Name:						-
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Form Group:



Year 9 Knowledge Organiser Term 1

English: Animal Farm

Week 1: Persuasive Methods 1	Week 2: Word Types	Week 3: Scale of Agreement
You can use the acronym MADFOREST to help you remember persuasive techniques.	Noun (n.): A person, place, object, or idea. Examples: William Shakespeare, Halifax, school, love.	Sometimes there is no right or wrong answer to a topic, only different opinions. When giving an opinion you can agree to different extents.
Metaphor: A comparison that is not literal, it states that something is something it cannot be. Does not use like or as.	Adjective (adj.): Describes or gives more information about a noun. Examples: Intelligent, colourful, calm, melancholy.	Completely, totally, wholly, unreservedly, utterly: You agree or disagree without any doubt or room for questioning.
Direct address: Addressing your audience or reader through the use of the pronoun "you" or "we".	Verb (v.): An action or state of being. Examples: Writing, run, thought, whispered, am, are.	Example: I completely disagree with violence; it is always unnecessary.
Facts: A true statement based on evidence. Opinions: A statement based on your own feelings towards a topic.	Adverb (adv.) : Describes or gives more information about a verb. <i>Examples: Neatly, fast, carefully, yesterday.</i>	Partially, somewhat, moderately, I agree/disagree to a certain extent, I agree/disagree to a certain degree: You agree/disagree with some of the statement/topic, but not all of it.
Rhetorical questions: Asking a question that does not require an answer. Emotive language: Vocabulary that provokes an emotional response in your reader or audience.		Example: I partially agree with the decision to set homework but I can also see the problems it causes.
Statistics: Facts that include numbers, percentages or fractions.		Completely agree Strongly agree Agree to some extent Agree with some reservation Neutral/more information needed Disagree but can acknowledge the opposing view Largely disagree Strongly disagree Completely disagree
Triplets: Three consecutive words used in the form of a list.		
Week 4: Analytical Verbs	Week 5: Persuasive Methods 2	Week 6: Homophones
When explaining a quotation you need to give details about what the writer is trying to suggest or make the reader think/feel. You can use these words to introduce your ideas: suggests, demonstrates, implies, conveys, shows, indicates, portrays, has	Week 5: Persuasive Methods 2In addition to remembering the MADFOREST techniques for persuasion, you could use these.Hypophora: When you ask a question and then immediately answer it yourself.Example: Would you vote for change? Of course you would!	Week 6: Homophones Homophone: Words that sound the same but are spelt differently and have different meanings. There/ their/ they're There: place. Example: The pencil is over there. Their: belonging to something/ someone. Example: Their house is small.
When explaining a quotation you need to give details about what the writer is trying to suggest or make the reader think/feel. You can use these words to introduce your ideas: suggests, demonstrates, implies, conveys, shows, indicates, portrays, has connotations of, reflects, indicates. Examples: The sun shining suggests that the weather is nice and therefore the boy is happy. The word 'shouted' has connotations of anger and implies that the	Week 5: Persuasive Methods 2 In addition to remembering the MADFOREST techniques for persuasion, you could use these. Hypophora: When you ask a question and then immediately answer it yourself. <i>Example: Would you vote for change? Of course you would!</i> Anecdote: A short, personal story that helps your audience or reader understand your idea. <i>Example: Just last week, I witnessed a terrible example of littering as I walked down the street and saw crisp packets everywhere.</i>	Week 6: Homophones Homophone: Words that sound the same but are spelt differently and have different meanings. There/ their/ they're There, their/ they're There: place. Example: The pencil is over there. Their: belonging to something/ someone. Example: Their house is small. They're: they are. Example: They're going on holiday. Your/ you're Your: belonging to something/ someone. Example: Your car is fast. You're: you are. Example: You're a really good student.
When explaining a quotation you need to give details about what the writer is trying to suggest or make the reader think/feel. You can use these words to introduce your ideas: suggests, demonstrates, implies, conveys, shows, indicates, portrays, has connotations of, reflects, indicates. Examples: The sun shining suggests that the weather is nice and therefore the boy is happy. The word 'shouted' has connotations of anger and implies that the teacher is raising their voice.	 Week 5: Persuasive Methods 2 In addition to remembering the MADFOREST techniques for persuasion, you could use these. Hypophora: When you ask a question and then immediately answer it yourself. <i>Example: Would you vote for change? Of course you would!</i> Anecdote: A short, personal story that helps your audience or reader understand your idea. <i>Example: Just last week, I witnessed a terrible example of littering as I walked down the street and saw crisp packets everywhere.</i> Flattery: Complimenting your reader or audience to gain their support. <i>Example: An intelligent individual like you will of course support this decision.</i> 	Week 6: HomophonesHomophone: Words that sound the same but are spelt differently and have different meanings.There/ their/ they'reThere/ their/ they'reThere/ their/ they'reThere: place. Example: The pencil is over there.Their: belonging to something/ someone. Example: Their house is small.They're going on holiday.Your/you'reYour car is fast.Your: belonging to something/ someone. Example: Your car is fast.You're: you are. Example: You're a really good student.To/ too/ twoTo: preposition to show direction or change. Example: He cycled to the beach. The mood in the room changed from joy to disbelief.
When explaining a quotation you need to give details about what the writer is trying to suggest or make the reader think/feel. You can use these words to introduce your ideas: suggests, demonstrates, implies, conveys, shows, indicates, portrays, has connotations of, reflects, indicates. Examples: The sun shining suggests that the weather is nice and therefore the boy is happy. The word 'shouted' has connotations of anger and implies that the teacher is raising their voice.	 Week 5: Persuasive Methods 2 In addition to remembering the MADFOREST techniques for persuasion, you could use these. Hypophora: When you ask a question and then immediately answer it yourself. Example: Would you vote for change? Of course you would! Anecdote: A short, personal story that helps your audience or reader understand your idea. Example: Just last week, I witnessed a terrible example of littering as I walked down the street and saw crisp packets everywhere. Flattery: Complimenting your reader or audience to gain their support. Example: An intelligent individual like you will of course support this decision. Exaggeration: Going over the top or over-elaborating a point in order to make appear more important, bigger or better than necessary. Example: This is the greatest fair in the world, you have to visit! 	Week 6: HomophonesHomophone: Words that sound the same but are spelt differently and have different meanings.There/ their/ they'reThere/ their/ they'reThere/ their/ they'reThere/ their/ they'reThere/ their/ they'reThere/ their/ they'reThere: place. Example: The pencil is over there.Their: belonging to something/ someone. Example: Their house is small.They're: they are. Example: They're going on holiday.Your/ you'reYour you'reYour car is fast.You're: you are. Example: You're a really good student.To/ too/ twoTo: preposition to show direction or change. Example: He cycled to the beach. The mood in the room changed from joy to disbelief.Too: Adverb to show the extent of something. Example: It is too expensive to have a takeaway every day.Two: The written form of the number. Example: The boy ate two bagels at hreak.

