Trinity Academy Grammar

# Year 9 (R)

# Knowledge Organiser

# Term 5

*Your subjects are in alphabetical order.*

MASTERS OF RECALL

| English | The Impact of the Modern World – Non-Fiction | Year 9 | Term 5 |
|---|---|---|---|

## 1 – Methods

**anecdote:** a personal story included in writing for emotive effect or to make a point

**hyperbole:** deliberate and obvious exaggeration

**tone:** the attitude of the writer shown through the way that they write *e.g. a sarcastic tone, a humorous tone*

**emotive language:** language that tries to make the reader feel a specific emotion e.g. anger

**superlatives:** an adjective that describes the highest degree of comparison *e.g. fastest, tallest, most*

**rhetorical question:** a question asked that does not require/is not expected to have an answer

## 2 – Vocabulary

**sensationalism (noun):** focusing on the most emotive or shocking aspects of a story

**portrayal (noun):** the way someone or something is shown in a text or picture *e.g. The portrayal of Meghan Markle by the media was sensationalised.*

**comparatively (adverb):** comparing something to something else

**conversely (adverb):** introducing a statement or an idea that goes against something previously stated

**whereas (conjunction):** in contrast or in comparison with something .

## 3 – Media/Newspaper Conventions

**hysteria:** excitement or panic created by a story

**desensitisation:** people becoming emotionally insensitive/unbothered to news

**representation:** the way a particular group of people are portrayed in the media

**archetype:** a universal type or model of character that is found in many different texts/writing e.g. the wise hero, the villain

**stereotype:** an oversimplified conception of a person or group

**headline:** a big bold title to attract attention and give an idea about what the story is about

**quotes**: used to make the story sound more reliable by giving first-hand experience or expert comment, sometimes by an expert who knows a lot about the topic

## 4 – Grammar: Sentence Functions

**There are four main types of sentence functions when referring to a speaker's purpose in their speech or writing:**

**declarative:** a sentence that announces a statement clearly with fact or intention *e.g. The school bell rings at 8:55am.*

**exclamatory:** a sentence marked by an exclamation that expresses shock, anger or surprise *e.g. Wait! I want to come along as well!*

**interrogative:** a sentence that asks a question to seek who, why, what, where, when, how etc. *e.g. Do you expect me to believe what you just said?*

**imperative:** a sentence that involves an instruction or command *e.g. Don't just stand there. Do something.*

# French | Holidays | Year 9 | Term 5

Trinity Academy Grammar

## 1 – Holiday Destinations

| | |
|---|---|
| en Algérie | to Algeria |
| en Angleterre | to England |
| en Belgique | to Belgium |
| en Espagne | to Spain |
| en France | to France |
| en Grèce | to Greece |
| en Italie | to Italy |
| en Suisse | to Switzerland |
| au Portugal | to Portugal |
| aux États-Unis | to the USA |

**Key phonics:**

en = 'on'

au = 'oh'

ain = 'an'

eu = 'uh'

er = 'ay'

To say **to**, **at**, or **in** in French we use the following:

| | |
|---|---|
| For **towns** we use '**à**' | Je vais à Paris |
| For feminine countries use '**en**' | Je vais en Belgique |
| For masculine countries use '**au**' | Je vais au Brésil |
| For plural countries use '**aux**' | Je vais aux États Unis |

## 2 – Holiday Activities

| | |
|---|---|
| **on peut…** | you can… |
| **on ne peut pas…** | you can not… |
| **…nager** dans la mer | swim in the sea |
| **…prendre** des photos | take some photos |
| **…rencontrer** les gens | meet people |
| **…se bronzer** à la plage | tan on the beach |
| **…aller** au parc d'attractions | go to a theme parc |
| **…envoyer** une carte postale | send a postcard |
| **…faire** un tour en barque | do a boat tour |
| **…faire** du camping | go camping |
| **…goûter** les plats locaux | try local dishes |
| **…loger** dans un hôtel | stay in a hotel |
| **…se relaxer** à l'hotel | relax at the hotel |
| **…visiter** les sites touristiques | visit tourist sites |
| **…voir** les monuments | see monuments |

## 3 – Travelling Abroad

| | |
|---|---|
| **voyager** à l'étranger | travel abroad |
| **rester** en Angleterre | stay in England |
| **on peut…** | you can… |
| **…voir** les cultures différentes | …see different cultures |
| **…parler** une autre langue | …speak another language |
| **…goûter** les plats locaux | …try local dishes |
| c'est relaxant | it's relaxing |
| c'est facile | it's easy |
| c'est difficile | it's difficult |
| c'est cher | it's expensive |
| ce n'est pas cher | it isn't expensive |
| plus/moins | more/less |
| le trajet est long | the journey is long |
| le temps est meilleur | the weather is better |

