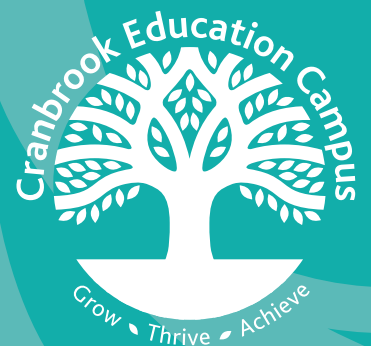


Knowledge Organiser

Year 9
Cycle One



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 | |

| | |
|------------------------|-----------------|
| MFL languagenut | languagenut.com |
| Username: | |
| Password | |



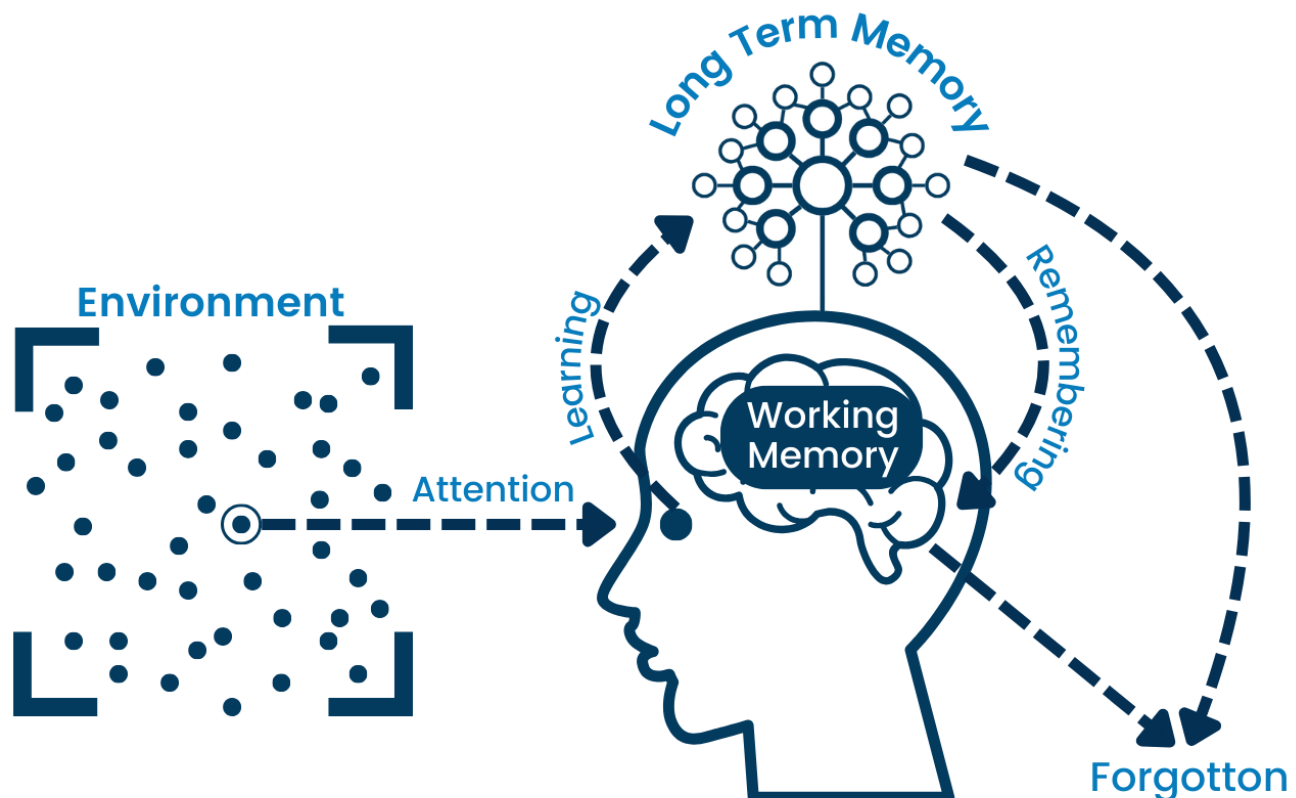
How do we learn?

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** (or **KOs**) 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.

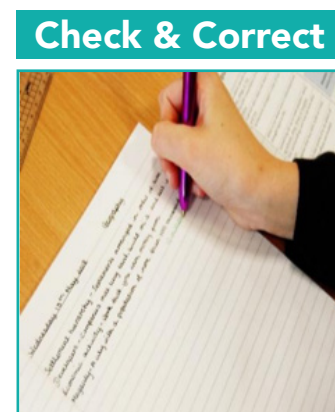
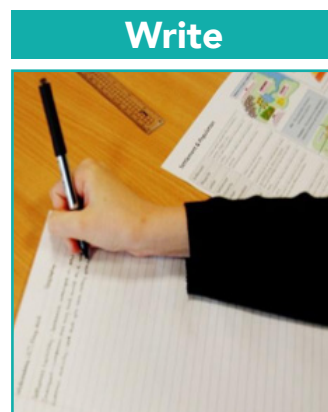
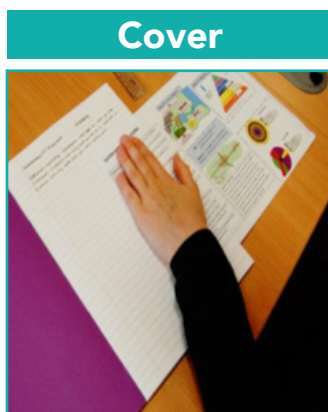
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser 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.



- » **Self-quizzing questions:** Use the content in your KO to write a series of questions (vary the command words you use - *state, describe, explain, compare* and so on) and then quiz yourself to ensure you can answer them. Save the questions and use them for some spaced practice, or quiz a friend with them.
- » **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: tinyurl.com/34e5p6f6
- » **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

The schedule below shows you what independent study you should be completing each day. This includes your online work such as Sparx Maths and Science; subjects such as History and Geography where you will use your knowledge organiser and educake; and subjects where you should use some of the self-quizzing techniques detailed above in your **Knowledge Organiser workbook**.

In years 10 and 11, you will notice an increased focus on preparing you for your GCSE exams. This means teachers will start to use exam materials and other independent study tasks in addition to your KO and online platforms. You will also be provided with a **Countdown booklet** in the run up to any PPEs or exams to really focus your revision.

The schedule also shows how long you should spend on each task, the day you are allocated time to complete the task and also the day the task needs to be handed in. Work in your KO workbook will be checked in class by your subject teachers. If you have not completed any of your independent study tasks, you will be required to attend a 2 hour non-completion detention after school on the following Monday to catch up and get ahead with your homework.

| Year 9, 10 and 11 | | | | | | |
|-------------------|-------------------|--------|---|--------|---|---|
| | 15 min | 15 min | 15 min | 15 min | Specialist support | Non-completion detention |
| Monday | Maths | | | | MFL Languagenut & Comprehension | Monday afterschool 3 - 5 pm You will not need to attend the detention if all homework is completed by 3 pm on Monday |
| Tuesday | English | | | | Maths | |
| Wednesday | Science | | | | English | |
| Thursday | Geography/History | | Options subject: Drama/Art/Music/ Sports Science/ Computer Science | | Science | |
| Friday | MFL languagenut | | Comprehension | | Geography/ History and Option subject | |

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.

Other useful information

A series of horizontal dotted lines for writing notes.









How should I present my work?

At CEC, we are **PROUD** our work and this shows in the presentation of work in books and booklets.

- » Book work and booklet tasks are completed in **blue** or **black** pen only.
- » Work in books is set out in the same way using **DUMTUMS** (Date, Underline, Miss a line, Title or Learning intention, Underline, Miss a line, Start).
- » Work is underlined with a ruler.
- » All tasks are completed neatly and to the highest of standard.
- » There is no doodling, tearing or scribbling in books or booklets – any defacing will be sanctioned.
- » Any mistakes are neatly crossed through with a single line.
- » There are no unintended empty spaces left in books.
- » Response to feedback and self assessment is completed in a **purple** pen.
- » Any incomplete tasks should have a written reason (such as “absent, on school trip”).
- » The full date should be written at the top left hand side of the page.
- » In Mathematics and Science the date should be written in figures.
- » Each calculation must be clearly numbered with a number or letter to distinguish it from working figures.

