

Knowledge Book

Year 9

Cycle Two

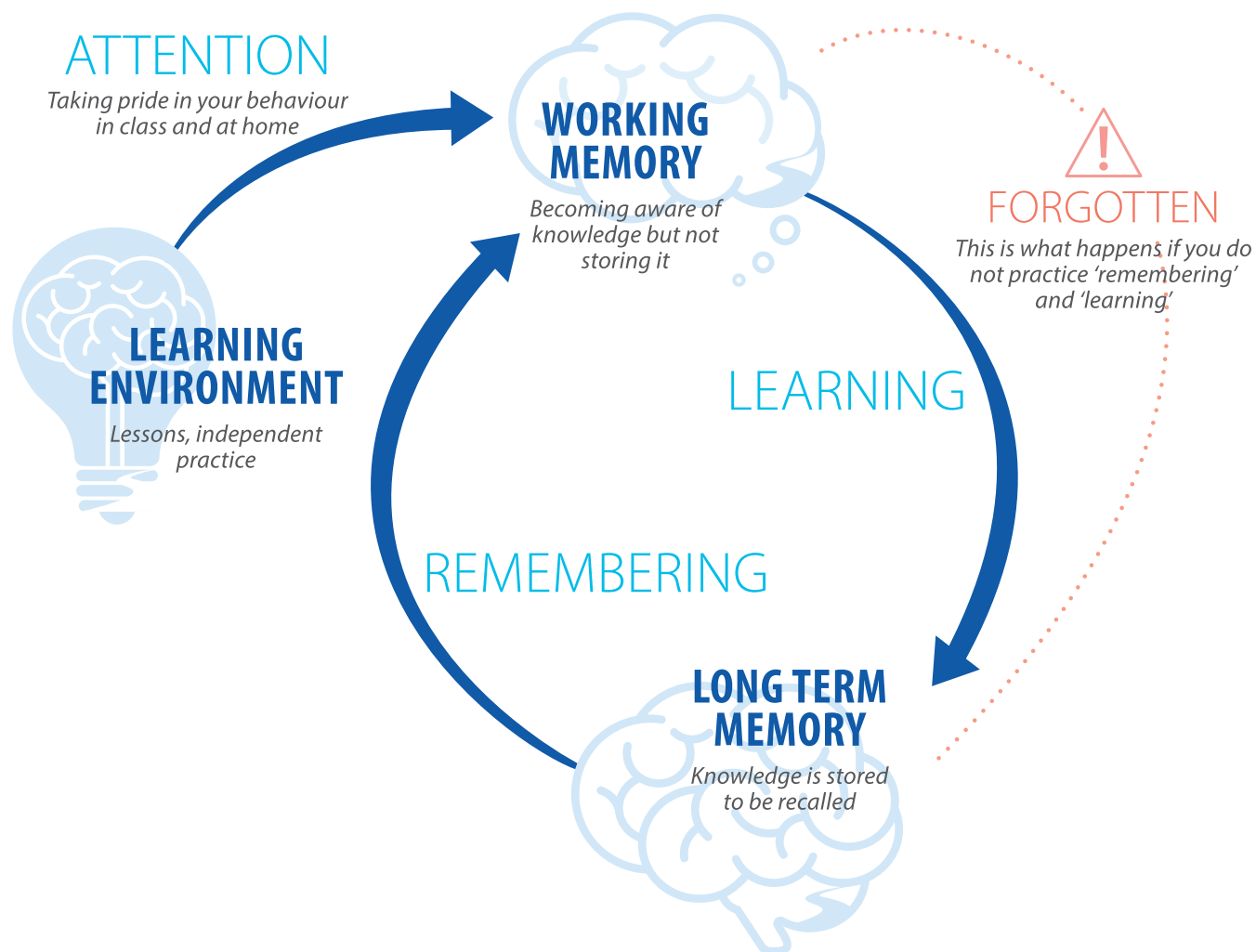
Name:



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

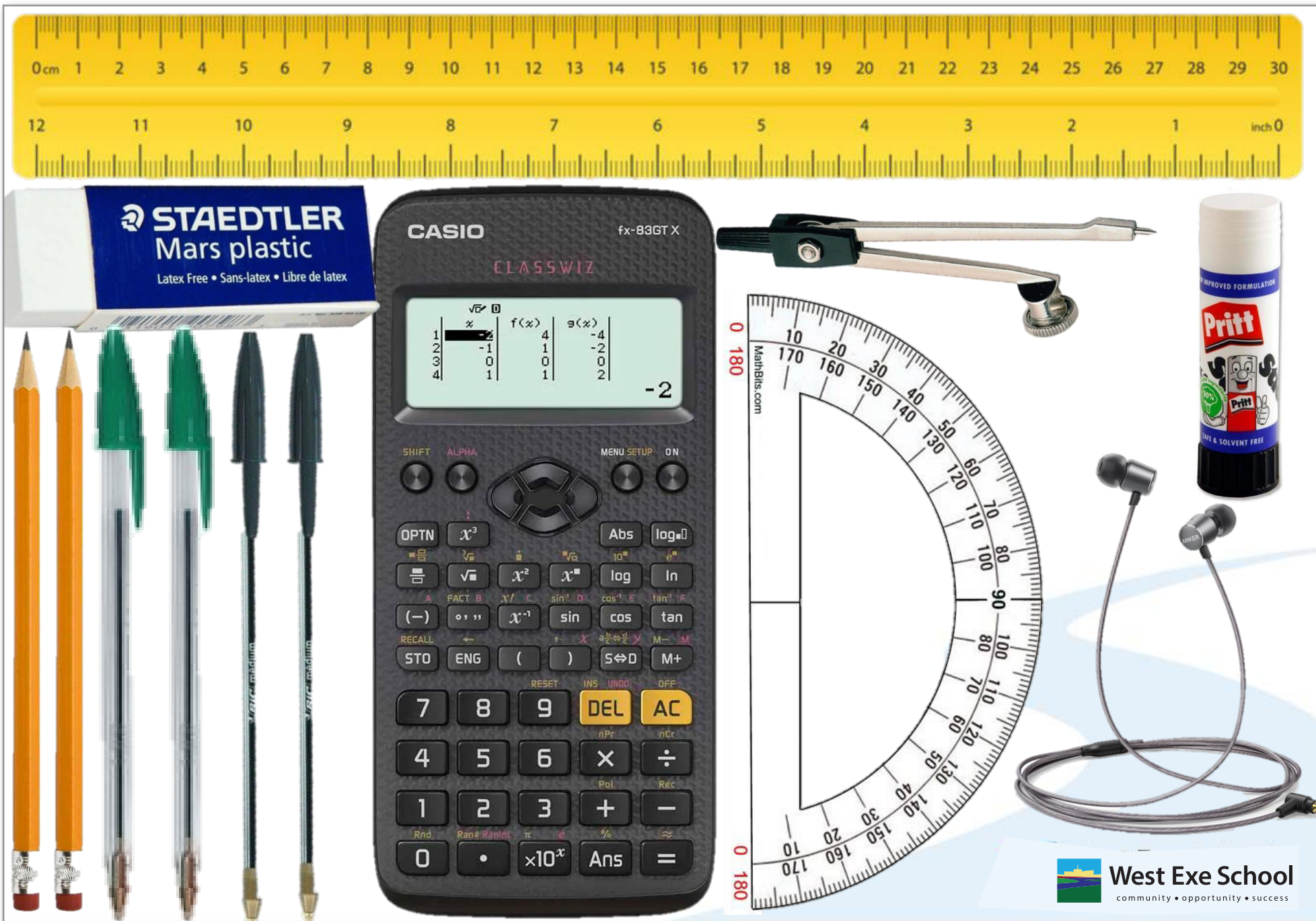
Mathematics	suzoq76
Music Vocational	laqhebpl
Performing Arts	bvgdtjjs
Photography	evouel4y
Science	j3pftj3
Spanish	uzs3z4n
Sport Health & Nutrition	bpzt2gu
Sport Vocational	opusuryw
Statistics	puxj7vr
Theology, Ethics and Citizenship	23aorx6i
West Exe Baccalaureate	nacpeod

Sparx 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. Any student who has not completed 100% by the deadline will be expected to attend Sparx lunch time detention.

