
Debt	Something that is owed

9B3

Photosynthesis	Using light to make glucose
Transpiration	Movement of water upwards through a plant
Xylem	Vessel in a plant that transports water
Phloem	Vessel in a plant that transports food
Stomata	Gap in the bottom of a leaf
Palisade	Plant cell containing lots of chloroplasts
Mesophyll	Layer of tissue in a leaf
Epidermis	Outer layer of cells
Pollination	Type of reproduction in plants

Metals are found on the left of the periodic table.

Three properties of metals are: shiny, good conductors of heat and electricity, malleable, ductile

Non-metals are found on the right and top of the periodic table.

Three properties of a non-metal are: brittle, insulators, dull

Describe what you observe when each metal below reacts with water.

Lithium Floats on surface and fizzes. Universal indicator added to water will turn purple.

Sodium Floats on surface and fizzes. Forms a sphere. Universal indicator added to water will turn purple.

Potassium Floats on surface and fizzes. Produces a lilac flame. Universal indicator added to water will turn purple.

Complete the word equations below:

Sodium + water \longrightarrow sodium hydroxide + hydrogen

Potassium + water \longrightarrow potassium hydroxide + hydrogen

Explain why universal indicator turns purple after sodium reacts with water

Sodium hydroxide is an alkali so turns the universal indicator purple

Place the metals below in order of reactivity:

Copper, sodium, magnesium, iron, zinc

sodium **Most reactive**

magnesium

zinc

iron

copper **Least reactive**



9C1—Reactivity of Metals
Essential Knowledge Sheet

Complete the table below to show what happens when metals reacts with oxygen.

Metal	Observation	Product
Magnesium	Burns with a bright, white light	Magnesium oxide
Iron	Slowly forms an orange, crumbly layer	Iron oxide
Sodium	Quickly forms a grey coating	Sodium oxide

Complete the following equations to show

metals reacting with acids:

Magnesium + hydrochloric acid \longrightarrow magnesium chloride + hydrogen

Zinc + sulfuric acid \longrightarrow zinc sulfate + hydrogen

Iron + nitric acid \longrightarrow iron nitrate + hydrogen

Calcium + sulfuric acid \longrightarrow calcium sulfate + hydrogen

What is meant by a displacement reaction?

A more reactive metal will displace a less reactive one from a compound.

Complete the equations below.

Magnesium + copper sulfate \longrightarrow magnesium sulfate + copper

Iron + magnesium sulfate \longrightarrow no reaction

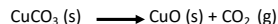
Zinc + iron sulfate \longrightarrow zinc sulfate + iron

What is the conservation of mass?

The mass of the reactants equals the mass of the products

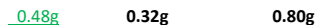
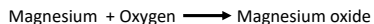
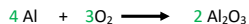
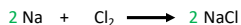
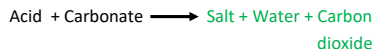
Explain what a reaction have the mass of the products larger than the mass of the reactants?

A gas has been added to the reactants



Explain why the reaction above has a mass that is lower than expected?

Carbon dioxide is a gas and escapes

Give the missing masses to show conservation of mass in the reactions below:**Balance the following equations****Complete the general equations below:**

9C2—Chemical Reactions

Essential Knowledge Sheet

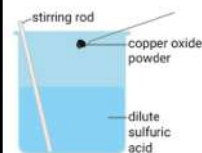
Name the salt produced in each reaction

Acid	Base	Salt
Hydrochloric acid	Copper oxide	Copper chloride
Sulfuric acid	Sodium carbonate	Sodium sulfate
Nitric acid	Sodium hydroxide	Sodium nitrate

What is neutralisation?

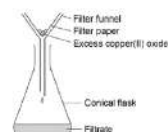
When an acid and a base react together

Use the diagrams to help you describe how to make a pure, dry sample of copper sulfate.



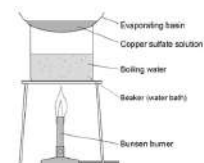
Add excess copper oxide to the sulfuric acid.

Stir to ensure that it has all reacted.



Filter off the excess copper oxide using a funnel and filter paper.

Pour the filtrate into an evaporating basin.



Place the evaporating basin over a beaker of water and heat until about half the liquid in the basin has evaporated.

Leave for a few days until crystals of copper sulfate form.

Pat crystals dry between 2 paper towels.

