Year 9 Knowledge Organiser

Autumn 2026

Name: _____

Tutor Group: _____



ORMISTON DENES ACADEMY

[OAT] Ormiston Academies Trust

ACHIEVING MORE TOGETHER

Your Knowledge Organiser

What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

Why are we using Knowledge Organisers?

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time– and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

What is Metacognition?

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that…' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy…both are examples of metacognition.

How to Use Your Knowledge Organiser:

CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
Split the knowledge organiser into manageable chunks. Choose a chunk at a time to memorise. Start with the most important or the most difficult.	Re-read your notes on the chosen topic. Do some wider research on the internet until you understand it.	Write a detailed description or an explanation about everything that you know about this topic. Try to do this without your notes. Write key facts you need to memorise over and over until you have memorised them.	Give a verbal explanation about this topic as if you were teaching it. Repeat the facts you need to remember 20 times. Record key facts from the knowledge organiser into your phone.

How to Use Your Knowledge Organiser:

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
Transform key facts into a series of images. Transform what you have learned into a diagram. Transform your learning into a poem or a story.	Reduce what you have learned to five key bullet points or prompts. Reduce the three most important facts linked to a topic into 10 words.	Rank the most important pieces of information from your knowledge organiser. Categorise your key facts into groups, you choose the group headings.	Find three links between this topic and others you have studied. Link the key points together.

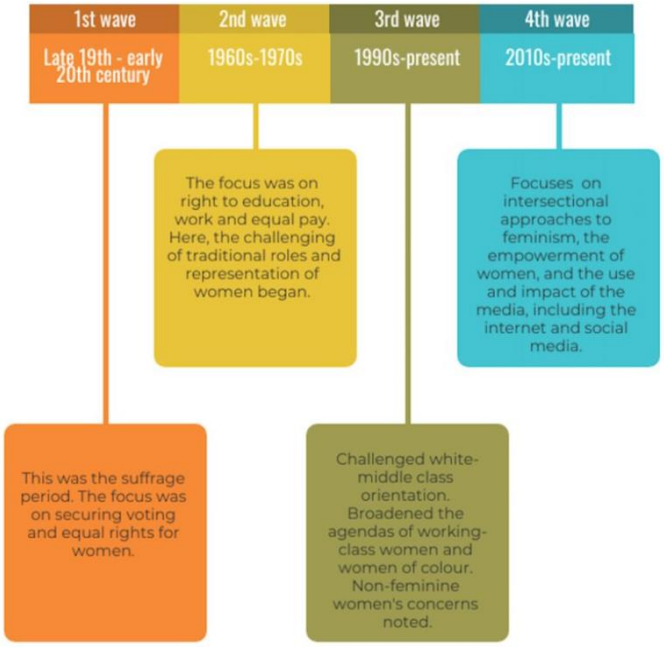
English

Vocabulary
Feminism – advocating women's rights to reach gender equality
Protofeminism – early feminist thought, before feminism became a concept
Dichotomy – a difference between two opposite things
Suffrage – the right to vote
Intersectionality – how different parts of someone's identity overlap
Iconography – the use of images or symbols to represent ideas
Counter-culture – a way of life opposed to the social norm
Hypermasculinity – exaggeration of male stereotypical behaviour, emphasising strength, aggression and sexuality
Male gaze – the perspective of a stereotyped hetereosexual man, characterised by the objectification of women
Parody – to mimic something in a mocking way
Gender roles – the expected stereotypical behaviour associated with someone's gender
Regressive – returning to a less developed state
Sanitisation – making something cleaner, less harmful or less offensive
Infantilisation - treat someone as a child, denying their maturity

Writing Women

Paragraph checklist
- What is the writer telling the reader?
- Quote
- Implied meaning
- Multiple zooms
- Method and effect / symbolism
- Alternative interpretations
- To teach/ criticise/ warn/ expose/ praise

Paragraph sentence starters
The writer presents ... by/because...
This is shown in the quote "..."
This represents...
The [word class] demonstrates...
The [method] ... suggests...
This also connotes...
This reflects the context of... because...
The author is therefore teaching/ criticising/ warning/ exposing/ reflecting/ praising...



How has our idea of gender constructs been influenced by the Medieval period?	First Wave Feminism: How did women find their voice through literature?	How did the changes in the early 20th Century impact our views on women as a society?	How do we now understand women's experiences as different due to their intersectionality?	How do counter-cultural texts act as protest?
The Wife of Bath The Angel of the House	A Vindication of the Rights of Women Jane Eyre	The Second Sex The Handmaid's Tale The Feminine Mystique	Aunt Jennifer's Tigers Oranges Are Not the Only Fruit White Teeth	Riot Grrrl and Hip Hop Double Dare Ya

The Gothic

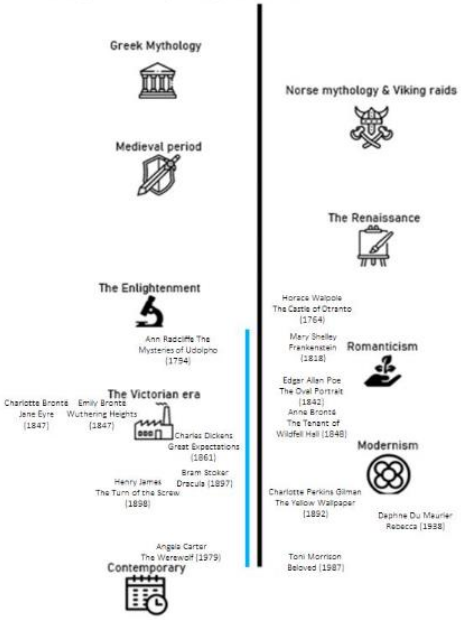
This scheme focuses on the Gothic genre, moving from the introduction of the Gothic, Romanticism & the Sublime, to the Victorian and American Gothic and the transformation into modern day Gothic symbolism. Through this, students should gain understanding of the critical literary movements and how different writers exploited the fears of the time

Perspective

- Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation.
- They believed that nature is 'sublime': it has the power to simultaneously inspire awe and terror in people.
- They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society.
- They were very interested in the psychological exploration of characters, particularly in relation to themes of madness.

Literary Timeline

How does this unit represent the key literary movements?



The period that Gothic Literature fell was mainly at the time of Romanticism at the end of the 18th century and this led in to the Victorian era and reflected Victorian society and their fears and anxieties.

Gothic Tropes	
Pathetic Fallacy: the attribution of human feelings and responses to inanimate things or animals, especially in art and literature.	
The Supernatural: some force beyond scientific understanding or the laws of nature.	
The Occult: mystical, supernatural, or magical powers, practices, or phenomena.	
Madness: the state of having a serious mental illness	
Damsels: a young unmarried woman.	
Heroes: a person who is admired for their courage, outstanding achievements, or noble qualities.	
An Isolated Setting: A place or type of surroundings where something is positioned or where an event takes place – if it is isolated this will be without anything around it.	

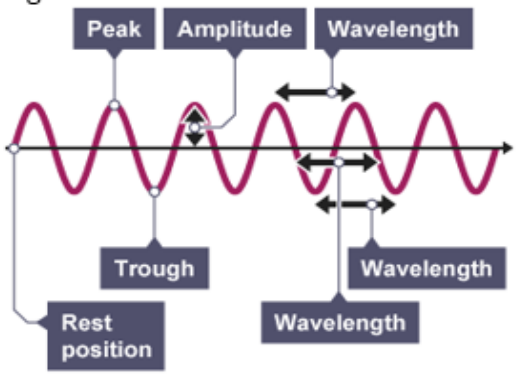
Tier 2 Vocabulary	
Gothic (n) Gothic (adj)	Initially referring to Germanic people before emerging as an art form and representation of culture and associated youth culture. The form of literature grew out of the Romantic literary movement.
Metaphor (conceptual) Metaphorical (adj)	A metaphor is an example of figurative language. Conceptual metaphors are ideas that are understood in terms of another through the use of a source and target; drawing on a reader's experience and shared understanding.
Characterisation (n) Characterise (v)	A writer's creation or construction of a fictional character
Romanticism (n) Romantic (adj)	A literary movement that began in German and spread to England and France.
Byronic (adj) Byron (n)	Characteristics that resembled British poet George Gordon, 6th Baron Byron (1788-1824) or his poetry.
Convention (n) Conventional (adj)	The way something is done or a set of rules.
Trope (n) Tropological (adj)	a figurative or metaphorical use of a word or expression
Sublime (n) Sublime (adj)	Of great excellence, beauty or extreme in relation to attitude or behaviour.
Empathy (n) Empathise (v)	Passion, state or emotion; appreciation of a viewed object or person.
Physiognomy (n) Physiognomise (v)	Judging a person based on facial features or physical appearance
Psychological (adj) Psychology (n)	affecting or pertaining to a person's mental or emotional state, the study of the soul.
Duality (n) Dualistic (adj)	Twofold nature, state of being two or divided in two Latin: *dualitas duo "two"*
Desire (n) Desire (v)	a craving or yearning; an emotion directed toward attainment or possession of an object.

Term 1 Year 9 Science

mpou9.1 Behavior of energy 14 – Light

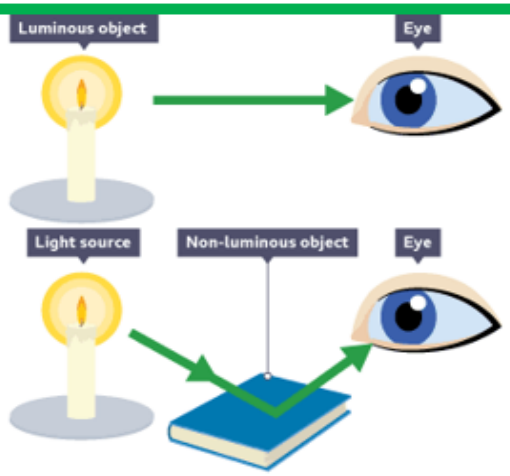
Light v sound

Light and sound are waves



Key points

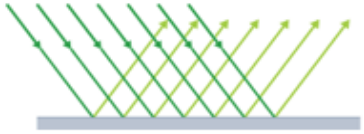
- Light travels as a **transverse wave** and moves in straight lines.
- Light can pass through **transparent** and **translucent** materials
- Light cannot pass through **opaque materials**
- **Ray diagrams** use straight lines to represent rays of light, arrows show the direction the light travels in.
- Light travels at **300 000 000 m/s**
- Sound travels at **340 m/s**
- **Luminous** objects emit their own light



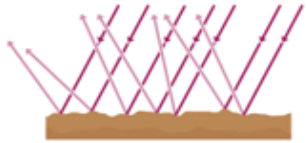
Reflection

- Light travels as a *transverse wave* and can be reflected by surfaces and objects.
- Smooth, shiny surfaces produce *specular reflections*, and rough surfaces produce *diffuse reflections*.
- *Ray diagrams* are used to show the path of light rays which are reflected and how images are formed in a mirror.

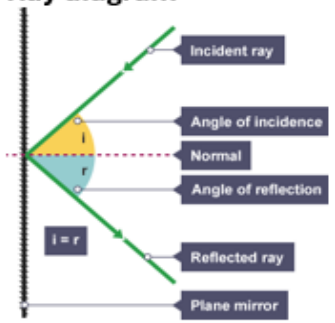
Specular reflection



Diffuse reflection



Ray diagram



Law of reflection

i=r

Refraction

- Light is **refracted** when it enters a material like water or glass. Depending on the density of the material, light will **reduce in speed as it travels through,** causing it to change direction.
- Ray diagrams can be used to show the path light takes when it is refracted.

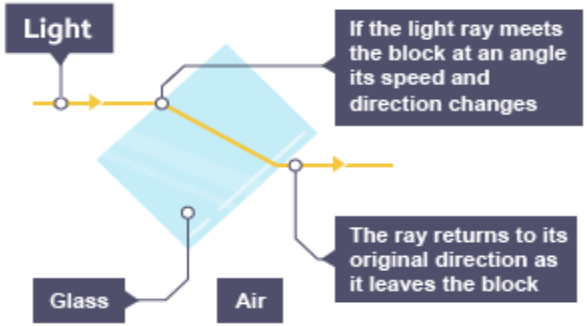
At the boundary between two transparent substances:

- the light slows down going into a **denser** substance, and the **ray bends towards** the normal
- the light speeds up going into a **less dense** substance, and the **ray bends away** from *the normal*.

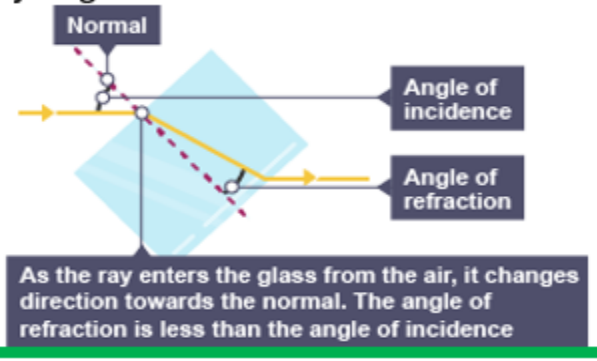
Just like ray diagrams showing reflection, all angles are measured from the normal – a line at 90° to the refracting surface.

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Refraction



Ray diagrams for refraction



Colour

- The light that we see is made up of many different colours.
- There are three primary colours: red, green and blue. They can be combined in different ways to make every other colour.
- The colour of an object is determined by the wavelength of light that it reflects.



Light through a prism

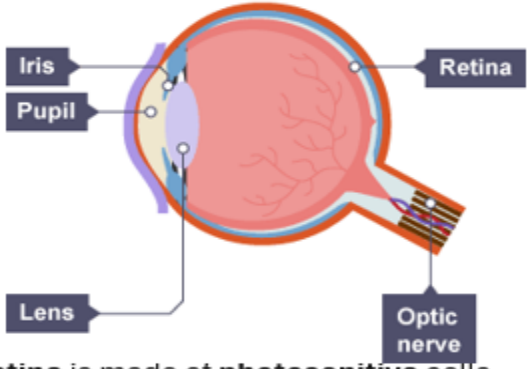


White light can be dispersed by a prism due to the different wavelength of the component colours

An object is seen as a specific colour as it reflects that colour and absorbs all others

A red object is seen as red as it absorbs all wavelengths of light and reflects red

The human eye

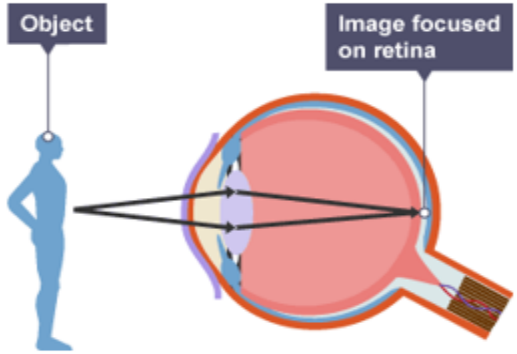


The retina is made of **photosenitive** cells

When the specific wavelength of light is detetced for that cell an impulse is sent along the optic nerve to the brain

The brain processes an image

The lens changes shape to focus on near and distant objects

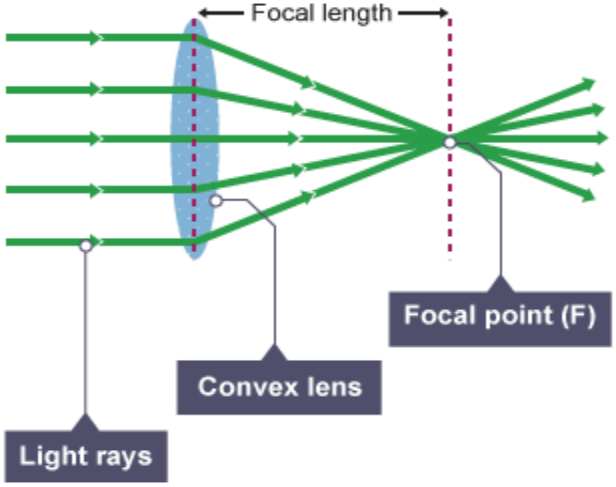


To see a distant object the lens is pulled long and thin

To see a near object the lens is made shorter and rounder

The eye uses a convex lens

How a convex lens focuses light



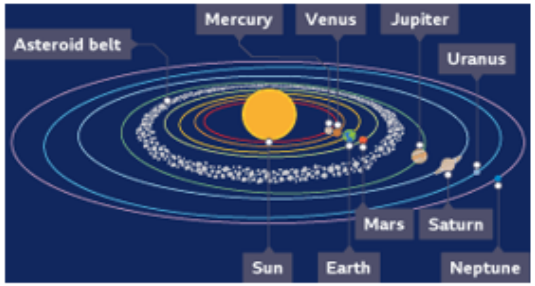
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9.2 BE Beyond Earth 5

Days and nights

As Earth orbits the Sun, it rotates on its *axis* .
Each rotation of Earth on its axis takes 24 hours.
As Earth rotates on its axis, the side of Earth facing towards the Sun is lit by the Sun -day
The opposite side of Earth at this point is facing away from the Sun – night

The Earth in the solar system



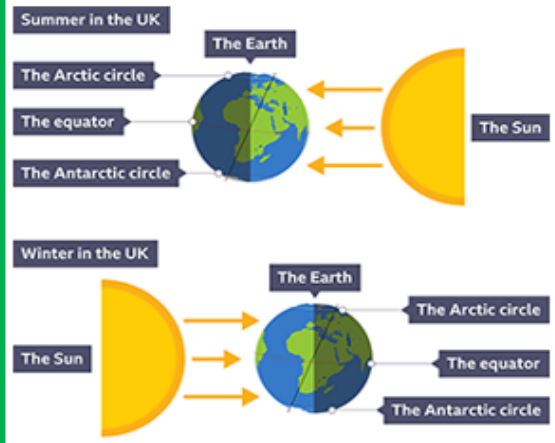
Day and night in the UK



Years and seasons

Earth takes approximately 365 days to orbit once around the Sun. This is called a *year* .
As Earth moves through its orbit around the Sun, different parts of the planet are tilted closer or further from the Sun, because of the tilt in Earth's axis.
It is the angle of the Earth's tilt that causes the seasons: spring, summer, autumn and winter.

Summer and winter in the UK



When the axis is tilted towards the Sun, that *hemisphere* experiences summer.
When the axis is tilted away from the Sun, that hemisphere experiences winter.

Winter solstice

The winter solstice occurs when either of Earth's poles reaches its maximum tilt away from the Sun. In the northern hemisphere this takes place on 21 December.


Winter solstice

Summer solstice

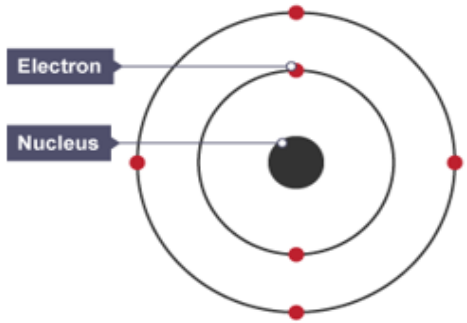
The summer solstice, also known as midsummer, happens when one of Earth's poles has its maximum tilt toward the Sun. In the northern hemisphere this takes place on 21 June.


Summer solstice

9.3 Objects effecting other objects 10 Static electricity

Objects can become positively charged or negatively charged, usually because of friction between *insulators*. This is called static electricity.
Charged objects exert electrostatic forces on each other. These can be attractive forces or repulsive forces.Charged objects can attract neutral objects, due to the *polarisation of charge*.

The structure of an atom

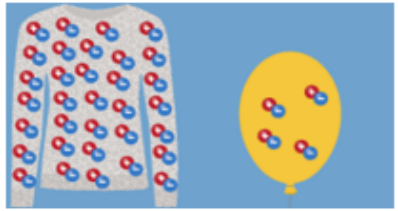


Charging insulators by friction

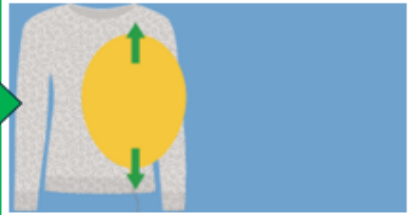
There are two types of electrical charge positive (+) negative (-)Most objects contain equal amounts of positive and negative charges, so they are uncharged or neutral.
Negative charges, known as electrons, can be transferred by friction between insulators. Insulators do not conduct electricity.

