Wadham School

A Church of England Community School

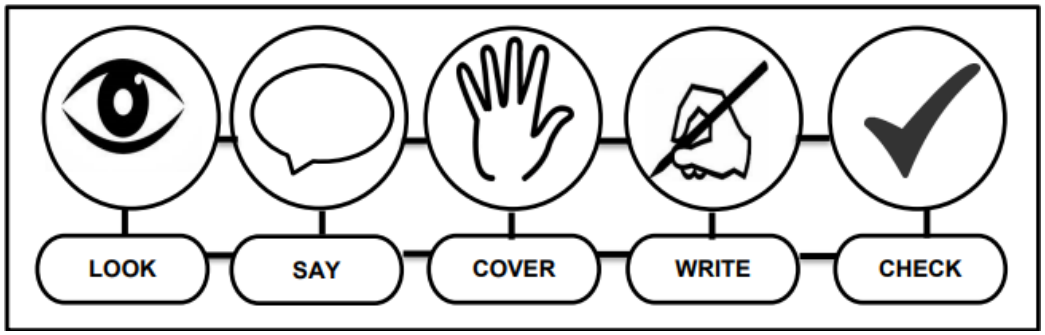
Knowledge Organisers
Year 9
Term 3 & 4
2025-2026

Name.....

Tutor group.....

"Life in all its fullness" John 10:10

Using Your Knowledge Organiser



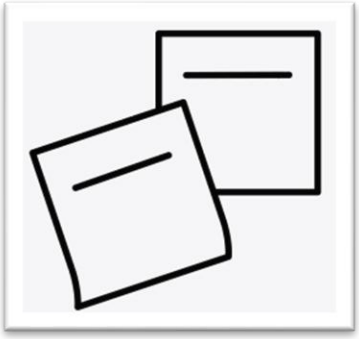
Look-Say-Cover-Write-Check

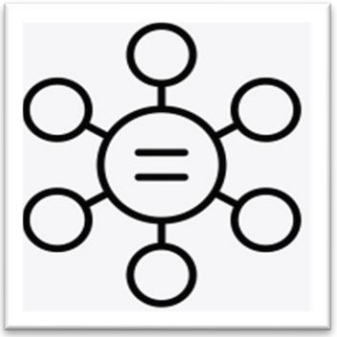
Retrieval practice using the look-say-cover-write-check technique, when done in regular small chunks, is one of the best ways you can learn relevant knowledge over time.

Working in Independent mode:

- Look at the first bullet point or sentence
- Read through it three to five times
- Cover
- Write it out exactly
- Remove and check what you wrote and tick if correct
- Repeat
- When you get it 100% right, move on to the next chunk of information

Flash Cards	**Self Quizzing**	**Mind maps**
Make flast cards with the definition on one side and key word on the other.	Write quizzes with answers to test yourself in the future.	Create mind maps linking key information you need to remember.





LIBRARY INFORMATION

Library Reward Card

For terms 3 and 4 receive a stamp every time you read a book from the library. Prizes to be earned along the way. See posters in the library for more details.

DON'T FORGET

Friday lunchtime is LEGO club in the library

IF YOU LOOSE A BOOK, DON'T PANIC! IT CAN BE REPLACED WITH ANOTHER BOOK OR WITH A SMALL CHARGE.

DID YOU KNOW THE LIBRARY CATALOGUE CAN BE FOUND ONLINE? THERE IS A LINK ON ALL SCHOOL COMPUTERS AND ON TEAMS. (THE LOG IN IS THE SAME AS YOUR SCHOOL EMAIL AND PASSWORD)

THE LIBRARY IS OPEN TO ALL.
IT IS A SAFE SPACE WHERE YOU WILL ALWAYS FIND AN ADULT AT BREAK OR LUNCH.
THERE ARE TABLETS IN THE LIBRARY THAT CAN BE USED FOR COMPLETION OF HOMEWORK, PLEASE ASK MRS GEORGE FOR ACCESS.

YEAR 9 ART

STREET ART

Creating Stencil Art 1

- Stencil art is one of humanity's oldest creative forms.
- Some of our species' first artists made stencils when they placed their hands on cave walls and blew minerals over them, coating the rock in red or black pigment and leaving behind their palmprints.
- Fast-forward some 30,000 years and stencil art techniques remain essentially unchanged.
- Using a sheet of cardboard, plastic, or metal with a pattern or letters cut out is surprisingly versatile, allowing craftspeople to colour cloth, print t-shirts, and create some fantastic street art.

Creating a stencil design

First, you'll need an image to work with. You can use something you've drawn, choose a photo or pre-existing artwork to adapt as stencil art, or combine elements of all three.

- Make sure your design can be rendered in two-tone black and white without losing too much detail.
- Typography, icons, bold, comic-style illustrations, and high-contrast photos all work well when you're first learning how to create stencil art.
- Make it pop with bold shadows and crisp lines.

Keep in mind that your stencil cannot be too detailed.

Shepard Fairey (b.1970)

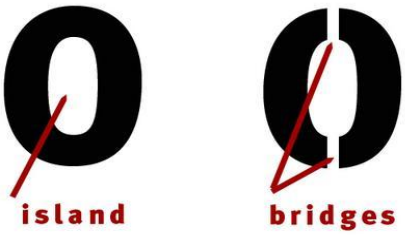
His style has been described as bold and iconic.

His most famous artwork is the iconic 'Hope' poster he made for Barack Obama's election campaign in 2008.

YEAR 9 ART

STREET ART

Creating Stencil Art 2



As you create your stencil pattern, be sure to plan for any necessary "bridges" in the artwork. You need to make sure there aren't any lonely "islands" of blank stencil material, otherwise you may accidentally cut away important design elements.

Cutting & Spraying Your Stencil

You should cut out the most detailed parts of your stencil first, as your stencil will only get flimsier with each piece of paper that's removed.

Now for the best part: spraying your stencil...

- Aim for steady movement and even coverage to avoid dripping (unless that's an effect you'd like to try out).
- Position your nozzle about 30cm away from your stencil and spray in short strokes in a single direction, without "doubling back" over parts you've already coated.
- Leave to dry for at least 10 minutes.
- You may wish to add another layer of colour over the top.

Keyword	Definition
Stencil	A thin sheet of card, plastic or metal with a pattern or leaves cut out of it, used to apply a design on the surface below by the application of ink or paint.
Typography	The art of arranging type and printing from it.
Scalpel	A knife with a small, sharp blade.
Graphics	The products of graphic art, especially design or illustration.
Graffiti	Writing or drawings scribbled, scratched or sprayed on a wall or other surface in a public space.
Distress	Making a piece of furniture, object or surface appear aged.
Collage	The technique in which pieces of paper, photographs, fabrics and other materials are arranged and stick down onto a surface.

Beliefs and World Views

Beliefs and Worldviews – Year 9 Term 3 & 4

Topic 2: Philosophy

1	1	**Plato's Cave**	Analogy used to show we can't always relay our senses
	2	**Philosophy**	'Love' of 'Wisdom' – Philosophy is aiming to be wise
2	3	**Empiricism**	Using evidence to prove knowledge, beliefs and ideas
	4	**A Posteriori**	Knowledge known only after experience
	5	**Rationalism**	Reason and Logic provide knowledge
	6	**Logic**	Using reason and common sense to solve problems
	7	**A Priori**	Knowledge known before experience
3	9	**Dualism**	People are two parts: physical body and spiritual soul
	10	**Materialism**	People are just physical bodies (there is no soul)
4	11	**Problem of Evil**	Argument stating God cannot exits due to suffering in the world
	12	**Epicurus**	Philosopher who wrote about Problem of Evil
	13	**Free Will**	God created humans with freedom to choose how to act
	14	**Free-Will defence**	Defence against the Problem of Evil: Suffering is due to human choices, it's not God's fault
5	15	**Cosmological Argument**	Argument that seeks to prove God's existence based on the need for the universe to have a creator
	16	**Cause**	the reason something came into being
	17	**Eternal**	beyond time
	18	**Spiritual**	non-physical
6	19	**Design Argument**	Argument that seeks to prove Gods existence based on the Universe showing elements of complex designer, therefore it needs a designer
	20	**Analogy**	Explaining something by describing it as similar to something else

Topic 3: Ethics

1	1	**Ethics**	Moral principles that guide a person's beliefs and behaviour
	2	**Moral**	'Right'- If an action is moral, it is the right thing to do
	3	**Immoral**	'Wrong' - If an action is immoral, it is the right thing to do
	4	**Utilitarianism**	That which brings the greatest good to the greatest number
	5	**Deontological**	An action is inherently right or wrong
2	6	**Revelation**	God telling humans his will, especially what is moral
	7	**Agape**	Universal love and compassion – the way of Jesus
	8	**Maximillian Kolbe**	Catholic monk who put Agape into action by giving up his life
3	9	**Abortion**	Terminating a unwanted pregnancy
	10	**Pro-Life**	Arguments against abortion (Rights of the child)
	11	**Pro-Choice**	Arguments in favour of abortion (rights of the mother)
	12	**Sanctity of Life**	All life is sacred (valuable) and should be protected
	13	**Quality of Life**	The level of health, comfort and happiness in a persons life
4	14	**Euthanasia**	Assisted Suicide – Ending a life due to severe pain
	15	**Voluntary Euthanasia**	A person choosing to end their life due to suffering
	16	**Active Euthanasia**	Delivering a 'treatment' designed to end life
	17	**Passive Euthanasia**	Withdrawal of life saving treatment e.g. switching off life support
5	18	**IVF: In Vitro Fertilisation**	Sperm & egg combined outside of the womb to begin pregnancy
	19	**Designer Babies**	IVF used to create children with certain genetic characteristics
6	20	**Artificial Intelligence**	Computer generated intelligence, ability to read and speak
	21	**Sentience**	To be self-aware and conscience, could an AI be truly alive?

Knowledge Organiser: Spreadsheets

Computing

Data = raw text / numbers that do not yet have any meaning. Context is needed for a user to understand the data and use it.

Example: 100622

This could be: A date of birth / bank sort code / phone number

Information = data that has been processed with context to create meaning for the user.

Example:

10/06/22 is a date of birth.

10-06-22 is a bank sort code.

01709 100622 is a phone number.

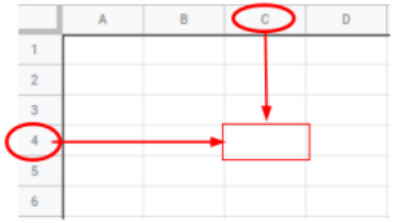
Columns = the letters along the top of a spreadsheet. Columns are vertical and go down the spreadsheet.

Rows = the numbers down the side of a spreadsheet. Rows are horizontal and go across the spreadsheet.

Cell = each individual box on a spreadsheet.

A cell reference uses the column (letter) first, followed by the row (number).

The cell below has a cell reference of C4.



Formula = used in a spreadsheet to work out things automatically.

Each formula begins with an = symbol.

= allows you to insert a function in a spreadsheet.

+ = used for addition

- = used for subtraction

***** = used for multiplication

/ = used for division

=SUM = used to total a range of cells.

=MAX = used to find the highest value in a range of cells.

=MIN = used to find the lowest value in a range of cells.

=AVERAGE = works out the average of a range of cells.

=COUNT = counts the number of cells in a range (blank or not).

=COUNTA = counts the number of non-blank cells in a range.

=IF = uses a cell to show different things depending on a criteria.

=COUNTIF = counts how many cells in a range meet a criteria.

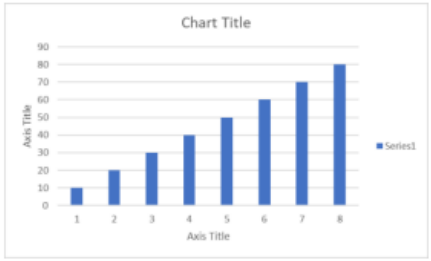


Chart Title = explains what the chart is about.

Axis Labels = helps to understand the chart.

