



# Year 9 Learning Cycle 2

Student Name: \_\_\_\_\_

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# Home Learning timetable - when I am going to complete my home learning

	Mon A	Tue A	Wed A	Thu A	Fri A
<b>Core Activity</b>	1 hour of reading for pleasure 1 hour of SPARX Maths XP and target practice				
<b>Subject 1</b>	Maths	English	History	Science	Geography
<b>Subject 2</b>	DT	Food	Drama	Spanish	Music
	Mon B	Tue B	Wed B	Thu B	Fri B
<b>Core Activity</b>	1 hour of reading for pleasure 1 hour of SPARX Maths XP and target practice				
<b>Subject 1</b>	Maths	English	History	Science	Geography
<b>Subject 2</b>	Computing	Art	RE	Spanish	

## Expected time home learning will take:

Activity	Time
Reading	30 mins
Sparx Maths	30 mins a goal
All other activities	15 mins each

## My Computer passwords:

Platform	Username	Password
School System		
Sparx Maths		
Educake		
Memrise		

## Year 9 Learning Cycle 2 Summative Assessment Timetable - Core & EBACC

Lesson		05/03	06/03	07/03	08/03	11/03	12/03	13/03	14/03	15/03	16/03
		A					A				
		Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	9X1					English		Science			
	9X2					English		Science			
	9X3					English	History	Science			
	9Y1							Science			
	9Y2							Science			
	9Y3		Computing					History	Science		
2	9X1					Spanish					
	9X2						MFL				
	9X3									MFL	
	9Y1			Maths		English		MFL			
	9Y2			Maths		English		Geography			
	9Y3			Maths		English		MFL			
3	9X1			Maths		Geography		MFL			
	9X2			Maths				History			
	9X3			Maths				Computing			
	9Y1				Computing						
	9Y2		Computing								Spanish
	9Y3										
4	9X1							Computing		History	
	9X2							Geography		Computing	Spanish
	9X3							Geography			Spanish
	9Y1						Geog		Spanish		
	9Y2						MFL		History		
	9Y3								Geography	Spanish	

## Year 9 Learning Cycle 2 Summative Assessment Timetable - ASPIRE

Lesson	26/02	27/02	28/02	29/02	01/03	04/03	05/03	06/03	07/03	08/03	11/03	12/03	13/03	14/03	15/03	18/03	19/03	20/03	21/03	22/03
	B					A					B					A				
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tues	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	A	Food						Drama			Food							Drama		
	S	Drama						Music			Drama							Music		
	P	Music						RE			Music									
	I							Art			RE							Art		
	R	Art						DT			Art							DT		
	E	DT						Food			DT							Food		
2	A			DT										DT						
	S			Food										Food						
	P			Drama										Drama						
	I			Music										Music						
	R													RE						
	E			Art										Art						
3	A	Art						RE			Art									
	S	DT						Art			DT					Art				
	P	Food						DT			Food					DT				
	I	Drama						Food			Drama					Food				
	R	Music						Drama			Music					Drama				
	E							Music			RE					Music				
4	A							Music										Music		
	S							RE												
	P							Art										Art		
	I							DT										DT		
	R							Food										Food		
	E							Drama										Drama		

## How to Use your Learning Cycle Knowledge Organiser

Poltair School believe that the Learning Cycle Knowledge Organiser should be used daily for classwork and home learning. The Learning Cycle Knowledge Organiser will inform students and parents of topics that are being covered in class during each learning cycle, enabling all students to extend their learning outside of the classroom.

Students should be using their Learning Cycle Knowledge Organiser as a revision guide for assessments and using their SORT strategies to revise for each subject prior to assessments.




At Poltair we **SORT** it!

## What are the SORT strategies?

Summarise	Organise	Recall	Test
Summarise and condense any class notes, revision guides and revision.	Organise your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information e.g.. Look, cover, write or self-testing	Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding
<b>Strategies</b>			
<ul style="list-style-type: none"> <li>• Cornell Notes</li> <li>• Flash cards</li> <li>• Mind mapping</li> <li>• Revision clocks</li> <li>• Dual coding</li> </ul>	<ul style="list-style-type: none"> <li>• How to use your PLC</li> <li>• How to schedule your home learning and stick to it!</li> </ul>	<ul style="list-style-type: none"> <li>• Look cover &amp; test</li> <li>• Leitner system</li> <li>• Blurt it</li> <li>• Transform it</li> </ul>	<ul style="list-style-type: none"> <li>• Low stakes</li> <li>• Self-quizzing</li> <li>• Quiz each other</li> <li>• Online quizzes</li> <li>• High stakes</li> <li>• Exam style questions</li> </ul>

# How to use SORT

Step 1: Organise	Step 2: Summarise	Step 3: Recall	Step 4: Test
<p>a. Use the daily planner on page 10 to identify all the times when you will complete your home learning and when you will complete independent revision</p> <p>b. RAG each of the PLCs so you identify your RED topics – the ones that you are unsure of or you do not fully understand</p> <p>c. Write your RED topics into your daily planner for when you will revise that subject</p>	<p>When you revise for a specific topic use your knowledge organiser, revision guide, website etc to summarise the key knowledge you need to learn.</p> <p>Use any summarizing strategy, such as:</p> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Mindmaps</li> <li>• Cornell Notes</li> <li>• Revision Clocks</li> </ul> <p>For more details go to the SORT webpage:</p> <div style="display: flex; align-items: center;">  <p style="color: red;"><a href="https://www.poltairschool.co.uk/sort">https://www.poltairschool.co.uk/sort</a></p> </div>	<p>Once you have summarized the knowledge, you need to actively memorise it. This is the most important part of the revision process!</p> <p>You could use any of the following strategies to help:</p> <ul style="list-style-type: none"> <li>• Lietner System</li> <li>• Blur It</li> <li>• Look, say, cover, write, test</li> </ul>	<p>The last step in revision is to be confident that you can recall and retrieve the knowledge. To do this you need to test yourself. Quick and simple ways are to ask someone else to quiz you on the knowledge or to complete an online quiz. You can also answer past exam questions.</p> <p>If you can not confidently recall the knowledge you will need to repeat step 3.</p>



At Poltair we **SORT** it!

# ATTENDANCE FOCUS





# ATTENDANCE FOCUS



## Attendance Reflection Sheet

What is your current attendance?	
How many sessions have you missed of school?	
How many 'I' coded sessions have you had?	
How many 'M' coded sessions have you had?	
How many 'L' coded sessions have you had?	
How many 'U' coded sessions have you had?	
How many 'O' coded sessions have you had?	
How many days does this equate to so far this year?	
If this attendance continued how many days off would you have this year?	

## To improve my attendance, I commit to the following:

1.	
2.	
3.	
What attendance do you want to end this term with?	
What is your end of year attendance target?	
What is our minimum expected attendance to be rewarded?	

## Possible strategies to REACH MY attendance Goals

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for \_\_\_\_\_a.m.
- I will attend school everyday unless I am truly sick.
- I will find a relative, friend or neighbour who can take me to school if I miss the bus.

- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will try to attend school for most of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

# Home Learning timetable - when I am going to complete my home learning

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## Expected time home learning will take:

Activity	Time
Reading	30 mins
Sparx Maths	30 mins a goal
All other activities	15 mins each

## My Computer passwords:

Platform	Username	Password
School System		
Sparx Maths		
Educake		
Memrise		

# Revision Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

# Year 9 Learning Cycle 2 Personal Learning Checklists

## English

Key Ideas	S	O	R	T
I understand the viewpoint of a range of protest poets.				
I can use accurate subject terminology to identify language methods.				
I can analyse language methods used by protest poets.				
I can use accurate subject terminology to identify structure methods.				
I can analyse structure methods used by protest poets.				
I can write an extended critical analysis of a poem.				
I can include ideas about historical context and the poet's message to enhance my analysis.				

## English

Key Ideas	S	O	R	T
Recalling significant moments in the plot.				
Understanding characters and how they develop throughout the play.				
Understanding key themes (love, masculinity, violence).				
Identifying and analysing language methods.				
Identifying and analysing structure.				
Identifying and analysing features of the play form.				
Understanding Shakespeare's themes and 'big ideas' and how they develop across the play.				
Recalling key information about the Elizabethan context.				
Planning thoughtfully sequenced responses to analysis questions.				
Writing thesis introductions.				
Developed what, how, why paragraphs.				
Using a range of references (including quotations) to support ideas.				
Using appropriate connectives.				
Developing analysis with relevant contextual ideas.				
Using a range of sophisticated vocabulary to enhance analysis.				

# Year 9 Learning Cycle 2 Personal Learning Checklists

## Maths

Key Ideas	Sparx Code	S	O	R	T
I can round numbers to a given number of significant figures, decimal places or to a whole number	M994, M131, M111, M431				
I can make estimations of calculations, using rounding	M878				
I can write and interpret error intervals	M730				
I can complete calculations with bounds (Higher only)	U587				
I can solve worded direct proportion problems	M478				
I can solve worded inverse proportion problems	U357				
I can form and solve direct and inverse proportion equations (Higher only)	U407, U138				
I can convert between mixed and improper fractions	M601				
I can add and subtract fractions and mixed numbers	M931				
I understand reciprocals	M216				
I can multiply and divide fractions and mixed numbers	M197, M265				
I can calculate fractions or amounts	M695, M684				
I can express a quantity as a fraction of another					
I know basic angle facts: angles in a triangle, around a point and on a straight line	U615				
I know the angles in parallel lines: alternate, corresponding, co-interior, vertically opposite	U826				
I know the properties of quadrilaterals	U121				
I can find the exterior angles in polygons	U427				
I can find interior angles in polygons	U427				

## Science

Key Ideas	S	O	R	T
I can recall the parts of the digestive system and state their function				
I can recall the role of enzymes and identify enzymes involved in digestion				
I can describe the food tests for sugar, starch, protein and fats				
I can label the parts of the heart and describe the flow of blood through the human body				
I can compare and contrast the differences between aerobic and anaerobic respiration				
I can identify the atria and ventricles of the heart				
I can identify the pulmonary vein and vena cava of the heart				
I can identify the pulmonary artery and aorta of the heart				

# Year 9 Learning Cycle 2 Personal Learning Checklists

## Science

Key Ideas	S	O	R	T
I can describe the different pathway that current takes in series and parallel circuits				
I can draw series and parallel circuits using symbol components				
I can define current				
I can define potential difference				
I can define resistance				
I can calculate potential difference using the equation $V = I \times R$				
I can describe the IV characteristics of a fixed resistor, filament lamp and diode				
I can explain the difference between a magnet and electromagnet				

## Art

Key Ideas	S	O	R	T
I can understand and explain the meaning of the 7 observational drawing key words, tone, texture, shape, scale, line and composition.				
I can discuss and compare the work of Quentin Blake, Gerald Scarfe and Hogarth.				
I can understand what a morality tale is?				
I understand how to research and select information to develop ideas.				
I understand how to develop my ideas using the work of political cartoonists to design and create a final outcome.				
I understand how to use my chosen materials with skill and flair.				

## Computing

Key Ideas	S	O	R	T
I know that Python is a high-level coding language				
I can explain how selection can be used to make decisions in the code				
I know that iteration means the part of the code that repeats				
Two examples of iteration are While loops and For loops				
I know that Sequence is when one part of the code follows the next				
I can identify variables, strings and lists in Python code				
I can explain what a network is and how this relates to the Internet				
I can define what WAN, LAN and PAN networks are and when they are used				

# Year 9 Learning Cycle 2 Personal Learning Checklists

## Design Technology

Key Ideas	S	O	R	T
I can recall and define the tier three vocabulary in this Unit				
I can describe what pewter is and why we use it for casting				
I can describe the process of casting step by step				
I can use hand tools safely and with precision to finish my castings				
I can explain what is meant by ethical extraction of metal ores				
I can identify key features of different design movements				

## Drama

Key Ideas	S	O	R	T
I can use effective physical and vocal skills to interpret my characters				
I understand the context of Blood Brothers and how that influences my characterisation				
I can carefully consider the staging of my performances, thinking about proxemics and stage positioning				
I can make sure that all members of the group have worked collaboratively and effectively				

## Food

Key Ideas	S	O	R	T
I can explain the difference between commercial, non-commercial, residential and non-residential establishments				
I can explain how presentation can be improved on a dish to make it appear more appetising				
I can discuss how the hospitality and catering industry could reduce global warming				
I can explain the term sustainable fishing				
I can explain the factors that should be considered when planning a menu				
I can discuss how religion may impact on food and festivals				

# Year 9 Learning Cycle 2 Personal Learning Checklists

## Geography

Key Ideas	S	O	R	T
Define key terms and give examples of case studies				
Explain the three main industrial sectors, primary, secondary, tertiary				
Describe the characteristics of a pre-industrial economy				
Describe the characteristics of an industrial economy				
Describe the characteristics of a post-industrial economy				
Explain Rostow's development model				
Describe the advantages of TNCs in Nigeria				
Describe the disadvantages of TNCs in Nigeria				
Explain why China invests in Africa				

## Geography

Key Ideas	S	O	R	T
Name and countries and regions with conflicts				
Describe the location of types of conflicts by region				
Explain the advantages and disadvantages of dams				
Locate Somalia on a world map				
Describe the causes of Somalia pirates				
Explain the effects of the Somalian pirates				
Name the causes and effects of the blood diamond trade				
Name regions of child soldiers in Africa				
Explain how heroin is transported around the world				
Explain the causes and effects of the world trade in heroin and how it can be stopped				

## History

Key Ideas	S	O	R	T
I can state the differences between capitalism and communism				
I can explain what the Cold War is				
I can name key examples of events in the Cold War				
I can explain why there have been tensions between West and East since 1945				
I can name examples of civil rights' struggles in the USA				
I can explain the journey to achieve civil rights for certain groups				
I can state what life is like now for these groups in the USA				



# Year 9 Learning Cycle 2 Personal Learning Checklists

## Music

Key Ideas	S	O	R	T
I can understand the different parts of a drum kit				
I understand the different parts of a guitar and understand where the frets are				
I am able to read guitar tablature				
I understand the difference between a number of musical genres				
I can work out the order of notes on a guitar using the acronym – Eddie, Ate, Dynamite, Good, Bye, Eddie				
I know how to stay in time with others in my group and play accurately at the same time				

## Religious Education

Key Ideas	S	O	R	T
I can describe how religion across the UK is changing using data from the 2021 Census				
I can define Agnostic				
I can define Atheism				
I can explain different reasons why someone might describe themselves as Agnostic or Atheist				
I can outline the idea of the Golden Rule				
I can explain what a Humanist is and what impact Humanist beliefs might have on a person's actions				

## Spanish

Key Ideas	S	O	R	T
I can use the present tense to talk about my home and region				
I can use the present tense to talk about environmental problems				
I can use prepositions to give accurate locations				
I can use deber + infinitive to talk about what I have to do				
I can use the conditional tense to talk about ideal homes and actions				
I can use the comparative to compare now to the past				
I can describe a photo				

# Year 9 Learning Cycle 2 English - Protest Poetry

## 1. How to Approach an Unseen Poem – SMILE!

<b>S</b> Structure	What is interesting about <b>line length</b> or <b>stanza length</b> ? How does the poem <b>begin</b> and <b>end</b> ? How does the poet use punctuation marks (or lack of!)?
<b>M</b> Meanings & messages	What is the poem <b>about</b> ? Who or what does it <b>focus</b> on? What <b>idea(s)</b> are most important?
<b>I</b> Imagery	What are the most important <b>images</b> in the poem? How do they support the poet's idea(s)?
<b>L</b> Language	Which <b>words</b> are most important? What are their <b>meanings</b> and <b>connotations</b> ? Has the writer used any <b>similes</b> , <b>metaphors</b> or <b>personification</b> ? Are their <b>sounds</b> important? What <b>tone</b> does the poet adopt?
<b>E</b> Effects	What does the poet want the reader to <b>think about</b> or realise? What do they want the reader to <b>imagine</b> , <b>picture</b> or <b>feel</b> ? How do they want us to <b>respond</b> ?

