

Knowledge Book

Year 9

Cycle One

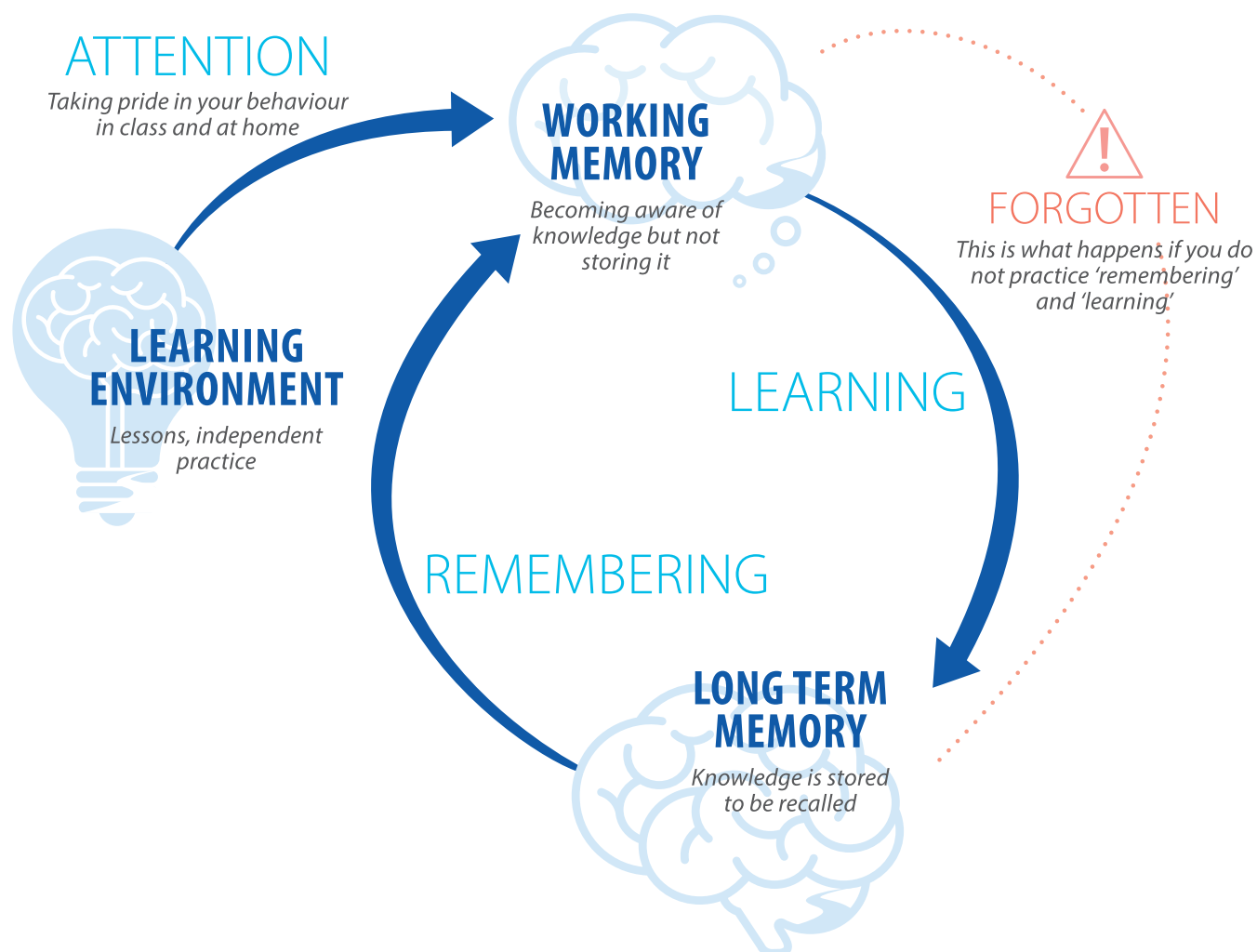
Name:



West Exe School

community • opportunity • success

THIS IS HOW YOU LEARN



REMEMBERING: MASTERING YOUR MEMORY

Learning is what happens when knowledge moves from your **working memory** to your **long-term memory**.

Your **working memory** is like a desktop on your computer. If the information is not saved, then it will be **forgotten**.

Your **long-term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long-term memory**.

You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

Our ability to learn and remember is enhanced when we engage in activities that test what we remember. 'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.



Extended Practice Guide

There are four subjects to study each day, you should spend 20 minutes on each subject. The exceptions to this are Science and Spanish, which you should study for 10 minutes each time they appear on your practice timetable.

This is your Extended Practice timetable:

- You will need to do your knowledge organiser tasks, including your quizzes, for each subject on the timetabled day.
- Your Tutor will check this the following day, options teachers will check your Extended Practice in lessons.
- If you have not completed the tasks for each subject, you will receive a 30-minute detention after school to be carried out the next day.

No of minutes	10 minutes	10 minutes	20 minutes	20 minutes
Monday	Science	Spanish	Option P	Maths-Sparx
Tuesday	No Extended Practice set.			
Wednesday	Science	Spanish	English Literature	Maths-Sparx
Thursday	Option Q		Geography	History
Friday	Science	Spanish	English Literature	Maths-Sparx

We use Google Classroom for sharing work outside of the classroom with our students using Class Codes, the content follows our curriculum and is used to support students inside of the classroom. You will only need to log into the Class code once. Here is the link you will need to access Google Classroom: <https://classroom.google.com> and the Class Code per subject is Below.

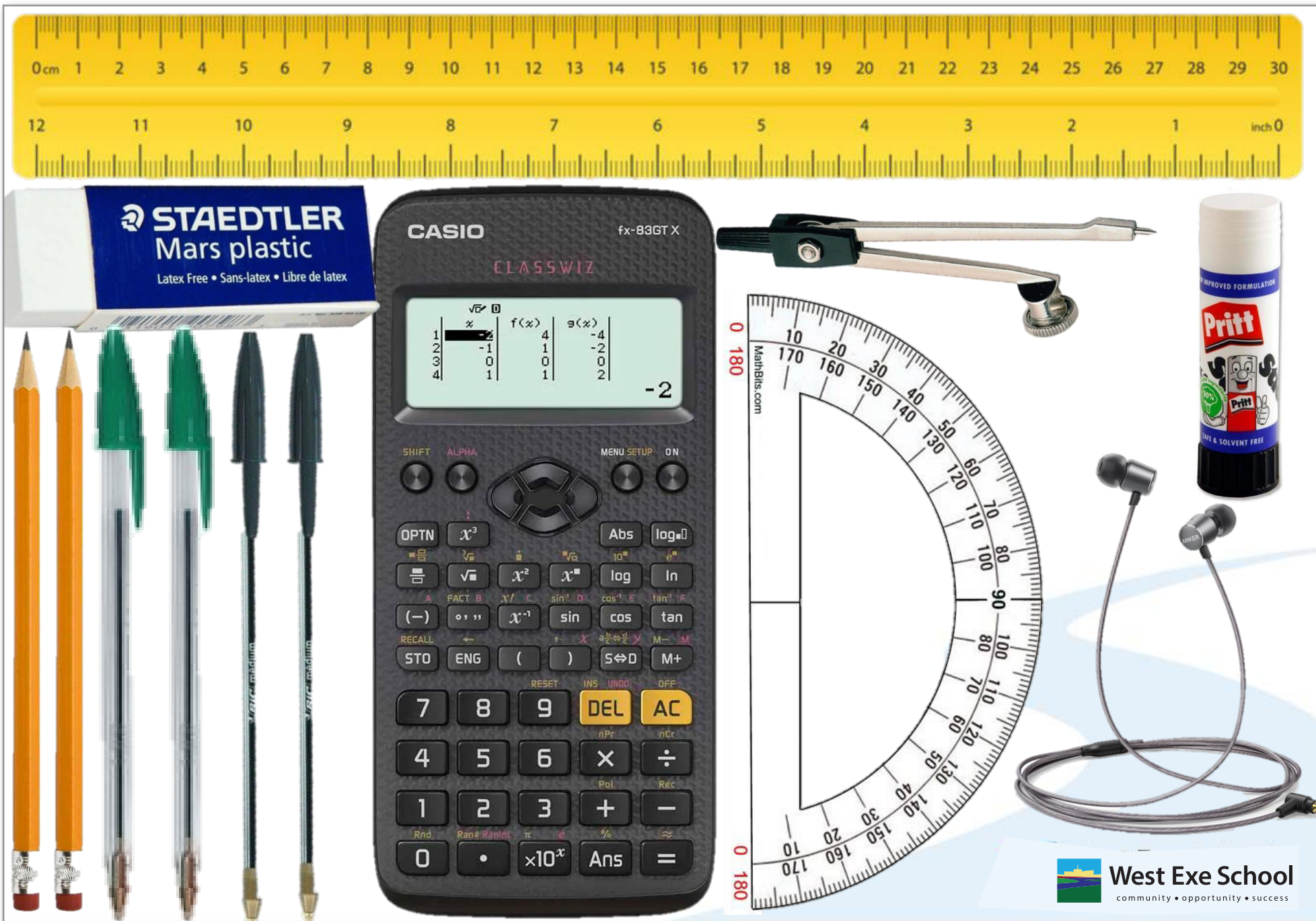
Subject	GC Code
Dashboard	ckus5f4
Art & Design	aaa767ri
Business GCSE	dff5cek
Classical Civilisation	c4cizsi
Creative iMedia	expm7m6s
Design Technology	6panladq
English	6vlem2k
Engineering	x3glk7ws
Food GCSE	7rli5eh
Geography	gkkcxru
Health & Social Care	ydsafia
History	nt5eoxu

Subject	GC Code
Mathematics	suzoq76
Music Vocational	laqhebp
Performing Arts	bvgdtjjs
Photography	evouel4y
Science	j3pftj3
Spanish	uzs3z4n
Sport Health & Nutrition	bpzt2gu
Sport Vocational	opusuryw
Statistics	puxj7vr
Theology, Ethics and Citizenship	23aorx6i
West Exe Baccalaureate	nacpeod

Sparx Reader: Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target of 100%. There is an expectation that you will have met 50% of your target by the Tuesday. Any student that has not completed their full target by 4pm on Wednesday will attend a Sparx reader catch up session in English.