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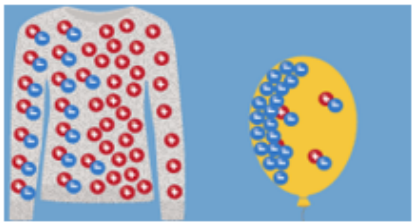
1. The jumper and the balloon are both neutral (uncharged) insulators. They contain equal numbers of positive and negative charges.



2. The balloon is rubbed against the jumper and friction causes electrons to be transferred



3 Both insulators are now charged. The jumper is positively charged because it has lost electrons. The balloon is negatively charged because it has gained electrons.



Electrostatic forces

Electrostatic forces between charged objects can cause the objects to attract and repel.

Objects with like charges (both positive or both negative) will repel.



Objects with unlike charges (one is positive and the other is negative) will attract.



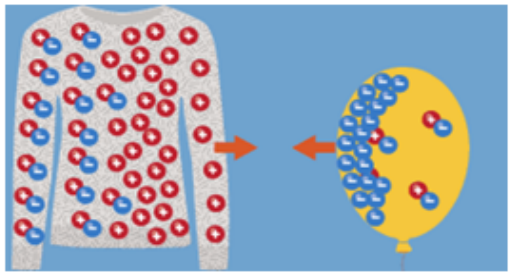
Think about the example of rubbing a balloon on a jumper.

The balloon gains electrons and becomes negatively charged.

The jumper loses electrons and becomes positively charged.

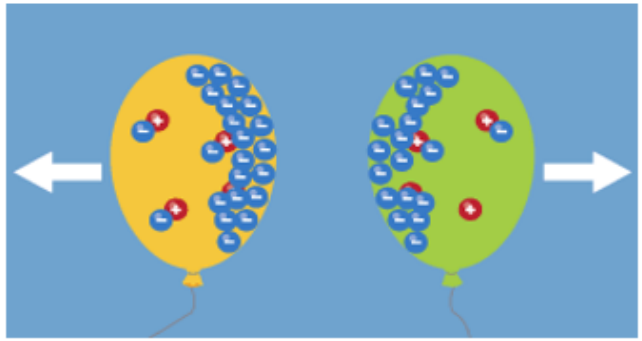
Attractive force

Because these objects have opposite charges, there is an attractive force and the balloon and the jumper are attracted to each other.



Repulsive force

If two insulators have like charges (the same type of charge), then there is a repulsive force between them. These balloons are both negatively charged, so they repel each other.



Effects of static electricity

An electric shock can happen when a person approaches a metal object or another person. This is caused by *static electricity*.

As well as creating sparks, static electricity can cause other interesting effects like making a balloon stick to a wall or attracting hair. *Electrostatic forces* can cause objects to levitate.

Key points

Charged objects can *discharge* suddenly, forming an electrostatic *spark*.

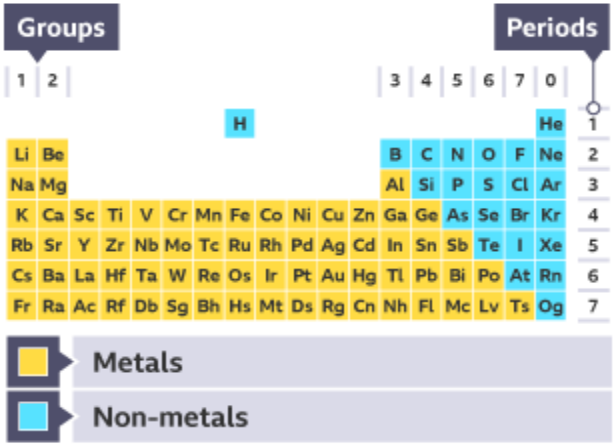
Electrostatic sparks can happen when a charged object is brought close to an earthed *conductor*.

Normally electrostatic sparks are very small. If the object has a lot of charge, then these sparks can be hundreds of metres long. Sparks can occur between charged objects and people.

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9.4 Chemical reactions 5 : The reactivity series

The periodic table



The reactivity series

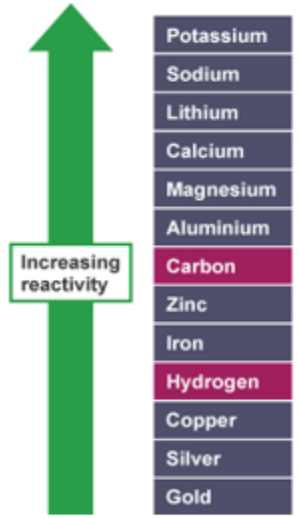
An order of reactivity can be established by observing the **reactions of metals with acid , water and oxygen**

Unreactive metals : Do not easily react such as copper

Reactive metals : Easily react such as lithium

The reactivity of a metal will determine its use . Copper is used in pipes as it is unreactive

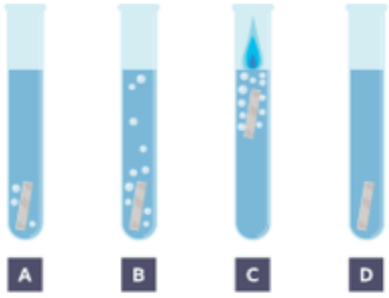
The reactivity series



Reactions with acids

The diagram shows four different metals reacting with *dilute* hydrochloric acid:

A - Zinc (Zn) B - Magnesium (Mg) C - Sodium (Na) D - Copper (Cu)





Reactivity	Metal	Observation
Most	C – Sodium	Sparks flame
	D Magnesium	Bubbles and movement
	A Zinc	Tiny bubbles
Least	D Copper	No change

Extracting metals

Metals usually occur as compounds which must be **extracted**

The position of the metal on the **reactivty** series will determine method of extraction

Unreactive metals such as gold and silver are **found as elements** in rocks and need no extraction

Most metals are found combined with other elements in compounds

These compounds are called **minerals**

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Metals in compounds

Iron Fe is found as magnetite Fe_3O_4 and hematite Fe2O3- both are compounds of iron chemcially bonded to oxygen

Copper is found as compound malachite which contains copper , oxygen and carbon

Extracting metals

1. Un reactive metals are found as elements in the Earths crust
2. Metals less reactive than carbon are extracted by heating with carbon
3. Metals more reactive than carbon are extracted by electrolysis

1. Metals which are found pure in the crust

Metals with very low reactivity can be found as elements in rocks, such as silver and gold.

The metal is visible running through the rock.

They do not need to be treated using a chemical reaction for the *pure* metal to be obtained.

To extract the metal from the rock, the rock is crushed and the metal is then melted out

2. Reduction of metal oxides using carbon

Zinc, iron and copper are all found as compounds within rocks. They are generally found bonded to oxygen as *compounds* called metal *oxides*.

These metals are extracted using carbon in a *displacement reaction*. This is because carbon is cheap and readily available.

The *reactants* are the metal oxide compound and carbon. The *products* are the pure metal and either carbon monoxide or carbon dioxide.

For example:

metal oxide + carbon → metal + carbon oxide

Reduction with carbon

A chemical reaction where oxygen is removed from a compound is called a *reduction*. This method is called reduction with carbon.

These reactions can be described using either word or symbol*chemical equations*.

For example, the word equation for the reduction of zinc oxide with carbon is:

zinc oxide + carbon → zinc + carbon monoxide

The symbol equation for the reduction of zinc oxide with carbon is:

ZnO + C → Zn + CO

3. Extraction using electrolysis

Metals more reactive than carbon ar extracted by electrolysis

An elecetric current is passed through the compound to split up the metal and the oxygen





Other useful materials

Polymer: a material which is loightweight, can be flexible or ridgid and is a good insulator

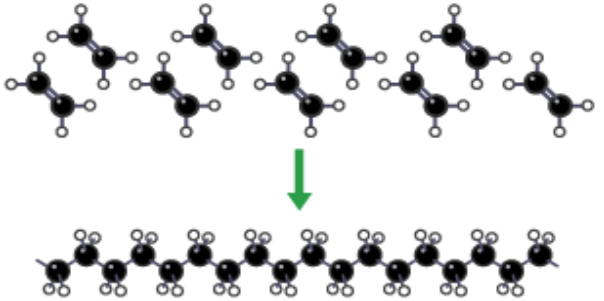
Ceramic: A material often made from clay that is hard , brittle and heat resistant but does not conduct electricity

Composite: Combine materialls to be stronger and lighter , designed for specific uses

Polymers

- Polymers are very long chain molecules made from small repeating units called monomers.
- Polymers occur naturally, but can also be manufactured.
- Synthetic polymers are better known as plastics and have a range of uses.

Synthetic polymers – polyethene



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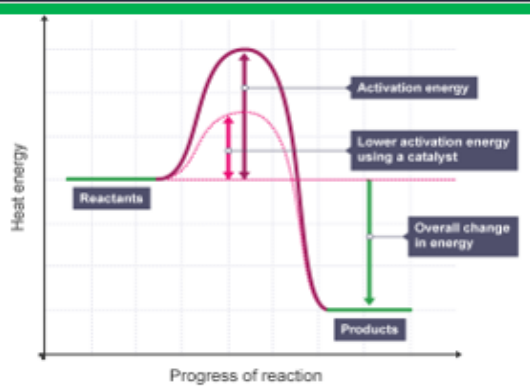
Catalysts : Speed up chemcial reactions without being used up

Provides an alternative reaction pathway that has a lower activation energy

Increases the number of successful collisions

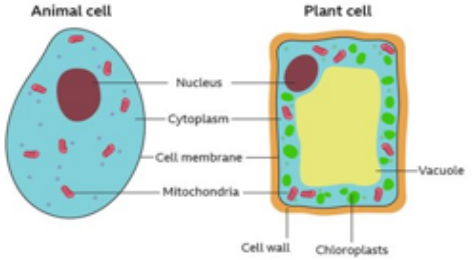
This reduces the amount of activation nergy needed

Reactions can happen at lower temoeratures and pressure



9.5 Building blocks for life 6 Cells to systems

Eukaryotic cells – containa nucleus



Roles of parts of the cell

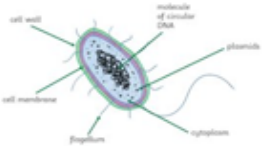
Structure	Function	Plant/animal
Cell membrane	Movement of substances in and out of cell	Both
Cytoplasm	Cell reactions	Both
Nucleus	Hold DNA	Both
Mitochondria	Site of aerobic respiration	Both
Ribosomes	Protein synthesis	Both
Cell wall	Structure and support	Plant
Permanent vacuole	Holds sap	Plant
Chloroplast	Photosynthesis	Plant

Prokaryotic cell – contains no nucleus

Key features :

- NO NUCLEUS
- Smaller than eukaryotic cells
- Has a plasmid (ring of DNA which is used in genetic engineering)

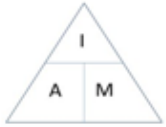
Divide by binary fission



Light microscope







Specialised cells

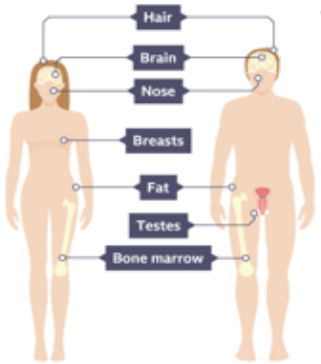
Cells differentiate to perform specific roles

Specialised Cell	Function	Adaptation
sperm	To get the male DNA to the female DNA.	Streamlined head, long tail, lots of mitochondria to provide energy.
nerve	To send electrical impulses around the body.	Long to cover more distance. Has branched connections to connect in a network.
muscle	To contract quickly.	Long and contain lots of mitochondria for energy.
root hair	To absorb water from the soil.	A large surface area to absorb more water.
phloem	Transports substances around the plant.	Pores to allow cell sap to flow. Cells are long and joined end-to-end.
xylem	Transports water through the plant.	Hollow in the centre. Tubes are joined end-to-end.

Stem cells

- Stem cells are cells in animals that can continuously undergo cell division.
- *Embryos* are made from embryonic stem cells which can develop into any cell type.
- Adult stem cells are found only in specific areas of the body and can only develop into a limited number of cell types.

Adult stem cells



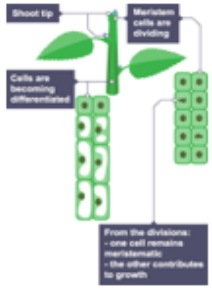
Can become many but not all cell types

Consent can be given

No rejection to donor

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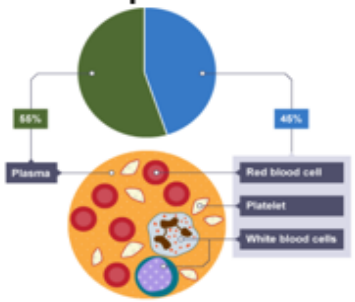
Plant stem cells –



Uses of stem cells

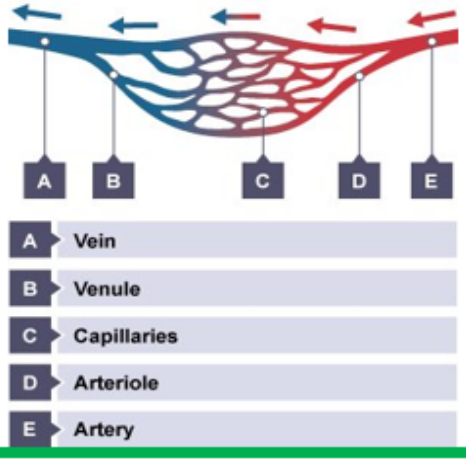
Adult stem cells used to treat diseases like *leukaemia* and other cancers of the blood and bone marrow by transplants.
Stem cells could treat a large range of diseases like *type 1 diabetes*, *Parkinson's disease* and brain and spinal cord injuries.

The blood – transport medium

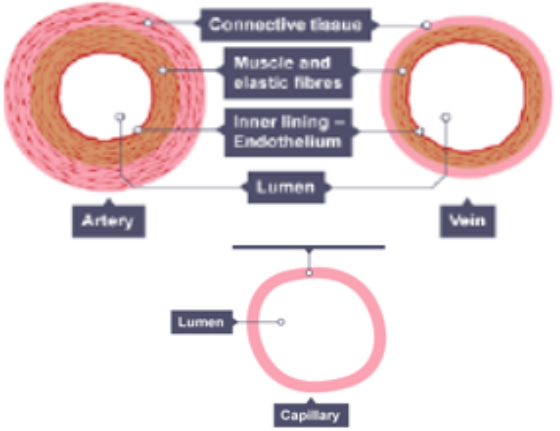


Role of the blood

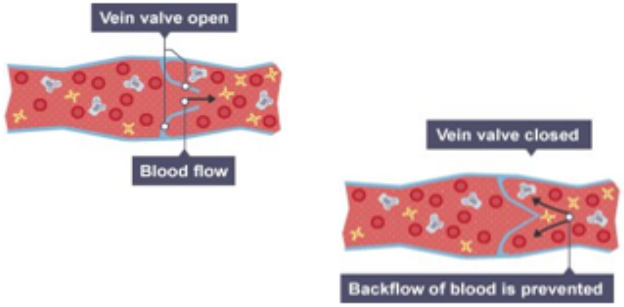
Component	Function(s)
Plasma	Transporting carbon dioxide, digested food molecules, urea and hormones; distributing heat
Red blood cells	Transporting oxygen
White blood cells	Ingesting pathogens and producing antibodies
Platelets	Involved in blood clotting



Arteries and veins



Valves – preventing back flow in the veins and heart



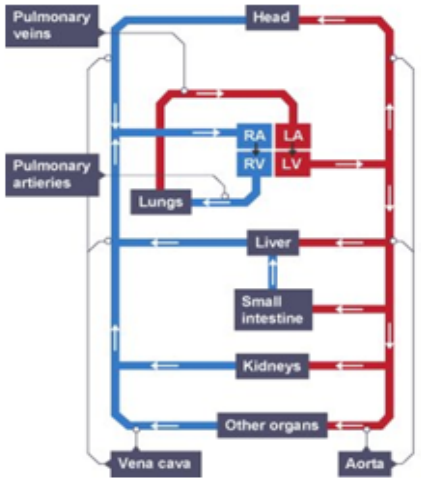
The blood vessels

- Blood is carried away from the heart in arteries
- Blood is carried back to the heart in veins
- Capillaries connect arteries and veins and substances are exchanged between the blood and the body tissue across the walls of the capillaries

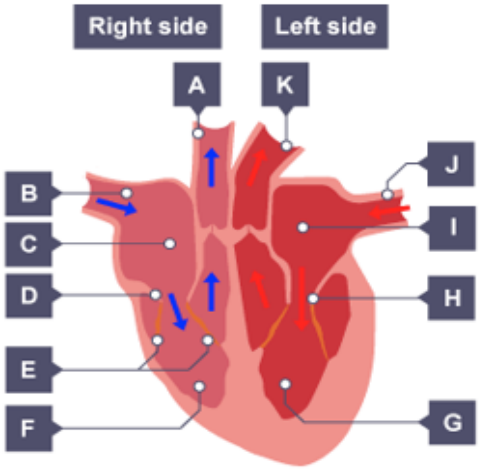
Double circulation

Blood returns to the heart twice per loop of the body
Ensures blood reaches respiring tissue at high pressure and oxygenated
This increases the rate of diffusion of oxygen to the respiring cells
Allows us to have a high metabolic rate

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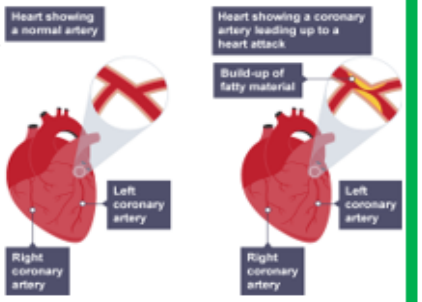
The heart – pumps the blood round the body



A	Pulmonary artery
B	Vena cava
C	Right atrium
D	Heart valve
E	Tendons attached to valve and heart wall
F	Right ventricle
G	Left ventricle
H	Heart valve
I	Left atrium
J	Pulmonary vein
K	Aorta

Cornonary heart disease

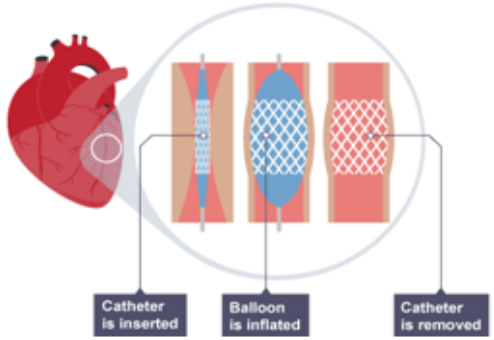
coronary vessels become blocked by fatty deposits and the blood flow to the cardiac muscle is restricted



Treating coronary heart disease

Statins –
Drugs which lower cholesterol in the blood by stopping the liver producing it.
Statins have side effects such as head aches

Stents- a wire mesh tube used to hold open the coronary vessels and maintain blood flow
Risk of heart atack, bleeding or stroke



Health : A state of mental and physical wellbeing
Diseases can be grouped into two types:

- **communicable,** which can be transferred from one person to another, or from one organism to another, eg in humans, these include measles, food poisoning and malaria
- **non-communicable**, which are not transferred between people or other organisms

Non-communicable diseases include:

- cancer
- diabetes
- genetic diseases and conditions

- heart disease
- neurological disorders

Other factors that can have major effects on physical and mental health include:

- diet
- lifestyle factors such as alcohol and other drugs
- stress

situations that may occur in a person's life

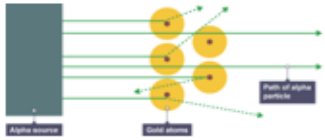
9.6 Behavior of Matter 10 Atomic structure and the periodic table

Devleopment of the atomic model

John Dalton – 1803 – introduced the concept of the atom

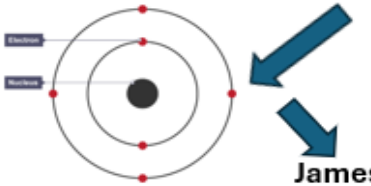
JJ Thompson – 1900 – plum pudding model – ball of positive charge with negative lectrons in it – first time electrons are introduced





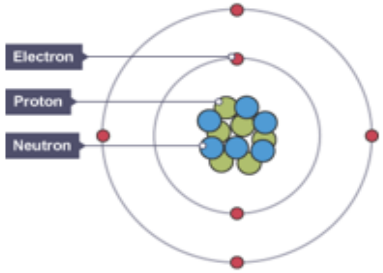
Ernest Rutherford 1909 – Gold foil experiment (alpha particle scattering experiment) **.** The mass of an atom in concentrated in the center and the nuclues is positively charged

Niels Bohr – suggested electrons orbit the nucleus in shells



James Chadwick 1932 – found evidence **for neutrons in the nucleus**

Sub atomic particles



Mass and charge of subatomic particles

subatomic particle	Relative mass	Relative charge
Proton	1	+1
Neutron	1	0
Electron	Very small	-1

Electron shells

Shell	Maximum
First	2
Second	8
Third	8

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Atomic number and mass number

The number of protons is the **atomic number**

All atoms of an element have the same number of protons

Different elements have different numbers of protons

The number of protons and electrons is the same – equal charges

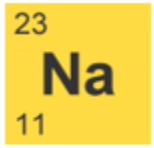
The atomic mass is the number of protons and neutrons

Calculating numbers of subatomic particles

number of protons = atomic number

number of electrons = atomic number

number of neutrons = mass number - atomic number



Relative atomic mass

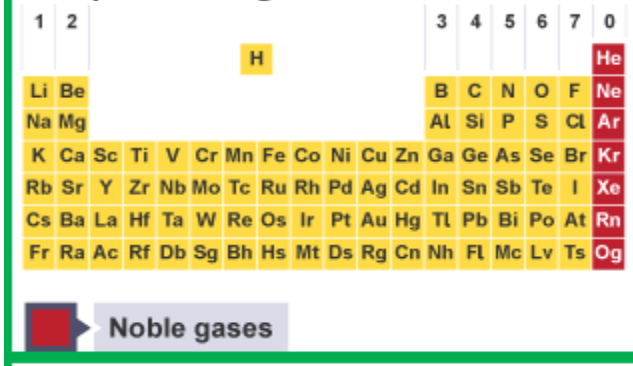
The mean relative mass of the atoms of the different isotopes in an element.

