



The Sutton Academy



YEAR 9 TRACKING 1 ASSESSMENT

Week Commencing 14th October

SUPPORTING STUDENT SUCCESS

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

A Message from your Achievement Leader

Dear Year 9 Student,

Every year in the Academy, you will complete three tracking assessments. Tracking assessments are an opportunity for you to demonstrate your knowledge and understanding to your teachers. They will also allow your teachers to identify your gaps in knowledge and any misconceptions you may have so they can be addressed.

I expect every student in Year 9 to demonstrate our Academy Values and have an Excellent Attitude to Learning at all time, but especially so during tracking assessments. You can ensure you are fully prepared for your assessments by:

- ✓ Having a 100% attendance to school.
- ✓ Having a Good/Excellent Attitude to Learning every lesson.
- ✓ Completing every home learning task to the best of your ability.

It is also important that you prepare for these assessments by completing your own independent revision. This booklet will provide you with all the information you need to prepare for these assessments so they are a positive experience, and you will be proud of the outcomes you achieve. All students who show us examples of independent revision will receive a nomination for the Revision Revolution challenge and will be awarded 10+ Achievement Points on Class Charts.

We recognise that taking assessments in school can be challenging and would like to reassure all Year 9 students that we value effort over outcome. Please do not hesitate to speak to your tutor or one of the year team if you have any concerns.

Good Luck!!!

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: • 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.

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 1 Assessment Timetable

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

Week Commencing the 14 th October 2024 – Tracking 1 Assessments					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
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	Tick when revised
Social Class	https://www.bbc.co.uk/bitesize/guides/zd9bd6f/revision/3 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Prejudice and Discrimination	https://www.youtube.com/watch?v=xYKW7a9bTkQ Create flashcards of the key knowledge of prejudice and discrimination.	
Socialism	https://www.bbc.co.uk/ideas/videos/socialism-a-very-brief-history/p074yyff Create a flashcard to define what socialism is and learn it.	
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	
Manipulate, Disparity, Fate, Dialect, Dramatic Irony, Pessimism, Superstition, Foreshadowing, Betrayal, Oppression, Caesura	Find a definition for each word and write it in a sentence.	
Rhetorical Devices in Non-fiction	https://www.youtube.com/watch?v=6KUWyEa-ih4 Create flashcards of non-fiction devices and their purpose	
Word Classes	https://www.youtube.com/watch?v=YMPf77EhONG Create flashcards for rules about word classes.	
Metaphor	https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Nature and Nurture	https://www.youtube.com/watch?v=83mrHuRallA Watch the video and create a flashcard to explain the debate.	
Motif	https://www.youtube.com/watch?v=isBKolORntI Create a flashcard to explain what a motif is and how they are used.	
English Class system	https://greatbritishmag.co.uk/uk-culture/what-is-the-british-class-system/ Make flashcards for each class and how to categorise people by class.	
Analysing a play	https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/z69q4xs Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Willy Russell	https://kids.kiddle.co/Willy_Russell Make flashcards of the key facts about Russell.	
Blood Brothers plot	https://www.bbc.co.uk/bitesize/guides/zw8s2p3/revision/1 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Blood Brothers characters	https://www.bbc.co.uk/bitesize/guides/z22gp39/revision/1 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Blood Brothers themes	https://www.bbc.co.uk/bitesize/guides/zyfjrdm/revision/2 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Annotating an extract	https://www.bbc.co.uk/bitesize/guides/ztwxhv4/revision/2 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Blood Brothers Context	https://www.savemyexams.com/gcse/english-literature/aga/17/revision-notes/3-modern-texts/blood-brothers/blood-brothers-context/ Create flashcards for the key context points of the play	
Blood Brothers as a play	https://www.bbc.co.uk/bitesize/guides/zpndbk7/revision/1 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Simple Past Tense	https://www.youtube.com/watch?v=MI3S3kdkofu Create a flashcard of rules for the simple past tense	
Inference	https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Practice Question 1:	How does Russell present Mrs. Lyons at the beginning of the play? Plan your answer before you write it out. Use the text to help you. Blood brothers text.pdf	
Practice Question 2:	How does Russell present the theme of Superstition in the play? Use the example to help you plan https://www.hancox.me/home/2018/4/17/blood-brothers-	

