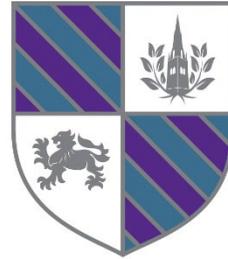


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: February 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

Year 9 further reading lists Half Term 4 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.

<p><u>English</u></p> <p>Appignanesi, Richard, 2007 <i>Romeo and Juliet</i> Selfmadehero</p> <p>Levy, Andrea, 2022 <i>Small Island</i> Tinder Press</p>	<p><u>Music</u></p> <p>2013, <i>Music: the definitive visual history</i> Dorling Kindersley</p> <p>Handyside, Chris, 2006 <i>Jazz</i> Heinemann Library</p> <p>Thomas, Roger, 1999 <i>Jazz and Blues</i> Heinemann Library</p>	<p><u>Science</u></p> <p>Claybourne, Anna, 2020 <i>Hot planet : how climate change is harming our world (and what you can do to help)</i> Franklin Watts</p> <p>Ogden, Charlie, 2018 <i>Super stomach and the digestive system</i> The Secret Book Company</p>
<p><u>History</u></p> <p>Miles, John C, 2017 <i>Between the wars, 1918-1939</i> Franklin Watts</p> <p>Palmer, Tom, 2020, <i>After the War</i> Conkers</p>	<p><u>Geography</u></p> <p>Brundle, Harriet, 2017 <i>Habitat destruction</i> BookLife</p> <p>Chapman, Amy, 2022 <i>Greta Thunberg and the climate crisis</i> Franklin Watts</p> <p>Dicker, Katie, 2023 <i>Poverty and Food</i> Franklin Watts</p> <p>Howell, Izzi, 2019 <i>Climate Change</i> Franklin Watts</p>	<p><u>PE</u></p> <p>Gifford, Clive, 2012 <i>Gymnastics</i> Franklin Watts</p> <p>Mason, Paul, 2010, <i>Improving Flexibility</i> Wayland</p> <p>Mason, Paul, 2010, <i>Improving Endurance</i> Wayland</p> <p>Schwartz, Heather E, 2016 <i>Floor exercise : tips, rules and legendary stars</i> Raintree</p>
<p><u>PSHE</u></p> <p>Solway, Andrew, 2014, <i>Exercise: from birth to old age</i> Raintree</p> <p>Thornhill, Jan, 2014, <i>Who wants Pizza?: A guide to the food we eat</i> Franklin Watts</p> <p><u>Religious Studies</u></p> <p>Ganeri, Anita, 2001 <i>Buddhist stories</i> Evans Brothers</p> <p>Hunter, Nick, 2016 <i>Celebrating Buddhist festivals</i> Raintree</p>		



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 from 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.

Year 9 — English ‘Small Island’ Play Adaptation, by Helen Edmundson

1. Key contextual information about ‘Small Island’:

Andrea Levy wrote the novel, ‘Small Island’. It was published in 2004.
Helen Edmundson adapted the novel as a play in 2018.
The characters are fictional (imagined), but the story is based on the real experiences of Andrea Levy’s parents who came to England on the Empire Windrush in 1948.
The story takes place in the 1920s, 1930s and 1940s.
Jamaica is an island in the Caribbean. Jamaica was a British colony for hundreds of years.
Britain enslaved Africans to work in the Caribbean. This made the British Empire wealthy.
Jamaicans are descended from native Caribbeans, European settlers and enslaved Africans who were captured and taken to the Caribbean by the British between 1655 and 1838.
Enslaved people became “freedmen” in 1838 but Jamaica was still ruled by Britain until 1962.

3. Character traits

Adventurous	Willing to take new risks; daring; bold; brave.
Ambitious	Having or showing a strong desire and determination to succeed;
Amiable	Likeable; sociable; friendly.
Anxious	Feeling or showing worry or nervousness; concerned; fretful.
Charming	Pleasant; attractive; likeable; endearing.
Determined	Decided on a decision and standing firm with it; set on.
Disillusioned	Disappointed in someone or something that one discovers to be less good than one had believed.
Impulsive	Acting without thinking; instantaneous; rash.
Independent	Free from outside control; not subject to another’s authority; self- governing.
Insincere	Doesn’t express genuine feelings; dishonest; two-faced.
Intelligent	Clever; sharp; quick-witted.
Introverted	A shy person; reserved; withdrawn.
Pitiable	Deserving of pity; pathetic; miserable.
Proud	Having a high or overly high opinion of yourself or your importance.

2. Key Terminology and Subject Terminology:

Colony	A colony is a place that is ruled by a more powerful nation.
Empire Windrush	The Empire Windrush was a ship arriving in Britain in 1948. It carried 1000 Caribbean people looking for opportunities in Britain. British Caribbeans who came to Britain after the Second World War are often called the Windrush Generation.
Tableau	A tableau is when some of the actors freeze in the middle of the action. A tableau reveals a character’s thoughts or feelings at a particular moment.
Patriarchal society	A patriarchal society is where men are in positions of power and women are expected to be subservient and obey the men in their lives. Women are judged more harshly for their actions.
Euphemism	A euphemism is a phrase that hides another meaning, usually a negative one.
Acts	Acts are large portions of a play. They contain main actions and reveal the conflicts, complications, climaxes, and resolutions.
Scenes	Scenes are how acts are structured in plays. A change in scene shows a change in place or a change in time.

4. Responding to an essay question:

Topic sentence	Answer the question, say something accurate, focus on one thing.
Evidence	When is this shown in the play and what impact does it have on their life and the lives of others? Use a quotation if you can.
Explain	What does this suggest about the character? Why?
Effect on the audience	How would this this make the reader/audience think/feel and why?
Context	Write about the author/playwright’s intentions. Why did they write it? What history influenced the actions of the characters? What is the important background information?

Subject Terminology

Frequency	How many times an event occurs
Category	A classification or group
Probability	How likely an event is to occur, expressed as a value between 0 and 1
Hypotenuse	The longest side of a right angled triangle
Opposite	The side directly across from the angle
Adjacent	The shorter side of a triangle that forms the angle being calculated with
Trigonometry	The study of lengths and angles in triangles
Substitute	To replace variables with numerical values in an expression or equation
Inverse	The opposite of an operation or function, i.e. the inverse of addition is subtraction

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

$$\text{year 8 student is a boy is } \frac{45}{45+32} = \frac{45}{77}$$

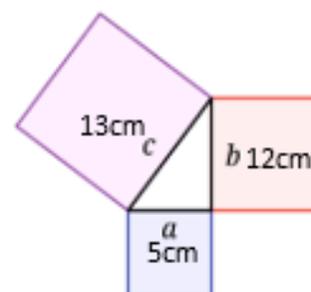
Sample Space

A sample space diagram is a way of recording all the outcomes of two events. The sample space below records all the possible outcomes when 2 four-sided spinners are spun and their totals multiplied together.

