St Monica's RC High School

ST TERESA of CALCUTTA Catholic Academy Trust

Knowledge Organisers

Year 9

Spring Term 2026

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.

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.

These notes are based on your lessons this Spring term.

It is important that you develop your knowledge by reading over these notes each night.

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 Spring Term: Year 9 Descriptive Writing

Expectations

Your writing needs to be convincing and compelling. Tone, style and register are assuredly matched to purpose and audience. Extensive and ambitious vocabulary with sustained crafting of linguistic devices. Varied and inventive use of structural features. Writing is compelling, incorporating a range of convincing and complex ideas. Fluently linked paragraphs with seamlessly integrated discourse markers.

Wide range of punctuation is used with a high level of accuracy. Uses a full range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with secure control of complex grammatical structures. Extensive and ambitious use of vocabulary.

Example:

As I neared the foot of the mountain, such was its mass I could no longer see sky. Pausing at the base of it, I noticed that the wind had abated somewhat, and I felt a brief flash of renewed confidence. Glancing up its steep face my eyes scanned the wild, rocky terrain, peppered with tufts of grass and high reeds. No discernible path appeared to etch through it, which led me to believe that nobody of sound mind would be foolish enough to scale it, nobody as foolish as me at least. Warding off the temptation to turn back, I placed my trusty staff before me and carefully distributed my weight across the unstable ground. With no visible path to speak of I lunged forward and begun to climb, praising each successfully placed step as I slowly advanced. Reaching roughly a meter high, I felt the first cool drop of rain blotch my forehead. It caused me to glance up instantly at the sky with trepidation, but before I would be greeted by an onslaught of raindrops, I decided to forge on undeterred. A violent rush of wind suddenly rose beneath me, causing the hood of my coat to blow clean over my head. Maybe it was a sign, I thought. Nature's way of telling me that I should prepare for the inevitable drenching. But I did my best to not entertain such thoughts. Instead, my mind was cast back to the days of my youth.

Key Terms	
Narrative voice	the perspective the story is told from
Allusion	an expression designed to call something to mind without mentioning it explicitly
Setting	Where the story takes place
Symbolism	an artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind
Connotations	An idea or feeling created by a particular word
Clause: A part of a sentence	An independent clause: part of a sentence that makes sense by itself A dependent clause: part of a sentence which requires more information
Natural Imagery	Natural imagery means a congruous set of images depicting the world of nature.
Religious Imagery	objects that have religious significance due to their use of symbolism.

Ambitious Vocabulary	
Glancing	Undeterred
everlasting	Luminescent
Wanderlust	Harmonious
Metamorphosis	Blissful
Tranquil	Volatile
Ravine	Ceaseless
Sublime	Passively
Unremitting	Omnipotence
Unfathomable	Primaeval
Glaciers	Mangled

Maths Year 9 Spring Term: Data

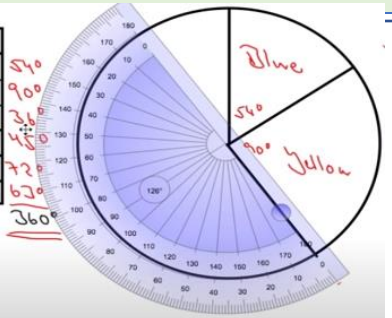
Topic

- Finding averages from tables/diagrams
- Scatter graphs and Time series
- Pie charts
- Two-Way tables

Key words

- Averages (Mode, Mean, Median)
- Spread (Range)
- Frequency
- Scatter
- Frequency Polygon
- Two-way tables
- Stem-and-leaf
- Grouped frequency

Favourite Colour	Frequency
Blue	6
Yellow	10
Green	4
Red	5
Purple	8
Other	7



Pie charts

$$\frac{\text{frequency}}{\text{total frequency}} \times 360^\circ$$

Mode — most common

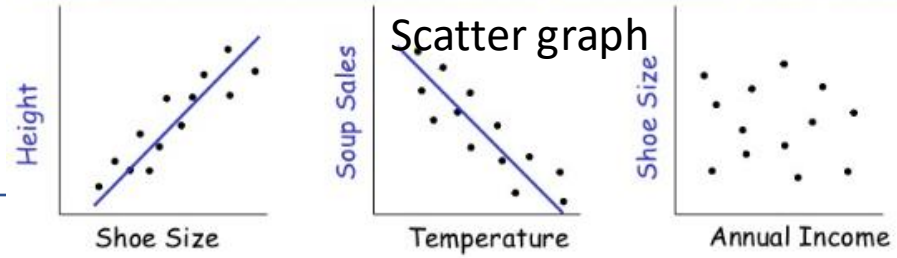
Mean — $\frac{\text{sum of values}}{\text{number of values}}$

