Knowledge Organisers

Year 9

Autumn Term 2025

Name: _____

Instructions for how to use your Knowledge Organiser

After school, every day, you should learn knowledge from **TWO** subjects on your knowledge organiser each night. Your class teacher may set you specific tasks on Satchel One, linked to the knowledge that you will be expected to learn. The timetable below tells you which subjects you should focus on each night. It doesn't matter if you don't have that particular subject on that day, just follow the timetable for your home learning. You should spend **half an hour** on each subject. You may use your purple homework book to complete tasks neatly.

TIMETABLE OF SUBJECTS

Monday: English and Geography
Tuesday: Science and Art / DT / Food
Wednesday: Maths and History
Thursday: RE and Computer Science
Friday: MFL and Music / Drama

Reading at home

There is also an expectation that you should read a book of your choice for 30 minutes everyday. This should be signed off in your planner by a parent.

Take pride in your work!

- Each night, write the date and title and underline it neatly with a ruler.
- Label it Subject 1 and then rule off after the self-testing is completed. Then Subject 2 and self-test.
- Use a black or blue pen for your self-testing.
- These notes will then form your revision when you prepare for assessments, so you need to be able to read them!

How to learn knowledge from my knowledge organiser:

- Look at the work, cover it over, write it out again and check it.
- Look. Cover. Write. Check.
- Ask someone to test you and ask you questions about the topic
- Create mind maps on the topic
- Create flashcards on the topic
- Try writing out the key words or new vocabulary into new sentences
- Create a mnemonic
- Draw a diagram of the process
- Read further around the subject

English Year 9 Autumn Term: Frankenstein by Mary Shelley

Mary Shelley:

Shelley published her most famous novel *Frankenstein* in 1818 when she was just twenty years old. She generated the idea for the novel on a summer trip to Lake Geneva in Switzerland with her husband (also a very famous Romantic writer) Percy Bysshe Shelley and their friends. Amongst this group was another famous writer, Lord Byron, who suggested they have a competition to see who could write the best ghost story. The story of *Frankenstein* then came to her in a nightmare.

Context:

Shelley wrote Frankenstein during an age where scientific advances were exploding rapidly; throughout the 19th century as a whole, science was a point of avid intrigue. For example the discovery of such concepts as electricity had the power to effectively shake the foundations of previously established constructs and truths about the natural world.

Luigi Galvani was an Italian physician, physicist, biologist and philosopher who, in 1780, discovered that the muscles of dead frog's legs twitched when struck by an electrical spark. In 1803, his nephew, Giovanni Aldini, followed in his uncle's footsteps and experimented on the corpse of executed criminal George Forster by adding electrical current to his body and watched the muscles move.

Another consequence of this interest in science was the act of body snatching; William Burke and William Hare are infamous for their role in this. Selling the bodies to scientists, Burke and Hare originally began grave robbing, digging up fresh corpses from the ground. But when they realised that they could earn significant money, chose to murder innocent people and sell their bodies to anatomists.

The subtitle of Frankenstein is 'The Modern Prometheus'. Prometheus is a figure from Greek mythology who is known for shaping man out of clay and going against the order by stealing fire for man and teaching them the skill of metalwork. Consequently, his ambitions left him punished when Zeus ensured that everyday an eagle ate the liver of Prometheus who was helplessly chained to a rock.

Glossary:

Revenge – seeking to harm someone in return for harm suffered at their hands

Epistolary – a text written in the form of letters

Grotesque – repulsively ugly; disfigured; distorted

Creator – a person that brings something into existence

Charnel house – a building in which corpses or bones are piled

Benevolence – the quality of being moral and kind; "all good

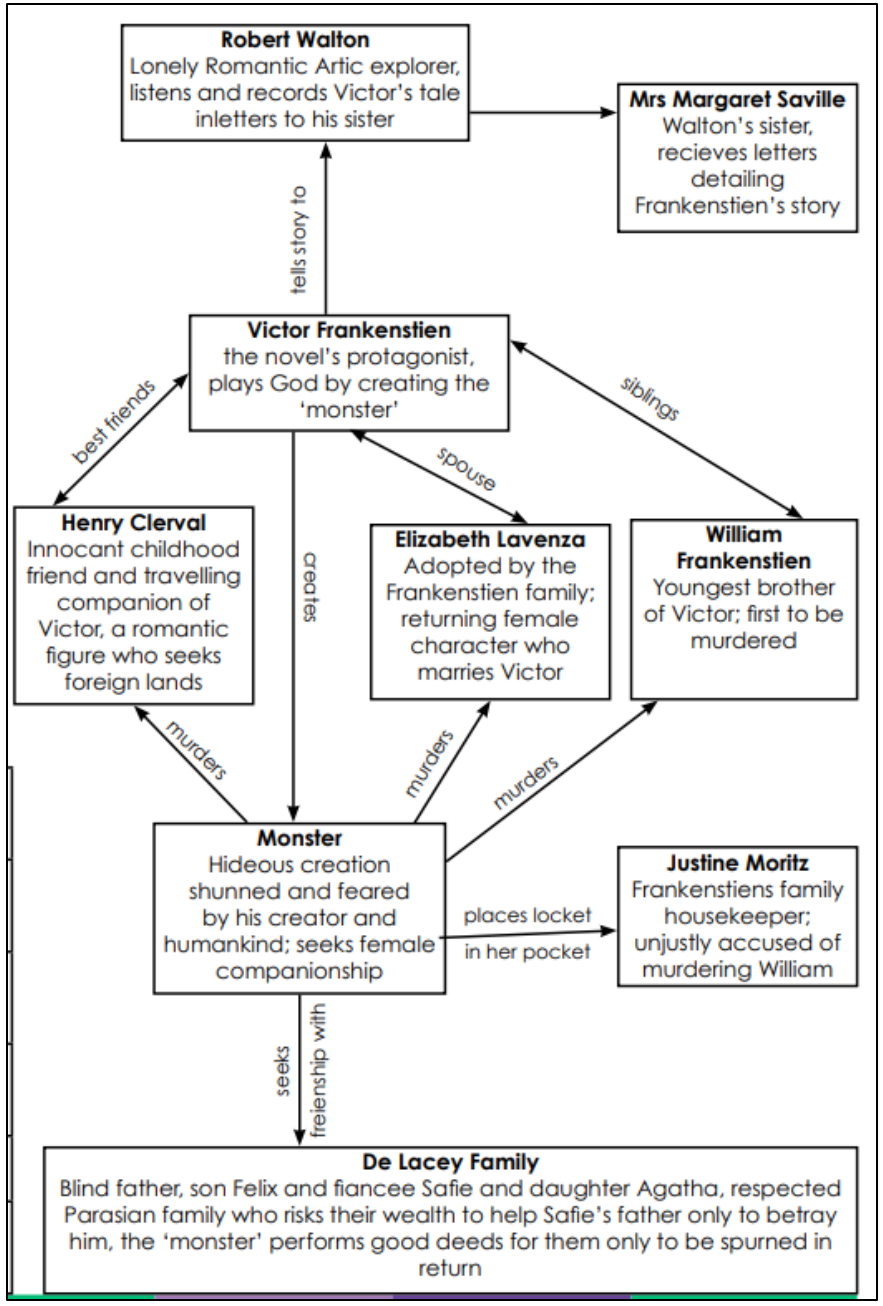
Sublime – of great beauty; perfection; magnificent

Chimera – a thing that is hoped for but is illusory, fundamentally impossible to achieve

Frame narrative – a story in which another story is embedded

Nature vs Nurture – the debate which discusses to what extent our biology or our environment determine our character.

Obsession/addiction	Family/love	Death
Science vs Nature	Nature vs Nurture	Innocence vs guilt



Maths Year 9 Autumn Term: Sequences

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Key Concepts

Arithmetic or linear sequences increase or decrease by a common amount each time.

Geometric series has a common multiple between each term.

Quadratic sequences include an n^2. It has a common second difference.

Fibonacci sequences are where you add the two previous terms to find the next term.

