

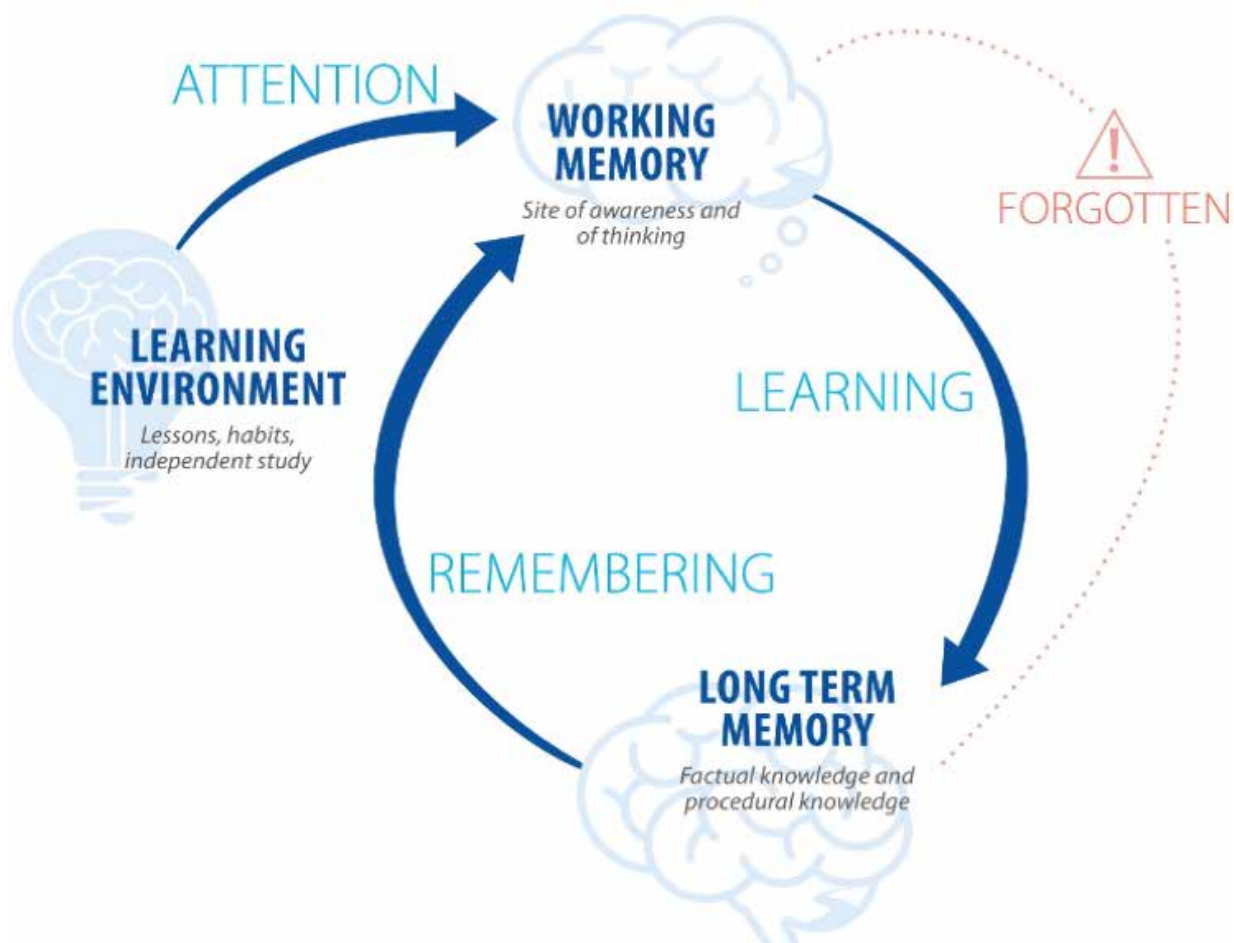
# How do we learn?

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.

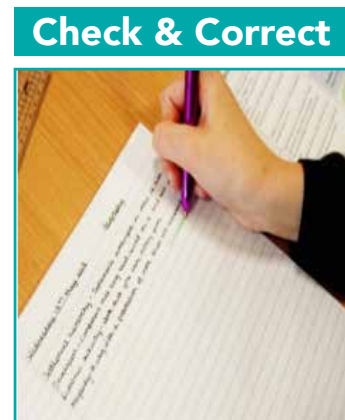
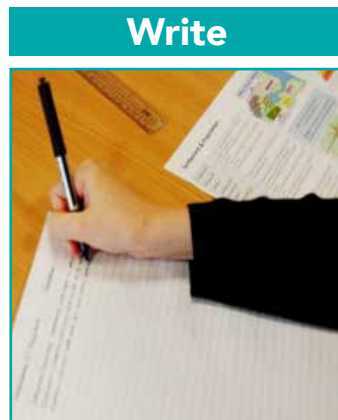
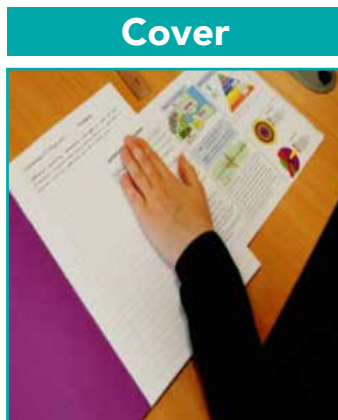
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

## 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

The schedule below shows you what independent study you should be completing each day. This includes your online work such as Sparx, Language nut and Bedrock; and subjects where you should use some of the self-quizzing techniques detailed above in your green **Knowledge Organiser workbook**.

The schedule also shows how long you should spend on each task, the day you are allocated time to complete the task and also the day the task needs to be handed in. Specialist support from your teachers will be available during breaks on the hand in day, but please try to seek help with independent learning as soon as a problem arises.

Work in your KO workbook will be checked in class by your subject teachers. If you have not completed any of your independent study tasks, you will be required to attend a 1 hour non-completion detention the following day to catch up.

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	Bedrock and Geography
Tuesday	Sparx Reader				Sparx Maths	MFL Languagenut
Wednesday	Sparx Science			History KO	Sparx Reader	Sparx Maths
Thursday	Bedrock			Geography KO	Sparx Science and History	Sparx Reader
Friday	MFL Languagenut	Week A: Drama Week B: Art	Week A: Music Week B: Creative Project	Bedrock and Geography	Sparx Science and History	

Online task	KO/paper based task	Specialist support/hand in day	Non completion detention
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## 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 time and they will be happy to help.

By using the independent study schedule, 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.



# Other useful information

A series of horizontal dotted lines for writing notes.





# 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.



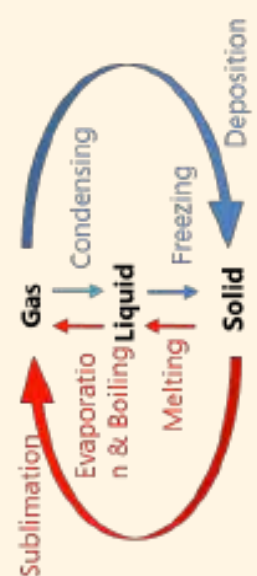
Any form of bullying **will not** be accepted at Cranbrook.





Year 9 - Art - Cycle 1	Week 1 - Drawing	Week 3 - Hattie Stewart
<p><b>Key vocabulary/content/ideas</b></p> <p><b>Key Vocabulary:</b> Doodle, doodlebomb, illustration, automatic drawing, frottage, texture, surrealism, sculpture, collage, gestural drawing.</p> <p><b>Content:</b> During cycle 1 we will be exploring the unconscious mind through automatic drawing, and how to create doodlebombs inspired by illustrator Hattie Stewart. We'll then move on to working with sculpture to create unusual figure inspired by influential sculpture Alberto Giacometti.</p> <p><b>Ideas:</b> How does a doodle become art? What is an illustrator? How do we use wire to create a figure? How do we capture motion in drawing?</p>	<p>» <b>Many surrealist artists used automatic drawing or writing to unlock ideas and images from their unconscious minds,</b> and others sought to depict dream worlds or hidden psychological tensions. A doodle can be considered an automatic drawing, as you're not really "thinking" when you make one.</p> <p>» <b>A twentieth-century literary, philosophical and artistic movement that explored the workings of the mind, championing the irrational, the poetic and the revolutionary.</b> Surrealism aimed to revolutionise human experience, rejecting a rational vision of life in favour of one that asserted the value of the unconscious and dreams. The movement's poets and artists found magic and strange beauty in the unexpected, the disregarded and the unconventional.</p>	<p>» Since graduating from Kingston University in 2010 and moving to London in 2011, <b>Hattie Stewart</b> has created a varied portfolio having worked with creatives such as Roman Coppola and for artists like SZA, Ariana Grande and Kylie Minogue. With a vibrant, tongue in cheek visual identity, she is a self proclaimed 'professional doodler' with a unique and playful illustration style that extends itself through the worlds of advertising, art and fashion.</p> <p>» <b>In recent years her notoriety has increased due to a personal project titled 'doodle-bombing'</b> where she draws over the covers of influential publications, has formed the basis for most of her commercial projects and endeavours. Avoiding a more conventional illustrative style, her work is bold and experimental in application, enabling her to eschew the more traditional boundaries within the field of illustration.</p>
Week 5 - Frottage / Max Ernst	Week 7 - Gestural Drawing	Week 9 - Alberto Giacometti
<p>» <b>The technique was developed by Max Ernst in drawings made from 1925.</b> Frottage is the French word for rubbing. Ernst was inspired by an ancient wooden floor where the grain of the planks had been accentuated by many years of scrubbing. The patterns of the graining suggested strange images to him. From 1925 he captured these by laying sheets of paper on the floor and then rubbing over them with a soft pencil.</p> <p>» The results suggest mysterious forests peopled with bird-like creatures and Ernst published a collection of these drawings in 1926 titled Histoire Naturelle (natural history).</p>	<p>» <b>The primary purpose of gesture drawing is to facilitate the study of the human figure in motion.</b> This exploration of action is helpful for the artist to better understand the exertions of muscles, the effects of twisting on the body, and the natural range of motion in the joints.</p> <p>» Gesture drawings may take as long as two minutes, or as short as five seconds, depending on what the focus of the exercise is.</p> <p>» The practice allows an artist to draw strenuous or spontaneous poses that cannot be held by the model long enough for an elaborate study, and reinforces the importance of movement, action, and direction, which can be overlooked during a long drawing.</p>	<p>» <b>Alberto Giacometti,</b> (born October 10, 1901, Borgonovo, Switzerland-died January 11, 1966, Chur), Swiss sculptor and painter, best known for his attenuated sculptures of solitary figures.</p> <p>» Sculptor, painter, draughtsman and printmaker, Alberto Giacometti is one of the great artists of the twentieth century.</p>



