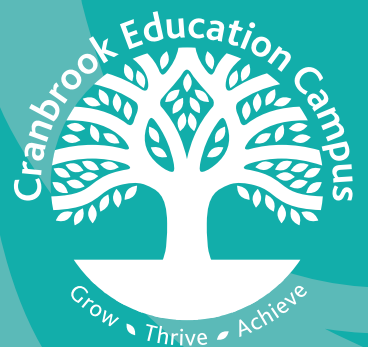


Knowledge Organiser

Year 9
Cycle Two



Personal details

Name:	
Tutor Group:	Tutor:
Head of Year:	House Group:

Key log in information

My school email:	@cranbrook.education
My school password:	
Classcharts code:	

Sparx	sparxmaths.uk	sparxscience.com
Username:		
Password		

Educake	educake.co.uk	
Username:		
Password		

Bedrock - literacy	app.bedrock.learning.org	
Username:		
Password		

French languagenut	languagenut.com	
Username:		
Password		



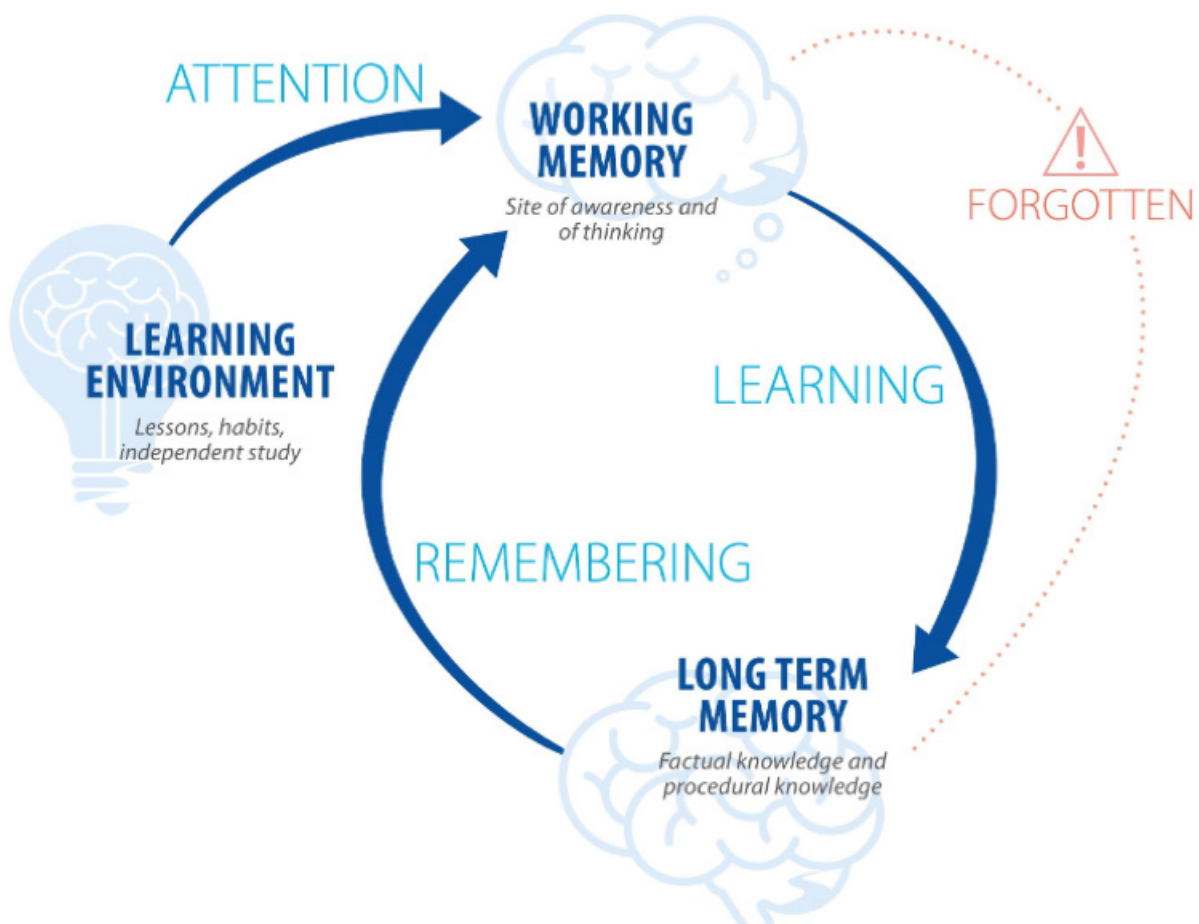
How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Knowledge Organiser

This booklet contains **knowledge organisers** for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

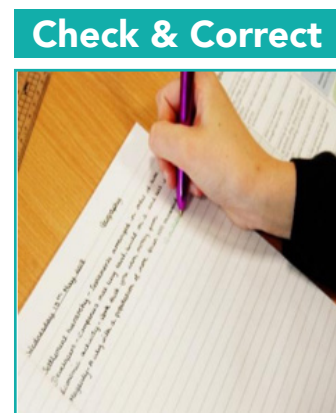
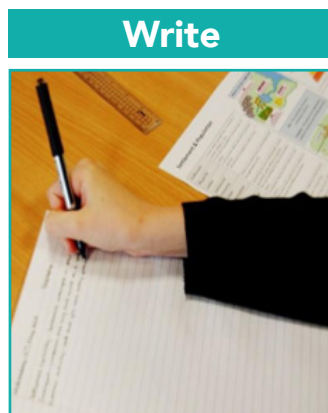
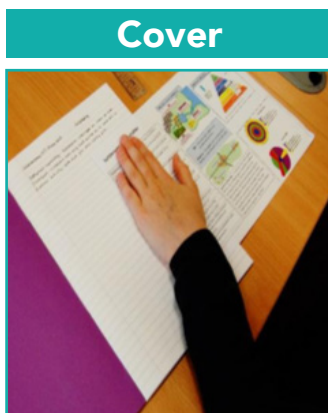
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser (or **KO**) is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.



Independent study schedule

All your independent learning for the week is **set at 9 am on Friday** morning, and is due to be completed by 8 am on the hand in day. This includes your online work such as Sparx, Languagenut and Bedrock; and subjects where you should use some of the self-quizzing techniques (such as flash cards or Cornell notes) in your green **Knowledge Organiser workbook**.

The schedule below shows how long you should spend on each task, and the day you are allocated time to complete the task, although you may choose to complete tasks at different times to fit around your other activities and social events. **Specialist support** from your teachers will be available during breaks on the designated day, but please try to seek help with independent learning as soon as a problem arises. Work in your KO workbook will be checked by your tutor on the morning of hand in day.

If you have not completed any of your independent study tasks by 8 am on Friday, you will be required to attend a **2 hour SLT detention** the following Monday to catch up. If you manage to catch up on outstanding work before the start of the SLT detention, you should still attend at 3 pm when your subject teacher will check your tasks and cancel your detention. For incomplete KO tasks, you will be given a same-day redcard break detention.

Year 7, 8 and 9						
	15 min	15 min	15 min	15 min	Specialist support / hand in	Non-completion detention
Monday	Sparx maths				MFL Languagenut	Monday afterschool 3-5pm You will not need to attend the detention if all homework is completed by 3pm on Monday
Tuesday	Sparx reader				Sparx Maths	
Wednesday	Sparx Science			History KO	Sparx Reader	
Thursday	Bedrock			Geography KO	Sparx Science and History	
Friday	MFL Languagenut				Bedrock and Geography	

Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.



Stop



'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak



'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support



'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron

What we do at Cranbrook to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



Any form of bullying will not be accepted at Cranbrook.