## 2. What, How, Why Paragraphs

WHAT is the writer saying about character/ theme/ setting?	Hughes presents her life at times as offering no hope. She suggests she lacked guidance or faith. She describes part of her life's journey as having "no light." Hughes is perhaps using light as a symbol of hope, and is therefore suggesting she could see no way out of her struggle and no opportunity to move beyond the difficult times she faced. Furthermore, the symbol of "light" could refer to guidance and understanding, so Hughes could be encouraging her readers to acknowledge the feelings of loneliness and hopelessness of oppressed people.
HOW are they revealing information and creating effects for the reader? Quotation? Language methods?	
WHY have they chosen to do this? Purpose?	

## 3. Key Poems

**3a = Extract from Grenfell Tower by Ben Okri** Nigerian poet Ben Okri's poem about the 2017 Grenfell fire conveys ideas about anger and communicates how a class divide and greed contributed to the deaths of the residents.

**3b = Songs for the People by Frances Ellen Watkins Harper** The poet invokes the idea of the poet as a song-maker and imagines making songs for the oppressed, imagining the magic of poetry and song as ending war and crime.

**3c = Caged Bird by Maya Angelou** The poem describes the opposing experiences between a bird that is able to live in nature as it pleases, and a different caged bird who suffers in captivity, as an extended metaphor to convey the divide between the privilege and entitlement of the un-oppressed, and the suffering and emotional resilience of the oppressed.

**3d = Mother to Son Langston Hughes** The poem follows a mother speaking to her son about her life and the struggles she has faced and then urges him to continue moving forward.

**3e = Belfast Confetti by Ciaran Carson** describes a speaker watching the scene after a riot between Protestants and Catholics. This poem is about the aftermath of the "Troubles" - a period of conflict in Northern Ireland.

**3f = Hollow by Vanessa Kisuule** Kisuule's poem focuses on the toppling of the statue of Edward Colston - a 17th century slaver - in Bristol in 2021.

**3g = The Right Word by Imtiaz Dharker** The poet explores issues of language and identity; how we see and label other people, and the power of words to influence perceptions and feelings.

**3h = Thirteen by Caleb Femi** Femi recounts his real-life experience of being questioned by police when only 13 years old. The poem explores issues of racism, innocence and authority.

## 4. Subject Vocabulary

**4a = poem (noun)** a piece of writing in which the words are arranged in separate lines and are chosen for their beauty and sound.

**4b = stanza (noun)** a group of lines in a poem; a verse.

**4c = language (noun)** words or methods (techniques) used by writers to present their meanings or create effects.

**4d = structure (noun)** The way the poet has organised the poem on the page, including stanza length, line length, title and ending.

**4e = connotations (noun)** A feeling or idea that is suggested by a particular word.

**4f = imagery (noun)** The use of language to create vivid pictures in the readers' minds.

**4g = metaphor (noun)** Comparing one thing to another directly - as if one thing is another - to highlight their similarities.

**4h = symbol (noun)** A character, idea, image or setting that represents a bigger idea

**4i = tone (noun)** The attitude a writer shows towards a topic using words.

**4j = enjambment (noun)** No punctuation at the end of a line of poetry.

**4k = caesura (noun)** Punctuation in the middle of a line of poetry.

**4l = metaphor (noun)** Comparing one thing to another directly - as if one thing is another - to highlight their similarities.

**4m = extended metaphor (noun phrase)** a comparison of two things using a number of examples to highlight the similarities

# Year 9 Learning Cycle 2 English - Romeo and Juliet



## 1. Main Characters

**1a = Romeo Montague** - the male heir to the dynasty of House Montague, which is in a long-standing feud with House Capulet. A young man of about sixteen, Romeo is **handsome, intelligent, and sensitive**. Though impulsive and immature, his idealism and passion make him an extremely likeable character. He lives in the middle of the violent feud but he is not interested in violence.

**1b = Juliet Capulet** - a shy and innocent girl at the beginning of the play, but the depth of her character shows as she meets Romeo, defies her father, marries Romeo, and ultimately commits suicide. While appearing quiet and obedient, Juliet displays inner strength, intelligence, bravery, wit, and independence.

**1c = Mercutio** - With a **lightning-quick wit and a clever mind**, Mercutio is a scene stealer and one of the most memorable characters in all of Shakespeare's works. Though he constantly **puns, jokes, and teases**—sometimes in fun, sometimes with bitterness—Mercutio is not a mere jester. With his **wild words**, Mercutio punctures the romantic sentiments that exist within the play. He **mocks** Romeo's self-indulgence just as he ridicules Tybalt. Unlike the other characters who blame their deaths on fate, Mercutio dies cursing all Montagues and Capulets, believing that specific people are responsible for his death.

**1d = The nurse** - The Nurse's main role in the play is that of a **secondary mother figure for Juliet**. The Nurse clearly enjoys a closer relationship with Juliet than Lady Capulet does. This isn't surprising, given the amount of responsibility she had in caring for Juliet since her birth. Just as she is a surrogate mother for Juliet, so too is Juliet a surrogate daughter for the Nurse.

**1e = Friar Lawrence** - He occupies a strange position in Romeo and Juliet. He is a **kind-hearted** Franciscan monk who helps Romeo and Juliet throughout the play. He performs their marriage and gives generally **good advice**. He is the sole figure of **religion** in the play.

**1f = Benvolio** - The **peacemaker**, amongst a group of hot-headed characters, Benvolio Montague, cousin to Romeo, is a character who significantly moves the plot along, helping Romeo along the way to discover his true love.

# Year 9 Learning Cycle 2 English - Romeo and Juliet

## 2. Plot

**2a = Prologue:** A sonnet, recited by the chorus, outlines the play. **Act 1 Act I, Scene 1:** Capulet and Montague servants fight in the streets. Benvolio tries to break them up, but Tybalt arrives and challenges him. The Prince arrives and declares that any further fighting will be punished with death. After this, the Montagues discuss Romeo's melancholy state and Benvolio learns Romeo is in love with Rosaline. **Act I, Scene 2:** Paris seeks Capulet's permission to marry his daughter Juliet. Capulet says she is too young, but Paris should try to win her affections at his banquet. Capulet's invitation list is intercepted by Benvolio and Romeo, who decide to attend the event. **Act I, Scene 3:** The Nurse and Lady Capulet tell Juliet about Paris, and she agrees to consider him as a potential suitor. **Act I, Scene 4:** Romeo, Benvolio, and Mercutio arrive at the banquet, and Mercutio banters with Romeo. **Act I, Scene 5:** Romeo and Juliet see each other and fall in love immediately. Tybalt sees Romeo and wants to fight him, but Lord Capulet stops him.

**2b = Act 2 Act II, Scene 1:** Romeo separates himself from his friends as they leave the party. **Act II, Scene 2:** Romeo listens to Juliet at her balcony, and they exchange vows to marry. Juliet says she will send a messenger to Romeo the next day to arrange the wedding. **Act II, Scene 3:** Romeo goes to see Friar Lawrence to ask for his help with marrying Juliet. The Friar agrees, hoping that their alliance will end their families' feuding. **Act II, Scene 4:** Benvolio and Mercutio discuss Tybalt, who has challenged Romeo to a duel. Romeo arrives and the friends banter about his love. The Nurse appears; Romeo's friends depart. Romeo gives the Nurse a message for Juliet: she is to go to Friar Lawrence that afternoon, and they shall be married. He arranges for the Nurse to receive a rope-ladder for Juliet to lower for him that night. **Act II, Scene 5:** The Nurse returns to an impatient Juliet. She teases her charge by withholding the message but then tells her the good news. **Act II, Scene 6:** Juliet comes to Romeo in Friar Lawrence's cell, and they greet each other joyfully. The Friar prepares to marry them.

**2c = Act 3 Act III, Scene 1:** Benvolio and Mercutio encounter Tybalt, and Mercutio mocks him. Romeo arrives and refuses to accept Tybalt's challenge to a duel (due to his secret marriage to Juliet). Mercutio thinks this is cowardly so fights on his behalf. Romeo tries to intervene and Mercutio is killed under his arm, cursing the families as he dies. Romeo fights and kills Tybalt to get revenge. At Benvolio's urging, Romeo flees. The Prince appears and interrogates Benvolio. Judging Tybalt to be guiltier than Romeo, he spares the latter the death sentence but banishes him from Verona. **Act III, Scene 2:** Juliet longs for night, when Romeo is to come. The Nurse brings her word of Tybalt's death and Romeo's banishment, and volunteers to bring Romeo to the distraught girl. **Act III, Scene 3:** Romeo is in a state of anger and disbelief, hiding with the Friar. The Nurse arrives with word of Juliet's distress. The Friar chastises Romeo for behaving so foolishly and proposes that, after a night with Juliet, Romeo should flee to Mantua until everything is cleared up. Romeo agrees and leaves. **Act III, Scene 4:** Capulet decides to marry Juliet to Paris in three days to cheer her up. **Act III, Scene 5:** Romeo and Juliet awake after spending the night together and Romeo leaves. Lady Capulet arrives and tells Juliet about her impending marriage. Juliet refuses and her parents fly into a rage. The Nurse advises that Juliet ignore her marriage to Romeo, which no one else knows about, and marry Paris.

**2d = Act 4 Act IV, Scene 1:** Juliet interrupts Paris talking to Friar Lawrence and, when he leaves, threatens to kill herself if the Friar doesn't help her. He agrees to provide her with a potion that will make her seem to be dead, until Romeo collects her from the family crypt. **Act IV, Scene 2:** Juliet apologizes to her father, promising to obey him and marry Paris. Capulet moves the wedding up a day to the next morning. **Act IV, Scene 3:** Juliet drinks the potion. **Act IV, Scene 4:** Capulet sends the Nurse to awaken Juliet on the morning of her wedding day. **Act IV, Scene 5:** The Nurse finds Juliet dead and the family grieve for her.

**2e = Act 5 Act V, Scene 1:** Balthasar arrives in Mantua and tells Romeo that Juliet has died. Romeo immediately plans to join her and buy a poison from an apothecary. **Act V, Scene 2:** Friar John reports to Friar Lawrence that he has been unable to deliver Lawrence's letter to Romeo. Lawrence sends John to fetch a crow bar, planning to open the vault and take Juliet into hiding in his own cell until Romeo can be summoned. **Act V, Scene 3:** Paris visits Juliet's tomb at night. Romeo appears with Balthasar, whom he sends away with a letter to Montague. Paris steps forth to challenge him. They fight, and Romeo kills Paris. Romeo then enters the crypt, drinks the poison, and dies. Friar Lawrence arrives tells Juliet what has happened and begs her to flee. She refuses and stays. She kisses her dead lover and stabs herself with his dagger. The watchmen appear, arresting Balthasar and the Friar as the Prince arrives, followed by both families. The Friar explains what has happened, and his tale is confirmed by Balthasar and by Romeo's letter to his father. Montague and Capulet make peace and vow to erect golden statues of the two lovers.

# Year 9 Learning Cycle 2 English - Romeo and Juliet

## 3. Context

**3a = Queen Elizabeth I** – She was queen while Shakespeare was writing ‘Romeo and Juliet’, and supported him. Elizabeth I made Protestantism the official religion of England, which angered many Catholics, and led to much conflict. Shakespeare may be referencing this with the two warring families.

**3b = Patriarchy** – patriarchal societies are ones where men are dominant, and have control over women e.g. by choosing who they would marry.

**3c = Nurses** – employed by wealthy families to feed and care for their children.

**3d = The Church** – the play is set in Catholic Verona and Shakespeare might have used the Friar Laurence as vehicle for criticising how the Catholic Church was seen to interfere too much in people’s lives.

**3e = Fate** - the belief that your life is mapped out for you, or ‘written in the stars’. Many Elizabethans believed God decided your fate, and that astrology could help you identify your course in life.

**3f = Bubonic Plague/Black Death** – a plague that killed many people. Sufferers were quarantined in their houses, with a red ‘X’ painted on the door, and left to die.

## 4. Authorial Intent

Shakespeare did not invent the story of Romeo and Juliet. He did not, in fact, even introduce the story into the English language. A poet named Arthur Brooks first brought the story of ‘Romeus and Juliet’ to an English-speaking audience in an epic poem. Many of the details of Shakespeare’s plot are lifted from Brooks’s poem, including the meeting of Romeo and Juliet at the ball, their secret marriage, the sleeping potion, and the timing of the lover’s eventual suicides. Such appropriation of other stories is characteristic of Shakespeare, who often wrote plays based on earlier works. However, he may have chosen to adapt Brook’s poem for the stage to...

**4a = To highlight...**the subordinate position of women

in a patriarchal society, and particularly the traditional view that daughters were a commodity and could be used in marriage to forge useful alliances.

**4b = To recognise...** the futility of generational conflict and the human cost of warring and civil unrest.

**4c = To question...** the idea of agency and fate and make people consider the implications of their actions.

## 5. Subject Vocabulary

**5a = play (noun)** A dramatic piece of literature intended to be acted out on stage.

**5b = act (noun)** A way of dividing a play. Each act is a group of scenes.

**5c = scene (noun)** A dramatic part of the story of a play, at a particular time and place and a way of dividing acts into smaller parts.

