

**NOTHING IN LIFE
IS TO BE FEARED.
IT IS ONLY TO BE
UNDERSTOOD.**

MARIE CURIE



Student Name _____

Form _____

**Knowledge Organisers
Cycle A – Year 9**

How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

- **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.
- **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

You will be given a minimum of one week to complete your prep tasks for each subject. **You are expected to spend at least 30 minutes on the tasks set each week for each subject.**

Finally, a reminder that prep completion is your responsibility.

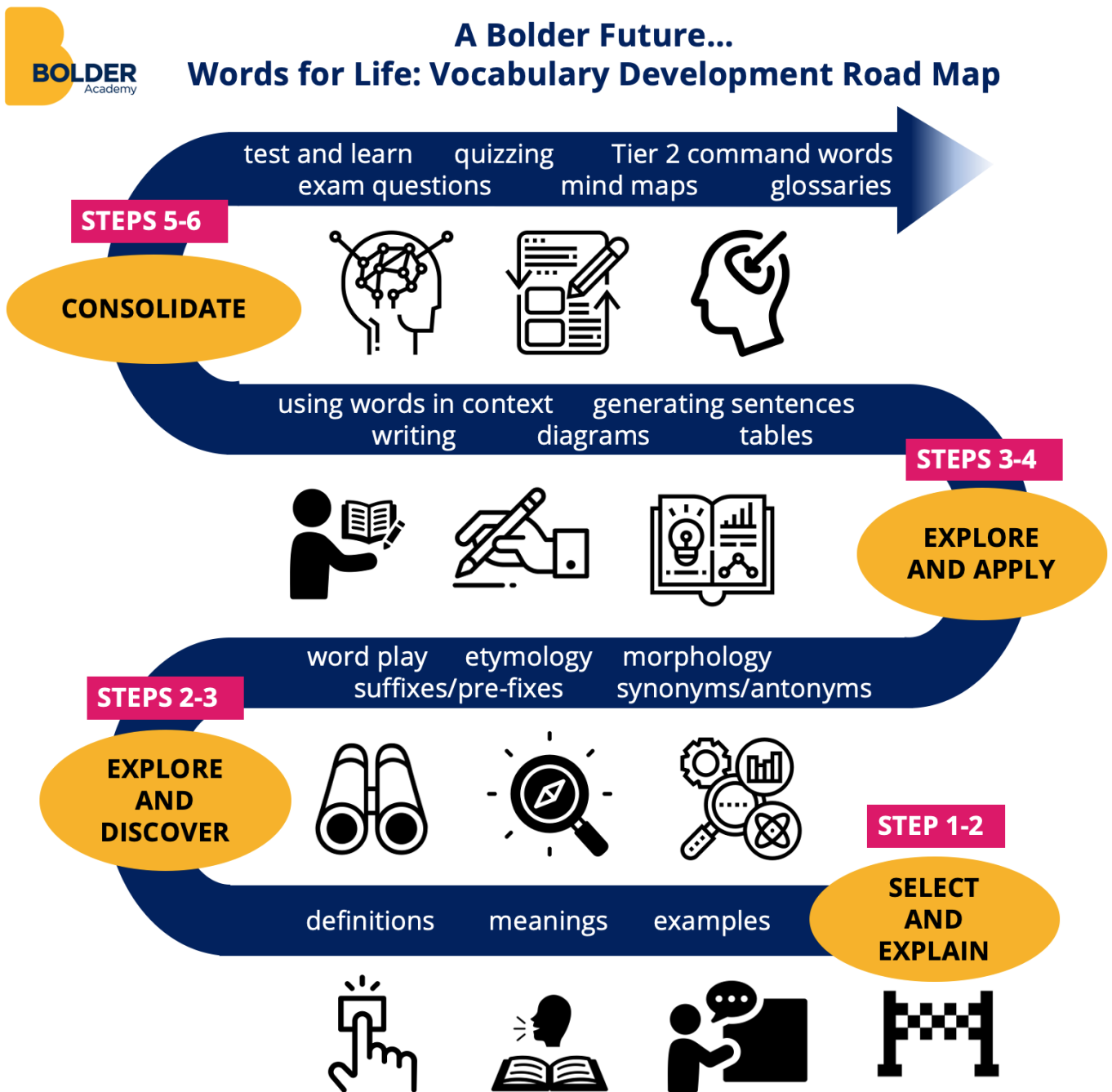
If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- An email
- A note in your planner
- A 1:1 conversation with your teacher.

Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.



Vocabulary Websites

Try using these vocabulary websites to help you with your PREP and also to boost your vocabulary skills. These websites will help with a lot of the activities.

[Describing Words](#) - This website is great for descriptive vocabulary: put in a noun and you get countless descriptive words that you can use in your writing.

[Vocabulary.com](#) - This bumper website has lots of uses, from a dictionary and countless vocabulary questions.

[Visuwords.com](#) - This website creates interesting graphic visuals for your word choices – this is really useful for making word webs and word diagrams.

[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

[Freerice](#) - This unique website is for vocabulary quizzes! The premise of 'free rice' sees correct quiz answers activity the World Food Programme donate grains of rice to help end hunger.

[Word Sift](#) - This website is another very helpful tool that can visualise words in different ways.

Vocabulary is split into three categories. On your knowledge organiser you will see Tier 2 and Tier 3 vocabulary that you need to practice and learn:

| |
|--|
| <p style="text-align: center;"><u>Tier 1 Words (basic vocabulary)</u> Words we use all of the time: <i>dog, cat, house, green, party</i> These are words that you will already know!</p> |
| <p style="text-align: center;"><u>*Tier 2 Words* (Academic Vocabulary)</u> Sophisticated words that fit into lots of subjects.</p> <p style="text-align: center;"><i>The better knowledge you have of these words the more success you will have in all subjects! Examples: fundamental, affect, context, evaluate - They help with your writing, reading and speaking. These are the words that make you stronger!</i></p> |
| <p style="text-align: center;"><u>Tier 3 Subject Specific Terminology</u> Words that you need to learn specifically for your subjects: These more technical words are usually needed within a specific topic and are really important for classwork/homework and exams! Examples in Science: catalyst, exothermic, dissection Examples in English: dramatic irony, metaphor, tragedy</p> |

These are the words that you need to practice the most.

Vocabulary Strategy Examples

SELECT AND EXPLAIN – KWL

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

| What I K now | What I W ant to Know | What I Want to L earn |
|--|--|--|
| | | |

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

SELECT AND EXPLAIN – Word mapping

| | | |
|----------------------|-----------------------|--------------------------|
| Image - draw it | Where do you find it? | Think of a symbol for it |
| A synonym | The word | An antonym |
| Use it in a sentence | What is it made of? | The definition |

EXPLORE AND DISCOVER – Alliterative sentence generator

Your teacher will give you some words – put them in the correct part of the table and create alliterative sentences to play with the word. Each word must start with the same letter. This is really good for helping you remember new words!

| | ADJECTIVE | NOUN | ADVERB | VERB | ADJECTIVE | NOUN |
|---|-----------|------|----------|------|-----------|---------|
| b | big | boys | brutally | bash | bald | bullies |
| | | | | | | |

EXPLORE AND DISCOVER – Research it, transform it, use it!

| | | |
|--|--|--|
| WORD: | | |
| Etymology (Research the word origins) | Transform it! Transform the word into an image to help you remember it. | Use it! Use the word in three different sentences that you can use in your own work: 1. 2. 3. |
| Link It! Can you link the word to any vocabulary you already know? | Take It Further! How does this word link to your current topic? | |

EXPLORE AND DISCOVER – 3 Truths and A Lie: Etymology

Your teacher will give you a word from your knowledge organiser with three truths and lie about the origins and etymology of that word.

English Example:

Pathos

Pathos makes you feel sadness or pity.
Pathos is a famous character in Greek mythology.
Pathos originally comes from the word suffering.
Pathos is a noun.

ANSWER: I think the lie is that pathos is a character from Greek mythology. This is a lie because pathos is not a character it is usually the part of the play where an audience feels sadness. It does however originate

Bolder Talk Roles for discussions in lessons

Instigator

The person who starts the discussion.



Will say:

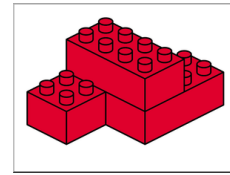
"I would like to start by saying..."

"I think the first thing we should consider is..."

"To begin with let's talk about..."

Builder

Develops, adds to or runs with an idea.



Will say:

"I agree and I'd like to add..."

"Linking to your point..."

"Building on that idea..."

Challenger

Disagrees with or presents an alternative argument.



Will say:

"That's true, but have you considered..."

"You mentioned X but what about..."

"I hear what you're saying, but..."

Clarifier

Makes things clearer and simplifies ideas by asking questions.



Will say:

"What do you mean when you say..."

"Could you tell me more about..."

"Does that mean that..."

Prober/Questioner

Digs deeper into the argument, asks for evidence or justification of ideas.



Will say:

"What evidence do you have to support that?"

"How does that support your argument?"

"How did you come to that conclusion?"

Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.





























Will say:



"Overall, the main points covered were..."

"In summary..."

"From today's discussion, it's clear that..."

Year 9 Art Knowledge Organiser - Identity

| Tier 2 Vocabulary | | | | Tier 3 Vocabulary | | | |
|--|------------------------|---|---|-------------------|---------------------------|---|--|
| 1 | Ornament |  | a thing used or serving to make something look more attractive but usually having no practical purpose, especially a small object such as a figurine. | 1 | Social commentary |  | the act of using rhetorical means to provide commentary on issues in a society. |
| 2 | Ceramics |  | pots and other articles made from clay hardened by heat. | 2 | sculpture |  | the art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster. |
| 3 | Analyse |  | examine (something) methodically and in detail, typically in order to explain and interpret it. | 3 | Self-portrait |  | a portrait that an artist produces of themselves. |
| 4 | Observe |  | notice or perceive (something) and register it as being significant. | 4 | Kiln |  | An oven to fire clay at extremely high temperature ready for the glaze process. |
| 5 | Apply |  | put or spread (a substance) on a surface. | 5 | proportion |  | describes the relationship between the dimensions of different elements and an overall composition. Scale refers to an artwork's size and how parts of a composition relate to each other. |
| 6 | Identity |  | the fact of being who or what a person or thing is. | 6 | Design |  | a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made. |
| 7 | Self-expression |  | the expression of one's feelings, thoughts, or ideas, especially in writing, art, music, or dance. | 7 | Art critic |  | a person who is specialized in analysing, interpreting and evaluating art. |
| 8 | Narrative |  | a spoken or written account of connected events; a story | 8 | contemporary |  | The term contemporary art is loosely used to refer to art of the present day and of the relatively recent past, of an innovatory or avant-garde nature |
| 9 | Construction |  | the action of building something, typically a large structure. | 9 | Avant-garde |  | new and experimental ideas and methods in art, music, or literature. |
| 10 | Theme |  | the subject of a talk, piece of writing, exhibition, etc.; a topic. | 10 | embellishment |  | a decorative detail or feature added to something to make it more attractive. |
| 11 | Engrave |  | cut or carve (a text or design) on the surface of a hard object. | 11 | exhibition |  | a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair. |
| <p style="text-align: center;">Challenge Questions</p> <ol style="list-style-type: none"> 1. Give an example of additive sculpture in relation to an artist and their artistic motivation for creating their artwork. 2. Why might ceramics be a successful medium to communicate views on political and social issues? | | | | 12 | Bas relief |  | relief makes an artwork look like the picture is raised up from a flat background. This be can be created by adding layers such as clay pieces on top of clay |
| | | | | 12 | pottery |  | pots, dishes, and other articles made of fired clay. Pottery can be broadly divided into earthenware, porcelain, and stoneware. |
| | | | | 13 | additive sculpture |  | a kind of sculpture technique in which materials (for example, clay) are built up or "added" to create form. |
| | | | | 14 | modelling |  | additive sculpture process allowing the maker to add, remove, and reform elements if the work. |

| | | | | |
|--|----|----------|---|---|
| 3. How does your favourite artwork relate to your own identity? Can you give a parallel between its appearance and narrative to your own expressive artwork? | 15 | armature |  | a rigid framework serving as a supporting inner core for clay or other soft sculpting sculptures. |
| 4. What does self-expression mean to you? What styles and artistic vocabulary can you use to describe yourself as an artwork? | 16 | unity |  | a principle of art that provides the cohesive quality that makes an artwork feel complete and finished. When all the elements in the artwork look as though they belong together, the artist has achieved this principle. |

Dig Deeper

Take a look at the following sites to deepen your knowledge around identity in art and the ceramics industry.

[MoMA | Investigating Identity](#)

[Cultural Identity - Essay | Tate](#)

[Image & Identity - National Portrait Gallery \(npg.org.uk\)](#)

[Grayson Perry born 1960 | Tate](#)

[Collections :: Exploring Identity through Portraiture | Smithsonian Learning Lab \(si.edu\)](#)



Grayson Perry

Grayson is one of the most active living artists in the UK, celebrating creativity through "Grayson's Art Club" during lockdown. He uses art to comment on issues surrounding society, stereotypes, LGBT+ rights and gender constructs.

Look at one of Perry's ceramic vases (above) What narratives can you see on the vase? Are they relevant in today's society? What other themes might you comment on?



