

YEAR 9

KNOWLEDGE
ORGANISERS

Summer Term 2025-2026



Background vector created by GraphiqaStock - www.freepik.com

Helping you to Master the Minimum!

Contents

- 2 **Introduction -
What are Knowledge Organisers?**
- 3 **How to use Knowledge Organisers**
- 4 **Art & Design Knowledge Organiser**
- 5 **Classics Knowledge Organiser**
- 6-7 **Computer Science Knowledge Organisers**
- 8 **Design Technology Knowledge Organiser**
- 9-10 **Drama Knowledge Organisers**
- 11-12 **English Knowledge Organisers**
- 13-16 **French Knowledge Organisers**
- 17-18 **Geography Knowledge Organisers**
- 19-22 **German Knowledge Organisers**
- 23-25 **History Knowledge Organisers**
- 26 **Mathematics Knowledge Organiser**
- 27 **Music Knowledge Organiser**
- 28 **Personal Development Knowledge
Organiser**
- 29-31 **PE Knowledge Organisers**
- 32 **Religious Studies Knowledge Organiser**
- 33-36 **Spanish Knowledge Organisers**

What are Knowledge Organisers?

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

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

Why are Knowledge Organisers important?

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

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

How to use Knowledge Organisers effectively

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

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

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

Retrieval Practice techniques you can use at home:

Look, Cover, Say, Write, Check

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

Quizzing

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

Flash Cards

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

Mind Dump

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

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

Art & Design Botanical Forms

Mix Media Piece

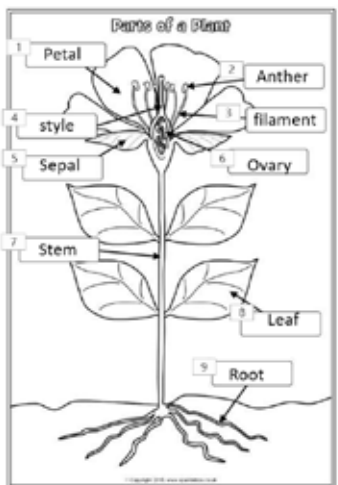
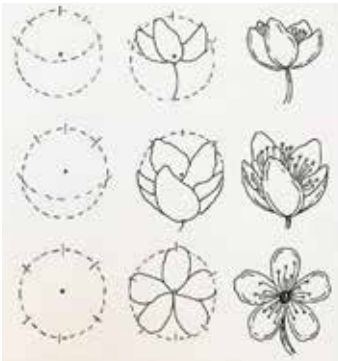
For this we will be using **CARVING** and multi-layering **PAPER MANIPULATION** techniques.

Creating a relief piece of artwork focusing on shape. Pattern and negative space.



Skills and Techniques

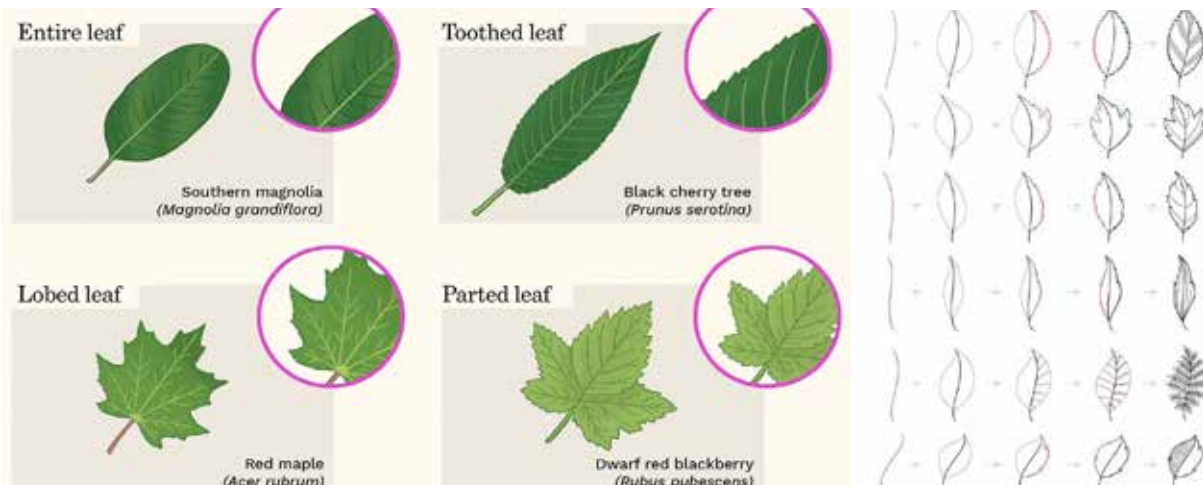
1. Drawing organic shapes using varied lines weights with pencil, pens and tape.
2. Layering mixed media.
3. Abstracting shapes and lines/carving.
4. Ink/paint washes of tone/colour.
5. Sculpture making.



Key Terms

In this project you will follow a process sequence whilst focusing on learning about/how to:

1. **Negative Space:** Negative space is the space around and between the subject of the image. The positive space is the subject or object of the image.
2. **Mixed Media:** Using a combination of different materials.
3. **Layer:** Overlapping different media and materials to improve the qualities of line, tone and texture
4. **Abstract:** Images and objects that explore shape and colour without being recognisable.



Idea / Context

Inspiration for this project will be botanical illustration and William Morris the arts and crafts movement.



- Simple forms that hero and celebrate the construction of the object.
- Designs, motifs, and patterns inspired by nature.



We're also taking visual inspiration from the work of Helen Wells.

Imperatives - Commands

	1	2	3	4
Infinitive	portare	docere	trahere	audire
Imperative sing	porta!	doce	trahe	audi!
Imperative pl	portate!	docete	trahite	audite!

Present Participles

These are verbs which describe nouns, translated as ...ing (loving, having etc)

	1	2	3	4
Nom sing	amans	habens	dicens	audiens
Acc sing	amantem	habentem	dicentem	audientem
Gen sing	amantis	habentis	dicentis	audientis
Dat sing	amanti	habenti	dicenti	audienti
Nom pl	amantes	habentes	dicentes	audientes
Acc pl	amantes	habentes	dicentes	audientes
Gen pl	amantium	habentium	dicentium	audientium
Dat pl	amantibus	habentibus	dicentibus	audientibus

Grammar constructions - Gender

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

Demonstrative Pronouns - hic (this) and ille (that)

	M	F	N	M	F	N
Nom sing	hic	haec	hoc	ille	illa	illud
Acc sing	hunc	hanc	hoc	illum	illam	illud
Gen sing	huius	huius	huius	illius	illius	illius
Dat sing	huic	huic	huic	illi	illi	illi
Nom pl	hi	hae	haec	illi	illae	illa
Acc pl	hos	has	haec	illos	illas	illa
Gen pl	horum	harum	horum	illorum	illarum	illorum
Dat pl	his	his	his	illis	illis	illis

Computer Science Python

Comparison Operators (If symbols)

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

Data Types

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

Key Words

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

The Big 3

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



Word



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

Excel



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

Tools in Excel

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

Powerpoint



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

DT Project 2: Passive Speaker Term 3

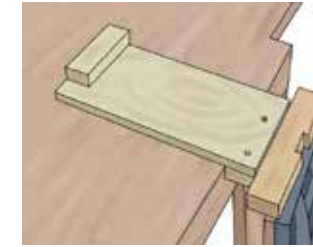


Key vocabulary

1	Belt / Rotary sander	Machine used to remove waste material and smooth wood.
2	Bench hook	Used to assist holding wood in place when sawing.
3	Coping saw	Cutting curves. Larger blade teeth for wood and smaller teeth for metal/plastic.
4	File	Removes waste. Can be used to help shape and smooth edges.
5	Forstner bit	A wood drill bit for larger holes.
6	G-Cramp (quick release)	Used when drilling to hold larger work securely for safe drilling. Can also be used to hold work together when gluing.
7	Pillar drill	Machine used for drilling holes.
8	Scots pine	A type of Softwood being used in your project.
9	Steel rule	Used to measure when marking out in millimetres (mm).
10	Tenon saw	Cutting wood joints and straight cuts in small section material (for wood only).
11	Try square	Used for marking out to ensure straight lines are 90° from the edge of the wood.
12	Vinyl decals	Self adhesive vinyl (plastic) decorative stickers.
13	Wood glue	Gorilla glue and Evostick wood glue are brands of wood glue more commonly known as PVA (Polyvinyl acetate). Not all versions are waterproof and suitable for outside use.