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Term 1





Revision Strategies:

1. Create a set of **flashcards** with key words on one side and definitions or pictures on the other.

2. Create a **quiz** to check whether someone has understood the information.

3. Create a **mind map** by putting a topic in the middle of your page and surrounding it with ideas or examples.

4. Create a **poster** to demonstrate the key ideas.

5. Re-write the definitions from the knowledge organiser in **your own words**.

6. Create an **acronym** (letters which stand for words) to help you remember key information.

7. Look, cover, write, check your spelling words.

8. Write a **paragraph** about a topic of your choice to demonstrate the focus of your knowledge organiser.

Recommended Reading:

Enjoying this term's text? Why not try:

Lord of the Flies by William Golding A plane crash leaves a group of schoolboys alone on an island to create their own society.

The Lion, The Witch and The Wardrobe by C. S. Lewis Set in a mythical land, the Pevensie children take on the White Witch to restore happiness to Narnia.

Farm Boy by Michael Morpurgo

The sequel to War Horse, a story of Joey's role as a hero horse in WWI is told and a secret is revealed.

Lonte	ΧΤΙ	me	ine:

Daemonologie Romeo and Juliet	Othello Macbeth The King James Bible The Duchess of Malfi Paradise Lost	Robinson Crusoe Gulliver's Travels Johnson's Dictionary	Pride and Prejudice Frankenstein A Christmas Carol Wuthering Heights Little Women War and Peace	The Hound of the Baskerville Animal Farm An Inspector Calls Nineteen Eighty Four Nineteen Eighty Four The Varple The Witches, Matilda Stone Cold	Cirque du Freak Refugee Boy
Queen Elizabeth I Shakespeare born Spanish Armada	King James I Gunpowder Plot Shakespeare died Newton discovers gravity The Great Plague The Great Fire of London	Georgian period begins Industrial revolution begins American Independence Jenner discovers vaccinations French Revolution	First steam train Dickens born Napoleonic Wars The Poor Law Queen Victoria Queen Victoria Crimean War Crimean War Crimean War Crimean War Dickens died Invention of cars	Invention of planes Titanic sinks World War 1 World War 1 Russian Revolution Fleming discovers penicillin Russian Revolution Fleming discovers penicillin Russian Revolution Fleming discovers penicillin Conta War 2 Morld War 2 Decolonisation Queen Elizabeth II Martin Luther King assassinated Martin Luther King assassinated The moon landing The Cold War Invention of the internet Ethiopian-Eritrean War	9/11 Brexit Covid-19



Maths—Reasoning with Algebra

Straight Line G	raphs	Forming and	Solving Equations	Testing Conj	ectures	
Axis	A line on a graph that you can read values from			Factor	A positive integer that	Factors of 12 are
Origin	axis and y-axis The point where the x-axis and y-axis meet	Equation	A statement showing two things are equal. It contains expressions on both sides of the equal sign. e.g. $5 = 2x$		other positive integer	1,2,3,4,6,12 because
Coordinate	A point on a grid reference given by the position on the x - axis and y-axis . They are written in the form (x,y)		+1			2x6=12 3x4=12
Linear	Forming a straight line	Inequality	A statement showing two things are not equal. It con-			
Horizontal Lines	Lines that go in a left—right direction. Their equations are in the form y = n		e.g. 5 > 2x + 1	Multiple	a number by a positive	12,24,36 because
Vertical Lines	Lines that go in an up—down direction. Their equations are in the form x = n				integer	they are numbers in the 12 times table
Gradient	The steepness of a line		= equal to \neq not equal to			
Y-intercept	The point at which a graph crosses or intersects the y-axis		\geq greater than or equal to $>$ greater than	Prime Num-	A positive integer with exactly two factors, 1	are:
Parallel Lines	Straight lines that are of equal distance apart. They will nev- er cross each other. They will have the same gradient				and itself	2, 3, 5, 7, 11, 13, 17, 19, 23
Perpendicular Lines	Straight lines that intersect (cross over) at a right angle. (90°)	Solve	Find a value for the letter that makes an equation true.	Prime Factor	writing numbers as products of their prime fac-	
Non Linear A graph that does not form a straight line. It is usually curved			We use inverse operations to solve equations	Decomposi-	tors	
Line Segment	Part of a line that connects two points			tion		
Positive Gradient	Negative Gradient	Solution	tion	Conjecture	A statement that might be been proved	e true but has not yet
		Expand	Multiply to remove brackets from an expression	Counterex-	An example that disprove	s a conjecture
		Variable	A symbol for a number we don't know. This is usually a letter	Prove	To show that a conjecture	e is always true
Linear Graphs	Non Linear Graphs	Formula	A rule connecting variables written with mathematical symbols e.g. f=ma	Command W	/ords	
		Subject	The single variable that is equal to everything else. The example above has <i>f</i> as the subject.	Write down	The answer is in the infor	mation given
<u> </u>				Work out	Perform one or more step	os to get an answer
Parallel Lines	Perpendicular Lines	Factorise	A way writing an expression as a product of its factors using brackets	Evaluate	Calculate the value of sor	nething
		Substitute	To replace letters with numerical values	Estimate	Give a sensible guess by r	ounding the values