Year 9 - Art- Cycle 2	Week 1 – Day of the Dead	Week 3 – Calavera
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Design / sketch / paint / clay / mould / pattern / zentangle</p> <p>Content: Throughout Cycle 2 you will be creating 3D clay skulls inspired by Mexico’s Day of the Dead. You will then investigate pattern, doodling, and mindfulness through the zentangle method.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • How do you create a 3D sculpture from a 2D drawing? • What is it like to make artwork with clay? • How can art calm anxiety? 	<p>What is the Day of the Dead?</p> <ul style="list-style-type: none"> • The Day of the Dead (Spanish: <i>Día de Muertos</i> or <i>Día de los Muertos</i>) is a holiday traditionally celebrated on November 1 and 2, though other days, such as October 31 or November 6, may be included depending on the locality. largely originated in Mexico, where it is mostly observed, but also in other places - especially by people of Mexican heritage elsewhere. • The multi-day holiday involves family and friends gathering to pay respects and to remember friends and family members who have died. These celebrations can take a humorous tone, as celebrants remember funny events and anecdotes about the departed. 	<p>What is a Calavera?</p> <ul style="list-style-type: none"> • A common <u>symbol</u> of the holiday is the skull (in Spanish <u>calavera</u>), which celebrants represent in <u>masks</u>, called <u>calacas</u> (colloquial term for skeleton), and foods such as chocolate or sugar skulls, which are inscribed with the name of the recipient on the forehead. Sugar skulls can be given as gifts to both the living and the dead. <p>What is a Calavera de Azucar?</p> <ul style="list-style-type: none"> • A calavera de azucar is a skull made out of sugar which is used to decorate Day of the Dead altars. They are often decorated with colourful icing and the name of a living person is written across the top, and given as a gift to that person.
<p>Week 5 – Clay</p> <ul style="list-style-type: none"> • Clay: Air dry clay is a versatile product that can be used in many craft projects. This kind of clay hardens and cures at normal room temperature and once dry, it can be painted and decorated in a variety of ways. • Cross hatching: The marks you can make to combine two pieces of clay together • Score: To score a pot or piece of clay means to scratch hatch marks on it as part of joining clay pieces together. This is done before brushing on slurry and joining the pieces together. • Slip: A mixture of clay and water used to join two pieces of clay together. 	<p>Week 7 – Zentangle method</p> <ul style="list-style-type: none"> • The Zentangle Method is an easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns. The patterns are called tangles. You create tangles with combinations of dots, lines, simple curves, S-curves and orbs. These simple shapes are the "Elemental Strokes" in all Zentangle art. • These patterns are drawn on small pieces of paper called "tiles." We call them tiles because you can assemble them into mosaics. 	<p>Week 9 –Pattern</p> <ul style="list-style-type: none"> • Pattern: A design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular. Art and Design. Elements of art. • Meditation: A practice where an individual uses a technique – such as mindfulness, or focusing the mind on a particular object, thought, or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state. • Create a small Zentangle in your Homework book



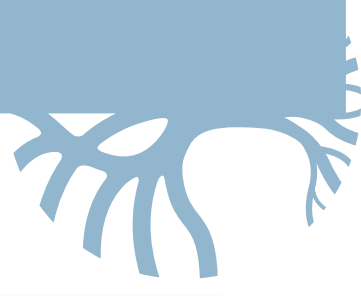
Year 9 - Combined Science - Cycle 2	Week 1 - Movement of substances	Week 2 - Photosynthesis												
<p>Key vocabulary</p> <ul style="list-style-type: none"> • Active transport: the movement of particles from an area of low concentration to an area of high concentration using energy. • Diffusion: the movement of particles from an area of high concentration to an area of low concentration. • Limiting factor: one which will affect the rate of a reaction. • Osmosis: the diffusion of water particles through a semi-permeable membrane from a dilute to a concentrated solution. • Semi-permeable: a term used to describe a membrane that will allow only certain substances to pass through. • Photosynthesis: chemical reaction which takes place in the chloroplasts of plant leaves which creates glucose as a store of energy for the plant. • Atom: the smallest part of a substance made up of three subatomic particles called protons, neutrons and electrons 	<ul style="list-style-type: none"> • Substances move into and out of cells by three methods: <ol style="list-style-type: none"> 1. Diffusion - movement of particles from high to low concentration. No additional energy needed. 2. Osmosis - movement of water from high to low concentration. No additional energy needed. 3. Active transport - movement of particles from low to high concentration. Needs additional energy. • During osmosis, water moves from an area that is dilute (high water concentration) to an area that is highly concentrated with solutes (low water concentration). • Plants use osmosis to take in water from their roots. • When a plant cell is placed in a highly concentrated solution of solutes it will lose mass as water moves out of the plant cell into the solution. 	<ul style="list-style-type: none"> • All organisms need energy. Plants and algae store energy by transferring it from light to glucose in the process of photosynthesis. • Photosynthesis occurs in the chloroplasts of plant cells which contain chlorophyll. • The chlorophyll is the substance that traps light by facilitating an endothermic reaction. <div data-bbox="462 355 665 860" style="text-align: center;"> <p> $\text{CO}_2 + \text{H}_2\text{O} \xrightarrow{\text{LIGHT}} \text{C}_6\text{H}_{12}\text{O}_6 + \text{O}_2$ </p> <p> CARBON DIOXIDE + WATER + GLUCOSE + OXYGEN </p> </div> <ul style="list-style-type: none"> • Photosynthesis has two reactants, carbon dioxide and water. Carbon dioxide is taken in through the stoma in the base of the leaves and water is taken in via the roots. • Oxygen is a waste product from photosynthesis. 												
<p>Week 3 - Limiting factors of photosynthesis</p> <ul style="list-style-type: none"> • Photosynthesis has three limiting factors: <ol style="list-style-type: none"> 1. Temperature: high temperatures cause the enzymes in the chlorophyll to denature so the reaction cannot take place. At low temperatures the reactants and enzymes may not have enough energy to collide and react. 2. Light intensity: light provides the energy needed for the reaction. After a certain light intensity, the rate of reaction reaches a maximum and the rate of photosynthesis remains constant. 3. Carbon dioxide concentration: carbon dioxide is a reactant of photosynthesis and there the more there is the faster the reaction will be. • All of these factors must be balanced for a high rate of photosynthesis. 	<p>Week 4 - transport in plants</p> <ul style="list-style-type: none"> • Transpiration is the flow of water into the roots (by osmosis), up through the stem through the xylem vessels and out of the stomata (as water vapour) in the leaves. <ul style="list-style-type: none"> ○ Factors that increase the rate of transpiration: <ul style="list-style-type: none"> ○ Wind, temperature, humidity and light intensity. • Translocation is the movement of glucose around the plant in the form of sucrose. The phloem vessels in the stem help transport sucrose. <ul style="list-style-type: none"> ○ Companion cells pump sucrose via active transport from the leaf into the phloem by active transport. • The companion cells require energy so contain many mitochondria. • Root hair cells have a large surface area and thin cell walls to increase the uptake of water (via osmosis) and mineral (via active transport). 	<p>Week 5 - Atomic structure</p> <ul style="list-style-type: none"> • Atomic structure is a way of describing the parts that make up an atom and the way they are organised. <table border="1" data-bbox="1031 332 1226 883"> <thead> <tr> <th>PARTICLE</th> <th>RELATIVE MASS</th> <th>CHARGE</th> </tr> </thead> <tbody> <tr> <td>PROTON</td> <td>1</td> <td>+1</td> </tr> <tr> <td>NEUTRON</td> <td>1</td> <td>0 (NEUTRAL)</td> </tr> <tr> <td>ELECTRON</td> <td>$\frac{1}{1840}$</td> <td>-1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • There are always the same number of protons and electrons in an atom • Atomic mass = protons + neutrons • Atomic number = protons • Mendeleev was the scientist who arranged the elements in the periodic table. 	PARTICLE	RELATIVE MASS	CHARGE	PROTON	1	+1	NEUTRON	1	0 (NEUTRAL)	ELECTRON	$\frac{1}{1840}$	-1
PARTICLE	RELATIVE MASS	CHARGE												
PROTON	1	+1												
NEUTRON	1	0 (NEUTRAL)												
ELECTRON	$\frac{1}{1840}$	-1												



