

Knowledge Organiser Year 9

Cycle One

2026-27

Personal Details

Name Tutor

Tutor Group School email address

School username Password

Sparx username Sparx password

Classcharts

Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
7th Sept	A	Week 0 - no homework	16th Nov	A	Week 8
14th Sept	B	Week 1	23rd Nov	B	Week 9
21st Sept	A	Week 2	30th Nov	A	Week 10
28th Sept	B	Week 3	7th Dec	B	Week 11 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due.
5th Oct	A	Week 4	14th Dec	A	Week 12 Super teaching week: No Cornell notes. Only SPARX Homework due.
12th Oct	B	Week 5			
19th Oct	A	Week 6			
9th Nov	B	Week 7			

Both weeks	Subject 1	Subject 2	Subject 3
Monday	Geography/ History	Option A	English
Tuesday	MFL/ Extra English	Life to the Full	Option B
Wednesday	Sparx Maths	Sparx Maths	English
Thursday	Sparx Science	Sparx Science	Option A
Friday	Geography/ History	Option B	MFL/ Extra English

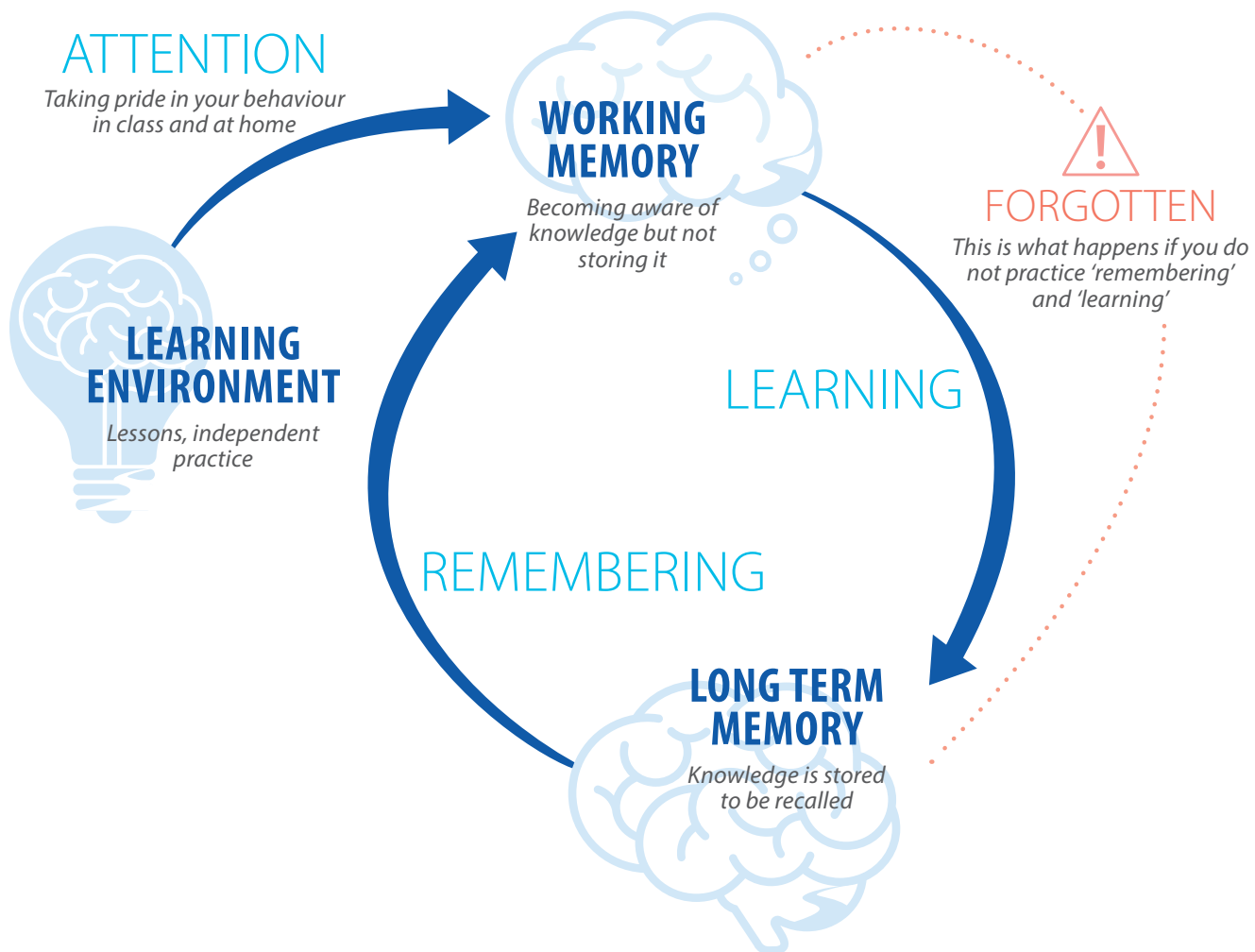
Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username
- Password
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

Rewards

Early completion rewards are given for English, Maths and Science.

This is how you learn



Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

- 3) Create 5 Quiz Questions.

- 4) Answer the five questions in full sentences and then mark and correct with green pen.

- 1) Read your knowledge organiser and then make notes here.

- 2) Summarise notes to three bullet points.

Monday		Week	
Read and make notes	Summarise to 3 bullet points	Create 5 quiz questions in cue column	Cover notes and answer questions
			Mark and correct answers
Geography			
Cue Column	Notes		
1.			
2.			
3.			
4.			
	Summary		
5.			
Self Quiz			
1.			
2.			
3.			
4.			
5.			

How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)	Journey to deeper questioning					
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						

This is what your homework should look like:

Monday
Read and make notes

Week
Summarise to 3 bullet points
Create 5 quiz questions in cue column
Cover notes and answer questions
Mark and correct answers

Geography

Cue Column	Notes
1. What is a superpower?	• A super power country is one that has a strong military, lots of money, large population & lots of influence.
2. Which countries are super powers?	• At the moment the USA is the main superpower. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country. • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU. • Rich due to trade & globalisation. • HIC/LIC high/low income countries.

Summary

Self Quiz

1. A super power is a country with a big military, ↑ money, ↑ population, ↑ influence.
2. USA, India, China & Russia are examples. & Brazil.
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.

Timetable Week A

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Anti-Bullying at St Luke's



See It.

If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

Bullying can take many forms including:

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

Bullying behaviour can include;

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation



Report It.

Bullying, of any kind, has no place at St Luke's.
Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

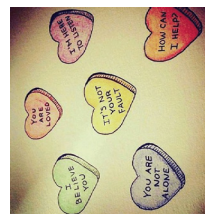
You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

bullyingupstander@stlukescofe.school

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.



Sort it.

We will deal with bullying sensitively and effectively.
Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

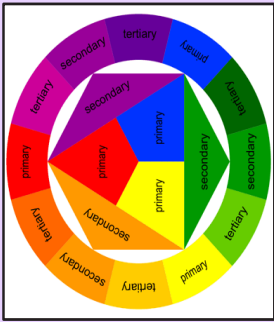
- 1) Has the bullying stopped?
- 2) Are you happy with the resolution?

If the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.



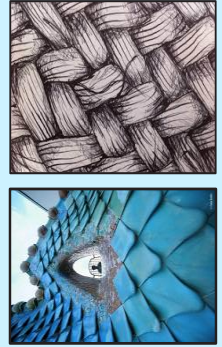
Year 9 3D Design

WEEK 1	Line
WEEK 2	Tone Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects. In real life tone is created by the way light falls on an object. The parts of the object on which light is strongest are called highlights and the darker areas are called shadows. Value refers to how light or dark a tone is. Dark tones are said to have low value. Light tones are said to have high value. Contrast refers to the difference between tones. A small amount of contrast, or low contrast, between the lightest and darkest tones will tend to result in a more subtle or calm image. The greater, or higher, the contrast of tones, the more dramatic the atmosphere. The term chiaroscuro is used to describe images with very high contrast. Chiaroscuro comes from two Italian words – 'chiaro' meaning light and 'scuro' meaning dark. Monotone means using only one colour. This is particularly used to mean black and white. A duotone is similar to a monotone but is made up of two colours rather than black and white.
WEEK 3	Colour Choice of colour and the relationship between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.  Harmonious Colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. E.g. Yellow, Green Yellow, Green. Brown does not feature in a colour wheel. It is sometimes referred to as a tertiary or a neutral colour. Basic browns can be made by mixing complementary colours with each other. Emotion, mood and atmosphere. Often when an artist uses colour in a painting they are trying to communicate an emotion, mood or atmosphere. They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings.
WEEK 4	Shape
WEEK 5	Form Form refers to three-dimensional objects. Forms have height, width and depth. Forms that are three dimensional, such as sculptures or buildings are called real forms. Two-dimensional work can suggest three-dimensional objects by including implied forms. This means that lines or shapes are shown in a way that suggests they have depth. This can be done using perspective, or through tone or colour effects. Geometric forms are mathematical objects including cubes, pyramids and spheres. Geometric forms appear made and can suggest something solid, balanced and permanent. Organic forms look natural. They are irregular and may seem flowing and unpredictable. Some designs may mix elements of organic and geometric forms. Forms have mass. The mass of a form is a result of its size and the material it is made from. The greater the mass the heavier a form is.

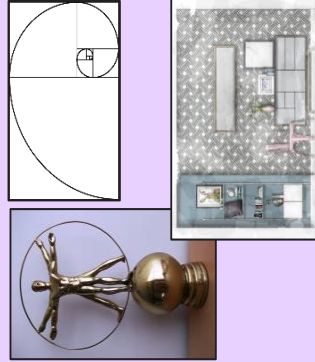
Year 9 3D Design

WEEK 6	Space
Three-dimensional work creates real space. Two-dimensional works can create implied space using artistic technique. Objects take up positive space, while negative space is the empty space around them.	
What is space? Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.	
Real space - Three dimensional works like sculptures, architecture, products and jewellery exist in real space – they are real forms that take up a real volume.	
Positive and negative space - Whether real or implied, space can be positive or negative. Positive space is taken up by objects. Negative space is the empty space around and between objects.	
Enclosed and open space - In architecture, the structure of buildings takes up positive space and creates negative spaces that people live and work in.	
The space inside a building is called the interior . The space outside is the exterior .	
An enclosed space is one that is surrounded by the structure with few openings.	
An open space is one with large opening or few walls or other barriers.	

WEEK 7	Texture
Artists and Designers can use actual texture in their work or they can suggest how something feels using techniques that imply texture. Texture means how something feels. There are two types of texture: actual texture and visual texture.	
Actual texture - Actual texture, or physical texture, means the actual physical surface of an artwork or design. It describes the tactile feeling you would get if you were able to run your hand over an artwork. This feeling can vary depending on the materials the artist used to create the piece of work. It could be smooth, bumpy, coarse, rough or many other textures.	
Visual texture - Visual texture refers to the artist using their skill to create the illusion of an object's texture. A still life may have a bottle, an orange and a flower. An artist will use their materials and media in a way which will try and make the bottle look smooth, the orange look bumpy and the flower soft, thin and delicate.	



WEEK 8	Proportion
Proportion describes the relationship between the dimensions of different elements and an overall composition. Proportion refers to the dimensions of a composition and relationships between height, width and depth . How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other. The proportions of a composition will affect how pleasing it looks and can be used to draw our attention to particular areas.	



Altering proportions - Not all compositions are based on realistic proportions. Some artists and designers experiment with altering proportions to create distinctive works.

The use of proportion is essential for creating accurate images.

WEEK 9	Scale
Scale refers to an objects size and how parts of a composition relate to each other. We always relate scale to the size of the human body - how big or small the piece is in relation to us. An artist may decide to use a scale which is different from life-sized and this will have an impact on how it feels.	



Large scale - An artist may create an artwork that is much larger than it would be in real life in order to create a visual impact.

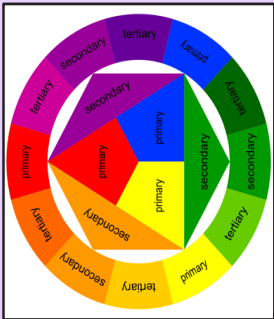
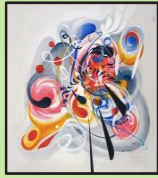
Small scale - When artists create work on a miniature scale, impact is often created through the level of detail and skill involved.

Contrasting scales - Scale also relates to the size of one part of an artwork in relation to another. Artists can choose to compose an image with contrasting scales to create tension or drama.

WEEK 10	Pattern
A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif . Patterns can be regular or irregular. The starting point of any pattern is the single element that will be repeated. This is called a motif . Block repeat - This is where the motif is repeated in exactly the same way in horizontal and vertical lines. Half-Drop - Patterns are made by dropping every second line of motifs down a half-length height of the motif. Mirrored - A way of creating patterns is to mirror the motif. Motifs can be mirrored horizontally or vertically. Irregular pattern - Is a pattern in which the motif changes or the way it is repeated is unpredictable. Radiating pattern - A pattern that is arranged around a central point.	



Year 9 ART

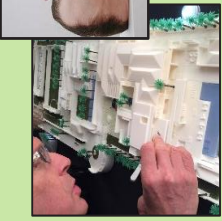
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Line Lines are used by Artists and Designers to describe objects, add detail or create expression. A line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape. Contour Lines - lines that are used to define the shape or form of an object. Descriptive Lines - tell us more about a subject. They help make a shape look more three-dimensional by showing light, shade and texture. Expressive Lines - they may be thicker or thinner, bold or smudged. The way lines are created can be used to express emotions and to create mood. Orientation - refers to the direction of lines. They could be vertical, horizontal or diagonal. Leading Lines - lines that our eyes follow round a composition. Geometric Lines - are ones that relate to perfect mathematical shapes and man-made objects. They are straight, regular and uniform. They often follow a specific pattern. Organic - Lines that appear natural and imperfect rather than man-made or mathematical.	Tone Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects. In real life tone is created by the way light falls on an object. The parts of the object on which light is strongest are called highlights and the darker areas are called shadows. Value refers to how light or dark a tone is. Dark tones are said to have low value. Light tones are said to have high value. Contrast refers to the difference between tones. A small amount of contrast, or low contrast, between the lightest and darkest tones will tend to result in a more subtle or calm image. The greater, or higher, the contrast of tones, the more dramatic the atmosphere. The term chiaroscuro is used to describe images with very high contrast. Chiaroscuro comes from two Italian words – 'chiaro' meaning light and 'scuro' meaning dark. Monotone means using only one colour. This is particularly used to mean black and white. A duotone is similar to a monotone but is made up of two colours rather than black and white.	Colour Choice of colour and the relationship between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.  Harmonious Colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye. E.g. Yellow, Green Yellow, Green. Brown does not feature in a colour wheel. It is sometimes referred to as a tertiary or a neutral colour. Basic browns can be made by mixing complementary colours with each other. Emotion, mood and atmosphere. Often when an artist uses colour in a painting they are trying to communicate an emotion, mood or atmosphere. They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings.	Shape A shape is a two-dimensional area. Shapes have height and width but not depth. There are two types of shape: Organic – Organic shapes are ones that can be found in nature. For example fruit, vegetables, flowers and shells all have organic shapes. Organic shapes are irregular and imperfect. Naturally these shapes will all be slightly different from one another. They are often curved and flowing and can seem unpredictable.   Geometric - Geometric shapes are mathematical shapes, such as squares and circles. They are perfect and regular. They are characterised by straight lines, angles and points. An exception to this would be a perfect circle as it has no straight lines or points. Other geometric shapes are squares, rectangles, triangles, parallelograms, hexagons etc.  	Form Form refers to three dimensional objects. Forms have height, width and depth. Forms that are three dimensional, such as sculptures or buildings are called real forms. Two dimensional work can suggest three dimensional objects by including implied forms. This means that lines or shapes are shown in a way that suggests they have depth. This can be done using perspective, or through tone or colour effects. Geometric forms are mathematical objects including cubes, pyramids and spheres. Geometric forms appear man made and can suggest something solid, balanced and permanent. Organic forms look natural. They are irregular and may seem flowing and unpredictable. Some designs may mix elements of organic and geometric forms. Forms have mass. The mass of a form is a result of its size and the material it is made from. The greater the mass the heavier a form is.    

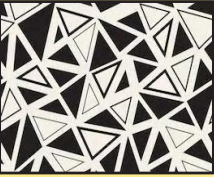
Year 9 ART

WEEK 6	Space
Three-dimensional work creates real space. Two-dimensional works can create implied space using artistic technique. Objects take up positive space, while negative space is the empty space around them.	
What is space? Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.	
Real space - Three dimensional works like sculptures, architecture, products and jewellery exist in real space – they are real forms that take up a real volume.	
Positive and negative space - Whether real or implied, space can be positive or negative. Positive space is taken up by objects. Negative space is the empty space around and between objects.	
Enclosed and open space - In architecture, the structure of buildings takes up positive space and creates negative spaces that people live and work in.	
The space inside a building is called the interior . The space outside is the exterior .	
An enclosed space is one that is surrounded by the structure with few openings.	
An open space is one with large opening or few walls or other barriers.	

WEEK 7	Texture
Artists and Designers can use actual texture in their work or they can suggest how something feels using techniques that imply texture. Texture means how something feels. There are two types of texture: actual texture and visual texture.	
Actual texture - Actual texture, or physical texture, means the actual physical surface of an artwork or design. It describes the tactile feeling you would get if you were able to run your hand over an artwork. This feeling can vary depending on the materials the artist used to create the piece of work. It could be smooth, bumpy, coarse, rough or many other textures.	
Visual texture - Visual texture refers to the artist using their skill to create the illusion of an object's texture. A still life may have a bottle, an orange and a flower. An artist will use their materials and media in a way which will try and make the bottle look smooth, the orange look bumpy and the flower soft, thin and delicate.	 

WEEK 8	Composition
Composition means "putting together". Composition in art is the way in which different elements of an artwork are combined.	
In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other. It can be thought of as the organization of the elements of art according to the principles of art .	
Composition can apply to any work of art, from music through writing and into photography, that is arranged using conscious thought. In the visual arts, composition is often used interchangeably with various terms such as <i>design, form, visual ordering, or formal structure</i> , depending on the context.	
An artist arranges the different elements of an artwork so as to bring them into a relationship satisfactory to them and, it is hoped, the viewer.	 