Maths Sparx reminder: Sparx practice is set 8am on a Thursday morning and 100% of compulsory extended practice is due at 4pm on Wednesday. There is an expectation that you have completed 50% by Monday 8am and if you cannot meet the deadline, you will be invited to a support session at breaktime on Monday. You are advised to start the tasks earlier than later. Support will be offered on a Monday breaktime and a Wednesday breaktime and lunchtime in MA2, if you are struggling with any questions. Any student who has not completed 100% by the deadline will be expected to attend Sparx lunch time detention.

Sparx Science - Extended practice is set via the Sparx Science platform and is set at 8am on a Thursday morning and is to be completed by 7am on a Thursday morning. The quizzes are designed to reinforce your learning of the key concepts and ideas in Science. Each quiz has built-in support available if you are unsure of an answer to a particular question. You can also ask your class teacher for help.



House Week, West Exe School & British Values Knowledge Organiser

	West Exe School Student Attributes	House Week Activities	Key Questions
House Week 1	Kind Adaptable	<ul style="list-style-type: none"> School Parliament Elections House Charity vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
House Week 2	Curious Ambitious	<p><i>Equality, Diversity & Sustainability</i></p> <ul style="list-style-type: none"> Charity fundraising Anti-bullying Ambassadors activities Green Team activities Mental health Celebrating diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	Resilient Proud	<ul style="list-style-type: none"> Transition focused activities <ul style="list-style-type: none"> Sports Day Taster sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

Dream More.

Do More.

Become More.

BULLYING UPDATE - YEAR 9

Stop!

"Each of us deserves the freedom to pursue our own version of happiness. No one deserves to be bullied"

Barack Obama

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups or in the workplace.

Bullying can take many forms including:

- Emotional abuse
- Social media
- Social exclusion
- Threatening behaviour
- Name calling
- Cyberbullying
- Sexting
- Sexual exploitation



Average child posts 26 times a day on social media - but only 6 - out of 10 followers are really friends!

Speak

"Don't you ever let a soul in the world tell you that you can't be exactly who you are"

Lady Gaga

Speak to someone. No one has a magic wand but we always do our best and we really do care.

There are lots of things you can do to keep yourself safe online.

- Think before you post
- Don't share personal details
- Watch out for phishing and scams
- Think about who you are talking to.
- Keep your device secure
- Never give out your password
- Cover your webcam
- Use strong passwords
- Report anything you are unsure of

Images sent on sites like Snapchat can still be saved and screenshotted, they stay FOREVER!

Set, protect, and respect boundaries for yourself!

Talk to someone you trust!

Support

"Blowing out someone else's candles doesn't make yours shine any brighter"

Drake

What we do at West Exe to deal with bullying:

Whatever your worry, it's better out than in!

Mentoring is having a named person you can go to for support at school.

Peer mentoring is when older students are trained to become buddies providing support and someone to talk to nearer their own age. This helps everyone in school learn that bullying is not acceptable.

Restorative justice brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Remember: there is no reason for you to ever put up with any kind of bullying.

YOUNGMINDS
fighting for young people's mental health



Year 9 : Talking Futures

Community

You don't need to know what job you want in the future. However, starting to explore the possibilities and looking at labour market information to discover what our local and national community needs can be helpful. Use your CareerPilot account to explore some options.



Opportunity

Our promise to you: The Talking Futures offer has lots in store for you this year;

- Assembly on "Success in a changing world"
- Teachers will talk about real life applications
- Employer encounters
- CareerPilot sessions
- Talking Futures Fayre

Success

Our Talking Futures offer supports you to make informed decisions, by nurturing your confidence to think and talk about your future.

Employers tell us that in addition to the qualifications you gain at school, there are certain skills they are looking for. These all link to our student attributes, so strive to be your #BestExe every day.



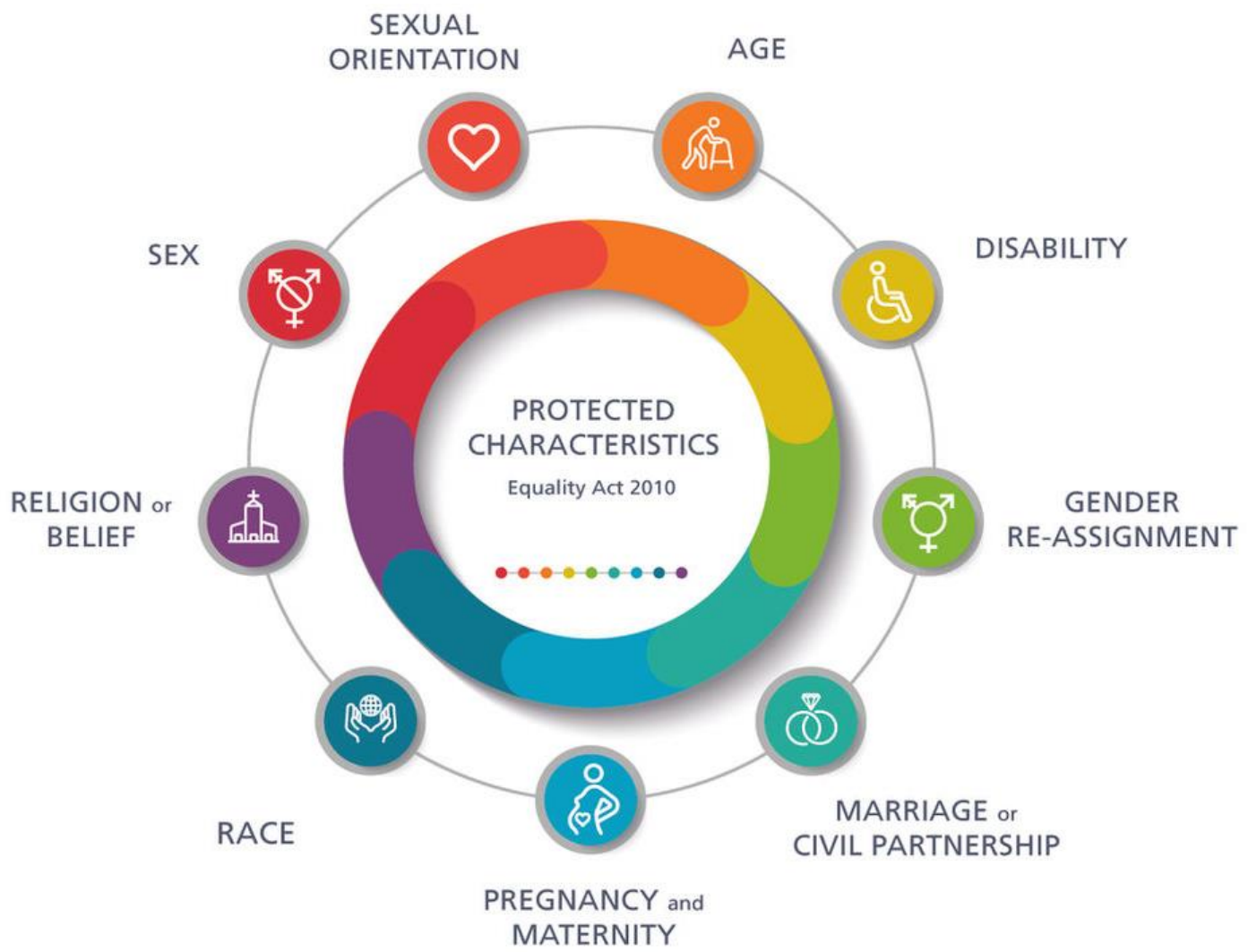
British Values

These are moral principles the Government says schools should promote. If these values are supported by everyone, our society will be fairer, more tolerant and, ultimately, a better place to live, work or learn. The values are:



Equality Act (2010)

The Equality Act is a very important law which was introduced to look after people with one or more **protected characteristics**, to try to stop them being the victims of discrimination, victimisation or harassment. The nine characteristics protected by the Equality Act are:



Key words

Disability: A physical or mental impairment that negatively impacts on a person's ability to do normal daily activities.

Gender reassignment: The process a person undertakes to alter their physical characteristics to match their gender identity.

Civil partnership: A legally recognized union between a couple with rights similar to those of marriage.

Sex: In the Equality Act, sex means male or female. Under the Act, a person's legal sex is the sex recorded on their birth certificate or their Gender Recognition Certificate.

Sexual orientation: A person's identity linked to the gender or genders to which they are attracted.

SPORT, HEALTH AND NUTRITION

Opportunities: Fitness suite, PE lessons, Sports clubs, Parkruns, fitness tests, walking/cycling to school.

Healthy choices: 5-a-day, less salt and sugar, more fibre, limit intake of fat, smaller portions.

Teamwork, Leadership and Communication: Fair play, equality and inclusion - House matches, fixtures, clubs, being a coach or official.

