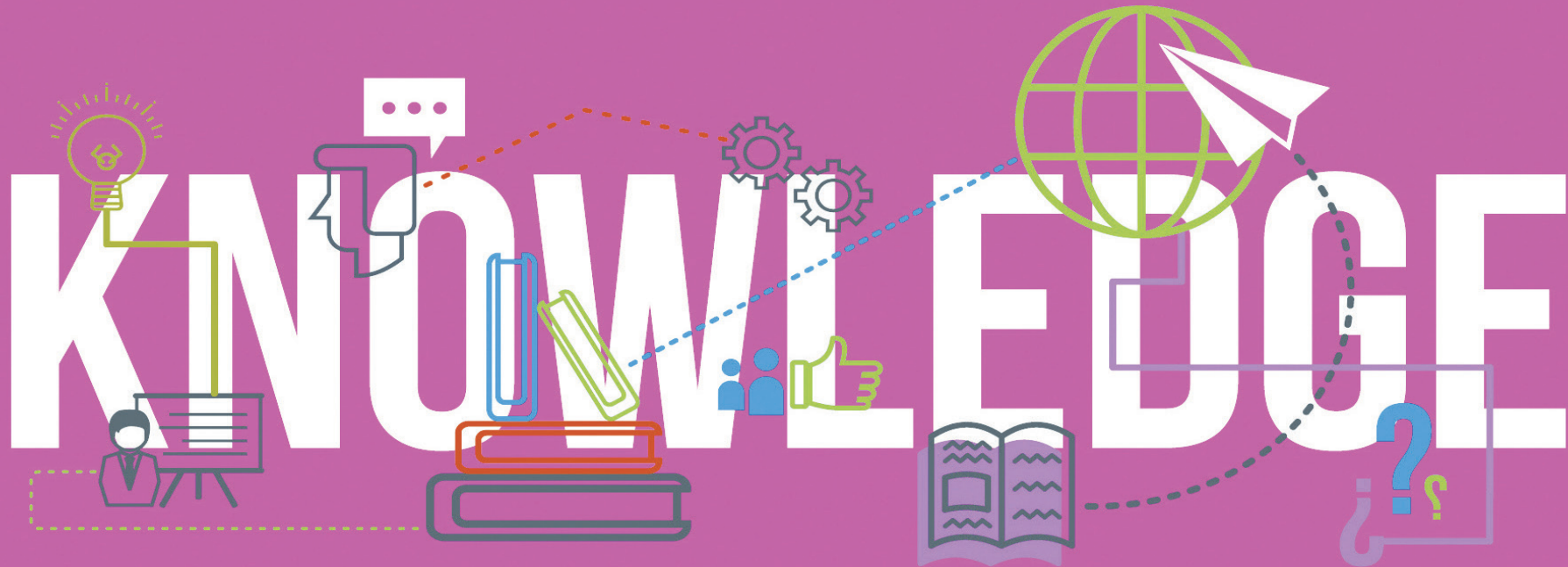


YEAR 9

**KNOWLEDGE
ORGANISERS**

Spring 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

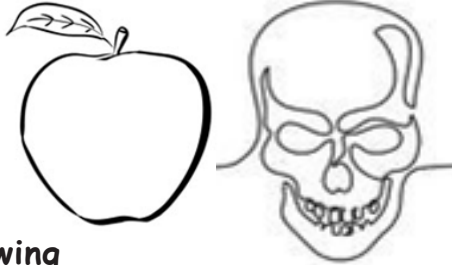
- Write down all of the key information you can remember on a topic or unit of work. Compare this to your Knowledge Organiser to see if there is anything you have missed.

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.

Art & Design Skulls

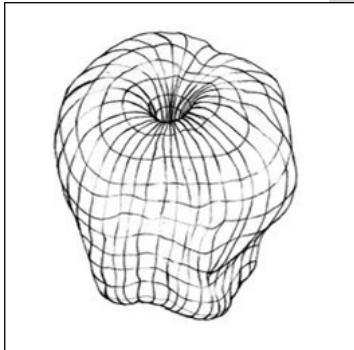
Contour Line Drawing

is the foundation of all drawing. These lines are used to create the outline of a form.



Cross Contour Line Drawing

are lines which travel across the surface of a form. Cross contour lines may be horizontal or vertical, or both, but always describe the three-dimensionality of an object/surface e.g. a curved line would describe a rounded surface.



Skills and Techniques

1. Contour/cross contour line drawing of skulls/bones
2. Painting tonal backgrounds in preparation for drawing
3. Cutting using a craft knife

Layering

Overlapping different media and techniques to improve the qualities of line, tone and texture.

Outcome

The outcome of this project is inspired skulls and the work of Henry Moore. We will combine our knowledge of contour line drawing with paint across three sketchbook pages to create a layered similar to the example picture here.



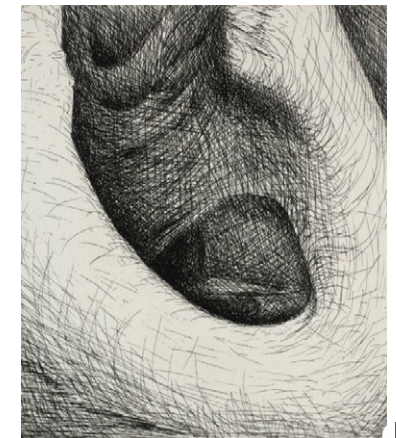
Idea / Context

Henry Moore

An English artist who is best known for his semi-abstract sculptures of reclining figures.



Moore's work based on an elephant skull depicts the complex landscape qualities of its inner forms. It suggests they reminded him of Yorkshire landscape of his youth.



Key Vocabulary



1	agmen	column (of men)	24	aedifico, aedificare, aedifici	build	46	a, ab	from
2	vinco, vincere, vici	win, conquer, be victorious	25	verto, vertere, verti	turn	47	resisto, resistere, restiti	resist
3	alius	other	26	auxilium	help	48	animus, animi	spirit, mind
4	unda	wave	27	tollo, tollere, sustuli	raise	49	recipio, recipere, recepi	receive
5	aqua	water	28	bonus	good	50	appropinquo, appropinquare, appropinquavi + dative	approach
6	teneo, tenere, tenui	hold	29	summus	highest	51	quondam	once
8	claudio, claudere, clausi	block	30	consentio, consentire, consensi	agree	52	ara, arae	altar
9	sacerdos	priest	31	simulac, simulatque	as soon as	53	pervenio, pervenire, perveni	reach, arrive at
10	commodus	convenient	32	consilium	plan, advice	54	bene	well
11	redeo, redire, redii	go back, return	33	punio, punire, punivi	punish	55	pauci	a few, few
12	debeo, debere, debui	ought	34	deinde	then	56	benignus	kind
13	qui	who	35	postridie	the next day	57	numquam	never
14	equus	horse	36	delecto, delectare, delectavi	delight, please	58	diu	for a long time
15	princeps	chieftain	37	pono, ponere, posui	place, put	59	negotium, negotii	business
16	etiam	even	38	effugio, effugere, effugi	escape	60	faber, fabri	craftsman
17	nauta	sailor	39	nonne?	surely	61	maximus	greatest, very big
18	impedio, impedire, impedivi	delay, hinder	40	flos	flower	62	facilis	easy
19	miser	miserable	41	navigo, navigare, navigavi	sail	63	itaque	and so
20	lectus	bed	42	imperator	emperor	64	graviter	seriously
21	mare	sea	43	melior	better	65	invitus, invita, invitum	reluctantly
22	lente	slowly	44	inter	between	66	huc	to this place, here
23	litus	sea-shore	45	ita	thus, in this way	67	insula, insulae	island

Grammar constructions

Relative clauses and pronouns

	1F	2M	(2N)
Nom sing	quae	qui	quod
Acc sing	quam	quem	quod
Dat sing	cui	cui	cui
Nom pl	quae	qui	quae
Acc pl	quas	quos	quae
Dat pl	quibus	quibus	quibus

Pluperfect Tense

	1	2	3	4
I	amaveram	habueram	traxeram	audiveram
YOU	amaveras	habueras	traxeras	audiveras
HE/SHE/IT	amaverat	habuerat	traxerat	audiverat
WE	amaveramus	habueramus	traxeramus	audiveramus
YOU (pl.)	amaveratis	habueratis	traxeratis	audiveratis
THEY	amaverant	habuerant	traxerant	audiverant

Genitive Noun Endings

	1	2	3 (M/F)
Nom Sing	A	US	OR/S/IS/X
Acc Sing	AM	UM	EM
Gen Sing	AE	I	IS
Dat Sing	AE	O	I
Nom pl	AE	I	ES
Acc pl	AS	OS	ES
Gen pl	ARUM	ORUM	UM/IUM
Dat pl	IS	IS	IBUS

Word



1	MS Word	MS Word is an example of a Word Processor.
2	.doc or .docx	File formats used to save work in Word.
3	Navigation Pane	The Navigation Pane can be used to go between headings.
4	CTRL-F	To access the Navigation Pane, use CTRL-F
5	Contents Table	A contents table can be automatically generated using the headings in your document.

