Knowledge Organiser: January 2026

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!
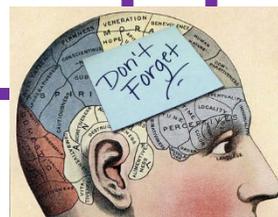
Year 9 further reading lists Half Term 3 2025-2026

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.

Music and Religious Studies	History	Geography
2013, *Music: the definitive visual history* Dorling Kindersley	Adams, Simon, 2001 *The Cold War* Franklin Watts	Howell, Izzi, 2019 *Climate Change* Franklin Watts
Bergarot, Frank 1993 *The Story of Jazz: bop and beyond* Thames and Hudson	Burgan, Michael 2005 *Spying and the Cold War* Raintree	Howell, Izzi, 2019 *Pollution* Franklin Watts
Gioia, Ted 2008 *The History of Jazz* Oxford University Press	Grant, R. G. 2010 *The Cold War* Franklin Watts	Owen, Ruth, 2019 *The problem with plastic: know your facts, take action, save the oceans* Ruby Tuesday
Marchant, Kerena, 2002 *The Buddha and Buddhism* Hodder Wayland	Harrison, Paul 2005 *The Cold War* Franklin Watts	Rake, Jody Sullivan, 2020 *Endangered oceans: investigating oceans in crisis* Raintree
Walker, Kathryn, 2007 *Buddhism.* Wayland	Mason, Paul, 2015 *Did anything good come out of...the Cold War?* Wayland	Royston, Angela 2013 **What happens if we overfish the oceans?** Wayland
Science	**Maths and PHSE**	**PE**
Mason, Paul, 2015 *Your growling guts and dynamic digestive system!* Wayland	Colson, Rob, 2018 *What are the chances?: probability, statistics, ratios and proportions* Franklin Watts	2007 *Rowing* A & C Black
Spilsbury, Louise, 2008 *Chemical Reactions* Heinemann	Jones, Grace 2018 *Terrorism & extremism* Book Life	Storey, Rita, 2010 *Hockey* Franklin Watts
	Savery, Annabel, 2017 **What is terrorism?** Wayland	Watson, Stephanie 2016 *The science behind football, volleyball, cycling and other popular sports* Raintree

Year 9 English *'Romeo and Juliet'*, by William Shakespeare

1. Key contextual information about *'Romeo and Juliet'*:

Shakespeare wrote comedies, tragedies, and history plays. "Romeo and Juliet" is one of his tragedies.

Shakespeare lived between 1564 and 1616.

"Romeo and Juliet" was written in 1597 in The Elizabethan Era and is one of Shakespeare's earliest plays.

Elizabethan England, had a **patriarchal society** where daughters were supposed to obey their fathers.

It was unusual for people to marry for love, particularly if they were form a high-status family. Instead, Marriage was often used as a way to consolidate power.

Sonnets are fourteen-line love poems that were popular in The Elizabethan Era.

3. Character traits

Charming	Pleasant; attractive; likeable; endearing.
Combative	Argumentative; ready or eager to fight or argue.
Deceptive	Giving an appearance or impression different from the true one; misleading.
Demanding	Making others work hard or meet high standards; not easily satisfied; severe.
Emotional	Having feelings that are easily excited and openly displayed; sensitive.
Impatient	Having or showing a tendency to be quickly irritated or provoked; restlessly eager; intolerant.
Impulsive	Acting without thinking; instantaneous; rash.
Influential	To have great influence over someone; powerful; controlling.
Insensitive	Showing or feeling no concern for others' feelings; blasé.
Intimidating	Having a frightening or threatening affect; unapproachable.
Irresponsible	Not thinking enough about the consequences of your actions; careless; reckless.
Naïve	Showing a lack of experience; innocent.
Reckless	Not concerned about the consequences of your actions.

2. Subject terminology:

Term	Definition
Soliloquy	An act of speaking one's thought aloud when by oneself or regardless of any hearers.
Tragic hero	The main character in a tragedy.
Tragic flaw	A trait or characteristic that leads to the downfall of a hero.
Hamartia	A character's tragic flaw.
Prologue	A separate introduction to a drama text.
Patriarchal	Controlled by men.
Hyperbole	Deliberate exaggeration.
Foreshadow	An indication or clue to a future event.
Conventions	A typical or usual feature of a genre.
Sonnet	A 14-line love poem.
Denouement	The final outcome of a story.

4. Conventions of a Shakespearean tragedy:

In a Shakespearean tragedy...

The characters are powerful people with a **high status (highly regarded in society)**.

The tragic hero acts; they don't just let things happen to them.

Whatever a tragic hero does, it makes their situation worse.

There is something **exceptional (unique; stand out quality)** about the tragic hero.

Tragedies follow a specific structure of **obstacles (something that blocks one's way; hinders progress)** followed by a crisis, followed by **catastrophe (a disaster; event that causes damage)**.

Typically, the tragic hero dies at the end of the play.

Subject Terminology

|	
Vector	A quantity which has magnitude (how long it is) and direction.
Transformation	The movement or manipulation of an object. The four transformations we use are rotation, reflection, translation and enlargement
Object	The starting shape, before transformation
Image	The end shape, after transformation
Scale factor	The number by which a quantity is multiplied to give another (sometimes written s.f)
Vertex	The corner of a shape, where two edges meet.
Probability	How likely an event is to happen, expressed as a number always between 0 and 1.
Chance	How likely an event is to happen, expressed as a word. e.g 'unlikely'

Two Way Tables

	Year 8	Year 9	Year 10
Boys	45	38	51
Girls	32	52	28

A Two Way Table sorts data to show the frequency of each category quickly and easily. In this table the probability that a year 8 student is a boy is $\dfrac{45}{45+32} = \dfrac{45}{77}$

Vectors

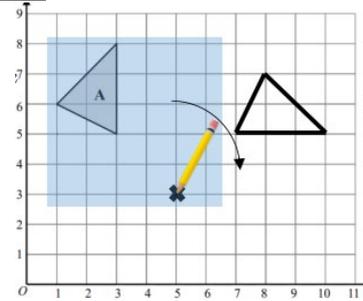Can be written as column vectors. Positive values are right and up. Negative values are left and down.

This is 3 right and 4 down. $\begin{pmatrix} 3 \\ -4 \end{pmatrix}$ Left or right Up or down

This is the vector $\begin{pmatrix} 4 \\ 1 \end{pmatrix}$
It goes 4 right and 1 up.
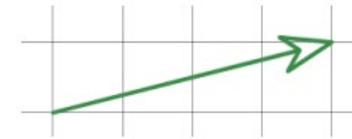
Rotation

Draw the object onto tracing paper, rotate the given number of degrees around the centre of rotation and then redraw the image.

Reflection

y = 3
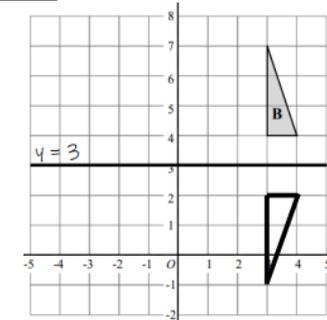
Draw in the line of reflection. Reflect each point of the object to the other side of the line to draw the image.

Enlargement

Each side on the image is double the length of the object
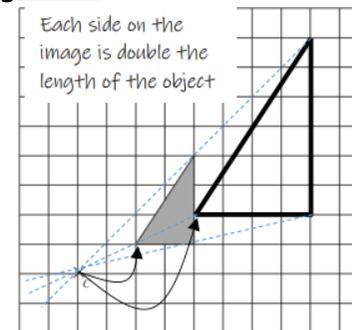
Count from the centre of enlargement to each vertex of the object, multiply these by the s.f to draw in the image.

Translation

Move each vertex of the object by the vector instruction given, then draw in the image.

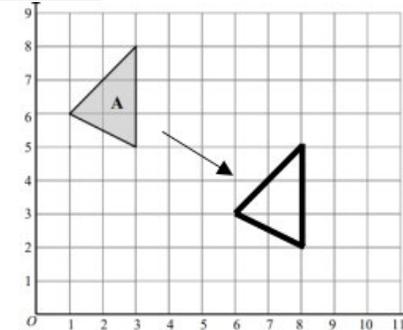| x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Written methods
Multiplication (Grid method)
26×5

✖	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)

$186 \div 6$

```
    0  3  1
6 | 1  ¹8  6
```

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.

$$+ \times + = + \qquad - \times - = +$$
$$+ \times - = - \qquad - \times + = -$$

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

```
 1
 29
+35
 64
```

9+5=14
14 is more than 10!