×	1	2	3	4
1	1	2	3	4
2	2	4	6	8
3	3	6	9	12
4	4	8	12	16

Pythagoras' Theorem

$a^2 + b^2 = c^2$: This formula states that the square of the hypotenuse of a right angled triangle is equal to the sum of the squares of the other two sides.



In the example above, substitute the values into $a^2 + b^2 = c^2$.

$$5^2 + 12^2 = 169$$

$$\sqrt{169} = 13$$

Right-angled Trigonometry

SOH stands for:

$$\sin(\theta) = \frac{\text{Opposite}}{\text{Hypotenuse}}$$

CAH stands for:

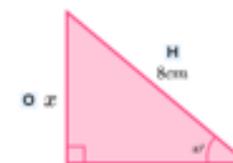
$$\cos(\theta) = \frac{\text{Adjacent}}{\text{Hypotenuse}}$$

TOA stands for:

$$\tan(\theta) = \frac{\text{Opposite}}{\text{Adjacent}}$$

SOHCAHTOA

These ratios connect the sides and angles of right angled triangles.



$$\sin(40) = \frac{x}{8}$$

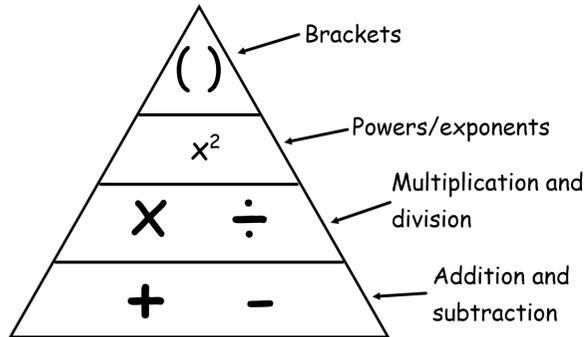
$$\begin{aligned} \times 8 & \quad \times 8 \\ 8 \times \sin(40) &= x \\ 5.1423\dots &= x \end{aligned}$$



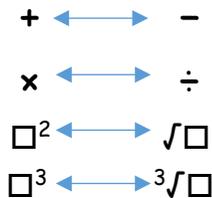
$$\begin{aligned} O &= S \times H \\ x &= \sin(40) \times 8 \\ x &= 5.1423\dots \end{aligned}$$

$$x = 5.1 \text{ (1 d.p.)}$$

Order of Operations



Inverse Operations



Square Numbers

- 1×1 or $1^2 = 1$
- 2×2 or $2^2 = 4$
- 3×3 or $3^2 = 9$
- 4×4 or $4^2 = 16$
- 5×5 or $5^2 = 25$
- 6×6 or $6^2 = 36$
- 7×7 or $7^2 = 49$
- 8×8 or $8^2 = 64$
- 9×9 or $9^2 = 81$
- 10×10 or $10^2 = 100$
- 11×11 or $11^2 = 121$
- 12×12 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)

26×5

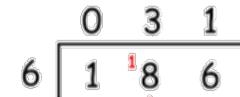
X	20	6
5	100	30

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)

$186 \div 6$



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

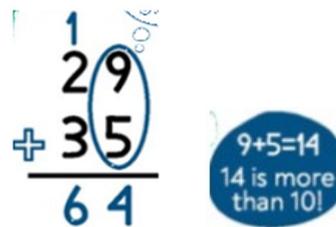
If the signs are the same, the result is positive.