Excel



1	Excel	Excel is an example of a Spreadsheet Program.
2	.xls or .xlsx	File formats use to save work in Excel.

Tools in Excel

1	Conditional formatting	Conditional formatting is used to highlight cells different colours when different values are present.
2	Autosum	Autosum can calculate the total value of a group of cells.
3	Average sum	Average sum can calculate the average value of a group of cells.
4	The Graph Creation	The Graph Creation tool allows users to auto generate a graph based on the data in certain cells.

Powerpoint



1	Powerpoint	Powerpoint is an example of a Presentation Programme, made up of multiple slides linked together with transitions.
2	.ppt or .pptx	File formats use to save work in Powerpoint.
3	Master Slide	A slide that determines the style of all the slides on the PowerPoint.
4	Powerpoint	PowerPoint animation allows different objects to move around on a single slide, this is different to a transition.

Computer Science Python

Comparison Operators (If symbols)

1	==	Equal to
2	<	Smaller than
3	>	Bigger than
4	<=	Smaller than or equal to
5	>=	Bigger than or equal to
6	!=	Not equal to

Data Types

1	String	Text, a collection of characters. E.g. A username
2	Integer (Int)	Whole number, a number with no decimals. E.g. Number of students in a class.
3	Float	Decimal number, a number with decimals. E.g. An amount of money.
4	Char	Single character, a single character (anything on a keyboard). E.g. F
5	Boolean (Bool)	True or false, a true or false value, 1 or 0. E.g. Banned == True

Key Words

	Programming Key Words:	Example:
1	print	Displays something on the screen. <code>print("Duck eggs")</code>
2	if	Used to choose between 2 options. <code>if 1 < 5: print("1 is bigger than 5)</code>
3	while	Loops code while the condition is true. <code>while counter < 10: print("Hello")</code>
4	for	Loops code a certain number of times. <code>for x in range(5): print("Hello")</code>
5	Variable	A container that stores information of a certain datatype. <code>username = "MLGDavid"</code>

The Big 3

1	Sequence	Programming things in order
2	Selection	Choosing what code to run (if statements)
3	Iteration	Looping code, while and for loops.



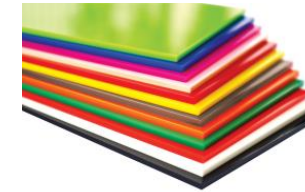
IDLE

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)

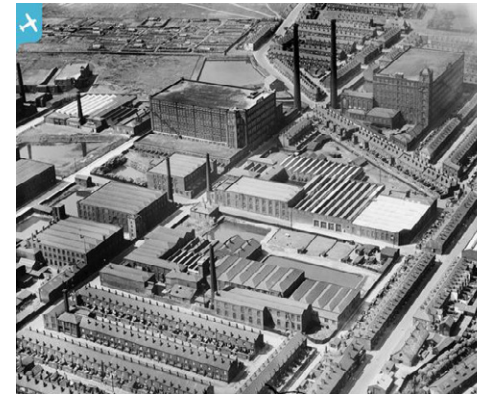


Key Vocabulary

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 LOW	Saturated 1.3g LOW	Sugars 34g HIGH	Salt 0.9g 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.

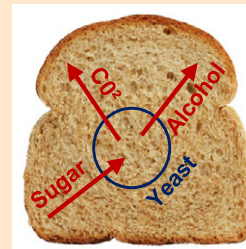
Water – binds the ingredients to form a dough; allows the yeast to respire; when the dough is baked, water turns to steam and helps it rise.

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



Dried yeast



Proving



Kneading



Windowpane test

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

- High in protein
- Calcium
- Fat
- Vitamins A, B & D
- Zinc
- Phosphorus



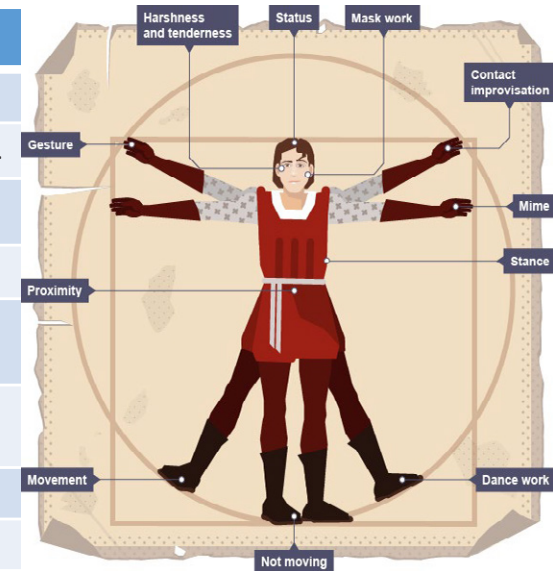
Year 9 Drama: Physical Theatre



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>





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.



Key Vocabulary



Keyword:	Synonyms:
1 Possessive	controlling, dominating, covetous
2 Obsessive	overwhelming, all consuming, dominating
3 Dangerous	threatening, powerful, minacious
4 Passive	submissive, compliant, obedient
5 Unconditional	devoted, boundless, admiring

POEMS	'Porphyria's Lover' by Robert Browning	'Sonnet 29' by Elizabeth Barrett Browning	'Follower' by Seamus Heaney	'Before you were Mine' by Carol Ann Duffy	'Mother any Distance' by Simon Armitage
PERIOD	Victorian	Victorian	Postmodern	Postmodern	Postmodern

Comparing Poems

Connectives to show difference:

1	However
2	On the other hand
3	Contrastingly
4	Yet
5	In contrast
6	Whereas

Connectives to show similarity:

1	Similarly
2	Likewise
3	Both poems

Poetic Methods

1	Oxymoron	Two words or phrases used together that have opposite meanings.
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Figurative language (language that creates imagery):

1	Conceit	An unconventional, often surprising extended metaphor in a poem to create an imaginative comparison between two things.
2	Simile	A comparison between two things using the words 'like' or 'as'.
3	Metaphor	A descriptive method which makes use of describing one thing as if it is something else.
4	Pathetic fallacy	When the weather reflects the mood or atmosphere.
5	Personification	Giving inanimate objects human characteristics or actions.

Poetic Structures

1	Dramatic monologue	A poem written in the form of a speech of an individual character.
2	Enjambment	The running over of a sentence from one poetic line to the next without punctuation.
3	Volta	A turn/change in thought or argument in a poem.
4	Stanza	A verse or section of a poem.
5	Caesura	A pause in the middle of a line of poetry breaking the line into two halves.
6	Sonnet	A poem of 14 lines, often written in iambic pentameter and often about love.
7	Free verse	A poem that does not have rhyme or regular rhythm.

