Trinity Academy Grammar

Year 9

Knowledge Organiser

Terms 1 and 2

Your subjects are in alphabetical order.

Name: _____

Tutor group: _____

MASTERS OF RECALL

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Art	Observational drawing	Year 9	Term 1

1 – Definitions

observational drawing: drawing what you see in front of you as realistically as possible

tone: tone describes how light or how dark something is

highlight: part of the object on which the light is strongest

shadow: darkest areas on a picture.

gradient: smooth transition from light to dark tone or from one colour to another

Tone

Gradient

2 – Artist focus: Ben Rothery

Ben Rothery is an illustrator who lives in London.

He creates very delicate illustrations of insects and animals inspired by his love of nature.

He uses mark making to show detailed texture in his work. This includes stippling to show tone and fine detail.

He works slowly and carefully in pencil and colours his work after completing the drawing.

He wants to show us the beauty of the natural world and details we might not otherwise see.

3 – Pencil techniques

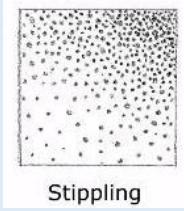
texture: the way something feels to the touch. In art we use mark making to give and impression of texture

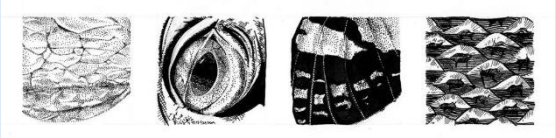
mark making: the different lines, dots, marks and patterns we create in an artwork

hatching: lines are drawn in one direction.

cross hatching: lines are drawn in two or more directions.

stippling: Dots which are close together or far apart.





Texture and mark making

4 - Definitions

symmetry: when something is made up of identical parts facing each other.

proportions: the size relationships between different parts. For instance the height compared to the width.

pattern: a design that is created by repeating a shape. It can be a design on a fabric or a natural pattern, such as the markings on an animal's fur.

Computing	Digital Citizenship	Year 9	Term 1

1 – Computing basics

Key Vocabulary

E-Safety: being safe on the internet

password: a secret word or phrase which allows access to a computer system or service

computer lab: is a space which provides computer services to a community

screen time: time spent using a device such as a computer, television or games console

online Etiquette: The way you behave online

privacy setting: controls available on many websites and apps to limit who can access your profile

2 – E-Safety

Key Vocabulary

stereotype: a widely held simplified idea about a particular type of person or thing

FOMO: Fear Of Missing Out : fear of not being included in something such as an interesting or enjoyable activity

live streaming: showing a video of yourself in real-time online either privately or to a public audience

3 – Using Email

Key Vocabulary

email: messages delivered by electronic means through a network

email recipient: the person who receives an email from someone else

email subject: the first line of text the email recipients see, after the sender's name, when they receive an email

CC/ Carbon Copy:

BCC/ Blind Carbon Copy:

attachment: a file or data what is sent with an email such as a photo

4 - Technology

Key Vocabulary

presentation software: an application that is specifically designed to allow users to create a presentation of ideas such as Microsoft PowerPoint

App/ application: a type of software that can be installed and run on a computer, tablet, smartphone or other electronic devices

internet: a global computer network consisting of many interconnected networks

audience: a specific group of people your presentation is aimed at

Drama	John Godber - Teechers	Year 9	Term 1

1 – NVC and Vocal Skills

posture: the position a character holds themselves in when sitting or standing

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

pitch: the degree of highness or lowness of the voice

pace: the speed at which someone speaks

tone: a quality in the voice that expresses the speaker's feelings or thoughts

clarity: ensure that you speaking clearly

2 – Godber's Style

fast pace: moving or developing very quickly

slick: something done in a smooth and efficient way

comedy: a play characterised by its humorous or satirical tone and its depiction of amusing people or incidents

synchronised: to cause two or more things to happen at the same time and speed as each other

movement: where (and how) an actor moves on stage, what this communicates to the audience, and the effect this has upon the drama

3 - Theatrical Skills

direct address: when a character speaks directly to the audience

stereotype: a fixed general image or set of characteristics

improvisation: a piece of drama that is made up on the spot by performers without using any prepared material

flashback: a scene which shows events from before the main action of the play

mime: the use of movements, gestures and facial expressions to communicate an idea without words

marking the moment: a technique that draws the audience's attention to an important moment

4 – Evaluation

Evaluate your performance:

- Describe how you have used a range of performance skills and techniques in your performance.

In my performance I have used the skills of…
I chose to use these skills because…

- Identify one strength of your performance and give a reason why.

One strength of my performance was… because…

- Identify one area for improvement in your performance and give a reason why.

I would like to improve my use of… because…
I will do this in my next performance by…

English | ‘Purple Hibiscus’ – Chimamanda Ngozi Adiche | Year 9 | Term 1

1 – Context

- **colonialism:** when one nation (e.g. Britain during the British Empire) takes control over another country and its population, putting in its own language and cultures
- **Nigeria** was a **British colony** from 1914 to 1960.
- **The Igbo people** are one of the main ethnic groups in Nigeria.
- After Nigerian independence, a predominantly Igbo region declared itself the independent Republic of Biafra, and civil war soon followed.
- **The Biafran Civil War** lasted until January 1970, when the Biafran forces surrendered. Attempts to make peace were unsuccessful, and revolutions and killings continued. There was lots of **political unrest** in the country at this time.
- There was also **religious conflict** as some people believed in Catholicism whilst others had the more traditional Igbo religion.

2 – Terminology

Bildungsroman novel: a coming-of-age story about a character who grows up (matures)

dialogue: the words spoken by characters.

foreshadowing: a hint that something that will happen in the future

allusion: an indirect reference to something of significance outside of a text

allegory: a story with a deeper hidden meaning, where characters/ideas can often represent something else

duality: the quality or state of having two different or opposite parts

symbolism: using an object, character, or event to represent an idea e.g. -The purple hibiscus represents freedom.

motif: a repeated image or object with deeper meaning *e.g. Kambili’s silence*

3 – Vocabulary

patriarchal society: a society controlled by men in which they use their power to their own advantage

corrupt: something immoral/dishonest *e.g. a corrupt government*

coup: similar to a rebellion, when a group of people take over control and seize power in a country often done via the military (army)

oppression: continued unfair control by one leader/group over others

censorship: banning words, images, or ideas that are offensive or that a government don’t want their citizens to promote

fundamentalism: is the belief in sticking strictly to the basic principles or rules of a religion

feminism: the belief that women should be allowed the same rights, power, and opportunities and be treated in the same way as men

4 – Grammar: Dialogue and Rules of Speech

- Punctuation is used in **direct speech** to separate **spoken words**, or **dialogue,** from the rest of a story.
- The words spoken by a character sit inside **speech marks**: e.g. *“Jaja, you did not go to communion,” Papa said quietly.*
- A **new speaker** in conversation needs a **new line**.
- Each **new line** of direct speech should also start with a **capital letter**:

“They brought the cashew juice this afternoon. It tastes good. I am sure it will sell,” Mama finally said.
“Ask that girl to bring it,” Papa said.

- Each section of direct speech should end with a **punctuation mark**, e.g. full stop, question mark or exclamation mark:

“A drizzle is coming. I did not want them to get wet.” She ran her hand across my uniform.

French | Customs and Celebrations | Year 9 | Term 1

Trinity Academy Grammar

1 – Key Dates

Date	French name	English name
1 janvier	le Jour de l'An	New Year's Day
6 janvier	la Fête des Rois	Epiphany
14 février	la Saint Valentin	Valentine's Day
mars/avril	les Pâques	Easter
1 avril	le Poisson d'avril	April Fool's day
1 mai	la Fête du Travail	May day
mai	Aïd el-Fitr	Eid al-Fitr
juin	la Fête des Mères	Mother's Day
juillet	Aïd el-Kebir	Eid al-Adha
14 juillet	la Fête Nationale	Bastille Day
1 novembre	la Toussaint	All Saints' Day
24 décembre	la Veille de Noël	Christmas Eve
25 décembre	le Noël	Christmas
31 décembre	la Saint-Sylvestre	New Year's Eve

2 – Opinions and Reasons

j'adore	I love
j'aime	I like
je déteste	I hate
je n'aime pas	I don't like
j'aime bien	I quite like
je préfère	I prefer

parce que c'est	because it is
car c'est	because it is

ma fête préférée, c'est…
my favourite celebration is…

Key phonics:
oi = 'wah'
ê = 'eh'
er = 'ay'

amusant/e	fun
difficile	difficult
divertissant/e	entertaining
ennuyeux/euse	boring
effrayant/e	scary
émouvant/e	moving
énervant/e	annoying
fatigant/e	tiring
génial/e	great
idiot/e	stupid
nul/le	rubbish
passionnant/e	exciting

à mon avis	in my opinion
je pense que	I think that
je crois que	I believe that
selon moi	according to me

3 – Key vocabulary

célébrer	to celebrate
chercher	to look for
donner	to give
fêter	to celebrate
manger	to eat
regarder	to watch

l'église	church
la dinde	turkey
le feu d'artifice	firework
le repas	meal
le cadeau	present
la fête	celebration
la mosquée	mosque

recevoir	to receive
se déguiser	to dress up
dîner	to dine
ouvrir	to open

le défilé	parade
le jeu	game
le jour férié	bank holiday
la messe	Mass
la réunion	meeting

chrétien/ne	Christian
juif/juive	Jewish
musulman/e	Muslim
réligieux/euse	religious

4 – Present Tense Verbs

To **conjugate** verbs in the present tense we remove the –infinitive ending and add the correct ending to match the person doing that action:

Pronoun	ER verb ending	Example (donner)
je	e	je donne
tu	es	tu donnes
il/elle/on	e	il/elle/on donne
nous	ons	nous donnons
vous	ez	vous donnez
ils/elles	ent	ils/elles donnent

Verbs ending in IR and RE follow different patterns e.g.

finir → je finis = I finish / I am finishing
attendre → j'attends = I wait / I am waiting

5 – Near Future Tense

aller (in the present tense) + **infinitive verb**

je **vais fêter** le Noël = I am going to celebrate Christmas

je ne **vais** pas **lire** un livre = I'm not going to read a book

You can use a range of other sentence starters to talk about the future. These need to be followed by an **infinitive verb** too.

j'espère **ouvrir**	I hope to open
j'ai l'intention de **donner**	I intend to give
je voudrais **célébrer**	I would like to celebrate

We use **ce sera** (it will be) to give opinions in the future.