Key vocabulary	Week 6 - Electron configuration	Week 7 - Mass number and isotopes
<ul style="list-style-type: none"> Electron configuration: the way in which electrons are placed in shells around the nucleus. This depends on the number of electrons that atom has. Electron shell: the energy level that surrounds the nucleus. It is occupied with electrons. Isotope: different forms of the same element which have the same number of protons but a different number of neutrons Mass number: the number of protons and neutrons together. Inert: unreactive. Frequency: the number of waves passing a point per second. Measured in Hertz (Hz). Amplitude: the distance from rest point to peak or trough. Electromagnetic spectrum: a group of waves that have the same speed in a vacuum. 	<ul style="list-style-type: none"> The protons and neutrons of an atom are found in the nucleus but the electrons occupy shells that surround the nucleus The shell closest to the nucleus is filled first and must be completely filled before electrons can move into the next shell There is a limit to the number of electrons that fill each shell: <ol style="list-style-type: none"> 2 electrons 8 electrons 8 electrons You can work out which group an element is in on the periodic table by looking at the number of electrons in the outer shell eg. group 1 has 1 electron on the outer shell. You can work out which period an element is in by counting the total number of shells. 	<ul style="list-style-type: none"> The mass number of an atom is the total number of protons and neutrons in the nucleus. We call this the relative atomic mass. The relative formula mass is the mass of compounds or molecules. This is the sum of the relative atomic mass of each atom in the compound. The number of protons in an atom determines which element is it. Therefore all atoms of the same element have the same number of protons. Not all atoms of the same element have the same mass because they don't all have the same number of neutrons. An element with the same number of protons but a different number of neutrons is an isotope. The mass number on the periodic table is an average of the mass of all atoms of that element.
Week 8 - Group 1, 7 and 0	Week 9 - Waves	Week 10 - Electromagnetic spectrum
<ul style="list-style-type: none"> Group 1 elements are known as the alkali metals and all have 1 electron on their outer shell They all form +1 ions as they lose an electron when they react to gain a full outer shell. The reactivity of group 1 increases down the group as they lose an electron more easily. Group 7 elements are known as the halogens and all have 7 electrons on their outer shell They all form -1 ions as they gain an electron when they react to gain a full outer shell The reactivity of group 7 decreases as you go down the group as they find it more difficult to gain an electron. Group 0 are known as the Noble gases. They all have a full outer shell Group 0 are all inert because they do not need to react to gain a full outer shell. 	<ul style="list-style-type: none"> Waves transfer energy without transferring matter. Waves are described in terms of their amplitude, wavelength, frequency and period. Transverse waves - the direction of energy transfer is perpendicular to the direction the particles oscillate. Longitudinal waves - the direction of energy transfer is parallel to the directions the particles oscillate. Wave speed can be calculated as: $V \text{ (m/s)} = \text{distance (m)} / \text{time (s)}$ $V \text{ (m/s)} = \text{frequency (Hz)} \times \text{wavelength (m)}$ Refraction occurs as the interface between two mediums of different density. Refraction towards the normal line occurs when a wave enters a more dense medium 	<ul style="list-style-type: none"> The electromagnetic spectrum is a group of transverse waves that all travel the same speed in a vacuum. They all travel at the speed of light in a vacuum which is $3 \times 10^8 \text{ m/s}$. The EM spectrum consists of: radio waves, microwaves, infrared, visible light, ultraviolet, x-rays and gamma rays. The longer the wavelength of an EM wave the lower the frequency. All EM waves have a variety of uses including communication, cooking and medical applications. Some EM waves with high frequencies can be harmful. UV, X-Ray and Gamma are all ionising radiations



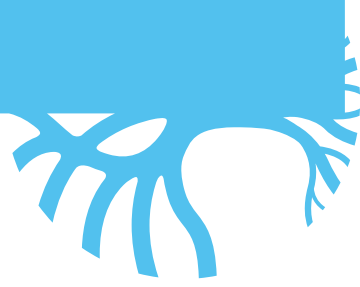
Year 9 - Computing - Cycle 2	Week 1 - Emerging Technologies	Week 2 - Cultural Impacts
<p>Key vocabulary/content/ideas</p> <p>Emerging Technologies: Advancements in various fields that have the potential to significantly impact industries, society, and daily life. These innovations are often in the early stages of development and adoption.</p> <p>Assistive Technologies: These are technologies that enable human beings to carry out activities that they would not be able to carry out without the technologies.</p> <p>Artificial Intelligence: A computer system that has been developed to behave in the same way as a human brain. It is capable of learning new information and adjusting its behaviour accordingly.</p>	<ul style="list-style-type: none"> Emerging Technologies: Advancements in various fields that have the potential to significantly impact industries, society, and daily life. These innovations are often in the early stages of development and adoption. Innovation: The process of creating and implementing new ideas, methods, products, or technologies that bring about positive change or improvement. Moore's Law: An observation that the number of transistors on a microchip doubles approximately every two years. This phenomenon has led to a consistent increase in computing power, meaning they are able to process increasingly greater amounts of data at a faster rate. 	<ul style="list-style-type: none"> Legal Impacts: This relates to how the law must be regularly updated to deal with how people are using technology and what they are using it for. Ethical Impacts: Ethics relate to what is right and what is wrong. When new technologies emerge they may challenge our existing values. They can also leave employers with the ethical choice of whether the technology can replace human jobs. Environmental Impacts: All of the technology being developed requires electricity. Where does this come from? Also with the constant improvement of improvements between each generation of machines, what happens to the old ones?
Week 3 - Assistive Technology	Week 4 - Tiny World	Week 5 - Artificial Intelligence
<p>Assistive Technologies: These are technologies that enable human beings to carry out activities that they would not be able to carry out without the technologies.</p> <p>Equity: This is the notion that we may not all start in the same place in life, and that some of us require a bit more assistance than others in order to achieve the same degree of equality within society.</p> <p>Impairment: This is when somebody requires support with an aspect of their senses or physical movement. This support will help that person to achieve equity with their peers.</p> <p>Bionic: Digital and robotic technologies used in the support of someone with an impairment.</p>	<ul style="list-style-type: none"> EDGE: Enhanced Data rates for GSM Evolution which basically means 3G and 4G mobile technologies. Smallholder: A type of farmer (often within the third world) who up-until the advent of global communication was reliant upon local contacts in order to get their products to market. Now, thanks to the internet they are able to communicate with a range of potential buyers. Online Payment Service Providers: A company that securely processes payments between a business and their customers. These businesses have allowed for greater flexibility among small business owners in their ability to trade with a wide ranging market. 	<ul style="list-style-type: none"> Artificial Intelligence: A computer system that has been developed to behave in the same way as a human brain. It is capable of learning new information and adjusting its behaviour accordingly. Generative Pre-transformer: A type of artificial intelligence that has been trained with massive amounts of literature(written information) in order to be able to understand everyday language and generate complex responses to human questions. Automation: The concept of allowing machines to work independently on a task with no need for human intervention at any point in the process.



