Tytherington SCHOOL

YEAR 9
KNOWLEDGE ORGANISERS

Autumn Term 2025-2026

Helping you to Master the Minimum!

Contents

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 x 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 Textiles: Woven Landscapes

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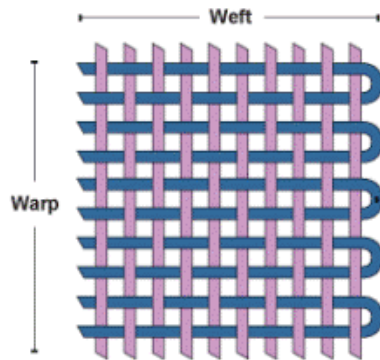
In woven fabric Warp yarns are the vertical threads and Weft yarns are horizontal threads.

Weaving and Equipment

Warp Yarns
Loom
Weft Yarns
Shuttle (Needle)
Beaters
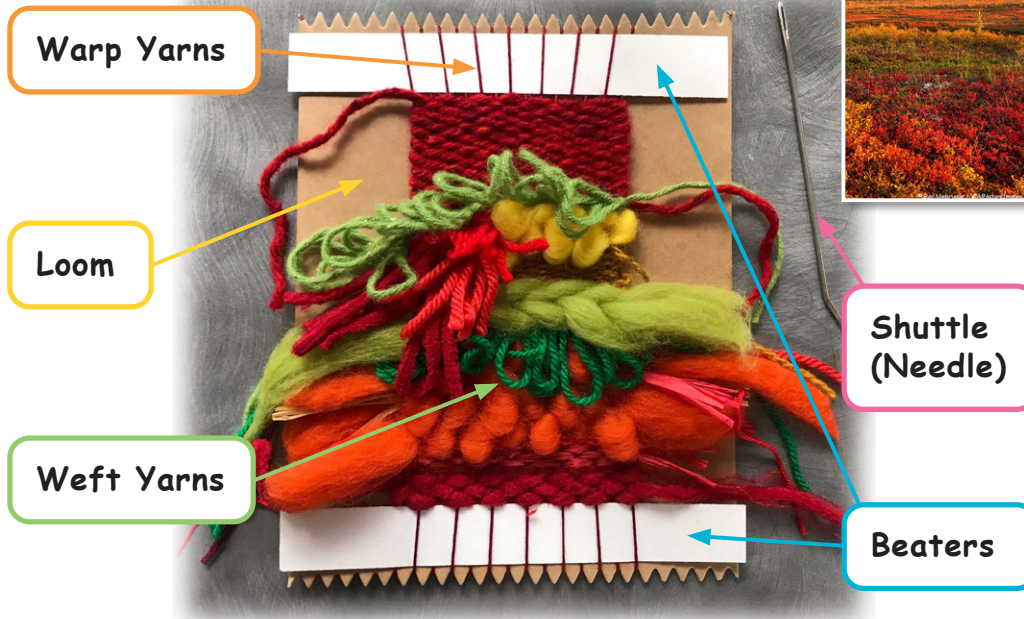
Key Words

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.

Classics Latin

Key Vocabulary

STAGE 12

1	amittit	loses
2	complet	fills
3	custodit	guards
4	duo	two
5	epistula	letter
6	flamma	flame
8	fortiter	bravely
9	frustra	in vain
10	fugit	flees
11	fundus	farm
12	iacet	lies
13	iam	now
14	igitur	therefore
15	mirabilis	strange, extraordinary
16	mittit	sends
17	mons	mountain
18	optime	very well
19	paene	almost
20	sentit	feels
21	tandem	at last
22	templum	temple
23	terra	land, ground
24	timet	fears, is afraid
25	tres	three
26	unus	one

STAGE 13

1	advenio, advenire, adveni	arrive
2	aedificium	building
3	aeger	sick
4	alter	the other, the second
5	canto, cantare, cantavi	sing
6	ceteri	the others
7	custos	guard
8	dico, dicere dixi	say
9	excito, excitare, excitavi	arouse, wake up
10	fessus	tired
11	interficio, interficere, interfeci	kill
12	ita vero	yes
13	nolo	I do not want
14	novus	new
15	nullus	no, not any
16	possum	I am able, can
17	ruo, ruere, rui	rush
18	se	himself
19	traho, trahere, traxi	drag
20	vita	life
21	volo	I want
22	vulnero, vulnere, vulneravi	I wound

STAGE 14

1	aliquid	something
2	apud	among, at the house of
3	attonitus	astonished
4	aula	palace
5	cotidie	everyday
6	decorus	proper, right
8	deleo, delere, delevi	destroy
9	deus	god
10	difficilis	difficult
11	diligenter	carefully
12	domina	mistress
13	donum	gift
14	fidelis	faithful
15	ipse, ipsa	himself / herself
16	iste	that
17	maritus	husband
18	necesse	necessary
19	num?	surely... not
20	quam	how
21	quamquam	although
22	-que	and
23	rex	king
24	ubi	when

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

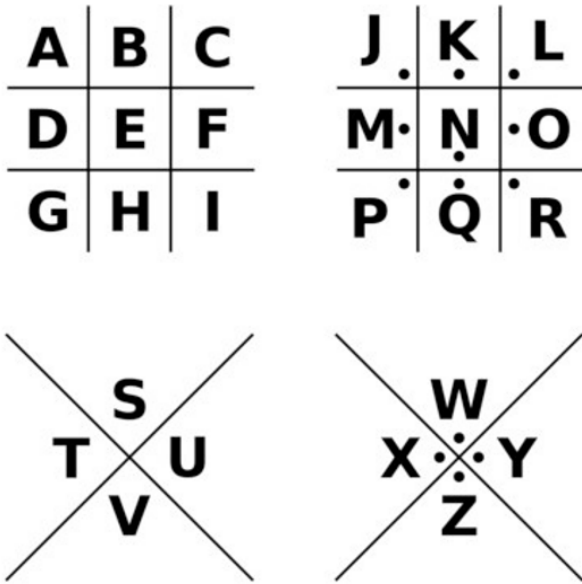**4** Relative clauses

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

Computer Science Back to the Future

Pig Pen Cipher

Example:
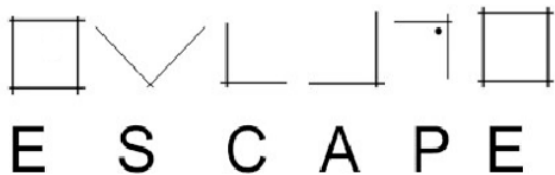
Logic Gates
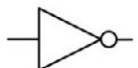
HTML Tags