Median — middle value

Range — largest value – smallest value

1. A positive correlation. As one quantity increases so does the other.
2. A negative correlation. As one quantity increases the other decreases.
3. No correlation. Both quantities vary with no clear relationship.

A negative correlation is characterised by a straight line with a negative gradient.



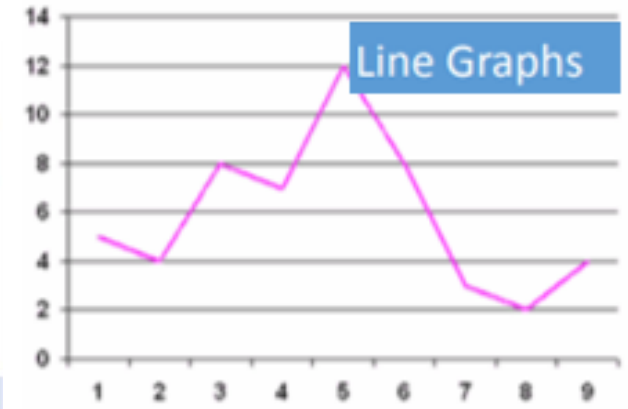
Scatter graph

Frequency Tables

Number of marks	Tally marks	Frequency
1	𝍸 II	7
2	𝍸	5
3	𝍸 I	6
4	𝍸	5
5	III	3
Total		26

	English	Maths	Science	Total
Girls	20	13		50
Boys		15		
Total	38		40	

Two-Way Tables



MathsWatch Clips

S6,62, 130a, 130b, s3, s4, s5, s8, p4, p5, 153, 61

Science Year 9 Spring Term: Physics Heating

P3.2 Knowledge Organiser

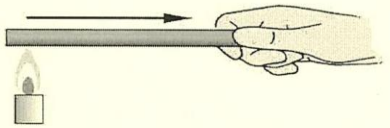
Science Mastery

Internal energy

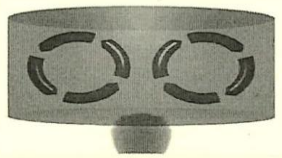
1. **Internal energy = kinetic energy** of the particles in a system **+ potential energy** of particles in a system.
2. Particles in solids, liquids and gases have **kinetic energy** because they are always moving.
3. The **hotter** a material is the faster its particles move and the **larger** the kinetic store of energy.
4. Particles have **potential energy** because their motion keeps them separated. The **further apart** the particles the **larger** the potential energy.
5. Particles in a gas have more internal energy because they have more kinetic energy and potential energy.
6. Heating changes the energy stored in the system by increasing the energy of the particles that make up the system.
7. Heating either **raises the temperature** of the system or **produces a change of state**.
8. The thermal energy of an object depends on its mass, temperature and what it is made of.

Thermal transfers

9. Energy transfers from hotter substances to cooler substances.
10. **Temperature** is a measure of the **motion and energy of the particles**. It is related to their **kinetic energy**.
11. When thermal energy is transferred to an object by heating, its temperature depends on what the substance is made from, its mass and the amount of energy transferred.
12. The **more thermal energy** transferred the **higher the temperature** unless there is a **change in state**.
13. **Conduction** is thermal transfer by the vibration of particles.
14. Metals are good thermal conductors because they contain **delocalised (free) electrons** which can move freely through the metal.



15. **Convection** is thermal transfer when particles in a heated fluid rise.
16. A **fluid** is a substance with no fixed shape – a liquid or a gas.
17. Liquids and gases expand when they are heated, the gaps between particles increases.
18. The liquid or gas becomes **less dense** and rises. The denser, colder fluid sinks, forming a convection current.



19. **Radiation** is the transfer of thermal energy as a wave.
20. Thermal transfer by radiation can occur in a **vacuum** as it does not require particles.
21. Some surfaces are better than others at absorbing and reflecting radiation. Shiny silvered surfaces are good at reflecting radiation.

