Knowledge Bank



Autumn Term 2026

Year 9

THINKING SCHOOLS ACADEMY TRUST

PAIGNTON ACADEMY

Name: _____ **Form:** _____

CONTENTS

English 1

Science 2

Computer Science 5

Ethics 9

French 11

Geography 16

History 18

Art 21

Drama 22

Hospitality & Catering 23

Music 30

PE 33

Where To Find Help 41

Gothic Creative Writing

Year 9

Context.
Gothic literature began in the late 18th century and focused on mystery, fear, and the supernatural. Often set in dark or haunted places, it explores themes such as death, madness and secrecy. In creative writing, gothic literature inspires suspenseful settings, emotional conflict, and dramatic storytelling. Famous gothic writers include Mary Shelley, Bram Stoker and Edgar Allen Poe.

Gothic texts:
Dracula,
Frankenstein,
The Cask of Amontillado,
The Monkeys Paw,
The Mummy

Gothic Characters:
Damsel in Distress,
Femme Fatale,
Isolated Aristocrat
Mad Scientist
Monster.

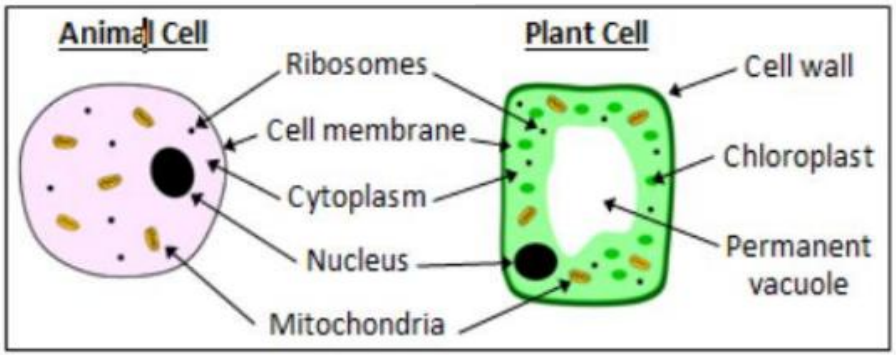
Literary Techniques
Pathetic Fallacy - human emotions or characteristics are attributed to inanimate objects, nature, or animals. It is a form of personification but specifically focuses on projecting human feelings onto the non-human world.
Foreshadowing – give readers hints or clues about events that will happen later in the story.
Dramatic Irony-when the audience knows something that the character doesn't.
Narrative Voice – authors convey their story through a specific perspective. Watson's perspective adds reliability and warmth to the stories.
Flashback-a narrative technique that interrupts the chronological timeline of a story to depict events that happened in the past
Cyclical Structure-the end links back to the beginning.
Zooming-a writing skill that gives the reader the feeling of moving through space towards or away from a character or object. It can be divided into two types: **zooming in** and **zooming ou**t.
Personification-giving human characteristics to something non-human.

Vocabulary
Gothic: a genre of literature and art characterised by elements of fear, gloominess, death, and suspense.
Convention: A typical feature or 'ingredient' of a genre of writing.
Tension: A feeling of nervous suspense, uncertainty or anxiety created in the reader or audience.
Mood: The overall feeling or atmosphere that a writer creates for the reader through word choice, setting, imagery, and tone.
Narrator: The person who is recounting the story.
Trope: a typical feature of a genre of fiction
Embodiment: a particularly good example of an idea (like its inhuman form e.g. personification)



Themes
Isolation.
Fear.
Death.
Insanity.
The battle between good and evil.
Dark settings.
Suspense.
Psychological Conflict.

Science Knowledge Bank - Autumn Term

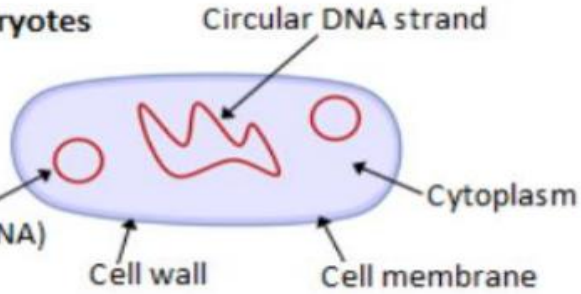


Nucleus - Contains genetic information to control the cell
Cytoplasm – where chemical reactions occur
Cell membrane – controls what goes in and out of the cell
Ribosomes – where proteins are made
Mitochondria – where most of the reactions for aerobic respiration occur

Cell wall – supports and strengthens the cell. Made of cellulose
Permanent vacuole – contains cell sap (sugar and salt solution)
Chloroplasts – contains chlorophyll. Where photosynthesis happens

Bacteria Cell

Bacteria are **prokaryotes** meaning they do not have a nucleus.



Chromosomes

DNA (**d**eoxyribo**n**ucleic **a**cid) is the chemical that all genetic material is made from. It is found in the **nucleus** of all cells and codes for characteristics.



DNA is a **double helix** made from a polymer of two strands. It coils up into a structure called a **chromosome**. Humans have 46 chromosomes (23 pairs – half from each parent)

Genes are small sections of DNA that code for a particular **sequence** of **amino acids**. These join together to form a **protein**. There are 20 amino acids that can make up thousands of different proteins.

Science Knowledge Bank - Autumn Term

Aerobic Respiration

Require **oxygen** and is the most efficient way to transfer energy from glucose. Occurs in the **mitochondria** in plant and animal cells.

Glucose + oxygen → carbon dioxide + water

$C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O$

Anaerobic Respiration

Occurs when there is a lack of oxygen in your muscles such as during vigorous exercise. This means glucose is not completely oxidised so the breakdown of glucose is incomplete and lactic acid is produced.

Glucose → lactic acid

Anaerobic respiration cannot be sustained for very long and is less efficient (produces less energy) than aerobic respiration.

Anaerobic Respiration in Plants and Yeast

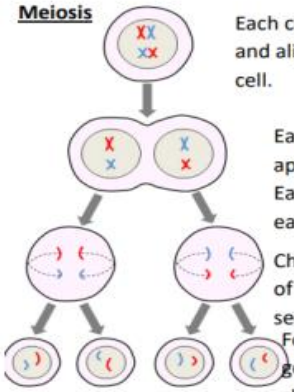
Plants and yeast produce ethanol and CO2 instead of lactic acid.

Glucose → ethanol + carbon dioxide

In **yeast**, anaerobic respiration is called **fermentation** and is used to make:

- **Beer** and **wine**: alcohol is produced giving drinks their alcohol content.
- **Bread**: the CO_2 produced causes the bread to **rise**.

Meiosis

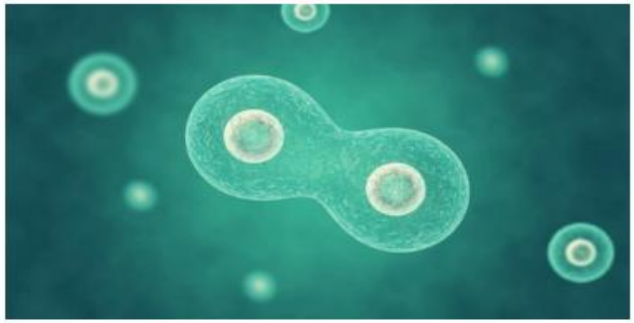


Each chromosome makes a copy of itself and align in pairs down the centre of the cell.

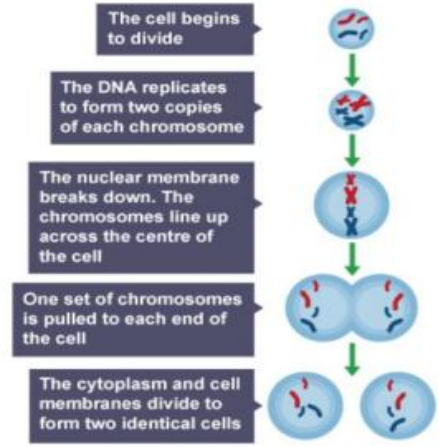
Each pair of chromosomes are pulled apart.
Each new cell now has one copy of each chromosome.

Chromosomes align along the centre of the cell in preparation for the second division.

Four gametes are produced, each genetically different with only single chromosomes.



https://newatlas.com/biology/synthetic-organism-cell-division/



https://www.bbc.co.uk/bitesize/guides/z3qjcdm/revision/2

Science Knowledge Bank - Autumn Term

Types of pathogen that make us ill

Bacteria – reproduce and release toxins

Virus – invade our cells, reproduce and cause the cell to burst

Fungi – grow and penetrate our skin, causing disease

Protists – single cell eukaryotes (no nucleus)

Vaccination

An inactive pathogen is injected into a person. This stimulates their white blood cells to release antibodies. If the person is infected with the real pathogen in the future, white blood cells rapidly release antibodies so the person does not feel ill.

Advantages of Vaccination

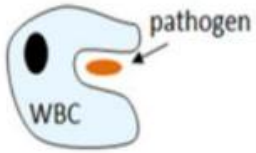
- Can eradicate or control infectious diseases
- Epidemics can be prevented

Disadvantages of Vaccination

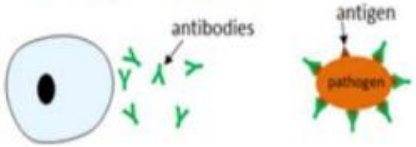
- Don't always work
- Some people can have a bad reaction (rare)

Immune System

White blood cells **engulf** pathogens and digest them.



White blood cells **produce specific antibodies** that bind to antigens on a pathogen. If the person gets infected with the same pathogen in the future, WBCs produce the antibodies rapidly so the person does not feel ill – they are immune.



White blood cells release **antitoxins** to destroy toxins released by pathogens.



Antibiotic Resistance

Bacteria can **mutate** (change in the DNA). This may make them **resistant** to an antibiotic.

The antibiotic will kill the non-resistant strain of bacteria but not the mutated resistant strain.

The **resistant bacteria will reproduce**, increasing their population.

To help prevent the development of antibiotic resistant bacteria doctors should **not over-prescribe** antibiotics and we should **finish the whole course**.

MRSA is an example of an antibiotic resistant bacteria.

Reducing Spread of Disease

Hygiene – washing hands before cooking and after sneezing.

Killing vectors – Insects that carry diseases are called vectors. Killing them or destroying their habitats can prevent the spread of disease.

Isolating infected people – prevents them passing the disease to anyone else.

Vaccination – the person cannot become infected and pass it on. Animals can also be vaccinated.