Linear/arithmetic sequence:

-3 +3 +3 +3 +3

+1 4 7 10 13 16.....

a) State the nth term

$3n + 1$

Difference — The 0th term

b) What is the 100th term in the sequence?

$3n + 1$

$3 \times 100 + 1 = 301$

c) Is 100 in this sequence?

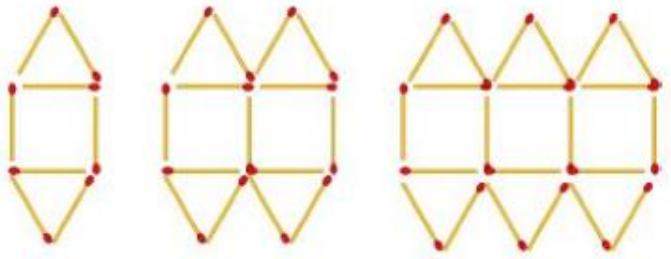
$3n + 1 = 100$

$3n = 99$

$n = 33$

Yes as 33 is an integer.

Pattern 1 Pattern 2 Pattern 3



Examples

Linear sequences with a picture:

State the nth term.

Hint: Firstly write down the number of matchsticks in each image:

$7n + 1$

Pattern 1	Pattern 2	Pattern 3
8	15	22

+1 -7 +7 +7

Geometric sequence e.g. ×3 ×3 ×3

4 12 36 108...

Quadratic sequence e.g. $n^2 + 4$ Find the first 3 numbers in the sequence

First term: $1^2 + 4 = 5$ Third term: $3^2 + 4 = 13$

Second term: $2^2 + 4 = 8$

Mathswatch
37, 102, 104

Key Words
Linear
Arithmetic
Geometric
Sequence
Nth term

1) 1, 8, 15, 22, ...

a) Find the nth term b) Calculate the 50th term c) Is 120 in the sequence?

2) $n^2 - 5$ Find the first 4 terms in this sequence

ANSWERS: 1a) $7n - 6$ b) 344 c) 18 so yes as n is an integer 2) -4, -1, 4, 11

Science Year 9 Autumn Term: Atomic Chemistry and The Periodic Table

GLOSSARY:
Atomic Chemistry and Periodic Table:

CHEMICAL SYMBOL: The letters on the periodic table that give the name of each element. Every element has its own chemical symbol.

NUCLEUS: The centre part of an atom that contains the protons and neutrons.

PROTON: Sub-atomic particle that makes up the nucleus of an atom. Has a mass of 1 a.m.u. and a charge of +1.

NEUTRON: Sub-atomic particle that makes up the nucleus of an atom. Has a mass of 1 a.m.u. and a charge of 0.

ELECTRON: Sub-atomic particle found orbiting the nucleus in an electron shell. Has a mass of almost 0 and a charge of -1.

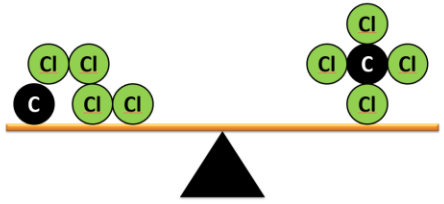
ELECTRONIC STRUCTURE: A diagram showing how the electrons are arranged in the electron shells. The 1st shell can have a maximum of 2 electrons, the others can hold up to 8 electrons.

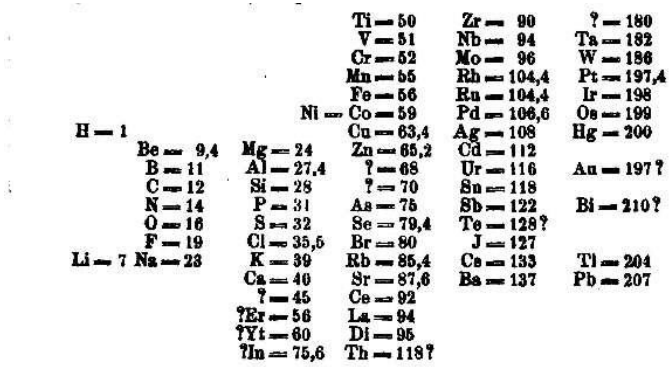
GROUP: The columns of the periodic table represent different groups of elements. Elements with similar properties are in the same group

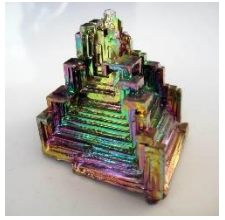
ISOTOPE: Atoms of the same element with the same number of protons but a different number of neutrons.

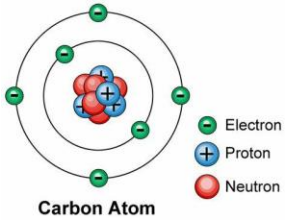
PERIODIC TABLE: Table of elements arranged in order of atomic number and such that elements with similar properties are in the same column (group).

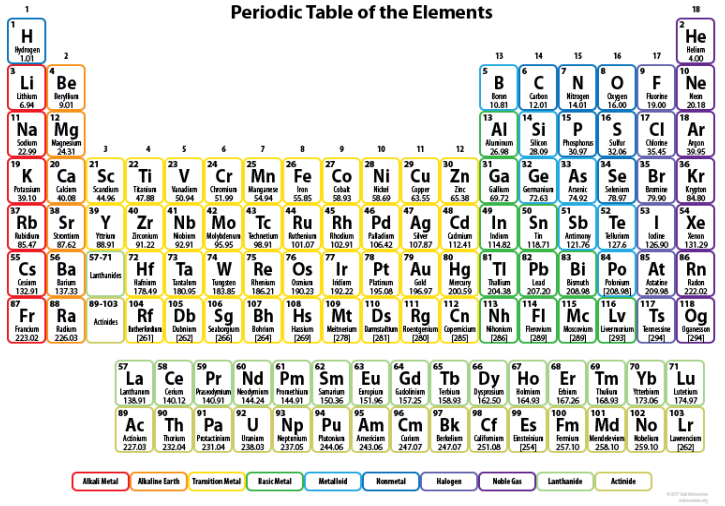
$C + 2Cl_2 \rightarrow CCl_4$



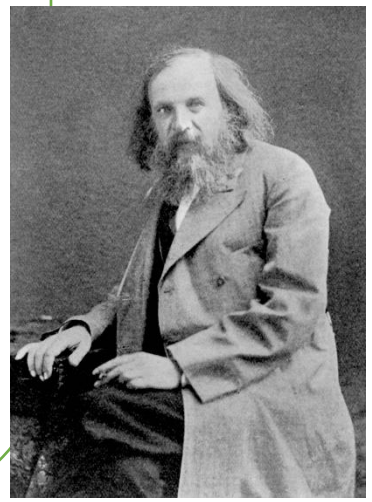


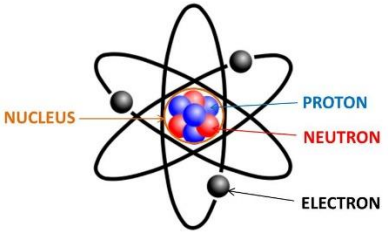


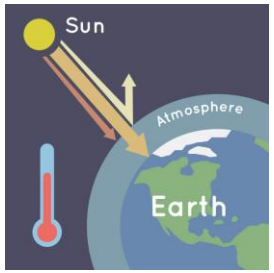


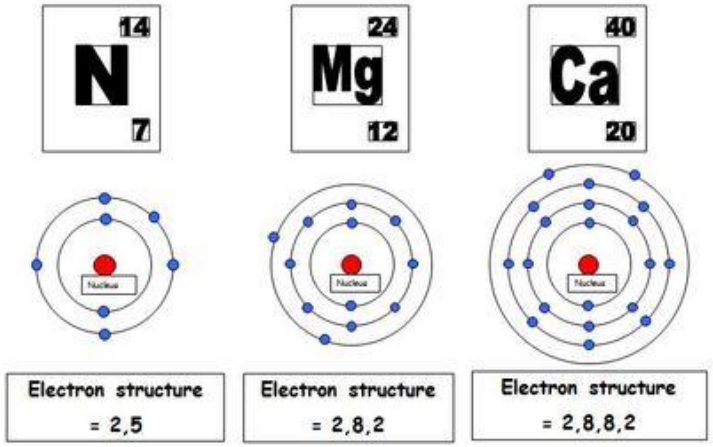


Dmitri Mendeleev was a Russian Scientist responsible for the first, modern Periodic Table – in 1869! He studied at St. Petersburg University









Science: Year 9 Autumn 2 :Force and Motion

Glossary

Force - A force is a push or a pull that acts on an object due to the interaction with another object.

