

C1 Knowledge Organiser - Year 9

Name:

Advisory:

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Year 9 Homework Overview

Day	Subject	Type
Monday	Geography and History	RCWC in homework booklet half page Spellings
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader Spellings
Thursday	Science	Sparx Science
Friday	English (1/2 page) Spanish or Mandarin (1/2 page)	RCWC in homework booklet

Section 1: Revision			
Foreshadowing	A warning or indication of (a future event).		
Flashback	A scene in a film, novel, etc. set in a time earlier than the main story.		
Imagery	Description used to create an image in the reader's mind.		
Irony	A situation an event that seems deliberately contrary to what one expects.		
Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.		
Section 2: Gothic Context		Section 3: Gothic Conventions 1	
The Victorian Era	The period from 1837 to 1901 when Queen Victoria reigned over the British and their Empire. A time famous for industrial growth and innovation as well as many social challenges	extreme landscapes	Dark, wild, and treacherous place full of wrathful weather , malevolent forests , and ghostly graveyards
Science vs Religion	Growing scientific discovery and understanding of the natural world, including the publication of Charles Darwin's evolutionary theories (1859), concerned many people.	abandoned buildings	Haunted houses , cobwebbed castles, derelict churches fallen into disrepair
Increased Literacy and the birth of the novel	The Elementary Education Act (1880) made school compulsory for all children aged 5-10 ; more people could read and printing books became much cheaper	omens, portents, visions	A character may have a disturbing dream, vision , or some phenomenon may be seen as a portent of coming events.
The Penny Dreadfuls and Shilling Shockers	Cheap and sensational weekly magazines featuring detectives, criminals, and the supernatural	terror	suspenseful feelings of fear, fear of death , shock, dread, or disgust in the reader
Section 4: Gothic Vocabulary 1		Section 5: Gothic Conventions 2	
Gothic fiction	a genre of literature and film that covers horror, death and at times romance	atmosphere of mystery and suspense.	The work is pervaded by a threatening feeling, a fear enhanced by the unknown .
metonymy	is a subtype of metaphor , in which something (like rain) is used to stand for something else (like sorrow)	Femme Fatale	French for " fatal women ," is a being of sexuality and femininity, enchantment and mystery. The femme fatale is often seen as destructive and transforming
tension	1. mental or emotional imbalance . 2. opposition between two individual parties or people.	Woe (noun)	Great sorrow or distress.
doppelganger	an apparition or double of a living person	Byronic Hero	flawed, typically rebellious, arrogant , anti-social or in exile, and darkly, enticingly romantic
supernatural	(of a manifestation or event) attributed to some force beyond scientific understanding or the laws of nature.	supernatural or inexplicable events	dramatic, amazing events occur, such as ghosts or giants walking, or inanimate objects (such as a suit of armour or painting) coming to life

Section 6: Gothic Themes 1		Section 7: Gothic Vocabulary 2	
madness	the character usually has a psychological imbalance and behaves irrationally and in a disturbing manner	grotesque	things that are very strange and ugly in an unnatural way.
the body and its parts	Gothic literature is fascinated by abnormal or distorted body parts or with dissection and the recreation of the human body	duality	the quality or condition of being two .
death	Gothic literature is obsessed with death, presenting constant portents of death, unnatural deaths , and series of deaths, all of which contribute to an atmosphere of horror	aesthetic	concerned with beauty or the appreciation of beauty
fear	fear is ubiquitous : suspenseful feelings of fear, fear of death , fear of the unknown	duplicity	deceitfulness/ lies .
physical danger	physical imprisonment or entrapment , claustrophobia, torture , danger of death and physical assault are commonplace	prodigious	remarkably or impressively great in extent , size, or degree. Or, in the archaic form, unnatural or abnormal.
Section 8: Gothic Themes 2		Section 9: Identity Poetry Vocabulary 1	
differences in power	the Gothic world is fascinated by violent differences in power, and its stories are full of constraint , entrapment and forced actions	identity	no two people are alike ; we are individuals with unique talents, interests and values
isolation	Characters often feel mentally incarcerated or trapped inside their own feelings of loneliness , despair , desperation and difference	stereotypes	a simplified conception or image of a particular group
guilt	guilt and sin repeatedly appear in gothic literature, usually in reference to some crime committed or secrets kept	discrimination	treatment against a person based on group, class or category they fall into
being haunted by the past	characters are often attempting to run from a sinful or criminal past from which they fear reprisal and often have recurring nightmares or think they can see figures from their past	prejudice	an unfavourable opinion formed beforehand without knowledge
		marginalise	relegate to a lower or outer edge

Section 10: Identity Poetry Vocabulary 2		Section 11: Poetic Devices and Terminology 1	
culture	all the knowledge and values shared by a society	stanza	a group of lines organised together in a poem
emancipation	The act of becoming free from legal, social or political restrictions; liberated	enjambment	the running over of one line onto another
inclusion	the act of making a part of something	caesura	a pause in the middle of a line
ideology	an orientation that characterises the thinking of a group	<u>anastrophe</u>	use of commas between words / phrases or clauses for effect
pride	deep pleasure and satisfaction from one's achievements	imagery	visually descriptive or figurative language

Section 12: Poetic Devices and Terminology 2		Section 13: Cycle 1 Key Vocabulary	
juxtaposition	where two or more ideas, places, actions or characters are placed side by side	tension	1. mental or emotional imbalance. 2. opposition between two individual parties or people.
allusion	an indirect or passing reference to something	ideology	an orientation that characterises the thinking of a group
tone	mood of a text created by language choices	aesthetic	concerned with beauty or the appreciation of beauty
metaphor	comparison of two things by stating one thing as another	marginalise	relegate to a lower or outer edge
refrain	repeated lines throughout a poem	prejudice	an unfavourable opinion formed beforehand without knowledge

Section 1 – Structure of Atoms W.B. 31 st August	
Atoms	All substances are made of atoms. Radius of atom = 0.1 nm (1×10^{-10} m)
Protons	Mass = 1, charge = +1, location = nucleus.
Neutrons	Mass = 1, charge = 0, location = nucleus.
Electrons	Mass = very small, charge = -1, location = shells.
Nucleus	Most of the mass is concentrated here. Positively charged. Radius of nucleus = 1×10^{-14} m (1/10000 of radius of atom).
Shells / Energy Levels	1 st shell = 2 electrons max, 2 nd shell = 8 electrons <u>max</u> , 3 rd shell = 8 electrons max.
Overall Charge on Atom	Zero charge (neutral) because proton charge = +1, electron charge = -1. Same number of protons and electrons so charges cancel out.
Section 2 – Atomic Number, Mass Number and Isotopes W.B. 7 th September	
Atomic number	Number of protons. (Also gives number of electrons)
Mass number	Total number of protons and neutrons.
Isotopes	Atoms of the same element with same number of protons and different numbers of neutrons.
Relative Atomic Mass (A_r)	The weighted average of the masses of <u>all</u> of the isotopes of an element
Calculating A_r	1. Multiply each mass by the % abundance. 2. Add them up. 3. Divide by 100.

