Monkton Wood Academy

Independent Study Booklet

Year 9 Terms 5 & 6

Independent study:

Completing Independent Study work that is linked to the learning in your lessons can increase the progress you make at school by an average of five months. (Education Endowment Foundation, 2001)

At MWA students must:

- Complete independent study tasks to the best of your ability
- Submit work by the deadline set by your teacher
- Ask your teacher if you don't understand what to do
- Attend any support sessions offered by your teacher

Your teachers will:

- Set independent study tasks on **Class Charts** for you to complete
- Check that you know how to complete independent study tasks.
- Award positive points for completed tasks

Your parent/guardian could:

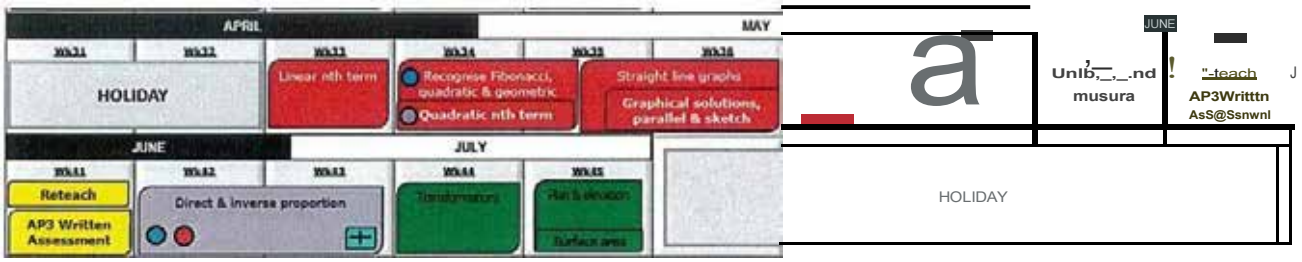
- Check what independent study you've been set
- Support you to complete your independent study at home
- Help you find a quiet space at home to complete your independent study

Independent Study at MWA by subject:

Subject	What sort of Independent study tasks will I beseton ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
English	Approximately 30 minutes per week. You should work independently to learn new vocabulary and revise core knowledge	1. Read a wide variety of texts 2. Build a portfolio of creative writing pieces 3. UseSeneca to consolidate learning	Use the knowledge organisers and your books to revise core knowledge and skills you have been learning.
Maths	Approximately 1 hour per fortnight (30 minutes each week). Your Maths teacher will always set a study task on SPARX	Complete the extra tasks on the SPARX landing page: 1. XP Boost -extra questions at the same level of difficulty 2. Target - extra questions at a higher levelof difficulty	You will beable to find a revision list for your next assessment on ClassCharts. The list contains some codes that you can enter in the independent learning section on SPARX
Science	Approximately 30 minutes per fortnight. Complete the fortnightly key word and questions sheet.	Self-quizzing using the Science knowledge organisers	Self-quizzing using the Science knowledge organisers
Geography	Approximately 30 minutes per fortnight -you should focus on learning the key words in the Geography knowledge organiser	Complete the following courses on Seneca bUps:LLseoec;aleat□iog.c;Qm/eo-GB 1. Climate change 2. Analysis of Bangladesh 3. Natural Resources 4. Ecosystems	Learn key words from the knowledge organiser. Look over the content list and revision materials provided on ClassCharts.

Subject	What sort of Independent study tasks willl be seton ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
History	Spend approximately 30 minutes a fortnight usingyour knowledge organiser to make flashcards to help prepare for the in-lesson quiz	UseBBC Bitesize or youtube videos to improve your knowledge of your current topic. Links can be found on Classcharts	Use the revision PowerPoints on Classcharts to make mindmaps and flashcards. Learn the keywords and events on the knowledge orgnanisers
Languages	Spend at least 30 minutes per fortnight learning phrases from the knowledge organiser which we have studied in class	Spend some time practicing French or Spanish on Linguascope. www.linguascope.com Username: mwa Login: happyhippo88	Revise the vocabulary from the knowledge organiser using mind maps and flashcards
OT/Food	You should be measuring and weighing your ingredients in preparation for your next food practical lesson	Use your knowledge organiser to help you revise for your next assessment	Use your knowledge organiser to help you revise for your next assessment
Art	For approximately 30 minutes every fortnight complete extension and embedding tasks or preparation tasks for your next art lesson	Improve your drawing skills - start with simple exercises, like sketching basic shapes or practicing shading then move onto simple still life arrangements	Continue practicing your drawing- it willstrengthen your hand-eye coordination and fine motor skills
Music	For approximately 30 minutes per fortnight use the knowledge organisers to revise for music quizzes	If you have an instrument at home - practice! Use BBC Bitesize Music resources to explore as broader range of music as possible.	Book a practice room during social times to rehearse and prepare for performance assessments (the rooms are popular so be quick)
Dance & **Drama**	Drama-you willbeexpected to learn line andrehearse performances Dance-you will beexpected to rehearse choreography to prepare for performances	Approach Mrs Gwilliam (Dance) or Mrs Coomer (Drama). Use BBC Bitesize to access additional online revision.	Use the knowledge organisers to revise key content in preparation for tests.

Year 9 - T5 and T6



Linear nth term

Learning objective	Sparx code
Term to term rule for patterns	M241
Term to term rule for numerical sequences	M381
Nth term rule (position to term rule) for patterns	M866
Nth term for linear sequences	M991
Using the nth term	M166

Recognise Fibonacci, quadratic and geometric

Learning objective	Sparx code
Special sequences	M981, U680
Term to term rules for non-linear sequences	U213

Straight line graphs

Learning objective	Sparx code
Reading and plotting coordinates	M618
Plotting straight line graphs	M932
Interpreting equations of straight line graphs	M888
Gradient and y-intercept from a straight line graph	M544
Gradients of parallel lines	U377,U898
Quadratic graphs (extension)	*U667*
Cubic graphs (extension)	*U980*
Reciprocal graphs (extension)	*U593*

Rearranging formulae

Learning objective	Sparx code
Changing the subject with one step	M242
Changing the subject with two or more steps	M983
Changing the subject with powers and roots (extension)	*U181*

Compound measures and units

Learning objective	Sparx code
Using appropriate units	M487
Converting units of length	M772
Converting units of area	M728
Converting units of mass	M530
Converting units of capacity	M530

Direct and inverse proportion

Learning objective	Sparx code
Solving proportion problems	M478
Graphs of direct and inverse proportion (extension)	*U238*

Transformations

Learning objective	Sparx code
Translation	M139
Column vectors	U632
Reflection	M290
Rotation	M910
Mixed transformations (extension)	*M881*

Plans and elevations

Learning objective	Sparx code
Nets of 3D shapes	M518
Plans and elevations	M229

Surface area

Learning objective	Sparx code
Surface area from net	M884
Surface area of cubes and cuboids	M534
Surface area of prisms	M661
Surface area of cylinders	M936
Surface area of spheres (extension)	*U803*
Surface area of cones (extension)	*U523*
Surface area of pyramids (extension)	*U871*

1 Scalars and Vectors

Scalars are quantities that only have magnitude (size).
Examples include mass, time, speed, temperature, energy and distance.

Vectors are quantities that have both magnitude (size) and direction.
Examples includeforce, velocity, momentum, displacement, acceleration and weight.

2. Speed and Velocity

Speed (scalar) in a given direction is known as velocity (vector). Both speed and velocity are measured in metres per second (m/s).

Speed	***How fast an object moves***	The speed of a car is 30m/s. A car moves forward with a velocity of 30m/s.
Velocity	***Speed+ direction***	

3. Distance and Displacement

Distance is how far an object how travelled and is a scalar. Thiscan be measured in metres (m) or kilometres (km).

Displacement is the distance travelled in a straight line and is a vector.

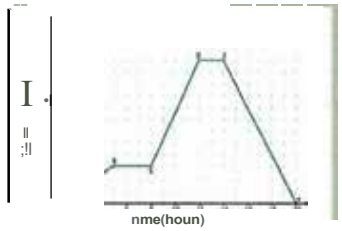
An athlete runs once around an athletics track.
This athlete has travelled a distance of 400m but the displacement of the athlete is Orn.

4. Distance Time Graphs

A distance time graph shows how far an object moves along a straight line.

The speed of an object can be calculated from the gradient of a line.

When the line goes flat or has no gradient, the object is stationary.



A steeper line means the object istravelling at a faster speed.

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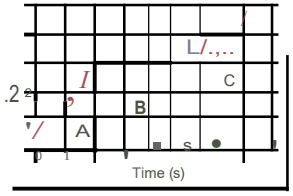
S. Velocity Time Graphs

A velocity time graph shows the velocity of an object over a period of time. It simply shows how fast an object is moving.



A flat line on the graph shows an object moving at constant (same) speed.
A steeper line shows the an object with greater acceleration.
A diagonal line going up shows constant acceleration (speeding up).
A diagonal line going down shows constant deceleration (slowing down).
The area under a line is thedistance travelled. Thiscan either be a triangle or a rectangle.

6. Calculating Speed

Measure the distance between 2 points using a tape measure.

Measure the time taken for an object to move between the 2 points.

Use speed = distance / time

Usain Bolt runs the 100m in 9 58seconds.
Calwlate hlsas,cagespeed.

$\frac{100\text{metres}}{9.58\text{seconds}} = 10.44\text{m/s}$

7. Acceleration

Acceleration is how quickly an object speeds up. It is also the change in velocity in a certain amount of time. It is measured in m/s/s which can be written as m/s^2.

Acceleration can be calculated by dividing the change in velocity (final velocity - initial velocity) by the time taken.

$$a=(v-u)+t$$

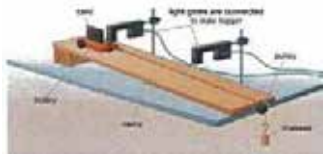
Acaraccelerates from 13m/s to 31m/s in 12 seconds.
Calculate the acceleration of the car.

31m/s- 13m/s = 18m/s
$\frac{18\text{m/s}}{12\text{s}} = 1.5\text{m/s}^2$

8. Investigating acceleration

Acceleration is affected force and mass.

This can be investigated using light gates and a ramp.
Light gates are used to calculate the speed at point A and the speed at point B. They also measure the time taken between point A and point B. The ramp is used to reduce the effect of friction.



Weights are added to the pulley to increase the force.

Masses are added to the trolley to increase the mass.

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1. Resultant Forces

Free body diagrams are drawn to represent the forces acting on an object. The length of the arrow represents the size of the force. The resultant force is the overall effect of all the forces acting on an object.

