Atlantic Academy Portland
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ENGLISH KNOWLEDGE MAP

Year 9 | Unit 1 – Reading, Writing and Context

DRIVING QUESTION:
How do writers use language, evidence and context to create meaning and influence readers?

WEEK 1 Detection and Deduction

Learning Question: How do readers use evidence to reach conclusions?

5 BIG IDEAS

1. Inference uses evidence and reasoning to reach a conclusion that is not stated directly.
2. Deduction uses known facts to reach a logical decision or answer.
3. Surmise is an idea believed possible even when there is not enough evidence to confirm it.
4. Detection involves identifying something hidden or difficult to notice.
5. To suspect something is to think it may be true without having certain proof.

VOCABULARY YOU MUST KNOW

inference | deduction
surmise | detection
suspect



REMEMBER THIS:
Good readers use clues and logic to shape their thinking.

BY THE END OF THIS WEEK I CAN...
define and apply key terms linked to inference and detection.

WEEK 2 Creating Mystery

Learning Question: How can writers create a mysterious setting and character?

5 BIG IDEAS

1. Writers select precise descriptive details to help readers imagine a setting clearly.
2. A setting can establish a mysterious atmosphere before a character is introduced.
3. Character descriptions can provide clues that encourage readers to make inferences.
4. Writers can make readers suspect a character without immediately revealing the truth.
5. Effective descriptions connect setting and character to create a coherent impression for the reader.

VOCABULARY YOU MUST KNOW

precise description
mysterious setting
character clues
suspicion
setting + character



REMEMBER THIS:
Good descriptions create atmosphere and give clues about character.

BY THE END OF THIS WEEK I CAN...
explain how writers use setting and character to create mystery.

WEEK 3 Persuasion and Attitudes

Learning Question: How can writers use language to influence an audience?

5 BIG IDEAS

1. Persuasive writers select techniques deliberately to influence their audience's attitudes and responses.
2. Facts and statistics can provide evidence that makes an argument appear convincing and credible.
3. Opinions and emotive language can encourage audiences to respond personally or emotionally.
4. Repetition and anaphora emphasise important ideas by deliberately repeating words or phrases.

VOCABULARY YOU MUST KNOW

allusion
an indirect reference to a book, event or idea.

penitent
showing sorrow and regret.

anaphora
repeating a word or phrase at the start of clauses or sentences.

benevolent
well-meaning and kind.

malevolent
wishing to do evil to others.



REMEMBER THIS:
Good language choices help writers influence audiences.

BY THE END OF THIS WEEK I CAN...
explain how writers use language to influence others.

WEEK 4 The Industrial Revolution

Learning Question: How did industrialisation change life in Britain's cities?

5 BIG IDEAS

1. The Industrial Revolution transformed Britain as manufacturing and industry became increasingly important to the economy.
2. Industrial growth encouraged large numbers of people to move to towns and cities in search of work.
3. Rapid urban population growth placed increasing pressure on housing and living conditions.
4. [illegible] of work.
5. Overcrowding became an important feature of life in [illegible] concerned with poverty, inequality and social change.

VOCABULARY YOU MUST KNOW

industrialisation
making industry or manufacturing important.

overcrowding
too many people in a limited [illegible].

migration
movement of people from one place to another.

urban
relating to towns and cities.



REMEMBER THIS:
Understanding industrial Britain helps you understand its people and literature.

BY THE END OF THIS WEEK I CAN...
explain how industrialisation changed life in Britain's cities.

WEEK 5 Character and Precise Vocabulary

Learning Question: How can precise vocabulary shape our impressions of characters?

5 BIG IDEAS

1. Precise vocabulary allows writers to communicate particular qualities and attitudes about characters.
2. Misanthropic describes someone who dislikes people generally and may create a negative character impression.
3. Congenial describes someone pleasant and friendly, creating a positive impression of their personality.
4. Avarice means extreme greed and can reveal an important motivation or character flaw.
5. Carefully chosen vocabulary creates more precise and powerful impressions than vague everyday words.

VOCABULARY YOU MUST KNOW

preposterous
absurd or ridiculous.

misanthropic
disliking people in general.

congenial
pleasant and friendly.

vestige
a small trace of something that is no longer here.

irrepressible
unable to be controlled or stopped.

apparition
continuing without pause or interruption.

avarice
extreme greed.



REMEMBER THIS:
Precise vocabulary helps you build clear and powerful character impressions.

BY THE END OF THIS WEEK I CAN...
explain how vocabulary shapes our impressions of characters.

WEEK 6 Writer's Tools and Effects

Learning Question: How can writers use language and conventions to create effects?

5 BIG IDEAS

1. Gothic writing commonly creates mystery, fear and dread through its language and conventions.
2. Antithesis places opposing ideas together so writers can create a deliberate contrast.
3. Hypophora occurs when a writer asks a question and then immediately provides the answer.
4. Precise vocabulary allows writers to communicate particular meanings and impressions effectively.
5. Writers choose language and conventions deliberately to create particular effects on readers.

VOCABULARY YOU MUST KNOW

gothic conventions
features used to create a Gothic atmosphere.

antithesis
a direct opposite.

hypophora
a question followed by an immediate answer.

precise vocabulary
exact and carefully chosen words.

writer's effects
the impact on the reader created by the writer's choices.

ubiquitous
present, appearing or found everywhere.



REMEMBER THIS:
Writers' choices of language and conventions create effects on the reader.

BY THE END OF THIS WEEK I CAN...
explain how writers use tools and conventions to create effects.

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember it and the more confident you will become in English.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

Atlantic Academy Portland
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ENGLISH HOMEWORK

Year 9 | Unit 1: Detection and Deduction | Week 1

DRIVING QUESTION
How can a writer influence us to change our attitudes?

WEEK 1 Detection and Deduction

Learning Question:
How do readers use evidence to reach conclusions?

1 KNOW MORE – 5 mins

Read the Week 1 Knowledge Card (blue).
Focus on the five Big Ideas and the vocabulary.

2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember in your homework book about the five Big Ideas.
Use the icons below as prompts.


Inference


Deduction


Surmise


Detection


Suspect

3 CHECK MORE – 5 mins

Open your Knowledge Map.
Correct using **PURPLE PEN**. Add any missing facts.
Write three facts to remember next time.

1 2 3

4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

How do readers use evidence to reach conclusions?

5 EXPLORE MORE – 5 mins (optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP
Good detectives ask lots of questions and never assume – look for clues!

REVIEW CHALLENGE

1. What is inference?
2. What is deduction?
3. What is surmise?
4. What helps detectives find evidence?
5. What is a suspect?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

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ENGLISH HOMEWORK

Year 9 | Unit 1: Detection and Deduction | Week 2

DRIVING QUESTION
How can a writer influence us to change our attitudes?

WEEK 2 Creating Mystery

Learning Question:
How can writers create a mysterious setting and character?

