Student Name:

MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: September 2025

Year 9

“Wise men and women are always learning, always listening for fresh insights.”
Proverbs 18:15 (The Message)

Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it. Try and make links between the information on it and what you already know and do.

2. Look, Cover, Write, Check – the traditional way of learning spellings!

3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.

4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.

5. Write it out in full on a blank version of the same format.

6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.

7. Recreate the knowledge organiser as a series of images and words

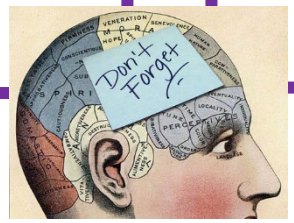
8. Write a set of test questions for yourself using the organiser.
    - Answer these without the organiser the next day.
    - Swap your questions with a friend to increase challenge.
    - Turn your questions in to a game by putting them on cards and playing with friends.

9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.

10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.

11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.

12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!



Year 9 Half Term 1 Key Vocabulary

English	**Maths**	**Science**	**RE**
Authoritative Corrupt Deceptive Influential Manipulative Allegory Propaganda Cult of personality Foreshadowing Symbolism		Mitochondria Cytoplasm Cell membrane Vacuole Nucleus Atom Element Compound Mixture	Torah Synagogue Judaism Belief Value Commitment Ashkenazi Sephardi Identity Ark
History	**Geography**	**Spanish**	**IT**
Holocaust Genocide Ghetto Concentration Extermination Perpetrator Collaborator Bystander Liberator Zyklon B	Erosion Transportation Deposition Weathering Crevasses Meltwater Plucking Abrasion Glacier Ice Age	Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation	
PE	**Drama**	**Dance**	**Art**
Outwit Opponents Performance Efficiency Application Tactics Fluency Aesthetic Warm-up Cool-down	Stimulus Devising Marking the moment Structure Exploratory Strategy Technique Monologue Improvise Character Contemporary	Stimulus Motif Space Dynamics Movement memory Representational Symbolic Choreographer Facial Expression Dance appreciation	
Technology	**Food**	**Music**	**PSHE**
		Texture Dynamics Chord Syncopation Monophonic Polyphonic Homophonic Loop Pitch Tempo	Possession Peer Pressure Qualities Intent to supply Supply Trafficking Relationships County Lines Substance misuse Cuckooing

Year 9 further reading lists Half Term 1 2025-2026

Use this reading list to build your knowledge around some of the topics you are studying this half term. All the books listed are available in the academy library. Speak to Mrs Jackson for more information.

<table>
<tr>
<td>Science

Ballard, Carol, 2015 Cells and Cell Function Wayland

Oxlade, Chris, 2008 Atoms Heinemann Library

Spilsbury, Louise, 2007 Atoms and Molecules Heinemann Library

Spilsbury, Richard, 2014 Cells Raintree

Drama

Claybourne, Anna, 2019, Theatre and film set Wayland</td>
<td>History

Langley, Andrew, 2014 Hitler and Kristallnacht Raintree

Rosen, Michael 2020 The missing: the true story of my family in World War II Walker Books

Sheehan, Sean, 2015 Why did the Holocaust happen? Wayland

Throp, Claire, 2018 The Horror of the Holocaust Raintree

Whittingham, Zane, 2016 Survivors of the Holocaust Franklin Watts</td>
<td>PSHE

Claybourne, Anna, 2016 Smoking, Drugs and Alcohol Franklin Watts

Kenney, Karen Latchana, 2016 The Hidden story of gangs and crime Raintree

Khan, Muhammad, 2019 Kick the Moon Macmillan

Percival, Tom, 2024 The Wrong Shoes Simon & Schuster

Zephaniah, Benjamin, 1999 FACE Bloomsbury</td>
</tr>
<tr>
<td>Music

Jones, Harmony, 2016 The Right Track Bloomsbury

Tanzer, Myles, 2020 Music is my life Wide Eyed Editions

Religious Studies

Charing, Douglas, 2016 Judaism Dorling Kindersley</td>
<td>Maths

Colson, Rob, 2018 What are the chances?: probability, statistics, ratios and proportions Franklin Watts

PE

Gifford, Clive, 2012, Badminton, Franklin Watts

Gifford, Clive, 2010 Netball Franklin Watts</td>
<td>Geography

Gifford, Clive, 2005 Weathering and Erosion Evans

Matin, Claudia, 2022 Weathering and Erosion Wayland

Royston, Angela, 2013 What happens when an ice cap melts? Wayland</td>
</tr>
</table>

Year 9 — English *'Animal Farm'*, by George Orwell - Page 1

1. Key contextual information about *'Animal Farm'*

'Animal Farm' was written in 1945 by George Orwell.

George Orwell wrote 'Animal Farm' to show the world how cruel leaders take advantage of ordinary working people.

It also shows how total power and greed can corrupt even pure and well-meaning ideas.

In 1917, the Russian people rebelled against their leader, Tsar Nicholas II. This event was known as the Russian Revolution. The characters and events in 'Animal Farm' are an allegory for the events of the Russian Revolution.

The idea of **Animalism** is an allegory for **communism**. In both Animalism and communism, the workers are treated fairly and everything is shared equally between the people.

The fictional leaders of the Rebellion in the book represent the real-life leaders of the Russian Revolution:

- **Farmer Jones**: The character of Jones is an allegory for **Tsar Nicholas II.** The people of Russia start the Russian Revolution to throw out Nicholas II, just like the animals threw out Farmer Jones.
- **Napoleon**: The character of Napoleon is an allegory for **Joseph Stalin.**
- **Snowball**: The character of Snowball is an allegory for **Leon Trotsky**.
- **Old Major**: The character of Old Major combines the ideas of **Karl Marx** and **Lenin**.

Russia became a corrupt **communist** country, forming the Soviet Union and imposing strict, harsh living conditions on people in Russia, as well as other Soviet countries like Ukraine, Estonia, Belarus, Georgia, Latvia and Lithuania.

2. Tier 2 vocabulary

Corruption	Having or showing a willingness to act dishonestly in return for money or personal gain.
Propaganda	Information that is meant to make people think a certain way. The information may not be true.
Cult of personality	A cult of personality is where a leader convinces people to worship him or her, and treat them like a god.
Tyrant (noun)	Someone who governs their people in an unjust and violent way.
Tyrannical (adjective)	When leaders their people in an unjust and violent way.
Oppression	The cruel and unjust treatment of others.
Exploit	Taking advantage of someone.
Duplicity	Appearing to be one thing while being something else in secret.
Treachery	Betraying the trust of another person or group.
Dictator	A leader who possesses absolute power with no one to stop them doing whatever they choose to. A country ruled by a dictator is called a dictatorship and usually does not hold elections.

3. Tier 3 vocabulary

Allegory	A story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning, which is often a moral.
Foreshadowing	Hint at something that happens later.
Dramatic irony	Where the reader knows something the character(s) does not.
Symbolism	An object or idea that represents another, deeper meaning.
Satire	A humorous way of criticizing people or ideas to show that they have faults or are wrong .
Novella	A short novel (fiction story). Longer than a short story but shorter than a novel.
Character flaw	A fault, limitation, or weakness in the personality of a person. It often holds them back or makes them vulnerable.

Year 9 — English *'Animal Farm'*, by George Orwell - Page 2

Character traits	Definition	Example sentence
Ambitious	Having or showing a strong desire and determination to succeed.	*As an **ambitious** student, she passed her exams with flying colours.*
Authoritative	Commanding and self-confident; likely to be respected and obeyed.	*So commanding, so imposing, so intimidating: the president was an **authoritative** figure who demanded respect.*
Corrupt	When people use their power in a dishonest way order to make life better for themselves.	*It was **corrupt** to pay the referee to allow a penalty in the last minute.*
Deceptive	Giving an appearance or impression different from the true one; misleading.	*The newspaper headline was **deceptive**.*
Demanding	Making others work hard or meet high standards; not easily satisfied; severe.	*In the final game of the season, the tennis coach was **demanding** a winning performance of her player.*
Determined	Decided on a decision and standing firm with it; set on.	*He was **determined** to show he deserved to get the job.*
Inconsiderate	Thoughtlessly causing hurt or inconvenience to others; selfish.	*It wasn't just rude, it was **inconsiderate** to only buy snacks for herself.*
Influential	To have great influence over someone; powerful; controlling.	*After everyone started copying my style, I was known as Mr **Influential**.*
Insincere	Doesn't express genuine feelings; dishonest; two-faced.	*It was **insincere** to pretend he felt miserable to get attention.*
Intelligent	Able to learn and understand things easily; smart.	*Cunning, sly, creative: her escape was an **intelligent** master plan.*
Intimidating	Having a frightening or threatening affect; unapproachable.	*After repeatedly shouting at his team mates, the captain was mostly known for being **intimidating**.*
Loyal	Firm and not changing in your support for a person or an organisation or group.	*My team have never won a trophy; yet I am **loyal** to them because they make me proud.*
Manipulative	Exercising control or influence over someone; scheming; cunning; devious.	*With a smirk, he knew that his **manipulative** plan to turn his friends against Jeremy had worked.*
Naïve	Easily believing people are telling the truth or have good intentions; lacking life experience; easy to manipulate.	*It was **naïve** to assume that the French restaurant served pizza.*
Resilient	To be able to withstand or recover quickly from difficult conditions.	*After suffering a 5 game losing streak, the quiz team remained **resilient**, believing that next time would be better.*
Vulnerable	Exposed to the possibility of being harmed (physically or emotionally).	*Without its mother to protect it, the puppy was **vulnerable**.*
Well-intentioned	Wants the outcome to be good; striving for the best outcome.	*Although his plan didn't work, it was **well-intentioned.***

Subject terminology – Percentages and Proportion	
Proportion	When quantities have the same relative size (the same ratio)
Multiplier	The decimal equivalent of a percentage used to calculate percentage change
Growth (Appreciation)	When a value increases (goes up) in proportion to its current value
Decay (Depreciation)	When a value decreases (goes down) in proportion to its current value
Congruent	The same shape and size, that can be flipped, slid, or turned.
Similar	A shape that can be reflected, rotated, and resized proportionately
Scale Factor	The ratio of sizes of two similar figures
Dimensions	A measure of length in a particular amount of dimensions

How to : Percentage multipliers	
Find an amount 1) Divide the percentage by 100 to find the multiplier 2) Multiply by the original quantity	E.g. Find 12% of 200 $12 \div 100 = 0.12$ $200 \times 0.12 = 24$
Increase by an amount 1) Add the percentage to 100% 2) Divide the percentage by 100 to find the multiplier 3) Multiply by the original quantity	E.g. Increase 200 by 12% $100\% + 12\% = 112\%$ $112 \div 100 = 1.12$ $200 \times 1.12 = 224$
Decrease by an amount 1) Subtract the percentage from 100% 2) Divide the percentage by 100 to find the multiplier 3) Multiply by the original quantity	E.g. Decrease 200 by 12% $100 - 12\% = 88\%$ $88 \div 100 = 0.88$ $200 \times 0.88 = 176$

Similar Shapes: Scale Factors (SF)