## 4 – Weather

We use **il fait or il y a** to say what the weather is doing.
Remember: **il y a** also means **there** is or **there are**.

| | |
|---|---|
| il fait beau | it's nice |
| il fait mauvais | it's bad |
| il fait chaud | it is warm |
| il fait froid | it is cold |
| il neige | it is snowing |
| il pleut | it is raining |
| il y a du soleil | it is sunny |
| il y a du vent | it is windy |

Use **quand** to say what you do in different weather:

**Quand il fait beau, je joue au tennis au parc.**
When it is nice weather, I play tennis in the park.
**Quand il fait mauvais, je reste dans la maison.**
When it is bad weather, I stay in the house.

## 5 – The Perfect Tense

To form the perfect tense you need:

| part of avoir | past participle |
|---|---|
| j'ai | joué |
| nous avons | visité |

We form the past participle of regular –ER verbs by:

1. removing –ER from the end of the verb
2. adding '**é**' to the end of the verb

e.g. jou**er** → jou**é**

| | |
|---|---|
| j'ai regardé | I watched |
| j'ai visité | I visited |
| j'ai joué | I played |
| j'ai écouté | I listened |
| j'ai mangé | I ate |

**Irregular verbs**:

| | | |
|---|---|---|
| faire | → | fait |
| voir | → | vu |
| prendre | → | pris |

**je suis allé(e) – I went**

## 6 – Opinions in the Past Tense

To give opinions in the past tense we can use:

| | |
|---|---|
| **c'était** | it was |
| **je l'ai trouvé** | I found it |

| | |
|---|---|
| très | very |
| un peu | a bit |
| assez | quite |

| | |
|---|---|
| amusant | funny |
| barbant | boring |
| divertissant | entertaining |
| effrayant | scary |
| émouvant | moving |
| fascinant | fascinating |
| génial | great |
| idiot | stupid |
| nul | rubbish |
| passionnant | exciting |

e.g.
**c'était un peu barbant**
it was a bit boring

| Geography | Reducing the Gap and Hazards | Year 9 | Term 5 |
|---|---|---|---|

## 1 – Reducing the Development Gap

**Key Vocabulary**

**top down approach:** when money is given to the government and then benefits filter down to people

**investment**: putting money into a country

**aid:** UK gives aid to Pakistan **(£338 million**) to help improve the **education**. Goats are given to people in Malawi in the hope it helps them grow crops and have milk. However, top down aid can be stolen by corrupt governments and bottom up aid can take too long.

**debt relief**: HICs remove debts LICs face with conditions attached to ensure they spend their extra money correctly.

## 2 – Reducing the Development Gap

**Key Vocabulary**

**bottom up approach:** when resources are given to the people and the effects get better over time

**economic multiplier effect:** when more jobs are created which lead to more taxes that the government use to make improvements to an area

**fairtrade:** give farmers a **fair wage** for their produce

**microfinance**: small loans given to people to help them keep track of businesses and help with **trade**

**intermediate technology**: resources that are **easy for the local to use** and are not costly

## 3 – Tourism in Jamaica

**Key Vocabulary**

**tourism:** the number of people who visit a place

**inequality**: uneven or unfair differences between places

- Jamaica employed **200,000 people** to work in tourism. This means more people pay taxes to the government.
- 24% of Jamaica's GDP is from tourism.
- Jamaica is famous for its hot climate, meaning more people visit Ohio Beach and **Montego Bay**, alongside a range of historical and cultural sites.
- Despite improvements, **inequality** is present, and some people do not have well developed areas.

## 4 – Hazards and Plate Margins

**Key Vocabulary**

**oceanic crust**: thinner and denser crust that sinks

**continental crust**: thicker and lighter crust that rises

**convection currents**: heat bubbles in the mantle that causes tectonic plates to move

There are three main plate margins:

**- constructive**: plates move apart and magma rises

**- destructive**: oceanic plate subducts beneath continental which melts the crust and forms magma which rises

**- conservative**: plates slide past each other causing friction which leads to earthquakes

## 5 – Chile Earthquake (HIC)

**Key Vocabulary**

**focus:** the location in the earth energy is released from

- The earthquake occurred at a destructive plate margin. -
- The earthquake had a focus out at sea meaning people could be warned and evacuate.

- Primary effect: 500 people died and the cost was $30bn.
- Secondary effect: the tsunami caused damages.
- Immediate response: roads repaired in 24 hours and 30,000 emergency shelters built
- Long term response: 200,000 homes rebuilt

## 6 – Nepal Earthquake (LIC)

**Key Vocabulary**

**infrastructure**: basic services that allow a city to function (roads, bridges, airports, school and hospitals)

- The earthquake occurred at a destructive plate margin.

