King's Oak ACADEMY

Cabot Learning Federation

Year 9 Block 3 Knowledge Organisers

Name:

Tutor Group:

Contents:

Block 3 Homework Hand in schedule

Homework will be checked first thing each morning in tutor time. You will need to come to school each day with your homework book and Knowledge Organisers. The table shows which subject you will hand in on each day.

Day	Date	Subject
Mon	26/02/2024	French
Tue	27/02/2024	English
Wed	28/02/2024	PE
Thu	29/02/2024	Maths
Fri	01/03/2024	Science
Mon	04/03/2024	Geography
Tue	05/03/2024	English
Wed	06/03/2024	Art
Thu	07/03/2024	Maths
Fri	08/03/2024	Science
Mon	11/03/2024	French
Tue	12/03/2024	English
Wed	13/03/2024	Music
Thu	14/03/2024	Maths
Fri	15/03/2024	Science
Mon	18/03/2024	History
Tue	19/03/2024	English
Wed	20/03/2024	DT
Thu	21/03/2024	Maths
Fri	22/03/2024	Science
Mon	25/03/2024	French
Tue	26/03/2024	Health
Wed	27/03/2024	Drama
Thu	28/03/2024	Maths
Fri	29/03/2024	Science

EASTER HOLIDAYS		
INSET DAY		
Tue	16/04/2024	Science
Wed	17/04/2024	French
Thu	18/04/2024	Maths
Fri	19/04/2024	Art
Mon	22/04/2024	English
Tue	23/04/2024	Science
Wed	24/04/2024	Geography
Thu	25/04/2024	Maths
Fri	26/04/2024	Music
Mon	29/04/2024	English
Tue	30/04/2024	Computing
Wed	01/05/2024	History
Thu	02/05/2024	Maths
Fri	03/05/2024	PE
Mon	06/05/2024	English
Tue	07/05/2024	Science
Wed	08/05/2024	Geography
Thu	09/05/2024	Maths
Fri	10/05/2024	Drama

How to complete your homework

For all subjects except Maths, homework tasks are based around Knowledge Organisers. Maths will be complete through Sparx Maths – see separate sheet for info.

To complete your homework, you must:

1. Check the hand in schedule (previous page) for the week so that you can see which Knowledge Organisers you need to be learning and what the deadline date is.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. If you are learning **key knowledge** (for example in Science, Geography or History) Write between 10 and 20 self-quizzing questions and answers that test your grasp of this knowledge. If you are learning **key vocabulary** such as in French or English, try to read, cover, say write and check – simply read the word, cover it up, say it aloud then write it down and check if you spelled it correctly.
4. Complete all of your homework in your homework book, including your Sparx Maths notes. Put the deadline date and subject at the top of the page, so that you can clearly see when the work will be checked by your tutor and teacher.
5. Make sure you remember your homework book **everyday**, it will be checked each morning by your tutor and also in your lessons.

You may be set additional 'optional' homework tasks to complete by your teachers to deepen your knowledge, particularly for revision in the build up the to end of block assessments.

On the next page there are some optional extra ideas for ways you could use your Knowledge Organisers

What are 'self-quizzing questions'?

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

"What ions are found in acids?"

"Are all acids poisonous?"

These are examples of self-quizzing questions.

In your homework book, you should write the questions and their answers.

2. Acids (pH 1-6)

- **Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H^+) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

How else can I use my Knowledge Organiser?

The Knowledge Organisers in this booklet will help you learn a wide range of knowledge to prepare you for your lessons as well as the multiple-choice tests at the end of this block of learning.

To get the most out of your Knowledge Organisers, you should be learning sections and then testing yourself. There will be set tasks each week based on the Knowledge Organisers, and there are some optional ideas below that you could try in addition to this if you wish.

Learning Key vocabulary:

- Highlight key terms for a subject and look up the definitions
- Write a sentence using the key terms you have highlighted
- Practice spellings – read, cover, say, write and check to learn the correct spellings of key terms

Quizzes/questions:

- Write some self-quizzing questions based on the information read
- Test your friends and family on their knowledge of a subject
- Get your parents/carers to ask you some questions
- Create exam style questions and then swap with a friend

Reflecting on learning:

- Before a topic – rank order your confidence and then revisit at the end of the topic, rank again and consider where you have improved
- Add more detail to the Knowledge Organiser after you have been taught that topic
- Traffic light (red, amber, green) each box based on how confident you are

Revision:

- Create 2-3 flashcards each week based on each box
- Create a mind map showing the key information from the Knowledge Organiser
- Read ahead to develop skills, knowledge and understanding so you feel more confident before lessons

General use:

- 50 words, 30 words, 10 words – summarise the information on the Knowledge Organiser from 50 words to 30 words to 10 words
- Pictionary – learn the definitions then draw it for your friends/family to guess
- Elevator pitch – summarise the information in a box/whole Knowledge Organiser for a 30 second presentation
- Generation game – like the famous conveyor belt – look at the Knowledge Organiser and then try to remember as many items as possible
- Key term stories – write a short story using 6 key words that are found on the Knowledge Organiser
- Scavenger hunt – read through the Knowledge Organiser with a friend/family member and see who can find specific information/facts first
- Read, cover, check – read the box, write out what you can remember, check what you have missed (then add in purple pen)

Maths Homework – Sparx Maths

What is Sparx Maths?

- Sparx Maths is an online platform we use at King's Oak Academy, it can be accessed at https://www.sparxmaths.uk/
- Each weekly task on Sparx is made up of questions linked to learning in the classroom (either past, current or future) plus some times table questions.
- This should take approximately one hour per week (if it takes longer one week then it will take less time in future weeks).
- Each question has a short video you can watch if you are getting stuck.
- For each question, write down the **bookwork code, your working, and the answer** in your homework book. **You should also mark your own work**.
- You will be able to redo a question if you get it wrong. This is where you have the biggest opportunity to learn.
- To **successfully complete** your Sparx homework you need to achieve **100% completion** each week, meaning you need to get **every question correct.**
- This is because questions are set at **exactly the right level for you.**

What if I get stuck and keep getting a question wrong?

Remember this is the point where you are going to learn the most!

- ☐ Attempt each question before watching the video.
- ☐ Show your working out in your book.
- ☐ Watch the video.
- ☐ Copy down the method shown in the video into your book.
- ☐ Try the question again. Show your working out in your book.
- ☐ Copy the question in your book.
- ☐ Ask your Maths teacher to help you **before** it is due in.

You can gain 'Positive Points' for your Sparx work by;

a) Completing Sparx homework early.
b) Completing the optional XP boost questions.
c) Completing the optional target questions.
d) Completing independent learning tasks based on topics you find difficult.

Year 7 Curriculum:

Question topics will be set by your Maths teacher to make sure that they fit with the topics you are studying each term, as set out in the table here:

	Term 1	Term 2	Term 3 and Term 4	Term 5 and Term 6
Year 7	**Fractional thinking** Probability Factors, multiples, primes Fractions (+/-) **AP1**	**Algebraic thinking** Directed number Manipulating algebra Exploring sequences **AP2 (DOOYA)**	**Proportional reasoning** Fractions (×/÷) Proportion Ratio Units of measure	**Using shape** Coordinates & straight-line graphs Properties of shape Notation/labelling conventions Perimeter & area Circles – area & circumference **AP3 (DOOYA)**

Year 9 Architecture

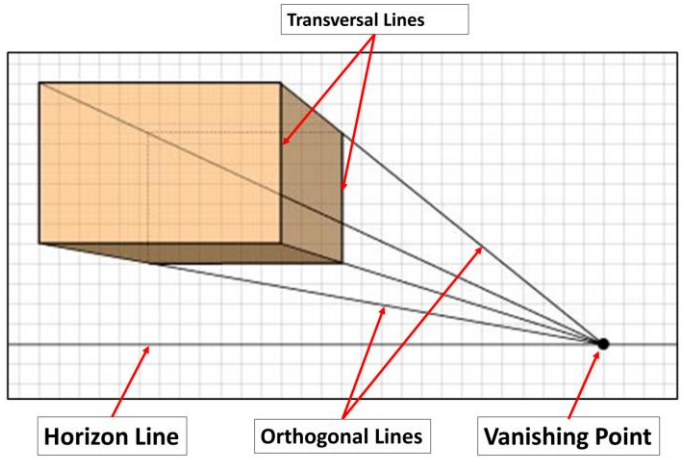
Architecture is the art or practice of designing and constructing buildings.

Antoni Gaudí was a famous Spanish architect known for his unique and creative designs. His most famous work is the Sagrada Família, a huge church in Barcelona that is still being built today. Gaudí's style was special because he used natural shapes and religious symbols in his buildings. The Sagrada Família is a good example of Gaudí's genius in combining the two styles of Gothic and Art Nouveau elements. He also pioneered innovative structural techniques, utilizing hyperbolic geometry and organic forms to create buildings that were not only visually stunning but also structurally groundbreaking.

Frank Gehry is a renowned Canadian-American architect. He is widely celebrated for his innovative and distinctive architectural style, characterized by bold, sculptural forms and the use of unconventional materials. Gehry has played a pivotal role in shaping the contemporary architectural landscape. Gehry often challenges traditional architectural norms, embracing asymmetry and unpredictability in his designs. He is recognized for his ability to blend art and architecture seamlessly, creating buildings that are not only functional but also serve as works of art.

one-point perspective recap

Can you remember the terminology?



Dame Zaha Hadid was a pioneering Iraqi-British architect who's innovative and visionary designs earned her recognition as one of the most influential architects of her time. Zaha Hadid was known for her fluid, dynamic, and futuristic architectural forms that defied convention. Her designs often incorporated sweeping curves, sharp angles, and a sense of movement, challenging traditional notions of space and geometry. Hadid's work reflected a commitment to pushing the boundaries of design and technology.