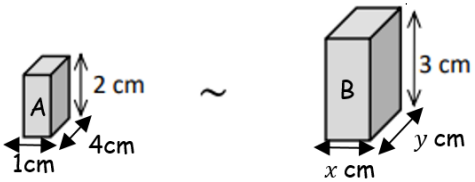
Length Ratio
$2^1 : 3^1$
2 : 3
SF
$3 \div 2 = 1.5$

Area Ratio
$2^2 : 3^2$
4 : 9
SF
$9 \div 4 = 2.25$

Volume Ratio
$2^3 : 3^3$
8 : 27
SF
$27 \div 8 = 3.375$

How to : Scale Factor

	A	B
Length Ratio	2	3
Area Ratio	4	9
Volume Ratio	8	27



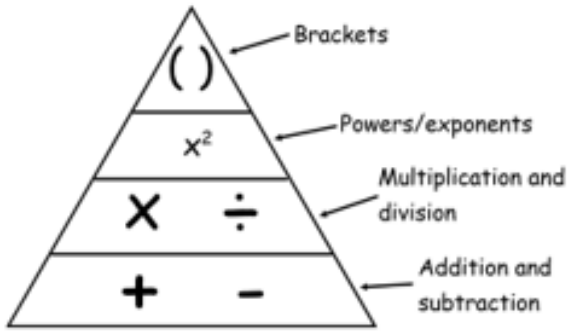
Length
$x = 1 \times 1.5$
$x = 1.5cm$
$y = 4 \times 1.5$
$y = 6cm$

Area
$Face\ A = 2cm^2$
$Face\ B = 2 \times 2.25$
$Face\ B = 4.5cm^2$

Volume
$Shape\ A = 8cm^3$
$Shape\ B = 8 \times 3.375$
$Shape\ B = 27cm^3$

Percentage Change	E.g. Find 45% of £500
$orignal \times multiplier = new$	500 x 0.45 = £225

Order of Operations



Inverse Operations

+ ⟷ −

× ⟷ ÷

$\square^2$ ⟷ $\sqrt{\square}$

$\square^3$ ⟷ $\sqrt[3]{\square}$

Square Numbers

1 x 1 or 1^2 = 1
2 x 2 or 2^2 = 4
3 x 3 or 3^2 = 9
4 x 4 or 4^2 = 16
5 x 5 or 5^2 = 25
6 x 6 or 6^2 = 36
7 x 7 or 7^2 = 49
8 x 8 or 8^2 = 64
9 x 9 or 9^2 = 81
10 x 10 or 10^2 = 100
11 x 11 or 11^2 = 121
12 x 12 or 12^2 = 144

Cube Numbers

$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

Written methods

Multiplication (Grid method)

26 x 5

×	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added, 100 + 30 = 130.

Division (Bus stop)

186 ÷ 6

$$6 \overline{)\,1\,{}^{1}8\,6} = 0\,3\,1$$

6 doesn't divide into 1, so the 1 carries.
6 divides into 18, 3 times.
6 divides into 6, once.

Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24.356 To the nearest integer (whole number)

24

24.356 To 3 significant figures (starting at first non-zero digit)

24.4

24.356 To 2 decimal places (digits after the decimal point)

24.36

Draw in your line then check the number to the right

Multiplying Integers

If the signs are the same, the result is positive.

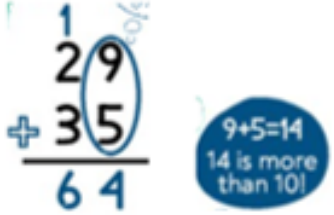
+ × + = + − × − = +

+ × − = − − × + = −

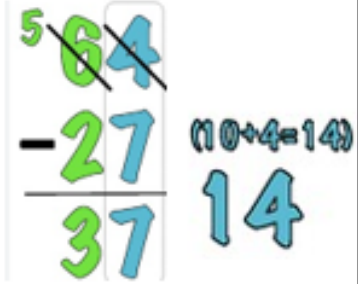
Adding Negative Numbers

+ add +	Add the numbers; end result is a positive E.g. 3 + 5 = 8
+ add −	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. 3 + − 5 = -2
− add −	Add the integers; end result is a negative -3 + -5 = -8

Column Addition

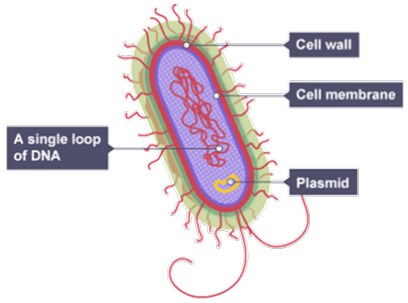


Column Subtraction

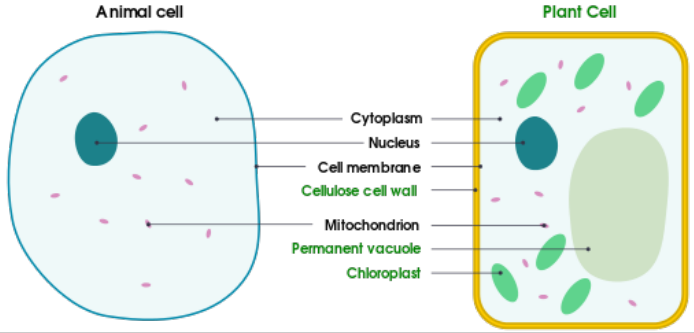


Paper 1 Subject: Science - Biology Topic: B1 Cell Structure and Transport

Prokaryotic Cell



Eukaryotic Cells



Transport in Cells

Process	Description	Substances transported	Energy required
Diffusion	Substances move from a high to a low concentration down a concentration gradient	Carbon dioxide, oxygen, water, food substances, wastes, eg urea	No
Osmosis	Water moves from a high to a low water concentration across a partially permeable membrane and down a concentration gradient	Water	No
Active transport	Substances more from low to high concentration against a concentration gradient	Mineral ions into plant roots. Glucose from the gut into intestinal cells, from where it moves into the blood	Yes

Specialised Cells

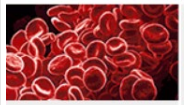
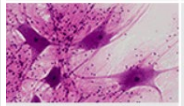
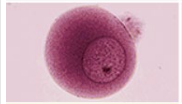
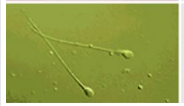
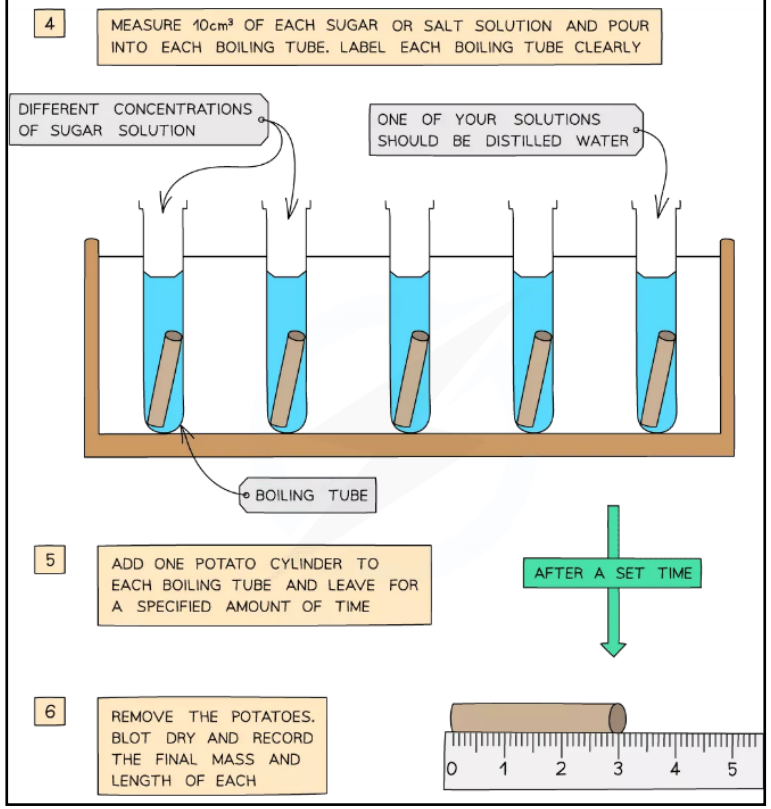
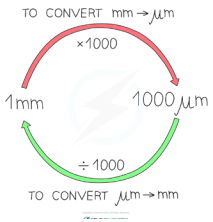
Image	Type of animal cell	Function	Special features
	Red blood cells	To carry oxygen	• Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
	Nerve cells	To carry nerve impulses to different parts of the body	• Long • Connections at each end • Can carry electrical signals
	Female reproductive cell (egg cell)	To join with male cell, and then to provide food for the new cell that's been formed	• Large • Contains lots of cytoplasm
	Male reproductive cell (sperm cell)	To reach female cell, and join with it	• Long tail for swimming • Head for getting into the female cell

Image	Type of plant cell	Function	Special features
	Root hair cell	To absorb water and minerals	• Large surface area
	Leaf cell	To absorb sunlight for photosynthesis	• Large surface area • Lots of chloroplasts

Osmosis Required Practical



Microscopes and Magnification



Magnification = image size / actual size

Actual size = image size / magnification

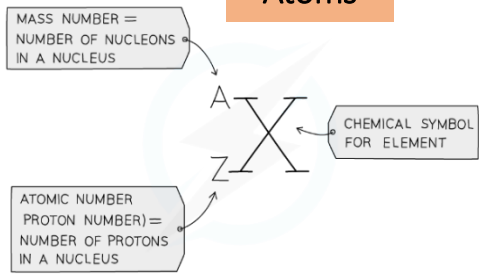
Image size = magnification x actual size

Electron Microscope	Light Microscope
More resolution	Less resolution
More magnification	Less magnification
Cumbersome	Easier to carry
B/W images	Color images

Organelle	Function
Mitochondria	The organelle where aerobic respiration occurs.
Cytoplasm	Where chemical reactions take place.
Ribosome	The organelle where protein synthesis happens.
Cell membrane	Controls the movement of substances in and out of the cell.
Vacuole	Stores cell sap
Nucleus	Contains genetic information.