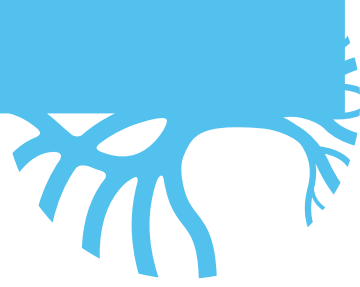
Key vocabulary/content/ideas	Week 6 - Inputs, Outputs and Variables	Week 7 - Selection
<ul style="list-style-type: none"> • Programming Language: A special language that programmers use to write their instructions. It's like a secret code that the computer can understand. • Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username. • Selection: Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition. • Syntax: The rules and structure for writing in a programming language. 	<ul style="list-style-type: none"> • Input: The information or data that you give to a computer program. It's like the things you tell the program to use or work with. • Output: The result or answer that a computer program gives you after it has processed an input. • Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username. • Assignment: Giving a value to a variable in a computer program. If you write "x = 5" in your program, you are assigning the value 5 to the variable "x". 	<ul style="list-style-type: none"> • Selection: Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition. • Condition: When we test a value in programming to decide what happens next. A condition can be something like "Is it sunny today?" or "Is the number greater than 10?" The program will evaluate the condition and take action accordingly. • Operator: A symbol or keyword used in programming to either compare values or make changes to them. They include arithmetic and logical operators
Week 8 - Data Types	Week 9 - Errors	Week 10 - Iteration
<ul style="list-style-type: none"> • String: In programming, a string is a sequence of characters, such as letters, digits, symbols, or spaces. It is used to represent and manipulate textual data. • Integer: This is a data type that represents whole numbers. It can be used for storing numbers such as a score. • Casting: This is the process of converting a value from one data type to another. For example you can cast a string that only contains number characters into an integer. • Incrementing: This is the process of increasing a value by a specific amount, typically by one. It is commonly used in programming to update scores. 	<ul style="list-style-type: none"> • IDE (Integrated Development Environment): An IDE is an application that provides programmers with tools and features to write, test, and debug their code. • Logic: The reasoning and decision-making process in programming. It involves the thinking behind solving a problem or performing a task. • Syntax: The rules and structure for writing in a programming language. It ensures that code is written in a way that the computer can understand. • Syntax Error: This is when code doesn't follow the rules of the programming language. 	<ul style="list-style-type: none"> • Iteration: Iteration is a fundamental programming concept that involves repeating a set of instructions or a block of code multiple times. It's often used to perform tasks in a repetitive manner, like processing data in a loop. • Condition-Controlled Loop: A condition-controlled loop is a specific type of loop in programming where the execution continues as long as a specified condition or test remains true. It allows flexibility in determining when the loop stops. • Break Command: A special command that can be used to end a condition controlled loop as soon as a particular condition is no longer met.



Year 9 – Drama - Cycle 1	Week 2	Week 4
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> •Physical performance skills: Posture, gesture, stance, balance and facial expressions are all physical performance skills. •Vocal performance skills: Tone, pitch, pace, pause, articulation, projection are all vocal performance skills. <p>Evaluation: Analysing how effective you have been at meeting your aims and the aims of the brief. Providing evidence to back up your claims.</p> <p>Evidence: Descriptions of specific moments in your performance that link your work to the brief or your dramatic intentions.</p>	<ul style="list-style-type: none"> •Ensemble: A group of performers who work closely together so that the performance of the group is more important than the individual performances. •Collaboration: Working with others to produce a piece of work. •Boal: A director who created forum theatre and invisible theatre who believed in using games to prepare people for acting. •Warm up: Preparing your voice and body for a performance. •Improvisation: Any work in drama without a script. •Spontaneous Improvisation: Performing and creating a piece of drama at the same time. •Tension Levels: The amount of energy your character is portraying in their movement and voice. 	<ul style="list-style-type: none"> •Status: A person’s position or rank within a group •Posture: The way in which someone positions his or her upper body. •Gait: The manner in which someone walks. •Stance: The position of someone’s legs when standing. •Body Language: The way in which we communicate information about our emotions through our bodies. •Proxemics: The exploration of how the positioning of actors on stage communicates meaning to the audience. •Subtext: The meaning that lies beneath the words of a play, it can be communicated non-verbally. •Pinteresque: A style of Drama that uses seemingly meaningless dialogue to reveal hidden truths about the characters
<p>Week 6</p> <ul style="list-style-type: none"> • Pinter pause: Playwright Harold Pinter wrote lots of pauses into his plays and are as important as the lines because they help the actor show the subtext. The longer pauses are called silences and last for about 10 seconds! •Pace: The speed at which you say lines. •Theatre Alibi: An Exeter based Theatre Company that specialize in storytelling theatre. •Storytelling Theatre: A style of theatre that embraces many techniques to bring a story to life on stage. •Multirole: When one actor plays multiple characters. 	<p>Week 4</p> <ul style="list-style-type: none"> •Frantic Assembly: A theatre company that builds plays starting with physical movement. •Physical Theatre: Theatre using the body as the main tool for communicating. •Sequence: A series of movements put together in an order. •Paper Birds: A theatre company that uses verbatim theatre to create theatre. •Verbatim Theatre: A style of theatre that uses the words of real people to create a script. •Interview: Asking questions in order to get peoples stories and opinions on a topic. 	<p>Week 10</p> <ul style="list-style-type: none"> •Motif: A dominant or recurring theme in a piece of drama. •Narrative: Connected events that make a story. •Socio-political theatre: Theatre that looks at how society and politics impact people’s lives. •Refinement: Improving a drama by making small changes. •Rehearsal Skills: Skills used during the rehearsal process to improve the performance of a piece of drama. •Dress Rehearsal: A run-through of the play in full costume, with props, sound and lights



Year 9 - English- Cycle 2		Week 1 - Context	Week 2 - The Plot
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> Socialism - all citizens share equally in economic resources as allocated by a democratically-elected government Microcosm - When a play, list of characters or a setting encapsulates the features of something much larger Proletariat - A term used by Karl Marx to describe the working classes Subservient - To obey without a question Dogmatic - refers to someone who unchangeably believes their views are true Hubristic - Over confidence that comes before a fall Patriarchy - A society where men hold the power Infantilize - To treat someone like a child Paternalism - Acting like a father, as though you know what is best for those beneath you Exploit - To take advantage of someone's weakness Responsibility - Having a duty to deal with something or look after someone. 		<p>Key Ideas</p> <ul style="list-style-type: none"> J.B Priestley was a socialist and believed the upper classes exploited the lower classes. He wrote An Inspector Calls as a microcosm of British society to criticise capitalism Pre-War Britain was a capitalist country with rigid differences between the working, middle and upper classes <p>Key Context</p> <ul style="list-style-type: none"> WW1 began in 1914 and finished in 1918, the same year women were first granted the right to vote WW1 and 2 changed class structures and people wanted a more socialist Britain The British people voted for the socialist Labour Party in 1945 who won by a landslide <p>Key Quotation</p> <p>"The lighting should be pink and intimate until the inspector arrives and then it should be brighter and harder"</p> <p>"Arthur Birling is a heavy-looking, portentous man"</p>	<p>Key Ideas</p> <ul style="list-style-type: none"> The inspector is used to reveal to the audience the exploitation of the poor by the rich Eva Smith is used to represent the exploited Proletariat The Birlings are used to reflect the attitudes of the Edwardian wealthy to the poor. <p>Key Context</p> <ul style="list-style-type: none"> The play is set in 1912 but written in 1945 An Inspector Calls could be seen as a morality play because it seeks to teach a moral lesson to the audience In Edwardian Britain the working classes were expected to behave subserviently but by 1945 worker's rights had improved <p>Key Quotations</p> <p>"Sheila is a pretty girl in her early twenties, very pleased with life"</p> <p>"Eric is in his early twenties, not quite at ease, half shy, half assertive"</p>
<p>Week 3 - Mr Birling</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Priestley uses Mr Birling to reflect the dogmatic views of the older Capitalist generation The character of Mr Birling is used to reflect the hubris and arrogance of the Edwardian middle class Priestley uses dramatic irony to undermine Mr Birling's character and views <p>Key Context</p> <ul style="list-style-type: none"> The sinking of the Titanic in April 1912 was a moment that highlighted class division in Britain The 1920s and 1930s in Britain was a period marked by worker's strikes and fighting for working rights Edwardian Britain was patriarchal <p>Key Quotations</p> <p>"It's my duty to keep labour costs down"</p> <p>"The Titanic - she sails next week - and unsinkable, absolutely unsinkable"</p>		<p>Week 4 - Sheila Birling</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Priestley uses the character of Sheila Birling to reflect the political awakening of women in Edwardian Britain Sheila Birling is presented as infantile at the start of the play Her character fights back against the status quo and adopts a socialist view by the end <p>Key Context</p> <ul style="list-style-type: none"> Middle Class Edwardian Britain women were expected to be subservient to their male relatives Their role was to marry well to benefit their family The suffrage movement led to women in Britain becoming more political and Priestley saw them as an important force <p>Key Quotations</p> <p>"Look mummy ... isn't it a beauty".</p> <p>"But these girls aren't cheap labour, they're people."</p>	<p>Week 5 - Gerald Croft</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Priestley uses the character of Gerald to critique the paternalistic attitudes of the aristocracy Priestley portrays Gerald's exploitation of Eva Smith demonstrates how upper classes were just as exploiting as the middle classes At the end of the play, Gerald is unable to accept his responsibility because this would be a betrayal of his class <p>Key Context</p> <ul style="list-style-type: none"> The British aristocracy were traditionally the most powerful class in society and inherited their wealth and titles. The took a paternalistic view of the poor During WW1 the officers were often members of the aristocracy who inherited the title Priestley's own experience of fighting in WW1 under these officers left him with a dislike of the aristocracy <p>"After all, y'know we're respectable citizens and not criminals"</p> <p>"Everything's alright now Sheila. What about this ring?"</p>