Sound features:

1	Assonance	The repetition of vowel sounds at the beginning of or within consecutive words.
2	Plosives	Letter sounds which sound explosive and harsh (P, T, K, B, D, G).
3	Onomatopoeia	Words which sound like the noise they describe.
4	Alliteration	The repetition of the same letter at the beginning of consecutive words.
5	Sibilance	Alliteration of the letter 's'

French Super 7s

The little words you use a lot



THE SUPER 7

<p>TIME PHRASES</p> <p>Specify when something is happening – in the 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	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 - mon anniversaire:

1	Pour fêter mon anniversaire	to celebrate my birthday
2	Ouvrir des cadeaux	to open presents
3	Recevoir des cartes	to receive cards
4	Rendre visite à la famille	to visit family
5	Sortir avec les amis	to go out with friends
6	Manger au restaurant	to eat in a restaurant
7	Aller au cinéma	to go to the cinema
8	Manger un morceau de gâteau	to eat a piece of cake
9	Danser	to dance
10	Organiser une fête	to organise a party

Key vocabulary - des fêtes importantes:

1	Chercher des œufs en chocolat	to search for chocolate eggs
2	Chanter des chants de Noël	to sing Christmas carols
3	Manger du foie gras	to eat goose pâté
4	Manger des bonbons de Noël	to eat Christmas sweets
5	Boire du champagne	to drink champagne
6	Manger de la dinde	to eat turkey
7	Aller à l'église	to go to Church
8	Le jour de Noël	Christmas Day
9	Le dimanche de Pâques	Easter Sunday
10	La Veille de Noël	Christmas Eve
11	La Veille du Nouvel An	New Year's Eve

Common phrases

1	Chaque année pour fêter mon anniversaire j'ouvre des cadeaux y je reçois des cadeaux et je reçois des cartes. En plus, souvent je rends visite à ma famille car c'est assez passionnant, cependant je ne mange jamais au restaurant parce que c'est très cher.	Each year to celebrate my birthday I open presents and I receive cards. In addition, often I visit my family since it is quite entertaining, however I never eat tea in a restaurant because it is very expensive.
2	Normalement pour fêter le jour de Noël je me lève très tôt, je m'amuse bien et je m'habille. Le matin je vais à l'église avec ma famille et nous chantons des chants de Noël. L'après-midi nous mangeons de la dinde mais je ne mange pas de bonbons de Noël car ils sont un peu dégoûtants. Aussi le soir je danse et je me couche assez tard parce que c'est reposant.	Normally to celebrate Christmas Day I get up very early, I have a good time and I get dressed. In the morning I go to the church with my family and we sing Christmas carols. In the afternoon we eat turkey but I don't eat Christmas sweets since they are a bit disgusting. Also in the evening I dance and I go to bed quite late because it is relaxing.

Comparisons

1	Selon moi, le jour de Noël est plus important que le dimanche de Pâques.	In my opinion, Christmas Day is more important than Easter Sunday.
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Present Tense

Subject	Manger = to visit	Ouvrir = to open	Rendre (visite) = to visit	Aller = to go
I	je mange	j'ouvre	je rends	je vais
you	tu manges	tu ouvres	tu rends	tu vas
he/she	Il/elle mange	Il/elle ouvre	Il/elle rend	Il/elle va
we	nous mangeons	nous ouvrons	nous rendons	nous allons
you pl	vous mangez	vous ouvrez	vous rendez	vous allez
they (m/f)	Ils/elles mangent	Ils/elles ouvrent	Ils/elles rendent	Ils/elles vont

Key Questions

1	Comment fêtes-tu ton anniversaire?	How do you celebrate your birthday?
2	Comment fêtes-tu le jour de Noël/ le dimanche de Pâques?	How do you celebrate Christmas day/ Easter Sunday?

Time Phrases

1	Chaque année	each year
2	Ne... jamais	never
3	Le matin	in the morning
4	L'après-midi	in the afternoon
5	Le soir	in the evening

Adjectives

1	Divertissant	entertaining
2	Cher	expensive
3	Inoubliable	unforgettable
4	Dégoûtant	disgusting
5	Relaxant	relaxing
6	Important	important
7	Passionnant	exciting

Reflexive Verbs

1	Se coucher assez tard	to go to bed quite late
2	Se lever très tôt	to get up very early
3	Se doucher	to shower
4	Se baigner	to bath
5	S'habiller	to get dressed
6	Se réveiller	to wake up
7	Se maquiller	to put makeup on
8	S'amuser	to have a good time

Key vocabulary

1	J'ai fêté mes 14 ans	I celebrated my 14th birthday
2	J'ai organisé une fête entre amis	I organised a party with friend's party
3	J'ai soufflé mes bougies	I blew my candles out
4	J'ai mangé du gâteau	I ate some cake
5	J'ai dansé toute la nuit	I danced all night
6	J'ai chanté au karaoké	I sang at the karaoke
7	J'ai écouté de la musique	I listen to music
8	J'ai passé une très bonne soirée	I had a very nice night
9	J'ai crié	I screamed
10	J'ai reçu des cadeaux	I received/got some presents
11	J'ai trinqué	I raised a glass
12	J'ai pris des photos	I took pictures
13	Je suis allé(e) au restaurant / à un concert	I went to the restaurant / to a concert

Common phrases

1	L'année dernière, j'ai fêté mes quinze ans en famille et nous sommes allés au restaurant.	Last year I celebrated my fifteenth birthday with family and we went to the restaurant.
2	J'ai passé une très bonne soirée car j'ai reçu des cadeaux et c'était vraiment inoubliable.	I had a very nice evening because I received presents and it was unforgettable.
3	Il y a deux ans, je suis allé(e) à un concert de Taylor Swift et j'ai adoré car j'ai dansé toute la nuit, c'était vraiment génial mais un peu bruyant.	Two years ago, I went to a concert of T.S and I loved it because I danced all night long ; it was really great but a bit noisy.

Key Questions

1	Comment as-tu fêté ton anniversaire l'année dernière?	How did you celebrate your birthday last year?
2	Es-tu déjà allé (e) à un concert de musique?	Have you ever been to a music concert?

Present Tense

Subject	Danser = to dance	Recevoir = to receive/to get
I	J'ai	J'ai
You (sing.)	Tu as	Tu as
He/She/We (spoken)	Il/Elle/On a	Il/Elle/On a
We	Nous avons	Nous avons
You (plur)	Vous avez	Vous avez
They	Ils/Elles ont	Ils/Elles ont

dansé (danced) reçu (received)

Subject	Aller = to go (Aller is irregular and works with être)
I	Je suis
You (sing.)	Tu es
He/She/We (spoken)	Il/Elle/On est
We	Nous sommes
You (plur)	Vous êtes
They	Ils/Elles sont

allé / allée (went) allés / allées (went)

Adjectives

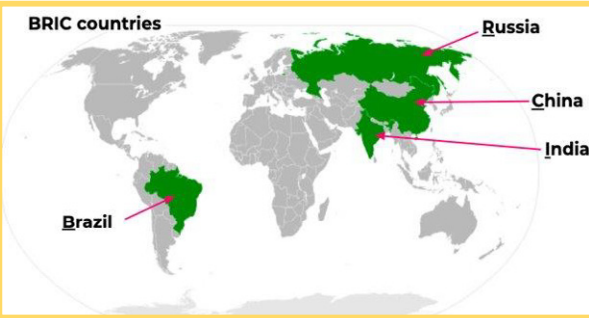
1	inoubliable	unforgettable
2	divertissant	entertaining
3	fascinant	mesmerising/fascinating
4	bruyant	noisy
5	excellent	excellent
6	bondé (de monde)	crowded/busy

Time Phrases

1	l'année dernière	last year
2	il y a deux ans	two years ago
3	il y a quelques mois	a few months ago
4	la semaine dernière	last week
5	je viens de + infinitive	I have just (done something)

GEOGRAPHY TOPIC 2: EAST MEETS WEST

BRIC COUNTRIES



MINT COUNTRIES



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

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.

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.

What has led to BRIC's rapid economic growth?

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.

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?

KEY VOCABULARY

1	GEOLOGICAL TIMESCALE	The timescale used when talking about the formation of the Earth and rock types, dating back millions of years ago.
2	EROSION	Is the process by which soil and rock particles are worn away and moved elsewhere by gravity, or by a moving transport agent – wind, water or ice.
3	DEFORMATION	Cause rocks near the surface to be fractured and faulted. At greater depth, the heat and pressure involved can cause folding and/or metamorphism.
4	PLUCKING	Blocks of rocks pulled away by the moving ice or glacier.
5	GLACIAL BUDGET	The glacial budget is the difference between total accumulation (growth) and total ablation (melting) for one year.

