

Knowledge Book

Year 9

Cycle Three

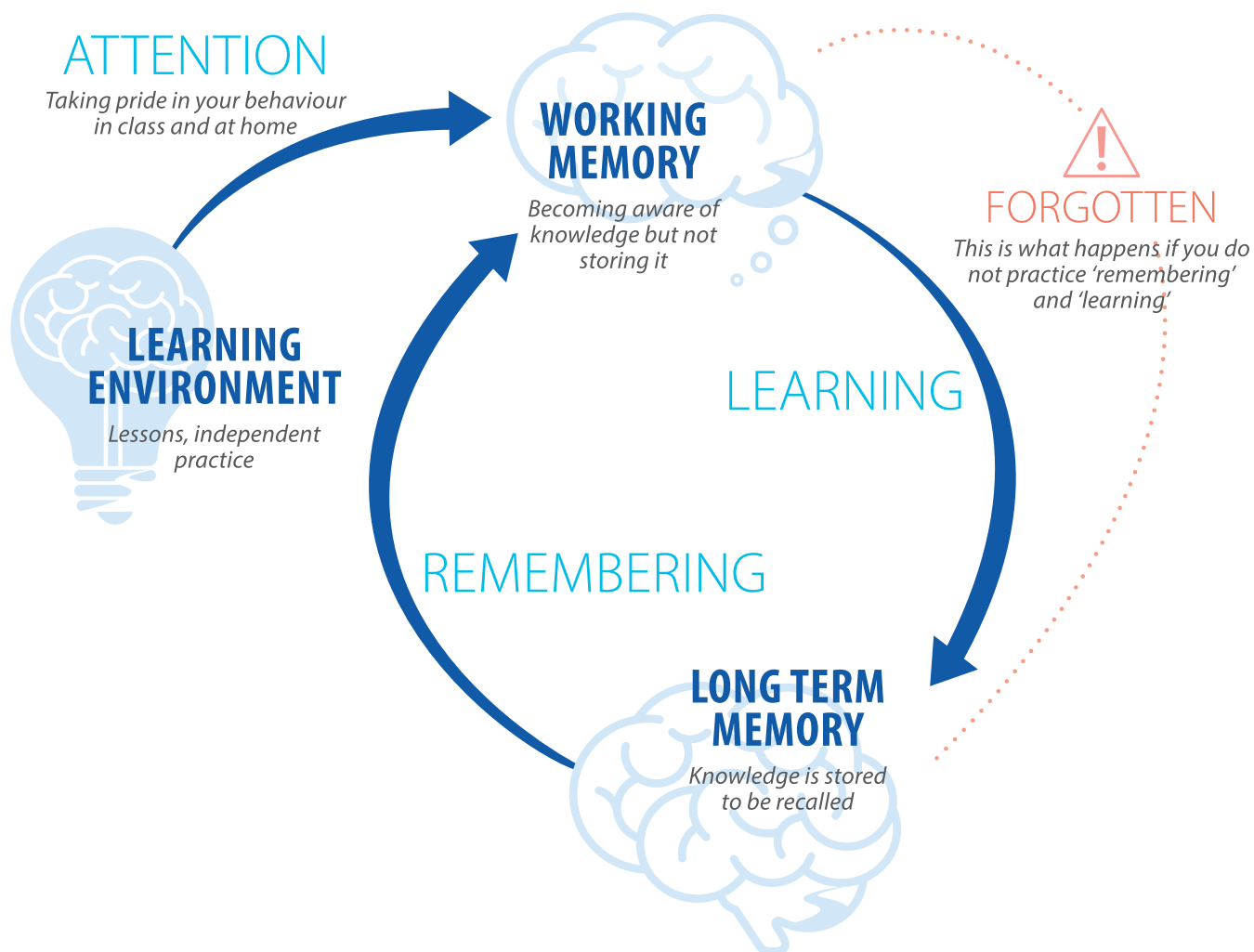
Name:



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-Spax	
Tuesday	No Extended Practice set				
Wednesday	Science	Spanish	English Literature	Maths-Spax	
Thursday	Option Q		Geography	History	
Friday	Science	Spanish	English Literature	Maths-Spax	

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	aa7677i
Business GCSE	dfsscckm
Classical Civilisation	cdtzi
Creative Media	expm7m6s
Design Technology	6panladd
English	6vem2k
Engineering	x3gk7ws
Food GCSE	7rl5sh
Geography	gkkcxru
Health & Social Care	ydsafia
History	nt5eoxu

Spax Reader: Spax 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 Spax reader catch up session in English.

Maths Spax reminder: Spax 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 Spax lunch time detention.

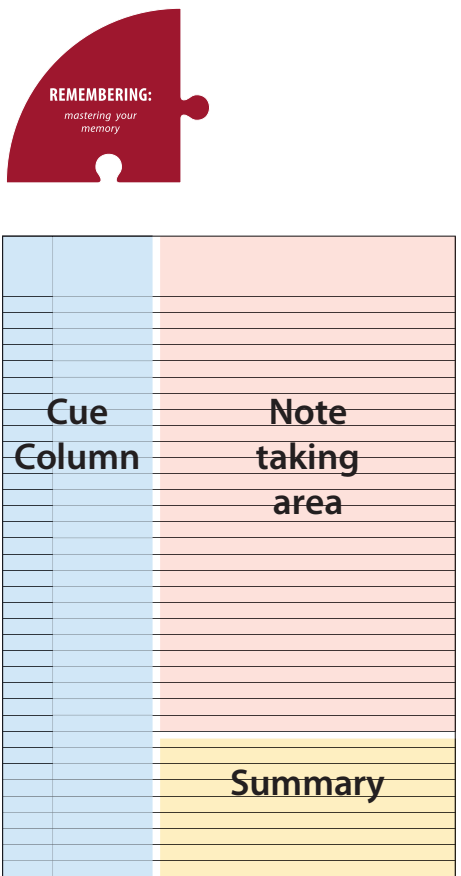
Spax Science - Extended practice is set via the Spax Science platform and is set at 8am on a Thursday morning and is to be completed by 7am on a Thursday morning. The quizzes are designed to reinforce your learning of the key concepts and ideas in Science. Each quiz has built-in support available if 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 Spax 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. If you do not attend the catch-up session, you will be expected to attend an after-school detention.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

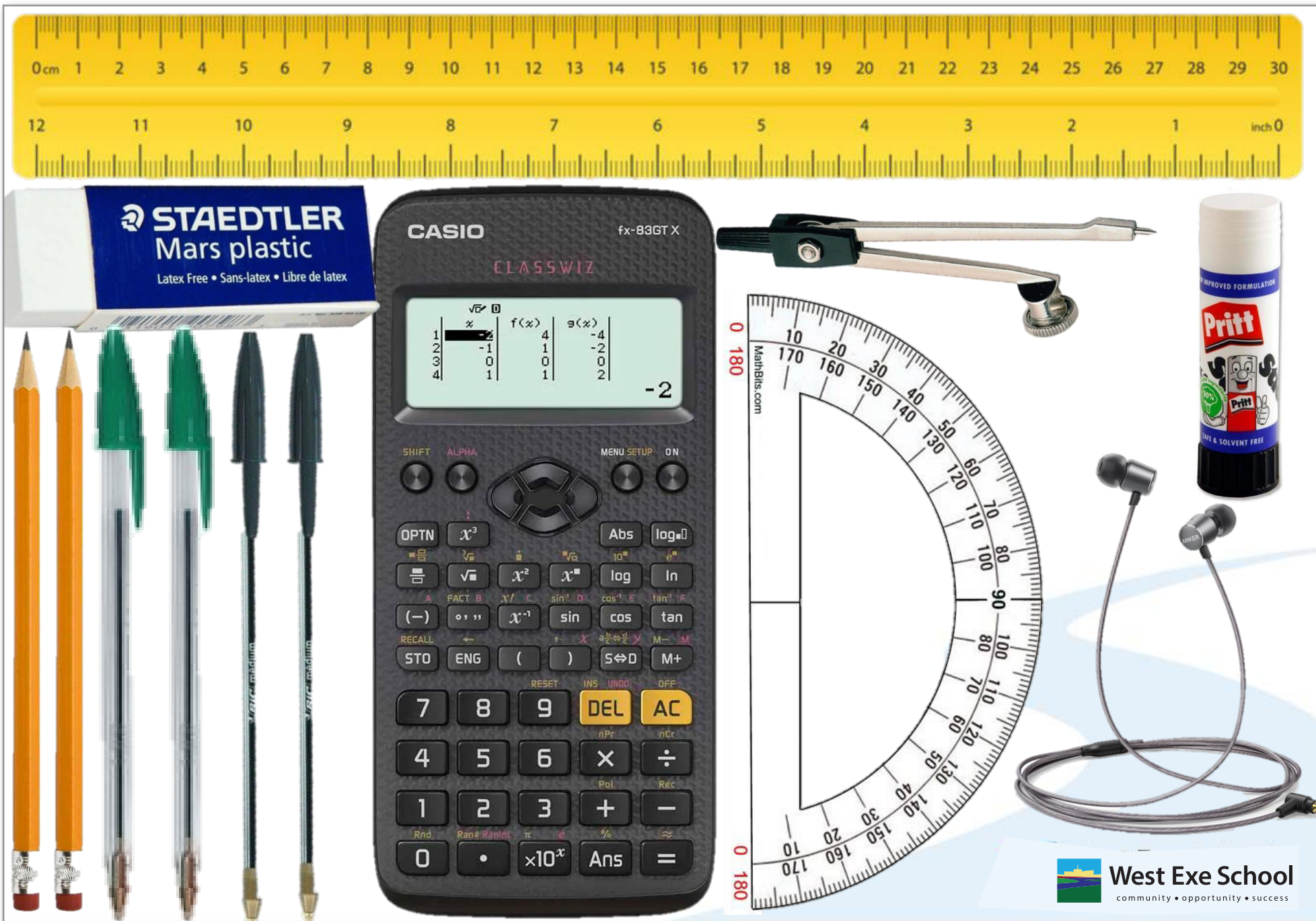
1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where 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**.