WEEK 9	Scale
Scale refers to an objects size and how parts of a composition relate to each other.	
We always relate scale to the size of the human body - how big or small the piece is in relation to us. An artist may decide to use a scale which is different from life-sized and this will have an impact on how it feels.	 
Large scale - An artist may create an artwork that is much larger than it would be in real life in order to create a visual impact.	
Small scale - When artists create work on a miniature scale, impact is often created through the level of detail and skill involved.	
Contrasting scales - Scale also relates to the size of one part of an artwork in relation to another. Artists can choose to compose an image with contrasting scales to create tension or drama.	

WEEK 10	Pattern
A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif . Patterns can be regular or irregular.	
The starting point of any pattern is the single element that will be repeated. This is called a motif .	
Block repeat - This is where the motif is repeated in exactly the same way in horizontal and vertical lines.	
Half-Drop - Patterns are made by dropping every second line of motifs down a half-length height of the motif.	
Mirrored - A way of creating patterns is to mirror the motif. Motifs can be mirrored horizontally or vertically.	
Irregular pattern - Is a pattern in which the motif changes or the way it is repeated is unpredictable	
Radiating pattern - A pattern that is arranged around a central point.	 

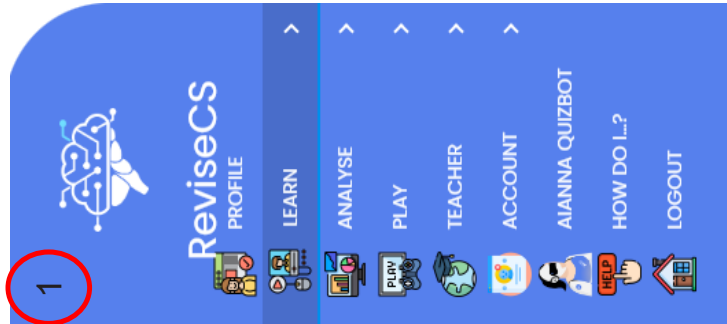
Year 9 Computer Science



All Computer Science homework is completed on the revise computer science website: <https://revisecs.csuk.io/>

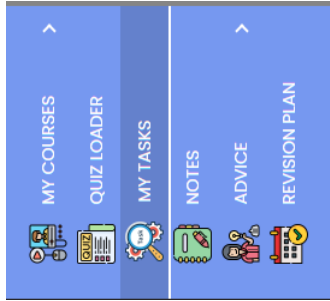
Your username and password will be the same as your school log in details.

To find your work, click the 'learn' link at the left-hand side of the page:



2

Then click on the 'My Tasks' Link



3

Complete the tasks with the relevant due date. If you are unsure complete any tasks that are still marked as red progress.

Deadline	Course	Task	Progress
2023-10-10	EdExcel GCSE 2020 (Premium)	Q: Merge Sort Algorithm GCSE	N
2023-10-10	EdExcel GCSE 2020 (Premium)	Q: Bubble Sort Algorithm GCSE	N

If you have any questions, please speak to Mr Jaremi or email marc.jaremi@stlukescofe.school

YEAR 9 DANCE

Week One		Week Two		Week Three		Week Four		Week Five	
Topic 1.1 You as a dancer In every dance class you must warm up your body at the beginning of the lesson and cool it down at the end. When you warm up: - Your breathing gets faster - Your heart rate changes - Your body temperature gets higher - Your muscles can stretch more efficiently and effectively - You may start to sweat. Warming up properly helps prevent injuries. An aerobic warm-up: - Makes your muscles warmer - Wakes you up - Increases the flow of blood - Makes you more alert - Makes you breathless. Each style of dance may require different technical exercises to warm up the body for a performance. Classical ballet, contemporary dance, ballroom, lindy hop, street dance, capoeira and tap (to name a few) all demand different use of posture, ways of taking weight on the floor, travelling, lifting, falling gestures and dancing with another person The body can be warmed up using curling and stretching, swinging, circling, contracting, extending, twisting, bending and arching actions of the limbs or the trunk (torso).		Topic 1.1 You as a dancer Cool down This is an activity that should occur in the last 5 minutes of a dance lesson. It prevents: - Blood pooling into the legs - The heart slowing down too quickly - Waste products staying within the muscles - Dizziness There are three primary phases in the cool down period: 1: Immediate Phase. The immediate phase occurs right after the run, when the heart rate is still elevated and muscles are fatigued. 2: Intermediate Phase. The intermediate phase of the cool down occurs after the heart rate has decreased from its near maximum and muscles no longer feel fatigued. 3: Late Phase. The late phase of the cool down occurs once the heart rate has nearly returned to its resting pace. Movements that are appropriate for a cool-down include stretching, walking and breathing. You could perform movements already learnt but to slower track extending each movement. Breathe deeply while cooling down to deliver oxygen to your muscles, release tension, and promote relaxation. Light jogging or walking. This is one of the most straightforward ways to cool down..		Topic 2 Techniques and performing skills Physical skills and attributes, including: Posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation. Technical skills, including: Action content (e.g. travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight) Dynamic content (e.g. fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt) Spatial content (egg pathways, levels, directions, size of movement, patterns, spatial design) Relationship content - for duet/trio performance only (egg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations). Expressive skills, including: projection, focus, spatial awareness, facial expression, phrasing, Musicality, sensitivity to other dancers. Communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). Mental skills and attributes (during performance), including: movement memory, commitment, concentration, confidence. Safe working practices (during performance), including: safe execution, appropriate dancewear, including: Footwear, hairstyle, a absence of jewellery. Mental skills and attributes (process), including: systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve.		Topic 2 Techniques and performing skills As a dancer you are expected to perform in different style, to different types of music and with different people. Contemporary dance (Graham Technique) Martha graham formed her ideas in the USA as a new way of moving in comparison with classical ballet. The spine is used differently, and the hand and feet shapes are more angular and strong. It includes work on the floor, with contraction, release and spiral actions, which are not part of a normal ballet class. The 4 pillars principle of the Graham technique are: contraction and release, opposition, shift of weight and spirals. Contraction and release (2 main feature of contemporary dance) The contraction and release of muscles and of the breath cycle "fall and recovery." Falling recovery is a body technique that is done by falling and then waking up Martha Graham, (born May 11, 1894, Allegheny county, Pennsylvania, U.S.—died April 1, 1991, New York, New York), influential American dancer, teacher, and choreographer of modern dance whose ballets and other works were intended to "reveal the inner man." Graham took a psychoanalytical (a method of analysing and treating emotional disorders that involves treatment sessions during which the patient is encouraged to talk freely about personal experiences and especially about early childhood and dreams) viewpoint on dance. She believed that the purpose of dance is to illuminate the life and struggles of the human experience, paying particular attention to humans' inner nature.		Topic 2 Techniques and performing skills. Features of street dance. Street dance is a type of dance genre that came to being outside the traditional dance studio. Street dance is often performed in open and outdoor spaces such as streets, dance parties and parks. Street dance includes simple stepping patterns, floor work and acrobatics. It has contrasting dynamics—both fluid and staccato—and a sense of risk and excitement. Focus and timing are important. Body parts move in isolation as dancers perform locks, pops and stops, windmills, freezes and handstands. Key features: Strong and powerful Rhythmic Fluid and staccato Direct and flexible Top rocks Quick small steps Robotic gestures Ripples and rolls Freeze's Locks and pops	

YEAR 9 DANCE

Week Six		Week Seven		Week Eight		Week Nine		Week Ten	
Topic 3 Dynamics Dynamics are the qualities of our actions-‘how’ we do them How we move We all have the ability to be energetic or unenergetic. We choose whether we want to use our energy . For instance, if you are late for school and your bus is approaching you can choose to either be energetic and run as fast as you can to catch it, or not bother, staying calm and moving slowly as the bus drives by. Dynamics vocabulary A. Accented, allegro, angry B. Begrudging, bold, bouncy C. Calm, careful , crafty, crude, cute D. Delicate, determined E. Easy, elegant, energetic, expansive F. Fast, featherlike, firm, floating, flowing, fluid, forceful, free. G. Gentle, gliding, gradual. H. Happy, hasty, heavy, hesitant I. Idle, immediate, impish J. Jerky K. Languid, lazy, lente, light, limping, lingering, liquid, loud. .		Topic 3 Dynamics We choose how we dance each action and the ‘dynamics’ we will use. There are many choices. Ordinary actions can be done slowly, quickly, gently, powerfully, jerkily, smoothly, suddenly, sharply, fluidly or directly. In dance, the dynamic qualities used by dancers give movements their significance, importance or meaning. A sharp, rhythmic walk has a different impact from slow, careful , loitering walk. The action of walking is the same, but how it is performed gives character and meaning. Dynamics vocabulary (continued) M. Methodical, mild N. Naughty, neat, noisy O. Overt P. Passionate, powerful, precise Q. Quick, quiet R. Racing, rhythmical, rough S. Sad, sensual, sharp, shy, slow, smooth, solid, staccato, strong, sudden, sullen T. Tender U. Untidy, urgent V. Vibrant, violent Weighty, wild		Topic 4 Action Vocabulary A. Arabesque, attitude B. Balance, bend, bob, bounce, brake C. Carry, cartwheel, circle, clap, clench, click, close, coil, collapse, connect, contract, count, cower, crawl, creep, cross, crumple, curl, curve D. Dangle, dart, develop, dig, dip, dive, divide, drag, drift, droop, drop E. Elevate, elongate, enlarge, enter, exit, explode, explore, extend F. Fall, flex, flip, float, fly, fold, follow, freeze G. Gallop, gather, gesture, glide, grab, grip, grow H. Hang, hesitate, hide, hold, hop, hover, hurdle, hustle I. Indicate, invert J. Jab, jerk, jete, join, jump K. Kick , kneel, knock L. Land, lean, leap, lengthen, lie, lift, idlop, look, lower, lunge M. Meander, melt, mime, mix up, mould, move N. Nod, notice O. Open P. Pad, pause, pelt, perch, perform, pierce, pirouette, pivot, place, play, plod, point, pop, pose, pounce, prance, pull, punch, push Q. Quiver R. Raise , reach, releve, return , ripple, rise, roll, rotate, run S. Scatter, settle, shake, shimmy, shoot, shoulder stand, shrink, shrivel, shuffle, sink, sit, skim, skip, slide, slither, snake, soar, spin, spiral, spring, squeak, squiggle, squirm, stalk, stamp, stand, step, stretch stroke, support, surround, suspend, sway, swerve, swing, swirl swoop T. Tangle, tap, tilt, toss, tramp, travel, turn, twirl, twist U. Under, undo unfold, unwind, up V. Veer, vibrate W. Wait walk, watch, wave, whip, whirl, wind, wrap, wriggle X. Zoom		Movement Vocabulary Pathways: patterns created in the air or on the floor by the body or body parts as a dancer moves in and through space. a personal movement vocabulary: an individual's patterns of movement, which can be identified and extended through improvisation. The seven movements in dancing. These are plier (to bend), etendre (to stretch), relever (to rise), sauter (to jump), tourner (to turn), glisser (to glide), and elancer (to dart). Movements in dance: Examples include bending, pushing or pulling, rising or sinking, shaking, stretching, swinging, swaying, twisting, and turning. The building blocks, or elements, of dance are space, time, and force. How to describe movement in dance. Movement patterns: Patterns which consist of distinctive sequences; the way movement is structured to create a specific dance or demonstrate a specific effect; movement patterns oftentimes are repetitive. Physical skills in dance. Aspects enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation. Technical skills, including: action content (e.g. travel), turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight) dynamic content (e.g. : fast/slow , sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)		You as a dancer Expressive Skills: Projection, Focus, spatial awareness, facial expression, phrasing For Duet/Trio performance only: Musicality, sensitivity to other dancers. Communication of choreographic intent. As well as strength and mobility, a good dancer must also possess great coordination (the ability to work different parts of the body together), a highly developed kinaesthetic awareness (in order to know and control the position and state of the body), control over weight and balance in motion, a developed awareness of ... Choreographers Choreographers put together moves in a sequence to create new dances or interpretations of existing dances. They Choose the music that will accompany a dance routine. Audition dancers for a role in a show or within a dance company. Assist with costume design, lighting, and other artistic aspects of a show. Teach complex dance movements. Study new and emerging types of dance to design more creative dance routines. Help with the administrative duties of a dance company, such as budgeting. Choreographers create original dances and develop new interpretations of existing dances. They work in dance schools, theatres, dance companies, and movie studios. During rehearsals, they typically demonstrate dance moves, to instruct dancers in the proper technique. Many choreographers also perform the dance routines they create. Some choreographers work with performers who are not trained dancers. For example, the complex martial arts scenes performed by actors in movies.	

Year Nine DRAMA FOUNDATION COURSE – Term One



Week 1 and 2

1. Skills Workshops: after each lesson you are to write up the work achieved in that session. Use the scaffolding in your logbook. You must Analyse, Evaluate and Reflect. Do this for every session whether it is a workshop for skills or creating performance.

2. Learn the spelling and meaning of these Tier 3 words.

What is Drama? Drama is the exploration of stories, characters, ideas and emotions through performance. It helps develop creativity, communication, confidence and teamwork.

Vocal Skills

Accent	A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.
Diction	Speaking clearly, being sure to pronounce all the consonants of each word so that you can be understood.
Pace	How quickly or slowly you speak.
Pause	A temporary stop when you are speaking.
Pitch	How high or low your voice is when you are speaking.
Projection	Exaggerating your voice in order to "send" it to an audience.
Tone	This is how you communicate emotion and atmosphere when you speak.
Volume	How loud or quiet your voice is when you are speaking.

Week 3 and 4

1. Skills Workshops: after each lesson you are to write up the work achieved in that session.

Use the sheet 'How to write a Quality drama Log'
You must Analyse, Evaluate and Reflect.

2. Learn the spelling and meaning of these Tier 3 words.

Elements of Drama

Costume	The clothing that characters wear
Lighting	The use of lights to create a particular atmosphere.
Props	Items used within a performance.
Set	Backdrops and furniture used within the performance.
Sound	Adding music or sound effects to create an effect.
Timing	Judgement of when something should be done.

Relationships with other characters and audience

Eye focus/contact	Looking in a particular direction. Look at a specific focal point (on the wall) during a still image.
Levels	Using different heights to show contrast between characters.
Physical contact	Contact and touch between characters.
Proxemics	Distance between characters to show a relationship.

Week 5 and 6

1. Skills Workshops: after each lesson you are to write up the work achieved in that session.

Use the sheet 'How to write a Quality drama Log'
You must Analyse, Evaluate and Reflect.

2. Learn the spelling and meaning of these Tier 3 words.

Drama Techniques

Technique	Purpose
Freeze Frame	Creates a still image to show a moment.
Thought Tracking	Reveals a character's thoughts.
Hot Seating	Questions are asked to a character.
Role on the Wall	Explores a character's personality.
Flashback	Shows an event from the past.
Narration	Helps explain the story.
Split Scene	Two scenes shown at the same time.
Cross-Cutting	Two scenes that run simultaneously but maintaining the 'one-voice' rule through mime and Still Image.
Marking The Moment	Using Silence, Mime or Still Image
Forum Theatre	The audience watch the scene, then give directorial notes & the actors re-run the scene

Week 7 and 8

1. Work on the text – 'The Buzz' After each lesson you are to write up the work achieved in that Session

Use the sheet 'How to write a Quality drama Log' to help you.

You must Analyse, Evaluate and Reflect.
Do this for every session be it a workshop for skills or creating performance.

2. Learn the spelling and meaning of these Tier 3 words.

Physical Skills

Actions	The physical movements made by actors on stage.
Balance	An even distribution of weight enabling the performer to remain stable.
Body language	How you use your body to show something - e.g. standing tall to show pride or confidence
Facial expression	How you use your face to communicate an emotion - e.g. smiling to show happiness
Gestures	How you use your hands and therefore body to communicate- An Action with meaning.
Levels	Using different heights to communicate a message.
Movement	Travelling creatively around the space or moving position.

Week 9 and 10

Learn the spelling and meaning of these Tier 3 words and terms.

Staging -Stage Positions

- Upstage = Furthest from the audience
- Downstage = Closest to the audience
- Stage Left = Actor's left
- Stage Right = Actor's right
- Centre Stage = Middle of the stage

Characterisation. Characterisation is the way an actor creates a believable character.

- Consider:
- Age
- Personality
- Relationships
- Status
- Emotions
- Motivation

Ask yourself:

What does my character want?
How do they feel?
How would they move and speak?

Teamwork Expectations. Successful drama groups:

- Listen to others
- Respect ideas
- Stay focused
- Contribute positively
- Take creative risks
- Support each other

Year 9 English: 'A Christmas Carol'



Week 1: Context & Setting

Key Quotes

- "It was cold, bleak, biting weather"
- "The fog came pouring in at every chink and keyhole, and was so dense without.... The houses opposite were mere phantoms"

Key Ideas

A Christmas Carol is an **allegorical** tale of the **redemption** of Scrooge, the **miserly** and **misanthropic** businessman, with the message that everyone is capable of change and the importance of charity and kindness. Dickens is trying to teach the Victorian readers a moral lesson about the importance of Christian values: charity, love, hope, compassion. Dickens believed that our individual actions could improve society for everybody, especially the poor. Scrooge changes from a **misanthropic** and **avaricious** character in Stave 1 and is redeemed by Stave 5.

Key Vocabulary:

Allegory (n) / Allegorical (adj.): a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Redemption (n), Redeemed (v): the action of saving or being saved from sin, error, or evil.

Miser (n) / Miserly (adj.): the behaviour of a person who hoards wealth and spends as little money as possible.

Misanthrope (n), Misanthropic (adj.): a person who dislikes people and avoids everyone

Avarice (n), Avaricious (adj.): Guilty of avarice - extreme greed for wealth or material gain (one of the seven deadly sins)

Week 2: Stave 1

Key Quotes

- "Hard and sharp as flint"
- "Secret, and self-contained, and solitary as an oyster"
- "A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!"
- "[Fred] "...he was all in a glow; his face was ruddy and handsome; his eyes sparkled" vs. [Scrooge] "The cold within him nipped his pointed nose"
- Scrooge: "If they would rather die they had better do it, and decrease the surplus population."
- Marley's Ghost: "I wear the chain I forged in life."

Key Ideas

Marley represents the danger society is in if it continues down the path of industrialization without limits. His warnings are meant not just for Scrooge, but for the reader themselves.

Key Context

1834 a new Poor Law was introduced to reduce the financial help available to the poor. It ruled that all unemployed people would have to enter a workhouse in order to receive food and shelter. Conditions in workhouses were unpleasant to discourage the poor from relying on society to help them.