David Hockney

Known for his photo collages and paintings of Los Angeles swimming pools, David Hockney is considered one of the most influential British artists of the 20th century. FIND OUT MORE



4 S's: Score, Slip, Stick & Smooth

Score and slip refers to a method of joining two pieces of clay together. It is very important to always score and slip clay that is leather hard. If you do not, the pieces will likely pop apart when they are fired.

SCORE: First, score the clay. Use a feather tool or some other type of tool to make scratches in the surfaces that will be stuck together.

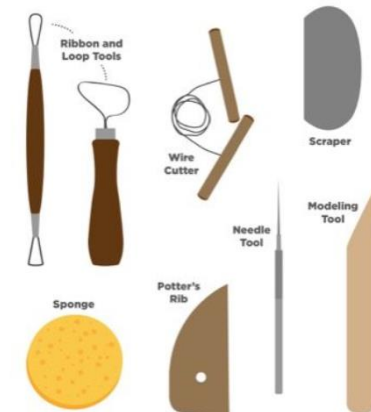
SLIP: Slip is very watered down clay. Then you slip it-wet the scored surface with some slip, using it like glue.

STICK: Join the 2 pieces of clay together by sticking (pressing) and wiggling the two pieces together.

SMOOTH: Using a wooden modeling tool, shaper or your finger, smooth the joint of the pieces that were just scored and slipped together so they are seamless.



Essential CLAY TOOLS



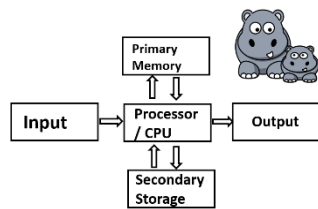
BE STRONG - Knowledge Organiser

Topic: Computing

| Tier 2 Vocabulary | | | Tier 3 Vocabulary | | |
|--|---|--|-------------------|---|--|
| 1 | Identify/ State E | Give/provide an answer | 1 | Secondary Storage <i>Optical (focus on the O), magnetic, and Solid State.</i> | Non-volatile storage internal (inside) or external (outside) a computer. This can be optical, magnetic or solid state. CQ1 |
| 2 | Describe E | Provide detail to your answer | 2 | CPU/ Processor <i>brain of the computer</i> | Central processing unit – It controls all of the computer’s activity. |
| 3 | Evaluate E | State what is good and bad with what you are describing. | 3 | Peripheral device <i>Think of your peripheral vision</i> | Hardware which is outside the CPU . This could be an input, output or storage device. |
| 4 | Internal/ External | Something that is inside/outside. | 4 | Pixel | The smallest unit of a digital image or graphic that can be displayed and represented on a device’s monitor. |
| 5 | Analogy <i>Metaphor/ simile</i> | A comparison between one or more objects. | 5 | Metadata | Sets of data that describes and gives information about other data CQ7 |
| 6 | Characteristic | Something that describes an object. CQ1,3 | 6 | Lossy Compression | Method to reduce the file size by eliminating data in the file. CQ4, 5 |
| 7 | Conversion | The process of changing or causing something to change from one form to another CQ8 | 7 | Boolean | A data type used to represent two possible values: True or False. |
| 8 | Switches | An act of changing or adopting one thing in place of another | 8 | Logic Gates | A device that performs a boolean logic operation with one or more binary inputs CQ2 |
| 9 | Denary | Our base 10 number system using number 0-9 CQ8 | 9 | Binary / Machine code <i>1s and 0's</i> | A series of 1’s and 0’s. It is a low-level language (C) and it is the only language a computer can understand. CQ6 |
| 10 | Frequency | The rate at which something occurs over a period of time | 10 | Truth Table | A table showing the outputs for all possible combinations of logic gates or circuits. |
| 11 | Representation | The description of someone or something in a particular way. | 11 | Hexadecimal | A numerical notation that is base 16. |
| <p>Key: E – exam command word C = Challenge words CQ = specific challenge question associated. <i>red text</i> is hints to help avoid misconceptions and remember the knowledge.</p> | | | | | |



Key Diagrams



You can't forget your previous learning! Ensure you keep your KO safe year on year.

| Magnetic vs solid-state vs optical | | | |
|------------------------------------|--------------|-------------------------|---------------|
| | Magnetic HDD | Solid State Drive (SSD) | Optical Media |
| Cost | Medium | High | Very low |
| Capacity | High | Medium | Very Low |
| Durability | Medium | High | Medium |
| Reliability | Medium | High | Low |
| Portability | Medium | High | Very High |
| Speed | Medium | High | Slow |

AND gate

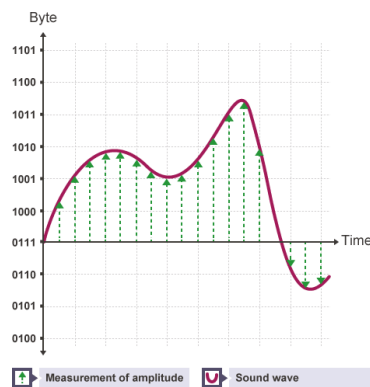
| Input A | Input B | Output |
|---------|---------|--------|
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 1 | 0 |
| 1 | 1 | 1 |

NAND gate

| Input A | Input B | Output |
|---------|---------|--------|
| 0 | 0 | 1 |
| 1 | 0 | 1 |
| 0 | 1 | 1 |
| 1 | 1 | 0 |

OR gate

| Input A | Input B | Output |
|---------|---------|--------|
| 0 | 0 | 0 |
| 1 | 0 | 1 |
| 0 | 1 | 1 |
| 1 | 1 | 1 |



Challenge Questions/ Tasks

- 1 A photographer wants to send wedding photos to her client. Suggest a suitable **storage technology** for her and justify your choice.
- 2 Draw and label all 7 of the **logic gates**.
- 3 **Explain** why an **analog** recording is closer to the original sound than a **digital** recording?
- 4 Compare the difference between **lossy** and **lossless** compression.
- 5 Explain why it would be more suitable to save a picture using lossy compression than a word document.
- 6 Describe why a computer uses binary.
- 7 State the different metadata that will be attached to a picture/image.
- 8 **Convert** the numbers 32, 118, 191 & 205 from denary to binary.
- 9 **Convert** the binary numbers 101101, 100011, 1101101 to denary and hexadecimal.
- 10 Create a **presentation on the different file extensions and how they affect the bitmap of an image**
- 11 How many links can you make with the words above? Can you create a mind map to illustrate this?

(Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers

**Be
Brave
Kind
And
Strong**

- https://www.youtube.com/watch?v=_0KIfGxp37E&t=258s - **search computer science tutor secondary storage on YouTube to discover more about technologies.**
- <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f> - **go over or learn more content here!**
- <https://www.it4nextgen.com/emerging-trends-computer-science/> - **learn about some future technologies**
- https://www.youtube.com/watch?v=O5nskjZ_Gol&t=12s - **find out about early computing here**
- https://tools.withcode.uk/keywords/subject/ks3_computing - **a great website where you can play games and revise computing knowledge.**
- <http://the.computing.cafe/8e35d438/0ad728cd> - **Find out more about how computers work and pioneers here**

Drama - Cycle A - 'Movie Mayhem'

Seven States of Tension

- 1) Catatonic - Completely relaxed. If you have to move or speak it's a real effort
- 2) Californian - Everything you say is cool, relaxed, probably lacking in credibility
- 3) Natural - Normal behaviour. You are totally present and aware. It is the state of tension before something happens.
- 4) Alert - Look at things. Sit down. Stand up. Indecision. Mr Bean.
- 5) Melodrama - more tension than normal. The crisis is about to happen. All the tension is in the body, concentrated between the eyes.
- 6) Passionate - Bigger than melodrama, really scared, or overly happy amazingly excited act very, very over the top.
- 7) Tragic - so tense can't even move - petrified, so incredible excited.



Tier 2 Vocabulary

| | |
|--------------------|--|
| Climax | The most intense and exciting part of something. |
| Anti-climax | When the most intense of exciting part of something is expected but does not happen. |
| Mannerism | A gesture or way of speaking or behaving. |
| Vocal | Using vocal techniques to create a character such as volume, pace, pitch, and tone. |
| Physical | Using physical techniques to create a character such as movement, action, body language and gesture. |
| Justify | To show yourself to be right by explaining your reasons. |
| Describe | To give a detailed account of something. |
| Analyse | To look at something very closely in order to explain it. |
| Evaluate | To explain how good or bad something is. |

Tier 3 Vocabulary

| | |
|----------------------------------|---|
| Synchronised Movement | Two or more people create movements at the same time. |
| Thought-tracking | A character steps out of the scene to address the audience about their feelings and thoughts on a situation. |
| Still image/ freeze frame | A frozen picture that communicates meaning. |
| Marking the moment | Highlighting the most important moment in a scene in order to draw the audience's attention to something significant. |
| Role on the wall | Writing on the outside of a character outline what other character's think of you and writing on the inside of your character outline what your character thinks of themselves. |
| Devising | To create an original piece of drama. |
| Explorative Strategy | Something you can use to explore the issues in a text and characters to develop a better understanding of the drama you are creating. |
| Soundscape | Create many different sounds to create an atmosphere that reflects the situation you are creating. |
| Konstantin Stanislavski | A key practitioner who developed a naturalistic approach to acting. |
| Cross-cutting | To change the focus between two scenes. |
| Stimulus | Using an image, sound, prop or any type of text to generate ideas. |
| Tension | When you create mental and emotional strain for the audience. |
| Physical Theatre | A form of theatre that puts emphasis on movement rather than dialogue. |
| Improvisation | To make something up on the spot. |

Dig Deeper - Further Reading

BBC BITESIZE- Explorative strategies

<https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1>

BBC BITESIZE - Konstantin Stanislavski

<https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

BBC BITESIZE - Physical Theatre

<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1>

Make sure you check out your local theatre: *Richmond Theatre, The Orange Tree theatre, Rose Theatre, Lyric Hammersmith, National Theatre*

The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication

Drama - Cycle A - 'Movie Mayhem'

Writing a drama evaluation:

Start by introducing:

- What the performance was called/about
- A brief summary of the plot
- How well you think the performance went

Then use **PEEL** to evaluate any of the areas below (unless specified otherwise)

- Physical or Vocal Skills (Choose from your Knowledge Organiser)
- Use of staging/stage space/spatial awareness
- Use of props/lighting/sound
- The overall structure of the performance.

Conclude with: How successful the performance was overall and why.

P oint: What is the area you will be evaluating and what is the **point** of your paragraph?

E xample: Give a **specific** example of what acting skills were used – paint a picture of this moment using

E xplain: **Explain** the effect of this moment on the audience – why were these acting skills used?

E valuate: Now **evaluate** – was this moment effective? Why/why not?

L ink: **Link** it back to the original point and draw the paragraph to a conclusion – how **successful** was the moment?

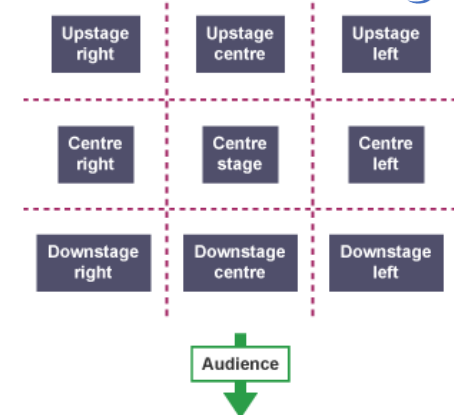
TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)

TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence – do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about – move with purpose!

Areas of the Stage
























Remember: The stage is always from the **actor's** point of view, as they are the ones standing on the stage. Demonstrate good **spatial awareness** by using all areas of the stage, where appropriate.




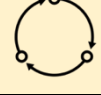

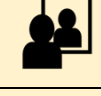










Challenge Questions

1. Describe how one or more actors in a play that you have seen (or a film/ TV show you have watched) used their vocal and physical skills to interpret their role in the performance. Analyse and evaluate how successful they were in communicating their role to the audience.
2. Describe how a play that you went to see used lighting and/ or sound to create a mood or atmosphere. Analyse and evaluate how successful it was in creating mood or atmosphere for the audience.