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.

Languages Extended Practice: To help you make great progress in Spanish, we recommend regular weekly practice. Each vocabulary list has 20-40 words, and your vocabulary test will be marked out of 10 (five words in Spanish and five in English). If you score below 7/10, you'll be given another opportunity to review and retest a few days later during a catch-up session.



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 Unifrog account to explore some options.



Opportunity

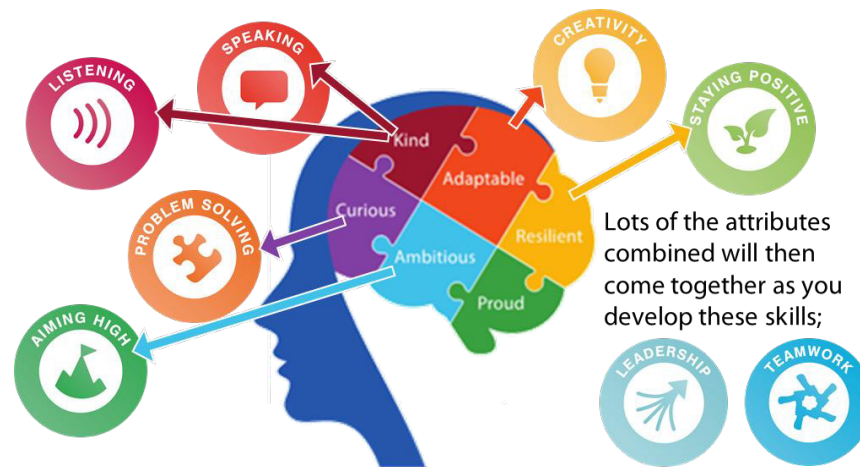
Our promise to you: The Talking Futures offer has lots in store for you this year;

- Assembly on "Success in a changing world"
- Teachers will talk about real life applications
- Employer encounters
- Unifrog 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.



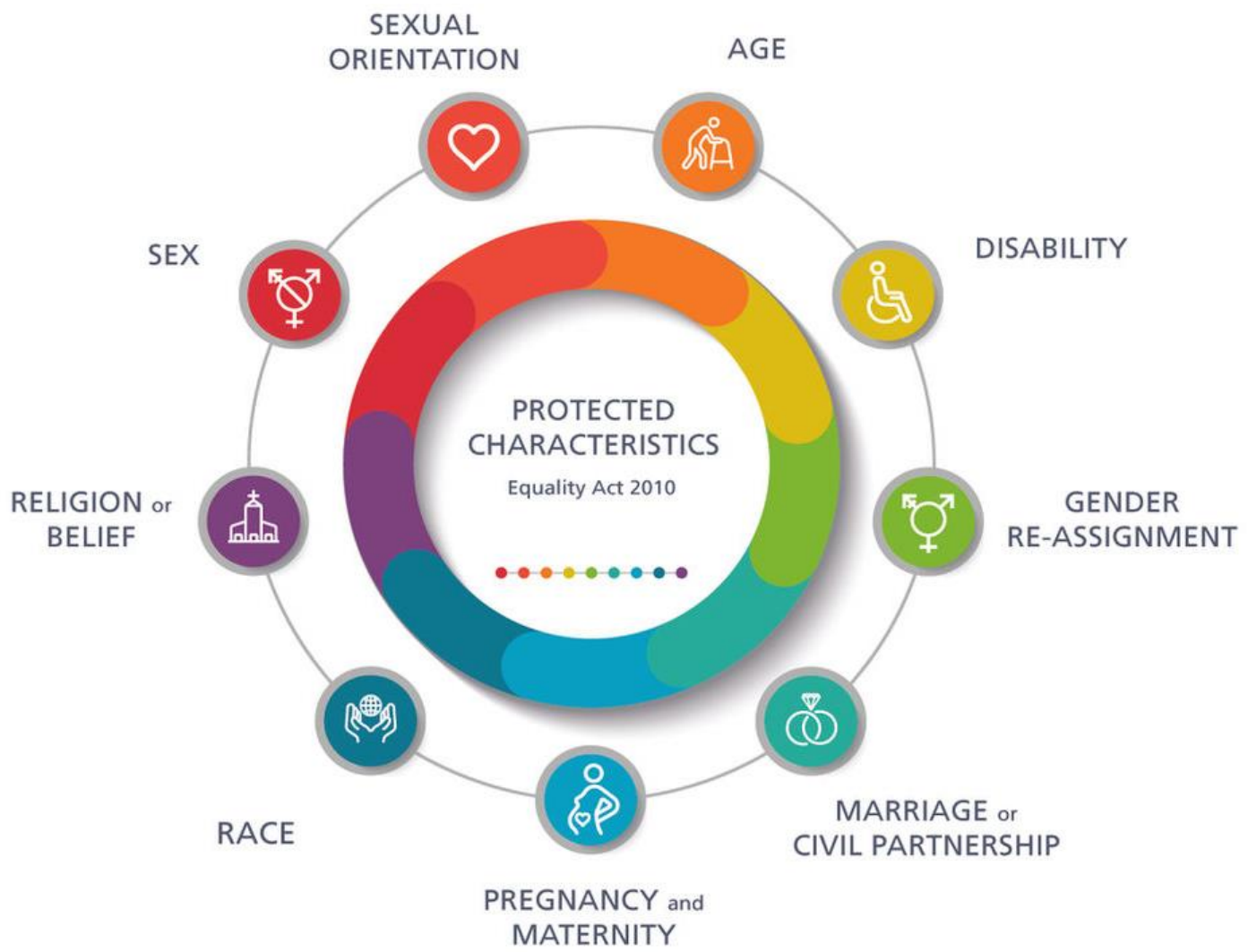
British Values

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.

Cycle 2 – January Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year.

The main reasons for any absence are _____

Indicate how you feel about your attendance so far this year on the faces below:



Boost your attendance – tick 2 ways you are going to use to try and boost your attendance.

Establish a routine: Go to bed and wake up at the same time every day.

Pack the night before: Prepare your school bag, PE Kit and/or uniform in advance. Stop the morning panic.

Stay healthy: Prioritise sleep, good nutrition and exercise.

Avoid distractions at night: Limit screen time to ensure quality sleep.

Communicate challenges: Talk to your Tutor, Head of Year or other trusted adult if you are worried about school.

Encourage each other: Support your friends and encourage them to have good attendance so you can spend time with each other at school.



Cycle 2 – February Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year.

The main reasons for any absence are _____

Indicate how you feel about your attendance so far this year on the faces below:



Attendance push and pull factors – complete the table below during your welcome back session.

Push factors	Pull factors



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.

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

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.

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

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



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...

I will change my technology use by...

