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INSTRUCTIONS

What homework do I have as a Year 9 student?

Year 9 students should spend a **total of 60 minutes** each evening on revision and retrieval activities.

1. Knowledge Organiser -Self Quizzing
30 minutes self-quizzing
2. Sparx
30 minutes Sparx reading or Sparx maths or reading your own book.

What is a Knowledge Organiser and how will it help me?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject.

Do I have to bring my Knowledge Organiser every day?

Yes - bring your Knowledge Organiser and KO exercise book to every lesson, every day.





Who will check my KO homework?

Your subject teacher and your tutor.

How should I use my Knowledge Organiser to help me learn?

You are expected to complete **one A4 side** of paper each day.

First **complete ½ page using look, cover, write, check'** to ensure that you learn the core knowledge

Look	Cover	Write	Check
<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Cover or flip the knowledge organiser over.</p> 	<p>Write down everything you remember.</p> 	<p>Check. Correct any mistakes in green pen and add anything you missed.</p> 

You can then **choose to continue to look-cover-write-check for the remainder of the page or complete one (or more) of the following revision tasks:**

- * Mind maps
- * Flow Charts
- * Mnemonics
- * Revision Clock
- * Create quiz questions and answers.
- * Draw a half-page poster.
- * Write a poem or song lyrics.
- * Write a paragraph explanation.
- * Draw a google doodle and annotate your sketch with an explanation.
- * Write a script for a 30 second news bulletin for a childrens' news programme.

[When should I complete my homework?](#)

Year 9

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Week 1	English KO <i>Plus</i> 30 minutes Sparx reading	Maths 60 minutes of Sparx maths	Science 60 minutes of Sparx Science	Languages KO <i>Plus</i> 30 minutes Quizlet or Memrise	Performing Arts KO (Rotation)	Optional additional: Sparx Reading
Week 2	DT/ Food/ Graphics KO or task (Rotation)	RE KO <i>Plus</i> 30 minutes Sparx maths	History KO <i>Plus</i> 30 minutes Sparx reading	Geography KO <i>Plus</i> 30 minutes Sparx maths	Art KO <i>Plus</i> 30 minutes Sparx reading or Sparx maths	Sparx maths

AUTUMN Half-term 1

Cycle 1: VISUAL ELEMENTS - LINE & TONE

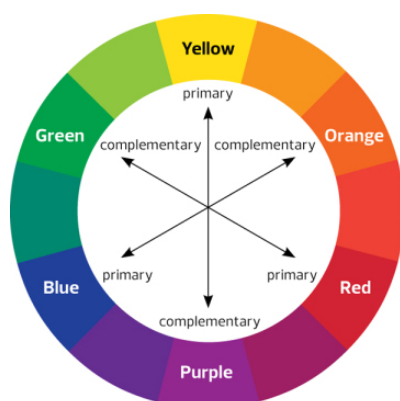
1	Line	used by artists to describe objects, add detail or create expression
2	Tone	how dark or light something is in an artwork
3	Mark making	describes the way artists produce different lines, dots, marks, patterns and textures
4	Form	created by using different tones that suggest different amounts of light hitting a subject
5	Contrast	the difference between tones
6	Shading	used to create different tones in a drawing
7	Directional shading	the direction of the marks to emphasise the form of the object
8	Cross hatching	uses lines that cross at different angles to each other

Cycle 2: DRAWING TECHNIQUES

1	Line drawing	refers to a kind of drawing in which there are only lines and no shading
2	Tonal drawing	drawings that show a full range of tones, or shades, look more realistic
3	Stippling	dots used instead of lines to build up tone. The size, number and distance between the dots will change the tones created
4	Composition	how a drawing or artwork is arranged
5	Proportion	the relation of one part to the whole, or to other parts
6	Contour drawing	uses only the outline of shapes to show the subject, no shading or tones
7	Continuous line drawing	a technique in which there is continuous contact between the drawing tool and the surface that is being drawn on
8	Timed drawing	completed in a set time

Cycle 3: TECHNIQUES

1	Media	refers to the materials you use to create your art
2	Mixed media	mixed media is artwork in the making of which more than one medium has been employed
3	Collage	the process of finding, collecting, arranging and sticking
4	Monoprint	a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals
5	Wet on wet	a watercolour technique that uses wet paint against wet paint or wet paper
6	Blending	a painting technique where two different colours are slightly mixed together when wet, giving a smooth transition from one colour to the next
7	Transition colour	a product of the two blended colours (if you blend blue into yellow, the transition colour will be green)
8	Colour wheel	circular arrangement of colours showing their relationship to each other



AUTUMN Half-term 2

Cycle 1: KEY FACTS & INFORMATION: DAY OF THE DEAD

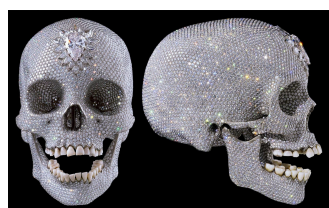
1	Dia de los Muertos	Day of the Dead
2	Dates of celebration	1st & 2nd November
3	All Soul's Day	a day of prayer and remembrance for the faithful departed, observed by Christians on 2 November
4	Purpose of celebration	celebrating ancestors; celebration of life not death
5	Sugar skull	both a symbol of death and rebirth
6	Ofrenda	altar / offerings
7	Purpose of ofrendas	structures dedicated to the deceased, upon which gifts and offerings are placed in order to guide their spirits back among the living just for the holiday
8	Purpose of toy skulls and skeletons	to introduce children to the concept of death without fear

Cycle 2: SYMBOLISM: DAY OF THE DEAD

1	Symbolism	representation of subjects or ideas by use of an object or motif to create underlying meaning
2	Motif	a recurring fragment, theme or pattern that appears in a work of art
3	Marigold	bright orange flower
4	Marigolds represent	power, strength, and light that lives inside of a person
5	Purpose of the marigold petals	to help loved ones' spirits find the altar
6	Butterfly	represents life, hope, change, transformation
7	Skull	represents mortality, human condition, 'memento mori'
8	Memento mori	Latin phrase meaning 'remember you must die'

Cycle 3: DAMIEN HIRST

1	Damien Hirst	British conceptual artist and creator of art installations
2	Conceptual art	art for which the idea (or concept) behind the work is more important than the finished art
3	Installation art	used to describe large-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time
4	Controversial artworks	have made Hirst one of the world's wealthiest living artists
5	Disturbing artwork features	morbid, medicinal found objects and animals - both dead and alive animals
6	<i>For The Love of God</i>	a platinum recreation of a human skull with human teeth, covered in 8,601 diamonds
7	Value of artwork <i>For The Love of God</i>	precious stones amounting to £15 million



SPRING Half-term 1

Cycle 1: Clay Techniques

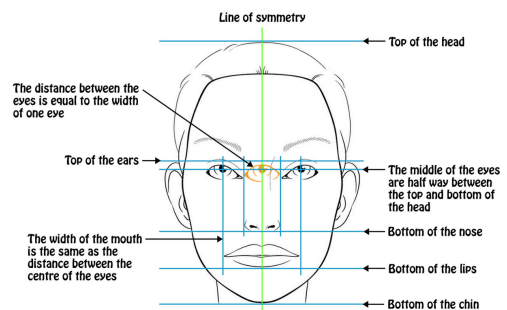
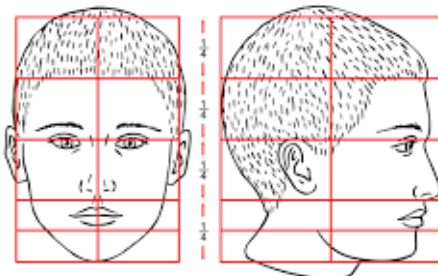
1	Ceramics	a hard material made from clay that has been fired in a kiln
2	Air Dried Clay	a type of clay that hardens when exposed to air, without the need for firing in a kiln
3	Score	to scratch the surface of clay to help pieces stick together
4	Slip	watery mixture of clay used for joining pieces of clay together
5	Texture	the surface quality that can be seen and felt. In clay, texture can be created by adding visual and tactile interest to a piece.
6	Applied Patterns	patterns, textures and decoration made in clay often using techniques like stamping, painting, or by adding other pieces of clay to the surface
7	Incised Patterns	a design carved or scratched into the surface of clay
8	Leather Hard	a stage in clay when it is firm but still slightly damp. It is strong enough to hold its shape and can be carved or joined with other pieces

Cycle 2: Portraiture

1	Portrait	representation of a person
2	Self-portrait	portrait of the artist by the artist
3	Successful portrait	draw the viewer in and reveal something about the subject's personality, instead of being only a good likeness
4	Symmetry	faces are generally symmetrical, with small differences adding uniqueness
5	Expression & Emotion	portraits can convey feelings through facial expressions, body language, and the overall composition

Cycle 3: Proportions of the Human Face

1	Basic structure	the face is about 5 eyes wide
2	Eye Level	eyes are halfway down the head
3	Nose	bottom of the nose is halfway between the eyes and chin
4	Mouth	mouth is one-third down from the nose to the chin
5	Eyes	space between the eyes equals the width of one eye
6	Ears	tops of ears align with eyebrows; bottoms align with the nose
7	Chin	chin is about one-third from the nose to the chin



SPRING Half - term 2

Cycle 1: Colour Theory

1	Colour Wheel	a diagram used in the visual arts to represent the colours of the visible spectrum and their relationships to one another
2	Primary	red, yellow and blue colours that can not be mixed
3	Secondary	<ul style="list-style-type: none"> ● orange, purple and green ● mixed by using the primary colours ●
4	Harmonious	<ul style="list-style-type: none"> ● colours that sit side by side on the colour wheel ●
5	Warm Colours	red, orange and yellow colours associated with the sun, warmth and fire

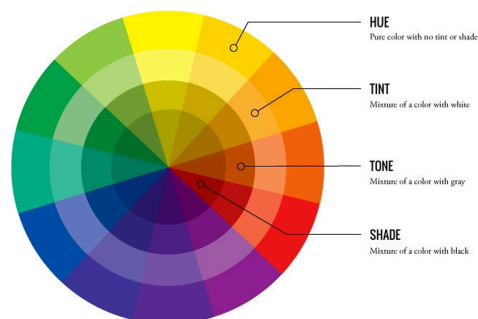
Cycle 1: Colour Theory Continued

1	Cool Colours	green, blue, purple and shades of these colours are cool colours
2	Complementary	colours which are opposite on the colour wheel, clashing colours, they enhance the intensity of each other
3	Hue	pure colour with tint or shade
4	Tone	the lightness or darkness of a colour
5	Tint	a variation of a colour produced by adding white to it
6	Shade	a variation of a colour produced by adding black to it

Cycle 3: Composition - Balance

1	Composition	arrangement of different elements within an artwork or design
2	Balance	refers to how different elements are arranged in a composition
3	Visual weight	how 'heavy' a visual element (line, tone, colour etc...) appears
4	Position	the further from the centre of a composition the heavier an element appears
5	Shape	complex shapes feel heavier than simple shapes
6	Colour	bright, intense colours feel heavier than pale, muted colours

HUE • TINT • TONE • SHADE



SUMMER Half-term 1

Cycle 1: Composition - Balance Continued

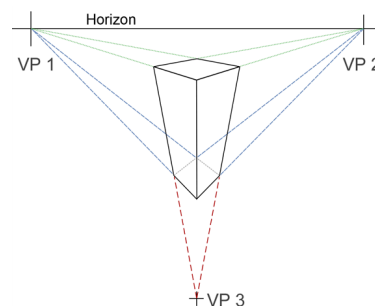
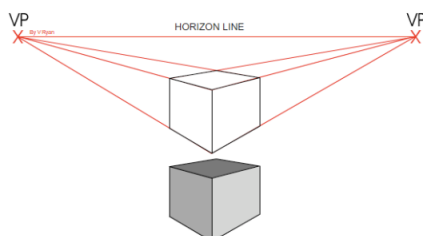
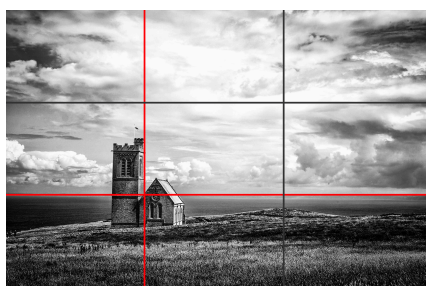
1	Size	larger elements feel heavier than small elements
2	Balanced Composition	visually pleasing and comforting
3	Unbalanced Compositions	can make us feel uneasy
4	Symmetry	when the elements of a painting or drawing balance each other out. (This could be the objects themselves, but it can also relate to colours and other compositional techniques)..
5	Asymmetrical balance	when a piece of art is uneven on each side, but incorporates varieties of colours, contrasts, sizes, and lines to achieve a sense of visual balance

Cycle 2:

1	Architecture	the art and science of designing and constructing buildings and structures
2	Landscape painting / drawing	an artwork whose primary focus is natural scenery (such as mountains, cliffs, trees etc...)
3	Abstract artworks	concentrate on colour, shape, line, form, pattern and texture, rather than recreating the realistic appearance of a subject
4	Abstract painting	can be a way to explore ideas without focusing on exactly how something looks
5	Rule of Thirds	composition guideline that suggests dividing an image into nine equal parts using two horizontal and two vertical lines.
6	Focal Point	the main part of an artwork that grabs the viewer's attention
7	Leading Lines	lines that guide the viewer's eye to the main point in an artwork

Cycle 3: Perspective

1	Perspective drawing	a technique that makes objects look three-dimensional on a flat surface.
2	Vanishing Points	the point on the horizon where parallel lines appear to converge
3	Horizon Line	represents the viewer's eye level, where the sky meets the ground and is crucial in establishing perspective
4	Orthogonal Lines	lines that lead to the vanishing point, these are often used to create the illusion of depth
5	One Point Perspective	all lines converge at a single vanishing point. Commonly used for scenes like roads or hallways.
6	Two Point Perspective	involves two vanishing points on the horizon line.
7	Three Point Perspective	adds a third vanishing point, typically above or below the horizon line.