What are Talk Tactics?

Oracy - the ability to express yourself fluently in speech - is an important skill for all your subjects. Use the Talk Tactics below in class discussions and to help you formulate your verbal responses to questions.

| | | |
|---|---|---|
| <p>Instigate: </p> <p>Present an idea or open up a new line of inquiry</p> <p>“ I would like to start by saying _ “ I think ____ “ We haven’t yet talked about _</p> | <p>Probe: </p> <p>Dig deeper, ask for evidence or justification of ideas</p> <p>“ Why do you think ___? “ What evidence do you have to support X idea? “ Could you provide an example?</p> | <p>Challenge: </p> <p>Disagree or present an alternative argument</p> <p>“ I disagree because ____ “ To challenge you X, I think ____ “ I understand your point of view, but have you thought about ____?</p> |
| <p>Clarify: </p> <p>Asking questions to make things clearer and check your understanding</p> <p>“ So are you saying ____? “ Does that mean ____? “ Can you clarify what you mean by ____?</p> | <p>Summarise: </p> <p>Identify and recap the main ideas</p> <p>“ So far we have talked about ____ “ The main points raised today were ____ “ Our discussion focused on ____</p> | <p>Build: </p> <p>Develop, add to or elaborate on an idea</p> <p>“ Building on X’s idea ____ “ I agree and would like to add ____ “ X’s idea made me think ____</p> |



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 - Combined Science - Cycle 1 | Week 1 - Ecosystems | Week 2 - Sampling methods |
|---|--|---|
| <p>Key vocabulary</p> <ul style="list-style-type: none"> Abiotic: non-living factors which affect the distribution of organisms. Biotic: living factors which affect the distribution of organisms. Community: populations of different species. Ecosystem: all the organisms and the environment in which they live. Habitat: all the organisms which affect a species and the local environment. Mixtures: impure substances, containing 2 or more elements/compounds not chemically joined together. Mutualism: organisms live together and mutually benefit. Parasitism: a feeding relationship where one organism (the parasite) benefits from feeding off the host who is usually harmed. Pollutant: substances harmful to the environment. Population: all individuals within a species. | <ul style="list-style-type: none"> Within an ecosystem there are different levels of organisation. Organism that live and interact in an ecosystem form a community. Within a community, populations of different species depend on each other for resources - they are interdependent. Each population of species lives within a particular habitat in the ecosystem. Different species within a community will have different effects on each other. Competition occurs when 2 species compete for the same resource. E.g. food, water, mates, light. Predation occurs when one species eats another and numbers are correlated in the predator-prey cycle The distribution of organisms is affected by: <ul style="list-style-type: none"> Abiotic factors – temperature, light, water, pollutants. Biotic factors – competition, predation. | <ul style="list-style-type: none"> Abundance is a measure of how common something is in an area, such as population size. You can estimate population size by taking samples using quadrats - placed randomly along a line and each individual counted within the quadrat. Distribution of a species if determined using a belt transect. Population size = number of organisms in all quadrats x (total size of area/ total area of quadrats) Some organisms work together to survive in a mutualistic relationship, while others depend on a host in a parasitic relationship. Substances that cause harm in the environment are pollutants. Human interactions within ecosystems can be positive (+) and negative (-). Fish farming: + reduces overfishing, preserves wild stocks, - pollutants, spread of disease & parasites. Non-indigenous species: + used to control populations out of control, - out-competing native species. |
| <p>Week 3 - Material cycles</p> <ul style="list-style-type: none"> Eutrophication occurs when water becomes over-enriched with nutrients and causes aquatic animals and plants to die. Conservation: + preserves the biodiversity of a habitat (difficult if the habitat is under threat). Reforestation: + increased number & type of trees grown leads to more habitats and species numbers. The main nutrient cycles are: <ul style="list-style-type: none"> Carbon cycle: involves carbon dioxide in the air; photosynthesis, respiration, digestion and waste materials, death, decay and decomposition, fossil fuels and combustion. Nitrogen cycle: involves lightning, decomposition & nitrogen fixing bacteria. Farmers rotate crops to increase nitrates in the soil for plant growth. Water cycle: involves evaporation, condensation. Ground water is made potable (safe to drink) via using chemicals or desalination. | <p>Week 4 - States of matter</p> <ul style="list-style-type: none"> Solid: Particles in fixed positions, regular arrangement, vibrate in fixed positions when heated. Lowest energy. Liquid: Particles are touching but can flow past each other & take the shape of an object. Has more energy than a solid but less than a gas. Gas: Random arrangement of particles, not touching, moving fast in all directions. Changes between the states are known as physical changes and are reversible. | <p>Week 5 - Separating mixtures</p> <ul style="list-style-type: none"> Mixtures can be separated using physical techniques. Filtration: separating insoluble solids from a mixture. Simple distillation: separating a mixture from a liquid based on boiling point. Heating causes evaporation and then cooling causes condensation. It is used to make seawater potable (drinkable). Fractional distillation: evaporation followed by condensation, to separate a mixture from liquids with similar different boiling points into different fractions. Paper chromatography: the separation of mixtures of soluble substances by running a solvent (mobile phase) through the mixture on the paper (stationary phase) which causes the substances to move at different rates over the paper. <p>$R_f = \frac{\text{distance moved by the spot}}{\text{distance moved by the solvent}}$</p> |

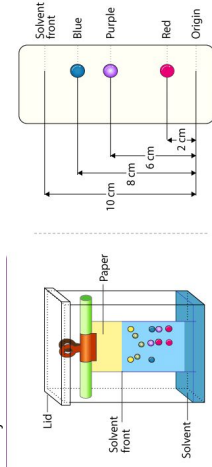


Key vocabulary

- **Acceleration, a:** a change in velocity. Measured in m/s^2 .
- **Efficiency:** the proportion of energy a system transfers usefully.
- **Energy:** the ability of a system to do work.
- **Gravitational potential energy:** energy stored in an object due to its position in a gravitational field. Measured in Joules (J).
- **Insulation:** method or material used to reduce energy transfer by heating.
- **Kinetic energy:** energy stored in a moving object. Measured in Joules (J).
- **Non-renewable (fuel):** an energy resource which is finite (will run out) as the supply cannot be replaced.
- **Renewable (fuel):** An energy resource that will never run out.
- **Speed:** distance travelled by an object in a certain time. Measured in metres per second (m/s).
- **Velocity:** speed in a given direction. Measured in m/s.

Week 6 - Investigating inks

- **Paper Chromatography Core Practical -**
- Insoluble inks stay on the sample line.
- Greater solubility results in further movement.
- R_f can be calculated to compare inks.



- **Distillation of Ink Core Practical -**
- Boiling point of ink is above boiling point of water.
- Ink mixture raised to $100^\circ C$.
- Condenser traps the water vapour so all is condensed into liquid water.
- Distillate - pure water.
- Residue - ink.

Week 7 - Energy stores and transfers

- **Energy** can be **stored** in different forms: Gravitational potential, Kinetic, Elastic potential, Chemical, Nuclear, Magnetic.
- Energy can be **transferred** between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current.
- The **Conservation of Energy** states that energy cannot be created or destroyed, only transferred between stores in a system.
- **Useful energy** is energy in the form needed, in the place it is needed.
- **Wasted energy** is energy in an unwanted form or in an unwanted place. It often **dissipates** (spreads out) to the surrounding by heating.
- The **efficiency** of a system can be calculated as:
Efficiency = Useful energy transferred / Total energy transferred
- Useful and wasted energy transfers can be shown using **Sankey Diagrams**.