TYPES OF ROCK

IGNEOUS ROCK –

formed from molten rock called magma. They are mostly crystalline (made up of interlocking crystals) and usually very hard to break. Eg Basalt and Granite

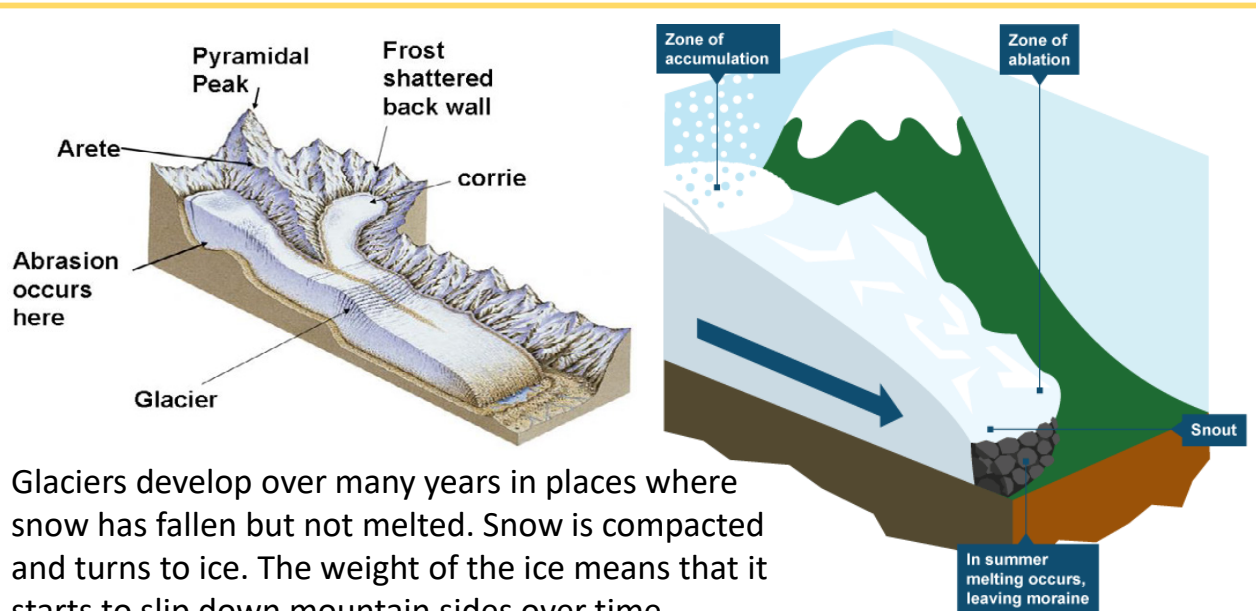
METAMORPHIC ROCK –

were once igneous or sedimentary rocks, but have been changed (metamorphosed) as a result of intense heat and/or pressure within the Earth's crust. Eg Slate and Marble

SEDIMENTARY ROCK –

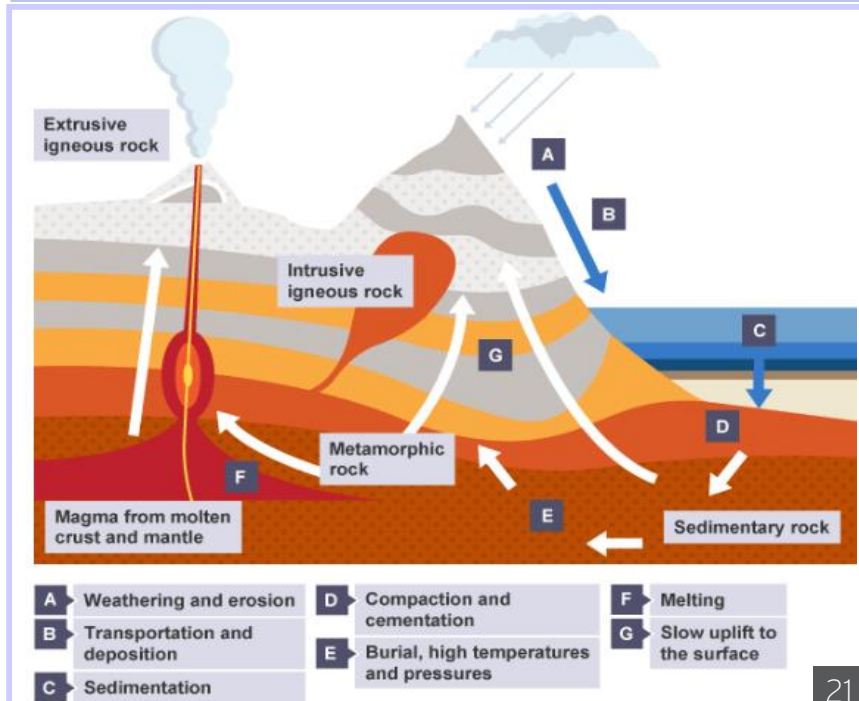
formed from sediment grains deposited by water, wind or ice. They are always formed in layers, called "beds" or "strata", and often contain fossils. Eg Sandstone and Chalk

GLACIERS



Glaciers develop over many years in places where snow has fallen but not melted. Snow is compacted and turns to ice. The weight of the ice means that it starts to slip down mountain sides over time.

THE ROCK CYCLE





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	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 (verb inversion)
2	deshalb	therefore (verb inversion)
3	damit	so that (verb inversion)

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	um... zu	in order to...
8	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	eigentlich	actually, in fact

3. Opinions

1	für 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	toll	great
2	atemberaubend	brehtaking
3	gefährlich	dangerous
4	nett	nice, pleasant
5	müde	tired
6	ermüdend	tiring
7	super	excellent
8	riesig	enormous
9	außergewöhnlich	extraordinary
10	perfekt	perfect
11	altmodisch	old-fashioned

Key Vocabulary



1	Taschengeld	pocket money
2	Ich bekomme	I receive
3	pro Stunde/Woche/Monat	per hour/week/month
4	Ja, Ich habe einen Teilzeitjob	Yes, I have a part-time job
5	Ich verdiene...	I earn
6	Ich arbeite in einem Geschäft/Café	I work in a shop/café
7	Ich helfe zu Hause	I help at home
8	Ich räume mein Zimmer auf	I tidy my room
9	Ich gehe mit dem Hund Gassi	I walk the dog
10	Ich mache Babysitting	I baby-sit
11	Ich trage Zeitungen aus	I deliver newspapers

Adjectives

1	nützlich	useful
2	anregend	stimulating
3	motivierend	motivating
4	einfach/schwer	easy/difficult
5	ärgerlich	annoying
6	anstrengend	demanding
7	ermüdend	tiring
8	gut/schlecht bezahlt	well/badly paid

Core intent:

To be confident and competent in using regular verbs in the present tense.

Common phrases

1	Normalerweise mache ich Babysitting und räume mein Zimmer auf .	Normally I do babysitting and tidy my room.
2	Gestern habe ich in einem Café gearbeitet und ich habe 6 Euro verdient und meiner Meinung nach war es sehr einfach .	Yesterday I worked in a café and I earned 6 Euros and in my opinion it was very easy .
3	Als ich jünger war habe ich zu Hause geholfen und ich denke es war ziemlich gut weil ich 5 Euro pro Woche verdient habe.	When I was younger I helped at home and I think it was quite good because I earned 5 euros per week.

Present & Perfect Tense

Subject	Present - arbeiten (work)	Perfect Tense (worked)
Ich = I	arbeite	habe gearbeitet
Du = you (sing.)	arbeitest	hast gearbeitet
Er/sie = he/she	arbeitet	hat gearbeitet
wir = we	arbeiten	haben gearbeitet
ihr = you (pl.)	arbeitet	habt gearbeitet
sie = they	arbeiten	haben gearbeitet

Key Questions

1	Hast du einen Nebenjob/ Teilzeitjob?	Do you have a part-time job?
2	Verdienst du Taschengeld?	Do you earn pocket money?
3	Wieviel verdienst du?	How much do you earn?