SUMMER Half-term 2

Cycle 1: Understanding Collage

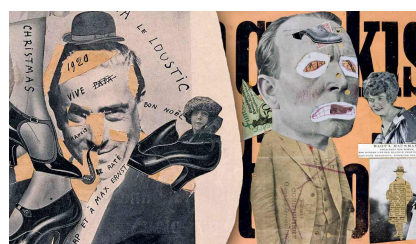
1	What is Collage?	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing
2	Collage	from the French word 'collér'
3	collé	'to glue'
4	Layering	the process of placing different elements on top of one another to create depth and dimension in the artwork
5	Cutting or tearing	using scissors or tearing materials to create various shapes and edges, adding visual interest and texture to the collage
6	Found objects / Assemblage	incorporating three-dimensional items

Cycle 2: Collage techniques montage & photomontage

1	Montage	an assembly of images that relate to each other in some way to create a single work or part of a work of art
2	Photomontage	collage created by cutting and glueing other photographs to create a new image
3	Digital collage / photomontage	collage created digitally by the use of image-editing software such as Adobe Photoshop and Photopea
4	Text integration	incorporating words or phrases from magazines, newspapers, or original writing to add narrative or context to the artwork
5	Mixed media	combining various materials (like paper, fabric, photographs, and found objects) to create a diverse and textured composition
6	Composition	the arrangement of elements within the collage, including balance, contrast, and focal points

Cycle 3: Dada / Dadaism

1	Dada / Dadaism	art movement formed during the First World War in Zurich in reaction to the horrors of the war
2	Dada artists feelings about war	called into question every aspect of a society capable of starting and then prolonging it – including its art
3	Key Dada Artists	<ul style="list-style-type: none"> ● Kurt Schwitters ● Marcel Duchamp ● Hannah Höch
4	Dada artwork	<ul style="list-style-type: none"> ● Responsive to the political/social situation (satire) ● Questioning - of what art is and what it can communicate
5	Satire	The use of humour, irony, exaggeration, or ridicule to expose and criticise. Particularly in the context of contemporary politics and other topical issues
6	Techniques	Dadaists used collage, photomontage, found objects (readymades), and performance art
7	Influence on Modern Art	Dada influenced later movements like Surrealism and Pop Art, encouraging new forms of expression
8	Anti-Art Movement	Dada rejected traditional ideas about art, embracing absurdity and randomness



Use this KO when you have DT as part of your rotation.		
Cycle 1		
1	Isometric	A form of 3D drawing which is set out using 30 degree angles
2	Diagonal	A diagonal line is straight and sloping, not horizontal or vertical
3	Horizontal	The line runs across from left to right
4	Vertical	The top is directly above the bottom.
5	Construction line	A series of lines that help us to create a complex drawing.
6	Fill line	Lines which define the object being created on top of construction lines
7	Parallel	Lines which will never meet and stay the same distance apart
8	Tonal shading	Creating a 3D image using different depths of a colour
Cycle 2		
1	Annotation	Notes added to work to communicate thoughts
2	Enhancement	Colour enhancements behind drawn objects to help them stand out on the page.
3	Isosceles	An isosceles triangle is a triangle that has two sides of equal length.
4	Right angle triangle	A triangle in which one angle is a 90 degree angle
5	Cylinder	A solid or hollow tube with long straight sides and two circular ends the same size
6	Ellipse	In DT, an ellipse is a circle viewed at an angle.
Task		Find a simple product in your home and try to sketch it in isometric. Add tone and background enhancement to your sketch following the strategy taught in class.
Cycle 3		
1	Properties of materials	A description of the look and feel of a material as well as how it reacts under different forces and environments
2	Hardwood	Also known as deciduous. Trees which do not lose their leaves and are slow growing

3	Softwood	Also known as coniferous. Trees which keep their leaves in winter and are faster growing
4	Adhesive	Any non-metallic substance applied to one or both surfaces of two separate items that binds them together and resists their separation
5	PVA	Poly vinyl acetate. Also known as wood glue
6	Force	The push or pull on an object with mass that causes it to change its velocity.
7	Compression	The ability of a material to withstand being squashed
8	Quality control	A series of checking processes in industry ensuring that products reach consumers with a consistent build quality

Cycle 4

1	Key word	Description
2	Orthographic projection	Is a form of engineering drawing which shows 3 views of a component in alignment
3	Scale	A scale drawing is a drawing or illustration of a real object which has been reduced or enlarged from its original size, but still proportional to the real object.
4	Thermosetting polymer	A thermosetting plastic is a polymer that irreversibly becomes rigid when heated
5	Thermoforming polymer	Thermoforming polymers are polymers that can be heated and reheated over and over again without any deterioration
6	Acrylic	A thermoforming polymer which is/has <ul style="list-style-type: none"> ● Excellent clarity. ● Lightweight. ● Good impact resistance. ● Outstanding thermal insulator. ● UV resistant. ● Easy to heat-form.
7	Centre line	Is a line on an engineering drawing which is shown as a long dash followed by a short dash and indicates where the centre of a circle can be found
8	Hidden detail line	A line built up of short even dashes, showing on a drawing what is inside a component from the outside

Half-term 1		
CYCLE1: Physical Performance Skills		
1	Gesture	Movement of hands, arms or body to express meaning or emotion
2	Facial Expression	Using the face to show feelings or emotion
3	Posture	How an actor holds their body to show character or mood
4	Proxemics	Use of space between actors to show relationships
5	Body Language	Non-verbal communication using the body
6	Stillness	Purposeful lack of movement
7	Eye Line/Contact	The direction in which the actor is looking
8	Stance	The way a character stands
CYCLE2: Vocal Performance Skills		
1	Pitch	How high or low the voice sounds
2	Tone	The quality or emotion in the voice
3	Volume	How loud or quiet the voice is
4	Pace	The speed at which someone speaks
5	Projection	Making the voice loud and clear enough to be heard
6	Accent	A way of pronouncing words that shows where a character is from
7	Articulation	How clearly words are spoken
8	Pause	A deliberate stop or break in speaking to create effect
CYCLE 3: Devising Techniques		
1	Still Image	A freeze frame created through gestures and facial expressions depicting different situations
2	Thought-Tracking	When a character steps out of a scene to address the audience about how they're feeling
3	Physical Theatre	Type of performance where physical movement is the primary method of storytelling
4	Mime	The use of movements and gestures in order to express something or tell a story
5	Improvisation	To invent and create content on your feet. It is not scripted but is made up as you go along
6	Cross Cutting	To move between two or more scenes staged in the space at the same time
7	Stimulus	A starting point, idea or inspiration for your devised drama
8	Marking The Moment	A dramatic technique used to highlight a key moment in a scene or improvisation

Half-term 2

CYCLE 1: Key Terms		
1	Role Play	The act of pretending to be somebody else, of taking on a role
2	Sound Effect	Used to: create mood and atmosphere; build tension; strengthen an emotion or emphasise the action onstage
3	Lighting Effect	Lighting is designed to make the stage performance visible to the audience
4	Rehearsal	The process of experimenting with skills and getting ready for performance
5	Analysis	Detailed examination of the elements or structure of something
6	Evaluation	Forming a judgement about whether an idea or performance element has worked or not with effective supporting evidence.
7	Characters	When you act the part of somebody else you are taking on a role
8	Key Themes	A recurring idea that is present throughout the work
CYCLE 2: Key Terms		
1	Transition	The movement of one scene into another
2	Characterisation	The investigation and portrayal of a character
3	Focus	The concentration and belief of the performer
4	Audience Awareness	Being aware of where your audience is positioned and making sure your drama is presented towards them
5	Physicality	The ways that actors use their bodies to portray a character
6	Vocal Skills	The ways that actors use their voices to portray a character
7	Tension	A build up of excitement
8	Climax	The most dramatic point in the play
CYCLE 3: Key Terms		
1	Direct Address	Speaking directly to the audience; it breaks the fourth wall and destroys any illusion of reality
2	Duologue	A conversation between two characters
3	Writing In Role	An actor writes in role about another character or situation
4	Monologue	A character speaks thoughts and emotions out loud.
5	Refine	To improve or perfect through polishing and adjusting.
6	Stage Presence	An energy on stage that makes their performance unforgettable
7	Naturalism	Realistic performance style showing life as it really is
8	Physical Theatre	Using body movements as the main storytelling tool

AUTUMN Half-term 1		
CYCLE 1: Writing 1		
1	What is atmosphere in writing?	The prevailing mood created by a piece of writing
2	What is a genre?	A particular type of writing – e.g. prose, poetry, drama
3	Who is the protagonist?	The main character or speaker in a poem, monologue, play or story
4	What is a simile?	A figure of speech that directly compares two different things using the words "like" or "as"
5	What is personification?	The attribution of a personal nature or human characteristics to something non-human
6	What is a metaphor?	A figure of speech that directly compares two unlike things by stating one is the other, without using "like" or "as"
7	What is an extended metaphor?	A metaphor that an author develops over the course of many lines or even an entire work of literature
8	What is pathetic fallacy?	The use of weather to create a mood or atmosphere or to foreshadow events
CYCLE 2: Writing 2		
1	What is analepsis?	A flashback
2	What is prolepsis?	A flash-forward
3	What is the focus/focal point?	The centre of interest or activity.
4	What is the narrative perspective?	The point of view the passage is written from – first person narrative perspective 'I', third person 'he/she'
5	What is juxtaposition?	Two contrasting objects, images, or ideas placed together.
6	What is a cyclical structure?	When the story begins and ends in the same place or with the same motif/idea.
7	What is external narration?	Narration which is based on descriptions of outside settings/people.
8	What is narrowing narration?	When the narration shifts from discussing a large setting and zooms in to describing a small detail/moment or feeling
CYCLE 3: Writing 3		
1	Who is the tragic hero?	Normally the protagonist of a tragedy, who possesses heroic traits but ultimately suffers a downfall due to a fatal flaw or error in judgment.
2	What is hamartia?	The fatal character flaw of the tragic hero (Romeo's passion and impulsiveness)
3	What is an aside?	A remark or passage in a play that is intended to be heard by the audience but unheard by the other characters in the play
4	What is a soliloquy?	An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play
5	What is a prologue?	A separate introductory section of a literary, dramatic, or musical work
6	What is a pun?	The humorous use of a word or phrase to suggest two or more meanings at the same time
7	What is blank verse?	Unrhymed iambic pentameter
8	What is a foil?	A character who sets off another character by contrast

AUTUMN Half-term 2

CYCLE 1: Romeo and Juliet-Context		
1	Who was the monarch when Romeo and Juliet was written?	Queen Elizabeth I
2	What is a patriarchal society?	A patriarchal society is one where men have more power and control than women
3	What is Protestantism?	Protestantism is a branch of Christianity that began as a movement against the Catholic Church in the 16th century
4	What is fate?	Fate is the idea that events in life are planned or destined to happen and cannot be changed
5	What was the Bubonic Plague/Black Death?	The Bubonic Plague, or Black Death, was a deadly disease that spread across Europe, and killed millions of people
CYCLE 2: Romeo and Juliet-Characters 1		
1	Who is Romeo?	A young Montague. Not interested in violence, only love. He's passionate and sensitive yet also impulsive
2	Who is Juliet?	A young Capulet. Naïve and sheltered at the beginning, develops into a strong character
3	Who is Friar Lawrence?	Friend to both Romeo and Juliet. Civic minded. Also, an expert with potions and herbs
4	Who is the Nurse?	Like a mother to Juliet / confidante. The Nurse provides comic relief with her frequently inappropriate remarks and speeches.
5	Who is Lord Capulet?	Juliet's father. Prudent and caring but can fly into rage if respect is lacking.
6	Who is Mercutio?	Romeo's close friend. Witty, bawdy, cynical and a hot-headed character
CYCLE 3: Romeo and Juliet-Key Characters 2		
1	Who is Benvolio?	Romeo's cousin. Tries to keep the peace and keep Romeo's mind off of Rosaline.
2	Who is Prince Escalus?	Prince Escalus is the ruler of Verona in Romeo and Juliet who tries to keep peace between the feuding families.
3	Who is Tybalt?	Juliet's cousin. Obsessed by family honour; quick to draw his sword. Hates all Montagues.
4	Who is Paris?	Paris is a nobleman in Romeo and Juliet who wants to marry Juliet.
5	Who is The Chorus?	The Chorus is a single character who, as developed in Greek drama, functions as a narrator offering commentary on the play's plot and themes.

SPRING Half-term 1**CYCLE 1: Poetry Terms 1**

1	What is alliteration?	The use of the same sound or sounds, especially consonants, at the beginning of several words that are close together
2	What is an oxymoron?	A figure of speech that combines contradictory words with opposing meanings
3	What is onomatopoeia?	The act of creating or using words that include sounds that are similar to the noises the words refer to
4	What is assonance?	The similarity in sound between two syllables that are close together, created by the same vowels but different consonants (e.g. "back" and "hat")
5	What is a semantic field?	A group of words or expressions that are related in meaning
6	What is a dramatic monologue?	A poem in which an imagined speaker addresses the reader

CYCLE 2: Poetry Terms 2

1	What is enjambment?	The use of a run-on line of verse
2	What is emotive language?	The deliberate choice of words to elicit emotion (usually to influence)
3	What is figurative language?	The use of non-literal phrases or words to create further meaning in writing or speech
4	What is imagery?	Used by poets, novelists and other writers to create images in the mind of the reader
5	What is structure?	The way in which a writer organises language and information within text to serve a specific purpose.
6	What is sibilance?	A hissing quality of sound, or the hissing sound itself
7	What is a caesura?	A pause in a line of poetry, especially near the middle of a line
8	What is ambiguity in writing?	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one

CYCLE 3: Poetry Terms 3

1	What is a ballad?	A song or poem that tells a story, or (in popular music) a slow love song.
2	What is blank verse?	Any verse comprised of unrhymed lines all in the same meter, usually iambic pentameter.
4	What is free verse?	Poetry that does not rhyme or have a regular rhythm
5	What is an ode?	An elaborately structured poem praising or glorifying an event or individual, describing nature intellectually as well as emotionally
6	What is a sonnet?	A one-stanza, 14-line poem, written in iambic pentameter
7	What is the rhyme scheme?	The ordered pattern of rhymes at the ends of the lines of a poem or verse
8	What is a rhyming couplet?	A rhyming pair of successive lines of verse, typically of the same length

SPRING Half-term 2

CYCLE 1: Social Justice Non-Fiction-Context

1	Who is Malala Yousafzai?	Malala Yousafzai is a Pakistani activist who fights for girls' right to education and won the Nobel Peace Prize.
2	Why is Malala famous?	She stood up to the Taliban to fight for girls' right to go to school.
3	What happened to Malala in 2012?	She was shot by the Taliban but survived and kept speaking out.
4	What award did Malala win in 2014?	She won the Nobel Peace Prize.
5	What book did Malala write?	She wrote an autobiography called I Am Malala.

CYCLE 2: Social Justice Non-Fiction-Themes

1	Where was Malala born?	Malala was born in Pakistan.
2	How old was Malala when she started speaking out for education?	She was about 11 years old.
3	What group tried to stop Malala from going to school?	The Taliban
4	Where does Malala live now?	Malala lives in the United Kingdom.
5	What is Malala's goal?	She wants every girl in the world to be able to go to school.

