



The Sutton Academy



YEAR 9 TRACKING 3 ASSESSMENT

Week Commencing 1st June 2026

Student Name: _____ Form Tutor _____

SUPPORTING STUDENT SUCCESS

Information, advice and guidance for students, parents and cares to support success in tracking assessments.

A Message from your Achievement Leader

Dear Year 9 Student,

As we approach the end of a busy and exciting school year. It's hard to believe how quickly time has passed, and now, as we look ahead, it's time to talk about something very important: **your end-of-year (Key Stage 3) assessments.**

You might be feeling a little nervous or unsure about what's to come, but I want to take a moment to remind you of just how valuable these assessments are—not just for your grades, but for your personal growth and learning. Here are a few reasons why they matter:

1. **A Chance to Reflect on Your Progress.** End-of-year assessments give you an opportunity to look back at how much you've learned over the year. It's a time to see how much you've improved and what you've achieved. The skills and knowledge you've built throughout the year are all coming together in these final assessments.
2. **Building Confidence for the Future.** While assessments can feel a little stressful, they also help build confidence in your abilities. By preparing for and doing your best in these exams, you gain a sense of accomplishment and the confidence to tackle bigger challenges in the future, whether it's in Year 9 or beyond.
3. **A Valuable Learning Experience.** Remember, it's not just about the final grade—it's about the process. The way you prepare, the study techniques you use, and how you manage your time are all skills that will help you in future learning. If you approach this with the mindset that it's an opportunity to improve and learn, it will help you in the long run.
4. **They Help Us Understand How We Can Support You.** End-of-year assessments are also a way for us as teachers to see how well we've taught you throughout the year. If there are areas where you or the class as a whole need more support, we can work together to address those and help you do even better next time.

Whether you're aiming to improve in a specific subject, work on your study habits, or learn how to manage your time better, the results from these assessments can guide you in making those goals a reality.

I encourage you to approach this time with a positive mindset, stay organized, and remember that you are capable of achieving great things. Don't hesitate to ask for help if you need it, and most importantly, believe in yourself. This is an important step in your journey, and I am confident you will rise to the challenge.

Miss Flynn

Achievement Leader – Year 9



Key points:

- Performing well in assessments requires time out of school preparing.
- Your outcome will depend on how well you use this time.
- Revision plans vary from student to student but should be well structured.

It's never too soon to make a plan and start revising!

The main reason to begin revision early to avoid cramming just before the assessment which can cause stress and affect performance. By completing small amounts of revision regular and often, you will have revised all of the topics you need.

- Ensure you know when all your tracking 1 assessments are.
- Write the dates on the assessment timetable in this booklet
- Make sure you know what you need to revise – revision lists are included in this booklet.
- Topics don't always need to be revised in the exact same order they were taught
- Starting revision with topics you find easier will help boost confidence, but starting with topics you struggle with will have more impact.
- Make sure you have a balance between revision and social time
- Be flexible if something special comes along such as family celebrations
- Don't plan a revision timetable which is unrealistic.

Step 1	Use the timetable template in this booklet.
Step 2	Make a list of all your subjects.
Step 3	Add in any non-school commitments for the week such as leisure activities, going out, seeing friends, time to relax, etc.
Step 4	Enter in when to revise each subject for the week, keeping in mind the following: <ul style="list-style-type: none">• balance of revision time between subjects• space out the revision for each subject• vary the subjects revised on each day.
Step 5	Keep this timetable to you can tick off when you have completed each subject.

Effective Revision: How to Avoid the trap of 'Busy Work':

Busy work is when you spent time completing activities that may feel easy to do in the moment, but have little value to your revision. This could include things like making posters or highlighting information!

- Effective revision strategies involve **active processing**.
- A proven strategy is creating **flashcards**.
- Create flashcards from reliable sources such as **knowledge organisers**.
- Once you have made flash cards, test yourself on them.
- Pull out any flash cards that you are unsure of.
- Keep testing yourself on these flash cards until you are confident.

The most effective way to test yourself on your flashcards is to use a friend. In Year 8 you are all sitting the same assessments to require the same knowledge.

If you are revising alone, you can use mini whiteboards and the following strategy:



Research suggests that it takes on average between 3-5 repetitions to transfer knowledge into your long term memory.

Effective Revision: Tackling the Tough Stuff!

Teachers have spent time inputting your marks for individual questions to identify precisely your **gaps in knowledge** or your **misconceptions**.

They have used this information to create Personal Learning Checklists (PLCs) which will focus your time, effort and revision on the most important things.

Topics	What do I need to revise?	
Definition and types of natural hazard	Use the link to watch the video and answer the following questions on 'what is a natural hazard?' https://continuity.co.uk/Lessons?r=533	Green
Drawing a pie chart	Using SPARX complete the following: Drawing Pie Charts - U508, U172	Red
Basic % calculation	Using SPARX complete the following: Percentages of amounts (non calc) - U554 Percentages of amounts (calc) - U349	Green
Two differences continental vs oceanic crust?	Create a table to show the differences between oceanic and continental crust. https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/2	Red
Describe world distribution of volcanoes	Use TEA (Trend, example, anomalies) to describe the distribution (spread) of earthquakes & volcanoes https://rossettgeography.weebly.com/distribution-of-earthquakes-and-volcanoes.html	Yellow
Does higher magnitude = worse earthquake effects	Watch the video and make notes on why magnitude of an earthquake does not always determine worse effects. https://www.youtube.com/watch?v=4BRFp5o2Qwo	Green
One reason why largest earthquakes = most deaths	Use the earthquake timeline to determine if the largest earthquakes do cause more deaths. Write a summary paragraph to explain your findings. https://www.bbc.co.uk/news/world-12717980	Yellow
The three plate margins: Constructive/Destructive/Conservative	Watch the video to draw three annotated diagrams of the three plate boundaries. https://www.youtube.com/watch?v=Uqwf6laE_k	Green
Conservative plate margins	Create a flash card on the San Andreas fault line and conservative plate boundaries. https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/7	Green
How earthquake and volcanoes form at destructive plate margins.	Draw a flow diagram to outline how earthquakes and volcanoes form at destructive plate boundaries. https://www.internetgeography.net/topics/destructive-plate-margins/	Yellow
Long and short term responses to tropical storms	Create a table to outline the short and long term responses of tropical storm. https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z8dk8hv#:~:text=Tropical%20storms%20can%20cause%20devastation,the%20wealth%20of%20a%20	Yellow
Spelling, Punctuation and Grammar		Yellow
One advantage of living near volcano	Mind map the advantages of living near a volcano. https://www.bgs.ac.uk/discovering-geology/earth-hazards/volcanoes/living-with-volcanoes/	Green
How can we reduce the effects of earthquakes	Describe and explain one way we can predict, protect and prepare for	Yellow

- ✓ In every subject, there will be certain topics we don't like, so when it comes to revision we avoid them.
- ✓ It is typical for students to 'pray and hope' that this topic just won't come up on the exam.
- ✓ Use the time before you assessments to **tackle the tough stuff**.
- ✓ Use your teachers if you need to.

Expectations before the assessment:

- ✓ Remain in silence once you have entered the classroom
- ✓ Check you've got all of your equipment out on the desk ready
- ✓ Fill in your name on the front your paper and wait for instructions from your teacher.

Expectations whilst you complete the assessment:

- ✓ Assessments are a great opportunity to demonstrate at least a good ATL.
- ✓ Your teacher will be circulating the classroom every 15 minutes to monitor your progress.
- ✓ Remain in silence at all times.
- ✓ If you need anything during the assessment raise your hand – do not shout out.
- ✓ No non-verbal communication
- ✓ Answer every question to the best of your ability
- ✓ No heads on desks
- ✓ No graffitiing/drawing on your assessments

If you think you have finished...

- You must go back through from the beginning and check your answers carefully
- Remain silent until every paper has been collected by your teacher.

Assessments will last for approximately
55 minutes.



Tracking 3 Assessment Timetable

Use this table to record when each assessment is taking place.










Week Commencing 1 st June 2026 (Week 1)					
Period	Monday 1st	Tuesday 2nd	Wednesday 3rd	Thursday 4th	Friday 5th
1					
2					
3					
4					
5					

Revision Lists & Knowledge Organisers

*This section of the guide contains your revision lists and knowledge organisers. Revision lists clearly identify the topics you need to revise in preparation for the assessment. Many of the revision lists contain internet links to useful websites where you can find the information. Alternatively there will be a **knowledge organiser** included in this booklet which will contain the information you need.*



Revision List for English

Topic	Revision links	QR Code
Socialism Hierarchy Submissive Patriarchal Valiant Machiavellian	Find the definitions to the following words and write flashcards for them and use them in a sentence.	
Language Analysis	https://teachers.thenational.academy/lessons/analysing-the-writers-use-of-language-6ruk2e Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Pronouns	https://www.bbc.co.uk/bitesize/articles/z37xrxw#zt46ywx Watch the video and make summarise what a pronoun is on a flashcard. Complete the tasks and show a photo of evidence to your teacher.	
Metaphor/Simile	https://www.youtube.com/watch?v=hYqK8V_GUE8 Watch the video. Write a definition on a flashcard and provide examples. Annotate the tenor and the ground.	
Narrative Arc	https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-five-part-narrative-structure#worksheet Complete the worksheet and show your teacher	
Adverb	https://www.youtube.com/watch?v=94aFcx6oliY Watch the video about adverbs and create a flashcard to explain them.	
Adjective	https://www.youtube.com/watch?v=Y10Aa_fhUh8	
Motif	https://www.youtube.com/watch?v=isBKoIORntI Create a flashcard to explain what a motif is and how they are used.	
Personification	https://www.youtube.com/watch?v=1dO1HV5_J_g Watch the video and create a flashcard to explain it and offer some examples.	
Great Chain of Being	Watch the video and make a flashcard explaining the Great Chain of Being and why it is relevant to Othello https://www.youtube.com/watch?v=XHjRtXokQwQ	