KS3 Computing Term 3
Units and data representation

Units

In a computer, all is stored in form. A binary digit has to possible states, 1 and 0.
A binary digit is known as a . A bit is the smallest unit of data a computer can use. The binary unit system is used to describe bigger numbers too.
Eight bits are known as a .
The binary unit system is as follows:

Size	Unit
4 bits	0.5 byte (B)
8 bits	1 byte (B)
1,000 bytes (1,000 B)	1 kilobyte (KB)
1,000 kilobytes (1,000 KB)	1 megabyte (MB)
1,000 megabytes (1,000 MB)	1 gigabyte (GB)
1,000 gigabytes (1,000 GB)	1 terabyte (TB)
1,000 terabytes (1,000 TB)	1 petabyte (PB)

Characters

Computers work in binary
As a result, all characters, whether they are letters, punctuation or digits are stored as binary numbers. All of the characters that a computer can use are called a
character set,
One character that is used is called:
American Standard Code for Information Interchange (ASCii)

Character	Denary	Binary	Hexadecimal
A	65	1000001	41
Z	90	1011010	5A
a	97	1100001	61
z	122	1111010	7A
0	48	0110000	30
9	57	0111001	39
Space	32	0100000	20
!	33	0100001	21

For example, in binary, the word "Computer" would be represented as:

1000011 1101111 1101110 1110000 1110101 1110100 1100101 1110010

Question: What would this message say?

1001000 1100101 1101100 1101100 1101111 0100001

Hexadecimal

In computer science, different number bases are used:

Denary is base 10, which has ten units (0-9)

Binary is base 2 , which has two units (0-1)

Hexadecimal, also known as hex, is the third commonly used number system. It has 16 units (0-9) and the letters A, B, C, D, E and F.

Denary	Binary	Hexadecimal
0	0000	0
1	0001	1
2	0010	2
3	0011	3
4	0100	4
5	0101	5
6	0110	6
7	0111	7
8	1000	8
9	1001	9
10	1011	B
12	1100	C
13	1101	D
14	1110	E
15	1111	F

Video Denary to Binary
https://www.bbc.co.uk/bitesize/guides/zfspfcw/revision/2
Video Hexdaecimal to denary
https://www.bbc.co.uk/bitesize/guides/zfspfcw/revision/5
Game:
https://learningcontent.cisco.com/games/binary/index.html
Video Overflow Error:
https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/5

Year 9 Clock Project

King's Oak ACADEMY

Key words:

Design Brief
Annotations
Target market
Prototype
Modelling
Memphis
Isometric
Oblique
Post modern
Acrylic
CAD/CAM
Epoxy resin
Plywood
Production Plan

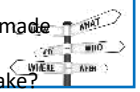
Product analysis

Analyse the above clocks using ACCESS FM.

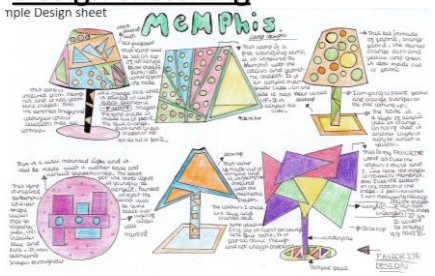
Design Brief Analysis

A design brief is a statement telling you what to do. To understand exactly what you need to do you need to break it down. The easiest way to break it down in by using the 5Ws and H to ask some questions. These questions could be:

- Who is going to use it?
- What materials could it be made from?
- How much will it cost to make?



Design sketching



Try drawing in 3D isometric or oblique and a ruler to help you

- When drawing your design sketches, make sure they are in 3D and must always be drawn in PENCIL.
- When rendering use colouring pencils.
- Get creative with your ideas. Your imagination has no limits.

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

ACCESS FM - Helpsheet

A is for **Aesthetics** — **Aesthetics** means **what does the product look like?** What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

C is for **Cost** — **Cost** means **how much does the product cost to buy?** How much does it: Cost to buy? Cost to make? How much do the different materials cost? Is it good value?

C is for **Customer** — **Customer** means **who will buy or use your product?** Who will buy your product? Who will use your product? What is their: Age? Gender? What are their: Likes? Dislikes? Needs? Preferences?

E is for **Environment** — **Environment** means **will the product affect the environment?** Is the product: Recyclable? Reuseable? Repairable? Sustainable? Environmentally friendly? Bad for the environment? **6R's of Design:** Recycle / Reuse / Repair / Rethink / Reduce / Refuse

S is for **Size** — **Size** means **how big or small is the product?** What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit? Would it be improved if it was bigger or smaller?

S is for **Safety** — **Safety** means **how safe is the product when it is used?** Will it be safe for the customer to use? Could they hurt themselves? What's the correct and safest way to use the product? What are the risks?

F is for **Function** — **Function** means **how does the product work?** What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

M is for **Material** — **Material** means **what is the product made out of?** What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

Wood or Timber comes from trees. There are two types of tree.

- **Softwood** - come from coniferous trees. They are usually faster growing, therefore usually more open grained, softer and cheaper. Used mainly for construction. Examples; Pine, Larch, Spruce, Red Cedar.
- **Hardwood** - come from broad leaved trees, they are usually deciduous, which means they lose their leaves in winter. They are usually slower growing, therefore usually tighter grained, harder and more expensive. Often used for furniture. Examples: Oak, Ash, Beech, Mahogany.

There also

- **Manufactured Boards** - are made by gluing wood fibres or veneers together. They come in sheets of standard size and thicknesses. Used for floorboards, worktops, furniture, construction. Examples; mdf, chipboard,plywood

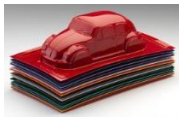
Metal comes from ore, which is mined and smelted to create metals. There are three types.

- **Ferrous** - contain Iron and some carbon. They are the most commonly used. They are magnetic and most rust. Used for from constructions to tools. Examples; Cast Iron, Mild Steel, High Carbon Steel, Stainless Steel, High Speed Steel.
- **Non Ferrous** - do not contain Iron. They do not rust, but can tarnish. They are used for everything from, pipes, cables, food tins and cans, to planes to jewellery. Examples; Copper, Tin, Aluminium, Zinc, Silver.
- **Alloys** - are a mixture of two or metals. Most metals are alloys. An alloy uses the best properties of each metal. Examples; Brass, Bronze, Duraluminium, Casting Alloy(L4)

Plastic

- Also called Polymers Most polymers are synthetic (man-made), most are made from oil. Many polymers are capable of being recycled, but most are not. There are two types:
- **Thermoset** - are heated and moulded into shape once.
- They cannot soften if reheated. They are used for worktops, electrical fittings, glues. Examples; Melamine Formaldehyde, Epoxy Resin, Polyester Resin, Phenol Formaldehyde, Urea Formaldehyde.
- **Thermoplastic** - soften when heated and ca be shaped when hot. The plastic hardens when it is cooled, but can be re-shaped if re-heated. Used for baths, buckets, bottles, pipes, food packaging, shoe soles. Examples; High Density Polyethylene, Expanded Polystyrene, Acrylic, Nylon, PVC, PET

Create a 12 question quiz (including answers) based on the 3 materials in your knowledge organiser.



HIPS (High impact polystyrene)

MDF

Acrylic

Evaluation:

Designers evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved. Whatever you have designed it is important to evaluate your work constantly during the project.

Evaluation can take a variety of forms:

- General discussion with other pupils, staff and others.
- Questionnaires / surveys carried out at any time during the project.
- Your personal views, what you think of existing designs.
- Most important of all - what do you think of your designs, prototypes and finished products ?
- Can you think of any other ways of evaluating your work?

Tools and Equipment:

Year 9 Drama – Key skills

Developing your knowledge, skills and understanding of a variety of extract from popular and inspiring plays

Exposure to a range of texts, such as Teechers, Blood Brothers, Noughts and Crosses, Girls like that
Rehearsal and performance of key scenes to communicate meaning

Key Skills

1	Pitch	This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character.
2	Accent	This informs the audience what country you are from e.g. England.
3	Diction	This is how clearly you speak using enunciation and pronunciation.
4	Volume	This is how loud you speak, this could be from a stage whisper to shouting.
5	Emphasis	This is when a performer puts extra focus on a word or words within a sentence to make a point, this can be done by elongating, speaking louder or changing the tone of your voice.
6	Intonation	This is varying your voice so that it goes up and done, this help the fluency of your speech and helps the audience stay engaged with your dialogue.
7	Projection	This is speaking with strength. Opening your mouth wider creates a bigger projection.
8	Dialect	This is similar to speaking with an accent except it is more specific i.e. it tells the audience what region you are from e.g. London.
9	Tone	This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.
10	Received Pronunciation	This is when you speak with a posh accent, taking care to enunciate each letter in every word. Performers use the front of their mouths when they are delivering their dialogue to give a nasal sound.
11	Cockney	This is speaking with an East End (London) dialect.
12	Enunciation	This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word.
13	Pronunciation	This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent.
14	Pace	This is how fast or slow a performer speaks. A character who is tired or bored may speak with a slow pace compared with a happy, excited character who will speak with a fast pace.