Resultant Force - The overall force acting on an object

Newton - The unit of force. One newton is the force needed to accelerate 1kg by 1m/s^2

Balanced – If the forces on an object are balanced, there is no resultant force.

Unbalanced – If the forces on an object are unbalanced then there is a resultant force acting on the object.

Instantaneous Speed – The speed of an object at the very instant of being measured

Average Speed – the speed of an object measured over the whole journey

Velocity – Speed in a particular direction> Measure in Metres per second (m/s)

Terminal Velocity – When an object reaches terminal velocity it will move at a steady speed in a constant direction because the resultant force is 0.

Mass – A measure of how much matter there is in an object, measured in Kilograms (Kg).

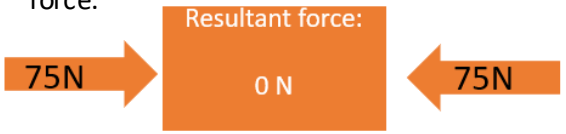
Weight – A force due to the pull of gravity. Measured in Newtons (N).

Density – Mass per unit volume of an object. Measured in Kg m^{-3}

Pressure - A measure of how much force is acting on an area. Measured in Pascals (Pa)

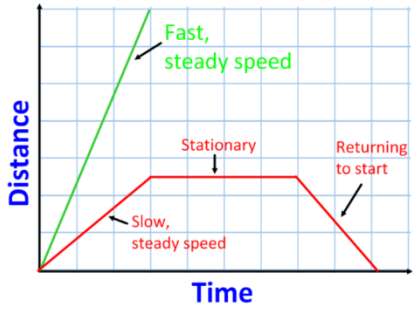
Resultant Forces

This object will either remain at rest, or continue to travel in the same direction at the same speed as there is no resultant force.

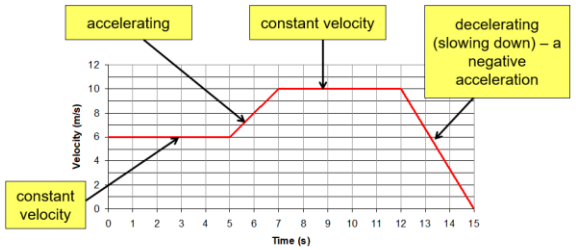


$$\text{Speed (m/s)} = \frac{\text{Distance (m)}}{\text{Time (s)}}$$

Distance Time Graph

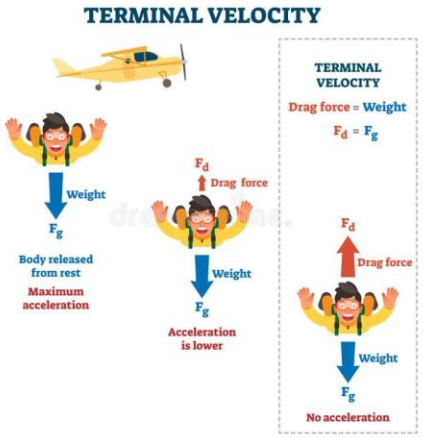


Velocity Time Graph



Terminal Velocity

As the velocity of a falling object increases due to weight, the air resistance increases. Eventually the drag becomes equal to the weight of the object, and it's velocity does not increase anymore.



Weight

Weight (N) = mass (kg) x gravity (N/kg)

Density

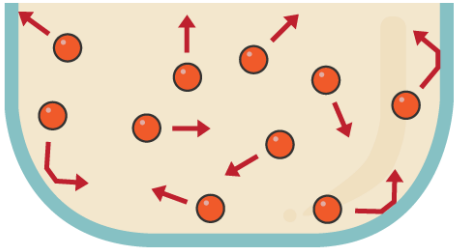
$$\text{Density (kg/m}^3\text{)} = \frac{\text{mass(kg)}}{\text{Volume (m}^3\text{)}}$$

Pressure

$$\text{Pressure (Pa)} = \frac{\text{force (N)}}{\text{area(m2)}}$$

Pressure in Gases

Gas pressure is caused when gas particles hit the walls of their container. The more often the particles hit the walls, and the faster they are moving when they do this, the higher the pressure.



Pressure in Liquids

The pressure in a liquid is different at different depths. Pressure increases as the depth increases. The pressure in a liquid is due to the weight of the column of water above. Since the particles in a liquid are tightly packed, this pressure acts in all directions.

For more information on forces and motion follow this link

Year 9 RE Unit 1 – Creation and Covenant


1. Marriage was created by God to provide **SUPPORT AND COMFORT** for each other.
2. Marriage is a **LIFE LONG AND EXCLUSIVE** commitment to one another.
3. Marriage is the only relationship where a couple should engage in a sexual relationship **PROCREATION**
4. Married man and woman have a responsibility to **RAISE FAMILY IN FAITH.**

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Imago Dei
To be made in the image of God.

Inalienable dignity
Everybody has equal dignity.

Relational
To be able to have relationships.

Rational
To be able to think in a reasoned and logical way.

Volitional
To be able to freely make choices.

Sanctity of life
The idea that human life is sacred.

Marriage
A binding lifelong relationship in which a man and women live by promises made to each other and God.

Vocation
A call from God.

Annulment
A declaration given by the Church that the marriage bond never existed.

The creation of human beings in Genesis

Men and women are created different but are equal in dignity.

Humans are created by God.

Humans are created in the image of God.

Genesis 1
Then God said, "Let us make mankind in our image, in our likeness, and let them have dominion over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." So God created mankind in his own image, in the image of God he created them; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Have dominion over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

Genesis 2
Then the LORD God took some soil from the ground and formed a man out of it; he breathed life-giving breath into his nostrils and the man began to live... Then the LORD God made the man fall into a deep sleep, and while he was sleeping, he took out one of the man's ribs and closed up the flesh. He formed a woman out of the rib and brought her to him. Then the man said, "At last, here is one of my own kind. Bone taken from my bone, and flesh from my flesh. 'Woman' is her name because she was taken out of man." That is why a man leaves his father and mother and is united with his wife, and they become one. The man and the woman were both naked, but they were not embarrassed.

Humans have a responsibility to look after the world as stewards.

Humans are created to be in a relationship with each other.

Humans have a soul.

Marriage is between two people

Teachings about Marriage in the New Testament

SOWA Mk 10:1-12
Teachings about Marriage in the New Testament

Divorce
1 Jesus then left that place and went into the region of Judea and across the Jordan. Again crowds of people came to him, and as was his custom, he taught them.
2 Some Pharisees came and tested him by asking, "Is it lawful for a man to divorce his wife?"
3 "What did Moses command you?" he replied.
4 They said, "Moses permitted a man to write a certificate of divorce and send her away."
5 "It was because your hearts were hard that Moses wrote you this law," Jesus replied. 6 "But **at the beginning of creation** God 'made them **male and female.**' 7 'For this reason a **man will leave his father and mother and be united to his wife,** 8 and the **two will become one flesh.**' So they are **no longer two, but one flesh.** 9 Therefore what **God has joined together, let no one separate.**"
10 When they were in the house again, the disciples asked Jesus about this. 11 He answered, "Anyone who divorces his wife and marries another woman commits adultery against her. 12 And if she divorces her husband and marries another man, she commits adultery."

Brought together by God

It creates a special and unique relationship

Marriage is a life long commitment

Equal Dignity

Humans have a special dignity and value given by God.