For more help, visit Trinity TV and watch the following videos: Trinity TV > Year 9 > Maths

Term 1





Show

Prove

Write down the working out to get this answer

Show that something must be true using mathematics in your argument

Science—Cells

Year 9

Cell structure	Keyword defin	nitions	Microscopy
Eukaryote Prokaryote Membrane- Mitochondrion enclosed nucleus Nucleoid Capsule	Nucleus	Contains genetic material, which controls the activities of the cell	PRACTICAL :Onion cells si
Nucleolus (some prokaryotes)	Cytoplasm	Most chemical processes take place here, controlled by enzymes	An onion is cut into quarters.
Flagellum	Mitochondria	Most energy is released by respiration here	5
Cell Membrane (in some eukaryotes)	Ribosome	Protein synthesis happens here	Epidermis piaced on side & covered with 2-3 drops of iodine. Cover slip is lowered using a mounted needle.
Magnification calculations Length of object = length of magnified object ÷ magnification	Cell membrane	Controls the movement of substances into and out of the cell	PRACTICAL: Cheek cells s
Example, if a specimen appeared 10mm in length under a microscope with a magnification of 1,000 times, the calculation of the actual length would be:	Cell wall	Strengthens the cell	
Length of object = $10 \div 1000$ = 0.01 mm	Chloroplast	Contain chlorophyll, which absorbs light energy for photosynthesis	
Magnification calculations	Vacuole	Filled with cell sap to help keep the cell turgid	Comparing ligh
Eyepiece lens Dipective lenses Stage	Microscope Cell Staining	A technique used to enable better visualisation of cells and cell parts under the microscope. By using different stains, a nucleus or a cell wall are easier to view	Light microscope: ✓ Can view living speciment ✓ Can view in colour ✓ Low resolution X Low magnification
Diaphragm Mirror	Magnification	The magnifying power of a microscope	✓ High magnification
Trinity TV For more help, visit Trinity TV and watch the following videos: Trinity TV > Year > Subject	Resolution	The shortest distance between two points that can be made out as separate objects e.g. how well you can see detail	X Expensive X Specimens are non-livin X Black and white images

Term





cells slide



the fleshy scale s removed.



Snapping leaf backwards exposes the epidermis.

3



2-3 drops slip is mounted

A thin inner layer of epidermis is peeled off



<u>cells slide</u>







- Take a clean cotton swab and gently scrape the inside of your mouth.
 Smear the cotton swab on the centre of the microscope slide for 2 to 3 seconds.
 Add a drop of methylene blue solution and place a coverslip on top.
 Remove any excess solution by allowing a paper towel to touch one side of the coverslip.
 Place the slide on the microscope, with 4x or 10x objective in position and find a cell. Then view at higher magnification higher magnification

light and electron microscopes

- ecimens

- pe
- on-living
- nages

Science—**Cells** (Respiration)

Keywords		Respiration		Biological M
Mitochondria	Structure found in the cytoplasm of cells. Site of respiration	Respiration takes pla controlled reaction.	ce in the mitochondria of cells, it is an enzyme	Biological molecules enzymes in the digest absorbed into our blo as respiration. All of t
АТР	Energy carrying molecule found in cells	Respiration is used to used for reactions and digestion and reprod	release energy from glucose, this energy can be d processes in an organism such as movement, uction.	and oxygen. Biological Molecule Four Lipid
Aerobic	In the presence of oxygen	Aerobic respiration	Takes place in the presence of oxygen. Produces 38 ATP molecules. Word equation: Glucose + Oxygen ->Water + Carbon Dioxide	Carbohydrate Ofte as a Protein Mad in th
Anaerobic	Without oxygen		Balanced Symbol Equation: $C_6H_{12}O_6 + 6H_2O - 6H_2O + 6CO_2$	Practical
Lactic Acid	Molecule produced in anaerobic respiration in animals. Causes muscle cramp.	<u>Anaerobic</u> <u>Respiration in</u> <u>Animals</u>	Takes place during times with limited oxygen. Produces 2 ATP molecules. Produces lactic acid which causes muscle cramps. Lactic acid can be broken down by oxygen. Word equation: Glucose -> Lactic Acid	 Test for starch: Place a small amount of Add a few drops of iodir Orange iodine solution f Test for sugar: Place a small amount of fo Add enough Benedict's so Place the test tube in a wat Blue Benedict's solution to is present.
Metabolic Rate	The speed at which chemical reactions transfer energy from food.	Anaerobic	Takes place during times with limited oxygen. Produces 2ATP molecules. Produces ethanol	Test for lipids (fat):1Place a small amount of2Add a few drops of etha3Shake the test tube and4Pour the solution into a5Ethanol added to a soluTest for protein:1Place a small amount o2Add 1 cm³ of sodium hysulfate solution. Alterna
For m videos	i ty TV lore help, visit Trinity TV and watch the following s: / TV > Year > Subject	<u>Respiration in</u> <u>Plants and</u> <u>Microorganisms</u>	fermentation, and is a process needed for making bread, beer and wine. Word equation: Glucose -> Ethanol + Carbon Dioxide	3 Pale blue colour turns p

Term





lolecules

are found in our diet. They are broken down by tive system to form small molecules which can be ood. These molecules can be used in reactions such the biological molecules contain carbon, hydrogen

nction

- nd in fats and oils. Used for insulation and as a rce of energy.
- en made of smaller molecules such as sugars. Used sources of energy.
- de of amino acids. Used for growth and repair of cells he body.

of food on the spotting tile or in a test tube. ine solution to the food. turns blue–black if starch is present.

