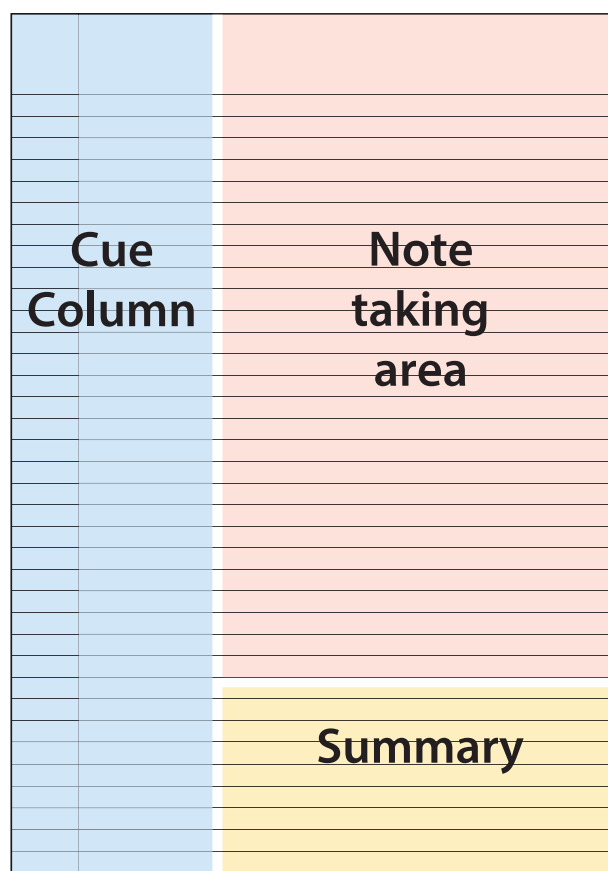


# REMEMBERING: MASTERING YOUR MEMORY

## Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



## Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

**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. You will be assessed on the knowledge in your knowledge book for every subject throughout each cycle. You will complete weekly Sparx quizzes at home.

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:

Google Classroom Class Codes	
Subject	GC Code
Dashboard	ckus5f4
English	6vlem2k
Geography	gkcxru
History	nt5eoxu
Mathematics	suzoq76
Science	j3pftj3
Spanish	uzs3z4n
Sport Health & Nutrition	znyexao
West Exe Baccalaureate	nacpeod
Art & Design	utmumgw
Business Vocational	3hbypwx
Citizenship	cmdep26
Classics	c4cizsi
Design Technology	dajoo7v
Food GCSE	r4vabe2
Health & Social Care	ydsafia
Music Vocational	ob7kknm
Performing Arts	ktmxilb
Photography	aszjh24
Sport Vocational	kjepzph
Statistics & Further Maths	puxj7vr

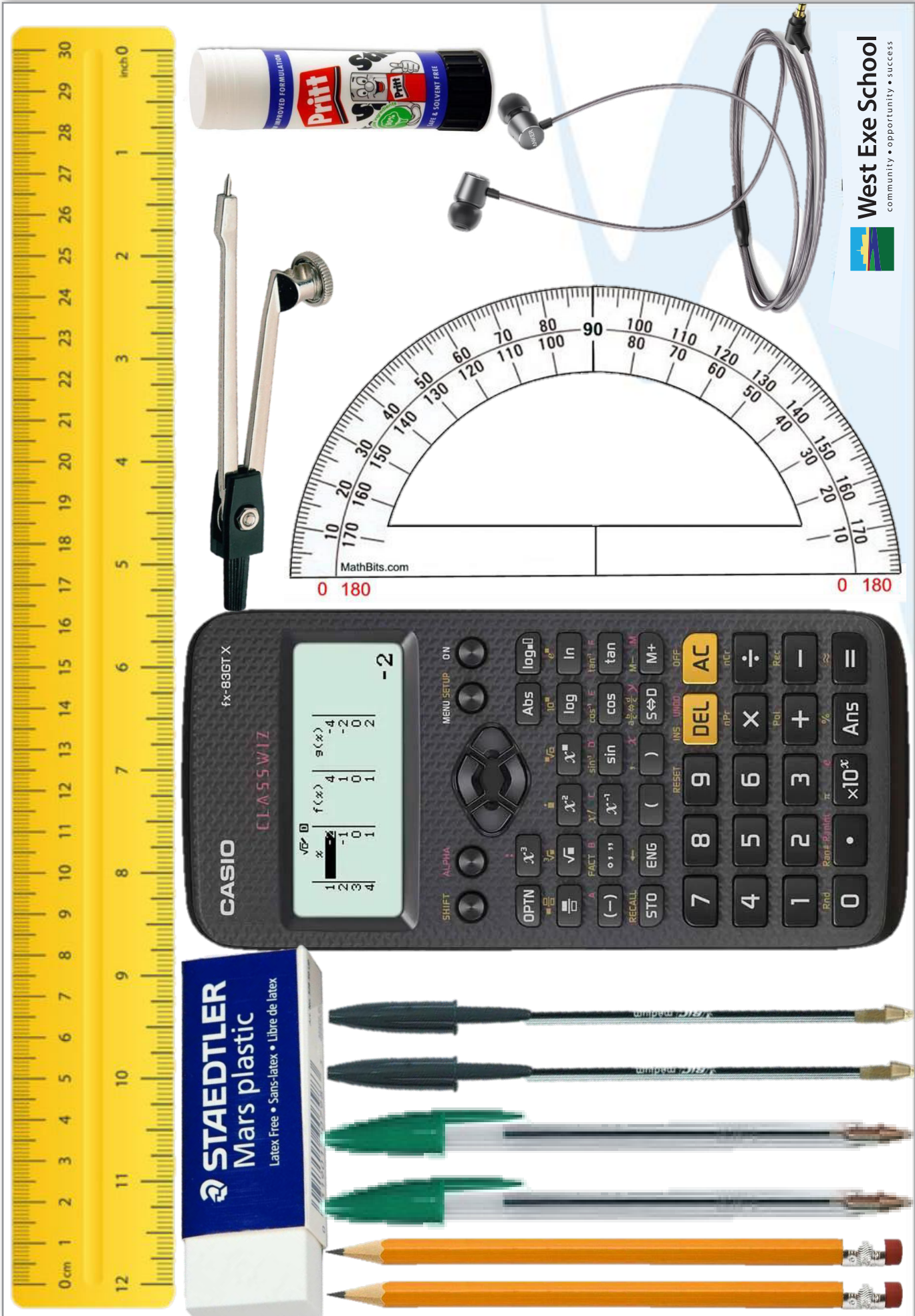
**Extended Practice timetable**

- This is your extended practice timetable. You will need to do your knowledge organiser tasks, including your Sparx quizzes, for each subject on the timetabled day.
- Your Tutor will check this the following morning.
- If you have not completed the tasks for each subject, you will receive a one-hour after school detention to be carried out later that day.

No of minutes	10 minutes	10 minutes	20 minutes	20 minutes	20 minutes
<b>Monday</b>	Science	Spanish	English Literature	Maths-Sparx	
<b>Tuesday</b>		No extended practice due to period 6.			
<b>Wednesday</b>	Science	Spanish	Option P	Maths - Sparx	
<b>Thursday</b>	Science	Spanish	Geography	History	
<b>Friday</b>	Option P		English Literature	Maths-Sparx	Option Q

**Maths Sparx reminder:** Sparx practice is set 8 am on a Thursday morning and 100% of compulsory and Target is to be completed by **8am the following Thursday morning**. There is an expectation that you have completed **50% by Monday 8am** and if you cannot meet that deadline, you will be invited to a support session at breaktime/afterschool on Monday. You are advised to start the tasks earlier than later. Support will be offered on a Friday and Monday at break in Ma1 if you are struggling with any questions. Any student who has not completed 100% by **8am Thursday morning** will be expected to attend Sparx catch up in MA1.

**Sparx Science:** Extended practice will be set via the Sparx science platform and will consist of two quizzes to be completed each week. Extended Practice quizzes will be set on the Monday and must be completed by the Sunday. The quizzes have support built in to help you master the content and you can also ask your class teacher for help.