6 – Comparatives & Superlatives

Comparatives compare two things to each other.
In French you need to wrap your comparative around an adjective.

plus...que	more … than
moins...que	less … than
aussi...que	as ... as

Superlatives are used to say **the most** or **the least** with an adjective.

le/la/les plus …	the most …
le/la/les moins …	the least …

Irregulars:

meilleur/e que	**le/la meilleur/e**
better than	the best
pire que - worse than	**le/la pire** – the worst

Geography | Climate Change | Year 9 | Term 1

1 – Evidence of Climate Change

Key Vocabulary:

climate : average weather conditions over the course of a year

- Climate change has occurred for the past 800,000 years, where we have reliable data.
- To see that climate change was a natural event we looked at CO2 , global temperature and sea levels.
- However, to see current climate change we use satellite images, photos and atmospheric data.

2 – Causes of Climate Change

Key Vocabulary:

human: is something caused by ourselves

natural: where we have no control over the cause

- Climate change is a natural event which has been accelerated due to human activity.
- Human causes of climate change include burning fossil fuels, deforestation, and farming.
- Natural causes of climate change are due to changes in the Earth's orbit of the Sun, solar activity and volcanic eruptions.

3 – Impacts on the UK

Key Vocabulary:

extreme weather: are events that are unusual due to their severity

- The weather in 2020 was at record levels for rainfall in February and record dry days in April.
- One of the major impacts of climate change is the melting of the polar ice caps at the poles.
- Rising sea levels will claim areas of land such as fertile farmland and urban areas such as Liverpool. This is due to the UK being an island.

4 – Impacts on Asia

Key Vocabulary:

uninhabitable: is a place where humans cannot live

scarcity: is where there is a lack of a resource

- Russia is impacted by the melting of the **permafrost**.
- The Himalayan Glaciers will melt which results in an increase in **flooding**.
- In addition the glaciers are a water source for **1.9 billion people** which is disappearing.
- Food and water will become more scarce in the ME which will increase conflict between nations.

5 – Impacts on Africa

Key Vocabulary:

arid: is where water is scarce

desertification: is the increased size of a desert

- The Western Sahel Region of Africa is being swallowed up by the Sahara Desert due to a lack of rainfall and deforestation.
- Farmland is lost by the desert growing and there are less opportunities for humans in the region.
- 86% of Burkina Faso's GDP is at risk due to water scarcity and disappearance of farmland.

6 – What can you do?

Key Vocabulary:

adapting: is making something suitable for a new use or purpose

carbon footprint: is the amount of carbon used in everyday life

- To reduce our carbon footprint we need to walk, cycle and use public transport more.
- We need to eat food which is locally produced and reduce the amount of animal based products.
- We also need to use less electricity and recycle.

History	The First World War	Year 9	Term 1

1 – Causes of the First World War

Long term causes
Militarism: where a country builds its armed forces
Alliances: where countries agree to work together and help each other out
Imperialism: where powerful countries build up their empires by taking over other countries
Nationalism: when people have pride in their country and think that it is better than others

- **The short-term cause** was the assassination of the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand. This took place on 28 June 1914; he was assassinated by Serbian extremists. This brought the alliance system into play.
- The Triple Entente was made up of Britain, France and Russia.
- The Triple Alliance was made up of Germany, Austria Hungary and Italy

2 – Recruitment

Conscription: The process of forcing someone to work as part of group, usually the military
Conscientious objectors: Someone who objects to fight based on their moral or religious views
Enlist: To sign up for something
Propaganda: Political messages designed to persuade people

- Britain entered the First World War in August 1914. However, the British Army was not big enough. Lord Kitchener was the Secretary of State for War. His first job in 1914 was to expand the British Army.

There were 3 main methods used for recruitment:

- Propaganda
- Pals Battalions
- Conscription

3 – Trench Warfare

Trench warfare: where soldiers lived and fought in long, dug out ditches
Shell shock: a mental health condition caused by soldiers being so frightened of the constant explosions going on around them

- A trench is a deep and narrow hole that is dug into the ground. In the first few months of World War One, trenches were dug along what was called 'The Western Front'. The Western Front was made up of trenches that stretched for 400 miles from the English Channel to the Swiss border.
- Problems and dangers in the trenches were: rats, lice, barbed wire, deep mud, trench foot, going over the top, explosions and shell shock.

4 – Haig and the Somme

Stalemate: neither side is winning or making progress
Over the top: To go up out of the trenches and into no-man's land to attack the opposing side.

- In 1916 General Douglas Haig took command of the British Army. He knew that morale in Britain was low and that Britain's allies needed to start to break the stalemate. His tactic was to push through the 'front lines' using artillery to shoot down German defences and guns whilst soldiers cut through barbed wire.
- This tactic was put to the test at the Battle of the Somme. The Battle of the Somme was the largest British Army offensive to ever take place. On the first day of the battle (1st of July, 1916) 20,000 soldiers were killed. This was the deadliest day in the history of the British Army.

5 – Russia and WW1

Abdicate: to give up the throne
Revolution: A rapid, sometimes violent change in the way a country is governed or the way people live their lives
Communism: a political system where wealth is spread equally and the government controls key industries

- Russia withdrew from the war in 1917 because of a revolution that took place in Russia.
- The causes of this revolution were: Russia were not prepared for a major war and many Russians died. All defeats were blamed on the Tsar who led the military. The Tsar's wife was German. Russian people were suffering – they did not have enough to eat.
- This led to the abdication of the Tsar(March) and a second revolution (October).

6– Treaty of Versailles

Armistice: an agreement to stop fighting
Treaty: a formal agreement between two or more countries, often about peace or trade

- World War One ended on 11 November 1918, when Germany surrendered to the allies.
- Delegates from 32 countries met in Versailles in June 1919 and signed a peace settlement called the Treaty of Versailles.
- The terms of the Treaty of Versailles punished Germany for their involvement in starting World War One.
- Germany had to accept full blame for the war. Germany had to pay full reparations for the damage caused by the war. This was later calculated to be £6.6 billion.
- Germany was only allowed to have 100,000 soldiers, no tanks and no air force. Their navy could only have 6 battleships.

Literacy B	Spelling Rules - Plurals	Year 9	Term 1

Week 1 – need to know vocabulary!

vowel: a, e, i, o,u

consonant: any letter that isn't a vowel

plural: more than one

singular: just one

prefix: letters at the start of a word

suffix: letters at the end of a word

Week 2 – Just add 's'!

attempts castles carriages

If a word ends in a consonant or 'e', just add s to make the plural!

stripes hedges birds

Week 3 – Y and I

city **- y +ies** cities

When a word ends in 'y', change 'y' to 'I', then add –es!

family **- y +ies** families

Week 4 – a different word!

Some plurals need completely different words!

person people

tooth teeth

Some words stay the same!

sheep sheep

Week 5 – adding 'es'

watch **+es** watches

If a word ends in –ch, -sh, -x or -s you need to add – es to the end

dish **+es** dishes

Week 6 – f > v

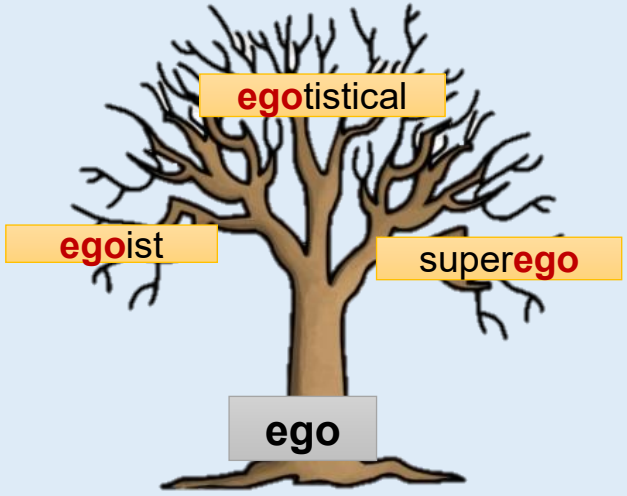
thief **-f +ves** thieves

Some words ending in –f have the f changed to v then add –es, but some just add –s.

roof **+s** roofs

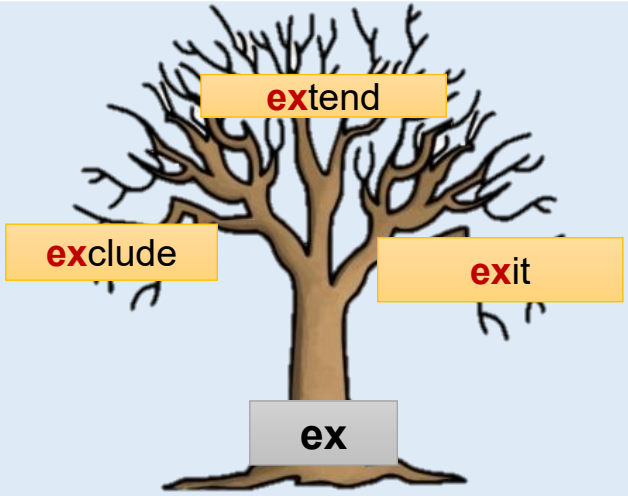
Literacy R	Prefixes and Suffixes	Year 9	Term 1

Week 1 – ego



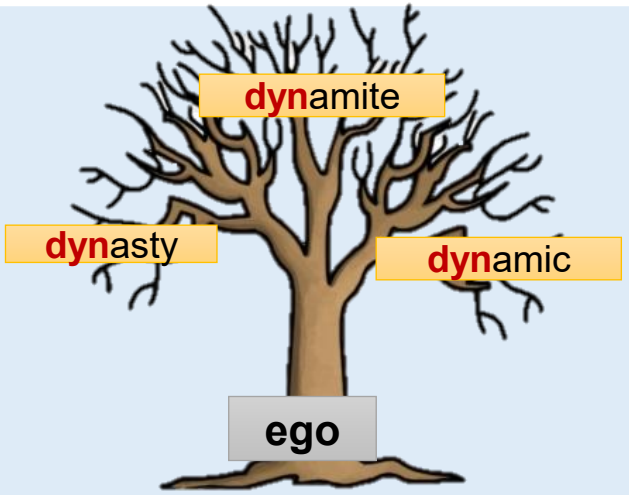
ego means ‘I’ or ‘myself’

Week 2 – ex



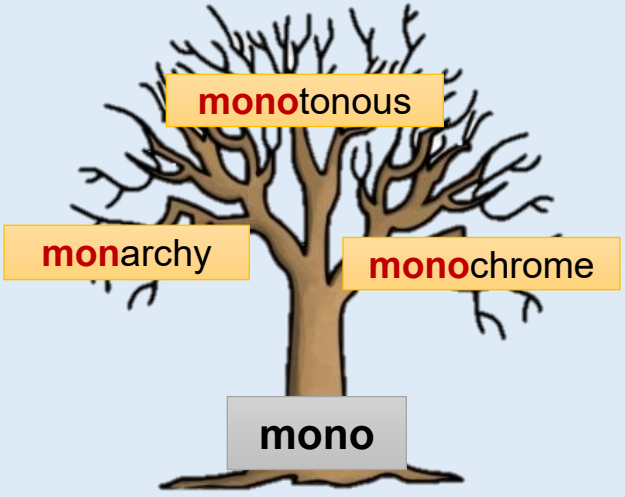
ex means ‘out of’ or ‘from’