1 KNOW MORE – 5 mins

Read the Week 2 Knowledge Card (green).
Focus on the five Big Ideas and the vocabulary.

2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.


Setting


Atmosphere


Mysterious character


Questions


Foreshadowing

3 CHECK MORE – 5 mins

Open your Knowledge Map.
Correct using **PURPLE PEN**. Add any missing facts. Underline key vocabulary.
Write three facts to remember next time.

1 2 3

4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
How can writers create a mysterious setting and character?

5 EXPLORE MORE – 5 mins (optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP
A good mystery drops small clues early to make the reader curious.

REVIEW CHALLENGE

1. What is a mysterious setting?
2. How does atmosphere build mystery?
3. What makes a character seem mysterious?
4. Why do writers use questions?
5. What is foreshadowing?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

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CHECK MORE
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ENGLISH HOMEWORK

Year 9 | Unit 1: Detection and Deduction | Week 3

DRIVING QUESTION
How can a writer influence us to change our attitudes?

WEEK 3 Persuasion and Attitudes

Learning Question:
How can writers use language to influence an audience?

1 KNOW MORE – 5 mins

Read the Week 3 Knowledge Card (orange).
Focus on the five Big Ideas and the vocabulary.

2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.

- Persuasive techniques
- Facts & statistics
- Opinions & emotive language
- Repetition & anaphora
- Rhetorical questions & triads

3 CHECK MORE – 5 mins

Open your Knowledge Map.
Correct using **PURPLE PEN**. Add any missing facts.
Underline key vocabulary.
Write three facts to remember next time.

1 2 3

4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

How can writers use language to influence an audience?

5 EXPLORE MORE – 5 mins (optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP
Different writers use different techniques to influence us – can you spot them?

REVIEW CHALLENGE

1. What is the difference between a fact and an opinion?
2. What is emotive language?
3. Why might a writer use repetition?
4. What is a rhetorical question?
5. Why might a writer include statistics?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

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ENGLISH HOMEWORK

Year 9 | Unit 1: Detection and Deduction | Week 4

DRIVING QUESTION
How can a writer influence us to change our attitudes?

WEEK 4 The Industrial Revolution

Learning Question:
How did industrialisation change life in Britain's cities?

1 KNOW MORE – 5 mins

Read the Week 4 Knowledge Card (purple).
Focus on the five Big Ideas and the vocabulary.

2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.

- Industrialisation
- Migration to cities
- Living conditions
- Work and employment
- Social impact

3 CHECK MORE – 5 mins

Open your Knowledge Map.
Correct using **PURPLE PEN**. Add any missing facts. Underline key vocabulary.
Write three facts to remember next time.

1 2 3

4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

How did industrialisation change life in Britain's cities?

5 EXPLORE MORE – 5 mins (optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP
Big changes in the past often have long-lasting effects.

REVIEW CHALLENGE

1. What is industrialisation?
2. Why did people move to cities?
3. What were living conditions like?
4. What kinds of work were available?
5. What was the social impact of industrialisation?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
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CHECK MORE
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CONNECT MORE
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ENGLISH HOMEWORK

Year 9 | Unit 1: Detection and Deduction | Week 5

DRIVING QUESTION
How can a writer influence us to change our attitudes?

WEEK 5 Character and Precise Vocabulary

Learning Question:
How can precise vocabulary shape our impressions of characters?

1 KNOW MORE – 5 mins

Read the Week 5 Knowledge Card (red).

Focus on the five Big Ideas and the vocabulary.

2 REMEMBER MORE – 10 mins

Close your Knowledge Map.

Write everything you can remember about the five Big Ideas.

Use the icons below as prompts.

Precise vocabulary | Misanthropic | Congenial | Avarice | Powerful word choices

3 CHECK MORE – 5 mins

Open your Knowledge Map.

Correct using **PURPLE PEN**. Add any missing facts. Underline key vocabulary. 1 2 3

Write three facts to remember next time.

4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

How can precise vocabulary shape our impressions of characters?

5 EXPLORE MORE – 5 mins (optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP
Precise vocabulary paints a picture in the reader's mind.

REVIEW CHALLENGE

1. What does misanthropic mean?
2. How does congenial create a positive impression?
3. What is avarice?
4. What does vestige mean?
5. Name one word that means something uncontrollable.

KNOW MORE Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE Making links and answering questions helps you think more deeply.

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ENGLISH HOMEWORK

Year 9 | Unit 1: Detection and Deduction | Week 6

DRIVING QUESTION
How can a writer influence us to change our attitudes?

WEEK 6 Writer's Tools and Effects

Learning Question:
How can writers use language and conventions to create effects?

1 KNOW MORE – 5 mins

Read the Week 6 Knowledge Card (teal).

Focus on the five Big Ideas and the vocabulary.

2 REMEMBER MORE – 10 mins

Close your Knowledge Map.

Write everything you can remember about the five Big Ideas.

Use the icons below as prompts.

Gothic conventions | Antithesis | Hypophora | Precise vocabulary | Writer's effects

3 CHECK MORE – 5 mins

Open your Knowledge Map.

Correct using **PURPLE PEN**. Add any missing facts. Underline key vocabulary. 1 2 3

Write three facts to remember next time.

4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

How can writers use language and conventions to create effects?

5 EXPLORE MORE – 5 mins (optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP

Writers choose tools carefully to make you think and feel.

REVIEW CHALLENGE

1. What is antithesis?
2. What is hypophora?
3. Give an example of a Gothic convention.
4. How does precise vocabulary improve writing?
5. What effect might a writer create with antithesis?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

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GEOGRAPHY KNOWLEDGE MAP

Year 9 | Unit 1 – Water on the land

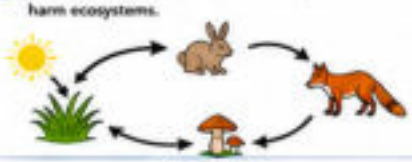
DRIVING QUESTION:
How do rivers and glaciers shape the land and how can we manage water and its risks?

WEEK 1 ECOSYSTEMS

Learning Question: What makes up ecosystems and how do they function?

5 BIG IDEAS

1. Ecosystems are natural systems of living things and non-living things.
2. Producers make their own food using sunlight.
3. Food chains and webs show how energy flows through ecosystems.
4. Nutrient cycles recycle nutrients within ecosystems.
5. Human activity can reduce biodiversity and harm ecosystems.



VOCABULARY YOU MUST KNOW

Ecosystem: a natural system of living and non-living things.

Producers: organisms that make their own food.

Consumers: organisms that get energy by eating others.

Decomposers: break down dead material and recycle nutrients.

Biodiversity: the variety of life in a habitat.

REMEMBER THIS:
Energy flows. Nutrients cycle. Balance keeps ecosystems healthy.

BY THE END OF THIS WEEK I CAN...
describe how ecosystems work and why they are important.

WEEK 2 HUMAN IMPACT ON FORESTS

Learning Question: What human activities affect forests and why?