- food in a test tube. solution to cover the food. varm water bath for 10 minutes. turns orange–red on heating if a sugar such as glucose
- of food in a test tube. anol to the test tube. d leave for 1 minute. a test tube of water. ution gives a cloudy white layer if a lipid is present.
- of food in a test tube. ydroxide solution and then add a few drops of copper atively add 1 cm³ of Biuret reagent. purple if protein is present.



Science—**Cells** (Photosynthesis)

leywords

Chloroplast	Found in the cytoplasm of plant cells. Site of photosynthesis
Chlorophyll	Pigment found in leaves, absorbs light for photosynthesis
Limiting factor	A factor that limits the rate of a reaction
Starch	Polymer of glucose
lodine	Stain used to detect starch. Turns blue/black if starch is present.

hotosynthesis

Photosynthesis is an enzyme controlled reaction that takes place in the chloroplast of plants to form glucose, which is used in respiration to release energy and to form carbohydrates such as starch and cellulose.

Plants use light as a source of energy for this reaction, chlorophyll (a pigment found in leaves) absorbs light.

Word equation: Water + Carbon Dioxide -> Glucose + Oxygen **Balanced Symbol Equation:** $6H_2O + 6CO_2 -> C_6H_{12}O_6 + 6H_2O$

nverse Square Law

When you double the distance from the light source, the light intensity falls by a factor of 4.

Relative light intensity = 1 ÷ distance from light source²

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Trinity TV > Year > Subject





Light is the source of energy for the reaction.



Temperature

at high

temperatures **PRACTICAL Investigating the factors that can affect**



Method

- 1. Fix a ruler to your desk so that you can easily move your plugged-in lamp along it.
- 2.Place the boiling tube rack (and plant) at 0cm along the ruler
- 3.Place the lamp as close as you can to 0cm so that it's shining on the leaves
- 4.Allow the plant to adjust to this light
- 5. Count the number of bubbles escaping from the cut end in one minute
- 6.Record your data and repeat until values are concurrent.
- 7.Repeat the experiment for all of the distances you decided, starting with the shortest distance and getting further away from the lamp

Starch is a polymer of glucose. If a leaf contains starch, this means it contains glucose. This is how we investigate if photosynthesis has taken place in a plant. lodine will turn blue/black in the presence of starch.



Method

Step 1: Put a leaf in boiling water for about 5 minute, until it is soft.

Step 2: Put the leaf in a test tube with ethanol for a while.

Step 3: Rinse the leaf in water.

Step 4: Spread the leaf out on a white tile/saucer/petri dish.

Step 5: Drop a few drops of iodine on the leaf

Term





PRACTICAL: Starch Testing



Reason



To break down the cell walls so chemicals can enter the cell.

To remove the green pigment (chlorophyl). This is for us, to more clearly see a colour change when we add iodine.



To make it soft again.



To stain any starch, if present. Turns blue/black if starch is present. Stays yellow/brown if no starch is present.

Science—Cells

DNA structure

			Year 9	Term	Trinity Academy Bradford	Tri Acad Ha
	Keyword defi	nitions	Enzyme	S		
Base pairs Adenine Thymine	Double Helix	The structure of DNA	Enzymes in the food into more	the Digestive System he digestive system ac nomers that can be ab	<u>1</u> ct to break down polyn sorbed into the blood:	ner
Guanine Cytosine	Polymor	Long chained molecule made of	Enzyme	Polymer	Monomer	
Sugar phosphate	Polymer	repeating monomer units	Amylase	Starch	Sugars	
Sugar phosphate backbone			Protease	Protein	Amino Acids	
	Monomer	Small molecule, join together to form polymers	Lipase	Lipids	Fatty acids + glyc- erol	-
	Nucleotide	Monomer of DNA. Complementary nucleotides bond together (A-T, C-G)	Factors aff Factors that c • pH	fecting enzyme ac can affect the rate of e	tion nzyme controlled reac	tior
eed up reactions in living	Protein	Polymer made of amino acids. Structure determined by DNA coding.	Tempera Concen Concen	ature tration of enzyme tration of substrate		
ne is the lock and the ecific complementary	Enzyme	Biological catalyst	diamon article	- Approx surface	\wedge	
when the rate of an en-	Substrate	Molecule complementary to enzyme active site		10 15 20 25 30 35 40 45 50 0 Temperature (C) 000 p	2 4 6 8 TO 6H 5H	
mplementary to the sub-	Rate	How quickly something happens.	PRACTICAL	Substrate concentration (c) Su	ontrolled reactions	
Products	Optimum	The best conditions, where the rate is the highest	Hydrogen per found in pota is measured with differing	roxide is broken down toes. Oxygen gas is p over 5 minutes to calc concentrations of hydr	by the catalase enzyn roduced. The volume o ulate rate. This is repe rogen peroxide.	ne of g ate
products Products leaving plex active site of enzyme	Denatured	Active site of an enzyme is changed.		Bubbles of oxygen	S changed delivery: to be	



Bubbles of
Measuring
Motor
vvaler

DNA Is a polymer. It is made of lots
of monomers. These are called
nucleotides (bases). Nucleotides pair up to create the double helix structure of DNA.



Enzymes

Enzymes are biological catalysts, they spe things.

Enzymes act on substrates following the lo shown in the picture to the right (the enzyn substrate is the key). Enzymes have a spe shape to one substrate.

Lots of factors can affect the rate of an enz tion. The optimum conditions are achieved zyme controlled reaction is at it's highest.

Enzymes can be denatured by certain con active site changes shape, is no longer con strate and the reaction cannot take place.



Complimentary

Structures that fit together

Trinity TV









s in

าร:





History– What did the Romans do for us?

Key Questions

Who were the Romans?

.

What was the Roman Empire?

- enemies.
- Egypt.

How did the Romans change the Law?

early stage in history.

•

- wealthy husbands.