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

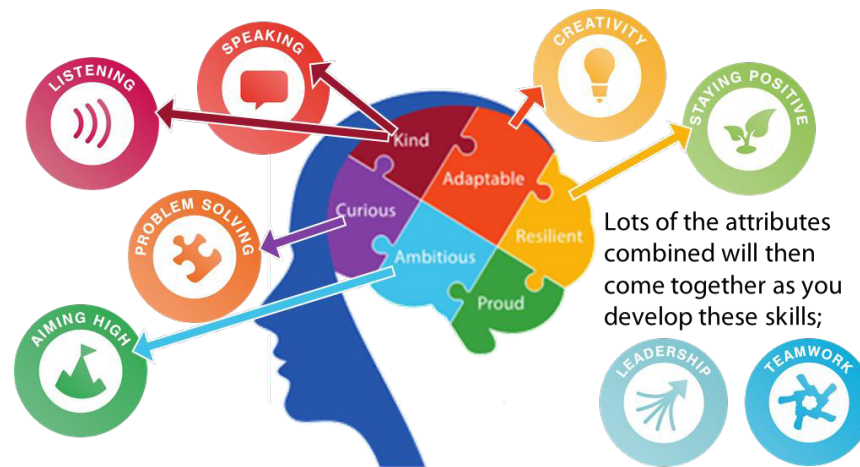
Our promise to you: The Talking Futures offer has lots in store for you this year;

- 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:

Democracy is about the right to vote and take part in discussions about issues that affect our life. It is about having a voice, and a say in how your country or local area is run.
At West Exe, you have tutor MPs and a Student Parliament, who the students have voted for, and who represent your views, raising the issues you want discussed.



This means that the law applies to everyone, and must treat everyone the same. It means we all have the same legal rights and responsibilities.
At West Exe, the lesson expectations are for everyone to follow, our behaviour policy will be fairly applied, and you will all be treated equally.



Mutual respect: respecting people's rights to have their own beliefs. **Tolerance:** accepting the values, ideas and beliefs of others and not imposing our views on them.
At West Exe, your views, opinions and beliefs will be respected and valued, but you will also be expected to respect the views, opinions and beliefs of everyone else.

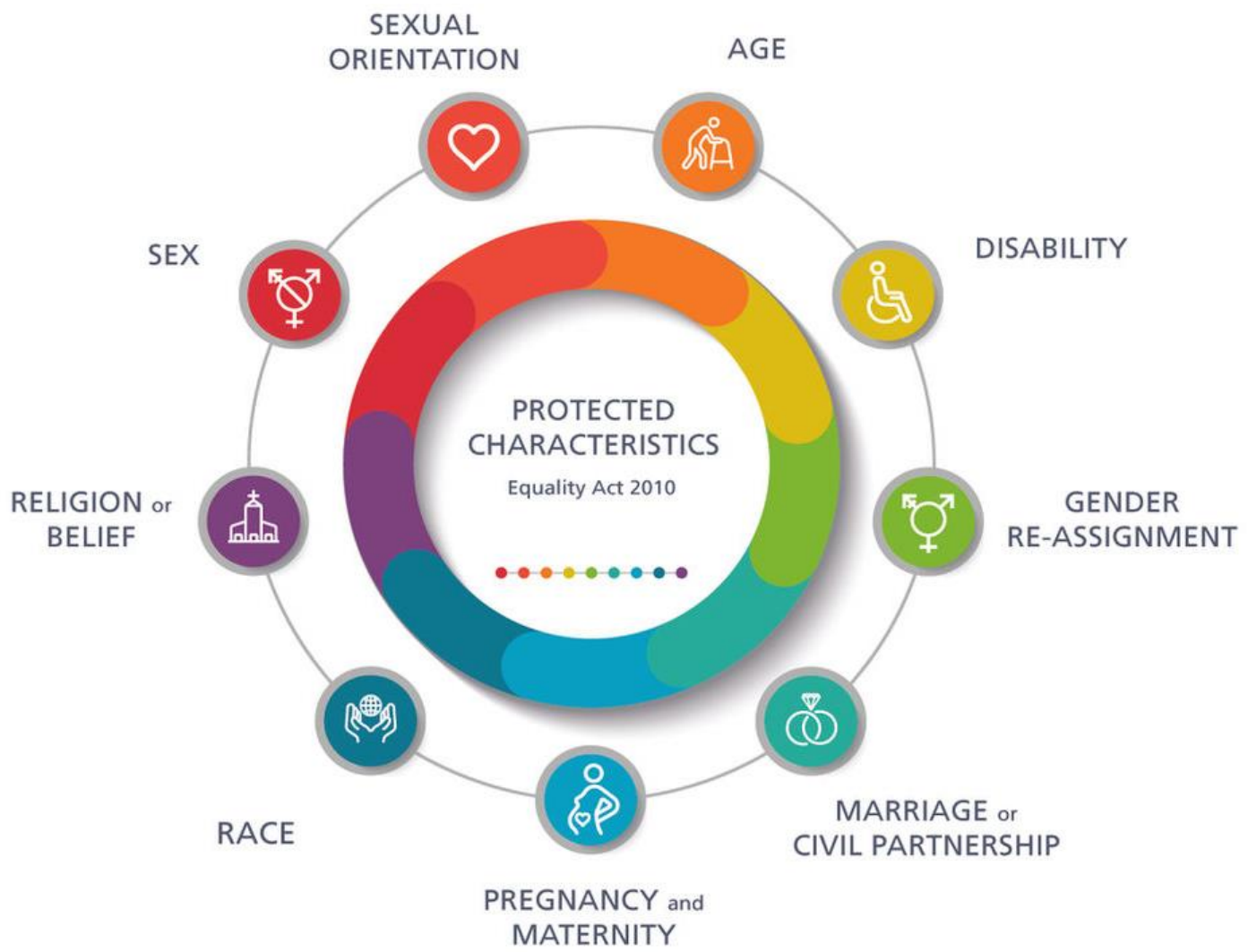


This is about having the freedom to make our own choices. In the UK, this means people have rights and freedom, as long as they do not harm another person's rights.
At West Exe, this means your rights and individuality will be protected and celebrated. It also means you will have many exciting opportunities and experiences.



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 3 – Half Term 5 Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year so far.

The main reasons for any absence are _____

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



Identify the reasons you enjoy coming to school

I love seeing my friends	I really enjoy learning new things	I like having a routine to structure my day
I like social time at school	I really enjoy talking to my teachers	I feel safe at school
I really enjoy extra curricular activities and electives	I like that staff are there when I need help	Any other reason _____ _____



Cycle 3 – Half Term 6 Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year so far.

The main reasons for any absence are _____

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



What have you enjoyed the most about school so far this year?