Week 8 - Energy resources

- Electricity can be generated using **non-renewable** fuels including fossil fuels (coal, oil and natural gas) and also with nuclear fuels (uranium).
- Fossil fuels are burnt to heat water to produce steam, which turns a **turbine** connected to a **generator**.
- Burning fossil fuels produces **greenhouse gases** including carbon dioxide (CO_2) that contribute to **climate change**.
- **Nuclear power** stations produce no CO_2 , but do produce dangerous radioactive waste. Nuclear fuel is very energy dense.
- Most **renewable resources** do not emit carbon dioxide as no fuel is burned. The energy resource is usually free.
- **Renewable resources** include solar; wind, wave, geothermal, tidal, hydroelectric power.
- Renewable resources can be unreliable and have low power output.

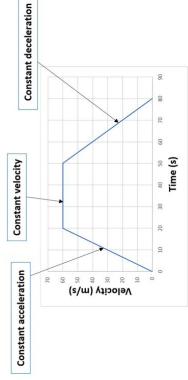
Week 9 - Motion

- **Scalar quantities** only have a magnitude (size) E.g. mass and volume.
- **Vector quantities** have both magnitude and direction E.g. velocity and force
- **Gravitational potential energy** is calculated as:
 $\Delta GPE (J) = m (kg) \times g (N/kg) \times \Delta h (m)$
- **Kinetic energy** can be calculated as:
 $KE (J) = 0.5 \times m (kg) \times v^2 (m/s)$
- Motion of objects can be plotted on **distance/time (d/t)** graphs.
- The **gradient** shows the speed of the object – a steep gradient shows a high speed.
- A flat section shows an object is **stationary**.
- **Speed, v**, can be calculated as:
 $velocity (m/s) = \frac{distance (m)}{time (s)}$

Week 10 - Velocity time graphs

- **Acceleration** of an object can be plotted on a **velocity/time (v/t)** graph.
- The gradient shows the acceleration/deceleration of an object.
- The area under the line on a v/t graph is the distance travelled.
- **Acceleration, a**, can be calculated as:
 $a (m/s^2) = \frac{v - u (m/s)}{t (s)}$

$v^2 - u^2 (m/s) = 2 \times a (m/s^2) \times d (m)$
Where v = final velocity and u = initial velocity





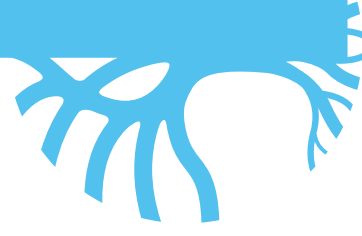
| Year 9 - Computing - Cycle 1 | | Week 2 - Denary and Binary Numbers | | | | | | | | | | | | | | | | |
|---|---|---|-----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> Operations: The various actions and processes that a computer can perform, such as arithmetic operations (e.g., addition, subtraction), logical operations (e.g., AND, OR), and data manipulation. The most significant bits can be used to control these operations and store results. Data Representation: The process of converting information into a format suitable for storage or transmission in a computer. The most significant bits are crucial in determining the structure and interpretation of data, including the type and encoding. | <p>Week 1 - Binary and Data Units</p> <ul style="list-style-type: none"> Transistor: The electronic switches within a computer that enable it to carry out arithmetic and logical operations Machine Code: A system of 1s and 0s used to represent the on / off states of each transistor used within an operation. Bit: The term used to identify a single 1 or 0. Byte: A unit of data, comprised of 8 Bits e.g. 11001010 Nibble: A unit of data; comprised of 4 bits (half a byte) Kilobyte: A unit of data; approximately 1000 bytes (1024 bytes to be exact). Megabyte: A unit of data; approximately 1000 kilobytes (1024 kilobytes to be exact). Gigabyte: 1024 megabytes | <ul style="list-style-type: none"> Denary: Denary is the base-10 number system, which is commonly used in everyday life. In the denary system, numbers are represented using ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Binary: The base-2 number system used in computing. In binary, numbers are represented using only two digits, 0 and 1. It is the fundamental language of computers and is used to store and process data. Place Value: The columns used when representing a binary or denary number. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>128</td> <td>64</td> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table> | 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| | 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 | | | | | | | | | | |
| 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | | | | | | | | | | | |
| <p>Week 3 - Signed and Unsigned Integers</p> <ul style="list-style-type: none"> Most Significant Bit (MSB): The most significant bit (MSB) is the leftmost or highest-order bit in a binary representation. Signed Integer: A signed integer is a data type used in programming and computer science that can represent both positive and negative whole numbers. It includes a most significant bit (MSB) that indicates the sign, with 0 typically representing positive and 1 representing negative. Unsigned Integer: An unsigned integer is a data type in programming that represents only non-negative whole numbers. It doesn't include a sign bit, making the most significant bit (MSB) represent a place value in the actual number itself. | <p>Week 4 - Binary Additions</p> <ul style="list-style-type: none"> Two's Complement: Method for representing signed integers in binary form. In this representation, the most significant bit (MSB) is used to indicate the sign of the number, with 0 for positive and 1 for negative. The remaining bits represent the magnitude of the integer. Binary Addition: Arithmetic operation in which two binary numbers are combined using a set of rules. The most significant bits of the two numbers are added first. Binary Shifts: Operations in which the bits of a binary number are moved left or right in order to carry out divisions or multiplications. Left shifts increase the value, and right shifts decrease the value. | <p>Week 5 - Overflow and Hexadecimal</p> <ul style="list-style-type: none"> Overflow Error: When a binary arithmetic operation generates a result that cannot be represented using the available number of bits. The most significant bit (MSB) plays a significant role in detecting and understanding overflow. Hexadecimal: Hexadecimal is a base-16 numbering system that uses the digits 0-9 and the letters A-F to represent values. Each digit in a hexadecimal number corresponds to a 4-bit binary nibble. The Rules of Hexadecimal: The most significant rule is that each digit represents a 4-bit binary value. Additionally 0-9 are the same; however A stands for 10, B for 11, C for 12, D for 13, E for 14, and F for 15. | | | | | | | | | | | | | | | | |



| Key vocabulary/content/ideas | Week 6 - Character Sets | Week 7 - Image Representation |
|---|---|---|
| <p>Data Representation: The methods and formats used to express information in a way that a computer or electronic system can understand. It involves encoding data using various schemes, such as binary or hexadecimal.</p> <p>Digital: The representation of data in discrete, distinct values, often using binary digits (0 and 1). Digital data is precise, can be easily processed by computers, and is less susceptible to degradation during transmission.</p> <p>Analogue: Analogue refers to the representation of data using continuous, varying signals, typically in the form of electrical voltages.</p> | <ul style="list-style-type: none"> • String: Data containing characters or symbols. Each character in a string is represented using binary encoding, and the most significant bit of each character can affect the character's value and interpretation. • Character Set: A character set is a defined collection of characters, symbols, and their binary representations used for communication and data storage. • Standard ASCII: A widely used character encoding standard that represents text and control characters using 8-bit binary code. The most significant bit in ASCII is used for parity checking in some applications (this means checking data is intact). | <ul style="list-style-type: none"> • Bitmap: Digital image or graphic that is composed of a grid of individual pixels, where each pixel stores information about color. • Pixel: The smallest unit of a digital image or display. It is a tiny square or dot that contains information about color and brightness. • Colour Depth: (also known as bit depth) refers to the number of bits used to represent the color of each pixel in a bitmap image. A higher colour depth allows for a greater range of colors. • Resolution: It is typically expressed as the number of pixels in the width and height of an image. |
| Week 8 - Sound Capture | Week 9 - Data Compression | Week 10 - Stored Program Concept |
| <p>Sound Sample: A small, discrete segment of an audio recording. It represents the amplitude (loudness) of sound at a particular point in time and is usually stored as a 16 bit binary number.</p> <p>Bit Depth: The number of bits used to represent the amplitude of a sound sample. A higher bit depth allows for more precise and detailed representation of sound, resulting in higher audio quality.</p> <p>Sample Rate: The number of sound samples captured or played per second in an audio recording. It is typically measured in hertz (Hz). A higher sample rate provides greater fidelity and captures more audio detail.</p> | <ul style="list-style-type: none"> • Compression: A process of reducing the size of digital files, such as images, audio, or video, to save storage space or speed up transmission. It involves encoding the data in a more efficient way. • Lossy Compression: Reduces file size by removing some data, often less essential details, from the original. This reduction in data can lead to a loss in quality, particularly noticeable in images and audio. Once compressed, original data is lost for good. • Lossless Compression: Reduces file size without losing any data or quality. It preserves all the original information, allowing for perfect reconstruction of the uncompressed data. This is done by encoding the data. | <ul style="list-style-type: none"> • Single-Purpose Computer: Also known as a dedicated or specialised computer, is designed for a specific, limited set of tasks or functions. It is optimized for a particular application, such as controlling industrial machinery or scientific instruments. • General-Purpose Computer: A device capable of performing a wide range of tasks and running various applications. Examples include personal computers and servers, which can be adapted to different needs. • Stored Program Concept: A model where both data and instructions are stored in the memory of a general purpose computer. It allows a computer to process instructions in a program, enabling flexibility and programmability in general-purpose computers. |



