Key Stage 3: Year 9 Cycle 1
Core Knowledge Booklet

Student Name: _____

Form Group: _____

Our Core Knowledge Booklet

At Windsor High School and Sixth Form, our core aim is to unlock both the academic and personal potential of every single student, preparing you for success both inside the classroom and within the wider world. While our school community is deeply dedicated to your complete personal development, this specific booklet will focus heavily on the academic side of your journey.

It is designed to support you throughout year 9 and prepare you for your future examinations.

Inside, you will find your examples and evidence-based strategies you need to become a proud, independent, and successful Windsor learner.

Why We Value Homework and Revision in KS3

Entering Year 9 at Windsor High School marks the final and most critical year of Key Stage 3. This year is an essential stepping stone, as the choices you make and the habits you build now will directly launch you into your GCSE subjects next year.

To truly excel and demonstrate *The Windsor Way* during this vital year, maintaining a disciplined routine of deliberate homework and step-by-step revision acts as the ultimate foundation for your future GCSEs, Sixth Form, and beyond. By taking ownership of your independent learning at this advanced stage, you are proving that you have the **Responsibility** and **Resilience** needed for long-term academic success.

Ultimately, homework at Windsor is never just about keeping you busy; it is purposefully designed to help transfer what you learn in class into your long-term memory, build the independence of a Windsor Learner, and show your teachers exactly where you are thriving or where you might need targeted support before beginning your Key Stage 4 courses.

The Importance of Revision in KS3

Revision is a long-term habit because the human brain naturally forgets up to 80% of new information within a single week, regular revision is essential to lock knowledge into your long-term memory. By building these strong "revision muscles" throughout year 9, active study becomes second nature long before you reach your final exams.

Our Expectations of You

To maximise your potential and establish great learning habits, we expect all Key Stage 3 students to commit to regular independent study during the evenings and weekend. Taking ownership of your learning is key. Staff will refer to the key terms within your booklet during lessons

What Qualifies as Independent Study?

- **Homework Tasks:** Completing tasks set by your teacher(s) or revision activities
- **Active Learning:** Embedding your knowledge using the **3 Strategies** in this booklet (Flash cards, Mind Maps and Self-Quizzing) to help information stick.
- **Subject Prep:** Reviewing your class notes and reading ahead to prepare for upcoming topics.

Your Support Systems

Learning can be challenging, and it is completely normal to need a helping hand. If you are stuck on a topic or unsure how to start your homework or revision, be proactive and ask for help straight away.

- **Teacher Guidance:** Speak to your subject teachers or your Form Tutor during Form Time or after class.
- **Extra Help:** Attend lunchtime homework clubs or scheduled after-school support sessions.
- **Quiet Study Spaces: Utilise** the school library or designated quiet areas at break or after school for a distraction-free environment.

Working Together: Parents/Carers and Students

Your academic success is a team effort between you, your teachers, your family and your friends. Your parents and carers do not need to be experts in every subject to help you thrive. Instead, their most important role is to provide a quiet space for you to work, help you stay on track, and encourage you to complete your independent learning. We are all working together, supporting you every step of the way.

Introducing Your Core Knowledge Booklet

Within this booklet, you will find all the essential information for every subject you study during this cycle.

Each subject includes a dedicated list of key terms and core concepts for you to revise. Your teachers will regularly check your understanding of these terms through interleaving starters, Assessment for Learning (AfL) activities, classroom questioning, or during lesson discussions. It is therefore important that you revise these terms regularly using our three main study strategies to support and deepen your knowledge.

To help you deepen your learning further, staff have also provided additional tasks designed to challenge you and deepen the work you are studying within this cycle. For Maths and Science, this includes completing your weekly Sparx assignments.

Revision Strategies:

To help you study effectively, we focus on three proven learning strategies across the school - Flashcards, Mind Maps, and Quizzing - which will help you master your subjects and build independent learning habits for life. At the end of this booklet there are some examples of blank templates.

Strategy 1: Mind Mapping

A mind map is a visual way to organise a big topic, spot connections, and see how ideas fit together.

How to Build a Windsor Mind Map:

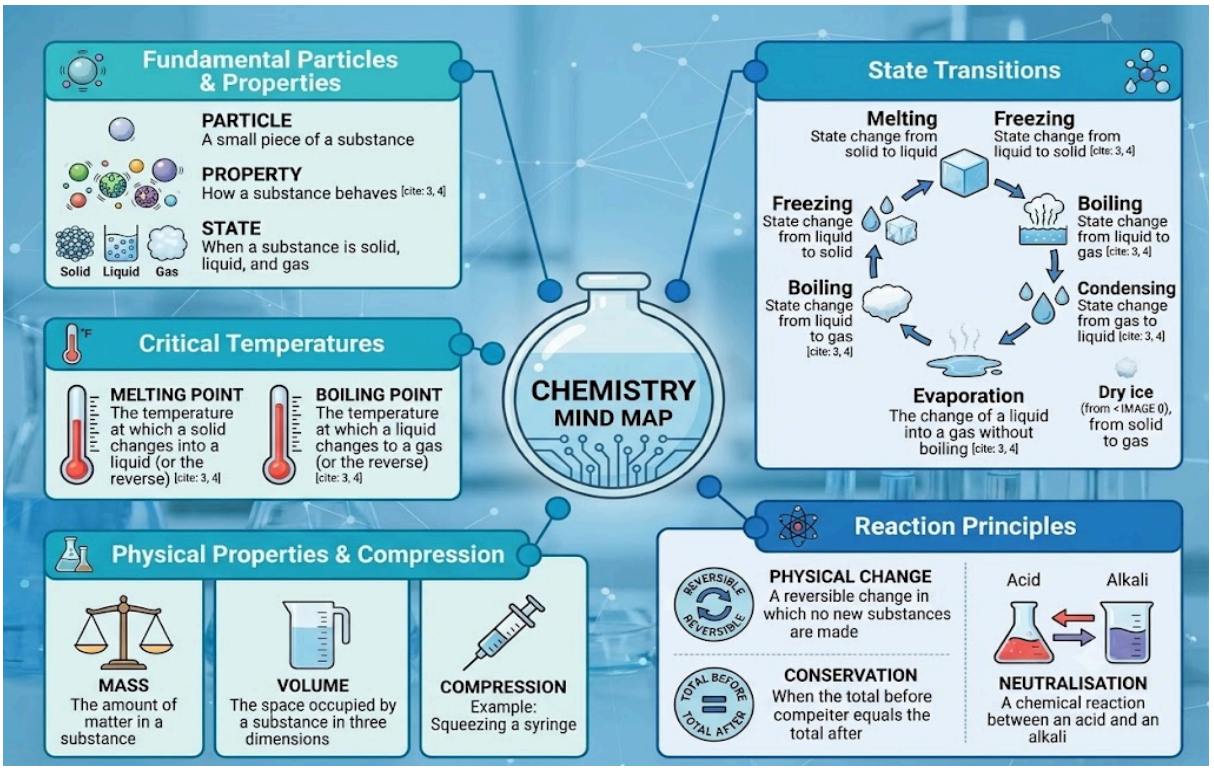
1. **The Core**: Turn a blank piece of paper sideways (landscape). Write your main topic right in the middle in big, bold letters, or draw a picture of it.
2. **Main Branches**: Draw thick lines shooting out from the centre for your main sub-topics. Label them with just one or two words.
3. **Sub-Branches (Twigs)**: Draw thinner lines off your main branches for extra details, facts, or definitions.

4. **Use Color and Pictures**: Use different colors for different topics. Your brain remembers colors and quick sketches much better than boring blocks of black ink.

Mind Map Top Tip:

Never just copy words directly out of a textbook. That doesn't trigger your brain! Read your notes, close the book, and try to draw the mind map completely from memory. Then, open your notes and use a different colour pen to add anything you forgot.

Science Example: Physical Change



Strategy 2: Revision Cards (Flashcards)

Flashcards are a tool for memorising facts, key vocabulary, dates, and formulas. They are easy to carry around with you, making them ideal for quick retrieval practice activities.

How to Make Them:

- **One Fact Per Card:** Keep them short. Don't crowd a card with paragraphs of text. Each card must focus on one single fact or question.
- **The Front:** Write a clear question or a single keyword.
- **The Back:** Write the short, sharp answer or definition (or sometimes a diagram).

How to Use Flash Cards:

Some students make the mistake of just reading through the same stack of flashcards over and over again. This wastes time on things you already know. Instead, sort your cards into three separate boxes or piles based on how well you know them:

Don't just flip through your cards randomly. Sort them into three boxes or piles:

1. **Box 1 (Every Day):** Put all your flashcards here to start. Quiz yourself every day.