Year 9 - Combined Science - Cycle 1	Week 1 - Ecosystems	Week 2 - Sampling Methods
<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>» <b>Abiotic</b> - non-living factors which affect the distribution of organisms.</li> <li>» <b>Biotic</b> - living factors which affect the distribution of organisms.</li> <li>» <b>Community</b> - populations of different species.</li> <li>» <b>Ecosystem</b> - all the organisms and the environment in which they live.</li> <li>» <b>Habitat</b> - all the organisms which affect a species and the local environment.</li> <li>» <b>Mutualism</b> - organisms live together and both mutually benefit.</li> <li>» <b>Parasitism</b> - a feeding relationship where one organism (the parasite) benefits from feeding off the host who is usually harmed.</li> <li>» <b>Population</b> - individuals within a species.</li> </ul>	<ul style="list-style-type: none"> <li>» Within an ecosystem there are different levels of organisation.</li> <li>» Organism that live and interact in an ecosystem form a community.</li> <li>» Within a community, populations of different species depend on each other for resources - they are interdependent.</li> <li>» Each population of species lives within a particular habitat in the ecosystem.</li> <li>» Different species within a community will have different effects on each other.</li> <li>» Competition - when 2 species compete for the same resource.</li> <li>» Predation - when one species eats another and numbers are correlated in the predator-prey cycle</li> <li>» The distribution of organisms is affected by: <ul style="list-style-type: none"> <li>» Abiotic factors - temperature, light, water, pollutants; and</li> <li>» Biotic factors - competition, predation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>» Abundance is a measure of how common something is in an area, such as population size.</li> <li>» You can estimate population size by taking samples using quadrats - placed randomly along a line and each individual counted within the quadrat.</li> <li>» The distribution of a species is determined using a belt transect.</li> <li>» Population size = number of organisms in all quadrats x (total size of area/ total area of quadrats)</li> <li>» Some organisms work together to survive in a mutualistic relationship, while others depend on a host in a parasitic relationship.</li> <li>» Substances that cause harm in the environment are pollutants.</li> <li>» Human interactions within ecosystems can be positive (+) and negative (-).</li> <li>» Fish farming: + reduces overfishing, preserves wild stocks, - pollutants, spread of disease &amp; parasites.</li> <li>» Non-indigenous species: + used to control populations out of control, - out-competing native species.</li> </ul>
<p><b>Week 3 - Material cycles</b></p> <ul style="list-style-type: none"> <li>» Eutrophication: - causes aquatic animals and plants to die.</li> <li>» Conservation: + preserves the biodiversity of a habitat (difficult if the habitat is under threat).</li> <li>» Reforestation: + increased number &amp; type of trees grown leads to more habitats and species numbers.</li> <li>» The main nutrient cycles are the carbon, nitrogen and water cycles.</li> <li>» <b>Carbon cycle:</b> Carbon dioxide in the air, photosynthesis, respiration, digestion and waste materials, death, decay and decomposition, fossil fuels and combustion.</li> <li>» <b>Nitrogen cycle:</b> lightning, decomposition &amp; nitrogen fixing bacteria. Farmers rotate their crops to increase the amount of nitrates in the soil for plant growth.</li> <li>» <b>Water cycle:</b> evaporation, condensation. Ground water is made potable (safe to drink) via using chemicals or desalination.</li> </ul>	<p><b>Week 4 - States of Matter</b></p> <ul style="list-style-type: none"> <li>» <b>Solid</b> - Particles in fixed positions, regular arrangement, vibrate in fixed positions when heated. Lowest energy.</li> <li>» <b>Liquid</b> - Particles are touching but can flow past each other &amp; take the shape of an object. Has more energy than a solid but less than a gas.</li> <li>» <b>Gas</b> - Random arrangement of particles, not touching, moving fast in all directions.</li> <li>» Changes between the states are known as physical changes and are reversible.</li> </ul> 	<p><b>Week 5 - Separating mixtures</b></p> <ul style="list-style-type: none"> <li>» <b>Mixtures are impure substances</b>, containing elements / compounds that are not chemically joined together. They can be separated using physical techniques.</li> <li>» <b>Simple distillation</b> - separating a mixture from a liquid by heating to cause evaporation and then cooling to cause condensation. The least efficient form of distillation. Used to make sea water drinkable.</li> <li>» <b>Fractional distillation</b> - evaporation followed by condensation. A method to separate a mixture from liquids with different boiling points into different fractions.</li> <li>» <b>Paper chromatography</b> - the separation of mixtures of soluble substances by running a solvent (mobile phase) through the mixture on the paper (stationary phase) which causes the substances to move at different rates over the paper.</li> <li>» <math>R_f</math> = distance moved by the spot / distance moved by the solvent</li> </ul>



Key vocabulary	Week 6 - Investigating inks	Week 7 - Energy stores and transfers
<ul style="list-style-type: none"> <li>» <b>Acceleration, a:</b> a change in velocity. Measured in m/s<sup>2</sup>.</li> <li>» <b>Efficiency:</b> the proportion of energy a system transfers usefully.</li> <li>» <b>Energy:</b> the ability of a system to do work.</li> <li>» <b>Gravitational potential energy:</b> energy stored in an object due to its position in a gravitational field. Measured in Joules (J).</li> <li>» <b>Insulation:</b> method or material used to reduce energy transfer by heating.</li> <li>» <b>Kinetic energy:</b> energy stored in a moving object. Measured in Joules (J).</li> <li>» <b>Non-renewable (fuel):</b> an energy resource which will run out as the supply cannot be replaced.</li> <li>» <b>Renewable (fuel):</b> An energy resource that will never run out.</li> <li>» <b>Speed:</b> distance travelled by an object in a certain time. Measured in metres per second (m/s).</li> <li>» <b>Velocity:</b> speed in a given direction.</li> </ul>	<ul style="list-style-type: none"> <li>» Paper Chromatography Core Practical -                             <ul style="list-style-type: none"> <li>» Insoluble inks stay on the sample line.</li> <li>» Greater solubility results in further movement.</li> <li>» <math>R_f</math> can be calculated to compare inks.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>» Distillation of Ink Core Practical -                             <ul style="list-style-type: none"> <li>» Boiling point of ink is above boiling point of water.</li> <li>» Ink mixture raised to 100°C.</li> <li>» Condenser traps the water vapour so all is condensed into liquid water.</li> <li>» Distillate - pure water.</li> <li>» Residue - ink.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>» Energy can be stored in different forms: Gravitational potential, Kinetic, Elastic potential, Chemical, Nuclear, Magnetic.</li> <li>» Energy can be transferred between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current.</li> <li>» The Conservation of Energy states that energy cannot be created or destroyed, only transferred between stores in a system.</li> <li>» Useful energy is energy in the form needed, in the place it is needed.</li> <li>» Wasted energy is energy in an unwanted form or in an unwanted place. It often dissipates (spreads out) to the surrounding by heating.</li> <li>» The efficiency of a system can be calculated as: Efficiency = Useful energy transferred / Total energy transferred</li> <li>» Useful and wasted energy transfers can be shown using Sankey Diagrams.</li> </ul>
Week 8 - Energy resources	Week 9 - Motion	Week 10 - Core practicals
<ul style="list-style-type: none"> <li>» Electricity is generated using non-renewable fuels including fossil fuels (coal, oil and natural gas) and nuclear fuels (uranium).</li> <li>» Burning fossil fuels produces greenhouse gases including carbon dioxide (CO<sub>2</sub>) that contribute to climate change.</li> <li>» Nuclear power stations produce no CO<sub>2</sub>, but do produce dangerous radioactive waste.</li> <li>» Most renewable resources do not emit carbon dioxide as no fuel is burned.</li> <li>» Renewable resources: Solar, wind, wave, geothermal, tidal, hydroelectric power.</li> <li>» Renewable resources can be unreliable and have low power output.</li> </ul>	<p><b>Gravitational potential energy is calculated as:</b>  <math>\Delta GPE (J) = m (kg) \times g (N/kg) \times \Delta h (m)</math></p> <p><b>Kinetic energy can be calculated as:</b>  <math>KE (J) = 0.5 \times m (kg) \times v^2 (m/s)</math></p> <ul style="list-style-type: none"> <li>» Scalar quantities only have a magnitude (size) e.g. mass.</li> <li>» Vector quantities have magnitude and direction e.g. velocity.</li> <li>» Motion of objects can be plotted on distance/time (d/t) graphs.</li> <li>» The gradient shows the speed of the object – a steep gradient shows a high speed.</li> <li>» Speed, v, can be calculated as: velocity (m/s) = distance (m) / time (s)</li> </ul>	<ul style="list-style-type: none"> <li>» Acceleration of an object can be plotted on a velocity/time (v/t) graph.</li> <li>» The gradient shows the acceleration/deceleration of an object.</li> <li>» The area under the line on a v/t graph is the distance travelled.</li> <li>» Acceleration, a, can be calculated as:  <math display="block">a (m/s^2) = \frac{v - u (m/s)}{t (s)}</math> <math display="block">v^2 - u^2 (m/s) = 2 \times a (m/s^2) \times d (m)</math>                     Where v = final velocity and u = initial velocity                 </li> </ul> 