To calculate resultant force:
- Add forces acting in the same direction
- Subtract forces acting in opposite directions

6D 6D

Resultant force = SN - 2N = 3N left

Resultant force = SN - SN = ON

2. Newton's first law

"A moving object will continue to move at the same speed and direction unless an external force acts on it."
"Astationary object **will** remain at rest unless an external force acts on it."

If the resultant force is ON = balanced forces
If the resultant force is not ON = unbalanced forces
Unbalanced forces change the speed and/or direction of an object.

Balanced forces

Unbalanced forces

3. Mass and Weight

Mass is the quantity of matter there is in an object.
Mass is measured in kilograms (kg).

Weight is a measure of the pull of gravity on an object. This depends on the size of gravity.
Weight is a force so is measured in Newtons.

Weight can be calculated by multiplying the mass by the gravitational field strength.
Weight (N) = mass (kg) x gravitational field strength (N/kg)

What is the weight of a 90kg astronaut on the surface of Earth.
Earth has a gravitational field strength of ION/kg.
90kg x ION/kg = 900N

4. Newton's second law

"Acceleration depends on the size of the force and the mass of an object."

The force needed to accelerate a particular object can be calculated using the equation:

Force = mass x acceleration
{N) **(kg)** (m/s2)

A motorcycle has a mass of 200kg.
What force is needed to **give** it an acceleration of 7m/s^2?

200 kg x 7m/s^2 = 1400N

5. Newton's third law

"Balanced forces act on the same object. Action-reaction forces act on 2 different objects."

Action reaction forces are always the same size and in opposite directions. They are also the same type of force (push or pull).

The rope pulls the dog to the right and the dog pulls the rope to the left.

6. Momentum (H)

Momentum is a measure of the tendency of an object to keep moving- or how hard it is to stop it moving.

The momentum of an object depends on its mass and its velocity.

Momentum is calculated using the following equation:

Momentum = mass x velocity
(kg m/s) (kg) (m/s)

When moving objects collide, the total momentum of both objects is the same before the collision as it is after the collision.
This is called conservation of momentum.

7. Stopping Distances

In order to stop a moving vehicle, the driver has to think about stopping before they press the brakes to actually stop the vehicle.

Stopping distance = thinking distance + braking distance
{m) (m) (m)

A drivers reaction time will affect the distance travelled whilst thinking. Some factors that affect reaction time include:
- Tiredness
- Drugs
- Alcohol
- Distractions

The braking distance of a car is dependent on friction. Some factors that affect the braking distance include:
- Mass
- Road conditions
- Tyre conditions
- Brake conditions

8. Crash Hazards

In a car crash, the vehicles come to a stop very quickly in a short amount of time.

Slowing down is deceleration (negative acceleration).

Large decelerations can cause injury and unfortunately in some instances, death!

Modern cars have several safety features to reduce the size of the force on the driver and passengers.
1. Crumple zones
2. Seat belts
3. Air bags

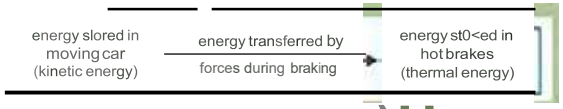
1. Energy stores

Energy is needed to make things happen or change. It is scalar quantity measured in Joules(J).

1. Chemical (food, fuel and batteries)
2. **Kinetic** (moving objects)
3. Thermal (hot objects)
4. **Elastic potential** (stretched, squashed or twisted objects)
5. **Gravitational potential** (objects in high positions)
6. **Nuclear** (inside atoms)

2. Energy efficiency

The law of conservation of energy states that energy cannot be created or destroyed. Sometimes energy istransferred to less useful stores such as the thermal energy. This energy is **dissipated.**



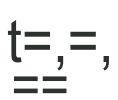
Sankey diagrams show the transfer of energy.This Sankey diagram shows the energy transfer in a kettle.

Efficiency = useful energy / total energy

3. Conduction

Energy can be transferred by conduction.

Conduction involves the transfer of energy in solids between neighbouring particles.



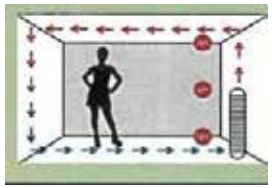
Metals are good thermal conductors and are said to have high thermal conductivity.

Wood and plastic are poor thermal conductors. These are examples of thermal insulators which have a low thermal conductivity.

4. Convection

Energy can be transferred by convection.

As particles in the liquid or gas state gain energy, they become less dense and start to rise. This generates convection currents and explains why an entire room heats up despite only having one radiator on one wall.



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5. Radiation

Energy can be transferred by radiation.

Infrared and ultraviolet radiation from the Sun travel through a vacuum (an area with noparticles) before reaching Earth's atmosphere.

Infrared radiation can travel through gases and some solid materials. Infrared radiation is absorbed and emitted easily by dull, dark surfaces but absorbed and emitted poorly by light, shiny surfaces.

6S.tored Energies

Objects stored at a height have the potential to fall. Thisisknown as gravitational potential energy (GPE).This potential energy is then transferred to kinetic energy if the object falls towards Earth due to the force of gravity. If no energy is wasted GPE=KE.

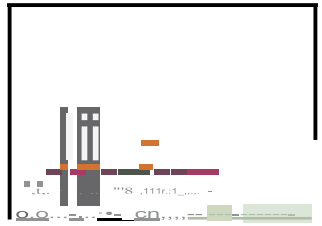
Change in gravitational energy (J) = Mass (kg) x Gravitational field strength (N/kg) x Change in vertical height (m)

Kinetic energy (J) = 1/2 x Mass (kg) x (velocity)^2

7. Non-renewable Energy Sources

Non-renewable resources are those that generate electrical energy which are finite. This means they willrunout one day. They include fossil fuels (coal, oil and natural **gas) as** well as nuclear fuel (uranium).

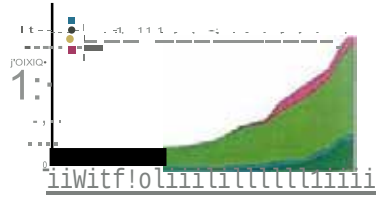
Fossil fuels release carbon dioxide and other greenhouse gases which contribute to climate change. Ascoal is the most damaging its use has been reduced in recent years.



8. Renewable Energy Sources

Renewable resources are those that generate electrical energy that will not run out. They are generally better for the environment as they produce less greenhouse gases. However, renewable sources can have an environmental cost to install them.

They include biofuels, hydroelectricity, wi nd and solar. The use of these have increased in recent years.



1. Waves

Waves transfer energy from one place to another. They do not transfer particles or matter.

Wave frequency is the number of waves passing a point each second. It is measured in **hertz** (Hz). A frequency of 1 hertz means 1 wave passing per second. For sound, the wave frequency determines the pitch (how high or low it sounds) and for light the frequency determines the colour.

The **period** is the length of time it takes one wave to pass a given point.

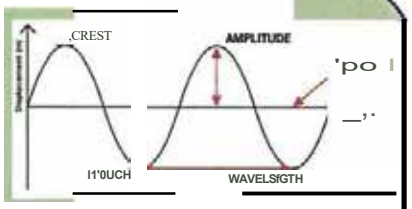
The **wavelength** of a wave is the distance from a point on one wave to a point in the same position on the next wave, measured in metres.

The **amplitude** of a wave is the maximum distance of a point on the wave away from its rest position, measured in metres. The greater the amplitude of a sound wave, the louder the sound.

The **velocity** of a wave is the speed of the wave in the direction it is travelling. Waves travel at different speeds in different materials.

2. Transverse waves

In **transverse waves,** the vibrations are at right angles to the direction of energy transfer.



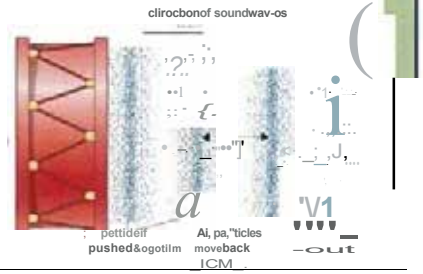
Examples of transverse waves include:

- ripples on the surface of water
- vibrations in a guitar string
- electromagnetic waves - eg light waves, microwaves, radio waves
- seismic (Earthquake) S-waves

3. Longitudinal waves

Sound waves also transfer energy. Sound waves are **longitudinal** waves. Particles in the material through which the wave is travelling move backwards and forwards as the wave passes.

In **longitudinal waves,** the vibrations are parallel to the direction of energy transfer.



4. Calculating wave speed

Worked example W1

A surfer travels 52m on the front of a wave in Bs. Calculate the wave speed.

wave speed = distance / time

wave speed = 52m / Bs

= 6.Sm/s

The speed of a wave can be calculated from the distance it travels in a certain time. This is the same equation we use for calculating the speed of moving objects.

speed (m/s) = distance (m) / time (s)

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5. Calculating wave speed (again)

The wave speed is linked to the wave frequency and wavelength by this equation.

wave speed (m/s) = frequency (Hz) x wavelength (m)

Worked example W2

Some waves have a wavelength of 13m and a frequency of 0.5Hz. Calculate their speed.

$v = f \times \lambda$

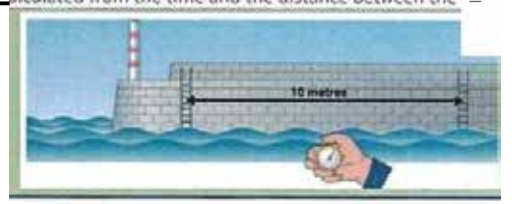
= 0.5Hz x 13m

= 6.5m/s

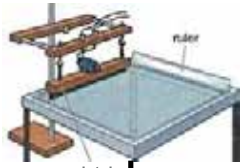
6. Measuring the speed of waves

You can find the speed of sound by measuring the time it takes for a sound to travel a certain distance. For example. if you stand in front of a large wall you can measure the time it takes for an echo of a loud sound to reach you. The speed can be calculated using the speed, time, distance equation.

One way of measuring the speed of waves on water is to measure the time it takes for a wave to travel between two fixed points such as buoys. The speed can be calculated from the time and the distance between the points.



7. Investigating waves



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8. Refraction

Most waves travel in straight lines. However, waves can change direction when they move into a different medium. The change in direction is called refraction. When a wave goes through a more dense material the wave slows down and therefore changes direction

KNOWLEDGE ORGANISER

Main Characters - Consider what Shakespeare intended through his characterisation of each of the below...