2. **Box 2 (Every Other Day):** If you get a card *right* in Box 1, move it to Box 2. You only need to test yourself on these every two days.
3. **Box 3 (Once a Week):** If you get a card *right* in Box 2, move it to Box 3. You only need to test these once a week.
4. **The Penalty Rule:** If you get a card *wrong* at any point, it goes **straight back to Box 1** to be checked every single day until it's mastered.

History Example

FLASHCARD FRONT (The Prompt Face)	FLASHCARD BACK (The Answer Face)
HISTORY: CYCLE 1 What is the **Battle of Hastings**?	**Date:** 14th October 1066. **Commanders:** King Harold Godwinson (Anglo-Saxons) vs. Duke William of Normandy (Normans). **Outcome:** William decisively won. Leads to the Norman Conquest and crowning of William I.

Geography Example

FLASHCARD FRONT (The Prompt Face)	FLASHCARD BACK (The Answer Face)
Geography: CYCLE 1 Define **urbanisation**	The growing proportion of people living in towns and cities

Strategy 3: Self-Quizzing (Active Retrieval)

Self-quizzing challenges your brain to actively retrieve information. This simple process helps build strong, long-lasting pathways in your memory.

How to self-quiz:

This sequence below is an example of a structure to support your self-quizzing.

1	**Look**	**Select a small, specific section of your knowledge organiser (about 5 to 8 facts). Read through them with absolute focus for 3 to 5 minutes, trying to understand how they work.**
2	**COVER**	**Flip your knowledge organiser face down, or slide an opaque piece of card over the facts so you absolutely cannot see them. No cheating!**
3	**WRITE**	**On a piece of paper, in your book or on your iPad, write down every single fact, term, date, or definition you just looked at. Do not stop until you have completely emptied your head onto the page.**
4	**CHECK**	**Uncover your knowledge organiser. Go down your written list line-by-line and carefully compare your answers against the master copy to spot any missing words or errors.**
5	**CORRECT**	**Pick up a different colour pen. Explicitly write out the correct versions of any answers you got wrong or missed entirely, right next to your original attempt.**

How Using a Different Colour Pen Helps You Succeed

The exact moment you write down a correction using a contrasting colour pen, your brain flags it as an important note. This alerts your mind to the mistake, ensuring you pay closer attention to that specific fact next time you revise.

French Example

This example shows a student's actual self-quizzing work. It clearly demonstrates how using a green and red pen allows you to record corrections immediately after checking your answers against the Knowledge Organiser.

Fact No.	Student Active Retrieval Attempt (From Memory)	Different Colour Pen Feedback / Correction
1	J'habite = I live	✓ Correct
2	Tu habites = You live (singular)	✓ Correct
3	Il habite = He lives	✓ Correct
4	Nous habitons = We live	✓ Correct
5	Vous habitez = You live (plural)	**➔ Vous habitez = You live (plural AND formal context).** *Missed the formal definition!*
6	Ils habitent = They live (masc)	✓ Correct

Subject Pages

The following pages contain the key terms and additional homework tasks for each subjects:

English

Maths

Science

Computing

Geography

History

Religious Studies (RE)

Physical Education (PE)

Languages: *Students only revise the key terms and tasks for the language they are studying*

French

German

Spanish

Arts and Technology: *Students only revise the key terms and tasks for the arts subject they are study this rotation*

Art

Drama

Graphics

Music

Product Design

Year 9 English: Cycle 1 Punching The Air Revision Homework

Topic	Key Term	Definition / Key Information
Introduction to Form & Context	**Exonerated**	To be officially cleared of blame or declared completely innocent of a crime after previously being accused or convicted.
	Justice	Fairness, equity, and moral rightness in the way people are treated and how laws are carried out.
	Incarceration	The state of being confined or locked up in a prison or juvenile detention facility.
	Verse novel	A full-length story told through a series of poems instead of traditional, continuous paragraphs.
Courtroom Perceptions	**Perception**	The specific way someone looks at, thinks about, or interprets a person or situation; the impression they form.
	Prejudice	A negative, preconceived opinion or judgment formed about someone without any real proof, reason, or actual experience.
	Stereotype	A widely held, oversimplified, and often harmful image or idea of what a particular group of people is like.
The Ideal vs Reality	**Allusion**	A brief, indirect reference to a well-known historical event, person, piece of art, or literature without naming it directly.
	Idealism	Believing in, pursuing, or representing things in their most perfect, hopeful form, rather than how they really are e.g. The American Dream.
	Injustice	A lack of fairness, an absence of justice, or an act that violates a person's rights.
	Liberation	The act of gaining complete freedom, being released from confinement, or breaking free from social oppression.
Loss of self	**Autonomy**	The personal freedom and independence to control your own body, choices, and destiny without being forced by others.
	Agency	The capacity, power, or ability to take independent action or make your own voice heard in a situation.
	Complicit	Choosing to be involved with or allowing an unfair system or wrongdoing to happen by staying silent.
	Conformity	Modifying your behaviour or appearance to match the strict rules, expectations, or commands of an institution.
	Dehumanise	To strip someone of their positive human qualities, treating them like an animal, object, or monster.
Allusions & Expression	**Transatlantic**	Crossing or extending across the Atlantic Ocean, most notably used to describe the historical trading routes between Europe, Africa, and the Americas.
	Marginalisation	The systemic process of pushing a specific group of people to the edges of society, making them feel isolated and unimportant.
	Microcosm	A small place, community, or situation that perfectly encapsulates all the features, conflicts, or qualities of something much larger.
	Parallel	Structural or historical similarities between two different events or timelines that mirror one another (e.g., prison and enslavement).
Intertextuality & Resilience	**Epistolary**	A style of writing that moves a story forward through documents, such as letters or diaries.

	Intertextuality	The way a writer creates a relationship between texts by directly quoting, referencing, or weaving another author's work into their own.
	Oppression	Prolonged, cruel, and completely unjust treatment or control over a group of people.
	Refrain	A word, phrase, line, or group of lines that is repeated regularly throughout a poem or a song.
The Changing Neighbourhood	**Confinement**	The state of being strictly restricted, trapped, or shut in within a limited, enclosed space.
	Displacement	The forced or economically pressured movement of people away from their native homes, neighbourhoods, or lands.
	Gentrification	The process where a traditionally working-class neighbourhood is rapidly changed by wealthier people moving in, often causing displacement.
	Rehabilitation	The supportive process of helping someone return to a healthy, safe or a good way of life through education, art, or therapy.
The Power of Speech	**Abolish**	To formally, legally, and permanently put an end to a system, practice or institution.
	Dialogue	A conversation or written exchange of speech between two or more characters in a story or play.
	Trauma	A deeply distressing, shocking, or emotionally painful experience that leaves lasting psychological effects on a person.
The Final Masterpiece	**Ignorant**	Lacking knowledge, education, or awareness about a specific culture, reality, or topic; narrow-minded.
	Static	Remaining completely unchanged, fixed, or stationary; a character who doesn't learn, grow, or alter their viewpoint.
	Politicised	Given a clear political tone, meaning, or message.

Additional Homework Tasks

Task 1: Research 'cubism' and Basquiat. Draw your own mini "mural" or book cover using the style of Cubism or Basquiat.

Task 2: Imagine you are Zenobia or Amal's mother. Write a short, powerful letter back to Amal in prison.

Task 3: Research other verse novels. Write a paragraph explaining why you think they are so popular at the moment.

Year 9 Maths: Cycle 1 Probability, Representing Data and Number in the real world

Some of the key terms link to a clip to watch for extra support

Topic	Key Term	Definition / Key Information
Probability	Probability	The likelihood or chance of something happening. It is recorded on a scale of 0 to 1 and given as a decimal, fraction or percentage. **Never a ratio.**
	Not happening	1 minus the probability of it happening
	Sample space	Is a table showing all the possible outcomes or results of events.
	Two-way tables	Are used to study the relationship between categorical variables. It could display frequencies or relative frequencies.
	Frequency trees	A way of organising information to solve probability problems. Shaped like a tree each branch splits the total number of items into categories.
	Tree diagrams	A diagram also shaped like a tree used to display a sample space by using one branch for each possible outcome in a probability exercise.
Representing data	Average	A measure used to represent the central or typical value in a set of data so it can be compared with others. The averages are the mean, median and mode.
	Range	The difference between the lowest and highest values in a data set. The range is a measure of spread (how much the values of data in a set vary).
	Estimate the mean	Calculating a mean from grouped data, using midpoints.
	Pie Charts	A chart in which a circle is divided into parts that each represent a proportion of the total.
	Frequency polygons	Is a line graph of class frequency plotted against class midpoint.
	Stem & leaf diagram	A way to display groups of data arranged by place value. It always needs a key.
	Scatter graph	A graph of plotted points that show the relationship between two sets of data (bivariate data).
	Line of best fit	A straight line on a scatter graph which best represents the relationship between the points. The line of best fit should have roughly the same number of points above and below.
	Correlation	The strength of a relationship between two variables.
Number in the real world	Percentage	A percentage (%) is a fraction expressed as a number out of 100.