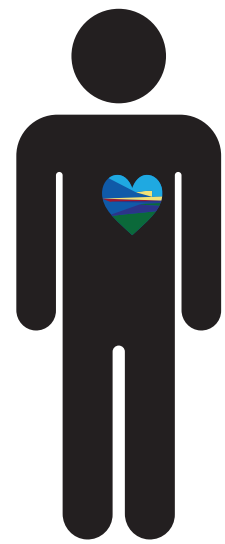
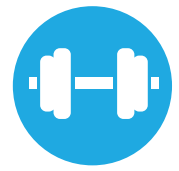
Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

Targets and Goals: Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.

Understand the importance of sleep: 8- 10 hours to function effectively. Rest and recovery as an important part of exercise, performance and digestion.

Get Physically Active! Aim to do 60 mins of moderate-vigorous physical activity each day across the week. Take part in activities that develop movement skills, muscles and bones. Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.

Be active daily: Make healthy lifestyle and nutrition choices. Understand the life long benefits and know how to stay healthy.



SPORT, HEALTH AND NUTRITION - Healthy ME

You should choose something from each column each week to focus on in your lesson.
Once you have completed the task put a tick next to the activity. You should try to complete all of these over the cycle.

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div data-bbox="1665 1272 1846 1451" style="text-align: center;"> </div>

YST ACTIVE IN MIND

Body

Hydration

I can drink more water by...

I need _____ water each day.

Sleep

I need _____ hours of sleep.

I could improve my sleep by...

Diet

I could improve my diet by...

Environment

Your environment influences who you become, what you believe and do.

Who can support you?

Exercise

What exercise could I do?

I need 60 minutes of exercise a day

I could add exercise to my day by...

Mind

What am I worrying about?

Is there anything I can do about it?

No? Let it go.

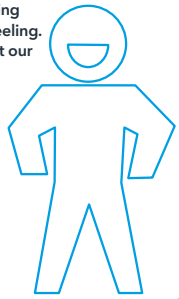
Yes? Do it now or make a plan about how and when you will do it.

Power poses

How we are sitting or standing tells our brain how we are feeling. Powerful postures can affect our mood and confidence. Think about someone who is confident or brave. What is their posture like?

Try this posture:

- Stand/sit tall with your shoulders back
- Hold your head up
- Smile



Stressors

What are my stressors? What stresses me out...

What happens to your mind and body when you feel stressed? Does your heart beat faster? Do your thoughts become confused? Write down all the things you notice.

What can you do to influence your body's response to stress?

Positive thoughts

Your brain changes based on what you think. We can help our brain to change positively by using positive statements.

Complete the "I am..." in the box with the word you want to become. For example: "I am confident" or "I am calm"

I am...


Mindfulness

Mindfulness helps our brain to be calm and to learn how to focus. Try this mindfulness exercise:

Trace your fingers around your opposite hand.

Breathe in, slide up

Breathe out, slide down



Grateful

When we focus on what we are grateful for our brain notices more of the things which help us to feel happy. Everyday write down one thing you are grateful for. What are you grateful for today?

I am grateful for...

Visualisation

Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

Tips for learning new skills

- Avoid distractions.
- Make your environment comfortable.
- Get some water to drink.
- Prepare all your equipment and materials.
- Use bright coloured paper and pens.
- Use pictures and diagrams.
- Practice in chunks of time, taking regular breaks.
- Give yourself enough time.

New habits and actions

[Blank box for writing new habits and actions]

Literacy Marking Codes		
	What it means	What you need to do in green pen
SP	Incorrect spelling	Find the correct spelling and write it in the margin three times
CL	Use a capital letter	Replace the lower case letter with a capital
O	Missing full stop or other missing punctuation	Add the punctuation in the correct place
//	New paragraph	Think why you need a new paragraph here (change of topic/time/place/speaker)
WW	Wrong word choice	The word you have chosen does not fit in this sentence - choose an alternative
?	Doe this make sense?	Re-write the sentence so it makes sense
HW	Handwriting is illegible	Re-write the selected words so they are legible and clear

Reading Consistencies	
Following text at all times	Use your overlay to follow the text. This way you know exactly where you are when you are asked to read and you wont lose your place during discussion. Use an overlay if you have one.
Switching the reader	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
Holding the place	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
Checking the punctuation/emphasis	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
Pointing out the error	Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given.

The West Exe Canon - a collection of culturally significant texts

The Perks of Being a Wallflower - Stephen Chbosky 1999

Standing on the fringes of life offers a unique perspective. But there comes a time to see what it looks like from the dance floor.

Synopsis: This text is structured as a series of letters that Charlie writes to an unnamed friend. These documents chronicle Charlie's trials, tribulations, and triumphs as he goes through his first year of high school.

Context: This text explores the various issues teenagers face: dealing with friendships and parents, discovering who you really are. It also explores mental health, developing sexual feelings and sexual abuse. This text is frank and honest - a story that will stay with you and one that is based on the lives of many high school students.

The Five People You Meet in Heaven by M. Alborn 2004

A heart-warming story that shows that no matter how insignificant you think you are, you have a positive impact on the lives of people around you.

Synopsis: The protagonist of the story dies at the beginning. He travels through heaven, meeting different people along the way, finding out more about himself than he thought possible.

Context: No matter what religion you are, if you believe in heaven or not, this book will resonate to all. It explores the power of human interaction and the real value of love, family and friendship.

YEAR 9 Cycle 1 ENGLISH

Section A: Context					
	Concept	detail		words	definitions
1	J. B Priestley and his intentions	The play was written and first performed in 1946. However, it was set in 1912. Priestley was a dedicated socialist. He was influential in developing the idea of the Welfare State which was introduced at the end of the Second World war.	1	A Welfare state	Where the government plays a key role in protecting and supporting its citizens. In the UK the introduction of the welfare state included the NHS, state education and benefits.
2	Socialism vs Capitalism	Priestley uses the play as a mouthpiece for his strong socialist message: that future wars could be avoided if Capitalist beliefs were rejected, and people behaved less selfishly and were more socially responsible .	2	Socialism	The idea that wealth should be shared equally between everyone in society, no matter what class they are from.
				Capitalism	The idea that a few people in society should be allowed to control the business of society without sharing the profits.
3	WW1 and 2 Dramatic Irony	Setting the play 1912 Priestley uses dramatic irony to encourage the audience (in 1946) to seize the opportunity the end of the war had given them to build a better, more caring society. The war helped bring the classes closer together: the war effort also meant that people from all classes were mixing together and rationing meant that people of all classes were eating and even dressing the same. He wants to ensure they don't return to the unfair and divided world of 1912.	3	World Wars I and II	WW1 – 1914-18 WW2 – 1939 -45. WW1 happened immediately after the play was set. The play was first performed immediately after WW2 finished. Both wars involved people from every social class .
			4	Dramatic Irony	When the audience or reader know more than the characters do.
4	Women's rights	Women took on many male roles during WW2 which helped challenge existing perceptions of gender. Supportive of the rise of the suffragette movement, Priestley highlights the damaging impact of gender inequality, warning the audience of its dangers and encouraging greater gender equality.	5	Suffragette	Women seeking the right to vote.

Section C: Themes					
				words	definition
1	Social Responsibility	He was critical of the exploitative nature of Capitalism and held the socialist beliefs people should take responsibility for their own behaviour and responsibility for the welfare of others.	1	Social Conscience	The idea that we should act in a way that cares for other people in society.
			2	Exploitative	Making use of a situation or treating others unfairly in order to gain an advantage or benefit.
2	Age	Priestley believes the younger generation are impressionable and can change; they accept their mistakes and offer the chance for redemption and a brighter future. By contrast the older characters' opinions and behaviours are stubbornly fixed.	3	Redemption	The idea that people should be allowed to improve themselves and be forgiven if they have acted badly.
			4	Impressionable	Easily influenced.



YEAR 9 Cycle 1 ENGLISH

3	Gender	Priestley explores the sexism of the early 1900s including the abuse and infantilisation of women. Through growing independence and confidence of Sheila he explores the changing gender roles as women began to gain independence and challenge the patriarchy.	5	Infantilise	Treated like a child.
			6	Patriarchy	A society where men hold most of the power and influence, and are seen as the leaders and decision-makers.
4	Class	Before World War Two, Britain was strictly divided by class as shown in the tragedy of the Titanic in 1912 where the upper class were rescued whilst most of the lower classes died. Priestley wanted to highlight to the audience that inequality between the classes still existed in 1946 and that the upper-classes looked down upon the working-class in post-war Britain. He wanted to warn the audience not to return to the pre-war era of harsh class divisions.	7	Upper class	The highest status social group, with the most power and wealth in a country.
			8	Working class	The lowest status social group who often have to work in difficult manual jobs to earn small amounts of money.

Section D: Characters

Character	Symbolically	Tier 2 (Wow) words for characters		
		word	definition	
Mr Birling	Priestley uses Mr Birling to represent the selfishness and arrogance of middle class capitalists in Edwardian society.	1	Portentous	Puffed up with vanity; has a boastful manner.
	Priestley wanted his audience to reject Mr Birling's self-important attitude and arrogance and embrace a more responsible, socialist life.	2	Self-important / Self-importance	A belief that you are more important than other people.
Mrs Birling	Priestley uses Mrs Birling as a symbol to represent the wealthier aristocracy who view the working class as morally inferior.	3	Aristocratic / aristocracy	The highest class in certain societies, typically people of noble birth.
	Priestley wanted his audience to despise Mrs Birling and the ignorant hypocrisy she represents.	4	Hypocrite/Hypocritical /hypocrisy	Pretending to have certain beliefs or values, but then acting in a way that contradicts them
Sheila	Priestley uses Sheila's ability to change from being immature and careless to caring and determined as a symbol to give the audience hope that their society can improve if people take responsibility for their actions.	5	Immature / immaturity	Not behaving in a way that is as calm and wise as people expect from someone of your age.
	Sheila also reflects new ideas about gender equality, connected to the suffragette movement of the time– she challenges the outdated attitudes of her father, mother and Gerald.	6	Remorseful / remorse	A feeling of sadness and sorrow for what you have done.