Week 3 - dyn



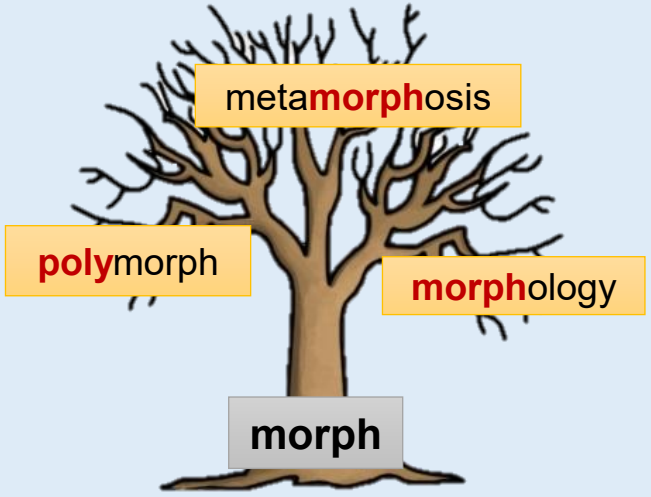
dyn means ‘power’

Week 4 – mono



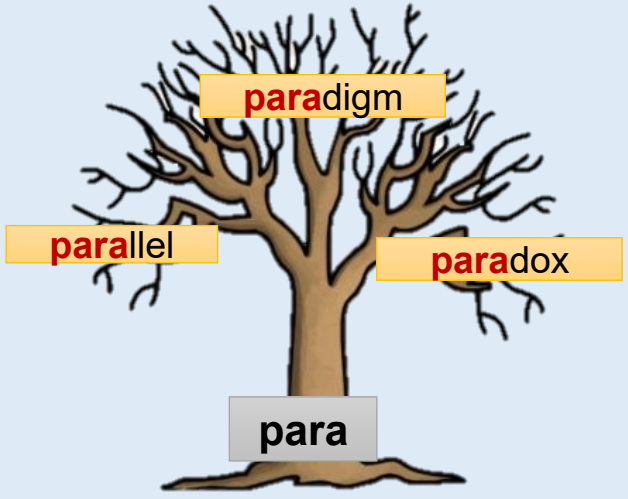
mono means ‘one’, ‘single’

Week 5 – morph



morph means ‘shape’ or ‘form’

Week 6 - para



para means ‘beside’ or ‘alongside’

Mathematics	Reasoning with Proportion	Year 9	Term 1

Those topics highlighted in yellow also appear in Science, Geography or Technology

1 – Equations and Inequalities 1

equation: a statement that two expressions are equal, it contains expressions on both sides of the equal sign
e.g. 5 = 2x + 1

solution: the answer when you solve an equation

inverse: the opposite

substitute: replacing a variable with a known value

evaluate: to calculate the value of.
e.g. If y = 7 evaluate 5y . Answer 5 x 7 = 35

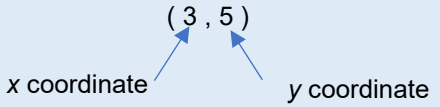
2 – Equations and Inequalities 2

formula: mathematical rule or equation that shows the relationship between different variables or quantities e.g. f = ma

inequality: compares two values, showing if one is less than, greater than or simply not equal to another value

≠ not equal	= equal
< less than	≤ less than or equal to
> more than	≥ greater than or equal to

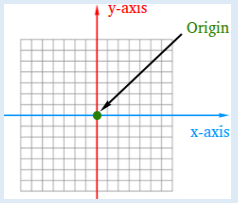
3 – Coordinates



This is a **horizontal** line

This is a **vertical** line

origin— where the axes of a graph intersect. This is point (0,0)



4 – Linear graphs

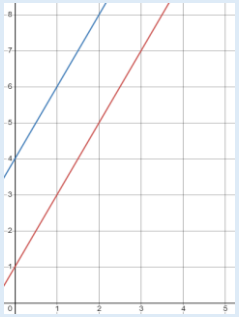
y-intercept: the point where a line or curve crosses the y – axis

linear graph: produces a continuous straight line

non-linear graph: does not produce a continuous straight line

gradient: how steep a line is

parallel lines have the same **gradient**



5 – Revision - Types of Numbers

factor: integer that divides exactly into another integer, 3 and 2 are factors of 6 because 3 x 2 = 6

multiple: result of multiplying a number by an integer 4, 8, 12, 16 and 20 are multiples of 4

prime numbers: integers which have exactly 2 factors, 1 and itself. The first 10 prime numbers are:

2, 3, 5, 7, 11, 13, 17, 19, 23, 29

even numbers: 2 , 4 , 6 , 8 , 10 , 12 ….

odd numbers: 1 , 3 , 5 , 7 , 9 , 11 , 13 ….

6 – Key Command Words

integer: a whole number e.g. 1, 2, 3, 7, 8 are whole numbers.

ascending: increasing or going up

descending: decreasing or going down

convert: to change a value or expression from one form to another e.g. I can convert a fraction to a decimal equivalent.

equivalent: having the same value e.g. one half is equivalent to two quarters

percentage: fraction out of 100. E.g. 25% is 25 out of 100

Numeracy | Year 9 | Term 1

1 – Negative Numbers + and -

When working with negative numbers it is useful to draw a number line.

5, 4, 3, 2, 1, 0, -1, -2, -3, -4, -5

The negative numbers are a reflection of the positive numbers where zero is the mirror.

e.g. $-2 + -3$ Here you are adding more negatives so the number will get more negative (going down on our number line)

$$-2 + -3 = -5$$

e.g. $-6 - -3$ Here you are subtracting negatives so the number will get less negative (going up on our number line)

$$-5 - -3 = -2$$

2 – Negative Numbers × and ÷

When multiplying or dividing with negative numbers the following rules apply:

	Example
Positive × Positive = Positive	$3 \times 4 = 12$
Negative × Negative = Positive	$-3 \times -4 = 12$
Positive × Negative = Negative	$3 \times -4 = -12$
Negative × Positive = Negative	$-3 \times 4 = -12$

The same rules apply for division

3 – Metric Conversions - Distance

1 kilometre (km) = 1000 metres

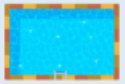
1 metre (m) = 100 centimetres
= 1000 millimeters (mm)

1 centimetre (cm) = 10 millimetres

Things you might measure

mm

cm


m

km

4 – Substitution

Where we replace a letter (algebra) with the number it is worth.

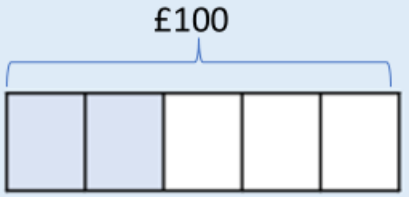
e.g. a formula for how much you will earn in a day is $h \times p$ where h is the number of hours you work and p is the amount you are paid per hour.

If you work 7 hours and get paid £12 per hour, then you can substitute these numbers into the formula:

$$h \times p = 7 \times £12$$
$$= £84$$

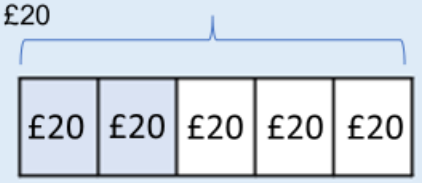
5 – Fractions Of An Amount

$\frac{2}{5}$ of £100



The £100 is split into 5 equal parts.

So £100 ÷ 5 = £20



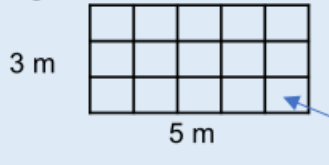
The numerator tells you how many parts you want.

So 2 parts = 2 × £20 = £40

6 – Area

Area is the space, measured in square units, inside a 2-dimensional shape.

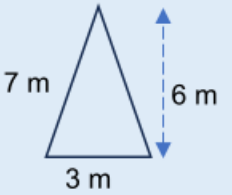
e.g. to work out how much paint is needed to paint a rectangular wall, calculate the area (length × width)



Area:
$5 \times 3 = 15\ m^2$

e.g. the area of a triangle is

$$\frac{\text{length} \times \text{perpendicular height}}{2}$$



$$\text{Area} = \frac{3 \times 6}{2} = 9\ m^2$$

Music	Film Music	Year 9	Term 1

1 – The Musical Elements

Key Vocabulary

dynamics: the term used for the volume

rhythm: a group of different note lengths

pitch: how high or low the notes sound

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

Hit-Point: A moment where the action and the soundtrack synchronise

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

Chord: Two or more notes played at the same time

3 – Key Vocabulary

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

Composer: Someone that creates music from scratch

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	Physical Education at TAG	Year 9	Term 1

1 Kit Expectations

PE kit must be brought to all PE Lesson.

- ✓ T-Shirt or Jumper (with academy logo)
- ✓ Shorts (with academy logo)
- ✓ Academy socks

We also accept

- ✓ Plain blue academy pants
- ✓ Plain blue academy leggings

- ✓ *Sick or Fit we bring our kit.*

2 Changing room expectations

1. Line up outside the changing rooms in silence.
2. Enter calmly and quietly.
3. Go straight to your peg.
4. Begin changing as soon as you reach your allocated peg.
5. Once the teacher begins the register remain in silence .
6. Answer your name, to the register by saying here Sir/Miss.
7. Remain in silence whilst preparing your answer to the PCD questions.

3 What will you study this year?

Baseline Assessment	OAA
Dance	Hockey
Fitness	Gymnastics
Handball	Cricket
Football	Netball
OAA	Athletics

4 What is a pulse raiser?

A **pulse raiser** is a type of **warm-up activity** designed to gradually increase your heart rate and blood flow to prepare your body for more intense physical activity.

5 The importance of a pulse raiser

It's a short activity that:

- Gets your heart pumping 💓
- Warms up your muscles so they're ready to move
- Prepares your body for running, jumping, or playing games

6 Examples of a pulse raiser

- **Jogging on the spot** for 1 minute
- **Star jumps** (jumping jacks)
- **Skipping** with or without a rope
- **Dancing** to your favourite song
- **High knees** (lifting your knees up while running on the spot)

RS	Sikhi Beliefs and Practices	Year 9	Term 1

1 – Origins of Sikhi

origins: the start of something
Guru Nanak: the founder of Sikhi
Guru: teacher in Sikhi

Sikhi was founded approximately 500 years ago by Guru Nanak, in an area called Punjab- this spans parts of India and Pakistan today.

Sikhi is influenced by both Hindu and Muslim religions.