Column Subtraction

```
⁵6̶4
-27
 37
```

(10+4=14)

14

Ionic Bonding

TONIC BONDING IN SODIUM CHLORIDE

SODIUM ION, Na⁺   CHLORIDE ION, Cl⁻
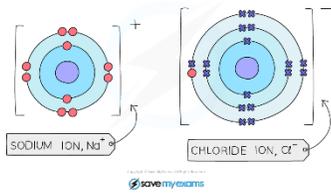
The **metal** atom will lose electrons and become a positively charged ion.

The **non-metal** will gain electrons and become a negatively charged ion.

An ionic bond is the strong **electrostatic** force of attraction between oppositely charged ions.

Ionic compounds have regular structures, called giant **ionic lattices**.

Na⁺
Cl⁻

Metallic Bonding

A metallic bond is the strong **electrostatic** forces of attraction between **delocalised** electrons and metal ions

Delocalised electrons

Covalent Bonding

Two or more **non-metal** atoms will share electrons to fill their outer shell.

Covalent bonds between atoms are very **strong.** When two or more atoms are covalently bonded together, they form 'molecules'. Weak **intermolecular forces** exist between individual molecules

CHLORINE ATOMS:
EACH NEEDS 1 ELECTRON
TO ACHIEVE A FULL OUTER SHELL

A SHARED PAIR OF ELECTRONS
= SINGLE COVALENT BOND

CHLORINE MOLECULE, Cl₂

WEAK INTERMOLECULAR FORCES

STRONG COVALENT BONDS
(INTRAMOLECULAR)

States of Matter

MELTING   VAPORIZING

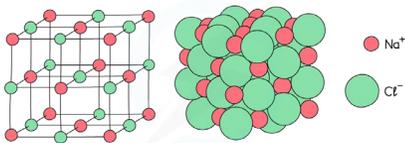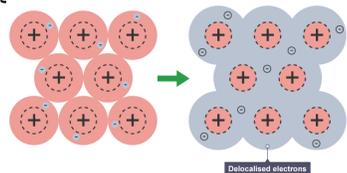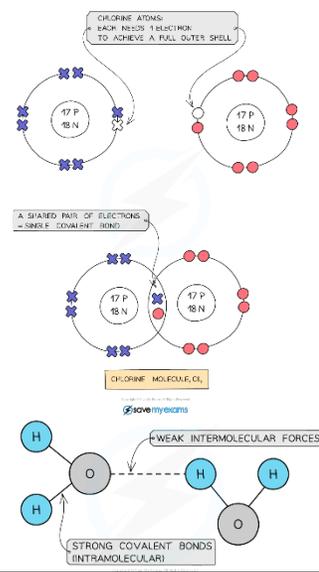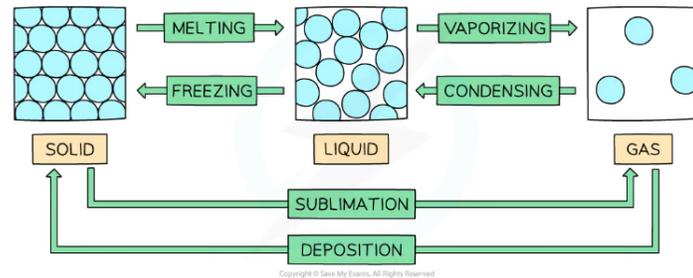FREEZING   CONDENSING

SOLID   LIQUID   GAS

SUBLIMATION

DEPOSITION

Melting is when a solid changes into a liquid
It occurs at a specific temperature known as the **melting point** which is unique to each pure solid.

Freezing is when a liquid changes into a solid
This is the reverse of melting and occurs at exactly the **same temperature** as melting

Key Word	Definition
Atom	The smallest part of an element.
Ion	A charged particle produced by the loss or gain of electrons
Allotrope	Different forms of the same element – for example carbon.
Intermolecular force	The weak force of attraction found between separate molecules of covalently bonded substances
Electrostatic attraction	The strong force of attraction between oppositely charge substances.
Delocalised electron	An electron that is no longer associated with a particular atom, it is free to move.

Fullerenes

Giant covalent structures:
- **Diamond**: each carbon atom is joined to 4 other carbon atoms by strong covalent bonds.
- **Graphite:** each carbon atom forms 3 covalent bonds with other carbon atoms. The carbon atoms form layers of hexagonal rings.
- **Buckminsterfullerene:** molecules are made up of 60 carbon atoms joined together by 3 strong covalent bonds.
- **Nanotube:** a layer of graphene, rolled into a cylinder. Nanotubes have high **tensile strength**, so they are strong in **tension** and resist being stretched.

Covalent bond between carbon atoms

Carbon atom
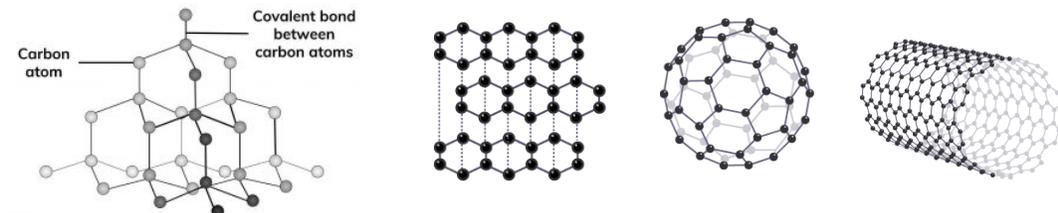
Digestive System
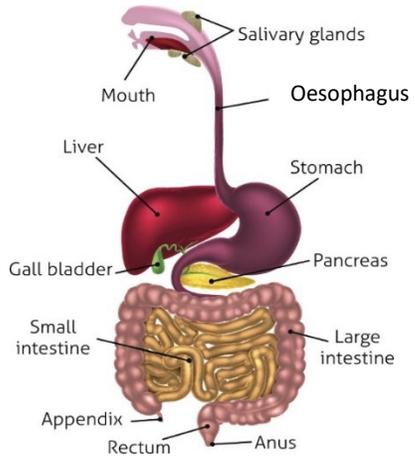
Digestive Enzymes

Enzyme	Substrate	End-products	Where produced
Salivary amylase	Starch	Maltose	Salivary glands
Protease	Protein	Amino acids	Stomach, pancreas
Lipase	Lipids (fats and oils)	Fatty acids and glycerol	Pancreas
Pancreatic amylase	Starch	Maltose	Pancreas
Maltase	Maltose	Glucose	Small intestine

Subject Terminology	Definition
Cells	The smallest structural unit of all living organisms. E.g. sperm, muscle, egg
Tissues	A group of cells with similar structure and function working together. e.g. nervous, mesophyll, muscle
Organs	An group of tissues that work together to carry out important functions e.g. heart, lungs, liver, leaf, flower
Organ System	Different organs are grouped together to carry out major functions in the body e.g. digestive, reproductive, respiratory
Enzymes	Biological catalysts that speed up reactions without being used up in the process.
Denature	The enzymes structure and function has been altered.

Enzymes and the effect of temperature and pH

1. Substrate collides with active site of enzyme and becomes attached
2. Enzyme catalyses breakdown of substrate
Enzyme molecule is unchanged and can be reused
3. Products released from active site
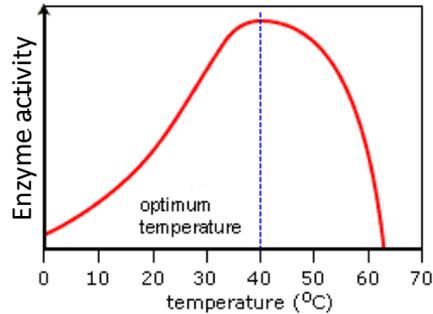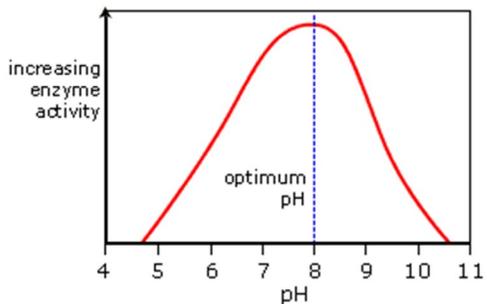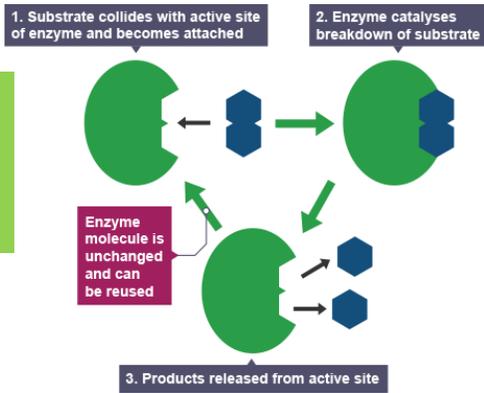
Villi adaptations

The inner wall of the small intestine has adaptation so that substances pass across it quickly and efficiently:
• it has a thin wall, just one cell thick
• it has many tiny **villi** to give a really big **surface area.**
• They also contain blood **capillaries** to carry away the absorbed food molecules.