YEAR 9 Cycle 1 ENGLISH

4	Eric	At first, Priestley uses Eric's immoral actions to symbolise how capitalists abuse their power over the working class.	7	Immoral / immorality	Doing things that are outside of the standards of good, acceptable behaviour.
		Eric's change in the play is used by Priestley as a symbol to represent the younger generation and socialism giving hope that society can change.	8	symbol	A thing that represents or stands for something else.
5	Gerald	Priestley uses Gerald as a symbol to represent the selfish attitudes of the upper class.	9	Selfish	Lacking consideration for other people.
		The fact that Gerald's self-centred attitudes don't change conveys how fixed these attitudes were in the aristocracy.	10	Self-centred	Someone who cares only about themselves.
6	Inspector Goole	The Inspector represents (is a vessel for) Priestley's socialist views and is a foil for the selfish older Birlings.	11	Foil	A foil is a character that shows qualities that are in contrast with the qualities of another character.
		He is highly influential on the younger generation and challenges the characters, and therefore the audience, about their treatment of the working class.	12	Influential / influence	The power to have an effect on people or make them change their views.
7	Eva Smith	Priestley uses Eva Smith as a symbol to represent the working class women (and men) who are exploited by capitalists like the Birling family.	13	Moral	Behaviour that follows society's standards of what is acceptable and good.
		You could argue that Priestley emphasises her morality in order to challenge any prejudices the Birlings, and the audience, may hold about working class women and men.			

Character	Moment		Quote
1. Setting	The stage directions describe the stage set: the furnishings in the Birling family home.	1	"substantial and heavily comfortable but not cosy and homelike."
	The stage directions describe the lighting for the stage set.	2	"pink and intimate until.../...brighter and harder."
2. Mr Birling	Ranting to Gerald and Eric about capitalism.	3	'...Crofts and Birlings... working together, for lower costs and higher prices.'
	Arguing with the Inspector.	4	'I can't accept any responsibility.'
	Reacting after the Inspector leaves.	5	'There'll be a public scandal.'



YEAR 9 Cycle 1 ENGLISH

3.Sheila	Interacting with her family before her interrogation.	6	'But these girls aren't cheap labour – they're people.'
	Explaining what happened at Milwards.	7	'It's the only time I've ever done anything like that, and I'll never, never do it again to anybody.'
	Rejecting her families values after the Inspector leaves.	8	'I want to get out of this. It frightens me the way you talk.'
4.Gerald	Rejecting the Inspector's visit and questions.	9	'After all, y'know, we're respectable citizens and not criminals'
	Defending his affair with Eva Smith.	10	'I didn't install her there to make love to her'
	Returning to his selfish capitalist mindset after the Inspector leaves.	11	'Everything's all right now, Sheila. What about this ring?'
5.Mrs Birling	Establishing herself as upper class and conservative.	12	'I don't suppose for a moment that we can understand why the girl committed suicide. Girls of that class-'
	Displaying her hypocrisy and cruelty to the Inspector.	13	'As if a girl of that sort would ever refuse money'
	Showing lack of any guilt or responsibility.	14	he [the Inspector] certainly didn't make me confess – I had done no more than my duty"
6.Eric	Revealing himself to be an outsider within his own family.	15	'he could have kept her instead of throwing her out'
	Ashamedly recounting how he raped Eva Smith.	16	'I wasn't in love with her or anything – but I liked her – she was pretty and a good sport-'
	Showing remorse and regret for what he and his family have done.	17	'(shouting) And I say the girl's dead and we all helped to kill her – and that's what matters –'
7.Inspector Goole	When Mr Birlings attempts to intimidate the Inspector by saying he plays golf with the chief constable, the Inspector is dismissive, uninterested in Mr Birling's public influence.	18	'I don't play golf'
	Birling says he is a public figure. The Inspector tells him this brings responsibility.	19	'Public men, Mr Birling, have responsibilities as well as privileges.'
	The Inspector tells the Birling's that we are all part of one society.	20	'... but there are millions and millions and millions of Eva Smiths and John Smiths...We don't live alone. We are members of one body.'

YEAR 9 Cycle 1 MATHS

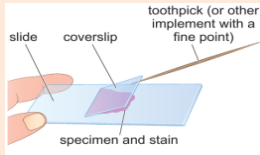
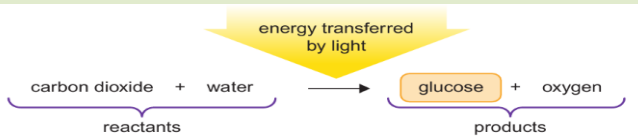
Word	Used in context	Definition	Example
(Rounding to) Significant Figures (Sig. Fig.)	Round 24.6 to one significant figure .	Rounding to the most meaningful digits.	24.6 to 1 sig. fig. is 20 $\overset{1^{\text{st}}}{24.6}$
(Rounding to) Decimal Places (d.p.)	Round 24.638 to one decimal place .	Rounding to a certain number of digits after the decimal place.	24.638 to 1 dp is 24.6 $\overset{1^{\text{st}}}{24.638}$
Estimate	Estimate the value of $63 + 27$	To find a value that is close to the right answer, usually by rounding numbers to 1 sig. fig. first.	$63 + 27 \approx 60 + 30 = 90$
Truncate	Truncate the number 54.563 at one decimal place.	To cut off the number at the desired place.	54.563 truncated to 1 d.p. is 54.5 54.563
Error Interval	What is the error interval for 30cm rounded to the nearest 10.	The range of possible values that a number could have been before it was rounded or truncated.	$x = 30\text{cm}$ to the nearest 10 smallest $\leftarrow 25 \leq x < 35 \rightarrow$ largest
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form.	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$
Standard Form	Convert 561 into standard form .	A system to write large or small numbers in the form $a \times 10^n$ where a is between 1 and up to 10.	$561 = 5.61 \times 10^2$
Prime	Which of the following numbers are prime ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
Lowest Common Multiple (LCM)	Find the lowest common multiple of 6 and 9.	If you list the multiples of these numbers, the lowest common multiple is the smallest number that can be found in both lists.	6, 12, 18, 24, 30, 36 9, 18, 27, 36 LCM(6,9) = 18
Highest Common Factor (HCF)	Find the highest common factor of 15 and 33.	If you list the factors of these numbers, the highest common factor is the largest number that can be found in both lists.	$\frac{15}{3 \ 5} \quad \frac{33}{3 \ 11}$ HCF(15,33) = 3
Prime factor decomposition	The prime factor decomposition of 52 is:	Each number has a unique prime factor decomposition, just like a signature. Multiply prime numbers only to make the number.	52 $\begin{matrix} 2 \\ \uparrow \\ 26 \\ \uparrow \\ 2 \ 13 \end{matrix}$ $52 = 2 \times 2 \times 13$
Product of prime factors	Write 52 as a product of its prime factors .		



YEAR 9 Cycle 1 MATHS

Word	Used in context	Definition	Example
Gradient	The line has a positive gradient and that gradient is 3.	The measure of how steep a line is. Represented by an 'm' in the general form $y = mx + c$	$gradient = \frac{change\ in\ y}{change\ in\ x}$
y-intercept	Find the y-intercept of the graph.	Where a straight line graph crosses the y-axis. Represented by 'c' in the general form $y = mx + c$	
Parallel	If two lines have the same gradient they are parallel .	If two lines are parallel they will never meet.	$y = 2x + 3$ $y = 2x - 4$ Same gradient means PARALLEL
Perpendicular	If two lines are perpendicular then they will meet at a right-angle.	If two lines are perpendicular they will meet at a 90° angle. The two gradients multiply to make -1 meaning the gradients are the negative reciprocals of each other.	$y = 2x + 3$ $y = -\frac{1}{2}x - 4$ Negative reciprocal gradient means PERPENDICULAR
Quadratic (expressions and equations)	Factorise the quadratic expression Solve the quadratic equation	An expression or equation where the highest power of a variable is 2.	$x^2 + 5x + 6$ (Expression) $x^2 + 5x + 6 = 0$ (Equation)
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter).	$4x$ -7 x^2 $-xy^2$
Co-efficient	The co-efficient of $5x^2$ is 5.	A number used to multiply a variable. Variables with no number have a co-efficient of 1.	$7x$ -> The co-efficient is 7
Expression	$5x - 3y + 2$ is an expression .	Numbers, symbols and operators grouped together.	
Expand	Expand the bracket $2(x + 5)$.	To remove a bracket by multiplying terms.	$2(x + 5) = 2x + 10$
Factorise	Factorise the expression $2x + 10$	Finding what to multiply together to get an expression.	$2x + 10 = 2(x + 5)$
Arithmetic (linear) Sequence	The sequence 4, 7, 10, 13, 16 is a linear sequence .	A number pattern which increases (or decreases) by the same amount each time.	10, 9, 8, 7, 6, ... -2, 1, 4, 7, 10, ...
Quadratic Sequence	Find the n th term of the quadratic sequence .	Quadratic sequences can be identified by the fact that the differences between the terms are not equal, but the second differences between terms are equal.	$2, 8, 18, 32, \dots$ $4 \div 2 = 2$ $\begin{array}{r} +6 \quad +10 \quad +14 \\ +4 \quad +4 \\ n^{\text{th}}\ \text{term} = 2n^2 \end{array}$ $\begin{array}{r} n \quad \quad 1 \quad 2 \quad 3 \quad 4 \\ n^2 \quad \quad 1 \quad 4 \quad 9 \quad 16 \\ 2n^2 \quad \quad 2 \quad 8 \quad 18 \quad 32 \end{array}$
n^{th} term	Then nth term rule for a sequence is $3n + 1$.	A position-to-term rule that works out a term based in its position in the sequence.	$4, 7, 10, 13$ $4 - 3 = 1$ $\begin{array}{r} +3 \quad +3 \quad +3 \\ n^{\text{th}}\ \text{term} = 3n + 1 \end{array}$