**HOUSE WEEK, WEST EXE SCHOOL & BRITISH VALUES**

	West Exe School Values	British Values	House Week Activities	Key Questions
House Week 1	<p><b>Citizenship</b></p>  <p>Through respect, responsibility and integrity we make the world a better place.</p>	<p><b>Democracy</b> Understanding how citizens can influence decision-making through the democratic process.</p> <p><b>Rule of Law</b> Appreciating that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>	<ul style="list-style-type: none"> <li>• School Parliament Elections</li> <li>• House Charity Vote</li> </ul>	<p>What is a good citizen? What behaviours would we expect of a good citizen? Do we need rules?</p>
House Week 2	<p><b>Compassion</b></p>  <p>Through kindness and empathy we care and show respect for ourselves and others.</p>	<p><b>Tolerance and Mutual Respect</b> Accepting that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Importance of identifying and combating discrimination.</p>	<ul style="list-style-type: none"> <li>• Charity Fundraising</li> <li>• Anti-bullying Ambassadors Activities</li> <li>• Green Team Activities</li> <li>• Mental Health</li> <li>• Celebrating Diversity</li> </ul>	<p>What is tolerance? Is tolerance enough? How does our community proactively combat discrimination?</p>
House Week 3	<p><b>Courage</b></p>  <p>We are brave in our actions and ambitions in our dreams.</p>	<p><b>Individual Liberty</b> Understanding that the freedom to choose and hold other faiths and beliefs is protected by law.</p>	<ul style="list-style-type: none"> <li>• Transition Focused Activities</li> <li>• Sports Day</li> <li>• Taster Sessions (being brave and trying new things)</li> </ul>	<p>What does it mean to succeed? How do individuals demonstrate courage in our community? How is our individual liberty protected?</p>

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 screenshots, 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 peoples' 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

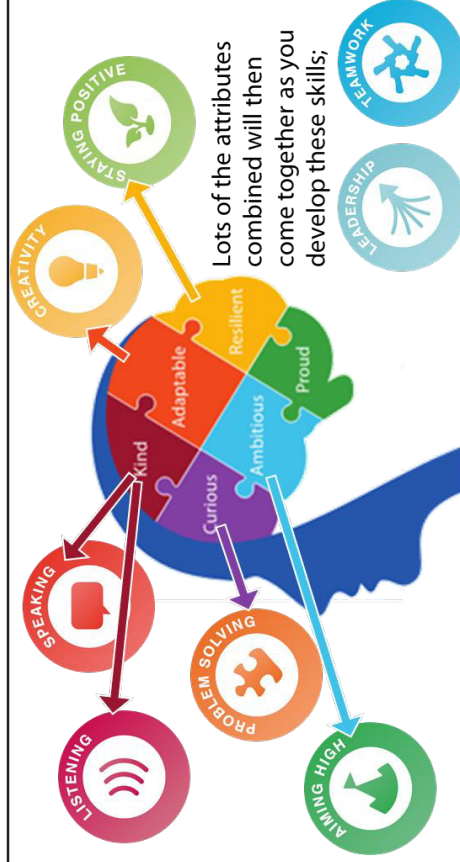
**Our promise to you:** The Talking Futures offer has lots in store for you this year;

- 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 fit link to our student attributes, so strive to be your #BestExe every day.



## My Ambition Statement

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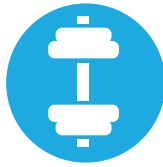


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SPORT, HEALTH AND NUTRITION

**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.



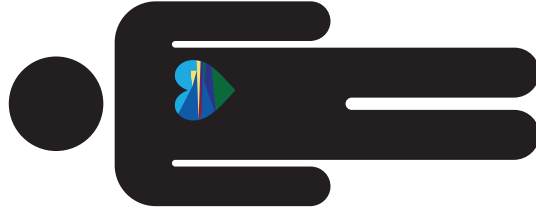
**Understand the importance of sleep:** 8- 10 hours to function effectively. Rest and recovery as an important part of exercise, performance and digestion.



**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><b>Skill development:</b> 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><b>Attend an after-school club to help you develop and</b> improve these skills further. <input type="checkbox"/></p> <p><b>Developing fitness</b></p> <p>For one of the sports, you are covering in this cycle, <b>identify the main components of fitness needed.</b> <input type="checkbox"/></p> <p><b>Engage in periods of sustained physical activity.</b></p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> <li>1. Aerobic exercise.</li> <li>2. Exercises to strengthen muscles and bones.</li> </ol> <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> <li>• Aim to do 60 mins of moderate-vigorous physical activity each day across the week.</li> <li>• Take part in activities that develop movement skills, muscles and bones.</li> <li>• Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.</li> </ul> <p><b>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</b></p> <p><b>Monitor your screen time for a week.</b> <input type="checkbox"/></p> <p><b>Use equipment safely and hygienically.</b></p> <p><b>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed.</b> <input type="checkbox"/></p> <p><b>Cook a healthy meal from one of the recipes you have done in food this cycle.</b> <input type="checkbox"/></p>	<p>Making appropriate time for <b>rest, relaxation, and sleep</b> - Having routines that support positive mental health.</p> <p><b>Try to get 8-10 hours of good quality sleep a night!</b></p> <p><b>Rules, strategies and tactics.</b> Think about:</p> <ul style="list-style-type: none"> <li>• What are the main <b>rules</b> for the sport, you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/></li> <li>• Can you give an example of a <b>simple strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li>• Can you give an example of a more <b>complex strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li>• <b>Give 3 rules you must follow in the kitchen.</b> <input type="checkbox"/></li> </ul> <p><b>Terminology:</b></p> <p><b>Give 3 examples of terminology you have learnt in any of your SHN lessons.</b> <input type="checkbox"/></p> <p><b>Knowledge of muscles and bones</b> - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p><b>Being resilient</b> - positive growth mindset and never give up attitude- always looking to improve! <b>Give an example of how you have demonstrated resilience in your lessons.</b> If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p><b>Leadership</b> - 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"> <li>• <b>Offer to be a leader for a lesson!</b> <input type="checkbox"/></li> <li>• <b>Help another person in a lesson to help them make progress.</b> <input type="checkbox"/></li> <li>• <b>Officiate a game.</b> <input type="checkbox"/></li> <li>• <b>Give feedback and support to another person.</b> <input type="checkbox"/></li> <li>• <b>Motivate and encourage others in a lesson.</b> <input type="checkbox"/></li> <li>• <b>Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching.</b> <input type="checkbox"/></li> </ul> <p><b>Teamwork</b> - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p><b>Give 2 examples of where you have shown good teamwork.</b> <input type="checkbox"/></p> <p><b>Communication</b></p> <p><b>Verbal - give some feedback on a performance - What went well? How could they improve it?</b> <input type="checkbox"/></p> <p><b>Non-verbal</b> - Use of whistle, signals as an official, use of a demonstration - <b>Try to do one of these each week.</b> <input type="checkbox"/></p> <div data-bbox="1277 524 1453 700" 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...

## 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.

## 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.

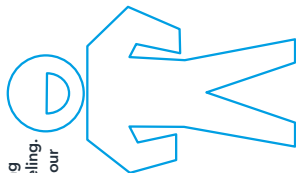
What can you do to influence your body's response to stress?

## 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:

1. Stand/sit tall with your shoulders back
2. Hold your head up
3. Smile



## 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...

## New habits and actions

## 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

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

When we are organised we feel calmer. How could you be more organised?

What could you change at home

How does technology affect your attention, mood, sleep and memory?