Describe the steps to turn fresh water into potable water.

Filter to remove solids

Sterilise using chlorine/ozone/uv light to kill bacteria

Give the two methods for how sea water is turned into potable water?

Distillation

Reverse Osmosis

Describe what type of pollution is caused from each pollutant gas.

Carbon Dioxide– Climate Change

Sulfur Dioxide– Acid Rain/Respiratory Issues

Nitrogen Oxides– Acid Rain

Carbon Monoxide– Toxic Gas

Soot (Particulates)- Global Dimming/Respiratory issues

Describe 4 effects of climate change.

Increase in temperature can lead to melting of polar ice caps and sea levels rising

More frequency and more severe of storms

Changes to availability of water

Flooding and drought due to changes in weather patterns

Describe how distillation works.

Evaporate the water and then condense the steam to get pure water

Describe how reverse osmosis works.

Apply a large pressure and pass water through a semi permeable membrane



9C3—Resources and pollutants

Essential Knowledge Sheet

Describe how a person could reduce their carbon footprint.

Change to renewable energy sources .

Drive more efficient vehicles.

Change to an electric vehicle.

Use carbon neutral fuels

Define the following terms

Potable Water– Water that is safe to drink

Pure Water– Water that only contains water particles

Describe how pure water and potable water are different?

Pure water has no dissolved solids and no chlorine where as potable water has dissolved solids and chlorine

Describe a method that allows you to calculate the mass of solids dissolved in 100 cm³ of river water.

- 1) Measure the mass of an empty evaporating basin.
- 2) Add 100cm³ of river water to the evaporating basin
- 3) Heat until all of the water is evaporated
- 4) Measure the mass of the solid and the evaporating basin
- 5) The mass of the solid is the difference between the mass at the start and end

Which 2 elements make up a hydrocarbon?

Hydrogen and Carbon

What is incomplete combustion?

When a substance burns in a limited supply of oxygen

Which type of combustion makes carbon monoxide and soot?

Incomplete combustion

Chemistry Vocabulary



9C1

Word	Definition
Metal	Element on the left and centre of the periodic table
Non-Metal	Element on the right and top of the periodic table
Malleable	Easily shaped
Oxidation	When a substance gains oxygen
Alkali	A substance with pH above 7
Displacement	When a more reactive metal replaces a less reactive metal in a compound
Exothermic	When a reaction gives off heat energy.
Endothermic	When a reaction takes in heat energy.
Reduction	When a substance loses oxygen
Observation	What you see during a reaction
Reactivity Series	A list in order of how reactive a metal is from most to least reactive

9C2

Word	Definition
Acid	A substance with pH below 7
Base	A substance that neutralises an acid
Alkali	A base that dissolves in water with a pH above 7
Neutral	A substance with a pH of 7
Neutralisation	When an acid and base react together
Excess	Too much of a chemical
Crystallisation	Heating a solution and then leaving for crystals to form
Reactants	The chemicals at the start of a reaction
Products	The chemical at the end of a reaction
Conservation of Mass	The mass of the reactants is the same as the mass of the products
Balanced equation	The same number of each type of atom on both sides of a reaction

9C3

Word	Definition
Potable Water	Water that is safe to drink.
Pure Water	Water that contains only water particles
Fresh Water	Water in rivers and lakes
Sea Water	Water from oceans and seas that contains dissolved salt
Desalination	Removing salt from salt water
Distillation	Evaporating and then condensing a substance
Greenhouse Gas	A gas that traps heat from escaping the Earth's atmosphere
Acid Rain	Rain that has a pH more acidic than normal rain
Incomplete Combustion	A substance that burns in a limited supply of oxygen
Carbon Footprint	How much greenhouse gas given off by an activity
Climate Change	How the environment is changed by greenhouse gases

9P1 - Electricity

Key Definitions

Current: Current is the rate of flow of charged particles (electrons in wires). It is measured in Amps.

Potential Difference: Potential difference is a measure of the difference in energy between two parts of a circuit. It is measured in Volts.

Resistance: Resistance is the opposition to the flow of current. All components have resistance. It is measured in Ohms.

Keywords and key features:

Series circuit: A circuit where all the components are connected in one loop. There is only one route for current to flow.

Parallel circuit: A circuit with multiple loops. There are multiple loops for charge to flow around.