Romeo - The son and heir of Lord and Lady Montague. Romeo is handsome and intelligent, yet he is also impulsive and extremely sensitive. Romeo is a peaceful character, and is not interested in the violence that goes on around him, choosing instead to focus his energies on love. Although Romeo's love seems fickle (he loves Rosaline at the outset) his commitment can't be debated in the end!	Juliet- The daughter of Capulet and Lady Capulet. Juliet is a beautiful young girl (13 years old at the start of the play). Juliet is caring, compassionate, and at times demonstrates courage (she defies her parents in order to marry Romeo, and drinks the contents of the vial without fully trusting its effects). At times, she shows great intelligence and wit, particularly in conversations with her mother.
First Scene: Act I Scene II **Final Scene:** Act V Scene III	**First Scene:** Act I Scene III **Final Scene:** Act V Scene III
Prince Escalus- The most powerful character in the play, with the authority to govern the other characters and administer sentences. He is also a kinsman to Mercutio and Paris. As the seat of Verona, his main concern throughout most of his appearances are in relation to ensuring that the peace is kept. He is merciful in banishing Romeo for the death ofTybalt, asopposed to sentencing him to death.	**Mercutio -**A kinsman to the prince and one of Romeo's closest friends. Mercutio is an extraordinary character in that he has sparkling wit and a vivid imagination. Much of Mercutio's speeches deal in puns and word-play. He appears to see himself as being above the vices of love, choosing instead to view it as misplaced sexual appetite. His hot-headedness is eventually his downfall.
First Scene: Act I Scene I **Final Scene:** Act V Scene III	**First Scene:** Act I Scene IV **Final Scene:** Act III Scene I
Montague and Capulet - The patriarchs of the Montague and Capulet families, who have held a long and violent feud with one another from some time before the play begins. Both seem to deeply love their respective child, yet do not always seem appropriately aware of their emotional wellbeing. For example, Romeo chooses to walk the streets in melancholy rather than share his feelings with his father, and Capulet feels the best thing for Juliet would be a marriage with Paris.	**Friar Laurence and the Nurse** - Both Friar Laurence and the Nurse act as guidance counsel for Romeo and Juliet. They appear to be the two people that Romeo and Juliet trust more than any others in the world, as they are the two that they confide in. Friar Laurence is kind and civic-minded (believing the marriage may heal the feud), whilst the Nurse is kind and sentimental (yet at times vulgar). She seems as though she is more of a mother to Juliet than Lady Capulet has ever been.

Dramatic Devices in Romeo and Juliet	
Dramatic Irony	Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. A2 S1
Soliloquy	Juliet's opening speech in A3 S2 in which she pours her heart out over her love for Romeo.
Aside	Juliet secretly hopes for the 'villain' Romeo: *Villain and he be many miles asunder God pardon him!* A3 S5.
Foreshadowing	Friar Laurence: *These violent delights have violent ends, And in their triumph die, like fire and oowder.* A2 S6

Features of a Tragedy in Romeo and Juliet
Tragic Hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet).
Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness).
Catharsis - The release of the audience's emotions through empathy with the characters.
Internal Conflict - The struggle the hero engages in with his/her fatal flaw.

Plot

Act 1	The two leading families of Verona are introduced- the Montagues and the Capulets are feuding. There are brawls in the street. The Prince of Verona threats execution if there is more trouble. We meet Romeo, who is moping over a girl Rosaline. A noble lord, Paris, speaks to Lord Capulet about marrying Juliet. However, she meets Romeo at her family party and the two instantly fall in love. His friends convinced him to crash the party to cheer him up.	*From forth the fatal loins of these two* foes *A pair of star-crossed lovers take their life...*
Act2	Romeo breaks into the Capulet mansion to see Juliet, they dedare their love on the balcony. Romeo convinces Friar Laurence to marry them. Romeo meets with Juliet's nurse to confirm the arrangements. Romeo and Juliet marry.	*If thatthy bent oflove be honorable,* *Thy purpose marriage, send* me *word tomorrow,* *By one that I'll procure to come to thee,*
Act3	Tybalt, angry at Romeo's trespass seeks him for a fight. Romeo refuses, and his best friend Mercutio is killed by Tybalt. Romeo kills Tybalt, the Prince exiles Romeo to Mantua. Juliet despairs at the news of her cousin's death and husband's exile, but the Nurse and Friar arrange for them to have on night together first. However, as Romeo leaves her the next day, Juliet's mother arrives and informs her marriage to Paris has been arranged. She refuses and her father threatens to disown her.	"..-4 *plague* o' *both your houses"* *There is no world without Verona walls* *But purgatory, torture, hell itself.* *Hence "banished" is banished from the world,*
Act4	Juliet threats to kill herself rather that marry Paris. Friar Laurence offers the sleeping potion plan. She drinks the potion and is suspected to be dead by her family. They make funeral arrangements.	*Take thou this vial, being then in bed,* *And this distilled liquor drink thou off,*
Act5	Balthasar tells Romeo she is dead. He misses a letter from the Friar informing him of the actual plan. He plans to return to Verona and kill himself. Romeo goes to the tomb, kills Paris and drinks poison over Juliet's body. She awakes, discovers him dead and stabs herself. Their families repent and reunite.	*For never was a story of more woe* *Than this of Juliet and her Romeo.*

Themes – A theme is an idea or message that runs throughout a text
Love- InRomeo and Juliet, love is an extremelY.overpowering force that supersedes all other values, emotions, and loyalties. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of thethreat of death. At times, love is presented as fickle (Mercutio's speeches, Romeo+ Rosaline).
Individual vs Society- Romeo and Juliet are forced to undermine the oppressive rules of society at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of reliqion mean that they must marrv in haste, and rules of masculinity force Romeo into conflict withTybalt.
Violence - Extreme violence takes place sporadically throughout the play. The feud between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in Act 3 Scene 1, in which both Mercutio and Tybalt are murdered.
Fate - In the first address to the audience, the Chorus states that Romeo and Juliet are 'star-cross'd' lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. A series of unfortunate accidents towards the end of the play thwart Friar Laurence's plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate.

Context-The play was written by William Shakespeare, and was first performed around 1594.	
Shakespeare's Time- Shakespeare wrote his plays at the time of two monarchs: Queen Elizabeth I and James I. *Romeo and Juliet was* written relatively early in Shakespeare's career (the bulk of his tragedies were written in the 17th century) yet was extremely popular in his lifetime, as it is now. Shakespeare borrowed heavily from two texts: *The Traqical History of Romeo and Ju/iet{1562)* and *Palace of Pleasure (1567)*	Elizabethan England and Italy-Shakespeare frequently engaged with Italy in his plays, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was a place that Shakespeare's contemporaries would have had a keen interest in; it was already an advanced and beautiful place for travel. Shakespeare's depictions of manv areas of Italian life at the time are deemed laraelv accurate.
Religion - The heavy religious presence is evident across several parts of *Romeo and Juliet.* This is reflective of a society across Europe that was deeply religious (predominantly catholic or protestant). Several characters demonstrate their commitment to the church, such as Romeo and Juliet who choose to marry rather than fornicate, and the Capulets. who are quick to contemplate that Juliet is in a better place (heaven) after she is found 'dead.'	Patriarchal Society-Society throughout the Middle Age and at Shakespeare's time was patriarchal -women were considered inferior to men. This was also the case in much of Europe, including Italy. Women belonged to their fathers (or brothers if their fathers had died} and then their husbands, so Juliet would be expected to obey her father. Women were not permitted to own land or enter most professions. They were instead expected to bear children be aentle and womanlv.
Astrology **the Supernatural** -At the time of Shakespeare, the belief in both astronomy and the supernatural was far more preeminent than in society today. The reference to 'star-cross'd lovers demonstrates the large role of horoscopes and planet positions in being used to predict fate. Also, Romeo and Juliet make reference to the fact that they feel thev are beina auided bv a sunernatural force *le.a.* 'fortune's fool).	Healthcare and Medicine - Healthcare and medicine were not as advanced in Shakespeare's age as they are today- there were numerous ailments and diseases that were not yet understood. This makes it much more believable for both the Capulets and Romeo that Juliet could have died so suddenly and so young. The high death count in the olav would seem sliahtlv more common in those davs!

Geography: Year 9 - Unit 3
Why should we care about the oceans?

Word	Meaning	Word	Meaning	Word	Meaning
Biodiversity	The variety of plant andanimal life ina particular habitat	**Overfishing**	Catching more fish than the natural systemcanreplace leading to a reduction in fish numbers	**Stakeholders**	Different types of people involved in an issue such as a fisherman
Climate Regulation	Influence of processes that regulate the atmosphere and weather patterns.	**Surface ocean currents**	driven surface winds	**Landfill**	Disposing of rubbish by burying it in the ground (AKA "the dump" and "the tip")
Deep ocean currents	Movement in the oceans driven by water density	**Sustainable Fishing**	Respecting habitats and leaving enough fishin the ocean so that fish numbers can beregulated.	**Incinerated**	When something is burnt
Economic	In relation to money	**Total Allowable Catch (TAC)**	In the UK and surrounding waters, the number of fish you are allowed to catch in a particular area. We may also refer to this as a "Quota"	**Recycled**	When something is reused
Food security	having enough food to supply demand.	**Oceans and seas**	Oceans are very large expanses of sea. Seas are located where the land and ocean meet. Typicaly, seas are oartiallv enclosed bv land.	**Distribution**	The spread and location of something
Great Pacific Garbage Patch	Largest of five offshore plastic accumulation zones containing plastic pollution. It is located between California and Hawaii.	**Historical factor**	Events that took place in history that have a large influence on the present day, such as the slave trade grcming the UK economy	**Ghost fishing gear**	Fishing tackle such as nets and equipment that are floating in the sea, lost by their boat or ship.
Gyre	A large circular ocean current	**Trade**	Products being imported and exported between countries	**Bio accumulation**	Pollution is ingested by animals inan ecosystem. Further up the food chain animals have a higher amount of this pollution in their bodies
Hydrosphere	the water on the surface of the earth in oceans, lakes, rivers and seas	**Bycatch**	Other marine creatures caught in fishing netsthat were not intended to be ca,.,ht		
Microplastics	when larger bits of plastic break down into tiny particles	**Trawlers**	Large commercial fishing vessels that have large nets. Owned by international comnanies.		

WHAT will PROGRESS look like in this unit?

Deepening - independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

A dear understanding of the role of oceans in a sustainable future and a clear view on why they are important

- Make informed decisions on the range of issues that are threatening the future of oceans and be able to make synoptic links between concepts

On track- relative accuracy with occasional support

Students will be able to link key ideas together and evaluate the role humans have played in change the natural environment

- Name 3 places that water is stored in the hydrosphere e.g. rivers, lakes and oceans.

