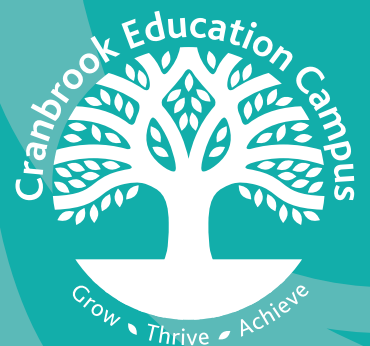


Knowledge Organiser

Year 9

Cycle Three



Personal details

Name:	
Tutor Group:	Tutor:
Head of Year:	House Group:

Key log in information

My school email:	@cranbrook.education
My school password:	
Classcharts code:	

Sparx	sparxmaths.uk	sparxscience.com
Username:		
Password		

Educake	educake.co.uk
Username:	
Password	

Bedrock - literacy	app.bedrock.learning.org
Username:	
Password	

French languagenut	languagenut.com
Username:	
Password	



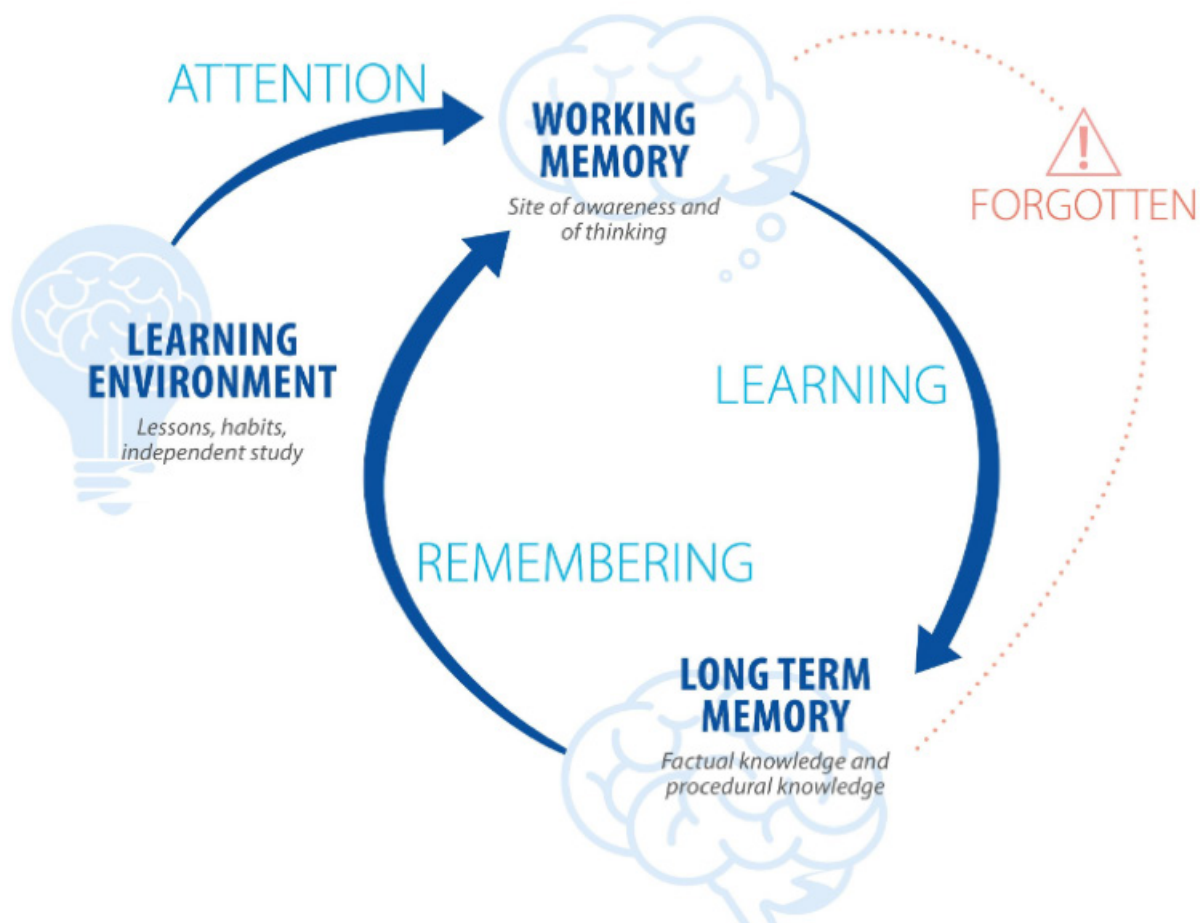
How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Knowledge Organiser

This booklet contains **knowledge organisers** for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

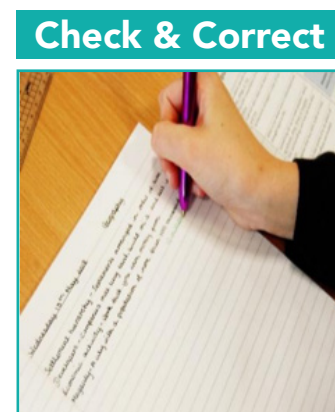
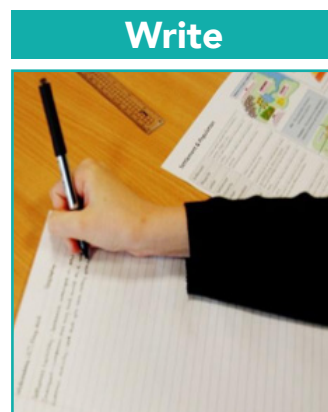
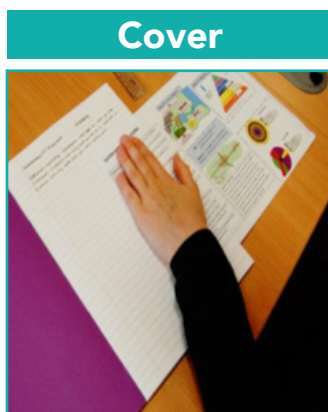
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser (or **KO**) is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.

Independent study schedule

All your independent learning for the week is **set at 9 am on Friday** morning, and is due to be completed by **8 am on the hand in day**. This includes your online work such as Sparx, Languagenut and Bedrock; and subjects where you should use some of the self-quizzing techniques (such as flash cards or Cornell notes) in your green **Knowledge Organiser workbook**.

The schedule below shows how long you should spend on each task, and the day you are allocated time to complete the task, although you may choose to complete tasks at different times to fit around your other activities and social events. **Specialist support** from your teachers will be available during breaks on the designated day, but please try to seek help with independent learning as soon as a problem arises. Work in your KO workbook will be checked by your tutor on the morning of hand in day.

If you have not completed any of your independent study tasks by 8 am on Friday, you will be required to attend a **2 hour SLT detention** the following Monday to catch up. If you manage to catch up on outstanding work before the start of the SLT detention, you should still attend at 3 pm when your subject teacher will check your tasks and cancel your detention. For incomplete KO tasks, you will be given a same-day redcard break detention.