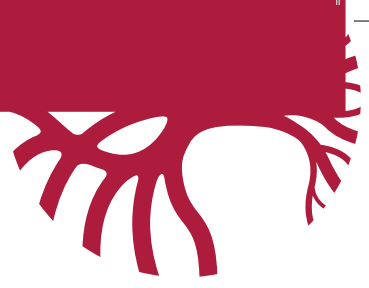
| Year 9- English- Cycle 1 | Week 1 - Context | Week 2 - The narrator |
|--|---|--|
| <p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> ● Misanthropic: having or showing a deep distrust of human beings and their motives. ● Avaricious: having or showing an extreme greed for wealth or material gain. ● Maternal : relating to a mother, motherly feelings. ● Paternal: relating to a father, a father figure. ● Ephemeral: lasting a very short time. ● Corrupt: having or showing a willingness to act dishonestly in return for money or personal gain. ● Philanthropic: seeking to promote/improve the welfare of others. ● Redemption: the action of saving or being saved from sin, error or evil. | <p>Key Ideas</p> <p>1. Scrooge at the start of the novella is an allegory of all the vices and the uncharitable attitudes of the wealthy towards those the poor. His voice is the opinions which Dickens heavily criticised throughout his life: he is callous towards those in need, isolates himself from anyone who he could connect with.</p> <p>Key Context</p> <ul style="list-style-type: none"> ● Thomas Malthus, an economist, argued that overpopulation would cause a lack of sufficient produce to go around so it is better to let those who are poorest die. Dickens opposed this belief. ● 1824: Dickens father is arrested for debt and sent to prison. Dickens has to give up his education and work in a factory. ● 1824-27: His father inherits some money so Dickens goes to private school for two years. <p>Key Quotation</p> <p>“Marley was dead: to begin with. There is no doubt whatever about that”. “The fog came pouring in at every chink and keyhole, and was so dense without.... The houses opposite were mere phantoms”</p> | <p>Key ideas</p> <p>1. Narrator: Dickens choose an intrusive third-person narrator whose perspective and opinion is often interjected into the telling of the story. The narrator uses a casual, conversational and sometimes humorous tone to make serious political points which Dickens wanted to share with his readers without preaching.</p> <p>Key Context</p> <ul style="list-style-type: none"> ● Dickens was a Christian. He believed that being a Christian meant doing good deeds to help others. However, many Victorians believed that being a good Christian meant they had to follow a strict moral code. Dickens argues that those Christian attitudes are hypocritical if we are not acting in a Christianly way to each other. ● Victorians believed that God was all seeing (omnipresent) and all powerful (omnipotent). They believed that their actions on Earth determined what would happen to them when they died. <p>Key Quotations</p> <p>“Christmas time... is the only time I know of when men and women seem to open their shut-up hearts freely”</p> |
| <p>Week 3 - Marley's Ghost</p> <p>Key Ideas</p> <p>1. Jacob Marley, Scrooge's dead business partner, appears as a ghost, suffering the consequences of his uncharitable actions in an eternal purgatory. He is bound by “chains” that are “wrought in steel”, attached to various locks, ledgers and purses. Marley symbolises worldly greed and spiritual poverty. Dickens uses him as a device to warn Scrooge of his miserly ways and send the spirits that will enable Scrooge's redemption</p> <p>Key Context</p> <ul style="list-style-type: none"> ● 1834: a new Poor Law was introduced to reduce the financial help available to the poor. It ruled that all unemployed people would have to enter the unpleasant workhouses in order to receive food and shelter. This was to discourage the poor relying on the state. ● Dickens' father went to prison for debt, so Dickens was forced to leave school at the age of 12 and work to support his family. <p>Key Quotations</p> <p>“I wear the chains I forged in life” “my spirit never roved beyond the narrow limits of our money-changing hole”</p> | <p>Week 4 - The Ghost of Christmas Past</p> <p>Key Ideas</p> <p>1. Ghost of Christmas Past: its appearance is constantly in flux, changing gender, age, and body shape, reflecting the vastness of the memories. It also symbolises repressed memories, particularly for Scrooge, for whom the pain of his isolation as a child, the goodness of Fezziwig, and his rejection of his fiancée, Belle, is as fresh as when it first happened.</p> <p>Key Context</p> <ul style="list-style-type: none"> ● Dickens presents the education system as lacking. He was an ardent believer in the moral benefits of a good education, something denied to Scrooge. ● In 1846, Dickens wrote about the need for the ‘ragged and forlorn’ to gain access to public libraries so that they could still be taught to read, particularly children. In 1844, six months after ACC was published, the Factories Act was introduced, decreeing that children could only work nine hours a day, six days a week. <p>Key Quotations</p> <p>“A solitary child, neglected by his friends, is left there still”. Scrooge said he knew it. And he sobbed.”</p> | <p>Week 5 - The Ghost of Christmas Presents</p> <p>Key Ideas</p> <p>1. The Ghost of Christmas Present personifies generosity and embodies all who celebrate Christmas, rich and poor, and he also delivers unflinchingly difficult messages.</p> <p>2. Dickens believed that how a society treated children showed its true moral worth. Ignorance is seen as a choice to remain unknowing; Want as the need of basic necessity and not luxuries. The worst sin is ignoring the plight of those who need our help most.</p> <p>Key Context</p> <ul style="list-style-type: none"> ● Christianity held a strong influence in Victorian Britain, especially amongst the upper classes. A central idea was that abstinence – the act of not doing something – was enough to be virtuous. “Its dark brown curls were long and free; free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air.” <p>““This boy is Ignorance. This girl is Want. Beware them both”</p> |