Programming Revision
Date Due – Monday 4th January 2027

Abstraction and Decomposition

Create flashcards to define the following computational terms: ○ Abstraction ○ Decomposition Describe the advantages of abstraction and decomposition	Abstraction and Decomposition • Abstraction • Decomposition

Data Types

Create flashcards to define the following data types: ○ Integer ○ Float / Real ○ String ○ Character ○ Boolean Describe each data type. Gie an example of a value that each data type could hold.	Data Types • Integer • Float / Real • String • Character Boolean

Variables and Constants

Create flashcards to define the following terms: ○ Variables ○ Constants Describe the difference between a variable and a constant.	Variables and Constants • Variable • Constant

Errors

Create flashcards to define the following types of errors: ○ Syntax error ○ Logic error	Errors:

Describe each type of error. Give an example of each type of error.	• Syntax error • Logic error

Operators

Create flashcards to define the following programming operators: ○ == ○ != ○ < ○ <= ○ > ○ >= ○ Exponential ○ Integer division ○ Modulo	Data Types • == • != • < • <= • > • >= • Exponential • Integer Division • Modulo

Programming Constructs

Create flashcards to define the following programming constructs: ○ Sequence ○ Selection ○ Iteration Give an example of programming terms for all of the constructs – sequence, selection and iteration	Programming Constructs • Sequence • Selection • Iteration

PROGRAMMING TECHNIQUES

DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg – if you want to use an integer in a sentence you would need to convert it to a string.

PROGRAMMING THEORY

Programming constructs – sequence (line by line – inputs and outputs), **selection** (if/else) and **iteration** (for and while loops)

Abstraction – Removing the necessary detail.

Decomposition – Breaking a problem down to smaller parts.

Variable – A value which may change while the program is running.

Constant – A value which cannot be altered as the program is running.

Syntax Error – The code will not run as the rules of the language have been broken.

Logic Error – The code will still run but will produce an unexpected outcome.

OPERATORS

Operator/Function	Definition
Exponentiation	Raises a number to a power eg: 2**3 OR 2 ^3 ($=2^3$)
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
! or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

ARRAYS

One-Dimensional Arrays- this is like a list.
In this example an array has been created called students.
The list can hold 3 items (as shown).
This command would print the second item (1)
From the array.
It would print "Dave".
Lists start counting from zero.

```
array students [3]
students [0] = "Bob"
students [1] = "Dave"
students [2] = "Bob"

print(students[1])
```

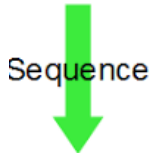
This count-controlled loop would print "Hello World" 8 times

```
 for I in range (0 to 7):
        print ("Hello")
next i
```

This condition controlled loops would check if a password's correct

```
 while answer != "letmein123":
        answer=input("Enter password")
```

PROGRAMMING CONSTRUCTS



A Sequence is when there are programming steps that are carried out one after another.



Selection is where there are different paths in your code eg: IF, ELIF, ELSE



Iteration is when there is repetition (loops) in code. This could be a WHILE loop (do something WHILE a condition is met) or a FOR loop (do something for a set number of times)

SUUBROUTINES

Year 9 Ethics Autumn Term Knowledge Organiser. Child Soldiers

- child soldier
- civil war
- conflict
- entitled
- evidence
- explain
- Human rights
- moral
- peace
- soldier
- United Nations
- war

Quizlet

Use Quizlet on the internet – type **PCSA Ethics Yr9 Innocent Voices**

It has different games to help you learn the spelling and meaning

Civil Wars



Over 75,000 civilians died at the hands of government forces during the **civil war** in **El Salvador** (1980-1992). Children were used as soldiers in on both sides. Many other big wars have used child soldiers. E.g.
American Civil War
Spanish Civil War

Innocent Voices Film

This is a 2004 Salvadorian-war film. The plot is set during the Salvadoran Civil War, and is based on writer Óscar Torres's childhood.



The film serves as a general commentary on the military use of children. The movie also shows injustice against innocent people who are forced to fight in the war. It follows the story of the narrator, a boy named Chava. It is a true story.



Child Soldiers

Thousands of children are serving as soldiers in armed conflicts around the world.
These boys and girls, some as young as 8 years old, serve in government forces and armed opposition groups.



They may fight on the front lines, participate in suicide missions, and act as spies, messengers, or lookouts.
Girls may be forced into sexual slavery.
Many are abducted or recruited by force, while others join out of desperation, believing that armed groups offer their best chance for survival.

United Nations

The United Nations is an international organization founded in 1945, following the devastation of WW2. It is currently made up of 193 Member States.
It has one central mission: the maintenance of international peace and security.

UDHR

On 10 December 1948, the General Assembly of the United Nations announced the **Universal Declaration of Human Rights (UDHR)** - 30 rights and freedoms that belong to all of us

Year 9 Ethics Autumn Term Knowledge Organiser. Shoah

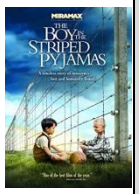
Key terms Shoah

Sho'ah
genocide
discrimination
persecution
prejudice
humanity
necessary
consequence
remember
concentration camp
evidence
Furthermore

Quizlet

Use Quizlet on the internet – type **PCSA Ethics Yr9 Shoah** It has different games to help you learn the spelling and meaning.

Boy in Striped Pyjamas



Set during WWII, a story seen through the innocent eyes of Bruno, the eight-year-old son of the commandant at a German concentration camp, whose forbidden friendship with a Jewish boy on the other side of the camp fence has startling and unexpected consequences.

Many people were persecuted – Gypsies, Homosexuals, Polish, Disabled, Mixed race & Jehovah Witnesses. However some laws were made specifically for Jews.

Anti-Jewish decrees

– some examples

- *Police and the courts no longer protect **Jews***
- *April boycotts of **Jewish** shops - for one day, Germans are told not to buy from shops and business owned by **Jews***
- ***Jews** no longer allowed to vote and lose German citizenship*
- *Special identity cards issued to **Jews***
- ***Jews** excluded from cinema, theatre, concerts, exhibitions, beaches and holiday resorts*
- ***Jews** forced to add the names Sarah or Israel to their own*
- ***Jewish** children expelled from German schools*
- ***Jews**' passports stamped with a red letter 'J'.*
- ***Jews** over 6 forced to wear a Yellow Star of David with 'Jew' written on it*
- ***Jews** forbidden to keep dogs, cats and birds*
- ***Jewish** curfew*

Kristallnacht



A night of terrible violence in Germany. German and Austrian Jews are murdered, synagogues burnt and desecrated and shop windows destroyed.

Thousands of Jews are arrested. Jewish people were forced to clear up the aftermath.



Concentration Camps

Between 1933 and 1945, Nazi Germany and its allies established more than 42,000 camps and other incarceration sites (including ghettos).



The perpetrators used these sites for a range of purposes, including forced labour, detention of people thought to be enemies of the state, and mass murder.



The term "**Final Solution of the Jewish Question**" was a euphemism used by Nazi Germany's leaders. It referred to the mass murder of Europe's Jews. It brought an end to policies aimed at encouraging or forcing Jews to leave the German Reich and other parts of Europe. Those policies were replaced by systematic annihilation.

Term 1 Q1. Où es-tu allé(e) en vacances ?

Where did you go on holiday?

When	I visited...	Country	Connective	Opinion
L'année dernière *(last year)* **L'été dernier** *(last summer)* **En juillet** *(in July)* **En août** *(in August)* **Il y a deux ans** *(two years ago)*	**j'ai visité** *(I visited)* **on a visité** *(we visited)*	**la France** *(France)* **le Portugal** *(Portugal)* **l'Espagne** *(Spain)* **l'Angleterre** *(England)* **l'Italie** *(Italy)* **l'Allemagne** *(Germany)* **l'Australie** *(Australia)* **les États-Unis** *(USA)* **l'Écosse** *(Scotland)* **le Sénégal** *(Senegal)*	**et** *(and)* **parce que** *(because)* **car** *(because)*	**c'était** *(it was)* **génial** *(great)* **magnifique** *(magnificent)* **incroyable** *(incredible)* **intéressant** *(interesting)* **ennuyeux** *(boring)*

I went...	Country (en / au / aux)	Who with	Opinion
Je suis allé(e) *(I went)* **Nous sommes allé(e)s** *(we went)* **On est allés** *(we went)*	**en France** *(to France)* **au Portugal** *(to Portugal)* **en Espagne** *(to Spain)* **en Angleterre** *(to England)* **en Italie** *(to Italy)* **en Allemagne** *(to Germany)* **en Australie** *(to Australia)* **aux États-Unis** *(to the USA)* **en Écosse** *(to Scotland)* **au Sénégal** *(to Senegal)*	**avec ma famille** *(with my family)* **avec mes amis** *(with my friends)* **avec mes parents** *(with my parents)* **avec mon collège** *(with my school)*	**et j'ai adoré** *(and I loved it)* **et c'était magnifique** *(and it was magnificent)* **et c'était incroyable** *(and it was incredible)* **mais c'était fatigant** *(but it was tiring)*

Visiter takes le / la / l' / les. Aller takes en (feminine countries), au (masculine), aux (plural).

Term 1 Q2. Comment as-tu voyagé ?

How did you travel?

When	I travelled	Transport	Connective		Adjective
L'année dernière *(last year)* **L'été dernier** *(last summer)* **Pour aller en Espagne** *(to get to Spain)* **Pendant les vacances** *(during the holidays)*	**je suis allé(e)** *(I went)* **j'ai voyagé** *(I travelled)* **nous sommes allé(e)s** *(we went)* **on a voyagé** *(we travelled)* **j'ai acheté un billet et je suis parti(e)** *(I bought a ticket and I left)*	**en voiture** *(by car)* **en car** *(by coach)* **en bateau** *(by boat)* **en avion** *(by plane)* **en train** *(by train)* **en métro** *(by metro)* **en hélicoptère** *(by helicopter)* **en taxi** *(by taxi)* **à vélo** *(by bike)* **à pied** *(on foot)*	**parce que** *(because)* **car** *(because)* **mais** *(but)*	**c'est** *(it is)* **c'était** *(it was)*	**rapide** *(fast)* **facile** *(easy)* **pratique** *(practical)* **confortable** *(comfortable)* **pas cher** *(cheap)* **écologique** *(eco-friendly)* **lent** *(slow)* **fatigant** *(tiring)* **cher** *(expensive)*

Transport is en + vehicle you sit inside, but à vélo / à moto for things you sit on.

Term 1. Q3: Où es-tu resté(e) ?

Where did you stay?