Year 7, 8 and 9						
	15 min	15 min	15 min	15 min	Specialist support / hand in	Non-completion detention
Monday	Sparx maths				MFL Languagenut	Monday afterschool 3-5pm You will not need to attend the detention if all homework is completed by 3pm on Monday
Tuesday	Sparx reader				Sparx Maths	
Wednesday	Sparx Science			History KO	Sparx Reader	
Thursday	Bedrock			Geography KO	Sparx Science and History	
Friday	MFL Languagenut				Bedrock and Geography	

Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.



Stop

STOP

'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

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

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak

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

Drake

Speak to someone.

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

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support

'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron



What we do at Cranbrook to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Any form of bullying will not be accepted at Cranbrook.



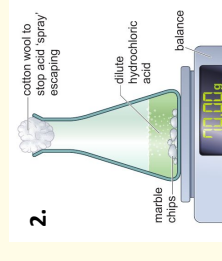


Year 9 - Art- Cycle 3	Week 1	Week 3
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Sculpture, 3D, collage, illustration, sun prints, cyanotypes</p> <p>Content: We're going to study influential sculpture Barbara Hepworth and her coast inspired work through soap carving. This allows us to continue to develop our knowledge and experience of working with 3D media, and how to use tools to shape and sculpt something.</p> <p>We will also study botanical drawings and how illustration has been an integral part of Science and Media throughout history.</p> <p>Ideas: What is natural form? How can I develop as a 3D artist? Why is Illustration so important?</p>	<p>Key content: Barbara Hepworth was a key figure in the British abstract art movement in the 20th century. She often created sculptures which were inspired by nature. She lived near the seaside in St Ives, Cornwall and often used the shapes of shells and rocks to inspire her work. She loved to work with wood and stone and, later on, in bronze. Her sculptures seem to be growing and look very natural.</p>  	<p>Key content: Soap carving uses your 3d working skills to create forms that are interesting to look at and touch. Great sculpture should be accessible from multiple angles which makes you want to reach out and touch it. Sculptures are usually made from hard materials like stone or metal as most sculptures are sited outside in the elements. Soap sculptures are small items that allow us to experiment with form and play with the material. We shape the material, smoothing out the surface or deliberately adding texture. The marks we make must be shallow and conservative as once we have removed the material we can not put it back.</p> 
<p>Week 5</p> <p>Key Vocabulary: What is Collage Art? Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface. The term collage derives from the French term <i>papiers collés</i> (or <i>découpage</i>), used to describe techniques of pasting paper cut-outs onto various surfaces. It was first used as an artists' technique in the early twentieth century.</p>  	<p>Week 7</p> <p>Key content: Prior to the invention of photography, botanical illustration was the only way of visually recording the world's many species of plant life. Today, science books are full of highly detailed photographs—often taken with a macro lens or even a microscope—allowing us to discover the fascinating forms of flora and fauna. However, before these advances in technology, it was artists and illustrators who were depended on to share the beauty of botany with the world. The job requires great artistic skill, attention to fine detail, and technical horticultural knowledge</p>  	<p>Week 9</p> <p>Key content: How do sun prints work? The sun print paper is coated with a photo-sensitive chemical which reacts in light. The photo-sensitive paper turns pale blue when exposed to light. Water stops the chemical process and fixes the shadows of the objects on the sun print paper. Who invented photography? Among the very first was William Henry Fox Talbot who discovered and created light sensitive material as early as the 1830s.</p> 



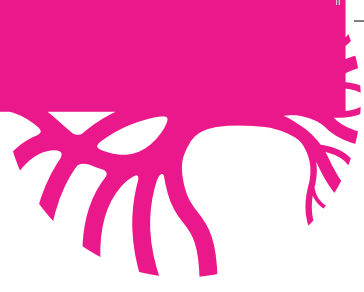
Year 9 - Combined Science - Cycle 2	Week 1 - Cells	Week 2 - Cell transport
<p>Key vocabulary</p> <ul style="list-style-type: none"> Magnification: How much bigger an object appears when using a microscope. Resolution: The smallest distance between 2 points that can be seen as 2 points, not a single blurred point. Eukaryote: A type of cell that has a nucleus, such as an animal cell, plant cell or fungus. Prokaryote: A type of cell that lacks a nucleus, such as a bacteria. Gamete: A reproductive cell that can join with another gamete to form a new organism. Haploid: Having a single set of chromosomes, rather than the two sets found in most body cells. Substrate: A substance that is changed in a reaction. Relative atomic mass: The mass of an atom compared to the standard scale, used to describe the masses of atoms and molecules. It can be found by adding the number of protons and neutrons found in the atom's nucleus. 	<ul style="list-style-type: none"> Animal cells and plants cells are both Eukaryotic cells. Animal cells contain the following organelles: Nucleus: controls cell activities, contains genetic material Cell membrane: controls which substances enter and leave cells Cytoplasm: watery jelly where cell activities occur Mitochondria: where aerobic respiration occurs. Ribosomes: for protein synthesis. Plants cells contain the above organelles plus: Cell wall: made of cellulose, supports/protects cell. Permanent vacuole: stores cell sap, keeps cell rigid. Chloroplasts: contain chlorophyll, where photosynthesis occurs. Bacterial cells are Prokaryotic cells. Organelles in bacterial cells include: Flagellum: enable the cells to be mobile. Plasmids: loops of DNA which can be transferred between cells. Slime capsules: for protection. 	<ul style="list-style-type: none"> Most Eukaryotic cells have the same organelles: nucleus, cytoplasm, cell membrane, mitochondria and ribosomes. Plant cells also have thick cell walls, chloroplasts and a permanent vacuole. Dissolved substances move into and out of cells by diffusion and active transport. Water moves in and out of cells by osmosis. Cells have a partially permeable membrane that allows some substances through it but not others. During osmosis, water molecules move from where there are more of them (a higher concentration) to where there are fewer of them (a lower concentration). A difference between two concentrations forms a concentration gradient. The bigger the concentration gradient, the faster the rate of osmosis occurs. Osmosis can cause cell tissues to gain or lose mass as water moves in or out of cells.
<p>Week 3 - Investigating Osmosis</p> <ul style="list-style-type: none"> Use a balance to measure the mass of potato slices. Place the slices into different concentrations of sugar or salt solution and leave. Remove the pieces and re-weigh after drying. Slices must be dried to ensure the mass being measured is only the potato itself and not the extra solution. Calculate the % change in mass of the potato. Plot a graph of concentration vs. change in mass. If a cell is placed in a more concentrated solution, the water inside the cell will move by osmosis into the solution. This makes the cell lose mass. If a cell is placed in a more dilute solution, water from the solution will enter the cell. This causes the cell to gain mass. The concentration which causes no change in mass will be the concentration that is the same as the inside of the cells. 	<p>Week 4 -Enzymes</p> <ul style="list-style-type: none"> Enzymes are biological catalysts which can speed up reactions or breakdown/build molecules. The substances produced in these reactions are the products. Enzymes are specific meaning only certain substrates fit certain active sites. Enzymes are denatured outside their optimum (highest rate of reaction) ranges of pH and temperature as the shape of the active site is changed Digestive enzymes: <ul style="list-style-type: none"> Amylase: breaks down starch into glucose. Lipase: breaks down lipids (fats) into fatty acids and glycerol. Protease: breaks down protein into amino acids. The rate an enzyme breaks down a substance can is calculated by: Rate (g/min) = amount of substance broken down (g) / time taken (min) 	<p>Week 5 - Chemical calculations</p> <ul style="list-style-type: none"> Conservation of mass: the mass of reactants will always be equal to the mass of the products (symbol equations must be balanced). Amounts of substances are measured in moles. 1 mol = 6.02×10^{23} particles of a substance This number is the Avogadro constant. Moles of a substance can be calculated: Number of moles = mass of substance (g) / Relative Atomic Mass Empirical formulae: simplest whole number ratio of elements in a compound. It can be found by: <ol style="list-style-type: none"> Write the mass for each element in the question. Record the RAM for each element. Calculate the number of moles (No of moles = question mass/RAM) Divide all elements by the smallest number of moles.