Section 3 – History of the Atom W.B. 14 th September	
Dalton's Model	Described atoms as tiny solid spheres.
Plum Pudding Model	Described atoms as a ball of positive charge with negative electrons stuck in it.
Rutherford's Experiment	Fired positive alpha particles at a thin sheet of gold.
Rutherford's Result	Most alpha particles went straight through or slightly scattered. Very small number deflected back.
Rutherford's Explanation	Nucleus is tiny and positively charged. Most of the atom is empty space. Cloud of negative electrons surround nucleus.
Bohr's Nuclear Model	Discovered that electrons orbit the nucleus in fixed shells.
Protons & Neutrons	Rutherford discovered protons. Later, Chadwick discovered neutrons.
Section 4 – Elements Compounds Mixtures and Separation W.B. 21 st September	
Element	A substance made up of one type of atom.
Compound	A substance made up of two or more types of <u>atom</u> chemically joined together.
Mixture	A substance made up of two or more substances <u>mixed together</u> but not chemically joined.
Filtration	Separates an insoluble solid from a liquid using filter paper.
Evaporation	Heat solution to evaporate liquid until dry crystals are left.
Crystallisation	Heat solution until crystals form, leave to cool, filter out crystals and leave to dry.
Distillation	Separates out a liquid from a mixture. Liquid evaporates then condenses. Two types – simple and fractional.
Chromatography	Separates a mixture of coloured liquids.

GCSE Science

Chemistry C1 – Atomic Structure

Section 1 – Modern Periodic Table W.B. 28 th September	
Periodic Table	118 elements in order of atomic number.
Groups	Vertical columns. Contain elements with similar chemical properties.
Group number	Tells you the number of electrons in the outer shell.
Periods	Horizontal rows.
Period Number	Tells you the number of shells.
Metals	Found on left side. Conductors of heat and electricity, strong, malleable and high melting and boiling points.
Non-metals	Found on right side. Insulators of heat and electricity, dull, brittle, lower melting and boiling points.
Section 2 – Development of Periodic Table W.B. 5 th October	
Early tables	Fewer elements (e.g. no noble gases). Arranged in order of atomic weight (no knowledge of atomic number yet).
Newland's table	Not well accepted. Elements in same group often had different properties, some boxes had 2 elements.
Mendeleev's table	Well accepted. Left gaps for undiscovered elements and switched places of some to ensure elements with similar properties in same group.
Mendeleev's predictions	Used table to predict properties of undiscovered elements. Turned out to be correct.

Section 3 – Group 1 Alkali Metals W.B. 12 th October	
Properties	Soft, low density, shiny when cut but quickly go dull when they react with oxygen in air.
Reactions with water	Vigorous reactions - produce an alkaline solution. metal (s) + water (l) → metal hydroxide (aq) + hydrogen (g)
Reactions with chlorine	Produce a white metal chloride salt. metal (s) + chlorine (g) → metal chloride (s)
Reactions with oxygen	Forms dull metal oxide layer. metal (s) + oxygen (g) → metal oxide (s)
Trends down the group	Increasing reactivity and decreasing melting and boiling points.
Section 4 – Group 7 Halogens W.B. 2 nd November	
Properties	Fluorine = pale yellow gas, chlorine = yellow-green gas, bromine = red-brown liquid, iodine = grey solid with purple vapour.
Diatomic Molecules	Made of pairs of atoms → F ₂ , Cl ₂ , Br ₂ , I ₂ .
Trends down the group	Decreasing reactivity and increasing melting and boiling points.
Reactions with metals	React with metals to form metal halide salts.
Displacement Reactions	A more reactive halogen can displace a less reactive halogen from its salt.
Section 5 – Group 0 Noble Gases W.B. 9 th November	
Properties	Inert (very unreactive), colourless gases, non-flammable.
Electrons	Full outer shell of electrons → very stable → do not react.
Trends down the group	Increasing boiling point.

GCSE Science

Chemistry C1 – Periodic Table

Section 1 – Cell Structure and Specialised Cells		W.B. 16 th November
Eukaryotic Cell	Complex cell with a nucleus.	
Prokaryotic Cell	Small simple cell with <u>no</u> nucleus.	
Prokaryotic DNA	Stored as single DNA loop or small rings (plasmids) .	
Ribosomes	Where proteins are synthesised .	
Cell Wall	Made of cellulose -> strengthens plant and algal cells.	
Sperm cells	Fertilise egg cells. Carry male DNA . Tail for swimming . Many mitochondria . Enzymes in head. Half a set of DNA .	
Nerve cells	Carry electrical signals . Long and branched at the ends.	
Muscle cells	Specialised for contraction . Cells are long and contain many mitochondria .	
Root hair cells	Absorb water and minerals from the soil. Root hair projections provide a large surface area . No chloroplasts .	
Xylem Cells	Form tubes that transport water and minerals around plant -> dead cells -> no end walls .	
Phloem Cells	Form tubes that transport dissolved food around plants -> <u>living</u> cells -> small pores in end walls.	

Section 2 – Microscopy		W.B. 23 rd November
Magnification	Higher magnification = larger image.	
Resolution	Higher resolution = clearer image.	
Equation	Magnification = Image size / Actual size	
Units	From mm to µm x 1000 . From µm to mm ÷ 1000 .	
Preparing an Onion Slide	Peel thin layer with tweezers -> place on slide -> add iodine stain -> lower cover slip gently to avoid bubbles.	
Using a Light Microscope	Place on stage -> use lowest power objective lens -> adjust with course focus then fine focus -> repeat with higher magnification if needed.	
Electron Microscope	Higher magnification and resolution than a light microscope.	

Section 3 – Cell Cycle and Stem Cells		W.B. 30 th November
Chromosomes	Molecules of DNA , 23 pairs found in nucleus , carry genes .	
Cell Cycle	Three stages -> growth & DNA replication , mitosis and cell division .	
Growth & DNA Replication	Cell grows -> number of subcellular structures increases -> DNA replicates -> forms X shaped chromosomes .	
Mitosis	Cell division. Chromosomes line up in centre -> pulled apart by fibres -> two nuclei formed -> cytoplasm and cell membrane divides . Creates two identical daughter cells .	
Differentiation	Process by which cells become specialised .	
Stem Cells	Undifferentiated cells -> can become different types of <u>cell</u> .	
Embryonic Stem Cells	Grown in lab -> made to specialise -> used to replace faulty cells -> treats disease e.g. diabetes and spinal damage .	
Adult Stem Cells	Cells transferred from bone marrow -> replaces faulty blood cells in patient.	
Plant Stem Cells	Found in meristems (tissues in the tips of roots and <u>shoots</u>) -> used to produce clones of rare species and crops with desired features (e.g. disease resistance).	

Section 4 – Cell Transport		W.B. 7 th December
Diffusion	Net movement of particles -> from a higher to lower concentration -> down a concentration gradient .	
Osmosis	Net movement of water molecules -> across a partially permeable membrane -> from a dilute to a concentrated solution	
Active Transport	Movement of particles -> from a lower to higher concentration -> against a concentration gradient -> requires energy .	
Factors that Increase Rate of Cell Transport	Steeper concentration gradient, larger surface area, shorter diffusion pathway.	