- The earthquake had a focus underneath the capital city of Kathmandu meaning more people were at risk.
- Primary effect: 9000 people died; cost $5bn to repair
- Secondary effect: landslides blocked roads
- Immediate response: Medical support from the UK and China to treat people; 500,000 tents built
- Long term response: Stricter building codes

# Medieval Medicine | Health and the People | Year 9 | Term 5

Trinity Academy Grammar

## 1 – How were the sick treated?

**bloodletting:** Medieval medical treatment of removing some blood from a patient by opening a vein or using leeches to suck it out.

**Four Humours:** A theory that if the humours became unbalanced, you became ill. These were blood, yellow bile, black bile, and phlegm.

- Barber surgeons in towns did bloodletting and minor surgery.
- Wise women gave first aid, herbal remedies and supernatural cures e.g. charms.
- Trained doctors would use the work of Hippocrates and Galen but only the rich could afford to see them. Doctors used observation (checked the pulse and urine), the four humours and some recommended prayer.

## 2 – Impact of Christianity

**Dissection:** Cutting up and examination of the body. The church was against dissection.

- The church believed that illness was sent by God as a punishment and so curing illness would challenge God's will.
- Prayers were used as the most important form of treatment.
- Christians set up over 700 hospitals between 1000 and 1500.
- The Christian church disagreed with dissection of human bodies so this restricted medical progress during the medieval period.

## 3 – Impact of Islam

**Dissection:** Cutting up and examination of the body. Islam was against dissection.

**Caliph:** ruler of the Islamic Empire

- Islamic medicine and training was significantly more advanced than the Christian West.
- Islamic doctors such as Avicenna and Rhazes wrote medical encyclopaedias e.g. the Canon of Medicine. Their ideas were spread to Britain by the crusades.
- Islamic hospitals treated patients, rather than just cared for them, and also trained doctors.

## 4 – Medieval Surgery

**Bloodletting**: used to balance the four humours.
**Amputation**: cutting off a painful or damaged part of the body.
**Cauterisation**: burning a wound to stop the flow of blood.

- Barber surgeons in towns did haircutting, bloodletting and minor surgery.
- Surgeons used natural substances, such as mandrake root, opium and hemlock as anaesthetics.
- Abulcasis invented 26 new surgical instruments.
- Hugh of Lucca used wine on wounds
- John of Arderne treated abscesses on knights who spent long periods of time on horseback

## 5 – Public Health

**Miasma:** Bad smells from rotting animals and human waste. Medieval people thought this made them ill.

- People assume conditions in Medieval towns were awful. They were poor by modern standards but levels of cleanliness and hygiene were rising.
- As Medieval towns grew, systems couldn't cope and rivers were often used to remove sewage.
- In poorer areas, streets stank due to the build up of waste and rubbish. Most towns had privies outside with cesspits underneath.
- Conditions in monasteries were better than in towns. Monasteries were wealthy because people would give money to them to pray for their souls. They had filtering systems for the water and they had facilities for washing. Monks had to keep clean for God and had routines e.g. taking a bath once a month.

## 6 – Black Death

**quarantine:** Confining or stopping people from going into or out of a place.

**epidemic:** Spread of a disease to a large number of people. For example, the Black Death.

- Believed causes: position of the stars and planets, bad air, wells poisoned by Jews and punishment from God.
- Real causes: fleas on rats which then passed the disease onto humans.
- People tried to stop it spreading by praying, moving away and avoiding contact with those who were infected. Some local councils tried to quarantine infected places.
- Social impact: 1/3 of the European population died.
- Religious impact: damage to the Catholic Church because experienced priests died, others had run away.
- Economic impact: the plague created food shortages so the price of food went up creating more hardship for the poor.

