Home Learning Booklet

Knowledge Goals Year 9
Half Term 2

How to self-test

Mind mapping

- Mind mapping is simply a diagram to visually represent or outline information.
- Use information gathered from your knowledge goals booklet to create mind maps, make sure to use colour and images, keep writing to the bare minimum.

How to mind map:

Information for parents on knowledge retrieval

Flash cards

Use your knowledge goals booklet to make flash cards. Write the questions on one side and on the other record the answer. Test yourself or work with a friend to make sure you know all the key information for each topic.

How to mind map:

How should students use the Knowledge Goals booklets?

Your Knowledge Goals booklet provide the essential knowledge that you need to learn in each subject this half term. You are **expected to spend 30 minutes per subject per week 'learning' the content**. You will be assessed during lessons using 'low stake' quizzing. **Your teacher may choose to set you additional homework.**

How can parents support?

- Read through the organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they must fill in. Miss out more and more until they are word perfect.

Subject Index

Suggested Homework Schedule (1 hour of independent study per night).

To help you get organized, we have planned out your weekly home learning to cover all subjects. You may choose to create your own version:

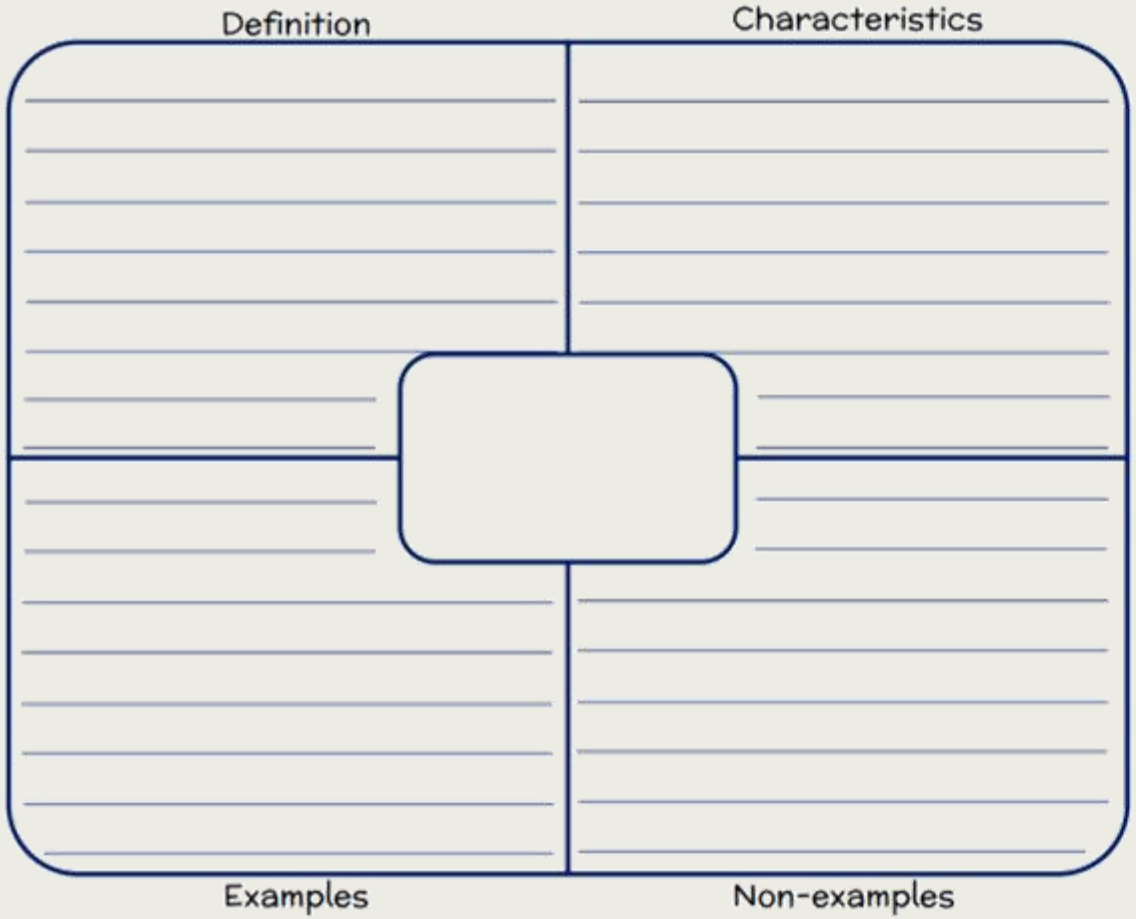
Week A

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Art	English Language	Physics
Tuesday	Biology	Technology	Maths
Wednesday	Chemistry	Spanish	Music
Thursday	Computer Science	Geography	RS
Friday	Design Technology	History	PE

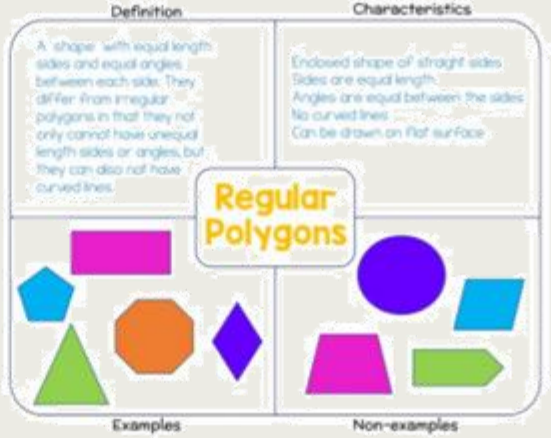
Week B

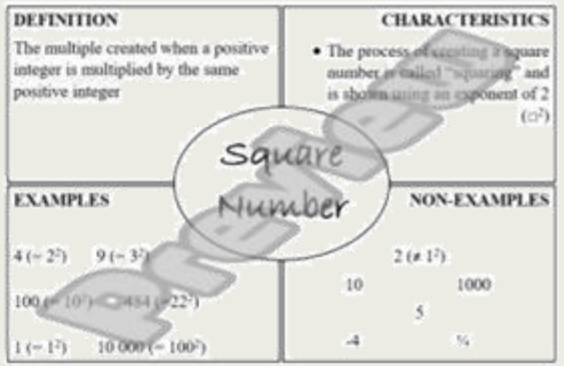
Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Drama	Personal Development	Teir 2 Vocab
Tuesday	Maths	English	Physics
Wednesday	Chemistry	English	Music
Thursday	Teir 2 Vocab	Maths	Biology
Friday			

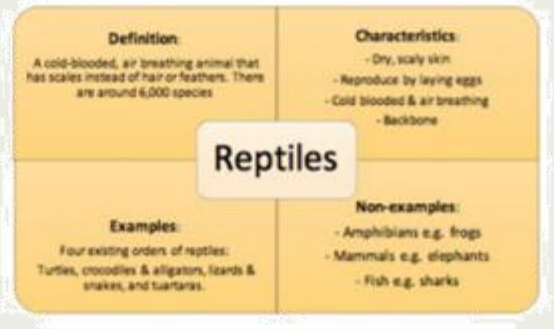
Literacy Tier 2 Frayer Model



examples



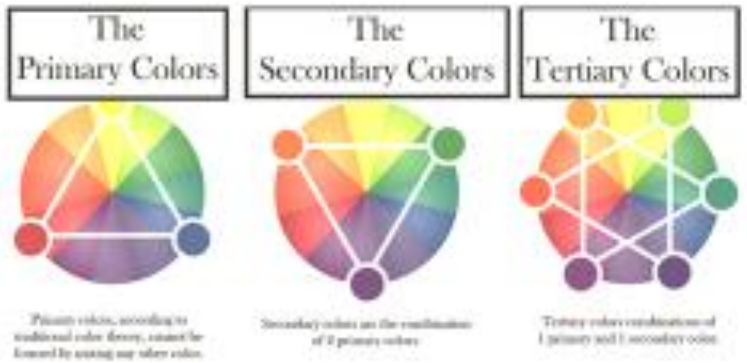




Have a go at creating a Frayer Model for each of the 6 tier 2 words from this term (blank templates are at the back of the booklet for you to complete this activity).

Art year 9

Colour Theory



Primary	three main colors
Secondary	mix of primary colors
Tertiary	between secondary & primary
Complimentary	opposites on the color wheel
Analogous	colors next to each other
Split Complimentary	one color, with two analgous complimentary colors
Triadic	forms triangle on color wheel
Tetradic	forms a rectangle on the color wheel
Monochromatic	shades and tints of one color
Shades	base color + black
Tones	base color +gray
Tints	base color + white
Warm	reminds us of the sun
Cool	reminds us of the sky and earth
Neutral	usually not on color wheel

PRIMARY

Mixing different amounts of the primary colours can make all the colours of the colour wheel.

SECONDARY

Mixing two primary colours make a secondary colour

TERTIARY

Primary colours and secondary colours mixed together.

COMPLEMENTARY

Colours opposite from each other on the colour wheel.

ANALOGOUS

Colours that are neighbours on the wheel.

MONOCHROMATIC

A colour with its tints and shades. Tints are colours mixed with white. Shades are colours mixed with black.

Key words	Definition
Composition	The arrangement of elements within an art work
Value	Determines the lightness or darkness of a colour
Tone	(similar to value) describes how light or dark something is
Arrangement	A set up of components
Observational	An active acquisition of information from a primary source) eg drawing or painting from life)
Experiment	To investigate, try something out. (ideas, process or materials)
Refine	Make changes to improve
Shading	Application of tonal value to a drawing(usually using pencil)
Texture	The feel, appearance or consistency of a surface or substance
Blending	The action of mixing or combining things together eg blending one tone into another

Formal elements of Art

The Visual Elements of line, shape, tone, colour, pattern, texture and form are the building blocks of composition in art. When we analyse any drawing, painting, sculpture or design, we examine these different parts to see how they combine to create the overall effect of the artwork

Line

Line is the beginning of all drawing. Line in an artwork can be used in many different ways. It can be used to create shape, pattern, form, structure, growth, depth, distance, rhythm, movement and a range of emotions.

Shape

Shape can be shown in a number of ways. Sometimes we can recognise the shapes, at other times, they can look like something we haven't seen before. This could be called 'abstract'.

Tone

Tone is the lightness or darkness of a colour. Tone can be changed by using white or black to make a colour lighter or darker.

Colour

Colour is the visual element that has the strongest effect on our emotions. We use colour to create the mood or atmosphere. For example, artwork that uses mainly reds and oranges, might make you feel angry.

Pattern

Pattern is made by repeating parts of the work. There are two basic types of pattern in art: Natural Pattern and Man-Made Pattern. The patterns could be made by repeating something in a certain way or completely random.

Texture

Texture is the surface effect used in art - the roughness or smoothness of the materials used to make the art.

Space

Space is an element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art .

Shape / Form	Tone	Pattern / Texture	Colour	Line
Closed	Bright	Repeated	Bright	Fluent
Open	Dull	Uniform	Bold	Free
Distorted	Light	Geometric	Primary	Controlled
Flat	Dark	Organic	Secondary	Expressionistic
Organic	Faded	Random	Cold	Strong
Deep	Smooth	Symmetrical	Warm	Angular
Positive	Harsh	Irregular	Radiant	Delicate
Negative	Contrasting	Bold	Dull	Flowing
Foreground	Intense	Bumpy	Vivid	Simple
Background	Sombre	Rough	Contrasting	Thick
Composition	Strong	Smooth	Complementary	Thin
Elongated	Powerful	Broken	Monochrome	Horizontal
Compressed	Dramatic	Fine	Harmonious	Vertical
Large		Bold	Natural	Broken
Small		Flat	Saturated	Overlapping
2D / 3D		Grid	Luminous	Faint
Blurred			Opaque	
Movement			Translucent	
Perspective			Transparent	

The Art timeline

Ancient Art

Mask of Agamemnon
Heinrich Schliemann
1550-1500 B.B.

There are few remaining examples with early art often favoring drawing over color. Work has been found recently in tombs. Egyptian Frescoes, pottery, and metalwork.
1500 BC.

Baroque

The Night Watch
Rembrandt
1642

Emerged in Europe around 1600, reaction against the intricate and formulaic Mannerist style which dominated the Late Renaissance. Less complex, more realistic, & emotinal.

Post Impressionism

Starry Night
Vincent Van Gogh
1889

In France that represented both an extension of Impressionism and a rejection of that styles inherent limitations.
20th century.

Expressionism

The Scream
Edvard Munch
1893

Art literature of the early 20th century. Artists attempt to depict not objective reality but rather the emotions and responses that objects and event arouse in him. Distoration, exaggeration, primitivism, and fantasy. Highsly subjective and spontanous self expression.

Dada

Cloud Shepard
Hans Arp
1953

1915-1922.
Characterized by a spirit of anarchic revolt. Revelled in absurdity, and emphasised the role of the unpredictable an artistic expression.

Renaissance

Began in Italy, 14th century. Individual Expression, & Wordly Expirience. Move away from religion, dominated middle ages, and turn to individual man in society.

Mona Lisa
Leonardo Da Vinci
Circa 1503-1519

Impressionism

Emerged in France, 19th century. Marked a momentous break from tradition in European painting. The image of an object as if someone just caught a glimpse. Lots of color, scenary, very bright and vibrant.

Haystacks
Claude Monet
1890-1891

Modernism

Late 19th-20th centuries. Revolt against the conservative values of realism. Traditional forms of art.

Mont Ste Victoire
Paul Cezanne
1885-1889

Cubism

20th century. Avantgarde art movement, objects are broken up, analyzed, and re-assembled in an abstracted form. Revolutionized European painting and sculpture.

Weeping
Pablo Picasso
1937

Pop Art

Direct descendant of Dadaism in the way it mocks the established art world by appropriating images. Celebrate everyday objects such as; sop can, washing powders, & coke bottles.

Campbell's Soup
Andy Warhol
1962

Knowledge Goals: Art

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Chroma/Chromacity	Chroma is the purity of a colour. A colour with high chroma has no neutral colours — white, black, or grey — added to it, and appears more vivid or pure. Adding one of those neutrals to a colour reduces its chroma and the colour then seems less vivid or pure.
2	Saturation	How a hue looks under certain lighting. For example, a room with a yellow wall will look different throughout the day. In the morning it might look like a light yellow, while in the evening it might look gold, and at night it might look like a darker yellow or even gray.
3	Value	Value is how light or dark a colour is. Lighter colours have higher values — such as yellow having a higher value than a dark green. Black has the lowest value of any hue, and white the highest. This contributes to why the two colours are seen as direct opposites.
4	Intensity	Intensity is the brightness/strength or weakness/dullness of a pigment. The stronger, or brighter a colour is, the more pigment is present in the paint. The weaker or duller a paint colour is, there's less pigment present. This factors into nearly all art mediums and supplies.
5	Tones	Tones are created when gray is added to a hue. This makes the hue look softer or duller than before.
6	Shade of colour	A shade is a colour created when black is added to a hue, making it a darker version of the base colour.
7	Tint	A tint is a colour created when white is added to a hue, making it a lighter version of the base colour.

