# KROWLEDGE ORGANISERS

YEAR 9





# HOMEWORK EXPECTATIONS

Homework is an essential part of the learning process. It reinforces what you've learned in class, helps you develop good study habits, and teaches you to work independently. Valuing homework and creating a positive homework culture is essential for academic success. By following a schedule, staying organised, seeking help if needed, and maintaining a positive attitude, you can make homework a productive and rewarding part of your education.

On the next page is a homework schedule which outlines which subjects you will self-quizzing on each night and how much time you should spend on this. We are trialling this schedule for Learning Cycle 1, and will be taking feedback from students to inform Learning Cycle 2. This is a two week timetable for Weeks A and B. You can expect the key knowledge each week to be assessed during your Do Now activities the following week. Advice about self-quizzing can be found after your schedule.

We also recognise the importance of having time to spend with friends and family, and for pursuing your own hobbies and interests, which is why we have deliberately kept Fridays lighter.



- We expect you to spend 1 hour on English and Maths, 30 mins on Science and 15 minutes on other subjects.
- For Sparx Maths, this will always be set on a Tuesday and you should spend an hour on this homework. You will need to login to Sparx Maths to access this.



## YEAR 9

### HOMEWORK SCHEDULE

Between 40 and 60 minutes per night = 4 hours 40 minutes per week

Week A	60 minutes	20 minutes	20 minutes	20 minutes
Monday		Science		Music
Tuesday	Sparx Maths			
Wednesday		History	Languages	Art
Thursday	English			
Friday		Food / Technology	Geography	



Week B	60 minutes	20 minutes	20 minutes	20 minutes
Monday		Science		RE
Tuesday	Sparx Maths			
Wednesday		History	Languages	PE
Thursday	English			
Friday		Computer Science	Geography	







Your memory is split into two parts:



#### the long-term memory

Everybody's working-memory is limited, and can therefore become easily overwhelmed. Your long-term memory, on the other hand, is effectively limitless.

You can support your working memory by storing key facts and processes in long-term memory. These facts and processes can then be **retrieved**, to stop your working memory becoming overloaded.

Knowledge Organisers (KOs) are a key way to help you learn. Each KO has the key information that needs to be memorised to help you master your subject and be successful in lessons.

There is strong scientific evidence from cognitive psychology that shows the benefits of **self-quizzing** in promoting **retrieval strength**. This is your ability to recall facts related to your subject or topic.

### SELF-QUIZ

There are lots of different ways to **learn** the material in your knowledge organiser.

Use the QR codes to find out more.

- 1. Make **flashcards** based on the knowledge organiser and ask someone to quiz you.
- 2. Create a **revision clock**. Draw a clock and add the topic in the middle. Break the clock face into 10-minute sections. Add notes from the knowledge organiser in each section. Cover the clock face and recite the information aloud.
- 3. Look Cover Write Check. Cover up one section of the knowledge organiser and try to write out as much information as you can from memory.
- 4. Draw a **mind map**, jotting down everything that you can remember from the knowledge organiser.
- 5. Make up **mnemonics** to help you remember key facts, then write these out from memory.





MIND

MAPS





### SCHOOL DAY

08:50am Tutor Time

09:25am Lesson 1

10.40am Break 1

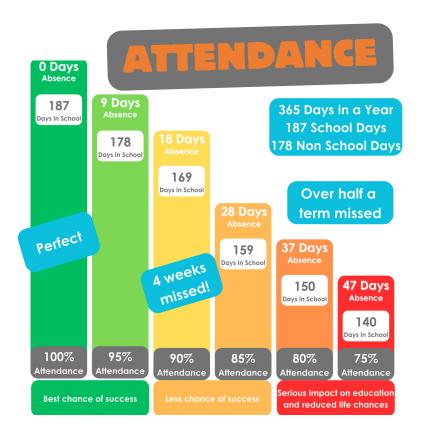
11:10am Lesson 2

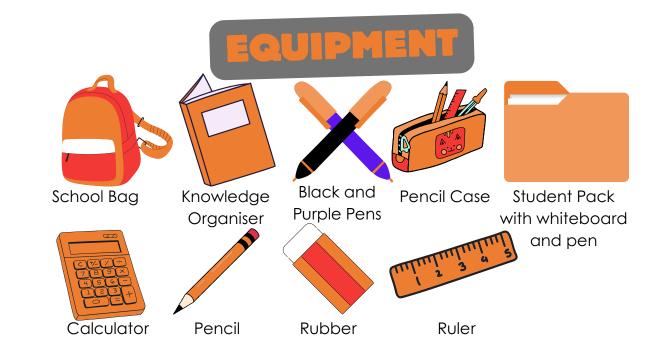
12:25pm Lesson 3

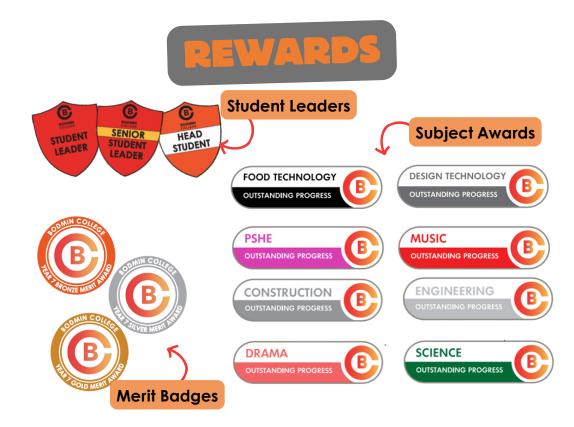
1.40pm Break 2

2.10pm Lesson 4

3.25pm End of School Day

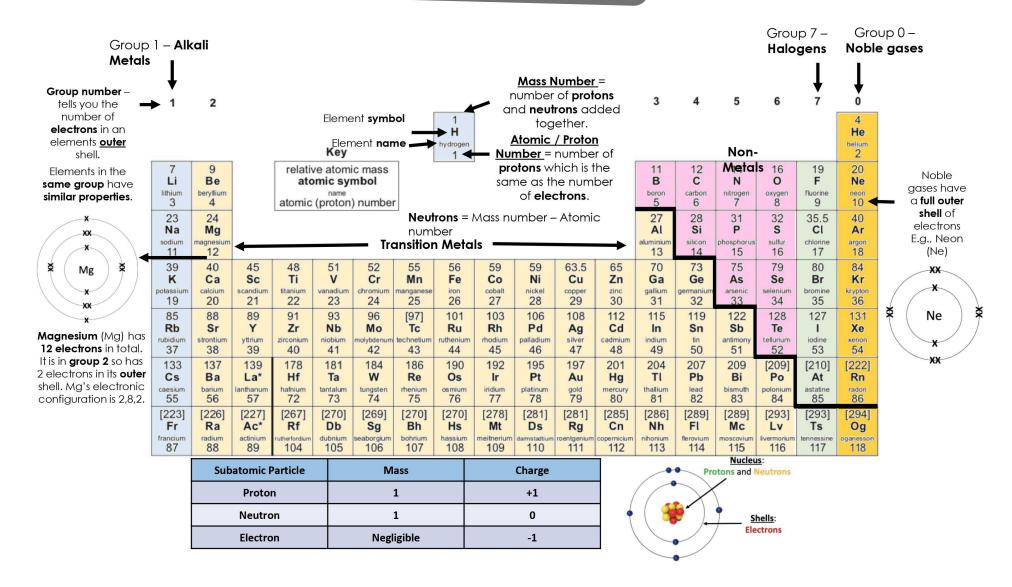




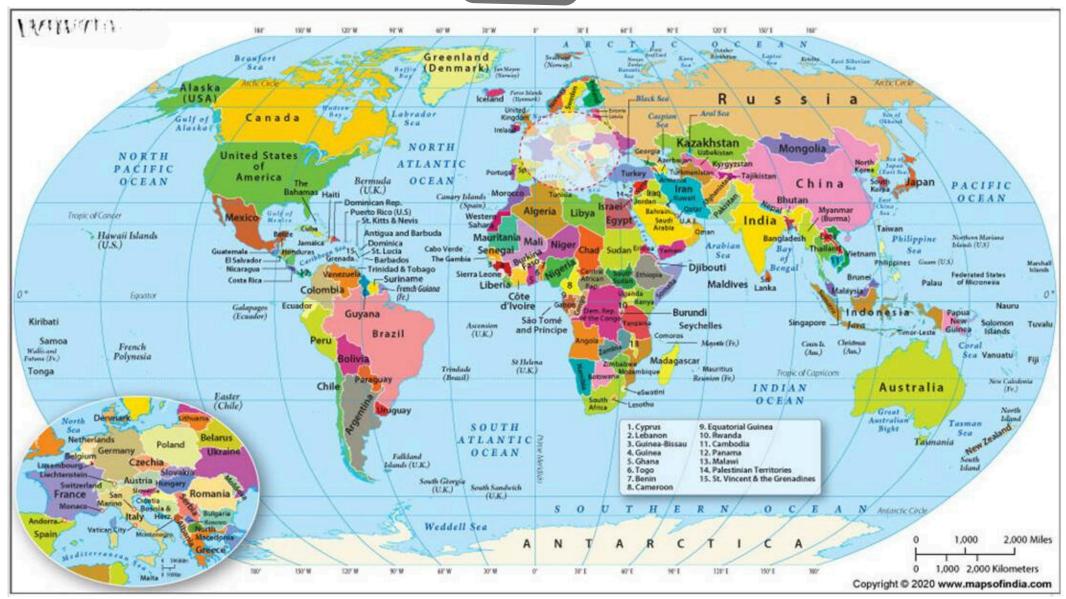


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					B Mon						A Mon
					в Тие						A Tue
					B Wed						A Wed
					B Thu						A Thu
					B Fri						A Fri

## THE PERIODIC TABLE OF THE ELEMENTS









IMPORTANT DATES	September	October	November
December	January	February	March
April	May	June	July

## PROTECTED CHARACTERISTICS







Sex



Disability



Sexual Orientation



Age





Reassignment Civil Partnership





Race



Religion or belief



#### **Democracy**

- I can **influence** the decisions that affect me in the school
- I can work **effectively** with others in the school



- I am free to think as I see fit
- I have the freedom to make choices that affect me but I recognise I am accountable for all my actions





#### Respect

- I recognise that everyone is entitled to their opinion as long as it does not promote extremism
- I understand that everyone is entitled to a voice within the classroom and I will listen to others

#### Law

- I understand that the school rules are used to mirror society laws and must be respected
- I recognise that there will be consequences for my actions





#### Responsibility

- I recognise that I am as **equally responsible** for my learning as the teacher
- I take **responsibility** for my actions good or bad
- We all have a responsibility to promote and protect the wellbeing of others

#### **Tolerance**

- I recognise that it is unacceptable to dismiss the beliefs and opinions of anyone
- I understand that discussions about sensitive issues will be controlled and structured



## STAYING SAFE AT SCHOOL

At Bodmin College we want to ensure that all of our students feel happy, safe and supported at all times. Everyone has a duty of care to safeguard your physical and mental health when at school.

During tutor and PSHE lessons you will be taught how to stay safe both in school, outside of school and online. There is always someone from the 'Safeguarding Team' to talk to during school hours, should you need to. However, you can talk to any member of staff that you feel comfortable talking to.



Bullying is not ok and we need to work together to stop it from happening. 'Full Stop' is our online bullying report form, that allows you to report any occurrences of bullying, either in school, out of school, or online. You can complete the form through the QR code. A member of the pastoral team will then investigate the incident and behaviour sanctions will be issued if bullying has happened.