Question	Your answer
What has been your most enjoyable subject this year and why?	
What are you most proud of achieving this year?	
Name a time you have been resilient at school and how did it feel?	
What has been your favourite conversation with a teacher?	
What question will you ask your neighbour? _____ _____	



SPORT, HEALTH AND NUTRITION

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

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

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

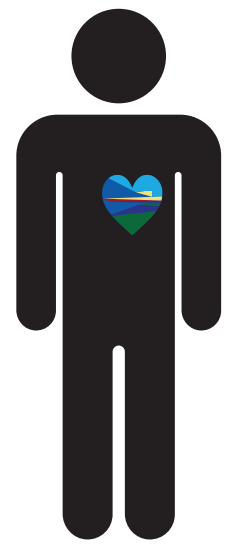
Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

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

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

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

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



SPORT, HEALTH AND NUTRITION - Healthy ME

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

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div data-bbox="1665 1274 1848 1453" 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?

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

I will change my technology use by...

Mind

What am I worrying about?

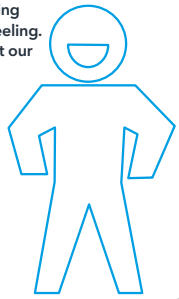
Is there anything I can do about it?

No? Let it go.

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

Power poses

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



Try this posture:

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

Stressors

What are my stressors?

What stresses me out...

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

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

Positive thoughts

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


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

I am...

Mindfulness

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

Trace your fingers around your opposite hand.



Breathe in, slide up

Breathe out, slide down

Grateful

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

I am grateful for...

Visualisation

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

Tips for learning new skills

- 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.

New habits and actions

[Empty box for writing new habits and actions]

Literacy Marking Codes

Code	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.
?	Does this make sense?	Re-write the sentence so it makes sense.

Reading Consistencies

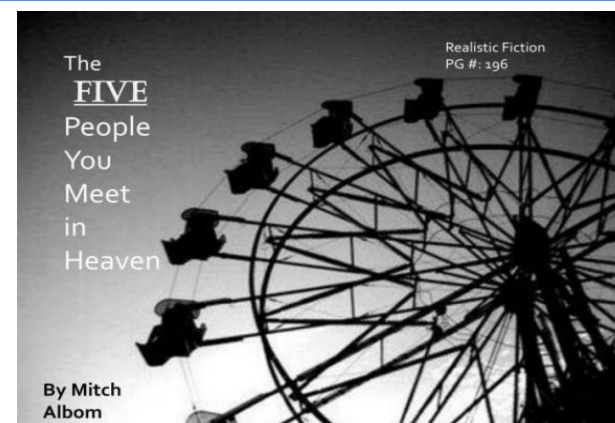
Following the text at all times	Use your overlay to follow the text. Every single person in the classroom should be following along this way. This way you know exactly where you are when asked to read and won't lose your place during discussions. Use an overlay if you have one.
Switching the reader	When you are given the instruction you are to take over the reading for a period of time. All pupils are expected to read.
Holding the place	Use your bookmarks to carefully note where you have stopped reading, so that you can commence reading again swiftly once discussion is over.
Checking the punctuation/emphasis	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
Pointing out the error	Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given.

The West Exe Canon – a collection of culturally significant texts

The five People you meet in Heaven – Mitch Albom (2003)

This wonderful tale follows the life and death of a ride mechanic named Eddie who is killed in an amusement park accident and sent to Heaven, where he encounters five people who had a significant impact on him while he was alive.

From reading this enlightened tale we find out that acceptance and forgiveness, of yourself and others, is important for inner peace and restful life.



YEAR 9 CYCLE 3 ENGLISH

Section A: Context			
Concept	detail	words	definitions
Charles Dickens and his intentions	The novella was first published in 1843. At the time the industrial revolution was at its height in Britain and as a result there was a growing divide between the newly wealthy middle class and the poor working class (who were often being exploited by the industrial Middle Class (IMC). Whilst Scrooge is a caricature, Dickens makes him a more interesting character from the outset, hinting that he is not just an evil man, but in fact he has the potential to be a good citizen and Christian.	Allegory (n)	A story, poem, or picture that can be interpreted to reveal a hidden meaning.
		Novella (n)	A short novel or long short story.
The Industrial Middle Class (IMC) and Christian values	A Christmas Carol (ACC) is an allegorical tale of the redemption of Scrooge. The novella promotes the strongly held Victorian belief in Christian values: charity, love, hope, compassion. The Victorian era was a time of incredible growth and innovation in Britain. However, it was also characterised by a growing gap between the rich and the poor, with the poor suffering terrible working conditions in the factories of the newly wealthy Industrial Middle Class. The various characters created by Dickens can be seen to symbolise the different classes in Victorian Britains. The Victorians were fascinated by the supernatural as a way to explore morality, death, and social responsibility in an age of rapid change.	Redemption (n)	The action of saving or being saved from sin, error, or evil.
		Industrial revolution (n)	The rapid development of industry that occurred in Britain in the late 18th and 19th centuries, brought about by the introduction of machinery.
		Philanthropy (adj)	When a person or institution that tries to promote the welfare of others.
		Workhouse (n)	A public institution in which the poor and homeless of a parish received board and lodging in return for work.
Section B: Plot Summary			
Staff 1 Marley's Ghost	An introduction to Scrooge and an image of Victorian London.	Scrooge is introduced as a miserly, cold-hearted man who hates Christmas and shows no compassion to others. He refuses charity and is rude to his cheerful nephew Fred.	
	Scrooge receives a visit, and a warning, from the ghost of his old business partner.	Marley's ghost visits Scrooge to warn him that he must change his ways or suffer the same fate—eternal wandering in chains. He tells Scrooge that he will be visited by three further ghosts	
Staff 2 The Ghost of Christmas Past	Scrooge travels back to his youth.	The Ghost of Christmas Past shows Scrooge scenes from his earlier life, including his lonely childhood, his sister Fan, and his apprenticeship with Fezziwig.	
	Dickens creates sympathy for Scrooge as we see the price of his behaviour.	We see a more vulnerable and human side of Scrooge, especially during his schoolboy years, helping the reader sympathise with him. We also see Scrooge's former fiancée Belle leaving him because of his growing greed.	



YEAR 9 CYCLE 3 ENGLISH

Stave 3 The Ghost of Christmas Present	Scrooge begins to see that love and togetherness are more powerful than wealth.	The Ghost of Christmas Present reveals how others celebrate Christmas, from the Cratchits to miners and sailors—showing joy and warmth even in poverty.
	Scrooge sees the terrible ramifications of the cruel treatment of the poor by the IMC.	Themes of generosity, family, and social injustice are strong here, especially as the Spirit warns of “Ignorance” and “Want”. Scrooge begins to show concern and guilt, asking if Tiny Tim will live and expressing shock at society’s neglect of the poor.
Stave 4 The Ghost of Christmas Yet to Come	The most terrifying ghost appears.	This ghost is silent and terrifying, showing Scrooge visions of a man’s death that no one mourns—later revealed to be Scrooge himself.
	The cost of misanthropy is revealed to Scrooge.	Scrooge sees people stealing from the dead man, and the Cratchits grieving Tiny Tim’s death, which shocks him deeply.
	Scrooge shows he is ready to change and he gets a second chance.	Fear drives Scrooge to change, and he promises to honour Christmas and live a life of kindness and generosity.
Stave 5 The End of It	Scrooge starts to make right his previous bad behaviour.	He donates to charity, sends a turkey to the Cratchits, and joins Fred’s Christmas dinner, showing genuine happiness in being kind.
	Scrooge is completely transformed into a model Victorian citizen.	Scrooge becomes a “second father” to Tiny Tim, and is remembered as a generous and warm-hearted man.

Section C: Characters

	Summary	Vocabulary	Definition	Key Quotations
Scrooge	Scrooge is introduced as a miserly, cold-hearted man who hates Christmas and shows no compassion to others. Over the course of the novella, he transforms into a generous, kind, and socially responsible person. Dickens uses the character of Scrooge, and the transformation that he undergoes, to challenge the ignorance of the IMC and prompt them to change their attitudes and behaviour towards those in poverty.	Avaricious (adj)	Having or showing an extreme greed for wealth or material gain.	“As solitary as an oyster”
		Misanthropic (adj)	Having or showing a dislike of other people.	“Squeezing, wrenching, grasping, scraping, covetous old sinner”
		Covetous (adj)	Having or showing a great desire to possess something belonging to someone else.	“ Are there no prisons?.....are there no workhouses?”
		Miser (adj)	A person who hoards wealth and spends as little money as possible.	If they would rather die...they had better do it, and decrease the surplus population. “a solitary child, neglected by his friends” “I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy.” “I will live in the Past, the Present and the Future!”