Thomas Malthus, an economist, argued that overpopulation would mean that everyone would suffer without the means to produce enough for everyone and it is better to let those who are poorest die. Dickens was ardently against this belief.

Week 3: Stave 2

Key Quotes

- "It was a strange figure... it wore a tunic of purest white... from the crown of its head there sprang a bright clear jet of light"
- Ghost: "A solitary child, neglected by his friends, is left there still". Scrooge said he knew it. And he sobbed."
- Scrooge: "He has the power to render us happy or unhappy"
- Scrooge: "What idol has displaced you?" Belle: "A golden one"

Key Ideas

The journey into Scrooge's past reveals not just what has been lost, but also how easily the transition into avarice can occur.

Ghost of Christmas Past: the

Ghost's appearance is constantly in flux: it changes gender, age, even its body shape, reflecting the vastness of the memories that it reflects. It also symbolises repressed memories, particularly for Scrooge, for whom the pain of seeing his own isolation as a child, the goodness of Fezziwig, and his rejection of his fiancée, Belle, is as fresh as when it first happened. The light which shines from GOCP's head symbolises 'shining a light' on your past and the healing that can happen when you do; furthermore, the cap that is used to extinguish the light is the ability that we all have to ignore the light of a memory.

Week 4: Stave 3

Key Quotes

- "It was his own room... But it had undergone a surprising transformation".
- "There sat a jolly Giant, glorious to see; who bore a glowing torch... And held it up, high up, to shed its light on Scrooge."
- Ghost: "If these shadows remain unaltered by the Future, the child will die." Scrooge: "Say he will be spared"
- Ghost: "If he be like to die, he better do it, and decrease the surplus population."

Key Ideas

Dickens uses setting to hint at the change inside of Scrooge – his house is lighter and warmer than before. The Ghost of Christmas Present introduces us to the true meaning of Christmas – a state of kindness, generosity and lack of fear.

Ghost of Christmas Present: embodies all those who celebrate Christmas and personifies the generosity that can arise from Christmastime. Its attire reflects this. Although it takes Scrooge through a journey to see all who celebrate Christmas, no matter how poor they might be, he also delivers unflinchingly difficult messages, such as when Scrooge asks of the fate of Tiny Tim and he replies with Scrooge's own words: "Are there no workhouses?"

Key Context

Dickens believed that how a society treated children was a test of its true moral worth. In an article in 1846, Dickens wrote about the need for the 'ragged and forlorn' to gain access to public libraries so that they could still be taught to read, particularly children. In 1844, six months after ACC was published, the Factories Act was introduced, decreeing that children could only work nine hours a day, six days a week. Unbelievably, many saw this as a humane reform.

Week 5: Stave 3

Key Quotes

- "it brought two children: wretched, abject, frightful, hideous, miserable."
- Ghost: "This boy is Ignorance. This girl is Want. Beware them both... but most of all beware this boy."
- Fred: "Christmas is... the only time I know of... when men and women... think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys". (from stave 1)

Key Ideas

The end of Stave 3 reveals humanity's greatest threats – Ignorance and Want – personified by their consequences. Ignorance here is seen as a choice to remain unknowing; want as the need of basic necessity and not luxuries.

However, it is Ignorance who Present explicitly warns Scrooge and, by extension, the reader about: the worst sin is ignoring the plight of those who need our help most. Failure to realise this will bring about the end of us all – our 'doom'.

Key Context

Christianity held a strong influence in Victorian Britain, especially amongst the upper classes. A central idea was that **abstinence** – the act of **not** doing something – was enough to be virtuous. Dickens' view on Christianity was different. He believed that to be a good Christian people should seek out opportunities to do good deeds for other people.

Year 9 English: A Christmas Carol

Week 6: Stave 4	Week 7: Stave 5	Week 8: Characters	Week 9: Themes	Week 10: Revision
Key Quotes 1. The Phantom slowly, gravely, silently approached". 2. "unwatched, unwept, uncared for, was the body of this man." 3. [About Caroline and husband]: "Their hearts were lighter." 4. Scrooge: "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present and the Future." Key Ideas Without engaging in conversation, the GOCYTC shows Scrooge what his life looks like leading up to the moment of his death; however, it is within Scrooge's power to change. Ghost of Christmas Yet to Come: the Ghost who terrifies Scrooge most, it personifies the relentless march of time towards a fixed – and unfixed – end. Its appearance reflects the traditional depictions of the Grim Reaper. Earlier in the novella, Fred comments that all people are 'fellow-passengers to the grave', meaning that the one thing that makes everyone equal is the certainty of death.	Key Quotes 1. Scrooge: "I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy." 2. "Scrooge regarded every one with a delighted smile". 3. "... as good a friend, as good a master, as good a man, as the good city knew." Key Ideas Scrooge awakes on Christmas morning, a changed man: from <i>misanthropic</i> to <i>philanthropic</i>. He orders a large turkey to the Cratchits, but goes to lunch with Fred. Narrator: Although the majority is told through a third-person perspective, which usually means that the narrator has limited omniscience and instead follows the protagonist, instead Dickens choose an intrusive narrator, one whose perspective and opinion is often interjected into the telling of the story. The narrator can be discussed like any other character, particularly as they often use a casual, conversational and sometimes humorous tone to make a serious political point which Dickens wanted to share with his reading without preaching to them. Key Vocabulary: Misanthropic: having or showing a dislike of other people; unsociable. Philanthropic: seeking to promote the welfare of others; generous and benevolent.	Tiny Tim: Tiny Tim has become a symbol of the whole message of ACC. Disabled for unknown reasons (yet at a time when young children were often injured in the work), he accepts his disability bravely with his father commenting on his uncommon virtue: "As good as gold... and more". It is his fate which, arguably, has the greatest impact on Scrooge: he has "an interest he had never felt before" in another human being. Knowledge that Tim will die is enough to make Scrooge – a proud, cold man at the start of the novella – beg and plead with the Ghost for him to be spared. Fezziwig: the utter joy and jubilation at the Fezziwig Christmas party is one of the best examples of Dickens' hyperbolic writing; the description of the party is exhausting to read and yet shows the life and vivacity which celebrating Christmas can bring. Scrooge recognises at this moment, too, the important role that Fezziwig, as an employer, had in improving the lives of his employees – another of Dickens' messages to his readers. Belle: as with Fred, Belle symbolises the love and human connection which Scrooge deliberately rejects. Belle recognises that the love he once had for her is now solely directed towards a golden 'Idol', i.e. money. It isn't until Scrooge sees Belle's daughter that he truly realises what he sacrificed: his eyes 'grew dim', presumably with tears, when he looks upon the family that he might have had.	Supernatural: the ghost story was a genre that was invented by the Victorians and Dickens played a significant role in its creation. Compassion & Forgiveness: Scrooge's ability for compassion and willingness of others to forgive his past actions bring about better lives for all – a message Dickens wanted us to share throughout society. Isolation: The state of being on one's own, either mentally, physically, emotionally or all three. Family: Scrooge's rejection of family is juxtaposed by the richness of the Cratchit's relationships. The theme of family allows Dickens to explore what wealth really means. Time: Dickens uses the ghosts to explore the pressing need to change – Scrooge, and therefore society, only have a limited window to bring about change before lives are altered forever. Transformation, redemption: The main plot is one of redemption (the act of making up for one's past sins). Dickens' key message is that we can all change for the better.	Revise this cycle to prepare for your assessment. 1. Learn key quotes and be ready to analyse them. WHAT? A01: IDENTIFY& INTERPRET Answer the question Select relevant evidence Infer and interpret meaning HOW? A02: ANALYSE Analyse language and structure Explore how meanings are created Use subject terminology WHY? A03: THEMES, CONTEXTS & WRITERS' INTENTIONS Explain writers' viewpoints and intentions Explore how themes and ideas are presented Understand the context in which the text was written* (if relevant) 2. Practise your premise statements for each character.

Sparx Reader

You are logging into:
St Luke's Church of England School

[Switch school](#)

Log in as a student or teacher

 Log in to Sparx using Google

or

Log in using your google sign-in or the same username and password as your Maths and Science

Visit our website for a series of brief videos that explain how and why Sparx Reader works in the way that it does.

This QR code will take you to the parent video page.



<https://sparxreader.com/parents/>

How to be successful:

- ✓ Read slowly and carefully and then answer questions on what you have read
- ✓ Earn SRP (Sparx Reader Points) for correct answers
- ✓ To complete your homework you need to earn 300SRP
- ✓ This should take you approximately 30 minutes
- ✓ If you rush and get questions wrong you will earn fewer SRP and it may take longer as you have to re-read
- ✓ In year 9 and 10 you may re-read your literature texts to support your revision

* What is Sparx Reader?

Your child will be completing weekly reading homework using Sparx Reader.

Sparx Reader is designed to help every student do meaningful, independent reading every week, which is vital for building reading stamina, improving literacy skills, and promoting perseverance.

It's really important that young people are able to practise careful, silent reading for a decent amount of time, without distraction.

Sparx Reader reassures teachers and parents that focused reading is happening, and that readers of all abilities feel successful and motivated.

www.sparxreader.com Sparx Reader © Sparx Limited

Due Tuesday 8am

Year 9 French

Week 1: Ma famille			Week 2: Revising names and ages		Week 3: Describing character		Week 4: Getting along		Week 5:	
Dans ma famille il y a	In my family there is	Je m'appelle	I am called	Je suis	I am	Je m'entends bien avec	I get on well with	Être	To be	
La famille	Family	Mon frère s'appelle	My brother is called	Tu es	You are	Je m'entends mal avec	I get on badly with	Je suis	I am	
La famille d'accueil	Foster family	Mes parents s'appellent	My parents are called	Il/elle est	He/she is	Je ne m'entends pas bien avec	I don't get on well with	Tu es	You are	
Mon (beau-) père	My (step) father	Comment elle s'appelle ta soeur?	What is your sister called?	Méchant/e	Mean/naughty	Je me dispute avec	I argue with	Il/ elle est On est	s/he is We are	
Mon grand-père	My grandfather	Quel âge a-t-elle?	How old is she?	Sympa	Nice/ kind	On se dispute	We argue	Nous sommes	We are	
Mon (demi-) frère	My (step) brother	J'ai ans	I am ... years old	Marrant/e	Fun	Tu t'entends bien avec...?	Do you get on well with...?	Vous êtes	You all are	
Le fils	Son	Il/ elle a ans	s/he is ... years old	Têtu/e	Stubborn	Parce qu'ils son très sévères	Because they are very strict	Ils/ ells sont	They are	
La fille	Daughter	Ils/ ells ont ... ans	They are ... years old	Timide	Shy	Parce qu'il/elle est très aimable/ généreux/use/ sympa	Because s/he is very friendly/ generous/ nice	Avoir	To have (also used with age in French)	
Ma (belle-) mère	My (step) mother	Mes grandparents ont ans	My grandparents are ... years old	Généreux/ généreuse	Generous	Parce qu'il/elle est trop énervant/e/ bavard/e/ désordonné/e	Because s/he is too annoying/ talkative/ messy	J'ai	I have	
Ma grand-mère	My grandmother	Ma soeur a ... ans	My sister is ... years old	Sportif /sportive	Sporty	À l'avenir je voudrais me marier	In the future I would like to get married	Tu as	You have	
Ma (demi-) soeur	My (step) sister	Ma tante a ... ans	My aunt is ... years old	Très	Very	Se marier	To get married	Il/elle a On a	s/he has We have	
Mes parents	My parents			Un peu	A bit	Le mariage	Marriage / wedding	Nous avons	We have	
Mon cousin Ma cousine	My cousin (m) My cousin (f)			Assez	Quite	Je ne veux pas me marier	I don't want to get married	Vous avez	You all have	
Mon oncle	My uncle			Trop	Too			Ils/ells ont	They have	
Ma tante	My aunt									

Year 9 French

Week 6: Physical appearance		Week 7: Ma maison		Week 8: Les pièces		Week 9: C'est où?	
Je suis	I am	J'habite	I live	Ma maison a Dans ma maison il y a	My house has In my house there is/are	Est près de	Is near to
Il/ elle est	He/ she is	En Angleterre	In England	Quatre pièces	4 rooms	Est loin de	Is far from
Grand(e)	Tall	Dans un appartement	In an apartment	Une chambre	A bedroom	Est a coté de	Is next to
Petit(e)	Short	Dans une maison	In a house	Un salon	A living room	Est en face	Is opposite
J'ai	I have	J'aime habiter ici	I like living here	Une salle à manger	A dining room	Est devant	Is in front of
Il/ elle a	He/ she has	Je n'aime pas habiter ici	I don't like living here	Une cuisine	A kitchen	Est entre	Is between
Les cheveux noirs	Black hair	C'est tranquille/ grand/ confortable/ trop petit	It's peaceful/ big/ comfortable/ le/ too small	Une salle de bains	A bathroom	Est derrière	Is behind
Les cheveux blonds	Blonde hair	Il n'y a pas de space	There is no space	Un bureau	An office	Est à la périphérie	Is on the outskirts
Les cheveux roux	Red hair	Moderne	Modern	Un garage	A garage	Une ville	A town/ city
Les cheveux gris	Grey hair	Vieux/ vieille	Old	Un jardin	A garden	Un village	A village
Les cheveux bruns	Brown hair	Petit/e	Small	Un escalier	A staircase	Ma zone	My area
Les cheveux courts/ longs/ mi-longs	Short/long/medium-length hair	Grand/e	Big	Une piscine	A pool		
Les cheveux bouclés/ raides	Curly/ straight hair	Beau/ belle	Pretty	En bas	Downstairs		
Les yeux bleus/ verts/ marrons/ gris	Blue/ green/ brown/ grey eyes	Moche	Ugly	À l'étage	Upstairs		
Il/ elle porte des lunettes	He/she wears glasses	Confortable	Comfortable	Dehors	Outside		
		Inconfortable	Uncomfortable				

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.



YEAR 9 CYCLE 1 GEOGRAPHY – Superpowers Knowledge Organiser

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Superpower: A state or organisation that can extend a dominant influence globally (e.g., the USA) Globalisation: The increasing links between countries around the world as a result of the movement of goods, services and money. Economy: The wealth/resources of a country in terms of the goods that are produced and consumed there. Trade: The activity of buying, selling or exchanging goods and services between people, business or countries. Soft power: Power through favour or persuasion (e.g. film, food) Transnational corporation (TNC): A business that is found in more than one country eg McDonalds.	Features of a superpower Physical size & location: Larger countries have more resources and influence. However, more bordering countries can create more tensions e.g. Russia Economic power & influence: Top 10 largest economies earn 65% of the global GDP (wealth). Attract investments and creates global hubs e.g. London. Dollar and Euro are powerful currencies. Political: Political groups such as the G7 and United Nations Security Council have lots of power. Cultural influence: TNCs such as Coca-Cola, MacDonalds, Disney and Sony influence people's lifestyles around the world.	Features of a superpower(2) Population: Large population can create a sufficient labour force. China and India have large populations for cheap labour. Can also lead to large markets (people to buy products) Military strength: Historical influence on determining power. China has largest military followed by USA. 37% of all military spending by USA. Natural resources: Oil, gas and coal for energy and metals like iron ore for the steel industry are essential to development. Does not guarantee development though; some countries are unable to access them.	Emerging powers – BRICs Emerging power: A state or organisation that is growing significantly in power and beginning to extend a more global influence BRICs: Brazil, Russia, India, China Brazil has huge natural resources; but is infamous for deforestation in the rainforest as well as pollution. Russia is the ninth largest global economy, but it is very dependent on oil and gas exports which are vulnerable to global price changes. India has the largest population but a weak military and economy. China has emerged as the dominant BRIC country. It is poised to challenge USA as the world's most powerful country.	Emerging powers – MINTs MINTs: Mexico, Indonesia, Nigeria, Turkey Mexico is next door to the greatest superpower, the USA, as well as South America. Estimated GDP of \$6.95 trillion by 2050. History of corruption in the government but becoming more democratic. Indonesia has the largest population of the MINT countries – Good connections with China but is prone to earthquakes and tsunamis. Nigeria is Africa's most powerful country with lots of young workers but has a big problem with poverty. Turkey is situated in both the West and the East. Youthful population with good education levels.
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Globalisation and Superpowers are BAD for the Environment Huge shipping containers burn fossil fuels to deliver our fast fashion from China and Bangladesh. Kazakhstan affected by cotton production – in the 1960s, the Aral Sea covered 68000 sq km. It was one of the largest inland seas with a thriving fishing and tourist industry. It has now all but gone. One of the rivers that fed the Aral Sea – Amu Darya – was diverted to cotton-production farms. On the banks of the Citarum River there are over 400 factories. Tests of the river water found toxic levels of mercury, cadmium, lead and arsenic.	South China Sea: Superpower Conflicts China, Vietnam, Philippines, Taiwan, Malaysia and Brunei all have claims to the South China Sea and the resources (oil and fish) there. China believes that it owns the largest portion of the territory – the sea within the 'Nine-dash-line' China has been building islands with military bases in the Sea, creating more 3,200 acres of new land. China threatens any other country that tries to enter the area. The USA, who has allies with some of the countries above, relies on the shipping route through the Sea for trade. The USA sent military ships and planes to monitor the region.	Role of China in Africa Colonialism: The gaining of political control over a territory by another country e.g. British Empire. Neo-colonialism: The use of economic, political and cultural power to influence other countries (e.g. China's interest in the African continent). Chinese officials say they are playing a constructive role in helping countries in Africa to develop. China issued over \$84 billion in loans to finance thousands of infrastructure (roads, water pipes, electricity wires) projects in Africa. President Xi Jinping stresses that their investment in Africa comes with no strings attached.	China in Laos Laos is a landlocked country of 6.8 million people in SE Asia. China has invested in transportation infrastructure, hydropower dams, schools and military hospitals, indicating growing ties with Laos. Laos has the Mekong River running through it, making hydropower a big industry. It has underdeveloped resources including minerals and rubber. Boosting connectivity via roadways and high-speed passenger and freight railways will help China to distribute its goods. The China-Laos railways is an example of one of China's Belt and Road Initiatives.	India's Space Race Criticised for spending money on a space project when nearly 25% of its population live below the poverty line. India's space programme costs roughly \$1 billion a year. Satellites improve data on monsoons rains and weather patterns, helping farmers get a better idea of when to plant crops. India is reducing poverty quickly, with 44 people lifted from poverty every minute. 40% of children are malnourished and half the population have no toilets. The sector would employ highly-skilled workers from the country's universities.