Paper 1 Subject: Science - Chemistry Topic: C1 Atomic structure

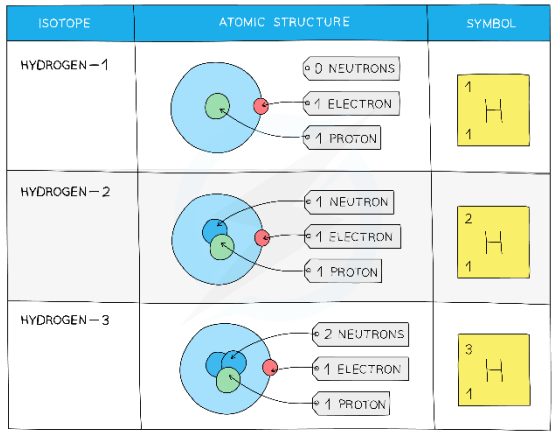
Atoms



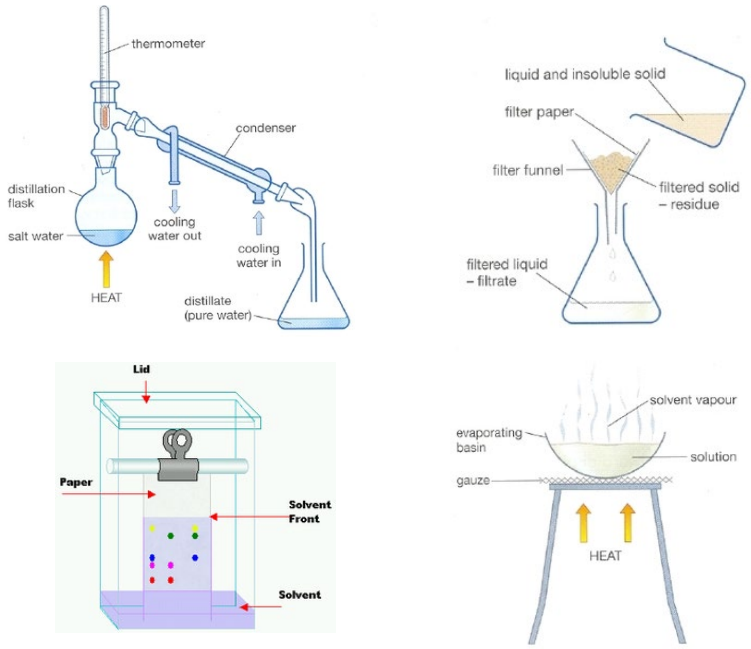
Name of particle	Relative charge	Relative mass
Proton	+1	1
Neutron	0	1
Electron	–1	Very small

Isotopes

Isotopes of the same element have the same number of protons but different number of neutrons.



Separation Techniques



Key Word	Definition
Atom	the smallest part of an element that can exist.
Element	a substance that consists of atoms of only one type
Compound	two or more elements chemically joined in fixed proportions.
Mixture	two or more elements or compounds not chemically combined together.
Isotopes	are atoms of the same element that contain the same number of protons but a different number of neutrons.
Relative atomic mass	an average value that takes account of the abundance of the isotopes of the element.

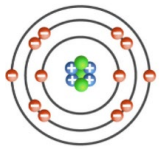
Development of the atomic theory

J.J Thompsons's discovery of the electron led to the plum pudding model of the atom.

Bohr discovered that electrons orbit the nucleus.

Chadwick provided the evidence to show the existence of neutrons within the nucleus

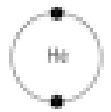

J.J. Thomson
Plum Pudding Model
1904

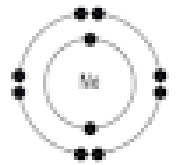

James Chadwick
Atomic Model
1932

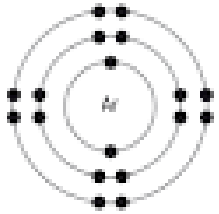
Electron shell diagrams

Atoms react to gain a stable electron configuration.

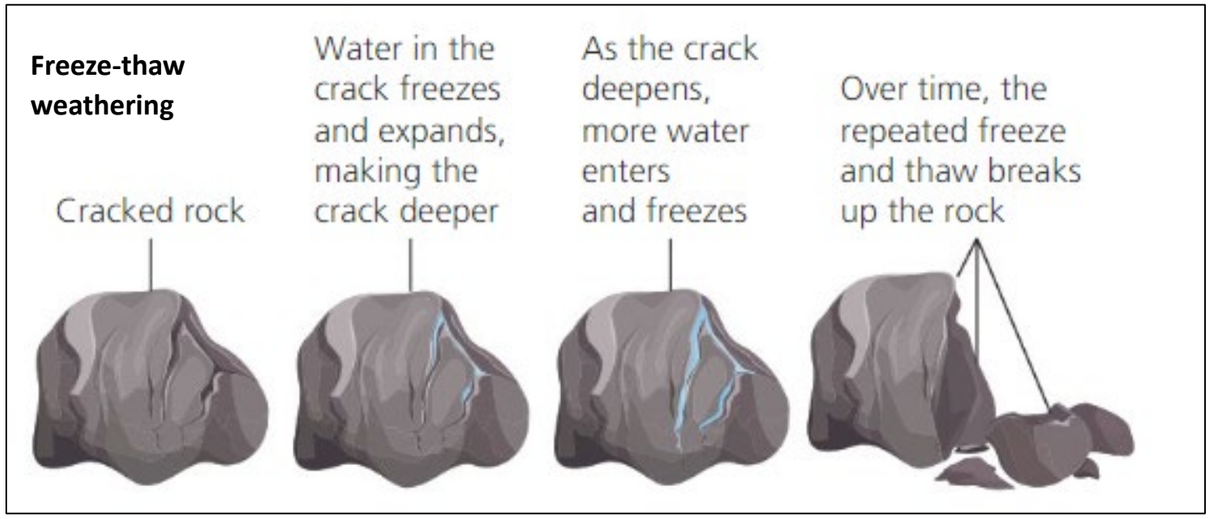
This means they have a full outer shell of electrons.


The first electron shell can hold two electrons


The second electron shell can hold eight electrons


The third electron shell can hold eight electrons

Half-Term 4 **Geography** **Topic: How has ice changed the world?**



Technical Vocabulary

Erosion	**The wearing away of pieces of rock, soil or other solid materials.**
Transportation	To move objects or people from one place to another
Deposition	When material is deposited or left behind
Weathering	The breaking down of rocks in situ by the action of weather, plants, animals and chemical processes
Crevasses	Deep cracks in glaciers
Meltwater	Fresh water that comes from melting snow and ice
Plucking	A type of glacial erosion that occurs when ice freezes onto the landscape, ripping out rocks when it moves
Glacial Abrasion	A type of glacial erosion that occurs when rock fragments that are frozen into the bottom of a glacier scrape and erode the valley floor

Glacial deposition landforms

- Erratics
- Drumlin
- Moraine
- Glacial Till
- Outwash Plains

Glacial erosion landforms

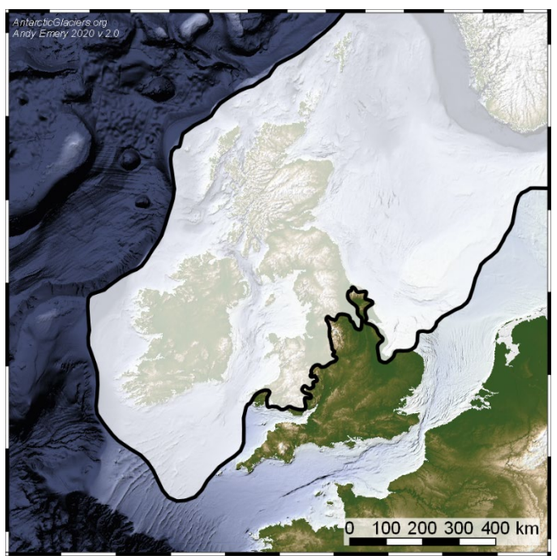
- U-shaped valley
- Corrie
- Arête and Pyramidal peak
- Hanging valley
- Truncated Spur
- Fjords
- Ribbon Lake

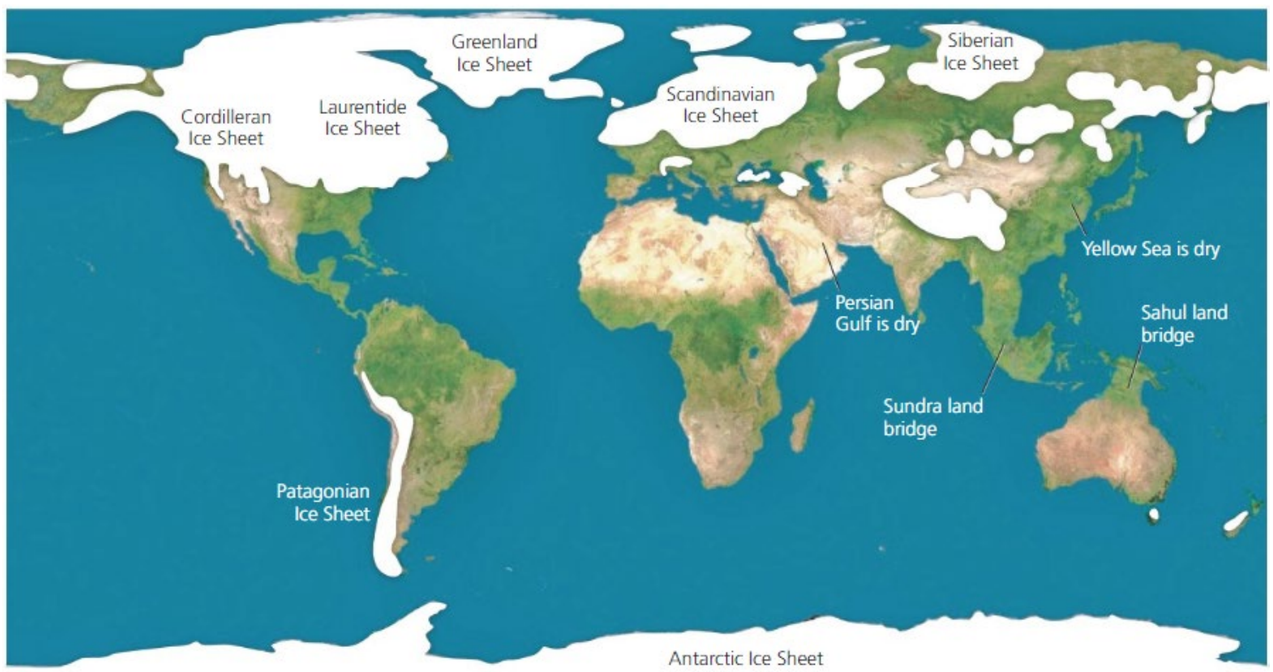
An ice age is a glacial episode characterised by lower-than-average global temperatures and during which ice covered more of the earth's surface

What are glaciers?

Glaciers are made of snow that, over hundreds of years, has been pushed down or compressed into large, thickened ice masses.

As well as snow, glaciers also contain rock and sediment. If a glacier is melting near the surface, it also contains running water.



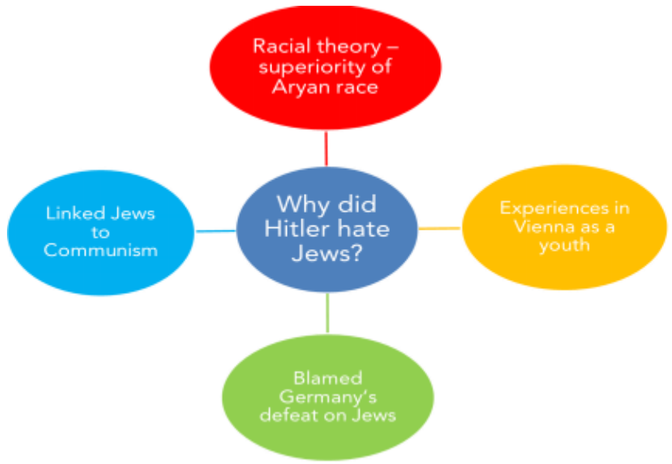


How did Nazi Germany persecute Jews?	
1933	Hitler is appointed Chancellor of Germany. Jews were excluded from the Civil Service and from Schools and Universities. Nazi Brown shirts organised boycotts of Jewish-owned shops.
1935	*Nuremberg Laws* were passed. Jews could no longer be citizens and marriage between Jews and Aryans was banned. Race studies becomes part of the school curriculum and exams.
1938	Jewish passports have to be stamped with a J. Passports belonging to Jews whose emigration is undesirable were confiscated –e.g. members of political groups and journalists.
1938	9th November: *Kristallnacht.* Jewish homes, businesses and synagogues were attacked all over Germany. Many Jews were killed and thousands arrested.
1939	Jews not allowed out after 8pm. Jewish emigrants are not allowed to take their valuables. Jews removed from all medical professions. Jews can be evicted from their homes without a reason.
1939-41	Millions of Jews living in Poland and the USSR came under Nazi control. Many were shot or kept in ghettoes.
1942	Leading Nazi's agreed upon a *Final Solution* to the Jewish problem. Death camps would be used to eradicate Jews from Europe.