Year 9 - Computing - Cycle 1	Week 1 - Websites	Week 2 - Basic HTML Tags
<p><b>Key vocabulary/content/ideas</b></p> <ul style="list-style-type: none"> <li>• <b>HTML:</b> A special language used for creating and laying out the elements of a webpage.</li> <li>• <b>Website:</b> A group of linked web pages and related resources that are accessible through a common domain name or URL (Uniform Resource Locator).</li> <li>• <b>&lt;p&gt;:</b> This is used to define a paragraph of text. It represents a block of text with a line break before and after it, creating visual separation from surrounding content.</li> <li>• <b>CSS:</b> Short for Cascading Style Sheets, a language used to describe the presentation and visual appearance of an HTML document. It controls the layout, colors, fonts of a page.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Webpage:</b> A single document or resource on the World Wide Web that can be accessed through a web browser. It can contain various forms of content, such as text, images, videos, and interactive elements.</li> <li>• <b>Website:</b> A group of linked web pages and related resources that are accessible through a common domain name or URL (Uniform Resource Locator).</li> <li>• <b>Web Server:</b> A computer or program where a website is hosted (held).</li> <li>• <b>Hyperlink:</b> A clickable part of a webpage that redirects users to another web page or resource when clicked. It allows users to navigate between different web pages and websites.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>&lt;body&gt;:</b> This tag represents the main content area of an HTML document. It contains all the visible content that is displayed in a web browser.</li> <li>• <b>&lt;h1&gt;:</b> A HTML element used for the main heading of a webpage. It represents the highest level of heading and is usually the largest and most prominent heading on a page.</li> <li>• <b>&lt;p&gt;:</b> This is used to define a paragraph of text. It represents a block of text with a line break before and after it, creating visual separation from surrounding content.</li> <li>• <b>&lt;div&gt;:</b> This is used to create a division or a container that groups other HTML elements together.</li> </ul>
<p><b>Week 3 - CSS</b></p> <ul style="list-style-type: none"> <li>• <b>CSS:</b> Short for Cascading Style Sheets, a language used to describe the presentation and visual appearance of an HTML document. It controls the layout, colors, fonts of a page.</li> <li>• <b>Class:</b> In CSS, a class can be used to apply styles to multiple HTML elements. It allows you to group elements together and apply common styles to them.</li> <li>• <b>Element:</b> A specific HTML tag and its content. It represents a structural component of a webpage that can be styled and manipulated using CSS.</li> <li>• <b>Style Attribute:</b> HTML attribute used to apply inline styles directly to an individual HTML element without using external CSS.</li> </ul>	<p><b>Week 4 - Hyperlinks</b></p> <ul style="list-style-type: none"> <li>• <b>Anchor Tag:</b> The anchor tag, <code>&lt;a&gt;</code>, is an HTML element used to create a hyperlink or a clickable link on a webpage. It allows users to navigate to another web page, a specific section within the same page, or external resources.</li> <li>• <b>Attribute:</b> In HTML, an attribute provides additional information about an HTML element. It is used to modify the behavior or appearance of an element, define properties, or specify values.</li> <li>• <b>Hyperlink Reference:</b> A hyperlink reference, also known as the href attribute value, is the target destination of a hyperlink. It specifies the URL or the location to which the user will be redirected when the hyperlink is clicked.</li> </ul>	<p><b>Week 5 - Images</b></p> <ul style="list-style-type: none"> <li>• <b>Image Tag:</b> The image tag, <code>&lt;img&gt;</code>, is an HTML element used to display images on a webpage. It is a self-closing tag and does not require a closing tag.</li> <li>• <b>src Attribute:</b> The src attribute, short for source, is an attribute of the image tag (<code>&lt;img&gt;</code>) that specifies the location or URL of the image file to be displayed. For example, <code>&lt;img src="images/funny_cat.jpeg"&gt;</code></li> <li>• <b>Image Dimensions:</b> Image dimensions refer to the width and height of an image, usually measured in pixels. They determine the visual size of the image on the webpage.</li> <li>• <b>Alt Tag:</b> An attribute given to an image that contains a description of the image for visually impaired people.</li> </ul>



Key vocabulary/content/ideas	Week 6 - Introducing Python	Week 7 - Inputs, Outputs and Variables
<ul style="list-style-type: none"> <li>• <b>Programming Language:</b> A special language that programmers use to write their instructions. It's like a secret code that the computer can understand.</li> <li>• <b>Variable:</b> 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 username.</li> <li>• <b>Selection:</b> 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.</li> <li>• <b>Syntax:</b> The rules and structure for writing in a programming language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Programming:</b> A way of telling the computer what to do by writing special code. Programming is used to create games, websites, and apps.</li> <li>• <b>Programming Language:</b> A special language that programmers use to write their instructions. It's like a secret code that the computer can understand.</li> <li>• <b>Algorithm:</b> A way of solving a problem. It's a set of step-by-step instructions that tell the computer what to do to solve a particular task.</li> <li>• <b>Python:</b> A user-friendly programming language that is easy to read and understand. With Python, programmers can create games, analyse data, and create websites.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Input:</b> 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.</li> <li>• <b>Output:</b> The result or answer that a computer program gives you after it has processed an input.</li> <li>• <b>Variable:</b> 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.</li> <li>• <b>Assignment:</b> 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".</li> </ul>
Week 8 - Selection	Week 9 - Data Types	Week 10 - Quiz Creation
<ul style="list-style-type: none"> <li>• <b>Selection:</b> 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.</li> <li>• <b>Condition:</b> 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.</li> <li>• <b>Operator:</b> A symbol or keyword used in programming to either compare values or make changes to them. They include addition (+), subtraction (-), multiplication (*), division (/), and comparison operators like equal to (==) or greater than (&gt;).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>String:</b> 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.</li> <li>• <b>Integer:</b> This is a data type that represents whole numbers. It can be used for storing numbers such as a score.</li> <li>• <b>Casting:</b> 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.</li> <li>• <b>Incrementing:</b> This is the process of increasing a value by a specific amount, typically by one. It is commonly used in programming to update and track values in loops, counters, or calculations. It can also be used to increase a score.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IDE (Integrated Development Environment):</b> An IDE is an application that provides programmers with tools and features to write, test, and debug their code.</li> <li>• <b>Logic:</b> The reasoning and decision-making process in programming. It involves the thinking behind solving a problem or performing a task.</li> <li>• <b>Syntax:</b> The rules and structure for writing in a programming language. It ensures that code is written in a way that the computer can understand.</li> <li>• <b>Syntax Error:</b> This is when code doesn't follow the rules of the programming language. Syntax errors will often prevent a program from running.</li> </ul>



