



Sheffield Park Academy

The best in everyone™

Part of United Learning



Knowledge Organiser

Term 2

Name:

Tutor Group:

Tutor & Room:

AMBITION • KNOWLEDGE • DETERMINATION

Stick your Timetable here

How do I complete Knowledge Organiser homeworks?	2
Your Knowledge Organiser and Self-Quizzing Book	3
Art	4
Computer Science	5
Drama	6
English	7
Food	9
French	10
Geography	11
History	13
Literacy	15
Maths	17
Music	20
Oracy	22
Religious Education	23
Resistant Materials	24
Science	25
Textiles	30
Notes	31
Home Learning Priorities Planner	33
Values	46

How do I complete Knowledge Organiser homeworks?

You will be set a MINIMUM of 2 Knowledge Organiser homeworks in every subject each half term

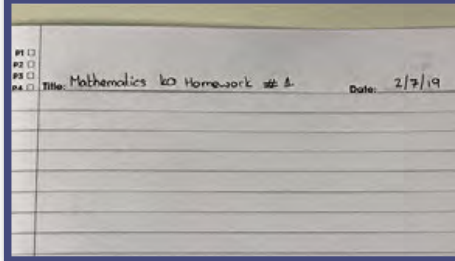
STEP 1

Identify what words/ definitions/facts you have been asked to learn.



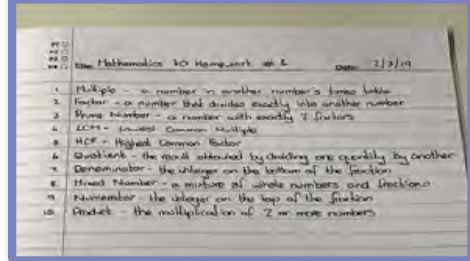
STEP 2

Write today's date and the title from your Knowledge Organiser.



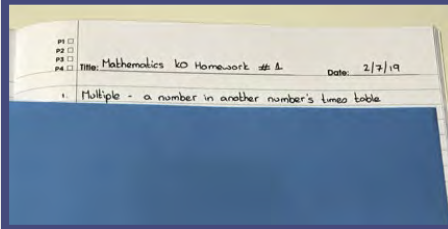
STEP 3

Write out the keywords/definitions/facts you have been set in FULL.



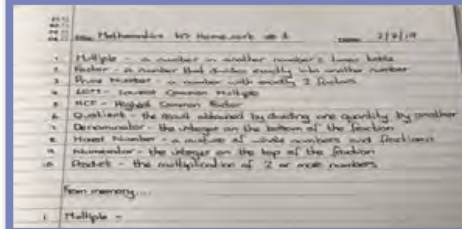
STEP 4

Cover the definitions in your SELF-QUIZZING BOOK, apart from the first. **Read it, Cover it, Say it** in your head, check it... REPEAT until confident.



STEP 5

Cover up ALL the definitions/facts and write them out from memory in your SELF-QUIZZING BOOK.



STEP 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be tested on the words/definitions/facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 9 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long-term memory.

Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in. You must follow the simple rules as to how they are to be used.



You **must** bring your Knowledge Organiser and Self-Quizzing Book to **every** lesson and place it on your desk at the beginning of each lesson.

You **must** keep all of your Knowledge Organisers and Self Quizzing Books because the fundamental knowledge required in Year 9 will also be required in in Key Stage 4.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 9 require.



Y9 Art and Design – Organic

Key Words





1	Line	The path made by a moving point.
1	Organic	Typically something that is not man made. E.g flower.
2	Tone	The lightness and darkness of something.
5	Form	The way something looks three-Dimensional
6	Shape	A two-Dimensional area defined by an outline.
7	Composition	The arrangement or layout of parts of a picture/piece of art.
8	Design	Generating ideas for a piece of artwork.



Techniques

9	Observational Drawing	Drawing or painting from life.
10	Clay	Clay is a naturally occurring sticky fine grained earth. It is essentially rock dust combined with water.
11	Cut and Slip	A process used to attach clay details to a clay piece.
14	Mixed Media	The use of a variety of materials to create a piece of art.
15	Artist Research	Investigating an artist relevant to the theme of the project.



Algorithms		
1	Pseudo Code	Textual based algorithm
2	Flow Chart	Graphical based algorithm using symbols
3	Start/ Stop Symbol	
4	Decision Symbol	
5	Input/Output Symbol	
6	Process Symbol	

Algorithms – Searches		
1	Binary Search	A search algorithm that finds the position of a target value within a sorted array. Binary search compares the target value to the middle element of the array
2	Linear Search	A algorithm for finding a target value within a list. It sequentially checks each element of the list for the target value until a match is found or until all the elements have been searched
3	Bubble sort	A sorting algorithm that repeatedly steps through the list, compares adjacent elements and swaps them if they are in the wrong order. The pass through the list is repeated until the list is sorted.

E Safety		
1	Digital Footprint	Digital footprint or digital shadow refers to one's unique set of traceable digital activities, actions, contributions and communications manifested on the Internet or digital devices
2	Phishing	The fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.
3	Malware	Malware is any software intentionally designed to cause damage to a computer, server, client, or computer network.
4	Pharming	The fraudulent practice of directing internet users to a bogus website that mimics the appearance of a legitimate one, in order to obtain personal information such as passwords, account numbers, etc.

Y9 Blood Brothers and Dramatic Tension- Term 2

Areas for Assessment

1. Creating	The ability to work within a group to create and develop performance work.
2. Performing	The ability to present a character using physical and vocal skills.
3. Evaluating	The ability to discuss the qualities of a performance using dramatic language.

Blood Brothers

4. Didactic play	Drama which intends to teach, especially with regard to morals
5. Narrator	A person who gives the spoken account of play.
6. Dialogue	A conversation between two or more people
7. Stage directions	An instruction in the text of the play indicating the movement, the position or tone of an actor, or the sound effects and lighting.

Dramatic Tension

8. Dramatic tension	Keeping an audience wondering; not knowing something they want to know
9. Atmosphere	The mood or feeling of a narrative
10. Exposition	Establishing information and details about characters, background and plot
11. Pace	The speed at which the story is delivered, or with which something happens or changes

English – Non-fiction Relationships

Key Vocabulary		
	Term	Definition
1	feminist	A feminist advocates or supports the rights and equality of women.
2	gender	The social and cultural differences associated with being male or female.
3	stigma	A mark of disgrace associated with a particular circumstance, quality, or person.
4	discrimination	The unfair treatment of different categories of people, based on their age, race or sex.
5	indigenous	Originating or occurring naturally in a particular place.
6	socialisation	The process of learning to behave in a way that is acceptable to society.
7	internalise	To make an attitude or behaviour part of one's nature by learning it consciously or unconsciously.
8	privilege	A special advantage, permission, right, or benefit given to or enjoyed by an individual or a group of individuals.
9	reductive	Thinking about or presenting something in a way that is too simple.
10	objective	Based on fact and not influenced by personal beliefs or feelings.