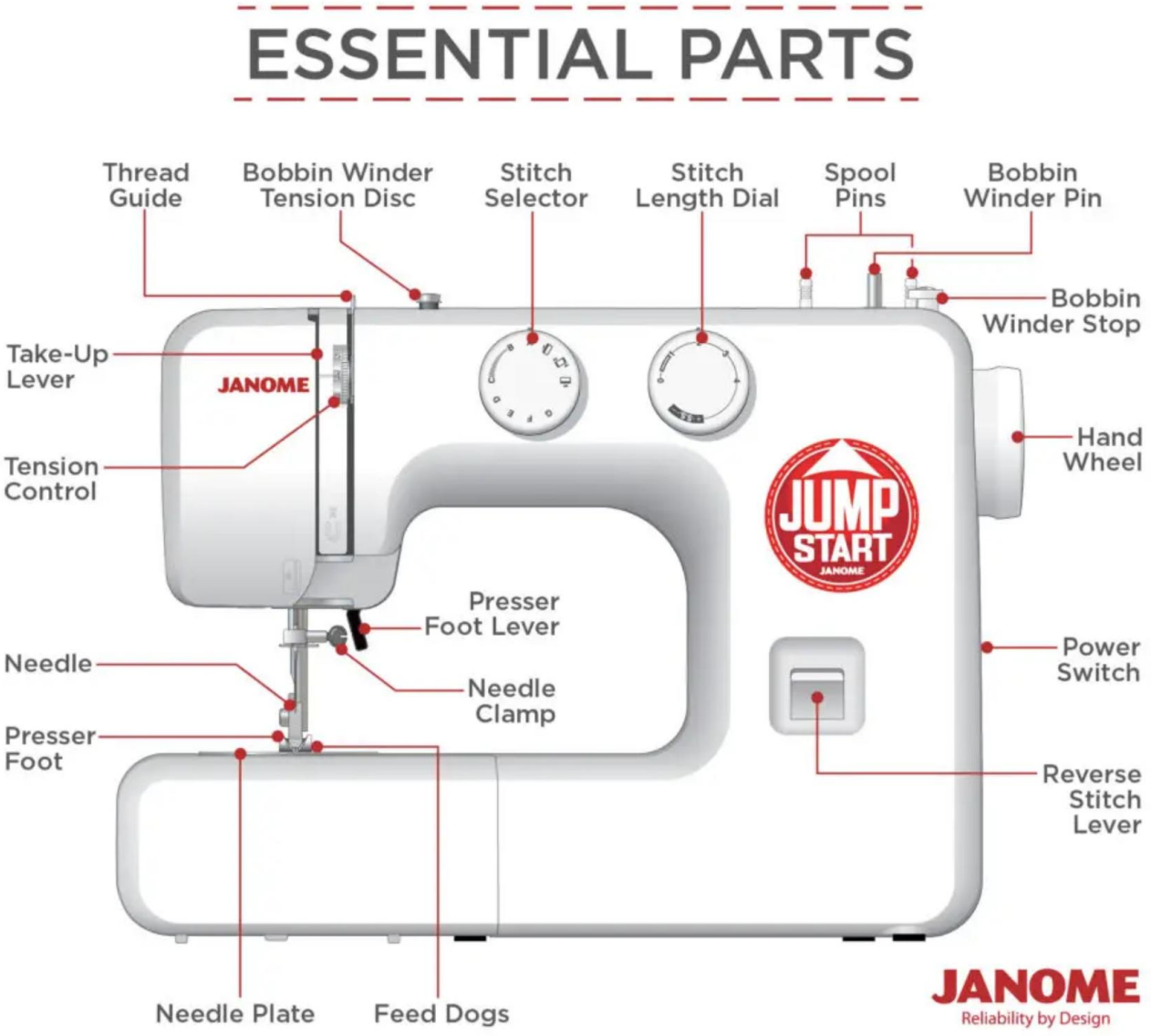
Series = explains which data is being used.

Conditional Formatting = changing the appearance of a cell depending on a criteria.

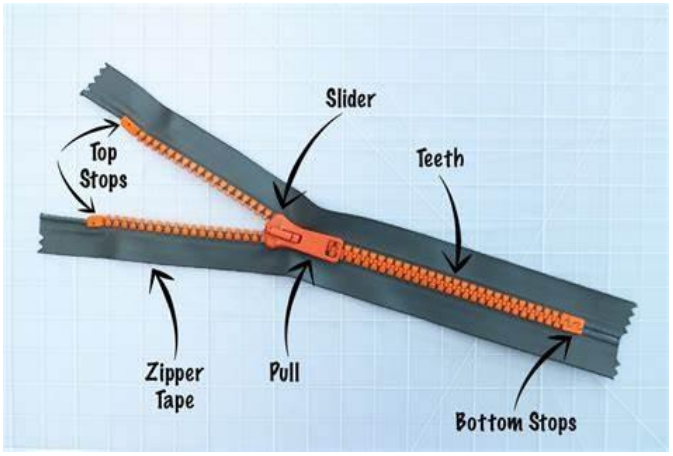
Example: if A1 is greater than 5, make it **green**. If A1 is less than 5 but greater than 0, make it **yellow**. If A1 is less than 0, make it **red**.

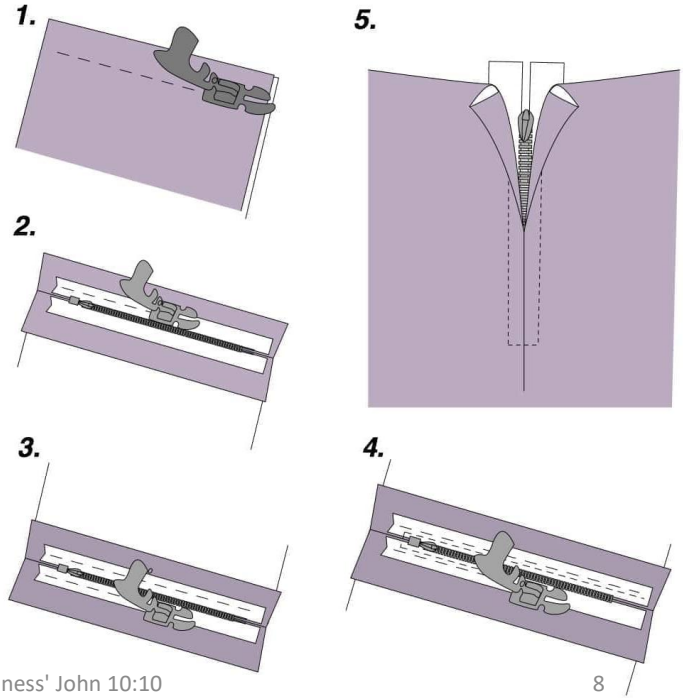
Primary Data = data that you have collected yourself.

Secondary Data = data that someone else has collected.



Inserting a zip

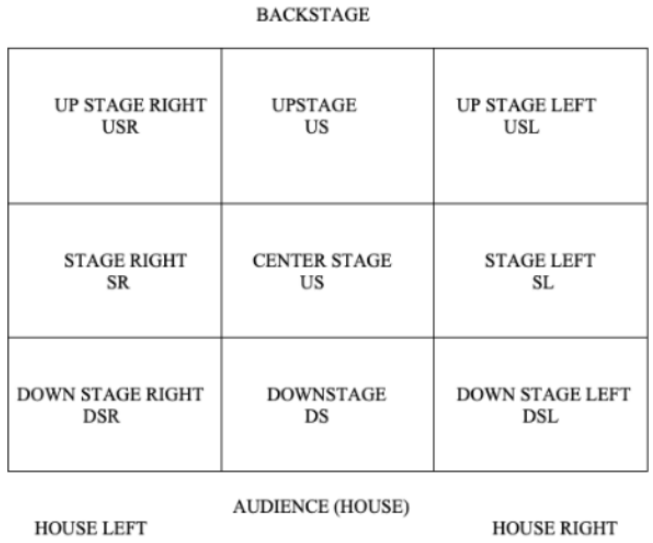




A. Drama Key Words

Body language	Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of characters.
Facial expressions	conveys an emotion that tells us expressions about the character and the way they react to a situation.
Gesture	a body movement that conveys meaning, think of a wagging finger to tell someone off.
Proxemics	how the actors/characters are placed on a stage. The distance or level between character/actors shows their relationships and feelings.
Levels	create visual interest. Levels can be used to suggest status - meaning the power or authority one character has over another
Corpsing	To lose focus and come out of role often to giggle.
Still Image/ Freeze Frame	A still image is a frozen moment on stage where the characters stay still to clearly stop the play and show the audience a moment in time. It is often used to highlight something important that has happened.
Mime	using movements of your hands and body, and expressions on your face, without speech, to communicate emotions and actions or to tell a story
Point of focus	What you would like your audience to notice in a scene

The Five Things:
1- Facial Expressions
2 – Eye contact
3 – Create one point of focus
4 – Use Levels
5 – Where are your audience



English

ANALYSIS	
Argument	The writer presents [topic] to…
Neat evidence	The phrase '…' shows…
Additional	Additionally, the phrase '…' adds to…
Language	The imagery suggests…
Your evaluation	A reader may also understand...
Structure and form	Structurally, the... tone emphasises...
Intentions of writer	The writer's intentions may have been to…
Society and context	Contextually, the writer may be reflecting…

POETIC POEMS	Definition
Personification	Giving something human characteristics
Oxymoron	Contradictory phrase
Enjambment	Continuing a line of poetry
Tone	Mood or atmosphere
Imagery	Descriptive language
Contrast	Very different things put together
Perspective	Viewpoint
Onomatopoeia	Words that sound like the thing
Extended	Carrying on
Metaphor	Saying something is something else
Simile	Saying something is like something else

A PERSUADER	Definition
Alliteration	Repeating same sound at starts of words
Points	Clear reasons to add to your argument
Exaggeration	Overstating
Repetition	Saying the same thing over and over
Statistics	Using numbers to represent facts
Unique ideas	Unusual or ways of approaching an issue
Anecdote	A short story used to make a point
Direct address	Talking to the audience
Emotive language	Appealing to people's feelings
Rhetorical questions	Questions not intended to be answered.

Lord of the Flies

Key words	Definition
Dystopia	a genre of novel that shows injustice or suffering, often as a result of conflict
Civilisation	a stage of human development that is considered more organised and advanced
Savagery	acts of violent, cruel or primitive behaviour
Setting	a place where a story takes place
Microcosm	a smaller version of something much larger (the island representing human society)
Symbolism	the use of images or objects to represent ideas, i.e. the conch
Democracy	a form of government where leaders are elected by voting
Allegory	a story with a moral or message
Anarchy	a system with no rules or government

English

Identity Poetry

ANALYSIS	
Argument	The writer presents [topic] to…
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Additional	Additionally, the phrase '…' adds to…
Language	The imagery suggests…
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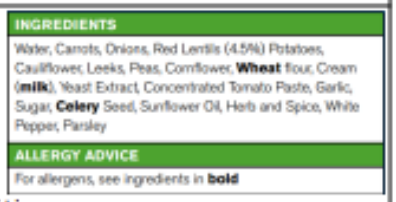
Key words	Definition
Objectification	when you reduce someone to being viewed as an object.
Dissociation	losing a sense of self.
Racial segregation	enforced separation of races.
Intersectionality	having different social identities.
Juxtaposition	putting contrasting things together.
Idolisation	worshipping something.
Discrimination	the unjust treatment of different categories of people.
Commodification	viewing everything in monetary value.
Dialect	a particular form of language which is associated with an area or social group.
Analogy	a comparison to make a point.
Prejudice	having (often negative) opinions which are not based upon fact or actual experience.
Patriarchy	a male dominated society.