CYCLE 3: Social Justice Non-Fiction-Key Vocabulary

1	What is gender equality?	Equal access to opportunities regardless of gender
2	What is sexism?	Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex
3	What is misogyny?	A dislike of, contempt for, or ingrained prejudice against women
4	What does 'Ideological' mean?	'Ideological' means related to a set of ideas or beliefs that guide how people think or act.
5	What is justice?	The legal or philosophical theory which fairness is administered
6	What does aspirational mean?	A strong desire to achieve something
7	What is intolerance?	Unwillingness to accept views, beliefs, or behaviour that differ from one's own
8	What does ignorant mean?	Lacking knowledge, information, or awareness about a particular thing

SUMMER Half-term 1

CYCLE 1: Sherlock Holmes-Context

1	Who was on the throne when Sherlock Holmes was written?	Queen Victoria
2	Where are the Sherlock Holmes stories set?	Victorian London
3	Which Empire was at its peak?	The British Empire
4	How can class be described during Victorian England?	Class in Victorian England was divided into rich, middle, and poor groups with different lifestyles and opportunities.
5	What were the typical conventions of the Victorian Detective Novel?	Conventions include 'locked room' murder, red herrings, and an incompetent police force.
6	What was the Victorian fear?	Victorians at the time had a fear of 'the other' or 'foreignness' which developed with the expansion of the empire.
7	What was the role of women in Victorian England?	The Role of Women – Women were viewed as the inferior gender, reliant on their fathers and then their husbands.

CYCLE 2: Sherlock Holmes-Key Vocabulary

1	What does deduce mean?	To arrive at a fact or a conclusion by reasoning
2	What does deduction mean?	The process of reaching a decision or answer by thinking about the known facts
3	What is meant by 'The Other'?	An individual or a group seen by a dominant group as not belonging
4	What is meant by the 'The Angel in the House'?	Popular Victorian Image of the ideal wife/ woman
5	What does idiosyncratic mean?	A word to describe behaviour which is considered to be distinctive or peculiar
6	What does indiscretion mean?	Behaviour that is indiscreet or lacks good judgement
7	What does morose mean?	Sullen and ill-tempered
8	What is temperament?	A person's or animal's nature/traits of personality, which have a permanent impact on their behaviour

CYCLE3: Sherlock Holmes-Key Characters

1	Who is Sherlock Holmes?	A famous fictional detective known for solving mysteries using logic and observation.
2	Who is Dr. John Watson?	Sherlock Holmes's friend and associate who tells the stories about their detective adventures.
3	Who is Irene Adler?	A smart and clever woman who outwits Sherlock Holmes in one of his cases.
4	Who is the King of Bohemia?	A character in a Sherlock Holmes story who asks Holmes for help to protect his reputation.
5	Who is Helen Stoner?	A woman who asks Sherlock Holmes to solve a mystery about her dead sister and strange noises in her home.
6	Who is Dr. Roylott?	A dangerous doctor and the villain in the Sherlock Holmes story The Adventure of the Speckled Band.
7	Who is Julia Stoner?	Helen Stoner's twin sister who died mysteriously before the story begins.

SUMMER Half-term 2

CYCLE 1: Rhetoric 1		
1	Form	What the style of writing is: letter, article, speech, essay, textbook
2	Audience	Who the intended reader is: headteacher, politician, your peers.
3	Purpose	Why is the piece of writing being written? To persuade, argue, explain or inform.
4	Effect on the reader	Believes, Discovers, Realises, Identifies, Imagines, Senses, Pictures, Perceives, Visualises, Sympathises
5	Perspective	A particular attitude towards a way of regarding something
6	Point of View	A story can be told by one of the characters or from another point of view
7	Direct Address	Write directly to the reader, using words like 'you, we, us, your, our' etc.
8	Alliteration	2+ words begin with the same sound.
CYCLE 2: Rhetoric 2		
1	Anecdote	A real-life story
2	Fact	Something that can be proved
3	Flattery	Compliment your reader
4	Opinion	A view or a judgement
5	Rhetorical Question	A question to make your reader think
6	Repetition	Repeat a word or phrase for effect
7	Emotive Language	Words that make the reader feel emotions
8	Expert View	Doctor/Lawyer/Specialist
CYCLE 3: Rhetoric 3		
1	Statistics	Numbers
2	Surveys	A recent survey revealed that...
3	Triple (Rule of Three)	Three words with a similar meaning used together for effect.
4	Concluding arguments	Naturally.../Of course.../ Certainly.../In conclusion.../ Irrespective.../ Consequently...
5	Contrast	Despite.../Yet.../However.../Alternatively.../ Although.../ Never the less...
6	Counter-arguments	Conversely.../However.../Although.../On the other hand.../Whereas.../
7	Emphasis	Above all.../Essentially.../Clearly.../Most of all.../Especially.../Primarily.../Indeed...
8	Evidence	Which is evident in/ We can see that.../This is obvious.../ Subsequently...

CYCLE 1: Health and safety		
1	Food hygiene	Making sure the environment is clean and appropriate for food.
2	Personal hygiene	Making sure you are clean and ready to cook. E.g, washing hands and wearing an apron.
3	Food safety	Making sure risks are eliminated in the kitchen. E.g. spillages cleaned and knives not in the sink.
4	Contaminant	A substance or object that makes food harmful or objectionable
5	Pathogen	Harmful bacteria that causes food poisoning
6	The 4 C's	Cleaning, cooking, chilling and cross-contamination
7	Temperature danger zone	Temperatures where bacteria will grow; between 5-63 degrees
8	Cross-contamination	When bacteria or other microorganisms are unintentionally transferred from one object to another
CYCLE 2: The Eatwell guide		
1	Eat well guide	Shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet
2	Starchy Carbohydrate	A slow releasing source of energy.
3	Protein	Helps with growth and repair of muscles and cells; a secondary energy source.
4	Fat	Helps absorb vitamins A,D,E and K; provides a concentrated source of energy and insulation.
5	Dairy	For building and maintaining strong bones.
6	Fruit and vegetables	To provide a variety of vitamins and minerals.
7	Vitamins	Nutrients needed in small amounts. There are 13 vitamins which carry out different functions in our bodies.
8	Minerals	Minerals help with strong bones and help our muscles to work properly.
CYCLE 3: Practicals		
1	Mise en place	To gather all equipment and prepare for the practical lesson. E.g. personal hygiene, get equipment and weigh ingredients.
2	Technical skills	12 skills which have been set out by the exam board to gain high marks for GCSE.
3	Bridge hold	Hand is placed like a bridge over the food and the knife will then go under the hand to ensure fingers are not in the way.
4	Claw grip	Fingers are tucked under and knuckles prevent the knife from slipping.
5	Oven safety	Making sure hazards are prevented. E.g, oven gloves.

6	Allergen awareness	Understanding and identifying common allergens present in ingredients and preventing cross-contact.
7	Cross-contamination	When bacteria or other microorganisms are unintentionally transferred from one object to another
8	Sensory analysis	Evaluating the final product based on sight, smell, taste, touch, and sound, a key part of food technology assessment
CYCLE 4: Nutrition		
1	Nutrients	Chemicals which are found in foods. They carry out important functions in our bodies.
2	Function	What something does and how it works.
3	Food source	Which foods provide certain nutrients.
4	Macronutrients	Macronutrients are essential nutrients that your body needs in large amounts to provide energy, support bodily functions, and maintain structure.
5	Micronutrients	Micronutrients are essential nutrients that your body needs in small amounts to carry out a vast array of vital functions, promote growth and development, and prevent disease
6	Carbohydrates	The body's main source of energy. Broken down into starchy, sugar and fibre.
7	Recipe adaptation	Changing a recipe's method or ingredients to make it more suitable for the client or to match the brief.
8	High biological value protein	A protein which contains all essential amino acids.

AUTUMN Half-term 1

Cycle 1 C'est quoi, la France?

1	On a	We have
2	Il y a	There is
3	C'est	It is
4	Les fleuves	Rivers
5	Les montagnes	Mountains
6	Les pays	Countries
7	La France	France
8	La Grande-Bretagne	Great Britain

Cycle 2: Comparatifs et adjectifs

1	Plus...que	More...than
2	Moins...que	Less...than
3	Aussi...que	As...as
4	Haut(e)	High
5	Peuplé(e)	Populated
6	Long(ue)	Long
7	Meilleur(e)	Better
8	Pire	Worse

Cycle 3: les verbes au passé composé

1	Il/elle a inventé	He/she invented
2	Il/elle a créé	He/she created
3	Il/elle a travaillé	He/she worked
4	Il/elle a écrit	He/she wrote
5	Il/elle a fait	He/she did
6	Il/elle a lu	He/she read
7	Il/elle est né(e)	He/she was born
8	Il/elle est mort(e)	He/she died

AUTUMN Half-term 2

Cycle 1: Les transports

1	Je prends	I take
2	la voiture	The car
3	l'avion	The plane
4	parce que c'est	because it is
5	plus rapide	faster (more fast)
6	plus relaxant	more relaxing
7	moins cher	less expensive
8	moins polluant	less polluting

Cycle 2: Les vacances passées

1	Je suis allé(e)	I went
2	J'ai passé	I spent
3	J'ai fait	I did
4	J'ai visité	I visited
5	J'ai pris	I took
6	c'était	It was

7	enrichissant	Rewarding
8	ennuyeux / barbant	Boring
Cycle 3: Les vacances futures		
1	Quand j'aurai dix-huit ans	When I am 18
2	Je voyagerai	I will travel
3	Je ferai	I will do
4	Je jouerai	I will play
5	Je verrai	I will see
6	Ce sera	It will be
7	Intéressant	Interesting
8	Génial	Great

SPRING Half-term 3

CYCLE1: Les émissions de télé		
1	J'adore	I love
2	Je n'aime pas	I don't like
3	les comédies	comedies
4	les dessins animés	cartoons
5	les émissions musicales	musical programmes
6	Je les trouve	I find them
7	très amusant(e)s	very funny
8	assez divertissant(e)s	quite entertaining
CYCLE2: La musique		
1	Ce que j'aime c'est	What I like is
2	la musique rock/rap/ pop	rock/rap/pop music
3	car	because
4	ça me fait danser	it makes me dance
5	ça me calme	it calms me
6	ça me rend heureux/euse	it makes me happy
7	j'aime le rythme	I like the rhythm
8	j'aime les paroles	I like the lyrics
CYCLE3: Le cinéma		
1	Le week-end dernier	Last weekend
2	J'ai regardé / J'ai vu	I watched / I saw
3	un film d'action / romantique	an action / romantic film
4	au cinéma / à la télé/ en streaming	at the cinema/on TV/streamed
5	Je l'ai aimé car c'était	I liked it because it was
6	passionnant / bien joué	exciting / well acted
7	Je l'ai détesté car c'était	I hated it because it was
8	ennuyeux / mal joué	boring / badly acted

SPRING Half-term 4

CYCLE1: La technologie		
1	J'adore jouer à des jeux en ligne	I love playing online videogames
2	J'aime aller sur les réseaux sociaux	I love going on social media
3	Je suis accro à Internet	I am addicted to Internet

4	Je passe environ une heure par jour sur Internet	I spend about one hour a day on Internet
5	parce que je peux rester en contact avec mes amis	because I can stay in touch with my friends
6	c'est éducatif et informatif	it is educational and informative
7	c'est simple	it is simple
8	c'est pas cher	it is cheap
CYCLE2: les dangers de réseaux sociaux		
1	Si on est victime de cyber-intimidation	If we are a victim of cyber-bullying
2	il est important de	it is important to
3	parler à un adulte	talk to an adult
4	Pour la cyber-sécurité	For cyber security
5	il est essentiel de	it is essential to
6	se protéger en ligne	protect ourselves online
7	ne jamais envoyer de photos ou vidéos	never send photos or videos
8	ne jamais donner son nom ou son adresse	never give our name or address
CYCLE 3: Pour ou contre la technologie?		
1	Je suis pour parce que	I am for because
2	il est facile de rester en contact avec des gens	it's easy to stay in touch with people
3	la technologie rend la vie plus simple	technology makes life easier
4	Internet est une source d'information très riche	Internet is a very rich source of information
5	Je suis contre parce que	I am against because
6	on peut devenir accro	you can become addicted
7	on peut devenir anti-social	you can become antisocial
8	cela décourage l'activité physique	it discourages physical activity

SUMMER Half-term 5		
CYCLE1: Food and drink		
1	La nourriture	Food
2	Les boissons	Drinks
3	L'eau	Water
4	La viande	Meat
5	Les légumes	Vegetables
6	Le fromage	Cheese
7	Les fruits	Fruit
8	Le poisson	fish
CYCLE2: healthy living		
1	Je fais du sport	I do sport
2	Je bois de l'eau	I drink water
3	Je mange sain	I eat healthy
4	Je mange équilibré	I eat a balanced diet
5	Je dors	I sleep
6	J'ai mangé	I ate

7	J'ai bu	I drank
8	J'ai fait	I did
CYCLE3: Resolutions		
1	Je mangerai	I will eat
2	Je boirai	I will drink
3	Je ferai	I will do
4	J'irai	I will go
5	Plus de	More of
6	Moins de	Less of
7	C'est bon/mauvais	It's good/bad
8	Pour la santé	For your health

SUMMER Half-term 6		
CYCLE1: festivals		
1	La Fête Nationale	National Day
2	La Fête de la musique	Music festival
3	L'Armistice	Armistice (end of WW1 and WW2)
4	Le 14 juillet	The 14 th of July (Bastille Day)
5	Le Nouvel an	New Year
6	La Saint-Valentin	Valentine's Day
7	Un défilé	A parade
8	Les feux d'artifice	Fireworks
CYCLE2: Past event		
1	Je suis allé/e au/ à la	I went to
2	J'y suis allé/e avec	I went there with
3	Je suis parti/e	I left
4	Je suis arrivé/e	I arrived
5	J'y suis resté/e	I stayed there
6	Je suis rentré/e	I went home
7	On a dansé	We danced
8	On a mangé	We ate
CYCLE 3: opinions		
1	C'était	It was
2	fantastique	Fantastic
3	Incroyable	Incredible
4	Passionnant	Exciting
5	Ennuyeux	Boring
6	Fatigant	Tiring
7	J'ai horreur de danser	I hate dancing
8	Il y avait trop de monde	It was too crowded

AUTUMN Half-term 1		
CYCLE 1: Extreme Weather		
1	Extreme Weather	A weather event that is significantly different from the average or usual weather pattern (eg. flooding, snow, thunder and lightning, wildfires)
2	Social impacts	Impacts on people and their well-being
3	Economic impacts	Impacts on money, jobs and businesses
4	Environmental impacts	Impacts on nature and habitats, the atmosphere and/or the built environment
5	Tornado	A violent rotating column of air extending from a thunderstorm to the ground.
6	The Fujita scale	A scale (0-5) for rating tornado intensity, based primarily on the damage tornadoes inflict on buildings and vegetation
7	Tornado Alley	An area in the central USA where tornadoes are most frequent.
8	Oklahoma Tornado	A F5 tornado that happened on the 20th May 2013.
CYCLE 2: Extreme Weather		
1	Hazards	An event that has potential to cause harm to the environment, people or the economy
2	Risk	The chances of being affected by a hazard
3	Protection	Constructing buildings so that they are safe to live in and will withstand the tornado. Building storm shelters.
4	Preparation	Organising activities and drills so that people know what to do if a tornado happens.
5	Prediction	Attempts to forecast a tornado – where and when it will happen- based on current knowledge.
6	Storm chasing	The pursuit of any severe weather condition, regardless of motive. Motives can be curiosity, adventure, scientific investigation, or for news or media coverage.
7	TIV	A tornado intercept vehicles: an armoured vehicle which is used by people to chase storms and stay safe.
8	Choropleth map	A map that displays geographical areas or regions that are coloured, shaded or patterned in relation to a data.
CYCLE 3 Extreme Weather		
1	Tropical storm	A localised and very intense low pressure weather system, forming over tropical oceans and with winds of hurricane force.
2	The Saffir-Simpson Scale	A 1-5 rating based on a hurricane's sustained wind speed at that time. It can be used to give an indication of the potential damage and flooding.
3	Low pressure	When rising air cools, condenses and forms clouds
4	Storm surge	A change in sea level that is caused by a storm. They can lead to extensive flooding and are dangerous for people living in many coastal areas.
5	The eye of the storm	A region of calmer weather found at the centre of strong tropical cyclones
6	Eye wall	A ring of tall thunderstorms that produce heavy rains and usually the strongest winds

CYCLE 4 Extreme Weather		
1	Buoys and floats	Can be used to measure sea surface temperatures to predict if a tropical storm is likely.
2	Levees	Raised banks along the coastline to protect against storm surges.
3	Satellites	Designed to monitor and survey the earth, they can help to predict weather patterns.
4	Weather radar	Used to calculate precipitation and its movement- can be used to track hurricanes
5	HIC	Higher income country
6	LIC	Lower income country
7	Evacuation	When people are advised or ordered to leave their home
8	Cyclone shelter	large, resilient structures, designed to protect vulnerable coastal communities from cyclones and storm surges.

