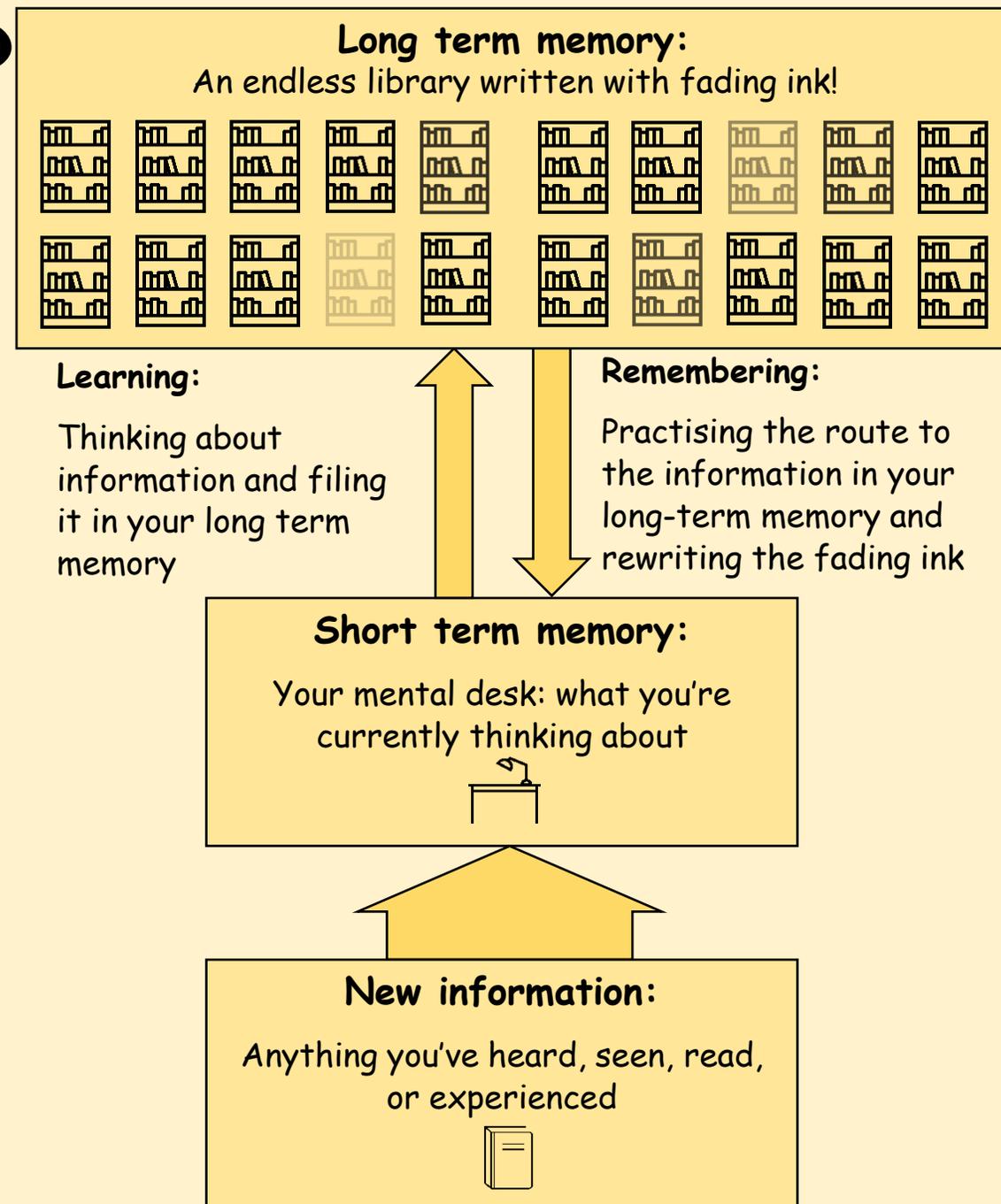


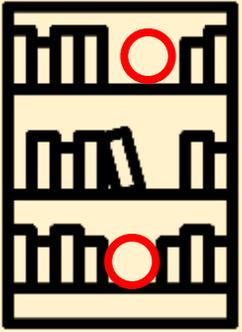
# Yr9 - How do I practice?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