YEAR 9 Cycle 1 COMBINED SCIENCE

Year 9 Combined Science Cycle One	Week One	Week Two
Key Vocabulary		
<ol style="list-style-type: none"> 1. Abiotic – non-living factors which affect the distribution of organisms. 2. Active Transport – the movement of substances from low to high concentration, requires energy. 3. Belt Transect – quadrats placed in a line to measure the distribution of a species. 4. Biotic - living factors which affect the distribution of organisms. 5. Chlorophyll- pigment that traps light energy for photosynthesis 6. Community - populations of different species. 7. Diffusion – the movement of substances from an area of high to low concentration. 8. Ecosystem - all the organisms and the environment in which they live. 9. Eukaryotic cell- cell with nucleus and membrane bound organelles 10. Habitat – all the organisms which affect a species and the local environment. 11. Limiting factor is one which will affect the rate of a reaction. 12. Mutualism – organisms live together and both benefit. 13. Osmosis – the diffusion of solvent particles through a semi permeable membrane. 14. Parasitism – a feeding relationship where one organism (the parasite) benefits from feeding off the host who is usually harmed. 15. Photosynthesis - chemical reaction which takes place in the chloroplasts of plant leaves which creates glucose for the plant. 16. Population - the individuals within a species. 17. Prokaryotic cell- cell with no nucleus or membrane bound organelles 18. Quadrat – square frame used to measure the abundance of a species. 	<ol style="list-style-type: none"> 1. Cells from different tissues have different shapes, sizes and functions to help them do their jobs. The cells are specialised. 2. Plant cells have thick cell walls and may have some other features not found in animal cells: chloroplasts and a permanent vacuole. 3. Animal and plant cells are described as eukaryotic organisms. Bacteria cells are described as prokaryotic organisms. 4. Specialised cells are adapted to their function: <ol style="list-style-type: none"> a. Sperm cell: acrosome, haploid nucleus, mitochondria and tail. b. Egg cell: nutrients in cytoplasm, haploid nucleus and changes to cell membrane after fertilisation. c. Ciliated epithelial cells: cilia wave to move substances through the body. 	<ol style="list-style-type: none"> 1. There are two main types of microscopes; light and electron microscopes. 2. Microscopes allow us to examine very small objects by magnifying them. 3. Electron microscopes have a greater magnification and resolution which has increased our understanding of sub-cellular organelles. 4. Magnification = Image size ÷ Actual size 5. A stain can be used on a microscope slide to make organelles more visible <div style="text-align: center; margin-top: 10px;">  <p style="font-size: small; margin-top: 5px;">B Lowering a coverslip slowly and carefully means a slide is less likely to contain air bubbles.</p> </div>
	Week Three	Week Four
	<ol style="list-style-type: none"> 1. All organisms need energy. Plants and algae trap energy by transferring light energy to glucose through photosynthesis. 2. Photosynthesis occurs in chloroplasts which contain chlorophyll and it is an endothermic reaction <div style="text-align: center; margin: 10px 0;">  </div> <ol style="list-style-type: none"> 3. Leaves have adaptations: <ol style="list-style-type: none"> a. Palisade cells near the top of the leaf are packed with chloroplasts b. Stomata are pores that allow CO₂ and water vapour to diffuse in and out of the leaf c. Guard cells open and close the stomata by losing or gaining water d. Cuticle a waxy coating that reduces water loss 	<ol style="list-style-type: none"> 1. Photosynthesis has three limiting factors: <ol style="list-style-type: none"> a. Temperature: high temperatures cause the enzymes in the chlorophyll to denature so the reaction cannot take place. At low temperatures; the reacts and enzymes may not have enough energy to collide. b. Light intensity: light brings energy to the reaction. After a certain light intensity, the rate of reaction levels off and the rate of photosynthesis remains constant. c. Carbon dioxide concentration: carbon dioxide is a reactant of photosynthesis. The more CO₂, the quicker the reaction can take place. After certain concentrations, increasing the amount of carbon dioxide will no longer affect the reaction and the rate of photosynthesis will remain constant.



+ +

YEAR 9 Cycle 1 COMBINED SCIENCE

Week Fives	Week Six	Week Seven
<ol style="list-style-type: none"> Transpiration: the flow of water into the roots (by osmosis), up through the stem through the xylem vessel and out of the stomata (as water vapour) in the leaves. Factors that increase the rate of transpiration: -wind, high temperatures, light intensity. Translocation: glucose is moved around the plant in the form of sucrose. The phloem vessels in the stem help transport sucrose. Companion cells pump sucrose from the leaf into the phloem by active transport. The companion cells require energy from respiration so they contain many mitochondria. Root hair cells: have a large surface area & thin cell walls to increase the rate of water (osmosis) and mineral uptake (active transport). 	<ol style="list-style-type: none"> All organisms and the environment in which they live form an ecosystem. Organisms that live and interact in an ecosystem form a community. Within a community, populations of different species depend on each other for resources. We say they are interdependent. Each population of species lives within a particular habitat in the ecosystem. Different species within a community will have different effects on each other. <ol style="list-style-type: none"> Competition – when 2 species compete for the same resource. Predation- when one species eats another and their numbers are correlated in the predator-prey cycle Some organisms work together to survive in a mutualistic relationship, while others depend on a host in a parasitic relationship. 	<ol style="list-style-type: none"> The distribution of organisms is affected by abiotic and biotic factors. <ol style="list-style-type: none"> Abiotic – temperature, light, water, pollutants Biotic – competition, predation The distribution of a species is determined using a belt transect. Abundance is a measure of how common something is in an area, such as population size. You can estimate population size by taking samples using quadrats. Quadrats are placed randomly along a line and each individual counted within the quadrat. Population size = number of organisms in all quadrats x (total size of area ÷ total area of quadrats)
Week Eight	Week Nine	Week Ten
<ol style="list-style-type: none"> Substances that cause harm in the environment are pollutants and cause pollution. Many human activities release pollutants. The effect of pollutant can be quantified by studying the changes in population distribution and sizes. Measurements and abiotic factors are recorded. The distribution of the organisms is then compared with the abiotic factors to see which populations are most affected by the changes in the abiotic factors. 	<ol style="list-style-type: none"> Human interactions within an ecosystem can be both positive (+) and negative (-). <ol style="list-style-type: none"> Fish farming: (+) reduces overfishing, preserves wild stocks, (-) pollutants, spread of disease & parasites. Non-indigenous species: (+) used to control populations out of control, (-) out competing native species. Eutrophication: (-) causes aquatic animals and plants to die. Conservation: (+) preserves the biodiversity of a habitat (difficult if the habitat is under threat). Reforestation: (+) increased number & type of trees grown leads to more habitats and species numbers. 	<ol style="list-style-type: none"> The main nutrient cycles are the carbon cycle, nitrogen cycle and water cycle. <ol style="list-style-type: none"> Carbon cycle: Carbon dioxide is released into the atmosphere by respiration and the burning of fossil fuels. It is absorbed by photosynthesising plants. Nitrogen cycle: lightning and nitrogen fixing bacteria convert nitrogen gas into nitrates in the soil needed for healthy plant growth. Nitrogen is needed by animals to make DNA. Farmers rotate their crops to increase the amount of nitrates in the soil for plant growth. Water cycle: Water from seas, rivers and lakes evaporates forming water vapour. This then condenses forming clouds. Precipitation (rain/snowfall) then falls back onto the ground and runs into rivers/oceans.

YEAR 9 Cycle 1 GEOGRAPHY - Superpowers

WEEK 1

Superpower: A state or organisation that can extend a dominant influence globally (e.g., the USA)

Globalisation: The increasing links between countries around the world as a result of the movement of goods, services and money.

Economy: The wealth & resources of a country in terms of the goods that are produced and consumed there.

Trade: The activity of buying, selling or exchanging goods and services between people, business or countries.

Soft power: Power through favour or persuasion (e.g. film, food)

Transnational corporation: A business that is found in more than one country eg MacDonalds.

WEEK 2

Features of a superpower

Physical size & location: Larger countries have more resources and influence. However, more bordering countries can create more tensions e.g. Russia

Economic power & influence: Top 10 largest economics earn 65% of the global GDP (wealth). Attract investments and creates global hubs e.g. London. Dollar and Euro are powerful currencies.

Political: Political groups such as the G7 and OECD work with others to improve countries.

Cultural influence: TNCs such as Coca-Cola, MacDonalds, Disney and Sony influence people's lifestyles around the world.

WEEK 3

Features of a superpower

Population: Large population can create a sufficient labour force. China and India have large populations for cheap labour. Can also lead to large markets (people to buy products)

Military strength: Historical influence on determining power. China has largest military followed by USA. 37% of all military spending by USA.