Component	symbol	purpose
Cell		Provides energy for circuit
Battery		Provides energy for circuit
Switch		Allows circuit to be switched on and off
Bulb/filament lamp		Light up when provided with current and potential difference
resistor		Restricts current, often to safe levels
ammeter		Measures the amount of current at a particular point in a circuit
voltmeter		Measures the potential difference across two points of a circuit

Resistance of wires.

A longer wire has **more** resistance than a short one.

A wider wire has **less** resistance than a thin one.

Key Formula and units:

Voltage from current and resistance:

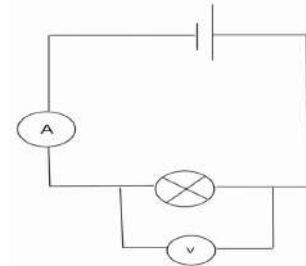
$$\text{Voltage} = \text{Current} \times \text{Resistance}$$

$$V = I \times R$$

Static Charge:

When two insulators are rubbed together, **friction** gives the electrons in the atoms of one material enough **energy** to escape and move to the other material. This builds up a static charge, the material that loses electrons becomes **positive**, the material that gains electrons becomes **negative**. Static charge can be discharged through a conductor such as a **metal**.

Circuit Diagram: The circuit that can be used to find the resistance of a bulb



9P2 - Speed and Forces

What is the definition of a force?

A force is a push or a pull that causes an object to **move faster or slower, change direction or change size or shape.**

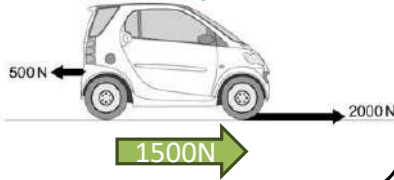
What are balanced forces and what do they cause?

Balanced forces are when all forces are equal. They cause an object to **be at rest or move at a constant speed.**

What are unbalanced forces and when do they occur?

Unbalanced forces are when there is a resultant force. They cause an object to **move faster or move slower or change direction.**

Calculate the resultant force:
2000N-500N=1500N to the right



Drag or air resistance acts against motion. It increased with speed – but decreases if the object is more **streamlined.**

Weight always acts downwards. It depends on the mass of the object.



Draw the missing forces in the 3 stages of a sky dive:

1. When jumping from plane:



2. When at terminal velocity:



3. When parachute released:



What is the equations for speed and what are the units?:

Speed = Distance ÷ time

$$v = \frac{s}{t}$$

Speed is measured in either m/s or km/h



What is terminal velocity?

The maximum constant speed an object falls at. It occurs when all the forces are balanced.

1. A car travels 500m in 20s. Calculate its speed:

$$F v = \frac{s}{t}$$

$$I v = \frac{500m}{20s}$$

$$F n/a$$

$$A v = 25m/s$$

2. A car travels at 20km/h. How far does it travel in 3 hours?

$$F v = \frac{s}{t}$$

$$I 20km/h = \frac{s}{3h}$$

$$F 20km/h \times 3h = s$$

$$A s = 60km$$

How does a distance time graph show:

Constant speed? Diagonal line

Stopped? Horizontal line

Acceleration? Line curving upwards

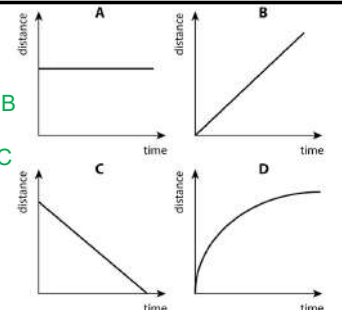
Link the letter to the description

Constant speed away B

Constant speed back C

Stationary A

Changing speed D



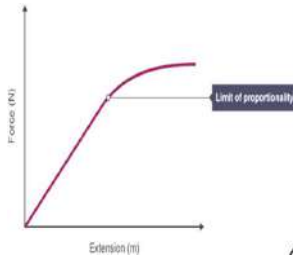
9P3 - Elasticity



The extension of the steel spring is **directly proportional** to the weight hung on it.

For example, doubling the weight from 2.0 to 4.0 N, doubles the extension from 40mm, to 80mm.

The gradient of a force-extension graph before the limit of proportionality is equal to the spring constant.