Thin walls - just one cell thick
Network of capillaries
Blood vessels

Food Tests
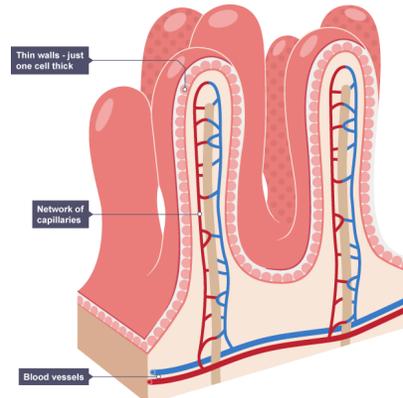
1. Add iodine to a sample of the food.
2. Observe the colour change.

Starch
Iodine solution
Starch present
Starch not present

1. Add ethanol to a sample of the food and shake.
2. Pour the food/ethanol mix into a test tube with water in it.

Fat
Ethanol
Fat not present (clear)
Fat present (cloudy emulsion)
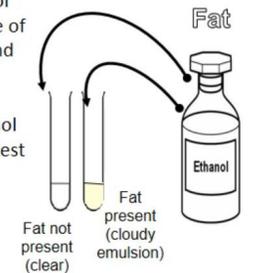
Add Benedict's solution to a sample of the food. Heat the test tube. Observe the colour change.

(Sugar) Glucose
Benedicts solution
Glucose not present
A little glucose present
Lots of glucose present

1. Add Biuret solution to a sample of the food.
2. Observe the colour change.

Protein
Biuret solution
Protein not present
Protein present
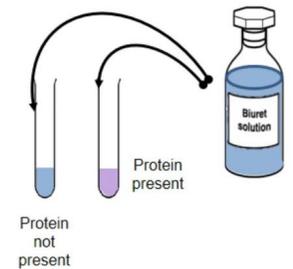
Geography - HT3 - Oceans in danger

- 40% of Europe's plastics are only used once, then thrown away.
- Each minute, the equivalent of a rubbish truck load of plastic is dumped into the ocean.
- Plastic bottles are the third worst plastic polluter of the ocean and more than 13 billion single-use plastic bottle are sold in Britain each year.
- It has been estimated that the UK throws away between 4.4billion and 8.5 billion plastic straws each year.
- Once thrown away, plastics break down into tiny fragments called micro plastics. They're already found on most of the World's beaches and scientists think there are 500 times more micro plastics in our seas than stars in our galaxy.
- Because of ocean currents, plastics and other rubbish can gather together in areas called gyres. The North Pacific Gyre is twice the size of France!
- Recent studies have suggested that there might be 80% more plastics on beaches than scientists previously thought.

The 5 ocean gyres

Ecosystem	a biological community of interacting organisms and their physical environment
Habitat	the natural home or environment of an animal, plant, or other organism
Coral	Colonies of tiny individual animals called polyps. Coral polyps have soft bodies and stinging tentacles. In tropical corals, the polyp is protected by a hard, external skeleton made of calcium carbonate.
Mangroves	Trees that can tolerate salt-water conditions.
Albedo	Measure of how reflective a surface is
Microplastics	Extremely small pieces of plastic debris in the environment resulting from the disposal and breakdown of consumer products and industrial waste
Climate Change	Refers to weather changes across the entire Earth. These include warming temperatures and changes in rainfall. Climate change has many significant impacts
Ocean Acidification	the worldwide reduction in the pH of seawater because of the absorption of large amounts of carbon dioxide (CO_2) by the oceans
Pollution	The presence in or introduction into the environment of a substance which has harmful or poisonous effects
Ocean Gyre	a circular ocean current formed by Earth's wind patterns and the forces created by the rotation of the planet
Photodegrade	(of a substance or object) be decomposed by the action of light, especially sunlight
Biodegrade	The breakdown of organic matter by microorganisms, such as bacteria and fungi

Why did the Cold War develop between 1945 and 1949?

Ideological differences
The USA was capitalist; the USSR was communist.
These conflicting beliefs underpinned the entire Cold War as each power believed the other was trying to spread its ideology around the world.

Collapse of Grand Alliance
The USA and USSR had been united in WW2 in order to defeat Hitler's Germany.
This alliance began to crumble once Germany had been defeated and ideological differences started to come to the surface.
When Truman became President, relations deteriorated further as he and the Soviet leader Stalin did not get on.

US actions
President Truman delivered a speech, which resulted in the Truman Doctrine, a commitment to protecting 'free peoples' from outside aggression.
This was backed up by the Marshall plan, which provided money to European countries to support recovery after WW2.
Both actions were seen by the Soviet Union as a direct attack on Communism.

Nuclear Arms Race
The development of atomic weapons increased the competition of the Cold War and made it dangerous as both superpowers pushed each other to the brink of war.
The 'race' began in 1945 with the dropping of the atomic bomb by the USA.

Soviet Actions
The USSR wanted protection on its borders to avoid attack like in WW2. It expanded its influence (and Communism) across Eastern Europe to create a buffer zone of friendly states. The USA viewed this as aggressive expansion.

TECHNICAL VOCABULARY

Capitalism	A belief in private ownership of the means of creating wealth e.g industry and agriculture
Arms Race	The rapid increase in the quantity and quality of military power.
Blockade	The means of blocking a place to prevent goods or people from entering or leaving.
Buffer Zone	A neutral area serving to separate hostile forces or nations.
Cold War	A period of political tension between the Soviet Union and the USA.
Containment Policy	US policy to prevent the spread of Communism
Dictatorship	A form of government characterized by a single leader.
Domino Theory	The idea that if one country becomes communist, the surround countries will follow in a domino effect.
Iron Curtain	A non-physical boundary dividing Europe into separate areas after WW2.
Superpower	A very powerful and influential nation.

Timeline

11th February 1945	The Yalta Conference. VE Day (8th May 1945)
July-August 1945	Potsdam Conference & the Hiroshima and Nagasaki Atomic Bomb. VJ Day (14th August 1945)
5th March 1946	Churchill's Iron Curtain Speech
1947	The Truman Doctrine and the Marshall Plan
June 1948	The Berlin Blockade
1949	NATO
1950 – 1953	The Korean War is fought as the first 'proxy war' of the Cold War.
5th March 1953	The Death of Stalin
1955	Warsaw Pact
1955 – 1975	The Vietnam War. US involvement escalated from 1964 onwards, until they withdrew and then South Vietnam was defeated by North Vietnam.
August 1961	Berlin Wall Built
1962	The Cuban Missile Crisis
1980	Olympic Boycott by USA
1984	Olympic Boycott by Russia
1989	The Berlin Wall comes down
1985 – 91	The Collapse of the Soviet Union
1991	End of Warsaw Pact

Conflict between the Democratic People's Republic of Korea (North) and the Republic of Korea (South) in which at least 2.5 million persons lost their lives. The war began when the North Korean Communist army invaded non-Communist South Korea.

Vietnam was split along the 17th parallel where no troops could be stationed. The north of Vietnam was under Communist influence whereas the south was under a democratic system of government.

Joseph Stalin	Leonid Brezhnev	Dwight D. Eisenhower	Lyndon B. Johnson	Winston Churchill	Gerald Ford	Ronald Reagan
1924 – 1953 USSR	1964 – 1982 USSR	1953 – 1961 USA	1963 – 1968 USA	1940-1945 & 1951 – 1950 UK	1947 – 1977 USA	1981 - 1989 USA
Nikita Khrushchev	Harry S Truman	John F. Kennedy	Richard Nixon	Clement Attlee	Jimmy Carter	Mikhail Gorbachev
1955 – 1964 USSR	1945 – 1953 USA	1961-1963 USA	1969 – 1974 USA	1945 – 1951 UK	1977 – 1981 USA	1985 – 91 USSR

The Cold War
Historical Substantive Concepts

Monarchy

Religion

America used religion to persuade the world that they were a force for good in the international arena.

Invasion

In June 1950, first military action began when Soviet-backed North Korean People's Army invaded its pro-Western neighbor to the South.
The United States helped overthrow a left-wing government in Guatemala (1954), supported an invasion of Cuba (1961) and undertook a long (1964-75) campaign against North Vietnam to prevent them bringing South Vietnam under their control..

Political Reform

World War One destroyed empires, created numerous new nation-states, encouraged independence movements in Europe's colonies BUT led to Soviet Communism and the rise of Hitler.

Ideology

The USA was capitalist.
The USSR was communist
The Cold War was an ideological conflict between the United States and the Soviet Union.