## LANYARDS

All staff, visitors and sixth form students where lanyards whilst on the college campus.

The purpose of lanyards are to keep our college campuses safe places to work and learn in. It is essential that all post-16 students, staff and visitors when on the college premises are easily identified and that we are aware of who everyone is on our campuses during all periods of the day. This is an important employability skill that you need to understand, as many sectors always require visible ID as a safeguarding requirement and a way of registering attendance.



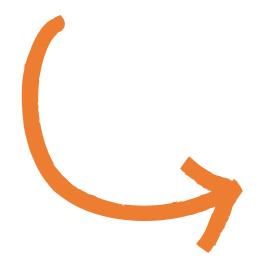




Staying safe online is really important, especially now that we have smartphones and devices connected to the internet all of the time.

In school we use a system called **Smoothwall** so monitor the use of computers and devices connected to the internet. This helps us to keep you and our school community safe.

There are lots of tops to help you keep safe online. Checkout out the SMART Rules here.



## Staying Safe Online

Follow the SMART Rules



Do not SHARE or SEND

personal information, passwords, images or videos of yourself. If anyone asks you for images or videos tell an adult straight away



Do not **MEET** anyone who you have only become friends with online. Even a friend of a friend is a stranger



Do not **ACCEPT** messages, images, videos or friend requests from people you do not know



Not everything you see online is **RELIABLE**. Find at least 3 different sources to check information is correct



**TELL** a trusted adult if something happens online that makes you feel worried or uncomfortable



## MENTAL HEALTH (WELLBEING





## Get plenty of sleep

Teenagers need 8-10 hours of sleep per night



### Maintain a healthy diet

Eating well – a balanced diet full of vegetables and nutrients – can improve your sense of well-being and mood





### Exercise regularly

Even if it's just a walk around the block or to school - you'll feel better



Talking can provide stress relief, and can lighten the load of a concern you might be having.

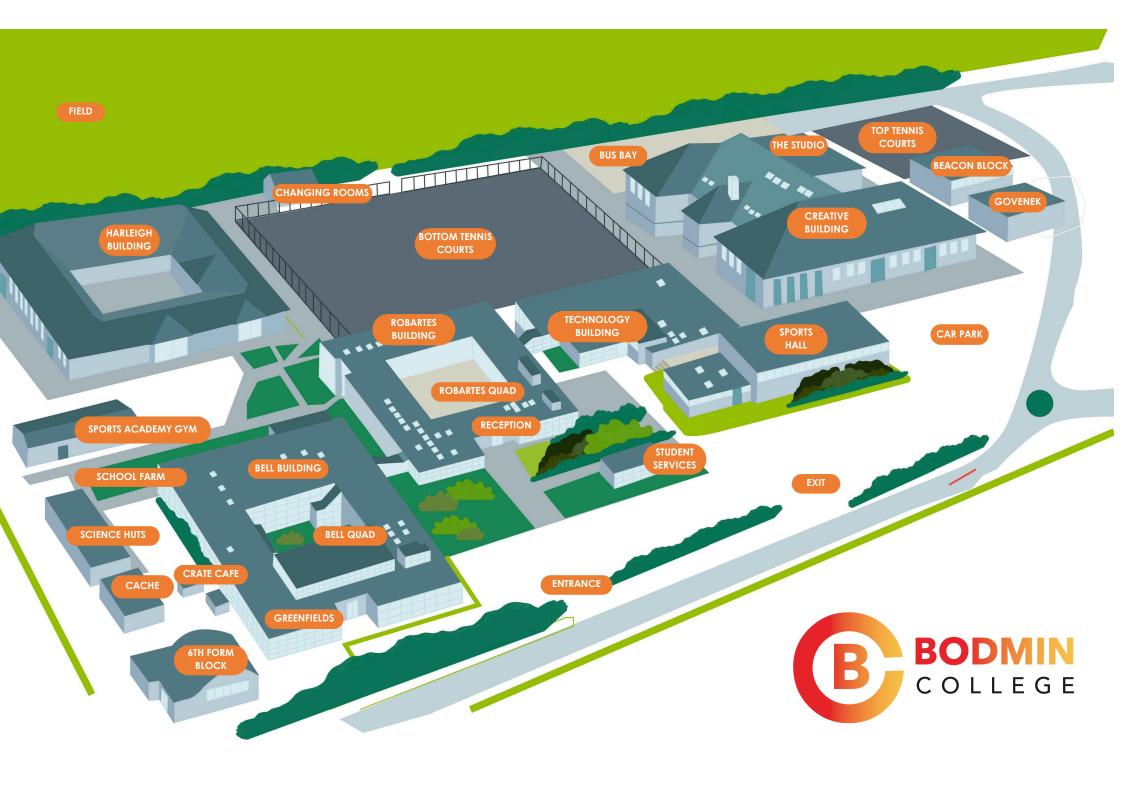
Talking about a problem can help to stop you from feeling so overwhelmed.

"Talk to someone"

Make time for yourself

Whether it's reading, watching a film or having a bath, making time for yourself is essential







#### Week 1/2

#### **Week 3/4**

Week 9/10

#### Week 5/6

**Key Words To** see: To perceive with the eves. To observe.

To think: use one's mind to form connected

ideas.



**Kev Words** 

**Illustration:** a drawing made by an artist to explain information. Mark-

making: The process of

creating lines, dots, marks, on a

surface in a drawing. Conservation: The protection, or restoration of natural environments.

Biodiversity: variety of plant and

animal life in the world. Habitat: The natural home or environment of an animal.

plant, or other organism. **Pollution:** is the introduction of

harmful materials into the environmen

**Key Words** 

Mark-making: The process of creating lines, dots, marks, patterns, and textures on a surface in a drawing.

**Texture:** the surface quality of a piece of work.

Skeletal: resembl ng a skeleton. **Graphite** 

: A mineral form of carbon.



#### **Week 7/8**

#### **Key Words**

**Exposure:** Affects how dark or light the final photo

appears.

Negative: Negative space is a term used in art to describe the space surrounding a subject. **Cyanotype:** Is a photographic process which results in a cyan coloured print.

**Photogram:** It is made by placing

objects between light-

sensitive paper and a light source



#### **Key Words**

Annotation: A note by way of explanation or comment added to a text or diagram.

Media/Medium: Refers to the physical material used to create a work of art.

Assemblage: Is an art form combining different 3-dimensional elements, very often found objects, into one whole.

Ecology: the study of organisms and how they interact with the environment around them.



**Key Words** Stencil: A cutout template. Design: A

plan/drawina. Layer: Collaged element Positioned above or Below.

**Ink:** Highly pigmented liquid.

**Transfer:** To move an Image from one surface to another.

(Cyanotype has been used as a technique to explore stencils and layering to create a photogram.)



## COMPUTER SCIENCE

#### Week 1 and 2 Week 3 and 4 Week 5 and 6 Pia Pen Ciphers Computers have been designed to do the same. A Pig Pen Cipher can be used to produce coded Binary logic is what a CPU uses to make decisions The Internet vs the World Wide Web based on the inputs it receives. The CPU (like us) will messages. Lot of people think that the Internet and the World To decipher a Pia Pen Cipher, you need to identify the take inputs which may be true or false (1 or 0) and Wide Web are the same thing, but they are not! symbol in the key, and replace the symbol with the make a decision, which will produce a particular related letter. output. The Internet is a network of networks which spans the globe. The WWW are the websites which sit on top of the Internet! In 1989, Sir Tim Berners Lee came up with the idea of marrying up hypertext with the Internet, to create a □ I I U V > □ U V □ C > MARKS THE SPOT system for sharing and distributing information not just within a company, but alobally. He named it the World Wide Web. He also created the first web browser and editor!

#### Week 7 and 8

#### **Bubble Sort Algorithm**

A bubble sort algorithm goes through a list of data a number of times, comparing two items that are side by side to see which is out of order (i.e. not sorted correctly). It will keep going through the list of data until all the data is sorted into order. Each time the algorithm goes through the list it is called a 'pass'

First pass  The highlighted numbers are the numbers that are being compared.			
41, 15, 17, 32, 18, 28, 77, 54	This is the list before it is sorted.		
41, 15, 17, 32, 18, 28, 77, 54	The first two numbers are compared. 15 is smaller than 41 so they switch places.		
15, 41, 17, 32, 18, 28, 77, 54	The next two numbers are compared. 17 is smaller than 41 so they switch places.		
15, 17, 41, 32, 18, 28, 77, 54	The next two numbers are compared. 32 is smaller than 41 so they switch places.		
15, 17, 32, 41, 18, 28, 77, 54	The next two numbers are compared. 18 is smaller than 41 so they switch places.		

#### Week 9 and 10

#### Introduction to a Computer Network?

Two or more computers connected to share information and resources. This can involve physical or wireless connections, or both.

#### What is a LAN?

A LAN is a Local Area Network. It is a connected set of computers and other devices. Each device is called a node (e.g. computer, printer, etc.). A LAN is installed on one site, over a small geographical area and the network equipment will be owned by the organisation.

Advantages  It allows communication between workers or students It allows data to be shared It allows peripherals (e.g. printers) to be shared It allows computers to be upgraded more easily It allows distributed processing: the ability for a single program to be run simultaneously at various computers.  Disadvantages  -Expertise required to set up and maintain a large network (costly) -Security issues from unauthorised access to data -Measures to secure a network include: Passwords -strong passwords use a range of character types Changing passwords frequently Not allowing users to install software With wireless access, use encryption
workers or students -It allows data to be shared -It allows peripherals (e.g. printers) to be shared -It allows computers to be upgraded more easily -It allows distributed processing: the ability for a single program to be run simultaneously at various  maintain a large network (costly) -Security issues from unauthorised access to data access to data access use entwork include: -Passwords - strong passwords use a range of character types -Changing passwords frequently Not allowing users to install software with wrieless access. use encryption

#### Week 11 and 12

#### Lan Devices

Image	Equipment
	At least two computers (Nodes)
1	Each computer needs a Network Interface Card (either wired or wireless). The NICs convert the data signals from the nodes into data signals that can be transferred across the network.
	Data Transfer Media – the medium through which data is transferred (Wires or Wireless Technology)
	Hub – Connects devices together. Not intelligent – data is sent to all nodes across the whole of the network.
Hub Switch	Switch – Connects devices together. An intelligent device that can sends data to the nodes that the data is intended for, which makes networks faster. A LAN needs either a hub or a switch, not both.