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

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

What could you change at home

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:

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

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

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

I am Malala – Malala Yousafzai (2013)

“I tell my story not because it is unique, but because it is the story of many girls.”

Synopsis:

When Malala was ten years old the Taliban came to Swat Valley. It was led by a man named Fazlullah, who at first appealed to many people because of his charisma and rationality. The Taliban began to implement many strict rules: CDs, DVDs and TVs were not allowed in the home, women must remain in purdah, and girls could not be educated. For Malala, this last rule was unacceptable. She and her father began to speak out strongly and publicly against Talibanization. Malala even began to write a diary about life as a girl under the Taliban, using a pseudonym so it could not be traced to her. Then one day when Malala was on the bus home from school, a strange man pulled the bus over, asked for Malala by name, and shot her in the face. She survived, and this is her story.

Context:

The attempted murder of Malala Yousafzai by the Taliban for speaking out for girls’ education can be viewed as an isolated act by religious extremists. But it is also emblematic of the discrimination and violence that women and girls throughout the world are subjected to because of their gender.

YEAR 9 CYCLE 2 ENGLISH

	Key Ideas	Key Context	Key Quotation	Key Vocabulary
Context and cold read	<ul style="list-style-type: none"> The Victorian era was characterised by stark class divisions and social inequality. 	<ul style="list-style-type: none"> The Poor Law Amendment Act 1834 was introduced to reduce the financial help available to the poor by setting up the workhouse system. Conditions in workhouses were unpleasant to discourage the poor from relying on society to help them. 	<p><i>"Marley was dead to begin with."</i> <i>"a squeezing, wrenching, grasping, scraping, clutching covetous old sinner."</i> <i>'darkness is cheap and Scrooge liked it'.</i> <i>"cash-boxes, keys, padlocks, ledgers, deeds"</i></p>	<p>Context (n): Information that allows you to understand the text better.</p> <p>Avaricious (adj.): Having or showing an extreme greed for wealth or material gain.</p> <p>Misanthropic (adj.): Having or showing a dislike of other people; unsociable.</p> <p>Nostalgia (n.): A sentimental longing for a period in the past.</p> <p>Idealised (adj.): When something is presented as perfect or better than in reality.</p>
Crafting of character	<ul style="list-style-type: none"> A Christmas Carol is an allegorical tale of the redemption of Scrooge, which promotes Christian values and respect for those less fortunate than yourself. Scrooge changes from a misanthropic and avaricious character in Stave 1 and is redeemed by Stave 5. 	<ul style="list-style-type: none"> Dickens is trying to teach his Victorian readers a moral lesson about the importance of Christian values: charity, love, hope, compassion. Dickens believed that our individual actions could improve society for everybody, especially the poor. 	<p><i>"He has the power to render us happy or unhappy"</i> <i>"What idol has replaced you?" "A golden one"</i> <i>"there are those...who claim to know us and do their deeds of passion, pride, ill-will, hatred, envy, bigotry and selfishness in our name."</i></p>	<p>Symbolism (n): When something is used to represent a bigger idea.</p> <p>Sympathetic (adj.): Creating feelings of pity and sorrow for someone else's misfortune.</p> <p>Ironic (adj.) When the meaning of something is the opposite of what is said.</p> <p>Prognostication (n): A prediction of what will happen in the future.</p> <p>Redemption (n): To be saved from sin or evil.</p>
Scrooge	<ul style="list-style-type: none"> Scrooge is crafted as a nuanced caricature of the Industrial Middle Classes and their conceited ignorance of society's problems. While Dickens is keen to point out the IMC's reprehensible behaviour, he also implies that they are not fundamentally evil. 	<ul style="list-style-type: none"> The Parable of Lazarus is an allegory to show that worldly and earthly possessions are of no benefit in the afterlife. During the Industrial Revolution, the industrial middle classes, became increasingly wealthy and powerful and almost actively victimised the working poor. 	<p><i>"Hard and sharp as flint"</i> <i>"Secret, and self-contained, and solitary as an oyster"</i> <i>"covetous, old sinner!"</i> <i>"The cold within him froze his old features"</i> <i>"A frosty rime was on his head"</i> <i>"Made his eyes red and his thin lips blue"</i></p>	<p>Allegory (n): A story, poem, or picture that can be interpreted to reveal a hidden meaning.</p> <p>Ignorance (n): A lack of knowledge or information.</p> <p>Caricature (n): An exaggerated version of something.</p> <p>Nuanced (adj.): Exploring subtle differences in meaning.</p>
Attitudes to Poverty	<ul style="list-style-type: none"> Dickens presents Fred as an idealised foil to Scrooge and a role model for Dickens industrial middle class readers. Dickens uses Scrooge's interaction with the Charity Workers to associate our negative view of Scrooge with his Malthusian attitudes towards the poor. 	<ul style="list-style-type: none"> The economist Thomas Malthus argued that overpopulation would lead to famine and it would be better to let those who are poorest die. 	<p>Fred: 1. "He was all in a glow" 2. "His eyes sparkled," 3. "Fellow passengers to the grave and not another race of creatures" Scrooge: 4: "Are there no prisons?" 5: "I can't afford to make idle people merry" 6. "If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population."</p>	<p>Deplorable (adj.): Completely unacceptable.</p> <p>Foil (n): A character who contrasts with another character.</p> <p>Juxtapose (v): Placing two things together for contrasting effect.</p> <p>Diatribes (n): A forceful or bitter attack against something.</p> <p>Conceited (adj.): Excessively proud of oneself. Arrogant.</p>