Accurately identify and locate 5 key oceans- Pacific, Atlantic, Indian, Southern, Arctic

Explain the importance of oceans:

Climate regulation (feedback loop)

- Biodiversity

Transportation

Food source and security

- Economic value

- Explain the concept of sustainable fishing:
  - Why current practice is not sustainable and the impact of this
  - Define overfishing through the use of the term Total Allowable Catch,
  - Explore how fishing practice can be more sustainable.
- Explain how ocean currents work - how they work and significance in moving plastic pollution

Accurately explain how and why the Great Pacific Garbage patch has developed, the consequences of it and what is being done to reduce the size and reduce plastic pollution in the oceans

Yet to be on track - not independent and will require regular support

- Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.
- In addition, students may have needs around: numerical skills and literacy.

Geography: Year 9 - Unit 4
Can you make a decision?

Word	Meaning	Word	Meaning	Word	Meaning
Carbon Sink	a forest that canabsorb carbon and tum it into oxygen	**Peru**	a country found in the west of South America, where parts of the Amazon Rainforest are located	**Food chainand food web**	Food chains show us what eats what. Food webs show us multiple food chains in an ecosystem
Commercial Farming	Large scale agriculture for prom	**Mineral Extraction**	taking raw materials from the ground via mining	**Bycatch**	Extra marine creatures caught by fishermen that theydo not want
Decision Making Exercise (DME)	A task whereby you are given a range of options and using geographical understanding come to an informed conclusion	**Sea Level Rise**	Increase in the height of sea water	**Hardengineering**	Man made structures to stop coastal flooding or erosion, such as seawalls
Deforestation	the mass cutting down of trees	**Social**	Factors to do 1Mth people	**Erosion**	The wearing away of land due to the action of the sea. The material is then transported somewhere else
Development	positive change over time	**Stakeholders**	A type of person interested in a particular issue	**Hardwoods**	The tan emergent trees that are valuable in tropical rainforests such as mahooanv
Economic	Factors to do 1Mth money	**Subsistence farming**	small scale farming	**Logging**	The cutting down of trees for profit
Environmental	Factors to do 1Mth the environment- landscape and wildlife	**Sustainability**	when materials and resources are used in a way that wil balance the needs of the present without comprising the future, rraintaining something.	**Reclaim land from the sea**	Build new land higher than the current sea level
Flood Defences	prevent or control the potential negative effects of flood waters	**The Maldives**	**An** archipelago found in the Indian Ocean. Made up of low-lying atolls, made of many islands that are under threat fromsea-level rise	**Biodiversity**	How many plants and animals live in a l ocation
Flooding	the covering or submerging of normally dry land1Mth a large amount of water.	**Thermal Expansion**	The increase in volume of oceans as they warm	**Indigenous tribes/ people**	People whohave always lived in the tropical rainforesls, they live in harmony with It
Hydroelectric power (HEP)	Building a dam across a river and as water passes downwards, it turnsa turbine	**Ecotourism**	Lodges and small numbers of visitors in an area to not harm the environment. Local people emdosed.	**Mining**	Removal of the top layer of earth to get to **rti**nerals or metals beneath

WHAT will PROGRESS look like in this unit?

Deepening - independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

- A clear understanding of the views of stakeholders and how this informs decision makers at a range of scales
  Detailed use of resource material that forms the basis of decision making
- Support any opinions with detailed geographical knowledge

On track - relative accuracy with occasional support

- Accurately make well-informed decisions at Global, national and local scales - (Similar to the pre-release element at GCSE)
- Clearly explain how thermal expansion and melting ice sheets leads to sea level rise.
- Accurately explain the impacts of sea level rise on the Maldives.
- Consider a well-balanced evaluation of the management techniques used by the Maldives and consider the views of stakeholders
- Describe and interpret with some accuracy a line graph of sea level rise over time.
- Describe and explain the causes of deforestation in relation to the development of Peru.
- Clearly explain the impacts of deforestation in Peru at local and global seales.
- Consider a well-balanced evaluation of the reasons for and against Peru using deforestation for development.

Yet to be on track - not independent and will require regular support

- Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.
- In addition, students may have needs around: numerical skills and literacy.

Students will make progress by being able to make an informed decision, supported by the views of stakeholders, and a variety of information from sources. Subject knowledge of the 2 DMEs will need to be taught to allow students to access the "decision" process. However, the key element of this unit is to develop the associated writing, oracy, debating skills, whilst assessing the views of others. Students work should become more developed as they approach each of the DME tasks.

Geography: Year 9 - Unit 5
What is the future of our planet - global citizens

Word	Meaning	Word	Meaning
Carbon footprint	the amount of carbon dioxide released into the atmosphere by a person or organisation.	**Sustainability**	when materials and resources are used in a way that wil balance the needs of the present without compromising the future, the ability to maintain something such as economic growth.
Circular economy	is a system which maximises the value of resources by recycling and repurposing them as much as possible.	**Sustainable development goals**	a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for air'
Economic sustainability	practices that support long-term economic growth without negatively impacting social, environmental, and cultural aspects of the community.	**Social sustainability**	a measure of welfare where people can flourish and have the best lifestyle for themselves.
Environmental sustainability	the practice of interacting with the planet responsibly.	**Waste**	items that are no longer of use.
Ethical fashion	is garment design, production, and distribution that focuses on reducing harm to people and the planet.	**Recreation**	Using an area for leisure such as walking
Fast fashion	cheap and speedy production of low-quality clothing.	**Amenities**	Facilities in the local environment people need to use, such as shops and doctors' surgeries
Food miles	how far your food has travelled	**Affordable housing**	Housing that isn't so expensive thatpeople struggle to pay the rent or mortgage.
Grey water recycling	uses existing plumbing in your home to recycle old water for new uses. Water is reused for watering crops, for example.	**Commercial waste**	Waste from shops and businesses
In **clneration**	the burning of waste.	**Anaerobic digestion**	Microorganisms break down material without oxygen
Linear economy	waste as a side result of the production, process, is discarded into the environment	**.Composting**	Organic waste turned into soil improver

WHAT will PROGRESS look like in this unit?

Deepening - independent and accurate

- Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

- Application of synoptic thinking such as linking the sustainable development goals to all aspects of this unit and be able to prioritise the goals to fit the place, situation or event.
- Use an in-depth range of ideas to support thinking

On track - relative accuracy with occasional support

- Successfully define sustainability in their own words.
- Give examples of social, economic, and environmental sustainability.
- Give examples of the sustainable development goals.
- Suggest ways in which the sustainable development goals might be met.
- Know strategies for sustainable urban areas at a global scale - including examples of solar panels, greywater recycling, pedestrian and cyclist priorities - using the suburb of Abu Dhabi, 'Masdar City' as a case study.
- Evaluate the sustainability plans of your local area including:
    - Connectivity
    - Health and well-being
    - Environment
    - Economy
    - Homes and communities
    - Learning and skills
- Identify ways in which homes can be made more sustainable
- Define what is meant by the term 'Waste'.
- Know the pros and cons of waste management methods in the UK. - incineration, landfill, recycling, linking to sewage pollution in UK rivers.
- Evaluate the change in trends of waste management. Linear vs circular economy.
- Explain how food production can be more sustainable - covering food miles and carbon footprint - case study of palm oil/avocado and/or another suitable food
- Explain how the fashion industry can be more sustainable - fast fashion vs ethical fashion

Yet to be on track - not independent and will require regular support

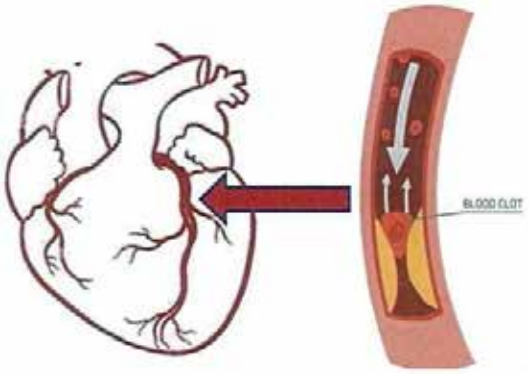
- Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.
- In addition, students may have needs around: numerical skills and literacy.

YEAR 9 FOOD

Summer Term: AP3 revision

Key words/phrases	Definition
Lifestyle choice	How we chose to live our lives- can impact our health
Obesity	Having excess body fat
Coronary Heart Disease	When the hearts blood vessels stop working properly because of a build up of fatty deposits.
Diabetes	A disease that effects how much insulin you produce and your ability to absorb sugar
High Blood pressure	Too much resistance in your veins and arteries- your heart struggles to pump blood around your body.
Nutritional analysis	Looking carefully at the nutrients found in food.
RDI	Recommended daily intake- how much of something you should eat in a day.
Methane	Gas from food waste- 25 times more global warming than CO2
Carbon Footprint	Amount of greenhouse gases (like methane and CO2 a product causes to be released in it's lifetime
Climate	Average weather conditions in a region over a long period of time
Greenhouse gases	Gases, like CO2 and Methane, in the earth's atmosphere that trap heat.
Climate Change	Build up of greenhouse gases in the atmosphere leading to increased global temperatures.
Fossil fuels	Fuels like coal, oil and gas that arefound in the earth's crust and are made from decomposing plants and animals.

Diet Related Health Conditions



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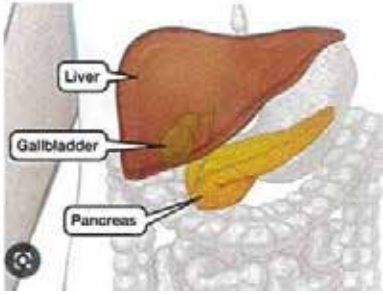
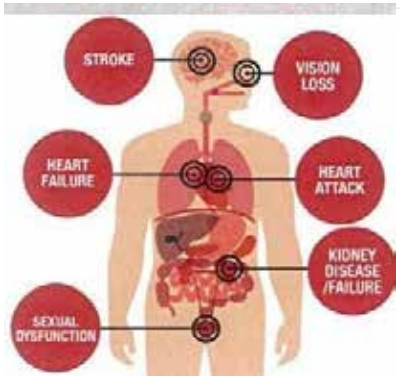
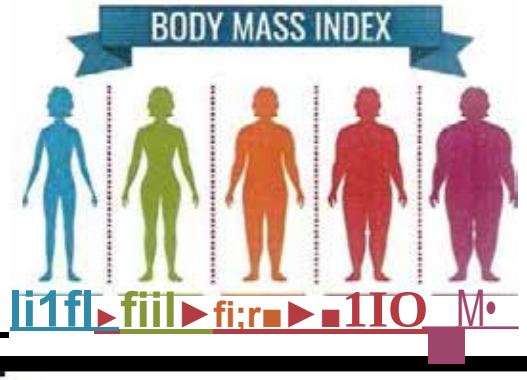
CHO- Coronary Heart Disease. If this artery gets blocked by a build up of fatty deposits then the blood flow to the heart muscle is stopped. This means the heart can't get enough oxygen and this causes a heart attack.

