Art	Portraiture	Year 9	Half Term 2

1 – Key Vocabulary

proportion: the correct size and relationship of facial features to each other, helping a portrait look realistic

portrait: a drawing, painting, or photograph of a person, usually focusing on their face and expression

symmetry: when one side of the face is similar in shape and size to the other side

features: the different parts of the face, such as the eyes, nose, mouth, ears, and eyebrows

texture: how something feels (or looks like it feels).

- It can be actual orvisual (drawn to *look* rough, smooth, soft, or bumpy).

2 – Key Vocabulary

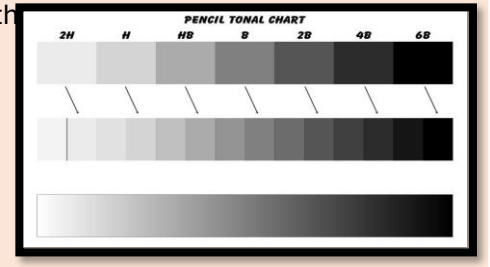
contrast: the difference between elements in an artwork — like light vs dark, big vs small, or smooth vs rough

detail: refers to the small, precise features in an artwork. Adding detail makes drawings more interesting and realistic

tone: the lightness or darkness of a colour or drawing.

- Artists use tone to make portraits look th

shading: using light and dark tones to create the illusion of depth, form and texture



3 – Techniques

loomis method: a way of drawing the human image using simple shapes and guidelines.

- It helps with proportions and placing facial features accurately

grid method: a drawing technique using a grid of squares over a reference image and draw the same grid on your paper.

- Transferring the image one square at a time

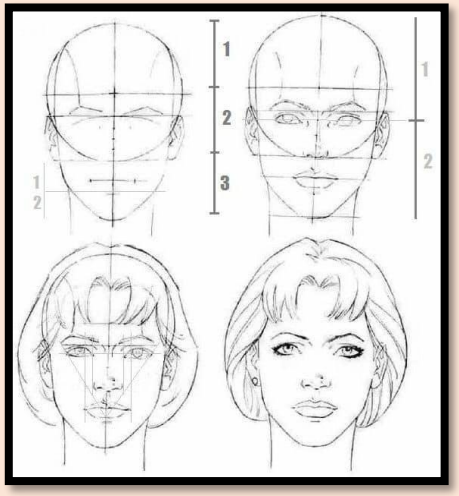
trace and transfer: when you trace the outline of an image and then transfer it onto your drawing surface

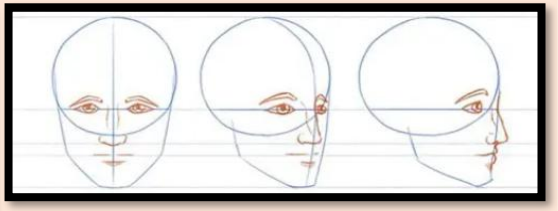
observational drawing: means drawing something by looking directly at it

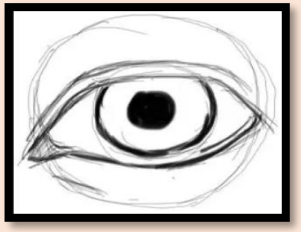
You carefully observe shape, light, shadow, texture and proportion to make your drawing as accurate as possible.

4 – Drawing Reference

Loomis Method:







eye reference

English	Around The World Poetry	Year 9	Half Term 2

1 – Grammar

adverb: a modifying word that describes how, when, where, or to what extent a verb, adjective, or another adverb operates.

extended metaphor: a metaphor that stretches across a long section, a whole chapter, or an entire text, building deeper layers of meaning.

imagery: vivid, descriptive language that appeals intensely to the five senses to create a rich mental picture.

metaphor: a powerful figure of speech that asserts one thing is another, completely unrelated thing to highlight a shared hidden quality.

modal verb: a specific type of helper verb expressing necessity, possibility, permission, or ability (e.g., *must, should, could*)

personification: the granting of human traits, emotions, or intentions to non-human objects, animals, or abstract ideas.

symbolism: the use of a physical object, person, or color to represent a deeper, abstract idea or concept.