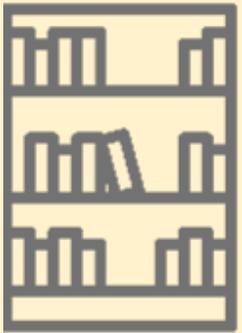
To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



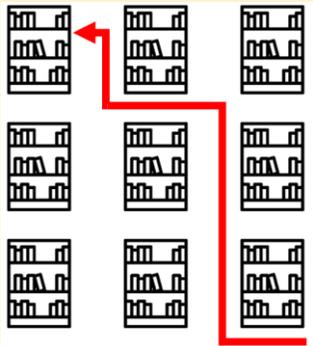
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



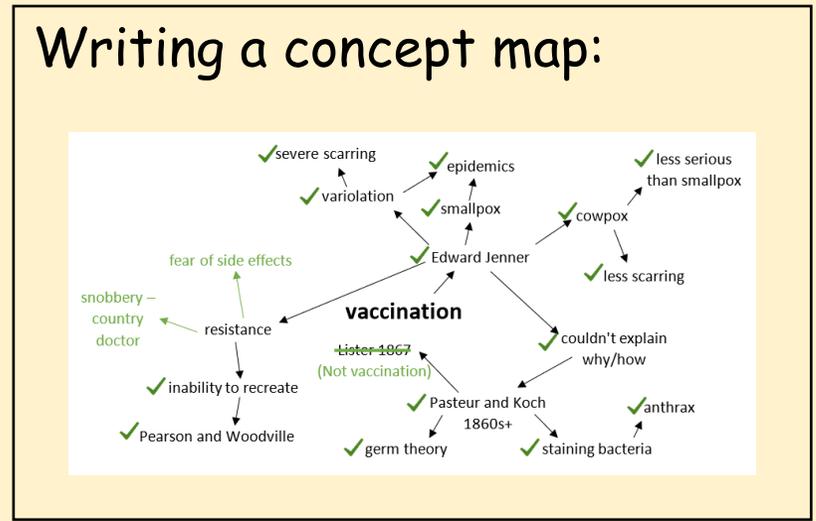
3. Practising recalling knowledge quickly.

# Strategies to try:

Use your exercise book to help create these revision resources.

### Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6



### Watch videos:

### Flashcards:

osmosis

---

Net movement of water from a high concentration to low concentration across a partially permeable membrane

### Practising exam questions:

### Online platforms:

# Mathematics Year 9 -Spring

## Some topics to revise (Sparx code)

Percentage change (U773)

Reading and plotting graphs (U789)

Plotting straight line graphs (U741)

Simple interest (U533)

x coordinate y coordinate

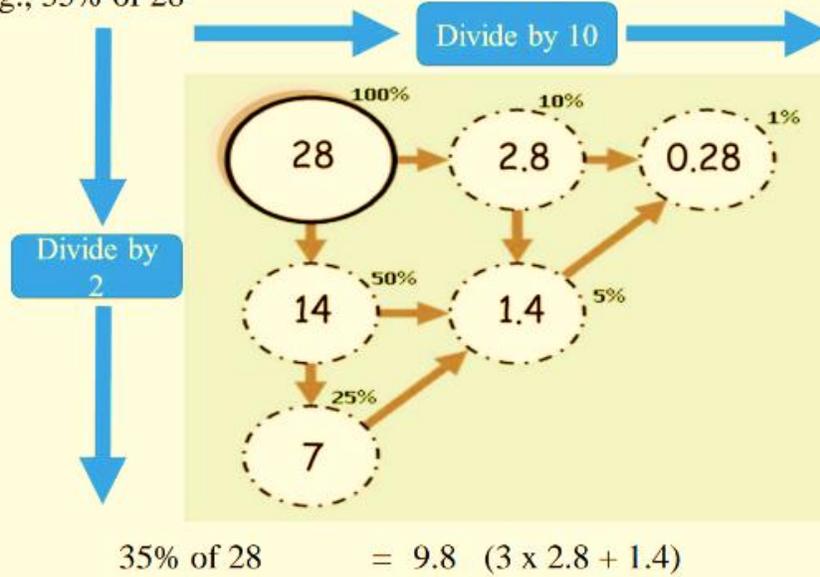
(4, 9)