TECHNICAL VOCABULARY	
Holocaust	the genocide of 6 million European Jews, with the intent of total annihilation, by the Nazis and their collaborators.
Genocide	Destruction of a race of people.
Ghetto	Jews were collected into walled areas of towns and cities.
Concentration	Putting many people into a small area so they can be controlled easily
Extermination	Mass killings, normally of animals that are considered a pest.
Perpetrator	Someone who systematically commits crimes against others
Collaborator	Someone who helps the perpetrator commit their crimes.
Bystander	Someone who watches the crimes of the perpetrators but makes no attempt to intervene
Liberator	The Allied troops who freed the inmates of the camps, could be British, French, Russian or American.
Zyklon B	A pesticide used to kill victims at the Death Camps

A History of Anti-Semitism

- The Nazi's did not invent hatred of Jews, or anti-Semitism.
- Jews were blamed for the crucifixion of Christ
- Jews were persecuted in the Middle Ages for religious reasons. In 1190, 150 Jews were massacred in York and all Jews were expelled in 1290.
- In many European countries Jews were blamed for spreading the Black Death and were banned from owning land.
- Martin Luther – who started the Reformation – called for Jewish synagogues to be destroyed.
- In the 1800s, millions of Jews fled the Russian Empire because of pogroms against them – immigrants often ended up in Britain or the USA.



What was the Jewish population of Europe in 1933?	
Germany:	Less than **0.75%** was Jewish. **500,000 people**. Most Jewish families were totally assimilated and spoke German. Jewish communities found in towns but mostly in large cities. **They had been in Germany around 1600 years**.
Poland	About **10%** were Jews, **around 3,300,000 people**. The Nazi's occupied Poland – 1st Sept 1939 – until May 1945. Jews had been here around **800 years**.
Norway	About **0.05%** of the population was Jewish – **1400 people**. There had been a Jewish community here for **80 years**. Young community, the 3 synagogues were named in Norwegian. Concentrated in 2 cities, mostly from Eastern Europe.
Greece	Approx. **1.25%** were Jews, around **73,000**. Jews had lived here for over **2,200 years**.

The Death Camps:	The Nazi's had been using Concentration Camps since 1933 – often for Political Opponents to be detained, suffer dehumanizing regulations and random acts of violence The Death Camps used gas chambers to murder Jews and others on an industrial scale.	Jews were brought from all over Europe. Selection happened when you arrived. Not all were immediately exterminated. Those deemed fit to work were employed as slave labour in the production of munitions, synthetic rubber and other produces essential to the German war effort.	Women with children, the Elderly and the Unfit went straight to the Gas Chambers. The Jews were told they were being taken to showers but the showers were in fact gas chambers. People marked as unfit for work were never registered – so it is impossible to calcuate the number of lives lost in the Death Camps.	Sometimes horrifying medical experiements were carried out on camp inamates, for example by Dr Mengele at Auschwitz. All of the Jew's perosnal belongings; gold, silver, spectalces, clothes and even hair was kept to be re-used.	Auschwitz was deemed an ideal death camp locale. It was situated near the centre of all German-occupied countries on the European continent. it was in close proximity to the string of rail lines used to transport detainees to the network of Nazi camps.	Who were the victims of the Nazis' Genocide? Jews – Estimated 6 million Soviet PoW – Over 3 million Soviet civillians – 2 Million Polish civilians – 1 million Men, women and children with mental and physical deformities – 70,000 – 170,000. Gypsies – over 200,000 Homosexuals – estimates are 15,000 +
• Auschwitz Birkeneau, • Chelmno • Treblinka • Belzec, • Sobibor • Majdanek The Camps were in Poland rather than Germany.						

Holocaust Studies

Historical Substantive Concepts

Monarchy

Hitler became the Fuhrer of German after the death of German President Paul Von Hindenburg.

Hitler was already the Chancellor of Germany and united the two positions (President and Chancellor) to become Fuhrer or Leader.

Religion

Anti-Semitism
Reformation

Invasion

German troops overran Belgium, the Netherlands, Luxemburg and France in 6 weeks starting in May 1940. Germany soon initiated anti-Jewish policies and laws in occupied Western Europe.
In Poland about 10% of the population were Jews, (3,300,000 people) who were targeted by the Nazi's anti-Jewish policies.
German-occupied Europe brought hundreds of thousands of Jews under German control.

Political Reform

Hitler moved Germany from a Democratic (after World War One) country based around the Weimar Government to a totalitarian regime with himself as dictator and head of the country.

Ideology

The Nazi's did not invent the hatred of Jews, this had existed for many years and is called "Anti-Semitism".

The Nazi party pushed the Racial theory of the Superiority of the Aryan race.

Conflict

Who were the victims of the Nazi's Genocide?

"If we held a moment of silence for every victim of the Holocaust we would be silent for eleven and a half years"

Revolution

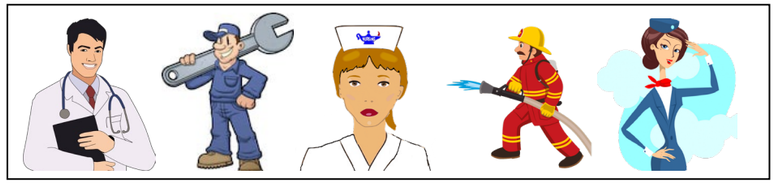
Liberator – Rescuer are people who put their lives on the life to help individuals during the Holocaust. This could be for a variety of reasons – moral choice (doing the right thing to help others) or religious duty (Christian virtues)

Tax & Economy

Wall Street Crash 1929. The German people lost faith in the policies of the Reichstag and looked to more extreme Left and Right parties for quick and simple solutions. Hitler offered a strong government and a people's community which appealed to the people who had been hit hard by the economic depression.

Half-Term 1 Subject Spanish Y9 Jobs

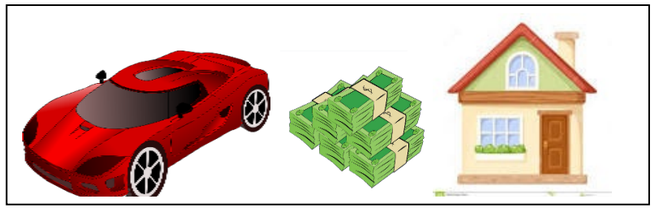
¿Qué te gustaría ser en el futuro? ¿Por qué?



Verb	Noun	Connective	In my opinion	I think that	Verb	Infinitive
Me encantaría ser = I would love to be	ama de casa = housewife	because			puedo = I can	ayudar otras personas = to help other people
Me chiflaría ser = I would love to be	azafata = flight attendant	porque		creo que		ganar mucho dinero = to earn a lot of money
Me molaría ser = I would love to be	bombero = firefighter		en mi opinión			reparar coches = to repair cars
Me fliparía ser I would love to be	cajero = cashier	dado que			quiero = I want	vigilar los niños = to look after children
Me apetecería ser = I would be interested to	camarero = waiter			pienso que		enseñar los niños = to teach children
Me interesaría ser = I would be interested to be	cocinero = cook	puesto que				encargarme = to be in charge of
Me fascinaría ser = I would be fascinated to	enfermero = nurse	ya que	a mi juicio			montar mi propio negocio = to set up my own
Me gustaría ser = I would like to be	fontanero = plumber	aunque =				viajar por todo el mundo = to travel the world
Quisiera ser = I would like to be	ingeniero = engineer electricista = electrician	although	para mí	considero que	tengo ganas de = I want to	cuidar a los clientes / pacientes / jubilados= to look after the customers / patients / retired people
	jardinero = gardener				voy a = I am going to	contestar llamadas telefónicas = to answer phone calls
	mecánico = mechanic		a mi modo de ver		espero = I hope	preparar platos = to prepare meals
	medico = doctor					servir comida y bebida = to serve food and drink
	militar = soldier				tengo la intención de =	vender ropa de marca = to sell designer clothes
No me gustaría ser = I wouldn't like to be No me interesaría ser = I wouldn't be interested to be	peluquero = hairdresser recepcionista = receptionist				I intend to planeo = I plan	trabajar al aire libre / en un hospital / en un taller / en una tienda / en una oficina = to work in the fresh air / in a hospital/ in a workshop/ in a shop / in an office
Detestaría ser I would hate to be	periodista = journalist veterinario = vet		desde mi punto de vista			ambiciosa ambitious trabajadora = hardworking paciente = patient inteligente = intelligent
No me apetecería ser = I wouldn't be interested to be	policía = police officer				soy una persona…	creativa = creative organizada = organized seria = serious práctica = practical
Odiaría ser I would hate to be	profesor = teacher				= I am a … person	extrovertida = outgoing

Half-Term 1 Subject Spanish Y9 Future plans

¿Qué te gustaría hacer en el futuro? ¿Por qué?



	Opinion	Infinitive	Connective	Opinion
Si pudiera = If I could	me encantaría = I would love	ganar mucho dinero = to earn a lot of money		lo pasaría bomba = I would have a great time
Si fuera posible = If it was possible	me molaría= I would love	buscar un trabajo = to look for a job		lo pasaría fenomenal = I would have a great time
Si ganara la lotería = If I won the lottery	me chiflaría = I would love	ir a España = to go to Spain		lo pasaría fantástico = I would have a fantastic time
Si tuviera bastante dinero = If I had enough money	me interesaría = I would be interested	pasar un año en Australia = to spend a year in Australia	porque = because	lo pasaría fatal = I would have an awful time
Cuando sea mayor = When I am older	me apetecería = I would be interested	aprender a esquiar = to learn to ski	dado que = because	lo encontraría aburrido = I would find it boring
Cuando tenga dieciocho años = When I am 18	me fascinaría = I would be fascinated	viajar con mochila por el mundo = to go backpacking around the world	puesto que = because	lo encontraría interesante = I would find it interesting
Después de haber estudiado = After having studied	me gustaría = I would like	comprar un coche / una casa = to buy a car / house	ya que = because	sería estupendo = it would be great
Cuando termine mis estudios = When I finish studying	no me gustaría = I wouldn't like	ser famoso / rico = to be famous / rich	aunque = although	sería fantástico = it would be fantastic
Después de haber terminado mis exámenes = After having finished my exams	no me apetecería = I wouldn't be interested	trabajar en un orfanato = to work in an orphanage		sería guay = it would be cool
Después de haber terminado en la universidad = After having finished university	no me interesaría = I wouldn't be interested	apoyar un proyecto medioambiental = to support an environmental project		sería aburridísimo = it would be extremely boring

Subject – Dance – Year 9 – ZooNation

THE MAD HATTERS TEA PARTY

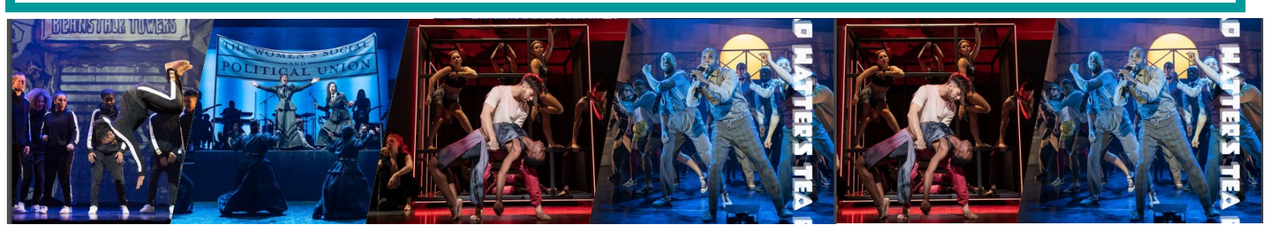
In The Mad Hatter's Tea Party, we particularly looked at raising awareness about mental health in today's society. After experiencing my own personal mental health challenges in the past and the shame and embarrassment I had felt about discussing them, I thought this show was a way of confronting the stigma around mental health.