Key vocabulary	Week 6 - Revision	Week 7 - Mrs Birling
<ul style="list-style-type: none"> • Hypocrisy - pretending to believe something while doing the opposite in practice • Philanthropy - A desire to better the lives of others, normally through giving money • Generational Divide - The difference in opinions and values between one generations and another • Hedonist - A person who believes the pursuit of pleasure is the most important thing in life • Authority - the power or right to give orders, make decisions, and enforce obedience • Prophetic - able to tell the future • Voicelessness - to not have a voice • Corruption - illegal, bad or dishonest behaviour, particularly by those in power 	<p>Revise all content so far for the mid-cycle assessment</p>	<p>Key Ideas</p> <ul style="list-style-type: none"> • Mrs Birling is used to reflect the hypocrisy of the upper classes • Priestley uses her to show how philanthropy does not work due to the selfish nature of the upper classes • Sybil Birling's name is a reference to a political book called 'Sybil' about how good charity is. This highlights how flawed Mrs Birling's charity is <p>Key Context</p> <ul style="list-style-type: none"> • In Edwardian Britain, as long as your reputation was highly regarded what you did in private was seen as separate. Priestly thought this was hypocritical • Before WW1 there were no national services, like the NHS, for the less wealthy • Capitalists argued they should give money charitable causes instead of paying tax. Socialists like Priestley disagreed with this, <p>Key Quotations "Girls of that class" "Go and look for the father of the child. It's his responsibility"</p>
<p>Week 8 - Eric Birling</p> <p>Key Ideas</p> <ul style="list-style-type: none"> • In the play, Eric is used to represent the younger bourgeoisie who are more socially responsible • Eric's behaviour at the beginning of the play reflects the hedonism of young capitalists <p>Key Context</p> <ul style="list-style-type: none"> • There was a generational divide within Edwardian Britain The older generation held to the conservative values of their Victorian parents, whereas the younger generation witnessed a great deal of change following WW1 • Priestley viewed the younger generation as more impressionable and the hope for a fairer and more socialist Britain <p>Key Quotations "And I've had a few drinks including rather a lot of champagne - and I've got a headache" "(shouting) And I say the girl is dead and we all helped to kill her - and that's what matters"</p>	<p>Week 9 - Inspector Goole</p> <p>Key Ideas -</p> <ul style="list-style-type: none"> • Inspector Goole is Priestley's prophetic mouthpiece . within the play • His authoritative character exposes the sins of capitalism and the Birling family; Priestley contrasts him with Mr Birling to highlight how socialism is better. <p>Key Context</p> <ul style="list-style-type: none"> • The working classes were brutally exploited under Edwardian capitalism in all aspects of their lives • Priestley believed socialism to be morally superior to capitalism • Priestley's audience would have mainly agreed with the inspector's arguments as socialism became more popular by 1945 <p>Key Quotations "The time will come when if men do not learn that lesson when they will be taught it in fire, blood and anguish" "We do not live alone. We are members of one body. We are responsible for each other"</p>	<p>Week 10 - Eva Smith</p> <p>Key Ideas</p> <ul style="list-style-type: none"> • Priestley uses the character of Eva Smith as symbolic of the exploited Proletariat • The character of Eva's voicelessness could reflect the lack of political voice of the Edwardian working classes • Alternatively, Edna welcomes in the Inspector which could show how the working classes welcome socialism • Priestley uses Alderman Meggarty's corruption to show how the upper classes are corrupt and above the law <p>Key Context</p> <ul style="list-style-type: none"> • In the Edwardian era, members of the upper classes would often get jobs or roles because of their status rather than because they earned the job • Working men were only given full rights to vote and working women were not given these rights until 1928 • There was an attitude in the upper class that being poor was a choice and many saw the working classes as a resource to be sued rather than people <p>Key Quotations "Burnt her inside out" " He's a notorious womaniser"</p>



Year 9 - French- Cycle 2		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content	
Classroom interaction language		commander	to order, ordering	mon, ma, mes	my (m,f,pl)
<ul style="list-style-type: none"> • Ça va? – How are you? (How is it going?) • Ça va bien – I am well (it is going well) • Ça ne va pas – I am not well (it's not going well) • Merci – Thank you • Et toi? – And you? • Comment dit-on...en français? – How do you say...in French? • On va écouter – we are going to listen • Trois, deux, un – Three, two, one • Regardez-moi – Look at me • un stylo violet – a purple pen • un stylo noir – a black pen • J'ai gagné – I (have) won • Tu as perdu – You (have) lost • On a fini – We have finished 	<ul style="list-style-type: none"> réserver l'addition (f) la carte le choix la nuit la réception votre vos leur leur 	<ul style="list-style-type: none"> to book, booking bill card, menu choice night reception your (formal) your (formal, plural) their (singular) their (plural) 	<ul style="list-style-type: none"> ton, ta, tes le collège la vie la guerre gagner le pays la matière l'équipe son, sa, ses il y avait 	<ul style="list-style-type: none"> your (m, f, pl) Secondary school life war to win country subject team his/her/its (m,f,pl) there was, there were 	
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content		Week 5 - key vocabulary and content	
la faim	hunger	apporter	to bring, bringing	un vélo	a bike
l'heure	hour, o'clock, time of day	bu	drank, drunk	une voiture	a car
le midi	midday	dit	said	en	in, by
le minuit	midnight	eu	had	rester	to stay, staying
la peur	fear	fait	did, made	aujourd'hui	today
la raison	reason, right	gérer	to manage/managing (something)	ici	here
la soif	thirst	pris	took, taken	la fête	party
le tort	wrong	l'année (f)	year	la saison	season
quarante	forty	l'argent (m)	money	l'hiver	winter
cinquante	fifty	l'avion (m)	plane	le matin	the morning
soixante	sixty	l'étranger(m)	abroad	pas encore	not yet
donc	so, therefore	pendant	during	dernier	last