Revision List for English

Pathetic Fallacy	<p>Watch the video https://www.youtube.com/watch?v=3v8fyzpJLM8 Create a flashcard explaining pathetic fallacy and write an example.</p>	
gothic horror features	<p>https://www.youtube.com/watch?v=9_LMmiTK9GQ</p>	
Tragedy conventions	<p>https://www.youtube.com/watch?v=eVRU5MVYNiw Watch the video and write down the conventions of a tragedy on a flashcard. List the texts we have studied that are tragedies.</p>	
Dramatic Irony	<p>https://www.youtube.com/watch?v=JTEC6UT7JXM Watch the video and write an explanation of dramatic irony</p>	
Sentence Types	<p>https://www.youtube.com/watch?v=aLd_gEu_jVo Create flashcards for each sentence type.</p>	
Othello	<p>https://www.youtube.com/watch?v=WUjn0Tycigk https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/othello/lessons/introduction-to-othello-and-plot-exploration Make flashcards on the plot, characters, themes and key quotes</p>	
Othello Context	<p>https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/othello/lessons/effective-use-of-context Make flashcards about contextual points of Othello</p>	
4 Othellos 4 Iagos 4 Desdemonas	<p>Revise the four Othellos, Iagos and Desdemonas. Learn the quotes and make flashcards out of them.</p>	
Practice Question 1:	<p>How does Shakespeare present Iago in Othello? Write about his character at the beginning, middle and end.</p> <p>https://www.aylesford.kent.sch.uk/images/documents/OTHELLO_modern_transation.pdf</p>	
Practice Question 2:	<p>How does Shakespeare present Othello as a character who changes in the play? Write about the character at the beginning, middle and end.</p> <p>https://www.aylesford.kent.sch.uk/images/documents/OTHELLO_modern_transation.pdf</p>	

Revision List for Maths - Support

Topic	Sparx Code
Place Value Problem	M704
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying Integers	M187
Multiplying Decimals	M803
Dividing Decimals	M262, M263
BIDMAS	M521
Estimation	M878
Converting standard form	M719, M678
Product of Prime Factors	M108
Lowest Common Multiple	M227
Simplifying Fractions	M671
Adding and Subtracting Fractions	M835
Adding and Subtracting Mixed Numbers	M931
Multiplying and Dividing Mixed Numbers	M197, M265
Dividing Fractions	M110, M265
Increase and decrease percentages	M476
Simple Interest	*U533
Collecting like terms	M795, M531
Expanding single brackets	M237
Factorising expressions	M100
Solving two step equations	M509
Drawing Straight line graphs	M843
Adding and Subtracting Negative Numbers	M106, Q566, M527
Solving Problems with the four operations	M347, M355, M928, M187
Rounding to decimal places	M431
Rounding to significant figures	M994, M131
Error intervals	M730
Converting numbers into standard form	M719, M678
Factors, Multiples and Primes	M823, M227, M322
Highest common factor	M698, U529
Converting Fractions, Decimals and Percentages	M264
Fractions of an Amount	M695, M684
Percentages of amounts	M437, M905
Simplifying Expressions using Index Laws	M120
Expanding Brackets	M237
Expand double brackets	M960
Substitution	M417
Forming expressions	M957
Solving one step equations	M707
Solving Equations with unknowns on both sides	M554
Inequalities on a number line	M384
Solving Inequalities	M732/M118
Nth term	M991

Topic	Sparx Code
Recipes	M478
Best buys	M681
Converting currency	*U610
Units of measure	M772
Properties of 2D shapes	M276
Symmetry/Rotational symmetry	M523
Types of angles	M502
Measure and draw angles	M780/M331
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Angles in polygon	M653
Angles on parallel lines	M606
Constructing triangles	M565
Constructing bisectors	M239/M232
Perimeter	M635/M690
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Identifying parts of circles	M595
Circumference of circles	M169
Area of circles	M231
Pythagoras' theorem	M677
Trigonometry—finding sides	*U283
Congruency	M124
Similarity	M377/M324
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area	M661
Volume of prisms	M765/M722
Volume of cylinders	M697
Speed, distance and time	*U151
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934

Revision List for Maths - Core

Topic	Sparx Code
Solving Problems with the four operations	M347, M355, M928, M187
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying and Dividing Powers of 10	M113
Multiplying Integers	M187
Multiplying Decimals	M803
Dividing Decimals	M262, M263
Roots and Powers	M135
BIDMAS	M521
Estimation	M878
Simplifying Expressions using Index Laws	M120
Converting standard form	M719, M678
Product of Prime Factors	M108
Multiples	M227
Factors	M823
Simplifying Fractions	M671
Adding and Subtracting Fractions	M835
Dividing Fractions	M110, M265
Adding and Subtracting Mixed Numbers	M931
Multiplying and Dividing Mixed Numbers	M197, M265
Converting Fractions, decimals and percentages	M264
Finding Percentages of amounts	M437, M905
Simple Interest	*U533
Multiplying and Dividing algebra	M120
Expanding single brackets	M237
Substitution	M417
Solving one step equations	M707
Solving Inequalities	M732/M118
Nth term	M991
Place Value Problem	M704
Ordering negative numbers	M527
Negative Numbers	Q566, M527
Rounding to decimal places	M431
Rounding to significant figures	M994, M131
Error intervals	M730
Factors, Multiples and Primes	M823, M227, M322
Highest common factor	M698
Ordering fractions	M335
Fractions of an Amount	M695, M684
Expressing a number as a percentage	M235
Percentages of amounts	M437, M905
Increase and decrease percentages	M476
Collecting like terms	M795, M531
Simplifying Expressions using Index Laws	M120
Expanding Brackets	M237
Expand double brackets	M960
Factorising expressions	M100
Function machines	M175
Solving two step equations	M509
Solving two step equations	M509
Inequality signs	M384
Inequalities on a number line	M384
Sequences – next terms	M381

	Sparx Code
Plotting coordinates. Drawing lines on graphs	M618, M797
Drawing Straight line graphs	M843
Equations of straight lines	M888/M544
Drawing quadratic graphs	*U989
Writing and simplifying ratios	M885
Sharing with a ratio	M525
Recipes	M478
Best buys	M681
Converting currency	*U610
Units of measure	M772
Properties of 2D shapes	M276
Symmetry/Rotational symmetry	M523
Types of angles	M502
Measure and draw angles	M780/M331
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Angles in polygon	M653
Angles on parallel lines	M606
Constructing triangles	M565
Constructing bisectors	M239/M232
Perimeter	M635/M690
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Identifying parts of circles	M595
Circumference of circles	M169
Area of circles	M231
Pythagoras' theorem	M677
Trigonometry – finding sides	*U283
Congruency	M124
Similarity	M377/M324
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area	M661
Volume of prisms	M765/M722
Volume of cylinders	M697
Speed, distance and time	*U151
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934
Range	M328
Averages from frequency tables	M127
Averages from grouped frequency tables	M287
Bar charts	M460/M738

Revision List for Maths - Prime

Topic	Sparx Code
Place Value Problem	M704
Multiplying Integers	M187
Multiplying Decimals	M803
Dividing Decimals	M262, M263
BIDMAS	M521
Estimation	M878
Converting standard form	M719, M678
Multiplying and Dividing Standard form	U264*
Adding and Subtracting Surds	*U872
Expanding Brackets with surds	*U499
Product of Prime Factors	M108
Lowest Common Multiple	M227
Simplifying Fractions	M671
Adding and Subtracting Fractions	M835
Adding and Subtracting Mixed Numbers	M931
Multiplying and Dividing Mixed Numbers	M1197, M265
Dividing Fractions	M110, M265
Increase and decrease percentages	M476
Simple Interest	*U533
Reverse Percentages	U286*
Collecting like terms	M795, M531
Expanding single brackets	M237
Factorising expressions	M100
Simplifying Algebraic Fractions	M568 *U437/*U103
Solving two step equations	M509
Factorise to solve quadratics	U228*
Rearranging Formulae	M983
Drawing Straight line graphs	M843
Solving Simultaneous Equations	M852, U760*
Rounding to decimal places	M431
Rounding to significant figures	M994, M131
Error intervals	M730
Converting numbers into standard form	M719, M678
Converting numbers into standard form	M719, M678
Factors, Multiples and Primes	M823, M227, M322
Highest common factor	M698, U529
Converting Fractions, Decimals and Percentages	M264
Fractions of an Amount	M695, M684
Percentages of amounts	M437, M905
Reverse Percentages	U286*
Compound Interest	U332*
Simplifying Expressions using Index Laws	M120
Expand double brackets	M960
Substitution	M417
Forming expressions	M957
Factorising into two brackets	M908
Add and subtract algebraic fractions	*U685
Solving one step equations	M707
Solving Equations with unknowns on both sides	M554
Inequalities on a number line	M384
Solving Inequalities	M732/M118
The Quadratic formula	*U665
Nth term	M991
Finding the Equation of a line	M544
Drawing quadratic graphs	*U989
Finding equations of Parallel Lines	*U377
Writing and simplifying ratios	M885
Sharing with a ratio	M525
Recipes	M478
Best buys	M681

Topic	Sparx Code
Converting currency	*U610
Direct proportion	M472
Inverse proportion	M665
Units of measure	M772
Properties of 2D shapes	M276
Symmetry/Rotational symmetry	M523
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Angles in polygon	M653
Angles on parallel lines	M606
Bearings	M260
Constructing triangles	M565
Constructing bisectors	M239/M232
Constructing loci	M253
Perimeter	M635/M690
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Circumference of circles	M169
Area of circles	M231
Sectors	M280/M430
Pythagoras' theorem	M677
Pythagoras' theorem in 3D	M147
Trigonometry – finding sides	*U283
Trigonometry – finding angles	*U545
Congruency	M124
Similarity	M377/M324
Similar areas and volumes	*U630/*U110
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area of prisms	M661
Surface of cylinders	M936
Volume of prisms	M765/M722
Volume of cylinders	M697
Volume of 3D shapes	*U484/*U617/*U116
Mass, density and volume	*U910
Speed, distance and time	*U151
Real-life graphs	M771
Sampling	*U162
Mean	M940
Mode	M841
Median	M934
Range	M328
Averages from frequency tables	M127
Averages from grouped frequency tables	M287
Stem and leaf diagrams	M648/M210
Pie charts	M574/M165
Scatter graphs	M769/M586
Times Series Graphs	M843
Frequency Polygons	U840
Cumulative Frequency	U642/U182

Revision List for Science

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them, so you know which areas you need to continue to practice!