Conflict

The Cold War was a political, ideological and cultural struggled between the capitalist West and Communist East.
The US policy of containment mean US pushed back attempts by communists countries to take over non-communist countries.
Conflicts took place in Korea, Cuba and Vietnam.

Revolution

The Russian Revolution (1917) paved the way for the rise of Communism as an influential political belief system around the world.
The Revolutions of 1989 (the Fall of Communism) was a wave that resulted in the end of most communist states.

Tax & Economy

Post Cold War economic tensions that have led to the cost of living crisis in the present day. There are shortages and rising costs particularly for food and fuel.

¿Cómo mejorarías tu ciudad? ¿Dónde te gustaría vivir en el futuro?

Weeks 1 and 2

Verb	Noun	Connective	In my opinion	Verb	Infinitive
Me encantaría ir= I would love to go	al ayuntamiento = to the town hall	because		puedo = I can	estar al aire libre = be in the fresh air
Me chiflaría ir= I would love to go	al bar = to the bar				subir a la torre = go up the tower
Me molaría ir = I would love to go	al castillo = to the castle		en mi opinión	se puede = you can	hacer un recorrido en autobús = do a bus tour
Me fliparía ir I would love to go	al cine = to the cinema				disfrutar de las vistas = enjoy the views
Me apetecería ir = I would be interested to go	al mercado = to the market	porque		quiero = I want	apreciar la arquitectura = appreciate the arquitecture
Me interesaría ir = I would be interested to go	al museo = to the museum		a mi juicio		aprovechar el buen tiempo = make the most of the good weather
Me fascinaría ir = I would be fascinated to go	al parque = to the park	dado que			probar platos típicos = try local dishes
Me gustaría ir = I would like to go	al polideportivo = to the sports centre		para mí		practicar deportes = do sports
Quisiera ir= I would like to go	al puerto = to the port	puesto que		tengo ganas de = I want to	ver edificios de estilos muy diferentes = see different styles of buildings
No me gustaría ir = I wouldn't like to go	al restaurante = to the restaurant	ya que		voy a = I am going to	practicar senderismo y ciclismo = go hiking and cycling
No me interesaría ir = I wouldn't be interested to go	al teatro = to the theatre	aunque =	a mi modo de ver		visitar los monumentos famosos = visit famous monuments
No me apetecería ir = I wouldn't be interested to go	a la biblioteca = to the library	although			sacar fotos = take photos
Odiaría ir I would hate to go	a la iglesia = to the church		desde mi punto de vista	tengo la intención de = I intend to	ir de compras = go shopping
Detestaría ir I would hate to go	a la piscina = to the swimming pool				salir con la familia = go out with family
	a la bolera = to the bowling alley				ver una película = watch a film
	a la Plaza Mayor = to the town square				comprar regalos = buy presents
	a la pista de hielo = to the ice rink				disfrutar del ambiente = enjoy the atmosphere
	a la catedral = to the cathedral				ir de paseo = go for a walk
	a las tiendas = to the shops				reunirme con los amigos = meet up with friends

Week 3

Noun	Verb	Noun	Connective	In my opinion	Reason
(yo) I	preferiría vivir = would prefer to live		Because	en mi opinión	es tan fácil desplazarse = it's so easy to get around
mi hermano mi hermanastra mi madre mi familia	preferiría vivir = would prefer to live	en la ciudad = in the city	porque		hay una red de transporte público fiable = there is a reliable public transport system
mi padre mi prima mi abuela			dado que	a mi juicio	hay tantas diversiones = there are so many things to do hay muchas posibilidades de trabajo = there are lots of job opportunities
mis padres y yo mi madre y yo mi abuelo y yo mi hermano y yo	preferiríamos vivir = would prefer to live	en el campo = in the countryside	puesto que	a mi modo de ver	el centro es tan ruidoso y sucio = the centre is so noisy and dirty hay tanto tráfico / tantos coches = there is so much traffic / so many cars
mi padre y yo mi bisabuelo y yo					se conoce a todos los vecinos = you know all your neighbours
mis padres mis abuelos			ya que	para mí	se lleva una vida más tranquila = you lead a more peaceful life
mis hermanos mis amigos	preferirían vivir = would prefer to live		aunque =		el transporte público no es fiable = public transport is not reliable no hay tantos atascos = there are not as many traffic jams
mis tíos mis primos			although	desde mi punto de vista	hay bastante desempleo = there is quite a lot of unemployment

Week 4

	Verb	Noun	Connective	Opinion
	introduciría = I would introduce	más zonas peatonales = more pedestrian areas		lo encontraría interesante = I would find it interesting
Si pudiera = If I could	renovaría = I would renovate	algunos edificios antiguos = some old buildings las zonas deterioradas en las afueras = the dilapidated áreas on the outskirts	porque = because	sería estupendo = it would be great
Si fuera posible = If it was possible	mejoraría = I would improve	el sistema de transporte = the transport system	dado que = because	sería fantástico = it would be fantastic
Si ganara la lotería = If I won the lottery	crearía = I would create	más áreas de ocio = more leisure areas	puesto que = because	sería guay = it would be cool
Si tuviera bastante dinero = If I had enough money	construiría = I would build	un nuevo centro comercial = a new shopping centre	ya que = because	sería aburridísimo = it would be extremely boring
Si tenga la oportunidad = If I had the opportunity	invertiría = I would invest	en el turismo = in tourism	aunque = although	sería mejor = It would be better
	controlaría = I would control	el ruido y la basura = noise and rubbish		

Dance: Year 9 CHOREOGRAPHY

WHAT ARE WE STUDYING IN THIS UNIT OF DANCE?

In this unit of dance, you will learn all about choreography (creating your own dance) and some of the different methods choreographers use to create their own dances.

By completing creative tasks, you will learn about responding to a stimulus and creating a motif to start your choreography process.

Being part of a team and developing leadership skills is key to this unit of work.

WHAT IS CHOREOGRAPHY?

Choreography is the art of creating a dance routine by grouping together and organising different dance moves into sequences and patterns that can be done to a specific song, beat, or melody.

Dancers who practice the art of choreography are called choreographers. Choreographers are considered the innovators of dance. They can create dance routines for any number of people. Sometimes the choreography they create is just for themselves, and sometimes it can be for large groups of people to perform.

When grouping together different dance moves, choreographers always try to do so in a way that enhances the beauty of the dance. However, the emotion and feeling they are trying to convey through the dance may change dependent on the specific song or occasion.

KNOWLEDGE, UNDERSTANDING AND SKILLS FOR CHOREOGRAPHY

ACTION: travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight.

DYNAMICS: fast/slow sudden/sustained acceleration/deceleration strong/light direct/indirect flowing/abrupt

SPATIAL CONTENT: pathways, levels, direction, size of movement, patterns, spatial design

RELATIONSHIP CONTENT: lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations

CHOREOGRAPHIC PROCESSES: researching, improvising, generating, selecting, developing, structuring, refining and synthesising

CHOREOGRAPHIC DEVICES: motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon

SUBJECT TERMINOLOGY

Choreography	To create your own sequence of movements
Stimulus	An idea or starting point for a dance piece
Motif	A short phrase of movement that reflects a stimulus
Development	The way in which movement material is manipulated
Choreographic Intention	The aim of the dance; what the choreographer aims to communicate
Choreographic devices	Methods used to develop and vary material
Relationships	The ways in which dancers interact; the connections between dancers.
Climax	The most significant moment of the dance
Mental Skills	These include commitment, concentration, confidence, movement memory, rehearsal discipline, response to feedback and capacity to improve
Spatial Awareness	Consciousness of the surrounding space and its effective use
Appreciation	Recognition and understanding of the qualities of dance
Dynamics	The qualities of movement based upon variations in speed, strength and flow
Formations	Shapes or patterns created in space by dancers
Improvisation	Exploration or generation of movements without planning

THE CHOREOGRAPHY PROCESS

Theme/stimulus → Research → Plan for choreography → Motif development, choreographic devices, structures, theatre arts → Timeline → Rehearsal schedule → Diary/log Reflect and adapt → Evaluate
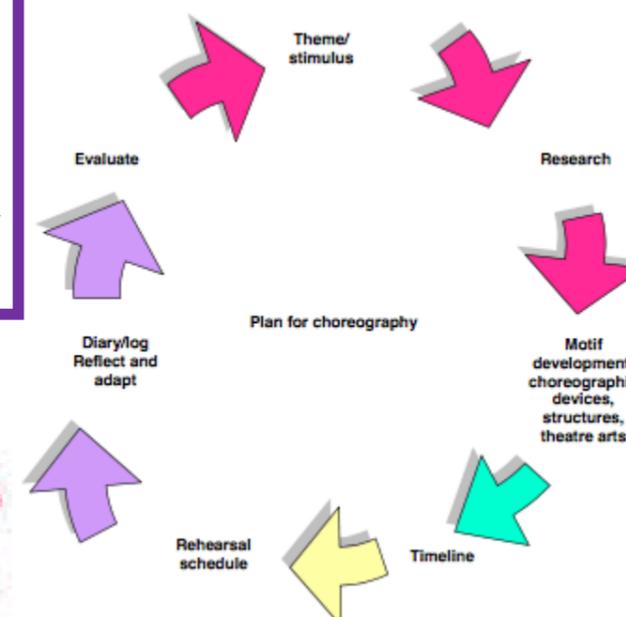
Role on the Wall

BBC Bitesize Drama - an example 'Role on the wall' diagram.