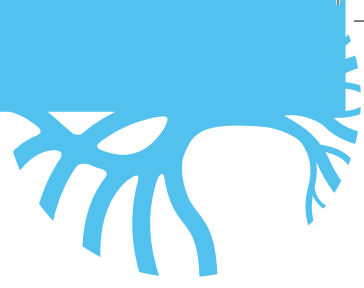
Key vocabulary	Week 6 - Rates of Reaction	Week 7 - Investigating rates of reaction (RoR)
<ul style="list-style-type: none"> Rate: The speed at which something happens, often expressed as change per unit of time. Kinetic energy: The energy stored in an object due to its motion. Measured in Joules, J. Vector: A quantity that has both magnitude (size) and direction. Force an interaction that can cause a change in motion of an object. It can be a push, pull or twist. Force is measured in Newtons (N) and is represented by F in equations. Acceleration: A change in an object's velocity due to either a change in speed or direction. Acceleration is measured in metres per second² (m/s^2) and is represented by a in equations. Catalyst: a substance that helps a chemical reaction proceed faster or more easily. Concentration: The amount of a substance in a given volume. 	<ul style="list-style-type: none"> Rate of reaction: speed at which reactants turn into products in a chemical reaction. Activation energy: The minimum energy needed for particles to successfully collide and react. Rate of reaction is affected by: <ul style="list-style-type: none"> Temperature: Higher temperatures mean greater kinetic energy of particles, increasing the frequency of successful collisions. Pressure: Compressing a gas increases the frequency of successful collisions, because the particles are squashed into a smaller area. Catalyst: Provides an alternative reaction route with a lower activation energy. Surface Area : Volume ratio: Powders have a greater SA:V ratio so there are more reactant particles available to collide. Concentration: More reactant particles increases the frequency that particles will collide causing a faster rate. 	<p>Method 1: measuring gas volume.</p> <ul style="list-style-type: none"> Use a gas syringe to record the volume of gas produced every 30 seconds. Calculate the RoR: $\text{Rate of reaction (cm}^3\text{/s)} = \frac{\text{volume of gas (cm}^3\text{)}}{\text{Time (s)}}$ <p>Method 2: measuring mass of reactants.</p> <ul style="list-style-type: none"> Use a balance to monitor the mass of reactants remaining every 30 seconds, as gas produced will be lost from the flask. Calculate the RoR: $\text{Rate of reaction (g/s)} = \frac{\text{mass in flask (g)}}{\text{Time (s)}}$  <p>1.</p>  <p>2.</p>
Week 8 - Resultant force	Week 9 - Investigating forces	Week 10 - Momentum
<ul style="list-style-type: none"> Force is a vector quantity - Arrows on force diagram show the size and direction of the force.  <ul style="list-style-type: none"> Resultant force is the total force that results from 2 or more forces acting on a single object. It is the sum of the forces acting on an object taking into account their directions. <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 constant velocity. If the resultant force on an object is non-zero, the object will accelerate in the direction of the resultant force. 	<p>Newton's 2nd Law states</p> <ul style="list-style-type: none"> The acceleration of an object is related to the object's mass and the force applied to it. The Force, F, needed to accelerate, a, a mass, m, can be calculated as: $F (N) = m (kg) \times a (m/s^2)$ <p>Method: investigating force and acceleration</p> <ol style="list-style-type: none"> Place a trolley of known mass on a ramp. Set up a light gate at either end of the ramp, ensuring it will be interrupted by the trolley. Accelerate the trolley along the ramp using a pulley and falling weight to apply a constant force. Using the light gates, record the trolley's initial and final acceleration along the ramp. Repeat steps 1-4, adding a known mass to the trolley each time. Use your data to describe the relationship between mass and acceleration. 	<p>Newton's 3rd Law describes how pairs of forces affect objects when they interact.</p> <ul style="list-style-type: none"> The two forces are the same type and will have the same magnitude, but act in opposite directions. Action-reaction forces describe how pairs of forces act on different objects. Balanced forces have the same magnitude, but act in opposite directions. Momentum, p, is the amount of motion of a mass. It can be calculated as: $\text{momentum (kg m/s)} = \text{mass (kg)} \times \text{velocity (m/s)}$ Momentum is a conserved quantity. It has the same value before and after an event Stopping distance: total distance travelled during a driver's reaction time and the braking distance. Reaction time is affected by alcohol, drugs, tiredness and distractions such as phones. Braking distance is affected by wet/icy weather, the road condition and condition of the car's brakes/tyres.



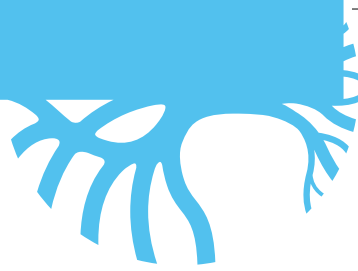
Year 9 - Computing - Cycle 2	Week 1-2 - Spreadsheets	Week 3-4 - Spreadsheet Formatting
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Cell: The boxes where data can be entered or displayed. • Formulae: Mathematical expressions or calculations entered into a cell to perform operations on data, utilising cell references and mathematical operators. • Cell Formatting: The process of adjusting the appearance of individual cells, including changes to font, alignment, borders, and background color. • Digital Marketing: The use of digital channels, platforms, and technologies to promote and advertise products or services, reaching a target audience through online means. 	<ul style="list-style-type: none"> • Cell: The boxes where data can be entered or displayed. • Column: A vertical series of cells in a spreadsheet identified by letters (A, B, C, etc.). • Row: A horizontal series of cells in a spreadsheet identified by numbers (1, 2, 3, etc.). • Formulae: Mathematical expressions or calculations entered into a cell to perform operations on data, utilising cell references and mathematical operators. • Functions: Pre-built formulae or operations that perform specific calculations or tasks, such as SUM, AVERAGE, or IF. • Cell Reference: Cell name e.g. A2 	<ul style="list-style-type: none"> • Cell Formatting: The process of adjusting the appearance of individual cells, including changes to font, alignment, borders, and background color. • Cell Borders: Lines or boundaries around a cell, column, or row, used to visually separate and define different sections of the spreadsheet. • Conditional Formatting: Applying formatting rules based on specific conditions or criteria, allowing cells to change appearance depending on their content or values. • Wrap Text: Text inside of cells fits within the width of a cell and adjusts the cell's height.
<p>Week 5-6 - Directory Management</p> <ul style="list-style-type: none"> • File: Files can be documents, images, videos, or any other type of data. • Folder: A digital container used to organise and store files. Folders can contain multiple files and subfolders, helping to maintain a neat structure. • Directory: A digital location or catalog that contains files and folders. In computing, directories are often used interchangeably with folders. • File Path: The unique address or location of a file or folder within a directory structure, typically represented as a series of nested folders separated by slashes or backslashes. 	<p>Week 7-8 - Digital Marketing Principles</p> <ul style="list-style-type: none"> • Digital Marketing: The use of digital channels, platforms, and technologies to promote and advertise products or services, reaching a target audience through online means. • Target Market: A specific group of individuals or businesses that a company aims to reach with its products or services. • Promotion: In digital marketing, promotion includes online advertising, social media campaigns, email marketing, and more. • SEO (Search Engine Optimization): Increasing traffic to a website by including certain keywords and content. 	<p>Week 9-10 - Digital Marketing Tools</p> <ul style="list-style-type: none"> • Graphics Editor: Graphics editors allow users to enhance, modify, or create visual content for use in digital marketing materials. • Desktop Publishing: Tools that enable the creation of visually appealing layouts, often used for marketing collateral like brochures, flyers, and newsletters. • Web Design: Web design tools help with the development of visually appealing and user-friendly websites, essential for effective online presence in digital marketing. • Video Editor: Video editors allow users to cut, trim, enhance, and arrange video content, making engaging videos.