YEAR 9 CYCLE 2 ENGLISH

	Key Ideas	Key Context	Key Quotation	Key Vocabulary
Isolation	<ul style="list-style-type: none"> Dickens crafts Marley's Ghost as a figure of divine intervention, warning the IMC of the repercussions of their actions. Dickens' sentimentalised presentation of children prompts the IMC to become more philanthropic. Dickens presents Fezziwig as an idealised foil to Scrooge and a role model for the IMC. 	<ul style="list-style-type: none"> The IMC were effectively blind to the problem; they believed that things like the Poor Law Amendment Act of 1834 and the workhouse system would fix the issues faced by the poor. 	<p><i>"I wear the chain I forged in life"</i> <i>"The common welfare was my business"</i> <i>"A solitary child, neglected by his friends"</i> <i>"A delicate creature, whom a breath might have withered"</i> <i>"The happiness he gives, is quite as great as if it cost a fortune"</i></p>	<p>Proselytize (v): To attempt to convert (someone) from one religion, belief, or opinion to another. Divine Intervention (n): The interference of a deity or god in human life. Repercussion (n): A consequence or result of something. Sentimentalised (adj.): Having or arousing feelings of tenderness, sadness, or nostalgia. Philanthropic (adj.): Seeking to promote the welfare of others.</p>
The wealth gap	<ul style="list-style-type: none"> Dickens uses Belle to illustrate the isolation caused by deifying wealth and neglecting family. Dickens uses the Ghost of Christmas Present as another figure of divine intervention, but also to vilify the IMC for allowing their disparaging view of the poor has led to greater suffering. 	<ul style="list-style-type: none"> The Industrial Revolution created a society in which the gap between the rich and the poor continued to grow. Many people living in poverty had to rely on the generosity of those better off. 	<p><i>"There was an eager, greedy, restless motion in the eye, which showed the passion that had taken root, and where the shadow of the growing tree would fall."</i> <i>'jolly Giant' ...</i> <i>'a glowing torch' ...</i></p>	<p>Deify (v): To worship something like a god. Isolation (n): Having minimal contact or little in common with others. Ramification (n): A complex or unwelcome consequence of an action or event. Disparaging (adj.): Expressing the opinion that something is of little worth; Vilify (v): Speak or write about in an abusively negative manner.</p>
Sympathy for the poor	<ul style="list-style-type: none"> Dickens uses the Cratchit family to present a romanticised vision of poverty that vilifies the IMC for their Malthusian attitudes. Dickens uses Fred as an idealised foil to Scrooge to allow the IMC to recognise how their own ignorance has led them to demonise the poor. Dickens uses Ignorance and Want as a dystopian prognostication, showing the ramifications of the IMCs antagonistic treatment of the poor. 	<ul style="list-style-type: none"> The Second Report of the Children's Employment Commission was a government document published in 1842 (the year before a Christmas Carol was published) that exposed the effects of the Industrial Revolution upon working class children. 	<p><i>"A feathered phenomenon... There never was such a goose."</i> <i>"If he be like to die, he had better do it, and decrease the surplus population."</i> <i>"Rather a disagreeable animal, a savage animal"</i> <i>"Yellow, meagre, ragged, scowling, wolfish"</i></p>	<p>Romanticise (v.): To present something in an idealized or unrealistic fashion. Demonise (v.): To portray as wicked or threatening. Dystopian (adj.): An imagined future where there is great suffering or injustice. Antagonise (v.): Cause (someone) to become hostile. Polarise (v): To divide into two sharply contrasting sets of opinions or beliefs.</p>
Greed.	<ul style="list-style-type: none"> Dickens uses the Ghost of Christmas Yet to illustrate the isolation that the IMC experience as a result of their focus on wealth. Dickens uses the characters of Old Joe and Mrs Dilber to illustrate the sordid effects of Greed. Dickens uses Tiny Tim's death as an example of the perturbing ramifications of the IMCs contemptible attitudes towards poverty. 	<ul style="list-style-type: none"> Sabbatarianism: to spend Sunday going to church and resting. Dickens was anti-Sabbatarian as it meant poor people were denied any enjoyment on their one day off, as everything would have been closed. 	<p><i>"shrouded in a deep black garment"</i> <i>"unwatched, unwept, uncared for, was the body of this man."</i> <i>"[Scrooge's grave] overrun by grass and weeds"</i> <i>"My little, little child!" cried Bob. "My little child!"</i> <i>"[Tiny Tim's Grave] "It would have done you good to see how green a place it is."</i></p>	<p>Benevolent (adj.): Well-meaning and kindly. Perturbing (adj.): Causing anxiety or concern; unsettling. Contemptible (adj.): Despicable Sordid (adj.): Immoral or dishonourable actions and motives. Materialism(n): The belief that material objects have a greater value than anything else.</p>

YEAR 9 CYCLE 2 MATHS

<u>Word</u>	<u>Used in context</u>	<u>Definition</u>	<u>Example</u>
Mixed Number	Express $\frac{12}{5}$ as a mixed number .	A number made up of an integer (whole number) and a proper fraction.	$2\frac{2}{5}$ $5\frac{3}{4}$ $12\frac{1}{10}$
Improper Fractions	Express $2\frac{1}{2}$ as an improper fraction .	A number where the numerator is greater than the denominator.	$\frac{6}{4}$ $\frac{17}{5}$ $\frac{23}{7}$
Recurring Decimal	Is 0.75 a recurring decimal ?	Where the digits of a number repeat forever.	3.333333333.....
Irrational Number	π is an irrational number .	A number that cannot be written as a simple fraction.	$\sqrt{7}, \pi$
Surd	Leave your answer in surd form.	Used to write irrational numbers precisely and include a root symbol.	$\sqrt{7}$
Rationalise (the denominator)	Rationalise the denominator for this fraction.	Converting the denominator of a fraction from an irrational number to a rational one.	$\frac{1}{\sqrt{2}} = \frac{\sqrt{2}}{2}$
Simple Interest	Calculate the simple interest added after 5 years.	Simple interest is calculated by finding a percentage of the principal (original) amount and multiplying by the time period of the investment.	
Compound Interest	Calculate the compound interest added after 5 years.	Compound interest is calculated on the principal (original) amount and the interest already accumulated on previous periods.	
Multiplier	What is the percentage multiplier for 76%?	A number which is used to calculate a percentage of an amount or used to increase or decrease an amount by a percentage	76% = 0.76
Reverse Percentage	Use reverse percentages to find the original cost.	A way of working backwards on a percentage problem to find the original amount.	<pre> graph LR OP[Original Price ?] -- "x 0.85" --> NP[New Price £102] NP -- "÷ 0.85" --> OP </pre>



YEAR 9 CYCLE 2 MATHS

Word	Used in context	Definition	Example
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter).	
Variable	The variable in the expression $4x - 7$ is the letter x .	A symbol (usually a letter) that represents an unknown number.	
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 .	
(To) Solve	Solve the following equation to find the value for x	Finding the value of an unknown variable.	$y + 14 = 20$ $\quad -14 \quad -14$ $y = 6$
Inverse	What is the inverse operation for addition?	The process of undoing a calculation by doing the opposite operation.	
Linear Equations	Solve the linear equation .	An equation where the variable has a power of 1 .	$y = 6x + 8$
Subject (of a formula)	Make y the subject of the formula.	Re-arranging a formula to get the variable (letter) on one side.	
Inequalities	There are four inequality symbols; $>$ $<$ \geq \leq	$>$ means "Greater/more than", $<$ means "Less than", \geq mean "greater than or equal to" and \leq means "less than or equal to."	$6 > 2$ $-2 < 5$ $2x > 6$
Ratio	The ratio of boys to girls in my class is $5 : 4$.	A ratio says how much of one thing there is compared to another.	
Proportion	What proportion of my class are boys?	A number considered in comparison to the whole amount.	
Direct Proportion	Speed and distance are in direct proportion .	When two amounts are in proportion, and one increases as the other increases.	
Inverse Proportion	Speed and time are inversely proportional .	When one variable increases and the other decreases.	
Scale Factors	Find the scale factor that transforms shape A to Shape B.	The number you multiply one amount by to get to another amount.	