Food

1	Nutrients	Food and drinks contains different substances that are needed for health. These are nutrients and water
	Macro-nutrients	Nutrients needed in large amounts to provide energy **Carbohydrates, protein, fats**
	Micro-nutrients	Nutrients needed in the diet in very small amounts- **Vitamins and minerals**
	Vitamins	**Fat-soluble** vitamins can be stored in the body: **Vitamin A** - dim light vision, healthy skin and eyes, resistance to infection; Leafy green vegetables, Orange/ yellow vegetables **Vitamin D** – absorbs calcium from foods to keep bones and teeth healthy: the sun, oily fish, meat, eggs
		Water-soluble vitamins cannot be stored in the body so are required daily **B vitamins: thiamine - Releases energy from food** **B1 Thiamine**: energy from carbohydrate and the nervous system. **B2 Riboflavin**: energy from protein, carbohydrate and fat. Transport and use of iron in the body **B3: Niacin**: required for the normal function of the skin, mucous membranes and nervous system **Vitamin C** - Keeps connective tissue healthy, Helps the body absorb iron: Oranges, blackcurrants, broccoli, red/ green lentils
	Minerals	Inorganic substances such as: Calcium, sodium and iron.
		Calcium - maintenance of bones and teeth, blood clotting, normal muscle function: milk, cheese and other dairy products **Sodium (salt)-** regulating the amount of water and other substances in the body: Breads and rolls, Pizza, Sandwiches, cured meats, Soups, tacos. **Iron** - formation of haemoglobin in red blood cells. Red blood cells carry oxygen around the body: meat, green leafy vegetables, pulses
2	Functions	**Aeration** (foam) e.g. whisking egg whites; **thicken sauces** (coagulation) e.g. egg custard; **Binding (coagulation)** e.g. fishcakes; **form structures**, e.g. gluten development in bread; **gel**, e.g. lime jelly **Glazing**- (coagulation) egg is used to give shing golden colour **emulsifying** – **mayonnaise**; **Coating (coagulation)** – covering with breadcrumbs, fish; adding colour/flavour/moisture/nutrients.
3	Food choice	People choose to eat different food for many different reasons: • **individual energy and nutrient needs;** requirements depend on age, gender, activity level, genes, body size • **Energy needs also depend on activity levels** • **diet and health;** People might have their own or their family's health concerns or for medical reasons. • **religion and culture** - People choose to eat or avoid certain foods according to their religious beliefs • **cost of food;** • **food availability-** seasonal food • **time of day and occasion;** • **food preferences;** food taste, odour, appearance, shape, colour • **social and economic considerations** – As consumers we are influenced by those around us, location, occupation, lifestyle, education, knowledge • **Environmental and ethical considerations** -personal beliefs about what is morally right and wrong. • **Food provenance** - Where food is grown, caught or reared, and how it was produced. • **advertising and other point of sale information**

Food

1	Food waste	Foods deteriorate when killed or harvested. Preservation techniques extend the shelf life of products: **freezing, additives, processed foods** (strawberries into jam), **dehydration** (reduces the water), **pasteurisation** (killing food spoilage organisms and pathogenic organisms), packaging Common foods wasted: **Bread and bread products, fruit and vegetables, starchy foods, meat, chicken, fish, milk,** **Reasons for food waste:** incorrect storage and packaging, buying large quantities, portion size too big; leftovers thrown away, impulse shopping/ offers, limited cooking skills
2	Cost and availability	**Budgeting (save money).** Ways to spend money wisely on food. Examples can include: eating the seasons; stocking up on food with a long shelf-life; plan meals and write a shopping list; cooking using one pot; making fake-aways rather than buying takeaways; using leftovers; replacing branded items with cheaper items; comparing prices and shop around to find the cheapest items; growing your own food.
	Costing a recipe	Using a costing chart can help to calculate the cost per portion Ingredient name | Quantity purchased | Cost of quantity purchased (£) | Quantity needed in recipe | Cost of ingredient used in recipe (£)
3	Food labelling	Information is provided on food and drink packaging to help consumers choose between different products, brands and flavours.
	Legally required information (Mandatory)	· Name of food or drink. · List of ingredients (including additives and allergens) · Weight or volume. · Date mark (Best-before and use-by). · Storage and preparation conditions. · Name and address of the manufacturer, packer or seller. · Country of origin and place of provenance. · Nutrition information.   
	Voluntary information	Cooking instructions, serving suggestions, price; customer guarantee; photograph or image of the food; bar code, environmental information (recycling), vegetarian, vegan, organic 
	Nutrition and health claims:	These are controlled by European regulations. Claims on a food or drink should have been authorised and listed on the European register of claims and have met certain conditions.
4	Food availability and food provenance	**Food certification** and **assurance schemes** guarantee defined standards of food safety or animal welfare. **Traceability** – identify the movement of a food product and its ingredients through all steps in the supply chain **Sustainability**-avoid damaging or wasting natural resources. **Food security** - access to sufficient safe and nutritious food **Fairtrade** - help producers in developing countries achieve sustainable and equitable trade **Red Tractor** **The British Lion mark**

Year 9 French Term 3: J'adore les fêtes (1)!

Les fêtes	*Festivals*
1. le premier avril	*April Fool's Day*
2. Noël	*Christmas*
3. la veille de Noël	*Christmas Eve*
4. Pâques	*Easter*
5. la Chandeleur	*Candlemas*
6. le Nouvel An	*New Year*
7. la Saint-Sylvestre	*New Year's Eve*
8. la Saint-Valentin	*Valentine's Day*
9. Aïd	*Eid*
10. mon anniversaire	*my birthday*
11. le 14 juillet	*Bastille Day*
12. manger du chocolat	*eating chocolate*
13. acheter des cadeaux	*buying presents*
14. aller chez mes cousins	*going to my cousins' house*

C'est carnaval!	***It's carnival!***
15. Ma fête préférée, c'est…	*My favourite festival is…*
16. le carnaval	*carnival*
17. Je retrouve mes copains.	*I meet my friends.*
18. Je porte un masque.	*I wear a mask.*
19. Je porte un déguisement.	*I wear a costume.*
19. Je regarde le parade.	*I watch the parade.*
20. Je partage des photos.	*I share photos.*
21. Je chante et je danse.	*I sing and I dance.*

Phonics Focus:	
silent final consonant ***trois***	**[ou] = /oo/** ***écoute***
silent final 'e' ***fête***	**[em] [en] [an] = /on/** ***serpent***
[on] = /on/ ***bonbon***	**[in] = /euhn/** ***numéo un***

Je vais manger…	***I am going to eat…***
22. une salade niçoise	*a tuna salad*
23. une tarte flambée	*a pizza-like tart*
24. un couscous aux legumes	*a vegetable couscous*
25. une crêpe	*a pancake*
26. des moules-frites	*mussels and chips*
27. une quiche lorraine	*a bacon quiche*
28. C'est comment?	*What is it like?*
29. C'est délicieux.	*It's delicious.*
30. C'est savoureux.	*It's tasty.*
31. C'est un plat typique.	*It's a speciality.*

Le marché de Noël	***Christmas market***
32. Je vais…	*I am going…*
33. visiter le marché	*to visit the market*
34. acheter un cadeau	*to buy a present*
35. admirer les maisons illuminées	*to admire the illuminated houses*
36. écouter des chorales	*to listen to some choirs*
37. manger une tarte flambée	*to eat a pizza-like tart*
38. boire un jus de pomme chaud	*to drink a hot apple juice*

Les opinions	*Opinions*
39. J'aime/Je n'aime pas…	*I like/don't like…*
40. J'adore/Je déteste…	*I love/I hate…*
41. Je préfère…	*I prefer*

Vital verb: ***manger (to eat)***	
Present:	**Near future:**
*Je mang**e***	*Je **vais** mang**er***
*Tu mang**es***	*Tu **vas** mang**er***
*Il/elle/on mang**e***	*Il/elle/on **va** mang**er***
*Nous mang**eons***	*Nous **allons** mang**er***
*Vous mang**eez***	*Vous **allez** mang**er***
*Ils/elles mang**ent***	*Ils/elles **vont** mang**er***

Year 9 French Term 4: J'adore les fêtes (2)!

Je vais manger…	*I am going to eat…*
1. une salade niçoise	*A tuna and salad salad*
2. une tarte flambée	*A pizza-like tarte*
3. un couscous aux legumes	*Vegetable couscous*
4. une crêpe	*A pancake*
5. des moules-frites	*Mussels and chips*
6. une quiche lorraine	*A bacon quiche*
7. C'est comment?	*What is it like?*
8. C'est délicieux.	*It's delicious.*
9. C'est savoureux.	*It's savoury.*
10. C'est un plat typique.	*It's a typical dish*

Le marché de Noël	*Christmas market*
11. Je vais…	*I am going…*
12. visiter le marché	*to visit the market*
13. acheter un cadeau	*to buy a present*
14. admirer les maisons illuminées	*to admire the illuminated houses*
15. écouter des chorales	*to listen to carols*
16. manger une tarte flambée	*to eat a tarte*
17. boire un jus de pomme chaud	*to drink hot apple juice*
18. Ça va être…	*It is going to be…*
19. L'année prochaine	*Next year*
20. Le mois prochain	*Next month*

Les vêtements	*Clothes*
21. un blouson	*a jacket*
22. un chapeau	*a hat*
23. un imperméable	*a raincoat*
24. un manteau	*a coat*
25. un pantalon	*trousers*
26. une jupe	*a skirt*
27. une robe	*a dress*
28. un sac (à main)	*a (hand)bag*
29. des chaussures	*shoes*
30. des gants	*gloves*
31. des lunettes de soleil	*sunglasses*
32. des baskets	*trainers*
33. Je porte…	*I wear…*
34. Je vais porter…	*I am going to wear…*
35. J'ai porté…	*I wore…*

L'année dernière	*Last year*
36. Je suis allé(e) en France.	*I went to France.*
37. Je suis allé(e) à l'Église.	*I went to church.*
38. J'ai joué à des jeux.	*I played games.*
39. J'ai mangé beaucoup de choses délicieux.	*I ate lots of delicious things.*
40. J'ai réçu et ouvert beaucoup de cadeaux.	*I received and opened lots of presents.*
41. J'ai chanté beaucoup de chansons de Noël.	*I sang lots of carols.*
42. J'ai décoré le sapin de Noël.	*I decored the Christmas tree.*
43. C'était…	*It was…*

Phonics Focus:	
silent final consonant ***trois***	**[ui] = /we/** ***fruits***
[é] = 'ay' ***fêté***	**[ain] = /an/** ***prochain***
[aine] = /ayn/ ***prochaine***	**[ou] = /ooh/** ***douze***

Vital verb: *fêter (to celebrate)*		
Present:	**Near future:**	**Past perfect:**
*Je fêt**e***	*Je **vais** fêter*	*J'**ai** fêt**é***
*Tu fêt**es***	*Tu **vas** fêter*	*Tu **as** fêt**é***
*Il/elle/on fêt**e***	*Il/elle/on **va** fêter*	*Il/elle/on **a** fêt**é***
*Nous fêt**ons***	*Nous **allons** fêter*	*Nous **avons** fêt**é***
*Vous fêt**ez***	*Vous **allez** fêter*	*Vous **avez** fêt**é***
*Ils/elles fêt**ent***	*Ils/elles **vont** fêter*	*Ils/elles **ont** fêt**é***

Geography

Knowledge Organiser Year 9
Topic: MIDDLE EAST

The Middle East is very diverse when it comes to religions. Three of the world's major religions, Islam, Judaism and Christianity, originated there. The conflicts between these groups over land, resources and people are the cause of huge conflicts.

The Middle East has 5% of the world's population but only 1% of its water, conflicts over basic resources can be a source of underlying tension in a region characterised by ethnic and religious diversity.

Vocabulary Key terms and definitions	
Biome	A major regional group of distinctive plant and animal communities best adapted to the region's physical natural environment, latitude, altitude and terrain factor.
Development	Use of resources, natural and human, to achieve higher standards of living
GDP	Gross Domestic Product – the total value of all goods and services produced in a country
Middle East	A geographical and cultural region located primarily in western Asia, but also in parts of northern Africa and south eastern Europe.
Peninsula	A long piece of land that sticks out from a larger area of land into the sea or a lake.
Plateau	An area of highland, usually consisting of relatively flat terrain.
Steppe	A large area of flat unforested grassland.

The physical Geography of a place can have a major impact on conflict.

