Tytherington SCHOOL

YEAR 9
KNOWLEDGE ORGANISERS

Spring Term 2025-2026

KNOWLEDGE

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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 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.
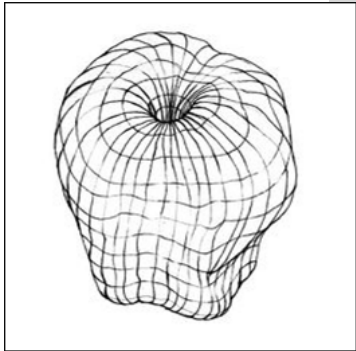
Skills and Techniques

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 it's inner forms. It is suggest they reminded him of Yorkshire landscape of his youth.

Classics Latin

Key Vocabulary

1	agmen	column (of men)
2	vinco, vincere, vici	win, conquer, be victorious
3	alius	other
4	unda	wave
5	aqua	water
6	teneo, tenere, tenui	hold
8	claudo, claudere, clausi	block
9	sacerdos	priest
10	commodus	convenient
11	redeo, redire, redii	go back, return
12	debeo, debere, debui	ought
13	qui	who
14	equus	horse
15	princeps	chieftain
16	etiam	even
17	nauta	sailor
18	impedio, impedire, impedivi	delay, hinder
19	miser	miserable
20	lectus	bed
21	mare	sea
22	lente	slowly
23	litus	sea-shore

24	aedifico, aedificare, aedifici	build
25	verto, vertere, verti	turn
26	auxilium	help
27	tollo, tollere, sustuli	raise
28	bonus	good
29	summus	highest
30	consentio, consentire, consensi	agree
31	simulac, simulatque	as soon as
32	consilium	plan, advice
33	punio, punire, punivi	punish
34	deinde	then
35	postridie	the next day
36	delecto, delectare, delectavi	delight, please
37	pono, ponere, posui	place, put
38	effugio, effugere, effugi	escape
39	nonne?	surely
40	flos	flower
41	navigo, navigare, navigavi	sail
42	imperator	emperor
43	melior	better
44	inter	between
45	ita	thus, in this way

46	a, ab	from
47	resisto, resistere, restiti	resist
48	animus, animi	spirit, mind
49	recipio, recipere, recepi	receive
50	appropinquo, appropinquare, appropinquavi +dative	approach
51	quondam	once
52	ara, arae	altar
53	pervenio, pervenire, perveni	reach, arrive at
54	bene	well
55	pauci	a few, few
56	benignus	kind
57	numquam	never
58	diu	for a long time
59	negotium, negotii	business
60	faber, fabri	craftsman
61	maximus	greatest, very big
62	facilis	easy
63	itaque	and so
64	graviter	seriously
65	invitus, invita, invitum	reluctantly
66	huc	to this place, here
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

Computer Science AI

Key Terms

1	**Prompt**	The text entered into an AI model.
2	**AI**	Artificial Intelligence – the ability of a computer to perform tasks commonly associated with humans.
3	**Personal Data**	Data that is identifiable to a person. E.g. name, email address etc. NEVER enter this into an AI model.
4	**Label**	The label is attached to images and videos in an AI database. It says what they are. E.g. a cat in a hat.
5	**Pseudonym**	A fake name. These can be used instead of personal details in AI.
6	**LLM**	Large Language Model. E.g. ChatGPT or BingChat.

Deep Fakes

1	A deep fake is when AI is used to make fake video/audio of a person.

THIS IS **NOT** MORGAN FREEMAN.

2	Deep fakes can be used for very evil purposes, like fake news and fake evidence.

ChatGPT

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).**
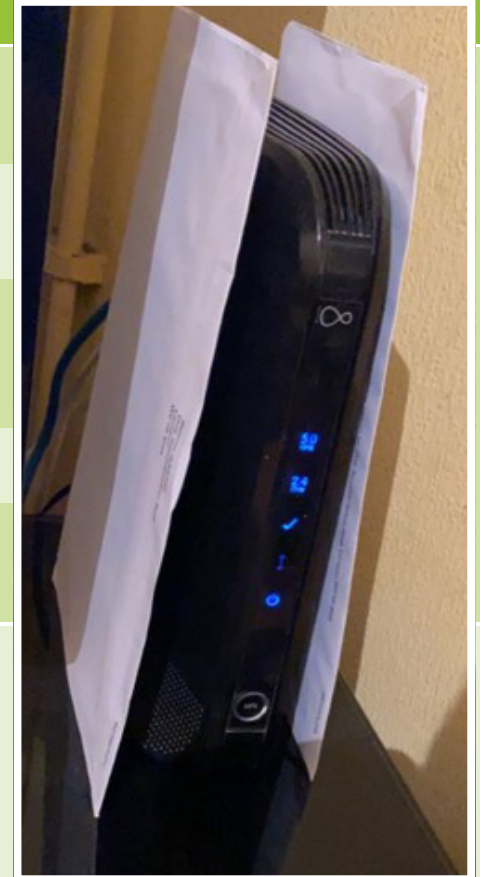
Data Transfer Media