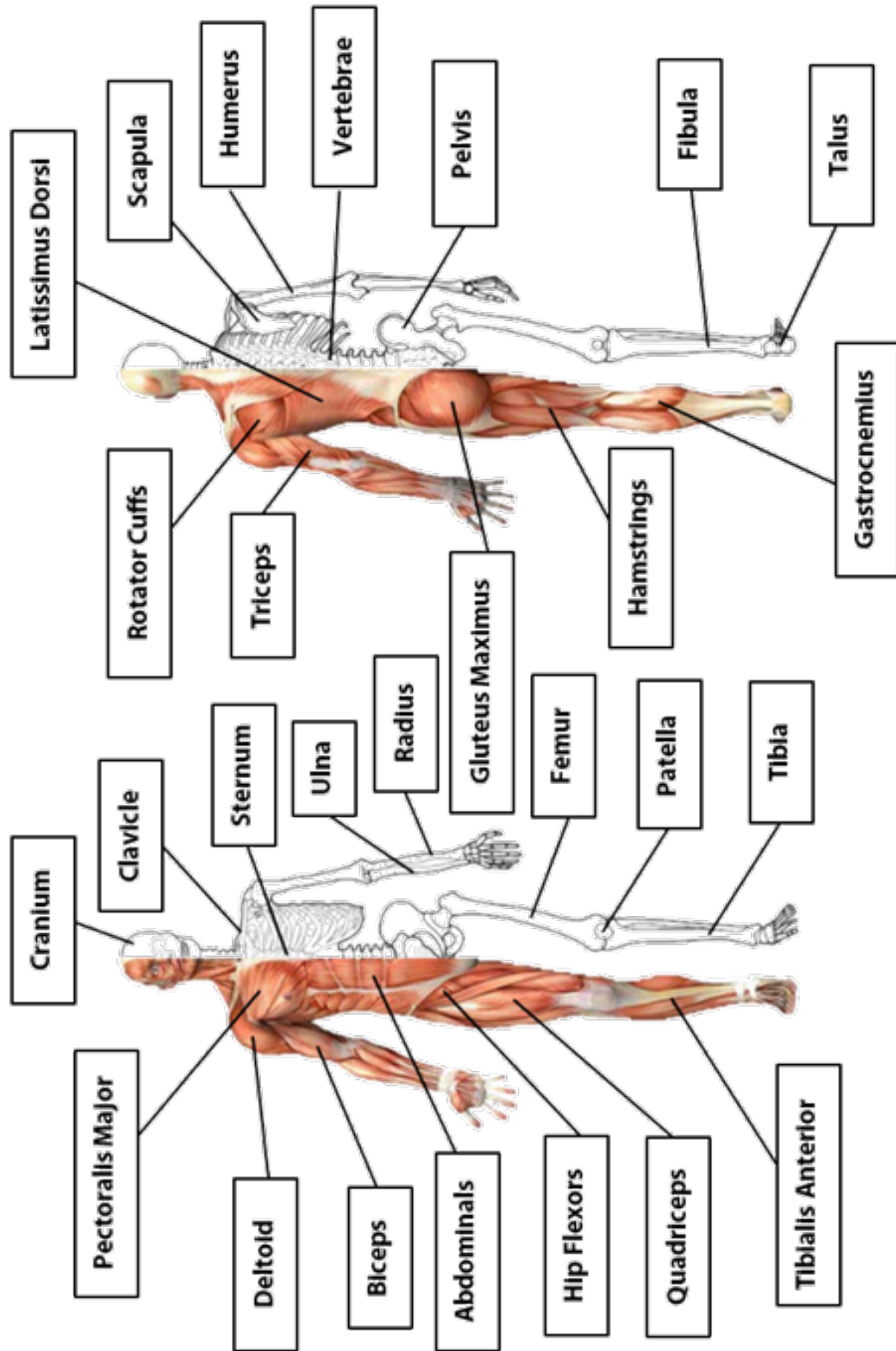
I will change my technology use by...

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

Who can support you?

## Environment

SPORT, HEALTH AND NUTRITION - Muscles and Bones



Literacy Marking Codes		What you need to do in green pen
	<b>What it means</b>	
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 - chose an alternative
?	Does 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	
<b>Following text at all times</b>	Use your bookmark to follow the text. This way you know exactly where you are when you are asked to read and you won't lose your place during discussion. Use an overlay if you have one.
<b>Switching the reader</b>	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
<b>Holding the place</b>	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
<b>Checking the punctuation/emphasis</b>	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
<b>Pointing out the error</b>	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

	Key Ideas	Key Context	Key Quotation	Key Vocabulary
1. Context and cold read.	<p><b>Scrooge:</b> the <i>antagonist</i> who becomes a <i>protagonist</i>; Scrooge at the start of the novella is an <i>allegory</i> of all the <i>vices</i> and the <i>uncharitable</i> attitudes of the wealthy towards those the poor. His voice is the opinions which Dickens heavily criticised throughout his life: he is <i>callous</i> towards those in need, <i>isolates</i> himself from anyone who he could connect with.</p> <p><b>Fred</b> could be Scrooge's <i>foil</i> (his opposite) and also the man Scrooge eventually becomes.</p>	<ul style="list-style-type: none"> <li>Thomas Malthus, an economist, argued that overpopulation would cause a lack of sufficient produce to go around so it is better to let those who are poorest die. Dickens opposed this belief.</li> <li>1824: Dickens father is arrested for debt and sent to prison. Dickens has to give up his education and work in a factory.</li> <li>1824-27: His father inherits some money so Dickens goes to private school for two years.</li> </ul>	<p>"Marley was dead: to begin with. There is no doubt whatever about that." "It was cold, bleak, biting weather." "The fog came pouring in at every chink and keyhole, and was so dense without.... The houses opposite were mere phantoms."</p>	<p><b>Misanthropic:</b> having or showing a deep distrust of human beings and their motives.</p> <p><b>Avaricious:</b> having or showing an extreme greed for wealth or material gain.</p>
2. Crafting of characters and cold read.	<p><b>Narrator:</b> Dickens choose an intrusive third-person narrator whose perspective and opinion is often interjected into the telling of the story. The narrator uses a casual, conversational and sometimes humorous tone to make serious political points which Dickens wanted to share with his readers without preaching.</p>	<ul style="list-style-type: none"> <li><b>Fezziwig's</b> Christmas party is one of the best examples of Dickens' hyperbolic writing; the description of the party shows the life and vivacity which celebrating Christmas brings. Scrooge recognises, the important role that Fezziwig, as an employer, had in improving the lives of his employees.</li> </ul>	<p><b>Belle</b> symbolises the love and human connection which Scrooge rejects. Belle recognises that his love has turned from her towards a golden 'idol', i.e. money. When Scrooge sees Belle's daughter he truly realises what he sacrificed: his eyes 'grew dim', presumably with tears, when he sees the family he might have had.</p>	<p><b>Maternal</b> : relating to a mother, motherly feelings.</p> <p><b>Paternal:</b> relating to a father, a father figure.</p>
3. Scrooge and Marley's Ghost. Poor Laws.	<p><b>Ghost of Christmas Past:</b> its appearance is constantly in flux, changing gender, age, and body shape, reflecting the vastness of the memories. It also symbolises repressed memories, particularly for Scrooge, for whom the pain of his isolation as a child, the goodness of Fezziwig, and his rejection of his fiancée, Belle, is as fresh as when it first happened.</p>	<ul style="list-style-type: none"> <li>1834: a new Poor Law was introduced to reduce the financial help available to the poor. It ruled that all unemployed people would have to enter the unpleasant workhouses in order to receive food and shelter. This was to discourage the poor relying on the state.</li> </ul>	<p>"It was a strange figure... it wore a tunic of purest white... from the crown of its head there sprung a bright clear jet of light" <b>Ghost:</b> "A solitary child, neglected by his friends, is left there still". Scrooge said he knew it. And he sobbed." <b>Scrooge:</b> "What idol has displaced you?". Belle: "A golden one".</p>	<p><b>Ephemeral:</b> lasting a very short time.</p> <p><b>Corrupt:</b> having or showing a willingness to act dishonestly in return for money or personal gain.</p>
4. The Ghost of Christmas past. Education.	<p><b>The Ghost of Christmas Present</b> personifies generosity and embodies all who celebrate Christmas. It takes Scrooge to see all who celebrate Christmas, rich and poor, and he also delivers unflinchingly difficult messages: when Scrooge asks of Tiny Tim's fate he replies with Scrooge's own words: "Are there no workhouses?". Dickens believed that how a society treated children showed its true moral worth.</p>	<ul style="list-style-type: none"> <li>Dickens presents the education system as lacking. He was an <i>ardent</i> believer in the moral benefits of a good education, something denied to Scrooge.</li> <li>In 1846, Dickens wrote about the need for the 'ragged and forlorn' to gain access to public libraries so that they could still be taught to read, particularly children. In 1844, six months after ACC was published, the Factories Act was introduced, decreeing that children could only work nine hours a day, six days a week.</li> </ul>	<p>"There sat a jolly Giant, glorious to see; who bore a glowing torch... And held it up, high up, to shed its light on Scrooge." <b>Ghost:</b> "If these shadows remain unaltered by the Future, the child will die." Scrooge: "Say he will be spared". <b>Ghost:</b> "If he be like to die, he better do it, and decrease the surplus population."</p>	<p><b>Philanthropic:</b> seeking to promote/improve the welfare of others.</p> <p><b>Redemption:</b> the action of saving or being saved from sin, error or evil.</p>