	Multiplier	A percentage multiplier is a number which is used to calculate a percentage of an amount or used to increase or decrease an amount by a percentage.
	Increase	E.g. In order to increase a number by 12%. You need 112% of the number, 112/100 = 1.12. So the multiplier to increase by 12% is 1.12.
	Decrease	E.g. In order to decrease a number by 12%. You need 88% of the number, 88/100 = 0.88. So the multiplier to decrease by 12% is 0.88.
	Percentage change (profit/loss)	Is the relative change between an old value and its new value, expressed as a percentage of the old value. It indicates the extent to which something gains or loses value over time. **[(new value - old value) / old value)] x 100**
	Simple interest	This interest is an amount of money a lender charges a borrower for a loan and also the amount of money paid as a return on an investment. It is calculated by finding a percentage of the principal (original) amount and multiplying by the time period of the investment.
	Compound interest	This interest is calculated on both the principal (original) amount and any accrued interest added to the sum.
	Reverse percentage	Working backwards to find an original amount, given a percentage of that amount.
	Standard form	A scientific notation that allows a way to write very large or very small numbers using a number between 1 and 10 multiplied by a power of ten.

Homework is set weekly on Sparx Maths (every Thursday) and should be completed by all students (due Wednesday). Access is made easy by clicking the blue button that says, login with Google.

Sparx is designed to personalise online learning with appropriately challenging questions. We expect students to complete 100% of all assigned tasks. It is well researched that actively working on Sparx Maths, for one hour a week over the course of a year, can increase a predicted GCSE grade by 30% and improve long-term memory! Students should work independently on tasks; getting help from parents, siblings, friends or AI will directly impact the algorithm making future homework too difficult. As it stands, students get immediate feedback on their work and teachers get insights, enabling them to help students.

Students who use Sparx Maths consistently and repeatedly overtime should see sustained improvement in their Maths.

Additional Homework Tasks that are set in Sparx each week for you

Task 1: Personal practice has now been created for you after you start your homework in the independent learning area. You can click a button and it will generate an extra 10 questions that are personalised to you. You can do this as many times as you want each week.

Year 9 Science: Cycle 1 Matter, sound and Forces in action

Key Term	Definition / Key Information
Particle	A change in which new substances are made
Hypothesis	A chemical change that involves adding oxygen
Random error	A chemical with a pH of less than 7
Systematic error	A chemical with a pH greater than 7.
Zero error	A chemical that can neutralise an acid
Kinetic Theory	A chemical reaction between an acid and an alkali
Latent heat	A small piece of a substance
Brownian Motion	When a substance is solid, liquid and gas
Density	State change from solid to liquid
Fluids	The temperature at which a solid changes into a liquid (or the reverse)
Upthrust	State change from liquid to solid
Pressure	State change from gas to liquid
Convection	State change from liquid to gas
Speed	The temperature at which a liquid changes to a gas (or the reverse)
Instantaneous speed	The change of a liquid into a gas without boiling
Average speed	Reduce to a smaller volume
Motion	The space occupied by a substance in three dimensions
Gradient	How a substance behaves
Resultant force	The amount of matter in a substance
Friction	When the total before equals the total after
Resistive force	A reversible change in which no new substances are made
Drag force	Substance made of a single type of particle
Streamlined	An impure substance that is made of more than one substance
Constant speed	A way of separating insoluble solids from liquids
Line of best fit	The process of mixing a solute into a solvent
Directionally proportional	A mixture of solvent and solute
Vibrations	A soluble substance

Medium	A substance that can dissolve in a solvent
Pitch	A substance that cannot dissolve in a particular solvent
Transmitted	A liquid that a solute dissolves in
Reflected	A solution that cannot dissolve anymore solute.
Scattered	A way to separate solutes with different solubilities
Absorption	A way to separate substances with different boiling points
Vacuum	Something we notice during an investigation
Longitudinal wave	A variable you alter
Energy transfer	A variable that is measured each time the independent variable is changed
Amplitude	A variable that is kept the same (constant)
Frequency	Close to the true value
Auditory range	Very little spread about the mean value
Ultrasound	If the same person repeats the investigation using the same method and equipment and obtains the same results
Reproducible	If another person repeats the investigation or uses different equipment or techniques, and the same results are obtained
Resolution	The smallest change able to be measured with a measuring instrument
Plot	Place a point on a graph using X and Y coordinates
Prediction	A statement suggesting what will happen in the future, based on observation, experience or a hypothesis
Conclusion	A judgement from the findings of an investigation

All students should complete the weekly homework set on **Sparx science**. This is set on Wednesday and due on Wednesday each week. You do not need a separate login or password simply press the blue button that says login with google.

Sparx is an adaptive, personalised online homework platform designed to tailor the questions to each student's unique learning pace. It adapts over time to make sure work is challenging but achievable, with the primary goal of 100% completion of all assigned tasks.

The homework tasks set, sit alongside what they have learnt in lessons a week or two ago to support retrieval, Sparx will also direct you to work it knows you have previously struggled with.

Independent work is key, getting outside help from parents, siblings or AI can throw off the platform's algorithm, causing future homework to become too difficult. If a student gets a question wrong three times, the platform provides video help and flags the issue for the teacher.

Year 9 Computing: Cycle 1 Programming Revision Homework

Topic	Key Term	Definition / Key Information
Variables	**=** **print**	**Order of definition - State the Variable Name, then =, then the data being stored** **Allowing a program to show or display certain information to the end-user.**
Data Types 1	**Characters and Strings**	Strings are made up of characters. They can be identified by having “ “ surrounding the data.
Data Types 2	**Integers and Floats**	Integers are whole numbers Floats are numbers with decimal point values
Relational Operators 1	**Less than, Less than or equal to, equal to**	<, <=, == These symbols are used to compare direct values or values stored in variables. They would result in TRUE or FALSE.
Relational Operators 2	**Greater than, Greater than or equal to, not equal to**	>, >=, != These symbols are used to compare direct values or values stored in variables. They would result in TRUE or FALSE.
Selection	**IF and ELSE**	How a program opts for a particular route out of many options. This can be tied with Relational Operators, so the result of the comparison drives the route the program takes next.
While loops	**while**	A type of iteration that occurs until a condition is met
For Loops	**for**	A type of iteration that occurs a predetermined amount of times
Lists	**[ ]**	**Order of definition - State the List Name, then =, then the items of data being stored in square brackets, separated by commas. E.g. shopping = [“apples”, “milk”]**

Additional Homework Tasks

Complete the following Google Forms to support, deepen and develop your understanding of the work you are studying in class.

Task 1: Google Quiz - Link

Task 2: Google Quiz - Link

Task 3: Google Quiz - Link

Year 9 Geography: Cycle 1 Natural Hazards

Topic	Key Term	Definition/ Key Information
Structure of the Earth & Tectonics	**Continental Crust**	The thicker, older, and less dense part of the Earth's crust that forms the landmasses.
	Convection Currents	Circular movements in the mantle are caused by heat from the Earth's core, which drive the movement of tectonic plates.
	Lithosphere	The rigid outer part of the Earth, consisting of the crust and the upper mantle.
	Oceanic Crust	The thinner, younger, and denser part of the Earth's crust is found under the oceans.
	Plate Boundary	The border or margin where two tectonic plates meet.
	Tectonic Plate	An irregularly shaped slab of solid rock that makes up the Earth's lithosphere.
Plate Margins	**Conservative Margin**	A boundary where two tectonic plates slide past each other, causing friction and severe earthquakes, but no volcanoes
	Constructive Margin	A boundary where two tectonic plates pull apart, allowing magma to rise and create new crust
	Destructive Margin	A boundary where an oceanic plate sinks beneath a continental plate, melting to form violent volcanoes and earthquakes.
	Subduction Zone	The area at a destructive margin where the denser oceanic plate is pushed down into the mantle.
Earthquake Features & Measurement	**Epicentre**	The point on the Earth's surface directly above the focus of an earthquake.
	Focus	The exact point underground where an earthquake starts and seismic waves originate.
	Magnitude	The measurement of the energy released during an earthquake.
	Richter Scale	A scale used to measure the magnitude (energy) of an earthquake.
	Seismic Waves	Shockwaves or vibrations of energy that travel through the Earth's crust during an earthquake.
	Seismometer	An instrument used to detect and record the vibrations caused by seismic waves.
Volcanic Features & Hazards	**Active Volcano**	A volcano that has erupted recently and is expected to erupt again soon.
	Composite Volcano	A steep-sided, cone-shaped volcano formed by alternating layers of ash and thick, sticky lava.
	Lahars	A destructive mudflow consisting of a mixture of volcanic ash, debris, and water (e.g. snow/ rain).
	Magma Chamber	A large underground pool of liquid rock beneath the Earth's surface.
	Pyroclastic Flow	A fast-moving, extremely hot cloud of toxic gas, ash, and rock fragments expelled during a violent volcanic eruption.
	Shield Volcano	A wide, gently sloping volcano formed by thin, runny lava that spreads easily over long distances .