YEAR 9 CYCLE 2 COMBINED SCIENCE

Year 9 Combined Science Cycle Two	Week One	Week Two																
Key Vocabulary																		
<ol style="list-style-type: none"> 1. Activation Energy – the minimum amount of energy needed by colliding particles for a reaction to happen. 2. Catalyst – a substance that speeds up the rate of a reaction without altering the products, being used up itself or affecting the final mass of the products. 3. Crystallisation - separating the solute from a solution by evaporation the solvent. 4. Endothermic reaction – a reaction where heat energy is given out. 5. Enzymes – are biological catalysts. They can be used in the production of alcoholic drinks. 6. Exothermic reaction – a reaction where heat energy is taken in. 7. Filtration – Using a filter to separate an insoluble solid from a liquid. 8. Gas Pressure – the force generated by particles colliding with the container walls. 9. Insoluble – cannot dissolve in that solvent. 10. Isotope – a different version of an atom with the same number of electrons and protons but a different neutron number. 11. Mixture – contains one or more elements/compounds that are not chemically joined. Can be separated into its components. Has sharp changes in boiling point due to its different components. 12. Pure substance – composition cannot be changed, is the same in all parts of the substance so it has gradual changes in its properties. <i>ie.</i> Boiling point. 13. Soluble – can dissolve 14. Solute – the thing being dissolved 15. Solvent – the liquid the solute dissolves in. 	<ol style="list-style-type: none"> 1. Solid - Particles in fixed positions, regular arrangement, vibrate in fixed positions when heated. Lowest energy. 2. Liquid – Particles are touching but can flow past each other & take the shape of an object. Has more energy than a solid but less than a gas. 3. Gas – Random arrangement of particles, not touching, moving fast in all directions. 4. Changes between the states are known as physical changes. <div style="text-align: center; margin-top: 10px;"> </div>	<ol style="list-style-type: none"> 1. Simple distillation – separating a mixture from a liquid by heating to cause evaporation and then cooling to cause condensation. The least efficient form of distillation. Used to make sea water drinkable 2. Fractional distillation – evaporation followed by condensation. A method to separate a mixture from liquids with different boiling points into different fractions. 3. Paper chromatography – the separation of mixtures of soluble substances by running a solvent (mobile phase) through the mixture on the paper (stationary phase) which causes the substances to move at different rates over the paper. 4. $R_f = \frac{\text{distance moved by the spot}}{\text{distance moved by the solvent}}$ 																
	Week Three	Week Four																
	<ol style="list-style-type: none"> 1. Atomic structure <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Particle</th> <th>Charge</th> <th>Mass</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>+ 1</td> <td>1</td> <td>Nucleus</td> </tr> <tr> <td>Neutron</td> <td>0</td> <td>1</td> <td>Nucleus</td> </tr> <tr> <td>Electron</td> <td>- 1</td> <td>1/1835</td> <td>Electron shell</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 2. There is always the same number of protons & electrons in an atom. 3. Atomic mass = protons + neutrons 4. Atomic number = protons 5. Mendeleev arranged the Periodic Table in order of increasing atomic mass but this isn't true in some cases because of the masses of some of the isotopes. 	Particle	Charge	Mass	Location	Proton	+ 1	1	Nucleus	Neutron	0	1	Nucleus	Electron	- 1	1/1835	Electron shell	<ol style="list-style-type: none"> 1. Electrons occupy shells in order and fill the shell closes to the nucleus first. There is a limit to the number of electrons: <ol style="list-style-type: none"> 1. 1st shell – 2 electrons 2. 2nd shell – 8 electrons 3. 3rd shell – 8 electrons 2. You can work out which group an element is in by the number of electrons in the outer shell: <ol style="list-style-type: none"> 1. Group 4 – 4 electrons in outer shell 2. Group 1 – 1 electron in the outer shell 3. You can work out which period an element is in by the number of shells the electrons occupy <ol style="list-style-type: none"> 1. 1 shell – period 1 2. 2 shells – period 2
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YEAR 9 CYCLE 2 COMBINED SCIENCE

Week Five	Week Six	Week Seven
<p>1. Conservation of mass states that the mass of reactants will always be equal to the mass of the products (symbol equations must be balanced).</p> <p>2. This can be shown during a precipitate reaction (a closed system) - a solid will form with the same mass as the 2 reactants or when a gas is formed/taken in (a non-enclosed system).</p> <p>3. Empirical formulae – simplest whole number ratio of elements in a compound.</p> <p>a. Write the mass for each element in the question. b. Record the RAM for each element. c. Calculate the number of moles (No of moles = question mass/RAM) d. Divide all elements by the smallest No of moles.</p>	<p>1. Group 1 (Alkali metals) – all have:</p> <p>a. 1 electron in their outer shell, b. form 1⁺ ions, c. reactivity increases as you go down the group because the force of attraction between the + nucleus and the - outer electron decreases so it is easier to remove the electron, d. are soft, float on water e. relatively low melting points.</p> <p>2. Group 7 (Halogens) – all have:</p> <p>a. 7 electrons in their outer shell, b. form a 1⁻ ion, c. reactivity decreases as you go down the group. The force of attraction between the + nucleus and the - outer electron decreases making it harder to attract extra electrons, d. are all diatomic (travel in pairs, Cl₂)</p>	<p>1. Group 0 (Noble gases) -</p> <p>a. are inert (unreactive) because they have a full outer shell, b. have a low density, c. colourless, d. poor conductors of heat e. are non-flammable.</p> <p>2. Rates of reaction – Reactions occur what reactant particles collide at the correct orientation and with enough energy (activation energy) to successfully produce products. (collision theory)</p> <p>3. Factors that affect the rate of reaction –</p> <p>a. Temperature b. Pressure c. Catalyst d. Surface Area : Volume ratio e. Concentration</p>
Week Eight	Week Nine	Week Ten
<p>Factors that affect Rates of reactions</p> <p>1. Temperature Higher temperatures lead to greater kinetic energy of particles, increasing the frequency of successful collisions.</p> <p>2. Pressure Compressing a gas increases the frequency of successful collisions, because the particles are squashed into a smaller area.</p> <p>3. Catalyst Provides an alternative reaction route with a lower activation energy, so more successful collisions occur.</p> <p>4. Surface Area : Volume ratio Powders have a greater SA:V ratio so there are more reactant particles available to collide.</p> <p>5. Concentration More reactant particles increases the frequency that particles will collide causing a faster rate.</p>	<p>Rate of Reaction Core practical</p> <p>1. Effect of surface area on rate of reaction -</p> <p>a. Independent variable: size of marble chip b. Dependent variable: time taken c. Control variable: concentration & type of acid, temperature, mass of marble chips</p> <p>2. Effect of temperature on rate of reaction –</p> <p>a. Independent variable: temperature of sodium thiosulfate & hydrochloric acid b. Dependent variable: time taken for cross to disappear c. Control variable: concentration & type of acid, volume of reactants, strength of cross</p>	<p>Catalyst Provides an alternative reaction route with a lower activation energy, so more successful collisions occur.</p>

YEAR 9 CYCLE 2 SEPARATE SCIENCE

Year 9 Separate Science Cycle Two	Week One	Week Two																
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YEAR 9 CYCLE 2 SEPARATE SCIENCE

Week Five	Week Six	Week Seven
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Week Eight	Week Nine	Week Ten
<p>1. Exothermic –</p> <p>a. heat energy is given out,</p> <p>b. bonds are made.</p> <p>c. more heat energy is released in forming bonds in products than is required in breaking bonds.</p> <p>d. neutralisation and displacement reactions are always exothermic.</p> <p>2. Endothermic –</p> <p>a. heat energy is taken in,</p> <p>b. bonds are broken.</p> <p>c. Less energy is released in forming bonds in the products than required in breaking bonds in the reaction.</p> <p>3. Precipitation reactions and salts dissolving in water can be either exothermic or endothermic.</p>	<p>1. Formation of ionic bonds –</p> <p>a. Formed by transferring electrons between atoms creating ions with a + or – charge.</p> <p>b. Cations are positively charged ions.</p> <p>a. Group 1 metals form +1 cations</p> <p>b. Group 2 metals form +2 cations</p> <p>c. Anions are negatively charged ions.</p> <p>a. Group 6 non-metals form -2 anions</p> <p>b. Group 7 non-metals form -1 anions</p> <p>2. Structure of ionic compounds</p> <p>a. Regular arrangement of ions</p> <p>b. Held together by strong electrostatic forces between oppositely-charged ions.</p> <p>3. Properties of ionic compounds</p> <p>a. High melting & boiling points due to forces.</p> <p>b. Conduct electricity when molten or dissolved.</p>	<p>1. Formation of covalent bonds –</p> <p>a. when a pair of electrons is shared between two atoms forming molecules.</p> <p>b. Molecules can form simple or giant structures.</p> <p>2. Simple covalent structures –</p> <p>a. Low melting & boiling points due to weak intermolecular forces between molecules.</p> <p>b. Poor conductors of electricity</p> <p>3. Giant covalent structures –</p> <p>a. Diamond – each C atom forms four bonds linking layers of atoms, which are v strong.</p> <p>b. Graphite – each C atom forms three bonds in layers leaving one free electron, good conductors of electricity. No bonds between layers means they slide easily making it soft, good for writing & a good lubricant.</p>

YEAR 9 CYCLE 2 GEOGRAPHY - Urban World

WEEK 1

Urbanisation: the process of towns and villages developing and becoming bigger as their population increases. More than half of the world's population now lives in towns or cities.