What did the Romans know about health and cleanliness?

conduits to help.

limeline	
55 B <i>C</i>	Julius Caesar leads the first Roman legion to Britain but this did
55 00	not lead to conquest.
43 AD	The Roman Emperor Claudius orders four legions to conquer Britain. In August, the Romans conquer Colchester.
50 AD	Londinium is founded as a large city. By 80 AD Londinium has a governors palace and public buildings.
100 AD	8,000 miles of roads have been built by the Romans, allowing them to travel around the country.
157 AD	Galen starts working as surgeon, discovering things on the human body.
410 AD	After fighting years of invasion from forces such as the Angles and Saxons, the Roman Empire can no longer control Britain.

Key People

Emperor Claudius	Claudius was the Emperor of Rome who ordered the invasion of Britain in 41 AD. He sent around 40,000 troops to the country. The Romans captured most of the south but many opponents fled to Wales where they would continue to try and attack the Romans.
Boudicca	Boudicca is famous for leading a rebellion of the Iceni people against the Romans which destroyed parts of Colchester and London. She is believed to have poisoned herself to avoid capture in 61 AD. The Romans had continued to expand over parts of Britain and this upset many people.
Galen	Galen was a Roman doctor . He used Hippocrates' theory of the Four Humours and worked on animals to understand the human body. He believed that illness was caused by a balance in the Four Humours (black bile, yellow bile, blood and phlegm). He suggested bloodletting as a remedy for this. This became common practice for centuries afterwards. He also discovered that Urine was formed in the Kidney. However, he was wrong about other discoveries due to his work on animals. For example, he believed that blood was produced in the liver and evaporated out of the body.

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For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 9> History > The Romans

Key Terms

Roman	Relating to ancient Rome or its empire or people.
Invasion	An instance of taking over a country or region with an armed force.
Emperor	A ruler of an empire.
Legion	A division of 3,000–6,000 men, including a complement of cavalry, in the ancient Roman army
Barbarian	The term used by the Romans to describe people not belonging to the Roman Empire. They were seen as uneducated and aggressive.
Conduit	A stone channel for conveying water or other fluid built by the Romans.
Latrine	A communal toilet built by the Romans.
Four Humours	The belief that the body needs four elements (black bile, yellow bile, phlegm and blood) to be in balance to be healthy. An imbalance in these would lead to illness.
Forum	A meeting place built by the Romans in the centres of towns and cities for key issues to be discussed.



Term 1



The Romans were a group of people who formed an Empire around the world. Their base was in Rome, Italy which is where the name comes from.

The Romans were a warrior people who got much of their wealth by conquering other lands. The most famous Roman emperor was Julius Caesar. He was a brilliant army leader and made big additions to the Roman empire.

The Romans became very wealthy as they conquered other countries. They used slaves to complete their farm work. They were very good organisers and we can still see links to Roman Britain in society today.

An Empire is a system of counties who are ruled by a single person known as an Emperor or Empress. The Roman Empire was formed under Julius Caesar in the year 27BC. The Empire lasted until 476 AD until Rome was invaded by it's

At it's peak, the Roman Empire was 5 million square kilometres in distance. This meant that the Roman Empire existed from Northern England all the way down to

The Empire had a negative impact on most countries, with many people used as slaves once the Romans invaded. However, there are some important legacies linked to Law and Public Health that could be seen as positive in the long term.

The Romans had an agreed set of laws that they used to ensure that society remained in order. In 450BC, the Romans put 12 of these laws down onto stone and this became known as the Law of the Twelve Tables. These included guidance on debt and trials which showed the Romans had an advanced society for such an

Punishment in Rome could include lashings, beatings or even death. The punishment, however, depended on how wealthy you were. Poor people found themselves receiving harsher punishments.

Unfortunately, women in Rome had very little say in law and order. Most women were not allowed to have a job in public office although some did through their

Public health was developed by the Romans as they believed that cleanliness would lead to good health. The Romans made links between causes of disease and methods of prevention. as a consequence they developed a large system of Public Health works around their empire. They built latrines, public baths and

Geography—How can we close the global development gap?

Year 9

How do we classify a country's level of development?		Key Terms		What has caused the developmen	
High income countries = countries with a per capita GNI of above \$12,696 (60 in total) Low income countries = countries with a per capital GNI of less than \$1,045 (27 in total)		Development	The progress of a country in terms of economic growth, the use of technology and human welfare.	Historical factors centre around colonial taking control over another country, occurrently, in the 1700s and 1800s, page 2005.	
		Development gap	p The difference in standards of living and wellbeing between the world's richest and poorest countries.	there world were colonised by Europe t labour (including slaves). When many co	
Newly emerging e are countries who	conomies = countries in between HICs and LICs. These ose economies are growing quickly.	Trade	The buying and selling of goods and services between countries.	conflicts and disputes due to changed bo groups.	
		Quality of life	The wellbeing of individuals or groups of people i.e. whether they are happy and healthy.	• Economic factors which cause the development of the power TNCs have to pay low prices for rates for rate	
		How can we	close the development gap?	cheaply. NEEs have benefitted from globa	
		Investment Co cr da	ountries, organisations (e.g. the World Bank) and TNCs invest in LICs to in- rease profits. Investments lead to improvements in infrastructure, services, ams and industrial development.	Physical factors also hinder developme disasters face challenges to developme coastline, known as landlocked countri	
		Industrial Developing industry in a country brings employment opportunities in con- struction, manufacturing and service industries. Increased individual wealth leads to improvements in health, education and service provision through the payment of taxes.		With just a few exceptions, the world's LICs or NEEs.	
				What are the consequences of the dev	
Development Indic	cators	Tourism To	ourism brings in valuable foreign currency and a range of improvements	Health: In LICs many people cannot access safe tion. This leads to more preventable diseases a	
Birth rate	The number of births in a year per 1,000 of the total population.	In He	ocluding infrastructure, healthcare and education through increased taxes. owever it often damages the environment.	In HICs life expectancy is higher and more peop	
Death rate	The number of death's per year per 1,000 of the total population.	Aid Ai	id is usually in the form of financial assistance offered by countries, organi-	Wealth: There are large variations in wealth; to ceive 52% of global income. The poorest 50%	
Life expectancy	The average number of years a person might be expected to live.	pr	roving sanitation and education, Short-term aid is often given in response to		
Literacy rate	The percentage of people who have basic reading and writing skills.	Intermediate In	atural disasters.	income.	
Infant mortality	The average number of deaths of infants under 1 year of age, per 1.000 live births, per year.	technology Th	hese projects are aimed at improving water supplies, health and agriculture	permanently . People often migrate from LICs t	
	A measurement of economic activity that is calculated by dividing		he development gap is reduced at a local level.	better quality of life. Refugees are people who	
Gross National Income	the gross (total) national income by the size of the population. It takes into account the value of goods and services and income	Fairtrade Fa	airtrade involves paying farmers a fair price for their products and investing n local communities. Fair-trade also promotes fair wages for farmers and	to danger.	
	earned from investments overseas.	th	neir workforce.	Demographic Transition Model	
Human Development Index	A method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. This measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.	Debt relief In m fa re	a the 1970s and 1980s, many countries borrowed a significant amount of noney for large scale development projects. Some of these countries have allen into considerable debt repaying loans or high rates of interest. Debt elief involves cancelling money owed, allowing more significant investment	25 0 20 10 15 10 5	
Human Development Index	A method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. This measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.	Debt relief In m fa re in	the 1970s and 1980s, many countries borrowed a significant amount of noney for large scale development projects. Some of these countries have allen into considerable debt repaying loans or high rates of interest. Debt elief involves cancelling money owed, allowing more significant investment of development projects such as road building and healthcare.	25 000 20 Had 15 10 5	