Revision List for Maths Support

Topic	Sparx Clip	Tick when revised
Place value	M704	
Ordering integers	M704	
Ordering negative numbers	M527	
Ordering decimals	M522	
Adding integers	M928	
Subtracting integers	M347	
Adding decimals	M429	
Subtracting decimals	M152	
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying integers	M187	
Multiplying decimals	M803	
Dividing integers	M355	
Dividing decimals	M262, M263	
Powers and Roots	M135	
Numerical index laws	M608	
BIDMAS	M521	
Rounding to powers of 10	M111	
Rounding to decimal places	M431	
Rounding to significant figures	M994, M131	
Error intervals	M730	
Estimation	M878	
Converting standard form	M719, M678	
Use of a calculator	M757	
Factors	M823	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Prime numbers	M322	
Finding the product of prime factors	M108	
Finding HCF and LCM using Venn diagrams	M365	
Representing fractions of diagrams	M158	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Ordering fractions	M335	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835, M931	
Multiplying fractions	M157, M197	
Dividing fractions	M110, M265	
Fractions of amounts	M695, M684	
Converting between fractions, decimals and percentages	M264	
Finding percentages of amounts	M437, M905	
Percentage change	M476, M533	
Simple interest	U533*	

Revision List for Maths Core

Topic	Sparx Clip	Tick when revised
Place value	M704	
Ordering integers	M704	
Ordering negative numbers	M527	
Ordering decimals	M522	
Adding integers	M928	
Subtracting integers	M347	
Adding decimals	M429	
Subtracting decimals	M152	
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying integers	M187	
Multiplying decimals	M803	
Dividing integers	M355	
Dividing decimals	M262, M263	
Powers and Roots	M135	
Numerical index laws	M608	
BIDMAS	M521	
Rounding to powers of 10	M111	
Rounding to decimal places	M431	
Rounding to significant figures	M994, M131	
Error intervals	M730	
Estimation	M878	
Converting standard form	M719, M678	
Use of a calculator	M757	
Factors	M823	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Prime numbers	M322	
Finding the product of prime factors	M108	
Finding HCF and LCM using Venn diagrams	M365	
Representing fractions of diagrams	M158	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Ordering fractions	M335	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835	
Multiplying fractions	M157	
Dividing fractions	M110	
Fractions of amounts	M695, M684	
Converting between fractions, decimals and percentages	M264	

Revision List for Maths Prime

Topic	Sparx Clip	Tick when revised
Place value	M704	
Ordering integers	M704	
Ordering negative numbers	M527	
Ordering decimals	M522	
Adding integers	M928	
Subtracting integers	M347	
Adding decimals	M429	
Subtracting decimals	M152	
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying integers	M187	
Multiplying decimals	M803	
Dividing integers	M355	
Dividing decimals	M262, M263	
Powers and Roots	M135	
Numerical index laws	M608	
BIDMAS	M521	
Rounding to powers of 10	M111	
Rounding to decimal places	M431	
Rounding to significant figures	M994, M131	
Error intervals	M730	
Estimation	M878	
Converting standard form	M719, M678	
Multiplying and dividing in standard form	U264*	
Adding and subtracting in standard form	U290*	
Use of a calculator	M757	
Factors	M823	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Prime numbers	M322	
Finding the product of prime factors	M108	
Finding HCF and LCM using Venn diagrams	M365	
Representing fractions of diagrams	M158	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Ordering fractions	M335	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835, M931	
Multiplying fractions	M157, M197	
Dividing fractions	M110, M265	
Fractions of amounts	M695, M684	
Converting between fractions, decimals and percentages	M264	

** For any topics with a * you need to change the curriculum to GCSE. The topics are KS3 topics however they are also on the GCSE curriculum and so appear there instead.*

Revision List for Science

Topic	Revision Website	Revision Task	Tick when revised
Water Cycle	What is the water cycle? - BBC Bitesize	Use BBC bitesize to revise the water cycle and complete the quiz on the website.	
Carbon Cycle	The carbon cycle - Organisation of an ecosystem - AQA - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize	Use BBC bitesize to revise the carbon cycle and use the table on the website to make flash cards.	
Food chains and webs	https://youtu.be/jB6MvrYxrx8?si=SR5fpJBLGQ2KSFth	Watch the video and make flash cards to define producer, primary consumer, secondary consumer.	
Interdependence	https://youtu.be/jB6MvrYxrx8?si=SR5fpJBLGQ2KSFth	Use the video to make notes about interdependence	
Biotic and Abiotic factors	https://youtu.be/0mjafH5pVLA?si=jbDAATSDSd9OhWZw	Watch the video and make mind maps for biotic and abiotic factors.	
Pathogens	Pathogens - Communicable diseases - AQA - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize	Use BBC bitesize to make a knowledge mat about the 4 pathogens. Include examples of diseases.	