	Key Words	Definition
15	Scene	A section of a play/act
16	Dialogue	Speech
17	Duologue	Two people speaking
18	Performance	A showcase
19	Improvise	Creating a piece of unscripted work
20	Script	Written dialogue
21	Audience	Spectators
22	Character	A person who you play in role
23	Rehearsal	Practicing a scene/performance

Physical Skills		
24	Gesture	an action of the body i.e. pointing a finger or tilting the head
25	Mannerism	a habitual movement i.e. twitching the nose, licking the lips
26	Body Language	non verbal communication of the body to show emotion
27	Facial Expression	how the face conveys emotion e.g. an angry face shows furrowed eyebrows, pursed lips, squinted eyes, scrunched nose and forehead
28	Proxemics	how the stage space is used effectively to show something (e.g. relationships between characters)
29	Gait	how a character moves e.g. the Villain took big strides across the stage on tip toes lunging with his knees
30	Relationship	how the character interacts with others on stage
31	Energy	low level or high level
32	Posture	how a person carries themselves sitting or standing e.g. – shoulder back, chest out, chin up, feet together
33	Eye Contact & Focus	the state in which two people are aware of looking directly into one another's eyes. Or where the eyes are focused

English

Year 9

Terms 3&4

19th Century

Vocabulary Organiser

Number	Word	Definition	Term	Unit
1	**Imperialism**	Acquiring control over another country, occupying it with settlers, and exploiting it economically.	Term 3	War of the Worlds
2	**Exposition**	An exposition of an idea or theory is a detailed explanation or account of it.	Term 3	War of the Worlds
3	**Indigenous**	Indigenous people or things belong to the country in which they are found, rather than coming there or being brought there from another country.	Term 3	War of the Worlds
4	**Socialism**	Government system based on public ownership (also known as collective ownership).	Term 3	War of the Worlds
5	**Extra-terrestrial**	Extra-terrestrial means happening, existing, or coming from somewhere beyond the planet Earth.	Term 3	War of the Worlds
6	**Apocalypse**	Armageddon; end of the world; judgement day.	Term 3	War of the Worlds
7	**Exploitation**	Mistreatment of people for personal gain.	Term 4	War of the Worlds
8	**Darwinism**	Theory that biological variations of species evolve which allow only the most well-adapted to survive.	Term 4	War of the Worlds
9	**Patriotism**	Patriotism is love for your country and loyalty towards it.	Term 4	War of the Worlds
10	**Exodus**	If there is an exodus of people from a place, a lot of people leave that place at the same time.	Term 4	War of the Worlds
11	**Annihilation**	The total destruction of something.	Term 4	War of the Worlds
12	**Evolution**	The development and progression of something over time.	Term 4	War of the Worlds

KOA Health

Food Technology Knowledge Organiser 3

Vegetarian
Vegetarian diets restrict the consumption of all meat, poultry, and seafood. However, they can include various products of animal agriculture such as cheese, eggs, and milk.

Vegan
Being vegan involves avoiding all animal products, whether food or clothing (such as leather shoes). In contrast, plant-based refers to foods and meals that are predominantly based on plants.

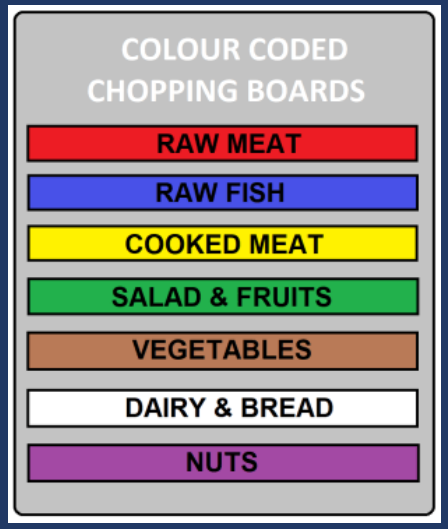
Gluten Free
To follow a gluten-free diet, you must avoid wheat and some other grains while choosing substitutes that provide nutrients for a healthy diet.

Lactose Intolerant
If you are lactose intolerant, you may experience symptoms after eating dairy products and some prepared foods that contain dairy. Some dairy products have less lactose than others.

Regular Diet
The regular diet can also be referred to as a general or normal diet. Its purpose is to provide a well-balanced diet and ensure that individuals who do not require dietary modifications receive adequate nutrition.

Pescatarian
The pescatarian diet, or pescatarianism, involves eating a primarily vegetarian diet with the addition of fish and other seafood.

Cooking Equipment



Scales
A scale or balance is a device used to measure weight or mass.

Measuring Spoons
A measuring spoon is a spoon used to measure an amount of an ingredient, either liquid or dry, when cooking.

Electric Whisk
and mixers let you whip up you're baking or cooking favourites by mixing, whipping, kneading and more.

Cake Tin
It can be any shape of pan, made of any material, designed to hold any type of food stuff, sweet or savoury, solid or liquid.

9.11 My school Knowledge Organiser

School – Subjects, uniform and time
Future plans & jobs

The present tense	ER verb	IR verb	RE verb
Je (I)	-e	-is	-s
tu (you)	-es	-is	-s
Il/Elle/On (he/she/one)	e	-it	-
Nous (we)	-ons	-issons	-ons
Vous (you all)	-ez	-issez	- ez
Ils /Elles (they)	-ent	-issent	-ent

The future tense in French

You can talk about the future by using the **near future** tense.
Use part of the verb ALLER and the infinitive to say what you are **going** to do.

Ce soir, je vais jouer au tennis. This evening I am going to play tennis.
Demain, Paul va faire un gâteau. Tomorrow Paul is going to make a cake.

You can also use the following phrases with an infinitive to refer to the future.
Je veux= I want
Je voudrais = I would like
J'aimerais = I would like
J'espère = I hope
J'ai l'intention de = I intend / I am planning

Adjectives describe nouns e.g., a **black** blazer.

In French, adjectives normally go after the words they are describing e.g., une chemise bleue (a blue shirt) and they must agree with the noun they are describing.

Adjectives must agree with the noun (or pronoun) they describe in gender and in number.

This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g., une veste noire (a black blazer).

If that same noun is also plural, the adjective will be feminine **AND** plural as well e.g., les chaussettes noires (black socks).

Comparatives – to express more or less than
… est plus + adjective + que - is more…adjective…than
… est moins + adjective + que - is less…adjective… than
… est aussi + adjective + que – is as…adjective…as
For example:
L'anglais est plus intéressant que la géographie. (English is more interesting than Geography)
L'histoire est moins amusant que l'E.P.S. (History is less fun than PE)
Le français est aussi difficile que les maths. (French is as difficult as maths).

9.11 My School Life – Vocabulary List

Quelle est ta matière préférée?	What is your favourite subject?
L'anglais	English
L'espagnol	Spanish
Le français / les langues	French / languages
Le théâtre	Drama
Le dessin	Art
Le sport (L'EPS)	P.E.
L'informatique	I.C.T. (Computer Studies)
La musique	Music
La technologie	D.T.
La géographie	Geography
L'histoire	History
La religion	R.S. (Religious Studies)
L'éducation civique	P.S.H.E (Health and Wellbeing)
Les mathématiques	Maths
Les sciences	Science

Quelles sont les règles?	What are the rules?
On doit / On ne doit pas	You must / You must not
On peut / On ne peut pas	You can / You can not
Il faut	You must
Il est interdit de/d'	It is forbidden to
Écouter en classe	(to) listen in class
Utiliser son portable en classe	(to) use your phone in class
Porter des bijoux	(to) wear jewellery
Porter du maquillage	(to) wear make-up
Porter des baskets	(to) wear trainers
Manquer les cours	(to) miss lessons
Être à l'heure	(to) be on time
Mâcher du chewing-gum	(to) chew chewing-gum
Faire ses devoirs	(to) do homework

Qu'est-ce que tu en penses?	What do you think of it?
C'est/Ce n'est pas	It is/It is not
Intéressant (e)	Interesting
Pratique	Practical
Utile/inutile	Useful/not useful
Facile/Difficile	Easy/difficult
Ennuyeux (se) /barbant (e)	Boring
Passionnant (e)	Exciting
Créatif (ve)	Creative
Important (e)	Important
Trop	Too
Très	Very
Assez	Quite
Un peu	A bit (a little)
du tout	At all

Qu'est-ce que tu voudrais faire dans le futur?	What would you like to do in the future?
Je vais	I am going
Je voudrais/J'aimerais	I would like
Réussir mes examens	To pass my exams
Recevoir des bonnes notes	To get good results
Faire un apprentissage	To do an apprenticeship
Chercher du travail	To search for a job
Faire du bénévolat	To do voluntary work
Voyager autour du monde	To travel the world
Avoir des enfants	To have children
me marier	To marry
Apprendre à conduire	To learn to drive
Devenir	To become
Médecin/Veterinaire	A doctor/a vet
Professeur/Avocat(e)	A teacher/a lawyer
Mécanicien(ne)/Plombier(ière)	A mechanic/a plumber
Pompier (ière)	A firefighter
Coiffeur(euse)	A hairdresser

Comment est ton uniforme scolaire?	What is your school uniform like?
Je porte	I wear
Il faut porter	You must wear
Une veste/ un blazer	A blazer/jacket
Un pull	A jumper
Une chemise	A shirt
Un t-shirt	A t-shirt
Une cravate	A tie
Une jupe	A skirt
Des chaussettes	Socks
Un pantalon	Trousers
Des chaussures	Shoes
Un collant	Tights
Un hijab	Hijab
Moche	Ugly
Beau/belle	Beautiful
(In)confortable	(un)comfortable
Cher	Expensive
Pas cher/bon marché	Not expensive/cheap
À la mode	Fashionable
Démodé(e)	Old-fashioned

La journée scolaire	The school day
Je quitte la maison	I leave the house
Je vais au collège	I go to school
Les cours commencent à	Lessons start at
Les cours terminent à	Lessons end at
Ça dure	It lasts
La récréation	Breaktime
L'heure du déjeuner	Lunchtime
Le matin	The morning
L'après-midi	The afternoon
Le soir	The evening
Un élève	A pupil

Year 9 Geography Knowledge Organiser: Why should we care about the oceans?

Key Words	
Ocean circulation	The large scale movement of seawater around the world
Thermohaline	The transportation and mixing of the worlds sea water depending on temperature and salinity (saltiness)
Tide	The up and down movement of the ocean caused by the moon
Overfishing	Where too much fishing has left a reduced number of fish and species in the sea
Coral bleaching	Where the coral turns white under stress

1. What is the difference between a sea and an ocean?

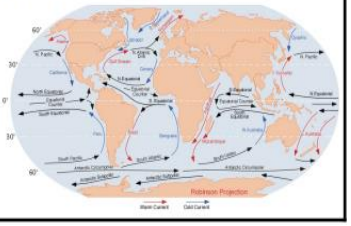
Ocean - a very large expanse of saltwater that covers most of the earths sea.