Character - Adam Wilson

Feels jealous of Martin—always a hit with girls but realises he has no respect for them.

Wishes he was as 'cool' as his mates.

Emily hardly speaks to him—although she thinks that he's kind she also mostly ignores him because her friends don't think he's got enough 'street cred'. She is from a different background.

Some of the boys tease him about his clothes and his ideas—but they use him to get their homework done.

Really likes Emily—but too shy to ask her to go out with him.

Can't go out with the lads at the weekends but has to work on father's small-holding.

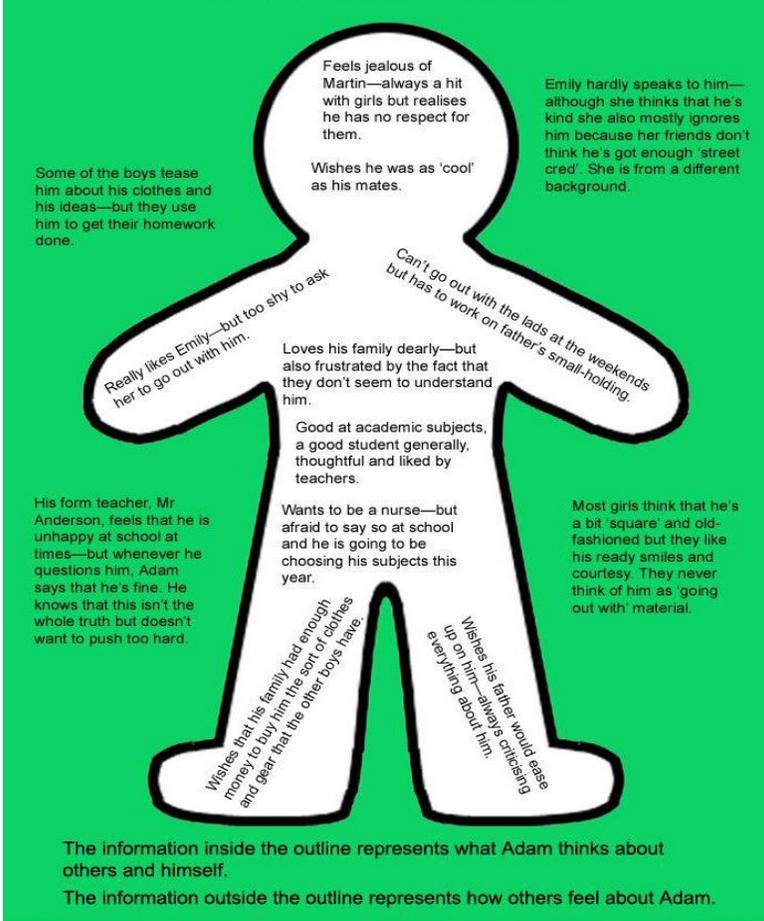Loves his family dearly—but also frustrated by the fact that they don't seem to understand him.

Good at academic subjects, a good student generally, thoughtful and liked by teachers.

His form teacher, Mr Anderson, feels that he is unhappy at school at times—but whenever he questions him, Adam says that he's fine. He knows that this isn't the whole truth but doesn't want to push too hard.

Wants to be a nurse—but afraid to say so at school and he is going to be choosing his subjects this year.

Most girls think that he's a bit 'square' and old-fashioned but they like his ready smiles and courtesy. They never think of him as 'going out with' material.

Wishes that his family had enough money to buy him the sort of clothes and gear that the other boys have.

Wishes his father would ease up on him—always criticising everything about him.

The information inside the outline represents what Adam thinks about others and himself.
The information outside the outline represents how others feel about Adam.

BBC   BITESIZE revision   bbc.co.uk/schools/gcsebitesize   BBC©2006

Process Drama

Is a method of teaching and learning where both the students and teacher are working in and out of role. For example, a teacher might work in role as the Pied Piper leading the rats (performed by the children in role) to their deaths. Or they might lead a whole group meeting on, for example, discussions about building a new motorway through a village. As a teaching methodology, process drama developed primarily from the work of Brian Way, Dorothy Heathcote, Cecily O'Neill and Gavin Bolton and other leading drama practitioners.

Process drama is not about creating a 'product', i.e. it doesn't have the end result of a play or a performance, it is about defining and creating a role and going through a 'process' of thinking and responding in that role.

Key Skills

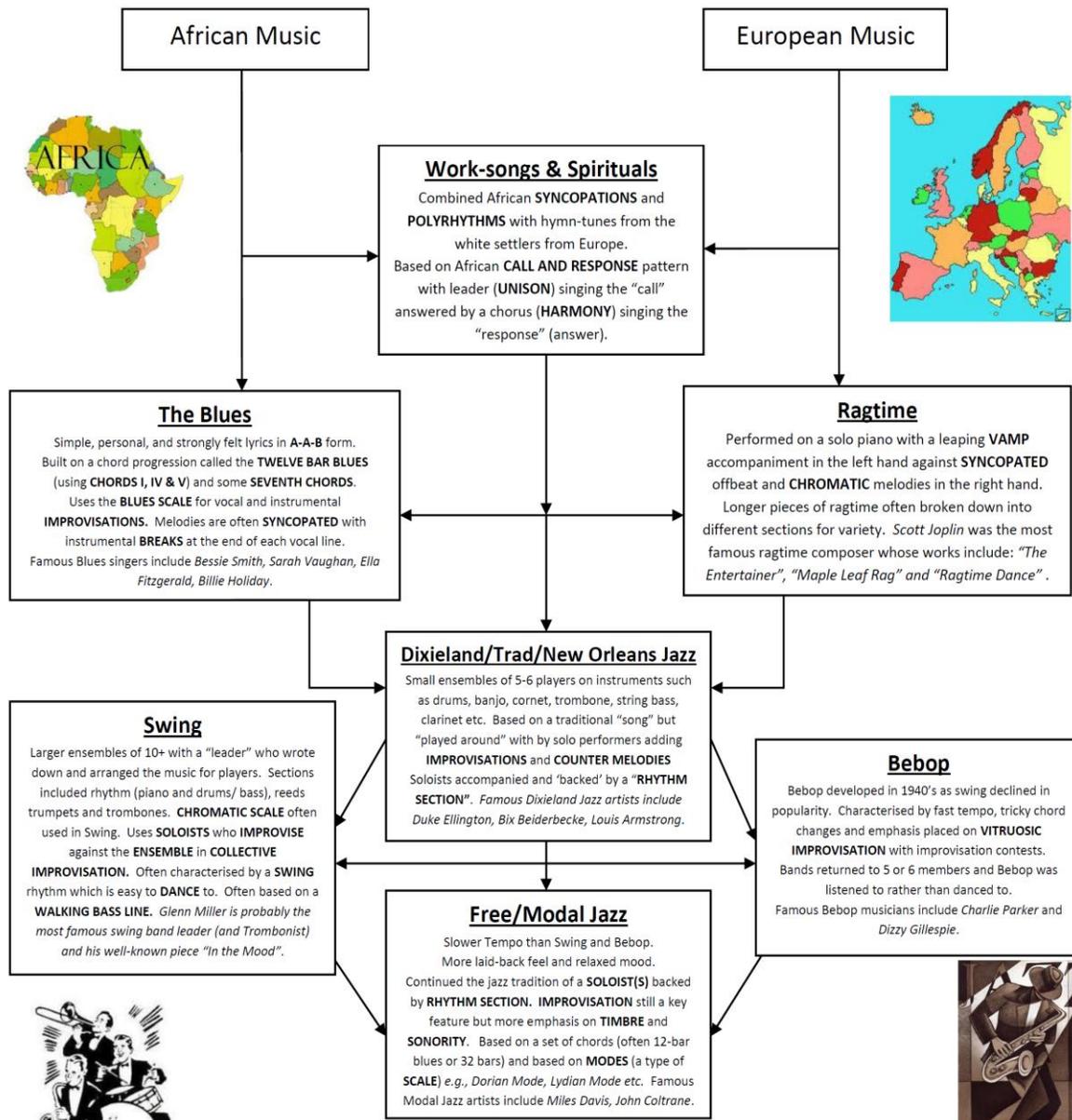|	
Analysis	Improvisation
Collaboration	Rehearsal
Communication	Team Work
Imagination	Focus

Subject Terminology

Teacher in role	The teacher plays a character within the whole class improvisation.
Improvisation	Is a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment.
Action	Consists in the events that the characters take part in as they act the play.
Form	Is the way that the story is told, the way the characters play their parts, and/or the way the themes are explored.
Inter-relationships	The way in which two or more things are related to each other.
Tension	As the audience anticipates certain outcomes in the plot, the **tension builds**. An obvious example of rising **tension** is in a mystery or whodunit.