Revision List for Geography

Topic	Revision Topic	Tick When Flash Card Created	Tick when revised
Changing Climates	Climate and factors which influence it Climate vs weather, impact of distance from equator. <i>Please use the knowledge organiser on Class Charts to make a flash card</i>		
	Earths changing climate Natural and Anthropogenic (human) causes. <i>Please use the knowledge organiser on Class Charts to make a flash card</i>		
	The Greenhouse Effect Natural and enhanced. Types of greenhouse gases. <i>Please use the knowledge organiser on Class Charts to make a flash card</i>		
	Carbon Footprint What is it, what factors influence it, how can it be reduced. <i>Please use the knowledge organiser on Class Charts to make a flash card</i>		
	The impact of climate change on Africa Impact on people and the environment. <i>Please use the knowledge organiser on Class Charts to make a flash card</i>		
	The impact of climate change on the Arctic The albedo effect. Impact on people and the environment. <i>Please use the knowledge organiser on Class Charts to make a flash card</i>		

Knowledge Organiser for Geography

Changing Climates

Lesson title:	Key takeaways
How can we distinguish between weather and climate?	- 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?	- 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?	- 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?	- 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?	- 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?	- 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?	- 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?	- 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?	- 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

Topic	Revision Resources	Tick when revised
Women's Suffrage The Role of Women in 1900	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Women's Suffrage The Suffragists	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Women's Suffrage The Suffragettes	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Women's Suffrage Were the suffragettes terrorists?	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Women's Suffrage The Government Response	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Women's Suffrage Emily Davidson	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Women's Suffrage The Representation of the Peoples Act	<i>Please use the knowledge organiser on Class Charts for revision.</i>	

Knowledge Organiser for History

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

What was the role of Women in 1900 and how were they viewed in society?	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. 	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. 	How did the government respond to the women's protests?	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. 
Who were the Suffragists?	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. 	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. 	How important were the actions of Emily Davison for the Suffragette movement?	
Who were the Suffragettes?	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. 		Were the aims of the Suffragists and Suffragettes achieved by 1918?	
Were the suffragettes terrorists?	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.

Revision List for Spanish

Topic	KO Page	Revision Link to Test Knowledge	Tick when revised
Jobs <i>You will have studied 11 jobs</i>	2	https://quizlet.com/gb/948912842/y9-tracking-1-jobs-flash-cards/?i=2fpt5n&x=1jqt	
Earning money (chores) <i>You will have studied 7 chores.</i>	2	https://quizlet.com/gb/948913346/y9-tracking-1-chores-infinitive-and-present-flash-cards/?i=2fpt5n&x=1jqt	
Preterite tense <i>You will have studied how to conjugate the preterite tense (past tense)</i>	2/3	https://quizlet.com/gb/948913706/y9-tracking-1-chores-preterite-flash-cards/?i=2fpt5n&x=1jqt	
Using <i>suelo</i> and <i>tengo que</i> <i>You will have studied how to say what you usually do and what you have to do.</i>	2	https://quizlet.com/gb/948913896/y9-tracking-1-suelo-and-tengo-que-flash-cards/?i=2fpt5n&x=1jqt	
Describing what you do with your money <i>You will have 17 things you like to spend your money on.</i>	3	https://quizlet.com/gb/948916498/y9-tracking-1-spending-money-flash-cards/?i=2fpt5n&x=1jqt	

Knowledge Organiser for Spanish

Jobs – Los trabajos

Teacher	Profesor(a)
Headteacher	Director(a)
Police officer	Policía
Doctor	Médico/a / Doctor(a)
Artist	Artista
Writer	Escritor(a)
Actor	Actor / actriz
Scientist	Científico/a
Entrepreneur	Empresario/a
Firefighter	Bombero/a
Nurse	Enfermero/a

Time phrases – Adverbios de tiempo

Yesterday	Ayer
Last night	Anoche
Last week	La semana pasada
Last month	El mes pasado
Last year	El año pasado