Paper 1			
Topic	Revision Website	Revision Task	Tick when revised
Acids and Alkalis	BBC Bitesize: The pH scales	Draw a labelled diagram of the pH scale with examples of weak/strong acids and alkalis	
Cells	BBC Bitesize: Animal and plant cells	Draw labelled diagrams of an animal and a plant cell. Make flashcards for all of the organelles in each.	
Elements and compounds	BBC Bitesize: Elements, compounds and mixtures	Make a flashcard defining each of the key terms. Include an example of a chemical for each.	
Energy resources	BBC Bitesize: Energy resources	Make a flashcard with an advantage and a disadvantage of each method of generating electricity	
Plants	BBC Bitesize: Specialised plant cells	Make flashcards explaining how each type of plant cell is adapted to its function	

Paper 2			
Topic	Revision Website	Revision Task	Tick when revised
Eukaryotes	BBC Bitesize: Cell Structure	Make a flashcard defining eukaryote and prokaryote	
Chemical reactivity	BBC Bitesize: The reactivity series	Make a flashcard for the reactivity series of metals	
Digestion	BBC Bitesize: Food Tests BBC Bitesize: Diabetes	Make a flashcard describing each of the four food tests. Make flashcard for each type of diabetes.	
Forces and motion	BBC Bitesize: Describing motion	Make flashcards for each shape of a distance time graph.	
Inheritance	BBC Bitesize: Types of Variation	Make flashcards defining each type of variation and their cause.	

Revision List for Geography

	Revision Topic	Tick When Flash Card Created	Tick when revised
Resources	How are resources distributed globally and why		
	Malthus & Boserup theories		
	How has the Ukraine war impacted food security		
	Radical solutions – 3D printed food		
	How will the UK energy mix change?		
	What is fracking?		
The Middle East	What and where is the 'Middle East'?		
	Climate and biomes		
	Climate & geography impacts on the population		
	The importance of oil & it's influence		
	Human rights abuses in the Middle east		
	Sports washing in the Middle East		
Migration	Describing global migration trends		
	Types of migrants		
	Push and pull factors of migration		
	Source & host country impacts		
	Reasons for a European migrant crisis		
Geographies of Conflict	Difference between conflict and war		
	Causes of conflict		
	Conflict and climate change		
	How does geography influence conflict		
	Russia and the curse of geography		
	Conflict in the DRC – Cobalt mining		
	Blood diamonds – Sierra Leone		
Changing Climates	What is climate, and what factors influence it?		
	Is Earth's climate only changing now?		
	Anthropogenic (Human) Climate Change		
	How are individuals responsible: Carbon footprints		
	How will climate change impact Africa?		
	How will climate change impact the Arctic?		
	How is climate change creating positive feedback cycles in the Arctic?		
	What opportunities has melting sea ice created?		

Knowledge Organiser for Geography

Resources

Lesson title:	Key takeaways
Are resources evenly distributed?	<ul style="list-style-type: none"> Water security: the reliable availability of an acceptable quantity and quality of water for health, livelihoods and production, coupled with an acceptable level of water-related risks Energy consumption is increasing as the world becomes more developed and demand increases. HIC's such as the USA, UK and Australia consumer more energy per person. The people living in these countries are usually linked to a national electricity grid. They use a lot of technology in their lives and have a high standard of living. Areas suffering from poor water security include Northern Africa, the Middle East and Western USA. Physical causes include arid regions, such as deserts, causing water insecurity. Economic reasons for water insecurity include poor water infrastructure e.g. pipes or sanitation facilities. This means there may be enough water, but it cannot be used.
Will we ever run out of resources? Which theory do you believe?	<ul style="list-style-type: none"> Population increase will cause significant problems for resource consumption in the future. Malthusian theory argues that resources increase at a steady rate, and will be overtaken by population. This is the 'point of crisis' whereby the population is higher than available resources. Evidence for this theory include famine, war and undernutrition. Boserup argues that humans will use technology to rapidly increase resources, meaning the point of crisis is not hit. Evidence for this includes fertilisers and GM crops.
Has war in Ukraine impacted food insecurity?	<ul style="list-style-type: none"> Ukraine is a major exporter of wheat, corn and sunflower oil. The conflict is preventing farmers from sowing as usual. Russia is a major fertiliser exporter – sanctions are resulting in global demand not being met, and lower crop yields. War in the 'breadbasket of Europe' is having a big impact on food security across the continent and the wider world. Scarcity of food has led to rising prices within the conflict zone and elsewhere in the world. This effect is graver in developing regions, where a larger part of people's disposal income is spent on food. For example, Nigeria.
Radical solutions: 3D Printed Food	<ul style="list-style-type: none"> Redefine Meat has commercially launched the world's first whole cut plant-based 3D printed steak in Europe. 3D printers can be used to 'mimic' meat structures using plant extracts. This would have dramatically less impacts on the planet, reducing the need to rear livestock and thus reducing climate change. It could also provide food to areas which are struggling with drought, if every mass produced
Why will UK energy mix change?	<ul style="list-style-type: none"> Energy mix - The range of energy sources of a region or country, both renewable and non-renewable. The UK has drastically reduced the amount of coal used. A decade ago about 40% of the country's electricity came from coal, now it is close to 0%. This significantly alters the UK's energy mix, increasing the future importance of renewable energies. Now the UK has the biggest offshore wind industry in the world, as well as the largest single wind farm. It is also investing heavily in solar and hydroelectric power. The benefits of this changing energy mix are a more positive outlook on climate change, and an improved energy security for the UK in the future.
Is fracking a good option for improving the UK's energy security?	<ul style="list-style-type: none"> To reduce reliance on foreign countries, the UK wants to introduce something called fracking. Fracking – The process of injecting liquid at high pressure into subterranean rocks, boreholes, etc. so as to force open existing fissures and extract oil or gas. Fracking uses huge amounts of water, which must be transported to the fracking site, at significant environmental cost. The government believes shale gas has the potential to provide the UK with greater energy security, growth and jobs. Fracking can trigger minor earthquakes that can cause damage to local infrastructure.

Knowledge Organiser for Geography

The Middle East

Lesson title:	Key takeaways
What and where is the 'Middle East'?	<ul style="list-style-type: none"> The 'Middle East' is a construct, coined by the British. The Middle East is located primarily in western Asia, but also in parts of northern Africa and south-eastern Europe. It is defined as a region. The Burj Khalifa and Temenos Gate are examples of human features. The Euphrates River and Mt Damavand are examples of physical features.
What are the climate characteristics of the Middle East?	<ul style="list-style-type: none"> The Middle East has three main climate zones : Arid, Semi-Arid and Mediterranean. Arid is the driest climate, where evaporation occurs faster than precipitation. The Mediterranean climate can be found in Turkey, Semi-Arid in Syria and Arid in Saudi Arabia. On a climate graph, arid regions will have the lowest total precipitation and Mediterranean the highest.
How has physical geography impacted population distribution in the Middle East?	<ul style="list-style-type: none"> Areas of high population density are cities such as Tehran and Cairo, while low density areas include the Lut Desert, The Arid climate zones of the ME can create low population density, as it is difficult to grow crops or access water. Areas of high relief, such as the Zagros mountains, will have low population density as it is difficult to build infrastructure.
How will climate change impact the Middle East?	<ul style="list-style-type: none"> Climate change will lead to hotter heatwaves, higher sea levels and more severe droughts. By 2100, "wet-bulb temperatures"—a measure of humidity and heat—could rise so high in the Gulf as to make it all but uninhabitable Swelling populations and food demands, combined with even scarcer water and land resources, could lead to a doubling of food prices. The prolonged dry spell in Syria has led to the death of 85 percent of livestock in the east and widespread crop failure, pushing 800,000 people into food insecurity and triggering mass migration
What makes oil so valuable and how has it helped the UAE develop?	<ul style="list-style-type: none"> Oil underpin modern society, mainly supplying energy to power industry, heat homes and provide fuel for vehicles and aeroplanes to carry goods and people all over the world. The price of oil has gradually increased since 1950, providing economic benefit to countries mining it. Diversification: is a technique that reduces risk by allocating investments across various financial instruments, industries, and other categories. Free trade zone: geographic area where goods may be imported, stored, handled, manufactured, or reconfigured and re-exported under specific customs regulation and generally not subject to customs duty. Dubai is now attempting to diversify their income through tourism and technology hubs such as 'Internet City'. Oil kickstarted the U.A.E's development, but in the future they will become less dependent on the resource.
Humans rights abuses and sports washing.	<ul style="list-style-type: none"> Human rights (T2) Moral principles or norms for certain standards of human behaviour - regularly protected in international law. Nearly 90% of Dubai's 3.1 million residents are migrant workers brought in to work on construction projects or in-service jobs. Migrant workers say they often face brutal work conditions, shifts of 12 hours or more. Migrant workers from places such as Bangladesh are promised fair conditions when they arrive. However, there is a suggestion that many become modern day slaves as they are unable to return home, and often work for free when they are refused pay. Saudi Arabia has recently banned protests and placed limits on free expression/speech. Journalists in the country are not allowed to criticise the government, or religion in the country. Sports washing is used to try to cover up the poor reputation of countries who have historically been seen to disregard human rights. Buying out football clubs can be seen as one way to do this, distracting people from previous offences and rebranding the country via sport.
How are Saudi Arabia attempting to build the most futuristic city?	<ul style="list-style-type: none"> Saudi Arabia is attempting to develop a brand new city known as the NEOM line. This city will be built in a straight line across the deserts – 170km. Designed to house 9 million people in a 500m tall, 200m wide structure, with all economic and social activities occurring within its footprint. The aim is to be a carbon emission free city, with no cars or transport other than high speed rail. Everything will be within a 5 minute radius

Migration

Lesson title:	Key takeaways
<p>What are the current trends of migration?</p>	<ul style="list-style-type: none"> • Students will know what migration is and what global current migration trends look like. • Migration: is the movement of people from one place to another. • Students will know how migration has impacted the UK populations demographics. • Students will know the main source countries of migrants into the UK as well as the main countries UK citizens migrate to. • Students will know that census data is used to track population changes such as international migration. • Students will know the difference between national and international migration.
<p>How do migrants vary?</p>	<ul style="list-style-type: none"> • Students will know about the different types of migrants including; economic, forced, short term, long term and climate migrants. • Students will know the difference between the term's emigrant and immigrant. • Students will know the reasons why people migrate and why some countries have higher immigration rates than others. • Students will know what push and pull factors are in relation to migration. • Emigrant: leaving one country to move to another. • Immigrant: Moving into a new country.
<p>How does migration affect people and places?</p>	<ul style="list-style-type: none"> • Students will know that there are positive impacts of migration for both the source and host countries facing migration. • Students will know that there are negative impacts of migration for both the source and host countries facing migration. • Source country: Where migrants move from. • Host country: Where migrants move to. • Students will know that the UK has had positive impacts such as skills gaps filled and cultural enrichment, whilst recognising negative impacts such as pressures on housing availability and language barriers.
<p>How are people migrating to the UK?</p>	<ul style="list-style-type: none"> • Students will know the reasons for people choosing to migrate to the UK. • They will begin to understand the difference between legal and illegal entry into the UK and how transport influences migration to the UK. • Students will understand the risk people are willing to take to enter the UK illegally and the issues regarding small boats to cross the Channel.