Sea – an areas of saltwater that surrounds land

2. How do oceans circulate?

Ocean circulation is the way the seawater moves around the world; there are 3 ways oceans circulate:

- The moon which creates tides
- Thermohaline
- Surface ocean winds



3. What is the impact of plastics in the oceans?

Social – plastic washes up on beaches that are used for recreation

Economic – Countries spend lots of money on ways to clear plastic out of the ocean

Environmental – fish ingest plastic causing injury and death

5. What is happening to the coral a the Great Barrier Reef?

The Great Barrier Reef is being destroyed and coral are experiencing bleaching.

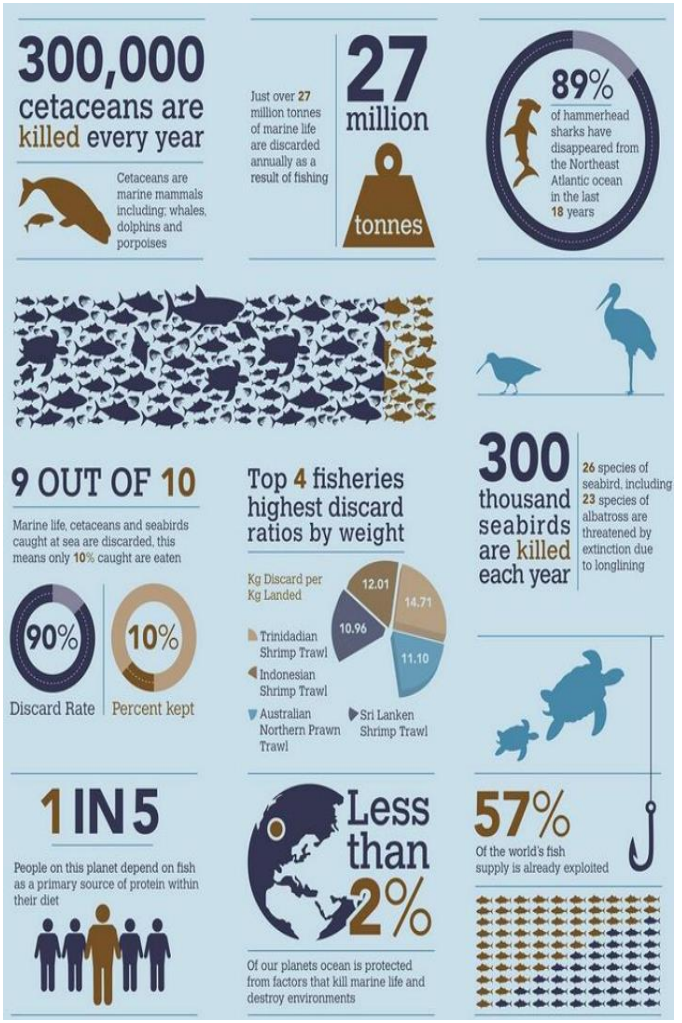
This is where coral experience stress and the algae the depend on to survive leaves. Coral is then left Bleached.

4. What could we do to reduce the amount of rubbish in the ocean?

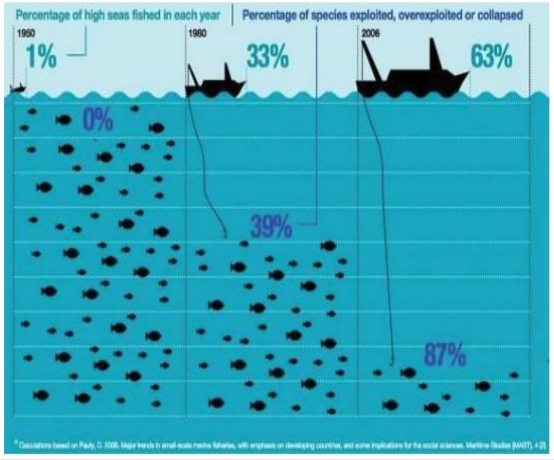
Scotland have launched a 'deposit return scheme' where people pay 20p deposit if they buy a drink in a single use container but get it back when they return in.

We all have a responsibility to keep plastics out of our oceans and can do this by:

- Recycling plastic products
- Not using products with microbeads in
- Stop buying bottled water



6. What is overfishing?



The number of fish in the ocean is declining. This is because we are overfishing the seas.

More people = more demand for fish.

Fisher men are using large nets called trawlers to catch as many fish as possible to meet the demand and earn money.

History – Year 9
What was life like in Nazi Germany?

Key Events

1	**9th November 1918** - The leader of Germany, **Kaiser** Wilhelm, **abdicated**. A democratic government set up, **the Weimar Republic.**
2	**11th November 1918 -** Germany signed **armistice** agreement.
3	**28th June 1919 – The Treaty of Versailles** is signed deciding the terms of peace between the Allies and Germany.
4	**1923 –** Germany was **struggling to pay the reparations** to France. They printed more money leading to **hyperinflation.** The USA provide a loan to help them recover.
5	**November 1923 – The Munich Putsch** – The NSDAP try to take over the Weimar Government, they fail and Hitler is sent to prison.
6	**October 1929 – The Wall Street Crash**, the American stock market collapsed and needed their loans back from Germany.
7	**30th January 1933 –** Hitler is named **chancellor** of Germany.
8	**February 1933 – The Reichstag Fire** was blamed a Dutch communist and used as propaganda, support gained for NSDAP.
9	**23rd March 1933 - The Enabling Act** was passed which meant Hitler was able to make laws without consulting the Reichstag.
10	**30th June 1934** - **The Night of the Long Knives** - purge of SA leadership who threatened Hitler and other political opponents.
11	**2nd August 1934 –** President **Hindenburg died**. **Hitler** combines the role of chancellor and president and becomes **Führer** (leader).

Key Skills

12	Causation	Explaining how events are caused by developments that came before.
13	Consequence	The result or effect of an event.
14	Source Analysis	**Nature**: What is the type of source? **Content**: What does it tell us? **Origin**: Who wrote it? When? Where? **Purpose**: Why was the source made?

Key Terms

15	Peace armistice	A document which is signed to halt fighting whilst peace negotiations take place.
16	November criminals	the name given to the men who signed the peace armistice.
17	Abdication	Renouncing (giving up) the throne.
18	Treaty of Versailles	A treaty which formally ended WWI.
19	Reparations	Germany was to made to pay £6.6 billion reparations for damage during the war.
20	NSDAP	National Socialist German Workers' Party – Was known as the Nazi Party.
21	Weimar Republic	The democratic government elected after the end of WWI.
22	chancellor	The head of the German government appointed by the president.
23	Reichstag	The name of Germany's parliament.
24	propaganda	Information, can be biased, that promotes a political cause/point of view.
25	Third Reich	The name of the Nazi regime (government).
26	Kinder, Küche and Kirche	'Children, Kitchen, Church.' Nazi's asked women to do these instead of work.

Key Groups/People

								
Kaiser Wilhelm	**Adolf Hitler**	**Joseph Goebbels**	**President Hindenburg**	**SA**	**SS**	**Gestapo**	**Hitler Youth**	**League of German Maidens**
Leader of Germany during WW1 until 1918.	German politician and leader of the Nazi Party.	Nazi minister for propaganda 1933 - 1945.	President of Germany from 1925 – 1934.	Protectors of Nazi leaders formed in 1921.	Established 1925 to protect Hitler & then policed Third Reich.	The Nazi's secret police force.	The HJ, boys would join the main group from age 14.	The female equivalent of the HJ they would join from age 14.

What is the Holocaust? Key definitions.

- The mass murder of Jews under the German Nazi regime during the period 1941-5. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz.
- Holocaust comes from Hebrew and means destruction or completely burnt. Many Jews use the term Shoah which comes from the Hebrew and means catastrophe.

Three Historical Reasons for Anti-Semitism:

1. Jews were blamed for the crucifixion of Christ.
2. Jews were blamed for the Black Death although many Jews were killed by the disease.
3. Jews were driven out of many Western European countries in the Middle Ages. They were expelled from England in 1290, from France in 1306 and 1394.

All of these actions made the Jews outliers from the rest of their community and therefore different and victims of prejudice and discriminations

Hitler's Persecution of the Jews

Hitler's dislike of the Jews was based on the economy. He blamed them for making Germany weak.

- **1st April 1933:** Hitler's first action directly against the Jews was a Boycott of all Jewish businesses
- **April 11, 1933 -** Nazis issue a decree defining a non-Aryan as "anyone descended from non-Aryan, especially Jewish, parents or grandparents."
- **May 10, 1933 -** Burning of books in Berlin and throughout Germany.
- **In Sept -** Nazis establish Reich Chamber of Culture, then exclude Jews from the Arts.
- **Summer 1935** Placards saying Jews not wanted displayed in resorts, public buildings, restaurants and cafes .(these were removed during the 1936 Olympic Games).
- A massive, coordinated attack on Jews throughout the German Reich on the night of **November 9, 1938** into the next day, has come to be known as **Kristallnacht** or The Night of Broken Glass.

The Rise of Hitler and the Nazis:

Nazis is an abbreviation for the National Socialist German Workers Party that existed from 1919-1945. Their leader was Adolf Hitler

Reasons for the Nazi's gaining support.

- Nazi's had support from big business
- The rise in unemployment
- Hitler promised a stronger Germany and Hitler's use of propaganda
- The Nazis promised different things to different people: jobs to the unemployed, ideas to the young, pensions to the old
- Hitler blamed the Jews for the economic collapse and struggles of Germany

Hitler takes power in Germany:

July 1932 the Nazis were the largest party in the Reichstag.
Hitler is made Chancellor on the 30th January 1933.
Hitler starts his persecution of the Jews.

The Road to the Holocaust World War Two.

The Nazis invaded Eastern Europe and used The Einsatzgruppen who were special mobile killing squads created in 1939. In 1941 the Einsatzgruppen would move through Nazi controlled areas and round up Jews, gypsies, undesirables and disabled people. They rounded them up and shot them.

