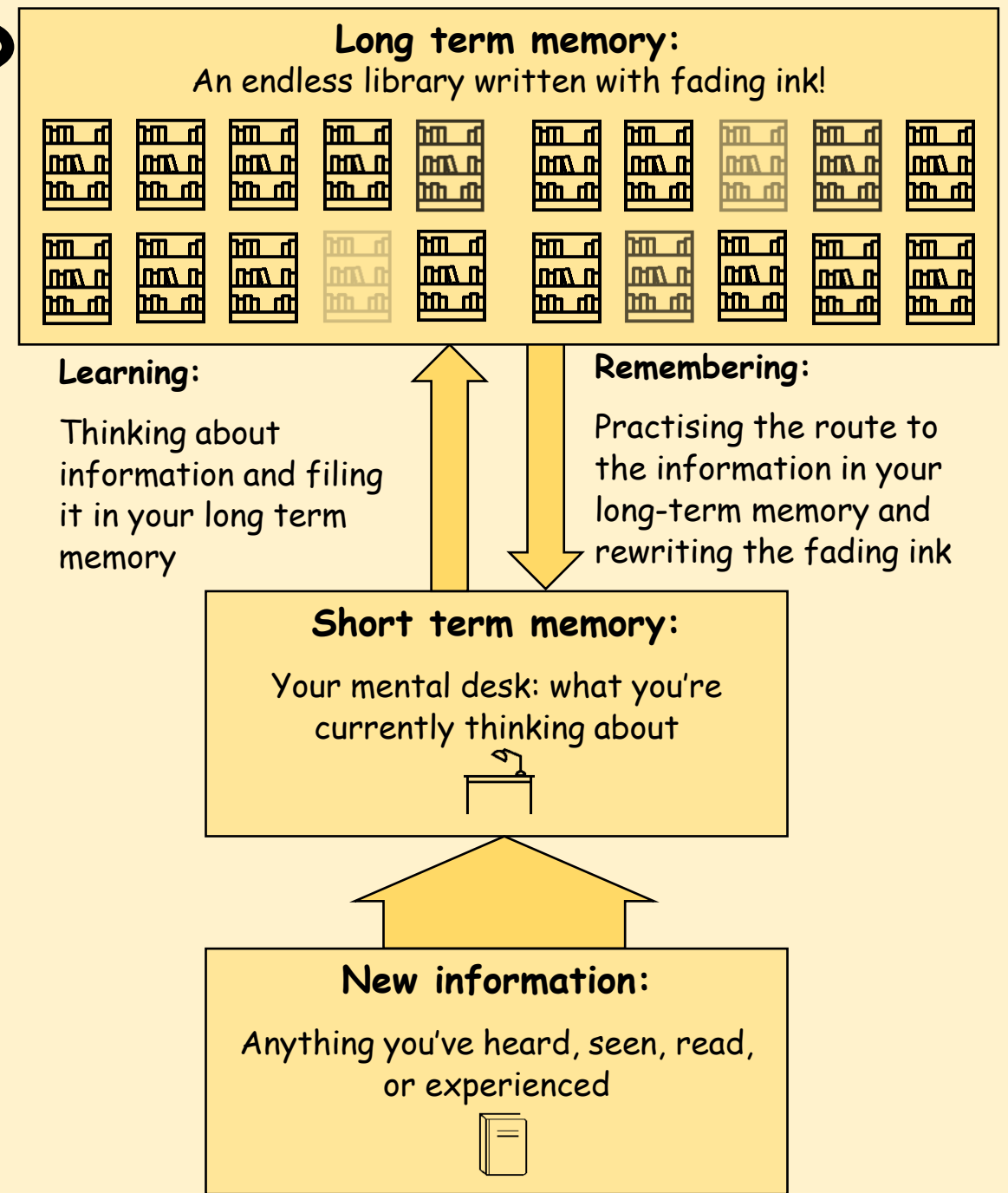


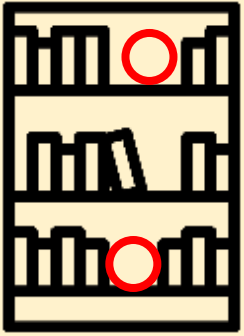
# Yr9 - How do I practice?

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.