Management & Impact Key Terms	**Cause**	The underlying reason why a natural hazard occurs.
	Primary Effect	An immediate impact caused directly by the hazard itself as it happens (e.g., buildings collapsing during an earthquake, or a town being buried by lava).
	Secondary Effect:	An indirect impact that happens as a result of the primary effects, occurring hours, days, or weeks later (e.g., tsunamis, fires from broken gas pipes, or disease from dirty water).
	Short-Term Response	Actions taken in the days and weeks right after a disaster to save lives and keep people safe (e.g., search and rescue teams).
	Long-Term Response	Actions that happen months or years after a disaster to rebuild lives and reduce the risk of future hazards (e.g., rebuilding stronger, earthquake-proof home).
	Planning	Actions taken by governments and communities to design safety strategies before an event happens (e.g., creating evacuation routes).
	Prediction	Attempting to say exactly when and where a natural hazard will strike, based on monitoring data.
	Protection:	Designing and building structures that can withstand the physical forces of a hazard (e.g., building earthquake-proof skyscrapers).

Additional Homework Tasks

Task 1: Tectonic Plates in Motion (Recall)
Search YouTube for "Introduction to Tectonic Plates - National Geographic" or a similar educational video. Watch the clip and write a short paragraph explaining how convection currents in the mantle cause the movement of different tectonic plates, making sure to highlight the main differences between oceanic and continental crust.

Task 2: Task 2: Managing the Impact (Application)
Imagine a major city located right next to a dangerous destructive plate margin preparing for future earthquakes. Using your knowledge of the 3 Ps (Prediction, Planning, and Protection), explain how the city can reduce its number of effects from both primary effects (like collapsing buildings) and secondary effects (like tsunamis or fires).

Task 3: The Threat of the Earth (Evaluation)
"Long-term planning and preparation are more important than immediate emergency responses when dealing with tectonic hazards."
Answer the question by arguing whether you agree or disagree with this statement, using specific examples—such as building earthquake-proof skyscrapers compared to deploying search-and-rescue teams—to support your points.

Year 9 History: Cycle 1 World War 1

Topic	Key term	Definition
Long-Term Causes	Militarism	Believing a country should maintain a strong, aggressive military and navy to protect land.
	Alliances	Pacts or formal agreements between countries promising to support and protect each other.
	Imperialism	A policy of expanding a nation's power by conquering and colonising overseas empires.
	Nationalism	Extreme pride in your own nation and the belief that it is superior.
	Triple Entente	The wartime alliance formed between Great Britain, France, and Russia.
	Triple Alliance	The alliance formed between Germany, Austria-Hungary, and Italy before the war.
Short-Term Causes	Black Hand Gang	The Serbian nationalist secret society that plotted the assassination of
	Ultimatum	A final, strict demand backed by a threat of war if rejected.
	Schlieffen Plan	Germany's failed strategy to quickly defeat France via Belgium before fighting Russia.
	Assassination	The targeted murder of an important political public figure or leader.
Recruitment	Enlist	Voluntarily signing up to join the armed forces or military service.
	Propaganda	Biased or misleading information used by governments to manipulate public opinion.
	Conscription	A legal law making military service mandatory for certain citizens.
	Morale	The level of confidence, enthusiasm, and discipline of soldiers during wartime.
Life in the Trenches	Western Front	The 480-mile line of trenches stretching across France and Belgium.
	Stalemate	A deadlock situation where neither side can gain a clear victory.
	No Man’s Land	The deadly, open area of mud and wire separating opposing trenches.
	Fire-step	A raised ledge in a trench allowing soldiers to step up and shoot.
	Dug-out	An underground shelter dug into the side of a trench for protection.
Christmas Truce	Truce	A temporary agreement between enemies to stop fighting, like at Christmas 1914.
	Court-martial	A military court trial for soldiers accused of breaking military law.
The British Empire	ANZAC	Troops belonging to the Australian and New Zealand Army Corps.

	Sepoys	Indian soldiers who served and fought in the British Indian Army.
Gallipoli	Amphibious Assault	A military attack launched from the sea onto an enemy-held shore.
	Ottoman Empire	The large empire (modern-day Turkey) that allied with Germany in 1914.
Battle of Somme	Artillery Bombardment	Heavy shellfire from large guns aimed at destroying enemy defenses.
Conchies	Conchie	A slang, derogatory nickname for a Conscientious Objector who refused to fight.
	Pacifists	People who oppose all war and violence on moral or religious grounds.
Shot at Dawn	Desertion	Illegally running away or abandoning your military duty during a war.
	Deterrent	A harsh punishment meant to discourage or scare others from doing wrong.
	Shell-shock	A psychological trauma caused by heavy artillery bombardment and warfare.
Women in WW1	Suffragettes	Militant women campaigners who used direct, violent action to win voting rights.
	Suffragists	Peaceful campaigners who used legal methods to win women's votes.

Additional Homework Tasks

Task 1: Go to the BBC Bitesize website and read the section on *"The Assassination of Archduke Franz Ferdinand"* Answer the following questions based on your research and core knowledge:

1. Why did the Black Hand Gang target Archduke Franz Ferdinand during his visit to Sarajevo?
2. How did Austria-Hungary's reaction to the assassination pull countries like Russia and Germany into a full-scale European war?
3. Explain why Germany's invasion of Belgium was the ultimate trigger for Britain entering the war.

Task 2: Write a diary entry of a typical day in the trenches. Try to show the conditions, food, how scary it was, what the day to day life was like.

Task 3: Create your own recruitment poster to convince British men to join the British Army in WW1. Include:

- Persuasive language
- Encouragement
- Positives of the war / link to patriotic duty
- Benefits of fighting

Year 9 RE: Cycle 1 Religion, Life and Ethics

Topic	Key Term	Definition/ Key Information
Ethics	Ethics	The moral principles that govern our behaviour.
	Deontological	Ethics that focus on the actions people take and whether the actions are good/bad, not the consequences of these actions The view that an action is morally right if the act itself is moral.
	Telelogical	Ethics that focus on the consequences and whether these are good/bad, not the actions themselves The view that an action is morally right if the outcome is moral.
Utilitarianism	Utilitarianism	The teleological ethical view that creates the greatest good for the greatest number, as we live under the two sovereign masters of pleasure and pain - using the hedonic calculus to help us act in a way that brings us the most pleasure.
	Universal	Something that applies to everyone
	Hedonic Calculus	A method for working out which actions bring about the most pleasure for the greatest number of people
	Jeremy Bentham	The creator of the theory of Utilitarianism
	The Principle of Utility	Actions are right if they promote pleasure and wrong if they produce pain.
	Secular	Not relating to religion
Divine Command Theory	Divine Command Theory	The ethical view that what is good is what God commands us to do
	The Ten Commandments	Ten rules / instructions given to Moses by God
Christian Ethics and Human Life	Pinnacle of Creation	The most important thing in existence i.e. humans
	Made in God's image	The idea that mankind has been ,made distinctly special, in comparison to the rest of creation, as mankind is made 'in his own image'
	Sanctity of Life	The principle that life is holy, sacred and of special value
	Posthumously	After someone has died
	Organ donation	When you, or your family if you have not made your wishes clear, decide to give an organ to someone else
	Resurrection	The rising of the dead. The resurrection in Christianity also refers to the resurrection of Jesus after his crucifixion
	Soul	The immortal, eternal, part of our bodies. It is spiritual in sense
Christian Ethics and Non-Human Life	Dominion	Our position of authority to 'rule over' animals and the environment
	Stewardship	Our position of care to 'take care' of animals and the environment
	Speciesist	Valuing humans over animals
	Animals in captivity	The imprisonment of animals, typically for entertainment purposes
	Freedom of movement	The ability to go where you want, when you want
	PETA	People for the Ethical Treatment of Animals - charity against keeping animals in captivity