Year 9 – Drama - Cycle 3	Week 1	Week 3
<p>Key vocabulary</p> <ul style="list-style-type: none"> • Theatre Alibi – A theatre company focused on storytelling • Frantic Assembly – A theatre company focused on physical theatre • Group Cohesion – The bond that causes a group to participate readily and achieve goals together • Blocking – the decision on movement and action within a scene 	<p>Different roles within a theatre company</p> <p>Director - The director is the creative leader of a theatrical production. They work closely with the cast and crew to bring the playwright's vision to life. The director guides actors in their performances, makes decisions about staging, and ensures the overall artistic coherence of the production</p> <p>Actor - An actor is a performer who embodies a character in a play or film. They use their skills to convey emotions, portray relationships, and bring the script to life on stage. Actors collaborate with the director and fellow cast members to create a compelling and authentic performance.</p> <p>Producer - The producer oversees the business and financial aspects of a theatrical production. They secure funding, manage budgets, coordinate logistics, and work to ensure the successful execution of the project. Producers play a key role in bringing together the creative and practical elements of a production.</p>	<p>Proscenium arch - The audience all sit facing the same way. The stage is often raised and the audience usually sit in raked seating, meaning that drapes and large pieces of scenery can be used without obstructing sightlines</p> <p>End on End-on staging is very similar to proscenium arch, but without the arch frame around the stage space. Many black box studios are set up with end-on staging, meaning that the stage space is on one side of the room and the audience sit on the opposite side.</p> <p>In the round When using in the round staging, the audience sit around the stage on all sides, and the performers enter and exit through the audience on walkways. In the round staging can provide an intimate atmosphere and fully immerse the audience in the play.</p>
<p>Week 5</p> <p>Set Designer - The set designer is responsible for creating the physical environment of the play. They design the scenery, including props and furniture, to enhance the storytelling and provide a visual backdrop for the actors. Set designers work closely with the director to ensure the visual elements align with the production's overall vision</p> <p>Lighting Designer - The lighting designer is in charge of creating the visual atmosphere through the use of light. They design the lighting setup to highlight actors, set elements, and create mood. Lighting designers work closely with the director to achieve the desired visual effects and convey the tone of the production</p> <p>Costume & Makeup Designer - Responsible for the visual appearance of the characters, the costume and makeup designer collaborate to create costumes that reflect the time period, setting, and personalities of the characters. They also design makeup looks to enhance the actors' features and fit the overall aesthetic of the production.</p>	<p>Week 7</p> <p>Who is Banksy?</p> <p>Banksy is a mysterious and anonymous street artist known for creating thought-provoking and politically charged art. The true identity of Banksy is unknown, but the artist gained international fame for their stenciled artworks, often found on public walls and surfaces. The art often combines dark humour with social and political commentary, addressing issues like war, inequality, and government surveillance. Despite maintaining anonymity, Banksy's work has been showcased in galleries and has had a significant impact on contemporary art.</p>	<p>Week 9</p> <p>House Manager - The house manager is responsible for the front-of-house operations during a performance. They oversee the audience experience, manage ticketing, coordinate ushers, and ensure a smooth flow of patrons in and out of the theatre. House managers play a crucial role in creating a positive and organized audience environment.</p> <p>Playwright - The playwright is the author of the play. They create the script, including dialogue, characters, and stage directions. Playwrights often collaborate with directors and other creative professionals during rehearsals, but their primary role is to provide the foundation for the theatrical production</p>



Year 9 English- Cycle 3		Week 1 - Arrogance and Abuse	Week 2 - Society
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> Ephemeral – lasting a short time Transient – impermanent; Megalomania – obsession with the exercise of power. Objectification - the action of degrading someone to the status of a mere object. Monotony (n) tedious repetition Thinly veiled criticism – a criticism of something that is not direct and obvious but easily understood and only partially hidden. Fervent – having or displaying a passionate intensity. 		<p>Key Ideas and context</p> <ul style="list-style-type: none"> Ozymandias reveals the ephemeral nature of power and warns that all power must end. My Last Duchess reveals the megalomania of a Duke and how power and arrogance have corrupted him. Shelley's poem is a veiled criticism of King George III's reign which he felt was tyrannical. Shelley reminds the public that all power must end. Structure – both poems are rigidly structured -> control; MLD structure breaks line 43 Form – Ozymandias is in a modified sonnet form – suggests self-love. <p>Key Quotation</p> <ul style="list-style-type: none"> 'I met a traveller from an antique land, /who said' Ozy 'My name is Ozymandias, King of Kings' 'Nothing beside remains.' Ozy 'That's my last Duchess painted on the wall' 'her looks went everywhere.' MLD 'I gave commands; Then all smiles stopped together.' MLD 	<p>Key Ideas and Context</p> <ul style="list-style-type: none"> London is a description of the horrors plaguing the lower classes. Emigre considers how power and conflict are irrevocably tied to location and identity. Blake was a critic of organised religion and their treatment of the poor. He was a Romantic poet and thought civilisation corrupted mankind. Structure: London has a rigid structure and rhyme scheme to mirror the repetitive nature or poverty. Form: Both write in 1st person to vividly share their experiences, esp. the senses. <p>Key Quotation</p> <ul style="list-style-type: none"> 'Marks of weakness, marks of woe.' London 'Mind forged manacles I hear' London 'There once was a country' Emigree 'It tastes of sunlight' 'They accuse me of being dark in their city' Emigree
<p>Week 3/4 - Nature</p> <p>Key Ideas and Context</p> <ul style="list-style-type: none"> Storm on the island may be about a literal storm that steals the islanders' sense of control or a metaphorical storm that refers to political uncertainty. Prelude is an autobiographical poem relating the night when Wordsworth's worldview is changed forever. Structure: enjambment is used in both to show disjointed and thoughts and loss of control. Form: SOTIL is in 1st person plural to create community; Prelude is 1st person to share personal experience A&B: SOTI may refer to a time of unrest known as the Troubles. The IRA bombed civilians. <p>Key Quotations</p> <ul style="list-style-type: none"> We our prepared: we build our houses squat' SOTI 'raise a tragic chorus' 'spits like a tame cat/turned savage' SOTI 'It was an act of stealth/and troubled pleasure' Prelude 'A huge peak, black and huge...up reared its head.' 		<p>Week 5 -Identity in Tissue</p> <p>Key Ideas and Context</p> <ul style="list-style-type: none"> Tissue explores the nature of identity itself. Dharker's identity is itself a combination of multiple cultures – Pakistani, Scottish, Welsh and Indian. This background provides a unique perspective. Structure: Tissue's enjambment reflects the ongoing creative process of identity. <p>Key Quotations</p> <ul style="list-style-type: none"> 'Pages smoothed and stroked' Tissue 'trace a grand design//with living tissue' 'turned into your skin.' Tissue 	<p>Week 6 - Identity in Checking out Me History</p> <p>Key Ideas and Context</p> <ul style="list-style-type: none"> Checking out Me History conveys Agard's anger at white euro-centric education that left him ignorance of his own identity. COMH – no conventional structure. Form: COMH refuses to employ standard English forms, possibly as a form of protest . A&B: COMH is a racially charged poem but some argue that it also insights criticism of class as well. <p>Key Quotations</p> <ul style="list-style-type: none"> 'Dem tell me/Wha dem want to tell me' COMH 'bandage up me eye' 'I carving out me identity' COMH