YEAR 9 CYCLE 1 ENGLISH

Key Ideas	Key Context	Key Quotation	Key Vocabulary
Ignorance is seen as a choice to remain unknowing: Want as the need of basic necessity and not luxuries. However, it is ignorance who The Ghost of Christmas Present explicitly warns Scrooge and, thus, the reader about: the worst sin is ignoring the plight of those who need our help most.	<ul style="list-style-type: none"> <li><b>Christianity</b> held a strong influence in Victorian Britain, especially amongst the upper classes. A central idea was that <b>abstinence</b> – the act of <b>not</b> doing something – was enough to be virtuous. Dickens’s disagreed, believing that to be a good Christian people should seek out opportunities to do good.</li> </ul>	<p>“It brought two children: wretched, abject, frightful, hideous, miserable.”</p> <p><b>Ghost:</b> “This boy is Ignorance. This girl is Want. Beware them both... but most of all beware this boy.”</p>	<p><b>Abundance:</b> a very large quantity of something (wealth, food, resources).</p>
<b>Ghost of Christmas Yet to Come</b> shows Scrooge what his life looks like leading to his death;. It personifies the relentless march of time towards a fixed – and unfixed – end. Its appearance reflects the traditional depictions of the Grim Reaper. Earlier in the novella, Fred comments that all people are ‘fellow-passengers to the grave’, meaning that the one thing that makes everyone equal is the certainty of death.	<ul style="list-style-type: none"> <li><b>Poor children</b> often had to work instead of going to school. Parents could also die at a young age so London had many orphans.</li> <li>Orphans who could not find a place in an orphanage sometimes had to live on the streets or in workhouses.</li> <li><b>Original sin</b> is the belief that evil is supposedly in all human beings; believed to be inherited from Adam and the Fall of Eve.</li> </ul>	<p>“The Phantom slowly, gravely, silently approached”. “It would have been difficult to detach its figure from the night”.</p> <p><b>Scrooge:</b> “I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present and the Future.”</p>	<p><b>Ominous:</b> giving a worrying impression that something bad is going to happen.</p> <p><b>Supernatural:</b> something beyond scientific explanation.</p>
Scrooge awakes on Christmas morning, a changed man. He orders a large turkey to the Cratchits, but goes to lunch with Fred.	<ul style="list-style-type: none"> <li>The upper classes generally believed that the poor were poor because they wasted their money on drink, gambling and were lazy.</li> </ul>	<p><b>Fred:</b> “Christmas is... the only time I know of... when men and women... think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys”.</p>	<p><b>Destitute:</b> being extremely poor and not having the means to look after yourself.</p>
<b>Tiny Tim</b> has become a symbol of the whole message of ACC. Disabled for unknown reasons (young children were often injured in work), he accepts his disability bravely with his father declaring him: “As good as gold... and more”. It is his fate which arguably, has the greatest impact on Scrooge: he has “an interest he had never felt before” in another human being.	<ul style="list-style-type: none"> <li>Those with disabilities in Victorian England were often viewed as expensive burdens on families and the community.</li> <li>There was no NHS or free healthcare and for many poorer families, medical help would be unaffordable.</li> <li>The only major forms of support were through charity donations.</li> </ul>	<p><b>Scrooge:</b> “I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy.”</p> <p>“Scrooge regarded every one with a delighted smile”.</p> <p>“... as good a friend, as good a master, as good a man, as the good city knew.”</p>	<p><b>Benevolent:</b> well meaning and kindly.</p> <p><b>Motif:</b> A repeating idea or theme.</p>
<b>Supernatural:</b> Dickens played a significant role in the creation of the ghost story, a genre that was invented by the Victorians. <b>Compassion &amp; Forgiveness:</b> Scrooge’s ability for compassion and the willingness of others to forgive him brings happiness to all. <b>Family:</b> Scrooge’s rejection of family is juxtaposed by the richness of the Cratchit’s relationships.	<ul style="list-style-type: none"> <li><b>Supernatural:</b> Dickens played a significant role in the creation of the ghost story, a genre that was invented by the Victorians. <b>Compassion &amp; Forgiveness:</b> Scrooge’s ability for compassion and the willingness of others to forgive him brings happiness to all. <b>Family:</b> Scrooge’s rejection of family is juxtaposed by the richness of the Cratchit’s relationships.</li> </ul>	<p><b>Time:</b> The ghosts to reveal the pressing need to change – Scrooge, (and society) only have limited time to change before lives are altered forever.</p> <p><b>Transformation, redemption:</b> (The act of making up for one’s past sins), Dickens key message is that we can all change for the better.</p>	<p><b>Damnation:</b> eternal punishment in hell.</p> <p><b>Status quo:</b> A Latin phrase meaning the existing state of affairs.</p>

9. Themes

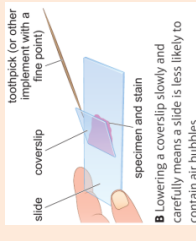
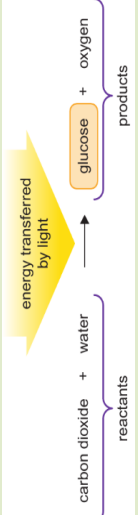
YEAR 9 CYCLE 1 MATHS

Word	Used in context	Definition	Example
<b>(Rounding to) Significant Figures (Sig. Fig.)</b>	Round 24.6 to one <b>significant figure</b> .	Rounding to the most meaningful digits.	24.6 to 1 sig. fig. is 20 $\overset{1}{2} \overset{4}{4} \overset{6}{6}$ $24.6$
<b>(Rounding to) Decimal Places (d.p.)</b>	Round 24.638 to one <b>decimal place</b> .	Rounding to a certain number of digits after the decimal place.	24.638 to 1 dp is 24.6 $\overset{2}{2} \overset{4}{4} \overset{6}{6} \overset{3}{3} \overset{8}{8}$
<b>Estimate</b>	<b>Estimate</b> 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.	$63 + 27 \approx 60 + 30 = 90$
<b>Truncate</b>	<b>Truncate</b> 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 $54.5\cancel{63}$
<b>Error Interval</b>	What is the <b>error interval</b> 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 $25 \leq x < 35$ <small>smallest</small> $\rightarrow$ <small>largest</small>
<b>Indices (pl.) / Index (sing.)</b>	Express $3 \times 3 \times 3 \times 3$ in <b>index form</b> .	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$
<b>Standard Form</b>	Convert 561 into <b>standard form</b> .	A system to write large or small numbers in the form $a \times 10^n$ where $a$ is between 1 and up to 10.	$561 = 5.61 \times 10^2$
<b>Prime</b>	Which of the following numbers are <b>prime</b> ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
<b>Lowest Common Multiple (LCM)</b>	Find the <b>lowest common multiple</b> 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
<b>Highest Common Factor (HCF)</b>	Find the <b>highest common factor</b> 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.	15: 1, 3, 5, 15 33: 1, 3, 11, 33 HCF (15, 33) = 3
<b>Prime factor decomposition</b>	The <b>prime factor decomposition</b> of 52 is: $2 \times 2 \times 13$	Each number has a unique prime factor decomposition, just like a signature. Multiply prime numbers only to make the number.	52 $(2)^2 (13)$ $52 = 2 \times 2 \times 13$
<b>Product of prime factors</b>	Write 52 as a <b>product of its prime factors</b> .		