Steel rule (sizes in MM)



Bench hook (in vice)



Tenon saw



Coping saw



File (half round)



Sand-paper



Belt sander



Pillar drill



G-Cramp (quick release)



Try square

Forstner bit



Shape cutter/punch



Vinyl (for decals)



PVA (polyvinyl acetate) wood glue



Year 9 Drama: John Godber and Teechers



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

Godber's style: Key vocabulary

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

Bouncers

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



John Godber

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



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

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

Teechers

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





Year 9 Drama: 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 accidentally 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 (<i>stands up to the others for what is right</i>).	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.

Key Vocabulary



1	Voice	The narrative voice /speaker in the text.
2	Protagonist	Main Character.
3	Plot	The events in the story. The basic elements of the story.
4	Narrative	How the story is told. How the plot is manipulated and processed.
5	Atmosphere	The emotions or feelings created by a writer in a story.
6	Disequilibrium	When the normality or balance is disrupted in the story, there are problems, tensions, increased action.
7	Equilibrium	A state of rest or balance in a story, it usually occurs at the beginning of the story.
8	Genre	Categories used to group different types of texts.

Language Methods

1	Simile	Comparing something to describe using like or as <i>e.g. sparkling like an emerald.</i>
2	Metaphor	Describing one thing as if it is something else to convey meaning <i>e.g. Juliet is the sun.</i>
3	Personification	Giving something that is not human, human characteristics <i>e.g. the daffodils danced in the breeze.</i>
4	Sensory Imagery	Using the senses to create images in the reader's mind <i>e.g. hear, see, smell, touch, taste</i> <i>e.g. The slam-slam of car door and the hobbled clipclap of a slow walk home.</i>
5	Verbs	A word used to describe an action or state <i>e.g. the clouds loomed overhead. She sighed deeply.</i>

Punctuation

1	Colon (:)	Definition: Used to introduce a list or used before a single important word. Example: <i>There was only one option: run.</i>
2	Semicolon (;)	Definition: Links two related sentences instead of using a conjunction or full stop. Example: <i>The sun was setting; the sky turned orange.</i>
3	Dash (–)	Definition: Adds extra information. The rest of the sentence makes sense without it. Example: <i>My sister—who loves football—watched the match.</i>

Narrative Perspectives

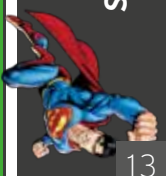
1	First person	The narrator is a character and we read from their point of view using 'I', 'me'.
2	Limited	The narrator gives us the thoughts and feelings of one character.
3	Omniscient	The narrator sees and knows everything that happens.
4	Alternating	The narrator moves back and forth between viewpoints of different characters.

Narrative Arc



French Super 7s

The little words you use a lot



THE SUPER 7

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

YEAR 9

1. Time Phrases

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

2. Verbs

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

3. Opinions

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

4. Justifiers

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

5. Qualifiers

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

6. Adjectives

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

7. Connectives

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

Key Vocabulary



1	J'utilise mon portable pour....	I use my phone to...
2	prendre et poster des photos sur Insta	take and post photos on Insta
3	faire des achats en ligne	shop online
4	regarder des clips vidéo	watch video clips
5	jouer à des jeux en ligne	play games online
6	télécharger de la musique	download music
7	créer des playlists	create playlists
8	lire mes textos	read my texts
9	écrire des e-mails	write emails
10	aller sur des réseaux sociaux	go on social media
11	passer le temps	to pass the time
12	tchatter avec mes copains	chat with my friends

Core intent:

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

Common phrases

1	Normalement j'utilise WhatsApp pour tchatter avec mes copains mais je n'utilise jamais Facebook car c'est débile.	Normally I use WhatsApp to chat with my friends but I never use Facebook because it's stupid.
2	D'habitude j'utilise mon portable pour passer le temps parce que c'est relaxant.	Usually I use my phone to pass the time because it's relaxing.

Present, Past perfect & Future Tense

utiliser = to use	Present tense	Past perfect tense	Future tense
	D'habitude Usually	Hier Yesterday	À l'avenir In the future
I	j'utilise	j'ai utilisé	j'utiliserai
You	tu utilises	tu as utilisé	tu utiliseras
S/he/one	elle/il/on utilise	elle/il/on a utilisé	elle/il/on utilisera
We	nous utilisons	nous avons utilisé	nous utiliserons
You all	vous utilisez	vous avez utilisé	vous utiliserez
They	elles/ils utilisent	elles/ils ont utilisé	elles/ils utiliseront

Key Questions

1	Quelles applications utilises-tu normalement?	What apps do you normally use?
2	Comment utilises-tu ton portable d'habitude?	How do you usually use your phone?

Adjectives

1	pratique	practical
2	ludique	fun
3	utile	useful
4	rapide	fast
5	débile	stupid
6	nul	rubbish
7	relaxant	relaxing
8	gratuit	free
9	cher	expensive
10	facile à utiliser	easy to use
11	addictif	addictive
12	dangereux	dangerous
13	une perte de temps	a waste of time
14	Je suis accro	I'm addicted

Key Vocabulary



1	la télé	the TV
2	une émission de sport/de musique	a sports/music programme
3	une émission de télé-réalité	reality TV
4	une comédie	a comedy
5	une série	a series
6	un feuilleton	a soap opera
7	un documentaire	a documentary
8	un jeu télévisé	a game show
9	un dessin animé	a cartoon
10	la météo	the weather
11	les infomations	the news
12	un film d'horreur/ d'action/ de science-fiction /d'amour	a horror/ action/ science fiction/ romantic film

Core intent:

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

Common phrases

1	D'habitude je regarde une comédie car c'est très marrant.	Usually I watch a comedy because it is very funny.
2	Hier j'ai regardé un film et à mon avis c'était très divertissant car c'était passionnant.	Yesterday I watched a film and in my opinion it was very entertaining because it was exciting.
3	Ce weekend je regarderai un documentaire car je pense que ce sera vraiment informatif.	This weekend I will watch a documentary because I think that it will be really informative.

Key Questions

1	Qu'est-ce que tu regardes d'habitude à la télé ?	What do you usually watch on TV?
2	Qu'est-ce que tu as regardé hier ?	What did you watch yesterday?
3	Qu'est-ce que tu regarderas ce week-end ?	What will you watch this weekend?

Present, Past perfect & Future Tense

regarder = to watch	Present tense	Past perfect tense	Future tense
	D'habitude Usually	Hier Yesterday	Ce week-end This weekend
I	je regarde	j'ai regardé	je regarderai
You	tu regardes	tu as regardé	tu regarderas
S/he/one	elle/il/on regarde	elle/il/on a regardé	elle/il/on regardera
We	nous regardons	nous avons regardé	nous regarderons
You all	vous regardez	vous avez regardé	vous regarderez
They	elles/ils regardent	elles/ils ont regardé	elles/ils regarderont

Adjectives

1	intéressant	interesting
2	informatif	informative
3	marrant	funny
4	rigolo	funny/fun
5	divertissant	entertaining
6	émouvant	moving
7	effrayant	scary
8	barbant	boring
9	stupide	stupid
10	fascinant	fascinating
11	passionnant	exciting

Key Vocabulary



1	un magazine	magazine
2	un livre	a book
3	un roman	a novel
4	un roman d'amour	a romantic novel
5	un roman de science-fiction	a sci-fi novel
6	le journal	the newspaper
7	une BD (bande dessinée)	comic
8	de la musique pop/rock/classique	pop/rock/classical music
9	la radio	the radio
10	le chanteur/la chanteuse	the singer
11	ses chansons	his/her songs
12	les paroles	the lyrics
13	sa voix	his/her voice
14	son style	his/her voice

Pour = In order to

1	pour me relaxer	to relax
2	pour oublier mes soucis	to forget my worries
3	pour passer le temps	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	D'habitude je lis le journal car c'est très informatif.	Usually I read the newspaper because it is very informative.
2	Hier j'ai écouté de la musique pop parce que à mon avis c'était vraiment gai.	Yesterday I listened to pop music because in my opinion it was really cheerful.
3	Ce weekend je lirai un roman pour passer le temps car ce sera captivant.	This weekend I will read a novel to pass the time because it will be captivating.