Sikhi began because Guru Nanak saw:

- Religious conflict
- Unfair social divisions,
- Suffering and inequality

2 – Belief in God

monotheism: belief in only one god
Waheguru: wonderful Lord/wonderful teacher
Ik Onkar: there is only one God
Guru Granth Sahib: Sikhi holy book, also the last and final Guru
Sikhi is a monotheistic religion; this means they believe in only one God. They believe only one God created everything.
The opening verse of the Guru Granth Sahib (Mool Mantar), written by Guru Nanak, summarises Sikh beliefs about God:

One Creator
Truth is His Name
Without fear
Without hatred
Timeless
Self-existent

3 – Creationism

creation: to bring something into being
Hukam: The divine will of God
Waheguru: wonderful Lord/wonderful teacher
transcendent: above and beyond human understanding

Sikhs believe Waheguru created the universe, the world and every life form within it.

Sikhs believe God created the universe through His **hukam** (divine command or will).

Unlike in other religions, there is no creation story in Sikhi belief. Sikhs therefore accept scientific explanations for how the world came into being.

4 – Holy Books

Guru Granth Sahib: the Sikhi holy book, and the last and final guru

Guru: teacher in Sikhi

The Guru Granth Sahib is the sacred scripture of Sikhism. It contains hymns, prayers and teachings about God and how to live a good life.

Sikhs show great respect to the Guru Granth Sahib:

- It is placed on a raised platform in the Gurdwara.
- It is covered with special cloths.
- Sikhs remove their shoes and cover their heads before entering the prayer hall.
- People bow before it as a sign of respect.

5 – The Gurdwara

Gurdwara: The Sikhi place of worship, the word means gateway to the guru
Guru: teacher in Sikhi
Nishan Sahib: the Sikhi flag
Seva: selfless service
Langar: communal meal shared with people normally after a service

A Gurdwara is the Sikh place of worship where people pray, learn from the Guru Granth Sahib, and share food in the langar. It teaches equality, community, and service to others.
When entering a gurdwara, visitors:

- Remove their shoes.
- Cover their heads.
- Sit respectfully in the prayer hall

6 – The Amrit Sanskar Ceremony

Amrit Sanskar: is the Sikhi initiation ceremony.
Khalsa: Community of committed Sikhs
Five Ks: Five symbols worn by initiated Sikhs.

The Amrit Sanskar is the ceremony through which a Sikh becomes a member of the Khalsa, the Sikh community established by Guru Gobind Singh in 1699.

After Amrit Sanskar, initiated Sikhs wear the Five Ks:

1. Kesh – uncut hair
2. Kangha – wooden comb
3. Kara – steel bracelet
4. Kachera – special cotton shorts
5. Kirpan – ceremonial sword

Science	Interdependence, Material Science and Series Circuits	Year 9	Term 1

B1 – Genetic Variation and Evolution

double helix: the shape of DNA formed from two strands that wind around each other

gene: a short section of DNA that codes for a characteristic

mutation: a random change in the sequence of DNA

adaptation: a characteristic which increases and organisms chance of survival and reproduction

natural selection: the process by which individuals, who are better adapted to survive, increase their chance of reproducing

variation: differences between individuals

B2 – Speciation and Biodiversity

species: a group of organisms that can successfully breed together to produce fertile offspring

fertile: able to have offspring

biodiversity: the variety and variability of life on Earth or within a particular region

extinction: when there are no more individuals left of a particular species

gene bank: a collection of genetic material from seeds, plants or animals that are preserved

evolution: the gradual change of characteristics in a species through the process of natural selection

C1 – Acids & Alkalis

acid: a substance with a pH less than (<) 7

base: a substance with pH more than (>) 7 that reacts with an acid to form salt and water

alkali: a water soluble substance with pH > 7 that reacts with acid to form salt and water

neutralisation: the reaction between an acid and an alkali which results in a neutral pH = 7

pH scale: a scale ranging from 0-14 which determines how acidic or alkaline a substance is

indicator: a substance that changes colour when added to an acid or an alkali

ion: a charged particle (e.g. H^+ or OH^-)

C2 – Naming & Using Salts

salt: the substance formed when an acid and alkali react

acid + alkali → salt + water

e.g. nitric + sodium → sodium + water

acid hydroxide nitrate

Acid Name	Salt Name
Hydrochloric acid	Metal chloride
Phosphoric acid	Metal phosphate
Nitric acid	Metal nitrate
Sulfuric acid	Metal sulfate

P1 – Properties of Light

transverse wave: oscillations are perpendicular to the direction of wave travel

medium: the substance which the wave is travelling through

reflection: the return of a wave from a surface

refraction: the change in direction of a wave passing from one medium to another with a different density

absorption: the transfer of energy of a wave to matter as the wave passes through

incident ray: the ray of light travelling towards a surface

reflected ray: the ray of light travelling away from the surface due to the process of reflection

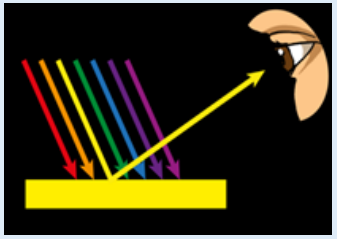
P2 – Lenses & Filters

convex lens: a piece of transparent material with a surface that curves outwards to refract and focus light

prism: a 3D shape that has straight edges

white light: contains all the colours

e.g., The object is yellow as the object absorbs all colours of the visible light spectrum except yellow light. This is then reflected into your eye making the object appear yellow.



Technology	Food and nutrition	Year 9	Term 1

Food Spoilage

spoilage - the action or process of spoiling (to ruin) food; spoilt food is food that is no longer safe to eat.

high risk - any ready-to-eat food that will support the growth of pathogenic bacteria easily or does not require any further heat treatment or cooking.

use by date - the date printed on perishable food items, indicating the date by which the item should be consumed. Consuming the product after this date may pose health risks.

best before date - the best before date, sometimes shown as BBE (best before end), is about quality and not safet

High risk foods

high risk foods - high risk foods are those that tend to spoil because of unsuitable storage conditions or improper cooking methods

ready to eat - ready-to-eat food is food that will not be cooked or reheated before serving.

low risk - low risk foods are those we tend to store in the cupboards .E.g. Bakery goods, jams and biscuits.

Allergies and intolerances

food allergy – a condition where the body's immune system reacts abnormally to certain foods, causing symptoms ranging from mild discomfort to severe reactions

food intolerance – a digestive system response, where the body has difficulty digesting certain foods

Cooking equipment

specialist equipment - specialist equipment are tools that are only used for one specific purpose for example a whisk

balloon whisk - a balloon whisk is used to add air into a mixture

spiral whisk - a spiralled whisk is used to remove lumps from a mixture

zester - a kitchen utensil for removing fine shreds of zest from citrus fruit

fish slice - a kitchen utensil with a broad flat blade for lifting fish and fried foods

spatula - a flat thin implement used especially for spreading or mixing soft substances

EHO

EHO - Environmental Health Officer - An EHO is responsible for ensuring public health and safety by inspecting and regulating food safety. They work to prevent the spread of disease and ensure compliance with regulations.

hygiene rating - the rating shows how well the business is doing overall, based on standards found at the time of inspection. This is rated from 0 - 5.

Cooking skills

puree - A puree is a smooth cream of liquidised or crushed fruit or vegetables.

Heat Resistant - Able to resist great heat; heatproof.

rapid Boil - Bubbles are breaking quickly and vigorously. Lots of steam.

hot Holding - Keeping hot foods ready to serve to the public is known at 'hot holding'. Hot holding stops germs from growing when food is kept at hot temperatures.

drain - To cause the water or other liquid in (something) to run out, leaving it empty or dry.

utensil - A tool, container, or other article, especially for household use

Weekly Wellbeing	Healthy Minds	Year 9	Term 1

1 – Antisocial and Extremist Behaviour

gang: an organized group of criminals

- A gang is different to a social group of friends. Gangs are linked to unsocial behaviour and organised crime. Gangs can sometimes look like an appealing option to young people, especially the social side of being with people of a similar age on a regular basis. There are many long term issues linked to being part of a gang. These include: poor exam grades linked to poor attendance at school, criminal records which stay with you forever, lack of friends outside of the gang and poor reputation in the local community.

misogynist: a person who dislikes, despises, or is strongly prejudiced against women:

Incel: a community of men online who consider themselves entitled to relationship sand spread hate and extremist views towards woman and girls.

2 – Laws on Knives in the UK

knife crime: criminal offences committed using a knife as a weapon

It is against the law to use any knife in a threatening way.

- It is illegal to carry a knife in public without good reason.
- Any adult charged with carrying a knife will automatically go to court.
- Anyone aged between 10-17 will be referred to the Youth Offending Team.
- Many young people who carry knives have been asked to by other people (maybe in gangs or criminal groups). This is still against the law – even if you have been told to do it.
- Carrying a knife as a form of defence is still against the law. Most people who are hurt by knives are often carrying a knife themselves.

Childline is confidential service for children and young people under 19, offering support for issues such as bullying, mental health, family problems, abuse, and more: You can contact Childline in the UK for free, 24/7 support at 0800 1111.

3 – Laws on Drugs in the UK

drugs: a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body

Illegal drugs in the UK are divided into 3 categories:

- Class A drugs are classed as the most dangerous and carry the more severe sanctions. These drugs include cocaine, ecstasy, heron.
- Class B drugs include ketamine and cannabis.
- Class C drugs include anabolic steroids and khat.

- You can be charged with a crime if you are found with drugs in your possession, regardless of whether you intended to use them or not.

Child on child abuse refers to harmful behaviors by one child towards another, encompassing physical, emotional, and sexual abuse, and can occur in various settings, both online and offline.

4 – Personal Development

There are 5 British Values:

- **democracy:** everybody having a right to have their voice heard
- **the rule of law:** everybody follows the same laws and is treated equally
- **individual liberty:** everybody is free to express themselves and their views respectfully
- **mutual respect:** everybody is values and respected equally
- **tolerance of those of different faiths and beliefs:** everybody has the right to their own set of beliefs, religion and culture which may differ from our own but are still respected

What is Personal Development at TAG?

- Personal Development is everything outside of the classroom which offers opportunities for you to develop as a young person. It aims to give you the ability to manage your lives effectively and thrive as individuals, family members, and members of society. Examples include: Involve, Weekly Wellbeing, Trips, Careers, Future First and Student Leadership.

Trinity Academy Grammar

Year 9

Knowledge Organiser

Term 2

Your subjects are in alphabetical order.