5 BIG IDEAS

1. Forests provide resources people depend on.
2. Human activities like deforestation harm forests.
3. Dams and HEP provide electricity but have impacts.
4. Farming systems affect people and environments.
5. Population pressure increases demand for resources.



VOCABULARY YOU MUST KNOW

Deforestation: the removal of trees.

HEP: hydroelectric power from dams.

Logging: cutting down trees to sell.

Commercial farming: farming to make money.

Population pressure: problems caused by more people.

REMEMBER THIS:
Our choices about resources affect forests and people.

BY THE END OF THIS WEEK I CAN...
explain how people use forests and the impacts of these uses.

WEEK 3 MANAGING THE ENVIRONMENT

Learning Question: How can forests be managed sustainably?

5 BIG IDEAS

1. Replanting replaces trees that have been cut down.
2. Soil erosion removes fertile soil.
3. Sustainable management meets needs without damaging the future.
4. Conservation protects and restores environments.
5. Ecotourism and agreements help protect forests.



VOCABULARY YOU MUST KNOW

Replanting: planting trees in cut-down areas.

Sustainable: meeting needs without harming the future.

Conservation: managing to protect or restore nature.

Ecotourism: tourism with minimal impact on nature.

International agreements: help protect rainforests.

REMEMBER THIS:
Sustainable choices protect forests and future generations.

BY THE END OF THIS WEEK I CAN...
evaluate ways forests can be managed sustainably.

WEEK 4 RESOURCES RECAP

Learning Question: How can resources be managed to support a growing population?

5 BIG IDEAS

1. Resource supply is how much we have.
2. Demand is how much we want or need.
3. Resource management stops resources running out.
4. Food security means access to safe, nutritious food.
5. Sustainable food supply protects resources and people.



VOCABULARY YOU MUST KNOW

Supply: how much of a resource someone has.

Demand: how much of a resource someone wants.

Resource management: control to prevent resources running out.

Food security: access to nutritious food.

Carbon footprint: greenhouse gases from our actions.

REMEMBER THIS:
Good management and choices support people and the planet.

BY THE END OF THIS WEEK I CAN...
explain how resources are used to meet people's needs.

WEEK 5 ENERGY & WATER RECAP

Learning Question: How can we produce energy and use water sustainably?

5 BIG IDEAS

1. Non-renewable energy cannot be replaced.
2. Renewable energy comes from natural sources.
3. Fracking and shale gas provide energy but have impacts.
4. Sustainable energy supply reduces pollution and supports the future.
5. Water security and insecurity affect quality of life.



VOCABULARY YOU MUST KNOW

Non-renewable energy: energy that will run out.

Renewable energy: energy from natural sources that won't run out.

Fracking: method to release natural gas.

Water security: reliable, good quality water.

Water insecurity: not enough or poor quality water.

REMEMBER THIS:
Our energy and water choices affect people and the planet.

BY THE END OF THIS WEEK I CAN...
evaluate different energy and water solutions.

WEEK 6 NATURAL HAZARDS RECAP

Learning Question: How do natural hazards occur and cause damage?

5 BIG IDEAS

1. Natural hazards can threaten people and cause damage.
2. Hazard risk is the chance a hazard will happen.
3. Tectonic plates move and create hazards.
4. Earthquakes occur at destructive plate margins.
5. Volcanoes form at constructive plate margins.



VOCABULARY YOU MUST KNOW

Natural hazard: a natural event that can cause damage.

Hazard risk: the chance a hazard may occur.

Tectonic plates: large pieces of Earth's crust.

Destructive margin: plates collide or one sinks.

Constructive margin: plates move apart.

REMEMBER THIS:
Plate movement causes hazards that can destroy or build land.

BY THE END OF THIS WEEK I CAN...
explain how tectonic processes cause natural hazards.

HOW TO USE YOUR KNOWLEDGE MAP

KNOW MORE
Read the Knowledge Map carefully. Focus on the key ideas and vocabulary.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Check and correct strengthens memory and helps you improve accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY RETRIEVAL PRACTICE WORKS
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember it and the more confident you will become in Geography.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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GEOGRAPHY HOMEWORK

Year 9 | Unit 1: Our Dynamic World | Week 1

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 1 ECOSYSTEMS

Learning Question:
What makes up ecosystems and how do they function?

1 KNOW MORE

Read the **BLUE** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES


Ecosystems


Producers


Consumers


Decomposers


Nutrient cycles

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optional)

BRAIN TIP

Think about how different parts of an ecosystem work together to keep it in balance.

REVIEW CHALLENGE

1. What is an ecosystem?
2. How do producers make their own food?
3. How do consumers get their energy?
4. What role do decomposers play?
5. What do nutrient cycles do in an ecosystem?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
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GEOGRAPHY HOMEWORK

Year 9 | Unit 1: Our Dynamic World | Week 2

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 2 HUMAN IMPACTS ON FORESTS

Learning Question:
What human activities affect forests and why?

1 KNOW MORE

Read the **GREEN** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES


Deforestation


Dams & HEP


Logging


Farming systems


Population pressure

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optionall)

BRAIN TIP

Human activities can have both positive and negative impacts on forests and the people who rely on them.

REVIEW CHALLENGE

1. What is deforestation?
2. How do dams generate electricity?
3. Why do we cut down trees?
4. What are farming systems designed to do?
5. What problems are caused by population pressure?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
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GEOGRAPHY HOMEWORK

Year 9 | Unit 1: Our Dynamic World | Week 3

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 3 MANAGING THE ENVIRONMENT

Learning Question:
How can forests be managed sustainably?

1 KNOW MORE

Read the **ORANGE** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES


Replanting


Soil erosion


Sustainable management


Conservation


International agreements

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optionall)

BRAIN TIP

Sustainable choices today help protect forests, people and wildlife for the future.

REVIEW CHALLENGE

1. What is replanting?



2. How does soil erosion affect forests?



3. What does sustainable management mean?



4. How does conservation help protect forests?



5. Why are international agreements important?



KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
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CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
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GEOGRAPHY HOMEWORK

Year 9 | Unit 1: Our Dynamic World | Week 4

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 4 RESOURCES RECAP

Learning Question:
How can resources be managed to support a growing population?

1 KNOW MORE

Read the **PURPLE** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES


Resource supply


Resource management


Food security



Carbon footprint


Sustainable food supply

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optionall)

BRAIN TIP

Good choices and smart management today help ensure resources are available for everyone, now and in the future.

REVIEW CHALLENGE

1. What is resource supply?

2. What does resource management involve?

3. Why is food security important?

4. What is a carbon footprint?


5. How can we achieve a sustainable food supply?


KNOW MORE
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GEOGRAPHY HOMEWORK

Year 9 | Unit 1: Our Dynamic World | Week 5

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 5 ENERGY & WATER RECAP

Learning Question:
How can we produce energy and use water sustainably?