Present, Perfect & Future Tense

lire (to read)	Present tense	Perfect tense	Future tense
	D'habitude Usually	Hier Yesterday	Ce week-end This weekend
I	je lis	j'ai lu	je lirai
You	tu lis	tu as lu	tu liras
S/he/one	elle/il/on lit	elle/il/on a lu	elle/il/on lira
We	nous lisons	nous avons lu	nous lirons
You all	vous lisez	vous avez lu	vous lirez
They	elles/ils lisent	elles/ils ont lu	elles/ils liront

Key Questions

1	Qu'est-ce que tu lis / tu écoutes d'habitude?	What do you usually read / listen to?
2	Qu'est-ce que tu as lu / tu as écouté récemment?	What have you do read / listened to recently?
3	Qu'est-ce que tu liras / tu écouteras ce weekend?	How will you read / listen to this weekend?

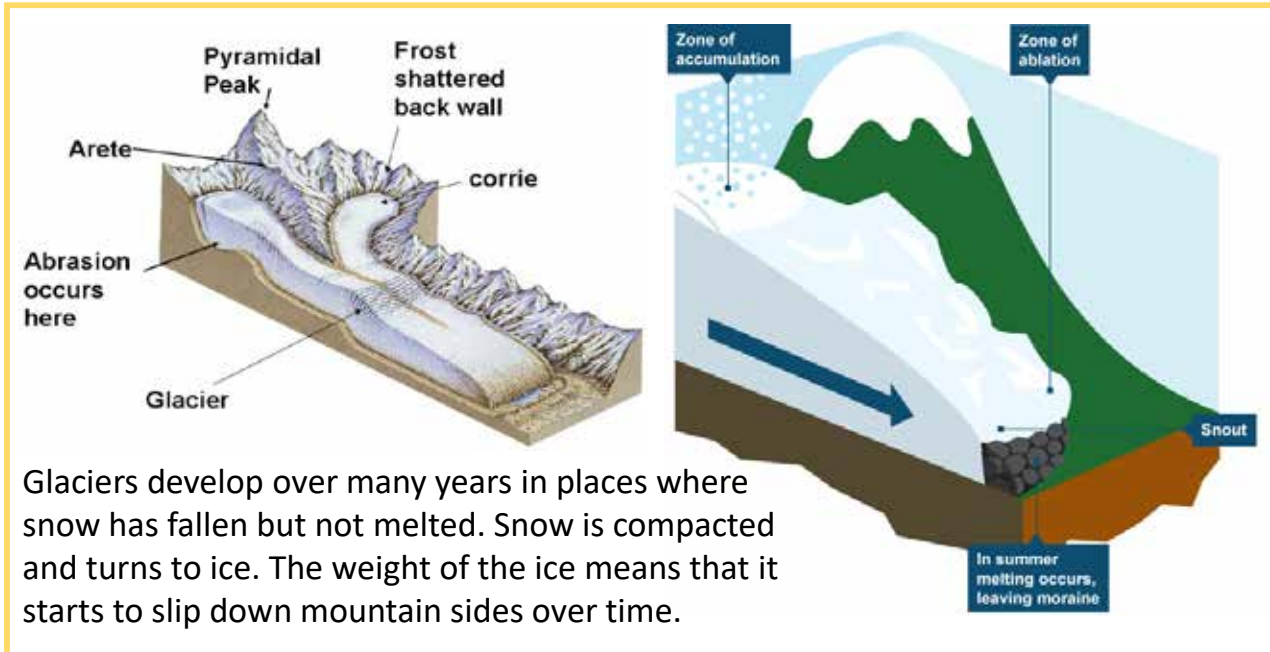
Adjectives

1	original	original
2	cool	cool
3	sérieux	serious
4	triste	sad
5	gai	cheerful
6	émouvant	moving
7	inspirant	inspiring
8	énergique	energetic
9	répétitif	repetitive
10	captivant	captivating

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.

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.

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

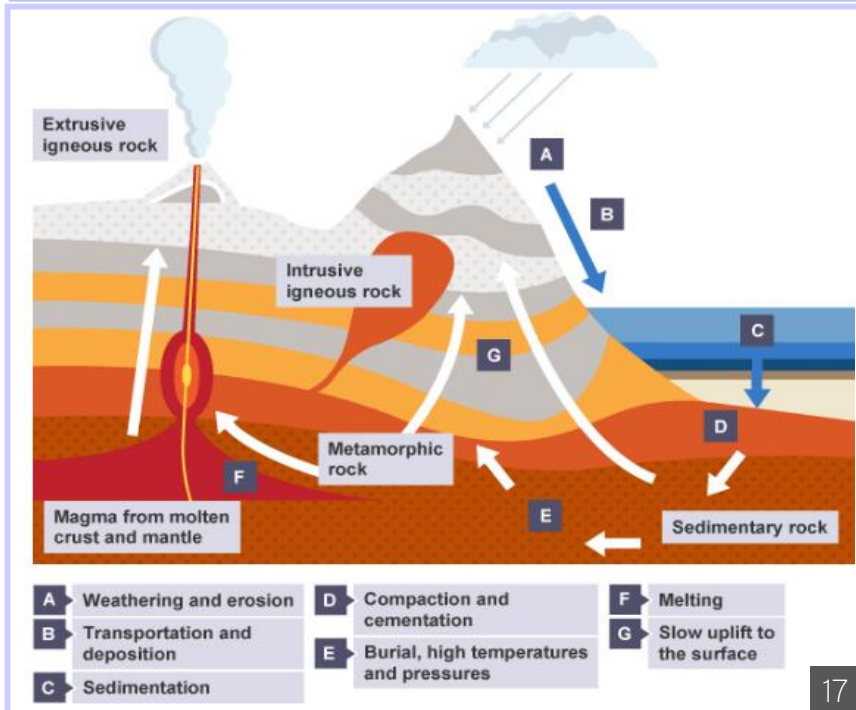
METAMORPHIC ROCK –

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 –

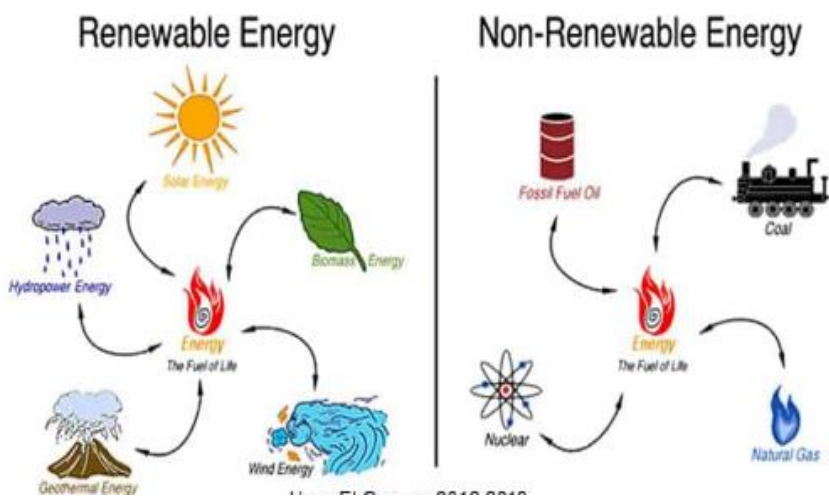
formed from sediment grains deposited by water, wind or ice. They are always formed in layers, called "beds" or "strata", and often contain fossils. Eg Sandstone and Chalk

THE ROCK CYCLE



GEOGRAPHY TOPIC 4: ENERGY

RENEWABLE AND NON-RENEWABLE ENERGY

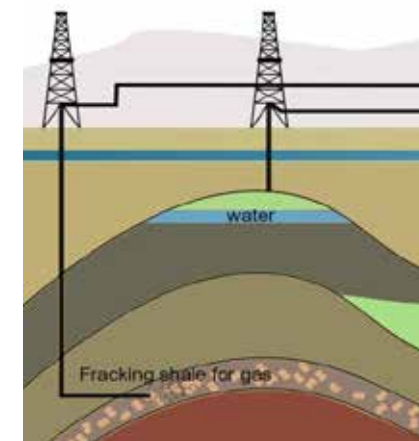


Non-renewable: Energy, which is finite, is not sustainable and takes a long time to replenish. E.g. fossil fuels such as gas, oil and coal.