1	HTML	Hyper-Text-Markup-Language
2	<img src="">	Img means image. We use this tag to add an image.
3	<hr>	Makes a line across the page.
4	<font face="">	Changes the font style of certain text.
5	<a href="">	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

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
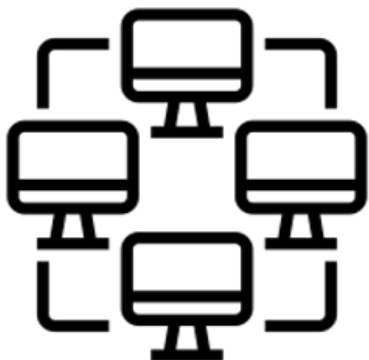
DT Project 1: Aluminium Elephant (Term 1)

Key Vocabulary

1	**Blast furnace**	Iron is extracted from ore by heating it.
2	**Eames Elephant**	Designed by Charles and Ray Eames in 1945 originally out of plywood.
3	**Ore**	A type of rock containing metal.
4	**PPE**	Personal protective equipment. Used to help protect the user from potential dangers.
5	**Template**	Used for marking out identical shapes multiple times. Simplest form of technique that can be used in batch production.
6	**Sustainability**	Metal is considered a non-renewable resource.

Ferrous metals – contains iron (These examples are also technically an alloy as they contain other elements such as carbon)
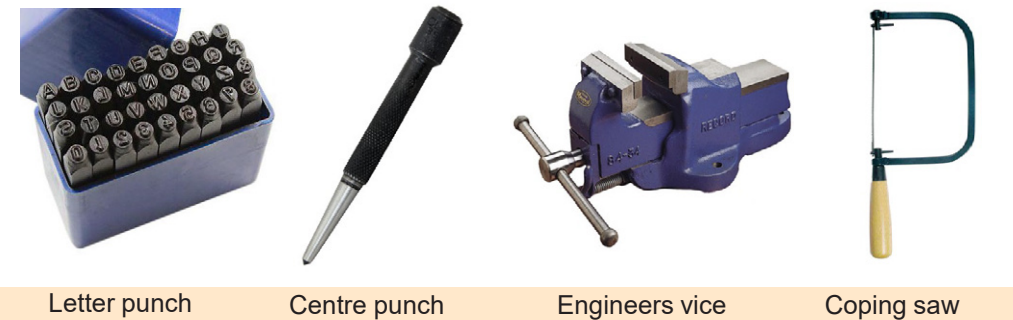
Cast iron	A ferrous metal that is hard but brittle.	Uses: Vices, manhole covers, kitchen pans (Le Creuset).
Mild steel (low carbon steel)	Tough but rusts if not protected (e.g. painted)	Uses: Car bodies, steel building frames
High carbon steel	Hard wearing but brittle.	Uses: Tools, scissors

Ensure you know how to use all tools and machinery safely. **Follow the machine rules.** Ask if you are unsure.

Wear apron & fasten up

Wear eye protection

Long hair? Wear a hair net

Know where the stop buttons are

Remove jewellery

Ensure no one else is in your machine safe zone

Non-Ferrous metals - does not contain iron

Aluminium	Lightweight and resists corrosion.	Uses: drinks cans, ladders, car bodies.
Copper	Good electrical conductor	Uses: Plumbing supplies, electrical cables.

Alloys – a mixture of metals and other elements

Stainless steel (Iron, carbon & Chromium)	A ferrous alloy, with other elements added to reduce corrosion.	Uses: Sinks, medical equipment, knives and forks.
Brass (copper & zinc)	Non-ferrous alloy. Good corrosion resistance and easily cast.	Musical instruments, house fittings, decorative objects.

Letter punch   Centre punch   Engineers vice   Coping saw

'Pop' rivet squeezes plates together until either stem snaps or head breaks off *(depends on type of rivet)*

Pop' riveting pliers pull rivet head up through rivet

Pop rivet gun   Pop rivet   Pop rivet process

Year 9 Drama: Commedia dell'arte

We start the year looking at the influence for both Melodrama and Slapstick comedy. Commedia dell'arte was established in Italy during the 16th century. It has very clear, simple and humorous plot lines, usually related to the themes of love, money or food. With stock characters of that time, including foolish elderly men and mischievous servants. Distinct costumes and masks were used to identify characters and should be an integral part of any performance within this genre.

Key concepts / vocabulary:

1	Centre of Weight	This is the part of the body chosen to lead a movement. For example, if the nose is the centre of weight, the body is led by the nose when it moves.
2	Clocking the Audience	A character acknowledges the audience's presence, talking to them directly. This is a device to focus their attention on that character.
3	Lazzi	This is the name given to the plot, comic devices, jokes and gags used in commedia dell'arte.
4	Passing the Focus	Moving the audience's attention from one character on the stage to another.
5	Stock Characters:	A stock character is one that is present in every piece in a particular style.
6	Mask	A covering used to disguise the face; a mask usually represents a character or role in the drama.

The distinct masks and costumes of commedia dell'arte in a performance of Servant of Two Masters, Teatro D'Europa.

Stock Characters

Arlecchino (Harlequin): This character is acrobatic. He speaks like a parrot. He is also a master of disguise, and can imitate everyone.

Brighella: This character is stocky and heavy footed. He walks with his knees bent and his elbows raised as though about to shoot 'western style'.

Il Capitano: This character tries to be cool but is really a nervous wreck inside. Imagine he sees a mouse and is scared, but then tries to regain his composure.

Il Dottore: The doctor is a man of learning, although he thinks he knows more than he does. He is the head of a family and so has a high status.

Pantalone: This character has no morals. He is a hunchback, pecking with a crooked nose. He squeaks rather than speaks.

Year 9 Drama: DNA by Dennis Kelly

DNA was written in 2007 and is set in the early 21st Century. It's about a group of teenagers, who could be described as a 'gang' who **have accidently killed one of their classmates**. When they realise their mistake, they try to cover up the crime but inadvertently implicate an innocent man. The pressure of keeping up the story takes its toll.