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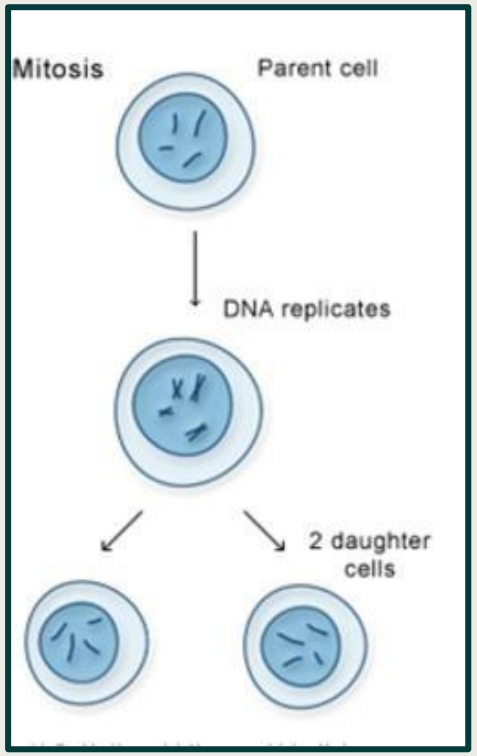
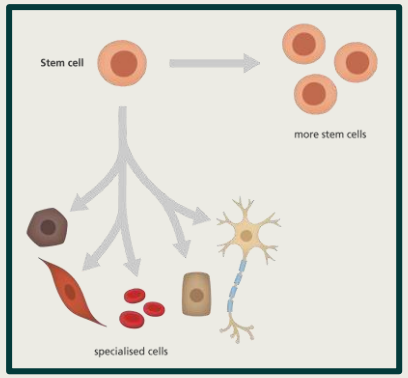
Knowledge Goals: Biology – Cell processes



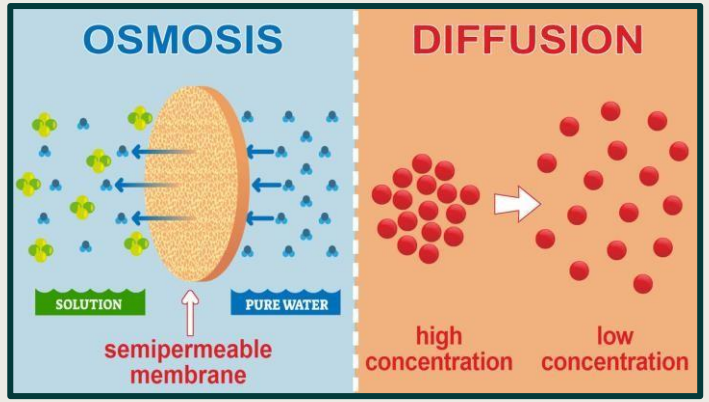
Stages of mitosis
Number of sub-cellular structures (e.g. ribosomes and mitochondria) increase.
Number of chromosomes double.
One set of chromosomes is pulled to each end of the cell.
The nucleus divides.
Cytoplasm and cell membranes divide to form two identical cells



Advantages of stem cell use	Disadvantages of stem cell use
Treatment of diseases such as diabetes, dementia and paralysis.	**Ethical** and **religious** objections with using stem cells from an embryo.

Stem cell	Properties	Uses
Embryonic stem cell	Can divide into most types of cell.	Therapeutic cloning – embryonic stem cells produced with same genes as patient. No rejection.
Adult stem cell	Can divide into a limited number of cells e.g. bone marrow stem cells can form various blood cells.	
Meristem	Found in plants. Can differentiate (divide) into any type of plant cell.	Clone rare species to prevent extinction. Crops with special fe atures can be clones

Cell transport		
Diffusion	Spreading out of the particles (gas/ solution) resulting in a net movement from an area of higher concentration to an area of lower concentration.	Oxygen and carbon dioxide in gas exchange (leaves and alveoli). Urea from cells into the blood plasma for excretion in the kidney.
Osmosis	The movement of water from a dilute solution to a concentrated solution through a partially permeable membrane.	Movement of water into and out of cells.
Active transport	The movement of substances from a more dilute solution to a more concentrated solution (against a concentration gradient). Requires energy from respiration.	Absorption of mineral ions (low concentration) from soil into plant roots. Absorption of sugar molecules from lower concentrations in the gut into the blood which has a higher sugar concentration.



Knowledge Goals: Biology – Cell processes

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	diffusion	Spreading out of the particles (gas/ solution) resulting in a net movement from an area of higher concentration to an area of lower concentration
2	osmosis	The movement of water from a dilute solution to a concentrated solution through a partially permeable membrane.
3	active transport	The movement of substances from a more dilute solution to a more concentrated solution (against a concentration gradient). Requires energy from respiration
4	isotonic	A solution that has the same concentration of solutes than another solution
5	hypertonic	A solution that has a higher concentration of solutes than another solution
6	hypotonic	A solution that has a lower concentration of solutes than another solution
7	mitosis	A type of cell division in which body cell copies itself and divides into two identical daughter cells

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Knowledge Goals: Chemistry – Periodic table

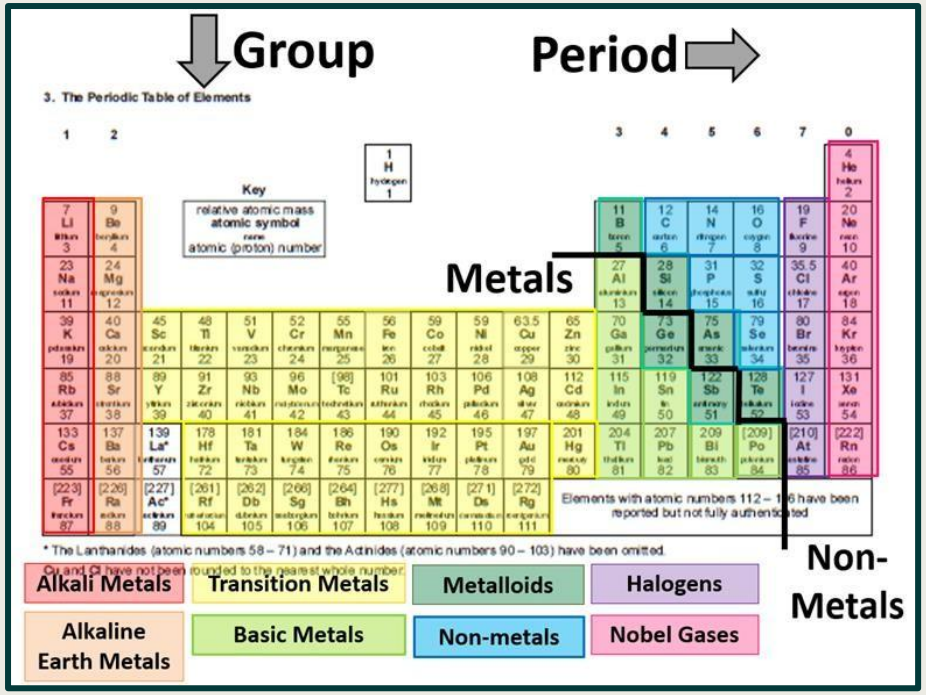
Metals and non-metals
Metals are found on the left of the periodic table. Metals are strong, malleable, good conductors of heat and electricity.

Non-metals are found on the right of the table. Non-metals are dull, brittle and can be solid, liquid or gas at room temperature.

Group 1 – Alkali metals
The alkali metals are very soft, low-density metals with low melting points.
They all have one electron in their outer shell making them very reactive.
The alkali metals get more reactive going down the group because the outer electron become easier to lose. This is because the atoms are bigger, so the outer electron is further away from the nucleus. There are also more electron shells 'shielding' the outer electron from the nucleus. This results in weaker electrostatic forces of attraction between the nucleus and the outer electrons.

Group 1 metals react with water:
alkali metal + water --> metal hydroxide + hydrogen

Lithium + water → lithium hydroxide + hydrogen
$2Li_{(s)} + 2H_2O_{(l)} \rightarrow 2LiOH_{(aq)} + H_{2(g)}$



Group 7 – The Halogens
The halogens are non-metals. They exist as **diatomic molecules (e.g. F_2)**. Going down the group, their melting and boiling points increase. They become less reactive going down the group because it is harder to attract an electron into the outer shell.

They react with group 1 metals to form metal salts.

Group 0 – The Noble Gases
Noble gases are unreactive because they have a full outer shell of electrons.
They are monoatomic and their boiling points increase going down the group as the atoms get heavier.
They are all colourless gases are room temperature.

Development of the periodic table

John Dalton (1808)	Put the elements in order of atomic weight.
John Newlands (1864)	Ordered elements by atomic mass but noticed a repeating pattern of properties every 8th element. He ordered the elements according to these similarities and called this the 'law of octaves'. Not all elements fit this pattern.
Dimitri Mendeleev (1869)	Arranged elements in order of atomic weight and so that elements with similar properties were in the same column (group). He left gaps when an element did not fit the pattern which allowed space for elements that hadn't yet been discovered. He was able to predict the properties of undiscovered elements.

Transition metals
- Transition metals are the block of elements between groups 2 and 3.
- They are all strong, shiny, good conductors, and they are used as catalysts.
- Transition metals are harder, denser and have higher melting points than group 1 metals.
- They form coloured compounds and form ions with different oxidation states, e.g. Cu^{2+} and Cu^{3+}.

Knowledge Goals: Chemistry – Periodic table

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	period	A row of chemical elements on the periodic table
2	group	A column of chemical elements on the periodic table
3	halogens	Elements in Group 7 of the periodic table
4	alkali metals	Metals in Group 1 of the periodic table
5	transition element	An element from the central block of the periodic table
6	shell	An area around the nucleus of an atom where electrons are found
7	shielding effect	How electrons closer to the nucleus "shield" the electrons further away from the positive charge of the nucleus
8	nucleus	The small dense region at the centre of the atom made from protons and neutrons
9	atomic number	The number of protons in the nucleus of an atom

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Knowledge Goals: Computer Science – Python 101

Comparison Operators

Operator	Name
==	equal to
!=	not equal to
>	greater than

Operator	Name
<	less than
>=	greater or equal to
<=	less or equal to

Mathematical Operators

Operator	Name	Example	Answer
*	multiply	2*3	6
/	divide (normal)	20/8	2.5
//	divide (integer)	20//8	2
%	modulus (remainder)	20%8	4
+	add	2+3	5
-	subtract	7-3	4
**	exponent (raise to)	4**2	16

Variables

Variables are assigned using the = operator.

```
x=3
name="Bob"
```

A variable is declared the first time a value is assigned. It assumes the data type of the value it is given.

Iteration – Count Controlled

```
for i=0 to 7
      print("Hello")
next i
```

Will print hello 8 times (0-7 inclusive).

Iteration – Condition Controlled

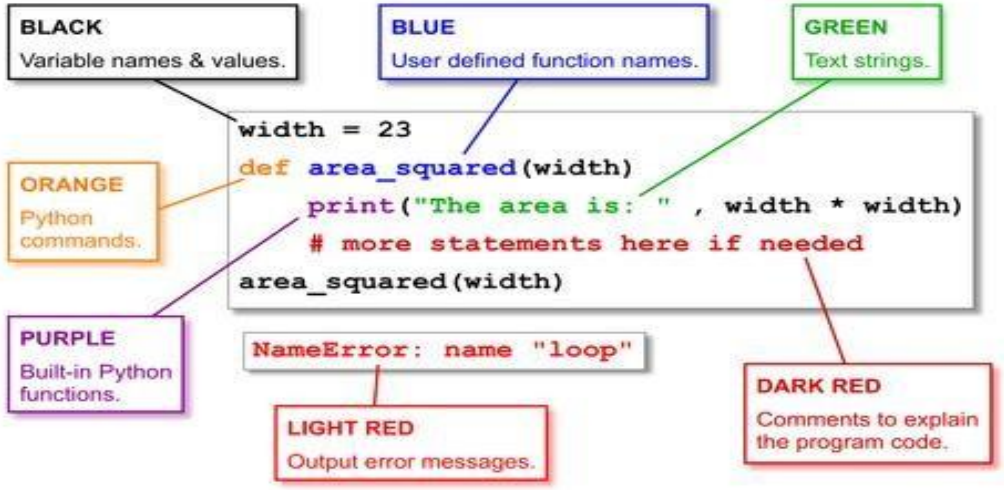
```
while answer!="computer"
      answer=input("What is the
      password?")
endwhile
```

Selection

Selection will be carried out with if/else

```
if entry=="a" then
      print("You selected A")
elseif entry=="b" then
      print("You selected B")
else
      print("Unrecognised selection"
endif
```

IDLE Colour Coding



Knowledge Goals: Computer Science – Python 101

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Count controlled loop	A loop which will run a predefined number of times. In Python this is a FOR loop.
2	Condition controlled loop	A loop which will run until a certain condition has been met. In Python this is a WHILE loop.
3	Comparison operator	An operator that performs Boolean logic on input data to result a result that is true or false. The operators include: > , < , >= , <= , === , and !==.
4	Assignment	This is when a value is stored along side a variable or constant label.
5	Translator	A program that translates high-level programming languages into machine code. Programs can either be interpreted or compiled.
6	Interpreter	A translator which converts a high level language into machine code line by line.
7	Syntax	Rules governing how to write statements in a programming language.
8	Syntax error	Error in a program resulting from code not following syntax rules governing how to write statements in a programming language.
9	Logic error	Error in a program which does not cause a program to crash but causes unexpected results.
10	Debugging	The process of finding and correcting programming errors.
11	Integrated development environment (IDE)	A suite of tools that helps a programmer to write error-free, maintainable code.

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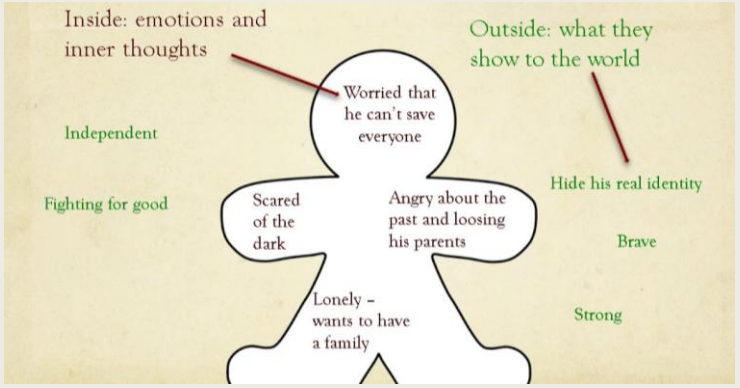
Knowledge Goals: Drama *DNA*

Half Term 1: Tier 3 Vocabulary		
	Key word	Definition
1	Genre	The type of story of the performance or playwright that is being told. Eg. Horror, mystery, sci-fy, western, historic.
2	Themes	an idea that recurs in or pervades a work of art or literature.
3	Monologue	a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme.
4	Status	relative social or professional position; standing.
5	Subtext	an underlying and often distinct theme in a piece of writing or conversation.
6	Responsibility	the state or fact of having a duty to deal with something or of having control over someone.
7	Power	the capacity or ability to direct or influence the behaviour of others or the course of events.

https://www.youtube.com/watch?v=UuYIV8JJ0SA



Rehearsal Techniques:

- Role on the wall, where you label everything you know about a character both externally and internally. (Thoughts inside the drawing and what they show to the world outside of the outline).
- Conscience alley – where the actor walks through an alley of ensemble who say their inner thoughts and feelings.
- Improvisation, making up work on the spot, responding to another actor in character, to create a scene
- Hot seating, where you are asked questions and you need to respond in character to give greater understanding and depth to their background.