It is the number of times heavier an atom is than one-twelfth of a carbon-12 atom.

The relative atomic mass, A_r, of an element is calculated from:

- the *mass numbers* of its isotopes
- the *abundance* of these isotopes

Group 0 – Noble gases



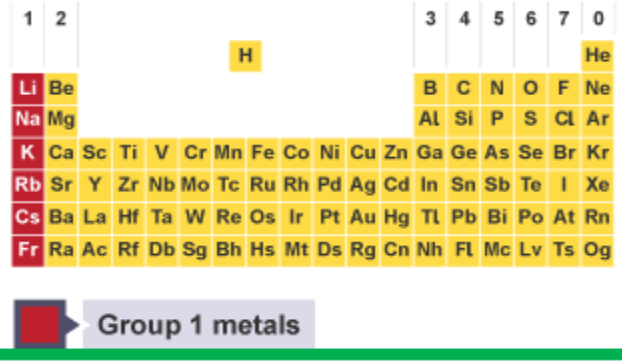
Properties

Low boiling points

Unreactive as all the outer electron shells are full

Element	Electronic structure
Helium	2
Neon	2.8
Argon	2.8.8

Group 1- Alkali metals



Group 1 – Alkali metals

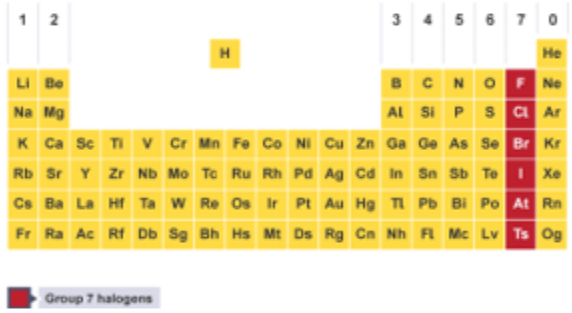
The alkali metals share similar *physical properties*. For example, they:

- are soft (they can be cut with a knife)
- have relatively low *melting points*
- have low densities

The **alkali metals react with water** to produce a metal hydroxide and hydrogen. For example, sodium reacts with water:

sodium + water → sodium hydroxide + hydrogen

Group 7 – Halogens



Group 7

No metals, called the halogens

Simple molecules made form a pair of halogen atoms joined by a simple covalent bond

Going down group 7 the molecules become larger and bonds stronger

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Group 7 – Displacement

A more *reactive halogen* can *displace* a less reactive halogen from *solutions* of its *salts*.

For example, chlorine is more reactive than iodine.

A solution of chlorine can displace iodine from potassium iodide solution:

chlorine + potassium iodide → potassium chloride + iodine

$Cl_2(aq) + 2KI(aq) \rightarrow 2KCl(aq) + I_2(aq)$

When a group 7 element takes part in a reaction, its *atoms* each gain one *electron*.

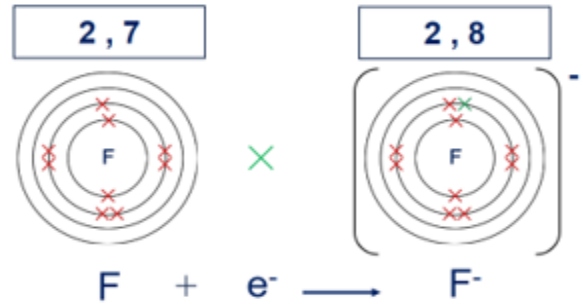
These atoms form negatively charged *ions*.

The ions have a stable arrangement of electrons, with a complete outer shell.

Group 7 atoms chemically react to gain 1 electron into their outer shell.

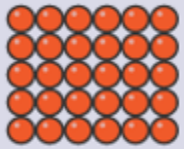
This allows them to form the stable electron arrangement that makes the Nobel Gases so unreactive

Half equation



9.7 Behavior of matter 11 Energy and the particle model

Particle arrangement and movement

State	Solid	Liquid	Gas
Closeness of particles	Very close	Close	Far apart
Arrangement of particles	Regular pattern	Randomly arranged	Randomly arranged
Movement of particles	Vibrate around a fixed position	Move around each other	Move quickly in all directions
Energy of particles	Low energy	Greater energy	Highest energy
2D diagram			

Properties of solids liquids and gases

Solids:

- have a fixed shape and cannot flow, because their particles cannot move from place to place
- cannot be *compressed* (squashed), because their particles are close together and have no space to move into

Liquids:

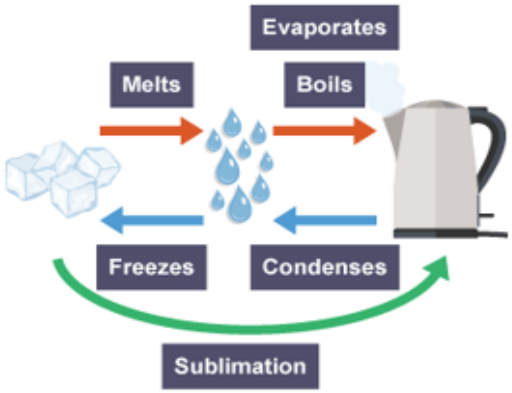
- flow and take the shape of their container, because their particles can move around each other
- cannot be compressed, because their particles are close together and have no space to move into

Gases:

- flow and completely fill their container, because their particles can move quickly in all directions
- can be compressed, because their particles are far apart and have space to move into

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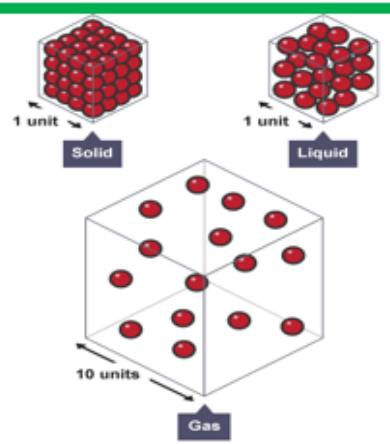
Changes of state



Denisty

All *matter* contains particles. The difference between the different states of matter is how the particles are arranged:

- in a solid - particles are tightly packed in a regular structure
- in a liquid - particles are tightly packed but free to move past each other
- in a gas - particles are spread out and move randomly



Calculating density

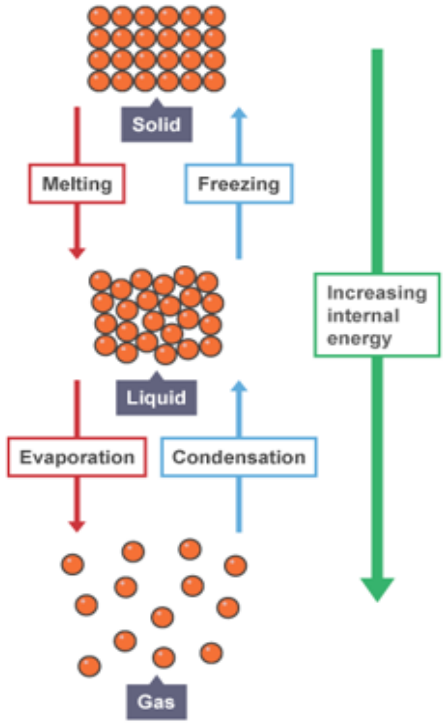
$$density = \frac{mass}{volume}$$

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

This is when

- density (p) is measured in kilograms per metre cubed (kg/m^3)
- mass (m) is measured in kilograms (kg)
- volume (V) is measured in metres cubed (m^3)

Internal energy



Specific heat capacity

The amount of energy needed to raise the temperature of 1 kg of substance by 1°C.

change in thermal energy = mass × specific heat capacity × temperature change

$$\Delta E_t = m \times c \times \Delta\theta$$

This is when:

- change in thermal energy (ΔE_t) is measured in joules (J)
- mass (m) is measured in kilograms (kg)
- specific heat capacity (c) is measured in joules per kilogram per degree Celsius (J/kg°C)
- temperature change ($\Delta\theta$) is measured in degrees Celsius (°C)

Specific latent heat

The amount of energy needed to melt or vaporise 1 kg at its melting or boiling point. As there are two boundaries, solid/liquid and liquid/gas, each material has two specific latent heats:

- latent heat of fusion - the amount of energy needed to *melt* or*freeze* the material at its melting point
- latent heat of vaporisation - the amount of energy needed to *boil* or *condense* the material at its boiling point

Calculating thermal energy changes

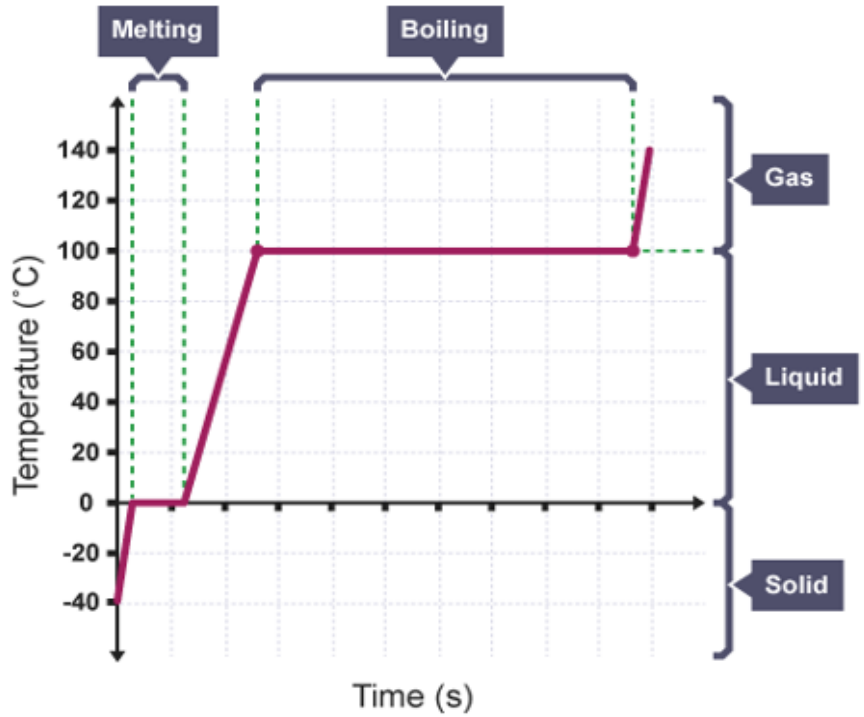
change in thermal energy = mass × specific latent heat

$$\Delta E_t = m \times l$$

This is when:

- change in thermal energy (ΔE_t) is measured in joules (J)
- mass (m) is measured in kilograms (kg)
- specific latent heat (l) is measured in joules per kilogram (J/kg)

Measuring latent heat



Term 1 Year 9 Science

1	2											3	4	5	6	7	0
							1 **H** hydrogen 1										4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4											11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Uut** ununtrium 113	[289] **Fl** flerovium 114	[289] **Uup** ununpentium 115	[293] **Lv** livermorium 116	[294] **Uus** ununseptium 117	[294] **Uuo** ununoctium 118

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number.

Students should be able to select and apply the following equations from the Physics equation sheet.

Equations required for Higher Tier papers only are indicated by HT in the left hand column.

Equation number	Word equation	Symbol equation
1 HT	pressure due to a column of liquid = height of column × density of liquid × gravitational field strength (g)	$p = h \rho g$
2	(final velocity)^2 – (initial velocity)^2 = 2 × acceleration × distance	$v^2 - u^2 = 2 a s$
3 HT	force = $\frac{\text{change in momentum}}{\text{time taken}}$	$F = \frac{m \Delta v}{\Delta t}$
4	elastic potential energy = 0.5 × spring constant × (extension)^2	$E_e = \frac{1}{2} k e^2$
5	change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m c \Delta \theta$
6	period = $\frac{1}{\text{frequency}}$	
7	magnification = $\frac{\text{image height}}{\text{object height}}$	
8 HT	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length	$F = B I l$

Year 9 Term 1 science – Key vocabulary

Week	Term		Definition
1 / 2 9.1 BOE 14 Light	1.	Design	To set out how something will be done
	2.	Describe	Recall events of facts in a specific way
	3.	Demonstrate	To show an understanding of a concept or idea through discussion, writing or drawings
	4.	Transparent	A material that allows light to pass completely
	5.	Translucent	A material that allows some light to pass
	6.	Opaque	material that allows no light to pass
	7.	Ray	A single path of light
	8.	Beam	A group of many rays closely packed together
	9.	Luminous (Non)	To emit its own source of light
	10.	Specular Reflection	To reflect from a plane mirror when i=r
	11.	Diffuse reflection	reflection from a rough or un-even surface
	12.	Normal line	A line draw at a right angle (perpendicular) to the boundary
	13.	Propagate	A spread out from one place to another
	14.	Vacuum	A space with no matter such as particles
	15.	Medium	A substance a wave passes through
Week 3 / 4 9.2 BE5 Life on Earth	16.	Write	State
	17.	Plot	Add data point to a graph or chart
	18.	Distinguish	To tell the difference between two or more things by identifying unique characteristics.
	19.	Axis	An imaginary line through the centre of the Earth from the North Pole to the South Pole, around which the Earth rotates.
	20.	Hemisphere	One half of the Earth, divided by the equator into the Northern Hemisphere (above the equator) and the Southern Hemisphere (below the equator).
	21.	Direct Sunlight	Sunlight that hits Earth at a high angle, giving more concentrated energy and making areas warmer.
	22.	Indirect Sunlight	Sunlight that hits Earth at a lower angle, spreading energy over a larger area and making it cooler.
	23.	Equator	An imaginary line around the middle of Earth that divides it into the Northern and Southern Hemispheres.
	24.	Tilt	The slant of Earth's axis at 23.5 degrees.
	25.	Rotation	The spinning of Earth on its axis, which takes 24 hours and causes day and night.
5/6 9.3 OEOO 10 Static electricity	26.	Distinguish	Notice or understand the difference between two factors
	27.	Determine	Decide what will happen
	28.	Friction	A contact force
	29.	Electrostatic force	A force acting between charges
	30.	Electron	A negative sub-atomic particle in an atom
	31.	Discharge	Built up electrons move from an insulator to a conducting material
	32.	Van-de-Graaff	A scientific piece of equipment which is used to demonstrate the effects of static electricity
	33.	Highest common factor	The largest number that divides two or more numbers without leaving a remainder

Year 9 Term 1 science – Key vocabulary

7/8 9.4 CR5 The reactivity of metals	34.	Extraction	The process of removing a substance from a mixture or material, often by using chemical or physical methods.
	35.	Catalyst	Speed up chemical reactions without being used up.
	36.	Polymer	A material that is lightweight, can be flexible or rigid, and is a good insulator,
	37.	Ceramic	a material often made from clay that is hard, brittle, and heat-resistant, but does not conduct electricity
	38.	Composite	Combine materials to be stronger and lighter, designed for specific uses.
	39.	Justify	Use evidence from the information supplied to support an answer.
9/10 BBL6 Cells to systems	40.	Ribosome	A sub cellular structure responsible for the production of proteins in all cells
	41.	Prokaryotic	A simple type of cell with no nucleus
	42.	Eukaryotic	A complex cell with DNA enclosed in a nucleus
	43.	Resolution	The ability to see two close objects as distinct objects
	44.	Magnification	How much times bigger an object looks
	45.	Electron microscope	A type of microscope capable of high magnification and resolution
	46.	Embryonic stem cell	A cell that is completely undifferentiated found in embryos.
	47.	Meristem	A cell that can differentiate into any kind of cell – found in plants.
	48.	Therapeutic cloning	A process by which stem cells are made to repair injury or cure illness
	49.	Platelets	A component of the blood that is used to clot blood
	50.	Plasma	The liquid component of blood that carries dissolved substances around the body
	51.	Artery	A type of blood vessel with a thick wall that carries blood away from the heart
	52.	Capillary	A type of blood vessel with a wall that is only one cell thick – usually the site of substance exchange (e.g. – oxygen in the lungs)
	53.	Vein	A type of blood vessel that carries blood from the body back to heart – contains valves to prevent the back flow of blood
	54.	Valve	A flap of tissue that opens when blood flows one way and closes to prevent back flow of blood.
	55.	Lumen	The name for the space within blood vessels that the blood is able to flow through.
	56.	Ventricle	The larger of the two types of chambers of the heart – found at the bottom of the heart.
	57.	Atrium	The smaller of the two types of chambers of the heart – found at the top of the heart.
	58.	Pulmonary	Anything to do with the breathing system
	59.	Vena Cava	The main vein that connects to the right atrium bringing blood to the heart from the body.
	60.	Aorta	The main artery carrying blood from the left ventricle, away from the heart under very high pressure.
	61.	Communicable	Can be passed from one organism to another
	62.	Non-communicable	Cannot be passed from one organism to another
	63.	Rask Factor	Something that will increase the chances of getting ill from a disease
11/12 BOM10 Atomic structure and the	64.	Explain	Give a reason or reasons to show why something happens or how something works.
	65.	Describe	to recall some facts, events or process in an accurate way.
	66.	Pattern	Something that has regularity to it.
	67.	Neutron	A sub-atomic particle within the nucleus with no charge.
	68.	Isotope	An atom of an element with a different number of neutrons.

Year 9 Term 1 science – Key vocabulary			
periodic table	69.	Relative atomic mass	Relative atomic mass is the weighted average mass of all the isotopes of an element, compared to the mass of a carbon-12 atom.
	70.	Nuclear attraction	The force of attraction between the positively charged nucleus of an atom and the negatively charged electrons around it. (This is electrostatic attraction)
	71.	Nucleus	The small, dense centre of an atom that contains protons and neutrons. It has a positive charge because of the protons.
	72.	Energy level / shell	A region around the nucleus of an atom where electrons are found. Each shell can hold a certain number of electrons.
	73.	Electron Configuration	The way electrons are arranged in shells (energy levels) around the nucleus of an atom.
	74.	Mass number	The total number of protons and neutrons in the nucleus of an atom.
	75.	Atomic number	The number of protons in the nucleus of an atom.
13/14 BOM11 Energy and the particle model	76.	Recognise	Identify, using prior knowledge
	77.	Represent	Show using data or a model.
	78.	Calculate	Students should use numbers given in the question to work out the answer.
	79.	Aqueous Solution	A substance dissolved in water, forming a solution, represented by the state symbol (aq).
	80.	Micrometer	A precision instrument used to measure very small lengths, typically to the nearest 0.01 mm.
	81.	Vernier Calipers	A measuring tool used to determine the internal and external dimensions of an object with an accuracy of 0.1 mm.
	82.	Resolution	The smallest change in the quantity that a measuring instrument can detect.
	83.	Internal Energy	The total kinetic and potential energy of the particles in a substance.
	84.	Absolute Zero	The lowest possible temperature (-273.15°C or 0 K) where particles have no kinetic energy.
	85.	Specific Heat Capacity (SHC)	The energy required to raise the temperature of 1 kg of a substance by 1°C.
	86.	Specific Latent Heat (SLH)	The energy required to change the state of 1 kg of a substance without changing its temperature.
	87.	SLH of fusion	The energy required to melt or freeze 1 kg of a substance at its melting point.
	88.	SLH of vaporisation	The energy required to boil or condense 1 kg of a substance at its boiling point.