		Quality of li	fe The wellbeing of individuals or groups of people i.e. whether they are happy and healthy.			
		How can we close the development gap?				
		Investment	Countries, organisations (e.g. the World Bank) and TNCs invest in LIC crease profits. Investments lead to improvements in infrastructure, s dams and industrial development.	is to in- services,		
		Industrial development	Developing industry in a country brings employment opportunities in struction, manufacturing and service industries. Increased individual leads to improvements in health, education and service provision the payment of taxes.	n con- wealth rough the		
Indic	ators The number of births in a year per 1,000 of the total population.	Tourism	Tourism brings in valuable foreign currency and a range of improven including infrastructure, healthcare and education through increased However it often damages the environment.	nents d taxes.		
	The number of death's per year per 1,000 of the total population.	Aid A	Aid is usually in the form of financial assistance offered by countries, organi- sations and TNCs. Long-term aid supports development projects such as im- proving sanitation and education, Short-term aid is often given in response to natural disasters.			
су	The average number of years a person might be expected to live.					
e ty	skills. The average number of deaths of infants under 1 year of age, per 1,000 live births, per year. A measurement of economic activity that is calculated by dividing	Intermediate technology	Intermediate technology is used to support local development proje These projects are aimed at improving water supplies, health and ag The development gap is reduced at a local level.	cts. riculture.		
al	the gross (total) national income by the size of the population. It takes into account the value of goods and services and income earned from investments overseas.	Fairtrade	Fairtrade involves paying farmers a fair price for their products and i in local communities. Fair-trade also promotes fair wages for farmer their workforce.	nvesting s and		
ndex Tri	A method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. This measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.	Debt relief	In the 1970s and 1980s, many countries borrowed a significant amon money for large scale development projects. Some of these countries fallen into considerable debt repaying loans or high rates of interest relief involves cancelling money owed, allowing more significant inve in development projects such as road building and healthcare.	unt of s have . Debt estment		
For more help, visit Trinity TV and watch the following videos: Trinity TV > Year 9 > Geography		Microfinance Ioans	Micro-finance loans offer financial support to community groups or a als to start a small business. If businesses are successful, they will created and increase people's income.	ndividu- eate jobs		





it gap?

sm. This is the policy of upying it and exploiting it any countries around access raw materials and onised countries gained ms arose from political orders and mixing of ethnic

pment gap include the w materials from LICs. the selling of resources al trade.

Areas prone to natural . Countries without a also struggle to develop. andlocked countries are

elopment gap?

, clean water and sanitaand lower life expectancy. ple die to age related dis-

14 richest 10% of the reeceive just 8% of global

n one place to another, to NEEs or HICs to seek a are forced to move due



Religious Studies - Does God Exist?

	Rey Terms		
d Hume argued that religious	Atheist	A person who does not believe in God	Causation The C Philo
sually only seen by those who and do not understand what	Theist	A person who believes in God(s)	He ar
ng.	Agnostic	A person who is not sure if God exists	God.
rice Wiles argued that if God	Genesis	The first chapter of the Bible where the creation story is found.	God I space Design Arc
miracles, it shows he is not as he picks and chooses who to	Literal	The belief that God created the world exactly the way it says in the Bible, in 6 days.	The D Philos
	Metaphorical	The belief that the story in the Bible is not literally true, it is a metaphor to show God's omnipotence.	He sa assun
has faith, no explanation is	Religious Experience	An experience where someone feels that they have had direct communication or the presence of God. E.g miracles, visions, hearing voices.	world desig
o one without faith, no is possible″	Miracle	An unexplainable event that goes against the laws of nature.	Infinite Re
the beginning God created the earth' - supports the first cause	Paradox	A statement that is self-contradictory. E.g. a square circle.	Argur
d caused creation.	Omnipotence	All powerful	God r word
	Omnibenevolence	All loving	Theory of•Charle
t be a design without a	Omniscience	All seeing/knowing	studie that t
nd God said, "Let there be ere was light." - supports God	Philosopher	A person who seeks wisdom or enlightenment by looking at big questions of the world.	had a • This v
e universe	Psychologist	Someone who studies the human mind, emotions and behaviour.	Creation S The b creation
inity TV and watch the following	Survival of the Fittest	The idea that an animal more suited to it's environment will live to pass on its genes whilst others will die out	In Ge
			upon

Goes on forever

Kov Torme

Infinite

Religious Experiences

Hume



Philosopher David experiences are u are uneducated a they are witnessir

Wiles



Philosopher Mau actually performs omnibenevolent help.

