



2023-2024

Year 9 Cycle 2

100% Book

Name:

Tutor group:

Your 100% book and knowledge organisers

2

Knowledge organisers contain **critical** knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

Students remember 50% more when they test themselves after learning.

You must have this 100% book for every lesson – it is part of your equipment.

You must keep your 100% books (even after you have finished the cycle or the year).

How do I use my 100% book for self-quizzing?



1) Write today's date and the title from the knowledge organiser and underline with a ruler



2) Write out the keywords leaving two lines between each word



3) Cover the definitions apart from the first: read it, cover it, say it in your head, check it



4) If you got it right, move on and quiz yourself on the rest in your head, one by one



5) Cover up all the definitions and write them out from memory



6) Check your answers using green pen

- Tick any definitions which are correct
- Correct any definitions not completely correct



Correcting spelling, punctuation and grammar

Your work will be marked across all subjects to help you improve your literacy. This is the code that will be used.

| Correcting your spelling, punctuation and grammar | |
|---|---|
| Sp + underlined word | The underlined word is spelt incorrectly. Look, cover, write then check. Do this at least three times so you spell it correctly. |
| A circle around part of a word or a space | Your punctuation is incorrect, or something is missing (including capital letters). |
| ? + wobbly line | You haven't explained your ideas clearly enough. |
| / | You need to start a new sentence here. Remember: full stop, capital letter. |
| // | You need to start a new paragraph here. Remember: new paragraphs for time, place, topic, person (TiPToP). |
| ^ | A word is missing where the arrow is pointing. |

Year 9 – Cycle 2 – Art & Design

| | | |
|----|----------------------------|---|
| 1 | Urban landscape | A painting, drawing, print or photograph of the physical aspects of a city. |
| 2 | Perspective | The representation of 3D objects or spaces in 2D artworks |
| 3 | Cityscape | The visual appearance of a city or urban area |
| 4 | Cartography | Drawing maps |
| 5 | Motif | A recurring theme or pattern that appears in an artwork |
| 6 | Mark making | Different marks, patterns, and textures we create in an artwork |
| 7 | Architectural illustration | Representation of an object such as a construction detail or an entire building |
| 8 | Skyline | Outline of buildings viewed near the horizon |
| 9 | Texture | The feel of objects through the senses of touch and vision |
| 10 | Facade | The exterior wall or face of a building |
| 11 | Media | The type of material that has been used to create the piece of art |
| 12 | Monochromatic | Art created using only one colour |

Year 9 – Cycle 1 – Design and Technology

| | | |
|----|----------------------------------|---|
| 1 | CAD (Computer Aided Design) | Digital software used to create 2D and 3D models and drawings |
| 2 | CAM (Computer Aided Manufacture) | The use of software and computer-controlled machinery for manufacture |
| 3 | Filament | A thin piece of plastic fed through a 3D printer to be melted |
| 4 | 3D printing | The process of 3D modelling using a machine with layers of filament |
| 5 | Support material | Extra material built around your model to hold it in place during 3D printing |
| 6 | Prototype | A physical model used to present your final design |
| 7 | Software | A program that runs on a computer |
| 8 | Shapr3D | A CAD software used to build 3D models |
| 9 | Extrude | A software tool used to push a 2D surface into a 3D shape |
| 10 | Fillet | Adding a curved surface to a corner |
| 11 | Export | To convert a file into a different format |
| 12 | STL file | The surface geometry of a 3D object without any representation of colour |

Year 9 – Cycle 2 – Design & Technology

| | | |
|----|-------------------------------------|--|
| 1 | Inclusive design | A design that considers usage to ensure as many people as possible can access it |
| 2 | Graphics | An image or visual representation of an object |
| 3 | Application (app) | A piece of software designed for a particular purpose that you can download onto a device |
| 4 | Adobe Illustrator | Software used to create visual graphics |
| 5 | Dashboard | A visual display of all of your data |
| 6 | User mapping | A method of visualising the end-to-end user experience |
| 7 | Pain points | Identifying areas where a user has experienced difficulty |
| 8 | Icon | A symbol that represents an application, function or concept |
| 9 | Prototype | A physical model used to present your final design |
| 10 | Typeface | A set of characters of the same design including letters, numbers, punctuation and symbols |
| 11 | Composition | The placement or arrangement of visual elements |
| 12 | PNG file (Portable Network Graphic) | An image format used to save graphics |