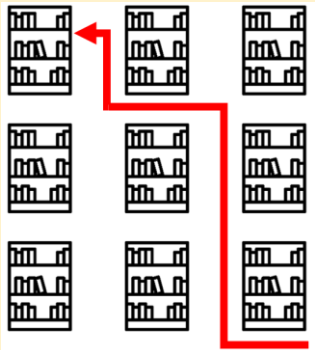
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



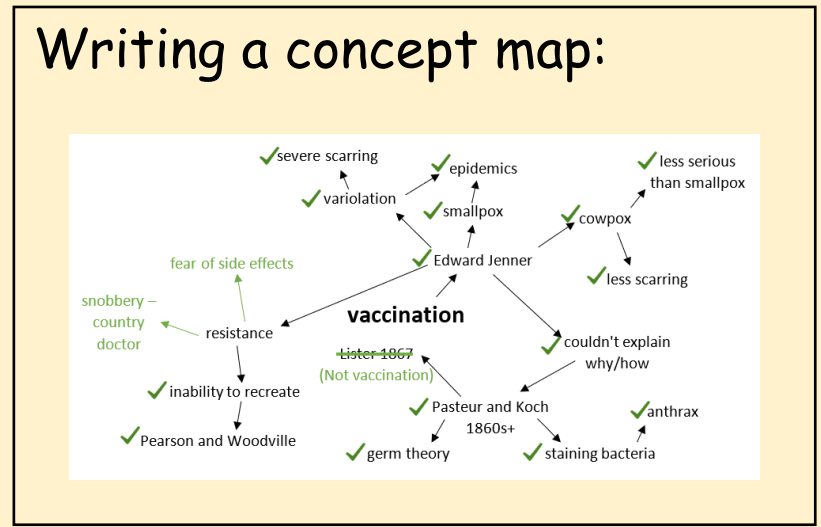
3. Practising recalling knowledge quickly.

# 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

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

### Practising exam questions:

### Online platforms:

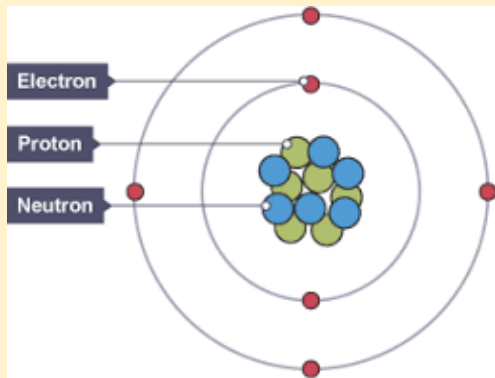
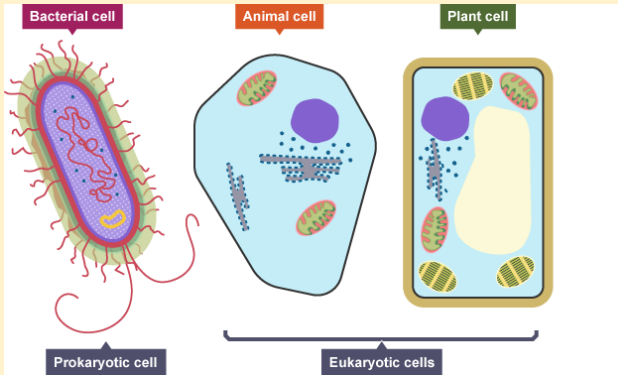
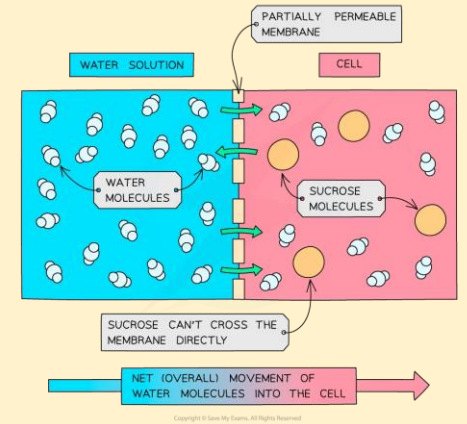
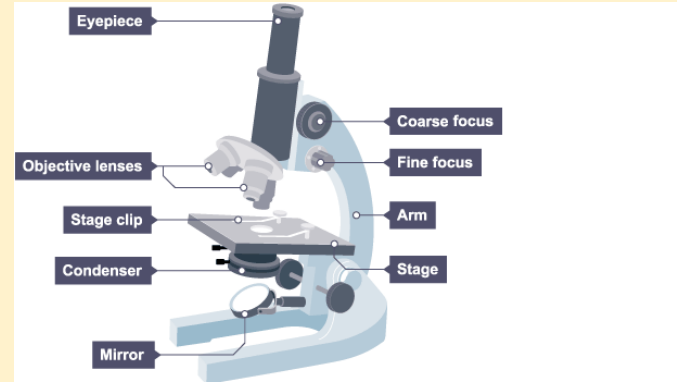
# Year 9 - Science revision for KA3