A force of 3 N is applied to a spring. The spring stretches elastically by 0.15 m - the fact that the string stretches elastically means that it will go back to its normal shape after the force has been removed. Calculate the spring constant.

$$F = k \times e$$

$$3 = k \times 0.15$$

$$k = \frac{3}{0.15}$$

$$k = 20\text{N/m}$$

Key Formula and units:

Force, Extension and Spring Constant:

$$F = k \times e$$

Elastic Potential Energy:

$$E_e = \frac{1}{2} \times k \times e^2$$

Spring constant is a measure of the **stiffness** of a spring up to its **limit** of proportionality.

The limit of proportionality refers to the point beyond which **Hooke's Law** is no longer true when stretching a material.

A spring has a spring constant, (k), of 3 N/m. It is stretched until it is extended by 50 cm. Calculate the elastic potential energy stored by the spring, assuming it is not stretched beyond the limit of proportionality.

$$E_e = \frac{1}{2} \times k \times e^2$$

$$E_e = \frac{1}{2} \times 3 \times 0.5^2$$

$$E_e = 0.375\text{J}$$

List the equipment needed to investigate how the amount of force affects the length of a spring. Draw a diagram.

Ruler, Spring, Clamp stand, Clamp, Boss, Weights



Physics Vocabulary



9P1

Component	A piece used to make an electrical circuit
Electron	A particle that is free to move in metal
Conductor (electrical)	A material which electrons can pass through
Insulator (electrical)	A material which electrons cannot pass through
Positive Ion	An atom with an electron removed
Charge	The negativeness that an electron carries
To charge up	To move electrons from one place to another
Current	How quickly electrons flow through something
Potential difference	The amount of energy electrons will carry around a circuit
Resistance	The opposition to current in the components of a circuit
Series circuit	A circuit where the components are in one loop
Parallel circuit	A circuit where the components are connected in separate loops
Static electricity	When electrons are moved between insulators by friction

9P2

Speed	How fast, calculated by the distance travelled in a certain amount of time
Force	A push or pull
Velocity	Speed with a direction
Distance time graph	A graph with time on the x-axis and distance on the y-axis
Air resistance	The force against an object moving through air
Water resistance	The force against an object moving through water
Drag	For example: Air resistance and Water resistance
Gravity	A force pulling objects towards the earth
Terminal Velocity	The maximum speed a falling object will reach
Friction	The force between two objects touching and moving past each other
Average speed	The distance of a whole journey divided by all the time it took

9P3

Deformation /deforming	An object changing shape
Extension	The increase in length of an object
Compression	The decrease in length of an object
Elastic (material)	Goes back to original shape after deformation
Plastic/inelastic	Does not go back to original shape after deformation
Elastic potential energy store	Where energy is stored when an elastic object is deformed
Force extension graph	A graph with extension on the x-axis and force on the y-axis
Spring constant	How stiff, calculated from force needed for a certain extension
Directly proportional	When two quantities increase together and when you double one the other doubles
Hooke's law	A rule that says an object extension is directly proportional to the force on it

Y9 Spanish Term 3

Spanish phonics			
Spanish	Pronunciation	Spanish	Pronunciation
a	ah	h	is silent
e	ay	j	h
i	ee	ll	y
o	oh	ñ	nya
u	oo	que	kay
ci	thee	qui	key
ce	thay	v	b
ge	hey	y	ee
gi	hee	z	th

KS3 Tier 3 Vocabulary: Year 9

Key word	Definition
Annotate	Label a text with key words/meanings
Intonation	Voice going up and down based on emphasis or stress – caused by accents
Exception	Something that doesn't follow the (grammar) rules
Tense	When an action is happening – <i>past, present or future</i>
WOW Phrase	A high level GCSE phrase to include in your work that increases your quality of language



Los días de la semana (The days of the week)	
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Los meses del año (The months of the year)	
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Los números (Numbers)							
0	cero	8	ocho	16	dieciséis	24	veinticuatro
1	uno	9	nueve	17	diecisiete	25	veinticinco
2	dos	10	diez	18	dieciocho	26	veintiséis
3	tres	11	once	19	diecinueve	27	veintisiete
4	cuatro	12	doce	20	veinte	28	veintiocho
5	cinco	13	trece	21	veintiuno	29	veintinueve
6	seis	14	catorce	22	veintidós	30	treinta
7	siete	15	quince	23	veintitrés	31	treinta y uno

40	cuarenta	60	sesenta	80	ochenta	100	cien
50	cincuenta	70	setenta	90	noventa	101	ciento uno