2 – Form & Structure

dramatic monologue: a theatrical poem where a single fictional speaker addresses a silent listener, inadvertently revealing deep flaws or secrets about their own character

free verse: poetry liberated from structural chains; it rejects regular meter, rhyme schemes, or strict patterns in favor of natural speech rhythms

lyrical poem: a deeply emotional, song-like poem that prioritizes the expression of personal feelings and internal states over telling a story

3 – Structure

caesura: a deliberate pause or break within a line of poetry, often created through punctuation, which disrupts the flow and creates emphasis

enjambment: the continuation of a sentence or phrase beyond the end of one line of poetry and into the next without a pause

refrain: a recurring line or phrase that echoes at regular intervals throughout a poem or song, acting like a chorus

rhyme scheme: the deliberate, repeating pattern of end-rhymes across a poem, mapped out using letters (e.g., ABAB)

rhythm: the systematic beat or pulse created by the arrangement of stressed and unstressed syllables in language

4 – Context

inequality: the unfair, disproportionate distribution of opportunities, resources, and rights among different groups in society

social responsibility: the moral duty to look out for others and make choices that help—rather than hurt—society as a whole

French	Healthy Living and Lifestyle	Year 9	Half Term 2

1 – Parts of the Body and Illness

Vocabulary: le corps: body , le cœur: heart, le dos: back , le bras: arm , le pied: foot , la tête: head , la main: hand , la jambe: leg , l'oreille: ear , les yeux: eyes .

Grammar note:

a + le : aux	a + l' : à l'
a + la : à la	a + les : aux

Verb avoir: to have. J'ai mal au / à la / aux : I have pain / ache.

J'ai mal au pied: I have a sore foot (à + le).

J'ai mal à la tête: I have a headache (à + la) .

J'ai mal à l'oreille: I have an earache (à + l').

J'ai mal aux yeux: I have sore eyes (à + les).

2 – Sentence Building With si + quand

Vocabulary: si: if**, quand:** when.

Part 1: si / quand: when.

Part 2: j'ai mal à la tète: I have a headache, **je suis blessée** : I am injured, **je tombe malade** : I fall ill, **je suis fatiguée** : I am tired, **j'ai faim**: I'm hungry, **je suis stressée** : I'm stressed.

Part 3: je prends des médicaments : I take medicine, **je vais à l'hôpital**: I go to hospital, **je prends un rendez-vous**: I make an appointment, **je me couche et je me relaxe** : I go to bed and I relax, **je reste au lit** : I stay in bed, **je mange un repas équilibré** : I eat a balanced meal, **je fais une promenade** : I go for a walk.

3- Future Healthy Habits

Vocabulary: manger un repas équilibré: to eat a healthy meal, **me coucher tôt**: to go to bed early, **essayer de manger sain**: to try and eat healthily, **éviter de fumer**: to avoid smoking, **faire de l'exercice**: to do exercise, **manger trop de fast-food**: to eat too much fast food, **vapoter**: to vape, **prendre la drogue**: to take drugs, **boire (trop) d'alcool**: to drink (too much) alcohol.

Verb aller: to go, **je vais:** I am going, **je ne vais pas:** I am not going, **il/elle va:** he/she is going.

4 – Using Modal Words

Vocabulary: il faut: you must**, il ne faut pas:** you must not, **on peut:** you can**, on ne peut pas:** you cannot.

Sentence starter: pour rester en bonne santé: to be healthy.

Grammar note: il faut and on peut are followed by an infinitive verb.

Example: Il faut manger un repas équilibré.

WAGOLL: Pour rester en bonne santé je vais essayer de manger sain. Il faut aussi éviter de fumer et fare de l'exercise. Je ne vais pas prendre la drogue mais on peut se coucher tôt et manger des fruits et des legumes pour rester en forme. A l'avenir je vais faire une promenade tous les matins.

Geography	Climate Change	Year 9	Half Term 2

1 – Key Vocabulary

the greenhouse effect: the natural process by which gases in Earth's atmosphere trap some of the Sun's heat, keeping the planet warm enough for life

the enhanced greenhouse effect: the extra warming of Earth's atmosphere caused by human activities that increase the amount of greenhouse gases in the air

climate: the usual weather patterns in a place over a 30-year period

weather: day-to-day conditions such as rain, wind, or sunshine

climate change: long-term changes in Earth's climate

global warming: the increase in Earth's average temperature

2 – Causes of Climate Change

orbital changes: changes in the way a planet moves around the Sun, changing the amount of heat received by Earth

solar flares: are powerful bursts of energy that come from the Sun, increasing solar radiation and heat emitted

volcanic eruptions: during a volcanic eruption carbon dioxide is released into the atmosphere, blocking the Sun

fossil fuel use: using coal, oil and gas for energy, emitting greenhouse gases into the atmosphere

deforestation: cutting down trees, reducing carbon capture and storage

agriculture: growing crops and raising animals to produce food, emitting methane

3 – Impacts of Climate Change

- sea level rise
- drought
- heatwaves
- food shortages
- water shortages
- wildfires
- melting glaciers
- extreme weather
- loss of biodiversity
- sea ice shrinking