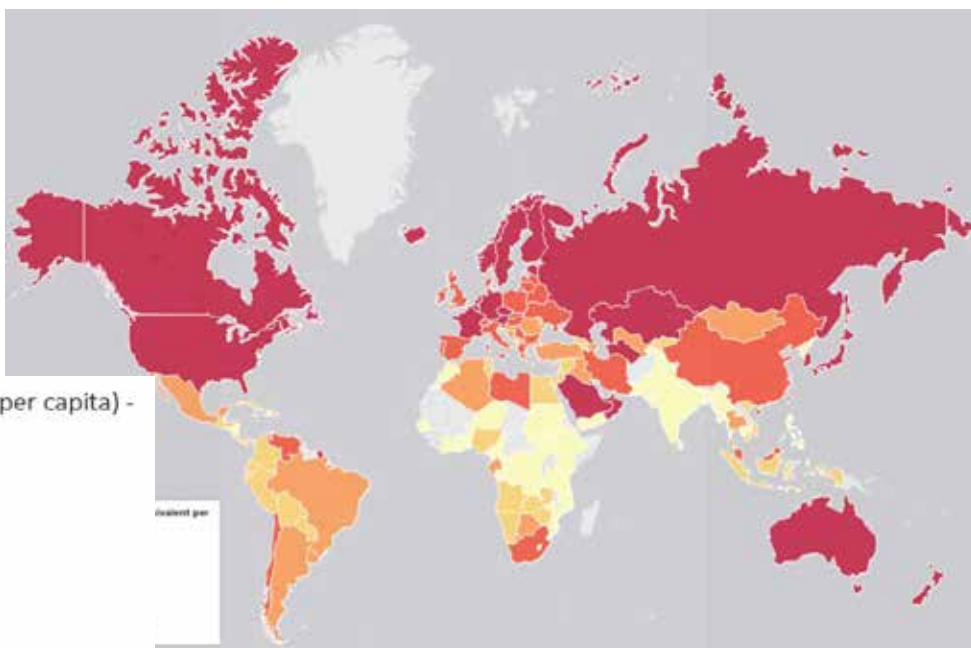
Renewable: Energy, which is infinite, sustainable and is easily replenished. E.g. wind, solar and hydro energy.

FRACKING:

Fracking: Gas trapped in shale rock is released by pumping water and sand into the ground, which widens cracks in the ground, allowing the gas to escape.



GLOBAL ENERGY



KEY VOCABULARY

1	SUSTAINABLE	To meet the needs to the current generation without compromising the needs of future generations.
2	ISSUE EVALUATION	To use factual information to weigh up the advantages and disadvantages and come to an informed decision.
3	ENERGY SECURITY	To be relatively self-sufficient in energy supply.
4	ENERGY POVERTY	A lack of access to energy infrastructure and resources.
5	ENERGY	Power from the use of physical or chemical resources



THE SUPER 7

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

YEAR 9

1. Time Phrases

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

4. Justifiers

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

7. Connectives

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

2. Verbs

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

5. Qualifiers

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

3. Opinions

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

6. Adjectives

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

Key vocabulary - Mein Geburtstag:

1	Um meinen Geburtstag zu feiern	to celebrate my birthday
2	Ich öffne meine Geschenke	I open my presents
3	Ich bekomme Karten	I receive cards
4	Ich besuche meine Familie	I visit family
5	Ich gehe mit meinen Freunden aus	I go out with friends
6	Ich esse in einem Restaurant	I eat in a restaurant
7	Ich gehe ins Kino	I go to the cinema
8	Ich esse Kuchen	I eat some cake
9	Ich tanze	I dance
10	Ich organisiere eine Party	I organise a party

Key vocabulary - Wichtige Feste:

1	Ich suche Ostereier	I search for eggs
2	Ich singe Weihnachtslieder	I sing Christmas carols
3	Ich esse Kekse/Plätzchen	I eat Christmas biscuits
4	Ich esse Truthan	I eat turkey
5	Ich gehe in die Kirche	I go to Church
6	Weihnachten	Christmas
7	Ostersonntag	Easter Sunday
8	Heiliger Abend	Christmas Eve
9	Silvester	New Year's Eve
10	Ich gehe ziemlich spät ins Bett	I go to bed quite late
11	Ich habe Spaß	I have fun

Common phrases

1	Jedes Jahr öffne ich meine Geschenke und bekomme Karten, um meinen Geburtstag zu feiern. Ich besuche auch meine Familie, weil es wirklich unterhaltsam ist. Jedoch esse ich nie in einem Restaurant, weil es zu teuer ist.	Each year to celebrate my birthday I open presents and I receive cards. In addition, often I visit my family because it is quite entertaining, however I never eat tea in a restaurant because it is very expensive.
2	Normalerweise stehe ich sehr früh auf, um Weihnachten zu feiern. Am Morgen ziehe ich mich an und danach gehe ich mit meiner Familie in die Kirche und wir singen Weihnachtslieder. Am Nachmittag essen wir Truthahn und auch Kekse, denn sie sind ziemlich köstlich.	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 and also Christmas biscuits because they are quite delicious.

Comparisons

1	Meiner Meinung nach ist Weihnachten wichtiger als Ostern.	In my opinion, Christmas is more important than Easter.
---	--	---

Present Tense

Subject	essen = to eat	öffnen = to open	besuchen = to visit	gehen = to go
I	ich esse	ich öffne	ich besuche	ich gehe
you	du isst	du öffnest	du besuchst	du gehst
he/she	er/sie isst	er/sie öffnet	er/sie besucht	er/sie geht
we	wir essen	wir öffnen	wir besuchen	wir gehen
you pl	ihr esst	ihr öffnet	ihr besucht	ihr geht
they (m/f)	sie essen	sie öffnen	sie besuchen	sie gehen

Key Questions

1	Wie feierst du deinen Geburtstag?	How do you celebrate your birthday?
2	Wie feierst du Weihnachten/Ostersonntag?	How do you celebrate Christmas/Easter Sunday?

Time Phrases

1	jedes Jahr	each year
2	nie	never
3	am Morgen	in the morning
4	am Nachmittag	in the afternoon
5	am Abend	in the evening

Adjectives

1	unterhaltsam	entertaining
2	teuer	expensive
3	unvergesslich	unforgettable
4	köstlich	delicious
5	eklig	disgusting
6	entspannend	relaxing
7	wichtig	important
8	aufregend	exciting

Reflexive Verbs

1	Ich stehe sehr früh auf	I get up very early
2	Ich dusche mich	I have a shower
3	Ich ziehe mich an	I get dressed
4	Ich wache auf	I wake up
5	Ich schminke mich	I put make-up on

Key vocabulary

1	Ich habe meinen 14. Geburtstag gefeiert	I celebrated my 14th birthday
2	Ich habe eine Feier mit meinen Freunden organisiert	I organised a party with friend's party
3	Ich habe die Kerzen ausgeblasen	I blew my candles out
4	Ich habe Kuchen gegessen	I ate some cake
5	Ich habe getanzt	I danced
6	Ich habe Karaoke gesungen	I sang at the karaoke
7	Ich habe Musik gehört	I listened to music
8	Ich habe Geschenke bekommen	I received / got some presents
9	Ich habe mich sehr gefreut	I was very happy
10	Ich habe jubelt	I cheered
11	Ich habe Fotos gemacht	I took pictures
12	Ich bin ins Kino/ Restaurant/ auf ein Konzert gegangen	I went to the cinema / restaurant / to a concert

Common phrases

1	Letztes Jahr habe ich meinen vierzehnten Geburtstag mit meiner Familie gefeiert und wir sind ins Restuarnt gegangen.	Last year I celebrated my fourteenth birthday with family and we went to the restaurant.
2	Ich habe Geschenke bekommen und ich habe mich sehr gefreut. Es war unvergesslich.	I received presents and I was very happy. It was unforgettable.
3	Vor zwei Jahren bin ich auf ein Konzert von Taylor Swift gegangen. Ich hatte eine tolle Zeit, weil ich die ganze Nacht getanzt habe. Es war wirklich genial aber ein bisschen laut.	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.