Year 9 – Drama - Cycle 1	Week 2	Week 4
<p><b>Key vocabulary/content/ideas</b></p> <p><b>Noughts and Crosses synopsis:</b></p> <p>Noughts and Crosses is set in a hostile alternative society, the pale-skinned noughts are treated as inferiors by the ruling dark-skinned crosses. The noughts are continually discriminated against in matters of civil rights and education and consequently their jobs, access to healthcare and places of entertainment. Their colour also affects friendships. The play revolves around Callum (a nought) and Sephy (a cross). In their world of prejudice and distrust, highlighted by violent terrorist activity by noughts, they don't fit.</p>	<p><b>Target audience</b> – who you are aiming the performance at. All performances should have a target audience in mind to ensure they pitch the scenes correctly.</p> <p><b>Intended purpose</b> – the reason you want to put a performance on. It could be to provoke change, to raise awareness or even just for entertainment purposes. All performances have an intended purpose.</p> <p><b>Noughts and Crosses</b></p> <p><b>Book author:</b> Malorie Blackman</p> <p><b>Adapted for stage by:</b> Dominic Cooke</p> <p><b>Intended purpose:</b> To challenge viewpoints, to provoke, to raise awareness of racism.</p> <p><b>Target audience:</b> Teenagers and young adults</p> <p><b>Themes:</b> racism, terrorism, justice, oppression, forbidden love</p>	<p><b>Off-text improvisation</b> - Improvising a scene that is based around a particular section in a play</p> <p><b>Proxemics</b> - The positioning of actors on stage to one another in order to communicate non verbally.</p> <p><b>Peer pressure</b> – Influence from members of the same peer group/friends</p> <p><b>Status</b> – the power or influence you have over someone else.</p> <p><b>Callum McGregor</b> – a white member of society, known as a nought. Callum is known, in racist terms, as a blanker. He is a bright intelligent boy who is the first white person to be invited to an all-black school. Callum and Sephy date and fall in love, but their love is forbidden. Callum eventually gets involved with a militia group.</p> <p><b>Sephy Hadley</b> – a black member of society, known as a cross. She is deemed the “higher” race. Sephy is known, in racist terms, as a cross.</p> <p><b>Blanker</b> – the racist term used for a white person, implying that blank means nothing.</p>
<p><b>Week 6</b></p> <p><b>Konstantin Stanislavski</b> is a theatre practitioner: A theatre practitioner is someone who creates theatrical performances and/or produces a theoretical discourse that informs of his or her practical work. A theatre practitioner may be a director, dramatist, actor, designer or a combination of these traditionally separate roles.</p> <p><b>Objectives</b> - The aim for a character in a scene, what they are striving to achieve</p> <p><b>Magic If</b> - Putting yourself in a characters situation, “What if I were in that position?”</p> <p><b>Annotation</b> – writing notes on a script to help you as an actor understand how to approach a scene.</p>	<p><b>Week 8</b></p> <p><b>Projection</b> - the art of ensuring your voice is heard by an audience. This does not mean simply speaking louder; it involves using a variety of techniques to support the voice.</p> <p><b>Clarity and articulation</b> – the clear and precise pronunciation on of words, opening each vowel and touching each consonant.</p> <p><b>Pitch:</b> high pitch ; low pitch The frequency/level of a sound i.e. how high or low it is..</p> <p><b>Tone and Vocal Colour</b> - links to type of voice – e.g nasally for geek, open for upper class</p> <p><b>Use of Pause</b> - length of pause to create a particular effect or atmosphere</p> <p><b>Pace</b> - speed of speaking</p>	<p><b>Week 10</b></p> <p><b>Movement memory</b> – the ability to repeatedly recreate exact movements from a piece of direction.</p> <p><b>Spatial awareness</b> - helps an actor to move efficiently and effectively on stage knowing the whereabouts of other actors, sets and props are.</p> <p><b>Focus and control</b> – the ability to fully concentrate on the drama and not be distracted in any way (Focus can also refer to the use of eye contact).</p> <p><b>Gesture</b> – these are small movements by the actor that tends to involve the hands, feet, arms and legs.</p> <p><b>Facial Expression</b> – these are the ways an actor uses their face to convey emotions.</p> <p><b>Body language</b> – The ways we use our bodies to show emotion</p>





Year 9 - English - Cycle 1	Week 1 - Context	Week 2 - The narrator
<p><b>Key vocabulary/content/ideas</b></p> <ul style="list-style-type: none"> <li>» <b>Misanthropic:</b> having or showing a deep distrust of human beings and their motives.</li> <li>» <b>Avaricious:</b> having or showing an extreme greed for wealth or material gain.</li> <li>» <b>Maternal:</b> relating to a mother, motherly feelings.</li> <li>» <b>Paternal:</b> relating to a father, a father figure.</li> <li>» <b>Ephemeral:</b> lasting a very short time.</li> <li>» <b>Corrupt:</b> having or showing a willingness to act dishonestly in return for money or personal gain.</li> <li>» <b>Philanthropic:</b> seeking to promote/improve the welfare of others.</li> <li>» <b>Redemption:</b> the action of saving or being saved from sin, error or evil.</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» Scrooge at the start of the novella is an allegory of all the vices and the uncharitable attitudes of the wealthy towards those the poor. His voice is the opinions which Dickens heavily criticised throughout his life: he is callous towards those in need, isolates himself from anyone who he could connect with.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» Thomas Malthus, an economist, argued that overpopulation would cause a lack of sufficient produce to go around so it is better to let those who are poorest die. Dickens opposed this belief.</li> <li>» 1824: Dickens father is arrested for debt and sent to prison. Dickens has to give up his education and work in a factory.</li> <li>» 1824-27: His father inherits some money so Dickens goes to private school for two years.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "Marley was dead: to begin with. There is no doubt whatever about that."</li> <li>» "The fog came pouring in at every chink and keyhole, and was so dense without.... The houses opposite were mere phantoms."</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» Narrator: Dickens choose an intrusive third-person narrator whose perspective and opinion is often interjected into the telling of the story. The narrator uses a casual, conversational and sometimes humorous tone to make serious political points which Dickens wanted to share with his readers without preaching.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» Dickens was a Christian. He believed that being a Christian meant doing good deeds to help others. However, many Victorians believed that being a good Christian meant they had to follow a strict moral code. Dickens argues that those Christian attitudes are hypocritical if we are not acting in a Christianly way to each other.</li> <li>» Victorians believed that God was all seeing (omnipresent) and all powerful (omnipotent). They believed that their actions on Earth determined what would happen to them when they died.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "Christmas time... is the only time I know of when men and women seem to open their shut-up hearts freely."</li> </ul>
Week 3 - Marley's Ghost	Week 4 - The Ghost of Christmas Past	Week 5 - The Ghost of Christmas Presents
<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» Jacob Marley, Scrooge's dead business partner, appears as a ghost, suffering the consequences of his uncharitable actions in an eternal purgatory. He is bound by "chains" that are "wrought in steel", attached to various locks, ledgers and purses. Marley symbolises worldly greed and spiritual poverty. Dickens uses him as a device to warn Scrooge of his miserly ways and send the spirits that will enable Scrooge's redemption.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» 1834: a new Poor Law was introduced to reduce the financial help available to the poor: it ruled that all unemployed people would have to enter the unpleasant workhouses in order to receive food and shelter. This was to discourage the poor relying on the state.</li> <li>» Dickens' father went to prison for debt, so Dickens was forced to leave school at the age of 12 and work to support his family.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "I wear the chains I forged in life."</li> <li>» "My spirit never roved beyond the narrow limits of our money-changing hole."</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» Ghost of Christmas Past: its appearance is constantly in flux, changing gender, age, and body shape, reflecting the vastness of the memories. It also symbolises repressed memories, particularly for Scrooge, for whom the pain of his isolation as a child, the goodness of Fezziwig, and his rejection of his fiancée, Belle, is as fresh as when it first happened.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» Dickens presents the education system as lacking. He was an ardent believer in the moral benefits of a good education, something denied to Scrooge.</li> <li>» In 1846, Dickens wrote about the need for the 'ragged and forlorn' to gain access to public libraries so that they could still be taught to read, particularly children. In 1844, six months after ACC was published, the Factories Act was introduced, decreeing that children could only work nine hours a day, six days a week.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "A solitary child, neglected by his friends, is left there still."</li> <li>» "Scrooge said he knew it. And he sobbed."</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» The Ghost of Christmas Present personifies generosity and embodies all who celebrate Christmas, rich and poor, and he also delivers unflinchingly difficult messages.</li> <li>» Dickens believed that how a society treated children showed its true moral worth. Ignorance is seen as a choice to remain unknowing; Want as the need of basic necessity and not luxuries. The worst sin is ignoring the plight of those who need our help most.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» Christianity held a strong influence in Victorian Britain, especially amongst the upper classes. A central idea was that abstinence - the act of not doing something - was enough to be virtuous.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "Its dark brown curls were long and free; free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air."</li> <li>» "This boy is Ignorance. This girl is Want. Beware them both."</li> </ul>