Classroom interaction language	Week 6 - key vocabulary and content		Week 7 - key vocabulary and content		
<ul style="list-style-type: none"> • Est-ce que je peux...? – Can I...? • Est-ce que je peux avoir...? – Can I have...? • Est-ce que je peux faire...? – Can I do...? • Est-ce que je peux aller aux toilettes? – Can I go to the toilet? • C'est vrai – it is true • C'est faux – it is false • C'est correct – it is correct • C'est juste – it is fair • Ce n'est pas juste – it is not fair • A mon avis – In my opinion • Je pense que – I think that • Selon moi – According to me • Je suis d'accord – I agree • Je ne suis pas d'accord – I don't agree 	entrer	to enter/entering	blessier	To hurt, hurting	
	monter	to go up/climb, going up/climbing	jeter	To throw, throwing	
	retourner	to return, returning	laisser	to leave behind, leaving behind	
	tomber	to fall, falling	l'amour (m)	love	
	l'après-midi	afternoon	l'envie (f)	desire	
	l'attente	the wait	la mer	sea	
	le corps	the body	le prix	price	
	le doigt	finger	le sens	sense, meaning	
	le pied	the body	tellement	so much, so many	
	la santé	health	le soir	the evening	
	l'urgence	emergency			
	faible	weak			
	Week 8 - key vocabulary and content				
	donner à	to give to	durer	to last, lasting	
montrer à	to show to	la compétence	skill, competence		
envoyer à	to send to	la connaissance	knowledge		
jouer à	to play (a sport or game)	le contrôle	test		
jouer de	to play (an instrument)	cinquième	fifth		
penser à	to think of	deuxième	second		
frapper à	to knock at	quatrième	fourth		
répondre à	to respond, to answer (to)	primaire	primary		
réussir à	to succeed in	sixième	sixth		
dépendre de	to depend on	troisième	third		
emprunter à	to borrow from	poser	to ask (a question)		
		longtemps	a long time, a long while		
Week 9 - key vocabulary and content					
approcher	to approach, approaching				
voler (à)	to steal (from), to fly				
moi	me, myself				
toi	you, yourself				
la fréquence	the rate				
la sécurité	safety				
besoin de	need for				
proche	close to, near				
après	after				
avant	before				
le vol	the theft, the flight				



Year 9 - Geography- Cycle 2

Key Information

Extreme Environment: A habitat that is considered very hard to survive in due to harsh conditions.

Extreme	Location
Hottest	Death Valley: 54.4°C (2020)
Coldest	Eastern Antarctic Plateau: -93.2°C (2010)
Highest	Mount Everest: 8,849 metres
Lowest	Mariana Trench: 11,034 metres

Week 3 – Thar Desert



Stretches across north-west India and into Pakistan. Covers 200,000km². Most densely populated desert.

Opportunities: Mineral extraction: Gypsum, feldspar, phospherite, kaolin. Sanu limestone in Jaisalmer for India's steel industry. Energy: Ideal location for wind and solar power. At Balheri, solar power is used in water treatment. Jaisalmer Wind Park was constructed in 2001.

Challenges: Temperatures exceeding 50°C makes farming work difficult and high rates of evaporation leads to water shortages. The 650km long Indira Gandhi Canal was constructed in 1958 as a source of freshwater.

Week 1 – Hot Deserts

A desert is an area that receives less than 250mm of rainfall per year. Hot deserts are mostly found in dry continental interiors, away from the coasts, in a belt approximately 30°N and 30°S. At these latitudes, air that has risen at the Equator descends forming a belt of high pressure.

There is a lack of cloud and rain and very high daytime temperatures. With a lack of clouds, temperatures can plummet to below freezing at night.

Desert soils are sandy or stony with little organic matter due to the lack of leafy vegetation.

Evaporation draws salt to the surface. The soil is not very fertile.

Week 4 – Causes of desertification

Desertification happens when land is gradually turned into a desert.

Over-cultivation: results from the need to produce more food so the soil becomes exhausted. It will turn to dust and become infertile.

Over-grazing: Population pressure results in land being overgrazed - too many animals to be supported by limited vegetation.

Fuelwood: demand is increasing.

Climate change: Causing drier conditions and unreliable rainfall, raining less than it did 50 years ago.

Soil erosion: When the vegetation is destroyed, the soil is exposed to the wind and the rain, making it vulnerable to erosion.

Week 2 - Hot Desert Adaptations

Plants tend to have thin leaves or spines to reduce water loss and some have long roots to reach deep underground water (e.g. cactus).



Vegetation is low growing and sparse.

Many rodents are nocturnal, living in burrows underground and venturing out at night.

Snakes and lizards retain water by having waterproof skin and producing only tiny amounts of urine.

Camels have long eyelashes to keep out the sand and a hump to store fat on their back.

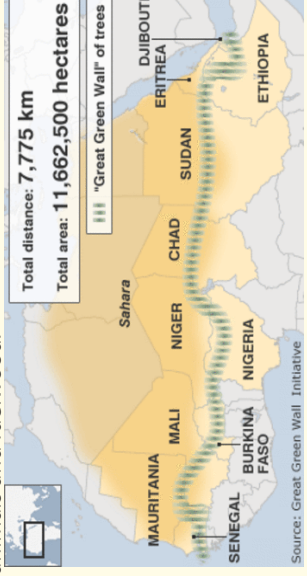


Week 5 – Managing desertification



Appropriate technology: involves using methods appropriate to the level of development. 'Magic stones' are used in Burkina Faso. Used to build low stone walls on the contours of slopes to trap water and soil.

Tree planting: Trees bind the soil together and the leaves and branches provide shade, grazing for animals and fuelwood.





Key Vocabulary	Week 6 – Las Vegas	Week 7 – Alaska
<p>Inhospitable: An environment that is harsh and difficult to live in.</p> <p>Desertification: The process whereby land which once was fertile is gradually turned into a desert.</p> <p>Distribution: The way in which something is spread over an area.</p>	<p>Approximately 650,000 inhabitants. Population in the Colorado Basin is set to almost double to 77 million by 2060. Average household in Las Vegas uses around 840 litres of water per day. The city gets just over 10cm of rain each year. The city recently suffered its longest drought with 116 days without rain. Seven states all rely on the Colorado River for their water. The water that feeds Las Vegas comes from Lake Mead, behind the Hoover Dam. It is drying up.</p> <p>Xeriscape – a garden that requires little or no irrigation or other maintenance.</p> <p>Desalination – the process of removing salt from seawater.</p>	<p>Covers 2 million km². Tundra overlaying permafrost in the north.. Indigenous people include the Inupiat.</p> <p>Opportunities: Mineral extraction: Coal, copper, silver and gold. 20% of Alaska’s mineral wealth is in gold. \$2.1 billion worth of gravel is mined. Energy: 1/3 of the state’s income comes from oil and gas, employing over 100,000 people. Transported from Prudhoe Bay in the north to Valdez in the south via the Trans-Alaskan pipeline (1,200km long / 800 miles).</p> <p>Challenges: Roads built on gravel beds to reduce heat transfer, reducing the permafrost melting. Limited sunlight in winter makes working outside difficult. Travel by snowmobiles or 4x4s.</p>
Week 8 – Antarctica	Week 9 – Mount Everest	Week 10 – Mariana Trench
<p>Antarctic Treaty (large scale)</p> <p>Treaty came into force in 1961, originally signed by 12 countries. By 2016, there were 53 countries. Protocol states Antarctica is a natural reserve dedicated to peace and science. Objectives include: no military operations, scientific cooperation, ban mineral extraction.</p> <p>Union glacier (small scale)</p> <p>Expanse of ice in the Ellsworth Range. Natural blue ice runway to land large Ilyushin cargo planes which bring equipment for expeditions. Camp open for four months of the summer season. Small number of visitors for walking, trekking, visiting penguin colonies (must stay 5m away from wildlife). Some equipment is powered by solar panels to reduce the use of diesel.</p>	<p>Height of 8,850 metres above sea level on the Nepal-Tibet border. Everest formed due to the collision between the Indian and Eurasian tectonic plates.</p> <p>Sherpa community are an ethnic group, indigenous to the Himalayan region. Many work as mountain guides, carrying extra gear such as oxygen bottles and are expert navigators.</p> <p>In 2019, Nepali climbers retrieved four bodies and collected some 11 tonnes of decades-old garbage from Mount Everest. Slopes were littered with human excrement, torn tents, cans and plastic wrappers.</p> <p>People living near Everest use melted snow for their water supply.</p>	<p>Located in the western Pacific Ocean. It is a crescent-shaped trench, considered the deepest oceanic trench on Earth.</p> <p>It is about 2,550km in length and 69km in width.</p> <p>The maximum known depth is 10,984 metres at Challenger Deep. Only three divers have explored this. Some measurements suggest 11,034 metres.</p> <p>The Mariana Trench is part of the Izu-Bonin-Mariana subduction system that forms the boundary between two plates. The Pacific plate is subducted beneath the smaller Mariana Plate.</p> <p>In 2019, Victor Vescovo reported finding a plastic bag and candy wrappers at the bottom of the trench.</p>