Year 9 – Cycle 2 – Drama

| | | |
|----|---------------------------------|--|
| 1 | Style | How the acting and filming fit with the intentions of the director and playwright |
| 2 | Context | The information surrounding a text's time period, such as political or social factors |
| 3 | Cues | The starting and stopping points for each part of filming of a scene |
| 4 | Proxemics | How close or far away characters are placed from each other |
| 5 | Eye contact | Use of eye direction to suggest something off-screen, or to communicate to a character or audience |
| 6 | Shakespeare | English playwright, poet and actor |
| 7 | Iambic pentameter | The rhythm of words commonly used Shakespeare's plays |
| 8 | Rhyming couplet | A pair of successive lines that rhyme |
| 9 | Monologue | Extended speech said by one person |
| 10 | Theme | Topic or idea that runs throughout the play |
| 11 | Film adaptation | Transfer of a story into a film |
| 12 | Royal Shakespeare Company (RSC) | A British theatre company based in Stratford-upon-Avon |

Year 9 – Cycle 2 – Geography – Our climate emergency

| | | |
|----|----------------------------|--|
| 1 | Climate change | A long-term shift in global or regional climate patterns |
| 2 | Climate emergency | Urgent action to reduce human-caused temperature change |
| 3 | Renewable energy | Energy which won't run out |
| 4 | Non-renewable energy | Energy sources that will eventually run out |
| 5 | Fossil fuels | Energy sources created by decomposed plant matter over millions of years |
| 6 | Nuclear energy | The process of transferring energy through the splitting of the atom |
| 7 | Fracking | The extraction of gas and oil trapped in rock underground |
| 8 | Industrialisation | The large-scale use of factories to produce goods |
| 9 | Greenhouse effect | The process of the sun's warmth being trapped in the atmosphere |
| 10 | Enhanced greenhouse effect | Human activity causes more greenhouse gases to be released, causing global warming |
| 11 | Mitigation | Reducing carbon emissions to try to slow climate change |
| 12 | Adaptation | Dealing with the impacts of climate change |

Year 9 – Cycle 2 – French

A: Verbs and structures

| | | |
|----|----------------------------------|-------------------------------|
| 1 | The most serious problem is | le problème le plus grave est |
| 2 | It's necessary to recycle | il faut recycler |
| 3 | We must reuse | on doit réutiliser |
| 4 | It's necessary to avoid | il faut éviter |
| 5 | We must save | on doit économiser |
| 6 | I used to recycle | je recyclais |
| 7 | I used to save | j'économisais |
| 8 | In order to help the environment | afin d'aider l'environnement |
| 9 | I try to | j'essaie de |
| 10 | I will recycle | je recyclerai |
| 11 | I will use | j'utiliserai |
| 12 | I have the right | j'ai le droit |
| 13 | I don't have the right | je n'ai pas le droit |
| 14 | To have access to water | avoir accès à l'eau |
| 15 | To be protected | être protégé |
| 16 | I intend to | j'ai l'intention de |
| 17 | I want to | je veux |
| 18 | To help others | aider les autres |
| 19 | To do volunteering | faire du travail bénévole |
| 20 | To fight injustice | combattre l'injustice |
| 21 | To give money | donner de l'argent |
| 22 | We go | on va |