Adjectives – Adjetivos

Social	Social
Responsible	Responsable
Hardworking	Trabajador(a)

pagar / gazar

To pay	Pagar
To earn	Ganar
I earn	Gano
I earned	Gané

soler / tener que + infinitive

I usually	Suelo
We usually	Solemos
I have to	Tengo que
We have to	Tenemos que

Chores – Las tareas

To deliver newspapers	Repartir periódicos	I deliver newspapers	Reparto periódicos	I delivered newspapers	Repartí periódicos
To cook	Cocinar	I cook	Cocino	I cooked	Cociné
To help at home	Ayudar en casa	I help at home	Ayudo en casa	I helped at home	Ayudé en casa
To babysit	Hacer de canguro	I babysit	Hago de canguro	I babysat	Hice de canguro
To walk the dog	Pasear al perro	I walk the dog	Paseo al perro	I walked the dog	Paseé al perro
To wash the car	Lavar el coche	I wash the car	Lavo el coche	I washed the car	Lavé el coche
To wash the dishes	Lavar los platos	I wash the dishes	Lavo los platos	I washed the dishes	Lavé los platos

Knowledge Organiser for Spanish

Activities – Actividades

Go to the shops
Go to the cinema
Go to a restaurant
Buy new clothes
Buy a new phone
Watch a ... match
Visit new places
Go out with friends

Ir de compras
Ir al cine
Comer en un restaurante
Comprar ropa nueva
Comprar un móvil nuevo
Ver un partido de...
Visitar lugares nuevos
Salir con amigos

I spend

I go to the shops
I go to the cinema
I go to a restaurant
I buy new clothes
I buy a new phone
I watch a ... match
I visit new places
I go out with friends

Gasto

Voy de compras
Voy al cine
Como en un restaurante
Compro ropa nueva
Compro un móvil nuevo
Veo un partido de...
Visito lugares nuevos
Salgo con amigos

Subjunctive – Subjuntivo

If I were lucky Si tuviera suerte
If I had the opportunity Si tuviera la oportunidad
If I had more money Si tuviera más dinero
If I were rich Si fuera rico/a
If I could Si pudiera

Future plans – Planes para el futuro

I want Quiero
I'm thinking of Pienso
I'm going to Voy a
I hope Espero
I would like Me gustaría
Learn to drive Aprender a conducir
Get married Casarme
Be happy Ser feliz
Have children Tener hijos
Get a good job Conseguir un buen trabajo
Travel the world Viajar por todo el mundo
Live in a foreign country Vivir en el extranjero

Preterite tense – El pretérito

-ar verb endings

I -é
He /She/ It -ó
We -amos

-er / -ir verb endings

I -í
He /She/ It -ió
We -imos

Conditional tense – El condicional

-ar / -er / -ir verb endings

I -ía
He /She/ It -ía
We -íamos

Questions – Preguntas

Who? ¿Quién?
What? ¿Qué?
Where? ¿Dónde?
Why? ¿Por qué?
When? ¿Cuándo?
How? ¿Cómo?
How much? ¿Cuánto/a(s)?
How many? ¿Cuánto/a(s)?
How can I help? ¿En qué puedo ayudarle?

Revision List for Art

Revision Topic	Revision Task	Tick when revised
Mark Making	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Abstract Art	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The Work of Yellena James	<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>	
Organic Shapes		

Knowledge Organiser for Art

ART Knowledge Organiser		YEAR: 9
Topic: Under The Sea: Yellena James		TERM: 1
History/Context: 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.	Ar 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. 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 creative. Finalish: make (something) more attractive by the addition of decorative details or features. 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.	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. 
Skills/Techniques: - Composition - Textiles - Observational drawing - Colour analysis - Watercolour - Sgraffito - Artist Research Page - Photography - Acrylic painting - Modelling Clay		Careers/Opportunities: 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. Nature walks: Go to your local beach and create up close photos of natural objects and visit an aquarium to get lots of ideas. Careers: Sculptor, painter, photographer, illustrator, Interior designer, Textile designer. For more info visit : https://www.studentartguide.com/articles/art-careers-list
Relevant Images: 		
		