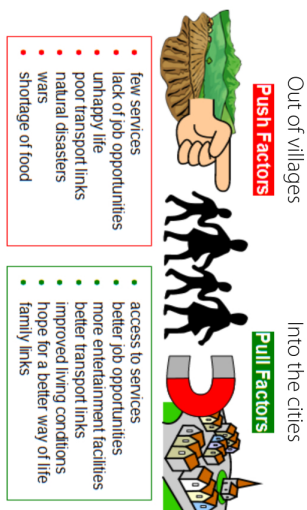
Megacity: a city with a population of over 10 million people. The largest megacity in the world is Tokyo in Japan with 37.4 million people!

Rural-urban migration: the movement of people from the villages (rural areas) into the towns and cities (urban areas). It is most common in NEE and LICs. Caused by push and pull factors.

Internal growth: growth within a city that results from births among the resident population rather than people moving into the city.

WEEK 2

Rural-urban migration



WEEK 3

Informal sector: jobs where people do not pay tax and have no legal working rights, for example selling fruit at a street market.

Informal housing: housing built on land that does not belong to those who are building it. Often land which may be unsuitable for the purpose: river beds, land close to industrial activity, land on steep or unstable slopes or next to transport networks.

Infrastructure of often poor and there are problems with electricity and sanitation. This informal housing is often known as slums or squatter settlements.

It is estimated that 1 in 7 people on the planet currently lives in a slum. In Some developing countries, it is as much as 90% of the urban population.

WEEK 4



Dharavi is located in Mumbai and is India's largest slum. It has nearly one million people crammed into one square mile.

Water full of diseases – high levels of typhoid, diphtheria. Doctors deal with 4000 cases per day of sickness caused by poor sanitation. 85% of people have a job in the slum. There are 15,000 one-room factories in the slum with a turnover of \$1 billion per year.

In the UK, 23% of our waste is recycle; in Mumbai it is 80%. Most of that happens in Dharavi.

Strong sense of community in the slum – small village squares, flower baskets.

Plans to replace Dharavi slum with tower blocks of flats. The land is very valuable.

WEEK 5



Jakarta, the Indonesian capital, is home to 10 million people but it is one of the fastest-sinking cities in the world.

It sits on swampy land with 13 rivers running through it. Flooding is frequent.

By 2050, 95% of North Jakarta will be under water.

Northern Jakarta has sunk 2.5 metres in 10 years, which is double the global average for coastal megacities.

North Jakarta houses one of Indonesia's busiest sea ports.

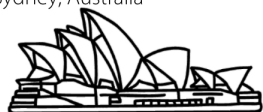
The dramatic rate of sinking is partly down to the excessive extraction of groundwater for use as drinking water, bathing and every day use. Piped water is not reliable to people pump water from aquifers underground.

WEEK 6

A **world city** is one considered to be an important hub in the global economic system.

Characteristics of world cities:

- o Headquarters of transnational corporations.
- o Centre for business innovation
- o Major centre for manufacturing
- o Home of an important stock exchange or major banks
- o Highly rated universities, often specialising in research, which links to a high quality healthcare provision.
- o Cultural opportunities including opera and ballet
- o E.g. Sydney, Australia



WEEK 7



Exeter has a population of 128,900. Princesshay shopping centre and the high street was redeveloped between 2005 and 2007 costing £225 million.

There were concerns about the visual impact of a major city centre redevelopment on the historic buildings e.g. the cathedral.

The redevelopment included the conservation of the historic City Wall dating from Roman times.

Princesshay consists of 50 shops, restaurants and café and over 100 flats and apartments.

Future plans to regenerate Sidwell Street with a four star hotel opposite John Lewis and 250 build-to-rent homes.

Around 35,000 people commute into Exeter on a daily basis.

WEEK 8

A **sustainable city** offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy.

Key features of a sustainable city:

- o Public transport as an alternative to cars.
- o Walking and cycling is safe.
- o Renewable resources are used instead of non-renewable.
- o Water is seen as a resource and recycled wherever possible.
- o New homes are energy efficient.
- o Access to affordable housing.
- o Community links are strong and communities work together to deal with issues such as crime.
- o Areas of open space.
- o Cultural and social amenities are accessible for everyone.

WEEK 9



Masdar City, in the UAE, relies on solar energy and other renewable sources.

Started in 2006, the city was envisioned to cover 6km² and estimated to cost \$18-22 billion. Final completion is now estimated to be 2030.

The city will be home to 45,000-50,000 people and 1,500 businesses.

As of 2016, fewer than 2,000 people are employed there.

The city has terracotta. The temperature in the streets is 15-20°C cooler than surrounding desert.

A wind tower sucks in air from above and pushes a cool breeze through the streets.

Buildings are clustered together to shield people from the sun.

Masdar is powered by a 22-hectare field of solar panels.

WEEK 10



The world's northernmost town in **Longyearbyen** which is located in the Norwegian archipelago of Svalbard. It has 2,400 citizens.

It was established a mining town. Longyearbyen is around 650 miles from the North Pole.

There are more polar bears than there are people.

The sun does not rise at all for four months of the year.

The town has all the amenities of a modern town, including a school, church and restaurants.

Longyearbyen is home to the famous Doomsday Seed Vault which stores every known crop on the planet.

No burials of people have happened in Longyearbyen for over 80 years due to the icy conditions and permafrost preventing bodies from decomposing!