Dennis Kelly
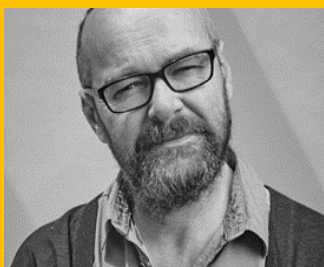
1	Dennis Kelly was born in 1970 and grew up in north London.
2	His plays tend to focus on social and political issues in modern society.
3	His plays pose questions about ordinary people in high-pressure situations.
4	Many of his plays explore these issues through shocking and violent means, which forces the audience to face unpleasant truths and challenge their own moral views.
5	As well as writing DNA, he adapted the novel Matilda for the musical.

The Characters (and their journey)

		FIRST IMPRESSIONS	FINAL IMPRESSIONS
1	Leah	Ditzy stereotypical scatter brain, the voice of moral reason *(stands up to the others for what is right).*	Cracks towards the end, no control over the group or Phil.
2	Phil	Appears carefree, a silent follower.	The true leader. Cruel, dictatorial sociopath.
3	Cathy	Nonchalant, dark humour.	Capable of extreme Violence. Psychopathic.
4	Richard	Follower, desire for hierarchal status.	He takes Leah's place.
5	John Tate	Measured leader of the group.	Guilt ridden, stressed, in denial, loss of leadership.
6	Brian	Anxious, cry baby, push around and easily manipulated.	Complete loss of sanity and mind.
7	Lou	Follower, creates tension, quick to blame others.	No moral compass, fickle.
8	Danny	Passive, most academic of the gang.	Just wants good references so he can become a dentist, fickle.
9	Jan & Mark	They are always together, act as a Greek chorus that links scenes together, provide us with the reality check the audience needs about gang mentality.	

Themes

1	**Bullying**
2	**Gang mentality / Violence**
3	**Social Hierarchy**
4	**Morality**
5	**Responsibility**
6	**Guilt**

The Characters

Each main character in Dennis Kelly's play represents and embodies one of the key themes more than the others. Each character's journey throughout the play shows them gradually becoming a manifestation of that theme.

Theatrical conventions used in the play

1	**Monologue**	A long speech made by one performer; a monologue may be delivered alone or in the presence of others.
2	**Duologue**	A dialogue between two persons.
3	**Dark humour / comedy**	A style of comedy that makes light of subject matter that is generally considered taboo, particularly subjects that are normally considered serious or painful to discuss.

English Romeo & Juliet

Tytherington School ENGLISH

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 places 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.

Characters

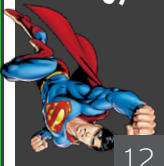|		
1	Romeo Montague	Juliet's lover. Melancholic, impulsive.
2	Juliet Capulet	Romeo's lover. Naïve and sheltered at the beginning, but becomes unconventional and determined.
3	Mercutio	Romeo's close friend. Witty, playful and sarcastic.
4	Tybalt	Juliet's cousin. A bad-tempered character, hates the Montagues, 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 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. - 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.

11

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 question 'why?' to **give a reason** for our opinions… usually using '**because**'.

JUSTIFIERS Allow us to answer the question 'why?'

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.

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'intéresse	it interests me
6	ça m'énerve	it annoys 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…

French Topic 1: Work & Future Aspirations

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

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

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.

Present & Past Tense

Subject	Present – travailler (work)	Perfect – travailler (worked)	Imperfect – Travailler (used to work)
Je (j') = I	travaille	ai travaillé	travaillais
Tu = you	travailles	as travaillé	travaillais
Il/elle/on = he/she/one	travaille	a travaillé	travaillait
Nous = we	travaillons	avons travaillé	travaillions
Vous = you (pl)	travaillez	avez travaillé	travailliez
Ils/elles = they	travaillent	ont travaillé	travaillaient

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?

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

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French Topic 1: Work & Future Aspirations — UNIT 2: JOBS

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 collège	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

French Topic 1: Work & Future Aspirations

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

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.

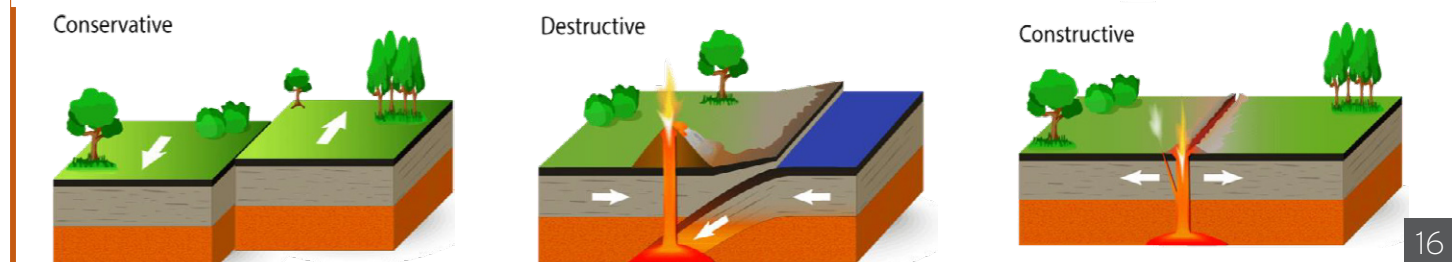## THE STRUCTURE OF THE EARTH
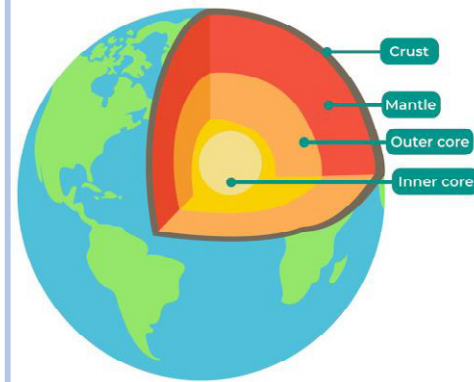
TYPES OF VOLCANO
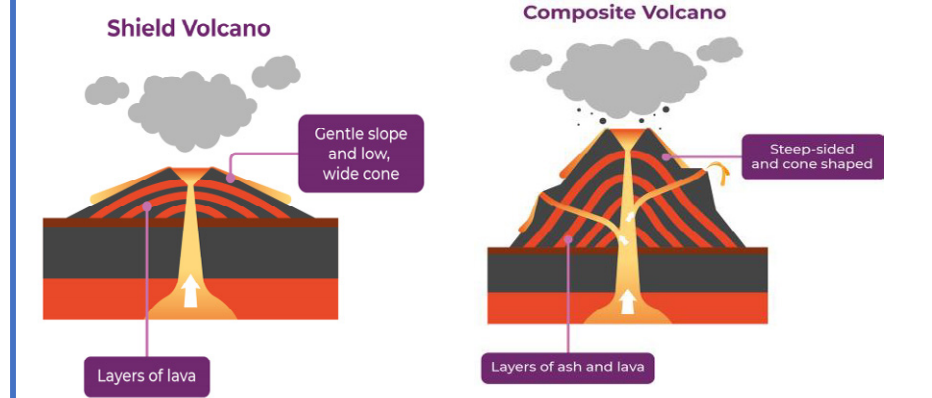
STRUCTURE OF AN EARTHQUAKE
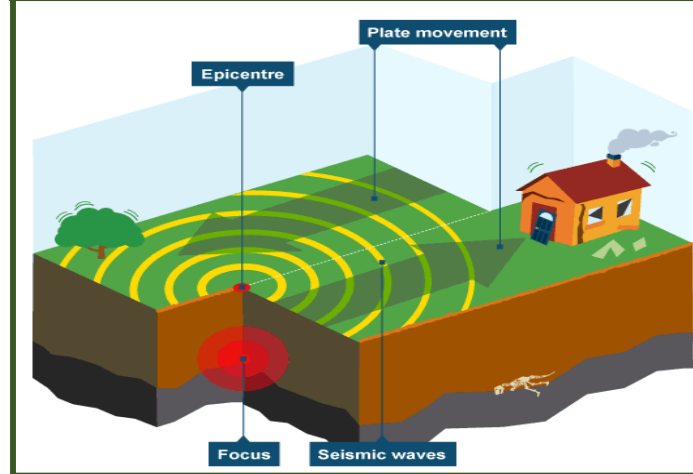
KEY IDEAS – APPLICATION