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

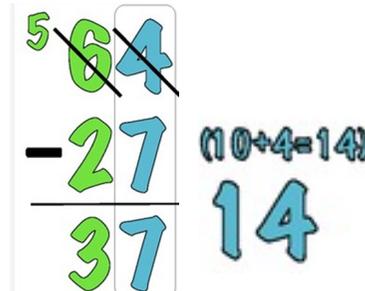
Adding Negative Numbers

+ 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 $-3 + -5 = -8$

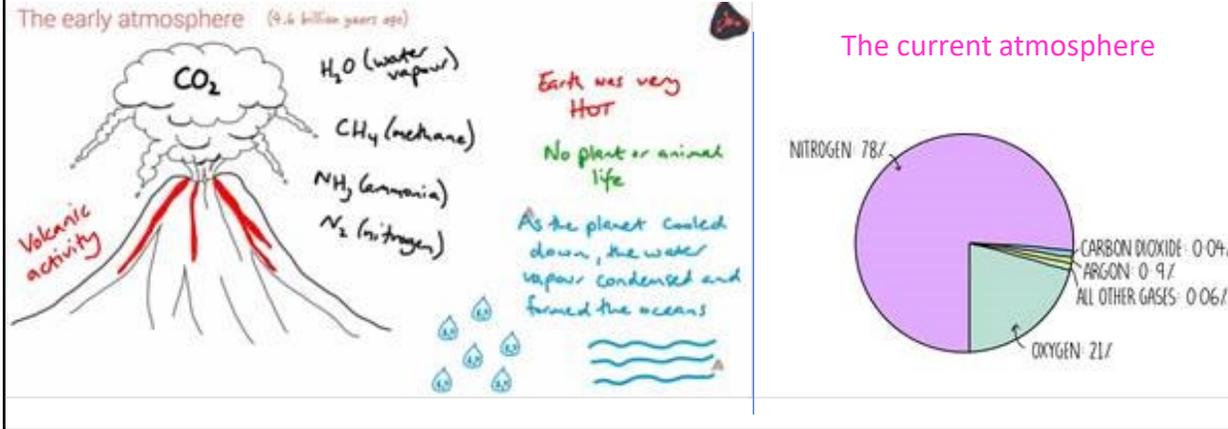
Column Addition



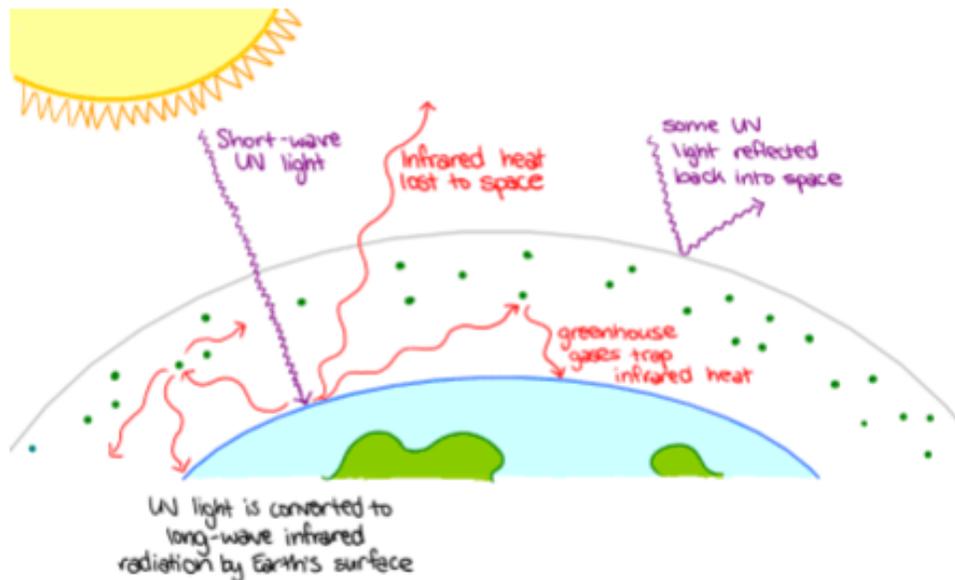
Column Subtraction



Changing atmosphere

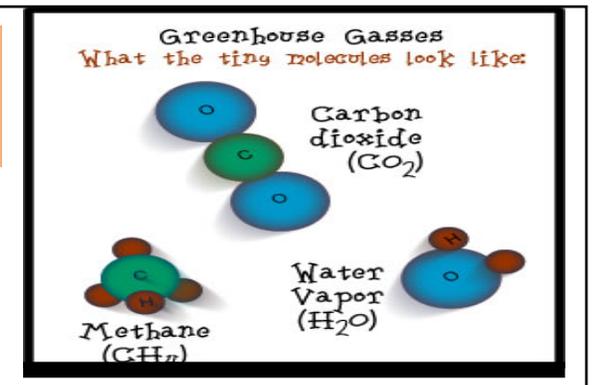


The greenhouse effect

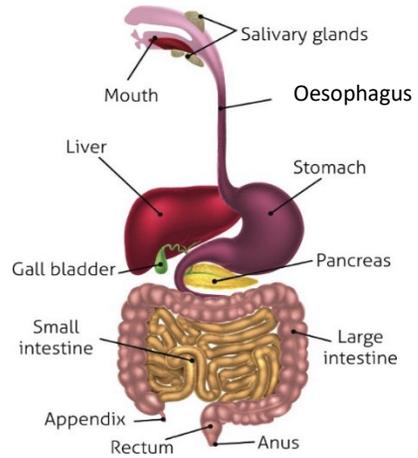


Subject Terminology	Definition
Atmosphere	The layers of gases that surround the Earth. The important gases in the atmosphere are nitrogen, oxygen and carbon dioxide
Sedimentary rock	formed from sediments that have settled at the bottom of a lake, sea or ocean, and have been compressed over millions of years.
Greenhouse effect	The retention of heat in the atmosphere caused by the build-up of greenhouse gases.
Greenhouses gases	The gases responsible for global warming - carbon dioxide, methane, and water vapour.
photosynthesis	A chemical process used by plants to make glucose and oxygen from carbon dioxide and water, using light energy
Climate change	The long-term alteration of weather patterns.
pollutant	A toxic chemical or object that causes damage to the land, air or water.
carbon footprint	A measure of how much carbon is used through the activities of a person, company or country.
Complete combustion	Burning in a plentiful supply of oxygen or air. Complete combustion of a hydrocarbon produces water vapour and carbon dioxide.

The Earth's three main greenhouse gases



Digestive System



Digestive Enzymes

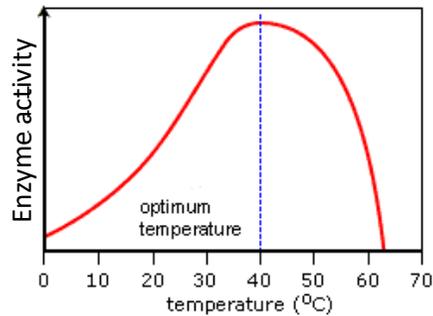
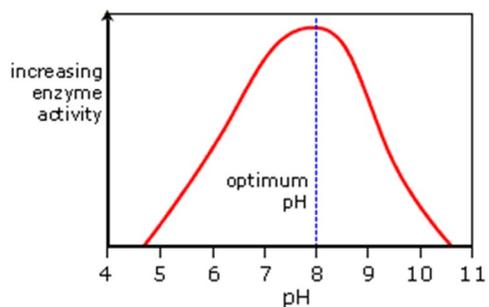
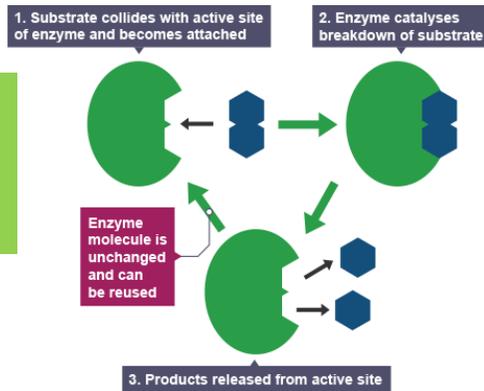
Enzyme	Substrate	End-products	Where produced
Salivary amylase	Starch	Maltose	Salivary glands
Protease	Protein	Amino acids	Stomach, pancreas
Lipase	Lipids (fats and oils)	Fatty acids and glycerol	Pancreas
Pancreatic amylase	Starch	Maltose	Pancreas
Maltase	Maltose	Glucose	Small intestine

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.

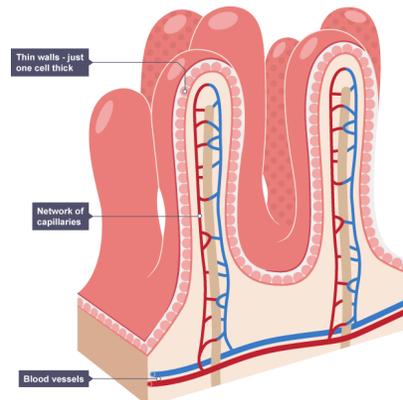
Enzymes and the effect of temperature and pH



Villi adaptations

The inner wall of the small intestine has adaptation so that substances pass across it quickly and efficiently:

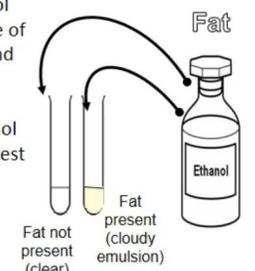
- it has a thin wall, just one cell thick
- it has many tiny **villi** to give a really big **surface area**.
- They also contain blood **capillaries** to carry away the absorbed food molecules.



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



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.

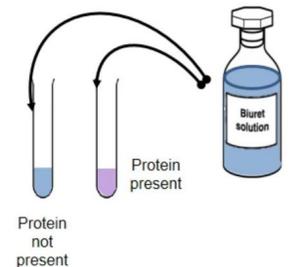


- Add Benedict's solution to a sample of the food. Heat the test tube. Observe the colour change.