1 KNOW MORE

Read the **RED** Knowledge Card.

Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES


Non-renewable energy


Renewable energy


Fracking & shale gas


Sustainable energy supply


Water security & insecurity

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

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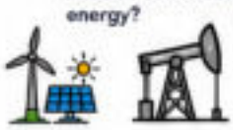
5 MINUTES (Optionall)

BRAIN TIP

Our energy and water choices affect people, communities and the environment.

REVIEW CHALLENGE

1. What is the difference between renewable and non-renewable energy?



2. What is fracking and what is it used for?



3. What is nuclear power and how does it work?



4. What is water security?



5. What does water insecurity mean?



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GEOGRAPHY HOMEWORK

Year 9 | Unit 1: Our Dynamic World | Week 6

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 6 NATURAL HAZARDS RECAP

Learning Question:
How do natural hazards occur and cause damage?

1 KNOW MORE

Read the **TEAL** Knowledge Card.

Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
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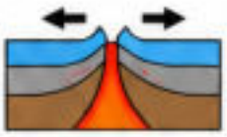
10 MINUTES


Natural hazards & hazard risk


Oceanic & continental crust


Tectonic plates


Destructive margins


Constructive & conservative margins

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optionally)

BRAIN TIP

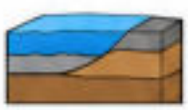
Tectonic plate movement shapes Earth's surface and creates powerful natural hazards.

REVIEW CHALLENGE

1. What is a natural hazard?



2. What are oceanic and continental crust?



3. What are tectonic plates?



4. What is a destructive plate margin?



5. What are constructive and conservative plate margins?



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HISTORY KNOWLEDGE MAP

Year 9 | Unit 1 – World War 2

DRIVING QUESTION:
What caused the Second World War, how did it develop, and what were the key consequences?

WEEK 1 — The causes of the Second World War

Learning Question: What caused the Second World War?

5 BIG IDEAS

1. Germany lost land, reduced its army and paid reparations after the First World War.
2. Hitler broke the Treaty of Versailles by rearming and sending troops into the Rhineland.
3. He formed the Anschluss with Austria and took over the Sudetenland.
4. Appeasement from Britain and France made Hitler more confident.
5. Hitler invaded Poland in September 1939, causing Britain and France to declare war.

VOCABULARY YOU MUST KNOW

- **Treaty of Versailles:** a peace treaty that punished Germany.
- **Appeasement:** accepting demands to avoid conflict.
- **Anschluss:** Germany joining with Austria.
- **Munich Agreement:** an agreement giving Hitler the Sudetenland.
- **Turning point:** an event that causes a big change.


Appeasement and confidence


Treaty of Versailles


Events in Europe 1936–39


Invasion of Poland


Britain and France declare war

REMEMBER THIS:
Hitler's actions and appeasement caused the outbreak of war.

BY THE END OF THIS WEEK I CAN...
explain the main causes of the Second World War.

WEEK 2 — The outbreak of war and early Nazi victories

Learning Question: How did the war begin and why were the Nazis so successful early on?

5 BIG IDEAS

1. The Molotov-Ribbentrop Pact shocked Europe.
2. Hitler invaded Poland on 1st September 1939, beginning the war.
3. Blitzkrieg allowed Germany to defeat enemies quickly.
4. Germany conquered many countries between 1939 and 1941.
5. Britain stood alone in 1940 but won the Battle of Britain.

VOCABULARY YOU MUST KNOW

- **Molotov-Ribbentrop Pact:** a non-aggression treaty between Germany and the USSR.
- **Blitzkrieg:** fast-moving warfare using tanks and aircraft.
- **Luftwaffe:** the German air force.
- **Radar:** a system that detects aircraft.
- **Rationing:** fair distribution of limited food.


Molotov-Ribbentrop Pact


Invasion of Poland


Blitzkrieg


German conquests


Battle of Britain – Britain survives

REMEMBER THIS:
Germany had early success, but Britain refused to give up.

BY THE END OF THIS WEEK I CAN...
describe how the war began and why Britain survived in 1940.

WEEK 3 — Turning points: Britain and the Eastern Front

Learning Question: How did key battles and events change the course of the war?

5 BIG IDEAS

1. The Battle of Britain was a major turning point.
2. The RAF, radar and civilians all played their part.
3. Hitler's focus on bombing cities helped Britain.
4. Operation Barbarossa invaded the Soviet Union in June 1941.
5. The invasion failed due to size, resistance and winter.

VOCABULARY YOU MUST KNOW

- **Radar:** a system that detects aircraft.
- **Operation Barbarossa:** Germany's invasion of the USSR.
- **Resistance:** fighting against an enemy.
- **Winter:** harsh weather that slowed the German army.
- **Consequence:** a result of an event.


Battle of Britain


RAF and radar


Bombing cities


Invasion of the Soviet Union


Resistance and winter

REMEMBER THIS:
Britain's victory in the air and Soviet resistance were key turning points.

BY THE END OF THIS WEEK I CAN...
explain why Britain won the Battle of Britain and why Barbarossa failed.

WEEK 4 — America enters the war and the global conflict expands

Learning Question: Why was the USA's entry into the war a turning point?

5 BIG IDEAS

1. Japan attacked Pearl Harbor on 7 December 1941.
2. The USA declared war on Japan the next day.
3. The USA gave huge support to the Allies.
4. North Africa was important for oil and the Suez Canal.
5. The USA's entry was a major turning point in the war.

VOCABULARY YOU MUST KNOW

- **Pearl Harbor:** a US naval base attacked by Japan.
- **Turning point:** an event that changes the course of history.
- **Allies:** countries fighting against Germany and Japan.
- **Suez Canal:** a waterway between the Mediterranean and Red Seas.
- **Afrika Korps:** German army led by Rommel in North Africa.


Attack on Pearl Harbor


USA enters the war


USA supports the Allies


Global conflict expands


Turning point for the Allies

REMEMBER THIS:
The USA's entry gave the Allies huge strength and resources.

BY THE END OF THIS WEEK I CAN...
explain why the USA entered the war and its impact on the conflict.

WEEK 5 — Allied advances and the end of war in Europe

Learning Question: How did the Allies win in Europe and why did the war end?

5 BIG IDEAS

1. Allied forces invaded Italy and D-Day opened a second front.
2. The Soviet army pushed Germany back from the East.
3. Hitler's mistakes and shortages weakened Germany.
4. The Soviets captured Berlin.
5. Hitler died in April 1945, and Germany's surrender took effect on 8 May 1945, celebrated as VE Day.

VOCABULARY YOU MUST KNOW

- **D-Day:** the 6 June 1944 Allied landings in France.
- **Front:** a line where fighting happens.
- **Surrender:** to stop fighting and accept defeat.
- **VE Day:** Victory in Europe Day, 8 May 1945.
- **Consequence:** a result of an event.