Process drama is unscripted. The drama itself is improvised and usually spontaneous, with the teacher setting the boundaries and expectations for each process drama experience. Usually the teacher works in role to establish and maintain the drama. Working in role enables the teacher to move the drama forward by questioning, challenging, organising thoughts, responding, involving students and managing difficulties. Working in role means that the teacher can develop, differentiate and direct the drama more easily.

Process drama is simply an experiential method of working that differs from other forms of drama in that it isn't a means to an end product, the process is a product in itself.

All That Jazz

Exploring Jazz and The Blues

African Music

European Music

Work-songs & Spirituals
Combined African **SYNCOPATIONS** and **POLYRHYTHMS** with hymn-tunes from the white settlers from Europe. Based on African **CALL AND RESPONSE** pattern with leader (**UNISON**) singing the "call" answered by a chorus (**HARMONY**) singing the "response" (answer).

The Blues
Simple, personal, and strongly felt lyrics in **A-A-B** form. Built on a chord progression called the **TWELVE BAR BLUES** (using **CHORDS I, IV & V**) and some **SEVENTH CHORDS**. Uses the **BLUES SCALE** for vocal and instrumental **IMPROVISATIONS**. Melodies are often **SYNCOPATED** with instrumental **BREAKS** at the end of each vocal line. Famous Blues singers include *Bessie Smith, Sarah Vaughan, Ella Fitzgerald, Billie Holiday*.

Ragtime
Performed on a solo piano with a leaping **VAMP** accompaniment in the left hand against **SYNCOPATED** offbeat and **CHROMATIC** melodies in the right hand. Longer pieces of ragtime often broken down into different sections for variety. *Scott Joplin* was the most famous ragtime composer whose works include: *"The Entertainer"*, *"Maple Leaf Rag"* and *"Ragtime Dance"*.

Dixieland/Trad/New Orleans Jazz
Small ensembles of 5-6 players on instruments such as drums, banjo, cornet, trombone, string bass, clarinet etc. Based on a traditional "song" but "played around" with by solo performers adding **IMPROVISATIONS** and **COUNTER MELODIES**. Soloists accompanied and 'backed' by a "**RHYTHM SECTION**". *Famous Dixieland Jazz artists include Duke Ellington, Bix Beiderbecke, Louis Armstrong.*

Swing
Larger ensembles of 10+ with a "leader" who wrote down and arranged the music for players. Sections included rhythm (piano and drums/ bass), reeds trumpets and trombones. **CHROMATIC SCALE** often used in Swing. Uses **SOLOISTS** who **IMPROVISE** against the **ENSEMBLE** in **COLLECTIVE IMPROVISATION**. Often characterised by a **SWING** rhythm which is easy to **DANCE** to. Often based on a **WALKING BASS LINE**. *Glenn Miller* is probably the most famous swing band leader (and Trombonist) and his well-known piece *"In the Mood"*.

Bebop
Bebop developed in 1940's as swing declined in popularity. Characterised by fast tempo, tricky chord changes and emphasis placed on **VITRUOSIC IMPROVISATION** with improvisation contests. Bands returned to 5 or 6 members and Bebop was listened to rather than danced to. Famous Bebop musicians include *Charlie Parker* and *Dizzy Gillespie*.

Free/Modal Jazz
Slower Tempo than Swing and Bebop. More laid-back feel and relaxed mood. Continued the jazz tradition of a **SOLOIST(S)** backed by **RHYTHM SECTION**. **IMPROVISATION** still a key feature but more emphasis on **TIMBRE** and **SONORITY**. Based on a set of chords (often 12-bar blues or 32 bars) and based on **MODES** (a type of **SCALE**) e.g., *Dorian Mode, Lydian Mode* etc. Famous Modal Jazz artists include *Miles Davis, John Coltrane*.

A. Jazz and Blues Key Words
RIFF/OSTINATO – Short, repeated musical patterns often used in **SOLOS**.
IMPROVISATION – music created 'on the spot' (previously unprepared performance)
SEVENTH CHORD – a **TRIAD** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic. **C7** = C , E, G (triad) + **B flat**.
SWING/SWUNG RHYTHM – performing a regular 'straight' rhythm with a 'lilt' in a "<u>ONE</u> and <u>A</u>, <u>TWO</u> and <u>A</u>" style (using **TRIPLETS**) common in swing music.

B. The Twelve Bar Blues
Some or all of these chords can be **SEVENTH CHORDS (7)**

CHORD I	CHORD I	CHORD I	CHORD I
CHORD IV	CHORD IV	CHORD I	CHORD I
CHORD V	CHORD IV	CHORD I	CHORD I

C. The Blues Scale
BLUES SCALE – a series of notes often used within improvisations in blues music *(the Blues Scale on C is shown to the right)*.
BLUE NOTES – additional or extra sharpened or flattened notes in a melody.
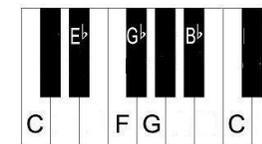
D. Instruments of Jazz and Blues

Double Bass ("Bass") or "String Bass"

Drum Kit/Drums

Piano

Electric Guitar (or could be Acoustic)

RHYTHM SECTION Accompaniment and Backing

Trumpets

Clarinets

Trombones

Saxophones

Perform SOLOS as well as with the ensemble/band.

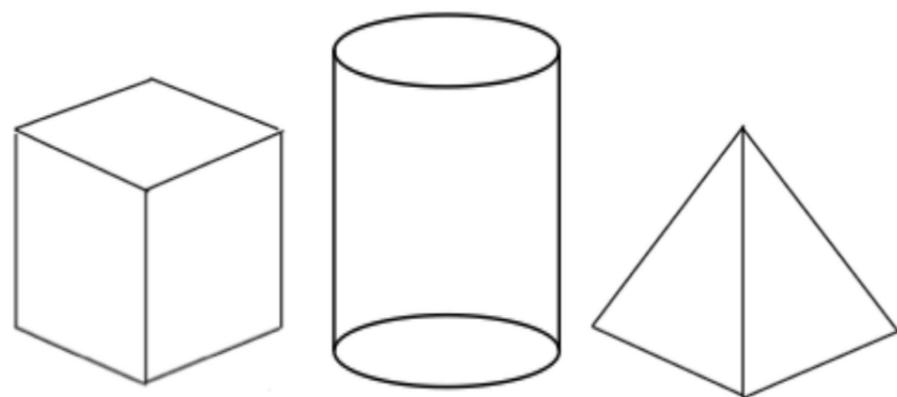**FRONTLINE INSTRUMENTS ("REEDS")**

Tonal Drawing Exercise

Pencil version using a 2B
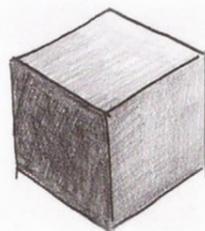
Try with your pencil using at least a 2B type to copy and create the shades shown above into the boxes below.

Apply shading techniques using at least a **soft 2B** pencil to shapes below to show **TONE.** Decide where your light is coming from.

TECHNICAL VOCABULARY

Symmetry	Equal on both sides
Measurement	The size of something
Shape	The outline of something
Accuracy	Correct
Form	3D shape
Formal Elements	The parts used to make a piece of artwork.
Tone	How light or dark something is
Observational drawing	The subject is in front of you
Contrast	A big difference (in tone)
Negative space	The space in between objects

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

	LAN	WAN
Area it covers	Small geographical area that covers a single building or a single site	Large geographical area e.g. several sites, town, county, country, continent
Connection	Wireless Ethernet Cable (Wired) Fibreoptic Use of Network Interface Cards Use of Wireless Adapter Connected via a Router / Switch	Phone lines Internet connection Fibre Optic Satellite Public network systems Leased lines Dedicated lines
Speed	Very High Speed (up to 1000mbps)	Slower speed (aprox 150 mbps)
Cost	Cheaper to set up – need for additional hardware such as a router and cables (although could use wireless)	Using a dedicated line would be costly for a company. Using a leased line would incur monthly subscription costs WAN would require ongoing costs of using external infrastructure

Network
A collection of computers which are connected together.