Los números 20 - 100 Numbers 20 - 100

veinte	20	setenta	70
treinta	30	ochenta	80
cuarenta	40	noventa	90
cincuenta	50	cien	100
sesenta	60		

Examples of regular verbs in the present tense

Hablar - to talk			
hablo	<i>I talk</i>	hablamos	<i>we talk</i>
hablas	<i>you talk</i>	habláis	<i>you talk</i>
habla	<i>s/he talks</i>	hablan	<i>they talk</i>

Leer - to read			
leo	<i>I read</i>	leemos	<i>we read</i>
lees	<i>you read</i>	leéis	<i>you read</i>
lee	<i>s/he reads</i>	leen	<i>they read</i>

Vivir - to live			
vivo	<i>I live</i>	vivimos	<i>we live</i>
vives	<i>you live</i>	vivis	<i>you live</i>
vive	<i>s/he lives</i>	viven	<i>they live</i>

An important irregular verb (present tense)

ir - to go			
voy	<i>I go</i> <i>I am going</i>	vamos	<i>we go</i> <i>we are going</i>
vas	<i>you go</i> <i>you are going</i>	vais	<i>you go</i> <i>you are going</i>
va	<i>s/he goes</i> <i>s/he is going</i>	van	<i>they go</i> <i>they are going</i>



Oriéntate



WOW phrases!

Can you add any of the following to your work?

Si fuera posible me gustaría ser... = If it were possible I would like to be...

Sería + adjective = it would be...

Siempre he querido trabajar... = I have always wanted to work...

High frequency words/phrases:

y	and	bastante	quite
también	also	muy	very
o	or	un poco	a bit
pero	but		
sin embargo	however	por eso	so/therefore
porque	because	así que	so/therefore
además	what's more		
más	more	primero	first
a veces	sometimes	luego	then

Extra vocabulary I have found:

4.1 ¿En qué consiste tu trabajo? ¿En qué consiste su trabajo?

SB4.1		¿En qué consiste tu trabajo? / (What does your job involve?)		¿En qué consiste su trabajo? (What does his/her job involve?)	
Soy (I am)	camarero/a (waiter)	y tengo que (and I have to)	limpiar habitaciones (clean rooms)	(no) me gusta mi trabajo	creativo (creative)
	peluquero/a (hairdresser)		contestar al teléfono (answer the phone)	porque (no) es (I (don't) like my job because it is(n't))	difícil (difficult)
Es (He/she is)	limpiador(a) (cleaner)	y tiene que (and he/she has to)	ayudar a los clientes (help customers)	(no) le gusta su trabajo porque (no) es (he/she (doesn't) like his/her job because it is(n't))	duro (hard)
	jardinero/a (gardener)		cutar el pelo (cut hair)		estimulante (stimulating)
	cocinero/a (cook)		cuidar las plantas (look after the plants)		estresante (stressful)
	esteticista (beautician)		hacer manicuras (do manicures)		monótono (monotonous)
	dependiente/a (shop assistant)		preparar la comida (prepare food)		repetitivo (repetitive)
repcionista (receptionist)	servir la comida (serve food)	fácil (easy)	vender productos (sell products)		

4.2 ¿En qué te gustaría trabajar?

SB4.2		¿Cómo eres? (What are you like?)		¿En qué te gustaría trabajar? (What job would you like to do?)		
En mi opinión soy (In my opinion I am)	ambicioso/a (ambitious)	y por eso (and therefore)	me gustaría (I would like)	ser (to be)	abogado/a (a lawyer)	mecánico/a (a mechanic)
	creativo/a (creative)		no me gustaría (nada) (I wouldn't like (at all))		cantante (a singer)	periodista (a journalist)
Pienso que soy (I think I am)	independiente (independent)	así que (therefore/so)	quiero (I want)	espero (I hope)	diseñador(a) (a designer)	policía (a police officer)
Creo que soy (I believe I am)	organizado/a (organized)		paciente (patient)		enfermero/a (a nurse)	taxista (a taxi driver)
Es (He/she is)	práctico/a (practical)	le gustaría (he/she would like)	trabajar (to work)	espera (he/she hopes)	al aire libre (outdoors)	en equipo (in a team)
	responsable (responsible)		con animales (with animals)		en una oficina (in an office)	
	serio/a (serious)		con niños (with children)		solo/a (alone)	
	sociable (sociable)		hacer un trabajo (to do a...job)		creativo (creative)	manual (manual)
trabajador(a) (hard-working)						

4.3 ¿Cómo es un día de trabajo típico?