Year 9 Health and Social Care – Component 1



Week 1		Week 2		Week 3		Week 4		Week 5	
LIFESTAGES INFANCY 0-2 YEARS Still dependent on parents but growing quickly and developing physical skills		HUMAN DEVELOPMENT PIES (anagram) PHYSICAL: Changes that happen to the human body through each life stage INTELLECTUAL: Changes in the brain and acquiring new thinking and reasoning skills EMOTIONAL: Understanding & managing our feelings SOCIAL: The ability to interact with others in society and build relationships		PHYSICAL DEVELOPMENT EARLY CHILDHOOD 3-8 years PHYSICAL: Ability to do a range of activities unaided At this stage, children continue to make great progress in their physical skills. By the age of 5, children will have developed the physical skills needed for everyday activities e.g. dressing, washing, using a knife and fork. By the age of 8, children will have good control, coordination and balance which helps them to take part in sports.		PHYSICAL DEVELOPMENT EARLY ADULTHOOD 9-18 years PHYSICAL: People reach physical peak Women are at their most fertile.		INTELLECTUAL DEVELOPMENT Infancy Can remember routines and show excitement. They learn by watching and remembering what things can do e.g. pressing a button on a toy to make it move	
EARLY CHILDHOOD 3-8 YEARS Becoming increasingly independent, improving thought processes and learning how to develop friendships		PHYSICAL DEVELOPMENT INFANCY 0-2 years PHYSICAL: Able to develop gross and fine motor skills GROSS MOTOR SKILLS (Controlling large muscles) Crawling, walking, jumping, running, riding a bike, climbing stairs, kicking a ball		PHYSICAL DEVELOPMENT EARLY CHILDHOOD 3-8 years PHYSICAL: Ability to do a range of activities unaided At this stage, children continue to make great progress in their physical skills. By the age of 5, children will have developed the physical skills needed for everyday activities e.g. dressing, washing, using a knife and fork. By the age of 8, children will have good control, coordination and balance which helps them to take part in sports.		PHYSICAL DEVELOPMENT EARLY ADULTHOOD 9-18 years PHYSICAL: People reach physical peak Women are at their most fertile.		INTELLECTUAL DEVELOPMENT Infancy Can remember routines and show excitement. They learn by watching and remembering what things can do e.g. pressing a button on a toy to make it move	
ADOLESCENCE 9-18 YEARS Experiencing puberty, which brings physical and emotional changes		PHYSICAL DEVELOPMENT INFANCY 0-2 years PHYSICAL: Able to develop gross and fine motor skills GROSS MOTOR SKILLS (Controlling large muscles) Crawling, walking, jumping, running, riding a bike, climbing stairs, kicking a ball		PHYSICAL DEVELOPMENT EARLY CHILDHOOD 3-8 years PHYSICAL: Ability to do a range of activities unaided At this stage, children continue to make great progress in their physical skills. By the age of 5, children will have developed the physical skills needed for everyday activities e.g. dressing, washing, using a knife and fork. By the age of 8, children will have good control, coordination and balance which helps them to take part in sports.		PHYSICAL DEVELOPMENT EARLY ADULTHOOD 9-18 years PHYSICAL: People reach physical peak Women are at their most fertile.		INTELLECTUAL DEVELOPMENT Infancy Can remember routines and show excitement. They learn by watching and remembering what things can do e.g. pressing a button on a toy to make it move	
EARLY ADULTHOOD 19-45 YEARS Leaving home, making own choices about a career and may start a family		PHYSICAL DEVELOPMENT INFANCY 0-2 years PHYSICAL: Able to develop gross and fine motor skills GROSS MOTOR SKILLS (Controlling large muscles) Crawling, walking, jumping, running, riding a bike, climbing stairs, kicking a ball		PHYSICAL DEVELOPMENT EARLY CHILDHOOD 3-8 years PHYSICAL: Ability to do a range of activities unaided At this stage, children continue to make great progress in their physical skills. By the age of 5, children will have developed the physical skills needed for everyday activities e.g. dressing, washing, using a knife and fork. By the age of 8, children will have good control, coordination and balance which helps them to take part in sports.		PHYSICAL DEVELOPMENT EARLY ADULTHOOD 9-18 years PHYSICAL: People reach physical peak Women are at their most fertile.		INTELLECTUAL DEVELOPMENT Infancy Can remember routines and show excitement. They learn by watching and remembering what things can do e.g. pressing a button on a toy to make it move	
MIDDLE ADULTHOOD 46-65 YEARS Having more time to travel and take up hobbies as children may be leaving the home; beginning of aging process		PHYSICAL DEVELOPMENT INFANCY 0-2 years PHYSICAL: Able to develop gross and fine motor skills GROSS MOTOR SKILLS (Controlling large muscles) Crawling, walking, jumping, running, riding a bike, climbing stairs, kicking a ball		PHYSICAL DEVELOPMENT EARLY CHILDHOOD 3-8 years PHYSICAL: Ability to do a range of activities unaided At this stage, children continue to make great progress in their physical skills. By the age of 5, children will have developed the physical skills needed for everyday activities e.g. dressing, washing, using a knife and fork. By the age of 8, children will have good control, coordination and balance which helps them to take part in sports.		PHYSICAL DEVELOPMENT EARLY ADULTHOOD 9-18 years PHYSICAL: People reach physical peak Women are at their most fertile.		INTELLECTUAL DEVELOPMENT Infancy Can remember routines and show excitement. They learn by watching and remembering what things can do e.g. pressing a button on a toy to make it move	
LATER ADULTHOOD 65+ YEARS Aging process continues, which may affect memory and mobility		PHYSICAL DEVELOPMENT INFANCY 0-2 years PHYSICAL: Able to develop gross and fine motor skills GROSS MOTOR SKILLS (Controlling large muscles) Crawling, walking, jumping, running, riding a bike, climbing stairs, kicking a ball		PHYSICAL DEVELOPMENT EARLY CHILDHOOD 3-8 years PHYSICAL: Ability to do a range of activities unaided At this stage, children continue to make great progress in their physical skills. By the age of 5, children will have developed the physical skills needed for everyday activities e.g. dressing, washing, using a knife and fork. By the age of 8, children will have good control, coordination and balance which helps them to take part in sports.		PHYSICAL DEVELOPMENT EARLY ADULTHOOD 9-18 years PHYSICAL: People reach physical peak Women are at their most fertile.		INTELLECTUAL DEVELOPMENT Infancy Can remember routines and show excitement. They learn by watching and remembering what things can do e.g. pressing a button on a toy to make it move	
KEY TERMS GROWTH: A change in size or weight & easy to measure DEVELOPMENT: Involves acquiring new skills and capabilities SOCIAL DEVELOPMENT: The ability to interact with others in society & build relationships. It is important that humans can build relationships with others.		PHYSICAL DEVELOPMENT INFANCY 0-2 years PHYSICAL: Able to develop gross and fine motor skills GROSS MOTOR SKILLS (Controlling large muscles) Crawling, walking, jumping, running, riding a bike, climbing stairs, kicking a ball		PHYSICAL DEVELOPMENT EARLY CHILDHOOD 3-8 years PHYSICAL: Ability to do a range of activities unaided At this stage, children continue to make great progress in their physical skills. By the age of 5, children will have developed the physical skills needed for everyday activities e.g. dressing, washing, using a knife and fork. By the age of 8, children will have good control, coordination and balance which helps them to take part in sports.		PHYSICAL DEVELOPMENT EARLY ADULTHOOD 9-18 years PHYSICAL: People reach physical peak Women are at their most fertile.		INTELLECTUAL DEVELOPMENT Infancy Can remember routines and show excitement. They learn by watching and remembering what things can do e.g. pressing a button on a toy to make it move	

Year 9 Health and Social Care – Component 1



Week 6	Week 7	Week 8	Week 9	Week 10
INTELLECTUAL DEVELOPMENT ADOLESCENCE 9-18 years INTELLECTUAL: Abstract thinking & understanding other perspectives This is a time when young people are being challenged and exposed to many new ideas and experiences. Instead of the need for hands-on exploration, adolescents can use abstract thought processes to work out problems. By the end of this life stage young people can think logically and think through quite complex problems and come up with solutions. EARLY ADULTHOOD – 19-45 years INTELLECTUAL: Carry on education, further skills and qualifications By this stage in life, people will have gained a great deal of knowledge. MIDDLE ADULTHOOD – 46-65 years INTELLECTUAL: Variety of jobs and skills learned by this stage LATER ADULTHOOD – 65+ years INTELLECTUAL: Memory may decline. Possibility of dementia DEMENTIA Illness which affects the brain and memory	EMOTIONAL DEVELOPMENT INFANCY 0-2 years EMOTIONAL: Form bonds Infants need consistency in their care if they are to feel safe and emotionally secure. This requires; -being shown love and affection by their carers -having routines so they know what will happen next -provision of sufficient food, warmth and shelter Infants form attachments to their parents or main carer. This happens because the infant's needs are fulfilled, making them feel safe and secure -Comfort toys can help infants to feel secure BOND: To form an attachment with parent/carer EARLY CHILDHOOD 3-8 years EMOTIONAL: Learn to handle feelings & develop self-concept By the time children are 3 years old, they can more easily cope with their feelings. They are beginning to develop their self-image. Giving them attention and showing interest in everything they do helps to boost their self-esteem. Key Term Self-esteem = is how good or bad an individual feels about themselves and how much they value their abilities.	EMOTIONAL DEVELOPMENT ADOLESCENCE – 9-18 years EMOTIONAL: Mood swings, insecurities. Attraction to opposite sex. Emotional development can fluctuate throughout life, particularly in adolescence when young people are coming to terms with their identity. Independence - In adolescence, we are still dependent on parents/carers but enjoying more independence and freedom to make own decisions SELF – IMAGE The mental picture we have of ourselves. Some people see themselves in a positive light, some in a negative light. SELF – ESTEEM Is how much you like, accept and respect yourself. EARLY ADULTHOOD – 19-45 years EMOTIONAL: Intimate relationships, live with partner, have children In adulthood, emotions are influenced by levels of independence and contentment. An individual's security is linked to relationships, job security and income. MIDDLE ADULTHOOD – 46-65 years EMOTIONAL: Feelings & emotions may cause 'mid-life crisis' MIDLIFE CRISIS A dramatic period of self-doubt caused by the passing of youth Able to control own lifestyle and environment LATER ADULTHOOD – 65+ years EMOTIONAL: More time spent with family/grandchildren. They are no longer working & family members have left home so they may feel that they are not needed. This can negatively impact self-esteem.	SOCIAL DEVELOPMENT INFANCY – 0-2 years SOCIAL: Main relationships with parents/carers Socialisation describes how infants learn to connect to others, at first through interactions with parents and then gradually through their play Infants are still very dependent on their relationship with their parents and close family members such as grandparents, brothers and sisters. TYPES OF PLAY SOLITARY PLAY 0-2 YEARS Play alone & use imagination PARALLEL PLAY 2-3 YEARS Play alongside but NOT together SOCIAL PLAY 3-8 YEARS Play together and share toys. EARLY CHILDHOOD 3-8 years SOCIAL: Form friendships, learn how to connect to others By the time children are 3 years of age, they are widening their social circle. If they attend nursery for example, they will; -form relationships with other children and new adults -need to learn how to share and cooperate with others -Cooperative or social play – children develop social skills that help them to share and talk together; they often make up games together.	SOCIAL DEVELOPMENT ADOLESCENCE 9-18 years SOCIAL: Independence & freedom. Social groups, peer pressure. Adolescents are often strongly influenced by their peers, which affects the development of positive friendships. Individuals become more independent and build more informal and formal relationships. Social development is closely linked to emotions which can fluctuate. EARLY ADULTHOOD – 19-45 years Wide social circle, may chose to settle down with children They may have family of their own. Social activities is often centred on the family Formal relationships- between individuals who are not related or do not have friendships e.g. doctors, teachers Informal relationships- are those formed between family members. MIDDLE ADULTHOOD – 46-65 years May retire, more time to travel, 'empty-nest syndrome'. They may expand their social circle through travel, spend more time on hobbies or join new groups. LATER ADULTHOOD – 65+ years Socialise less, retired, more time with family than friends. Social Isolation Social isolation can happen when individuals do not have the opportunity of regular contact with others. This may be because; they live alone, have lost a life partner or are physically or mentally ill People who experience social isolation have no one to share their thoughts and worries with. This may result in them feeling insecure and anxious.

Year 9 History

Week 1

Why do we study History?

At St Luke's we study History in order to become informed about the past, develop the skill of being inquisitive and to become inspired by the past to make a difference to the world today. **Key words in History**

Chronological = in time order

Cause = A reason for an event

Consequence = A result or effect of an event

Significance = Importance

Source = anything that gives us information about the past.

Dictator = A ruler with total power over a country e.g. Hitler or Stalin.

Communism = The idea that all property and wealth should be owned by the community and distributed equally. In the USSR Stalin claimed to be a communist but ruled as a dictator.

Capitalism = The idea that property and wealth should be privately owned.

Propaganda = Information that aims to promote a particular political view and is often misleading.

Week 2

The Beginnings of the Cold War

The Cold War began after World War II ended in 1945. Although the United States and the Soviet Union had been allies during the war, they had very different ideas about how countries should be run. The USA supported democracy and **capitalism**, while the Soviet Union supported **communism**.

In February 1945, leaders met at the **Yalta Conference**. Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin agreed to divide Germany into four occupation zones controlled by the USA, Britain, France, and the Soviet Union. They also agreed that countries freed from Nazi control should be allowed to hold free elections.

By the time of the Potsdam Conference

in July 1945, tensions had grown. The leaders were now Harry S. Truman, Churchill (later replaced by Clement Attlee), and Stalin. They agreed that Germany should be demilitarised, denazified, and made to pay reparations, but they disagreed about how much control the Soviet Union should have in Eastern Europe.

As Stalin set up communist governments across Eastern Europe, the USA became worried that communism was spreading. Growing mistrust, disagreements over Germany, and competition between the two superpowers led to the Cold War, a long period of tension and rivalry that lasted from about 1947 to 1991.

Week 3

The Cold War 1945-1960

The USA and USSR disagreed about how Europe should be rebuilt after World War II. The USA wanted to stop the spread of communism, while the Soviet Union aimed to expand its influence in Eastern Europe.

In 1947, the USA introduced the Truman Doctrine, promising to support countries threatened by communism. In the same year, the USA launched Marshall Aid, providing billions of dollars to help rebuild European economies and reduce support for communism.

In 1948, the Soviet Union began the Berlin Blockade, cutting off road, rail, and canal links to West Berlin. In response, the Western Allies organised the Berlin Airlift, flying in food, fuel, and supplies for nearly a year until the blockade ended.

In 1949, the Soviet Union successfully tested its first atomic bomb, ending the USA's monopoly on nuclear weapons and increasing fears of nuclear war. The same year, Western countries formed North Atlantic Treaty Organization (NATO), a military alliance designed to protect members against attack. In response, the Soviet Union and its allies created the Warsaw Pact in 1955.

By 1960, Europe was divided between communist East and capitalist West, and the Cold War had become a global struggle between the two superpowers.

Week 4

The building of the Berlin Wall

The Berlin Wall was built by the communist government of East Berlin in 1961. The wall separated East Berlin and West Berlin. It was built in order to prevent people from fleeing East Berlin. In many ways it was the perfect symbol of the "Iron Curtain" that separated the democratic western countries and the communist countries of Eastern Europe throughout the Cold War.



The Cuban Missile Crisis

The Cuban Missile Crisis occurred in 1962 when the Soviet Union began to install nuclear missiles in Cuba. The United States discovered this through photographs taken by a U2 spy plane. The USA refused to allow this and, after thirteen tense days and many secret negotiations, the Soviet Union agreed to remove the missiles.

This is perhaps the closest that the United States and the Soviet Union came to nuclear war during the Cold war.

Week 5

The Space Race

The Space Race was a competition between the USA and the Soviet Union during the 1950s and 1960s to achieve major successes in space exploration. It was an important part of the Cold War because both countries wanted to prove that their political and scientific systems were superior.

The Soviet Union took an early lead in 1957 by launching Sputnik 1, the world's first artificial satellite. In 1961, Soviet cosmonaut Yuri Gagarin became the first person to travel into space.

The USA responded by investing heavily in its space programme. In 1958, it created **NASA** to lead space exploration efforts. After years of development, the USA achieved a major victory in 1969 when Neil Armstrong and Buzz Aldrin landed on the Moon during the Apollo 11 Moon Landing.



The Space Race encouraged rapid advances in science and technology and became a powerful symbol of Cold War rivalry.