Key Terminology		
		Definition
11	anecdote	A short amusing or interesting story about a real incident or person.
12	anaphora	The repetition of a word or phrase at the beginning of successive clauses.
13	parallelism	Phrasing that is grammatically similar or identical in structure.
14	rhetorical question	A question for which the person asking does not expect a direct answer.
15	emotive language	Word choice which is used to evoke (arouse/bring up) emotion in the reader.

Key Writer: Chimamanda Ngozi Adichie	
Anchor Text: We Should All Be Feminists	
16	Chimamanda Ngozi Adichie is an award-winning writer who grew up in Nigeria and has since moved to America.
17	In 2009 Adichie delivered a TED talk called 'The Danger of a Single Story', which highlighted the under-representation of certain cultures in society.
18	In 2012 she delivered a talk entitled 'We Should All Be Feminists', which sparked a worldwide conversation about feminism.
19	She is the author of the novels Purple Hibiscus, Half of a Yellow Sun, and Americanah.
20	Speaking about Gender, Adichie said: "Gender as it functions today is a grave injustice. [However], I believe deeply in the ability of human beings to make and remake themselves for the better."

English – Sherlock Holmes

Key Vocabulary		
	Term	Definition
1	deduce	Arrive at a fact or a conclusion by reasoning; draw as a logical conclusion.
2	deduction	The process of reaching a decision or answer by thinking about the known facts.
3	'The Other'	An individual or a group seen by a dominant group as not belonging.
4	'The Angel in the House'	Popular Victorian Image of the ideal wife/ woman.
5	idiosyncratic	A word to describe behaviour which is considered to be distinctive or peculiar.
6	indiscretion	Behaviour that is indiscreet or lacks good judgement.
7	morose	Sullen and ill-tempered.
8	temperament	A person's or animal's nature/traits of personality, which have a permanent impact on their behaviour.
9	'The New Woman'	A feminist ideal that became popular in the late 19th century and influenced feminism in 20th century.
10	xenophobia	Dislike or prejudice against people from different countries.

Key Terminology		
		Definition
11	Detective fiction	A sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.
12	Literary conventions	Defining features of particular genres such as novel, short story, ballad, sonnet, or play.
13	First person peripheral narrator	A type of narrative perspective in which the narrator is the another character in the story who witnesses the main character's story and conveys it to the reader.
14	Exposition	Refers to the part of the story used to introduce background information about events, settings, characters etc. to the reader.
15	Antagonist	A person who actively opposes or is hostile to someone or something.

Key Information	
16	The Sherlock Holmes stories are a group of short stories about a fictional detective, written in the late 1880s and 1890s by Arthur Conan Doyle.
17	Doyle was influenced by Dr Joseph Bell, who was a master of logic, deduction and reasoning. Doyle felt that these were ideas that had been missing from the genre of detective fiction.
18	Doyle's Sherlock Holmes stories changed detective fiction forever, introducing many of the literary conventions that are now frequently seen in the genre.
19	One of Doyle's most important additions to the genre was including a first-person peripheral narrator (Dr Watson) who needs the events of the investigation explained to him by the protagonist (Sherlock Holmes).
20	"The love of books is among the choicest gifts of the gods." — Sir Arthur Conan Doyle

Year 9 – Food Technology Knowledge organiser

1	High risk food	Foods that food poisoning bacteria like to live on. Ready to eat foods that are high in protein and moisture.
2	Coagulation	Coagulation is defined as the change in the structure of protein from a liquid form to solid by heat.
3	Focaccia	A type of flat Italian bread made with yeast and olive oil and flavoured with herbs.
4	Yeast	A microscopic fungi that produces carbon dioxide gas enabling dough to rise. It needs food, warmth, moisture and time to be activated.
5	Kneading	A technique used to stretch the dough and develop the gluten.
6	Toad in the Hole	A dish consisting of sausages baked in batter
7	Gelatinisation	The process of gelatinisation occurs when starch granules are heated in a liquid, causing them to swell and burst.

Relationships

A	Family Reflexive Verbs	
1	Je m'entends bien avec	I get on well with
2	Je me dispute avec	I argue with
3	Je me fâche contre	I get angry with
4	Je m'intéresse à	I'm interested in
5	Je m'occupe de	I look after
6	Je me chamaille avec	I bicker with
7	Je ne m'entends pas avec	I don't get on with
8	Je me suis chamaillé(e) avec	I bickered with
9	Je vais m'occuper de	I am going to look after
B	Family Members	
1	Le (beau-)père	(Step)dad
2	La (belle-)mère	(Step)mum
3	Le (demi-)frère	(Half/Step)brother
4	La (demi-)sœur	(Half/Step)sister
5	Une famille (d'accueil)	A (foster) family
C	Relationships When Young	
1	Quand j'étais enfant	When I was a child
2	Quand j'étais plus jeune	When I was younger
3	j'habitais avec	I lived with
4	J'allais (à l'école primaire)	I went (to primary school)
5	Je m'entendais bien avec	I got on well with
6	Ma famille était	My family was
7	J'étais	I was
8	J'avais	I had
D	Future Plans	
1	Dans le futur	In the future
2	Quand je serai plus âgé(e)	When I am older
3	Je voudrais fonder une famille	I would like to start a family
4	Je voudrais me marier	I would like to get married
5	Je ne veux pas avoir d'enfants	I don't want to have kids
6	J'ai l'intention de m'installer avec mon copain/ma copine	I intend to move in with my boyfriend/girlfriend

Year 9 French Knowledge Organiser

E	General Opinions	
1	Je dirais que	I would say that
2	Autant que je sache	As far as I know
3	Je crois que	I believe that
4	Selon _____	According to _____
5	J'ai horreur de/ d'	I hate _____
6	Je ne supporte pas	I can't stand
7	_____ m'intéresse	_____ interests me
8	_____ m'ennuie	_____ bores me
9	_____ m'embête	_____ annoys me
F	Connectives	
1	Par contre	However
2	C'est à dire	That is to say
3	Donc	So/thus/therefore
4	Ainsi que	As well as
5	(Mal)heureusement	(Un)fortunately
6	Néanmoins	Nevertheless
7	À l'autre côté	On the other hand
8	En revanche	However
9	Même si	Even if
10	Sinon	If not
11	Car/Parce que/ Puisque	Because
12	Également	Equally
13	Malgré	Despite
14	Malgré cela	Despite that
15	Sans doute	Without a doubt
16	Peut-être	Perhaps
G	Detail/Intensifiers	
1	Trop (de)	Too (many/much)
2	Beaucoup (de)	A lot (of)
3	Assez	Quite
4	Plutôt	Rather
5	Vraiment	Really
6	Extrêmement	Extremely