The Final Solution

The **Wannsee Conference** was a meeting of senior government held in the Berlin suburb of Wannsee on 20 January 1942. It was decided whereby most of the Jews of German-occupied Europe would be deported to occupied Poland and murdered.

The Death Camps: Auschwitz Birkeneau, Chelmno, Treblinka, Belzec, Sobibor, Majdanek in the far east of Poland.

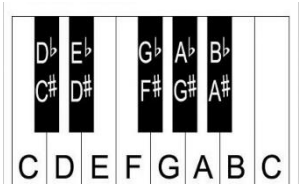
The death camps used gas chambers to murder Jews and others on an industrial scale. Jews were brought from all over Europe. Selection happened when you arrived. Women with children, the Elderly and the unfit went straight to the gas chambers. The Jews were told they were being taken to showers but the showers were in fact gas chambers. To the camps usually 14 years of age upwards and if they were fit and healthy as well as children taken from parents (if they were lucky) were taken to showers to clean them up. The showers were either really hot or extremely cold. They would then be tattooed with a number their hair shaven and given a uniform.

The Holocaust is significant as it is a point in human history where religious discrimination and overt racism led to the deliberate attempt to wipe a single group of human beings from the face of the planet by mass murder. This genocide can never be forgotten as it stands as an example of what can go wrong when hate and prejudice go unchallenged.

Year 9 Terms 3 & 4: Music for Moving Image

Key Words

Ostinato
Syncopation
Sequence
Imitation
Transpose
Extend
Retrograde
Inversion
Pedal Note
Dissonance
Chromaticism
Cluster
Chords
Leitmotif
Mickey Mousing
Juxtaposition
Irony
Cliche



Musical Elements

Dynamics	*(volume)*
Rhythm	*(duration of notes)*
Tempo	*(speed)*
Context	*(background info)*
Structure	*(sections)*
Melody	*(organisation of pitches)*
Instrumentation	*(instruments & voices)*
Texture	*(layers)*
Harmony	*(chords & progressions)*
Tonality	*(key)*

Composers & Pieces

- John Williams
- Hans Zimmer
- Rachel Portman
- Jerry Goldsmith
- Danny Elfman
- Angela Morely
- Bernard Herman
- Enio Morricone
- Ramin Djawadi

Film Music Genres studied

Horror, Romantic
Sci-fi / Futuristic, Nature documentaries
Video games

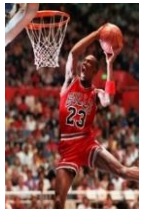
Instruments & Techniques

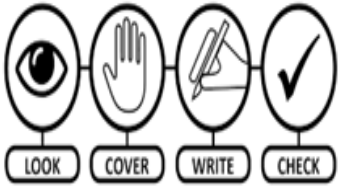
Strings	(Violin, Viola, Cello, Double Bass)
Pizzicato	(plucking strings)
Woodwind	(Flute, oboe, clarinet, bassoon)
Brass	(Trumpet, French Horn, Trombone, Tuba)
Percussion	(Timpani, Bass drum, Snare drum, triangle, maracas, bells)
Synthesisers	(computer generated sounds & FX)

Key Stage 3 Knowledge Organiser – Core PE Unit 3: Leadership

	Components of a session	Description	Example
1	**Aims and objectives**	This is what you want your participants to achieve in your session.	'To be able to control the ball using different parts of the foot'. 'To be able to describe and demonstrate the teaching points of a short serve.'
2	**Warm-up**	3 part warm up to include pulse raiser, stretches held for 8-10 seconds and mobilisation.	A light jog to increase heart rate, followed by stretches for the main muscle groups and mobilisation of the joints such as leg swings and arm circles.
3	**Main component**	Skills and conditioned games or full game.	Serving into a hoop in badminton, followed by a game where you are only able to score points when serving.
4	**Cool down**	Pulse lowering activities and repeat of stretches from the warm up held for 15-20 secs.	Gentle jog, gradually decreasing to a walk, followed by stretches of the main muscle groups used in the main activity.

	Leadership styles	Description	Advantages/disadvantages
5	**Autocratic** 	The leader makes all of the decisions and ensures instructions are followed.	Very good for safety with dangerous activities or inexperienced participants. Participants can become annoyed at having no say and rebel.
6	**Democratic** 	There is collaboration between the leader and their participants when making decisions.	Participants feel valued, so can be more motivated. Can lead to disorganisation as too many opinions.
7	**Laissez-faire** 	The leader makes few decisions and lets the participants choose what happens.	Can enhance team spirit. Participants may start to talk over the coach and make bad decisions based on personal preferences.

	Personality type	Characteristics	Type of sport
8	**Introvert** 	Shy; quiet; thoughtful; like to be on their own.	Tendency to play individual sports that need concentration or precision (fine motor skills) and do not like too much excitement (low arousal activities). E.g., rifle shooting, archery; athletics.
9	**Extrovert** 	Sociable; enjoy interaction of others; enthusiastic; talkative; easily bored.	Tendency to play team sports with a fast pace and gross motor skills, needing less concentration (high arousal activities). E.g., football, basketball, netball.



EDEXCEL 9-1 Combined Science| **Physics – Motion and Forces** | Required Knowledge

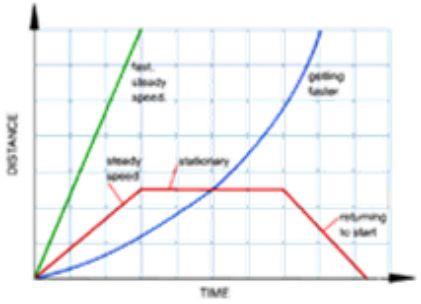
Vector	Scalar
A property with magnitude (size) & direction.	A property with magnitude (size) only.
Velocity	Speed
Displacement	Distance
Weight	Mass
Acceleration	
Force	

Average speed is calculated using this equation:

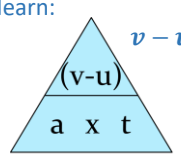
$$\text{Speed (m/s)} = \frac{\text{total distance (m)}}{\text{total time (s)}}$$

formula triangle

Distance-time graphs:



Acceleration: units: m/s^2. Speeding up or slowing down. Two equations to learn:



$$v - u = a \times t$$

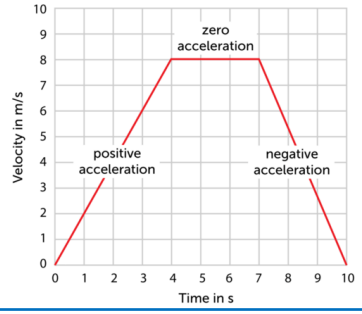
a = acceleration
v = final velocity
u = initial velocity
t = time taken

And:

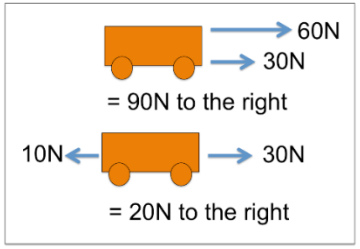
$$v^2 - u^2 = 2 \times a \times s$$

Where s = distance.
Slowing down is negative acceleration, **not** deceleration.

Velocity-time graph: Area under the line = distance travelled.



Resultant forces: Forces acting on an object can be added together to give the resultant force. Remember some forces are **negative** because force is a **vector**. Horizontal and vertical forces must be treated separately.

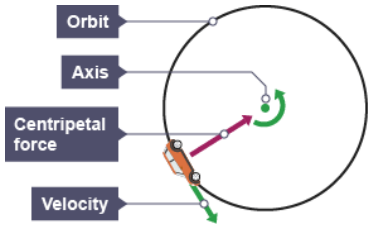


Newton's First Law: An moving object will continue to move at the same velocity (speed and direction) until acted on by a resultant force.

Or:

A stationary object will remain at rest until acted on by a resultant force.

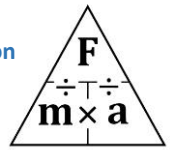
H – Circular motion: An object moving in a circle is constantly changing direction. Change in direction means change in velocity, and therefore the object is accelerating (positive or negative) even if its speed does not change. This means a force is required to keep the object moving in a circle. This force is called the **centripetal force.**



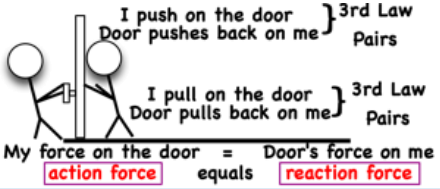
Newton's Second Law:

Force = mass x acceleration

$$F = m \times a$$



Newton's Third Law: Two objects interacting with one another experience equal forces in opposite directions.



Mass	Weight
How much matter there is.	The force of gravity acting on the mass.
Same regardless of location.	Changes depending on location (e.g., different planets).
Measured in kilograms (kg).	Measured in Newtons (N).
Scalar (size only).	Vector (size and direction).

Weight = mass x gravitational field strength

$$W = m \times g$$

On Earth, $g = 10\ N/kg$.

H – Momentum: A measure of how hard it is to stop an object moving. Vector. Units: kg.m/s.

Momentum = mass x velocity

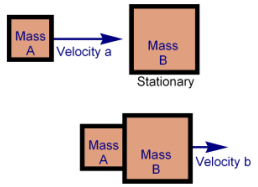
$$p = m \times v$$

To change the momentum of an object, a resultant force is needed:

$$\text{Force} = \frac{\text{Change in momentum}}{\text{time}}$$

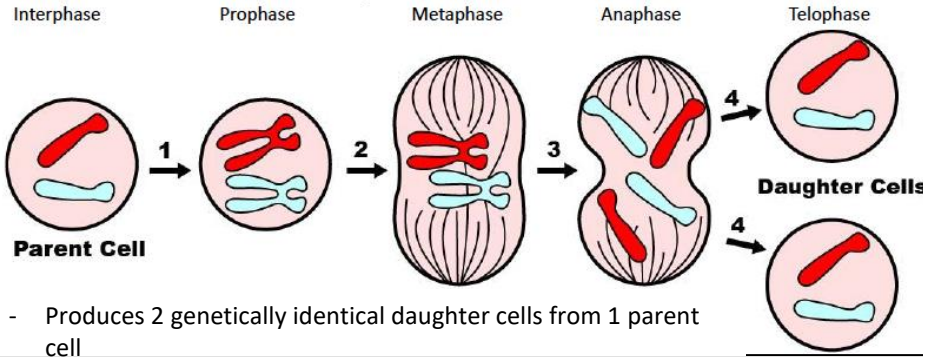
$$F = \frac{mv - mu}{t}$$

Collision between two objects: The total momentum is conserved before and after the collision.



