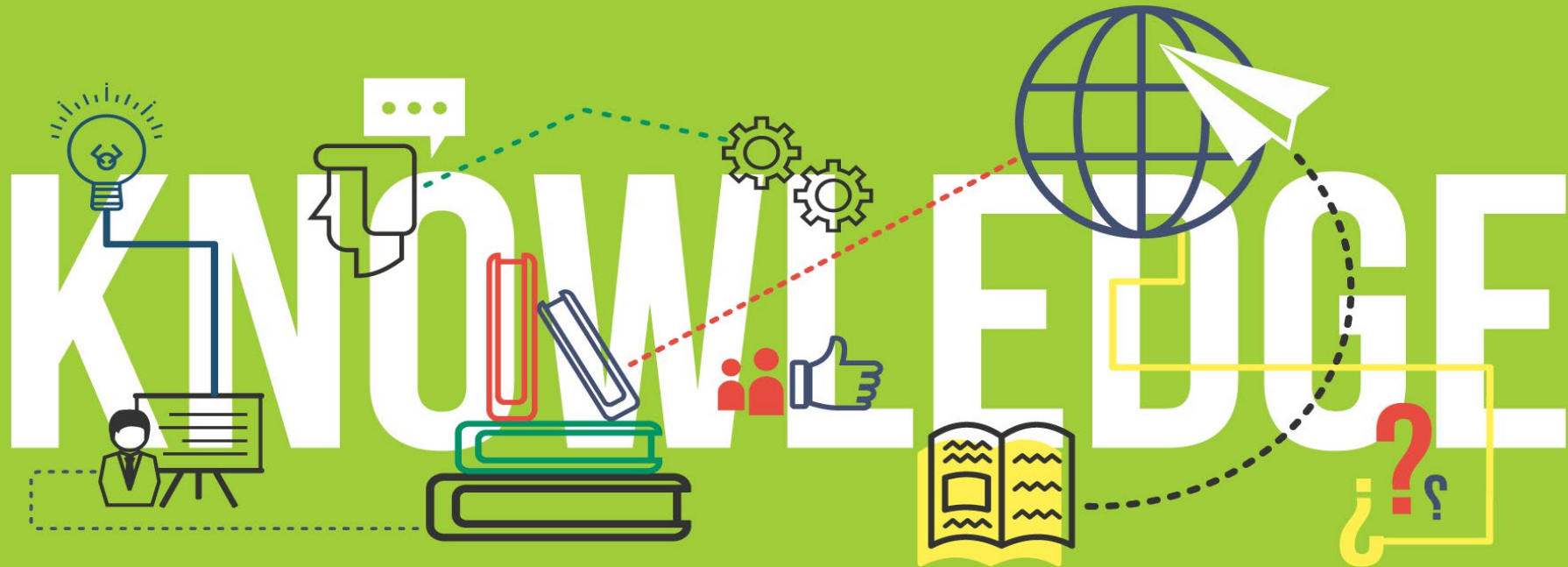


YEAR 9

**KNOWLEDGE
ORGANISERS**

Autumn Term 2024-2025



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Helping you to Master the Minimum!

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What are Knowledge Organisers?

A Knowledge Organiser specifies the essential knowledge that you need to memorise and retain for a unit of work. It is contained on a single A4 page and organised in a way to aid learning. The knowledge they contain are the building blocks of effective learning; it does not include everything you could and should know about a unit of work but the essential knowledge that you need to memorise.

This booklet contains all of the Knowledge Organisers for the units you will study in your subjects between September and Christmas.

Why are Knowledge Organisers important?

At secondary school you will study complex ideas and be asked to think in an analytical way; this is what makes learning an enjoyable process. To be able to think about difficult problems and question new ideas, you need know core factual detail to help you think critically. For example, if you have memorised your times tables your brain can focus on a complex Mathematics problem rather than working out 9×4 . Being confident in your knowledge of the basics frees up your brain to focus on the complex. Once you have a secure knowledge of a unit of work, future learning is easier. Cognitive Scientists, who study how memory works, have shown us that we learn new information by linking it to knowledge we already have. The more knowledge we have, the easier it is to learn.

Knowledge Organisers are also useful as a reference point if you are struggling to remember information in a lesson or if you have been absent in a lesson. They will help you to be more effective learners.

How to use Knowledge Organisers effectively

Just having a Knowledge Organiser stuck into your exercise book or having this booklet in your bag will not help your learning.

You need to spend time, both in lessons and at home, memorising the content within them. Your teachers will help you do this by using them in lessons and setting homework tasks based upon them. Learning information can be uncomfortable and difficult but that is okay. That is how we improve.

Making sure we remember knowledge in the long term requires some hard work. You are probably confident with your Times Tables because your primary school teachers tested you on them regularly and you played online games to test yourself. The reason this works, is because you have been doing something called **retrieval practice**. Through the act of remembering, our memory is strengthened and forgetting is less likely. Every time you have to remember information it changes the original memory to make it stronger.

Retrieval Practice techniques you can use at home:

Look, Cover, Say, Write, Check

- Exactly as it sounds. Look at a section of the Knowledge Organiser, cover the information you are trying to remember, say it aloud or write it down and then check you are correct. Keep doing this until you consistently get the answers correct. This works particularly when learning new vocabulary.

Quizzing

- Write your own quiz questions based on the information on your Knowledge Organiser. You could work with your peers or those you live with to quiz you until you have memorised the information.

Flash Cards

- Create your own set of flash cards. Write a question on one side and the answer on the other. You could even create these online using quizlet.com

Mind Dump

- Write down all of the key information you can remember on a topic or unit of work. Compare this to your Knowledge Organiser to see if there is anything you have missed.

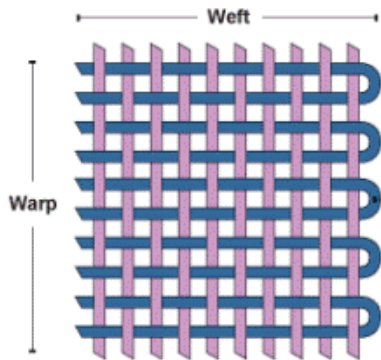
Make sure that you carry out these memorising strategies regularly. Can you remember what you did last week, last month, last term? The more often you recall information from your memory, the stronger that memory becomes.

Skills and Techniques

1. Drawing, recording and mark making.
2. Loom set up and creating a **Warp**.
3. Experimenting and planning fabric designs.
4. Weaving techniques such as **Plain Weave**, **Pile Weave** and **Soumak**.
5. Weave finishing techniques.

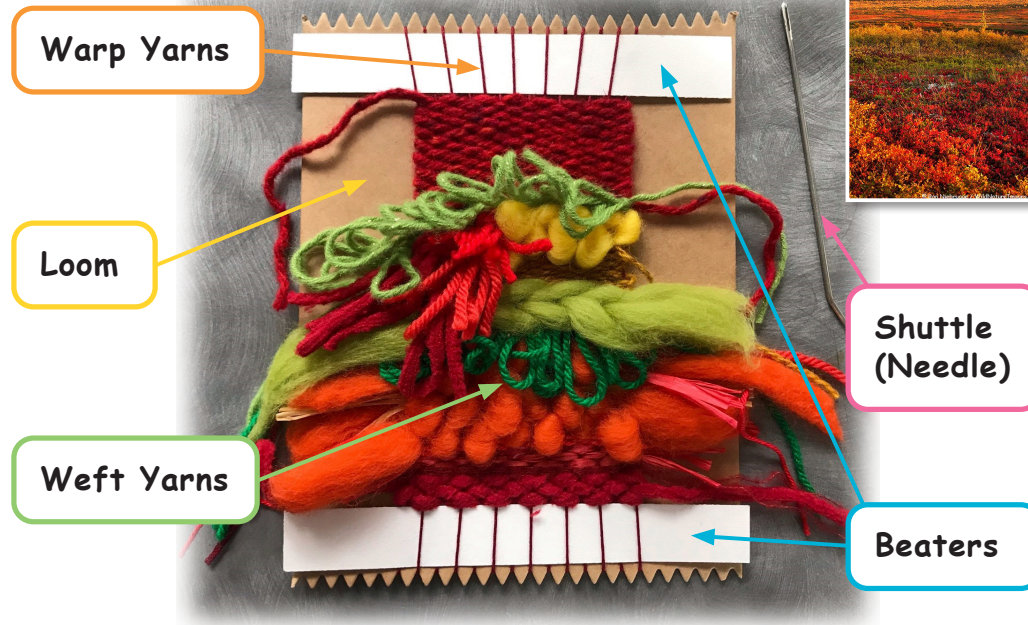
Woven Fabric Structure

Warp and **Weft** are the two basic components used in weaving to turn thread or yarn into fabric. The warp thread forms the main foundation of the fabric, while the weft threads pass under and over in different combinations to give the fabric colour pattern and texture.



In woven fabric Warp yarns are the vertical threads and Weft yarns are horizontal threads.

Weaving and Equipment



Key Words

1. **Weave/Woven:** To form a fabric structure by interlacing threads passing in one direction with others at a right angle to them.
2. **Texture:** The appearance of a surface. This could refer to an object's physical appearance or how an artist creates the illusion of texture using different techniques.
3. **Tension:** The tightness of threads in fabric, especially the weft yarns.

Weaving Techniques in Order of Difficulty...

1. Plain Weave
2. Tabby Weaving
3. Pile Weaving
4. Tassels
5. Rye Knots
6. Soumak

Idea / Context

Marie Louise Fijneman

A Dutch Textile artist who mostly specialises in large scale woven wall hangings.



Fijneman pieces celebrate the abundance of nature in all its many colours and structures.

Key Vocabulary



	STAGE 12			STAGE 13			STAGE 14	
1	amittit	loses	1	advenio, advenire, adveni	arrive	1	aliquid	something
2	complet	fills	2	aedificium	building	2	apud	among, at the house of
3	custodit	guards	3	aeger	sick	3	attonitus	astonished
4	duo	two	4	alter	the other, the second	4	aula	palace
5	epistula	letter	5	canto, cantare, cantavi	sing	5	cotidie	everyday
6	flamma	flame	6	ceteri	the others	6	decorus	proper, right
8	fortiter	bravely	7	custos	guard	8	deleo, delere, delevi	destroy
9	frustra	in vain	8	dico, dicere dixi	say	9	deus	god
10	fugit	flees	9	excito, excitare, excitavi	arouse, wake up	10	difficilis	difficult
11	fundus	farm	10	fessus	tired	11	diligenter	carefully
12	iacet	lies	11	interficio, interficere, interfeci	kill	12	domina	mistress
13	iam	now	12	ita vero	yes	13	donum	gift
14	igitur	therefore	13	nolo	I do not want	14	fidelis	faithful
15	mirabilis	strange, extraordinary	14	novus	new	15	ipse, ipsa	himself/herself
16	mittit	sends	15	nullus	no, not any	16	iste	that
17	mons	mountain	16	possum	I am able, can	17	maritus	husband
18	optime	very well	17	ruo, ruere, rui	rush	18	necesse	necessary
19	paene	almost	18	se	himself	19	num?	surely... not
20	sentit	feels	19	traho, trahere, traxi	drag	20	quam	how
21	tandem	at last	20	vita	life	21	quamquam	although
22	templum	temple	21	volo	I want	22	-que	and
23	terra	land, ground	22	vulnero, vulnerere, vulneravi	I wound	23	rex	king
24	timet	fears, is afraid				24	ubi	when
25	tres	three						
26	unus	one						

Grammar constructions

1 Irregular verbs - nolo, volo and possum + infinitive (present, imperfect and perfect tenses)

2 Difficile/necesse/decorum est + infinitive

1	2	3	4
- ARE	- ERE	- ERE	- IRE

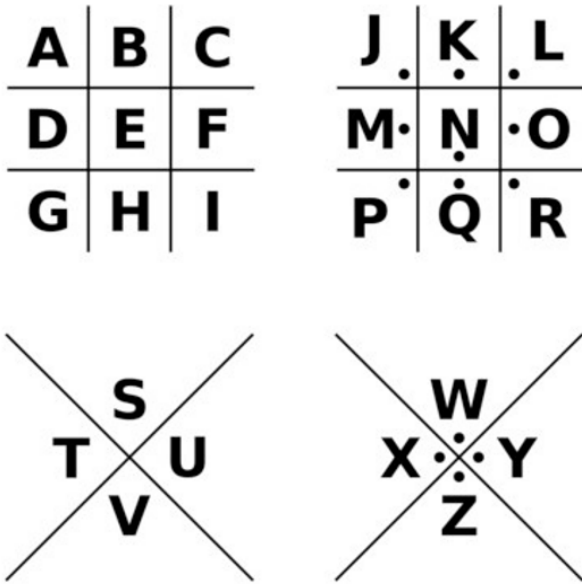
3 Agreement of adjectives - Adjectives agree with the noun they describe in gender, number and case

4 Relative clauses

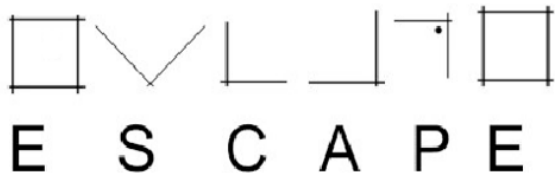
5 Relative pronouns (qui, quae, quod)

	M	F	N
Nom sing	qui	quae	quod
Acc sing	quem	quam	quod
Gen sing	cuius	cuius	cuius
Dat sing	cui	cui	cui
Nom plural	qui	quae	quae
Acc plural	quos	quas	quae
Gen plural	quorum	quarum	quorum
Dat plural	quibus	quibus	quibus

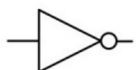
Pig Pen Cipher



Example:



Logic Gates



NOT



AND



OR

HTML Tags

1	HTML	Hyper- Text -Markup-Language
2		Img means image . We use this tag to add an image.
3	<hr>	Makes a line across the page.
4		Changes the font style of certain text.
5		Makes a hyperlink . Links the webpage to another one.
6	<p>	Makes a paragraph on the page.
7	<h1>	Creates a heading 1 piece of text. Larger than a paragraph.
8	 	Creates a space on the page.

Caesar Cipher

Examples:

1	Right Shift 2	AEG → CGI
2	Left Shift 3	MPR → JMO

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Famous Computer Scientists

1	Tim Berners-Lee	Made the WWW (not the internet).
2	Charles Babbage	Invented the Difference Engine .
3	Alan Turing	Beat the German Enigma code in the 2nd World War .
4	George Boole	Discovered human thought could be understood by maths .

Common Misconceptions

- 1 **Web browsers** are used to **understand the HTML** of a page, and display it. E.g. Edge, or Chrome. It is **NOT FOR SEARCHING**.
- 2 **Search engines** are what we use to **search** the internet. E.g. Bing, Google, etc.
- 3 **COLOUR** is spelt **WRONG** in HTML. You have to spell it the **AMERICAN** way - **COLOR**.