**5d = stage direction (noun)** An instruction in a play that tells actors how to move or speak, or gives information about the setting, sound effects or lighting.

**5e = language (noun)** Words or methods (techniques) used by writers to present their meanings or create effects.

**5f = symbol (noun)** A character, idea, image or setting that represents a bigger idea

**5g = imagery (noun)** The use of language to create vivid pictures in the readers’ minds.

**5h = characterisation (noun)** The creation or construction of a fictional character.

**5i = foreshadowing (noun/verb)** An indication or hint of what is to come later in the story.

**5j = soliloquy (noun)** Two lines of verse (in a poem or a play by Shakespeare) whose final sounds rhyme

**5k = motif (noun)** A symbolic image, word or idea that is repeated frequently in a text.

## 6. Vocabulary

**6a = masculinity (noun)** a set of attributes, behaviours, and roles associated with men and boys

**6b = femininity (noun)** a set of attributes, behaviours, and roles associated with women and girls.

**6c = stereotype (noun)** an idea that is used to describe a particular type of person or thing, often unfairly or inaccurately

**6d = subvert (verb)** to challenge, damage or destroy something



# Year 9 Learning Cycle 2 Maths

Key Terms	Description
Estimation	A rough calculation carried out without use of a calculator, where all values are rounding to 1s.f.
Limits of accuracy	Upper and lower bounds
Truncate	To chop a number and remove the final decimal places without rounding
Bounds	The largest, or smallest values which a rounded number may have previously taken
Error- interval	The range of values which a number may have taken before being rounded
Improper fraction	A fraction where the numerator is larger than the denominator
Reciprocal	The reciprocal of a number, is the value which you multiply your original number by, to get 1.
Parallel Lines	Lines which never meet
Quadrilateral	4-sided shape
Rhombus	A quadrilateral where all sides are the same and opposite angles are equal
Kite	A quadrilateral with a line of symmetry across one of its diagonals
Trapezium	A quadrilateral with one pair of parallel lines
Parallelogram	A quadrilateral with two pairs of parallel lines and two pairs of equal side lengths
Regular shape	A shape where all side lengths are equal, and all angles are equal
Irregular shape	A shape where all side lengths are not equal, and all angles are not equal
Polygon	A 2d shape with 3 or more straight edges.

# Year 9 Learning Cycle 2 Maths - Estimation, rounding and Bounds

## 1. Rounding to decimal places

- Count the digits after the decimal point until you identify the decimal place specified
- This is the digit which may change
- Go to the next digit after, and decide "is it 5 or above?"
- If yes, round your previously identified number up
- If no, leave it as it was



## 2. Rounding to significant figures

- Start counting from the first non-zero digit until you identify the significant figure given
- Go to the next digit after, and decide "is it 5 or above?"
- If yes, round your previously identified number up
- If no, leave it as it was

Round these numbers to 1 significant figure.

6722	541	5.42	7.501
7000	500	5	8

Round these numbers to 1 significant figure.

Round these numbers to 2 significant figures.

6843	34637	3.635	0.0482
6800	35000	3.7	0.048

Round these numbers to 2 significant figures.

Round these numbers to 3 significant figures.

35268	67952	0.58251	0.3065
35300	68000	0.583	0.307

Round these numbers to 3 significant figures.

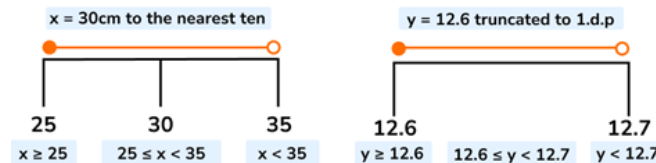
## 3. Estimating

- Round all numbers to 1s.f
- Complete calculation with rounded numbers

$$\begin{array}{r} 307 + 991 \approx 1300 \\ 300 + 1000 \\ \hline 1300 \end{array}$$

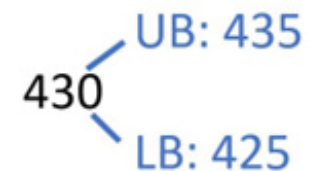
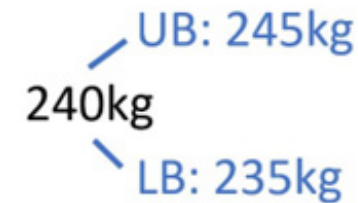
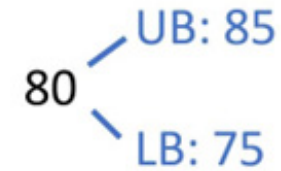
## 4. Error intervals

- The range of values which a number could have been before it was rounded or truncated
- Written using inequality symbols



## 5. Calculating with bounds (Higher only)

- Find the bounds first
- Then complete the calculation

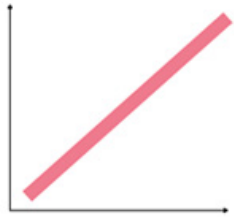


# Year 9 Learning Cycle 2 Maths - Proportion

## 1. Direct proportion

- As one value increases, so does the other

Direct Proportion



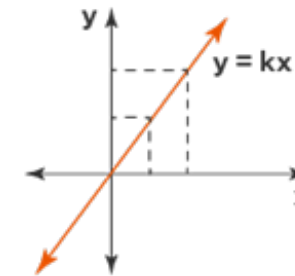
$x$	5	10	20
$y$	3	6	12

$\div 2$  (green) and  $\times 2$  (orange) arrows indicate the relationship between the values in the table.

## 3. Direct proportion equations (Higher only)

$$y \propto x$$

$$y = kx \text{ for a constant } k$$



## 2. Inverse proportion

- As one value increases, The other decreases
- When you multiply both values, you will always get the same result



Inverse proportion

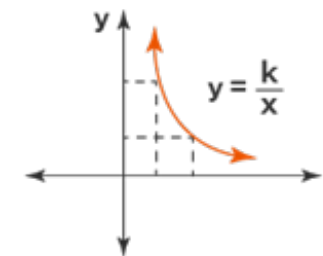
$p$	24	12	6
$q$	2.5	5	10

$\times 2$  (orange) and  $\div 2$  (green) arrows indicate the relationship between the values in the table.

## 4. Inverse proportion equations (Higher only)

$$y \propto \frac{1}{x}$$

$$y = \frac{k}{x} \text{ for a constant } k$$





# Year 9 Learning Cycle 2 Maths - Fractions and reciprocals

## 1. Converting between mixed numbers and improper fractions

To find the numerator:

- Multiply the whole number by the denominator
- Then add the numerator

The denominator stays the same

$$2\frac{3}{4} = \frac{(4 \times 2) + 3}{4} = \frac{11}{4}$$

## 2. Adding and subtracting fractions

- Convert any mixed numbers to improper fractions before beginning calculation
- Identify the LCM of the denominators
- Use equivalent fractions to convert each fraction to have the LCM as the denominator
- Add/subtract the numerators

$$\frac{1}{2} + \frac{1}{3} = ?$$

$$\frac{1}{2} \times \frac{3}{3} = \frac{3}{6} \quad \frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$$

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

## 3. Reciprocals

- What you multiply a number by to get an answer of 1
- Flip the fraction
- If you have a whole number, think of it as a fraction with denominator 1

$$\frac{3}{4} \times \frac{4}{3} = 1 \quad \frac{6}{1} \times \frac{1}{6} = 1$$

Reciprocal

## 4. Dividing fractions

- Convert any mixed numbers to improper fractions before beginning calculation
- Keep the first fraction the same
- Flip the second fraction
- Multiply instead of divide

$$\frac{4}{11} \div \frac{5}{9} = \frac{4}{11} \times \frac{9}{5} = \frac{36}{55}$$

## 5. Multiplying fractions

- Convert any mixed numbers to improper fractions before beginning calculation
- Multiply the numerators
- Multiply the denominators
- Simplify if you can

$$\frac{3}{4} \times \frac{2}{5} = \frac{3 \times 2}{4 \times 5} = \frac{6}{20} \quad \leftarrow \text{Simplify?}$$

## 6. Fractions of amounts

- Divide by the denominator
- Multiply by the numerator



$$\frac{1}{4} \text{ of } 36 = 9$$

$$\frac{3}{4} \text{ of } 36 = 27$$

## 7. Expressing one quantity as a fraction of another

20p as a fraction of £2.00    Change the £2.00 to pence = 200p.

Write the quantities as a fraction as follows:

$$\frac{20p}{200p} \quad (\text{The } p \text{ cancels out then reduces to the lowest term})$$

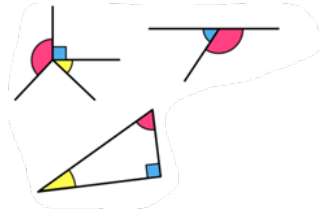
$$\frac{1}{10}$$

20p is  $\frac{1}{10}$  of £2.00.

# Year 9 Learning Cycle 2 Maths - Angles

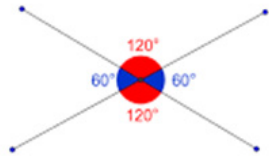
## 1. Recap- basic angle facts

- Angles on a straight line sum to  $180^\circ$
- Angles on a triangle sum to  $180^\circ$
- Angles around a point sum to  $360^\circ$

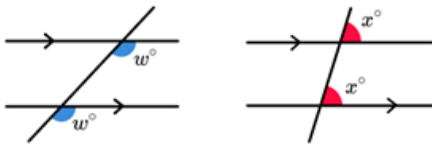


## 2. Angles in parallel lines

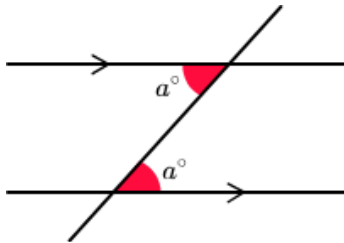
Vertically opposite angles are equal



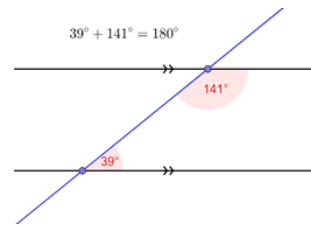
Corresponding angles are equal



Alternate angles are equal



Co-interior angles sum to  $180^\circ$



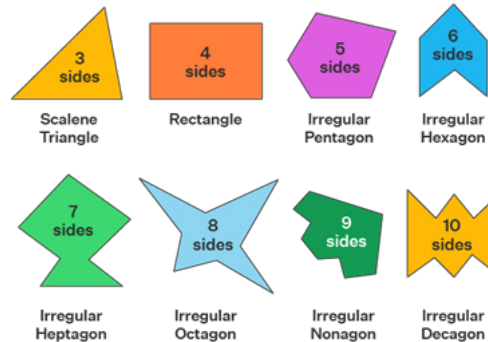
## 3. Quadrilaterals

	Square 4 equal angles 4 equal sides		Rectangle 4 equal angles
	Rhombus 4 equal sides		Kite 2 pairs of adjacent equal sides
	Trapezium 1 pair of parallel sides		Parallelogram 2 pairs of parallel sides

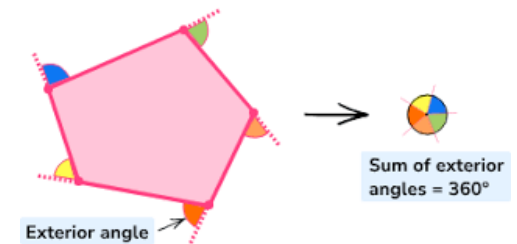
## 4. Polygons

Regular- all sides and angles are equal

Irregular- different side lengths, different angles

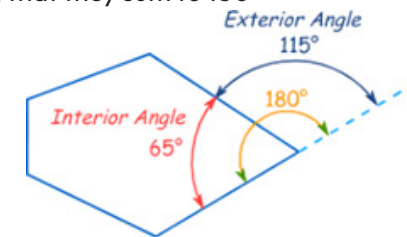


## 5. Exterior angles in Polygons



## 6. Interior angles in Polygons

Interior angles and exterior angles are on a straight line. Meaning that they sum to  $180^\circ$



## 7. Interior angles in Polygons

$n$  is the number of sides which the shape has.

$$\text{sum} = (n - 2) \times 180^\circ$$

# Year 9 Learning Cycle 2 Maths

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

**Square numbers:** 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144

**Cube Numbers :** 1, 8, 27, 64, 125

**Prime numbers:** 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47...

## Useful features on your calculator:

**FACT:** this expresses a number as a product of its prime factors

**RATIO (menu 4):** this will find missing values within equivalent ratios

**Table (menu 3):** This is where you can generate values within a table- useful for plotting graphs and generating terms of a sequence

**Statistics (menu 2):** this will find all of the averages from a table of data

**o''':** This is the mean average time button and can do conversions between time units, as well as calculations with different times

**Fraction button:** can be used for any calculations with fractions

**S-D:** Converts decimal answers to fractions and vice versa



# Sparx Maths

Homework will be set on Tuesdays and will be **due at 7:30am on the following Tuesday**

You **must** complete 100% of the homework- if you have not got 100% of the questions correct, then you have not done your homework

You will receive a merit for completion of your homework

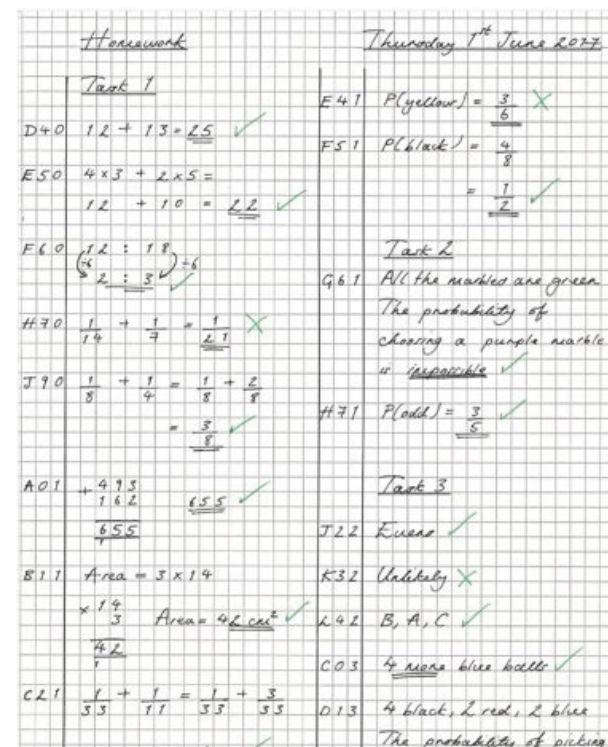
If you complete one of the extra homeworks- XP Boost or Target, you will receive another merit - they must be 100% complete