Knowledge Goals: English Lang

TEXT SELECTION	CORE ASSESSMENT SKILLS AND WHAT STUDENTS ARE AIMING TO BE ABLE TO WRITE:
• Of Mice and Men... • Stone Cold • Curious Incident of the Dog in the Night time... • The Midwitch Cuckoos • Flowers For Algernon (Top Set) • Out of Darkness • Noughts and Crosses • Across the Barricades • Noughts and Crosses • Animal Farm • Lord of the Flies • Heroes	(WTL/S) Analyse writer's techniques – language, sentence forms and structure (E) Use of evidence to support points (AQ) Analyse quotation, exploring denotation and connotation (ERA) Effect on the reader and atmosphere At the start of the extract, Steinbeck opts to focus on the interaction between George and Curley's Wife. In her initial dialogue, speaking to George for the first time, Steinbeck creates a very negative impression of her as he describes how she 'playfully' behaves around the men. Here, it is clear Steinbeck intends for her to appear provocative and flirtatious, a somewhat dangerous way to behave on a ranch where she is surrounded by lonely men – and her husband! The use of this adverb here implies that she rebels against rules, blurring boundaries, but also that she doesn't comprehend the damage she could cause; this is only a game to her. As a result, there is an increasing tension filling the air as the reader questions whether she will play a role in complications later in the play.

Home Learning Tasks:

1) Complete 15 minutes of reading every night, using your AR book.
2) Complete the vocabulary acquisition quizzes, set on Teams every fortnight.
3) Using this knowledge organiser, learn and review the key ingredients of crafting effective narratives.
4) Practise evaluating texts by finding examples of techniques being used effectively.
5) Read at least one text from the wider reading list!

Treasure Island by Robert Louis Stevenson	History of the Russian Revolution by Leon Trotsky	Never Let Me Go by Kazuo Ishiguro	A Ghost Arrives: A Novel by Abe Moss · Decoded by Mai Jia .	Our Victorian Ancestors by Jan Bondeson
A World of Difference: An Anthology of Short Stories from Five Continents (edited by Lynda Prescott). -	Child 44 by Tom Rob Smith	The Curious Incident of the Dog in the Night-time by Mark Haddon.	Ten Days that Shook the World by John Reed.	The Haunting of Gillespie House by Darcy Coates
Nineteen Eighty Four by George Orwell	The Wasp Factory by Iain Banks	The Trail by Franz Kafka	Girl Missing by Sophie McKenzie	Fahrenheit 451 by Ray Bradbury
The Great Gatsby by F. Scott Fitzgerald.	The Outsider by Colin Wilson	Battle Royale by Koushun Takami	The Grapes of Wrath by John Steinbeck.	Weird Hauntings: True Tales of Ghostly Places by Ryan Doan

Knowledge Goals: English Lang

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5) Read at least one text from the wider reading list!

Treasure Island by Robert Louis Stevenson	**History of the Russian Revolution by Leon Trotsky**	**Never Let Me Go by Kazuo Ishiguro**	**A Ghost Arrives: A Novel by Abe Moss · Decoded by Mai Jia**	**Our Victorian Ancestors by Jan Bondeson**
A World of Difference: An Anthology of Short Stories from Five Continents (edited by Lynda Prescott).	**Child 44 by Tom Rob Smith**	**The Curious Incident of the Dog in the Night-time by Mark Haddon.**	**Ten Days that Shook the World by John Reed.**	**The Haunting of Gillespie House by Darcy Coates**
Nineteen Eighty Four by George Orwell	**The Wasp Factory by Iain Banks**	**The Trail by Franz Kafka**	**Girl Missing by Sophie McKenzie**	**Fahrenheit 451 by Ray Bradbury**
The Great Gatsby by F. Scott Fitzgerald.	**The Outsider by Colin Wilson**	**Battle Royale by Koushun Takami**	**The Grapes of Wrath by John Steinbeck.**	**Weird Hauntings: True Tales of Ghostly Places by Ryan Doan**

Knowledge Goals: Food Technology

A **Head Chef** is a highly skilled professional cook who oversees the operations of a restaurant or dining facility

AVOIDING CROSS-CONTAMINATION

Chemical-to-Food
- Label chemicals clearly
- Have a designated closet for chemicals
- Keep chemicals far away from your food

Food-to-Food
- Keep ready-to-eat foods away from raw foods or food allergens
- Use designated utensils, cutting boards, etc. for raw foods and allergens
- After handling allergens or raw foods, immediately change gloves and wash your hands

Pest-to-Food
- Store food at least 6 inches above the floor
- Keep foods covered
- Keep a clean, sanitized, and tidy kitchen

StateFoodSafety

FOOD MILES
WHAT ARE THEY AND HOW DO THEY AFFECT OUR WORLD?

Time + *distance* FROM THE POINT & TIME WHERE FOOD IS *grown* TO WHERE IT IS *consumed*. THE SMALLER THE BETTER!

AMERICAN FOOD TRAVELS AN *average* OF 1,500 TO 2,500 MILES MILES FROM FARM TO TABLE

GROWING FOOD CLOSER TO *home* ALLOWS US TO HAVE FRESHER FOODS, AND MORE VARIETIES OF FOODS

60-70% OF THE COST OF YOUR FOOD GOES TO *production inputs*

(FERTILIZER, OIL/GAS, WATER, ETC.), TRANSPORTATION, AND STORAGE THAT USE *limited* RESOURCES, PETROCHEMICALS, & GENERATE GREENHOUSE GASSES.

FOOD MILES ARE AMONG THE FASTEST-GROWING SOURCES OF GREENHOUSE GAS EMISSIONS *worldwide*

FRUITS AND VEGETABLES ALLOWED TO *grow to full ripeness* HAVE MORE NUTRITIONAL VALUE THAN CONVENTIONAL PRODUCE HARVESTED EARLY AND RIPENED WITH CHEMICAL GASSES IN TRANSPORT AND STORAGE

The role of the EHO (Environmental Health Officer)

Checking ventilation

The role of the EHO

2) They can visit randomly so long as it is deemed "a reasonable time"
3) They sometimes visit as a result of a complaint
4) Can close a business immediately if the risk is high
5) They can offer advice to business'
6) They can seize and detain food
7) They can prosecute business'
8) They can inspect training records of staff
9) Monitor hygiene and cleaning standards
10) Take temperatures of fridges, inspect how waste is disposed of, hand washing facilities and food storage

Medical Reasons

Name of medical condition	Food/drinks to avoid	Reason to avoid
Diabetes	Starchy food/ high in sugar	High in saturated fat. Can lead to heart disease, while excess sugars can cause unwanted weight gain and blood sugar spikes
Nut allergy	Nuts, blended cooking oil, margarine with nuts oils and often seeds	the immune system overreacts to proteins in these foods
Lactose intolerance	Milk, cheese, yogurt, processed food	cannot metabolize **lactose** properly; they lack lactase, an enzyme required in the digestive system to break down **lactose**. Patients typically experience bloating, flatulence, and diarrhoea
Gluten intolerance (coeliac)	Wheat, wholemeal, bran, pasta, rye, beer	Celiac disease is caused by a reaction to a gluten protein found in wheat, barley, rye, and sometimes oats. Symptoms include chronic diarrhoea, weight loss and fatigue

Fats, oils and lipids:

Too much fat is bad for you, but so is not enough.

Source

Saturated Fats
(From Animal sources. They are also called unhealthy fats. They are generally solid at room temperature)
Sausages / Bacon / Lard / Dairy

Unsaturated Fats
(These are healthier. They are often liquid at room temperature.)
Monounsaturated fats
– olive oil / avocados
Polyunsaturated fats
– sunflower oil / seeds

Omega-3. These are Polyunsaturated and called "healthy" fats as your body needs them but can't make them. They are good for your heart.
– Oily fish / Nuts / Seeds

Function
Energy
Warmth
Protection of organs
Source of fat soluble vitamins
Hormone production

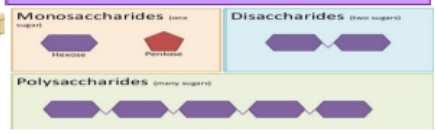
Dietary Reference Values

DRI	Men	Women
Total fat	95g	70g
Sat fat	30g	20g

Too much	Not enough
Obesity **Heart disease** **Type 2 diabetes** **Stroke** **Cancer**	Vitamin deficiency (fat soluble) Unprotected organs

Carbohydrates

There are 2 kinds, simple and complex - Sugar & Starches



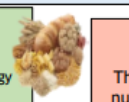
Source

Simple - these are sugars (monosaccharides, disaccharides)
Cakes, jam, soft drinks

Complex - these are starches (polysaccharides)
Bread, potatoes, Flour, Pasta, Rice.

Function

Simple
Quick burst of energy
Complex
Longer lasting energy



Free sugars

These give you no nutritional benefit other than energy.

Dietary advice
- Reduce the amount of sugar that we eat, no more than 5% of our diet.
- Complex Carbohydrates should make up half of the energy we eat.
- Wholegrain cereals are a good source of fibre

Not enough	Too much
Can make blood sugar level drop • hunger, • dizziness, • Tiredness • Lack of energy Our body will use protein for energy (leads to loss of muscle)	• Excess is turned into fat • Can cause obesity • Too much sugar leads to dental problems • Can lead to type 2 diabetes

Dietary Reference Values

Age	Amount
1-3	15g
4-6	20g
7-10	28g
11-14	42g
15-18	55g
19-50	55g
50+	53g

Protein:

These are made up of ***essential amino-acids*** and ***non-essential amino-acids***. (Our bodies can make non-essential amino acids, but we need to get essential amino acids from our food).

Source

HBV – these have all the essential amino acids
•Meat, fish, dairy, eggs (animal sources)
•Tofu
LBV – these are missing at least one essential amino acid
•Seeds, nuts, beans, pulses, cereals, Quorn (plant sources)

Function

Growth
Repair
maintenance

Not enough	Too much
Kwashiorkor Oedema Anaemia Slow growth in children	Excess protein can be converted to energy. If unused turns to fat.

Complementary actions

Combining 2 or more LBV proteins helps get a balance of essential amino acids.
e.g. beans on toast.

Knowledge Goals: Food Technology

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Cross-Contamination	When bacteria is unintentionally transferred from one food to another, with harmful effect such as cross-contamination between raw and cooked food
2	Intolerances	A food intolerance is when you have difficulty digesting certain foods or ingredients in food. It's not usually serious, but eating the food you're intolerant to, can make you feel unwell.
3	Environmental Health Officer	Environmental health officers make sure people's surroundings are safe, healthy and hygienic. They can enforce food safety legislation, issue improvement notices, and shut businesses down if they do not meet standards.
4	Excess and deficiencies of nutrients	Excess: to consume too much of a specific nutrient Deficiency: to consumer too little of a specific nutrient
5	Food allergies	A food allergy is when the body's immune system reacts unusually to specific foods. Although allergic reactions are often mild, they can be very serious.
6	Food miles	The distance in which food has travelled from its origin to the plate 'from farm to fork'

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Knowledge Goals: French

Internet	*The internet*
Il est facile de (d') …	*It is easy to …*
Il est possible de (d') …	*It is possible to …*
rester en contact avec ses amis	*stay in contact with your friends*
faire des recherches pour ses devoirs	*do research for your homework*
utiliser un dico en ligne	*use an online dictionary*
partager des photos	*share photos*
Il est dangereux de …	*It is dangerous to …*
partager ses détails personnels	*share your personal details*
passer trop de temps sur Internet	*spend too much time on the internet*
tchatter en ligne avec des inconnus	*chat to strangers online*
Il est important de …	*It is important to …*
faire du sport	*do some sport*
passer du temps avec sa famille	*spend some time with your family*
retrouver ses amis en vrai	*meet up with your friends in real life*

La lecture	*Reading*
J'apprécie beaucoup les …	*I really appreciate/like …*
Je préfère les …	*I prefer …*
J'adore les…	*I love …*
J'ai une passion pour les …	*I'm passionate about …*
Je n'aime pas les …	*I don't like …*
J'ai horreur des …	*I hate …*
romans fantastiques	*fantasy novels*
romans policiers	*detective novels*
romans d'amour	*romance novels*
livres d'épouvante	*horror books*
BD	*comic books/graphic novels*
mangas	*mangas*
J'aime les illustrations/l'humour.	*I like the illustrations/humour.*
Je ne lis pas sur une tablette.	*I don't read on a tablet.*
Je préfère tenir un livre traditionnel dans mes mains.	*I prefer holding a traditional book in my hands.*
Je ne lis plus de livres traditionnels.	*I no longer read traditional books.*
Je lis beaucoup en ligne.	*I read a lot online.*

La musique	*Music*
J'aime …/Je n'aime pas …	*I like …/I don't like …*
le jazz/le rap	*jazz/rap*
le reggae/le rock	*reggae/rock*
la musique classique	*classical music*
la musique pop	*pop music*
J'écoute ma musique …	*I listen to my music …*
sur mon téléphone portable avec mes écouteurs	*on my phone with my earphones*
sur mon ordi	*on my computer*
sur une tablette	*on a tablet*
Je regarde des clips vidéo pour écouter ma musique.	*I watch music videos to listen to my music.*
Mon chanteur préféré/Ma chanteuse préférée, c'est … car …	*My favourite singer is … because …*
j'aime ses paroles	*I like his/her lyrics*
j'aime ses mélodies	*I like his/her tunes*
sa musique me donne envie de danser	*his/her music makes me want to dance*
sa musique me donne envie de chanter	*his/her music makes me want to sing*

Une soirée entre amis	*An evening with friends*
Je suis allé(e) au cinéma.	*I went to the cinema.*
Je suis sorti(e) avec …	*I went out with …*
On est allé(e)s à un concert.	*We went to a concert.*
On a vu un film.	*We saw a film.*
On est allé(e)s en ville.	*We went into town.*
On a fait du patin à glace.	*We went ice skating.*
J'ai pris beaucoup de photos.	*I took lots of photos.*
J'ai mis les photos sur Instagram.	*I put the photos on Instagram.*
On est allé(e)s au restaurant.	*We went to a restaurant.*
J'ai bu un coca.	*I drank a cola.*
C'était …	*It was …*
génial/lamentable	*great/pathetic*
amusant/délicieux	*fun/funny/delicious*

Les émissions de télé	*TV programmes*
J'aime/Je n'aime pas …	*I like/I don't like …*
les documentaires (m)	*documentaries*
les jeux télévisés (m)	*game shows*
les magazines culturels (m)	*magazine programmes*
les séries (f)	*series*
les émissions de sport (f)	*sports programmes*
les émissions de musique (f)	*music programmes*
les émissions de télé-réalité (f)	*reality TV programmes*
les actualités	*the news*
parce qu'ils/elles sont …	*because they are/it is …*
amusant(e)s	*funny*
divertissant(e)s	*entertaining*
intéressant(e)s	*interesting*
passionnant(e)s	*exciting*
éducatifs/-ives	*educational*
ennuyeux/-euses	*boring*
(trop) sérieux/-euses	*too serious*
originaux/-ales	*original*
Mon émission préférée s'appelle …	*My favourite programme is called …*
C'est un jeu télévisé.	*It's a game show.*
C'est une série.	*It's a drama series.*
J'aime bien l'animateur(-trice).	*I like the presenter.*
Les acteurs sont très doués.	*The actors are very talented.*
Le scénario est passionnant.	*The plot is exciting.*
J'apprends beaucoup.	*I learn a lot.*
Je ne rate jamais cette émission!	*I never miss this programme!*

Les mots essentiels	*High-frequency words*
en plus	*what's more*
cependant	*however*
par contre	*on the other hand*
normalement	*normally*
d'habitude	*usually*
en général	*in general*
Ça dépend.	*It depends.*

Knowledge Goals: French

Half Term 2: Tier 3 Vocabulary		
1	SSC	Symbol-Sound Correspondence: the sound that letters or combination of letters make in a language
2	cognate	A cognate is a word which looks the same or very similar to a word in English. E.g.: le cinéma, le football
3	connective	A word which links sentences together. E.g.: and, but
4	Opinion verb/ phrase	A verb or a phrase which you use to give an opinion: I like, I dislike, in my opinion etc...
5	Justifier	A way of giving a reason, a justification of an opinion. I like …. because it is...
6	qualifier	A word which changes the intensity of an adjective: quite, very, extremely...
7	adjective	A describing word: big, small, green, interesting, amusing etc...
8	Time phrase	A phrase used to say when something is happening: normally, on Mondays, yesterday, next weekend...
9	Tenses	Past, present, future, conditional
10	Infinitive	A verb as you find it in the dictionary: to play, to eat. This is the form of the verb when it is not used with a pronoun (I, he, she...)