Quotes	
St Thomas Aquinas—First Cause Argument	"To one who has faith, no explanation is necessary. To one without faith, no explanation is possible" Genesis 1 'In the beginning God created the heavens and earth' - supports the first cause by saying God caused creation.
William Paley— Teleological Argument	<i>' There cannot be a design without a designer"</i> Genesis 1 "And God said, "Let there be light," and there was light." - supports God designing the universe

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For more help, visit Tr videos:

Trinity TV > Religious Studies > Term 1

Does the Universe Prove God Exists?

Argument (Cosmological)

- ner must be God.
- gress

Evolution

- Story in Genesis

 - Garden of Eden.

Term 1



Cosmological Argument was proposed by sopher St. Thomas Aquinas.

rgued that everything in the universe has a cause, so must have been a 'First Cause'. That First Cause is

is a 'necessary being' which acts outside of time & and therefore does not need a cause. gument (Teleological)

Design Argument was originally proposed by sopher William Paley.

aid that if you found a watch on the floor, you would me it has a designer because it is so complex. The l too is complex so must also have a designer—that

re cannot be design without a designer'

ite Regress is an argument against the Cosmological ment (so against the existence of God).

gues that if, by logic, everything needs a cause then must, by the same logic, also need a cause. In other ls—what caused God?

les Darwin proposed the Theory of Evolution. He ed finches in the Galapagos islands and concluded they had all come from one common ancestor but adapted to suit their environment.

was known as 'survival of the fittest'.

book of Genesis in the Bible tells the story of ion. It begins with the line: 'In the beginning God ted the Heavens and the Earth'

enesis 1, God created the world in 6 days and rested upon the seventh. In Genesis 2, it tells the story of the creation of mankind who then disobeyed God in the







COMPUTER SCIENCE: Digital Citizenship

Year 9

What	are the Hazards	Key Terms		What are Online
		Password	A secret word or phrase which allows access to a computer system or service.	Socialising onlWatching TV c
		Computing Lab	A computer lab is a space which provides computer services to a defined community.	 Building their day life with fr
		Screen Time	Time spent using a device such as a computer, television, or games console.	Gaming online
		Email	Messages distributed by electronic means from one computer user to one or more recipients via a network.	Doing homewTaking part in
		Email Recipient	An email recipient is an individual who has opted-in to receive email from either an individual or a business	Reporting Onlin
Rules	of a Computing Lab	Email Subject	An email subject line is the first text recipients see after your sender name when an email reaches their inbox. It is important to keep an email subject line informative, catchy, and brief.	 Report abuse Child line
1	No Food	CC / Carbon Copy	(Carbon Copy) - Put the email address(es) here if you are sending a copy for their information (and you want everyone to explicitly see	 Talk to a trus Tell a teacher
2	Drinks are allowed, as long as they are in no-spill containers	BCC/ Blind	(Blind Carbon Copy) - Put the email address here if you are sending	Report behave
3	Keep your password safe	Carbon copy	them a Copy and you do not want the other recipients to see that you sent it to this contact	Email Etiquette
4	Computers and peripherals are not to be moved around	Etiquette	The way you behave online	Email Etiquette
5	Do not install software on the computers	Sexting	To send (someone) sexually explicit photographs or messages via mobile phone.	Include a clear Always use an
6	Do not display or print sexually explicit graphics	Cyber bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	Consider the p
7	No Mobile Phones	Digital Footprint	A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services.	 Do not use em Don't hit reply Bonk in a time
8	Behaviour and activities that disrupt other users or disrupt thelearning in the computer labs is not allowed	Presentation Software	A software application that is specifically designed to allow users to create a presentation of ideas	Never use inap
9	Remember to log out whenever you are done using your computer.	Audience	A group of people who your presentation would be aimed at	Spell Check Email Signature
10	Each person may use one computer at a time, unless otherwise instructed.	Characterist	tics of a strong Password st 8 characters - the more characters, the better.	Include Forena Include Job title
	Trinity TV	A mixt	ture of both uppercase and lowercase letters.	Include employ Include employ
4	For more help, visit Trinity TV and watch the following videos:	A mixt	ture of letters and numbers.	Include contact email/telephor
	Trinity TV > Year 8 > Computer Science	Inclusi	ion of at least one special character, e.g., ! @ # ?]	

Term 1



Advice Help Report



Activities

- line on a range of social apps
- online through YouTube
- digital footprint by sharing details about their day to iends and family or people they've met online
- with friends online regularly
- vork through video chats with friends
- online challenges with friends

e Abuse

- on the CEOP site
- ted adult
- vior to the social media site

e & Email Signature

- subject matter
- appropriate greeting.
- ourpose of your email.
- ojis
- all or CC everyone.
- ely fashion.
- opropriate language
- me / Surname
- ment name
- ment address
- details:

Hena Shah Curriculum Leader- Computing & Enterprise

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COMPUTER SCIENCE: Digital Citizenship