4 – Managing Climate Change

mitigation: pro-actively reducing the cause of the problem in order to try to minimise the effects.

renewable energy: energy from sources that do not run out, such as wind and solar power

international agreements: a formal agreement between countries to work together to reduce climate change and its effects

afforestation: the process of planting trees

carbon capture: a way of catching carbon dioxide (CO_2) before it goes into the atmosphere

adaptation: the ways in which we can cope with the changes that occur

History	What Was the Story of the Suffrage Movement?	Year 9	Half Term 2

1 – Key Vocabulary

suffrage: the right to vote

NUWSS: National Union of Women's Suffrage Societies, a group led by Millicent Fawcett that protested peacefully for votes for women

WSPU: Women's Social and Political Union, a group led by Emmeline Pankhurst that used more direct and sometimes violent protests

militancy: using strong or forceful actions to try to bring about change

protest: an action taken to show disagreement and try to bring about change

terrorism: using violence to try to change politics or government decisions

2 – Suffragette Protests

- holding protests and meetings
- chaining themselves to buildings and railings
- going on hunger strike in prison
- breaking windows
- burning empty buildings and houses
- planting bombs
- attacking Church of England buildings
- burning politicians' empty homes
- ruining golf courses and male-only clubs

3 – Hidden Stories

- The Suffragette Fellowship Collection wanted Suffragettes to be remembered as brave women and not terrorists.
- Some Suffragettes were still alive and could have got arrested if they admitted their crimes.
- In the 1960s and 1970s, people focused more on women's rights and lesson the violence used by some Suffragettes.
- They didn't want to make women's campaigns look bad with showing Suffragette extreme violence.

4 – Chronology

1897: The NUWSS was started by Millicent Fawcett.

1903: The WSPU was started by Emmeline Pankhurst.

1913: Kitty Marion planted a bomb at Alexandra Park in Manchester.

1914: The WSPU stopped militant protests and helped with the war effort.

1918: Some women over 30 were given the vote. All men over 21 could vote.

1928: All women over 21 were given the vote.

1967: The voting age was lowered to 18.

I.C.T	Introduction to Photoshop	Year 9	Half Term 2

1 – Key Vocabulary

layer: part of an image that can be edited separately.

selection: a chosen area of an image that can be edited.

opacity: controls how see-through a layer is.

magic wand: tool that selects areas of similar colour.

eraser: removes part of an image

2 – Key Tools

Move Tool

Lets you move objects around.

Magic Wand Tool

Selects parts of an image with similar colours.

Crop Tool

Cuts out parts of an image.

Brush Tool

Adds colour or effects.

Eraser Tool

Removes parts of an image.

3 – Made A Mistake

- To undo the last thing you did, choose **Edit - Undo**
- To redo the last thing you did, choose **Edit - Redo**

4 – Saving Your Work

- Saving your work in Photoshop format (.psd) will help keep the layers and other features added.
- Use this format while you're still working on the image, or to edit it later
- **Select File - Save**
- Saving in JPEG (.jpg) format will save it as a standard image. This file can then be shared in other apps
- **Select File – Save a Copy – Select JPEG**

Maths	Number Fluency and Algebra Fluency	Year 9	Half Term 2

1 – Equations, Inequalities and Formulae

solution: the answer that makes the equation true

inequality: an inequality compares two values

satisfy: a value (or values) that solve an equation

equation: an equation says that two things are equal

solve: to find a value (or values) we can put in place of a variable that makes the equation true

coefficient: a number used to multiply a variable

formula: a formula is a fact or rule that uses mathematical symbols, it shows us how things are related to each other

2 – Fractions

fraction: how many parts of a whole we have

product: to multiply

equivalent: of equal value

reciprocal: to get the reciprocal of a number, we divide 1 by the number

simplest form: making the numbers simpler by dividing the numerator and the denominator by common factors until they no longer have any common factors.

of: means to multiply

common denominator: when the denominators of two or more fractions are the same, we usually use the lowest common multiply

3 – Rates

speed: how fast something is moving

distance: how far something has moved

time: time is the ongoing sequence of events taking place

density: a measure of how much matter is in a certain volume

volume: amount of 3-D space something takes up

constant rate: a quantity changes at a fixed or unchanging pace over time

•Mass is a measure of how much matter something contains.