GCSE Science

Biology B1 – Cell Biology

Section 1: W/C 31 st August		Section 3: W/C 7 th September	
Urbanisation is...	The increase in people living in towns and cities	Urban growth is happening more in LICs/NEEs due to.... Causes of urban growth in Rio...	Rural to urban migration: Industrial revolution = lots of people move from rural to urban areas = rapid urbanisation.
Urban growth is caused by...	Natural increase and rural to urban migration.		Natural increase: High birth rate (lack of contraception) = more babies/people in city
A megacity is...	An urban area with over 10 million people living in it.		Rural to urban migration: Migrating from Amazon basin to Rio for jobs and development
Natural increase is...	If a country has a higher birth rate than death rate (more babies than deaths = more people)		International migration: Globalisation = migrating from Portugal due to common language

Section 2: W/C 1 st September		Section 4: W/C 14 th September	
Rural to urban migration is...	The movement of people from the countryside to cities. It is caused by push factors (pushing people out of rural areas) and pull factors (pulling people to cities).	Rio is important regionally because...	It is a major centre for jobs, services, and transport in south-east Brazil.
Push factors are....	Factors that push people out of an area. Negative factors that make people want to leave an area. E.g. war, drought, no jobs	Rio is important nationally because...	It is one of Brazil's largest cities and an important centre for tourism, industry, and culture. 6% of all jobs in Brazil
Pull factors are....	Factors that pull people out of an area. Negative factors that make people want to leave an area. E.g. tertiary jobs, developed hospitals, good schools	Rio is important internationally because...	It is a world-famous tourist destination and has hosted global events such as the 2016 Olympic Games and the 2014 FIFA World Cup .

Section 5: W/C 21st September

Water supply	90% have access to clean water and with 7 water treatment plants	“How urban industrial areas can be a stimulus for economic development” Multiplier effect - Jobs = higher disposable income = increase consumptions = taxes = GDP = investment = TNCs = more jobs.	5% of Brazil’s GDP is contributed from Rio
Healthcare	Life expectancy in Rio reaches 80 years old (63 on average)		6% of Brazil’s jobs are in Rio. E.g. finance, banking and clothing.
Education	Grants have been given for children to attend school. 95% of children aged 10+ can read and write		An industrial factory is steel works in the North Zone
Energy	60km of energy lines = domestic and industrial		TNC = Petrobras. 5 ports to export coffee, sugar and iron

Section 6: W/C 28th September

Squatter settlements (favelas)	Overcrowded – 1.5 million in favela’s Lack of infrastructure – 30% houses without sewages systems and 50% without official street addresses Income – Favela incomes are 60% lower than Rio	Air pollution	Cars & growth of factories = 5000 deaths per year. Expanding metro (public transport) and creating toll roads that you pay to use = less cars on roads.
Water, energy and sanitation	10% of people do not have access to fresh piped water. 30% do not have electricity and power cuts are common	Water pollution	200 tonnes of raw sewage pour into Guanabara Bay each day. 12 new sewage works and 5km of sewage pipes installed and ships are fined for discharging fuel in bay.
Health and education	45% of people don’t have access to a doctor. 50% of students drop out of school aged 14+	Waste pollution	A lack of waste disposal = rubbish on streets. New biogas power plant makes energy from rubbish. It consumes 30 tonnes of rubbish each day.
Unemployment and crime	They are low paying and 20% of people are unemployed. 2% murder rate – traffic drugs and guns		

Section 7: W/C 5th October

Ecosystem	A natural system made up of plants, animals and the environment. Larger ecosystems, on a global scale, are known as biomes, such as tropical rainforest or the desert.
Producer	Organisms that get their food from the natural environment (<i>photosynthesis</i>)
Consumer	Organisms that feed on other organisms (producers and consumers)
Decomposer	They break down the litter and recycle the nutrients back to the soil.
Nutrient Cycle	The movement of nutrients around an ecosystem.

Section 8: W/C 12th October

Example of a small-scale ecosystem in the UK:	Freshwater pond., Daisy Nook
Producers in a freshwater pond:	Algae
Consumers in a freshwater pond:	Frog and heron
Humans affect the freshwater pond by:	Farmers add fertilisers to their fields which leach into ponds. This causes a rapid growth of algae = sunlight and oxygen are depleted = fish and wildlife in ponds die.
Climate change affects the pond:	Extreme weather is a common impact of climate change = more droughts = ponds dry up.



Section 9: W/C 2 nd November		Section 10: W/C 11 th November	
Location:	Deserts are located along the Tropic of Cancer & Tropic Capricorn	Cactus	1. Shallow but widespread roots = soak water up before evaporated from a large area 2. Succulent: store water in the stems. Waxy coating to help reduce water loss through transpiration
Climate:	Hot (40°C) and dry (<250mm)	Joshua Tree	1. Deep roots (30ft) to reach water deep under the ground 2. Small needle to stop being eaten and to reduce water loss through transpiration
Soil:	Shallow, dry, infertile	Camel	1. Triple eye lids and long eyelashes keep sand out of their eyes. 2. Store fat in their hump = energy
Biodiversity:	Deserts have low biodiversity.	Lizard	1. Their colour helps them camouflage (blend in) 2. Nocturnal – only come out at night when cooler.

Section 11: W/C 16 th November			
Challenges		Opportunities	
Extreme temperatures	40°C = too hot to live and grow crops. Temperatures too hot for tourists, so tourism is seasonal	Mining for oil and gas	+50% of Algeria GDP - Fly to work
Lack of water supply	Less than 250mm = lack of farming. Rainfall unpredictable	Energy (Solar)	+Morocco – building biggest solar power park to capture the 12 hours of sunlight per day. Size of 200 football pitches -10,000 gallons of water
Inaccessibility	No roads = Lack of transport = People and trade	Tourism	+8.5% of Egypt's GDP. Brings in money and jobs - Pollution
		Agriculture	+13% Egypt's income. The Aswan Dam provides Egypt with year-round water supply -Less water

Section 13: W/C 23rd November

Climate change	Climate change results in extreme weather, such as droughts = no plants = infertile soil. On average, it now rains less than it did 50 years ago
Over-grazing	Too many cattle and sheep eat the vegetation = the soil is no longer held together by the roots = vulnerable to soil erosion.
Over-cultivation	Population growth = more demand for food. As a result, land is being over-farmed. This uses up all the nutrients in the soil, leaving it dry and exposed to erosion.
Deforestation	Population growth = increased demand for fuel wood = increased deforestation. The roots therefore no longer bind the soil together and the nutrient cycle is stopped = soil becomes dry and exposed to erosion.
Climate change	Climate change results in extreme weather, such as droughts = no plants = infertile soil. On average, it now rains less than it did 50 years ago