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

ETHERNET VS WIFI
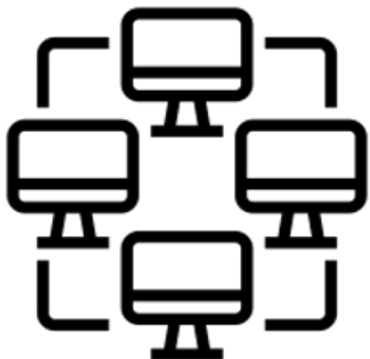
DT Project 2: Passive Speaker Term 2

Key Vocabulary

|		
1	**Aesthetics**	How something appeals to the five senses (Look, sound, feel, smell, taste). Shape, colour and texture of a design.
2	**3rd Angle orthographic projection**	A way of showing a 3D object in 2D by drawing it from the front, plan (top) and side views as a minimum.
3	**Computer-aided design (CAD)**	Using computer software to draw, model and simulate the performance of products.
4	**Constraint**	Something that limits what can be done.
5	**Design brief**	A summary of the design opportunity. What you will design and make.
6	**Evaluation**	Reflecting on a design. Looking at what went well and identifying ways that a product could be improved.
7	**Function**	What a product does and how it works.
8	**Passive speaker**	Does not itself use any power but supports the working and output of increased sound.
9	**Specification**	List of all the design criteria that the finished product must meet.
10	**TechSoft 2D Design**	CAD software for 3rd angle orthographic projection and isometric drawing.
11	**Testing**	This can be physical, visual and user testing to check a product will function as intended.

TechSoft 2D Design program & key tools below
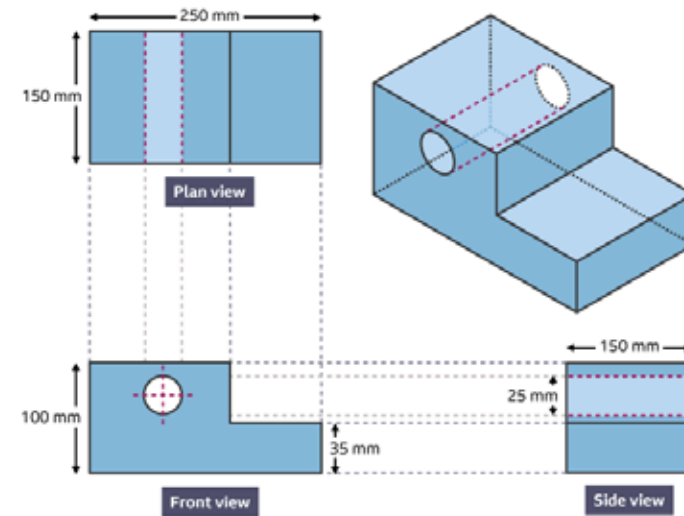
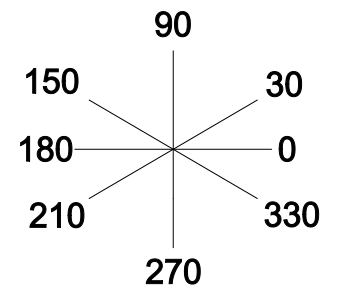### 3rd Angle orthographic symbol
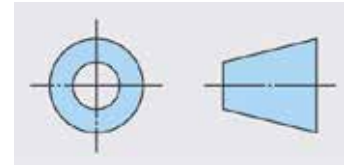
Left – Diagram shows a 3rd Angle Orthographic drawing of the 3D shape in the picture.
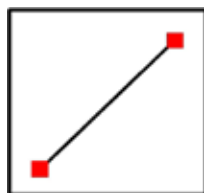
Angles for drawing in 2D Design. Input line length in MM's and then an angle for the direction you want the line to go.
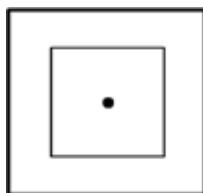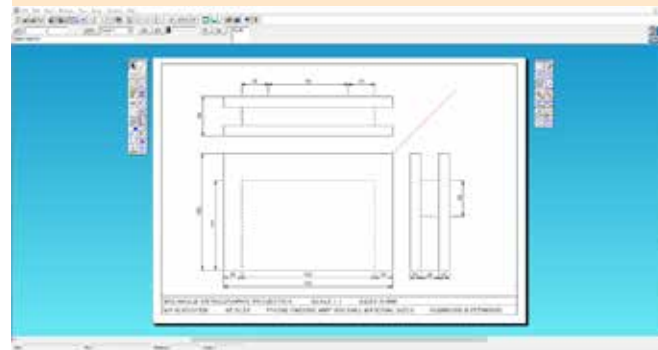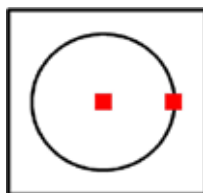