CCC 357
"Being in the image of God the human individual possesses the dignity of a person, who is not just something, but someone".

God chose to create through pure love. Every person is an expression of God's love.

Nobody is an object or thing
Everybody is unique.
It is never right to set anyone aside or place yourself above others.
All life is sacred.

Rational

Rational means to be able to think in a reasoned and logical way.

CCC 1730
"God created man a rational being".

Humans are given this gift as a part of their creation Imago Dei. They can think beyond the ability of other animals.

Humans can use reason to help them to make decisions about right and wrong. God gave humans a conscience.

Relational

Our ability to form relationships is unique to humans.

CCC 383
" God did not create man a solitary being".

We are created in the image of God who is love, so we are created to love.
- To love God
- To love others

In Genesis 2 woman is created as a companion for man. God knows the importance of relationships for humans.

Volitional

Volitional means humans are able to make free choices.

CCC 1705
"...man is endowed with freedom".

Humans have the freedom accept or reject God to do good or do wrong.

God will guide humans but humans are responsible for their decisions.
Humans are the stewards, not owners of life. God gives life and the responsibility to care for life.

For IVF to occur, a woman will have eggs taken from her ovaries. These will be fertilised with sperm in a laboratory. Embryos (fertilised eggs) are then transferred into the woman's womb. If the transfer is successful, the woman will test positive for pregnancy.

How IVF is used has developed over time.
Embryos can now be screened for genetic disorders before they are implanted. A couple could therefore choose which embryos to implant.

Source of wisdom and authority

"Do not kill"
(Exodus 20:13)

"We are stewards, not owners, of the life God has entrusted to us. It is not ours to dispose of"
(CCC 2280)

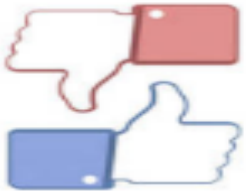
"Human life is sacred because from its beginning it involves the creative action of God and it remains for ever in a special relationship with the Creator, who is its sole end. God alone is the Lord of life from its beginning until its end"
(CCC 2258)

"Your body is a temple of the Holy Spirit"
(1 Corinthians 6:19)

Year 9 Autumn Term: Spanish

Viva 3 Modulo 1 Somos así Knowledge Organiser

¿Qué cosas te gustan? = What things do you like?
¿Qué cosas te encantan / te chiflan / te flipan / te molan? = What things do you love?
Me gusta (n) = I like
Me encanta (n) = I love
Me chifla (n) = I love
Me flipa (n) = I love
Me mola (n) = I love
No me gusta (n) nada = I really don't like



El baile = dance
El cine = cinema
El deporte = sport
El dibujo = drawing / art
El racismo = racism
El teatro = theatre / drama
La moda = fashion
La música = Music
La naturaleza = nature
La pesca = fishing
La violencia = violence
Los cómics = comics
Los insectos = insects
Los lunes = Mondays
Las artes marciales = martial arts
Las injusticias = injustice
Las taréas domésticas = household chores

Scan these codes to practise the present and preterite tenses

En mi tiempo libre = In my Free Time
Hago judo = I do judo
Hago natación = I go swimming
Voy al parque = I go to the park
Voy al polideportivo = I go to the sports centre
Voy de pesca = I go fishing
Soy miembro de un club = I'm a member of a club
Soy miembro de un equipo = I'm a member of a team

Expresiones de frecuencia = Expressions of frequency
a veces = sometimes
de vez en cuando = from time to time
dos veces a la semana = twice a week
a menudo = often
muy a menudo =very often
todos los días = everyday
casi todos los días = almost every day
todo el tiempo = all the time
siempre = always

¿Cómo organizas tu semana?
Bailo Zumba = I dance Zumba
Cocino para mi familia = I cook for my family
Escribo canciones = I write songs
Juego en mi consola = I play on my games console
Leo revistas / libros = I read magazines / books
Monto en bici = I ride my bike
Navego por internet = I surf the internet
Preparo la cena = I prepare dinner
Saco fotos = I take photos
Toco el teclado = I play the keyboard
Veo un partido de fútbol = I watch a football match

Year 9 Autumn Term: Spanish

Viva 3 **Modulo 1 Somos así** Knowledge Organiser

¿Cuándo? = When?
después del insti =after school
este fin de semana = this weekend
los fines de semana = at the weekends
los lunes / martes = on Mondays / Tuesdays
los jueves por la tarde = on Thursday afternoons
mañana por la mañana = tomorrow morning
mañana por la tarde = tomorrow afternoon

En el Cine = At the Cinema
Voy a ver… = I'm going to see…
Una comedia= a comedy
Una película de acción = an action film
Una película de animación = an animation
Una película de aventuras = an adventure film
Una película de ciencia-ficción = a science-fiction film
Una película de fantasía = a fantasy film
Una película de superhéroes = a super-hero film
Una película de terror = a horror film
¿Vas a venir? = Are you going to come?
¿Vamos a ver? = Are we going to see?

Reacciones = Reactions
Claro que sí = Of course
De acuerdo = ok
Voy a ir = I'm going to go
No voy a ir = I'm not going to go
No, gracias = No thank you
¿Estás loco/a? = Are you crazy?
¡Ni en sueños! = Not in your dreams
¡Que rollo! = How boring!

¿Qué tipo de películas te gustan?
What type of films do you like?
Me encantan las comedias = I love comedies
No me gustan las películas de terror = I don't like horror films
Mi película favorita es… = My favourite film is…
¿Qué tipo de película es? = What type of film is it?
Es una comedia =It is a comedy
En mi opinión… = In my opinion…
Creo / Pienso que = I think that

¿Cómo fue tu cumpleaños? = How was your birthday?
Celebré mi cumpleaños = I celebrated my family
con mi familia / mis amigos = with my family / friends
¿Qué hiciste? = What did you do?
Fui / Fuimos al parque de atracciones = I went / we went to the theme park
Invité a mis amigos a pasar la noche en mi casa = I invited my friends to sleep over at my house
Bebí / Bebimos refrescos = I/we drank fizzy drinks
Comí / comimos tarta de cumpleaños = I/we ate birthday cake
Recebí muchos regalos = I received lots of presents
Fue alucinante / increíble = It was amazing /incredible

High Frequency Words

así que = so
casi = nearly / almost
primero = first of all
luego = then
después = afterwards
más tarde = later
o = or
por supuesto = of course
quizás = maybe
también = also

History Year 9 Autumn Term: Why was the twentieth century so significant?

Key Vocabulary
Militarism- The belief that strong countries should have the biggest and strongest army and navy possible.
Alliances- Agreements between countries to work together
Imperialism- The belief that a strong country must have a large empire
Nationalism- Being extremely loyal to and proud of your country
Assassination of Franz Ferdinand- Took place on July 24th in Sarajevo. Started a chain of events that start the First World War
Treaty of Versailles- A treaty signed in 1919 to end WW1. It was very harsh on Germany and wanted to punish them.
Operation Dynamo-Code name for the evacuation of the troops at Dunkirk.

Militarism

Alliance System

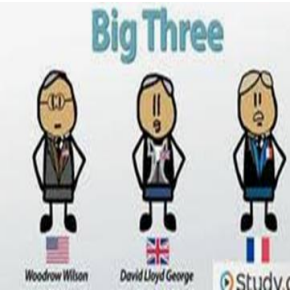
Imperialism

Nationalism

Long Term Causes of WWI
The Great Powers divided themselves into two rival alliances, Triple Alliance (Germany, Austria-Hungary and Italy) and Triple Entente (France, Russia and Britain). They competed to have the biggest empires, navies and armies. As they built up their armies and navies they became powerful and dangerous rivals.

The Short term causes of WWI
The assassination of Archduke Franz Ferdinand by the Black Hand Gang.
Alliances triggered – Russia mobilises troops and Germany declares war.
Germany activated the Schlieffen Plan and invades neutral Belgium.
France and Britain mobilised their troops. Within six weeks the Great powers and their empires were at war.