| | | |
|----------------------|------------------|--------------------------------|
| 23 | We celebrate | on fête |
| 24 | We give presents | on offre des cadeaux |
| 25 | I went | je suis allé |
| 26 | We ate | on a mangé |
| 27 | There was | il y avait |
| 28 | It was | c'était |
| B: Vocabulary | | |
| 1 | Global warming | le réchauffement de la planète |
| 2 | Public transport | le transport en commun |
| 3 | Climate change | le changement climatique |
| 4 | Traffic | la circulation |
| 5 | Rubbish | les déchets |
| 6 | Plastic bags | les sacs en plastique |
| 7 | A bike | un vélo |
| 8 | Worrying | inquiétant |
| 9 | Noisy | bruyant |
| 10 | Instead of | au lieu de |
| 11 | Before | avant |
| 12 | Currently | actuellement |
| 13 | A charity | une association caritative |
| 14 | New year's eve | la Saint-Sylvestre |
| 15 | Christmas | le Noël |
| 16 | Fireworks | les feux d'artifices |

Year 9 – Cycle 2 – Spanish

A: Environment – El medioambiente

| | | |
|----|-------------------------------|----------------------------|
| 1 | There is pollution | hay contaminación |
| 2 | There is a lot of rubbish | hay mucha basura |
| 3 | We should | se debería |
| 4 | We can | podemos |
| 5 | To switch off the light | apagar la luz |
| 6 | To clean the streets | limpiar las calles |
| 7 | I will do | haré |
| 8 | I will recycle | reciclaré |
| 9 | I will reuse | reusaré |
| 10 | I will save | ahorraré |
| 11 | I will unplug | desenchufaré |
| 12 | Environmental projects | proyectos medioambientales |
| 13 | Paper | el papel |
| 14 | Glass | el vidrio |
| 15 | Plastic bags | las bolsas de plástico |
| 16 | Electronic devices | los aparatos eléctricos |
| 17 | Before I didn't do much | antes no hacía mucho |
| 18 | As a child I used to do a lot | de pequeño hacía mucho |

B: Helping others – Ayudando a otras personas

| | | |
|--|---------------------------|---------------------------------|
| 1 | I have the intention of | tengo la intención de |
| 2 | To give money | dar dinero |
| 3 | To work in a charity shop | trabajar en una tienda benéfica |
| 4 | To help others | ayudar a los demás |
| 5 | To work as a volunteer | trabajar de voluntario |
| 6 | To help the homeless | ayudar a los sin techo |
| C: Celebrations - Celebraciones | | |
| 1 | We celebrate a festival | celebramos un festival |
| 2 | It is celebrated | se celebra |
| 3 | We prepare a meal | preparamos una comida |
| 4 | We offer presents | ofrecemos regalos |
| 5 | We dance together | bailamos juntos |
| 6 | Traditional dress | vestidos tradicionales |
| 7 | We go to church | vamos a la iglesia |
| 8 | There are processions | hay desfiles |
| 9 | I celebrated my birthday | celebré mi cumpleaños |
| 10 | I participated in | participé en |
| 11 | I made a cake | hice una tarta |
| 12 | I wore a costume | llevé un disfraz |

Year 9 – Cycle 2 – Music

| | | |
|----|----------------|--|
| 1 | DAW | Digital Audio Workstation |
| 2 | Composition | The art of creating a piece of music |
| 3 | Mickey Mousing | When music fits precisely with a specific part of a film |
| 4 | Theme tune | An original piece of music composed for a film, repeated throughout the film |
| 5 | Sound effects | Sounds and noises used throughout a film that synchronise with the action |
| 6 | Leitmotif | A recurring musical idea (such as a melody, chord sequence or rhythm) which is associated with a particular idea, character or place |
| 7 | Soundtrack | All of the music used in a film, including songs, the film score and sound effects |
| 8 | Diegetic | Music that is part of the action that characters can hear |
| 9 | Non-diegetic | Music that the characters cannot hear but helps the audience |
| 10 | Consonant | Notes played together that sound nice |
| 11 | Dissonant | Notes played together that clash (sound bad) |
| 12 | Counter melody | Two or more independent melodies heard at the same time |