Protein

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

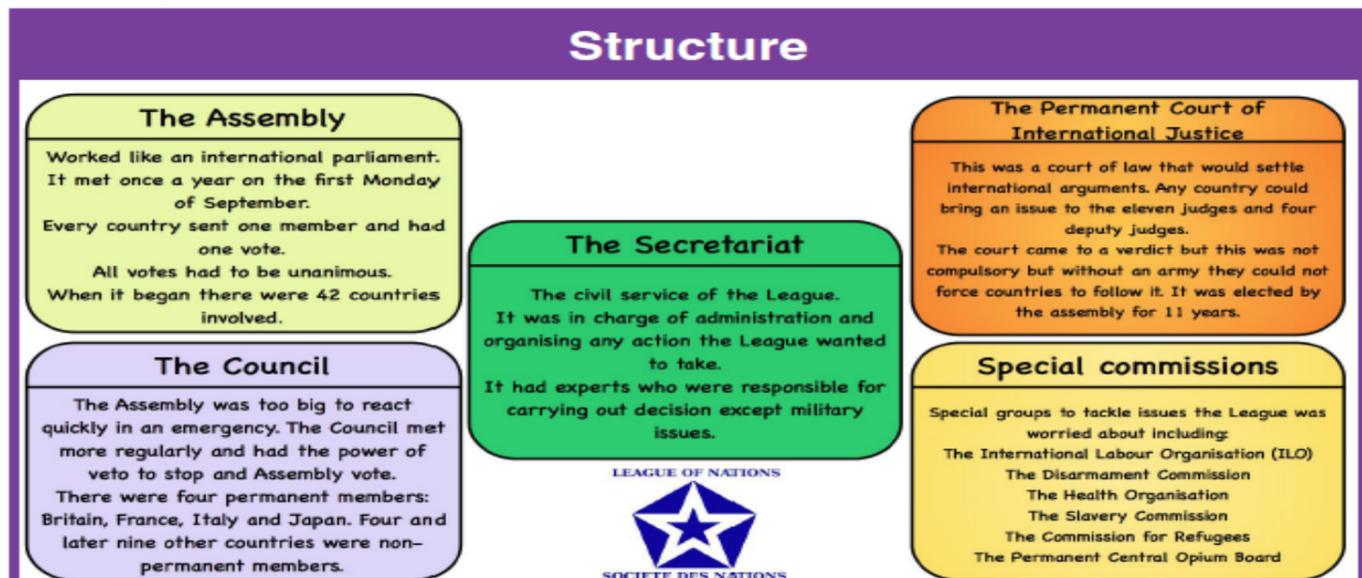


Food Tests

There are many important global issues that affect our world today. Climate change is causing more extreme weather and affecting ecosystems. Deforestation is leading to the loss of forests and habitats for many animals. Water scarcity means that some people don't have enough clean water to drink or use. Poverty is a big problem in many countries, with people not having enough money for basic needs. Overtourism is causing damage to natural and cultural sites. Energy insecurity means some people don't have reliable access to electricity.



Urban Growth	Urban growth refers to the expansion and development of cities and towns. It involves the increase in the population and physical size of urban areas as more people move from rural areas to cities, or as cities expand into surrounding regions
Overtourism	When too many tourists visit a destination, overwhelming the local infrastructure, environment, and community
Water Security	The sustainable availability, quality, and access to water for a population
Energy Insecurity	The lack of reliable access to affordable and sustainable energy sources
Sustainable Development	A way of growth and progress that meets the needs of the present without compromising the ability of future generations to meet their own needs
Fast Fashion	A business model in the clothing industry where designs move rapidly from the catwalk to stores to keep up with the latest trends.
Climate Change	Significant and long-term changes in the average weather patterns on Earth
Deforestation	The clearing, removal, or destruction of forests, typically to make way for agricultural activities, urban development, or other land uses
Poverty	Where individuals or communities lack the financial resources and essentials needed for a minimum standard of living

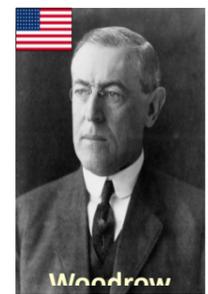


TECHNICAL VOCABULARY

Diktat	Term used in Germany to describe the Treaty of Versailles because Germany had no say in the Terms.
Reparations	Compensation paid by Germany to France, Britain and others as a result of WW1
Hyperinflation	When money becomes worthless
Assembly of the League of Nations	The part of the League where all member states were represented equally.
Collective Security	Co-operation between allies to strengthen security for each of them.
Commissions (LoN)	Agencies with particular responsibilities, for example Refugees
Council (LoN)	The body where a few countries (including Britain, France, Italy and Japan) could make detailed decisions.
Covenant (LoN)	Document all members had to sign to carry out the League's policies (agreement)
Economic Sanctions	Deciding not to trade with a country as a punishment
Moral Condemnation	Shaming a country into seeing that it is in the wrong.

Key Dates and Events

11 th November 1918	The Armistice is signed, ending the First World War.
January 1919	Paris Peace Conference
28 th June 1919	The Treaty is signed
January 1920	First meeting of the League of Nations
April 1921	Reparations figure was agreed - £6.6 Billion



Terms of the Treaty:

Land: Loss of Territory	Loss of rich coal fields of the Saar (16% of coal & 48% of steel lost), overseas colonies and 13% of land. Alsace-Lorraine back to France. Polish Corridor made.
Land: Anschluss (Union)	Anschluss (Union) between Germany and Austria was forbidden.
Army: Disarmament	The size of Germany's armed forces was severely restricted: Army limited to 100,000 men, no armoured vehicles, submarines or aircraft, only 6 battleships.
Army: Demilitarisation	Demilitarisation of the Rhineland – strip of land on the border between Germany and France. This meant Germany had no army or defence in this area.
Money: Reparations	Germany had to pay for the damage caused by the War. The exact figure was set at £6.6 Billion
Blame: War Guilt (Article 231)	Germany had to accept blame for starting the war.
Blame: League of Nations	Germany was not invited to join the League until it had shown itself to be a peace-loving country.

Key Individuals – The Big Three

Georges Clemenceau (France) Also known as the 'Tiger'	Wanted to cripple Germany to make sure it could never attack France again.
David Lloyd George (Britain)	Promised to make Germany pay. However, he was more cautious than Clemenceau. He was worried that Germany would start another war if they were treated to harshly.
Woodrow Wilson (USA)	No fighting took place in US, instead they made a lot of money selling weapons to the Allies, so they didn't need revenge. Wilson was an idealist, he wanted a future where everyone could be treated fairly. Believed in self-determination and freedom of seas.

