

Knowledge Organiser

Year 9

Cycle Three

2024-25

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
22nd April	A	Week 1	23rd June	A	Week 9
28th April	B	Week 2	30th June	B	Week 10 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due.
6th May	A	Week 3	7th July	A	Super-teaching week: teachers will set homework linked to knowledge gaps identified in assessments. Only SPARX Homework due
12th May	B	Week 4	14th July	B	Enrichment Week. No homework set at all.
19th May	A	Week 5			
2nd June	B	Week 6			
9th June	A	Week 7			
16th June	B	Week 8			

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

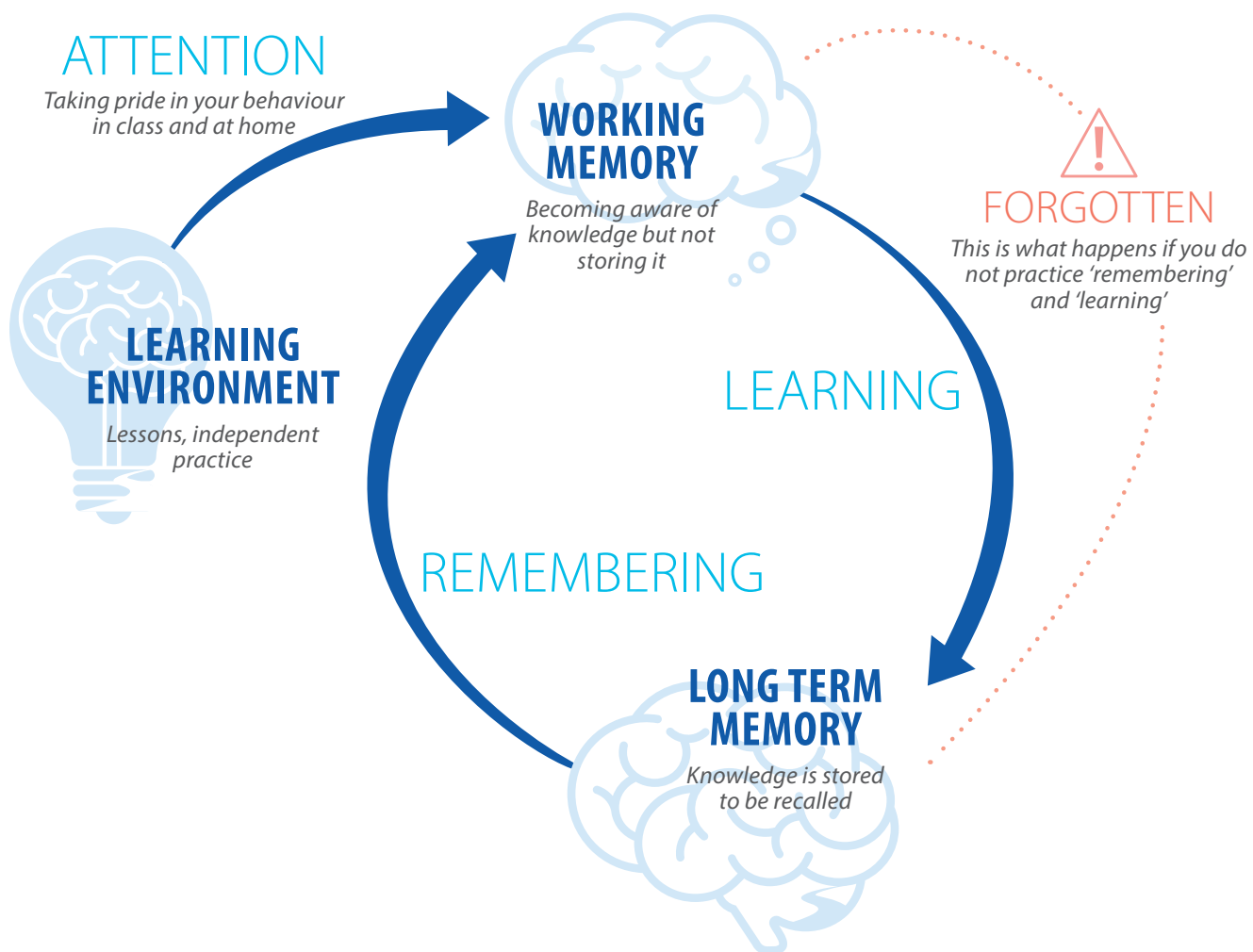
Maths – Sparx Homework

- 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

Homework Merits will be awarded daily on class charts by your tutor.

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**.

Completing Cornell Notes

- 1) Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.
- 2) Summarise all the information in the note taking area into 3 bullet points. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.
- 3) In the cue column, create 5 questions that your bullet points answer. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?"
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

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.			

3) Create 5 Quiz Questions.

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

2) Summarise notes to three bullet points.

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

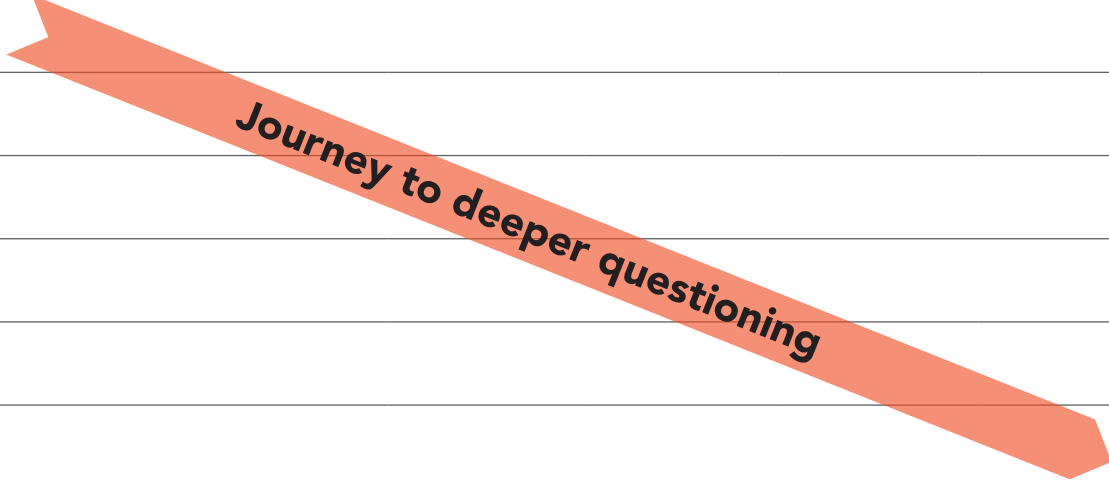
Need more help?

Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



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)						
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						

This is what your homework should look like:

Monday

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. 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

• Superpower = strong military, ↑ money, ↑ population, ↑ influence.
• Examples = (USA), India, China, Russia & EU.
• Rich due to trade & globalisation.
• HIC/LIC high/low income countries.

Self Quiz

1. A super power is a country with a big military, ↑ money & ↑ population. *& lots of money*
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					



Year 9 Computer Science

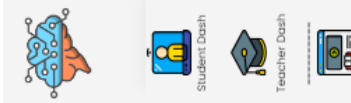


All Computer Science homework is completed on the revise computer science website: <https://revisecs.csuk.io/>

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

To find your work, scroll down until you find the deadlines section of the page

1



Deadlines

Upcoming Deadlines

Deadline Date	Group Name	Course Name	Task Name	Score
Mon Jan 22 2024	11A/Csl Pearson	EdExcel GCSE 2020 (Premium)	RS: Check your Understanding (Variables & Data Types)	N
Mon Jan 22 2024	11A/Csl Pearson	EdExcel GCSE 2020 (Premium)	RS: Written Exam Questions (Variables & Data Types)	N

2

Click the task name to open the set piece of homework

RS: Check your Understanding (Variables & Data Types)

Write in your homework book that you have completed you homework online. Mr Jaremi will check your homework in your next Lesson

Edexcel GCSE 2020 (Premium) > RS: Variables & Data Types > RS: Check your Understanding (Variables & Data Types)

Interactive Learning Check

Drag the words into the correct boxes

A variable is a memory location and the data that it stores

can change

during the

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

Year 9 Dance

Week 1	Week 2	Week 3	Week 4	Week 5
As part of Component 1, you are studying different choreographers and their dance works. Kyle Hanagami's Back Ground. Family Life • He was born in Los Angeles, California. • Kyle took his first dance class at the age of 18 (it's never too late to start!) when he auditioned for UC-Berkeley's hip-hop team. • He was an economics major! • Kyle immediately started choreographing for the team while learning different dance skills. Soon he found his "born to be a choreographer" talents in creating his own flavour of movement. • Since then, he's danced for huge artists such as Justin Bieber and The Black Eyed Peas. • His fame soon came to light when he choreographed for Julianne and Derek Hough's "Move, Live On Tour" and Lindsey Sterling's "The Music Box Tour". Most recently, he served as the supervising choreographer for Jennifer Lopez's "All I Have" live concert experience in Las Vegas, and NBC's "World of Dance". He became one of the most sought after dance teachers in the world nearly ten 10 years after he began teaching dance in the mid-2000s. • Trivi He was featured in the publication Dance Spirit in June of 2012 and October of 2014.	We are currently looking at his choreography to My Universe and Break my Heart. Both these dances are on Google classroom When he was first noticed • Kyle Hanagami first became of notoriety when a dance video that went viral of Ed Sheeran's "Shape of You" by his unique and exhilarating choreography. • Kyle Hanagami, a Los Angeles native, is known for his story-driven, rhythmic moves both on tv and stage. He is one of the most up-and-coming dancer/choreographers you definitely want to know! Associated With • He was a supervising choreographer for the Move Live On Tour, starring Derek and Julianne Hough. He has also worked with the Black Eyed Peas and Justin Bieber. Kyle Hanagami: Awards, Nominations • He has won the "Industry Dance Award" for the best class at Los Angeles' three top dance studios.	Kyle Hanagami, world renowned choreographer and Dance Spirit's November cover star, released his new dance video Give Me Strength on February 14th, 2015. Hanagami announced he will be doing Letters of Love again this year. Hanagami's project Letters of Love began after he taught a class at Movement Lifestyle, a dance studio in Los Angeles, California. He decided to donate all the money he made to cancer research. In an effort to match him, the studio gave their proceeds to the cause as well. Shortly after, Hanagami rented a P.O. Box to receive letters from all around the world. The only rule being that it must be about love. For every ten letters, Hanagami donated \$1 of his own money to fund cancer research. His fans responded with overwhelming support. Teachers made it their class projects and dance studio owners made Letters of Love their priority. He received a total of 14,146 letters of love and released a dance video with the choreography he taught in the class which inspired the project. After releasing his dance to Ed Sheeran's Give Me Love, Hanagami won World Of Dance's Next Generation Award for that piece. In 2014, he invited a personal friend and three time cancer survivor for his Letters of Love class choosing to do the project again. Two years since the class that started it all, Hanagami was diagnosed with leukaemia, cancer of the blood. The diagnosis came towards the end of 2014. "I want to share this because I want to remind people how important love is. Love is so... so important," he said. His new video and choreography conveys a similar message. In fact, it's about, "remembering the things that you love and cherishing them while you still can." https://youtu.be/MmmIG4Rkrog	Kyle Hanagami: Professional Life, Career • Kyle Hanagami has an unmistakable fascination for dancing from his initial days. He began his profession as a dance teacher in mid-2000s. In the wake of filling in as a dance teacher for about 10 years, he ended up a standout amongst the most admired choreographers of this time. • In 2009, Hanagami began his self-titled YouTube channel, Kyle Hanagami where he transfers his dance videos. Moreover, his channel has 3.3 million+ endorses and more than 483 million views. Additionally, he was included in the front of Dance Spirit in 2012 and 2014. • Furthermore, Hanagami filled in as a choreographer in the prevalent unscripted television shows including The X Factor, Sing Your Face Off, and Nickelodeon's How to Rock. • Afterward, he turned into a directing choreographer for the "Move Live On Tour" featuring Julianne Hough and Derek. • Likewise, Hanagami worked with singing sensation Justin Bieber, Jennifer Lopez, and Black Eyed Peas. A portion of his film credit incorporate White Frog (2012), The Mask You Live in (2015) and Brave Enough (2017).	Where to find Kyle Hanagami. • Kyle is currently in faculty at three of the top studios in LA: Debbie Reynolds Dance Studio, Movement Lifestyle, and Edge Performing Arts Centre. He recently received the recognition of Best Class from the Industry Voice Award. He also holds master classes at Millennium Dance Complex • Kyle Hanagami is an acclaimed dancer/choreographer with credits that include The X Factor, Sing Your Face Off, and Nickelodeon's How to Rock, he has also established an enormous presence on his YouTube channel. He received the Industry Dance Award for best class at Los Angeles' three top dance studios. Now United • For the past 2 years Kyle Hanagami has been working alongside entertainment industry legend, Simon Fuller, to help develop and choreograph his newest pop group 'Now United'. The children are talented individuals each from a different country in the world. They are also Pepsi's newest brand of ambassadors.