Present Tense

Subject	tanzen = to dance	bekommen = to receive/to get
I	Ich habe	Ich habe
You (sing.)	Du hast	Du hast
He/She/it	Er/Sie/es hat	Er/Sie/es hat
We	Wir haben	Wir haben
You (plur)	Ihr habt	Ihr habt
They	Sie haben	Sie haben

} getanzt (danced)
} bekommen (received)

Subject	Alle = to go (Gehen is irregular and works with sein)
I	Ich bin
You (sing.)	Du bist
He/She/it	Er/Sie/es ist
We	Wir sind
You (plur)	Ihr seid
They	Sie sind

} gegangen (went)

Key Questions

1	Wie hast du deinen Geburtstag letztes Jahr gefeiert?	How did you celebrate your birthday last year?
2	Warst du schon einmal auf einem Konzert?	Have you ever been to a concert?

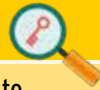
Adjectives

1	unvergesslich	unforgettable
2	unterhaltsam	entertaining
3	faszinierend	mesmerising/ fascinating
4	laut	noisy
5	atemberaubend	breathtaking
6	überfüllt	crowded/busy

Time Phrases

1	letztes Jahr	last year
2	vor zwei Jahren	two years ago
3	vor einigen Monaten	a few months ago
4	letzte Woche	last week
5	Ich habe gerade + infinitive	I have just (done something)

Key Vocabulary



1	Ich werde Geschenke öffnen	I am going to open my presents
2	Ich werde Karten bekommen	I am going to receive cards
3	Ich werde meine Familie besuchen	I am going to visit my family
4	Ich werde mich mit Freunden treffen	I am going to meet up with friends
5	Ich werde ins Restaurant gehen	I am going to go to a restaurant
6	Ich werde Kuchen essen	I am going to eat some cake
7	Ich werde die ganze Nacht tanzen	I am going to dance all night
8	Ich werde eine Feier organisieren	I am going to organise a party
9	Ich werde Karaoke singen	I am going to sing karaoke
10	Ich werde auf ein Konzert / Festival gehen	I am going to go to a concert / festival
11	Ich werde jubeln	I am going to cheer
12	Ich werde meine Lieblingslieder singen	I am going to sing my favourite songs
13	Ich werde Fotos machen	I am going to take photos
14	Ich werde Spaß haben	I am going to have fun

Core intent:

To be confident and competent in talking about future celebrations

Common phrases

1	Um meinen Geburtstag zu feiern, werde ich dieses Mal eine Feier organisieren und ich werde Karten oder Geschenke bekommen. Ich möchte auch mit meinen Freunden tanzen, denn ich denke das würde ziemlich unterhaltsam sein.	This time to celebrate my birthday I am going to organise a party and I will get cards or presents. Also I would like to dance with my friends because I think it would be quite entertaining.
2	Nächsten Sommer werde ich auf ein Ed Sheeran Konzert gehen und es wird wirklich aufregend sein und ich werde es lieben. Jedoch wird es auch ein bisschen laut und überfüllt sein.	Next summer I am going to go to an Ed Sheeran concert, and it will be really exciting and I will love it. However, it will also be a bit noisy and crowded.

Key Questions

1	Wie wirst du nächstes Jahr deinen Geburtstag feiern?	How will you celebrate your birthday?
2	Wirst du nächsten Sommer auf ein Konzert gehen?	Are you going to go to a concert next summer?

The immediate future tense

Subject	Present tense of werden	+ infinitive	English
I	Ich werde	essen	I'm going to eat
you	Du wirst	öffnen	You are going to open
he/she/it	Er/sie/es wird	hören	He / she / is / going to listen
we	Wir werden	organisieren	We are going to organise
you (all)	Ihr werdet	singen	You (all) are going to sing
they (m/f)	Sie werden	gehen	They are going to go

Time phrases

1	In der Zukunft	in the future
2	Dieses Mal	this time
3	Nächstes Jahr	next year
4	Nächstes Wochenende	next weekend
5	Nächsten Sommer	next summer
6	Später	later
7	Bald	soon
8	Danach	after that

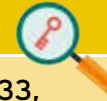
Opinion phrases Future

1	Es wird mir (nicht) gefallen	I will (not) like it
2	Es wird.... sein	It will be
3	Ich werde es lieben	I will love it
4	Ich werde es..... finden	I will find it.....

Nice sentence starters (Challenge)

1	Ich möchte + infinitive	I would like to
2	Ich will + infinitive	I want to
3	Ich hoffe + zu + infinitive	I hope to
4	Ich habe die Absicht + zu + infinitive	I intend to
E.g - In der Zukunft hoffe ich auf ein Taylor Swift Konzert zu gehen und ich habe die Absicht den ganzen Abend zu tanzen.		In the future I hope to go to a Taylor Swift concert, and I intend to dance all night.

Key Vocabulary

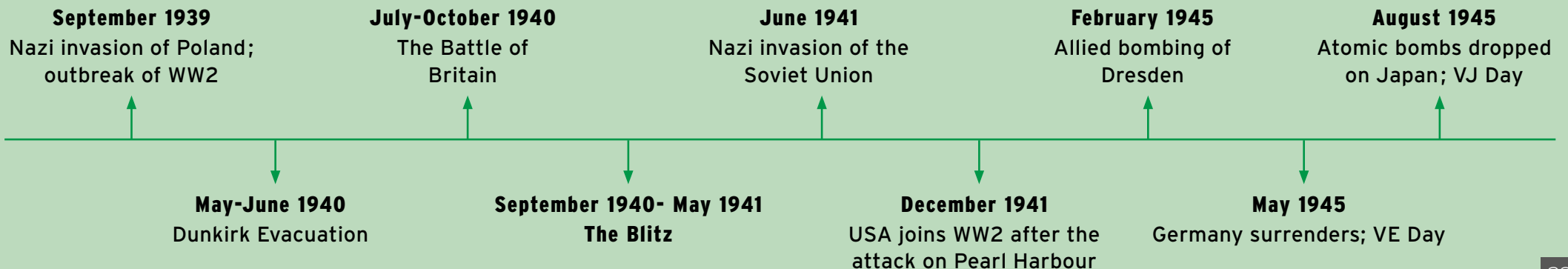


1	Nazi (Nazi Germany)	A member of the National Socialist German Workers' Party; from 1933, Germany was ruled by the Nazi Party under the leadership of Adolf Hitler.
2	Blitzkrieg	Literally 'lightening war'; warfare using a violent, overwhelming attack to ensure a quick victory.
3	The Blitz	Germany's bombing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

Aspects 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



Key Vocabulary

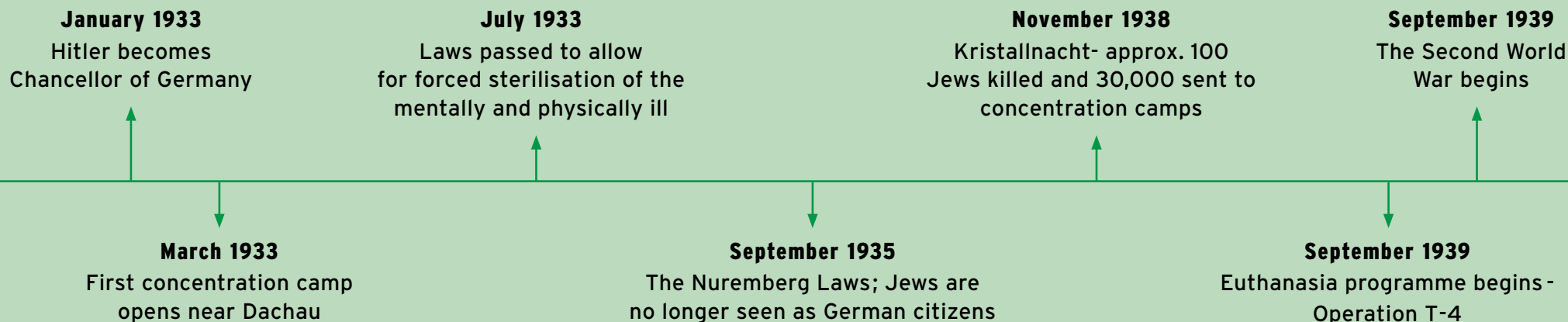


1	Antisemitism	Hatred or prejudice towards Jewish people.
2	Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
3	Nazi (Nazi Germany)	A member of the National Socialist German Workers' Party; from 1933, Germany was ruled by the Nazi 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