I stayed	Accommodation	How long/who with	Connective		Adjective
Je suis resté(e) *(I stayed)* **Nous sommes resté(e)s** *(we stayed)* **On est restés** *(we stayed)* **J'ai réservé une chambre** *(I booked a room)*	**dans un hôtel** *(in a hotel)* **dans une caravane** *(in a caravan)* **dans un village de vacances** *(in a holiday resort)* **dans un camping** *(on a campsite)* **dans une auberge de jeunesse** *(in a youth hostel)* **dans une villa** *(in a holiday apartment/villa)* **dans une chambre d'hôtes** *(in a B&B)*	**pendant une semaine** *(for a week)* **pendant quinze jours** *(for a fortnight)* **pendant trois nuits** *(for three nights)* **avec ma famille** *(with my family)* **avec mes amis** *(with my friends)*	**et** *(and)* **mais** *(but)* **a mon avis** *(in my opinion)*	**c'était** *(it was)*	**confortable** *(comfortable)* **propre** *(clean)* **moderne** *(modern)* **génial** *(great)* **pas cher** *(cheap)* **bruyant** *(noisy)* **sale** *(dirty)* **cher** *(expensive)* **nul** *(rubbish)*

Rester takes être in the perfect tense, so the ending agrees: resté / restée / restés / restées

Term 1 Q4. Qu'est-ce que tu as fait en vacances ?

What did you do during the holidays?

When	I... (past tense) + Detail	Connective	We... (past tense)	Opinion
Pendant mes vacances *(during my holidays)*	**Je suis allé au centre commercial** *(I went to the shopping centre)* **J'ai mangé au restaurant** *(I ate in a restaurant)* **J'ai acheté des souvenirs** *(I bought souvenirs)* **J'ai essayé de la nourriture** *(I tried some food)* **J'ai bu un café crème** *(I drank a café crème)* **J'ai vu les sites touristiques** *(I saw the tourist sites)* **J'ai fait les magasins** *(I went shopping)* **J'ai fait un tour en bateau** *(I went on a boat trip)* **J'ai fait du parachutisme** *(I went skydiving)* **J'ai pris des selfies** *(I took selfies)*	**et** *(and)* **puis** *(then)* **ensuite** *(next)* **aussi** *(also)*	**on a visité la ville** *(we visited the town)* **on a vu le château** *(we saw the castle)* **on est restés à la plage** *(we stayed at the beach)* **on a mangé des glaces** *(we ate ice creams)* **on a pris le train** *(we took the train)*	**c'était magnifique** *(it was magnificent)* **c'était incroyable** *(it was incredible)* **c'était génial** *(it was great)* **c'était fatigant** *(it was tiring)* **c'était nul** *(it was rubbish)*

Most verbs take avoir (j'ai / on a), but aller and rester take être — watch the agreement.

Extra structures — boost your answer – for past tense questions!

Use with an activity, e.g. j'ai essayé de faire les magasins / j'ai décidé de voir les sites.

Term 2, Q1 &2. Où vas-tu aller en vacances l'année prochaine?

French	English
J'ai essayé de voir	*(I tried to see)*
J'ai décidé de voir	*(I decided to see)*
Je voulais voir	*(I wanted to see)*
après	*(afterwards / after)*
J'ai essayé de faire	*(I tried to do/make)*
J'ai décidé de faire	*(I decided to do/make)*
Je voulais faire	*(I wanted to do/make)*

Qu'est-ce que tu vas faire?

Where are you going to go next year? What are you going to do?

When	I am going to...	Detail	Connective	We are going to...
L'année prochaine (next year) **Le weekend prochain** (next weekend) **La semaine prochaine** (next week) **Le mois prochain** (next month) **À l'avenir** (in the future)	**je vais visiter** *(I am going to visit)*	**la France** *(France)* **l'Irlande** *(Ireland)* **l'Écosse** *(Scotland)* **l'Espagne** *(Spain)* **les États-Unis** *(USA)* **le Portugal** *(Portugal)* **l'Angleterre** *(England)* **l'Italie** *(Italy)* **l'Allemagne** *(Germany)* **l'Australie** *(Australia)* **le Sénégal** *(Senegal)*	**et** *(and)* **puis** *(then)* **ensuite** *(next)* **aussi** *(also)*	**Je vais faire les magasins** *(I am going to go shopping)* **Je vais voir les sites** *(I am going to see the sights)* **Je vais dormir** *(I am going to sleep)* **Je vais manger au restaurant** *(I am going to eat at a restaurant)* **Je vais sortir avec mes amis** *(I am going to go out with my friends)* **Je vais regarder un film** *(I am going to watch a film)* **Je vais rester dans un hôtel** *(I am going to stay in a hotel)* **Je vais aller au zoo** *(I am going to go to the zoo)*

Near future: aller (je vais / nous allons / on va) + infinitive.

Structure: Si + imperfect tense + conditional tense

Q2. Si tu avais... ?

(What would you do if you had...?)

If I had...	...	Conditional	English
Si j'avais....*(If I had....)*	**l'argent (***the money)* **de la chance (***the chance)* **l'opportunité (***the opportunity)* **le temps (***the time)*	**je verrais les sites.** **je visiterais l'Australie.** **je nagerais avec les dauphins.** **je dormirais beaucoup !** **j'essaierais de manger des escargots.**	*(I would see the sights)* *(I would visit Australia)* *(I would swim with dolphins)* *(I would sleep a lot)* *(I would try eating snails)*

Grammaire

Grammar toolkit: past & near future

Infinitive	Meaning	Passé composé (did)	Futur proche (going to)
acheter	*to buy*	**j'ai acheté**	**je vais acheter**
essayer	*to try*	**j'ai essayé**	**je vais essayer**
jouer	*to play*	**j'ai joué**	**je vais jouer**
manger	*to eat*	**j'ai mangé**	**je vais manger**

Infinitive	Meaning	Passé composé (did)	Futur proche (going to)
regarder	*to watch*	**j'ai regardé**	**je vais regarder**
rester	*to stay*	**je suis resté(e)**	**je vais rester**
aller	*to go*	**je suis allé(e)**	**je vais aller**
faire	*to do / make*	**j'ai fait**	**je vais faire**
dormir	*to sleep*	**j'ai dormi**	**je vais dormir**

Most verbs take avoir (j'ai...); aller and rester take être and agree (allé(e)(s), resté(e)(s)).

Banque de questions

Question bank with example answers

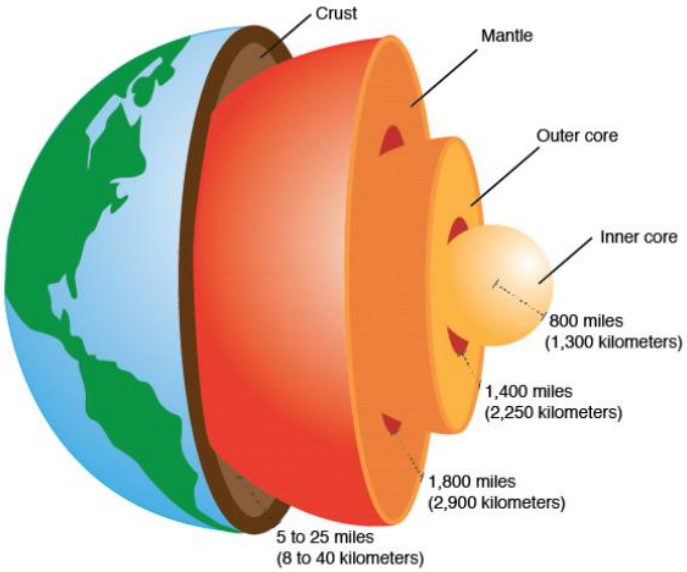
Question	English	Example answer
Qu'est-ce que tu as joué ?	*What did you play?*	*J'ai joué au foot.*
Qu'est-ce que tu as regardé ?	*What did you watch?*	*J'ai regardé Spiderman avec mes amis.*
Qu'est-ce que tu as fait ?	*What did you do?*	*J'ai fait du vélo.*
Qu'est-ce que tu as mangé ?	*What did you eat?*	*J'ai mangé un sandwich.*
Qu'est-ce que tu vas manger ?	*What are you going to eat?*	*Je vais manger une pizza.*
Qu'est-ce que tu vas faire ?	*What are you going to do?*	*Je vais faire les magasins.*
Qu'est-ce que tu vas jouer ?	*What are you going to play?*	*Je vais jouer au tennis.*
Qu'est-ce que tu vas regarder ?	*What are you going to watch?*	*Je vais regarder le rugby.*

Geography

Year 9 Module 1: Restless world: Tectonic hazards

Structure of the Earth

The Earth is made up of a series of layers



Key terms:

Disaster – when a natural hazard causes death, damage or injury

Earthquake – a rupture in the earth's crust created by the sudden release of pressure at plate margins.

Tropical storm – a rotating low-pressure storm, winds reach 74mph.

Tsunami – large waves formed out at sea due to an underwater tectonic event.

Volcano – an opening or vent in the earth's surface through which molten material erupts.

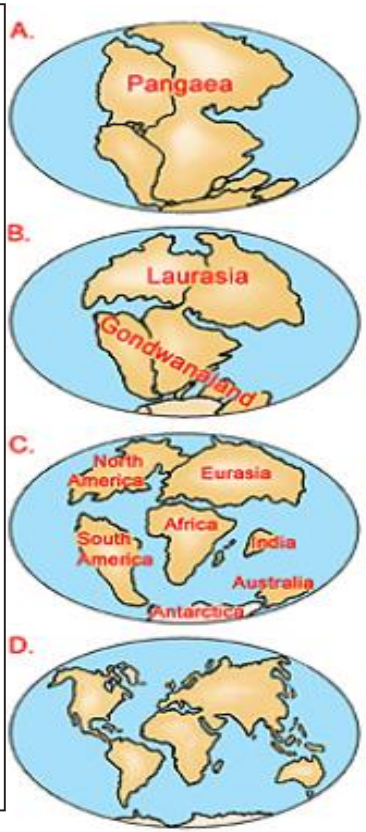
Theory of continental drift

The theory of continental drift was proposed by German scientist **Alfred Wegener**. He said that the world was once one continent – Pangaea. The evidence:

Jigsaw: The match in shape between the east coast of South America and the west coast of Africa suggests both were once part of a single continent.

Geology: Similar patterns of rocks on both sides of the Atlantic.

Fossils: Similar fossils on both sides of the Atlantic – including the fossil of land animals that couldn't have swam across the ocean.