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|---|---|---|
| <p>Key vocabulary</p> <p>Abundance: a very large quantity of something (wealth, food, resources).</p> <ul style="list-style-type: none"> ● Ominous: giving a worrying impression that something bad is going to happen. ● Supernatural: something beyond scientific explanation. ● Destitute: being extremely poor and not having the means to look after yourself. ● Benevolent: well meaning and kindly. ● Motif: A repeating idea or theme. ● Damnation: eternal punishment in hell. ● Status quo: A Latin phrase meaning the existing state of affairs. | <p>Week 6 - The Ghost of Christmas Yet to Come</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. Ghost of Christmas Yet to Come shows Scrooge what his life looks like leading to his death; it personifies the relentless march of time towards a fixed – and unfixed – end. Its appearance reflects the traditional depictions of the Grim Reaper. Earlier in the novella, Fred comments that all people are fellow-passengers to the grave, meaning that the one thing that makes everyone equal is the certainty of death. <p>Key Context</p> <ul style="list-style-type: none"> ● Original sin is the belief that evil is supposedly in all human beings, believed to be inherited from Adam and the Fall of Eve. <p>Key Quotations</p> <p>“The Phantom slowly, gravely, silently approached”. “It would have been difficult to detach its figure from the night”.</p> <p>Scrooge: “I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present and the Future.”</p> | <p>Week 7 - Scrooge's Redemption</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. Scrooge awakes on Christmas morning, a changed man. He sends a large turkey to the Cratchits, but goes to lunch with Fred. 2. Redemption is the idea of being saved from sin or evil. In Scrooge we see a man who is transformed from a greedy, selfish miser into a generous and good-natured character by the end. He is shown the error of his ways by the ghosts that visit him and is redeemed by his own willingness to change. <p>Key Context</p> <ul style="list-style-type: none"> ● Redemption: the undoing of the effects of sin for all mankind; performing an act to get something in return, that is if one commits a sin, one does something to buy back sinlessness (paying a forfeit). This internal change is then affirmed by external by actions. Scrooge must do penance for his sins. <p>Key Quotations</p> <p>‘I will live in the Past, the Present, and the Future! The Spirits of all Three shall strive within me.’</p> <p>“As lights as a feather.. As merry as a school boy”</p> |
| <p>Week 8 - Tiny Tim's Symbolism</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. Tiny Tim has become a symbol of the whole message of ACC. Disabled for unknown reasons (young children were often injured in work), he accepts his disability bravely with his father declaring him: “As good as gold... and better”. It is his fate which, arguably, has the greatest impact on Scrooge: he has “an interest he had never felt before” in another human being. <p>Key Context</p> <ul style="list-style-type: none"> ● The concepts of redemption and salvation in Christianity is a key aspect of context, rooted in the text, tracing Scrooge from “a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!” in Stave I to a person of charitable actions in Stave V. <p>Key Quotations</p> <p>“If these shadows remain unaltered by the Future, none other of my race... will find him here. What then? If he be like to die, he had better do it, and decrease the surplus population.”</p> <p>“God bless us every one”</p> | <p>Week 9 - Structure and Themes</p> <p>Key Ideas - Structure</p> <p>Dickens uses a cyclical structure within A Christmas Carol to emphasise Scrooge's redemptive character arc. Dickens uses a series of motifs from the weather to the church bells to reflect this change.</p> <p>Dickens crafts the allegorical novella to communicate his moral Lesson.</p> <p>Key Themes</p> <ul style="list-style-type: none"> ● Supernatural: Dickens played a significant role in the creation of the ghost story, a genre that was invented by the Victorians. ● Compassion & Forgiveness: Scrooge's ability for compassion and the willingness of others to forgive him brings happiness to all. ● Time: The ghosts to reveal the pressing need to change – Scrooge, (and society) only have limited time to change before lives are altered forever. ● Transformation, redemption: (The act of making up for one's past sins), Dickens’ | <p>Week 10 - Revision</p> <p>Revise everything for this cycle's assessment</p> |



| Year 9 - French- Cycle 1 | | Week 1 – key vocabulary and content | | Week 2 - key vocabulary and content | |
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| Classroom interaction language | | soit...soit... | Either ...or... especially | Je crois que | I believe that |
| <ul style="list-style-type: none"> • 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 écouter – we are going to listen • Trois, deux, un – Three, two, one • Regardez-moi – Look at me • un stylo violet – a purple pen • un stylo noir – a black pen • J'ai gagné – I (have) won • Tu as perdu – You (have) lost • On a fini – We have finished | | talentueux talentueuse fiable heureux heureuse le directeur la directrice iel actif active sportif sportive il faut + infinitive | talented (m) talented (f) reliable happy (m) happy (f) headteacher, manager (m) headteacher, manager (f) they (singular non-binary pronoun) energetic (m) energetic (f) sporty (m) sporty (f) it is necessary + verb/ must + verb | Selon moi nerveux nerveuse drôle égoïste serviable amical(e) l'attitude (f) un livre positif positive négatif négative le dessin l'histoire | According to me Nervous (m) Nervous (f) funny selfish helpful friendly attitude A book positive (m) positive (f) negative (m) negative (f) The drawing/art The story/history |
| Week 3 - key vocabulary and content | | Week 4 - key vocabulary and content | | Week 5 - key vocabulary and content | |
| Sur la photo | In the photo | perdre | to lose/losing | un métier | A career |
| Il y a | There is/there are | mettre | to put/putting | la fleur | The flower |
| Il n'y a pas | There isn't | je mets | I put/am putting | pouvoir | To be able |
| Je peux | I can | Jamais | never | aller | To go |
| voir | To see/seeing | fatigant(e) | tiring | Je vais | I go/am going |
| dormir | To sleep | seul(e) | Alone/lonely | Tu vas | You go/are going |
| ensuite | next | l'habitante (f) | resident (m) | Elle va | She goes/is going |
| sans | without | le fleuve | river | Il va | He goes/is going |
| par contre | On the other hand | le lac | lake | Nous allons | We go/are going |
| un chapeau | A hat | pendant | During | Vous allez | You go/are going (plural/formal) |
| dire | To say/tell/saying/telling | choisir | To choose | Ils vont | They go/are going (m/mixed) |
| un mois | A month | un avion | A plane | Elles vont | They go/are going (f) |
| montrer | To show | Partout | everywhere | maintenant | Now |
| toujours | Always | Apprendre | To learn | habiter | To live/living |
| un auteur | An author | un mot transparent | A cognate | | |
| Célèbre | Famous | | | | |
| un homme | A man | | | | |
| alors | So, therefore | | | | |



| Classroom interaction language | Week 6 - key vocabulary and content | Week 7 - key vocabulary and content |
|---|---|---|
| <ul style="list-style-type: none"> • 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 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 • Ce n'est pas juste – it is not fair • A mon avis – In my opinion • Je pense que – I think that • Selon moi – According to me • Je suis d'accord – I agree • Je ne suis pas d'accord – I don't agree | <p>Vouloir To want/wanting</p> <p>Je veux I want</p> <p>Tu veux You want (singular)</p> <p>Il/Elle veut He/she wants</p> <p>nous voulons we want to/are wanting to</p> <p>vous voulez you (formal/pl) want to/are wanting to</p> <p>ils/elles veulent they want/are wanting to</p> <p>partager To share</p> <p>Le meilleur The best (m)</p> <p>La meilleure The best (f)</p> <p>oublier To forget</p> <p>réussir To succeed</p> <p>Je dois I must/have to</p> <p>Tu dois You must/have to</p> <p>Il/elle doit He/she must/has to</p> <p>nous devons we must/have to</p> <p>vous devez you (formal/pl) must/have to</p> <p>ils/elles doivent they must/have to</p> | <p>savoir To know how</p> <p>Je sais I know how to</p> <p>Tu sais You know how to</p> <p>Il/elle sait He/she knows how to</p> <p>nous savons we know how to</p> <p>vous savez you (formal/pl) know how to</p> <p>ils/elles savent they know how to</p> <p>Pouvoir To be able to/can</p> <p>Je peux I am able/can</p> <p>Tu Peux You are able/can (singular)</p> <p>Il/elle peut He/she is able/can</p> <p>nous pouvons we can/are able to</p> <p>vous pouvez you (formal/pl) can/are able to</p> <p>ils/elles peuvent they can/are able to</p> <p>trouver To find</p> <p>Le journal/les journaux The newspaper/newspapers</p> <p>appeler To call/calling</p> <p>Vieux/vieille Old (m/f)</p> |
| <p>Week 8 - key vocabulary and content</p> <p>croire to believe/believing</p> <p>je crois I believe/am believing</p> <p>tu crois you believe/are believing</p> <p>il/elle croit he/she believes/ Is believing</p> <p>pour For/in order to</p> <p>vraiment Really</p> <p>Le matin The morning</p> <p>Toute de suite Immediately</p> <p>demain Tomorrow</p> <p>soudainement suddenly</p> <p>La fille The girl</p> <p>sembler To seem</p> <p>cesser To stop</p> <p>On/nous we</p> <p>essayer To try</p> <p>Un stage Work experience</p> <p>La piscine The swimming pool</p> <p>Le directeur/la directrice The headteacher (m/f)</p> | <p>Week 9 - key vocabulary and content</p> <p>pratiquer To practise/practising</p> <p>soutenir to support/supporting</p> <p>utile useful</p> <p>la liberté freedom</p> <p>Le dimanche Sunday</p> <p>Je dirais que I would say that</p> <p>D'habitude usually</p> <p>Dans le futur In the futur</p> <p>L'ordinateur The computer</p> <p>Joyeux/joyeuse Joyful (m/f)</p> <p>Un peu A little</p> <p>très Very</p> <p>poliment Politely</p> <p>D'une part... On the one hand</p> <p>D'autre part... On the other hand</p> <p>Enfantin(e) childish</p> <p>voyager To travel</p> <p>La vérité The truth</p> <p>Mais but</p> | <p>Week 10 - key vocabulary and content</p> <p>Reviser les key sentences and all vocabulary from this cycle ready for your assessment next week.</p> |