AUTUMN Half-term 2

CYCLE 1 Environment and Sustainability		
1	The environment	Refers to what is around you. It's the surroundings in which you live, such as the land, the buildings, the water and the air, plants and animals.
2	Natural environment (physical)	All living and nonliving things that occur naturally. For example, trees, sunshine, rainfall, mountains
3	Built environment (human)	Environments built by people- towns, cities, buildings, roads, factories etc
4	Sustainability	Understanding how to meet the needs of the present without compromising the needs of future generations.
5	Natural greenhouse effect	A natural process that warms the Earth's surface. When the Sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases
6	Human enhanced greenhouse effect	Human activities – particularly burning fossil fuels (coal, oil and natural gas), agriculture and land clearing – are increasing the concentrations of greenhouse gases. This is the enhanced greenhouse effect, which is contributing to warming of the Earth.
7	Global warming	A gradual increase in the overall temperature of the earth's atmosphere caused by increased levels of greenhouse gases in the atmosphere.
8	Greenhouse gases	These include water vapour, carbon dioxide, methane, nitrous oxide, ozone and some artificial chemicals such as chlorofluorocarbons (CFCs). These are contributing to the warming of the planet.
CYCLE 2 Environment and Sustainability		
1	Deforestation	When large areas of trees are removed. Trees act as a carbon sink so less trees means more CO ₂ in the atmosphere.
2	Agriculture	Land is cleared for growing crops and rearing animals.
3	Methane	Methane is a greenhouse gas which is 28 times more powerful than CO ₂ .
4	Fossil fuels	A hydrocarbon- containing material such as coal, oil and natural gas, formed naturally in the earth's crust from the remains of dead plants and animals that is extracted and burned as fuel.
5	Coral bleaching	When corals are stressed by changes in conditions such as temperature, light, or nutrients, they expel the symbiotic algae living in their tissues, causing them to turn completely white.
6	Permafrost	Frozen ground in areas such as the Arctic which store large amounts of

		methane.
7	Sea level change	Thermal expansion and melting of glaciers and ice caps is resulting in sea levels rising around the world.
8	Superstorms	With warmer sea surface temperatures, tropical storms are likely to become more powerful.
9	End of snow	Rising temperatures means snow is becoming less common in some places that would normally get snow such as the Alps
10	Rainforest dieback	Warmer temperatures mean that trees in tropical rainforests, such as the Amazon, die due to more evaporation; forest fires become more common

CYCLE 3 Environment and Sustainability

1	Great Pacific Garbage Patch	A collection of marine debris in the North Pacific Ocean. It is 1.6 million square kilometres
2	Recycling	The process of converting waste materials into new materials and objects
3	Debris	Scattered pieces of rubbish or remains
4	Gyer	Large system of circulating ocean surface currents
5	Microplastics	Fragments of tiny plastic less than 5 mm in length
6	Algae	A group of plant like organisms which mostly grow in water and can photosynthesis
7	Plankton	A diverse collection of organisms that drift in water
8	Ghost fishing	When discarded nets continue to catch marine life

CYCLE 4 Environment and Sustainability

1	Endangered species	Plants and animals that are at risk of becoming extinct
2	Extinct	No longer in existence
3	Trophy hunting	Selective hunting of wild game for human recreation
4	Recreation	Activities that we do for enjoyment in our spare time
5	Commercial hunting	When people pay to take part and the money can be used to make profit or can be used to protect other animals
6	Corruption	Form of dishonesty or criminal offence
7	Conservation	The protection of plants, animals and natural areas

SPRING Half-term 1

CYCLE 1: Plate tectonics		
1	Inner core	The innermost layer of the planet, a solid ball of iron and nickel that's located about 5,150km beneath the earth's surface.
2	Outer core	A liquid layer of the planet's core that's made up of mostly iron and nickel.
3	Mantle	The largest layer of earth is made up of semi-molten rock between the crust and the core of our planet.
4	Crust	The outermost layer of the earth, made up of solid rock
5	Oceanic crust	The solid outer layer of the earth that covers much of the ocean floor. It is thin and very dense.
6	Continental crust	The solid outer layer of the earth that makes up the earth's continents.
7	Convection currents	It happens in the upper mantle. The core is hot and heats molten rock which then rises, cools and circulates. Convection currents are responsible for plate movements.
8	Continental drift	The theory that all continents were once joined together in one supercontinent called Pangea and have since drifted apart.
CYCLE 2: Plate margins		
1	Constructive plate margin	Where two tectonic plates move apart
2	Destructive plate margin	Where two tectonic plates move towards each other, oceanic crust is pushed underneath continental crust and into the subduction zone.
3	Collision plate margin	Where two tectonic plates move towards each other, both plates are made of continental crust so there is no subduction. The crust crumples upwards to form fold mountains.
4	Conservative plate margin	Where two tectonic plates move alongside each other or past each other
5	Subduction zone	The region where oceanic crust is forced beneath continental crust and into the mantle
6	Magma chamber	A large underground pool of molten rock, or magma, that is stored beneath a volcano's vent
7	Fold mountains	Mountain ranges that form when two or more tectonic plates collide, forcing layers of the Earth's crust to fold and crumple
8	Volcano	An opening in the Earth's crust that allows magma, ash, and gases to escape, often forming a hill or mountain
CYCLE 3: Volcanic eruptions		
1	Magma	Molten rock found beneath the earth's crust
2	Lava	Molten rock that has erupted from a volcano
3	Pyroclastic flow	A volcanic hazard that occurs when a volcano erupts and releases a dense, fast-moving mixture of hot gas, ash, and rock fragments
4	Lahar	A volcanic mudflow that's a mixture of water and volcanic debris that flows down a volcano's slopes
5	Hotspot	A region in the Earth's mantle where magma is hotter than the surrounding magma, and where hot plumes rise to the surface to form volcanoes
6	Composite volcano	A cone-shaped volcano built from several layers of lava, pumice, ash, and tephra
7	Shield volcano	A broad volcano with gently sloping sides that is formed mainly out of runny lava that flows out of its central summit vent
8	Supervolcano	An unusually large volcano having the potential to produce an eruption with major effects on the global climate and ecosystem

SPRING Half-term 2

CYCLE 1: Earthquakes & Tsunamis

1	Epicentre	The point on the Earth's surface that is directly above the focus of an earthquake
2	Focus	The point within the Earth's crust where an earthquake originates
3	Seismic waves	Shock waves that travel through the Earth after an earthquake.
4	Magnitude	A measure of the size of an earthquake, or the amount of energy it releases
5	Richter scale	A logarithmic scale that measures the magnitude of an earthquake, or how powerful it is
6	Tsunami	A series of giant waves that are caused by a sudden displacement of the ocean, usually by an earthquake
7	Liquefaction	A process that occurs when water-saturated soil or sediment temporarily turns into a liquid-like state
8	Seismometer	An instrument that detects and measures ground vibrations caused by seismic waves

CYCLE 2: Population growth

1	Birth rate	The number of live births per 1,000 people, per year
2	Death rate	The number of deaths per 1,000 people, per year
3	Natural increase	When the birth rate is above the death rate
4	Infant mortality rate	The number of babies who do not survive to the age of 1 per 1,000 live births
5	Population density	The number of people per km squared
6	Population distribution	A measure of how spread out a population is in any given area
7	Densely populated	Many people per km squared
8	Sparsely populated	Few people per km squared

CYCLE 3: Population structure

1	Population pyramid	A graph that shows the distribution of a population by age and sex
2	Young dependents	People under the age of 15 who are generally not yet economically active and rely on others for support
3	Economically active	Age groups from 16 – 64 are known as the economically active as they tend to be working and paying taxes.
4	Elderly dependents	People aged 65 or older who rely on the working population for economic support
5	Youthful populations	A population where there is a high proportion of young people and not as many old people.
6	Ageing populations	Where there is an increase in the number of older people within a population, whilst the number of young people remains low or does not increase.
7	Life expectancy	The average age that a person can expect to live. It's usually given for a country or region.
8	Demographics	The study of how the size, composition, and distribution of human populations change over time

SUMMER Half-term 1

CYCLE 1: China's One Child Policy

1	Overpopulation	When a population in a region grows to a point where it's no longer sustainable due to the available resources
2	Contraception	The use of methods, devices, medications, or behaviours to prevent pregnancy
3	Abortion	The termination of a pregnancy
4	Sterilisation	A permanent birth control method that prevents pregnancy by blocking or cutting the fallopian tubes, which connect the ovaries to the womb
5	Gender imbalance	When there are more males than females in the population
6	4:2:1 problem	A term used to describe the family structure that results from China's one-child policy and the challenges it presents to the country
7	The little emperor syndrome	A term used to describe the children of China's one-child policy, who are thought to receive excessive attention from their parents and grandparents
8	Infanticide	The intentional killing of infants or offspring

CYCLE 2: Migration

1	Immigration	When someone enters a country
2	Emigration	When someone leaves a country
3	Push factors	The reasons why people leave an area.
4	Pull factors	The reasons why people move to a particular area
5	Voluntary migration	When someone chooses to move from one place to another
6	Forced migration	When someone has to leave their home without choice
7	Economic migrant	A person moving to find work and earn money
8	Refugees	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

CYCLE 3: Resource Management- Food in the UK

1	Resources	A resource is a supply or something that has a value or a purpose. Three of the most important resources are food, water and energy.
2	Undernutrition	A lack of proper nutrition, caused by not having enough food or not eating enough food containing substances necessary for growth and health.
3	Malnutrition	A lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.
4	Food miles	Food miles are a way of attempting to measure how far food has travelled before it reaches the consumer. It is a good way of looking at the environmental impact of foods and their ingredients. It includes getting food to you, but also getting waste foods away from you, and to the landfill.
5	Agribusiness	Intensive farming aimed at maximising the amount of food produced. Farms are run as commercial businesses, and use modern technology and chemicals.
6	Organic produce	Grown without the use of chemicals, organic food has become increasingly popular, although higher labour costs often make it more expensive. Organic food production is often associated with being local produce and producing seasonal foods.
7	Domestic water use	Water used in people's homes

SUMMER Half-term 2

CYCLE 1: Resource management - Water in the UK

1	Water deficit	A water deficit is where demand exceeds supply.
2	Water stress	Water stress occurs when the demand for water exceeds the available amount during a certain period or when poor quality restricts its use. Water surplus - This exists where water supply is greater than demand.
3	Grey water	Using waste water from people's homes can be a good way to save water through recycling. It can be used to irrigate both food and non-food plants.
4	Water transfer	Water transfers often involve systems of dams, reservoirs, pipes or canals to transfer large amounts of water from a donor basin to a recipient basin. These might extend within the same region or country, but they can also extend across continents.
5	Energy conservation	Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources.
6	Energy mix	The energy mix is the combination of different energy sources used to meet a country's total energy consumption. It's an important part of energy security, and varies from country to country.
7	Energy security	The ability of a nation to secure sufficient, affordable and consistent energy supplies for its domestic, industrial, transport and military requirements.
8	Fossil fuels	Resources which have taken millions of years to form. Coal is formed from vegetation laid down and altered by pressure and heat over millions of years.

CYCLE 2: Resource management - energy in the UK

1	Fracking	When natural gas is extracted by pumping water, sand and chemicals into shale rocks to release gas.
2	Energy exploitation	When resources are taken from areas that are fragile. For example, the Arctic.
3	Nuclear energy	Nuclear power is generated by splitting atoms to release the energy held at the core, or nucleus, of those atoms.
4	Wind farms	Turbines on land or at sea are turned by the wind to generate electricity.
5	Energy insecurity	This occurs when there is an energy deficit, where the amount of energy consumed is greater than the amount of energy produced. Energy insecurity is caused by geography, lack of wealth, dependence on other countries and poor management.
6	Energy exploitation	When resources are taken from areas that are fragile. For example, the Arctic
7	Energy conservation	The prevention of the wasteful use of energy, especially in order to ensure its continuing availability.
8	Sustainable energy use	Resources that can maintain current operations without jeopardising the energy needs or climate of future generations. The most popular sources of sustainable energy, including wind, solar and hydropower, are also renewable.