Week 6 Proxy wars A proxy war is a conflict where two powerful countries support opposite sides in a war instead of fighting each other directly. During the Cold War, the USA and the Soviet Union wanted to avoid a direct war because both had nuclear weapons. Instead, they gave money, weapons, training, or military support to different countries or groups that were fighting. The Vietnam War (1955-1975) The Vietnam War was fought between communist North Vietnam and the government of Southern Vietnam. The North was supported by communist countries such as the People's Republic of China and the Soviet Union. The South was supported by anti-communist countries, primarily the United States. The United States lost the Vietnam War. It lasted for twenty years, something the US never expected when it joined in the fight. Not only did the US lose the war and the country of Vietnam to the communists, the US lost prestige in the eyes of the world. The Korean War (1950-53) The Korean War began in 1950 when communist North Korea invaded South Korea. The United Nations, led mainly by the United States, sent troops to help South Korea, while China supported North Korea. The fighting was intense and caused millions of military and civilian deaths. Neither side achieved a decisive victory, and in 1953 an armistice (ceasefire) was signed. Korea remained divided along the 38th parallel, with North Korea remaining communist and South Korea remaining non-communist. The war increased Cold War tensions and showed that the USA was willing to use military force to stop the spread of communism.	Week 7 The Soviet-Afghan War (1979-1989) The Soviet-Afghan War began in 1979 when the Soviet Union invaded Afghanistan to support the country's communist government. Afghan resistance fighters, known as the Mujahideen, fought against Soviet forces. They received weapons and financial support from the United States and other countries. The war became a major Cold War conflict and lasted for nearly ten years. Facing heavy losses and strong resistance, the Soviet Union withdrew its troops in 1989. The war weakened the Soviet Union and contributed to the end of the Cold War. The End of the Cold War The Cold War began to end in the 1980s when Mikhail Gorbachev became leader of the Soviet Union. He realised that the Soviet economy was struggling and introduced two important policies. Perestroika ("restructuring") aimed to improve the economy by allowing some economic reforms, while Glasnost ("openness") encouraged greater freedom of speech and less government censorship. These changes weakened Soviet control over Eastern Europe. As people gained more freedom, many demanded democratic reforms and an end to communist rule. In 1989, the Fall of the Berlin Wall took place when East Germany opened its border with West Germany. Crowds celebrated as the Berlin Wall was torn down. Over the next two years, communist governments across Eastern Europe collapsed. In 1991, the Soviet Union itself broke apart into separate countries. With the end of Soviet communism and the rivalry between the superpowers, the Cold War officially came to an end.	Week 8 Al Qaeda Al-Qaeda was formed in the late 1980s by Osama bin Laden and other militants after the Soviet-Afghan War. During that war, thousands of foreign volunteers had travelled to Afghanistan to fight against Soviet forces. After the war ended, bin Laden wanted to keep this network of fighters together and created Al-Qaeda, which means "the base" in Arabic. The group believed it should use violence to achieve its political and religious goals. Over time, Al-Qaeda became involved in terrorist attacks against countries it viewed as enemies, especially the United States. It grew into an international terrorist organisation and became one of the most well-known extremist groups in the world. The Gulf War (1990 - 1991) The Gulf War began in August 1990 when Saddam Hussein ordered Iraqi forces to invade and occupy Kuwait. The United Nations condemned the invasion, and a coalition of countries led by the United States was formed to force Iraq to withdraw. In January 1991, the coalition launched a major air campaign followed by a short ground offensive. Iraqi forces were quickly defeated, and Kuwait was liberated. The war ended in February 1991. The conflict demonstrated the military strength of the United States after the Cold War and increased its influence in the Middle East.	Week 9 9/11 – Terrorist Attacks on the Twin Towers On September 11, 2001, members of a terrorist group called Al Qaeda hijacked, or took over, four airplanes in the United States. The terrorists flew two of the planes into the World Trade Center in New York City. The third plane was flown into the Pentagon, near Washington, D.C. The fourth plane crashed in a field in Pennsylvania. The attacks were the deadliest terrorist act up to that time. About 3,000 people were killed.  7/7 – Terrorist Attacks in London The 7 July 2005 London bombings, also referred to as 7/7, were a series of four coordinated suicide attacks carried out by Islamic terrorists in London that targeted commuters travelling on the city's public transport system during the morning rush hour. Three terrorists separately detonated three homemade bombs in quick succession aboard London Underground trains across the city and, later, a fourth terrorist detonated another bomb on a double-decker bus in Tavistock Square. Apart from the bombers, 52 UK residents of 18 different nationalities were killed and more than 700 were injured in the attacks.	Week 10 Conflict and tension in Afghanistan since 2001 The United States invasion of Afghanistan began in October 2001, shortly after the September 11 attacks. The United States and its allies launched military action against the Taliban government because it was sheltering Al-Qaeda and its leader, Osama bin Laden. The Taliban were quickly removed from power, but fighting continued for many years. Bin Laden was eventually discovered and killed by US special forces in Pakistan in 2011. The conflict became a long war involving efforts to prevent terrorism and support a new Afghan government. Conflict and tension in Iraq since 2003 The Iraq War began in March 2003 when a coalition led by the United States and the United Kingdom invaded Iraq. The governments of United States and United Kingdom claimed that Iraqi leader Saddam Hussein possessed weapons of mass destruction and posed a threat to international security. Iraqi forces were quickly defeated, and Saddam Hussein was removed from power. However, no stockpiles of these weapons were found. After the invasion, Iraq experienced years of violence, political instability, and conflict between different groups. The war had major consequences for Iraq and the wider Middle East.
---	---	--	---	---



Year 9 Hospitality and Catering



Unit 1

Week 1

UNIT 1 LO4- Food related

causes of ill health

There are 4 main causes of food related ill health:

Allergies, Bacteria, Chemical, Intolerances.

Allergies- a serious and possibly life threatening reaction to certain foods or ingredients in foods.

Bacteria- microscopic single cell living

organism, some of which cause food poisoning. Some are good Bacteria.

Chemicals- a substance (natural or manufactured) that can contaminate

food and cause damage to our bodies e.g. bleach, detergent, pesticides and fertilisers.

Intolerances- a long term condition where certain foods cause a person to be unwell with a range of symptoms, usually not life threatening.

Allergies

An allergic reaction can happen within a few seconds-hours, it can be mild or severe.

A severe allergic reaction is called **anaphylaxis or anaphylactic shock**, the body's immune system reacts to the food allergen.

Visible symptoms: breathing difficulties, swollen lips/eyelids, red skin, raised rash, vomiting.

Non-visible symptoms: throat/mouth swells (can't swallow or breathe), nausea, abdominal pain, collapse/unconscious.

Anaphylactic shock treatment: Keep calm, call ambulance, calmly reassure, use **Epipen** if they have one (medical device to administer adrenaline to help control symptoms).

Common Food allergens: cereals (gluten), crustaceans, dairy products, eggs, fish, fruit and veg, lupin, molluscs, tree nuts, peanuts, sesame seeds, soya, wheat. Must be labelled in bold by law.

Week 2

Coeliac disease -immune system attacks tissues when you eat gluten. Damages your small intestine so you are unable to take in nutrients. Causes vomiting, diarrhoea, stomach pain/bloating. Long term issues include osteoporosis, iron deficiency (anaemia), vitamin B12 and folate deficiency, bowel cancer.

Intolerances:

Gluten- can't digest gluten. Avoid wheat, Barley and Rye, causes stomach cramps and bloating. Found in Flours, Pasta, Bread, Cereal, Certain alcoholic drinks.

Lactose- cant digest lactose. Avoid dairy products, causes stomach cramps and bloating. Found in Milk, Milk powder, Cheese, Butter, Margarine, Yogurt, Cream, Ice cream

Aspartame- low calorie sweetener, causes Breathlessness, elevated blood pressure and skipped/racing heartbeat, upset stomach, diarrhoea, abdominal pain and painful swallowing. Found in sugar free products.

Monosodium Glutamate (MSG) - flavour enhancer added to Chinese food, canned vegetables, soups, snacks and processed meats, causes weakness, flushing, dizziness, headache, numbness, muscle tightness, difficulty breathing, and even the loss of consciousness.

Bacteria

These are microscopic organisms (GERMS). Found on/in people, on food, in water, soil and air. Some are good for us, and some are bad! Bacteria needs warmth, moisture, food and time to grow.

DANGER ZONE 5°C to 63°C – Bacteria grow fast, never leave food out for more than two hours. Always cover.

Week 3

63°C to 100°C – MOST bacteria will be killed. Hot food keep at 63°C or above.

Below 5°C slows/stops germs' growth and keeps food safe for longer.

Cross contamination- How bacteria spreads from one place onto some food

Chemicals

Some chemical make people ill quickly others build up in the body over time and can cause cancer, liver/kidney disease.

To avoid Chemical Contamination- Food handlers must avoid putting too much of a food additives into food e.g. preservatives, colours. Use caution with cleaning products. Store chemicals safely, farmers to reduce pesticides and fertilisers. Don't use old pans with flaking surface. Caution with raw kidney beans, mouldy nuts/cereals, rhubarb leaves and wild mushrooms as all contain toxins.

Food poisoning Bacteria:

Campylobacter the most common food poisoning UK.

Found in- Raw or undercooked meat, particularly raw poultry, unpasteurised milk, untreated water, mushrooms and shellfish (only occasionally). **Campylobacter** Symptoms- Nausea, Diarrhoea (can be bloody), Vomiting, Abdominal pain, High fever

Avoided by: Cook meat, especially poultry, thoroughly, prevent **cross-contamination**, Don't wash raw chicken, Wash pre-packed salads

Week 4

Salmonella found in the intestinal tract. Transferred from animal to human/human to human.

Found in- Raw or undercooked poultry or meat, eggs, unwashed fruit and vegetables, unpasteurised milk

Symptoms- Diarrhoea, fever, abdominal pain, vomiting.

Avoided by- Thoroughly cooking meat, poultry and eggs, wash hands after touching raw meat or egg shells and after the toilet, wash all fruit and vegetables, avoid **cross-contamination** (keep any uncooked meat away from cooked food).

Listeria can cause miscarriage in pregnant women also dangerous for people with impaired immune systems.

Found in- polluted water, Unpasteurised milk/ products, soft cheeses, ready-to-eat foods, unwashed fruit & vegetables.

Symptoms- like flu, fever, aches and pains, nausea or vomiting, diarrhoea. Can spread to nervous system and cause convulsions (fits). In rare cases, can lead to septicaemia (blood poisoning) or meningitis.

Avoided by- Avoid **cross-contamination**, reheat ready-to-eat foods all the way through (74°C), use pasteurised milk and cheeses, wash raw vegetables, store raw meat correctly (on the bottom shelf of the fridge, covered).

Clostridium Perfringens are one of the most common causes of foodborne illness (**food poisoning**).

Found in: human and animal intestines, raw meat and poultry, casseroles, gravies.

Symptoms- Nausea, abdominal pain, diarrhoea, **can be fatal**

Avoided by-Preventing cross-contamination, wash vegetables and hands, properly cook all meat.

Week 5

E. Coli- lives in the intestines of people and animals.

Found in- Raw or undercooked meat/poultry especially mince, raw seafood products, unpasteurised milk or products made from it (e.g. cheese), Contaminated water.

Symptoms- Diarrhoea (can be bloody), vomiting, abdominal pain, fever, kidney failure

Avoided by-Prevent **cross-contamination**, thoroughly cook all meat and meat products, wash hands after touching any animals/pets, drink pasteurised milk and treated water.

Bacillus Cereus- Forms spores and is resistant to heat.

Found in reheated rice dishes.

Symptoms- After 1-5hrs-vomiting, after 8-18hrs diarrhoea and abdominal pain. lasts 24 hours.

Avoided by- Wash fruit and veg, wash hands, ensure that foods are cooked thoroughly and cooled rapidly, reheat once to at least 74°C.

Staphylococcus aureus- spread by coughing or sneezing. Some humans carry this bacterium in the nose, in the back of the throat and on the skin.

Found in- Human nose and mouth. Ready-to-eat foods that are hand-made (e.g. sandwiches), cooked meats, unpasteurised milk and related products.

Symptoms- Vomiting/nausea, abdominal pain, diarrhoea

Avoided by- High standards of personal hygiene (hands are the main carrier of bacteria), wash hands thoroughly before preparing food and after sneezing or coughing, when preparing food, keep any cuts covered with a blue plaster



Year 9 Hospitality and Catering



Unit 2

Week 6

UNIT 2: Nutrition

Macro nutrients- the nutrients we need in **larger** quantities: Fat, protein and carbohydrate.

Protein- needed for growth and repair of body and also cell maintenance. **High biological Value** (HBV) proteins contains all the essential amino acids: Meat, fish, poultry, eggs, soya beans, cheese, yogurt, Quorn, tofu. **Low Biological Value** (LBV) proteins are missing one or more of the essential amino acids: Beans, peas, nuts, lentils, pulses, cereals.

Recipe suggestions high in Protein:
Chicken and chickpea curry with lentil dhal, Fish pie with minted greens, Cottage pie with mixed bean salad.

Carbohydrates- Our main source of energy to move, produce heat, digest food and use our brain.

Starchy (complex carbohydrates)

provide slow release energy – (wholegrain provide slower release carbohydrates) found in cereal grains such as rice, wheat, oats, bread, rice, potatoes/sweet potatoes and vegetables (carrots, beets, corn). **Sugary (simple carbohydrates)** provide quick release energy, found in milk and dairy, honey, fruits, some vegetables (peppers, tomatoes etc.), milk and confectionary.
Recipe suggestions high in Carbohydrates Spinach and ricotta cannelloni with garlic bread, Roasted butternut squash ravioli with garlic flatbread. Minced beef lasagne with crusty rolls.

Week 7

Fat- is used for energy. Provides warmth when stored under the skin. Also protects bones from damage and is a dietary carrier of fat soluble vitamins A, D, E & K.

Two types of fats: Unsaturated and saturated. **Saturated Fats** are solid at room temperature. Mainly from animal sources e.g. butter, lard, suet, vegetable block, meat fat and ghee. These causes high blood cholesterol. **Unsaturated fats** are liquid at room temperature and are mainly from plant sources, these can lower blood cholesterol e.g. olive, rapeseed, sunflower, corn, oily fish, avocado, pears, nuts, seeds and some vegetable fat spreads.

Recipe suggestions low in Fats
Quorn Paella with Caesar salad and homemade dressing, Thai green curry and rice, baked spicy bean burger served with baked sweet potatoes and salsa.

Micro nutrients- we need these in smaller quantities; vitamins and minerals.

Fat soluble Vitamins:

Vitamin A- Needed for structure and functioning of the skin and mucous membranes. Cell differentiation (growth and development of the body). **Helps with vision in dim light** and colour vision. Keeping the immune system healthy. Antioxidant- helps prevent CHD & cancer.

Found in dairy products, dark green veg, orange coloured fruit and veg, fish oils and liver.

Week 8

Vitamin D- Needed for the **absorption of calcium** and phosphorus from foods. Healing broken bones. Developing and maintaining healthy bones and teeth. Preventing bone diseases such as rickets and osteoporosis.

Found in fish oils, dairy products, sun light absorption, often added to cereals and margarine.

Vitamin E- Antioxidant- helps prevent Coronary Heart Disease & cancer.

Found in soya beans, corn oil, olive oil, nuts, seeds, whole wheat, veg fat spreads.

Vitamin K- Helps the blood clot after an injury.

Found in green leafy veg, liver, cheese, green tea.

Water Soluble vitamins:

Vitamin B1 Thiamine- Releases energy from carbs. Helps the nervous system and heart.

Found in meat (pork) milk, cheese, eggs, veg, fruit, wholemeal bread, Breakfast cereals, flour.

Vitamin B2 Riboflavin- Releases energy from carbs, fats and proteins. Maintains healthy skin, eyes, nerves & mucous membranes.

Found in milk, eggs, breakfast cereals, rice, mushrooms.

Vitamin B3 Niacin- Releases energy from carbs, fats and proteins.
Found in beef, pork, wheat flour, maize flour, eggs, milk.

Week 9

Vitamin B9 Folate- makes healthy red blood cells, prevents spinal cord defects in unborn babies.

Found in leafy green veg, peas, chickpeas, wholegrain rice, fruit, asparagus, breakfast cereals, marmite.

Vitamin B12- Releases energy from food. Maintains normal structure of nerves. Processes folic acid (which helps make red blood cells).

Found in Found in liver, meat, fish, cheese, breakfast cereals, yeast.

Vitamin C- **Helps absorb iron** in the body. Maintains connective tissue e.g. collagen. Helps healing process. Antioxidant.

Found in fruits and veg, sprouts, cabbage, broccoli, new potatoes, milk.

Minerals

Calcium- Helps make and strengthen bones/teeth and helps blood clot. Makes nerves and muscle work.

Found in milk, cheese, yogurt, green leafy veg, canned fish, enriched soya drinks, white flour, liver.

Iron- Makes haemoglobin in red blood cells to pick up and carry oxygen to all the body, prevents iron deficiency anaemia.

Found in red meat, kidney, liver, wholemeal bread, leafy greens, egg yolk, apricots, lentils,

Week 10

Sodium controls the water in the body, makes nerves and muscles work.

Found in salt, salted foods cheese, stock cubes.

Potassium- Potassium is essential for water and electrolyte balance and normal functioning of cells, including nerves.

Found in dried fruits, bananas, berry fruits, leafy green veg, meat, nuts, seeds and pulses.

Magnesium- plays a role in over 300 enzyme reactions in the human body, helps with muscle and nerve function, regulates blood pressure, supports the immune system.

Found in green leafy veg, nuts, seeds, and whole grains.

Water acts as a lubricant for joints and eyes; it is the main component of saliva; it helps get rid of waste; it regulates body temperature. Drink 6-8 glasses a day.

Fibre- important for digestive health, it bulks up stools and holds water in them, making them easier to pass. It makes waste move through the digestive tract more quickly, which prevents constipation. Found in fruits and vegetables, nuts, seeds, wholegrain cereal and flour products.

Recipe suggestions that are high in Fibre: Lentil Quinoa Meatballs with whole meal garlic bread.