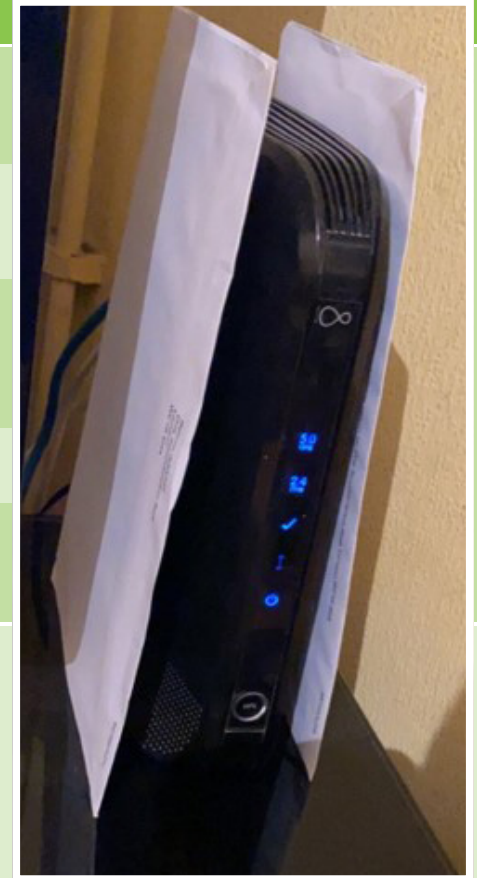
Computer Science Networks

Key Terms

1	ISP	Internet Service Provider - The company that gives you your internet. E.g. Virgin, Sky etc.
2	WAN	Wide Area Network - Large geographical area + owned by telecoms companies.
3	LAN	Local Area Network - Small geographical area + owned by organisation.
4	IP address	Internet Protocol Address - Unique number given to all computers on a network.
5	DNS	Domain Name System - Finds website using the web address (fetches IP in the background).
6	Internet	It's a network of networks, and is classed as a WAN.

Network Hardware (Devices)

1	Switch	Smart device - sends packets to nodes quickly. Is expensive.
2	Hub	Dumb device - sends packets to nodes slowly. Is cheap.
3	Node	Any device connected to a network. E.g. iPhone, computer etc.
4	NIC	Network interface card.
5	Router	Allows LAN to connect to internet (WAN).



Data Transfer Media

1	Wired	Faster, more secure, but more expensive. E.g. Ethernet.
2	Wireless	Slower, cheaper, portable. E.g. Wi-Fi.

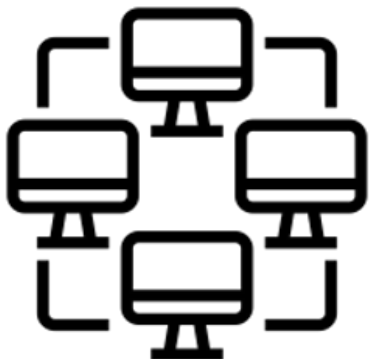


ETHERNET

VS



WIFI

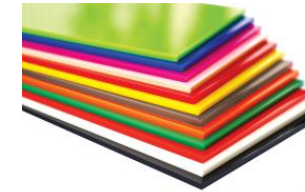


Tools/ Machine Tools

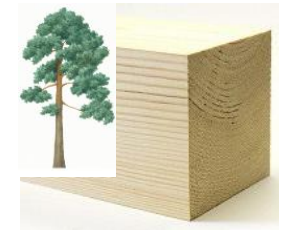
1	Belt / Rotary sander	Machine used to remove waste material and smooth wood.
2	Buffing Spindle	Machine tool for polishing plastic and metal components using specific wheel and polish type. Plastic requires white resin polish.
3	Centre Lathe	Machine tool used to create (metal) parts usually round in section. Most versatile machine in a workshop. Process is called turning.
4	File	Removes waste on sheet metal. Used to help shape and smooth edges.
5	Jig-fixtue	Tool that holds the job and guides the cutting tool for repeat accuracy without the need to mark out.
6	Polishing/ Buffing cloth	Soft cotton cloth used to apply and remove metal and acrylic polish when the process is done by hand
7	Pillar drill	Universal machine used for drilling holes with jig
8	Profile Gauge	Quality Control device to check shape of a made component.
9	Quality Assurance	What can be done prior to making to ensure quality happens, can include training, equipment facilities etc Pro-active process.
10	Quality Control	Checking a component after it has been made in terms of size, shape and finish. Reactive process.
11	Smoothing plane	Cutting curves. Larger blade teeth for wood and smaller teeth for metal/plastic.
12	Template	Quality Assurance device for marking out multiple copies of a given irregular shape. Can be made from paper, wood or metal.
13	Varnish	A Water or oil based clear protective coating for wood.
14	Wet and Dry	Waterproof fine abrasive paper for removing file marks prior to polish and buff.



Aluminium / Duralumin bar 25mm dia.



Acrylic Thermoplastic / Polymer



Scots pine - A straight-grained softwood but knotty. Light in colour. Fairly strong but easy to work with. Cheap and readily available.



Buffing Spindle



Varnish



Centre Lathe



Bandsaw



Drilling jig



Circular saw



Belt sander



Pillar drill



Smoothing Plane



Letter stamps

D&T Industrial Production (CT)

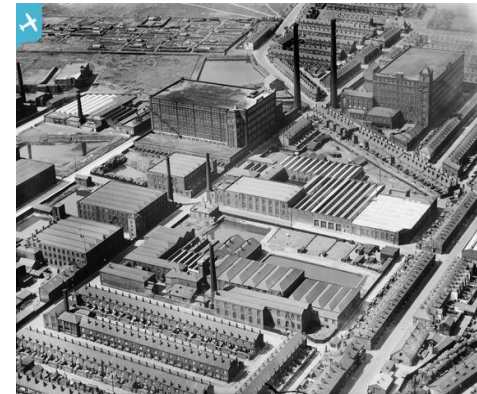


Key Vocabulary

1	Automation	Industrial Production using robots and CNC on production lines.
2	CNC	Computer numerical Control – machines controlled by computers
3	Division of Labour	Dividing the jobs required to make a product amongst a similar number of workers.
4	Industrial Revolution	The beginning of the modern world where mechanisation in Britain created the factory production system. 1750-1900 approx.
5	Infrastructure	Roads, railways, national grid, water supply, emergency services of a developed country made possible by wealth created from industry.
6	Model T Ford	World's first mass produced car, which was to dictate how the (western) world was to develop through the 20th. Century.
7	Moving Production Line	Pioneered by Henry Ford, the product to be assembled comes to the worker on a conveyor belt.
8	Post Industrial	Modern world after the Industrial Revolution , combining traditional manufacturing with new technologies including computing and AI.
9	Productivity	The amount that can be achieved in a given amount of time. High productivity produces increased wealth.
10	Richard Arkwright	The world's first modern industrialist, inventing the factory system and paid shift work. Cromford Mill Derbys.1771.
11	Scales of Production	The chosen level of organisation to manufacture a given quantity of product. There are 4 SoP: Jobbing ,Batch, Mass, Continuous
12	Spinning Jenny	The first machine to truly industrialise production. Invented in 1765 by James Hargreaves. Jenny is a development of the word engine.
13	Textiles	The first industry in the world to be industrialised, encompassing the spinning and weaving of cotton, incl. wool and sink and lace.
14	Workshop of the World	Name used to describe Britain during the Industrial Revolution



Spinning Jenny 1765



Lancashire Textile mills – Ind Rev.



Worlds first mass produced car: Model T Ford 1908 - 1927



Automated production line



Food Topic 1: Diet & Health



Key Vocabulary

2	Nutrients	The components that make up food
3	Healthy diet	A diet that is low in fat, salt and sugar and high in fibre
4	Health condition	Different health conditions affect what you should eat more or less of.
5	Obesity	Being very overweight, carrying more fat than is healthy
6	Processed food	A food that has been altered to enhance its properties. E.g. – added preservatives, added sugar or fat etc
7	BMI	Body Mass Index. The calculation used to find out if a person is a healthy weight.
8	PAL	Physical Activity Level – How much exercise and movement a person does each day
9	Food labelling	A set of rules that all manufacturers must follow when printing their packaging for foods.
10	Energy balance	Where we take in as much energy in the food we eat as we are using up in our daily activity.
11	Nutrient deficiency	Lacking in a particular nutrient causing health issues
12	Food allergy	When someone suffers an immediate reaction to a food. Can be life threatening.
13	Food intolerance	A reaction to food. Not usually life threatening. E.g. Coeliac disease (gluten) or lactose intolerance (milk sugar)

Special diets - Coeliac disease (gluten intolerance), Diabetes, Coronary heart disease, high-fibre diet, low fat diet, vegetarian diet, vegan diet.

14 Food allergens (UK)



EpiPen Jr / EpiPen



8 tips for eating well

1. Base your meals on starchy foods
2. Eat lots of fruit and veg
3. Eat more fish - including a portion of oily fish each week
4. Cut down on saturated fat and sugar
5. Eat less salt – no more than 6g a day for adults
6. Get active and be a healthy weight
7. Don't get thirsty
8. Don't skip breakfast

What information must be on a food label?

- The name of the food.
- List of ingredients and the quantity of key ingredients.
- Allergens.
- Net quality of the food.
- Durability date (use by or best before dates)
- Storage and instructions for use.
- Name and address of the food business operator.
- Nutritional information.

The traffic light system on food packaging helps us to make healthier choices.

GREEN - food is low in fat, saturated fat, sugars or salt. = Healthy option.

AMBER – food contains a medium amount of fat, saturated fat, sugars or salt. Eat in moderation.

RED – food contains HIGH amounts of fat, saturated fat, sugar or salt. Beware!

Energy 1046kJ 250kcal	Fat 3.0g	Saturated 1.3g	Sugars 34g	Salt 0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

Energy Balance

Balanced weight



Energy consumed Energy expended

Weight gain



Energy consumed Energy expended



Key Vocabulary

1	Food provenance	Knowing where food is grown, reared or caught, produced and transported.
2	Fairtrade	A charity that partners with food suppliers to try and improve their working conditions and income
3	Food miles	The distance a food product travels from where it is produced to or grown to where it is sold
4	Carbon footprint	A measure of the impact has on the environment based on the harmful greenhouse gases produced
5	GHG	Green House Gases – creates global warming
6	Climate change	A gradual change in climate patterns, e.g., due to global warming
7	Deforestation	Cutting down trees in order to make room for cattle, crops or development
8	Vegetarian	A person who omits meat and/or fish, dairy from their diets
9	Vegan	A person who eats no meat, fish or any product from an animal
10	Religion	A faith that a person lives by
11	Halal	Slaughtered or prepared using a method that follows Islamic dietary laws
12	Kosher	Prepared food that follows the requirements of the Jewish dietary laws
13	Food choice	Something that influences your choice in food
14	Sustainable	A process that does not cause permanent damage to the environment or using vast amounts of resources.
15	Food waste	No1 problem in UK. Food waste causes damage to the environment.

Reasons for food choice

There are many factors that affect what we choose to eat:

- ❖ Medical conditions/allergies
- ❖ Cost
- ❖ Time (to buy, prepare & cook)
- ❖ Time of day (availability to cook, restricted through lack of resources e.g. school lunch box.)
- ❖ Food preferences (likes and dislikes, choose to follow a specific diets – vegan/vegetarian)
- ❖ Culture/traditions.
- ❖ Ethical/moral/religious beliefs prevent eating some food groups.
- ❖ Physical activity levels (athletes need more energy)
- ❖ Availability/seasonality
- ❖ Celebrations – weddings/birthdays/ bbq etc.
- ❖ Attitudes towards healthy lifestyle/nutrition.
- ❖ Lifestyle – prefer indoors gaming or outside walking, prefer cooking or eating out.
- ❖ Peer pressure
- ❖ Enticements – adverts, special offers.

Christianity Islam Buddhism Judaism Hinduism

Rastafarian Vegetarian VEGAN

CO₂

Deforestation is needed to clear land for cattle rearing but this also contributes to global warming...What is right?



We all need to work together to help the environment



Climate change
There is worldwide concern about climate change and the increased number of extreme or unusual weather conditions. Changes in temperature can affect plant growing seasons and livestock conditions. It is very likely to affect food security at a global, regional and local level.

All food must be grown, reared or caught
In the past food was grown, prepared and cooked at home or sold by small-scale producers or merchants.

Some people still grow food at home or on allotments. Food can also be bought from a wide range of sources, including:

- cafes/coffee shops;
- convenience stores;
- farmers markets;
- farm shops;
- markets;
- on-line retailers;
- restaurants;
- supermarkets;
- takeaway outlets.

CH₄

Key Vocabulary

1	Gluten	Is formed from two proteins (Glutenin & Gliadin) found in wheat are mixed with a liquid.
2	Fermentation	When given warmth, moisture, food and time, yeast produces Co ₂ and alcohol
3	Kneading	Stretching the dough to develop the gluten; yeast is distributed throughout the dough to give an even rising.
4	Proving	Time for the yeast to ferment to produce bubbles of carbon dioxide (Co ₂) which makes the dough rise.
5	Knocking back	A second kneading to break down the large Co ₂ bubbles in to smaller, more evenly sized bubble
6	Baking	In the oven, the dough rises quickly at first. Then the yeast is killed by the heat. Bread needs a hot oven.
7	Pasteurisation	Milk is heated to 72C to destroy pathogenic bacteria
8	Curd	A solid product formed during cheesemaking, through coagulation
9	Whey	The liquid remaining after the curds have been separated from the milk
10	Coagulate	When a protein denatures (breaks down) and sets
11	Enzyme	Molecules (proteins) that act as a catalyst to help complex reactions occur – helping to curdling the milk
12	Starter culture	a bacteria mix used to ripen milk and help start the cheese making process
13	Rennet	an enzyme that used to be taken from calves' stomachs but is mostly now produced from vegetarian sources.

Bread: Function of ingredients

Strong plain flour – contains gluten to give a supportive structure that can hold the bubbles of carbon dioxide.

Yeast – helps the bread rise to give a lighter texture.

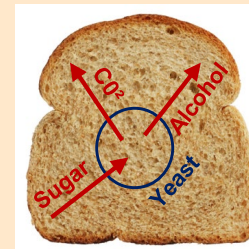
Water – binds the ingredients to form a dough; allows the yeast to respire; when the dough is baked, water turns to steam and helps it rise.

Salt – for flavour; strengthens gluten.

Yeast: Fermentation

Fresh or dried yeast ferments to produce carbon dioxide which makes the bread rise, giving a lighter texture. The ideal conditions for fermentation are:

- **Warmth**
- **Moisture**
- **Food**
- **Time**



Proving

Windowpane test

Kneading

Dried yeast

Effect of Heat on Cheese

- Cheese melts at approximately 65°C
- Often grated or cubed before melting
- Heat changes the proteins, allowing soft cheese to melt easily
- Cheese can brown and burn when heated, adding texture and flavour.



Type of Cheddar	Length of Aging (minimum)	Cheese strength number
Mild	3 months	1
Medium	5-6 months	2
Mature	9 months	3 or 4
Extra Mature	15 months	4 or 5
Vintage	18+ months	5 - 7

Nutritional value of cheese
<ul style="list-style-type: none"> • High in protein • Calcium • Fat • Vitamins A, B & D • Zinc • Phosphorus



Year 9 Drama: John Godber and Teechers



Following on from our work on Physical Theatre we're going to look at the work of John Godber and particular his play Teechers (it's a deliberate spelling mistake) which uses a physical style of performance.