CYCLE 3: Sustainable energy supplies

1	Hydroelectric power	Large scale dams and smaller micro dams create enough water to turn turbines and generate electricity
2	Micro hydro power scheme	A small-scale renewable energy system that uses the energy of flowing water to generate electricity

3	Biomass/biofuels	Energy produced from organic matter includes burning dung or plant matter, the production of biofuels, by processing specially grown plants such as sugar cane.
4	Tidal energy	Turbines within barrages (dams) built across river estuaries use rising and falling tides to generate electricity
5	Solar energy	Photovoltaic cells mounted on solar panels convert sunlight into electricity
6	NEEs	Newly Emerging Economies. These are countries that are experiencing rapid economic growth and development, often with industrialization, and are transitioning away from reliance on primary sectors like agriculture
7	Carbon footprint	The total amount of greenhouse gas emissions (mainly CO ₂) directly and indirectly associated with human activities.
8	Intermediate technology	Using simple, more sustainable technologies that are suited to the needs, skills, and resources of a local community, particularly in developing countries

AUTUMN Half-term 1

CYCLE 1: Migration and Empire - Britain C890-Present		
1	Anglo-Saxon	The people of England at the start of this period were Anglo-Saxons.
2	Danelaw	Territory in the North of England which had been settled by the Danes.
3	Alfred the Great	King of Wessex who became the first King of England.
4	Battle of Hastings	In 1066 William the Conqueror defeated King Harold Godwinson.
5	Normans	A group from Northern France who conquered England in 1066.
6	The Hundred Years War	Conflict between England and France that lasted over a hundred years.
7	Agincourt	The major battle of the Hundred Years War won by England.
8	Longbow	This simple weapon helped the English to win major battles in the Hundred Years War.
CYCLE 2: Migration and Empire - Britain C890-Present		
1	Colony	A territory set up or ruled by another country.
2	Virginia Company	A company that set up a permanent British Colony in North America.
3	Elizabethan	The name given to the period when Elizabeth I was on the throne. 1558-1603.
4	Triangular Trade	The pattern of goods in the Atlantic slave trade.
5	Plantation	The sugar, tobacco or cotton growing fields where slaves worked in the Caribbean and North America.
6	War of Independence	A war fought by the Americans against the British during the years 1775 and 1783.
7	Patriots	The name given to the Americans fighting for their independence.
8	Redcoats	The name given to the British soldiers due to their red uniforms.
CYCLE 3: Migration and Empire - Britain C890-Present		
1	Imperialism	Expanding an empire, normally through military conquest.
2	East India Company	A British trading business that came to rule over most of India until 1857.
3	Sepoys	Indian Soldiers who would fight for Britain, mainly Hindu or Muslims.
4	Indian Mutiny	A rebellion by the Indian population against British rule in 1857.
5	Cecil Rhodes	An extremely rich businessman who wanted Britain to control Africa.
6	'Survival of the Fittest'	A phrase used by the scientist Darwin, this was twisted to suggest white Europeans were better than other races.
7	Gandhi	The leader of the movement for Indian independence from the British Empire in 1947.
8	Passive Resistance	The tactics used by Gandhi which meant the use of non-violent protest.

AUTUMN Half-term 2

CYCLE 1: World War One 1914-18

1	World War One	A global conflict involving the main European Powers and their empires from August 1914 to November 1918.
2	Militarism	This means wanting your country to have a strong army and navy.
3	Alliances	A group of countries who promise to support and protect each other.
4	Imperialism	The desire to conquer colonies.
5	Nationalism	The belief that your country is better than others.
6	Austria-Hungary	An empire in Central Europe containing lots of different nationalities.
7	Triple Entente	The alliance of Great Britain / France / Russia
8	Triple Alliance	The alliance of Germany / Italy and Austria-Hungary

CYCLE 2: World War One 1914-18

1	Kaiser Wilhelm II	Leader of Germany in 1914
2	Franz Ferdinand	The heir to the throne of Austria-Hungary who was assassinated in Sarajevo by a Serbian named Gavrilo Princip in 1914.
3	The Schlieffen Plan	Germany's plan to avoid fighting on two fronts by attacking France before Russia.
4	Front	During wars a front is where your side is fighting the enemy.
5	Western Front	This was the area in France and Belgium where the British and French were fighting the Germans.
6	Trenches	Both sides dug into the ground to protect themselves from enemy fire.
7	Stalemate	Where neither side could gain any advantage.
8	No Man's land	An area between the trenches which neither side controlled.

CYCLE 3: World War One 1914-18

1	Propaganda	Government posters were used to encourage men to join the war.
2	Conscription	This meant forcing men to join the army from 1916.
3	Barbed Wire	Sharp wire to protect the trench
4	Artillery	Large guns that fired shells down upon the enemy trenches.
5	Shells	These were the projectiles fired by the artillery.
6	Trench foot	The wet and muddy conditions in the trenches caused feet to rot.
7	USA entry into WWI	1917: the USA joined the war on the side of Britain and France.
8	Armistice	The ceasefire which ended the war at 11am on 11th November 1918.

SPRING Half-term 1**CYCLE 1: The Russian Revolution**

1	Tsar and Tsarina	The Russian words for King and Queen
2	Romanov	The surname of the Russian Royal Family
3	Communism	The idea that everybody should be equal in society and that power should be in the hands of the workers
4	Bolsheviks	A group of Communists in Russia led by Lenin who led a revolution in October 1917
5	USSR (Union of Soviet Socialist Republics)	The name of the country established by the Communists
6	Josef Stalin	The man who took over from Lenin.
7	Collectivization	When all of the smaller farms were put together to make large farms and increase production
8	Secret Police	The Bolsheviks used this to arrest potential opponents and send them to prison camps.

CYCLE 2: Causes of WWII

1	The Treaty of Versailles	The peace treaty at the end of WWI which punished the Germans harshly.
2	Rearmed (built up the military)	The Germans did this secretly from 1933 and openly from 1935.
3	The Rhineland	The Germans sent troops back into the demilitarised area in 1936.
4	Anschluss	A term that means the union of Germany and Austria in 1938.
5	The Sudetenland	An area of land in Czechoslovakia that contained German speaking people.
6	Poland	The country where Hitler invaded in 1939.
7	The Nazi-Soviet Pact	The pact signed between Hitler and Stalin in August 1939.
8	Appeasement	The policy of the British government in the 1930s that meant giving in to Hitler in the hope that it would avoid war.

CYCLE 3: The start of WWII

1	Blitzkrieg	The tactics used by the Germans that means lightning war.
2	The Phoney War	The period of time from September 1939 to May 1940 when there was little fighting between Britain and Germany.
3	Battle of France	The battle was fought between Britain, France and Germany from May-June 1940.
4	The British Expeditionary Force	The British forces sent out to fight against the Germans in France.
5	Dunkirk	The French seaside town where British and French forces were surrounded by the Germans
6	Operation Dynamo	The codename to save stranded British troops at Dunkirk
7	Winston Churchill	The Prime Minister who came to power during the crisis in May 1940
8	The beaches	The location of many of the stranded British and French soldiers

SPRING Half-term 2

CYCLE 1: Battle of Britain and Blitz

1	Battle of Britain	From July to October 1940 and the first battle to be fought in the air.
2	Luftwaffe	The name for the German air force.
3	Radar	New invention that allowed the RAF to detect German air raids.
4	The Blitz	When the Luftwaffe bombed British cities from September 1940 to May 1941.
5	Anderson shelters	The name given to air-raid shelters constructed in people's gardens.
6	Black out	When towns and cities had to make sure that they did not have their lights on as a target for German bombers.
7	Morale	The confidence and enthusiasm of a group at a particular time.
8	Censorship	Stopping information from being published.

CYCLE 2: Home front and Operation Barbarossa

1	The Home Front	The term used to describe activities at home that supported the war effort.
2	Rationing	Brought in at the start of WWII to control the distribution of food.
3	The Battle of the Atlantic	The attempt by the Germans to sink British shipping bringing supplies to the country.
4	Eastern Front	Where fighting took place between the USSR and Germany.
5	The USSR	The Union of Soviet Socialist Republics from 1917-1991.
6	Communism	A political idea based on the idea that everyone is equal.
7	Operation Barbarossa	Codename for the German invasion of the USSR, June 1941.
8	Battle of Stalingrad	A battle between the USSR and the Nazi Germany from 1942-3.

CYCLE 3: Pearl Harbor and D-Day

1	Pearl Harbor	A US naval base on the island of Hawaii in the Pacific Ocean.
2	Imperial Japan	Japan had taken over land in Asia since the 1930s.
3	Franklin D Roosevelt	The US President during WWII. Known as FDR.
4	Axis Powers	An alliance in WWII between Germany, Japan and Italy.
5	The Allies	The name given to the forces of the USA, Canada and Britain.
6	Operation Bodyguard	The plan to deceive the Germans into believing that the attack was going to be at Calais.
7	Normandy beaches	The actual place that the Allies attacked on 6th June 1944.
8	D-Day	The name given to the attack in Normandy by the Allies on German occupied France.

SUMMER Half-term 1**CYCLE 1: Was America right to drop the bomb?**

1	VE Day	Victory in Europe on 8th May 1945.
2	The Manhattan Project	A top secret American project to develop a nuclear weapon.
3	Hiroshima	The first Japanese city to be attacked with an atomic bomb on 6th August 1945.
4	Nagasaki	The second Japanese city to be attacked with an atomic bomb on 9th August 1945.
5	Harry Truman	The American President who made the decision to drop the bombs on Japan.
6	Enola Gay	The name of the plane that dropped the bomb on Hiroshima.
7	Radiation sickness	Many died from this after the bombs had been dropped.
8	VJ Day	Victory over Japan Day on 15th August 1945; end of WWII.

CYCLE 2: How were Jews persecuted in Nazi Germany?

1	Persecution	When people are treated badly based on their gender, race, religion, sexuality or political beliefs.
2	Anti-Semitism	Another term for anti-Jewish feelings and actions.
3	Indoctrination	Another term for brainwashing, used by Nazis against the Jews.
4	Boycott	The Nazis encouraged the German people to not use Jewish shops and businesses.
5	Aryan	Blonde haired and blue eyed people.
6	The Nuremberg Laws	A series of anti-Jewish laws passed in 1935 by the Nazis.
7	Kristallnacht	The Night of the Broken Glass. An attack on Germany's Jews in November 1938.
8	Concentration Camps	Jews were sent to these for the first time as part of Kristallnacht in 1938.

CYCLE 3: The Holocaust

1	Holocaust	The word means destruction or slaughter on a mass scale, specifically the murder of the Jews during WWII.
2	Genocide	The act of trying to destroy a racial group.
3	Shoah	The Hebrew (Jewish) term for the Holocaust which means calamity.
4	The SS	The black shirted Nazi organisation that ran the death camps and carried out mass murders of the Jews.
5	Einsatzgruppen	SS murder squads that carried out mass shootings of Jews during WWII.
6	The Final Solution	The Nazi term that refers to the mass-killing of Jews from 1942.
7	Auschwitz-Birkenau	The largest death camp constructed in Poland by the Nazis in 1942.
8	The Nuremberg Trials	The trials that took place after WWII during which captured Nazis were put on trial for crimes against humanity.

SUMMER Half-term 2

CYCLE 1: What was the Cold War?		
1	The Cold War	A conflict between the USA and the USSR from 1945 until 1991 without direct fighting.
2	Superpowers	The two most powerful countries at the time; USA and USSR
3	Capitalist	A system of government in which people can own their own business and make money.
4	Communist	A system of government in which everyone should be equal and the government owns all industry.
5	Stalin	The leader of the USSR until his death in 1953.
6	The Iron Curtain	The name given by Churchill to the division of Western and Eastern Europe.
7	The Truman Doctrine	US President Harry Truman's promise to contain communism..
8	Containment	The idea means stopping communism from spreading.
CYCLE 2: Key events of the Cold War		
1	The Berlin Blockade	Stalin cut off all road, rail and canal links between West Germany and West Berlin in June 1948.
2	The Berlin Airlift	The US and British response to the blockade. Supplies were taken by air to West Berlin.
3	NATO	The North Atlantic Treaty Organisation created in 1949.
4	The Berlin Wall	Built by the communists in 1961 to stop people escaping from East Berlin to West Berlin.
5	Mutually Assured Destruction – (MAD)	The idea that if there was nuclear war the USA and the USSR would destroy each other.
6	The Cuban Missile Crisis	A situation in 1962 when the USSR tried to put nuclear missiles on the island of Cuba.
7	The Korean War	A conflict in Asia from 1950-53 between the communist North and the Capitalist South.
8	The Vietnam War	Another conflict in Asia that lasted from 1945-75.
CYCLE 3: The Space Race and Kennedy assassination		
1	The Space Race	The competition between the USA and the USSR to put rockets into space.
2	Sputnik	The first satellite in space. Achieved by the USSR in 1957.
3	Yuri Gagarin	The first man in space. Achieved by the USSR in 196.
4	Lunar Landings	When US astronauts landed on the moon in 1969.
5	Dallas	A city in Texas in which President John F Kennedy was assassinated in November 1963.
6	Lee Harvey Oswald	The main suspect in the Kennedy assassination.
7	The Warren Commission	The name given to the investigation into the assassination led by a judge called Earl Warren.
8	Conspiracy Theory	The explanation of an event that suggests an alternative idea of what happened.

Half-term 1		
CYCLE1: MEDIA BASICS		
1	Media	Channels of communication, like TV, film, newspapers, and social media
2	Audience	The group of people who consume a media product
3	Genre	A category of media (e.g., horror, comedy, sci-fi) with similar conventions
4	Representation	The way people, events, and issues are portrayed in the media
5	Institution	The company or organisation that creates or distributes media content
6	Platform	The method used to deliver media (e.g., cinema, streaming, print, online)
7	Product	The media text itself (e.g., a film, advert, TV show, magazine)
8	Target Audience	The specific group a media product is aimed at (e.g., teenagers, parents)
CYCLE2: Language and Representation		
1	Media Language	The codes and conventions used to create meaning in the media
2	Camera Angle	The position of the camera in relation to the subject, affecting meaning
3	Editing	The process of selecting and arranging shots to tell a story
4	Sound	Includes dialogue, music, and effects to create mood and realism
5	Mise-en-scène	Everything in the frame: setting, costume, lighting, and actors' performance
6	Stereotype	A simplified and often exaggerated representation of a group or idea
7	Symbolism	The use of symbols or images to represent ideas or themes
8	Connotation	The deeper meaning or ideas suggested by an image or word
CYCLE3: Industry, Context & Analysis		
1	Regulation	The rules and laws that control media content (e.g., age ratings)
2	Convergence	When different types of media come together on a single platform or device
3	Franchise	A media brand or series with multiple related products (e.g., Marvel)
4	Cross-promotion	Marketing a product across different media formats or platforms
5	Narrative	The structure and story of a media product
6	Demographics	Statistical data about audiences (age, gender, income, etc.)
7	Ideology	A set of beliefs or values shown or promoted by a media product
8	Intertextuality	When one media product references another to create meaning or humour.