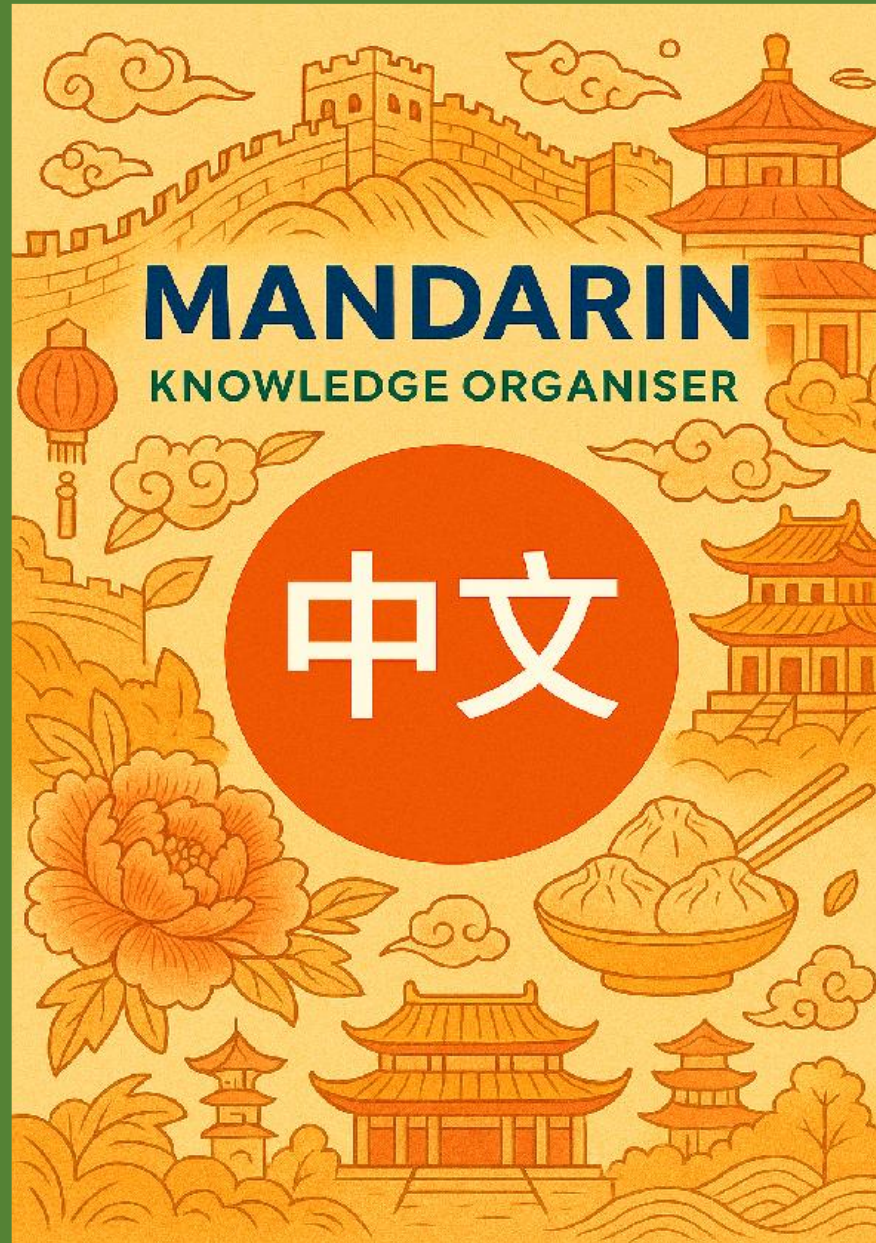
Section 13: W/C 30th November

Afforestation (planting trees)	The roots also help to hold the soil together and prevent erosion. When the plants/leaves die, their nutrients are giving back to their soil. E.g. Great Green Wall in Africa
Crop Rotation Grazing Rotation	Move the animals from place to place to reduce the amount of vegetation eaten or reduce the number of farm animals. This allows the soil time to repair and get their nutrients back.
Water Management	Use irrigation techniques that use very little water (e.g. drip irrigation)
Appropriate Technologies	Use cheap, sustainable and easily available materials Sand Dams: collect and store water in the wet season. Using Manure: animal manure is used to fertilise the soil by adding nutrients.

Section 1: The Political Spectrum (Part 1)		Section 2: The Political Spectrum (Part 2)	
The Political Spectrum	A straight line where we place different political ideas relating to how a country should be run. Comes from before the French Revolution of 1789 . If you wanted change you stood on the left . If you wanted things to stay the same, you stood on the right .		
Marxism	Marxism comes from Karl Marx, a German philosopher. He predicted that the working classes would rise in revolution. Every country would be communist – a classless, equal society.	Capitalism	Believe that people should have equality of opportunity . An unequal society is inevitable. Capitalists think that businesses should keep their profits through lower taxes .
Socialism	Socialists believe that society should become more equal , but that full equality is not realistic. They want higher taxes on the rich so that wealth can be redistributed . Socialists prioritise the welfare state – the NHS, police, education and benefits system.	Conservatism	Conservatives do not generally like change. They like traditions – like preserving the countryside, army and the monarchy. Conservatives are often patriotic and think that an individual's needs are not as important as that of the country.
Liberalism	People should have their freedoms protected by the government. These ideas are part of democracy. Individuals have freedom of speech , freedom of the press and freedom of religion. Liberals believe that the government should not interfere in their lives.	Far Right – Nazism and Fascism	Believe that some people should not have equal rights or protections because some are ' superior ' (better) than others. Believe (wrongly) that there is a hierarchy of races – Nazis believe that the Aryan race was better than others.
Section 3: How the Americans established democracy		Section 4: Significance of American Democracy	
Thirteen Colonies	The Thirteen Colonies were part of the British Empire. This was before the United States existed.	Republic	The US didn't want an unelected king to rule over them. A country that doesn't have a monarch is a republic .
Taxation	The Thirteen Colonies could only trade with other colonies in the British Empire. The Americans had no MPs in Parliament. This led to the phrase: ' no taxation without representation '.	President	The President would be elected (chosen) every four years . The first president was George Washington . Americans didn't want their government to interfere in their lives
Declaration of Independence	On 4th July 1776 , the US Declaration of Independence said that ' all men are created equal ' and that the colonies would create their own country, independent of Britain.	Constitution	The Constitution is the rules for stating how the country should be run. There would be a separation of powers . President : Could pass or veto (reject) laws. Congress : Can propose new laws and override Presidential veto. Supreme Court : Decides whether new laws should be allowed.
War of Independence	First shots were fired at Lexington in 1775 . The French and Spanish joined the USA against the British. The USA won in 1783 .		
Section 5: Causes of the Russian Revolution		Section 6: How the Bolsheviks seized power	
Nicholas II	Was the Tsar (Emperor) of Russia. He lacked the confidence and experience needed to rule Russia.	1917	On 2nd March 1917 Nicholas II abdicated (gave up the throne). A provisional (temporary) government was set up.
Autocracy	Means to have all the power in the hands of one man. Nicholas II believed in the divine right of kings – that God had chosen him.	Lenin	Vladmir Lenin was a Marxist and a communist. He was the leader of the Russian Communist Party (known as the Bolsheviks).
Unequal Society	Nearly 80% of all Russians were peasants. There was a massive wealth gap between the rich and poor.	Bolsheviks	The Bolsheviks wanted a revolution to create a classless society . They wanted to end the war and give power to the workers.
First World War	The war was a disaster for Russia. They suffered many defeats at the hands of the Germans. Nicholas II was blamed because he had made himself head of the Commander-in Chief of the army.	October Revolution	General Kornilov marched on Petrograd (St. Petersburg). He was defeated by the Red Guards (Bolshevik soldiers). The Red Guards then stormed the Winter Palace and took over Russia.