Nazis used Blitzkrieg (Lightning War) in the opening months of the war with great success. By May 1940, most of Europe was under Nazi control.
Nazi troops almost cut off and captured the British army.
The British narrowly escaped after a nine day evacuation from Dunkirk. The government only believed only 25% of the army could be saved but after a coordinated evacuation involving the RAF, British navy and civilian boats, 338, 000 troops were rescued.
Within days France was defeated and was now occupied by German troops.



significance

Etymology (origins of the word)

Sign: Latin – 'a mark.'

Terms of the Treaty of Versailles

G uilt. Germany and Germany alone was blamed for the war
A rmed forces reduced. Army of 100,000, no tanks, no subs, no planes, a navy of six battleships
R eparations. Germany was expected to pay for the damage caused by the war. The figure was later set at £6600million
G ermany lost land. Alsace Lorraine was returned to France, Germany was split in two by the Polish Corridor, Germany lost all its colonies.
Le ague of Nations. This was set up to avoid future wars. Nations would meet to avoid war by discussion of problems but the Allies were in no mood to compromise.

To determine how significant something or someone is, think about, is it;
Remarkable – include the scale, numbers involved
Resulted in change – include what changes or developments occurred at the time and over time
Revealed – include what attitudes were at the time
Remembered – Include how do we remember today
Relevant – how does the event/person/development affect people today, what lessons can be learnt

Geography Year 9 Autumn Term 1 – Why are some countries more developed than others?

What do I need to know?

What is development?	
How do we measure development?	
How does employment vary with development?	
Why is there a global development gap?	
How does history influence development?	
How does geography influence development?	
How do misconceptions threaten development?	
How has development improved global living standards?	
How does aid increase development?	
How does climate change influence development?	

Development Scale

Developing Country — Emerging Country — Developed Country

Examples

Developing	Emerging	Developed
South Sudan	India	UK
Nepal	Mexico	USA
DRC	China	Germany

<u>Development Indicators</u>

Development indicators can be measured or given a value to tell us how developed a country is.

Life expectancy = The average age that people expect to live to

Birth rate = The number of births each year for every 1,000 people

Death rate = The number of deaths each year for every 1,000 people

GDP = The total value of goods and services produced within a country

Infant mortality rate = The number of deaths of children aged below one for every 1,000

Natural increase = The rate at which the population is growing

Adult literacy rate = The percentage of people over 15 who can read

<u>Types of Employment</u>

The types of employment in a country varies depending on development. As a country becomes more developed there are more tertiary jobs rather than primary jobs

Primary Sector: involves gathering raw materials

Secondary Sector: involves using raw materials e.g. manufacturing

Tertiary Sector: provides a service

Quaternary Sector: research and science

Skills to develop

Develop answers to extended questions

<u>Why does development vary?</u>

<u>Historical</u>

- War: money spent rebuilding
- Colonisation: Countries not able to benefit from development

<u>Economic</u>

- MNCs: set up in developing countries, they don't benefit
- Export of raw materials: Rich countries want to pay as little as possible for materials

<u>Environmental</u>

- Natural resources: some countries have more than others
- Climate: droughts or floods

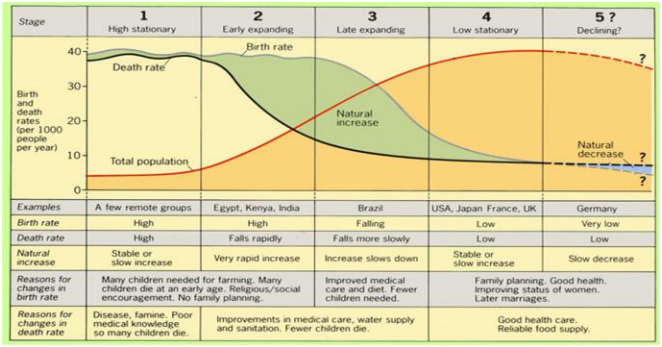
<u>Physical</u>

- Landlocked: can't trade with other countries
- Extreme weather: damages infrastructure

Geography Year 9 Autumn Term 1 – Why are some countries more developed than others?

Key Words

Development	How standards of living and quality of life improve in different places.
Development Gap	The significant differences in economic and social wellbeing between the world's richest and poorest countries.
Developing Economy	A nation with a low to moderate level of economic and social development.
Emerging Economy	A nation that was previously considered developing but is now active in international trade, with higher living standards.
Developed Economy	A nation with a high level of economic and social development.
Human Development Index (HDI)	A measure that reflects a country's level of health, education, and living standards.
GDP	Gross Domestic Product: is the total value of all goods and services produced within a country's borders each year.
GDP per capita	The Gross Domestic Product divided by the number of people living in that country.
Life Expectancy	The number of years that a person living somewhere can expect to live.
Development Indicator	Data that helps measure how developed a country or region is, e.g., life expectancy, infant mortality rate, GDP per capita.
Demographic Transition Model	A model that describes population change over time, specifically how birth and death rates influence population size as countries develop.



Demographic Transition Model

The Demographic Transition Model (DTM) can show us how populations change over time with development. As a country develops the population will increase as birth rates and death rates change

\+ It can show us what we may expect to happen to population
\- It mainly shows how European countries developed

India

India is located in South Asia. It has experienced rapid economic growth over the last 35 years.

Become more developed because:
- A more stable government
- Production of oil
- Growth in the service sector

However, there are still issues with poverty as the rich are getting richer and this is not being passed down to those who are poorer, especially those living in rural areas.

South Sudan

South Sudan is located in Central East Africa. It is landlocked. One of the poorest countries in the world.

Low development because:
- Civil war, natural hazards, climate change

The impacts of this are:
- High malnutrition, 1.5 million children at risk of starvation, cannot go to school, people are forced to migrate

How does aid increase development?

What is aid?
When a country or NGO (non-governmental organisation) donates resources or money to help a country to develop

OXFAM FAIRTRADE

Types of aid
Short term = Emergency help usually in response to a natural disaster, such as a flood or earthquake
Long term = Sustainable aid that seeks to improve resilience
Tied = Aid may be given with certain conditions
Voluntary = Money donated by the general public in richer countries and distributed by NGOs

Geography Year 9 Autumn Term 2 – Why is Asia the most diverse continent?

What do I need to know?

What are the major Asian economies?	
What different demographics exist in Asia?	
What are the major Asian ecosystems?	
How does climate produce these ecosystems?	
How do these climates produce challenges?	
Where are the Asian tectonic plate boundaries?	
How does development affect risk level in Asia?	
How are some Asian countries ethnically diverse?	
How has China changed so rapidly over time?	
How is China changing power dynamics in Asia?	

Skills to develop

Some of the content in this unit continues work from Unit 1 of Year 9, asking you to consider the <u>factors influencing development</u>: these can be connected to history, physical geography, environment and decisions made by governments.

As with your unit on development, you will also be using a range of <u>data sources</u> to provide <u>evidence</u> for your comments on different economies: the population distribution map on the left is an example of a data source you could be asked to interpret.

Development Scale

Developing Country — Emerging Country — Developed Country

<u>Examples</u>

Developing	Emerging	Developed
Nepal	India	Japan
Bangladesh	China	South Korea
Laos	Indonesia	Singapore

<u>India</u>

India is located in **South Asia.** We looked at its development in the last unit.

It is highly:

- Linguistically and religiously diverse (because of many different historical influences on the region).
- Unequal: especially between rural and urban areas, and North and South India.

<u>Japan</u>

Japan is located **in East Asia.**

It is highly:

- Developed (high standard of living)
- Densely populated (due to its mountainous inland terrain).
- Monocultural (due to a very restrictive immigration policy).