Year 9: Life to the full: Cycle 1



Week 1	Week 2	Week 3	Week 4	Week 5
Key words for our next topic on Buddhism: Anicca - the impermanent nature of all things Anatta - there is no independent or permanent self Dukkha - suffering/unsatisfactoriness Temple - Where the Buddhists community (Sangha) come together to practise Shrine - An area in a temple or a home that has a statue of a Buddha or Bodhisattva for meditation Buddharupa - A statue of a Buddha that used for meditation Monastery - where Buddhist monks or nuns live Puja Worship - Chanting repeating or reciting Buddhist scriptures or texts on sacred words Enlightenment - This is a state of inner freedom and happiness which comes from within a person. Five precepts - the five principles that Buddhists try to put into practice to live an moral or 'skilful' life. The five precepts are: - Do not take away life - Do not steal or take from others - Do not overuse or misuse your senses - Be kind and careful how you speak to others and how you use words - Do not take intoxicants that can cloud the mind	Buddhism: Buddhists believe that by understanding and following the 4 truths, Buddhists can live happier, more peaceful lives. 1. The Truth of Suffering (Dukkha) This means that life is filled with suffering. Everyone experiences things like pain, sadness, and disappointment at times. Even happy moments can be temporary and lead to suffering when they end. 2. The Cause of Suffering (Samudaya) This teaches that suffering happens because of cravings and desires. When we always want more things, or we get attached to things and people, it leads to suffering because we can't always get what we want or keep what we have. 3. The End of Suffering (Nirodha) This means that it is possible to end suffering. If we can stop our cravings and attachments, we can stop suffering. 4. The Path to the End of Suffering (Marga) This is a guide for how to live in a way that helps end suffering. It's called the Eightfold Path, and it includes things like being kind, understanding, mindful, and living a balanced life. The Eightfold Path includes: Right Understanding: Knowing the truths of life. Right Thought: Thinking kindly and wisely. Right Speech: Speaking truthfully and helpfully. Right Action: Behaving in a way that doesn't harm others, that is ethical. Right Livelihood: Doing work that is ethical. Right Effort: Trying to improve yourself. Right Mindfulness: Being aware of your thoughts and actions Right Concentration: Focusing your mind in a healthy way	Buddhism: Buddhism is one of the world's major religions. It is the world's 4th largest religion, with about 520 million followers. Buddhists are the people who follow Buddhism. They follow the teachings of a man named Siddhartha Gautama, who became known as the Buddha. The religion began when Gautama, a prince who had lived a life of luxury, realised that there was suffering in the world, and committed himself to understanding why. This happened in India around 2,500 years ago. The holy book in Buddhism is called Tiptaka. Buddhist Temples are buildings designed for Buddhist worship. Buddhists worship either in temples or at home, often sitting or kneeling facing a shrine of Buddha. They may listen to monks reciting religious texts, take part in chanting, or meditate. Buddhists hope to achieve Enlightenment. What is the Tiptaka? The Tiptaka is believed to be Buddha's teachings. It is written in an ancient Indian language known as Pali. It is a very large book that takes up about forty volumes when translated into English! The Tiptaka is made up of three sections of wisdom. Where do most Buddhists live in the world? About 7% of the world's population is Buddhists. China has the most Buddhists - about 250 million. Cambodia has the highest proportion of Buddhists - about 97% of its population is Buddhists. There are also lots of Buddhists in Thailand, Sri Lanka, and Japan. Many Buddhists in the far east devote their lives to Buddhism, living in isolation in temples. How many different types of Buddhists are there? Buddha's teachings spread far across the Asian continent. As it spread, different peoples formed their own approaches of Buddhism. The three main types are called Theravada, Mahayana and Tibetan Buddhists. Although they differ slightly, they all still keep the basic features of Buddhism.	Buddhism: Siddhartha Gautama was a rich prince of an area north of India. His mother and father treated him well, and protected him from the suffering in the world. As a young man, Siddhartha left the palace for the first time, and was upset by the things that he saw: old age, sickness and death. He decided to leave his comfortable life to see if he could find an answer to the suffering. Gautama decided to renounce his life in the palace which included his family and all his luxuries. This was quite a common practice for men at that time. The aim of this was to focus on spiritual development so Gautama was not concerned with physical needs, like eating. After six years, he realised that this wasn't helping him find the answer to why people suffer so many years of trying, he sat under a tree (the Bodhi tree) by a full moon and started meditating. During a night of meditation, he was tempted by Mara to give up his quest, but he overcame this temptation and was enlightened. It was at this point that he saw things as they really are and became the Buddha (one who is fully awake to the truth). After his Enlightenment he realised why people suffer and was able to set out how to overcome it. He began to teach the Dharma, the things he had realised e.g. the Four Noble Truths.	Buddhism: Buddha taught that life involves suffering (dukkha) and that suffering is caused by craving (tanha). He also taught that it is possible to stop suffering by stopping craving or attachment (nirodha) and that the way to do this is by following the Middle Way. For Buddhists, the best way to live the Middle Way is by following the Noble Eightfold Path. There are 3 main types of dukkha are (1) the suffering of physical and emotional pain, (2) the suffering caused by life constantly changing (anicca), (3) the suffering that is unavoidable (e.g. growing old or dying) and is the result of people's actions (e.g. anger or selfishness). Buddha taught that overcoming greed, hatred and ignorance will stop suffering. Nirvana - This is the state of peace and joy achieved when craving and desire have been extinguished. The Theravadin goal is to become an arhat (enlightened being) and reach their own nirvana. A Mahayanist would aim to become a bodhisattva and help other people to attain nirvana. Samsara - The cycle of birth, life, death and rebirth. Buddhists believe that the cycle of Samsara continues when people have unresolved issues or too much negative karma. An enlightened being can escape the cycle of samsara when they die (known as parinirvana - final/complete nirvana). Buddha attained parinirvana when he died. Theravada Buddhists think that an enlightened person (arhat) knows how to end all dukkha and escape samsara.



Year 9: Life to the full: Cycle 1



Week 6
Finances: Key Vocabulary Net Pay - An employee's earnings after all deductions are taken out Basic Pay - An employee's earnings before all deductions are taken out Interest - Money that is charged by a bank or other financial organization for borrowing money or money that you earn from keeping your money in an account in a bank or other financial organization Tax - Money paid to the government to cover various public services Universal Credit - A monthly payment from the government which some people receive to help with living costs Fraud - The crime of getting money by deceiving people Gambling - The activity of risking money on the result of something, such as a game or horse race, hoping to make money Recession - A recession is usually defined as when the value of goods and services produced falls for two three-month periods - or quarters - in a row.

Week 7
Finances: Key Vocabulary Credit Card - A card that you can use to make payments online and in shops. This money goes onto a credit card bill which you pay at the end of the month. If you forget to pay this, you could be charged a fee and will be charged for every month that you continue not to pay. Debit Card - A card that you can use to withdraw money, and make payments online and in shops. This money is taken directly from your account. Klarna - A system that allows you to buy things online but pay later in three instalments. However, you do have to have a credit check before using this service and if you fail to pay any of the instalments, you will receive an additional charge. Debt - Money that you owe to a person or place. Ethics - The discipline concerned with what is morally good and bad and morally right and wrong. Ethical Consumerism - Considering the business practices of those that you buy from and using your purchasing power to influence the ways that other businesses operate. Fair Trade - A trading system that makes sure that people who grow or make the product get a fair price for their work. Pay slip - A document provided by employers each month, showing how much money you have earned and how much has been deducted for tax, etc.

Week 8
Finances: Key Vocabulary Business Loan - A loan taken out to start or expand a business. The lender effectively owns part of the business until the loan is repaid. Mortgage - A loan taken out against the value of a house - you can take this out to pay for a new house or to release money from a house you own. The lender effectively owns part of the house until this loan is repaid. Overdraft - An extension on the amount of money you can access in your bank account. Not all accounts have these, and the interest paid on them will vary between accounts. Payday Loan - A short-term loan taken out to cover emergency expenses. Personal Loan - A loan taken out over a fixed period with monthly repayments Product Loan - A loan which you take out when buying an expensive item such as a sofa - you pay monthly instalments until the product is paid for (with interest). Student Loans - A loan issued by the government to cover university fees - repayments are taken straight out of your wages when you start to earn enough money. Loan Shark - A moneylender who charges extremely high rates of interest, typically under illegal conditions. Money lenders must be authorised by the Financial Conduct Authority (FCA). This group of lenders are not so are breaking the law. They will often take other illegal action to collect money they have lent you. This is not a valid loan option.

Week 9
Healthy Living: Alcohol facts- Alcohol has more effect on developing organs, especially the liver. Alcohol disrupts brain development. Alcohol reduces inhibitions: you might do something you wouldn't do if sober. Alcohol can make you feel depressed. Substance facts: Caffeine and sugar are examples of legal substances. Cannabis, cocaine and steroids are examples of illegal substances. Class A: Crack, ecstasy, magic mushrooms= you can get 7 years in prison for possession and life in prison for supplying. Class B: Cannabis, ketamine= you can get 5 year in prison for possession and 14 years in prison. Class C: Steroids, benzodiazepines= you can get 2 years in prison and 14 years for supplying.

Week 10
Healthy Living: 1. What is Vaping? Explanation: Vaping is the act of inhaling and exhaling vapor produced by an electronic cigarette (e-cigarette) or a similar device. 2. What's in the Vapor? Explanation: The vapor can contain harmful substances including nicotine, flavorings, and other chemicals. 3. Nicotine Addiction Explanation: Many e-liquids contain nicotine, which is the addictive substance found in regular cigarettes. 4. Health Risks Explanation: Vaping can damage your lungs and affect your heart. It can also cause other health problems. 5. Impact on Brain Development Explanation: Nicotine can interfere with brain development, which continues into your mid-20s. 6. Not a Safe Alternative Explanation: Vaping is often marketed as a safer alternative to smoking, but it is not risk-free.



Mathematics

sparx Homework

How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

Homework Thursday 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{22}$ ✓

F60 $\begin{array}{r} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array} \div 6$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{21}}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

A01 $\begin{array}{r} 493 \\ + 162 \\ \hline 655 \end{array}$ ✓

E41 $P(\text{yellow}) = \frac{3}{6}$ ✗

F51 $P(\text{black}) = \frac{4}{8}$
 $= \frac{1}{2}$ ✓

Task 2

G61 All the marbles are green
 The probability of
 choosing a purple marble
 is impossible ✓

H71 $P(\text{odd}) = \frac{3}{5}$ ✓

Task 3

J22 Even ✓

Your book work should look like this.
 You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

What if I need help?

Speak to your Maths teacher about the Sparx help clubs.

Need to know formulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to P)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Volumes

Cuboid = $l \times w \times h$

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Compound measures

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

Density
 $\text{density} = \frac{\text{mass}}{\text{volume}}$

Pressure
 $\text{pressure} = \frac{\text{force}}{\text{area}}$

Angles formed by parallel lines

ALTERNATE (same)
CORRESPONDING (same)
INTERIOR (add to 180°)

Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Angles in Polygons

Sum of Interior Angles = $(n-2) \times 180^\circ$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Other useful formulae

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

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
(1x1)(2x2)(3x3)(4x4)(5x5)(6x6)(7x7)(8x8)(9x9)(10x10)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
(1x1x1)(2x2x2)(3x3x3)(4x4x4)(5x5x5)

PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

Higher Formula Quiz

Areas

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
OR
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc
 $A = \frac{\theta}{360^\circ} \times \pi d$

Volumes

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$

Angles in Polygons

Sum of Interior Angles = $(n-2) \times 180^\circ$
Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Compound measures

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

Density
 $\text{density} = \frac{\text{mass}}{\text{volume}}$

Pressure
 $\text{pressure} = \frac{\text{force}}{\text{area}}$

Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to P)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Angles formed by parallel lines

ALTERNATE (same)
CORRESPONDING (same)
INTERIOR (add to 180°)

Quadratic equations

The Quadratic Equation
To solve a quadratic equation in the form:
 $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Indices and surds

$$a^0 = 1 \quad a^1 = \sqrt{a}$$

$$a^{-n} = \frac{1}{a^n} \quad a^{\frac{1}{n}} = \sqrt[n]{a}$$

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$$

Straight lines

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

Given a gradient of a line m, the gradient of the line perpendicular to it is: $-\frac{1}{m}$

Perpendicular gradients
multiply to give -1.

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
SINE	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
COSINE	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
TANGENT	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)

Year 9 Music – Foundation 1



Week 1	Week 2	Week 3	Week 4	Week 5
<i>Please revise the following words and their meanings for your weekly test.</i> Musical Elements: the building blocks used to describe, analyse and create music. Melody: A sequence of notes that forms a tune. Rhythm: Patterns made from long and short note values. Pitch: How high or low a sound is. Tempo: The speed of the music. Dynamics: The volume of the music. Texture: How musical parts are combined. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Rhythm and Notation Pulse: Steady beat felt throughout the music. Bar: A section of music containing a set number of beats. Time Signature: Shows how many beats are in each bar. Semibreve: A four beat note. Minim: A two beat note. Crotchet: A one beat note. Quaver: A half beat note. Semi-Quaver: A quarter beat note. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Clefs and Staff Treble Clef: Used for higher pitched instruments and voices. Bass Clef: Used for lower pitched instruments and voices. Alto Clef: Also known as the C clef. It is primarily used for Viola. Tenor Clef: Used for medium to higher pitched instruments. These include cell, bassoon, trombone and double bass Staff: Five lines used to show pitch. Ledger Line: An extra line above or below the staff. Interval: The distance between two notes. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Chords and Triads Chord: Two or more notes played together. Triad: A three-note chord built in thirds. Root: The note on which a chord is built. Third: The second note of the chord. Fifth: The third note of the chord. Major Triad: A chord with a bright sound. Minor Triad: A chord with a darker sound. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Cadences Two Chords at the end of a phrase (a musical sentence). Perfect V-I A strong ending – sounds ‘finished’; a musical full stop. Plagal IV – I Sounds finished but ‘softer’; Amen. Imperfect I-V, ii-V, vi-V Sounds unfinished. Interrupted V-vi Moves to an unexpected chord; ‘surprise’. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.

Year 9 Music – Foundation 1

Week 6

Please revise the following words and their meanings for your weekly test.

Texture

How musical parts are combined.

Monophonic: A single melodic line. A tune and nothing else.

Homophonic: Where the tune is accompanied by chords, keeping to roughly the same rhythm.

Polyphonic: Two or more tunes are played together at the same time and woven together.

Heterophonic: There is one tune. All the instruments play it, but with variations, and often at different times.

Counter melody: A secondary melody/tune.

Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.

Week 7

Please revise the following words and their meanings for your weekly test.

Dynamics

Dynamics tell you how loudly or quietly to play.

Symbol	Stands for	What it means
<i>pp</i>	pianissimo	very quiet
<i>p</i>	piano	quiet
<i>mp</i>	mezzopiano	fairly quiet
<i>mf</i>	mezzoforte	fairly loud
<i>f</i>	forte	loud
<i>ff</i>	fortissimo	very loud
	crescendo	getting louder
	diminuendo	getting quieter

For more extreme dynamics, composers might use **ppp** or **fff** (or even **ffff**).

Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.

Week 8

Please revise the following words and their meanings for your weekly test.

Structure

Structure describes how sections of music are organised. Clear structures help listeners follow musical ideas.

Binary Form: Binary means in two parts. Binary form has two sections arranged AB.

Ternary Form: Three sections. The general structure is ABA, but the sections are often repeated, producing structures such as AABBA.

Rondo Form: Rondo means going round. Rondo form can have any number of sections. It starts with a main idea (A), moves to another section, goes to A again and keeps repeating this format. Section A is the main theme or refrain. Other sections are called episodes.

Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.

Week 9

Please revise the following words and their meanings for your weekly test.

Scales

There are two types of scale – major and minor. An ordinary scale has 8 notes, starting and ending on the same note.

Every note in the scale has a name:

- 1st Note: **tonic**
- 2nd Note: **supertonic**
- 3rd Note: **mediant**
- 4th Note: **subdominant**
- 5th Note: **dominant**
- 6th Note: **submediant**
- 7th Note: **leading note**
- 8th Note: **tonic**

The gap between the first note and last note of the scale is called an **octave**.

Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.

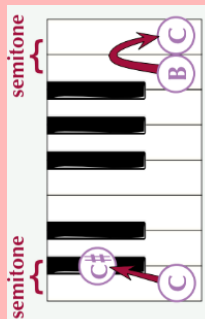
Week 10

Please revise the following words and their meanings for your weekly test.

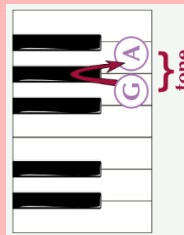
Tones and Semitones

Tones and semitones are the gaps between notes.

One a piano, a semitone is the gap between any key, black or white, and it's immediate neighbour.



The gap from any key to a key two semitone steps above or below is called a **tone**.



Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.

Year 9 GCSE PE: Health & Fitness

Week 1: Health & Fitness	Week 2: Sedentary Lifestyle	Week 3: Sedentary Lifestyle	Week 4: Somatotype	Week 5: Sports Psychology
Definitions Health – A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Fitness – The ability to meet the demands of the environment. Well-being - Physically, mentally and socially comfortable, happy and healthy. Mental health and well-being - A state of well-being in which a person realises their potential, is able to cope with the normal stresses of life, can work productively and is able to make a contribution to their community. Physical health and well-being - When a person has all their body systems working well and they are free from illness and injury. Social health and well-being - Basic human needs (food, clothing & shelter) are being met and an individual is socially active. They experience little stress in social situations and have friends and a support network.	Sedentary Lifestyle Sedentary lifestyle – Irregular physical activity or no physical activity at all. Consequences of Sedentary lifestyle 1 Increased risk of Heart disease. 2 Weight gain & Obesity 3 Poor self esteem 4 Poor sleep 5 Diabetes 6 Lethargy BMI – Body Mass Index (Weight divided by height squared). Morbidly Obese - >40 BMI Obesity – ‘Obese’ - people with a high fat content, caused by an imbalance in the number of calories consumed and the amount of energy expended. Obesity is defined as: “A person body mass index (BMI) being over 30 or over 20% above standard weight for height ratio.” Overweight 25-30BMI Correct weight 20-25 BMI Underweight Less than 20 BMI	Consequences of a Sedentary lifestyle A sedentary lifestyle is a lifestyle with irregular or no physical activity. A sedentary lifestyle can lead to: - Weight gain/obesity - Heart disease - Diabetes - Poor sleep - Poor self-esteem - Lethargy - High cholesterol Obesity is a term to describe people with a large fat content, caused by an imbalance of calories consumed to energy expenditure. Obesity: Effect on performance in physical activity - Limits stamina/cardiovascular endurance - Limits flexibility - Limits agility - Limits speed/power Causes ill health (physical): - Cancer - Heart disease/heart attacks - Diabetes - High cholesterol. Causes ill health (mental): - Depression - Loss of confidence. Causes ill health (social): - Inability to socialise	Somatotypes Somatotype – a method of classifying body types Ectomorph - Tall and thin, low body fat and muscle, narrow shoulders and hips, long arms and legs. Sports: Marathon runners, High jumpers, Long jumpers. Endomorph - Round, pear shaped, high body fat, wide hips, narrow shoulders. Sports: Rugby prop, Shot put, Sumo wrestling. Mesomorph - Muscular, powerful, strong, low body fat, narrow hips, wide shoulders. Sports: Weight lifting, Rugby backs, Sprinters, Swimmers. Somatotype is important, it may mean that you are better suited to one sport more than another. Many people are a normal shape – not an extreme body type. You can be a mixture of body types.	Energy Balance Energy is measured in calories (Kcal) and is obtained from the food we eat. Average adult male requires 2,500 Kcal/day and the average adult female requires 2,000 Kcal/ day but this is dependent upon: - Age - Gender - Height - Energy expenditure (exercise). A balanced diet contains lots of different types of food to provide the suitable nutrients, vitamins and minerals we require. The reasons for a balanced diet: - Unused energy is stored as fat, which could cause obesity - The suitable energy can be available for activity - The body needs nutrients for energy, growth and hydration Hydration is also important to have enough water to enable normal functioning of the body and prevent dehydration. Dehydration can lead to: - Blood thickening - Increase in heart rate - Increase in body temperature