Allied invasion D-Day


Soviet advances from the East


Germany weakened


Capture of Berlin



VE Day – Germany's surrender

REMEMBER THIS:
Allied teamwork and Soviet pressure brought an end to the war in Europe.

BY THE END OF THIS WEEK I CAN...
explain how the Allies won in Europe and what happened at the end.

WEEK 6 — The post-war world and the start of the Cold War

Learning Question: How did the world change after 1945 and why did tensions begin between the superpowers?

5 BIG IDEAS

1. The USA and USSR became the world's new superpowers.
2. Germany was divided into four occupation zones.
3. Tensions between the USA and USSR led to the Cold War.
4. The USA dropped atomic bombs on Japan.
5. Nuclear weapons changed world politics and created deterrence.

VOCABULARY YOU MUST KNOW

- **Superpower:** a very powerful country.
- **Occupation zone:** an area controlled by a country after the war.
- **Cold War:** tensions without direct fighting.
- **Deterrence:** stopping attacks by threatening retaliation.
- **Atomic bomb:** a powerful weapon that uses nuclear energy.


USA and USSR become superpowers


Germany divided into occupation zones


Atomic bombs on Japan


Nuclear deterrence and Cold War


Tension between superpowers

REMEMBER THIS:
The world changed, but tensions and nuclear weapons created a new threat.

BY THE END OF THIS WEEK I CAN...
explain the main consequences of the war and the start of the Cold War.

KNOW MORE
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HISTORY HOMEWORK

Year 9 | Weeks 1–2 | Week 1

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

WEEK 1 The causes of the Second World War

Learning Question: *What caused the Second World War?*

1 KNOW MORE

Read the **BLUE** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES


Appeasement and confidence


Treaty of Versailles


Events in Europe 1936–39


Invasion of Poland


Britain and France declare war

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optional)

BRAIN TIP

Understanding the causes helps you see why events happened and how they were connected.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. What does 'appeasement' mean?
2. What treaty punished Germany after WW1?
3. Name one event in Europe between 1936–39.
4. Which country did Hitler invade in September 1939?
5. What happened after Hitler invaded Poland?

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HISTORY HOMEWORK

Year 9 | Week 2

KNOW MORE Learn the knowledge | REMEMBER MORE Recall the key ideas | CHECK MORE Make links and think deeper | CONNECT MORE Make links and think deeper

WEEK 2 The outbreak of war and early Nazi victories

Learning Question: How did the war begin and why were the Nazis so successful early on?

1 KNOW MORE

Read the **GREEN** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES



Molotov-Ribbentrop Pact



Invasion of Poland



Blitzkrieg



German victories in Europe



Battle of Britain – Britain survives

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
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- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optional)

BRAIN TIP

Linking causes to actions helps you understand why one event led to another.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. What treaty shocked Europe in August 1939?
2. Which country did Hitler invade to start the war?



3. What German warfare used speed and surprise?
4. Name two countries Germany conquered by 1940.



5. Why did Britain survive the Battle of Britain?

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HISTORY HOMEWORK

Year 9 | Week 3

KNOW MORE Learn the knowledge | REMEMBER MORE Recall the key ideas | CHECK MORE Make links and think deeper | CONNECT MORE Make links and think deeper

WEEK 3 Turning points: Britain and the Eastern Front

Learning Question: How did key battles and events change the course of the war?

1 KNOW MORE

Read the **ORANGE** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES



Battle of Britain



RAF and radar



Bombing cities



Invasion of the Soviet Union



Resistance and winter

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optional)

BRAIN TIP

Think about how one key decision or event changed the direction of the war.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. How did Hitler's focus on bombing cities help Britain?



2. What technology helped Britain detect German aircraft?



3. Why was the invasion of the Soviet Union a turning point?



4. What happened in the Battle of Britain?



5. How did harsh winter conditions affect the German army?



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HISTORY HOMEWORK

Year 9 | Week 4

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

WEEK 4 America enters the war and the global conflict expands

Learning Question: *Why was the USA's entry into the war a turning point?*

1 KNOW MORE

Read the **PURPLE** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES

				
Attack on Pearl Harbor	**USA enters the war**	**USA supports the Allies**	**Global conflict expands**	**Turning point for the Allies**

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optional)

BRAIN TIP

Link causes and consequences together to see why events were turning points.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. Why did Japan attack Pearl Harbor?

2. What did the USA do after it entered the war?

3. How did the USA support the Allies?

4. In what ways did the war become a global conflict?

5. Why was the USA's entry a turning point in the war?


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HISTORY HOMEWORK

Year 9 | Week 5

KNOW MORE Learn the knowledge · REMEMBER MORE Recall the key ideas · CHECK MORE Make links and think deeper · CONNECT MORE Make links and think deeper

WEEK 5 Allied advances and the end of war in Europe

Learning Question: *How did the Allies win in Europe and why did the war end?*

1 KNOW MORE

Read the **RED** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES



Allied invasions – D-Day



Soviet advances from the East



Germany weakened



Germany's surrender



VE Day – 8 May 1945

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optional)

BRAIN TIP

Think about cause and effect – how one event led to another and changed the outcome.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. **What was D-Day and when did it happen?**



2. **From which direction did the Soviets advance?**



3. **Why was Germany weakened?**



4. **When did Germany's surrender take effect?**



5. **What happened on VE Day, 8 May 1945?**



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HISTORY HOMEWORK

Year 9 | Week 6

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

WEEK 6

The post-war world and the start of the Cold War

Learning Question: *How did the world change after 1945 and why did tensions begin betweeen the superpowers?*

1 KNOW MORE

Read the **TEAL** Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES



USA & USSR become superpowers



Germany divided into four occupation zones



USA–USSR tensions develop



Atomic bombs on Japan



Nuclear weapons change world politics

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

5 MINUTES

1 2 3

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

5 MINUTES (Optional)

BRAIN TIP

Think about long-term consequences – how events in the past affect the world today.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. **Why did the USA and USSR become superpowers?**



2. **How was Germany divided after the war?**



3. **Why did tensions develop between the USA and USSR after the war?**



4. **What happened when atomic bombs were dropped on Japan?**



5. **How did nuclear weapons change world politics?**



KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember it and the more confident you will be in History.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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SPANISH | KNOWLEDGE MAP | Year 9 | Unit 1–2

KNOW MORE — Learn the knowledge
REMEMBER MORE — Recall the key ideas
CHECK MORE — Make links and think deeper
CONNECT MORE — Make links and think deeper

DRIVING QUESTION: *How can I talk about myself, my family, my likes, my school and the world around me in Spanish?*

WEEK 1 | 1.1 El español global + 1.2 ¿Qué tal?

LEARNING QUESTION: How can I greet someone and introduce myself in Spanish?

5 BIG IDEAS

1. Spain is a Spanish-speaking country.
2. Spanish is spoken in many countries around the world.
3. Greetings include ¡Hola!, Buenos días, Buenas tardes and Adiós.
4. ¿Qué tal? and Estoy bien, gracias are used to ask how someone is and reply.
5. "Me llamo..." is used to introduce your name.