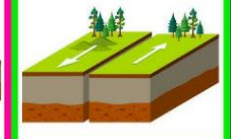


Types of plate margins

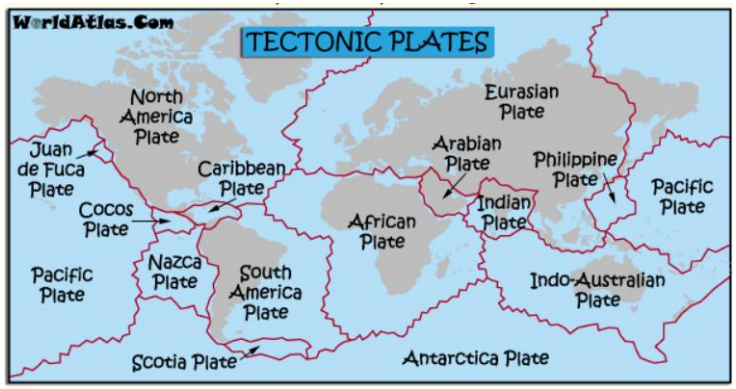
Constructive	Destructive	Conservative
Plates move away from each other	Plates move towards each other	Plates slide against each other
✅ Divergent	✅ Convergent	✅ Transform
✅ Volcanoes	✅ Trenches	✅ Earthquakes
	✅ Earthquakes	





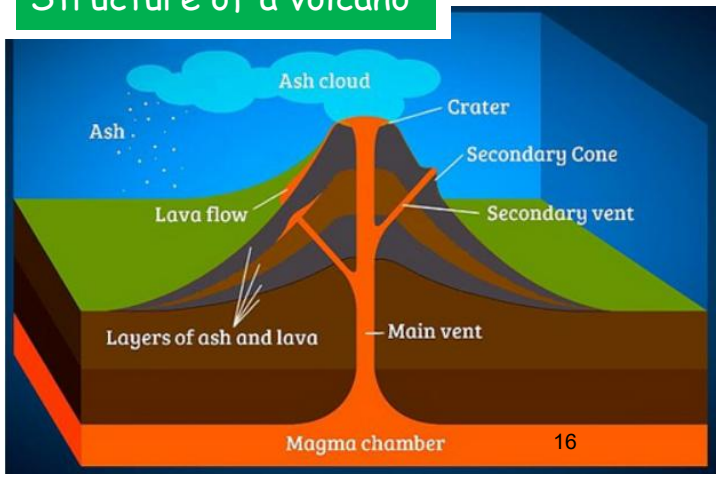


For more information:
www.coolgeography.co.uk/GCSE/AQA/Restless%20Earth/Tectonics



Most volcanoes and earthquakes occur where the plates meet.

Structure of a volcano



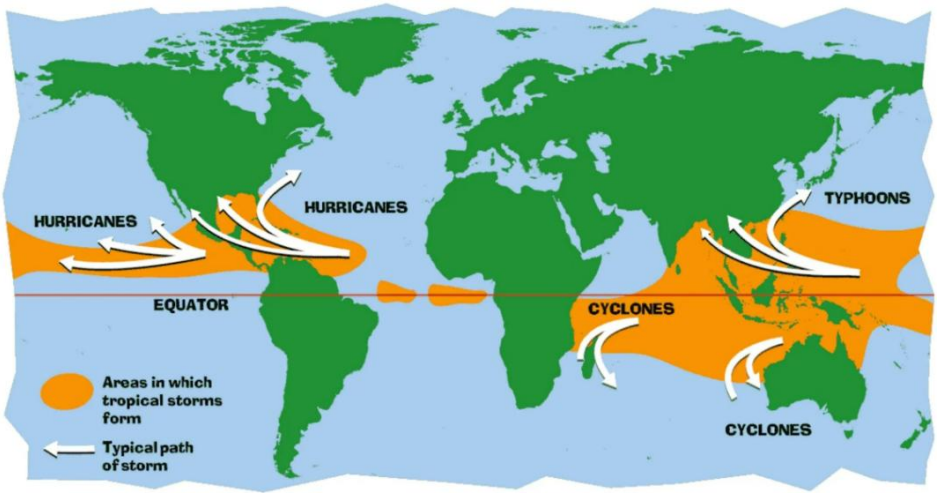
Geography

Year 9 Module 1: Restless world: Tropical storms

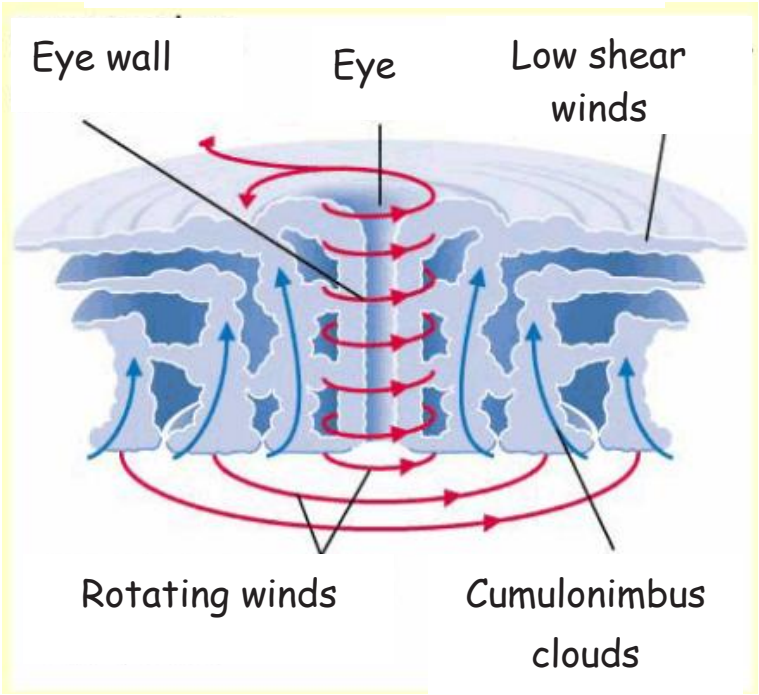
Tropical storms develop in tropical oceans at least 5° - 30° latitude north or south of the equator, where the sea temperature is at least 27 °C. Several conditions are needed for a tropical cyclone to form:

- High sea temperatures of at least 27°C.
- Converging winds near the ocean surface forcing air to rise and form storm clouds.
- Winds that do not vary greatly with height - known as low wind shear. This allows the storm clouds to rise vertically to high levels;
- Sufficient distance from the equator for a spin such as the Coriolis force to take effect.

Tropical storms around the world



Structure of a tropical storm



Hurricane Katrina

Hurricane Katrina was one of the deadliest hurricanes ever to hit the United States. An estimated 1,833 people died in the hurricane and the flooding that followed in late August 2005, and millions of others were left homeless along the Gulf Coast and in New Orleans.

Katrina was the most destructive storm to strike the United States and the costliest storm in U.S. history, causing $108 billion in damage, according to the National Oceanic and Atmospheric Administration (NOAA).

For more information:

Hurricanes - Met Office

www.kids.britannica.com/students/article/Hurricane-Katrina/543498

What was the world like in the early 20th Century?

You will be assessed on:

Section 1:	Section 2:	Section 3:	Section 4:
Core Knowledge from this topic and previous topics, including dates, events, key individuals, name and places.	An event analysis and consequence question linked to the beginning of WW1.	Explaining causation using the 'MAIN' concept for WW1.	A summative analysis of why so many lives were lost when the Titanic sank.

Key Word	Definition
Society	A group of individuals bound by the same country or system.
Class	The division of people in society based on their social or economic status.
Bulkheads	The vertical walls that divide the inside of a ship into compartments.
Colony	A country or area under the full or partial political control of another country.
Empire	An extensive group of states or countries ruled over by a single monarch or a sovereign state.
Neutral	Not taking part in a conflict.
Assassination	The deliberate and planned killing of an importance person.
Propaganda	Information, usually misleading to influence public opinion.
Colony	A country or area under the full or partial political control of another country.

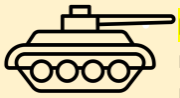
Features



Titanic: Known as the 'Ship of Dreams', famous for its luxury and sinking during April 1912 with a large loss of life.



Class Divide: The population was severely divided in the early 20th century, with lower classes being viewed as less important in society.



Militarism: Countries prioritised military power and often resolved issued with conflict.



Alliances: Groups of countries banded together in groups, causing tension.



Imperialism: Countries competed to obtain colonies around the world by taking land by force.



Nationalism: Populations had immense pride in their own country, creating tension and some groups to want independence.

Events

1882: Germany, Italy & Austria-Hungary form the Triple Alliance.
1884-1885: The Scramble for Africa begins. European countries colonise Africa.
1905: Germany created the 'Schlieffen plan' to fight France & Russia.
1907: Britain, France & Russia form the Triple Entente.
April 1912: The Titanic sets sail on the 10th April on her maiden voyage, sinking on the 15th April.
28th June 1914: The Assassination of Arch-Duke Franz Ferdinand in Sarajevo.
23rd July 1914: Austria-Hungary issues an ultimatum to Serbia, after the assassination of Franz Ferdinand.
4th August 1914: Britain declares war on Germany.

Assassination of Franz Ferdinand

Archduke Franz Ferdinand of Austria was assassinated on June 28, 1914, in Sarajevo by a Serbian nationalist. His death caused Austria-Hungary to declare war on Serbia, which triggered a chain reaction of alliances joining the conflict. This event is widely seen as the trigger that started World War I.

Why was the First World War known as "The Great War"?

You will be assessed on:

Section 1:	Section 2:	Section 3:	Section 4:
Core Knowledge from this topic and previous topics, including dates, events, key individuals, name and places.	A written account of a particular event, including its causes, details of the event itself and consequences it led to.	Using an Historical Source to understand a time period and assess its accuracy compared to your knowledge.	Interpretation evaluation, identifying the key beliefs of an Historian's opinion and links between them.

Key Word	Definition
Stalemate	A situation in where progress by opposing parties seems impossible.
Trench Warfare	Combat in which opposing troops fight from trenches facing each other.
Sanitation	Conditions of public health, especially the provision of clean drinking water and adequate sewage disposal.
Trench Foot	A painful condition of the feet caused by standing in cold water or mud and marked by blackening and death of surface tissue.
Trench Fever	A highly contagious disease transmitted by lice, that infested soldiers in the trenches in the First World War.
Shell Shock	psychological disturbance caused by prolonged exposure to active warfare, especially being under bombardment.
Suffrage	The right to vote in political elections.
Conscientious Objector	One opposed to being in the armed forces/bearing arms on the grounds of moral/religious/political ideals.

Features



Trench Warfare: Trenches were dug by both fighting sides from the English Channel to the border of Switzerland, being extremely difficult to attack.



Weapons: The war saw the use of devastating new weaponry; machine guns, artillery, gasses, flamethrowers and others. These caused immense death.



Technology: The war introduced new methods of technology, tanks, zeppelins and airplanes used for battling on both sides.



Gasses: Several deadly and painful gasses were used in the war; Chlorine, Mustard and Phosgene. These would cause burns and suffocation.



Diseases: Conditions of the war led to disease and illness; Trench Foot, Trench Fever and Shell Shock were common.

Events

6th September – 12th September 1914: Battle of the Marne, Britain & France halt the German invasion of France. Resulting in stalemate.

April 22nd 1914: The Germans use Chlorine gas for the first time at the Battle of Ypres.

22nd April 1915: First use of poison gas used by the Germans in the Second Battle of Ypres.