- Inside bend of a river meander or the top of a hill, which could be easily defended in the event of an enemy attack.
- Desert landscapes provide little cover and the lack of landmarks makes navigation difficult. Can present some advantages. For example, the flat terrain means that the pace of advance is fast and the lack of cover favours coalition forces who possess weapons with a greater range than the insurgents.
- Marsh land - the land is unstable and it is difficult to set up a base or equipment
- Mountainous regions are also notoriously difficult environments in which to engage in conflict as temperatures are low and conditions harsh.

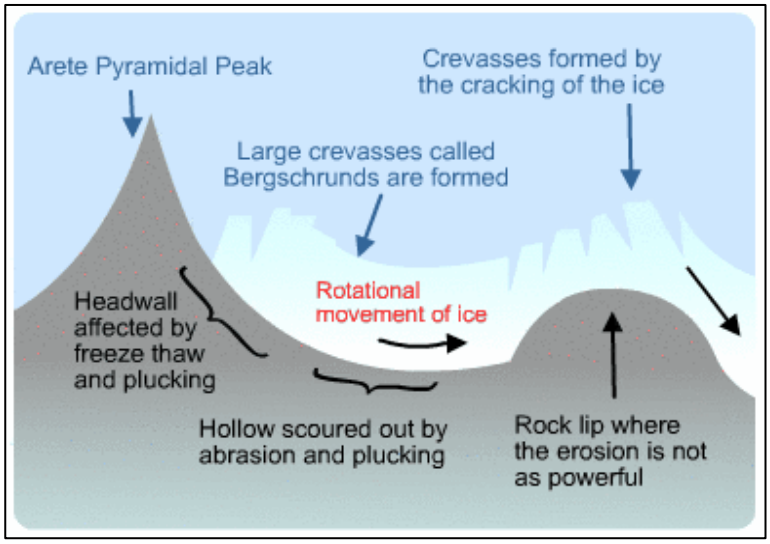
Geography

Y9 Glaciers Knowledge Organiser

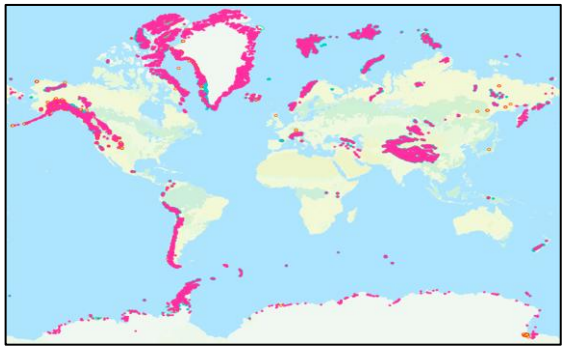
Key Term	Definition
Abrasion	The scraping away of the valley walls and floor as glaciers drag sediment.
Plucking	The process where the base of glacier freezes to the valley and pulls away rock.
Rotational Slip	The vertical rotation of ice inside a corrie as ice gathers and gravity takes over.
Freeze Thaw	When water freezes inside the cracks of exposed valley sides, breaking away sharp fragments of rock.
Glacial retreat	When glaciers melt and appear to move up the valley as temperatures rise.
Erosional	A feature formed when a glacier breaks away rock.
Depositional	A feature formed when a glacier deposits glacial

A glacier is a slowly moving river of ice that Is formed in areas that are extremely cold and experience lots of snow. They move because of gravity and they erode the land as they move. To be classed as a glacier they must be over 164 feet thick.

How are glaciers born?



Global Distribution of glaciers.



Glacial periods
Times when the earth was colder. When we have ice ages!

Inter-glacial periods
Times when the earth was warmer, most of the ice melts!

About 150,000 years ago the earth was beginning to warm up. 140,000 years ago tropical life would live in Britain and it was about 6℃ .
About 40,000 years later (100,000 years ago) the ice age began. Throughout the ice age glaciers flowed through valleys and polar bears were in Britain.
Until 10,000 years ago the ice age ended and the climate began to warm, polar life left and glaciers melted away. Today we are left with our new landscape, but pollution and climate change is increasing the worlds temperature at an unnatural rate!

Year 9 German Term 3: Wir feiern (1)!

Feste	*Celebrations*
1. Karneval	*carnival*
2. Weihnachten	*Christmas*
3. Heiligabend	*Christmas Eve*
4. Ostern	*Easter*
5. Fastnacht	*Mardi gras*
6. Neujahr	*New Year*
7. Silvester	*New Year's Eve*
8. Valentinstag	*Valentine's Day*
9. Eid	*Eid*
10. Nikolaustag	*6th December*
11. mein Geburtstag	*my birthday*
12. eine Hochzeit	*a wedding*

Prost Neujahr!	***Happy New Year***
13. Wir machen eine Party.	*We have a party.*
14. Wir sagen 'Prost Neujahr'.	*We say: 'Happy New Year'.*
15. Wir machen ein Feuerwerk.	*We have fireworks.*
16. Wir trinken Sekt oder Limo.	*We drink sparkling wine or lemonade.*
17. Wir machen eine Wanderung.	*We go for a walk.*
18. Wir essen Linsensuppe und Schweinefleisch.	*We eat lentil soup and pork.*
19. Das ist eine Tradition.	*That is a tradition.*
20. Es bringt Glück.	*It brings luck.*

Phonics Focus:	
[eu] = /oi/ ***Freund***	**[au] = /ow/** ***Haus***
[ei] = /eye/ ***Eis***	**[ie] = /ee/** ***Biene***

Essen und Trinken	***Food and Drink***
21. Ich werde…essen.	*I will eat….*
22. Ich werde…trinken.	*I will drink…*
23. schöne Sachen	*lovely things*
24. Gans	*goose*
25. Blaukraut	*red cabbage*
26. Kartoffeln	*Potatoes*
27. Schokolade	*chocolate*
28. Lebkuchen	*gingerbread*
29. Stollen	*stollen*
30. Fondue	*fondue*
31. Raclette	*melted cheese*
32. Bockwürstchen	*sausages*
33. Glühwein	*mulled wine*

Der Weihnachstmarkt	***Christmas market***
34. Ich werde…	*I will…*
35. Wir werden…	*We will…*
36. den Markt besuchen.	*visit the market.*
37. Geschenke kaufen.	*buy presents.*
38. den Weihnachtsschmuck bewundern.	*admire the Christmas decorations.*
39. Weihnachtslieder singen.	*sing Christmas carols.*
40. Kastanien essen.	*eat chestnuts.*
41. Glühwein trinken.	*drink mulled wine.*

Vital verb: ***essen (to eat)***	
Present	***Future***
Ich esse	*Ich* ***werde…essen.***
Du ***isst***	*Du* ***wirst…essen.***
Er/sie ***isst***	*Er/sie* ***wird…essen.***
*Wir esse****n***	*Wir werden****…essen.***
Ihr esst	*Ihr werdet****…essen.***
*Sie/sie esse****n***	*Sie/sie werden****…essen.***

Year 9 German Term 4: Wir feiern (2)!

Ich werde…essen.	*I am going to eat…*
1. Schnitzel	*schnitzel*
2. Weihnachtsganz	*Christmas goose*
3. Sauerbraten	*roast beef*
4. Kuchen	*cake*
5. Lebkuchen	*gingerbread*
6. Stollen	*stollen*
7. Wie schmeckt das?	*What does it taste like?*
8. Es ist lecker.	*It's delicious.*
9. Es ist salzig.	*It's salty/savoury.*
10. Es ist süß.	*It's sweet.*

Der Weihnachtsmarkt	*Christmas market*
11. Ich werde…/Wir werden…	*I will…/We will…*
12. den Markt besuchen.	*visit the market*
13. Geschenke kuafen.	*buy a present*
14. den Weihnachtsschmuck bewundern.	*admire the Christmas decorations.*
15. Weihnachtslieder singen.	*Sing carols*
16. Kastanien essen.	*eat roasted chestnuts.*
17. Glühwein trinken.	*drink mulled wine.*
18. Es wird…sein.	*It is going to be…*
19. Nächstes Jahr	*Next year*
20. Nächsten Monat	*Next month*

Die Kleidung	*Clothes*
21. Normalerweise trage ich…	*Normally, I wear…*
22. Wenn es mein Geburtstag ist, trage ich…	*When it's my birthday, I wear…*
23. Ich werde…tragen.	*I will wear…*
24. Ich habe…getragt.	*I wore…*
25. Sportschuhe	*trainers*
26. Sandalen	*sandals*
27. ein Kleid	*a dress*
28. eine Jeanshose	*jeans*
29. eine Hose	*trousers*
30. ein Mantel	*a coat*
31. Stiefel	*boots*
32. ein Hemd	*a shirt*
33. ein Rock	*a skirt*
34. ein Anzug	*a suit*
35. ein Kapuzenpulli	*a hoody*

Letztes Jahr	*Last year*
36. Ich bin nach Deutschland gefahren.	*I went to Germany.*
37. Ich bin in die Kirche gegangen.	*I went to church.*
38. Ich habe Spiele gespielt.	*I played games.*
39. Ich habe schöne Sachen gegessen.	*I ate lots of delicious things.*
40. Ich habe Geschenke bekommt und geöffnet.	*I received and opened lots of presents.*
41. Ich habe Weihnachtslieder gesungen.	*I sang lots of carols.*
42. Ich haben den Weihnachtsbaum geschmückt.	*I decorated the Christmas tree.*

Phonics Focus:	
[d] = /t/ ***hund***	**[w] = /v/** ***wie***
[z] = 'ts' ***Zug***	**[ö] = /urgh/** ***höre***
[ß] = /ss/ ***groß***	**[v] = /f/** ***vier***

Vital verb: ***feiern (to celebrate)***		
Present:	**Near future:**	**Past perfect:**
Ich feiere	*Ich werde…feiern.*	*Ich habe…gefeiert.*
Du feierst	*Du wirst…feiern.*	*Du hast…gefeiert.*
Er/sie feiert	*Er/sie wird…feiern.*	*Er/sie hat…gefeiert.*
Wir feiern	*Wir werden…feiern.*	*Wir haben…gefeiert.*
Sie/sie feiern	*Sie/sie werden…feiern.*	*Sie/sie haben…gefeiert.*

History

Year 9 History: Knowledge Organiser Term 3 + 4, Nazi Germany and The Holocaust

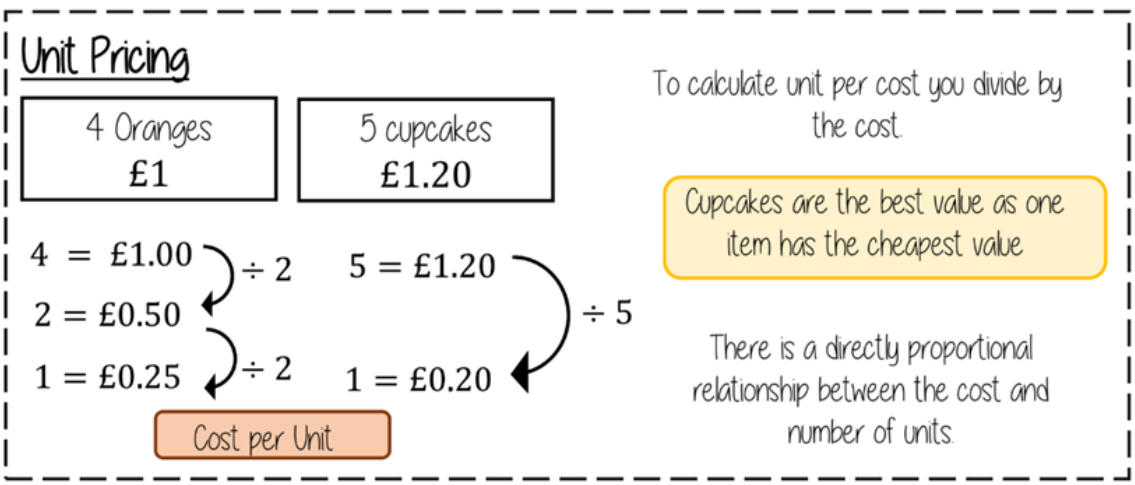
Key Words	
1. **Antisemitism**	Hostility to or prejudice against Jews.
2. Aryan	Germans of pure blood characterised by their blue eyes and blond hair.
3. **Collaborators**	People, organisations and governments that helped the Nazis persecute and/or murder Jews.
4. Concentration camps	Places where large numbers of people were kept as prisoners under armed guard.
5. **Death Camp**	Killing centres established by the Nazis in Central Europe during WW2
6. Demonised	Something or someone portrayed as wicked and threatening.
7. **Deportation**	Forcibly removing someone from one country to another.
8. Discrimination	Unfairly treating an individual or a group differently from others.
9. **Einsatzgruppen**	Nazi soldiers that carried out mass shootings in Eastern occupied countries.
10. Ghettos	Areas in towns/cities where Jews were separated from other people.
11. **Genocide**	The killing of, and attempted destruction of an entire group of people.
12. Liberation	Setting someone free.
13. **Partisan**	A member of an armed group formed to fight against an occupying force.
14. Persecution/ Persecuted	Being treated badly, usually because of 'race' or religion or political beliefs.
15. **Prejudice**	An unfair opinion, judgement or feeling towards someone.
16. Work camps	Camps in which prisoners were forced to work as slave labourers.