VOCABULARY YOU MUST KNOW

¡Hola! – hello
Buenos días – good morning
Buenas tardes – good afternoon
Adiós – goodbye
¿Qué tal? – how are you?
Estoy bien, gracias – I am well, thank you
Estoy muy bien – I am very well
Me llamo... – my name is...



REMEMBER THIS:
Spanish is spoken in many countries. Use greetings to start conversations.

BY THE END OF THIS WEEK I CAN...
greet people, ask how they are and say my name.

WEEK 2 | 1.2 ¿Qué tal? + 1.3 Mi carnet de identidad

LEARNING QUESTION: How can I ask for and give personal information?

5 BIG IDEAS

1. "¿Cómo te llamas?" asks someone's name, and "Me llamo..." gives your own name.
2. "¿Cuántos años tienes?" asks someone's age, and "Tengo catorce/quince años" gives an age.
3. "¿De dónde eres?" asks where someone is from, and "Soy de Inglaterra" gives your origin.
4. You can count from 1 to 5 in Spanish.
5. You show your identity with "Mi número es..." and "Aquí está mi carnet de identidad".

VOCABULARY YOU MUST KNOW

¿Cómo te llamas? – what are you called?
Me llamo... – my name is...
¿Cuántos años tienes? – how old are you?
Tengo catorce años – I am 14.
Tengo quince años – I am 15.
¿De dónde eres? – where are you from?
Soy de Inglaterra – I am from England
Uno, dos, tres, cuatro, cinco – 1, 2, 3, 4, 5
Mi número es... – my number is...
Aquí está mi carnet de identidad – here is my identity card



REMEMBER THIS:
Use questions and answers to give personal information about yourself.

BY THE END OF THIS WEEK I CAN...
ask and answer questions about my age, origin and other personal details.

WEEK 3 | 1.4 ¡... y que cumplas muchos más! + 1.5 Mis preferencias

LEARNING QUESTION: How can I talk about my birthday and my preferences?

5 BIG IDEAS

1. "¿Cuándo es tu cumpleaños?" asks when your birthday is.
2. A birthday can be given by month or full date, such as "el cinco de mayo".
3. Spanish uses twelve month names, from enero to diciembre, when giving dates.
4. "Me gusta..." expresses a preference, and "No me gusta..." expresses a dislike.
5. "Porque" introduces a reason, as in "Me gusta porque es bonito".

VOCABULARY YOU MUST KNOW

¿Cuándo es tu cumpleaños? – when is your birthday?
enero, febrero, marzo... – months of the year
Mi cumpleaños es... – my birthday is...
Me gusta – I like
No me gusta – I don't like
porque – because
Me gusta porque es bonito – I like it because it is nice



REMEMBER THIS:
Use months and dates to say when your birthday is. Use "me gusta / no me gusta" to say what you like or dislike.

BY THE END OF THIS WEEK I CAN...
say when my birthday is and say what I like or dislike with a reason.

WEEK 4 | 1.6 ¡Tod@s a clase! + Unit 1 review

LEARNING QUESTION: How can I understand and use Spanish in the classroom?

5 BIG IDEAS

1. Escucha, repite, lee and escribe are common instructions for listening, repeating, reading and writing.
2. Abre el libro and cierra el libro tell you to open and close your book.
3. ¿Cómo se dice... en español? asks how to say something in Spanish.
4. No entiendo means I don't understand.
5. ¿Puedes repetir? asks someone to repeat.

VOCABULARY YOU MUST KNOW

Escucha – listen
Repite – repeat
Lee el texto – read the text
Escribe la respuesta – write the answer
Abre el libro – open the book
Cierra el libro – close the book
¿Cómo se dice... en español? – how do you say... in Spanish?
No entiendo – I don't understand
¿Puedes repetir? – can you repeat?



REMEMBER THIS:
Classroom language helps you listen, follow instructions and take part in lessons.

BY THE END OF THIS WEEK I CAN...
follow instructions and ask for help in Spanish.

WEEK 5 | 2.1 ¡Contamos hasta cien! + 2.2 Te presento a mi familia

LEARNING QUESTION: How can I talk about numbers, age and my family?

5 BIG IDEAS

1. Cuento hasta cien means "I count to 100", and Spanish numbers can express age.
2. Esta es mi familia introduces your family.
3. Tengo un hermano / una hermana states that you have a brother or sister.
4. Tengo dos hermanos means you have two brothers.
5. Mi madre / padre se llama... gives the name of your mother or father.

VOCABULARY YOU MUST KNOW

cuento hasta cien – I count to 100
Tengo treinta / cincuenta / cien años – I am 30 / 50 / 100 years old
Esta es mi familia – this is my family
Tengo un hermano / una hermana – I have a brother / sister
Tengo dos hermanos – I have two brothers
Mi madre se llama... – my mother is called...
Mi padre se llama... – my father is called...



REMEMBER THIS:
Numbers help you talk about age. Family words help you introduce your relatives.

BY THE END OF THIS WEEK I CAN...
count to 100 and talk about my age and my family.

WEEK 6 | 2.3 Los animales y las mascotas + 2.4 Espejito, espejito...

LEARNING QUESTION: How can I describe my pets, hair and eyes?

5 BIG IDEAS

1. Tengo una mascota states that you have a pet, while no tengo mascotas states that you have none.
2. Tengo un perro / un gato identifies a dog or a cat.
3. Tengo el pelo largo / corto describes hair length.
4. Tengo el pelo rubio / castaño describes blond or brown hair.
5. Tengo los ojos azules / marrones – describes blue or brown eyes.

VOCABULARY YOU MUST KNOW

Tengo una mascota – I have a pet
Tengo un perro / un gato – I have a dog / a cat
No tengo mascotas – I don't have pets
Tengo el pelo largo / corto – I have long / short hair
Tengo el pelo rubio / castaño – I have blond / brown hair
Tengo los ojos azules / marrones – I have blue / brown eyes



REMEMBER THIS:
Use pet words and physical descriptions to talk about yourself and others.

BY THE END OF THIS WEEK I CAN...
say what pets I have and describe my hair and eyes.

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
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CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

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SPANISH HOMEWORK JOURNAL

Year 8 | Unit 1: Me presento | Weeks 1–2

DRIVING QUESTION:
How can I introduce myself, talk about my personal information and my world?

WEEK 1

1.1 El español global

Learning Question:
Where is Spanish spoken in the world, and what can I say about the Spanish language?

1 KNOW MORE (5 mins)

Read the coloured Knowledge Map.

Focus on the five big ideas and vocabulary.

2 REMEMBER MORE (10 mins)

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.



Hablo español.



El español es una lengua global.



Hay muchos países donde se habla español.



España está en Europa.



México está en América del Norte y Argentina está en América del Sur.