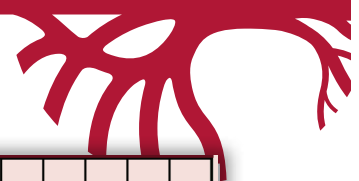


<p><b>Key Vocabulary</b></p> <p>Abundance: a very large quantity of something (wealth, food, resources).</p> <ul style="list-style-type: none"> <li>» <b>Ominous:</b> giving a worrying impression that something bad is going to happen.</li> <li>» <b>Supernatural:</b> something beyond scientific explanation.</li> <li>» <b>Destitute:</b> being extremely poor and not having the means to look after yourself.</li> <li>» <b>Benevolent:</b> well meaning and kindly.</li> <li>» <b>Motif:</b> A repeating idea or theme.</li> <li>» <b>Damnation:</b> eternal punishment in hell.</li> <li>» <b>Status quo:</b> A Latin phrase meaning the existing state of affairs.</li> </ul>	<p><b>Week 6 - The Ghost of Christmas Yet to Come</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» Ghost of Christmas Yet to Come shows Scrooge what his life looks like leading to his death; it personifies the relentless march of time towards a fixed - and unfixed - end. Its appearance reflects the traditional depictions of the Grim Reaper. Earlier in the novella, Fred comments that all people are fellow-passengers to the grave, meaning that the one thing that makes everyone equals the certainty of death.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» Original sin is the belief that evil is supposedly in all human beings, believed to be inherited from Adam and the Fall of Eve.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "The Phantom slowly, gravely, silently approached". "It would have been difficult to detach its figure from the night". Scrooge: "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present and the Future."</li> </ul>	<p><b>Week 7 - Scrooge's Redemption</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» Scrooge awakes on Christmas morning, a changed man. He sends a large turkey to the Cratchits, but goes to lunch with Fred.</li> <li>» Redemption is the idea of being saved from sin or evil. In Scrooge we see a man who is transformed from a greedy, selfish miser into a generous and good-natured character by the end. He is shown the error of his ways by the ghosts that visit him and is redeemed by his own willingness to change.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» Redemption: the undoing of the effects of sin for all mankind; performing an act to get something in return, that is if one commits a sin, one does something to buy back sinlessness (paying a forfeit). This internal change is then affirmed by external by actions. Scrooge must do penance for his sins.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "I will live in the Past, the Present, and the Future! The Spirits of all Three shall strive within me."</li> <li>» "As lights as a feather.. As merry as a school boy"</li> </ul>
<p><b>Week 8 - Tiny Tim's Symbolism</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>» Tiny Tim has become a symbol of the whole message of ACC. Disabled for unknown reasons (young children were often injured in work), he accepts his disability bravely with his father declaring him: "As good as gold... and better". It is his fate which, arguably, has the greatest impact on Scrooge: he has "an interest he had never felt before" in another human being.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>» The concepts of redemption and salvation in Christianity is a key aspect of context, rooted in the text; tracing Scrooge from "a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!" in Stave 1 to a person of charitable actions in Stave V.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li>» "If these shadows remain unaltered by the Future, none other of my race... will find him here. What then? if he be like to die, he had better do it, and decrease the surplus population."</li> <li>» "God bless us every one."</li> </ul>	<p><b>Week 9 - Structure and Themes</b></p> <p><b>Key Ideas - Structure</b></p> <ul style="list-style-type: none"> <li>» Dickens uses a cyclical structure within A Christmas Carol to emphasise Scrooge's redemptive character arc. Dickens uses a series of motifs from the weather to the church bells to reflect this change.</li> <li>» Dickens crafts the allegorical novella to communicate his moral Lesson.</li> </ul> <p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>» Supernatural: Dickens played a significant role in the creation of the ghost story, a genre that was invented by the Victorians.</li> <li>» Compassion &amp; Forgiveness: Scrooge's ability for compassion and the willingness of others to forgive him brings happiness to all.</li> <li>» Time: The ghosts to reveal the pressing need to change - Scrooge, (and society) only have limited time to change before lives are altered forever.</li> <li>» Transformation, redemption: (The act of making up for one's past sins), Dickens.</li> </ul>	<p><b>Week 10 - Revision</b></p> <p><b>Revise the cycle for this week's assessment.</b></p>





Year 9 - French- Cycle 1		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content	
<b>Classroom interaction language</b> <ul style="list-style-type: none"> <li>• <b>Ça va?</b> – How are you? (How is it going?)</li> <li>• <b>Ça va bien</b> – I am well (it is going well)</li> <li>• <b>Ça ne va pas</b> – I am not well (it's not going well)</li> <li>• <b>Merci</b> – Thank you</li> <li>• <b>Et toi?</b> – And you?</li> <li>• <b>Comment dit-on...en français?</b> – How do you say...in French?</li> <li>• <b>On va écouter</b> – we are going to listen</li> <li>• <b>Trois, deux, un</b> – Three, two, one</li> <li>• <b>Regardez-moi</b> – Look at me</li> <li>• <b>un stylo violet</b> – a purple pen</li> <li>• <b>un stylo noir</b> – a black pen</li> <li>• <b>J'ai gagné</b> – I (have) won</li> <li>• <b>Tu as perdu</b> – You (have) lost</li> <li>• <b>On a fini</b> – We have finished</li> </ul>		nous devons	we must/have to	nous savons	we know how to/ are knowing how to
		vous devez	you (formal/pl) must/ have to	vous savez	you (formal/pl) know how to/are knowing how to
		ils/elles doivent	they must/have to	ils/elles savent	they know how to/ are knowing how to
		nous pouvons	we can/are able to	nous voulons	we want to/are wanting to
		vous pouvez	you (formal/pl) can/ are able to	vous voulez	you (formal/pl) want to/ are wanting to
		ils/elles peuvent	they can/are able to	ils/elles veulent	they want/are wanting to
		la piscine	swimming pool	le collègue	colleague (m)
		le directeur	headteacher, manager (m)	la collègue	colleague (f)
		la directrice	headteacher, manager (f)	l'attitude (f)	attitude
		le stage	work experience	l'entreprise (f)	company
		actif	energetic (m)	positif	positive (m)
		active	energetic (f)	positive	positive (f)
		sportif	sporty (m)	négatif	negative (m)
		sportive	sporty (f)	négative	negative (f)
il faut + infinitive	it is necessary + verb/ must + verb				
<b>Week 3 - key vocabulary and content</b>		<b>Week 4 - key vocabulary and content</b>		<b>Week 5 - key vocabulary and content</b>	
je connais	I am familiar with/know	perdre	to lose/losing	perdre	to lose/losing
tu connais	you are familiar with/ know	mettre	to put/putting	mettre	to put/putting
connaître	to be familiar with/know	je mets	I put/am putting	je mets	I put/am putting
savoir	to know how to/know	tu mets	you put/are putting	tu mets	you put/are putting
les gens (mpl)	people	il/elle met	he/she puts/is putting	il/elle met	he/she puts/is putting
le chemin	way, path	l'habitant (m)	resident (m)	l'habitant (m)	resident (m)
l'endroit (m)	place, spot	l'habitante (f)	resident (m)	l'habitante (f)	resident (m)
le groupe	group	le fleuve	river	le fleuve	river
le Canada	Canada	le lac	lake	le lac	lake
la chanson	song				
le Québec	Quebec				
québécois	from Quebec (m)				
québécoise	from Quebec (f)				
canadien	Canadian (m)				
canadienne	Canadian (f)				



Classroom interaction language		Week 6 - key vocabulary and content		Week 7 - key vocabulary and content					
<ul style="list-style-type: none"> <li>• Est-ce que je peux...? – Can I...?</li> <li>• Est-ce que je peux avoir...? – Can I have...?</li> <li>• Est-ce que je peux faire...? – Can I do...?</li> <li>• Est-ce que je peux aller aux toilettes? – Can I go to the toilet?</li> <li>• C'est vrai – it is true</li> <li>• C'est faux – it is false</li> <li>• C'est correct – it is correct</li> <li>• C'est juste – it is fair</li> <li>• Ce n'est pas juste – it is not fair</li> <li>• A mon avis – In my opinion</li> <li>• Je pense que – I think that</li> <li>• Selon moi – According to me</li> <li>• Je suis d'accord – I agree</li> <li>• Je ne suis pas d'accord – I don't agree</li> </ul>		<p><b>Speaking task for mid-cycle assessment</b></p>		empêcher to prevent/preventing					
				pratiquer to practise/practising					
				respecter to respect/respecting					
				risquer to risk/risking					
				le château castle					
				la région region					
				essentiel essential (m)					
				essentielle essential (f)					
				fantastique fantastic					
				historique historic					
				utile useful					
				Week 8 - key vocabulary and content		Week 9 - key vocabulary and content		Week 10 - key vocabulary and content	
				croire	to believe/believing	appartenir à	to belong to/belonging to	contenir	to contain/containing
je crois	I believe/am believing	soutenir	to support/supporting	vers	towards				
tu crois	you believe/are believing	la laïcité	non-religiousness	l'air (m)	atmosphere., feeling				
il/elle croit	he/she believes/ Is believing	la liberté	freedom	le bonheur	happiness				
chrétien	Christian (m)	le dieu	god	le symbole	symbol				
chrétienne	Christian (f)	la foi	faith	le souvenir	memory				
juif	Jewish (m)	européen	European (m)	le vent	wind				
juive	Jewish (f)	européenne	European (f)	l'Afrique (f)	Africa				
musulman	Muslim (m)	religieux	religious (m)	l'Asie (f)	Asia				
musulmane	Muslim (f)	religieuse	religious (f)	l'Europe (f)	Europe				