Timeline of Jewish persecution in Germany	
1933	The SA organised a boycott of Jewish shops and businesses. Jewish civil servants, lawyers and teachers were sacked, and Jewish doctors and dentists could not treat Aryans (pure Germans. Science lessons about race were introduced which taught that Jews were subhuman.
1934	Jewish shops were marked with a yellow star. Jews had to sit on separate seats on buses and trains. Many councils banned them from public spaces.
1935	The Nuremberg Laws stripped Jews of German citizenship, outlawed marriage and sexual relations between Jews and Germans, and removed all the civil and political rights of the Jews. These laws were to be the foundation for much of the extreme persecution which took place later.
1938	Jews were ordered to register all wealth and property. They could no longer practice as doctors or lawyers, and Jewish businessmen could not have Aryan clients. Jews were forced to change their first names: males would be known as Israel, females as Sarah. Jewish children were forbidden to go to school and universities. Kristallnacht - 9 November (The Night of Broken Glass). The SS organised attacks on Jewish homes, businesses and synagogues in retaliation for the assassination of the German ambassador to France by a Jew. During Kristallnacht, 400 synagogues and 7,500 shops were destroyed. Jews were then made to clear up the destruction on their hands and knees and pay a fine of one billion marks to the government. The remaining Jewish property was then confiscated.
1939	The Nazis, who had been encouraging Jews to emigrate from 1933 onwards, now started "forced" emigration. Göring set up the Reich Central Office for Jewish Emigration. 150,000 Jews were deported, but they had to pay a large "tax" before they could leave. In March, there were mass arrests. 30,000 Jews were sent to concentration camps.
1941	The 'Final Solution' agreed. The Nazi policy on Jews moved from expulsion to containment to commanders being ordered to systematically murder the Jews of Europe.

Maths: 9.08 Maths and money…..

Key words	
Credit	money being placed into a bank account
Debit	money that leaves a bank account
Balance	the amount of money in a bank account
Expense	a cost/ outgoing
Deposit	an initial payment (often a way of securing an item you will later pay for)
Multiplier	a number you are multiplying by. (Multiplier more than 1 = increasing, less than 1 = decreasing)
Per Annum	each year
Currency	the type of money a country uses
Unitary	one - the cost of one

Sparx codes for this topic	
M901	Bills and Bank statements
U533	Simple Interest
U332	Compound Interest
U610	Exchange Rates
M901	Value Added Tax (VAT)
M901	Wages and Taxes
U721	Unit Pricing



Maths: 9.03/9 Mathematical reasoning….

Key words	
Multiples	found by multiplying any number by positive integers
Factor	integers that multiply together to get another number
Prime	an integer with exactly 2 factors
HCF	Highest common factor
LCM	Lowest common multiple
Parallel	two straight lines that never meet with the same gradient
Perpendicular	two straight lines that meet at 90°
Transversal	a line that crosses at least two other lines
Sum	the result of adding two or more numbers
Conjecture	a statement that might be true but is not proven
Equation	a statement that says two things are equal
Counterexample	an example that disproves a statement

Sparx codes for this topic	
M606	Angles on parallel lines
M319, M163, M818, M502, M393, M653	Solving angle problems
M276	Making conjectures with shapes
U582	Writing algebraic proof

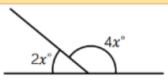
Solving angle problems

Angles on a straight Line
180°

Vertically opposite angles
Equal

Angles around a point
360 °

Link angle facts to algebra



Form an equation

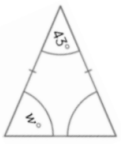
$2x + 4x = 180°$

State the reason

The sum of angles on a straight line is 180 °

Solve

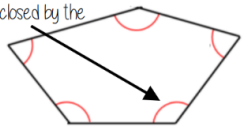
$2x + 4x = 180°$
$6x = 180°$
$x = 30°$



Triangles
Sum of angles is 180 °

Isosceles have the same base angles

Interior Angles
The angles enclosed by the polygon

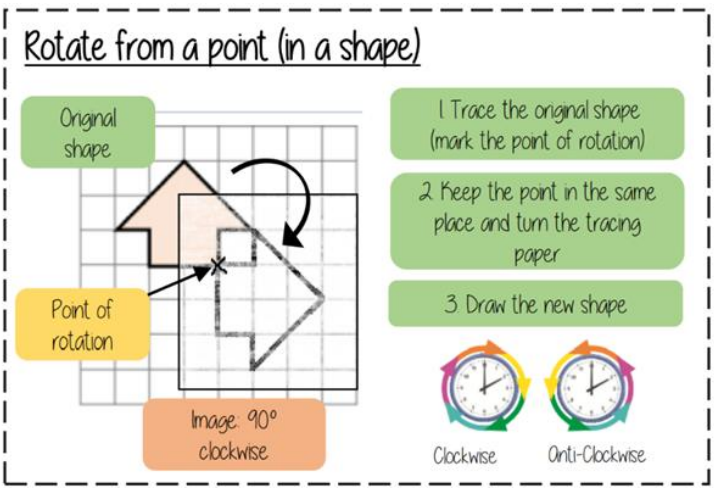


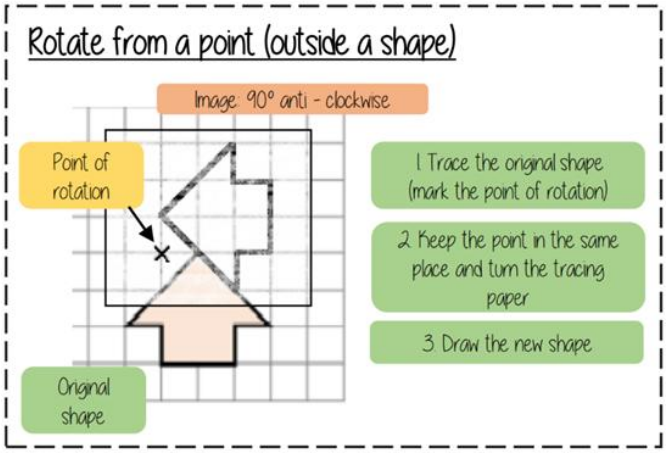
(number of sides – 2) x 180

Maths: 9.10 Rotation & translation .....

Key words	
Rotate	a rotation is a circular movement
Symmetry	when two or more parts are identical after a transformation
Regular	a regular shape has angles and sides of equal lengths
Invariant	a point that does not move after a transformation
Vertex	a point two edges meet
Horizontal	from side to side Vertical: from up to down

Sparx codes for this topic	
M139	Translation
M290	Reflections
M523	Rotational symmetry
M910	Rotate from a point



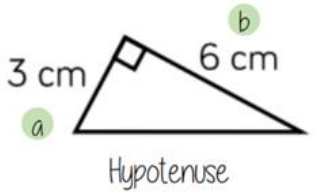


9.11 Pythagoras' theorem .....

Key words	
Square number	the output of a number multiplied by itself
Square root	a value that can be multiplied by itself to give a square number
Hypotenuse	the largest side on a right-angled triangle. Always opposite the right angle
Opposite	the side opposite the angle of interest
Adjacent	the side next to the angle of interest

Sparx codes for this topic	
M677	Pythagoras in 2D
M147	Pythagoras in 3D

Calculate the hypotenuse



Either of the short sides can be labelled a or b

$a^2 + b^2 = \text{hypotenuse}^2$

1 Substitute in the values for a and b

$3^2+6^2 = \text{hypotenuse}^2$

$9 + 36 = \text{hypotenuse}^2$

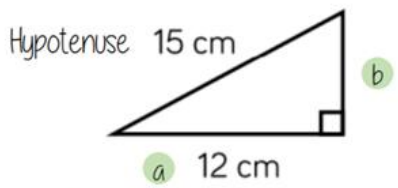
$45 = \text{hypotenuse}^2$

2 To find the hypotenuse square root the sum of the squares of the shorter sides

$\sqrt{45} = \text{hypotenuse}$

$6.71cm = \text{hypotenuse}$

Calculate missing sides



Either of the short sides can be labelled a or b

$a^2 + b^2 = \text{hypotenuse}^2$

$12^2+b^2 = 15^2$

1 Substitute in the values you are given

$144 + b^2 = 225$

$-144 \quad -144$

Rearrange the equation by subtracting the shorter square from the hypotenuse squared

Square root to find the length of the side

$b^2 = 111$

$b = \sqrt{111} = 10.54\ cm$

What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements

A. Popular Song Structure

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS** **and** listen to a recording for the song (for instrumental sections).

INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

LINK – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

PRE-CHORUS – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

CHORUS – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

CODA/OUTRO – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!)

B. Key Words

LYRICS – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC, RHYTHMIC** or **VERBAL/LYRICAL**.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

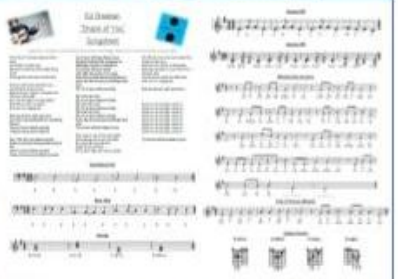
MELODY – The main tune of the song often sung by the **LEAD SINGER**.

COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a DESCANT or INSTRUMENTAL SOLO.

TEXTURE – The layers that make up a song *e.g., Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line.*

C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY, LYRICS, RIFFS, CHORDS** (often as guitar chord symbols) and **BASS LINE**; it is not as developed as a ***FULL SCORE ARRANGEMENT*** and is open to interpretation by performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT:** their "version" of an existing song.



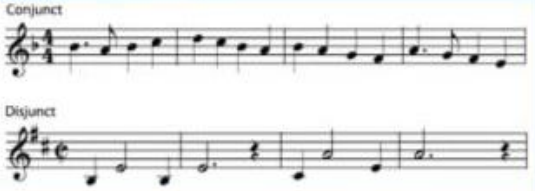
COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.

D. Conjunct and Disjunct Melodic Motion

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.

MELODIC RANGE – The distance between the lowest and highest pitched notes in a melody.



E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)

Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS** (**LEAD GUITAR, RHYTHM GUITAR** and **BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET.**

Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.

Personal Development

Families, Relationships and Support

Different Types of Families – Families come in many forms. What matters is love, care and safety.

Nuclear family	Two parents and their child/children
Single-parent family	One parent raising children
Blended/stepfamily	Families formed after separation or new partnerships
Extended family	Wider family living together or nearby
Same-sex parents	Two mums or two dads raising children
Foster family	Children cared for temporarily by trained foster carers
Adoptive family	Children permanently placed with adoptive parents

Parenting Styles & Responsibilities

Good parenting supports a child's physical, emotional and social needs. Responsibilities include:

- Keeping children safe
- Providing food, clothing and shelter
- Setting boundaries and routines
- Showing love, support and encouragement
- Supporting school and learning

Positive Relationships in the Home

Healthy home relationships include:

- Respect – valuing each other's differences
- Communication – talking openly and listening
- Support – helping each other with worries or problems
- Fairness – sharing responsibilities
- Boundaries – everyone feeling safe and comfortable

Signs of *unhealthy* home relationships might include: shouting, controlling behaviour, fear or lack of support.