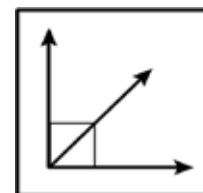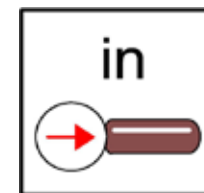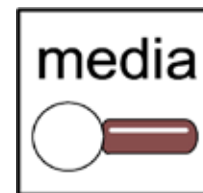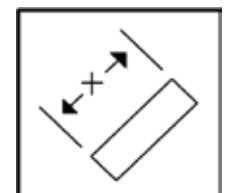| Attach (links to the end of a line)	Line	Circle	Delete any	Delete part of a line or object	Radial lock	Zoom in	Zoom to media (the whole page)	Dimension lines (add sizes to drawing)

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 Exploring the theme of love in poetry

Tytherington School ENGLISH

Key Vocabulary

	Keyword:	Synonyms:
1	Possessive	Wanting to keep someone or something all to yourself.
2	Obsessive	Thinking about something so much you can't stop.
3	Unconditional	Complete and without any rules, limits, or conditions.
4	Unrequited	When feelings, like love, aren't returned by someone else.
5	Jubilant	Extremely happy and excited.
6	Vulnerability	Being open to harm, attack, or injury, either physically or emotionally.

Poetic Methods

1	Oxymoron	Two words or phrases used together that have opposite meanings.

Figurative language (language that creates imagery):

1	Motif	A recurring image or symbol (e.g. birds) that helps to develop a theme (e.g. freedom) in a text.
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.

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'

Poems

	Poem & Poet	3 Key Themes
1	Sonnet 18 – William Shakespeare	• **Nature** – Summer as a metaphor for beauty • **Time** – Poetry giving love eternal (lasting forever) life • **Power** – The power of art
2	Love's Secret – William Blake	• **Loss** – Regret and missed chances • **Vulnerability** - Being vulnerable in love • **Secrecy** – Hidden feelings and consequences
3	Praise Song for My Mother – Grace Nichols	• **Nature** – Water, moon, sunrise imagery • **Gratitude** - Celebrating people we love • **Time** – Reflects on memory and the lasting influence of a parent
4	Valentine – Carol Ann Duffy	• **Reality of love** – Love is sometimes painful and possessive • **Pain** – Love's lasting impact • **Vulnerability** – Being vulnerable in love
5	Medusa – Carol Ann Duffy	• **Power** – Transformation and control • **Loss** – Loss of self / identity through obsession • **Jealousy** – Jealousy can lead to destruction
6	Invisible Kisses – Lemn Sissay	• **Reality of Love** – Honest, everyday acts of affection rather than grand gestures • **Time** – Endurance and permanence • **Hope** – Love as a source of healing and optimism

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 marked by punctuation.
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.
8	Iambic pentameter	A line of poetry with 10 syllables, where the stress pattern alternates: *unstressed, stressed, unstressed, stressed,* five times in a row.

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

OPINIONS — Explain **what we think** to answer the question 'why?' 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.

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 Noel. 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.

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 Noel/ 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	Passionant	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

French Topic 2: Celebrations & events

Unit 2: Les évènements passés

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 ?

Adjectives

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

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 → dansé (danced)	Nous avons → reçu (received)
You (plur)	Vous avez	Vous avez
They	Ils/Elles ont	Ils/Elles ont

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

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)

BRIC COUNTRIES

BRIC countries — Russia, China, India, Brazil

MINT COUNTRIES

Turkey, Mexico, Nigeria, Indonesia

KEY VOCABULARY

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

HUMAN AND PHYSICAL FEATURES

HUMAN	PHYSICAL
• TNC's • Stable government • Large, youthful population	• Large Landmass • Large coastline • Natural resources

What has led to BRIC's rapid economic growth?

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.