Godber's style: Key vocabulary

- 1 His plays Bouncers, Up 'n' Under and Teechers have very small casts – 3 or 4 performers (remember he couldn't afford to pay a large cast.) This means the performers must multi -role play.
- 2 Multi role play is when an actor plays more than one character onstage.
- 3 The differences in character are marked by changing voice, movement, gesture and body language.
- 4 The audience can clearly see that the same actor has taken on more than one role. There are no costume changes, and the emphasis is on the physical and vocal changes the performer makes.
- 5 Direct audience address: in Teechers the 3 performers play all the characters and narrators, so they break the Fourth Wall to talk directly to the audience.
- 6 Exaggerated stereotypes – to make characters easily identifiable to audiences.
- 7 Fast paced action.
- 8 Addresses social issues, behaviour and attitudes.
- 9 Teechers is a play within-in-a-play – Remember from Year 7 Elizabethan Theatre that Shakespeare uses this technique in A Midsummer Night's Dream.

Bouncers

- 1 His most popular work by far has proved to be Bouncers, a comedy about four doormen at a down-market nightclub that he first wrote in 1977 but subsequently reworked for performance for a contemporary audience.



John Godber

- 1 John was born the son of a miner in Upton, West Yorkshire. He trained as a teacher of drama at Bretton Hall College. Whilst he was Head of Drama at Minsthorpe High School, he won every major award at the National Student Drama Festival between 1981 and 1983.



- 2 His plays are performed across the world. He has the distinction of being one of the most performed writers in the English language. He has won numerous awards for his plays, including a Laurence Olivier Award and seven Los Angeles Drama Critics Circle Awards.

- 3 He is best known for his boisterous comedies and his work with the Hull Truck Theatre over 25 years has led to his being dubbed 'the true mouth of the Humber'. When Godber went to Hull Truck Theatre the company had no money which led to him creating a distinct style of Theatre.

Teechers

- 1 Gail, Hobby and Salty, three Year 11 students who, through their end of term play, tell the hilarious story of an idealistic new teacher in his perilous first days inside a local comprehensive school in a deprived area in the North of England.





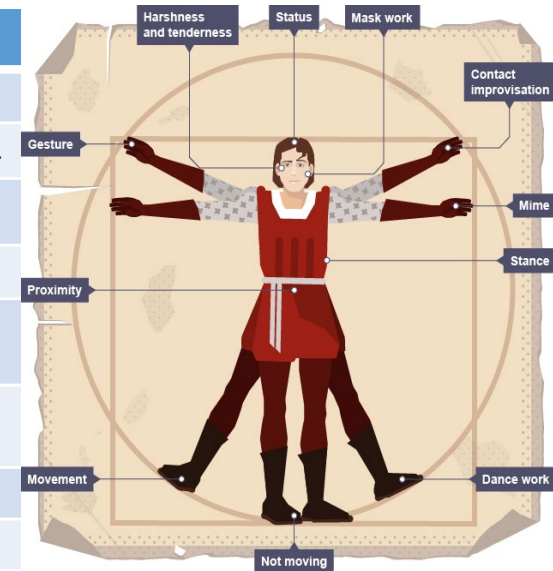
Year 9 Drama: Physical Theatre



Actors using bodies to express objects, set and emotions. This follows on from the physical work of Commedia we finished Year 8 with.

Key vocabulary

1	Mime	This usually means stylised movement but can be comparatively realistic.
2	Gesture	A gesture may be something small but can have emotional impact or it can be a particular movement that defines a character.
3	Status	This may be executed by use of levels or by distance or strength of contact, or a combination of all of these with voice work.
4	Proximity	How close or far you are from your co-performers can be a source of very powerful impact.
5	Stance	This is associated with strength as the body could radiate assertion and authority or weakness by stance, incorporating posture.
6	Harshness & tenderness	Used here as umbrella terms to focus on the fact that in physical work the gestures and bigger movements come together to express the emotions of the piece.
7	Movement	Every movement needs to be rehearsed with precision.
8	Not moving	If the stage is full of characters moving, immobility can have a powerful effect.
9	Mask work	The impact of a mask is visual and without the facial features to show action, movement becomes an even more central performance instrument.
10	Dance work	Don't be afraid to include dance in your work; you don't have to be an experienced dancer.
11	Motif	This is repeated use of a movement pattern which has meaning and reminds us of the central theme of the work.



The Seven States of Tension

1	Californian	The body is so relaxed you can hardly stand up straight.
2	Neutral	You are a face in the crowd, no one recognises you
3	Gorgeous	You are the most gorgeous person on the planet, and you know it!
4	Fish	You have the memory of a fish; go to do something and forget.
5	Birthday	It's your birthday and you have the present you have always wanted
6	Bus Stop	You can see the bus and if you don't make it, you will be in trouble.
7	Catatonic	You are faced with your worst fear, and you are terrified. This links to our work on Drama Power/Status – the 7 states link to the different levels of confidence.

The work of Frantic Assembly

- <https://youtu.be/ieWs3hl3O4w>
Frantic Assembly are a major British Physical Theatre company. Founded in 1994 by Scott Graham, Steven Hoggett and Vicki Middleton they create original work with well established playwrights. One of their most famous collaborations was with the National Theatre and their production of A Curious Incident of the Dog in the Night Time.

<https://youtu.be/UVrOsXhG61Q>
In this clip shows a group of actors from Frantic Assembly working with director, Scott Graham on the play A Lovesong by Abi Morgan.

<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/2>



- They use a range of techniques to create devised theatre.

 - Chair Duets: <https://www.youtube.com/watch?v=PB-9LERSyY8>
 - Hymn Hands: <https://youtu.be/gUqZPfgIX6U>
 - Learning to Fly: <https://youtu.be/Q4mXhW7TXQ8>



Key Vocabulary



1	Melancholic (adjective)	Feeling or expressing sadness. Synonyms - sorrowful, pensive, downbeat.
2	Patriarchy (noun)	A system in which men hold the power in society e.g. father or eldest male is head of the family.
3	Unrequited (adjective)	Not returned (particularly concerning love).
4	Unconventional (adjective)	Not conforming to (following) what is generally done, expected or believed.
5	Antagonistic (adjective)	Showing hostility (unfriendliness / hatred) towards something or someone.
6	Subservient (adjective)	Prepared to obey others without question.
7	Antithesis (noun)	A person or thing that is the direct opposite of someone or something else.
8	Conflict	A disagreement, or struggle between two opposing forces - this could be different people or within one person.
9	Protagonist	Main character.
10	Tragedy	A type of play / A genre of drama - Tragedies are a type of play that focus on suffering, disaster, death and end unhappily.

Literary Methods

1	Prologue	An introduction or opening that gives background details.
2	Foreshadowing	When the writer hints at something that happens later in the narrative. Acts as a warning or indication of a future event.
3	Dramatic Irony	When the audience know something that the characters do not.
4	Symbolism	When a writer uses something to symbolise (represent) something else - Symbols used for ideas or qualities. E.g. The colour 'red' could symbolise anger, danger, violence or passion. A place could symbolise safety.
5	Metaphor	When something is described as something else to convey meaning, non-literal figure of speech.
6	Soliloquy	A device used in a play to share a character's thoughts with the audience - they speak their thoughts aloud without addressing another character.
7	Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.
8	Oxymoron	A figure of speech in which two contrasting words are placed next to one another e.g. 'bitter sweet', 'honest lying'.
9	Blank Verse	Verse (poetry) that has a rhythm but does not rhyme.
10	Sonnet	Traditionally, sonnets were written as a form of expression of a person's romantic love for another. A traditional sonnet can often be recognised by having 14 lines.
11	Celestial Imagery	Imagery about stars, the sun, the moon, and space in general.
12	Stage directions	An instruction in the text of a play about the movement, position or tone of voice of an actor, or about props, the sound effects or lighting.

Key Themes

1	Love - Romantic Love	The love Romeo and Juliet share is beautiful and passionate. But it is also chaotic and destructive, bringing death to friends, family, and to themselves.
2	Love - Familial Love	Relationships between the young characters and the characters that are parental figures is important in the play. These relationships change throughout.
3	Fate	Shakespeare makes it clear that Romeo and Juliet cannot escape their fate. It is their struggle against fate that emphasises their love.
4	Conflict	The play opens with conflict and it can be seen in many ways throughout the play. <ul style="list-style-type: none"> - The physical conflict and violence between the two families. - Romeo and Juliet's love results in the deaths of many characters. - The conflict between Juliet and her parents. - Juliet's inner conflict.

Characters

1	Romeo Montague	Juliet's lover. Melancholic, impulsive.
2	Juliet Capulet	Romeo's lover. Naïve and sheltered at the beginning, but becomes unconventional and determined.
3	Mercutio	Romeo's close friend. Witty, playful and sarcastic.
4	Tybalt	Juliet's cousin. A bad-tempered character, hates the Montagues, violent, antagonistic and macho.
5	Benvolio	Romeo's cousin. A peacekeeper, cautious.
6	Friar Laurence	Loyal and peaceful. A friend to both Romeo and Juliet.
7	Nurse	Juliet's best friend and in many ways is more her mother than Lady Capulet is.
8	Prince Escalus	Leader of Verona, concerned with keeping order between the warring families.
9	Paris	Nobleman given permission to woo Juliet. A typical patriarchal male character.
10	Lord Capulet	Head of the Capulet household. Quick to anger when disobeyed.



Key Vocabulary



1	Race	Each of the major groupings into which humankind is considered to be divided on the basis of physical characteristics or shared ancestry.
2	Gender	Gender is often assumed from the sex assigned at birth, but a person may not identify with this gender (see gender identity). Gender is also considered to refer to the characteristics that society has constructed for what it means to be a particular gender.
3	Gender Identity	A person's sense of their own gender, which may be non binary or may not correspond to the sex assigned at birth.
4	Sexuality	A person's identity in relation to the gender or genders to which they are typically attracted; sexual orientation.
5	Systemic Racism	A form of racism that is embedded as a normal practice within society or an organisation.
6	Abolition	The act of ending a system, practice or institution.
7	Patriarchy	A system of society or government where men hold the power.
8	Perpetuates	To continue something (especially used for bad situations).
9	Inextricable	Impossible to disentangle or separate.
10	Plight	Struggle faced by an individual or group.

Structural Methods

1	Counter argument	What someone who disagrees with you might say in response to your ideas /argument.
2	Single sentence paragraph	A sentence placed on its own, functioning as a paragraph in order to place emphasis on that particular point. Often easily remembered.
3	Cyclical structure	When the introduction and conclusion of a piece of writing link in a way that provides balance and emphasises the meaning or purpose of the text.
4	Topic sentence	A sentence that identifies the main idea of the paragraph.

Language methods often used to persuade and argue

1	Anecdote	A short amusing or interesting story about a real incident or person.
2	Facts	Something that is true / can be proven.
3	Opinion	Something someone thinks.
4	Repetition	Words or phrases that are used more than once.
5	Rhetorical Question	A question used to make a point and have an effect, no answer is expected.
6	Emotive Language	Language used to create emotion in the audience e.g. 'he was depressed, bedraggled and lonely.'
7	Statistics	Facts using numbers /percentages
8	Triplet / List of Three	Three words or phrases used one after the other e.g. he was lonely, nervous and uncertain.
9	Direct Address	Using someone's name or a pronoun such as 'you/your' to speak directly to a particular person or group. "This is your responsibility"
10	Juxtaposition	Contrast of ideas/images that are close together
11	An imperative	A command
12	Anaphora	The repetition of a word or phrase at the start of sentences one after another e.g. Martin Luther King repeats the phrase "I have a dream....." at the start of several sentences in his famous speech.
13	Asyndetic Listing	lists that just use commas rather than the word 'and' e.g. I went to the shop and bought apples, bananas, grapes, pineapple and strawberries.

Aspects of grammar and punctuation

1	Colons (:)	A punctuation mark (:) used before a list of items, a quotation, or an expansion or explanation of a point.
2	Semi colons (;)	A punctuation mark (;) that indicates a longer pause. Used between two independent clauses that are closely related or between longer items in a list.
3	Modal verbs	A type of verb that expresses necessity or possibility. e.g. include must, shall, will, should, would, can, could, may, and might.
4	Pronouns	A word that refers to someone or something (e.g. I, you, she, it, this) Inclusive Pronoun - "we" "us" Personal pronoun - "I" "me"
5	Adverbs	A word or phrase that modifies (describes) an adjective, verb or other adverb E.g. quickly, very.

French

Super 7s

The little words
you use a lot



THE SUPER 7

TIME PHRASES Specify when something is happening – in the present, past or future or whether we would like something to happen in an ideal world (conditional).	VERBS Describe an action , state or occurrence – i.e. a doing, being or happening word.	OPINIONS Explain what we think about the action or state of being – positive or negative .	JUSTIFIERS Allow us to answer the question 'why?' to give a reason for our opinions... usually using 'because'.	QUALIFIERS Words that make our describing words even more interesting .	ADJECTIVES Words that describe nouns (people, places or things).	CONNECTIVES Words which join together two different, but related, parts of a sentence. They allow us to extend and develop our sentences.
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YEAR 9

1. Time Phrases

1	maintenant	now
2	deux fois par semaine	twice / 2 times a week
3	dans le passé	in the past
4	hier	yesterday
5	avant	before
6	déjà	already
7	quand j'étais petit(e)	when I was little
8	à l'avenir	in the future
9	demain	tomorrow
10	quand je serai plus âgé(e)	when I'm older
11	quand j'aurai 18 ans	when I'm 18

2. Verbs

1	j' avais	I had
2	elle/il avait	s/he/it had
3	j' aurai	I will have
4	elle/il aura	s/he will have
5	elles/ils étaient	they were
6	je serai	I will be
7	ce sera	it will be
8	ce serait	it would be
9	je voudrais	I would like
10	je devrais	I should
11	je pourrais	I could

3. Opinions

1	pour moi	for me
2	je préfère	I prefer
3	j'espère	I hope
4	je trouve que	I find that
5	ça m'énerve	it annoys me
6	ça m'intéresse	it interests me
7	ça m'ennuie	it bores me
8	j'ai envie de	I fancy/feel like
9	le mieux c'est	the best thing is...
10	le pire c'est	the worst thing is...
11	ce qui est bien c'est	what's good is...
12	ce qui est embêtant c'est	what's annoying is...

4. Justifiers

1	puisque (ce sera)	since (it will be)
2	étant donné que	given that
3	vu que	seeing that
4	alors	so
5	donc	therefore/so

5. Qualifiers

1	en partie	partly
2	suffisamment	enough
3	extrêmement	extremely
4	spécialement	especially
5	absolument	absolutely
6	malheureusement	unfortunately
7	évidemment	obviously
8	seulement	only
9	réellement	truly

6. Adjectives

1	marrant	amusing
2	génial	great
3	étonnant	amazing
4	dangereux	dangerous
5	merveilleux	marvellous
6	agréable	nice, pleasant
7	fatigué	tired
8	fatigant	tiring
9	excellent	excellent
10	énorme	enormous
11	extraordinaire	extraordinary
12	parfait	perfect

7. Connectives

1	en conclusion	in conclusion
2	toutefois	nevertheless
3	en réalité	in reality
4	au contraire	on the contrary
5	pendant que	whilst
6	tandis que	whereas
7	bien que (ce soit)	although (it is)
8	pour + infinitive	in order to...