History

9A How did Dr. Fern Riddell unearth the rise of democracy in the 20th Century?

Key Words

1	**Suffragist**	A member of the NUWSS, who campaigned peacefully for women's suffrage
2	**Suffragette**	A member of the WSPU, who campaigned militantly for women's suffrage
3	**Unearth**	Find out or discover
4	**Suffrage**	The right to vote
5	**Parliament**	A group of people who decide the laws of the country
6	**Source**	Something from the past which gives historians information
7	**Interpretation**	Somebody's version of the past
8	**Militant**	Using violence, usually as part of a protest
9	**Petition**	A written request, signed by the public and given to parliament

SOC: Historical Interpretations

10 ***Why do historians' interpretations vary?*** Interpretations can vary for different reasons. These may include writing at different times, asking different questions, using different evidence, or holding different attitudes.

Key Individuals

11		**Dr. Fern Riddell:** A modern historian who wrote *Death in Ten Minutes*.
12		**Kitty Marion:** A Suffragette, who took part in militant protest and kept a diary of her experiences.
13		**Mary Wollstonecraft:** A writer who argued for female equality.
14		**Emily Wilding Davison:** A Suffragette who famously died at the Epsom Derby.
15		**Christabel Pankhurst:** A Suffragette and author. Her mother was Emmeline Pankhurst, the founder of the WSPU.

Extract from *Death in Ten Minutes*

16 "Is it possible to accept our heroes as flawed? On the one hand… bands of passionate women, running around the countryside in the dead of night with guns loaded with blanks, cans of petrol and firelighters, breaking into the home of The Man, and setting fire to it as a beacon of rebellion. On the other hand, there is the brutal destruction of homes, places of worship, trains, communication networks, and the chemical and physical attacks on ministers, postmen – people going about their daily lives. Who knows how far the violence could have gone if the First World War hadn't stopped it?"

Key Takeaways

17	The Victorians believed in '**separate spheres**' for men and women. Women had limited **rights**: they might lose their children if they got a divorce and could be forcibly inspected under the Contagious Diseases Act.
18	As a Suffragette, **Kitty Marion** campaigned with 'deeds, not words'. She used **militant** methods, such as firebombing a train. In prison, she went on hunger strike and was force-fed 232 times.
19	Sources written by the **Pankhursts** present the death of Emily Davison as a deliberate act of protest. However, many historians now believe it was a terrible accident.
20	Fern Riddell argues that many interpretations of the Suffragettes after the First World War overlooked the role of more militant members, like Kitty Marion.

Key Dates

21	**1864:** Contagious Diseases Act is passed
22	**1903:** Emmeline Pankhurst sets up the WSPU
23	**1908:** Kitty Marion joins the WSPU
24	**1913:** Emily Wilding Davison dies after being hit by a horse at the Epsom Derby
25	**1914:** The Suffragettes pause their militant campaigns due to the First World War
26	**1918:** The Representation of the People Act gives the vote to 43% of women

9B Did the world sleepwalk into the First World War?

Key Words

1	**Interpretation**	Somebody's version of the past
2	**Alliance**	An agreement to work together
3	**Imperialism**	Expanding a country's power by growing the empire
4	**Nationalism**	The belief that one's own country is superior to others, and therefore deserves to be benefited at their expense
5	**Militarism**	The belief that one's country should have a strong army, and be ready to use it
6	**Ultimatum**	A final warning to do something, or face the consequences
7	**Mobilise**	Instruct an army to start preparing for war.

SOC: Causation

8	***How do I analyse the links between causes?*** Historians know that events often have multiple causes, which usually **link together**. Each cause on its own may have had a different outcome, but together they led to the **event** in question.
9	***Useful words / phrases:*** If this had not happened, then… This worsened the consequences of… because… This made people rethink the impact of… since…

Key Individuals

10		**Prof. Sir Christopher Clark:** A modern historian who wrote *The Sleepwalkers*.
11		**Franz Ferdinand:** The heir to the throne of Austria-Hungary, who was assassinated in 1914 with his wife.
12		**Gavrilo Princip:** A Bosnian Serb who assassinated Franz Ferdinand.
13		**Wilhelm II:** The German Emperor, who promised to support Austria-Hungary in 1914.

Map of the Alliance System

14



Extract from *The Sleepwalkers*

15	"The protagonists of 1914 were sleepwalkers, watchful but unseeing, haunted by dreams, yet blind to the reality of the horror they were about to bring into the world."

Key Takeaways

16	There was already a lot of **tension** in Europe before 1914. European empires were competing to build larger and stronger **empires**, particularly during the **Scramble for Africa**.
17	Britain and Germany were competing to build **dreadnoughts**, a type of warship. Germany had also prepared plans for an **invasion** of France, called the **Schlieffen Plan**, in case a war started.
18	After the assassination of **Franz Ferdinand**, Germany supported Austria-Hungary in sending an **ultimatum** to Serbia. This prompted the July Crisis. Due to the alliances, lots of different countries were pulled into the crisis and started to **mobilise** their armies.
19	**Some historians** believe that none of the European countries realised a "world war" was about to start. Everybody believed the other side would back down first.

Key Dates

20	**1870:** Germany is unified into a single country
21	**1882:** Germany, Austria-Hungary and Italy form the Triple Alliance
22	**1884:** Africa is divided between the European nations at the Berlin Conference
23	**1907:** Britain, France and Russia form the Triple Entente
24	**1914:** Franz Ferdinand's assassination triggers the 'July Crisis', resulting in the outbreak of war



9C What do war memorials reveal about why we remember the Great War?

Key Words

1	**Significance**	The reasons why something from the past is remembered
2	**Memorial**	A monument, statue, place, or ceremony intended to remember a historic person or event
3	**Propaganda**	One-sided information designed to make the audience feel a certain way
4	**Enlist**	Join the army
5	**Conscription**	Being made to join the army
6	**Artillery**	Large, powerful weapons. They fired explosive **shells** a long distance
7	**Civilian**	A person not in the armed forces
8	**Home Front**	The civilian population's actions to help during a war
9	**Colony**	A territory in an empire

SOC: Significance

10 ***How do we know why the past is remembered?*** Everybody has a different reason to remember things from the past. Often, these reasons can be categorised as: **Ground-breaking; Revealing** about the past; **Enormous** in impact; **Amazing;** or **Timeless**. But the reasons can also be deeply personal, or even controversial.

Key Individuals

11		**Claud Castleton:** A former Denes student who enlisted in 1915, fought in the Battle of Gallipoli, and died in the Battle of the Somme.
12		**Douglas Haig:** British military leader during the Battle of the Somme.
13		**Edith Cavell:** A British nurse, who was accused of being a spy by the Germans and executed.

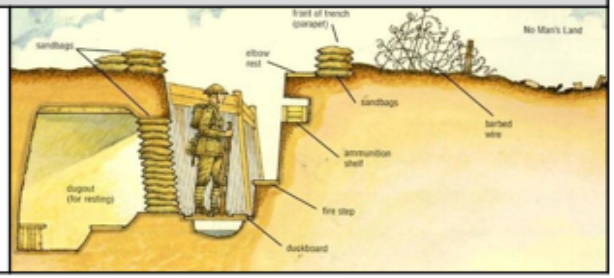
Map of the Western Front

14



Diagram of the trenches

15



Key Takeaways

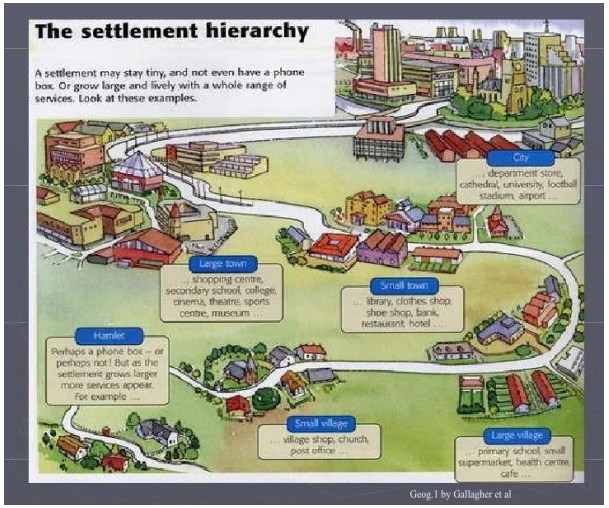
16	Since 1918, many **memorials** have been built to remember the Great War. There are around 176,000 in France alone.
17	Around 2.67 million British soldiers **enlisted** to fight in the war, and another 2 million were **conscripted**. About 886,000 of these died.
18	The worst battle of the war was the **Battle of the Somme**, in which 58,000 soldiers died on the first day.
19	The British Army was supported by around 2.5 million soldiers from around the empire. They fought at many key battles, including **Gallipoli**.
20	Women contributed to the war by volunteering as nurses, and by working in munitions factories making weapons and equipment.

Key Dates

21	**Aug 1914:** Britain joins the Great War
22	**Feb 1915:** British and colonial forces begin an attempt to invade Gallipoli
23	**Aug 1915:** Edith Cavell is arrested on suspicion of spying, and executed
24	**Jul 1916:** The Battle of the Somme begins. It becomes the bloodiest battle of the war, with 420,000 British casualties overall
25	**Nov 1918:** Germany surrenders and the war ends
26	**1920:** The Cenotaph is constructed in London

Geography

Key term	Definition
Urbanisation	An increasing % of the population moving to towns and cities.
Rural migrants	People who are originally from rural areas but move to urban areas.
Push factors	Factors that push people to leave where they live.
Pull factors	Factors that attract people to an area.
Megacity	A city with a population of over 10 million people.
Squatter settlement	Poor quality housing with no or limited services such as water, sewerage or electricity.
Sustainable	Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.







Urbanisation

- Occurs due to natural increase and rural-urban migration.
- Where cities are located is determined mainly by their geographical setting (usually flat land) and their links with other places (near the coast or a river) for trade and transport.
- Dubai is an example of a HIC city that has undergone urbanisation

Squatter settlements- Dharavi:

- Informal housing due to rapid urban migration
- Challenges: poor facilities, disease spreads easily, lack of healthcare
- Opportunities: sense of community, more jobs, better services
- Problems can solved by government redevelopment projects or by self-help schemes.

Push and Pull factors:
Push factors push people away from a place and are negative. Examples of push factors are a lack of education, high crime rates, lack of jobs etc.
Pull factors are the opposite, they pull someone towards an area and are positive. Examples of pull factors are better education, low crime rate, more jobs etc.

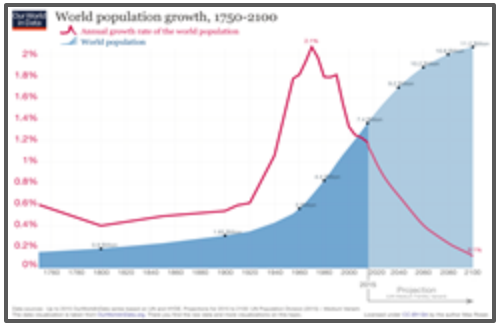
UK Resources

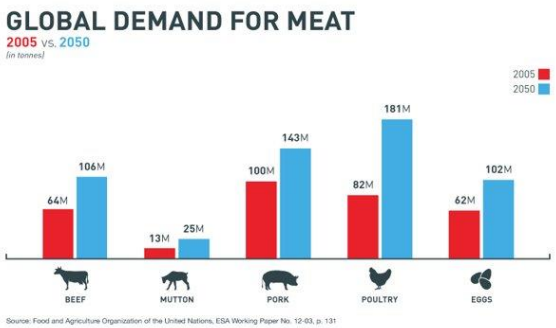
Resources	A naturally occurring material that is valuable to humans: Energy, Water, Food.
Supply	The level of availability of an item.
Demand	How many people want this item.
Sustainable	Meeting the needs of today without harming the needs of tomorrow
Malnourished	A person who lacks the nutrients to keep their body healthy
Obesity	A person who has excess body fat
Food security	Enough food to meet demand
Food insecurity	the condition of not having access to sufficient food, or food of an adequate quality, to meet one's basic needs
Famine	An extreme scarcity of food leading to large scale illness and death

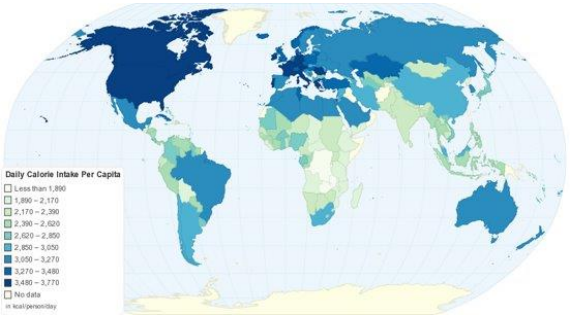
Food: The UK enjoys a temperate climate, with ample rainfall and moderate temperatures. Thanks to fertile soil, mild topography, and advanced technologies, the UK is one of the most efficient food producers in the world.
Water: Although there is an imbalance of supply and demand within the UK (with a surplus in the north and west and a deficit in the south and east), water availability is rarely a concern.
Energy: The UK possesses substantial reserves of fossil fuels (previously coal and now oil and gas), operates several nuclear power plants (utilising imported uranium), and holds potential for various forms of renewable energy including wind, solar, and hydroelectric power.

Problems of food insecurity

Famine: This is when there is a widespread shortage of food often causing malnutrition, starvation and death. There have been some devastating famines resulting from food insecurity. Former Soviet Union – droughts and crop failures resulted in the death of nine million people in the 1920s and 1930s. China – droughts and political decisions led to serious famines when millions died. There were famines in 1928-30, 1942-43 and 1959-60. Ethiopia – in the 1980s an estimated 400,000 people died of starvation due to drought and political conflict
Undernutrition: Undernutrition is the lack of a balanced diet, and deficiency in minerals and vitamins. The Food and Agricultural organisation (FAO) estimates that 805 million people suffered from undernutrition between 2012 and 2014. It is a major public health problem, particularly in southern Asia and sub-Saharan Africa. Diets in these regions are frequently deficient in protein, carbohydrates, fats, minerals and vitamins. This causes around 300,000 deaths per year and contributes to half of all child deaths

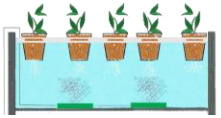






Cause of food insecurity	**Description**
Climate	LICs lack the money to invest in roads to transport crops, warehouses for safe storage, irrigation systems to water crops and machinery to increase the amount farmed.
Pests and Diseases	This will affect productivity because rainfall and temperature patterns will alter and weeds and pests may thrive in warmer conditions.
Technology	Some areas suffer water stress which means they lack water to irrigate crops. LICs may also be too poor to transfer water to areas where it is needed. Climate change will make some areas drier so less can grow.
Water supply	Drought and floods cause both loss of crops and livestock. Drought can lead to the salinisation of soil which can reduce fertile farmland. Flooding washes land and crops away.
Conflict	Poor people cannot afford to buy nutritious food which means they may not be able to farm or work. They cannot afford seeds or fertilisers which reduces the quality and quantity of crops grown.
Poverty	LICs suffer from a wider variety of pests and disease due to a lack of chemicals to treat them. Insects like locusts can decimate a crop. Human diseases like malaria can reduce the workforce available to farm.
Climate change	Wars can disrupt farming as people flee their homes. Food may be a weapon, seized by soldiers and destroyed. Area may contain landmines so can't be farmed. Food aid may not be able to reach the needy.

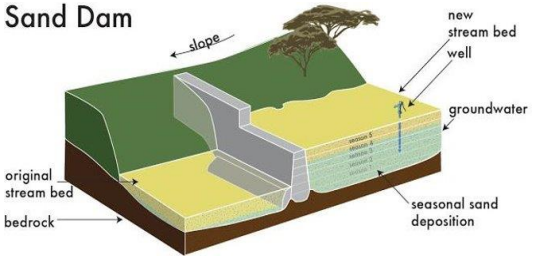
Increasing Food Supply



Irrigation: Irrigation can improve crop production in LICs by 100 to 400%. In Africa, only 10% of food comes from irrigated land. Introducing irrigation to dry areas or areas where the water supply is unreliable could provide enough grain to feed up to 2 billion people.



Biotechnology: Biotechnology is the use of science to produce plants and animals that have specific characteristics. Selective breeding of animals has been happening for a long time. This is where an animal with one beneficial characteristics, such as higher milk production or shorter calving periods, is bred with another of that species. Crops can be **generically modified (gm)** to improve them e.g. a gene from scorpions which creates poison has been implanted into a type of cabbage. The cabbages poison caterpillars but not humans.



Sand dams store water in the ground, filtering and cleaning the rainwater as it soaks into the soil. With minimal operation and maintenance costs, sand dams provide a cost-effective and sustainable way to provide a water supply in rural areas
It has been very successful because crop yields and food security have increased and water-borne diseases have been reduced

Religious Education – Year 9 – Unit 1 Islam Beliefs

Key word	Definition
Tawhid	The oneness/uniqueness of God
Angels	Spiritual beings that serve God
Islam	Surrender or submit to the will of God
Prophet	A messenger from God
Muhammad	The final Prophet
Sharia	Clear/straight path
Haram	Not allowed
Halal	Allowed
Jihad	struggle
Greater Jihad	The personal inward struggle to stay on the path of God
Lesser Jihad	The outward struggle to defend Islam against external threats.

Belief about God

Muslims believe that there is **a single god in the universe**, and the word they use to describe this god is Allah.
Muslims think that Allah is unique. There is literally nothing like or equal to Him. This is known as the principle of **Tawhid**, or 'oneness/uniqueness'.

Laws and Customs (Shariah Law)

Halal Haram

-There are many laws and customs outlined in the Qur'an, that Muslims should follow.
-They must dress modestly, e.g. many Muslims wear long clothes that cover their bodies, and women wear a hijab which covers parts of their hair/face. Food must be halal, meaning animals must be killed in a certain way.



Muhammad

- Muslims believe that **God sent his final message to Earth through Muhammad,** 1400 years ago.
- When he was around 40 years old, Muhammad is believed to have been approached in a cave by the **angel Gabriel, who sent 'revelations' from Allah.**
- The messages that Muhammad received were later collected and made into the Qu'ran. Muslims believe that they should follow the example set by Muhammad throughout their own lives.



Jihad

- **Greater Jihad** is the **struggle to keep ones faith** and follow the rules of Islam. For example, giving up time to pray 5 times a day or keeping food laws around people who do not keep the same food laws.
- **Lesser Jihad** is the struggle **to defend the faith against outside threats**. For example, in the early days of Islam Muhammads followers were being killed by the ruling families so they had to take up arms to defend themselves.



Angels

Muslims believe that there are many different Angles who have different roles.
Jibril (also known as Gabriel) is the messenger Angels who gives prophets messages from God.
Raqib and Atid are he scribes who record a persons actions and reports them to Allah on the day of Judgement.

Where do Muslims worship God?		-Muslims pray in a building called a mosque. -The word for mosque in Arabic is 'masjid.' -Muslims take off their shoes before entering the mosque to pray. This is a sign of respect. -On Fridays at noon, the most important religious service of the week is held in the mosques.
Where do most Muslims live in the world?		-There are about 50 countries around the world in which Islam is the largest religion. -The Arab world (the Middle East and Northern Africa) accounts for about 20% of all Muslims. -After Christianity, Islam is the 2nd largest religion in most European countries.