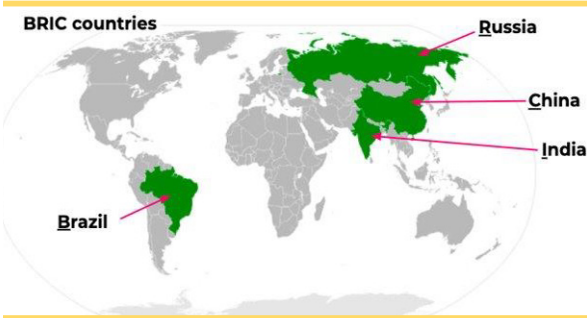|		
1	**Social Effects**	Factors that affect the lives of people or a community e.g. housing, education etc
2	**Economic Effects**	Factors that affect wealth and money e.g. unemployment
3	**Environmental Effects**	Factors that affect the environment e.g. pollution

PLATE MARGINS

16

BRIC COUNTRIES

BRIC countries — Russia, China, India, Brazil

MINT COUNTRIES

Turkey, Mexico, Nigeria, Indonesia

HUMAN AND PHYSICAL FEATURES

HUMAN	PHYSICAL
• TNC's • Stable government • Large, youthful population	• 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.

Subsides 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?

German 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 about the action or state of being - i.e. a doing, being or happening word.

OPINIONS
Explain **what we think** to **give a reason** for our opinions... usually using '**because**'.

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.

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

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

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...

4. Justifiers

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

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	completeley
11	eigentlich	actually, in fact

6. Adjectives

1	toll	great
2	atemberaubend	breathtaking
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

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

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German Topic 1: Daily Life

UNIT 1: TECHNOLOGY

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 simsen	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	benutzt	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

German Topic 1: Daily Life

UNIT 2: MEDIA - TV & FILM

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.

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 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

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.

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

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?

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

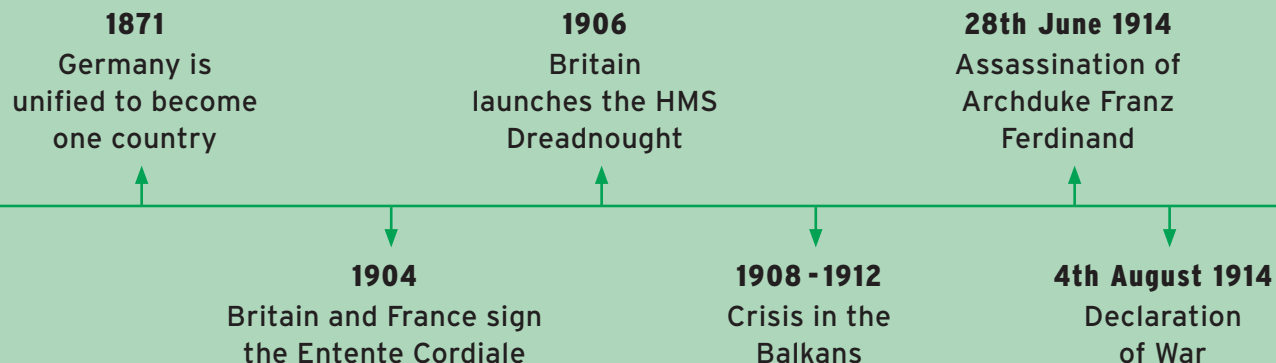# History Unit 1: Why did the First World War break out in 1914?

Key Vocabulary

1	Empire	A group of countries ruled by a single person, government, or country.
2	Colonies	A country run by and under the control of another country.
3	Imperialism	A policy of extending a country's power and influence through colonisation (creating colonies), use of military force, or other means.
4	Militarism	The belief that a country should maintain a strong military and be prepared to use it aggressively to defend or promote national interests.
5	Nationalism	Loyalty and devotion to a nation (country) and promoting it above all others OR a desire for a nation to rule itself.
6	Alliances	A binding agreement formed for mutual benefit, especially between countries or organisations.
7	Entente	A friendly agreement between countries.
8	Dreadnought	A type of battleship.

MAIN Causes of the First World War

1	Militarism		Arms Race (including Dreadnoughts).
2	Alliances		Triple Entente and the Triple Alliance.
3	Imperialism		Rivalry over empire; Scramble for Africa.
4	Nationalism		Instability in the Balkans; European powers' self-interest.
5	Assassination		Archduke Franz Ferdinand's assassination - 'the spark that lit the fuse'

Timeline

1871 Germany is unified to become one country

1904 Britain and France sign the Entente Cordiale

1906 Britain launches the HMS Dreadnought

1908 - 1912 Crisis in the Balkans

28th June 1914 Assassination of Archduke Franz Ferdinand

4th August 1914 Declaration of War

The Alliance System

History Unit 2: Do interpretations of the First World War provide a truthful representation?