Week 1 and 2	Week 3 and 4	Week 5 and 6
Collaboration-working together to create work Production- a performance piece put on for an audience Communication- how we create meaning so others can understand us Theatre- the physical space where drama, music, dance and performing arts and creative pieces of work are performed	Stage Lighting- the means by which we highlight moments on stage to create or illuminate meaning Lantern- the name we give the physical lamps used to create light in stage lighting Fresnel- the lens. It can be used for both spot and flood lighting. Soft edged but can be directed Flood- to use a stage wash-covers large spaces Profile-used to spotlight specific moments/ characters Par Can-crisp, clean light-good to create colour on stage and can create a wash from a distance. Not focusable Gobo-a stencil like frame to create pattern or shape or symbol. Fits over lens of a lantern Mise-en-scene- the arrangement of the scenery, props etc on the stage of a theatrical production or on the set of a film	Soundscape-is when we use sound and/or music to create the atmosphere of a story being told eg background noises (voices in a restaurant), sound effects or musical instruments that sound like what is happening eg rainsticks to create a storm.  Atmosphere – or mood can be created on stage by the acting and by the use of music, lighting, special effects  Diegetic/Non-Diegetic sound-diegetic sound is heard by both the audience and characters eg, dialogue, a door bell, telephone ring, dog bark. Non-diegetic sound is used purely for the audience eg. Atmospheric music to create mood  Amplifier -an amplifier is used to increase the volume on stage for the audience's benefit-it connects to speakers  Frisson- a sudden rush or wave of emotions that some people experience when listening to an emotive piece of music
Week 7 and 8	Week 9 and 10	Week 11 and 12
Truck-large scenery pieces on wheels that can be moved and locked into position  Flat-large scenery pieces at side of stage that are locked in position and create effects of location in a play/production  Gauze – see-through fabric that can be projected upon or used for shadow work  Levels-staging blocks to create steps and platforms to create height on stage  Cyclorama-the backdrop at the rear of the stage -often white so can be projected upon	Keys Words Colour- a very important aspect of costume.it can convey a symbolic idea or reveal something about the character's personality. There may be a colour palette for the show-it could also change throughout to show changing circumstances Fabric-material the costume is made of can provide information about a character's social status. It can show location, historical period .Also chosen for ease or constriction of movement Style-Important for era, social status, personality of the character, age, gender, health	Rey Words  Producer-manages the production often putting the money together, finds the venue and hires the cast and crew.  Budget- the amount of money available to use for a project Advertising=the publicity for a project  Collaboration-working together to create work  Director-the creative lead on a play/film/production. They guide the cast and crew, making decisions along the way as needed  Expenditure-the cost of a project-what is spent

## DESIGN & TECHNOLOGY

Week 1 Week 2 Week 3

We are investigating how soapbox racers work.

#### **Key Terms:**

#### Potential Energy:

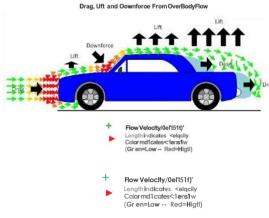
The stored energy an object possesses due to its position, condition, or configuration, which can be converted into kinetic energy.

#### Kinetic Energy:

The energy an object possesses due to its motion, dependent on its mass and velocity.

#### Aerodynamics:

The study of the behaviour of air asit interacts with solid objects, such as an airplane wing or a car body, and the



#### What to consider when building a soapbox racer:

- I. Weight distribution
- 2. Aerodynamics
- 3. Traction of the wheels on the slope
- 4. Build quality and weight of materials.

We are investigating form and function of products and the relationship between them.

#### **Kev Terms:**

#### Form:

Form refers to the shape, structure, and overall appearance of an object, influencing its functionality and **gesthetics**.

#### Function:

Function is the specific purpose or role that on object or system is designed to perform.

#### How can we evaluate a product?

The CAFEQUE writing frame can help you cover the key points when evaluating a product.

#### Top Tips when Evaluating:

- Write in full sentences.
- Use the key terms from CAFEQUE.
- Your opinion and experiences of the product ore important include these.
- What is successful? What could be impoved?

We are designing out own soapbox racer based on the research we have carried out.

#### Key Components (parts) of the racer?

#### Chassis:

A chassis is the framework of a vehicle or machine that supports its structure, components, and systems, providing stability and strength.

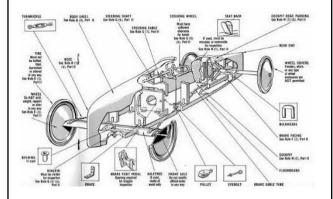
#### Axle

An axle is a central shaft used for rotating wheels or gears and is fixed to the wheels to support them and transmit driving torque.

#### Wheel Hub

Connects the wheel to the axle.

Study the diagram below and ensure you use technical terms for components that are annotated.



## DESIGN & TECHNOLOGY

#### Week 4 Week 5 Week 6 We are analysing a design Specification. We are learning to draw in 3D (isometric). We are developing designs and learning how different fits effect functionality. **Key Terms: Key Terms:** Design Specification: Isometric: **Key Terms:** A criteria a product must meet Interference fit: A type of 2D Two parts are joined together with a slight **Ergonomics:** drawina used Designing a product soit is comfortable to draw 3D overlap, requiring force to assemble. resulting in a tight and secure connection to use. objects that due to the compression of material. Aesthetics: Clearance fit: How something looks set out usina Two mating parts have intentional Why do we have a design Specification? 30-degree differences in their dimensions, allowing for Its aim is to ensure that the design and development anales. relative movement or space between of the new product meet users' needs. Annotation: them Labels explaining a design including the Transition fit materials and processes that will be Two mating parts have tolerances that used. **Aesthetics:** What is the required style of the product? allow for either a small amount of Render: How will it look? What will influence this? interference or a small amount of Colouring and shading a drawing to clearance, providing abalance between appear realistic. Client: Who is the product for? How will this influence tightness and ease of assembly. the desi n outcome? A) Clearance Fit B) Transition Flt C) Interference Fit Cost: How much will be spent to make the reduct? How much willit cost to bu ? DRAWING BOARD Environment: How can Imake the SESQUARE manufacture, use and disposal more environmentally friendly? Safe : How can Imake it safe to use? T-SQUARE 8yV.Ryan Size: How big does it need to be? What is the max wei ht it can be? Function: What is the purpose of the reduct? Materials: What will it be made from? What are the materialre uirements?



Week 1	Week 2	Summary
TASK- Learn the following terms using say, look, cover, write.	TASK- Learn the following terms and quotations using say, look, cover, write.	Key quotations:
Tragedy – a play dealing with tragic events and having an unhappy ending, especially concerning the downfall of a main character.  Elizabethan Society – the era in which the play	Context – the historical conditions in which something was created and may have influenced e.g. the Elizabethan era would have influenced what Shakespeare wrote.	<ul> <li>"A pair of star-cross'd lovers take their life"</li> <li>"The fearful passage of their death-mark'd love"</li> <li>PROLOGUE</li> </ul>
was performed, when Queen Elizabeth was on the throne. It was characterised by a very rigid class system of:	How can I plan a piece of creative writing?  Use the five sense to paint a clear picture of what	Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny,
o The Nobility	is around you:  o What can you see?	Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes
o The Gentry	<ul><li>What can you see?</li><li>What can you hear?</li></ul>	A pair of star-cross'd lovers take their life; Whose misadventured piteous overthrows
o The Yeomanry	<ul><li>What can you smell?</li><li>What can you taste?</li></ul>	Do with their death bury their parents' strife. The fearful passage of their death-mark'd love,
o The Poor	o What can you touch?	And the continuance of their parents' rage, Which, but their children's end, nought could remove, Is now the two hours' traffic of our stage; The which if you with patient ears attend,
	All Write:	What here shall miss, our toil shall strive to mend.
	Write an account of a visit to the Globe theatre from the point of view of a member of the audience.	



#### Week 3

TASK- Learn the following terms using say, look, cover, write.

In media res – when a writer opens a story in the middle of the action e.g. Shakespeare opens the play with a fight scene between Montagues and Capulets.

**Characterisation –** the creation and construction of a fictional character.

#### Week 4

TASK- Learn the following terms and quotations using say, look, cover, write.

**Pathetic fallacy –** when a writer constructs the setting and weather to reflect human emotion.



#### How can I use pathetic fallacy to create an atmosphere?

- Understand what emotion and atmosphere you want to create e.g. sadness
- 2. Think what type of weather that might represent sadness e.g. rain
- Describe the setting using rain to symbolise the sadness
  e.g. Dark grey clouds loomed overhead, leaking droplets
  of rain. They trickled at first, running down the window
  panes slowly, leaving their trace as they fell into gravity's
  grasp.

All Write: Act One \*Key scenes: scenes 1, 2 and 5\*

Write about a setting where the mood is reflected by the weather.

#### Summary

#### Act 1 Scene 1

- Sampson and Gregory, Capulet servants, provoke Montague servants into a brawl, which escalates when Tybalt attacks Benvolio, who is trying to maintain peace. The Prince intervenes, threatening death for further disturbances, and disperses the crowd.
- Benvolio learns from a melancholic Romeo that he is heartbroken over unrequited love for Rosaline. Despite Romeo's insistence that no one can compare to her, Benvolio vows to help him forget his love.
- "Love is a smoke made with the fume of sighs
   Being purged, a fire sparkling in lovers' eyes" (1.1.)

#### Act 1 Scene 2

- Capulet discusses Juliet's marriage with Paris, urging him to wait two years due to Juliet's young age, but invites him to a feast that night to begin wooing her.
- Capulet's illiterate servant, Peter, asks Romeo to read the guest list, which
  includes Rosaline, prompting Benvolio to persuade Romeo to attend the
  feast to compare Rosaline with other beauties. Romeo agrees, hoping to
  see Rosaline.
- "Compare her face with some that I shall show And I will make thee think thy swan a crow" (1.2.)

#### Act 1 Scene 5

- In the bustling great hall of the Capulets, servants ensure the feast runs smoothly, while Capulet mingles and encourages dancing.
- Romeo sees Juliet and is instantly captivated, forgetting Rosaline. Tybalt recognizes Romeo's voice and wants to confront him, but Capulet insists Romeo is well-regarded and must not be harmed, leaving Tybalt fuming.
- Romeo and Juliet share a conversation filled with religious metaphors and kiss. The Nurse interrupts, revealing Juliet's mother is Lady Capulet, devastating Romeo. Juliet learns Romeo is a Montague and is anguished over her love for him.
- "Prodigious birth of love is it to me That I must love a loathed enemy" (1.5.)



Week 5	Week 6	Summary
TASK- Learn the following terms using say, look, cover, write.  Misogyny – a hatred or mistreatment towards women.	TASK- Learn the following terms and quotations using say, look, cover, write.  Foreshadowing – when a writer predicts something to happen later in the story.  How can I vary sentence structure to create tension?  Use longer sentences to slow the pace down  Use shorter sentence to quicken the pace  Vary the two sentence types to vary the pace and increase or decrease tension.	<ul> <li>Romeo overhears Juliet lamenting their family names and wishing he weren't a Montague. He responds, surprising her. Despite her fears for his safety, they confess their mutual love.</li> <li>Juliet promises to send someone to Romeo the next day to discuss their intentions to marry. They set the meeting time for nine in the morning, and after exchanging more expressions of love, they reluctantly part ways.</li> <li>"But soft, what light through yonder window breaks? It is the east, and Juliet is the sun."</li> </ul> Act 2 Scene 3
	All Write: Act Two *Key scenes 2, 3 and 6* Write a story about a conflict. Use a range of techniques and sentences structures to create tension.	<ul> <li>Friar Lawrence, collecting plants in the morning, is surprised by Romeo's arrival. Romeo confesses his love for Juliet and asks the friar to marry them that day.</li> <li>Despite initial skepticism about Romeo's sudden change of heart from Rosaline to Juliet, Friar Lawrence agrees, hoping their marriage might reconcile the feuding families.</li> <li>Act 2 Scene 4</li> <li>Romeo and Friar Lawrence await Juliet in the cell. Romeo, ecstatic, dismisses any fear of future misfortune, believing their joy outweighs any potential sorrow. Friar Lawrence advises Romeo to love moderately, warning that "these violent delights have violent ends." When Juliet arrives, Romeo asks her to express her love poetically. Juliet declines, asserting that true love transcends mere words. The lovers, joined by Friar Lawrence, proceed to marry.</li> </ul>