The Environment

H	Introducing the Topic	
1	Il existe	There exists
2	Il y a beaucoup de	There are a lot of
3	(Mal)heureusement	(Un)fortunately
4	Je crois que	I believe that
5	Ce qu'on peut dire ...	What one can say is
I	Key Verbs	
1	Aider	To help
2	Arrêter	To stop
3	Manifester	To protest
4	Protéger	To protect
5	Sauver	To save
J	Opinions for the Future	
1	Je veux aider	I want to help
2	J'espère sauver	I hope to save
3	Je voudrais manifester	I would like to protest
4	J'aimerais arrêter	I would like to stop
5	Je veux utiliser	I want to use
6	Je serai pour/contre	I will be for/against
K	Solutions	
1	Il faut/On doit	One must/You have to
2	On peut	You can
3	Recycler	recycle
4	Trier les déchets	Separate/sort rubbish
5	Consommer moins d'énergie	Use less energy
6	Utiliser le papier recyclé	Use recycled paper
7	Utiliser les transports en commun	Use public transport
8	Aller au collège en vélo	Go to school by bike
9	Aller au collège à pied	Go to school on foot
10	Réutiliser les sacs en plastique	Reuse plastic bags
11	Économiser de l'eau	Save water
12	Protéger l'environnement	Protect the environment
13	Sauver la planète	Save the planet
14	Aider les animaux	Help animals
15	Éteindre les appareils électroniques	Switch off electrical devices
16	Donner de l'aide	Give aid
17	Prendre la responsabilité	Take responsibility
18	Méner une vie saine	Lead a healthy life

Build knowledge and confidence to be a determined and competent linguist via an ambitious curriculum that builds on and develops prior knowledge

Year 9: Topic 2 Urbanisation

1.	Site and Situation
Population density	The number of people (per km squared) living in an area.
Sparsely populated	Population density is low (per square km).
Densely populated	Population density is high (per square km)..
Site	The actual location of a settlement.
Situation	The location of a place relative to its surroundings and other places, buildings etc.
Distribution	The way something is spread out over an area
Rural	An area that is located outside of cities or towns for example the countryside.
Urban	A built up area such as a town or city with a high population density and many buildings.
Raw materials	A basic material used to produce other goods e.g coal, wood, seafood.

4.	Urban Decline
Urban dereliction/ decay	when areas/ zones within a city become run-down, and fall into disrepair.
Greenfield site	land which has not been built on before.
Brownfield site	land which has been built on previously and will need some clearing for further development.
suburbanisation	is the movement of people from inner city areas to the suburbs. This is a process.
consequence	a result or effect, typically one that is unwelcome or unpleasant.

2.	Site and Situation 2
Wet site	A reliable water supply for drinking and industry.
Dry site	Land that is normally relatively high and away from flooding.
Defensive	Secure and able to protect themselves. Usually protected by highland or a river.
Building Materials	These allow easy construction of towns and cities e.g. large quantities of rock and stone available.
Food Supply	Fertile soil for crops and thick grass for animals to graze on.
Route Centre	Where a number of routes meet; tributaries of rivers are good examples.
Shelter/ Aspect	Building on slopes to take advantage of the climate. For example in the UK building on south facing slopes as this will provide greater warmth.
Bridging point	An easier place to cross a river due to it being narrower and shallow.
Urban growth	Cities are getting bigger as more people move from rural areas to live there.

5.	Opportunity and Challenge
Positive multiplier effect	The introduction of a new industry in an area also encourages growth in other industrial sectors, leading to further growth.
Urban greening	Increasing or preserving open space in urban areas e.g. public parks.
Multi-cultural	Relating to or containing many cultural or ethnic groups within society.
Opportunity	Something that creates a good chance for development and to improve
challenge	Something that makes it difficult for a place to develop and improve.

6.	Impacts of Urban Sprawl
Urbanisation	The movement of people from rural to urban areas
Urban sprawl	The unplanned growth of urban areas into the surrounding countryside.
Commuter	A person who travels some distance to work regularly.
Congestion	When there is too many vehicles on the roads for the roads to cope with, leading to slow movement.
Greenbelt	a distinct area of undeveloped land surrounding specific cities, with the aim of preventing urban sprawl

3.	Land Use Zones
Land use zones	Zones with distinct features in urban areas that have certain characteristics in regards to how the land is used.
CBD	Central Business District, usually the town centre.
Inner City	The area that surrounds/ is near to the CBD. Normally has terraced housing that was built for factory workers.
Suburbs	Areas usually found between the city and countryside and contain semi-detached or detached houses with gardens, arranged around cul de sacs
Rural-urban fringe	This is found at the edge of a town or city and is where urban areas (towns/ cities) meet rural areas (countryside)
Terraced-housing	A row of houses attached together on either side by a single wall, sometimes back to back.

7.	Counter Urbanisation and Sustainability
Counter-urbanisation	The movement of people from urban areas into villages.
A Stakeholder	A person with an interest or concern in something.
derelict	Abandoned buildings that are in a poor state of repair.
Sustainability	Has futurity (will last a long time) and creates social, economic (money) and environmental benefits for the area.
Carbon footprint	Measurement of the greenhouse gases individuals produce, through burning fossil fuels.

Year 9: Topic 3 Climate Change

1.	Evidence and causes of natural climate change
Climate	The weather conditions prevailing in an area in general or over a long period.
Quaternary period	A period of geological time from about 2.6 million years ago to present (characterised by the appearance and development of humans).
Inter-glacial	A warmer period of time with less ice, lasting approx. 10,000 years between two glacial periods.
Milankovitch	A scientist who came up with the orbital change theory
Atmosphere	Is a mixture of nitrogen (78%), oxygen (21%), carbon dioxide (0.04%), methane and other gases (1%) that surrounds the Earth.
Orbital change	The Earth's orbit around the sun changes shape which changes the amount of solar radiation the Earth receives
Sunspots	Dark patches on the sun which increase the output of energy. More sun spots means Earth will be warmer
Volcanic eruptions	Volcanoes release large amount of ash which block the sun and cools the Earth.
Ice cores	Scientists can analyse the gases trapped in the ice and work out what the temperature was in the past.
Tree rings	Tree rings are thicker when the climate is warm and wet. They can go back 10,000 years.

2.	Enhanced climate change
Fossil fuels	Energy resources such as coal, oil and natural gas which come from fossilised remains of plants and animals.
Carbon footprint	A calculation of the total greenhouse gas emissions caused by a person, country, an organisation, event or product.
Peat	A dark brown substance like soil that was formed by plants dying and becoming buried. It can be a huge CO2 store.

4.	Adaption and mitigation
Adaptation	Adapting to climate change to make life easier.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Renewable energy	Energy which is infinite, sustainable and is easily replenished.