Natural resources: Oil, gas and coal for energy and metals like iron ore for the steel industry are essential to development. Does not guarantee development though; some countries are unable to access them.

WEEK 4

Emerging powers - BRICS

Emerging power: A state or organisation that is growing significantly in power and beginning to extend a more global influence

BRICs: Brazil, Russia, India, China
Brazil has huge natural resources and self-sufficiency in both food and energy. It is an agricultural superpower: third largest producer of iron ore, third largest of HEP. Brazil is infamous for deforestation in the rainforest as well as poaching and pollution.

Russia is the ninth largest global economy, but it is very dependent on oil and gas exports which are vulnerable to global price changes.

WEEK 5

Emerging powers - MINTs

MINTs: Mexico, Indonesia, Nigeria, Turkey

Mexico is next door to the greatest superpower, the USA, as well as South America. Estimated GDP of \$6.95 trillion by 2050. History of corruption in the government but becoming more democratic.

Indonesia has the largest population of the MINT countries – fourth most populated in the world. Good connections with China. The country is made up of 17,000 islands and many are prone to earthquakes and tsunamis.

Turkey is situated in both the West and the East. Youthful population with good education levels.

WEEK 6



Impacts of fast fashion

Kazakhstan affected by cotton production – in the 1960s, the Aral Sea covered 68000 sq km. It was one of the largest inland seas with a thriving fishing and tourist industry. It has now all but gone. One of the rivers that fed the Aral Sea – Amu Darya – was diverted to cotton-production farms.

Caused seasons to change. No water to absorb heat and keep the climate mild. Summers now as hot as 45°C!

On the banks of the Citarum River there are over 400 factories.

Tests of the river water found toxic levels of mercury, cadmium, lead and arsenic.

WEEK 7



South China Sea

China, Vietnam, the Philippines, Taiwan, Malaysia and Brunei all have competing claims to the South China Sea.

China believes that it owns the largest portion of the territory – the sea within the 'Nine-dash-line' China has been building islands with military bases in the Sea, creating more 3,200 acres of new land.

The USA, who has allies with some of the countries above, relies on the shipping route through the Sea for trade. The USA sent military ships and planes to monitor the region.

Although the islands are uninhabited, they have natural resources around them.

WEEK 8



Role of China in Africa

Colonialism: The gaining of political control over a territory by another country e.g. British Empire.

Neo-colonialism: The use of economic, political and cultural power to influence other countries (e.g. China's interest in the African continent).

Chinese officials say they are playing a constructive role in helping countries in Africa to develop.

China issued over \$84 billion in loans to finance thousands of infrastructure projects in Africa. President Xi Jinping stresses that their investment in Africa comes with no strings attached.

WEEK 9



China in Laos

Laos is a landlocked country of 6.8 million people in SE Asia.

China has invested in transportation infrastructure, hydropower dams, schools and military hospitals, indicating growing ties with Laos.

Laos has the Mekong River running through it, making hydropower a big industry. It has underdeveloped resources including minerals and rubber.

Boosting connectivity via roadways and high-speed passenger and freight railways will help China to distribute its goods.

The China-Laos railways is an example of one of China's Belt and Road Initiatives.

WEEK 10



India's Space Race

Criticised for spending money on a space project when nearly 25% of its population live below the poverty line. India's space programme costs roughly \$1 billion a year.











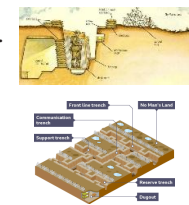






Satellites improve data on monsoons rains and weather patterns, helping farmers get a better idea of when to plant crops. India is reducing poverty quickly, with 44 people lifted from poverty every minute.

40% of children are malnourished and half the population have no toilets.

The sector would employ highly-skilled workers from the country's universities.



YEAR 9 Cycle 1 HISTORY - WWI, Russian Revolution and Women's Suffrage

<p>1 - Causes of WWI</p>	<ul style="list-style-type: none"> WWI broke out in 1914. There were short term causes and long term causes. The long term causes are often referred to as the MAIN causes. This stands for: <ul style="list-style-type: none"> Militarism: Building up armies, getting ready for war. E.g. Between 1905-1914 Britain built 29 Dreadnoughts (battleships). Alliances: Agreements or promises to help another country. E.g. In 1839, Britain signed an agreement with Belgium. It promised to help if Belgium was attacked by Germany. Imperialism: Building up an empire. E.g. In 1871, Germany took Alsace-Lorraine from France. Nationalism: Having pride in and love of your country, being willing to die to defend it. E.g. In 1861, Italy became a united country. This signalled a moment of pride and they wanted to show they were as powerful as other countries. 	<p>6 - Empire and Remembrance</p>	<ul style="list-style-type: none"> Men from all over the British and French Empire fought in WWI. Others support the allies in other ways, such as digging trenches. 1,440,437 men came from India, 628,964 from Canada, 412,953 from Australia, and 399,732 from other colonies (countries in an empire). However, unfortunately, many black volunteers from the Empire faced racism. They were not allowed to fight alongside the white British soldiers and they did not receive the same pay and treatment. 	<ul style="list-style-type: none"> After WWI, memorials were placed in every village, town and city. These commemorated (remember and celebrate) the approximately 880,000 soldiers who died during WWI. War ended November 11th, 1918. Every year, this is marked with Remembrance Day. On this day, at 11am, people all over Britain stop for a 2 minute silence. Many people wear a poppy, too. This has become a symbol of remembrance. 
<p>2 - Causes of WWI</p>	<ul style="list-style-type: none"> June 28th, 1914, the Archduke Franz Ferdinand visited Bosnia. He was the Archduke of Austria-Hungary. Bosnia was in the Austria-Hungarian empire. During his visit he was assassinated by a man called Princip. Princip was a Serbian. He wanted Bosnia to be part of Serbia not Austria-Hungary Austria-Hungary gave Serbia an ultimatum. They said Serbia needed to take responsibility for the assassination. If they didn't, they would declare war on Serbia. Serbia refused to take responsibility. Austria-Hungary declared war. This triggered the different alliances between Germany and Austria Hungary, and Serbia and Russia. 	<p>7 - Russian Revolution</p>	<ul style="list-style-type: none"> Russia was ruled by a Tsar and Tsarina (King and Queen) By 1917, many people in Russia wanted this to change. There were different reasons for this: <ol style="list-style-type: none"> WWI: WWI had caused food shortages and hunger. People blamed the Tsar for entering the war and for their losses during the war. Communism: More people were becoming interested in the communist ideas of Karl Marx. They also supported the communist leader Lenin, who promised them 'land, peace and bread.' Russia: Russia was seen as backwards – technologically and economically it was behind other countries. People believed the Tsars had been in power for too long and were to blame for this. Rasputin: Rasputin was a religious man who had a big influence on the Tsar and Tsarina. He was unpopular in Russia.   	
<p>3 - Causes of WWI</p>	<ul style="list-style-type: none"> WWI began and Germany launched its Schlieffen Plan. The plan was to march through Belgium, take over Paris and then take control of France. They then planned to attack Russia. When the Germans marched through Belgium, it triggered Belgium's alliance with Britain. Britain was now part of WWI. The British and French troops met the German troops at Marne. Around 500,000 were killed or wounded. The allies and the axis powers began to dig defensive trenches. These were long ditches that stretched from the Swiss alps to the English Channel. This was called the Western Front. 	<p>8 - Russian Revolution</p>	<ul style="list-style-type: none"> In March 1917, riots over food shortages and poverty broke out. The army joined the rioters. Tsar Nicholas II resigned and a temporary government was set up. Lenin, the leader of the communist party (called the Bolsheviks), attacked the Winter Palace in St Petersburg and seized power. This was known as the October Revolution. They were communist. This meant they believed that property should be shared and controlled by the government, not privately owned by individuals. Lenin's government took land from the rich and gave it to the peasants (poor farmers) who worked on it. The workers also took control of factories and the government took control of banks. Not everyone supported this and a civil war broke out between the Bolsheviks (communists) and White Russians (those who supported the monarchy). The Bolsheviks won the war in 1921.   	
<p>4 - Trench warfare</p>	<ul style="list-style-type: none"> Alliance trenches (British, French, Russian) would be between 45 to 200 metres apart. The area between was called No Man's Land. The trench closest to No Man's Land was called the frontline. Behind this there were other support trenches and communication trenches. Soldiers would go from the frontline, 'over the top' into No Man's Land. This was very dangerous because you were exposed. No Man's Land contained large craters from shells, barbed wire and unexploded mines. 	<p>9 - Women's suffrage</p>	<ul style="list-style-type: none"> In 1928, all women over the age of 21 gained the right to vote. This came after years of women fighting for suffrage. Suffrage means the right to vote. Suffragists: the NUWSS, also known as Suffragists, used non-violent, peaceful tactics to gain suffrage. E.g. petitions, letters to MPs, posters. Suffragettes: the WSPU, also known as Suffragettes, used violent, non-peaceful tactics to gain suffrage. E.g. smashed windows, burned down buildings, went on hunger strike. In 1913, Suffragette Emily Davison was killed after she stepped in front of the King's horse. During WWI, women worked in jobs to support the war effort or replaced men whilst they were away fighting. Many believed this showed women deserved suffrage. In 1918, women over 21 who owned property gained suffrage.   	
<p>5 - Trench illness</p>	<ul style="list-style-type: none"> New weapons and trenches were used in WWI. This led to new types of injuries and illness. It was also difficult to stay clean and dry in the trenches, leading to illness. Gas: gas attacks were used for the first time. They caused temporary blindness, coughing and burns. Shrapnel: shrapnel from shells caused many head and body injuries. Soft caps were replaced with metal Brodie hats, to protect the soldier's head better. Shell shock: now known as PTSD. Some sufferers were accused of cowardice and were put in prison or even executed. Trench fever: produced flu-like symptoms, that could last for months. Caused by trench lice. Trench foot: caused by standing in waterlogged trenches. It could lead to gangrene, which could only be treated with amputation.   	<p>10 - Overview</p>	<p>WWI: WWI broke out because of militarism, alliances, imperialism and nationalism. It was then sparked by the assassination of the Archduke Franz Ferdinand. Most of WWI was fought in trenches, defensive ditches. The conditions were poor and this often led to illness and injuries.</p> <p>Russian Revolution: During WWI, Russia experienced a political revolution. This saw the removal of their monarchy. This was replaced with a communist government.</p> <p>Women's suffrage: For many years, women had fought for the right to vote. Suffragists used peaceful tactics to do this (e.g. petitions). Suffragettes used non-peaceful tactics (e.g. smashed windows). During WWI, women worked to support the war effort. Many women did jobs that were previously only done by men. Many others worked in dangerous jobs, such as making ammunition. Women first gained suffrage in 1918.</p>	