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Knowledge Goals:
How is global power changing?

What is a superpower–In order to be a superpower countries need certain factors of influence these include:

- A large land area or population size (Geographic influence)
- Lots of Money/Strong Economy
- Large military force
- A large cultural influence

The USA, China, Russia, and India are currently considered the world's superpowers. This is because each country possess significant economic, cultural, political and military power.

However at present the United States is considered the world's only true superpower. We also have some countries that are growing in power and when we look to the future, Nigeria could be the first super power in Africa

How can we measure global power?

We can use data to measureglobal power- most commonly GDP, population size, military spending and land area. We can also study the cultural influence of different superpower countries such as language spoken, music, film, and the trade of food and clothing.

How could Russia challenge the USA for superpower status?

Russia and the USA have been challenging each other for many years. In particular, Russia has a largeland mass and a largepopulation. Russia also has access to an abundance of natural resources that it can make a lot of money from.

More recently, Russia is investigating natural resources in and around The Arctic.

What might limit Russia's superpower status?

Russia's physical geography is a main factor that will limit Russia's growth. Russia has a very cold climatein large parts of the country and a mountainous relief meaning that transport is difficult. It also has a declining population.

The growth of China-

China's GDP has grown considerably in the last 30 years.

Alongside this, its population has increased to1.4 billion- the largest in the world.

The population is getting wealthier which has led to a growth in the demand for consumer goods.

The Chinese Government controls the economy, rather than businesses, meaning that they have total control over their economic plan.

Their influence if spreading due to the Belt and Road Initiative which sets to increase trade links with the rest of the world.

Whilst China's population is biggest in the world, not everyone in China is benefitting from the economic boom that is mainly found on theeast coast.

The size of China's population is causing issues such as not being ableto supply enough energy to homes and businesses

Where is the next superpower?

Further reading

Further reading about Nigeria

Is Nigeria on the rise?

Nigeria is the wealthiest country in Africa and in 2030 it is predicted to have the third largest population in the world, overtaking the USA.

It has benefitted greatly from the oil that is found naturally off its south coast.

However, Nigeria has many challenges to overcome. There is a large percentage of the population that live in poverty and it is difficult to distribute medicines. In addition there are also environmental challenges such as the water pollution created from oil spills.

Factors for India as a superpower

- India has a young population = larger workforce = more economic growth.
- Member of UNSC = more influence over unstable countries and global security.
- Large English speaking population = increases tradeand economic opportunities.
- 3rd largest military =power and influence.

Factors against India as a superpower.

- Around 5% of India's livein poverty = need to fix poverty before it can be a superpower.
- Parts of India has poor infrastructure = growth is limited to certain areas =not able to reach full potential.
- Conflict with neighbours and internally =appear less powerful.

Knowledge Goals: How is global power changing?

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	superpower	a country that has the capacity to project power and influence anywhere in the world and in more than on region at a time.
2	Cultural influence	The spread of ideas, actions or customs as a result of power.
3	Economic power	an economic snapshot of a country which measures the size of an economy and its growth through the total income from goods and services.
4	Demographics	statistical data relating to the population.
5	Military power	Having the wealth (GDP) to spend on military weapons and their army. Also having a large military.
6	Natural resources	Materials that are not man made and found naturally ion earth eg oil, coal, timber.
7	Rural migrants	people who are originally from rural areas but move to urban areas.
8	Consumer good	Consumer goods are products bought for consumption by the average consumer. Clothing, food, and jewellery are all examples of consumer goods.
9	Poverty	Poverty is a state or condition in which a person or community lacks the financial resources and essentials for a minimum standard of living.
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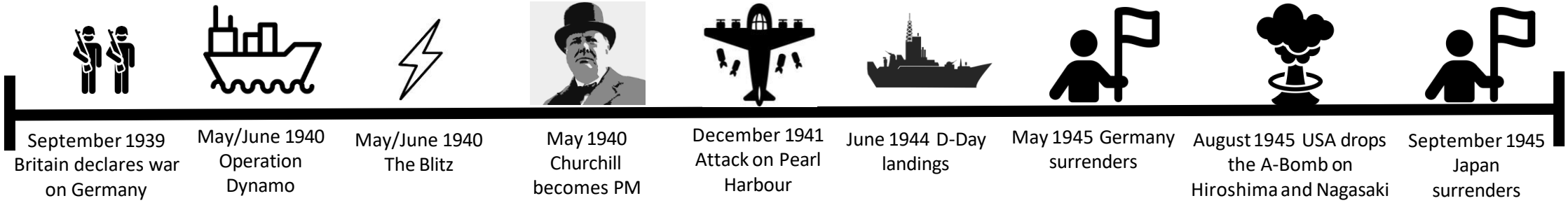
Year 9 Key Topic 2 – World War Two



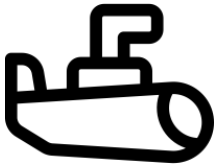
Outbreak

On 1 September, Hitler invaded Poland. Britain and France said that, if Germany did not leave, they would declare war. Hitler continued with the invasion, not believing that Britain would stick to their commitment to protect Poland. He was taken by surprise on 3 September 1939, when Chamberlain declared war on Germany.

Dunkirk

The British Expeditionary Force which had been sent to France to try and stop the German invasion, had to retreat. They reached the English Channel and waited on beaches at Dunkirk to be rescued. Britain organised a huge evacuation effort, sending over a whole range of naval and civilian boats to pick up stranded soldiers. 340,000 French and British soldiers were brought back to England in one week. However, there were also big losses: over 68,000 soldiers were killed, wounded, captured or unaccounted for. Over 400 tanks, six destroyers and 145 aircraft were also lost. These losses were hugely damaging to the war effort.

Technology



A huge wmount of new technology was developed and used during the Second World War.

New military and weapons technology included U-boats, submarines, improved aeroplanes such as the Spitfire and aircraft carriers.

The British also invented sonar in 1943 which sent sound waves through water to find U-boats and submarines.

The Blitz

The Luftwaffe decided to change their tactics and started targeting civilian targets and key landmarks.

Major British towns and cities were targeted from September 1940 to May 1941. The aim was now to try and force the British to surrender, rather than attempt to destroy the RAF.
Incendiary devices were used to start fires and light up targets on the ground, before bomber planes tried to target populated areas.

The Blitz caused huge loss of life. 40,000 civilians were killed and 2 million houses were damaged or destroyed.

Home Front

The Home Front is the non-fighting role that civilians went through during the war.

This included the evacuation of children from large cities into the countryside to keep them safe. Over 1.5 million children were evacuated.

Food was also rationed, which means everyone had a set amount so there were no food shortages. This was because German U-boats targeted supply lines. People were encouraged to grow their own food through the 'Dig for Victory' campaign.

Pearl Harbour

On 7 December 1941, a Sunday morning, Japan carried out a surprise attack on the American Naval base at Pearl Harbor, in Hawaii.

The bombing followed several years of rising tension between Japan and the USA. The USA did not expect Japan to attack them in Hawaii, which meant that they had relatively few defences at Pearl Harbor. Japan took advantage of this.

The attack killed 2,335 American troops and damaged or destroyed 21 US Navy ships. On 8 December, Roosevelt spoke to Congress and declared war on Japan and Germany. This was one of the turning points in the war, resulting in American troops and supplies joining the war in Europe to support Britain.

VE Day

VE Day - which stands for Victory in Europe Day - was the day near the end of World War Two when fighting against Nazi Germany in Europe stopped.

VE Day was on Tuesday 8 May, 1945. It was an emotional day that millions of people had been waiting for. People were extremely happy that the fighting had stopped. There were big celebrations and street parties. Huge crowds gathered outside Buckingham Palace in London. People dressed in red, white and blue.

Atomic Bomb

One of the most significant events of World War Two happened in 1945. This was the dropping of atom bombs on the Japanese cities of Hiroshima and Nagasaki.

The dropping of the atom bombs was the first and only time that nuclear weapons have been used.

The decision to drop the atom bomb was taken by President Harry S. Truman, who had replaced Franklin Roosevelt following his death in April 1945. On 6 August 1945, Truman ordered an atom bomb to be dropped on the city of Hiroshima. It was dropped by a bomber plane named the Enola Gay. It is thought that at least 140,000 people were killed, of a total population of around 350,000.

This brought World War Two to an end.

Knowledge Goals: History
World War Two

#	Key word	Definition
1	Atomic bomb	A bomb that uses nuclear energy to release a devastating explosion, first used on the Japanese city of Hiroshima in 1945.
2	Blitkrieg	The German word for 'lightening war' – the Nazis wanted to take out countries before they had time to be ready for war. An intense bombing raid by the Germans on Britain from September 1940 to May 1941. While it was largely centred on London, other large cities were also targeted.
3	Evacuation	The action of removing someone from a particular place due to a threat.
4	Home Front	The actions of non-fighting people at home to support the war effort.
5	National Health Service	A system of healthcare founded in 1948, which is free at the point of use. It is funded by everyone contributing through their taxes.
6	Operation Dynamo	The planned evacuation of Allied soldiers from the bears of Dunkirk.
7	Propaganda	Information used in a misleading way to promote a particular view of something.
8	Ultranationalism	Similar to nationalism, but on an extreme level. People are so proud of their country they are willing to do anything for it – including killing themselves. This was associated with the Japanese in the 1940's.
9	VE/VJ Day	Victory in Europe Day. This marked the end of the war in Europe. Victory in Japan Day. This marked the end of the war in East Asia.
10	Reconstructive surgery	surgery performed to restore normal appearance and function to body parts malformed by a disease, injury or medical condition.

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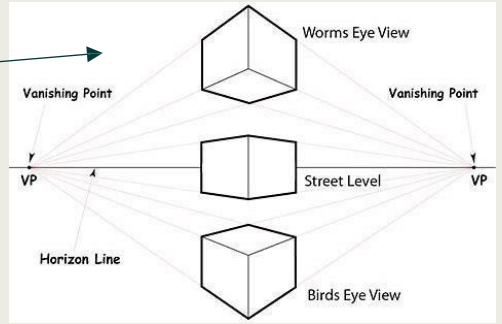
Knowledge Goals: Materials 1 - Passive Amplifier

Health and Safety

It is really important we ASSESS the RISK and REDUCE the RISK of Injury by LISTENING To the TRAINING and following the correct PPE usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have beendemonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

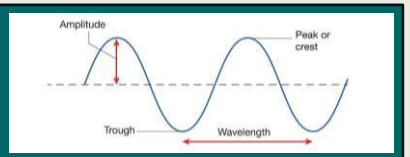
Two-point perspective - This shows an object from the side with two vanishing points. It gives the most realistic view of a product as it shows the item edge on, as we would see it. It is often used to produce realistic drawings of an object.

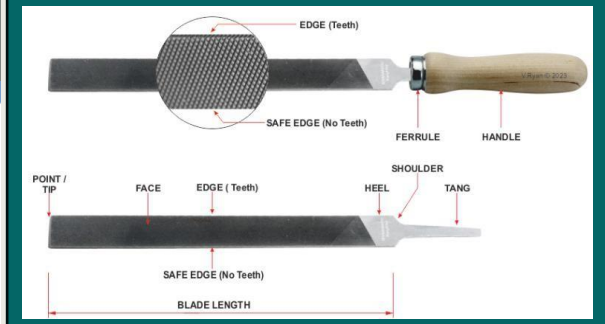


CAD – 2D Design Software

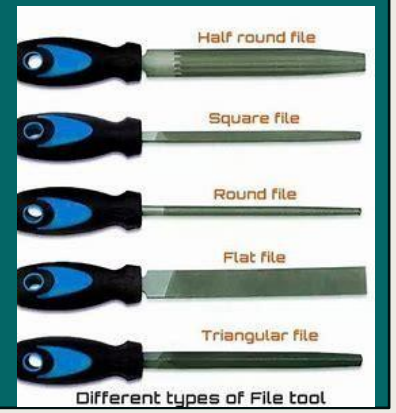
	Select Tool – Used when selecting drawing, moving drawing or lines and shapes.
	Circle Tool – Used to draw circles. Click and hold to extend the tool bar for more options.
	Line Tool – Used to draw lines. Click and hold to extend the tool bar for more options.
	Path Tool – Used to draw curves and curved lines. Click and hold to extend the tool bar for more options.
	Rectangle Tool – Used to draw rectangles and squares. Click and hold to extend the tool bar for more options.
	Double Path Tool – Used to draw curves and curved lines with a double line. Click and hold to extend the tool bar for more options.
ABC	Text Tool – Used to add text to the design. Text style can be changes and altered to suit the design.
	Mirror Tool – Used to mirror and repeat a design. Found by holding down the Transform Tool
	Grid Lock – Used to show the grid spacing on the drawing.
DEL ANY	Delete Any – Deletes whole line in a drawing.
DEL	Delete Part – Deletes part of lines to the nearest two intersections.

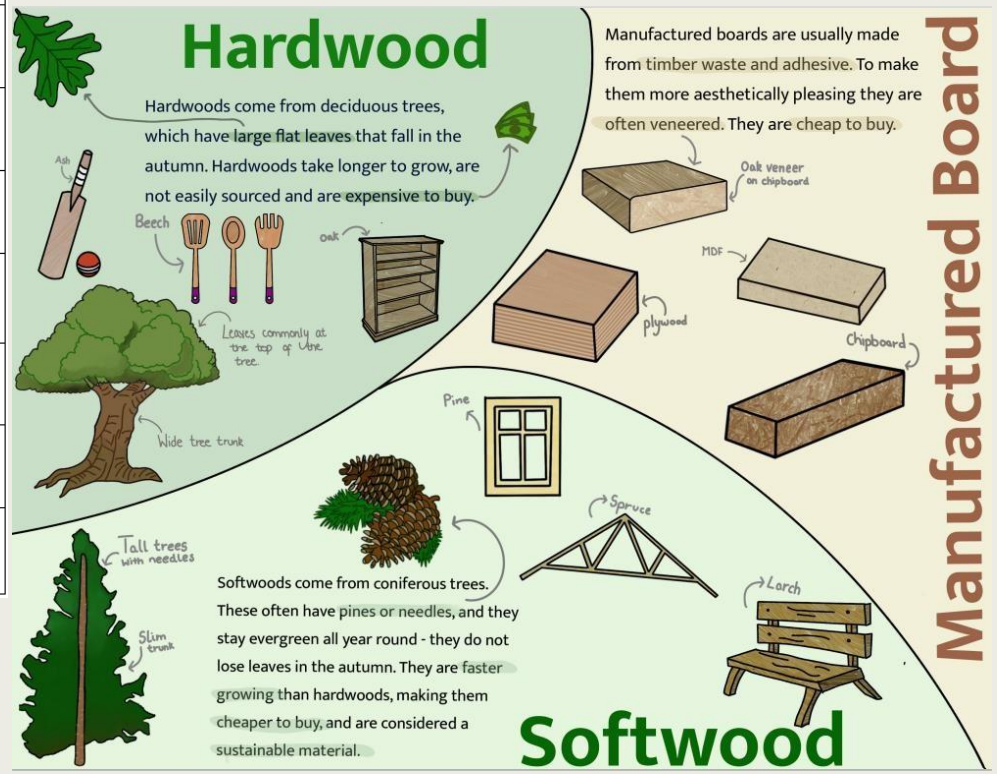
The loudness of a sound is a measure of the amplitude of the wave. The greater the amplitude, the louder the sound.