Geographies of Conflict

Lesson title:	Key takeaways
To investigate the terminology used in conflict writing	<ul style="list-style-type: none"> Conflict - Conflict arises from disagreement between two parties where parties perceive a threat to their needs and interests. War -To be classified as a war, the conflict must be widespread, intentional, and declared. It requires mobilization of personnel and fighter or soldiers moving to front positions to defend territories. Ideology - a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy. Students will know that an international conflict is India Pakistan Kashmir conflict which has led to three full-fledged wars between these two countries and remains a potential flash point. Civil War- a war between citizens of the same country. Students will know that civil war in South Sudan is an example where conflict led to war.
To explore global conflict trends since 1946.	<ul style="list-style-type: none"> Students will know that trends can be positive, negative or fluctuating. Fluctuating - rising and falling irregularly in number or amount. Students will be able to describe the global trends in armed conflict. Students will be able to describe the trends in global refugee numbers. Refugee: a person who has been forced to leave their country in order to escape war, persecution, or natural disaster. Students will be able to identify the distribution of state fragility, which is denser in Africa, the Middle East and Asia.
The explore the root causes of geopolitical tension	<ul style="list-style-type: none"> Students will know that many African countries are prisoner of the political geography created by European powers, in particular the drawing of political boundaries. Political boundaries: an imaginary line separating one political unit, such as a country or state Students will know that as the population grows closer to its nine billion projection, it will be the depletion of resources which will be the main cause of war. Students will know that climate change will exacerbate these issues.
How can Geography influence Conflict?	<ul style="list-style-type: none"> Geopolitics is the study of how geography affects politics and international relations. In the Arctic, nations such as the USA and Russia are all competing for the 'now exposed' natural resources in the Arctic e.g. gas/oil. In the future, this could result in full blown conflict, as nobody 'own's the Arctic.
How can Geography influence conflict? Desert Warfare: Afghanistan and Iraq	<ul style="list-style-type: none"> Students will know that relief such as mountains, unstable land and low-lying land can influence conflict in a positive and negative way. Students will know that in Iraq, the desert biome impacted coalition troops. Students will know that the flat, even terrain encouraged a rapid pace of advance, while the lack of cover favoured coalition forces because their equipment has a greater range. Students will know that desert climate impacts conflict, such as cars overheating due to high daytime temperatures.
How can Geography influence conflict? "The Resource Curse"	<ul style="list-style-type: none"> Students will know that the DRC home to about 60% of the world's known cobalt reserves, an essential component of lithium-ion batteries used to power electric vehicles. Students will know that government corruption has led to the profits from the mineral leaving the country. Students will know that this has had a negative impact on development, in particular life expectancy and literacy rate.
How can Geography influence conflict? "Russia-Ukraine Crisis"	<ul style="list-style-type: none"> Students will know that the great expanse of flatland that is the European Plain is an inviting territory for the invaders who have attacked Russia from there repeatedly through history. Students will know that historically, 'buffer zones' were created as a form of protection. Students will know that two of Russia's chief preoccupations—its vulnerability on land and its lack of access to warm-water ports—came together in Ukraine in 2014. Students will know that the 2022 crisis is born of physical factors, along with the ideological conflict with NATO.

Knowledge Organiser for Geography

Changing Climates

Lesson title:	Key takeaways
How can we distinguish between weather and climate?	<ul style="list-style-type: none"> Weather describes the current atmospheric conditions. Climate is the average weather conditions in a region, for a longer period of time. Climate data is shown using a climate graph. Climate graphs show precipitation as a bar chart and temperature as a line graph.
What influences climate?	<ul style="list-style-type: none"> Climate is influenced by 4 factors: Latitude, Relief, Prevailing Wind and the ocean The prevailing wind influences the climate of the UK according to its characteristics. The South of the UK is warmer partly due to tropical winds rather than polar winds Temperature reduces with altitude, which influences the climate of the area Countries at the equator have warmer climates because solar radiation is more concentrated there. The ocean keeps the land cool in summer, and warm in winter
Is Earth's climate only changing now?	<ul style="list-style-type: none"> Climate change refers to a change in global or regional climate patterns The Earth's temperature has fluctuated over the past 500 million years Volcanic activity that created the Siberian Traps triggered volcanic winters and long-duration climate warming. Larger eruptions can reduce solar radiation reaching earth, and change atmospheric circulation patterns. This lowers global temperatures.
What is anthropogenic climate change?	<ul style="list-style-type: none"> Anthropogenic climate change refers to the theory that humans are influencing climate change The enhanced greenhouse effect is the disruption to the earth's equilibrium caused by increasing concentrations of greenhouse gases. The three drivers of anthropogenic climate change are fossil fuels, agriculture and deforestation.
How am I contributing to climate change?	<ul style="list-style-type: none"> Climate change causes can be measured on a local, as well as national scale. Carbon footprint refers to the amount of CO₂ that is released from the action of individuals, organisations and communities. Carbon footprints are influenced by choices of travel, food, consumer items and domestic habits. Reducing beef consumption is a significant factor in reducing carbon footprint.
How will climate change impact Africa?	<ul style="list-style-type: none"> Temperatures in Africa are expected to increase above the global mean. Drought is expected to impact large areas of the Horn of Africa, in particular Somalia, Kenya and Ethiopia. This is as a result of lower rainfall patterns in some areas. Locust swarms have been forming in Chad, northern Mali and northern Niger, which have the potential to reduce crop yields. Snowmelt from Kilimanjaro can lead to flooding in some areas of Africa.
How is climate change impacting the Arctic?	<ul style="list-style-type: none"> Sea level rise results from the melting of arctic land ice, not ocean ice. Sea level rise will lead to the loss of arctic ecosystems. Changing ocean conditions will lead to a reduction in plankton levels, and subsequent ecosystem damage. Climate change and ice melting may open up new potential fishing grounds.
How is climate change creating positive feedback cycles in the Arctic?	<ul style="list-style-type: none"> A positive climate feedback system creates change, which in turn creates enhanced change. Arctic ice is important as it acts as an 'air conditioner' for the planet. The Albedo effect is where light surfaces reflect more light than dark surfaces. In the Arctic, this acts as a way of reflecting solar radiation back into space, cooling the planet. Permafrost is a thick sub layer of soil that remains frozen all year, and its melting can cause the release of large amounts of methane gas.
What opportunities has melting sea ice created?	<ul style="list-style-type: none"> Between 1984 and 2019, arctic sea ice levels have reduced dramatically. Sea ice melting may offer the opportunity for new shipping routes in the Arctic. Melting arctic sea ice may open the opportunity for oil reserve extraction. While oil extraction may have economic benefit, there are large environmental costs such as being almost impossible to clean in the region.

Revision List for History

	Revision Topic	Tick When Flash Card Created	Tick when revised
Women's Suffrage	The Suffragists		
	The Suffragettes		
	Were the Suffragettes terrorists?		
	Government response to the Suffragettes		
	The Representation of the People Act		
World War One	What was the British Empire like by 1914?		
	Causes of WW1		
	Life in the trenches		
	Soldiers of Empire – Contribution to WW1		
	Life on the Home Front		
	Pals Battalions- Contribution to WW1		
The Russian Revolution	What was Russia like before 1914?		
	Who was Lenin and the Bolsheviks?		
	The Russian Civil War (1917-1922)		
1920s America	The Roaring Twenties		
	Intolerance towards black people and immigrants including Sacco and Vanzetti		
	Prohibition		
	Great Depression		
World War Two	Causes of World War Two		
	Dunkirk		
	Battle of Britain		
	Blitz		
	Pearl Harbour		
	Operation Barbarossa and Battle of Stalingrad		
	End of WW2 and its aftermath		

Knowledge Organiser for History














Knowledge Organiser EQ1: Why did the women's suffrage movement turn violent?









<p>What was the role of Women in 1900 and how were they viewed in society?</p>	<ol style="list-style-type: none"> 1. Women were viewed as 'less than' men in the 1900. 2. Women were not allowed to vote or earn as much as men. 3. Women were often confined to the home or in stereotypical female roles in the domestic service. 	<p>How did the government respond to the women's protests?</p>	<ol style="list-style-type: none"> 1. Women were arrested and roughly handled by the police when they protested and campaigned/ chained themselves to buildings. 2. Some women went on hunger strike to highlight the suffragette cause. This led to the government force feeding women, this was brutal. 3. The Cat and Mouse Act was introduced to try and tackle the strikes.
<p>Who were the Suffragists?</p>	<ol style="list-style-type: none"> 1. Women started to peacefully protest for the vote into the 20th century. 2. The peaceful protests consisted of lobbying politicians, making leaflets and going on marches. 3. Millicent Fawcett was the leader of this group and it was set up in 1897. 	<p>How important were the actions of Emily Davison for the Suffragette movement?</p>	<ol style="list-style-type: none"> 1. Emily Davison was very highly educated and a qualified teacher turned Suffragette. 2. Davison was known to police for bomb making, boycotting the 1911 census and going on hunger strike. 3. Davison jumped in front of the King's horse at the Epsom Derby becoming a martyr for Suffragette cause. Her intention will be debated.
<p>Who were the Suffragettes?</p>	<ol style="list-style-type: none"> 1. The peaceful protests turned violent after 6 years of campaigning. Violent protests consisted of blowing up post boxes, chaining themselves to railings and blowing up the chancellor's house. 2. The Suffragettes boycotted the 1911 census with Davison hiding in Westminster. 3. Emmeline Pankhurst was the leader of this group and it was set up in 1903. 	<p>Were the aims of the Suffragists and Suffragettes achieved by 1918?</p>	<ol style="list-style-type: none"> 1. Women were not given the vote before 1918 as the government thought that women should not have a voice in parliament. 2. The Representation of the People's Act was passed in 1918 giving women over 30 the vote if they owned property. 3. Women were not given equal voting rights until 1928.
<p>Were the suffragettes terrorists?</p>	<ol style="list-style-type: none"> 1. Students will know that terrorism is the use of violence for political gain. 2. Students will know there is a historical debate that the Suffragettes were indeed terrorists. Dr Fern Riddell agrees with this. 3. Students will know Dr June Purvis believes women had no choice as they tried other options. 		

Patriarchy	Suffrage	Militant	Lobbying	Census	Terrorism	Martyr	Equal Rights
Male dominated society.	Right to vote.	Using violent methods for a political cause.	Persuading an MP to support your cause.	Count of the population.	Use of violence against civilians to achieve a political cause.	Someone who dies for their beliefs.	The legal right to be treated equally.