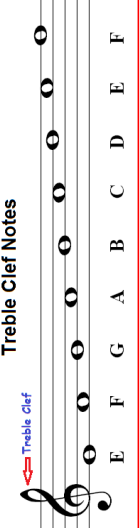
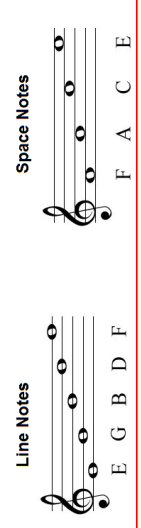

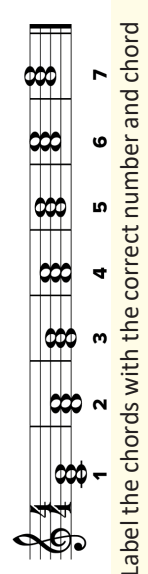
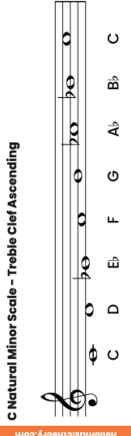
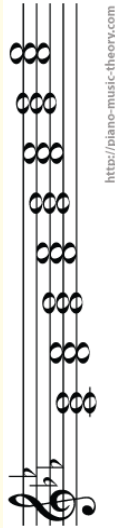


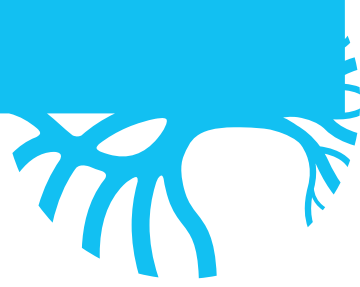
<p>Year 9 - History- Cycle 2</p>	<p>Week 1 – Key People</p>	<p>Week 2 - The British Empire 1 & 2</p>
<p>Key Topic Terms</p> <ul style="list-style-type: none"> Dictatorship: A country or government in which absolute power is exercised by an individual. Nationalism: A political outlook in which all policies are organised to make the nation stronger and more independent. Socialism: A political outlook which stresses that a country's land, industries and wealth should all belong to the workers of that country. Totalitarianism: Power in the hands of one leader 	<p>Benito Mussolini: Il Duce (Italian: “The Leader”), Italian prime minister (1922–43) and the first of 20th-century Europe’s fascist dictators.</p> <p>Joseph Stalin: Communist leader of the USSR during WW2. After this conflict he became committed to taking both political and ideological control of eastern European states, believing this to be integral to creating a buffer between the democratic West. This quest for domination is seen as one of the predominant factors in starting the Cold War.</p>	<p>General Franco: El Caudillo (“The Leader”), general and leader of the Nationalist forces that overthrew the Spanish democratic republic in the Spanish Civil War (1936–39); thereafter he was the head of the government of Spain until 1973 and head of state until his death in 1975</p> <p>Adolf Hitler: Der Führer (German: “The Leader”), leader of the Nazi Party (from 1920/21) and chancellor and Führer of Germany (1933–45). He was chancellor from January 30, 1933, and, after President Paul von Hindenburg’s death, assumed the twin titles of Führer and chancellor (August 2, 1934)</p>
<p>Week 3 – Key Words 2</p> <p>Censorship: Involves banning information or ideas. It sometimes involves banning the vehicles for delivering ideas, such as newspapers, pictures, radio or film. Therefore, it controls attitudes by forbidding certain information or opinions.</p> <p>Chancellor: The Head of the German Government.</p> <p>Concentration Camps: New prisons set up to house those that spoke out against Hitler. They were run by the SA and the SS</p>	<p>Week 4 – Key Words 3</p> <p>Enabling Act: An act that was passed to allow Hitler to make laws for four years without the support of the Reichstag</p> <p>Gestapo: This was the Nazis’ secret police force. Its job was to monitor the German population for signs of opposition or resistance to Nazi rule. It was greatly helped by ordinary German people informing on their fellow citizens.</p> <p>Propaganda: A way of controlling the public attitudes. Propaganda uses things like newspapers, posters, radio and film, to put ideas into people’s minds and therefore shape attitudes.</p>	<p>Week 5 – Key Words 4</p> <p>Sturmabteilung (SA): better known as the Brownshirts or Storm Troopers. The SA got their nickname from the colour of the shirts they wore. From 1921 to 1933 the SA disrupted the meetings of Adolf Hitler’s political opponents as well as defended the halls where Hitler was making a speech in public.</p> <p>Schutzstaffel (SS): Led by Heinrich Himmler, the SS was the most important of these organisations and oversaw the others. Initially set up as Hitler’s personal bodyguard service, the SS was fanatically loyal to the Führer. It later set up concentration camps.</p>