Key Vocabulary



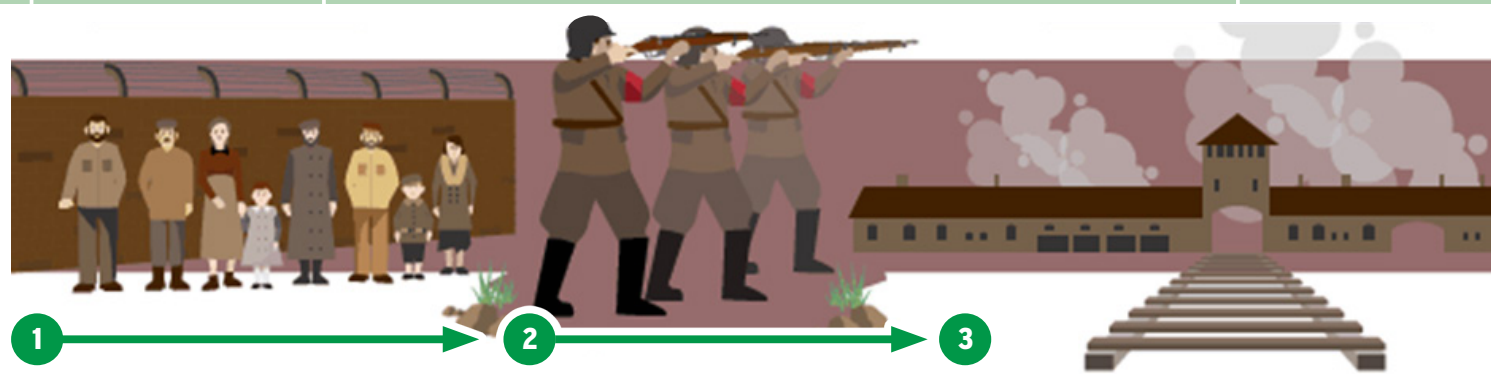
1	Antisemitism	Hatred or prejudice towards Jewish people.
2	Holocaust	Term used to describe the mass murder of approximately 6 million Jews by the Nazis and their collaborators.
3	Genocide	The deliberate and systematic destruction of a religious, racial, national or cultural group.
4	Ghetto	Section of 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.

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.

Escalation of violence in the Holocaust

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



Mathematics *"Talk like a Mathematician"*

Topic 8 - Data

1	Mean	An average found by adding all the data and dividing by the number of pieces of data there is.
2	Median	The middle piece of data when data has been put in ascending order.
3	Mode	The piece of data that occurs the most.
4	Range	The spread of the data (the biggest piece of data take away the smallest piece of data).
5	Frequency	How often a piece of data has occurred.
6	Correlation	The relationship between two variables.

Topic 9 - Quadratics

1	Expand	Remove the brackets by multiplying.
2	Factorise	Put an expression back into brackets using common factors.
3	Solve	To find an answer for.
4	Coefficient	A symbol for a current unknown value, typically x or y.
5	Quadratic equation	An equation that has an x^2 term but no larger power of x.
6	Product	The result when two numbers are multiplied.
7	Sum	The result when two number are added.

Topic 10 - Probability

1	Probability	A measure of how likely it is that an event will occur.
2	Outcome	The result of an event.
3	Event	Something that happens at a given time and place.
4	Fair	Every outcome has the same chance of being selected.
5	Bias	When the outcomes are not fair.
6	Relative Frequency	An estimate of probability based on the outcomes of an experiment.
7	Sample Space	The set of all possible outcomes.
8	Set	A group of numbers, letters, people.
9	Intersection \cap	The middle of a Venn diagram, $A \cap B$ means in both sets A AND B.
10	Union \cup	Anything in the circles of a Venn diagram, $A \cup B$ means in either A OR B OR both sets.

Key Vocabulary

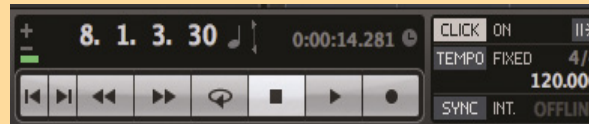
1	Balance	Achieving the right volume between all your different parts in a song so that you can hear everything.
2	Delay	A repeating and fading echo.
3	Panning	Putting the music in different ears /sides of the speakers to separate the sound.
4	Loop	A small repeating musical idea that could repeat for an entire song.
5	Sample	A small recording of a sound that can then be placed into a recording and edited.
6	Normalize	To make something louder.
7	Pitch shift	To make a song higher or lower compared with the original.
8	Reverb	An effect that makes a song sound like it is in a bigger room - feeling of space.
9	Fade in/out	An effect that applies a gradual change in volume so that the track gradually gets louder or quieter.
10	Drum Machine	A way of programming drum rhythms using a grid to trigger sounds
11	Synthesiser	A device which electronically generates a soundwave which can then be manipulated to change it.
12	Remix	Taking an existing song and rearranging the musical ideas to create a new version.
13	Dubstep	A style of music which heavily uses electronic sounds and effects.

Key Ideas

1	Music is technology	With each new development in technology, music looks to evolve by incorporating it creatively.
2	Electronic music	Has been able to develop as a result of the synthesiser and being able to make music using a computer.

Transport

Where you'll find the play, stop, record, back, forward and loop.



DAW – Digital Audio Workstation

A piece of computer software that allows sound to be created, edited and rearranged.

BandLab is a DAW as is Cubase.

There are many more out there.



Drum Machine Matrix

This is where you can add samples, MIDI and audio to start creating your music.



Arrange page

This is where you can add samples, MIDI and audio to start creating your music.





Personal Development- Year 9



Summer Term 2026 - Relationships and Sex Education (RSE) and Citizenship+



Democracy - where the people get to have a say/vote on who represents them, and on issues that impact on them.

Monarchy - a government ruled by a King or a Queen.



Different Systems of Government ...

Oligarchy - a government ruled by a small group of powerful people.

Dictatorship - the government is run by one person who has all the power over the people in a country.

Anarchy - a situation where there is no government.



Key Term	Definition
Marriage	A culturally and legally recognised union between two people. A marriage is formed by making vows to your partner. They can be religious or civil. Same sex marriage became legal in the UK in 2014.
Civil partnership	A legal relationship which can be registered by two people who aren't related to each other. Civil partnerships are available to both same-sex couples and opposite-sex couples (as of 2019). A civil partnership is entered into by signing a civil partnership document.
Cohabitation	Where two people are not married but live together. They are often involved in a romantic or sexually intimate relationship on a long-term basis.
Human rights	The rights we have as human beings (i.e., what we are entitled to). They are universal to all humans and set out under The Human Rights Act (1998) sets out human rights for people living in the UK.
Government	The group of people with the authority to govern a country or state. The Conservative Party are the current Government in the UK.
Electoral systems	The voting systems that are used to carry out elections or referendums (a direct vote on a law or political issue)

First Past the Post (FPTP) - the candidate/party with the most votes is the winner/elected.

Different Electoral Systems...

Proportional Representation - political parties gain seats in proportion to the amount of votes cast for them.

Alternative Vote - method of election in which voters rank candidates in order of preference. If any single candidate receives a majority of first-preference votes, that candidate is elected.