Year 9 English Term 1: Jane Eyre by Charlotte Bronte

| Tier 2 key vocabulary | | Tier 3 key vocabulary Pink = The writer's techniques | | Vocabulary for analytical writing | |
|--|---|--|--|---|--|
| rural  | Relating to the countryside, rather than the town. | Victorian society  | The period of British history when Queen Victoria ruled; 1837-1901. Jane often describes the oppressive social ideas of Victorian England. | suggests  | Explaining what you think a quote could mean and what you interpret from it. |
| antipathy  | A very strong dislike of something or someone | theme  | The central ideas of a novel/text. | highlights  | What does the writer draw attention to/what stands out in the quotation? |
| impudence  | The trait of being rude and impertinent. | Gothic literature  | Writing that uses elements of fear, horror, death, and gloom, as well as romantic elements and very high emotions. | reveals  | Interpreting what the writer is trying to expose or show the reader (in a quotation). |
| intimidation  | Having a frightening, overawing, or threatening effect. | theist  | The belief in one God as the creator and ruler of the universe, without rejection of revelation. | emphasis  | Particular importance or attention that is given to something. |
| formative  | Relating to the time when someone or something is starting to develop in character. | oppression  | Prolonged cruel or unjust treatment or exercise of authority. |  Metaphor | A word or phrase used to compare two unlike objects, ideas, thoughts or feelings to provide a clearer description. |
| benevolence  | Kindness and generosity. | repentance  | The action of showing sincere regret or remorse. |  tone | The attitude or approach that the author takes toward the work's central theme or subject. |
| punitive  | Inflicting or intended as punishment. | Juxtaposition  | Two things being seen or placed close together with contrasting effect. | thesis  | The main idea that you want to discuss throughout an essay. |

Year 9 English Term 1: Jane Eyre by Charlotte Bronte

| | | | |
|--|--|--|---|
| mortality  | The condition of one day have to die, being subject to death. | comparison  | The similarities or differences between two things or people. |
| Endurance  | The power to withstand hardship or stress. | symbolism  | The use of symbols throughout a text to represent ideas. |
| Infliction  | An act causing pain or damage. | allusion  | A technique used to make an indirect reference to something that is intended to make you think of a particular person or thing. |
| morality  | Distinction between right and wrong or good and bad behaviour. | pathetic fallacy  | A technique used to give human emotions or qualities to nature or inanimate objects. |
| Dependent  | Someone who relies on another person to support them financially. | Hypocrite  | Someone who says one thing, but does the opposite at another time. |
| Humiliate  | To make someone feel stupid or ashamed. If something makes you feel stupid or ashamed. | comeuppance  | When a villain receives some form of punishment for what they did. |
| Submissive  | Allowing yourself to be controlled by other people or animals. | Nurture  | Care that is given to someone while they are growing and developing. |
| meek  | Quiet and unwilling to disagree or fight or to strongly support personal ideas and opinions. | Governess  | A woman who cares for and supervises a child especially in a private household. |



"I will never call you aunt again as long as I live; I will never come to see you when I am grown up."

"Even for me life had its gleams of sunshine."

"I stood lonely enough; but to that feeling of isolation I was accustomed; it did not oppress me much."

"For it becomes my duty to warn you that this girl, who might be one of God's own lambs, is a little cast-away..."

"I desired liberty; for liberty I gasped; for liberty I uttered a prayer..."

What do these quotes reveal about Jane?

Suggestions for further reading:

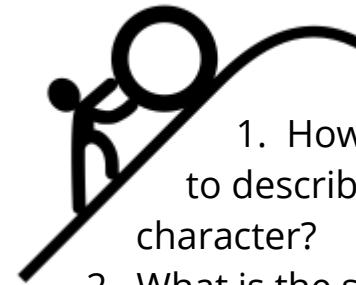
- A. Carter, *The Bloody Chamber* (Bluebeard short story) (1979).
- J. Rhys, *Wide Sargasso Sea* (1966).

To watch:

- BBC Bitesize: Jane Eyre
- Productions of Jane Eyre on YouTube.

HOW TO STRUCTURE ANALYTICAL PARAGRAPHS

| Point | Evidence | ZOOM IN | Effect on the reader |
|---|---|--|---|
| <p><u>A topic sentence that:</u></p> <ul style="list-style-type: none"> Answers the question in one sentence. Is short and concise. Is relevant to the question. | <p><i>"I would not now have exchanged Lowood with all its privations for Gateshead and its daily luxuries."</i></p> | <p>The conjunction "now" highlights the changed state of mind of Jane Eyre has and a connection between her past and present self. Jane discusses in hindsight about the accepted opportunities given to her at Lowood despite the fact that she doesn't get enough to eat there and can be mocked and maligned by Mr. Brocklehurst.</p> | <p>This shows the reader that Jane is beginning to show a depth of maturity and reflectiveness here: realising that there is love within the hardships of Lowood.</p> |



Challenge questions

1. How has Bronte used language to describe Mr. Brocklehurst's character?
2. What is the significance of the Red Room?
3. How is the character of Helen Burns presented in the novel?
4. What is the effect of having Jane's older voice intrude on the story? Does it increase or decrease your sympathy for the young Jane?
5. What are Jane's opinions of the upper classes and the lower classes? What does the novel say about the social class system in England?

NOTABLE CHARACTERS

Jane Eyre

Who: Teacher, kind of weird, but special.

What: Says she's a wallflower, but secretly strong.

Mrs. Reed

Who: Jane's cold-hearted aunt.

What: Inspires Jane's hate for unfairness.

Mr. Brocklehurst

Who: Lousy supervisor of Lowood.

What: Starves girls, and thinks God's cool with it.

Helen Burns

Who: Jane's saintly best friend.

What: The most angelic of angels.

BE STRONG - French Knowledge Organiser

Cycle A: Ma Maison et Ma Ville

U1: Où habites-tu? Qu'est-ce qu'il y a dans ta ville?

| | Masculine nouns | Feminine nouns |
|--|--|---|
| Dans ma rue il y a (In my street there is) Près de chez moi il y a (Near my house there is) | un parking (a car park) un bâtiment (a building) un terrain de foot (a football pitch) un centre commercial (a shopping centre) un centre sportif (a sports centre) un petit parc (a little park) un restaurant chinois / indien (a chinese/ indian restaurant) un supermarché (a supermarket) un théâtre (a theatre) | une bibliothèque (a library) une boucherie (a butchers) une boulangerie (a bakers) une église (a church) une gare SNCF (a train station) une mosquée (a mosque) une piscine municipal (a local pool) une synagogue (a synagogue) |
| | un magasin de ... (a ... shop) | chaussures (shoe) sport (sports) |

| | | | |
|---|--------------------|---|---|
| Le cinema (The cinema) Ma maison (My house) Mon bâtiment (My building) Mon appartement (My flat) | est (is) | à la droite (to the right) à la gauche (to the left) à dix minutes à pied (a ten minute walk away) à dix minutes en voiture (a ten minute car ride away) à côté (next to) près (near) devant (in front) en face de (opposite) derrière (behind) au coin (on the corner) loin (far) | Feminine nouns de la (of the) bibliothèque boucherie boulangerie piscine |
| | | Masculine nouns du (of the) magasin centre commercial musée parc | |
| au fond de la rue (at the end of the street) | | | |

| | | | | | |
|-------------------------------------|----------------|----------------------------|---------------------------------------|-----------------|---|
| Ma maison (My house) | es t | entre (betwee n) | la boucherie (the butchers) | et (and) | le supermarché (the supermarket) |
| Mon appartement (My flat) | (is) | | le cinéma (the cinema) | | la piscine (the swimming pool) |

| | | |
|---|-----------------------------|--|
| Il n' y a pas de (There isn't a) | restaurant | près de chez moi (near where I live) |
| Il n' y a aucun (There isn't any sing. masc) | magasin (shop) | dans ma region (in my neighbourhood) |
| Il n' y a aucune (There isn't any sing. fem) | boucherie (butchers) | près d'ici (near here) |



BE STRONG - French Knowledge Organiser

Cycle A: Ma Maison et Ma Ville

U2: Où habites-tu? Comment est ta maison?

U2: Qu'est-ce qu'il y a dans la cuisine/le salon/ dans ta chambre?

| | | |
|--------------------------------|---------------------------------|---|
| J'habite (I live in) | une maison (a house) | à la campagne (in the countryside) à la montagne (in the mountains) au centre-ville (in the town centre) au bord de la mer (at the seaside) aux banlieues (in the outskirts) |
| | un appartement (a flat) | |
| | un bâtiment (a building) | |

Dans la cuisine il y a (in the kitchen there is)

une chaise (a chair)
une cuisinière (a stove)
un frigo (a fridge)
un garde-manger (a pantry)
un lave-vaisselle (a dishwasher)
une table (a table)

Dans le salon il y a (in the lounge there is)

un fauteuil (an armchair)
un canapé/ un sofa (a sofa)
un tapis (a rug)
une télévision (a T.V.)

Dans ma chambre il y a (in my bedroom there is)

une armoire (a wardrobe)
un bureau (a desk)
une étagère (a bookshelf)
un lit (a bed)
un miroir (a mirror)
un ordinateur (a computer)
des rideaux (curtains)

| | | | | | |
|--|------------------------------|---|-------------------------------|--|---|
| Dans ma maison (In my house) | il y a (there are) | cinq (five) six (six) sept (seven) | habitations (rooms) | par exemple (for example) comme (such as) | la chambre de mes parents (my parents' bedroom) ma chambre (my bedroom) une cuisine (a kitchen) une salle-à-manger (a dining room) une salle-de-bains (a bathroom) un salon (a living room) une salle de jeux (a games room) |
|--|------------------------------|---|-------------------------------|--|---|

| Challenge Translations/Questions | |
|----------------------------------|---|
| 1 | Translate into French: I would say that I love my flat because it is small, but cosy and well furnished. My mum doesn't like the flat because there is no dining room. |
| 2 | Translate into French: Let's be honest, my house is very big, however it's quite ugly too. I would like a smaller house in the mountains. |
| 3 | Record yourself introducing yourself and describing where you live and what's in your town using https://vocaroo.com/ . Email it to your teacher. |
| 4 | Write about your ideal home using the conditional tense: 'je voudrais' [I would like] + noun / verb in the infinitive. |

| | | | |
|-------------------------------------|---|-----------------|--|
| Il y a aussi (there is also) | un grenier (an attic) un sous-sol (a basement) | et (and) | un garage (a garage) un jardin (a garden) |
|-------------------------------------|---|-----------------|--|

| | | |
|--|-------------------------|---|
| J'aime ma maison parce que (I like my house because) | c'est (it is) | beau (beautiful) bien ameublé (well furnished) confortable (comfortable) grand (big) lumineux (well lit) moche (ugly) petit (small) propre (clean) sale (dirty) spacieux (spacious) vieux / ancien (old) |
| Je n'aime pas ma maison parce que (I don't like my house because) | | |
| J'aime mon appartement parce que (I like my flat because) | | |
| Je n'aime pas mon appartement parce que (I don't like my flat because) | | |

Dig Deeper: Find out more about French and Francophone culture

French Vocabulary Learning:

- **Quizlet.com**
- <https://www.duolingo.com> Select **French** as the language you want to learn → The app is also available

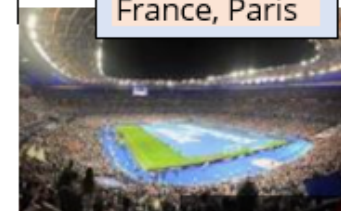







French culture:

- Do a French song challenge on LyricsTraining.com
- Learn a French tongue-twister and try to say it as fast as you can <https://www.fluentu.com/blog/french/french-tongue-twisters/>
- Research 'The catacombs of Paris': <https://www.catacombes.paris.fr/>

Dans ma région on peut faire beaucoup de choses [In my neighbourhood one can do many things]

Stade de France, Paris



| GRID 1 | | | |
|--|----------------------------|---|--|
| Par exemple on peut [For example, one can] | faire [do] | des sports [sports] de l'équitation [horseriding] du footing [jogging] de la natation [swimming] de la randonnée [hiking] du tourisme [sightseeing] du shopping [shopping] | dans les bois [in the woods]  dans la vieille ville [in the old town] dans le terrain de foot près de chez moi [in the football pitch near my house]  |
| | jouer [play] | au football au golf au rugby | au centre commercial [in the mall] dans le centre ville [in the city centre] au cinéma de mon quartier [in my local cinema] au club de tennis [in the tennis club]  |
| | aller [go] | en boîte [clubbing] se promener [for a walk] | au stade [in the stadium]  au parc [in the park]  |
| | regarder [watch] | des concerts [concerts] des spectacles [shows] des matchs de foot [football games] des films [films] | au centre sportif [in the sports centre] dans la rue piétonnée [in the pedestrian street] |
| | visiter [visit] | des châteaux [castles] des galeries d'art [art galleries] des musées [museums] des palais historiques [historical palaces] des ruines romaines [Roman ruins] | à la piscine [in the swimming pool]  à la place principale [in the main square] |
| | | dans la zone... [in the ... area] | commerciale historique industrielle touristique |
| | | | de la ville [of the city] |

| Challenge Translations/Questions | |
|----------------------------------|---|
| 1 | Translate into French: Yesterday I went to the stadium to watch a football match. Last Monday I watched a film in the cinema. |
| 2 | Translate into French: in my neighbourhood one can do many things. For example, you can play football, visit museums and go swimming. |
| 3 | Record yourself introducing yourself and describing where you live and what's in your town using https://vocaroo.com/ Email it to your teacher. |
| 4 | Write about your neighbourhood (quartier) using 'on peut' (Use Grid 1 to help you) |

BE STRONG - French Knowledge Organiser

Cycle A: Ma Maison et Ma Ville

| | | | |
|---|------------------------------------|--|---|
| GRID 2 Avant-hier [The day before yesterday] Hier [Yesterday] Il y a trois jours [Three days ago] Le weekend dernier [Last weekend] Vendredi dernier [Last Friday] | je suis allé [I went] | au stade pour voir un match de foot [to the stadium to watch a football match] voir un concert de Stromae au stade [to see a Stromae concert in the stadium] me promener au parc avec mon petit copain / ma petite copine [for a walk in the park with my boyfriend/girlfriend] |  |
| | j'ai fait [I did] | du footing au parc [jogging in the park]  de la natation à la piscine municipale [swimming in the local pool] du tourisme dans la vieille ville [sightseeing in the old town] | |
| | j'ai joué [I played] | au tennis au centre sportif [tennis in the sports centre]  | |
| | j'ai regardé [I watched] | un film au cinéma [a film in the cinema]  | |
| | j'ai visité [I visited] | le musée local [the local museum]  | |
| | | | |

Le Palais de Versailles

Dig Deeper

1. Download the Duolingo app and earn lots of points practising new French words
2. Do a French song challenge on [LyricsTraining](https://www.lyricstraining.com/)
3. Learn a French tongue-twister and try to say it as fast as you can <https://www.fluentu.com/blog/french/french-tongue-twisters/>
4. Research options for work and study in French-speaking countries
5. Find out more about France and its economy <https://kids.britannica.com/students/article/France/274407>

Uber-cool Phrases 

Soyons honnêtes - *(Let's be honest)*
 Mon ami dit que- *(My friend says that)*
 J'ai toujours aimé- *(I have always liked)*
 Comme tout le monde le sait- *(As everyone knows)*
 Il est nécessaire d'être/d'avoir - *It is necessary to be/to have*




Les champs de lavande, Provence


Don't forget to use EQUATACO in your writing!