Key vocabulary	Week 6 - Effect of Conflict in Remains	Week 7 - Effect of Conflict in War Photographer
<ul style="list-style-type: none"> • Poignant (adj) – evoking sadness. • Euro-centric: a point of view that is heavily biased towards, or influenced by White European history. • Ostracise (v) – to exclude from a society or group. • Combatant (n) – a person directly involved in combat. • Deindividualization – where a person's individual identity is removed. • Patriotism (n) - support for one's country. • Self-condemnation (n) - the blaming of oneself for something 	<p>Key Ideas and key context</p> <ul style="list-style-type: none"> • Remains is crafted like a conversational story from a ex-soldier. He recounts an episode where he killed a looter in a war and then goes on to explain how it has affected him: he has been left with PTSD, unable to move on. • Structure – Remains uses the shift from conversational tone to a recurring focus to show how the episode's effects. • Form – Remains employs 1st person, conversational tone; WP is 3rd person. • Remains can be seen as an • implicit criticism of the government's treatment of PTSD in veterans. <p>Key Quotation</p> <ul style="list-style-type: none"> • 'I see every round as it rips through his life / I see broad daylight on the other side.' Remains • 'his bloody life in my bloody hands.' Remains 	<p>Key Ideas and key context</p> <ul style="list-style-type: none"> • War photographer follows the life of a war photographer between jobs – his memories return as he develops the photos he has taken. The final stanza concerns the public's reaction to these pictures. • The poem focuses on two main themes: the horror of war our increasing indifference to the victims of conflict. These themes are revealed not only through Duffy's word choice and imagery, but also through the central paradox that while the imagery of war is more widespread and prevalent than at any other time in history, its impact upon those of us exposed to it is rapidly declining. • The poem is laid out in four regular six-line stanzas, with each stanza ending in a rhyming couplet. This structure is interesting since its very rigid order contrasts with the chaotic, disturbing images described in the poem <p>Key Quotation</p> <ul style="list-style-type: none"> • "spools of suffering" • "set out in ordered rows" • "as though this were a church and he a priest, preparing to intone a mass."
Week 8 - Effect of Conflict in Kamikaze	Week 9 - Effect of Conflict in Poppies	Week 10 - Revision of all
<p>Key Ideas and key context</p> <ul style="list-style-type: none"> • Kamikaze tells the story of a pilot who didn't complete his mission and the stigma he faced on his return. • Kamikaze pilots followed ideals called Bushido. To break these rules was to invite dishonour on yourself and your family. In Japanese culture, honour and shame play a significant role in people's choices. • Form – Kamikaze is 3rd person - • What does Garland's discussion of Japanese culture reveal about our own reactions to shame and honour. <p>Key Quotation</p> <ul style="list-style-type: none"> • 'Her father embarked at sunrise' • 'A shaven head/ full of powerful incantations.' Kamikaze • 'till gradually we too learned to be silent' "which had been the better way to die" Kamikaze 	<p>Key Ideas and key context</p> <ul style="list-style-type: none"> • Poppies explores the effects of war on non-combatants, in this case a mother of a 'dead' soldier. • Structure – Poppies employs frequent enjambment and caesura to represent loss of emotional control. • The poem looks at a mother of a son who has grown up and gone to war. The poem contains many clues that this is a modern conflict, however the poem ends at the memorial, suggesting the son died at war and is now missed by the mother who fears the worst. The poem is based heavily around the idea of poppies and the idea of memory. The poem explores sadness and pride and unusually avoids commenting on the war itself. <p>Key Quotation</p> <ul style="list-style-type: none"> • 'spasms of paper red' 'Sellotape bandaged around my hand' Poppies • 'After you'd gone I went into your bedroom, / released a song bird from its cage.' Poppies 	



Year 9 - French- Cycle 3		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content	
Classroom interaction language		Le temps-libre	Free-time	Quand j'étais plus jeune	When I was younger
<ul style="list-style-type: none"> ● Salut - Hi ● Ça va? – How are you? (How is it going?) ● Ça va bien – I am well (it is going well) ● Ça ne va pas – I am not well (it's not going well) ● Merci – Thank you ● Et toi? – And you? ● Comment dit-on...en français? – How do you say...in French? ● On va... - We are going to... ● On va parler – we are going to talk ● On va jouer – we are going to play ● On va écouter – we are going to listen ● Trois, deux, un – Three, two, one ● Regardez-moi – Look at me 	Je suis fana de	I am a fan of	Je jouais	I used to play/I was playing	
	Je me passionne pour	I am passionate about	Je faisais	I used to do	
	Je suis fou de	I am crazy about (m)	Je mangeais	I used to prefer	
	Je suis folle de	I am crazy about (f)	Je prenais	I used to take (eat)	
	la natation	swimming	Je lisais	I used to read	
	La lecture	reading	Je regardais	I used to watch	
	pendant	during	Je choisissais	I used to choose	
	une équipe	a team	Ce que j'aimais, c'est	What I used to like is	
	d'habitude	Usually	Ce que je détestais, c'est	What I used to hate is	
	toujours	always			
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content		Week 5 - key vocabulary and content	
Je ne peux pas supporter	I can't stand	Le journal	The newspaper	Je suis allé(e)	I went/have been
Je suis accro	I am addicted	Un roman	A novel	J'ai quitté	I (have) left
une perte de temps	A waste of time	Plus...que	More...than	J'ai raté	I (have) missed
une émission	A programme	ensemble	together	J'ai retrouvé	I (have) met up with
un jeu télévisé	A game show	depuis	since (for)	J'ai acheté	I (have) bought
un documentaire	A documentary	jamais	never	J'ai passé	I (have) spent (time)
les actualités	The television news	à	to/at	C'était	It was
un feuilleton	A soap opera	tout le monde	everyone (the whole world)	L'année dernière	Last year
passionnant(e)	Exciting	rarement	Rarely	Le chanteur/la chanteuse	The singer m/f
J'ai horreur de	I hate	tous les jours	Every day	Le chanson	The song
effrayant(e)	scary	rien	nothing		