Time Phrases

Present:		
1	Normalerweise	usually
2	Montags	on Mondays
Perfect:		
3	Gestern	yesterday
4	Letztes Wochenende	last weekend
Imperfect:		
5	Als ich jünger war	when I was younger

Key Vocabulary



1	Mein Vater / Meine Mutter	my father/ my mother
2	ist	is
3	arbeitet als	works as
4	Arzt/Ärztin	doctor
5	Lehrer/Lehrerin	the teacher
6	Friseur/Friseurin	hairdresser
7	Informatiker/ Informatikerin	IT technician
8	Elektriker/Elektrikerin	electrician
9	Krankenpfleger/ Krankenschwester	nurse
10	Mechaniker/ Mechanikerin	mechanic
11	Sekretär/ Sekretärin	secretary
12	Chef/ Chefin	boss
13	Schauspieler/Schauspielerin	actor/actress
14	Beamter/Beamtin	civil servant
15	arbeitslos	unemployed
16	Er/Sie arbeitet	He/she works
17	in einer Praxis	in a doctor's practice
18	in einer Schule	in a school
19	in einem Geschäft	in a shop
20	in einem Friseursalon	in a hairdresser's
21	in einer Werkstatt	in a garage
22	in einem Büro	in an office
23	draussen	outside
24	bei einer Firma	for an organisation

Core intent:

To be confident and competent in using regular verbs in the present tense

Common phrases

1	Mein Vater ist Arzt und er arbeitet in einer Praxis.	My dad is a doctor and he works in a doctor's practice.
2	Aber er denkt, dass es wirklich monoton ist.	But he thinks it is really monotonous.
3	Früher hat er als Krankenpfleger gearbeitet.	Earlier he worked as a nurse.
4	Es war schwerer als Arzt zu sein.	It was harder than being a doctor.

Present & Perfect Tense

Subject	Present - arbeiten (work)	Perfect Tense (worked)
Ich = I	arbeite	habe gearbeitet
Du = you (sing.)	arbeitest	hast gearbeitet
Er/sie = he/she	arbeitet	hat gearbeitet
wir = we	arbeiten	haben gearbeitet
ihr = you (pl.)	arbeitet	habt gearbeitet
sie = they	arbeiten	haben gearbeitet

Key Questions

1	Was machen deine Eltern als Beruf?	What do your parents do for work?
2	Was denkst du darüber Arzt zu sein?	What do you think about being a doctor?

Grammar

Comparatives

1	Es ist nützlicher als Friseur zu sein.	It's more useful than being a hairdresser.
2	Es ist besser als Chef zu sein.	It is better than being a boss.
3	Es ist nicht so anstrengend wie Lehrer zu sein.	It is not as demanding as being a teacher.

Superlatives

1	Beamter zu sein ist am langweiligsten.	Being a civil servant is the most boring.
2	Arzt zu sein ist am stressigsten.	Being a doctor is the most stressful.
3	Der beste/ schlechteste Beruf ist....zu sein.	The best/ worst job is..... to be.

Key Vocabulary



1	Mein Traum wäre	my dream would be
2	Ich habe vor	I intend to
3	Das Wichtigste für mich ist	The most important (thing) for me is
4	einen Job (zu) finden	to find a job
5	einen gut bezahlten Job (zu) haben	to have a well-paid job
6	meine Prüfungen (zu) bestehen	to pass my exams
7	Kinder (zu) haben	to have children
8	(zu) heiraten	to get married
9	meine eigene Firma (zu) gründen	to start
10	eine Ausbildung (zu) machen	to to an apprenticeship
11	ein Auslandsjahr (zu) machen	to take a gap-year
12	im Ausland (zu) arbeiten	to work abroad
13	in der Welt (zu) reisen	to travel the world
14	Freiwilligenarbeit (zu) machen	to do voluntary work

Core intent:

To be confident and competent in using the future and the conditional tenses

Common Phrases

1	In der Zukunft möchte ich meine Prüfungen bestehen, es wäre erstaunlich.	In the future, I would like to pass my exams, it would be amazing.
2	Außerdem, wenn ich älter bin, hoffe ich zu heiraten.	Moreover, when I'm older, I hope to get married.
3	Wenn ich Erfolg hätte, würde ich ein Jahr im Ausland verbringen, weil ich gern andere Länder und Kulturen kennenlerne.	If I had success, I would spend a year abroad, because I like getting to know other countries and cultures.

Key Questions

1	Welchen Beruf möchtest du in der Zukunft machen?	What job would you like to do in the future?
2	Welche Zukunftspläne hast du?	What plans do you have for the future?

Future Tense

Structures to introduce future plans

Ich würde	I would
Ich will	I want to
Ich möchte gern	I would like to
Ich plane (+zu)	I plan to
Ich hoffe (+zu)	I hope to
Es wäre	It would be

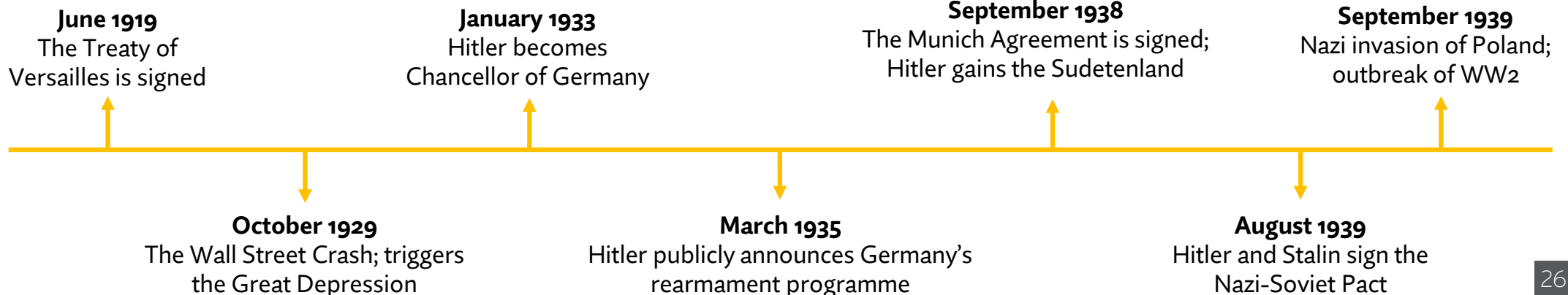
Time phrases & Structures

1	In der Zukunft	in the future
2	Nächstes Jahr	next year
3	In zwei Jahren	in two years
4	Wenn ich Erfolg hätte	I'm successful
5	Wenn ich meine GCSE'S gemacht habe	When I finish my studies
6	Wenn ich älter bin	when I'm older

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

Key Vocabulary

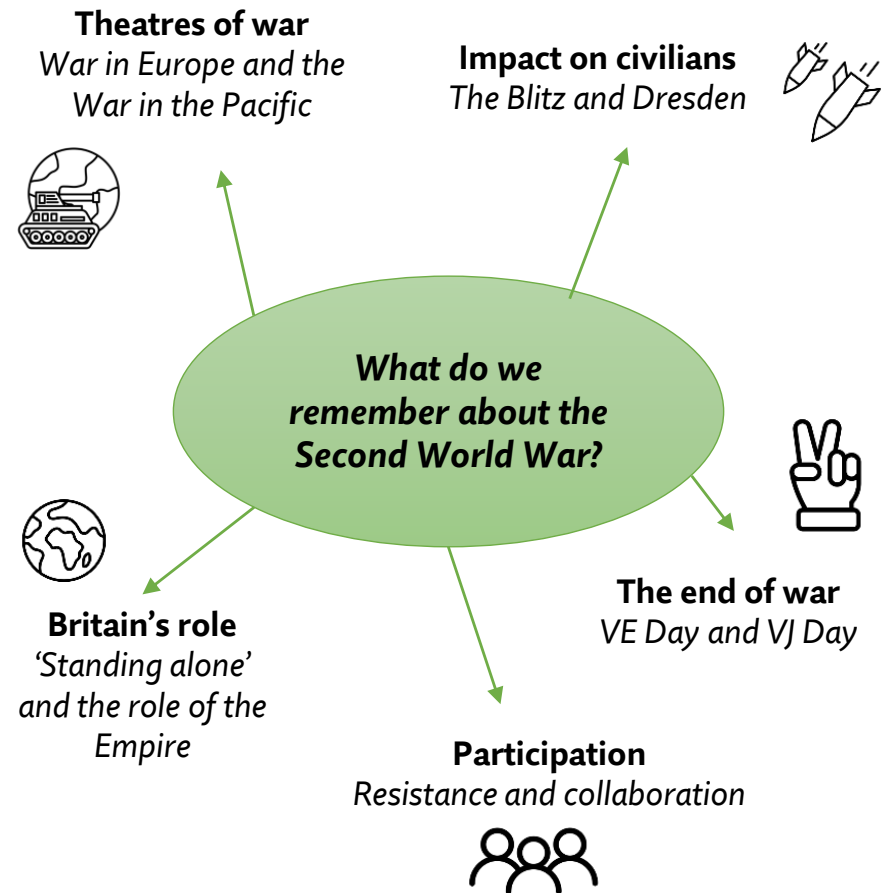
1	Appeasement	<i>Giving in to demands to avoid conflict; a policy of appeasement was followed by Britain towards Germany</i>
2	Treaty of Versailles	<i>Agreement signed at the end of the First World War which punished Germany harshly</i>
3	League of Nations	<i>An organisation set up after the First World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



Year 9 History Unit 4- How have we told the history of the Second World War?