3.	The effects of climate change
Per capita CO2 emissions	The total amount of carbon dioxide emitted by a country as a consequence of all relevant human (production and consumption) activities, divided by the population of the country.
Coral reef	A coral reef is an underwater ecosystem characterised by reef-building corals.
Monsoon	The season of heavy rain during the summer in some hot Asian countries.
Delta	An area of silt deposited by a river where it enters the sea or a lake.
Climate refugee	A person who has been forced to leave their home as a result of the effects of climate change on their environment.
Informal settlements	An area (often illegal) of poor-quality housing that is lacking basic services e.g. water.
Stakeholder	A person with an interest or concern in something.



Year: 9 – Knowledge Organiser

Topic: International Relations 1918-39

Key Words

Government	The people in charge of running a country. They have the political power to control taxes, make laws, fight wars, and spend money on roads, military, schools, hospitals and much more.
Democracy	A system of government where ordinary people can choose the government.
Dictatorship	A system of government where one person has most of the political power and can tell other people what to do.
Diplomacy	The way that governments from different countries agree to work together.
Elections	Where people vote to choose their local or national government.
Free Press	Where media (newspapers, radio, TV, internet etc.) are free from government control.
Censorship	Where governments limit the free press – perhaps banning books, newspapers or even artists.
Propaganda	One sided information – especially information produced by governments who are censoring the free press.
Political Power	The power to rule. Or the power to influence rulers and their governments.
Political Parties	Organisations that exist to form governments. They have policies (things they want to do) that are left-wing, right wing, or somewhere in between.
The Treaty of Versailles	The agreement that was signed by many different countries in 1919. It drew new boundaries for the nations of Europe (and beyond). It blamed and severely punished Germany for starting World War One.
The League of Nations	The very ambitious attempt to create an international organisation for all the governments in the world – but still dominated by the 'Great Powers'. It lasted from 1920-1946, but failed to prevent World War Two.
The Great Powers	The name for the powerful European nations that had dominated global power for a century or more (Britain, France, Germany) plus the United States of America.
Appeasement	A policy to try and calm a person or nation by giving in to their demands.
Communists	People who believe everyone should be equal and that all the people should share ownership of all the businesses, schools, hospitals, and economic resources.
USSR	The world's first communist nation, created after 1917. Dominated by Russia, it also included 14 other states.
Fascists	People who believe the following: their nation is the best (nationalism); there is one pure race that should not be diluted (racism); that it is good to fight wars (militarism); that a strong leader should crush any opposition (dictatorship). Fascists hate communists. They like some capitalists, but only if they are loyal and of 'pure' race.
Capitalism	An economic system where businesses operate largely free from government controls. In theory under capitalism anyone can become rich by being a good businessperson. In practice, there is a danger of great inequality.
Socialists	People who believe that the power and wealth of capitalists should be limited and shared – by taxing the wealthy more; by guaranteeing better working conditions; by governments spending more on public hospitals, schools, and transport; and by having a benefit system to look after the poor.

Key People

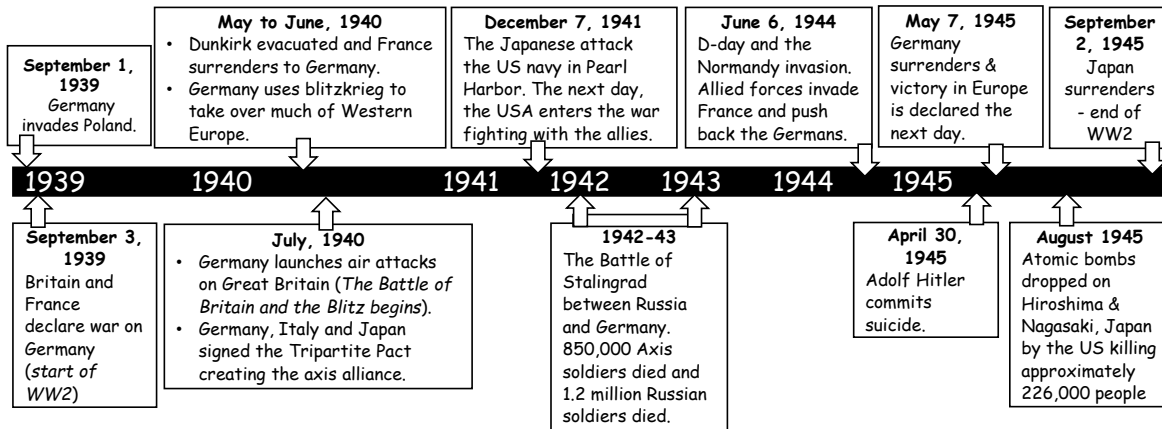
Adolf Hitler	Fascist dictator of Germany
Benito Mussolini	Fascist dictator of Italy
Joseph Stalin	Communist dictator of the USSR
Franklin D Roosevelt (FDR)	President of the USA (1933-45)
Neville Chamberlain	UK Prime Minister (1933-1940)

Timeline

11 th November 1918	Armistice signed ending the fighting of World War One
June 1919	The Treaty of Versailles is signed, officially bringing World War One to an end
January 1920	The new League of Nations meet for first time
1922	Benito Mussolini becomes Italy's Fascist leader. Joseph Stalin becomes USSR's Communist leader.
1923	France and Belgium occupy the industrial region of the Ruhr in Germany over reparations
October 1929	Wall Street Crash – most of the world is plunged into economic depression.
1932	The Japanese army invade Manchuria (part of China) and set up their own government there.
1933 1934	Hitler becomes Chancellor of Germany Hitler becomes Fuhrer (dictator).
1935-1939	Hitler begins to repeal terms of the Treaty of Versailles and gain territory. Britain and France follow a policy of appeasement in hope of avoiding a new war.

Y9 History WW2 Knowledge Organiser	
Leaders	
1	Adolf Hitler Leader of the Nazi Party and Chancellor of Germany, 1933 - 1945
2	Winston Churchill UK Prime Minister, 1940 - 1945 (and again from 1951 - 1955)
3	Joseph Stalin General Secretary of the Communist Party and Leader of the USSR, 1929 - 1953
4	Franklin D. Roosevelt US President, 1933 - 1945 (took the US into the war following the Pearl Harbor attacks)
5	Harry S. Truman US President, 1945 - 1953 (responsible for the decision to drop Atomic bombs on Japan)

Keywords		Definition
1	Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))
2	Surrender	To give up and stop fighting
3	B.E.F	Stands for British Expeditionary Force. Means the section of The British Army that goes overseas.
4	Operation Dynamo	The British term for rescuing 340,000 British soldiers when they were trapped in Dunkirk and surrounded.
5	USSR	Stands for United Socialist Soviet Republic. What Russia called itself from 1917-90
6	Axis	Countries which fought on the German side (including: Italy, Germany, Japan, Russia (1939-1941))
7	Nazi	Member of the fascist German political party which came to power in 1933. Symbol = swastika
8	Occupied	The term given when one country invades another country and stays there. Eg Germany occupied Poland.
9	Communism	A theory or system of social organisation in which all property is owned by the community.
10	Fascism	A tendency toward or actual exercise of strong oppressive or dictatorial control.