Revision List for Design & Technology

Revision Topic	Revision Task	Tick when revised
Speaker: Input, Process, Output	https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/systems-approach-to-designing https://www.futurelearn.com/info/courses/teaching-programming-to-5-11-year-olds/0/steps/222992 https://www.bbc.co.uk/bitesize/guides/zhxqmsg/revision/1	
Speaker: Practical skills	https://technologystudent.com/health1/safetyr1.htm https://technologystudent.com/health1/ed1.htm https://technologystudent.com/health1/ed2.htm	
Speaker: Soldering	https://technologystudent.com/pcb/solder1.htm https://technologystudent.com/pcb/pcbdex.htm	

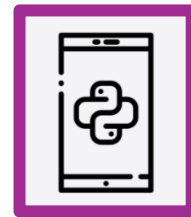
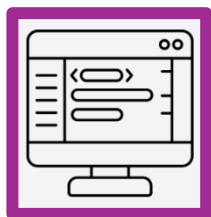
Revision List for Digital Literacy

Revision Topic	Revision Task	Tick when revised
Digital Artefacts – Logo Creation using Adobe Photoshop	https://www.adobe.com/uk/learn/photoshop?topic=get-started	
Digital Artefacts – Navigation buttons using Adobe Photoshop	https://www.adobe.com/uk/learn/photoshop/web/add-text-to-image	
Digital Artefacts – Video Editing using Adobe Premiere Pro	https://www.adobe.com/uk/learn/premiere-pro?topic=sequences	

Knowledge Organiser for Digital Literacy

Advanced Programming - Knowledge Organiser

Algorithms and Programming	IDLE	Variables and Functions
Algorithms An algorithm is a step-by-step rules or instructions designed to perform a task and solve a particular problem. An algorithm can be set out as a flowchart or in normal language. Programming Programming is the process of designing and building a computer program to solve a task or particular problem. The text-based language which we have used is Python.	To execute (run) a Python program, you need a Python interpreter. We have used the software IDLE to do this. IDLE colour codes the different parts of the program such as green for string (text) and purple for functions. An interpreter translates and executes each line of code and identifies where the errors are happening. This then allows you to fix the errors which is also known as debugging. To execute (run) the program we press F5.	Variable – a variable is a container which holds a value which can change. We use an equals symbol to assign the value. <pre>name = "Claude" age = 13 shopping = ["milk", "bread", "eggs"]</pre> Print function – the print function is used to display text or a message when the program is run. <pre>print("Hello World!")</pre> Input function – the input function allows the user to enter information into the program. <pre>name = input("Please enter your name:")</pre> Inputting numbers – You need to include int (integer) before your input function. <pre>age = int(input("Please enter your age:"))</pre>



Knowledge Organiser for Digital Literacy

Advanced Programming - Knowledge Organiser

Syntax Errors

A syntax error is when there is a mistake in the code which stops the program from running.

An error message will appear in red telling you that there is a syntax error and the line that the error is on.

Common errors include:

Misspelling the word print or using capital letters.

Missing one or both of the brackets.

Missing one or both of the quotation marks around the text that you want to appear.

Arithmetic and Comparison Expressions

Arithmetic Expressions

We use the following operators for calculations:

Addition	+
Subtraction	-
Multiplication	*
Division	/
Exponentiation	8**2 (8 to the power of 2)

Comparison Expressions

Equal to	==
Not equal to	!=
Less than	<
Less than or equal to	<=
Greater than	>
Greater than or equal to	>=

Loops

Iteration

Iteration means **repeating a process**. In Python, it usually refers to going through items in a collection (like a list or string) one by one.

For Loop

A for loop repeats a block of code a **set number of times**, usually by going through items in a sequence like a list or a range.

Example:

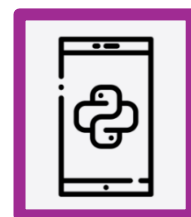
```
for item in [1, 2, 3]:
    print(item)
```

while Loop

A while loop keeps running **as long as a condition is true**. It's useful when you don't know ahead of time how many times to repeat.

Example:

```
count = 0
while count < 3:
    print(count)
    count += 1
```



Revision List for Food Technology

Revision Topic	Revision Task	Tick when revised
Food Commodities (Cereals)	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding.</i>	
Starchy Food	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Ways of saving time when making pastry in the home	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
The function of egg in pastry	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Food Commodities (Fruit and Vegetables)	<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	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Heat Transfer when cooking food	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Ways in which people can manage their food intake to reduce obesity.	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Ways in which people can manage their food intake to reduce obesity.	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	

Knowledge Organiser for Food Technology

Year 9 Knowledge Organiser: Assessment 1 (Fruit, Vegetables & Flour)

Nutrients in Fruits & Vegetables

- Vitamin C: helps immunity, heals wounds.
- Fibre: aids digestion and prevents constipation.