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

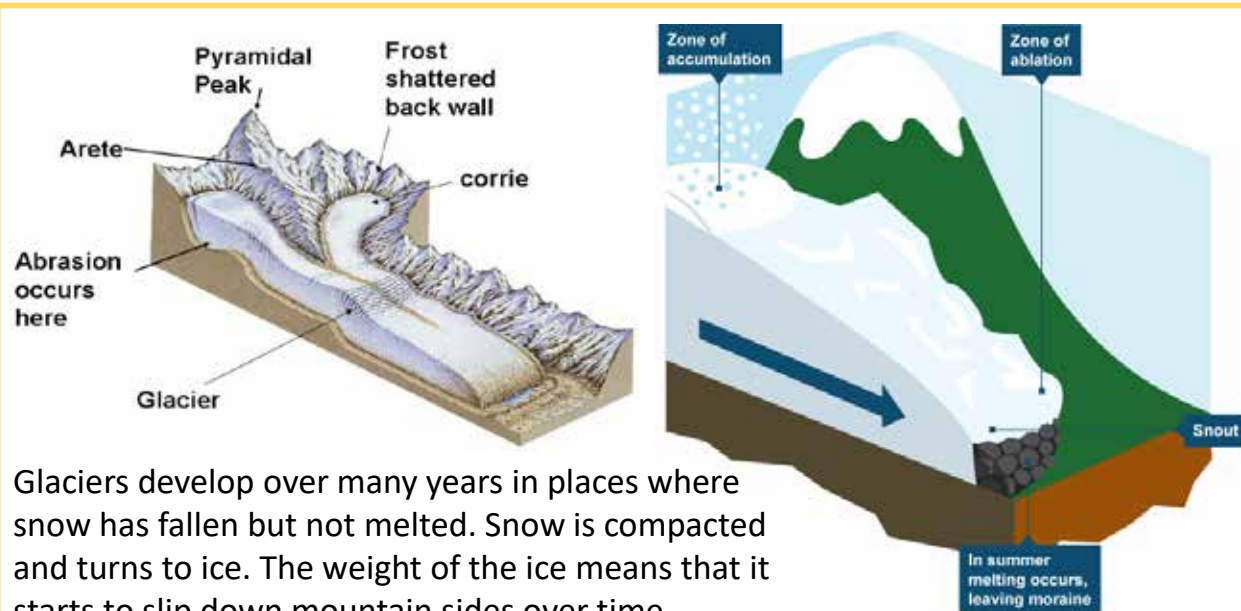**T = TREND** what is the overall pattern of the graph/map? What does it show?

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

A	Weathering and erosion	D	Compaction and cementation	F	Melting
B	Transportation and deposition	E	Burial, high temperatures and pressures	G	Slow uplift to the surface
C	Sedimentation				

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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 answer the question 'why?' 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.

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

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

German Topic 2: Work & Future Aspirations

Key Vocabulary
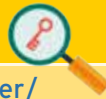
	German	English
1	Mein Vater / Meine Mutter	my father/ my mother
2	ist	is
3	arbeitet als	works as
4	Arzt/Ärztin	doctor
5	Lehrer/Lehrerin	the teacher
6	Friseur/Friseurin	hairdresser
7	Informatiker/Informatikerin	IT technician
8	Elektriker/Elektrikerin	electrician
9	Krankenpfleger/ Krankenschwester	nurse
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.

German Topic 2: Work & Future Aspirations

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.

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

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?

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

History Unit 4: Why did the Second World War break out in 1939?

HISTORY Tytherington School

Key Vocabulary

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

Causes of the Second World War

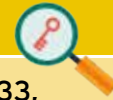|		
1	The Treaty of Versailles	Harshness of the terms of the treaty for Germany.
2	Hitler's aims	Lebensraum, rearmament, uniting German speaking people, abolishing the Treaty of Versailles
3	The League of Nations	Inability to keep peace.
4	Appeasement	Failure of Britain and France's attempts to avoid conflict by appeasing Hitler.
5	The Nazi-Soviet Pact	Hitler and Stalin's agreement; allowed for the invasion of Poland.

Timeline

June 1919
The Treaty of Versailles is signed

October 1929
The Wall Street Crash; triggers the Great Depression

January 1933
Hitler becomes Chancellor of Germany

March 1935
Hitler publicly announces Germany's rearmament programme

September 1938
The Munich Agreement is signed; Hitler gains the Sudetenland

August 1939
Hitler and Stalin sign the Nazi-Soviet Pact

September 1939
Nazi invasion of Poland; outbreak of WW2

History Unit 5: How have we told the history of the Second World War?

HISTORY
Tytherington School

Key Vocabulary
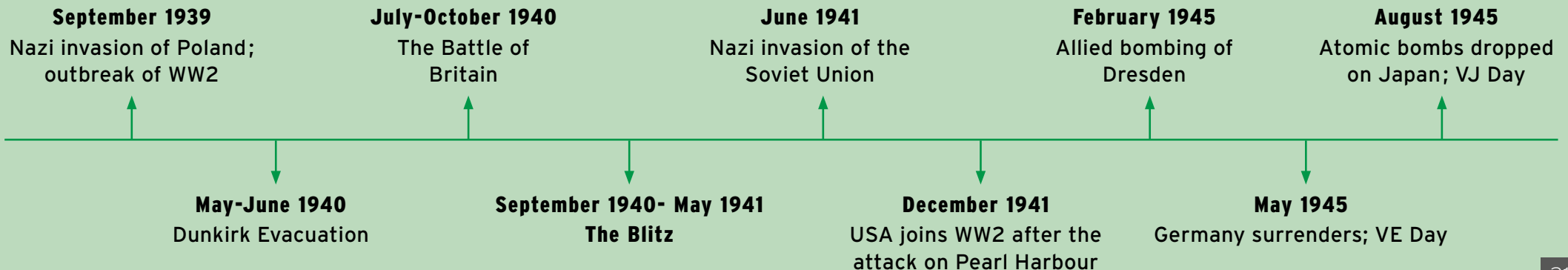
1	Nazi (Nazi Germany)	A member of the National Socialist German Workers' Party; from 1933, Germany was ruled by the Nazi Party under the leadership of Adolf Hitler.
2	Blitzkrieg	Literally 'lightening war'; warfare using a violent, overwhelming attack to ensure a quick victory.
3	The Blitz	Germany's bombing 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.