MASTERS OF RECALL

Front Cover Template.indd 3 17/08/2026 11:48:59

Art	Observational drawing	Year 9	Term 2

1 – Vocabulary

observational drawing: drawing what you see in front of you as realistically as possible

tone: tone describes how light or how dark something is

highlight: part of the object on which the light is strongest

shadow: darkest areas on a picture

gradient: a smooth transition from light to dark tone or from one colour to another

2 – Vocabulary

texture: the way something feels to the touch. In art we use mark making to give and impression of texture

mark making: the different lines, dots, marks and patterns we create in an artwork

hatching: lines are drawn in one direction

cross hatching: lines are drawn in two or more directions

3- Vocabulary

stippling: Dots which are close together or far apart

contrast: when opposite elements are arranged together (i.e. light and dark, big and small)

pattern: a design that is created by repeating a shape. It can be a design on a fabric or a natural pattern, such as the markings on an animal's fur

3 – Artist: Henry Moore

Moore is a British Sculptor from Yorkshire who lived from 1898 to 1986. He is best known for his large semi-abstract sculptures of human figures which are display in public places around the world

Henry Moore also made a lot of drawings of animals. A mixture between accurate observation and imagination his drawings use mark-making to show the 3D forms and texture of the animals

Elephant's head (1982)

4 - Artist: Ben Rothery

Ben Rothery is an illustrator who lives in London. He creates very delicate illustrations of insects and animals inspired by his love of nature

He uses mark making to show detailed texture in his work. This includes stippling to show tone and fine detail. He works slowly and carefully in pencil and colours his work after completing the drawing. He wants to show us the beauty of the natural world and details we might not otherwise see

5 – Artist: Iain Macarthur

Iain Maccarthur is a British illustrator who uses complex imaginative patterns to create intricate black and white. His animal drawings take us in a fantasy world, decorated with complex patterns

Computing	Cyber Security	Year 9	Term 2

1 – Cyber Security

Key Vocabulary

cyber security: to protect systems, networks, programs, devices and data from **cyber** attacks

data: is facts and figures/information

customer: a person who buys goods or services

privacy policy: the types of information collected by the website or app

data theft: is the act of stealing information stored on corporate databases, devices, and servers

Why is customer data valuable to businesses: Data can be used to help build a **profile** of the customer and therefore convert the data into information

2 – Cyber criminals

Key Vocabulary

social engineering: is a set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes

shouldering: is an attack designed to steal a victim's password or other sensitive data

phishing: a **phishing attack** is an attack in which the victim receives an email disguised to look as if it has come from a reputable source, to trick them into giving up valuable data

blagging: (also known as **pretexting**) is an attack in which the perpetrator invents a scenario to convince the victim to give them data or money

3 – Hacking

Key Vocabulary

hacking: gaining unauthorised access to or control of a computer system

ethical hacking: is the exploitation of an IT system with the permission of its owner to determine its vulnerabilities and weak points

Distributed denial of service attack (DDoS): floods a server with internet traffic to prevent users from accessing connected online services and sites

doxing: publish private or identifying information (about a particular individual) on the internet, typically with malicious intent

4 – Malware

Key Vocabulary

malware: software designed with malicious intent.

viruses: a malicious form of **self-replicating** software ran on systems

worms: spread through the network and use the system's resources.

ransomware: encrypts files preventing the user from accessing files

trojan: appears to perform a useful function (such as a game) but unbeknown to the user it also performs malicious actions

spyware: is unwanted software that monitors and gathers information on a person and how they use their computer

adware: infects a computer and causes it to download or display malicious advertisements or pop-ups when the victim is online

Drama	Greek Theatre	Year 9	Term 2

1 – Greek Tragedy

All Greek tragedies must end with the downfall of the tragic hero (the protagonist). The tragic hero must always have a tragic flaw, which brings out their downfall, ending the performance in a catastrophe.

Key Vocabulary

Tragedy – A tragedy is a drama which depicts the downfall of a good person (protagonist) through some fatal error or misjudgement.

protagonist – the hero of the story

antagonist – the villain of the story

tragic Hero (protagonist) –must be at the center of the tragedy, they must be a high ranking character and accept their downfall with dignity

Tragic flaw - Error in judgement; weakness; brings about the hero's downfall

2 – Greek Chorus

- A typical Greek chorus consisted of a group of 12 to 50 players who spoke or sang their lines in unison, wore masks, and functioned as one actor rather than a large group of individual performers.
- The purpose of the Greek chorus was to provide background and summary information to the audience to help them understand what was going on in the performance.
- They commented on themes, expressed what the main characters couldn't say (like secrets, thoughts, and fears) and provided other characters with information and insights.
- Because Amphitheaters theatres were so large, the members of the chorus had to work hard to look and sound like one person.

3 – Characterisation Skills

Non Verbal Communication (NVC) - the way we use our bodies to communicate our character to the audience

facial expression: the appearance, mood or feeling conveyed by a person's face

posture: the position a character holds themselves in when sitting or standing

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

4 – Evaluation

Evaluate your performance:

- Describe how you have used a range of performance skills and techniques in your performance.

In my performance I have used the skills of…
I chose to use these skills because…

- Identify one strength of your performance and give a reason why.

One strength of my performance was… because…

- Identify one area for improvement in your performance and give a reason why.

I would like to improve my use of… because…
I will do this in my next performance by…

English | Non-fiction Writing | Year 9 | Term 2

1 – Methods

formality: speaking with seriousness and by the rules
tone: the attitude of the writer shown through their writing
direct address: when a writer uses the words 'you' or 'we' to speak to the audience directly
rhetorical question: a question asked to make the audience think
Aristotelian triad: the three modes of persuasion devised by the ancient Greek philosopher Aristotle.
logos: using reason and logic
pathos: appealing to emotions
ethos: appearing credible (believable) and trustworthy

2 – Vocabulary

faithfully (adverb): if you do not know the name of the person, end a letter with 'yours faithfully,'

sincerely (adverb): if you know the name of the person, end the letter with 'yours sincerely'

perspective (noun): someone's viewpoint/opinion on something

salutation (noun): the way you greet someone in a letter

3 - Grammar (Paragraphing)

paragraph: a paragraph is a group of sentences all related in some way

A paragraph should:

- Introduce the paragraph's main point
- Be at least three or four sentences long
- There should be at least two to three paragraphs per page

When should I start a new paragraph?

- Start a new paragraph for each new point or stage in your writing

4 - Grammar (Semi Colon)

Use a semi-colon to link two independent (main) clauses that are about the same topic. This is instead of a full stop.

e.g. Some people write with a computer; others write with a pen or pencil.

Use a semi-colon between items in a list.

e.g. There are two ways to handwrite: with a pen or pencil, which is inexpensive and easily accessible; or by computer and printer, which is more expensive but quick and neat.

5 - Formal Letter Writing

When writing a formal letter your ideas should be clear, precise and written in the correct tone. You must remain formal and polite, avoiding the use of emotive language.

A formal letter should have:

- Addresses and date
- Start with 'Dear' before the name of the person that you are writing to
- a reason for writing / ask about the person you are writing to / invite the person to write back
- A summary where you say goodbye to the reader

6 – Article Writing

Key vocabulary:

headline: the title of an article
subheading: a sentence that outlines the article placed under the headline
article: non-fiction writing about news, topics and ideas

Top Tips for article writing:

- Ensure the article is led by factual information
- Use the 5 Ws to help structure the article: who, what , when, why and how .

French | Social Media | Year 9 | Term 2

1 – Social Media Vocabulary

un adolescent	a teenager	s'abonner	to subscribe
un étranger	a stranger	acheter	to buy
l'écran	screen	cliquer	to click
l'appareil	device	se connecter	to login
le harcèlement	bullying	enregistrer	to save
l'inconvénient	disadvantage	envoyer	to send
l'internet	internet	éviter	to avoid
le mot de passe	password	mettre	to put
le vol d'identité	identity theft	poster	to post
la confiance	trust	recevoir	to receive
l'informatique	ICT	supprimer	to delete
l'identité	identity	trouver	to find
la sécurité	safety		
les réseaux sociaux	social media	surfer	to browse
		tchatter	to chat
l'ordinateur	computer	télécharger	to download
le portable	mobile	utiliser	to use

2 – Giving opinions

j'adore	I love	amusant/e	funny
j'aime	I like	barbant/e	boring
je déteste	I hate	divertissant/e	entertaining
je n'aime pas	I don't like	effrayant/e	scary
j'aime bien	I quite like	émouvant/e	moving
je préfère	I prefer	fascinant/e	fascinating
parce que c'est	because it is	génial/e	great
car c'est	because it is	idiot/e	stupid
à mon avis	in my opinion	nul/le	rubbish
je pense que	I think that	passionnant/e	exciting
		très	very
		un peu	a bit

When using an opinion phrase, it must be followed by the **infinitive** form of the verb. e.g. J'aime **regarder** les films d'action. = I like to watch action films.

3 – Infinitive Structures

Impersonal expressions may start with 'il' but have nothing to do with 'he' - the 'il' refers to 'it' or 'one'.

il faut = it is necessary to (you must)
on peut = you can
il vaut = it is better to

These expressions are always followed by a verb in the infinitive. For example:

Il faut respecter les autres. - You must respect others.
On peut utiliser un portable. - You can use a mobile.
Il vaut tchatter avec les amis. - It is better to chat with friends.
We can also make these expressions negative:
Il **ne** faut **pas** = you must not
On **ne** peut **pas** = you cannot

4 – The Present Tense (ER verbs)

To **conjugate** verbs in the present tense we remove the –infinitive ending and add the correct ending to match the person doing that action:

Pronoun	ER verb ending	Example tchatter = to chat
je	e	je tchatt**e**
tu	es	tu tchatt**es**
il/elle/on	e	il/elle/on tchatt**e**
nous	ons	nous tchatt**ons**
vous	ez	vous tchatt**ez**
ils/elles	ent	ils/ells tchatt**ent**

regard**er** → je regard**e** = I watch/I am watching
fin**ir** → nous fin**issons** = we finish/we are finishing
attend**re** → vous attend**ez** = you wait/you are waiting

5 –The Present Tense (IR and RE verbs)

To **conjugate** verbs in the present tense we remove the –infinitive ending and add the correct ending to match the person doing that action:

Pronoun	IR verb ending	RE verb ending
je	is	s
tu	is	s
il/elle/on	it	-
nous	issons	ons
vous	issez	ez
ils/elles	iissent	ent

fin**ir** → nous fin**issons** = we finish/we are finishing
attend**re** → vous attend**ez** = you wait/you are waiting

6 – The Perfect Tense

We use the perfect tense to describe what has happened in the past. It is made up of three parts:
1. A pronoun or noun (e.g. je, nous, or a name)
2. The auxiliary verb (usually avoir, but sometimes être)
3. A past participle (e.g. regardé, fait)

Past participles
Some past participles are irregular, for example:

dire → dit (said)	faire → fait (did)
écrire→ écrit (wrote)	voir → vu (saw)

For verbs which take être the past participle must agree with the subject. For example:
elle est allé**e** – she went
nous sommes allé**s** - we went

Geography	Yorkshire's Energy Future	Year 9	Term 2

1. Impacts of fossil fuels

Key Vocabulary:

fossil fuels: are energy resources formed from dead animals and plants, such as oil, coal and gas

- Advantages of burning fossil fuels: they can be burned at all times; jobs are created for people.
- Disadvantages of burning fossil fuels: pollution is created; mining for the fuels are dangerous; they cause breathing problems for living creatures; they will run out.