YEAR 9 CYCLE 2 HISTORY - Interwar Years and the Rise of Dictators

1	<ul style="list-style-type: none"> There are different ways a country might be organised and run. For example, in England we have a monarchy (a king or queen) but we're also a democracy. Democracy: a democracy is a country that chooses people to represent them and their choices in government. Democracies have freedom of speech and elections. In the elections, people are free to choose who they want to be in power. That person/group will have a specific amount of time in power, before another election. After WWI there was a rise in dictatorships. Dictatorship: a dictatorship is a type of government that has one leader (or a small group) with absolute power. This means they make all decisions. There is no freedom of speech. There might be elections, but people are not free to pick who they want. 		<ul style="list-style-type: none"> The first country the Nazis took power over was Austria, this was in 1936. In 1938 the Nazis took control of an area of Czechoslovakia called the Sudetenland. By March, 1939 the Nazis occupied all of Czechoslovakia. Britain had followed a policy of appeasement. To appease someone means to give them something they want, in the hope it will soothe/stop them. Britain followed this policy because they wanted to avoid war. After Czechoslovakia, Britain promised to protect Poland if they were attacked by the Nazis. In August, 1939, the Nazis signed an agreement with the USSR. They agreed to invade Poland together and then split the land between them. On September 1st, 1939, Germany invaded Poland. Britain declared war on Germany two days later.
2	<ul style="list-style-type: none"> Germany: After WWI, Germany became a democracy. The government signed the Treaty of Versailles. Germans felt it was a harsh punishment after WWI. They lost lots of land and had to pay £6.6 to France, Britain, the USA and Russia. This made Germany's economy weak. In 1929, the Great Depression hit many countries. Germany's economy crashed and unemployment rose. Hitler used people's desperation to appeal to them. He gave passionate speeches and the Nazi Party spread propaganda posters. Hitler promised to solve all of Germany's problems as a dictator. 	<ul style="list-style-type: none"> Russia: Russia became communist in 1917. Its leader was Lenin. After Lenin died in 1924, Stalin started to position himself as the next leader. He tricked Trotsky into not attending Lenin's funeral, which made Stalin look like the closest person to Lenin. He put potential rivals against each other and then used this to eliminate all opposition. Trotsky was exiled and later assassinated in Mexico. Stalin wanted to focus on strengthening the USSR and this was popular with other members of the party. 	<ul style="list-style-type: none"> Germany invaded and occupied Poland in 1939 and France in 1940. In 1940, British planes fought off German plans to invade Britain. In 1941, Hitler invaded the Soviet Union. He sent three million German soldiers and 3,580 tanks. The Russian army was driven back quickly. As they moved east, they destroyed anything that might be used by the Germans, e.g. railways and crops. In November, the harsh Russian winter began. Temperatures dropped to 40 degrees below zero. The German army did not have proper equipment to keep warm. Many froze to death. In 1941, the Japanese attacked the USA's naval base in Hawaii. In 1943, the Germans were defeated in Stalingrad and pushed back. In 1944, the British and Americans landed in France and started to free Western Europe from Nazi control. In 1945, the USA dropped the first atomic bomb on Japan, forcing her to surrender.
3	<ul style="list-style-type: none"> Cult of Personality: a situation in which a public figure (such as a political leader) is deliberately presented to the people of a country as a great person who should be admired and loved. Germany: Hitler was presented as a powerful person who could fix all of Germany's problems. In images and posters, he was often shown as God-like, with light shining down on him. People were expected to salute him to show respect and loyalty. This helped him to maintain control because it made him look strong and popular. 	<ul style="list-style-type: none"> Russia: Like in Germany, Stalin was presented as a powerful person. He was shown as someone who could change Russia to make it more economically powerful. Pravda, the propaganda newspaper, published only positive articles about him. 	<ul style="list-style-type: none"> Anti-Semitism means prejudice or hatred of Jewish people. When the Nazis came into power, they began to persecute Jewish people. This means treating others differently and unfairly because of their identity. In 1935, the Nuremberg Laws formalised anti-Semitism into Germany. The Nuremberg Laws were a group of laws that limited Jewish freedom and took away rights. For example, Jews were no longer allowed to marry non-Jewish Germans. The November Pogrom in 1938 (also known as Kristallnacht). A pogrom is an act of violence committed by the public against the Jewish community. During the November Pogrom, people attacked Jewish homes, shops and synagogues. Jewish people were marched through the streets and humiliated. After 1939, Jewish people had to wear a Star of David on their clothing.
4	<ul style="list-style-type: none"> Propaganda: something the government creates to make you think or act a certain way. The Nazis used propaganda to make people think the Nazis were the best party. For example, posters were put up in the streets which showed Hitler as a powerful person. Censorship: something the government removes from society, or hides from people. The Nazis used censorship to hide things they didn't want Germans to see. For example, it was difficult to listen to the BBC radio stations. Terror: The Nazis made sure people were scared of them, so they didn't protest. The Nazis used different types of police to keep control. For example, the Gestapo spied on people and encouraged them to report each other. 	<ul style="list-style-type: none"> Genocide is the act of intentionally trying to destroy an entire group of people who share a characteristic, e.g. ethnicity. 6 million Jews were killed during the genocide known as the Holocaust. From 1939, Jews were forced to move into ghettos. These were areas of cities that were usually quite run-down. They were usually shut in by walls, fences and barbed wire. No one could leave or enter without a special permit. Jews received little food in the ghettos and many died from disease. In January, 1942, the plan was created to systematically murder Jews. Most Jews were murdered by being sent to extermination camps, like Auschwitz. 	
5	<ul style="list-style-type: none"> Stalin used purges to control Soviet Russia. This meant he got rid of any potential enemies through execution, labour camps or exile. The NKVD (secret police) spied on people and encouraged people to report each other. Stalin used gulags. These were forced labour camps where millions were imprisoned in harsh conditions. The government controlled all media and punished people who tried to protest. 	<ul style="list-style-type: none"> In the years after WWI, there was a rise in dictators. Stalin and Hitler maintained power by creating a 'cult of personality'. They did this by using propaganda which showed them as someone to be admired. They also used fear to ensure obedience. For example, using secret police. WWII broke out in 1939, when the Nazis invaded Poland. As Germany occupied more countries in Europe, Jews lost their rights and were forced into ghettos. From 1942, Jews were systematically murdered in the Holocaust, resulting in six million deaths. 	

YEAR 9 CYCLE 2 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/Wes-tExeSchool/folders/wes-year-9-spanish-cycle-2-10-words-ko?i=fka8p&x=1xqt>

Week 1		Week 2		Week 3		Week 4		Week 5	
dedicar	to dedicate	amenazar	to threaten	el camino	path, way	asistir	to attend	oír	to hear
echar de menos	to miss	atacar	to attack	el dios	god	cumplir	to fulfil	reconocer	to recognise
lograr	to manage to	considerar	to consider	entonces	so, then	huir	to run away	sentir	to feel
nadar	to swim	escapar	to escape	el imperio	empire	nacer	to be born	el marido	husband
soportar	to put up with	matar	to kill	la lengua	language	ambos/as	both (m/f)	la mujer	woman, wife
Alemania	Germany	el tiempo	time, weather	el oro	gold	el derecho	right	la población	population
la aventura	adventure	peligroso/a	dangerous (m/f)	el rey	king	la duda	doubt	la raíz	root
el desafío	challenge	pobre	poor	el siglo	century	la esperanza	hope	la relación	relationship
el sol	sun	todavía	still	peruano/a	Peruvian (m/f)	la experiencia	experience	actual	current
el humano	human	a través de	through, across	indígena	indigenous, native	extranjero	abroad, foreigner	cubano/a	Cuban (m/f)
Week 6		Week 7		Week 8		Week 9		Week 10	
Revise weeks 1-5 for your Mid-Cycle Assessment	encender	to turn on	promover	to promote	tuve	I had	respetar	to respect	
	morir	to die	proteger	to protect	comprender	to understand	tratar	to deal with	
	producir	to produce	resolver	to resolve	incluir	to include	conseguir	to get, obtain	
	prohibir	to prohibit	sobrevivir	to survive	realizar	to carry out	la manifestación	protest	
	el bosque	forest	el planeta	planet	la acción	action	el principio	beginning	
	el consumo	consumption	el recurso	resource	el final	end	al principio	in/at the beginning	
	el futuro	future	el uso	use	al final	in/at the end	el protagonista	main character	
	el gobierno	government	el vidrio	glass	la ley	law	la idea	idea	
	el medio ambiente	environment	esencial	essential	un millón	million			
el plástico	plastic	grave	serious						