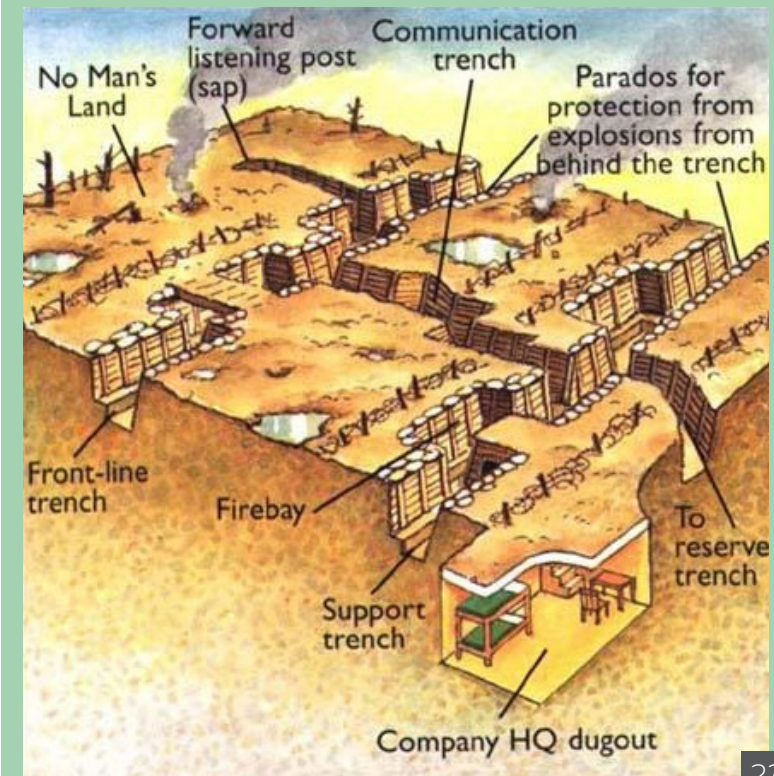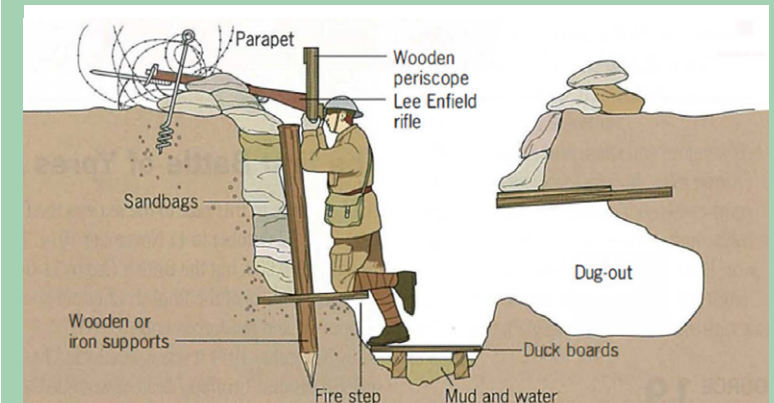## Key Vocabulary

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	Shell	Using humour to ridicule people in power by focusing on their weaknesses.
8	Interpretation	An opinion or representation of something.

Interpretations

1	Literature	Poetry and prose.	3	Art	Paintings, posters and other media.
2	Film	Cinema, television, and other visual media.	4	Comedy	Satire and other humour.

What did the trenches look like?

YEAR 9 KNOWLEDGE ORGANISER

History **Unit 3:** 'Deeds Not Words': What Won Women the Vote?

HISTORY Tytherington School

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

1	Millicent Fawcett	2	Emmeline Pankhurst	3	Herbert Henry Asquith	4	David Lloyd George
	Leader of the NUWSS.		Leader of the WSPU.		Prime Minister, 1908-1916		Prime Minister, 1916-1922

What won women the vote?

1	War	• Women go in to the workplace to support the war effort.
2	Suffragists	• NUWSS led by Millicent Fawcett. • Favoured peaceful methods.
3	Suffragettes	• WSPU led by Emmeline Pankhurst. • Favoured militant methods - 'Deeds Not Words'.

VOTES FOR WOMEN

Timeline

1897 Millicent Fawcett founds the NUWSS

1903 Emmeline Pankhurst founds the WSPU

1905 The WSPU adopts the motto 'Deeds Not Words'

1909 First Suffragette on hunger strike; force feeding begins

1910 Black Friday; Suffragettes experience police brutality

1913 The 'Cat and Mouse' Act is introduced

June 1913 Emily Wilding Davison is killed at the Epsom Derby

August 1914 Outbreak of WW1; WSPU and NUWSS suspend

1918 The Representation of the People Act

24

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.

Coefficient   Variable

$$4x - 7 = 5$$

Operator   Constants

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.

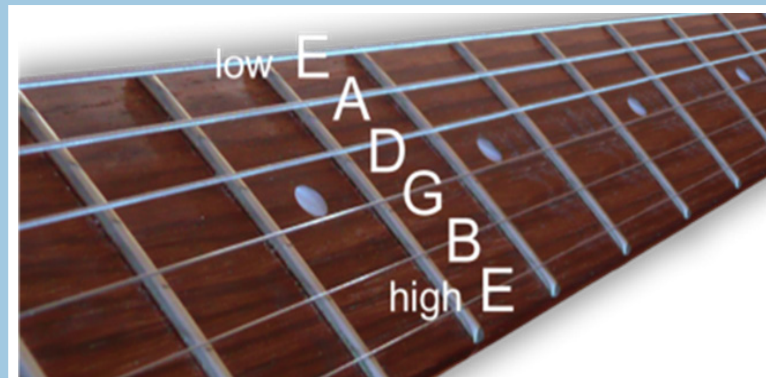## Topic 4 - Proportion

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.