Half-term 2

CYCLE1: INDUSTRY		
1	Media Industry	The businesses that create, produce, and distribute media products like films, TV shows, music, magazines, and video games.
2	Production	The stage where a media product is planned and created.
3	Distribution	How media products are shared with the public, such as through cinemas, or social media etc.
4	Exhibition	The way audiences experience media, like watching a film in the cinema or streaming a show at home.
5	Regulation	The rules and laws that control what can be shown in the media, and who can see it.
6	Convergence	When different types of media and technology come together — like watching a TV show on a phone.
7	Ownership	Who controls and profits from media companies. Some are owned by large global corporations, while others are independent.
8	Funding	How media products get paid. From adverts, subscriptions, ticket sales, or government support.
CYCLE 2: AUDIENCE		
1	Audience	The group of people who watch, read, listen to, or interact with a media product.
2	Target Audience	The specific group of people a media product is made for.
3	Demographics	Information about an audience's background, such as age, gender etc.
4	Psychographics	Information about an audience's personality, values, interests, and lifestyle choices.
5	Active Audience	Audiences who question, respond to, or even create their own versions.
6	Passive Audience	Audiences who accept the media's messages without thinking about or questioning them.
7	Audience Appeal	How they attract and interest a particular audience, like using humour, celebrities, or exciting stories.
8	Uses and Gratifications	To be entertained, to learn something, or to connect with others.
CYCLE 3: MEDIA THEORISTS		
1	Stuart Hall	A media theorist known for his Encoding/Decoding theory.
2	Roland Barthes	A theorist famous for his ideas about Semiotics.
3	David Gauntlett	A theorist who believes the media helps people understand identity.
4	Albert Bandura	Psychologist known for the Social Learning Theory.
5	Laura Mulvey	A feminist film theorist who introduced the idea of the Male Gaze Theory.
6	Henry Jenkins	A theorist known for Participatory Culture, explaining how audiences don't just consume media but create and share content.
7	Jean Baudrillard	A theorist who talked about Hyperreality, where the media creates a world that feels more real than reality itself.
8	Clay Shirky	A theorist focused on how the internet changes media and communication.

Half-term 1

CYCLE 1: Elements of Music

1	Pitch	How high or low a sound is
2	Dynamics	The volume of the music (e.g., loud, soft)
3	Tempo	The speed of the music (e.g., allegro, lento)
4	Texture	How many layers of sound are heard and how they interact
5	Timbre	The unique quality or tone of a sound or instrument
6	Rhythm	The pattern of sounds and silences in music
7	Structure	The overall plan or form of a piece (e.g., binary, ternary)
8	Melody	A sequence of notes that are musically satisfying; the main tune

CYCLE 2: Performance and notation

1	Staff notation	A system of writing music using symbols
2	Stave	The five horizontal lines on which music is written
3	Treble clef	A symbol indicating higher pitches, used by many instruments
4	Bar	A section of music containing a set number of beats
5	Time signature	Tells you how many beats are in a bar and what note value gets the beat
6	Key signature	Shows which notes are sharp or flat in a piece
7	Accidental	A note that is sharp, flat, or natural but not in the key signature
8	Ensemble	A group of musicians performing together

CYCLE 3: Styles, Context & Listening Skills

1	Genre	A category or style of music (e.g., jazz, classical, pop).
2	Chord	Two or more notes played together
3	Ostinato/riff	A short, repeated musical pattern
4	Improvisation	Music made up on the spot, often used in jazz
5	Drone	A long, sustained note or notes, often used in folk/world music and in film scores.
6	Call and response	A musical conversation where one part responds to another
7	Hooks	Catchy, repeated musical phrases often used in pop or rock
8	Fusion	A mix of two or more musical styles or cultures

Half-term 2

CYCLE1: Logic Pro X (1)

1	Track	A 'lane' in Logic which records/plays back MIDI/audio information
2	Mute	Button which stops that particular track from sounding
3	Solo	Button which plays only the track soloed, and no others
4	Cycle bar	Defines the area of bars which Logic loops around continuously
5	Apple Loops	Pre-recorded audio which can be dragged into Logic (e.g. drum loops)
6	Library	Contains all instruments for MIDI, and presets for audio (e.g. guitar FX)
7	Inspector	Panel which shows all info for that track (FX/volume/Pan)
8	Pan	Ability to move a sound through 180 degrees between left - centre - right

CYCLE2: Logic Pro X (2)

1	FX	Abbreviation of 'effects' - processing original sound to enhance the timbre
2	Delay	An effect which adds an echo to the original audio
3	Reverb	An effect which adds a sense of space to the original audio (e.g. plate/hall)
4	Remix FX	A multiFX processor used to add remix-style effects to the selected audio
5	Scratch button	Simulates a record scratch on incoming audio
6	Repeater	Adds a stuttering effect to the audio - found inside the Remix FX
7	Flanger	An effect which adds a 'swirling'/'whooshing' sound to the audio
8	Distortion	An effect which adds dirt and grit to the audio

CYCLE3: Remix techniques

1	Automation	A tool to change volume, effects, or panning over time.
2	EQ (Equaliser)	A tool used to adjust the balance of different frequencies in a sound.
3	Quantise	Automatically aligns notes to the nearest beat/grid point.
4	Loop	Repeating a section of sound material.
5	Cut/rearrange	Use the scissors tool to slice audio and move parts to new positions.
6	Pitch shifting	Use the Region Inspector or Flex Pitch to alter pitch.
7	Mixer	Used to balance, pan, and add effects to tracks.
8	Mastering	Finalise the mix, adds loudness and audio 'sheen'

AUTUMN Half-term 1 and Half-term 2		
Theme E - Crime and Punishment		
CYCLE 1: Key words		
1	Crime	Action which breaks the law
2	Evil Intentions	Desire to deliberately cause harm or suffering to others
3	Law	Rules a country demands its citizens to follow
4	Reformation	Helping them to see how and why their behaviour was wrong - and make changes
5	Retribution	Revenge
6	Deterrence	Threat of punishment as a way to put a person off committing a crime
7	Forgiveness	Letting go of blame and moving on
8	Reconciliation	Restoring relationships
CYCLE 2: Aims of Punishment/Types of Punishment		
1	Corporal Punishment	Physical pain inflicted on criminal
2	Capital Punishment	Death penalty
3	Community Service	Criminal doing a set number of hours in their local community
4	Death Penalty	Execution of criminal sentenced by the state
5	Murder	Unlawfully killing another person
6	Prison	A place people are sentenced to by the court and denied a variety of freedoms
7	Principle of Utility	'Greatest good for the greatest number'
8	'I was in prison and you came to visit me' Sheep and Goats	This teaches that you should help criminals to change.
CYCLE 3: Reasons to Commit Crime		
1	Addiction	Being addicted to/dependent on a substance
2	Greed	Wanting or desiring something or more of something
3	Mental illness	A medical condition can cause changes to a person's behaviour - can cause crime
4	Poverty	Being without the things needed for a reasonable quality of life.
5	Upbringing	The environment a child lives in
6	Unjust law	A legal requirement within the law that is believed to be unfair.
7	Hate crime	A crime committed because of prejudice views about a person or group e.g sexuality - race- religion
8	Character	Positive aspects of your personality e.g resilience

SPRING Half-term 1		
Paper 1 - Christian Beliefs		
Cycle 1: The Nature of God, Oneness of God & The Trinity		
1	Creationist	Literally believing the word was created in 6 days
2	Ex-Nihilo	Out of nothing
3	Literal Christian	A Christian which believes the Bible is the exact word of God
4	Liberal Christian	A Christian which may interpret a different meaning from the Bible and not take it literally
5	The Big Bang Theory	A theory which suggests the world was created from a hot explosion and expanded over time
6	The Theory of Evolution	A theory developed by Charles Darwin suggesting living creatures developed from earlier, less complex forms of life
7	7 days of Creation	Biblical account of creation which suggests God created the world in 6 days, creating humans last, and rested on the 7 th
8	The Trinity and Creation	The Father created the world as the omnipotent part, the Holy Spirit was present during this time and the Son was with the Father during creation.
Cycle 2: Different Christian beliefs about Creation		
1	Incarnation	God in human form on Earth
2	Human Nature	Qualities Jesus has which are of a human e.g. feelings
3	Divine Nature	Qualities Jesus has which are Godly/ non-human e.g. performing miracles
4	Messiah	The saviour of a group of people
5	Crucifixion	Jesus sacrificed himself on the cross, allowing their sins to be forgiven (atonement)
6	Resurrection	Where Jesus rose from the dead, returning to life for 40 days
7	Ascension	Where Jesus rose back up to Heaven to be beside God
8	Salvation	Being saved from sin so humans can enter the kingdom of Heaven
Cycle 3: The incarnation and crucifixion		
1	Incarnation	'God in flesh'
2	Jesus	God the Son - on earth
3	Virgin Conception	Mary did not become pregnant sexually
4	Crucifixion (i)	Roman method of execution by which criminals are fixed to a cross
5	Crucifixion (ii)	The execution and death of Jesus
6	Good Friday	The day Jesus died
7	Maundy Friday	The Last Supper
8	Jesus forgave the guards	'Forgive them father for they don't know what they do'

SPRING Half-term 2		
Paper 1 - Christian Beliefs		
Cycle 1: The resurrection, ascension and life after death		
1	Resurrection	Rising from the dead
2	resurrection	Jesus rising from the dead on Easter Day
3	ascension	40 days after resurrection , Jesus returned to heaven with God
4	heaven	A state of eternal happiness in the presence of God
5	Gospels	4 books of the Bible detailing Jesus life
6	Matthew, Mark, Luke, John	The Gospels

7	Pentecost	The day the Holy Spirit came to earth to help and help disciples and Christians today.
Cycle 2: Afterlife and judgement; Heaven and hell		
1	Incarnation	The way God appears in human form on Earth; 'God in Flesh'
2	Human nature	Traits or characteristics Jesus has which are of a human e.g. feelings
3	Divine Nature	Traits or characteristics Jesus has which are Godly/non-human e.g. Performing miracles
4	Messiah	The saviour of a group of people
5	Crucifixion	Where Jesus sacrificed himself on the cross to save humankind, allowing their sins to be forgiven (atonement)
6	Resurrection	Where Jesus rose from the dead, returning to life for 40 days
7	Ascension	Where Jesus rose back up to Heaven to be beside God
Cycle 3: Sin and salvation, role of Christ in salvation		
1	Salvation	Being saved from sin so humans can enter the kingdom of Heaven
2	Sin	Actions which separates you from God
3	Original Sin	Everyone is build with the inbuilt urge to disobey God
4	Grace	Unconditional love from God which isn't earned.
5	Genesis 1	Story of Adam and Eve
6	Atonement	Making a payment for something wrong
7	Freewill	Ability to choose what decisions to make

SUMMER Half-term 1		
Islam Beliefs		
Cycle 1: Key terms and differences in Islam		
1	Oneness	Tawhid. God is one.
2	Omnipotent	Allah is all powerful
3	Immanent	Close with us and present on the Earth.
4	Transcendent	Far from us, beyond our understanding.
5	Merciful	Wanting to forgive us
6	Just	Fair
7	Onibenevolent	Allah is all loving
8	Omniscient	Allah is all knowing
Cycle 2: Sunni and Shia Islam		
1	Sunni Muslims - succession	Believe that when Muhammad died they should be able to elect a new leader.
2	Sunni Muslims	90% of worldwide Muslims
3	Shi'a Muslims - succession	Believe that when Muhammad died it should be one of his family who should be the new leader.
4	Shia Muslims	10% of worldwide Muslims
5	Sunni Muslims - authority	Qur'an and Sunnah (Muhammad's teachings and actions)
6	Shia Muslims -authority	The Quran, Sunnah <i>and</i> Shia leaders
7	Imamate	12 divine leaders for Shia Muslims
8	Caliph	Leaders for Sunni Muslims
Cycle 3: <i>Sunni core beliefs - 6 articles of faith</i>		
1	Tawhid	Belief in only one God
2	Angels	Pass on messages to prophets

3	The Holy Books	Qur'an most important
4	The Prophets	Messengers from God
5	The Day of Judgement	End of world
6	The supremacy of God's Will	Nothing happens without God wanting it to

SUMMER Half-term 2		
Islam beliefs		
Cycle 1: Shia core beliefs - Islam Beliefs & Muhammad		
1	Tawhid	belief in only one God
2	Prophethood	messengers from God
3	Adalat	Justice of God - God is fair
4	The Imamate	12 Imams chosen by god to lead Islam after muhammad died
5	Resurrection	after death Muslims will be resurrected and judged by God
Cycle 2: Islam Beliefs & Muhammad		
1	Mecca	Birth place of Muhammad and site of pilgrimage for Muslims.
2	Prophet	A messenger of God
3	Allah	Arabic name for God
4	Predestination	The belief that God has planned what will happen
5	Day of Judgement	A time when Allah will decide who goes to heaven or hell.
6	Kaaba	A black cube that is at the centre of Islam's most important Mosque
7	Idols	Statues around the Kaaba that Muhammad destroyed to reinforce Tawhid
Cycle 3: Angels		
1	Jibril	Considered the most important Angel. Delivered the Qur'an to Muhammad on the Night of Power.
2	Mikai'l	The angel of mercy. Sends thunder and lightning.
3	Israfil	He blows his trumpet to announce the coming of judgement day
4	Azrael	He guards who goes into Jahannam (hell) and Jannah (heaven)
5	Jahannam	hell
6	Jannah	heaven
7	Jursalem	Where Israfil will be waiting on the Day of Judgement
Week 4: Shia core beliefs - Islam Beliefs & Muhammad		
1	Tawhid	belief in only one God
2	Prophethood	messengers from God
3	Adalat	Justice of God - God is fair
4	The Imamate	12 Imams chosen by god to lead Islam after muhammad died

Spanish

AUTUMN Half-term 1		
Cycle 1: el español global = Global Spanish		
1	España	Spain
2	español	Spanish
3	Inglaterra	England
4	inglés	English
5	soy	I am
6	Soy de	I am from
7	buenos días	good morning
8	buenas tardes	good afternoon
Cycle 2: : Mi carnet de identidad = My identity card		
1	me llamo	I call myself
2	se escribe	it is spelled...
3	yo tengo trece años	I 'have' thirteen years old
4	mi nombre	my name
5	mi apellido	my surname is
6	mi edad	my age
7	es	he/she/it is
8	tiene	he /she/it has
Cycle 3 las fechas = The dates		
1	Cuándo	When
2	tu cumpleaños	your birthday
3	mi cumpleaños	my birthday
4	(no) es....	it/she/he is (not)
5	el mes	the month
6	enero	January
7	la fecha de nacimiento	the date of birth
8	el fin de semana	the weekend