Topics:

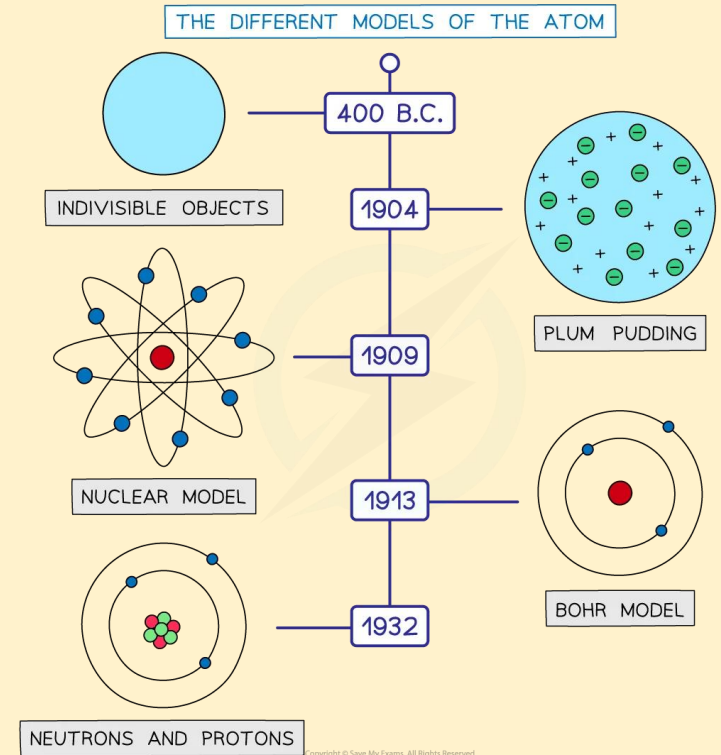
B1 - Cells and Transport

B3 - Infection and Response

C1 - Atoms and Periodic Table



Element	Diagram	Configuration	Electrons	Periodic table group
Fluorine, F		2,7	Fluorine atoms have nine electrons. Two of these are in the first shell. The remaining seven are in the second shell.	Group 7
Neon, Ne		2,8	Neon atoms have ten electrons. Two of these are in the first shell. The remaining eight electrons are in the second shell. Because its outer shell is full, neon is stable and unreactive.	Group 0
Sodium, Na		2,8,1	Sodium atoms have 11 electrons. Two of these are in the first shell, eight are in the second shell and one is in the third shell.	Group 1
Calcium, Ca		2,8,8,2	Calcium atoms have 20 electrons. Two of these are in the first shell, eight in the second shell, another eight in the third shell, and two in the fourth shell.	Group 2



## Cyber Security

In this unit we went on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Then we considered the value of your data to organisations and what they might use it for. We then explored social engineering techniques used by cybercriminals to try to trick users into giving away their personal data and then investigated cyber crimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.

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

- You can understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

Data	User behaviour	Malware	Name generator
Information	Privacy policies	Social engineering	Scam
Cybersecurity	Data protection	Phishing	Cyberthreats
Cybercriminals	Data subject	Blagging	hacking
Ethical hacking	Penetration testing	Brute force attacks	DoS
profiling	Data portability	Shouldering	DDoS
Anti-malware	Firewall	Authentication	Botnet
Trojans	Biometrics	2FA	CAPTCHA
Ransomware	Virus	ISP	

## Data Science

In this unit we were introduced to data science, and by the end of the unit you will be empowered by knowing how to use data to investigate problems and make changes to the world around you. You have been exposed to both global and local data sets and gained an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, you will go through the steps of the investigative cycle to try to solve a problem in the school using data.