| Literacy – R Band | Prefixes and Suffixes | Year 8/9 | Term 5 |
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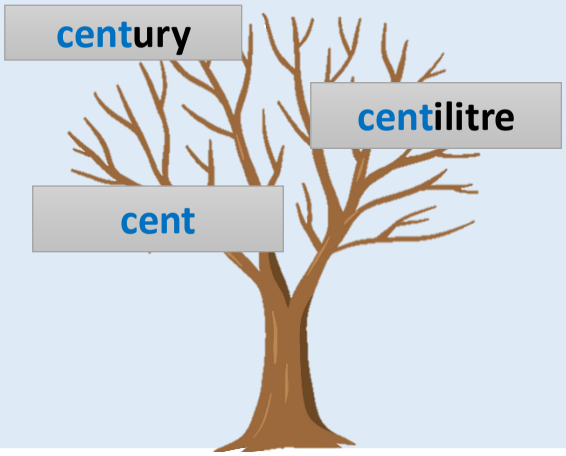
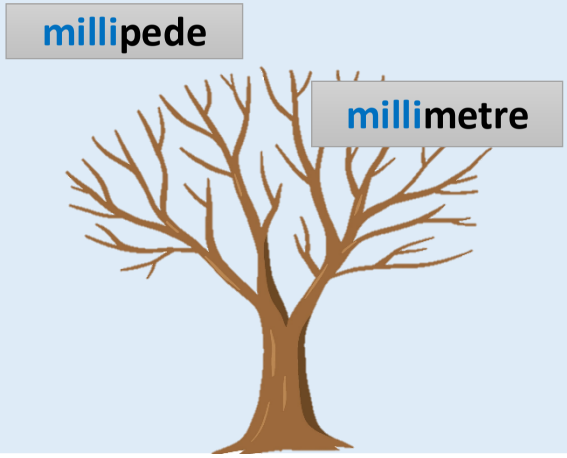
## Week 1 – ‘cent’

The prefix ‘cent’ means one hundred (100).



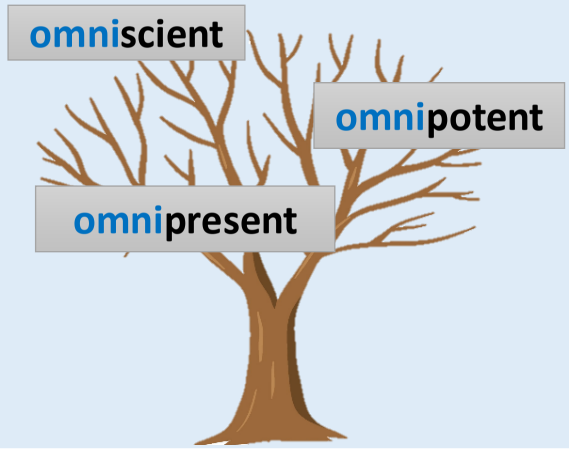

## Week 2 – ‘milli’

The prefix ‘milli’ means one million.



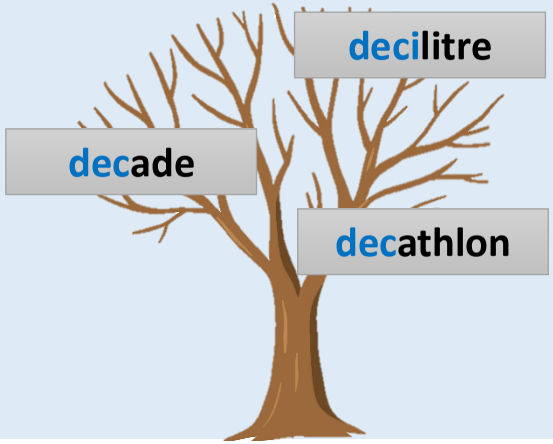

## Week 3 – ‘omni’

The prefix ‘omni’ means ‘all’.



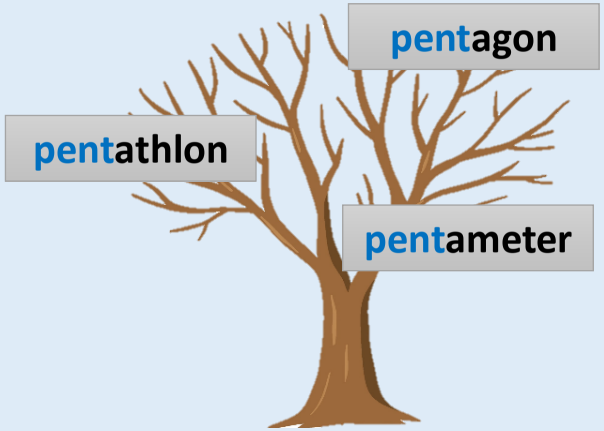

## Week 4 – ‘deci’

The prefix ‘deci’ means one tenth or ten (1/10).



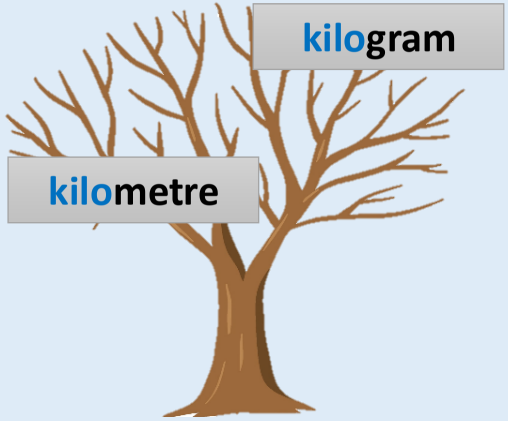

## Week 5 – ‘pent’

The prefix ‘pent’ means five (5).