Mitosis

Type of cell division used for growth and repair

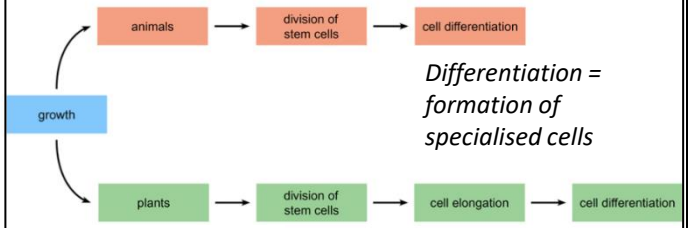


- Produces 2 genetically identical daughter cells from 1 parent cell

Interphase – cell makes extra sub-cellular parts. DNA replication occurs, chromosome copies stay attached.
Prophase – nucleus breaks down and spindle fibres appear. Chromosomes become visible
Metaphase – chromosomes use spindle fibres to line up along the **m**iddle of the cell.
Anaphase – chromosome copies are separated and move **a**part to each end of the cell using spindle fibres.
Telophase – a new nuclear membrane forms around each set of chromosomes.
Cytokinesis – new cell membrane forms to separate the 2 daughter cells.

IPMAT

Growth

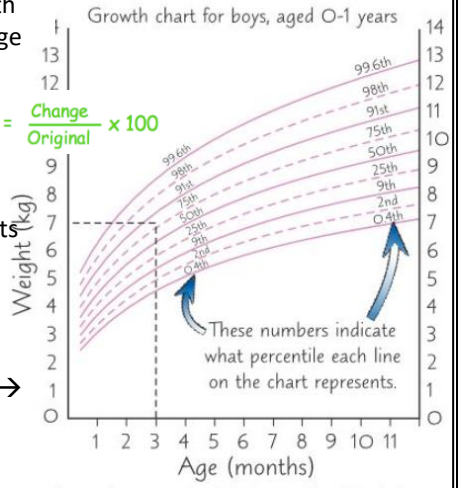


Differentiation = formation of specialised cells

- Measure growth using percentage change

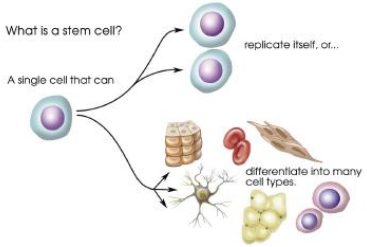
Percentage change = $\frac{\text{Change}}{\text{Original}} \times 100$

- Or using percentile charts which divide a measurements from a large group into 100 equal sections →



E.g. a three-month-old who weighs 7 kg is just above 75th percentile — roughly 75% of three-month-olds are lighter and 25% are heavier.

Stem Cells



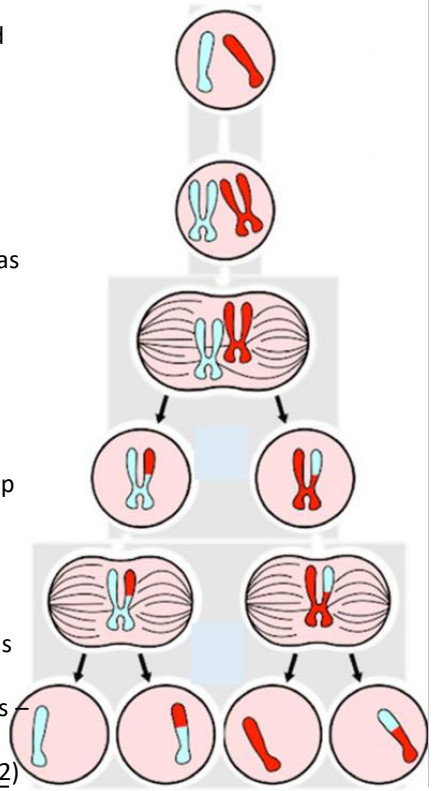
embryos can differentiate into any specialised cell

- Adult stem cells are limited in the type of cell they can differentiate into
- Lots of potential uses
- Ethical issues

- Plant stem cells called meristem cells are found in shoots and roots and can differentiate into any cell type

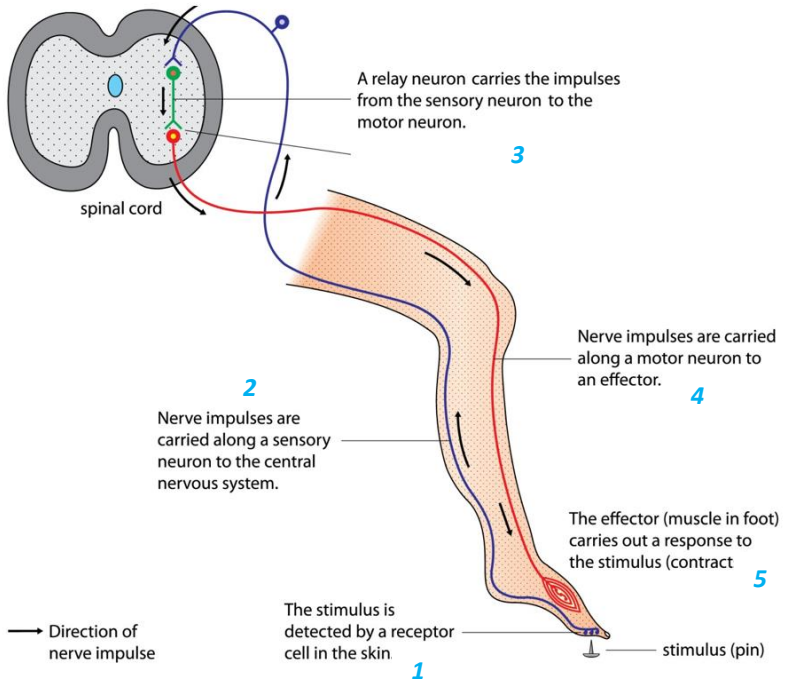
Meiosis

- Type of cell division used to form gametes (sperm and egg cells)
- Produces 4 genetically different daughter cells from 1 parent cell
- The chromosomes are copied in the same way as mitosis
- Pairs of copied chromosomes line up along the middle of the cell
- The pairs separate
- The chromosomes line up along the middle of the cell again
- The copies within each pair then separate
- This leaves 4 haploid cells (half of the original number of chromosomes – in this diagram 1 chromosome instead of 2)



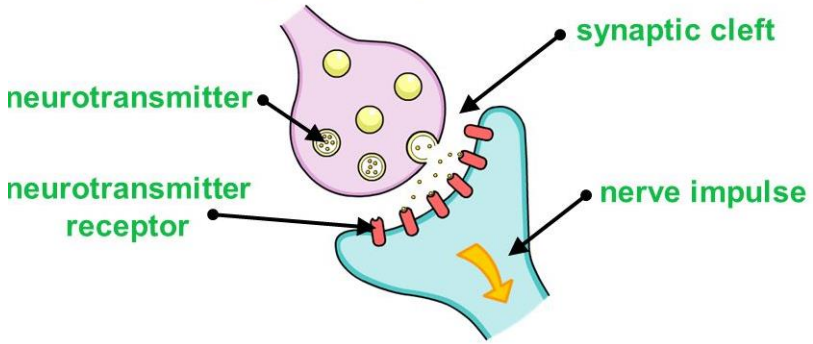
Reflexes

An automatic response to a stimulus



Synapses

A **synapse** is a junction between two neurones across which electrical signals must pass.

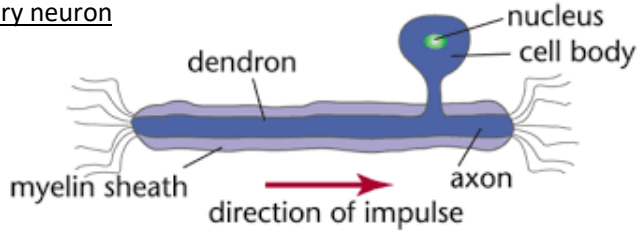


Neurotransmitter molecules diffuse from vesicles towards the neurotransmitter receptors, moving from an area of high concentration to low concentration.

