



Year 9

Knowledge Bank

Spring Term

Name: _____

Class: _____



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How to use your knowledge bank?



The knowledge pages for each subject are the core bits of knowledge needed for this term.
These pages will give you an overview of the knowledge you need to learn by the end of the term.
Use these pages for revision or support with home learning

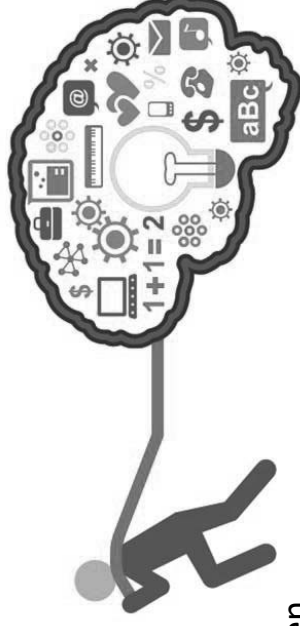
The home learning pages will follow the core knowledge for each subject
These pages will have specific instruction on how to complete the tasks for each subject
Each subject will be clear on how they want the home learning handed in

Retrieval and flipped learning: Why? How?

Retrieval:

What/why? This is the process of getting information out of your head. This creates links between the long term memory and short/working term memory.

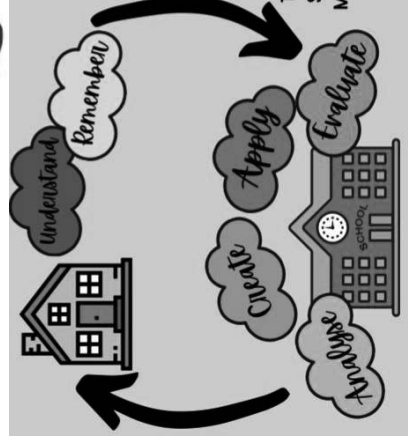
How? This can simply be done by recall three things from that week's learning and linking it to real life situations or other subjects



Flipped Learning:

What/why? This is research or defining content or topics that have not yet been studied. This allows for deeper learning to take place and encourages independent learning.

How? By setting a research project for pupils to learn about without teacher input, the pupils report their findings in an exciting way.



Revision strategies:

As well as trying to encourage retrieval and element of research at home, the academy is dedicated to improve how pupils revise. Each term the pupils will be taught a revision strategy in tutor time and then use that strategy for revision for formal assessment.

Autumn terms revision strategy: Flash cards

Summary: How to use flash cards

**1****Identify knowledge**

What are you creating flash cards on?
Do you have your knowledge organiser?
Use your book to look at previous misconceptions from whole class feedback.

**2****Colour coding**

Use different coloured flash cards for different topics. This helps with organisation NOT recall.

**3****Designing**

1 Question per flashcard.
Making them concise and clear.
Use a one word prompt, so that you can recall as much as you can.
No extended answer questions.

**4****Using**

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.
Do not just copy & re-read.
Shuffle the cards each time you use them.
Use the Leitner system to use flash cards everyday.

**5****Feedback**

How have you performed when you look back at your answers?
Is there anything you need to revisit in more detail?
Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly.



Home Learning – Year 9 Spring Term 2025

All Year 9 students will have a Knowledge Bank to support their home learning. Home learning for Year 9 will include a range of activities. Home learning for each subject for the Spring Term is outlined in the table below. All home learning will be set on Classcharts on a Monday (except Maths which is Friday to Friday), so that parents can plan their child's home learning for the week. Home learning will be marked in different ways as outlined below. Expectations for home learning in each subject will be made clear to all students. There is a home learning breakfast club from 8am each morning to support students.

SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books	HOW IT WILL BE MARKED
English	30 minutes per week	Retrieval: Pupils will need to retrieve key terminology learnt during lessons. Flipped Learning: Will be researching topics that will come up in future learning.	In the knowledge bank	Praise points given and staff respond to the questions
Maths	30 mins per week	Activities based on knowledge they have learned over the last week and term.	Online resources set through Sparx.	Self-marking online and feedback into classroom planning by the teacher.
Science	30 mins per week	Retrieval: Pupils will need to write down 3 things they have learned each week, how it relates to other subjects or real life, opportunity to ask the teacher a question Flipped Learning: Will be project style research work about a topic they are due to study.	In the Knowledge Bank Online option (this will be clear form staff)	Praise points given and staff respond to the questions

Geography	20-30 mins per fortnight (set on a week B, due in on a week B)	Retrieval: students retrieve 3 points learned over the previous two weeks, relating what they have learned to other subjects or their own lives, and a chance to ask the teacher a question. Flipped learning: students to research a forthcoming topic, independently.	Within the knowledge bank	Praise points for completion (will be looked at during week B lessons) staff to respond to the questions.
History	20-30 Mins per fortnight (Set on a week A, due week A)	Retrieval: Students retrieve key terms from their previous learning. Source Skills - Students use a source to answer comprehension questions. Flipped learning - Students answer a number of research questions to prepare them for upcoming lessons/topics.	In the knowledge bank / independent research online.	Marked in lesson on the due date (first lesson of Week A) and corrected where necessary.
Music	1 Hour per term	Home learning will involve listening and appraisal tasks set online with knowledge retrieval from relevant topics studied and flipped learning research questions	Homework will be set on Class Charts and involve a combination of multiple choice and short answers questions	Marked in lessons and praise points given
French				
Computer Science	20-30 Mins per fortnight (Set on a week A, due week B)	Retrieval: Pupils will need to retrieve key terminology learnt during lessons. Flipped Learning: Will be researching topics that will come up in future learning.	In the Knowledge Bank Online option (this will be clear for staff)	Staff will ask to see this during the lesson and praise points will be given.
Ethics	25 min	Retrieval activities, key terms and revision before each mid and end of cycle assessment.	Instructions set on Classcharts.	Low stake testing, Test results
Drama	3 homeworks per term	Retrieval activity of key terminology used in lessons Flipped learning for future learning Revision activity to consolidate learning	Work will be set on Class Charts and class shared area for submitting work.	It will be marked through questioning in lessons, practical application and quizzes.
Music	2 homeworks per	Online knowledge retrieval and flipped learning	Work set on Class Charts	Home learning will be

	term	tasks with listening activities and appraisal		collected on the deadline by the class teacher, checked and praise points awarded.
Art	1 hour per home learning, 3 hours total.	Home learning will consist of practical tasks focusing on retrieval and flipped knowledge linked to the project theme. Revision strategies will be included in home learning to support assessments.	Home Learning will be set on Classcharts and will need to be completed on paper, work will be added to students' portfolios.	Home learning will be collected on the deadline by the class teacher, checked and praise points awarded.
Food				
PE	1 hour per term, 3 hours in total	Home learning will consist of consolidation of core knowledge relating to values in sport. Flipped learning questions also provided to link to next topics	Home learning will be set on Google Classrooms and submitted via this platform	Students are to submit before or on the deadline, with class teachers to check and provide rewards

'Small Island' by Andrea Levy: Knowledge Organiser

About the play

Small Island is a novel written by Andrea Levy. In 2019, it was adapted into a play by Helen Edmundson. Although a work of fiction, Small Island takes place in the 1920s - 1940s. It tells the story of Hortense and Michael who emigrated from the Caribbean to England on the Empire Windrush in 1948. It shows the relationships they form, and the challenges they face starting a new life in a new country.

Key words

- adversity** - an extremely difficult situation **adverse** – extremely difficult
- ambition** – an ambition is something you want to achieve in life
- Colony** - A country that is ruled by a foreign nation is called a colony.
- Dignified** – if you are dignified, you are worthy of honour and respect.
- Discriminate** - to treat someone or a group of people unfairly because of their sex, race, religion or disability.
- Euphemism** – a euphemism is any phrase that hides another meaning.
- Stigma** - a set of negative and often unfair beliefs that a society or group of people have about something.

Stagecraft

- A play is written to be performed in front of an audience.**
- A play is divided into acts and scenes.**
- A change in scene** shows a **change in place or a change in time.**
- The end of an act is more significant** than other moments in a play.
- Stage Directions** tell us a lot about a character's feelings and motives. Characters can **talk to the audience** to reveal their thoughts, feelings, and memories.
- Tableau** – A tableau is when some of the actors freeze in the middle of the action. It reveals a character's thoughts or feelings at a particular moment.

Characters

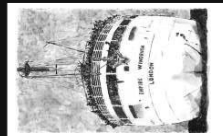
	<p>Hortense is a Jamaican woman. As a child she is given away by her mother in the hope that she has a better life. She is clever and proud. At the beginning of the play, Hortense has strong views about morality and the world. Hortense marries Gilbert not because she loves him, but so that she can go to England and fulfill her ambition of becoming a teacher in a country where she will be respected - 'no-one will feel sorry for I'. Hortense struggles to adjust to the reality of life in England as her dreams of being a teacher are rejected. At the end of the play, Hortense's feelings for Gilbert transform into love and pride at the end of the play when he addresses Bernard after his racist outburst.</p>
	<p>Gilbert is a Black Jamaican man. His ambition is to become a lawyer in England. Gilbert is intelligent, charming and kind. Like Michael, he joins the RAF during The Second World War. Gilbert is a positive character who, like Hortense, has to adapt to the adverse situations he finds himself in. At the end of the play, Gilbert becomes mature and responsible by adopting baby Michael as his own with Hortense. He also realises that Hortense is worth 'more than the price of a ticket' to England. He ends the play with dignity and Hortense's admiration.</p>
	<p>Queenie is a British woman. At the start of the play, Queenie dreams of romance and having her own family. Queenie marries Bernard, but she is unhappy in her marriage. She says 'It's not what I imagined for myself'. Queenie is overwhelmed by the stigma of raising a black child. At the end of the play, she gives baby Michael away saying, 'You know what? I don't think I've got the guts for it'.</p>
	<p>Bernard is an English man. Bernard is quiet, nervous and old-fashioned. His ambition is to impress Queenie. Bernard is hostile to anyone who's not of his own race or class. Bernard typifies the racist attitudes that were prevalent in post-war Britain. His unwillingness to change his attitude makes him an unsympathetic character.</p>

Events in the play: Act One



The play opens in Jamaica - 1939. Hortense prepares for the arrival of a hurricane and tells her story. The hurricane hits, Michael appears, shoving Hortense out of the way and rushing to passionately kiss Mrs Ryder.

Events in the play: Act Two



We then move to England - 1941. Queenie rents out rooms in Bernard's house to soldiers. There is an instant attraction between Queenie and Michael. Hortense says she will lend Gilbert the money for the passage to England, if he marries her and sends for her once he has a place to live in England.



The play ends in London- 1948. Gilbert and Hortense are discriminated against by colleagues, neighbours and Bernard. Queenie gives birth to Michael's baby. Queenie hands her baby to Hortense and Gilbert. They promise they will be proud of the child and he will be loved.

English Home Learning Spring terms.

Date due: 20/01/2025

Part 1	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Night of the Scorpion – poem</p> <p>What is it about?</p> <p>Who wrote it?</p> <p>Any quotes that you think are important from the poem</p> <p>Record your findings in the space provided.</p>	<p>Notes:</p>

Date due: 03/02/2025

Part 2	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Andrea Levy</p> <p>Helen Edmundson</p>	<p>Notes:</p>

Date due: 24/02/2025

Part 3	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes learning how to spell and the definitions of the following words:</p> <p>Novel</p> <p>Play</p> <p>Empathy</p> <p>Scene</p> <p>Ambition</p> <p>Betrayal</p> <p>Monologue</p> <p>Euphemism</p>	<p>Definitions:</p>

Date due: 10/03/2025

Part 4	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes learning how to spell and the definitions of the following words:</p> <p>The Windrush Generation</p>	<p>Definitions and examples:</p>

Date due: 24/03/2025

Part 5	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: How are the characters in Small Island presented? You could make notes on what they do, what they say and how they act. How is a reader supposed to feel?</p> <p>Hortense</p> <p>Queenie</p> <p>Gilbert</p> <p>Bernard</p>	<p>Notes:</p>

Date due: 22/04/2025

Part 6	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Self-evaluation: Minimum 20 minutes reflecting on your work this term.</p>	<p>Notes:</p>



Year 9 knowledge bank

For Maths, all students use Sparx for homework. However, it also uses codes (see third column) which give help videos to support the students at home.

For the topics we study in any lesson (column 2), there are help videos linked. This will explain the essential knowledge (this is often called core knowledge in schools).

To access the help videos, type the code into the independent learning section of Sparx.



Spring Term

Using percentages

Use the equivalence of fractions, decimals, and percentages (R)
 Calculate percentage increase and decrease
 Express a change as a percentage (R)
 Recognise and solve percentage problems (calculator) (R)

Linked Sparx Clips:

- M264
- M958
- M553
- M476
- M533

Percentages Part 2

Use the equivalence of fractions, decimals, and percentages (R)
 Calculate percentage increase and decrease
 Express a change as a percentage (R)
 Recognise and solve percentage problems (calculator) (R)

Linked Sparx Clips:

- M264
- M958
- M553
- M476
- M533

Maths and money

Solve problems with bills and bank statements.
 Calculate simple interest.
 Solve problems with exchange rates.
 Solve unit pricing problems
 Calculate wages and taxes.

Linked Sparx Clips:

- M901
- U533
- U332
- U610

Maths and money Part 2

Solve problems with bills and bank statements.
 Calculate simple interest.
 Solve problems with exchange rates.
 Solve unit pricing problems
 Calculate wages and taxes.

Linked Sparx Clips:

- M901
- U533
- U332
- U610

Deduction

Angles in parallel lines (R)
 Solving angles problems (using chains of reasoning)

Linked Sparx Clips:

- M818
- M163
- M606
- M319

Rotation and translation

Identify the order of rotational symmetry of a shape.
 Compare and contrast rotational symmetry with lines of symmetry.
 Translate points and shapes by a given vector.

Linked Sparx Clips:

- M910
- M139
- M523

Maths Homework

All maths homework will be set on [Sparx](#). Students can login by pressing “login with google” when they are on their school logins.

The homework will contain the following components:

- **consolidation** of the learning completed in the week;
- **‘flipped learning’**, where student will investigate work to be completed in class later;
- **retrieval** of previous learning, to practise bringing previously learned skill back into working memory;
- and **revision** for in-class tests.

We will use Sparx for revision for termly tests and support at home (using the curriculum maps on the maths section of the website).

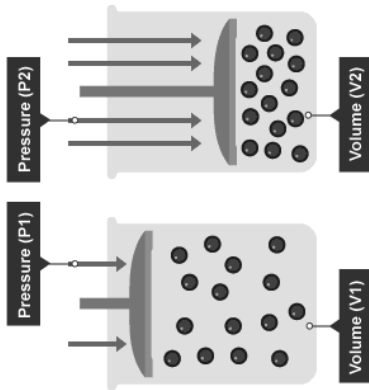
Homework is every week. We offer homework help once a week at lunch on a Tuesday. Students can, of course, talk to their teachers any time they like to ensure they complete homework to 100%.

If a student completes all their homework in a year, they will have done the equivalent of 10 weeks of extra maths lessons every year.

Year 9 - Science Knowledge Bank - Spring Term (Physics)

Gas Pressure

If we **decrease** the volume of the gas container but still have the **same number of gas particles**, then the particles have **less space to move**. For example, in the diagram at the side, the piston is pushed **downwards**.



Specific Latent heat

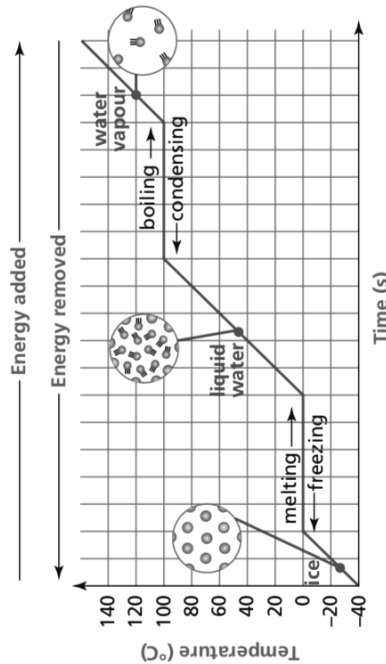
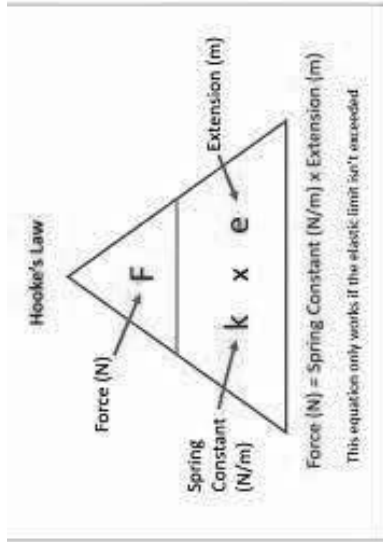
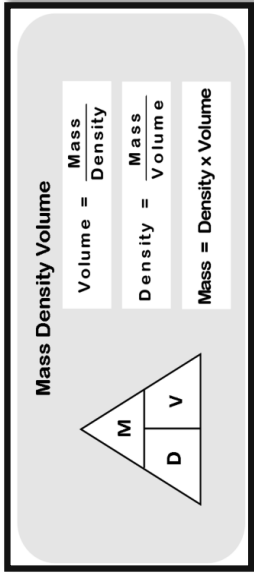


Figure 1.13 Temperature-time graph for heating water

Hooke's Law

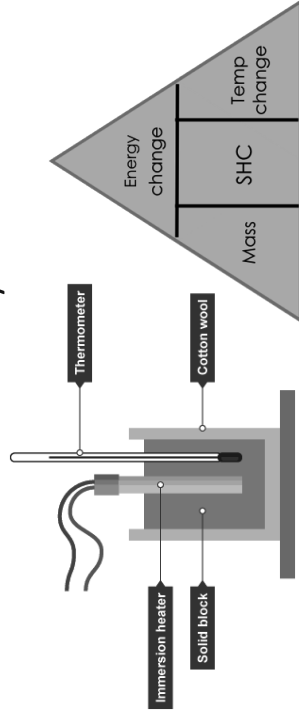


Density - How much space an object or substance takes up (**its volume**) in relation to the amount of matter in that object or substance (**its mass**)



Specific Heat Capacity

The **amount of energy** that is needed to change the temperature of a substance by **1°C**



1. Specific Latent Heat of Fusion –

The amount of energy required to **melt or freeze 1 kg** of a substance, without a change in temperature. This occurs at the melting point.

2. Specific Latent Heat of Vaporisation –

The amount of energy needed to **boil or condense 1 kg** of a substance without changing its temperature. This process occurs at the boiling point

Year 9 - Science Knowledge Bank - Spring Term (Physics)

History of the atom

Democritus 400BC Materials made of solid spheres called atoms

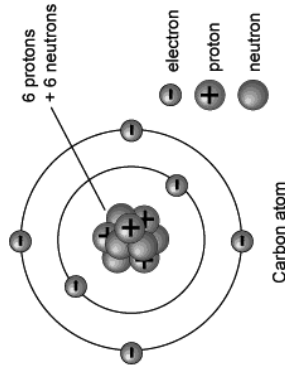
John Dalton 1804 Atoms are indivisible, atoms of the same element are identical (**Plum pudding model**)

JJ Thompson 1897 Atoms are positive balls of charge with **electrons dotted through**

Rutherford 1911 The electron orbits a large ball of concentrated mass called the '**nucleus**'

Bohr 1913 The **electron** orbits in **spherical orbits** around the nucleus.
Chadwick 1932 Discovered the **Neutron**.

Size of the atom



The diameter of an atom is about **1×10^{-10} m**.

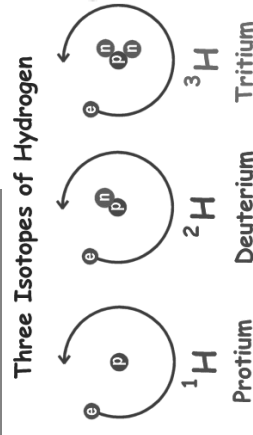
The radius of a nucleus is less than one ten-thousandth of the radius of an atom (about **1×10^{-14} m**)

Contamination and Irradiation

Contamination – Occurs if the radioactive source is on or in an object
Irradiation – When an object is exposed to a source of radiation outside the object

Radiation types

	Nature	Charge	Range in air	Penetration	Ionisation
Alpha (α)	Two protons and two neutrons (helium nucleus)	+2	A few centimetres	Stopped by skin or paper	High
Beta (β)	A high-speed electron	-1	A few metres	Stopped by a thin layer of aluminium	Low
Gamma (γ)	Electromagnetic radiation	0	Hundreds of metres	Stopped by several layers of lead or concrete	Very low
Neutron (n)	A subatomic particle in the nucleus of an atom	0	Hundreds or thousands of metres	Stopped by a hydrogen-rich material, such as water or concrete	Neutrons can only ionise matter indirectly

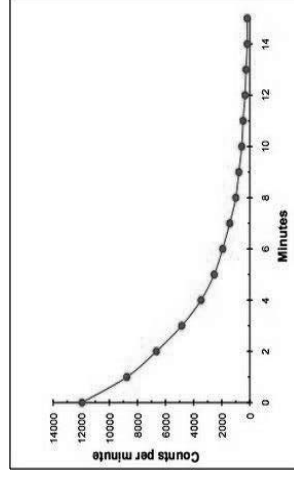


Isotopes

Atoms of the **same type of element** with **different numbers of neutrons**.

Half Life

The '**half-life**' of a **radioactive isotope** is the average time it takes for the number of **nuclei** of the **isotope** in a sample to **halve**.



Science Home Learning Spring: Particle model & Radiation

WHAT? This time you will be learning about Particle Model & Radiation

WHY? States of matter are all around us and it's important to understand different types of substances. With an ever-increasing amount of technology there is more and more background radiation and we need to understand how this can affect our health.

PART 1, COMPLETED IN WEEKS 1-2:

Retrieval: Complete retrieval in table below

Research the how we can move between the three states of matter. Use a specific substance in your answer e.g water

PART 2, COMPLETED IN WEEKS 3-4:

Retrieval: Complete retrieval in table below

Research which substances undergo sublimation and how this happens

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: Complete retrieval in table below

Research what Boyles law is in gas pressure. Give a real-life example of how we use gas pressure. E.g car tyres.

PART 4, COMPLETED IN WEEKS 7-8:

Retrieval: Complete retrieval in table below

Research what back ground radiation we have around us. Create a list of the types of back ground radiation and note down how much radiation they create.

PART 5, COMPLETED IN WEEKS 9-10:

Retrieval: Complete retrieval in table below

Research the four main nuclear disaster, detail the date they happened, how many people were killed, the effects it had after.

PART 6, COMPLETED IN WEEKS 11-12:

Retrieval: Complete retrieval in table below

Choose ones of the disasters you researched last week and then go into more detail. Detailing what happened, the effects, how it was stopped, how many it killed, lesson learned.



Date due: 13-01-25

P6: Particle Model	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">States of Matter</p> <p>Research the how we can move between the three states of matter. Use a specific substance in your answer e.g water</p>	<p>Notes:</p>

Date due: 27-01-25

P6: Particle Model	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">Sublimation</p> <p>Research which substances undergo sublimation and how this happens</p> <p>Write your notes in this space</p>	<p>Notes:</p>

Date due: 10-02-25

P6: Particle Model	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">Gas Pressure</p> <p>Research what Boyles law is in gas pressure. Give a real-life example of how we use gas pressure. E.g car tyres.</p>	<p>Notes:</p>

Date due: 03-03-25

P5: Radiation	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Back ground radiation</p> <p>Research what back ground radiation we have around us. Create a list of the types of back ground radiation and note down how much radiation they create.</p>	<p>Notes:</p>

Date due: 17-03-25

P5: Radiation	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Nuclear disasters</p> <p>Research the four main nuclear disaster, detail the date they happened, how many people were killed, the effects it had after.</p>	<p>Notes:</p>

Date due: 31-03-25

P5: Radiation	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Nuclear Disasters</p> <p>Choose one of the disasters you researched last week and then go into more detail. Detailing what happened, the effects, how it was stopped, how many it killed, lesson learned.</p>	<p>Notes:</p>

PROGRAMMING TECHNIQUES

DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg - if you want to use an integer in a sentence you would need to convert it to a string.

VARIABLES AND CONSTANTS

Variable - A value which may change while the program is running. Variables can be local or global.

Local Variable - a variable which can only be used within the structure they are declared in.

Global Variable - a variable which can be used in any part of the code after they are declared

Constant - A value which cannot be altered as the program is running.

OPERATORS

Operator/Function	Definition
Exponentiation	Raises a number to a power eg: $2^{**}3$ OR $2^3 (=2^3)$
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
! or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

ARRAYS

One-Dimensional Arrays- this is like a list.

In this example an array has been created called students. The list can hold 3 items (as shown).

This command would print the second item (1)

From the array. It would print "Dave".

Lists start counting items from zero.

```
.....
: array students [3]
: students [0] = "Bob"
: students [1] = "Dave"
: students [2] = "Bob"
: .....
: print(students[1])
: .....
```


The first item in a list is therefore at position '0'.


```
.....
: list = ["Train", "Car", "Foot", "Bus", "Taxi"]
: .....
: list = ["Train", "Car", "Foot", "Bus", "Taxi"]
: list.append("Aeroplane")
: print(list)
```


To add to a list you use Append.

PROGRAMMING TECHNIQUES CONTINUED

PROGRAMMING CONSTRUCTS

Sequence

 A Sequence is when there are programming steps that are carried out one after another.

Selection

 Selection is where there are different paths in your code eg: IF, ELIF, ELSE

Iteration

 Iteration is when there is repetition (loops) in code. This could be a WHILE loop (do something WHILE a condition is met) or a FOR loop (do something for a set number of times)

This count-controlled loop would print "Hello World" 8 times.:

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

These condition controlled loops would check if a password's correct:

```
while answer != "letmein123"
    answer=input("Enter password")
endwhile
do
    answer=input("Enter password")
until answer=="letmein123"
```

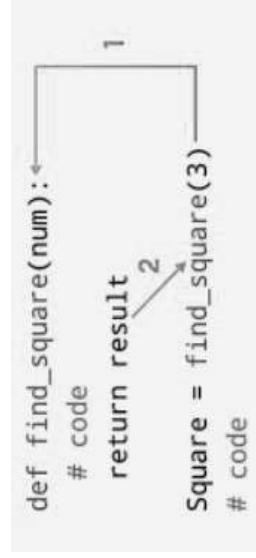
STRING MANIPULATION

0 **1** **2** **3** The characters in a string are numbered starting with position **0**.

Function	Purpose
x.length	Gives the length of the string
x.upper	Changes the characters in the string to upper case
x.lower	Changes the characters in the string to lower case
x[i]	Gives the character in position i. Eg: x[2] = "r"
x.substring(a,b)	Gives the characters from position a with length b. Eg: x.substring(1,2) = or
+	Joins (concatenates) two strings together

SUBROUTINES

Why Use them	<ul style="list-style-type: none"> Larger programs are developed as a set of sub-programs called subroutines. Structuring code into sub-programs makes the code easier to read and debug. Each sub-program can easily be tested. Sub-programs can be saved into libraries and reused in other programs
Functions	Functions return values and create reusable program components.
Procedures	Procedures create a modular structure to a program making it easier to read. They do not return values



Abstraction and Decomposition	
<ul style="list-style-type: none">• Define the terms abstraction and decomposition.• Explain why they help to solve programming problems.	Abstraction: <ul style="list-style-type: none">• Decomposition: <ul style="list-style-type: none">••
<ul style="list-style-type: none">• How can we use decomposition in real life, for example to build a house?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <p>Research into how computers represent data – such as numbers and characters.</p>	<p>Notes:</p> <p>Numbers and characters:</p> <ul style="list-style-type: none">•

Count and Condition Loops	
<ul style="list-style-type: none"> Describe the difference between a count loop and a condition loop. Consider how long each loop will last and when each loop will stop. 	<p>Count loop:</p> <ul style="list-style-type: none"> <p>Condition loop:</p> <ul style="list-style-type: none">
<ul style="list-style-type: none"> What loop would we use to guess a password 5 times? What loop would we use to guess a password continually until we get it correct? 	
<ul style="list-style-type: none"> A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <p>Research into how computers represent data – focusing on images.</p>	<p>Notes:</p> <p>Images:</p> <ul style="list-style-type: none">

Number Systems - Binary and Denary	
<ul style="list-style-type: none">• Binary and denary conversions.• Convert the following numbers to binary - 20, 65, 150, 240.• Convert the following binary numbers to denary - 01010101, 111000, 0000111, 00110011.	Denary to binary conversions: • Binary to denary conversions: •
<ul style="list-style-type: none">• What is the maximum denary number that can be stored in a byte and a nibble?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <p>Research into how computers represent data – focusing on sound.</p>	<p>Notes:</p> <p>Sound:</p> •

Number Systems - Hex Conversions	
<ul style="list-style-type: none">Hex conversions.Convert the following denary numbers to hex - 20, 65, 150, 240.Convert the following hex numbers to denary - 6 4, 5 8, A 9, F E	Denary to Hex conversions: <ul style="list-style-type: none"> Hex to Denary conversions: <ul style="list-style-type: none">
<ul style="list-style-type: none">What is the hex value for the maximum denary number that can be stored in a byte and a nibble?	
<ul style="list-style-type: none">A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <p>Research into what compression is and why it is useful when storing data files.</p>	<p>Notes:</p> <p>Compression:</p> <ul style="list-style-type: none">

Characters, Images and Sound	
<ul style="list-style-type: none"> • Characters, images and sound. • Describe how a computer represents characters? • Describe how a computer represents images? • Describe how a computer represents sound? • 	<p>Denary to Hex conversions:</p> <ul style="list-style-type: none"> • <p>Hex to Denary conversions:</p> <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Characters – what is the difference between the ASCII and Unicode character sets? • Images - describe the terms resolution and colour depth. • Sound - describe the terms sample rate and bit depth. 	
<ul style="list-style-type: none"> • A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <p>Research into the differences between lossy and lossless compression.</p>	<p>Notes:</p> <p>Lossy compression:</p> <ul style="list-style-type: none"> • <p>Lossless compression:</p> <ul style="list-style-type: none"> •



Months

Days of the week	
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday
Le weekend	At the weekend

Days

Months of the year		Months of the year	
Janvier	January	Juillet	July
Février	February	Août	August
Mars	March	Septembre	September
Avril	April	Octobre	October
Mai	May	Novembre	November
Juin	June	Décembre	December

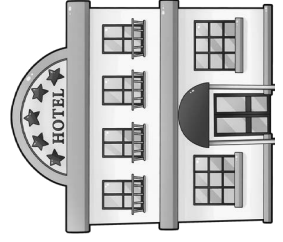


Forming Questions

- C'est quand le...? When is the ...?
- C'est qui le? Who is the...?
- C'est où, le? Where is the...?
- C'est combien, le...? How much is the ...?
- C'est comment, le...? How is the ...?
- C'est quoi, le..? What is the...?
- Pourquoi? Why?
- Qu'est-ce que c'est, le...? What is the...?

Furniture items - hotel room	
Le canapé	Sofa
Le lit	Bed
La table	Table
L'armoire	Cupboard/wardrobe
La fenêtre	Window
La douche	Shower
Les chaises	Chairs
La machine du café	Coffee machine

LINGUASCOPE
 Login Details:
 Go to:
www.linguascope.com
 Username: paigntonac
 Password: Let5learn





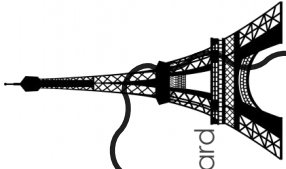
Booking a Hotel Room

Je voudrais réserver
 Une double chambre
 Une chambre de famille
 Une chambre individuelle
 Avec
 Une douche
 Le petit déjeuner

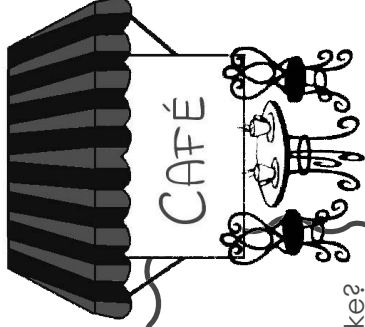
I would like to reserve
 A double room
 A family room
 A single room
 With
 A shower
 Breakfast

Pour deux nuits
 Je voudrais payer par carte de crédit
 Pour combien de nuits?
 Pour combien de personnes?
 C'est combien?
 C'est pour quelle date?

For two nights
 I would like to pay by card
 For how many nights?
 For how many people?
 How much is it?
 What date is it for?



Ordering in a Café



Je voudrais
 Du café
 Du coca
 Des frites

I would like
 Some coffee
 Some cola
 Some chips

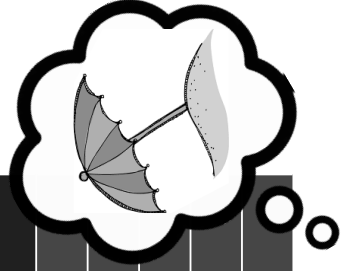
Je prends
 Du thé
 De la limonade
 Vous désirez?
 I'll have
 Some tea
 Some lemonade
 What would you like?

Higher numbers

Soixante	60
Soixante-dix	70
Quatre-vingt	80
Quatre-vingt-dix	90
Cent	100
Deux cents	200
Trois cents	300
Mille	1,000
Deux mille	2,000

My dream holiday

Si j'avais le choix	If I had the choice	Si j'étais riche	If I were rich
Je voyagerais	I would travel	J'irais	I would go
Je visiterais	I would visit	Je goûterais	I would taste
Je resterais	I would stay	Ce serait	It would be
Il y aurait	There would be	Un jacuzzi	A jacuzzi
Un terrain de tennis	A tennis court		



Year 9 History Exam Revision Homework

Complete the table below with the key term or the definition:

Key Term	Definition:
Triple Entente	
	Germany, Austria-Hungary & Italy
	Invading France through Belgium
Conscientious Objectors (C.Os/Conchies)	
Suffragettes	
	Wanted suffrage through peaceful methods
	Ended the War on 11 th November 1918
Treaty of Versailles (TOV)	
The "Big Three" of WW1	
Military Terms against Germany in the TOV	

Create a fact file of the following events:

Factor	Battle of the Somme	Assassination of Franz Ferdinand	Changing role of women in WW1
Who			
What			
Where			
When			
Why			

Year 9 History Exam Revision Homework

Use the source below and complete the following tasks:



Source A: A painting portraying French infantry recapturing Fort Douaumont on the 1916, by the French artist Henri-Georges Chartier.

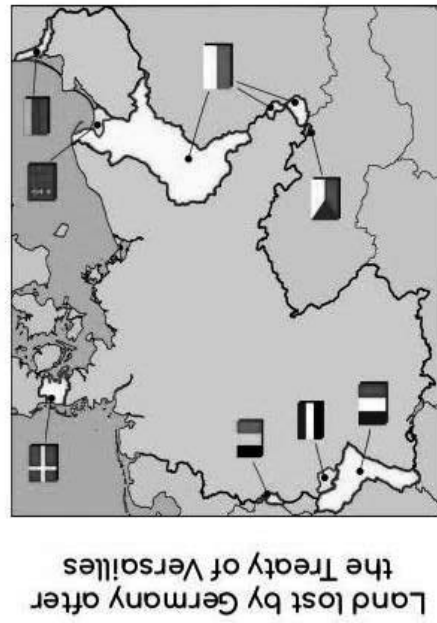
- Who made this source and when?
- Why was this source made?
- What does this source suggest about the Battle of Verdun? Support with evidence:
- Is this accurate of the fighting of WW1?

Read the below interpretations and identify their thoughts on the Treaty of Versailles:

Historian and interpretation	Thoughts on the Treaty of Versailles
<p>John Maynard Keynes in "The Economic Consequences of the Peace" (1919)</p> <p>"The harsh reparations imposed on Germany were economically unsound and they will lead to future instability."</p>	
<p>Fritz Fischer in "Germany's Aims in the First World War" (1961)</p> <p>"Germany bore significant responsibility for World War I. The German leaders pursued aggressive war aims, and therefore deserve to be punished. The Treaty of Versailles was not as harsh as often claimed."</p>	
<p>Erik Goldstein in "The First World War Peace Settlements, 1919-1925" (1963):</p> <p>The security aspects of the treaty must be considered. The treaty's attempts to limit German military power were understandable given the context of the time and the desire to prevent future conflicts.</p>	

History Topic 3: Was the world a better place after WW1?

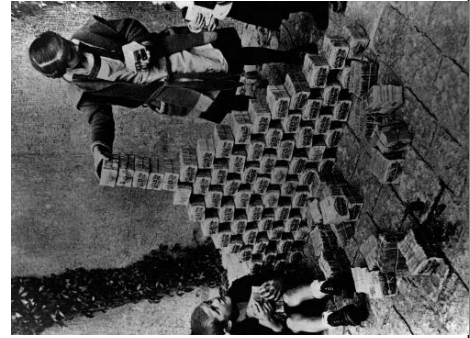
28th June 1919	1920-1929	11th January 1923	Jan – Nov 1923	8th-9th November 1923	30th January 1933	11th-13th March 1938	August 1939
Treaty of Versailles Signed.	The "Roaring 20's" in America.	Occupation of the Ruhr by the French and Belgians begins.	Hyperinflation ravages in Germany.	The Munich Putsch, Hitler and the Nazis attempt to seize power.	Hitler becomes Chancellor of Germany, through legal methods.	Anschluss with Austria, combined under the control of Hitler.	The Nazi-Soviet Pact is signed, Germany and Russia agree to partition Poland.



Area of land Germany lost	Who it was given to
Northern Schleswig-Holstein	After a public vote this was given to Denmark
Eupen and Malmedy	This was given to Belgium
Alsace and Lorraine	This area was given back to France
The Saar basin	This area was ruled for the League of Nations by Britain and France
Upper Silesia	This was given to the new country of Czechoslovakia
Posen and the Polish Corridor	This was given to the new country of Poland
Danzig	This city was run as a Free City by the League of Nations
Memel	This was given to Lithuania



Women protesting for Suffrage in Britain.



Children playing with stacks of worthless money due to Hyperinflation in Germany.

Key Term	Definition
Suffrage	The right to vote in political elections.
Hyperinflation	Where the value of money reduces and the price of goods increase dramatically.
Putsch	A violent attempt to seize power.
Chancellor	The head of the government in Germany, similar to a Prime Minister in Britain.
SS	Schutzstaffel, a unit created by the Nazis to be bodyguards to Hitler and later intelligence and security services throughout Nazi Germany.
SA	Storm Troopers, the Nazi's private military.
Gestapo	The Nazi secret police, used to spy on Germans.




A "Speak Easy", secret parties common during the Roaring 20s.



Hitler at the Munich Putsch.

History Topic 4: Why was Germany unstoppable at the start of WW2?

30th September 1938	March 1939	September 1939
Munich Agreement, where Britain and others appease Germany to take Czech territory.	Germany Occupies Czechoslovakia, Britain's tactic of appeasement has failed.	Nazi Germany invades Poland, Britain and France declare war on Germany.
Key Term	Definition	
Appeasement	The action of giving another party what they want.	
Pact	An agreement made by two parties.	
Ultimatum	A final demand or statement of terms, rejection of which will result in retaliation.	
Blitzkrieg	'Lightning War' a tactic used by Germany to make fast attacks during warfare.	
Phoney War	A period of inaction at the beginning of the Second World War, after the invasion of Poland (September 1939) and the invasion of Norway (April 1940).	
RAF	An abbreviation for the Royal Airforce, Britain's air force.	
Luftwaffe	A component of the German armed forces, tasked with the air defences and attacks.	
The Blitz	A German bombing campaign of the United Kingdom, particularly during 1940 and 1941.	

September 1939 – May 1940	26th May – 4th June 1940	10th July 1940	7th September 1940 – 11th May 1941
A period known as the 'Phoney War' not much war like seems to happen.	Germany rapidly invades France using Blitzkrieg, Britain retreats from Dunkirk and later France falls.	The Battle of Britain begins, Germany attempts to destroy the RAF and British Navy.	The Blitz begins, Germany begins bombing cities and infrastructure across Britain.
			
Territory directly controlled (red) or allied with (pink) Germany during WW2	British soldiers queue to be evacuated at Dunkirk c. May 1940	Winston Churchill, Prime Minister of Britain (until July 1945)	Joseph Stalin, Leader of USSR (Russia)
			
Adolf Hitler, Leader of Nazi Germany	Neville Chamberlain, Prime Minister of Britain (until May 1940)	Neville Chamberlain, Prime Minister of Britain (until May 1940)	Neville Chamberlain, Prime Minister of Britain (until May 1940)



Previous Learning



Current Learning



Future Learning

Key Term	Definition
Empire	
Suffrage	
Conscription	
Propaganda	

Question	Answer
1. What was the official name of Hitler's Party?	
2. When did Hitler become chancellor of Germany?	
3. What did young German boys join in Nazi Germany?	
4. What is meant by Anschluss with Austria?	
5. Who was Prime Minister of Britain at the start of WW2?	
6. Who did Germany invade on 1 st September 1939?	

Source A: Agnes Smedley, letter to Florence Lennon (31st December 1921)

"[...] food has increased by 25 to 100 per cent. I have lived in the homes of workers; they live on boiled potatoes, black bread with lard spread on it instead of butter, and rotten beer. In one hotel, the maid who built the fire fainted in our room. Exhaustion was the cause. We talked with her later and learned that she worked 17 hours a day and makes 95 marks a month - about 50 cents. She lives in the hotel, sleeping in one room with all the other maids - a tiny, dirty little place."

1. Who produced the source and when?

2. What happened to the price of food?

3. Why would the main sleep in a place like that?



Previous Learning



Current Learning



Future Learning

Key Term	Definition
Hyperinflation	
Homefront	
Conscientious Objector	
Armistice	

Question	Answer
1. What protected France from Germany?	
2. When did Churchill become Prime Minister?	
3. What tactic did Germany use to invade countries?	
4. Where did Britain retreat from in Europe?	
5. What was the code-name for the German invasion of Britain?	
6. What was the code-name for the invasion of the USSR?	

Source A: Heinz Guderian was interviewed the book *The Other Side of the Hill* (1948)

“Manstein asked me if tank movements would be possible through the Ardennes in the direction of Sedan. He explained his plan of breaking through the extension of the Maginot Line near Sedan, in order to avoid the old-fashioned Schlieffien plan, familiar to the enemy and likely to be expected once more. I knew the terrain from World War I, and, after studying the map, confirmed his view.”

1. Who produced the source and when?

2. What was trying to be avoided?

3. Why would they try to avoid the old-fashioned plan?

Homework Topic: Opening of the Second World War, Turning points of the Second World War
 Homework Due Date: Week of 31.3.24



Previous Learning



Current Learning



Future Learning

Key Term	Definition
Führer	
Appeasement	
Dictatorship	
Blitzkrieg	

Source and Provenance Anthony Eden, radio broadcast 29th August, 1939	<p>“Our obligations to Poland will of course be honoured; not only because our pledged word has been given, but also because it is now universally understood that something of much greater significance is at stake than the determination of one frontier or even the freedom of one people, however brave.</p> <p>The world has to choose between order and anarchy. For too long it has staggered from crisis to crisis under the constant threat of armed force. We cannot live for ever at the pistol point.”</p> <p>1. Who produced the source and when?</p> <p>2. What does Anthony Eden say people must choose between?</p> <p>3. What can you infer Anthony Eden is fearing in the source?</p>
---	--

Question	Answer
1. Who broke the Enigma code?	
2. When did Pearl Harbour happen?	
3. What was the ‘Molotov-Ribbentrop Pact’?	
4. When was D-day?	
5. What was D-day?	
6. Who was known as the ‘Desert Fox’?	

Geography: Resource Management

Significance of Food, Water and Energy

Resources such as food, energy and water are what is needed for basic human development.

FOOD	WATER	ENERGY
Without enough nutritious food, people can become malnourished . This can make them ill. This can prevent people working.	People need a supply of clean /safe water for drinking, cooking and washing. Water is also needed for food/manufacturing.	A good supply of energy is needed for a basic standard of living. People need light/heat for cooking/ to stay warm. Also needed for industry.

Energy in the UK	
Growing Demand	The UK consumes less energy than compared to the 1970s despite a smaller population. This is due to the decline of industry .
Energy Mix	The majority of UK's energy mix comes from fossil fuels . By 2020, the UK aims for 15% of its energy to come from renewable sources .

Changes in Energy Mix

- 75% of the UK's oil and gas has been used up.
- Coal consumption has declined.
- UK has become too dependent on imported energy.

Significance of Renewables	Exploitation
<ul style="list-style-type: none"> The UK government is investing more into low carbon alternatives. UK government aims to meet targets for reducing emissions. Although infinite, renewables are still expensive to install. Shale gas deposits may be exploited in the near future. 	<p>Nuclear</p> <ul style="list-style-type: none"> New plants provide job opportunities. Problems with safety and possible harm to wildlife. Nuclear plants are expensive. <p>Wind Farm</p> <ul style="list-style-type: none"> Locals have low energy bills. Reduces carbon footprint. Construction cost is high. Visual impacts on landscape. Noise from wind turbines.

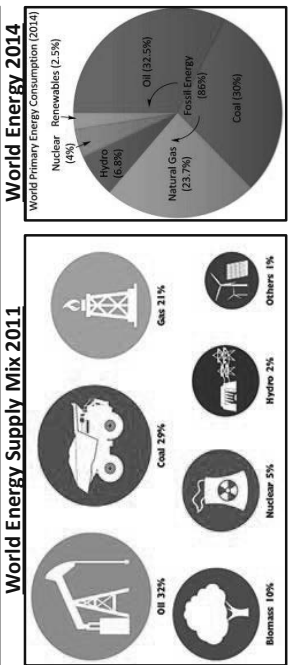
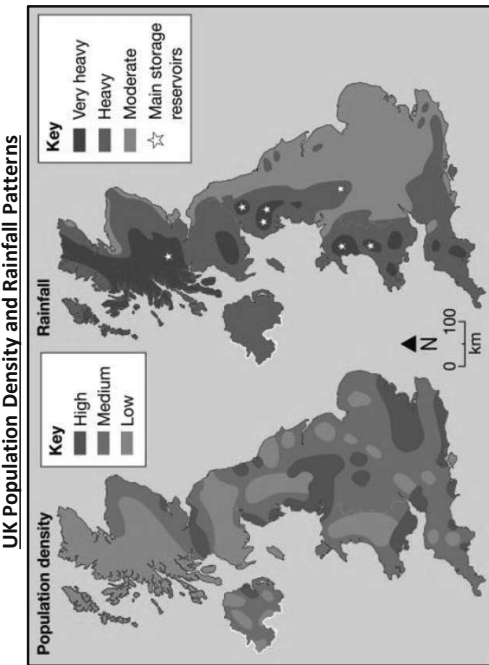
UK Fracking: Fracking is used to extract natural gas trapped in underground shale rock. It is a method considered by the UK.

Advantages: Estimated to create 64,000 jobs. UK has large shale gas reserves. Is far cheaper than natural gas. **Disadvantages:** May cause groundwater pollution. Is a non-renewable resource. May trigger minor earthquakes

Useful Video Links:

- <https://www.youtube.com/watch?v=FMLUAGH5b8s>
- <https://www.youtube.com/watch?v=cn2YpkEEM>
- <https://www.youtube.com/watch?v=e0zaIdD1Y>

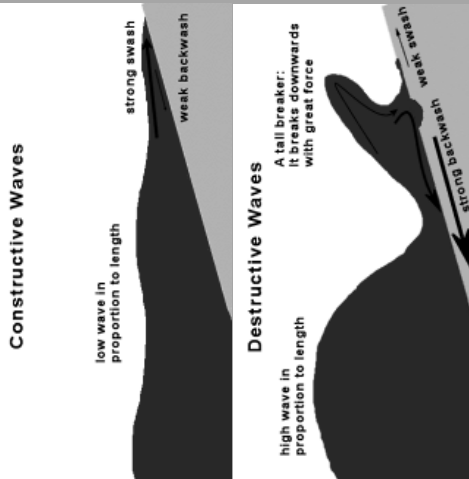
Food in the UK	
Growing Demand	<ul style="list-style-type: none"> The UK imports about 40% of its food. This increases people's carbon footprint. There is growing demand for greater choice of exotic foods all year round.
Impact of Demand	<p>Foods can travel long distances (food miles). Importing food adds to our carbon footprint.</p> <p>Many food types can't be grown in the UK.</p> <p>Foods from abroad are more affordable.</p>
Agribusiness	<p>Farming is being treated like a industrial business.</p> <ul style="list-style-type: none"> + Intensive farming maximises the amount of food produced. + Using machinery increases the farms efficiency. - Only employs a small number of workers. - Chemicals used are damaging.
Sustainable Foods	<p>Organic foods that have less impact on the environment. Local food sourcing is also rising in popularity.</p> <ul style="list-style-type: none"> Reduces emissions by only eating food from the UK. Buying locally sourced food supports local shops and farms. A third of people grow their own food.



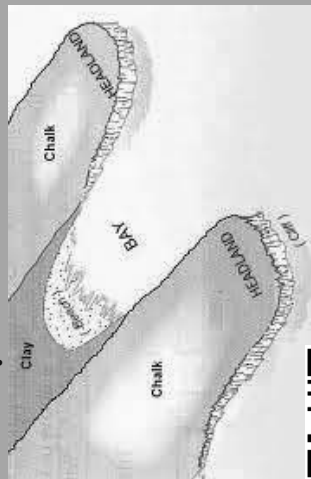
Water in the UK	
Growing Demand	<p>The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020. This is due to:</p> <ul style="list-style-type: none"> A growing UK population. Water-intensive appliances. Showers and baths taken. Industrial and leisure use. Watering greenhouses.
Deficit and Surplus	<p>The north and west have a water surplus (more water than is required).</p> <p>The south and east have a water deficit (more water needed than is actually available).</p> <p>More than half of England is experiencing water stress (where demand exceeds supply).</p>
Management	Water Transfer
Water Transfer	Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).
Water Transfer	<p>UK has strict laws that limits the amount of discharge from factories and farms.</p> <p>Education campaigns to inform what can be disposed of safely.</p> <p>Waste water treatment plants remove dangerous elements to then be used for safe drinking.</p>
Demand Outstripping Supply of Resources	
1. Population Growth	<p>Currently the global population is 7.3 billion expected to reach 9 billion.</p> <p>Global population has risen exponentially.</p>
2. Economic Development	<ul style="list-style-type: none"> As LICs and NEEs develop further, they require more energy for industry. LICs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources. Development means more water is required for food production as diets improve.
3. Changing Technology and Employment	
<ul style="list-style-type: none"> The demand for resources has driven the need for new technology to reach or gain more resources. 	
Impact of Energy Insecurity	
Sensitive environments	Food production
Exploration of energy resources threatens to harm sensitive areas.	Food production depends on energy to power machinery and transport goods.
Energy conflict	Industry
Shortages can lead to tensions and violence. Conflict can be caused by fear of energy insecurity.	Countries can suffer from shortfalls in energy leading to a decline in manufacturing and services.

Year 9: Module 3 Marine Environments

Types of waves



Bays & headlands



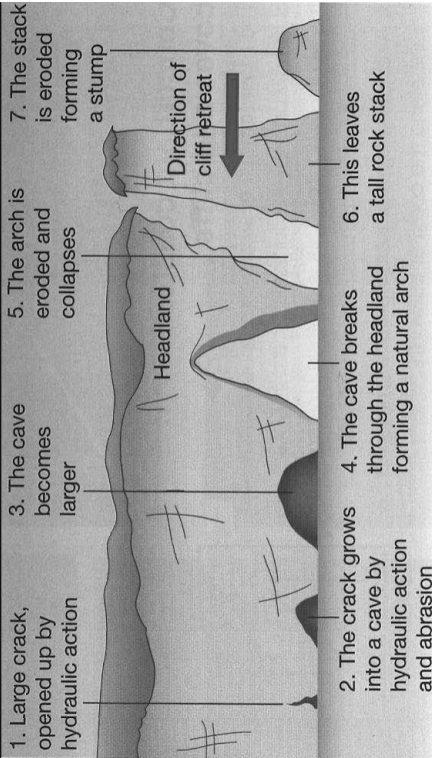
For more information



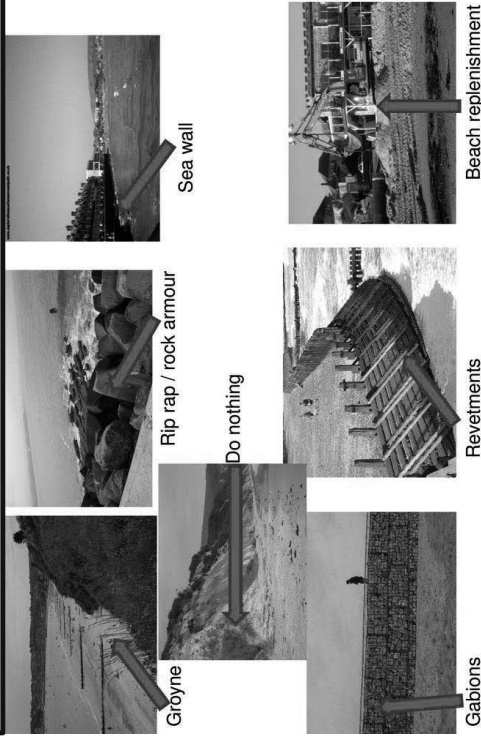
Key terms:

- Abrasion:** When pebbles grind along the seabed and against rocks in a sand-papering effect.
- Attrition:** When rocks that the sea is carrying knock against each other and become smaller and smoother.
- Erosion:** Wearing away of the land by water or weather.
- Hydraulic Power:** This is the sheer power of the water as it smashes against the cliff. Air becomes trapped in the cracks and causes the rock to break apart.
- Longshore drift:** Movement of sediment along the beach via the swash and backwash in a wave.
- Solution:** When the water dissolves certain types of rocks, e.g. limestone.

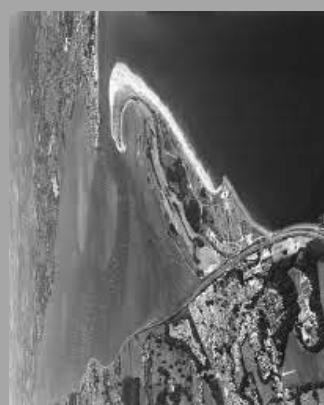
Erosion of a headland - features



Management of the coast



Longshore drift and spits



Longshore drift moves sediment along the coast in the swash and backwash. The sediment is deposited and eventually a spit is created. Groyne can help slow down the movement of sediment.

Geography Home Learning

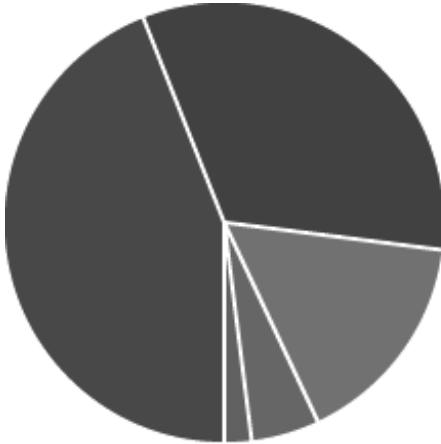
Task 1.

PPE revision

Use this space to **brain dump** your knowledge of Restless World.
Allow 10 minutes for this.

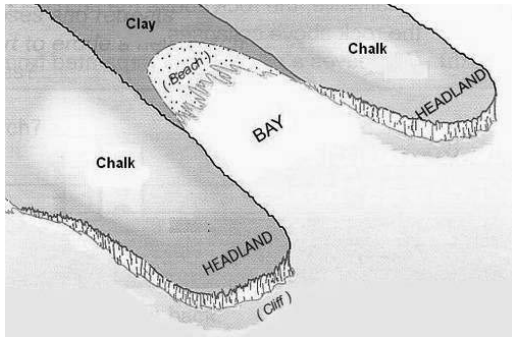
For the next 10 minutes, in a different colour, add details to your brain dump to complete the gaps in your knowledge and understanding of this module.
Use your knowledge bank, exercise book or independent research to do this.

Which topics do you need to develop your understanding?
Write them here:

Module 2: Global resources	
Core words/terms from the last two week's lessons. Please write their definitions.	<p>Surplus</p> <p>Deficit</p> <p>Precipitation</p> <p>Demand</p>
Practice question	<i>London is described as having a water deficit, but Wales has a water surplus. Explain this statement.</i>
Have you noticed any connections to other Geography lessons or other subject areas?	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study is:</p> <p>Sources of energy</p> <p>Task to complete:</p> <ol style="list-style-type: none"> 1. Label the pie chart showing the sources of global energy. 2. Describe where our energy comes from across the globe. <p>Stretch and challenge - Do you think that different countries obtain their energy from different sources? Explain your thoughts.</p>	<p>Notes:</p> 

Module 2: Global resources	
Core words/terms from the last two week's lessons. Please write their definitions.	Renewable Fossil fuels Fracking
Practice question	<i>Fossil fuels are damaging to the environment.</i> Explain why this statement is true.
Have you noticed any connections to other Geography lessons or other subject areas?	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Carbon footprint</p> <p>Tasks to complete:</p> <ol style="list-style-type: none"> 1. Use the link to work out your carbon footprint: <u>WWF Footprint Calculator</u> 2. State two ways you could reduce your carbon footprint. <p>Stretch and challenge - Do you think your carbon footprint is more or less than someone who lives at home with you? Maybe ask them to take the quiz and compare their scores?</p>	Notes:

Module 2: Global resources	
<ul style="list-style-type: none"> Core words /terms from previous lessons. Please write their definitions. 	<p>Sustainable</p> <p>Hydroelectric</p> <p>Geothermal</p>
<ul style="list-style-type: none"> Practice question 	<p>Why is the UK unable to generate electricity from geothermal sources?</p>
<ul style="list-style-type: none"> Have you noticed any connections to other Geography lessons or other subject areas? 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Coast introduction</p> <p>Questions to answer: Write a definition of the 'coast'. Why is the coast important? What jobs are available at the coast?</p> <p>Stretch and challenge - Do you enjoy living in Torbay, near the coast? Explain your answer.</p>	<p>Notes:</p>

Module 3: Marine Environments	
<ul style="list-style-type: none"> Core words /terms from previous lessons. Please write their definitions. 	<p>Fetch</p> <p>Constructive wave</p> <p>Swash</p>
<ul style="list-style-type: none"> Practice question 	<p><i>Constructive waves have more energy than destructive waves. Is this statement true or false? Can you explain your answer?</i></p>
<ul style="list-style-type: none"> Have you noticed any connections to other Geography lessons or other subject areas? 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Bays and headlands</p> <p>Task to complete: Using the diagram and explain how these landforms have been created.</p> <p>Stretch and challenge</p> <p>Do you notice any similarities between the diagram on the right and Torbay? Explain your ideas.</p>	<p>Notes:</p>  <p>The diagram illustrates a bay formed between two headlands. The bay contains a beach. The headlands are shown with cliffs. The rock types are labeled as Clay and Chalk. The bay is labeled 'BAY' and the headlands are labeled 'HEADLAND' and 'HEADLAND (Cliff)'.</p>

Art IDENTITY

Fertile Questions

Is identity affected by culture and social attitudes?
How can we express ourselves through Art?

Identity - the fact of being who or what a person or thing is.
Mixed Media - refers to a visual art form that combines a variety of media in a single artwork.
Portrait - a painting, drawing or photograph of a person, especially one depicting only the face or head and shoulders.

Key Words

Formal Elements:

line tone colour proportion

Artist Information

Andy Warhol (1928 - 1987) is a Pop Artist who explores identity by how the World sees celebrities.

Frida Kahlo (1907-1954) scrutinises her own identity through painting honest self portraits.

Glenn Ligon (1960 - Present) is a conceptual, contemporary artist who investigates identity by how his loved ones see him.