Type 2 Diabetes is a chronic condition usually brought about by lifestyle choices. The body doesn't produce enough insulin and becomes resistant to it so that blood glucose can't be absorbed.





High blood pressure is having too much resistance in your veins and arteries- your heart is struggling to pumpblood around your body

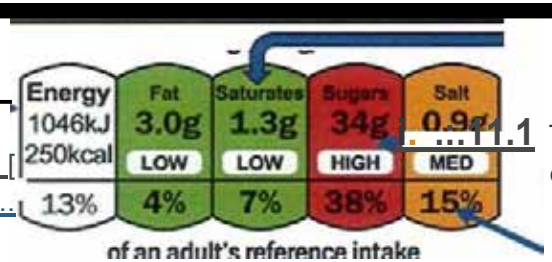


term **obese** describes a person who has excess body fat. One measure for this is **BMI**- bodymass index

Traffic light label. Put on food packaging to help us make good choices. The colours are a quick way to see if the product has low, medium or high levels of a particular nutrient

Too much energy consumed can lead to obesity

The reference intake tells you how much of your daily allowance you are eating



Too much saturated fat in your diet canlead to coronary heart disease

Too much sugar can lead to diabetes

Too much salt can cause high blood pressure

Food and the environment.

Lots of people worldwide are hungry and with climate change this situation is getting worse.

Climate change explained

Oimate describes the average weather conditions in a region over a long period of time

World Climate Zones Map

Our world is getting hotter

This is called climate change

Fossil fuelsare being burned to produce energy

BUT the big problem is that fossil fuels release carbon diOKide when they burn

Weall have a carbon footprint-how big Is yours?

The result of climate change is...

More Frequent and More Powerful Storms and Floods

More Drought

Animals Lose Their Habitats and Cannot Adapt to Climate Change

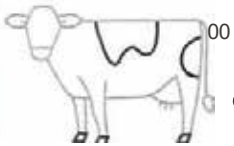
Polar beansneed seaice to hunt, raise their young and rest

Some species- like these batsIn Cairns - are unable to adapt torapidly changing conditions

More Hunger

900 million people are short of food and climate change means this number is increasing

How the food industry contributes to climate change

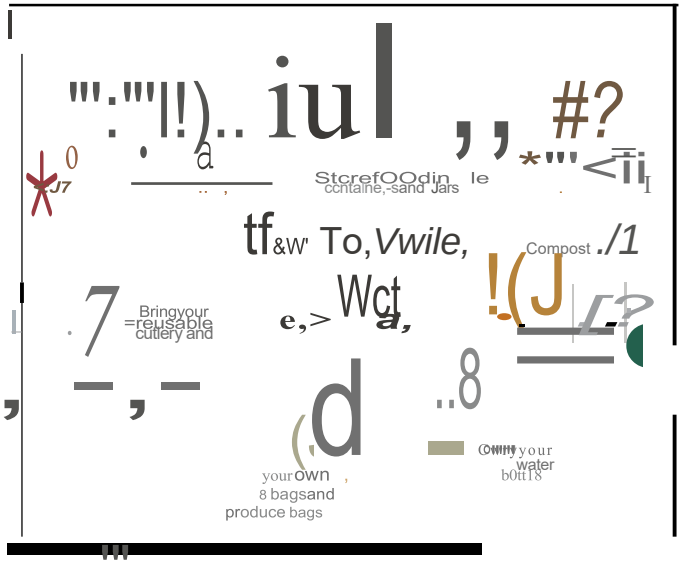


Meat and dairy production creates methane

Food waste in landfill produces methane

Deforestation increases C02 levels

Food production and transport produces C02



Practical advice on how to reduce your impact on the planet

V9 Task sheet 2

Food and the environment

DO NOW: Have a look at the double sided knowledge organiser. This is selected information from this terms learning objectives. Spend 5 to 10 minutes reading, and looking at the pictures. Most of the information you need will be based on this information.

Task 1: 5 Quick Questions

1. What does the word climate mean?
2. What does climate change mean?
3. What are fossil fuels?
4. What are some of the effects of climate change?
5. What is a carbon footprint?

Task 2: revision task

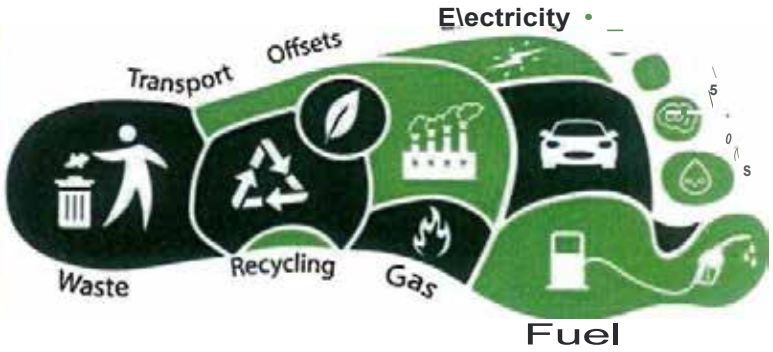
Make a mind map to revise the causes and effects of climate change. Put the phrase 'climate change in the middle of your mind map and Include 5 'branches' and label them: what is climate change, causes, effects, how the food industry contributes, and how to reduce your impact.

Task 3: writing task (thinking harder}

There can now be no denying that the climate is changing and the impact this is having on our ability to produce food is making people world wide suffer.

1) Using full sentences discuss how the food we eat each week contributes to climate change.
2) Explain how you think climate change is effecting farming across the world and peoples ability to grow the crops theytraditionally rely on.
3) Analyse a products carbon footprint: Make a list of all the ways you think a chicken sandwich bought in the local Co-op caused carbon dioxide to be released into the atmosphere in its lifetime. THINK- packaging, food production, farming methods, pesticides, transport, disposal.

Task 4: Make an A5 information leaflet designed to raise awareness of climate change and how people can reduce their impact



V9 Task sheet 1

Diet related health

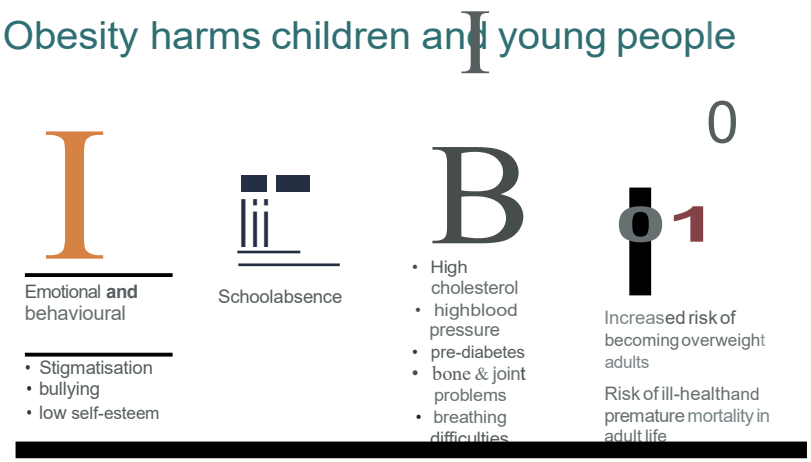
DO NOW: Have a look at the double sided knowledge organiser. This is selected information from this terms learning objectives. Spend 5 to 10 minutes reading, and looking at the pictures. Most of the information you need will be based on this information.

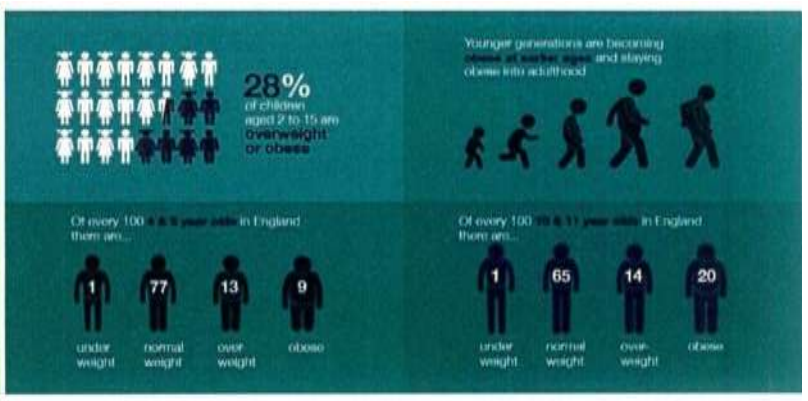
Task 1: 5 Quick Questions

1. What are the 4 diet related health conditions described in the blue box?
2. What is meant by the term 'lifestyle choice' (look in the key words section)
3. What is a traffic light label?
4. What nutrients are included on the label?
5. With high blood pressure why does the heart struggle to pump blood around your body?

Task 2: revision task

Carefully copy the diagrams for the 4 diet related health conditions. Annotate your diagrams to explain what each one is and using information from the traffic light section add one food choice that can lead to each condition.





Task 4: Make an A5 information leaflet designed to raise awareness of diet related heath conditions and how people can make positive lifestyle choices to stay healthy

Skill: What are you *getting_ better at?*

Significance Keywords:

Significant	Great or important enough to be worthy of attention
Importance	Having or being of great value
Remarkable	Worthy of attention at the time or since
Remembered	It was important at some point in history within a collective memory or group
Resulted in change	Has consequences for the future
Resonant	Possible to connect with experiences or situations across time periods
Revealing	Tells us about some aspect of the past

Change and Continuity Keywords:

Change	Becomes different
Continuity	Stays the same
Short term	Change over a short period of time immediately after an event
Long term	Change over a long period of time immediately after an event
Turning point	A person or event that results in big, quick change

Story: What you need to know for the 1960s: A decade of revolution?

The 1960s was a decade of change in Britain, where young people and activists challenged unfair rules and shaped a new society.

One of the most important moments was the **Bristol Bus Boycott in 1963.** The Bristol Omnibus Company refused to hire Black or Asian workers, leading **Paul Stephenson** and the **West Indian Development Council** to organize a boycott of the buses. Inspired by the US Civil Rights Movement, people across the country, including politicians and students, supported the boycott. After months of pressure, the company backed down, helping lead to the **Race Relations Acts of 1965 and 1968,** which made racial discrimination illegal.

The decade was also a time of **cultural revolution.** British bands like **The Beatles and The Rolling Stones** became global superstars, influencing fashion, music, and attitudes.

At the same time, Britain competed in the **Space Race,** watching in awe as the US and the USSR pushed the limits of human exploration, leading to the first moon landing in 1969.