•Weight is a measure of how strongly gravity pulls.

- $\text{Speed} = \frac{distance}{time}$.
- $Denisty = \frac{mass}{volume}$.

4 – Standard Form

base: the number that we repeatedly multiply

power: how many times we multiply the base number

standard form: is a system of writing numbers based on using powers of 10 to express how big or small a number is.

notation: how we write something

root: inverse of power

Numbers in standard form are written in this format:

$$a \times 10^n$$

Where **a** is a number **1 ≤ a < 10** and **n** is an **integer**.

P.E	Preparing for Sport/Physical Activity	Year 9	Half Term 2

1 – The Warm-Up

warm-up: A short routine of gentle exercises done before the main activity to prepare the body and mind

Key aims of a warm-up

- Raise the heart rate
- Increase body temperature
- Prevent injury
- Increase mental focus

2 – Phases of a Warm-Up

pulse raiser: an activity that gradually increases in intensity to increase the heart rate (

heart rate: the number of times your heart beats per minute)

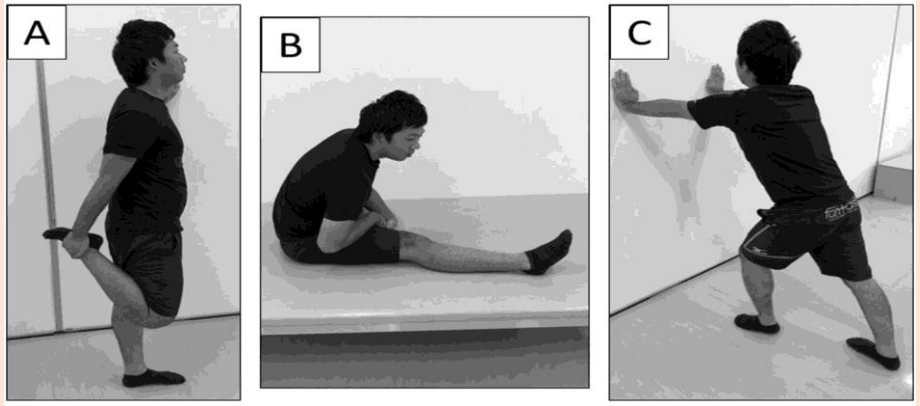
mobiliser: come after the pulse raiser and are done at a lower intensity.

- They take your joint through their full range of movement

preparation stretches: the aim of this phase is to stretch the muscles.

- There are two types of stretches: static meaning 'without movement' and dynamic meaning 'with movement'.

3 – Examples of Warm-Up Activities



pulse raisers: jogging, skipping, cycling, jumping jacks, high knees

mobilisers: arm and hip circles

static stretches: hamstring stretch, calf stretch, triceps stretch

dynamic stretches: lunges, high kicks, leg swings

4 – Leading a Warm-Up

When delivering a whole group warm-up you must consider the following:

- Space: is the space big enough and clear of obstacles?
- Equipment: what equipment will you need?
- E.G timer, whistle, balls, bibs
- Organisation: will participants work individually or as a group
- Timing: how long will each stage of the warm-up last?

1 – The Argument From Miracles

miracle: an event which breaks the laws of nature and has no scientific explanation

- A miracle can be described as something which science cannot explain. It breaks the laws of nature (the way we expect things to happen). This links to God's omnipotence.
- A miracle can also be described as a lucky coincidence. This links to God's omnibenevolence.
- Miracles can be used as an argument for the existence of God because only God has the power to make the impossible happen.