Year 9 GCSE PE: Health & Fitness



Week 6: Diet & Nutrition	Week 7: Macronutrients	Week 8: Micronutrients	Week 9: Health & Wellbeing	Week 10: Benefits
The reasons for a balanced diet are: • Unused energy is stored as fat (saturated) which could lead to obesity • Suitable energy can be available for activity • The body needs nutrients for energy, growth and hydration Macronutrients – nutrients needed in large quantities Carbohydrates 55-60% Protein 15 – 20% Fats 25 – 30% Micronutrients – nutrients needed in small quantities Vitamins Minerals Fibre Water	Carbohydrates - Main source of energy (glucose) for humans, for all athletes for all intensities of exercise. There are 2 types of Carbohydrate: Simple – Also known as “sugars”. - These can break down easily and provide - Your body with immediate energy Complex – Also known as “starches”. - These are released slowly by your body - To give long lasting energy. Fats - These are also used for energy, when stores of carbohydrate run low. Fat provides very slowly released energy. This is important for endurance activities. The longer you work the more fat is used. There are 2 types of Fats: Saturated – Bad fats. Too much of these can - Increase risk of heart disease and obesity. Unsaturated Fats – Much healthier and - Play a role in reducing heart disease. Also - Help with lubrication of joints. Protein Protein is an essential nutrient that promotes growth and repair of muscles.	Vitamins & Minerals - Your body needs vitamins and minerals to help it function. In particular minerals increase the efficiency of carrying oxygen to muscles. Minerals can be found in: Calcium in milk – Strong bones Iron in meat – healthy blood Vitamins such as Vit C helps fight disease Fibre – helps maintain digestive health and regular bowel movements. Water - It is essential to keep taking a small amount of fluid at regular intervals during exercises to enable the body to function properly. Dehydration in the body can cause: Blood thickening which slows blood flow around the body. Increased heart rate/irregular heart rhythm. Increased body temperature. Slower reaction time/poor decision making. Increased muscle cramps and fatigue.	Factors that effect health & wellbeing Physical and lifestyle factors: - Genetic inheritance - Ill health - Diet - Amount of exercise - Substance use; including alcohol, nicotine, illegal drugs and misuse of prescribed drugs - Personal hygiene Social, emotional and cultural factors: - Social interactions - Stress - Willingness to seek help or access services Environmental factors: - Levels of pollution - Noise pollution - Housing condition and location Financial resources can also affect an individual's health and wellbeing. For example, not being able to afford nutritious foods.	Benefits to Participation in physical activity Physical health and well-being: - Improves heart function - Improves body systems - Reduces the risk of some illness - Lose weight - Avoids obesity - Reduces the chance of injury Mental health and well-being: - Reduces stress and tension - Releases a feel good hormone (serotonin) - Allows you to control emotions Social health and well-being: - Opportunities to socialise/meet friends - Co-operation with others - Teamwork - Improves communication skills Factors Effecting Weight Height Age Gender Exercise BMR (Basal Metabolic Rate)



Year 9: Philosophy & Ethics: Cycle 1



Week 1	Week 2	Week 3	Week 4	Week 5
Quote of the week: 'Nothing is impossible with God.' (Luke 1:37) Theist: Someone who believes in Monotheist: Someone who believes in one God Omnipotent: God is all-powerful - "I am the Lord, the God of mankind, nothing is too hard for me..." Omnibenevolent: God is all-loving - "The Lord is compassionate and gracious, slow to anger and abounding in love..." Omnipresent: God is everywhere in the universe at the same time Omniscient: God knows everyone and everything. Nothing is hidden from Him. Transcendent: God is outside of space and time and not limited by it. Immanent: Through miracles, the person of Jesus and the Holy Spirit, God is actively involved in the world. Personal God is a conscious being with whom people can have a relationship. Impersonal God does not have any human characteristics. He could be described as a spirit or force. Judge - He decides what happens to us when we die. Eternal - God has no beginning or ending. He has always existed. God is outside space and time and exists in the past, present and future. There was no time when God did not exist nor will there be a time when he no longer exists. Trinity - Belief that God is one yet revealed in three different forms: Father, Son and Holy Spirit. Father - God cares for people like a father Catholic Catechism - The official teachings of the Roman Catholic Church Nicene Creed - Christian Statement of faith which originated at the First Council of Nicaea.	Quote of the week: "Love your enemies" (Matthew 5:43) Describing God is very difficult because God is unique and unlike anything else in the universe so cannot be compared with anything else. He cannot be described in ordinary, everyday language. God is not simply an object in the world, available to our senses. Creator ex nihilo - God made everything that exists from nothing, therefore the world is not here by accident and has been given a purpose by God: 'In the beginning God created the heavens and the earth...' (Genesis 1:1) Transcendent: God is outside and beyond the physical material world. He is not limited by space and time. Some Christians believe God is remote and separate from human existence - He cares but takes no active role. God acts through individuals who put his will into action: "God has no hands but ours." Teresa of Avila Immanent: God is actively involved in the world He created. He has acted in the past through events in the Old Testament like freeing the Israelites from slavery in Egypt and through the person of Jesus Christ when he healed people and acts in the present and in the future. God the Father: God cares for his creation in the way that a loving father cares for his children, protecting them, making sacrifices for them and forgiving them when they do wrong. God is like a parent, giving rewards and punishments. Some Christians think calling God Father can cause problems, because it makes people think of God as male and not female so they also talk of God as 'Mother' to show that God is not limited to male or female. Incarnation - God took on human form as Jesus. He was both fully human and fully divine.	Quote of the week: "God so loved the world that he gave his only Son" God the Son: Christians believe that God chose to come to earth as a human being in Jesus Christ. This is called the incarnation (made flesh). Jesus is both fully God and fully human and was without sin. Mary was a virgin and Jesus was conceived by the power of the Holy Spirit. Jesus is often referred to as Christ; this means the Messiah (which translates as the 'anointed one'). Jesus showed the love of God by sacrificing himself on the cross so that people could be freed from the consequences of sin. Jesus brought salvation and this is why he is often referred to as 'Saviour'. God the Holy Spirit: Before Jesus ascended into heaven, he told his disciples that his presence would always be with them to comfort, inspire and guide them. The disciples received at Pentecost "the Holy Spirit, who the Father will send in my name, will teach you all things and will remind you of everything I have said to you". John 14:25. God's way of continuing to be present in the world today is through the Holy Spirit which fills people with courage and confidence to do God's work and guides them to make right decisions. Virgin birth - The belief that Jesus was not conceived through sex. Gospel - The books of the Bible (Matthew, Mark, Luke and John) that record the events of Jesus' life. Prophecy - God-given predictions of events in the future. Miracle - An act of God which cannot be explained by science. Last Supper - Jesus' last meal with his disciples Sacrifice - To offer something that costs the giver for a higher purpose Pontius Pilate - Roman Governor of Israel at the time of Jesus Blasphemy - Speaking disrespectfully about God or sacred things Crucifixion/ Crucified - Jesus was killed by being hung on a cross. Resurrection - After three days Jesus came back from the dead. Ascension - After his resurrection Jesus went up to Heaven.	Quote of the week: "In the beginning, God created the Heavens and the earth..." (Genesis 1:1) Day 1 God said "Let there be light" and there was light. God created light and called the light day and the darkness night. Day 2 God said "Let there be an expanse between the waters to separate water from water". So God made the expanse and called it "Sky". God created sky and separated earth from heaven. Day 3 God said "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. God called the dry ground "land," and the gathered waters he called "seas." Let the land produce plants: seed-bearing plants and trees on the land that bear fruit with seed in it." God separated land and seas and made plants grow. Day 4 God said "Let lights appear in the sky to separate day from night, they will shine in the sky to give light to the Earth." God created the sun, moon and stars. Day 5 And then God said, "Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky." God created sea creatures and birds. Day 6 And God said "Let the land produce living creatures according to their kinds: Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals." God created animals and humans. Day 7 God rested.	Quote of the week: "God created man in His own image" (Genesis 1:27) Why is Genesis important to a Christian? It shows God's omnipotence. God creates the universe. It shows God's transcendence, as God creates time and space on day, therefore God is outside of space and time. It shows that God's creation is good: At the end of each day of creation Genesis 1 states: "...and God saw that it was good" Humans are the only beings made in the image of God. They were created last - as the epitome (highest and most important) of God's creation. As they are created in the image of God, the Catechism of the Roman Catholic Church states that humans have dignity and are capable of: self-knowledge, knowing who they are and why they are here. God has given humans stewardship of the earth and its resources. 'God blessed them and said to them, "Rule over every living creature" Genesis 1:28. This means they are responsible for looking after the Earth's resources and making sure they are shared out fairly. How well Christians perform as God's stewards will affect how they are judged by God after death. Salvation: saved Being saved from the consequences of sin. Saviour/ Christ/ Messiah: Someone who rescues someone. Jesus saved humanity from the consequences of sin 'Anointed one' in Greek 'Anointed one' in Hebrew Torah: The most holy book in Judaism (1st 5 books of Old Testament) contains the Jewish Law. Grace: Underserved love and mercy given to humanity by God Atonement: Reconciliation between God and humans. Reconciliation: Bringing back together people who have fallen out. Sacrament: On outward ceremony through which God's grace is given. Righteous: Upright and moral



Year 9: Philosophy & Ethics: Cycle 1



Week 6	Week 7	Week 8	Week 9	Week 10
Quote of the week: "There is neither Jew nor Greek...you are all one in Christ" (Galatians 3:29) Jesus is often referred to as the 'Christ' (Greek); this means the 'Messiah' (Hebrew), which means the 'anointed one' and refers to the person Jews believe will come to bring salvation. The Jews in Jesus' time were expecting a 'warrior' king who would save them from Roman occupation and set up an earthly kingdom, however Jesus came to save humans from their ultimate enemy – sin, satan and hell and to reconcile us with God and restore the relationship we had with God at the very beginning, when all was perfect. The incarnation is important because: It shows God's omnibenevolence – that He cares so much about the world that He sent his son so that he could die to save people from their sins (John 3:16). - Through the person of Jesus, Christians know what God is like. It is hard to understand an infinite, non-material omnipotent being. Jesus brings God closer to human understanding. - It is the basis of the Christian faith. If Jesus was not the Son of God there would be no Christianity. The Last Supper is important because: • It is the basis of Holy Communion, which is the most important part of Christian worship; • When the priest or minister prays over the bread and the wine, he uses Jesus' exact words: "This is my body given for you; do this in remembrance of me." • Jesus commanded his disciples "to do this in remembrance" of him; • The bread and the wine represent the new covenant between God and humans.	Quote of the week: "Love your neighbour as yourself" (Luke 10:27) Betrayal and Arrest – Jesus is betrayed by one of his disciples – Judas brought the chief priests and the temple guards to arrest Jesus in the Garden of Gethsemane. He approached Jesus to kiss him, but Jesus asked him "Judas, are you betraying the Son of Man with a kiss?" The disciples wanted to fight but Jesus told them to put their swords away. One of them struck the servant of the high priest and cut off his ear, but Jesus healed it and ordered there to be no violence. Trial - After he was arrested, Jesus was taken for trial by the Jewish Council. They condemned him for claiming to be 'the Christ, the Son of God', which for them was blasphemy (speaking disrespectfully about God). "If you are the Messiah," they said, "tell us," Jesus answered, "If I tell you, you will not believe me, and if I don't tell you, you would not answer. The next morning Jesus was taken before Pilate, the Roman Governor and accused of being the King of the Jews. Pilate tried him for treason (attempting to overthrow a government), but couldn't find him guilty. As it was Passover (Jewish festival), Pilate offered to release either Jesus or Barabbas, a Jewish freedom fighter. The crowd chose Barabbas and Jesus was condemned to be crucified. Crucifixion - Jesus was crucified on a hill called Golgotha outside Jerusalem. A crown of thorns was placed on his head and a sign placed above his head which said 'King of the Jews'. The crowds mocked him and challenged him to come down from the cross. "As he was being crucified, Jesus said: 'Father, forgive them for they know not what they do.' There was a robber on either side of him and one of the robbers asked Jesus to save him and to which Jesus replied, "Today you will be with me in paradise." The crucifixion lasted just over three hours before Jesus cried out: "Father into your hands I commit my spirit." Then Jesus died. Sin: An act that goes against the will of law of God. Original Sin: Sin which is inherited from Adam and Eve. Redemption/ Redeemed/ Redeemer: Jesus paid the price and saved humanity from the consequences of sin.	Quote of the week: "Whoever believes in the son has eternal life" The Crucifixion The Crucifixion is important because: - Through Jesus' death on the cross God forgives people for their sin. - Without the cross there would be no forgiveness so people would go to hell. - The resurrection is important because: • The resurrection shows that Jesus has defeated sin and death as it says in the Bible • It is evidence that there is life after death as Jesus appears to his disciples in the Upper Room and lets Thomas touch his wounds. • It is the basis of Christian belief as it proves that Jesus is the Son of God. Resurrection After Jesus was killed on the cross, his body was buried in a sealed tomb. Early on the Sunday morning Jesus' women followers went to anoint his body with spices. However, they found the tomb empty. Two men, wearing white (angels) appear and told them that Jesus has risen from the dead. Jesus himself, then appeared to them. Jesus appeared several more times to his disciples, including to two of his followers on the road from Jerusalem and to the twelve disciples in the Upper Room when he let his disciple Thomas touch his wounds.	Quote of the week: "Thou shalt not kill" (Ten Commandments, Exodus 20) Ascension - Forty days after his resurrection Christians believe that Jesus ascended (was taken up) into heaven. He told his disciples to stay in Jerusalem and they would receive the power of the Holy Spirit. Then, he was taken up from them in a cloud and two men appeared and told them that Jesus had been taken into heaven. The Ascension is important because: • It reminds Christians that Jesus has gone to heaven to prepare a place for them so they do not need to fear death • Through the ascension Jesus is no longer restricted by time and space so he can be with them on earth wherever they are. Salvation - Christians believe that because all people sin, everyone deserves to die and no-one earns the right to live with God in heaven after death. As God is perfect (sinless), imperfect beings cannot enter His presence, sin 'blocks' the way between humans and God. Roman Catholics believe that everyone inherits original sin from Adam and Eve when they disobeyed God, so without salvation through Jesus' death on the cross, all humans would go to Hell. Jesus came to earth as the Son of God, and that he was the only human being ever to be totally free from sin. Although Jesus did nothing wrong, he was put to death by crucifixion and his death paid the price for human sin, because he gave his life as a perfect sacrifice for others: John the Baptist describes Jesus as: "...the Lamb of God who takes away the sin of the world..." John 1:29.	Quote of the week: "Rule over every living thing" (Genesis 1:28) Why is Salvation important? Through Jesus' ultimate sacrifice and unconditional love shown on the cross for all humanity, not only will those who believe know eternal life in Heaven with God but also experience a living relationship with the living God now, through His Holy Spirit. God can set us free now from the consequences of sin that 'enslave' us, e.g. addiction, anger, anxiety, insecurity, etc., so we can "live life to the full" as Jesus said in John 10:10. Each member of the Trinity has an important role to play in Salvation: God the Father sent the Son to die for the sins of human beings. Jesus, as God the Son, sacrificed himself for the sins of human beings. God the Holy Spirit works within human beings to enable them to understand the truth about God. Christians disagree as to how they receive salvation: Protestant Christians: Salvation is made available to all through the grace of God but only possible through the sacrifice of Jesus on the cross. This is called justification by faith; each person has to personally repent of their sin, ask God for forgiveness and accept Jesus as Lord and Saviour. Roman Catholic Christians: Salvation takes place over a longer period of time; it is achieved through faith AND participating in the sacraments, which are seen as a channel of God's grace. The sacrament of baptism is particularly important as it cleanses the soul of original sin. All Christians try to live their lives in the way they believe God wants them to and by following Jesus' teachings. Some say that they do this as a result of their faith, not because it is a way to achieve salvation.



WEEK 1

What is Photography?

The photographic process allows an image to be reproduced using light.

This process has developed over many years to now enable **mass production** and sharing of images through magazines, posters, fine art pictures, advertising etc. Photographic techniques include traditional (analogue)

photography, digital photography and camera-less photography.

Traditional photography uses light-sensitive film negatives and light-sensitive paper to create an image

Digital photography saves images as files that can be manipulated on a computer.

Black & White Vs Colour

In the past, technology meant that photographs were black and white. Many people still choose to work in black and white because it can produce different effects to colour photography.

Black and white images tend to show pattern, texture, shape and form more clearly and to draw attention to lighting.

Experimenting with black and white photography can be a useful way of concentrating on composition.

On a digital camera, working in colour or black and white can be changed in the settings.

On a film camera, this is determined by the kind of film you use.

Digital photographs can be manipulated to make them black and white after they have been taken.

WEEK 2

Composition

Composition is just as important in photography as with any other art or design.

Make sure you have an awareness of the art elements, such as line, shape and the balance within the image.

It's important to experiment with different angles and viewpoints when taking photographs:

How close to or far away from your subject can change how much of the frame it fills, how its scale compares to its surroundings and how flat or deep the image will appear.

A high angle can make your subject appear smaller and more insignificant or vulnerable

A low angle can make your subject appear larger, more powerful and imposing

Leading lines are a useful compositional tool.

A viewer's eyes tend to look for lines and follow them from one end to the other. The effect is particularly strong when different lines come together.

Look for straight lines and curves in your subject. Try using these to **emphasise** key parts of your image and to help create a sense of depth and space.

Focus

Focus means how much of the image is sharp. This can be used to emphasise a certain point. For example, if someone stands with their arm out in front of them, you could focus on their hand or their face. This can create meaning in an image.

WEEK 3

Depth of field

Depth of field means how much of the image is in focus. You can have a narrow depth of field, where only a small part of the image is in focus, or you can have a larger depth of field, where everything is in focus.

Depth of field is controlled by the aperture. A larger aperture means a narrower depth of field.

Aperture

The aperture refers to the size of the iris (hole) within the lens. The bigger the hole, the more light gets into the camera.

Aperture is measured in **F-stops**. A low number like F1.8 or F2.1 means a wider aperture. F16 would be a smaller aperture.

A wider aperture (a low F-stop) means less of the image is in focus. It also means a faster shutter speed can be used.

Shutter speed

This is how quickly the shutter opens and closes. The longer the shutter speed, the more light gets into the camera.

A short shutter speed will freeze things without much motion, so you can photograph fast moving things like cars or animals.

A long shutter speed would capture movement, and the image would look blurred. This is useful to show movement or speed.