Sparx clinics will run Monday, Tuesday, Thursday in **W4** - a Maths teacher will be on hand to support you, if you are unsure of any of the notes covered

It is your responsibility to seek help **BEFORE** the deadline, if you get stuck

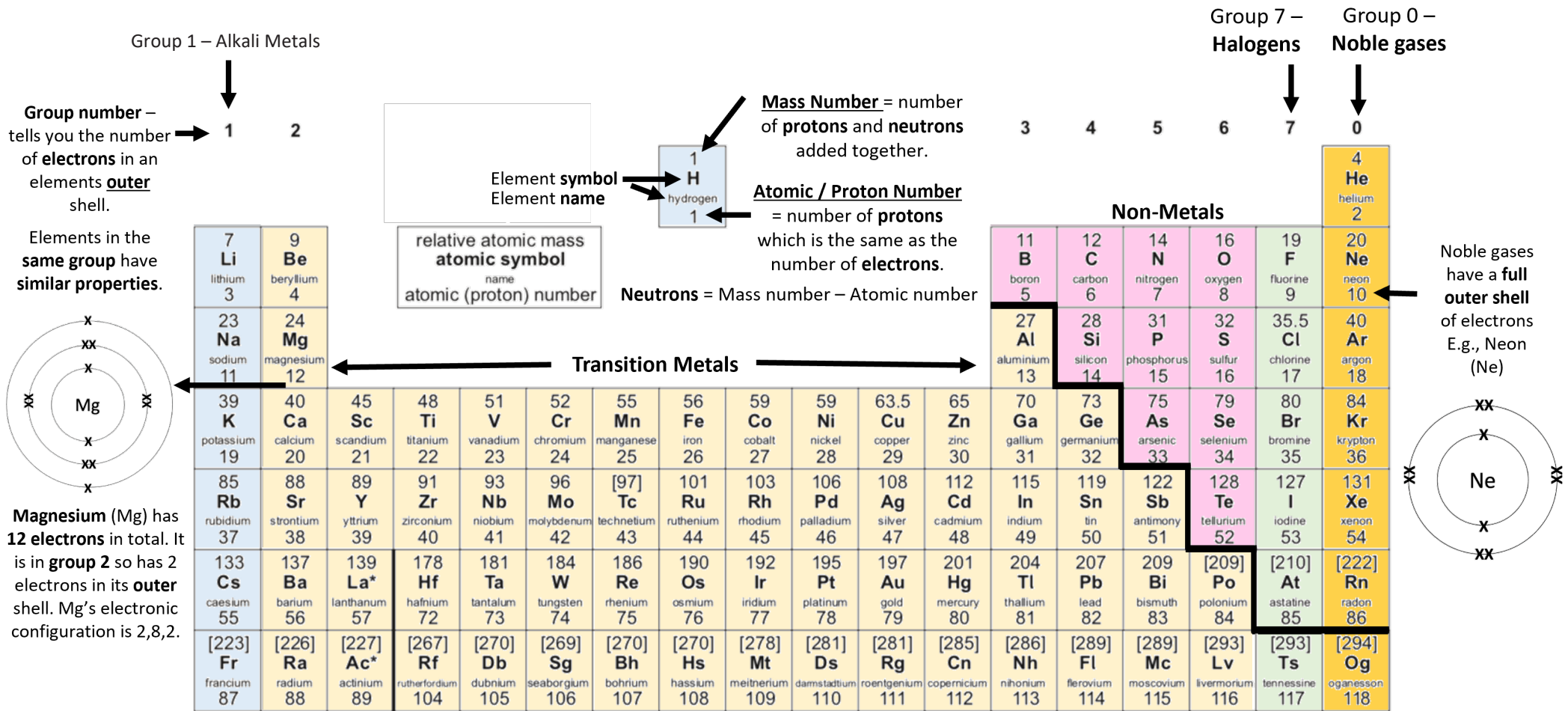
Your bookwork will be checked in lessons- you must write full workings for every question.

You must bring your homework book to the first lesson after Tuesday 7:30am- if you do not have your book, then you have not completed your homework



# Notes Pages

# Year 9 Learning Cycle 2 Science - How can I use the Periodic Table?



# Year 9 Learning Cycle 2 Science - Experiments

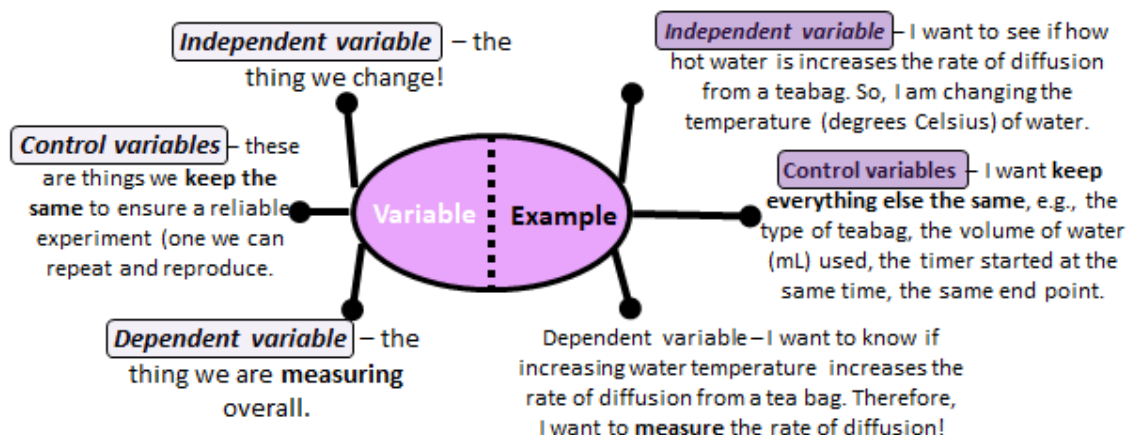
1. Key Terms	Description
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control variable	The variable you keep the same in an investigation
Hypothesis	A prediction of what will happen in an investigation
Reliability	We use control variables to ensure a reliable experiment
Reproducible	To re-do our experiment and get similar results due to a reliable method
Mean	Doing an experiment 3 times then dividing by 3 to get an average
Fair test	An experiment where only the independent variable changes
Anomalous result	Result that does not fit with the rest of the data

## 2. Designing and performing experiments

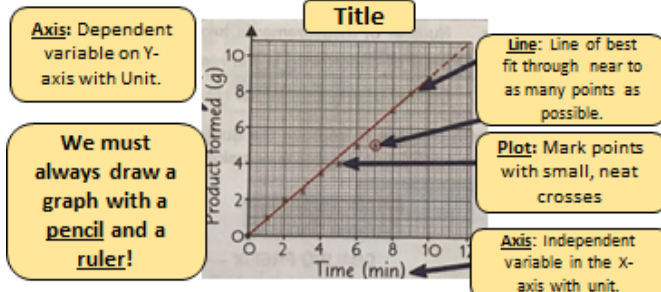
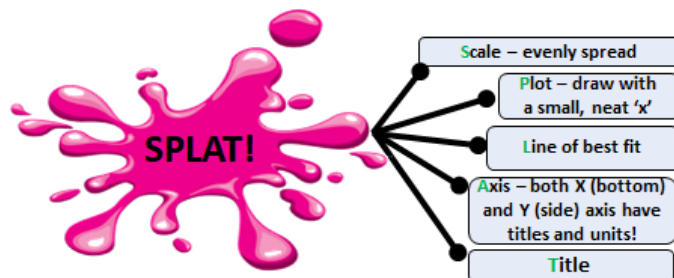
**1 Repeatable** – The same person gets the same results after repeating the experiment using the same method and equipment.  
**2 Reproducible** – Similar results can be achieved by someone else or using a different method/piece of equipment.  
**3 Accurate** – Results are close to the true answer  
**4 Precise** – data is close to the mean (or the average!)

For data to be **reliable**, it must be **repeatable and reproducible**

## 3. The Variables



## 4. Presenting Data



### Drawing conclusions from data:

1. State the **relationship** between the independent and dependent variable, e.g., **'as the time increases the product formed increases.'**
2. **Use statistics to support your answer.** 'For example, at 10 minutes there was 50g of product, compared to 160g at 20 minutes'
3. **Refer to the original hypothesis – does the data support this?**

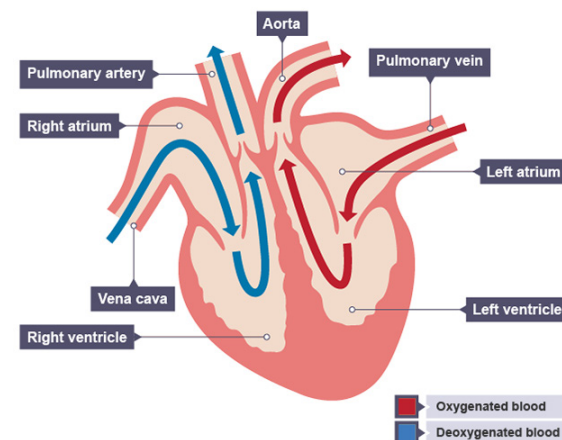
When **evaluating** think of the **positives** and **negatives** of the method (the validity – did they use enough controls? And of the results – were results **reliable, accurate, reproducible?**) and come to an overall conclusion.

# Year 9 Learning Cycle 2 Science - Healthy body and healthy mind

1. Key Words	Definitions
Enzyme	A protein that speeds up the rate of reaction without being used up
Non communicable disease	A disease that cannot be spread between people
Communicable disease	A disease that can be spread between people
Aerobic respiration	Respiration using oxygen
Anaerobic respiration	Respiration without using oxygen
Carbohydrase	An enzyme that breaks down carbohydrates into simple sugars
Amylase	A type of carbohydrase enzyme, breaks down starch into simple sugars
Protease	An enzyme that breaks down proteins into amino acids
Lipase	An enzyme that breaks down lipids into fatty acids and glycerol
Atrium	The top two chambers of the heart
Ventricle	The bottom two chambers of the heart
Oxygenated	Blood containing lots of oxygen
Deoxygenated	Blood containing no or very little oxygen

## 2. The Heart

1. Deoxygenated blood enters the right atrium from the vena cava.
2. Blood moves into right ventricle.
3. Blood is pumped into the pulmonary artery.
4. The pulmonary artery carries deoxygenated blood to the lungs.
5. The blood becomes oxygenated in the lungs.
6. Oxygenated blood leaves the lung via the pulmonary vein.
7. Blood enters the left atrium.
8. Blood moves into the left ventricle.
9. Blood is pumped into the aorta, which carries oxygenated blood around the body.



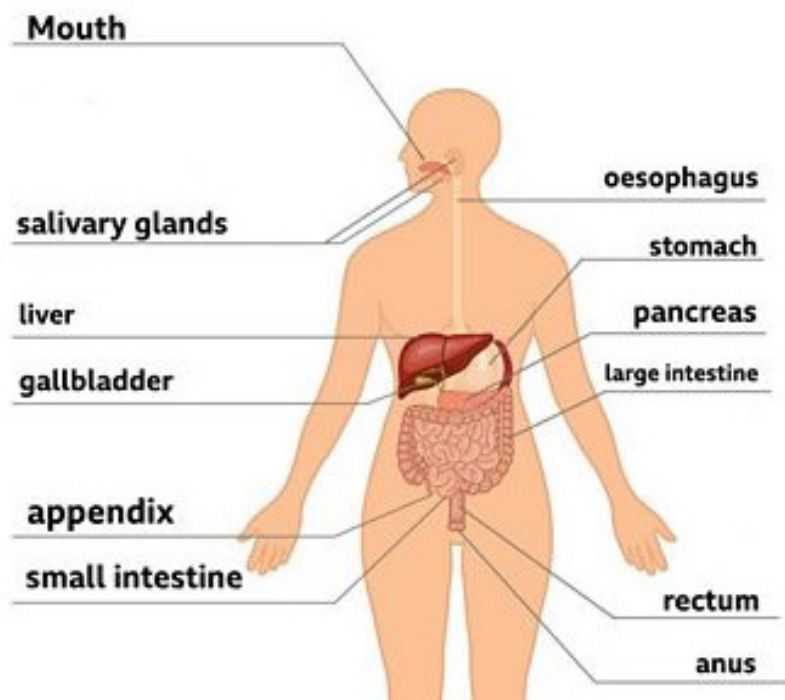
## 3. Aerobic and Anaerobic Respiration

	Aerobic	Anaerobic
Presence of oxygen	Present	Absent or in short supply.
Oxidation of glucose	Complete	Incomplete. The products of respiration still contain energy.
Products of respiration	Carbon dioxide and water. The products do not contain stored chemical energy.	Mammalian muscle: lactic acid. Yeast: ethanol and carbon dioxide. The products still contain stored chemical energy.
Amount of energy released	Relatively large amount.	Small amount, but quickly.



# Year 9 Learning Cycle 2 Science - Healthy body and healthy mind

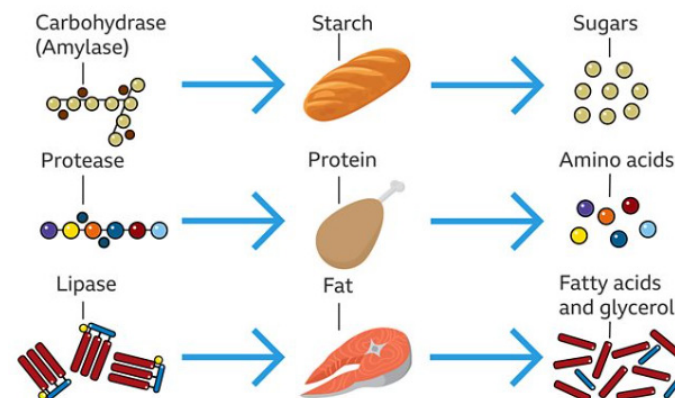
## 4. Digestion



## 5. Enzymes

Enzymes are chemicals which help to speed up the breakdown of large food molecules.

- Enzymes are not living things. They are just special proteins that can break large molecules into small molecules. Different types of enzymes can break down different nutrients:
- Amylase and other carbohydrase enzymes break down carbohydrates into sugar e.g. starch into glucose.
- Protease enzymes break down proteins into amino acids.
- Lipase enzymes break down lipids (fats and oils) into fatty acids and glycerol.