<u>China</u>

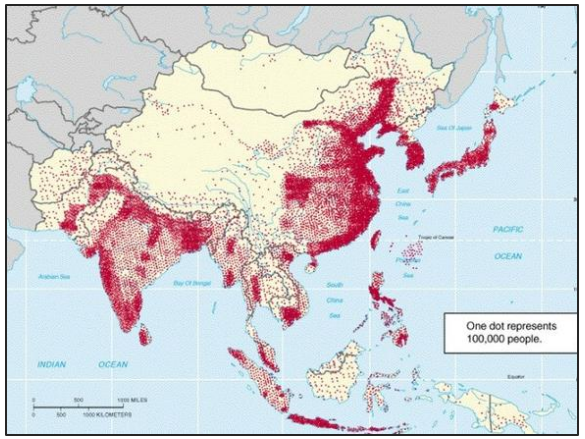
China is located in **Central and East Asia.**

Like India, it has experienced massive economic growth and significant demographic change over the last 30 years but has been more economically successful thanks to high levels of FDI.

<u>Nepal</u>

Nepal is in **South Asia** and is one of the poorest countries on the continent.

It has a beautiful landscape (Himalayas) that attracts tourists, but its unpredictable hazard zones, combined with low development, make it dangerous.



<u>Human Geography</u>

Key Concept: Population Distribution

Asia is home to the two most populous (highly populated) countries on earth: India and China. Bangladesh and Indonesia are also in the top 10.

Population size does not indicate high or low development, but a <u>rapidly increasing urban population</u> suggests that the country is <u>still in the industrial stage</u>, attracting high numbers of rural migrants to cities. India and China are still considered to be in this stage of development.

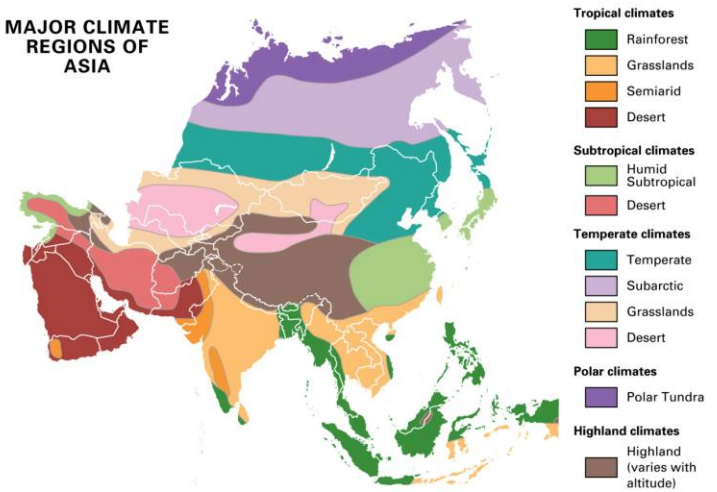
Geography Year 9 Autumn Term 2 – Why is Asia the most diverse continent?

Key Words	
Word	**Definition**
GDP	**Gross Domestic Product:** is the total value of all goods and services produced within a country's borders each year.
Projected Figures	A statistic indicating what will occur if current trends hold true.
Latitude	Measurement (in degrees) of a location's distance north or south of the Equator.
Atmospheric Circulation	Large-scale movement of air around the Earth. It is driven by unequal heating from the sun and the Earth's rotation.
Tropical climate	Consistently warm temperatures and high humidity near the equator.
Altitude	Measurement (in metres or feet) of a location's distance from sea level.
Alpine climate	Cold temperatures, high winds, and high levels of precipitation (usually snow) found at high altitudes.
Diversity	Range of difference: in humans, this can mean race, religion, gender etc.
Multicultural	A society where different cultural or ethnic groups coexist and are encouraged to keep their identities.
Monocultural	A culture that is dominated by a single shared objective, belief or other elements that define a group.

Asia's climate regions (biomes)

Asia is highly diverse in its physical as well as its human geography.

South-eastern countries in Asia are tropical, producing rainforests, while its northern countries have forests. The northernmost parts of Russia are in the tundra and polar biomes. The subtropical region (Tropic of Cancer) produces India's Thar Desert and the Arabian Desert. The Himalayas have a cold alpine ecosystem.



Conflict and Competition in Asia

Asia has a long history of conflict between countries: many were colonised and had inaccurate borders drawn by the colonial powers, which led to battles between different ethnic groups, especially in Western Asia (more often called the Middle East).

However, as populations grow, and some countries move from one stage of development to the next, there is now also increased competition for resources. We look at the case study of the South China Sea, and how different countries that border it now compete for territory, hoping to access trade routes, fish stocks, and undersea oil and gas reserves to meet their populations' needs.

Art - Year 9 Autumn Term
Food

Looking at artists
Looking at the work of a range of artists that are inspired by food: Food title page
Artist research page: Joel Penkman
Reading: Joel Penkman article and comprehension questions
Developing and experimenting
Experimenting with a range of different materials
Experimenting with tone and shading techniques
Planning a final outcome
Drawings
Baseline assessment: drawing using a grid
Observational drawings - pencil tone cupcake
Coloured pencil crayon hotdog (colour mixing)
Arrangement of biscuits (watercolour paint, charcoal)
Mixed media meal drawings (biro tone, pencil tone, colour tone)
"Do Now" tasks
Final Outcomes
Mixed media meal
Drawings/painting tasks: pencil tone cupcake, biscuit arrangement, pencil crayon hotdogs
New skills and techniques
Charcoal drawing
Cross hatching (biro tone)
Development of prior knowledge
Artist appreciation/opinions, observational drawing, coloured pencil crayon mixing and blending, pencil shading and biro tone, mixed media, watercolour paints






Food and Nutrition: Year 9 Autumn Term: World Cuisine and Food Science

- Seneca Online Learning - AQA Food and Nutrition - Class code: b797g0nf2i
- https://www.foodafactoflife.org.uk/
- BBC Food
- Food Standards Agency - https://www.food.gov.uk/food-safety
- https://www.ifst.org/lovefoodlovescience
- https://quizlet.com/240309265/gcse-food-preparation-nutrition-keywords-flash-cards/

Key Knowledge

Click to add text
Click to add text

- Cuisine relates to the established range of dishes and foods of a particular country or religion.
- Cuisine is also concerned with the use of distinctive ingredients and specific cooking and serving techniques.
- Cooking methods can achieve specific characteristics in food.
- Cooking food makes it safe, allows it to keep for longer and makes it more palatable.
- Heat is transferred by conduction, convection and radiation
- Dextrinisation is the term used to describe browning of starch caused by heat.
- Caramelisation is the browning of sugars caused by heat.

Quick Test (Use the internet to research your answers)

1. What religions traditionally do not eat pork?
2. Name two traditionally British dishes.
3. Explain the different factors that affect peoples food choices
4. Describe the various factors that influence a countries cuisine
5. Explain why Italian cuisine uses lots of fresh tomatoes, herbs and olive oil.
6. Name three types of heat transfer.
7. Why is food cooked?
8. What is the main heat transfer method when boiling food?
9. What sort of heat transfer commonly causes dextrinization?

Research the Key Words below and write an explanation for each

- **Cuisine**

_____
_____
_____
_____
_____

- **Climate**

_____
_____
_____

- **Conduction**

_____
_____
_____

- **Convection**

_____
_____
_____

- **Radiation**

_____
_____
_____

DT Year 9 Unit 1: Health and Safety

Glossary

Health and Safety

NOUN *BRITISH*
•regulations and procedures intended to prevent accident or injury in workplaces or public environments.

Why do you think workshop Safety Rules are important?
If everyone follows workshop rules, everyone will be safe and learn how to use tools and equipment properly and efficiently.

[Health and Safety (technologystudent.com)]

1. Always listen carefully to the teacher and follow instructions.

2. Do not run / rush in the workshop.

3. Know where the emergency stop buttons are positioned in the workshop.

4. Always wear an apron.

5. Wear good strong shoes. Trainers are not suitable.

6. When attempting practical work, all stools should be put away.

7. Bags should be stored away, during practical sessions in the workshop.

8. When learning how to use a machine, listen very carefully to all the instructions given by the teacher. Ask questions, especially if you do not fully understand.