KEY TERMS	
Islam – To submit to Allah 	Hajj – Pilgrimage 
Tawhid – Oneness or uniqueness of Allah 	Zakah – Charity 
Mosque – Muslim Place of worship 	Qur'an – The only Islamic holy book, contains only the word of Allah 
Kaaba – A black stone building in Makkah. The most sacred site in Islam as it's considered the house of Allah on earth 	Makkah – dessert in Saudi Arabia. The holiest in Islam as it's the birthplace of the prophet Muhammad. 
Shahada – Profession of faith 	Sawm – Fasting 
Salat – Prayer 	Muhammad – The founder of Islam. The final prophet 

Sawm – Fasting

This is the third pillar of Islam here Muslims should abstain from food and drink between sunrise and sunset during the month of **Ramadan**. Ramadan is the 9th month in the Muslim calendar. If someone is not able to safely fast, they are exempt, for example: travelers, elderly, sick pregnant, and breast-feeding mothers.

Abstinence during Ramadan brings Muslims to greater awareness of God's presence and helps them acknowledge their gratitude for God's provisions in their lives. It serves to heighten a sense of community among believers as Muslims around the world join together in the performance of this ritual.

Shahadah – Profession of faith

This is the 1st pillar. It is the belief that "***There is no god but God, and Muhammad is the Messenger of God***" is central to Islam. This phrase, written in Arabic, is often prominently featured in architecture and a range of objects, including the Qur'an, Islam's holy book of divine revelations. Repeated before every Surah in the Qur'an apart from 1.

One becomes a Muslim by reciting this phrase with conviction 3 times. The words of the Shahadah are also repeated multiple times a day. The Shahadah expresses a Muslim's complete acceptance of and total commitment to Islam.

Repeating it encourages Muslims to consider Allah before every action, so they follow the correct path to Allah

Hajj – Pilgrimage

The 5th pillar is pilgrimage and is compulsory for Muslims to undertake at least once in their lifetime if they are healthy and can afford it. For it to count, a Muslim's journey must take place within the month of **Dhu'l-Hijja**, the 12th and final month of the Islamic calendar.

The ceremonies of the pilgrimage link to the prophet Abraham and the center of the Kabbah. The pilgrimage shows self-discipline and fulfils a religious duty, bringing Muslims closer to God.

Pilgrimage can be physically challenging so being able to complete it shows a Muslims dedication to submit to the will of Allah following their words and the teachings of the prophets.



Salah – Prayer

This is the second pillar and requires Muslims **pray 5 times a day:** at dawn, noon, midafternoon, sunset, and after dark. It is compulsory to do so if you are eligible, e.g. they have reached puberty, mentally and physically able.
Prayer takes place on a small rug or mat used only for prayer. This can either take place in a mosque or at home however you must be praying in the direction of the Kabbah in Makkah

The reason Muslims pray at all is because of what Islam means and their understanding that their purpose is to worship Allah alone, to submit to Allah.

Zakah – Charity

This is the 4th Pillar, Zakah which requires Muslims who are financially able to give a portion of their wealth to **charity.** The amount given to charity is 2.5% of their wealth. Muslims believe giving money to charity is important because they see wealth as a loan from Allah.

The donations help Muslims purify their souls by not being greedy. It's believed that the giver of money will receive a "hundred-fold" back in the afterlife

Helping each other is seen as helping Allah and fulfilling a duty to God, so by giving Zakah the Muslim community supports one another as the poorest are given financial help.

Food Technology

The Eatwell Guide

- When choosing food and drinks, current healthy eating guidelines should be followed.



Fruit and vegetables
- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Potatoes, bread, rice, pasta or other starchy carbohydrates
- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Dairy and alternatives
- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

To find out more, go to:
https://bit.ly/2QzUMfe

The Eatwell Guide
- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

Beans, pulses, fish, eggs, meat and other protein
- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and;
- People who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Oil and spreads
- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Foods high fat, salt and sugar
- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

8 tips for healthier eating
These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.
1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Hydration
- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Fibre
- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Composite/combination food
Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.



Key terms
The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.
Hydration: The process of replacing water in the body.
Dietary fibre: A type of carbohydrate found in plant foods.
Composite/combination food: Food made with ingredients from more than one food group.

Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne





Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**
Onions, garlic and chopped tomatoes: **Fruit and vegetables**
Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein** –
Cheese sauce made with milk and cheese**: Dairy and alternatives**
Olive/vegetable oil used to cook onions and mince**: Oil and spreads**

Healthy eating and physical activity

- People around the world choose and combine different food to make meals and snacks. The total amount and range of food and drinks consumed is called the diet.
- A healthy diet is made from a variety of different food and drinks, as depicted in The Eatwell Guide.
- Being active is important for health, making the body fitter and stronger.

There are many different types of food from around the world.

People all around the world need a variety of food from different food groups to have a healthy diet.

Dishes and meals eaten around the world often comprise similar food (or ingredients) combined in different ways.

The Eatwell Guide shows the proportions in which different types of foods are needed for a well-balanced and healthy diet.

The Eatwell Guide can be used to devise meals and snacks.

Fruit and vegetables
Eat at least five portions every day.

Foods high fat, salt and sugar
This type of food is not needed to be healthy. If eaten, have less often and in small amounts.

Beans, pulses, fish, eggs, meat and other protein
Eat some foods every day.



Hydration
Water and lower fat milk are healthier drink choices.
A max of 150ml of juice or smoothie a day.

Potatoes, bread, rice, pasta or other starchy carbohydrates
Eat a food from this group at every meal. Go for wholegrain varieties.

Oils and spreads
Eat in small amounts.

Dairy and alternatives
Have some of these foods every day, e.g. a pot of yogurt and a cheese sandwich.

Meals and snacks can be sorted into The Eatwell Guide food groups.

Tomato sauce
Fruit and vegetables

Base
Potatoes, bread, rice, pasta and other starchy carbohydrates



Ham
Beans, pluses, fish, eggs, meat and other proteins

Cheese
Dairy and alternatives

Activity should make:
- you feel warmer;
- you breathe harder;
- your heart beat faster.

Moderate activity includes:
- dancing;
- riding a bike.

Vigorous activity includes:
- football;
- swimming.

Being active is important for health.

Children should be active for 60 minutes a day.

YEAR 9 COMPUTER SCIENCE – AUTUMN TERM KNOWLEDGE ORGANISER

Binary, Binary Addition & Programming Algorithms

KEY VOCABULARY	BINARY & BINARY ADDITION	PROGRAMMING ALGORITHMS
Binary: Base-2 number system Denary: Base-10 number system Bit: Single 0 or 1 Algorithm: Sequence of instructions Sequential: Instructions run in order Iteration: Repetition of instructions Efficient: Uses fewer instructions Bug: Error in a program Scratch: Block-based language Python: Text-based language	8-bit values: 128 64 32 16 8 4 2 1 Examples: 3 = 00000011 12 = 00001100 17 = 00010001 32 = 00100000 89 = 01011001 Denary→Binary: Start at largest value, write 1 if it fits, otherwise 0.	Sequential Algorithm: Step 1 → Step 2 → Step 3 Iterative Algorithm: Repeat instructions Iteration reduces repeated code and improves efficiency.
Key Facts • Computers use binary • Binary uses only 0 and 1 • 8 bits = 1 byte	Binary Addition Rules: 0+0=0 1+0=1 1+1=10 (carry 1) 1+1+1=11 (carry 1) Example: 1010 + 0101 = 1111	Efficiency: An efficient algorithm contains fewer instructions and executes more quickly.



Here is an example of the same algorithm coded in two different formats.

a block-based format and a textual programming language Python

```
1  import turtle
2  Terry = turtle.Turtle()
3  Terry.color("Red")
4  Terry.shape("turtle")
5  Terry.speed(10)
6
7  for i in range(4):
8      Terry.forward(120)
9      Terry.right(90)
```

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

In the above, there is a 1 in the 1 column and 0s in all other columns, therefore if we converted the binary number 00000001 to denary we would get 1.

Art

PRIMARY COLOURS

They are used to create other colours. You can't create them through mixing other colours.

SECONDARY COLOURS

They are the colours that we have as the result of mixing two primary colours together.

COMPLEMENTARY COLOURS

Pairs of colours that contrast with each other. They are positioned opposite one another on the colour wheel.

ANALOGOUS COLOURS

Three or more colours that are next to each other on the colour wheel. They have a Harmonious appearance when used.



EMOTION AND COLOUR

- Red ~ Anger, Strength, Power.
- Orange ~ Confidence, Success, Bravery.
- Blue ~ Sadness, Trust, Peace, Loyalty.
- Green ~ Nature, Healing.
- Yellow ~ Creativity, Happiness.
- Purple ~ Royalty, Luxury, Ambition.

What is Mark Making in Art?

In art, **mark making** describes the creation of lines, dots, textures, and patterns on a surface. It is the visual record of an artist's movement and applied energy. Essentially, every visible trace left by a tool on a canvas, paper, or clay acts as the artist's unique "handwriting" or fingerprint.

Why It Matters

Mark making is a fundamental building block of art. It serves several key purposes:

- **Expression:** Marks can convey mood, emotion, and energy. A frantic, scribbled line feels different than a slow, precise, and measured stroke.
- **Texture and Depth:** Varying marks—such as hatching, stippling, or dabbing create the illusion of three-dimensional form, shadow, and tactile textures.
- **Signature Style:** The distinctive way an artist makes marks often becomes their signature style, allowing viewers to instantly recognize their work.

Artist Research: *Vincent Van Gogh*



Vincent Willem van Gogh (30 March 1853 – 29 July 1890) was a Dutch Post-Impressionist painter who is among the most famous and influential figures in the history of Western art. In just over a decade he created about 2,100 artworks, including around 860 oil paintings, most of them in the last two years of his life. They include landscapes, still life's, portraits, and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art.

Which words describe the artwork

Flowing	Organic	Subtle
Curvy	Natural	Dull
Delicate	Curved	Sad
Thick	Sharp	Gloomy
Wavy	Flowing	Bright
Jagged		Bold



Use the keywords to help describe the artwork in detail

- What kind of artwork is it?
  e.g painting, sculpture, textile, clay
- What it is of?
  e.g an object (still life) landscape, portrait (person/figure)
- Describe the composition? How it is arranged?
  e.g explain where things are in the artwork, In the centre, at the top, etc.
- What do you think about the colours used? Does it show any emotion?
  e.g vibrant, dull, smooth, bold, realistic, warm, cool, earthy, Fun, sad, busy, expressive, calm,
- How would you describe the style of his work?
  e.g delicate, soft, energetic, expressive, calm
- What do you find interesting about the artwork?
  What I like about the work is..... I like the .....

Product Design

What is Function?

In product design, **function** refers to the core purpose, utility, and technical actions a product performs. It is the practical backbone of design, ensuring a product solves a user's problem reliably and intuitively. Function sits alongside **form** (aesthetics and appearance) to dictate overall usability.

The Core Dimensions of Product Function

A product accomplishes its goals across a few key functional dimensions:

Technical: The mechanical or digital actions the product executes (e.g., a kettle boils water).

Utility: How well the product fulfils the specific, identified needs of the user.

Usability: The ease with which a user can leverage the product's function without excessive cognitive load.

Aesthetic/Emotional: Using visual form (colour, shape, mapping) to intuitively communicate how the product works.

Key Steps to Designing Functional Products

Designers evaluate and map out functionality using established steps:

User Research: Understanding exactly what problem the user needs solved to establish clear design criteria.

Function Analysis: Breaking down the product's role into action-based statements.

Prototyping: Validating how a product operates, ensuring it performs its intended mechanical, digital, or physical purpose safely and reliably.

Iterative Testing: Observing users interact with the product to ensure technical feasibility aligns with human usability.

Artist Research: *George Nelson*



Born 1908 in Hartford, Connecticut (USA), George Nelson is regarded as one of the most important figures in American design.
Active as an architect, a product and exhibition designer and a writer, he was a leading voice on design and architecture over several decades. Vitra is the sole authorised manufacturer of specified Nelson products for markets in Europe and the Middle East.
George Nelson died in New York in 1986. His estate, which is held by the Vitra Design Museun encompasses roughly 7400 manuscripts, plans, drawings, photos and slides dating from 1924 to 1984.



Features used in product design

Aesthetics – what makes it appealing
Functionality – purpose
Design brief – outline/ requirements
Prototype - model

Describe the work linked to the features

- What is the name of the artist/designer and what do they create?
  He creates …
- Describe the design?
  e.g to be decorative, modern, simple, functional, sculptural shapes
- What has he used to create the work?
  e.g wooden balls, metal rods., bright colours and clock movements
- What makes his design stand out to normal clocks?
  e.g not used numbers, unusual design, bright colours.
- What do you think is interesting about the designs?
  What I think is interesting …
  I like the way he….

P.E

Glossary of key terms for this unit:

Knock on: If a player drops the ball 'forward' – that is, towards the opposing team's tryline – or loses possession of the ball and it goes forward, a scrum is set, with the non-offending team getting the scrum feed.

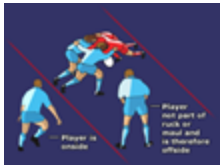
Maul: Occurs when a player carrying the ball is held by one or more opponents, and one or more of the ball-carrier's teammates bind on the ball-carrier. All the players involved are on their feet and moving toward a goal line. Open play has ended.

Lineout: Line-outs restart play after the ball, or a player carrying it, has gone out of bounds. Both teams line up opposite each other, but one team then throws the ball down the middle of the tunnel.

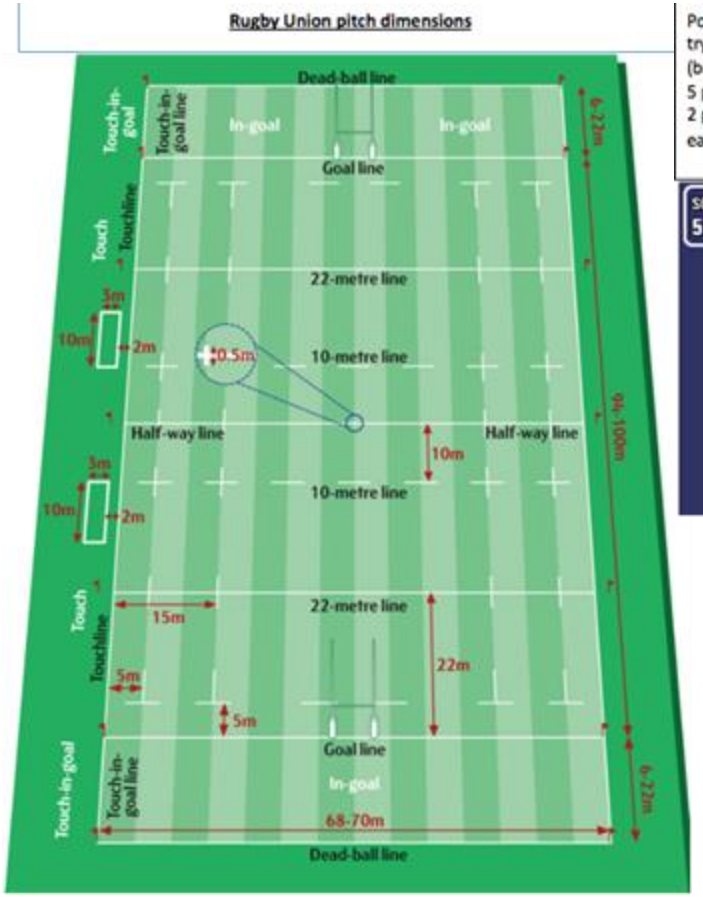
Offside: When the ball is in play, players must get onside by getting behind their team-mate who is in possession of the ball. Any player in front of a team-mate in possession of the ball is deemed offside and will be penalised if they come into play from such a position. Players are deemed offside if they enter a ruck or maul from anywhere other than behind their team-mates' side.







Rugby Year 9



Point scoring: Points can be scored in several ways: a try, scored by grounding the ball in the in-goal area (between the goal line and the dead-ball line), is worth 5 points and a subsequent conversion kick scores 2 points; a successful penalty kick or a drop goal each score 3 points.





Rugby positions:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Explain the role of a player playing in the following positions:

1. **Full Back**

1. **Hooker**

1. **Fly-Half**

1. **Flanker**

Rugby in Numbers:

How long is a rugby union match? _____

How many points is a penalty worth? _____

How many players, in one team, are there in a scrum? _____

How many points is a try worth? _____

How many players are there in the second row? _____

How many backs are there in a rugby union team? _____

How many forwards are there in a rugby union team? _____

What is the regulation length of a rugby pitch try line to try line? _____

How long does a player get in the sin bin if they receive a yellow card? _____

How many points is a conversion worth? _____

How many players are required to contest a ruck? _____

Knowledge Organiser: Year 9 Rugby

Skills:
Choose three different positions in rugby union and state the skills and abilities that are most important for their position and explain why.

1.

2.

3.

French Key Vocabulary

Nouns

janvier Jan
février Feb
mars March
avril April
mai May
juin June
juillet July
août August
septembre Sept
octobre Oct
novembre Nov
décembre Dec
un (demi-)frère a (half/step) brother
deux frères two brothers
une (demi-)soeur a (half/step) sister
le sport sport
le foot football
le vélo cycling
le collège school
la danse dance
la musique music
les serpents snakes
les jeux vidéo video games
les BD comics
les mangas manga
les araignées Spiders

Time phrases/sequencers

Le premier jour The first day
Le dernier jour The last day
Un jour One day
D'abord Firstly
Puis Then
Ensuite Next
Finalement Finally

Opinions

je pense que c'est I think that it is
À mon avis c'est In my view it is
Je dirais que c'est I would say that it is
Je l'adore. I love it.
Je l'aime. I like it.
Je ne l'aime pas. I don't like it.
Je la déteste I hate it.

Cognate = a word that looks and means the same in two languages.

Infinitive verb = a verb before it has been changed (conjugated) to match the person and tense. In French they end with er / ir / re. E.g. étudier = to study

Adjectives

sympa. nice.
Génial. great.
moderne. modern.
triste. sad.
nul. rubbish.
démodé. old fashioned.
moche. Ugly.
Chouette great
Fantastique fantastic
Formidable terrific
Ennuyeux boring
Affreux awful
Nul rubbish

Qualifiers

Assez quite
Très very
Tellement really
Extrêmement extremely
vraiment really
Trop too

Verbs

(Present)
c'est it is
je suis I am
je ne suis pas I'm not
il est he is
elle est she is
il y a there is/are

(Past)
était was
n'était pas was not
il y avait there was/were
il n'y avait pas There wasn't
c'était it was

(Future)
Je vais + infinitive I am going to
Il/elle va + infinitive he/she is going to
Nous allons + infinitive we are going to

(Infinitives)
chanter to sing
danser to dance
surfer to surf the internet
chatter to chat
rigoler to have a laugh
étudier to study
nager to swim

3. Je peux...? *Can I....?*			
Exclamation	I verb	Item/Action	Manners
Pardon! Excuse me! **Je m'excuse** I'm sorry.. **Monsieur** Sir **Madame** Miss	**Je peux** Can I **Est-ce que je peux** Can I **Je peux avoir** Can I have **Est-ce que je peux avoir** Can I have **Je peux emprunter** Can I borrow **Est-ce que je peux emprunter** Can I borrow	**ouvrir la fenêtre** open the window **fermer la fenêtre** close the window **enlever ma veste** take off my blazer **aller aux toilettes** go to the toilet **un dictionnaire** a dictionary **un stylo noir** a black pen **un stylo vert** a green pen **un crayon** a pencil **un cahier** a book **un bâton de colle** a glue stick **une règle** a ruler **des ciseaux** scissors **un point** a reward point	**s'il vous plaît?** please (polite) **s'il te plaît?** please (casual) **merci!** thank you

Vous et moi You and me	
You'll hear	You'll say
Asseyez-vous Sit down **Levez-vous** Stand up **Travaillez seul** Work alone **Travaillez avec un partenaire** Work with a partner **Travaillez en silence** Work silently **Écrivez** Write **Écoutez** Listen	**Comment dit-on ___ en français?** How do you say ___ in French? **Comment dit-on ___ en anglais?** How do you say ___ in English? **Répétez s'il vous plaît?** Repeat please? **J'ai besoin d'aide** I need help **Je ne sais pas** I don't know **Je ne comprends pas** I don't understand

Qu'est-ce que tu aimes faire sur ton portable? What do you like to do on your phone?						
Time phrase	**Opinion**	**Infinitive**	**Opinion**	**Adjective**	**Connective**	**Opinion**
Sur mon portable On my phone **Sur ma tablette** On my tablet   <

Qu'est-ce que tu aimes regarder ? What do you like to watch?						
Opinion	**Genre**	**Comparative**	**Adjective**		**Like/dislike**	**TV programmes**
Je trouve I find	**les films romantique** romantic films **les films d'horreur** horror films **les films d'action** action films **les films d'animation** animated films **les films de science-fiction** sci-fi films **les films de super-héros** superhero films **les comédies (f)** comedies	**plus** more **moins** less **aussi** as	**intéressant(e)s** **amusant(e)s** **passionnant(e)s** exciting **fascinant(e)s** fascinating **divertissant(e)s** entertaining **barbant(e)s** boring **ennuyeux(yeuses)**bo ring **bêtes** stupid **ridicules** ridiculous	**que** than **les films romantique** romantic films **les films d'horreur** horror films **les films d'action** action films **les films d'animation** animated films **les films de science-fiction** sci-fi films **les films de super-héros** superhero films **les comédies (f)** comedies	**Je les aime** **Je les aime beaucoup** I like a lot **Je les aime bien** I really like **Je les adore** **Je ne les aime pas** **Je ne les aime pas beaucoup** I don't like a lot **Je les déteste** **Ils sont** They are **Elles sont** They are	**les dessins animés** cartoons **les documentaires** documentaries **les feuilletons** soaps **les jeux télévisés** game shows **les infos (f)** the news **les séries policières (f)** police shows **les émissions de cuisine (f)** cookery shows **les émissions de sport (f)** sports shows **les émissions de télé-réalité (f)** reality TV shows

Tu veux venir? Do you want to come?