YEAR 9 CYCLE 1 MATHS

Word	Used in context	Definition	Example
<b>Gradient</b>	The line has a positive <b>gradient</b> and that <b>gradient</b> is 3.	The measure of how steep a line is. Represented by an 'm' in the general form $y = mx + c$	$gradient = \frac{change\ in\ y}{change\ in\ x}$
<b>y-intercept</b>	Find the <b>y-intercept</b> of the graph.	Where a straight line graph crosses the y-axis. Represented by 'c' in the general form $y = mx + c$	
<b>Parallel</b>	If two lines have the same gradient they are <b>parallel</b> .	If two lines are parallel they will never meet.	$y = 2x + 3$ $y = 2x - 4$ Same gradient means PARALLEL
<b>Perpendicular</b>	If two lines are <b>perpendicular</b> 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
<b>Quadratic (expressions and equations)</b>	Factorise the <b>quadratic</b> expression Solve the <b>quadratic</b> 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)
<b>Term</b>	In the expression $4x - 7$ , $4x$ is the <b>x-term</b> and $7$ is the <b>number term</b> .	A single number or variable (letter).	$4x$ $-7$ $x^2$ $-xy^2$
<b>Co-efficient</b>	The <b>co-efficient</b> 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
<b>Expression</b>	$5x - 3y + 2$ is an <b>expression</b> .	Numbers, symbols and operators grouped together.	
<b>Expand</b>	<b>Expand</b> the bracket $2(x + 5)$ .	To remove a bracket by multiplying terms.	$2(x + 5) = 2x + 10$
<b>Factorise</b>	<b>Factorise</b> the expression $2x + 10$	Finding what to multiply together to get an expression.	$2x + 10 = 2(x + 5)$
<b>Arithmetic (linear) Sequence</b>	The sequence 4, 7, 10, 13, 16 is a <b>linear sequence</b> .	A number pattern which increases (or decreases) by the same amount each time.	10, 9, 8, 7, 6, ... -2, 1, 4, 7, 10, ...
<b>Quadratic Sequence</b>	Find the <i>n</i> th term of the <b>quadratic sequence</b> .	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.	$2, 8, 18, 32, \dots$ $4 \div 2 = 2$ $9 \div 3 = 3$ $16 \div 4 = 4$ $25 \div 5 = 5$ $36 \div 6 = 6$ $n^{\text{th}}\ term = n^2$
<b>n<sup>th</sup> term</b>	Then <b>n</b> th 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.	$4, 7, 10, 13$ $+3$ $+3$ $+3$ $n^{\text{th}}\ term = 3n + 1$

YEAR 9 CYCLE 1 SCIENCE

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



YEAR 9 CYCLE 1 SCIENCE

Week Fives	Week Six	Week Seven
<p><b>1. Transpiration:</b> the flow of water into the <b>roots</b> (by <b>osmosis</b>), up through the stem through the <b>xylem</b> vessel and out of the stomata (as water vapour) in the leaves.</p> <p><b>2. Factors that increase the rate of transpiration:</b> -wind, high temperatures, light intensity.</p> <p><b>3. Translocation:</b> glucose is moved around the plant in the form of sucrose. The <b>phloem</b> vessels in the stem help transport sucrose.</p> <p>4. Companion cells pump sucrose from the leaf into the phloem by <b>active transport</b>.</p> <p>5. The companion cells require energy from respiration so they contain many mitochondria.</p> <p><b>6. Root hair cells:</b> have a large surface area &amp; thin cell walls to increase the rate of water (<b>osmosis</b>) and mineral uptake (<b>active transport</b>).</p>	<p><b>Week Six</b></p> <p>1. All organisms and the environment in which they live form an <b>ecosystem</b>.</p> <p>2. Organisms that live and interact in an ecosystem form a <b>community</b>.</p> <p>2. Within a community, populations of different species depend on each other for resources. We say they are <b>interdependent</b>.</p> <p>3. Each population of species lives within a particular <b>habitat</b> in the ecosystem.</p> <p>4. Different species within a community will have different effects on each other.</p> <p><b>a. Competition</b> – when 2 species compete for the same resource.</p> <p><b>b. Predation</b>– when one species eats another and their numbers are correlated in the <b>predator-prey cycle</b></p> <p>c. Some organisms work together to survive in a <b>mutualistic</b> relationship, while others depend on a host in a <b>parasitic</b> relationship.</p>	<p><b>Week Seven</b></p> <p>1. The distribution of organisms is affected by <b>abiotic</b> and <b>biotic</b> factors.</p> <p>a. Abiotic – temperature, light, water, pollutants</p> <p>b. Biotic – competition, predation</p> <p>2. The <b>distribution</b> of a species is determined using a <b>belt transect</b>.</p> <p><b>3. Abundance</b> is a measure of how common something is in an area, such as population size.</p> <p>4. You can estimate <b>population size</b> by taking samples using <b>quadrats</b>.</p> <p>5. Quadrats are placed <b>randomly</b> along a line and each individual counted within the quadrat.</p> <p><b>6. Population size= number of organisms in all quadrats x (total size of area ÷ total area of quadrats)</b></p>
<p><b>Week Eight</b></p> <p>1. Substances that cause harm in the environment are <b>pollutants</b> and cause <b>pollution</b>. Many human activities release pollutants.</p> <p><b>2. The effect of pollutant</b> can be quantified by studying the changes in population distribution and sizes.</p> <p><b>3. Measurements and abiotic factors</b> are recorded.</p> <p>4. The <b>distribution</b> of the organisms is then <b>compared</b> with the abiotic factors to see which populations are <b>most affected</b> by the <b>changes in the abiotic factors</b>.</p>	<p><b>Week Nine</b></p> <p>1. Human interactions within an ecosystem can be both positive (+) and negative (-).</p> <p><b>a. Fish farming:</b> (+) reduces overfishing, preserves wild stocks, (-) pollutants, spread of disease &amp; parasites.</p> <p><b>b. Non-indigenous species:</b> (+) used to control populations out of control, (-) out competing native species.</p> <p><b>c. Eutrophication:</b> (-) causes aquatic animals and plants to die.</p> <p><b>d. Conservation:</b> (+) preserves the biodiversity of a habitat (difficult if the habitat is under threat).</p> <p><b>e. Reforestation:</b> (+) increased number &amp; type of trees grown leads to more habitats and species numbers.</p>	<p><b>Week Ten</b></p> <p>1. The main <b>nutrient cycles</b> are the carbon cycle, nitrogen cycle and water cycle.</p> <p><b>a. Carbon cycle:</b> Carbon dioxide is released into the atmosphere by respiration and the burning of fossil fuels. It is absorbed by photosynthesising plants.</p> <p><b>b. Nitrogen cycle:</b> 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.</p> <p><b>c. Water cycle:</b> 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.</p>

YEAR 9 CYCLE 1 GEOGRAPHY

YEAR 9 CYCLE 1 GEOGRAPHY – Superpowers Knowledge Organiser

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 McDonalds.