21st February – 18th December 1916: Fierce fighting as the Germans attempt to take Verdun from the French.

1st July – 18th November 1916: Britain's deadliest battle takes place during the Battle of the Somme. 57,470 British casualties on the first day.

11th November 1918: The Armistice is signed, stopping the fight of World War One. With 20 million deaths in total.

June 1919: The Treaty of Versailles is signed, officially ending the First World War, with harsh consequences of Germany.

Battle of the Somme

Beginning in 1916, it was one of the deadliest battles of World War I, resulting in over one million casualties, 57,000 casualties for Britain on the first day alone. It showcased the brutal reality of trench warfare and the devastating impact of modern weaponry. Despite minimal territorial gains, it significantly influenced military tactics and symbolized the immense sacrifices of the war.

Homework Topic: ASSESSMENT 1 PREPARATION – The Titanic, Empire & Opening of WW1
Homework Due Date: Before ASSESSMENT 1

KEY TERMS

Key Term	Definition
Scramble for Africa	
Colony	
Empire	
Assassination	

SOURCE USE

Borijove Jevtic 1914, account of the Assassination

"The road to the manoeuvres was shaped like the letter V, making a sharp turn at the bridge over the River Nilgacka. Franz Ferdinand's car could go fast enough until it reached this spot but here it was forced to slow down for the turn. Here Princip had taken his stand. As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the Archduke, the Archduchess Sophie, in the abdomen. She was an expectant mother. She died instantly. The second bullet struck the Archduke close to the heart."

1. Who produced the source and when?

2. Where was the Arch-Duke shot?

3. Why was Princip able to fire his shots easily?

CORE KNOWLEDGE

Question	Answer
1. How many people died when the Titanic sank?	
2. How many lifeboats were there compared to passengers?	
3. When was Arch-Duke Franz Ferdinand Assassinated?	
4. Name the countries in the Triple Alliance:	
5. Which neutral country did Germany invade?	
6. When did WW1 start for Britain?	

Art

STRUCTURES

Fertile Questions

- How do our interpretations of artwork differ?
- Why are the meanings of artworks never fixed?

Key Words

Architecture	-	*designing and making buildings, the style in which buildings are made*
Construct	-	*to build something or put together different parts to form something whole*
Structure	-	*something that has been made or built from parts*
Juxtaposition	-	*putting things that are not similar next to each other*

Brief:

Otter Nurseries are looking for young designers to design and make a 3D sculptural piece for the entrance to the garden centre. The sculpture will be displayed inside the foyer and needs to be inspired by either organic forms, the natural or urban landscape and architectural constructions. Designers need to focus on the form and shape within their outcome.

Quotes

"All ideas grow out of other ideas."

Anish Kapoor

"A sculpture is just a painting cut out and stood up somewhere."

Frank Stella

Artist Information

Theo Jansen (1948 - present)

Jansen is a Dutch artist who builds walking kinetic sculptures.



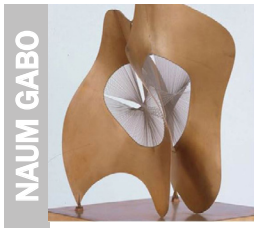
Barbara Hepworth (1902 - 1975)

Hepworth was a British artist who created organic, simplistic sculptures which explore modernism.



Naum Gabo (1890 - 1977)

Gabo is a Russian constructivist sculptor who sought to redefine the traditional views of form and space.



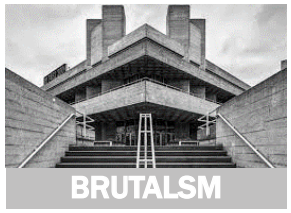
Bauhaus (1919 -1933)

Bauhaus is a German Art School specialising in multiple disciplines of Art & Design.



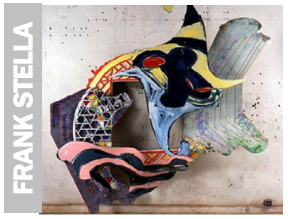
Brutalist Buildings (1950s)

A style which emphasises on materials, textures and construction, showcasing exposed brick, concrete and angular geometric shapes. It derives from the Swedish phrase nybrutalism.



Frank Stella (1936 - present)

Stella is an American artist who uses geometric shapes and patterns in his architectural projects.



Anish Kapoor (1954 - present)

Kapoor is a British Indian architect and sculptor who explores the idea of abstraction within his work.



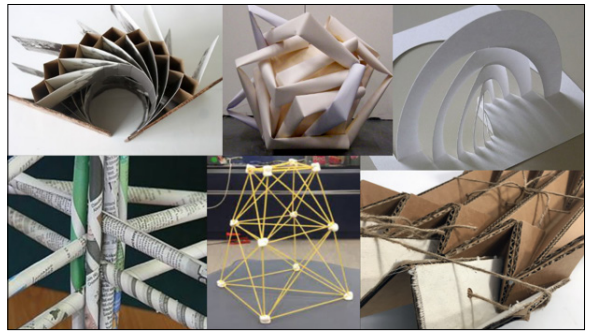
Practical Knowledge



Cardboard construction techniques.



Think about different layers, and consider different surface textures.



Construction Techniques: carving, assembling, modeling, casting, folding, bending, sticking, moulding, shaping and manipulating.

Formal Elements:

shape *form* *volume*

Top Tips

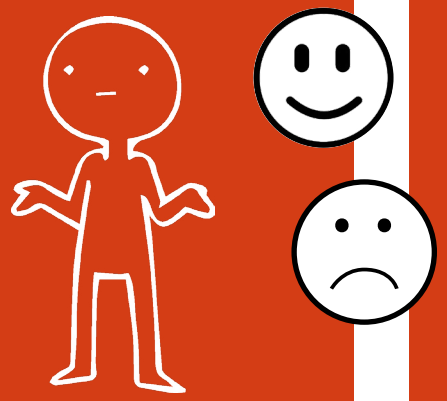
- **Think three dimensional.**
- **Remember shape is 2D and form is 3D.**
- **Be adventurous and take creative risks in your 3D work.**

Drama Year 9

Dear England
Our Day Out

Theatrical Skills are the ways actors use their voice, body, and movement to bring a character to life and tell a story on stage.

Physical Skills



- **Body Language**
- **Posture**
- **Gesture**
- **Movement**
- **Spatial Awareness**
- **Use of Levels**
- **Facial Expression**
- **Eye Contact**

Vocal Skills

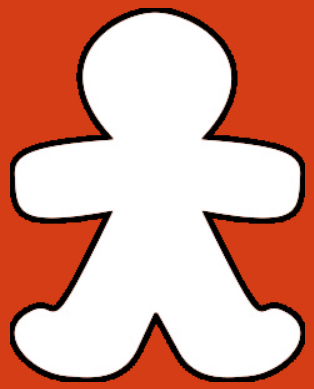


- **Pitch** – how high or low the voice sounds
- **Pace** – the speed of speech
- **Volume** – how loud or soft
- **Tone** – emotional quality of the voice
- **Pause** – using silence for dramatic effect
- **Accent** – changing your voice to fit the character's background
- **Emphasis** – stressing key words to show meaning

Improvisation

- **On-Text Improvisation:** developing new actions, movements, or vocal delivery while sticking to the written script.
- **Off-Text Improvisation:** creating scenes, backstories, or dialogue not found in the script to explore character depth and relationships.

Drama Devices are the building blocks used to structure a drama performance. They help tell the story, show emotions and make the performance more engaging for the audience.



Still Image – frozen pose to highlight a moment or idea

Thought Track – speaking a character's inner thoughts

Narration – telling parts of the story directly to the audience

Role Play – acting in character as someone else

Action Narration – combining storytelling with mime or movement

Marking the Moment – emphasising a key moment using techniques like lighting, music, slow motion, or monologue

Physical Theatre – using the body to create setting, mood, or objects

Multirole – one actor playing multiple characters with clear transitions

Cross-Cutting – moving between different scenes or time periods

Split Stage – two or more scenes happening at the same time on stage

Forum Theatre – audience can pause the scene and suggest changes for a different outcome .



FOOD & NUTRITION - Year 9 Knowledge Organiser

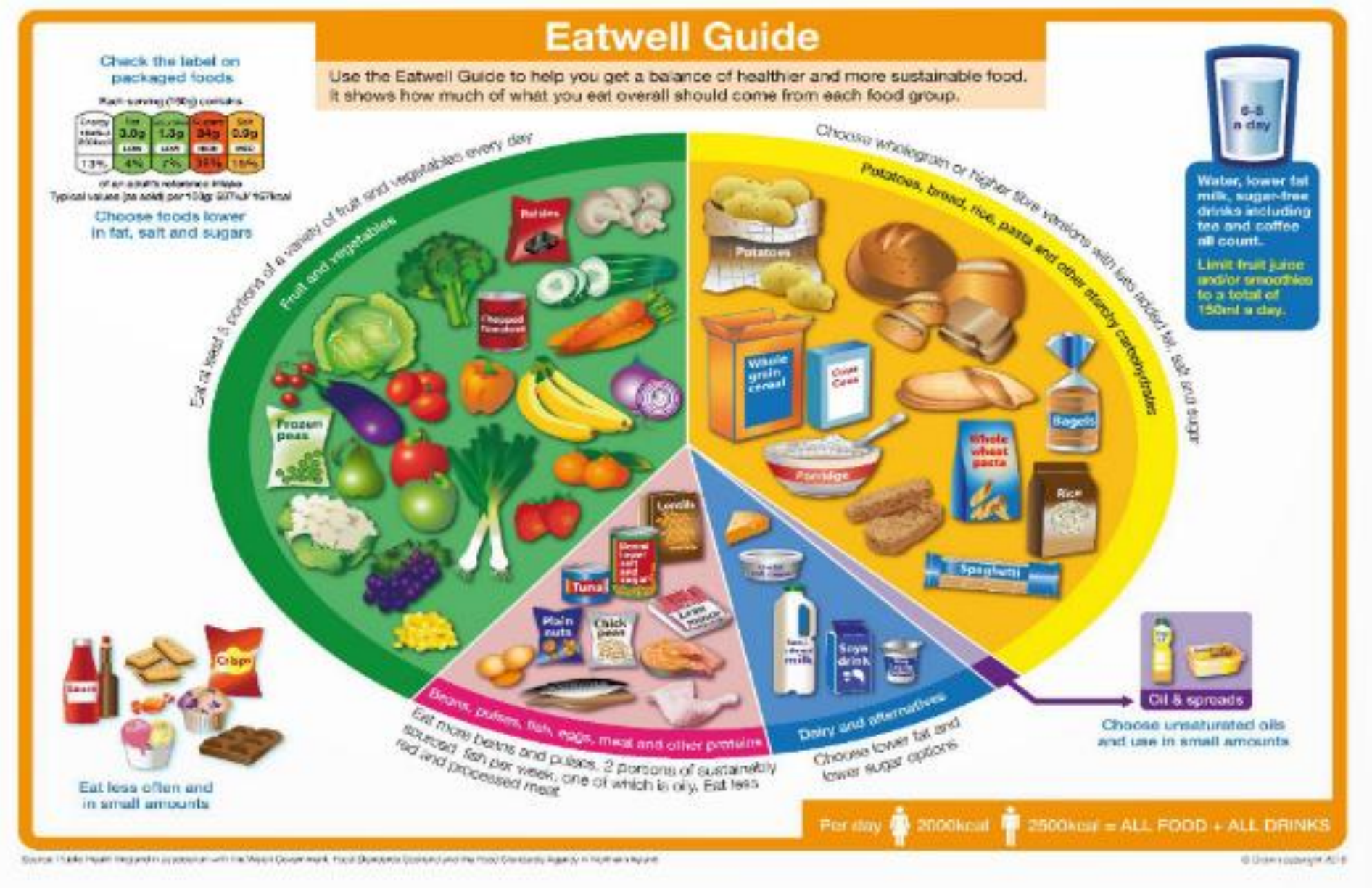
Macronutrients - We need these in large amounts.