Time phrase	If phrase	First verb	Infinitive	Noun	Sequencer	Opinion	Question / response
Cet après-midi This afternoon **Ce soir** This evening **Demain** Tomorrow **Ce weekend** This weekend **La semaine prochaine** Next week **Le weekend prochain** Next weekend **Lundi** **Mardi** **Mercredi** **Jeudi** **Vendredi** **Samedi** **Dimanche**	**s'il fait beau** if the weather is good **s'il fait mauvais** if the weather is bad **s'il y a du soleil** if it is sunny **s'il pleut** if it rains **s'il neige** if it snows **si j'ai le temps** if I have time **si j'ai fait mes devoirs** If I've done my homework	**Je vais** I am going **On va** We are going **Nous allons** We are going **Je ne vais pas** **On ne va pas** **Nous n'allons pas** **J'ai envie de/d'** I feel like **J'ai l'intention de/d'** I intend **Je veux** I want	**aller** to go **manger** to eat **regarder** to watch **jouer** to play **faire** to do**	**au parc** to the park **au cinéma** to the cinema **au café** **au musée** to the museum **au stade** to the stadium **au centre-ville** to the town centre **au centre sportif** to the sports centre **à la piscine** to the pool **à la plage** to the beach **à la bibliothèque** to the library **aux magasins** to the shops **chez McDo** at McDonald's **une pizza** **du fast-food** **un film** **un match** **un spectacle** a show **au tennis / au rugby / au foot etc** **du vélo / du skate / de la natation etc**	**et après** and after **et puis** and then **et ensuite** and next **finalement** finally **mais** **cependant**	**Ça va être** It is going to be **+ qualifier** **+ adjective**	**Tu veux venir?** **D'accord** OK **Bien sûr** Of course **Bonne idée** Good idea **Pourquoi pas?** Why not? **Tu rigoles?** Are you joking? **Desolé, je ne peux pas** Sorry, I can't **Je ne veux pas** I don't want to

Que fais-tu? What do you do?						
Time phrase	**Go**		**Watch**		**Read**	
Normalement	**Je vais**	**au parc**	**Je regarde**	**un film romantique**	**Je lis**	**un BD** a comic
D'habitude	**On va**	**au cinéma**	**On regarde**	**/ les films romantique**	**On lit**	**les BD** comics
Le soir In the evening		**au café**		**un film d'horreur**		**un roman** a novel
Après le collège		**au musée**		**/ les films d'horreur**		**les romans** novels
		au stade		**un film d'action**		**un roman**
Hier	**Je suis allé(e)**	**au centre-ville**	**J'ai regardé**	**/ les films d'action**	**J'ai lu**	**fantastique**
Avant-hier	**On est allé(e)s**	**au centre sportif**	**On a regardé**	**un film d'animation**	**On a lu**	A fantasy novel
Le weekend dernier		**à la piscine**		**/ les films d'animation**		**les romans**
		à la plage		**un film de science-fiction**		**fantastiques**
Demain	**Je vais aller**	**à la bibliothèque**	**Je vais regarder**	**/ les films de science-fiction**	**Je vais lire**	fantasy novels
Ce weekend	**On va aller**	**aux magasins**	**On va regarder**	**un film de super-héros**	**On va lire**	**les contes de fées**
Le weekend prochain				**/ les films de super-héros**		fairytales
		en France to France		**Une comédie**		**un livre en français**
Quand j'étais petit(e)	**J'allais**	**à Paris** to Paris	**Je regardais**	**/ les comédies**	**Je lisais**	A book in French
When I was little	I used to go		I used to watch		I used to read	**les actualités**
À l'école primaire	**On allait**	**à la pêche** fishing	**On regardait**	**un match de foot**	**On lisait**	the news
At primary school	We used to go	**au collège** to school	We used to watch	**un match au stade**	We used to	
		au club d'échecs to		**un match au Parc des Princes (**at	read	
Un jour, j'aimerais	**aller**	chess club	**regarder**	the PSG stadium)		
One day, I would like	to go		to watch	**un spectacle** a show	**lire**	
À l'avenir, je voudrais				**un spectacle musical** a musical	To read	
In the future, I would like				**des feux d'artifice** fireworks		

Extra Vocabulary

German

Nouns

Januar Jan
Februar Feb
März March
April April
Mai May
Juni June
Juli July
August Aug
September Sept
Oktober Oct
November Nov
Dezember Dec
Bruder brother
Schwester sister
Halbbruder half brother
Halbschwester half sister
Stiefbruder step brother
Stiefschwester step sister
Geschwister siblings
Einzelkind only child
Lehrer teacher (m)
Bildschirm (m) screen
Tafel (f) black board
Lehrerin teacher (f)
Tür (f) door
Fenster (n) window

Opinions

Ich glaube, I believe
Ich denke, I think that
Ich würde sagen, I would say
Meiner Meinung nach In my opinion
Aus meiner Sicht from my point of view
Ich liebe es. I love it.
Ich mag es. I like it.
Ich mag es nicht. I don't like it.
Ich hasse es. I hate it.

Qualifiers

besonders especially
extrem extremely
sehr very
ziemlich quite
ein bisschen a bit
zu too

Time phrases/sequencers

Am ersten Tag The first day
Am letzten Tag The last day
Ein Tag One day
Zuerst Firstly
Dann Then
Danach After
Zuletzt Finally

Verbs

(Present)
Ich bin I am
Es gibt there is/are
Es ist it is
Sie sind they are
Wir sind we are
Er ist he is
Sie ist she is
Ich habe I have
Wir haben we have
Er/sie hat he/she has

(Past)
Es war it was
Ich war I was
Es gab there was/were
Ich habe ... gebrochen I broke
Ich habe ... verloren I lost
Ich bin gefallen I fell
Ich habe ... gespielt I played
Ich habe ... gemacht I did/made
Ich bin ... gefahren I travelled
Ich bin ... gegangen I went
Ich habe ... besucht I visited

(Future)
Ich werde ... bleiben I will stay
Ich werde ... reisen I will travel

Adjectives

sympathisch. nice.

toll. great.

modern. modern.

traurig. sad.

schrecklich. awful.

altmodisch. old fashioned.

hässlich. ugly.

schüchtern shy

großzügig generous

süß sweet

freundlich friendly

launisch moody

faul lazy

lustig funny

sportlich sporty

laut loud

3. Darf ich…? *May I….?*			
Exclamation	I verb	Item/Action	Manners
Entschuldige! Excuse me! **Es tut mir leid…** I'm sorry.. **Herr** Sir **Frau** Ms/Mrs	**Darf ich…** May I… **Ich brauche** I need **Hast du…** Do you have…	**das Fenster öffnen** open the window **das Fenster schließen** close the window **meine Jacke ausziehen** take off my blazer **auf die Toilette gehen** go to the toilet **ein Wörterbuch** a dictionary **einen schwarzen Stift** a black pen **einen grünen Stift** a green pen **einen Bleistift** a pencil **ein Heft** a book **einen Klebestift** a glue stick **ein Lineal** a ruler **Schere** scissors **einen Punkt** a reward point	**bitte?** please? **danke!** thank you

German Classroom Language

Euch und ich you and I	
You'll hear	You'll say
Setzt euch! Sit down **Steht auf!** Stand up **Arbeitet allein!** Work alone **Arbeitet mit einem Partner!** Work with a partner **Arbeitet in Ruhe!** Work silently **Schreibt!** Write **Hört zu!** Listen **Drei, zwei, eins – Stifte runter, Augen hier** 3,2,1 – pens down, eyes up **Drei, zwei, eins – los!** 3,2,1 – go!	**Wie sagt man __ auf Deutsch?** How do you say ___ in German? **Wie sagt man __ auf Englisch?** How do you say ___ in English? **Kannst du das bitte wiederholen?** Can you repeat that please? **Hilf mir!** Help me! **Ich weiß nicht** I don't know **Ich verstehe nicht** I don't understand

1. Was machst du gern auf deinem Handy? *What do you like to do on your phone?*							
Fronted adverbial	Present tense verb phrase	opinion	Opinion	Adjective		Connective	Opinion
Auf meinem Handy On my phone **Auf meinem Tablet** On my tablet	**blogge ich** _*_ I blog **höre ich** _*_ **Musik** I listen to music **sende ich** _*_ **Nachrichten** I send messages **nehme ich** _*_ **Selfies** I take selfies **teile ich** _*_ **Fotos / Videos** I share photos/videos **sehe ich** _*_ **Filme** I watch films **chatte ich** _*_ **mit Freunden** I chat with friends **lade ich** _*_ **Lieder herunter** I download songs **mache ich** _*_ **TikToks** I make TikToks	**gern** gladly **sehr gern** very gladly **ziemlich gern** quite gladly **nicht gern** not gladly **gar nicht gern** not at all gladly **lieber** prefer	**ich denke es ist** **meiner Meinung nach ist es** **ich würde sagen, es ist** **, denn es ist** as it is	**super** **toll** **interessant** **lustig** **schwierig** difficult **dumm** **langweilig** **spannend** **faszinierend**		**und** **, aber** **jedoch** **dennoch** nevertheless	**es macht mich lachen** it makes me laugh **es macht mir gute Laune** it puts me in a good mood **es macht mir schlechte Laune** it puts me in a bad mood **es macht mir viele Freude** it gives me joy **es macht mir keine Freude** it gives me no joy
Auf seinem/ ihrem Handy On his/her phone **Auf seinem/ ihrem Tablet** On his/her tablet	**bloggt er/sie** _*_ he/she blogs **hört er/sie** _*_ **Musik** he/she listens to music **sendet er/sie** _*_ **Nachrichten** **nimmt er/sie** _*_ **Selfies** **teilt er/sie** _*_ **Fotos / Videos** **sieht er/sie** _*_ **Filme** **chattet er/sie** _*_ **mit Freunden** **ladet er/sie** _*_ **Lieder herunter** **macht er/sie** _*_ **TikToks**		**, weil es** because it		**ist** is		

2. Was siehst du gern? What do you like to watch?

Opinion	Genres of film / TV	conjunction	Comparative adjective				verb	Like/dislike
Ich sehe gern I like watching **Ich sehe sehr gern** I really like watching **Ich sehe nicht gern** I don't like watching **Ich sehe gar nicht gern** I really don't like watching	**Liebesfilme** romantic films **Horrorfilme** horror films **Actionfilme** action films **Zeichentrickfilme** animated films **Science-Fiction-Filme** **Superhelden-Filme** superhero films **Komödien** comedies **Cartoons** **Dokumentationen** documentaries **Seifenopern** soaps **Gameshows** **die Nachrichten / Tagesschau** the news **Krimiserien** police/crime shows **Kochsendungen** cooking shows **Sportsendungen** sports shows **Realityshows**	**, weil sie** because they **, obwohl sie** although they *Remember the verb goes to the **end** of the clause…*	**interessanter** more interesting **lustiger** funnier **spannender** more exciting **faszinierender** more fascinating **unterhaltsamer** more entertaining **langweiliger** more boring **nerviger** more annoying **blöder** sillier **absurder** more ridiculous **besser** better **schlechter** worse		**als** than	**Liebesfilme** **Horrorfilme** **Actionfilme** **Zeichentrickfilme** **Science-Fiction-Filme** **Superhelden-Filme** **Komödien** **Cartoons** **Dokumentationen** **Seifenopern** **Gameshows** **die Nachrichten / Tagesschau** **Krimiserien** **Kochsendungen** **Sportsendungen** **Realityshows**	**sind.** are	**Ich mag sie.** **Ich mag sie sehr.** I like them lots **Ich liebe sie.** **Ich mag sie nicht.** **Ich hasse sie.** **Sie sind** They are **Sie sind nicht** They are not
			so as	**interessant** **lustig** **spannend** **faszinierend** **unterhaltsam** entertaining **langweilig** **nervig** annoying **blöd** sillier **absurd** ridiculous **gut** good **schlecht** bad	**wie** as			

3. Willst du kommen? Do you want to come**?**

Time phrase	If phrase	Subject + auxiliary verb	Noun	Infinitive	Sequencer	Opinion	Question / response
Heute Nachmittag This afternoon **Heute Abend** This evening **Morgen** Tomorrow **Dieses Wochenende** This weekend **Nächste Woche** Next week **Nächstes Wochenende** Next weekend **Am Montag** **Am Dienstag** **Am Mittwoch** **Am Donnerstag** **Am Freitag** **Am Samstag** **Am Sonntag**	**, wenn das Wetter gut ist,** if the weather is good **, wenn das Wetter schlecht ist,** if the weather is bad **, wenn es sonnig ist,** if it is sunny **, wenn es regnet,** if it rains **, wenn es schneit,** if it snows **, wenn ich Zeit habe,** if I have time **, wenn ich meine Hausaufgaben gemacht habe,** If I've done my homework	**werde ich** I will **werden wir** we will **werde ich nicht** **werden wir nicht** **will ich** I want **habe ich Lust auf** I feel like **habe ich vor,** I intend	**in den Park** **ins Kino** to the cinema **ins Café** **ins Museum** **ins Stadion** **in die Stadtmitte** to the town centre **ins Sportzentrum** to the sports centre **ins Schwimmbad** to the pool **an den Strand** to the beach **in die Bibliothek** to the library **in die Geschäfte** to the shops	**gehen** to go **fahren** to travel/ride	**danach** and after **und dann** and next **zuletzt** finally **aber** **jedoch**	**es wird ___ sein** It is going to be ____ **+ qualifier** **+ adjective** *(in the space)* *e.g. es wird sehr interessant sein*	**Willst du kommen?** **OK** OK **Natürlich** Of course **gute Idee** Good idea **Warum nicht?** Why not? **Spinnst du?** Are you mad? **Es tut mir Leid, das kann ich nicht** Sorry, I can't **Ich will nicht** I don't want to
			bei McDonald's at McDonald's **Pizza** **Fast food**	**essen** to eat			
			einen Film **ein Spiel** **eine Show** a show	**sehen** to watch			
			Tennis / Rugby / Fußball etc	**spielen** to play			
			Schwimmen / Segeln / Rodeln etc	**machen** to do			
			in den Park **ins Kino** **ins Café** **ins Museum** **ins Stadion** **in die Stadtmitte** **ins Sportzentrum** **ins Schwimmbad** **an den Strand** **in die Bibliothek** **in die Geschäfte**	**zu gehen** to go **zu fahren** to travel/ride			
			bei McDonald's at McDonald's **Pizza / Fastfood**	**zu essen** to eat			
			einen Film **ein Spiel** **eine Show** a show	**zu sehen** to watch			
			Tennis / Rugby / Fußball etc	**zu spielen**			
			Schwimmen / Segeln / Rodeln etc	**zu machen**			

4.Was machst du? What do you do?

Time phrase	Go / travel	Noun phrase	Past participle/infinitive	Watch	Noun	Past participle/infinitive	Read	Noun	Past participle/infinitive
Normalerweise **Am Abend** In the evening **Nach der Schule**	**gehe ich** **fahre ich*** **gehen wir** **fahren wir ***	**in den Park** **ins Kino** **ins Café** **ins Museum**		**sehe ich** **sehen wir**	**einen Liebesfilm / Liebesfilme** **einen Horrorfilm / Horrorfilme** **einen Actionfilm / Actionfilme** **einen Zeichentrickfilm / Zeichentrickfilme**		**lese ich** **lesen wir**	**einen Comic** a comic **Comics** comics **einen Roman** a novel	
Gestern **Vorgestern** **Letztes Wochenende**	**bin ich** **sind wir**	**ins Stadion** **in die Stadtmitte** **ins Sportzentrum** **ins Schwimmbad**	**gegangen.** **gefahren.***	**habe ich** **haben wir**	**einen Science-Fiction-Film / Science-Fiction-Filme** **einen Superhelden-Film / Superhelden-Filme**	**gesehen**	**habe ich** **haben wir**	**Romane** novels **einen Fantasieroman** A fantasy novel	**gelesen**
Morgen **Dieses Wochenende** **Nächstes Wochenende**	**werde ich** **werden wir**	**an den Strand** **in die Bibliothek** **in die Geschäfte**	**gehen.** **fahren.***	**werde ich** **werden wir**	**eine Komödie** **ein Fußballspiel** **ein Spiel im Stadion**	**sehen** to watch	**werde ich** **werden wir**	**Fantasieromane** fantasy novels	**lesen** To read
Als ich klein war, When I was little **In der Grundschule** At primary school	**ging ich** I used to go **fuhr ich** I used to travel **gingen wir** We used to go **fuhren wir** We used to travel	**nach Deutschland *** to Germany **nach Berlin *** to Berlin **Angeln** fishing **zur Schule** to school **zum Schachclub** to chess club		**sah ich** I used to watch **sahen wir** We used to watch	**ein Spiel in der Allianz Arena** (at the Bayern-Munich stadium) **eine Show** a show **ein Musical** a musical **Feuerwerke** fireworks		**las ich** I used to read **lasen wir** We used to read	**Märchen** fairytales **ein Buch auf Deutsch** A book in German **die Nachrichten** the news **die Zeitung** the newspaper	
Ein Tag möchte ich One day, I would like **In Zukunft würde ich gern** In the future, I would like			**gehen.** to go **fahren.***			**sehen** to watch			**lesen** To read

Cognate = a word that looks and means the same in two languages.

Infinitive verb = a verb before it has been changed (conjugated) to match the person and tense. In Spanish they end with ar/er/ir.
E.g. comer = to eat.

Spanish Key Vocabulary

Nouns

enero Jan
febrero Feb
marzo March
april April
mayo May
junio June
julio July
agosto Aug
septiembre Sept
octubre Oct
noviembre Nov
diciembre Dec
hermano brother
hermana sister
hermanastro step brother
hermanastra step sister
hijo único/a only child (m/f)
profesor teacher (m)
profesora teacher (f)
puerta door
alumnos pupils
mesas tables
sillas chairs
ventana window

Qualifiers

sumamente extremely
muy very
bastante quite
un poco a bit
demasiado too

Opinions

creo que I believe

pienso que I think that

diría que I would say

en mi opinión In my opinion

desde mi punto de vista from my point of view

me encanta I love it.

Me gusta I like it.

no me gusta. I don't like it.

Lo odio. I hate it.