Knowledge Organiser for History

Knowledge Organiser EQ2: How did the Front Line differ from the Home Front during World War One?

<p>What did the British Empire look like by 1914?</p>	<ol style="list-style-type: none"> 1. Britain had a powerful and large empire that had control over countries in Africa, Hong Kong, India and Australia. 2. At its height Britain owned ¼ of the world. 3. Queen Victoria was known as the Empress of India and Grandmother of Europe. 	    
<p>What were the causes of WW1?</p>	<ol style="list-style-type: none"> 1. Causes of WW1 were militarism, alliances, imperialism and nationalism. 2. The Triple Alliance was Germany, Austria and Italy and the Triple Entente was Britain, France and USSR. 3. The catalyst for the declaration of war was the assassination of Archduke Franz Ferdinand. 	   
<p>What was life like in the trenches?</p>	<ol style="list-style-type: none"> 1. Trenches were dug by the Germans first and the German trenches were much better than the British trenches. 2. The Battle of the Somme was the deadliest battle in British army history. 3. Soldiers suffered from shell shock and this included shaking, crying and vomiting. 	   

<p>How did Soldiers of Empire contribute to WW1?</p>	<ol style="list-style-type: none"> 1. David Olusoga believes the contributions of soldiers of empire have largely been forgotten. 2. Soldiers were discriminated against given the hardest tasks for example, the Chinese Labour Corps had to clear the battlefields. 3. The contribution of soldiers from the empire helped Britain win for example, Britain contributed 1.3 million soldiers. 	   
<p>What was life like on the Home Front?</p>	<ol style="list-style-type: none"> 1. There was a recruitment campaign in Britain to encourage men to volunteer. This included propaganda making war seem like an advantage. 2. Women filled the jobs left empty by men and women were also behind the white feather campaign. 3. Civilians were attacked during WW1 by the Germans who used Zeppelins to bomb parts of London. 	  
<p>How did Pals Battalions help the war effort? Local Study: St Helens</p>	<ol style="list-style-type: none"> 1. Pals Battalions encouraged volunteering with your friends and there was one in St Helens. 2. This meant that in some cases the whole male population of a village/town may not have returned. 3. St Helens was an important area for the war effort for the Pals Battalions and also because of its industry. 	

Empire	Militarism	Alliances	Imperialism	Nationalism	Assassination	Shell Shock	Trench	Soldiers of Empire	Discrimination	Propaganda	Pals Battalions
<p>A group of countries ruled over by one state.</p>	<p>Maintaining a strong military.</p>	<p>A friendship between countries.</p>	<p>The practise of expanding your empire.</p>	<p>The belief that your country is the best.</p>	<p>The murder of a prominent figure.</p>	<p>Modern day PTSD.</p>	<p>A long narrow ditch used to fight out of.</p>	<p>Soldiers fighting in WW1 from a country in the British Empire.</p>	<p>The unjust treatment of someone based on gender or race etc.</p>	<p>Misleading information used to influence,</p>	<p>Groups of men who volunteered together.</p>

Knowledge Organiser for History

Knowledge Organiser EQ3: Why was Russia such a divided nation by 1917?

<p>What was Russia like before 1914?</p>	<ol style="list-style-type: none"> 1. Before 1914, Russia was not as advanced in terms of economy and politics as the likes of Britain and France. 2. The Russian ruler was known as the 'Tsar'. He was an absolute monarch (had total power) 3. There was no parliament in Russia until 1905, even after that it had little power. Some people wanted change.
<p>How did Lenin and the Bolsheviks rise to power?</p>	<ol style="list-style-type: none"> 1. The Tsar, Nicholas II became increasingly unpopular during WW1 as Russia was doing badly and people were starving due to food shortages. 2. A group called the Bolsheviks, led by Lenin wanted to change Russia and make things more equal for the workers and peasants. 3. In 1917, Nicholas II was replaced in a revolution by a temporary government – Lenin and the Bolsheviks replaced the temporary government in October 1917 to become Russia's new rulers.
<p>How and why did Lenin struggle to stay in control of Russia?</p>	<ol style="list-style-type: none"> 1. Lenin faced difficulties on taking over Russia due to Russia still being involved in WW1 and suffering from casualties and starvation. 2. Lenin only controlled the main cities, he had enemies across Russia who wanted the Tsar or Provisional government to return. 3. The Russian Civil War took place from 1918, Reds vs Whites – Lenin and the Bolsheviks won.
<p>What were the consequences of the Russian Revolution?</p>	<ol style="list-style-type: none"> 1. Lenin made economic changes in Russia to enforce communism. This included war communism and the new economic policy. 2. Social changes included women getting more freedom and more of a focus on education. 3. The Tsar and his family were murdered by the order of Lenin.

Autocracy	Revolution	Tsar	Abdication	Communism	Bolsheviks	Reds	Whites	Cheka	Economy	Society
<p>One leader having all of the power.</p>	<p>A sudden and great change.</p>	<p>Russian Emperor.</p>	<p>Leaving the throne.</p>	<p>A classless society with state ownership of industry.</p>	<p>Communist group led by Lenin.</p>	<p>Supporters of the Communists.</p>	<p>Supporters of the Tsar.</p>	<p>The secret police.</p>	<p>The system of trade, industry and wealth.</p>	<p>The way people live together.</p>

Knowledge Organiser for History

Knowledge Organiser EQ4: Did everybody experience the 'American Dream' in the USA during the early 1900s?

How roaring were the 1920s?	<ol style="list-style-type: none"> The American Dream was the idea that any and all people could be successful if they worked hard in USA. The 1920s was a time of great change and excitement for many because of women's rights, technology and entertainment. Henry Ford created the assembly line meaning employment for many due to mass production.
Why were black people not shown any tolerance in the 1920s?	<ol style="list-style-type: none"> Black people were not treated equally in the US as there was a history of slavery in the USA just 60 years before the 1920s. Jim Crow laws made black peoples lives become separate from White people in the USA. Despite the actions of the KKK, black culture and music increased during the 1920s.
Why were immigrants not shown any tolerance in the 1920s?	<ol style="list-style-type: none"> America had an 'open door' policy in the early 1900s for immigrants to move to the USA. During the 1920s, Americans began to blame immigrants for stealing jobs, crime and disease. During the 1920s, the American government made laws to reduce the number of people allowed to enter the US as immigrants, particularly from Eastern Europe and Asia.
What can Sacco and Vanzetti tell us about the USA in the 1920s?	<ol style="list-style-type: none"> Sacco and Vanzetti were Italian immigrants who believed in Anarchism. They were accused of murder and armed robbery, historians believe because they were immigrants. The trial was seen as unfair and both Sacco and Vanzetti were executed after an unsuccessful appeal.
How did Prohibition affect the lives of Americans in the 1920s?	<ol style="list-style-type: none"> Prohibition, the banning of Alcohol, led to the rise of organised crime in America during the 1920s. Gangsters, like Al Capone were famous for their crimes and wealth. Some immigrants (but not all) were involved in this illegal activity. Corruption was at high levels in the USA which included politicians and police officers.
How did the Wall Street Crash affect the American people from 1929?	<ol style="list-style-type: none"> America was overproducing and finding it hard to sell goods in the USA and abroad. The Wall St Crash caused the failing of many businesses and companies, which caused a Depression. The Great Depression seen millions of people become unemployed, homeless and desperate.

Flapper	Mass Production	Tolerance	Prejudice	Immigration	Persecution	Red Scare	Prohibition	Depression
A woman known for her freedom to make their own choices,	Production of goods on a large scale.	Acceptance.	A preconceived opinion not based on fact or experience.	Coming to live in a foreign country.	Hostility towards someone based on race, religion, gender or age.	A time in America when they feared Communism.	The banning of alcohol in America.	A worldwide economic decline after 1929.

Knowledge Organiser for History

Knowledge organiser

Title: EQ5 - What were the most important turning points in the Second World War?

Keyword	Definition	Lesson title:	Key takeaways
Dictatorship	A country with one ruler with absolute power.	1. The Road to WW2: What were the causes of war?	<ol style="list-style-type: none"> Hitler became Fuhrer of Germany in 1934 and from then on, he had the desire to increase Lebensraum after the Treaty of Versailles removed that. British Prime Minister Neville Chamberlain followed a policy of appeasement giving Hitler what he wanted on the run up to war. Hitler was able to take over countries like Czechoslovakia and Austria with the catalyst of war being his invasion of Poland on 1 September 1939.
Appeasement	To give someone what they want to avoid conflict.	2. Was the start of the war a disaster for Britain?	<ol style="list-style-type: none"> The start of war was known as the Phoney War as no fighting happened. This changed in 1940. Germany advanced through Europe taking over France, this led to British and French forces having to be evacuated from the beaches of Dunkirk. Dunkirk can be considered a miracle or a disaster as it was an evacuation, not a victory and Britain lost its ally, France.
Evacuation	Leaving a dangerous place.	3. What happened when the Nazis tried to invade Britain?	<ol style="list-style-type: none"> By 1940, Britain was fighting the war on her own. Hitler knew he would have to invade Britain in order to win the war. This led to the Battle of Britain, a series of battles fought in the skies between the RAF and Luftwaffe. There were several reasons why Britain won the Battle of Britain including the strength of the RAF and radar.
Morale	The happiness of the population.	4. What was the Blitz?	<ol style="list-style-type: none"> The Blitz was when the German Luftwaffe aimed for British civilians bombing major cities to try and decrease morale. The British had to endure black outs and nights in air raid and Anderson shelters for protection. Children were evacuated to the countryside for protection.
RAF	The British Airforce (Royal Airforce)	5. Why did the USA become involved in WW2?	<ol style="list-style-type: none"> America originally wanted to stay out of the war as they were following a policy of isolationism meaning they kept themselves to themselves. This changed in December 1941 when Japanese forces attacked Pearl Harbour, an American naval base in Hawaii. America declared war on Japan and Germany declared on America.
Luftwaffe	The German airforce	6 - Why did the USSR join the Allies in WW2?	<ol style="list-style-type: none"> Hitler and Stalin were allies before the war started as they signed the Nazi Soviet Pact with the aim of splitting Poland between them. Hitler invaded the USSR in the hopes of increasing Lebensraum. This led to high death rates of both sides. Hitler's invasion failed and the USSR started to plan to invade Germany.
Blitz	The intensive bombing of British cities during WW2	7 - What brought WW2 to an end?	<ol style="list-style-type: none"> The allies planned to invade Nazi Germany by going through France, the soldiers landing in France were known as the D-Day landings. The USSR invaded Germany. To end the war with Japan, the USA dropped nuclear bombs on Hiroshima and Nagasaki.
Isolationism	A country remaining apart from the affairs of another country.	8 - What was the aftermath of WW2?	<ol style="list-style-type: none"> Germany lost the war and were punished by the Allies. At the Yalta and Potsdam Conferences it was decided that Germany would be split into 4 zones of occupation. At these conferences, tensions started to increase between the USA and USSR. In Germany, Nazi war criminals were punished.
USSR	The Soviet Union (Russia).		
Operation Barbarossa	The plan for the German invasion of the USSR.		
Atomic bomb	An explosive nuclear device.		
Nuremberg Trials	Held by the Allies against the Nazis for plotting and carrying out invasions of other countries and atrocities during WW2.		