Exclamations!

Quelle surprise! *(What a surprise!)* 
 Quel dommage! *(What a pity/shame!)*
 Quel cauchemar! *(What a nightmare!)*
 Quel désastre! *(What a disaster!)*
 Zut alors! *(Oh no!)*
 Tant pis! *(Tough luck!)*
 Ce n'est pas juste! *(It's not fair!)*
 C'est la vie! - *(That's life!)*

Tenses



PAST Je suis allé(e) à + infinitive *(I went to + inf)*





PRESENT J'aime + infinitive *(I like + inf)*






















FUTURE Je vais + infinitive *(I'm going to + inf)*

EQUATACO

Use EQUATACO



| Tier 2 vocabulary | | | Tier 3 vocabulary | | |
|------------------------|-----------------------|--|-------------------|----------------------------------|--|
| 1 | Describe | Give details about what a map or diagram show ("say what you see" – speaking/writing like a geographer). | 1 | Climate change | Climate change refers to long-term shifts in temperatures and weather patterns. |
| 2 | Explain | To give the reasons why or how something has happened. | 2 | Greenhouse gas | Greenhouse gases are gases in Earth's atmosphere that trap heat e.g. methane, carbon dioxide, water vapour. |
| 3 | To what extent | Considering different sides to an argument and forming a conclusion. | 3 | Greenhouse effect | The greenhouse effect is a process that occurs when gases in Earth's atmosphere trap the Sun's heat. |
| 4 | Evaluate | Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth. | 4 | Global warming | A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide and other pollutants. |
| 5 | Cause | A factor that is responsible for something happening. | 5 | Human factor | A cause related to the actions of mankind. Since the 1800s, burning of fossil fuels by humans have been considered the main cause of climate change. |
| 6 | Impacts | To have a direct effect on. | 6 | Physical (natural) factor | A cause related to the natural world (environment). |
| 7 | Temperature | Temperature is a measure of how hot or cold something is. | 7 | Milankovitch cycles | A Milankovitch cycle is a cyclical movement related to the Earth's orbit around the Sun. The Earth has natural warming and cooling periods caused by Milankovitch cycles. |
| Skills (Graphs & maps) | | | 8 | Tipping point | A climate tipping point is a critical threshold when global or regional climate changes from one stable state to another stable state. |
| 1 | Pie chart | A type of graph in which a circle is divided into sectors that each represent a proportion of the whole.  | 9 | Climate crisis | Climate crisis is a term describing global warming and climate change, and their consequences. The term has been used to describe the threat of global warming to the planet. |
| 2 | Bar graph | To show Discrete Data (numbers), allows for easy comparisons.  | 10 | Ice sheets | A layer of ice covering an extensive tract of land for a long period of time. |
| 3 | Line graph | A type of chart to show information that has changed over time.  | 11 | Adaptation | Climate change adaptation means altering our behaviour, systems, and—in some cases—ways of life to protect our families, our economies, and the environment in which we live from the impacts of climate change. |
| 4 | Climate graph | Climate graphs are a combination of a bar graph and a line graph. Temperature is shown on a line graph, rainfall is shown by a bar graph, and there are two y-axis with different units.  | 12 | Mitigation | Climate change mitigation means avoiding and reducing emissions of heat-trapping greenhouse gases into the atmosphere to prevent the planet from warming to more extreme temperatures. |

| Challenge questions & tasks | Digging deeper | | | | | | | | | | | | | | | | | |
|--|---|------------|-----------|---|---|---|---|---|---|---|---|---|--|--|---|--|---|--|
| <p>Complete research to answer the following questions –</p> <ol style="list-style-type: none"> 1. What do you think is the strongest evidence there for climate change? Explain your answer. 2. Who do you think is responsible for tackling climate change? 3. Does anybody benefit from the consequences of climate change? 4. How does the meat industry contribute to climate change? 5. Create an infographic/poster about the main natural and human causes of climate change. 6. Create an infographic/poster about how climate change is causing extreme weather. 7. Create an infographic/poster about sea levels rising and the consequences of this. 8. Create an infographic/poster about a recent heatwave (UK/Europe/Canada) and the consequences of this. 9. Write a letter to the government explaining why they need to act on the climate crisis and some ideas they could implement. 10. How is climate change impacting some of the world’s poorest countries? Research into the impacts of extreme weather in Malawi, Niger, Bangladesh. | <table border="1"> <thead> <tr> <th data-bbox="1116 177 1809 215">Resource -</th> <th data-bbox="1809 177 2173 215">QR code –</th> </tr> </thead> <tbody> <tr> <td data-bbox="1116 215 1809 365"> <p>1. What evidence is there for climate change?</p> <p>Link - Evidence of climate change (timeforgeography.co.uk)</p> </td> <td data-bbox="1809 215 2173 365">  </td> </tr> <tr> <td data-bbox="1116 365 1809 515"> <p>2. What are the natural causes of climate change?</p> <p>Link - Natural causes of Quaternary climate change (timeforgeography.co.uk)</p> </td> <td data-bbox="1809 365 2173 515">  </td> </tr> <tr> <td data-bbox="1116 515 1809 694"> <p>3. What are the human causes of climate change?</p> <p>Link - Human causes of climate change (timeforgeography.co.uk)</p> </td> <td data-bbox="1809 515 2173 694">  </td> </tr> <tr> <td data-bbox="1116 694 1809 865"> <p>4. What causes wildfires?</p> <p>Link - Causes and conditions that favour intense wildfires (timeforgeography.co.uk)</p> </td> <td data-bbox="1809 694 2173 865">  </td> </tr> <tr> <td data-bbox="1116 865 1809 1036"> <p>5. How is climate change causing extreme weather?</p> <p>Link - Climate change leading to extreme weather events - YouTube</p> </td> <td data-bbox="1809 865 2173 1036">  </td> </tr> <tr> <td data-bbox="1116 1036 1809 1208"> <p>6. How is climate change causing mass migration?</p> <p>Link - How climate change is driving mass migration DW News - YouTube</p> </td> <td data-bbox="1809 1036 2173 1208">  </td> </tr> <tr> <td data-bbox="1116 1208 1809 1379"> <p>7. What is causing sea levels to rise?</p> <p>Link - Rising Tides: Understanding Sea Level Rise - YouTube</p> </td> <td data-bbox="1809 1208 2173 1379">  </td> </tr> </tbody> </table> | Resource - | QR code – | <p>1. What evidence is there for climate change?</p> <p>Link - Evidence of climate change (timeforgeography.co.uk)</p> |  | <p>2. What are the natural causes of climate change?</p> <p>Link - Natural causes of Quaternary climate change (timeforgeography.co.uk)</p> |  | <p>3. What are the human causes of climate change?</p> <p>Link - Human causes of climate change (timeforgeography.co.uk)</p> |  | <p>4. What causes wildfires?</p> <p>Link - Causes and conditions that favour intense wildfires (timeforgeography.co.uk)</p> |  | <p>5. How is climate change causing extreme weather?</p> <p>Link - Climate change leading to extreme weather events - YouTube</p> |  | <p>6. How is climate change causing mass migration?</p> <p>Link - How climate change is driving mass migration DW News - YouTube</p> |  | <p>7. What is causing sea levels to rise?</p> <p>Link - Rising Tides: Understanding Sea Level Rise - YouTube</p> |  | |
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Year 9 Cycle A Europe after World War One

TIER 3 VOCABULARY

- 1 **Capitalism** – trade and industry are controlled by private companies, rather than by the state.
- 2 **Socialism** – the state should control all trade, wealth and manufacturing.
- 3 **Communism** – the people control all and have an equal share according to their needs.
- 4 **Autocracy** – one person controls all government decisions.
- 5 **Dictatorship** – where one person (or group) rule without challenge.
Authoritarian -
- 6 **Bolshevik** – a Russian Communist who advocates the violent overthrow of Capitalism.
- 7 **Fascism** – ultra-right wing ideology that
Hyperinflation -
- 8 **Proportional representation** – a system of voting where parties win the same percentage of seats that they gain in a vote.
- 9 **Nazism** – extreme racism or authoritarian views.
- 10 **Tsar** – the emperor of Russia before 1917
- 11 **Fuhrer** – the ruler of Nazi Germany
- 12 **Constitutional Monarch** – a King or Queen who rules with help of parliament.

Key Leaders 1919-1939



Georges Clemenceau,
France 1917-1920



David Lloyd George,
Great Britain 1916-1922



Woodrow Wilson,
USA 1913-1921



Gustav Stresemann,
Germany (Chancellor)
1923



Vladimir Lenin,
USSR 1917-1924



Friedrich Ebert,
Germany (President)
1919-1925



Adolf Hitler,
Germany 1933-1945



Neville Chamberlain,
Great Britain 1937-1940



Josef Stalin,
USSR 1924-1953

CHRONOLOGY



Inter-War period events

Russian Revolution

1917

Treaty of Brest-Litovsk
(March)

1918

Tsar Nicholas and his
family are executed
(July)

1918

End of WWI
(November)

1918

Treaty of Versailles

1919

The Bolsheviks win
the Russian civil war

1922

Hyperinflation Crisis
in Germany

1923

Wall Street Crash

1929

Hitler becomes
chancellor (January)

1933

Enabling Act (March)

1933

Nuremburg Laws

1935

German expansion

1938

Outbreak of WWII

1939

Year 9 Cycle A – Europe after World War One

TIER 2 VOCABULARY

- 1 **Abdicate** – where a monarch leaves their position as King or Queen.
- 2 **Republic** – a country ruled without a monarch.
- 3 **Election** – a formal vote for political office.
- 4 **Ideology** – ideas that make up political theory and policies.
- 5 **Guilty** – to blame for something.
- 6 **Treaty** – an agreement between countries
- 7 **Monarchy** – a country where a King or Queen is head of state.
- 8 **Industrialisation** – development industry in a country.
- 9 **Reparations** – compensation to those who have been wronged
- 10 **Oppression** – prolonged cruel treatment by authority.
- 11 **Terror** – the use of extreme fear to intimidate people.
- 12 **Chancellor** – a senior figure in government.

CHALLENGE

1. How significant was the Russian Revolution?
2. Was the Treaty of Versailles justified?
3. How far did the failure of the Munich Putsch help Hitler?
4. What was the most important factor for Hitler gaining power in Germany?
5. How far did the Treaty of Versailles caused World War Two?

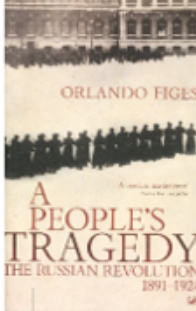
KEY HISTORICAL WORKS

To Hell and Back - Ian Kershaw:

“The result would be Hitler’s takeover of power in Germany on 30th January 1933, a date that would prove a disastrous turning point in European history. Of all the ways the Wall Street Crash and Great Depression reshaped Europe, what happened in Germany would prove the most fateful – not just for the people of Germany, but for the entire continent of Europe and, eventually much of the world.”



You will read extracts from this book in Cycle A lessons.



Want to challenge yourself further?

Why not read what another historian has said about Europe After World War One!

To supplement your reading during your prep, collect another hand out, from your teacher, of an article on the Russian Revolution by Orlando Figes! He wrote a *People's Tragedy: The Russian Revolution 1881-1924*.

DIG DEEPER

Research - Follow the links to discover what was happening around the world!

The fall of the Ottoman Empire

<https://drive.google.com/file/d/1qNBDtvbvlk3oz9weCjBjDQgim2yglxxz/view>

The Australian Emu War

<https://drive.google.com/file/d/12ZDVdBbrqCScoqufWnETOmXgGqvleHcv/view>

The Spanish Civil War

<https://drive.google.com/file/d/1nQP5HPbKtbfVvHDPWrZ6jUul3hjSjWX7/view>

The British Union of Fascists

<https://drive.google.com/file/d/1X1WEqSfeW3fvVT90bGoiVW1o8pW8uzL/view>

Listen - Listen to the following History Extra podcasts on Europe after WWI!