Key Vocabulary

1	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
2	Blitzkrieg	Literally 'lightening war'; warfare using a violent, overwhelming attack to ensure a quick victory
3	The Blitz	Germany's bombing of Britain between 1940 and 1941; resulted in over 43,500 civilians being killed
4	Occupation	When a country is invaded and controlled by a foreign army and government
5	Resistance	Opposing and fighting back, often against those who have attacked you or those now in power
6	Collaboration	Working together to achieve something
7	Civilian	A person not serving in the military
8	Myth	A widely held, often false, belief or idea; a traditional or legendary story, often concerning a hero or heroic events



Year 9 History Unit 5a- The Holocaust: What was life like for Jews in Germany after 1933?

Key Vocabulary

1	Antisemitism	<i>Hatred or prejudice towards Jewish people</i>
2	Propaganda	<i>Information, especially of a biased or misleading nature, used to promote a political cause or point of view</i>
3	Nazi (Nazi Germany)	<i>A member of the National Socialist German Workers' Party; from 1933, Germany was ruled by the Nazi Party under the leadership of Adolf Hitler</i>
4	Aryan	<i>Racial term used by the Nazis to describe people of white European origin</i>
5	Concentration camp	<i>Prison camp in which inmates were forced to undertake hard labour</i>
6	Nuremberg Laws	<i>Anti-Jewish laws put in place in 1935; Jews were no longer seen as German citizens and could not marry non-Jews</i>
7	Pogrom	<i>Violent attack on a Jewish community, usually condoned or sponsored by the state</i>
8	Kristallnacht (November Pogrom)	<i>The 'Night of Broken Glass'; a nationwide pogrom against Jews in November 1938</i>



January 1933
Hitler becomes Chancellor of Germany

July 1933
Laws passed to allow for forced sterilisation of the mentally and physically ill

November 1938
Kristallnacht- approx. 100 Jews killed and 30,000 sent to concentration camps

September 1939
The Second World War begins

March 1933
First concentration camp opens near Dachau

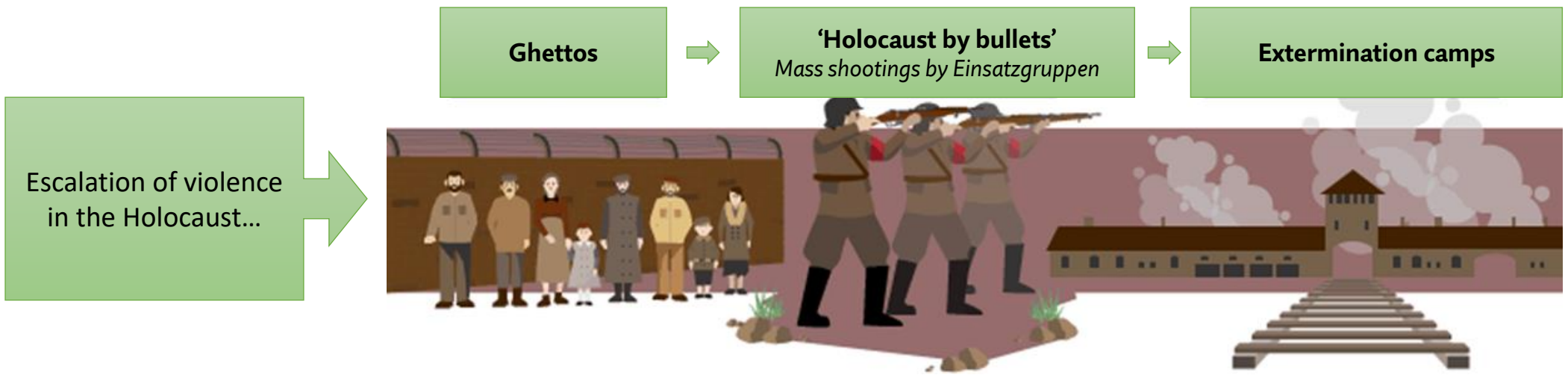
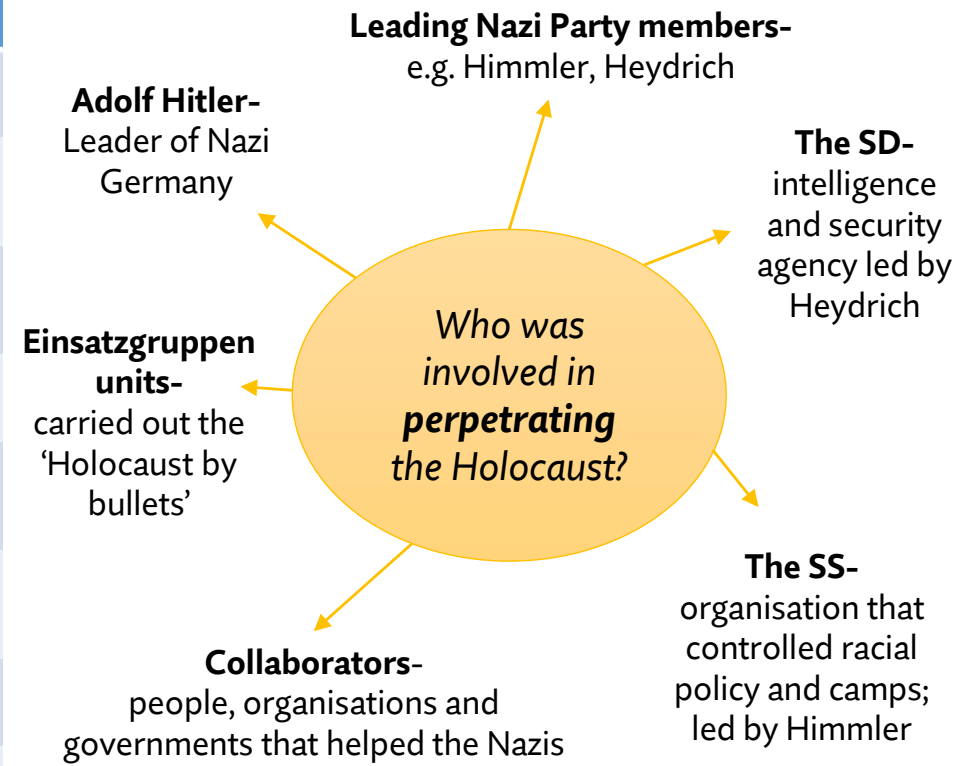
September 1935
The Nuremberg Laws; Jews are no longer seen as German citizens

September 1939
Euthanasia programme begins- Operation T-4

Year 9 History Unit 5b- The Holocaust: How did Nazi persecution of the Jews turn into genocide?

Key Vocabulary

1	Antisemitism	<i>Hatred or prejudice towards Jewish people</i>
2	Holocaust	<i>Term used to describe the mass murder of approximately 6 million Jews by the Nazis and their collaborators</i>
3	Genocide	<i>The deliberate and systematic destruction of a religious, racial, national or cultural group</i>
4	Ghetto	<i>Section of a town or city where Jews were forced to live</i>
5	Einsatzgruppen	<i>Mobile units who conducted mass shootings of Jews (the 'Holocaust by bullets')</i>
6	Extermination camp	<i>A Nazi camp that existed solely for the mass murder of Jews, usually by poison gas</i>
7	Liberation	<i>Setting someone free</i>
8	Death march	<i>Forced marches of camp prisoners over long distances under guard and in extremely harsh conditions</i>



Mathematics "Talk like a Mathematician"

Topic 5 - Graphs

1	Y-intercept	The y coordinate value where a graph crosses the y axis ($x = 0$)
2	Gradient	The steepness of a graph (How much the y value goes up or down when the x value increases by 1).
3	Simultaneous equation	Equations involving two or more unknowns that have the same values in each equation.
4	Exponential	A graph in the form $y = k^x$
5	Reciprocal	Two expressions that multiply to give an answer of 1 (The reciprocal of x is $1/x$).
6	Quadratic	An equation that has an x^2 term but no larger power of x.