## Week - ‘kilo’

The prefix ‘kilo’ means one thousand (1000)



| Mathematics | Reasoning with Proportion | Year 9 | Term 5 |
|---|---|---|---|

## 1 – Enlargement

**enlargement:** A transformation which changes the size of a shape

**scale factor:** a multiplier which indicates how much a shape is enlarged by**.**

Enlargement by a **scale factor** greater than 1 **increases** in size

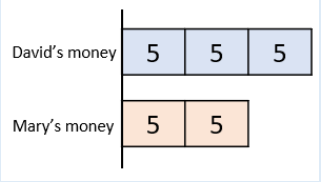
When one shape is an enlargement of another then the two shapes are **mathematically similar.**

## 2 – Ratio

**ratio:** a comparison of one part of a whole to another part. The ratio of a to b is written as a : b

We say this as " a to b "

In a ratio all parts are of **equal size.**
We can **share** a quantity into a given ratio




**equivalent ratios:** ratios with the same proportion of items using different values e.g. 1:2 and 3:6

## 3 – Proportion

**double**: to multiply by 2

**treble**: to multiply by 3

**currency**: the money used by a country.

**Sterling**: the British currency

**exchange rate**: the ratio between two currencies.

e.g. £1 = $1.20

**direct proportion**: as one amount increases, the other amount increases at the same rate

**inverse proportion**: as one amount increase, the other amount decreases

## 4 – Compound Measures

**Speed** is measured using **distance** and **time**

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

The **units of speed** most commonly used are:
mph – miles per hour
m/s – metres per second
km/h – kilometres per hour

**Density** is measured using **mass** and **volume**

mass = density × volume

The units of density most commonly used are:
g/cm$^3$ – grams per cubic centimetres
kg/m$^3$ – kilograms per cubic metre

## 5 – Term 1 Recap

**prism:** a 3D shape with a consistent cross section

**volume of a prism** = area of the cross section x length

$$y = mx + c$$

gradient

y - intercept

## 6 – 7 and 12 Times Tables

| | |
|---|---|
| 7 x 7 = 49 | 7 x 12 = 84 |
| 8 x 7 = 56 | 8 x 12 = 96 |
| 9 x 7 = 63 | 9 x 12 = 108 |
| 10 x 7 = 70 | 10 x 12 = 120 |
| 11 x 17 = 77 | 11 x 12 = 132 |
| 12 x 7 = 84 | 12 x 12 = 144 |

| Music | Film Music – Music Technology | Year 9 | Term 5 |
|---|---|---|---|

## 1 – The Musical Elements

**Key Vocabulary**

**Dynamics:** the term used for the volume

**Rhythm:** different note lengths played in a chain

**Pitch:** how high or low a note sounds

**Structure:** how music is put together

**Melody:** the main tune

**Instrumentation:** the instruments used

**Tempo:** the speed / **Texture:** the different layers of sound

**Harmony:** two or more voices singing at different pitches

## 2 – Film Music Keywords

**Leitmotif:** A character's theme music

**Incidental music:** Music used in a film to create or enhance a particular atmosphere

**Diegetic music:** When the sound source is visible on screen

**Non-Diegetic music:** When the sound source is not visible on screen

**Sound Effect:** Sound that is not music or speech

## 3 – Key Vocabulary

**Chord:** Two or more notes played at the same time

**Triad:** A chord with three notes

**Scale:** set of musical notes ordered by pitch

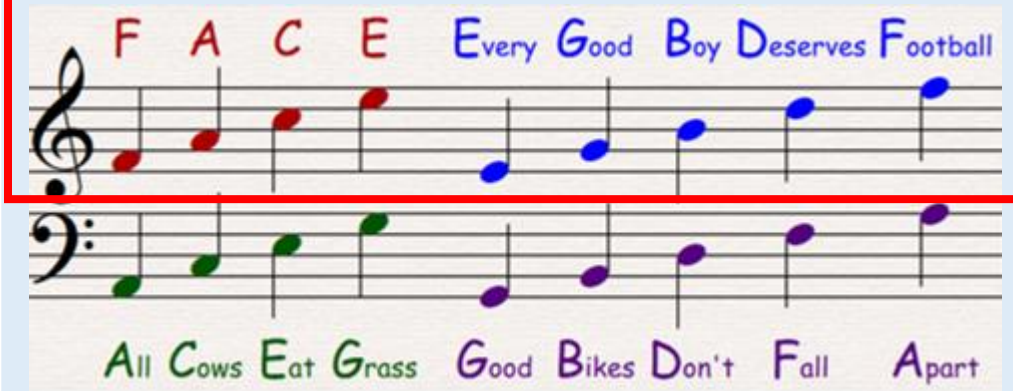
**MIDI:** MIDI (Musical Instrument Digital Interface) is a protocol developed in the 80's allowing electronic instruments and other digital musical tools to communicate with each other.