I thought creating a show that uses the material of Alice in Wonderland but focused on the Mad Hatter and the iconic image of The Mad Hatter's Tea Party would be a good way of addressing 'madness' and 'normality' as it is often depicted in today's society. I wanted to include all the well-known characters from Wonderland but put them into a therapy environment. I then created a new character called Dr Ernest Andersson, who has a P.H.D in E.N.B (Extremely Normal Behaviour). He is the group's therapist and the story developed very much around him.

ZooNation
The Kate Prince Company

ZooNation was founded by Kate Prince in 2002 and is best known for its work in the theatre, creating full length narrative dance productions influenced in equal parts by musical theatre, Hip Hop culture and music.

ZooNation's work is fortified with an extensive programme of engagement and talent development, working with different communities and young artists to expand their skills, knowledge and confidence in our style of dance theatre. Kate Prince (Choreographer, Director & Writer) is Artistic Director of ZooNation, which she founded in 2002. Kate is an Associate Artist at the Old Vic and at Sadler's Wells, where ZooNation is also a Resident Company. Kate's TV credits include Strictly Come Dancing, So You Think You Can Dance?, Top of the Pops and Ant & Dec's Saturday Night Takeaway. She recently choreographed the feature film Everybody's Taking About Jamie; she was also the choreographer of the stage show. Kate has an MA from Edinburgh University and an honorary PHD from Winchester University. In 2019 she received an MBE for services to dance in the Queen's Birthday Honours list.



SUBJECT TERMINOLOGY

Stimulus	Inspiration for an idea or movement.
Motif development	Is a core choreographic device used when creating dance.
Space	Where the dancer moves e.g. pathways, levels, directions, size of movements, patterns.
Dynamics	How the dancer moves e.g. fast/slow, smooth/sharp.
Relationships	Who the dancer with and the way they move together e.g. lead and follow, mirroring, in formation, complement and contrast.
Movement memory	Is remembering the choreography in the correct order.
Representational movement	is where a movement represents a real life action, like acting. (e.g. a soldier saluting).
Symbolic movement	Is where a representational movement has been developed to make it more dance-like.
Choreographer	Choreographers create dance routines and movement sequences for dancers and other performers.
Performance skills	Is being ready to perform in your starting position, not fidgeting, giggling, talking during the performance and holding your ending position after you have performed.
Facial Expression	Use of the face to show mood, feeling or character.
Dance appreciation	Is how to understand and think about dance in all of its various contexts.

SKILLS KNOWLEDGE AND EXPERIENCED IN THIS UNIT

In this dance unit you will learn about a professional work from ZooNation. The dance piece is called The Mad Hatters Tea Party.

The style of dance is mainly hip hop, including house dance. The style of music is a fusion of house and hip hop.

Over the next 4 weeks we will be:

Learning about ZooNation's style of dance
Watching and analysing the production of The Mad Hatters Tea Party.
Learning a piece of repertoire (dance) from the production
Develop the professional repertoire focusing on character development, style and use of props.

Year 9 Subject: Drama Topic: Stimulus and devising

What are the types of stimulus?

Historic Event- Historical refers to an authentic event that once occurred at some point in history, and is fact and/or evidence-based. For instance, the Diary of Anne Frank is a historical text (while World War II is both a historical and historic event)
Instrumental music- Instrumental music involves just instruments — no singing. This could be from a film score, Classical Music, Electronic dance mix.
News article- News articles are written to inform and educate readers on current affairs/events. They are used to provide readers with information they need/want to know about the world around them.
Painting- Paintings are a form of visual art that captures the expression of ideas and emotions on a two-dimensional surface. Artists use the elements of shape, colours, line, tones, and textures in unique ways to produce paintings that convey sensations of movement, volume, space, and light – traditionally on a flat surface.
Person/people- This could be a famous person in the public eye, a historical figure, a person who had influence on society.
Photograph- This stimulus could show a picture of an event occurring in time that captures an emotion, or educates on something.
Poem- a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery
Prose Prose is ordinary language that follows regular grammatical conventions and does not contain a formal metrical structure. This definition of prose is an example of prose writing, as is most human conversation, textbooks, lectures, novels, short stories, fairy tales, newspaper articles, and essays
Sculpture- sculpture, an artistic form in which hard or plastic materials are worked into three-dimensional art objects. The designs may be embodied in freestanding objects, in reliefs on surfaces, or in environments ranging from tableaux to contexts that envelop the spectator.
Song- A song is a musical composition intended to be performed by the human voice. This is often done at distinct and fixed pitches using patterns of sound and silence. Songs contain various forms, such as those including the repetition and variation of sections.

Subject Vocabulary

Still Image	Actors freeze in positions on stage
Thought track	Telling the audience your character's inner thoughts while the other actors freeze
Cross-cutting	Cutting forward or back in time to a different scene. E.g flashback or forward
Split stage	Two different scenes happen on stage simultaneously, cut between them
Marking the moment	emphasizing or highlighting a specific significant moment. This can be done using: exaggerated physicality, ensemble movements,
Narration	Performers speak directly to the audience to tell a story, give information or comment on the action
Physical Theatre	Convey ideas, stories, and emotions non verbally
Direct Address	Actors 'break the fourth wall' and speak to or interact with the audience
Slapstick Comedy	Exaggerated physicality & gestures, falls & collisions, absurd situations
Human Puppetry	Performers manipulating and controlling bodies to resemble puppetry
Verbatim	Using real people's words, taken from recorded interviews
Transitions	The ways in which actors move between still images or scenes
Silent Movie	No spoken dialogue, exaggerated acting, title cards, stock characters: villain, hero, damsel in distress

How to Devise in a Group

- Start with a STIMULUS- what ideas does it inspire?
- Explore a story, issue, historical event or characters that fascinate you
- Focus on the devising task. Don't allow yourself to get distracted
- 'Playing around with ideas' is great!
- Listen to others ideas- try to develop them further
- Be eager to give your ideas, but also compromise with others
- **Be your fabulous, creative self!**

What is a stimulus?

A stimulus is a starting point to generate ideas. It may be a picture, song, poem, short story, object, or even just a word! It is meant to be explored, discussed and used to create an original piece of drama.
The final piece of drama does NOT need to resemble any starting stimulus – the stimulus is simply the starting point in order to generate ideas to explore.

Most music uses Repetition.

Repetition means using an idea more than once, and a chunk of a tune, more than once. Think of any good Pop song and the chorus repeats after every verse, and in a lot of older songs has a key change near the end then repeats again in the new key. The verses are also usually similar and the rhythm naturally changes with the syllables in the words.

Contrast

Repetition is important, but also if you do it too much it gets boring! Any good composition you listen too has a balance of contrast & repetition. It could be changing the accompanying instruments, changing the rhythm slightly, or using a different backing.

Rhythm & Tempo

You can change the rhythm & the speed of a piece of music to create interest. You can also use different styles of rhythm. Dotted rhythms, swing rhythms, straight rhythms as well as long & short notes. You can also add articulation, slurs, dotted notes, legato, staccato and accents

Tonality

You can create interest by changing the mood of the piece, using different pitches and modulating to Major (happy) or Minor (sad) keys, as well as changing keys.

Dynamics

Dynamics can create a lot of interest in any piece of music. You can use loud & Soft sections in the music, use Crescendos (gradually getting louder) or Diminuendos (gradually getting softer) to create real interest 7& contrast.

Texture

You can use many different textures to create interest, very thin ones with one instrument playing, (Monophonic) to polyphonic & homophonic textures.

TECHNICAL VOCABULARY

Texture	Changing between thick & thin sounds
Dynamics	Using different levels of volume in you piece
Chord	Two or more notes played together
Syncopation	Notes accented off the beat. The weak part of the beat is often emphasised.
Monophonic	Musical texture of a single melody line (tune) with no accompaniment.
Polyphonic	Two or more parts, both having a melody line and sounding together.
Homophonic	Common musical texture, comprising of a melody part and accompaniment
Loop	A section of a piece of music which is edited so that it can be repeated seamlessly by electronic means.
Pitch	How high or low a note sounds.
Tempo	How fast or slow the piece of music is.
Triad	A three note chord
Bridge passage	A linking passage often used to change the key of the music (modulate) in preparation for the second subject, (theme).

Pop songs can have various structures

A Riff; is a short section of music repeated over and over again.

Ballads; Usually tell a story, each verse would usually have the same rhythm & tune.

Call & Response; Usually a Call, e.g. Ogie Ogie Ogie, then followed by a response, e.g. Oiy oy oy

In a lot of songs the verse and chorus are both 8 or 16 bars long

Song Structure

- Intro
- Verse
- Chorus
- Verse
- Chorus
- Instrumental solo
- Bridge
- Chorus
- Outro

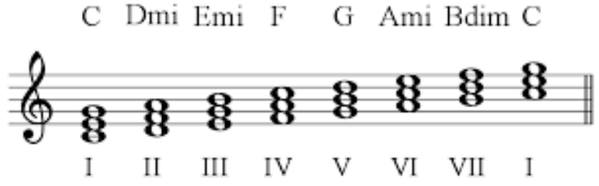
Triads

Here are Triads, based on a C major Scale.

The triads on the notes C,F,G, are all major, (Happy)

The triads based on the notes D, E, A, are all minor, (Sad).

The triad B is diminished.



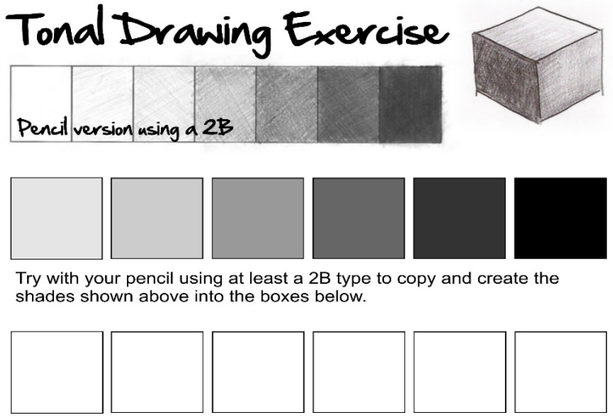
Half-Term: HT1+2 Y9 Subject: Art Threshold Concept Link(s): Draw from observation accurately and use a contrasting range of tone in a range of media

1 point Perspective

Find the vanishing point on the street scene and mark it on the picture.