Revision List for Spanish

Topic	KO Page	Revision Link to Test Knowledge	Tick when revised
Weather and climate change <i>You will have studied a range of different weathers</i>	2/3	https://quizlet.com/gb/1027163222/y9-tracking-3-weather-flash-cards/?i=2fpt5n&x=1qqt	
How to help in your community <i>You will have studied ways to help in your community</i>	3	https://quizlet.com/gb/1027163480/y9-tracking-3-help-in-the-community-flash-cards/?i=2fpt5n&x=1jqt	
Future tense <i>You will have studied how to conjugate the future tense.</i>	4	https://quizlet.com/gb/1027164094/y9-tracking-3-future-tense-flash-cards/?i=2fpt5n&x=1jqt	
Plans to help the environment <i>You will have studied how you are going to protect the environment</i>	4	https://quizlet.com/gb/1027164434/y9-tracking-3-protecting-the-environment-flash-cards/?i=2fpt5n&x=1jqt	

Knowledge Organiser for Spanish

Nouns

country	país
world	mundo
city	ciudad
town	pueblo
water	agua
area/zone	área/zona
sun	sol
air	aire
sky	cielo
cloud	nube
view	vista
landscape	paisaje
place/site	sitio
sea	mar
summer	verano
resources	recursos
wood/forest	bosque
mountain	montaña
beach	playa
planet	planeta
climate	clima
lake	lago
tourism	turismo
river	río
waterfall	cascada
diving	buceo
months	meses

Adjectives

responsible	responsable
foreign	extranjero
clean	limpio
dirty	sucio
Lively/cheerful/happy	alegre
cold	frío
hot	caliente
healthy	saludable
high	alto/a
months	meses

Weather - Present tense

It is hot	Hace calor
It is hotter	Hace más calor
It is very hot	Hace mucho calor
It is cold	Hace frío
It is less cold	Hace menos frío
It snows less	Nieva menos
It rains less	Llueve menos
There is a lot of wind	Hace mucho viento

Weather - Preterite tense

It is hot	hizo calor
It is hotter	hizo más calor
It is very hot	hizo mucho calor
It is cold	hizo frío
It is less cold	hizo menos frío
It snows less	nevó menos
It rains less	llovió menos
There is a lot of wind	hizo mucho viento

Time phrases

normally	normalmente
today	hoy
yesterday	ayer
Last year	El año pasado
In Autumn	En otoño
In Summer	En verano
In Winter	En invierno
In Spring	En primavera

How to help in the community

Respect equality	Respetar la igualdad
Vote for a better future	Votar por un futuro mejor
Fight against racism	Luchar contra el racismo
Protect the future of your planet	Proteger el futuro del planeta
Demand equality for people with disabilities	Pedir igualdad para los discapacitados
Fight for the freedom of expression	Luchar por la igualdad de expresión
Avoid violence	Evitar la violencia
Raise your voice against the lack of justice	Levantar la voz contra la falta de justicia

To protect the environment – key vocabulary

To protect the environment...

I carry my own bag

I go by bike

I recycle

We recycle

I don't use plastic bottles

We don't use...

I use the public transport

We use...

I switch off...

We switch off...

We want...

We have...

We intend...

Para proteger el medio ambiente...

Llevo mi propia bolsa

Voy en bici

reciclo

reciclamos

No uso botellas de plástico

No usamos...

Uso el transporte público

Usamos...

Apago...

Apagamos...

Queremos...

Tenemos...

Intentamos...

Future tense

I am going to

You are going to

He/she/it is going to

We are going to

Voy a

Vas a




Va a

Vamos a

Revision List for Art

Revision Topic	Revision Task	Tick when revised
The Work of Yellena James	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Organic Shapes	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Texture	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Clay Modelling Process	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Application of techniques using tone and texture	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Colour Theory	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Composition	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Glazing	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Facial Features	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Portraiture	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Knowledge Organiser for Art

 <h2 style="text-align: center;">ART Knowledge Organiser</h2>		<p>YEAR: 9</p> <p>TERM: 2</p>
<p>Topic: Under The Sea: Yellena James</p>	<p>Ar</p> <p>Natural forms/Sea Life: A natural form is an object found in nature that has not been changed or altered. It is still in its natural state. For example, coral, shells, seedpods, petals, plants, rocks, seaweed, driftwood etc.</p> <p>Modelling Clay: Modelling clay is soft, pliable, and available in a range of different colours. Typically, this type of clay will be blendable, and colours will easily melt together to create new ones, so you won't need every colour under the sun to get everything: make (something) more attractive by the addition of decorative details or features.</p> <p>Critical Analysis: It is an argument based on your own visual evidence that takes a stance and creates an interesting discussion from the formal elements of the work.</p>	
<p>History/Context:</p> <p>Students will study a variety of skills, techniques and processes: Colour theory, drawing techniques, photography, textiles and ceramics and then further into realistic observational drawings inspired by natural forms. The Formal Elements still underpin our artwork. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. Students will study the work of the artist Yellena James and explore the artists use of media and processes. Students will then look at how to create artist interpretations in order to create a personal final outcome.</p>	<p>Skills/Techniques:</p> <ul style="list-style-type: none"> Composition Textiles Observational drawing Colour analysis Watercolour Sgraffito Artist Research Page Photography Acrylic painting Modelling Clay 	<p>Relevant Images:</p> 
<p>Yellena James: She creates highly detailed and intricate works of art that are inspired by our environment, natural forms and organic shapes. Her colourful arrangements of organic shapes and tangled lines are at once floral and alien, organic and sci-fi. Each intimate world she creates seems to possess its own ethos and its own special ability to radiate emotion.</p> 		<p>Careers/Opportunities:</p> <p>Art and Design GCSE: All of the skills you will be learning during this topic are the essential skills needed for GCSE in Art and Design.</p> <p>Nature walks: Go to your local beach and create up close photos of natural objects and visit an aquarium to get lots of ideas.</p> <p>Careers: Sculptor, painter, photographer, illustrator, interior designer, textile designer.</p> <p>For more info visit : https://www.studentartguide.com/articles/art-careers-list</p>

Revision List for Design & Technology

Revision Topic	Revision Task	Tick when revised
Timber	https://www.bbc.co.uk/bitesize/guides/zkvn4j/revision/1 https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3 https://revisionworld.com/gcse-revision/design-technology/materials-components/timber	
Design styles	https://designkmg.weebly.com/design-movements.html https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/5 https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/7-3-1-designers	
Manufacturing	https://www.bbc.co.uk/bitesize/guides/zfdscqt/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-eduqas/making-testing-and-evaluating/workshop-skills-tools-and-equipment https://www.bbc.co.uk/bitesize/guides/z74f47h/revision/5	
Safety in the workshop	https://shop.citb.co.uk/health-safety-environment-test-revision-material-hse https://www.bbc.co.uk/bitesize/guides/zfdscqt/revision/4 https://www.proprofs.com/quiz-school/story.php?title=workshop-safety-quiz_4!2	

Revision List for Digital Literacy

Revision Topic	Revision Task	Tick when revised
Advanced Programming - Variables	https://www.pythonsponge.com/pages.html?bk=%2Ftutorial%2Fbook.json&chid=vtacc01	
Advanced Programming – inputs and outputs	https://www.pythonsponge.com/pages.html?bk=%2Ftutorial%2Fbook.json&chid=OlC01	
Advanced Programming - Selection	https://www.pythonsponge.com/pages.html?bk=%2Ftutorial%2Fbook.json&chid=suic01	
Advanced Programming – Operators and Comparators	https://www.pythonsponge.com/pages.html?bk=%2Ftutorial%2Fbook.json&chid=MOc01	
Advanced Programming – Arrays including Lists and List elements	https://www.pythonsponge.com/pages.html?bk=%2Ftutorial%2Fbook.json&chid=itlc01	
Advanced Programming – Iteration (For and While Loops)	https://www.pythonsponge.com/pages.html?bk=%2Ftutorial%2Fbook.json&chid=rwvc01	
Digital Manipulation – Pre-production documents	Digital Manipulation Lesson 1 Resources on MS Teams	
Digital Manipulation – Logo creation	Digital Manipulation Lesson 2 Resources on MS Teams	
Digital Manipulation –creating digital advertisements	Digital Manipulation Lesson 3 Resources on MS Teams	
Digital Manipulation –creating digital media	Digital Manipulation Lesson 4 Resources on MS Teams	
Networks and Communications – Networks and protocols	Networks and Communications Lesson 1 Resources on MS Teams	
Networks and Communications – Networking Hardware and Topology	Networks and Communications Lesson 2 Resources on MS Teams	
Networks and Communications – Wired and wireless networks	Networks and Communications Lesson 3 Resources on MS Teams	
Networks and Communications – The Internet	Networks and Communications Lesson 4 Resources on MS Teams	
Networks and Communications – Network Services	Networks and Communications Lesson 5 Resources on MS Teams	
OSA and the IDEA Award (5 lessons)	Lesson Resources on: https://www.onlinesafetyalliance.org/ https://idea.org.uk/	
Data representation – Binary Mosaics	Data Representation Lesson 1 Resources on MS Teams	
Data representation – Bitmaps and RGB colours	Data Representation Lesson 2 Resources on MS Teams	
Data representation – Binary Conversion	Data Representation Lesson 3 Resources on MS Teams	
Data representation – Binary Addition	Data Representation Lesson 4 Resources on MS Teams	
Data representation – ASCII	Data Representation Lesson 5 Resources on MS Teams	

Real World Modelling Knowledge Organiser

Binary Mosaic

- A binary mosaic is an image made up of small squares called pixels.
- Resolution means the amount of pixels in an image (width x height). The example is 36 pixels. The higher the resolution, the better the quality of the image.
- Colour depth means the number of bits to represent the colour in a pixel. 1 bit allows 2 colours, 2 bits allows 4 colours and 3 bits allows 8 colours to be used.
- The example above has a colour depth of 2. 00 for yellow; 01 for green; 10 for blue; 11 for brown.