Key Vocabulary



1	Je travaille dans un magasin	I work in a shop
2	J'aide à la maison	I help at home
3	Je range ma chambre	I tidy my room
4	Je livre des journaux	I deliver newspapers
5	Je promène le chien	I walk the dog
6	Je fais du baby-sitting / du bénévolat	I do babysitting / volunteer work
7	Je gagne 5 euros / livres	I earn 5 euros / pounds
8	de l'heure/par semaine/par mois	an hour/a week/a month

Core intent:

To be confident and competent in using a range of verbs in the present and perfect tense.

Common phrases

1	Normalement je fais du baby-sitting, mais c'est vraiment énervant.	Normally I do babysitting, but it is really annoying.
2	Hier j'ai travaillé dans un magasin et j'ai gagné 6 livres et à mon avis c'était très fatigant.	Yesterday I worked in a shop and I earned £6 and in my opinion it was very tiring.
3	Quand j'étais plus jeune j'aidais à la maison et selon moi c'était assez bien car je gagnais 5 euros par semaine.	When I was younger I used to help at home and according to me it was quite good because I used to earn 5 euros a week.

Key Questions

1	As-tu un petit boulot?	Do you have a part-time job?
2	Est-ce que tu gagnes de l'argent de poche?	Do you earn any pocket money?
3	Tu gagnes combien?	How much do you earn?

Adjectives

1	utile	useful
2	stimulant	stimulating
3	motivant	motivating
4	facile/difficile à faire	easy/hard to do
5	exigeant	demanding
6	énervant	annoying
7	fatigant	tiring
8	bien / mal payé	well/badly paid

Present & Past Tense

Subject	Present - travailler (work)	Perfect - travailler (worked)	Imperfect - Travailler (used to work)
Je (j') = I	travaille	ai travaillé	travillais
Tu = you	travailles	as travaillé	travillais
Il/elle/on = he/she/one	travaille	a travaillé	travillait
Nous = we	travillons	avons travaillé	travillions
Vous = you (pl)	travaillez	avez travaillé	travilliez
Ils/elles = they	travaillent	ont travaillé	travillaient

Time Phrases

Present:		
1	Normalement	normally
2	Le lundi	on Mondays
Perfect:		
3	Hier	yesterday
4	Le weekend dernier	last weekend
Imperfect:		
5	Quand j'étais plus jeune	when I was younger

Key Vocabulary



1	Mon père/Ma mère	My dad/mum
2	est	is
3	travaille comme	works as
4	médecin	doctor
5	fonctionnaire	civil servant
6	secrétaire	secretary
7	coiffeur/euse	hairdresser
8	vendeur/euse	shop assistant
9	acteur/trice	actor
10	agriculteur/trice	farmer
11	boucher/ère	butcher
12	infirmier/ère	nurse
13	informaticien/ienne	IT technician
14	électricien/ienne	electrician
15	patron/onne	boss
16	Elle/il travaille dans	S/he works in....
17	un hôpital	a hospital
18	un collègue	a school
19	un magasin	a shop
20	un bureau	an office
21	pour une organisation caritative	for a charity
22	chez Astra Zeneca	for AZ
23	en plein air	in the fresh air

Core intent:

To be confident and competent in asking and expressing opinions about jobs

Common phrases

1	Mon père est fonctionnaire et il travaille dans un bureau.	My dad is a civil servant and he works in an office.
2	Mais il pense que c'est vraiment monotone.	But he thinks that it's really monotonous.
3	Avant, il était vendeur dans un magasin.	Before, he was a sales person in a shop.
4	C'était plus varié que d'être fonctionnaire.	It was more varied than being a civil servant.

Present & Imperfect Tense

être (to be)		
Subject	Present	Imperfect
je (j') = I	suis	étais
tu = you	es	étais
il/elle/on = he/she/one	est	était
nous = we	sommes	étions
vous = you (pl)	êtes	étiez
ils/elles = they	sont	étaient

Key Questions

1	Que font tes parents comme métier?	What do your parents do for work?
2	Que penses-tu d'être médecin?	What do you think about being a doctor?

Grammar

Comparatives

1	C'est plus physique que d'être médecin.	It's more physical than being a doctor.
2	C'est moins créatif que d'être patron.	It's less creative than being a boss.
3	C'est aussi gratifiant que d'être boucher.	It's as rewarding as being a butcher.

Superlatives

1	Etre agriculteur c'est le plus barbant.	Being a farmer is the most boring.
2	Etre acteur, c'est le moins stressant.	Being an actor is the least stressful.
3	Le meilleur/Le pire métier c'est d'être	The best/The worst job is to be a

Key Vocabulary



1	Je voudrais / J'aimerais	I would like to
2	Ça m'intéresserait de	It'd interest me to
3	Mon rêve serait de	My dream/goal would be to
4	Mon ambition/but est de	My ambition is to
5	J'ai l'intention de	I intend to
6	Le plus/moins important pour moi est de	The most/least important (thing) for me is to
7	travailler comme	work as
8	avoir un métier bien payé	have a well-paid job
9	me marier	get married
10	avoir des enfants	have children
11	créer ma propre entreprise	start my own company
12	aller à l'université	go to university
13	faire du bénévolat	volunteer
14	faire un apprentissage	to do an apprenticeship
15	faire le tour du monde	travel the world
16	prendre une année sabbatique	take a gap year

Core intent:

To be confident and competent talking about the future using key verbs in the conditional tense

Common phrases

1	A l'avenir j'aimerais me marier car à mon avis ce serait très enrichissant.	In the future I'd like to get married because in my opinion it would be very enriching.
2	Mon rêve serait de faire le tour du monde puisque ce serait vraiment incroyable.	My dream would be to travel the world because it'd be really amazing.

Conditional Tense

Subject	vouloir (to want)	aimer (to like)
je (j') = I	voudrais	aimerais
tu = you	voudrais	aimerais
il/elle/on = he/she/one	voudrait	aimerait
nous = we	voudrions	aimerions
vous = you (pl)	voudriez	aimeriez
ils/elles = they	voudraient	aimeraient

Key Questions

1	Qu'est-ce que tu voudrais faire comme travail?	What job would you like to do?
2	Quels sont tes projets pour l'avenir?	What are your plans for the future?

Conditional time phrases

1	À l'avenir	in the future
2	Quand je serai plus âgé(e)	When I'm older...
3	Quand j'aurai 18 ans	When I'm 18...
4	Après avoir quitté le lycée	After leaving Sixth Form
5	Si j'avais l'occasion	If I had the chance
6	Si je pouvais	If I could

Adjectives

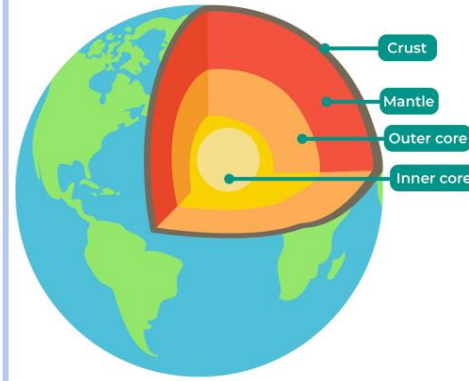
1	enrichissant	enriching
2	incroyable	amazing
3	une expérience qui change la vie	a life-changing experience
4	une perte de temps/d'argent	a waste of time/money

GEOGRAPHY TOPIC 1: A HAZARDOUS EARTH

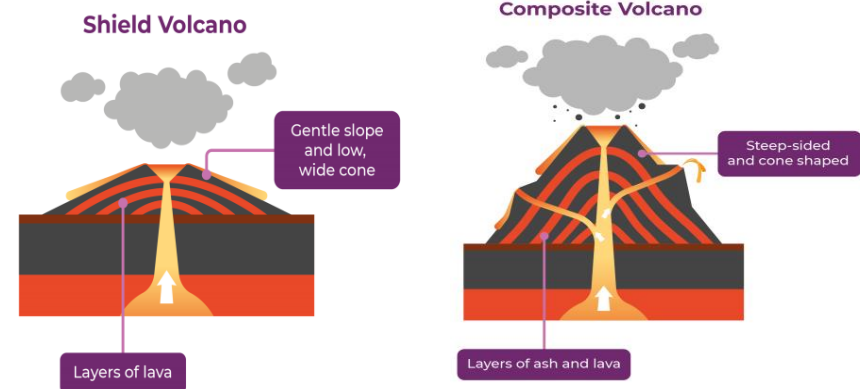
KEY VOCABULARY

1	Natural Hazard	A natural hazard is an extreme natural event that poses a threat to life and property
2	Hazard Risk	Hazard risk is the probability or chance of being affected by a natural event
3	Convection currents	Convection currents are currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates. They are created by heat from the core.
4	Prediction	Attempts to forecast when and where a natural hazard will strike.
5	Monitor	To record physical changes to help forecast or predict when and where it may occur.
6	Lithosphere	The lithosphere is the solid, outer part of the Earth, including the upper portion of the mantle and the crust
7	Primary effect	These are the immediate effects of a disaster eg loss of life.
8	Secondary effect	These are the subsequent effects of a disaster eg unemployment due to lack of business.
9	Continental drift	The theory by Alfred Wegner that the plates used to be joined together in one supercontinent called Pangea.

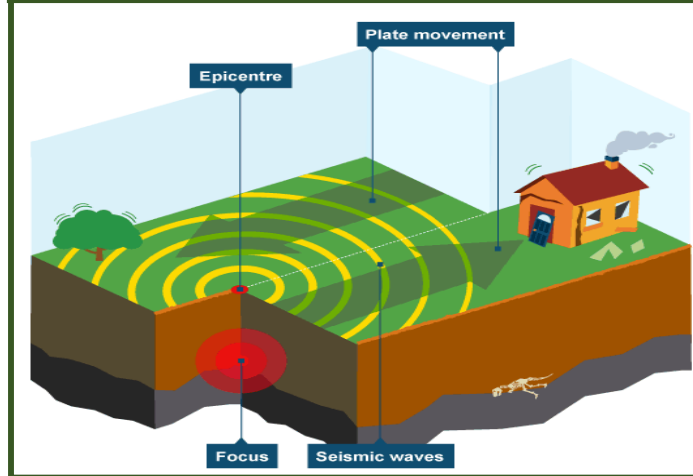
THE STRUCTURE OF THE EARTH



TYPES OF VOLCANO



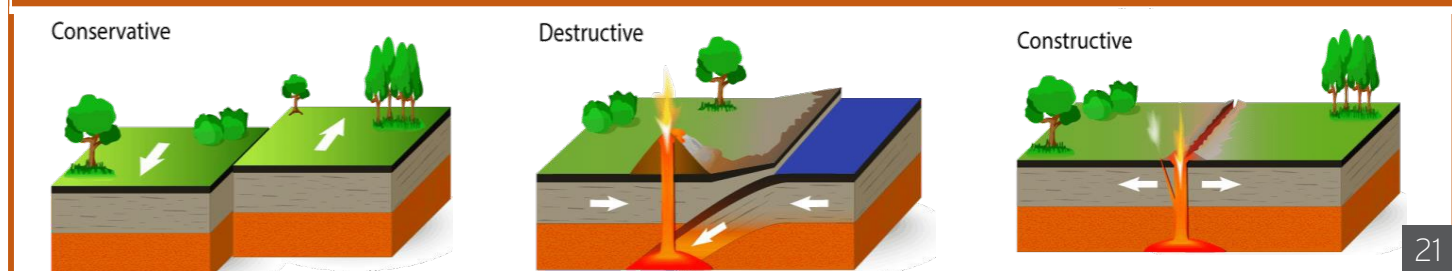
STRUCTURE OF AN EARTHQUAKE



KEY IDEAS - APPLICATION

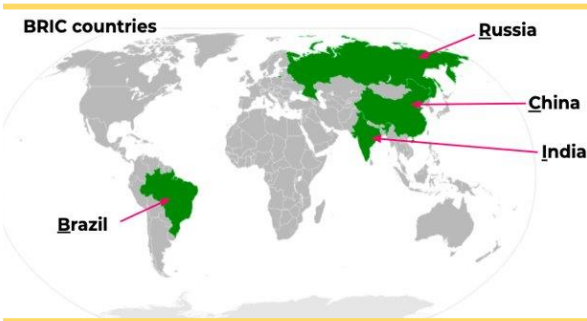
1	Social Effects	Factors that affect the lives of people or a community e.g. housing, education etc
2	Economic Effects	Factors that affect wealth and money e.g. unemployment
3	Environmental Effects	Factors that affect the environment e.g. pollution

PLATE MARGINS

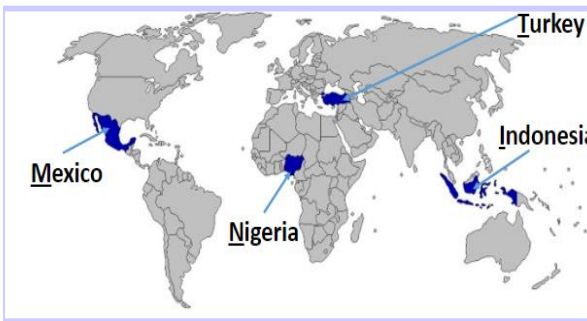


GEOGRAPHY TOPIC 2: EAST MEETS WEST

BRIC COUNTRIES



MINT COUNTRIES



KEY VOCABULARY

1	Newly Emerging Economies	Countries which have begun to experience high rates of economic development, usually along with rapid industrialisation and significant improvements in quality of life.
2	Exports	Sending goods to another country for sale.
3	Primary Sector	Industries which collect raw materials such as farming, logging, oil rigging, mining, quarrying, etc.
4	Secondary Sector	Industries which manufacture goods into products such as car manufacturers, food processing plants, toy assembly plants, builders, etc.
5	Tertiary Sector	Industries which provide a service such as teaching, accounting, health care, sales assistants, etc.
6	Pull Factor	Factors that attract people to live in an area such as good healthcare.
7	Push Factor	Factors that make people want to leave an area such as lack of jobs.
8	TNC's	Transnational corporations (TNCs) are companies that operate in more than one country.
9	Megacity	Megacities are urban areas with a population of more than 10 million people
10	Energy Security	Uninterrupted availability of energy sources at an affordable price.

HUMAN AND PHYSICAL FEATURES

HUMAN	PHYSICAL
<ul style="list-style-type: none"> TNC's Stable government Large, youthful population 	<ul style="list-style-type: none"> Large Landmass Large coastline Natural resources

Wage levels – until recently China had low minimum wage – maximising profit for businesses.

Subsidies on exports - The government placed subsidies on Chinese exports (makes them cheaper to buy).

TNCs were given tax breaks - Foreign companies (TNCs) were given tax breaks.

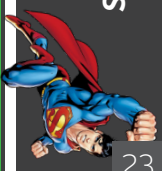
Trade unions - Trade unions have been weak in the past, and long working hours were the norm.

Weak environmental laws - Environmental laws were not strictly imposed when compared to many developed countries.

What has led to BRIC's rapid economic growth?

DESCRIBING GRAPHS AND MAPS

- T = TREND** what is the overall pattern of the graph/map? What does it show?
- E = EVIDENCE** what data/examples could I include?
- A = ANOMALY** what doesn't fit the pattern/trend? What differences are there?