Draw in some of the Lines to show how you made your decision.

TECHNICAL VOCABULARY	
Symmetry	Equal on both sides
Measurement	The size of something
Shape	The outline of something
Accuracy	Correct
Form	3D shape
Negative Space	The space in between objects
Tone	How light or dark something is
Observational drawing	The subject is in front of you
Contrast	A big difference (in tone)
Perspective	The illusion of depth in a picture



Adding a range of contrasting tone to your drawing will give it form. This will make your drawing more realistic and be the main difference between achieving an average grade or a higher grade.

Learning how to achieve a range of tone requires practice and good motor skills especially when trying to get the lighter tones.

If drawing more than 1 object compare the heights and sizes in relation to each other

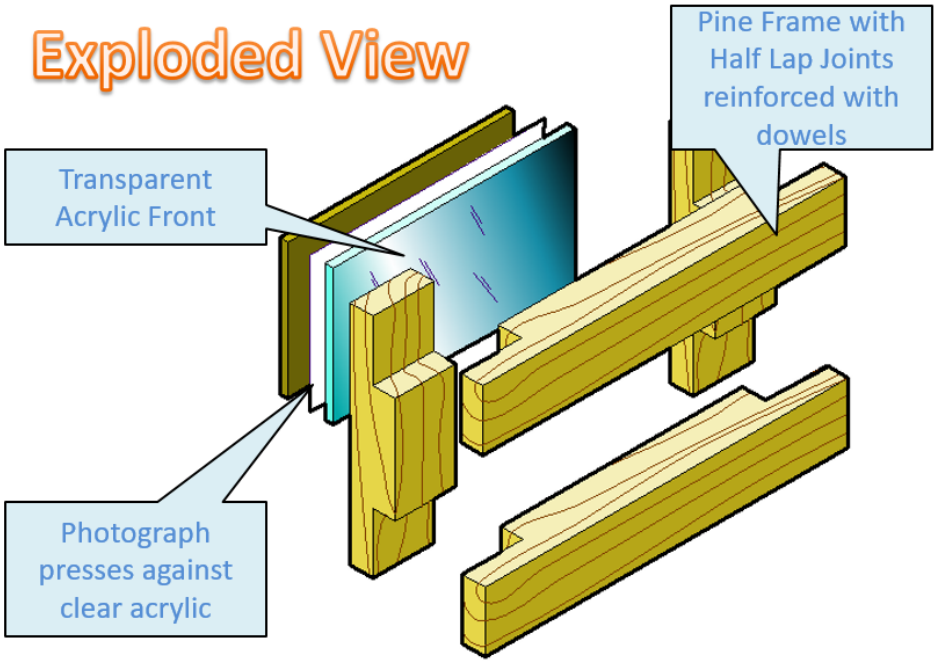
Measure the actual size of the object to produce a more accurate drawing

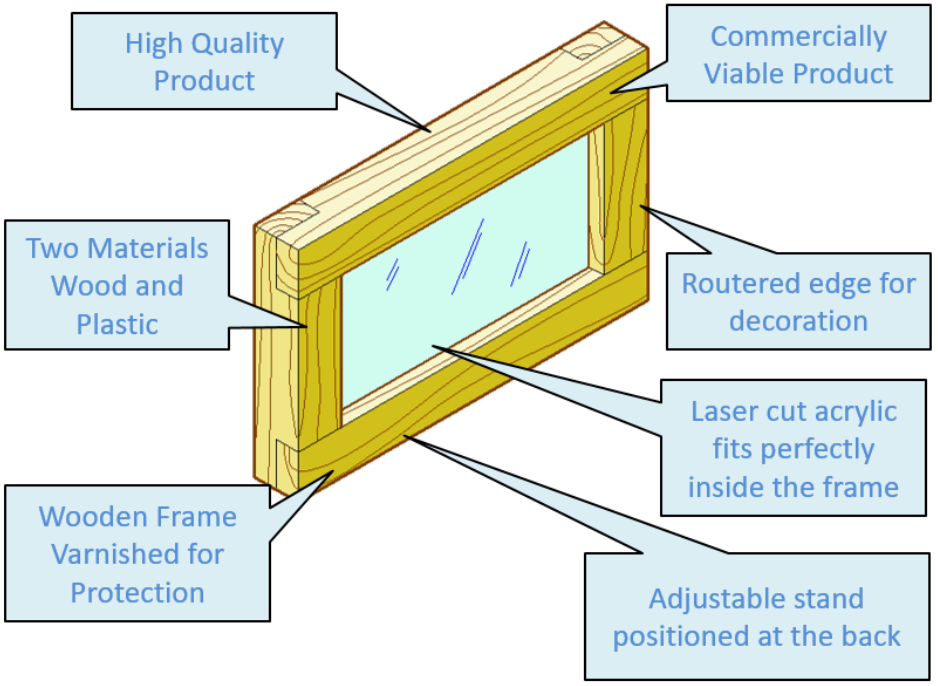
Turn the drawing upside down and see it from a different viewpoint

Add a line of symmetry to ensure it is equal on both sides

Look at the shape created in the negative space

Exploded View





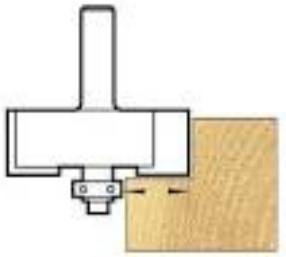
Half lap joint

Manufacture of a half lap joint with two dowels vertical.

Key terms	Meaning
Flush	Both sides run at the same level
Tolerance	Gap
Dowels	Rod like wood
Reinforce	Make stronger
Rebate	Make a step
Router	To make a rebate
Batches and mass production	To make in small or large numbers.

Drilling formers/ templates are needed for batch or mass production. This can guarantee that all holes are in the same place as long as they are positioned in the same place, every time. This saves on time and labour.

The router is a dangers machine. PPE such as goggles, Smock is required. To guide the material around the wood, a push stick is required to keep fingers away from the router bit



Rebate bit is attached to a router. This makes a step in the wood material. It users a follower. The follower guides around the edge of the wood to guarantee the distance of the step.

Year 9 HT2 (LO3.2/ 3.3) (LO1.1) Subject **Food Technology** Threshold Concept Link(s) **Assuring Quality and Nutritional Content of Commodities**

Protein

Macronutrient

Meat (HBV)

Tough cuts £

- They need long, moist methods of cooking.
- Casseroles, braising- shin, Chuck
- Come from the muscle which is used more frequently, leg, neck, shoulder

Tender cuts £££ They need faster and dry methods of cooking.

- BBQ, grilling, frying- Sirloin steak, ribeye steak, fillet
- Comes from the muscle which is used the least along the top of the back and towards the tail.

Cuts suitable for roasting ££ are silverside and rib

Nutritional value

MEAT IS AN HBV PROTEIN

- Made up of water, fat and protein
- It is a HBV- High biological protein
- It is rich in Vitamin B12 and Iron
- Is rich in Vitamin A and D

Tenderizing meat

- **Marinading**- A rich sauce meat is soaked in to tenderize it.
- **Meat cleavering**- Bashing the meat to break connective tissue
- **Mincing**- Cheaper cuts used to make burgers

Why do we cook meat?

- Because it's a high risk food (store at below 5c)
- Makes it more digestible
- Makes it look more appetising
- Makes it safe to eat
- Gives it a longer shelf life

TECHNICAL VOCABULARY

Macronutrient	A nutrient required in large amounts- Fats, carbohydrates and proteins
Micronutrient	A nutrient required in small amounts- Vitamins and minerals
HBV	High biological protein containing **all** the essential amino acids- Meat, fish, eggs
LBV	Low biological protein containing **some** of the essential amino acids- nuts, seeds, pulses
Protein complementation	Eat two or more LBV proteins together like beans on toast

Function of Protein in the diet

- Growth and the laying down of muscles
- Repair of the body when it's injured
- source of energy
- Helps release energy from our food

Deficiencies of protein

Visible- Children don't grow properly
-Hair becomes thin and falls out
-Poor skin and weak nails

Non visible- Infections will develop Immune system
- Requires protein to work properly
- Food is not digested properly

Fish (HBV)

Fish facts

FISH IS AN HBV PROTEIN

- Is a **High risk food**
- **Essential it is eaten as fresh as possible**
- **Sushi uses raw fish- high risk**
- Short shelf life, so often bought frozen
- Must be stored in the fridge 5c or freezer -18-20
- Can be eaten by pescatarians

Nutritional value

- High biological
- Low in fat
- Good source of omega 3
- Good source of Vitamin A and D
- Easy and quick to prepare
- A large variety to eat

THREE TYPES

- **Oily- Mackerel, salmon, trout**
- **Shellfish- crabs, lobster, prawns**
- **Whitefish- cod, haddock, plaice**

How it's prepared (HIGH SKILL)

- **Served whole- Salmon, Rainbow trout**
- **Filleted- Cod, salmon**
- **Goujons- Cod, Haddock**

Quality points when purchasing fish

- **Should have bright red gills**
- **Skin should be moist not slimy**
- **Clear eyes not sunken**
- **Should smell like the sea**
- **Firm flesh slightly springy to the touch**

Eggs (HBV)

Functions in cooking

- **Aeration**- Whisking and trapping air for sponge cakes
- **Coagulating**- Setting mixtures and thickening foods- Custards, quiche, coatings
- **Binding** mixtures- Fish cakes, burgers
- **Glazing**- Pastries, buns and breads
- **Enrobing**- Protect delicate deep fried foods; fish
- **Emulsification**- Mayonnaise, hollandaise
- **Enriching recipes**- pastries, breads
- **Stand -alone meal**- Boiled, fried, poached

Purchasing and Storage of eggs

- Store in the fridge away from strong smells as shell is porous can be tainted by odours
- Store pointed side down
- Check best before date
- Do not wash the shells

Many varieties

Hen, duck, goose, quail

Nutritional value

- **EGGS ARE AN HBV PROTEIN**
- Vitamin B12, B6
- Fat (yolk
- Vitamins A,D in yolk
- Essential fatty acids