Lenin and the Russian Revolutions

6/10/2016

Dictators Explain 4/3/2020

The Rise of Hitler 17/2/2020

Appeasement and the road to WWII 24/6/2019

Watch - scan the following QR codes to watch documentaries on Europe after WWI!



| Autumn | Probability | | | Linear simultaneous equations | |
|---------------|-------------|-------------|--------------------------------------|-------------------------------|---------------------|
| | FDP review | Probability | Sets, Venn and sample space diagrams | Solving algebraically | Solving graphically |

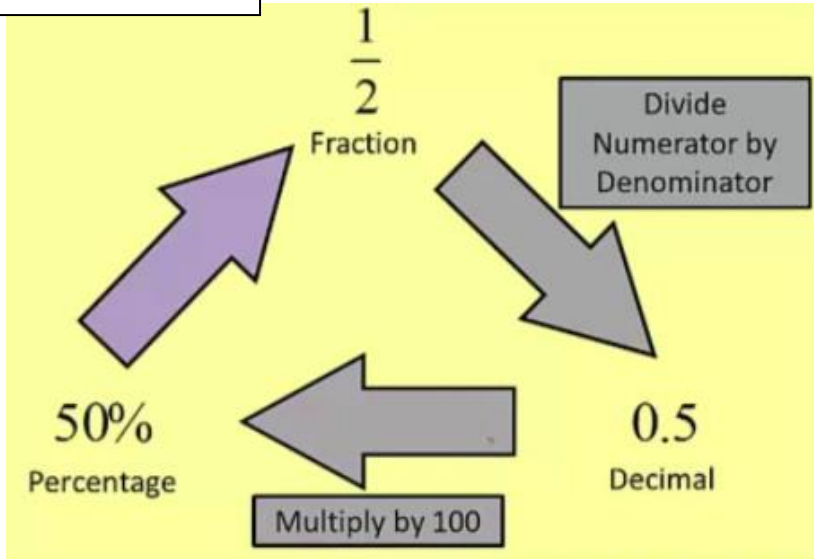
TIER 2 VOCABULARY

TIER 3 VOCABULARY

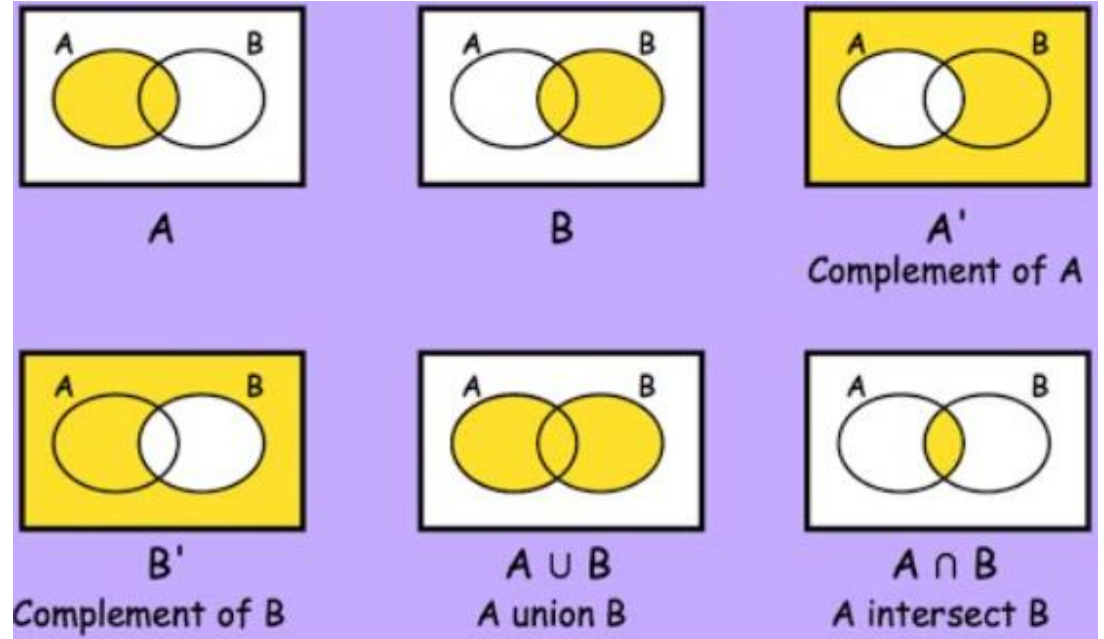
| | | | | | |
|-----------|--------------------|---|-----------|--|---|
| 1 | Simplify | Replace a mathematical expression by an equivalent one that is simpler. | 1 | Numerator | Top number of a fraction. |
| 2 | Conversion | Change a value or expression from one form to another. | 2 | Denominator | Bottom number of a fraction. |
| 3 | Equivalence | 2 quantities that are the same. | 3 | Relative frequency (Experimental probability) | How often something happens divided by the total number of trials in an actual experiment. |
| 4 | Trial | Performing an experiment. | 4 | Theoretical probability | The chance or likelihood of an event happening. It is determined on the basis of reasoning. |
| 5 | Systematic | Working and displaying results in a coherent, ordered manner. | 5 | Mutually exclusive | 2 or more events that cannot happen simultaneously (at the same time). |
| 6 | Prove | To show using evidence that something is true. | 6 | Outcome | Something that follows as a result or consequence. |
| 7 | Form | Write (create) an expression to represent what is said in words. | 7 | Venn diagram | Illustration that uses circles to show the relationships among objects. |
| 8 | Event | A possible outcome resulting from an experiment. | 8 | Union | The result of combining 2 or more sets. The symbol used to represent this is 'U'. |
| 9 | Justify | Explain why something is reasonable or appropriate. | 9 | Intersection | The items that 2 or more sets have in common. The symbol used to represent this is '∩'. |
| 10 | Plot | Graphical technique for representing a data set, usually as a graph showing the relationship between two or more variables. | 10 | Complement | The amount you must add to something to make it whole. The complement of a set A, denoted A', is the set of all elements which belong to the Venn Diagram, but not A. |
| 11 | Solve | Find the solution showing your steps. | 11 | Simultaneous | Happens at the same time. |
| 12 | Substitute | Replace the letters with their values. | 12 | Change the subject | Rearrange an equation to have the term desired by itself on one side of the equation. |
| 13 | Sketch | Construct a rough drawing representing the key features of an object. | 13 | Gradient | Steepness of a line. |
| 14 | Rearrange | To change the order, or place of the items given. | 14 | Intercept | The point where a line intersects one of the axes. |

USEFUL DIAGRAMS

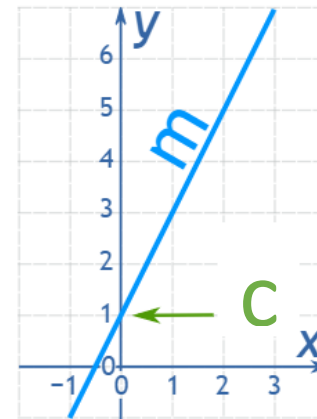
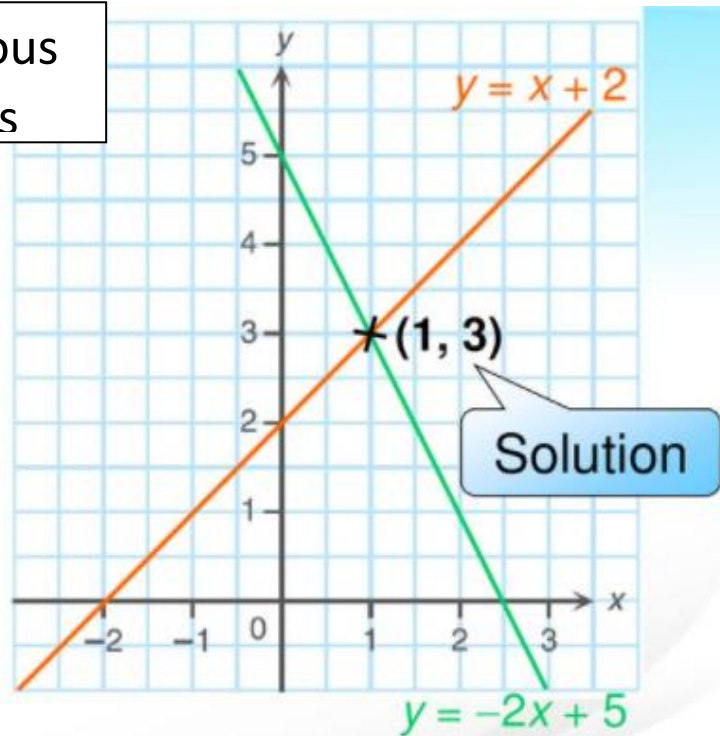
FDP Conversion



Venn Diagrams notation

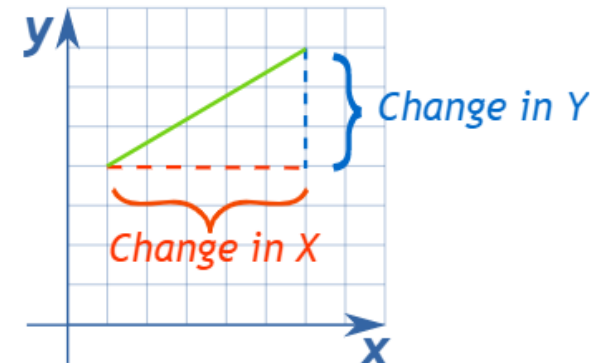


Simultaneous equations



$y = mx + c$
 m is the gradient
 c is the y-intercept

$$m = \frac{\text{Change in Y}}{\text{Change in X}}$$



ETYMOLOGY

| Number | Greek Prefix | Latin Prefix | Examples |
|--------------------|--------------|---------------|---|
| 0, zero | | Nul- | Null, nil |
| 1, one | Mono- | Uni- | Monotone, unicycle, uniform |
| 2, two | Di- | Bi-, du- | Bicycle, bisect, bilingual, dioxide, duo, double, |
| 3, three | Tri- | Tri- | Tricycle, triangle, triathlon, tripod |
| 4, four | Tetra- | Quad- Qua- | Quadrilateral, tetrahedron |
| 5, five | Penta- | Quin- | Pentagon, quintuplet |
| 6, six | Hexa- | Sext- | Hexagon, sextuplet |
| 7, seven | Hepta- | Sept- | Heptagon, septuagenarian |
| 8, eight | Octo- | Oct- | Octagon, octopus |
| 9, nine | Ennea- | Nona- Novem- | Novena, nonagon |
| 10, ten | Deca- | Deci – Decem- | Decade, decimal, decagon |
| 100, one hundred | Hecto- | Cent- | Century, centurion, cent |
| 1000, one thousand | Kilo- | Milli- Mille- | Kilogram, Kilometre, millennium |
| ½ Half | Hemi- | Semi- | Hemisphere, semicircle |
| ¼ Quarter | | Quart- | Quarter, Quartile |
| Many | Poly- | Multi- | Polygon, multiplication |

Did you know?

During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

| Understanding Units of Measurement | | | | |
|------------------------------------|---------------|-----------|-------------------|--------------|
| Prefix Name | Prefix Symbol | Base 10 | Decimal | English word |
| Tera- | T | 10^{12} | 1 000 000 000 000 | trillion |
| Giga- | G | 10^9 | 1 000 000 000 | billion |
| Mega- | M | 10^6 | 1 000 000 | million |
| Kilo- | k | 10^3 | 1 000 | thousand |
| Hecto- | h | 10^2 | 100 | hundred |
| Deca- | da | 10^1 | 10 | ten |
| | | 10^0 | 1 | one |
| Deci- | d | 10^{-1} | 0.1 | tenth |
| Centi- | c | 10^{-2} | 0.01 | hundredth |
| Milli- | m | 10^{-3} | 0.001 | thousandth |
| Micro- | μ | 10^{-6} | 0.000001 | millionth |
| Nano- | n | 10^{-9} | 0.000000001 | billionth |

Examples

A centimetre cm is one hundredth of a metre $1\text{cm} = 0.01\text{m}$

A millilitre is one thousandth of a litre $1\text{ml} = 0.001\text{l}$

A kilogram is one thousand times larger than a gram $1\text{kg} = 1000\text{g}$

Did you know?

The word for one thousand comes from Italian "mille – thousand" "-oné – big". A millioné was a 'big thousand' or a thousand thousand.

DIG DEEPER

Read *The Everything Kids: Maths Puzzle Book* by Meg Clements – puzzles, games and trivia.



Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series – *The Math Factor*



<https://mathfactor.uark.edu>

Watch the documentary: *The Story of 1 – history of numbers* presented by Terry Jones, directed by Nick Murphy



Challenge

$$\frac{1}{6}$$

is equivalent to...

A

B

C

D

0.666...

0.121212...

0.1666...

0.6

Which number below is $\frac{3}{4}$ more than 0.5?

A

B

C

D

$\frac{4}{6}$

0.84

1.205

$\frac{5}{4}$

Shamila picks a marble from bag 1, then a marble from bag 2. What is the probability that she picks two black marbles?