Understanding Conflict

Conflict is a disagreement or clash of needs/viewpoints.

Common causes:

- Misunderstandings
- Stress and pressure
- Differences in values or opinions
- Changing relationships or family roles
- Jealousy or feeling left out
- Lack of communication

Conflict is normal – how it's managed matters.

Personal Development

Conflict Resolution Skills

Useful strategies include:

- Calm communication – using "I feel…" instead of blaming
- Listening – understanding the other person's perspective
- Compromise – finding a solution that works for both sides
- Taking time out – pausing discussions when emotions are high
- Seeking help – involving a trusted adult when conflict feels unsafe

Managing Relationship & Family Changes

Families may experience:

- Separation or divorce
- New relationships or stepfamilies
- Moving home
- Illness or bereavement
- Changing responsibilities

Healthy ways to cope:

- Talk to a trusted person
- Keep routines where possible
- Give yourself time to adjust
- Use support organisations
- Express feelings safely (writing, talking, drawing, exercising)

Reducing Youth Homelessness

Young people become homeless for various reasons, including family conflict, abuse, rejection or financial problems.

Prevention strategies:

- Accessing early help services
- Talking to trusted adults before problems escalate
- Mediation to solve family conflict
- Understanding your rights (local councils have a duty of care to young people in crisis)
- Staying engaged with school and services

Accessing Support Services

Students can access support if home life or relationships feel difficult.

- School safeguarding team (blue lanyards)
- School counsellors
- Form tutor or Head of Year
- Early Help teams – support for families before problems become serious
- CAMHS – mental health support
- Youth services – advice on relationships, housing, safety etc.
- Local authority housing support
- Childline – 0800 1111
- The Mix – advice for under-25s
- Refuge – domestic abuse support
- Shelter – housing and homelessness guidance

Personal Development

Health & Wellbeing

Physical Health – means how well your body works. Key parts of physical health include:

- Eating a balanced diet
- Regular exercise
- Good hygiene
- Staying hydrated
- Avoiding harmful substances

Benefits: More energy, better concentration, improved mood, stronger immune system.

Mental Health – affects how you think, feel and copy with life. Positive mental health includes:

- Feeling able to cope with challenges
- Managing emotions in healthy ways
- Building supportive relationships
- Asking for help when needed

Common influences: social media, stress, sleep, friendships, school pressures.

Balancing Work, Leisure, Exercise & Sleep

Work:

- Includes schoolwork, chores and responsibilities
- Avoid overload – use time management e.g. setting time limits for tasks

Leisure:

- Hobbies, sports, social time, reading, relaxation
- Helps reduce stress and build confidence

Exercise:

- Aim for 60 minutes of physical activity (even walking) daily
- Benefits: strong heart, better mood, improved sleep

Sleep:

- Aim for 8-10 hours per night
- Helps memory, focus, emotional regulation and immune health
- Avoid screens 1 hour before bed

Making Informed Healthy Eating Choices

Use the Eatwell Guide:

- Plenty of fresh food
- Whole grains
- Lean proteins (fish, beans, eggs, chicken)
- Healthy fats (nuts, seeds, olive oil)

Reduce:

- Processed foods
- Sugary drinks
- Caffeine, especially energy drinks
- Excess salt and saturated fat

Read food labels:

- Check sugar, salt, fat and portion size

Listen to your hunger and fullness cues.

Personal Development

Managing Influences on Body Image

Influences include:

- Social media
- Peer comments
- Celebrities and influences
- Fashion and fitness industries

Remember:

- Photos online are often edited
- Healthy bodies come in all shapes and sizes
- Aim for health, not "perfection"

Strategies:

- Follow positive accounts
- Take breaks from social media
- Talk to someone if you're struggling

Making Independent Health Choices

Being independent means:

- Researching information from trusted sources (NHS, teachers, doctors)
- Making decisions based on facts – not pressure
- Understanding risks and benefits

Examples:

- Choosing safer behaviours in friendships and relationships
- Deciding what to eat and how to exercise
- Managing your own appointments
- Knowing when to say no to harmful influences

Taking Responsibility for Physical Health

General responsibility:

- Brush teeth twice a day
- Wash regularly
- Wear sun protection
- Avoid smoking, vaping, alcohol and drugs
- Attend medical check-ups

Self-examination

- A normal part of growing up and staying healthy
- Helps you notice if something changes in your body
- Examples: checking lumps, bumps or changes in skin. Being aware of changes during puberty
- If something doesn't feel right: Speak to a trusted adult, doctor or school nurse

Accessing Support Services

- School safeguarding team (blue lanyards)
- School counsellors
- School nurses
- NHS 111 – non-emergency medical help
- Trusted adults – parents, carers, teachers
- Counselling services – wellbeing support

WADHAM KS3 PE KNOWLEDGE ORGANISER: Badminton

Skills and Techniques:

Ready Position: side on, racket up and ready, on toes.

Overhead Clear: A defensive shot played high to the back of the opponent's court.

Drop shot: A shot played just over the net to draw your opponent to the net.

Smash: A powerful offensive/ attacking shot. The shuttle is hit at the highest point possible and travels at a steep angle to ensure the shuttle lands as close to the net as possible.

Flick Serve: Short serve which is played typically in doubles. Aim is to get the shuttlecock to stay low over the net and land just over the service line.

Underarm serve: Serve typically played in singles. The aim is to get the shuttle as high as you can towards the backline forcing your opponent to the back of the court

Drive: Is played from mid-court to mid-court and is a quick, flat, powerful counter-attacking shot. It can be both a backhanded and forehanded shot. When it is executed correctly, a player will force their opponent to hit an upward return.

Rules:

*The aim is to hit the shuttle with your racket so that it passes over the net and lands inside your opponent's half of the court.

*When serving yours and your opponent's feet must be still

*You serve to the diagonally opposite service box

When your score is even, your serve from the right-hand service box, when it's odd, your serve from the left had box.

*The service box is 'long and thin' for singles and 'short and fat' for doubles.

*The side tramlines are not used for singles, but the back and side tramlines are all used for doubles.

*The shuttle is in if it touches the line

*If you think the shuttle is going out of the court, you must let it drop to the ground to win the point.

*You must not touch the net with your body or the racket

Scoring System:

*A 'rally point' system is used. This means whoever wins the rally is awarded a point (you don't have to be serving)

* If you win the point you get to serve, you continue to serve until you lose a point

*Games are played to 21 points, although they can be reduced (always to an odd number i.e. 11).

*A game will continue until a player/pair wins by 'two clear points' (i.e. 21-19, not 21-10). This means the final scores may be higher than 21 (i.e. 25-23)

Tactics Every shot, you must try to 'place' the shuttle, not just return it. Hit the shuttle into space.

Play the shuttle to your opponent's backhand side as this tends to be weaker shot for most players.

Disguise your shots (pretend to smash- then play a drop shot

Tactics Singles Return to the centre of the court (centre position) after every shot to give you the best chance of reaching your opponent's return shots.

Tactics Doubles Partners can choose whether to play 'sides' or 'front and back' or a combination of the two.

Key Words

Court
Racket
Shuttlecock
Net
Serve

Key Words

Centre Position
Rally
Smash
Clear
Drive

Key Words

Let
Double Hit
Fault
Drop Shot

WADHAM KS3 PE KNOWLEDGE ORGANISER: Basketball

Physical Education

Skills and Techniques:

Dribbling Used to keeppossession of the ball and travel around the court.The ball should be kept close to the body at all times (under control). Use your finger tips to 'push' the ball into the floor. Keep your eyes up.

Shooting Focus eyes on the target. Point feet towards 11 o'clock, elbow under the ball. Use your knees to generate power, Roll the ball off the fingertips to create back spin. 'Hand in the cookie jar' follow through.

Passing Used to move the ball up the court quickly. Anotherway for the team to maintain possession. Can be used to find a better scoring or dribbling opportunity. There are four types; chest, bounce, shoulder and javelin.

Rules:

- A game consists of four, 10-minute quarters.
- There are 2 or 3 referees.
- The game is started with a tip-off. The referee throws the ball in the air. Opposing players must try and win the ball by hitting it back to their teammates.
- The ball can move up the court by passing or dribbling.
- A player can only use one hand at a time to dribble the ball. A player can no longer dribble when they put two hands on the ball.

Positions:

5 players in a team

Point guard directs play going forward.

Shooting guard is the main shooter in the team but it is usually from long distance.

Small forward is normally the tallest player, shooting is a keypart of their game.

Centre will look to score from close to the basket and also block shots and deal withrebounds.

Power Forward specialises on the rebounds and defence.

Scoring System:

Inside three-pt line Baskets scored within the 3-point lines are worth two points

Outside the three-pt line. These baskets will be rewarded with 3 points.

Free throw line A free throw is worth one point. It is an unchallenged shot at the basket. This is awarded after a technical foul, or a personal foul on a player in the act of shooting.

Tactics:

Defending tactics- Full courtand half court press

Attacking tactics -rebounding and manipulating the speed of play.

Key Words:

Chest pass
Bounce pass
Overhead pass
Javelin pass
Dribbling
Triple threat
Double dribble

Key Words:

- Basket
- Backboard
- Key
- Free throw
- Lay-up
- Tip-off
- Travelling
- Hand in the cookie jar

'Life in all its fullness' John 10:10

WADHAM KS3 PE KNOWLEDGE ORGANISER: Football

Physical Education

Skills and Techniques:

Passing / receiving: Play the ball to your team using different types of passes and then control the ball with different parts of your body.

Dribbling / moving with the ball: You can use different parts of your foot to dribble with the ball.

Shooting & Attacking play: You can take aim at the goal, you can cross the ball towards the attackers or you can play a through ball forward to the attackers.

Heading: This can be attacking to score a goal or defending to clear the ball away from the goal.

Defensive play: You can tackle, jockey, close down and mark a player.

Rules:

- A game consists of two 45-minute halves.
- The game is started with a centre kick, from the centre spot. The opposition can then come into the centre circle.
- One referee officiates the game with the help of two assistant referees.
- Players are not allowed to use their hands or arms to control the ball unless they are the goalkeeper.
- Players are prevented from 'goal hanging' by the off-side rule.
- If a team kicks the ball off the pitch, the opposition will receive a throw in or a corner

Positions:

11 players on a team (9 in year 7)

Goalkeeper
Right Back
Left Back
Centre Backs (2)
Centre Midfield (2)
Right Wing
Left Wing
Forwards/Striker (2)

Scoring System:

A player can shoot from anywhere to score a goal.

The ball must completely cross the goal line to count.

The team with the most goals at the end of the game wins.

Tactics:

Changing formations depending on the opposition/ score/ time remaining

Key Words:

Penalty
6-yard box
18-yard box
Indirect Free kick
Top bins
Corner
Pass Back
Kick off
Corner

Key Words:

Jockey
Dribble
Laces
Throw in
Keepy ups
Toe taps
Happy feet
Cruyff turn
Off-side

'life in all its fullness' John 10:10

WADHAM KS3 PE KNOWLEDGE ORGANISER: NETBALL

Physical Education

Skills and Techniques:

Chest pass: Most accurate pass. Hands form W shape behind ball. Step forward into pass, keep elbows close to body. Push through with ball.

Shoulder Pass: Used to cover bigger distances. Place throwing hand behind ball, move opposite foot in front of body. Fully extend arm when passing, following through with pass.

Bounce Pass: Used when space is restricted.Standing with one foot forward. Push ball into floor.

Overhead Pass: Used for distance or height. Place the ball over your head, hands in the W position. Push through the ball and step forward.

Shooting: Ball on fingertips, use non-throwing hand to steady ball. Bend knees and elbows, liftingball up to net.

Rules:

- Matches last for 1 hour and are split into 15-minute quarters.
- The game is started by one 'centre' stepping into the centre circle and then passing the ball.
- Two umpires officiate the game.
- Players are not allowed to travel (run) with the ball
- Players must remain within their designated zones
- A defending player must defend from at least 1m away from the opposition player with the ball.
- It is a non-contact sport
- A player can only hold the ball for 3 seconds

Positions:

7 players on a team

GK - Goalkeeper
GD - Goal Defence
WD - Wing Defence
C - Centre
WA - Wing Attack
GA - Goal Attack
GS - Goal Shooter

Scoring System:

To score a goal, a player must shoot within the goal area (D) and the ball must fall through the opposition's goal ring.

The team with the most points at the end of the game wins.

Tactics:

Quick Passing

Dodging and changing speed to receive ball.

Key Words:

Chest Pass
Bounce Pass
Shoulder Pass
Overhead Pass
Centre Pass
Defensive Third
Centre Third
Attacking Third
Goal
Goal Area

Key Words:

Pivot
Footwork
Contact
Held ball
Obstruction
Intercept
Marking
Penalty

Science – 9F

Physical changes and chemical reactions

Physical changes	Chemical reactions
Do not make new substances.	Always make one or more new substances.
Are often easy to reverse.	Are usually difficult to reverse.
The substances may change state or just be mixed together.	The new substances have different properties from the original substances.
Examples include: melting, boiling, condensing, freezing.	Examples include: combustion, neutralisation, thermal decomposition.

Gas pressure

Gas pressure is caused by the force of the particles hitting the walls of the container.

Change that increases pressure	Reason
increase the temperature	the particles move faster and so hit the walls of the container with more force and more often
increase the number of particles in the container	the particles are closer together and hit the walls of the container more often
decrease the volume of the container	the particles are closer together and hit the walls of the container more often

The reactivity series

This is a list of metals in order of reactivity, with the most reactive at the top.

The metals that react with water produce a metal hydroxide and hydrogen.

The metals that react with dilute acids produce a salt and hydrogen.

Most metals react with oxygen from the air to form metal oxides. This is an **oxidation** reaction.

Metal	Reaction with oxygen in air	Reaction with cold water	Reaction with dilute acid
potassium	🔥	🔥	💥
sodium	🔥	✓✓✓	💥
lithium	🔥	✓✓	✓✓✓
calcium	🔥	✓✓	✓✓✓
magnesium	🔥	✓	✓✓
aluminium	✓✓✓	•••	✓✓
zinc	✓✓	•••	✓✓
iron	✓✓	•••	✓
tin	✓	•••	✓
lead	✓	•••	✓
copper	✓	✗	✗
mercury	•••	✗	✗
silver	•••	✗	✗
gold	✗	✗	✗
platinum	✗	✗	✗

Increasing reactivity

Key

💥 explosive	🔥 can catch fire	✓✓✓ reacts very quickly
✓✓ reacts quickly	✓ reacts	••• slow or partial reaction
✗ no reaction		

Rusting of iron

Steel is an alloy containing iron mixed with small amounts of carbon and sometimes other metals. Iron and steel need air and water to rust. Salt makes them rust more quickly than usual.

Rusting can be prevented by:

- a physical barrier to stop the air and water being in contact with the iron
- sacrificial protection, in which blocks of a more reactive metal, such as zinc or magnesium, are attached to the iron. They then corrode instead of the iron.

Stainless steel is an alloy of iron containing chromium and it does not rust.

Science – 9F

Hydrocarbons

These substances contain hydrogen and carbon only. They burn in a plentiful supply of air to form carbon dioxide and water:

hydrocarbon + oxygen → carbon dioxide + water

The test for oxygen is that it relights a glowing splint.

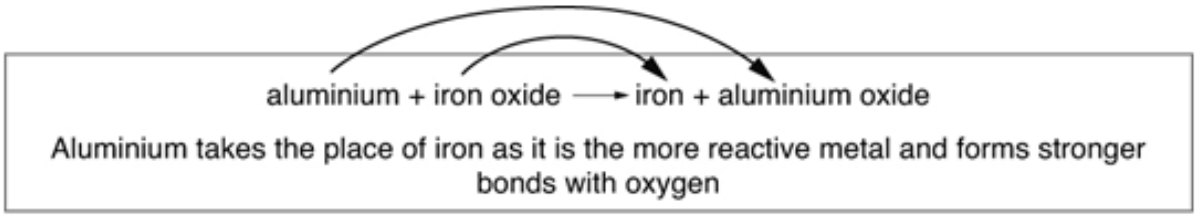
An input of energy from a flame or spark is needed to start the combustion reaction by breaking some bonds in the reactants. Explosive mixtures contain an **oxidising agent** to provide extra oxygen for the reaction.

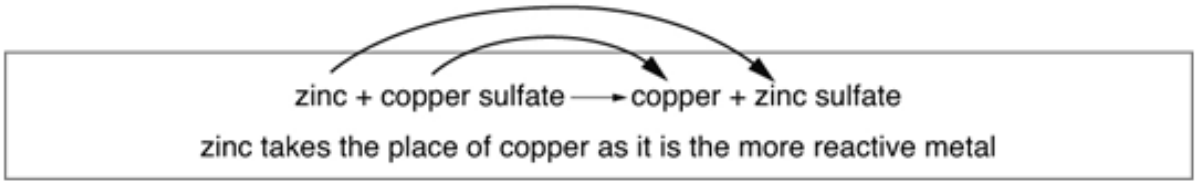
Energy changes

- Exothermic reactions transfer energy from the reactants to the surroundings. The temperature of the surroundings increases.
- Endothermic reactions use energy transferred from the surroundings to the reactants. The temperature of the surroundings decreases.

Displacement reactions

In a **displacement reaction** a more reactive metal takes the place of a less reactive metal in a compound.





Extracting metals

- Most metals occur as compounds in ores in the Earth's crust. Only a few, such as silver and gold, occur as the metallic element.
- The metals high in the reactivity series are difficult to chemically extract from their ores and their isolation has happened relatively recently.
- The metals lower in the reactivity series are easier to extract from their ores and they have been available to use as the pure elements for much longer.
- Metals from zinc downwards in the reactivity series can be extracted from their ores by heating with carbon.
- Metals above zinc in the reactivity series need electrolysis to extract them from their ores.
- Oxidation is the gain of oxygen. **Reduction** is the loss of oxygen.

Percentage loss or gain

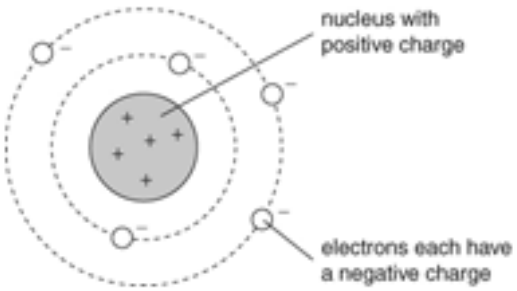
This is the $\frac{\text{actual change}}{\text{original amount}} \times 100$

Science - 9J

Force fields and electromagnets

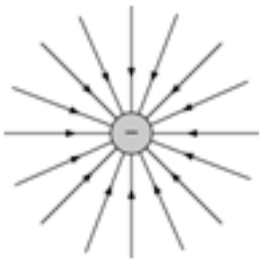
Static electricity

An **atom** consists of a central **nucleus** with small particles called **electrons** moving around it. An atom normally has no overall **charge** because it has the same number of positive and negative charges.



When you rub two materials together, electrons may be transferred from one material to the other. If the objects are insulating materials, the object that gains electrons has a negative charge of **static electricity**. The object that loses electrons has a positive charge.

A positively charged object will attract a negatively charged object. Two objects with the same charge (both positive or both negative) will repel each other.



The space around a charged object where it will attract or repel other charged objects is its **electric field**. The arrows on the diagram show the direction a positive charge would move.

Resistance

The **resistance** of a component is a way of saying how easy or difficult it is for an electric current to flow through it. The size of a current depends on the resistance of the circuit and on the voltage that is 'pushing' the current:

- the higher the voltage, the higher the current (if the resistance stays the same)
- the higher the resistance, the lower the current (if the voltage stays the same).

All metals conduct electricity, but some metals are better conductors than others. The resistance of a wire depends on:

- the material from which it is made
- its length (longer wires have higher resistances)
- its thickness (thicker wires have lower resistances).

Calculating resistance

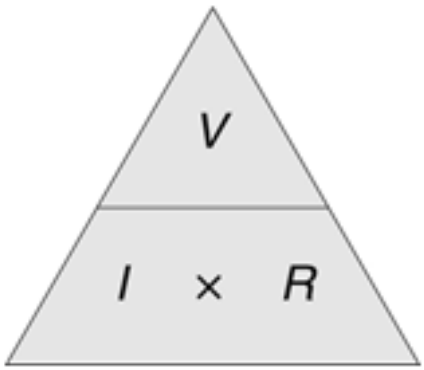
The units for measuring resistance are **ohms**, and the symbol is the Greek letter omega (**Ω**).

Voltage, resistance and current are related by this formula:

$$\text{voltage} = \text{current} \times \text{resistance}$$

To calculate a resistance, you need to measure the current in amps and the voltage in volts.

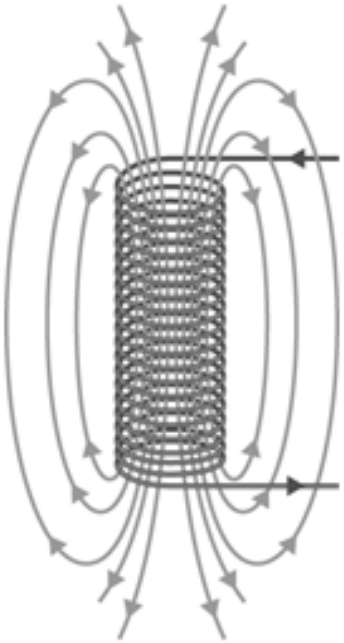
$$\text{resistance} = \frac{\text{voltage}}{\text{current}}$$



Science - 9J

Electromagnets

A bar magnet is a **permanent magnet**, because it is always magnetic. A wire with electricity flowing through it has a **magnetic field** around it. An **electromagnet** is a coil of wire with an electric current flowing through it. It is only magnetic while the current is flowing. The shape of the magnetic field of an electromagnet is similar to the magnetic field of a bar magnet.

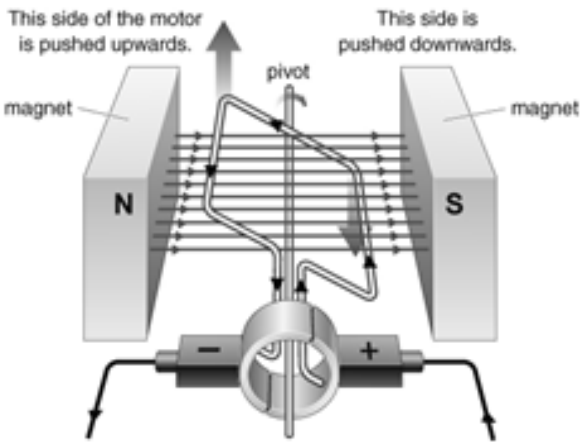


You can make an electromagnet stronger by:

- increasing the number of coils of wire
- increasing the size of the current (by increasing the voltage)
- using an iron core.

Motors

If a wire carrying a current crosses a magnetic field, the wire will experience a force. This is the **motor effect**.



An electric motor consists of a coil of wire in a magnetic field. When there is a current in the coil, there is a force on each side of the coil that makes it turn.

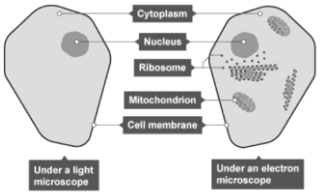
The speed of the motor (or the force it provides) can be increased by:

- increasing the size of the current
- increasing the strength of the magnetic field
- increasing the number of turns of wire on the coil.

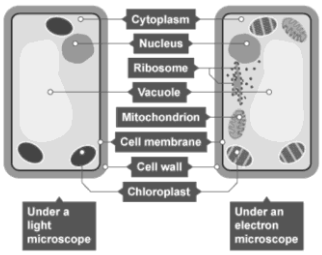
Key concepts in biology – Cells and microscopy

Cells

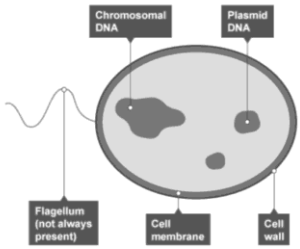
You need to know about animal, plant and bacterial cells.



Animal



plant



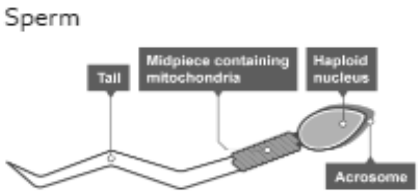
bacteria

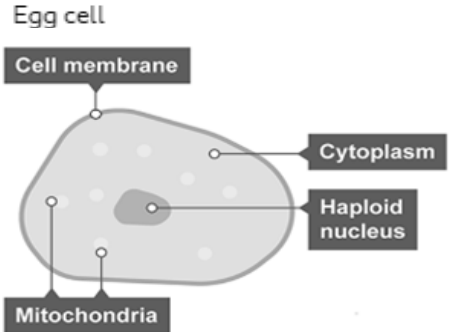
Structure	Job / Function	Found in
Chloroplast	Absorbs light energy for photosynthesis; contains chlorophyll and enzymes needed.	Plants
Cell Wall	Provides structure and protection; plant walls made of cellulose.	Plants, Bacteria
Permanent Vacuole	Filled with cell sap to keep cell turgid (swollen).	Plants
Cytoplasm	Jelly-like material where chemical reactions occur; contains organelles.	Plants, Animals, Bacteria
Nucleus	Contains genetic material (DNA) and controls cell activities.	Plants, Animals
Cell Membrane	Controls movement of substances in and out of the cell (selectively permeable).	Plants, Animals, Bacteria
Mitochondria	Site of respiration; releases energy and contains enzymes for respiration.	Plants, Animals
Ribosomes	Site of protein synthesis.	Plants, Animals, Bacteria
Chromosomal DNA	Main DNA in bacteria; loose in cytoplasm (not in a nucleus).	Bacteria
Plasmid DNA	Small circular DNA in bacteria; can transfer between cells for variation.	Bacteria
Flagella	Tail-like structure for movement; rotates or whips to propel bacterium.	Bacteria

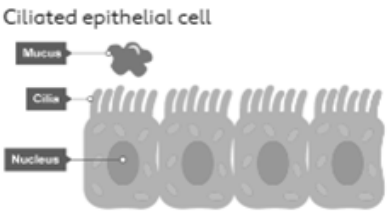
Key concepts in biology – Cells and microscopy

Specialised cells

Cell Type	Adaptations
Sperm Cell	- Tail (flagellum) for swimming toward egg - Many mitochondria for energy - Streamlined shape for fast movement - Acrosome with enzymes to penetrate egg - Haploid nucleus for correct chromosome number
Egg Cell	- Large size with nutrient-rich cytoplasm - Provides energy for embryo development - Haploid nucleus for fertilization - Outer membrane changes after fertilization to block other sperm
Ciliated Epithelial Cell	- Cilia beat in waves to move substances (e.g., mucus or egg) - Thin mucus layer traps dust and pathogens - Specialized shape for efficient movement





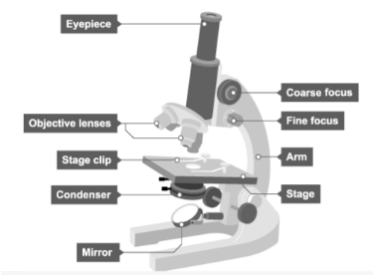


Microscopes

	Light Microscope	Electron Microscope
Source	Visible light	Beam of electrons
Magnification	Up to **×1,500**	Up to **×500,000** or more
Resolution	About **0.2 µm**	About **0.0002 µm (0.2 nm)**
Detail Visible	Cells and large organelles	Ultrastructure (ribosomes, membranes, viruses)
Specimen State	Can view **living specimens**	Specimens must be **dead** (vacuum and staining)

How to prepare a slide using a light microscope (core practical)

1. Choose and collect a small cell sample.
2. Place sample on a slide with water or stain.
3. Add coverslip carefully to keep specimen flat.
4. Observe under microscope, starting with low magnification.
5. Draw and label what you see.

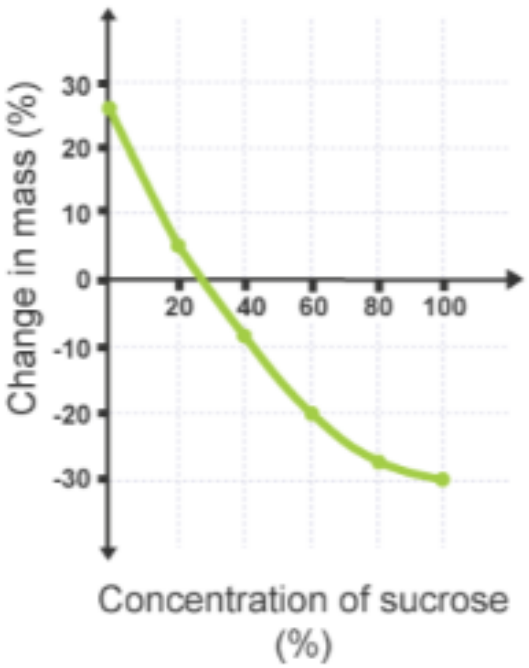


Key concepts in biology – transporting substances

Feature	Diffusion	Osmosis	Active Transport
What moves	Particles (e.g., gases, solutes)	Water molecules	Particles (e.g., ions, glucose)
Direction	High concentration → Low concentration	High water concentration → Low water concentration	Low concentration → High concentration
Requires energy?	No (passive process)	No (passive process)	Yes (uses energy from respiration)
Membrane needed?	Not always	Yes (partially permeable membrane)	Yes (cell membrane with carrier proteins)
Example	Oxygen diffusing into cells	Water entering plant root cells	Mineral ions absorbed by plant roots

Osmosis core practical

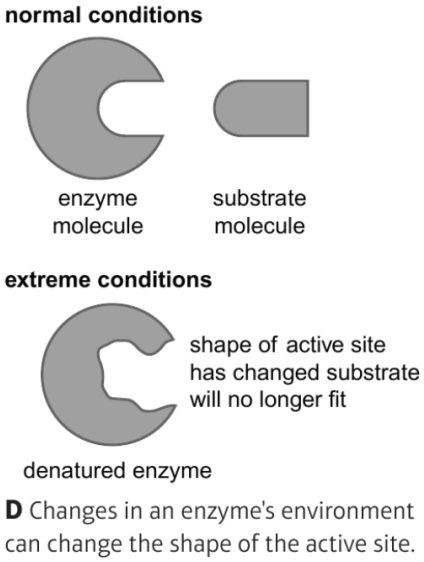
1. Label tubes with sucrose concentrations.
2. Cut similar-sized potato pieces.
3. Blot dry, measure initial mass.
4. Place each potato in its solution and cover.
5. After 15+ minutes, remove, blot dry, and measure final mass.



Key concepts in biology – enzymes

How do enzymes work?

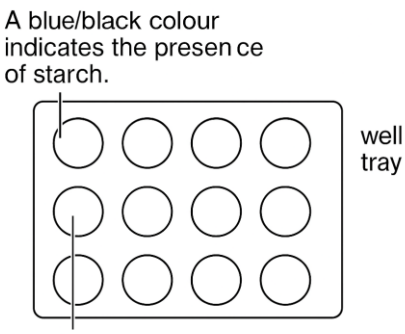
- Enzymes are proteins that act as biological catalysts, speeding up chemical reactions without being changed.
- They have a specific 3D shape with an active site where the substrate fits.
- Lock and Key Hypothesis: The active site's shape matches the substrate, making enzymes highly specific.
- Enzymes can break down molecules or join smaller molecules together.
- Denaturing: Extreme pH or high temperature changes the enzyme's shape, so the substrate no longer fits, stopping the reaction.



D Changes in an enzyme's environment can change the shape of the active site.

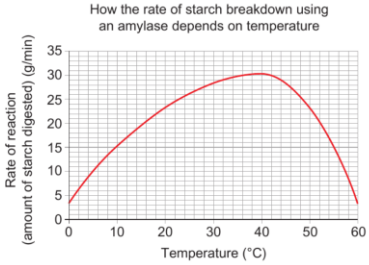
Enzyme core practical

- Heat water bath to **40°C** and keep temperature constant.
- Add iodine drops to a well tray.
- Measure **2 cm^3 amylase** and **1 cm^3 pH solution** into a tube.
- Add **2 cm^3 starch**, mix, and place tube in water bath.
- Every 20 seconds, test mixture with iodine until color stops changing.
- Repeat with different pH solutions.

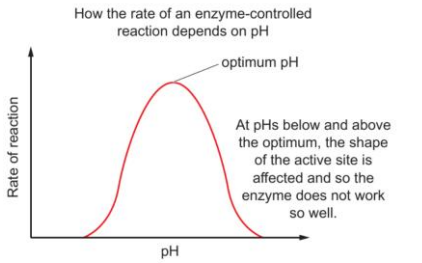


B iodine solution is used to indicate the presence of starch

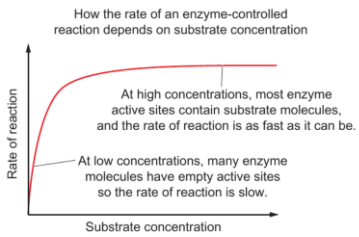
The rate of an enzyme-controlled reaction depends on the temperature, pH and substrate concentration.



B the data in graph A shown as a rate of reaction graph



D the effect of pH on the rate of an enzyme-controlled reaction



E the effect of substrate concentration on the rate of an enzyme-controlled reaction

Academic Vocabulary

Sequencing	Comparing
First (ly) Second (ly) Third (ly) Subsequently Finally In conclusion	Similarly Likewise Like In the same way Equally Akin to
Contrasting	**Qualifying**
Alternatively Conversely On the other hand In contrast Instead Besides	However Although But Except Notwithstanding Nonetheless
Supporting	**Emphasising**
Moreover Furthermore Also Additionally	Significantly Indeed Notably Significantly
Exemplification	**Time**
For example Such as Illustrated by For instance	Meanwhile Since Before After

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Projection

Project your voice so all that should hear can hear

Body Language

Use of gesture and position

Listen

Show you are actively listening

Good Talk

If you disagree, use respectful language

Eye Contact

Eye contact shows Belonging

SAYING OR STATING AN IDEA

I think ...

I strongly believe ...

It is my opinion that...

CLARIFYING OR CHECKING

Please could you clarify that?

Please could you explain what you mean?

SEEING THINGS FROM A DIFFERENT PERSPECTIVE OR VIEWPOINT

What if ...

Some people think ...

SUPPORTING OR AGREEING

I agree ...

I agree with Sarah because ...

CHALLENGING OR DISAGREEING

I have a different idea ...

I disagree ...

I would like to challenge something that Samia said ...

I would like to respectfully challenge ...

EXPANDING OR BUILDING ON

Adding to what Zack said ...

Building on what Ella said ...

I have been listening carefully, and I would like to add a new point ...

PARAPHRASING OR REWORDING

I think Mo is saying that ...

In other words, Matt is saying ...

THINKING ALOUD OR SHARING PARTIAL THINKING

Why is it that ...?

I am wondering if ...

I'm not certain but ...

I'm not completely sure but what I'm thinking is ...

JUSTIFYING OR GIVING REASONS

Because ...

If ... then ...

I know ... because ...

ASKING FOR THINKING TIME OR HELP

I'm not sure yet. Please can I have some time to think?

I'm a bit confused about ...

Please can I talk to a partner?

I'm stuck because ...

Please could you speak a bit louder?

Please could you repeat the question?

PASSING ON THE DIALOGUE

Ali, what do you think?

Ben, what do you think about what I said?

Jo, do you agree or disagree?

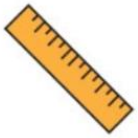
CONCLUDING OR END WORDS

My final thoughts are ...

There are lots of powerful arguments, but my own opinions is ...

For me, the strongest argument is ...

The Learning Eight

Pen (Blue or Black)		Ruler	
Pencil		Purple Pen	
Calculator		Knowledge Organiser	
Mini-Whiteboard		Whiteboard Pen