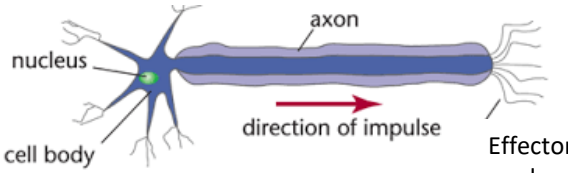
Nervous System

Central nervous system = brain and spinal cord

- Peripheral nervous system = all other neurons (nerve cells) around the body, including sensory motor and relay neurons
- Sensory neuron



- Motor neuron

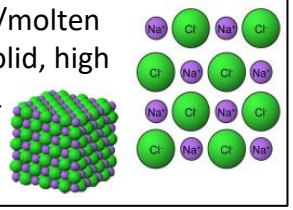


Effector (muscle or gland)

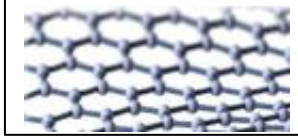
EDEXCEL 9-1 Combined Science| **Chemistry– Bonding**| Required Knowledge

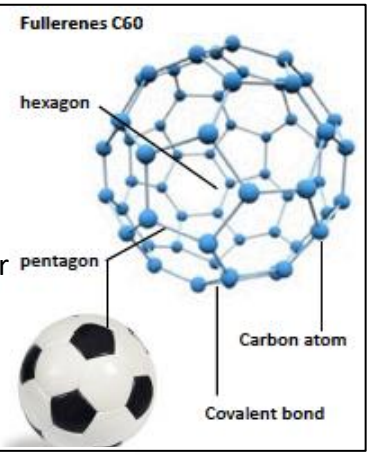
Ions
- Atoms are more stable with full outer electron shells
- Metals lose electrons resulting in a positive ion. E.g. sodium in group 1 → Na^+ ion and calcium in group 2 → Ca^{2+} ion
- Non-metals gain electrons resulting in a negative ion, e.g. oxygen in group 6 → O^{2-} ion and chlorine in group 7 →Cl^- ion

Ionic Compounds
- Positive and negative ions arrange in a regular lattice
- This explains properties including ability to dissolve, conduct electricity when dissolved/molten but not solid, high melting & boiling points

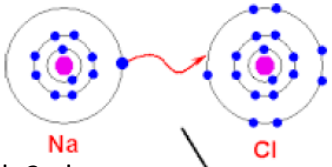


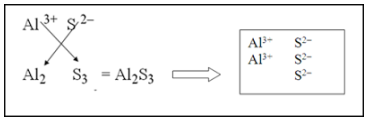
Fullerenes, Allotropes
<u>C60</u>
Strong, weak intermolecular forces (like graphite)
Can be used as lubricants
<u>Graphene</u>
Strong, light, good electrical conductor
Can be rolled into tubes

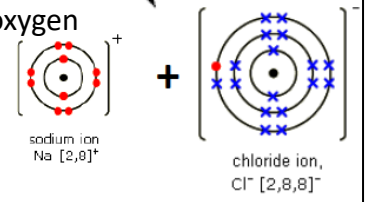




Ionic Bonding
- Positive and negative ions are attracted and form a compound
- Compound name –ide with 2 elements, -ate with 3 elements including oxygen
- Use the crossover method to determine the formula

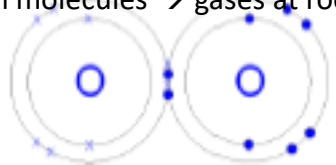




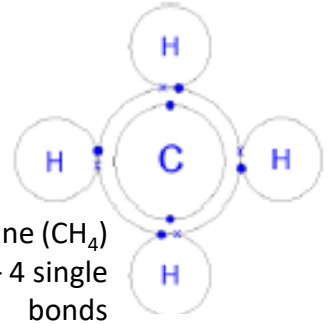


Covalent Bonding
- Electrons are shared to complete the outer shell
- Simple molecular, strong bonds between atoms
- Weak between molecules → gases at room temp

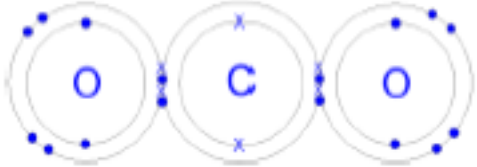
Hydrogen (H_2) – 1 single bond



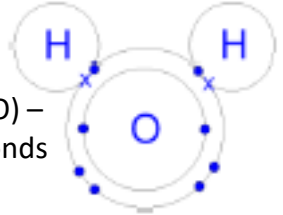
Oxygen (O_2) – 1 double bond



Methane (CH_4) – 4 single bonds

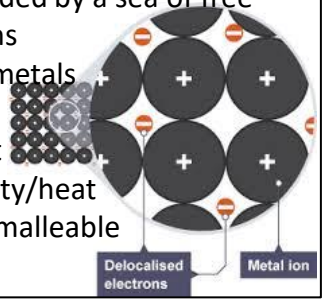


Carbon dioxide (CO_2) – 2 double bonds



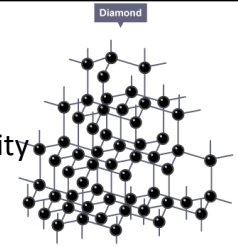
Water (H_2O) – 2 single bonds

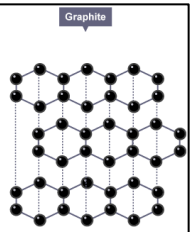
Metallic Bonding
- Metal atoms lose electrons to become positive ions surrounded by a sea of free electrons
- Allows metals to conduct electricity/heat and be malleable



Bonding Models
Ball and stick models are limited: they don't show electrons and appear to have large gaps between atoms. Dot and cross diagrams are limited: they are 2D and don't show bond angles.

Giant Covalent Structures, Allotropes
- Bonding between many non-metal atoms
- <u>Diamond</u>, each C atom forms 4 bonds
- Rigid, strong and doesn't conduct electricity
- Used for cutting tools
- <u>Graphite</u>, each C forms 3 bonds leaving a free electron and weak bonds between layers
- Soft, good electrical conductor
- Used as a lubricant





Working Scientifically

A	Planning experiments	
1	**Independent variable**	What you are investigating / changing in the investigation
2	**Dependent variable**	What you will measure in the investigation
3	**Control variables**	What you will keep the same
4	**Control experiment**	Kept under the same conditions as the rest of the investigation, but has nothing done to it. Used for comparison.
6	**Hazard**	Something that could cause harm.
7	**Risk**	The chance that a hazard could cause harm
8	**Continuous variable**	Can have **any numerical value**, e.g. heights of pupils in a class 2 continuous variables can be plotted on a scatter graph
9	**Categoric variable**	Categoric variables have values that are word labels – e.g. eye colour Displayed using a bar chart
10	**Resolution**	The smallest change a measuring instrument can detect
11	**Uncertainty**	Resolution of the piece of equipment divided by 2

B	Analysing data	
1	**Range**	Largest value - smallest value
2	**Mean**	Add up all the values and divide by the number of values
3	**Median**	Put the values in order and add find the middle value
4	**Mode**	The most common value
5	**Percentage change**	$\frac{\text{New Value} - \text{Old Value}}{\text{Old Value}} \times 100\%$
6	**Finding the percentage of a value**	70% of people in a sample of 200 were vaccinated 0.70 x 200 = 140

D	Unit conversions	
1	km → m	× 1000
2	m → cm	× 100
3	cm → mm	× 10
4	mm → micrometre (μ)	× 1000
5	micrometre (μ) → nanometre (nm)	× 1000
6	Kilo → Mega	× 1000
7	Mega → Giga	× 1000

C	Evaluating experiments	
1	**Anomaly**	A result that does not fit the pattern of the other results
2	**Valid**	Results that have been collected from a fair test.
3	**Repeatable**	Same person does the experiment again and gets the same pattern of results
4	**Reproducible**	Someone else does the experiment, using a different method, gets the same pattern of results
5	**Accurate**	Results that are close to the true value
6	**Precise**	Results that are close to mean of the results
7	**Random error**	Any error in your measurements that happens at random. reduced by making more measurements and calculating a new mean.
8	**Systematic error**	Cause readings to differ from the true value by the same amount each time. Caused by faulty or badly calibrated equipment
9	**Increasing accuracy**	Test more values closer together E.g. Find a more accurate optimum temperature by testing 32, 34, 36, 38°C – not just 30 and 40°C.

Week 1

Mon 26/02/2024 French	Look-cover-write-check the ‘What is your favourite subject?’ and ‘What do you think of it?’ boxes. You should try each word between 3 and 5 times, more if you find a particular word difficult.
Tue 27/02/2024 English	1. What is the definition of "imperialism," and can you give an example from history? 2. Explain the purpose of an "exposition" in a story and how it sets the stage for the plot. 3. Define the term "indigenous" and provide examples of indigenous peoples from different regions. 4. How does "socialism" differ from other economic systems, and what are its key principles? 5. What does the term "extra-terrestrial" mean, and can you name a famous extraterrestrial character from a movie or book?
Wed 28/02/2024 PE	1. What is the first phase of the warmup? 2. How long should you hold each stretch for in a warmup? 3. How long should you hold a stretch for in a cool down? 4. What are the 2 personality types? 5. What is the most relaxed leadership style? 6. What is the leadership style where the leader makes all the decisions? 7. What does a democratic leader do? 8. Name a sport that would suit an extrovert 9. Name a sport that would suit an introvert 10. What should the main component of a session consist of?
Thu 29/02/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 01/03/2024 Science	Physics 1. Define vector quantity 2. Define scalar quantity 3. Name an example of a vector quantity 4. Name an example of a scalar quantity 5. What are the units of speed? 6. What is the equation that links speed, distance and time? 7. What does the gradient of a displacement-time graph represent? 8. What does the gradient of a velocity-time graph represent? 9. How do you calculate distance travelled on a V-T graph? 10. What is resultant force?