00	10	10	01	01	10
10	10	01	01	01	01
10	10	10	11	11	10
10	10	10	11	11	10
01	01	01	01	01	01
01	01	01	01	01	01

RGB Colour

- RGB is a colour model which uses a combination of red, green and blue light on digital displays.
- Red, green and blue are each made up of an 8-bit binary code which allows for 16.7 million colours to be displayed.
- RGB is a 24-bit colour depth

Example 1: Black



Red	Green	Blue
00000000	00000000	00000000
0	0	0

Example 2: Orange



Red	Green	Blue
11111111	10100101	00000000
255	165	0

Calculating File Size of an Image

pixels (width) x pixels (height) x colour depth

E.g. An image which is 6 pixels in width, 6 pixels in height and a 2-bit colour depth will have a file size 64 bits.

$$6 \times 6 \times 2 = 64 \text{ bits}$$

Binary and Denary Conversion

- Denary to Binary Conversion
- Convert the denary number 55 into binary.
- Set up the binary table:

128	64	32	16	8	4	2	1

- Work from left to right. Put a 1 if you are going to use the number to make up 55 and put a 0 if you are not using it.

128	64	32	16	8	4	2	1
0	0	1	1	0	1	1	1

- $32+16+4+2+1 = 55$
- Binary to Denary Conversion

Convert the binary code 01010101 into denary.

- Put the binary code into the table:

128	64	32	16	8	4	2	1
0	1	0	1	0	1	0	1

- Add the numbers which have a 1 together
- $64+16+4+1 = 85$

Real World Modelling Knowledge Organiser

Binary Addition

You will need to know how to add two 8-bit binary numbers together.

Binary Addition Rules:

$0 + 0 = 0$
 $0 + 1 = 1$
 $1 + 0 = 1$
 $1 + 1 = 10$ (0 carry 1)
 $1 + 1 + 1 = 11$ (1 carry 1)

Binary Addition Example

Number	0	0	1	0	1	0	1	1
Number	0	1	0	0	1	0	1	0
Answer	0	1	1	1	0	1	0	1

Overflow - Carry 1 1

You work from right to left.



Overflow is an error when the answer cannot fit in 8-bit as it has nine digits.

ASCII

ASCII is the American Standard Code for Information Interchange and is a character set that uses an 8-bit binary to represent different letters, numbers and symbols.

8-bit means that ASCII can be used to represent 256 different characters.

The letter A is represented by 65. The binary code for 65 is:

128	64	32	16	8	4	2	1
0	1	0	0	0	0	0	1

The letter N is represented by 78. The binary code for 78 is:

128	64	32	16	8	4	2	1
0	1	0	0	1	1	1	0

You will be told what number the letter is and will need to work out the binary code.

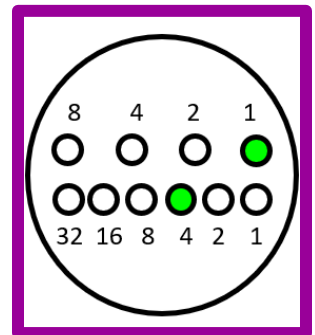
Binary Watches

Binary code can be used to display the time instead of using the usual numbers on a binary watch. The green lights represent on and the white represent off.

The top row is for the hours (12hr).

The bottom row is for the minutes (60)

The example below shows the time 1:04



This watch however can produce some errors as the hours can technically go up to 15 and the minutes can go up to 63.

Revision List for Food Technology

Revision Topic	Revision Task	Tick when revised
Cereals & Grains	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Meat & Poultry	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Milk & Cheese	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
5 a Day – Fruit & vegetables	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	

Milk Production & Composition



- Milk comes from female mammals (e.g. cows, goats, sheep, buffalo).
- Milk is a complete food: protein, fat, carbs, vitamins, minerals.
- Pasteurisation: 75°C for 25 sec (kills bacteria).
- Homogenisation: breaks fat globules to prevent separation.

Processed Milk Types

- UHT: 135°C for 1-2 sec; long shelf life, no fridge until opened.
- Evaporated: 50% water removed, caramel flavour.
- Condensed: Sweetened, very thick, long storage.
- Dried: All water removed; store dry, longest shelf life.

Nutrients in Milk & Cheese



- High Biological Value Protein (growth, repair).
- Calcium (bone health).
- B Vitamins (energy release).
- Fat (energy, fat-soluble vitamins A & D).

Cheese Production Process

- Starter culture added to milk.
- Rennet added: curds and whey form.
- Curds cut, whey drained.
- Curds pressed, cheese matured.

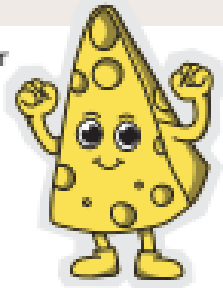
Types of Cheese



- Hard: Cheddar, Parmesan.
- Soft: Brie, Camembert.
- Processed: Cheese slices, spreadable cheese.
- Blue: Stilton, Gorgonzola.
- Mozzarella: used on pizzas and salads.

Storage & Food Safety

- Store cheese wrapped or sealed, fridge 5°C.
- Soft cheeses: check 'use by' dates.
- Uncooked cheese: take out 30-60 min before eating.



Milk Alternatives

- Soya, almond, oat, rice, coconut.
- Used for lactose intolerance or preference.



Knowledge Organiser for Food Technology

Use your knowledge organiser and class notes to help you complete this worksheet. It will help you revise key topics on milk, cheese, and dairy alternatives.

1

Task 1 – Milk Production & Composition

Where does milk come from? What makes it a 'complete food'? Include three nutrients.

2

Task 2 – Pasteurisation and Homogenisation

What is the purpose of pasteurisation and homogenisation? Describe the process of each.

3

Task 3 – Types of Processed Milk

Describe three types of processed milk (e.g. UHT, evaporated, condensed). Include temperature and storage info where relevant.

Knowledge Organiser for Food Technology

4

Task 4 – Nutrients in Milk & Cheese

List four nutrients found in milk and cheese. What are their functions in the body?

5

Task 5 – Cheese Production Process

Describe the basic steps involved in turning milk into cheese.

6

Task 6 – Types of Cheese

Match each type of cheese to its example. Include hard, soft, blue, processed, and mozzarella.

Knowledge Organiser for Food Technology

7

Task 7 – Storing Cheese Safely

List three rules for safe cheese storage, especially for soft cheeses.

8

Task 8 – Milk Alternatives

List three milk alternatives and explain why someone might choose to drink them.

Revision List for Music

Revision Topic	Revision Task	Tick when revised
Popular Song Structure	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Key Vocabulary	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Lead sheet, Notations and Arrangements	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Conjunct and Disjunct Melodic Motion	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Song Timbre and Sonority	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	

What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements

A. Popular Song Structure

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS and** listen to a recording for the song (for instrumental sections).

INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

LINK – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

PRE-CHORUS – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

CHORUS – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

CODA/OUTRO – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!)

B. Key Words

LYRICS – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC, RHYTHMIC** or **VERBAL/LYRICAL**.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

MELODY – The main tune of the song often sung by the **LEAD SINGER**.

COUNTER-MELODY – An 'extra' melody often performed 'on top' of the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

TEXTURE – The layers that make up a song e.g., *Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line.*

C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY, LYRICS, RIFFS, CHORDS** (often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by

performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**; their "version" of an existing song.

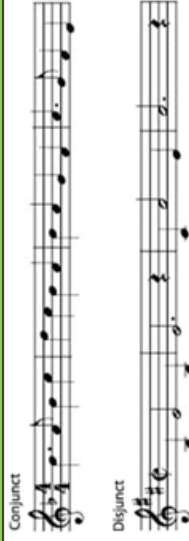
COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.

D. Conjunct and Disjunct Melodic Motion

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.

MELODIC RANGE – The distance between the lowest and highest pitched notes in a melody.



E. Song, Timbre and Sonority (Instruments that are used to Accompany Songs)



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET**. Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.

Revision List for RE

The next assessment in Religious Education (RE) is the end of unit assessment on everything you have covered in year 9. Key words from all topics we have covered should be revised, alongside the knowledge organisers.

The list of topics we have covered are:

- Christianity and Suffering
- Matters of Family, Life and Death
- Ethics and Values
- Religious Experience

Key Terms		
Adultery	Haram	Omniscient
Agape	Just war Theory	Religious Vision
Ahimsa	Monotheism	Relativism
Antisemitism	Morality	Repent
Biblical	Moral Evil	Sacred
Corporeal	Natural Evil	Salvation
Evangelical	Occam's Razor	Sanctity
Hadith	Omnibenevolent	Stewardship
	Omnipotent	

Key Vocabulary

Adultery	Cheating on your married partner.
Agape	An unconditional Godly love.
Ahimsa	The Hindu belief of having respect for all living things and avoidance of violence towards others.
Antisemitism	Hostility to or prejudice against Jewish people.
Biblical	In, or relating to, the Bible.
Corporeal	A corporeal vision is seen to be 'externally present'.
Evangelical	A type of Christian with conservative views (not Catholic).
Hadith	A collection of the sayings of the Prophet Muhammad (PBUH)
Haram	Something that is forbidden in Islam.
Just war Theory	A set of conditions that need to be met in order for a war to be justified.
Monotheism	Believing in one God.
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
Moral Evil	Suffering caused by people.
Natural Evil	Suffering caused by nature.
Occam's Razor	Explanations which require fewer unjustified assumptions are more likely to be correct.
Omnibenevolent	All loving
Omnipotent	All powerful
Omniscient	All knowing/seeing.
Religious Vision	Seeing a divine being, the appearance may appear to be physical or in the minds eye.
Relativism	The belief that what is right or wrong may change in different situations.
Repent	To say sorry for the things that you have done wrong.
Sacred	Special or Holy.
Salvation	Being saved from the consequences of sin by believing in Jesus and/or doing good for others.
Sanctity	The state or quality of being holy, sacred, or saintly.
Stewardship	The job of supervising or taking care of something. Christians believe they are stewards of the Earth.