THE SUPER 7

TIME PHRASES	VERBS	OPINIONS	JUSTIFIERS	QUALIFIERS	ADJECTIVES	CONNECTIVES
Specify when something is happening – in the present , past or future or whether we would like something to happen in an ideal world (conditional).	Describe an action , state or occurrence – i.e. a doing, being or happening word.	Explain what we think about the action or state of being – positive or negative .	Allow us to answer the question 'why?' to give a reason for our opinions... usually using 'because'.	Words that make our describing words even more interesting .	Words that describe nouns (people, places or things).	Words which join together two different, but related, parts of a sentence. They allow us to extend and develop our sentences.

YEAR 9

1. Time Phrases

1 jetzt	now
2 zweimal pro Woche	twice a week
3 früher	in the past / previously
4 gestern	yesterday
5 davor	before
6 schon	already
7 als ich klein war	when I was little
8 in der Zukunft	in the future
9 morgen	tomorrow
10 wenn ich älter bin	when I'm older
11 wenn ich achtzehn bin	when I'm 18

4. Justifiers

1 deswegen	therefore
2 deshalb	therefore
3 damit	so that

7. Connectives

1 schließlich	in conclusion
2 trotzdem	nevertheless
3 doch	however, yes (in answer to negative question)
4 sowie	as well as, plus
5 falls	if, in case
6 während	whereas
7 obwohl	although
8 um... zu	in order to...
9 außerdem	also

2. Verbs

1 ich	hatte	I had
2 sie/er	hatte	s/he/it had
3 ich	werde.. haben	I will have
4 sie/er	wird...haben	it / s/he will have
5 sie	waren	they were
6 ich	werde...sein	I will be
7 es, sie, er	wird...sein	it, s/he will be
8 es, sie, er	würde...sein	it, s/he would be
9 ich, sie, er	würde gern	I, s/he would like
10 ich	sollte	I, s/he should
11 ich	könnte	I, s/he could

5. Qualifiers

1 teilweise	partly
2 genug	enough
3 extrem	extremely
4 besonders	especially
5 bestimmt	certainly
6 leider	unfortunately
7 natürlich	obviously
8 nur	only
9 überhaupt (nicht)	generally, (not) at all
10 völlig	completely
11 unbedingt	absolutely
12 eigentlich	actually, in fact

3. Opinions

1 prüf mich	for me
2 ich mag lieber	I prefer
3 ich hoffe	I hope
4 ich finde das	I find that
5 es nervt mich	it annoys me
6 ich interessiere mich für	I am interested in
7 es langweilt mich	it bores me
8 ich möchte gern	I'm keen to
9 Was gut ist, ist....	the good thing is...
10 Das beste ist....	the best thing is...
11 Was nicht gut ist, ist....	the bad thing is...
12 Das schlimmste ist....	the worst thing is...

6. Adjectives

1 lustig	amusing
2 toll	great
3 atemberaubend	breathtaking
4 gefährlich	dangerous
5 fantastisch	marvellous
6 nett	nice, pleasant
7 müde	tired
8 ermügend	tiring
9 super	excellent
10 riesig	enormous
11 außergewöhnlich	extraordinary
12 perfekt	perfect
13 altmodisch	old - fashioned

Key Vocabulary



Ich benutze das Internet/mein Handy um...

1	meine Fotos auf Instagram hochzuladen	to upload my photos onto instagram
2	Fotos zu machen	take photos
3	Online einzukaufen	shop online
4	Videos anzusehen	watch video clips
5	Videospiele zu spielen	play games
6	Playlists zu erstellen	create playlists
7	meine E-mails zu lesen	read emails
8	auf soziale Netzwerke zu gehen	go on social media
9	zu chatten und zu simsens	to chat and send messages
10	meine SMS zu lesen	to read my texts
11	um für meine Hausaufgaben zu recherchieren	do research for my homework

Core intent:

To be confident and competent in using verbs related to technology and the internet in a range of tenses.

Common phrases

1	Normalerweise benutze ich das Internet, um Videospiele zu spielen, denn meiner Meinung nach ist es immer sehr lebhaft.	Usually I use the internet to play video games online because in my opinion it is always very lively.
2	Gestern habe ich das Internet benutzt, um Videospiele zu spielen denn meiner Meinung nach war es sehr lebhaft.	Yesterday I used the internet to play video games online because in my opinion it was very lively.
3	In der Zukunft werde ich das Internet benutzen um Videospiele zu spielen, denn meiner Meinung nach ist es immer sehr lebhaft.	In the future I will use the internet to play video games because in my opinion it is always very lively.

Present & Past Tense

Subject	Present (use)	Perfect (used)	Future (will use)
ich	benutze	habe benutzt	werde benutzen
du	benutzst	hast benutzt	wirst benutzen
er / sie / es	benutzt	hat benutzt	wird benutzen
wir	benutzen	haben benutzt	werden benutzen
ihr	benutzt	habt benutzt	werdet benutzen
sie/Sie	benutzen	haben benutzt	werden benutzen

Key Questions

1	Wie benutzt du dein Handy/das Internet?	How do you use your phone / the internet?
2	Was hast du gestern am Handy/im Internet gemacht?	What did you do yesterday on the internet / your phone?
3	Wie wirst du Technologie in der Zukunft benutzen?	How will you use technology in the future?

Time phrases

1	Normalerweise	usually
2	Gestern	yesterday
3	In der Zukunft	in the future

Adjectives

1	Meine Lieblingsapp	my favourite app
2	praktisch	practical
3	lustig	fun
4	schnell	fast
5	lebhaft	lively
6	gratis	free
7	teuer	expensive
8	Es macht süchtig	It 'makes' addictive
9	gefährlich	dangerous
10	eine Zeitverschwendung	a waste of time

Key Vocabulary



1	fernsehen	to watch TV
2	die Nachrichten	the news
3	der Wetterbericht	weather report
4	die Komödie	the comedy
5	die Serie	the series
6	die Sportsendung	sports programme
7	die Musiksendung	music programme
8	die Reality-Show	reality show
9	die Kindersendung	children's programme
10	die Dokumentation	documentary
11	die Spielshow	game show
12	der Zeichentrickfilm	a cartoon
13	der Film	film
14	der Krimi	crime programme
15	ins Kino gehen	to go to the cinema
16	der Horrorfilm	horror film
17	der Actionfilm	action film
18	der Science-Fiction-Film	Science fiction film
19	der Kriegsfilm	war film
20	der Liebesfilm	love story

Core intent:

To be confident and competent in using verbs related to TV and film in a range of tenses.

Common phrases

1	Normalerweise sehe ich eine Komödie weil es meiner Meinung nach immer sehr lustig ist.	Usually I watch a comedy because in my opinion it is always very funny.
2	Gestern habe ich einen Film gesehen und ich dachte, es war echt unterhaltsam weil es viel Aktion gab.	Yesterday I watched a film and I thought it was really entertaining because there was a lot of action.
3	Nächstes Wochenende werde ich eine Serie sehen, weil ich denke, dass es sehr spannend sein wird.	Next weekend I will watch a series because I think that it will be very exciting.

Key Questions

1	Was siehst du normalerweise im Fernsehen?	What do you usually watch on TV?
2	Was hast du neulich gesehen?	What have you watched recently?
3	Was wirst du nächstes Wochenende sehen?	What will you watch next weekend?

Adjectives

1	informativ	informative
2	lustig	funny
3	unterhaltsam	entertaining
4	emotional	emotional
5	beeindruckend	impressive
6	spannend	exciting
7	entspannend	relaxing
8	großartig	great
9	gruselig	scary
10	blöd	stupid
11	(un)realistisch	(un)realistic
12	furchtbar	terrible
13	Es gibt/gab...	There is/was
14	viel Spannung	a lot of suspense
15	viel Aktion	a lot of action
16	viele Spezialeffekte	lots of special effects

Present, Perfect & Future Tense

Subject	Present (watch)	Perfect (watched)	Future (will watch)
ich	sehe	habe gesehen	werde sehen
du	siehst	hast gesehen	wirst sehen
er/sie/es	sieht	hat gesehen	wird sehen
wir	sehen	haben gesehen	werden sehen
ihr	seht	habt gesehen	werdet sehen
sie/Sie	sehen	haben gesehen	werden sehen

Key Vocabulary



1	lesen	to read
2	Zeitschriften	magazines
3	einen Liebesroman	love novel
4	einen Science-Fiction - Roman	sci-fi novel
5	die Zeitung	the newspaper
6	Geschichten über (Vampire)	stories about (vampires)
7	Comics	comics
8	hören	to listen to
9	Popmusik	pop music
10	Rockmusik	rock music
11	klassische Musik	classical music
12	Radio	the radio
13	spielen	to play
14	ein Instrument	an instrument
15	Gitarre	the guitar
16	Klavier	the piano
17	um	in order to...
18	zu entspannen	to relax
19	mir die Zeit zu vertreiben	to pass the time

Core intent:

To be confident and competent in using verbs related to reading and music in a range of tenses

Common phrases

1	Normalerweise lese ich die Zeitung weil es meiner Meinung nach immer sehr informativ ist.	Normally I read the newspaper because in my opinion it is always very informative.
2	Gestern habe ich klassische Musik gehört und meiner Meinung nach war es sehr entspannend weil es emotional war.	Yesterday I listened to classical music and in my opinion it was very relaxing because it was emotional.
3	Dieses Wochenende werde ich einen Science-fiction Roman lesen, weil es meiner Meinung nach großartig sein wird.	This weekend I will read a science-fiction book because in my opinion it will be great.

Key Questions

1	Was liest/hörst du normalerweise?	What do you usually read/listen to?
2	Was hast du neulich gelesen/gehört?	What have you recently read/listened to?
3	Was wirst du dieses Wochenende lesen/hören?	What will you read/listen to this weekend?

Present, Perfect & Future Tense

Subject	Present lire (read)	Perfect lire (read)	Future simple lire (read)
ich	lese	habe gelesen	werde lesen
du	liest	hast gelesen	wirst lesen
er/sie/es	liest	hat gelesen	wird lesen
wir	lesen	haben gelesen	werden lesen
ihr	lest	habt gelesen	werdet lesen
sie/Sie	lesen	haben gelesen	werden lesen

Adjectives

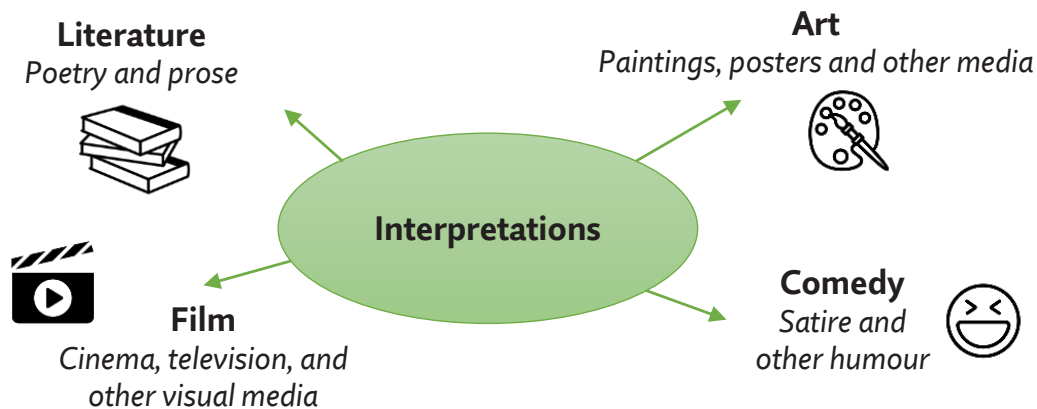
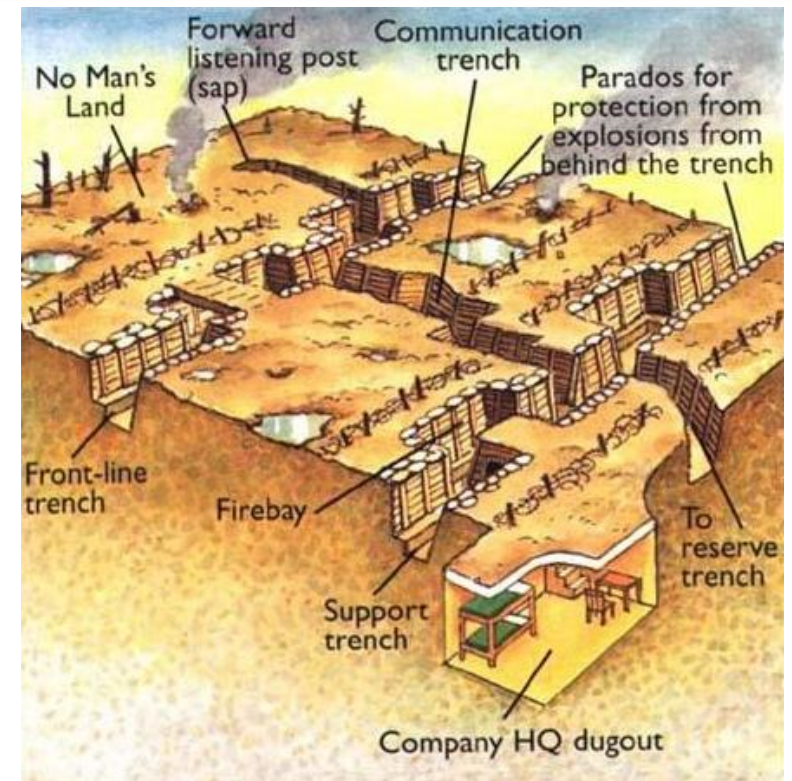
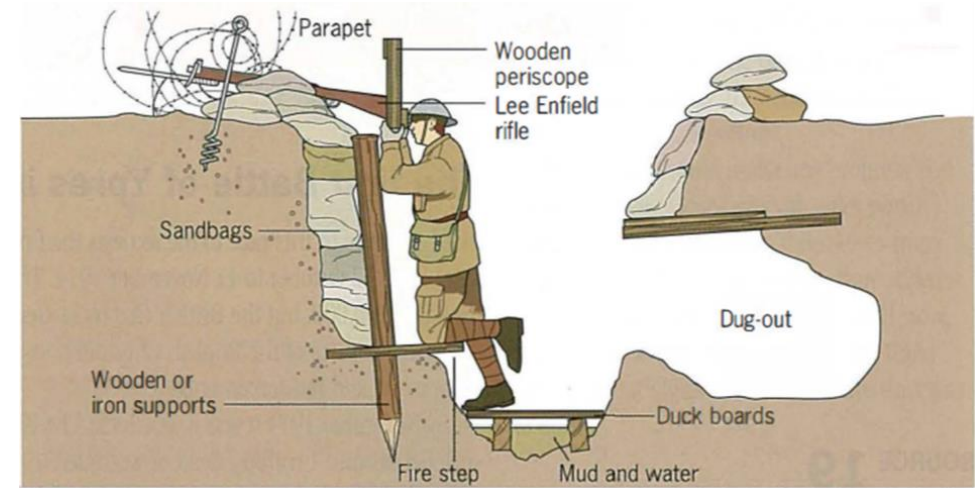
1	informativ	informative
2	lustig	funny
3	unterhaltsam	entertaining
4	emotional	moving
5	beeindruckend	impressive
6	spannend	exciting
7	entspannend	relaxing
8	großartig	great
9	gruselig	scary
10	blöd	stupid
11	(un) realistisch	(un)realistic
12	furchtbar	terrible

Year 9 History Unit 1: Do interpretations of the First World War provide a truthful representation?