Verbs

(present)
soy I am
hay there is/are
Es it is
son they are
somos we are
Él es he is
Ella es she is
Tengo I have

(past)
fue/era it was
era I was
había there was/were
Fui I went
Fuimos we went
Visité / visitamos I/we visited
Jugué / jugamos I/we played

(Near future)
Voy a + infinitive I am going to
Vamos a + infinitive We are going to

(Infinitives)
ir to go
jugar to play
visitar to visit
tener to have

Adjectives

sincero/a sincere

tímido/a shy

generoso/a generous

serio/a serious

listo/a clever

tonto/a silly

simpático/a nice

tranquilo/a calm

divertido/a fun

3. ¿Puedo…? *Can I….?*			
Exclamation	I verb	Item/Action	Manners
¡Disculpe! Excuse me! **Lo siento** I'm sorry **Señor** Sir **Señorita** Miss **Señora** Ms/Mrs	**¿Puedo…** Can I	**abrir la ventana** open the window **cerrar la ventana** close the window **quitarme la chaqueta** take off my blazer **ir al baño** go to the toilet	**por favor?** please? **¡gracias!** thank you
	Necesito I need	**un diccionario** a dictionary **un bolígrafo negro** a black pen **un bolígrafo verde** a green pen **un lápiz** a pencil **un cuaderno** a book **un pegamento** a glue stick **una regla** a ruler **unas tijeras** scissors **un punto** a reward point	**por favor** please **¡gracias!** thank you

Vosotros y yo You and me	
You'll hear	You'll say
¡Sentaos! Sit down **¡Levantaos!** Stand up **¡Trabajad en parejas!** Work with a partner **¡Trabajad en silencio!** Work silently **¡Escribid!** Write **¡Escuchad!** Listen **¡Mirad!** Look **Tres, dos, uno - bolís en mesa, ojos aquí** 3,2,1 – pens down, eyes here **Tres, dos uno – vamos** 3,2,1 - go	**¿Cómo se dice __ en español?** How do you say ___ in Spanish? **¿Cómo se dice __ en inglés?** How do you say ___ in English? **¿Puedes repetir?** Can you repeat please? **¿Qué significa ____?** What does ____ mean? **¡Ayúdame!** Help me! **No lo sé** I don't know **No entiendo** I don't understand

1. ¿Qué te gusta hacer en tu móvil? *What do you like to do on your phone?*						
Time phrase	Opinion	Infinitive	Opinion	Adjective	Connective	Opinion
En mi móvil On my phone **En mi tableta** On my tablet	**me gusta** **me gusta mucho** I like a lot **me encanta** **prefiero** **no me gusta** **no me gusta mucho** I don't really like **no me gusta nada** I don't like at all **odio**	**blogear** blogging **escuchar música** listening to music **enviar mensajes** sending messages **sacar selfies** taking selfies **compartir fotos/ videos** sharing photos/ videos **ver películas** watching films **chatear con mis amigos** chatting with my friends **descargar canciones** downloading songs **crear TikToks** making TikToks	**pienso que es** **en mi opinión es** **diría que es** **porque es**	**súper** **genial** **interesante** **divertido** **difícil** difficult **estúpido** **aburrido** **emocionante** **fascinante** **rápido** fast	**y** **pero** **sin embargo** **no obstante** nevertheless **aunque** although	**me hace reír** it makes me laugh **me hace sentir mejor** it makes me feel better **me hace sentir bien** it makes me feel good **me hace sentir mal** it make me feel bad
En su móvil On his/her phone **En su tableta** On his/her tablet	**le gusta** he/she likes **le gusta mucho** he/she likes a lot **le encanta** he/she loves **prefiere** he/she prefers **no le gusta** **no le gusta nada** **odia** he/she hates					

2. ¿Qué te gusta ver? What do you like to watch?

Opinion	Genres of film / TV	conjunction		Comparative adjective		Genres of film / TV	Like/dislike
(No) me gusta ver I (don't) like watching **Me gusta mucho ver** I really like watching **Odio ver** I hate watching **Suelo ver** I tend to watch **Me chifla ver** I love watching **Me interesa ver** I am interested in watching	**las películas de amor** romantic films **las películas de terror** horror films **las películas de acción** action films **las películas de animación** animated films **las películas de ciencia ficción** **las películas de superhéroes** superhero films **las comedias** comedies **los dibujos animados** cartoons **los documentales** documentaries **las telenovelas** soaps **los concursos** game shows **las noticias** the news **las series policiacas** police/crime shows **los programas de cocina** cooking shows **los programas de deporte** sports shows **los realitys**	**porque son** because they are **aunque son** although they are	**más** more **meno s** less **tan** as	**interesantes** **graciosas/os** funny **emocionantes** exciting **fascinantes** fascinating **divertidas/os** entertaining **aburridas/os** boring **molestas/os** annoying **tontas/os** silly **buenas/os** good **malas/os** bad **mejores que** better than **peores que** worse than	**que** than **como** as	**las películas de amor** **las películas de terror** **las películas de acción** **las películas de animación** **las películas de ciencia ficción** **las películas de superhéroes** **las comedias** **los dibujos animados** **los documentales** **las telenovelas** **los concursos** **las noticias** **las series policiacas** **los programas de cocina** **los programas de deporte** **los realitys**	**Me gustan.** **Me gustan mucho.** I like them lots **Me encantan.** **No me gustan.** **Los/Las odio.** **Son** They are **No son** They are not

3. ¿Quieres venir conmigo? Do you want to come with me**?**

Time phrase	If phrase	Form of 'ir'	Infinitive	Noun	Sequencer	Opinion	Question / response
Esta tarde This afternoon **Esta noche** This evening **Mañana** Tomorrow **Este fin de semana** This weekend **La semana próxima** Next week **El fin de semana que viene** Next weekend **El lunes** **El martes** **El miércoles** **El jueves** **El viernes** **El sábado** **El domingo**	**si hace buen tiempo** if the weather is good **si hace mal tiempo** if the weather is bad **si hace sol** if it is sunny **si llueve** if it rains **si nieva** if it snows **si tengo tiempo** if I have time **si he hecho mis deberes** If I've done my homework	**voy a** I am going to **vamos a** we are going to **no voy a** **no vamos a** **quiero** I want **tengo ganas de** I feel like	**ir** go	**al parque** **al cine** to the cinema **a un café** **a un museo** **al estadio** **al centro de la ciudad** to the town centre **al polideportivo** to the sports centre **a la piscina** to the pool **a la playa** to the beach **a la biblioteca** to the library **a las tiendas** to the shops	**y después** and after **y luego** and next **finalmente** finally **pero** **sin embargo**	**Va a ser** _____ It is going to be ____ **+ qualifier** **+ adjective**	**¿Quieres venir?** **Vale** OK **Por supuesto** Of course **Buena idea** Good idea **¿Por qué no?** Why not? **¿Estás loco/a?** Are you mad? **Lo siento, no puedo** Sorry, I can't **No quiero** I don't want to
			comer eat	**McDonald's** **pizza** **comida rápida** fast food			
			ver watch	**una película** **un partido** a game/match **un espectáculo** a show			
			jugar play	**al tenis** **al fútbol** **al rugby** **al voleibol**			
			hacer do	**natación** swimming **gimnasia** **deporte** sport **mis deberes** my homework			

¿Qué haces? What do you do?

Time phrase	Go / travel		Watch		Read	
Normalmente **Por la noche** In the evening **Después del insti**	**voy** **vamos**	**al parque** **al cine** to the cinema **a un café** **a un museo** **al estadio** **al centro de la ciudad** to the town centre **al polideportivo** to the sports centre **a la piscina** to the pool **a la playa** to the beach **a la biblioteca** to the library **a las tiendas** to the shops **a España** to Spain **a Madrid** to Madrid **de pesca** fishing **al insti** to school	**veo** **vemos**	**una película de amor** **una película de terror** **una película de acción** **una película de animación** **una película de ciencia ficción** **una película de superhéroes** **una comedia** **un partido de fútbol** **un partido en el estadio** **un partido en el estadio de Bernabéu** (at the Real Madrid stadium) **un espectáculo (musical)** a (musical) show **fuegos artificiales** fireworks	**leo** **leemos**	**un cómic/tebeo** a comic **cómics/tebeos** comics **una novela** a novel **novelas** novels **una novela de fantasía** A fantasy novel **novelas de fantasía** fantasy novels **cuentos de hadas** fairytales **un libro en español** A book in Spanish **las noticias** the news **el periódico** the newspaper
Ayer **Anteayer** **El fin de semana pasado**	**fui** **fuimos**		**vi** **vimos**		**leí** **leímos**	
Mañana **Este fin de semana** **El fin de semana que viene**	**voy a ir** **vamos a ir**		**voy a ver** **vamos a ver**		**voy a leer** **vamos a leer**	
Cuando era pequeño/a, When I was little **En la escuela primaria** At primary school	**iba** I used to go **íbamos** We used to go		**veía** I used to watch **veíamos** We used to watch		**leía** I used to read **leíamos** We used to read	
Un día, me gustaría ir/ver/leer One day, I would like to go/watch/read **En el futuro me gustaría ir/ver/leer** In the future, I would like to go/watch/read						

Film Music

Harmony
•Major Happiness, optimism, success
•Minor Sadness, seriousness (e.g. a character learns of a loved one's death)
•Dissonant Scariness, pain,

•Click Track- A click
•Cues The parts of the film that require music. This is agreed between the director and the composer.
•Diagetic -Music that is part of the action: the characters in the film can hear it.
• Leitmotif- A short melody that is associated with a character or idea in a film.
•Mickey Mousing- When the music fits precisely with a specific part of the action in a film.
•Non-diagetic- Music that is not part of the action: the characters in the film cannot hear it. It is just for the audience.
• Underscore -Where music is played at the same time as the action or dialogue

Rhythm
- Strong sense of pulse
- Dance-like rhythms
- Irregular rhythms Excitement, unpredictability
- Rhythmic ostinato
- Menace, tension



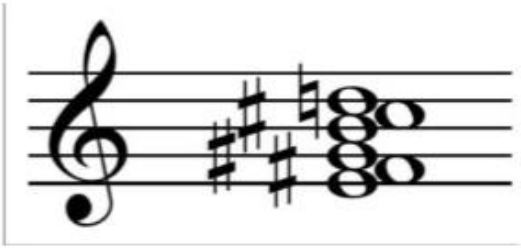
Texture
- Layers - of different sounds and ideas

Structure
- Through composed



Melody
- Leitmotifs
- Manipulation of leitmotifs to match the action (Changing rhythm, instrumentation, accompaniment, adding new material or development of ideas)
- Quick changes of melodies
- Rapid shifts from one musical idea to the next
- Sudden changes of pitch
- Cluster chords

Dynamics
- Loud -Surprise, power, large things
- Quiet Gentleness, weakness, intimacy, small things (e.g. a new-born lamb)



•Hanz Zimmer
•John Williams
•Danny Boyle

Year 9 - Dance Knowledge Organiser – Stimulus Awareness.

Key vocabulary – Physical & Performance Skills

Extension	The lengthening of body parts outwards. E.g. Straight arms and pointed toes
Flexibility	The range of movement possible in the joints/muscles
Coordination	The ability to use different parts of the body together smoothly and efficiently.
Posture	The way the body is held
Stamina	Ability to maintain physical and mental energy over periods of time.
Timing	Performing the correct movement at the correct time. This should be in time with your group
Musicality	How in time you are with the music
Energy	How much physical effort you apply to the performance
Facial Expressions	Animating the face to engage with your audience/communicate the theme of your performance
Projection	Projecting your movements outwards into the space with appropriate energy.
Dynamic Awareness	Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc.

Key questions

Key question	Answer
What is a stimulus?	A stimulus is the starting point/theme of a dance. Anything can be used as a stimulus if it allows the choreographer to generate ideas for movement. The stimulus of a dance can be communicated to the audience through movement or through constituent features.
What is a choreographic device?	Choreographic devices are the tools we use to manipulate movement in order to enhance, exaggerate and embody actions. They're a great way to give a class or a group of children ownership over their dance.

Key vocabulary - Choreographic Devices:

Canon	Performing the same movement one after another.
Unison	Performing the same movement at the same time
Formation	The position you stand in to perform.
Levels	The height at which you perform your movement
Repetition	Repeating the same movement or phrase more than once
Accumulation	Gaining dancers as a phrase is performed
Retrograde	Performing the movement backwards.
Juxtaposition	Showing a contrast on stage. This can be applied using speed or style etc
Fragmentation	Dividing the dance into smaller chunks and reordering this to create a new phrase

Contemporary Dance:

Contemporary dance is a style of interpretive dance that embraces innovation, blending techniques from various genres, including classical ballet, jazz, modern dance, and lyrical dance. This genre of dance, which focuses more on floor work over leg work and pointe, isn't restricted by the rules that govern traditional dance forms

Key questions

Key question	Answer
Who is Andrew Winghart?	Andrew Winghart is a famous for being a Choreographer. He has cited people like Travis Wall and Mia Michaels as key influences. The 31-year-old choreographer was born in Wisconsin, United States. He began training at the Accent on Dance Studios in Waukesha, Wisconsin at age 9. He later accepted a full-ride academic scholarship to the University of Southern California, where he studied Business Administration and Cinematic Arts.
What is the main role of a choreographer?	• Put together moves in a sequence to create new dances or interpretations of existing dances • Choose the music that will accompany a dance routine • Audition dancers for a role in a show or within a dance company • Assist with costume design, lighting, and other artistic aspects of a show • Teach complex dance movement
What is a Dancers Role?	A dancer's responsibility it to continuously develop their performance and technical skills so that they are able to learn and perform new movements. They should learn and remember the choreography as well as contributing to any choreography tasks that are set. They must attend all rehearsals and apply any feedback given by the choreographer. Skills needed to do this include the following: • Creativity • Communication skills • Organisation skills • Time management skills • Technical & performance skill

Top tips when choreographing a dance:

1. **Analyse the brief** – write down all of your initial ideas when looking at your stimulus. This can include facts colours, textures, themes, era's etc.
2. **Generate more than one initial response** and explore your ideas before choosing your final idea
3. **Generate a motif** that communicates your stimulus
4. Pick a piece of **music that will communicate the stimulus** to your audience/compliment your dance

Different stimulus:

- **Auditory Stimuli – Music or Sounds**
- **Kinaesthetic Stimuli – Movement or Actions**
- **Visual Stimuli – Pictures or Words.**







5. **Motif development** – develop your motif using choreographic devices and RADS.
6. **Structure** – Choose a structure for your dance that allows you to communicate your stimulus with the audience.
7. **Rehearse and Refine** – Rehearse your movement, use self and peer assessment to refine your ideas.
8. **Perform & Evaluate** – Perform your final piece of choreography. Evaluate this once you have performed.

RADS:

When creating a piece of choreography from a stimulus it is useful to consider RADS. RADS are used to ensure that the features of a performance communicate the stimulus to the audience.

R- Relationships

Who you dance with on stage/How you dance with others. For example solo, duet, ensemble, and quartet.

A – Action

The movement that you perform.

D – Dynamics

The quality that you attach to each movement for example fluid, sharp, soft etc.

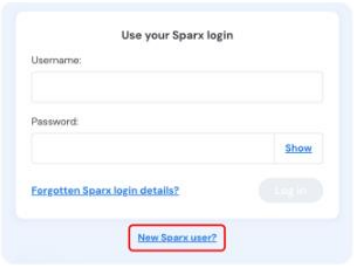
S – Space

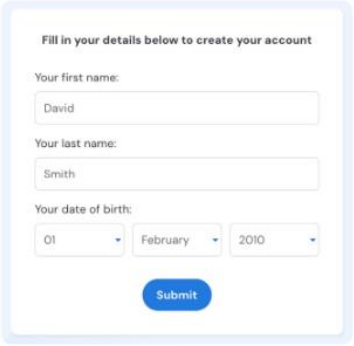
The area in which you perform your dance. The formation, level and shape and size of your movement.

SPARX Maths

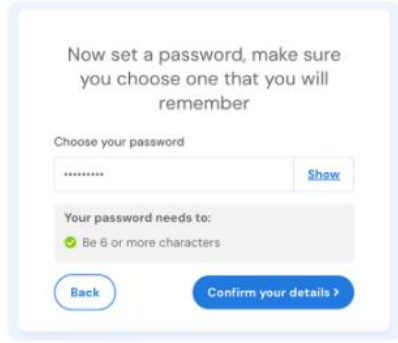
Student Guide to Logging In

1. Go to **sparxmaths.com**
2. Select **Student Login**
3. Carefully select your school from the list
4. Select **New Sparx user**
5. Enter your:
   - First Name
   - Last Name
   - Date of Birth
6. Click **Submit**

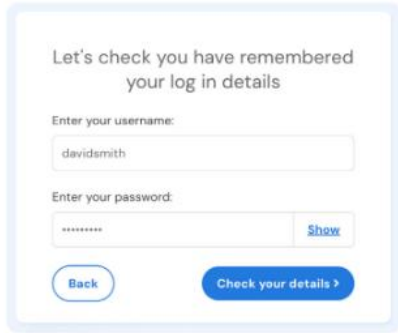




7. You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it



8. Confirm your username and password, then click **Check your details**
9. You can now log in to Sparx using your username and password



10. If a password is lost, you can select the option to request a new password from your teacher

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

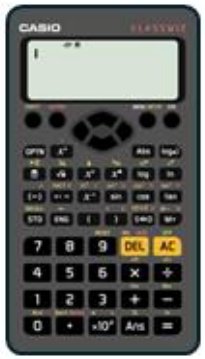
SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

SPARX Maths

Week Topic	% Completed	Bookwork Code	Working out

Essential calculator buttons





1

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

1) Press

Then use the arrow keys to help you help you fill in the boxes.

2) Type the value of your numerator.

Now press

Then use the arrow keys to move to the denominator and type that in.

2

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

Simplifying works the same way on both calculators.

Type your fraction into the calculator and press execute.

$\frac{12}{15}$

$\frac{4}{5}$

3

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

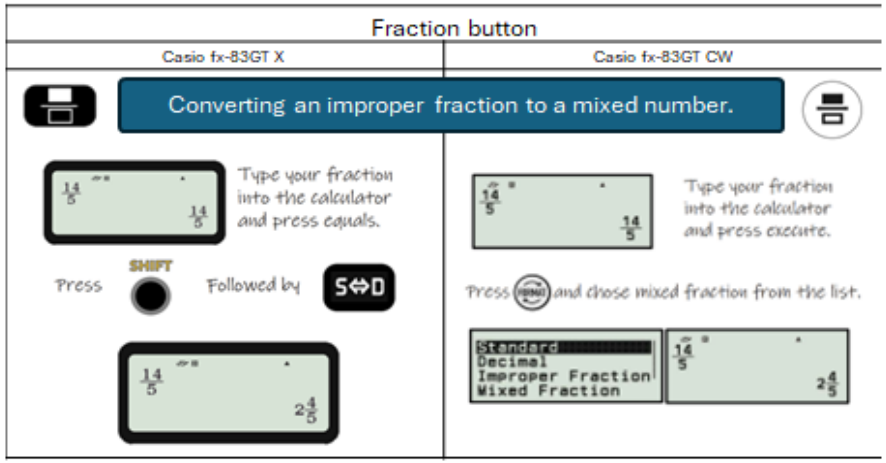
Using for calculations works the same way on both calculators.