YEAR 9 CYCLE 3 ENGLISH




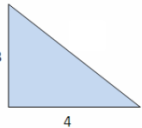
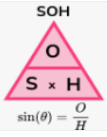

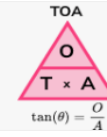
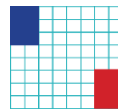

Marley's ghost	Scrooge's deceased business partner, now a tormented ghost bound in chains as punishment for his selfish life. He is a figure of divine intervention, warning Scrooge (and the IMC) of the consequences of their ignorance.	Redemption (n)	The action of saving or being saved from sin, error, or evil.	"I wear the chain I forged in life" "mankind was my business. The common welfare was my business"
The 3 ghosts	Each spirit plays a key role in Scrooge's transformation by showing him the impact of his actions across time. Past: Gentle and nostalgic, reveals Scrooge's lost innocence. Present: Warm and generous, reveals joy and hardship in the present world. Vilifies the IMC for their ignorance of the suffering of the poor. Yet to Come: Silent and terrifying, shows Scrooge the grim future if he doesn't change.	Supernatural (n)	A being or event created by a force beyond scientific understanding or the laws of nature.	"It was a strange figure—like a child: yet not so like a child as like an old man." "From the crown of its head there sprung a bright clear jet of light."
		Divine intervention (n)	When God, or another unworldly being, influences the live / actions of a human.	"A jolly Giant, glorious to see." "This boy is Ignorance. This girl is Want. Beware them both"
		Ignorance (n)	A lack of knowledge or information.	"a solemn phantom, draped and hooded." "The Phantom slowly, gravely, silently approached."
Fred	Fred is Scrooge's nephew. Dickens uses Fred as an idealised foil to Scrooge. He allows the IMC to recognise how their own ignorance has led them to demonise the poor.	Foil (n)	A character who contrasts with another character (usually to emphasise certain characteristics)	"His eyes sparkled" "He was all in a glow!" "Think of the people below them as fellow passengers to the grave and not another race of creatures bound on other journeys"



YEAR 9 CYCLE 3 ENGLISH

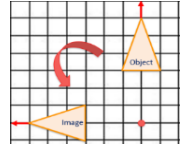
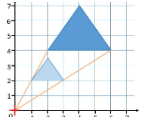
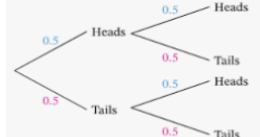
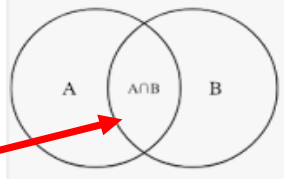

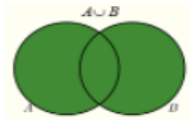
Fezziwig	Fezziwig, is the man Scrooge worked for when he was a young man. Fezziwig is kind, jovial, and generous, and his compassion is starkly juxtaposed with Scrooge's greed and cruelty.	Juxtapose (v)	To place or compare things close together for contrasting effect.	"The happiness he gives, is quite as great as if it costs a fortune" "He has the power to render us happy or unhappy."
The Cratchits	Bob Cratchit is Scrooge's underpaid clerk. At the start of the novella we see that Scrooge treats him badly. The Cratchit family is a poor but loving family who find joy in each other despite their hardship. The youngest Cratchit, Tiny Tim, is a sickly child who acts as a symbol of innocence and hope.	Idealised (adj)	When something is presented as perfect or better than in reality.	"There never was such a goose!" "Eked out by apple-sauce and mashed potatoes" "Bob held his withered hand in his" (Tiny Tim) "My little, little child!" (Tiny Tim)
Belle	Scrooge's former fiancée who leaves him because he prioritised money over love. She represents what Scrooge lost through greed.	Deify (v)	Worship or regard as a god.	"Another idol has displaced me... a golden one." "I have seen your nobler aspirations fall one by one"
Old Joe and Mrs Dilber	Old Joe and Mrs Dilber are characters who sell stolen goods. They have stolen items from the dead man's house (Scrooge) and laugh about how they have taken advantage of his death.	Demonise (v)	To portray something / someone as wicked or threatening.	Old Joe: "Every person has a right to take care of themselves. He always did." Mrs D: "He frightened everyone away from him when he was alive, to profit us when he was dead!"

YEAR 9 CYCLE 3 MATHS

Word	Used in context	Definition	Example
Protractor	Use your protractor to measure an angle of 40°.	An instrument used to measure angles.	
Compasses	Using your compasses , construct the following triangle.	An instrument used to draw circles and arcs.	
Equidistant	Show all the points that are equidistant from A and B.	The same distance apart from something.	The bisector is equidistant from the two lines
Perpendicular Bisector	Construct the perpendicular bisector of the following line.	A line passing through the midpoint of a line segment at 90° to the line.	
Pythagoras' Theorem	Use Pythagoras' Theorem to calculate the missing side.	A way of calculating a missing side given two other sides in a right-angled triangle: $a^2 + b^2 = c^2$.	 $\sqrt{3^2 + 4^2} = 5$
Trigonometry	Use trigonometry to calculate the missing angle in the triangle.	A branch of mathematics that looks at the ratios of the sides of a triangle in relation to one its angles.	  
Translation	Translate shape A by the column vector. $\begin{pmatrix} 3 \\ 0 \end{pmatrix}$	To move a shape up or down or from side to side, but it does not change its appearance in any other way.	 Translated 6 to the left and 5 down
Column vector	Translate shape A by the column vector . $\begin{pmatrix} 3 \\ 0 \end{pmatrix}$	A vector describing the translation of a shape.	$\begin{pmatrix} 1 \\ 0 \end{pmatrix}$ $\begin{pmatrix} 3 \\ 2 \end{pmatrix}$ $\begin{pmatrix} 1 \\ -3 \end{pmatrix}$ $\begin{pmatrix} -2 \\ -2 \end{pmatrix}$
Reflection	Reflect shape A in the line $x = 2$.	To reflect a shape across a line to create its image.	



YEAR 9 CYCLE 3 MATHS

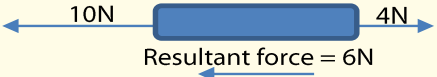

Word	Used in context	Definition	Example
Rotation	Rotate shape A 90° clockwise about the point (1, 2).	To turn a shape around a fixed point called the centre of rotation.	
Enlargement	Enlarge shape A about the point (0,0) by a scale factor of 2.	To transform a shape by changing its size or position.	
Mutually exclusive	Which of these events are mutually exclusive ?	The two outcomes of the same event that cannot occur at the same time.	Flipping a coin and getting a head and a tail are mutually exclusive .
Tree diagram	Represent all possible outcomes in a tree diagram .	A way of showing combinations of two or more events.	
Independent events	Are these events independent ?	Two events are independent when the probability of the first event happening has no impact on the probability of the 2nd event.	e.g. Rolling a dice twice. The first roll doesn't effect the probability of the next.
Conditional probability	Calculate the conditional probability that it rains today given that it rained yesterday?	When the probability of an event changes based on events that have already happened.	The probability of picking a red card from a deck is conditional on the previous colour picked.
Venn diagram	Sort the following data into a Venn diagram .	A way of grouping different items or elements. These groups are known as sets.	
Intersection $A \cap B$	Write all of the elements in the intersection of A and B.	The intersection of sets A and B is the set of all elements that are in both A and B.	
Union $A \cup B$	Write all of the elements in the union of A and B.	The union of sets A and B is the set of all elements that are either in A or B or both.	