Key Vocabulary

1	Trench	A long, narrow ditch dug into the ground; soldiers would live and fight from these trenches
2	No Man's Land	The disputed area between the front line of trenches of two opposing sides
3	Shell	A bomb that is fired a long distance by artillery (heavy guns)
4	Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view
5	Shell shock	A nervous condition suffered by soldiers exposed to the noise and chaos of battle; today we would call this PTSD
6	Conscription	Compulsory enlisting in (being forced to join) the military (e.g., the army, navy, air force, etc.)
7	Satire	Using humour to ridicule people in power by focusing on their weaknesses
8	Interpretation	An opinion or representation of something

What did the trenches look like?



Year 9 History Unit 2: 'Deeds Not Words': What Won Women the Vote?

Key Vocabulary

1	Suffrage	The right to vote in political elections
2	Suffragist (NUWSS)	A member of the National Union of Women's Suffrage Societies (NUWSS), who believed women should have the right to vote; campaigned using peaceful methods
3	Suffragette (WSPU)	A member of the Women's Social and Political Union (WSPU) who believed women should have the right to vote; campaigned using militant methods
4	Militant	Violent or confrontational methods in support of a particular cause
5	Campaign	Work in an organised way to achieve a particular goal
6	Hunger strike	A prolonged refusal to eat, carried out as a protest by a prisoner often for a political cause
7	'Cat and Mouse' Act	Nickname given to the government act that allowed hunger-strikers to be released from prison to regain their health, before being rearrested

Key Individuals

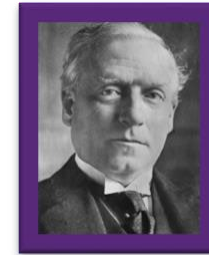
Millicent Fawcett
Leader of the NUWSS



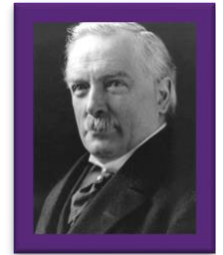
Emmeline Pankhurst
Leader of the WSPU



Herbert Henry Asquith
Prime Minister, 1908-1916



David Lloyd George
Prime Minister, 1916-1922



Suffragists

- NUWSS led by Millicent Fawcett
- Favoured peaceful methods

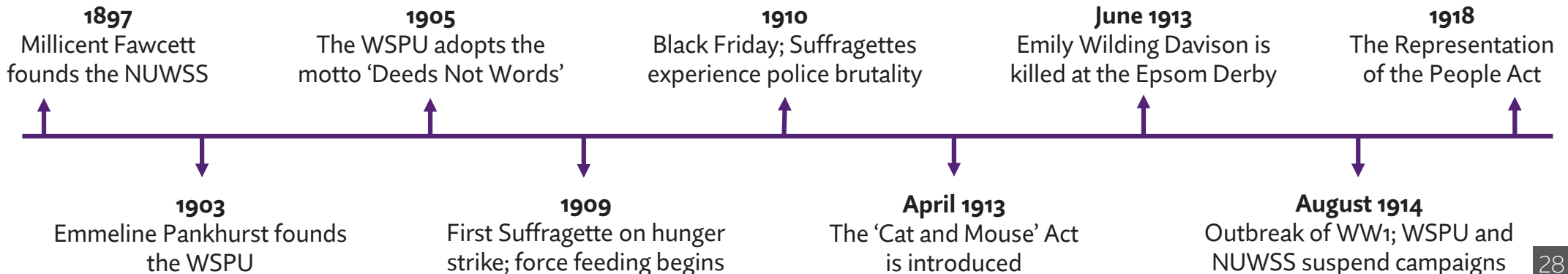
Suffragettes

- WSPU led by Emmeline Pankhurst
- Favoured militant methods- 'Deeds Not Words'

War

- Women go in to the workplace to support the war effort

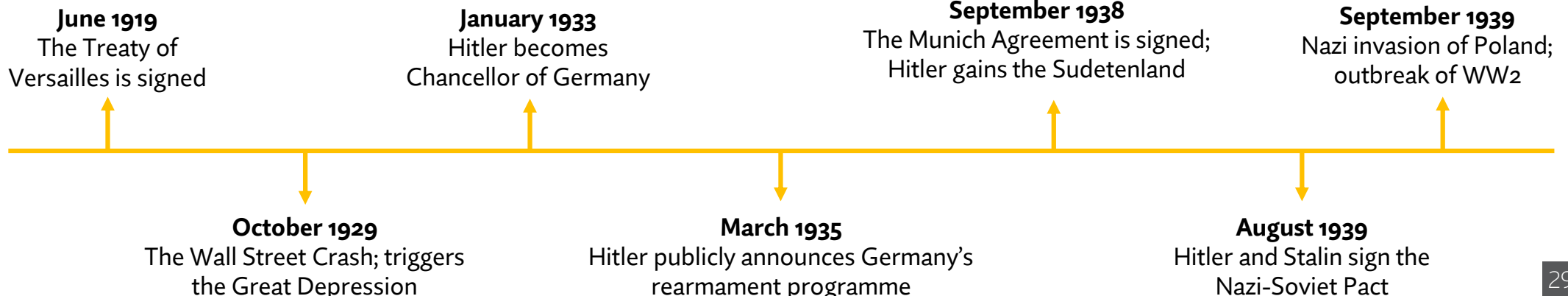
What won women the vote?



Year 9 History Unit 3: Why did the Second World War break out in 1939?

Key Vocabulary

1	Appeasement	Giving in to demands to avoid conflict; a policy of appeasement was followed by Britain towards Germany
2	Treaty of Versailles	Agreement signed at the end of the First World War which punished Germany harshly
3	League of Nations	An organisation set up after the First World War to maintain world peace
4	Nazi (Nazi Germany)	A member of the National Socialist German Workers' Party; from 1933, Germany was ruled by the Nazi Party under the leadership of Adolf Hitler
5	Nazi-Soviet Pact	Agreement between Hitler (Germany) and Stalin (Soviet Union)- they agreed not to fight one another
6	Rearmament	Rebuilding the military and equipping it with weapons
7	Lebensraum	'Living space'; Hitler believed that Germany needed to expand its territory for its population to live on



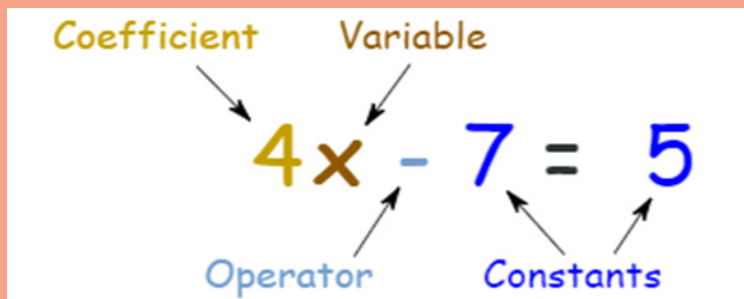
Mathematics "Talk like a Mathematician"

Topic 1 - Fractions, Decimals & Percentages

1	Numerator	The top number in a fraction.
2	Denominator	The bottom number in a fraction.
3	Vinculum	The line in a fraction that separates the numerator and denominator.
4	Percentage	The amount per hundred.
5	Conversion	The act of changing a number from one form to another.

Topic 2 - Solving

1	Variable	A symbol for a current unknown value, typically x or y.
2	Equation	A statement with an equals sign in the middle of two expressions.
3	Formula	An equation that has a real life application.
4	Coefficient	The number in front of a variable.
5	Constant	A number in an expression or equation that is not attached to a variable.



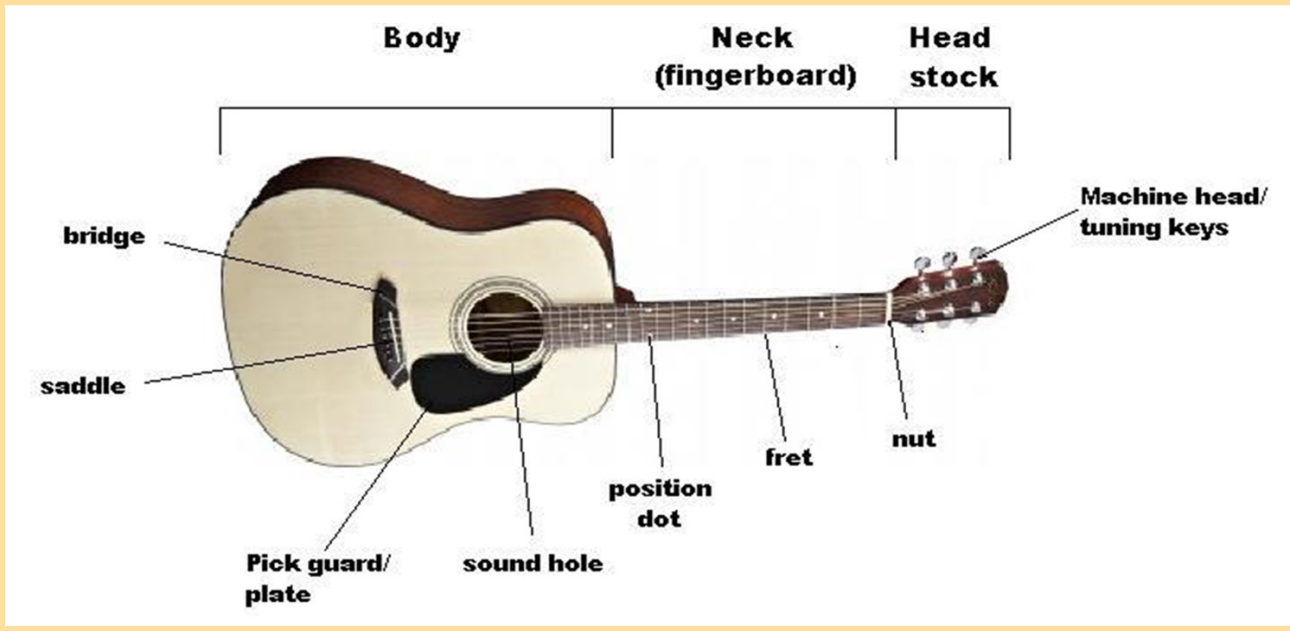
Topic 3 - Indices

1	Index /power/ exponent	How many times we use this number in a multiplication. The plural of index is indices.
2	Square number	The result of multiplying an integer by itself.
3	Cube number	The result of multiplying an integer by itself twice.
4	Square root	The factor that we can multiply by itself to get that number.
5	Cube root	The factor that we can multiply by itself twice to get that number.

Topic 4 - Proportion

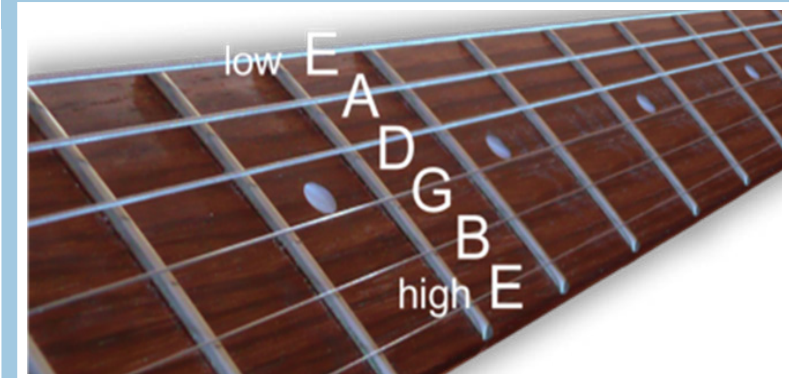
1	Proportion	A mathematical comparison between two numbers
2	Ratio	A relationship between two numbers indicating how many times the first number contains the second.
3	Unit ratio	A ratio where the first number is 1. The ratio is written as 1:n
4	Unitary method	A method used to decide which offer is best value for money, by finding the price for one unit then comparing the cost per unit.
5	Direct proportion	A relationship between two variables where as one increases, so does the other.
6	Inverse proportion	A relationship between two variables where as one increases the other decreases.

The Guitar



Tuning

To tune up we need to know which notes each string is tuned to.



Left Hand Technique

- 1 Use the tip of your fingers and push firmly.
- 2 Push down just behind the fret.
- 3 Arch your fingers to make 'bridges'.



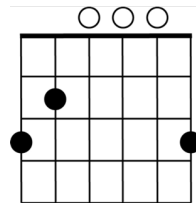
Using a plectrum

- 1 Hold the plectrum between your thumb and forefinger. 
- 2 Hold it tight enough that you don't drop it but loose enough so it can move up and down.
- 3 Fan the rest of your fingers out, don't make a fist.

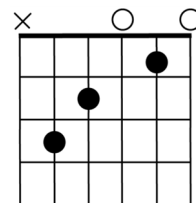
Chords

Push down with your fingers in the positions marked with a dot.

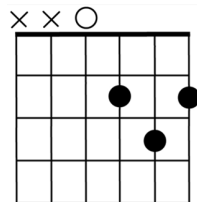
G Major



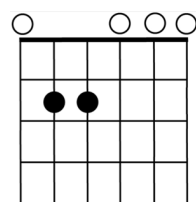
C Major



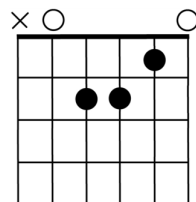
D Major



E Minor



A Minor



Right Hand Technique

- 1 Only strum the strings you are meant to.
- 2 Strum smoothly and evenly so the strings don't 'twang'.
- 3 Use your fingers and palm to mute any strings that are accidentally 'ringing'.





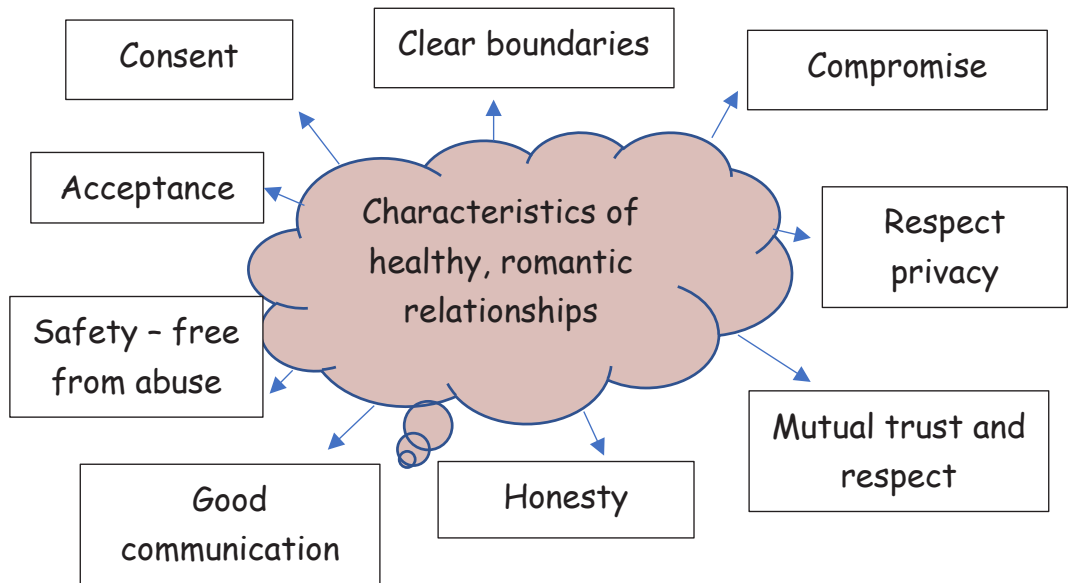
Personal Development- Year 9



Autumn Term 2024 - Relationships and Sex Education (RSE)



<u>Key Term</u>	<u>Definition</u>
Reproduction	The biological process of reproducing offspring (i.e., children in the case of humans)
Fertilisation	The fusion of the female egg cell and the male sperm cell.
Fertility	The ability to conceive children. Can be impacted by factors such as smoking, alcohol, drugs, medical conditions, diet.
Consent	Giving permission without pressure, force, or manipulation. You have the freedom and capacity to agree. The age of consent for sexual contact is 16.
Boundaries	Limits in terms of what you consider to be acceptable.
Contraception	Methods used to reduce the chance of pregnancy. Some forms also reduce the risk of STIs/STDs.
Sexually transmitted diseases and infections	STIs and STDs - An infection (bacteria, virus, or parasite) or disease that is passed from one person to another through sexual contact.