Music The Guitar

The Guitar

- Body
- Neck (fingerboard)
- Head stock
- bridge
- saddle
- Machine head/ tuning keys
- Pick guard/ plate
- sound hole
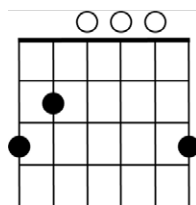- position dot
- fret
- nut

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

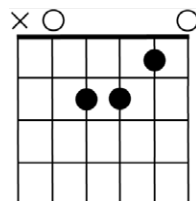**D Major**

E Minor

A Minor

Tuning

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

low E A D G B high E

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'.
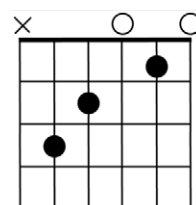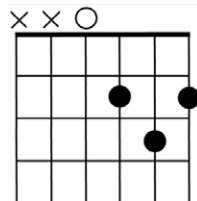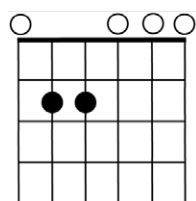
Right Hand Technique

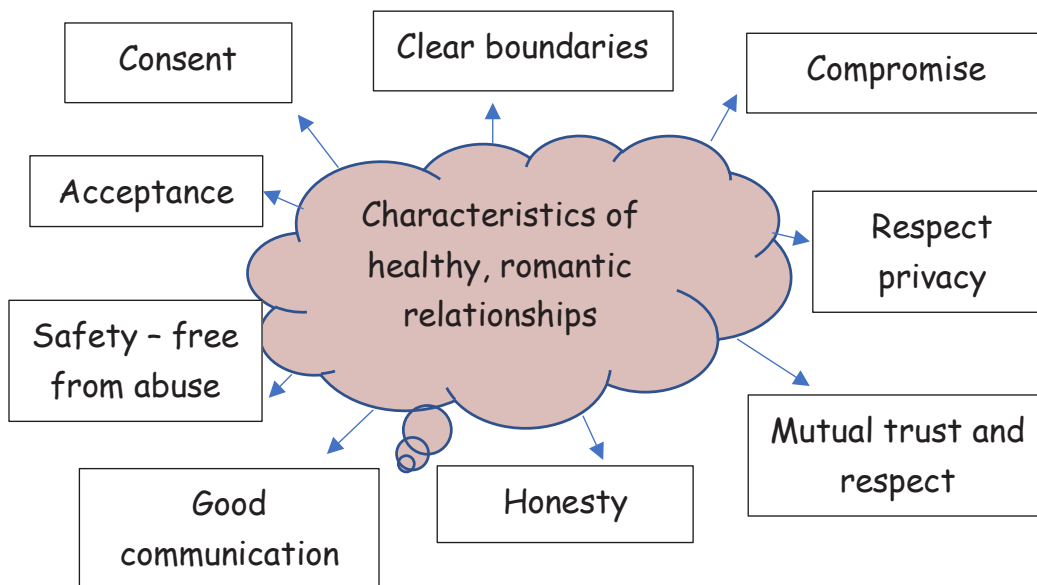| 1	Only strum the strings you are meant to.
2	Strum smoothly and evenly so the strings don't 'twang'.
3	Use your fingers and palm to mute any strings that are accidentally 'ringing'.

Personal Development- Year 9

Autumn Term 2025 – Relationships and Sex Education (RSE)

TERMS

Key Term	Definition
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.

Characteristics of healthy, romantic relationships

- Consent
- Clear boundaries
- Compromise
- Acceptance
- Respect privacy
- Safety – free from abuse
- Mutual trust and respect
- Good communication
- Honesty

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

(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.

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).

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.
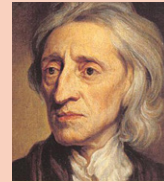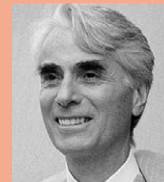
Religious Studies Ethics

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	Dualism	The belief that humans have both a body and another separate, immaterial part, such as a mind or soul.
6	Ethics	The philosophical study of right and wrong.
7	Materialism	The belief that the only thing that exists is physical matter and the movement of this matter.
8	Morality	Ideas or principles about what is right and wrong.
9	Relativism	The view that whether an action is good or bad depends on the situation.
10	Speciesism	A term popularised by Peter Singer to describe prejudice or discrimination towards animals.
11	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.
12	Turing test	A test created by Alan Turing to try and show if a computer can think.

Key People

1	Philippa Foot	20th-century English philosopher who designed the runaway train thought experiment in 1967.
2	John Locke	17th-century English philosopher who argued that when we are born, our mind is like a blank slate (tabu/a rasa).
3	Robert Nozick	20th-century American philosopher who used the example of an imaginary 'experience machine' to show that humans value more than simply pleasure.
4	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.
5	Peter Singer	20th-century Australian philosopher and utilitarian who popularised the word 'speciesism', which describes prejudice and discrimination against animals.
6	Alan Turing	20th-century English computer scientist and philosopher who designed the Turing test to show whether a computer can think.

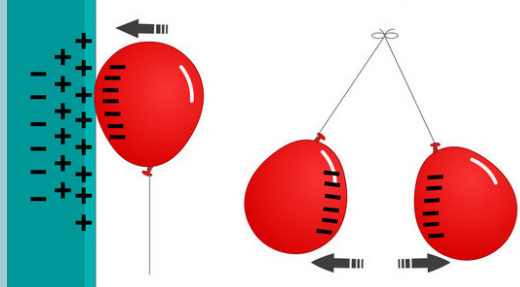# Science Electromagnets 2: Electromagnets

Key Vocabulary

|		
1	Current	Rate of flow of charge, measured in amps.
2	Electric field	Area around a charged object where another charged object will experience a force.
3	Electromagnet	A magnet created using electricity.
4	Induced magnet	Only has a magnetic field when in contact with another magnet.
5	Insulator	An object that does not allow electricity to pass through easily.
6	Magnetic field	The region around a magnet where a force acts on another magnet or magnetic material.
7	Permanent magnet	Always has a magnetic field.
8	Proportional	When one thing increases it causes something else to increase.
9	Solenoid	A coil of wire.
10	Voltage	The energy per unit charge, measured in volts.
11	Resistance	How difficult it is for current to flow, measured in Ohms.