AUTUMN Half-term 2		
Cycle 1: Todos a clase = in the classroom		
1	yo (no) tengo	I have (not)
2	¿Tienes?	Do you have?
3	un bolígrafo negro/ verde	a pen black/green
4	un rotulador	a highlighter
5	un lápiz	a pencil
6	una regla	a ruler
7	un cuaderno	an exercise book
8	un libro	a book
Cycle 2: mi familia = my family		
1	un padre / un padrastra	a father / a <u>step</u> -father

2	una madre / una madrastra	a mother / a <u>step</u> -mother
3	un abuelo / una abuela	a grandfather / a grandmother
4	un hermano / una hermana	a brother / a sister
5	que se llama	who is called
6	yo soy gemelo/a	I am a twin
7	Me gustaría tener	I would like to have
8	Me llevo bien con	I get on well with
Cycle 3: más descripciones físicas y la personalidad = physical descriptions (height etc) + the personality		
1	ahora yo (no) soy	now I am (not)
2	él / ella (no) es	he / she / it is (not)
3	ellos / ellas (no) son	they are (not)
4	antes era	before I/she/he/it was
5	alto/a/s / bajo/a/s	tall / short
6	guapo/a/s / feo/a/s	good-looking / ugly
7	simpático/a/s	friendly
8	divertido/a/s / aburrido/a/s	fun / boring

SPRING Half-term 3		
CYCLE1: Mis pasatiempos = My Free-time		
1	Los pasatiempos	Hobbies
2	Me chifla/ me mola	I love
3	Bailar	To dance
4	Chatear	To chat
5	Escuchar música	To listen to music
6	Jugar a la video consola	To play on the console
7	Leer libros	To read books
8	Salir con mis amigos	To go out with friends
CYCLE2: Los deportes = Sports		
1	Juego al...	I play
2	Baloncesto	Basketball
3	Fútbol	Football
4	Tenis	Tennis
5	Hago...	I do
6	Atletismo	Athletics
7	Natación	Swimming
8	equitación	Horseriding
CYCLE3: El tiempo = the weather		
1	¿Qué tiempo hace?	What's the weather like?
2	Hace calor/frío/sol	It's hot/cold/sunny
3	Llueve	It rains
4	Cuando	When
5	Si	If
6	En invierno	In winter
7	En verano	In summer
8	Me gusta hacer/jugar	I like to do/play

SPRING Half-term 4

CYCLE 1: Las redes sociales = social media

1	(siempre) uso	I (always) use
2	(No) voy a usar	I am (not) going to use
3	(Nunca) usaba	I (never) used to use
4	las redes sociales	social media
5	para	for
6	chatear con amigos	chatting to friends
7	subir fotos	uploading photos
8	descargar música	downloading music

CYCLE 2: El Internet

1	(No) se puede	You can (can't)
2	(No) se debe	You must (musn't)
3	Ver videos	watch videos
4	llamar a la familia	call your family
5	respetar a otros	respect others
6	descargar ilegalmente	download illegally
7	intimidar a otros	intimidate others
8	enviar mensajes intimidantes	send threatening messages

CYCLE 3: Lo bueno y lo malo del Internet = the good thing and the bad thing about the Internet

1	(no) es	it is (not)
2	informativo	informative
3	barato	cheap
4	divertido	fun
5	adictivo	addictive
6	peligroso	dangerous
7	malo para la salud mental	bad for your mental health
8	una pérdida de tiempo	a waste of time

SUMMER Half-term 5

CYCLE1: Donde vivo yo = where I live

1	¿Dónde vives?	Where do you live?
2	Vivo/ vivimos en...	I/we live in...
3	Una ciudad	A city
4	Un pueblo	A village
5	Una casa/un piso	A house / a flat
6	Grande	Big
7	Pequeño/a	Small
8	Moderno/a	Modern

CYCLE 2: Mi casa = My house

1	Mi casa/mi piso es	My house/my flat is...
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2	Cómodo/a	Comfy
3	Lujoso/a	Luxurious
4	Espacioso/a	Spacious
5	Nuevo/a	New
6	En mi casa/mi piso hay	in my house/flat there is
7	tres dormitorios / un baño	three bedrooms / a bathroom
8	una cocina/ un salón / un comedor	a kitchen / a lounge / a dining room

CYCLE3: Mi casa de ensueño = my dream house

1	¿Dónde te gustaría vivir en el futuro?	Where would you like to live in the future?
2	En mi casa de ensueño habría...	In my dream home there would be...
3	Una piscina enorme	An enormous pool
4	Un cine privado	A private cinema
5	Un estudio moderno	A modern study
6	Unas vistas impresionantes	Some impressive views
7	Me gustaría...	I would like...
8	Un jardín precioso	A pretty garden

SUMMER Half-term 6

CYCLE1: Los transportes = transports

1	Cada verano	each summer
2	(No) me gusta viajar en	I (don't) like to travel by
3	coche	car
4	avión	plane
5	tren	train
6	ya que es	since it is
7	caro / barato	expensive / cheap
8	cómodo/ incómodo	comfortable / uncomfortable

CYCLE2: ¿Adónde vas de vacaciones? = where do you go on holidays?

1	Cada año voy a	every year I go to
2	El verano pasado fui a	Last summer I went to
3	el año que viene voy a ir a	Next year I'm going to
4	España / Francia / Inglaterra	Spain / France / England
5	con mi familia / mis amigos	with my family / with my friends
6	Es genial	it's great
7	Fue inolvidable	it was unforgettable
8	será emocionante	it will be exciting

CYCLE3: Las actividades = activities

1	(No) me gusta	I (don't) like
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2	En el pasado me gustaba	In the past I used to like
3	Me gustaría	I would like
4	comer un helado	to eat an ice cream
5	nadar en el mar	to swim in the sea
6	tomar el sol	to sunbathe
7	visitar monumentos	to visit monuments
8	esquiar	to ski

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Subject: Art	Year group: Year 9
AUTUMN	
<p>‘See it! Sketch it! Baseline assessment Observational Drawing</p> <p>This Baseline Assessment Drawings project is designed to introduce students to the core observational drawing skills that underpin success in Art at KS3 and form the foundation for progression into GCSE Art and beyond. The project provides students with the opportunity to build confidence in proportion, accuracy, tone, texture, and mark making using a range of materials such as tonal pencil and biro.</p> <p>Day of the Dead vs Damien Hirst</p> <p>In this project, students will learn about the colourful Day of the Dead tradition. They will explore skull designs and what the celebration means using different materials and art techniques. They will see how different cultures use art to show life and death. Students will also learn about artist Damien Hirst, who uses skulls and bright colours in his art. They will compare his work to Day of the Dead designs to understand how both show ideas about life, death, and memory in different ways. Using what they learn, students will create their own artworks with drawing, printmaking (monoprints), mixed media, and clay.</p>	
SPRING	
<p>Day of the Dead vs Damien Hirst</p> <p>Resolve project - mixed media outcome and clay</p> <p>Facial Features - Eyes</p> <p>In this project, students will learn how to draw and paint eyes, inspired by the vibrant style of artist Françoise Nielly. They will practice observational drawing and explore how to use acrylic paint with brushes and palette knives. Students will experiment with mixing colours to create bold and expressive artworks.</p>	
SUMMER	
<p>My Space (Architecture / Landscape)</p> <p>In this project, students explore local and personal places through art. They learn to turn real landscapes into simple shapes and colours, try out different painting and collage techniques, and draw buildings and details. Students mix different places and landmarks to create their own unique artwork on recycled packaging. The project helps build skills in painting, drawing, and using different materials, while encouraging creativity and personal meaning.</p> <p>Collage</p> <p>In this project, students will learn about collage, building on their earlier work with mixed media and clay. They will study different artists like Susana Balasco and some female artists who make surreal collages. Students will practice cutting, arranging, and layering images to create interesting artworks. They will also explore how collage can show personal, cultural, or political ideas. The project encourages students to try new things, be creative, and take risks.</p>	

Subject: DT rotation	Year group: 9
Rotations	
<ol style="list-style-type: none"> 1. Sketching and presentation 2. Coaster project 3. Exam question - evaluation 	
SUMMER	
<ol style="list-style-type: none"> 1. Phone Project 2. Trophy Project <p>Students spend the rest of the summer term on this extended project which includes the following</p> <ul style="list-style-type: none"> ● Setting up and using E-Folios ● IT technique for building E-Folios ● Producing Moodboards with analysis ● Sketching strategies ● ON Shape introduction (3D CAD) ● Manufacturing competencies for base of trophy ● Using 2D Design (CAD) for laser cutting ● Creative design work for top of trophy ● Material choices ● Quality of finish ● Taking high quality photographs. 	

Subject: Food preparation and nutrition	Year group: 9
Rotations	
<ol style="list-style-type: none"> 1. Health, safety and hygiene 2. Eatwell Guide 3. Food preparation skills 4. Nutrition 	
SUMMER	
<ol style="list-style-type: none"> 1. Food Science 2. Nutrition 3. Food preparation 4. International cuisine 	

Subject: English	Year group: 9
AUTUMN	
<p>1. Introduction to Analytical Writing In the Introduction to Analytical Writing unit, students will develop skills to critically examine texts, organise ideas clearly, and craft well-supported arguments, laying a strong foundation for effective and insightful writing throughout their time at QE.</p> <p>2. Romeo and Juliet Students will closely examine the complex web of relationships depicted throughout the play and begin to develop a critical and nuanced understanding of the text as a whole, exploring Shakespeare’s intentions and the broader thematic and historical context of his writing.</p>	
SPRING	
<p>1. Poetry: Identity & Voice Students will engage with a diverse range of poets, including Maya Angelou’s Still I Rise, Imtiaz Ahmad’s Presents to My Aunt in Pakistan, and Grace Nicolls’s Island Man, among others. These works tackle relevant and contemporary themes, such as resilience, cultural identity, migration, and the tension between personal and societal expectations—issues with which students are likely to have a meaningful awareness of the world around them.</p> <p>2. Non-Fiction: I Am Malala In this unit on I Am Malala, students will explore themes of resilience, displacement, and selfhood through diverse cultural and personal perspectives, deepening their understanding of global issues like gender, education, and activism through Malala’s real-life story.</p>	
SUMMER	
<p>1. Prose: Sherlock Holmes Students will explore selected Sherlock Holmes stories—The Speckled Band and A Scandal in Bohemia—to deepen their understanding of Victorian society, the construction of identity, and the dynamics of power and relationships. These stories offer rich opportunities to examine how Arthur Conan Doyle, writing in a period marked by imperial confidence and rigid social hierarchies, uses the detective genre to both reinforce and subtly critique contemporary norms, particularly around gender, class, and justice</p> <p>2. Rhetoric-Identity and Voice This unit is designed to equip students with the knowledge and skills necessary to craft and deliver an effective persuasive speech. Through the close study of a range of rhetorical texts and extracts—spanning historical speeches, contemporary addresses, and other persuasive forms—students will develop a sound understanding of rhetoric, its origins, and its purpose.</p>	

Subject: French	Year group: 9
AUTUMN	
<p><u>The world around us:</u></p> <p>HT1: France : geography and culture</p> <ol style="list-style-type: none"> 1. To describe France and its differences with Great-Britain 2. To compare countries and features 3. To talk about famous French speaking people using the perfect tense <p>HT2: Travels around the world</p> <ol style="list-style-type: none"> 1. Transports: to talk about choice of transports when travelling 2. Past holidays : to use the perfect and imperfect tenses to describe a past holiday 3. Future holidays: to use the future tense to talk about future holidays 	
SPRING	
<p><u>Communication:</u></p> <p>HT3: Media</p> <ol style="list-style-type: none"> 1. TV programmes: To give opinions about favourite TV programmes using Direct Object pronouns 2. Music: To give opinions about favourite music genres 3. Cinema : to give opinions about a film that you saw using the perfect tense <p>HT4: Technology</p> <ol style="list-style-type: none"> 1. Technology: To talk about our use of technology for leisure activities 2. Social media: To discuss issues with social media using impersonal structures 3. Advantages and disadvantages of new technologies 	
SUMMER	
<p><u>Lifestyle and Festivals:</u></p> <p>HT5: Healthy living</p> <ol style="list-style-type: none"> 1. Food and drinks: discussing good and bad eating habits 2. Healthy living: discussing good lifestyle habits using present and perfect tense 3 Good resolutions: discussing future lifestyle changes using the future tense <p>HT6: Festivals</p> <ol style="list-style-type: none"> 1. Traditions and festivals: To develop cultural awareness of French speaking countries 2. A special event: Describing a past event using perfect tense 3. A special event: Giving opinion about a past event using the imperfect tense and adjectives. 	

Subject: Geography	Year group: 9
AUTUMN	
<p>Extreme weather</p> <ul style="list-style-type: none"> ● Impacts of extreme weather ● Tornadoes - formation, case studies, effects, storm chasing, reducing the effects of tornadoes ● Hurricanes - formation, case studies, hurricane tracking, reducing the effects of hurricanes <p>Environment and sustainability</p> <ul style="list-style-type: none"> ● Physical and human environments ● Sustainability - human activities ● Climate change - causes and impacts ● The Great Pacific Garbage Patch ● Endangered species ● Trophy hunting ● Antarctica - climate, history, human activities, management. 	
SPRING	
<p>Restless Earth</p> <ul style="list-style-type: none"> ● Plate tectonics ● Plate boundaries ● Volcanoes - types, case studies, effects, benefits, reducing the effects. ● Supervolcanoes - formation, impacts of a super-eruption ● Earthquakes - causes, effects, case studies, reducing the effects ● Tsunamis - causes, effects, case studies, reducing the effects. <p>Population and migration</p> <ul style="list-style-type: none"> ● World population growth ● World population distribution - physical and human factors ● Population change ● Population structure - population pyramids ● Youthful vs. Ageing populations ● China's One Child Policy ● Migration - push and pull factors, impacts ● Migration case studies - Mexico-USA, Europe 	
SUMMER	
<p>Resource management</p> <ul style="list-style-type: none"> ● Global inequalities of food, water and energy ● Significance of food, water and energy for economic and social well being ● Provisions of food, water and energy in the UK ● Global distribution of energy consumption and supply ● Impacts of energy insecurity ● Strategies to increase energy supplies ● Example of a fossil fuel - natural gas - advantages and disadvantages ● Sustainable energy supplies ● Micro-hydro schemes in Peru 	

Subject: Graphic Communication	Year group: 9
Students are on a rotation with DT, Graphics and Food.	
<p>Project 1 - Comic Cans</p> <p>Taking inspiration from an event, famous person or historic icon students are required to design a can/bottle of drink that showcases the person or event. Students will:</p> <ol style="list-style-type: none"> 1. Research the Pop Art Movement and the work of Roy Lichtenstien 2. Look at existing food and drink packaging that feature sports icons and celebrities/personalities. 3. Create both a hand drawn and digital outcome 4. Apply the design to a variety of packaging and promotion items. 	
SUMMER	
<p>Project 2 - Landmarks and Destinations</p> <p>The theme of Landmarks can be interpreted in many different ways. Refer to appropriate sources and develop your own interpretation of Landmarks</p> <p>Students will explore the theme of Landmarks through the creation of a set of promotional posters for a city or place. The work should be creative, visually striking, and include key tourism or historical information.</p> <ol style="list-style-type: none"> 1. Critical Understanding of the work of Artists, 2. Application of the techniques used by specific artists, 3. Refinement of design, 4. Apply design knowledge and Subject Specific terms 5. Explore appropriate contextual material and develop graphic work in the form of illustration, painting, collage and design for print. 6. Use ICT when generating, developing, modelling and communicating design ideas 7. Learn to evaluate, justify and reflect upon design outcomes. 	