Fashion also transformed society, with designers like **Mary Quant** introducing the **miniskirt**, symbolizing the growing independence of young women. Feminism gained strength, as women challenged traditional gender roles and fought for equal rights in work and society.

Meanwhile, scandals like the **Profumo Affair-where** a government minister had an affair with a woman linked to a Soviet spy-shocked the nation and exposed corruption in politics.

Key terms:

Boycott	Refusal to have dealings with (a person, a store, an organisation, etc) usually to express disapproval or to force acceptance of certain conditions
Feminism	a social and political movement. Feminism is about changing the way that people see male and female rights, and campaigning for equal ones.
Colony	a country or area under the full or partial political control of another country and occupied by settlers from that country
Civil Rights	Set of rights that are designed to protect individuals from unfair treatment; they are the rights of individuals to receive equal treatment
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age or sex.
Migrants	Person who moves from one place to another, especially in order to find work or better living conditions

By the end of the 1960s, Britain had changed forever. Racism was being challenged, music and fashion gave young people a new identity, and feminism was on the rise. It was a decade that sparked a revolution, shaping the modern UK.

1963
The Bristol Bus Boycott

1964
The rise of The Beatles and British music

1965
The First Race Relations Act - making racial discrimination illegal in public places

1966
Mary Quant's miniskirt became a symbol of youth independence

1967
The Profumo Affair scandal

1968
The Second Race Relations Act - discrimination in housing and employment illegal

1969
The moon landing and Space Race

Late 1960s
The rise of Feminism - challenging gender roles, calling for equal pay and rights

Skill: What are you *getting better at*?

Interpretations:	How people choose to present the past after an event.
Opinion	A view or judgement formed about an event
Useful	What historians can learn from a source.
Selective	*choosing evidence to support yourorgument*
Convincing	to be believable or true
Provenance	Who made the source.

!Evidence	Sources of information aboutth, past from the time period of stud
!sources	!Information about the past, e.g. diaries, photos, paintings
!Imply	To suggest something
!Infer	To work out something
!Utility	How useful (what you can learn
!Evidence	Sources of information about th, past from the time period of stud
!sources	!Information about the past, e.g. iari_es. photos. paintings

Story: What you need to know about The Holocaust

The Nazi's came to power in **1933,** with Hitler as their leader.

Shortly after coming to power The Nazi's began restricting the **rights and freedoms** of Jewish people.

The first concentration camp was opened at **Dachau** in Germany 1933.

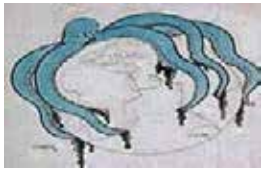
In 1935 they introduced the **Nuremberg Laws** which removed all rights and freedoms from Jewish people including their **citizenship.**

Anti-Semitic violence reaches it's height in 1938 with **Kristallnacht** (night of broken glass).

Expansion of Auschwitz I and the creation of Auschwitz Birkenau begins in **1941.** By 1945 more that **1.1 million** Jewish people were murdered there.

At the Wannsee conference in **1942** the Nazis created a **final solution** to the 'Jewish problem'.

More than **6 million** Jewish people were murdered by the Nazis.



Key terms.

Aryan	White non Jewish people (blond and blue eyed)
Gestapo	Nazi Secret police
Prejudice	Judge someone without knowing them
Anti-Semitism	Disliking or being Prejudiced against Jewish people
Genocide	Deliberate attempt to kill a religious or ethnic group.
Functional	Some historians argue that the Holocaust was not planned from the start but was just another function of Nazi control.
Intentional	Some historians argue that the Holocaust was entirely intentional and was planned from the start.

1170 - first recorded Act of Anti-Semitism (York, UK)

March 1933 The first centration camp at Dachau is opened.

November 1938 Kristallnacht

October 1941 construction of Auschwitz Birkenau begins

Jan 27'" 1945 Auschwitz -Birkenau is liberated by the Russians

January 1933 Adolf Hitler isappoint,...'",....._____.,___, Germany

September 1935 The Nuremberg laws are introduced

1st September 1939 The Second World War begins.

January 1942 Wannsee conference

9.12 Festivals

Spanish Vocab List

Cabot Learning Federation

¡Cual es tu festival favorito?	What is your favourite festival
Mi festival favorito es...	My favourite festival is..
La Navidad	Christmas
La Nochebuena	Christmas Eve
La Nochevieja	New Year's Eve
Eldfa de afio nuevo	New Year's Day
El dfa de losReyes Magos	Three Wise Men Day
La Semana Santa	Easter/ Holy Week
Las hogueras	The bonfires
La feria de abril	The April fair
Dfa de muertos	The day of deaths
El cumpleafios	Birthday
El **carnaval**	Carnival
Laferia	Fair
El dfa de la madre	Mother's day
El dfa del padre	Father's day
El dfa **festivo**	Bank Holiday
El encierro	The bull running
Lasfallas	Fallas
Eiscastells	Human towers
La Tomatina	Tomato festival

¿Que hacemos para celebrar?	What do we do to celebrate?
Me levanto	I get up
Meducho	I shower
Mevisto	I get dressed
Recibo regalos	I receive presents
Soplovelas	I blow candles
Monto el arbol de Navidad	I put up the Christmas tree
Compro ropa nueva	I buy new clothes
Voy a la iglesia	I go to ehurch
Voy a la mezquita	I go to the mosque
Voy a la plaza	I go to the square
Voy a casa de ...	I go to ...'s house
Comemos... llega	We eat... arrives
Ayunamos	We fast
Jugamos a juegos de mesa	We play table games
Celebramos	We celebrate
Lo paso muy bien	I have a good time
Me acuesto	I go to bed
Voy adormir	I go to sleep

¿Como es?	How is it like?
Emocionante	Exciting
Conmovedor	Moving
Divertido	Fun
Insoportable	Unbearable
Impactante	Striking

¡Que pasa en los encierros / las corridas de toros?	What happens in the bul running/ bull fighting?
San Fermfn	A bull running festival held in Pamelona every July
Los toros	The bulls
Las calles	The streets
Correr	
Las corridas de toros	Torun Bullfighting
Los encierros	Bull running
La plaza de toros	The bullring

¿Que P-asa las Fallas?	What happens in Fallas?
Fallas	**A** festival held in Valencia every March
La hoguera	The bonfire
El carton	Cardboard
Lasfallas	Sculptures made of cardboard
Los fuegos artificiales	Fireworks
Los petardos	Firecrackers
Las bandas de musica	Music bands

¡Que pasa en la Tomatina?	What happens in the tomato festival?
La gente	People
Lanza tomates	Throw tomatoes
Aplasta tomates	Squish tomatoes
Se ensucia	Gets dirty
Tiene lugar en Bufiol	Takes place in Bui'iol
La batalla	The battle
Elcaos	Chaos

SPAIN

9.12 Geography & History

Spanish Vocab List

Cabo1 Learning Federation

La geografia	Geography
El pais	The country
La region / la comunidad	The region
La ciudad	The city
El pueblo	The town/ village
Lacosta	The coast
Las islas	The islands
El interior	The inland regions

La historia	History
Castellano / Espanol	Spanish language
La Reconquista	Period of time when the Christian kingdoms "reconquered" the peninsula from the Muslims (Moors).
Moros	Moors - Muslim inhabitants of modem-day Spain in
Conquistadores	Conquerors of American territories in the 16th century
La Colonizaci6n	Colonisation of the Americas
La Guerra Civil Espanola	The Spanish Civil war between 1936 and 1939
La Dictadura fascista	The fascist dictatorship in Spain between 1939 and 1975
La Transici6n	Transition into democracy after the dictatorship
La monarquia parlamentaria	The current political system in Spain: a parliamentary monarchy, like in the UK

El lenguaje de todos los dias	Everyday language
¡Hola!	Hello
Buenos dias	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good night
IC6mo te llamas?	What's your name?
Me llamo...	My name is...
¡Adi6s!	Goodbye
Hasta luego / hasta la vista	See you later
Porfavor	Please
Gracias	Thank you
Muchas gracias	Thanks a lot
De nada	You are welcome
Perdone / Perd6n	Excuse me/ Apologies
Lo siento	I'm sorry
¡Habla ingles?	Do you speak English?
Hablo un poco de espanol	I speak a bit of Spanish
No entiendo	I do not understand
ID6nde hay un buen restaurante?	Where is a good restaurant?
ID6nde esta el centro / la playa?	Where is the centre/ the beach?
Me he perdido	I am lost
Busco un hotel/ un hospital *I* un **banco**	I am looking for a hotel / hospital/ bank
Busco la estaci6n / el aeropuerto / la parada de bus	I am looking for the station /airport/bus stop
¡Me podria sacar una foto?	Could you take a picture?
¡Cuidado!	Be careful!
¡Vamos!	Let's go!

9.11My School Life - Vocabulary List

Cabol Learning Federation

Quelle est ta matiere preferee?	What is your favourite subject?
B! L'anglais	English
L'espagnol	Spanish
Le fran is / les langues	French/ languages
Le theatre	Drama
Le dessin	Art
Le sport {L'EPS)	P.E.
L'informatique	I.C.T. (Computer Studies)
La musique	Music
La technologie	D.T.
La geographie	Geography
L'histoire	History
La religion	R.S. (Religious Studies)
L'education civique	P.S.H.E (Health and Wellbeing)
Les mathematiques	Maths
Les sciences	Science

Quelles sont les regles?	What are the rules?
On doit / On ne doit pas	You must/ You must not
On peut / On ne peut pas	You can/ You can not
Il faut	You must
Il est interdit de/d'	It is forbidden to
Ecouter en classe	(to) listen in class
Utiliser son portable en classe	(to) use your phone in class
Porter des bijoux	(to) wear jewellery
Porter du maquillage	(to) wear make-up
Porter des baskets	(to) wear trainers
Manquer les cours	(to) miss lessons
Etre a l'heure	(to) be on time
Macher du chewing-gum	(to) chew chewing-gum
Faire ses devoirs	(to) do homework

Qu'est-ce que tu en penses?	What do you think of it?
C'est/Ce n'est pas	It is/It is not
Interessant (e)	Interesting
Pratique	Practical
Utile/inutile	Useful/not useful
Facile/Difficile	Easy/difficult
Ennuyeux (se) /barbant (e)	Boring
Passionnant (e)	Exciting
Creatif {ve)	Creative
Important(e)	Important
Trop	Too
Tres	Very
Assez	Quite
Un peu	A bit (a little)
du tout	At all