Physical Education Athletics

Key Vocabulary



1	Splits	Time it takes to run a set distance e.g. each 100m of an 800m race.
2	Pacing	This is the strategy to manage how fast you are going over a set distance to ensure you can be competitive.
3	Performance	What you can achieve in an event.
4	Acceleration	Increasing your speed.
5	Shin angles	The angle of your lower leg when you drive out of the sprint start position will impact how much power you can generate at the start.
6	Tactics	A strategy aimed at helping you to overcome the competition.
7	Sprint through the line	Ensuring you do not slow down before you reach the finish line and maintain top speed as you cross the line.
8	Evaluate technique	Focusing on elements of your performance which are successful and area which require development.
9	Phases	Jumps can be broken down in to separate phases which allow athletes to focus on improving performance at each phase.
10	Components of fitness	Different parts of a person's fitness. Different events require different components of fitness.

Athletic events can be categorised in three ways; running, throwing and jumping events and are mostly completed individually. One of the biggest opportunities to see these in events in action is at the Olympics which is the largest sporting event in the world!



Cross Curricular Vocabulary

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

1	Respect	Demonstrating regard for the abilities and qualities of others.
2	Technique	Understanding how to perform a range of different skills.
3	Problem solving	Ability to seek and find solutions to problems.
4	Resilience	Ability to continue despite difficulties.
5	Evaluation	Assessing performance/technique.
6	Preparation	The process of preparing to perform.
7	Components of fitness	Different parts of a person's fitness. Different events require different components of fitness.

Key information for success

1 Middle Distance Running Events

Once you have gained an understanding of 'pacing' this knowledge should be used in order to make you more competitive. Once you have found your own pace, this should be used to determine how quickly you can run each split. Tactics will also come in to play. As middle distance races do not require use of individual lanes, runners must be able to position themselves appropriately to maintain an advantage.

2 Sprinting

Sprinting events rely heavily on gaining a strong start as this can give you a clear advantage from the beginning of the race. Focusing on good sprint start technique can encourage an aerodynamic body position as well as creating good shin angles for generating power. This will help with acceleration at the start of the race and help generate speed. Sprinters should concentrate on sprinting through the line to ensure they place as highly as possible.

3 Throwing Events

Emphasis is placed on the performance element of throwing events, looking at ways in which we can generate more power and distance with each throw through changes in technique. Being able to successfully evaluate technique (our own and others) is key to understanding what changes need to be made to be more successful.

4 Jumping Events

Being able to break jumping events down in to their various phases can help with performance and evaluating each phase will allow you to better understand how to improve the distance/height of your jumps. Carrying momentum through to the take off phase, for example comes down to good technique as well as components of fitness such as speed, muscular strength and power.

Physical Education Striking/Fielding Games

Key Vocabulary



1	Disguise	Making the opposition think they know what you will do but outwitting them with a different decision.
2	Outwitting	Finding a way to overcome your opponent.
3	Tactic	A strategy to help your team win.
4	Cohesive team	A team which works together towards a common goal.
5	Ball placement	Where you play the ball when you are batting.
6	Exploit weaknesses	Recognise where your opponents' weaknesses lie and use this knowledge to try and outwit them.
7	Evaluation	Assessing.
8	Fielding positions	Fielders should consider where to stand in order to best cover the field and give them an advantage against the batters.
9	Decision making	The ability to make a decision and follow through with an action to support this.
10	Restriction of scoring opportunities	Making it as hard as possible for the batter to score runs/rounders/home runs.

(Cricket, Rounders, Softball) Striking and fielding games are activities where the batting team strike an object and run to a designated playing area and the fielding team try to prevent them from scoring by retrieving the object to stop play.



Cross Curricular Vocabulary

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

1	Respect	Demonstrating regard for the abilities and qualities of others.
2	Technique	Understanding how to perform a range of different skills.
3	Problem solving	Ability to seek and find solutions to problems.
4	Resilience	Ability to continue despite difficulties.
5	Evaluation	Assessing performance / technique.
6	Preparation	The process of preparing to perform.
7	Components of fitness	Different parts of a person's fitness. Different events require different components of fitness.

Key Knowledge

- Key information for success**

Striking and fielding games require successful use of tactics in order to be successful and produce a strong performance.
- Batting**

Batters should be able to consider a variety of tactics when batting and understand when to implement these given the circumstances of the game. If a batter has mastered a range of techniques, they will be able to play the ball in the spaces they choose, using disguise. They will need to take in to consideration where their team mates are on bases/wicket and this should influence their choice of technique and ball placement. They should also use knowledge of the fielding team's strengths and areas for improvement to exploit any weaknesses.
- Fielding**

Fielders must be a cohesive team with strong communication and decision making skills. The bowler is often the lead communicator, directing fielders where to send the ball. This decision making and clear communication can lead to restriction of scoring opportunities for batters as well as increase the likelihood of them getting out. Fielding positions should change according to knowledge of the batters e.g. if a batter has a preferred batting direction, some fielders will position themselves that location.

Physical Education Net/Wall Games

Key Vocabulary



1	Shot selection	Choosing the right shot to play in any given situation.
2	Read your opponent	Determining where your opponent likes to play their shots.
3	Evaluating	Process of identifying your own strengths and areas for improvement as well as your opponent's.
4	Exploiting weaknesses	Using knowledge of your opponents to weaknesses to help you win the game.
5	Percentage of shots	The amount of shots you play in a certain part of the court.
6	Serve	The shot you play to start the point.
7	Holding serve	When you serve, you are more likely to win that point game as the serve gives you an advantage.

(Badminton, Tennis, Squash, Volleyball) Net/wall games are activities where players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the area, while making it difficult for your opponent to return it.



Cross Curricular Vocabulary

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

1	Respect	Demonstrating regard for the abilities and qualities of others.
2	Rules	Understanding how to perform a range of different skills.
3	Problem solving	Ability to seek and find solutions to problems.
4	Resilience	Ability to continue despite difficulties.
5	Evaluation	Assessing performance/technique.
6	Preparation	The process of preparing to perform.
7	Components of fitness	Different parts of a person's fitness. Different events require different components of fitness.

Key Knowledge

Key information for success:

- 1 Tennis, badminton and squash require you to outwit your opponent through good shot selection and being able to read your opponent. Evaluating your opponents' performance can help you to identify where their strengths and weaknesses lie. Once you have this knowledge you can set about avoiding playing the ball to areas of strength and exploiting their weaknesses. An example of this may be that they have a very strong forehand and weaker backhand, in which case you would try to play a larger percentage of shots to their backhand side.
- 2 Developing your serve is a very important part of tennis, badminton and squash as it should set up the point and allow you to dictate play more easily. You are usually expected to 'hold your serve'. Following the serve, you should move your opponent around the court, playing the ball/shuttle in to space as much as possible. This tires your opponent out as well as makes it more difficult for them to return the ball/shuttle each time.

Key Vocabulary



1	Forgiveness	Pardoning someone for wrongdoing.
2	Greed	Going to war to gain land or natural resources such as oil.
3	Just War	A Christian theory that asks whether a war is fought justly.
4	Justice	Bringing about what is right and fair, according to the law or God's will.
5	Nuclear Weapon	A weapon using a nuclear reaction to cause massive damage.
6	Pacifism	A belief that all forms of violence are wrong, commonly held by Quakers.
7	Peace	A state of happiness and harmony, an absence of war.
8	Peace-making	Working toward bringing about an end to war and a state of peace.
9	Quakers	A Christians denomination who worships in silence and are well known pacifists.
10	Reconciliation	Restoring friendly relationships after a war or conflict.
11	Self-Defence	Protecting yourself or others from harm.
12	WMD	Weapons of mass destruction: chemical, nuclear or biological weapons.

Nuclear War & WMD

1	Nuclear weapons work by a nuclear reaction and devastate huge areas and kill large numbers of people.
2	They are a type of WMD (weapons of mass destruction) which also includes chemical and biological weapons.
3	All these weapons are not allowed under the Christian Just War Theory and would therefore be rejected by most Christians.
4	Nuclear weapons were used at the end of WWII in Japan to force the Japanese to surrender. Some people say their use was justified as it prevented more suffering even though 140,000 people died.
5	Although, some Christians justify war with 'an eye for an eye', this cannot be used to justify the use of WMDs as they are not a proportionate response.

Just War Theory

Just War Theory is a Christian moral theory for working out if a war meets internationally accepted criteria for fairness. These are some of the conditions that must be met for a war to be just:

1	Just Cause	Fought in self-defence or to protect others.
2	Just Intention	Fought to promote good and defeat wrongdoing.
3	Last Resort	Only going to war if all other methods have been tried first.
4	Proportional	Excessive force should not be used, and innocent civilians must not be killed.