Nutrient	Key Information	Main Functions in Body	Foods
Carbohydrates	Breaks down into starch and sugar. 1/3 of our diet should consist of starchy carbs. Wholegrain versions are higher in fibre.	Starch (complex carbohydrate) – Gives slow release energy. Fibre – Helps digestive system. Sugar (simple carbohydrate) – Gives fast energy.	Potatoes, bread, pasta, cereals, rice. (choose whole grain versions to get more fibre).
Protein	Broken down into HBV (mainly from animal sources) and LBV (from plant sources) proteins.	Growth, repair and of muscles and cells. Body chemicals (hormones & enzymes). Secondary source of energy.	Meat, fish, eggs, nuts, seeds, pulses, lentils.
Fat	Broken down into saturated and unsaturated fats. Saturated fats are bad if eaten in large amounts.	Insulates our vital organs (heart, lungs etc) and keeps us warm. Gives concentrated energy.	Butter, lard, margarine, sunflower oil, olive oil etc.

Micronutrients - We need these in small amounts.

Vitamins	Minerals
Fat Soluble (dissolve in fat) - A, D, E, K	Calcium, Iron, Sodium, Phosphorus, Potassium, Magnesium, Zinc.
Water Soluble (dissolve in water) - B Vitamins and Vitamin C	

Keyword	Meaning
Anemia	Too few **red blood cells** caused by a lack of **iron** in the diet.
Bowel cancer	Can be prevented by eating **dietary fibre.**
Deficiency	A lack of a particular nutrient in the diet.
Diabetes (type 2)	Caused by too much **processed sugar**, obesity and lack of exercise.
Fibre (NSP)	Found in fruit, vegetables, pulses and grains. Helps digest food & remove waste.
Heart Disease (CHD)	When coronary arteries get blocked with fatty deposits.
Malnutrition	Caused by a lack of nutrients in the diet.
Osteoporosis	Brittle bone disease, lack of **calcium.**
Saturated fat	Raises **cholesterol** and can be harmful.
Tooth Decoy	Caused by plaque and too much **sugar.**


Eatwell Guide
Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.
Check the label on packaged foods
Choose foods lower in fat, salt and sugars
Eat at least 5 portions of a variety of fruit and vegetables every day
Fruit and vegetables
Choose wholegrain or higher fibre versions with little added fat, salt and sugar
Potatoes, bread, rice, pasta and other starchy carbohydrates
Potatoes
Whole grain cereal
Porridge
Whole wheat pasta
Rice
Bagels
Spaghetti
Beans, pulses, fish, eggs, meat and other proteins
Eat more beans and pulses. 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat
Tuna
Plain nuts
Chick peas
Lentils
Dairy and alternatives
Choose lower fat and lower sugar options
Soya drink
Oil & spreads
Choose unsaturated oils and use in small amounts
Water, lower fat milk, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.
6-8 a day
Crisps
Eat less often and in small amounts
Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Proteins : HBV

Proteins that contain all the amino acids needed by the body are called High Biological value HBV – all animal sources except soya

















Proteins : LBV

Plant proteins that contain some of the amino acids needed are called Low Biological value LBV – all plant sources. By eating a variety of LBV you can get all the amino acids needed



Carbohydrates: Starches

Starchy foods provide a slow release of energy and help our blood sugar levels stay the same so we don't feel tired. (Also known as complex carbohydrates)











Carbohydrates: Sugars

- Sugar gives a fast release of energy that means your blood sugar levels go up
- Some foods contain natural sugars such as milk, fruit & honey.








Many foods such as fizzy drinks, cakes, biscuits & jam contain added table sugars. This is the sugar that can be bad for our health and our teeth!







projuice	Winter			Spring			Summer			Autumn		
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Apples												
Apricots												
Asparagus												
Aubergines												
Beetroot												
Blackberries												
Blackcurrants												
Blueberries												
Broad Beans												
Broccoli												
Brussel Sprouts												
Butternut Squash												
Cabbages												
Carrots												
Cauliflower												
Celaric												
Strawberries												
Tomatoes												
Plums												
Pumpkins												

Samba

Music in Latin America is widely influenced by colourful and exotic carnivals and a range of dance styles. Carnivals may include FANFARRAS, featuring brass instruments associated with fanfare, and almost always a SAMBA BAND.

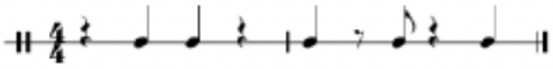


Rhythm and Metre, Form & Structure and Phrasing, Repetition and Ostinato & Ornamentation

Built around **OSTINATOS** usually 4 or 8 beats long (regular phrases). Each group of instruments can have their own Ostinato featuring **OFFBEAT RHYTHMS** and **SYNCOPATION**. Often the **SON CLAVE SYNCOPATED** rhythm is used, either the 2:3 or 3:2.

Samba music is built up of lots of different sections. For each section the **SAMBISTA** will need to know an **OSTINATO**.

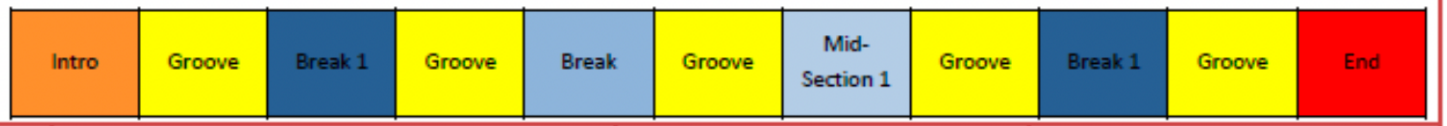
2:3



3:2



Samba music often starts with an **INTRODUCTION** often featuring **CALL AND RESPONSE RHYTHMS** between the Samba Leader and ensemble. The main Ostinato rhythm of Samba is called the **GROOVE** when all the instruments of the Samba Band play their respective rhythms over and over again forming the main body of the piece. The **GROOVE** is broken up by **BREAKS** - 4 or 8 beat rhythms providing contrast and **MID SECTIONS** – one or two instruments change the rhythm of their ostinato and the others stay the same or stop. Sometimes **BREAKS** and **MID SECTIONS** feature a **SOLOIST** who "shows off" their rhythms. The **SAMBISTA** must signal to the group when to change to a different section which is normally done with an **APITO** (Samba Whistle – loud!). A piece of Samba can end with either a **CALL AND RESPONSE** pattern or a pre-rehearsed ending phrase of rhythm. The **FORM AND STRUCTURE** of a piece of Samba may look like the following:



Texture

Texture varies in Samba music, often **MONOPHONIC** where a single rhythm is heard as in **CALL AND RESPONSE** sections, sometimes **POLYPHONIC** where sections of the Samba band play different rhythms **(OSTINATOS)** creating **CROSS-RHYTHMS** (when two rhythmic patterns that "conflict" with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms.

Dynamics, Expression and Articulation

The dynamics of Samba music are normally very loud – it is music designed to be performed outdoors at carnivals and is played by large numbers of instrumentalists and to accompany dancers and processions with large audiences watching and listening. Sometimes, a **CRESCENDO** is used at the end of a piece of Samba music for dramatic effect.

Tempo

Samba music is generally fast at around 104 bpm and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.

Pitch and Melody & Harmony and Tonality

Samba music is based on rhythms rather than melodies although the pitch of certain instruments within the Samba band provides musical contrasts.

Origins and Cultural Context of the Traditional Music

Samba is a musical genre and dance style with its roots in Africa via the West African slave trade and African religious traditions. Samba is an expression of Brazilian cultural expression and is a symbol of carnival. Samba schools formed and compete bringing people together.

Musical Characteristics of Folk Music

The instruments of Samba have been influenced by Portuguese colonies who imported slaves from Africa, while the rhythms of Samba are of African origin.

Impact of Modern Technology on Traditional Music

Samba has become popular as a Latin-American ballroom dance on TV shows such as Strictly Come Dancing and Dancing with the Stars. Samba has also been mixed/fused with Drum 'n' Bass in a musical fusion creating "Sambass" and artists and groups of popular music have used sounds and rhythms of Samba in their music e.g. Gloria Estefan and Jamiroquai.

Artists, Bands & Performers of Samba



Fundo de Quintal



Exaltasamba

Instrumentation – Typical Instruments, Timbres and Sonorities

SURDO



REPINIQUE



TAMBORIM



CHOCOLO



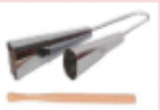
RECO-RECO



APITO



AGOGO BELLS



CAIXA DE GUERRO



GUIRO



TIMBALES



CUICA



CONGAS



CLAVES COWBELL





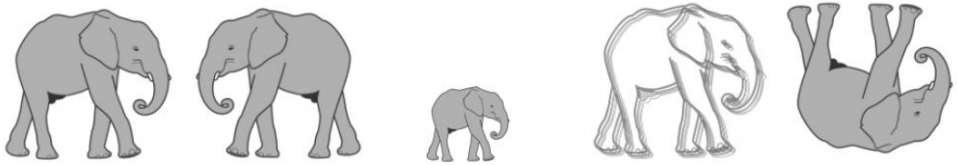
VARIATIONS

Exploring ways to develop musical ideas

A. Theme and Variations Key Words

MELODY – A tune or succession of notes, varying in pitch, that have an organised and recognizable shape. Often called the main **TUNE** or **THEME** of a piece of music or song and easily remembered.