9. Do not use a machine, if you have not been shown how to operate it safely, by your teacher.

10. Always be patient, never rush practical work.

11. Always use guards, when operating machines.

12. Keep hands / hair and clothing away from moving/rotating parts of machinery.

13. Use hand tools carefully, keeping both hands behind the cutting edge.

14. Report any damage / faults to machines/equipment. Damage or a faulty part, could cause an accident.

15. Keep your workbench tidy. When you have finished with a tool / piece of equipment, return it to its storage cupboard / rack.

16. Never distract another pupil, when they are working on a machine or using tools / equipment.

DT Year 9 Unit 2: Sustainability and the 6R's

Glossary

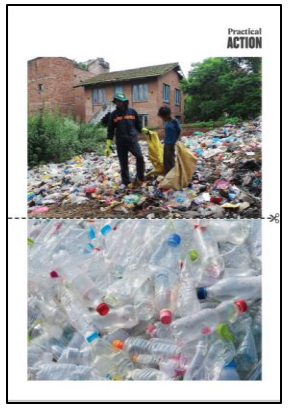
Sustainability
Is the avoidance of the depletion of natural resources in order to maintain an ecological balance: Eg: if a tree is cut down for paper, another tree is planted in its place.

Finite resources
Finite resources are non-renewable and will eventually run out. Metals, plastics and fossil fuels (coal, natural gas and oil) are all examples of finite resources.

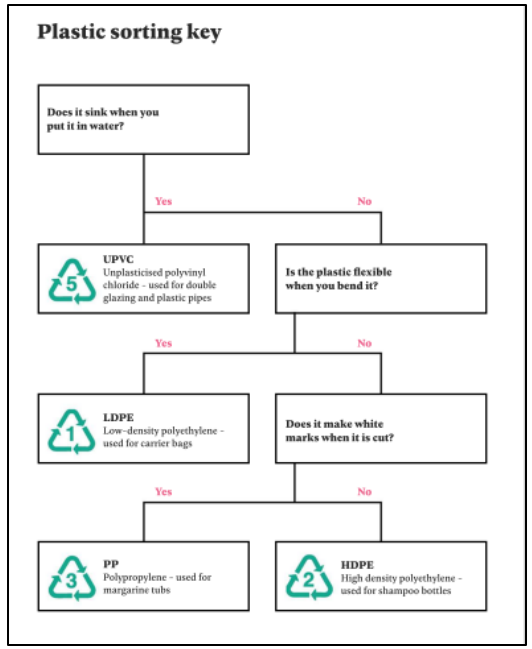
Non-Finite resources
Non-finite resources are found naturally and can be replaced. Examples include wood, cotton and renewable energy sources such as solar and wind.

6 R's
Rethink
Refuse
Repair
Reduce
Re-use
Recycle

Impact on sustainability
We now consider more the materials and energy we use are **sustainable**. This includes where the resources come from and how they are disposed of at the end of their life.



Waste disposal
Households are encouraged to recycle waste items where possible, including products made from various materials such as hard plastics, paper and steel. In 2016, the UK recycled 25 per cent of household waste, with the target of 50 per cent in 2020. All other waste goes to **landfill sites**, which release harmful gases that pollute the surrounding air and soil.



[6Rs - Practical Action]
[Puma Clever Little Bag - fuseproject]
[Plastics challenge - Practical Action]
[9 Useful Things Made Entirly By Reusing Plastic Bottles (sadtohappyproject.com)]
[Impact on sustainability - New and emerging technologies - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize]

Read

Computing Year 9 Autumn Term 1: Business & ICT

Quiz

Market Research

There are two Types of Market Research Primary and Secondary.
Primary is doing it yourself e.g:
Survey
Focus Group
Secondary is someone else's' work
Internet Research
It's important as it tells businesses what people want to buy so you can ensure your selling what people want

Market Segmentation

There are different Market Segments:
Age
Gender
Lifestyle
Location
These are important because it lets the business target its products to the right people through advertising etc.

Key Terms

Market Research: This is carrying Out research of members of the public
Market Segmentation: Splitting Customers into target audience
Spreadsheet: Software designed To let you deal with numbers And calculations
Adobe Fireworks: Software to Let you do graphical work like Create a web page or poster
Web Design: Lets you design Website, can be done through Web authoring software or HTML
Word: Designed for typing and Formatting letters and other Documents that need to be Typed up

Spreadsheet

Spreadsheets are good as they allow you to carry out calculations quickly and accurately.

Formulas must start with = sign and use cell referencing- B4

1	/	Division	50	/	10	7.5
2	*	Multiplication	10	*	8	80
3	+	Addition	50	+	10	60
4	-	Subtraction	10	-	5	5

Fireworks

Adobe Fireworks has many tools Which can be used to change images:
-Remove Background
-Create Shapes
-Move parts of an image

HTML

This is the code used to create a website there is a 'tag' for instructions:
<img> means insert an image
<h1> means a main Heading
<P1> means a paragraph

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Read

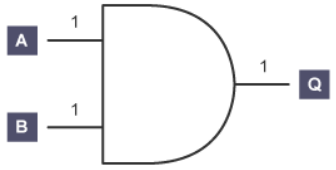
Computing Year 9 Autumn Term 2: Logic Gates

Quiz

Logic Gates

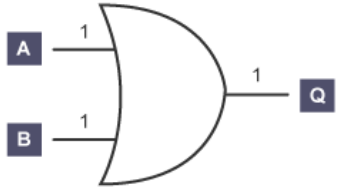
Logic Gates represent how a circuit Board within a computer works:

Truth Tables



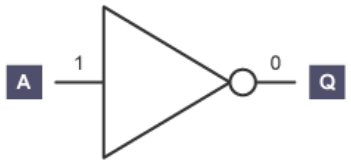
AND Gate

INPUT		OUTPUT
A	B	
0	0	0
1	0	0
0	1	0
1	1	1



OR Gate

INPUT		OUTPUT
A	B	
0	0	0
1	0	1
0	1	1
1	1	1



NOT Gate

INPUT	OUTPUT
A	
0	1
1	0

Key Terms

Binary: This is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s.

Logic Gate: This is a circuit within a Computer

AND Gate: When both switches on the circuit are on the output will be on. Eg both light switches need to be on for the light to come on.

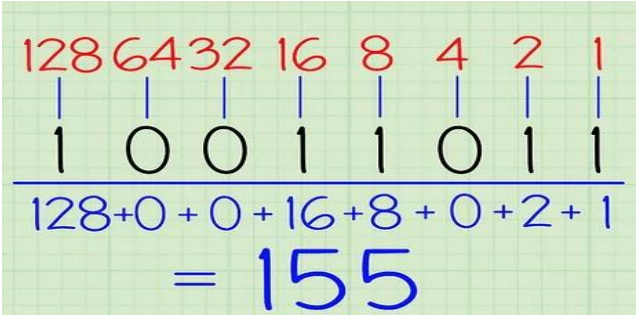
OR Gate: Only one switch needs to be on for the output to go on, eg in either a hall light switch or landing light switch is on the landing light will go on.

NOT Gate: This is the opposite, if the switch is on the light will be off and vice versa

Truth Table: This is a table which shows how the Logic Gate is working on is represented by 1 and 0 means it is off

Binary

Computers use something called binary code. Binary code is made up 1s and 0s.



Binary Addition

0 + 0 = 0

1 + 0 = 1

1 + 1 = 10

1 + 1 + 1 = 11

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Drama Year 9 Autumn Term: Lizzie Borden

Physical Skills

Posture	How someone stands and/or sits (slouched, upright)
Gesture	How someone uses their hands and arms when they are speaking
Facial expression	How the face is used to communicate feeling. (EG – open mouthed, scrunched eyes, pouted lips.)
Movement	How someone moves around the stage space. This also includes physical theatre movement (dance, unison movement.)
Gait	How someone walks (stride, leap, shuffle.)

Drama Techniques

Hot Seating: Answering key questions about your character/ storyline in role

Spontaneous Improvisation: Creating a piece of Drama, based on some prior knowledge, with little or no planning time.

Documentary-Drama: A style of Drama using re-enactments of real life events.