Additional Tasks

1. Create a summary sheet on the 7 parts of the Hedonic Calculus. Which is the most important in your opinion and why?

2. Research the animal charity PETA. What do they believe about animals in captivity and what do they think we should do regarding zoos and aquariums? Are there any arguments for keeping animals in captivity? Summarise your findings

3. Answer the following questions using the PDPD (point develop) structure:
    - Explain the concept of Utilitarianism as an ethical theory
    - Explain two beliefs about Divine Command Theory
    - Explain two ways humans have responsibility over the world

Year 9 Physical Education: Cycle 1

Topic	Key Term	Definition/ Key Information
1. Fitness (Principles of Training)	**FITT & Progressive Overload**	**FITT:** Frequency, Intensity, Time, and Type. **Progressive Overload:** Gradually increasing training workloads over time to safely force physiological adaptations.
	Specificity & Reversibility	**Specificity:** Tailoring training to the exact muscle groups and energy systems of a sport. **Reversibility:** Fitness adaptations are lost when training stops.
	Aerobic Training Zone	Working continuously at **60% to 80%** of Maximal Heart Rate (MHR = 220 - age). The body uses oxygen to fuel energy production for long durations.
	Anaerobic Zone & Lactic Acid	Working at **80% to 90%** MHR without sufficient oxygen. High-intensity effort that triggers glycogen breakdown, causing lactic acid buildup and rapid fatigue.
2. Leadership in Sport	**Autocratic Leadership**	A dictatorial leadership style where the leader makes all decisions independently, prioritizing strict discipline, structure, and direct obedience.
	Democratic Leadership	A collaborative leadership style where the leader shares decision-making with team members, encouraging input, feedback, and group consensus.
	Laissez-Faire Leadership	A casual, "hands-off" approach where the leader provides minimal guidance and allows motivated, highly skilled athletes to make their own choices.
	Communication & Organization	The vital leadership traits required to deliver structured coaching points clearly (verbal/non-verbal) and manage sports equipment or session layouts safely.
3. Dance	**Choreographic Structure**	The overall structural plan of a dance piece, using structural formats like **Binary (A-B)**, **Ternary (A-B-A)**, or **Rondo (A-B-A-C-A)**.
	Contact Improvisation	Spontaneous movement choices created while keeping physical contact with another dancer, requiring immense trust, fluid weight shifting, and balance.
	Retrograde & Accumulation	**Retrograde:** Performing a movement motif completely in reverse order. **Accumulation:** A structural device building a sequence by adding elements (e.g., 1; 1,2; 1,2,3).
	Artistic Interpretation	Aligning movement style, timing, and heavy dramatic projection to represent an abstract theme, narrative, or stimulus seamlessly.
4. Football	**Zonal vs Man Marking**	**Zonal:** Defenders guard specific geometric areas of the pitch. **Man Marking:** Defenders track and follow specific individual opponents everywhere.
	Counter-Attacking	A high-speed transition strategy where a team wins possession deep in their own half and rapidly exposes spaces left by an unorganized, advanced opponent.

Topic	Key Term	Definition/ Key Information
	High Press / Gengenpressing	An aggressive collective defensive tactic where attackers hunt for the ball deep in the opponent's defensive half to force errors close to goal.
	Overlapping & Underlapping	**Overlapping:** Fullback sprints past a winger along the outside touchline. **Underlapping:** Sprinting past a teammate on the inside channel toward the box.
5. Basketball	**Zone Defense (2-3 / 3-2)**	A defensive setup where players guard designated spatial zones inside the key/perimeter rather than tracking individual opponents.
	Screen and Roll (Pick & Roll)	An offensive play where an attacker stands still to block an opponent's path (screen/pick), allowing the ball-handler to drive past, while the blocker spins (rolls) toward the basket for a pass.
	Fast Break Transition	An explosive, quick offensive surge following a rebound or steal, moving the ball downcourt rapidly before the opponent's defense can set up.
	Three-Second Violation	An offensive rule infraction where an attacking player stands inside the key (restricted area) for more than three consecutive seconds while their team has the ball.
6. Netball	**Tactical Screen**	An offensive legal positioning method where a shooter (GS/GA) shields their space or positions their body to block out the Goal Keeper (GK) from reaching a pass.
	Stage 2 Defending	Advanced marking behavior where a defender stands 3 feet away to block the pass, but stays alert to track the attacker's immediate run after the ball is thrown.
	Off the Ball Drives	Explosive changing-direction movements (e.g., dodge, sprint, change of pace) used by midcourt players to evade close defensive tracking.
	Obstruction & Penalty Pass	Breaking the 3-foot mark rule or contacting. The penalized player must stand completely out of play beside the thrower until the penalty pass is thrown.
7. Tag Rugby	**Backward Pass**	A fundamental rule stating the ball must only be thrown or passed laterally or backwards to teammates.
	Try	The primary method of scoring, achieved by grounding the ball with downward pressure on or over the opponent's goal-line (5 points).
	Knock-On	An infringement where a player accidentally loses possession of the ball, causing it to travel forward off their hand or arm.
	Offside	**Offside:** Being ahead of the ball or offside line illegally.
8. Pickleball	**The Kitchen (NVZ)**	The 7-foot Non-Volley Zone extending from the net. Players cannot strike the ball out of the air (volley) while stepping on or inside this boundary.

Topic	Key Term	Definition/ Key Information
	Dink Shot	A delicate, controlled soft shot struck from inside or near the NVZ that travels softly over the net and drops sharply into the opponent's Kitchen.
	Two-Bounce Rule	A mandatory service rule stating the ball must bounce once on the receiving side and once on the serving side before anyone can legally volley it.
	Third Shot Drop	An elite tactical baseline shot hit softly on the third stroke of a rally, designed to drop safely into the opponent's Kitchen to allow attackers to advance.
9. Badminton	**Flick Serve**	An advanced, deceptive serve that begins looking like a short serve but uses a quick wrist snap to send the shuttlecock deep to the back boundary line.
	Attacking Drop Shot	A fast-falling downward shot hit with an overhead smash motion but minimal force, catching opponents out of position.
	Front-and-Back Formations	The primary doubles attacking formation where one player controls net drops and the other covers heavy overhead smashes from the back baseline.
	Sides Formation (Defensive)	The standard doubles defensive setup where players stand side-by-side to defend smashes, covering their respective halves of the court width.
10. Athletics	**Biomechanical Phasing**	Breaking down complex events into strict mechanical components: **Sprints:** Drive phase, transition phase, max-velocity phase.
	Triple Jump Phase Splits	The complex legal jumping sequence requiring perfect coordination across three unique landing adjustments: the **Hop**, the **Step**, and the **Jump**.
	Pacing	Managing metabolic reserves carefully across 800m/1500m events, controlling lactic accumulation via calculated lap time pacing.
	Acceleration	Using rapid rotation of the throw to transfer maximum velocity into the shotput at the point of release.
11. Striking and Fielding (Cricket, Rounders, Softball, Baseball)	**Infield vs Outfield Deep Play**	**Infield:** Close-range fielders blocking quick singles. **Outfield:** Deep positioning to prevent long boundary boundaries or catch deep hits.
	Double Play Mechanics	An elite defensive sequence in Softball/Baseball where the fielding team successfully records two outs during a single continuous phase of play.
	Softball / Baseball Force Out	An out achieved when a base runner is strictly legally forced to advance to the next base because the batter became a runner, allowing fielders to touch the base for an out without tagging the player.
	Tactical Delivery Variances	Bowlers/pitchers modifying spin, curve, speed, or height entry paths dynamically to deceive the batter's eye or contact angle.

Additional Homework Tasks

Task 1: Advanced Tactical & Leadership Systems Recall

Review the comprehensive Year 9 revision matrix and answer the following questions on your homework sheet:

- In a high-pressure match, explain when a coach or captain should switch from a **Democratic Leadership** style to an **Autocratic Leadership** style. Give a specific game-play reason.
- Detail the strict rules governing **The Kitchen (Non-Volley Zone)** in Pickleball. What exact actions cause a fault infraction?
- Contrast the defensive and offensive positional setups in Badminton doubles: **Sides Formation** versus **Front-and-Back Formation**. Explain when a pair should switch between them.

Task 2: Dynamic Multisport Scenario Analysis

Consider the following tactical scenarios across different sports and analyze the underlying principles:

- **Scenario A (Football):** An opposing team uses a high-pressing *Gegenpressing* defensive system. Explain how your team can use rapid **Counter-Attacking** transitions or **Underlapping/Overlapping** full-back runs to break through their high line.