YEAR 9 CYCLE 3 COMBINED SCIENCE




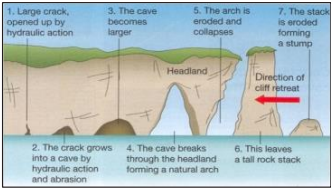
Year 9 Combined Science Cycle Three - Physics	Week One	Week Two
<p>Key Vocabulary</p> <p>Acceleration, a: a change in velocity. Measured in m/s^2.</p> <p>Amplitude: maximum distance of a point on a wave from its rest position.</p> <p>Conduction: energy transfer through solids as vibrations pass between particles.</p> <p>Convection: energy transfer through fluids where hotter, less dense regions rise, carrying energy.</p> <p>Efficiency: the proportion of energy a system transfers usefully.</p> <p>Energy: the ability of a system to do work.</p> <p>Electromagnetic (EM) Spectrum: a group of Electromagnetic Waves divided up according to their frequency and wavelength.</p> <p>Equilibrium: a situation which is not changing as all things affecting it are balanced.</p> <p>Frequency, f: number of waves passing a point each second, measured in Hertz, Hz.</p> <p>Gravitational potential energy: energy stored in an object due to its position in a gravitational field. Measured in Joules (J).</p> <p>Incidence: moving towards a surface.</p> <p>Ionizing radiation: radiation that causes charged particles to be formed.</p> <p>Insulation: method or material used to reduce energy transfer by heating.</p> <p>Kinetic energy: energy stored in a moving object. Measured in Joules (J).</p> <p>Period: time taken for a wave to pass a point.</p> <p>Refraction: A change in direction as a wave moves from one transparent material to another.</p> <p>Renewable (fuel): An energy resource that will never run out.</p> <p>Speed: distance travelled by an object in a certain time. Measured in metres per second (m/s).</p> <p>Velocity: speed in a given direction.</p> <p>Wavelength: distance (m) from one point on a wave to the same point on the next wave.</p>	<ol style="list-style-type: none"> 1. Waves transfer energy without transferring matter, described in terms of their Amplitude, Wavelength, Frequency and Period. 2. Transverse waves: the direction of energy transfer is perpendicular (at right angles) to the direction the particles oscillate. 3. Longitudinal waves: the direction of energy transfer is parallel to (in line with) the direction the particles oscillate. 4. Wave speed, v, can be calculated as: $v \text{ (m/s)} = \frac{\text{distance travelled by wave (m)}}{\text{time taken (s)}}$ $v \text{ (m/s)} = \text{wavelength, } \lambda \text{ (m)} \times \text{frequency, } f \text{ (Hz)}$ 6. Refraction occurs at the interface between two mediums of different density 7. Refraction is towards normal line as waves enter a more dense medium, slowing down. 8. Refraction is away from normal as waves enter a less dense medium, speeding up. 	<p>Investigating waves core practical</p> <ul style="list-style-type: none"> • Measuring waves in water <ol style="list-style-type: none"> 1. Set up a ripple tank with a ruler along one adjacent side to the dipper. 2. Vary the motor speed until the wavelength is approximately half the length of the tank. 3. Record the number of waves in 10 seconds. 4. Use the ruler to estimate the wavelength. 5. Calculate $v = \lambda \times f$ 6. Time how long it takes a wave to travel between two points on the ruler. 7. Calculate $v = d \div t$ • Measuring waves in a solid <ol style="list-style-type: none"> 1. Suspend a metal rod horizontally from two clamp stands with rubber bands. 2. Strike the rod to cause vibrations. 3. Measure the frequency of the vibrations with a smartphone app. 4. Measure the rod – this is half the wavelength. 5. Calculate $v = \lambda \times f$.
	Week Three	Week Four
	<ol style="list-style-type: none"> 1. The Electromagnetic (EM) Spectrum consists of: Radiowaves, Microwaves, Infrared (IR), Visible light, Ultraviolet (UV), X-rays, Gamma rays. 2. All EM waves travel at the speed of light, $3 \times 10^8 \text{ m/s}$ through a vacuum. 3. The longer the wavelength of an EM wave, the lower the frequency. 4. All EM waves have a variety of uses including communication, cooking and medical applications. 5. Some EM waves are harmful and can cause burns or damage your eyes. UV, X-rays and Gamma Rays are ionizing radiations and can cause cancer. 	<ol style="list-style-type: none"> 3. A force (measured in Newtons) is an interaction that can cause a change in the motion of an object. It can be a push, pull or twist. 4. Scalar quantities only have a magnitude (size) e.g. mass. 5. Vector quantities have magnitude and direction e.g. velocity. 6. Motion of objects can be plotted on distance/time (d/t) graphs. 7. The gradient shows the speed of the object – a steep gradient shows a high speed. 8. Speed, v, can be calculated as: $\text{velocity (m/s)} = \frac{\text{distance (m)}}{\text{time (s)}}$



YEAR 9 CYCLE 3 COMBINED SCIENCE

Week Five	Week Six	Week Seven
<p>1. Acceleration of an object can be plotted on a velocity/time (v/t) graph.</p> <p>2. The gradient shows the acceleration/deceleration of an object.</p> <p>3. The area under the line on a v/t graph is the distance travelled.</p> <p>4. Acceleration, a, can be calculated as:</p> $a \text{ (m/s}^2\text{)} = \frac{v - u \text{ (m/s)}}{t \text{ (s)}}$ $v^2 - u^2 \text{ (m/s)} = 2 \times a \text{ (m/s}^2\text{)} \times X \text{ (m)}$ <p>Where v = final velocity and u = initial velocity</p> <p>5. Falling objects are accelerated downwards by gravity at 9.8 m/s².</p> <p>6. The force of gravity, g, is 9.8 N/kg</p> <p>7. The terminal velocity of a falling object is reached when the downward force of gravity equals the resistive force of air resistance.</p>	<p>Resultant force can be found by looking at all forces acting on an object. Arrows on force diagram show the size and direction of the force.</p>  <p>Newton's 1st Law states:</p> <ul style="list-style-type: none"> • If resultant force on a stationary object is 0 N, the object will remain stationary. • If resultant force acting on a moving object is 0 N, the object will continue with the same velocity. • If the resultant force on an object is non-zero, the object will accelerate in the direction of the resultant force. <p>The weight of an object depends on its mass and the force of gravity acting on it. Weight, w, can be calculated as:</p> $\text{weight (N)} = \text{mass (kg)} \times \text{gravity (N/kg)}$	<p>Newton's 2nd Law states that the acceleration of an object is related to the objects mass and the force applied to it.</p> <p>The Force, F, needed to accelerate, a, a mass, m, can be calculated as:</p> $F = m \times a$ <p style="text-align: center;">(N) (kg) (m/s²)</p> <p>Acceleration core practical</p> <ol style="list-style-type: none"> 1. Place a trolley of known mass on a ramp. 2. Set up a light gate at either end of the ramp, ensuring it will be interrupted by the trolley. 3. Accelerate the trolley along the ramp using a pulley and falling weight. 4. Using the light gates, record the trolley's initial and final acceleration along the ramp. 5. Repeat steps 1-4, adding a known mass to the trolley each time. 6. Use your data to describe the relationship between mass and acceleration.
Week Eight	Week Nine	Week Ten
<p>Newton's 3rd Law describes how pairs of forces effect objects when they interact. The two forces are the same type and will have the same magnitude, but act in opposite directions.</p> <p>Action-reaction forces describe how pairs of forces act on different objects.</p> <p>Balanced forces describe how pairs of forces act on the same object.</p> <p>Momentum, p, is the amount of motion of a mass. It can be calculated as:</p> $\text{momentum (kg m/s)} = \text{mass (kg)} \times \text{velocity (m/s)}$ <p>Momentum is a conserved quantity.</p> <p>Stopping distance: total distance travelled during a drivers reaction time and the braking distance.</p> <p>Reaction time is affected by alcohol, drugs, tiredness and distractions such as phones.</p> <p>Braking distance is affected by wet/icy weather, the condition of the road and condition of the cars brakes and tyres.</p>	<p>Energy can be stored in different forms: Gravitational potential, Kinetic, Elastic potential, Chemical, Nuclear, Magnetic.</p> <p>Energy can be transferred between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current.</p> <p>The Conservation of Energy states that energy cannot be created or destroyed, only transferred between stores in a system.</p> <p>Useful energy is energy in the form needed, in the place it is needed.</p> <p>Wasted energy is energy in an unwanted form or in an unwanted place. It often dissipates (spreads out) to the surrounding by heating.</p> <p>The efficiency of a system can be calculated as:</p> $\text{Efficiency} = \frac{\text{Useful energy transferred}}{\text{Total energy transferred}}$	<p>Useful and wasted energy transfers can be shown using Sankey Diagrams.</p>  <p>Wasted energy often dissipates to the surroundings as heat.</p> <p>Energy transfer by heating by conduction in solids, convection in fluids and radiation via infrared radiation waves in the air.</p> <p>Unwanted energy transfers by heating can be prevented with insulation.</p> <p>Gravitational potential energy is calculated as:</p> $\Delta GPE \text{ (J)} = m \text{ (kg)} \times g \text{ (N/kg)} \times \Delta h \text{ (m)}$ <p>Kinetic energy can be calculated as:</p> $KE \text{ (J)} = 0.5 \times m \text{ (kg)} \times v^2 \text{ (m/s)}$