## 6. Food Tests

Food Sample	Reagent	Method	Initial Colour	Colour of Positive Result
Reducing sugar	Benedict's	Add Benedict's reagent to the food and boil in a water bath.	Blue	Brick red precipitate
Starch	Iodine	Add iodine reagent to the food.	Yellow-brown	Blue-black
Protein/amino acids	Biuret (a mixture of sodium hydroxide and copper sulfate)	Add biuret reagent to the food.	Blue	Lilac/purple
Fat	Ethanol	Add ethanol to the food to dissolve the fat then add water.	Colourless	White emulsion

# Year 9 Learning Cycle 2 Science

## 7. Revision Materials

Digestive system revision

<https://www.bbc.co.uk/bitesize/guides/zcttv9q/revision/4>



Enzymes revision

<https://www.bbc.co.uk/bitesize/guides/zcttv9q/revision/5>



The heart revision

<https://www.bbc.co.uk/bitesize/guides/zqnsrwx/revision/2>



Non-communicable disease revision

<https://www.bbc.co.uk/bitesize/guides/z372ng8/revision/1>



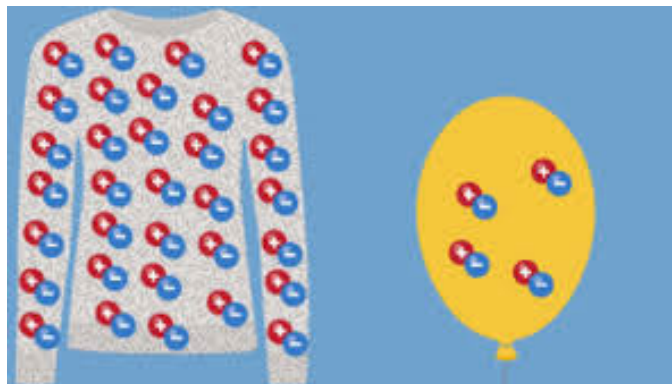
## 8. How to answer a 6 mark question

Question	Explain how the structure of enzyme molecules is related to the effect of pH on the activity of amylase. (6 marks)
Top tip	Enzymes have a 3D structure. The part that binds to the reaction is the active site and it is <b>complementary</b> to its substrate (amylase enzymes bind to starch). Outside of optimum conditions, the active site changes shape and can no longer bind to the starch molecules. If this happens to all enzymes, they have been <b>denatured</b> and will no longer work.  All points must come back to the idea of the lock and key model – if the substrate cannot bind to the active site, no reaction can occur.
Model answer	Enzymes are <b>protein</b> molecules and have a <b>3D structure</b> . The <b>active site</b> of amylase enzymes is a very <b>specific shape</b> and will only bind to <b>one substrate (starch)</b> because their shapes are <b>complementary</b> – they fit perfectly together and then the starch is broken down. If the <b>pH</b> is too high or low above the <b>optimum pH</b> , the <b>active site</b> of some amylase enzymes will <b>change shape</b> . As a result, <b>starch cannot bind</b> to these active sites as it <b>no longer fits</b> and <b>no reaction</b> can occur. At more extreme pH values, all amylase enzymes become <b>denatured</b> and no starch can bind to the amylase and so no reactions will occur.
Practice	Learn and practice the model answer above.

# Year 9 Learning Cycle 2 Science - Electricity and Magnetism

1. Key Terms	Description
Component	A part of a circuit e.g. a battery, motor, lamp, switch or wire.
Current	Current is a flow of charge. It is measured in amps (A).
Potential difference	The amount of energy transferred by each unit of charge passing between two points of a circuit. The unit for potential difference is volts (V).
Resistance	How difficult it is for current to flow.
Series circuit	All the components are connected in one loop so there is only one route for current to flow.
Parallel circuit	Components on separate branches, so the current can take different routes around the circuit.
Electromagnet	Electromagnetism is due to the magnetic fields around electric currents. The fields can cause forces with other nearby magnets which can be used to make motors spin and loudspeakers produce sound.

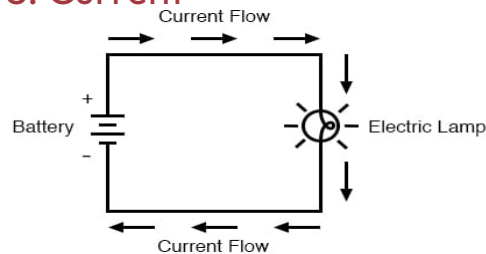
## 2. Static electricity



When two insulators are rubbed together, electrons are rubbed off one insulator (making it positively charged) and onto another (making it negatively charged).

There is now an electrostatic attraction between the two oppositely charged objects.

## 3. Current



Current is the rate of flow of charge

When charge flows, electrical work is done and energy transferred. The amount of charge passing a point in the circuit can be calculated using the equation:

$$\text{charge} = \text{current} \times \text{time}$$

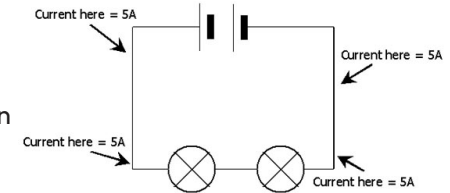
$$Q = I \times t$$

This is when:

- charge (Q) is measured in coulombs (C)
- current (I) is measured in amps (A)
- time (t) is measured in seconds (s)

## 4. Series circuits- current & potential difference

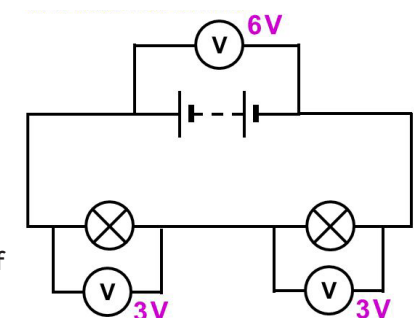
Current: current is the same through every component and at every point in a series circuit.



Potential difference from power supply shared across components in series circuits.

Potential difference of power supply = total potential difference of components

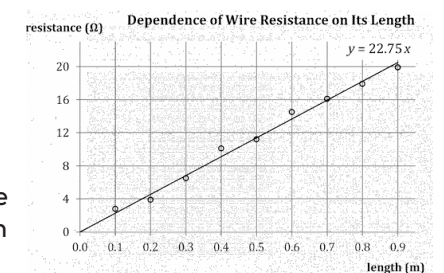
$$V_T = V_1 + V_2$$



## 5. Resistance of a wire

Length of wire is proportional to resistance of wire. Doubling length doubles resistance

This is because there are more particles in wire to oppose the flow of charge and so increase resistance and decrease current.



# Year 9 Learning Cycle 2 Science - Electricity and Magnetism

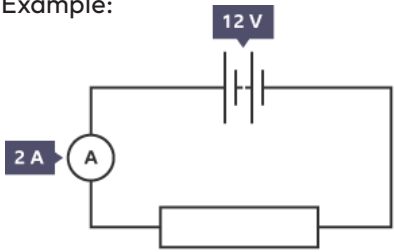
## 6. Resistance and Ohm's law

To find the resistance of a component we need to know the potential difference (V) across it and the current (I) flowing through it. We can then use the formula to calculate the resistance:

$$\text{Resistance} = \frac{\text{potential difference}}{\text{current}}$$

The equation can also be written using symbols:  $R = \frac{V}{I}$

Example:



$$\text{Resistance} = \frac{\text{potential difference}}{\text{current}}$$

$$\text{Resistance} = \frac{12\text{ V}}{2\text{ A}}$$

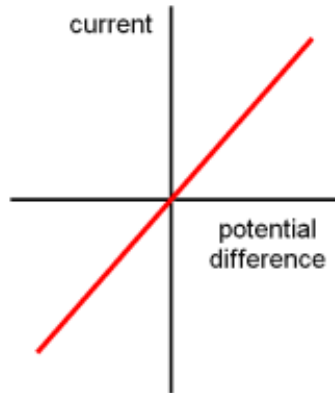
$$\text{Resistance} = 6\ \Omega$$

## 7. I-V characteristics of a fixed resistor

If temperature is kept constant, current (I) and potential difference (V) of a fixed resistor are directly proportional.

This is because resistance remains constant.

These types of materials are known as Ohmic conductors (they follow Ohm's law).

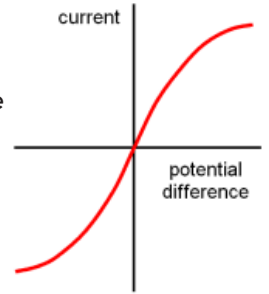


## 8. I-V characteristics of a filament lamp (bulb)

Filament lamps do not follow Ohm's law – current and potential difference are not proportional; resistance is not constant.

The S shaped curve is caused by an increase in temperature in the filament as current is increased.

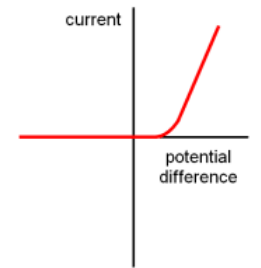
This results in an increasing resistance.



## 9. I-V characteristics of a diode

Diodes do not follow Ohm's law Current only flows in one direction- resistance in the other direction is extremely high

Diodes have a potential difference threshold: current does not flow until a minimum potential difference is supplied.

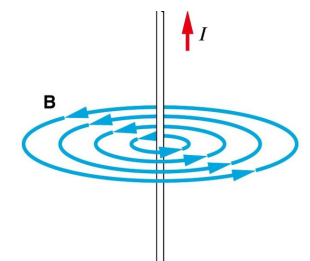
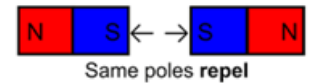
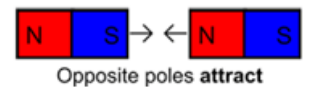


## 10. Magnets and electromagnets

When two poles of two magnets are placed near each other they can either attract or repel each other. This is caused by the magnetic force.

When a current flows through a conducting wire a magnetic field is produced around the wire.

An electromagnet is created by wrapping a solenoid around and iron core and running a current through the solenoid.



# Year 9 Learning Cycle 2 Science - Electricity and Magnetism

## 11. Revision Materials

Static electricity revision

<https://www.bbc.co.uk/bitesize/guides/z9s4qhv/revision/1>



Series and Parallel circuits revision

<https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/6>



<https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/7>

Resistance revision

<https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/4>



<https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/5>

Magnetism revision

<https://www.bbc.co.uk/bitesize/guides/z3s4qhv/revision/1>



<https://www.bbc.co.uk/bitesize/guides/zc3dxfr/revision/1>

## 12. How to answer a 6 mark question

Question	Describe the relationship between length and resistance of a piece of nichrome wire and explain how increasing the length of the wire would affect the wire(6 marks)
Top tip	Proportional means doubling one thing also doubles the other. As resistance increases, current should decrease by the same factor. You must state the relationship between length and resistance and then explain the science behind this and link it to current.
Model answer	Length of wire is <b>proportional</b> to <b>resistance</b> of wire. <b>Doubling length doubles resistance</b> This is because there are <b>more particles in wire</b> to <b>oppose the flow of charge</b> and so <b>increase resistance</b> . <b>Resistance is the opposition to the flow of charge</b> . <b>Increasing resistance will decrease current</b> . Therefore, the <b>longer the wire</b> , the <b>smaller the current</b> going through the wire.
Practice	Learn and practice the model answer above.

# Year 9 Learning Cycle 2 Science - Clubs and Reading

## 1. Science reading opportunities

**Reciprocal Reading**  
**The Fab 5**

**PREDICT**  
I think... I predict...  
I wonder...  
I imagine... I suppose...

**QUESTION**  
I wonder... Who? What? Where?  
When? Why? How? What if?  
What does?

**CLARIFY**  
I'm not sure of this word... section... image...  
diagram... label...  
what does this mean?  
I think I recognise this word...  
does it link to... can I have help with a synonym...

**TALK THE TEXT**  
Why is this text important?  
How does it link to my learning?  
What key information can I take from the text?

**SUMMARISE**  
Label the key points / Paragraphs...  
bullet point key ideas...  
highlight key words...  
The most important part is...  
next... also... finally...

## 2. Young scientists club

### Science or magic?

Miss Freestone and Miss Millward  
S6  
Wednesdays 3.15pm

## 3. STEM club

**Could you survive a Zombie Apocalypse?**  
**Tuesday 3.15pm in S3 with Mr Stone**

## 4. Science discovery Websites

Spectacular Science  
National Geographic

<https://kids.nationalgeographic.com/videos/topic/spectacular-science>



Discover Natural History Museum

<https://www.nhm.ac.uk/discover.html>



Cornwall Wildlife Trust

<https://www.cornwallwildlifetrust.org.uk/>



Eden at home

<https://www.edenproject.com/learn/eden-at-home>



Science Experiments for Kids

<https://www.science-sparks.com/>



NASA

<https://www.nasa.gov/>



# Year 9 Learning Cycle 2 Art

## 1. Tier Three Vocabulary

Key Words	Definitions
Illustration	An image that accompanies text. Adds to the story telling by visually explaining the image
Nursery Rhyme	A rhyme or song that help develop language skills in children
Visual Brainstorm	Unpicking imagery from text using drawings rather than words
Political Cartoon	Cartoon like illustration that makes comment on a current political story
Ink	Vibrant liquid used by artists for its spontaneous qualities
Idea Development	Drawings, plan, ideas for the final outcome. This will be refined through experimentation of materials.
Contextualisation	The message, meaning or story behind the idea.
Resource Materials	Images from newspapers, magazines, internet or photographs that are collected to develop ideas from

## 2. What will I learn?

You will select text that will inform your idea development, research and contextualisation. You will look at artists and techniques to extend and develop your knowledge. The key skill for this project is CONTEXTUALISATION. You will learn what this is and then use it to develop a high-quality final outcome.



The Rakes Progress: Hogarth



Gerald Scarfe



Quentin Blake

## 3. What do I need to know?

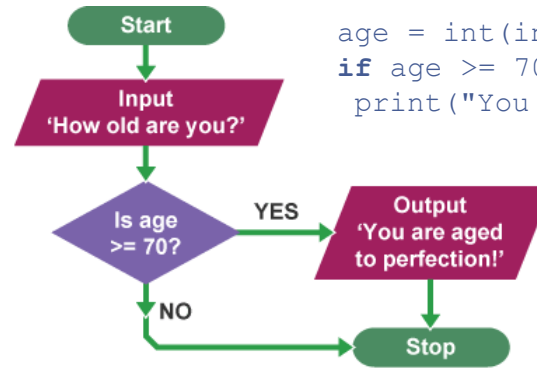
How to select and present information to develop ideas. The use of tone, texture, line, shape, colour and pattern to create an outcome inspired by politics.