2. Global energy use

Key Vocabulary:

consumption: the usage of resource

- We use energy for things like transport, electricity, domestic use, industry, and agriculture.
- 4% of people in Chad have access to electricity.
- Over 99% of Chad's energy is currently provided by burning wood or fossil fuels.
- China needs so much energy to power factories, and to provide electricity for its massive population
- Over 70% of US energy comes from fossil fuels

3. Energy in Yorkshire

Key Vocabulary:

deindustrialisation: the moving of industries abroad

- In 2017, non renewables were 47.5% of UK energy.
- In 2017, renewables were 29% of UK energy.
- In 2017, nuclear were 21% of UK energy.
- The UK imports around 40% of its energy. In the UK we are expanding our technology to focus more on renewable energies.
- Many industries have left the UK because labour is cheaper in countries like China and India.

4. Nuclear energy

Key Vocabulary:

nuclear energy: uses uranium to power a thermal power plant

- The uranium generates heat, which turns water into steam to turn the turbines and power the generator.
- Advantages include: there are no greenhouse gases and they can be used 24/7; jobs created.
- Disadvantages include: unappealing to locals; expensive to set up; waste is toxic; increases house prices.

5. Wind and solar energy

Key Vocabulary:

sustainable: preserving resources now so future generations can benefit as well

- A wind turbine is a device that converts kinetic energy into electrical power.
- Advantages of wind energy: new technology means more energy; jobs created; no pollution.
- Disadvantages: falling house prices; noisy
- Solar lamps are safe, clean and affordable and available to 598 million people in Africa.

6. Energy reduction

Key Vocabulary:

energy efficiency: using as little energy as possible and reducing energy waste

- 10% of heat is lost through single glazed window
- 25% of heat is lost through an uninsulated roof.
- Methods of energy reduction: loft insulation; double glazed windows; take shorter showers; smart meters; turning off electrical equipment.
- Britain's first solar powered bus– number 52 bus in Brighton has solar panels on roof.

History	How did Europe come to war for a second time?	Year 9	Term 2

1 – Economic problems of the inter-war period

Inter-war: the period of time between the two world wars, 1918-1939
Economic: concerning money, trade, jobs

In present day terms, the Great War had cost Britain around $35 billion.
The Government was looking to cut back on military spending. As a result, the armed forces were cut back dramatically.
The Wall Street Crash of 1929 and the Great Depression also put off military spending.
Unemployment was rising and many businesses closed.
With three million people unemployed, the government faced greater need for social welfare spending.

2 – How did Hitler come to power?

dictator: a ruler with total power over a country
propaganda: information designed to influence people

- Hitler put Goebbels in charge of Nazi propaganda. This included radio, mass rallies, newspapers, speeches and posters.
- 30th January 1933 Hitler became Chancellor of Germany. Feb 1933 the Reichstag was deliberately set on fire. This allowed Hitler to pass the Enabling Act.
- In June 1934, 400 of Hitler's army (the SA) were killed in the Night of the Long Knives.
- 19 August 1934 Hindenburg died, Hitler unified the position of Chancellor and President and became head of the Germany army. Hitler declared himself the Führer of Germany.

3 – How did appeasement lead to WW2?

appeasement: giving someone what they want to avoid conflict
Treaty of Versailles: the peace treaty signed at the end of WW1

- During the 1930s the British and French followed a policy of appeasement. This meant that they did not act on several occasions when Hitler was seen to be breaking the terms of the Treaty of Versailles.
- Hitler's foreign policy aimed to revise the Treaty of Versailles, unite German-speaking people and expand German land. This led to the invasion of the Rhineland, the Austrian Anschluss and the crisis in Czechoslovakia.
- Britain and France's policy of appeasement led to the Munich Agreement in 1938.

4 – How was WW2 fought?

Phoney War: the beginning of WWII, September 1939 - April 1940 when there was little fighting
Blitz: the name given to the bombing raids that Germany launched against Britain in 1940
Victory: to win

1939-May 1940: The Phoney War
1940: Blitzkrieg, Dunkirk and the Battle of Britain
1941-43: Operation Barbarossa (German invasion of the Soviet Union) 1941 – attack on Pearl Harbor
1943-45: War in Europe 1944 – D-Day landings
May 1945: VE Day (Victory in Europe)
August 1945: America dropped two Atomic bombs on Japan bringing the war with Japan to an end on the 15 August 1945 (VJ Day) (Victory in Japan)

5 – What was the role of Empire soldiers in WW2?

Empire: groups of countries that are governed
Commonwealth: countries that used to be in the British Empire

- When World War Two broke out in September 1939, Britain called upon countries from across the British Empire for help.
- This was crucial in helping Britain to defeat Nazi Germany. Most of these troops were in the army, but some fought in the RAF, navy and local armed forces branches.
- Despite the importance of their role, those who had been recruited from the empire were not always treated equally.
- Examples of countries who sent troops: Canada- 1million, India – 2.5 million, Australia- 1million, New Zealand – 140,000

6– What was life like on the Home Front?

The Home Front: the name given to people helping with the War back in Britain
Rationing: limiting the amount of something that each person is allowed to have
Evacuation: when people are removed from or leave a dangerous place

- During World War Two, there were significant changes to life in Britain.
- German *U-boats* were sinking ships in the Atlantic, causing food shortages.
- Children were evacuated to the countryside to keep them safe from the bombing of towns and cities.
- As in World War One, women took up the jobs that men were no longer able to do, as they had been sent to the front to fight.

Literacy B	Spelling Rules – Homophones	Year 9	Term 2

Trinity Academy Grammar

Week 1 – buy/by/bye

buy: giving someone money for something
e.g. I am going to buy a car.

by: going past
e.g. The car drove by.

bye: what you say when you leave.
e.g. I said bye to my friends.

Week 2 – accept/except

accept: when you take something given to you
e.g. I accept this gift.

except: when something is left out
e.g. I like all cars except green ones.

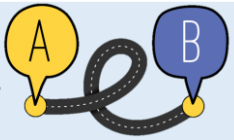
Week 3 – whether/weather

weather: what it's like outside
e.g. The weather is very cold today.

whether: making a decision between two options
e.g. I don't know whether to buy the top or the skirt

Week 4 – to/too/two

to: going somewhere
e.g. I am going to the shop.



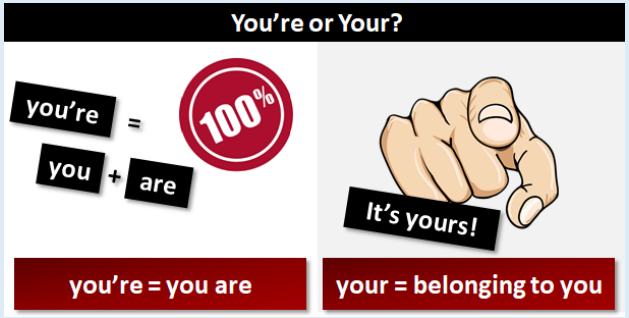
too: as well as
e.g. I have brown hair too!

two: 2
e.g. There are two apples left.

Week 5 – you're/your

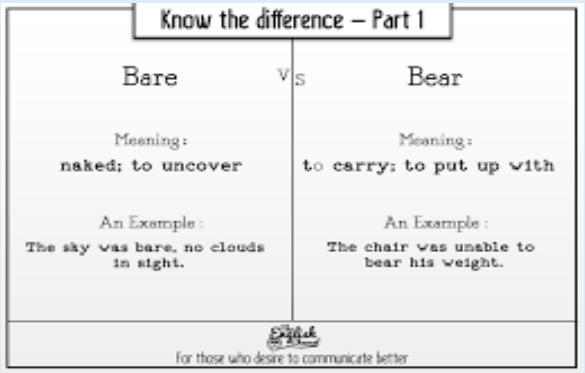
you're: contraction of you and are

your: it belongs to you



Week 6 – bare/bear

The verb *bare* has only one meaning: "to uncover."
All other uses of the verb are for *bear*: "bearing children,"

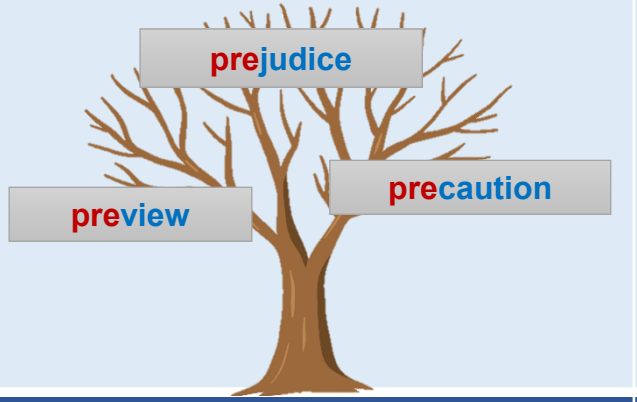


Literacy – R Band	Prefixes and Suffixes	Year 9	Term 2

pre-

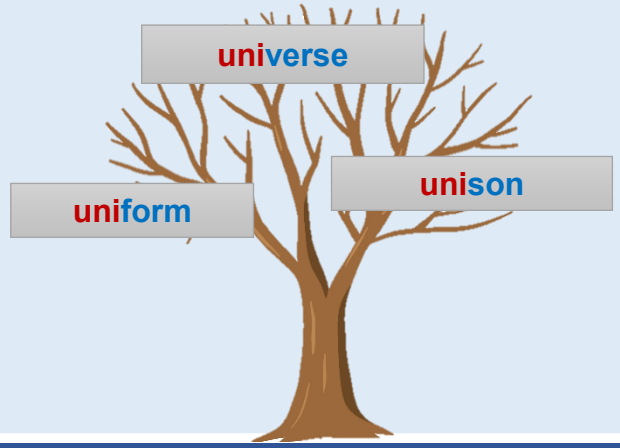
‘pre-’ means ‘before, in front’