Year 9 Dance



Week 6	Week 7	Week 8	Week 9	Week 10
Swan Song Christopher Bruce A little background info. The Accompaniment - The accompaniment was composed by Philip Chambon and is an electro- acoustic score. - Direct correlation with music and movement. Silence creates an atmosphere. Silence creates a high light. Music shows dance style. Body percussion/ taps can add to the atmosphere. Dance styles used Christopher Bruce's choreography for Swansong incorporates a variety of dance styles, including contemporary, ballet, jazz, tap and ballroom. The inclusion of 'folk' styles is a typical feature of Bruce's choreography and can be seen particularly in Ghost Dances (1981) and Sergeant Early's Dream (1984). In Swansong balletic movements, such as arabesques, attitudes and jetés combine with the low centre of gravity, spiralling torso and use of off-balance from contemporary dance to create a lyrical feel for the victim's solos. The images of flight, or birds, could be seen to relate historically to ballets like Swan Lake or The Diving Swan (the solo choreographed by Fokine). In Swansong the victim's movements use an extended body line, typical in ballet, but the contemporary element, with strong use of the back is also very evident. Some movements from jazz technique, such as the slide to the floor, can also be seen in the victim's movement material and jazz is combined with tap dance and movements inspired by vaudeville, in the interrogators' dance sequences. Acrobatic movements, like cartwheels and handstands are also used, together with a variety of lifts in the trio sections.	Jazz Dance - Jazz dance has its roots in African rhythms brought to the USA with the slave trade at the beginning of the 19th century. - African dance reacts strongly to the beat of the drums and features a low stance with gyrating hips and a rippling spine. - As black slaves developed jazz music, jazz dance, with its twisting and hip-wiggling, began to emerge. - This style of movement fed into many social dances, such as tango and rumba. Jazz dance gradually became a recognized technique as dancers like Katherine Dunham and Pearl Primus researched traditional African and Caribbean dances and adapted them for the stage. - The technique is physically demanding, like ballet and contemporary and features isolation of different body parts, reflecting the multiple rhythms of the music. - Tap Dance American tap dance developed alongside jazz dance and blended African dance styles with European clog dancing and Irish step dancing, developing from the immigrant population of the era. - Some of the movements in Swansong are familiar from the films of famous dancers like Fred Astaire and Ginger Rogers, who danced in the European style with an upright, smooth line, and Gene Kelly, whose dancing was more closely related to jazz, from the numerous black influences. - However, Christopher Bruce's inspiration for the tap sequences went back further than these old films to music hall or vaudeville.	Swan Song You need to watch Swan Song which is on Google Classroom. I have broken it down into sections so that you don't have to watch it all in one go (unless you want to) This section of the Knowledge Organiser breaks down the individual sections of the set piece Question and Answer Section - Swansong begins in silence. - A loud electronic crash which echoes and fades to nothing. [When pulling the victim off the chair] - The crash happens a second time and is at exactly the same time as the contact motifs repeats. - A fast staccato [short notes] rhythm starts up using a sounds that resembles tapping on bottles of water. - A drum sound starts, helping to build the feeling of tension and aggression within the dance. - Ends in silence	Tea for Two - Typical Tango Rhythm with sharp syncopated beats in 4/4 time. - Circus themes appear – link with the red nose and commedia dell'arte. Slow Trio - Guards enter in silence - When the first contact motif begins the music begins (direct correlation) - We hear a slow rhythm on an instrument which sounds like a vibraphone or xylophone. Victims first solo - The only section in complete silence. This gives the audience an extra emotional link (mood) with the victim, allowing time to really concentrate on his feelings and desires. - This section is where the real sympathy for the victim is created.	Cane Dance - Similar music to section 2 Cha-pa-chaa rhythm and whispering, but faster. - Every now and then we hear a loud clanging noise of metal. - The music slows down as the victim is put on his chair How does this section make you feel? How do the dancers/use of music help build up the tension of this section? Final Solo - A Single note then builds into a tune. - The tune is a haunting melody- a sad and emotional tune which makes us really sympathise with the victim at the end of his ordeal. - It builds throughout to a climax at the end where the victim is bathed in light. - The music then dies away as he walks of stage



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Year 9 French



Week 1: Qu'est-ce que tu aimes faire?

Je regarde	I watch
Les actualités	The news
Les dessins animés	Cartoons
Les documentaires	Documentaries
Les émissions	Programmes
Les jeux télévisés	Game shows
Les téléfilms	TV dramas
Les télé-réalités	Reality shows
Les séries américaines	American series
Les téléfilms policiers	Police dramas
Les émissions de sport	Sports programmes
Les films	Films
Les films d'amour	Romantic films
Les films d'horreur	Horror films

Week 2: La musique

Quelle musique écoutes-tu?	What music do you listen to?
J'écoute	I listen to
Je n'écoute pas	I don't listen to
Je préfère écouter	I prefer to listen to
De la musique classique	Classical music
De la musique rap	Rap music
De la musique RnB	RnB
De la musique pop/rock	Pop/rock music
De la musique electro	Electronic music
Un chanson	A song
Un baladeur MP3	An MP3 player

Week 3: Qu'est-ce que tu as fait ce weekend?

Ce weekend	This weekend
J'ai fait du sport	I did some sport
J'ai regardé un film	I watched a film
Je suis sorti(e) en ville avec mes copains	I went out in town with my friends
Je suis allé(e) en ville	I went into town
Je suis allé(e) au cinéma	I went to the cinema
J'ai joué au foot	I played football
J'ai écouté de la musique	I listened to music
J'ai mangé un hamburger	I ate a hamburger
On a organisé une fête	We organised a party
On a fait du shopping	We went shopping
On a vu un film	We saw a film
On a joué au tennis	We played tennis

Week 4: Time phrases

Normalement	Normally
D'habitude	Usually
De temps en temps	From time to time
Souvent	Often
Rarement	Rarely
Toujours	Always
Tous les jours	Every day
Tous les matins	Every morning
Jamais	Never
Allez	To go
Je suis allé(e)	I went
Tu es allé(e)	You went
Il est allé	He went
Elle est allée	She went
On est allé(e)s	We went

Week 5: The Perfect Tense

Remember, most verbs in the Past Tense in French use 'avoir' (to have) plus a past participle. You need to choose the correct part of the verb avoir first...

Avoir	To have
J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	One (we) has
Nous avons	We have
Vous avez	You all have
Ils ont	They have (m)
Elles ont	They have (f)

Then add the past participle of the verb you want. For regular -er verbs, remove the er and add é. For regular -ir verbs, remove the ir and add i. For regular -re verbs, remove the re and add u.

Jouer (to play) – joué (played)

Tchatter (to chat) – tchatté (chatted)

Finir (to finish) – fini (finished)

Voir (to see) – vu (seen)

Vendre (to sell) – vendu (sold)

Irregular past participles will be learnt separately.



Year 9 French



Week 6: La nourriture		Week 7: Au restaurant		Week 8: Tu fais du sport?		Week 9: J'adore le sport	
Une tablette de chocolat	A bar of chocolate	Je suis végétarien	I am vegetarian	Je fais de la gymnastique	I do gymnastics	Je suis passionné de	I am passionate about
Un kilo de pommes	A kilo of apples	La nourriture épicée	Spicy food	Je fais du jogging	I go jogging	J'ai une passion pour	I have a passion for
Un gâteau	A cake	Mon plat préféré	My favourite dish	Je fais de l'athlétisme	I do athletics	J'aime jouer au	I like to play
Un litre de lait	A litre of milk	La cuisine chinoise	Chinese food	Je fais de la danse	I (do) dance	J'ai toujours aimé faire du / jouer au	I have always liked to do/ to play
Un paquet de chips	A packet of crisps			Je fais de la voile	I go sailing	Je fais/ joue au... depuis 3 ans	I have been doing/ playing ... for 3 years
Un paquet de bonbons	A bag of sweets	Je vais manger	I am going to eat	Je fais de l'équitation	I do horse riding	Parce que c'est important pour la santé	Because it's important for your health
Une bouteille de coca	A bottle of coke	Je vais boire	I am going to drink	Je fais de la natation	I go swimming	Parce que c'est important de rester en forme	Because it's important to stay in shape
Une bouteille de l'eau	A bottle of water	Je veux manger	I want to eat	Je fais de la plongée	I go diving	Avec mon équipe	With my team
Un paquet de biscuits	A packet of biscuits	Je veux boire	I want to drink	Je fais du judo/ karaté	I do judo/ karate	Tous les weekends	Every weekend
Un litre de jus d'orange	A litre of orange juice	Je peux manger	I can eat	Je joue au volley	I play volleyball	Une fois par semaine	Once a week
Des oeufs	Some eggs	Je ne peux pas manger de porc	I cannot eat pork	Je joue au hockey sur glace	I play ice hockey	Tous les jours	Every day
Du poulet	Some chicken	C'était délicieux	It was delicious	Je joue au foot/rugby	I play football/ rugby	Quand j'avais 10 ans	When I was 10
Du fromage	Some cheese	C'était immangeable	It was inedible	Je m'entraîne le samedi	I train on Saturdays	Je jouais au/ Je faisais	I used to play/ do
Du pain	Some bread			Mon entraînement, c'est le vendredi	My training is on Fridays		
J'aime manger	I like to eat						
J'aime boire	I like to drink						

Week 10:

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



Year 9 - Geography- Cycle 3		Week 1 – Growth	Week 2 - Push & Pull
Key Vocabulary	Slum: A part of LIC/NEE cities where people have built their own houses, often associated with poverty. Megacity: City with over 10 million people. Deindustrialisation: A process in which the industrial activity in a country or region is removed or reduced because of a major economic or social change. Services: Things provided to you by someone else like schools, hospitals, electricity Derelict: Run down areas in UK cities where old factories have been abandoned.	Urbanisation: the process of towns and villages developing and becoming bigger as their population increases. More than half of the world's population now lives in towns or cities. Megacity: a city with a population of over 10 million people. The largest megacity in the world is Tokyo in Japan with 37.4 million people! Rural-urban migration: the movement of people from the villages (rural areas) into the towns and cities (urban areas). It is most common in NEE and LICs. Caused by push and pull factors. Natural Increase: growth within a city that results from more births than deaths. Urban Sprawl: as the city grows, people build houses on the outskirts of the city causing the city to grow in size taking over countryside.	Rural- Urban Migration in LIC/NEE Out of villages Push Factors • few services • lack of job opportunities • unhappy life • poor transport links • natural disasters • wars • shortage of food Into the cities Pull Factors • access to services • better job opportunities • more entertainment facilities • better transport links • improved living conditions • hope for a better way of life • family links These push and pull factors are causing millions of people in LIC/NEEs to migrate into cities. This is urbanisation!
Week 3 – Slums	Informal sector: jobs where people do not pay tax and have no legal working rights, for example selling fruit at a street market. Informal housing: housing built on land that does not belong to those who are building it. Often land which may be unsuitable for the purpose: river beds, land close to industrial activity, land on steep or unstable slopes or next to transport networks. Infrastructure of often poor and there are problems with electricity and sanitation. This informal housing is often known as slums or squatter settlements. It is estimated that 1 in 7 people on the planet currently lives in a slum. In Some developing countries, it is as much as 90% of the urban population.	Week 4 – Rio de Janeiro Rio is a mega city in SE Brazil. It has been growing quickly due to urbanisation. Millions have moved from the rural areas of Brazil into Rio to get better jobs and services (pull factors). Slums in Rio are called Favelas. When poor farmers move to Rio, they have no money so can't get a house or flat. They must build their own house out of whatever material they can get cheap and this is how slums / favelas are born. The biggest pull factor into Rio is good jobs. Poor farmers can get a job in Rio SO they make money SO they pay taxes SO Rio has more money to improve schools, hospitals and other services. This makes Rio and even nicer place to live SO more people move in	Week 5 – Favelas in Rio Rio's favelas are not nice places to live, there are many challenges. There is a lot of poverty, crime and litter for example. Economic Challenges- People living in favelas have very little money. If they had more money, they would buy a nice house not in the favela! Social Challenges- Crime is a big challenge in Rio's favelas. Drug gangs control many favelas so police don't dare to go in. Environmental Challenges- Favelas have not sewers or rubbish collection so litter and sewage (poo) get washed down the streets when it rains. YUK!