3 CHECK MORE (5 mins)

- Open the Knowledge Map.
- Correct using **PURPLE PEN.**
- Add missing facts. Underline key vocabulary.
- Write three facts to remember next time.

1 2 3

4 CONNECT MORE (10 mins)

LEARNING QUESTION:
Where is Spanish spoken in the world, and what can I say about the Spanish language?
Answer in 6–8 full sentences in your homework book.

5 EXPLORE MORE (5 mins) (optional)

Find one interesting fact using a trusted source (e.g. book, website).
Write one new fact and say why it interested you in your homework book.

BRAIN TIP

Cover your Knowledge Map and try to remember the phrases in order.

REVIEW CHALLENGE – CAN YOU ANSWER THESE?

1. What does *Hablo español* mean?
2. What does *El español es una lengua global* mean?
3. What does *Hay muchos países donde se habla español* mean?
4. Which continent is Spain in?
5. Which continents are Mexico and Argentina in?

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SPANISH HOMEWORK

Year 9 | Unit 1–2 | Week 2

KNOW MORE Learn the knowledge · REMEMBER MORE Recall the key ideas · CHECK MORE Make links and think deeper · CONNECT MORE Make links and think deeper

WEEK 2 — 1.2 ¿Qué tal? + 1.3 Mi carnet de identidad

Learning Question:
How can I ask for and give personal information in Spanish?

1 KNOW MORE

Read your **KNOWLEDGE MAP** (Week 2).

Take 5 minutes to read and understand each of the 5 Big Ideas, the vocabulary and the visual.

5 MINUTES

2 REMEMBER MORE

Write or draw the five Big Ideas from Week 2.

Without looking, write one key point from each Big Idea in the space below. Use the icons to help you recall the five ideas.

10 MINUTES

name (Me llamo...)	age (¿Cuántos años tienes?)	where from (Soy de Inglaterra)	numbers (1 to 5)	identity card (mi carnet de identidad)

3 CHECK MORE

Check your answers using your **KNOWLEDGE MAP**.

Use a **PURPLE PEN** to:

- ✔ Add any missing facts.
- ✔ Underline the key vocabulary.
- ✔ Write three facts you must remember from Week 2.

5 MINUTES

1 2 3

4 CONNECT MORE

Write 6–8 full sentences in Spanish to answer the Learning Question:

How can I ask for and give personal information in Spanish?

Use as much vocabulary as you can from Week 2.

10 MINUTES

5 EXPLORE MORE

Find one new Spanish word or fact that links to Week 2.

Write it in Spanish and explain why you find it interesting.

5 MINUTES (Optionall)

BRAIN TIP

Try saying the questions and answers out loud. Speaking helps your brain remember faster and for longer!

★ REVIEW CHALLENGE

1. How do you ask someone's name?
2. How do you ask how old someone is?
3. How do you say where you are from in Spanish?
4. How do you say the numbers 1–5 in Spanish?
5. How do you say "here is my identity card" in Spanish?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
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SPANISH HOMEWORK

Year 9 | Unit 1–2 | Week 3

KNOW MORE Learn the knowledge · REMEMBER MORE Recall the key ideas · CHECK MORE Make links and think deeper · CONNECT MORE Make links and think deeper

WEEK 3

1.4 ¡... y que cumplas muchos más! + 1.5 Mis preferencias

Learning Question:
How can I talk about my birthday and my preferences in Spanish?

1 KNOW MORE

Read your **KNOWLEDGE MAP** (Week 3).

Take 5 minutes to read and understand each of the 5 Big Ideas, the vocabulary and the visual.

5 MINUTES

2 REMEMBER MORE

Write or draw the five Big Ideas from Week 3.

Without looking, write one key point from each Big Idea in the space below. Use the icons to help you recall the five ideas.

10 MINUTES

				
birthday question (cumpleaños?)	**date** (el cinco de mayo)	**months** (enero → diciembre)	**likes / dislikes** (me gusta / no me gusta)	**reason** (porque es bonito)

3 CHECK MORE

Check your answers using your **KNOWLEDGE MAP**.

Use a **PURPLE PEN** to:

- ✓ Add any missing facts.
- ✓ Underline the key vocabulary.
- ✓ Write three facts you must remember from Week 3.

5 MINUTES

1 2 3

4 CONNECT MORE

Write 6–8 full sentences in Spanish to answer the Learning Question:

How can I talk about my birthday and my preferences in Spanish?

Use as much vocabulary as you can from Week 3.

10 MINUTES

5 EXPLORE MORE

Find one new Spanish word or fact that links to Week 3.

Write it in Spanish and explain why you find it interesting.

5 MINUTES (Optionall)

BRAIN TIP

Try saying the questions and answers out loud. Speaking helps your brain remember faster and for longer!

★ REVIEW CHALLENGE

1. How do you ask when is your birthday?
2. How do you say "My birthday is in January"?
3. How do you say "My birthday is on the fifth of May"?
4. How do you say "I don't like red"?
5. Which Spanish word means "because"?

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SPANISH HOMEWORK

Year 9 | Unit 1–2 | Week 4

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

WEEK 4 — 1.6 ¡Tod@s a clase! + Unit 1 review

Learning Question:
How can I understand and use Spanish in the classroom?

1 KNOW MORE

Read your **KNOWLEDGE MAP** (Week 4).
Take 5 minutes to read and understand each of the 5 Big Ideas, the vocabulary and the visual.

5 MINUTES

2 REMEMBER MORE

Write or draw the five Big Ideas from Week 4.
Without looking, write one key point from each Big Idea in the space below. Use the icons to help you recall the five ideas.

10 MINUTES

listen / repeat (escucha / repite)	**read** (lee)	**write** (escribe)	**open / close book** (abre / cierra)	**ask for help** (¿Cómo se dice...? / No entiendo...)

3 CHECK MORE

Check your answers using your **KNOWLEDGE MAP**.
Use a **PURPLE PEN** to:

- ✓ Add any missing facts.
- ✓ Underline the key vocabulary.
- ✓ Write three facts you must remember from Week 4.

5 MINUTES

1 2 3

4 CONNECT MORE

Write 6–8 full sentences in Spanish to answer the Learning Question:
How can I understand and use Spanish in the classroom?
Use as much vocabulary as you can from Week 4.

10 MINUTES

5 EXPLORE MORE

Find one new Spanish word or fact that links to Week 4.
Write it in Spanish and explain why you find it interesting.

5 MINUTES (Optionall)

BRAIN TIP

Try saying the questions and answers out loud. Speaking helps your brain remember faster and for longer!

★ REVIEW CHALLENGE

1. How do you say "Listen, please" in Spanish?
2. How do you say "Repeat, please" in Spanish?
3. How do you say "Read the text" in Spanish?
4. How do you say "Write the answer" in Spanish?
5. How do you say "I don't understand" in Spanish?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

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SPANISH HOMEWORK

Year 9 | Unit 1–2 | Week 5

KNOW MORE Learn the knowledge · REMEMBER MORE Recall the key ideas · CHECK MORE Make links and think deeper · CONNECT MORE Make links and think deeper

WEEK 5

2.1 ¡Contamos hasta cien! + 2.2 Te presento a mi familia

Learning Question:
How can I use numbers and introduce my family?