A: Athletics - track disqualifications

| | | |
|---|-----------------|---|
| 1 | Kick | A final increase in speed that comes towards the end of a running event |
| 2 | Staggered start | Starting lines are spaced on the curve of a track to make sure athletes run the same distance, in races from 200m to 800m |
| 3 | Flight | The heat rounds for the field events where the top three qualify |
| 4 | Fosbury flop | A technique in high jump where the jumper goes over the bar headfirst with their back towards the bar |

B: Relay technique terminology

| | | |
|---|------------|--|
| 1 | Upsweep | When the incoming athlete passes the baton upwards into the receiving hand |
| 2 | Down-sweep | When the incoming athlete passes the baton downwards into the receiving hand |

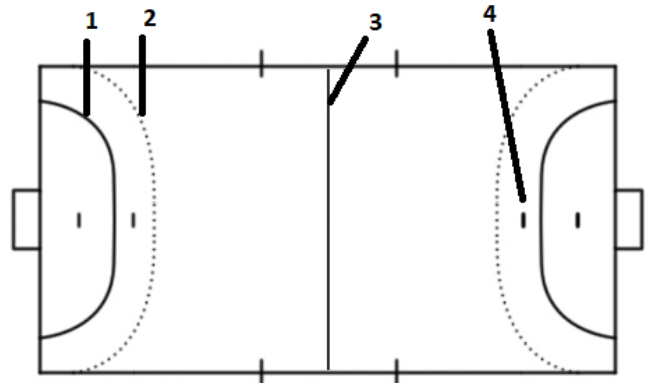
C: Handball - key terminology

| | | |
|---|-----------------|---|
| 1 | Free throw line | Nine-metre line that the players must leave before taking a free throw |
| 2 | Foot | A foul when a player touches the ball with their foot or shin |
| 3 | Walking | When a player takes more than three steps without dribbling or holds the ball for more than three seconds without bouncing, shooting or passing |

| | | |
|---|----------------|---|
| 4 | Six metre line | No handball player (other than the goalkeeper) is allowed in the goal area |
| 5 | Team shape | The formation of your team when in and out of possession of the ball |
| 6 | Pivot | This position plays most of the game along the six-metre line, forming a close partnership with the centre back |

D: Handball court lines

| | | |
|---|------------------|------------------|
| 1 | Six metre line | Six metre line |
| 2 | Nine metre line | Nine metre line |
| 3 | Halfway line | Halfway line |
| 4 | Seven metre line | Seven metre line |



E: Badminton - key terminology

| | | |
|---|-------------------|---|
| 1 | Clear | A shot hit deep into the opponent's court |
| 2 | Passing shot | A shot which passes the opponent |
| 3 | Long service line | In singles, the back boundary line; the serve must not go past this line |
| 4 | Lob | A shot that is hit in a high arc, usually over the opponent's head |
| 5 | Alley | Side extension of the court on both sides, used for doubles play |
| 6 | Back alley | Area between the back-boundary line and the long service line for doubles |

F: Fitness - key terminology

| | | |
|---|----------------------|---|
| 1 | Progressive overload | Making training steadily harder to gradually improve fitness |
| 2 | Overtraining | Training too much, which can lead to injury and prevent improvement |
| 3 | Continuous training | Training for a minimum of 20 minutes without any rest breaks |
| 4 | Fartlek training | Training at different speeds and/or over different terrains |
| 5 | Frequency | How often you train |

6

Intensity

How hard you train

7

Time

How long you train for

8

Type

What training method you use

G: Football - key terminology

1

Indirect free kick

A free kick in which you can not directly score from

2

Counter-attack

Breaking forward at pace with the ball, towards the opposition's goal

3

High press

The team without the ball, moves to the attacking half of the pitch to apply pressure on the team with the ball