YEAR 9 Cycle 1 SPANISH

These are the lists of ten words that you need to write, copy, check in your Extended Practice Books four times every week, and learn for your weekly vocabulary test. Watch this video for advice on how to learn new vocabulary:



<https://www.loom.com/share/16f077845a464dfc82249b38260db95d?sid=ea2fad82-0495-42be-84bc-6ad9d321806c>

Scan this QR code to access the Quizlet sets for this vocabulary:



<https://quizlet.com/WestExeSchool/folders/130489523?i=fka8p&x=1xqt>

Week 1		Week 2		Week 3		Week 4		Week 5	
aprovechar	to make/making the most of	coger	to take/taking	despertar	to wake up/waking up	acordarse	to remember/remembering	colocar	to place/placing
montar	to ride/riding	recoger	to collect/collecting	levantar	to raise/raising	quedarse	to stay/staying	solero	to usually do (something)
encontrar	to meet/meeting	compartir	to share/sharing	llamar	to call/calling	sentar(se)	to sit/sitting down	probar	to taste/tasting
llegar	to arrive/arriving	salir	to go out/going out	antes	before	forma	way	pan	bread
caminar	to walk/walking	perder	to lose/losing	dentro	inside	hora	hour, time	huevo	egg
viajar	to travel/travelling	conocer	to know/known	encima	above	luz	light	leche	milk
disfrutar	to enjoy/enjoying	correr	to run/running	delante	in front	muerte	death	dulce	sweet
lugar	place	gente	people	fuera	outside	nivel	level	Fresco/a	fresh (m/f)
país	country	calle	street	detrás	behind	tierra	earth	caliente	hot
mientras (que)	whilst (whereas)	además	besides	debajo	below	muerto/a	dead (person) (m/f)	cortar	to cut/cutting
Week 6		Week 7		Week 8		Week 9		Week 10	
Revise weeks 1-5 for your Mid-Cycle Assessment		mandar	to send/sending	cruzar	to cross/crossing	sois	you (all) are (trait)	gastar	to spend/spending
		cocinar	to cook/cooking	pelear	to fight/fighting	vosotros/as	you (all) (m/f)	tener que	to have to/having to
		dolor	pain	mejorar	to improve/improving	aumentar	to increase/increasing	tocar	to touch, to play (instrument)
		arroz	rice	sé	I know	corazón	heart	vais	you go/are going (plural)
		camiseta	t-shirt	consejo	(piece of) advice	edad	age	medianoche	midnight
		gafas	glasses	pelota	ball	peso	weight	siguiente	next, following
		naranja	orange	duro	hard, difficult (m)	piel	skin	desde	from
		tanto/a	so much/many (m/f)	dura	hard, difficult (f)	delgado/a	thin	hasta	as far as, up to, until
		cuarenta	forty	contra	against	gordo/a	fat	cien	one hundred
	cincuenta	fifty	noventa	ninety	vuestro/a	your (m/f)	ciento (uno)	one hundred and (one)	

Weeks 11 & 12: revise weeks 1-10



YEAR 9 Cycle 1a WEST EXE BACCALAUREATE - Mental Health First Aid

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Anxiety: A general term for several disorders that cause nervousness, fear, and worrying</p> <p>Bipolar disorder: A condition that affects a person's moods, which can swing from one extreme to another</p> <p>Signs of mental health issues:</p> <ul style="list-style-type: none"> • Unable to concentrate/memory loss • Unexplained aches and pains • Silent, withdrawn or distracted • Drop in academic performance • Overworking • Incoherent speech • Erratic timekeeping • Alcohol and/or drug misuse • Tearful • Changes in appetite • Lack of personal hygiene • Disruptive behaviour 	<p>Depression: A serious mood disorder. It causes severe symptoms that affect how a person feels, thinks, and handles daily activities</p> <p>Grief: The normal process of reacting to a loss. Reactions can include anger, guilt and despair</p> <p>Emotional sources of stress: Peer pressure including on social media, abuse or bullying (online or in person), conflicting cultural values and beliefs, coping with uncertainty</p> <p>Top Tip: Try to nurture your physical health. Body and mind are connected, so eat regular meals and find a fun form of exercise that suits you and your schedule.</p>	<p>Low self-confidence: When a person lacks belief or trust in themselves or their abilities</p> <p>Low self-esteem: When a person tends to see themselves and their life in a negative light, often being unfairly self-critical</p> <p>Environmental sources of stress: Discrimination, poor or unstable housing, social isolation, money worries, academic pressure</p> <p>Top Tip: Try to set aside time to have fun or do something nice for yourself. Positive emotions can help build a buffer against stress.</p>	<p>Panic disorder: Anxiety disorder where a person regularly has sudden attacks of panic, or fear at any time</p> <p>Post-Traumatic Stress Disorder (PTSD): Caused by very stressful, frightening or distressing events</p> <p>Physical sources of stress: Late nights or lack of routine, poor diet, misuse of alcohol or drugs</p> <p>Top Tip: Try to spend time on an activity you enjoy. This could be painting, playing the guitar or a sport – just do something that helps you relax and decompress.</p>	<p>Schizophrenia: A severe mental disorder, characterized by serious disruptions in thinking, affecting language, perception, and identity</p> <p>Stress: A physical, mental, or emotional factor that causes bodily or mental tension</p> <p>Life changes causing stress: Changing schools, family / relationship breakdown, illness, accidents or bereavement, legal issues, arrest or imprisonment</p> <p>Top Tip: Try to talk to someone. Don't keep things bottled up – tell a friend or family member about you're feeling – just verbalising your thoughts to someone can help.</p>
10 KEYS TO HAPPIER LIVING (Produced by Mental Health First Aid England and Action for Happiness)				
<p>Giving: Holding out a helping hand makes other people happy and will make you feel happier too</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Share your skills or offer support • Ask friends and family how they are, and listen without judging 	<p>Exercising: Regular activity will provide an endorphin boost and increase confidence</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Find an activity that suits you and your schedule • If possible, and safe, cycle or walk to school 	<p>Trying out: Learning new things is stimulating and can help to lift your mood</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Take on a new role at school • Try out a new hobby, club or activity that interests you 	<p>Resilience: Although we can't always choose what happens to us, we can often choose our own response to what happens</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Find an outlet, such as talking to friends or writing it down • Take action to improve your resilience skills 	<p>Acceptance: No one is perfect. Longing to be someone different gets in the way of making the most of our own happiness</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Be kind to yourself when things go wrong • Shift the focus away from "I can't..." to "I can..."
<p>Relating: The people around you offer a valuable pool of support so it's important to put time into strengthening those connections</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Meet up with someone you haven't seen in a while • Turn off distractions to chat with friends or family 	<p>Awareness: Take time to switch off autopilot and 'be in the moment'</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Pay attention to your senses, what can you see, hear or feel around you? • Choose a regular point in the day to reflect 	<p>Direction: Working towards positive, realistic goals can provide motivation and structure</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Choose a goal that is meaningful to you, not what someone else expects of you • Remember to celebrate progress along the way 	<p>Emotions: Positive emotions are a defence against stress and even lead to lasting changes in the brain to help maintain wellbeing</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Take time to notice what you're grateful for, and focus on the good aspects of any situation • Set aside time to have fun 	<p>Meaning: People who have meaning in their lives experience less stress, anxiety or depression</p> <p>Give it a go:</p> <ul style="list-style-type: none"> • Prioritise the activities, people and beliefs that bring you the strongest sense of purpose • Volunteer for a cause, be part of a team