SB4.3	¿Cómo es un día de trabajo típico? <i>(What is a typical work day like?)</i>
--------------	--

¿En qué trabajas?	What do you do for a living?	¿Qué cualidades tienes que tener?	What qualities do you need to have?
¿Por qué decidiste ser...?	Why did you decide to be a...?	Tienes que ser...	You need to be...
Me gusta mucho... y por eso decidí ser...	I really like... and so I decided to be a...	En mi trabajo, los idiomas son muy importantes.	In my job, languages are very important.
Estudí... y me encantó.	I studied... and I loved it.	Hablo español, alemán e inglés.	I speak Spanish, German and English.
¿Cómo es un día de trabajo típico?	What is a typical working day like?	¿Cuáles son tus ambiciones para el futuro?	What are your future ambitions?
Hablo con clientes.	I talk to customers.	Voy a estudiar / trabajar en...	I am going to study / work in...
Leo mi agenda.	I read my diary.	¡Va a ser guay / fenomenal / flipante!	It is going to be cool / fantastic / awesome!
Preparo mis cosas.	I prepare my things.		
Trabajo con mi equipo.	I work with my team.		
Voy a la oficina.	I go to the office.		

	infinitive	present	preterite (past)	near future
regular verbs	trabajar (to work) leer (to read) decidir (to decide)	trabajo leo decido	trabajé leí decidí	voy a trabajar voy a leer voy a decidir
irregular verbs	salir (to go out) tener (to have) ir (to go) ser (to be) hacer (to do, make)	salgo tengo voy soy hago	salí tuve fui fui hice	voy a salir voy a tener voy a ir voy a ser voy a hacer

Additional jobs			
actor/actriz	actor, actress	ingeniero/a	engineer
autor/autora	author, writer	jefe/jefa	boss, manager
artista	artist	médico	doctor
científico/a	scientist	modelo	model
cuidador/cuidadora	carer	músico	musician
deportista	sportsperson	obrero/a	worker, labourer
director/directora	head teacher, director, manager	pintor/pintora	painter
empresario/a	businessperson	profesor/profesora	teacher
escritor/escritora	writer	representante	representative
guía	guide	secretario/a	secretary
		soldado	soldier
Additional adjectives			
listo/a	clever, intelligent	profesional	professional
organizado/a	organised	tonto/a	silly
perezoso/a	lazy	vago/a	lazy



Las fiestas y costumbres



WOW phrases!

Can you add any of the following to your work?

Diría que... = I would say that...

Cuando era más joven = When I was younger

Solía (+ infin)... = I tended to...

e.g. solía ir... = I tended to go...

High frequency words/phrases:

y	and	bastante	quite
también	also	muy	very
o	or	un poco	a bit
pero	but		
sin embargo	however	por la mañana	in the morning
porque	because	por la tarde	in the afternoon
ya que	because	por la noche	in the evening
aunque	although	cada día	every day
mucho/a/os/as	a lot of		
con	with		

Changing verbs in the past tense from "I..." to "he/she...":

-ar verbs	-er/ir verbs	* irregular verbs include:
visité → visitó	recibí → recibió	fui → fue
(I visited) (he/she visited)	(I received) (he/she received)	(I went) (he/she went)

5.1 ¿Qué piensas de las fiestas españolas?

5B5.1 ¿Qué piensas de las fiestas españolas? (What do you think about Spanish festivals?)			
En mi opinión (In my opinion)	el Carnaval	es la mejor fiesta (is the best festival)	ya que es (because it is)
	el día de los Reyes Magos		porque se puede (because you can)
	el San Fermín		sin embargo podría ser (however it could be)
Pienso que (I think that)	la Tomatina	parece más interesante (seems more interesting)	animado/a / entretenido/a (lively) (entertaining)
A mi parecer (The way I see it/ in my opinion)	la Feria de abril		emocionante / increíble (exciting) (incredible)
Desde mi punto de vista (From my point of view)	la Semana Santa		una tradición importante (an important tradition)
	las Fallas		ver los desfiles/fuegos artificiales (watch the parades/fireworks)
			pasar tiempo con familia (spend time with family)
			bailar en las calles (dance in the streets)
			escuchar música tradicional (listen to traditional music)
			disfrutar de la comida deliciosa (enjoy the delicious food)
			ruidoso/a (noisy)
			peligroso/a (dangerous)
			caro/a (expensive)
			claustrofóbico/a (claustrophobic)

5.2 ¿Cómo se celebra el Día de Muertos?