| Year 9 - Geography- Cycle 1 | Week 1 – Features of a Superpower | Week 2– Features of a Superpower |
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| <p>Key vocabulary</p> <p>Superpower: A state or organisation that can extend a dominant influence globally (e.g., the USA).</p> <p>Globalisation: The increasing links between countries around the world as a result of the movement of goods, services and money.</p> <p>Economy: The wealth & resources of a country in terms of the goods that are produced and consumed there.</p> <p>Trade: The activity of buying, selling or exchanging goods and services between people, business or countries.</p> <p>Soft power: Power through favour or persuasion (e.g. film, food).</p> <p>Transnational corporation (TNC): A business that is found in more than one country e.g. McDonalds.</p> <p>Sustainable: Meeting the needs of the present without compromising the ability of future generations to meet their needs.</p> | <p>Features of a superpower</p> <p>Physical size & location: Larger countries have more resources and influence. However, more bordering countries can create more tensions e.g. Russia.</p> <p>Economic power & influence: Top 10 largest economies earn 65% of the global GDP (wealth). Attract investments and creates global hubs e.g. London. Dollar and Euro are powerful currencies.</p> <p>Political: Political groups such as the G7 and OECD work with others to improve countries.</p> <p>Cultural influence: TNCs such as Coca-Cola, McDonalds, Disney and Sony influence people’s lifestyles around the world.</p> | <p>Features of a superpower</p> <p>Population: Large population can create a sufficient labour force. China and India have large populations for cheap labour. Can also lead to large markets (people to buy products).</p> <p>Military strength: Historical influence on determining power. China has largest military followed by USA.</p> <p>Natural resources: Oil, gas and coal for energy and metals like iron ore for the steel industry are essential to development. Does not guarantee development though; some countries are unable to access them.</p> |
| <p>Week 3 – Emerging Powers</p> <p>Emerging powers – BRICS</p> <p>Emerging power: A state or organisation that is growing significantly in power and beginning to extend a more global influence.</p> <p>BRICs: Brazil, Russia, India, China.</p> <p>Brazil has huge natural resources and self-sufficient in both food and energy. It is an agricultural superpower: third largest producer of iron ore, third largest of HEP. Brazil is infamous for deforestation in the rainforest as well as poaching and pollution.</p> | <p>Week 4 – Emerging Powers</p> <p>Emerging powers – MINTs</p> <p>MINTs: Mexico, Indonesia, Nigeria, Turkey</p> <p>Mexico is neighbour to the USA. It is estimated that it’s GDP will be \$6.95 trillion by 2050. It has a history of corruption in the government but becoming more democratic.</p> <p>Indonesia has the largest population of the MINT countries – fourth most populated in the world. Good connections with China. The country is made up of 17,000 islands and many are prone to earthquakes and tsunamis.</p> <p>Turkey is situated in both the West and the East. Youthful population with good education levels.</p> | <p>Week 5 – Fast Fashion</p> <p>Impacts of fast fashion</p> <p>Kazakhstan affected by cotton production – in the 1960s, the Aral Sea covered 68000 sq km. It was one of the largest inland seas with a thriving fishing and tourist industry. It has now all but gone.</p> <p>One of the rivers that fed the Aral Sea – Amu Darya – was diverted to cotton-production farms.</p> <p>Caused seasons to change. No water to absorb heat and keep the climate mild. Summers now as hot as 45°C!</p> <p>On the banks of the Citarum River there are over 400 factories.</p> <p>Tests of the river water found toxic levels of mercury, cadmium, lead and arsenic.</p> |



| Multiplier Effect | Week 6 – South China Sea | Week 7 – Shell in Nigeria |
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| | <p>South China Sea</p> <p>China, Vietnam, the Philippines, Taiwan, Malaysia and Brunei all have competing claims to the South China Sea.</p> <p>China believes that it owns the largest portion of the territory – the sea within the ‘Nine-dash-line’.</p> <p>China has been building islands with military bases in the Sea, creating more 3,200 acres of new land.</p> <p>The USA, who has allies with some of the countries above, relies on the shipping route through the Sea for trade.</p> <p>The USA sent military ships and planes to monitor the region.</p> <p>Although the islands are uninhabited, they have have natural resources around them.</p> | <p>Shell (TNC) in Nigeria</p> <p>Advantages:</p> <ul style="list-style-type: none"> • 250,000 are employed as a result of the extraction of oil with 65,000 being directly employed by Shell. • 91% of all contracts are with Nigeria which means money stays in the country. • The government benefits from export taxes, providing money that can be spent on improving education, healthcare and services. • Local people’s education and skills can be improved. <p>Disadvantages:</p> <ul style="list-style-type: none"> • 75% of people in the delta have no access to safe drinking water. • 9m barrels have been split in 5 yrs. This damage the agriculture and water supplies. • Oil flares and toxic fumes have increased air pollution. • Few of the managers are local people. • Locals are paid low wages, poor working conditions and long hours. |
| Week 8 – India Space Race | Week 9 – China in Africa | Week 10 – China in Laos |
| <p>India’s Space Race</p> <p>Criticised for spending money on a space project when nearly 25% of its population live below the poverty line. India’s space programme costs roughly \$1 billion a year.</p> <p>Satellites improve data on monsoons rains and weather patterns, helping farmers get a better idea of when to plant crops.</p> <p>India is reducing poverty quickly, with 44 people lifted from poverty every minute.</p> <p>40% of children are malnourished and half the population have no toilets.</p> <p>The sector would employ highly-skilled workers from the country’s universities.</p> | <p>Role of China in Africa</p> <p>Colonialism: The gaining of political control over a territory by another country e.g. British Empire.</p> <p>Neo-colonialism: The use of economic, political and cultural power to influence other countries (e.g. China’s interest in the African continent).</p> <p>Chinese officials say they are playing a constructive role in helping countries in Africa to develop.</p> <p>China issued over \$84 billion in loans to finance thousands of infrastructure projects in Africa.</p> <p>President Xi Jinping stresses that their investment in Africa comes with no strings attached.</p> | <p>China in Laos</p> <p>Laos is a landlocked country of 7.4 million people in SE Asia.</p> <p>China has invested in transportation infrastructure, hydropower dams, schools and military hospitals, indicating growing ties with Laos.</p> <p>Laos has the Mekong River running through it, making hydropower a big industry. It has underdeveloped resources including minerals and rubber.</p> <p>Boosting connectivity via roadways and high-speed passenger and freight railways will help China to distribute its goods.</p> <p>The China-Laos railways is an example of one of China’s Belt and Road Initiatives.</p> |