VARIATION – Where a **THEME** is altered or changed musically, while retaining some of the primary elements, notes and structure of the original. **VARIATION FORM:**



A (Theme) **A1 (Variation)** **A2 (Variation)** **A3 (Variation)** **A4 (Variation)**

B. Augmentation and Diminution – Note Values and Duration

AUGMENTATION – the process of **DOUBLING** the note values (**DURATION**) of a theme as a means of variation.

DIMINUTION – the process of **HALVING** the note values (**DURATION**) of a theme as a means of variation.

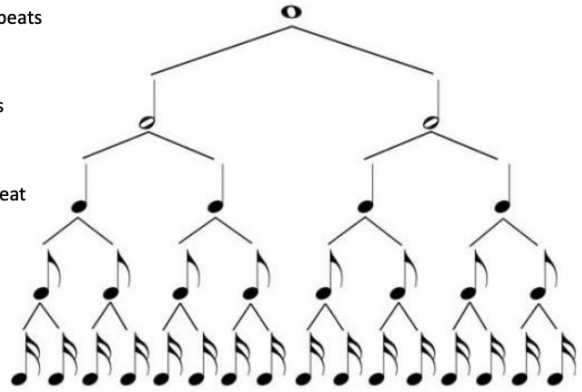
SEMIBREVE = 4 beats

MINIM = 2 beats

CROTCHET = 1 beat

QUAVER = ½ beat

SEMIQUAVER = ¼ beat



C. Variation Techniques

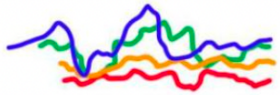
PITCH – Change the highness or lowness of the theme – play the same notes, but at different pitches *e.g. in different **OCTAVES**.*

TEMPO – Change the speed of the theme – play it faster or slower.

DYNAMICS – Change the volume of the theme – play it louder or softer.



TEXTURE– Change the amount of sound we hear – play as a **SOLO**, add an **ACCOMPANIMENT** or **CHORDS**, add a **COUNTER-MELODY** (an 'extra' melody that is played or sung at the same time as the main melody, often higher in pitch and sometimes called a **DESCANT**).



TIMBRE AND SONORITY– Change the **SOUND** of the theme – play it on a different instrument.



ARTICULATION – Change the way the theme is played – smoothly (**LEGATO** - shown by a **SLUR**) or short, detached and spiky (**STACCATO** – shown by a dot).

PEDAL – A long (often very long!) note in the bass line of the music over which other parts, including the theme or a variation of the theme can be played. Also called a **PEDAL NOTE** or **PEDAL POINT** and often the **TONIC** note (but can be the **DOMINANT** or other notes).

DRONE – A long or series of repeated (often long) notes using the **TONIC** and **DOMINANT** notes together (a **FIFTH**).

MELODIC DECORATION – Adding extra notes or embellishments to the theme such as trills, turns, mordents (**ORNAMENTS**) or **PASSING NOTES** (extra notes between the main melody notes).

OSTINATO – Adding a repeated musical pattern (rhythmic or melodic) to the main theme as a form of variation.

CANON/ROUND - A song or piece of music in which different performers sing or perform the same THEME starting one after the other.



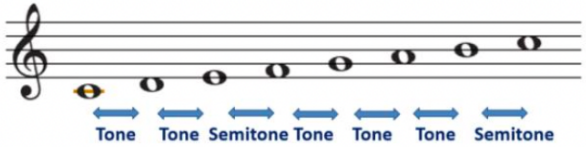
GROUND BASS – A repeated musical pattern in the bass part upon which chords, and melodies can be performed and varied "over the top" of.



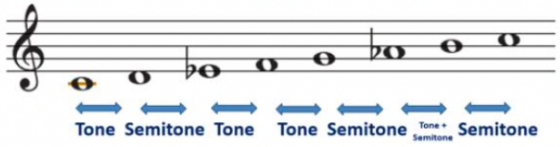
D. Tonality – Major and Minor



TONALITY refers to whether a **THEME** or **MELODY** is in a **MAJOR** or **MINOR** key. Changing the tonality from major to minor or minor to major is one way of providing a variation on the theme of melody. Major and minor scales follow a certain pattern of tones and semitones:



MAJOR SCALE



MINOR SCALE

E. Inversion and Retrograde

INVERSION – Changing the **INTERVALS** between the notes of a theme so that they are upside down from the original.



RETROGRADE – A variation technique created by arranging the main theme backwards.

RETROGRADE INVERSION – Arranging the "inverted" variation of the theme backwards!

THE ELEMENTS OF MUSIC – KNOWLEDGE ORGANISER

Describing Music using MAD T-SHIRT (The Elements of Music)

Understanding the **elements of music** is essential for describing music accurately and meaningfully. These elements act like a vocabulary or toolkit that helps you break down and communicate what you hear. Here's how each element contributes:

Melody

The main tune

High or Low **Pitch.**
Ascending or Descending.
Wide or Narrow range.
Steps (**Conjunct**) or Leaps (**Disjunct**).
Major, Minor, Blues, Chromatic.

Articulation

How the notes are played or sung

Staccato – Short and detached (.)
Legato – Smoothly and connected (slur)
Accent – Emphasised and Stressed (>)
Strings: **Pizzicato** (plucked) or **Arco** (bow)

Dynamics

The volume of a piece of music

pp p mp mf f ff

Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo.
Changes in Dynamics –
Crescendo – gradually getting louder;
Diminuendo/Decrescendo – gradually getting softer.

Texture

The layers of sound and how they fit together

Thick/Dense/Layered – lots of instruments or melodies.
Thin/Sparse/Solo – single or a few instruments or melodies.
Drone, Pedal Note, Call and Response, Countermelody.

Structure & Form

How a piece of music is organised and ordered into different sections



Binary (AB), **Ternary** (ABA), **Rondo** (ABACADA), **Ritornello, Popular Song, Variations** ($A^1A^2A^3A^4$), **12 Bar Blues.**

Harmony

The chords used in a piece

Major or **minor** key, **Triads**, **Primary Chords (I, IV and V)**, **Chord Sequence.**
Harmonic Rhythm – do the chords change quickly or slowly?

Instruments

Each instrument and voice have a unique sound called its **Timbre** or **Sonority**



Velvety, Screechy, Throaty, Rattling, Mellow, Sharp, Metallic, Wooden, Heavy, Brassy etc.

Rhythm

The pattern of notes against the beat

Duration – Long or Short Notes. **Pulse**, **Beat**. **Note Values** – Semibreve, Minim, Crotchet, Quaver and **Rests**.
Time Signature, **Ostinato**, **Syncopation**, **Dotted Rhythms, Cross Rhythms, Polyrhythms.**

Tempo

The speed of the music

Fast- Allegro, Vivace, Presto
Moderate- Moderato
Slow-Largo, Andante, Adagio
Accelerando- gradually getting faster; **Rallentando**- gradually getting slower;
Rubato.

Year 9 PE Knowledge Bank – Autumn Term

Key Knowledge

What am I going to learn about?

Team Sports	
Motor Competency - Passing, Control, Dribbling, footwork	**Rules, Tactics and Strategies** - Game related rules and tactics. Attacking, Defending, Finding space



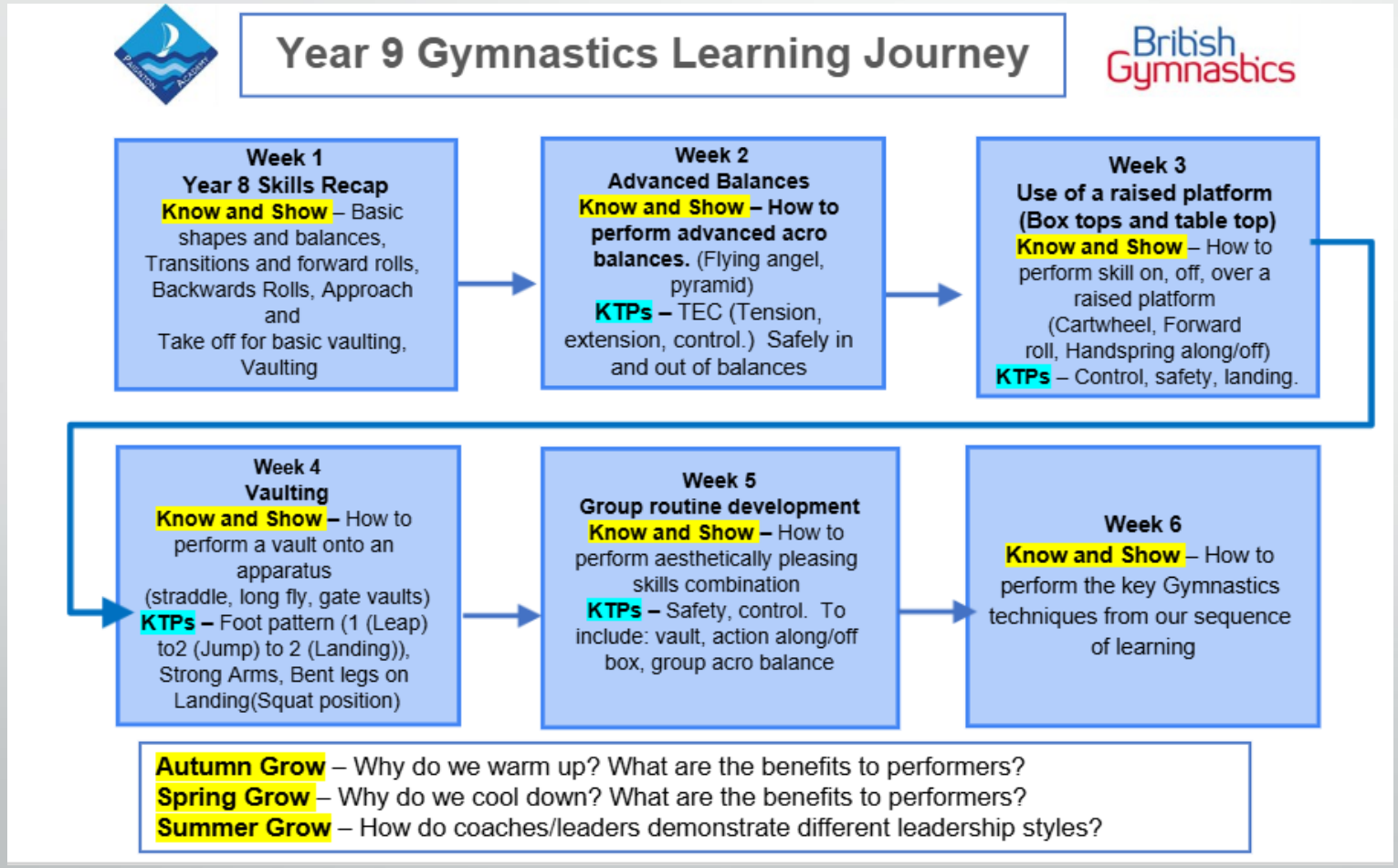


Individual Sports		
Motor competency - Body control, teamwork, support, encouragement.	**Rules, knowledge and strategies** - Health and safety, How to perform safely	**Healthy participation** - How to lead Healthy lifestyles, muscular strength, flexibility





PE Core Knowledge Learning Journey
Gymnastics



PE Core Knowledge Learning Journey
Netball

Year 9 Netball Learning Journey

Week 1
Skills recap
Know and Show –Catching, throwing, handling, marking, attacking, shooting and footwork.