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 economies 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-sufficient 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 nave 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

<p>Y9 Knowledge organiser – History – Cycle 1 – Was a world war inevitable in the 20<sup>th</sup> Century?</p>	<p><b>28th June 1914</b> - Archduke Franz Ferdinand, heir to the Austro-Hungarian throne was assassinated by a Serbian terrorist group called the Black Hand Gang.  <b>8th August 1914</b> - The British Government creates DORA – The Defence of the Realm Act. These were new rules and regulations for the British people to follow  <b>12th August 1914</b> - Britain joins the war on the side of the Allies. The UK government had to introduce <b>conscription</b>.  <b>1st of July 1916</b> - Battle of the Somme, one of the most catastrophic battles of the whole war.  <b>11th Nov 1918</b>- The Allies and Germany negotiate an armistice that ends WW1</p>	<p>6 – Key people</p>	<p><b>Archduke Franz Ferdinand:</b> It was the assassination of Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, which sparked off the First World War.  <b>Gavrilo Princip:</b> A young and naïve Bosnian Serb from a peasant family, Princip was the man who succeeded – at the second attempt – to kill Franz Ferdinand, the trigger event for World War One.  <b>Kaiser Wilhelm II:</b> The Kaiser was the official head (Emperor) of Germany during World War 1 but lost much practical power to military experts early on. He was forced to abdicate as Germany rebelled late in 1918.  <b>Field Marshall Haig:</b> Haig led the British army. Combined ideas of believing a definite breakthrough was to be won on the Western Front with a belief that the loss of human life was inevitable in war. He is remembered for his role in the Battle of the Somme.</p>
<p>1 – Key events</p>	<p><b>Nationalism</b> The belief that your country is better than anyone else's.  <b>Alliances</b> - A group of countries who agree to support each other when needed.  <b>Imperialism</b> -The desire to take over and conquer other countries.  <b>Militarism</b> - Building up of armed forces, navy and so on.  <b>Triple Entente</b> - France, Russia and Britain.  <b>Triple Alliance</b> - Germany, Austria-Hungary and Italy.</p>	<p>7 – Key terms 2</p>	<p><b>Home Front-</b> The civilian population and activities of a nation whose armed forces are engaged in war abroad.  <b>Conscientious Objectors</b> - Anybody who disagrees with fighting in a war, normally based on religious reasons. <b>Conscription</b> When the government makes it law that men of a certain age have to fight for their country unless they have a medical condition.  <b>Trenches</b> A ditch that soldiers spent the majority of their time in.</p>
<p>2- Key terms 1</p>	<p><b>Trench Fever</b> - Transmitted by lice, flu like symptoms, drugs were not effective – electric current through affected area worked. Prevention – disinfect clothes/ delousing stations ¼ m men affected.  <b>Trench Foot</b> - Soldiers stood in mud and water – swelling in feet. Symptoms = tight boots/ restricted blood flow/ gangrene. Advised clean and dry feet/ amputation. Prevention – clean dry socks/ using whale oil into feet 1914-5. 20,000 affected.  <b>Shell shock</b> Caused by stress of war, Symptoms = tiredness/ nightmares/ shaking/ mental breakdown. Wasn't understood during the war. Treatment = rest 80,000 affected – some accused of being cowards – punishment being shot.  <b>Shrapnel</b> Fragments of a bomb, shell or other object thrown out by an explosion.</p>	<p>8- Life in trenches</p>	<p><b>3 January 1915:</b> Both sides experiment with tear gas in the first winter of the war. Its effect is devastating, terrifying soldiers and causing uproar at home.  <b>25 April 1915:</b> The Gallipoli campaign: Bugged down in a stalemate on the Western Front, the Allies attack Germany's allies in the Middle East, the Ottoman Turks. Almost a third of the New Zealand troops are killed and there are 28,000 Australian casualties. The Turks suffer 200,000 casualties.  <b>27 January 1916:</b> By 1916 heavy losses on the Western Front mean Britain's volunteer army needs reinforcements. The government introduces conscription. All single men aged 18 to 41 can now be sent to war, although thousands are exempted because they have vital jobs in industry which are important to the war effort.</p>
<p>Week 3 +4 – remember the map, locations and labels</p>		<p>9 – Key events 2</p>	<p><b>1 July 1916:</b> The Battle of the Somme is one of the largest and bloodiest conflicts of World War One. Nearly 20,000 British soldiers die on the first day. It is part of a massive joint offensive by the Allies on their fronts in France, Italy and Russia. British Commander-in-Chief General Haig hopes to end the deadlock on the Western Front at the Somme. By November the Allies have advanced five miles. There are over half a million casualties on each side.  <b>6 April 1917:</b> In February the Germans restart their U-boat campaign against commercial ships headed from America to Britain and many American civilians lose their lives. In April, President Woodrow Wilson persuades Congress that America should declare war on Germany.  <b>11 November 1918:</b> Before the Allied armies can invade Germany, an armistice is signed, bringing the war on the Western Front to an end. In a train carriage at Compiègne in northern France, the Germans surrender and agree to withdraw their forces from France and Belgium. Many German soldiers feel betrayed. The fighting ceases at 11am on 11 November 1918, which for Britain, France and America becomes the time when the war ends.</p>
<p>5 – Beginning of war</p>	<p><b>28 June 1914:</b> Tensions rise across Europe. Franz Ferdinand, heir to the Austro-Hungarian throne, is shot dead in Sarajevo, capital of the Austrian province Bosnia. Franz Ferdinand's killer, Gavrilo Princip is backed by Serbian terrorist group 'the Black Hand'.  <b>28 July 1914:</b> Backed up by Germany, Austria-Hungary declares war on Serbia on 28 July. Russia quickly steps in to protect the small nation and mobilises its army. Germany responds by declaring war on Russia. France is Russia's ally and begins mobilising its forces. As the armies mobilise war becomes almost inevitable.  <b>4 August 1914:</b> Britain and the other great powers of Europe guarantee to protect Belgium's border. Belgium appeals to Britain and Britain declares war. After Britain's entry to the war, the German army lays waste to the country. The British Empire is also dragged into the conflict and the war in Europe starts to expand across the globe  <b>23 August 1914:</b> The German Kaiser orders the destruction of Britain's 'contemptible little army' and 70,000 British soldiers are attacked by 160,000 German troops. Outgunned and outnumbered Britain's tiny Expeditionary Force suffers heavy casualties and is forced to retreat.</p>	<p>10 – Key events 3</p>	<p><b>3 January 1915:</b> Both sides experiment with tear gas in the first winter of the war. Its effect is devastating, terrifying soldiers and causing uproar at home.  <b>25 April 1915:</b> The Gallipoli campaign: Bugged down in a stalemate on the Western Front, the Allies attack Germany's allies in the Middle East, the Ottoman Turks. Almost a third of the New Zealand troops are killed and there are 28,000 Australian casualties. The Turks suffer 200,000 casualties.  <b>27 January 1916:</b> By 1916 heavy losses on the Western Front mean Britain's volunteer army needs reinforcements. The government introduces conscription. All single men aged 18 to 41 can now be sent to war, although thousands are exempted because they have vital jobs in industry which are important to the war effort.</p>

YEAR 9 CYCLE 1 LANGUAGES

Year 9 Spanish- Cycle 1

Week 1		Week 2		Week 3		Week 4		Week 5	
pasar	to spend/spending	coger	to take/taking	despertar	to wake up/waking up	acordarse	to remember/remembling	costar	to cost/costing
aprovechar	to make/making the most of	recoger	to collect/collecting	levantar	to raise/raising	quedarse	to stay/staying	preferir	to prefer/preferri ng
montar	to ride/riding	compartir	to share/sharing	llamar	to call/calling	sentar(se)	to sit/sitting down	colocar	to place/placing
encontrar	to meet/meeting	salir	to go out/going out	desayunar	to have/having breakfast	venir	to come/coming	solera	to usually do (something)
comprar	to buy/buying	perder	to lose/losing	revista	magazine	comunidad	community	probar	to taste/tasting
llegar	to arrive/arriving	conocer	to know/knowing	periódico	newspaper	costumbre	custom	mezclar	to mix/mixing
descansar	to rest/resting	correr	to run/running	zapato	show	forma	way	pan	bread
caminar	to walk/walking	descubrir	to discover/discovering	mesa	table	hora	hour, time	huevo	egg
viajar	to travel/travelling	gente	people	silla	chair	luz	light	verdura	vegetable
disfrutar	to enjoy/enjoying	ambiente	atmosphere	sucio	dirty	muerte	death	leche	milk
verano	summer	río	river	limpio	clean	nivel	level	vino	wine
caballo	horse	naturaleza	nature	antes	before	tierra	earth	dulce	sweet
fiesta	party	calle	street	dentro	inside	especial	special	tradicional	traditional
lugar	place	hermoso	beautiful	encima	above	mexicano/a	Mexican (m/f)	fresco	fresh (m)
país	country	sin embargo	however	delante	in front	muerto/a	dead (person) (m/f)	fresca	fresh (f)
viaje	trip, journey	además	besides	fuera	outside	único/a	unique (m/f)	caliente	hot
mientras (que)	whilst (whereas)	así que	so	detrás	behind			cortar	to cut/cutting
		allí	there	debajo	below				