- **Scenario B (Striking & Fielding - Softball/Baseball):** There is an active runner on 1st base, and the batter hits a ground ball directly to the shortstop fielder. Describe the exact step-by-step **Double Play Mechanics** and **Force Out** actions the fielding team must execute to secure two outs in one turn.

Task 3: Principles of Sport & Leadership Evaluation

Statement: *"In advanced secondary physical education and elite team environments, the tactical organization of space—such as deploying a strict 2-3 Zone Defense in Basketball, utilizing Zonal Marking over Man Marking in Football, or organizing a coordinated Lineout system in Tag Rugby—depends entirely on the team captain executing an autocratic leadership style rather than the individual physical fitness of the squad."*

Write a structured analytical paragraph explaining whether you agree or disagree with this statement. Support your viewpoint using specific comparative examples from at least three distinct sports listed in the Year 9 matrix to justify your balance of leadership styles, spatial tactics, and physical fitness components (like the Anaerobic and Aerobic training splits).

Languages:You will study complete of the following for the language you are studying

Year 9 French: Cycle 1 Ma Vie Sociale d'Ado!

Click on each Quizlet link for premade flash cards and quizzes to support your learning.

Topic	Key Term	Definition / Key Information
Social Networking *Talking about different types of online platforms and activities*	Verb	A word to describe an action ***or*** a state of being eg: I travel, he stays, we see
	Infinitive	The basic, original form of a verb
	Conjugation	Changing a verb from its basic, original form- according to who is doing the action and when the action takes place
	Regular verbs	Verbs that follow a regular pattern when conjugated
	Irregular verbs	Verbs that **do not** follow a regular pattern. eg: **avoir** = to have, **être** = to be, **faire** = to do, **lire** = to read, **aller** = to go
	Subject pronoun	The person *or* thing doing an action je = I nous = we tu = you vous = you il/elle/on = he/she/we/ it ils/ elles= they
Quizlet		
Personality description *Talking about different types of personality and expressing opinions*	Adjective	A word to describe a noun
	Agreement	Adjectives agree with the noun- **masculine or feminine and** singular **or** plural
	Adjectival position	Most adjectives come **after** the noun [the person or thing] they are describing
Quizlet		
Invites, Dates, Reactions Rights and Freedoms *Talking about making plans, arrangements and inviting someone out*	The Negative form	The words not/never/no more/nothing
	Question words	The words when, why, what, how
	Time Expressions	Indicate when an action takes place Eg: l'année dernière (last year), maintenant (now), demain (tomorrow)
	Exclamations	An **exclamation** (sometimes called an **interjection**) is a word, phrase, or short sentence that expresses **sudden, strong emotion**, eg: ouch, wow!
Quizlet		
Description of a date/ night out *Talking about a past event*	Frequency expressions	Indicate how often an action happens
	Perfect Tense	The **perfect tense** is a verb tense used to talk about actions that are **completed** or "perfected". You can easily spot the perfect tense because it always uses a "helper verb" (a form of the verb *to have*) combined with the main action verb.
	Opinions	A word, expression or phrase to give personal view or judgement
	Intensifiers	Emphasise an opinion or description
	Justifications	Give a reason or explanation of an opinion
Quizlet		
Music events *Talking about different types of music events, using frequency*	Adjective	An **adjective** is a describing word.
	Adjectival agreement	Adjectives agree with the noun they are describing**-** masculine/ feminine, singular/ plural
	Adjectival position	Most adjectives come after the noun [thing/person] they are describing

words and opinions	Irregular adjectives	Adjectives that do not follow a regular pattern- spelling and position
Quizlet		
Job preferences *Talking about different jobs*	Perfect tense	Describes a one off, completed action in the past eg: j'ai fêté = I celebrated
	Time expressions	Indicate when an action takes place eg: l'année dernière (last year), hier (yesterday), la semaine dernière (last week)
	Nouns	Nouns are naming words- They are a person, place or thing,
Quizlet		
Languages at work *Talking about languages in the work place*	Irregular verb	An **irregular verb** is a word that **breaks the standard grammar rules** when you change its tense or change who is doing the action. Instead of following the normal pattern, it changes its spelling-and is sometimes a completely different word.
	Sequencers	Words that organise speaking and writing, eg: First of all, then, next, after, finally
Quizlet		
Past description *Talking about hobbies, using different tenses*	Imperfect Tense	The **imperfect tense** is a verb tense used to talk about actions in the past that were not fully completed or didn't happen just once. It is the "Incomplete" or "Background" Tense. If the perfect tense is a quick snapshot of something that finished, the imperfect tense is like a video that shows something ongoing, repeated, or interrupted.
	Modal Verbs	**Modal verbs** are a special group of "helper verbs" that change the meaning of the main action verb in a sentence. Modal verbs don't show the action themselves, but they tell us how the speaker *feels* about the action—eg: how certain, necessary, or possible it is.
Quizlet		
Future plans/ projects	Simple Future	the Simple Future tense describes an action that 'will' or 'will not' happen
Quizlet		

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Task 2: Duolingo Link: https://www.duolingo.com/courses

Duolingo is a free, game-like app and website that makes learning a language fun by turning vocabulary, listening, and speaking practice into bite-sized mini-games. Spending just 5 minutes a day keeping your daily "streak" alive is a brilliant way to supercharge your pronunciation and confidence..

Task 3: Oak Academy Link: https://www.thenational.academy/teachers/programmes/french-secondary-aqa/units?years=9&keystages=ks3

Oak National Academy is a free online classroom filled with video lessons, worksheets, and quizzes. It is the ultimate tool for catching up or revising at your own speed, allowing you to pause a teacher explaining tricky topics step-by-step whenever you need extra help.

Year 9 German: Cycle 1 - *Meine Einflüsse und Ambitionen* - Revision Homework

Click on each Vocabulary/ Quizlet link for premade flash cards and quizzes to support your learning.

Topic	Key Term	Definition / Key Information
Mein Vorbild *Talking about role models*	Adjective	A describing word
	Opinion	A phrase used to say what you think or feel about something
	Subordinating conjunction	A connecting word that kicks the first conjugated verb right to the very end of the sentence
	Justification	Giving a reason for your opinion, usually by using a word like weil (because) to explain why you think something.
	Irregular verb	A verb that doesn't follow the normal pattern when you change it (e.g., sehen changes to er sieht in the present tense).
	Present tense	Used to talk about what is happening right now, or what happens regularly (e.g., ich spiele / I play / I am playing).
Vocabulary		
In meinem Leben *Talking about past experiences*	Perfect tense	The main tense used to talk about things you did in the past
	Past participle	The form of the verb that usually goes at the very end of a past-tense sentence, often starting with **ge-**
	Movement auxiliary verb	A helping verb used in the perfect tense when you are moving from A to B or changing state. In German, you use **sein** (to be). (e.g., *Ich bin gefahren* / I went/drove).
	Non - movement auxiliary verb	A "helping" verb used for most regular past-tense actions that don't involve moving locations. In German, you use **haben** (to have). (e.g., *Ich habe gehört* / I heard).
Vocabulary		
Ich hab's geschafft *Talking about overcoming problems*	Modal verb	A special "helper" verb that changes the mood of the sentence by expressing ability, permission, or desire
	Infinitive verb	The "dictionary form" of a verb before it is changed. In German, these almost always end in **-en**
Vocabulary		
Lass dich inspirieren *Talking about hopes and dreams*	Future Tense	Used to talk about what you *will* do. It is made by using the present tense of **werden** + an **infinitive verb** at the end of the sentence.
Vocabulary		
Wahnsinn *Talking about wild ambitions*	Adverb	An adverb used to show that you enjoy doing an action.
	Intensifier	A word used to strengthen or emphasise an adjective or adverb to make it bigger or stronger
	Conditional Tense	Used to talk about what you *would* do or what *would* happen in an ideal world. It is made using **würde** + an **infinitive verb** at the end.
Vocabulary		
Mein Job *Talking about jobs and reasons for working*	Infinitive construction	A sentence pattern where an infinitive verb (with its partner word **zu**) is sent to the very end of the sentence.
Vocabulary		
Zukunftspläne *Talking about future plans*	Sequencer	A tracking word used to order your thoughts and show the order in which things happen
	Time phrase	A phrase that tells you exactly *when* something happens
Vocabulary		

Im Skiiort *Talking about working in a ski resort*	Preposition	A word that tells you where something is
Vocabulary		
Inspirierende Menschen *Talking about inspiring people*	Tense markers	Key words or phrases that signal exactly what time period you are talking about.
Vocabulary		

Task 1: ActiveHub

Link: https://activehub.pearson.com/#/

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Task 2: Duolingo

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Task 3: Oak Academy

Link: https://www.thenational.academy/teachers/programmes/german-secondary-aqa/units?years=7&keystages=ks3

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Year 9 Spanish: Cycle 1 -Las cosas que me molan

Click on each Quizlet link for premade flash cards and quizzes to support your learning.