Causes of the Second World War

1	Theatres of war		War in Europe and the War in the Pacific.
2	Impact on civilians		The Blitz and Dresden.
3	Britain's role		'Standing alone' and the role of the Empire.
4	The end of war		VE Day and VJ Day.
5	Participation		Resistance and collaboration.

Timeline

September 1939
Nazi invasion of Poland; outbreak of WW2

July-October 1940
The Battle of Britain

June 1941
Nazi invasion of the Soviet Union

February 1945
Allied bombing of Dresden

August 1945
Atomic bombs dropped on Japan; VJ Day

May-June 1940
Dunkirk Evacuation

September 1940- May 1941
The Blitz

December 1941
USA joins WW2 after the attack on Pearl Harbour

May 1945
Germany surrenders; VE Day

YEAR 9 KNOWLEDGE ORGANISER

History Unit 6a: The Holocaust: What was life like for Jews in Germany after 1933?

HISTORY Tytherington School

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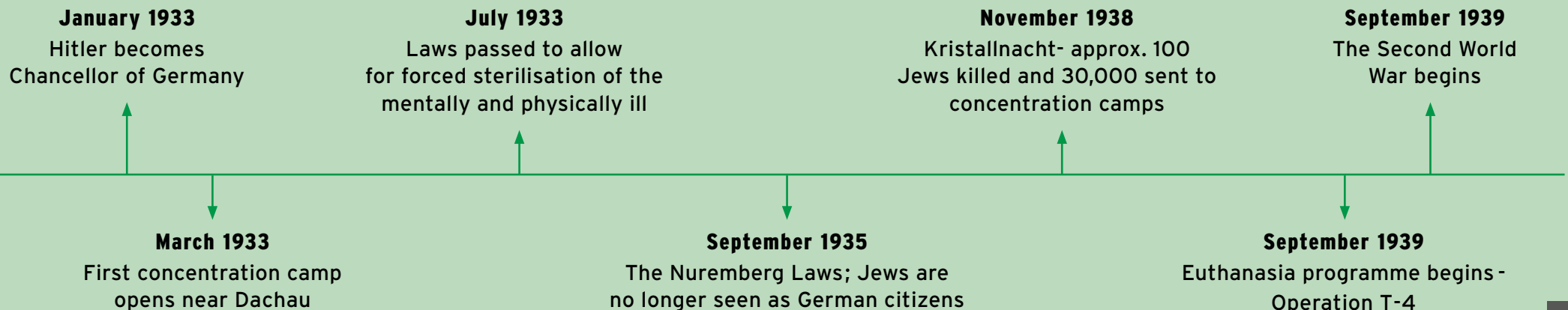
1	**Antisemitism**	Hatred or prejudice towards Jewish people.
2	**Propaganda**	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
3	**Nazi (Nazi Germany)**	A member of the National Socialist German Workers' Party; from 1933, Germany was ruled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

How did Jews experience Nazi persecution?

1	Gradual removal of rights.
2	Increasing violence and intimidation.
3	Humiliation.
4	Isolation from society.
5	Restrictions on social life and leisure activities.
6	Economic restrictions e.g. loss of jobs and businesses.
7	Restrictions on education.

Timeline

January 1933
Hitler becomes Chancellor of Germany

March 1933
First concentration camp opens near Dachau

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

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

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

September 1939
Euthanasia programme begins - Operation T-4

September 1939
The Second World War begins

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YEAR 9 KNOWLEDGE ORGANISER

History Unit 6b: The Holocaust: How did Nazi persecution of the Jews turn into genocide?