Key Dates	Week 6 – Suggested Tasks	Week 7 Key Dates 2												
<ul style="list-style-type: none"> 1917- Russian Revolution – Imperial Government overthrown, Bolsheviks came to power. People were unhappy with government corruption, the Tsar’s policies, and WW1 losses. April 9, 1920 – Mussolin becomes Prime Minister of Italy. His rise came right after he created a famous radical group at the time called Fasci Itali di Combattimento which was anti communism and pro nationalism June 20, 1921 – Hitler becomes leader of the Nazis. Adolf Hitler joined a small society called the Nazis when he was a few years younger. After many changes in the Nazi quota, Hitler became the leader of the Nazis and he promised to bring them to power. 	<p>Complete one of the following for revision:</p> <p>Create your own timeline of key events - can you add further detail to it?</p> <p>Cover your knowledge organiser and create a spider diagram of everything you can remember, include key dates, people and events. Check it against the knowledge organiser - where are the gaps in your knowledge?</p> <p>Make your own flashcards - put the date on one side and the event on the other.</p>	<p>August 12, 1924 - Stalin becomes ruler of U.S.S.R Rising to rule, Stalin became power hungry and his thoughts about humanitarianism soon depleted. He became a dictator in 1924 and made changes that would not benefit society in a positive way.</p> <p>March 23, 1933 – Hitler uses enabling act to become a dictator. Democracy was removed from Germany, and Hitler and the Nazis began to tighten their grip on their brutal regime over the country.</p>												
Week 8 – Nuremberg Laws	Week 9 - Similarities	Week 10 Differences												
<p>1935 - The Nuremberg Laws formalised anti-Semitism into the Nazi state by:</p> <ul style="list-style-type: none"> -Stripping Jews of German citizenship. -Outlawing marriage and sexual relations between Jews and Germans. -Taking away from Jews all civil and political rights. <p>September 1939 – World War Two begins in Europe when Hitler invades Poland. He and Stalin had agreed a ‘non-aggression pact’. Hitler in June 1941 then invaded Russia, going back on his promise.</p>	<table border="1"> <thead> <tr> <th data-bbox="922 918 979 1451">Similarities</th> <th data-bbox="922 371 979 918">Differences</th> </tr> </thead> <tbody> <tr> <td data-bbox="979 918 1096 1451">Blamed scapegoats (Hitler blamed Jews & communists; Stalin blamed Kulaks & professionals)</td> <td data-bbox="979 371 1096 918">Hitler rose to power in Weimar Republic (democracy), then made it into a new government</td> </tr> <tr> <td data-bbox="1096 918 1213 1451">Killed enemies who were in their way (Stalin’s Great Purge; Hitler’s Night of the Long Knives)</td> <td data-bbox="1096 371 1213 918">Soviet Union was already in place as a communist dictatorship; Stalin just succeeded Lenin as Soviet leader.</td> </tr> <tr> <td data-bbox="1213 918 1330 1451">Came to power legally (Hitler/Nazis through elections & appointments; Stalin through Communist Party promotion)</td> <td data-bbox="1213 371 1330 918">Hitler used economic emergency of Great Depression to increase popularity and power.</td> </tr> <tr> <td data-bbox="1330 918 1414 1451">Used propaganda and censorship to build totalitarian states</td> <td data-bbox="1330 371 1414 918">Stalin was firmly in control of USSR before the Great Depression began.</td> </tr> <tr> <td data-bbox="1414 918 1469 1451">Built up the military and economy</td> <td data-bbox="1414 371 1469 918"></td> </tr> </tbody> </table>	Similarities	Differences	Blamed scapegoats (Hitler blamed Jews & communists; Stalin blamed Kulaks & professionals)	Hitler rose to power in Weimar Republic (democracy), then made it into a new government	Killed enemies who were in their way (Stalin’s Great Purge; Hitler’s Night of the Long Knives)	Soviet Union was already in place as a communist dictatorship; Stalin just succeeded Lenin as Soviet leader.	Came to power legally (Hitler/Nazis through elections & appointments; Stalin through Communist Party promotion)	Hitler used economic emergency of Great Depression to increase popularity and power.	Used propaganda and censorship to build totalitarian states	Stalin was firmly in control of USSR before the Great Depression began.	Built up the military and economy		
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Year 9 - Music - Cycle 2	Week 1 – content	Week 3 - content
<p>Key vocabulary</p> <ol style="list-style-type: none"> Broken Chord – Playing a chord one note at a time. Similar to an arpeggio. Intro - Music specifically used for the beginning of the song. Inversion-Rearrangement of notes in a chord. Melody - A sequence of single notes. The 'tune'. Major chord - In music theory, a major chord is a chord that has a root, major third, and perfect fifth. Minor chord - In music theory, a minor chord is a chord that has a root, minor third, and perfect fifth. Riff- Repeated short melodic or rhythmic figure. Root - The root of the chord is always the note that is the basis for the chord. Tempo - The speed of the music. Outro - The part of the lyrics that changes content but reuses the musical structure 	<ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> Twist and Shout The Beatles 1961 Stairway to Heaven Led Zeppelin 1971 <ul style="list-style-type: none"> Music Theory (optional) <p>This is the treble clef. Copy this into your book. Use the lines already in your book. You will need to draw a treble clef.</p>   <ul style="list-style-type: none"> Practice (optional week 1-6) <p>Week 1 – 6 you will be working independently. If you have a instrument try playing the song your band have chosen. You are welcome to come at break/lunch. You can log onto Bandlab for Education at home and work on your track.</p>	<ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> War Bob Marley and The Wailers 1976 Wuthering Heights Kate Bush 1978 <ul style="list-style-type: none"> Music Theory (optional) <p>Draw a treble clef and write out a C major scale. Use the lines in your book to write this.</p>  <p>Then add the chords, use the example below to help.</p>  <p>Label the chords with the correct number and chord symbol. E.g the first chord in C major is C, and is chord 1.</p> <p>These are the diatonic chords of C major.</p>
<p>Week 5 - content</p> <ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> Wonderwall Oasis 1995 Say My Name Destiny's Child 1999 <ul style="list-style-type: none"> Music Theory (optional) <p>Draw a treble clef and write out a C minor scale.</p>  <p><small>© Natural Minor Scale - Treble Clef Ascending http://pianoteory.com</small></p>	<p>Week 7 - content</p> <ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> I Don't Feel Like Dancing Scissor 2006 Get Lucky Get Lucky 2013 <ul style="list-style-type: none"> Music Theory (optional) <p>Write out the chords of C minor.</p>  <p><small>http://piano-music-theory.com</small></p>	<p>Week 9 - content</p> <ul style="list-style-type: none"> Listening: What key musical features can you hear in these songs. Instruments, Tempo, Chords, Melody etc. What is the genre/style? <ol style="list-style-type: none"> The Wire Haim 2013 Crown Stormzy 2019 <ul style="list-style-type: none"> Music Theory (optional) <p>Create a chord progression using chords from C minor. Use at least 1 inversion. Try to create a falling melody line in the highest part.</p>



<p>Year 9 – Personal Development - Cycle 2</p> <p>RPE Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Stewardship - The idea that believers have a duty to look after the environment on behalf of God • Awe – A sense of amazement and wonder • Pollution - Making something dirty or unclean, especially the environment • Pacifism - The belief of people who refuse to take part in war and any other form of violence. • Holy War - A war declared or waged in support of a religious cause 	<p>Week 2 - RPE</p> <ul style="list-style-type: none"> • Conflict – a serious disagreement or argument, typically a protracted one. • Just War – a war that is deemed to be morally or theologically justifiable <p>The way the war is fought must obey the following conditions:</p> <ol style="list-style-type: none"> 1. The war must be fought by just means. Innocent people and civilians must not be targeted or harmed. 2. Only appropriate force may be used. This includes the types of force and how much is used. 3. Internationally agreed conventions on the conduct of war must be obeyed. The Geneva Convention, accepted by the UK government in 1957, lays down the rules that must be obeyed in war. 	<p>Week 4 - RPE</p> <p>Reasons for going to War – retaliation, religion, self defence, greed.</p> <p>A Conscientious Objector - a person who for reasons of conscience objects to complying with a particular requirement, especially serving in the armed forces.</p> <p>Holy wars usually have three elements:</p> <ol style="list-style-type: none"> 1. The achievement of a religious goal 2. Authorised by a religious leader 3. A spiritual reward for those who take part <p>Islamophobia - a dislike of or prejudice against Islam or Muslims, especially as a political force.</p>
<p>PSHE Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Contraception - Different methods to prevent pregnancy • Pregnancy - The period of gestation when creating a human being • Marriage – A legally binding partnership under God or law. • Conflict - A situation in which people, groups, or countries are involved in a serious disagreement or argument • Bereavement - The action of condition of being bereaved 	<p>Week 8 - PSHE</p> <p>Healthy relationships involve honesty, trust, respect and open communication between partners and they take effort and compromise from both people. There is no imbalance of power. Partners respect each other's independence, can make their own decisions without fear of retribution or retaliation, and share decisions.</p> <p>Warning signs of an unhealthy relationship – jealousy of friends/hobbies/family, turning attention away from things, social isolation, feelings of guilt, threatening behaviour.</p>	<p>Week 10 - PSHE</p>
<p>The 4 Parenting Styles</p> <p>Permissive</p> <ul style="list-style-type: none"> • Child-driven • Rarely gives or enforces rules • Overindulges child to avoid conflict <p>Authoritative</p> <ul style="list-style-type: none"> • Solves problems together with child • Sets clear rules and expectations • Open communication and natural consequences <p>Neglectful</p> <ul style="list-style-type: none"> • Uninvolved or absent or guidance • Provides little nurturance • Indifferent to child's social-emotional and behavioral needs <p>Authoritarian</p> <ul style="list-style-type: none"> • Parent-driven • Sets strict rules and punishment • One-way communication, with little consideration of child's social-emotional and behavioral needs <p>RESPONSIVENESS →</p> <p>↑ DEMANDINGNESS → make it</p>		



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