Why Fibre is Important

- Keeps digestion healthy.
- Prevents constipation.
- Keeps bowel movements regular.

Fruit Classifications

- Soft fruits: Raspberry, Blackberry, Strawberry.
- Citrus fruits: Orange, Lemon, Lime, Satsuma.
- Stone fruits: Plum, Cherry, Peach, Mango.
- Tree fruits: Apple, Pear.
- Exotic fruits: Banana, Kiwi, Pineapple, Melon.
- Dried fruits: Raisin, Sultana, Date, Fig.



Types of Potatoes

- Floury potatoes: break apart when cooked; good for jacket potatoes, mash, roast.
- Waxy potatoes: hold their shape; good for boiling, salads, dauphinoise.



Milling Process & Extraction Rate

- Milling: grinding grain to separate bran, germ, endosperm.
- Extraction rate: % of grain used.
- Wholemeal = 100%, Brown = Medium extraction, White = Lowest extraction.



Fortification of White Flour

- Nutrients added: Calcium, Iron, B Vitamins (B1, B3, Folic acid).



Types of Flour & Uses

- Self-raising flour: contains baking powder; not suitable for bread.
- Plain flour: used for biscuits, sauces.
- Wholemeal flour: higher in fibre.
- Strong bread flour: higher protein & gluten for bread making.
- Gluten-free flour: made from rice, corn or potato starch.

Gluten-Free & Coeliac Disease

- Coeliac disease: cannot digest gluten.
- Gluten-free flour does not contain wheat, barley or rye.
- Safe for coeliac sufferers.

Gluten & Protein Content

- Gluten forms dough structure in bread.
- Strong bread flour has higher protein content than plain flour.



Revision List for Music

	Revision Task	Tick when revised
Pulse, Time and Metre in Dance Music.	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Simple Time in Dance Music	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Simple Triple Time in Dance Music	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Simple Quadruple Metre in Dance Music	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Simple and Compound Time	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Chords in Dance Music	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Characteristic Rhythms in Dance Music	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
American Line Dance	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Latin Dance and Tango	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Disco	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Club Dance	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	

Dance Music

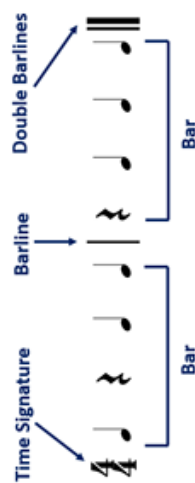
A. Pulse, Time and Metre in Dance Music

The **BEAT** or **PULSE** of dance music is always **REGULAR**. Here is a regular crotchet pulse of 12 beats:



A single **BEAT** is a basic unit of musical time. In dance music, beats are grouped together to make a repeating pattern – normally made up of either twos, threes or fours.

The repeating pattern of beats gives us the **METRE** or the **TIME** of the music, shown by the **TIME SIGNATURE** at the start of a piece of music. Each repetition of the beat-pattern is called a **BAR** and bars are separated by vertical lines called **BARLINES**. A **DOUBLE BARLINE** always comes at the end of a piece of music or section of music.



The **TOP NUMBER** of a time signature tells you how many beats there are in each bar. The **BOTTOM NUMBER** tells you what types or note values these beats are (as divisions of a semibreve = 1):

1 = Semibreve

2 = Minim

4 = Crotchet

8 = Quaver

16 = Semiquaver



4/4 can also be shown by a "C" meaning COMMON TIME

Exploring Rhythm, Chords and Metre in Music for Dance

The **RHYTHMS** of dance music always match the **STEPS** of the dance: the two are inter-related. Dance music is based on **CHORD PATTERNS**: mainly **PRIMARY CHORDS** (I, IV & V(7)) and has a clear **MELODY** with an **ACCOMPANIMENT** (**HOMOPHONIC TEXTURE**). Different dances and their music use different **METRES/TIME SIGNATURES**.

B. Simple Time in Dance Music

SIMPLE DUPLER METRE: Two

beats to a bar

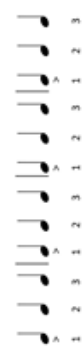


Dance music such as

MARCHES, the **TANGO** and **IRISH REEL** often use simple duple metre.