Hand Tools: Files





Knowledge Goals: Materials 1 - Passive Amplifier

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Amplification	the process of increasing the volume of sound,
2	Etch	To engrave into a design, which cuts the surface but not all the way through the material
3	2-point perspective	This shows an object from the side with two vanishing points. It gives the most realistic view of a product as it shows the item edge on, as we would see it. It is often used to produce realistic drawings of an object.
4	Half-round file	a file made flat on one side and convex on the other for filing curves
5	Round file	A file that has a round section, this is used for It is used for rubbing or finishing holes of small diameter
6	Flat file	A flat file is referred to as **a file which is of a rectangular cross-section in shape**
7	Coping saw	a saw with a very narrow blade stretched across a D-shaped frame, used for cutting curves in wood.

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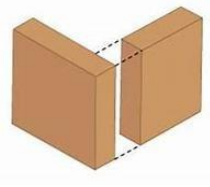
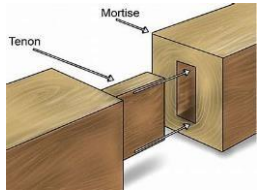
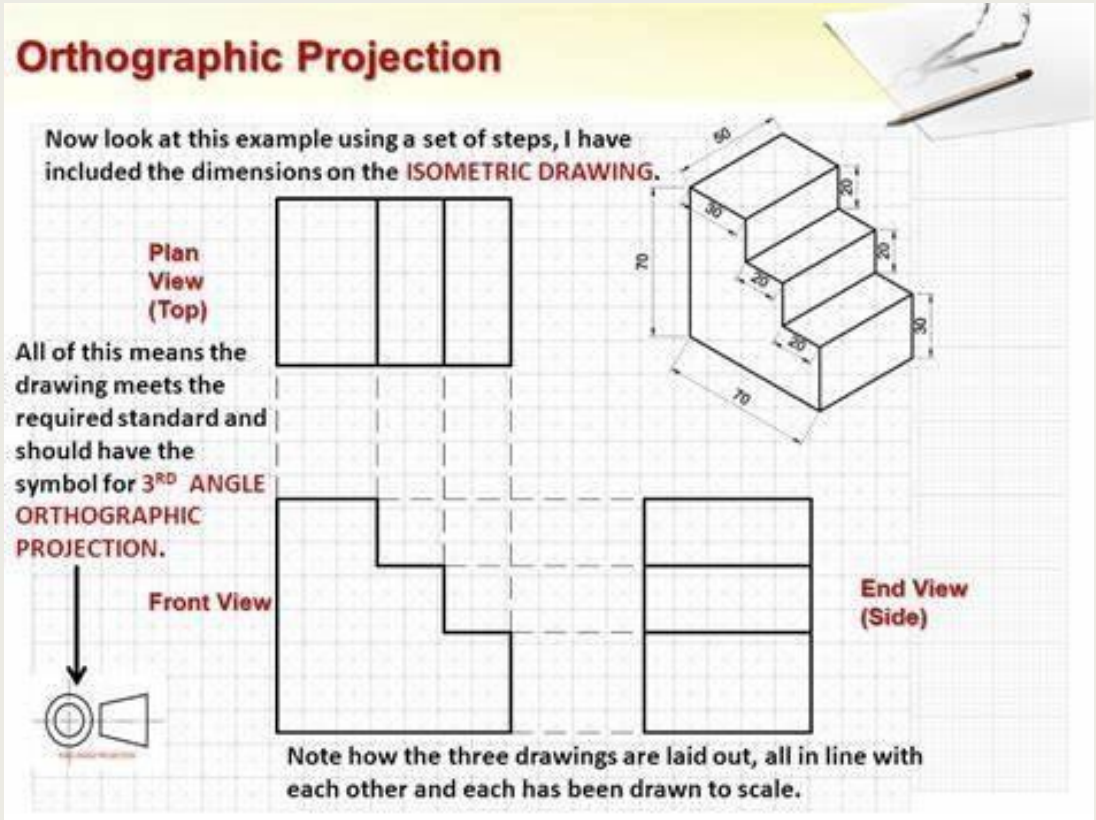
Knowledge Goals: Materials 1 - Sweet Dispenser

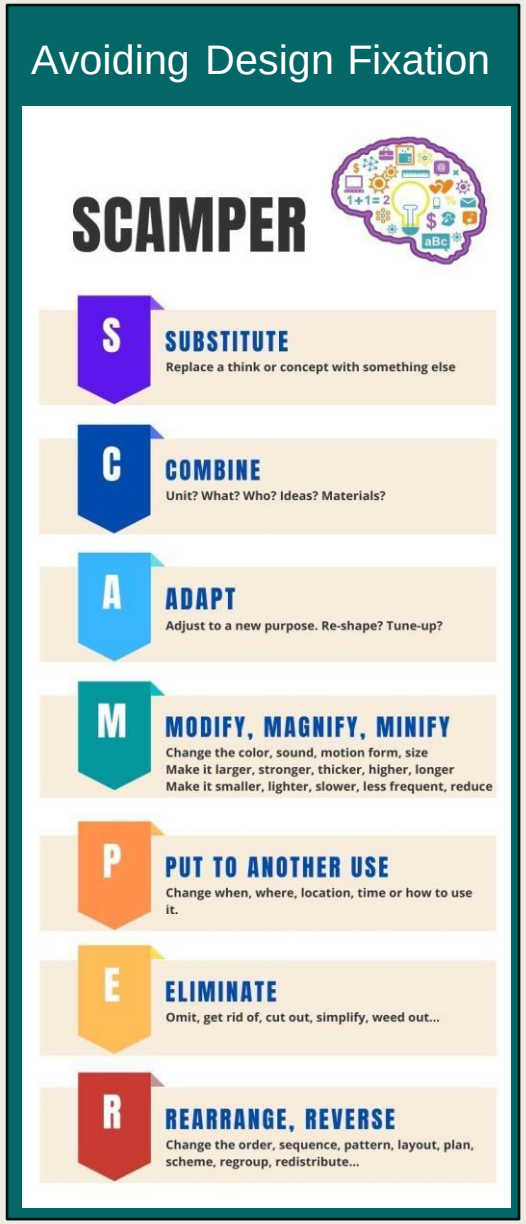
Wood Joints

Dowel Joint	Butt Joint	Mortice and Tenon
		

Orthographic Projection



Avoiding Design Fixation



Health and Safety

It is really important we ASSESS the RISK and REDUCE the RISK of Injury by LISTENING To the TRAINING and following the correct PPE usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have beendemonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

6R's – Sustainability

Recycle - Take an existing product that has become waste and re-process the material for use in a new product.

Reuse - Take an existing product that's become waste and use the material or parts for another purpose, without processing it.

Reduce - Minimise the amount of material and energy used during the whole of a products life cycle.

Refuse - Don't accept a product at all if you don't need it or if its environmentally or socially unsustainable.

Rethink - Our current lifestyles and the way we design and make.

Repair - When a product breaks down or doesn't function properly, fix it.

Knowledge Goals: Materials 1 – Sweet Dispenser

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Aesthetics	The look of a product e.g. the colour, theme, texture, finish etc
2	Sustainability	Sustainability means doing something that will cause little or no damage to the environment and will be able to continue for a long period of time.
3	Plan view	the appearance of an object as seen from above
4	Dimensions	A dimension is a measurement such as length, width, or height. If you talk about the dimensions of an object or place, you are referring to its size and proportions
5	Adhesives	a substance used for sticking objects or materials together e.g glue
6	Mechanism	a system of parts working together in a machine; a piece of machinery
7	Orthographic projections	Orthographic projections are working drawings in either a first or third angle projection and show each side of a design without perspective, ie a 2D drawing of a 3D object. They are used to show an object from every angle to help manufacturers plan production.

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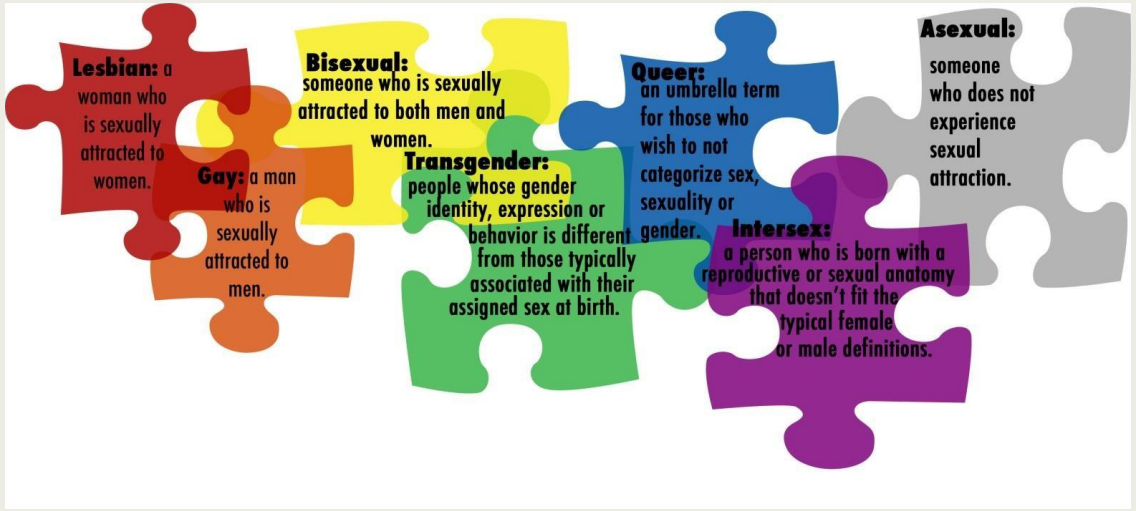
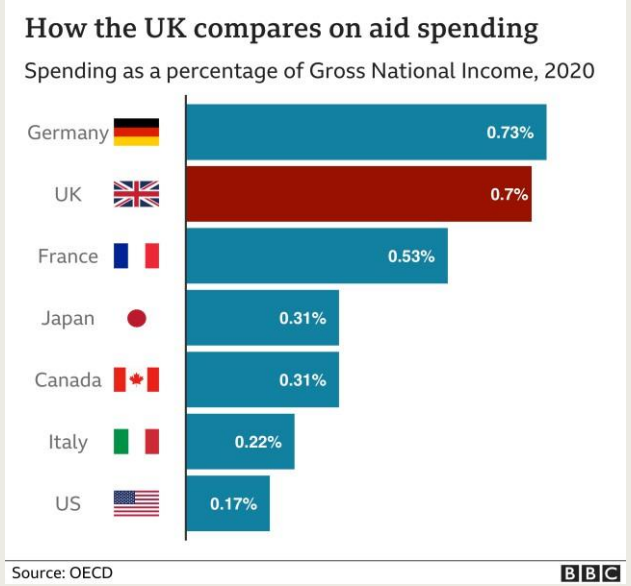
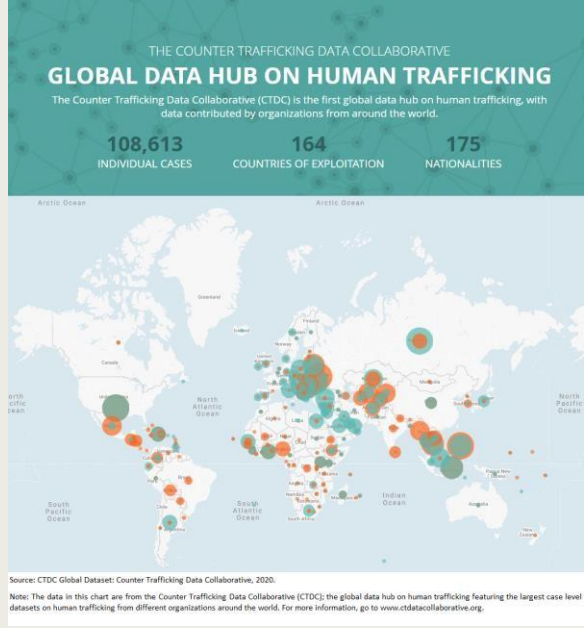
Knowledge Goals: PDEV







PEER PRESSURE

Peer pressure is the influence exerted by a peer group, encouraging individuals to change their attitudes, values, or behaviors to conform to group norms.

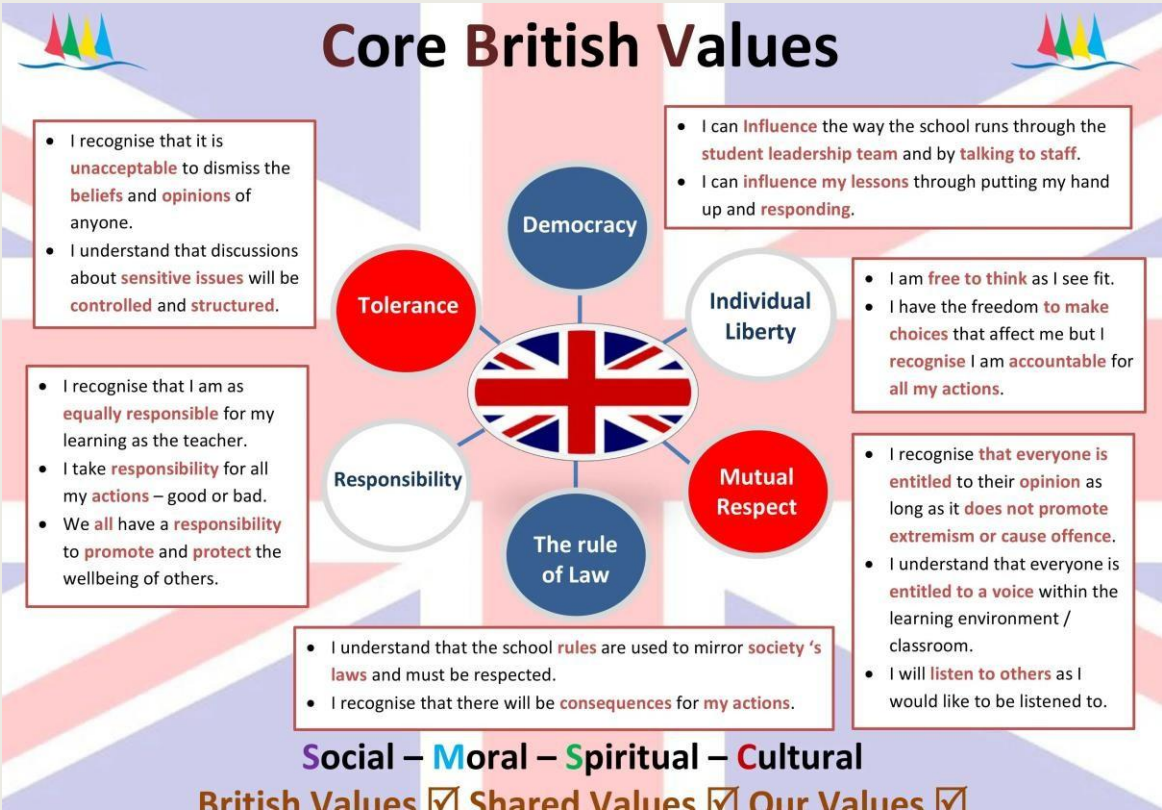
OVERVIEW

Peer pressure occurs due to a desire to fit in with a peer group. It can be both positive, promoting healthy habits or behaviors, and negative, leading to risky or harmful activities. While typically associated with adolescents, peer pressure can affect individuals of any age group as it fundamentally involves the human desire to be accepted and belong within a social context.