Qu'est-ce que tu voudrais faire dans le futur?	What would you like to do in the future?
Je vais	I am going
Je voudrais/J'aimerais	I would like
Reussir mes examens	To pass my exams
Recevoir des bonnes notes	To get good results
Faire un apprentissage	To do an apprenticeship
Chercher du travail	To search for a job
Faire du benevolat	To do voluntary work
Voyager auteur du monde	To travel the world
Avoir des enfants	To have children
me marier	To marry
Apprendre a conduire	To learn to drive
Devenir	To become
Medecin/Veterinaire	A doctor/a vet
Professeur/Avocat(e)	A teacher/a lawyer
Mecanicien(ne)/Plombier(iere)	A mechanic/a plumber
Pompier (iere)	A firefighter
Coiffeur(euse)	A hairdresser

Comment est ton uniforme scolaire?	What is your school uniform like?
Je porte	I wear
Il faut porter	You must wear
Une veste/ un blazer	A blazer/jacket
Un pull	A jumper
Une chemise	A shirt
Un t-shirt	At-shirt
Une cravate	A tie
Une jupe	A skirt
Des chaussettes	Socks
Un pantalon	Trousers
Des chaussures	Shoes
Un collant	Tights
Un hijab	Hijab
Moche	Ugly
Beau/belle	Beautiful
(In)confortable	(un)comfortable
Cher	Expensive
Pas cher/bon marche	Not expensive/cheap
A la mode	Fashionable
Demode(e)	Old-fashioned

La journee scolaire	The school day
Je quitte la maison	I leave the house
Je vais au college	I go to school
Les cours commencent a	Lessons start at
Les cours terminent a	Lessons end at
c;a dure	It lasts
La recreation	Breaktime
L'heure du dejeuner	Lunchtime
Le matin	The morning
L'apres-midi	The afternoon
Le soir	The evening
Un eleve	A pupil

9.12 Festivals

French Vocab List

IQuelle est ta fete preferee?	What is your favourite festival	IQu'est-ce qu'on fait pour celebrer?	What do we do to celebrate?
Ma fete preferee est...	**My favourite festival is..**		
Le Noel	Christmas	**Je me leve**	I get up
La veille de Noel	Christmas Eve	**Je me douche**	I shower
La Saint-Sylvestre	New Year's Eve	**Je m'h abille**	I get dressed
Le nouvel An	New Year's Day	**Je re ois des cadeaux/du muguet**	I receive presents/lily of the valley
Le Dipavali	Divali	**J'eteins des bougies**	I blow candles out
Paques	Easter	**Je decore l'arbre de Noel**	I decorate the Christmas tree
Le Hanoukka	Hanukkah	**J'achete des nouveaux vetements**	I buy new clothes
L'A"id	Eid	**Je vais a l'eglise**	I go to church
Le premier avril	April Fool's day	**Je vais a la mosquee**	I go to the mosque
		Je vais a la place	I go to the square
L'anniversaire	Birthday	**Je vais a la maison de ...**	I go to ...' s house
Le premier mai	Mayday	**... arrive**	... arrives
Un fete	Party	**Nous mangeons...**	We eat...
		Nous jeunons	We fast
La fete desMeres	Mother's day	**Nous jouons des jeux de societe**	We play board games
La fete dela musique	Music festival	**Nous celebrons**	We celebrate
Un jourferie	Bank Holiday	**Je m'amuse bien**	I have a good time
Le mariage/les noces	Marriage/wedding	**Je regarde des feux d'artifices**	I watch the fireworks
Le14 juillet	Bastille Day	**Je vais au lit**	I go to bed
La Saint-Valentin	Valentine's day		
LeMardi Gras	Shrove Tuesday		

C'estcomment?	How is it like?
passionnant	Exciting
inoubliable	unforgetable
amusant	Fun
insupportable	Unbearable
Un desastre	A disaster

Les phrases/verbes du passe	Phrases/verbs in the past
Le mois dernier	Last month
Avant hier	The day before yesterday
La semaine demiere	LaSt week
Hier	Yesterday
Dans le passe	In the past
Quand j'avais ... an	When I was ... years old
L'ete dernier	Last summer
L'hi nier	Last winter
Il y a ... (deux ans}	... ago {two years)
Leweekend dernier	Last weekend
Je suis alle(e}	I went
J'ai celebre	I celebrated
J'ai mange	I ate
J'a	I drank
J'ai ouvert	I opened
C'etait	It was
L'annee prochaine	Next year
Le mois prochain	Next month
Apres demain	The day after tomorrow
Demain	Tomorrow
La semaine prochaine	Next week
Dans le futur / a l'avenir	In the future
Quand j'aurais ... ans	When I will be ... years old
L'ete prochain	Next summer
Je vais aller	I am goingto go
Je vais celebrer	I am goingto celebrate
J'ai l'intention de manger	I intend to eat
Je voudrais/j'aimerais boire	I would like to drink

9.11My School Life -Vocabulary List

Cabot Learn,n8 Federation

¡Cual es tu asi natura favorita?	What is your favourite subject?
El ingles	English
El espafiol	Spanish
El trances	French
El teatro	Drama
El dibujo	Art
El deporte	P.E.
La informatica	I.C.T. (Computer Studies)
La musica	Music
la tecnologia	D.T.
La geografia	Geography
La historfa	History
La religion	R.S. (Religious Studies)
la educaci6n personal y social	P.S.H.E (Health and Wellbeing)
Lasmatematicas	Maths
Lasciencias	Science

	What are the rules?
Se debe / no se debe	You must/ You must not
Se puede /nose puede	You can/ You can not
Hayque	You must
Esta prohibido	It is forbidden to
Escuchar en clase	(to) listen in class
Usar el m6vil en dase	(to) use your phone in class
Llevar joyas	(to) wear jewellery
Llevar maquillaje	(to) wear make-up
Llevar zapatillas de deporte	(to) wear trainers
Danar las instalaciones	(to) damage the facilities
Ser punctual	(to) be on time
Comer chicle	(to) chew chewing-gum
Hacer los deberes	(to) do homework

¡Cual es tu o ini6n?	What is your opinion?
Es/ noes interesante	It is/It is not Interesting
Practico	Practical
Util / 1nutil	Useful/not useful
Facil / Dificil	Easy/difficult
Aburrido	Boring
Emocionante	Exciting
Creativo	Creative
Importante	Important
demasiado	Too
muy	Very
bastante	Quite
Un poco	A bit (a little)

¡Que quieres hacer en elfuturo?	What do you want to do in the future?
Voy a	I am going
Me gustarfa / Quiero	I would like/ I want
Aprobar mis examenes	To pass my exams
Sacar buenas notas	To get good results
Hacer un aprendizaje	To do an apprenticeship
Buscar trabajo	To search for a job
Trabajar como voluntario	To do voluntary work
Viajar por el mundo	To travel the world
Tener hijos	To have children
Casarme	To marry
Aprender a conducir	To learn to drive
Medico/a Veterinario	A doctor/a vet
Profesor(a) Abogado/a	A teacher/a lawyer
Mecanico Fontanero	A mechanic/a plumber
Bombero	A firefighter
Peluquero	A hairdresser

LLevo	
Se debe llevar	
Una chaqueta	
Un jersey	
una camisa	
Una camiseta	
Una corbata	
Una falda	
Unos calcetines	
Unos pantalones	
nos zapatos	
Unas medias	
Un hiyab	
feo	
bonito	
(In)c6modo	
caro	
barato	
De moda	
Pasado de moda	

What do you wear?
I wear
You must wear
A blazer/jacket
A jumper
A shirt
At-shirt
A tie
A skirt
Socks
Trousers
Shoes
Tights
Hijab
Ugly
Beautiful
(un)comfortable
Expensive
cheap
Fashionable
Old-fashioned

La jornada escolar	The school day
Salgo de casa	I leave the house
Voy al insti	I go to school
Las clases empiezan...	Lessons start ...
Las clases terminan...	Lessons end
Dura	It lasts
El recreo	Breaktime
La hora de comer	Lunchtime
Por la manana	The morning
Por la tarde	The afternoon

Ilir..1

Theme: Identity

Visual Element: Proportions of the face

Technique: Colouring Pencil/Tonal/Black Pen

Artists: Adekunle Adeleke/Emily Carter

Students will be researching into their Identity and the identity of others. They will start to think about what makes someone them, through their hobbies, family, events in their life and culture. We will research into two different artists who have explored how personality and identity can come through in their portraiture and students will then take elements of their work to influence their own piece. We will be developing our drawing skills and understanding how to draw a portrait in different mediums. We will then look at patterns and how we can create a pattern that compliments our portrait in our final composition

TASK 1: A01- Research into what IDENTITY means and what makes up your IDENTITY and how artists have used the theme of IDENTITY in their own work.

TASK 2: A02 - Visual Element **Proportions of the face** - understanding how to draw a portrait in the correct proportion

TASK 3: A03 **-Tonal Drawing of a portrait** Understanding the **Visual Element Tone** - how this is used within a drawing to move a drawing from 20 to 30- creating your own Tonal Portrait

TASK 4: AOl - History of Portraiture - understanding what makes a good portrait and reflecting on Portraiture artists past and present

TASK 5: AOl - Critical Study on Adekunle Adeleke

Create a double page showing your understanding of Adekunle Adeleke. Complete a copy of a piece of work by Adekunle Adeleke, images of their work, description, your opinion and how it will influence you.

TASK 6: A02 -Visual Mind map of different portraits of people - bring in a portrait of someone you know A4 (homework)

TASK 7: AOl - Create a copy of Emily Carters work. Add annotation that describes their work and how it will influence you in your own final piece.

TASK 8: A02 - Create a Visual Mind map of objects that connect to the portrait that you have chosen - Remember you will be drawing these objects (homework)

SPOT LIGHT ASSESSMENT TASK 9: A03 - Choose 1 Object from your visual mind map and create in HIGH QUALITY colouring pencil.

TASK 10: A02 - DESIGNS create two patterns influenced by Emily Carter. Using AT LEAST TWO OBJECTS create two designs that will compliment your portrait and overall composition.

TASK 11: A02 - MEDIA TEST- On an outline of your portrait create 3 CIRCLES and practise TONAL, COLOURING PENCIL and BLACK PEN to make a decision for your final outcome.