Weaknesses of the League

No Army	USA not a member	Slow to react	Germany and the USSR not allowed to join
Britain reluctant to give up own troops as they needed them to protect their own empire.	This meant any trading sanctions could be undermined. Britain and France now had to lead the League. They were more interested in their own interests.	To make a decision, the League had to vote within the Assembly. This only met once a year which meant decision took a long time. The council could also undermine the decisions made in the Assembly which meant all power laid with Britain, France, Italy and Japan.	This meant that not all the superpowers were involved in decision making.



In 1917, against a backdrop of changing political and social ideology Tsar Nicholas II abdicated the Russian throne.

Defeat in 1918 for Germany led to Kaiser Wilhelm II's abdication, a republic being formed and a new constitution.

Karl I, Emperor of Austria issued a proclamation in which he recognized the rights of the Austrian and Hungarian people to determine their form of government.

MONARCHY

RELIGION

INVASION

The creation of the League of Nations represented an effort to break the pattern of traditional power politics.

This era also saw the rise of communism, starting in Russia.

POLITICAL REFORM

Conflict and Tension – The Interwar Years

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

The aim of the Treaty of Versailles was to ensure peace and avoid another war like World War One. The League of Nations was established to ensure World Peace.

CONFLICT

Invasion of the Ruhr (1923) when France sent troops into the area to collect the money they were owed by Germany.

REVOLUTION

Between 1917 and 1923 a revolutionary wave of political unrest and revolts sprung up around the world, inspired by the success of the Russian Revolution and the disorder created by the aftermath of World War One. The uprising were socialist or anti-colonial.

TAX & ECONOMY

The Central Powers were punished severely by the war's concluding treaties and the reparation payments that were imposed were considered impossible to meet. This led to hyper-inflation occurring in Germany in 1921-1923

The European Allies had their own financial problems. They ended the war deeply indebted to the United States.

¿Qué te gustaría hacer para proteger el medio ambiente?

¿Qué vas a hacer?



OPINION VERB	Infinitive	Noun	CONNECTIVE because	In my opinion	VERB	ADJECTIVE
Me chiflaría	reciclar – to recycle	el papel / el vidrio /el cartón / el plástico /las latas / las pilas - paper / glass / cardboard / plastic / tins / batteries	porque	en mi opinión	sería – it would be	agradable - pleasant desagradable - unpleasant
Me molaría	apagar – to switch off	las luces / el portátil / la tableta / los aparatos domésticos – lights / phone / tablet / household appliances	dado que	a mi juicio		importante – important imprescindible – essential esencial - essential
Me fliparía	ahorrar – to save	agua / energía / combustible / dinero / la electricidad - water / energy/ fuel / dinero / electricity	puesto que	a mi modo de ver	podría ser – it could be	caro – expensive barato – cheap gratis - free
Me encantaría	usar – to use	el transporte público – public transport las bombillas de bajo consumo – low energy light bulbs las pilas recargables – rechargeable batteries	ya que	para mí		bueno para el medio ambiente - good for the environment
Me fascinaría	reutilizar – to re-use	las botellas - bottles las bolsas de plástico – plastic bags	aunque - although	desde mi punto de vista	debería ser – it should be	malo para el medio ambiente - bad for the environment
Me interesaría	separar - to separate	la basura no reciclable – non recyclable rubbish los desperdicios – rubbish los residuos – rubbish		a mi parecer		entretenido – entertaining divertido – fun aburrido - boring
Me apetecería	plantar – to plant	los arboles - trees		considero que		necesario – necessary innecesario - unnecessary
Me gustaría	malgastar – to waste	el agua / la energía / el papel / la comida - water / energy / paper / food				I think that
Quisiera	salvar – to save	la Tierra – the Earth		pienso que		alarmante - alarming
	conservar – to conserve	la naturaleza - nature		creo que		preocupante - worrying
No me gustaría	comprar – to buy	la ropa de segunda mano – second hand clothes		opino que		irritante - irritating
No me interesaría	proteger – to protect	el planeta – the planet				beneficioso – beneficial
No me apetecería	comer – to eat	la comida orgánica – organic food				justo – fair injusto - unfair
Odiaría	ir – to go	a pie / en bicicleta / en autobús / en tren – by foot / by bike / by bus / by train				posible – possible imposible - impossible
Detestaría	ducharme - to have a shower	en vez de bañarme – instead of bathing				una perdida de dinero / tiempo – a waste of money / time

Time marker – wow phrases	Verb	Infinitive	Noun
Antes de ir al cine = Before going to the cinema Antes de cenar = Before eating dinner	planeo – I plan	reciclar – to recycle	el papel / el vidrio /el cartón / el plástico /las latas / las pilas - paper / glass / cardboard / plastic / tins / batteries
Después de jugar al tenis = After playing tennis Después de haber estudiado = After having studied	espero – I hope	apagar – to switch off	las luces / el portátil / la tableta / los aparatos domésticos – lights / phone / tablet / household appliances
Cuando tenga tiempo = When I have time Al volver del insti = On returning from school	voy a – I am going	ahorrar – to save	agua / energía / combustible / dinero / la electricidad - water / energy/ fuel / dinero / electricity
Al entrar en el supermercado = When I go into the supermarket Si pudiera = If I could	tengo ganas de – I want	usar – to use	el transporte público – public transport las bombillas de bajo consumo – low energy light bulbs las pilas recargables – rechargeable batteries
Si fuera posible = If it was possible Si tuviera bastante dinero = If I had enough money	quiero – I want	reutilizar – to re-use	las botellas - bottles las bolsas de plástico – plastic bags
Mañana = Tomorrow Pasado mañana = The day after tomorrow El día siguiente = The following day	tengo la intención de- I intend	separar - to separate	la basura no reciclable – non recyclable rubbish los desperdicios – rubbish los residuos – rubbish
Mañana... = Tomorrow... por la mañana / por la tarde / por la noche - morning / afternoon / evening	se podría – you could	plantar – to plant salvar – to save conservar – to conserve	los arboles - trees la Tierra – the Earth la naturaleza - nature
El fin de semana próximo = Next weekend La semana que viene = Next week	se debería- you should	malgastar – to waste comprar – to buy	el agua / la energía / el papel / la comida - water / energy / paper / food la ropa de segunda mano – second hand clothes
En el futuro = In the future En el porvenir = In the future		proteger – to protect comer – to eat	el planeta – the planet la comida orgánica – organic food
El año próximo = Next year El año que viene = Next year El finde = At the weekend		ir – to go ducharme - to have a shower	a pie / en bicicleta / en autobús / en tren – by foot / by bike / by bus / by train en vez de bañarme – instead of bathing