EXAMPLE

- **Academic performance:** Friends can motivate each other to study harder and achieve better grades.
- **Fashion trends:** Young people can feel pressure to conform to current styles or trends popular within their friend group.
- **Environmental consciousness:** Peers can influence each other to adopt eco-friendly habits like recycling.

HELPFULPROFESSOR.COM



Knowledge Goals: PDEV

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Fundamental British Values	These are beliefs that underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating diversity of the UK. These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.
2	ancestor	a person, typically one more remote than a grandparent, from whom we are descended.
3	LGBTQAI	Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex community.
4	Cis-gender	most people are cisgender. People who are happy with the biological sex they were born with. These people can still be gay or straight or bi.
5	Human trafficking	The recruitment, harbouring, and transporting of people through the use of violence, deception, or coercion, who are forced to work against their will.
6	Coercion	The action or practice of persuading someone to do something by using force or threats.
7	Foreign aid	money, food, or other resources given or lent by one country to another.
8	Sustainability	the idea of living in a way that can maintained in the long term. We talk about 'sustainability' in terms of looking after our environment.
9	Age of criminal responsibility	the age at which young people can be blamed for their crimes. This is age 10 in the UK.
10	Peer Pressure	The pressure felt to do what people in your age group are doing and to do what they want you to do.
11	Knife Crime	illegal activities involving knives, e.g. carrying a knife, using a knife as a weapon, hiding a knife used as a weapon, selling a knife or possessing a knife as a weapon.

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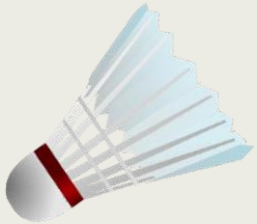

Knowledge Goals: PE

Badminton

- ❑ **Serving –** I can perform the backhand and forehand serve with accuracy, landing the shuttle in the opponents' service box.
- ❑ **The Clears –** I know that the clear is a defensive stroke and can be used to slow the pace of the game and regain position on court
- ❑ **The Drop Shot –** I understand that the drop shot is an attacking shot and why.
- ❑ **The Smash –** I can hit the shuttle with power and land the shuttle mid court, showing good accuracy.
- ❑ **Net Play –** I can accurately hit the shuttle low over the net and land close to the net.
- ❑ **Game Play –** I know which side of the court to serve from depending on if the score is odd or even.

Hockey

- ❑ **Ball Control –** I can use reverse stick at the appropriate times to control the ball.
- ❑ **Passing –** I can demonstrate passes at increasing variety, speed and accuracy. On reception I rotate the stick forward to ensure the ball is trapped and available.
- ❑ **Dribbling –** I can move at speed with the ball avoiding challenges by changing speed or direction.
- ❑ **Tackling –** I can apply the block tackle effectively and safely in game situations on many occasions.
- ❑ **Game Situations –** I can organise effective attacking opportunities quickly in free hit situation.

Football

- ❑ **Ball Control –** I can control the ball with most body parts with some consistency
- ❑ **Passing –** I can occasionally pass the ball accurately using different parts of my foot whilst under *pressure*.
- ❑ **Defending –** I can decide whether to commit to a tackle or *jockey* my opponent.
- ❑ **Dribbling –** I can dribble the ball for some distance as long as it's on my stronger side.
- ❑ **Shooting –** I can accurately shoot from a moderate distance using different techniques.
- ❑ **Game Situations –** I move into space in games and communicate with teammates and can maintain *possession* while decision making.

Netball

- ❑ **Passing –** I can effectively pass a ball to a player in a game situation.
- ❑ **Footwork –** I can demonstrate good use of the footwork rule in a game situation. I can pivot on my landing foot consistently.
- ❑ **Attacking skills –** I am able to re-offer under pressure from a defender to create space to receive the ball.
- ❑ **Defending skills –** I am able to cleanly intercept a ball with two hands in a small game situation.
- ❑ **Game Situations –** I am able to demonstrate a basic set play in a game situation with little or no pressure.

Gymnastics

- ❑ **Floor** – I can perform a paired sequence, performing advanced movements showing consistently high levels of control and tension.
- ❑ **Jumps** – I can successfully incorporate a variety of jumps to change the level of a sequence.
- ❑ **Apparatus** – I can adapt the apparatus to perform a multi-move sequence using a range of vaults with correct technique.
- ❑ **Performance** – I can evaluate another group's sequence, making specific suggestions on how to improve the level of their performance.

Rugby

- ❑ **Evasion/Support Play** – I can demonstrate principles of attack when to penetrate or out flank. I can support in different formations including 'magic diamond'.
- ❑ **Passing & Catching** – I can pass and catch a ball over a longer distance with some accuracy, making decisions on the weight and length of the pass. Developing skills for quick passing to maximise potential overlaps
- ❑ **Tackling/Defensive Strategies** – I can demonstrate the principles of defence, denial of space, pressure, open gate, tackle, cover and regain possession
- ❑ **Rucks & Mauls** – I can set up a micro maul or micro ruck if none of the 'continuity' options are possible.
- ❑ **Game Play** – I can plan and execute set piece plays from a 'scrum' or 'line out'

Knowledge Goals: PE

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	Reverse Hit (Tomahawk)	Hit on your reverse side, can be a pass or a shot. Keeps the speed of play up.
2	Anticipation	The ability to quickly and accurately predict the outcome of an opponent's action before that action is completed.
3	Disguise	Ability to deceive the opponent with fake movements or passes.
4	Line Breaks	An attacking player gets through the opponent's defensive line while in possession of the ball.


Badminton


Football


Hockey


Netball


Rugby Union

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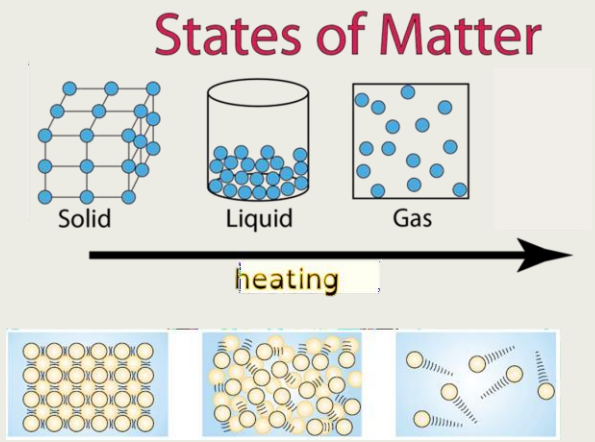
Knowledge Goals: Physics – Particle model

Kinetic theory

The kinetic particle model explains the properties of the different states of matter. Particles in solids, liquids and gases have different amounts of energy. The particles are arranged differently and move in different ways.



Heat

Heat is a word used to describe the energy shifted in a system during a change of temperature or a change of state. Heat is measured in joules (J).

Temperature

- Temperature is a measure of how hot or cold something is.
- Temperature is a measure of the average kinetic energy of the particles in a system.
- Temperature is measured in degrees celsius (°C). Absolute temperature is measured in kelvin (K). A temperature of absolute zero (0 kelvin) is the point at which the particles in a body stop vibrating.

Changing temperature

- When energy is shifted into a body its temperature can increase.
- During a change of temperature, energy is shifted in or out of the kinetic energy store of particles.
- The amount of heat stored or released as a substance changes temperature can be calculated using the equation:

energy = mass × specific heat capacity × temperature change

- The **specific heat capacity** of a material is the energy required to raise one kilogram (kg) of the material by one degree Celsius (°C) without a change of state.

Changing state

- When energy is shifted into a body at its melting or boiling point, it will change state.
- Temperature remains constant during a change of state.
- During a change of state, energy is shifted in or out of the potential energy store of particles.
- Forces of attraction between particles are weakened during melting and overcome during boiling.
- The amount of heat stored or released as a substance changes state can be calculated using the equation:

energy = mass × specific latent heat

- Specific latent heat is the amount of energy required to change the state of 1 kilogram (kg) of a material without changing its temperature.

Knowledge Goals: Physics – Particle model

Half Term 2: Tier 3 Vocabulary		
#	Key word	Definition
1	kinetic	The energy an object has because it is moving / vibrating. This store is filled or emptied during temperature changes.
2	potential	The energy an object has because of the position of its particles relative to other particles. This store is filled or emptied during changes of state.
3	heat	Energy shifted in a system during a change of temperature or a change of state; measured in joules (J).
4	temperature	A measure of hotness; a measure of the average kinetic energy of the particles in a body; measured in degrees Celsius (°C) or kelvin (K)
5	specific heat capacity	The amount of energy required to raise one kilogram (kg) of the material by one degree Celsius (°C) without a change of state.
6	specific latent heat	The amount of energy required to change the state of 1 kilogram (kg) of a material without changing its temperature.
7	internal energy	The sum of the kinetic and potential energy stores of the individual particles in a body.

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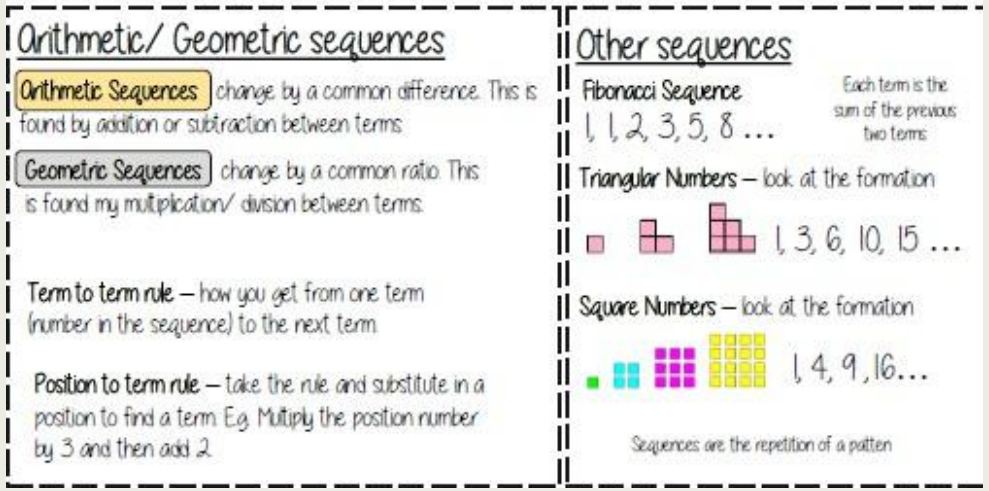
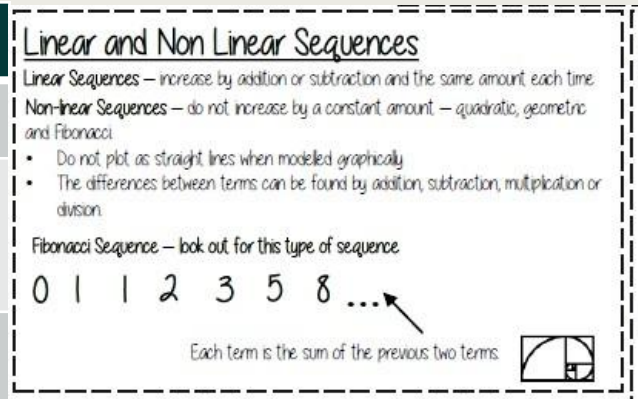
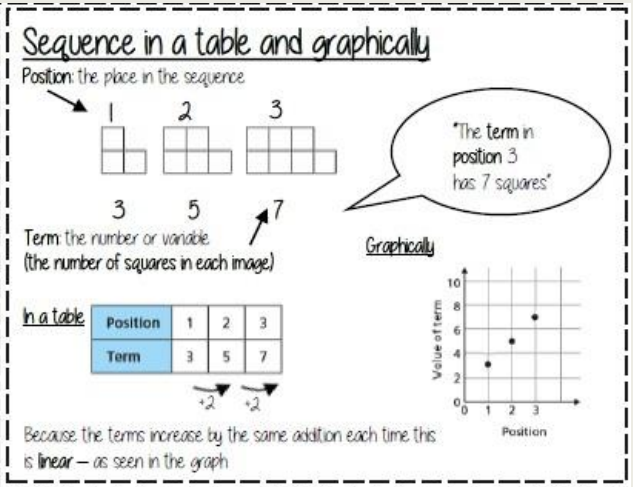
Knowledge Goals: Maths

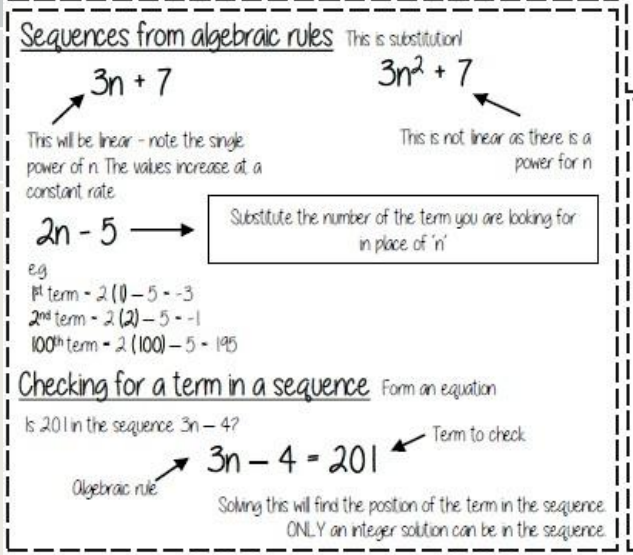
Unit 4 – Sequences		
Topic	Video	Resource
Sequences	Watch this	Complete this Check your work
Important sequences - Fibonacci	Watch this	Complete this Check your work
**Nth term quadratic sequences	Watch this	Complete this Check your work

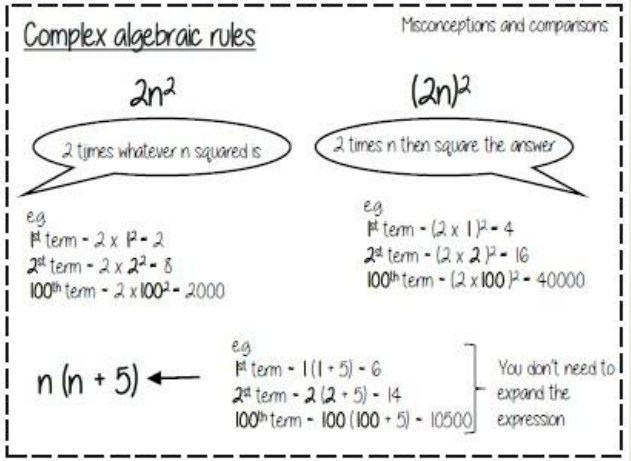
**Extension tasks

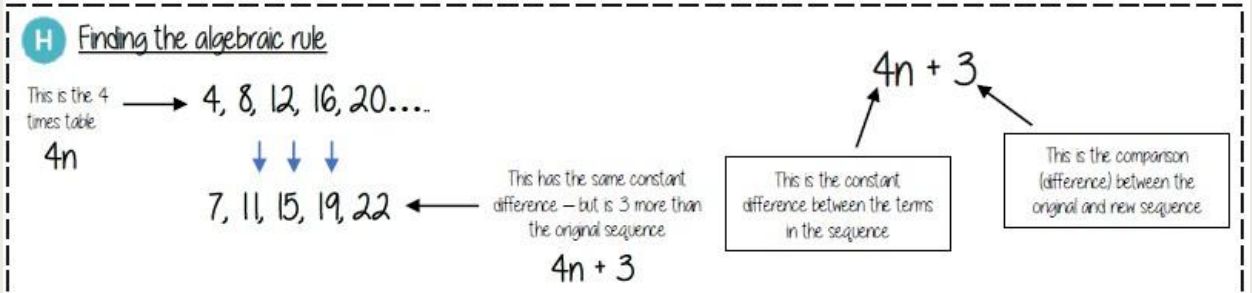










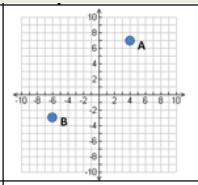
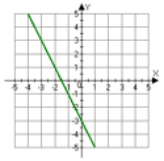
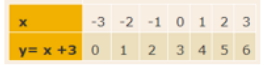
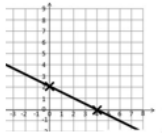
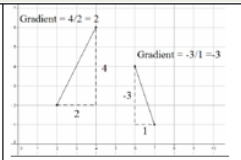