Press the fraction button and type in your calculation

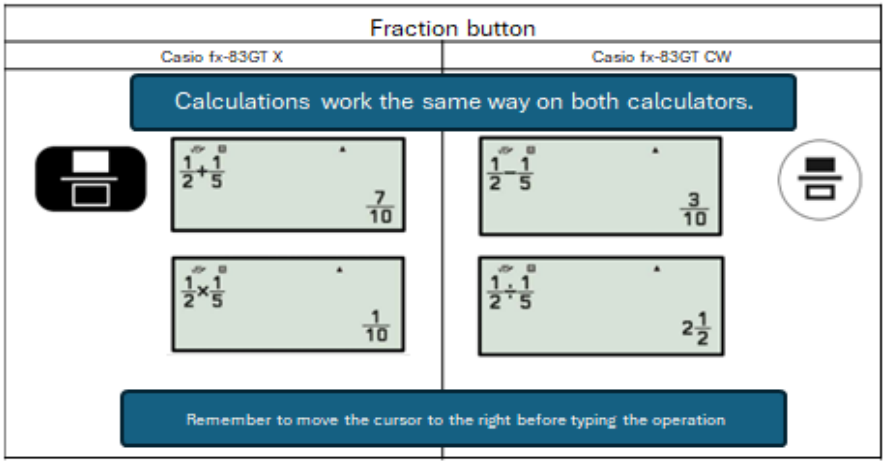
$\frac{13^2+11}{\sqrt{25}\times 6}$

6

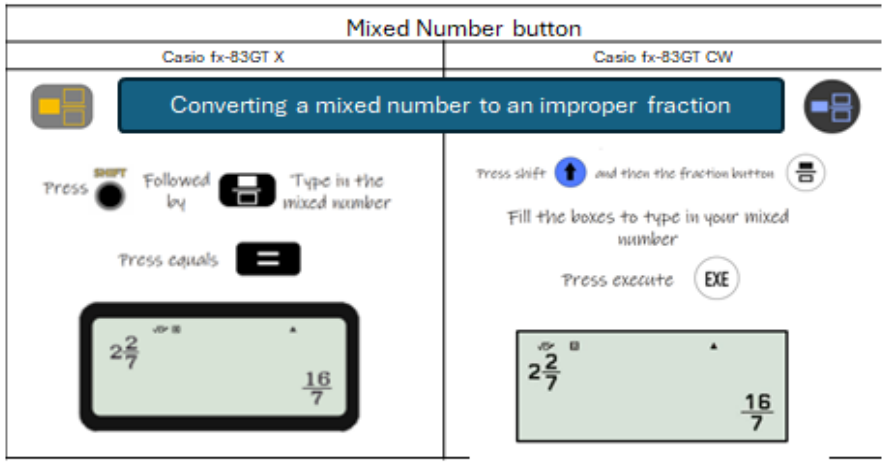
4


Fraction button
Casio fx-83GT X
Casio fx-83GT CW
Converting an improper fraction to a mixed number.
Type your fraction into the calculator and press equals.
Press
SHIFT
Followed by
S⇔D
Type your fraction into the calculator and press execute.
Press and chose mixed fraction from the list.
Standard
Decimal
Improper Fraction
Mixed Fraction

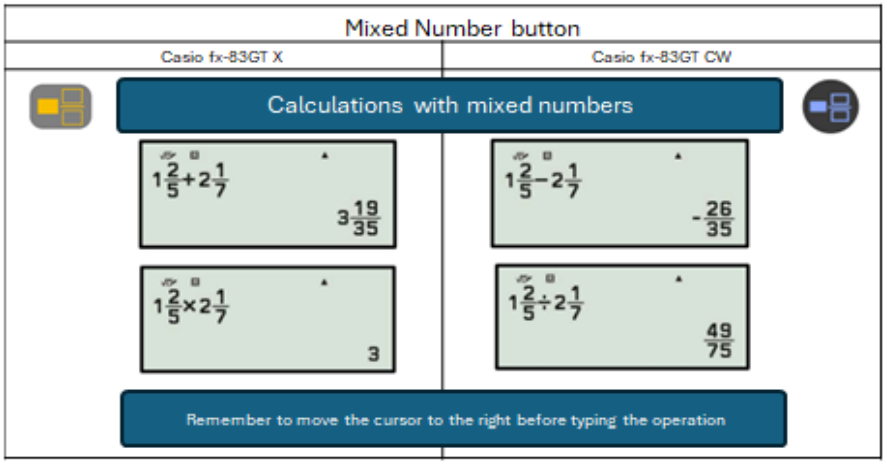
5


Fraction button
Casio fx-83GT X
Casio fx-83GT CW
Calculations work the same way on both calculators.
Remember to move the cursor to the right before typing the operation

6


Mixed Number button
Casio fx-83GT X
Casio fx-83GT CW
Converting a mixed number to an improper fraction
Press
SHIFT
Followed by
Type in the mixed number
Press equals
Press shift and then the fraction button
Fill the boxes to type in your mixed number
Press execute
EXE

7


Mixed Number button
Casio fx-83GT X
Casio fx-83GT CW
Calculations with mixed numbers
Remember to move the cursor to the right before typing the operation

8

Fraction button

Casio fx-83GT X	Casio fx-83GT CW

Converting a mixed number to an improper fraction

Converting between fractions and decimals





Type your decimal into the calculator and press equals.



Press SHIFT S⇔D

Converting between fractions and decimals







9

Recurring decimal button

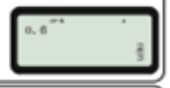
Casio fx-83GT X	Casio fx-83GT CW

Using the recurring decimal button

Convert $0.\dot{6}$ to a fraction

Type 0 . SHIFT x^2

then fill the box with a 6 and press equals



Convert $0.\dot{2}\dot{8}$ to a fraction

Type 0 . SHIFT x^2

then fill the box with 28 and press equals (you do not need to put the box in twice)



Type 0 . then press ↑ $\blacksquare^2$

This brings up the recurring decimal box



Now type the recurring decimals in the box and press execute.

10

Powers

Casio fx-83GT X	Casio fx-83GT CW

Square and cube

Instead of writing 4×4

Type 4 then x^2



Cubed 4^3

Instead of writing $4 \times 4 \times 4$

Type 4 then x^3



Instead of writing 4×4

Type 4 then $\blacksquare^2$



There is no cubed button. Use the any power button.

11

Powers

Casio fx-83GT X	Casio fx-83GT CW

Any power

Any Power 7^5

Instead of writing $7 \times 7 \times 7 \times 7 \times 7$

Type 7

press $x\blacksquare$



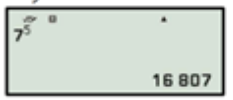
then put a 5 in the box

Any Power 7^5

Instead of writing $7 \times 7 \times 7 \times 7 \times 7$

Type 7

press $\blacksquare^{\blacksquare}$



then put a 5 in the box

12

Powers

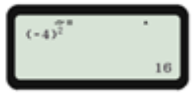
Casio fx-83GT X	Casio fx-83GT CW

Negative Powers

Squared -4^2

Be careful! Type ((−) 4)

then x^2



Any Power -7^5



Type ((−) 7)

press $x^{\square}$ then put a 5 in the box

Method 1 - Squared -4^2

Be careful!

Type (− 4)



then $\blacksquare^2$

Any Power -7^5



Type (− 7)

press $\blacksquare^{\square}$ then put a 5 in the box

13

Plotting linear graphs $y = 3x + 2$

Casio fx-83GT X	Casio fx-83GT CW

1) Press 3

to bring up the function screen



2) Write 3 ALPHA X) + 2 =

3) Complete the next screen to match your values. Press = after each one





The calculator displays a table of values which you can scroll through

1) Chose table from the home menu.





2) Click tools ooo and select table range.

3) Complete the next screen to match your values. Press = after each one. Then execute.





4) Click tools ooo and select define f(x)/g(x).



Define the function.



The calculator displays a table of values which you can scroll through.



14

Plotting quadratic graphs $y = x^2 - x - 2$

Casio fx-83GT X	Casio fx-83GT CW

1) Press 3

to bring up the function screen



2) Write ALPHA X) x^2 − ALPHA X) − 2 =

3) Complete the next screen to match your values. Press = after each one

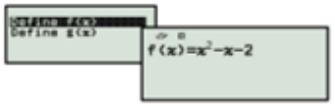




The calculator displays a table of values which you can scroll through

1) Setup your table in the same as when setting up a table for a linear graph.

2) Define your function





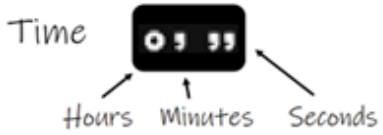
The calculator displays a table of values which you can scroll through.

15

Time

Casio fx-83GT X	Casio fx-83GT CW

Time Button



Time

Now in blue on + button





16

Time

Casio fx-83GT X	Casio fx-83GT CW

Using the time Button

Convert $2\frac{1}{4}$ hours to hours and minutes

Type in mixed number and press =

Now press



The calculator shows 2 hours, 15 minutes and 0 seconds

Convert $2\frac{1}{4}$ hours to hours and minutes

Type in mixed number and press EXE

Press MENU and chose sexagesimal.



17

Time

Casio fx-83GT X	Casio fx-83GT CW

Using the time Button

Convert 575 minutes to hours and minutes

Type 0 °' " 5 7 5 °' " =

The calculator shows 9 hours, 35 minutes and 0 seconds



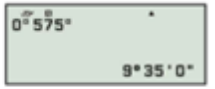
Convert 575 minutes to hours and minutes

Type 0 °' + This represents 0 hours

Type 5 7 5 °' + This represents 575 minutes

If there are 0 seconds you do not need to put these in.

Press EXE



This automatically changes the value to hours and minutes

The answer reads 9 hours, 35 minutes, 0 seconds

18

Time

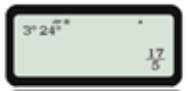
Casio fx-83GT X	Casio fx-83GT CW

Using the time Button

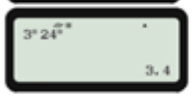
Convert 3 hours 24 minutes to hours

1) Type 3 °' " 2 4 °' " =

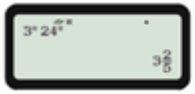
2) Press S⇔D button to change to an improper fraction



3) Press S⇔D button to change to a decimal



4) Press SHIFT S⇔D button to change to a mixed number



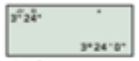
Convert 3 hours 24 minutes to hours

Type 3 °' + This represents 3 hours

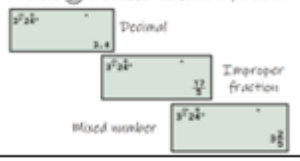
Type 2 4 °' + This represents 24 minutes

If there are 0 seconds you do not need to put these in.

Press EXE



Press MENU and chose the format you want



19

Time Calculations

Casio fx-83GT X	Casio fx-83GT CW

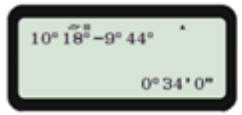
Difference in time between 10:18 and 9:44

For 1018 type

10 °' " 18 °' "

And you want to subtract the starting time of 0944

− 9 °' " 4 4 °' "



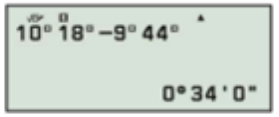
The calculator shows 0 hours, 34 minutes and 0 seconds

For 1018 type

10 °' + 18 °' + This represents 10 hours and 18 minutes

And you want to subtract the starting time of 0944

− 9 °' + 44 °' + EXE



The calculator shows 0 hours, 34 minutes and 0 seconds

20

Time button

Casio fx-83GT X	Casio fx-83GT CW

Speed Calculations

$$speed = \frac{Distance}{Time}$$

1) Press

2) Fill the distance of 450 in the numerator

3) Fill the denominator with the time calculation

11 0 – 9 30





Average speed = 300Km/h

21

Turn frequency on/off

Casio fx-83GT X	Casio fx-83GT CW

1) Press SHIFT MENU SETUP



2) Down Arrow



3) Press 1 for Statistics

4) Press 1 for on (or 2 for off)



This will set the calculator to have a frequency column

1) Press ⚙ and select statistics.



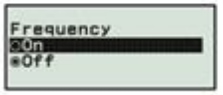
2) Choose either 1 variable or 2.

3) Click on the tools button



4) Click on frequency

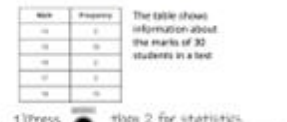
4) Choose where to turn the frequency on or off.



22

Mean from a table

Casio fx-83GT X	Casio fx-83GT CW



The table shows information about the marks of 30 students in a test

1) Press MODE then 2 for statistics

2) press 1 for 1 variable

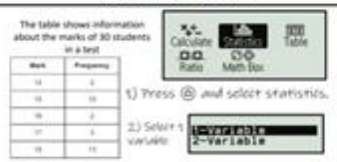
3) Enter values into 1st column. Move across to enter frequency into 2nd column

DO NOT PRESS AC

4) Press OPTN then 3:1-variable Calc



Mean $\bar{x} = 16.5$ Sum of values $\sum x = 495$ Number of values $n = 30$



The table shows information about the marks of 30 students in a test

1) Press ⚙ and select statistics.

2) Select 1 variable

3) Enter values into 1st column. Press EXE after each value. Move across to 2nd column to enter frequency into 2nd column.



Press EXE when all values are in the table.



Choose 1 variable



Mean $\bar{x} = 16.5$ Sum of values $\sum x = 495$ Number of values $n = 30$

23

Casio fx-83GT X	Casio fx-83GT CW

Ratio calculations work the same way on this calculator.

Use = instead of exe

Finding one part of a ratio from another part (1)

A packet of sweets is shared in the ratio 4 : 5. If the larger share is 60 sweets, how much is the smaller share?



Select ratio from the home screen

Select A:B=X:D





Change the first ratio to 4:5 and the D to 60 Type each number and press EXE each time

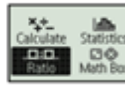
Press EXE again to get the value x.



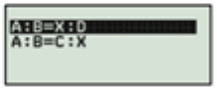
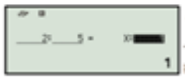
24

Casio fx-83GT X	Casio fx-83GT CW
Ratio calculations work the same way on this calculator. Use = instead of exe	Finding one part of a ratio from another part (2.) A sum of money is shared in the ratio 2 : 7. If the smaller sum of money is €18, how much is the larger share?  Select ratio from the home screen Select A:B=C:X   Change the first ratio to 2:7 and the C to 18 Type each number and press EXE each time Press EXE again to get the value x. 

25

Casio fx-83GT X	Casio fx-83GT CW
Ratio calculations work the same way on this calculator. Use = instead of exe	Writing a ratio in the form 1 : n Write the ratio 2: 5 in the form 1: n  Select ratio from the home screen Select A:B=C:X   Change the first ratio to 2:5 and the C to 1 Type each number and press EXE each time Press EXE again to get the value x. 

26

Casio fx-83GT X	Casio fx-83GT CW
Ratio calculations work the same way on this calculator. Use = instead of exe	Writing a ratio in the form n : 1 Write the ratio 2: 5 in the form n: 1  Select ratio from the home screen Select A:B=C:D   Change the first ratio to 2:5 and the D to 1 Type each number and press EXE each time Press EXE again to get the value x. 

27

PSHE – signposting support

Health and wellbeing

General health

nhs.uk

NHS non emergency 111
111.nhs.uk

Mental health

Kooth.com

beateatingdisorders.org.uk

mind.org.uk

giveusashout.org
text *'shout'* to 85258

youngminds.org.uk

Specific health conditions

cancerresearchuk.org

teenagecancertrust.org

adfam.org.uk

Personal safety

Alcohol and drugs

alcoholchange.org.uk

talktofrank.com
0300 123 6600

wearewithyou.org.uk

Violence and gangs

victimsupport.org.uk/you-co
0808 1689 111

isthisok.org.uk

stgilestrust.org.uk
020 7708 8000

General Safety

childline.org.uk
0800 11 11

Suffolk.police.uk

extremedialogue.org

Relationships and Sex Education

brook.org.uk

refuge.org.uk

mankind.org.uk

actonitnow.org.uk
01270 250 390

Online safety

Ceop.police.uk

reportharmfulcontent.com

General Support for young people

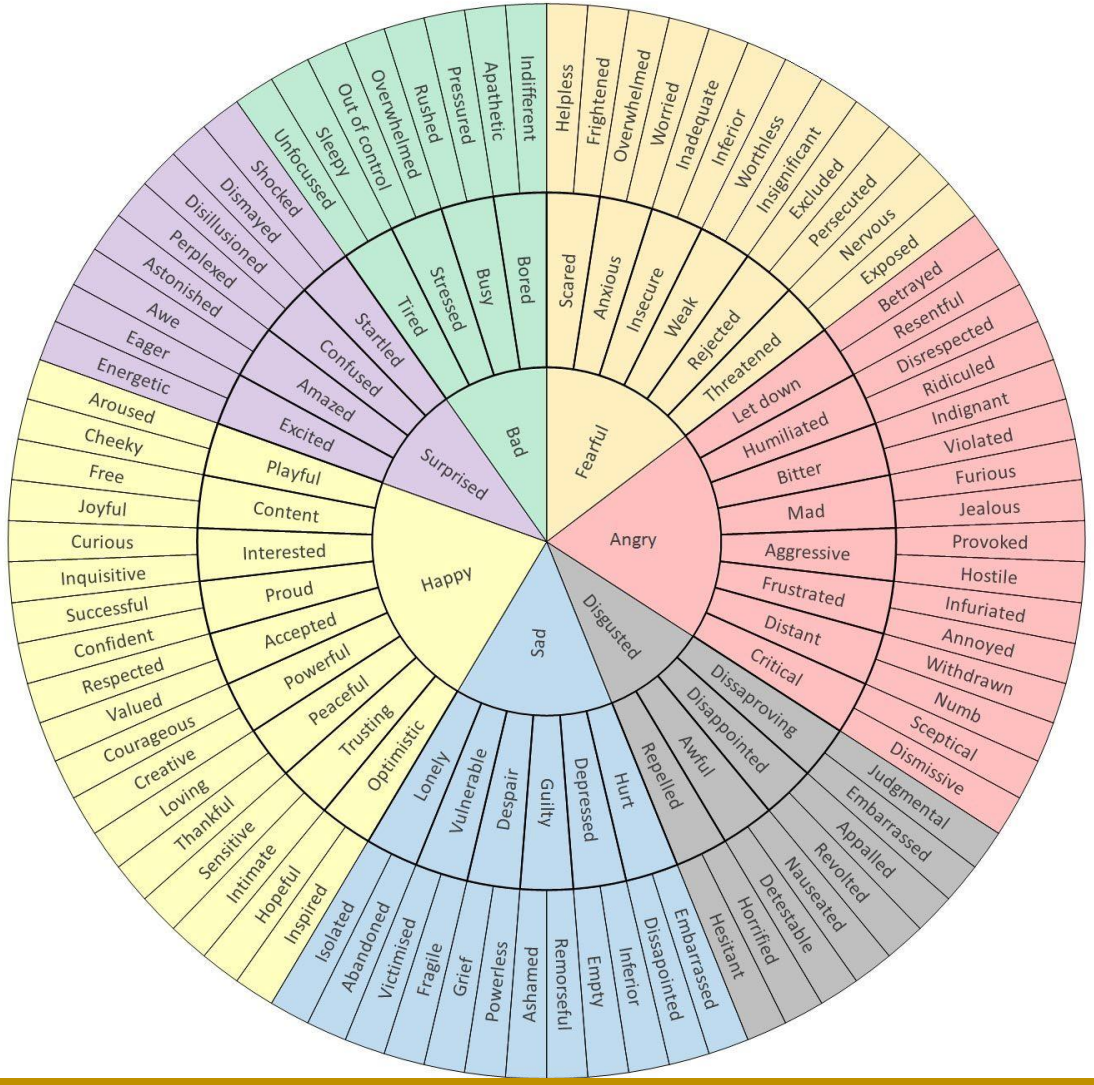
themix.org.uk
0808 808 4994

thesource.me.uk

Support for the LGBT+ Community

galop.org.uk

Further signposting support


Bad
Fearful
Angry
Disgusted
Sad
Happy
Surprised
Indifferent
Apathetic
Pressured
Rushed
Overwhelmed
Out of control
Sleepy
Unfocussed
Shocked
Dismayed
Disillusioned
Perplexed
Astonished
Awe
Eager
Energetic
Aroused
Cheeky
Free
Joyful
Curious
Inquisitive
Successful
Confident
Respected
Valued
Courageous
Creative
Loving
Thankful
Sensitive
Intimate
Hopeful
Inspired
Optimistic
Trusting
Peaceful
Powerful
Accepted
Proud
Interested
Content
Playful
Excited
Amazed
Confused
Startled
Bored
Busy
Stressed
Tired
Helpless
Frightened
Overwhelmed
Worried
Inadequate
Inferior
Worthless
Insignificant
Excluded
Persecuted
Nervous
Exposed
Scared
Anxious
Insecure
Weak
Rejected
Threatened
Let down
Humiliated
Bitter
Mad
Aggressive
Frustrated
Distant
Critical
Betrayed
Resentful
Disrespected
Ridiculed
Indignant
Violated
Furious
Jealous
Provoked
Hostile
Infuriated
Annoyed
Withdrawn
Numb
Sceptical
Dismissive
Dissaproving
Disappointed
Awful
Repelled
Judgmental
Embarrassed
Appalled
Revolted
Nauseated
Detestable
Horrified
Hesitant
Hurt
Depressed
Guilty
Despair
Vulnerable
Lonely
Embarrassed
Dissapointed
Inferior
Empty
Remorseful
Ashamed
Powerless
Grief
Fragile
Victimised
Abandoned
Isolated