<p><b>Year 9 - Geography - Cycle 1</b></p>	<p><b>Week 1 - Features of a Superpower</b></p> <p><b>Features of a superpower</b>  <b>Physical size &amp; location:</b> Larger countries have more resources and influence. However, more bordering countries can create more tensions e.g. Russia.  <b>Economic power &amp; influence:</b> Top 10 largest economies earn 65% of the global GDP (wealth). Attract investments and creates global hubs e.g. London. Dollar and Euro are powerful currencies.  <b>Political:</b> Political groups such as the G7 and OECD work with others to improve countries.  <b>Cultural influence:</b> TNCs such as Coca-Cola, McDonalds, Disney and Sony influence people's lifestyles around the world.</p>	<p><b>Week 2 - Features of a Superpower</b></p> <p><b>Features of a superpower</b>  <b>Population:</b> Large population can create a sufficient labour force. China and India have large populations for cheap labour. Can also lead to large markets (people to buy products).  <b>Military strength:</b> Historical influence on determining power. China has largest military followed by USA. 37% of all military spending by USA.  <b>Natural resources:</b> Oil, gas and coal for energy and metals like iron ore for the steel industry are essential to development. Does not guarantee development though; some countries are unable to access them.</p>	<p><b>Week 3 - Emerging Powers</b></p> <p><b>Emerging powers - BRICs</b>  <b>Emerging power:</b> A state or organisation that is growing significantly in power and beginning to extend a more global influence.  <b>BRICs:</b> Brazil, Russia, India, China.                  Brazil has huge natural resources and self-sufficient in both food and energy. It is an agricultural superpower: third largest producer of iron ore, third largest of HEP. Brazil is infamous for deforestation in the rainforest as well as poaching and pollution.                  Russia is the ninth largest global economy, but it is very dependent on oil and gas exports which are vulnerable to global price changes.</p>
<p><b>Week 4 - Emerging Powers</b></p>	<p><b>Emerging powers - MINTs</b>  <b>MINTs:</b> Mexico, Indonesia, Nigeria, Turkey                  Mexico is next door to the greatest superpower, the USA, as well as South America. Estimated GDP of \$6.95 trillion by 2050. History of corruption in the government but becoming more democratic.                  Indonesia has the largest population of the MINT countries - fourth most populated in the world. Good connections with China. The country is made up of 17,000 islands and many are prone to earthquakes and tsunamis.                  Turkey is situated in both the West and the East. Youthful population with good education levels.</p>	<p><b>Week 5 - Fast Fashion</b></p>	<p><b>Impacts of fast fashion</b>                  Kazakhstan affected by cotton production - in the 1960s, the Aral Sea covered 68000 sq km. It was one of the largest inland seas with a thriving fishing and tourist industry. It has now all but gone.                  One of the rivers that fed the Aral Sea - Amu Darya - was diverted to cotton-production farms.                  Caused seasons to change. No water to absorb heat and keep the climate mild. Summers now as hot as 45°C!                  On the banks of the Citarum River there are over 400 factories.                  Tests of the river water found toxic levels of mercury, cadmium, lead and arsenic.</p>



<p><b>Multiplier Effect</b></p>		<p><b>Week 6 - South China Sea</b></p> <p><b>South China Sea</b> China, Vietnam, the Philippines, Taiwan, Malaysia and Brunei all have competing claims to the South China Sea. China believes that it owns the largest portion of the territory - the sea within the 'Nine-dash-line'. China has been building islands with military bases in the Sea, creating more 3,200 acres of new land. The USA, who has allies with some of the countries above, relies on the shipping route through the Sea for trade. The USA sent military ships and planes to monitor the region. Although the islands are uninhabited, they have nava natural resources around them.</p>	<p><b>Week 7 - Shell in Nigeria</b></p> <p><b>Shell (TNC) in Nigeria</b> <b>Advantages:</b></p> <ul style="list-style-type: none"> <li>» 250,000 are employed as a result of the extraction of oil with 65,000 being directly employed by Shell.</li> <li>» 91% of all contracts are with Nigeria which means money stays in the country.</li> <li>» The government benefits from export taxes, providing money that can be spent on improving education, healthcare and services.</li> <li>» Local people's education and skills can be improved.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>» 75% of people in the delta have no access to safe drinking water.</li> <li>» 9mn barrels have been split in 5 yrs. This damage the agriculture and water supplies.</li> <li>» Oil flares and toxic fumes have increased air pollution.</li> <li>» Few of the managers are local people.</li> <li>» Locals are paid low wages, poor working conditions and long hours.</li> </ul>
<p><b>Week 8 - India Space Race</b></p> <p><b>India's Space Race</b> Criticised for spending money on a space project when nearly 25% of its population live below the poverty line. India's space programme costs roughly \$1 billion a year. Satellites improve data on monsoons rains and weather patterns, helping farmers get a better idea of when to plant crops. India is reducing poverty quickly, with 44 people lifted from poverty every minute. 40% of children are malnourished and half the population have no toilets. The sector would employ highly-skilled workers from the country's universities.</p>	<p><b>Week 9 - China in Africa</b></p> <p><b>Role of China in Africa</b> <b>Colonialism:</b> The gaining of political control over a territory by another country e.g. British Empire. <b>Neo-colonialism:</b> The use of economic, political and cultural power to influence other countries (e.g. China's interest in the African continent). Chinese officials say they are playing a constructive role in helping countries in Africa to develop. China issued over \$84 billion in loans to finance thousands of infrastructure projects in Africa. President Xi Jinping stresses that their investment in Africa comes with no strings attached.</p>	<p><b>Week 10 - China in Laos</b></p> <p><b>China in Laos</b> Laos is a landlocked country of 6.8 million people in SE Asia. China has invested in transportation infrastructure, hydropower dams, schools and military hospitals, indicating growing ties with Laos. Laos has the Mekong River running through it, making hydropower a big industry. It has underdeveloped resources including minerals and rubber. Boosting connectivity via roadways and high-speed passenger and freight railways will help China to distribute its goods. The China-Laos railways is an example of one of China's Belt and Road Initiatives.</p>	





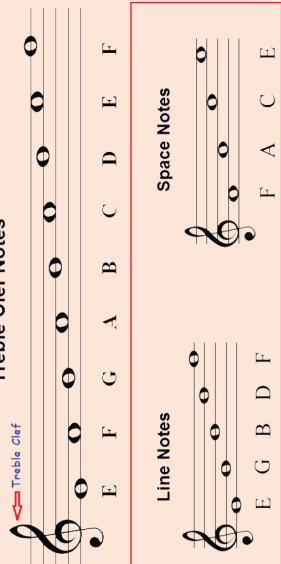


Year 9 – History - Cycle 1	Week 1 – Key Events I	Week 2 – Key Terms I
<p><b>Visual Aid</b></p>	<p><b>Week 1 – Key Events I</b></p> <ul style="list-style-type: none"> <li>• <b>28<sup>th</sup> June 1914:</b> Archduke Franz Ferdinand, heir to the Austro-Hungarian throne was assassinated by a Serbian terrorist group called the Black Hand Gang.</li> <li>• <b>8<sup>th</sup> August 1914:</b> The British Government creates DORA – The Defence of the Realm Act.</li> <li>• <b>12<sup>th</sup> August 1914:</b> Britain joins the war on the side of the Allies.</li> <li>• <b>1<sup>st</sup> of July 1916:</b> Battle of the Somme.</li> <li>• <b>11<sup>th</sup> Nov 1918:</b> The Allies and Germany negotiate an armistice that ends WW1.</li> </ul>	<p><b>Week 2 – Key Terms I</b></p> <ul style="list-style-type: none"> <li>• <b>Nationalism:</b> the belief that your country is better than anyone else's.</li> <li>• <b>Alliances:</b> A group of countries who agree to support each other when needed.</li> <li>• <b>Imperialism:</b> The desire to take over and conquer other countries.</li> <li>• <b>Militarism:</b> Building up of armed forces, navy and so on.</li> <li>• <b>Triple Entente:</b> France, Russia and Britain.</li> <li>• <b>Triple Alliance:</b> Germany, Austria-Hungary and Italy.</li> </ul>
<p><b>Week 3 – Visual Aid</b></p> <ul style="list-style-type: none"> <li>• Draw and label two of the below soldiers.</li> </ul>	<p><b>Week 4 – Key Events 2</b></p> <ul style="list-style-type: none"> <li>• <b>28<sup>th</sup> June 1914:</b> Tensions rise across Europe. Franz Ferdinand, heir to the Austro-Hungarian throne, is shot dead in Sarajevo, capital of the Austrian province Bosnia. Franz Ferdinand's killer, Gavrilo Princip is backed by Serbian terrorist group 'the Black Hand'.</li> <li>• <b>28<sup>th</sup> July 1914:</b> Backed up by Germany, Austria-Hungary declares war on Serbia on 28 July. Russia quickly steps in to protect the small nation and mobilises its army. Germany responds by declaring war on Russia.</li> <li>• France is Russia's ally and begins mobilising its forces. As the armies mobilise war becomes almost inevitable.</li> </ul>	<p><b>Week 5 – Key Events 3</b></p> <ul style="list-style-type: none"> <li>• <b>4<sup>th</sup> August 1914:</b> Britain and the other great powers of Europe guarantee to protect Belgium's border. Belgium appeals to Britain and Britain declares war. After Britain's entry to the war, the German army lays waste to the country. The British Empire is also dragged into the conflict and the war in Europe starts to expand across the globe</li> <li>• <b>23<sup>rd</sup> August 1914:</b> The German Kaiser orders the destruction of Britain's 'contemptible little army' and 70,000 British soldiers are attacked by 160,000 German troops. Outgunned and outnumbered, Britain's tiny Expeditionary Force suffers heavy casualties and is forced to retreat.</li> </ul>