Each week you will need to practise and learn your **Sentence of the Week** as well as your **Vocabulary of the Week**. For your **Vocabulary of the Week** also pay attention to which type of words they are:

Verbs are in <b>VIOLET</b>	Masculine nouns are in <b>BLUE</b>
Feminine nouns are in <b>PINK</b>	Adjectives are in <b>AMBER</b>

YEAR 9 CYCLE 1 LANGUAGES

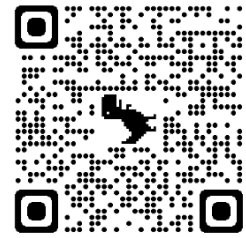
Year 9 Spanish- Cycle 1

Week 6: revise weeks 1-5

Weeks 11 & 12: revise weeks 1-10

Week 7		Week 8		Week 9		Week 10	
les	to them	invitar	to invite/inviting	sois	you (all) are (trait)	gastar	to spend/spending
contar	to count/counting	cruzar	to cross/crossing	vosotros/as	you (all) (m/f)	tener que	to have to/having to
mandar	to send/sending	pelear	to fight/fighting	aumentar	to increase/increasing	tocar	to touch, to play (instrument)
cocinar	to cook/cooking	practicar	to practise/practising	beneficio	benefit	vais	you go/are going (plural)
dolor	pain	mejorar	to improve/improving	corazón	heart	estrella	star
arroz	rice	sé	I know	cuero	body	guitarra	guitar
pollo	chicken	consejo	(piece of) advice	edad	age	medianoche	midnight
invierno	winter	pelota	ball	ojo	eye	Navidad	Christmas
camiseta	t-shirt	riesgo	risk	peso	weight	programa	program
gafas	glasses	tenis	tennis	piel	skin	televisión	television
gris	grey	duro	hard, difficult (m)	delgado/a	thin	tradicción	tradition
naranja	orange	dura	hard, difficult (f)	gordo/a	fat	siguiente	next, following
tanto/a	so much/many (m/f)	varios	several, various (m)	joven	young	desde	from
cuarenta	forty	varias	several, various (f)	pálido/a	pale	hasta	as far as, up to, until
cincuenta	fifty	contra	against	sano/a	healthy	cien	one hundred
sesenta	sixty	ochenta	eighty	vuestro/a	your (m/f)	ciento (uno)	one hundred and (one)
setenta	seventy	noventa	ninety				

Here you will find **quizlet** sets to help you to learn this language:



YEAR 9 CYCLE 1 WEST EXE BACCALAUREATE

WEST EXE BACCALAUREATE – YEAR 9, CYCLE 1a – MENTAL HEALTH FIRST AID				
Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Anxiety:</b> A general term for several disorders that cause nervousness, fear, and worrying.</p> <p><b>Bipolar disorder:</b> A condition that affects a person's moods, which can swing from one extreme to another.</p> <p><b>Signs of mental health issues:</b></p> <ul style="list-style-type: none"> <li>• Unable to concentrate/memory loss</li> <li>• Unexplained aches and pains</li> <li>• Silent, withdrawn or distracted</li> <li>• Drop in academic performance</li> <li>• Overworking</li> <li>• Incoherent speech</li> <li>• Erratic timekeeping</li> <li>• Alcohol and/or drug misuse</li> <li>• Tearful</li> <li>• Changes in appetite</li> <li>• Lack of personal hygiene</li> <li>• Disruptive behaviour</li> </ul>	<p><b>Depression:</b> A serious mood disorder. It causes severe symptoms that affect how a person feels, thinks, and handles daily activities.</p> <p><b>Grief:</b> The normal process of reacting to a loss. Reactions can include anger, guilt and despair.</p> <p><b>Emotional sources of stress:</b></p> <ul style="list-style-type: none"> <li>• Peer pressure including on social media, abuse or bullying (online or in person), conflicting cultural values and beliefs, coping with uncertainty.</li> </ul> <p><b>Top Tip: Try to nurture your physical health.</b> Body and mind are connected, so eat regular meals and find a fun form of exercise that suits you and your schedule.</p>	<p><b>Low self-confidence:</b> When a person lacks belief or trust in themselves or their abilities.</p> <p><b>Low self-esteem:</b> When a person tends to see themselves and their life in a negative light, often being unfairly self-critical.</p> <p><b>Environmental sources of stress:</b> Discrimination, poor or unstable housing, social isolation, money worries, academic pressure.</p> <p><b>Top Tip: Try to set aside time to have fun or do something nice for yourself.</b> Positive emotions can help build a buffer against stress.</p>	<p><b>Panic disorder:</b> Anxiety disorder where a person regularly has sudden attacks of panic, or fear at any time.</p> <p><b>Post-Traumatic Stress Disorder (PTSD):</b> Caused by very stressful, frightening or distressing events.</p> <p><b>Physical sources of stress:</b> Late nights or lack of routine, poor diet, misuse of alcohol or drugs.</p> <p><b>Life changes causing stress:</b> Changing schools, family / relationship breakdown, illness, accidents or bereavement, legal issues, arrest or imprisonment.</p> <p><b>Top Tip: Try to spend time on an activity you enjoy.</b> This could be painting, playing the guitar or a sport – just do something that helps you relax and decompress.</p>	<p><b>Schizophrenia:</b> A severe mental disorder, characterized by serious disruptions in thinking, affecting language, perception, and identity.</p> <p><b>Stress:</b> A physical, mental, or emotional factor that causes bodily or mental tension.</p> <p><b>Life changes causing stress:</b> Changing schools, family / relationship breakdown, illness, accidents or bereavement, legal issues, arrest or imprisonment.</p> <p><b>Top Tip: Try to talk to someone.</b> 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>
<p><b>10 KEYS TO HAPPIER LIVING (Produced by Mental Health First Aid England and Action for Happiness)</b></p>				
<p><b>Giving:</b> Holding out a helping hand makes other people happy and will make you feel happier too.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Share your skills or offer support.</li> <li>• Ask friends and family how they are, and listen without judging.</li> </ul>	<p><b>Exercising:</b> Regular activity will provide an endorphin boost and increase confidence.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Find an activity that suits you and your schedule.</li> <li>• If possible, and safe, cycle or walk to school.</li> </ul>	<p><b>Trying out:</b> Learning new things is stimulating and can help to lift your mood.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Take on a new role at school.</li> <li>• Try out a new hobby, club or activity that interests you.</li> </ul>	<p><b>Resilience:</b> Although we can't always choose what happens to us, we can often choose our own response to what happens.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Find an outlet, such as talking to friends or writing it down.</li> <li>• Take action to improve your resilience skills.</li> </ul>	<p><b>Acceptance:</b> No one is perfect. Longing to be someone different gets in the way of making the most of our own happiness.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Be kind to yourself when things go wrong.</li> <li>• Shift the focus away from "I can't..." to "I can..."</li> </ul>
<p><b>Relating:</b> The people around you offer a valuable pool of support so it's important to put time into strengthening those connections.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Meet up with someone you haven't seen in a while.</li> <li>• Turn off distractions to chat with friends or family.</li> </ul>	<p><b>Awareness:</b> Take time to switch off autopilot and 'be in the moment'.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Pay attention to your senses, what can you see, hear or feel around you?</li> <li>• Choose a regular point in the day to reflect.</li> </ul>	<p><b>Direction:</b> Working towards positive, realistic goals can provide motivation and structure.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Choose a goal that is meaningful to you, not what someone else expects of you.</li> <li>• Remember to celebrate progress along the way.</li> </ul>	<p><b>Emotions:</b> Positive emotions are a defence against stress and even lead to lasting changes in the brain to help maintain wellbeing.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Take time to notice what you're grateful for, and focus on the good aspects of any situation.</li> <li>• Set aside time to have fun.</li> </ul>	<p><b>Meaning:</b> People who have meaning in their lives experience less stress, anxiety or depression.</p> <p><b>Give it a go:</b></p> <ul style="list-style-type: none"> <li>• Prioritise the activities, people and beliefs that bring you the strongest sense of purpose.</li> <li>• Volunteer for a cause, be part of a team.</li> </ul>