Reasons for War

1	Greed 	To gain more land or to control important resources such as oil or gas. e.g. The UK and US invading Iraq to control oil resources.
2	Self-Defense 	To defend one's country against invasion or attack or to protect allies who are under attack e.g. UK threatened by Nazi invasion in WWII.
3	Retaliation 	To fight against a country that has done something very wrong or against a country that has attacked you e.g. US invading Afghanistan in retaliation for 9/11.

Pacifism & Christian Responses to War

1	Pacifism is the idea that all forms of violence are wrong. Pacifists such as Quakers refuse to take part in war and often choose to be a conscientious objector (someone who doesn't go to war for moral reasons) or to assist in medical tasks like ambulance driving.
2	Christians follow Jesus' teaching that 'blessed are the peacemakers'.
3	Christians try to show mercy and agape to victims of war and provide them with assistance. This can be through charity or through welcoming them into their churches. It can be victims in their own country or refugees such as people fleeing from Syria or Yemen. This is an example of 'love your neighbour' in action.

Spanish

Super 7s

The little words
you use a lot



THE SUPER 7

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

YEAR 9

1. Time Phrases

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

4. Justifiers

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

2. Verbs

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

5. Qualifiers

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

7. Connectives

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

3. Opinions

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

6. Adjectives

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

Key Vocabulary



1	Trabajo en una tienda	I work in a shop
2	Trabajo de cajero	I work as a cashier
3	Ayudo en casa	I help at home
4	Cocino (la comida)	I cook (food)
5	Paso la aspiradora	I Hoover
6	Plancho la ropa	I iron
7	Paseo al perro	I walk the dog
8	Reparto periódicos	I deliver papers
9	Hago de canguro	I do babysitting
10	Gano 5 euros / libras	I earn 5 € / £
11	a la hora / a la semana / al mes	an hour / a week / month

Adjectives

1	útil	useful
2	estimulante	stimulating
3	variado	varied
4	fácil / difícil	easy / hard
5	exigente	demanding
6	molesto	annoying
7	fatigante	tiring
8	bien / mal pagado	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	Sí tengo un trabajo a tiempo parcial. Normalmente hago de canguro pero es muy aburrido.	Yes, I have a part-time job. Normally I do babysitting, but it is very boring.
2	Para ganar dinero, ayer trabajé en una tienda. Gané 6 libras y fue realmente fatigante.	To earn money yesterday I worked in a shop. I earned £6 and it was very tiring.
3	Cuándo era más joven ayudaba en casa y para mí era bastante bien porque ganaba 5 euros a la semana.	When I was younger I used to help at home and for me it was quite good because I used to earn 5 euros a week.

Present & Past Tense

trabajar to work	Present - (work/ working)	Perfect - (worked)	Imperfect - (used to work)
yo = I	trabajo	trabajé	trabajaba
tú = you	trabajas	trabajaste	trabajabas
él/ella = he/she	trabaja	trabajó	trabajaba
nosotros = we	trabajamos	trabajamos	trabajábamos
vosotros = you (pl)	trabajáis	trabajasteis	trabajabais
ellos/ellas = they	trabajan	trabajaron	trabajaban

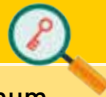
Key Questions

1	¿Tienes un trabajo a tiempo parcial?	Do you have a part-time job?
2	¿Qué haces para ganar dinero?	Do you earn any pocket money?
3	¿Cuánto ganas?	How much do you earn?

Time Phrases

Present:		
1	normalmente	normally
2	los lunes	on Mondays
Perfect:		
3	ayer	yesterday
4	el fin de semana pasado	last weekend
Imperfect:		
5	antes	before

Key Vocabulary



1	Mi padre / Mi madre	My dad/mum
2	[ella / él] es	[she/ he] is
3	trabaja como	works as
4	médico/a	doctor
5	funcionario/a	a civil servant
6	secretario/a	a secretary
7	peluquero/a	a hairdresser
8	enfermero/a	a nurse
9	bombero/a	a firefighter
10	abogado/a	a lawyer
11	periodista	journalist
12	receptionista	receptionist
13	cantante	singer
14	dependiente	shop assistant
15	actor/actriz	actress
16	[ella / él] trabaja en	[S/he] works in....
17	un hospital	a hospital
18	un instituto	a school
19	una tienda	a shop
20	una oficina	an office
21	para una organización benéfica	for a charity
22	para Astra Zeneca	for AZ
23	al aire libre	in the fresh air

Core intent:

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

Common phrases

1	Mi padre es funcionario y trabaja en una oficina.	My dad is a civil servant and he works in an office.
2	Pero piensa que es realmente monótono.	But he thinks that it's really monotonous.
3	Antes, era dependiente en una tienda.	Before, he was a sales person in a shop.
4	Era más variado que ser funcionario.	It was more varied than being a civil servant.

Present & Imperfect Tense

ser (to be)		
Subject	Present	Imperfect
yo = I	soy	era
tú = you	eres	eras
él / ella = he / she	es	era
nosotros = we	somos	éramos
vosotros = you (pl)	sois	erais
ellos/ellas = they	son	eran

Key Questions

1	¿Qué hacen tus padres como trabajo?	What do your parents do for work?
2	¿Qué piensas de ser médico?	What do you think about being a doctor?

Grammar

Comparatives

1	Es más físico que ser médico/a.	It's more physical than being a doctor.
2	Es menos creativo que ser jefe/a.	It's less creative than being a boss.
3	Es tan gratificante como ser enfermero/a.	It's as rewarding as being a nurse.

Superlatives

1	Ser granjero es el trabajo más aburrido.	Being a farmer is the most boring job.
2	Ser actor, es el trabajo menos estresante.	Being an actor is the least stressful job.
3	El mejor/ El peor trabajo/ empleo es ser...	The best/ The worst job is to be a...

Key Vocabulary



1	Me gustaría	I would like
2	Me interesaría	It'd interest me
3	Mi sueño sería	My dream/goal would be
4	Mi ambición es	My ambition is
5	Tengo la intención de	I intend to
6	Lo más/menos importante para mí es de	The most/least important (thing) for me is to
7	trabajar como	to work as
8	ganar mucho dinero	to earn a lot of money
9	casarme	to get married
10	tener hijos	to have children
11	abrobar mis exámenes	to pass my exams
12	ir a la universidad	to go to university
13	aprender a conducir	to learn to drive
14	hacer un aprendizaje	to do an apprenticeship
15	tomar un año sabático	to take a gap year
16	pasar un año en el extranjero	to spend a year abroad

Core intent:

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

Common phrases

1	En el futuro me gustaría casarme porque en mi opinión sería muy enriquecedor.	In the future I'd like to get married because in my opinion it would be very enriching.
2	Mi sueño sería pasar un año en el extranjero ya que sería realmente increíble.	My dream would be to spend a year abroad because it'd be really incredible.

Conditional Tense

Object (optional for emphasis or clarity)	gustar (to want to)	Note - In Spanish you literally say: To me, it would please me to...
a mí = I	me gustaría	I'd like to
a tí = you	te gustaría	you'd like to
a él / a ella = to him / her	le gustaría	he/she would like to
a nosotros = we	nos gustaría	we would like to
a vosotros = you (pl)	os gustaría	you would all like to
a ellos / ellas = to them	les gustaría	they'd like to

Key Questions

1	¿Qué te gustaría hacer como trabajo?	What job would you like to do?
2	¿Qué son tus planes para el futuro?	What are your plans for the future?

Conditional time phrases

1	En el futuro	in the future
2	Cuando sea mayor	When I'm older...
3	Cuando tenga 18 años	When I'm 18...
4	Cuando termine mis estudios	When I finish my studies
5	Si tengo suerte	If I am lucky
6	Si tengo éxito	If I'm successful

Adjectives

1	enriquecedor / a	enriching
2	increíble	amazing
3	una experiencia inolvidable	an unforgettable experience
4	una pérdida de tiempo / dinero	a waste of time/ money



Year 9 Knowledge Organisers

Summer Term 2025-2026