Key Vocabulary	Week 6 – Improving Rio’s Favelas	Week 7 – UK City: Bristol
Sustainable: To meet the needs of the present without compromising future generations to meet their own needs. Urban Greening: more parks and green space in cities. Brownfield site- land that’s been built on before so new houses can improve it Greenfield site- land that hasn’t been built on before so its bad for the environment to build there Traffic congestion- traffic jam, too many cars on the road so commuting takes a long time Commuter- someone who travels to work, sometimes long distances Regeneration: Rebuilding and improving run down parts of UK cities that have been abandoned.	Please can geog page 2 be resupplied? The table ais bigger/taller than the ppt page margins and get cut off when exported to pdf.	Bristol is a very important city in SW England. Bristol is very different to Rio as it is a HIC city. It is the 2nd richest city in the UK! Bristol has 2 major universities. Bristol imports 700,000 cars every year. Bristol is big into the high tech industries, that’s how they make so much money. Bristol is growing in population. National migration means people are migrating from north England for high tech jobs. International Migration means people are moving from other countries like Somalia and Poland. All this migration is changing Bristol’s character as a city. There is more diversity and culture now but there is also a shortage of houses and some racism.
Week 8 – Bristol Opportunities / Challenges		Week 10 – Urban Sustainability
Bristol has many opportunities that pull people into the city (pull factors). However there are many challenges as well. Bristol is NOT a perfect city! Economic opportunities: high paying jobs so people can make more money! Social Opportunities: Lots of entertainment, professional sports teams, festivals, night life. Social Challenges: Inequalities! Some parts of Bristol like Stoke Bishop are very rich with good schools and nice houses. However, places like Filwood are quite poor with failing schools and council flats. Environmental Opportunities: Bristol is planting many trees and creating parks through urban greening. Environmental Challenges: Bristol has run out of		A sustainable city offers a good quality of life to people without harming the environment much. Key features of a sustainable city: - o Public transport as an alternative to cars. - o Walking and cycling is safe. - o Renewable resources like solar power are used. - o Many resources are recycled. - o New homes are energy efficient. - o Access to affordable housing. - o Community links are strong and communities work together to deal with issues such as crime. - o Areas of open space. - o Cultural and social amenities are accessible for everyone. - o Trees are planted to provide habitat. - o There is little pollution and rivers are clean. Now Bristol Harbourside is the main area for entertainment and tourism. In Year 10 we do a field trip to Bristol Harbourside to investigate the

Year 9 Health and Social Care



Week 1

Health and Social Care Services

Primary Care – the first point of contact you are likely to have with the NHS:

- Doctor/GP surgeries
- Out-of-hours services
- A&E
- Dental Care
- Telephone services

Secondary Care – the next point of contact after primary care (specialist treatment). They have in-depth knowledge:

- Cardiology (heart)
- Respiratory (breathing)
- Endocrinology (hormones)
- Rheumatology (muscle/joints)

Tertiary Care – sometimes a patient needs more than secondary can offer. Complex specialist treatment may be needed. They are experts and provide complex treatments e.g.

- Oncology (cancer care)
- Transplant services

Allied Health Professionals

Help people recover/adapt to injuries/health conditions e.g.

- Physiotherapist
- Occupational Therapist
- Speech & language therapists
- Dieticians

Multidisciplinary Team Working

Can include referrals between healthcare services, e.g. A GP referring a patient with arthritis to a rheumatologist for specialist care.

Week 2

Health Conditions

Cardiovascular conditions:

Coronary heart disease – Managed by the individual = a healthy diet

Managed by healthcare services = Cardiologist may insert a stent

Cerebral Vascular Accident (stroke)

Managed by the individual = -Lifestyle changes, exercising

Managed by healthcare services = GP's may prescribe medicine

Type 2 Diabetes

Managed by the individual = Maintaining a healthy weight

Managed by healthcare services = diabetes nurse to give advice

Dementia

Managed by the individual = Engage in mentally stimulating activities e.g. puzzles or reading

Managed by healthcare services = Occupational therapists help overcome difficulties with tasks

Obesity

Managed by the individual = Eating a balanced diet, exercise

Managed by healthcare services = psychologists can advise

Asthma

Managed by the individual = Avoid triggers e.g. damp, smoke

Managed by healthcare services = GP prescribes inhaler

Chronic Obstructive Pulmonary Disease (COPD) (breathing difficulties)

Managed by the individual = Give up smoking, exercise more

Managed by healthcare services = GP prescribes medicines/inhalers

Arthritis

Managed by the individual = Maintaining a healthy weight

Managed by healthcare services = Physiotherapy exercises

Sensory impairments – vision aids

Physical impairments – GP can prescribe medicine for pain

Learning disability – speech and language therapists can improve communication skills.

Week 3

Social Care

Services for Children/Young People

Foster Care – Provides a family environment in a home that is a safe and stable place to live.

Residential Care– Live in centres for people with specific needs which are often complex.

Services for Adults or Children with Specific Needs

Can include learning disabilities, sensory impairments and long term health issues.

Residential Care

A safe place for people to live that is not their own home.

Accommodation, laundry and meals are provided. Staff are trained to support and are available 24/7.

Respite Care

Provides support for families who are carers. Provides trained carers for a few hours or overnight to give the main caregiver a break.

Domiciliary Care

A trained carer will visit their home to help with personal care and daily tasks

Additional care:

- Informal care – friends, relatives, partners, neighbours
- Voluntary care – charities, community groups, faith-based organisations.

Week 4

Physical Barriers

Affects how easily a person moves around:

- Steps at the entrance, busy or cluttered walkways, no car park

How they can be overcome:

- Having ramps to access the building, wider door ways

Sensory Barriers

Visual – small and hard to read signs, leaflets printed too small

Hearing – Telephone booking system, struggle to hear instructions

How they can be overcome:

- Large print leaflets, bigger signs
- Online booking system, hearing loops

Social and Cultural Barriers

Lack of awareness – e.g. not knowing symptoms

Differing cultural beliefs – e.g. some people have specific diets & prayer times. Services should listen and respect their needs.

Social stigma – when a person is seen in a negative way or discriminated against e.g. mental and sexual health conditions can make people scared to get help

Fear of loss of independence – Reluctant to get help if they think it will affect their independence.

Week 5

Language Barriers

Affects people who have English as an additional language

- Doctors using jargon (technical words), information only in one language

How they can be overcome:

- Explain medical information in simpler terms, have information available in multiple languages.

Geographical Barriers

Where a service is located and who can access it.

- No direct transport link, the journey time takes too long

How they can be overcome:

- Offering home visits, use local community transport schemes

Text Barriers

Affect people with learning disabilities being able to access text (words written down).

- May find it difficult to read signs

How they can be overcome:

- Have an advocate to help understand information given

Financial Barriers

- Cost of prescriptions, travel, charges for some services

How they can be overcome:

- NHS vouchers, charitable schemes.