A. $\frac{4}{9}$

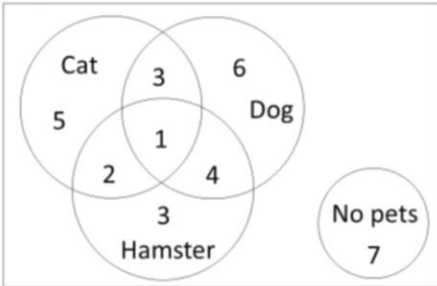
B. $\frac{1}{2}$

C. $\frac{1}{5}$

D. $\frac{2}{5}$



Ark



A class of students drew this Venn diagram to show how many of them have a cat, dog, hamster, or no pets.

Given that a random student in the class has a hamster, what is the probability that they have a cat?

A $\frac{3}{31}$

B $\frac{11}{31}$

C $\frac{3}{10}$

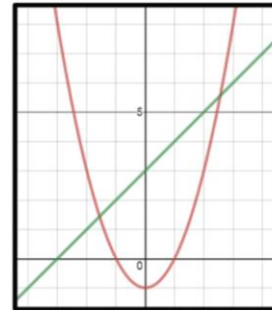
D $\frac{2}{10}$

The following graph shows

$$y = x^2 - 1$$

$$y = x + 3$$

How many solutions to the simultaneous equations are there?



A

B

C

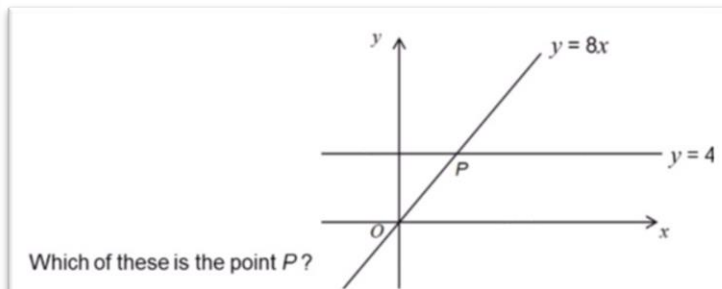
D

2

1

None

Try substituting



Which of these is the point P?

A (2, 4)

B (4, 32)

C $(\frac{1}{2}, 4)$

D $(4, \frac{1}{2})$

T3 Vocabulary: THE ELEMENTS OF MUSIC →

MUSICAL CONTEXTS + GREAT COMPOSERS



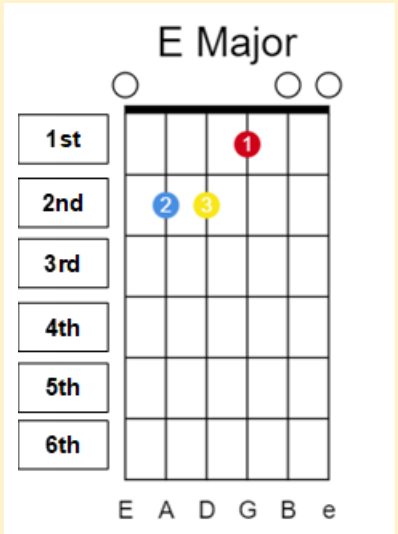
Antonio Vivaldi Mariachi Cobre Bob Marley Eurythmics

DIG DEEPER: Why was the music written? When was it written? Where would it be performed? What was happening culturally and socially at the time?

MUSICAL LANGUAGE



Roman Numerals & Guitar Chord Diagram



F
a
c
e
T
i
m
e
D
R
·
S
M
I
T
H

Form

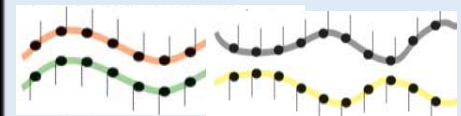
How a piece of music is structured

ABA BCB

E.g. Ternary Form (3 sections)

Texture

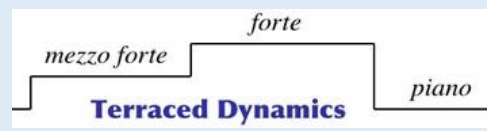
The layers of music & how they interact



E.g. parallel or contrary motion

Dynamics

Volume



E.g. Suddenly loud (*forte*) or soft (*piano*) 'pee-ah-no'

Rhythm

Tempo = speed
Allegro or Adagio (fast or slow)



Metrical Shifting $\frac{4}{4}$ to $\frac{3}{4}$

E.g. time signature change

Sonority

The characteristics of a sound (timbre)



E.g. the bright, metallic brass family or the warm, smooth family

Melody

The *pitch*, register, range of the tune



E.g. bass, alto, tenor, soprano



Instrumentation

The instruments you can hear & the articulation being used



E.g. violin plucked or bowed

Tonality

The key or scale being used



E.g. the doctrine of affections- 1 mood (*major* or *minor* or *atonal*)

Harmony

Multiple notes at the same time



E.g. unison, octave, 5th

T2 Vocabulary:

Long Answer Questions

Describe or Explain how a mood or feeling is created / Compare / Contrast / Note or point out the differences between...

Question 1 Explain three ways in which the composer creates a relaxed type of mood in the music. **[3 marks]**

| High mark answer | Commentary |
|--|--|
| The composer has used a slow tempo, with a steady moving, regular beat. The dynamic of the music is generally 'piano', and the regular and steady slow-type melody played by the bass in a low register adds to the feel. There is also a gentle percussive beat on the drums, and the use of brushes makes the effect softer, which is quite calming. | <i>This is a very good answer showing clearly that the student has considered a range of musical elements, including explanation of the way that the instruments have been used.</i> |
| Lower mark answer | Commentary |
| The way the piano plays supports the mood. The drums are played softly, which helps the beat. The feeling is chilled-out and relaxed. | <i>Some observations are correct but there is a lack of explanation. The student needs to describe the way the piano plays to create the mood, i.e. how and what is playing, and what type of drum beat is used. The final sentence only repeats the information already given in the question.</i> |

- Always take note of the key word highlighted in bold and how many marks the question is worth.
- If a question is asking you to compare or contrast two pieces, you should be referring to the Elements of Music in your answer.
- If a question is asking you to describe how a mood or feeling is created, again this is done through the composer's use of the Elements of Music.

Sentence Starters:

| | | |
|--|--------------------------------------|------------------------------------|
| 1. Firstly, it should be noted that... | However, it could be suggested... | 2. [key term] refers to... |
| In addition to this... | Contrastingly, it might be argued... | 3. This can be evidenced in the... |
| Furthermore, it should be highlighted... | On the other hand... | 4. Therefore, in conclusion... |











Remember to **PEEL** your answer!

Point – give an answer
Explanation – define any key terms used
Evidence – which bar? which instruments?
Link back to the question...

Year 9 Physical Education – Volleyball

Tier 2 Vocabulary

Tier 3 Vocabulary

| | | | | | |
|---|--------------------|--|---|---|---|
| 1 | demonstrate | Give a practical exhibition and explanation of a skill is performed | 1 | hit (Attack)  | An action or strategy carefully planned to achieve a specific end |
| 2 | explain | Requires an example of a point. The answer must contain some linked reasoning | 2 | defend  | To be or becoming aware of ones surroundings, especially in competitive situations to support your team in the best possible way |
| 3 | analyse | Break something down in to its component parts | 3 | dig  | A dig is a pass of a hard-driven ball from the other team. Like a pass, your arm position and platform remain the same. |
| 4 | calculate | Requires computation in relation to match data | 4 | set (volley)  | An overhand contact of the ball, usually the second contact in a rally, made after a pass in serve receive or after a dig in defence to redirect the ball to a hitter in the front row or back row by a setter. |
| 5 | discuss | Required to explore the issue/situation/problem that is being assessed in the question context | 5 | service (Serving)  | A volleyball serve can be hit either overarm or underarm. |
| 6 | evaluate | Review/analyse information, bringing it together to form a conclusion/judgement | 6 | rotation  | Each time a team wins a point or before they start the serve, the serving team rotates clockwise. |
| 7 | strength | A good or beneficial quality or attribute | 7 | respect  | Helps to promote a positive environment for everyone by showing respect towards each other |
| 8 | weakness | A disadvantage or fault | 8 | communication  | Includes listening as well as speaking fairly. Can also be non-verbal communication |

Challenge questions:

1. What is the role of a libero in Volleyball?
2. How many players are on court for one team at a time?
3. What are the red and white poles on top of the net called and why are these used in Volleyball?
4. What components of fitness do you think are needed for Volleyball?
5. Can you explain why these components of fitness are needed?
6. Which serve do you think is most appropriate to use and why? Underarm, overarm or jump serve.
7. Why are communication and teamwork so important in Volleyball?
8. Which component of fitness is more important in Volleyball: hand/eye coordination or reaction time?

Be brave, dig deep and challenge yourself

Women's Volleyball Pool A - JPN V GBR | London 2012 Olympics

Men's Volleyball Olympic final, London 2012, Russia vs Brazil



| Practical Challenge | Activity | Completed |
|---------------------|--|-----------|
| 1 | Complete 20 volleys between you and your partner - if you lose control, start again | |
| 2 | Complete 20 digs in your pair - If you lose control, start again | |
| 3 | Complete 50 passes (dig or volley) in your pair - If you lose control, start again | |
| 4 | Complete 10 volleys between you and your partner over the net - if you lose control, start again | |
| 5 | Complete 10 digs between you and your partner over the net - if you lose control, start again | |
| 6 | Underarm 10 serves into court. If you miss one, carry on until you reach 10 | |
| 7 | Overarm 5 serves into court. If you miss one, carry on until you reach 5 | |
| 8 | Hit (attack) 5 balls over the net into court. | |
| 9 | Complete 10 controlled digs in a game. | |
| 10 | With your team, create an attack using a dig, set and hit over the net | |














Be brave, dig deep and challenge yourself

Read more about Volleyball England



| TIER 2 VOCABULARY | TIER 3 VOCABULARY | Challenge Tasks: |
|--|---|--|
| <p>① Give: Tests recall of knowledge, eg two examples or two beliefs.</p> | <p>① Heterosexual: To be sexually attracted to members of the opposite sex.</p> | <p>Give two religious teachings about divorce. [2 marks]</p> |
| <p>② Explain how X may influence Y: Tests knowledge and understanding of how a religious belief or practice influences individuals or groups.</p> | <p>② Homosexual: To be sexually attracted to members of the same sex.</p> | <p>Give two religious beliefs about the use of contraception. [2 marks]</p> |
| <p>③ Explain: Identify relevant points and demonstrate understanding by adding detail/ development.</p> | <p>③ Marriage: A legal union between a two people as partners in a relationship.</p> | <p>Explain two contrasting religious beliefs in contemporary British society about sexual relationships before marriage. [4 marks]</p> |
| <p>④ Evaluate: Consider different viewpoints and arrive at a judgement. Consider different arguments of both sides of a statement.</p> | <p>④ Sex before marriage: Sex between two unmarried people.</p> | <p>Explain two religious views about same-sex parents. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]</p> |
| <p>⑤ Conclusion: Explain which argument is the most convincing and why.</p> | <p>⑤ Sex outside marriage: Sex between two people where at least one of them is married to someone else.</p> | <p>Explain two religious beliefs about the purpose of families. [5 marks]</p> |
| | <p>⑥ Contraception: Artificial and chemical methods used to prevent pregnancy taking place.</p> | <p>‘Men and women should not have equal rights.’ Evaluate this statement [12 marks].</p> |

What we will look at this cycle:

| | | |
|--|---|--|
| <p>1. Sexuality and sex before marriage</p> <p>In the past, the Church in Britain was more powerful and the majority of society accepted its teachings on sexuality. However, times have changed. Contraception and legal abortion have reduced the fear or risk of pregnancy. Today, sex before marriage, multiple sexual partners, children outside of marriage, affairs, or open homosexual relationships are more common. Same-sex marriage became legal in 2014.</p>   | <p>2. Contraception and family planning</p> <p>There are a range of different types of contraception available in Britain today, eg the pill, which stops the woman from producing an egg in the first place and condoms, which stop the sperm from meeting the egg. In Britain, the use of contraception is widely accepted. Natural contraception involves only having sex at certain times in the woman's menstrual cycle. Artificial contraception involves methods to prevent the sperm from reaching the egg.</p>   | <p>3. Marriage</p> <p>Marriage is a legal contract that brings security as it protects the rights of each partner, provides various legal and financial benefits, and is a serious, lifelong public commitment. Same-sex marriages became legal in England, Wales and Scotland in 2014, and in Ireland in 2015.</p>   |
| <p>4. Divorce and remarriage</p> <p>In England and Wales in 2012 an estimated 42% of all marriages ended in divorce. Many British people see divorce from a practical point of view and do not mind if people choose to separate and divorce.</p>    | <p>5. Nature and purpose of family</p> <p>The basic unit of a family is the mother, father and children (a nuclear family) is still most common in the West. There are more stepfamilies where divorced people with children marry new partners with children of their own. The family is the main building block of any society. It is where procreation chiefly takes place and where the basic needs of children are provided.</p>   | <p>6. Gender equality</p> <p>Gender equality is men and women being given the same rights and opportunities. Gender prejudice is stereotyping: for example, thinking that women are more caring and therefore that they should stay at home. The Sex Discrimination act of 1975 made gender discrimination illegal in the UK.</p>   |