Units

	Units	Symbol
Current	Amps, A	I
Voltage	Volts, V	V
Resistance	Ohms, Ω	R

Static Electricity

1 Rubbing insulators together causes electrons to be transferred, making objects charged.


2 Used to spray paint cars, in photocopiers, to reduce pollutants and can cause sparks.

Spray nozzle

Target +

Negatively charged paint
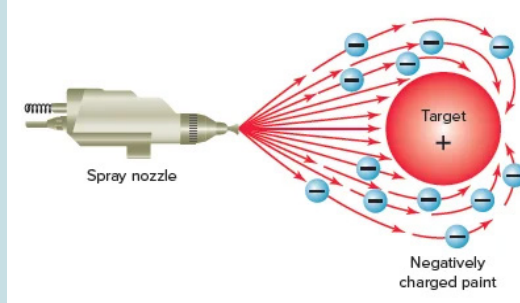
Electromagnets

1 Special magnets that can be turned on and off and that can change strength.

2 Usually need an iron core, coils of wire and a current flowing through the wire.

3 Made stronger with more coils, a bigger core or a higher current.

4 Can be found in bells, loudspeakers and scrapyards.
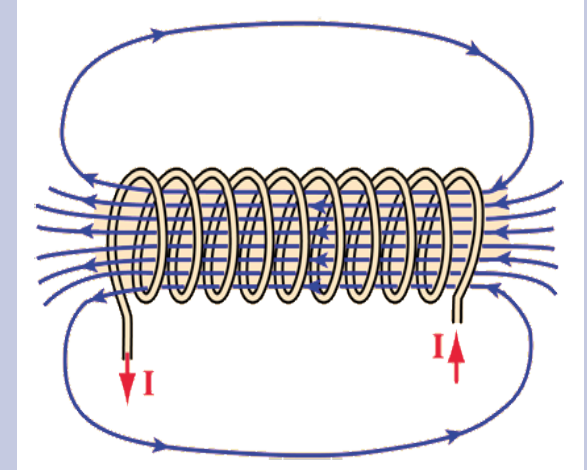
Magnetic Field

1 Strongest at the poles.

2 Field lines always go from the North Pole to the South Pole.
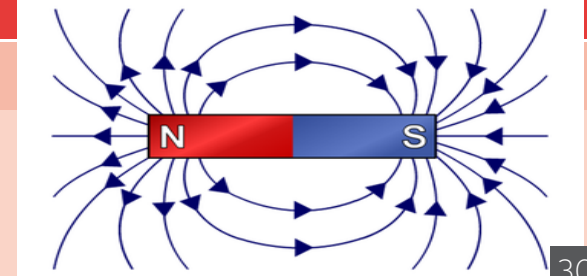
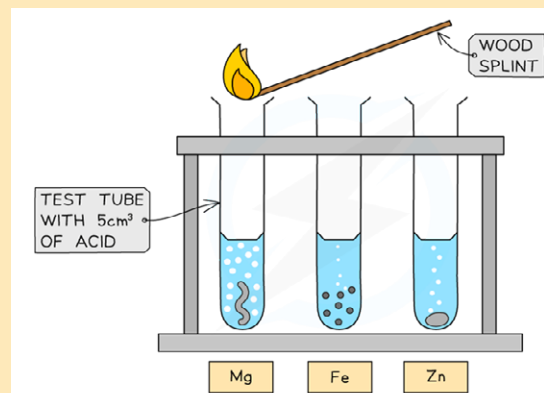# Science Reactions 3: Reactions of Metals

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

increasing reactivity →

potassium
sodium
calcium
magnesium
aluminium
zinc
iron
lead
copper
silver
gold

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.

Practical Skills

WOOD SPLINT
TEST TUBE WITH 5cm³ OF ACID
Mg   Fe   Zn

Metal + acid → salt + hydrogen

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 of 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.

Copper oxide + Magnesium → Magnesium oxide + Copper

(less reactive metal)   (more reactive metal)

Materials

Type of material	Properties	Examples
Ceramics	Hard, Brittle, Unreactive.	China cups, Pottery.
Polymers	Unreactive, Malleable, Long Lasting.	Plastics, Wool.
Composites	Combine the properties of what they are made from.	Fibreglass, Carbon Fibre.

Equations

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

Science Genes 2: Inheritance

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
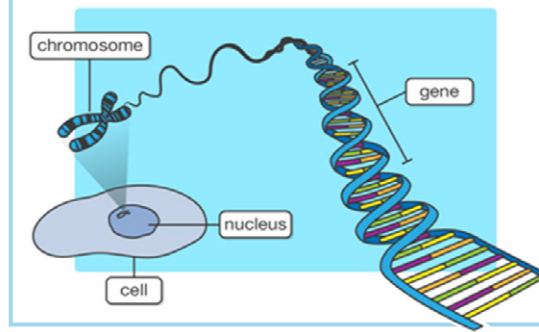
Genes
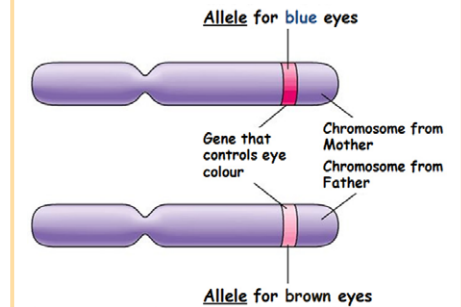
Natural Selection

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.'

1. Geospiza magnirostris
2. Geospiza parvula
3. Geospiza fortis
4. Certhidea olivasea
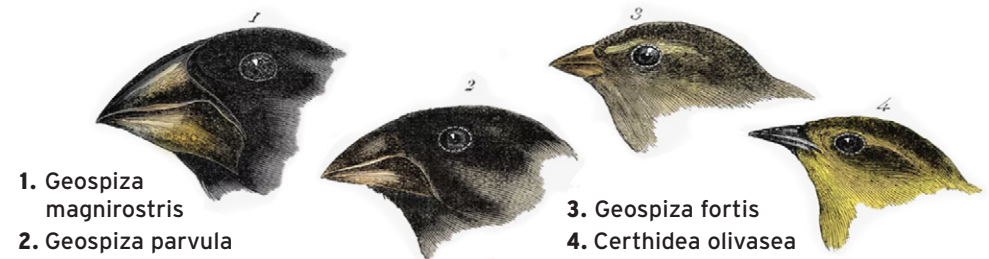
Maths Skills: Can you interpret these graphs?