Can I write in paragraphs?

The **TIPTOP** rule

You move onto a new paragraph when you change **time**, **place**, **topic** or **person**.

1. I always start an essay with an introduction which addresses the question.
2. I finish an essay with a conclusion to summarise the main points of my argument and to address the question again.
3. I use connectives in each paragraph to link my ideas and to put them in a logical order.

Furthermore
Whereas
Nevertheless
Alternatively
Consequently

But
Since
Yet
Therefore
Besides

Meanwhile
Nonetheless
However
Although
Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

◆ **No slang** that lesson was ~~begin~~

◆ **No informal language** I'm ~~gonna~~ do my homework now

◆ **Other things to consider:**

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock
Aren't
Can't
Couldn't
Didn't
Doesn't
Don't
Haven't
Hasn't
Haven't
He'd
He'll
He's
How'd
How's

I'd
I'll
I'm
Isn't
It'd
It'll
It's
Mightn't
Mustn't
She'd
She'll
She's
Shouldn't
They'd
They'll

We'd
We'll
We're
Weren't
What's
When's
Where'd
Where's
Who'd
Who'll
Who's
Why'd
Why'll
Why's

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: **for, and, nor, but, or, yet, so.**

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as **because, since, after, although, or when**.

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

affect/effect
bare/bear
brake/break
buy/by
grate/great
hair/hare
hole/whole
hour/our
knight/night
know/no
meat/meet

one/won
passed/past
peace/piece
practice (n)/practise (v)
read/red
sea/see
sight/site
to/too/two
wait/weight
weak/week
wear/where
witch/which

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!]
- ❑ Proper nouns need capital letters. These are **unique people, places or things** e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks e.g. "Good morning" said the Headteacher. "It's the afternoon!" replied the student.
 - ✓ Each person's speech is marked with speech marks e.g. "Walk on the left" said Mr Mathews.

Can I spell accurately?

1. Sound out the word
2. Think about how it looks
3. Think about a similar word
4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
5. Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
7. Ask a friend or teacher
8. To learn it: look, cover, write , check
9. Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use **apostrophes**: for possession and to replace a letter or letters

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	{ }	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ♦ **There** shows position *Your seat is over there*
- ♦ **Their** shows that '**they**' own something *Their blazers are navy blue*
- ♦ **They're** is short for **they are** as in *They're revising every day*

Its

Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ♦ **Your** is possessive as in *this is your pen*
- ♦ **You're** is short for you are as in *you're coming over to my house*

Y9 Mathematics – An ambitious curriculum, rich in skills and knowledge, which prepares you to be future leaders through your learning of problem-solving.

KPI 9.11 Notation			
1) $2a$	$2 \times a$	2) ab	$a \times b$
3) a^2	$a \times a$	4) $3a^2$	$3 \times a \times a$
5) a subtracted from b	$b - a$	6) a less than b	$b - a$
7) a divided by b	$\frac{a}{b}$	8) b divided by a	$\frac{b}{a}$
9) 4 times smaller than a	$\frac{a}{4}$ or $a \div 4$	10) 4 times larger than a	$4 \times a \rightarrow 4a$
11) 5 th power of a	a^5	12) Variable	A letter used to represent any number.
13) Coefficient	The number to the left of the variable. This is the value that we multiply the variable by. $4x \rightarrow$ The coefficient of x is 4. $x \rightarrow$ The coefficient of x is 1.	14) Term	A single number, variable or numbers and variables multiplied together.

KPI 9.12 Simplifying and Index Laws			
1) Multiplication law	$y^m \times y^n = y^{m+n}$ Same base numbers, ADD the powers. $2ab \times 3b = 6ab^2$	2) Division law	$y^m \div y^n = y^{m-n}$ Same base numbers, SUBTRACT the powers. $\frac{10x^4y^5}{2x^2y} = 5x^2y^4$
3) Power of 0	$y^0 = 1$. Any number or variable to the power of zero equals 1	4) Negative powers (integers)	$y^{-n} = \frac{1}{y^n}$ A negative power represents the reciprocal.

KPI 9.13 Expanding and Factorising

1) Expand	Multiply out the bracket(s) in the expression. E.g. $3(5x + 7) = 15x + 21$	2) Factorise	Identify the HCF and rewrite the expression with brackets. E.g. $6x^2 + 9x = 3x(2x+3)$.									
3) Expanding double brackets	Writing two brackets next to each other means the brackets need to be multiplied together. $(x + 1)(x + 2) = (x + 1) \times (x + 2) = x^2 + 3x + 2$ Note: $(x + a)^2 = (x + a)(x + a)$	<table><tr><td>x</td><td>x</td><td>+1</td></tr><tr><td>x</td><td>x^2</td><td>+x</td></tr><tr><td>+2</td><td>+2x</td><td>+2</td></tr></table>		x	x	+1	x	x^2	+x	+2	+2x	+2
	x	x	+1									
	x	x^2	+x									
+2	+2x	+2										
4) Factorising quadratics	To factorise a quadratic, put it back into a pair of brackets. To find the terms that go in each bracket, look for a pair of numbers which multiply to give the constant and add together to give the coefficient of x											
5) Difference of two squares (DOTS)	$a^2 - b^2 = (a+b)(a-b)$	E.g. $x^2 - 16 = (x + 4)(x - 4)$										

KPI 9.14 Expressions and Substitution

1) Substitution	Replace a variable with a given value.	2) Function machine	Shows the relationship between two variables, the input and the output.
3) Formula	A mathematical relationship or rule expressed in symbols.		

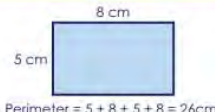

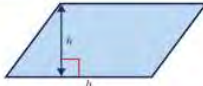
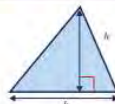
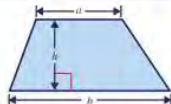
KPI 9.15 Linear Equations

1) Solve	Use inverse operations to find the solution of an equation.	2) Linear equation	Contains an equals sign (=) and has one unknown. E.g. $5x - 2 = 2x + 7$
-----------------	---	---------------------------	--

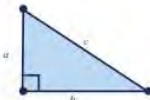
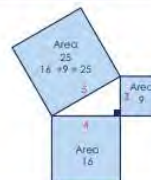
KPI 9.16 Linear Inequalities

1) Representing an inequality on a number line- closed circle	A closed circle is used to show greater than or equal to (or less than or equal to) the number. $x \geq 3$ 	2) Representing an inequality on a number line- open circle	An open circle is used to show greater than (or less than) the number. $x > 3$
--	---	--	---