Year 9

Trinity Online Platforms	Key Terms	What are Online	
Image: Construction of the second	Stereotype	A stereotype is a fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing. If someone is stereotyped as something, people form a fixed general idea or image of them, so that it is assumed that they will behave in a particular way.	Se m Self Image th ha A m
Outlook	Autonomy	In its simplest sense, autonomy is about a person's ability to act on his or her own values and interests. In order to do these things, the autonomous person must have a sense of self-worth and self-respect. Self-knowledge is also important, including a well-developed understanding of what matters to him or her.	Self-identity Co at b b c c c c c c c c c c c c c c c c c
 Construction SharePoint Trinity TV Safety Net Teams 	Live Streaming	Live Streaming is a broadcast of the video and sound of an event over the internet as it happens. Viewers can comment and interact live by posting messages that appear beside the live stream. Streamers can set up rules and regulations – e.g. keywords, foul language will be censored. They can also share emojis such as hearts, and gifts such as coins which appear on the screen.	cr in cc in Social media fa aı cc in in
Outlook Hegarty Maths Educake Science Educake Computing	Pornography	Writing, pictures, films, etc. designed to stimulate sexual excitement'.	In re to Influencers fo at
 GCSE POD GCSE bitesize Trinity Instagram / Twitter Trinity TV For more help, visit Trinity TV and watch the following videos:	FOMO	(fear of missing out) FOMO, or "fear of missing out," is a real phenomenon that is becoming increasingly common and can cause significant stress in one's life. It can affect just about anyone, but some people are at greater risk. The fear of missing out refers to the feeling or perception that others are having more fun, living better lives, or experiencing better things. It involves a deep sense of envy and affects self-esteem. It is often exacerbated by social media sites like Instagram and Facebook.	Bi du Positivity au pi vi

Trinity TV > Year 9 > Computer Science

Term 1





e Activities

Self-image refers to how a person sees themselves on a more global level, both internally and externally. Selfmage is important because how a person thinks about themselves affects how they feel about themselves and now they interact with others and the world around them. A positive self-image can boost a person's physical, mental, social, emotional, and spiritual well-being.

Self-identity refers to stable and prominent aspects of one's self-perception. Self-identity is how a person dentifies and defines themselves. Self-identity is a combination of personality traits, abilities, physical attributes, interests, hobbies, and/or social roles from a person's personal identity that they specifically selected to dentify themselves.

Social media are interactive technologies that allow the creation or sharing/exchange of information, ideas, career nterests, and other forms of expression via virtual communities and networks. Social media allows ndividuals to keep in touch with friends and extended family. Some people will use various social media applications to network and find career opportunities, connect with people across the globe with like-minded nterests, and share their own thoughts, feelings, and nsights online.

nfluencers in social media are people who have built a reputation for their knowledge and expertise on a specific copic. They make regular posts about that topic on their preferred social media channels and generate large followings of enthusiastic, engaged people who pay close attention to their views.

Body positivity refers to the assertion that all people deserve to have a positive body image, regardless of how society and popular culture view ideal shape, size, and appearance. Some of the goals of the body positivity movement include challenging how society views the body and promoting the acceptance of all bodies.

Spanish - La familia y los amigos

eek 1 and 2	2 —Vocabulary	,		Week 3 and 4	—Vocabulary			Week 5 and	6 —Vocabular	y	
Week 1: atrevido/a daring callado/a reserved educado/a molesto/a sensible simpático/a cimido/a corpe vago/a activo/a agradable amable celoso/a cortés	cheeky/ quiet/ polite annoying sensitive nice/ shy clumsy lazy active nice/pleasant friendly/nice jealous polite	Week 2: el padre la madre el abuelo la abuela el hermano la hermana el tío la tía el primo la prima el amigo la amiga	dad mum grandad grandma brother sister uncle aunt cousin (m) cousin (f) friend (m) friend (f)	Week 3: el gemelo la gemela el padrastro stepfather la madrastra el hermanastro la hermanastro la hermanastra el marido/esposo husband la mujer/esposa el novio la novia el sobrino la sobrina el viudo la viuda la pareja	twin (m) twin (f) stepmother step brother step sister wife boyfriend girlfriend nephew niece widower widow couple/partner	Week 4: generoso/a severo/a cuidadoso/a orgulloso/a cobarde guapo/a feo/a hablador(a) trabajador (a) tradicional seguro/a de si mismo está casado/a está soltero/a	generous strict careful proud cowardly good-looking ugly chatty/talkative hard-working traditional self-assured he/she is married he/she is single	Week 5: aconsejar acordar aguantar confiaren discutir maltratar sonreír el anillo la confianza el compromiso el estado civil el género el hogar la iglesia el matrimonio	to give advice to agree to put up with to trust to argue/discuss to mistrear to smile ring trust engagement marital status gender home church marriage	Week 6: por un lado o por otro lado o ho obstante después luego de vez en cuando time siempre nunca mañana la semana que vier el año que viene ayer la semana pasada el año pasado	on one hand on the other hand howev after then from time t always never tomorrow ne next week next year yesterday last week last year
eek 1 and 2	2 - Grammar			Week 3 and 4	—Grammar			Week 5 and	6 —Grammar		

Tener (to have) and ser (to be)

Both of these verbs are very important but also very irregular Because of this, it is important that you learn them off by heart!

Tener (to have)			Ser (to be)		
I have	Tengo		l am	Soy	
You (s) have	Tienes		You (s) are	Eres	
He/she/it	Tiene		He/she/it is	Es	
			We are	Somos	
We have	Tenemos		You (pl) are	Sois	
You (pl)	Tenéis			5015	
have			They are	Son	
They have	Tienen				

Reflexive verbs

Reflexive verbs work in exactly the same way as any other verb in Spanish, except they have a **reflexive pronoun** that comes straight before the verb.

e.g. levantarse - to get up > me levanto - I get up

All of these verbs below are already in the 1st person ('I' form), ask your teacher if you want to use them to talk about someone else!

- me llevo bien con me peleo con me enfado con me parezco a me disculpo me ocupo de
- I get on well with I fight/argue with I get angry with I look like I apologise I look after

1) the verb 'ir' in the present tense 2) a 3) a verb in the INFINITIVE (-ar/-er/-ir) For example:

Voy a visitar = I'm going to visit Voy a jugar = I'm going to play Voy a estudiar = I'm going to study

Voy
Vas
Va
Vamos
Vais
Van

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Reflexive verbs also work a little differently in the future tense. Me voy a casar I am going to get married Me voy a comprometer I am going to get engaged

Term 1

Year 9





The 'near' future tense To form the future tense, we need three key ingredients:

Ir (to go)
'm going
'ou're going
le/she is going
Ve are going
'ou (pl) are going
hey are going