LAN
Network over a local geographical area (e.g. School)
LAN has its own infrastructure of cabling and network hardware due to distance and practicalities

WAN
Network over a large geographical area (e.g. WWW)
WAN uses external hardware and external infrastructure e.g. use of satellite, phone lines or The Internet.

Advantages
　　Share Internet Connection
　　Share Peripherals
　　Share files
　　Sends Emails

Dis-Advantages
　　Risks of Viruses and Hacking
　　Expensive Hardware
　　Specialist staff often needed (e.g. Network Manager)
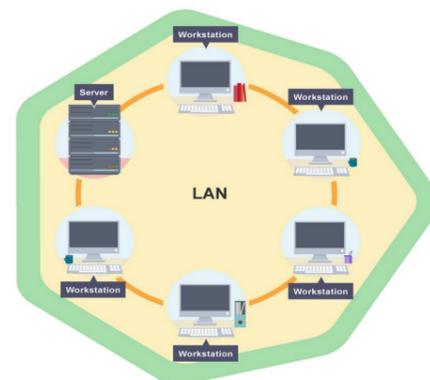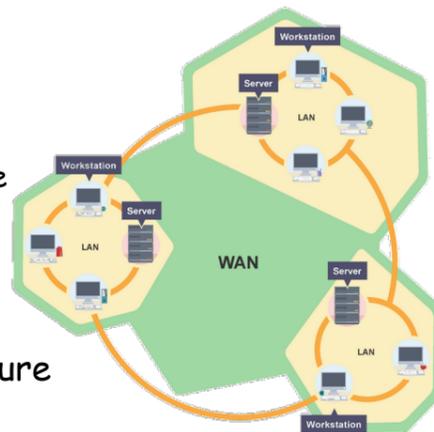
TECHNICAL VOCABULARY	
Ethernet	A physical cable to connect to a wired connection
Wi-Fi	A wireless connection to the internet
Topology	The way in which a network is set up. E.g. star topology
VPN	Virtual Private Network. A part of the internet that is sealed off from the public use and reserved for an organisation.
Network	A collection of computer systems or other types of devices that are linked together and can share data.
Node	A device connected to a network via a link
Links	The interface on which multiple devices can communicate. Such as a cable or wireless
Client	A client is a piece of computer hardware or software that accesses a service made available by a server.
Server	A server is an instance of a computer program that accepts and responds to requests made by another program, known as a client.
LAN	A Local Area Network. All devices are connected on one site. The network may be in a single building or campus or group of buildings in a small area. Management and maintenance is usually completed by a group of network engineers.
WAN	A Wide Area Network. Typically covers a large geographical area, talking in many cities or worldwide. The connections are typically provided by a telecoms company such as BT. The largest example of a WAN is the internet. A WAN connects multiple LAN networks.
PAN	Personal Area Network. Personal devices are often connected to each other in a home or a car.
WLAN	Wireless LAN (Wireless Local Area Network) commonly used within shops, and venues.
MAN	Metropolitan Area Network. Devices are connected in a city. Not commonly used as many devices now use the internet
NIC	Network Interface Controller. The component that allows a device to connect to a network, typical examples are Wi-Fi and Ethernet.
WAP	Wireless Access Point. The point to which a wireless-enabled device connects to a network. It normally connects to or is built into a router.
HUB	The role of a hub is to allow communication between multiple devices in a network. They are used in LAN networks.
Switch	The role of a switch is to allow communication between multiple devices in a network. They are used in LAN networks.
Router	A router is designed to route packets across wide area networks such as the internet.
Topology	Topology refers to how the network is organised and structured using a variety of types including but not limited to Ring, Bus, Star & Mesh topologies. Each have their own pros/cons.
Star Topology	Networks structured using a Star topology are one of the fastest forms of topology with each device connecting directly with the router, however they are not directly connected to each other so if the router goes down the device (node) cannot communicate to other nodes.
BUS Topology	A network where all devices are connected along a single line, resulting in only one device being able to communicate at a time due to high chances of data collision. It is no longer in use.
Ring Topology	Devices (nodes) are connected to only two devices in a circular configuration with data having to be passed along until it reaches its destination, no data collisions occur however they are slow.
Mesh Topology	All devices (nodes) which are connected with one another and directly with the router, this is the most common form of networks which are fast and reliable, although can be expensive.

Information on Siddhartha Gautama	
Some statements about Siddhartha Gautama	Siddhartha's birth and life in the palaces.
• Birth year: 563. • Birth city: Lumbini • Birth country: Nepal. • Parents: Suddhodana and Maya Devi. • Best known for: Being a spiritual teacher in Nepal during the 6th century BCE. • Birth name: Siddhartha Gautama. • Death year: 483. • Death city: Kushinagar. • Death country: India.	Siddhartha's mother Queen Maya had a dream about a tiny white elephant entering her side whilst she was pregnant. This was very rare and showed her baby was going to be very special. A prophecy before he was born said he would be either a great king or holy man. When he was born Siddhartha was unique – he walked in each direction and lotus flowers appeared in his footsteps; he had a long tongue (sign of a good communicator); a large forehead (sign of intelligence) and marks of greatness (like freckles). He lived a life of luxury in the families palaces protected from everything, his mum sadly died when he was only a few weeks old so his dad protected him from everything and kept him sheltered from pain and suffering.

Before enlightenment	
How long ago was Buddhism founded?	Buddhism was founded around 2500 years ago.
Who is the founder of Buddhism?	The founder of Buddhism was Siddhartha Gautama, he was born around 500BCE.
Who were Siddhartha's parents and what did this mean for his lifestyle?	Siddhartha's parents were King Suddhodana and Queen Maya and he had a life of 'material' luxury.
Queen Maya had a dream before Siddhartha was born what was it? What did it mean?	Queen Maya dreamt about a little white elephant who told her that her child would be holy.
After his mother died the King tried to protect his son from all hardships – what were the four sights that changed Siddhartha's life?	The four sights were old age; illness; death and a holy man.
When he was an ascetic how was Siddhartha trying to understand the problem of suffering?	Siddhartha practiced living in extreme temperatures and places of danger; he slept on thorns and survived on very small amounts of food.
How did the demon Mara try to distract Siddhartha from gaining enlightenment?	Mara tried to distract Siddhartha by sending his daughters; his armies; offering control of his kingdom and questioning Siddhartha.
How long did Siddhartha's enlightenment take?	Siddhartha's enlightenment took place during 3 parts (watches) of the night.

SUBJECT TERMINOLOGY	
Buddha	A title given to someone who has achieved enlightenment; usually refers to Siddhartha Gautama.
The four sights	Old age; illness; death and a holy man- these sights led Siddhartha to leave his life of luxury in the palace.
Jataka	The Jataka tales are popular stories about the lives of the Buddha.
Ascetic	Living a simple and strict lifestyle with few pleasures or possessions; someone who follows ascetic practices.
Meditation	A practice of calming and focussing the mind and reflecting deeply on specific teachings to gain their true meaning.
Enlightenment	The gaining of true knowledge about God, self or the nature of reality usually through meditation and self-discipline.
Mara	A spiritual demon
Impermanence	Nothing lasts forever.
Dhamma	The teachings of the Buddha.
The three jewels	Buddha; Dhamma and Sangha

Suffering, causes and routes to happiness

The 3 poisons

Greed – cockerel

Hatred – snake

Ignorance - pig

The **threefold way** makes up the sections of the eightfold path. They are ethics; meditation and wisdom.

The Eightfold Path has 8 parts that Buddhists practice and live by in order to achieve enlightenment. It is split as a range of practices that should be developed. They are:

Ethics – right speech; right action; right livelihood.

Meditation – right effort; right mindfulness; right concentration.

Wisdom – right understanding; right intention.

Half-Term 3: Subject – PE – Year 9 – Rowing

1 Draw handle into body with overhand grip and hands to the edge of the handles.

2 Straighten arms to move handle away from body. Keeping your legs straight, bend your body forward from your hips.

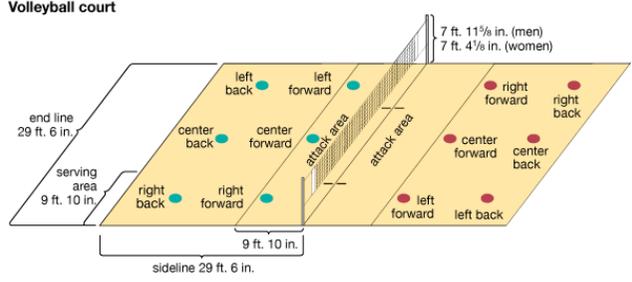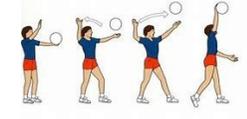**3** Keeping your body still, bend your knees and slide up towards your heels.