Discontinuous variation:
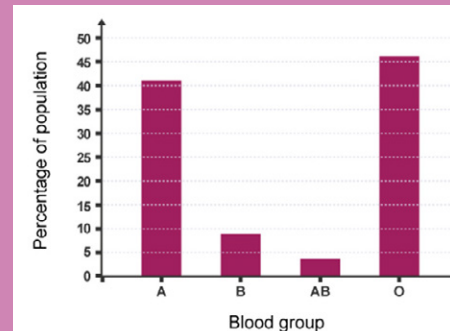
Continuous variation:

Evolution

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

Punnett Squares

	X	X
X	XX	XX
Y	XY	XY

Science Earth & Space 2: Earth and the Atmosphere

Key Vocabulary

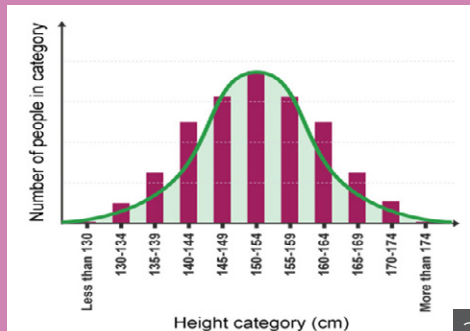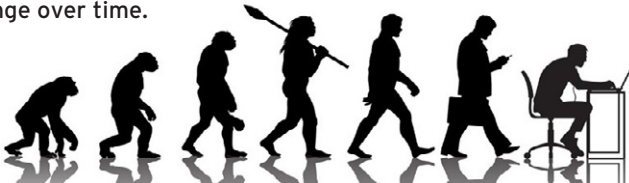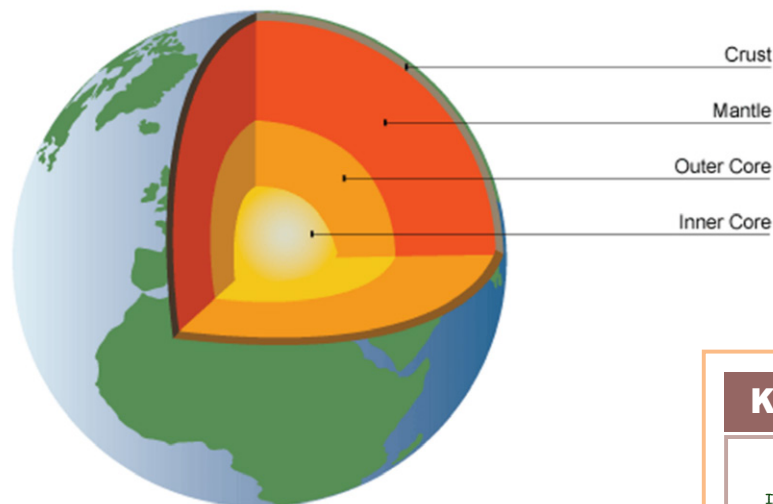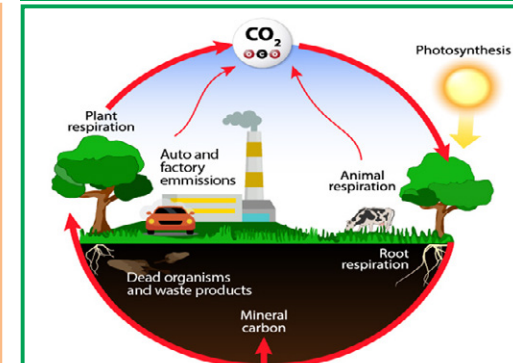|		
1	Atmosphere	The area around the Earth.
2	Biological weathering	Caused by animals and plants forcing their way through rocks.
3	Chemical weathering	When rocks are eroded by a reaction between chemical and rock.
4	Core	The inner part of the Earth.
5	Combustion	Also known as burning.
6	Crust	The part 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

Crust
Mantle
Outer Core
Inner Core

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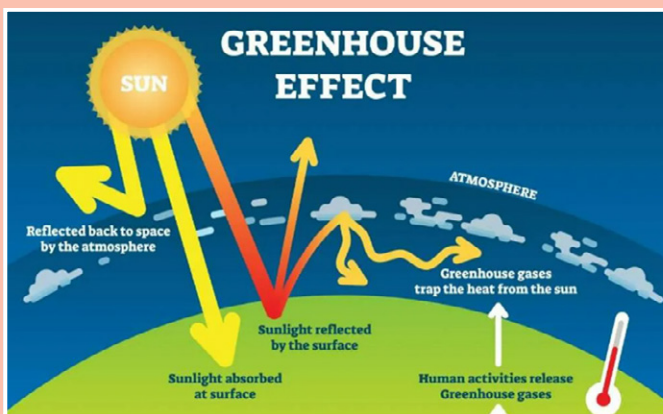
Radiation from the Sun has a short wavelength so can pass through the atmosphere.

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 Carbon Cycle

Key Idea – The Rock Cycle

Key Idea – The Composition of the Atmosphere

Nitrogen 78%
Oxygen 20.9%
Argon gases 0.90%
Other gases 0.17%
Carbon dioxide 0.03%
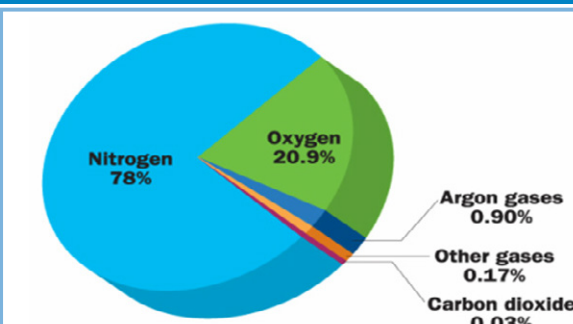
Spanish Super 7s

The little words you use a lot

THE SUPER 7

TIME PHRASES
Specify **when** something is **happening** – in the **present, past** or **future** – i.e. a doing, 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...

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.

1. Time Phrases

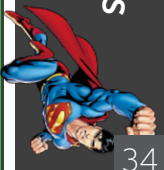|		
1	ahora	now
2	dos veces a la semana	twice a week
3	en el pasado	in the past
4	ayer	yesterday
5	antes	before
6	ya (no)	already (I no longer)
7	cuando era pequeño/a	when I was little
8	en el futuro	in the future
9	mañana	tomorrow
10	cuando sea mayor	when I'm older
11	cuando tenga	when I'm 18

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

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...

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

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

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

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...

Spanish Topic 1: Daily Life

UNIT 1: TECHNOLOGY

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	Communicar 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 comtrol 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 organisar 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 movil 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 perdida de tiempo	a waste of time
13	Malísimo	very bad
14	Aburridísimo	super boring
15	Soy adicto/a	I am addicted

Spanish Topic 1: Daily Life

UNIT 2: MEDIA - TV & FILM

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

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....

Spanish Topic 1: Daily Life

UNIT 3: MEDIA – READING & MUSIC

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

Your notes

Tytherington SCHOOL

Year 9 Knowledge Organisers

Autumn Term 2025-2026