2 – The Problem of Evil

evil: anything which produces pain and suffering

moral evil: suffering caused by humans and the choices they make due to having free will e.g. murder, robbery

natural evil: suffering which comes from the natural world and cannot be caused by humans e.g. earthquakes, volcanoes, tsunamis etc

- Evil is a problem for believers because it not fit with God's characteristics.
- If God is omnipotent, He should have the power to remove evil. If God is omnibenevolent, He should want to remove evil. So why does evil exist? Atheists would use this to prove that God does not exist.

3 – Solutions to the Problem of Evil

- The story of the Fall in Genesis explains that evil exists as a punishment for Adam and Eve disobeying God. This is called Original Sin.
- The story of Job explains that evil is a test of faith. People who cope with suffering and keep their faith in God will get rewarded.
- Christians believe that they must accept suffering because God will have a reason because he is omniscient (all knowing), even if they can not understand it.

4 – Is It Reasonable to Believe in God?

Yes	No
Something must have created the world.	The Big Bang could have created the universe, not God.
The world is too detailed and purposeful to be the result of chance.	Darwin's theory of evolution explains why nature 'appears' designed.
Events happen which have no scientific explanation (miracles)	Miracles could just be lucky coincidences/made up.
God allows evil as a punishment or a test.	If God existed, He would stop all evil and suffering.

Science	Reactions, Organisms and Forces	Year 9	Half Term 2

1 – Reactions (The Periodic Table)

periodic table: an organised chart of all 118 known chemical elements sorted by their atomic numbers

- there were many attempts to make a periodic table
- the modern table was developed by Dmitri Mendeleev
- Mendeleev arranged the elements by atomic weight
- Mendeleev left gaps to put the families of elements together
- Mendeleev predicted that new elements would be found to fill the gaps
- Mendeleev predicted the properties of the missing elements
- we now use atomic number not atomic mass to order the elements

2 – Reactions (Groups 0, 1 and 7)

noble gases: the elements of group 0

alkali metals: the elements of group 1

halogens: the elements of group 7

- the noble gases are unreactive as they have full electron shells
- the alkali metals have one electron in their outer shell and react to lose it
- the alkali metals increase in reactivity down the group as it becomes easier to lose an electron
- the halogens have 7 electrons in their outer shell and react to gain one
- the halogens decrease in reactivity down the group

3 – Organisms

diffusion: the net movement of particles from an area of high concentration to an area of low concentration

osmosis: the diffusion of water molecules across a partially permeable membrane from an area of high concentration to an area of low concentration

active transport: the movement of particles from an area of low concentration to an area of high concentration against a concentration gradient

- organisms have adaptations to enable diffusion, these are high concentration gradient, thin walls and large surface area

4 – Forces

scalar: a quantity with only a magnitude (size)

vector: a quantity with a magnitude (size) and direction

- forces are vector quantities
- forces are measures in Newtons
- we can calculate a force using the equation: force = mass x acceleration
- A resultant force is an overall force for example the resultant force below is 50N – 30N = 20N to the right.



Spanish	Healthy Lifestyle	Year 9	Half Term 2

1 Healthy Lifestyle and Good Habits

Vocabulary: para llevar una vida sana: in order to lead a healthy lifestyle**, para estar en forma:** to be fit, **es importante que:** it is important that, **para no estar cansado/a**: so as not to be tired, **para no tener sueño:** so as not to be sleepy, **me acuesto temprano:** I go to bed early, **me levanto temprano:** I get up early, **duermo al menos ocho horas al día:** I sleep at least eight hours a day, **evito el estrés:** I avoid stress, **hago ejercicio físico:** I do physical exercise, **me entreno:** I train, **tomo un buen desayuno:** I have a good breakfast, **soy vegetariano/a:** I am vegetarian, **como cinco porciones de fruta y verdura al día:** I eat five portions of fruit and vegetables a day.

2 – Activities and Risks

Vocabulary: andar/caminar: to walk, **bailar:** to dance, **correr:** to run, **dar un paseo:** to go for a walk, **esquiar:** to ski, **hacer:** to do, **ir al gimnasio:** to go to the gym, **montar:** to ride, **montar a caballo:** to go horse riding, **nadar:** to swim, **patinar:** to skate, **practicar:** to practise, **saltar:** to jump, **para coger:** to catch, **para evitar:** to avoid, **la insolación:** sunstroke, **un ataque cardíaco:** a heart attack, **la fiebre:** fever, **el resfriado:** a cold, **la gripe:** flu, **la obesidad:** obesity.