Week 7	Week 8	Summary
TASK- Learn the following terms using say, look, cover, write.  Conflict – a serious disagreement.	TASK- Learn the following terms and quotations using say, look, cover, write.  How do I layer analysis for the main body of an essay?	Benvolio urges Mercutio to seek shelter indoors, foreseeing a clash with Capulet men under the scorching sun. Mercutio retorts, accusing Benvolio of having a fiery temper himself.
Patriarchy – a system of society or government in which males are the ruling class.	<ol> <li>Introduce your quotation</li> <li>Explain what is happening in the quotation</li> <li>Pick out and explain specific single words support that this</li> <li>Explore how some of these single words might be interpreted differently</li> <li>All Write: Act Three *Key scene: scene 1, scene 5*</li> <li>To what extent do you agree that Lord Capulet is a good father to Juliet? Express your viewpoint in a What How Why paragraph.</li> </ol>	<ul> <li>Tybalt arrives with his companions, seeking confrontation. Mercutio, annoyed, begins provoking Tybalt with taunts and jests.</li> <li>Romeo appears, and Tybalt redirects his hostility towards him, calling him a villain. Romeo, now secretly married to Juliet and Tybalt's kinsman, refuses to fight. Mercutio, incensed, draws his sword, declaring he'll duel Tybalt in Romeo's place.</li> <li>Mercutio and Tybalt clash in a heated duel. Romeo intervenes to stop the fight, but Tybalt fatally stabs Mercutio under Romeo's arm. As Mercutio dies, he curses both the Montagues and Capulets, jesting until his last breath.</li> <li>Enraged by Mercutio's death, Romeo confronts Tybalt and kills him in a fit of grief and revenge. Benvolio warns Romeo to flee as citizens approach. Romeo, realizing the consequences of his actions, laments his fate as "fortune's fool" and escapes.</li> <li>The Prince arrives with citizens and both feuding families. Benvolio recounts the events, emphasizing Romeo's attempt at peace. Despite Lady Capulet's accusations, the Prince sentences Romeo to exile from Verona under penalty of death if he returns.</li> </ul>
		<ul> <li>Act 3 Scene 5</li> <li>Romeo and Juliet face the harsh reality of dawn breaking as Romeo prepares to flee. Juliet desperately tries to delay his departure, but Romeo, torn by love and duty, decides to stay despite the danger of death.</li> <li>Juliet is interrupted by Lady Capulet's arrival, mistaking Juliet's sorrow for Tybalt's death. Juliet cunningly hides her true grief over Romeo and pretends to agree with her mother's desire for vengeance. However, she vehemently refuses Capulet's plan for her marriage to Paris, risking her father's wrath and seeking solace from Friar Lawrence.</li> </ul>



#### Week 9 Week 10 Summary Act 4 scene 1: TASK- Learn the following terms using say, look, cover, TASK- Explore how Shakespeare reflects the treatment write. of women during the Elizabethan era. Friar Lawrence reluctantly agrees to Paris's marriage to Juliet, knowing the true reason **Thesis** – a statement or main argument that is put forward at behind Capulet's haste. Juliet enters, showing **Theme –** a central topic or subject that occurs the beginning of an essay in order to be proven and little interest in Paris, who speaks of their throughout a literary text e.g. love maintained. wedding plans with self-assuredness. How do I write a thesis for a Romeo and Juliet literature After Paris leaves, Juliet reveals her desperation essay? Romeo and Juliet to Friar Lawrence, threatening to end her own

- Romeo and Juliet
  Themes

  Family and Obligation
  Death and Violence
  Defying Authority
  Destiny and Fate
  Folly of Youth
- Read the question what is the steer? Highlight it. E.g. Explore how Shakespeare presents the theme of conflict.
- 2. In the first sentence, you must include
- Playwright (William Shakespeare)
- The type of story (tragic play)
- Play title (Romeo and Juliet)
- Summarise the author's message (explores how love can cause and end conflict)
- Using the steer, write down why the author has used this particular facet (Shakespeare utilises the theme of conflict to illustrate how love can be deadly).

In the tragic play, Romeo and Juliet, Shakespeare explores how love can be the cause and end of conflict. He utilises the theme of conflict as a vehicle to illustrate how love can be deadly.

All Write: Act Four \*Key scenes: 1 and 3\*

To what extent is Juliet presented as a strong female character in Act 4? Include a thesis introduction.

- After Paris leaves, Juliet reveals her desperation to Friar Lawrence, threatening to end her own life rather than marry Paris. The friar proposes a risky plan: Juliet will fake her death with a potion, allowing her to escape to Mantua with Romeo once she awakens. Juliet agrees, accepting the sleeping potion from Friar Lawrence with resolve.
- "If in thy wisdom thou canst give no help Do thou but call my resolution wise And with this knife I'll help it presently" (4.1.)

#### Act 4 scene 3:

- Juliet sends away her Nurse and Lady Capulet, then contemplates the consequences of drinking Friar Lawrence's potion. Fearful of death or waking alone in the tomb, she hallucinates and pleads with Tybalt's ghost to cease its search for Romeo.
- Resolved, Juliet raises a toast to Romeo and consumes the vial, committing herself to the uncertain fate it holds.
- "Romeo, Romeo, Romeo, here's drink. I drink to thee." (4.3.)



#### Week 11

TASK- Explain how the ending of the play is typical of a tragedy.

**Tragedy –** a play dealing with tragic events and having an unhappy ending, especially concerning the downfall of a main character.

#### **Key quotations:**

#### Act 5 scene 1

"I dreamt my lady came and found me dead—

Strange dream that gives a dead man leave to think" (5.1.)

#### Act 5 scene 3

A glooming peace this morning with it brings.

The sun for sorrow will not show his head (5.3.)

#### Week 12

TASK- Summarise the play and explain what Shakespeare might be trying to convey to his audience about violence and hatred.

#### How can I analyse structure in a text?

- Use these structural features
- Quotation
- Explain why the writer has used this and why this might be interesting to the audience

All Write: Act Five \*Key scenes 1 and 3\*

How does Shakespeare make *Romeo* and *Juliet* a tragic play? Analyse the writer's use of language and structure.

#### STRUCTURAL FEATURES Sentence / paragraph length CLIMAX- turning point in narrative / significant punctuation changes protagonist's fate. Protagonist's strengths / weaknesses revealed. Highest Temporal (time) Revelation / clues / hints references / pace point of tension / suspense / drama. oreboding Repetition / patterns something sinister / ominous emotional change oreshadowing advanced sign / warning) nterrogatives questions) Dialogue one / mood pessimistic) FALLING ACTION - conflicts between RISING ACTION - series of events / conflicts / protagonist / antagonist unravel. problems / complications / frustrations. Protagonist wins / loses. May have internal thoughts / Struggle between two opposing forces (internal / external), creating suspense / tension. external actions final moment of suspense. athetic fallacy Plot development irst / second / veather mimics mood hird person Atmosphere Circular perspective / Narrator environment cyclical oint of view Chronological (linear) inside / narrative / fragmented Flashback (analepsis) nonlinear) narrative flashforward (prolepsis haracterisation DENOUEMENT- conflicts / problems Topic / subject resolved / matters explained. EXPOSITION - introduces important Normality / sense of catharsis / background information: character Time of day (night / day) / time release from tension. Protagonist better / worse off than beginning. setting / events before main plot. period (era) / past, present, future

#### Summary

#### Act 5 scene 1:

- Romeo joyfully recounts a dream about
  Juliet reviving him with a kiss, only to hear
  from Balthasar that Juliet has died.
  Distraught, he resolves to return to Verona
  that night.
- Romeo, determined to join Juliet in death, writes a letter, procures poison from an apothecary despite its illegality, and vows to visit Juliet's tomb to end his life beside her.

#### Act 5 scene 3:

- Paris, grieving for Juliet at her tomb, encounters Romeo, whom he recognizes as Tybalt's killer and believes has returned to dishonor the Capulets. They fight, and Romeo kills Paris, fulfilling Paris's request to be laid beside Juliet.
- Romeo, believing Juliet to be dead, drinks poison beside her. Juliet awakens to find Romeo dead and tries to join him in death with his dagger. The tragic scene is discovered by Friar Lawrence and the authorities, leading to reconciliation between the feuding families as they mourn the young lovers.



Week 1	Week2	Week3
<b>Demonstration</b> - South African Picnic Muffins	Practical - South African Picnic Muffins	Practical - Tomato and Basil Soup
Secondary processing - Secondary processing is when the primary product is changed to another product.	Washing fruit and vegetables prior to preparing/cooking will help remove bacteria, including E.coli, from the surface.	A diet high in fruit and vegetables can help protect you against cancer, diabetes and heart disease.
Dietary fibre - isplant material that cannot be digested by the human body. Foods that are rich in fibre include beans, pulses, and vegetables such as broccoli and carrots.  Vitamin C	Muffin - a small domed spongy cake made with eggs and baking powder.  Classification - fruits and vegetables are classified depending on which part of the plant they come from	Acidity - The tart or sour taste often balanced with sweetness in the soup.  Iron - Helps to make haemoglobin in the red blood cells which carry oxygen to the body cells
<ul> <li>Helps with resist infection</li> <li>Helps wounds to heal</li> <li>Helps the absorption of iron from other foods.</li> <li>Produces a substance called collagen which makes connective tissues to bind cells together in the body.</li> <li>It is an antioxidant. That means it helps protect the body against polluting chemicals which can harm us.</li> </ul>	Batter - a mixture of flour and liquid with other ingredients, such as leavening agents, shortening, sugar, salt, eggs, and various flavourings, used to make baked goods and other food products  Basic equipment - Measuring jug - used for measuring liquids Paper cases - used to bake cake mixture in, preventing the mix sticking  Muffin tin - piece of equipment used to	Basic equipment - Saucepan - a cooking pot used for heating liquids Can opener - a toll to help open tincan with Sharpe knife - used to cut ingredients Blender - used to blend, puree and mix food items  Consistency - The texture or thickness of a sauce. Cornflour is used to achieve the desired consistency in sauces, making them thicker and more viscous.
Food poisoning - Food poisoning, also called foodborne illness, is an infection or irritation of your digestive tract that spreads through food or drinks.	bake muffins/cakes.  Grater - used to grate foods into fine pieces.	Simmer - Cooking method involving low heat to gently cook ingredients.



Week4	Week5	Week6
Practical - Cornish Fairings	Practical - Cheese Straws	Theory
Golden syrup - process sugar, name other types of syrups natural - maple and honey  Implications of a diet high in saturated fats which can cause cholesterol to build up in	Basic equipment - Baking tray - is a flat, rectangular metal pan placed in an oven and used for baking. Greaseproof paper - paper which is used to	Smoking point - when a fat isheated it turns into a liquid oil. on further heating it will give off smoke and eventually ignites, different fats have different smoke points
Cornish fairings - Traditional gingerbread cookies from Cornwall, England.  Basic equipment - Baking tray - is a flat, rectangular metal pan placed in an oven and used for baking.  Greaseproof paper - paper which is used to line tins and baking trays with to prevent food items from sticking  Mixing bowl - used to mix food item in	line tins and baking trays with to prevent food items from sticking  Mixing bowl - used to mix food item in Grater - Used to o grate foods into fine pieces.  Pastry Brush - A kitchen tool used to apply butter, egg wash, or other liquids to the dough before baking, which can help with browning and adding flavour.  Caramelisation - a process of browning of sugar used extensively in cooking for the resulting rich, butter-like flavour and brown colour.	Secondary processing - Secondary processing is when the primary product is changed to another product - for example, turning potatoes in to chips.  Evaluation -  • The quality of the products that you have made.  • The skills that you have developed.  • Equipment that you have learned how to use.  • Skills or processes that you need to improve.  • How you could improve the way in which you work in practical lessons.
Melting method - melting the butter (fat) and dissolving the sugar  Empty calories - are calories that provide little nutritional value  Energy density- is the amount of energy (or calories, kcal) per gram of food	Dough - A mixture of flour, water, and other ingredients that is baked to make bread, pastries, and other baked goods  Rubbing - in method - Using your fingertips, rub the flour and butter together until the mixture resembles breadcrumbs	Reflect - What went well? React - Even better if Retain - Embedding knowledge



Numbers	The alphabet	Classroom language		Question words	
1. un	a = ah	Français	Anglais	Français	Anglais
2. deux	b = bay	Comment dit-on en	How do you say in	Que / qu'est-	what
3. trois	c = say	français/anglais?	French / English?	ce que?	
4. quatre	d = day	Comment ça s'écrit?	How do you spell?	Comment?	how
5. cinq	e = euh	Comment prononce-t-on?	How do you pronounce (it)?	Pourquoi?	why
6. six	f = eff	Passe-moi , s'il te plaît?	Can you give me?	ΟύŞ	where
7. sept	g = jay	Tu peux répéter?	Can you repeat that?	D'où?	where from
8. huit	h = ash	Je peux aller à ma leçon de	Can I go to my music	Depuis quand?	since when
9. neuf	i = ee	musique?	class?		
10. dix	i = jee	Je ne comprends pas.	I (don't) understand	Quand?	when
11. onze	k = kah	Je suis désolé(e).	I'm sorry	Combien?	how
12. douze	l = el				much/many
13. treize	m = em	J'ai (presque) fini.	I have (almost) finished	Quel(le)(s)?	which
14. quatorze	n = en	S'il te plaît / s'il vous plaît	please	Qui?	who
15. quinze	o = oh	merci	thank you	A quelle	at what time
16. seize	p = pay			heure?	
17. dix-sept	q = koo	Objets dans la classe	Classroom objects		
18. dix-huit	r = air	un stylo	a pen		
19. dix-neuf		une règle	a ruler		
	s = ess	un cahier	an exercise book		
20. vingt	t = tay	Phonics		(2)22) 2220	
21. vingt-et-un	u = ew		- Sound Symbol Correspond	' '	
30. trente	v = vay	220	Cs – Sound-spelling correspond	adrices	
31. trente-et-un	w =	a = ah, e= euh, i/y = ee, o = oh, u= ew (n <u>u</u> de)			
40. quarante	doubla	3 31	1, 0 0011, 1, 7 00, 0 011, 0	011 (11 <u>0</u> 00)	
50. cinquante	vay	er / é / ez / ai = ay (t <u>a</u> me)			
60. soixante	x = eex		, ,		
70 soixante-dix	y = ee	eau / au / ô = oh (h <u>o</u> me)			
80 quatre-vingt	grek				
90 quatre-vingt-dix	z = zed	en/an/em/am = like the /o/ in on but without the n!			
100 cent				/+ /	
200 deux cents			ch = /sh/ (soft sound) th =	/ 1 /	
1000 mille		s / t / x are silent at the ends of words			
		qu = /k/		ail / aille = eye	



#### Week 1 – Days and Dates

#### Week 2 – Who I Live With

## Week 3 – Describing People (Avoir)

1. Days and dates			
Aujourd'hui	Today		
lundi	Monday		
mardi	Tuesday		
mercredi	Wednesday		
jeudi	Thursday		
vendredi	Friday		
samedi	Saturday		
dimanche	Sunday		
janvier	January		
février	February		
mars	March		
avril	April		
mai	mai May		
juin	juin June		
juillet	juillet July		
août	August		
septembre	September		
octobre	October		
novembre	November		
décembre December			
C'est quand,	ton anniversaire?		
Mon anniversaire est le de			
	ı		

2. Who I live with		
Dans ma famille il y	Dans ma famille il y a	
a		
Dans ma famille	In my family we are five	
nous sommes cinq	Lalam M. Ianus	
Je n'ai pas de	I don't have	
J'habite avec	I live with	
mon/ma/mes	my	
père	father	
beau-père	stepfather	
famille d'accueil	carers	
frère ainé	older brother	
frère cadet	younger brother	
demi-frère	stepbrother	
oncle	uncle	
grand-père	grandfather	
cousin	cousin	
madre	mother	
belle-mère	stepmother	
soeur aînée	older sister	
soeur cadette	younger sister	
demie-soeur	stepsister	
tante	aunt	
grand-mère	grandmother	
cousine	cousin	
jumeau/jumelle	twin	
femme	wife	
mari	husband	
Je suis fils unique	I'm an only child (boy)	

3. Describing people (avoir)		
J'ai les cheveux	I have hair	
II / elle a les cheveux	He/she has hair	
marron	brown	
blonds	blond	
noirs	black	
gris	grey	
roux	red	
courts	short	
corto	longs	
J'ai les yeux	I have eyes	
II / elle a les yeux	He/she has eyes	
marron	brown	
gris	grey	
verts	green	
bleus	blue	
J'ai les yeux	I have eyes	
Je ne porte pas de Iunettes	I (don't) wear glasses	
II/elle ne porte pas de lunettes	He/she (doesn't) wear glasses	
AVOIR	To have	
J'ai	l have	
Tu as	You have	
II/elle/on/iel a	He/she/we have	
Nous avons	we have	
Vous avez	You pl have	
Ils/elles ont	they have	

FRENCH

#### Week 4 – Describing People (Ser)

#### Week 5 – Making Comparisons

#### Week 6 – Talking About Relationships

4. Describing p	eople (ser)
Comment es-tu?	What are you
	like?
Comment est-il/elle?	What is he/she
	like?
Je (ne) suis (pas)	I am (not)
II/elle (n')est(pas)	he/ she is(n't)
très	very
assez	quite
un peu	a little
grand(e)	tall
petit(e)	short
Je (ne) suis (pas)	I am (not)
II/elle (n')est(pas)	He/she is
	(not)
gentil(le)	kind
sympathique	nice
aimable	friendly
timide	Quiet/shy
amusant(e)	fun
ennuyeux(euse)	boring
heureux(euse)	happy
responsable	leal
être	to be
Je suis	l am
Tu as	you are
II/elle est	he/she is
Nous sommes	we are
Vous êtes	you (pl) are
Ils/elles sont	they are

5. Making comparisons			
Comparatives			
plus que	more than		
moins que	lessthan		
aussi que	asas		
meilleur que	better than		
pire que	worse than		
plus âgé que	older than		
plus jeune que	younger than		
Super	latives .		
le/la plus	the most		
les plus	the most (pl)		
le/la moins	is the least		
les moins	Ithe least (pl).		
le/la meilleur(e)	the best		
le/la pire	the worst		
l'aîné(e)	the oldest		
Le/la cadet(te)	the youngest		
Possessive	Possessive adjectives		
Mon/ma/mes	my		
Ton/ta/tes	your		
Son/sa/ses	his/ her/ their		
notre	our		
Nos	our + plural		
leur	their		

6. Talking about relationships		
soutenir	to support	
connaître	to meet/ know	
conseiller	to give advice	
faire rire	to make laugh	
critiquer	to criticize	
juger	to judge	
s'amuser	to have fun	
se marier	to get married	
se disputer	to argue	
se ressembler	To look like	
s'entendre avec	to get on with	
Conjugating	g reflexive verbs	
je m'amuse	I get on	
tu t'amuses	you get on	
il/elle s'amuse	he/she gets on	
nous nous amusons	we get on	
vous vous amusez	you(pl) get on	
lls/elles s'amusent	they get on	
Negation		
nepas	not	
nejamais	never	
neplus	no longer	
nenini	neither nor	
nerien	nothing	
neaucun(e)	none at all	
nepersonne	no-one	



#### Week 7 – My Daily Routine

#### Large Numbers

7. my daily routine		
se réveiller)	to wake up	
se lever	to get up	
se brosser les dents	to clean your teeth	
se doucher	to shower	
s'habiller	to get dressed	
se préparer	to get ready	
se relaxer	to relax	
se coucher	to go to bed	
My typic	al day	
Je me réveille	l wake	
Je me lève	l get up	
Je me brosse les	I clean my teeth	
dents		
Je me douche	I bathe	
Je m'habille	I get dressed	
Je me prépare	I get ready	
À huit heures	at eight o'clock	
À une heure	at one o'clock	
À une heure cinq	at <u>five</u> past 1	
À une heure et quart	at quarter past two	
à et demie	at half past	
à moins le quart	at quarter to_	
premièrement	first	
puis	then	
ensuite	after that	
après ça	before that	
tout de suite	right away	
finalement	finally	
plus tard	later	
plus tôt	earlier	

Large numbers 10. dix
20. Vingt
30. Trente
31. trente-et-un
40. Quarante
50. Cinquante
60. Soixante
70. soixante-dix
80. quatre-vingts
90. quatre-vingts-dix
100. Cent
101. cent un
200. deux cents
300. trois cents
400. quatre cents
500. cinq cents
600. six cents
700. sept cents
800. huit cents
900. neuf cents
1000. mille
2000. deux mille

## 0000

### Week 1

#### Glossarv: Natural hazard - has an element of human involvement.

A physical event, such as a volcanic eruption, that does not affect human beings is a natural event, but not a natural hazard.

**Hydrological events** – mainly floods.

Atmospheric – storms/droughts.

Geological events – earthquakes.

Hazard risk – the chance or probability of being affected by a natural event.

#### Convection currents -

a movement within the Farth's mantle caused by the heat of the core.

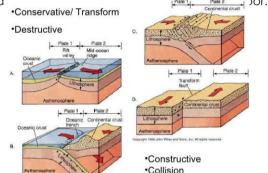




#### Week 2

**Continental crust** - the surface of the Earth's crust found underneath large land masses.

Oceanic crust - the surface of the Earth's crust found Plate 2 OOT.



#### Week 3

An earthquake is a violent shaking of the Earth's crust.

**Epicentre** – the point on the ground surface directly above the focus of an earthquake.

**Focus** – the point beneath the ground where an earthquake occurs. **Seismic wave** - vibration generated by an earthquake.

**Primary -** caused by the ground shaking and can include deaths and injuries and damage to roads and buildings.

**Secondary** - are the results of primary effects (ground shaking) and include tsunamis, fires and landslides.

Immediate responses – search and rescue and keeping survivors alive by providing medical care, food, water and shelter.

**Long-term responses** – re-building and reconstruction. With the aim of returning people's lives back to normal and reducing future risk.

Week 6

#### Week 4

#### Earthauakes:

Monitoring – earthquakes generally occur without warning. Scientist have vet to discover reliable ways to monitor and predict earthquakes.

**Prediction** – it is impossible to make accurate predictions about earthquakes due to the lack of warning signs. Scientists studying historical records of earthquakes at plate margins have identified locations that they believe are at greatest risk.

**Protection** – designing buildings that will withstand tectonic hazards. This is the main way to reduce risk. It is possible to construct buildings and bridges to resist the ground shaking associated with an earthquake.

**Planning** – identifying and avoiding places most at risk. Maps can be produced to show the effects of an earthquake or identify those areas most at risk from damage.

#### Week 5

#### Volcanoes:

Monitoring – using scientific equipment to detect warning signs; volcanges give a number of warning signs. Scientists monitor heat and changes to the shape of the volcano, earthquake activity and monitor gases released.

**Prediction** – this is based on scientific monitoring. In 2010 Iceland could accurately predict the volcanic eruption due to an increase in earthquake activity.

**Protection** – the power of a volcanic eruption means there is often little that can be done to protect people and property. Earth embankments and explosives to divert lava flows from property have been used on the slopes of Mount Etna in Italy.

Planning - hazard maps have been produced for many volcanoes, showing the likely areas to be affected. This can be used in planning to restrict certain land uses or to identify areas to be evacuated when an eruption is about to happen.

#### Glossarv:

Assess - make an informed judgement.

**Compare** – identify similarities and differences.

**Describe** – set out characteristics/say what you can see.

**Explain** – set out purposes or reasons.

**Justify** – support a case with evidence. Outline - set out main characteristics

**Suggest** – present a possible case

**To what extent** – judge the importance or success of a strategy, project or scheme.

#### Don't forget to REBUGG the question

- R Read the question carefully
- E Expand; take time to think about the question
- B Box the command term
- U Underline the key geographical terms
- G Gauge how many marks the question is worth
- G Go for it!

### GEOGRAPHY

Week 7

#### Glossarv:

**Tropical Storms:** 

immediate action.

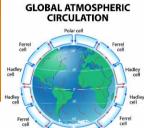
of warnina.

**Troposphere** - the lowest layer of the atmosphere, where weather occurs.

**Atmosphere** - the atmosphere is the blanket of gas around earth.

**Stratosphere** – the layer of atmosphere above the troposphere; contains the ozone layer which protects the Earth from harmful UV radiation.

## LAYERS OF THE ATMOSPHERE Exosphere Thermosphere Mesosphere Stratosphere Toposphere



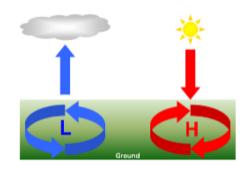
#### Week 8

#### Glossary:

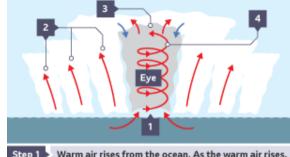
**High pressure** - when air is descending/sinking, and it is associated with dry weather.

**Low pressure** - when air is rising. Generally linked to precipitation and windy conditions meet.

**Latitude** – parallel lines on an atlas map drawn north and south of the Equator, also including the Equator.



#### Week 9



Warm air rises from the ocean. As the warm air rises, it leaves a space below it. This space is instantly filled by surrounding air rushing in, causing strong wind.

Step 2 Rising air brings with it moisture. This cools and

the eye wall.

Step 3 When the cooled air descends, it will form an area of calm in the centre called the eye.

Step 4 The spin of the Earth leads to the storm starting to spin.

#### Week 10

**Monitoring and prediction** – the course of a tropical

storm can be predicted; however, the exact track can

be very uncertain. In the N. Atlantic there are two levels

Hurricane watch - advises that hurricane conditions are

possible. **Hurricane Warning** – advises that hurricane

conditions are expected and that people should take

**Protection** – there are a number of options available to

protect people from the hazards associated with tropical

#### Classer

#### Glossary:

**Weather** - the day-to-day changes in the atmosphere.

**Climate** - the average over 30 years of atmospheric conditions found in each area.

Week 11

**Extreme weather** – when a weather event is significantly different from the average or usual weather pattern and is especially sever or unseasonal.

**Climate change** – changes in climate because of natural causes or human activity.

**UK's weather roundabout** – the UK is at the meeting point of several different types of weather from different directions.

#### storms: reinforce buildings to withstand strong winds, storm drains to take away excessive amounts of rainfall and prevent flooding, sea walls to protect against storm surges, build houses on stilts if they are close to the coast

#### and introduce cyclone shelters.

**Planning** – raise individual and community awareness. People need to understand the potential dangers and be able to respond. In the USA there is a National Hurricane Preparedness Week which focuses on educating people about potential dangers ahead of the next hurricane season.

#### Extreme weather in the UK

- Thunderstorms
- Prolonged rainfall
- Heavy snow and extreme cold
- Strong winds
- Drought and extreme heat

#### Week 12

#### The Somerset Levels floods, 2014 (River Tone & River Parrett)

**Cause –** wettest January since 1910, high tide and a storm surge, plus the rivers has not been dredged for 20 years.

**Impacts –** 600 houses flooded (social), estimate £10m in flood damage (economic) and sewage and other pollutants including oil and chemicals contaminated the floodwater (environmental).

**Immediate responses** – people protected their homes by laying down sand bags and used boats to go shopping or attend school.

**Longer-term responses** – a £20 million Flood Action Plan was launched. The Rivers Tone and Parrett were dredged in 2014. Road levels have been raised and vulnerable communities now have flood defences. River banks have been raised and strengthened.



Week 1	Week 2	Week 3
How did World War One impact on Germany? The terms of the Treaty of Versailles can be remembered as: -BLAME- Germany was forced to accept blame for starting the First World War-REPARATIONS- Germany was forced to start paying back huge amounts of money to repair the damage caused -ARMY- The German Armed forces were strictly limited to 100,000 soldiers and no AirforceTERRITORY- Germany lost one million square miles of land.	-Adolf Hitler was born in Austria in 1889Hitler and others in Germany, who were seeking a <b>scapegoat</b> (blame) for their nation's military lossThe Nazi Party hated the Treaty of Versailles and were Anti-SemiticAnti-Semitism is hatred or prejudice towards Jewish people. It did not start in Germany and has a long and sad history across the world.	How did the Nazis take power in Germany? -In 1929, the Great Depression caused a worldwide economic crash which gave Hitler an opportunityThere were 6 million people unemployed in GermanyHitler took advantage of the economic problems and blamed them on Jewish people, who were a tiny minority - less than 1% of the German population.
Week 4	Week 5	Week 6
How did the Nazis keep control of Germany? Censorship- controlling what people can see, read or hear.  Propaganda- Messages designed to make you think a certain way  Gestapo- the Nazi secret police. They did not wear uniforms and arrested people for doing or saying anything against the Nazis.	What was Jewish life like in Europe before the 1930's?  -Antisemitism did not emerge for the first time when the Nazis took power in 1933. Jewish communities were always a minority of the population, which made them a target for persecution.  -During World War One, 100,000 Jewish people had fought for the German army. 12,000 lost their lives.  -The Nazis tried to categorise all Jewish people as the same, but this wasn't the reality.	How did the Nazis target and persecute the Jewish Peoples of Europe? 1933- Boycott (refusing to use) Jewish shops 1935- the Nuremberg Laws were passed. The aim of these laws was to take away the rights of Jewish people to be citizens of Germany. This included education and healthcare. 1938- Kristallnacht (Night of the Broken Glass) 7,500 shops and businesses were damaged or destroyed. 30,000 Jewish men were sent to concentration camps and over 100 Jewish Germans were killed.

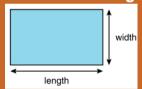


Week 7	Week 8	Week 9
Which other groups were targeted by the Nazis?	What was the Holocaust?	What happened in Nuremberg in 1946?
Other groups of people were targeted for different reasons: Roma and Sinti gypsies, Black people and mixed race people, Communists, trade unionists, Russian prisoners of war, Jehovah's Witnesses, people with disabilities and LGBTQAI+ people. While these groups were all targeted for different reasons, their persecution was rooted in the Nazis' racist, unscientific and prejudiced beliefs.	The word 'Holocaust' comes from two Ancient Greek words: 'holos', which means 'completely', and 'kaustos', meaning 'burnt'. The original meaning of this word referred to a religious sacrifice, which the mass murder of Jewish people was not. As a result, many people prefer to use a different term, such as the Hebrew word 'Shoah', which means 'catastrophe'.  6 million Jews were murdered during the Holocaust.	-Those who had been involved in suspected war crimes were tried in the Nuremburg Trials, starting in November 1945Most Nazis died or ran away before the trial, so many never faced justiceMany Nazis were able to go back to ordinary life, some even becoming politicians or businessmen.
Week 10	Week 11	Week 12
How was Germany "Denazified" after the Second World War?	Key Historical Terminology for extended writing	Key Historical terminology for source work
-Denazification was the process of removing Nazi ideology and influence -The Nazi Party was banned and supporting Nazi ideas was made punishable by deathThe Swastika symbol and other Nazi emblems were banned in publicEx-Nazis were taken on tours of concentration camps or made to watch video clips of Jewish prisoners.	-Significance Why something is important -Change Making something different -Continuity Something that stays the same -Describe Outline the key facts or ideas -Explain Give reasons for details, using words and phrases like "Because" or "This was important because"	-Provenance Where a source comes from, who wrote it, details about the source? -Nature What a source is, such as a diary entry, a photograph? -Origin Who made it, when it was made? -Purpose Why was it made? -Reliability Can we trust the information given or should we question it?



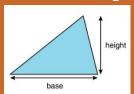
#### Weeks 1 to 12

#### Area of a Rectangle



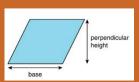
 $length \times width = l \times w$ 

#### Area of a Triangle



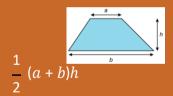
 $\frac{1}{2}$  × base × perpendicular height

#### **Area of Parallelogram**



base × perpendicular height

#### **Area of Trapezium**

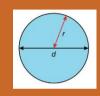


#### Circumference of a circle

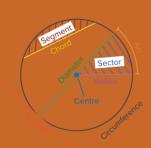


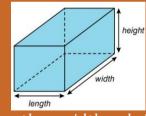
 $C = \pi \times d$ 

#### Area of a circle



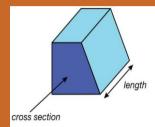
Parts of a circle





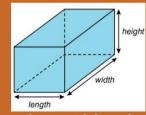
 $V = l \times w \times h$ 

#### Volume of a Prism

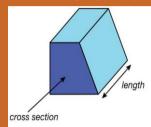


Area of cross section × length

#### Volume of a Cuboid



Length × width × height



#### Cube Numbers 13 = 1

 $2^3 = 8$ 

 $2^2 = 4$  $3^3 = 27$ 

Square

**Numbers** 

12 = 1

32 = 9 $4^3 = 64$ 

 $4^2 = 16$  $5^3 = 125$ 

 $5^2 = 25$  $6^3 = 216$ 

 $6^2 = 36$  $7^3 = 343$ 

 $7^2 = 49$  $8^3 = 512$ 

 $8^2 = 64$  $9^3 = 729$ 

 $9^2 = 81$  $10^3 = 1000$ 

 $11^2 = 121$ 

 $10^2 = 100$ 

 $14^2 = 196$ 

 $15^2 = 225$ 

**Prime Numbers**  $12^2 = 144$ 

2,3,5,7,11,13,17,  $13^2 = 169$ 

19, 23, 29, 31,

37,...

**HCF**: Highest Common Factor LCM: Lowest Common Multiple

#### Index Rules

$$x^a \times x^b = x^{a+b}$$

$$\frac{x^a}{x^b} = x^{a-b}$$

$$(x^a)^b = x^{a \times b}$$

$$x^0 = 1$$

$$x^{-a} = \frac{1}{x^a}$$

$$\frac{1}{x^a} = {}^a \sqrt{x}$$



#### **Angle Rules**

Angles of straight line add up to 180°



 $\overline{a+b+c} = 180$ 

Angles at a point add up to 360°



 $a + b + c + d = 360^{\circ}$ 

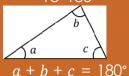
Vertically opposite angles are equal



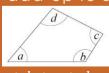
a = c, b =

### **Angle Rules**

Angles in a triangle add up to 180°



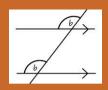
Angles in a quadrilateral add up to 360°



 $a+b+c+d=360^{\circ}$ 

### **Angle Rules**

Corresponding angles are equal



Co-interior angles add to 180°

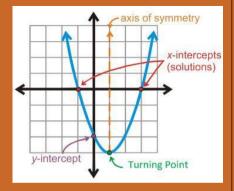


 $x + y = 180^{\circ}$ 

Alternate Angles are equal



#### **Quadratic Graphs**



### Speed, Distance, Time



 $speed = \frac{distance}{time}$ 

#### Gradient

 $= \frac{change \ in \ y}{change \ in \ x}$ 

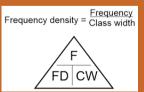
# HIGHER TIER ONLY

# General linear line equation

y=mx+c

Where m is the gradient and c is the y -intercept.

### Frequency Density

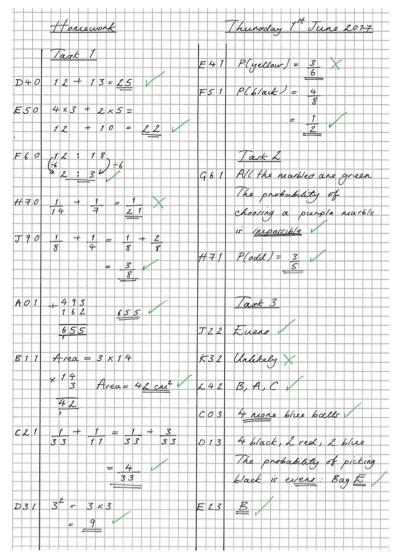




## YEAR 9 MATHEMATICS

- 1) Go to sparxmaths.uk
- 2) Login using your username and password
- 3) Complete your compulsory homework as follows:
- Write the bookwork code
- Write the question and then your workings and your answer
- Mark your answer in a different colour
- If you are struggling, watch the video
- Your homework is complete when you have answered every question correctly.
- If you are really struggling with one question, complete the other questions and ask your Maths teacher for help the next day or attend the Sparx Clinic.

Х	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144







Week 1 and 2	Weeks 3 and 4	Weeks 5 and 6
MOBO: is Music Of Black Origin  The Blues: is a genre of music characterised by its melancholic melodies, repetitive harmonic structure, and lyrics typically expressing sorrow, hardship, or longing, originating from African American musical traditions.  12 Bar Blues/Structure: a chord progression consisting of 12 bars, typically following a HV-V chord pattern, integral to the blues genre's foundational form and improvisational/characteristic style.  Chords: combinations of three or more notes played simultaneously, forming the harmonic foundation and structure of a musical composition.  Walking Bass: is a steady constant crotchet based pattern played on the bass guitar or double bass that uses notes of the chord and blue notes to provide a strong, low foundational groove to the music.	Bessie Smith (b. 1895, d. 1937): known as the "Empress of the Blues," was a pioneering African American blues singer of the 1920s and 1930s, celebrated for her powerful voice and emotive delivery.  Blues AAB Lyric Structure: consists of a pattern where the first line (A) is a stated problem or issue, its then repeated (A), and then followed by a concluding line (B), often with a reason or resolution.  Blues Improvisation: the spontaneous creation and performance of new melodies, harmonies, or rhythms within a given framework or structure.  The Blues Scale: is a six-note scale commonly used in blues music i.e. C, Eb, F, F#, G, Bb, C  Call and Response: where a phrase played or sung by one musician or group (the call) is directly answered or echoed by another musician or group (the response).	Ensemble Performance Skills  Focused Practice: Consistent and focused practice leading up to the performance.  Timing: Ensuring and maintain a consistent tempo. Playing in sync with each other, particularly during transitions and changes.  Dynamic Control: Adjusting individual volume levels so no single instrument or voice overpowers the others.  Eye Contact: Maintaining visual communication to ensure coordination and mutual understanding.  Listening: Actively listening to each other to adjust and respond in real-time to maintain harmony and balance.  Interpretation: Conveying the emotional content and style of the music collectively.  Stage presence and confidence.
Weeks 7 and 8	Weeks 9 and 10	Weeks 11 and 12
Ragtime: a musical style popular in the late 19th and early 20th centuries, is characterised by its syncopated or "ragged" rhythm, lively melodies, and typically performed on piano.  Scott Joplin (b.1868, d. 1917) was known as the "King of Ragtime", a seminal American composer and pianist whose innovative works, included "The Entertainer".  Introduction: a section at the beginning of a piece that sets the stage for the main material, often establishing the key, tempo, and mood.  Dynamics: The volume of the music.  f – forte - loud  mf – mezzo forte – moderately loud  mp - mezzo piano – moderately soft  p – piano - soft	Theme: is a recurring melodic idea or motif that serves as the foundational element of a composition, it can repeat or be developed.  Syncopated: refers to rhythms that emphasize the off-beats or weak beats, creating a displaced or unexpected accent within the regular flow  Ties: are curved lines connecting two notes of the same pitch, indicating that they should be played as a single sustained note with their durations combined.  Strains: are distinct sections of a composition, typically 16 or 32 bars long, each featuring a unique melody and often arranged in a specific order  Stride bass: is a style of piano playing where the left hand alternates between low bass notes and mid-range notes or chords, creating a bouncy, rhythmic foundation.	Solo Performance Skills  Focused Practice: Consistent and focused practice leading up to the performance.  Accuracy: Playing or singing the correct notes, rhythms, and articulations.  Technique: Proper fingerings, bowings, breath control, and other technical aspects specific to the instrument or voice.  Musical Expression such as: Dynamics: Effective use of louds and softs to convey emotion.  Phrasing: Shaping musical lines in a way that highlights the music's natural ebb and flow. Emotion: Connecting with the music and conveying the intended emotions to the audience.  Musical Characteristics: musically modelling the key features of the style/genre.  Stage presence and confidence



#### Week 1 & Week 2

#### Type of movement: Flexion

Flexion – bending a joint. This occurs when the angle of a joint decreases. For example, the

elbow flexes when performing a biceps curl.

The knee 🚺



#### Respect

A feeling of admiration for someone, or something elicited by their abilities, qualities, or achievements. In sport this could be shaking hands with the opposition.

### Week 7 & Week 8

#### Type of movement: Adduction

Adduction – movement towards the midline of the body. This occurs at the hip and

shoulder, returning the arms back to their original

position from a iumpina

jack movement or when swimming breaststroke.



#### Type of movement: Extension

**Extension** – straightening a joint. This occurs when the angle of a joint increases, for example the elbow when throwing a shot put. The take-off knee extends when a high jumper takes off (the other knee is flexed).



#### **Etiquette**

Etiquette is a code of conduct reflecting social norms and expectation about how to behave in social situations. In sport this could be

following the rules of the game.

#### Week 9 & Week 10

#### Type of movement: Rotation

**Rotation** – this is where the limb turns round its long axis, like using a screwdriver. This occurs in the hip joint in golf while performing a

drive shot or the shoulder joint when playing a topspin forehand in tennis.



#### Week 5 & week 6

#### Type of movement: Abduction

**Abduction** – movement away from the midline of the body. This occurs at the hip and shoulder joints during a jumping jack

movement.



The principles of fair play include integrity, fairness, and respect for opponents, players, referees, and fans. With these principles the spirit

of competition thrives.

#### Week 11 & Week 12

#### Type of movement: Circumduction

**Circumduction** – this is where the limb moves in a circle. This occurs at the shoulder joint during an overarm tennis serve or cricket



#### Determination

The quality you show when you have decided to do something, and you will not let anything stop you achieving your aoals.

#### Equality

Fair and just treatment of all individuals, regardless of their gender, race, ethnicity, sexual orientation, ability, or any other characteristic.

#### Courage

Courage is the quality of the mind or spirit that enables a person to face difficulty, danger, pain without fear.

Week 1	Week 2	Week 3
Creation of Humans: In the Book of Genesis, God created Humans and granted them a soul. This is what separates us from other living things.  Life is a precious gift from God and is considered sacred (valuable for spiritual reasons).  Natural Law: Christians believe that the sanctity of life must be prioritised in ethical decision making. This is one of the Primary Precepts of Christian Ethics.	Prejudice: Negative thoughts and views towards a group of people.  Discrimination: Negative actions based on prejudices.  Protected Characteristics: Legally protected groups of people, making it illegal to discriminate based on things like race and sexuality.  Golden Rule: The belief present in all religions that we should care for one another. In Christianity this is shown in the quote by Jesus 'Love thy neighbour'.	The act of helping someone to die. Currently illegal in the UK.  Active Euthanasia: Actions that accelerate the process of death. E.g. taking a medically prescribed drug that will cause death  Passive Euthanasia: Omission of care. Stop providing the life sustaining medical care that is keeping a person alive. E.g. removing a breathing tube.  Physician Aided Dying: Medical intervention to help terminally ill people to die.
Week 4	Week 5	Week 6 and 7
The process of establishing pregnancy through artificial means  In-vitro fertilisation (IVF): Fertilising eggs outside of the womb to create embryos that are then implanted in the womb.  Artificial Insemination: A partner or donor's sperm is inserted closer to an egg in the hopes of establishing an embryo  Stem Cell research: Using unwanted embryos for medical research into various genetic conditions and medical treatments	An abortion is the premature termination of a foetus  Embryo: The stage of pregnancy between 2 and 8 weeks where organs etc are beginning to develop  Foetus: The stage of pregnancy from 8 weeks to birth. At this stage, the major organs are present and growing.  Viability: The stage of pregnancy where the foetus has a reasonable chance of survival (around 24 weeks).  Pro-Life: People who are opposed to abortion  Pro Choice: People who support female bodily autonomy	The death penalty, a sentence given for the most serious crimes. The UK banned the death penalty in 1969 with the last execution taking place in 1964. Status: 55 countries use the death penalty including the USA, China, Saudi Arabia and Japan  Methods: Common methods of execution around the world include firing squads, hanging, electrocution and lethal injections.  Human Rights: The United Nations has banned the death penalty as a violation of human rights  Lesson 7 - Assessment  A question paper worth 40 marks that should take 30 minutes to complete. It will consist of: 20 multiple choice questions worth 1 mark each 5 'state two' questions where you have to give examples of key words. These are worth 2 marks each 2 'describe and explain' questions where you must explore a religious view on an issue covered in this Learning Cycle. These are worth 5 marks each.  You will need to know the key words and main religious views of conservative and liberal Christians on the ethical issues we have covered.

In your 5 mark answers you will be expected to give examples and biblical quotes to support your answer



Week 1	Week 2	Week 3
Cells and Organisation  Eukaryotic cells – cells that have their genetic material enclosed in a nucleus  Prokaryotic cells – Genetic material is not enclosed in a nucleus  Nucleus: contains genetic material that controls the activities of the cell  Cytoplasm: Gel like substance where most chemical reactions happen  Cell Membrane: Controls what enters and leaves the cell  Mitochondria: Where aerobic respiration occurs  Ribosomes: where proteins are made in the cell  Cell Wall: Made of cellulose. Strengthens and supports plant cells  Vacuole: Contains cell sap in plant cells  Chloroplasts: Where photosynthesis occurs, contain chlorophyll  Magnification: How many times larger something appears  Resolution: A higher resolution microscope gives a sharper/clearer image  Microscope: Allows us to see things that are too small to see with the naked eye	does not grow.  Aseptic techniques: the laboratory procedures carried out to prevent the contamination of pure cultures of microorganisms  Diffusion: The passive movement of particles from an area of high concentration to an area of low concentration  Concentration: particles of solute per unit volume  Ventilated: Good supply of air  Osmosis: the diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane.	Cells and Organisation Active transport: moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration. Respiration: Process of releasing energy from glucose  Mitosis: Cell division which produces two genetically identical cells Cell Cycle: Process of cell growth and division Cell Differentiation: Where cells become specialised to carry out particular functions



Week 4	Week 5	Week 6
Cells and Organisation Stem Cell: Undifferentiated cell which can become different types of cell Adult stem cell: Can only become certain types of cell Embryonic stem cell: Can become any type of cell Meristem: Plant stem cell which can become any type of plant cell. Cell: Basic building block of organisms Tissue: A group of cells with similar structure and function Organ: A group of tissues working together Organ System: A group of organs working together Enzyme: A protein which catalyses or speeds up a chemical reaction Emulsification: Breakdown of large fat globules into smaller particles Denatured: To change the shape of an enzyme's active site pH Buffer: Solution which has a particular pH	prevent backflow.  Capillary: Allow exchange of substances between blood and cells  Artery: Carry blood away from the heart at high pressure  Plasma: Clear fluid that carries blood cells and dissolved wastes  Platelets: Small fragments of cells for clotting  Red Blood Cell: Specialised cell that carries oxygen around the body  White Blood Cell: Specialised cell that defends against	Cells and Organisation Non-Communicable Disease: A disease which cannot be spread to other people Coronary Heart Disease: A build-up of fatty material in the coronary arteries Coronary Artery: Arteries which supply the heart muscle with blood Stents: Used to hold open coronary arteries Epidemiology: study of factors that affect health and illness across populations Consolidation Formative assessment



Week 7	Week 8	Week 9
Atoms and the Periodic Table Elements are made up of one type of atom only Compounds are made up of two or more different types of element, chemically bonded together Mixtures contain two or more different elements or compounds, not bonded together A pure substance is made up of only one type of element or compound Soluble solids dissolve easily in a solvent Insoluble solids do not dissolve easily A solution is a mixture made up of a solvent and a solute Filtration separates insoluble solids from liquids Evaporation separates liquids from soluble solids Distillation is used to separate mixtures of liquids with different boiling points Distillation can be used to collect a solvent from a solution	Atoms and the Periodic Table Protons and neutrons make up the nucleus of the atom Electrons are found in shells around the nucleus Protons have a positive charge and a relative mass of 1 Electrons have a negative charge and a very small relative mass Neutrons have no charge and a relative mass of 1 An element's relative atomic mass gives the total number of protons and neutrons An element's atomic number gives the number of protons Atoms have the same number of protons and electrons, so have no overall charge Isotopes are atoms of an element with the same number of protons but different numbers of neutrons Thomson suggested the 'plum pudding' model of the atom Rutherford suggested that most of an atom was empty space Bohr proposed that electrons were organised in shells according to their energies The first electron shell contains a maximum of 2 electrons, the second and third shells a maximum of 8	Atoms and the Periodic Table Metal elements appear on the left of the Periodic table, non metal elements on the right Elements are arranged in Groups of elements with similar physical and chemical properties An element's Group number shows the number of electrons in the outer shell of its atoms An element's Period number shows the number of electron shells  The Noble Gases all have a full outer shell of electrons, making them very unreactive Mendeleev's early periodic table differed from the modern one as it had: gaps for elements that had not been discovered elements ordered by atomic weight, not atomic number Alkali metals are found in Group 1 and increase in reactivity as you go down the group Halogens are found in Group 7 and decrease in reactivity as you go down the group



Week 10	Week 11	Week 12
Chemical changes When atoms react they can gain or lose electrons from the outer shell, making them more stable lons are atoms that have gained or lost electrons and have a charge Metal atoms lose electrons and form positively charged ions Non metal atoms gain electrons and form negatively charged ions Oppositely charged ions are strongly attracted to one another, forming ionic bonds When a metal reacts with an acid, a salt and hydrogen gas are formed In a displacement reaction a more reactive element displaces a less reactive one from a compound Aluminium is extracted from its ore using electrolysis, the aluminium ore is dissolved in molten cryolite Metals below carbon in the reactivity series can be extracted by heating their ore with carbon Oxidation is the gain of oxygen or the loss of electrons Reduction is the loss of oxygen or the gain of electrons	<ul> <li>Chemical changes</li> <li>The pH scale is used with Universal indicator, with a pH of 7 being neutral</li> <li>Solutions with a pH lower than 7 are acidic and contain excess hydrogen ions, H+</li> <li>Solutions with a pH higher than 7 are alkaline and contain excess hydroxide ions, OH-</li> <li>In a neutralization reaction a salt and water are always formed</li> <li>The reaction between a metal oxide and an acid is an example of neutralization, forming a salt and water</li> </ul>	Assessment and improvement week The reaction between a metal carbonate and an acid is an example of neutralization, forming a salt and water and carbon dioxide gas Carbon dioxide gas can be tested for using limewater. Limewater turns cloudy when carbon dioxide is bubbled through it Consolidation Summative assessment



Classre	Year 8 Key	Year 8 Key prepositions		
Español	Inglés	а	at	
¿Cómo se dice en español/inglés?	How do you say in Spanish/ English?	al final de	at the end of	
¿Cómo se escribe?	How do you spell?	cerca de	near	
¿Cómo se pronuncia?	How do you pronounce (it)?	lejos (de)	far (from)	
¿Me das ?	Can you give me?	durante	during	
¿Puedes repetir?	Can you repeat that?	fuera de	outside/out of	
¿Puedo ir a mi clase de música?	Can I go to my music class?	hacia	towards	
(No) entiendo	I (don't) understand	hasta	until	
Lo siento	I'm sorry	para	for/in order to	
(Casi) he terminado	I have (almost) finished	por todas partes	everywhere	
por favor	please	por /a través de	through	
gracias	thank you	sin	without	
Objetos en la clase	Classroom objects			
un bolígrafo	a pen			
una regla	a ruler			
un cuaderno	an exercise book			

#### Phonics - Sound Symbol Correspondence (SSCs)

These sounds never change!

$$a = cat = egg i = feet o = hot u = woo$$

ca - ce - ci - co - cu

Stick your tongue out like the English /th/ for /ce/ and /ci/ and also z, /que/ = ke - /qui/ = key

ga - <u>ge</u> -<u>gi</u> - go - gu

Soft /g/ sound, except for /ge/ and /gi/ these are pronounced like a Spanish /j/ in the back of your throat. Soft /gue/ = get and /gui/ = geese

 $\mathbf{h}$  = silent,  $\mathbf{II}$  = like an English  $\mathbf{y}$ ,  $\mathbf{v}$  like an English  $\mathbf{b}$ ,  $\tilde{\mathbf{n}}$  =  $\mathbf{ny}$ , roll your  $\mathbf{rs}$  if they come at the beginning of a word, or are a double  $\mathbf{rr}$ 



## Week 1 – Past Holidays

## Week 2 – Past Activities

## Week 3 – Key Verbs

De vacaciones	On holiday
¿Adónde fuiste?	Where did you go?
El año pasado	Last year
El verano pasado	Last summer
fui a	I went to
España	Spain
las Islas Baleares	The Balearic Islands
las Islas Canarias	The Canary Islands
Me quedé en Inglaterra	I stayed in England
¿Con quién fuiste?	Who did you go with?
Fui con	I went with
mis amigos/as	my friends
mi clase	my class
mi familia	my family
mis padres	my parents
¿Cómo viajaste?	How did you travel?
Viajé en	I travelled by
avión	plane
coche	car
barco	boat/ferry

¿Qué hiciste?	What did you do?
bailé	l danced
compré	I bought
descansé	I relaxed
monté	l rode
saqué fotos	I took photos
tomé el sol	l sunbathed
visité	I visited
bebí	I drank
comí	l ate
conocí	l met
salí	I went out
vi	l saw
The w	eather
hizo calor	It was hot
hizo frío	It was cold
hizo sol	It was sunny
hizo viento	It was windy
hizo buen tiempo	It was good weather
hizo mal tiempo	It was bad weather
llovió	It rained
hubo nieve	It snowed

ir (a)	to go (to)
viajar	to travel
descansar	to relax
escuchar música	to listen to music
comer	to eat
beber	to drink
visitar	to visit
tomar el sol	to sunbathe
escribir	to write
bailar	to dance
ver	to see/watch
comprar	to buy
ir de compras	to go shopping
pensar/ creer	to think/ believe
querer	to want
salir	to leave/ to go out
tomar el sol	to sunbathe
pasar	to spend (time)
Volver	to return



## Week 4 – Opinions in the Past

#### ¿Cómo te fue? How was it? It was cool Fue guay Me gustó I liked it Me encantó I loved it Why? ¿Por qué? Perdí mi I lost my passport pasaporte I lost my mobile Perdí mi móvil Exclamaciones Exclamations ¡Qué bien! How great! ¡Qué bonito! How nice! How cool! ¡Qué guay! ¡Qué rico! How tasty! ¡Qué suerte! How lucky! Personalisation Year 8 Key adverbs a menudo often a veces sometimes demasiado too en seguida straight away más more less menos no obstante nevertheless

### Week 5 – Places in Town

En la ciudad	In town
¿Qué hay en tu ciudad?	What's in your town?
hay	there is
no hay	there is(n't)
un castillo	a castle
un parque	a park
un centro comercial	a shopping centre
un campo de fútbol	a football pitch
una biblioteca	a library
una playa	a beach
una piscina	a pool
una plaza	a town square
una tienda	a shop
un mercado	a market
un supermercado	a supermarket
un cine	a cinema
un centro comercial	a shopping centre
el puente	the bridge
la calle	the street
la plaza	the square

### Week 6 – Locations

Dónde está?	Where is it?
Está	It is
el norte	the north
el sur	the south
el este	the east
el oeste	the west
el suroeste	the southwest
el campo	in the country
las montañas	the mountains
la ciudad	the town
al lado del mar	by the sea
la costa	on the coast
las afueras	the suburbs



## Week 7 – Directions

## Week 8 – Description of Town

¿Para ir al / a la?	Have do Larabba 2
¿Por dónde se va al / a la?	How do I get to?
żdónde está?	where is?
está lejos	it is far away
está cerca	it is near
al final de	the end of
a la derecha	to/on the right
a la izquierda	to/on the left
sigue	continue
gira	turn
toma	take
pasa	go past
cruza	cross
coge	catch
la primera calle	the first street
la segunda calle	the second street
la tercera calle	the third street

Cómo es tu ciudad?	What's your town like?
contaminado	polluted
histórico	historic
limpio	clean
sucio	dirty
tranquilo	quiet
bonito	pretty
pequeño	small
grande	big
peligroso	dangerous
animado	lively
antiguo	former/old
cercano	close
nuevo	new
lo bueno	the good thing
lo malo	the bad thing
lo mejor	the best thing
lo peor	the worst thing