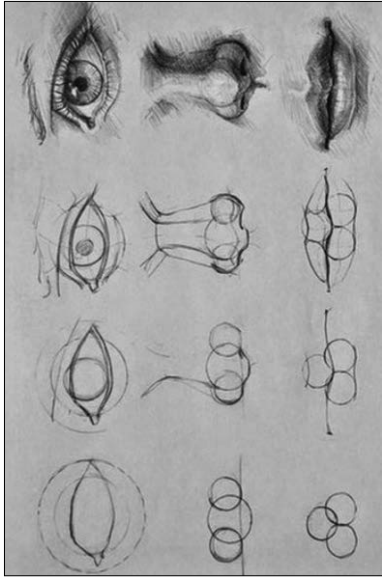
Kervin Brisseaux (1985 - Present) is a designer and illustrator who works with digital programmes such as Photoshop who is inspired by comic books and pop culture.

Hattie Stewart (1988 - Present) is an artist and illustrator who is known for working on top of magazines and transforms celebrities' identities with 'doodlebombing'.



Practical Knowledge

Drawing Features:



Brief:

RAMM in Exeter is having an exhibition with the theme 'Identity'. RAMM would like to display students' work. 'Identity' can be interpreted through 2D outcomes and must include at least two different materials and techniques. RAMM requires students to create an artwork based on the idea of their 'future self'.

Quotes

"Art points to things. It's a way of giving people not the standard way of looking at the world."

Glenn Ligon

"I don't paint dreams or nightmares, I paint my own reality."

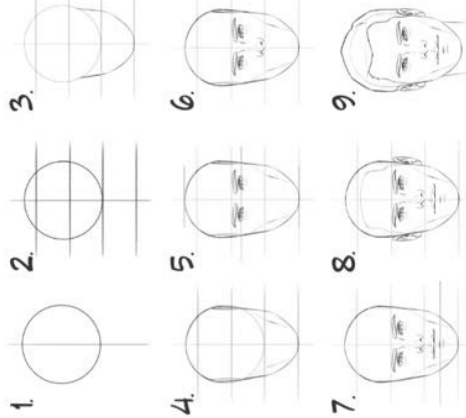
Frida Kahlo

"The style I have now is an amalgom of things that I'm most inspired by."

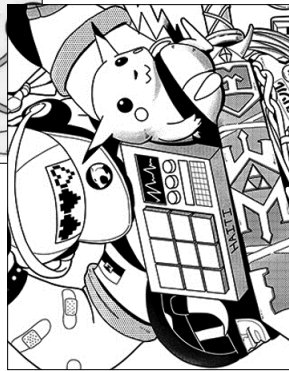
Kervin Brisseaux

Practical Knowledge

Drawing a Portrait in Proportion:



Doodle!



Top Tips

- www.hattiestewart.com
- <https://www.brisseaux.com/>
- Be brave and experimental.
- Link to your own personal interests, beliefs and morals.
- Take creative risks.
- Be yourself!

Year 9 - Art & Design Home Learning

Spring 3 & 4: Identity


If you are at all unsure about what to do, ask your teacher. We will be extremely happy to explain things further and will give you tips and advice. If you need any materials, then see us. Please complete your home learning on paper, it can then be added to your Art & Design folders.

Home Learning 1 - COMPLETED IN WEEK 4

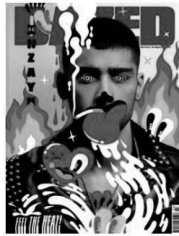

How do you express joy visually?

Home Learning


Write down everything that comes to mind when you look at these artworks. Consider social and cultural attitudes.



Brain dump

Consider how 'value' would be measured in these artworks - skill, technique, meaning, importance, worth and desirability.

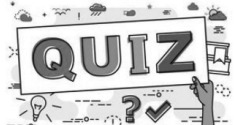


Home Learning 2 - COMPLETED IN WEEK 7

What does colour add to an image?

Home Learning - Self Quizzing

- Test your knowledge after re-reading your knowledge bank...
- What are the keywords?
- What are the rules when drawing a portrait in proportion?
- Can you name the five artists?
- Can you recall the fertile questions or core knowledge for each lesson so far?
- What are the top tips for this project?
- Where in Exeter will your artwork be displayed?
- Can you find out what abstract means in Art?




Home Learning 3 - COMPLETED IN WEEK 9

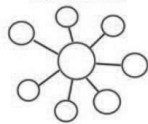
How are we influenced by other artists?


Home Learning - Create a Bubble map of your identity


- include thoughts about your 'future self'.






BUBBLE MAP

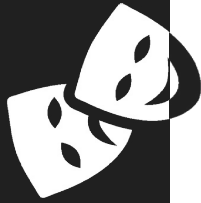






DRAMA YEAR 9



BERTOLT BRECHT was a German Theatre Practitioner, playwright and poet. He was the pioneer of radical theatre and created a style known as Epic Theatre. He grew up during WW1 and WW2. He loved football and sport but disliked Naturalistic Theatre.

Gestus: A gesture which represents a character's attitude, status or social position (eg a servant's bow). These gestures are repeated by characters to make them more stereotypical.

Episodic Structure/Montage: The play is split into separate episodes, that can 'stand alone'. The episodes jump around in time, place and featured characters; so that the audience doesn't become 'engrossed' in a specific moment.

Fourth Wall: This is the imaginary wall between the audience and the performers. In Naturalism it is as though the audience is looking through the fourth wall, into the world of the play. Brecht wanted to 'break' the fourth wall, preventing the audience from forming an emotional attachment with/to the characters

Narration: Actors narrate what their character is doing either just before they do it or as they are doing it.

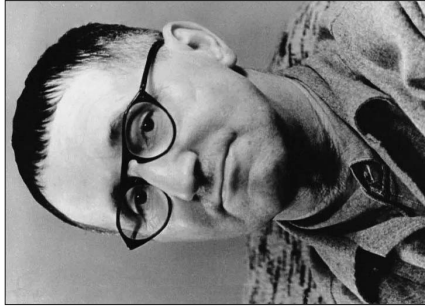
Placards: held up by the character(s) to detract the audience's attention away from the emotion; they usually show thought provoking facts, statistics or information.

VERFREMUNGSEFFEKT (VEFFECT): ALIENATION EFFECT

The VEffect was a way of distancing the audience from the emotion of the performance. Brecht wanted his audience to always be aware that it was not real life – it was a performance, performed by actors. This effect can be created through the use of:

DIRECT ADDRESS: Speaking directly to the audience breaks the fourth wall and destroys any illusion of reality. An example would be the moment where Grusha pleads to save baby Michael in *The Caucasian Chalk Circle*: "I brought him up, shall I also tear him to bits? I can't".

COMING OUT OF ROLE / THIRD PERSON NARRATION: Commenting upon a character as an actor is a clear way of reminding the audience of theatricality.



DRAMA PRACTITIONERS BRECHT & BERKOFF

SPEAKING THE STAGE DIRECTIONS: This device was used by Brecht more frequently in rehearsal than performance. It helps distance the actor from the character they're playing. It also reminds the audience that they're watching a play and forces them to study the actions of a character in objective detail.

SPLIT-ROLE: This is where more than one actor plays the same character. For instance, the actor playing the main character might rotate from scene to scene. This keeps that character representational and inhibits emotional involvement and attachment on the part of the audience.

PLACARDS: A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner. Multimedia or a PowerPoint slide show can also be used for this effect.

MINIMAL SET / COSTUME / PROPS: Set, costume and props are all kept simple and representational.

SYMBOLIC PROPS: Often one item can be used in a variety of ways. A suitcase might become a desk, or a car door or a bomb.

LIGHTING: Brecht believed in keeping lighting simple as he didn't want the production values to overshadow the message of the work. He believed in using harsh white light as this illuminates the truth.

SONG & DANCE: Often in Brechtian theatre the style of the music and the lyrics jar, they don't seem to fit together in style; this distances the audience further. (Juxtaposition)

KEY VOCAB

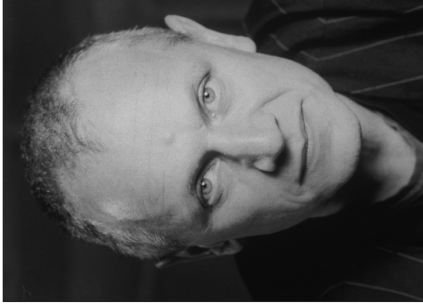
EPIC THEATRE

JUXTAPOSITION - two images placed together for contrasting effect

BODY LANGUAGE: Body language is a type of non-verbal communication. A performer can use movements, facial expression and posture to communicate how a character is feeling.

STEVEN BERKOFF is a British actor, author, playwright, theatre practitioner and theatre director who is known for his experimental style. His plays often use physical theatre techniques like mime, exaggerated movement and improvisation. He believes that actors' bodies should convey the story rather than relying on sets.

Berkoff's style of physical theatre has a unique style, mood and atmosphere which can be described as intense, sinister, grotesque, synchronised but also mesmerising. The audience must use their imagination throughout to follow the storytelling.



PHYSICAL THEATRE

- A style which uses choreographed movement and dancing to tell a story.
- These movements can be combined with traditional dialogue or used on their own.
- Minimal set and props are used so that the audience can focus on the physical action.
- Sometimes the actors' bodies are used as objects onstage.
- There is nothing realistic about this way of movement and so this style can be associated with Brecht.

Performers can communicate emotion to the audience that would be difficult to convey using dialogue.



KEY FEATURES OF BERKOFF STYLE THEATRE:

- Stylised movement (slow motion/robotic)
- Exaggerated facial expressions
- Direct address
- Exaggerated vocal work
- Tableaux
- Mask
- Ensemble playing
- Minimalistic set
- Exaggerated and stylised mime
- Non-naturalistic set and lighting

KEY VOCAB

SYNCHRONISED - when actors move together, often in unison, as an ensemble.

MIME - A heightened impactful pose, impression or freeze on the stage by a character. Can be used at the beginning of the performance or during it to mark the moment or make an impression.

Unison	Canon
Stillness	Repetition
Movement	Gestures
Mime	Sound-scape

Three stylized, black and white masks arranged in a row, identical to the ones in the previous image.

Year 9 Homework term 3 & 4 Brecht & Berkoff

Homework 1

Retrieval – Complete the quiz on Brecht techniques

Homework 2

Research Berkoff and show your understanding by completing a circle map to show what you have learn about him and his techniques

Homework 3

Create a set of flashcards on Brecht and Berkoff techniques and their meaning

Year 9 Ethics SpringTerm Knowledge Organiser. Life after death

Reincarnation
Paranormal
Ghost
NDE
Medium
Hell
Resurrection
Afterlife
Death
Clairvoyant
Heaven
Purgatory

Quizlet

Use Quizlet on the internet – type **PCSA Ethics Yr9 Life After**

Death

It has different games to help you learn the spelling and meaning

Life after death

People have many different beliefs about what happens to us after death. We may believe that nothing happens, we may have religious beliefs, or we may believe we come back as another human or an animal. We explore what people believe and why they may have such beliefs.

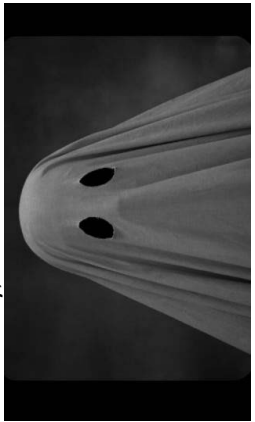
The Lovely Bones Film

The **Lovely Bones** is a 2002 novel by American writer Alice Sebold. It is the story of a teenage girl who watches from her personal Heaven as her family and friends struggle to move on with their lives while she comes to terms with her own death.



Ghosts

A ghost (sometimes known as an apparition, haunt, phantom, poltergeist, shade, spectre, or spirit) is the soul or spirit of a dead person or animal that can appear to the living. In ghostlore, descriptions of ghosts vary widely from an invisible presence to translucent or barely visible wispy shapes, to realistic, lifelike forms. The deliberate attempt to contact the spirit of a deceased person is known as necromancy, or a *séance*.