YEAR 9 CYCLE 1 WEST EXE BACCALAUREATE

WEST EXE BACCALAUREATE – YEAR 9, CYCLE 1b – MAKING MORAL DECISIONS				
Week 6	Week 7	Week 8	Week 9	Week 10
<b>Glossary</b>				
<p><b>Morality:</b> Our sense of what is right or wrong, good or bad.</p> <p><b>Ethics:</b> Moral principles that influence how we behave.</p> <p><b>Code of Ethics:</b> A set of ethical principles listing the right or wrong way to behave.</p> <p><b>Absolute morality:</b> The idea that certain actions are always good (or wrong) regardless of the circumstances.</p> <p><b>Relative morality:</b> The idea that certain actions are generally good (or wrong) but the individual circumstances should be considered.</p> <p><b>Lesser of two evils:</b> The idea that when there is no 'good' option, the correct decision is the one that causes the least harm.</p> <p><b>Sources of authority:</b> A person or thing, e.g. a holy book, that influences how a person lives their life.</p> <p><b>Humanism:</b> 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><b>Hinduism: The Yamas</b></p> <ol style="list-style-type: none"> <li><b>Ahimsa:</b> Be non-violent in thought and action, avoid arrogance and anger.</li> <li><b>Satya:</b> Do not lie, break promises or betray confidences, avoid injustice.</li> <li><b>Asteya:</b> Do not steal or be jealous of what others have.</li> <li><b>Brahmachariya:</b> Relinquish lust and all wrongdoing, avoid drunkenness and evil company.</li> <li><b>Aparigraha:</b> Discipline and control desire and greed.</li> </ol> <p><b>Judaism and Christianity: The Ten Commandments</b></p> <ol style="list-style-type: none"> <li>Worship only God</li> <li>Do not make idols</li> <li>Do not misuse God's name</li> <li>Keep the Sabbath day holy</li> <li>Honour your parents</li> <li>Do not murder</li> <li>Do not commit adultery</li> <li>Do not steal</li> <li>Do not tell lies about people</li> <li>Do not be jealous of what other people have</li> </ol> <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><b>Examples of codes of conduct</b></p> <p><b>Buddhism: The Five Precepts</b></p> <ol style="list-style-type: none"> <li><b>To refrain from harming any living beings:</b> Avoid killing or injuring any other being.</li> <li><b>To refrain from stealing:</b> This includes actions such as not paying for a train journey.</li> <li><b>To abstain from unhealthy sexual practices:</b> Avoiding adultery or any inappropriate sexual relationship.</li> <li><b>Avoiding telling lies:</b> This includes gossiping and saying negative things about people.</li> <li><b>Refrain from intoxicating drinks and drugs:</b> This includes alcohol and tobacco.</li> </ol> <p><b>Islam: Based on Qur'an 2:177</b></p> <ol style="list-style-type: none"> <li>Belief in <b>Allah</b> (saying the Shahadah, the declaration of faith, is the first Pillar of Islam).</li> <li>Belief in the Last Day, angels, the Book, and the prophets.</li> <li>Giving money to relatives, orphans, the needy, the traveller, those who ask, and for freeing slaves;</li> <li>Praying (salah, praying 5 times a day is the second pillar).</li> <li>Giving zakah (donating 2.5% of wealth is the third pillar).</li> <li>Keeping promises.</li> <li>Being patient during difficult times and trusting Allah when there are times of suffering.</li> </ol>	<p><b>Examples of codes of conduct</b></p> <p><b>Sikhism: Guru Granth Sahib</b></p> <ol style="list-style-type: none"> <li>Worship only the One true God and pray only to Him</li> <li>Work hard and honestly and share with others</li> <li>Live a truthful life and serve the community</li> <li>Treat men and women equally</li> <li>Remember the whole of the human race is one</li> <li>Dress yourself modestly</li> <li>Put your faith in the Holy Granth (holy book)</li> <li>Control the <b>Five Evils:</b> Lust, anger, greed, material attachment and ego</li> <li>Practice the <b>Five Virtues:</b> Truth, contentment, compassion, humility and love</li> </ol> <p><b>Humanism</b></p> <ol style="list-style-type: none"> <li>There is no God to guide us to do the right thing.</li> <li>There is no afterlife, so seek happiness in this life.</li> <li>Moral decisions should be based on reason, empathy and compassion for others.</li> <li>Make the most of your life on Earth and support others to live fulfilling lives too.</li> <li>Act in ways that do not harm people, now, or in the future.</li> <li>Humans are responsible for solving the environmental problems. Human welfare is reliant on the natural world and other species.</li> </ol>	<p><b>Ethical theories</b></p> <p><b>Divine command theory</b> 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 <b>moral absolutism</b>.</p> <p><b>Situation ethics</b> 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 <b>Moral relativism</b>.</p> <p><b>Virtue ethics</b> 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><b>Utilitarianism</b> 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

Introduction to Grammar – Knowledge Organiser

Name		Definition	Example
Types of Verb	Verb	A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being	The boy <b>ran</b> to the park. I <b>was</b> here long ago.
	Auxiliary Verbs	Auxiliary verbs help to form the various tenses, moods, and voices of other verbs. Auxiliary verbs: a form of <b>be, do, have</b> or a <b>modal</b> , used with a main verb to form different tenses	She is reading a book. We <b>were</b> going to the beach. I <b>had</b> to eat the cake.
	Modal Verbs	These combine with other verbs to express necessity, possibility, and intention.	You <b>should</b> know what <b>modal</b> verbs are. He <b>might</b> not know the milk has gone bad. I <b>ought</b> 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). <b>Past participles</b> end in 'ed'; <b>present participles</b> end in 'ing'. These will always be non-finite.	In the house, there was a <b>screaming</b> witch. The worried man kept eating the cake. The <b>dying</b> woman reached for the hand of her <b>weeping</b> 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.	<b>Skiing is fun.</b> <b>I enjoy skiing.</b>
	Finite or Non-finite?	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 <b>sat</b> on the bench, <b>looking</b> at the ducks. <i>Then, change the tense...</i> In the park, Ben <b>sits</b> on the bench, <b>looking</b> 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 <b>one</b> – and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A <b>subject</b> is the thing doing the verb.	The <b>crocodile</b> ate my friend. In the desert, <b>scorpions</b> hide. The <b>car</b> crash was unexpected and tragic.
	Object	A main clause can have an object, but it doesn't need one. The <b>object</b> is the thing that receives the verb – the <b>subject</b> affects it in some way.	The <b>girl</b> kicked the <b>ball</b> . The <b>man</b> ate <b>all of the</b> cake.
	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 main clause and <b>one or more subordinate clause</b> . A <b>subordinating conjunction</b> always comes at the start of the subordinate clause.	The boy sat down <b>after he</b> heard the news. Nobody saw the alien <b>because he</b> was invisible.



Complex sentence – subordinate fronted	As above, but the subordinate clause comes before the main clause. It needs to be separated by a comma.	After he heard the news, <u>the boy sat down</u> . <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, <u>with whom I recently had a falling out with</u> , prayed to God.
Fragments	A <b>fragment</b> 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. <b>Ever</b> . She told me that if I didn't do my homework, she'd put me in detention. <b>Well, whatever</b> . "Where are you going?" <b>"Home."</b>
Phrases		
Phrases	Whereas a clause has <b>BOTH</b> a subject and a finite verb, a phrase does not have <b>BOTH</b> a subject and a finite verb. <b>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.</b>	This is a clause: after the <u>school day ended</u> . This is a phrase: after school.
Prepositional Time Phrases	Phrases that indicated <b>when</b> 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 <b>where</b> 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.	<b>Thinking about her hot dinner</b> , the woman shifted on the cold seat. <b>Watching their daughters play football</b> , the two mothers shouted support.
Past Participle Phrases (ED)	As above, but begins with an ED past participle.	<b>Scared he might not make it</b> , the boy ran to the toilet. The young couple hugged, <b>thrilled at the news of their pregnancy</b> .
Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. <b>Adverbs are used to qualify or modify the verb</b> . At the beginning it needs to be separated by a comma; in the middle of the <b>subject and finite verb</b> it needs to 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 really interested – that it can replace commas too.