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 understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

Data science	Prediction	PPDAC	Conclusion
Visualisation	Criteria	Investigative cycle	Evaluation
Insight	Outliers	Data cleansing	Comparison
Infographic	Correlation	Analysis	Contrast

## 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

# YEAR 9 – TERM 3 – Learning Log

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

STEP 3 STEP 4 STEP 5 STEP 6

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.
AT THE HOTEL - ROLE PLAY FOCUS – Being able to book a hotel in Spanish and raise issues at the hotel.
AT THE RESTAURANT - ROLE PLAY FOCUS – Being able to book a table, order food and raise issues at the restaurant.
VERBS & TENSES – 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.
Apply knowledge of key Spanish phonics in written and oral forms.

PRESENT

FUTURE

### SPANISH PRONUNCIATION

<b>A</b> ah	<b>B</b> bay	<b>C</b> soy	<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> hefa	<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> du-bloy-vay
<b>X</b> ay-koo	<b>Y</b> en-ree-ay-go	<b>Z</b> soy-fo			

AR	ER	IR	
+o	+o	+o	I
+a	+e	+e	(s)he
+amos	+emos	+imos	we
+an	+en	+en	they
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	
sería		it would be	

AR	ER	IR	
+é	+í	+í	I
+ó	+ió	+ió	(s)he
+amos	+imos	+imos	we
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.
- Write a paragraph and ask your teacher to mark it and give you feedback.

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

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

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

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.

**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).

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. 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.

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

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.

**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...

Las vacaciones pasadas, fui a Italia con mis amigos. Fui en avión y el viaje duró cinco horas. Fue muy caro pero fue muy divertido y emocionante. Me alojé en un albergue juvenil y fue feo. Pasé tres semanas allí.

### ¡ NOS VAMOS DE VACACIONES !

LA ISLA	LA SELVA	LA CIUDAD	EL RÍO	LA MONTAÑA
EL BOSQUE	EL LAGO	LA PLAYA	EL DESIERTO	EL OCEANO

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

### Medios de transporte

Ir... en

coche	autobús	moto
avión	taxi	metro
bici	tren	barco

a pie (o ir andando)  
caballo

Hotel	Hostel	Pensión / Boarding house (UK)	Camping	Villa / Holiday home (UK)	Casa de campo / pequeña Cottage
Casa	Apartamento	Cabaña / Cabin			

### WEATHER IN SPANISH

Hace mucho sol past → hizo mucho sol	Está nublado past → estaba nublado	Hace un poco de frío past → hizo un poco frío
Lluvia mucho / Es muy lluvioso past → llovió mucho / fue muy lluvioso	Hay mucho viento past → había viento	

# Year 9 History Revision: Suffragettes

## You need to know:

🏰 **Normans:** Forest Laws, Murdrum Fine, rise in executions.

🏰 **Church (Middle Ages):** Heresy and Church influence on law

**Early Modern:** Witchcraft, Reformation heresy, vagabondage

🔄 **Big Picture:** How crime & punishment changed; role of fear, religion, control in the Middle Ages and Early Modern period.



## Where to find revision information?

- Your book
- Student area on website
- BBC Bitesize Edexcel Crime and Punishment