Topic	Key Term	Definition / Key Information
Likes and dislikes	Verb	A word to describe an action ***or*** a state of being eg: I travel, he stays, we see
	Infinitive	The basic, original form of a verb
	Conjugation	Changing a verb from its basic, original form- according to who is doing the action and when the action takes place
	Regular verbs	Verbs that follow a regular pattern when conjugated
	Subject pronoun	The person *or* thing doing an action
Quizlet		
Weekly leisure activities	Frequency expressions	Indicate how often an action happens
	Present Tense	Indicates an action taking place now
Quizlet		
Past birthday celebration activities	irregular verbs,	Irregular verbs **do not** follow the normal standard patterns when you change them.
Quizlet		
Description of a day out	Preterite	Describes actions completely in the past
Quizlet		
Films	Tenses	A form of the verb used to indicate the time of an action-ie, past/present/future
	Sequencers	Words that organise speaking and writing, eg: First of all, then, next, after, finally
Quizlet		
Celebrity life	Combining Tenses	Using verbs from different time frames together
Quizlet		
Part-time jobs	Use of intensifiers	Words used to change the strength or emphasis of an adjective. They always go **before** the adjective they are modifying.
	Adjectival agreement	Adjectives (describing words) must **match** the word they are describing-singular or plural/masculine or feminine
Quizlet		
Future/ dream jobs	Conditional tense	It is the form of a verb we use to talk about things that **would** happen, but only if a certain condition is met first. It deals with hypothetical situations—things that aren't happening right now, but could happen under the right circumstances. The easiest way to spot it in English is the word **"would."**
Quizlet		
Future hopes and plans **Future opinions**	Near Future Tense	The **near future tense** is the "going to" tense. It is the form of a verb we use to talk about things that are happening **very soon**. The easiest way to spot it in English is the phrase **"am/is/are going to."**
Quizlet		

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Link:
https://www.thenational.academy/teachers/programmes/spanish-secondary-aqa/units?keystages=ks3

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Year 9 Art and Design : Cycle 1 Alternative Portraits

Topic	Key Term/	Definition / Key Information
1. Portraiture	Alternative Portrait	A different way of showing a person, not just how they look. Instead of a normal, realistic picture, it is distorted and unrealistic to communicate feelings or messages.
2. Formal/ visual elements ART …	Line	Line is a mark made by any tool. It can be an outline, sketch, doodle, hatching, bold or light.
	Tone	Shading from light to dark to create realism
	Texture	How a surface looks or feels.
	Shape	Is the outline of something. A 2D shape like square, triangle, circle or irregular shape.
	Form	A 3D object like sphere, cube or cylinder. Sculptures are 3D forms.
	Pattern	Lines, colours or shapes are repeated in a decorative design.
	Colour	Red, blue, yellow, are primary colours. Secondary colours are green, orange and purple. (2 primaries mixed together) Tertiary colours are a primary and a secondary mixed together.
	Structure	The way something is built, put together or arranged (composition) It can use depth and distance to create the idea of space. Negative space is the background between objects.
3. Design	Typography	Is the art of designing and arranging text. It involves choosing the right fonts, adjusting their size, spacing, and layout to make the words clear, easy to read, and visually interesting. It creates mood, attracts attention, and brings the text to life.
4. Art Process	Developing	Creating, building or making something. Taking an initial rough idea or sketch and starting to make it happen.
	Refining	Improving what you have created. Going back to fix mistakes, clean up lines, add shading/colours, and make details clearer, stronger, or better.
5. Clay	Pinch pot Score and slip	**Pinch Pot** – A simple clay pot made by pressing your thumb into a ball of clay and gently pinching the sides to shape it into a hollow container. **Score and Slip** – A method used to join two pieces of clay together. **Score** means scratching lines into the surfaces to be joined, and **slip** is watery clay that acts like glue to hold the pieces together securely.

Additional Homework Tasks

Task 1: Select an influential person who has personal significance to you or whose background inspires you. (This could be a role model, family member, friend, mentor, celebrity or public figure for example) Use the designated worksheet template to research and document key contextual details, such as their achievements, their career, and influence Gather reference images and mindmap potential symbols, quotes, or colour schemes related to them to serve as the foundational background for your upcoming alternative portrait composition.

Task 2: Artist connections Learn the characteristics of these artists and identify the key similarities and differences between Teesha Moore and Jean-Michel Basquiat.

Teesha Moore	● A mixed-media artist who designs vibrant visual journal pages and collages ● Her style features the creative use of line, shape, bold typography (including quotes and names), intricate borders, and heavily layered pattern ● Her inspiration spans music, graphic design, and children's books.
Jean-Michel Basquiat	● An influential American artist who transitioned from late-1970s street graffiti (under the name "SAMO") to global art galleries. ● His expressive paintings feature bright, energetic colours, text, and powerful symbolic icons like crowns and skeletons. ● His work critically explores themes of identity, history, power, and the experiences of Black Americans.

Year 9 Drama: Cycle 1 Mugged - Social Drama

Topic	Key Term	Definition / Key Information
Mugged	Social drama	A genre focused on real-world societal issues. It explores human-centered narratives to provoke critical thought, and social change rather than just entertainment
	Cross-cutting	A performance technique that involves rapidly switching back and forth between two or more different scenes.
	Simultaneous action	A staging technique where two or more distinct locations or scenes are visually presented on stage at the same time.
	Proxemics	The spatial distance and physical relationships between actors on stage. It is a powerful non-verbal tool used to communicate character dynamics, emotional states, and power hierarchies
	Orientation	The angle at which an actor is standing in relation to another character or to the audience, allowing them to express emotion and share the narrative effectively
	Tension	The atmosphere of suspense, anticipation, and uncertainty that keeps an audience engaged. Without tension, a play or scene can feel flat and lose the audience's attention.
	Climax	The moment of highest emotional tension, dramatic intensity, and peak conflict.
	Duologue	A conversation or dramatic exchange exclusively between two people, often serving to explore deep relationship dynamics or contrasting viewpoints.
	Stimulus	The starting point, idea, text, or object used to inspire dramatic work.

Additional Homework Tasks

Task 1: Write a diary entry as a character whose life has been impacted by gossip.

Task 2: Next time you see a teenage character represented in film or television, reflect on their representation; is it good writing? Are they realistically written and acted

Year 9 Food: Cycle 1

Topic	Key Term	Definition / Key Information
Hygiene, Health and Safety	Microorganisms	(or microbes) are tiny, often single-celled living things e.g. bacteria, moulds, yeast
	Pathogenic	anything capable of causing disease e.g. harmful bacteria like Salmonella
	High-risk foods	Foods that are perishable e.g. raw meat, eggs, dairy products..
	Temperature probe	Used to check the temperature of foods such as meat to 75oC or above to ensure food is safe to eat
	Food poisoning	an illness caused by eating contaminated, spoiled, or toxic food or drinks
	Onset time	The time it takes to start showing food poisoning symptoms
	Cross-contamination	the transfer of harmful bacteria, viruses, or allergens from one surface, object, or food to another
	Allergen	food proteins e.g. nuts, gluten, eggs —that is mistaken by the body's immune system as a threat.
	Intolerance	difficulty processing/ digesting certain foods e.g. lactose intolerance
Nutrition - (deficiency and excess)	Deficiency and excess	under(not eating enough) and over (too much) nutrition
	Macronutrients	the essential nutrients your body requires in large quantities to produce energy, maintain structure, and support vital bodily functions.
	Micronutrients	essential vitamins and minerals required by the body in very small amounts to function properly.
	Trace minerals	Minerals that we need even smaller amounts of e.g. copper, iron, zinc
	Malnutrition	a medical condition caused by a deficiency, excess, or imbalance in a person's intake of energy or nutrients.
	Difficulty processing certain foods,	difficulty processing certain foods,

Additional Homework Tasks

Task 1: 'Farm to Fork'

Have you ever wondered what happens to your food before you cook and eat it? Choose one of these four dishes:
•Homemade burgers
•Fish pie
•Mushroom and chickpea curry
•Tomato and basil tart

Task 1: Select one dish from the options of homemade burgers, fish pie, mushroom and chickpea curry, or a tomato and basil tart to investigate how its ingredients are produced.

Task 2: Analyse your chosen dish's ingredient list to identify the main components, then research whether they are grown, reared, or caught, alongside how they are processed for cooking.