Benefits of eggs

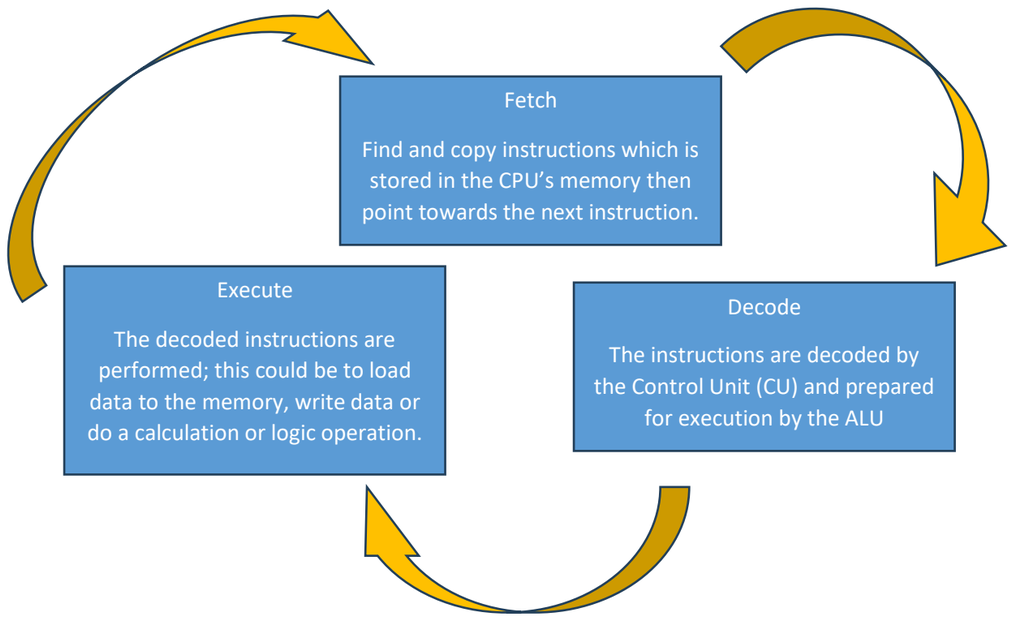
- Cheap
- Easily available
- Easy to cook
- Variety of cooking methods
- Suitable for vegetarians
- Eaten hot or cold
- Low calorie protein 75-80 kcal per egg

Box 1

PRIMARY MEMORY			
TYPE	*VOLATILE?*	*DYNAMIC?*	*RELATIVE SPEED*
Cache	YES	YES	Very Fast
RAM	YES	YES	Fast
ROM	NO	NO	Slow
Flash	NO	YES	Slow
Virtual	YES	YES	Very Slow

SECONDARY STORAGE SPECS		
TYPE	*CAPACITY*	*SPEED*
Magnetic HDD	Terabytes	50-120 MB/s
CD	700 mb	0.146 MB/s
DVD	4.7 gb	1.32 MB/s
Blu-Ray	128 gb	72 MB/s
SD Cards	4-32 gb	50-120 MB/s
USB Drive	Up to 1 tb	45-90 MB/s
Solid State Drive (SSD)	Up to 4 tb but *very* expensive	200-550 MB/s

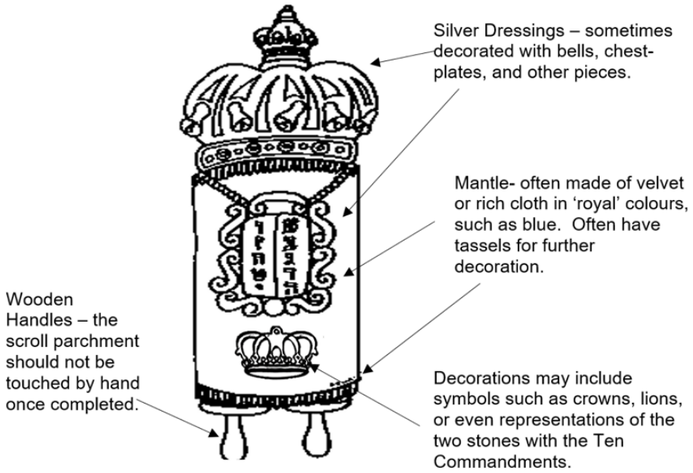
Box 3



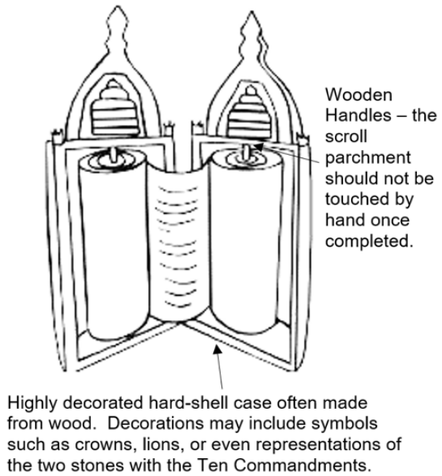
TECHNICAL VOCABULARY	
CPU	Central Processing Unit, sometimes referred to simply as the central processor, but more commonly called processor, the CPU is the brains of the computer where most calculations take place.
Secondary Storage	Examples of this type of storage are CDs, USB memory sticks, hard disc drives.
Primary Storage	Primary Storage (main memory) is a component within the computer (inside) that holds data, programs and instructions that are currently in use (internal) EG ROM, RAM, Cache.
RAM	Random Access Memory is the place in a computing device where the operating system (OS), applications and data in current use are kept so they can be quickly reached by the device's processor.
Hard Disk	A rigid non-removable magnetic disk with a large data storage capacity.
ROM	ROM is "built-in" computer memory containing data that normally can only be read, not written to. ROM contains the programming that allows your computer to be "booted up" or regenerated each time you turn it on.
Non-Volatile memory	Memory that retains all data when it loses power e.g. ROM.
Volatile memory	Memory that loses all data when it loses power e.g. RAM.
System Software	Software which is used to start up the computer system and to keep it running e.g. iOS, Microsoft Windows, Linux, Android
Utility Software	Utility software is designed to complete a specific task ranging from regulating the tasks and processes being run by the system to managing the drivers for each piece of hardware connected to the system.
Application Software	Application Software otherwise known as APPs are the most commonly identifiable program on a computer system, these pieces of software perform a variety of roles including but not limited to email, web browsing, word processing and even to provide fun and enjoyment in the form of digital games.
Online Storage	Storing data on a remote location online. E.g. cloud storage – data is sent to a server connected to the internet. Files can be downloaded and uploaded when required.
Local Storage	A device that is physically present and stores data. Popular local storage (portable) includes USB Flash drive external hard drive.
Computer System	A system which is consists of hardware and software which takes data, processes it and then outputs information.
Embedded Computer System	A computer system which is dedicated on a specific role which is built into another device e.g. washing machine, TV, Microwave etc.
Personal Computer System	A computer system which is designed for general purpose covering a large variety of tasks like word processing, browsing the web, playing games. It relies on being connected to a power source. It also requires external devices i.e. monitor, keyboard/mouse to function.
Portable Computer System	A portable computer system is self-contained, incorporating its own monitor, keyboard/mouse and power source. This allows them to be portable i.e tablet, laptop, mobile phone.
Supercomputer	A powerful computer system used for very specific tasks e.g. weather forecasting, banking/finance, calculating telemetry and traffic control.
Arithmetic Logic Unit (ALU)	A part of the CPU designed specifically to undertake calculation and logic operations, using Boolean (AND, OR, NOT). All of which is done in binary.
Control Unit (CU)	The control unit is in overall control of the CPU; its main purpose is to manage the fetch-decode-execute cycle. It controls the flow of data/information around the system.
Cache	A form of memory within the CPU which is made up of 3 layers (L1, L2 & L3). The cache stores all of the regularly used data, if an instruction is not present the CPU will check the ROM.

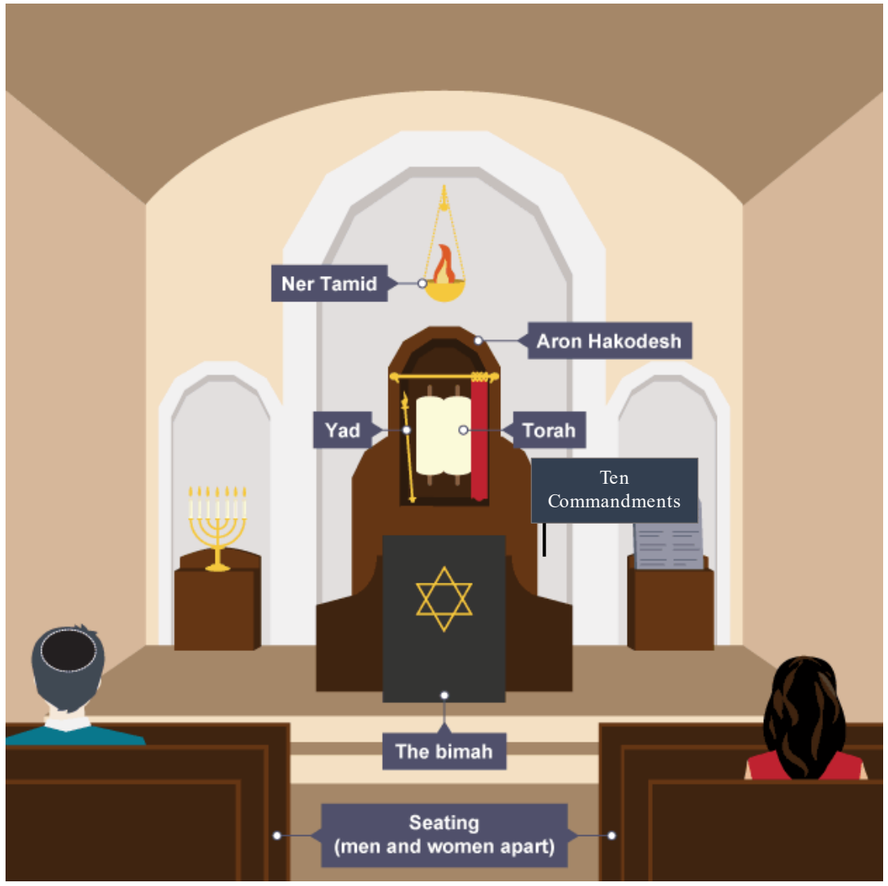
HT1 YEAR 9 Subject **RE Can you judge a book by its cover?**

Ashkenazi Sefer Torah



Sephardi Sefer Torah

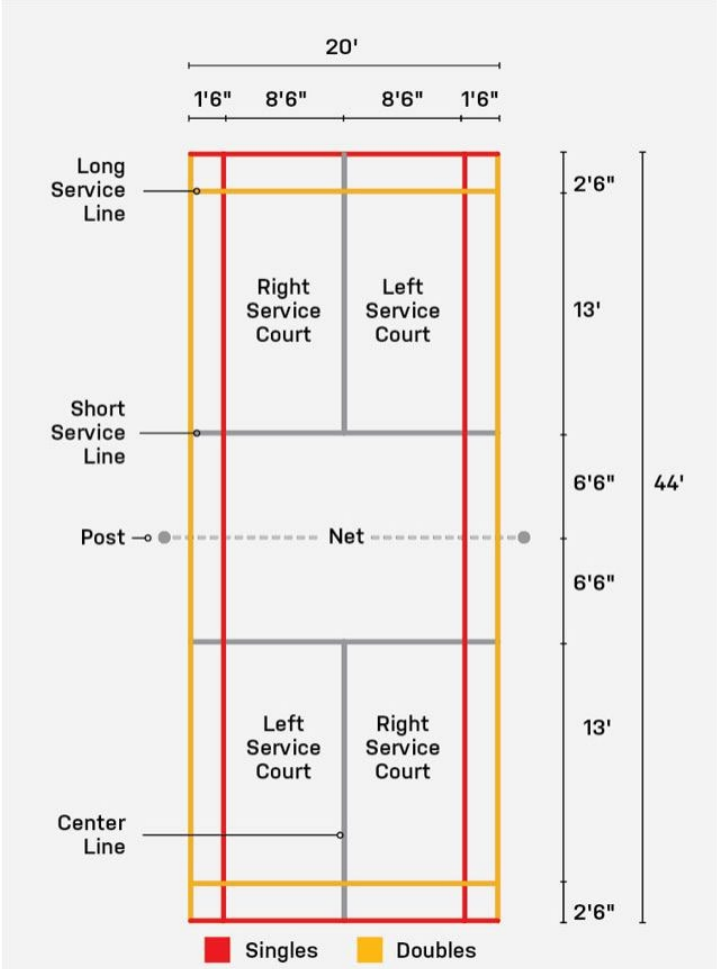




TECHNICAL VOCABULARY	
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures.
Synagogue	The building where a Jewish assembly or congregation meets for religious worship and instruction.
Judaism	The monotheistic religion of the Jewish people.
Belief	Trust, faith, or confidence in someone or something.
Value	Someone's judgement of what is important in life
Commitment	Being dedicated to a cause, activity, or belief.
Ashkenazi	A Jewish person of central or eastern European descent, traditionally speaking Yiddish. About 80 per cent of Jewish people today are Ashkenazim.
Sephardi	Jewish person of Spanish, Portuguese, Middle Eastern or North African descent, with their own distinctive dialect of Spanish (Ladino), customs, and rituals.
identity	The fact of being who or what a person or thing is.
Ark	The Aron Hakodesh, the cupboard containing the Torah scrolls.
Mitzvah	Refers to a commandment from God to be performed as a religious duty.
Shabbat	Jewish day of rest, starting on a Friday evening and ending on a Saturday evening.