YEAR 9 Cycle 1b WEST EXE BACCALAUREATE - Making Moral Decisions

Week 6	Week 7	Week 8	Week 9	Week 10
<p>Glossary</p> <p>Morality: Our sense of what is right or wrong, good or bad</p> <p>Ethics: Moral principles that influence how we behave</p> <p>Code of Ethics: A set of ethical principles listing the right or wrong way to behave</p> <p>Absolute morality: The idea that certain actions are always good (or wrong) regardless of the circumstances</p> <p>Relative morality: The idea that certain actions are generally good (or wrong) but the individual circumstances should be considered</p> <p>Lesser of two evils: The idea that when there is no 'good' option, the correct decision is the one that causes the least harm</p> <p>Sources of authority: A person or thing, e.g. a holy book, that influences how a person lives their life</p> <p>Humanism: The belief that human experience and rational thinking provide the only source of knowledge and a moral code to live by, there is no divine guidance</p>	<p>Examples of codes of conduct</p>			<p>Ethical theories</p>
	<p>Hinduism: The Yamas</p> <ol style="list-style-type: none"> Ahimsa: Be non-violent in thought and action, avoid arrogance and anger Satya: Do not lie, break promises or betray confidences, avoid injustice Asteya: Do not steal or be jealous of what others have Brahmachariya: Relinquish lust and all wrongdoing, avoid drunkenness and evil company Aparigraha: Discipline and control desire and greed <p>Judaism and Christianity: The Ten Commandments</p> <ol style="list-style-type: none"> Worship only God Do not make idols Do not misuse God's name Keep the Sabbath day holy Honour your parents Do not murder Do not commit adultery Do not steal Do not tell lies about people Do not be jealous of what other people have <p>For Christians, Jesus summed the Commandments in this way "Love God with all your heart, soul and mind and love your neighbour as yourself."</p>	<p>Buddhism: The Five Precepts</p> <ol style="list-style-type: none"> To refrain from harming any living beings: Avoid killing or injuring any other being To refrain from stealing: This includes actions such as not paying for a train journey To abstain from unhealthy sexual practices: Avoiding adultery or any inappropriate sexual relationship Avoiding telling lies: This includes gossiping and saying negative things about people Refrain from intoxicating drinks and drugs: This includes alcohol and tobacco <p>Islam: Based on Qur'an 2:177</p> <ol style="list-style-type: none"> Belief in Allah (saying the Shahadah, the declaration of faith, is the first Pillar of Islam) Belief in the Last Day, angels, the Book, and the prophets Giving money to relatives, orphans, the needy, the traveller, those who ask, and for freeing slaves; Praying (salah, praying 5 times a day is the second pillar) Giving zakah (donating 2.5% of wealth is the third pillar) Keeping promises Being patient during difficult times and trusting Allah when there are times of suffering 	<p>Sikhism: Guru Granth Sahib</p> <ol style="list-style-type: none"> Worship only the One true God and pray only to Him Work hard and honestly and share with others Live a truthful life and serve the community Treat men and women equally Remember the whole of the human race is one Dress yourself modestly Put your faith in the Holy Granth (holy book) Control the Five Evils: Lust, anger, greed, material attachment and ego Practice the Five Virtues: Truth, contentment, compassion, humility and love <p>Humanism</p> <ol style="list-style-type: none"> There is no God to guide us to do the right thing There is no afterlife, so seek happiness in this life Moral decisions should be based on reason, empathy and compassion for others Make the most of your life on Earth and support others to live fulfilling lives too Act in ways that do not harm people, now, or in the future Humans are responsible for solving the environmental problems. Human welfare is reliant on the natural world and other species 	<p>Divine command theory is the belief that things are right because God commands them to be. In other words, it means that things which are considered wrong are wrong because they are forbidden by God. This is an example of moral absolutism.</p> <p>Situation ethics is a theory where the situation is taken into account first, before deciding on the rules of right and wrong. There is no set of rules, because what might be considered immoral in one situation could be considered the most moral thing to do in another. This is an example of Moral relativism.</p> <p>Virtue ethics teaches that an action is right if, and only if, it is an action that a virtuous person would do in the same circumstances; and that a virtuous person is someone who has a particularly good character.</p> <p>Utilitarianism says that the ethically right choice in a given situation is the one that produces the most happiness and the least unhappiness for the largest number of people.</p>



INTRODUCTION OF GRAMMAR

NAME	DEFINITION	EXAMPLE
Types of Verbs	Verb A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being.	The boy ran to the park. I was here long ago.
	Auxiliary Verbs Auxiliary verbs help to form the various tenses, moods, and voices of other verbs. Auxiliary verbs: a form of be, do, have or a modal, used with a main verb to form different tenses.	She is reading a book. We were going to the beach. I had to eat the cake.
	Modal Verbs These combine with other verbs to express necessity, possibility, and intention.	You should know what modal verbs are. He might not know the milk has gone bad. I ought to stop eating so much cake.
	Participles They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). Past participles end in 'ed'; present participles end in 'ing'. These will always be non-finite.	In the house, there was a screaming witch. The worried man kept eating the cake. The dying woman reached for the hand of her weeping son.
	Gerunds A gerund is a verb that is acting as noun in a sentence. It's made from a verb by adding '-ing'. Infinitives are the 'to' form of the verb. E.g. to ski. Gerunds are the 'ing' form of the verb which acts as a noun.	Skiing is fun. I enjoy skiing.
Finite or Non-finite	Finite or Non-finite Verbs All verbs - regardless of their type - are either finite or non-finite when they are used. Finite verbs can only be used in some circumstances - if you change tense, the number or the person it will have to change. Whereas, a non-finite verb can be used in ANY number of circumstances. They won't change even if you alter the tense, the number or the person.	Ben sat on the bench, looking at the ducks. <i>First, identify the verbs...</i> In the park, Ben sat on the bench, looking at the ducks. <i>Then, change the tense...</i> In the park, Ben sits on the bench, looking at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	Main Clause/ Simple Sentence A main clause/simple sentence has one - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A subject is the thing doing the verb.	The crocodile ate my friend. In the desert, scorpions hide. The car crash was unexpected and tragic.
	Object A main clause can have an object, but it doesn't need one. The <u>object</u> is the thing that receives the verb - the subject affects it in some way.	The girl kicked the <u>ball</u> . The man ate <u>all of the cake</u> .
	Imperative Sentences Imperative verbs act as an instruction or command. It is a sentence, but it only has a finite verb as the subject is implied. This means it is obvious who the sentence is referring to so that it doesn't need to be stated.	Sit down. Hand me that cake! Tell me when the pain started.
	Compound Sentence Two main clauses linked together by a co-ordinating conjunction (FANBOYS). For/And/Nor/But/Or/Yet/So	The chips were delicious, but the fish was foul. I went to the shops to get some cake, so I could eat it for dessert. The man went dancing and the woman played Xbox.
	Complex Sentence Made up of two parts: a <u>main clause</u> and one or more subordinate clause . A <i>subordinating conjunction</i> always comes at the start of the subordinate clause.	<u>The boy sat down</u> after he heard the news . <u>Nobody saw the alien</u> because he was invisible .

Types/parts of sentence	Complex Sentence - Subordinate Fronted	As above, but the subordinate clause comes before the main clause. It needs to be separated by a comma.	<u>After he heard the news</u> , the boy sat down. <u>Because he was invisible</u> , nobody saw the alien.
	Embedded Clause/Phrase	Clauses and phrases can be embedded in both main and subordinate clauses. They are usually embedded between the subject and the finite verb (of either the main or the subordinate clause). A comma is needed both before and after the embedded ingredient	Monkeys, <u>that were jumping and calling</u> , surrounded the car. The nun, with whom I recently had a falling out with , prayed to God.
	Fragments	A fragment is a word, that is punctuated as if it is a sentence. It is not a sentence because it doesn't have a subject and a finite verb. Fragments add emphasis, create a colloquial style and create realistic speech.	This is the worse day ever. Ever. She told me that if I didn't do my homework, she'd put me in detention. Well, whatever. "Where are you going?" " Home. "
Phrases	Phrases	Whereas a clause has BOTH a subject and a finite verb, a phrase does not have BOTH a subject and a finite verb. A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition.	This is a clause: after the school day ended. This is a phrase: after school.
	Prepositional Time Phrases	Phrases that indicated when something happens. A comma is needed to separate a (prepositional) time phrase from the rest of the sentence when it is before the main clause.	Yesterday, it was snowing heavily. It was snowing heavily yesterday.
	Prepositional Place Phrases	Phrases that indicated where something happens. A comma is needed to separate a (prepositional) place phrase from the rest of the sentence when it is before the main clause.	Under the hill, Bilbo Baggins lived. Bilbo Baggins lived under the hill.
	Present Participle Phrases (ING)	Begins with an ING present participle and it does not have a subject or a finite verb. They are separated from the main clause with a comma - BOTH when they are before the main clause AND when they are after it. The phrase must refer to the subject of the clause.	Thinking about her hot dinner , the woman shifted on the cold seat. Watching their daughters play football , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	Scared he might not make it , the boy ran to the toilet. The young couple hugged, thrilled at the news of their pregnancy .
	Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. Adverbs are used to qualify or modify the verb. At the beginning it needs to be separated by a comma; in the middle of the subject and finite verb it needs be embedded between two commas; at the end it does not need to be separated.	Suddenly, the building exploded. The building exploded suddenly. The building, suddenly, exploded.
Advanced Punctuation	Semi-colon	Semi colons link two main clauses to form one sentence. They need to be related by topic or action. It does not link a sentence to a subordinate clause or phrase. You do not use a capital letter after a semi-colon.	This is how you use a semicolon; it is easy when you know how. My mother is from Italy; my father is from Poland.
	Colon	Colons introduce information, expanding or embellishing a point that has already been made. The information on each side is essentially the same but after the colon, there's usually more detail. You can imagine the colon being a stand in for the phrase 'let me tell you about it'.	It is very cold outside: there are icicles hanging from my front door and the post man arrived by sled! I am allergic to two things: eggs and honey.
	Dashes	The dash is a punctuation mark used for emphasis and effect: it can be used to replace a colon, a semicolon, an ellipsis, brackets or a comma.	The dash is a versatile tool - it can replace a semi-colon or colon. You might also want to know - if you're <i>really</i> interested - that it can replace commas too.











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