Classroom interaction language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content
<ul style="list-style-type: none"> un stylo violet – a purple pen un stylo noir – a black pen Est-ce que je peux...? – Can I...? Est-ce que je peux avoir...? – Can I have...? Est-ce que je peux faire...? – Can I do...? Est-ce que je peux faire les points? – Can I do the points? Est-ce que je peux aller aux toilettes? – Can I go to the toilet? C'est vrai – it is true C'est faux – it is false C'est correct – it is correct C'est juste – it is fair A mon avis – In my opinion Je pense que – I think that D'une part... d'autre part... - on the one hand...on the other hand 	<p>Sur la photo</p> <p>In the photo</p> <p>Je vois</p> <p>I see</p> <p>Il y a</p> <p>There is</p> <p>sembler</p> <p>To seem</p> <p>Il/elle semble</p> <p>He/she seems</p> <p>Il/elle est en train de</p> <p>He/she is in the middle of</p> <p>Ils sont en train de</p> <p>They are in the middle of</p> <p>Je dirais que</p> <p>I would say that</p>	<p>À l'avenir</p> <p>In the future</p> <p>demain</p> <p>Tomorrow</p> <p>La semaine prochaine</p> <p>Next week</p> <p>Le weekend prochain</p> <p>Next weekend</p> <p>Je vais</p> <p>I am going/I go</p> <p>Tu vas</p> <p>You are going/you go (sing)</p> <p>Il /elle va</p> <p>He/she is going/goes</p> <p>Nous allons</p> <p>We are going/go</p> <p>Vous allez</p> <p>You are going/go (pl)</p> <p>Ils/elle vont</p> <p>They are going (m/f)</p>
Week 8 - key vocabulary and content	Week 9 - key vocabulary and content	Week 10 - key vocabulary and content
<p>Il y a</p> <p>There is/are</p> <p>Il n'y a pas de</p> <p>There isn't/aren't</p> <p>Il y avait</p> <p>There was/were</p> <p>Il n'y avait pas de</p> <p>There isn't/weren't</p> <p>Il faut</p> <p>You must/need to</p> <p>Il ne faut pas</p> <p>You mustn't</p> <p>Je l'aime</p> <p>I like it</p> <p>Je l'adore</p> <p>I love it</p> <p>Je les aime</p> <p>I like them</p> <p>Je les adore</p> <p>I love them</p> <p>Je le/la déteste</p> <p>I hate it</p> <p>Je les déteste</p> <p>I hate them</p>	<p>Je m'appelle</p> <p>I call myself</p> <p>Je me demande</p> <p>I ask myself</p> <p>Je me regarde</p> <p>I look at myself</p> <p>Je m'amuse</p> <p>I have fun</p> <p>Je me lave</p> <p>I wash</p> <p>Je me lève</p> <p>I get up</p> <p>Je me présente</p> <p>I introduce myself</p> <p>Je me réveille</p> <p>I wake up</p> <p>réveiller</p> <p>To wake up</p> <p>S'appeller</p> <p>To call oneself</p>	<p>Revision of all previous vocabulary/structures</p>



Year 9 - Geography- Cycle 3	Week 1 – Growth	Week 2 - Push & Pull
<p>Key Vocabulary</p> <p>Slum: A highly populated urban residential area consisting of densely packed housing units of weak build quality and often associated with poverty.</p> <p>World City: The most important cities in the world in terms of economic and cultural impacts.</p> <p>Deindustrialisation: A process in which the industrial activity in a country or region is removed or reduced because of a major economic or social change.</p> <p>Regeneration: Long term upgrading of existing places for urban, rural, industrial and commercial areas.</p>	<p>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.</p> <p>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!</p> <p>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.</p> <p>Internal growth: growth within a city that results from births among the resident population rather than people moving into the city.</p>	<p>Rural- Urban Migration</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Out of villages</p> <p>Push Factors</p>  <ul style="list-style-type: none"> • few services • lack of job opportunities • unhappy life • poor transport links • natural disasters • wars • shortage of food </div> <div style="text-align: center;"> <p>Into the cities</p> <p>Pull Factors</p>  <ul style="list-style-type: none"> • access to services • better job opportunities • more entertainment facilities • better transport links • improved living conditions • hope for a better way of life • family links </div> </div>
<p>Week 3 – Slums</p> <p>Informal sector: jobs where people do not pay tax and have no legal working rights, for example selling fruit at a street market.</p> <p>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.</p> <p>Infrastructure of often poor and there are problems with electricity and sanitation. This informal housing is often known as slums or squatter settlements.</p> <p>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.</p>	<p>Week 4 – Dharavi</p> <p>Dharavi is located in Mumbai and is India’s largest slum. It has nearly one million people crammed into one square mile.</p> <p>Water full of diseases – high levels of typhoid, diphtheria.</p> <p>Doctors deal with 4000 cases per day of sickness caused by poor sanitation.</p> <p>85% of people have a job in the slum.</p> <p>There are 15,000 one-room factories in the slum with a turnover of \$1 billion per year.</p> <p>In the UK, 23% of our waste is recycled; 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.</p>	<p>Week 5 – Jakarta</p> <p>Jakarta, the Indonesian capital, is home to 10 million people but it is one of the fastest-sinking cities in the world.</p> <p>It sits on swampy land with 13 rivers running through it. Flooding is frequent.</p> <p>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.</p> <p>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.</p>



Key Vocabulary	Week 6 – World City	Week 7 – Exeter
<p>Sustainable: To meet the needs of the present without compromising future generations to meet their own needs.</p> <p>Urban Greening: creating a mutually beneficial relationship between people who reside in the city and the environment, through public landscaping and urban forestry.</p>	<p>A world city is one considered to be an important hub in the global economic system.</p> <p>Characteristics of world cities:</p> <ul style="list-style-type: none"> 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. 	<p>Exeter has a population of 128,900. Princesshay shopping centre and the high street was redeveloped between 2005 and 2007 costing £225 million.</p> <p>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.</p> <p>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.</p>
Week 8 – Sustainable City	Week 9 – Masdar City	Week 10 – Longyearbyen
<p>A sustainable city offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy.</p> <p>Key features of a sustainable city:</p> <ul style="list-style-type: none"> 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. 	<p>Masdar City, in the UAE, relies on solar energy and other renewable sources.</p> <p>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.</p> <p>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.</p> <p>Buildings are clustered together to shield people from the sun. Masdar is powered by a 22-hectare field of solar panels.</p>	<p>The world's northernmost town in Longyearbyen which is located in the Norwegian archipelago of Svalbard. It has 2,400 citizens.</p> <p>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.</p> <p>The town has all the amenities of a modern town, including a school, church and restaurants.</p> <p>Longyearbyen is home to the famous Doomsday Seed Vault which stores every known crop on the planet.</p> <p>No burials of people have happened in Longyearbyen for over 80 years due to the icy conditions and permafrost preventing bodies from decomposing!</p>