# Year 9 Learning Cycle 2 Computing - Python Programming

## 1. Binary Digits

Key Words	Definitions
Bug	An error in a program
Comments	Adding one or more sentences to explain the purpose of a section of code, use # at start of comment.
Python	A high-level coding language
IDLE	Integrated Development and Learning Environment
Iteration	A part of the code that repeats
Logic Error	A fault in the logic or structure of the problem which means it doesn't produce the output expected
Syntax Error	An error in a programming language caused by not using the correct syntax. These are normally spelling errors or small grammatical mistakes
Sequence	A set of instructions that follow on one from another
Variable	A memory location within a computer program where values are stored. The value can be changed during the program

## 2. Using Selection



```

age = int(input("How old are you?"))
if age >= 70:
    print("You are aged to perfection!")
  
```

Selection uses **if** statements  
**Elsif** can be added for other conditions

## 3. Using Iteration

While Loops  
**condition-controlled**

```

total = 0
answer = "yes"
while answer == "yes":
    number = int(input("Type in a number: "))
    total = total + number
    answer = input("Any more numbers? yes/no ")
print("The total is: ")
print(total)
  
```

For Loops  
**count-controlled**

```

total = 0
for count in range(5):
    number = int(input("Type in a number: "))
    total = total + number
print("The total is: ")
print(total)
  
```

## 4. Numbers in binary

Key Words	Definitions
Denary	This is the number system normally used, also called decimal. It uses 10 digits, 0-9.
Place Value	Converting between Binary and Denary requires the use of place value.



# Year 9 Learning Cycle 2 Computing - Networks

## 1. Python Lists

Lists are used to store multiple items in a single variable

```
thislist = ["House", "Cottage", "Flat"]  
print(thislist)
```

Values in a list are numbered from 0. This code will output "Flat"

```
thislist = ["House", "Cottage", "Flat"]  
print(thislist[2])
```

List items are ordered, changeable, and allow duplicate values

## 2. Python Strings

A string is sequence of characters often stored as a variable in a computer program. These characters can include numbers, letters and symbols.

Display the string using the print() function:

```
greeting = "Hello"  
print(greeting)
```

Display the length of the string by adding the len() function:

```
greeting = "Hello"  
print(len(greeting))
```

## 3. Networks

Key Terms	Description
Network	A group of connected computers or devices
Internet	A global network of computers. All computer devices (including PCs, laptops, games consoles and smartphones) that are connected to the internet form part of this network.
Websites	Websites consist of webpages which allow you to see information. Websites are accessed using a web browser.
World Wide Web (WWW)	The part of the internet that can be accessed through websites.
WAN	Wide Area Network (e.g.. the internet)
LAN	Local Area Network (e.g.. The school)
PAN	Personal area Network (e.g. Bluetooth)

# Year 9 Learning Cycle 2 Design Technology - Pewter Pendants

1. Key Words	Definitions
Ferrous	Metallic objects that contain iron
Non-Ferrous	Metallic objects that DO NOT contain iron
Alloy	A material made from two or more substances, one of which must be a metal
Cast	An object made by shaping molten (melted) metal in a mould
Mould	A hollow container used to give shape to molten metal
Melting-Point	The temperature at which a substance changes state from solid to liquid
Wet-And-Dry paper	An abrasive paper that has been treated so that it can be used wet or dry, without tearing. It is used to make rough surfaces smooth and/or polish materials
Ore	A rock that contains enough of a valuable metal to make extracting the metal worthwhile financially
Design Movement	A style that designers use when making products. Popular design movements include Art Deco, Art Nouveau and Steampunk

## 4. Ethical Extraction of Metals

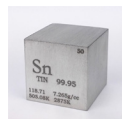
Some metal ores are extracted in countries where the health and safety rules are not properly enforced to try to save money. This leads to bigger profits for the companies, but puts the workers in danger whilst mining or quarrying them. Laws to protect the environment are also not followed, so habitats are destroyed, rivers get polluted and drinking water can become contaminated. Cornwall has large deposits of tin ore, strict laws on health & safety and the environment, so choosing to buy tin from Cornwall is described as a more ethical choice.

## 2. What is Pewter?

Pewter is an alloy, meaning that it is made from a mixture of elements, some of which are metals.

In the past (during Medieval times), pewter was made containing the metal lead. Nowadays, we know that lead can be poisonous, so modern pewter is lead-free (contains no lead).

What metals are used to make pewter now?



85–99% tin

With the remainder being:



Copper



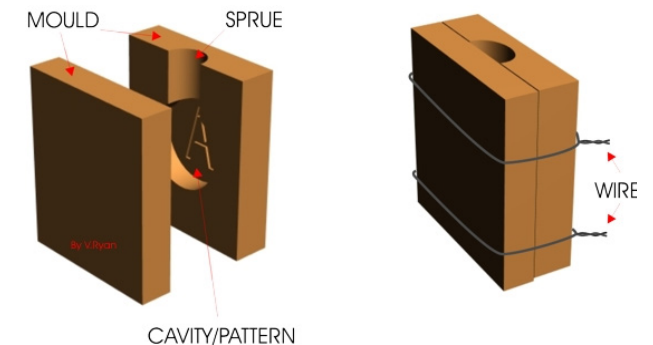
Bismuth

## 5. Casting Safety

1. Only a member of staff can pour the molten metal into the mould.
2. All moulds must be completely dry before the molten metal can be poured into it.
3. The moulds must remain in the brazing hearth area until cooled.
4. When filing or machining cast metal, the work must be held in a vice.

## 3. Casting

Moulds are used to form the molten metal into a shape. The pewter is melted and the molten metal is then carefully poured into the mould. The mould is set in sand in case any of the molten pewter runs down the side of the mould. The mould should never be placed on a cold surface or allowed to get wet. If molten metal comes in contact with a cold or wet surface it will 'splatter' violently. Anyone close to the area will be in serious danger.



## 6. Links and further reading

Shaping and casting metals:

<https://www.bbc.co.uk/bitesize/guides/z6d48mn/revision/9>



Casting Pewter

<https://technologystudent.com/equip1/pewter2.htm>



Revise: Mindmap Maker

[is.gd/mindmapmaker](https://www.is.gd/mindmapmaker)



# Year 9 Learning Cycle 2 Drama - Blood Brothers

1. Key Words	Definitions
Didactic Play	A drama which intends to teach, especially in regards to morals
Tragedy	An event causing great suffering, destruction and distress
Narrator	A person who gives the spoken account of something
Stage Directions	An instruction in the text of the play indicating the movement, position or tone
Monologue	Where one person speaks alone on stage, sharing their thoughts or feelings
Duologue	A conversation between two people on stage
Hot Seating	Where a character is asked questions by the audience to explore their thoughts
Multirolling	Where an actor plays multiple characters in a play, switching between different roles
Naturalistic	Refers to a style of acting and staging that tries to portray life realistically
Non-naturalistic	Refers to a style of theatre that uses symbolism and breaks away from real life

## 2. Context of Blood Brothers

Willy Russell	<ul style="list-style-type: none"> <li>Born into a working class family</li> <li>He grew up near Liverpool</li> <li>Father had various jobs including mining and factory work.</li> <li>Annoyed at treatment of intelligent working class and associated stereotypes</li> <li>Left school with just 1 O-Level, a D in English Language. Went to evening classes and university to become a teacher</li> </ul>
Liverpool	<ul style="list-style-type: none"> <li>A major port and the centre for trade providing lots of jobs at the docks.</li> <li>During the industrial decline, Liverpool became very vulnerable as the docks were shut and unemployment rates soared.</li> <li>Some men turned to crime and gangs in order to support themselves and their families. There were also riots in the 1980s</li> </ul>
Margaret Thatcher	<ul style="list-style-type: none"> <li>Prime Minister in 1979.</li> <li>Reduced the power of the trade unions and closed down many factories etc. leading to widespread unemployment</li> </ul>
Skelmersdale	<ul style="list-style-type: none"> <li>In the 1960s the government began building New Towns. These were small existing towns which were extended and redeveloped to provide more housing for nearby cities.</li> <li>Working class families were rehoused here in the 1960s</li> </ul>
Class	<ul style="list-style-type: none"> <li>Working class vs Middle class divide.</li> <li>More opportunities for middle classes reflected in education, job prospects and wealth</li> </ul>
Education	<ul style="list-style-type: none"> <li>The Education Act of 1944 led to 'secondary modern schools' and 'grammar schools'.</li> <li>The top 20% went to grammar school with an academic curriculum. Secondary modern schools taught more practical subjects.</li> <li>7% of students were educated in private, fee-paying schools. The average boarding school fees in the 1960s would have been approximately 25%</li> </ul>

## 3. Konstantin Stanislavski (1863-1939)

A Russian theatre practitioner who developed a 'system' for actors, born out of a quest for realism in acting.



### Techniques

**Given circumstances-** Information about the character you can gather from the script.

**Character objective-** Considering the reason behind the character's action. What are they trying to achieve?

**Magic if-** the actor puts themselves into the character's situation, imagining what they would do 'if' this happened to them.



Stanislavski  
[is.gd/stanislavski](https://is.gd/stanislavski)

## 4. Characters

Mrs Johnstone	Naïve, loving and maternal, caring, rash, strong, generous, good, selfless, uneducated, superstitious, lively, trapped, victim, helpless
Mrs Lyons	Lonely, cold, wealthy, dependent, inconsiderate, pampered, self-centred, manipulated
Mickey	Friendly, excitable, adventurous, sneaky, cast-off, wants to impress, shy, determined, bright
Edward	Friendly, generous, naïve, restricted, impulsive, lacks compassion, condescending
Sammy	Aggressive, threatening, sarcastic, anti-social, criminal, hostile
Linda	Kind, compassionate, feist, humorous, strong-willed, supportive, protective, poor
The Narrator	Foreboding, mysterious, all-knowing (omniscient), instructive

## 5. Link & Further Reading

Interview: An interview with Willy Russell  
[is.gd/willyrussellinterview](https://is.gd/willyrussellinterview)



Video: Blood Brothers Characters  
[is.gd/bloodbrotherscharacters](https://is.gd/bloodbrotherscharacters)

Revise: Mindmap Maker  
[is.gd/mindmapmaker](https://is.gd/mindmapmaker)



# Year 9 Learning Cycle 2 Food - Hospitality and Catering Industry

1. Key Terms	Description
Commercial	An establishment makes a profit such as café, hotel, bed and breakfast
Non-commercial	An establishment doesn't make a profit such as hospitals, prisons, school
Residential	An establishment which offers accommodation to stay such as a hotel, hospital, prison, bed and breakfast
Non-residential	An establishment that doesn't offer accommodation such as café, restaurant
Sustainability	The ability to exist and develop without depleting natural resources for the future
Menu Planning	The process of planning a menu for a specific target market
Table d'hote	A menu that offers a multi-course meal, with multiple options for each course, at a fixed total price
A la carte	A restaurant offers you a choice of individually priced dishes for each course

## 4. Sustainability of Fish

Sustainable fishing involves allowing fish stocks to repopulate our seas. This means fewer fish are caught at any one time, ensuring there will be enough fish for the future.

Catching fewer fish can be achieved through a better design of fishing nets that have holes that allow smaller fish to escape. Smaller fish can then grow and repopulate the oceans.



## 2. Hospitality and Catering Establishments

Residential	Non-Residential	Non-Commercial residential establishments
Hotels	Restaurants	Hospitals
Guest houses	Cafes	Residential homes
Holiday parks	Fast food outlets	Prisons
Public houses (pubs)	Wine bars	Armed services
B & B's	Delicatessen and salad bar	
	Take away	
	School meals and transport catering	



## 5. Celebrations

Religious factors can have a major influence on what foods we buy.

For example, Muslims will not eat meat such as beef or lamb that has not been slaughtered by the halal method, while those of the Jewish religion will only eat foods that are Kosher.

Where we are from, and our culture will also influence our food purchases.

For example, Polish or Chinese consumers will tend to purchase foods they are familiar with.



## 3. Reduce Global Warming in the Hospitality and catering industry

Lights on sensors in areas not used by guests, to reduce amount of energy being used



Key cards that switch on electricity in the room, to avoid guests leaving lights on unnecessarily



Lids on saucepans when boiling or simmering food



Only boil the water that is required in the kettle



Use the ovens on the minimum temperature to avoid additional energy being used



## 6. Links and Further Reading

Video: Sustainable fishing  
<https://www.youtube.com/watch?v=OIsA8xQ7WbQ>



Article:  
[is.gd/sustainabilityinhotels](https://is.gd/sustainabilityinhotels)



Revise: Mindmap Maker  
[is.gd/mindmapmaker](https://is.gd/mindmapmaker)



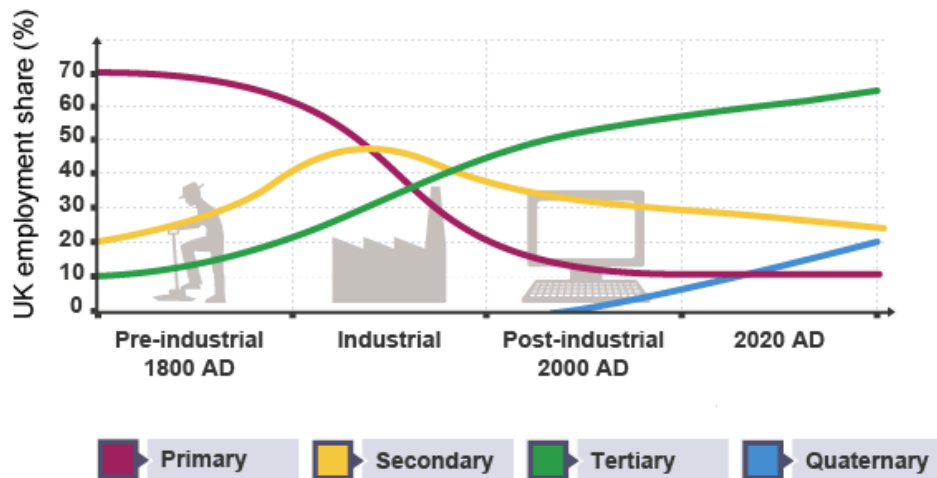
# Year 9 Learning Cycle 2 Geography - Almighty Dollar