SCIENCE BE STRONG - Knowledge Organiser - Y9 Cycle A

Science Command Words



| Tier 2 Word | Meaning |
|------------------|---|
| Calculate | Use numbers given in the question to work out the answer. |
| Conclude | Look at both sides of an idea and come to a decision. |
| Define | Say the meaning of something. |
| Describe | Recall some facts or processes in a scientific way. |
| Evaluate | Make points for and against an idea and come to a conclusion. |
| Explain | Say the reasons for something happening. |
| Label | Point out the correct names on a diagram. |
| Measure | Find the amount, size or degree of something. |
| Predict | Give a likely outcome. |
| Plan | Write a method. |

Units

| Quantity being measured | Unit in words and symbols | Quantity being measured | Unit in words and symbols |
|-------------------------|---------------------------|-------------------------|------------------------------|
| Length | metre m | Temperature | degrees Celsius °C |
| Mass | gram g | Speed | metres per second m/s |
| Pressure | Pascal Pa | Density | square metres m ² |
| Force | Newton N | Volume | cubic metres m ³ |

Experimental Words

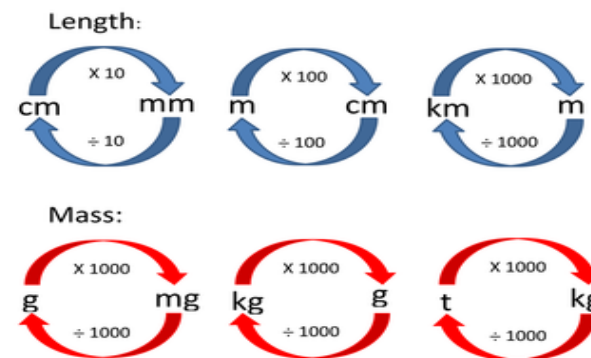
| Tier 3 Word | Meaning |
|-----------------------------|---|
| Reliable | The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as repeatable . |
| Variables | These are physical, chemical or biological quantities. |
| Control Variable | Control variable are the parts of the practical that have to be kept constant or monitored. |
| Dependent Variable | Dependent variable is the part of the practical that is measured. |
| Independent Variable | Independent variable is the part of the practical that is changed on purpose. |
| Anomalies | These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out) |

Maths Challenge



Converting Units

| Quantity measured | Name of unit | Symbol |
|-------------------|-------------------|----------------|
| length | metre | m |
| mass | kilogram | kg |
| time | second | s |
| force | newton | N |
| area | square metres | m ² |
| volume | cubic metres | m ³ |
| temperature | degrees Celsius | °C |
| speed | metres per second | m/s |
| current | ampere or amp | A |
| energy | joule | J |
| voltage | volt | V |
| pressure | pascal | Pa |
| power | watt | W |
| frequency | hertz | Hz |



Values
Equation
Substitute
Rearrange
Answer
Units

Density = mass/volume
Make m the subject.

$$P = \frac{m}{V}$$

$$P \times V = m$$

Extra Lesson support:

Need more help or missed a lesson? Access the content for these lessons with the QR codes below:

Chemistry 1-5



Oak Lessons 1, 6, 7, 8, 9, 10.

Physics 1-5



Oak Lessons 1, 2, 3, 4.

Biology 1-5



Oak Lessons 4, 5, 13, 14, 15.

SCIENCE BE STRONG - Knowledge Organiser - Y9 Cycle A

Density


| Tier 3 Word | Meaning |
|------------------------|---|
| State of matter | One of three different forms that a substance can have: solid, liquid, gas. |
| Change of state | Changing of one state to another e.g. solid to liquid |
| Sublimation | Physical change A change in which no new substances are formed, such as changes of state. |
| Physical change | A change in which no new substances are formed, such as changes of state. |
| Chemical change | A change that results in a new substance being formed. |
| Compress | To squash something together to make it smaller. |
| Density | The mass of a substance per unit volume. It has units such as kg/m ³ or g/cm ³ . |
| Kinetic energy | The model that explains the properties of different states of matter in terms of the movement of particles. |

Density is the **mass per unit volume**. It can be measured in several ways.

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

$$\rho = \frac{m}{v}$$

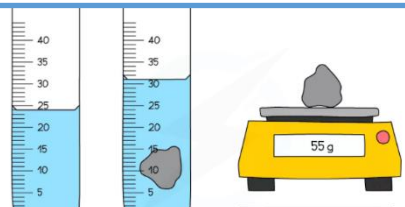
Density/Mass/Volume



m = 7.36 g

← 2 cm →

2. A cube of ice of side 2 cm has a mass of 7.36 g. Find the density of ice.

$$d = \frac{m}{v} \quad d = \frac{7.36}{8} = 0.92 \text{ g/cm}^3$$


e.g. VOLUME OF OBJECT = 31 - 24 = 7cm³

DENSITY = $\frac{\text{MASS}}{\text{VOLUME}}$

= $\frac{55}{7}$

= 7.9 g/cm³

WE SAW EARLIER THAT THIS IS THE DENSITY OF IRON, SO THE OBJECT IS MADE FROM IRON.



Ring A
Mass = 33.40 g
Volume = 2.0 cm³



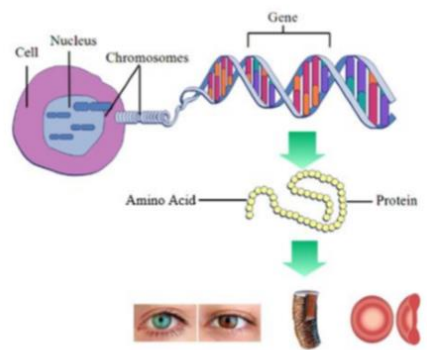
Ring B
Mass = 42.24 g
Volume = 3.3 cm³

$$\text{Density of Ring A} = \frac{\text{mass}}{\text{volume}} = \frac{33.40 \text{ g}}{2.0 \text{ cm}^3} = 16.70 \text{ g/cm}^3$$

$$\text{Density of Ring B} = \frac{\text{mass}}{\text{volume}} = \frac{42.24 \text{ g}}{3.3 \text{ cm}^3} = 12.80 \text{ g/cm}^3$$

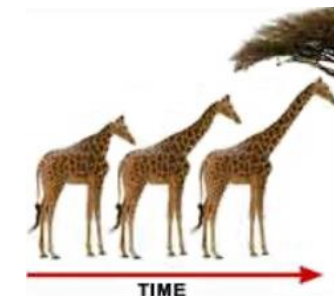
Genetics

| Tier 3 Word | Meaning |
|--------------------------------|---|
| Genome | All the DNA in an organism. |
| Variation | Differences in the characteristics of organisms. |
| Genetic Variation | Differences between organisms passed on to offspring by their parents |
| Environmental variation | Differences between organisms caused by environmental factors |
| Polymer | A chain of similar repeating units |
| Double helix | Two helices (strands) joined together. |
| Mutation | A random change to a gene |

| DNA, Genes & Chromosomes | Organ | Definition |
|--|-------------------|---|
|  | DNA | Deoxyribonucleic acid. A polymer made of sugar and phosphate groups joined to bases. One molecule of DNA is found in each chromosome. |
| | Gene | Section of the long strand of DNA found in a chromosome, which often contains instructions for a protein |
| | Chromosome | A structure found in the nuclei of cells. Each chromosome contains one enormously long DNA molecule packed up with proteins. |

Natural Selection and Evolution

- 1) Mutations cause variation in the population.
- 2) Mutations cause changes in the characteristics of a species.
- 3) Some of the species are more adapted to the environment than others.
- 4) Organisms more adapted to the environment survive.
- 5) Beneficial characteristics are passed on to offspring.
- 6) These characteristics become more prevalent in the population.

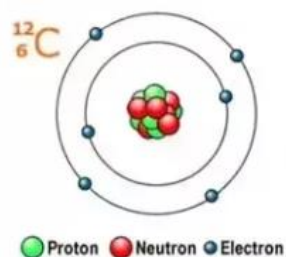
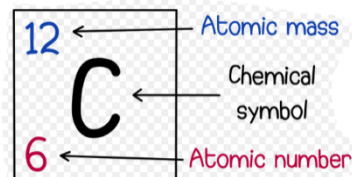
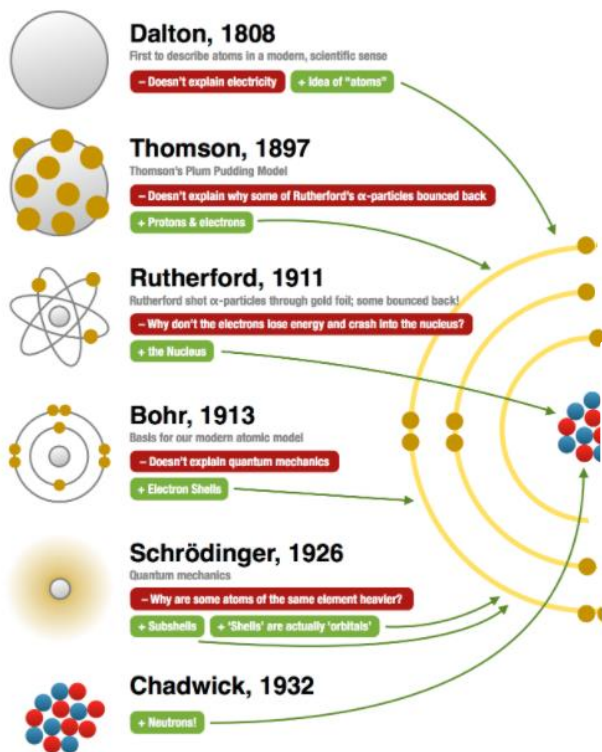


SCIENCE BE STRONG - Knowledge Organiser - Y9 Cycle A

Atomic Structure

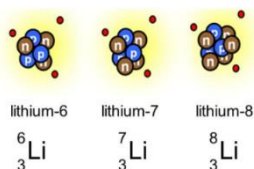
| Tier 3 Word | Meaning |
|-----------------------|--|
| Acid | A substance with a pH value of between 0 and 6 |
| Base | A substance with a pH value of between 8 and 14 |
| Alkali | A base that is dissolved in water |
| Indicator | A substance that can test whether a substance is acidic or basic |
| Neutralisation | The process that occurs when an acid and a base react together |
| Salt | The product formed from neutralisation |

History of the atom



Electronic configuration:
Maximum number of electrons in each shell: 2.8.8

Isotopes are different forms of the same element with different number of **neutrons**.



Deep Dive

Here are some websites and links to support and upgrade your learning!

Useful websites

<https://www.dogonews.com/category/science>
<https://www.sciencenewsforstudents.org/>
<https://sciencejournalforkids.org/>
<https://edu.rsc.org/eic/section/the-mole?adredir=1>
<https://cellfiemagazine.wixsite.com/blog>
<https://informationisbeautiful.net/beautifulnews/>
<https://www.positive.news/environment/renewal-why-clean-energy-should-power-the-new-normal/>
<https://www.tweentribune.com/>
<https://www.nationalgeographic.com/>

Useful podcasts

<https://www.bbcearth.com/podcast/>
<https://www.rebelgirls.com/pages/podcast>



Other fun websites

<https://scaleofuniverse.com/>
<https://phet.colorado.edu/>
<https://www.biointeractive.org/classroom-resources/how-animals-use-sound-communicate>

BE STRONG - Spanish Knowledge Organiser

Cycle A: Mi casa y mi ciudad

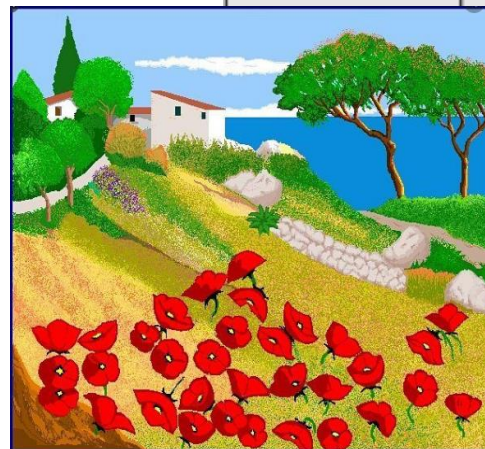
U1: ¿Dónde vives? ¿Cómo es tu calle?

| | Masculine nouns | Feminine nouns |
|---|-------------------------------------|---|
| En mi calle hay [On my street there is] | un aparcamiento [parking] | una biblioteca [a library] |
| Cerca de mi casa hay [Near my house there is] | un edificio [a building] | una carnicería [a butchers] |
| | un campo de fútbol | una estación de tren [a train station] |
| | un centro comercial | una iglesia [a church] |
| | un polideportivo | una mezquita [a mosque] |
| | un parque pequeño | una panadería [a bakers] |
| | un restaurante | una piscina municipal [a local pool] |
| | chino/indio | una sinagoga [a synagogue] |
| | un supermercado | una zapatería [a shoe shop] |
| | un teatro | |
| | una tienda de [a ... shop] | deporte [sports] |
| | | ropa [clothes] |

| | | | | | | |
|--------------------------------|------------------------------|-------------------------------------|-----------------------------|---------------------|---|--------------------------|
| El cine [The cinema] | Mi casa [My house] | Mi edificio [My building] | Mi piso [My flat] | está [is] | a la derecha [to the right] | Fem. nouns |
| | | | | | a la izquierda [to the left] | de la [of/from m] |
| | | | | | a diez minutos a pie [a 10 minute walk away] | carnicería |
| | | | | | a diez minutos en coche [a 10 minute car ride away] | tienda de música |
| | | | | | al lado [next to] | panadería |
| | | | | | cerca [near] | piscina |
| | | | | | delante [in front] | Masc. nouns |
| | | | | | enfrente [opposite] | campo de fútbol |
| | | | | | detrás [behind] | |
| | | | | | en la esquina [on the corner] | |
| | | | | | lejos [far] | |
| | | | | | al final de la calle [at the end of the street] | |
| | | | | | del [of/from m] | centro comercial |
| | | | | | | colegio |
| | | | | | | estadio |
| | | | | | | museo |
| | | | | | | parque |