Table Aid – Battle of the Somme		Week 6 – Key People I		Week 7 – Key Terms II														
<ul style="list-style-type: none"> <li><b>Field Marshall Haig:</b> Haig led the British army. Combined ideas of believing a definite breakthrough was to be won on the Western Front with a belief that the loss of human life was inevitable in war.</li> </ul>	<ul style="list-style-type: none"> <li><b>Archduke Franz Ferdinand:</b> It was the assassination of Archduke Franz Ferdinand, the heir to the Austrian-Hungarian throne, which sparked off the First World War.</li> <li><b>Gavrilo Princip:</b> A young and naïve Bosnian Serb from a peasant family, Princip was the man who succeeded – at the second attempt – to kill Franz Ferdinand, the trigger event for World War One.</li> <li><b>Kaiser Wilhelm II:</b> The Kaiser was the official head (Emperor) of Germany during World War 1 but lost much practical power to military experts early on. He was forced to abdicate as Germany rebelled late in 1918.</li> </ul>		<ul style="list-style-type: none"> <li><b>Home Front:</b> The civilian population and activities of a nation whose armed forces are engaged in war abroad.</li> <li><b>Conscientious Objectors:</b> Anybody who disagrees with fighting in a war, normally based on religious reasons.</li> <li><b>Conscription:</b> when the government makes it law that men of a certain age have to fight for their country unless they have a medical condition.</li> <li><b>Trenches:</b> A ditch that soldiers spent the majority of their time in.</li> </ul>															
<table border="1"> <thead> <tr> <th>Nationality</th> <th>Causalities</th> <th>Fatalities</th> </tr> </thead> <tbody> <tr> <td>British</td> <td>419,654</td> <td>108,700</td> </tr> <tr> <td>France</td> <td>204,253</td> <td>50,000</td> </tr> <tr> <td>German</td> <td>500,000</td> <td>160,000</td> </tr> </tbody> </table>	Nationality	Causalities	Fatalities	British	419,654	108,700	France	204,253	50,000	German	500,000	160,000	<p><b>Week 8 – Life in the Trenches</b></p> <ul style="list-style-type: none"> <li><b>Trench Fever:</b> Transmitted by lice, flu like symptoms. Prevention – disinfect clothes/delousing stations ½ m men affected.</li> <li><b>Trench Foot:</b> Soldiers stood in mud and water – swelling in feet Symptoms = tight boots/restricted blood flow/ gangrene. Advised clean and dry feet/ amputation. Prevention – clean dry socks/ using whale oil into feet 1914-5. 20,000 affected</li> <li><b>Shell shock</b> Caused by stress of war, Symptoms = tiredness/ nightmares/ shaking/ mental breakdown. Wasn't understood during the war. Treatment = rest 80,000 affected – some accused of being cowards – punishment being shot.</li> <li><b>Shrapnel</b> Fragments of a bomb, shell or other object thrown out by an explosion.</li> </ul>		<p><b>Week 9 – Key Events 4</b></p> <ul style="list-style-type: none"> <li><b>3<sup>rd</sup> January 1915:</b> Both sides experiment with tear gas in the first winter of the war. Its effect is devastating, terrifying soldiers and causing uproar at home.</li> <li><b>25<sup>th</sup> April 1915:</b> The Gallipoli campaign: Allies attack Germany's allies in the Middle East, the Ottoman Turks. Almost a third of the New Zealand troops are killed and there are 28,000 Australian casualties. The Turks suffer 200,000 casualties</li> <li><b>27<sup>th</sup> January 1916:</b> The government introduces conscription. All single men aged 18 to 41 can now be sent to war, although thousands are exempted because they have vital jobs in industry which are important to the war effort.</li> </ul>		<p><b>Week 10 – Key Events 5</b></p> <ul style="list-style-type: none"> <li><b>1<sup>st</sup> July 1916:</b> The Battle of the Somme is one of the largest and bloodiest conflicts of World War One. Nearly 20,000 British soldiers die on the first day. There are over half a million casualties on each side.</li> <li><b>6<sup>th</sup> April 1917:</b> In February the Germans restart their U-boat campaign against commercial ships headed from America to Britain and many American civilians lose their lives. In April, President Woodrow Wilson persuades Congress that America should declare war on Germany.</li> <li><b>11<sup>th</sup> November 1918:</b> Before the Allied armies can invade Germany, an armistice is signed, bringing the war on the Western Front to an end. The Germans surrender and agree to withdraw their forces from France and Belgium. The war ends.</li> </ul>	
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Year 9 - Music - Cycle 1	Week 1 - content	Week 3 - content
<p><b>Key vocabulary</b></p> <ol style="list-style-type: none"> <li><b>Chord Progression</b> - The order of the chords used in a piece of music</li> <li><b>Riff</b> - Repeated short melodic or rhythmic figure.</li> <li><b>Melody</b> - A sequence of single notes. The 'tune'.</li> <li><b>Inversion</b>- Rearrangement of notes in a chord.</li> <li><b>Major chord</b> - In music theory, a major chord is a chord that has a root, major third, and perfect fifth. When a chord has these three notes alone, it is called a major triad.</li> <li><b>Minor chord</b> - In music theory, a minor chord is a chord that has a root, minor third, and perfect fifth. When a chord has these three notes alone, it is called a minor triad.</li> <li><b>Pentatonic</b> - Five note scale that omits the 4th and 7th notes of the major scale.</li> <li><b>Four on the floor</b> - A rhythm in 4/4 time in which the bass drum is played on every beat.</li> <li><b>Sequencing - Sequencing</b> is the programming (inputting) of notes and sounds to play in melodic</li> <li><b>Quantisation</b> - When the DAW makes timing adjustment automatically. Used to correct timing errors or to add groove.</li> </ol>	<ul style="list-style-type: none"> <li>Listening</li> </ul> <ol style="list-style-type: none"> <li>Song 2 <b>Blur</b> Does this riff use inversion chords?</li> <li>Seven Nation Army <b>White Stripes</b> Which instrument play the riff?</li> </ol> <ul style="list-style-type: none"> <li>Music Theory</li> </ul> <p>This is the treble clef. Copy <b>this</b> 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"> <li>Practice (optional week 1-6) Week 1 – 6 you will be working in groups to create a version of one of the riff songs. You can come to the music room at break or lunch.</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> </ul> <ol style="list-style-type: none"> <li>Iron Man <b>Black Sabbath</b> What instruments can you hear? How have the band used effects to change the sonority of the instrument?</li> <li>Little Monster <b>Royal Blood</b> How many notes can you hear in the riff?</li> </ol> <ul style="list-style-type: none"> <li>Music Theory</li> </ul> <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>
<ul style="list-style-type: none"> <li>Listening</li> </ul> <ol style="list-style-type: none"> <li>Bolero <b>Ravel</b> Which instrument is playing the riff? The word we use in classical music is <i>ostinato</i>.</li> <li>Foxy Lady <b>Jimi Hendrix</b> Describe the riff in this song.</li> </ol> <ul style="list-style-type: none"> <li>Music Theory</li> </ul> <p>Copy the scale of G major into your book.</p> 	<ul style="list-style-type: none"> <li>Listening</li> </ul> <ol style="list-style-type: none"> <li>Sweet Dreams <b>Eurhythmics</b> What era is this song was from? Why do you think this?</li> <li>Sandstorm <b>Darude</b> Describe the instrument which plays the riff.</li> </ol> <ul style="list-style-type: none"> <li>Music Theory</li> </ul> <p>Label the notes in the G major scale, remembering F#.</p> <ul style="list-style-type: none"> <li>Practice (optional week 6-10) Week 6 – 10 we will be creating an EDM track on Bandlab for Education.</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> </ul> <ol style="list-style-type: none"> <li>Alone <b>Marshmello</b> Describe the drum beat in this song.</li> <li>Blue <b>Eiffel 65</b> Does this riff sound major or minor?</li> </ol> <ul style="list-style-type: none"> <li>Music Theory</li> </ul> <p>Add the chords of G major onto your scale. Remembering the F# in the chords. Use week 3 to help you to do this. These are the diatonic chords of G major.</p>
<ul style="list-style-type: none"> <li>Listening</li> </ul>	<p><b>Week 5 - content</b></p>	<p><b>Week 9 - content</b></p>



<p><b>Year 9 - Personal Development - Cycle 1</b></p>	<p><b>Key vocabulary/content/ideas</b></p>	<p><b>Week 2 - PSHE</b></p>	<p>» <b>Mental health</b> - the health of your state of mind. Mental health can be massively affected by a number of different factors. These can include (but are not exclusive to)</p> <p>» <b>Diet</b> - The food you consume on a daily basis. A diet can be healthy or unhealthy depending on what you eat. It is important to have a balanced diet to ensure you are getting the correct vitamins and minerals for your body to function.</p> <p>» <b>Exercise</b> - Exercising on a daily basis, even if just a walk, can improve your mood as your body releases chemicals.</p> <p>» <b>Sleep</b> - Getting enough sleep each night is important as your body can't function effectively without it. Not using your phone before bed can help you to fall asleep quicker.</p>	<p><b>Week 4 - PSHE</b></p>	<p>» <b>Coping strategies for mental health</b> - It is important to take responsibility for your own physical and mental health.</p>
<p><b>Week 6 - PSHE</b></p> <p>» <b>Coercion</b> - the practice of persuading someone to do something by using force or threats</p> <p>» <b>Gang exploitation</b> - being coerced into illegal activities on behalf of a gang for money, presents or other bribes.</p> <p>» <b>Substance misuse</b> - misusing substances such as cigarettes, alcohol and drugs which has a negative impact on your life.</p> <p>» <b>Negative consequences</b> - health problems, debt, loss of friendships, relationship breakdowns, police involvement.</p>	<p><b>Week 4 - RPE</b></p> <p>» Most people in the UK claim to be Christian (though relatively few go to church) and the <b>UK is generally seen as a Christian country</b> even it has citizens of many religions and faiths.</p> <p>» During the 20th century, <b>immigration</b> into Britain encouraged the development of diverse cultural experiences and understanding within society.</p> <p>» <b>Cultural integration</b> brought music, literature, art, food and fashion from different parts of the world. Cranbrook Education Campus.</p>	<p><b>Week 10 - RPE</b></p> <p>» <b>Religious festival</b> - a time of special importance marked by adherents to that religion.</p> <p>» <b>Summer Solstice</b> - Otherwise known as midsummers day and celebrated on 21st June each year and is celebrated by Pagans.</p> <p>» <b>Christmas and Easter</b> - traditionally Christian celebrations linked to Jesus' birth and death.</p> <p>» <b>Ramadan</b> - celebrated by Muslims, Ramadan is a time of fasting.</p> <p>» <b>Religion and belief are a protected characteristic.</b></p>			