SIMPLE TRIPLE METRE: Three

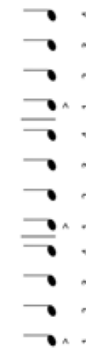
beats to a bar



Dance music such as **WALTZES**.

SIMPLE QUADRUPLER METRE: Four

beats to a bar



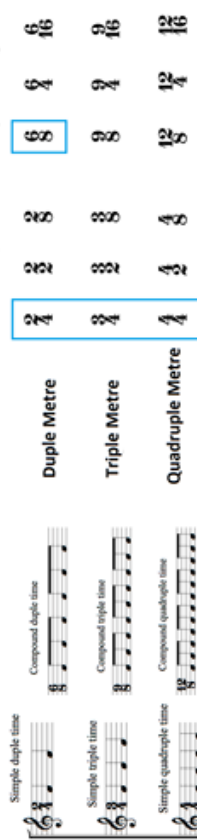
Dance music such as the

TANGO, AMERICAN LINE

DANCE MUSIC (Country and Western), **DISCO** and **CLUB**

DANCE often use simple quadruple metre.

C. Simple and Compound Time



Dance music such as the **IRISH JIGS** often use compound duple metre (6/8) with a "ONE and a TWO and a" feel to the music.

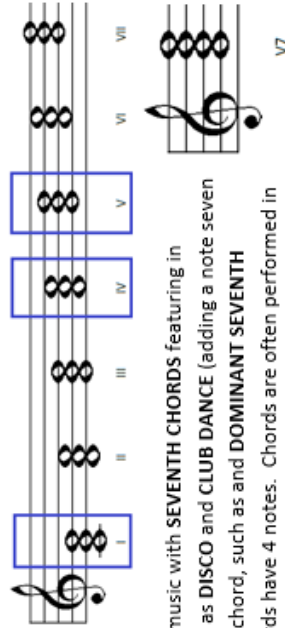
D. Chords in Dance Music

Dance music is based on **CHORD PATTERNS**.

PRIMARY CHORDS:

CHORD I, CHORD IV and **CHORD V** are most

commonly used in dance music with **SEVENTH CHORDS** featuring in popular dance music such as **DISCO** and **CLUB DANCE** (adding a note seven notes above the root of a chord, such as **DOMINANT SEVENTH CHORD**). All seventh chords have 4 notes. Chords are often performed in different ways as an **ACCOMPANIMENT** in dance music.

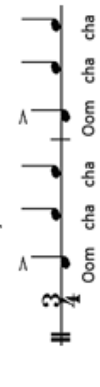


E. Characteristic Rhythms in Dance Music

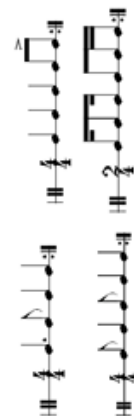
The **MARCH** has a strong **LEFT, right, LEFT,** right rhythm:



The **WALTZ** has a strong **OOM-cha-cha,** **OOM-cha-cha** rhythm:



The **TANGO** has several rhythms:



FOUR-ON-THE-FLOOR is a common rhythm in **DISCO** and more modern dance music:



Revision List for RE

Next assessment in Religious Education (RE) is the mid unit assessment on Religion and Suffering. The topics we have covered should be revised.

	Revision Task	Tick when revised
The Problem of Evil	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The Inconsistent Triad	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Christian Responses to the Problem of Evil	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The Salvation Army	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Injustice in El Salvador	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Christian Aid	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
What the Bible says about helping others	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Topic – Christianity & Suffering

The Problem of Evil

- 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.
- 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.

Christian Responses to the Problem of Evil

- There are several responses to the Problem of Evil:
- 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

- 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.
- 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".

Why do Christians help? What does the Bible say?

- 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.
- The Bible says "Greater love has no one than this: to lay down one's life for one's friends."
- Injustice is when people are not treated fairly, they are not treated in a just way.
- Tearfund is a Christian charity that works globally to help those in poverty.
- Fair Trade is paying a fair price for goods so that the producers can be paid a fair wage.
- The Bible tells Christians that they should 'clothe the poor, feed the hungry'

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

Circuit training at home

- Chose 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.

[illegible]

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
SUNDAY						
SATURDAY						



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