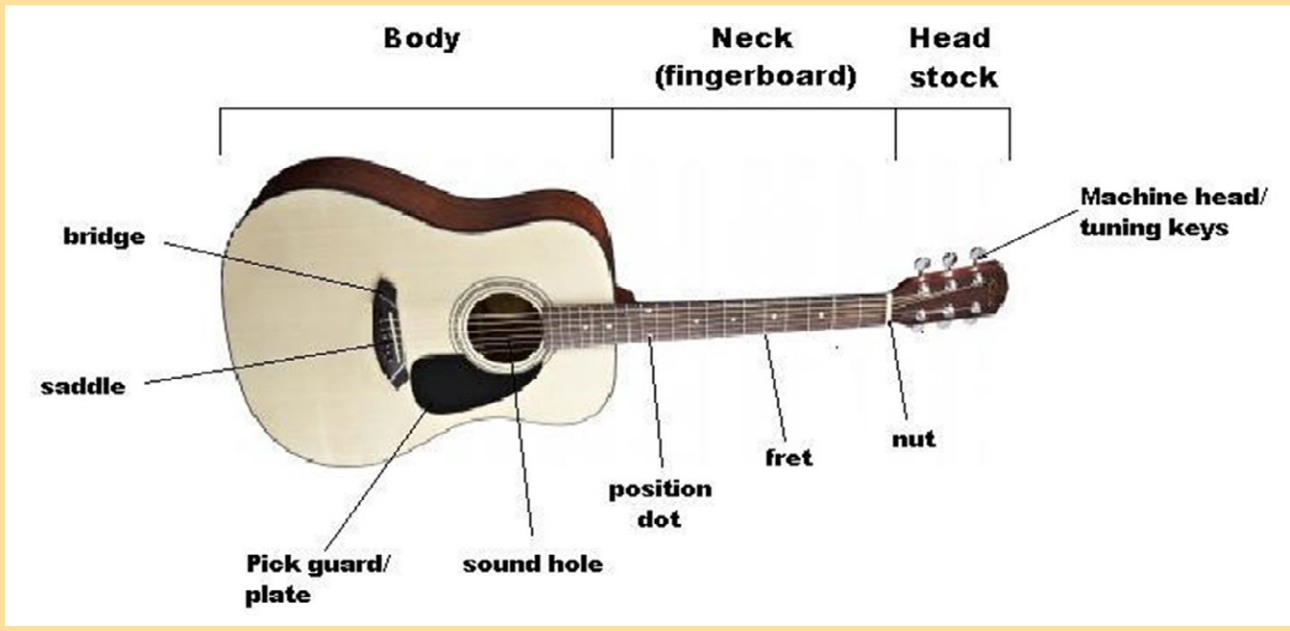
Topic 6 - Similarity & Congruence

1	Similar Shapes	Identical in shape, but not necessarily in size.
2	Enlargement	Increases or decreases the size of the shape.
3	Scale factor	The value of the increase in size from one shape to another.
4	Corresponding	Angles or numbers that are identical in some way.
5	Congruence	Shapes that are identical in size, but may be reflected, rotated or translated.
6	Right angle	90 degrees.
7	Hypotenuse	The longest side of a right angled triangle.

Topic 7 - Constructions & Loci

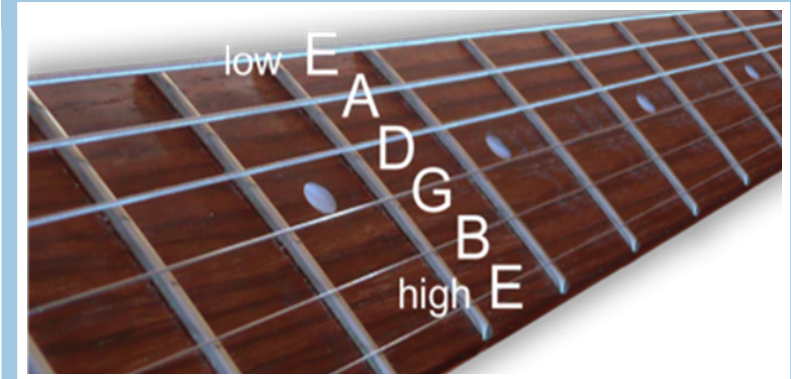
1	Locus / loci	A collection of points which all share the same property.
2	Angle / line bisector	To divide into two equal parts.
3	Perpendicular	That two lines will meet at exactly 90° (a right-angle).
4	Parallel lines	Lines that will continue to have the same distance between them. They will never get closer or further apart.
5	Equidistant	Points or lines that have the exact same distance between them.

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'.



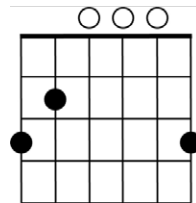
Using a plectrum

- 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.

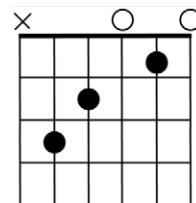
Chords

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

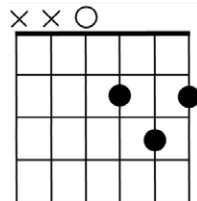
G Major



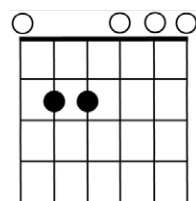
C Major



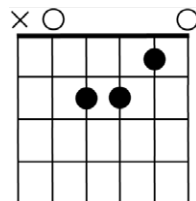
D Major



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'.



Music History of Pop

- Post WW2, the music industry became much more commercially driven.
- Advances in technology shaped the sounds of each decade.

Decades

1	1950's	Rock n Roll	Elvis Presley - rise of the electric guitar and beginning of "Popular music".
2	1960's	Rock	The Beatles, psychedelia, rise of the Hippie movement in response to wars.
3	1970's	Disco	ABBA, original disco style nightclubs and music designed to be sung and danced to.
4	1980's	Tech	Europe, rise of technology is western culture creation of the synthesizer and drum machines.
5	1990's	Britpop	Oasis, influence from the 1960s, UK class separation.
6	2000's	Dance	Black Eyed Peas, revival genres, rise of internet culture and online music purchasing.
7	2010's	TV Series	Glee, rise of popularity in watching TV series for teenagers, musical theatre.
8	2020's	Internet Fame	Various, complete overtaking of internet culture and damaging impact on music industry, online rappers.

What will the future hold? How will music change?
How will the music industry cope? What instruments are rising in popularity?

1950s: Hound Dog - Elvis Presley

Eb Eb Eb Eb Eb Eb C___ C___ C Eb_ G A C C___
 Youaint not thinbut a hound dog cry in_ all thetime
 C E_ G C E_ G C E_ G

5 Eb Eb Eb Eb Eb Eb C___ C___ Eb_ GA C C___
 Youaint not thinbut a hound. dog cry in_ all the time.
 C E_ G F A_ C F A_ C C E_ G

1960s: Yellow Submarine - The Beatles

B C D B A B G B B A G E E B B A B C
 in the town_ where I was born lived a man_ who sailed to sea and he
 D# D# D# D# C G G B G B G B A G A G A G A G D# D# D# D# D#

5 D B A B G B B A G E E B B A B C D B A B
 told_ us of his life in the land_ of submarines so we sailed_ up to the
 D# D# D# D# C G G B G B G E G A G A G A G D# D# D# D# G D# D# D# D# C G

1970s: Super Trooper - ABBA

G C E G G F F E D E F E D F F E E D
 Tonight the su per trou per lights ar gon na find me shi ning like the_

5 D F F E E D D D C D E D C C
 sun Smi ling hav ing_ fun feeling like a num ber_

G G G G D D D D G G G G G G G G G

1980s: Final Countdown - Europe

A C#B C# F# F# D C#D C#B D D C#D F# G# B A B A G#B
 F# F# F# E D D D D B B B B E E F F
 A G#A B AB C#B A G#F#D C# C#D C# B C#
 F# F# G# G# A G#F#E D D C#C#C#C#C#C#C# C# C#C#C#C#C#C#