Year 9 Knowledge Organiser—Christianity and Suffering (T1)

The Problem of Evil	Christian responses to the Problem of Evil
<p>The problem of evil is that God is omnibenevolent (all loving) and omnipotent (all powerful) but that evil exists. The Problem of Evil is illustrated by the inconsistent triad (evil exists, God is omnibenevolent and God is omnipotent). Moral evil is suffering caused by others and natural evil is suffering with a natural cause.</p> <p>The story of The Fall is a Christian response to the problem of evil. The Fall relates to the story of creation in Genesis (the first book of the Bible) when Adam and Eve ate from the tree of knowledge and gained awareness of right and wrong.</p>	<p>There are several responses to the Problem of Evil:</p> <ul style="list-style-type: none"> • The Fall • Freewill (being created with a choice to do good or bad) and sin (disobedience to God) • Suffering is the work of the devil • The opportunity to do good (God allows suffering as it gives others the opportunity to help) • Life is a Test (suffering makes people stronger) • Part of God's plan (God knows what the future holds and the suffering we have now will be worth it).
The Salvation Army	Why do Christians help? What does the Bible say?
<p>The Salvation Army is a Christian denomination. They are a Church and a charity who try to respond to suffering in the world by helping others on a large scale. They see the existence of suffering as an opportunity to do good in the world.</p> <p>The Bible says "Don't do anything from selfish ambition or from a desire to boast...always consider others as better than yourselves and look out for one another's interests, not just for your own".</p>	<p>Maria Gomez worked to help poor people stand up for themselves in El Salvador. She was a Christian working to help others as a response to the problem of evil.</p> <p>The Bible says "Greater love has no one than this: to lay down one's life for one's friends."</p> <p>Injustice is when people are not treated fairly, they are not treated in a just way.</p> <p>Tearfund is a Christian charity that works globally to help those in poverty.</p> <p>Fair Trade is paying a fair price for goods so that the producers can be paid a fair wage.</p> <p>The Bible tells Christians that they should 'clothe the poor, feed the hungry'</p>

Knowledge Organiser — Year 9 RE Matters of family, life and

<p>Prejudice & Discrimination</p>	<p>Homosexuality</p>
<p>Prejudice is pre-judging someone based on a group they belong to and that discrimination is acting on a prejudice by treating someone differently based on a group they belong to. There are different types of prejudice, they will know about sexism (based on gender), homophobia (based on sexuality), racism (based on skin colour, race or ethnicity) and ageism (based on age). They will also know about more specific types: Islamophobia (prejudice directed towards Muslims) and antisemitism (prejudice directed towards Jewish people).</p> <p>There are many reasons for prejudice: ignorance, upbringing, the media influence, stereotyping (a stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing)</p> <p>Islam teaches tolerance towards non-Muslims within Islamic societies, this stems from the Prophet Muhammad's teaching that all 'People of the Book' should be treated with respect. This means followers of other monotheistic religions who have a sacred text given to them by God, and at the time included mainly Christians and Jews. Non-Muslim beliefs should be respected and that forcibly converting people to Islam is considered wrong. The Quran says "There shall be no coercion in matters of faith."</p>	<p>Homosexuality is sexual attraction to the same gender. Homophobia is prejudice and discrimination against members of the LGBTQ+ community.</p> <p>There are different views about homosexuality within Islam and within Christianity. Most Muslims agree that homosexuality is haram (forbidden). Some Muslims argue that the Quran does not condemn homosexual love, just sexual attacks and adultery. They say that if someone is born homosexual, it's their nature and God must have created them that way. In Christianity the Bible says in the Old Testament "If a man lies with a man as one lies with a woman, both have done what is detestable but liberal Christians would say that Jesus' teaching of loving your neighbour applies in this case. If someone is in a committed and faithful relationship, then it doesn't matter what their sexuality is.</p> <p>The Bible says "Do not lie with a man as one lies with a woman; that is an abomination" Some Christians disagree saying this verse refers to idolaters not homosexuality.</p> <p>Jesus taught the Golden Rule – "Treat other people the way you want to be treated".</p> <p>Jesus also taught that you should "Love your neighbour".</p> <p>St Paul taught that "There is neither Jew nor Greek, slave nor free, male nor female, we are all one in Christ Jesus."</p> <p>Evangelicals are most likely to disagree with homosexuality.</p>
<p>Abortion</p>	<p>Sex outside Marriage</p>
<p>The 1967 law on abortion in the UK states that, for abortion to be allowed, two doctors should agree on either of the following conditions: That the pregnancy caused risk to the life or the physical or mental health of the mother. That there was a substantial risk that if the child were born it would suffer serious physical or mental handicap.</p> <p>Pro-choice is a term that refers to a woman having the right to choose what happens to her body, a right to choose abortion and that pro-life is a term that refers to a belief that the rights of the unborn child should be protected.</p> <p>Most Christians are against abortion. The Catholic church teaches that abortion is never right as life begins at conception, abortion is only accepted if it happens because of life saving treatment given to the mother. Some Christians may be guided by situation ethics (doing the most loving thing in any situation) and would say that abortion may be the right thing in certain circumstances.</p> <p>The Bible says God knew us before we were born.</p>	<p>Promiscuity is sleeping around with different partners without being committed to any of them, adultery is being married to one person but having sex with someone else, faithfulness is only having sex with your partner and pre-marital sex is having sex with your partner before you are married to them.</p> <p>Different denominations within Christianity may have different views on sex outside marriage. The Roman Catholic belief is that when a man and woman have sex, it is the most intimate physical expression of their total union. For this reason, the Roman Catholic Church teaches that this union is sacred and is a key element in marriage.</p> <p>Most Christians accept the teaching that sexual relationships should only happen in marriage. This is supported by one of the Ten Commandments in Exodus: "You shall not commit adultery." Some Christians believe premarital sex is a matter of choice and is between the couple to decide, some Christians say that sex between a couple who love one another and intend to get married is okay. Biblical teachings remind Christians that their body is special - "Do you know that your body is a temple of the Holy Spirit? Some Christians say this verse is implying that sex should only be with someone you love and are committed to."</p>

Conscience

The conscience is a person's moral sense of right and wrong, it is viewed as acting as a guide to one's behaviour. Some believe the conscience is innate, others believe it grows over time.

Some people believe that as God has created us with free will then it is up to the humans to decide their actions (good and bad).

Christians believe that the knowledge of good and bad is part of human nature, created by God, but, to help them make the right choices, people need rules as well. Buddhism says that conscience is loving kindness for all living beings which can grow stronger through determined effort.

Just War

Ahimsa is the Hindu concept of respect for all living things and avoidance of violence towards others.

Just war is a set of conditions that need to be met in order for a war to be justified. The conditions are:

- The war must be for a just cause.
- The war must be lawfully declared by a lawful authority.
- The intention behind the war must be good.
- All other ways of resolving the problem should have been tried first.
- There must be a reasonable chance of success.
- The means used must be in proportion to the end that the war seeks to achieve.

Golden Rule

The Hadith are a collection of sayings by the prophet Muhammad (pbuh)

The Golden rule is important in Christianity and Islam.

The parable of the Sheep and the Goats is a good illustration of the Golden Rule in Christianity.

Zakah can be seen as an example of the Golden Rule in Islam.

Pacifism

Pacifism is the belief that violence and war are always wrong. Pacifists believe international disputes should be peacefully resolved, and many oppose the use of violence, or even force, in any circumstance.

Pacifists will often work to improve society and remove the causes of war – injustice, exploitation, the repression of minorities

The Bible says ““You have heard that it was said, ‘Eye for eye, and tooth for tooth.’ But I tell you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them the other cheek also.

Ghandi was a famous pacifist. Some of the ways he fought without violence against injustice include: reporting injustices to the press, to make people aware of what was going on. refusing to fight back if attacked by the authorities.

Moral Dilemma

A moral dilemma is a situation where doing what is right can produce a bad outcome and where doing what is wrong can produce a good outcome.

An example is Jean Valjean – A poor man who steals bread for his family and is put into prison for 5 years. He tries to escape and his sentence is increased to 19 years. Once released he can find no work so he steals silver from a Bishop, the Bishop saves him from arrest by claiming that he gave Jean the silver. Jean settles down, changes his name and becomes a wealthy businessman. He learns that a homeless man has been accused of being him and has been arrested and is sentenced to death. If he gives himself up a homeless man will be freed but the people who all work for Jean will be without work and may starve.

Another example of a moral dilemma is the ‘Trolley Problem’.

Love

In Greek there are FOUR different words for love:

-Storge: Love of family

-Philia: Love of friends

-Eros: Romantic love

-Agape: A Godly, unconditional love

In the Bible Jesus says “You have heard that it was said, ‘Love your neighbour and hate your enemy.’ 44 But I tell you, love your enemies and pray for those who persecute you,

Revision List for PE

Pupils will complete six fitness tests and try and achieve their personal best. To prepare for the following tests, 3-minute run, 30m sprint, burpee test, Illinois agility test, hand wall ball toss, standing broad jump test, pupils could do the following activities to improve their performance:

Test	Physical Activities to Improve Performance	Tick when revised
Stamina/Cardiovascular Test: 3 Minute Run	<p><i>Shuttle runs</i></p> <p><i>Continuous jogging outside</i></p> <p><i>Skipping</i></p> <p><i>Cycling</i></p>	
Speed Test: 30M Sprint	<p><i>Park/track sprints</i></p> <p><i>Hamstring stretches to improve stride length</i></p> <p><i>Quadricep stretches to improve stride length</i></p> <p><i>Gastrocnemius (calf) stretches to improve stride length</i></p> <p><i>Hill sprints</i></p>	
Muscular Endurance Test: Burpee	<p><i>Burpees</i></p> <p><i>Mountain climbers</i></p> <p><i>Touch floor – vertical jumps</i></p> <p><i>Press Ups</i></p>	
Power Test: Standing Broad Jump	<p><i>Hopping/hop scotch</i></p> <p><i>Jumping lunge</i></p> <p><i>Jumping sideways over objects (hurdles) Jumping forwards over objects (hurdles)</i></p>	
Coordination Test: Hand Wall Toss	<p><i>Keepy ups</i></p> <p><i>Hand toss throwing and catching a tennis ball against the wall</i></p> <p><i>Juggling</i></p> <p><i>Catching and throwing tennis ball with a partner</i></p>	
Agility Test: Illinois Agility Test	<p><i>Zig Zag cone runs</i></p> <p><i>Ladder runs</i></p> <p><i>Side bounds</i></p> <p><i>Short shuttle runs</i></p>	

Circuit training at home

- Choose 6-10 of the exercises
- In an appropriate space (garden, yard, bedroom floor, spare room) perform the exercises for 30 seconds, then have a 30 second rest before doing the next exercise and repeat.
- Once all the exercises are completed you have completed one set.
- Have a 2-minute rest before doing a second set and if you can even try a third set if you have the energy.



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