U1: ¿Dónde está tu casa?

| | | | | | |
|---------------------------------|------|-----------------------------------|----------------------|---|--|
| Mi casa | está | entre [between] | la carnicería | y | el supermercado |
| Mi piso | | | el cine | | la piscina |
| No hay [There is not] | | ningún [any - sg. masc] | restaurante | | cerca de donde vivo [near where I live] en mi barrio [in my neighbourhood] por aquí [around here] |
| | | ninguna [any - sg. fem] | tienda | | |



BE STRONG - Spanish Knowledge Organiser

Cycle A: Mi casa y mi ciudad

U2: ¿Dónde vives? ¿Cómo es tu casa?

| | | |
|---------|-----------------------------------|---------------------------------------|
| Vivo en | una casa en [a house in] | el campo |
| | un piso en [a flat in] | el centro de la ciudad |
| | un edificio en [a building in] | la costa las afueras la montaña |

| | | | | | |
|-----------------------------|--------------------|------------------------|--------------------------|------------------------------|---|
| En mi casa [In my house] | hay [there are] | cinco seis siete | habitaciones, [rooms] | por ejemplo [for example] | el dormitorio de mis padres [my parents' bedroom] mi dormitorio [my bedroom] una cocina [a kitchen] un comedor [a dining room] un cuarto de baño [a bathroom] un salón [a living room] una sala de juegos [a playroom] |
| En mi piso [In my flat] | | | | como [such as] | |

| | | | |
|--------------------------------|--|---|------------------------|
| También hay [There is also] | un desván [an attic] un sótano [a basement] | y | un garaje un jardín |
|--------------------------------|--|---|------------------------|

| | | |
|---|-------------|---|
| Me gusta mi casa porque [I like my house because] | *es [it is] | acogedora [cosy] antigua [old] bonita [beautiful] fea [ugly] grande [big] luminosa [well lit] pequeña [small] |
| No me gusta mi casa porque [I don't like my house because] | | está [it is] |
| Me gusta mi piso porque [I like my flat because] | es | acogedor antiguo bonito espacioso [spacious] |
| No me gusta mi piso porque [I don't like my flat because] | | está |
| | | bien amueblado limpio / sucio |

***Author's note: "Es" [it is] and "está" [it is] are used for different purposes. You will see them used in context throughout this unit.**




U2: ¿Qué hay en la cocina/el salón/en tu habitación?

| En la cocina hay | En el salón hay | En mi habitación hay |
|---|---|---|
| un horno [an oven] un lavaplatos [a dishwasher] una despensa [a pantry] una mesa [a table] una nevera [a fridge] una silla [a chair] | una alfombra [a rug] una mesa [a table] una mesita [a small/coffee table] un sillón [an armchair] un sofá una televisión | un armario [a wardrobe] una cama [a bed] un espejo [a mirror] un escritorio [a desk] un espejo [a mirror] una estantería [a bookshelf] un ordenador [a computer] cortinas [curtains] |

Challenge Translations/Questions







- 1** Translate into Spanish: I would say that I love my flat because it is small, but cosy and well furnished. My mum doesn't like the flat because there is no dining room.
- 2** Translate into Spanish: Let's be honest, my house is very big, however it's quite ugly too. I would like a smaller house in the mountains.
- 3** Record yourself introducing yourself and describing where you live and what's in your town using <https://vocaroo.com/> Email it to your teacher.
- 4** Write about your ideal home using the conditional tense: 'me gustaría' [I would like] + noun / verb in the infinitive.

Dig Deeper: Find out more about Spanish and Hispanic culture

- Spanish Vocabulary Learning:**
- Quizlet.com
 - <https://www.duolingo.com> Select **Spanish** as the language you want to learn → The app is also available
- Spanish culture:**
- Do a Spanish song challenge on LyricsTraining.com
 - Learn a Spanish tongue-twister and try to say it as fast as you can <https://www.fluentu.com/blog/spanish/spanish-tongue-twisters-pronunciation/>
 - Research 'Casas Cueva' [cave houses] in Andalucía.
- 

BE STRONG - Spanish Knowledge Organiser


Cycle A: Mi casa y mi ciudad

| GRID 2 | | |
|--|------------------------------|---|
| Anteayer [The day before yesterday] | fui [I went] | al estadio a ver un partido de fútbol [to the stadium to watch a football match]  a ver un concierto de Rosalía en el estadio [to see a Rosalía concert in the stadium] de paseo al parque con mi novio/a [for a walk in the park with my boyfriend/girlfriend] |
| Ayer [Yesterday] | *hice [I did] | footing en el parque [jogging in the park]  natación en la piscina municipal [swimming in the local pool] turismo en el casco antiguo [sightseeing in the old town] |
| El fin de semana pasado [Last weekend] | jugué [I played] | al tenis en el polideportivo [tennis in the sports centre]  |
| El viernes pasado [Last Friday] | vi [I watched] | una película en el cine [a film in the cinema]  |
| | visité [I visited] | el museo local [the local museum]  una galería de arte [an art gallery]  |

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 - > Research 'cenotes' or "Chichen Itza" in Mexico.

Don't forget to use EQUATACO in your writing!

Exclamations! 

¡Qué sorpresa! (What a surprise!)
 ¡Qué pesadilla! - (What a nightmare!)
 ¡Qué desastre! - (What a disaster!)
 ¡Qué maravilla! - (How marvelous!)
 ¡Dios mío! ¡Madre mía! - (Oh my goodness!)

Tenses

PAST fui a + infinitive (I went to + inf)
 PRESENT suelo + infinitive (I like + inf)
 FUTURE voy a + infinitive (I'm going to + inf)

Uber-cool Phrases 

Seamos honestos - (Let's be honest)
 Mucha gente dice que - (A lot of people say that)
 No cabe duda de que - (There is no doubt that)
 Siempre me ha gustado - (I have always liked)
 Pase lo que pase - (Whatever happens)
 Que yo sepa (As far as I know)
 Como todo el mundo sabe - (As everyone knows)



Chichen Itza







Cenotes



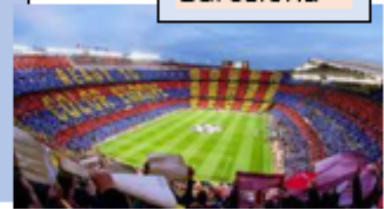
En mi barrio se puede hacer muchas cosas [In my neighbourhood one can do many things]

GRID 1

Por ejemplo, se puede
[For example, one can]

| | | | |
|--------------|--|---|-----------------------------------|
| hacer | deporte [sports] equitación [horseriding] footing [jogging] natación [swimming] senderismo [hiking] turismo [sightseeing] | en el bosque [in the woods]  en el casco antiguo [in the old town] en el campo de fútbol cerca de mi casa [in the football pitch near my house]  | |
| | al fútbol al golf al rugby | en el centro comercial [in the mall] en el centro de la ciudad [in the city centre] | |
| | de compras [shopping] de marcha [clubbing] de paseo [for a walk] | en el cine de mi barrio [in my neighbourhood cinema] en el club de tenis [in the tennis club]  | |
| | conciertos [concerts] espectáculos de flamenco [flamenco shows] partidos de fútbol [football games] películas [films] | en el estadio [in the stadium]  en el parque [in the park]  en el polideportivo [in the sports centre] en la calle peatonal [in the pedestrian street] | |
| | castillos [castles] galerías de arte museos palacios históricos ruinas romanas [Roman ruins] | en la piscina [in the swimming pool]  en la plaza mayor [in the town square] | |
| | en la zona... [in the ... area] | commercial histórica industrial turística | de la ciudad [of the city] |

Camp Nou,
Barcelona



| Challenge Translations/Questions | |
|----------------------------------|---|
| 1 | Translate into Spanish: Yesterday I went to the stadium to watch a football match. Last Monday I watched a film in the cinema. |
| 2 | Translate into Spanish: In my neighbourhood one can do many things. For example, you can play football, visit museums and go swimming. |
| 3 | Record yourself introducing yourself and describing where you live and what's in your town using https://vocaroo.com/ Email it to your teacher. |
| 4 | Write about your neighbourhood (barrio) using 'se puede' (Grid 1 to help you) |

How do we revise using knowledge organisers?

RECORD IT

Try reading information and key vocabulary out loud, record it on your phone and listen back to it!

POST IT NOTES

Use post it notes – write out as many key words, dates and facts that you can remember in a minute.

FLASH CARDS

Write the key words, dates or facts on one side and the explanation/definition on the other side. Test your memory by asking someone to quiz you on either side of the flash card.

PRACTICE

Sometimes re-writing notes and writing out key facts and information repeatedly can really help it stick.

RAG RATE

Use red, orange and green to highlight and colour code how confidently you can remember facts and key words.
RED – I need to revise the most.
AMBER – I need to go over.
GREEN – What I have mastered.

LOOK, SAY, COVER, WRITE, CHECK

LOOK at your knowledge organiser and take the information in.
SAY the facts and key words out loud.
COVER your knowledge organiser.
WRITE down everything you can remember on a blank piece of paper.
CHECK what you know and did not know.

REVISING EXAM QUESTIONS

Box the question
Observe the marks available
Line key vocabulary
Do your best (do not give up)
Extend your vocabulary
Re-read your work and your answers

READ ALOUD

Practice reading out facts, key words and information out loud – it really helps you to remember it.

SKETCH IT

Draw pictures to represent facts, words or dates. It could even be a symbol that helps you to remember a difficult word.

Q&A

Make up questions, where the answers are on your knowledge organiser. Write different questions that will help you to remember the answers.

TEACH IT

Teach someone the facts or get someone to test you. Test someone else on the questions you would be asked.

SPEAK STRONG AND WRITE BRAVELY!

Academic Verbs - these are very helpful when you are analysing

Inference:

suggests implies indicates
shows expresses demonstrates
symbolises represents
illustrates reveals signifies
insinuates

Writer's purpose:

establishes creates constructs
devises develops epitomises
outlines encapsulates

Comparison:

contrasts contradicts
juxtaposes reinforces refers
alludes to opposes supports
develops

Discourse Markers - These are helpful in discussions and your writing

| Sequencing Arguments | Contrasting and counter Arguments | Adding information and furthering arguments | Concluding Arguments | Introducing evidence |
|-------------------------------|-----------------------------------|---|----------------------------|------------------------------------|
| To begin with... | Others might argue... | Many people believe... | Admittedly... | For instance, ... |
| In the first place... | Conversely... | In addition to this... | Certainly... | Such as... |
| First and foremost.... | However... | Similarly... | In conclusion... | In the case of... |
| Primarily... | Although... | Equally... | Finally... | As illustrated by... |
| Firstly... | On the other hand... | Likewise... | Consequently... | As revealed by... |
| Secondly... | Whereas... | Also... | Subsequently... | This can be seen when... |
| Thirdly... | Contrasting with... | Moreover... | Therefore... | |
| Lastly... | On the contrary... | What's more... | Thus... | |
| Finally... | Nevertheless... | Furthermore... | We can conclude that... | This is/was demonstrated when... |
| After this it can be seen.... | In comparison... | In the same way... | Finally, it can be seen... | Evidence of this can be found..... |
| | Nonetheless... | For example... | Above all.... | |
| | Even though.... | For instance... | Most of all.... | |
| | In contrast.... | Likewise... | | |

SPEAK STRONG AND WRITE BRAVELY!

"I'm stuck for something to say!" BE BRAVE

- Could you repeat the question please?
- Please could you come back to me in a minute?
- Please can I have some more thinking time?
- Could you clarify the last point please?
- Please can I have a sentence starter to help?
- Could you simplify the question for me?
- Could you give me an example?

Phrases to help you respond: BE STRONG

- I have another example of that...
- ___ said ___, but I disagree because...
- I think I can clarify that last point
- I'd like to offer an alternative answer
- To build on what ___ said,

Fillers that I SHOULD NOT USE: BE KIND

Like
isn't it that
Literally
basically
obviously
Innit
yeah
actually

These phrases are very informal and are not part of academic speech.

How sure are you? BE BRAVE

Statement of Claim - What point are you trying to make when you answer a question?

Almost certain!

It is certain that...
It seems clear that...
X is definitely...

I'm fairly sure...

It appears probable...
It is usually the case that... In the majority of cases...
The results suggest it is likely that...
It is most likely that....

Hmm...

Conceivably,...
It is possible that...
Occasionally,...
It may be the case that...
The answer might be....however.....

Answering questions -
How sure are you?

Try NOT to say:
'I think that'
'My answer is'
'I don't know'