Form of contraception	How does it work?
Condom (male)	A barrier method that reduces the chance of the sperm meeting the egg. Also reduces the risk of STIs and STDs.
Femidom (female)	A barrier method that reduces the chance of the sperm meeting the egg. Also reduces the risk of STIs and STDs.
Contraceptive pill	A tablet which alters a woman's hormones to reduce the chance of pregnancy.
Contraceptive injection	An injection which alters a woman's hormones to reduce the chance of pregnancy.
The implant	A small plastic device placed in the upper arm which alters a woman's hormones to reduce the chance of pregnancy.

Physical Education Invasion Games

Key Vocabulary



1	Maintaining possession	Ensuring that your team does what it can to keep the ball/frisbee. The objective being that if your team has the ball/frisbee and the opposition doesn't, you're more likely to score and they are not.
2	Attacking tactics	A strategy to help your team when you are in possession of the ball/frisbee.
3	Defensive tactics	A strategy used to defend when your team are not in possession of the ball/frisbee.
4	Set play	Pre arranged movement usually taken from a restart such as a free kick / hit / throw. All players are clear on their roles during a set play.
5	Disguise	Coordinating an action which makes your opponent think you will carry out on action, when you are actually performing a different action e.g. looking and turning your body to the right then passing the ball to the left will disguise in which direction you play the ball.
6	Committing opposition players	The action of moving with the ball (apart from netball/frisbee) until you draw a defender towards you, pulling them out of position and creating space on the pitch / court.
7	Link up play	A series of short, quick passes between players located in similar/same area of court / pitch.
8	Fast break	The action of moving rapidly with the ball when a player has space in front of them (not netball/frisbee).

(Hockey, Football, Rugby, Basketball, Handball, Netball, Lacrosse, Ultimate Frisbee). An invasion game is where the objective is to attack the opposition's territory and score a goal or points. Fundamental skills and tactics across invasion games are often the same.



Cross Curricular Vocabulary

These are words which you are /will become familiar with when studying different sports:

1	Resilience	The ability to recover quickly from difficulties.
2	Feedback	Information received to help you improve in future.
3	Diligence	Careful and persistent work.
4	Communication	Sharing information with others.
5	Teamwork	Working cooperatively with others.
6	Tactics	A plan to gain advantage or success.
7	Cardiovascular fitness	The ability to exercise without tiring too quickly.

Key Knowledge

- Key information for success**

 - Invasion games are aimed around the concept of maintaining possession to attack and prevent attacks from the opposition. Attacking and defensive tactics are employed in order to outwit your opponent and to ensure the team works collectively to apply strategies successfully.
 - Teams will often create set plays to outwit opponents which usually stem from a pause in play e.g. a free kick/throw/hit. Players will have a predetermined routine and will know their roles within this. Players will often try to disguise their actions to trick the opponent in to thinking they will do one thing when actually doing another.
 - During play, an attacking player will try to keep the ball in order to commit opposition players. This frees up space around the defending player and makes attacking easier, increasing passing options. This also makes it easier for players to develop link up play as it creates space for the short passes to be made between teammates. Link up play is incredibly effective in maintaining possession in invasion games. If enough space is created during play, a player may choose to create a fast break which involves them moving at speed with the ball in to a space (or carrying out long passes in netball/frisbee) in order to get to the attacking area of the pitch/court as quickly as possible. This give defenders less time to recover and defend.

Key Vocabulary



1	Absolutism	The view that certain actions are inherently good or bad.
2	Altruism	Selfless actions done without thought or expectation of a reward.
3	Artificial intelligence (AI)	Computer systems that are able to carry out tasks normally done by humans.
4	Artificial superintelligence	The name given to a possible future invention that is more intelligent than humans and can outperform us in everything.
5	The banality of evil	A phrase used by Hannah Arendt to describe how evil can result from ordinary, thoughtless behaviour.
6	Dualism	The belief that humans have both a body and another separate, immaterial part, such as a mind or soul.
7	Ethics	The philosophical study of right and wrong.
8	Holocaust	The killing of six million Jews by the Nazis in Germany between 1933 and 1945.
9	Materialism	The belief that the only thing that exists is physical matter and the movement of this matter.
10	Morality	Ideas or principles about what is right and wrong.
11	Relativism	The view that whether an action is good or bad depends on the situation.
12	Speciesism	A term popularised by Peter Singer to describe prejudice or discrimination towards animals.
13	Thought experiment	A mental test in which people think through consequences of different actions, often in scenarios that can't be tested out in real life.
14	Turing test	A test created by Alan Turing to try and show if a computer can think.

Key People

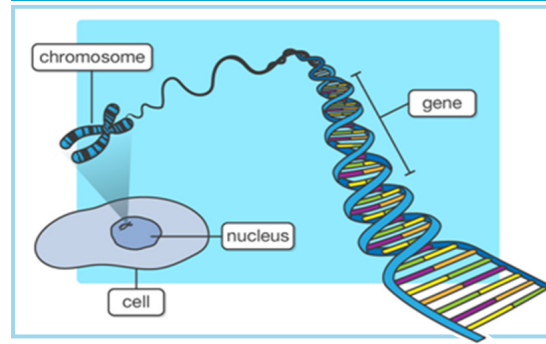
1	Hannah Arendt		20th-century German philosopher who attended the trial of Adolf Eichmann in 1961 and wrote about 'the banality of evil'.
2	Philippa Foot		20th-century English philosopher who designed the runaway train thought experiment in 1967.
3	John Locke		17th-century English philosopher who argued that when we are born, our mind is like a blank slate (<i>tabula rasa</i>).
4	Robert Nozick		20th-century American philosopher who used the example of an imaginary 'experience machine' to show that humans value more than simply pleasure.
5	John Searle		20th-century American philosopher who used the example of the Chinese thought experiment to argue against Alan Turing's claim that computers can think.
6	Peter Singer		20th-century Australian philosopher and utilitarian who popularised the word 'speciesism', which describes prejudice and discrimination against animals.
7	Alan Turing		20th-century English computer scientist and philosopher who designed the Turing test to show whether a computer can think.

Key Vocabulary

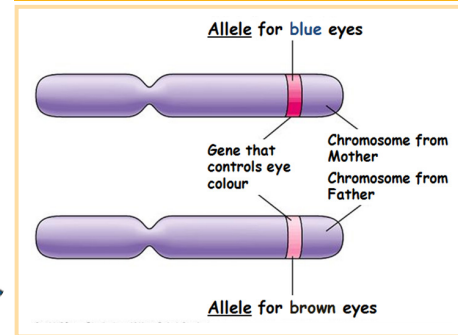


1	DNA	A chemical made of two long molecules in a double-helix structure that carries genetic information.
2	Gene	A short section of DNA that carries information for a particular characteristic.
3	Allele	Different versions of the same gene.
4	Chromosome	A coiled strand of DNA. Humans have 46 in each cell.
5	Nucleus	Contains DNA.
6	Genetic	Relating to genes or heredity.
7	Forensic	Scientific methods involved in solving crime.
8	Heredity	The passing on of characteristics from one generation to the next.
9	Inherited	A characteristic received from one's parents.
10	Dominant	Takes precedence.
11	Recessive	Does not take precedence.
12	Variation	The difference between individuals in a species.
13	Continuous	Gradual change over a range of values.
14	Discontinuous	Change with a limited number of possible values.
15	Species	A group of similar organisms that can breed with one another.
16	Evolution	The change in the characteristics of a species over several generations.
17	Extinction	Reduction of the population of a species to zero.
18	Biodiversity	The variety of plant and animal life in the world or a particular habitat.

DNA

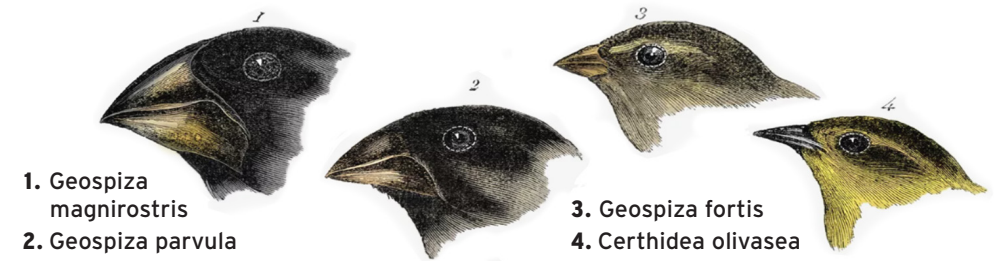


Genes



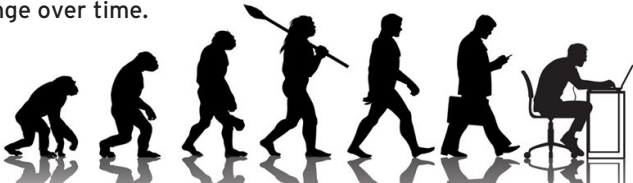
Natural Selection

Natural selection is a process where species changes over time. The organisms that are best adapted to their environment are more likely to survive and reproduce.'



Evolution

Evolution is the process by which living things can gradually change over time.

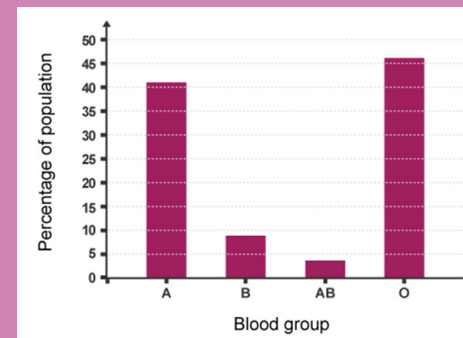


Punnett Squares

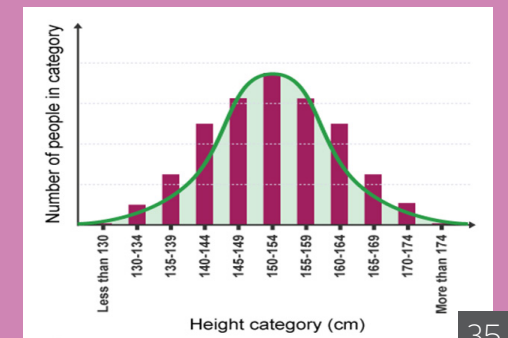
	X	X
X	XX	XX
Y	XY	XY

Maths Skills: Can you interpret these graphs?

Discontinuous variation:



Continuous variation:

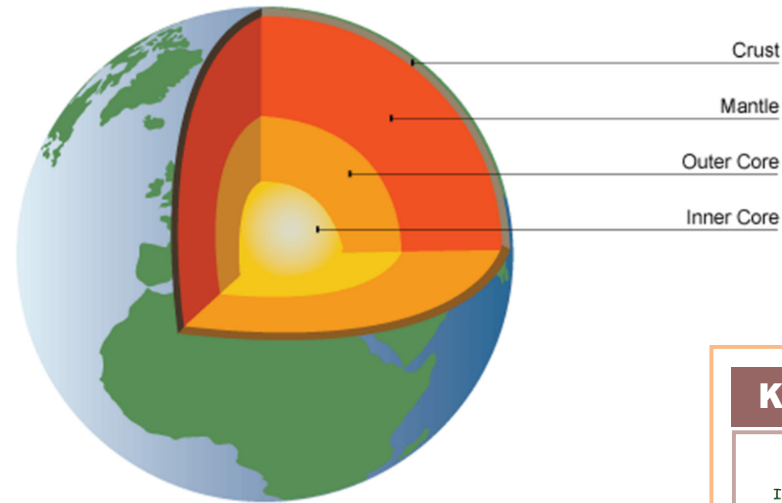


Key Vocabulary

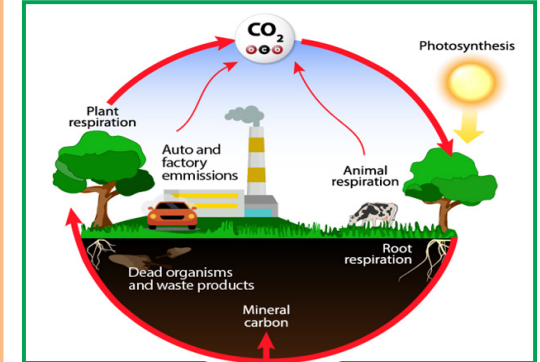


1	Atmosphere	The area around the Earth.
2	Biological weathering	Caused by animals and plants forcing their way through rocks.
3	Chemical weathering	When rocks are eroded by a reaction between chemical and rock.
4	Core	The inner part of the Earth.
5	Combustion	Also known as burning.
6	Crust	The part of the Earth we live on.
7	Erosion	Action of surface processes that removes soil, rock, or dissolved material from one location on the Earth's crust, and then transports it to another location.
8	Deforestation	The permanent or temporary removal of trees from an area of land.
9	Greenhouse effect	The process by which gases in the atmosphere contribute to raising the Earth's temperature.
10	Greenhouse gases	A gas that absorbs long wave radiation given off by the Earth but does not absorb the Sun's radiation.
11	Global Warming	An increase in temperature at the Earth's surface.
12	Igneous rock	These form from molten magma and contain crystals.
13	Metamorphic rock	Rocks formed by heat and pressure.
14	Porous rocks	Rocks that water can soak into.
15	Recycling	The reusing of materials.
16	Sedimentary rock	These rocks are formed in layers over millions of years and often contain fossils.