HISTORY Tytherington School

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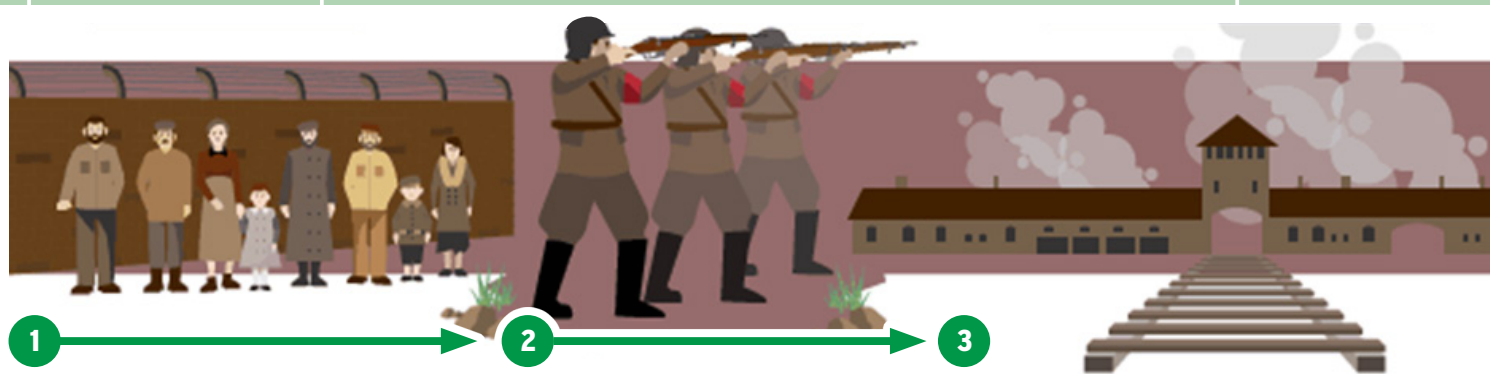
1	Antisemitism	Hatred or prejudice towards Jewish people.
2	Holocaust	Term used to describe the mass murder of approximately 6 million Jews by the Nazis and their collaborators.
3	Genocide	The deliberate and systematic destruction of a religious, racial, national or cultural group.
4	Ghetto	Section of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

Escalation of violence in the Holocaust

1	Ghettos	2	'Holocaust by bullets' Mass shootings by Einsatzgruppen	3	Extermination camps

Who was involved in perpetrating the Holocaust?

1	Leading Nazi Party members	e.g. Himmler, Heydrich.
2	Adolf Hitler	Leader of Nazi Germany.
3	The SD	Intelligence and security agency led by Heydrich.
4	Einsatzgruppen units	Carried out the 'Holocaust by bullets'.
5	Collaborators	People, organisations and governments that helped the Nazis.
6	The SS	Organisation that controlled racial policy and camps; led by Himmler.

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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

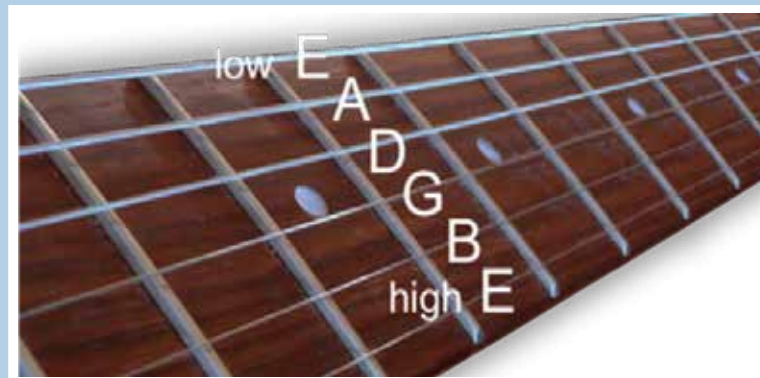|		
1	**Locus / loci**	A collection of points which all share the same property.
2	**Angle / line bisector**	To divide into two equal parts.
3	**Perpendicular**	That two lines will meet at exactly 90° (a right-angle).
4	**Parallel lines**	Lines that will continue to have the same distance between them.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

Music The Guitar

The Guitar

Body — Neck (fingerboard) — Head stock

bridge
saddle
Pick guard/ plate
sound hole
position dot
fret
nut
Machine head/ tuning keys
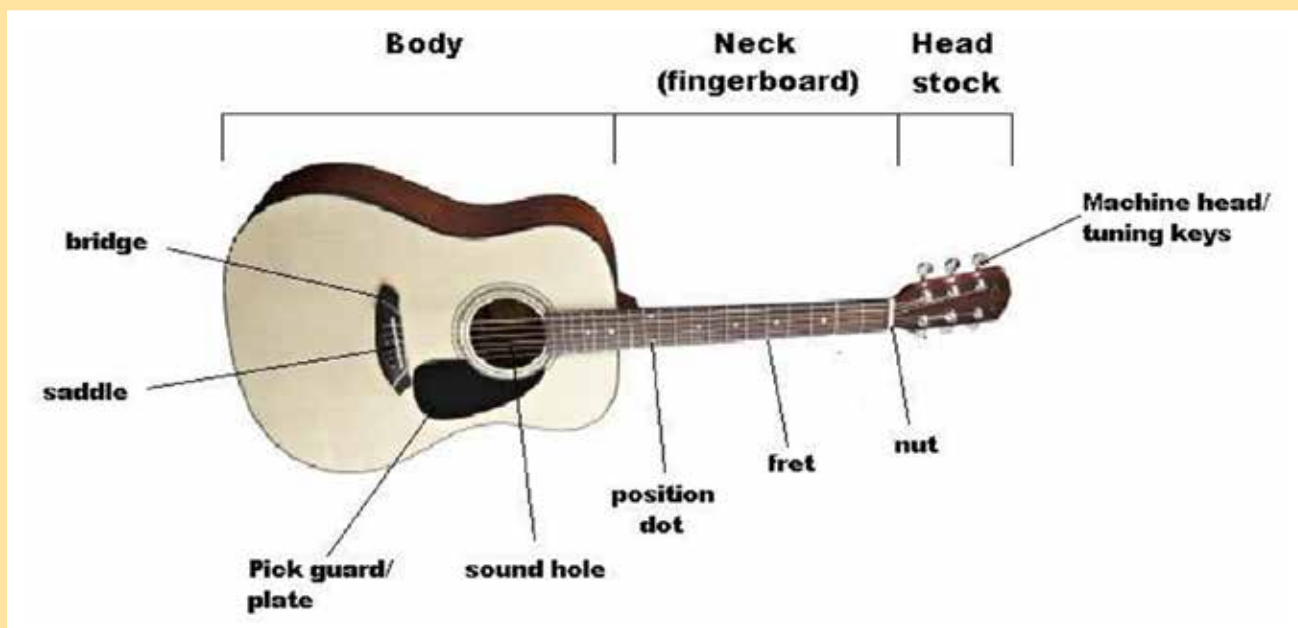
Tuning