ISO settings

ISO settings are about the light sensitivity of the digital chip or film. The higher the ISO the more sensitive the chip becomes, meaning that you can take a photograph when there is less light. However, at higher ISO settings an image is more likely to be affected by digital noise or grain (this can also be a desired effect). An ISO of 200 is the average daylight setting.

Year 9 PHOTOGRAPHY



WEEK 4

Lighting

Photography is all about light so it is important that you get this right. At times it may be necessary to use artificial lighting (such as flash or spot lights) to have more control over the end result.

How you light a subject can have a dramatic effect on the final image, so think carefully and experiment with lighting:

How strong is the light? Is it direct or indirect?

Does it come from above, below, in front, side on or from behind? What colour is it?

Most cameras have a light meter in them to help you with the exposure settings needed for the conditions. This will help you avoid under or overexposing the image. However underexposing and overexposing can also be a desired effect.



WEEK 5

Version control, file naming & Codes

It is important to be organised when creating and working with various documents.

Naming files appropriately with a file name pertinent to what the file is really helps with file management.

E.G. if you had created a poster for a fireworks campaign this year, you would name it FireworksPoster2022.doc

Working with different versions, means that you can always go back to a different version if a file corrupts, or someone tells you they preferred the first design you made.

E.G. FireworksPoster2022v1.doc, FireworksPoster2022v2.doc, FireworksPoster2022v3.doc

Version control at its core is making different versions of files and saving them as different files. This can be after updates, major changes or testing.

Media Codes

Codes are social constructs and can be part of a wider ideology. For example, blue is stereotypically associated with boys and pink represents girls. In this way, the colour codes reinforce the traditional ideology that gender is binary. The choice of colour codes will impact the tone of a media text. Bright colours could suggest excitement and energy whereas darker shades might create a more menacing atmosphere. Producers will also make sure the colour palette is controlled and aesthetically pleasing.



Year 9 PHOTOGRAPHY

WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Traditional photography Traditional photography is also called analogue photography. It means when images are captured on photographic film using a camera. The film is made up of layers of light-sensitive emulsion coated on a flexible base (ie the film). The film is exposed to light in a camera. This creates a negative image on the film. The film is then 'developed' using chemicals. Prints are made by projecting the image from the film onto light-sensitive paper. This photographic paper is then processed through a series of chemical baths. The processing of both film and paper must take place in darkened rooms (a 'darkroom') to avoid light reaching the light-sensitive emulsions. Types of traditional camera There are many different types of traditional analogue cameras, including: - SLR Cameras (Single Lens Reflex) - Twin Lens Reflex Cameras - Compact cameras - Box Brownie cameras Copyright, Designs & Patent Act Work or ideas are protected by copyright, trademark or patent law. You must ask for permission to use copyrighted material. Often you will need to pay a fee. Often watermarked to show ownership.	Digital photography Digital cameras use the same principle as traditional analogue cameras. Images are captured on a light-sensitive screen using a camera. Unlike analogue cameras, digital cameras provide instant photography. Within seconds of taking a photograph you can see the captured image on the built-in LCD screen. You can then decide whether you want to keep or erase the image. The sensor in a digital camera has millions of pixels, each of which make-up a light-sensitive photocell. This cell generates a tiny electrical current in response to light. Types of digital cameras There are different types of digital cameras, these include: - DSLR (digital single lens reflex camera) - Bridge Cameras (a combination of a DSLR and a Compact camera) - Compact cameras - Cameras on mobile phones Digital image manipulation Digital photographs, images and other graphics can all be altered using computer software. A variety of software packages are available that allow you to edit and manipulate your images. Simple editing can include cropping the image or removing errors and minor blemishes like dust spots. Underexposed areas can be lightened and washed out areas can be made to appear darker. This can be done quickly and easily. It is also possible to make more significant changes to an image. This can be used for artistic or experimental effect. For example, you might change the contrast, increase or decrease colour saturation, add blurring or mix areas of black and white and colour	Key Terms Acetate A thin sheet of transparent plastic material that can be drawn on or used to make photographic film Aperture: The opening through which light passes to reach the photographic film or plate in a camera Background: The part of a composition that appears to be furthest from the viewer Composition: Arrangement of different elements within an artwork or design. Depth of field: The distance between the nearest and furthest parts of a photograph that are in clear focus. Emphasis: To give special attention to something or suggest that it has extra importance Exposure: The amount of light that enters a camera to produce an image. Focal point: The feature of an artwork that draws the viewer's attention most. An artist can create this through use of composition, contrast, colour and tone. Focus: How clear and sharply defined something is Foreground: The part of a composition that appears to be nearest to the viewer Leading lines: Lines within a composition which lead the viewer's eye to the focal point, or which create an illusion of distance. Midground: In terms of the depth of an image, the midground sits between the foreground and the background Saturation: How strong or intense a hue or colour is Shutter speed: The length of time a camera's shutter is open, and therefore the time the photographic film or sensor is exposed to light. Tripod: A three-legged support that is used to hold a camera steady Viewpoint: The place or position from which the artwork was created. Examples include eye level, from an elevated position and bird's eye view	Photography genres There are many different genres of photography, including studio, portrait, fashion, landscape, street photography, documentary, wildlife and macro. Portrait Photography: or portraiture, aims to capture the personality and mood of an individual or group. Images may be candid or posed, full body or close-ups. Either way, the subject's face and eyes are typically in focus. Lighting and backdrop help to convey tone and emotion. Popular types of photography portraits include senior portraits, family portraits, engagement photos, and professional headshots. Photojournalism is a way of telling the story of a newsworthy (perhaps even historic) event or scene through photographs. Photojournalism should be as objective and truthful as possible and capturing candid moments as they happen is more important than getting picture-perfect shots. Generally, photojournalists attend planned events with the hope of capturing unplanned, unscripted moments. Their work is routinely published in magazines and newspapers.	Photography genres Sports Photography: By catching athletes at the perfect moment, sports photographs can depict the passion, drama, and emotion that fuels sporting events. Sports photographers must aim and shoot quickly to keep up with the action around them, and it's best practice to use a higher ISO to shoot at a faster shutter speed. Still Life Photography: Features inanimate objects natural or manmade. Still life photography can be artistic or commercial. It is commonly used in stock photography as well as product advertising. (Think of the product images shown in catalogues, magazines, and billboards.) Architectural Photography: Both the interior and exterior design of buildings and structures are the subject of architectural photography. Often, the photograph showcases the structure's most aesthetically pleasing parts, such as a particular beam or archway. Interesting materials and colours may also be emphasized. Lighting can be challenging in architectural photography and, for exteriors, photographers must know how to work with natural light.



Science

sparx

Homework

How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

What if I need help?

- Homework club runs every day after school
- Sparx Science catch up sessions every Thursday both break 1 and 2

Year 9 Spanish

Week 1: Mi familia		Week 2: Revising names and ages		Week 3: Describing character		Week 4: Getting along		Week 5: Revising the present tense:	
¿Cuántas personas hay en tu familia?	How many people are there in your family?	¿Cómo se llama tu madre?	What is your mum called?	Soy	I am	Me llevo bien con	I get on well with	Tener	To have (used with age in Spanish too)
En mi familia hay...	In my family there are...	Mi madre se llama	My mum is called	Eres	You are	Me llevo mal con	I get on badly with	Tengo	I have
Mis padres	My parents	¿Cómo se llaman tus primos?	What are your cousins called?	Es	s/he/it is	No me llevo bien con	I don't get on well with	Tienes	You have
Mi madre	My mum	Mis primos se llaman	My cousins are called	Deportivo/a	Sporty	Me peleo con	I argue with	Tiene	s/he/it has
Mi padre	My dad	¿Cuántos años tiene?	How old is s/he?	Fuerte	Loud	Nos peleamos	We argue	Tenemos	We have
Mi madrastra	My stepmum	Mi hermano tiene ... años	My brother is ... years old	Gracioso/a	Funny	¿Te llevas bien con...?	Do you get on well with...?	Tenéis	You all have
Mi padrastro	My stepdad	Mi hermana tiene ... años	My sister is ... years old	Alegre	Happy	Porque son muy estrictos	Because they are very strict	Tienen	They have
Mi abuelo	My grandfather	Mis padres tienen ... años	My parents are ... years old	Perezoso/a	Lazy	Porque es muy amable/ generoso/a simpático/a	Because s/he is very friendly/ generous/ nice		
Mi abuela	My grandmother	¿Cuántos años tienes?	How old are you?	Trabajador/a	Hardworking	Porque es demasiado molesto/a hablador/a desordenado/a	Because s/he is too annoying/ talkative/ messy		
Mi bisabuelo	My great-grandfather	Tengo ... años	I am ... years old	Travieso/a	Naughty	En el futuro me gustaría casarme	In the future I would like to get married	Ser	To be
Mi bisabuela	My great-grandmother	Mis abuelos tienen ... años	My grandparents are ... years old	Bastante	Quite	Casarse	To get married	Soy	I am
Mi hermano	My brother	¿Cuántos años tienen tus bisabuelos?	How old are your great-grandparents?	Muy	Very	El matrimonio	Marriage	Eres	You are
Mi hermana	My sister			Un poco	A bit	Una boda	Wedding	Es	s/he/it is
Mi hermanastro	My stepbrother			Demasiado	Too	No quiero casarme	I don't want to get married	Somos	We are
Mi hermanastra	My stepsister			Nunca	Never			Sois	You all are
Mi tío	My uncle			Siempre	Always			Son	They are
Mi tía	My aunt			A veces	Sometimes				
				A menudo	Often				

Year 9 Spanish

Week 6: Physical appearance		Week 7: Mi casa		Week 8: Las habitaciones		Week 9: ¿Dónde está?	
Tengo	I have	Vivo en una casa	I live in a house	Mi casa tiene	My house has	Está cerca de	Is near to
Tiene	s/he has	Vivo en un piso	I live in a flat	En mi casa hay	In my house there is/are		
Tienen	They have	Vivo en una granja	I live on a farm	Cuatro habitaciones	4 rooms	Está lejos de	Is far from
el pelo castaño	brown hair	Vivo en un barco	I live on a boat	Un dormitorio	A bedroom		
el pelo negro	black hair	Moderno/a	Modern	Un salón	A living room	Está al lado de	Is next to
el pelo rubio	blonde hair	Antiguo/a	Old	Un comedor	A dining room		
el pelo gris	grey hair	Pequeño/a	Small	Una cocina	A kitchen	Está enfrente de	Is opposite
el pelo blanco	white hair	Grande	Big	Una cuarto de baño	A bathroom		
el pelo azul	blue hair	Bonito/a	Pretty	Un despacho	An office	Está delante de	Is in front of
el pelo liso	straight hair	Feo/a	Ugly	Un garaje	A garage	Está entre	Is between
el pelo largo	long hair	Cómodo/a	Comfortable	Un jardín	A garden		
el pelo rizado	curly hair	Incómodo/a	Uncomfortable	Un pasillo	A hall	Está detrás de	Is behind
el pelo corto	short hair	Está en	It is in	Una escalera	A staircase		
Soy pelirrojo/a	I am a redhead	El campo	The countryside	Una piscina	A pool	Está en las afueras	Is on the outskirts
Soy calvo	I am bald	La costa	The coast	Abajo	Downstairs	Un pueblo	A town
los ojos azules	blue eyes	Una ciudad	A city	Arriba	Upstairs	Una ciudad	A city
los ojos marrones	brown eyes	Un pueblo	A village	Fuera	Outside	Una aldea	A village
los ojos verdes	green eyes	El desierto	The desert			Mi barrio	My area
los ojos grises	grey eyes	La montaña	The mountains				
Llevo gafas	I wear glasses	El centro	The centre				
Llevo lentillas	I wear contact lenses	El norte	The north				
		El sur	The south				
		El oeste	The west				
		El este	The east				

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.

Year 9 Sports Studies



Week 1 - Skills	Week 2 – Skills & Tactics	Week 3 - Key Components of Performance	Week 4 - Applying Practice Methods	Week 5 - Analysing Practice Methods
<u>What are skills?</u> Skills are learned abilities that athletes acquire through training and practice. Skill may be defined as the ability to perform at a high standard effectively and efficiently. <u>Types of Skills</u> Simple skills: Skills where the performer doesn't have to process much information or make many decisions. The skills has only a small number of parts and doesn't require much feedback during its performance. An example of a simple skill in sprinting. Complex skills: Skills where the performer has to process lots of information and make lots of decisions. The skill has many sub-routines (or parts) to it and requires a lot of feedback during its performance. An example of a complex skill is a tennis serve.	<u>Types of Skills</u> Open skills: Skills affected by the environment. They are mainly perceptual and usually externally paced. They occur when performers have to make decisions and adapt their skills to a changing or unpredictable environment. The performer is not in control of what will happen next. An example would be making a pass in Ultimate Frisbee. Closed skills: Skills that are not affected by the environment. They are usually self-paced and occur in fixed or predictable situations. The performer uses exactly the same technique every time and is in control of what happens next. An example would be a gymnast performing a floor routine. <u>What are tactics?</u> Tactics are the skills required in any game that allows a player or team to effectively use their talent and skill to the best possible advantage. Tactics are plans which are set up for a specific purpose during a performance or match.	<u>Participating in Sport</u> When participating in your sport. It is important to show you can use these appropriately. Areas to consider: Tactics (using a drop shot against a player at the baseline in tennis) Strategies (when to bowl a bouncer in cricket) Compositional Ideas (acceleration and deceleration of movements in dance) Use of creativity in performance (feint to pass, then dribble in basketball) When competing you must ensure you: Continue to perform under pressure (staying composed on a penalty kick) Maintain Focus (managing to serve 'in' after several 'faults') Perform a specific role during a game (covering for a teammate who is out of position) Adapt to different situations (Acting in a different role because someone has been sent off) Review strengths and weaknesses. Why? When? Impact on performance?	<u>Types of Practice</u> Progressive practise. Drills that show clear increase in difficulty dependent on the performer. Equally, how can drill be simplified to support performers Whole Practice This is when the whole skill is performed a once. For example, completing the triple jump in one motion. Part Practice This is when the skill is broken down in different sections, which are then practiced individually. For example, practicing the 'hop' phase in the triple jump. Variable Practice This is when the skills is practiced in a range of different scenarios that a performer could experience. For example, adding defenders into a passing practice and allowing them to pressurise the player. Fixed Practice This is when a specific skill or technique is repeatedly practiced in the same way. For example, throwing the ball into a lineup	<u>Video Analysis</u> Video analysis allows athletes to examine performance in order to improve skills and prevent injury. Video analysis allows you to catch small details & techniques that are often missed when watching a player live. <u>Other Assistive Technologies</u> Examples of technology: - GPS Trackers - Heart Rate monitors These type of trackers can be used in order to give the performer a detailed overview of how they have performed. These offer quantitative information (use of data/ numbers to form statistics) <u>Monitoring of Competitive Results</u> Where competition results and statistics are monitored to analyse performance of teams &/ or individuals. Examples are: - Goals scored/ conceded - Most tackles made - Possession statistics - Assists - Type of penalties for and against

Year 9 Sports Studies



Week 6 – Types of Leadership

There are different leadership roles and opportunities in sport. For example captains, managers, teachers, coaches, expedition leaders and role models.

There are different role-related responsibilities. For example knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid.

There are personal qualities which relate to leadership roles. For example reliability, punctuality, confidence, communication, creativity.

Leadership styles

Democratic Makes joint decisions with others. Listens to opinions of others but who. More relaxed. Delegates jobs

Autocratic Makes all the key decisions. Give lots of instructions. Authoritative. Assertive. No nonsense. Want tasks completed fast.

Laissez-faire Leaves the decision making and main responsibilities to others e.g. players, assistant coach, captains etc.

Week 7 -Planning a Sporting Activity Session

Applying your knowledge

Key considerations when planning sports activity sessions, i.e. objectives for the session (e.g. meeting the needs of the group)

Appropriate venue (e.g. type, size, indoor/outdoor)

Equipment needs (e.g. type, size weight, arrangements)

Supervision needs (e.g. additional leaders, roles, number of participants)

Timing of activities (e.g. related to age, experience of participants, weather)

Introduction/conclusion of session (e.g. how, when, where?)

Basic warm up/cool down (e.g. physical and mental preparation relevant to age of participants and the activity)

Skills and technique development (e.g. appropriate activities/structure of a session)

Engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)

Risk assessment: Assessing any foreseeable risks to performer and coaches, and including measures to reduce these risks

Emergency procedures- what to do in the event of an accident/emergency, where to get help!

Week 8 – Planning a Sporting Activity Session

Things to consider:

- Safe practice, i.e. organisation of group/activity

- Safe supervision (e.g. as a leader, coach)

- Delivery style, i.e. proactive/reactive

- Demonstration/explanation

- Communication skills, i.e. verbal/non-verbal

- Appropriate language

- Technical terms

- Motivation techniques, i.e. encouragement/ positive feedback

- Extrinsic motivators (e.g. rewards, prizes)

- Activity-specific knowledge, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers

- Adaptability, i.e. making adjustments in an activity that isn't working, addressing issues you hadn't prepared for

- Organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression)

- Safety considerations when planning sports activity sessions, i.e. Risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks) - corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment)

Week 9 –The Delivery

Things to consider

- Leader should stand in front of students to ensure they can see all participants and they can see *the leader*.

- When giving demonstrations ensure all students are still and watching the demonstration.

- Ensure you are clear and project your voice so students can hear the instructions.

- After giving instructions, ask students to repeat them to ensure they have understood the task/ drill.

- Set up session before students arrive

- Colour co-ordinate your cones to support student understanding of the drill. E.g. run from the red to the white cone.

- Give encouragement and praise to motivate the group

- Consider time management- how much time is needed for each activity.

- Use of adaptable drills to increase/decrease difficulty based on the performer to allow them to success/develop

Week 10 –Evaluation of a Sports Activity Session

Key aspects to consider in evaluating planning and delivery of a sports activity session, i.e. what went well?

Against the plan (e.g. was the order of activities effective?)

Against the delivery (e.g. did I keep everyone motivated?)

What did not go well?

Against the plan (e.g. did I consider an appropriate number of activities?)

Against the delivery (e.g. was the group listening to me?)

What could be improved for the future?

Against the plan (e.g. were the group's objectives met?)

Against the delivery (e.g. could I position myself better when communicating with the group?)

Opportunities to develop leadership.

Helping at extra curricular clubs, joint local teams to help coach, completing coaching qualifications









St LUKE'S
Church of England School