YEAR 9 CYCLE 3 GEOGRAPHY - Extreme Environments

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p>Extreme Environment: A habitat that is considered very hard to survive in due to harsh conditions.</p> <p>Deserts A desert is an area that receives less than 250mm of rainfall per year. There is a lack of cloud and rain and very high daytime temperatures. With a lack of clouds, temperatures can plummet to below freezing at night. Desert soils are sandy or stony with little organic matter due to the lack of leafy vegetation. Evaporation draws salt to the surface. The soil is not very fertile.</p>	<p>Plants tend to have thin leaves or spines to reduce water loss and some have long roots to reach deep underground water (e.g. cactus). Vegetation is low growing and sparse.</p> <p>Animals are often nocturnal, living in burrows underground and venturing out at night. Camels have long eyelashes to keep out the sand and a hump to store fat on their back.</p>  	<p>Desertification happens when land turns into a desert.</p> <p>Causes Over-cultivation: results from the need to produce more food. Over-grazing: Population pressure results in land being overgrazed. Fuelwood: demand is increasing. Climate change: Causing drier conditions and unreliable rainfall. Soil erosion: soil is exposed to the wind and the rain.</p> <p>Solutions Appropriate technology: using methods appropriate to the level of development. E.g. 'Magic stones' Tree planting: Trees bind the soil.</p>	<p>Las Vegas Approximately 650,000 inhabitants. Population in the Colorado Basin is set to almost double to 77 million by 2060. Average household uses around 840 litres of water per day. The city gets just over 10cm of rain each year. The city recently suffered its longest drought with 116 days without rain. Seven states all rely on the Colorado River for their water. The water that feeds Las Vegas comes from Lake Mead, behind the Hoover Dam. It is drying up.</p> 	<p>Coasts Waves are formed by the wind. There are 2 types of wave: Constructive: strong swash, weak backwash. Destructive: Weaker swash and a strong backwash.</p> <p>Erosion: The break down of rocks by the action of water. Abrasion: sediment carried in waves wears away the cliff. Attrition: when stones carried in waves knock against each other, gradually making the stones smaller and rounder. Hydraulic action: the force of the water hitting the cliff. Solution: When minerals and salt are dissolved into the sea.</p>
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p>Landforms Headlands are at risk from erosion. Wave-cut platforms: form when the sea attacks the base of the cliff. Other landforms include caves, arches, stacks and stumps.</p>  <p>Longshore drift: The movement of eroded material along a beach by the action of the sea. This can form beaches and spits.</p>	<p>Management Hard Engineering Strategies Sea Wall: concrete structure found at top of beach acts as a barrier to the sea. Rock Armour: large boulders at base of cliff which absorb wave energy. Groynes: wooden or stone fences which are built at right angles to the coast to stop longshore drift.</p> <p>Soft Engineering Strategies Beach Nourishment / re profiling – adding sand to the beach or changing the beach shape. Dune Regeneration: fencing off areas to protect dunes. Managed Retreat: Allow the sea to move into the area.</p>	<p>Cold Environments Alaska Covers 2 million km². Tundra overlaying permafrost in the north. Indigenous people include the Inupiat.</p> <p>Opportunities: Mineral extraction: Coal, copper, silver and gold. 20% of Alaska's mineral wealth is in gold. Energy: 1/3 of the state's income comes from oil and gas, employing over 100,000 people. Transported through the Trans-Alaskan pipeline (1,200km long / 800 miles).</p> <p>Challenges: Limited sunlight in winter makes working outside difficult. Travel by snowmobiles or 4x4s.</p>	<p>Antarctica Antarctic Treaty (large scale) Treaty came into force in 1961, by 2016, there were 53 countries. Protocol states Antarctica is a natural reserve dedicated to peace and science. Objectives include: no military operations, scientific cooperation, ban mineral extraction.</p> <p>Union glacier (small scale) Natural ice runway to land large planes which bring equipment. Camp open 4 months of the year. Small number of visitors, trekking, visiting penguin colonies (must stay 5m away from wildlife). Some equipment is powered by solar panels to reduce the use of diesel.</p>	<p>Mt Everest Height of 8,850 metres above sea level on the Nepal-Tibet border. Sherpa community are an ethnic group, indigenous to the Himalayan region. Many work as mountain guides, carrying extra gear such as oxygen bottles and are expert navigators. In 2019, Nepali climbers retrieved four bodies and collected some 11 tonnes of decades-old rubbish from Mount Everest. Slopes were littered with human excrement, torn tents, cans and plastic wrappers. People living near Everest use melted snow for their water supply.</p>




YEAR 9 CYCLE 3 HISTORY - Early Elizabethan England Unit 1





Timeline of key dates		Key events / individuals	Key vocabulary
1533	Birth of Elizabeth to Henry VIII and Anne Boleyn	Elizabeth I: The Protestant daughter of Henry VIII and Anne Boleyn. Queen of England, 1558-88	Catholics: Christians who remained loyal to the Pope. Spain, France and Scotland were all Catholic countries.
1558	Elizabeth accedes to the throne on the death of her sister, Mary Tudor	Mary Tudor or Mary I: Elizabeth's Catholic half-sister who was queen before Elizabeth (1553-1558). Philip II: The Catholic King of Spain.	Clergy: People who have been trained and approved for carrying out religious services in the Church. For example, priests.
1559	The Elizabethan religious settlement: the Acts of Supremacy and Uniformity	Mary, Queen of Scots: Elizabeth's Catholic cousin. Many English Catholics believed that she should be queen.	Court: The community of people who lived with the Queen, including advisers, officials, ladies-in-waiting and servants.
1568	Mary, Queen of Scots flees to England	Lord Darnley: Mary, Queen of Scots' first husband (a violent drunkard who was killed in 1567). Bothwell (Earl of): Mary, Queen of Scots second husband and a suspect in the Darnley murder.	Heir: The next-in-line to the throne, usually the monarch's oldest son.
			Illegitimate: To be born to unmarried parents. Catholics accused Elizabeth of being illegitimate because the Pope had not agreed to her parents' marriage.
			Mass: The name given to the Communion Service by Catholics.
			Monarch: A king or queen
			Parliament: Summoned by the Queen when she needed laws passed or taxes raised.
			Privy Council: The committee of ministers appointed by Elizabeth to advise her.
			Protestants: Christians who had broken away from the Catholic Church and the power of the Pope.
			Puritans: Extreme Protestants who wanted to remove all Catholic practices and rituals from the Church of England.
			Reformation: The split in the Church in the 16 th century between Protestants and Catholics.
			Secretary of State: The most important person in the Privy Council who organised all government business and who was in close contact with the Queen.
			Taxation: Money collected by the government to pay for the running of the country.
			Tudor: The name of the English royal family from 1485-1603.



YEAR 9 CYCLE 3 HISTORY - Early Elizabethan England Unit 2

Timeline of key dates		Key events / individuals	Key vocabulary
1569	Revolt of the Northern Earls aims at placing Mary, Queen of Scots on the throne	Earl of Northumberland & Earl of Westmorland: Leaders of the revolt of 1569 to overthrow Elizabeth and restore Catholicism. Roberto Ridolfi: An Italian banker used by Mary, Queen of Scots to carry messages calling for an invasion of England.	Ambassador: Official envoy representing a state or country in a foreign land (e.g. a Spanish ambassador in England). Armada: Spanish word meaning a naval fleet or group of warships. Flyboat: A small, fast sailing boat.
1570	Pope Pius V excommunicates Elizabeth from the Catholic Church.	Duke of Norfolk: Key player in the Ridolfi plot. Planned to marry Mary, having restored Catholicism. Executed in January 1572. Francis Throckmorton: A young English Catholic who carried letters between Mary, Queen of Scots and the French and Spanish ambassadors. Executed in July 1584.	Galleon: A large sailing ship with several decks, used in Spain between the 15 th and 18 th centuries, originally as a warship and later for trade. Governor General: Ruler of the Netherlands in the 16 th century in the absence of the monarch.
1571	The Ridolfi Plot.		Lord High Admiral: Appointed by the monarch to take control of all navy operations.
1583	The Throckmorton Plot.	Anthony Babington: A 25-year-old Catholic who carried letters for Mary. Part of a plot to assassinate Elizabeth. Executed in September 1586.	Netherlands: European country on English Channel. Part of Spain's empire and therefore a threat to England.
1585	War begins between England and Spain	Robert Dudley: The Earl of Leicester. Sent to the Netherlands in 1585 and gave his support to Protestant rebels there.	Pinnace: A small ship with oars and sails.
1586	The Babington Plot.		Warning beacons: Fires lit at well-known locations on hills or high places, to warn of enemy ships or troops.
1587	Execution of Mary, Queen of Scots Drake's assault on the Spanish fleet in Cadiz harbour	Francis Drake: Son of a Devon farmer who gained fame as sailor and Protestant preacher. Circumnavigate the world in 1577-80. Vice Admiral of the fleet which defeated the Spanish Armada in 1588.	
1588	The Spanish Armada sent against England.		