Knowledge Goals: Maths

Unit 5- Coordinates and Graphs

Topic	Video	Resource
Plot and read coordinates	Watch This	Hit the Coordinate Coordinates Picture Axes and coordinates KS3 BBC Bitesize
Midpoint and coordinate problems	Watch this	Worksheet Check your answers
Horizontal and vertical Lines	Watch this X equals Watch this Y equals	Worksheet Check your answers
Plot straight line graphs	Watch This	Worksheet Check your answers
Identify gradient and y intercept	Watch This	Online Worksheet
Use y=mx+c	Watch This	Graphing Slope Intercept Form Quick Online Practice Worksheet
Parallel lines	Watch this	Worksheet Check your answers
**Perpendicular lines	Watch this	Worksheet Check your answers
**Solving problems using y= mx+c	Watch this	Worksheet Check your answers

**Extension tasks

1. Coordinates	Written in **pairs**. The **first** term is the **x-coordinate** (movement **across**). The **second** term is the **y-coordinate** (movement **up or down**)	 A: (4,7) B: (-6,-3)
2. Midpoint of a Line	Method 1: **add the x coordinates and divide by 2, add the y coordinates and divide by 2** Method 2: Sketch the line and find the values half way between the two x and two y values.	Find the midpoint between (2,1) and (6,9) $\frac{2+6}{2} = 4$ and $\frac{1+9}{2} = 5$ So, the midpoint is (4,5)
3. Linear Graph	**Straight line** graph. The general equation of a linear graph is $y = mx + c$ where m **is the gradient** and c **is the y-intercept**. The **equation** of a linear graph can contain an **x-term**, a **y-term** and a **number**.	Example:  Other examples: $x = y$ $y = 4$ $x = -2$ $y = 2x - 7$ $y + x = 10$ $2y - 4x = 12$
4. Plotting Linear Graphs	Method 1: **Table of Values** Construct a table of values to calculate coordinates. Method 2: **Gradient-Intercept Method** (use when the equation is in the form $y = mx + c$) 1. Plots the y-intercept 2. Using the gradient, plot a second point. 3. Draw a line through the two points plotted. Method 3: **Cover-Up Method** (use when the equation is in the form $ax + by = c$) 1. Cover the x term and solve the resulting equation. Plot this on the $x-axis$. 2. Cover the y term and solve the resulting equation. Plot this on the $y-axis$. 3. Draw a line through the two points plotted.	   $2x + 4y = 8$
5. Gradient	The gradient of a line is how **steep** it is. **Gradient =** $\frac{Change\ in\ y}{Change\ in\ x} = \frac{Rise}{Run}$ The gradient can be positive (sloping upwards) or negative (sloping downwards)	
6. Finding the Equation of a Line given a point and a gradient	**Substitute** in the **gradient (m)** and **point (x,y)** in to the equation $y = mx + c$ and **solve for c**.	Find the equation of the line with gradient 4 passing through (2,7). $y = mx + c$ $7 = 4 \times 2 + c$ $c = -1$ $y = 4x - 1$
7. Finding the Equation of a Line given two points	Use the two points to **calculate the gradient**. Then **repeat the method above** using the gradient and either of the points.	Find the equation of the line passing through (6,11) and (2,3) $m = \frac{11-3}{6-2} = 2$ $y = mx + c$ $11 = 2 \times 6 + c$ $c = -1$ $y = 2x - 1$
8. Parallel Lines	If two lines are **parallel**, they will have the **same gradient**. The value of m will be the same for both lines.	Are the lines $y = 3x - 1$ and $2y - 6x + 10 = 0$ parallel? Answer: Rearrange the second equation in to the form $y = mx + c$ $2y - 6x + 10 = 0 \rightarrow y = 3x - 5$ Since the two gradients are equal (3), the lines are parallel.
9. Perpendicular Lines	If two lines are **perpendicular**, the **product** of their **gradients** will always equal **-1**. The gradient of one line will be the **negative reciprocal** of the gradient of the other line. You may need to rearrange equations of lines to compare gradients (they need to be in the form $y = mx + c$)	Find the equation of the line perpendicular to $y = 3x + 2$ which passes through (6,5) Answer: As they are perpendicular, the gradient of the new line will be $-\frac{1}{3}$ as this is the negative reciprocal of 3. $y = mx + c$	$5 = -\frac{1}{3} \times 6 + c$ $c = 7$ $y = -\frac{1}{3}x + 7$ Or $3x + x - 7 = 0$

Knowledge Goals: Maths

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Sequence	Items or numbers put in a pre decided order.
2	Arithmetic	A sequence where the difference between the terms is constant.
3	Geometric	A sequence where each term is found by multiplying the previous one by a fixed nonzero number.
4	Quadratic sequence	A sequence which rule contains a term squared.
5	Parallel	Two straight lines that never meet and are an equal distance apart.
6	Perpendicular	Two lines that meet at a right angle.
7	Gradient	The steepness of the line.
8	Intercept	Where it crosses the y axis.

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Knowledge Goals: Music

Reggae Music

Why is Reggae Music so important?

Reggae Music developed mainly as a mixture of three different styles of Caribbean Music: Mento, Ska and Rock Steady. Reggae music began to address social issues, and the lyrics typically deal with poverty and political issues. Reggae music has always been strongly linked to the Rastafarian religion, making the music culturally important. By far the most famous and influential Reggae artist is Bob Marley (1945-1981). Typical of Reggae, most of his songs deal with more light-hearted subjects such as religion, love, peace, poverty, anti-racism and political issues.

Bob Marley

Robert 'Nesta' Marley was born to a Jamaican mother and a British father. He grew up in a village in Jamaica and did not let culture influence his upbringing, believing he was on 'God's side' (rather than his Mum or Dad's heritage.
After forming a band called 'The Wailers', Bob went on to write many famous songs, as well as a deeply spiritual person. Bob used the lyrics of his songs to fight for peace and a release from poverty.

Great Composers

Bob Marley
Buffalo Soldier

Toots and the Mayals
Pressure Drop

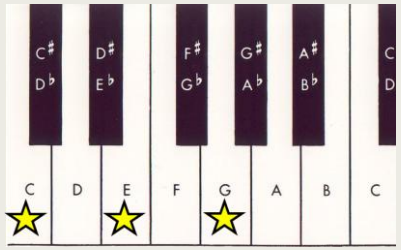
Desmond Dekker
The Israelites

Wider Listening

Explore the 'Two-Tone' movement of the 1980s with bands such as 'The Specials' and 'Madness'

Chords

A chord is where two or more notes are played at the same time. The most common type of chord is a triad and the easiest way to create a triad is:



Play one, miss one, play one, miss one, play one

Common triads include major and minor, where major feels happy and bright, and minor feels slightly sad

Off-Beat Rhythm

The weaker beats of the bar. An offbeat rhythm will stress these beats instead of stronger ones. In a song with 4 beats in a bar, this is beats 2 and 4

Key Features of Reggae

High-tuned snare intro
Lyrics that talk about politics and love
A simple verse chorus structure
Pop music instruments including guitar, bass, drums, and a trumpet, trombone and sax

Knowledge Goals: Music

Half Term 1: Tier 3 Vocabulary		
#	Key word	Definition
1	Offbeat	Weaker beats of the bar. An offbeat rhythm will stress these beats instead of stronger ones
2	Syncopation	Similar to an offbeat rhythm, syncopation focuses on stressing the weaker beats of the bar
3	Riff	A short, catchy repetitive idea or motif
4	Primary Triads	The stronger chords in music. They are the first, fourth and fifth triads in the key. In C, for example, they are the triads of C, F and G
5	Rastafarianism	The religious and political movement from Jamaica that promotes equality, peace and love
6	Mento and Ska	Styles of Music from Jamaica that influenced the development of Reggae

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Knowledge Goals: PRE Ethics

Animal rights

More and more people are questioning the ways human beings use animals, and some are actively turning away from using animal products in their daily lives. Religious and non-religious people hold varying views about the status of animals, and of animal rights.

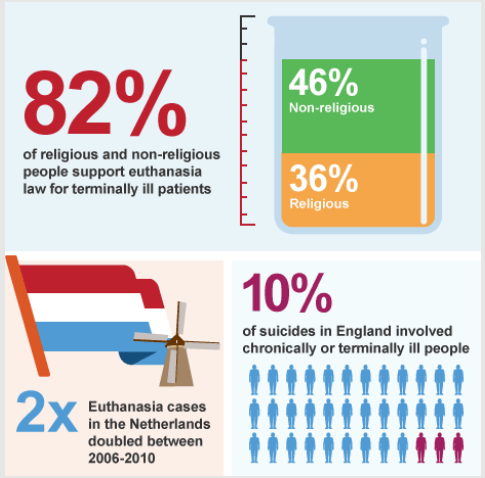
The British Egg Industry Council has strict rules about egg classification. To qualify eggs as free range, chickens must have access to the outside for at least eight hours a day.

Find out more!

Euthanasia

Euthanasia means **'gentle and easy death'**.
The term is used to describe the deliberate ending of a person's life for compassionate reasons because they are suffering, eg from a painful or incurable disease.

Euthanasia is illegal in the UK. Euthanasia is punishable by law and can carry a maximum penalty of life imprisonment.
Assisted suicide is also illegal in the UK. It is punishable by law and can carry a prison sentence of up to 14 years.



Find out more!

There are powerful arguments for and against euthanasia.
People with different beliefs may agree with many of these arguments. For example, an **atheist** may recognise that there are dangers in allowing euthanasia (the slippery slope argument). However, they might also feel that an individual's right to direct their own life outweighs other good arguments.
Many religious believers are likely to have great sympathy with arguments that a person should not have to live in agony. Despite this, the idea for them that life is sacred may outweigh other arguments, however good.

Capital punishment

Capital punishment is the death penalty. It is **illegal** in the UK. It was abolished for the crime of murder in 1965. It was then abolished for all crimes in 1998.

In those countries where it is legal, capital punishment aims to **protect society, deter others from committing crime and compensate the victims of the crime** (this is known as reparation).

We will examine arguments for and against the death penalty including religious views.

> *The punishment shall be life for life, eye for eye, tooth for tooth.*
> Exodus 21:23

> *Ask God to bless those who persecute you.*
> Romans 12:14

Find out more!

Knowledge Goals: PRE Ethics

Term 1: Tier 3 Vocabulary		
#	**Key word**	**Definition**
1	Animal testing	The act of testing new medicines or products on animals to assess their dangers and effectiveness before they are tested on humans.
2	Euthanasia	'A gentle or easy death'. The ending of someone's life usually if they are terminally ill.
3	Active euthanasia	Withholding treatment with the intention of ending life or giving a drug that will end life.
4	Passive euthanasia	This is either where the dose of a pain-killing drug, such as morphine, is increased in the belief that it will not only control pain but also shorten life, or where treatment is withheld or withdrawn because all it is doing is delaying the natural process of dying. Some people argue this is not euthanasia at all.
5	Quality of life	How good a person's life is, are they able to enjoy life to any extent
6	Sanctity of life	Life is invaluable. Life is sacred, a gift from God.
7	Abortion	when a pregnancy is ended so that it doesn't result in the birth of a child.
8	Pro life	Life should be protected at all costs. Anti-abortion
9	Pro choice	The pregnant woman should have the right to choose abortion.
10	Designer baby	A baby genetically engineered, usually to avoid a hereditary condition or to create a saviour sibling.