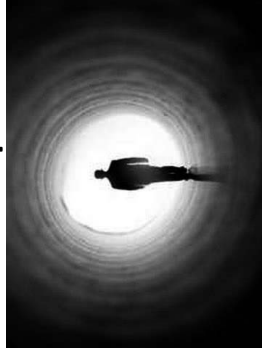


Mediums

A **medium** is a person who Spiritualists believe is able to see, hear or sense beings in the **spirit world**, and who carries messages from the **spirit world** to this **world**. The ability of **mediums** is said to be the result of enhanced natural powers, not supernatural gifts.



Near Death Experiences



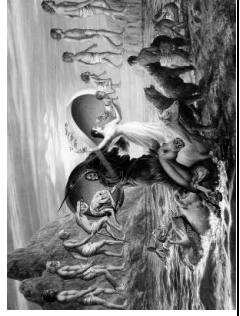
An **NDE** might involve walking toward a bright light at the end of a tunnel, meeting gods, speaking with relatives who are long-dead, out-of-body experiences (OBEs) or feeling bathed in light. Many people report similar experiences. Some people believe this may be proof of an afterlife.

Heaven & Hell

Many people believe that there is an afterlife. Many of these people will believe that there will be a place of beauty and peace, where they may meet other relatives and friends and live forever. People may believe this because of religious beliefs or other reason. Many people also believe that there is a place called hell that is the opposite of Heaven. There is popular belief that you will earn a place in Heaven by living a good and honest life. There are many descriptions of both Heaven and Hell in religious scriptures and other writings.

Reincarnation

This is a belief that after death your soul travels to a new body and starts a fresh life. This could be another human or an animal. This occurs in some religions such as Buddhism and Hinduism.



Year 9 Ethics

Home Learning

Spring 1

Name: _____

Ethics Group: ____



“Every time I recall some learned information from my memory it changes the original memory to make it stronger!”

Flipped Learning: 5 pillars of Islam

Use these notes to help you answer the questions on the next page.
This will help you to be prepared for the Topic on Islam

The most important Muslim practices are the Five Pillars of Islam.

The Five Pillars of Islam are the five obligations (must do) that every Muslim must satisfy in order to live a good and responsible life according to Islam.

The Five Pillars consist of:

Shahadah: sincerely reciting the Muslim profession of faith—this is done every time a Muslim prays, when a baby is born, before death and if converting to Islam.

Salat: performing ritual prayers in the proper way five times each day—Prayers would be done in the direction of Mecca.

Zakat: paying an alms (or charity) tax to benefit the poor and the needy—Muslims believe that God created everything and that nobody should be poor.

Sawm: fasting during the month of Ramadan—This is only during daylight hours but is a huge test of faith and strengthening character; helping to become a better Muslim.

Haji: pilgrimage to Mecca—At least once in your life should a Muslim go on this pilgrimage. It helps them feel closer to Allah and walk in the footsteps of The Prophet Muhammad (where he was born and lived).

Why are they important?

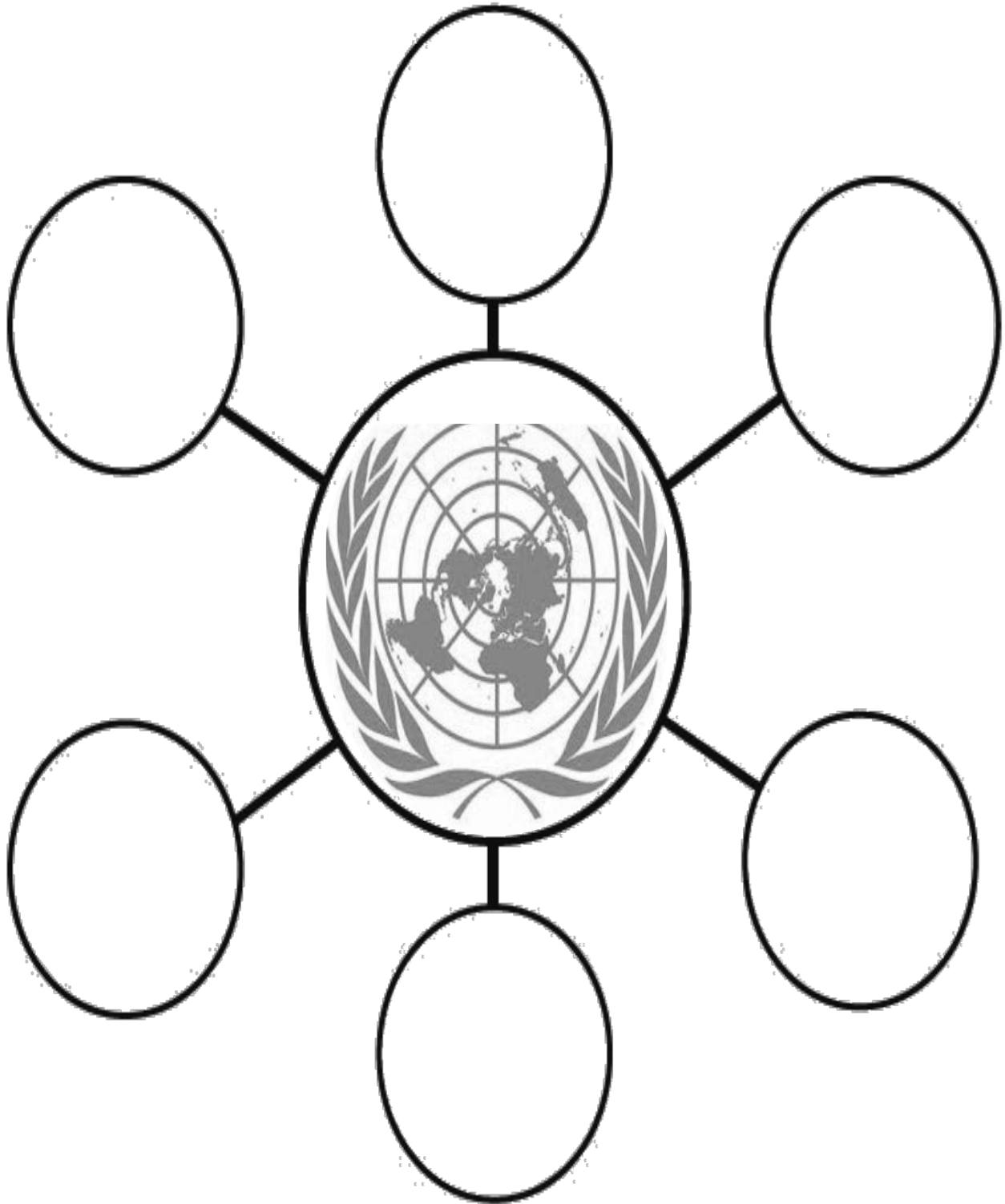
Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of religious devotion.

No matter how sincerely a person may believe, Islam regards it as pointless to live life without putting that faith into action and practice.

Carrying out the Five Pillars demonstrates that the Muslim is putting their faith first, and not just trying to fit it in around their lives.

Topic: How effective is the UDHR?

Instruction: Recall 6 different human rights from the UDHR



Year 9 Ethics

Home Learning

Spring 2

Name: _____

Ethics Group: ____



Flipped Learning: Buddhism

Use these notes to help you answer the questions on the next page.
This will help you to be prepared for the Topic on Buddhism

What Is Buddhism?

- **Variety:** Think of Buddhism as a big family with lots of cousins. Some cousins live in the West (places like Europe and America), while others stay in Asia (like India and Japan). They all have their unique ways of practicing Buddhism.
- **Meditation and Mindfulness:** Buddhism is famous for two things: meditation and mindfulness (paying attention to the present moment). It's like having a secret superpower to stay calm and focused—this can be done sitting down or even while walking. The goal is to find peace and an end to suffering.
- **Buddhists Around the World:** Imagine there are 535 million Buddhists worldwide. That's like having a big party where everyone follows the same peaceful rules. China has the most Buddhists, but Cambodia wins the prize for having the highest proportion of Buddhists in its population.

Buddhists in the UK: In the United Kingdom, around 240,000 people practice Buddhism.

Key teachings:

- **Buddha:** Imagine the Buddha as a wise superhero. There are three ways to think about the Buddha:
 - ⇒ The historical person named Siddhartha Gautama.
 - ⇒ The state of being super wise (like a Buddha).
 - ⇒ “Buddha-nature,” which means we all have the potential to be super wise too!
- **Sangha:** Think of Sangha as the Buddha's fan club. They're the followers—some are like monks, and others are regular people like you and me.
- **Dharmic religion** - Buddhism follows the laws of Dharma which can be thought of as a way of life; it includes the power of reincarnation.

Summary Notes :

Prompts / Questions:

Where in the world will you find most Buddhists?

How many are there in the UK?

What is meditation?

What is meant by Buddha nature?

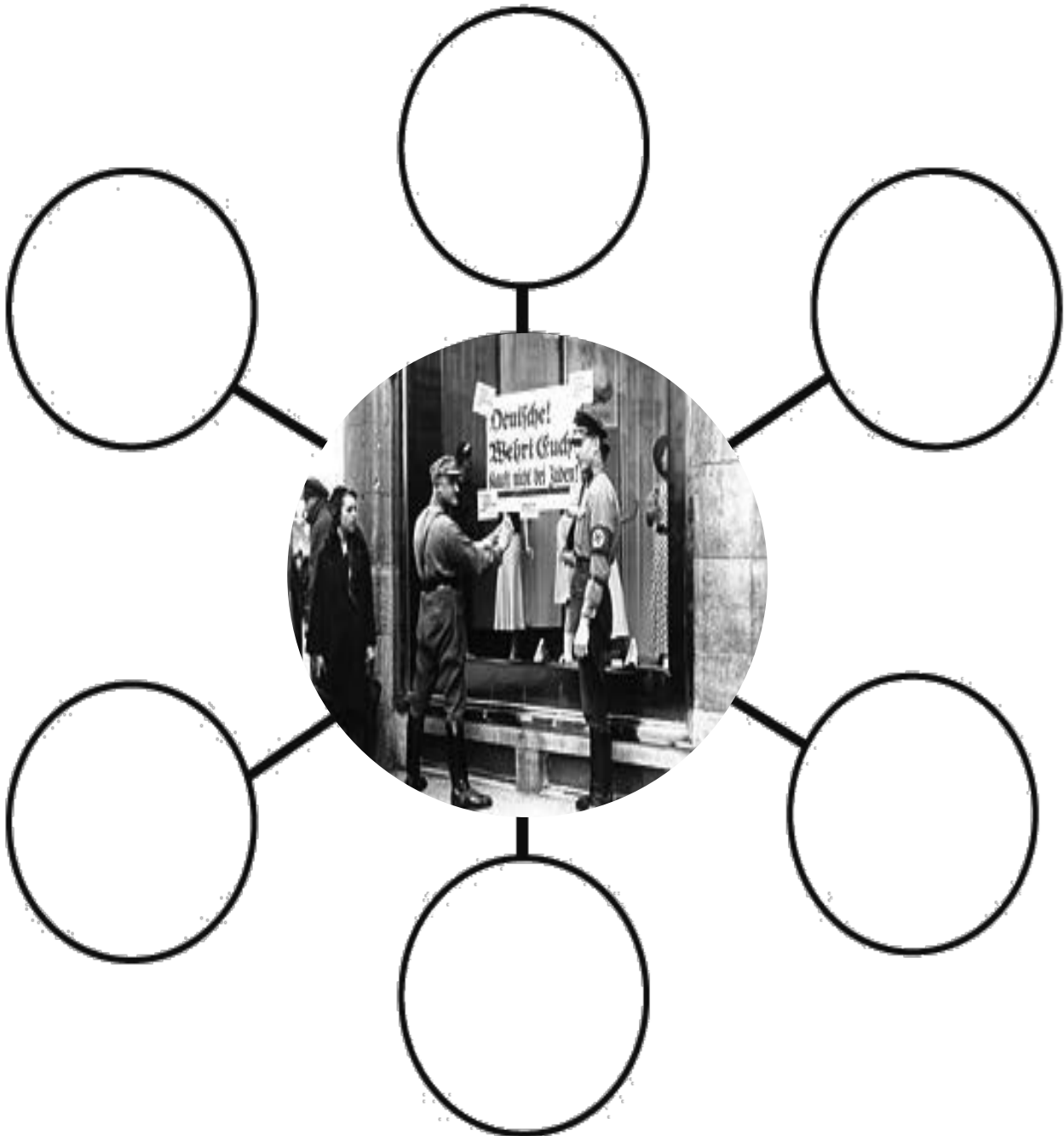
What is the name for the Buddhist community?