<p>Year 9 – Sports Studies - Cycle 1</p>	<p><b>Key vocabulary/content/ideas</b></p> <p><b>Outdoor Adventure Activities</b> – mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities. The outdoor and adventures activities strand has many links with the Geography curriculum.</p> <p><b>Health and Safety</b> – regulations and procedures intended to prevent accident or injury in workplaces or public environments.</p> <p><b>Hazards</b> – anything that could cause harm</p> <p><b>Skills</b> – The ability to perform a sporting skill consistently well at speed, under fatigue and pressure conditions in a competition environment</p> <p><b>Knowledge</b> – facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.</p>	<p>Week 1 – 3.1 Key Considerations when planning an Outdoor Activity</p>	<ul style="list-style-type: none"> <li>• <b>Health and safety</b> (e.g. is the activity suitable for the group, have all potential risks been identified)</li> <li>• <b>Personnel</b> (e.g. ratio of leaders to participants, is the activity leader suitably qualified)</li> <li>• <b>Adventure Activities Licensing Authority</b> (e.g. centres delivering outdoor activities have to have a license)</li> <li>• <b>Clothing and equipment</b> (e.g. appropriate to the activity, not damaged/torn)</li> <li>• <b>Location</b> (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants)</li> <li>• <b>Supplies</b> (e.g. will there be access to food and water)</li> </ul>	<p>Week 2 – 3.1 Key Considerations when planning an Outdoor Activity</p>	<ul style="list-style-type: none"> <li>• <b>Emergency procedures</b> (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services)</li> <li>• <b>Contingency plans</b> (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break)</li> <li>• <b>Shelter</b> (e.g. will an overnight stay be required, is there shelter from adverse weather conditions)</li> <li>• <b>Weather forecast</b> (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity)</li> <li>• <b>Timing</b> (e.g. is the time length of the activity suitable)</li> </ul>							
<p>Week 3 – 3.1 Key Considerations when planning an Outdoor Activity</p> <ul style="list-style-type: none"> <li>• <b>The time length of the activity</b> should be changed to suit the participants. For example, young participants have shorter sessions.</li> <li>• <b>The type of activity</b> should match the goal or specific activity for the participants. For example, a kayaker would train in a kayak or canoe</li> <li>• <b>The intensity of the exercise</b> should be high enough to push participants, but not so high that they injure themselves or do not enjoy the activity.</li> <li>• <b>Equipment</b> should be tailored to suit different situations and participants. For example, changing the type, size or complexity (specialised/adapted) of equipment.</li> <li>• <b>Rules of an activity</b> should be changed to suit the people participating. For example, simplified rules for children or adapted skills for disabled</li> </ul>	<p>Week 4– 3.1 Key Considerations when planning an Outdoor Activity</p> <ul style="list-style-type: none"> <li>• <b>The activity area or environment</b> should be adapted to suit the participants. For example, making a practice area smaller for children or making an environment friendlier for young children.</li> <li>• When running activities, the <b>correct number of staff should be assigned to a suitable number of participants</b>. Appropriate supervision is key. This keeps the activities safe and legal.</li> <li>• <b>Participant numbers</b> can be changed to meet the needs of different groups. For example, reducing the number of participants can reduce the challenge, increase safety and allow socially anxious individuals to engage more.</li> </ul>	<p>Week 5 – 3.1 Key Considerations when planning an Outdoor Activity</p> <table border="1"> <tr> <td>Target Client</td> <td>Who is the activity for?</td> </tr> <tr> <td>Activity Ideas</td> <td>What do you want to do?</td> </tr> <tr> <td>Aims &amp; Objectives</td> <td>Why do you want to do it? What do you want to achieve?</td> </tr> <tr> <td>Location</td> <td>Where do you want your event to take place?</td> </tr> <tr> <td>Numbers</td> <td>Overall size of the class that are participating</td> </tr> </table>	Target Client	Who is the activity for?	Activity Ideas	What do you want to do?	Aims & Objectives	Why do you want to do it? What do you want to achieve?	Location	Where do you want your event to take place?	Numbers	Overall size of the class that are participating
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Numbers	Overall size of the class that are participating											



Key vocabulary/content/ideas	Week 6 – 3.1 Key Considerations when planning an Outdoor Activity	Week 7 – 3.2 Risk Assessment
<p><b>Planning</b> – the act or process of making or carrying out plans specifically : the establishment of goals, policies, and procedures.</p> <p><b>Differentiation</b> – tailoring instruction to meet individual needs. Whether leaders differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.</p> <p><b>STEP Principle</b> – STEP stands for Space, Task, Equipment, People. It's a simple way for making changes to activities. It's commonly used in the PE and school sport setting so that everyone can join in and take part together.</p>	<p><b>Safety on Site:</b> Implementing measures to create a secure environment for participants.</p> <p><b>Warm-up:</b> Prepare participants physically and mentally for the upcoming activity. It typically involves performing light exercises and stretches that gradually increase heart rate, warm up muscles, and improve flexibility. The warm-up helps prevent injuries and enhances performance.</p> <p><b>Skill Activity:</b> The skill activity focuses on specific techniques or skills related to the sport or activity being undertaken.</p> <p><b>Main Activity:</b> The main activity allows participants to apply their skills, practice teamwork, and experience the core elements of the sport.</p> <p><b>Cool Down:</b> It typically includes low-intensity exercises and stretches. Cooling down helps prevent muscle soreness, and stiffness. It also aids in the removal of waste products from the muscles.</p>	<p>Outdoor activity planning needs to include a risk assessment identifying potential hazards and managing the risk during the activity, may include:</p> <p><b>Unstable terrain</b> - awareness of potential terrain that could cause injury, or change due to environmental or climate changes</p> <p><b>Inappropriate equipment</b> – checking equipment for damage</p> <p><b>Inappropriate clothing</b> - considering the activity being completed.</p> <p><b>Animals</b> - be mindful of wildlife in activity area location</p> <p><b>Insects</b> - hazards of bites and stings</p> <p><b>Personnel</b> – Ratios of leaders to participants. Poor Organisation – Poor organisation could lead to injuries or participants getting lost</p> <p><b>Weather</b> – Ensuring the weather is safe to complete your chosen activity.</p>
Week 8 – 3.3 Emergency Procedures Plan	Week 9 – 3.4 Demonstrate appropriate skills in outdoor activities	Week 10 – 4.1/2 Evaluation and Value of Participation in Outdoor Adventurous Activity
<p>To include an emergency procedures plan for the approved activity areas and consideration of the locations the activity would take place in Plans should include action to be taken in the event of:</p> <ul style="list-style-type: none"> <li>• <b>First aid</b> - an injury/illness occurring and making sure someone is qualified to deal with the situation.</li> <li>• <b>Rescue</b> - including how communication/contact will be made and maintained in the event of a person, persons or group needing to be rescued.</li> </ul>	<p>You must be able to demonstrate these skills Team working skills:</p> <ul style="list-style-type: none"> <li>• <b>Safe practice</b> - following instructions, awareness of emergency procedures, ensuring correct clothing/equipment</li> <li>• <b>Communication Skills</b> - verbal, non-verbal, specific activity terminology</li> <li>• <b>Decision-making skills/problem-solving skills/Identifying</b> – clarifying any issues, gathering facts and the cause of any issues, generating possible Solutions, comparing pros and cons of options,</li> <li>• <b>Team-working skills</b> - reliability, active listening, active participation, collaborative working, treating others with respect</li> </ul>	<p><b>What aspects went well</b> - identifying and acknowledging the specific areas or elements of participation that were executed effectively or successfully.</p> <p><b>What aspects could be improved</b> - It involves recognising the weaknesses, areas of development, or opportunities for improvement in the athlete's performance.</p> <p><b>Mental benefits</b> - include self-confidence, enjoyment, motivation, problem-solving, challenging</p> <p><b>Physical benefits</b> - include health and fitness, outdoors, fresh air, sunlight</p> <p><b>Social benefits</b> - include communication, team working, problem solving</p>