| Year 9 – History - Cycle 1 | Week 1 – Key Events 1 | Week 2 – Key Terms 1 |
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| <p>Visual Aid</p> <p>Map of Europe showing the Triple Entente (orange), Central Powers (pink), and Neutral (blue) countries during WWI. The Triple Entente includes the United Kingdom, France, and Russia. The Central Powers include Germany, Austria-Hungary, and Italy. Neutral countries include the United States, Spain, and others.</p> | <ul style="list-style-type: none"> 28th June 1914: Archduke Franz Ferdinand, heir to the Austro-Hungarian throne was assassinated by a Serbian terrorist group called the Black Hand Gang. 8th August 1914: The British Government creates DORA – The Defence of the Realm Act. 12th August 1914: Britain joins the war on the side of the Allies. 1st of July 1916: Battle of the Somme. 11th Nov 1918: The Allies and Germany negotiate an armistice that ends WW1. | <ul style="list-style-type: none"> Nationalism: the belief that your country is better than anyone else's. Alliances: A group of countries who agree to support each other when needed. Imperialism: The desire to take over and conquer other countries. Militarism: Building up of armed forces, navy and so on. Triple Entente: France, Russia and Britain. Triple Alliance: Germany, Austria-Hungary and Italy. |
| <p>Week 3 – Visual Aid</p> <ul style="list-style-type: none"> Draw and label two of the below soldiers. <p>Illustrations of various WWI soldiers in uniform, including British, German, French, and Australian infantry, a Canadian infantryman, a Women's Royal Naval Service officer, and a Royal Navy sailor.</p> | <p>Week 4 – Key Events 2</p> <ul style="list-style-type: none"> 28th June 1914: Tensions rise across Europe. Franz Ferdinand, heir to the Austro-Hungarian throne, is shot dead in Sarajevo, capital of the Austrian province Bosnia. Franz Ferdinand's killer, Gavrilo Princip is backed by Serbian terrorist group 'the Black Hand'. 28th July 1914: Backed up by Germany, Austria-Hungary declares war on Serbia on 28 July. Russia quickly steps in to protect the small nation and mobilises its army. Germany responds by declaring war on Russia. France is Russia's ally and begins mobilising its forces. As the armies mobilise war becomes almost inevitable. | <p>Week 5 – Key Events 3</p> <ul style="list-style-type: none"> 4th August 1914: Britain and the other great powers of Europe guarantee to protect Belgium's border. Belgium appeals to Britain and Britain declares war. After Britain's entry to the war, the German army lays waste to the country. The British Empire is also dragged into the conflict and the war in Europe starts to expand across the globe 23rd August 1914: The German Kaiser orders the destruction of Britain's 'contemptible little army' and 70,000 British soldiers are attacked by 160,000 German troops. Outgunned and outnumbered, Britain's tiny Expeditionary Force suffers heavy casualties and is forced to retreat. |

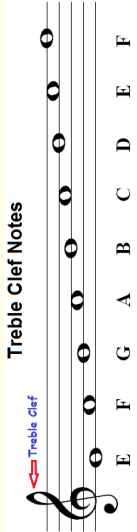
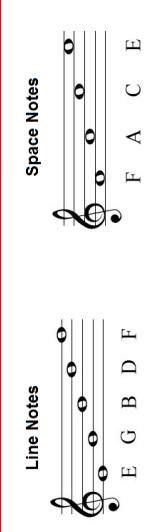


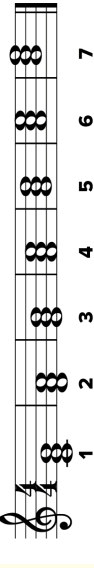
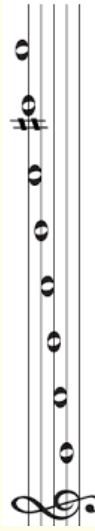


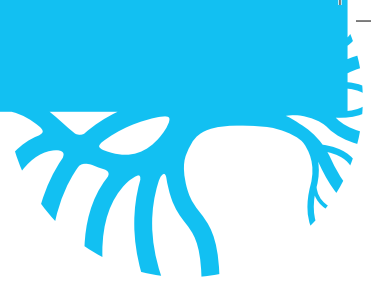
| Table Aid – Battle of the Somme | | Week 6 – Key People I | | Week 7 – Key Terms II | | | | | | | | | | | |
|--|---|--|---|------------------------|---------|---------|--------|---------|--------|--------|---------|---------|--|--|--|
| <ul style="list-style-type: none"> Field Marshall Haig: Haig led the British army. Combined ideas of believing a definite breakthrough was to be won on the Western Front with a belief that the loss of human life was inevitable in war. | | <ul style="list-style-type: none"> Archduke Franz Ferdinand: It was the assassination of Archduke Franz Ferdinand, the heir to the Austrian-Hungarian throne, which sparked off the First World War. Gavrilo Princip: A young and naïve Bosnian Serb from a peasant family, Princip was the man who succeeded – at the second attempt – to kill Franz Ferdinand, the trigger event for World War One. Kaiser Wilhelm II: The Kaiser was the official head (Emperor) of Germany during World War 1 but lost much practical power to military experts early on. He was forced to abdicate as Germany rebelled late in 1918. | <ul style="list-style-type: none"> Home Front: The civilian population and activities of a nation whose armed forces are engaged in war abroad. Conscientious Objectors: Anybody who disagrees with fighting in a war, normally based on religious reasons. Conscription: when the government makes it law that men of a certain age have to fight for their country unless they have a medical condition. Trenches: A ditch that soldiers spent the majority of their time in. | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Nationality</th> <th>Causalities</th> <th>Fatalities</th> </tr> </thead> <tbody> <tr> <td>British</td> <td>419,654</td> <td>108,700</td> </tr> <tr> <td>France</td> <td>204,253</td> <td>50,000</td> </tr> <tr> <td>German</td> <td>500,000</td> <td>160,000</td> </tr> </tbody> </table> | Nationality | Causalities | Fatalities | British | 419,654 | 108,700 | France | 204,253 | 50,000 | German | 500,000 | 160,000 | | | |
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| Week 8 – Life in the Trenches | | Week 9 – Key Events 4 | | Week 10 – Key Events 5 | | | | | | | | | | | |
| <ul style="list-style-type: none"> Trench Fever: Transmitted by lice, flu like symptoms. Prevention – disinfect clothes/ delousing stations ½ m men affected. Trench Foot: Soldiers stood in mud and water – swelling in feet Symptoms = tight boots/ restricted blood flow/ gangrene. Advised clean and dry feet/ amputation. Prevention – clean dry socks/ using whale oil into feet 1914-5. 20,000 affected Shell shock Caused by stress of war, Symptoms = tiredness/ nightmares/ shaking/ mental breakdown. Wasn't understood during the war. Treatment = rest 80,000 affected – some accused of being cowards – punishment being shot. Shrapnel Fragments of a bomb, shell or other object thrown out by an explosion. | <ul style="list-style-type: none"> 3rd January 1915: Both sides experiment with tear gas in the first winter of the war. Its effect is devastating, terrifying soldiers and causing uproar at home. 25th April 1915: The Gallipoli campaign: Allies attack Germany's allies in the Middle East, the Ottoman Turks. Almost a third of the New Zealand troops are killed and there are 28,000 Australian casualties. The Turks suffer 200,000 casualties 27th January 1916: The government introduces conscription. All single men aged 18 to 41 can now be sent to war, although thousands are exempted because they have vital jobs in industry which are important to the war effort. | <ul style="list-style-type: none"> 1st July 1916: The Battle of the Somme is one of the largest and bloodiest conflicts of World War One. Nearly 20,000 British soldiers die on the first day. There are over half a million casualties on each side. 6th April 1917: In February the Germans restart their U-boat campaign against commercial ships headed from America to Britain and many American civilians lose their lives. In April, President Woodrow Wilson persuades Congress that America should declare war on Germany. 11th November 1918: Before the Allied armies can invade Germany, an armistice is signed, bringing the war on the Western Front to an end. The Germans surrender and agree to withdraw their forces from France and Belgium. The war ends. | | | | | | | | | | | | | |