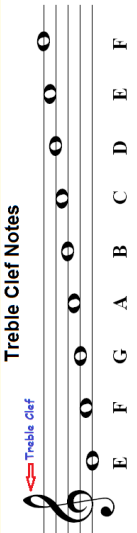
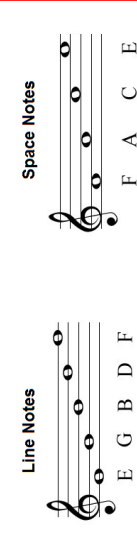

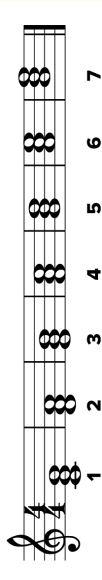

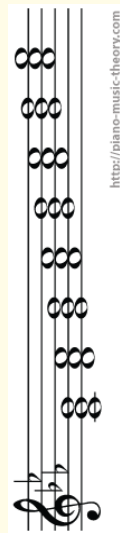


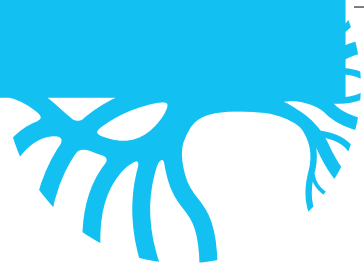
Year 9 - History - Cycle 3	Week 1 –	Week 2 –
<p>Key images</p> 	<p>Poverty: To lack the basics (food, shelter, money etc.) to live comfortably</p> <p>Slums: Poor housing – overcrowded and badly maintained</p> <p>Legislation: Laws to bring about change and improvement</p> <p>Pension: Regular payments made to the elderly and retired</p> <p>Welfare State: A system whereby the government protects the health and well-being of its people, especially those in financial or social need, by means of grants, pensions, and other benefits.</p> <p>Commonwealth: An international association consisting of the UK together with states that were previously part of the British Empire</p> <p>Discrimination: To single out a particular person or group</p> <p>Hostile: Unwelcoming and threatening</p> <p>Immigrants: People who come into a country from abroad and settle there</p> <p>Windrush: The generation of immigrants who arrived from the Caribbean</p>	<p>Racism: The poor treatment of a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority</p> <p>Activist: A person who works to bring about positive change. For example, a climate change activist.</p> <p>OBE (Order of the British Empire): An award given to those who make a significant contribution to charity, welfare, arts and sciences.</p> <p>Diversity: Including people from a full range of different backgrounds</p> <p>Prejudice: To pre-judge someone / people based upon existing ideas</p> <p>Multicultural: The blending of different races, religions and practices</p> <p>Feminism: The supporting of women’s rights and gender equality</p> <p>Oppression: The cruel mis-use of power</p>
<p>Week 3 –</p> <p>Counterculture: Ideas that go against the common beliefs and behaviours at that time</p> <p>Beatlemania: The fanatical behaviour shown by fans (mainly screaming girls) of the Beatles in the 1960s</p> <p>Traditional: ‘Old fashioned’ and long-running</p> <p>Liberal: To protect individuals’ rights and freedoms</p> <p>Progressive: Modern and forward-thinking</p> <p>Working class: The social group of people who are employed in low-skilled manual or industrial work.</p> <p>Controversial: To provoke strong views and mixed opinions</p>	<p>Week 4 –</p> <p>Trade unions: Groups of workers who campaign for better conditions (less hours and more pay) for their members</p> <p>Poll Tax: An ‘equal’ tax. All people (rich and poor) pay the same amount.</p> <p>Premiership: The office or position of Prime Minister</p> <p>Thatcherism: The ideas and policies of Prime Minister, Margaret Thatcher (1979-1990)</p> <p>LGBTQ+: An initialism that stands for lesbian, gay, bisexual, and transgender</p> <p>Civil rights: Political and social freedom. Examples include, the right to vote or to travel freely on public transport</p> <p>Stigma: A mark of disgrace</p>	<p>Week 5 –</p> <p>Capitalism: An economic (money) system in which citizens, not governments, own and run companies. These companies compete with other companies for business and profit.</p> <p>Communism: A political idea that supports a classless system in which the means of production (factories and business, etc.) are owned by all and there is no private property.</p> <p>Superpower: A very powerful and influential nation (used especially with reference to the US and the former Soviet Union when these were seen as the two most powerful nations in the world).</p> <p>Cold War: The state of tension that existed between The West (principally the USA and Western Europe) and the Soviet Union (Now Russia) between 1945 and 1990.</p>



Key Images	Week 6 –	Week 7 –
 	<p>Annihilation: The complete destruction of a thing or place</p> <p>Cuba: A north Caribbean island country, 90 miles from Florida</p> <p>John F Kennedy: The US President from 1960-1963</p> <p>Brinkmanship: Following a dangerous policy to the limits of safety and then stopping.</p> <p>Nikita Khrushchev: First Secretary of the Communist Party of the Soviet Union from 1953 to 1964</p> <p>Vietnam: A South-East Asia country bordering China. The USA fought against Communism in the north of Vietnam during the Cold War.</p> <p>Ho Chi Minh: The President of Vietnam from 1945-1969.</p> <p>Draft Card: A card sent by the government to an individual to tell them that they are obliged to enlist in the military.</p> <p>Napalm: A highly-flammable sticky jelly used in bombs and flame-throwers</p> <p>Atrocities: Terrible, cruel, violent acts committed against humanity</p>	<p>Space Race: The competition between the USA and the Soviet Union to put the first man in space and then the first man on the moon. Yuri Gagarin became the first man in space in 1961. Neil Armstrong became the first man on the moon in 1969.</p> <p>Controversy: An act or event that sparks strong views and mixed opinions</p> <p>Astronaut: A space traveller</p> <p>Pride: a feeling of deep pleasure or satisfaction derived from one's own achievements, the achievements of those with whom one is closely associated, or from qualities or possessions that are widely admired.</p> <p>Technology: Using science and engineering to make practical progress. Examples from history include the development of factories, vehicles (including space travel), medical aids and the internet.</p>
Week 8 –	Week 9 –	Week 10 –
<p>The Big Three: The leaders of the three main victorious Allied nations at the end of The Second World War. These were President Harry Truman (USA), Josef Stalin (Soviet Union) and Prime Minister Winston Churchill (Great Britain)</p> <p>Occupation: The taking over of an area or country by a foreign power and the positioning of troops to establish control. Berlin was occupied by British, French, US and Soviet forces after The Second World War.</p> <p>Blockade: The process of preventing goods and supplied from leaving / entering an area or country. Berlin was blockaded by the Soviet Union in 1948-49.</p> <p>Defection: To escape / run away from one's own country to join an enemy or opposing country / political system.</p>	<p>Extremist: A person who holds extreme political or religious views, especially one who supports illegal, violent, or other extreme action.</p> <p>Terrorist: a person who uses unlawful violence (especially against civilians) and creates fear, in the pursuit of political aims.</p> <p>Al-Qaeda: "The Base" - Al-Qaeda works for the violent removal of all foreign and secular (non-religious) influences in Muslim countries</p> <p>Ideology: A system / belief based upon a set of ideas and theories.</p> <p>Mosques: A Muslim place of worship.</p> <p>Memorials: Structures or statues designed to remind people of a person or event</p>	<p>Commemorate: To remember. This could be for the life of an individual (e.g. Florence Nightingale) or the lives lost in a conflict (e.g. the world wars)</p> <p>Patriotic: To be proud of your own country and its achievements. An example would be supporting Great Britain's competitors at the Olympic Games.</p> <p>Jubilee: A special anniversary of an event. For example, the Platinum Jubilee for Queen Elizabeth II's 70 years on the throne was held in 2022</p> <p>Pageant: A celebratory costume parade</p> <p>Memorabilia: Items sold to commemorate an event. For example, mugs and flags were sold for the 2022 Platinum Jubilee.</p> <p>Brexit: The abbreviation for "Britain exiting the European Union". This was the result of a referendum (yes or no vote) held in 2016.</p>