Section 7: How Stalin rose to power		Section 8: How Stalin modernised the economy	
Struggle for power	There were four possible successors to Lenin : Leon Trotsky, Nikolai Bukharin, Lev Kamenev and Joseph Stalin.	Goals	Russia had not gone through an industrial revolution – there were hardly any factories. Stalin also wanted a classless society .
Trotsky's mistakes	Trotsky was arrogant (overly self-confident). He didn't think that he would not need to ask others to support him to be leader.	Collectivisation	Small farms run by private individuals would be banned. Land would be collectively owned by everyone.
Lenin's will and testament	Lenin criticised everyone in his will. Stalin persuaded everyone else to not publish it, so the criticisms of him were never known.	Impact of collectivisation	Kulaks (slightly richer peasants) were arrested, sent to gulags or shot. Collectivisation led to famine in Ukraine, 3-5 million died .
Lenin's funeral	Lenin had been very popular. Stalin deliberately told Trotsky the wrong date for the funeral and presented himself as Lenin's heir.	Industrialisation	Stalin introduced targets for industry known as Five-Year Plans . Workers were told exactly how much they must produce.
Stalin's tactics	Stalin was known as ' the grey blur ' – no one knew how ambitious he was. He was the General Secretary and could recruit new members to the party who would support him.	Impact of industrialisation	Coal output rose from 60 million tons in 1930 to over 100 million tons by 1935. Steel production (needed to produce tanks and aircraft) increased from 4 to 19 million tons .
Section 9: Soviet Purges and Propaganda		Section 10: How the Chinese Communists won the Civil War	
Stalin's rule	Stalin felt that he needed to completely control the Russian people and terrorise them so they would not resist.	<u>Communists vs Nationalist</u>	Communists were led by Mao Zedong , a Marxist revolutionary. The Nationalists (KMT) were led by Chiang Kai-shek .
Terror (purges)	The secret police (NKVD) arrested, imprisoned (in gulags) and executed government officials, party bosses and army officers.	The Long March	The Communists escaped from Chiang's nationalist forces and retreated 6,000 miles to the north of China. It took 13 months . Only 8,000 of the original 36,000 survived.
Propaganda	Information designed to manipulate people. Posters showed happy workers and Stalin as a loving father figure of the nation.	Communist victory	Mao's Red Army took over the countryside and cities. Chiang Kai-shek fled to Taiwan. In 1949 , the Communists had won.
Section 11: Great Leap Forward		Section 12: Cultural Revolution	
Context	Mao wanted to bring in collectivisation and industrialisation .	Context	Mao felt that China was losing its ' revolutionary spirit '.
Problems	Grain quotas (targets) were too high. Backyard steel furnaces didn't make high quality steel. There was no opposition to Mao.	Actions	Mao told his Red Guards to attack people: practised old customs, respected old culture, still had old habits or believed in old ideas.
Consequences	The 'Great Leap Forward' led to a disastrous famine (shortage of food). It is estimated that perhaps 30 million people died.	Consequences	Mao's main target were his rivals in the Party. It is estimated that between 1 and 2 million people were killed.
Section 13: Deng Xiaoping's Reforms			
Context	When Mao died in 1976 , China was still desperately poor. 88% of people lived on the equivalent of less <u>than</u> \$2 per day . The Chinese economy was just 5% of the size of the United States. Deng Xiaoping became the new leader of China. He said that Mao was 'seven parts good, three parts bad'.		
Four Modernisations	Deng Xiaoping allowed capitalist ideas . This <u>meant</u> : stopping collectivisation, instead people could own their own land; allowing private businesses to be set up and introduced an open door policy – foreigners could now invest money in the Chinese economy.		
Consequences	Deng's reforms completely changed China. The economy grew on average 9.5% per year . China became the world's major manufacturing economy .		
Tiananmen Square 'Massacre'	In 1989 protests broke out in Beijing, the Chinese capital. The young thought that there was too much inequality and called for democracy to spread to China where the people would have freedom of speech. By May 1989 , the protests had spread to 400 cities . The Government decided to use the army to put down the protests. In Tiananmen Square in Beijing, troops fired on protestors where perhaps several thousand were killed. Democracy was not allowed .		

Mandarin – Please see the PDF document for a clearer view of the Chinese characters



Spanish

Week w/c 31 st August: Most important infinitive verbs				Week 2 w/c 7 th September: Key structures that MUST be followed by INFINITIVES			
<u>Ir</u>	To go	<u>Comprar</u>	To buy	<u>Suelo...</u>	I usually...	<u>Voy a...</u>	I am going to...
<u>Visitar</u>	To visit	<u>Ver</u>	To watch/to see	<u>Solemos...</u>	We usually...	<u>Vamos a...</u>	We are going to...
<u>Comer</u>	To eat	<u>Hablar</u>	To talk	<u>Me gusta...</u>	I like...	<u>Quiero...</u>	I want...
<u>Beber</u>	To drink	<u>Escuchar</u>	To listen	<u>Me chifla...</u>	I love...	<u>Me gustaría...</u>	I would like...
<u>Hacer</u>	To do	<u>Aprender</u>	To learn	<u>Odio...</u>	I hate...	<u>Hay que...</u>	You must...
<u>Jugar</u>	To play	<u>Ayudar</u>	To help	<u>Prefiero...</u>	I prefer...	<u>Se debería...</u>	You should...
<u>Estudiar</u>	To study	<u>Viajar</u>	To travel	<u>Se puede...</u>	You can...		
<u>Llevar</u>	To wear	<u>Bailar</u>	To dance	<u>Tengo que...</u>	I have to...		
<u>Leer</u>	To read	<u>Participar</u>	To take part				
<u>Usar</u>	To use	<u>Descansar</u>	To relax				

Week 3 w/c 14 th September: ¿Adónde fuiste de vacaciones?				Week 4 w/c 21 st September: ¿Qué hiciste durante las vacaciones?			
El año pasado	Last year	Viajé en avión	I travelled by plane	Durante las vacaciones	During the holidays	Saqué fotos	I took photos
Cuando hizo calor	When it was hot	Viajé en barco	I travelled by boat	Compré recuerdos	I bought souvenirs	Comí helados	I ate ice-creams
Cuando hizo frío	When it was cold	Viajé en autocar	I travelled by coach	Monté en bicicleta	I rode a bike	Nadé en el mar	I swam in the sea
Fui a Gales	I went to Wales	Viajamos en tren	We travelled by train	Después tomé el sol	Afterwards I sunbathed		
Fui a Grecia	I went to Greece	Viajamos en coche	We travelled by car	Jugué en mi móvil	I played on my phone		
Fui al bosque	I went to the forest	...con mi familia	...with my family	Conocí a un chico	I met a boy		
Fui al campo	I went to the country	...con mi mejor amigo	...with my best friend	Salí con mi familia	I went out with my fam		
Fuimos a la ciudad	We went to the city	...con mi colegio	...with my school				