Weeks 11 & 12: revise weeks 1-10



YEAR 9 CYCLE 2a WEST EXE BACCALAUREATE - Prejudice and Discrimination

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Key words Community: A group of people who live together and have a responsibility towards each other Discrimination: An action. Treating a group of people unfairly because of having a prejudiced view about them Equality: All humans should have the same rights and be valued equally. We are all equal and deserve respect Harmony: Living peacefully with other people Justice: A situation where everything is fair and equal. Right action is done, and wrong actions are punished or stopped.</p> <p>The Causes of Prejudice Ignorance: A lack of understanding of a group's culture causing intolerance. Stereotyping: Assuming everyone in a group is the same because of a bad experience with one person from that group. Xenophobia: Feeling that their race is better than others so have a poor attitude towards other races. Fear: A fear that their own identity may be lost if another race becomes part of their society.</p>	<p>Key words Patriotism: Pride in your country or a belief that people from your country are better than others. Positive discrimination: To treat a group favourably due to their race, etc., usually because they have been treated unfairly in the past. Prejudice: An attitude. Prejudging a group of people without knowing much or anything about them individually. Racism: To treat someone unfairly because of their race or ethnicity. Scapegoating: Unfairly blaming a group of people for problems in society.</p> <p>The Causes of Prejudice Scapegoating: Unfairly blaming one group for society's problems. Parents/upbringing: Prejudiced parents may have influenced their children to think in the same way. Media: The media often stereotypes people and thus reinforces within its audience these opinions. Victim of prejudice: Being a victim of prejudice can cause someone to have a negative attitude toward all people from this group.</p>	<p>Key words Stereotyping: An assumption. Stereotyping is believing that a group of people who share a similar characteristic (race / sex / age) are all the same. Tolerance: To be open-minded and to accept other people, their beliefs and their lifestyles although different to your own. Universal Declaration of Human Rights: A document stating all people should be treated equally whatever their race, gender, etc. Value of the individual: All people are important and valuable because they are human.</p> <p>Steps of prejudice</p> 	<p>Types of prejudice Ageism: Ageism is prejudice against someone based on their age. It is often based on stereotypes. Discrimination based on age is illegal. Sexism: People who do not conform to gender stereotypes might be the victims of prejudice. Gender discrimination is illegal in the UK. However, many women still get paid less than men. Racism: Racism is the belief that the people from some races are inferior to other people. Racial discrimination is illegal, but racial abuse and attacks still happen. Disability discrimination: Disability discrimination can happen in the workplace, or when people with disabilities are denied access to services. People with learning difficulties can be the victims of prejudice when others do not understand their condition or needs. Religious prejudice: Discrimination based on religion or belief is illegal. Ignorance can be a factor in why some people are prejudiced against religious believers.</p>	<p>Effects of prejudice and discrimination The Individual: Prejudice can cause a lack of self-worth or self-respect leading to a life of unhappiness. The Community: Prejudice divides communities, causing people to live in fear of one another. So, society does not work together, and people live in disharmony only looking out for themselves and not others. The World community: Discrimination has been responsible for the deaths of millions of people such as those from the Jewish community during the Holocaust.</p> <p>Combatting discrimination Education: Educating pupils to accept that all people are equal. This can prevent the development of fear and ignorance towards people who are different to them. Promote mixing between groups: Mixing with others from all groups leads to a better understanding of each other. Punishment: People and students could be punished if they do discriminate, e.g. exclusion from school or dismissal from work.</p>

YEAR 9 CYCLE 2b WEST EXE BACCALAUREATE - Judaism and Hinduism

Weeks 6 to 8 - Judaism	Weeks 9 to 11 – Hinduism
<p>Judaism began around 4,000 years ago when the Prophet Abraham received a vision from God. Jews believe that there is only one God, with whom they have a special agreement called a covenant.</p> <p>Beliefs: Judaism teaches that there is one all-powerful God who created everything and who wants humans to live their lives following his rules, called commandments. Jews believe that they have a special relationship with God. This relationship is called the covenant. Jews promise to obey God’s laws to say thank you to him for looking after them.</p> <p>Holy book: The Jewish scriptures are called the Tanakh, which is a Hebrew acronym for the three different parts:</p> <ul style="list-style-type: none"> • The Torah which is the first five books and regarded as the holiest because they contain God’s law. • The Nevi'im which are the books of the prophets. • Ketuvim which are other important writings. <p>Worship: Jews worship God in a synagogue. The services in the synagogue are led by a religious leader called a rabbi, which means ‘teacher’ in Hebrew. Shabbat (the Sabbath) is the most important time of the week for Jews. It begins on Friday evenings and ends at sunset on Saturdays. During Shabbat, Jews remember that God created the world and on the seventh day he rested. Jews believe God’s day of rest was a Saturday.</p> <p>Food: The Torah has rules about what Jews can and can’t eat, called kashrut. Foods that Jews are allowed to eat are called kosher. Jews can eat any animal with split hooves and more than one stomach. These animals must also be slaughtered according to religious laws. This means that Jews can eat beef, but not meat from pigs. There are also rules relating to fish.</p> <p>Clothing: Many Jews choose to cover their head. Men often wear small caps known as a kippah or yarmulke. They may also wear a special shawl with tassels called a tallit. Orthodox Jewish women also cover their heads with wigs or hats. Orthodox Jewish men may wear tefillin on their head and arm when praying. These are little boxes containing words from the Torah.</p> <p>Religious symbol: The Star of David is the symbol of Judaism. David was a shepherd who became a king of ancient Israel. The Books of Samuel tell how David killed the giant Goliath, with this symbol displayed on his shield. The Star of David is used in synagogues, Jewish tombstones and on the flag of the modern state of Israel.</p>	<p>Hinduism is the oldest of the six major world religions. It has no single founder but developed gradually over a period of time. Hinduism has over 1 billion followers worldwide, with about 95% of Hindus living in India. At the time of the 2011 census, there were over 800,000 Hindus living in the UK.</p> <p>Beliefs: Hindus believe in One Supreme Spirit, or Power called Brahman. Brahman can take the form of many gods and goddesses, also known as deities. Hindus also believe in the concept of karma. Karma is the law of cause and effect. Hindus believe that good actions lead to good karma and bad actions lead to bad karma.</p> <p>Holy book: There are many holy books in Hinduism. The oldest ones are called the Vedas and the Upanishads. The Bhagavad Gita and the Ramayana are also read by many Hindus, and they help to guide them in their daily life.</p> <p>Worship: Hindu worship is called puja. Hindus can worship at their holy building, called a mandir, or in their home. Puja involves praying to a favourite god or goddess. A statue or image is often used as a focus, and these are sometimes called murtis (meaning forms). During puja offerings of fruit and sweet foods are made to the deity.</p> <p>Food: Many Hindus are vegetarian because they live by a principle called ahimsa, which means not harming any living creature. Hindus believe cows are especially holy so many Hindus avoid eating or harming them.</p> <p>Clothing: There is no strict dress code for Hindus. Some men may choose to wear a yajnopavita (or janeu) which is a sacred thread received during the Upanayana ceremony. This reminds him of his duties to Brahman, to his ancestors and his religious teacher or guru.</p> <p>Religious symbol: This is the Om symbol (sometimes written as Aum) and it is the Hindu word or sound for God. Hindus will say this at the beginning and end of all prayers.</p> <p>The Trimurti: Hindus believe that Brahman is beyond their understanding, so the different gods and goddesses help them to understand various aspects of Brahman. Three of the Hindu gods, (Brahma, Vishnu and Shiva), are known as the Trimurti.</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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