Subject: History	Year group: 9
AUTUMN	
<ol style="list-style-type: none"> 1. Migration, Empires and the People c.790-Present <ul style="list-style-type: none"> ● Early migration to Britain - Vikings, Normans, ● Ideas of nationality - Hundred Years War, ● Impact of the British Empire - slavery, India, Cecil Rhodes ● Post war - SS Windrush, decolonisation, The EU. 2. Britain at War, 1914-15 <ul style="list-style-type: none"> ● The causes of WWI ● Key events of WWI - Battle of the Somme ● The Home Front - recruitment, work ● Impact of WWI - armistice and remembrance 	
SPRING	
<ol style="list-style-type: none"> 1. The Inter War Year 1919-39 <ul style="list-style-type: none"> ● The Russian Revolution and Stalin's Russia ● The Roaring Twenties - USA ● The Treaty of Versailles ● The Wall St Crash and Great Depression ● Hitler's actions ● Appeasement ● Outbreak of WWII 2. World War II, 1939-45 <ul style="list-style-type: none"> ● Blitzkrieg ● Dunkirk ● Battle of Britain ● Operation Barabarossa ● Pearl Harbor ● D-Day ● Atomic Bomb 	
SUMMER	
<ol style="list-style-type: none"> 1. The Holocaust 1933-45 <ul style="list-style-type: none"> ● Long term anti-semitism ● Persecution in the 1930s ● Holocaust 1939-45 2. The Cold War <ul style="list-style-type: none"> ● What was the Cold War? ● How did it develop? - e.g. Berlin ● The Korean War ● The Cuban Missile Crisis ● JFK assassination ● The Space Race 	

Subject: Maths	Year group: 9
AUTUMN	
<p>Percentages</p> <ul style="list-style-type: none"> Express a number as a percentage Convert between fractions decimals and percentages Percentage change Successive percentage change/depreciation Simple and compound interest <p>Factors and Multiples</p> <ul style="list-style-type: none"> Factors of numbers Multiples of numbers Highest common factor/lowest common multiple Prime factor decomposition <p>Powers and Roots</p> <ul style="list-style-type: none"> Recognise powers of numbers Use squares and cubes, and square roots and cube roots <p>Algebraic Manipulation</p> <ul style="list-style-type: none"> Collect like terms Multiply algebraic terms Expand brackets Substitute into expressions and formulae <p>Pythagoras' Theorem</p> <ul style="list-style-type: none"> Calculating missing sides in right-angled triangles using Pythagoras' Theorem Pythagoras' Theorem in context <p>Trigonometry</p> <ul style="list-style-type: none"> Know Trigonometric ratios and apply to find missing sides and angles in right-angled triangles 	<p>Constructions</p> <ul style="list-style-type: none"> Solve problems with coordinates in 4 quadrants Use congruent properties of triangles Use construction techniques to bisect lines and angles Use loci and identify regions <p>Area and Perimeter</p> <ul style="list-style-type: none"> Calculate the area and perimeter of 2D shapes Calculate the area and perimeter of composite shapes Calculate the area and circumference of circles <p>Equations</p> <ul style="list-style-type: none"> Solving equations with one unknown algebraically <p>Averages and Spread</p> <ul style="list-style-type: none"> Use averages to compare data sets Apply statistics to describe a population <p>Arcs and Sectors</p> <ul style="list-style-type: none"> Identify and use circle definitions Calculate arc length and sector areas <p>Inequalities</p> <ul style="list-style-type: none"> Solve linear inequalities and present answer on a number line
SPRING	
<p>Ratio</p> <ul style="list-style-type: none"> Use ratio notation Write ratios in their simplest form Divide amounts into ratios <p>Algebraic Manipulation</p> <ul style="list-style-type: none"> Expand and factorise expressions Expand double brackets and factorise quadratic expressions <p>Graphs</p> <ul style="list-style-type: none"> Plot in all 4 quadrants Plot graphs parallel to the co-ordinate axis Plot linear graphs in the form 	<p>Fractions</p> <ul style="list-style-type: none"> Calculate exactly with fractions Convert between terminating and recurring decimals <p>Equations</p> <ul style="list-style-type: none"> Solve linear equations in one unknown algebraically (including those with the unknown on both sides of the equation) and find approximate solutions using a graph Solve quadratic equations algebraically by factorisation and find approximate solutions using a graph <p>Graphs</p> <ul style="list-style-type: none"> Find the gradient and y-intercept Write the equation of a line in the form of $y=mx+c$

<p>$y=mx+c$</p> <ul style="list-style-type: none"> Find the gradient and y-intercept Write the equation of a line in the form of $y=mx+c$ <p>Standard Form</p> <ul style="list-style-type: none"> Convert numbers to and from standard index form Calculate with standard index form <p>Equations and Inequalities</p> <ul style="list-style-type: none"> Solve linear inequalities and present answer on a number line <p>Sequences</p> <ul style="list-style-type: none"> Recognise and use sequences, including triangular numbers, quadratic sequences and the Fibonacci sequence 	<p>Probability</p> <ul style="list-style-type: none"> Calculate theoretical probability spaces for single and combined experiments Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size Understand mutually exclusive events Understand dependent and independent events using tree diagrams <p>Quadratic Graphs</p> <ul style="list-style-type: none"> Identify and interpret roots, intercepts and turning points of quadratic functions graphically and deduce roots algebraically <p>Unit of Measure</p> <ul style="list-style-type: none"> Change freely between and use related standard units of measure, such as time, length, area, volume/capacity, mass and money in numerical contexts
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SUMMER

<p>Proportion</p> <ul style="list-style-type: none"> Understand equality of ratios Solve direct and inverse proportion problems Create graphical representations of direct and inverse proportion <p>Accuracy</p> <ul style="list-style-type: none"> Round numbers to a given degree of accuracy Estimate calculations <p>3D Shapes</p> <ul style="list-style-type: none"> Identify properties of the faces, surfaces, edges and vertices of 3D shapes Create plans, views and elevations <p>Volume and Surface Area</p> <ul style="list-style-type: none"> Volume and surface area of prisms Calculate volume and surface area of spheres, pyramids, cones and composite solids <p>Statistical Diagrams</p> <ul style="list-style-type: none"> Analyse and compare distributions with grouped and ungrouped data Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts, pictograms and vertical line charts 	<p>Angles</p> <ul style="list-style-type: none"> Use angles at a point or a straight line Use angles in parallel lines Use Interior and exterior angles of polygons <p>Congruence</p> <ul style="list-style-type: none"> Apply the concepts of congruence and similarity, including the relationships between lengths, in similar figures <p>Transformations</p> <ul style="list-style-type: none"> Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement, including fractional scale factors <p>Statistical Diagrams</p> <ul style="list-style-type: none"> Use and interpret scatter graphs of bivariate data Recognise and interpret correlation Interpolate and extrapolate trends <p>Bearings</p> <ul style="list-style-type: none"> Use map scales and drawings Use and calculate bearings <p>Vectors</p> <ul style="list-style-type: none"> Apply addition and subtraction of vectors Apply multiplication of vectors by a scalar Apply diagrammatic and column representations of vectors
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Performing Arts Rotation

Subject: DANCE	
Dance Rotation	
<ol style="list-style-type: none"> 1. Introduction to basic dance actions - through capoeira 2. Introduction to choreographic skills 3. Contact work 	
SUMMER TERM	
Dance Project - Choreography, Performance Skills, Responding to a Stimulus	

Subject: Drama	Year group: 9
Drama Rotation	
<ol style="list-style-type: none"> 1. Introduction to Drama Skills 2. Responding to Stimulus 3. Analysis and Evaluation of Performance Work 	
SUMMER	
<ol style="list-style-type: none"> 1. Exploration of Stimuli 2. Creation of Performance work 3. Final Performance and Evaluation 	

Subject: Media Studies	Year group: 9
Media Rotation	
<ol style="list-style-type: none"> 1. Introduction to Media Skills. 2. Narrative and genre 	
SUMMER	
Media Project. Media language and institutions, including social media, the power of influencers and how media regulation works in the UK.	

Subject: Music	Year group: 9
Music Rotation	
<ol style="list-style-type: none"> 1. Using Logic Pro to sequence and Remix 2. Live Band Instrumental Skills 	
Summer	
Composing Music for the Moving Image	

Subject: Religious Education Year 9	Humanities	
AUTUMN		
<p>Paper 2 - Theme E - Crime and Punishment</p> <ol style="list-style-type: none"> 1. Crime and punishment and reasons for crime 2. Attitudes to lawbreakers and different types of crime 3. Three aims of Punishment 4. Christian attitudes to suffering and causing suffering to others 5. Christian attitudes to suffering 6. Christian attitudes to forgiveness 7. Christian attitudes to the death penalty 		
SPRING		
<p>Paper 1 - Christianity Beliefs</p> <ol style="list-style-type: none"> 1. The nature of God 2. The oneness of God and the Trinity 3. Different Christian beliefs about creation 4. The Incarnation of Jesus, the Son of God 5. The Crucifixion 6. The resurrection and ascension 7. Life after death 8. Judgement and Heaven and Hell 9. Sin and Salvation 10. The role of Christ in Salvation 		
SUMMER		
<p>Paper 1 - Islam Beliefs</p> <ol style="list-style-type: none"> 1. The oneness of God and the supremacy of God's will 2. Key beliefs in Sunni and Shia Islam 3. The nature of God 4. Angels 5. Predestination 6. Life after death 7. Prophethood and Adam 8. Ibrahim 9. Muhammad and the Imamate 10. The Holy books in Islam 	<p>Paper 2 - Theme D - Peace and Conflict</p> <ol style="list-style-type: none"> 1. Introduction to religion, peace and conflict 2. Violent protest and Terrorism 3. Reasons for War 4. Nuclear war and WMD 5. The Just War Theory 6. Holy war 7. Pacifism and Peace-making 8. Christian responses to victims of war 	

Subject: Science		Year group: 9
AUTUMN		
Biology <u>B1 Cell Biology</u> <ul style="list-style-type: none"> • Animal and plant cells • Microscopes • Transport of molecules • Cell division • Stem cells 	Chemistry <u>C1 Atomic Structure and Periodic Table</u> <ul style="list-style-type: none"> • Elements, mixtures and compounds • Atomic structure • Development of periodic table • Group 1 and 7 structure <u>C2 Bonding</u> <ul style="list-style-type: none"> • Introduction to covalent, ionic and metallic bonding 	Physics <u>P1 Energy</u> <ul style="list-style-type: none"> • Climate change • Renewable and non-renewable energy resources <u>P3 Particle Model</u> <ul style="list-style-type: none"> • States of matter • Changes of change • Density • Pressure in a gas
SPRING		
Biology <u>B2 Organisation</u> <ul style="list-style-type: none"> • Circulatory system • Respiratory system • Digestive system • Enzymes 	Chemistry <u>C4 Chemical Changes</u> <ul style="list-style-type: none"> • Metals and acids • pH • Conservation of mass • Balancing equations <u>C5 Energy Changes</u> <ul style="list-style-type: none"> • Endothermic and exothermic reactions <u>C6 Rates of Reaction</u> <ul style="list-style-type: none"> • Collision theory • Reversible reactions 	Physics <u>P5 Forces and Motion</u> <ul style="list-style-type: none"> • Scalars and vectors • Contact and non-contact forces • Weight • Hooke's Law • Moments • Fluid pressure
SUMMER		
Biology <u>B4 Bioenergetics</u> <ul style="list-style-type: none"> • Plant tissues and organs • Photosynthesis • Limiting factors 	Chemistry <u>C9 Chemistry of the Atmosphere</u> <ul style="list-style-type: none"> • Atmosphere • Greenhouse gases <u>C7 Organic Chemistry</u> <ul style="list-style-type: none"> • Crude oil • Alkanes and alkenes • Fractional distillation • Cracking <u>C3 Quantitative Chemistry</u> <ul style="list-style-type: none"> • Development of atomic model • Relative atomic and formula mass <u>C1 Atomic Structure and Periodic Table</u> <ul style="list-style-type: none"> • Group 1 and 7 trends 	Physics <u>P1 Energy</u> <ul style="list-style-type: none"> • Energy stores and transfers • Power • Efficiency <u>P3 Particle Model</u> <ul style="list-style-type: none"> • Conduction and convection • Internal energy • Specific heat capacity • Specific latent heat

Subject: Spanish	Year group: 9
AUTUMN	
<p><u>People and lifestyle</u></p> <p>HT1: Introducing ourselves in Spanish</p> <ol style="list-style-type: none"> 1. Greetings 2. Introductions 3. Dates <p>HT2: Possessions, family and personality</p> <ol style="list-style-type: none"> 1. Classroom language 2. Family vocabulary 3. Personality adjectives 	
SPRING	
<p><u>Popular culture:</u></p> <p>HT3: Hobbies</p> <ol style="list-style-type: none"> 1. Free-time 2. Sports 3. Weather <p>HT4: Technology</p> <ol style="list-style-type: none"> 1. Discussing our use of social media 2. Discussing what we can/must do on the Internet 3. Positives and negatives of technology 	
SUMMER	
<p><u>The world around us:</u></p> <p>HT5: My house</p> <ol style="list-style-type: none"> 1. Where we live 2. Describing our house 3. Using the conditional to describe our dream house <p>HT6: Holidays</p> <ol style="list-style-type: none"> 1. Modes of transport 2. Destinations 3. Activities 	

Drama

5 September 2024.

Key skills

1. **Still image** - a freeze frame created through gestures and **facial expressions** depicting different situations
2. **Thought-tracking** - when a character steps out of ~~stage~~ **scene** to address the audience about how they're feeling
3. **Facial expressions** - conveys an emotion ~~about~~ that tells us about the character and the way they react to the situation
4. **Posture** - the position in which somebody holds their body when sitting or standing
5. **Gesture** - Using your hands to suggest an enhanced meaning
6. **Eye line** - the direction in which you are looking
7. **Proxemics** - the positioning and distance of characters **on stage to give dramatic impact**
8. **Body language** - messages given by the position of the ~~arms~~ **body**