Can you explain any differences between Buddhism and Christianity?

Challenge

Topic: Did humanity fail during Shoah?

Instruction: Can you recall 6 different Nuremberg laws (anti Jewish laws) made by the Nazis to persecute the Jewish people?



Rock & Roll Music

Students explore the birth of Rock & Roll, chords & bass lines



This unit looks at Rock 'n' Roll as a musical genre developed in the 1950's from the combining of country and western and rhythm and blues.

Pupils take part in a class performance of "Rock Around the Clock" with awareness of the harmonic structure founded on the bass line and chord progression, and the overall structure of the song including the different sections.

Students learn about the origins and key features of Rock 'n' Roll music by listening to a variety of Rock 'n' Roll songs and performing bass lines which are developed into a chord progression and finally into the twelve bar blues, upon which Rock 'n' Roll music is based.

Pupils learn about triads as a type of musical chord and know, construct and perform different triads along with a bass line.



KEY WORDS:

BASS LINE – the lowest part of the musical texture upon which the chords and harmony are based

CHORD – a group of two or more notes played together

CHORD PROGRESSION – a set series of chords e.g. twelve bar blues

FIFTH – the note which is a five notes above the root of a chord or triad
HARMONY – the sound produced by different parts performed together

LYRICS – another term for the words of a song

PASSING NOTES – notes which "fill in" between more important notes e.g. in a walking bass line

ROOT – the lowest note of a chord or triad upon which it is built

SCAT SINGING – Usually improvised and uses nonsense syllables and vowel sounds to imitate the patterns and sound performed by the instrumentalists

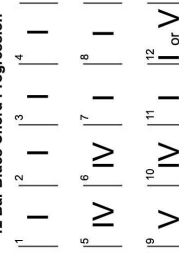
THIRD – the note which is three notes above the root of a chord or triad

TRIAD – a type of chord constructed of the root, third and fifth

TWELVE-BAR BLUES – a type of chord progression

WALKING BASS – a type of bass line that uses passing notes and "walks" up and down in pitch

12 Bar Blues Chord Progression



AIM OF THE UNIT

Students learn about the key musical features of Rock 'n' Roll music

Students learn about chords and triads, how these are constructed and formed from a bass line

Students learn about how chords and triads create harmony

Students learn how a Rock 'n' Roll song is put together; structure, harmonic parts and lyrics.



Dance Music

Exploring Rhythm, Chords and Metre in Music for Dance

The RHYTHMS of dance music always match the STEPS of the dance: the two are inter-related. Dance music is based on CHORD PATTERNS, mainly PRIMARY CHORDS (I, IV & V(7)) and has a clear MELODY with an ACCOMPANIMENT (HOMOPHONIC TEXTURE). Different dances and their music use different METRES/TIME SIGNATURES.



A. Pulse, Time and Metre in Dance Music

The **BEAT** or **PULSE** of dance music is always **REGULAR**. Here is a regular crotchet pulse of 12 beats:

A single **BEAT** is a basic unit of musical time. In dance music, beats are grouped together to make a repeating pattern – normally made up of either twos, threes or fours.

The repeating pattern of beats gives us the **METRE** or the **TIME** of the music, shown by the **TIME SIGNATURE** at the start of a piece of music. Each repetition of the beat-pattern is called a **BAR** and bars are separated by vertical lines called **BARLINES**. A **DOUBLE BARLINE** always comes at the end of a piece of music or section of music.

The **TOP NUMBER** of a time signature tells you how many beats there are in each bar. The **BOTTOM NUMBER** tells you what types or note values these beats are (as divisions of a semibreve = 1):

- 1 = Semibreve
- 2 = Minim
4/4 can also be shown by a "C" meaning COMMON TIME
- 4 = Crotchet
- 8 = Quaver
- 16 = Semiquaver

B. Simple Time in Dance Music

SIMPLE DUPLER METRE: Two beats to a bar

Dance music such as **MARCHES**, the **TANGO** and **IRISH REEL** often use simple duple metre.

SIMPLE TRIPLE METRE: Three beats to a bar

Dance music such as **WALTZES** and the **MINUET**, **COURANTE** and **SARABANDE** from the Baroque Dance Suite often use simple triple metre.

SIMPLE QUADRUPLE METRE: Four beats to a bar

Dance music such as the **TANGO**, the **IRISH REEL**, the **ALLEMANDE** from The Baroque Dance Suite, **AMERICAN LINE DANCE MUSIC** (Country and Western), **DISCO** and **CLUB DANCE** often use simple quadruple metre.

C. Simple and Compound Time

Dance music such as the **IRISH JIG** and the **GIGUE** from the Baroque Dance Suite often use compound duple metre (6/8) with a "ONE and a TWO and a" feel to the music.

D. Chords in Dance Music

Dance music is based on **CHORD PATTERNS**.

PRIMARY CHORDS:

CHORD I, CHORD IV and **CHORD V** are most commonly used in dance music with **SEVENTH CHORDS** featuring in popular dance music such as **DISCO** and **CLUB DANCE** (adding a note seven notes above the root of a chord, such as **DOMINANT SEVENTH CHORD**). All seventh chords have 4 notes. Chords are often performed in different ways as an **ACCOMPANIMENT** in dance music.

E. Characteristic Rhythms in Dance Music

The **MARCH** has a strong **LEFT**, right, **LEFT**, right rhythm:

The **WALTZ** has a strong **OOM-cha-cha**, **OOM-cha-cha** rhythm:

The **TANGO** has several rhythms:

FOUR-ON-THE-FLOOR is a common rhythm in **DISCO** and more modern dance music:

<p>F. Marches</p>  <p>Often with military connections or performed at ceremonies by large groups together. SIMPLE DUPE METRE (2/4 time signature), although some marches can be in 4/4). Strong emphasis on the first beat of the bar (LEFT, right, LEFT, right). Clear MELODY and ACCOMPANIMENT (HOMOPHONIC TEXTURE). Uses mainly PRIMARY CHORDS (I, IV & V). Often performed by MARCHING BANDS featuring BRASS, DRUMS and PERCUSSION.</p>	<p>G. The Waltz</p>  <p>A PAIRED DANCE with couples close, arms around and facing each other. Popular in Vienna and became a fashionable BALLROOM DANCE. SIMPLE TRIPLE METRE (3/4 time signature). Emphasis on first beat of the bar. Clear OOM-cha-cha, OOM-cha-cha rhythm. Clear MELODY and ACCOMPANIMENT (HOMOPHONIC TEXTURE). REGULAR 4-BAR PHRASES. Slow HARMONIC RHYTHM using PRIMARY CHORDS (I, IV & V). Performed by ORCHESTRAS. STRINGS (occasionally WOODWIND) normally have the MELODY LINE.</p>	<p>H. Latin Dance: The Tango</p>  <p>Originated in Argentina and became a popular LATIN BALLROOM DANCE. A dramatic and sensual PAIRED DANCE with close contact, serious expressions, and quick, jerky movements. Characteristic crisp "TANGO RHYTHMS" (see E.) often DOTTED/SYNCOPATED RHYTHMS. SIMPLE DUPE METRE (2/4) or SIMPLE QUADRUPLE METRE (4/4). Often MINOR TONALITY (sometimes MAJOR for contrast). Clear MELODY and ACCOMPANIMENT (HOMOPHONIC TEXTURE). Uses mainly PRIMARY CHORDS (I, IV & V). Instruments such as BANDONEON, VIOLIN, CELLO, DOUBLE BASS (often plucked – PIZZICATO), SPANISH/ACOUSTIC GUITAR, PIANO.</p>	<p>I. The Baroque Dance Suite</p>  <p>Popular between 1600-1750, a collection of shorter dances (MOVEMENTS) grouped together to form a SUITE. Dances included: ALLEMANDE (German, 4/4, Stately) COURANGE (French, 3/4, Lively, Dotted Rhythms and Disjunct melody) SARABANDE (Spanish, 3/2, Slow and Stately, emphasis on 2nd beat of bar) MINUET (3/4, Elegant, Stately) GIGUE (6/8, Fast, Lively, Triplet Rhythms) All dances in BINARY FORM (AB) with each section repeated (AABB). Performed by a group of instruments such as HARPSICHORD, LUTE, VIOLIN, CELLO, OBOE, RECORDER, FLUTE.</p>
<p>J. American Line Dance</p>  <p>GROUP SYNCHRONISED DANCE. All dancers face same way standing in lines performing steps at the same time without touching. Accompanied by COUNTRY AND WESTERN MUSIC: CATCHY MELODY, CROTCHET BASS LINE, SIMPLE HARMONY (CHORDS I & V) in crotchets. SIMPLE QUADRUPLE METRE (4/4) POPULAR SONG FORM MAJOR TONALITY Instruments such as GUITARS (Electric and Acoustic), STEEL GUITAR, DRUMS, BANJO, FIDDLE, HARMONICA, ACCORDION.</p>	<p>K. Irish Jig and Reel</p>  <p>Traditional FOLK DANCES from Ireland with intricate footwork and arms by sides. REEL: COMPOUND TIME (6/8); JIG: SIMPLE TIME (2/4 or 4/4) both with "two in a bar" feel, continuous bouncy quaver or semiquaver rhythms, fast tempo and DECORATED melodies. BINARY FORM. MAJOR/MINOR or MODAL. Folk instruments include: FIDDLE, FLUTE, TIN WHISTLE, ACCORDION, BODHRAN, UILLEANN PIPES, HARP.</p>	<p>L. Disco</p>  <p>Appeared in 1970's as an individual, IMPROVISED DANCE in clubs from a mix of jazz, funk and soul. SIMPLE QUADRUPLE METRE (4/4) FAST TEMPO (around 120 BPM) FOUR-ON-THE-FLOOR RHYTHM (see E.) SYNCOPATED bass line parts. Simple CHORD PATTERNS using CHORDS I and V and SEVENTH CHORDS. POPULAR SONG FORM with a strong GROOVE (long repeated rhythm section) and fade out endings, and catchy HOOKS/RIFFS. GUITARS, VOCALS, DRUMS, STRING/BASS SOUNDS, SYNTHESISERS, SAMPLES.</p>	<p>M. Club Dance</p>  <p>Influenced by MUSIC TECHNOLOGY: samplers, synthesisers, sequencers and drum machines. Various genres: House, Techno, Drum and Bass, Garage, Trance, Ambient. Dancing in individual and IMPROVISED on one spot. SIMPLE QUADRUPLE METRE (4/4). Use of ELECTRONIC SOUNDS. A STRONG BEAT emphasised by the DRUM and STRONG BASS LINES. SHORT PHRASES and REPETITIVE SECTIONS. FAST TEMPO (Ambient is slower/chilled) Complex, layered drum patterns. Inclusion of SAMPLES.</p>

Are you healthy? How could you improve your overall health?

Mental Health



Participating in regular physical activity is one of the best ways to improve mental health. Mental health can also be improved by getting suitable levels of sleep, taking time to relax and meditate, and eating healthier foods

Muscular Health



Strength and flexibility exercises all help you increase muscle strength, maintain bone density, improve balance and reduce joint pain. Performing resistance training and weight training also helps to build and maintain muscle

Cardiovascular Health



Participating in regular physical activity for as little as 30 minutes a day can improve cardiovascular health immensely. This can include 30 minutes of walking, jogging, swimming or cycling with focus on raising heart rate throughout

Nutritional Health



Having good nutritional health means that sports performers are eating a diet which is line with the eatwell guide to ensure that their bodies are receiving the vitamins and minerals needed to perform in their sport

Key Knowledge

What am I going to learn about?

Team Sports	
<p>Motor Competency - Passing, Control, Dribbling, footwork</p>	<p>Rules, Tactics and Strategies - Game related rules and tactics. Attacking, Defending, Finding space</p>



Individual Sports	
<p>Motor competency - Body control, teamwork, support, encouragement.</p>	<p>Rules, knowledge and strategies - Health and safety, How to perform safely</p>
	<p>Healthy participation - How to lead Healthy lifestyles, muscular strength, flexibility</p>