Week 2
Ball handling
Know and Show –. How to release the ball on the move and catch the ball whilst moving.
KTPs – accuracy, power, control, hand eye co-ordination.

Week 3
Defence
Know and Show – How to apply stage 1, 2 and 3 defence. Apply this to a game setting.
KTPs – shadow, shoulder to shoulder, arms over the ball. Player-ball-space.

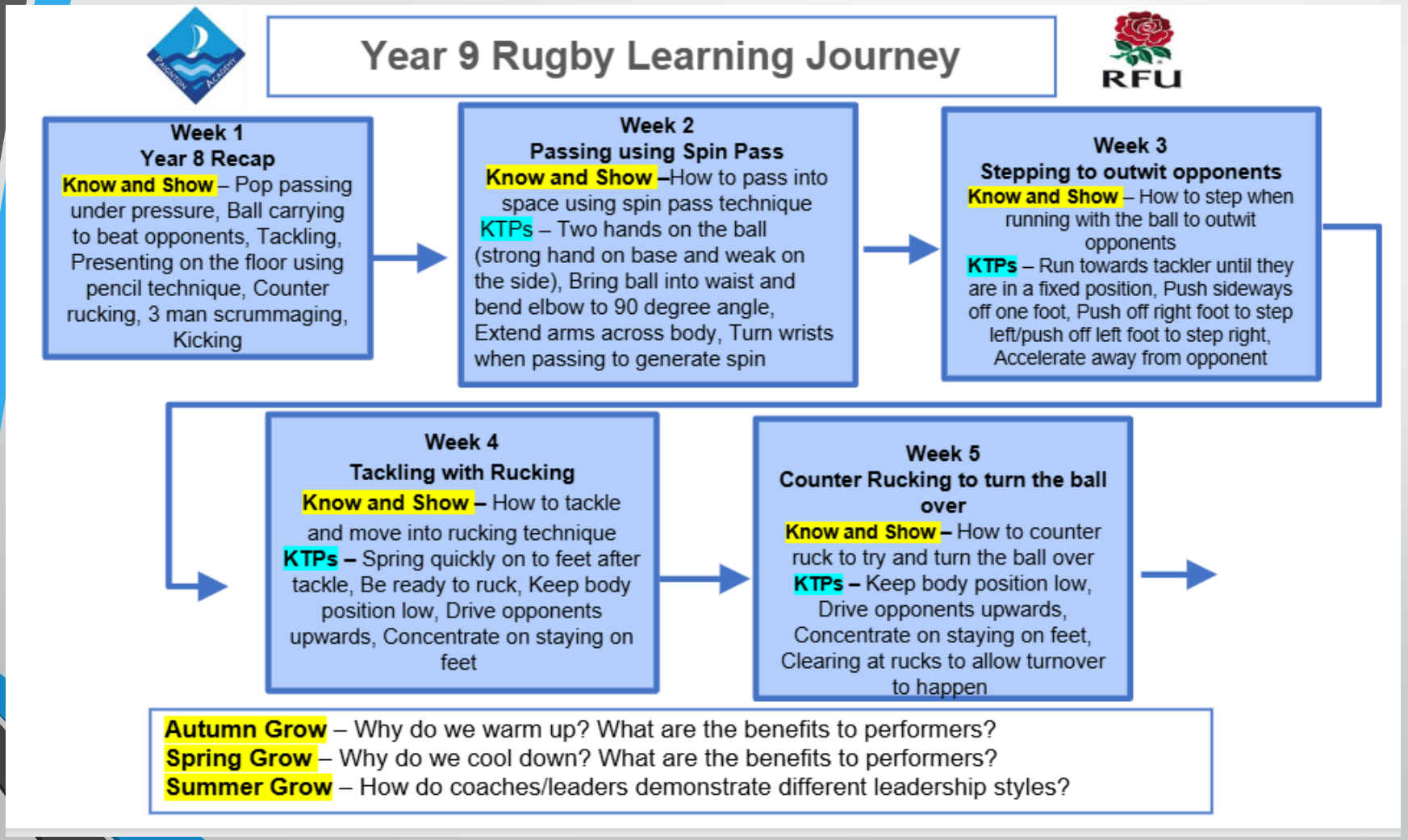
Week 4
Movement/attacking & defensive play
Know and Show – How to apply different tactics outwit an opponent. Be able to apply this to a game situation.
KTPs –. Shift weight, change directions, roll, fake, speed.

Week 5
Shooting
Know and Show –Shooting technique, shooting under pressure with accuracy long range shooting.
KTPs – Stance, grip, arm position, follow through, movement, split landing.

Week 6
Game Play
Know and Show – apply skills learnt to a game situation.

Autumn Grow – Why do we warm up? What are the benefits to performers?
Spring Grow – Why do we cool down? What are the benefits to performers?
Summer Grow – How do coaches/leaders demonstrate different leadership styles?

PE Core Knowledge Learning Journey
Rugby



PE Core Knowledge Learning Journey
Rugby

Year 9 Rugby Learning Journey

Week 6
5 man Scrums
Know and Show – How to form and perform a five man scrum
KTPs – Hooker stands with shoulders lowered and knees bent, Arms above head, Props then bind underneath the hookers arms, Props bind with arms around the back of the hooker, Second Rows behind between Hips of Hooker and Props, Hips close together, Arms around outside of Props

Week 7
8 man Scrums
Know and Show –How to form and perform an eight man scrum
- **KTPs –** Utilise the 5 man scrum formation from previous lesson, Number 8 binds with head in between hips of Second Rows, Flankers bind on either side of the number 8, Flankers grab shirts of Second Rows

Week 8
Kicking into space
Know and Show – How to kick into space
KTPs – Hold ball vertically in two hands, Drop the ball onto kicking foot which extends at the knee at contact, Keep head over the ball during contact, Finish with foot facing towards the kicking target, Punt ball into space to reduce pressure and gain field position

Autumn Grow – Why do we warm up? What are the benefits to performers?
Spring Grow – Why do we cool down? What are the benefits to performers?
Summer Grow – How do coaches/leaders demonstrate different leadership styles?

PE Core Knowledge Learning Journey
HRF

Year 9 BRC HRF Learning Journey

Week 1
Induction
Know and Show – How to use all gym equipment including weights machines safely and with correct technique.
KTP's – Safe practice. Correct Technique, Equipment Awareness

Week 2
Sets and Reps
Know and Show – understand the concept of sets and repetitions and be able to apply it depending on training focus
KTPs –Set - a group of repetitions (reps) of an exercise performed consecutively without rest, followed by a rest period
Rep - one complete, continuous motion of an exercise

Week 3
Strength Training
Know and Show –understanding of safe and effective strength training principles and how it supports overall fitness
KTPs – The maximum force a muscle or muscle group can produce – 6 reps for 3 sets

Week 4
Cardiovascular Training
Know and Show –
understand the importance of cardiovascular training for overall health and fitness
KTPs –sustained physical activity that raises your heart and breathing rates, **Minimum of 30 minutes on cardio equipment**

Week 5
HIIT Training
Know and Show – understand the principles of High Intensity Interval Training (HIIT) and how it supports overall fitness
KTPs – alternates short bursts of maximal-effort exercise with brief recovery periods

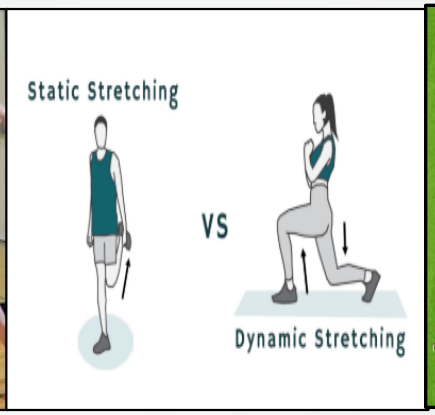
Week 6
Plan own Sessions
Know and Show – develop the ability to plan and structure their own gym sessions by selecting appropriate exercises, sets, reps, and equipment to meet specific fitness goals.

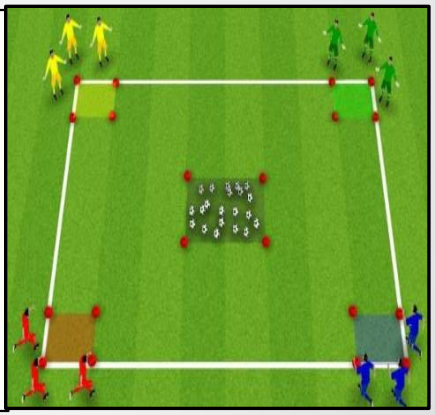
Autumn Grow – Why do we warm up? What are the benefits to performers?
Spring Grow – Why do we cool down? What are the benefits to performers?
Summer Grow – How do coaches/leaders demonstrate different leadership styles?

Why do we warm up? What are the benefits to performers??

Warm up Stages
1. Pulse Raiser
2. Static and Dynamic Stretches
3. Skill Related Activity







Reasons why athletes perform a warm up
1. Prepares the body for exercise
2. Allows Oxygen to start getting pumped to the working muscles
3. Helps to prevent injuries
4. Helps to increase Heart Rate
5. Increases performance



Your voice matters

We are here to help

Paignton Academy • Support for young people in South Devon

You deserve to feel safe, respected and listened to.



Talk to someone at school

Your tutor or a trusted member of staff

Miss Spear — Designated Safeguarding Lead

Any member of staff wearing an orange lanyard

Speak Up Speak Out

Bullying, discrimination or disrespectful comments? Tell us — whether it happens to you or someone else.

School website → Quicklinks → Report It!

You do not have to deal with it alone.

Support beyond school

Childline

Under 19 • Any worry, big or small

Call free: **0800 1111**

childline.org.uk

Shout

Struggling to cope? Free text support, 24/7.

Text **SHOUT** to **85258**

giveusashout.org

Young Devon

Help with wellbeing, housing and next steps.

Find support near you:

youngdevon.org

Time Torbay at CheckPoint

Ages 11–25 • Live or study in Torbay

Support with feelings and wellbeing.

Call: **01803 200100**

Need urgent help?

Immediate danger or cannot stay safe: call **999**.

Urgent mental health support: call **111** and choose the mental health option.