*e.g. **view**: to watch > **pre**view: to watch before*



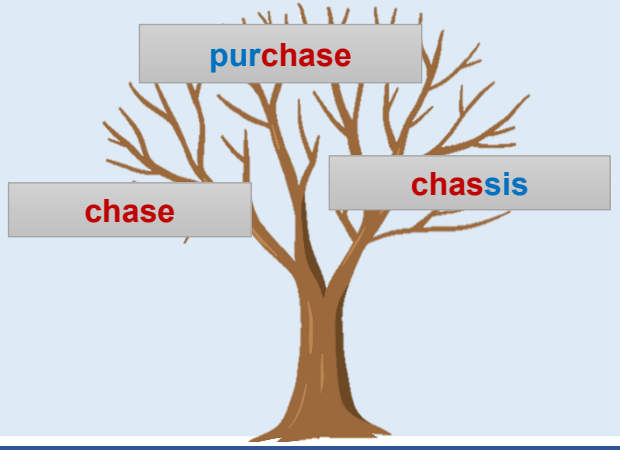
uni-

‘uni’ links with the idea of ‘one’



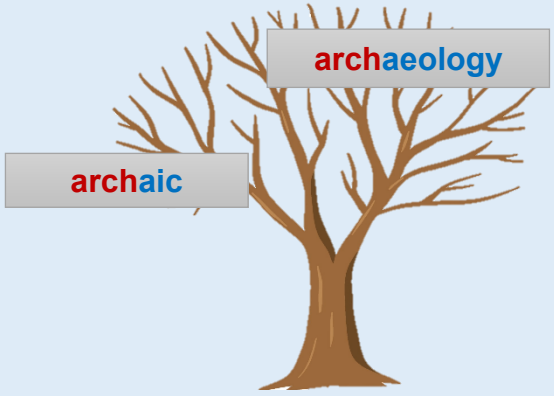
-chase

‘chase’ means to ‘take’ or ‘seize’



arch-

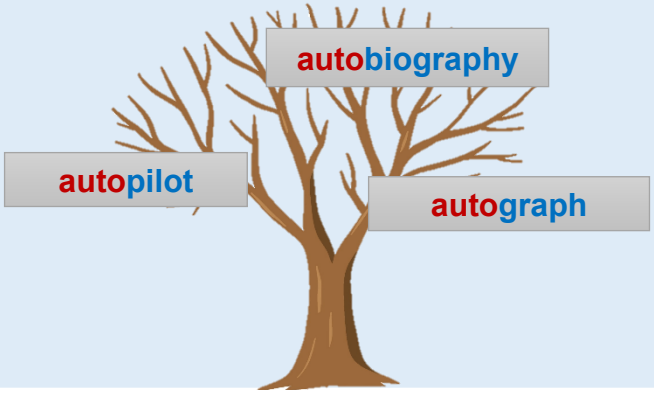
‘arch’ links with ‘ancient’



auto-

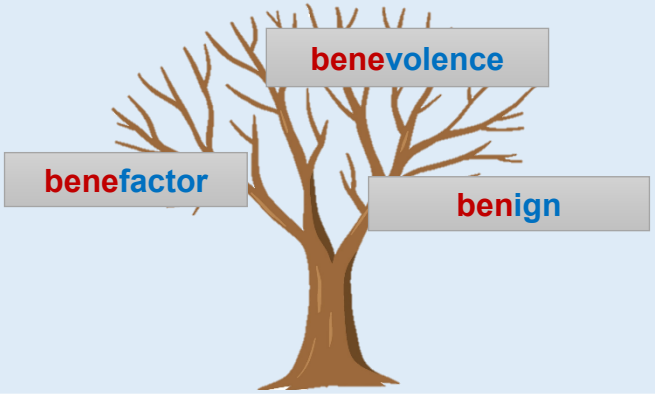
‘auto-’ means ‘self’ or ‘own’

*e.g. **pilot**: flies a plane > **auto**pilot: plane flies itself*



bene-

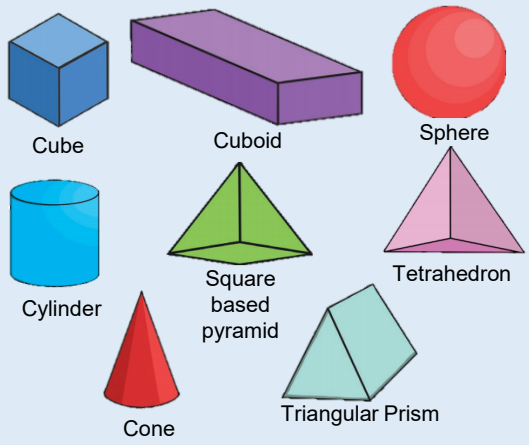
‘bene’ links with ‘well’ or ‘good’



Mathematics	Reasoning with Proportion	Year 9	Term 2

Those topics highlighted in yellow also appear in Science, Geography or Technology

1 – 3D Shapes



2 – Geometric Language

faces: flat surfaces on a solid 3D shape

vertex: a point where two or more edges (3D) or sides (2D) meet, a corner

edge: where two faces of a shape meet

prism: a 3D shape that has identical end faces, flat faces and the same cross section all along its length

cross section: of a prism is the shape revealed by a straight cut through it

polygons: 2D shapes made up only of straight sides

plan view: view of an object from above it

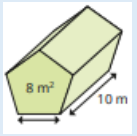
side elevation: looking at an object from a side

front elevation: looking at an object from the front

3 – Volume and Surface Area

volume: the amount of space that a 3-dimensional object takes up. Volume is measured in **cubic** units e.g. cm^3

To find the **volume** of a **prism** you multiply the area of the **cross section** by the length



surface area: area that covers the outside of a 3-D shape, calculated by finding the total area of all its surfaces. Surface area is measured in square units e.g. m^2

net: 2-D layout of a 3-D shape's faces that can be folded to create the 3-D shape

4 – Congruency

congruent: shapes that are exactly the same size

To prove that two triangles are congruent you must use one of the four reasons:

- **SSS** (Side Side Side) – All the sides are the same size
- **ASA** (Angle Side Angle) – An angle, a side, and another angle are the same size
- **SAS** (Side Angle Side) – A side, an angle and another side are the same size
- **RHS** (Right angle Hypotenuse Side) – There is a right angle and the hypotenuse, and another side are the same size

5 – Constructions

locus: a path of points that follow a rule

construct: draw a shape using only a pair of compasses and a ruler

equidistant: points are the same distance from a point

bisecting: an angle or a line is to cut it into two equal parts

perpendicular: lines that intersect at a right angle

Some examples of constructions are:

- An angle bisector
- A perpendicular bisector
- Perpendicular line from a point
- Constructing different types of triangles

6 – Key Command Words

percentage: parts per 100, the symbol is %

operation: a mathematical process e.g. +, -, ×, ÷

simplify: write it in its most compact form

solve: to find the answer of a given equation. We can solve equations by using inverse operations.

inverse: the inverse of something is its exact opposite e.g. Addition is the inverse of subtraction.

expand: to multiply each term in the bracket by the expression outside the bracket

Numeracy | Year 9 | Term 2

1 – Prisms and Cylinders

Cube	6 square faces 12 edges 8 vertices	**Sphere**	1 curved surface 0 edges 0 vertices
Cuboid	6 faces 12 edges 8 vertices	**Triangular prism**	5 faces 9 edges 6 vertices
Square-based pyramid	5 faces 8 edges 5 vertices	**Cylinder**	2 circular faces 1 curved surface 2 curved edges 0 vertices

2 – Perimeter

The perimeter is the boundary of a 2-dimensional shape.

e.g. The perimeter of this rectangular field is the length of the fence that would need to go around it.

The perimeter is 20 + 15 + 20 + 15 = 70 metres

3 – Metric Conversions - Distance

1 kilometre (km) = 1000 metres

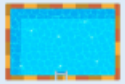
1 metre (m) = 100 centimetres
= 1000 millimeters (mm)

1 centimetre (cm) = 10 millimetres

Things you might measure

mm

cm

 m

km

4 – Prime Numbers

Numbers that only have two different factors

e.g. 2 can be only be made by multiplying 1 and 2 (two different integers).

1 is not a prime number as it can only be made by multiplying 1 and 1 which are not different.

4 is not a prime number as it can be made by multiplying 1 and 4 but also 2 and 2 (more than 2 integers).

The first 10 prime numbers are:
2, 3, 5, 7, 11, 13, 17, 19, 23, 29

5 – Ordering Decimals

To order decimals place them underneath each other with the decimal point in the same place.

You can then see which order they should be placed in

e.g. order these numbers from smallest to largest
0.2 0.02 0.22 0.202

- Write them underneath each other
- Fill any spaces with zeros
- Now you can see which is the smallest

0	.	2	0	0
0	.	0	2	0
0	.	2	2	0
0	.	2	0	2

So, the correct order is
0.02 0.2 0.202 0.22

6 – Time Calculations

The key to working with time is to understand the following

1 minute = 60 seconds

1 hour = 60 minutes

1 day = 24 hours

If you needed to catch a bus at 13.05 and it took you 13 minutes to walk to it what time would you need to start.

13.05 ↓ -5 minutes
13.00 ↓ -8 minutes
12.52

Music	Samba	Year 9	Term 2

1 The Elements

DR.P.SMITH

dynamics: the term used for the volume

rhythm: a group of different note lengths

pitch: how high or low the notes sound

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 Rhythm names

Crotchet A note worth one beat.
Crotchet Rest A rest showing one beat of silence.

Quaver A note worth half a beat.
Quaver Rest A rest showing half a beat of silence.

Semiquaver A note worth a quarter of a beat.
Semiquaver Rest – A rest showing a quarter of a beat of silence.

Minim A note worth two beats.
Minim Rest A rest showing two beats of silence.

Dotted Note A note with a dot that adds half of its value to its length.

3 Key Vocabulary

Pulse Continuous steady beats

Polyrhythm Two or more different rhythms played at the same time.

Unison Everyone plays or sings the same note or tune together.

Call and response One part plays or sings a musical "question" and another part replies.

Syncopation Rhythms that stress the off-beats to create a jumpy or unexpected feel.

Improvisation A melody or rhythm made up on the spot (without preparation)

Ostinato A short musical pattern that repeats over and over.

Sambista The leader of a samba group

4 Instruments

Surdo A large bass drum that keeps the main beat.

Agogô A pair of metal bells hit with a stick.

Tamborim A small drum played with a thin stick.

Caixa A snare drum that plays fast, repeated rhythms.

Guiro / Reco-Reco A scraped instrument that adds texture to the rhythm.

Repinique A metal drum that produces many different tones.

PE	Fitness	Year 9	Term 2

1— Circuit Training

circuit training: a training method involving a series of exercise stations completed one after another

- Develops cardiovascular endurance and muscular endurance.
- Exercises can target different muscle groups.
- Work periods are followed by rest periods.
- Intensity can be increased by reducing rest or increasing work time.
- Examples include press-ups, squats, planks and shuttle runs.

2 – Cooper Test

cooper Test: a 12-minute fitness test used to measure cardiovascular endurance

- Aim to cover the greatest distance possible in 12 minutes.
- Measures aerobic fitness.
- Requires good pacing throughout the test.
- Results can be compared against national standards.
- Used to monitor fitness improvements over time.