TASK 13: A04 - Create your Final Outcome and EVALUATE - **DOOYA**

REMEMBER all **work that you produce is building up towards your** final **piece. Therefore, you must complete** all **work** and the **independent study that is set.**

V9 Music
Live Lounge

Live Lounge: Key Terms

Cover Version - A new performance or recording by a musician other than the original performer or composer

Stems - Recordings of individual parts of a song, EG- Vocal part, Guitar part, drum part etc

Remix- When a producer uses stems of a song to create a different version of a song

Producer- A musician that works to support artists, help write songs, give technical assitance in recording

Ensemble - a group of musicians

Solo -A single performer on their own **OR** a part of a song which focuses on one musician

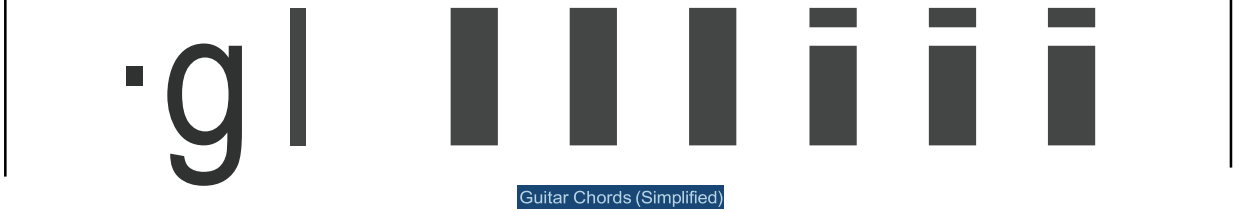
Melody: The main tune of a song

Accompaniment: The music that supports the main tune

TAB: Short for tablature, it is a way of writing music for guitar, bass guitar and ukulele using lines to represent the strings of the instrument

Ukulele Chords

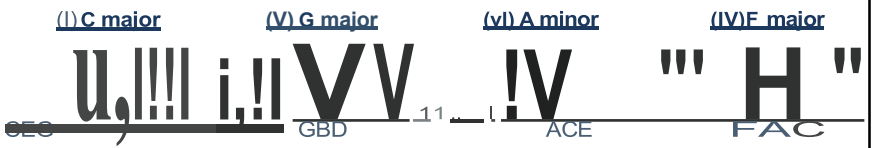
Similarty to the guitar, when playing thechords for the ukulele, you need to remember theand therule.

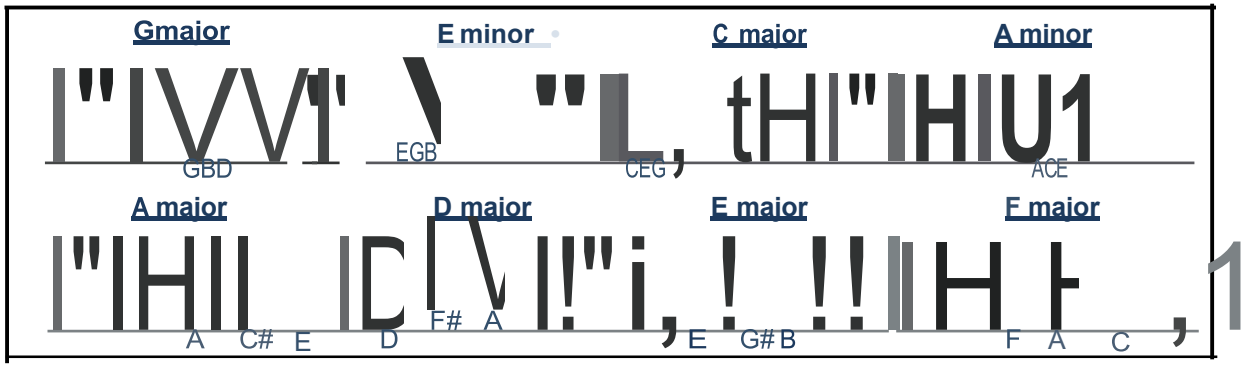


Guitar Chords (Simplified)

When playing the chords for a guitar, you need to remember Ihe andtherule.

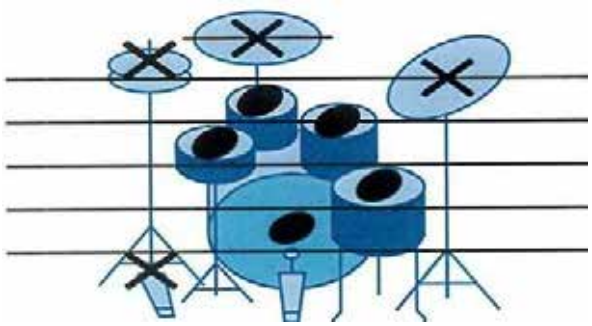
The progression I, V, vi, IV (C major, G major, A minor and F major) is commonly used in a lot of the pop songs known today. Songexamples include Maroon S's She *Wtl/ Be Loved,* The Beatles's *Let It Be* and Jason Mraz's *I'm Yours,* but there are manymany more that take this chord progression in different keys.





Y9 Music
Live Lounge

DRUMKIT

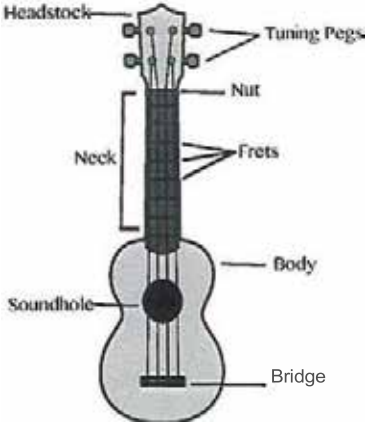


Hi Hats

H fjef 1f 1 1fjfjf Jfj1

Bass drum Snare

UKULELE

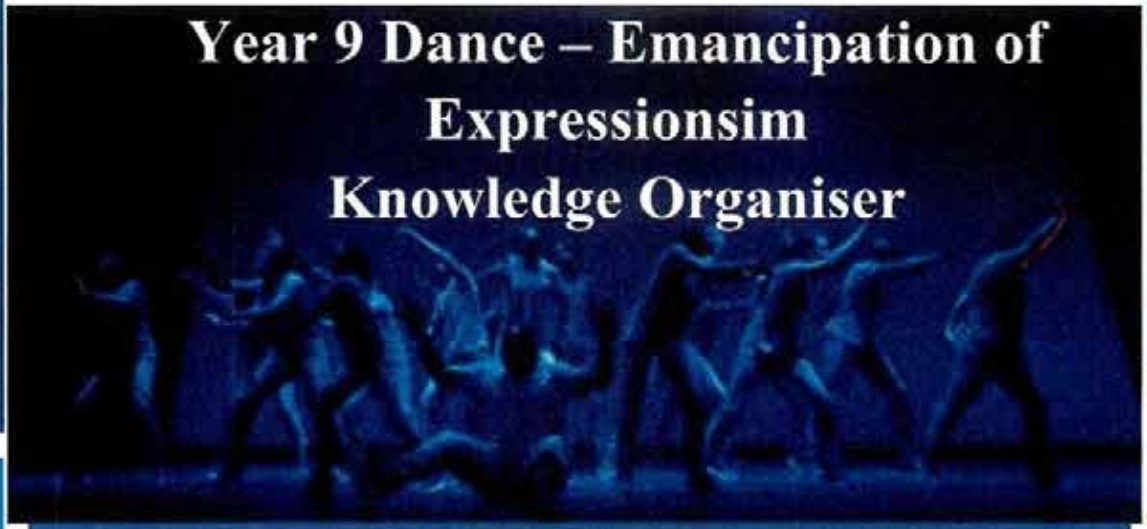


C Am F G

B fi ffiJ tffl

BASS GUITAR

Year 9 Dance – Emancipation of Expressionsim Knowledge Organiser



Mental Skills

Concentration

Commitment

Confidence

Movement Memory

Performance

Focus (eyeline)

Facial Expressions

Effort and energy

Extension

Exaggeration

Musicality

Timing

EofE Fact File

Choreographed by Kenrick H20 Sandy

Performed by Boy Blue Entertainment

4 sections – Genesis, Growth and Struggle, Connection and Flow between People & Empowerment.

Uses an episodic structure (ABCD)

Warm Ups

1. Pulse Raisers
2. Mobilisers
3. Stretch
4. Strength

Hip Hop Styles;

Krumping

Popping

Locking

Waaking

Breaking

Repertoire = Performing existing professional choreography

Actions

Jump

Turn

Travel

Gesture

Stillness

Transfer of weight

Space

Formations – the position you dance in.

Levels- low, mid, and high

Pathways- How you travel to a new formation

Direction – the direction you face when performing

Dynamics

Fast/slow

Sudden/sustained

Accelerate/decelerate

Strong/light

Flowing/abrupt

Relationships

Lead and follow

Mirroring

Action and reaction

Contact

Year 9 Drama-Devising from Stimuli

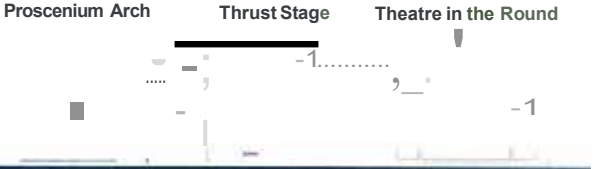
	Elements of Devising	Description
1	Devising	Creating an original piece f theatre
2	; . "	. _ 1 ..:. ,;W_dliti,as
3	-	The storyline
4	1-.mes	_. _ ; :fdea_:_,.s, ,, -- lfff:i f • ·-·P@Wet
5	1 e	The mood of the scene
6	Characten	T.be peeple tn the story
7	I Setting	Wh e re t hep_erfotmaru:e is set
8	I Gllmax	. : f.b e l.neSt i_r:np e rta"' mE>mem:in th e S:\ery
9	• -..Sion	*A* eii1hnrce that• ilds s spensl!
10	mterpretativn	tow own creative response,te the sttmuJus

Responding to Stimulus

1	What ideas initially come to mind?	7	What research will you undertake?
2	What doesthis make you think of?	8	What did you find out?
3	How does the stimulus make you feel?	9	What do youwant to show through your character?
4	What themes do you associate withyour stimulus?	10	What was the initialpurpose of your piece?What messages do you want to show?
5	What characters do you associate with your stimulus?	11	How do you want the audience to respond to your performance?
6	What settings do you associate with your stimulus?	12	How do you want your audience to respondto your characters?

UR UC UL
R C L
DR DC DL
Audience

Proscenium Arch Thrust Stage Theatre in the Round



Techniques

Still Image	A frozen scene on stage
Thought Tracking	acharacter to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes
Narration	the process of telling a story
Split Stage	two or more scenes which are performed on stage at the same time
Staging	Where the audience are e.g. proscenium arch, thrust stage,In the round, traverse stage, promenade/end-on
Breaking the Fourth Wall	When characters speak to the audience by breaking the imaginary wall between them
Characterisation	How your character appears, speaks, thinks,feels & moves, motivation & context
Stage positions	*E.g. centre stage, upstage left, upstage right, downstage left etc*
Blocking	Where the actors stand on stage
Flashback/ Forwards	Showing a scene that happens before or after the action