Week 5 w/c 28 th September: ¿Qué hiciste durante las vacaciones?				Week 6 w/c 5 th October: Key past tense verbs			
Lo <u>pasé</u> bien	I had a good time	Fue asombroso	It was awesome	Fui a...	I <u>went to</u> ...	<u>Viajé</u> en...	I travelled by...
Lo <u>pasé</u> mal	I had a bad time	Fue emocionante	It was exciting	<u>Fuimos</u> a...	We went to...	<u>Jugué</u>	I played
Fue <u>fenomenal</u>	It was great	Fue fatal	It was awful	<u>Me alojé</u> en...	I stayed in...	<u>Saqué</u> fotos	I took photos
Hizo mal tiempo	It was bad weather	Fue un desastre	It was a disaster	Conocí a...	I met...	<u>Tomé</u> el sol	I sunbathed
Hizo frío	It was cold	Hizo calor	It was hot	Comí	I ate	<u>Bebí</u>	I drank
Hizo sol	It was sunny	Hizo viento	It was windy	<u>Nadé</u>	I <u>swam</u>	<u>Salí</u>	I <u>went out</u>

Week 7 w/c 12 th October: Most important infinitive verbs				Week 8 w/c 2nd November: Key structures			
<u>Ir</u>	To go	<u>Comprar</u>	To buy	<u>Suelo...</u>	I usually...	<u>Voy a...</u>	I am going to...
<u>Visitar</u>	To visit	<u>Ver</u>	To watch/to see	<u>Solemos...</u>	We usually...	<u>Vamos a...</u>	We are going to...
<u>Comer</u>	To eat	<u>Hablar</u>	To talk	<u>Me gusta...</u>	I like...	<u>Quiero...</u>	I want...
<u>Beber</u>	To drink	<u>Escuchar</u>	To listen	<u>Me chifla...</u>	I love...	<u>Me gustaría...</u>	I would like...
<u>Hacer</u>	To do	<u>Aprender</u>	To learn	<u>Odio...</u>	I hate...	<u>Hay que...</u>	You must...
<u>Jugar</u>	To play	<u>Ayudar</u>	To help	<u>Prefiero...</u>	I prefer...	<u>Se debería...</u>	You should...
<u>Estudiar</u>	To study	<u>Viajar</u>	To travel	<u>Se puede...</u>	You can...		
<u>Llevar</u>	To wear	<u>Bailar</u>	To dance	<u>Tengo que...</u>	<u>I have to...</u>		
<u>Leer</u>	To read	<u>Participar</u>	To take part				
<u>Usar</u>	To use	<u>Descansar</u>	To relax				

Week 9 w/c 9th November: ¿Dónde te alojaste?

Me <u>alojé en</u>	I stayed in	y era <u>barato/a</u>	and it was cheap
Nos <u>alojamos en</u>	We stayed in	y era <u>relajante</u>	and it was relaxing
Me alojé en un hotel de cinco estrellas	I stayed in a 5-star hotel	y era <u>guay</u>	and it was cool
Me alojé en un piso de lujo	I stayed in a luxury flat	y era <u>caro/a</u>	and it was expensive
Nos alojamos en una caravana	We stayed in a caravan	y era ruidoso/a	And it was noisy
Nos alojamos en una cabaña	We stayed in a cabin		

Week 10 w/c 16th November: ¿Qué comiste?

Comí una paella de marisco	I ate seafood paella	Bebí leche	I drank milk
Comí una ensalada de tomate y lechuga	I ate a lettuce and tomato salad	Bebí agua	I drank water
Comí arroz con pollo	I ate rice with chicken	Bebí un café con leche	I drank coffee with milk
Comimos un bocadillo de jamón y queso	We ate a ham and cheese sandwich	Bebimos un té	We drank a tea
Comimos huevos	We ate eggs	Bebimos una limonada	We drank lemonade
Comimos un helado de fresa	We ate a strawberry ice-cream	Bebimos un zumo de naranja	We drank orange juice
...en un restaurante típico	...in a typical restaurant	Bebimos un zumo de manzana	<u>We drank apple juice</u>
...en una cafetería	...in a cafe		

Week 12 w/c 30th November: ¿Cómo te ganas la vida?

Soy abogado	I am a lawyer	En una fábrica	In a factory
Soy camarero/a	I am a waiter/waitress	En una oficina	In an office
Soy cocinero/a	I am a chef	En una tienda	In a shop
Trabajo como enfermero/a	I work as a nurse	En el extranjero	abroad
Trabajo como médico	I work as a doctor	En un gimnasio	In a gym
Trabajo como peluquero	I work as a hairdresser	En un restaurante	In a restaurant
Mi madre es periodista	My mum is a journalist	En una farmacia	In a pharmacy
Mi madre es jefa	My mum is a boss	En un hospital	In a hospital

Week 13 w/c 7th December: ¿Qué piensas de tu empleo?

Diría que	I would say that	...y es fácil	...and it is easy
Me fascina mi trabajo	I am fascinated by my job	...y es estresante	...and it is stressful
No aguanto mi trabajo	I can't stand my job	Hay que	It is necessary to
Ya que soy perezoso/a	Because I am lazy	Enseñar a la gente	Teach people
Ya que soy listo/a	Because I am clever	Jugar todo el día	Play all day
Ya que soy tonto/a	Because I am silly	Leer todo el día	Read all day
Ya que soy trabajador/a	Because I am hardworking	Vender productos	Sell products
Ya que soy deportivo/a	Because I am sporty	Viajar por todo el mundo	Travel the world

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
Polynomial	Coefficient	Composite Function	Convergence	Exponential	Surd
Binomial	Discrimination	Iteration	Gradient	Logarithm	Rationalise
Foreshadowing	Imagery	Juxtaposition	Supernatural	Woe	Psychological
Flashback	Irony	Gothic	Atmosphere	Tension	Portent
Electron	Proton	Positive	Negative	Rutherford	Dalton
Neutron	Nucleus	Isotope	Configuration	Abundance	Bohr

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
Simultaneous	Counterexample	Invariant	Proportionality	Bounds	Upper Bound
Contradiction	Identity	Recurrence	Compound	Error Interval	Lower Bound
Irrationality	Sublime	Duplicity	Isolation	Stereotype	Marginalise
Aesthetic	Duality	Prodigious	Constraint	Discrimination	Emancipation
Alpha	Crystallisation	Evaporation	Filtration	Fractional	Solubility
Chadwick	Chromatography	Distillation	Insoluble	Column	Malleable

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
Stratified	Correlation	Cumulative	Conditional	Independent	Mutually
Interquartile	Frequency Density	Frequency	Probability	Sample Space	Exclusive
Inclusion	Enjambment	Stanza	Allusion	Personification	Literature
Ideology	Caesura	Asyndeton	Metaphor	Refrain	Grotesque
Insulator	Sonorous	Mendeleev	Prediction	Halogen	Reactivity
Conductor	Ductile	Properties	Alkali	Shielding	Noble gases