Week 2

Mon 04/03/2024 Geography	1. Define the following terms: a. Ocean circulation. b. Thermohaline. c. Tide. d. Overfishing. e. Coral bleaching. f. Ocean. g. Sea. 2. What are the social impacts of plastic pollution? 3. What are the economic impacts of plastic pollution? 4. What ar ethe environmental impacts of plastic pollution?
Tue 05/03/2024 English	1. Describe the concept of an "apocalypse" and give examples of how it is portrayed in popular culture. 2. Explain the idea of "exploitation" and provide examples of situations where exploitation might occur. 3. Define "Darwinism" and discuss its impact on scientific thinking and society. 4. How might "patriotism" be expressed, and can you share a positive example from your own life? 5. What is an "exodus," and can you think of historical events or stories that involve mass migrations?
Wed 06/03/2024 Art	Using the knowledge organiser to help you, Practise drawing a cube in one point perspective and clearly label it using the correct terminology.
Thu 07/03/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 08/03/2024 Science	Physics 1. What is Newton's first law? 2. What is the equation for Newton's second law? 3. What are the units of mass and weight? 4. What is the equation for acceleration that uses velocity? 5. What are the units of acceleration? 6. Define momentum 7. What are the units of momentum? 8. What is Newton's third law? 9. If the gradient is 0 on a D-T graph, describe the motion of the object 10. If the gradient is 0 on a V-T graph, describe the motion of the object

Week 3

Mon 11/03/2024 French	Look-cover-write-check the ‘What is your school uniform like?’ box. You should try each word between 3 and 5 times, more if you find a particular word difficult.
Tue 12/03/2024 English	1. Discuss the meaning of "annihilation" and provide examples of contexts where this term might be used. 2. Explain the concept of "evolution" and how it applies to both biology and broader societal changes. 3. How did historical instances of imperialism affect the countries involved? 4. Share an example of an exposition in a movie or book that effectively introduces the story. 5. Can you name an indigenous culture and discuss the significance of preserving their traditions?
Wed 13/03/2024 Music	1. What does ‘harmony’ mean in music? Give 2 examples 2. What does ‘tempo’ mean in music? Give 2 examples 3. Which instruments would be suitable for a horror film music and why? 4. Suggest 2 other ways to make horror film music. Explain your answer 5. What does chromaticism mean? Give an example 6. What is an ostinato in music? 7. Which instruments would be suitable for romantic film music and why? 8. Describe 2 other ways to make music that is suitable for the romantic film music genre 9. Name a successful female film music composer 10. Suggest at least 3 films that John Williams wrote the film score for
Thu 14/03/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 15/03/2024 Science	Biology 1. Why do our cells go through mitosis? 2. Name the stages of mitosis in order from interphase 3. What happens at metaphase? 4. What happens during telophase? 5. How many daughter cells are produced in mitosis and meiosis? 6. Why do our cells go through meiosis? 7. True or false? The daughter cells produced in mitosis are haploid. 8. What does it mean if you are on the 80th percentile for height? 9. What is a stem cell? 10. Where are stem cells in a plant found?

Week 4

Mon 18/03/2024 History	Define the following key terms: 1. Peace armistice. 2. November Criminals. 3. Abdication. 4. Treaty of Versailles. 5. Reparations. 6. NSDAP. 7. Weimar Republic. 8. Chancellor. 9. Reichstag Propaganda. 10. Third Reich.
Tue 19/03/2024 English	1. Compare socialism to another economic system and discuss the advantages and disadvantages. 2. Name a movie or TV show featuring extraterrestrial beings and describe their characteristics. 3. Discuss different ways the theme of apocalypse is explored in literature or movies. 4. Provide examples of situations where exploitation of natural resources or people occurs. 5. How did Charles Darwin's theory of evolution challenge traditional beliefs about the origin of species?
Wed 20/03/2024 DT	Analyse one of the clocks shown using ACCESS FM points, in full sentences. Try to use as many keywords as possible.
Thu 21/03/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 22/03/2024 Science	Biology 1. What is a reflex? 2. What is a stimulus detected by? 3. Which nerve transmit the impulse from a sensory neurone to a motor neurone? 4. Define the term synapse 5. What is the function of a neurotransmitter? 6. Name the 3 types of neurone 7. Which parts of the body are in the central nervous system? 8. What is the insulating layer around an axon called? 9. True or false: the cell body is at the end of the sensory neurone?

Week 5

Mon 25/03/2024 French	Look-cover-write-check the 'What are the rules?' box. You should try each word between 3 and 5 times, more if you find a particular word difficult.
Tue 26/03/2024 Health	1. What colour chopping board do you use when cutting raw meat? 2. People who are lactose intolerant are not allowed to consume what? 3. What is the purpose of an electric whisk? 4. What is a pescatarian diet? 5. After you have cooked some chicken what colour chopping board do you use to cut it up? 6. Are Vegan allowed to eat fish? 7. Why would you use scales whilst cooking? 8. Define a regular diet? 9. A white chopping board is used for what product? 10. If you are gluten free you must avoid eating?
Wed 27/03/2024 Drama	1. What is the difference between a monologue and a duologue? 2. What is a script? 3. Why do we rehearse in Drama? 4. What's the difference between pronunciation and enunciation? 5. Which accent would you give a wealthy royal character and why? 6. Why is pace important? Give an example to support your point 7. Tone shows mood – how else would you show that character is upset – use at least 3 other ways an actor can show this 8. Suggest 3 ways in which a character could show excitement 9. Can we call it a performance if there is no audience – debate 1 reason to agree and 1 reason to disagree with this statement 10. What is a character?
Thu 28/03/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 29/03/2024 Science	1. Name the 3 subatomic particles found in an atom 2. What does the atomic number show? 3. What does the atomic mass show? 4. Define the term isotope 5. True or false? Metals are found on the rigthand side of the periodic table 6. Who was the first scientist to arrange the elements an organised table? 7. How many electrons can the first shell of an atom hold? 8. How many electrons can the second shell of an atom hold? 9. Which scientist proposed the 'plum pudding' model of the atom? 10. Define the term ion

Week 6

Tue 16/04/2024 Science	1. True or false? In covalent bonds pairs of electrons are shared 2. In which type of bonding are electrons gained or lost? 3. Which element is graphite and diamonds made from? 4. State 2 properties of ionic compounds 5. True or fasle? Non-metals become negative ions 6. Name some properties of metals 7. How many bonds does each Carbon atom form in Diamond? 8. How many bonds does each Carbon atom form in Graphite? 9. Name a use for Diamond 10. Name a use for Graphite
Wed 17/04/2024 French	Look-cover-write-check the 'What would you like to do in the future?' box. You should try each word between 3 and 5 times, more if you find a particular word difficult.
Thu 18/04/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 19/04/2024 Art	Choose one of the three architects on the knowledge organsier and analyse their buildings using the following questions: 1. What words would you use to describe the building? 2. Does it remind you of anything? 3. What do you think it looks like? Why? 4. Do you like the building? 5. Do you think it is ugly or beautiful?

Week 7

Mon 22/04/2024 English	1. Share a personal experience or observation that reflects the principles of patriotism. 2. Discuss historical events that led to mass migrations or exoduses of people. 3. Can you think of a scenario where annihilation is a theme in a story or historical event? 4. Explain how the concept of evolution applies to both biological organisms and societal structures. 5. Reflect on the consequences of imperialism on indigenous cultures and societies.
Tue 23/04/2024 Science	1. Define hypothesis 2. Define independent variable 3. Define dependent variable 4. Define control variable 5. How do you calculate a mean? 6. What does anomalous data mean? 7. How should a results table be laid out? 8. What 4 things should be in a method? 9. What piece of equipment is used to heat substances? 10. What piece of equipment is used to protect the desk from heat?
Wed 24/04/2024 Geography	1. Explain how oceans circulate (4 marks) 2. Explain how the amount of rubbish in the ocean can be reduced. 3. What is happening to the Great Barrier Reef? 4. Explain what overfishing is. What are the impacts of this?
Thu 25/04/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 26/04/2024 Music	1. What is the key term for when string instruments are plucked? 2. List the string instruments of the orchestra 3. List the brass instruments of the orchestra 4. What does ‘dynamics’ mean in music? 5. What is an ostinato in music? 6. What does dissonance mean in music? Which film genre is this most appropriate for and why? 7. What is the opposite term for dissonance? 8. What does chromaticism mean in music? Which film genre is this most appropriate for and why? 9. What does structure mean in music? 10. Identify a prominent female film composer and research a film title they have composed for

Week 8

Mon 29/04/2024 English	1. Analyze how an exposition in a story can make the plot more engaging for the reader. 2. Describe efforts to preserve indigenous languages and why this is important. 3. Discuss the role of socialism in addressing issues of wealth inequality in society. 4. Imagine a story involving communication with extraterrestrial beings. How might it unfold? 5. Reflect on the portrayal of apocalypse in different genres, such as science fiction or fantasy.
Tue 30/04/2024 Computing	
Wed 01/05/2024 History	1. What are the three historical reasons for Anti-Semitism. 2. What did the Nazis gain support in Germany? 3. How did Hitler take power? 4. Who were the Einsatzgrupen? 5. What was the 'Final Solution'? 6. What were the Nazi Death Camps?
Thu 02/05/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 03/05/2024 PE	1. What is the last phase of the warmup? 2. What was the objective of your last PE lesson? 3. How many parts of a warmup are there? 4. How many personality types are there? 5. What is the least relaxed leadership style? 6. What is the leadership style where the leader makes no decisions? 7. What does an Autocratic leader do? 8. Name 2 sports that would suit an extrovert 9. Name 2 sports that would suit an introvert 10. What is an example of a main component of a lesson*?*

Week 9

Mon 06/05/2024 English	1. Explore the ethical considerations surrounding the exploitation of natural resources. 2. Discuss the impact of Darwinism on scientific advancements and our understanding of the natural world. 3. Share examples of patriotic symbols and how they evoke a sense of national pride. 4. Reflect on the reasons behind mass migrations or exoduses in history. 5. Discuss how the theme of annihilation can be explored in a thought-provoking way in literature. 6. Explore how the concept of evolution is evident in societal changes over time.
Tue 07/05/2024 Science	1. What piece of equipment is used to measure temperature of a substance? 2. What piece of equipment is used to move small amounts of solid powders? 3. What does discontinuous data mean? 4. Name an example of discontinuous data 5. How do you plot discontinuous data? 6. What variable is plotted on the X axis? 7. What variable is plotted on the Y axis? 8. What does continuous data mean? 9. Name an example of continuous data 10. How do you plot continuous data?
Wed 08/05/2024 Geography	Using the infographic: 1. How many cetaceans (large marine mammals) are killed every year? 2. How many tonnes of fish are discarded annually? 3. What percentage of hammerhead sharks have disappeared? 4. How many seabirds are killed from longlining? 5. How many people depend on fish as their primary source of food? 6. Explain the global impacts of overfishing. (4 marks)
Thu 09/05/2024 Maths	Remember to write down your workings and bookwork codes in your homework book.
Fri 10/05/2024 Drama	1. What is proxemics? 2. What is the difference between an accent and a dialect? 3. Why diction important? How can we improve our diction as actors 4. What is the key term for speaking with strength? 5. What is a monologue? 6. What is a duologue? 7. What does it mean to improvise in Drama? 8. Give an example of a regional dialect from London? 9. Give some examples of regional accents from the North of England 10. What is intonation?