1 KNOW MORE

Read your **KNOWLEDGE MAP** (Week 5).
Take 5 minutes to read and understand each of the 5 Big Ideas, the vocabulary and the visual.

5 MINUTES

2 REMEMBER MORE

Write or draw the five Big Ideas from Week 5.
Without looking, write one key point from each Big Idea in the space below. Use the icons to help you recall the five ideas.

10 MINUTES

123	30			
numbers to 100 (cuento hasta cien)	**age** (30 / 50 / 100)	**my family** (esta es mi familia)	**siblings** (hermana / dos hermanos…)	**parents' names** (hermadre/padre se llama…)

3 CHECK MORE

Check your answers using your **KNOWLEDGE MAP**.
Use a **PURPLE PEN** to:

- ✓ Add any missing facts.
- ✓ Underline the key vocabulary.
- ✓ Write three facts you must remember from Week 5.

5 MINUTES

1 2 3

4 CONNECT MORE

Write 6–8 full sentences in Spanish to answer the Learning Question:
How can I use numbers and introduce my family?
Use as much vocabulary as you can from Week 5.

10 MINUTES

5 EXPLORE MORE

Find one new Spanish word or fact that links to Week 5.
Write it in Spanish and explain why you find it interesting.

5 MINUTES (Optionall)

BRAIN TIP

Try saying the questions and answers out loud. Speaking helps your brain remember faster and for longer!

★ REVIEW CHALLENGE

1. How do you say "I count to one hundred" in Spanish?
2. How do you say "I am thirty years old" in Spanish?
3. How do you say "This is my family" in Spanish?
4. How do you say "I have a sister" in Spanish?
5. How do you say "My mother is called …" in Spanish?

KNOW MORE Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE Making links and answering questions helps you think more deeply.

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SPANISH HOMEWORK

Year 9 | Unit 1–2 | Week 6

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

WEEK 6

2.3 Los animales y las mascotas + 2.4 Espejito, espejito...

Learning Question:
How can I describe pets and people's hair and eyes?

1 KNOW MORE

Read your **KNOWLEDGE MAP** (Week 6).
Take 5 minutes to read and understand each of the 5 Big Ideas, the vocabulary and the visual.

5 MINUTES

2 REMEMBER MORE

Write or draw the five Big Ideas from Week 6.
Without looking, write one key point from each Big Idea in the space below. Use the icons to help you recall the five ideas.

10 MINUTES



pets
(tengo una mascota)



dog / cat
(tengo un perro / un gato)



no pets
(no tengo mascotas)



hair
(largo / corto / rubio / castaño)



eyes
(ojos azules / ojos marrones)

3 CHECK MORE

Check your answers using your **KNOWLEDGE MAP**.
Use a **PURPLE PEN** to:

- ✓ Add any missing facts.
- ✓ Underline the key vocabulary.
- ✓ Write three facts you must remember from Week 6.

5 MINUTES

1 2 3

4 CONNECT MORE

Write 6–8 full sentences in Spanish to answer the Learning Question:
How can I describe pets and people's hair and eyes?
Use as much vocabulary as you can from Week 6.

10 MINUTES

5 EXPLORE MORE

Find one new Spanish word or fact that links to Week 6.
Write it in Spanish and explain why you find it interesting.

5 MINUTES (Optional)

BRAIN TIP

Try saying the questions and answers out loud. Speaking helps your brain remember faster and for longer!

★ REVIEW CHALLENGE

1. How do you say "I have a pet" in Spanish?



2. How do you say "I have a dog" in Spanish?



3. How do you say "I don't have pets" in Spanish?



4. How do you say "I have long hair" in Spanish?



5. How do you say "I have blue eyes" in Spanish?



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KNOWLEDGE MAP HOMEWORK

WEEK 7 – RETRIEVE & REVIEW

Year Unit

KNOW MORE Learn the knowledge | REMEMBER MORE Recall the key ideas | CHECK MORE Make links and think deeper | CONNECT MORE Make links and think deeper

This is your end of unit homework. It helps you bring together everything you have learnt over the last six weeks. **You will complete the tasks outlined here for EACH of your Knowledge Map homeworks on that subject's relevant homework day.**

You will need your **KNOWLEDGE MAP** for this homework.

1 RETRIEVE MORE – 10 minutes



Close your KNOWLEDGE MAP.
In your **homework exercise book**, write down everything you can remember from Weeks 1 to 6. Organise your ideas under **Week 1, Week 2, Week 3...**
Do not look at your Knowledge Map yet.

TOP TIP
This is called **blurting**.
Write all your ideas, key facts and vocabulary.
Use bullet points, diagrams or sentences.

2 CHECK MORE – 5 minutes



Open your KNOWLEDGE MAP.
Use a **PURPLE PEN** to check your work.
Add any important knowledge you missed.
Correct anything that is inaccurate and underline key vocabulary.

TOP TIP
Your purple pen shows you are checking, correcting and improving your memory.
Gaps are normal – that is how we learn!

3 TARGET MORE – 5 minutes



Look across all six weeks on your KNOWLEDGE MAP.
Choose the **two weeks** you remembered least well.
From each of those weeks, write down three facts or ideas that you particularly need to remember.

TOP TIP
Focus on the knowledge you found hardest to recall. This is the most powerful way to improve your memory.

4 CONNECT MORE – 5 minutes



Look at the **DRIVING QUESTION** at the top of your KNOWLEDGE MAP.
Without copying, write a paragraph (6–8 full sentences:) answering the question using knowledge from at least three different weeks.
Make clear links between your ideas.

TOP TIP
This helps you put your knowledge together and think more deeply across the whole unit.

5 TEST MORE – 5 minutes



Create five retrieval questions that could test someone else's knowledge of this unit. Write the answers underneath.
Cover the answers and test yourself.

TOP TIP
Retrieval practice is one of the best ways to strengthen your memory.

HOW TO USE THIS WEEK

Week 7 is the same for every subject.

It is designed to help you:

- retrieve knowledge from memory
- identify your knowledge gaps
- strengthen weak areas
- connect ideas across the unit
- build confidence for assessments

Good revision isn't about reading more. It's about remembering more.

Keep retrieving!

BRAIN TIP – BLURTING

Writing everything you can remember before checking your Knowledge Map is called **blurting**.
It helps you identify the **gaps** in your knowledge so you know what to revise next and remember for longer.

REVIEW CHALLENGE – YOUR REVISION TARGET

In your homework exercise book, answer these revision reflections:

1. The part of this unit I know best is...
2. The part I need to revisit is...
3. Three things I will make sure I remember are...

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