Vocal Skills

Accent	A way of pronouncing a language (country, area or social class)
Volume	How loud or quietly someone speaks
Pitch	How high or low someone speaks
Tone	How something is said – sarcastic tone, happy tone, sad tone
Timing	Use of pause or silence. The rhythm of the way you speak
Pace	How fast or slow someone speaks
Intonation	The rise and fall of the voice
Phrasing	How something is said for dramatic effect (pause, emphasise words)
Emotional range	Happy, sad, scared, shy, nervous (linked with tone)
Delivery of lines	Working with other actors (linked with timing) action - reaction

Dig Deeper Questions:

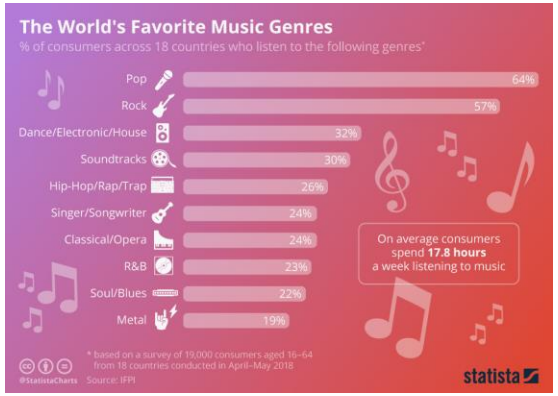
- What is a stimulus
- Can you give an example of a good stimulus for a piece of Drama.
- Why is a story like 'Lizzie Borden' a good stimulus for a piece of Drama?
- What is the difference between a 'motive' and a 'motif'?

Communication **Cooperation** **Creativity** **Confidence**

Year 9 Music Term 1: Pop Song Structure

GENRE: A style or category. There are thousands of different styles or genres and each style has it's own unique features e.g.

Pop
Rock
Hip Hop
Jazz
Blues
Metal
Country
Reggae
Dance
RnB



INTRO	the first section of a song which sets the mood of the song and is often an instrumental section
VERSES	has the same melody but different lyrics each time which helps develop the song's narrative and story
LINK	a optional short section often used to join different parts of a song together, often instrumental
PRE-CHORUS	an optional section of music that occurs before the CHORUS which helps the music move forward and "prepare" for what is to come.
CHORUS	occurs several times within a song and contains the most memorable HOOK/RIFF. Relays the message of the song and is repeated with the same melody and lyrics each time it is heard
MIDDLE 8/ BRIDGE	a section (often 8 bars in length) that provides contrasting musical material
CODA/ OUTRO	The final section of a popular song which brings it to an end

STRUCTURE: The way music is put together in sections. Pop Songs have typical sections e.g. verses/choruses, but there is no set order. Each artist likes to create their own structure

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COMPOSITION KEYWORDS

Timing – triggering loops at the correct time
Texture – the number of layers at the same time e.g. 1 sample, 3 samples or 7 samples all playing at the same time
Contrasts – changing things so it sounds different to the original
Capturing Scenes – a method on Ableton Live where you group samples to make a new section
Muting - where a sample (or all samples) are silenced for a period of time.
Arrange – where you take something you did not create and put it together differently to make your own version

Year 9 Physical Education:

Enhancing skills and applying strategies

- Expectations
- Standards
- Skill/technique recap

Health Related Fitness - Benefits of Physical Activity

- Fitness testing
- Planning a training programme
- Principles of Training
- Anatomy Vocabulary

Wider Curriculum Competitive Sports & Activities

- Extra Curricular
- Inter-form
- Sports Day
- Community Links
- School trips

Sports/Activities taught

Netball
Football
Hockey
Handball
Cricket
Rounders
Basketball
Table Tennis
Badminton

Strategies to overcome opponents in competitive sport (Games)

- Teamwork
- Rules & regulations
- Sport specific skills whilst moving
- Tactics to overcome opponents
- Application of technique

Develop techniques and improve performance in other competitive sport. (Individual)

- Athletics: Race strategies (Pace)
- Trampolining: Basic Combinations

Outdoor & Adventurous Activities

- Team building
- Problem solving
- Oracy & Communication Skills
- Intellectual challenge
- Physical Challenge

- Desire to Improve: assessments will demonstrate improvements to achieve your personal best. Evaluation of Performance. Influencing the outcome and end result of the performance. Influencing the outcome & end result of the activity.
- Commitment, Resilience & Respect across the learning journey.

PSHE: Year 9 Autumn Term: Sexuality and Gender Identity

Glossary

Asexual	A person who generally does not experience sexual attraction to any group of people
Androgyny	A gender expression that has elements of both masculinity and femininity
Biological Sex	The physical anatomy and gendered hormones one is born with.
Bisexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender
Cisgender	A description for a person whose gender identity, gender expression, and biological sex all align
LGBTQ+	Lesbian Gay Bisexual Trans Queer / Questioning + = Other
Sexuality	A persons sexual preference or orientation. Who they are attracted to.
Gender Dysphoria	Where a person experiences distress due to a mismatch of their biological sex and their gender identity.
Heterosexual	A medical definition for a person who is attracted to someone with the other gender.
Homosexual	A medical definition for a person who is attracted to someone with the same gender.
Transvestite	A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.
intersex	A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus, and penis)
Pansexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
Transgender	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Transsexual	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
: Gender Identity	Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.

Important legal changes that have affected LGBTQ+ people in the UK

- **2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces.**
- **2001: Age of consent for gay/bi men is lowered to 16.**
- **2002: Equal rights are granted to same-sex couples applying for adoption.**
- **2003: Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.**
- **2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.**
- **2004: Civil Partnership Act is passed.**
- **2004: Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.**
- **2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.**
- **2008: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.**
- **2009: A new law gives better legal recognition to same-sex parents.**
- **2013: The Marriage (Same-Sex Couples) Act is passed.**

Trans Teens and Children

If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group may include specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical.

If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time. Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols.

Gender Reassignment surgery will not be considered until a person has reached 18 years of age.

Schools and LGBTQ+ Students

All Schools are required to have a policy relating to LGBTQ+ Students and how they are supported in schools. However each case will be dealt with on an individual basis as to what is best for the students. Discussions will be conducted with Safe guarding team, parents, wellbeing teams and appropriate external agencies involved in the students care.

Where to get more help and support

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Wellbeing Team
- Your Doctor or Community Nurse
- NHS Online
- Young Stonewall: https://www.youngstonewall.org.uk/
- The Proud Trust – Local Support groups: https://www.theproudtrust.org
- Friends and Family of Lesbians and Gays: https://www.fflag.org.uk/

PSHE Year 9 E-Safety & Digital Citizenship

Glossary

E-Safety Strategies and systems to help people stay safe online.

Digital Citizenship Accepted ways on behaving whilst engaging in online activity.

Cyber Bullying The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Hacking Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.

Grooming When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behaviour or radical beliefs.

Digital Footprint The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.

Where to get more help and support

- Parents and trusted family.
- School Staff and Wellbeing Team
- Directly to the police.
- Report any inappropriate behaviour to the website.
- NSPCC - https://www.nspcc.org.uk
- Childline - Helpline: 0800 1111(24 hours, every day) / https://www.childline.org.uk
- CEOPS - https://www.ceop.police.uk/safety-centre/

10 strategies for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. 10.If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Digital Footprints and Online Behaviour

A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search. To promote a positive digital footprint there are 5 simple rules:

1. Would you want your grandmother to see it? Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.
2. Do you really think that is private? Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.
3. Would you say it to someone's face? If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.
4. Is this your work to publish/use? Reposting or using someone else's work if fine if you credit the original owner creator. If you don't it is plagiarism.
5. Would you want someone to do it to you? How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online?

Online Behaviour and the Law

- **The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law as it creating fake profiles or websites.**
- **It is a criminal offence under the Communications Act 2003 to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character.**
- **It is a criminal offence under the Criminal Justice and Courts Act 2015 for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.**
- **There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the Protection from Harassment Act 1997.**

Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime screen shot the evidence and speak to the police.