KPI 9.17 Perimeter and Area

KPI 9.17 Perimeter and Area																						
1) Perimeter	<p>The total distance around the outside of a closed shape.</p>  <p>Perimeter = 5 + 8 + 5 + 8 = 26cm</p>	2) Area	<p>A measure of the space inside a 2D shape. Area is measured in square units.</p> <p>E.g. square centimetres (cm²), square metres (m²).</p>																			
3) Area of a rectangle	<p>Area = length x width</p> 	4) Area of parallelogram	<p>Area = base x height</p> 																			
5) Area of triangle	<p>Area = $\frac{\text{base} \times \text{height}}{2}$</p> 	6) Area of trapezium	<p>Area = $\left(\frac{a+b}{2}\right) \times h$</p> 																			
7) Converting units of area	<table><tr><td>cm²</td><td>x{10}²</td><td>mm²</td></tr><tr><td>m²</td><td>x{100}²</td><td>cm²</td></tr><tr><td>km²</td><td>x{1000}²</td><td>m²</td></tr></table>	cm ²	x{10} ²	mm ²	m ²	x{100} ²	cm ²	km ²	x{1000} ²	m ²	<p>1cm² = 100mm²</p> <p>1m² = 10 000cm²</p> <p>1km² = 1 000 000m²</p>	<table><tr><td>mm²</td><td>÷{10}²</td><td>cm²</td></tr><tr><td>cm²</td><td>÷{100}²</td><td>m²</td></tr><tr><td>m²</td><td>÷{1000}²</td><td>km²</td></tr></table>	mm ²	÷{10} ²	cm ²	cm ²	÷{100} ²	m ²	m ²	÷{1000} ²	km ²	
cm ²	x{10} ²	mm ²																				
m ²	x{100} ²	cm ²																				
km ²	x{1000} ²	m ²																				
mm ²	÷{10} ²	cm ²																				
cm ²	÷{100} ²	m ²																				
m ²	÷{1000} ²	km ²																				

KPI 9.18 Pythagoras

KPI 9.18 Pythagoras			
1) Right-angled triangle	A triangle that contains a right-angle (90 degrees).	2) Hypotenuse	The longest side - opposite the right-angle.
3) Pythagoras' Theorem	<div>For any right-angled triangle, the area of the square of the longer length (the hypotenuse) is equal to the area of the squares of the shorter lengths added together.</div> <div><div>$c^2 = a^2 + b^2$$a^2 = c^2 - b^2$$b^2 = c^2 - a^2$</div></div> <div></div>		

Words	Definition
1.Samba	A type of carnival music played in Brazil
2.Pulse	The heartbeat of the music.
3.Rhythm	A pattern of long or short notes
4.Cyclic Rhythm	A rhythm that is repeated.
5.Polyrhythm	2 or more independent rhythms played at once
6.Accent	Adding stress to a sound to make it stand out (play it louder)
7. Pitch	High or low
8.Dynamics	The volume of the notes being performed
9.Texture	How thick or thin the music is.
10.Syncopation	accenting or emphasising the weaker beats of the bar (often a half beat (quaver) followed by a full beat (crotchet)) giving the rhythm an OFFBEAT feel.
11.Call and Response	one person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one
12.Bateria	The percussion instruments of the Samba



Surdo (sou-doh)



Repinique



Caixa (ki-sha)



Shaker



Tamborim



Agogo

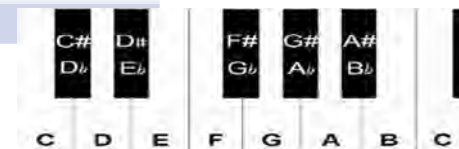


Apito

Samba Year 9

Word	Definition
1.Pitch	High or Low
2.Dynamics	The volume of the notes/sounds being played.
3.Rhythm	A pattern of long or short notes
4.Sonority	The unique sound of an instrument
5.Tonality	The system of major and minor keys used in Western music.
6.Polyphonic	2 or ore independent melodies playing at the same time
7.Homophonic	A melody playing over the accompanying chords.
8.Melody	Melody is the main tune of a song; the outcome of a series of notes.
9.Harmony	Playing or singing more than one pitched note at the same time creates a harmony.
10.Orchestra	A large ensemble of classical instruments containing the four main instrument families.
11.Structure	The order of the music or the different sections that make up the music.
12.Bar	A measurement of music.
13.Waltz	A piece of classical dance music written in $\frac{3}{4}$ time.

Periods of classical music	Date
Baroque	1600-1750
Classical	1750-1830
Romantic	1830-1900



Western Classical music Year 9

Art:

- ☐ To further develop my idea, I could...
- ☐ In my opinion...
- ☐ I have taken inspiration from...

Maths:

- ☐ ... is incorrect because...
- ☐ Another way to work this out is...
- ☐ The mistake is that...

Science:

- ☐ I can conclude from the data that ... as ... increases/decreases, ... increases/decreases.
- ☐ The pattern the data shows is...
- ☐ One key fact from the topic was...

History:

- ☐ This links to my next point because...
- ☐ The source is a...
- ☐ The source was made in...

Generic:

You can use these in any lesson:

- ☐ I think...
- ☐ In my opinion...
- ☐ I agree/disagree with ... because...
- ☐ The answer is ... because...
- ☐ Another way of looking at this is...
- ☐ My first/second/third example is ...

Technology:

- ☐ The design could do with...
- ☐ Aspects I found difficult were...
- ☐ If I were to do this again I would...

PE:

- ☐ This is a strength because...
- ☐ This is a weakness because...
- ☐ I conclude...

Music:

- ☐ As I listened to the music, I felt...
- ☐ This sounds like...
- ☐ I would suggest they... to improve their performance

IT:

- ☐ I agree/disagree with... because...
- ☐ The answer is ... because...
- ☐ I could have improved my work by...

Geography:

- ☐ An example of this is...
- ☐ This means that... One positive/negative reason is...
- ☐ Overall, I believe that... The evidence in the figure/source is...

EAL:

- ☐ I like... because...
- ☐ I don't like... because...
- ☐ I think...

English:

- ☐ The writer first establishes the idea that ... when he/she chooses to focus on ...
- ☐ It is clear that...
- ☐ This is established/reinforced/developed through the writer's use of...