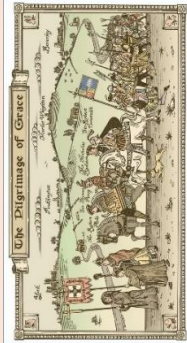
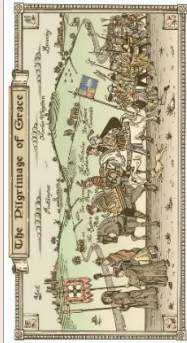
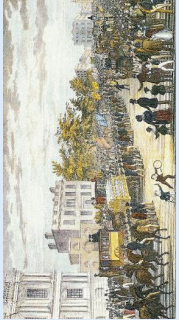
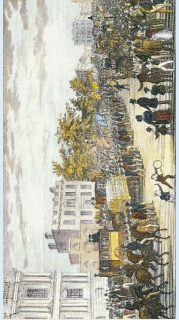
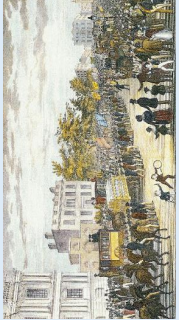
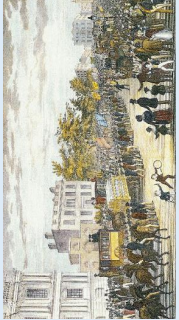
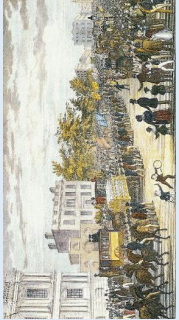
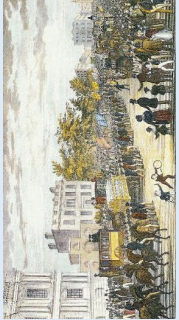
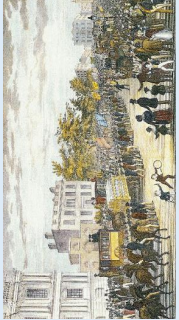
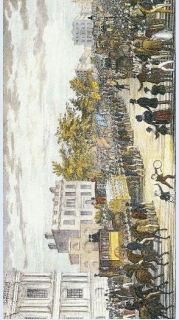
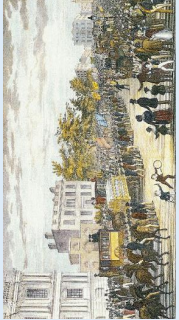
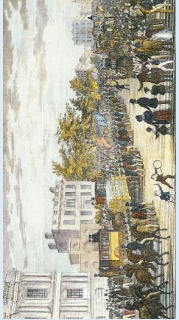
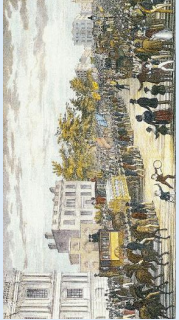
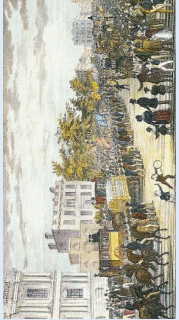
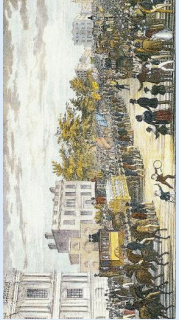
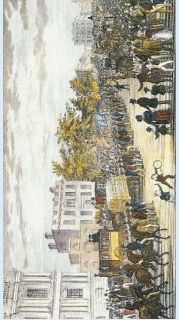
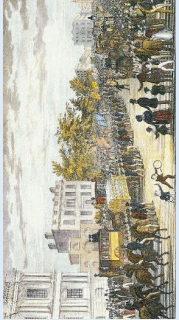
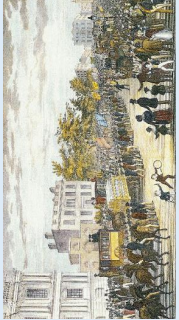
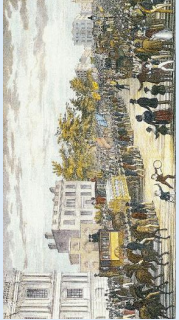
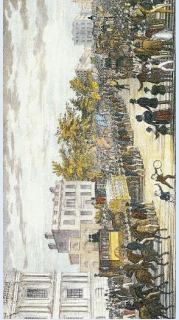
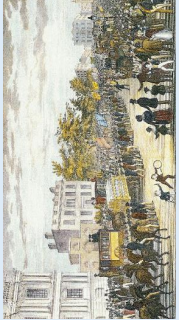
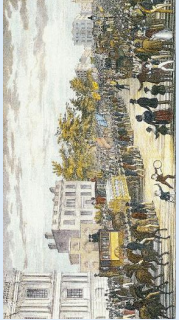
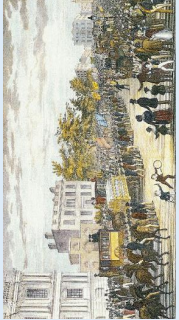
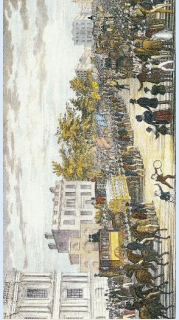
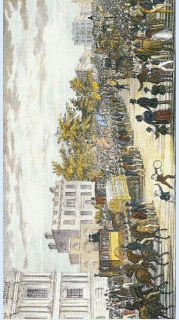
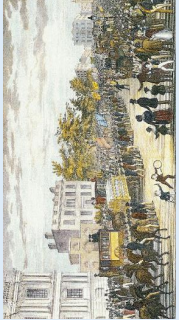
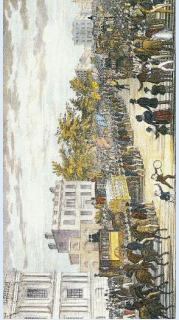
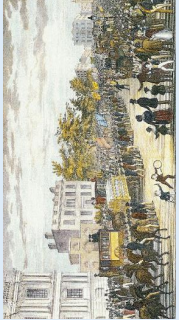
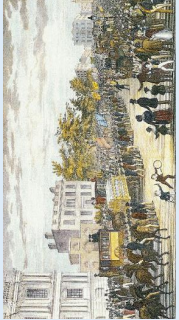
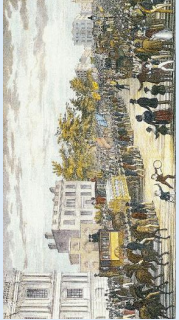
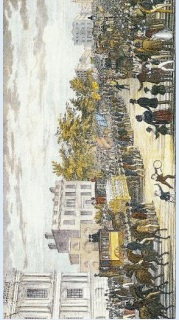
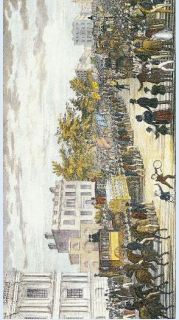
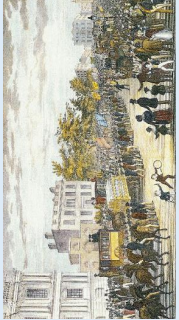
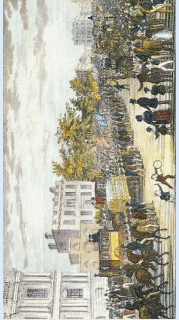
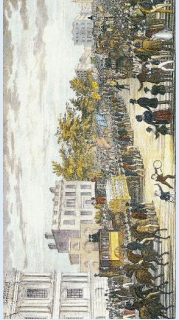
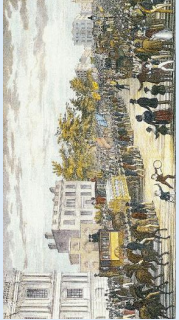
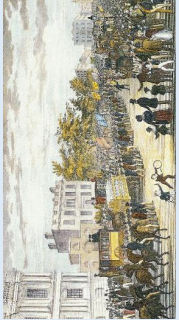
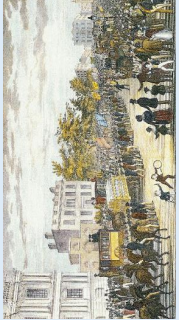
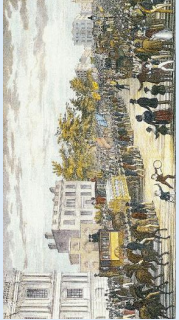
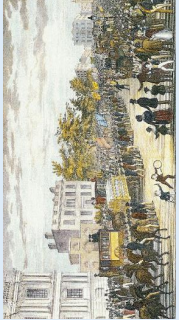
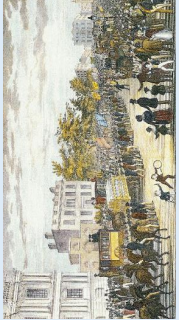
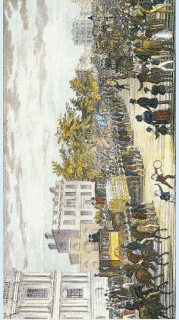
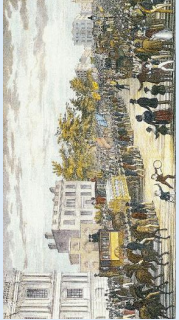
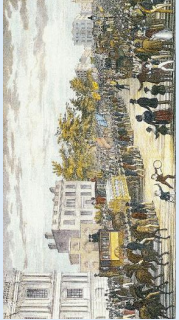
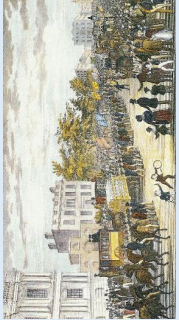
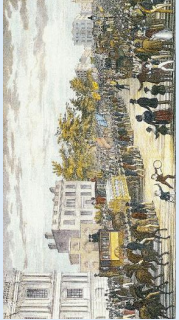
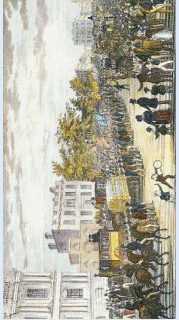
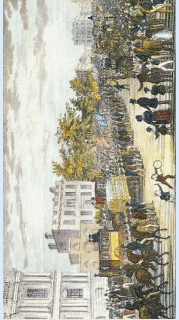
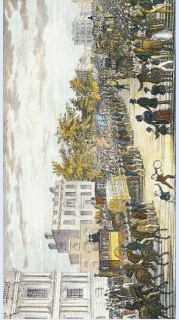
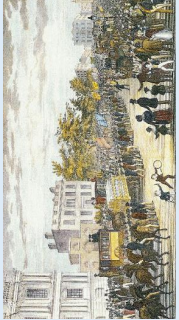
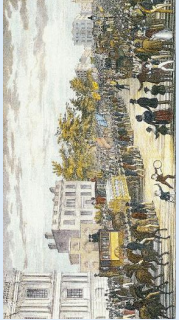
Year 9 Health and Social Care



Week 6	Week 7	Week 8	Week 9	Week 10
Skills Needed when Delivering Care Problem Solving – To be able to assess a person's needs and work out the best way to help them. Observation – Paying attention to a person's condition and notice any changes in symptoms and mood. Dealing with Difficult Situations – Keeping calm when dealing with challenging behaviour. Being patient and compassionate when giving a patient bad news. Organisation – Planning their time and workload. Keeping paperwork organised to be able to access quickly. Attributes – An attribute is a characteristic of a person Empathy – The ability to understand and relate to another person's feelings. Patience – Being able to deal with difficult situations without becoming annoyed. Helps individual feel content and at ease. Trustworthiness – important for a good relationship with an individual, meaning they are more likely to listen and follow advice. Honesty – Important if they are given the correct information about their situation so they can be involved in decisions about their care. They need to be made aware of any risks and the options available to them.	The 6 C'S – Values for Planning and Giving Care Care – Should be consistent and correct for their specific needs. E.g. Listening to a person's individual needs and adapting the care they give to the specific person. Referring a person to a different service if they think it will better meet their needs. Compassion – Building relationships based on empathy, respect considering their feelings and dignity treating them as you would wish to be treated. E.g. Respecting a person's privacy and closing the door when helping them bathe. Competence – Being able to understand a person's needs and having the knowledge and skills to deliver effective care. E.g. Correctly carry out specific tests of procedures. Communication – Explaining their care, helping them feel at ease and involved in their care decisions. Being able to listen is just as important as language. E.g. listening to a person's preferences and decisions about their care. Courage – Doing the right thing and being brave enough to speak up when they have concerns. E.g. owning up if they've made a mistake. Commitment – Being dedicated to continuously improving the care experience they provide e.g. putting the person they are caring for and their individual needs first. - Making sure they have up-to-date skills and knowledge in the area.	Obstacles Lack of time – Struggle to find appointments times that fit around their schedule. Lack of Resources – Financial resources e.g. charges for some services such as dental care, transport costs, parking. Equipment and Amenities – not having the equipment they need to follow professional advice e.g. exercise equipment. -Lack of ramps or accessible toilets for wheelchair users. Unachievable targets – Targets need to be achievable to keep an individual motivated to reach it. Lack of Support – People might find it difficult to get the care they need without the help from family and friends e.g. someone to talk to and encourage them. Psychological Obstacles Lack of Motivation – can prevent someone from making an initial appointment, following recommendations. Low Self-Esteem – when they seem themselves in a negative way and lack confidence. Acceptance of Current State – When a person feels fine at the moment so doesn't think that they need to make changes. Stress and Anxiety – People may avoid seeing a care professional because they are worried about getting bad news.	Other Factors Abilities or Disabilities Physical disabilities can affect a person's mobility. Learning disabilities can make it difficult for people to understand new information and cope independently. This can affect how easily they can access care. They may find it difficult to: -Physically get to and from the health or social care service -Communicate with their care professionals -Understand the information they have been given. Health Conditions Some can make it difficult to access a service that they need: -A person with a visual impairment may not be able to drive and struggle to get to a service -A person with dementia having problems with memory. Addiction When a person becomes dependent on a substance e.g. alcohol, nicotine and drugs. They may find it difficult to get the care they need e.g. -Finding it hard to admit they have an addiction, worried what others may think if them.	Benefits of Skills, Attributes and Values People benefit in several ways: 1. They will be helped to overcome their obstacles e.g. given extra support 2. They'll be given high quality care e.g. care professionals should try to continuously improve 3. Their care will be person-centred and focused on their own wishes 4. They'll be treated with respect e.g. being considerate of another person's feelings 5. They won't experience discrimination e.g. being open minded and accepting of others 6. They'll be empowered and have independence 7. They'll be involved in decisions about their care e.g. being clear about options available to them 8. They'll be kept safe from harm e.g. care given from trained and qualified professionals 9. They'll feel comfortable raising any complaints they have 10. They'll be able to keep their dignity and privacy 11. Their confidentiality will be maintained e.g. keeping personal information private 12. Their rights will be promoted e.g. being treated fairly having access to the same care.