YEAR 9 CYCLE 3 HISTORY - Early Elizabethan England Unit 3

Timeline of key dates		Key events / individuals	Key vocabulary
1572	Act for the Punishment of Vagabonds establishes harsh treatment of offenders	Vagabonds (top left): Travelling homeless beggars	Astrolabe: An instrument used by sailors to calculate their position by the stars.
	Censorship of plays introduced. All acting companies had to have a royal licence.	William Shakespeare (top right): The most famous English playwright whose works were performed in The Globe theatre. Christopher Marlowe: Another famous Elizabethan writer of plays. His most acclaimed work was 'The Jew of Malta', a black comedy.	Bullion: Bars of gold and silver such as those being shipped to the Spanish Netherlands. Colonists: People who have settled in a colony.
1576	Act for Relief of the Poor displays a more enlightened (kinder) attitude towards poverty	Francis Drake:(bottom left): Sailor, pirate (?) and privateer who cleared England's debt with the riches made from just one voyage.	Colony: A country (or piece of land) under the full or partial control of another, and occupied by settlers of that country.
	The first theatre to be built since Roman times opened just outside London. It was named 'The Theatre'!	Walter Raleigh (bottom right): Sailor, explorer and visionary who wanted to create Virginia as a North American colony in Elizabeth's honour.	Garrison: A body of troops stationed in a fortified place such as a fort. Gloriana: A name given to Elizabeth I because she was so gloriously successful.
1577	Drake begins his circumnavigation of the globe: the expedition lasts three years		Latitude and longitude: Imaginary lined circling the globe from horizontally (latitude) and vertically (longitude).
1585	The first attempt by Raleigh to establish the colony of Virginia. Starving colonists were rescued by Drake in 1586.	 	Empire: A collection of colonies. A <i>maritime</i> empire was one in which the ruling country had control of the seas. Masques: Court entertainments in which famous events were shown through dance and mime.
1587	The second expedition to Virginia. When John White returned with supplies in 1590, the colonists had mysteriously disappeared.		Mutiny: An open rebellion against authority, often among soldiers and sailors. New World: The 16 th century name for North and South America.
1558-1603	72 new grammar schools were founded during Elizabeth's reign. These were usually attended by sons of gentry, merchants and yeomen.	 	Piracy: The practice of attacking and robbing ships at sea. Religious crusade: A holy war with a religious purpose, usually to capture and convert lands.
By 1603	It was estimated that only 30% of men and less-than 10% of women could read and write.		Vagabondage: Vagrancy, homelessness, wandering without a purpose. Vagabonds were seen as a threat to society in the 16 th century and were often treated harshly. Yeomen: Farmers who owned their own land. Some grew quite wealthy during Elizabeth's reign.

YEAR 9 CYCLE 3 HISTORY - Cold War



Cold War Knowledge Organiser



Cold War Background

- **Grand Alliance** of USA, USSR, Britain and France in WW2 to defeat Nazi Germany
- Met at **Tehran** (1943) and **Yalta** (1945) to agree how to defeat Germany and how Europe should look after the war.
- **Potsdam Conference** (1945) agreed to de-nazify Germany and split it (and Berlin) into 4 zones shared between the 4 allies. Agreed USA would have a sphere of influence in the West, and the USSR would have one in the East.

Increasing Tension

Long and Novikov Telegrams 1946

- USA and USSR used their ambassadors to secretly report on the other country
- Both reported fears that their opponents were building up their armies

Truman Doctrine 1947

- President Truman declared that he feared the spread of communism and said it was a threat to freedom- the USA had the right to use its military and economy to fight the spread of communism

Marshall Plan 1947

- USA offered \$13 billion of aid to Europe to stop poverty leading to communism
- This upset the USSR who thought USA was trying to bribe its satellite states

Iron Curtain Speech 1947- Churchill declared Europe was divided into two spheres

Cominform/Comecon

- In response to the Marshall Plan the USSR united all communist parties together from satellite states- Cominform. Also tried to tie all satellite states together economically- Comecon

The Berlin Blockade (1947-1948) and its consequences

- USSR worried the Western allies were trying to unite West Germany into Trizonia.
 - Blocked all road, rail and canal access to force them out of West Berlin
 - USA kept West Berlin supplies through a huge airlift of supplies for 11 months. USSR eventually backed down. Couldn't shoot down planes as would be act of war.
- FRG and GDR-** Germany became officially divided into 2 different countries- FRG in West and GDR in East. Berlin also official split.
- NATO-** USA and Western European military alliance against USSR
- Warsaw Pact-** USSR responded to NATO by creating own military alliance of satellite states in Eastern Europe

Hungarian Uprising 1956

- Encouraged by Khrushchev's Secret speech which criticised the hard, repressive policies of Stalin
- Imre Nagy wanted to take Hungary out of the Warsaw Pact and make the country less repressive
- USSR sent in troops and executed Nagy. Reforms undone. West didn't help at all despite promising to.

The Berlin Ultimatum and Summits

- By 1958 3 million East Germans had crossed to the West (1/3 pop) Showed unpopularity of communism
 - Khrushchev wanted to take over West Berlin to stop this- 1958 demanded West recognise East as independent country, and Berlin to be demilitarised (**Berlin Ultimatum**) or he would hand control of Berlin transport to the East government.
- Camp David Summit 1959**
- Eisenhower and Khrushchev met and agreed to withdraw ultimatum.
- Paris Summit 1960**
- USSR shot down US U2 spy plane. US tried to cover up and Khrushchev walked out of the meeting
- Vienna Summit 1961**
- Khrushchev saw Kennedy as weak and reissued Ultimatum. Kennedy refused to make concessions, so nothing was agreed.

The Berlin Wall

- 12 August 1961 East German Leader Ulbricht ordered a barbed wire fence around West Berlin to stop the refugee problem.
- Soon grew to 165km, cutting through streets and even buildings.
- Two walls separated by no man's land with booby traps, barbed wire, watch towers and guards with machine guns
- People tried to escape- 130 killed, most famous was Peter Fechter.
- Khrushchev had to abandon plans for a united communist Germany and showed how unpopular communism was, but it did stop the refugee problem and showed communism was in control in the East
- The Berlin Wall became a symbol of freedom and defiance against communism, and showed Khrushchev had accepted Western control in Berlin
- Kennedy's '*Ich Bin Ein Berliner*' speech 1963 very popular

The Fall of the Berlin Wall

- 1989 Gorbachev refused to help East Germany stop protests.
- East Germany then announced border into West Berlin to be opened. Huge numbers cross the border and the wall is quickly pulled down.
- Germany officially reunited 1990



YEAR 9 CYCLE 3 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:



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



Week 1		Week 2		Week 3		Week 4		Week 5	
enojado	angry	guapo	good-looking	casado	married	conocer	to know (person, place), meet	débil	weak
listo	ready (after estar), clever, intelligent (after ser)	hermoso	beautiful	soltero/a	single, unmarried	morir	to die	deportivo	sporty
carácter	personality, character	largo	long	amistad	friendship	nacer	to be born	fuerte	strong
personalidad	personality, celebrity	rubio	blond, fair	boda	wedding	parecer	to seem	sano	healthy, wholesome
joven	young	madrastra	stepmother	mujer	woman, wife	besar	to kiss	dar un paseo	to go for a walk, stroll
tonto	silly	ojo	eye	apellido	surname	casarse	to get married	estar en forma	to be fit
perezoso	lazy	pelo	hair	consejo	(piece of) advice	discutir	to argue, discuss	la salud	health
trabajador	hardworking	tatuaje	tattoo	novio	boyfriend, groom	entender	to understand	equipo	team
Week 6		Week 7		Week 8		Week 9		Week 10	
Revise weeks 1-5 for your Mid-Cycle Assessment		delgado	thin, slim	dulce	sweet	cabeza	head (body part)	caer	to fall (over)
		gordo	fat	equilibrado	balanced	enfermedad	illness, disease	cambiar	to change
		peligroso	dangerous	rico	rich, wealthy, tasty	juventud	youth	correr	to run
		copa	cup, glass	cena	dinner	mano	hand	descansar	to rest
		hambre	hunger	grasa	fat, grease	piel	skin	doler	to hurt, be painful
		sed	thirst	manzana	apple	diente	tooth	dormir(se)	to sleep; fall asleep
		vida	life	azúcar	sugar	peligro	danger	entrenar	to train
		cuidado	care, carefulness	bocadillo	sandwich	pie; a pie	foot; on foot	fumar	to smoke
		desayuno	breakfast	peso	weight, peso (currency)	riesgo	risk	lavar	to wash
		sueño	dream, sleep	régimen	diet	río	river	levantar(se)	to raise; get up