Religious Education

Term 2 – Relationship Ethics

Family Planning		
1	Family planning	Planning when to have a family and how big a family to have by use of birth control practices and/or contraception
2	Contraception	Precautions taken to prevent pregnancy and to protect against contracting or transmitting STIs (sexually transmitted infections).
3	Procreation	Having a child; seen as a duty in many religions
4	Abstinence	Choosing to not have sex

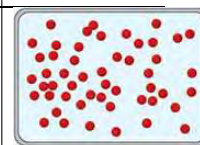
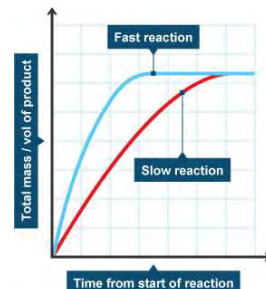
Gender and Sexuality		
1	Gender discrimination	Acting on prejudices against someone because of their gender
2	Gender equality	Belief that all genders have equal status and value, so discrimination against any is wrong
3	Gender prejudice	Negative thoughts, feelings or beliefs about a person or group based on their gender
4	Heterosexuality	Being physically/sexually attracted to persons of the opposite gender
5	Homosexuality	Being physically/sexually attracted to persons of the same gender
6	Celibacy	Choosing to having no sexual partner

Relationships		
1	Cohabitation	A couple living together without being married/in civil partnership
2	Extended family	Family unit comprising two parents and their children, but also grandparents, cousins etc
3	Nuclear family	Family unit made up of two parents and their child(ren)
4	Remarriage	Marriage for the second time, after divorce ending an earlier marriage
5	Divorce	Legal ending of a marriage
6	Polygamy	The practice of having multiple spouses (wives and/or husbands)
7	Vows	Promises made during a marriage ceremony
8	Adultery	Having a sexual relationship with someone other than your husband or wife

Areas of Assessment	
1. Explore	Understanding, contexts, users, and purpose
2. Design	Generating, developing, modelling, and communicating ideas
3. Realise	Planning and sequencing, modelling, prototyping
4. Evaluate	Own ideas and products, other products, prolific designers
5. Technical Knowledge	Making products work
6. Communication	Presenting and sharing ideas

Project	
Word	Meaning
1. Safety	Designed to prevent injury or harm
2. Bench Hook	A simple piece of equipment used to hold a workpiece in place whilst cutting
3. Marking out	Transferring a design or pattern on to a work piece
4. Tri Square	A woodworking tool used for marking out or checking 90° angles.
5. MDF	Medium Density Fibreboard. A type of manufactured board made from small fibres of wood combined with resin and compressed.
6. Pillar Drill	A freestanding machine used to make holes in different materials
7. Jig	Also target group; the intended user/buyer.
8. Modification	Making gradual improvements to a design.
9. Accurate	Quality of measurement and making. Being precise.
10.Tenon Saw	Short, stiff blade which is designed for accurate, straight cuts in wood.
11.Coping saw	Thin blade which is designed to cut curved shapes into materials
12.Annotation	Explaining and evaluating your design choices in order to improve them.
13.Acrylic	A thermoplastic which is made from a chemical reaction
14.Belt Sander	A Sander used in the shaping and finishing of wood.
15.Vice	Tool used for holding wood in place whilst cutting or planning.

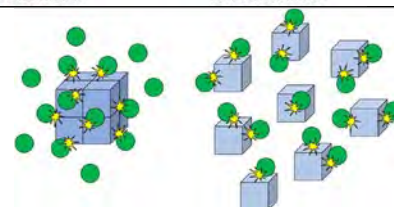
Energetics		
	Key word	Definition
1	Rate of reaction	The speed at which a chemical reaction takes place.
2	Concentration	The number of particles in a given volume.
3	Surface area	The total area that the surface of a chemical occupies.

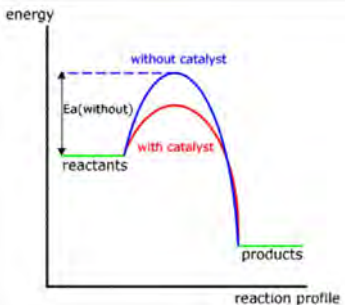
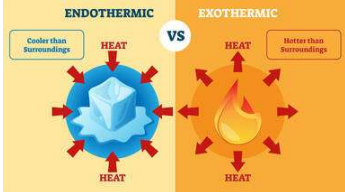


High concentration

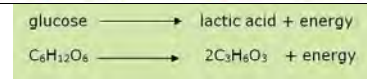
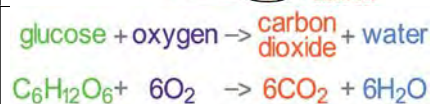
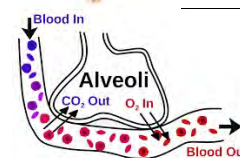
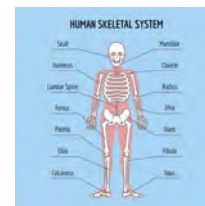


Low concentration

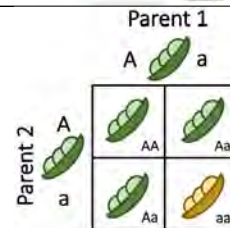
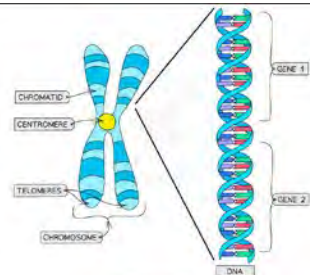


4	Catalyst	A chemical that increases the rate of reaction without undergoing any permanent chemical change.	
5	Endothermic	A reaction that takes in thermal energy from the surroundings.	
6	Exothermic	A reaction that releases thermal energy to the surroundings.	
7	Combustion	Burning – a highly exothermic reaction.	$\text{propane} + \text{oxygen} \rightarrow \text{carbon dioxide} + \text{water}$ $\text{C}_3\text{H}_8 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
8	Thermal decomposition	Using heat to break down a chemical.	$\text{CaCO}_3 \rightarrow \text{CaO} + \text{CO}_2$ <p style="text-align: center;"> Reactant Products </p>

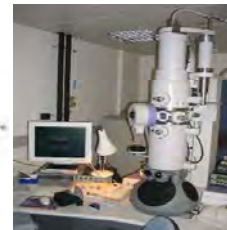
Biological systems		
	Key word	Definition
1	Skeleton	Framework of bones to support and protect an organism.
2	Muscle	Tissue in an animal that has the ability to contract and produce movement.
3	Antagonistic muscles	Pair of muscles. As one muscle contracts the other relaxes.
4	Alveoli	Tiny air sacs in the lungs that allow gaseous exchange.
5	Gaseous exchange	Transfer of oxygen from inhaled air into the bloodstream and transfer of carbon dioxide into the exhaled air.
6	Aerobic respiration	A chemical reaction that transfers energy to cells. Oxygen is needed.
7	Anaerobic respiration	Transfer of energy from glucose to cells without oxygen.



8	DNA	The carrier of genetic information.
9	Chromosome	Thin strands of DNA. There are 23 pairs in every human cell (except the gametes).
10	Gene	A section of a chromosome which determines a specific characteristic e.g. eye colour.
11	Punnett square	A graphical representation of the possible genotypes of an offspring.



	B1	Microscopy
	Key word	Definition
1	Organelle/ Sub-cellular structures	An organelle is a subcellular structure that has one or more specific jobs to perform in the cell.
2	Light Microscope	A light microscope is a type of microscope that is commonly used in school. This generates magnified images of small objects.
3	Electron microscopes	They produce higher-resolution images and magnification than standard light microscopes.