**DAW:** Digital Audio Workspace

## 4 – Pitch Recognition

**Stave:** The five lines we write music notes on

**Treble Clef:** Symbol on the stave that means notes are high pitched




**Bass Clef:** Symbol on the stave that means notes are low pitched

| PE | Cricket | Year 9 | Term 5 |
|---|---|---|---|

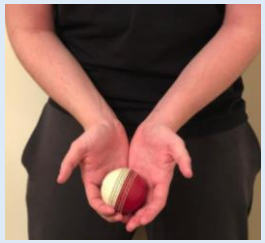
## 1 – Underarm

**Key Vocabulary**

**cushion the ball:** bring the caught ball into your body with soft hands to secure it

Components of fitness required:

- reaction time
- co-ordination



## 2 – Overarm

**Key Vocabulary**

**accuracy:** the quality of something being precise

**power:** the ability to exert maximum muscular force instantly, in an explosive burst of movements.

Components of fitness needed in overarm throwing:

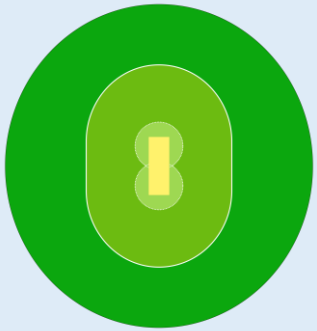
- Power
- Co-ordination
- Reaction time

## 3 – Fielding

**Key Vocabulary**

**infield:** a central oval on the cricket field, used to place fielders close by.

**outfield:** the field area between the infield and the boundary.



## 4 – Batting

**Key Vocabulary**

**forward defence:** defensive shot played by stepping towards the ball.

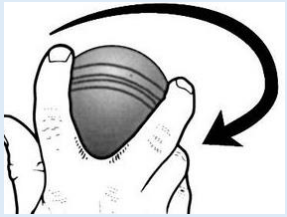
**backward defence:** a defensive shot played by stepping back when the ball is bouncing high.

## 5 – Bowling

**Key Vocabulary**

**pace bowling:** running in with speed and control and using the seam to gain pace

**spin bowling:** a delivery using the fingers to make the ball spin and move in different directions once it has bounced.



## 6 – Tactics, rules & positional roles

**Key Vocabulary**

**slip position:** positioned next to the wicket keeper, requiring good reaction time to catch.

**mid wicket:** positioned on the leg side of the pitch, midway between the wickets, on the edge of the infield.

**mid off:** positioned on the off side of the pitch, past the wickets at the bowlers end and on the edge of the infield.

| PE | Rounders | Year 9 | Term 5 |
|---|---|---|---|

## 1 – Underarm

**Key Vocabulary**

**accuracy:** the quality of something being precise

Underarm throwing teaching points:

- Stand square to target
- Step and transfer weight onto front foot to create power
- Extend opposite arm forwards and release at 45° accurately

## 2 – Overarm

**Key Vocabulary**

**power:** the ability to exert force, to throw the ball further

Overarm throwing teaching points:

- Stand side on to target
- Elbow at 90°, ball by the ear
- Rotate body, extend arm forwards and release following through to target to create power

## 3 – Fielding

**Key Vocabulary**

**adapt:** to modify or adjust something

**communication:** your ability to listen and to share information

Inner and deep fielding positions must be adapted depending on the hand and ability of the batter. Communication in the fielding team is essential for this to be successful

## 4 – Batting

**Key Vocabulary**

**tactical awareness:** to be able to identify tactical problems in a game to make it your advantage

Batting teaching points:

- Aim to hit the ball into a space with no fielders
- Do not make it obvious or look to which area you are aiming for to outwit opponent
- Change the positioning of the body before the bowler is about to bowl to outwit fielders

## 5 – Bowling

**Key Vocabulary**

**speed:** the rate at which an individual is able to perform a movement

Advanced bowling teaching points:

- Create speed when bowling by swinging arm and stepping forward at a quicker rate
- Spin the ball by twisting write clockwise when releasing the ball
- Create a drop ball throwing higher and shorter to just reach the batting box

## 6 – Rules/tactics/positions

**Key Vocabulary**

**obstruction:** the act of a fielder who, while not in possession of the ball and not in the act of fielding the ball, hinders the progress of any runner