4

Zonal marking

A defensive strategy where the defenders cover an area of the pitch

5

Near post

The goalpost nearest the ball's current position

6

Sweeper

The 'free' player in defence who covers the marking defenders

H: Basketball - Key terminology

| | | |
|---|------------------------|--|
| 1 | Shooting guard | Assists the point guard in dribbling the ball up the court and shoot effectively from a range of positions |
| 2 | Power forward | A tall player on the team whose key roles are to block shots, get rebounds and score from close to the hoop |
| 3 | Turnover | Occurs when a team loses possession of the ball to the opposing team |
| 4 | Zone defence | A defensive strategy requiring each player to mark a zone on the court rather than a player on the opposition's team |
| 5 | Screen | A blocking move by an offensive player standing close to a defender, to free the teammate with the ball |
| 6 | Eight second violation | The team has eight seconds to bring the ball over the half-way line, otherwise it is a turnover |

I: Table Tennis - Key terminology

| | | |
|---|-------|---|
| 1 | Chop | A defensive return of a topspin stroke played with backspin |
| 2 | Drive | A stroke played close to the table with your racket arm moving forward and slightly upwards in the direction that the ball is going to travel |

| | | |
|---|-----------|---|
| 3 | Drop shot | A shot which drops very short over the net on your opponent's side of the table |
| 4 | Heavy | Used to describe excessive spin |
| 5 | Deuce | A term used when the score is 10-10 |
| 6 | Smash | An aggressive shot hit with speed, often in response to a high bouncing return |

J: Cricket – Key terminology

| | | |
|---|-------------------------|---|
| 1 | Leg Before Wicket (LBW) | Dismissing the batsman if the ball hits any part of the batsman's body before the bat, when it would have gone on to hit the stumps |
| 2 | No ball | An illegal delivery usually because of the bowler overstepping the crease |
| 3 | Collapse | The loss of several wickets in a short space of time |
| 4 | Batting end | The end of the pitch at which the striker stands |
| 5 | Follow on | The team batting second, has a second inning if they don't have enough runs |
| 6 | Tail-ender | A batsman who bats towards the end of the batting order |

Year 9 – Cycle 2 – Religious Studies – Issues of Equality

| | | |
|----|---------------------|---|
| 1 | Equality | The state of being equal, especially in status, rights, or opportunities |
| 2 | Privilege | A special right, advantage, or immunity granted or available only to a particular person or group |
| 3 | Justice | Fairness; the principle that people receive that which they deserve |
| 4 | Diversity | Including or involving people from a range of different social and ethnic backgrounds |
| 5 | Persecution | Hostility and ill-treatment, especially because of race or political or religious beliefs |
| 6 | Status | Position or rank in relation to others |
| 7 | Liberation | The action of setting someone free from imprisonment, slavery, or oppression |
| 8 | Liberation theology | A movement in Catholic Christianity to address the problems of poverty and social injustice |
| 9 | Social change | Changing of the social order of a society |
| 10 | Feminism | The advocacy of women's rights on the basis of the equality of the sexes |
| 11 | LGBTQ | Terms that are used to describe a person's sexual orientation or gender identity |
| 12 | Disability | A physical or mental condition that limits a person's movements, senses, or activities |

Year 9 – Cycle 2 – Science

| | | |
|----|-----------------------------|--|
| 1 | Atomic number | The number of protons in an atom |
| 2 | Mass number | The total number of protons and neutrons in an atom |
| 3 | Ion | An electrically charged atom or group of atoms formed by the loss or gain of electrons. |
| 4 | Test for hydrogen | Place a lit split next to the gas, if Hydrogen gas is present you will hear a squeaky pop. |
| 5 | Test for carbon dioxide | If carbon dioxide bubbles through limewater it will turn cloudy |
| 6 | The reactivity series | Potassium, sodium, calcium, magnesium, aluminium, zinc, iron, tin, lead, copper, silver, gold, platinum |
| 7 | Activation energy | The minimum energy particles need for a reaction to take place |
| 8 | Law of conservation of mass | In a chemical reaction, atoms are not created or destroyed, only re-arranged. |
| 9 | Thermal decomposition | A chemical reaction where a substance is broken down by heating. |
| 10 | Magnification | The amount that an image of something is scaled up when viewed through a microscope |
| 11 | Photosynthesis | A chemical reaction that uses carbon dioxide and water, and needs light energy to produce glucose and oxygen |
| 12 | Limiting factor | A factor which limits the rate of a chemical reaction when in short supply |