1. Key Terms	Description
Remittances	Money sent by people living and working overseas back to their country of origin - usually sent back to their families
Foreign savings	Foreign savings can flow into countries and provide a supplement to domestic savings. They include aid, private FDI and capital flows
Overseas development assistance	Development aid from one government to another for example in the form of humanitarian assistance
Portfolio investment	Financial capital flowing from one country into another into bonds and equities (shares)
Brain drain	The movement of highly skilled or professional people from their own country to another country where they can earn more money

## 2. Types of Economies

	Pre-industrial era	Industrial era	Post-industrial era
Description	<ul style="list-style-type: none"> <li>• Primary employment (agriculture) dominant</li> <li>• Tertiary is least significant</li> <li>• Primary declines as secondary and tertiary increases</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturing peaks when tertiary and primary cross</li> <li>• Primary declines to least significant industry</li> <li>• Tertiary increases</li> <li>• All sectors significant</li> </ul>	<ul style="list-style-type: none"> <li>• Tertiary is highest</li> <li>• Secondary and primary decrease with primary least significant</li> <li>• Quaternary emerges and increasing</li> </ul>
Explanation	<ul style="list-style-type: none"> <li>• Agriculture is dominant as many people work in subsistence farming due to lack of infrastructure and technology</li> <li>• Agriculture vital for food supply</li> <li>• Economy works on a local scale</li> </ul>	<ul style="list-style-type: none"> <li>• Technology and infrastructure is improving leading (factory system) to an industrial revolution</li> <li>• Mechanisation in rural areas and migration to urban areas for jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Tertiary is highest due to increasing wealth and demand for skills</li> <li>• Manufacturing declined due to outsourcing of jobs to countries like China and foreign imports</li> <li>• Quaternary emerges due to increased wealth</li> </ul>

### 3.



## 4. What are the Advantages of TNC's in Nigeria

- Brings work to the country and uses local labour
- Improves the levels of education and technical skills of local people
- Brings inward investment and foreign currency to the country
- Increased gross national product/personal income can lead to an increased demand for consumer goods and the growth of new industries and services
- Improvements in roads, airports and services

# Year 9 Learning Cycle 2 Geography - Almighty Dollar

## 5. What are the disadvantages of TNC's in Nigeria?

- Local labour force usually paid and have to work long hours
- Very few local skilled workers employed
- Most of the profits go overseas (outflow of wealth)
- GNP grows less quickly than that of the parents company's headquarters, widening the gap between developed and developing countries
- Big schemes can increase national debt
- Decisions are made outside the country, and the firm could pull out at any time
- Insufficient attention to safety and health factors and the protection of the environment

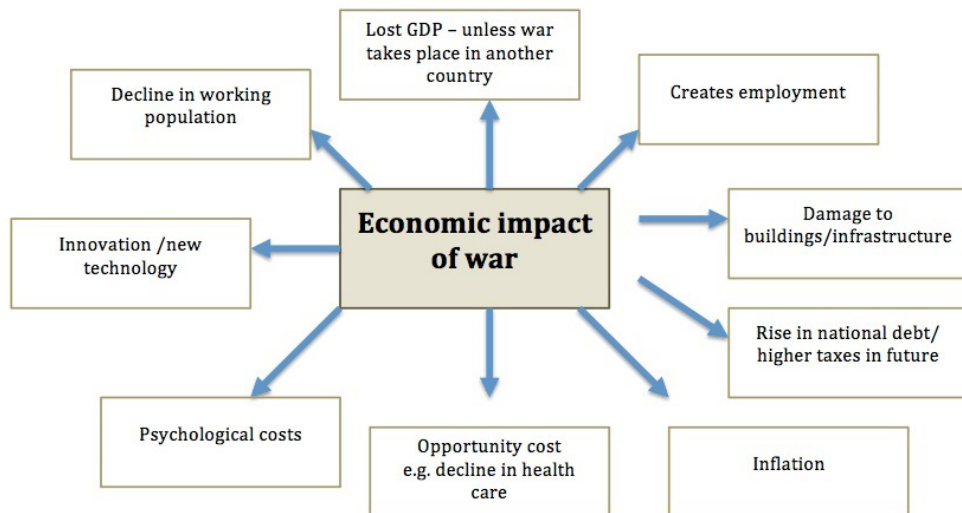
## 6. Why is China investing in Nigeria?

- Economic Growth in China 9% per annum
- No longer able to supply the consumption requirements
- Gaining economical and political power in the world
- China's 2003 National Energy Strategy and Policy remarked: "oil is the key factor in the creation of public wealth, and also one kind of most important commodity influencing the global political pattern, economic order and military operations"

## 7. Conflict

Conflict can also occur at a number of different scales, from local to global

Scale	Example
Local	A disagreement over the choice of sea defence for a coastal agreement
Regional	Groups of people with different opinions over the building of a new reservoir
National	A civil war over the political control of a country
International	A political or armed conflict over the control of a territory
Global	Disagreement between nations over the environmental issues such as how to deal with the threat of climate change



## Advantages & Disadvantages Of Dams

### What is Dam?



A dam is a construction that is based on waterways, streams or estuary for rationing water. It straightforwardly assists with providing occupants with satisfactory water for utilization, modern and water system purposes.

### Advantages

- Generation of power
- Irrigation facility
- Water to drink
- Reservoirs
- Means of transportation
- Flood control

### Disadvantages

- Submergence Problem
- Dams failure
- Wastage of Water
- Environment impact

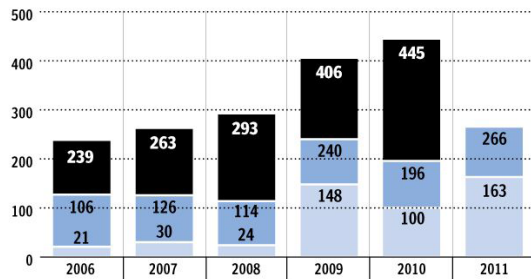
# Year 9 Learning Cycle 2 Geography - Conflict

## PIRACY ON THE RISE

Pirate attacks rose sharply in first half of this year compared to the same time last year.

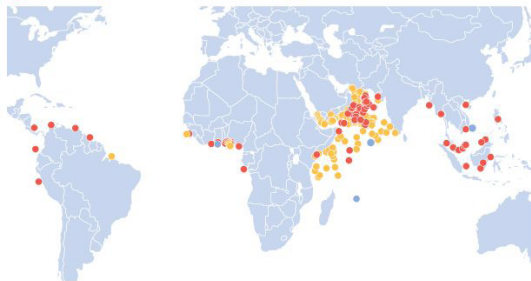
### ACTUAL AND ATTEMPTED PIRATE ATTACKS

■ TOTAL AT YEAR END ■ SUB-TOTAL FOR FIRST SIX MONTHS  
■ ATTRIBUTED TO SOMALI PIRATES



### 2011 YEAR-TO-DATE PIRATE ACTIVITY

● ATTACK ● ATTEMPTED ATTACK ● SUSPICIOUS VESSEL



SOURCE: ICC INTERNATIONAL MARITIME BUREAU ANDREW BARR / NATIONAL POST



### The Kimberley Process doesn't always work.

90% of the world's unpolished diamonds are processed in Surat, India

UNDERPAID WORKERS & NON-EXISTENT REGULATIONS

Make it impossible to tell which diamonds are dirty

### LIFE OF A SURAT WORKER

500,000 of Surat's 5 million residents deal, polish, & move stones

5 million

### TEENAGE BOYS POLISH \$10,000 IN DIAMONDS A DAY

### 100 HOUR WORKWEEKS OF EYESIGHT STRAIN

DAMAGED EYESIGHT

INHALED DIAMOND GRAINS CAUSE TUBERCULOSIS & RESPIRATORY DISEASE

For every \$1 a polisher in Surat makes, the retail stone value is \$1,000

\$1 \$1,000

OF THE 35 TONS OF ROUGH DIAMONDS THAT PASS THROUGH SURAT YEARLY... LESS THAN 2/3 ARRIVE THROUGH LEGAL CHANNELS

PAPERWORK IS FROWNED UPON IN SURAT. Post-it notes mark the date, participants, carats, & value

### WORLDWIDE (Mostly Surat)

\$15.2B Total rough diamond sales

\$3.8B Total rough blood diamond sales

1/4 ROUGH DIAMONDS ARE BLOOD DIAMONDS

\$2.28B = 4 million Ak-47's Sold at 40% discount (because they're illegal) (Global average AK price is \$534)

### COUNTRIES MOST AFFECTED

ANGOLA SIERRA LEONE COTE D'IVOIRE LIBERIA THE CONGO

3.7 million deaths occur by blood diamond fueled conflicts

## CHILDREN AT WAR

Conflicts in these nations are notable for their brutality and the participation of child soldiers.

### RECENT WARS... ..AND THOSE STILL RAGING

**SIERRA LEONE** Young soldiers terrorized civilians by hacking off hands and arms.

**SOMALIA** War profiteers, including teenage gunmen for hire, are fighting to prevent the formation of a stable government.

**UGANDA** An army of kidnapped children led by a messianic rebel leader has brutalized thousands.

**IVORY COAST** Child soldiers have been used during a civil war.

**LIBERIA** Many children were abducted to fight for Charles Taylor, a warlord who became the country's President. The war lasted 14 years.

**MOZAMBIQUE** Children fought by the thousands in a long civil war.

**DEM. REP. OF CONGO** Warlords using boy soldiers keep conflicts alive in regions far beyond government control.

**AFRICA**

Area of Detail

# Year 9 Learning Cycle 2 History - Is the Cold War still going on?

1. Key Terms	Description
Communism	Created by Karl Marx, essentially the idea eventually all countries would achieve communism; everyone would be equal in society. No rich and no poor
Capitalism	The view that anyone can achieve wealth, there are 'haves and have nots' in society. Rich and poor
Cold War	A war between the USSR and the USA. No direct fighting ever happened. Sometimes called a war of words
Iron Curtain	Phrase used by Churchill to describe the separation of East and West Europe
Equality	The state of being equal

## 3. Key People

### Dwight Eisenhower (1890-1969)



Dwight Eisenhower was a five-star general of the US army and supreme commander of the Allied forces in western Europe, before coming the 34th President of the United States. As President he articulated his view on the 'Domino Theory', suggesting that Communism should be stopped before it spread. Whilst he ended the Korean War, he was the first President to send troops to Vietnam, and made preparations to make interventions in Cuba. He made efforts to limit nuclear weapons proliferation, but these were unsuccessful.

### John F. Kennedy (1917-1963)



Commonly known as JFK, John F. Kennedy was the 35th President of the United States, who served between 1961-1963 at the height of the Cold War. The majority of his presidency involved managing relations with the Soviet Union. He authorised the failed Bay of Pigs invasion, but subsequently helped to diffuse the Cuban Missile Crisis, and made a famous speech about the Berlin Wall as being symbolic of Communist failure. He also expanded the US space programme. He was assassinated in 1963.

### Sir Winston Churchill (1874-1965)



Was a British politician who served as the Prime Minister between 1940 and 1945 and again from 1951 to 1955. He took over after a disastrous start to the war in which Nazi Germany conquered most of Europe. The manner in which he forged crucial alliances with countries like the US and Russia undoubtedly aided the Allies victory. After the war, he was one of the first public figures to hypothesise about the significant dangers of an 'Iron Curtain' descending across Europe.

### Joseph Stalin (1878-1953)



Was the Communist leader/dictator of the USSR during WWII. After the death of the Communist Leader Lenin. Stalin won a vicious grapple for power before eventually establishing himself as a totalitarian dictator. His own policies became known as 'Stalinism'. After World War II, Stalin became committed to taking both political and ideological control of eastern Europe states, believing this to be integral to creating a buffer between the democratic West. This quest for domination is seen as one of the predominant factors in starting the Cold War.

### Nikita Khrushchev (1894-1971)



Khrushchev was successor to Joseph Stalin, who led the Soviet Union between 1953 and 1964 - the tensest years of the Cold War. He was more liberal than his predecessor in domestic policy, and also cut Soviet forces. However, he built up the number of nuclear missiles. He was involved in the Cuban Missile Crisis, when nuclear war between the US and Soviet Union seemed to be imminent. In 1964, he was removed by his colleagues, replaced by Leonid Brezhnev.

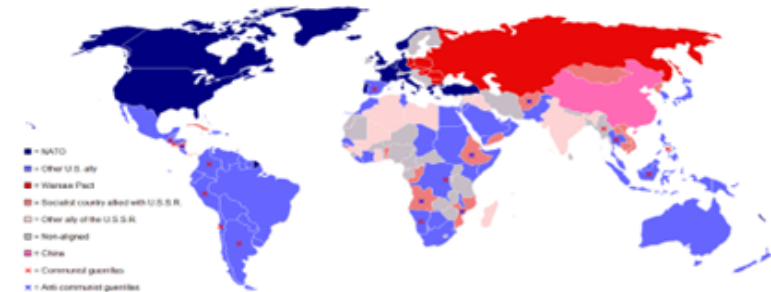
### Fidel Castro (1926-2016)



Fidel Castro was a Cuban communist, revolutionary, and politician, who helped to lead the Communist revolution in Cuba. He was allied with the Soviet Union, and caused grave concern to the US as communism was now in the Americas. The CIA took charge of trying to overthrow Castro's government, using Cuban exiles, but got their strategy disastrously wrong in the Bay of Pigs invasion. Castro became a hero for his victory, and stayed in power right up until 2011.