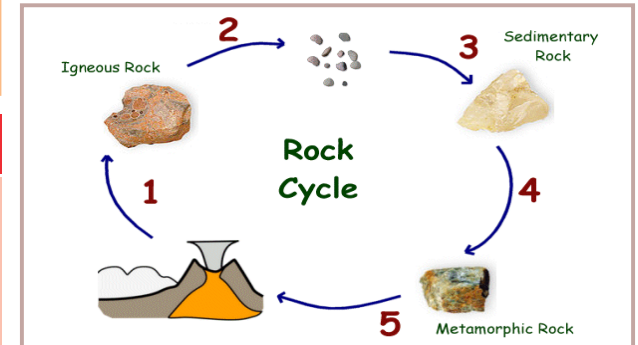
The Structure of the Earth



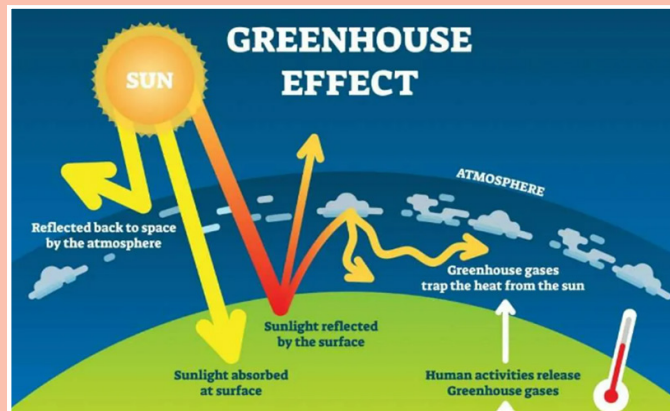
Key Idea - The Carbon Cycle



Key Idea - The Rock Cycle



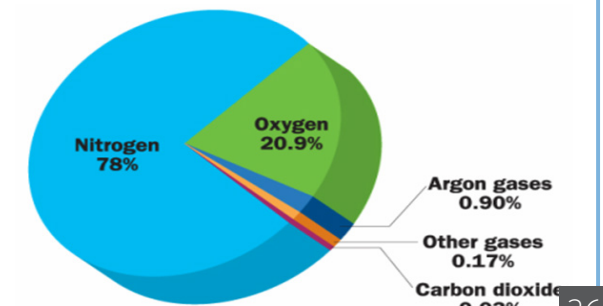
The Greenhouse Effect



Radiation from the Sun has a short wavelength so can pass through the atmosphere.

Radiation from the Earth has a long wavelength that is absorbed by the greenhouse gases and re-emitted towards Earth, causing an increase in temperature.

Key Idea - The Composition of the Atmosphere



Key Vocabulary



1	Charge	Some particles have positive charge and some have negative charge. Electrons are negative and we get an electric current when these charged particles move through a wire. Charge is measured in coulombs (C).
2	Current	The rate of flow of electric charge around a closed circuit.
3	Voltage	(Potential difference) The amount of energy transferred in a circuit.
4	Resistance	Anything in a circuit that slows down the flow of charge.
5	Parallel circuit	Bulbs are connected separately to the battery, so the current has more than one path.
6	Series circuit	Bulbs are connected one after the other so there is only one path for the current.
7	Static	Electric charge that is trapped on an insulator.
8	Insulator	An object that heat and electricity flows through slowly or not at all.
9	Electric field	The area where an electric charge can feel a force.
10	Magnetic field	The area where a magnetic material can feel a force.
11	Induced	A property that will only occur at certain times for example an induced magnet is a magnet at some times but not others.
12	Permanent magnet	A magnet that has a magnetic field all the time.
13	Motor effect	Using electricity and a magnet to create movement in a wire.
14	Generator effect	Using movement of a wire and a magnet to create electricity.

Top Tip:

Look back at the knowledge organiser for Yr8 T7 Electricity and Energy Production to help prepare for this topic. A lot of the information will overlap, and you will see it in this topic as well.

Static Electricity

Formed when friction occurs between objects. One object must be an insulator.

The electrons move from one object to the other. Gain electrons you become negative, if you lose electron you become positive.

Rules:

Opposite charges - attract
Same charges - repel

Drawing a Magnetic Field

We can draw the magnetic field in two ways:

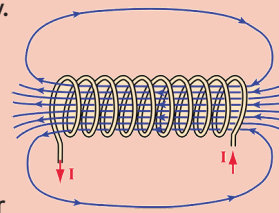
- Using iron fillings to see where the magnetic field is.
- Use a compass to locate the direction and shape of the magnetic field.

Electromagnets

Electromagnets are magnets that are turn on and off using electricity.

To make a strong electromagnet we can create a solenoid (coiled wire).

We can also make the electromagnet stronger by increasing the current, increasing the strength of the magnet and add more coils.



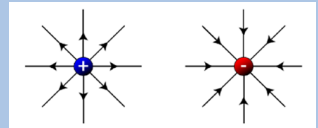
Uses and Dangers of Static Electricity

Static electricity is used in photocopiers, spray painting cars, filtering factory smoke and defibrillators. They use opposite charges on different sections to cause an attraction.

When the electric field strength of a charged object is greater than the field strength of the air a spark can occur. This can cause an explosion.

Electric Fields

An electric field is where a charge will experience a force.



Basics of Magnetism

Magnets contain **dipoles**. When they are aligned, they make the material magnetic.

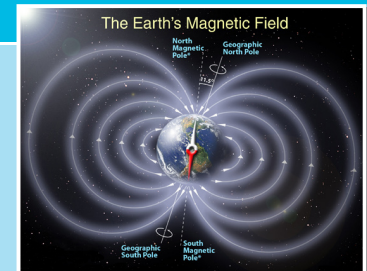
The strongest part of the magnet are the poles.

Permanent Magnet has a magnetic field all the time.

Induced magnet will have a magnetic field at certain times.

Magnetic Earth

The Earth has a magnetic field because of its molten iron core. It protects us by stopping solar winds from stripping the atmosphere away from the surface.

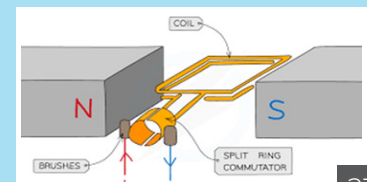


DC Motors and Generators

DC motors use electricity and magnetic fields to create a movement (rotation) example are electric fans etc.

The brushes and split ring commutators stop the wires from tangling.

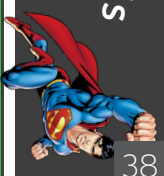
Generators use movement of a wire and magnetic field to create electricity.



Spanish

Super 7s

The little words
you use a lot



THE SUPER 7

<p>TIME PHRASES</p> <p>Specify when something is present, past or future or whether we would like something to happen in an ideal world (conditional).</p>	<p>VERBS</p> <p>Describe an action, state or occurrence - i.e. a doing, being or happening word.</p>	<p>OPINIONS</p> <p>Explain what we think about the action or state of being - positive or negative.</p>	<p>JUSTIFIERS</p> <p>Allow us to answer the question 'why?' to give a reason for our opinions... usually using 'because'.</p>	<p>QUALIFIERS</p> <p>Words that make our describing words even more interesting.</p>	<p>ADJECTIVES</p> <p>Words that describe nouns (people, places or things).</p>	<p>CONNECTIVES</p> <p>Words which join together two different, but related, parts of a sentence. They allow us to extend and develop our sentences.</p>
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YEAR 9

1. Time Phrases

1	ahora	now
2	dos veces a la semana	twice a week
3	en el pasado	in the past
4	ayer	yesterday
5	antes	before
6	ya (no)	already (I no longer)
7	cuando era pequeño/a	when I was little
8	en el futuro	in the future
9	mañana	tomorrow
10	cuando sea mayor	when I'm older
11	cuando tenga	when I'm 18

4. Justifiers

1	ya que (fue / era)	because (it was / used to be)
2	dado que (sería / será)	because (it would be / will be)
3	así que	so
4	es por eso que	this is why
5	por lo tanto	therefore

2. Verbs

1	tuve	I had
2	tuvo	s/he/it had
3	tendré	I will have
4	tendrá	it / s/he will have
5	fueron	they were
6	seré	I will be
7	será	it, s/he will be
8	sería	it, s/he would be
9	quisiera	I, s/he, would like
10	debería	I, s/he, should
11	podría	I, s /he could

5. Qualifiers

1	en parte	partly
2	suficientemente	enough
3	extremadamente	extremely
4	especialmente	especially
5	absolutamente	absolutely
6	desafortunadamente	unfortunately
7	evidentemente	obviously
8	solamente	only
9	verdaderamente	truly

7. Connectives

1	para concluir	in conclusion
2	en resumen	to sum up
3	en realidad	in reality
4	al contrario	on the contrary
5	pues	so, well, well then
6	mientras	while, whereas
7	aunque	although
8	para + infinitive	in order to...

3. Opinions

1	para mí	for me
2	prefiero	I prefer
3	espero	I hope
4	encuentro que	I find that
5	me molesta(n)	it bothers me
6	me interesa(n)	it interests me
7	me aburre	it bores me
8	me apetece	I'm keen to
9	Lo bueno es que...	The good thing is...
10	Lo mejor es que...	The best thing is...
11	Lo malo es que...	The bad thing is...
12	Lo peor es que...	The worst thing is...

6. Adjectives

1	gracioso	amusing
2	genial	great
3	estupendo	amazing
4	peligroso	dangerous
5	maravilloso	marvellous
6	agradable	nice, pleasant
7	cansado	tired, tiring
8	agotador	tiring
9	excelente	excellent
10	enorme	enormous
11	extraordinario	extraordinary
12	perfecto	perfect

Key Vocabulary



1	Uso mi móvil para...	I use my phone to...
2	Organizar salidas con mis amigos	to organise going out with my friends
3	Contactar con mi familia	to contact my family
4	Subir y ver videos	to upload and watch videos
5	Pasar el tiempo	to pass the time
6	Descargar música	to download music and songs
7	Sacar y compartir fotos	to take and share photos
8	Comunicar con mis amigos	to communicate with my friends
9	Leer mis sms	to read my texts
10	Conocer a gente nueva	to meet new people
11	Controlar mi actividad física	to control my physical activity
12	Chatear y mandar mensajes	to chat and send messages

Core intent:

To be confident and competent in using verbs related to technology and the internet in a range of tenses.

Common phrases

1	Uso mi móvil todos los días porque es muy práctico.	I use my phone every day because it is very practical.
2	A veces uso Whats App para organizar salidas con mis amigos pero nunca uso Snapchat ya que es malísimo.	Sometimes I use WhatsApp in order to organize going out with my friends but I never use Snapchat because it is really bad.

Pronouns

1	La uso para compartir fotos	I use it (fem.) to share photos.
2	Lo uso para todo	I use it (masc.) for everything.

Present & Past Tense

usar = to use	present tense	preterite tense	imperfect	future & conditional
Yo (I)	uso	usé	usaba	usaré / usaría
Tú (you)	usas	usaste	usabas	usarás / usarías
Él/Ella (she)	usa	usó	usaba	usará / usaría
Nosotros (we)	usamos	usamos	usábamos	usaremos / usaríamos
Vosotros (you*)	usáis	usasteis	usabais	usaréis / usaríais
Ellos/Ellas (they)	usan	usaron	usaban	usarán / usarían

Key Questions

1	¿Qué aplicaciones usas normalmente?	What apps do you normally use?
2	¿Cómo usas tu móvil todos los días?	How do you use your mobile phone every day?

Adjectives

1	Práctico	practical
2	Divertido	fun
3	Popular	popular
4	Útil	useful
5	Rápido	fast
6	Barato	cheap
7	Gratis	free
8	Caro	expensive
9	Fácil de usar	easy to use
10	Adictivo	addictive
11	Peligroso	dangerous
12	Una pérdida de tiempo	a waste of time
13	Malísimo	very bad
14	Aburridísimo	super boring
15	Soy adicto/a	I am addicted

Key Vocabulary



1	la tele	television
2	los programas	the programmes
3	los programas de deporte / música	sports/music shows
4	los reality shows	TV reality shows
5	los programas para niños	children's shows
6	las series	series
7	las telenovelas / los culebrones	soap operas
8	los documentales	documentaries
9	las noticias	the news
10	el pronóstico meteorológico	the weather forecast
11	las comedias	comedies
12	los concursos	game shows
13	los dibujos animados	cartoons
14	las películas	films
15	una película de horror / de acción / de ciencia ficción / de guerra/romántica	horror /action/ science fiction/ war /romance films

Core intent:

To be confident and competent in using verbs related to TV and film in a range of tenses.

Common phrases

1	Normalmente veo la tele con mi familia porque es muy relajante.	Normally I watch television with my family because it is very relaxing.
2	Suelo ver los programas de deporte porque me fascinan. Sin embargo, no me gusta ver las películas de horror porque me dan miedo.	I always watch sports programmes because they fascinate me. However, I don't like to watch horror films because they scare me.

Present, Perfect & Future Tense

ver = to watch	present tense	preterite tense	imperfect tense	future & conditional
Yo (I)	veo	vi	veía	veré / vería
Tú (you)	ves	viste	veías	verás / verías
Él/Ella (she)	ve	vio	veía	verá / vería
Nosotros (we)	vemos	vimos	veíamos	veremos/veríamos
Vosotros (you*)	veis	visteis	veíais	veréis / veríais
Ellos/Ellas (they)	ven	vieron	veían	verán / verían

Soler & Infinitive

To talk about what you usually watch.

1	Suelo ver la tele con mi familia	I usually watch TV with my family
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Key Questions

1	¿Qué te gusta ver en la tele?	What do you like to watch on TV?
2	¿Qué sueles ver?	What do you usually watch?

Comparisons

1	más..que..	more..than..
2	menos..que..	less..than..
3	tan..como..	as..as..

Opinions

1	Me interesa(n)	I'm interested in
2	Me fascina(n)	it / they fascinate(s) me
3	Me hace(n) reír	it / they make(s) me laugh
4	Mi programa favorito es..	my favourite program is..
5	Me aburre(n)	it / they bore(s) me
6	Me molesta(n)	it / they annoy(s) me
7	Me da(n) miedo	it / they scare(s) me
8	Lo que más/ menos me gusta ver es...	What I like to watch the most is/are....

Key Vocabulary



1	leer	to read
2	leo	I read
3	los libros	books
4	las revistas	magazines
5	las novelas (de amor / ciencia ficción)	(love/sci-fi) novels
6	el periódico	the newspaper
7	las historias de vampiros	stories about vampires
8	los tebeos/cómics	comics
9	escucho	I listen to
10	la música pop/rock/clásica	pop/rock/classical music
11	la radio	the radio
12	toco	I play (for instruments only)
13	un instrumento	an instrument
14	la guitarra	the guitar
15	el piano	the piano
16	las canciones	songs
17	el cantante	the singer
18	la letra	the lyrics
19	la voz	the voice

Core intent:

To be confident and competent in using verbs related to use of different types of media in a range of tenses.

Key Questions

1	¿Qué te gusta leer/escuchar en tu tiempo libre?	What do you like to read/listen to in your free time?
2	¿Qué opinas de las novelas/la música pop?	What do you think about novels/pop music?

Common phrases

1	En mi tiempo libre, me gusta leer las historias de vampiros porque son muy originales.	In my free time, I like to read vampire stories because they are very entertaining.
2	Suelo escuchar la música electrónica para relajarme porque en mi opinión es guay.	I always listen to electronic music in order to relax because in my opinion it is cool.
3	Me encanta Ed Sheeran porque sus canciones son alegres y es mi cantante favorito.	I love Ed Sheeran because his songs are cheerful and he's my favourite singer.

Opinions

1	su música/voz es...	his/her music/voice is...
2	sus canciones / sus letras son...	his/her songs / lyrics are...
3	mi cantante/grupo favorito es... porque...	my favourite singer/group is... because

Adjectives

1	imaginativo/a	imaginative
2	original	original
3	guay	cool
4	alegre	upbeat/cheerful
5	entretenido/a	entertaining
6	emocionante	exciting
7	positivo/a	positive
8	negativo/a	negative
9	triste	sad
10	repetitivo/a	repetitive
11	largo/a	long

Para = In order to

1	para relajarme	in order to relax
2	para olvidarme del estrés del día	to forget the stress of the day
3	para pasar el tiempo	to pass the time
4	para buscar información	to look for information

Your notes



Year 9 Knowledge Organisers

Autumn Term 2024-2025