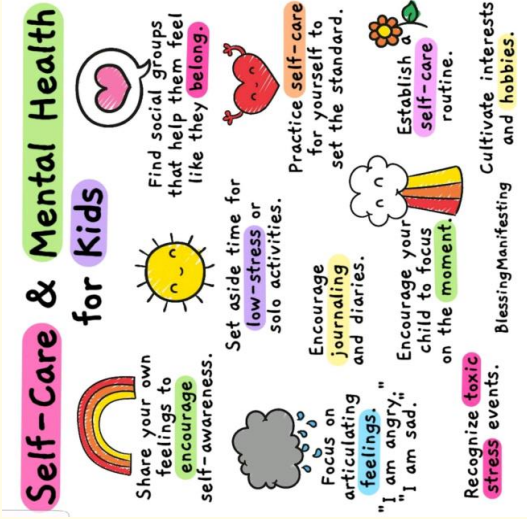


| Year 9 - Music - Cycle 1 | Week 1 - content | Week 2 - content |
|---|---|--|
| <p>Key vocabulary</p> <ol style="list-style-type: none"> Accuracy – In music this refers to playing the correct notes and rhythms. Conjunct - Moving up or down by one note. Moving in steps Disjunct - Moving by leaps. Fluency – playing without stops or gaps. A fluent performance has flow. It does not have hesitations. Interval - An interval is the difference in pitch between two sounds. Motif – a musical idea. This could be a rhythm, a short melody, a chord progression. Root - The root of the chord is always the note that is the basis for the chord. Structure - Structure, or Form, in music refers to the arrangement and order of the parts or sections of the music. Triad - In music, a triad is a set of three notes that can be stacked vertically in thirds. A triad is a type of chord and it is very common. | <ul style="list-style-type: none"> Workshop 1 <p>How do we perform with fluency and accuracy?</p> <ul style="list-style-type: none"> Practice <p>You should practise the song on your instrument. You need to be able to play this fluently and accurately.</p> <ul style="list-style-type: none"> Key words <p>Accuracy – In music this refers to playing the correct notes and rhythms. Fluency – playing without stops or gaps. A fluent performance has flow. It does not have hesitations.</p> | <ul style="list-style-type: none"> Workshop 2 <p>What is a motif in music?</p> <ul style="list-style-type: none"> Practice <p>Play some of the motifs studied in the lesson on your instrument. Can you come up with musical ideas based on these motifs.</p> <ul style="list-style-type: none"> Key words <p>Motif – a musical idea. This could be a rhythm, a short melody, a chord progression.</p> |
| <p>Week 3 - content</p> <ul style="list-style-type: none"> Workshop 3 <p>How do I experiment with motifs in my own composition?</p> <ul style="list-style-type: none"> Practice <p>Play through your part from your composition. Can you perform your part fluently and accurately?</p> <ul style="list-style-type: none"> Key words <p>Conjunct - Moving up or down by one note. Moving in steps Disjunct - Moving by leaps.</p> | <p>Week 4 - content</p> <ul style="list-style-type: none"> Workshop 4 <p>How do I use structure in my composition?</p> <ul style="list-style-type: none"> Practice <p>Practise with your group.</p> <ul style="list-style-type: none"> Key words <p>Structure - Structure, or Form, in music refers to the arrangement and order of the parts or sections of the music.</p> | <p>Week 5- content</p> <ul style="list-style-type: none"> Workshop 5 <p>How do I perform my composition with fluency and accuracy?</p> <p>Performance Date 23rd October 24</p> <p>Off timetable all day for rehearsal Main Hall 16:00 Performance starts</p> |



| Year 9 - Music - Cycle 1 | Week 7 - content | Week 8 - content |
|--|--|--|
| <p>Key vocabulary</p> <ol style="list-style-type: none"> Chord Progression - The order of the chords used in a piece of music Riff - Repeated short melodic or rhythmic figure. Melody - A sequence of single notes. The 'tune'. Inversion- Rearrangement of notes in a chord. Major chord - In music theory, a major chord is a chord that has a root, major third, and perfect fifth. When a chord has these three notes alone, it is called a major triad. Minor chord - In music theory, a minor chord is a chord that has a root, minor third, and perfect fifth. When a chord has these three notes alone, it is called a minor triad. Pentatonic - Five note scale that omits the 4th and 7th notes of the major scale. Four on the floor - A rhythm in 4/4 time in which the bass drum is played on every beat. Sequencing - Sequencing is the programming (inputting) of notes and sounds to play in melodic Quantisation - When the DAW makes timing adjustment automatically. Used to correct timing errors or to add groove. | <ul style="list-style-type: none"> Listening Song 2 Blur <p>Does this riff use inversion chords?</p> <ol style="list-style-type: none"> Seven Nation Army White Stripes <p>Which instrument play the riff?</p> <ul style="list-style-type: none"> Music Theory <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p> <p>You will need to draw a treble clef.</p>  <p>Treble Clef Notes</p>  <p>Line Notes</p>  <p>Space Notes</p> <ul style="list-style-type: none"> Practice (optional week 1-6) Week 1 – 6 you will be working in groups to create a version of one of the riff songs. You can come to the music room at break or lunch. | <ul style="list-style-type: none"> Listening Iron Man Black Sabbath <p>What instruments can you hear? How have the band used effects to change the sonority of the instrument?</p> <ol style="list-style-type: none"> Little Monster Royal Blood <p>How many notes can you hear in the riff?</p> <ul style="list-style-type: none"> Music Theory <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 Bolero Ravel <p>Which instrument is playing the riff? The word we use in classical music is <i>ostinato</i>.</p> <ol style="list-style-type: none"> Foxy Lady Jimi Hendrix <p>Describe the riff in this song.</p> <ul style="list-style-type: none"> Music Theory <p>Copy the scale of G major into your book.</p>  | <ul style="list-style-type: none"> Listening Sweet Dreams Eurhythmic <p>What era is this song was from? Why do you think this?</p> <ol style="list-style-type: none"> Sandstorm Darude <p>Describe the instrument which plays the riff.</p> <ul style="list-style-type: none"> Music Theory <p>Label the notes in the G major scale, remembering F#.</p> <ul style="list-style-type: none"> Practice (optional week 6-10) <p>Week 6 – 10 we will be creating an EDM track on Bandlab for Education.</p> | <ul style="list-style-type: none"> Listening Alone Marshmello <p>Describe the drum beat in this song.</p> <ol style="list-style-type: none"> Blue Eiffel 65 <p>Does this riff sound major or minor?</p> <ul style="list-style-type: none"> Music Theory <p>Add the chords of G major onto your scale. Remembering the F# in the chords.</p> <p>Use week 3 to help you to do this. These are the diatonic chords of G major.</p> |
| <p>Week 9 - content</p> | <p>Week 10 - content</p> | <p>Week 11 - content</p> |



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| <p>Year 9 – Personal Development- Cycle 1</p> | <p>Week 2 - PSHE</p> | <p>Week 4 - PSHE</p> |
| <p>Key vocabulary/content/ideas</p>  | <ul style="list-style-type: none"> • Mental health – the health of your state of mind. Mental health can be massively affected by a number of different factors. These can include (but are not exclusive to) <ul style="list-style-type: none"> • Diet – The food you consume on a daily basis. A diet can be healthy or unhealthy depending on what you eat. It is important to have a balanced diet to ensure you are getting the correct vitamins and minerals for your body to function. • Exercise – Exercising on a daily basis, even if just a walk, can improve your mood as your body releases chemicals. • Sleep – Getting enough sleep each night is important as your body can't function effectively without it. Not using your phone before bed can help you to fall asleep quicker. | <p>Coping strategies for mental health – It is important to take responsibility for your own physical and mental health.</p> <p>Self-Care & Mental Health for Kids</p>  |
| <p>Week 6 - PSHE</p> <ul style="list-style-type: none"> • Coercion – the practice of persuading someone to do something by using force or threats • Gang exploitation – being coerced into illegal activities on behalf of a gang for money, presents or other bribes. • Substance misuse – mis using substances such as cigarettes, alcohol and drugs which has a negative impact on your life. • Negative consequences – health problems, debt, loss of friendships, relationship breakdowns, police involvement. | <p>Week 4 - RPE</p> <ul style="list-style-type: none"> • Most people in the UK claim to be Christian (though relatively few go to church) and the UK is generally seen as a Christian country even it has citizens of many religions and faiths. • During the 20th century, immigration into Britain encouraged the development of diverse cultural experiences and understanding within society. • Cultural integration brought music, literature, art, food and fashion from different parts of the world. | <p>Week 10 - RPE</p> <ul style="list-style-type: none"> • Religious festival - a time of special importance marked by adherents to that religion. • Summer Solstice – Otherwise known as midsummers day and celebrated on 21st June each year and is celebrated by Pagans. • Christmas and Easter – traditionally Christian celebrations linked to Jesus' birth and death. • Ramadan – celebrated by Muslims, Ramadan is a time of fasting. • Religion and belief are a protected characteristic. |



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