Obstruction rules

- ½ a rounder is awarded to the batting player running around the bases if a fielder obstructs
- Ensure if you are an inner fielder that you are inside your base to reduce this from happening

| RS | GCSE Islam Beliefs | Year 9 | Term 5 |
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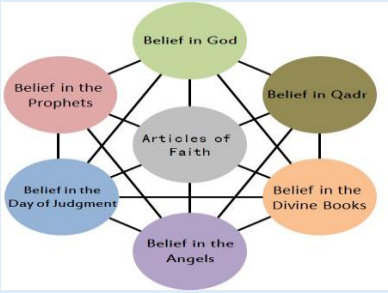
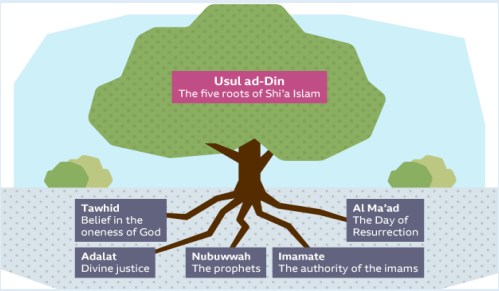
## 1 – 6 Articles of faith




**Tawhid:** belief in one God
**Judgement Day**: when everyone will be judged based on their good and bad deeds

The 6 articles of faith are followed by Sunni Muslims alongside their belief in the 5 pillars of Islam. The 6 articles of faith help Muslims in their daily lives.

## 2 – 5 Roots of Usul-ad-Din




**Imamate:** the authority of the Imams
Just as Sunni Muslims have the 6 articles of faith, Shi'a Muslims also have central beliefs which help them in their daily lives alongside the 5 pillars of Islam.
There are similarities between the two beliefs of Sunni and Shi'a Muslims such as: Tawhid and Prophets.

## 3 – Angels

**immortal:** the ability to live forever without death
**Malaikah:** the Arabic word for angels

Muslims believe that angels were created before humans with the purpose of following the orders of Allah and communicating with humans.

Angels are immortal and are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.

**The Role of Angels:**
They act as messengers to the prophets
They take care of people.
They record everything a person does, and this information is used on the Day of Judgement

## 4 – Al-Qadr/Predestination

**predestination:** the belief that Allah has decided everything that will happen in the world
**Al-Qadr:** the Arabic word for predestination

Most Muslims believe that humans cannot choose to do something if Allah has not already chosen that path for them. Some Muslims like this idea and find it reassuring that if a bad thing happens it must be part of God's plan.
**Sunni:**
Most Sunni Muslims believe that Allah has made it impossible for them to choose anything other than what he has chosen.
**Shi'a:**
Shi'a Muslims believe Allah has ultimate control of the world but that people's lives are down to their own free will.

## 5 – Life after Death

**Akhirah:** everlasting life after death
**resurrection:** coming back to life after death

Akhirah is the word Muslims use to refer to life after death.

Belief in an afterlife encourages Muslims to take responsibility for their actions.

They know God will hold them accountable and reward or punish them accordingly.

Akhirah explains humans' existence on Earth, saying that life is a test from Allah.

Muslims believe that Allah will not test them beyond their limits.

## 6 – Holy Books

There are five key books of revelation in Islam. Each of them was given to a different prophet by Allah.

These are: The Qur'an, The Torah, The Gospel, The Scrolls of Abraham and The Book of Psalms.

Muslims believe that these holy books all conveyed the same message from Allah to the humanity, giving guidance to Muslims on how to live their daily life.

**The Qur'an:**
The Qur'an is the holy book that contains the teachings of Allah given to the Prophet Muhammad.

The Qur'an is relevant for all people at all times in their life. It is believed to have only come from Allah, which makes it the most important book for Muslims.

| Science | Respiration, Chemical and Physical Changes and Pressure | Year 9 | Term 5 |
|---|---|---|---|

## B1 – Aerobic Respiration

**respiration:** the chemical process that releases energy for life processes

**aerobic:** a process that involves oxygen

**glucose**: a monomer of the carbohydrate starch

**mitochondria**: a subcellular structure where aerobic respiration takes place

**Aerobic Respiration Word Equation**

glucose + oxygen —> carbon dioxide + water

**Aerobic Respiration Symbol Equation**

$C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O$

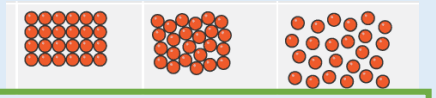
## C1 – Chemical Changes

**reversible:** something which can be undone, like a physical change

**irreversible:** something which cannot be undone, like a chemical reaction

**particle:** a small unit of matter, like an atom or molecule

**particle model:**



**Limitations of the Particle Model:**

- No forces shown on diagram.
- Particles are drawn as solid spheres.
- Particles are drawn all the same size.