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
Pythagorean	Hypotenuse	Similarity	Vector	Resultant	Translation
Trigonometric	Congruence	Locus	Magnitude	Scalar	Composite
Doppelganger	Femme Fatale	Suspense	Representation	Exemplifies	Evaluation
Metonymy	Inexplicable	Symbolism	Demonstrates	Analysis	Comparison
Nucleus	Organelle	Cytoplasm	Vacuole	Specialised	Microscopy
Mitochondria	Membrane	Chloroplast	Ribosome	Micrometre	Specimen

Art

Year 9 Art - Cycle 1 Knowledge Organiser

Natural Forms	Objects and structures found in nature such as flowers, shells, leaves and organic textures.	Mixed Media	Artwork created using a combination of different materials and techniques.
Observational Drawing	Drawing from direct observation to record what is seen accurately.	Artist Research	Investigating an artist's work, influences and techniques.
Composition	The arrangement of visual elements within an artwork.	Layout	The organisation and placement of images and text on a page.
Proportion	The size relationship between different parts of an object.	Detail	Small features that make an artwork more accurate and realistic.
Tone	The lightness or darkness of an area in an artwork.	Cross Hatching	A shading technique using overlapping lines to create tone.
Mark Making	The different lines, patterns and textures created by drawing tools.	Viewfinder	A tool used to isolate a section of an image for observation.
Grid Method	A technique used to improve accuracy and proportion when drawing.	Texture	How a surface feels or appears to feel.
Layering	Building up materials, images or marks to create depth.	Collage	Combining and sticking different materials onto a surface.
Fragmentation	Breaking images or materials into sections before rearranging them.	Repair	Rejoining or mending materials as part of an artwork.
Stitch	Sewing threads through materials to add line, texture or structure.	Wax Trapping	Encasing objects and materials within wax to create layered samples
Translucent	Allowing light to pass through while remaining partly visible.	Image Transfer	Moving an image from one surface to another.
Monoprint	A printmaking process that produces a single unique print.	Impression	The image created when pressure transfers ink onto paper.
Concertina	Folded paper that creates multiple connected panels.	Positive Space	The area occupied by the main subject.
Negative Space	The area around and between objects.	Refinement	Improving artwork through evaluation, feedback and development.

Drama

Autism	The study of theatre and performance.	Facial Expression	Changes in the face to show a person's emotion or reaction.
Character	A frozen picture that shows a scene or happening.	Body language	The way a person uses their posture and movements to communicate feelings and emotion.
Physical Theatre	The space between performers to convey a message.	Body as props	One line of speech of a character whereby they step out of a scene to address the audience about how they're feeling or what they are thinking.
Gesture	Movement of the body, especially the hands or arms, used to communicate an idea or emotion without words.	Leans and Lifts	A story or idea is communicated through movement and expression without using words.
Dialogue	Adding spoken commentary for the audience about the action on stage.	Pitch	How high or low a voice sounds.
Monologue	The clear and precise use of speech to express words so they are easily understood.	Volume	How loud or quiet a voice sounds.
Sub-text	Use of voice to speak clearly and loudly so it can be heard by the audience.	Pace	The speed at which a performer speaks or moves during a performance.
Tone	The quality or feeling in a voice that shows a character's emotions or attitude.	Vocal Skills	The way a performer uses their voice to communicate meaning and emotion.
Stylised drama		Characterisation	The way a performer creates and presents a character through voice, movement, and expression.
Plot	The way a story is organised, including the beginning, middle and end.	Mystery Play	A technique used to develop character by being asked questions in role.

Section 1: Mastery – Cultural and World Foods

Term	Definition
cuisine	style of cooking from a particular country or culture
culture	shared traditions, beliefs and food practices
traditional dishes	foods that are commonly eaten in a region
ingredients	foods used to make a dish
staple foods	foods eaten regularly in a culture e.g. rice, bread

Section 2: Mastery – British Cuisine

Term	Definition
British cuisine	traditional foods from the United Kingdom
seasonal food	foods grown at certain times of the year
local produce	food grown or produced near a location
Bakewell tart	traditional dessert with pastry, jam and almond filling
baking	cooking food using dry heat in an oven

Section 3: Mastery – Caribbean Cuisine

Term	Definition
Caribbean cuisine	food from the Caribbean region
spices	ingredients used to add flavour and heat
jerk seasoning	blend of spices used to flavour meat
marinading	soaking food in seasoning before cooking
jerk chicken	popular dish cooked with spiced marinade

Section 4: Mastery – South Asian Cuisine

Term	Definition
South Asian cuisine	food from countries like India, Pakistan, Bangladesh
curry	dish made with spiced sauce
naan bread	flatbread cooked in a tandoor or oven
spices	ingredients used for flavour, colour and aroma
herbs	plant leaves used to add flavour

Section 5: Mastery – Chinese Cuisine

Term	Definition
Chinese cuisine	food from China and surrounding regions
stir-frying	cooking quickly in a hot pan with oil
egg fried rice	dish combining rice, egg and vegetables
wok	deep pan used for stir-frying
umami	savoury taste flavour

Section 6: Mastery – Cooking Methods

Term	Definition
baking	cooking using dry heat in an oven
frying	cooking food in hot oil
grilling	cooking under direct heat
boiling	cooking food in hot water
stir-frying	quick cooking using high heat and small oil

Section 7: Skills Overview

Skill	Explanation
cultural awareness	understanding foods from different cultures
seasoning	adding flavours using herbs and spices
preparation	organising ingredients and equipment
practical cooking	preparing and cooking a range of dishes
evaluation	judging food based on taste, texture and appearance

Section 8: Key Ingredients and Flavours

Ingredient	Use
spices	add flavour and heat
herbs	add fresh flavour
rice	staple carbohydrate
flour	used in baking and dough
oils	used for cooking and flavour

Section 9: Nutrition Link

Term	Definition
balanced diet	eating the correct proportions of nutrients
carbohydrates	provide energy
protein	supports growth and repair
fats	provide energy and insulation
vitamins & minerals	support body functions

Section 10: Specialist Diets

Term	Definition
specialist diet	diet followed for health, ethical or religious reasons
vegetarian	does not eat meat or fish
vegan	does not eat any animal products
allergies	immune response to certain foods
intolerance	difficulty digesting certain foods

Section 11: End of Cycle Knowledge

Concept	Summary
world cuisines	understanding food from different cultures
cooking skills	preparing a range of international dishes
flavours	using herbs and spices effectively
nutrition	linking dishes to balanced diets
diets	understanding specialist dietary needs

Music

Year 9 Elements of Music Knowledge Organiser		
Element	Definition	Key Vocabulary
Pitch	How high or low a sound is.	High, low, ascending, descending, conjunct, disjunct
Duration	The length of notes and rests in music. Includes rhythm, pulse and metre.	Rhythm, pulse, beat, metre, time signature, syncopation
Tempo	The speed of the music.	Largo, Adagio, Andante, Moderato, Allegro, Presto, Accelerando, Rallentando
Dynamics	The volume of the music and how it changes.	Piano (p), Forte (f), Mezzo Piano (mp), Mezzo Forte (mf), Crescendo, Diminuendo
Timbre	The tone colour or quality of a sound that makes instruments and voices sound different.	Bright, dark, rich, harsh, warm, metallic
Texture	The number of musical layers and how they relate to each other.	Monophonic, Homophonic, Polyphonic, Unison
Structure (Form)	The way a piece of music is organised.	Binary (AB), Ternary (ABA), Rondo, Verse-Chorus, Through-Composed
Tonality	The key, scale or tonal centre of the music.	Major, Minor, Modal, Consonance, Dissonance
Melody	A succession of notes that creates a tune.	Phrase, Motif, Sequence, Ascending, Descending
Harmony	Notes sounding together to support a melody.	Chords, Cadences, Consonance, Dissonance
Silence	No sound	