Year 9 – Cycle 2 – English – War Poetry and Journey's End

A: Vocabulary

| | | |
|---|----------------|--|
| 1 | Futile | Pointless; doesn't produce a useful result |
| 2 | Contempt | Feeling that a person or thing is useless |
| 3 | Grief | Feeling of intense sorrow, especially when someone dies |
| 4 | Propaganda | Biased or misleading information used to promote a political cause |
| 5 | Monotonous | Dull, tedious and repetitive |
| 6 | Sardonic | Humorous in an unkind way that shows you do not respect someone or something; mocking; cynical |
| 7 | Claustrophobia | Feeling uncomfortable or trapped in small, confined places |

B: English terminology

| | | |
|---|-------------|--|
| 1 | Dialogue | A conversation between two or more people |
| 2 | Stanza | A group of lines separated from others in a poem |
| 3 | Speaker | The person speaker in the poem; separate from the poet |
| 4 | Perspective | A particular attitude, opinion or point of view |
| 5 | Criticise | To judge or disapprove of someone or something |

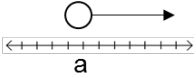
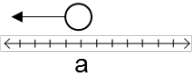
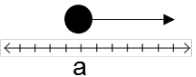
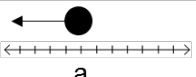
Year 9 – Cycle 2 – History

| | | |
|----|---------------------|---|
| 1 | Treaty | A formal agreement between two or more countries |
| 2 | Appeasement | Pleasing someone by giving them what they want |
| 3 | Fascism | A political system led by a dictator that prioritises the strength of the nation above the welfare of individuals |
| 4 | Ghetto | An overcrowded area where a particular ethnic group are forced to live |
| 5 | Antisemitism | Prejudice against the so called 'Jewish race' |
| 6 | Final Solution | The Nazi policy of exterminating all European Jews |
| 7 | Persecution | Targeting someone based on a protected characteristic, e.g., religion |
| 8 | Concentration camps | Nazi prisons where Jews and other prisoners were forced to work |
| 9 | Extermination camps | Places where Jews and other prisoners were sent to be killed |
| 10 | Holocaust | The mass murder of 6 million Jews in Europe by the Nazis between 1941-1945 |
| 11 | Genocide | The extermination of a particular group of people |
| 12 | Denazification | Process of getting rid of the views of the Nazis from the people of Europe after 1945 |

A: Measurement of 2D shapes

| | | |
|---|-----------|--|
| 1 | Perimeter | The distance around the outside of a 2D object |
| 2 | Area | The amount of space inside a two-dimensional shape |

B: Inequalities

| | | |
|---|---|---|
| 1 |  | $x > a$, greater than a |
| 2 |  | $x < a$, less than a |
| 3 |  | $x \geq a$, greater than or equal to a |
| 4 |  | $x \leq a$, less than or equal to a |

C: Index laws

| | | |
|---|-------------------|--|
| 1 | $a^m \times a^n$ | a^{m+n} for example, $2^5 \times 2^3 = 2^8$ |
| 2 | $a^m \div a^n$ | a^{m-n} for example, $2^5 \div 2^3 = 2^2$ |
| 3 | $(a^m)^n$ | a^{mn} for example, $(2^5)^3 = 2^{15}$ |
| 4 | a^0 | 1 |
| 5 | a^{-n} | $\frac{1}{a^n}$ for example, $3^{-2} = \frac{1}{3^2}$ |
| 6 | $a^{\frac{1}{n}}$ | $\sqrt[n]{a}$ for example, $8^{\frac{1}{3}} = \sqrt[3]{8}$ |