Year 9 - Music - Cycle 3	Week 1 – content	Week 3 - content
<p>Key vocabulary</p> <ol style="list-style-type: none"> Broken Chord – Playing a chord one note at a time. Similar to an arpeggio. Intro - Music specifically used for the beginning of the song. Inversion- Rearrangement of notes in a chord. Melody - A sequence of single notes. The 'tune'. Major chord - In music theory, a major chord is a chord that has a root, major third, and perfect fifth. Minor chord - In music theory, a minor chord is a chord that has a root, minor third, and perfect fifth. Riff- Repeated short melodic or rhythmic figure. Root - The root of the chord is always the note that is the basis for the chord. Tempo - The speed of the music. Outro - The part of the lyrics that changes content but reuses the musical structure 	<ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> Twist and Shout The Beatles 1961 Stairway to Heaven Led Zeppelin 1971 <ul style="list-style-type: none"> Music Theory (optional) <p>This is the treble clef. Copy this into your book. Use the lines already in your book. You will need to draw a treble clef.</p>  <p>Treble Clef Notes</p>  <p>Line Notes Space Notes</p> <p>E G B D F F A C E</p> <ul style="list-style-type: none"> Practice (optional week 1-6) <p>Week 1 – 6 you will be working independently. If you have an instrument try playing the song your band have chosen. You are welcome to come at break/lunch. You can log onto Bandlab for Education at home and work on your track.</p>	<ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> War Bob Marley and The Wailers 1976 Wuthering Heights Kate Bush 1978 <ul style="list-style-type: none"> Music Theory (optional) <p>Draw a treble clef and write out a C major scale. Use the lines in your book to write this.</p>  <p>C D E F G A B C</p> <p>Then add the chords, use the example below to help.</p>  <p>1 2 3 4 5 6 7</p> <p>Label the chords with the correct number and chord symbol. E.g the first chord in C major is C, and is chord</p> <ol style="list-style-type: none"> These are the diatonic chords of C major.
<ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> Wonderwall Oasis 1995 Say My Name Destiny's Child 1999 <ul style="list-style-type: none"> Music Theory (optional) <p>Draw a treble clef and write out a C minor scale.</p>  <p>C D E, F G A, B, C</p>	<ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> I Don't Feel Like Dancing Scissor 2006 Get Lucky Get Lucky 2013 <ul style="list-style-type: none"> Music Theory (optional) <p>Write out the chords of C minor.</p>  <p>http://piano-music-theory.com</p>	<ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> The Wire Haim 2013 Crown Stormzy 2019 <ul style="list-style-type: none"> Music Theory (optional) <p>Create a chord progression using chords from C minor. Use at least 1 inversion. Try to create a falling melody line in the highest part.</p>
Week 5 - content	Week 7 - content	Week 9 - content



Year 9 – Personal Development - Cycle 3	Week 2 - PSHE	Week 4 - PSHE
<p>Week 2 PSHE Key vocabulary/content/ideas</p> <p>Employment – the state of having paid work.</p> <p>Democracy – One of the British Values. a system of government voted in by the whole population.</p> <p>Human rights – a right which is believed to belong to every person.</p> <p>Inclusivity – including all types of people, things or ideas and treating them all fairly and equally.</p> <p>Campaign - an organised course of action to achieve a goal.</p>	<p>Types of qualifications – this is not all of them! The highest level you can achieve is level 8 in England. At your age you will currently be looking at level 1 and 2 qualifications. When you leave at 16 you can access level 3.</p> <p>Entry level – Level 1 usually pre-GCSE</p> <p>GCSE – Level 2 subject based qualification</p> <p>Cambridge National and BTEC - Career based qualifications at level 1, 2 or 3</p> <p>A Level - Subject based qualifications at level 3</p> <p>T Level – Technical qualification at level 3</p> <p>Apprenticeship – work based qualification at level 2-7</p> <p>NVQ – work based qualification from level 1-7.</p> <p>Degree – subject based qualification levels 4, 5 and 6.</p> <p>Post-graduate or masters – Subject or career based qualification at level 7.</p> <p>PHD – doctorate level 8 qualification.</p> <p>At Cranbrook we offer level 1 and 2 qualifications.</p>	<p>Human rights act - The Human Rights Act helps us hold authorities to account when things go wrong. Over the centuries, ordinary British people have fought and died for the rights we enjoy today. Scrapping the Human Rights Act is still on the government's to-do list.</p> <p>Amnesty International – the world's leading human rights organisation, campaigning against injustice and inequality everywhere.</p> <p>Gretha Thurnberg – known for challenging world leaders to take immediate action for climate change mitigation.</p> <p>Protest – A statement or action expressing disapproval of or objection to something. Protest is a human right because it allows people to stand up for what they believe in.</p>
<p>Week 6 RPE Key vocabulary/content/ideas</p> <p>Freedom – Being free from restraints of all types.</p> <p>Free will – The ability to make choices for ourselves.</p> <p>Allegory – A story, poem or picture with a hidden meaning.</p> <p>Permissible – Permitted or allowed.</p> <p>Atheist - A person that does not believe in God.</p>	<p>Week 8 - RPE</p> <p>Religions find it difficult to discuss how far humans should have 'free will'. Most religions state that God must have created humans with free will so that they can make choices in how to act. God did not want to create robots but instead humans that choose freely. "Man can do what he wants but he cannot will what he wills." - You are free to do whatever you desire. But you are <i>not</i> free to choose your desires.</p> <p>Moral evil - a term given to suffering inflicted by people on each other, for example, murder. Suffering is the pain (physical or emotional) which a person goes through for any reason.</p> <p>Plato's cave allegory - Leadership can often fall into the wrong hands, and we may be fed lies to keep in place.</p>	<p>Week 10 - RPE</p> <p>Hard determinism - The belief that all our actions are determined by prior causes therefore we have no freewill.</p> <p>Soft determinism - The belief that we are partly free but also partly not free.</p> <p>Libertarian - Someone that has the belief that we are completely free.</p> <p>The Euthyphro Dilemma - Is something good because it comes from God? Or does God see goodness in the world and endorse it.</p> <p>10 commandments – 10 laws given by God to Moses to share amongst Christians.</p> <p>State atheism - the official promotion of atheism by a government, sometimes combined with active suppression of religious freedom and practice.</p> <p>Secular state - officially neutral in matters of religion, supporting neither religion nor irreligion.</p>