1990s: Wonderwall - Oasis

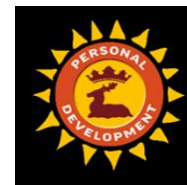
E D C D C D C D D C D C D C D E C C
 To - day is gon - na be the day that they gon - na throw it back to you
 E D C D C D D D C D D C D E C C
 - by now you should - ve some - how re - a - lised what you got to do -
 E G E G G A G E C D C D E C A A C A A
 I don't be - lieve - that a - ny - bo - dy feels the way I do - a - bout you now

2000s: Chasing Cars - Snow Patrol

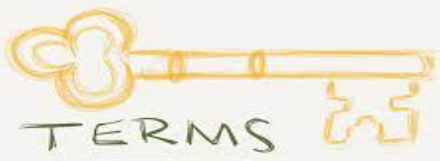
on our own
 E s c
 Chorus If I lie
 here If I just lie here
 would you lie with me and just for get the world



Personal Development- Year 9



Spring Term 2025 - Relationships and Sex Education (RSE)



<u>Key Term</u>	<u>Definition</u>
Pressure	The use of persuasion, manipulation, coercion, or intimidation to make someone do something they don't want to .
Sexting	The sending and receiving of sexually explicit images, videos, or messages . It is an offence to make, distribute, possess, or show any indecent images of anyone aged under 18 , even if the content was created with the consent of that young person.
CSE	Child Sexual Exploitation - when a young person is given things like gifts, money, drugs/alcohol, status, and affection in return for performing sexual activities.
Grooming	When children/young people are tricked into believing they are in a loving/consensual relationship with their abuser.
FGM	Female genital mutilation - procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.
Honour based violence	A crime or incident , which has been committed to protect or defend the honour of the family and/or the community.
Forced marriage	Where one or both people do not, or cannot, consent (agree) to the marriage.

Emotional - usually involves the **use of words** to deliberately harm someone's emotional stability (e.g., scaring, humiliation)

Physical - causing deliberate physical injury to someone (e.g., hitting, kicking, biting etc)

Financial - someone taking, controlling, mis-using your money.



Sexual - Unwanted physical, sexual contact or can be non-contact (e.g., flashing, pressuring for 'nudes').

Domestic abuse - Controlling, threatening or violent behaviour between people in a relationship/family/household.

Coercion - using force or threat to get someone to do something they don't want to do.

CEOP - a law enforcement agency and is here to keep children and young people safe from sexual exploitation and abuse. <https://www.ceop.police.uk/ceop-reporting/>



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

1 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	Element	A substance made of one type of atom.
2	Compound	Two or more different types of elements chemically bonded.
3	Corroded	Destroy or damage slowly by chemical action.
4	Oxidised	Combine chemically with oxygen.
5	Tarnished	Lose or cause to lose lustre, especially as a result of exposure to air or moisture.
6	Ore	A rock from which a metal can be extracted for profit.
7	Displacement	Where a more reactive metal displaces a less reactive metal from its compound.
8	Reactivity series	A list of metals in order of reactivity.
9	Salt	A compound formed from the neutralisation reaction of an acid and a base.
10	Galvanising	Coating with a protective layer of zinc.

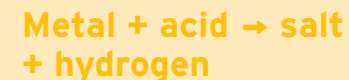
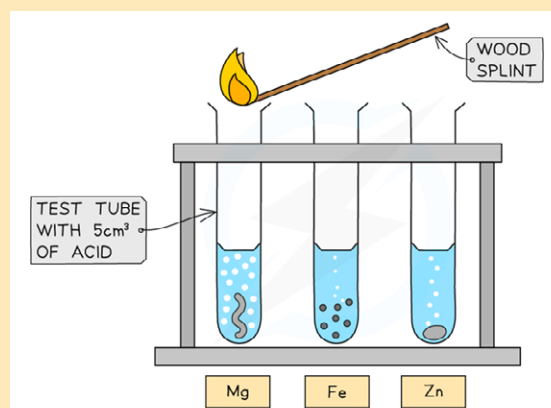
Naming Salts

1	Metals with hydrochloric acid form metal chlorides.
2	Metals with sulphuric acid form metal sulphates.
3	Metals with nitric acid form metal nitrates.

Key Idea - Reactivity Series



Practical Skills



How could you test different metals to see which is most reactive?

- Keep the acid the same.
- Change the metal.
- Measure the time taken for the metal to disappear or how much hydrogen is produced in a given time.

Key Idea - Displacement Reactions

Using the reactivity series of metals we can predict whether a reaction will happen or not. A more reactive metal will always 'displace' a less reactive metal from its compound i.e.



(less reactive metal) (more reactive metal)

General Word Equations

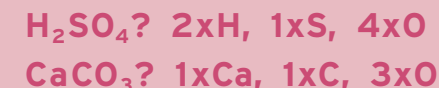
1	Metal + oxygen → metal oxide
2	Metal + water → metal hydroxide + hydrogen
3	Metal + acid → salt + hydrogen

Definitions

1	Rusting	Formation of iron oxide. Only iron rusts. Other metals tarnish. Both are forms of corrosion.
2	Galvanising	To coat a metal in zinc. The zinc forms zinc oxide and then further reacts with carbon dioxide to coat the metal and protect it.

Maths Skills

How many atoms of each element are present?



Remember:

If the element doesn't have a number immediately after it then it's only there once.

Science How to write up a scientific investigation

Variables:

The independent variable is... **...the thing that YOU DECIDE TO CHANGE each time you do the experiment**

The dependent variable is... **...the thing that changes DEPENDING ON WHAT YOU CHANGE each time you do the experiment. You MEASURE it.**

The control variable is... **...the things in the experiment that you keep the SAME at all times.**

Hypothesis:

When I **change/increase/decrease** the **independent variable**, I think that the **dependent variable** will **change/increase/decrease**.

I think this will happen because... **give a detailed reason using Science key words.**

Method:

A perfect method contains the following:

- 1) An equipment list
- 2) A diagram
- 3) Step by step instructions

Your **instructions** should use **connectives** and imperative verbs!

Firstly, collect and set up the equipment.

Then, (what you do to start your experiment)

Next, (what you measure and when, use numbers!)

Finally, repeat this experiment with **different** (whatever your independent variable is)

Risk Assessment:

The hazard	Why it's dangerous	How to lower the risk

Results table:

Results table rules:

- 1) Independent variable in left column
- 2) Dependent variable in right column
- 3) Variable labels and units in the column titles
- 4) Pencil and ruler
- 5) Same number of decimal places in results

Independent variable (units)	Dependent variable (units)			
	Test 1	Test 2	Test 3	Mean

Conclusion:

To write a conclusion:

- 1) Describe the pattern: When we ***increase/decrease/change***, the ***independent variable***, the ***dependent variable*** ***increases/decreases/changes***.
- 2) Use some Science to explain your conclusion.
- 3) State whether this supports your hypothesis.
- 4) Add numbers to prove your point.

Evaluation:

State a source of error *e.g. not enough calcium chloride*

Explain why it is an error *e.g. water might get in and affect the results*

Suggest how to correct it *e.g. put more calcium chloride in*

FOR

- ✓ The instructions ensured we did the experiment well because...
- ✓ The equipment was right for this experiment because...
- ✓ We can trust our results because...
- ✓ We know that nothing except the independent variable has affected our results because...

AGAINST

- ✓ The instructions weren't clear enough about...
- ✓ One problem we found during our experiment was...
- ✓ Our results might be wrong because...
- ✓ If we repeated this experiment next lesson, our results might be different because...

Accurate means.....*your results are correct (usually because you've measured carefully)*

Precise means.....*your results are very detailed (usually because you've used smaller units)*

Reliable means.....*you can trust your results (usually because have repeated your experiment, seen similar results each time, and calculated an average.)*

Spanish

Super 7s

The little words
you use a lot



THE SUPER 7

TIME PHRASES	VERBS	OPINIONS	JUSTIFIERS	QUALIFIERS	ADJECTIVES	CONNECTIVES
Specify when something is 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 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.

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..

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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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

Spring Term 2024-2025