PE

Section 1: Mastery W/C 1 st September Football		Section 4: Mastery W/C 21 st September Football	
Passing	Moving the ball accurately to a teammate using the foot, head or other legal body part.	Tackling	Winning possession of the ball from an opponent in a controlled and legal manner.
Dribbling	Controlling and moving the ball while running with it.	Possession	Maintaining control of the ball as a team.
Shooting	Attempting to score a goal by striking the ball towards the goal.	Marking	Defending an opponent closely to prevent them receiving or using the ball effectively.
Section 2: Mastery W/C 7 th September Football		Section 5: Mastery W/C 28 th September Football	
Passing	Moving the ball accurately to a teammate using the foot, head or other legal body part.	Formation	The way players are organised on the pitch (e.g., 4-4-2 or 4-3-3).
Dribbling	Controlling and moving the ball while running with it.	Offside	A rule that prevents attacking players from gaining an unfair advantage by being beyond the last defender when the ball is played.
Shooting	Attempting to score a goal by striking the ball towards the goal.	Transition (counter attack)	he phase of play when possession changes and a team moves quickly from attacking to

Section 3: Mastery W/C 14 th September Football		Section 6: Mastery W/C 5 th October Football	
Tackling	Winning possession of the ball from an opponent in a controlled and legal manner.	Formation	The way players are organised on the pitch (e.g., 4-4-2 or 4-3-3).
Possession	Maintaining control of the ball as a team.	Offside	A rule that prevents attacking players from gaining an unfair advantage by being beyond the last defender when the ball is played.
Marking	Defending an opponent closely to prevent them receiving or using the ball effectively.	Transition (counter attack)	he phase of play when possession changes and a team moves quickly from attacking to defending, or from defending to attacking.

PE

Section 7: W/C 12 th October Basketball		Section 10: W/C 16 th November Basketball	
Dribbling	Bouncing the ball continuously while moving around the court.	Rebound	Gaining possession of the ball after a missed shot.
Passing	Transferring the ball to a teammate using a legal pass.	Defence	The actions <u>used</u> to stop the opposition from scoring.
Shooting	Throwing the ball towards the basket in an <u>attempt to score</u> points.	Lay-up	A close-range shot taken while moving towards the basket.

Section 8: W/C 2 nd November Basketball		Section 11: W/C 23 rd November Basketball	
Dribbling	Bouncing the ball continuously while moving around the court.	Pivot	Keeping one foot planted while turning with the ball to protect possession or find a pass.
Passing	Transferring the ball to a teammate using a legal pass.	Free Throw	An uncontested shot taken from the free-throw line after certain fouls have been committed.
Shooting	Throwing the ball towards the basket in an <u>attempt to score</u> points.		

Section 9: W/C 11 th November Basketball		Section 12: W/C 30 th November Basketball	
Rebound	Gaining possession of the ball after a missed shot.	Pivot	Keeping one foot planted while turning with the ball to protect possession or find a pass.
Defence	The actions <u>used</u> to stop the opposition from scoring.	Free Throw	An uncontested shot taken from the free-throw line after certain fouls have been committed.
Lay-up	A close-range shot taken while moving towards the basket.		
Section 13: Basketball W/C Additional information			
Zone Defence A defensive strategy where players defend an area of the court rather than marking a specific player.		A defensive strategy where players defend an area of the court rather than marking a specific player.	
Man-to-Man Defence A defensive strategy where each player is responsible for marking one specific opponent.		A defensive strategy where each player is responsible for marking one specific opponent.	
Half-Court Press A defensive tactic applied in the team's own half to put pressure on the attacking team and force mistakes.		A defensive tactic applied in the team's own half to put pressure on the attacking team and force mistakes.	

PHYSICAL ACTIVITY, HEALTH AND FITNESS	
Physical activity	Any form of activity that increases heart rate. This can range from vigorous activity to light activity.
Health	Having a complete sense of physical, mental and social well-being. It is more than just being free from disease or injury.
Fitness	Someone being able to meet the demands of an activity they are participating in.

ALCOHOL	
Alcohol	All alcoholic drinks contain ethanol. It is a depressant. Alcoholic drinks include beer, wine and spirits (e.g. vodka, gin, whisky).
ABV	Alcohol by volume. The percentage of alcohol in a drink. The higher the percentage, the stronger the drink.
Alcohol and Weight Gain	Regular alcohol consumption can increase the risk of unhealthy weight gain and long-term health conditions.

HOW TO REPORT HARMFUL CONTENT ONLINE	
1. Record the evidence 2. Don't reply to the content 3. Block users who share the content 4. Report the content to the online platform 5. Report the abusive users to the online platform 6. Tell a parent or teacher or the police 7. Have time away for you mental health (you could temporarily suspend your account, or even delete your account)	

PROTECTED CHARACTERISTICS	
Equality	Everyone deserves to be treated equally
Diversity	Everyone is unique and special.
Protected Characteristics	• Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual Orientation

STEREOTYPES	
Stereotypes	Fixed ideas about a group of people based solely on one of their characteristics (e.g. race, age, sexuality, appearance).
Prejudice	Pre-judging someone, or making a decision about who they are, before learning anything about them.
Discrimination	Treating a person, or a group, unfairly because of one of their characteristics.

SHARING	
• Information / images can be quickly shared, or edited then shared, online • Once something is online, it is difficult to remove, so it's important to be careful what we post • Sharing or viewing indecent images of anyone aged under 18 is illegal in the UK • Report remove is a tool to help young people under 18 in the UK to confidentially report sexual images and videos of themselves and remove them from the internet	
Deepfake	An image, video or audio clip changed using artificial intelligence (AI) to make someone appear to say or do something they never did.

MARRIAGE	
Marriage	A legal union between a mixed-sex or same-sex couple (confirmed by speaking vows).
Civil Partnership	A legal union between a mixed-sex or same-sex couple.
Freely	Marriage / civil partnerships should be entered into freely: both people entering the union because they genuinely want to.
The Law	To get married, both people in the couple must: • not be married to anyone else • be over age 18 • not be close blood relations
Wedding	The ceremonial celebration of a marriage.
Qualifying ceremony	A wedding that has legal effect under the law of England and Wales. This includes civil, Church of England, Jewish, and Quaker weddings.
Non-qualifying ceremonies	A wedding that has no legal effect under the law of England and Wales. This includes most religious weddings (for example, a Catholic wedding, an Islamic Wedding / Nikah and a humanist wedding). To ensure their marriage is registered in UK law, will have a separate civil ceremony
Married abroad	Weddings carried out legally abroad will be recognised under UK law.
Cohabitation	Living together as partners without being married or in a civil partnership. Couples in this situation are often called 'common-law partners' but they have no legal protection under UK law.