Health problems: la presión sanguínea alta: high blood pressure, **el cáncer de cabeza/garganta/estómago, pulmones**: head/throat/stomach cancer, **la adicción:** addiction.

3 – Body Parts and verb *doler – to hurt, to be in pain*

Vocabulary: el cerebro: brain, **el corazón:** heart, **el cuello:** neck, **el dedo:** finger, **el hombro:** shoulder**, la boca:** mouth, **la cabeza:** head**, la espalda:** back, **la garganta:** throat, **la mano:** hand, **la nariz:** nose, **la oreja:** ear, **la pierna:** leg, **el pie:** foot, **el brazo:** arm.

Doler: to hurt, be in pain, **me duele la cabeza:** I have a headache, **me duele la garganta:** I have a sore throat, **me duelen los pies:** my feet hurt, **me duelen las piernas:** my legs hurt, **te duele la cabeza:** you have headache, **te duelen las piernas: your legs hurt.**

Connectives: y: and, **pero:** but, **también:** also, **además:** furthermore, **porque:** because, **aunque:** although, **sin embargo:** however.

4 – Time Phrases and Past Tense

Time phrases: a menudo: often, **a veces:** sometimes, **cada día:** every day, **cada semana:** every week, **generalmente:** generally, **siempre:** always, **nunca:** never, **por la mañana**: in the morning, **por la tarde:** in the afternoon, **por la noche:** at night.

Past: ayer: yesterday, **anoche**: last night, **la semana pasada:** last week, **el fin de semana pasado:** last weekend.

Future: mañana: tomorrow**, el próximo fin de semana:** next weekend, **la semana que viene:** next week, **en el futuro:** in the future.

Tense examples: hago ejercicio: I exercise, **hice ejercicio:** I exercised, **voy a hacer ejercicio:** I am going to exercise.

Life Skills	Relationships	Year 9	Haf Term 2

1 – Relationships

communication: the way people interact with one another

- Healthy relationships are built on mutual respect (a British Value!), trust, honesty and good **communication.**
- **Communication** should be open and honest, whilst giving the other person a chance to speak.
- Handle disagreements calmly; focus on solving the problem.
- Consent should always be respected; it should be voluntary, informed and ongoing.
- Look for equity; both people should have an equal say in decisions and feel valued.
- Relationships can change over time; people may develop different interests or circumstances may change a relationship.
- Separation of a romantic relationship can happen; couples may choose to live apart or end their marriage in divorce, which can be a challenging time for a family.

2 – Identifying Safe + Unsafe Relationships

consent: giving your permission for something

- In a safe relationship you should feel able to express yourself and have disagreements without any fear.
- A safe relationship would never ask you to do something that makes you feel uncomfortable or without your **consent.**
- An unsafe relationship might make you feel frightened, pressured, controlled, or feel abusive.
- Abuse can be physical, emotional, sexual, or financial; it is not acceptable and it's never the victim's fault.
- Coercive control is a form of abuse; it is against the law in England Wales under the Serious Crime Act 2015.
- If you feel you have an unsafe or abusive relationship, you should tell a trusted adult e.g. parent, teacher, family friend. It is not your fault if you're in an unsafe relationship.

3 – Criminal Behaviour in Relationships

harassment: repeated unwanted behaviour that causes distress

stalking: behaviour such as following, contacting, monitoring someone repeatedly.

- A person doesn't have to be physically hurt for behaviour to be harmful.
- Harassment and stalking are criminal offences.
- Stalking can happen in relationships; it can involve a romantic partner or a friend.
- Saying "stop" or "no" should be respected; continuing contact after someone had asked for it to stop could result in police involvement.
- In England, around 1.4 million people over 16 years' old experienced stalking last year.
- Around 4.2 million people over 16 years' old experienced harassment last year.
- In the year ending March 2024 2% of girls over 16 years' old experienced stalking whilst 2.3% of boys over 16 years' old experienced stalking.

4 – British Values + Protected Characteristics

values: the moral principles, standards, or core beliefs of a group

characteristics: the traits, qualities, or features of someone

In Britain, we have 5 **Values:**

- Democracy – the right to be represented
- Individual Liberty – the right to freedoms
- Mutual Respect – behaving politely towards each other
- Rule of Law – the rules of the country
- Tolerance – acceptance and support

The Equality Act 2010 protects the following nine **characteristics:** Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation.