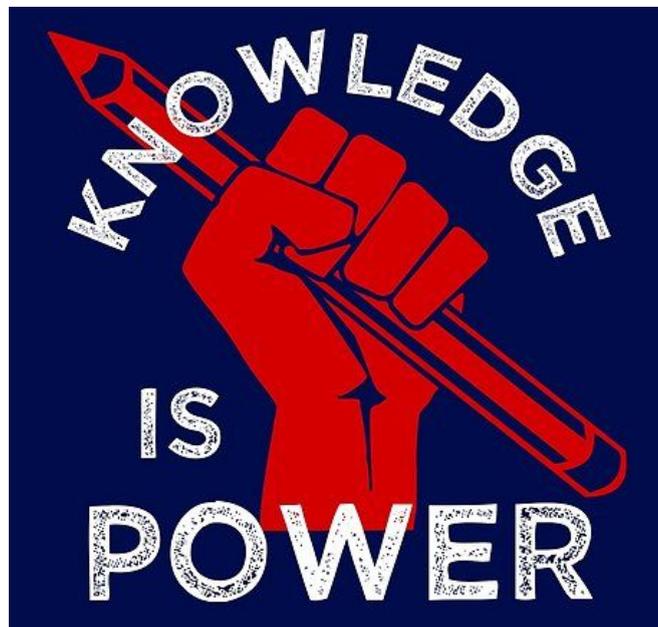




Atlantic Academy Portland
an Aspirations Academy

Year 9 Unit 1

Homework Booklet



Name	
Tutor	

Contents

Self-Quizzing Homework Timetable

Self-Quizzing Expectations and Instructions

Student Self-Quizzing Model

Maths Homework Information

Reading Homework Information

Reading Record

English Knowledge Organiser

Science Knowledge Organiser

History Knowledge Organiser

French Knowledge Organiser

Geography Knowledge Organiser



Self-Quizzing Homework Timetable:

Each evening you will self-quiz using your Subject Knowledge Organiser for 30 minutes. Below you will find information about which Subject Knowledge Organiser you need to self-quiz from on which evening. Each subject has divided their Knowledge Organiser(s) into 9 'segments': these are the 9 pieces of Knowledge Organiser Homework you will complete for the relevant subjects. You have been set a different segment of the Subject Knowledge Organiser to complete each week, clearly labelled on each Knowledge Organiser. Your teacher will test you on this segment of information each week after your Subject Knowledge Organiser Homework, to assess how well you have learnt the information. The 'mark' box allows you to record your score out of 10 from your end of week quiz.

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
	Maths key skills	English	Science	History	French	Geography
Week 1 Mark		/10	/10	/10	/10	/10
Week 2 Mark		/10	/10	/10	/10	/10
Week 3 Mark		/10	/10	/10	/10	/10
Week 4 Mark		/10	/10	/10	/10	/10
Week 5 Mark		/10	/10	/10	/10	/10
Week 6 Mark		/10	/10	/10	/10	/10
Week 7 Mark		/10	/10	/10	/10	/10
Week 8 Mark		/10	/10	/10	/10	/10
Week 9 Mark		/10	/10	/10	/10	/10

Self-Quizzing Expectations and Instructions

It is expected that you complete **one page** of self-quizzing, as a minimum. This should take around **30 minutes**. You should not leave blank lines on the page, including in between pieces of information (if you are self-quizzing diagrams, you can use more than one line to copy the diagram into your practice book). The information you self-quiz should be numbered in your practice book with the same numbers used on the Subject Knowledge Organiser.

Tutors will check your Subject Knowledge Organiser homework the next morning during AM Tutor Time. They will be looking for a **full page of self-quizzing** on the correct numbers of the Subject Knowledge Organiser, as well as for **purple pen ticks/corrections** and **good presentation** (including your **H/W, Title and Date underlined with a ruler**). Your writing needs to be neat and legible. If your tutor feels that any of these elements are not up to standard, your tutor will enter you for a detention that same day.

These are the steps you should follow to complete effective self-quizzing (look, repeatedly say aloud, cover, write, check):

1. Identify the Subject Knowledge Organiser segment for the week.
2. Open up your practice book and on the top line, write 'H/W' in the margin, the Title (the subject you are completing) on the other side of the margin line and the Date on the right hand side (see the model on the next page). Underline all three with a ruler.
3. Place your Subject Knowledge Organiser segment in front of you. Start with the first numbered piece of information within the weekly segment. Read and memorise the piece of information - we recommend saying it aloud. Repeat this process several times, until you are confident enough to use your practice book to write the knowledge point down.
4. Close your Subject Knowledge Organiser or cover up the piece of information, and try to recall the knowledge. On the line directly beneath your H/W, Title and Date, write the correct number from the Subject Knowledge Organiser and the piece of information from memory.
5. Check it and correct any mistakes. Open up your Subject Knowledge Organiser and look at the piece of information – using a purple pen tick the piece of information in your practice book if you have recalled it correctly (word for word). If you have incorrectly recalled or missed any part of the information, use your purple pen to cross the knowledge point.
6. If you recalled the piece of information incorrectly, go back to step 3 and **in purple pen**, repeat the process again for the same piece of information (remember to cover up previous attempts in your practice book as well as the piece of information in your Subject Knowledge Organiser). When you have recalled the information correctly (word for word), tick the attempt and move on to the next piece of information within the weekly segment. You may find that you need to complete a few purple pen attempts before you recall the knowledge point word for word.
7. Repeat the steps above until you have recalled and written down all pieces of information within the weekly segment. If this has not filled one full page of your

practice book, go back to the first piece of information within the weekly segment and repeat the process again, until you have filled an entire page.

Student Self-Quizzing Model

H/W English

17/7/18

- 21) **Stagecraft** - The use of setting/props to convey ideas. The front door bangs everytime a character enters or leaves, this makes the audience wonder who it is. Lighting is used to show emotion, 'pink' is used to show the rose tinted view on life the Birlings have, but turns 'brighter...harder' when the truth comes out. ✓
- 22) **Religious imagery** - The Inspector suggests we have a 'sacred' duty of care towards and should show images of 'fire and blood and anguish' linking to the end of the world in the book of revelation where people were punished for their sins. ✓
- 23) **Social responsibility** - Priestley uses the play to promote social responsibility - the idea that we should try and help those less privileged. ✓
- 24) **Stage directions** - Guide to the actor/actress on how to present their character at that point in the play. Stage directions can also reveal extra information to the audience about the character. ✓
- 25) **Beginnings and endings** - Priestley freezes the action between Acts to make the audience wait and consider how a character will respond. They build up tension and suspense. ✓
- 26) **Omniscience** - The Inspector seems to be omniscient - he knows what will happen and how characters will react. ✓
- 27) **Symbolism** - Characters represent particular social groups (Mrs Birling represents the hypocrisy of the upper Edwardian class). ✓
- 28) **Colloquial language** - Characters use language to represent their social status. The younger generation use slang or 'squiffy' in contrast to their old fashioned parents. Mr Birling uses language related to business. ✓
- 28) **Colloquial language** - Characters use language to represent their social status. The younger generation use slang or 'squiffy' in contrast to their old fashioned parents. Mr Birling uses language related to business. ✓
- 29) **Graphic imagery** - The Inspector uses language to shock the Birlings and the audience. 'She burnt her insides out'. ✓
- 30) **Euphemism** - A way of not saying something unpleasant. Mr and Mrs Birling use this to not look as guilty. ✗
- 30) **Euphemism** - A way of avoiding saying something unpleasant. Used by Mr and Mrs Birling to make them look less guilty. ✓

Reading Homework Information

1. You will complete 30 minutes of reading from your Accelerated Reader book on a Tuesday and Thursday evening and over the weekend. This will total 90 minutes of reading each week.
2. After you have finished reading for 30 minutes, ask a parent/guardian to sign your reading record - a copy can be found on the following page.
3. Throughout the week, you need to ensure you are completing Star Quizzes on Accelerated Reader (ARP). You can complete a Star Quiz on your ARP book after reading it. Star Quizzes can be taken at home, during one designated afternoon tutor time per week, and in your fortnightly English Library lessons. Successful completion of Star Quizzes (ie. scoring over 80% correct) adds to your word count. Detentions will be issued to students who are not completing their reading record and/or not increasing their word count. Students achieving word counts of 500, 000 words, 1 million words, 1.5 million words and over will be rewarded and there will be prizes to celebrate.

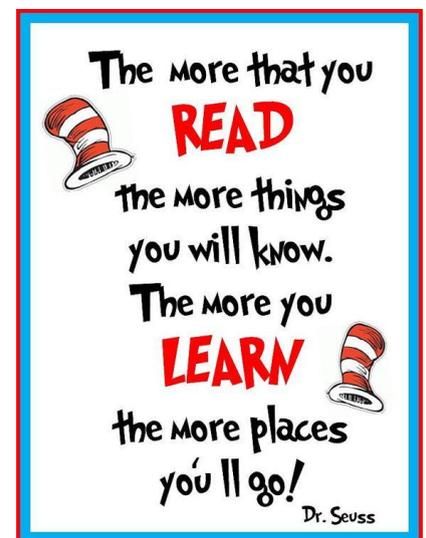
My Login Information:

Below you will find a space to record your Accelerated Reader login information, so that you have it to hand during tutor and in class.

	Accelerated Reader
Username	
Password	

Tracking My Reading Age:

	ZPD and Reading Age
Autumn 2	
Spring 1	
Spring 2	

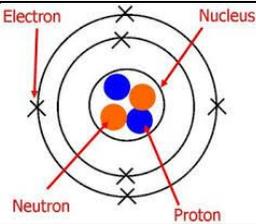
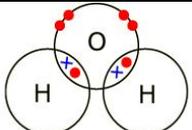


English - Year 9 - Unit 1 - Dystopia

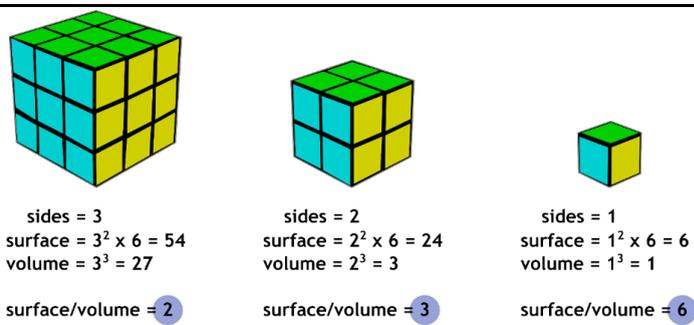
Week 2: Structural Devices			
1.	Tension	Evokes emotions such as worry, anxiety, fear and stress on both the reader and the characters.	
2.	Analepsis	Internal analepsis is a flashback to an earlier point in the narrative; external analepsis is a flashforward to a time before the narrative started.	
3.	Prolepsis	Flash-forward , or “prolepsis,” is a literary device in which the plot goes ahead of time.	
4.	Atmosphere	A type of feeling that readers get from a narrative, based on details such as setting, background, objects, and foreshadowing.	
5.	Motif	A recurrent image, idea, or symbol that develops or explains a theme.	
Week 3: The Giver			
6.	Symbol	A literary device that contains several layers of meaning , often concealed at first sight.	
7.	Theme	A point that is made about a specific topic . The topic is explored throughout a text.	
8.	Explicit	Stated clearly and in detail, leaving no room for confusion or doubt.	
9.	Inference	Logical deductions are made based on premises assumed to be true.	
10.	First person Perspective	Writing from the perspective of the author or main character.	
11.	Second person perspective	Uses “ you ” perspective or a writer tells the story by using second person personal pronouns, like “you” and “your.”	
12.	Third person perspective	Uses he, she, it and they personal pronouns. It is a very common method of narration.	
11.	Focalizer	A character through which the story is told, and whose perspective the story is told from.	
Week 4: Allusions			
12.	Allusion	A literary device in which the writer or speaker refers either directly or indirectly to a person, event, or thing.	
13.	The apple	The apple is an allusion to the story of Adam and Eve in the biblical Book of Genesis.	
14.	Gabriel	Appearing in both the Old Testament and the New Testament, Gabriel is one of God’s chief messengers.	
15.	Jonas	An allusion to Jonah , a name that is sometimes translated directly as Jonas. The Book of Jonah recounts Jonah’s experience as a prophet of God.	
Week 5: Vocabulary from The Giver Chapters 4-7			
16.	Chortle	laugh quietly or with restraint	
17.	Infraction	a violation of a law or rule	
18.	Interdependence	a relation between entities that rely on each other	
19.	Reprieve	a relief from harm or discomfort	
20.	Wield	have and be able to use	
Week 6: Vocabulary from The Giver Chapters 8-9			
21.	Crescendo	the loudest point reached in a gradually increasing sound	
22.	Benign	gentle and kind; not harmful	
23.	Meticulous	showing great attention to detail ; very careful and precise	
24.	Throng	a large, densely packed crowd of people or animals	
25.	Requisition	an official order laying claim to the use of property or materials	
Week 7: Vocabulary from The Giver Chapters 10-13			
26.	Exhilaration	a feeling of excitement , happiness, or elation.	
27.	Obstruction	a thing that impedes or prevents passage or progress; an obstacle or blockage	
28.	Perceived	become aware or conscious of (something); come to realize or understand	
29.	Irrational	not logical or reasonable	

30.	Alter	change in character or composition, typically in a comparatively small but significant way	
Week 8: Vocabulary from The Giver Chapters 14-15			
31.	Excruciating	intensely painful or embarrassing	
32.	Fluttering	moving with a light irregular or trembling motion	
33.	Grotesquely	comically or repulsively ugly or distorted .	
34.	Surging	(of a crowd or a natural force) move suddenly and powerfully forward or upward	
Week 9: Topics and themes			
35.	The importance of memory	Memory is essential - if you do not remember your errors, you may repeat them.	
36.	The Relationship Between Pain and Pleasure	Related to the theme of memory is the idea that there can be no pleasure without pain and no pain without pleasure. No matter how delightful an experience is, you cannot value the pleasure it gives you unless you have some memory of a time when you have suffered.	
37.	The importance of the individual	The novel encourages readers to celebrate differences instead of disparaging them or pretending they do not exist	

Science – Year 9 – Unit 1 – Chemistry 1

Week 1:		RAG												
1.	Atom	The smallest part of an element that can still be recognised as that element.												
2.	Element	A substance made up from only one type of atom.												
3.	Compound	A substance made when two or more elements are chemically bonded together.												
4.	Nucleus (of an atom)	The very small and dense central part of an atom that contains protons and neutrons												
5.	Proton	A dense particle found in the centre of an atom which carries a positive charge.												
6.	Neutron	A dense particle found in the centre of an atom which carries no charge (neutral).												
7.	Electron	A tiny particle with a negative charge. Electrons orbit the nucleus of an atom in electron shells.												
8.	Reactants	A substance we start with before a chemical reaction takes place.												
9.	Products	A substance made as the result of a chemical reaction.												
10.	Atom Diagram													
Week 2:														
11.	Filtration	The technique used to separate substances that are insoluble in the solvent e.g. sand and water.												
12.	Distillation	Separation of a liquid from a mixture by evaporation followed by condensation.												
13.	Chromatography	The process whereby small amounts of dissolved substances are separated by running a solvent along a material such as paper.												
14.	Atomic Number	The number of protons (which also equals the number of electrons) in an atom.												
15.	Mass Number	The number of protons plus neutrons in the nucleus of an atom.												
16.	Ion	A charged particle formed by the gain or loss of one or more electrons.												
17.	Isotope	Atoms that have the same number of protons but different numbers of neutrons.												
18.	Subatomic Particles	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>relative charge</th> <th>relative mass</th> </tr> </thead> <tbody> <tr> <td>proton</td> <td>+1</td> <td>1</td> </tr> <tr> <td>neutron</td> <td>0 neutral</td> <td>1</td> </tr> <tr> <td>electron</td> <td>-1</td> <td>1 / 1840</td> </tr> </tbody> </table>		relative charge	relative mass	proton	+1	1	neutron	0 neutral	1	electron	-1	1 / 1840
	relative charge	relative mass												
proton	+1	1												
neutron	0 neutral	1												
electron	-1	1 / 1840												
Week 3:														
19.	Periodic table	An arrangement of the elements in order of their atomic number.												
20.	Period	A row across the periodic table, elements have the same number of electron shells.												
21.	Group	A column across the periodic table, elements have the same number of electrons in their outer shell.												
22.	Transition element	Element from the central block of the periodic table.												
23.	Alkali Metals	Elements in group 1 of the Periodic Table– These all have 1 electron in their outer shell.												
24.	Halogens	Elements in group 7 of the Periodic table– These all have 7 electrons in their outer shell.												
25.	Ionic Bonding	The electrostatic force of attraction between positively and negatively charged ions.												
26.	Giant ionic structures	A huge 3D lattice of ionicly bonded atoms, e.g. Sodium Chloride.												
27.	Covalent Bond	The bond between two or more atoms that share one or more pairs of electrons.												
28.	Giant Covalent structures	A huge 3D network of covalently bonded atoms, e.g. graphite												
Week 4:														
29.	Water molecule													

30.	Methane molecule		
31.	Sodium Chloride		
32.	Carbon Structures		
33.	Graphene	A single layer of graphite	
34.	Giant Ionic Lattice		
Week 5:			
35.	Nanoscience	The study of very tiny particles or structures between 1 to 100 nanometres in size.	
36.	Nanoparticle	A very tiny particle or substance between 1 to 100 nanometres ($1 \text{ nm} = 1 \times 10^{-9} \text{ m}$)	
37.	Nanotube	Nanoparticles that can reinforce materials, e.g. reinforcing the graphite in tennis rackets.	
38.	Nanocage	Nanoparticles that can carry drugs inside them, e.g. for targeted delivery of medication to individual cells.	
39.	Order of magnitude	A class in a system of classification determined by size, typically in powers of ten. (E.g. nanoparticles are 100 times or two orders smaller (since $100 = 10^2$) than the finest dust particle).	
40.	Endothermic	Reactions that transfer energy from the surrounding to the reacting chemicals.	
41.	Exothermic	Reactions that transfer energy to the surroundings from the reacting chemicals.	
42.	Milli-	1×10^{-3}	
43.	Micro-	1×10^{-6}	
44.	Nano	1×10^{-9}	
Week 6:			
45.	State symbols	(s) – solid, (l) – liquid, (g) – gas, (aq) – aqueous, dissolved in water	
46.	Salt	A compound formed when some or all the hydrogen in an acid is replaced by a metal.	
47.	Neutralisation	The chemical reaction of an acid with a base in which a salt and water are formed. If the base is a carbonate, carbon dioxide is also produced.	

48.	Ionise	To split a molecule or compound into ions.	
49.	Equilibrium	The point in a reversible reaction at which the forward and backward rates of reaction are the same (a balance is reached between the reactants and the products).	
50.	Surface area to volume ratio	Gives a good indication of the proportion of particles at the surface of a substance. The higher the ratio the greater the proportion of particles exposed at the surface and the more space for reactions to occur.	
51.	Surface area to volume ratio diagram	 <p>sides = 3 surface = $3^2 \times 6 = 54$ volume = $3^3 = 27$ surface/volume = 2</p> <p>sides = 2 surface = $2^2 \times 6 = 24$ volume = $2^3 = 8$ surface/volume = 3</p> <p>sides = 1 surface = $1^2 \times 6 = 6$ volume = $1^3 = 1$ surface/volume = 6</p>	
Week 7:			
52.	Ore	A rock which contains enough metal to make it economically worthwhile to extract the metal.	
53.	Blast furnace	The huge reaction vessels used in industry to extract iron from its ore.	
54.	Oxidation	A reaction in which oxygen is added or when electrons are lost.	
55.	Reduction	A reaction in which oxygen is lost or electrons are gained.	
56.	Redox reaction	A reaction where one reactant is oxidised and another is reduced.	
57.	OILRIG	Oxidation Is Loss (of electrons), Reduction Is Gain (of electrons)	
58.	Reactivity series	A list of elements in order of reactivity.	
59.	Displacement reaction	A reaction in which a more reactive element takes the place of a less reactive element in one of its compounds or in solution.	
60.	Bauxite	The ore used to get aluminium oxide.	
Week 8:			
61.	Key Equations	<ol style="list-style-type: none"> 1. acid + metal → salt + hydrogen 2. acid + base → salt + water 3. acid + alkali → salt + water 4. acid + carbonate → salt + water + carbon dioxide 	
62.	Acid	When dissolved in water, its solution has a pH value less than 7. Proton (H^+ ion) donors.	
63.	Base	The oxide, hydroxide, or carbonate of a metal that will react with an acid, forming a salt as one of the products. Proton (H^+ ion) acceptors.	
64.	Alkali	A water-soluble base. Its solution has a pH value more than 7.	
65.	pH	A number which shows how strongly acidic or alkaline a solution is.	
66.	pH scale	The scale that runs from 0 (most acidic) to 14 (most alkaline).	
67.	Universal indicator	A mixture of many dyes which turns a range of colours as the pH changes.	
68.	Neutral	Neither acidic or alkaline. pH 7.	
69.	Strong acid	An acid that ionises completely in solution releasing all its H^+ ions.	
70.	Weak acid	An acid which does not completely ionise in solution, reaching an equilibrium in which both the acid molecules and their ions are present.	
Week 9:			
71.	Electrolysis	The breakdown of a substance containing ions by electricity.	
72.	Electrode	A conductor used to establish electrical contact with a non-metallic part of a circuit.	
73.	Inert	Unreactive.	
74.	Anode	The positive electrode in electrolysis. Attracts anions.	
75.	Cathode	The negative electrode in electrolysis. Attracts cations.	
76.	Anion	A negatively charged ion.	
77.	Cation	A positively charged ion.	
78.	Ionic equation	An equation that shows only those ions or atoms that change in a chemical reaction.	
79.	Half-equation	An equation that describes reduction (gain of electrons) or oxidation (loss of electrons).	

History - Year 9 - Unit 1 - Normans

Week 1:			RAG
1.	When did Edward the Confessor die (day, month & year)?	5th January 1066	
2.	Which 4 men thought they had a claim to the throne of England?	Harold Godwinson, Hardrada, William Duke of Normandy and Aethling	
3.	Who became king on the 6th January 1066 after Edward the Confessor?	Harold Godwinson became King Harold)	
4.	What were the group of earls and bishops that advised the king called?	The Witan	
5.	When was the Battle of Fulford Gate (day, month and year)?	20 September 1066	
6.	Who won the Battle of Fulford Gate, the Vikings with Hardrada or the Anglo-Saxons with Earl Edwin and Earl Morcar?	Hardrada	
7.	When was the Battle of Stamford Bridge?	25 September 1066	
8.	Who won the Battle of Stamford Bridge, the Vikings with Hardrada or the Anglo-Saxons with King Harold?	King Harold	
9.	What was the Papal Banner?	A banner from the Pope, that William Duke of Normandy could carry to show that he had God's blessing.	
10.	When was the Battle of Hastings (Day, month and year)?	14 October 1066	
Week 2:			
11.	Who won the Battle of Stamford Bridge, the Vikings with Hardrada or the Anglo-Saxons with King Harold?	King Harold	
12.	What was the Papal Banner?	A banner from the Pope, that William could carry to show that he had God's blessing.	
13.	When was the Battle of Hastings?	14 October 1066	
14.	Who won the Battle of Hastings, King Harold or William Duke of Normandy?	William Duke of Normandy	
15.	Working men, mainly peasants, who were called to fight for the king in times of war. This allowed the army to be replenished after each battle. What was this called?	Fyrd	
16.	What were trained soldiers who were also bodyguards to their lord called?	Housecarls	
17.	What was making a defensive "wall" with shields, to protect the army's line called?	a) Shield wall	
18.	What was pretending to retreat to tempt the enemy to follow so that they could be surrounded and killed called?	Feigned retreat	

19.	When was William Duke of Normandy crowned King of England (day, month and year)?	25th December (Christmas day) 1066	
20.	Who were the first three marcher earls (loyal Norman Earls appointed by King William I, to be in charge of the new earldoms on borderlands to Wales, Hereford, Shrewsbury & Chester)?	b) Hugh d'Avranches c) William FitzOsbern d) Roger de Montgomery	
Week 3:			
21.	Who won the Battle of Stamford Bridge, the Vikings with Hardrada or the Anglo-Saxons with Godwinson?	King Harold	
22.	Who won the Battle of Hastings, King Harold or William Duke of Normandy?	William Duke of Normandy	
23.	Working men, mainly peasants, who were called to fight for the king in times of war. This allowed the army to be replenished after each battle. What was this called?	Fyrd	
24.	What was a strong wooden, or later stone, tower that was part of a castle called?	Keep	
25.	What was a large mound of earth, typically 5-7 metres high that was part of a castle called?	Motte	
26.	What was the enclosure below the motte in a castle called?	Bailey	
27.	When was the rebellion on the Welsh border that was led by the thegn called Eadric the Wild.	1067	
28.	When was the rebellion in Kent that was led by Eustace of Boulogne?	1067	
29.	When was the rebellion in Northumbria against Copsig?	e) 1067	
30.	When was the rebellion in Exeter led by deceased King Harold's mother?	1068	
Week 4:			
31.	When was the Battle of Stamford Bridge?	25 September 1066	
32.	What were trained soldiers who were also bodyguards to their lord called?	Housecarls	
33.	What was a strong wooden, or later stone, tower that was part of a castle called?	Keep	
34.	When was the rebellion in Mercia and York led by Earls Edwin and Morcar?	1068	
35.	When was the second rebellion in York when Earl Robert de Comines of Northumbria was murdered (month and year)?	January 1069	
36.	When was the third rebellion in York when Aethling joins the rebellion (month and year)?	February 1069	
37.	Who defeated the rebels in York?	King William I	
38.	Who attacks York in September 1069	The Danish with Aethling	

39.	When did the rebellion at Ely happen with Hereward the Wake, the Danes and later Morcar?	1070	
40.	When was the revolt of the Norman earls (Roger FitzOsbern, Earl of Hereford, Earl Ralph de Gael and the English Earl Waltheof)?	1075	
Week 5:			
41.	When was the rebellion in Mercia and York led by Earls Edwin and Morcar?	1068	
42.	When was the rebellion in Exeter led by deceased King Harold's mother?	1068	
43.	Who were the first three marcher earls (loyal Norman Earls appointed by King William I, to be in charge of the new earldoms on borderlands to Wales, Hereford, Shrewsbury & Chester)?	f) Hugh d'Avranches g) William FitzOsbern h) Roger de Montgomery	
44.	When was the Harrying of the North?	1069	
45.	When did King William I die?	1087	
46.	Who became the next king of England? Was it: a) Robert (King William I eldest son) b) William Rufus (King William I second son) c) Henry (King William I third son)	William Rufus	
47.	What is controlling access to privileges, land or appointments called?	Patronage	
48.	What is someone who held their fief (land) directly from the king called?	Tenant-in-chief	
49.	What is a system where people are ranked by status called?	Hierarchy	
50.	What was the law that William introduced called that meant that people were no longer allowed to hunt in the forests or graze their animals if the forest was a royal forest?	Forest Law	
Week 6:			
51.	What was the law that William introduced called that meant that people were no longer allowed to hunt in the forests or graze their animals if the forest was a royal forest?	Forest Law	
52.	When was the revolt of the Norman earls (Roger FitzOsbern, Earl of Hereford, Earl Ralph de Gael and the English Earl Waltheof)?	1075	
53.	When was the rebellion in Northumbria against Copsig?	i) 1067	
54.	When was the Treaty of Abernethy made between King William I and King Malcolm III of Scotland to try and secure the Scottish border (meaning Macolm became a client king to the Normans)?	1072	
55.	What was an order that the king set out called?	writ	
56.	What did the witan change its name to when William I became king?	Curia Regis (king's council)	

57.	What did William I commission in 1085 to tell him what land and property there was, who owned it, and what it was worth?	The Domesday Book	
58.	Who paid the rent to the lord for their land and sometimes had to do work for the lord as well?	Freemen	
59.	Who worked on the lord's land and were unpaid, although they were given a small amount of land to farm for themselves. They could not marry without the lord's permission and couldn't leave the village?	Villeins	
60.	Who was tied to the village and were very poor and they were given less land by the lord?	Bordars & cottars	
Week 7:			
61.	Who was tied to the village and were very poor and they were given less land by the lord?	Bordars & cottars	
62.	What is a system where people are ranked by status called?	Hierarchy	
63.	Who attacks York in September 1069	The Danish with Aethling	
64.	Who made up 10% of the population in 1066 but as the church disapproved and because it was cheaper to give land in return for labour rather than support these people, this number dropped rapidly under the Normans?	Thralls (slaves)	
65.	What were citizens of towns, who had more freedoms, and some legal protections, called?	Burgesses	
66.	Who ate the most meat, the rich or the poor?	Rich	
67.	List 3 jobs that people did in villages.	Possible answers: <ul style="list-style-type: none"> ● Miller ● Blacksmith ● Carpenter ● Wagon-maker ● Wheelwrights ● Weavers ● Knight ● Sherriff 	
68.	List 3 features of a house in a village.	Possible answers: <ul style="list-style-type: none"> ● Hole in the roof to let the smoke escape ● Everyone slept in one room together ● Floor was earth covered with straw and rushes ● Animals were brought into the house at night ● No windows so house was very dark 	
69.	List 3 features of a house in a town.	Possible answers: <ul style="list-style-type: none"> ● Built of wood so high risk of fire. ● Packed closely together. ● As land was so expensive houses were bigger above the ground floor. ● The ground floor of many houses on the highstreet served as a shop or 	

		<p>alehouse</p> <ul style="list-style-type: none"> The upper floors would often be shared between several families. 	
70.	People believed that the king was chosen by God and therefore the king ruled by _____ (fill in the gaps with the answer)	Divine right	
71.	People believed that the king was chosen by God and therefore the king ruled by _____ (fill in the gaps with the answer)	Divine right	
72.	Who worked on the lord's land and were unpaid, although they were given a small amount of land to farm for themselves. They could not marry without the lords permission and couldn't leave the village?	Villeins	
73.	What is someone who held their fief (land) directly from the king called?	Tenant-in-chief	
74.	Everyone was very concerned with what would happen when they died. They were concerned whether they would go to heaven or hell. What was this day called?	Day of Judgement	
75.	Who was the Anglo-Saxon Archbishop of Canterbury in 1052 and then was replaced by the Norman Archbishop in 1070?	Archbishop Stigand	
76.	Which Norman did King William I appoint as the Archbishop of Canterbury in 1070?	Archbishop Lanfranc	
77.	What is a synod?	Church council	
78.	What is it called when you give someone a job because they are your relative, not because they are the best person for the job?	Nepotism	
79.	When was Archbishop Lanfranc appointed by King William (Rufus) II?	1093	
80.	When was the Council of Rockingham called to settle the dispute between King William (Rufus) II and Archbishop Anselm?	1095	
Week 9:			
81.	When was the Council of Rockingham called to settle the dispute between King William (Rufus) II and Archbishop Anselm?	1095	
82.	List 3 features of a house in a town.	<p>Possible answers:</p> <p>Built of wood so high risk of fire.</p> <p>Packed closely together.</p> <p>As land was so expensive houses were bigger above the ground floor.</p> <p>The ground floor of many houses on the highstreet served as a shop or alehouse</p> <p>The upper floors would often be shared between several families.</p>	
83.	Who paid the rent to the lord for their land and sometimes had to do work for the lord as well?	Freemen	

84.	What is it called when a lay person (a non-churchman, in this case the king) would “invest” (officially appoint) a newly consecrated bishop by presenting the symbols of his office?	Lay investiture	
85.	What is the religious way of life in a monastery (a religious house where monks or nuns live a religious life) called?	Monasticism	
86.	What are these rules that monks should live by that were written in the 6th century called? <ul style="list-style-type: none"> ● Poverty - giving up paid positions ● Chastity - not getting married and being celibate ● Obedience - obeying the abbot and prioress ● Prayer - attending eight prayer services a day ● Work - everything they needed or ate had to be produced by them ● Silence - apart from during prayer ● Service - looking after the sick,poor and travellers 	The Rule of St Benedict	
87.	What kind of monastery does this describe? <ul style="list-style-type: none"> ● Followed the Rule of St Benedict ● Independent ● Recruited “lay (not churchmen) brothers” to do manual work. 	Cluniac Monastery	
88.	What was the order of monks called that did not think the Cluniac Monasteries were strict enough?	The Cistercian Order	
89.	What is confessing your sins called?	Confession	
90.	What is it called when you seek forgiveness from God?	penance	

French - Year 9 – Relationships with family and friends AND Home, town, neighbourhood and region

	Week 1: Parle-moi de toi-même	Talk to me about yourself	RAG
1.	Mes amis me disent que je suis quelqu'un qui est	My friends say that I am someone who is	
2.	bien à l'écoute, actif et travailleur ce qui me plaît beaucoup.	a good listener, active and hardworking, which I like a lot.	
3.	Cependant mes parents pensent que je suis trop vaniteux	However my parents think that I am too vain	
4.	car je passe trop de temps devant le miroir !	as I spend too much time in front of the mirror!	
5.	Je dirais que je préfère de ne rien regarder le soir car j'ai horreur des feuilletons.	I would say that I prefer to watch nothing in the evening as I really hate soaps.	
	Week 2 : Comment est ta famille ?	What is your family like?	
6.	Il y a quatre personnes dans ma famille mais mon père	There are four people in my family but my dad	
7.	n'habite pas avec nous car mes parents sont divorcés.	does not live with us as my parents are divorced.	
8.	Ma sœur a dix ans et elle m'énerve beaucoup mais je l'adore quand même, bien sûr !	My sister is ten years old and she annoys me a lot but I still love her, of course!	
9.	Ma mère est grande, élégante et sportive, et	My Mum is tall, elegant and sporty, and	
10.	on fait beaucoup de sport ensemble le week-end.	we do a lot of sport together at the weekend.	
	Week 3: Tu t'entends bien avec ta famille ?	Do you get on well with your family?	
11.	En général, oui on s'entend bien mais quelquefois	In general, yes we get on well but sometimes	
12.	on se dispute, surtout si j'ai besoin de plus d'argent de poche!	we argue, especially if I need more pocket money!	
13.	Par exemple hier soir, j'ai demandé à maman pour cinq livres supplémentaire	For example last night, I asked my Mum for 5 pounds extra	
14.	mais elle a dit que je devais faire la vaisselle - peu importe!	but she said I had to do the washing up - whatever !	
15.	Je me fâche facilement avec ma sœur car on a les goûts différents.	I get easily cross with my sister as we have different tastes.	
	Week 4: Préfères-tu être avec tes amis ou ta famille ?	Do you prefer to be with your friends or family?	
16.	D'habitude le soir, ma mère m'oblige de faire mes devoirs	Normally in the evening, my mum makes me do my homework	
17.	tandis que je préférerais plutôt traîner avec mes potes.	whereas I would rather prefer to hang out with my mates.	
18.	Je ne pense pas que les adolescents veulent être avec	I don't think that teenagers want to be with	
19.	leur famille tout le temps – ils veulent être indépendants.	their family all the time – they want to be independent.	
20.	J'aime garder ma sœur de temps en temps car ma famille est importante pour moi.	I like to look after my sister from time to time as my family is important for me.	
	Week 5: Où habites-tu?	Where do you live?	
21.	J'habite dans le sud-ouest de l'Angleterre	I live in the south west of England	
22.	sur une presqu'île qui s'appelle Portland.	on a (near) island called Portland.	
23.	Nous habitons au bord de la mer	We live at the seaside	
24.	dans une jolie maison près d'une belle plage de galets.	in a pretty house near a beautiful pebble beach.	
25.	Malheureusement, c'est trop tranquille, donc je voudrais vivre dans une grande ville animée.	Unfortunately, it's too quiet, so I would like to live in a large lively town.	
	Week 6: Comment est ta maison?	What is your house like?	
26.	Ma maison est de trois étages vu qu'on a un grenier,	My house has three floors seeing as we have an attic,	
27.	quatre salles au premier étage et	four rooms on the first floor and	
28.	trois chambres avec deux salles de bains au 2ème étage.	three bedrooms with two bathrooms on the second floor.	
29.	J'adore ma chambre car j'ai un canapé que j'utilise	I love my bedroom as I have a settee which I use	
30.	quand je veux regarder la télé – je pense que j'ai de la chance!	when I want to watch TV – I think that I'm lucky!	
	Week 7: Aimes-tu ta région?	Do you like your region ?	

31.	La meilleure chose de ma région c'est la côte parce qu'on peut	The best thing about my region is the coast because you can	
32.	faire du sport, se détendre ou découvrir l'histoire du quartier.	do sport, relax or discover the history of the area.	
33.	Quand il pleut, il y a des musées qu'on peut visiter.	When it rains, there are museums you can visit.	
34.	Le week-end dernier j'ai fait une excursion en bateau	Last weekend I took a boat ride	
35.	car il faisait si beau et c'était la meilleure expérience !	because it was so sunny and it was the best experience!	
Week 8: Où voudrais-tu habiter dans le futur ?		Where would you like to live in the future?	
36.	A l'avenir, j'aimerais bien habiter à l'étranger mais	In the future, I would really like to live abroad but	
37.	je n'ai pas encore décidé où ! Tout ce que je sais, c'est	I still have not decided where! All that I know, is	
38.	que je voudrais habiter dans une villa blanche avec	that I would like to live in a white villa with	
39.	une grande piscine et une vue panoramique de la mer.	a big swimming pool and a panoramic view of the sea.	
40.	C'est mon rêve depuis toujours d'avoir ma propre piscine.	It has always been my dream to have my own swimming pool.	
Week 9: Ou préférerais-tu habiter?		Where would you prefer to live?	
41.	Je préférerais habiter au bord de la mer au lieu de la campagne	I would prefer to live at the seaside instead of the countryside	
42.	car la natation et les sports nautiques sont ma passion.	as swimming and water sports are my passion.	
43.	Aussi, je n'aime pas être trop isolé.	Also, I don't like being too isolated.	
44.	Il y a toujours beaucoup de touristes en été mais	There are always a lot of tourists in the summer but	
45.	malheureusement c'est un peu mort en hiver.	unfortunately it's a bit dead in the winter.	

Geography – Year 9 – Unit 1 – The Challenge of Natural Hazards

Week 1:			RAG
1.	Natural Hazard	A natural event that threatens people or has the potential to cause damage, destruction and death	
2.	Hazard risk	The probability or chance that a natural hazard may take place.	
3.	Oceanic Crust	Heavier, thinner crust that is made of basalt and can be made and destroyed.	
4.	Continental crust	The lighter, thicker crust that is made of granite, makes up the continents and shallow seas.	
5.	Tectonic Plates	A large section of the earth's crust that floats on the semi molten mantle.	
6.	Plate Margins	The boundary between two tectonic plates.	
7.	Conservative Plate Margin	Where tectonic plates slide past each other (EARTHQUAKES).	
8.	Destructive Plate Margins	Where two plates move towards each other and oceanic plate is forced underneath.	
9.	Constructive Plate Margins	Where plates move apart, magma escapes forming shield volcanoes.	
10.	Earthquake	Vibrations in the earth's crust caused by movements in tectonic plates.	
Week 2:			
11.	Primary Effects	Effects caused directly by the hazard.	
12.	Secondary Effects	Effects caused by the primary effects.	
13.	Immediate Responses	How people react immediately after a disaster. (rescue, food, water, shelter etc).	
14.	Long Term Responses	How people return their lives to normal after a disaster (rebuilding).	
15.	Prediction	Attempts to forecast when and where a natural hazard will strike..	
16.	Protection	Actions taken before a hazard strikes to reduce its impact.	
17.	Planning	Actions taken to enable communities to respond to, and recover from natural disasters.	
18.	Monitoring	Recording physical changes, to help predict when and where a natural hazard might strike.	
19.	Extreme weather	A weather event that is significantly different from the average or usual weather pattern, and is especially severe or unseasonal.	
20.	Global atmospheric circulation	The worldwide system of winds, which transports heat from tropical to polar latitudes.	
Week 3:			
21.	Global convection cells	Hadley Cell, Ferrel Cell, Polar Cell	
22.	Tropical storm	An area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.	
23.	Saffir-Simpson scale	Classification of tropical storms based on wind speed.	
24.	Distribution of tropical storms	The locations where tropical storms form and travel.	
25.	Frequency of tropical storms	The number of tropical storms that occur in a year.	
26.	Intensity of tropical storms	The size/category of a tropical storm.	
27.	Climate change	A long-term change in the earth's climate (temperature).	
28.	Natural climate change	Climate change that occurs without human interference.	

29.	Adaptation	Actions taken to adjust to natural events such as climate change.	
30.	Mitigation	Action taken to reduce or eliminate the long-term risk of climate change.	
Week 4:			
31.	Natural Hazard	A natural event that threatens people or has the potential to cause damage, destruction and death	
32.	Hazard risk	The probability or chance that a natural hazard may take place.	
33.	Oceanic Crust	Heavier, thinner crust that is made of basalt and can be made and destroyed.	
34.	Continental crust	The lighter, thicker crust that is made of granite, makes up the continents and shallow seas.	
35.	Tectonic Plates	A large section of the earth's crust that floats on the semi molten mantle.	
36.	Plate Margins	The boundary between two tectonic plates.	
37.	Conservative Plate Margin	Where tectonic plates slide past each other (EARTHQUAKES).	
38.	Destructive Plate Margins	Where two plates move towards each other and oceanic plate is forced underneath.	
39.	Constructive Plate Margins	Where plates move apart, magma escapes forming shield volcanoes.	
40.	Earthquake	Vibrations in the earth's crust caused by movements in tectonic plates.	
Week 5:			
41.	Primary Effects	Effects caused directly by the hazard.	
42.	Secondary Effects	Effects caused by the primary effects.	
43.	Immediate Responses	How people react immediately after a disaster. (rescue, food, water, shelter etc).	
44.	Long Term Responses	How people return their lives to normal after a disaster (rebuilding).	
45.	Prediction	Attempts to forecast when and where a natural hazard will strike..	
46.	Protection	Actions taken before a hazard strikes to reduce its impact.	
47.	Planning	Actions taken to enable communities to respond to, and recover from natural disasters.	
48.	Monitoring	Recording physical changes, to help predict when and where a natural hazard might strike.	
49.	Extreme weather	A weather event that is significantly different from the average or usual weather pattern, and is especially severe or unseasonal.	
50.	Global atmospheric circulation	The worldwide system of winds, which transports heat from tropical to polar latitudes.	
Week 6:			
51.	Global convection cells	Hadley Cell, Ferrel Cell, Polar Cell	
52.	Tropical storm	An area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.	
53.	Saffir-Simpson scale	Classification of tropical storms based on wind speed.	
54.	Distribution of tropical storms	The locations where tropical storms form and travel.	
55.	Frequency of tropical storms	The number of tropical storms that occur in a year.	
56.	Intensity of tropical storms	The size/category of a tropical storm.	
57.	Climate change	A long-term change in the earth's climate (temperature).	
58.	Natural climate change	Climate change that occurs without human interference.	
59.	Adaptation	Actions taken to adjust to natural events such as climate change.	
60.	Mitigation	Action taken to reduce or eliminate the long-term risk of climate change.	
Week 7:			

61.	Natural Hazard	A natural event that threatens people or has the potential to cause damage, destruction and death	
62.	Hazard risk	The probability or chance that a natural hazard may take place.	
63.	Oceanic Crust	Heavier, thinner crust that is made of basalt and can be made and destroyed.	
64.	Continental crust	The lighter, thicker crust that is made of granite, makes up the continents and shallow seas.	
65.	Tectonic Plates	A large section of the earth's crust that floats on the semi molten mantle.	
66.	Plate Margins	The boundary between two tectonic plates.	
67.	Conservative Plate Margin	Where tectonic plates slide past each other (EARTHQUAKES).	
68.	Destructive Plate Margins	Where two plates move towards each other and oceanic plate is forced underneath.	
69.	Constructive Plate Margins	Where plates move apart, magma escapes forming shield volcanoes.	
70.	Earthquake	Vibrations in the earth's crust caused by movements in tectonic plates.	
Week 8:			
71.	Primary Effects	Effects caused directly by the hazard.	
72.	Secondary Effects	Effects caused by the primary effects.	
73.	Immediate Responses	How people react immediately after a disaster. (rescue, food, water, shelter etc).	
74.	Long Term Responses	How people return their lives to normal after a disaster (rebuilding).	
75.	Prediction	Attempts to forecast when and where a natural hazard will strike..	
76.	Protection	Actions taken before a hazard strikes to reduce its impact.	
77.	Planning	Actions taken to enable communities to respond to, and recover from natural disasters.	
78.	Monitoring	Recording physical changes, to help predict when and where a natural hazard might strike.	
79.	Extreme weather	A weather event that is significantly different from the average or usual weather pattern, and is especially severe or unseasonal.	
80.	Global atmospheric circulation	The worldwide system of winds, which transports heat from tropical to polar latitudes.	
Week 9:			
81.	Global convection cells	Hadley Cell, Ferrel Cell, Polar Cell	
82.	Tropical storm	An area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.	
83.	Saffir-Simpson scale	Classification of tropical storms based on wind speed.	
84.	Distribution of tropical storms	The locations where tropical storms form and travel.	
85.	Frequency of tropical storms	The number of tropical storms that occur in a year.	
86.	Intensity of tropical storms	The size/category of a tropical storm.	
87.	Climate change	A long-term change in the earth's climate (temperature).	
88.	Natural climate change	Climate change that occurs without human interference.	
89.	Adaptation	Actions taken to adjust to natural events such as climate change.	
90.	Mitigation	Action taken to reduce or eliminate the long-term risk of climate change.	