go 4 right then 9 up



Along the corridor and up the stairs

Find 10% , 1% etc.  
E.g., 35% of 28



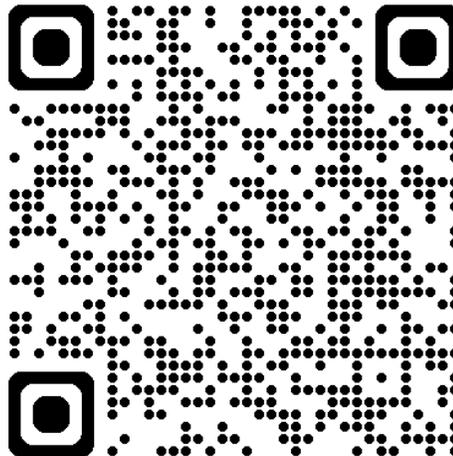
Linear graph:  $y = mx + c$

Parallel: Same gradient/slope ( $m$ )

Y-intercept ( $c$ ) is where line crosses y-axis

Bank statement:

Credit is good +  
Debit is bad -



## Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**

# Year 9 - Science revision for KA2

Biology Paper 1: Topic 1 (AQA GCSE Combined Science)

You have studied this unit since January. This assessment will focus on this knowledge only.

It includes:

- Animal and plant cells
- Microscopes
- Specialised Cells
- Prokaryotic and Eukaryotic Cells
- Stem Cells
- Diffusion
- Surface area: Vol ratio
- Osmosis
- Active Transport

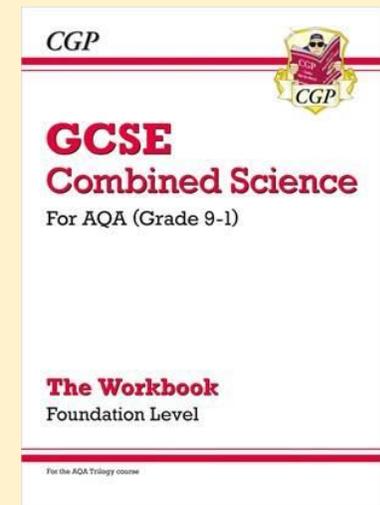
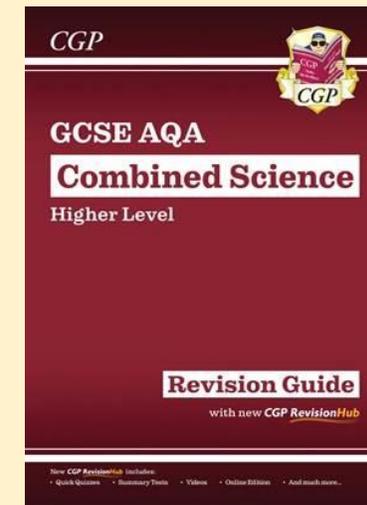
Watch the summary revision videos here to consolidate the notes in your book.

Revision guides and workbooks are available for £6 from reception.  
(£6 gets you both)

Cognito Playlist



Primrose Kitten



# Geography: Y9 Testing Week

## Key Questions:

**Step 1 Know and Remember:** Do you remember our keywords and definitions related to Rivers?

**Step 2 Comprehend and Understand:** Do you understand how drainage basins can impact the river system?

**Step 3 Application:** Can you apply your OS map skills and understanding of how floods impact on SEE factors?

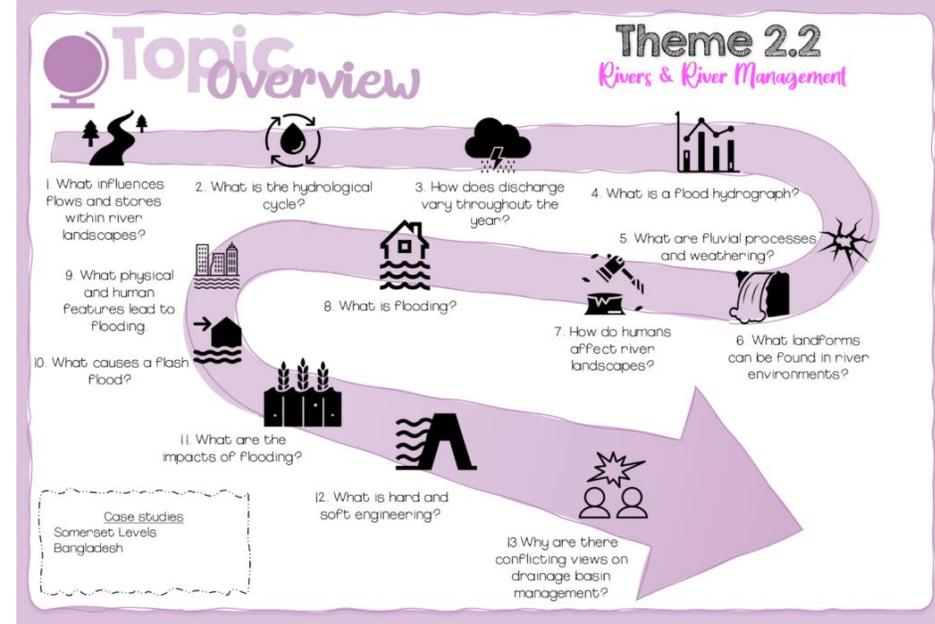
**Step 4 Analysis:** Can you explain and analyse data from a flood hydrograph?

**Step 5 Evaluation:** Can you produce a balance argument on the positives and negatives of a viewpoint on flood management?

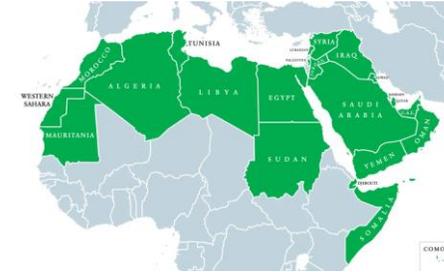
**Step 6 Creating:** How creative can you be to solve the problem of urbanisation and its relationship to river flooding?

**Use the student area to recap and review all our lessons**

[Y9 - Rivers](#)



# Year 9 History for Key Assessment 2



To achieve Step 1	To achieve Step 2	To achieve Step 3	To achieve Step 4	To achieve Step 5	To achieve Step 6
<ul style="list-style-type: none"> <li>Identify correct time periods (AD/BC)</li> <li>Know what antisemitism is</li> <li>Know about the start of World War II</li> </ul>	<ul style="list-style-type: none"> <li>Summarise how experiences of the Holocaust were different</li> <li>Summarise what a historical interpretation is</li> </ul>	<ul style="list-style-type: none"> <li>Explain why World War 2 started</li> <li>Explain why Britain's power changed over the 20<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>Suggest why different sources are useful</li> <li>Quote interpretations to prove a point</li> <li>Link knowledge to interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the differences between the importance of D-Day and the Battle of Stalingrad</li> <li>Evaluate why Zionism is important</li> </ul>	<ul style="list-style-type: none"> <li>Independently write about a significant event that happened in Britain, 1750-1900.</li> </ul>

# YEAR 9 – TERM 2 – Learning Log

What you need to know to do well in Key Assessment 2:

STEP 3 STEP4 STEP5 STEP6

TYPES OF HOLIDAYS – Say what type of holidays we like / dislike
OPINIONS – Give a range of opinions about holidays and explain why. Use the future tense to talk about where you would like to / going to travel. Use the past tense to talk about where you have been on holidays.
ADJECTIVES – Use a wide range of adjectives applying the correct adjectival agreement for masculine / feminine / singular / plural.
TRANSPORTS & ACCOMMODATION – Give a range of opinions about how you travel and where you stay and explain why.
VERBS & TENSES – Use modal verb PODER accurately in the context of holiday activities – say what you can / can't do on each type of holiday. Use the conditional to talk about ideal holiday. Use future tense to talk about future plans for holidays. Use the past tense to talk about past activities on holidays.
WEATHER – Talk about the weather in all three time frames (present, past, future).
GCSE – ROLE PLAY – Book hotels and restaurants + complaints.

### SPANISH PRONUNCIATION

<b>A</b> ah	<b>B</b> bay	<b>C</b> say	<b>D</b> day	<b>E</b> ay	<b>F</b> effey
<b>G</b> hay	<b>H</b> ash-ay	<b>I</b> ee	<b>J</b> haha	<b>K</b> ka	<b>L</b> al-lay
<b>M</b> ah-may	<b>N</b> ah-nay	<b>Ñ</b> en-yay	<b>O</b> o	<b>P</b> pay	<b>Q</b> koo
<b>R</b> er-ay	<b>S</b> es-say	<b>T</b> tay	<b>U</b> ooh	<b>V</b> vay	<b>W</b> do-blay-vay
<b>X</b> ay-kess	<b>Y</b> ay-gray-ay-gra	<b>Z</b> say-ta			

AR	ER	IR	
+o	+o	+o	<b>I</b>
+a	+e	+e	<b>(s)h e</b>
+amo	+emos	+imo	<b>we</b>
s		s	
voy a + INF	I am going to		
va a + INF	(s)he is going to		
vamos a + INF	we are going to		
será	it will be		
me gustaría	I would like to		

AR	ER	IR	
+é	+í	+í	<b>I</b>
+ó	+ió	+ió	<b>(s)h e</b>
fue / era		it was <b>PAST</b>	

### How to be successful in Spanish?

- Take neat notes in your exercise book – treat your book with pride!
- Complete all the work to the best of your ability in lessons.
- Bring your equipment for every lesson.
- Complete the independent practice tasks – MCQ and homework booklets – on time.
- Use MEMRISE to learn / revise vocabulary (password: Park2023).
- Use the student website and Google Classroom to revise / catch up on work missed.
- Ensure you read the feedback and act upon it.
- Create flashcards / mind maps / revision resources to use to revise

**STEP 1**  
Start by introducing yourself – give your name, age. Say where you live and who you live with.

**STEP 2**  
Describe your usual holidays – where you go, who with, how you get there and where you stay. You can make it up.

**STEP 3**  
Add activities you like / dislike to do on holidays - give opinions about the activities and try to use a modal verb (I can / I can't).

Hola Buenos días. Me llamo María. Tengo trece años. Vivo en una casa grande en Havant con mi madre.

Usualmente, voy de vacaciones a Francia con mi familia. Vamos en barco y el viaje es muy largo. Me alojo en la casa de mi familia.

Durante las vacaciones, me gusta tomar el sol en la playa ya que es relajante. Sin embargo, no me gusta nada nadar en el mar dado que es asqueroso. También, me encanta leer ya que es interesante.

### ¡ NOS VAMOS DE VACACIONES !

### Medios de transporte

### OPINION VERBS

- Me gusta(n)
- Me encanta(n)
- Me chiflan
- Me molesta(n)
- Me interesa(n)
- Me fissa(n)
- Me apasiona(n)
- Preferir

### SERVICIOS DEL HOTEL

### Poder

(Can, to be able to)

yo puedo ns. podemos  
tú puedes vs. podéis  
él/ella puede ellos/ellas pueden

tomar el sol	sunbathe
ir de compras	go shopping
comer en restaurantes	eat in restaurants
descansar	relax
ir al cine	go to the cinema
visitar monumentos	visit monuments
hacer windsurfing	do windsurfing
practicar el esquí	practise skiing
ir de excursión	go on day trips

voy = I go  
vamos = we go  
viajo = I travel  
paso = I spend (time)  
me alojo = I stay  
me quedo = I stay

fui = I went  
viajé = I travelled  
pasé = I spent  
me alojé = I stayed  
me quedé = I stayed

**STEP 4**  
Next, support each opinion with a reason – say why you like or dislike the places of holidays and/or activities.

**STEP 5**  
Then say what holidays you would like to take in the future and say why.

**STEP 6**  
Conclude with the description of a holiday you took in the past, say what you did, where you stayed, how you travelled...

Desde mi punto de vista, no me gustan las vacaciones en la montaña puesto que no puedo ir de compras. Pero me gustan las vacaciones en la ciudad dado que puedo visitar monumentos.

En el futuro, me gusta viajar a España y me gustaría viajar en avión ya que es rápido. También, me encantaría alojarme en un hotel lujoso porque sería muy cómodo.

Las vacaciones pasadas, fui a Italia con mis amigos. Fue muy caro pero fue muy divertido y

# RE Revision Year 9 – Pagan Traditions and Philosophy

## Key topics

Pagan traditions  
The Divine  
Magic  
Philosophy  
Ethics  
Existence of God



## Where to find information...

- You book
- BBC Religions- Paganism
- BBC Morals, ethics and philosophy
- Textbook – speak to your teacher for this.
- Your book
- Your teacher.



## What you will be asked to do...

You will be sitting a short assessment on what you have covered in your lessons.

These questions will be linked to RE cycle that all your lessons follow.

At Communicate	... <b>respond creatively as well as offer more detailed explanations</b> for their own responses to their experiences of the concepts/words introduced.
At Apply	... <b>explain examples of</b> how their responses relate to events in their own and other people's lives, drawing on a greater range of sources.
At Inquire and Contextualise	<p>... <b>accurately give detailed explanations of meanings of concepts/ words</b> in the traditions encountered and studied (taught at the <b>Inquire</b> step).</p> <p>... <b>accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the <b>Contextualise</b> step).</p> <p>... <b>can explain how the concepts/words interact together</b> in different ways and for different people and give examples of how this might influence the way someone speaks, thinks and acts in the world, bringing together what is taught at both <b>Inquire</b> and <b>Contextualise</b> steps (for example how Christians might interpret <i>symbol/sacrament</i> differently and lead to different ideas about marriage).</p>
At Evaluate	<p>... <b>discern value</b> of these concepts/words in the lives and experiences of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <b>articulating the value</b> of their interconnections.</p> <p>... <b>discern possible value for</b> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>





## Media Animations

Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit you will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit, you gained a greater understanding of how this important creative field is used to make the media products that we consume.

To be working above Step 4 in this unit you need to show:

- You can undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Object	Sphere	Scale	Keyframe
Tweening	Stop motion	Animation	Rotate
Scale	Parenting	Extrude	Vertex
Proportional	Knife tool	Organic	Subdivision

## Physical Computing

In the first half of the unit, you got acquainted with the host of components built into the Micro:Bit, and wrote simple programs that use these components to interact with the physical world. In the process, you refreshed your Python programming skills and encountered a range of programming patterns that arise frequently in physical computing applications.

To be working above Step 4 in this unit you need to show:

- You can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- You can use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays];

Input	Output	Sensors	Hardware components
Selection	Iteration	Lists	Expressions
Circuits	Wireless	Project	Design
Problem	Prototype	Decomposition	Processing
Sequence	Evaluation	Pins	GPIO



## Coaching + Leadership



What makes a good coach / leader?

- Organisation
- Clear Communication
- Provide feedback
- Clear coaching points
- Knowledgeable of skill required.

## Rules and Regulations

What is a Regulation?

“an element of the sport/activity that is set before the game starts to ensure the game is fair for all participants”

For example;

- Number of players
- Size of the pitch
- Size of the ball



What is a Rule?

“an element of the sport / activity that is applied during the game to ensure the game is fair and safe”

For example;

- Penalties
- Fouls
- How you score.

## Tactics / strategy

In sport, a tactic is a specific, actionable method or planned maneuver used by individuals or teams to gain a competitive advantage.



Tactics can be used to increase the chances of scoring and prevent the opposition from scoring.

For example;

- Positioning of players on the pitch
- How quick or slow you play.

## Warm-up

A warm up is completed before physical activity in order to prevent injury.

### 1) Pulse Raiser

Enhances performance and reduces injury risk by boosting blood flow and oxygen delivery to muscles.

### 1) Mobilisation

Prepares the body for exercise by increasing joint range of motion and lubricating joints with synovial fluid.



### 1) Stretches

Prepares the body for physical activity by increasing blood flow, muscle temperature, and elasticity, which reduces risk of injury.

## Officiating

Officiating in sports involves referees, umpires, or judges enforcing the rules, regulations, and laws of a game to ensure fair play and player safety.

What makes a good official?

- Organisation
- Clear Communication
- Knowledgeable of rules and regulations.
- Decisive when making decisions.
- Calm under pressure



# KS3 PE Test 2 - Revision

## Components of skill related fitness

P-Crab

Power	Coordination	Reaction Time	Agility	Balance
"The product of speed and strength to allow for explosive movements"	"The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique"	"The time taken to respond to a stimulus"	"The ability to change direction quickly to allow performers to out manoeuvre an opponent"	"The ability to maintain centre of mass over a base of support"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness Test
<ul style="list-style-type: none"> <li>Vertical standing jump test</li> <li>Standing long jump</li> <li>Margarita-Kalamen power test</li> </ul>	<ul style="list-style-type: none"> <li>Alternate-Hand wall-Toss test</li> <li>Stick flip coordination test</li> </ul>	<ul style="list-style-type: none"> <li>Ruler drop test</li> <li>Online reaction test (reaction timer test)</li> </ul>	<ul style="list-style-type: none"> <li>Illinois agility run test</li> <li>T Test</li> </ul>	<ul style="list-style-type: none"> <li>Stork stand test</li> <li>Y balance test</li> </ul>

## Components of Physical related fitness

Mary Must cAre For Bill Smith

Muscular Strength	Muscular Endurance	Aerobic Endurance	Flexibility	Body composition	Speed
"the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity"	"The ability of a muscle group to undergo repeated contractions avoiding fatigue"	"The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"	"The range of motion possible at a joint to allow improvements in technique"	"The relative ratio of fat mass to fat-free mass in the body"	"Distance divided by time to reduce time taken to move the body or body part in a game or event"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness test	Fitness Test
<ul style="list-style-type: none"> <li>Grip dynameter</li> <li>1 Rep Max</li> </ul>	<ul style="list-style-type: none"> <li>One-minute press up test</li> <li>One-minute sit-up test</li> <li>Timed plank test</li> </ul>	<ul style="list-style-type: none"> <li>Multi-stage fitness test (bleep test)</li> <li>Harvard step test</li> <li>12-minute Cooper run</li> <li>Yo-Yo test</li> </ul>	<ul style="list-style-type: none"> <li>Sit and reach test</li> <li>Calf muscle flexibility test</li> <li>Shoulder flexibility test</li> </ul>	<ul style="list-style-type: none"> <li>Body Mass Index (BMI)</li> <li>Bioelectrical Impedance Analysis (BIA)</li> <li>Waist to hip ratio</li> </ul>	<ul style="list-style-type: none"> <li>30 metre sprint test</li> <li>30 metre flying sprint</li> </ul>

## Training Methods

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance	Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness.	High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance.	Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength)	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance.	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done on your own, with apparatus or with a partner. Improves flexibility.



When participating in or coaching a sport you need to make sure that it is safe in order to prevent injury, you need to consider the following; equipment, playing surface, weather, previous injuries, use of protective equipment and following the rules and regulations



## Athletics events



## Throwing events - Shotput, Discus, Javelin



## Running events - 100/80m, 200m, Relay

## Rounders

### Batter

The role of the batter is to hit the ball into the rounders pitch and score a rounder by running around all four posts, before the fielders can return the ball.



### Fielder

The role of a fielder is to prevent a batter from scoring a rounder, by catching or stumping the batter out on a post.



### Bowler

The role of a bowler is to bowl the rounders ball to the batters for the opposing team.