3 – Fartlek

Fartlek training: a training method that varies between different speeds and intensities

- Combines jogging, running and sprinting.
- Improves cardiovascular endurance and speed.
- Mimics the demands of many team sports.
- Can be adapted to suit all abilities.
- Helps improve recovery between high-intensity efforts.

4 –Safe Exercise

<u>Golden Rules</u>

- Warm up before exercise.
- Cool down after exercise.
- Check equipment before use.
- Use correct technique at all times.
- Report pain or faulty equipment immediately.

5 - Components of Fitness

components of fitness: the different aspects of fitness needed to perform effectively in sport and physical activity

cardiovascular endurance – the ability of the heart and lungs to supply oxygen to working muscles over a prolonged period
muscular endurance – the ability of a muscle or muscle group to repeatedly contract without tiring
muscular strength – the maximum force a muscle can produce
flexibility – the range of movement possible at a joint
speed – the ability to move quickly from one place to another

RS	Sikhi Beliefs and Practices	Year 9	Term 2

1 – The Khalsa

Guru Gobind Singh: the last of the 10 human Guru's
Waheguru: wonderful Lord/wonderful teacher
Seva: selfless service
Panj Pyare: the beloved ones
Khalsa: Community of committed Sikhs
Guru Gobind Singh asked for volunteers who were willing to show complete dedication to God.
Five men came forward and became known as the Panj Pyare. They were the first members of the Khalsa.
Guru Gobind Singh then asked the Panj Pyare to initiate him, showing that all members of the Khalsa are equal.
The Khalsa is important because:

- It helps Sikhs show their commitment to their faith.
- It promotes courage, service, and equality.
- It unites Sikhs around the world.

2 – The 5K's

Khalsa: Community of committed Sikhs
Five Ks: Five symbols worn by initiated Sikhs.
Guru Gobind Singh: the last of the 10 human Guru's

The Five Ks are five special items worn by members of the Khalsa. They were introduced by Guru Gobind Singh in 1699 and remind Sikhs of their commitment to God and Sikh teachings.

Why Are the Five Ks Important?

- Show commitment to the Sikh faith.
- Give Sikhs a clear identity.
- Remind Sikhs to live according to Sikh values.
- Symbolise equality, courage, and service.

3 – The 5K's

Khalsa: Community of committed Sikhs
Five Ks: Five symbols worn by initiated Sikhs.

1. Kesh – uncut hair, It shows respect for God's creation. Many Sikhs cover their hair with a turban.
2. Kangha – wooden comb. Reminds Sikhs to keep clean and organised. Symbolises discipline.
3. Kara – steel bracelet worn on the wrist. Reminds Sikhs that God is eternal (has no beginning or end).Encourages Sikhs to do good deeds
4. Kachera – special cotton shorts. Symbolises self-control and modesty. Reminds Sikhs to live morally.
5. Kirpan – ceremonial sword. Represents courage and justice. Reminds Sikhs to protect the weak and stand up against injustice.

4 – Pilgrimage

Pilgrimage: a journey to a place of religious or spiritual significance

Pilgrimage is not compulsory for Sikhs to complete. Therefore, some may go on pilgrimage whilst others may not. Many Sikhs choose to visit important Sikh sites to strengthen their faith.

Why do Sikhs go on pilgrimage:

- Feel closer to Waheguru (God).
- Pray and meditate.
- Show commitment to their faith.
- Learn more about Sikh history.

5 – Pilgrimage: The Golden Temple

Pilgrimage: a journey to a place of religious or spiritual significance
Harmandir Sahib: The Golden Temple

Harmandir Sahib is the holiest site for Sikhs to go on pilgrimage to. It is located in Amritsar, India.

Harmandir Sahib was founded by Guru Arjan Dev Ji (5th Guru).

Every year, around 30 million people visit it to pray, listen to hymns, perform seva (selfless service), and feel closer to Waheguru.

6 - Pilgrimage: Anandpur Sahib and Nankana Sahib

Pilgrimage: a journey to a place of religious or spiritual significance
Khalsa: Community of committed Sikhs
Vaisakhi:

Anandpur Sahib:
Home of the Khalsa,
founded by Guru Gobind Singh Ji in 1699.
Many Sikhs visit during the festival of Vaisakhi.

Nankana Sahib (Pakistan):
Birthplace of Guru Nanak, the first Sikh Guru.
One of the most important historical sites in Sikhi.

Science	Effect of Drugs, Forming Equations, Light Waves	Year 9	Term 2

B1 – Nervous System

Key Vocabulary

Brain: part of your body that controls everything you do

Spinal Cord: a bundle of nerves in your back, it sends messages between your brain and body

Nerve Cell: (or neuron) is a cell that carries messages around your body

Receptor: part of your body that detects a stimulus like light, sound, or pressure

Effector: part of your body that does something in response to a stimulus, like a muscle moving

B2 – Effects of Drugs

Key Vocabulary

Drug: a substance that changes how your body or mind works.

Recreational Drug: a drug people take for fun, not for medical reasons, some can be harmful or illegal

Hallucinogen: a drug that makes you see, hear, or feel things that aren't really there

Stimulant: a drug that speeds up the brain and makes you feel more awake or alert

Depressant: a drug that slows down the brain and can make you feel relaxed or sleepy.

C1 – Chemical Equations

Key Vocabulary

chemical reaction: a process which involves the rearranging of atoms to form new a substance

symbol equation: using symbols to represent the reactants and products in a reaction

state symbol: a symbol used to tell you the state of matter of a substance *e.g., solid (s), liquid (l), gas (g) and aqueous (aq).*

reactant: the substances at the start of a reaction

product: the substances formed at the end of a reaction

C2 – Conservation of Mass

Key Vocabulary

the law of conservation of mass: matter is neither created nor destroyed during chemical or physical changes

compound: a substance containing 2 or more different particle chemically joined together

balanced equation: a symbol equation to show the same number of atoms of each element in the reactants and products

element: a substance made of one type of particle

P1 – Properties of Light

transverse wave: oscillations are perpendicular to the direction of wave travel

medium: the substance which the wave is travelling through

reflection: the return of a wave from a surface

refraction: the change in direction of a wave passing from one medium to another with a different density

absorption: the transfer of energy of a wave to matter as the wave passes through

incident ray: the ray of light travelling towards a surface

reflected ray: the ray of light travelling away from the surface due to the process of reflection

P2 – Lenses & Filters

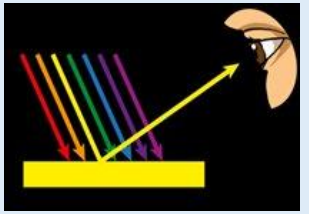
Key Vocabulary

convex lens: a piece of transparent material with a surface that curves outwards to refract and focus light

prism: a 3D shape that has straight edges

white light: contains all the colours

e.g., The object is yellow as the object absorbs all colours of the visible light spectrum except yellow light. This is then reflected into your eye making the object appear yellow.



Technology	Food and nutrition	Year 9	Term 2

Making Pancakes

batter - a mixture containing flour, eggs and milk.

TSP – teaspoon

TBSP - tablespoon

sift - to put a fine or loose powdery substance, through a sieve to remove lumps or large particles.

fish slice - equipment used to turn a food product over.

Functions of flour

structure- a structure is something of many parts that is put together.

flour- flour is a powder made by grinding raw grains, roots, beans, nuts, or seeds.

self-raising flour- flour that contains the grain of the wheat plant and baking powder.

plain flour- flouring containing just the grain of the wheat plant, no raising agent is added.

strong white bread flour - strong white bread flour is made from 'hard' wheat varieties which are high in gluten.

Cooking skills

knife – a piece of equipment used for cutting and chopping

brown chopping board - used for vegetables

green chopping board - used for fruit and salad

yellow chopping board - use for cooked meats

oregano - a type of herb.

basil – a type of herb.

Types of raising agent

expanding - to become or make larger or more extensive

raising agents - in baking, a substance added to dough to make it rise.

different types of raising agents - we split the raising agents into four categories: Biological, Chemical, Mechanical and Lamination.

yeast - yeast is a living organism, a type of fungus, yeast is an example of a biological raising agent.

biological raising agent - microorganism, known as a type of fungus used to make food rise.

Types of raising agent

chemical raising agent - chemicals used in baking to make something rise. Two chemical raising agents are: Baking powder and bicarbonate of soda. Once these powders are mixed with a liquid and heated, they produce carbon dioxide gas.

physical raising agent - a raising agent methods involving physical movement.

lamination - lamination is a procedure where the fat and dough is folded and rolled.

Coagulation

solidify- make something change from a liquid to a solid structure.

coagulation - coagulation is the change in the structure of protein (from a liquid form to solid) brought about by heat, mechanical action or acids.

mechanical Action - completed by physical movement, eg. Whisking.

irreversible- impossible to reverse or undo

appearance - the way something looks.

texture - the way something feels.

Weekly Wellbeing	Healthy Relationships - Families	Year 9	Term 2

1 – Healthy Relationships

relationships: the way in which two or more people know each other and are connected
domestic: within the home or close family unit
consent: permission for something to happen or agreement to do something:

- There are many different types of relationships: family relationships, friendships, people we work with or go to school with, romantic relationships
- All relationships should be healthy
- Healthy relationships include honesty, trust, respect and an ability to speak without fear
- In a healthy relationship, there should not be fear of another person

2 – Types of Families

family: a group of two or more people related by birth, marriage, adoption or people living in the same household

divergent: things that are different from expected

- There are many different types of family and it's important to respect all of them
- There are families such as stepfamilies; single-parent families; families headed by two unmarried partners, either of the opposite sex or the same sex; adoptive families; foster families; and families where children are raised by their grandparents or other relatives

Every family is different and there is no 'normal' type of family. Family should provide love, care, support and security regardless of their structure.

3 – Family Changes and Dealing with Conflict

divorce: the legal end of a marriage

conflict: a serious disagreement or argument

- Sometimes when there is conflict in relationships, families change as relationships change
- Nobody has the right to harass or harm someone else because they end a relationship

support: help with a situation

- Everyone should feel safe with adults and children inside and outside of their family
- Everyone has a right to help if they need support when dealing with conflict

4 – AI Literacy and Deep Fakes

artificial Intelligence: is technology that allows computers to perform tasks that normally require humans.

deep fakes: a photo, video or audio recording that has been created using AI to make it look or sound real.

Deep fakes can be fun and creative, but they can also be used to spread false information, scam or bully people.

It is illegal to create sexually explicit deep fakes or anyone under the age of 18 and to create and share them of someone over the age of 18 without their consent.

AI is a tool and can be used for positive purposes, but it should be used responsibly, and the information is not always correct.