Add endings to infinitive	CONDITIONAL - would	FUTURE -will
I	ía	é
You	ías	ás
He / she	ía	á
We	íamos	emos
You (plural)	íais	éis
They	ían	án



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

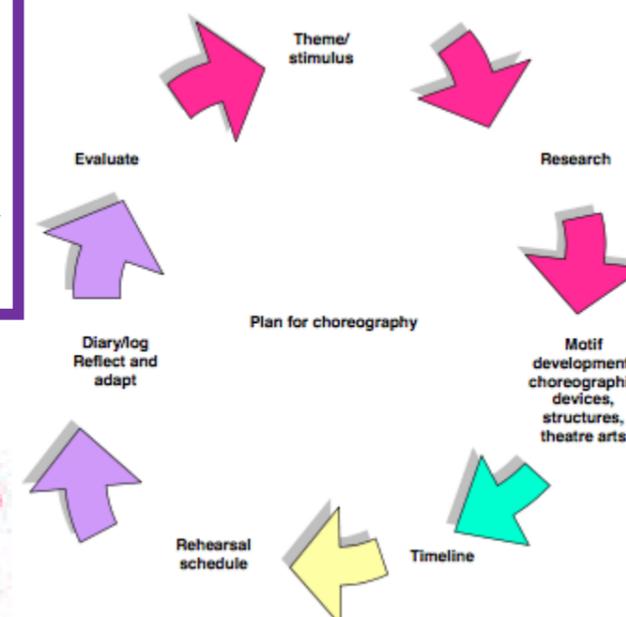
CHOREOGRAPHIC PROCESSES: researching, improvising, generating, selecting, developing, structuring, refining and synthesising

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

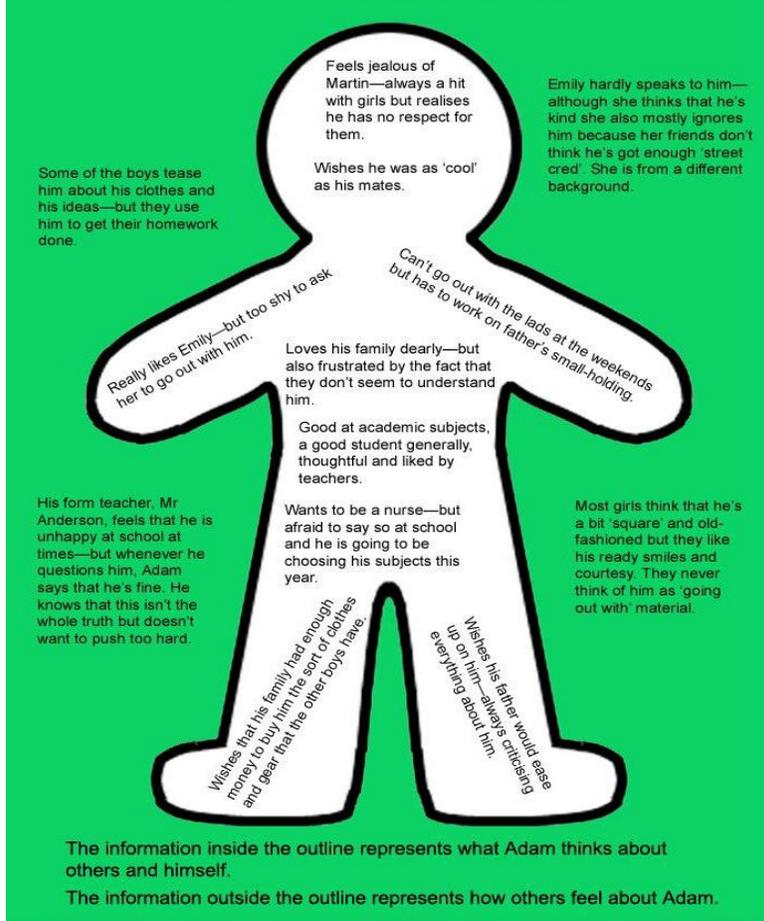
THE CHOREOGRAPHY PROCESS



Role on the Wall

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

Character - Adam Wilson



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

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.

Music – Year 9 – Spring 2 – Blues & Jazz

Overview of topic: You will become accustomed to and perform a typical piece of Blues music, incorporating chords, bass line and improvisation.

Key content/ ideas/ concepts

Keywords/ Glossary

History of Blues

Blues music was first composed by black Americans of African descent. The Africans had been brought to America as slaves and the lyrics reflected their suffering. Therefore, the mood of blues music is sad.

Blues Lyrics

The lyrics follow the pattern AAB:

I've got the blues 'cos I'm back at school
I've got the blues 'cos I'm back at school
And I gotta follow all the rules!

Walking Bass

Chords

- The most popular type of blues is the 12-bar blues
- 12-bar blues has 3 chords played in this structure:
I I I I
IV IV I I
V IV I I

- Our blues is in the key of C which means it is based on the C major scale:

C D E F G A B
I II III IV V VI VII

Therefore the chords we will use are: C, F and G

C Blues scale

Blues vs. Jazz

The main focus of jazz music is the dynamics and improvisations of an ensemble, while the focus of blues music is usually the personal lyrical content of the song. Most jazz tunes are purely instrumental, while a blues song always contains lyrics.

Improvisation

A melody that it made up 'on the spot'. You will use the notes from the C blues scale for this.

Riff/Fill

Blues	A music genre which was has roots from African slaves. The music reflects their suffering, meaning it is often slow.
Jazz	A music genre which developed it roots from Blues. Jazz is often instrumental and known for its improvisation. Jazz music is often lively.
Riff	A short, repeated phrase used in jazz.
Chords	A group of (typically three or more) notes sounded together, as a basis of harmony
Walking Bass	A bass line which is commonly heard in Blues music.
Improvisation	A melody that is made up 'on the spot' and not pre-planned.
Structure	How music is put together (the layout of a song)
Lyrics	The names for the words within a song.

Wider Reading

<https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/2>

Year 9 Subject RE Topic Who was Buddha?

Information on Siddhartha Gautama	
Some statements about Siddhartha Gautama	Siddhartha's birth and life in the palaces.
<ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>A prophecy before he was born said he would be either a great king or holy man.</p> <p>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).</p> <p>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.</p>
	  

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.