5B5.2 ¿Cómo se celebra el Día de Muertos? (How is the Day of the Dead celebrated?)			
El Día de Muertos (The Day of the Dead)	es (is)	una costumbre mexicana (a Mexican custom)	y se celebra (and it is celebrated)
Lo mejor del Día de Muertos (The best thing about the Day of the Dead)	es que (is that)	muchas personas (lots of people)	decoran (decorate)
Lo que me más me interesa sobre esta costumbre (What interests me most about this custom)		los niños (children)	visitan (visit)
		las familias (families)	preparan (prepare)
		los familiares (relatives)	ven (watch)
			comen (eat)
			se disfrazan (get dressed up)
			el 1 y 2 de noviembre (on the 1 st and 2 nd of November)
			las tumbas (the tombs)
			con (with)
			las casas (the houses)
			flores (flowers)
			velas (candles)
			calaveras (skulls)
			papel picado (tissue paper art)
			las tumbas de sus seres queridos (the tombs of their loved ones)
			altares (altars)
			ofrendas (offerings)
			desfiles (parades)
			pan de muerto (bread of the dead)
			alfeñiques (sugar skulls)
			de esqueletos (as skeletons)

5.3 ¿Qué hiciste por...Navidad / Nochevieja?

SB5.3 ¿Qué hiciste por Navidad/Nochevieja el año pasado? (What did you do for Christmas/New Year's Eve last year?)			
El año pasado (Last year)	visité a mi familia (I visited my family)	y lo pasé (and I had a...time)	bomba (amazing)
	pasé tiempo con mi familia (I spent time with my family)	y lo pasamos (and we had a...time)	guay (cool)
Hace dos años (Two years ago)	disfruté de la comida (I enjoyed the food)	y fue (and it was)	bien (good)
	bailé y canté (I danced and I sang)		mal (bad)
Cuando tenía...años (When I was...years old)	me levanté temprano (I got up early)		fatal (awful)
	me acosté tarde (I went to bed late)		
	recibí muchos regalos (I received a lot of presents)		
	vi un concierto en la tele (I watched a concert on tv)		
	anduve por las calles y vi (I walked through the streets and I saw)		
	el desfile (the parade)		
	los fuegos artificiales (the fireworks)		
	las luces (the lights)		
	las hogueras (the bonfires)		
	pude ver (I could see)		
	mucha gente (lots of people)		
	fui (I went)	y nos divertimos (and we had fun)	
	a la iglesia (to church)		
	a la mezquita (to the mosque)		
	a la sinagoga (to the synagogue)		
	a la casa de mis abuelos (to my grandparents' house)		

5.4 ¿A qué fiesta te gustaría ir?

SB5.4 ¿A qué fiesta te gustaría ir? (Which festival would you like to go to?)				
Si pudiera (If I could)	me gustaría ir (I would like to go)	al Carnaval	Participaría en (I would take part in)	el encierro (the running of the bulls)
				los desfiles (the parades)
Si tuviera la oportunidad (If I had the opportunity)	iría (I would go)	al San Fermín	Comería (I would eat)	platos típicos (typical dishes)
		a la Tomatina	paella o tapas	
Si fuera posible (If it were possible)		a la Feria de abril	Vería (I would see/watch)	la batalla de tomates (the tomato battle)
		a las Fallas	Escucharía (I would listen to)	los fuegos artificiales (the fireworks)
			Llevaría (I would wear)	música en vivo (live music)
				canções (songs)
			Habría (There would be)	ropa tradicional (traditional clothes)
				un traje / un vestido (a suit/costume / a dress)
				mucha gente en las calles (lots of people in the streets)
				hogueras y luces (bonfire and lights)
			Sería (It would be)	alucinante / increíble (amazing / incredible)
				ruidoso / peligroso (noisy / dangerous)
Siempre he soñado con ir (I've always dreamed of going)				

Aim High

Be Determined

Be Kind

Be Supportive

Be Proud



PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education