## P1 – Gas Pressure

| Variable | How it Increases Gas Pressure |
|---|---|
| **temperature rise** | increases the kinetic energy of gas particles, meaning the frequency of collisions increases, so pressure rises |
| **volume decrease** | increases the likelihood of a particle colliding with a wall, and so increases pressure |

**pressure = force ÷ area**
**(Pa) (N) ($m^2$)**

**atmosphere**: the gasses surrounding Earth

**altitude**: how high you are above the Earth's surface

## B2 – Anaerobic respiration

**anaerobic:** a process that does not involve oxygen

**cytoplasm:** the jelly like substance that fills the cell, where anaerobic respiration takes place

**lactic acid**: a waste product that is produced from anaerobic respiration

**waste product**: any substances that are produced in a reaction that are not the desired product

**Anaerobic Respiration (animals) Word Equation**

glucose —> lactic acid

## C2 – Conservation of Mass

**conserve:** to keep the same

**mass:** the amount of matter in an object

**reactant:** the chemicals which start a chemical reaction

**product:** the chemicals which are made in a chemical reaction

**property:** a characteristic of something

**word equation:** a written equation to show the reactants rearranging into products

e.g., reactants --> products

## P2 – Fluid Pressure

**fluid pressure (Pa)** =

**height x density x gravitational field strength**
m x $kg/m^3$ x N/kg

**upthrust:** the force exerted by water on the bottom of a partially submerged object

**area:** the amount of exposed surface an object has

**weight:** the downward force created by an object's mass due to gravity

**submerge:** to cause something to be underwater

**gravitational field strength on Earth = 10 N/kg**

| Weekly Wellbeing | Intimate Relationships | Year 9 | Term 5 |
|---|---|---|---|

Trinity Academy Grammar

## 1 – Intimate relationships

**Key Vocabulary**

**relationship:** the way in which two or more people are connected

**intimacy:** close familiarity or friendship

- If someone refers to an 'intimate relationship' it implies that this involves sexual relations of some type.
- Not all intimate relationships have to involve sexual intercourse.
- Intimacy can be part of a healthy relationship, as long as all parties consent to the actions and as long as it is legal (see box 2).
- You do not need to be intimate with someone in order to have a healthy relationship and no one should ever pressure you into something that you do not want to do.

## 2 – Consent

**Key Vocabulary**

**consent:** permission for something to happen or agreement to do something

- Consent can refer to anything, and you will consent to many things every day.
- Sexual consent refers to a positive choice to take part in a sexual activity. Someone can only consent if they understand the nature and implications of the activity they are agreeing to. It is when all people take part in something NOT because they have to, but because they WANT to.
- The legal age of consent to sexual activity in the UK is 16. Any voluntary agreement to sexual activity by a child under 16 cannot be defined as consent in law.
- If both parties are under 16 years, they may have both committed a criminal offence.
- If one person is under 13, then it is an absolute offence.

## 3 – Pregnancy

**Key Vocabulary**

**pregnancy:** when a woman is carrying an unborn child

A woman can get pregnant if a man's sperm reaches one of her eggs. This most commonly occurs via sexual intercourse.

- If a woman becomes pregnant but does not want to continue with the pregnancy then she has some options:
    - Abortion is legal in the UK up to 24 weeks of pregnancy. Two doctors must agree to the abortion and the reasons for it happening must fit into one of four categories.
    - A woman can choose to continue with the pregnancy and then put the child up for adoption. This means that another family will raise the child legally as their own.

## 4 – Sexually transmitted infections

**Key Vocabulary**

**sexually transmitted infection:** bacteria, viruses or parasites that cause sexually transmitted diseases which pass from person to person in blood, semen, or vaginal and other bodily fluids

- Common types of STIs include: chlamydia, gonorrhoea, genital warts and HPV.
- Depending on the infection, the symptoms can differ. The best thing to do, if you notice anything different about your body, is to go to your doctor.
- The best way to prevent contracting an STI is through abstinence (not having sexual intercourse) or through using condoms (a type of contraceptive which creates a barrier between the penis and the skin).

# Revision Strategies

Term 5

## Look

Look at the information carefully.

Read it three times.

It may help to say it as you read it.

## Cover

Cover it with your hand or a piece of paper.

## Write

Write it out, from memory.

## Check

Check what you have written matches the information exactly.

Have you got it correct?

If so, tick your work to show it is correct.

## Correct

**If it doesn't match exactly**, use your purple pen to correct it.

Repeat the steps above.

**If you get 100% correct,** move on to the next piece of information.

# Flash Cards

If you choose to make flashcards to help you revise, don't forget our top tips.

1. On one side of the card, write the question clearly
2. On the other side of the card, write the answer you want to remember
3. Only put one question on each flashcard
4. Test yourself regularly, until you can't get the answers wrong

Scan the QR code to access a short video on how to use your flashcards more effectively.