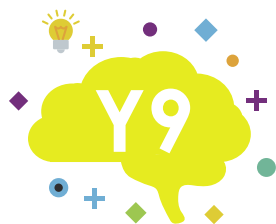


	B1	Cells	
	Key word	Definition	
1	Cells	Cells are the basic building blocks of all living things.	<p>The diagram illustrates the structural differences between a eukaryotic cell and a prokaryotic cell. The eukaryotic cell (left) is larger and contains a large, membrane-enclosed nucleus with a nucleolus, several mitochondria with internal folds, and numerous small ribosomes. The prokaryotic cell (right) is smaller and lacks a true nucleus, instead containing a nucleoid region. It is surrounded by a capsule (in some prokaryotes) and a cell wall (in some eukaryotes), and it may have a flagellum for movement. Both cells share a common cell membrane.</p>
2	Eukaryotic Cells	Cell with a nucleus.	
3	Prokaryotic Cells	Cell without a nucleus.	
4	Mitochondria	Where respiration takes place to release energy.	
5	Ribosomes	Where proteins are made.	

Knowledge Organisers – Textiles Year 9

Areas of Assessment	
1. Explore	Understanding, contexts, users and purpose
2. Design	Generating, developing, modelling, and communicating ideas
3. Realise	Planning and sequencing, modelling, prototyping
4. Evaluate	Own ideas and products, other products, prolific designers
5. Technical Knowledge	Making products work
6. Communication	Presenting and sharing ideas

Applique Project	
Word	Meaning
1. Thread	A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.
2. Needles	A very fine slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing.
3. Pins	Pins are used for temporary joining.
4. Fabric	Cloth or other material produced by weaving or knitting fibres.
5. Applique	Ornamental needlework in which pieces of fabric are sewn on to a larger piece to form a picture or pattern.
6. CAD/CAM	CAD/CAM refers to the integration of Computer-aided design (CAD) and Computer-aided manufacturing (CAM).
7. Target Market	Also target group; the intended user/buyer.
8. Task Analysis	Working out what needs to be done in order to respond to the design brief.
9. Design Specification	A design specification is a list of criteria a product needs to address.
10. Technique	A method used to add a feature to a fabric.
11. Aesthetics	The visual design appeal.
12. Interfacing	An extra layer of material between the main fabric and the lining fabric.
13. Shears	A cutting instrument in which two blades move past each other, like scissors but typically larger.
14. Fusible	Can stick to a fabric, using heat to fuse.
15. Prototype	The first trial product made to test materials, techniques, and processes.
16. Evaluation	An evaluation help determine what works well and what could be improved.
17. Landfill	When waste is dumped and then covered over.
18. Critical control points (CCPs)	The stage at which checks are made.



Home Learning Priorities Planner

Monday 3rd	<hr/> <hr/> <hr/>
Tuesday 4th	<hr/> <hr/> <hr/>
Wednesday 5th	<hr/> <hr/> <hr/>
Thursday 6th	<hr/> <hr/> <hr/>
Friday 7th	<hr/> <hr/> <hr/>

Monday 10th	<hr/> <hr/> <hr/>
Tuesday 11th	<hr/> <hr/> <hr/>
Wednesday 12th	<hr/> <hr/> <hr/>
Thursday 13th	<hr/> <hr/> <hr/>
Friday 14th	<hr/> <hr/> <hr/>

Monday 17th	<hr/> <hr/> <hr/>
Tuesday 18th	<hr/> <hr/> <hr/>
Wednesday 19th	<hr/> <hr/> <hr/>
Thursday 20th	<hr/> <hr/> <hr/>
Friday 21st	<hr/> <hr/> <hr/>

Monday 24th	<hr/> <hr/> <hr/>
Tuesday 25th	<hr/> <hr/> <hr/>
Wednesday 26th	<hr/> <hr/> <hr/>
Thursday 27th	<hr/> <hr/> <hr/>
Friday 28th	<hr/> <hr/> <hr/>

Monday 31st	<hr/> <hr/> <hr/>
Tuesday 1st	<hr/> <hr/> <hr/>
Wednesday 2nd	<hr/> <hr/> <hr/>
Thursday 3rd	<hr/> <hr/> <hr/>
Friday 4th	<hr/> <hr/> <hr/>

Monday 7th	<hr/> <hr/> <hr/>
Tuesday 8th	<hr/> <hr/> <hr/>
Wednesday 9th	<hr/> <hr/> <hr/>
Thursday 10th	<hr/> <hr/> <hr/>
Friday 11th	<hr/> <hr/> <hr/>

Monday 21st	<hr/> <hr/> <hr/>
Tuesday 22nd	<hr/> <hr/> <hr/>
Wednesday 23rd	<hr/> <hr/> <hr/>
Thursday 24th	<hr/> <hr/> <hr/>
Friday 25th	<hr/> <hr/> <hr/>

Monday 28th	<hr/> <hr/> <hr/>
Tuesday 1st	<hr/> <hr/> <hr/>
Wednesday 2nd	<hr/> <hr/> <hr/>
Thursday 3rd	<hr/> <hr/> <hr/>
Friday 4th	<hr/> <hr/> <hr/>

Monday 7th	<hr/> <hr/> <hr/>
Tuesday 8th	<hr/> <hr/> <hr/>
Wednesday 9th	<hr/> <hr/> <hr/>
Thursday 10th	<hr/> <hr/> <hr/>
Friday 11th	<hr/> <hr/> <hr/>

Monday 14th	<hr/> <hr/> <hr/>
Tuesday 15th	<hr/> <hr/> <hr/>
Wednesday 16th	<hr/> <hr/> <hr/>
Thursday 17th	<hr/> <hr/> <hr/>
Friday 18th	<hr/> <hr/> <hr/>

HOME LEARNING PRIORITIES 21 - 25 MARCH 2022

Monday 21st	<hr/> <hr/> <hr/>
Tuesday 22nd	<hr/> <hr/> <hr/>
Wednesday 23rd	<hr/> <hr/> <hr/>
Thursday 24th	<hr/> <hr/> <hr/>
Friday 25th	<hr/> <hr/> <hr/>

Monday 28th	<hr/> <hr/> <hr/>
Tuesday 29th	<hr/> <hr/> <hr/>
Wednesday 30th	<hr/> <hr/> <hr/>
Thursday 31st	<hr/> <hr/> <hr/>
Friday 1st	<hr/> <hr/> <hr/>

Ambition . Knowledge . Determination . Leadership

Ambition

My short, mid term and long term ambitions are:

Knowledge

The subjects I need to work hardest in this term are:

	Target grade
English	
Maths	
Science	

Ambition . Knowledge . Determination . Leadership

Determination

One area I need to improve in is:

Leadership

One way in which I will help others to show leadership is:

Sheffield Park Academy
Beaumont Road North
Sheffield S2 1SN

Tel: 0114 239 2661
Email: info@sheffieldparkacademy.org
www.sheffieldpark-academy.org