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'.

Using a plectrum

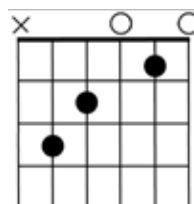| 1 | Hold the plectrum between your thumb and forefinger. |
| 2 | Hold it tight enough that you don't drop it but loose enough so it can move up and down. |
| 3 | Fan the rest of your fingers out, don't make a fist. |

Chords

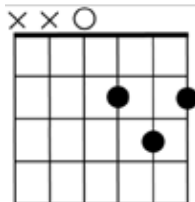Push down with your fingers in the positions marked with a dot.
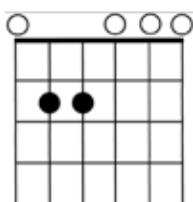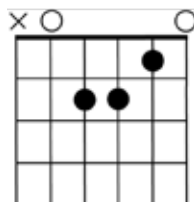
G Major
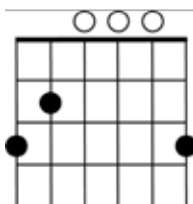
C Major

D Major

E Minor

A Minor

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

1960s: Yellow Submarine - The Beatles

1970s: Super Trooper - ABBA

1980s: Final Countdown - Europe

1990s: Wonderwall - Oasis

2000s: Chasing Cars - Snow Patrol

TERMS

safer to know

Key Term	Definition
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.

He won't even let me spend my own money... He's so controlling

Forms of abuse (unhealthy relationships)

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

Domestic abuse - Controlling, threating 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/

CEOP A National Crime Agency command

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.

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 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
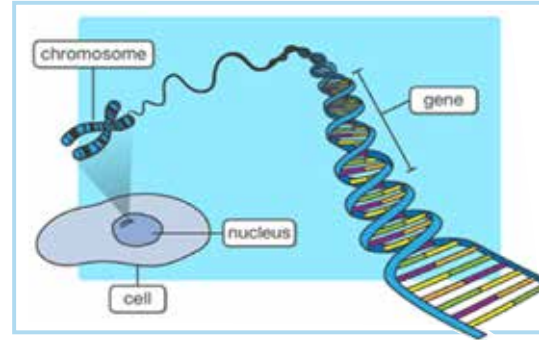
Genes
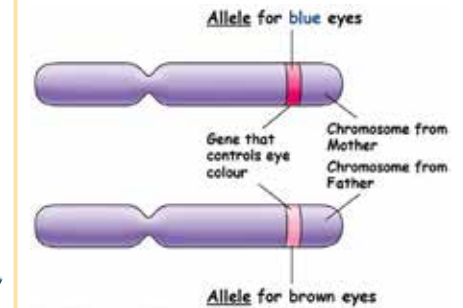
Natural Selection

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
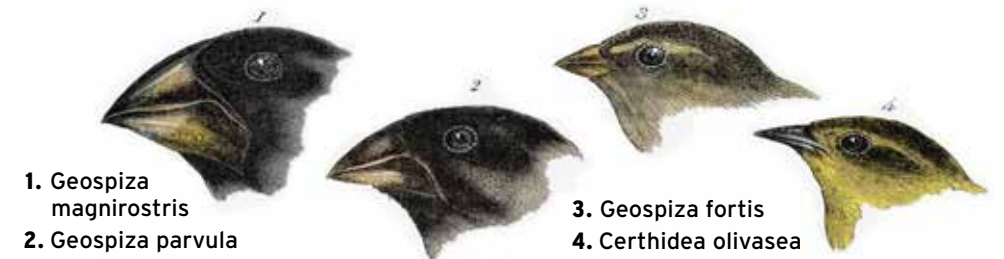
Maths Skills: Can you interpret these graphs?