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Knowledge Goals: Spanish

¿Dónde vives?	Where do you live?	este/oeste/centro…	east/west/centre…
Vivo en el…	I live in the…	de Inglaterra/Escocia	of England/Scotland
norte/noreste/noroeste…	north/northeast/northwest…	de Gales/Irlanda (del Norte)	of Wales/(Northern) Ireland
sur/sureste/suroeste…	south/southeast/southwest…		
¿Qué haces en verano?	**What do you do in summer?**	monto a caballo/en bici	*I go horseriding/cycling*
En verano/invierno…	*In summer/winter…*	nado en el mar	*I swim in the sea*
chateo en la red	*I chat online*	salgo con mis amigos/as	*I go out with my friends*
cocino para mi familia	*I cook for my family*	toco la guitarra	*I play the guitar*
descargo canciones	*I download songs*	trabajo como voluntario/a	*I work as a volunteer*
escribo correos	*I write emails*	veo la tele	*I watch TV*
hago natación/esquí/windsurf	*I go swimming/skiing/windsurfing*	voy al polideportivo/al parque/	*I go to the sports centre/to the park/*
hago una barbacoa	*I have a barbecue*	a un centro comercial	*to a shopping centre*
juego al baloncesto/fútbol	*I play basketball/football*	voy de paseo	*I go for a walk*
¿Con qué frecuencia?	**How often?**	de vez en cuando	*from time to time*
siempre	*always*	una vez a la semana	*once a week*
a menudo	*often*	dos o tres veces al año	*two or three times a year*
todos los días	*every day*	(casi) nunca	*(almost) never*
a veces	*sometimes*		
¿Qué tiempo hace?	**What's the weather like?**	El clima es caluroso/soleado.	*The climate is hot/sunny.*
Hace buen/mal tiempo.	*It's good/bad weather.*	Hay niebla/tormenta.	*It's foggy/stormy.*
Hace calor/frío/sol/viento.	*It's hot/cold/sunny/windy.*	Hay chubascos.	*There are showers.*
Llueve/Nieva.	*It's raining/snowing.*	Está nublado.	*It's cloudy.*
El tiempo es variable.	*The weather is changeable.*		
¿Qué te gusta hacer?	**What do you like doing?**	estar en contacto con los amigos	*being in touch with friends*
Soy adicto/a a…	*I'm addicted to…*	hacer artes marciales	*doing martial arts*
Soy un(a) fanático/a de…	*I'm a … fan/fanatic.*	hacer deportes acuáticos	*doing water sports*
ya que/dado que/puesto que	*given that/since*	ir al cine/a la pista de hielo	*going to the cinema/ice rink*
Prefiero…	*I prefer…*	ir de compras	*going shopping*
Me gusta…	*I like…*	leer (un montón de revistas)	*reading (loads of magazines)*
Me encanta/Me mola/Me chifla/		usar el ordenador	*using the computer*
Me flipa/Me apasiona…	*I love…*	ver películas	*watching films*
No me gusta (nada)…	*I don't like… (at all)*	Prefiero veranear…	*I prefer to spend the summer…*
Odio…	*I hate…*	en el extranjero/en España	*abroad/in Spain*
A (mi padre) le gusta…	*(My dad) likes…*	en la costa/en el campo	*on the coast/in the country*
Nos encanta…	*We love…*	en la montaña/en la ciudad	*in the mountains/in the city*
bucear	*diving*		
estar al aire libre	*being outdoors*		
¿Adónde fuiste de vacaciones?	**Where did you go on holiday?**	con mi mejor amigo/a	*with my best friend*
hace una semana/un mes/un año	*a week/month/year ago*	solo/a	*alone*
hace dos semanas/meses/años	*two weeks/months/years ago*	¿Cómo viajaste?	*How did you travel?*
fui de vacaciones a…	*I went on holiday to…*	Viajé…	*I travelled…*
Francia/Italia/Turquía	*France/Italy/Turkey*	en autocar/avión	*by coach/plane*
¿Con quién fuiste?	*Who did you go with?*	en barco/coche/tren	*by boat/car/train*
Fui…	*I went…*		
con mi familia/insti	*with my family/school*		
¿Qué hiciste?	**What did you do?**	llegué tarde al aeropuerto	*I arrived at the airport late*
primero	*first*	perdí mi móvil	*I lost my mobile*
luego	*then*	saqué fotos	*I took photos*
más tarde	*later*	tomé el sol	*I sunbathed*
después	*after*	tuve un accidente en la playa	*I had an accident on the beach*
finalmente	*finally*	vi un partido	*I saw/watched a match*
Lo mejor fue cuando…	*The best thing was when…*	visité el Park Güell	*I visited Park Güell*
Lo peor fue cuando…	*The worst thing was when…*	vomité en una montaña rusa	*I was sick on a roller coaster*
aprendí a hacer vela	*I learned to sail*	Puedes…	*You can…*
comí muchos helados	*I ate lots of ice creams*	descubrir el Museo Picasso	*discover the Picasso Museum*
compré recuerdos	*I bought souvenirs*	disfrutar del Barrio Gótico	*enjoy the gothic quarter*
descansé	*I rested*	pasear por las Ramblas	*walk along Las Ramblas*
fui al acuario	*I went to the aquarium*	subir al Monumento a Colón	*go up the Columbus Monument*
hice turismo	*I went sightseeing*	ver los barcos en el puerto	*see the boats in the port*
¿Qué tal lo pasaste?	**How was it?**	un desastre	*a disaster*
Me gustó/Me encantó.	*I liked it/I loved it.*	¿Qué tiempo hizo?	*What was the weather like?*
Lo pasé bomba/fenomenal.	*I had a great time.*	Hizo buen/mal tiempo.	*It was good/bad weather.*
Lo pasé bien/mal/fatal.	*I had a good/bad/awful time.*	Hizo calor/frío/sol/viento.	*It was hot/cold/sunny/windy.*
Fue…	*It was…*	Hubo niebla/tormenta.	*It was foggy/stormy.*
inolvidable/increíble	*unforgettable/incredible*	Llovió/Nevó.	*It rained/snowed.*
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impresionante/flipante	*impressive/awesome*		
horroroso	*awful*		

Knowledge Goals: Spanish

Half Term 1: Tier 3 Vocabulary		
1	SSC	Symbol-Sound Correspondence: the sound that letters or combination of letters make in a language
2	cognate	A cognate is a word which looks the same or very similar to a word in English. E.g.: le cinéma, le football
3	connective	A word which links sentences together. E.g.: and, but
4	Opinion verb/ phrase	A verb or a phrase which you use to give an opinion: I like, I dislike, in my opinion etc...
5	Justifier	A way of giving a reason, a justification of an opinion. I like …. because it is...
6	qualifier	A word which changes the intensity of an adjective: quite, very, extremely...
7	adjective	A describing word: big, small, green, interesting, amusing etc...
8	Time phrase	A phrase used to say when something is happening: normally, on Mondays, yesterday, next weekend...
9	Tenses	Past, present, future
10	Infinitive	A verb as you find it in the dictionary: to play, to eat. This is the form of the verb when it is not used with a pronoun (I, he, she...)

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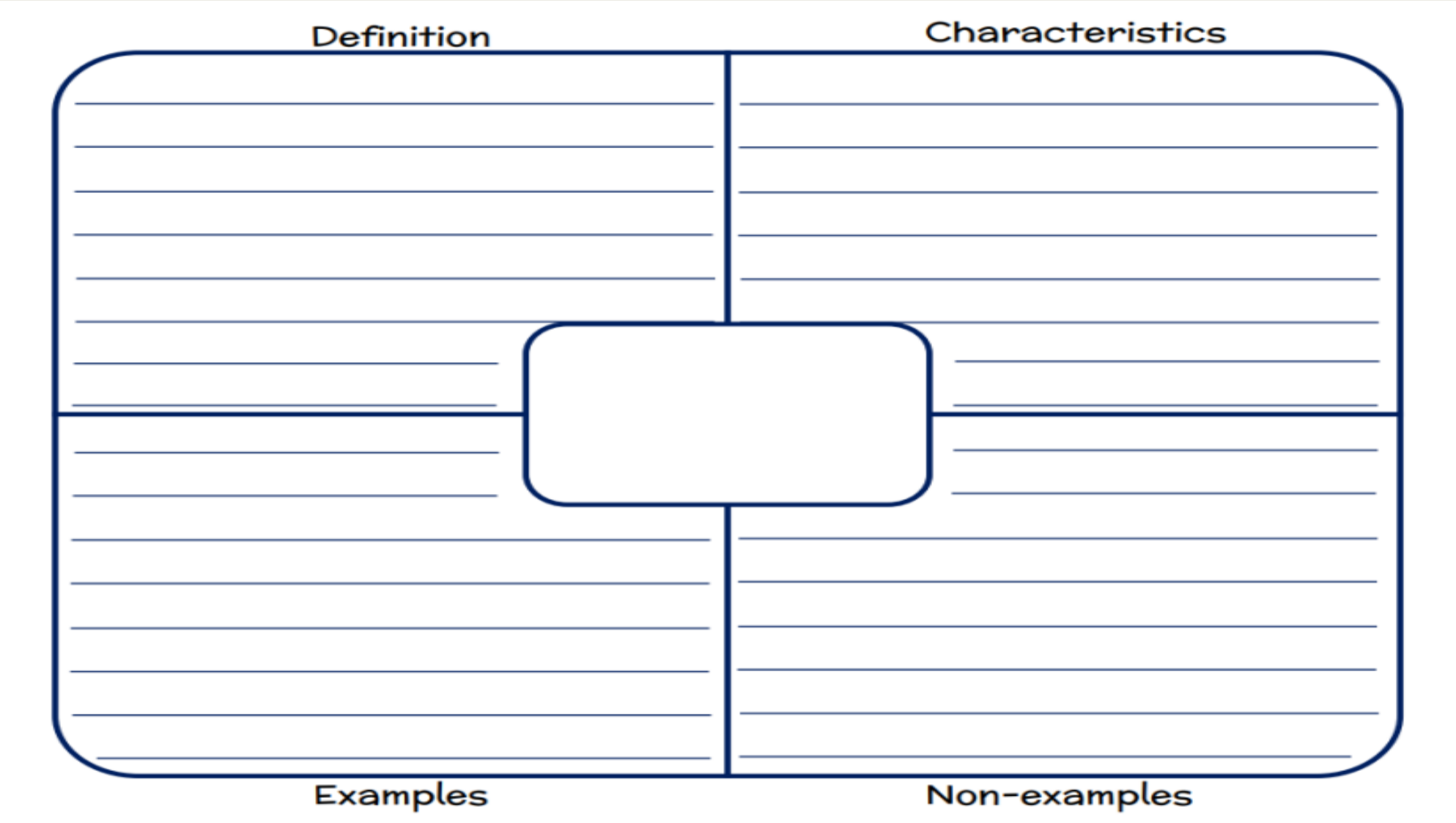
Frayer Model Template



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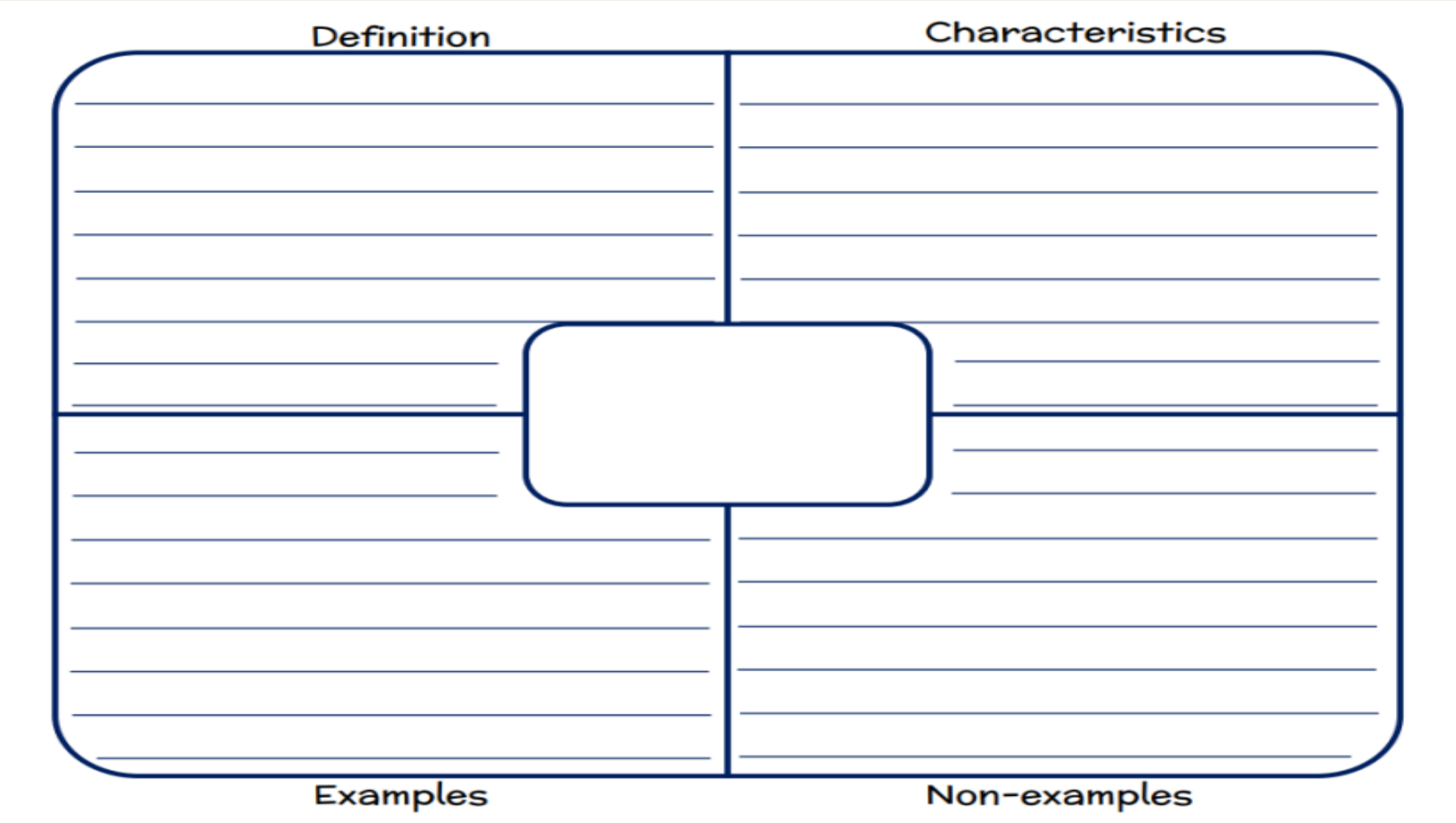

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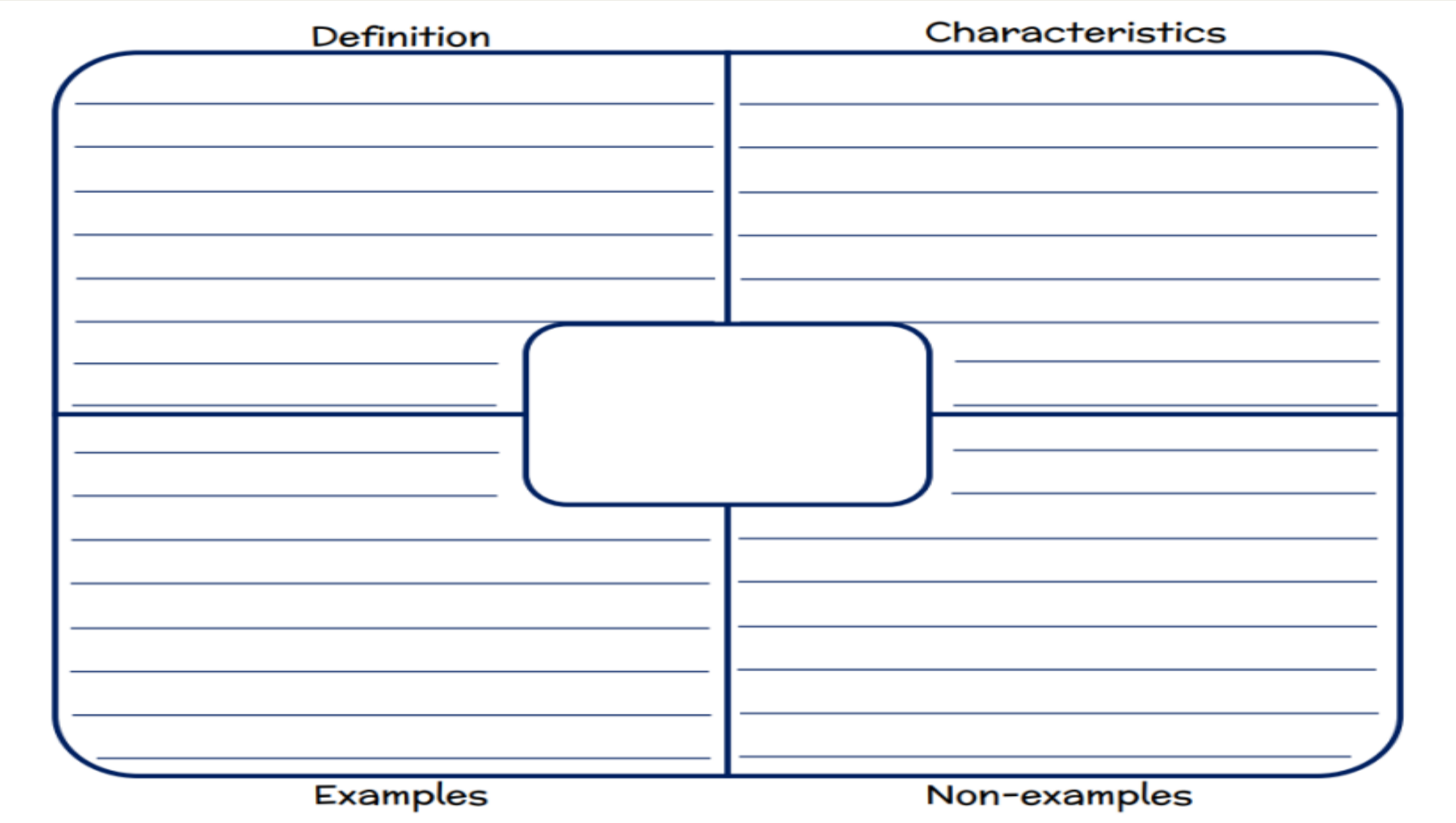

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