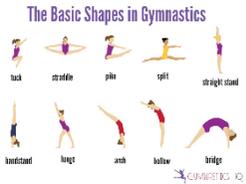
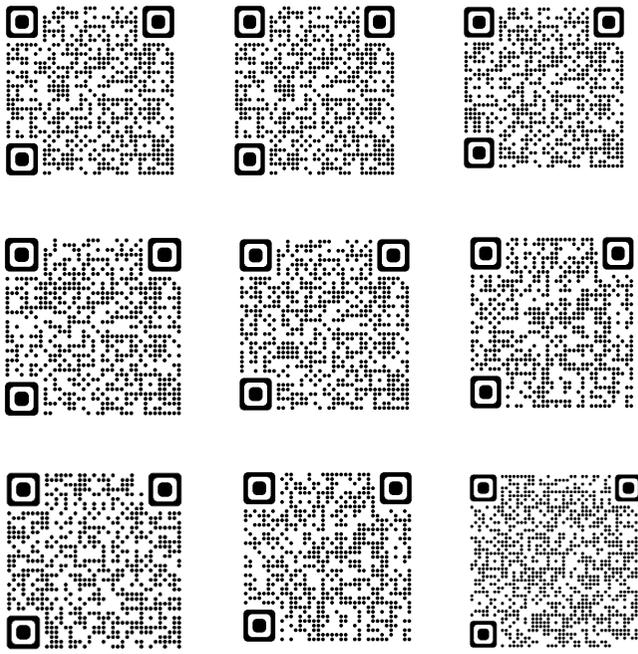
SUBJECT TERMINOLOGY	
Buddha	A title given to someone who has achieved enlightenment; usually refers to Siddhartha Gautama.
The four sights	Old age; illness; death and a holy man- these sights led Siddhartha to leave his life of luxury in the palace.
Jataka	The Jataka tales are popular stories about the 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	
 <p>The 3 poisons</p> <ul style="list-style-type: none"> Greed – cockle Hatred – snake Ignorance - pig 	<p>The threefold way makes up the sections of the eightfold path. They are ethics; meditation and wisdom.</p> 
	<p>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:</p> <p>Ethics – right speech; right action; right livelihood.</p> <p>Meditation – right effort; right mindfulness; right concentration.</p> <p>Wisdom – right understanding; right intention.</p>

Half-Term 4: Subject – PE – Year 9 –Fitness

Warm-up	Components of fitness	Methods of training												
<p>Warming up is to gradually get your whole body prepared for work and should minimise the risk of injury.</p> <p>Stage 1: Whole body exercise to raise heart rate and body temperature.</p> <p>Stage 2: Stretching (Dynamic: on the move/Static: still) to prepare muscles, ligaments and joints.</p> <p>Stage 3: Practising skills and techniques to be used in the session.</p> <p>Cool-down</p> <ul style="list-style-type: none"> • Light exercise to help remove carbon dioxide, lactic acid and other waste products. • Gentle stretching to prevent muscle soreness and stiffness later. 	<p>Physical Components of Fitness</p> <p>Muscular Strength- The maximum amount of force that can be produced from one muscular contraction.</p> <p>Muscular Endurance- The ability for a muscle or muscle group to continually contract during sustained physical activity without getting tired.</p> <p>Aerobic Endurance- The ability for the cardiorespiratory system to work efficiently, providing oxygen and nutrients to the working muscles during sustained physical activity.</p> <p>Body Composition- The relative ratio of fat mass to fat-free mass:</p> <p>Ectomorph- Mesomorph- Endomorph</p> <p>Flexibility- Having an adequate range of movement in all joints of the body.</p> <p>Speed- How quick you can travel. Measured in m/s.</p> <p>Skill Related Components of Fitness</p> <p>Agility- The ability to change direction whilst maintaining speed and balance.</p> <p>Balance- The ability to maintain centre of mass over a base of support.</p> <p>Coordination- The smooth flow of movement needed to perform a motor task efficiently and accurately.</p> <p>Power- The product of speed and strength.</p> <p>Reaction Time- The time it takes for a sports performer to respond to a stimulus and initiate their response.</p> <p>Benefits to exercise</p> <ul style="list-style-type: none"> • Controls Weight. • Combats Health Conditions and Diseases. • Exercise Improves Mood • Boosts Energy. • Exercise Promotes Better Sleep. 	<p>Anaerobic Training (without oxygen) exercise is activity that causes you to be quickly be out of breath e.g. sprinting or lifting heavy weights.</p> <p>Aerobic Training Aerobic exercises include cardio machines, spinning, running, swimming, and walking</p> <p>Circuit training involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance.</p> <p>Continuous training involves working for a sustained period of time without rest. It improves cardio-vascular fitness.</p> <p>Fartlek training or 'speed play' training involves varying your speed and the type of terrain over which you run, walk, cycle or ski. It improves aerobic and anaerobic fitness.</p> <p>Interval training involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance.</p> <p>Weight training uses weights to provide resistance to the muscles. It improves muscular strength (high weight, low reps), muscular endurance (low weight, high reps, many sets) and power (medium weight and reps performed quickly).</p>												
How hard are you working?														
 <table border="1" data-bbox="134 957 649 1181"> <thead> <tr> <th>EFFORT</th> <th>EFFECT</th> </tr> </thead> <tbody> <tr> <td>MAXIMUM 90 – 100%</td> <td>DEVELOPS MAXIMUM PERFORMANCE AND SPEED</td> </tr> <tr> <td>HARD 80 – 90%</td> <td>INCREASES MAXIMUM PERFORMANCE CAPACITY</td> </tr> <tr> <td>MODERATE 70 – 80%</td> <td>IMPROVES AEROBIC FITNESS</td> </tr> <tr> <td>LIGHT 60 – 70%</td> <td>IMPROVES BASIC ENDURANCE AND FAT BURNING</td> </tr> <tr> <td>VERY LIGHT 50 – 60%</td> <td>IMPROVES OVERALL HEALTH AND HELPS RECOVERY</td> </tr> </tbody> </table>			EFFORT	EFFECT	MAXIMUM 90 – 100%	DEVELOPS MAXIMUM PERFORMANCE AND SPEED	HARD 80 – 90%	INCREASES MAXIMUM PERFORMANCE CAPACITY	MODERATE 70 – 80%	IMPROVES AEROBIC FITNESS	LIGHT 60 – 70%	IMPROVES BASIC ENDURANCE AND FAT BURNING	VERY LIGHT 50 – 60%	IMPROVES OVERALL HEALTH AND HELPS RECOVERY
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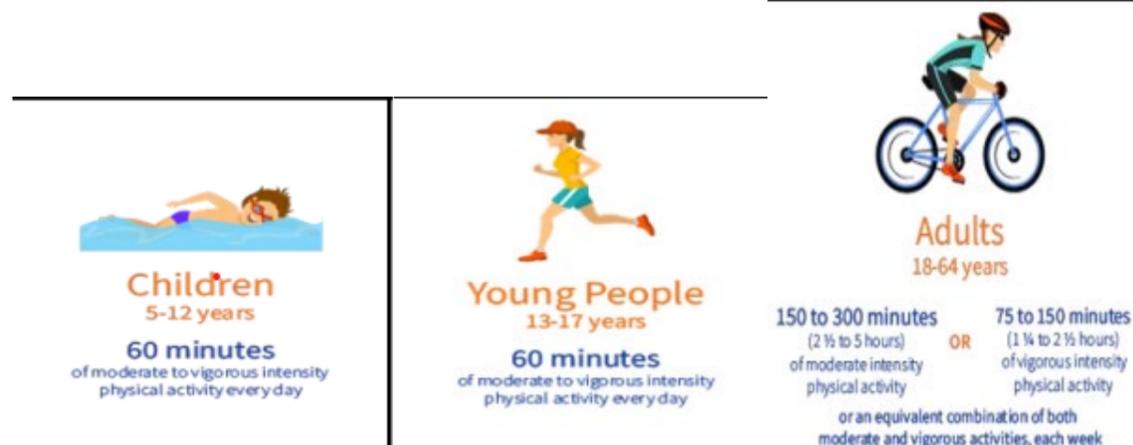
Half-Term 4: Subject – PE – Year 9 – Gymnastics