## 2. Basic Knowledge

Question	Answer
1. What did USA declare at the Potsdam Conference which worried the USSR?	Successfully tested Atomic Bomb
2. Name three countries that became 'satellites' of the USSR during Soviet expansion:	Poland, Baltic States, Hungary, Bulgaria, Romania, East Germany Czechoslovakia
3. What two alliances did Stalin set up to strengthen his relationship with these countries?	Comecon and Cominform
4. Why was Marshall Aid offered to countries?	Due to the belief that 'poverty and hardship' caused communism. They were giving money to stop communism.
5. Which sector of Germany was Berlin in?	Eastern
6. What was discovered by a spy plane over Cuba in October 1962?	Missile sites in Cuba (atomic weapons)
7. Why did the USSR invade Afghanistan in 1979?	To support the communist revolution there
8. Why did the USA support the Afghan mujahideen against the Soviets?	Fear of the Domino Theory, Protect Middle-East oil supplies
9. What does the acronym MAD mean?	Mutually Assured Destruction
10. Why have Putin's actions in the last few years worried countries?	His invasion of the Ukraine and fears over his potential use of Atomic Weapons





# Year 9 Learning Cycle 2 History - How was the idea of 'all men are created equal' applied in the USA?

1. Key Terms	Description
Civil Rights	Peoples' rights to political and social freedom and equality
Indigenous	The people (and animals/plants) who are native to a country or place
AIM	American Indian Movement (AIM), founded in 1968 in Minneapolis, Minnesota. Originally formed in response to police brutality and racial profiling, AIM grew rapidly in the 1970s and became the driving force behind the Indigenous civil rights movement
Occupation of Alcatraz	Indigenous Americans took over Alcatraz Island after the prison closed as a stand for their rights
Non-violent protest	Using ways of making a point about issues in society without violence or causing damage. This was used by the civil rights movement led by Martin Luther King
Black Power	A development of the ideas of Malcolm X the movement emphasized the ideas of racial pride and became a social and cultural movement.
Feminism	The idea that there should be social, economic and political equality of the sexes
Roe Vs Wade	A significant case of law that made abortion legal in the USA

## 2. Basic Knowledge

Question	Answer
1. What were the names of some of the indigenous tribes in the USA?	Sioux, Chyenne, Arapaho, Apache, Navajo
2. Why were the indigenous people protesting in the 1960s-1980s and even today?	Forced off their land into reservations, culture destroyed. Life on reservations was and is awful, high unemployment rates, high poverty levels, issues of alcoholism etc.
3. Who was Rosa Parks? Why is she significant?	Refused to give up her seat to a white person on a bus. Her arrest sparked the Montgomery Bus Boycott and resulted in de-segregation of transport
4. Why was Martin Luther King so important?	MLK became the leader of the non-violent moment, encouraging other black Americans to protest of their legal rights to equality
5. What are the Nation of Islam?	A version of Islam (Muslims) their leader in the USA in the 1960s was Elijah Mohammad and he preached that black people were superior and promoted self-help and a strict code of discipline
6. Why was Malcom X significant?	He was an excellent public speaker, very different ideas and attitude to MLK initially. He promoted self-defence for black Americans opposing the 'turn the other cheek' views of MLK
7. Why was there a feminist movement in the 1960s and 1970s?	There were changes in attitude after WWII and then advances in the way people lived and in contraception, so women began to call for equality
8. Why has Roe Vs Wade been in the news again recently?	Another court case has had the ruling overturned and now many states are once again making abortion illegal
9. What is the Black Lives Matter Movement?	Set up in 2013 after more examples of police brutality. It is dedicated to fighting racism and anti-black violence
10 What is the Dakota success pipeline?	A crude oil pipeline that was/is partially built on Sioux reservation lands. It was halted in 2020

## 3. Key People



### Martin Luther King

Figurehead of the non-violent protest movement that began in 1950s America



### Malcolm X

Part of the Nation of Islam, becomes a vocal supporter of black rights in the USA



### Betty Friedan

Writes; The Feminine Mystique a feminism book challenging the stereotypes of women's roles



### Russell Means

Oglala Sioux tribe member who campaigned as part of AIM for Indigenous American civil rights and recognition in the USA

# Year 9 Learning Cycle 2 History - Was the Holocaust an intentional act?

1. Key Terms	Description
Anti Semitism	The hatred and persecution of Jewish people. It is not something that only happened in Nazi Germany- sadly it has a long and difficult history
Aryan	Nazi Term for a non-Jewish German
Concentration Camp	Prison for political prisoners or people targeted by the Nazis
Gestapo	Nazi secret police
Roma and Sinti peoples	A more specific term for Gypsy Travellers targeted by the Nazi Regime
Scapegoat	A person or group made to take the blame for others
Holocaust	The Holocaust was the state-sponsored persecution and mass murder of millions of European Jewish people, Roma and Sinti peoples, the disabled, political opponents and members of the LGBT+ community by the German Nazi regime between 1933 and 1945
Shoah	Many people use this term instead of Holocaust. It is Hebrew and means catastrophe

## 2 .Hitler's Persecution of the Jews

Hitler used Jewish people as scapegoats for Germany's problems and attacks on them increased during the Nazi Period. Many attacks and limits on how Jewish people took place, including:

**April 1st 1933:** Hitler's first action directly against the Jews was a Boycott of all Jewish Businesses

**May 10th, 1933:** Burning of books in Berlin and throughout Germany.

**September 15th 1935:** The Nuremberg Laws were passed taking away citizenship and basic rights of Jewish Germans

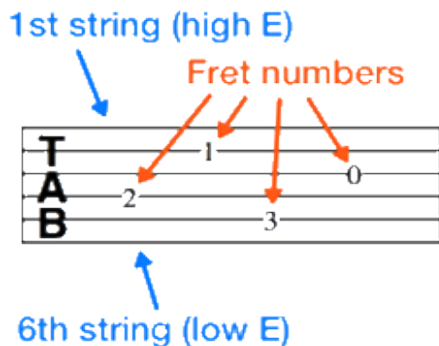
**November 9th 1938:** Kristallnacht, or Night of the Broken Glass. An attack on Jewish businesses, homes and synagogues across Germany. Over 100 Jewish people were killed, and over 20,000 were sent to concentration camps.

# Year 9 Learning Cycle 2 Music - In the Band

1. Key Words	Definitions
Tablature (Tab)	The musical language guitarists and bassists can use to read music
Fret	The spaces separated by thin pieces of metal that help separate the notes and pitches on a guitar/bass guitar/ukulele etc.
Genre	The category or style of music that the song or piece of music belongs to due to it sharing characteristics with other pieces of music
E-A-D-G-B-E Eddie, Ate, Dynamite, Good, Bye, Eddie	--- Eddie, Ate, Dynamite, Good, Bye, Eddie --- The acronym to help remember the order of the strings on a guitar
Ensemble	A group of musicians playing a piece of music together
Chords	When two or more notes are played at the same time to create a harmony
Harmony	When a combination of sounds are played at the same time in order to create a pleasing sound

## 2. Reading Tablature

Tablature (or tab) is the method lots of guitarists and bass guitarists use to know what notes to play. The diagram is a visual representation of the guitar's neck, strings, and fretboard. The bottom line represents the lower thicker E string, and the numbers represent what number fret you put your finger on.



## 3. What is a Musical 'Genre'?

There are many different types of musical genres (which is pronounced 'jahn-ruh') each with their own unique characteristics, instrument choices, and sounds.

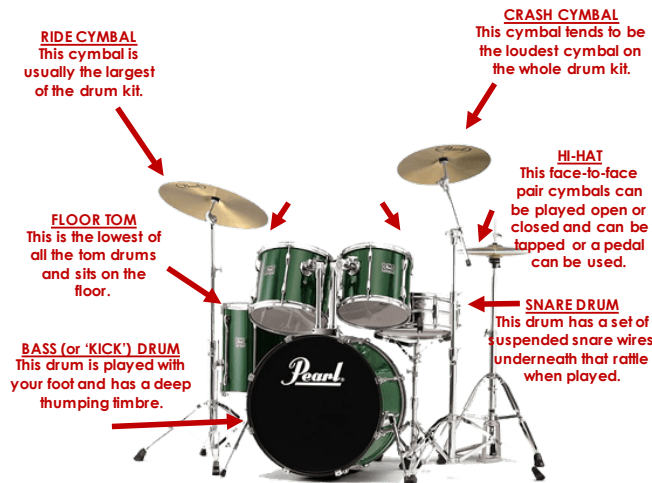
All music tends to fall into one, two or sometimes even three different genres and these are categorised by things that make them like other styles of music. For example, Green Day and Foo Fighters both fall into the genre 'Rock' because Rock music uses heavy guitars, has a strong beat and similar structures to each other.



Take a look at the article below to learn more!

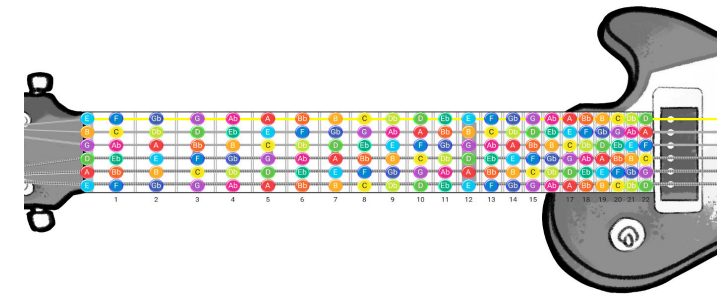
[is.gd/whatisgenre](https://www.is.gd/whatisgenre)

## 4. The Drum Kit



## 5. The Fretboard

Each string is made up of a note (E-A-D-G-B-E) and we use the acronym (Eddie, Ate, Dynamite, Good, Bye, Eddie) to help remember the order of the strings. When you make the string shorter by putting your finger on the frets you create a higher note. So, for example, the note above E is an F, so by putting your finger on the E string in the 1st fret you make an F sound as you've made the string shorter and the pitch higher.



## 6. Links and Further reading

Article: What Is A Music Genre?  
[is.gd/genrearticle](https://www.is.gd/genrearticle)

Lesson: School of Rock – Piano Chords  
[is.gd/pianochords](https://www.is.gd/pianochords)

Revise: Flash Card Maker  
[is.gd/flashcardmaker](https://www.is.gd/flashcardmaker)

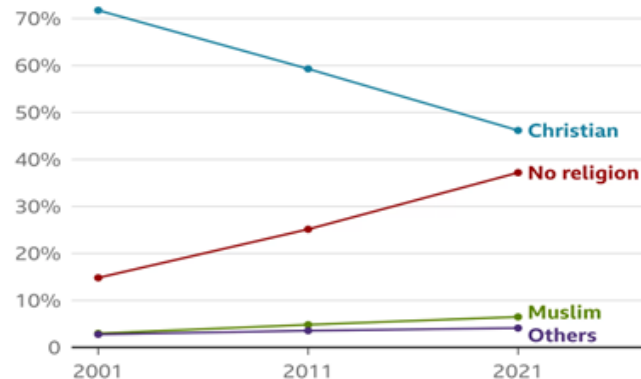


# Year 9 Learning Cycle 2 Religious Education

1. Key Words	Definitions
Theist	A theist is a person who believes in the existence of a god or gods - for example a Christian or a Muslim
Atheist	An atheist is a person who disbelieves or lacks belief in the existence of a god or gods.
Agnostic	An agnostic is a person who believes that nothing is known or can be known of the existence or nature of god.
Humanist	Someone who trusts the scientific method when it comes to understanding how the universe works and rejects the idea of the supernatural (and is therefore an atheist or agnostic)
Spiritual but not religious	If a person is SBNR, this means that they believe that there is more to being human than a physical life: there is also a non-physical, spiritual dimension; things about the experience of being human that goes beyond the physical and emotional. For some, this can mean believing in a soul or a spirit

## 2. Statistics from the 2021 Census

**Almost four in ten have no religion**  
Religion in England and Wales, 2001 to 2021



Others include Hindu, Sikh, Buddhist, Jewish and other religions  
Source: Office for National Statistics

BBC

You can also search for : “BBC Teach A is for Atheism”



SCAN ME



SCAN ME



SCAN ME

“BBC the Social and Guide to Humanism”.

And BBC Key facts about Non Religious People

## 3. The Golden Rule



The Golden Rule promotes kindness and care for those in difficulty, because this is what we would want in their situation. It encourages fairness, equality, and respect for other people. It discourages lying, bullying, cruelty, and theft, because no one wants to suffer in this way. The Golden Rule has appeared independently in many places around the world and throughout history. Many humanists believe this is because it evolved naturally from the fact that we are social animals who live together in communities and who can imagine each other's feelings. Treating others well helped social groups to build trust, to work together, and to survive.

# Year 9 Learning Cycle 2 Spanish - Mi hogar / el medioambiente – My home/ the environment

## 1. Topic vocabulary

El tipo de propiedad	Types of Property
Vivo en...	I live in...
un bloque de pisos	A block of flats
un edificio	A building
¿Dónde está?	Where is it?
Está en...	It is in...
las afueras	The outskirts
cerca de	Near
lejos de	Far from
Mi casa ideal...	Mi ideal house...
si fuera rico/a	if I were rich
si tuviera mucho dinero	If I had a lot of money
la casa de mis sueños	My dream house
sería	Would be (description)
estaría	Would be (location)
tendría	Would have
habría	There would be
¿Qué hay en la foto?	What is in the photo?
En la foto hay	In the photo there is / are
una persiana	A blind
se puede ver	You can see
se ve	You see
parece que	It seems/appears that
imagino que	I imagine that
El medio ambiente	The environment
se debería ...	You / one should ...
no se debería...	You / one shouldn't
cuidar	To look after
apagar la luz	(To) turn off the light
separar la basura	(To) separate the rubbish
desenchufar	(To) unplug
ahorrar	(To) save
malgastar	(To) waste
cerrar el grifo	(To) turn off the tap

## 2. Key Questions

¿Dónde vives?  
 ¿Te gusta tu región?  
 Describe tu casa  
 Describe tu ciudad ideal.  
 ¿Qué haces para proteger el medioambiente?  
 ¿Qué deberías hacer para proteger el planeta?

## 3. Conditional tense

We use this to say "...would..."  
 It is in the NO CHOP ZONE

Person	AR / ER / IR
I	ía
You	ías
He / She / it	ía
We	íamos
You (plural)	ías
They	ían

## 4. Some awkward ones

Saber (to know)	sabr + ending
hacer (to do)	har + ending
tener (to have)	tendr + ending
poder (to be able (can))	podr + ending
salir (to go out)	saldr + ending
hay (there is / are)	habria (there would be)

## 5. Opinions and WOW phrases

For me	para mí
From my point of view	desde mi punto de vista
I think that	opino que
I can't stand	no aguanto
I can't bear	no soporto
It angers me	me da(n) rabia
The good thing is that	lo bueno es que
The bad thing is that	lo malo es que
What I like most is that	lo que más me gusta es que
What I like least is that	lo que menos me gusta es que
Exclamations	
How revolting!	¡Qué asco!
What a surprise!	¡Qué sorpresa!
What a miracle!	¡Qué milagro!
What a coincidence!	¡Qué casualidad!

## 6. Further Reading

Comparatives:

<https://www.bbc.co.uk/bitesize/guides/zjv6cqt/revision/3>



The conditional tense:

<https://www.bbc.co.uk/bitesize/guides/znx8nrd/revision/1>

Talking about your area:

<https://www.bbc.co.uk/bitesize/guides/zd8wscw/revision/1>



Talking about the environment:

<https://www.bbc.co.uk/bitesize/guides/zddjf4j/revision/1>



# Notes Pages

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