Discontinuous variation:
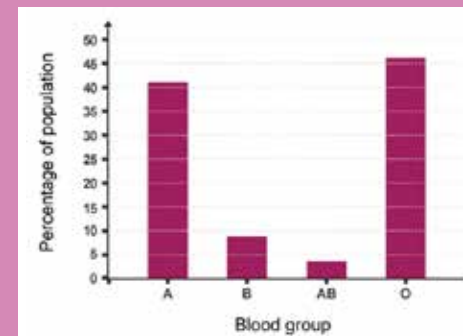
Continuous variation:

Evolution

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

Punnett Squares

Science Earth & Space 2: Earth and the Atmosphere

Key Vocabulary

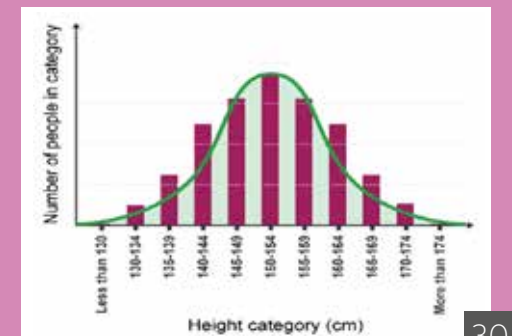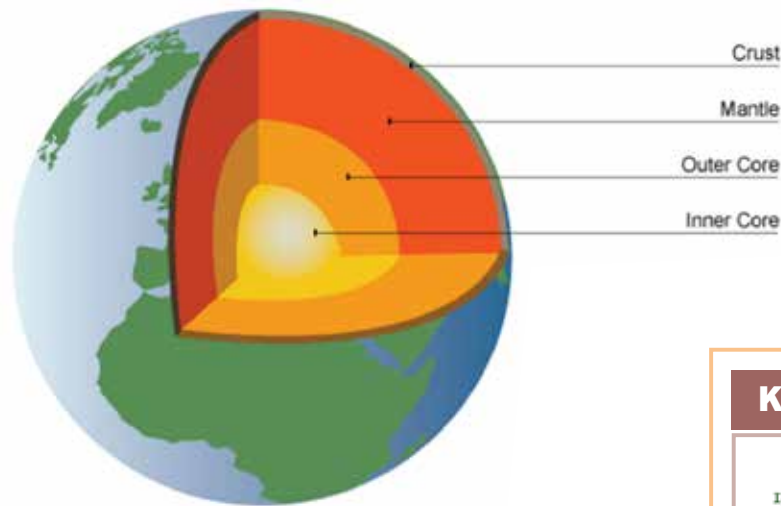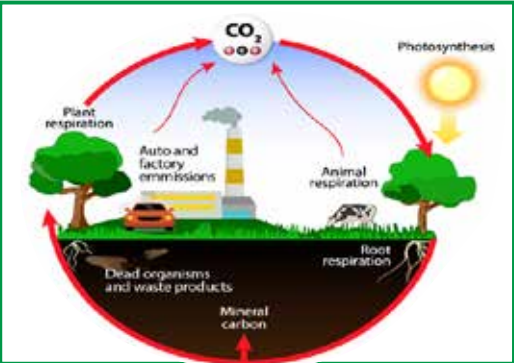|		
1	Atmosphere	The area around the Earth.
2	Biological weathering	Caused by animals and plants forcing their way through rocks.
3	Chemical weathering	When rocks are eroded by a reaction between chemical and rock.
4	Core	The inner part of the Earth.
5	Combustion	Also known as burning.
6	Crust	The part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

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.
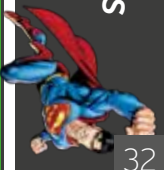
Key Idea – The Carbon Cycle

Key Idea – The Rock Cycle
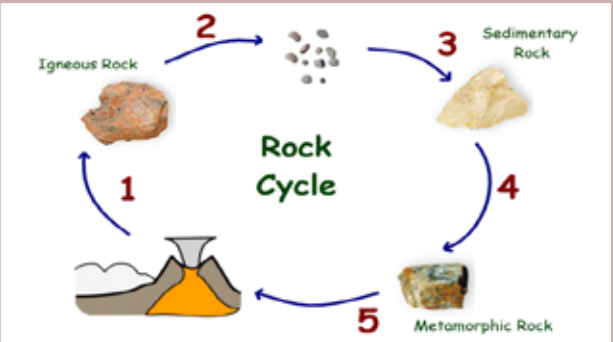
Key Idea – The Composition of the Atmosphere

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** 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 **positive** or **negative**.

JUSTIFIERS
Allow us to answer the question 'why?' 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** 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 is…	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

Spanish Topic 2: Daily Life — UNIT 1: TECHNOLOGY

Key Vocabulary

	Spanish	English
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

	Spanish	English
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

	Spanish	English
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

	Spanish	English
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

	Spanish	English
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 2: 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....

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

Tytherington
SCHOOL

Year 9 Knowledge Organisers
Spring Term 2025-2026