4 Push back with your legs keeping your body still by engaging your core.

5 Draw handle into body with overhand grip and hands to the edge of the handles.

Stroke	One cycle of position 1 to position 5
Stroke rate	Number of strokes you complete per minute
Back Stops	The position where the rower sits back with their legs straight and the handles (oars) into their body
Bow	Front of the boat
Stern	Back of the boat
Cox	Person who steers the boat.
Ergometer	Indoor rowing machine

Half-Term 1/2/3: Subject – PE – Year 9 –Volleyball

Rules of the game	Court/ Positions/Tactics	Key Skills
• Maximum of three hits per side. • Player may not hit the ball twice in succession (A block is not considered a hit). • The ball may be played off the net during a rally point, but not from a serve. • A ball hitting a boundary line is in. • A ball is out if it hits: a) the floor completely outside the court b) the net and lands on the same side • It is illegal to catch, hold, or throw the ball. • A player must not block or attack a serve. • Server must serve from behind the line until after contact. • The first team to get to 25 points and two clear points wins. **Rotations** • Teams rotate every time they win the serve back. • Players rotate clockwise • The serve is taken by the player at the back right hand side of the court.	 **Playing Positions in Volleyball** • Outside hitter (also called wing spiker, left side) • Right side hitter (wing spiker, right side) • Opposite Hitter (attacker) • Setter • Middle Blocker (center, middle hitter) **Tactics** • Hitting into space • keep the opposition moving around the court. • Targeting opponent's weaknesses • Trying to make it look like you are going to play a particular shot but then play a different shot to fool an opponent, e.g. a dink. • Setting up teammates who are in better positions to win the point	**Volleyball serve** can be hit either overarm or underarm. **Underarm Serve** **Overarm serve** **Set shot** is a delicate attacking shot that is an important part of the pass-set-spike sequence required for a successful attack. **Dig shot** requires players to get low and to stop the ball touching the ground. When completed successfully the shot provides accurate and consistent passing, which is essential to create a multiple attack. **Attacking** - is the strategy used to send the ball over the net to the opponent in such a manner that ball is not returnable e.g. **Volleyball smash shot** is a very aggressive and powerful attacking shot. **Defending**- consists of both blocking and backcourt digging or contacting the ball.

Half-Term 1/2/3: Subject – PE – Year 9 – Hockey

Rules of the game	Positions	Key Skills
Game the aim of the game is to score goals past the opposition's goalkeeper. A competitive game is usually 70 minutes, in two halves. The team with the most goals wins the game. **Start of play** the game begins with a pass from the centre, on the halfway line. Defenders must be five yards away from the ball. This also happens after half time and when a goal is scored. **Scoring a goal** when a player hits the ball in between the goalposts and over the line from within the shooting circle. **Footwork** you must not touch the ball with your feet. **Tackling** only 1 person to tackle a player at a time **Free hit** is given if the ball touches your feet, you use the wrong side of your stick, ball is lifted too high or if there is a stick tackle You must be 5 meters away from someone taking a free hit or side-line **Common Fouls:** • Hitting the ball off another player with the intent of causing harm. • Deliberately using the body to assist in moving or stopping the ball. • Hitting the ball with the rounded side of the hockey stick. • The stick being raised above waist height. • Striking the opponent with the stick (or striking their stick, if deemed excessive force).	**FIELD HOCKEY FIELD** There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen. **HOLDING A HOCKEY STICK** Place the hockey stick flat on the ground, with the toe pointing up. Lay both hands on top of the stick with the right hand lower on the grip than the left hand. Ensure the palms are facing down and fingers are touching the ground next to the stick. Pick up the stick using a handshake technique. **Strategies and tactics** are the methods that performers use to maximise their chances of winning and outwit their opponents. **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.	**Controlling the ball** a variety of skills to control the ball including **dribbling**, **stopping** and **striking**. **Dribbling** **Straight Dribble** allows you to control the ball best. The ball never leaves your stick, allowing you to protect it from your opponents. **Loose Dribble** you continually tap it forward while sprinting. This allows to move up the field quicker. **Indian Dribble** using a basic grip, use your left hand to rotate the stick 180 degrees but keep your right hand loosely in place for control. With the ball and stick in front of your body, push your ball flat to the left. Rotate your stick again and push your ball flat to the right. **Striking** **Hit** Striking or 'slapping' the ball using a swinging movement of the stick towards the ball. **Push** moving the ball along the ground using a pushing movement of the stick after the stick has been placed in contact or close to the ball. **Long Pass** is an attacking skill that allows players to switch the location of the ball very quickly to create space, find a teammate or to catch out the opposition.
		Shot at goal is the action of an attacker attempting to score by playing the ball towards the goal from within the circle.
		Attacking includes dribbling or passing the ball in order to create the opportunity to score. A player must be aware of what position to take up in order to be effective in the passage of play.
		Defending includes preventing the opponents from passing, dribbling or scoring. A player must be aware of what position to take up in order to be effective in the passage of play.
		Receiving good forehand control of the hockey ball is an essential skill to maintain possession of the ball from the opposition and, if done quickly, gives the player more time to make the correct next decision.

The Prevent Duty:

From 1 July 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subjected to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.


What does Extremism 'look like'?

An extremist does not have a particular appearance. They can belong to any gender, race or religious belief and can dress and wear whatever they choose. Many of you may be familiar with what the media tells us an extremist look like but we know that anyone can become radicalised and become an extremist or even a terrorist.

Why do people become extremists?

• feelings of grievance and injustice • feeling under threat • a need for identity, meaning and belonging • a desire for status • a desire for excitement and adventure • a need to dominate and control others • vulnerability to indoctrination • a desire for political or moral change • opportunistic involvement • family or friends involvement in extremism • being influenced or controlled by a group • relevant mental health issues
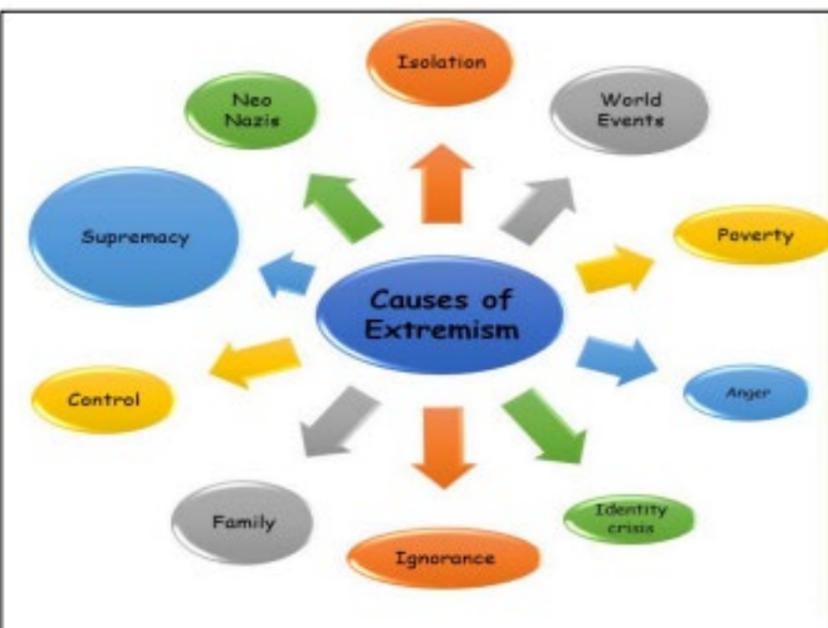
"The extremists are afraid of books and pens.

The power of education frightens them."

Malala Yousafzai.

Define:

Extremism:	Holding views that are considered outside the mainstream
Radicalisation:	Process by which a person is turned into an extremist/terrorist.
Terrorism	Using fear or violence to cause political change
Religious extremism	Radical interpretations of sacred texts that most would not agree with, with the purpose of changing society.
Taliban	An extremist, highly conservative Islamic group from Afghanistan.
Right Wing Extremism	Holding extreme nationalistic, white supremacy views.
Prevent	UK Strategy to prevent extremism.

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
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
Educate Against Hate www.educateagainsthate.com	This website gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.
Prevent Duty www.nottinghamshire.gov.uk	Information on national Prevent programme, Channel safeguarding panel and how to make a referral if you are worried about someone being radicalised.
https://www.educateagainsthate.com/	Government advice and trusted resources to help safeguard students from radicalisation, build resilience to all types of extremism and promote shared values.
GOV.UK	Prevent duty training: A chance to learn how to support people susceptible to being radicalised.
999	This is the number to call if you need the emergency service for something such as ambulance, fire, police or coastguard.