What is in a synagogue?	
Ner Tamid	Everlasting light representing God is always placed in above the Ark.
Aron Hakodesh	Also called the Ark. The Torah scrolls are kept in this cupboard. It is often on the wall facing Jerusalem.
Torah	The Holy scrolls containing the Jewish scripture.
Yad	A silver pointer which is used as no one can touch the Torah scrolls.
Ten Commandments	The important rules given to Moses that Jews follow.
The Bimah	A raised platform where the Torah scrolls are read. Usually placed in front of the Ark and central to the congregation.
Seating	Men and women sit separately in Orthodox synagogues, and together in Liberal or Reform synagogues.

Half-Term 1: Subject – PE – Year 9 – Badminton

Rules of the game	The court	Key Terms
A game can take place with either two (singles) or four (doubles) players. A serve must be hit underarm and below the server's waist. No overarm serves are allowed. If your score is an even number, you serve from the right-hand side, if your score is an odd number, you serve from the left-hand side. To score a point the shuttlecock must land within the parameters of the opponent's court. If the shuttlecock hits the net or lands out, then a point is awarded to your opponent. If a player touches the net with any part of their body or racket, then it is deemed a fault and their opponent receives the point. A fault is also called if a player deliberately distracts their opponent, the shuttlecock is caught in the racket then flung, or the shuttlecock is hit twice. A game is played until a player reaches 21 points. If the score is 20-20 then a player must win by 2 clear points (i.e., 25-23). 	 When playing singles, the court is long and thin. When playing doubles, the court is short and fat.	**Backhand Serve** This is a short serve with the back of your hand facing your opponent. You would play this serve if your opponent is positioned further towards the back of the court, so you place your serve to the front of the court where there is the most space. **Forehand Serve** This is a longer serve with the palm of your hand facing your opponent. You would play this serve if your opponent is positioned further towards the front of the court and aim for the back of the court where there is more space. **Clear** This is a shot that is played above your head with your arm fully extended. You would play this shot when your opponent has played a long and high shot that is over your head height. You would aim this shot towards the back of the court over your opponent to give yourself as much time as possible to reset before they return the shuttlecock. **Lift** Like a clear, this would be aimed towards the back of the court to give yourself time but would be performed when the shuttlecock is played in front of you and is dropping towards the ground. **Drop Shot** This is a more deceptive shot, where you would begin to perform the technique required for a clear or a lift, but rather than aiming the shot towards the back of the court, you stop your movement and drop the shuttlecock just over the net. **Smash** This is a shot performed at the front of the court where you use power to smash the shuttlecock down into the ground.

Half-Term 1: Subject – PE – Year 9 – Netball

Rules of the game

Start of play The attacking C has the ball with at least one foot in the centre circle. When the whistle is blown the centre pass must be caught within the centre third.

Out of Court if it makes contact with the ground or any object/person in contact with the ground outside the court.

Scoring a goal only GA and GS can score a goal in the shooting D.

Offside if any part of their body makes contact with the ground in an area that they are not allowed to enter.

Footwork The landing foot is the first foot to make contact with the ground. If a player already has one foot in contact with the ground when catching the ball this is their landing foot. If the player lands simultaneously with both feet, then whichever foot is not moved is their landing foot. A player may not drag or slide their landing foot or hop on either foot.

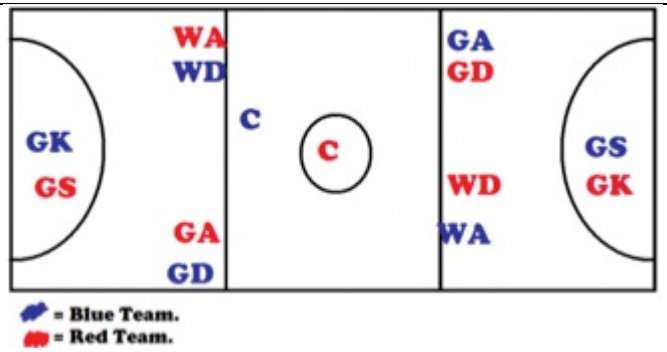
Held Ball if you hold the ball longer than 3 seconds

Over a Third the ball must be caught or touched by a player in each third of the court.

Obstruction – Of a player with the ball a player may not defend a player with a ball if they are within 3 feet of the landing foot.

Contact Netball is a contact-contest sport. When playing netball players may come into contact with other players however if contact is made either accidentally or deliberately, then the umpire will call penalty pass.

Positions



Goal Shooter (GS): Works in and around the semi-circle with the GA to score goals

Goal Attack (GA): Works with GS to score goals

Wing Attack (WA): Flanks the offensive players giving them shooting opportunities

Centre (C): Links the defence and the attack

Wing Defence: Prevents WA from passing and to look for interceptions

Goal Defence: Intercepts the ball and prevent passes to the GA

Goal Keeper: Prevents the GA/GS from scoring goals within the semi-circle and works with GD

Strategies and tactics are the methods that performers use to maximise their chances of winning and outwit their opponents. They are most obvious in games e.g. agreeing who receives the centre pass in netball.
Strategies and tactics are often pre-arranged and rehearsed, especially in team games. Performers also need to be able to adapt or change them during a performance.

Key Skills

Passing

Chest Pass it's **a flat pass** which means it should travel from the passer to the receiver in a straight line.

Bounce Pass is **a short pass that enables the player to find a teammate in a crowded area**. The height of the ball makes it difficult for the opposition to reach and intercept.

Shoulder Pass is a long pass. This enables a team to switch positions on court very quickly to either find a player in space or break defensive screens.

Shooting Only the Goal Shooter (GS) and the Goal Attacker (GA) can shoot directly at the ring. Shooters must be inside the opponents' goal circle before they shoot.

Interception of the ball is when a player regains possession of the ball during a pass by the opposition. It requires speed and a good defensive awareness of the game and is the most effective way to stop your opposition's attack.

Dodging is a sudden deceptive move often used to avoid the opponent. You can move from side to side to confuse the opponent before sprinting off to catch the ball.

Footwork in netball applies when a player is stepping, landing and pivoting.

Receiving is when both feet grounded or jump to catch the ball and land on two feet simultaneously. You may take a step in any direction with one foot (but not both) and pivot on the spot with the other foot.

There are many different types of relationships, such as family members, friendships, romantic and sexual relationships.
Although these relationships are all different, they should all involve mutual respect, trust, honesty, communication and fairness. All of these qualities are interlinked, and if one is missing, it is difficult for any of the others to be present.
Signs that a relationship is unhealthy could include trying to make you feel like you are not good enough putting you down in front of others or, in extreme cases, being violent to you.

Peer pressure is defined in the dictionary as "the strong influence of a group, especially of children, on members of that group to behave as someone else does."
Examples of peer pressure could include insults, calling a person names and making them feel bad for not doing something, rejection, being left out if you don't do something and unspoken pressure, wanted to do something because you see your friends doing it.
Issues such as cyberbullying are often made worse by peer pressure. Other people may join in, or not report the bullying, in order to fit in. This is called being a **bystander** – a person who sees something wrong but does not report it and allows it to continue.
An **upstander** is a person who sees online bullying and reports it.

Possessing and suppling drugs are illegal, but it is estimated that 46,000 young people in the UK are **exploited** through **county lines**. This is where city based gangs supply drugs to areas outside the city using dedicated mobile phones.
It involves drugs, violence, gangs, criminal and sexual exploitation, modern slavery and missing persons.

People may join gangs for many reasons, such as financial issues or even just wanting to belong. Cuckooing is the word used to describe drugs being stored or sold from the houses of vulnerable people.

Signs that people are being exploited are absence from school, unexplained injuries, unexplained money or goods and being secretive about where they are going.

Sometimes the media can make it appear like lots of young people are carrying knives, however 99% of people aged 10-29 years do not carry a knife.
If a person is caught with a knife, even if it is not used, they may face up to 4 years in prison.

People who carry a weapon are more likely to be hospitalised with a violence-related injury and in many cases their own weapon has been used against them.
Friends who pressure a person to carry a knife are not good friends and will likely not be around to help if that person were to get caught.

Define:	
Possession	Being caught with a small amount of drugs that could reasonable be used by one person.
Intent to supply	Being stopped whilst holding drugs and the police have reasonable suspicions that you will share with others or sell.
Supply	Being caught selling drugs or medicines to other people.
Trafficking	Taking illegal substances from one country to another.

Class	Examples	Sentence for Possession	Sentence for Dealing
Class A	Ecstasy, LSD, heroin, cocaine, crack, magic mushrooms, amphetamines (if prepared for injection).	Up to seven years in prison or an unlimited fine or both.	Up to life in prison or an unlimited fine or both.
Class B	Amphetamines, Methylphenidate (Ritalin).	Up to five years in prison or an unlimited fine or both	Up to 14 years in prison or an unlimited fine or both
Class C	Tranquilizers, Cannabis, some painkillers, Gamma hydroxybutyrate (GHB), Ketamine	Up to two years in prison or an unlimited fine or both	Up to 14 years in prison or an unlimited fine or both.

Further sources of information and advice.	
concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
Childline.org.uk 0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don't show up on the bill.
The NSPCC help@nspcc.org.uk 0808 800 5000	The NSPCC can provide advice and support if you are concerned that you may be in an unhealthy relationship.
The Hideout http://thehideout.org.uk/	This website is aimed at young people. It provides information about domestic violence and provides support for those experiencing it.
Talk to Frank: 0300 123 6600 https://www.talktofrank.com/drug/alcohol	This website provides an overview of the effects and risks of each drugs along with information about each of them.
#knifefree www.knifefree.co.uk	To find out more about the campaign and for more information on how to live knife free.
Victim support www.victimsupport.org.uk	For support for anyone who has been a victim of crime.