Task 3: Create either an engaging infographic, a short video, or a digital presentation that visually highlights the complete "field to fork" journey of your dish to the dinner table.

Year 9 Graphics : Cycle 1

Topic	Key Term/	Definition / Key Information
Key words	Portrait	A portrait is an artistic representation of a particular person or group of people. The primary goal is to capture the subject's physical likeness, personality, and mood, usually with a strong focus on the face and its expression
	Gradient	A visual technique where two or more colors smoothly and gradually blend into one another.
	Mark making	The arrangement of opposing visual elements (such as light vs. dark, large vs. small, or smooth vs. rough) to create visual interest, establish a hierarchy, and guide the viewer's eye
	Development	The creative process of systematically working through ideas, trialing techniques, and refining compositions. It bridges initial inspiration and the final artwork.
	Refinement	The process of improving something. It refers to making gradual adjustments to reach a higher state of quality.
	Composition	The way something is built, put together or arranged (composition) Layering and blending supports this.
	Surrealist Collage	Combining photos in unexpected ways to create dreamlike or impossible images.
	Layer mask	A non-destructive editing tool in photo editing software that lets you hide or reveal specific parts of a layer.
	Distort	When something is physically altered from its natural state, it is distorted.
Techniques	Cropping	The technique of trimming or selecting specific parts of a scene to exclude unessential elements and enhance the composition.
	Posterize	This reduces the number of colors in your image, creating sharp transitions and a flat, graphic look.
	Blending	Combining multiple photos, smoothing out transitions, or merging digital colors. Using blend modes on Photoshop.
	Desaturate	To turn an image black or white or remove the colour. Ctrl Shift U.
	Drop shadow	A visual design effect that mimics the shadow of an object, giving it the illusion of being raised above its background. Found in Layer styles on Photoshop.
	Adding halftone	You can use Filters in Photoshop to add half tone, found in the sketch filters, or by using brushes made up of small dots.
	Warp	Warping in graphics is the process of digitally manipulating an image or vector shape to distort its geometry.
Influences	Papermonster	Stencil, graffiti, contrasting colours, portraits.

	Elo Marc	Digital collage, surreal portraits, collage, composition.
	Tim Marrs	Brush strokes, texture, grunge, graffiti, music, architecture, people.
	Michelle Caplan	Collage, vintage portraits, layering, blending, black and white.
	Magdiel Lopez	Surreal, portraits, gradients, vibrant colours.
	Paula Scher	Typography, portraits, halftone, contrasting colours.

Additional Homework Tasks

Task 1: Research

Research one of the artists above and create a slide related to their work. Include images, a description and techniques they use. Consider questions such as:

- How would you describe the style?
- What processes / techniques do they use?
- What colour schemes do they use?
- What imagery do they use and why?
- How could you adapt their style to your theme/brand?

Task 2: Complete the specific questions on Elo Marc in your digital folders as soon as they have been set and uploaded by your teacher.

Task 3: Take a diverse range of high-quality portrait photographs that you can creatively integrate and use within your upcoming graphic designs.

Task 4: Complete all of your digital drawings on your iPad, ensuring they accurately reflect the distinct, minimalist style of artist Julian Opie.

Year 9 Music: Cycle 1 Ensemble Skills

Topic	Key Term	Definition / Key Information
Ensemble Performance	Ensemble	A group of musicians all performing together.
	Riff	A short musical idea that often repeats. Riffs are usually used in the introduction and chorus to make them more catchy
	Bass line	A catchy repeated melody performed at a low pitch.
	Chords	Three notes played at the same time
	Timing and Fluency	Being able to perform in synchronisation with other people in a way that flows. There are no big gaps or pauses in the performance.
Notation	Crotchet	A note value that lasts for one beat.
	Minim	A note value that lasts for two beats.
	Quaver	A note value that lasts for half a beat.
	Stave	The set of five horizontal lines and four spaces that music is written on.
	Flat note ♭	The black note to the left of a white note.
Elements of Music	Tempo	The speed of a given piece of music.
	Dynamics	The volume of music, how loud or quiet it is.
	Tonality	The mood of the music, often described as major or minor.
	Texture	How many different music layers are being performed at the same time (thick or thin).
	Structure	The overall layout or organisation of a piece of music (e.g., verse, chorus).

Additional Homework Tasks

Task 1: Watch a live concert performance online and write a critical review analyzing the band's musicianship, overall stage presence, and audience engagement.

Task 2: Research a specific music-related career path, detailing the required qualifications, essential technical skills, and realistic salary expectations for the role.

Task 3: Watch a short film clip with the sound muted and then with the audio active, comparing how the score alters the scene's mood.

Year 9 Product Design- Cycle 1

Topic	Key Term	Definition / Key Information
Material Science	Pewter	Pewter is an Alloy , which means it is composed of more than one metal. Modern Pewter consists of 96% Tin and 4% Copper .
	Melting Point	The temperature at which Pewter turns from solid to liquid; it has a low Melting Point of 170–230 degrees centigrade.
	Malleable	A property of Pewter meaning it is easy to work with and can be shaped easily by hand and machine tools.
Casting Processes	Casting	The process of pouring molten metal into a mould to create a specific shape.
	Sprue	The passage through which molten material is introduced into a mould.
	Riser	A reservoir built into a mould to prevent internal Cavities caused by metal shrinkage; it also allows gas to escape.
	Mould Cavity	The empty section of the mould that is filled with molten metal to create the desired part.
	Core	A device used to produce internal cavities in a cast; it is usually destroyed during removal.
Sustainability & Ethics	Conflict Minerals	Natural resources, such as Tin in the DRC, extracted in conflict zones and sold to perpetuate fighting.
	Circular Economy	An economic system aimed at eliminating waste through the reuse, repair, and recycling of materials in a closed-loop.
	Fairtrade	A system ensuring better prices, decent working conditions, and local sustainability for workers in the developing world.
	Ethical Consumer	A consumer who chooses products that are ethically produced and are not harmful to the environment or society.
Technical Feasibility & PPE	Feasibility	An assessment of whether a design "will work" and can be successfully manufactured within process constraints.
	PPE	Personal Protective Equipment : Includes a Visor , Leather Apron , Leather Gloves , and Leather Leggings for Casting .

Additional Homework Tasks

Task 1: Casting Terminology (Recall) Analyse the different functions of a **Sprue** and a **Riser** within a sand **Casting** mould. In your answer, explain the dual purpose of the **Riser** as a **reservoir** and a vent for escaping gas.

Task 2: Manufacturing Feasibility (Application) Identify the minimum section thickness required for **Solid Shapes** and **Cutout Shapes** in a **Pewter** cast design. Explain why these rules exist, specifically referencing the risks of the part **breaking off** or **not casting**.

Task 3: Ethical Sourcing (Evaluation) Justify why a designer must consider the implications of **Conflict Minerals** and **Fairtrade** when selecting an **Alloy** like **Pewter**. Use the social and moral implications of **Tin** extraction in central Africa to support your argument.

Blank Templates

Blank Flash Cards

Use this template daily to structure your flash cards. Write your question/ key term or prompt on the front and the answer on the back.

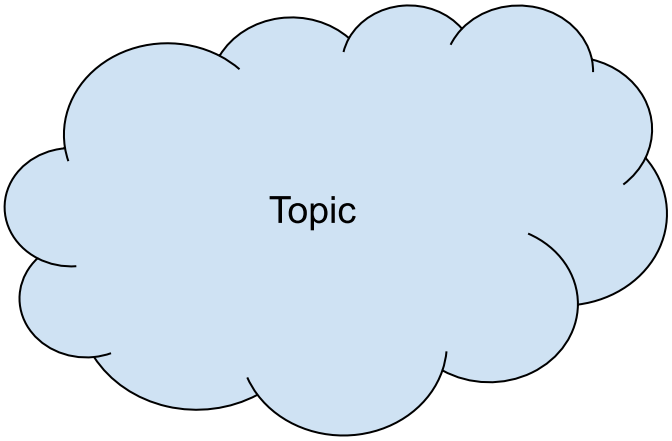
FLASHCARD FRONT (The Prompt Face)	FLASHCARD BACK (The Answer Face)
_____	

FLASHCARD FRONT (The Prompt Face)	FLASHCARD BACK (The Answer Face)
_____	

FLASHCARD FRONT (The Prompt Face)	FLASHCARD BACK (The Answer Face)
_____	

Blank Self-Quizzing Template

Use this template daily to structure your "Look, Cover, Write, Check, Correct" routine with any Windsor Knowledge Organiser.

No.	Active Retrieval Output (Write From Memory)	Green Pen Corrections / Omissions Box
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Blank Mind Map