**BBC**  
BITESIZE



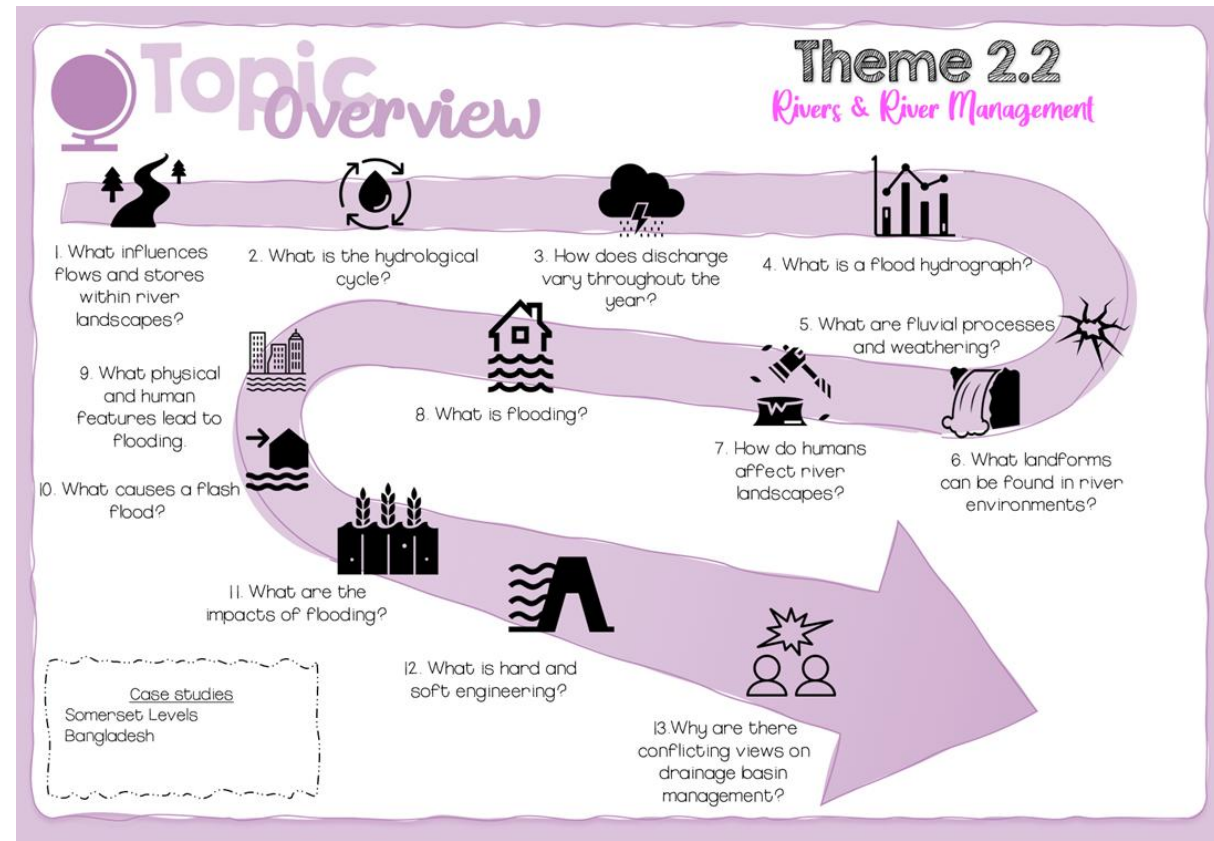
## How to remember it?

- Create flash cards with your answers to the above questions to help you remember!
- Get someone to test you. ✓

# Geography

## Key Questions:

Keywords and definition of key river processes  
Explaining the process of waterfall formation  
Reading and interpreting a hydrographs  
Calculating lag time  
Urbanisation and the impacts on rivers  
flooding  
Evaluation of different stake holders' opinions  
on flooding and flood management



**Use your class booklet and Seneca to review and consolidate your learning**



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

# RE - Native American Beliefs & Practices

Diversity  
Lakota (Plains)  
Navajo (Southwest)  
Many different tribes

Rites of Passage  
Vision Quest  
Sun Dance  
Kinaaldá

Sacred Places  
Black Hills  
Four Sacred Mountains  
Sweat Lodges

Articles of Faith  
Medicine Bag  
Dreamcatcher  
Sacred Pipe

Religion Today  
Ghost Dance  
Native American Church

At Communicate	... <i>respond creatively as well as offer more detailed explanations</i> for their own responses to their experiences of the concepts/words introduced.
At Apply	... <i>explain examples of</i> how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	... <i>accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the <b>Inquire</b> step). ... <i>accurately explain</i> 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). ... <i>appreciate and begin to explain how the concepts/words may interact together</i> to influence the way people think and speak and act in the world.
At Evaluate	... <i>discern value</i> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <i>articulating the value</i> of their interconnections. ... <i>discern possible value for</i> 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).

Beliefs  
Great Spirit  
Nature is sacred  
Spiritual connection

Creation Stories  
Lakota: Flood & Black Hills  
Navajo: Multiple Worlds

Environment  
Buffalo respected  
Walk in Beauty  
Sacred land

Quick Recall  
Great Spirit • Vision Quest  
• Kinaaldá • Ghost Dance  
• Black Hills

## 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.**

# Year 9 PE Test 3 - 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.