Weeks 11 & 12: revise weeks 1-10

YEAR 9 CYCLE 3a WEST EXE BACCALAUREATE - Healthy Intimate Relationships

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p>Sexting What is sexting? Sexting means sending indecent images (pictures and/or videos) of yourself or others or sending sexually explicit messages. Sexting is commonly known as "trading nudes". Sexting can happen on any electronic device that allows sharing of media and messages including smartphones, tablets, laptops or mobiles.</p> <p>What does the law say? In the UK the age of consent for sexual intercourse is 16. However, it is an offence to make, distribute, possess or show any indecent images of anyone aged under 18, even if the content was created with the consent of that young person. The law is contained in Section 1 of the Protection of Children Act 1978.</p> <p>What if a child (anyone under 18) takes a sexually explicit image of themselves? That child has committed an offence by making and possessing that image. If that child then sends the image to another person they have committed a further offence of distributing the image and the person who receives the image will also be liable for an offence of possessing the image.</p>	<p>Sex and the Law</p> <ul style="list-style-type: none"> • Both people must consent to any kind of sexual contact, otherwise it is against the law. • A person consents if they agree by choice, and have the freedom and capacity to make that choice. • If one person changes their mind, and takes away consent, the other person must immediately stop the sexual activity or be guilty of a criminal offence. • Consent applies in every instance. If someone has consented before, it cannot be assumed that they consent the next time. Each partner has a responsibility to check that the other is freely giving consent again. • In the UK a person has to be 16 to legally consent to have sexual activity with someone. • Sexual activity is defined as what a "reasonable person would consider sexual." • Underage sex is illegal whether there is consent or not. • Under 16s, have the right to a confidential sexual health service. • A girl under the age of 16 can legally get an abortion without her parents knowing. 	<p>Types of contraception</p> <p>Diaphragm or cap: This is a circular dome made of thin, soft silicone. It covers the cervix so sperm cannot get into the womb to fertilise an egg.</p> <p>Combined pill: The pill prevents the ovaries from releasing an egg each month (ovulation).</p> <p>Condoms: Made from very thin latex (rubber), condoms are designed to stop semen from coming into contact with the sexual partner. They are the only contraception that can both prevent pregnancy and protect against sexually transmitted infections (STIs).</p> <p>Contraceptive implant: This is a small flexible plastic rod that's placed under the skin in the upper arm by a doctor or nurse. It releases the hormone progesterone into the bloodstream to prevent pregnancy and lasts for 3 years.</p> <p>Contraceptive injection: This releases progesterone into the bloodstream. The most commonly given injection in the UK is Depo-Provera which lasts for 13 weeks.</p> <p>Intrauterine device (IUD): A small T-shaped device that's put into the womb (uterus) by a doctor or nurse. It releases copper and protects against pregnancy for between 5 and 10 years.</p>	<p>Sexually Transmitted Infections (STIs)</p> <p>Genital warts</p> <ul style="list-style-type: none"> • Caused by a virus called HPV (human papilloma virus) • Spread by skin to skin contact • Are small, fleshy lumps on and around the genital area • Can be removed • Rarely cause long-term health problems <p>Chlamydia</p> <ul style="list-style-type: none"> • Most common STI for under 25s, both men and women • Many don't realise they have it as they are asymptomatic • Can be treated with antibiotics but can cause infertility if left untreated <p>Hepatitis</p> <ul style="list-style-type: none"> • Hepatitis B is a virus, found in body fluids. It can be passed on through unprotected sex • May be no symptoms, but initial symptoms can be similar to the flu <p>Syphilis</p> <ul style="list-style-type: none"> • Caused by a bacterium, which lives in the blood • Symptoms can be difficult to recognise • Treatable with antibiotics. If left untreated can cause serious health problems <p>Gonorrhoea</p> <ul style="list-style-type: none"> • Caused by bacteria • Often no symptoms • Can be treated with antibiotics. If left untreated can cause infertility 	<p>Parenting</p> <p>Parenting: The process of promoting and supporting the physical, emotional, social, and intellectual development of a child from birth to adulthood</p> <p>Adoption: The action or fact of legally taking another's child and bringing it up as one's own</p> <p>Fostering: To take care of a child, usually for a limited time, without being the child's legal parent</p> <p>Teenage pregnancy</p> <ul style="list-style-type: none"> • In 2019, for every 1,000 women under the age of 18 in England, an average of 15.7 got pregnant (lowest level since records began in 1969). • The figure for 13-15 year olds was 2.5 per 1,000 – also the lowest rate since 1969. <p>If a woman or girl gets pregnant, and the pregnancy is unplanned, there are three options. These are:</p> <ul style="list-style-type: none"> • Have the baby and keep him/her • Have the baby and put the child up for adoption or fostering • Have an abortion <p>If the father does not want the baby, but the mother does, he cannot simply walk away. The law states he "still has a duty towards his child to provide child support maintenance".</p>



YEAR 9 CYCLE 3b WEST EXE BACCALAUREATE - Exploring Influences

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Gangs	Knife crime	County lines	Extremism	Radicalisation
<p>Definition of gang culture:</p> <ul style="list-style-type: none"> Street-based young people who see themselves as a group Engage in criminal activity and violence Lay claim over a territory Have an identifying feature Usually in conflict with other gangs <p>Profile of a gang member: Up to 6% of 10-19-year-olds belong to a gang in England and Wales:</p> <ul style="list-style-type: none"> Aged between 12-25 98% are male Concentrated in large cities Glasgow and Liverpool, "predominantly white." Manchester and London, "predominantly black." Majority are truants or have been excluded from school Tend to engage in a wide range of criminal activities Most found in areas with high levels of deprivation, unemployment and lone parent families <p>Females and gangs Although girls/women are still statistically far less likely to be involved in crime than men, that gap is narrowing. In recent years, girls and young women are forming breakaway girl-only gangs.</p>	<p>46,937: Police-recorded offences involving a knife or sharp instrument in the 12 months to June 2021.</p> <p>10,383: Offences recorded in London. This is a 31% drop compared to last year.</p> <p>4,945: Offences recorded in the East of England. Knife crime has increased by 160% in this region in the last decade.</p> <p>1,535: Offences recorded in Wales in the 12 months to June 2021.</p> <p>32%: Increase in knife crime in England and Wales since 2011.</p> <p>105%: Increase in knife crime in Wales in the last decade.</p> <p>221: Police-recorded murders involving a knife or sharp instrument in the 12 months to March 2021.</p> <p>23: Children aged just 17 or younger were murdered with a knife or sharp object in the 12 months to March 2020.</p> <p>4,091: Recorded admissions requiring attention by a consultant in English hospitals in 2020/21 due to assault by a sharp object.</p> <p>12%: Increase in admissions to hospitals in England for attacks by sharp objects in 2020/21 compared to 2014/15.</p>	<p>What is 'county lines'? Form of exploitation when criminals groom and manipulate children into drug dealing. The 'lines' refer to mobiles used to control a young person who is delivering drugs, often to towns outside their home county.</p> <p>Age of victims of county lines. Young people aged 14-17 are most likely to be targeted by criminal groups but there are reports of 7-year-olds being groomed into county lines. The grooming might start with them being asked to 'keep watch' but it soon escalates to them being forced to stash weapons, money, or become drug couriers.</p> <p>County lines is everywhere. Most police forces report county lines activity in their area and they say the violence is getting worse. It's not just a 'big city' problem'.</p> <p>It affects all communities. Children from any community can be groomed. However, those from poor households, who regularly skip school or have problems at home may be more at risk. Gender, age, ethnicity and background can still affect how professionals respond to the victims.</p>	<p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.</p> <p>Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism.</p> <p>How does radicalisation happen? The process of radicalisation may involve:</p> <ul style="list-style-type: none"> Being groomed online or in person Exploitation, including sexual exploitation Psychological manipulation Exposure to violent material and other inappropriate information <p>Vulnerability factors Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:</p> <ul style="list-style-type: none"> Being easily influenced or impressionable Having low self-esteem or being isolated Feeling that rejection, discrimination or injustice is taking place in society Experiencing community tension amongst different groups Being disrespectful or angry towards family and peers Having a strong need for acceptance or belonging Experiencing grief such as loss of a loved one <p>Indicators of radicalisation If a child or young person is being radicalised their day-to-day behaviour may become increasingly centred around an extremist ideology, group or cause. For example, they may:</p> <ul style="list-style-type: none"> Spend increasing amounts of time talking to people with extreme views (this includes online and offline) Change their style of dress or personal appearance Lose interest in friends and activities that are not associated with the extremist ideology, group or cause Have material or symbols associated with an extreme cause Try to recruit others to join the cause 	

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.	After he heard the news, the boy sat down. Because he was invisible, 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, that were jumping and calling, 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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