Year 9 History



Week One	Week Two	Week Three	Week Four	Week Five
Power and the People Part 1 Magna Carta (1215) The barons forced King John to sign it. It limited the King's power and gave rights to freemen. It said all freemen had the right to a fair trial and John had to consult with the barons and bishops about raising taxes. Simon de Monfort v Henry III Henry III upset his barons by listening more to his French lords and giving in to the Pope. Simon led the barons to overthrow Henry III in 1264. He became like a king for a year. When in power he invited knights and barons to his parliament. Henry III returned and defeated Simon in 1265.	The Peasants' Revolt (1381) The peasants were angered by the poll tax and the feudal system. Wat Tyler led a march to London where they burned buildings and beheaded the King's Treasurer and Archbishop. King Richard II went back on his promise to give the peasants their freedom and had the leaders hanged/executed. The Pilgrimage of Grace (1536) Catholics in the north of England were angry because of the Break with Rome (Reformation). Robert Aske led a peaceful march of about 50,000 people in York. Henry VIII went back on his promise to give the rebels some of their demands. He had over 200 leaders hanged/executed.	Power and the People Part 2 The English Revolution Charles I angered MPs by marrying a Catholic and changing the Church, closing parliament for 11 years and raising ship money. The Civil War was between the Parliamentarians and the Royalists and lasted from 1642 – 1649. The Parliamentarians won and Charles I was executed. England had no monarch from 1649-1660. Oliver Cromwell became Lord Protector. In 1660 Charles II returned as king, but the king's power had been reduced and parliament's power had now increased. The American Revolution (1776-1783) Americans were angry that they had to pay taxes but had no representation in parliament. They won independence from the British Empire. The Declaration of Independence said that all men were equal and people had the right to choose their government.	Power and the People Part 3 Political Reform The Great Reform Act (1832) Parliament gave the right to vote to some more middle classes. However, you still had to own property to vote, meaning the working classes had no vote. The Chartists The People's Charter set out their aims, including the vote for all men over 21 and voting in secret. Moral force Chartists were peaceful and Physical force Chartists used violence. Leaders: Feargus O'Connor and William Lovett. Protest methods: petitions, marches, riots.	Anti-Slavery Movement Causes: African slaves were treated horrifically on the middle passage and plantations. Leaders: William Wilberforce, Oluadah Equiano. Protest Methods: petitions, speeches, leaflets, memorabilia. Results: Slavery was abolished in 1833.
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				

Year 9 History



Week Six	Week Seven	Week Eight	Week Nine	Week Ten
Factory and Social Reformers Why did they want reform? Dangerous conditions, low wages and long hours in factories. Children as young as 6 worked in factories. Cramped and unhygienic conditions in towns. Overcrowding and unsanitary conditions in prisons. George Cadbury Built houses, a school and a chapel for his workers around his factory in Bourneville, Birmingham. 	Workers' Campaigns (19th century) Tolpuddle Martyrs (1834) They were arrested for forming a trade union and making an oath to keep it secret. There was a huge protest led by Robert Owen. 200,000 people marched in London and 800,000 signed a petition. The martyrs were freed. New Unionism (1880s) The Match Girls protested about low pay and dangerous conditions. They went on strike in 1888. They were led by Annie Besant, a journalist. They marched to the Houses of Parliament and organised a boycott. They were successful and achieved higher wages. The Dockers were angered by low wages and casual labour (no guaranteed hours). They went on strike in 1889 and were led by Ben Tillett. They marched through London carrying fish heads and rotten vegetables. They were successful and achieved higher wages and a guaranteed 4 hour day. Robert Owen His workers only worked an 8 hour day and he provided a school to educate workers' children. Elizabeth Fry Set up a school and chapel for women and children in Newgate Prison. Campaigned for prison reform.	Power and the People Part 4 Workers' Campaigns (20th century) The General Strike (1926) Over a million workers went on strike about low wages and poor conditions. The strike lasted 9 days and failed. The government limited trade unions' rights and membership of trade unions decreased. The Miners' Strike (1984-85) Margaret Thatcher's Conservative government closed mines, leading to huge unemployment. Miners went on strike and clashed with police. The strikes failed and the government limited trade unions' rights and membership of trade unions decreased. 	Womens' Movement (20th century) The Suffragists (peaceful) Leader: Millicent Fawcett Protest methods: petitions, articles, meetings, marches. The Suffragettes (violent) Leader: Emmeline Pankhurst Protest methods: chaining themselves to railings, blowing up post boxes, hunger strikes. Some women over 30 were given the right to vote in 1918, after WWI. All women over 21 were given the right to vote in 1928. In the 1960s women campaigned for equal pay, against discrimination and for the right to have abortions. 	Ethnic Minorities (20th century) Causes: People were angered by poor living conditions, low wages, racism and discrimination. Enoch Powell's 'Rivers of Blood' speech seemed to show that there was racism within the government. In the 1970s and 1980s the 'Sus Law' allowed police to stop and search anyone. They targeted young black men. The Brixton Riots (1981) Lasted 3 days in London. Clashes between the black community and the police. Buildings were burned and over 100 arrests. Results: The Scarman Report said that the police needed to avoid targeting black men. The investigation after the murder of Stephen Lawrence showed that there was racism within the police in the 1990s.  

Year 9 Hospitality and Catering

Unit 1

Week 6

1.1.2

Types of employment roles and responsibilities within the industry
There are four main areas within the industry that you should know the roles and responsibilities within. They are listed below:

1. **Front of house**
 - **Front of house manager:** oversees all staff at the restaurant, provides training, hiring of staff, and ensures good customer service.
 - **Head waiter:** oversees the waiting staff of the restaurant in high-end eating establishments.

- **Waiting staff:** greets customers, shows them their table, takes food and drink orders from customers, and serves them their order. Makes sure customers' needs are met, and that the food order is made correctly.

- **Concierge:** advises and helps customers with trips and tourist attractions. Books taxis for customers and parks customer cars.

- **Receptionist:** takes bookings, deals with questions and complaints from customers, checks-in customers, takes payment, and provides room keys.

- **Maitre d'hôte:** oversees the service of food and drinks to customers. They greet customers, check bookings, reservations, and supervise waiting staff.

- **Valets:** prevent congestion at the front of hotels by parking cars, they also work with bellhops to remove luggage

Week 7

2. Housekeeping

- **Chambermaid:** cleans guests' rooms when they leave, and restocks products that have been used, they also provide new bedding and towels.
- **Cleaner:** cleans hallways and the public areas of the establishment.
- **Maintenance:** repairs and maintains the establishment's machines and equipment, such as heating and air conditioning. These responsibilities could also include painting, flooring repair or electrical repair.
- **Caretaker:** carries out the day to day maintenance of the establishment.

3. The Kitchen Brigade (back of house)

- **Executive chef:** in charge of the whole kitchen, developing menus and overlooking the rest of the staff.

- **Sous-Chef:** the deputy in the kitchen and is in charge when the executive chef isn't available.

- **Chef de partie:** in charge of a specific area in the kitchen. E.g **Poissonier (fish chef)** - Prepares all fish and seafood dishes. **Rotissier (roast chef)** - Prepares all roast meats and sometimes grills. There are many others in large kitchens.

- **Commis chef:** learning different skills in all areas of the kitchen. Helps every chef in the kitchen.

- **Pastry chef:** prepares all desserts, pastry dishes and bakes.

- **Kitchen assistant:** helps with the peeling, chopping, washing, cutting of ingredients, and helps washing dishes and stored correctly.

- **Apprentice:** an individual in training in the kitchen and helps a chef prepare and cook dishes.

- **Kitchen porter/ plongeur:** washes the dishes and other cleaning duties.

Week 8

4. Management

- **Food and beverage Manager:** responsible for the provision of food and drink in the establishment which will include breakfast, lunch, dinner, and conferences.

- **Housekeeping Manager:** ensuring laundering of bed linen & towels, ordering of cleaning products and overseeing housekeeping staff duties.

- **Marketing Manager:** promotes events and offers to increase custom at the establishment, and is responsible for the revenue of the business

Personal Attributes- a quality or personality and trait that someone has in their character. In order to be successful in a particular job role, there are specific personal attributes that an employer looks for and would expect employees and workers to have.

The most desirable personal attributes are:

- Organised • hardworking • punctual
- hygienic • pleasant • calm • friendly
- good communicator • team player • good people skills • willingness to learn and develop • flexible.

Employers look for the following Qualifications and experience when they appoint new employees:

- apprenticeships
- experience in the role/sector – part-time job, summer employment
- school, college and/or university qualifications relevant to the job.

Week 9

1.1.3 Working conditions in the hospitality and catering industry

Types of employment contracts and working hours: You need to know the following types of employment contracts and working hours.

- **Casual:** this type of contract could be provided through an agency and used to cover employees that are absent from work due to illness. There is no sick pay or holiday entitlement with this type of employment.

- **Full time (permanent):** working hours including start and finishing times are fixed and stated in this type of contract. A contract of this nature allows the employee to have sick pay and holiday entitlement.

- **Part-time (permanent):** working hours mean that the employee works on certain days of the week. Work times are stated in the contract, including the starting and finishing times that are fixed in this type of contract. The employee has sick pay and holiday entitlement in this type of contract.

- **Seasonal:** this type of contract is used when a business needs more staff due to busy times throughout the year, such as the Christmas period. The contract will state for the employee to work for a specific time frame only. Also, the contract would not expect further or regular work after the contract is complete.

- **Zero hours contract:** this type of contract is chosen between the employer and the employee. This means that the employee can sign an agreement to be available for work when the employer needs staff. No number of days or hours is stated in the contract and the employer doesn't require to ask the employee to work, and neither does the employee have to accept the work offered. No sick pay or holiday entitlement is offered for this type of contract.

Week 10

Pay and benefits in the industry

- **A salary:** this type of pay is a fixed amount of money paid by the employer monthly, but is often shown as an annual sum on the contract.

- **Holiday entitlement:** employees are entitled to 28 days paid a year. Part-time contracts are entitled less depending to their contract hours.

- **Pension:** on retirement age, an employee qualifies for a pension contribution by the employer and the government.

- **Sick ness pay:** money paid to the employee with certain contracts when they are unable to go to work due to illness.

- **Rates of pay:** national minimum wage should lawfully be offered to all employees over 18 years of age. This rate is per hour and is reviewed each year by the government.

- **Tips:** money given to an employee as a 'thank you' reward for good service from the customer.

- **Bonus and rewards:** given from an employer to the employee as a way of rewarding all the hard work shown from the employee throughout the year, and helping make the business a success. Also known as remuneration.

Working hours -The working hours directive in the UK states that employees on average cannot work more than 48 hours which is worked out over a period of 17 weeks.

Employees can choose not to follow this and work more hours if they want to. People under the age of 18 cannot work more than eight hours a day and 40 hours a week. Employees that work six hours or more a day must have a break of 20 minutes, and have the right to have at least one day off every week.

Unit 1

Week 1

UNIT 1 L03
Health and Safety Requirements:
 Every year there are many accidents at work, businesses must ensure they minimise risks to both customers and employees by following the following laws:

Health and Safety at Work Act 1974 (HASAWA)

What employers need to do by law:

- Protect the health, wellbeing and safety of employees, customers and others.
- Review and assess the risks that could cause injuries.
- Provide training for workers to deal with the risks.
- Inform staff of the risks in the workplace.

What paid employees need to do:

- Take reasonable care of their own health and safety and the health and safety of others.
- Follow instructions from the employer and inform them of any faulty equipment
- Attend health and safety training sessions.
- Not to misuse equipment.

Report of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013:

What employers need to do:

- Inform the Health and Safety Executive (HSE) of any accidents, dangerous events, injuries or diseases that happen in the workplace.

Year 9 Hospitality and Catering

Week 2

- Keep a record of any injuries, dangerous events or diseases that happen in the workplace.

What paid employees need to do:

- Report any concerns of health and safety matters to the employer immediately. If nothing is resolved, then inform the HSE.
- Record any injury in the accident report book.

Control of Substances Hazardous to Health Regulations (COSHH) 2002

What employers need to do:

- Control substances that are dangerous to health
- Provide correct storage for those substances and appropriate training for staff
- Some examples of substances that are dangerous to health include cleaning products, gases, powders & dust, fumes, vapours of cleaning products and biological agents.

What paid employees need to do:

- Attend all training sessions regarding COSHH.
- Follow instructions carefully when using the substances.
- Know the different types of symbols used to know different types of substances and how they can harm users and others when used incorrectly.

You must learn all the following COSHH international symbols and their meaning:

Week 3

Symbol	Hazard	Example products
	Toxic / Very toxic May cause serious health risk or death if inhaled, ingested or it penetrates the skin.	Anti-freeze, drain cleaner, pesticides
	Corrosive In case of contact may cause burns or destruction of living tissue.	Bleach, household cleaning products e.g. descaler remover, disinfectants, ammonia
	Health hazard May cause long-term health effects if inhaled, ingested or it penetrates the skin.	Hand sanitiser, disinfectant, methylated spirit, washing detergent, toilet cleaner, insect repellent, paint
	Serious health hazard May cause long-term threats to health or death if inhaled, ingested or it penetrates the skin	White spirit, petrol, turpentine
	Explosive May explode when dry or under the effects of flame or heat	Fireworks, camping gas <i>N.B. aerosols such as deodorants may well explode if heated but are unlikely to carry this symbol</i>
	Oxidising Reacts with other substances and may cause explosive damage or damage to the living tissue.	Hydrogen peroxide (used in hair bleach), swimming pool chemicals, sodium nitrate used for curing meats, garden fertilisers
	Highly Flammable May catch fire on contact with air. Flashpoint below 0 degrees Celsius. Extremely Flammable Liquid with a flashpoint of below 0 degrees Celsius and boiling point below 35 degrees Celsius.	Hand sanitiser, WD40, white spirit, methylated spirit, camping gas, petrol, deodorants, cosmetics such as nail polish remover
	Gases under pressure Gases which may explode when heated or refrigerated gases which may cause cryogenic injuries.	Camping gas, spray paint
	Dangerous to the environment Substances presenting an immediate or delayed danger to the environment.	Bleach, white spirit,

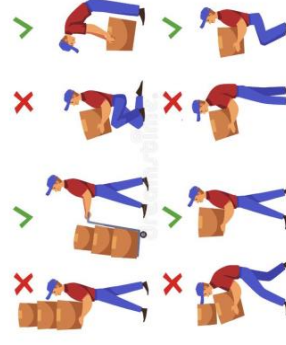
Week 4

Manual Handling Operations Regulations 1992
What employers need to do by law:

- Provide training for staff.
- Assess and review any lifting and carrying activities that cannot be avoided.
- Store heavy equipment on the floor or on low shelves.
- Provide lifting and carrying equipment where possible

What paid employees need to do:

- Ask for help if needed.
- Squat with feet either side of the item. Keep back straight as you start to lift. Keep the item close to your body whilst walking. Make sure you can see where you're going



Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.

Review and assess level of risks in the workplace e.g. slips, trips, falls, burns etc by completing a risk assessment to avoid from happening.

Year 9 Life to the Full



Week 1	Week 2	Week 3	Week 4	Week 5
Reasons Relationships can be good for you: - Help us feel loved and valued - Build confidence - Provide understanding and acceptance - Provide respect, trust and care - Provide safety and security - Provide support Empathy means showing understanding for how somebody else feels. Aggressive behaviour means being forceful and likely to attack or confront someone. Passive behaviour means accepting or allowing what happens, without responding to or resisting it. Assertive behaviour means knowing your rights and being confident to do what is right and stand up against wrongful behaviour. Consent means giving your permission. The legal age of sexual consent in the UK is 16. It is illegal to participate in sexual activity with someone if they have not given their consent.	Pornography is visual material containing the description or display of sexual organs or activity. It is intended to stimulate sexual excitement. In the UK it is illegal for under 18s to watch pornography. It is also illegal for individuals to produce pornography that features under 18s. Sexting is when people share a sexual message or naked/semi-naked image with another person. Taking a pornographic image or video could result in someone being guilty of creating an 'indecent image.' It is a criminal offence to share explicit images of an under 18, including if an under 18 has taken an explicit image of themselves. Pornography often presents an unrealistic and sometimes unsafe view of sex and relationships. It can lead to these problems: - People have unrealistic expectations of sex. - Acts of violence or sexual assault. - Addiction to increasingly explicit pornography. - Enabling people trafficking and modern slavery (many people are forced to take part in filming).	Having unprotected sex with someone who has had more than one sexual partners can lead to the spread of sexually transmitted infections (STIs). Wearing a condom can help to prevent some STIs. Sexual health clinics can offer young people advice and treatment. You can speak to your doctor or any adult you trust in school. The following statements are things that some people say are untrue, but they are true. Make sure you know what is true! - It is possible to get pregnant the first time you have sex. - You can get pregnant standing up. - Some sperm is released before ejaculation, so withdrawal is not a good way to prevent pregnancy. - It is possible for a woman to get pregnant when she is on her period. Research shows that about 80% of 15 year olds are virgins (they have not had sex). Research also shows that most adults wish they had waited longer until having sex for the first time.	Contraception is the deliberate use of a method to avoid pregnancy. Condoms are the only form of contraception that prevent some STIs. They are 99% effective when used correctly. The contraceptive pill is 99% effective when taken correctly. The 2 main types are the combined pill (contains progesterone and oestrogen) and the progesterone-only pill. The coil (IUS or IUD) is inserted into the womb. It is effective for 5-10 years. It is 99% effective. The contraceptive implant is inserted under the skin of a woman's arm. It is 99% effective over a time of 3 years. The cervical cap is fitted over the cervix. It is 92% effective. A miscarriage is the spontaneous and natural loss of a pregnancy. About 50% of people in the UK say they, or someone they know, has experienced a miscarriage. An abortion is the deliberate termination of a pregnancy using medical intervention. In the UK the legal limit for an abortion is generally 24 weeks.	Worldview: 'There is no objective purpose to life.' Nihilism is a view point that there is no purpose or meaning in life. It comes from a Latin word meaning nothing. Nihilists believe that traditional values and beliefs are unfounded and that there is no meaning to our existence. In the 19th century, Friedrich Nietzsche, a German philosopher, observed that many people had stopped following traditional moral teachings, particularly those of Christianity. He famously wrote that 'God is dead', meaning that people had stopped believing in God. As a result, some people say there is no such thing as good and evil. They say everything is pointless and the world is going to end in oblivion. Johnny Rotten, lead singer of the Sex Pistols, sang 'When there's no future, how can there be sin?'. However, philosophers such as Nietzsche came to believe that individuals can create their own meaning to life Existentialism is the view that people have free will to create their own individual purpose, rather than relying on a higher power to determine what is right. Soren Kierkegaard was a philosopher who developed this idea.

Year 9 Life to the Full



Week 6	Week 7	Week 8	Week 9	Week 10
Worldview: 'The purpose of life is to experience wealth/pleasure.' Consumerism is the view that accumulating wealth and possessions leads to happiness. Consumerism suggests that your identity is rooted in your purchases and what you wear and own. Branding and labelling are very important to individuals. Consumerist societies generate high levels of consumption through creativity, production and advertising. Adverts promote the idea that products will bring you true happiness. Consumerism first developed in the 20th century. A consumerist lifestyle is individualistic; individuals compete to have the most money, the best possessions and be the happiest. Hedonism is the idea that the purpose of life is to seek pleasure or happiness. This is the only thing with true value. Many hedonists seek pleasure in food, drink, substances and sex. However, many Hedonistic philosophers believed that higher forms of pleasure could be found in activities such as reading. Hedonism is one of the oldest ideas of philosophy and was developed by the Ancient Greek philosopher Epicurus.	Worldview: The purpose of life is to establish a powerful nation. Fascism is the belief that one nation is superior to all other nations. It promotes leadership by a strong individual and emphasises the importance of a strong military. It developed as a popular belief in the 1920s and 1930s. In Fascist societies, the nation is far more important than the individual. If an individual threatens national life, they must be removed. Adolf Hitler is the most infamous example of a Fascist leader in history. Hitler and the Nazis believed that the Aryan race was superior to all other races. They particularly believed that Jewish people were inferior to others, which led to the Holocaust. Many Fascists have used Darwin's theory of natural selection and evolution to support their beliefs. They believe that one race has evolved and therefore has superior physical and psychological characteristics than other races. This is known as Social Darwinism. Showing compassion or kindness to struggling people is seen as weak. The Nazi Party tried to prove that the brains of Jewish people were inferior by carrying out experiments in concentration camps.	Worldview: 'The purpose of life is to struggle for equality for ordinary people.' Marxism is a worldview based on the work of Karl Marx. He was a German philosopher who lived in the 19th century. Marx believed that Capitalism was the cause of all problems. Capitalism is a system where a country's trade and industry are controlled by private owners to make profit. Marx said that in capitalist systems a few people get richer, while most ordinary people – the workers – are exploited (taken advantage of). Marx believed that religion was used by the rich to control the workers. He believed that workers would recognise this and struggle for equality. They would eventually overthrow the rich and the people would control the production of goods and distribution of wealth. Eventually, there would be no need for a government because this would be done in a way that was equal. Marx's ideas influenced the ideas of socialism and communism. In Russia, the Communist Party overthrew the monarchy in 1917. However, their system of government resulted in the dictatorship of Joseph Stalin where millions were killed and wealth was not equally distributed.	Worldview: 'The purpose of life is to do good for others.' Humanism is worldview that rejects belief in god, the afterlife or the supernatural. They only trust scientific and rational methods to understand how the world works. Humanists believe that human beings can give their own life meaning by seeking happiness and helping others to do the same. Humanists often make decision based on a concern for other people and animals. When making ethical decisions, many Humanists use Utilitarian principles. Utilitarianism was a philosophy developed by Jeremy Bentham and John Stuart Mill in the nineteenth century. They proposed that actions are right if they promote happiness and that when making a decision, people should do what is the best thing for the greatest number of people. This is sometimes summarised as doing the 'greatest good.' Famous humanists include the author, actor and broadcaster Stephen Fry, the feminist Gloria Steinem and the scientist Albert Einstein.	Worldview: 'The purpose of life is to worship God.' Christianity, Islam and Judaism are known as the Abrahamic religions because they all recognise the significant role of Abraham. All 3 emphasise the worship of God as central to the purpose of life. Most Jews believe that God created all things. The Hebrew word for God, 'Yahweh', means 'I am'. God has no beginning or end, he simply exists. God chose to show his love and goodness to the Jewish people, and they are to show God's love to the whole world. Many Jews believe that the Messiah (rescuer) will come and restore the Jewish nation. They believe that God will be worshipped by his people for eternity. Similarly, Christians believe that God created all things and that people have been separated by God through sin. However, they believe that Jesus Christ was the Messiah: that through his death and resurrection, people can be in relationship with God. Therefore, most Christians' response is to worship God the Father, Son and Holy Spirit with their whole life. Most Muslims believe that the purpose in life is to worship God (Allah). They believe that he created all things and is mighty and merciful. There are 99 special names given to Allah. Many Muslims worship Allah through the 5 pillars: Shahadah (declaration of faith); sawm (fasting); salah (prayer); zakat (charity); hajj (pilgrimage).



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 $\begin{array}{r} 12 : 18 \\ \underline{5} \\ 2 : 3 \end{array} \div 6$ ✓

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 $\begin{array}{r} 495 \\ + 162 \\ \hline 655 \end{array}$ ✓

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 False ✓

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 F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Volumes

Cuboid = $l \times w \times h$

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

Cylinder = $\pi r^2 h$

Compound measures

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

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

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

Foundation Formula Quiz

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

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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

$$a^0 = 1 \quad a^{\frac{1}{2}} = \sqrt{a}$$

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

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

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

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
TANG	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)



Year 9 - Philosophy and Ethics – Cycle 3



Week 1	Week 2	Week 3	Week 4	Week 5
Sunni Muslims believe in the six articles of faith or the six beliefs: - The belief in Allah - The belief in angels - The belief in holy books - The belief in the prophets (messengers) - The belief in the last day - The belief in life after death You must believe in all 6 to be a Sunni Muslims. The first 5 beliefs are based on the Quran and all 6 can be found in the Hadiths. There are some disagreements between Muslims about the six beliefs so some Sunni Muslims group the six as the following: - Tawhid (oneness of Allah)- Belief in Allah - Risalah (the messengers of Allah)- belief in angels, holy books and messengers - Akirah (the last things)- belief in the last day and life after death All of the 6 beliefs are extremely important to Muslims each one can individually be debated as the most important	Shi'a Muslims have the five roots of faith (usul ad-din) the beliefs are: - The belief in the oneness of Allah- Tawhid - Belief in justice- Adalat - Belief in prophets- Nubuwwah - Belief in the successors of Muhammad- imam mah - Belief in the day of judgement You must believe all 5 in order to be a Shi'a Muslim. They are based on the Qur'an and the teachings of the 12 imams. The five roots are important because: - They are the basis of shi'a Islam - Without the 5 roots shi'as would not be able to perform the acts of worship necessary - Shi'a Muslims must hold onto this belief if they wish to enter heaven	Allah is the Arabic word for God. It is impossible to say Allah's in Arabic, therefore it is a fundamental belief that there is only 1 God in Islam. Muslims believe the Quran has total authority as: -It contains the word of God -It has never been distorted -Its God's final world, there will never be another book -It teaches Muslims how to live their life In the Quran it discusses the 99 names of Allah such as: The Creator, The Tremendous, The All knowing, The Judge, The Bestower. Tawhid - Oneness of Allah Omnipotence- all powerful every surah (chapter) expect surah 9 its starts with Bismillah (in the name of Allah). Risalah – Prophets Muslims believe that Allah created humans to look after the earth for him and humans need prophets to know how to do this. Prophets are human, but they were chosen by God to receive His messages, Muslims also believe they are sinless. This is why after a Muslims says a prophets names they say peace be upon them as the prophet should be blessed. According to the Qur'an each prophet brought Islam but then over time humans distorted it, this is why it had to be given again to a different prophet, ending with Muhammad.	The main prophets in Islam: Adam - the first prophet. Adam and his wife Hawwa (eve) where instructed to look after the earth. They ate the apple from the garden and they were sent to earth. When on earth they asked for forgiveness and God forgave them and then guided them, Adam built a house for Allah in Makkah called the Ka'aba. Ibrahim- Couldn't have any children because he was old, God gifted him Ishma'il and Isahq, Muslims believe Isahq was the prophet for the Jews and Ishma'il the prophet for the Arabs. Ishma'il- helped re-build the Ka'aba Musa (Moses)- He was told by God to lead the Jews out of slavery in Egypt and to Gods promised land. Musa was given the Torah. Dawud (David)- was given Zabur (psalms) which is part of the Bible however it became distorted Isa (Jesus)- Maryam (his mother) had a virgin birth. He then performed many miracles in his life. Muslims believe he was taken from the cross to heaven so that he never died.	Holy Books The Arabic word for holy books is kitab. Prophet Ibrahim (Abraham) was given the Allah's message in a book called the Sahifa Ibrahim (the scrolls of Abraham) however this book became distorted and so all copies were lost. Prophet Musa (Moses) was given Allah's message in the Torah but this also became distorted. Prophet Dawud (David) was given Allah's message in the Zabur (psalms), some of the undistorted parts have remained in the Psalms of the Old Testament. Prophet Isa (Jesus) was given the Injil (the gospels) but Muslims believe that Christians removed the coming of Prophet Muhammad from the Injil prophecies. Allah decided that his message had to be given in a new way because every time he had sent it with other prophets it had become distorted. Prophet Muhammad was given the words of the Qur'an via the Angel Jibril. He could not read or write so he had to memorise every word. Later, Muhammad had secretaries who wrote down the revelations. Most Muslims agree that Allah only truly made one book, the Qur'an, which is the eternal word of Allah and the heavenly original.



Year 9 - Philosophy and Ethics – Cycle 3



Week 6	Week 7	Week 8	Week 9	Week 10
Angels The Arabic word for angels is Malaikah. Muslims believe that Allah is too great to directly communicate with humans and therefore he created angels to do this. The Qur'an teaches that angels have no free will and so they can never commit sins and they obey all of Allah's commands. Because they are sinless, they are allowed direct access to Allah. The functions of angels are to: - Praise Allah in heaven - Guard the gates of hell - Record the good and bad deeds that all humans commit to present to Allah on their Last Day for him to judge The three main angels are: - Jibril (Chief angel – he delivered Prophet Muhammad the Qur'an) - Mika'il (second in command – the guardian of heaven who protects it from evil and the devil) - Izra'il (the angel of death – he watches over the dying and then takes the souls of people at death and returns them to Allah)	Al-Qadr (fate): Al-Qadr is most commonly known as predestination. This means that everything is following the divine plan of God. God has plan for both the universe and humans and Muslims must trust Gods plan. Akirah is the teaching of the afterlife. Muslims believe they will be brought before God and judged. God will judge everyone based on their actions, beliefs and reward or punish accordingly. Shia Muslims believe in <i>mu'tazilites</i> which means humans still have free will, therefore people can still be judged by God on their actions and be punished or rewarded accordingly. Sunni Muslims believe that God already knew what actions people would take based on their freewill. Therefore God has the attribute of foreknowledge. The belief in al-Qadr means that Allah has a master plan for the universe, because God is omnipotent nothing can happen without Gods permission.	Akirah (Muslim beliefs about life after death): Muslims believe when they die their body stays in the grave until the last day. The Qur'an teaches that the world will be brought to an end by God whenever He chooses. Before that day Isa will return and the angel Israfil will sound the trumpet and the dead will be raised. Everyone will stand on Arafat (near Makkah) and wait to be judged by Allah. Heaven is described as a paradise- Jannah. It is a place of delight. Hell is called Jahannam and is described as a place of fire and torture. The most common belief is that once in hell you stay on one of the seven levels however a few Muslims believe some people will just stay in hell for a short amount of time before God removes them. Some Muslims believe that if you die when on Hajj or fighting you go straight to heaven rather than being judged. Some Muslims believe that after death souls are visited by the angel of death and questioned about their faith, if they answer with a true Muslim belief they will be shown their place in heaven. If they answer wrongly they are beaten.	Key vocabulary Six Beliefs of Islam - Belief in Allah, the Only One God. Belief in Angels. Belief in Holy Books (Qur'an). Beliefs in the Holy Books. Belief in the Prophets. Belief in the Day of Judgement. Belief in predestination. Usul ad-Din - The five roots of Shi'a Islam, also known as the five principles of religion. Tawhid (the Oneness of God), Adalat (justice), prophethood, imamate, resurrection. Tawhid - The oneness of Allah. Belief in Allah's unity Imamah - Successors of Muhammad Immanence - Allah is here in, and part of the material world, close to believers Beneficence - The quality of being all loving Transcendence - Allah is beyond the physical or normal experiences of Humanity Mercy - Compassion and forgiveness Adalat in Shi'a Islam - God's quality of being just Kutub - Muslim Holy Books	Key vocabulary Malaikah - Angels Al-Qadr - Idea of Predestination Predestination - The idea of divine destiny in Islam. Allah wrote down in the Preserved Tablet all that has happened and will happen, which will come to pass as written. Allah has a plan for everyone. It is one of Islam's six articles of faith Akirah - The afterlife. Belief in The Last Day and life after death Judgement - The final trial of all humanity, the living and the dead, at the end of the world Paradise - Final resting place for those who have submitted to Allah Hell - A place of eternal punishment Risalah - The messengers of Allah. Belief in prophethood.

Year 9 GCSE PE Cycle 3



Week 1: Cardiovascular system	Week 2: Respiratory System	Week 3: Respiratory system	Week 5: Aerobic & Anaerobic exercise	Week 5: Musculoskeletal system
Cardiac Output is the amount of blood pumped out of the heart per minute. Stroke Volume is the amount of blood pumped out of the heart per beat. Heart Rate = Number of beats per minute (Average adult, 72 bpm) Maximum Heart Rate = $220 - \text{Age}$ Cardiac Output = Stroke Volume $\times$ Heart Rate Immediate effect of exercise - Heart Rate increases to deliver oxygen to the working muscles. Long term- effects: Bradycardia – Decrease in your resting heart rate. & Cardiac Hypertrophy – Your heart will increase in size and strength. Redistribution of blood during exercise: When exercise begins, the body alters its priorities. Vasoconstriction: The arteries constrict during exercise so that less blood is delivered to inactive areas. Vasodilation: The arteries dilate during exercise so that more blood is delivered to active areas, increasing their O_2 supply.	Gaseous exchange takes places at the alveoli. The alveoli are tiny air sacs inside the lungs. When you breathe in, they fill with air. 6 features assist the process of gaseous exchange 1. Alveoli's moist thin walls (1 cell thick) allows gases to pass through and travel into the blood stream. 2. A large blood supply. An <u>increased</u> red blood cell count <u>increases</u> the amount of oxygen supplied to muscles and other body tissues. 3. Short distance for diffusion (short diffusion pathway) – capillaries are very near alveoli 4. Large surface area of alveoli allows diffusion to take place. 5. Lots of capillaries – to increase the amount of diffusion possible 6. Movement of gas from high concentration to low concentration	The Mechanics of Breathing Breathing In- Intercostal muscles (between the ribs) contract, pulling the chest walls <u>up and out</u> The diaphragm muscle contracts, moving <u>downwards</u> and <u>flattening</u>, increasing the size of the chest The lungs increase in size, so the pressure inside them <u>falls</u>. This causes air to rush in through the nose or mouth. Breathing out- Intercostal muscles between the ribs relax - the chest walls move in and down. The diaphragm relaxes and bulges up, reducing the size of the chest The lungs decrease in size, so the pressure inside increases and air is pushed up and out. Spirometer trace	Aerobic Exercise is exercise with Oxygen (O_2) available. Aerobic exercise can be maintained for long periods and includes activities like walking, jogging, cycling and swimming. Anaerobic Exercise is exercise Without Oxygen (O_2). When you exercise at a high intensity, the respiratory system cannot supply enough oxygen to the muscles. With no oxygen available, glucose is still used BUT produces energy & lactic acid (<i>this causes fatigue</i>) Excess Post-exercise Oxygen Consumption (EPOC) Oxygen debt is the amount of oxygen that the performer was short of during the exercise. Rapid and heavy breathing after exercise will return the body to a resting state and repay the oxygen debt. An example of aerobic exercise is an athlete taking a long run. An example of anaerobic exercise is an athlete sprinting.	Functions of the Skeleton Shape and points for attachment, Support, Movement, Mineral storage, Protection, Production of blood cells. Joints - Where two or more bones are attached to allow movement. Most common type of joints in the body are <u>synovial joints</u>. Ball and socket joint – large range of movement; forwards and backwards, side to side and rotation. Examples: Shoulder and hip. <u>Hinge joint</u>. Hinge joints are formed between where bones can only move along one axis to flex or extend. Examples: knee and elbow. <u>Synovial joints</u> characteristics Cartilage – covers ends of bones, providing a smooth, friction-free surface. Capsule – surrounds the joint and is lined with a synovial membrane. The outer layer of the capsule often includes ligaments that join bone to bone. Synovial membrane – Lines the capsule and produces synovial fluid that lubricates the joint. Synovial fluid – produced by the synovial membrane to lubricate the joint. Bursae – small bags of synovial fluid surrounding the joint.

Year 9 GCSE PE Cycle 3

Week 6: Musculoskeletal system

There are 2 types of muscle contraction:

Isotonic: The muscle changes length and causes movement.

E.g. flexing your arm or leg.

Isometric: The muscle remains the same length and there is no movement.

E.g. holding your body on the rings in gymnastics.

During isotonic contractions, 2 other contractions take place.

Concentric contractions are where the muscle shortens as it contracts.

E.g. The bicep during the upward phase of a bicep curl.

Eccentric contractions are the opposite and occur when the muscle lengthens.

E.g. The bicep during the downward phase of a bicep curl.

Week 7: Lever Systems

A lever has 3 basic parts: **Fulcrum** – pivot point of the lever (joints in the body) **Effort** – the force that is applied to move the resistance or weight (muscles) **Resistance** – the load to be moved by the lever system (weight, limbs)

In a **first class lever**: the fulcrum sits between the effort and the resistance. In your body there are not many first class levers as so few exercises use them. Sporting examples: the neck joint – heading a football

Second class lever. Where the fulcrum is at one end and the effort is at the other, with the resistance in the middle. In physical activity and sport, second class levers are also very rare as they are less common in the body. Sporting example: A second class lever is found at the ankle: a calf raise

Third class lever. The fulcrum is located at one end and the resistance is at the other end of the lever. The effort is in the middle. The majority of the body's joints act as third class levers. Sporting Example: The bicep contracting at the elbow to cause flexion (upward phase) acts as a third class lever system.

Mechanical advantage = effort arm ÷ resistance arm

The benefit to a lever system of having either a: Short effort arm = giving rapid movements over a large range of movement

Short resistance arm = giving the advantage of being able to move a heavy

Week 8: Planes & Axis

Sagittal Plane – Forwards and backwards movements. Mainly flexion and extension.

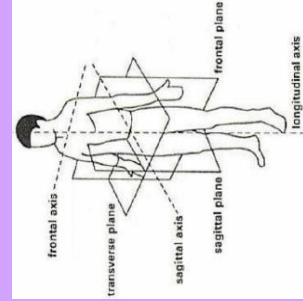
Frontal Plane – Side to side movements. Mainly abduction and adduction

Transverse Plane – Rotational or turning movements. Mainly rotation

Transverse Axis – Passes horizontally through the body from left to right (movements in the sagittal plane: forwards and backwards)

Sagittal Axis – Passes horizontally through the body from back to front (movement in the frontal plane: side to side)

Longitudinal Axis – Passes vertically from the top of the body to the bottom (movement in the transverse plane: rotations)



Week 9: Physical Training

Strength	The ability to overcome a resistance.
Coordination	The ability to use 2 or more body parts together smoothly and efficiently.
Reaction time	The time taken to initiate a response to a stimulus.
Flexibility	The range of movement possible at a joint.
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.
Agility	The ability to move and change direction quickly whilst maintaining control.
Muscular endurance	The ability of a muscle group to undergo repeated contractions avoiding fatigue.
Cardiovascular endurance	The ability of the heart and lungs to supply oxygen to the working muscles.
Balance	Maintaining the centre of mass over the base of support.
Power	The product of strength and speed.

Week 10: Revision

Please revise the key knowledge from the previous 9 weeks.

Select areas of this unit that you struggled with in your end of half-term test.



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?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2

Year 9 Sports Studies: Performance & Leadership



Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Planning Aims & Objectives: What you want them to achieve or do? Participants: What do you know about them that you need to plan for? Tasks or Activities: What are you going to do with them? Teaching Points: What do you need to tell or show them? Resources: What equipment do you need to help you? Organisation: How are you going to organise the activity? Progression: How will you develop the session to make sure they are improving? Differentiation: How are you going to change it to make it accessible to all learners?	The needs of the Group Introduction and Conclusion At the start of your session, you should briefly introduce yourself and the aims of the session. You should then check for any injuries . At the end of the session, you should conclude the session with a summary . Skill and Technique Development When planning your practices you should consider how to structure the activities so show progression . You should also consider a contingency plan for participants that may be finding your practices too easy or hard.	Warm up (4 stages) 1. Gradual pulse raising 2. Stretches 3. Skill based practices 4. Mental preparation Benefits Increases body temperature Increases range of movement Psychological preparation Injury prevention Cool down Maintain elevated breathing and heart rate Gradual reduction in intensity Stretching Benefits Allows the body to recover Removal of Lactic acid & CO2 Prevents Delayed Onset of Muscle Soreness (DOMS) Task- Using the 4 stages of a warm up, design a warm up for your Sport.	Differentiation by STEP S - SPACE – make the space bigger or smaller to challenge. E.g. Learning grids and channels (1v1, 2v1, 3v2, 5v3) Students are asked to adapt space accordingly either by limiting space or enlarging playing areas depending on experience, confidence or ability. In attack, larger spaces are easier In defence, larger spaces are more difficult T- TASK – Use different levels of task or expected outcomes Students either as individuals or groups are given different tasks/starting points based on prior attainment/experience. Able students can be challenged by setting tasks that encourage them to think at higher levels through the inclusion of problem-solving, investigation and use of higher order thinking skills.	Differentiation by STEP E- EQUIPMENT – Size or weight of equipment Students are set a common task but are given different resources, depending on ability and confidence P- PEOPLE – Change the numbers Students have a common task to complete but are grouped in a way that ensures success for all. Able children can sometimes be grouped with peers of similar ability and expected to perform at higher levels or given the role of leader in supporting less able Task- Using the STEP Principle, plan how you would progress a drill within your Sport.
Week 6	Week 7	Week 8	Week 9	Week 10
Reviewing your performance as a Leader Three Key Questions: 1. What went well? 2. What did not go so well? 3. How could I improve next time? Task Using the three key questions below write a review of how your coaching session went including information on: - Planning & organisation - Communication - Achievement of session objective	Reviewing your performance as a Leader Three Key Questions: 1. What went well? 2. What did not go so well? 3. How could I improve next time? Task Following on from last week's review, use the three key questions below write a review of how your coaching session went including information on: - Session engagement - Content of session - Your leadership skills	Planning an OAA Kayaking Session Health and safety The activity should be suitable for the group with all potential risks been identified. Personnel The ratio of leaders to participants should be at least 8:1. The activity leader should also be suitably qualified. Adventure Activities Licensing Authority All centres delivering outdoor activities have to have a license. Clothing and equipment These should be appropriate to the activity and not damaged/torn.	Planning Considerations for OAA Location The terrain must be suitable for the activity and experience of the participants. Supplies Access to food and water is essential. Emergency procedures There must always be a first aider available and meeting points established. Action plans for a lost or trapped person well as checking mobile phone signals should all be on a pre-activity checklist.	Planning Considerations for OAA Shelter If an overnight stay is required, is there sufficient shelter from adverse weather conditions. Weather forecast Predicting weather conditions will reduce the risk during the activity. Timing How long the activity last for should be suitable for the age and experience of the individuals Contingency plans An alternative route should be discussed in case of an unexpected obstruction. Spare equipment should also be available in the event of a break.

Year 9 Spanish



Week 1: ¿Qué te gusta hacer?		Week 2: Porque es...		Week 3: ¿Qué haces in tu tiempo libre?		Week 4: Los programas		Week 5: Revising the present tense:	
¿Qué te gusta hacer?	What do you like to do?	De vez en cuando	From time to time	Cada semana	Every week	¿Qué tipo de programa te gusta?	What type of programme do you like?	Escuchar	To listen
Me gusta cantar	I like to sing	A veces	Sometimes	Por lo general	In general	Los dibujos animados	Cartoons	Escucho	I listen
Me gusta bailar	I like to dance	A menudo	Often	Siempre	Always	Las noticias	The news	Escuchas	You listen
Me gusta ir de compras	I like to go shopping	Nunca	Never	Todos los días	Every day	Los documentales	Documentaries	Escucha	s/he listens
Me gusta escuchar música	I like to listen to music	Porque es aburrido	Because it's boring	Muchas veces	Often	Las series policíacas	Detective series	Escuchamos	We listen
Me gusta tocar la guitarra	I like to play the guitar	Porque es entretenido	Because it's entertaining	Leo una novela	I read a novel	Las telenovelas	Soap operas	Escucháis	You all listen
Me gusta salir con mis amigos	I like to go out with my friends	Porque es divertido	Because it's fun	Toco la guitarra/ el piano	I play the guitar/ piano	Comedias	Comedies	Escuchan	They listen
Me gusta ir al cine	I like to go to the cinema	Porque es relajante	Because it's relaxing	Charlo con mis amigos	I chat to my friends	Las películas	Films		
Me gusta jugar con mi consola de videojuegos	I like to play with my videogame console	Porque es creativo	Because it's creative	Escucho música	I listen to music	Los concursos	Game shows		
Me gusta ver la televisión	I like to watch TV	Porque es difícil	Because it's difficult	Voy a un concierto	I go to a concert	Mi programa favorito es	My favourite programme is	Ver	To watch
Me gusta leer	I like to read	No está mal pero	Isn't bad but	Canto en un coro	I sing in a choir	Por la tarde	In the afternoon/ evening	Ve	I watch
Me encanta	I love	El cine no está mal pero detesto la televisión porque es aburrida	The cinema isn't bad but I hate TV because it's boring	Los lunes	On Mondays	El fin de semana	At the weekend	Ves	You watch
Odio	I hate			Los martes	On Tuesdays	Por la mañana	In the morning	Ve	s/he watches
Detesto	I hate			Los miércoles	On Wednesdays			Vemos	We watch
				Los jueves	On Thursdays			Véis	You all watch
				Los viernes	On Fridays			Ven	They watch
				Los sábados	On Saturdays				
				Los domingos	On Sundays				



Year 9 Spanish



Week 10:

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

Week 6: Comer y beber		Week 7: En el restaurante		Week 8: ¿Haces deporte?		Week 9: ¿Qué deporte harás?	
Quiero	I want	De primero	For starters	Hago natación	I do swimming	Si echan el partido por television	If the match is on TV
Quiero comer	I want to eat	De segundo	For the main course	Hago atletismo	I do athletics	Si todo va bien	If all goes well
Quiero beber	I want to drink	De postre	For pudding	Hago ciclismo	I do cycling	Si vamos a la montaña	If we go to the mountains
Un bocadillo	A sandwich	Para mí	For me	Hago patinaje	I do ice skating	Si no tengo deberes	If I don't have homework
Una botella de agua	A bottle of water	Voy a tomar	I'm going to have	Hago equitación	I do horse riding	Si el entrenamiento va bien	If training goes well
Una tortilla	An omelette	Una chuleta de cerdo	Pork chop	Juego al golf	I play golf	Si hace buen tiempo	If it is good weather
Un vaso de leche	A glass of milk	El bacalao	Cod	Juego al fútbol	I play football	Veré el partido	I'll watch the match
Manzanas	Apples	El cordero	Lamb	Juego al voleibol	I play volleyball	Participaré en el torneo	I'll participate in the tournament
Queso	Cheese	Los guisantes	Peas	Juego al baloncesto	I play basketball	Haré alpinismo	I'll do climbing
Yogur	Yoghurt	Las judías	Beans	En la cancha	On the court	Iré al gimnasio	I'll go to the gym
Huevos	Eggs	La cebolla	Onion	En el parque	In the park	Haré vela	I'll do sailing
Jamón	Ham	Al ajillo	Cooked with garlic	En la pista de hielo	At the ice rink	Jugaré al tenis	I'll play tennis
Pollo	Chicken	El melocotón	Peach	En el polideportivo	In the gym		
Tomates	Tomatoes	El plátano	Banana	En la piscina	In the swimming pool		
Una barra de pan	A loaf of bread			En el campo	In the countryside		
Las tostadas	Toast						
Los cereales	Cereal						
La ensalada	Salad						
La sopa	Soup						





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