Key skills	Evaluating and improving	Performance skills
<p><u>Rolls</u> Forward- forward roll, shoulder roll Backward- backwards roll, shoulder roll, Sideways- egg roll, pencil roll, teddy bear roll</p> <p><u>Balances</u> Individual Pair/group Counterbalance/tension.</p>  <p><u>Shapes/jumps/leaps/twists</u> Tuck Straddle/Star Pike Stag Split Half/Full</p>  <p><u>Tumbling skills</u> Cartwheel Round-off Walkover Headspring Handspring Back handspring</p>  <p><u>Flight</u> Run up Take-off Flight Landing</p>  <p><u>Dance</u> Hand gestures Facial expression</p> 	<p>QR codes for Proficiency awards from 1-8. Award 1 is the most difficult and achieving this would help you achieve BAND A.</p>  <p>As well as looking at the difficulty of the moves being performed, you should be able to assess performance of strengths and weaknesses. This could be by watching your partner perform and telling them something that was good e.g. you had pointed toes throughout. To provide more detailed feedback, you could give them an idea about what to improve e.g. your toes were pointed throughout, however your legs were not always straight. Choreography- this is being able to make up routines and sequences. If you are good at this, it can also help you to achieve a high band.</p>	<p><u>Aesthetics</u> In gymnastics you are judged by how aesthetically pleasing your performance is (how nice it looks). You can achieve this by doing the following things:</p> <p>Pointed toes/Straight limbs- doing this helps to keep good tension of your muscles and good posture, which looks neat and tidy when performing.</p> <p>Musicality- if you are doing a floor routine to music, your movements should fit in with the music e.g. if it is fast music, your movements should be quicker and more explosive.</p> <p>Timing- An elite gymnast is allowed up to 90 seconds for both a floor and beam routine. They will have marks deducted if they go over the time limit. Also, if they don't have good timing on the floor apparatus, it will affect the aesthetics, and they will lose marks.</p> <p>Height- To score the highest marks, gymnasts need to perform really difficult moves. Speed and power builds momentum in the run up and this can be converted to height which allows the gymnast more time in the air to perform more difficult skills.</p> <p>Staying within the floor boundary- any extra steps on landing can be costly. Marks are deducted each time a gymnast takes an extra step when landing. During a floor routine, if a gymnast lands outside the floor boundary line, they will be deducted 0.5 each time it happens.</p> <p>Increase the difficulty of the skills being performed- A gymnast is scored on both the difficulty and execution of their routine/vault. To be able to score higher, they must add more difficult moves (and still perform them well).</p>

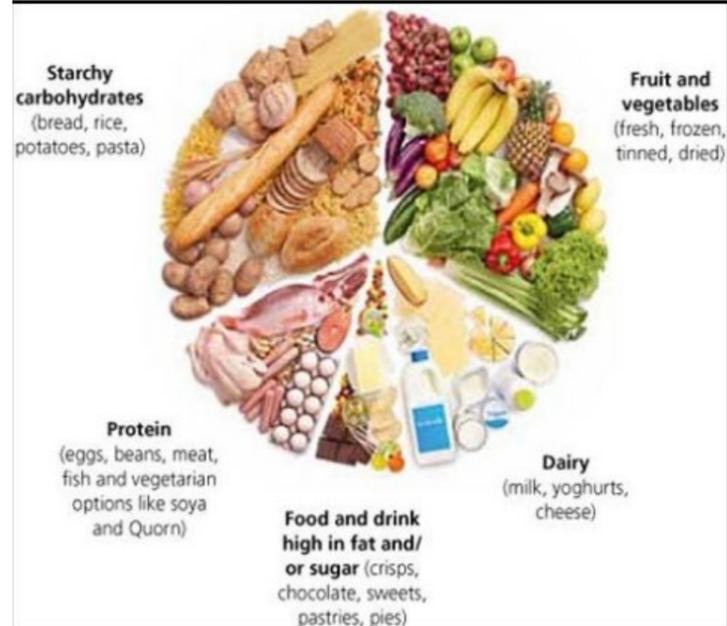
What does 1 portion of your 5 a day look like?

- 80g of fresh, canned, or frozen fruit and vegetables.
- 30g of dried fruit – which should be kept to mealtimes.
- 150ml glass of fruit juice or smoothie – but do not have more than 1 portion a day as these drinks are sugary and can damage teeth.
- 1 apple, banana, pear, or similar-sized fruit is 1 portion each.
- A slice of pineapple or melon is also 1 portion.
- 3 heaped tablespoons of vegetables are another portion.

How much exercise should you do?



The Eat Well Plate



Define:

Calories	Refer to the energy people get from the food and drink they consume.
Obesity	Has been defined by the National Institutes of Health (the NIH) as a BMI of 30 and above.
BMI	A numerical value of your weight in relation to your height. A BMI between 18.5 and 25 kg/m ² indicates a normal weight. BMI is a person's weight in kilograms (KG) divided by his or her height in meters squared.
Nutrition	The process of providing or obtaining the food necessary for health and growth.
Veganism	A diet where a person does not eat or use animal products.
Vegetarianism	A diet where a person does not eat meat or fish.

Impacts of poor Nutrition:

Short term:

- Stress
- Tiredness
- Limit capacity to work.

Long term:

Contribute to the risk of developing some illnesses and other health problems such as:

- Being overweight or obese
- Tooth decay
- High blood pressure
- Heart disease and stroke
- depression

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.
NHS Eat Well:	https://www.nhs.uk/live-well/eat-well/
British Nutrition Foundation:	https://www.nutrition.org.uk/healthy-living/lifestages/teenagers.html
Kids Health:	https://kidshealth.org/en/teens/dieting.html