P3.2 Knowledge Organiser

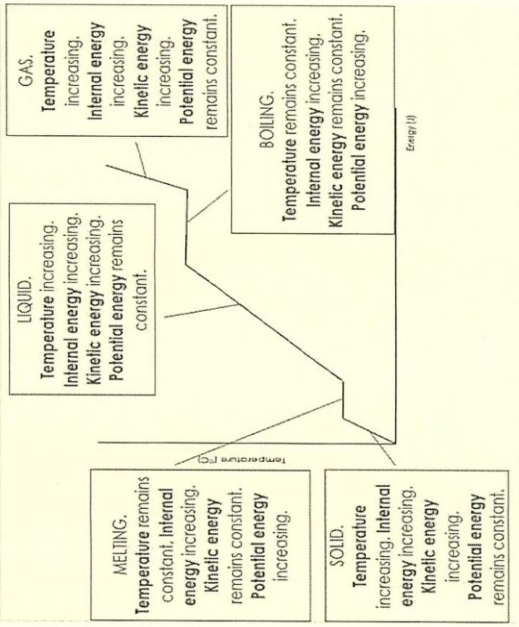
Science Mastery

Specific heat capacity

22. **Specific heat capacity** is the energy needed to raise the temperature of **1 kg** of substance by **1 °C.**
23. **$\Delta E = m\ c\ \Delta\theta$**
    a. ΔE = energy change (J)
    b. m = mass (kg)
    c. c = specific heat capacity (J/kg °C)
    d. $\Delta\theta$ = temperature change (°C)
24. Different materials require different amounts of energy to heat up or change state.

Specific latent heat

25. **Specific latent heat** of a material is the energy needed to change the state of **1 kg** of the substance with **no change in temperature**.
26. **E = m L**
    e. E = energy for a change of state (J)
    f. m = mass (kg)
    g. L = specific latent heat (J/kg)
27. **Specific latent heat of fusion** refers to a change of state from solid to liquid.
28. **Specific latent heat of vaporisation** refers to a change of state from liquid to vapour.
29. Different materials have different latent heats.
30. When a substance **changes state** the **kinetic energy** does not increase, the absorbed energy goes into the **potential energy** store. The increase in energy is used to weaken the **forces of attraction** between particles to enable a change in state.
31. A solid substance at its melting point has less energy than the same mass of the substance when it is a liquid at the same temperature.



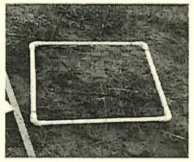
Science Year 9 Spring Term: Biology Human interaction and biodiversity

B3.2 Knowledge Organiser

Science Mastery

Biodiversity

1. Biodiversity is the **variety** of different species in an **ecosystem**
2. Biodiversity can be measured by using **sampling** techniques to count the **abundance** of different species
3. A quadrat is a piece of equipment (a frame) used to count the abundance of species



4. **Random** sampling is used to measure the abundance of a species in a particular habitat, using quadrats placed at random coordinates
5. **Systematic** sampling is used to measure the effect of a factor on the distribution of a species, using a **transect** with quadrats placed at regular intervals
6. High biodiversity makes an ecosystem **stable** because each species is not dependent on just one other

How Humans affect Biodiversity

7. Many human activities are **reducing biodiversity** on Earth
8. The global population is increasing, so more resources are needed and more **waste** is being produced
9. Pollution is caused when waste is not properly treated
10. Pollution can be very harmful to plants and animals and **reduce biodiversity**
11. Pollution does not always affect all species equally, as some may be more resistant
12. **Biodiversity** is reduced by humans using land for building, quarrying, farming and waste disposal
13. **Peat** from peat bogs is used for compost for gardens and farms, destroying habitats
14. Scientists and other citizens are using different methods to **counteract** some of the negative impacts of humans on biodiversity:
    - Protecting rare **habitats**
    - Maintaining **nature reserves**
    - **Breeding** programmes for endangered species
    - **Recycling** resources to reduce landfill waste
    - Reducing deforestation
    - Growing **hedgerows** on farms to allow more crops to grow

Global Warming

15. Levels of carbon dioxide and methane (**greenhouse gases**) in the atmosphere are increasing, contributing to global warming
16. Human activities contribute to greenhouse gas **emissions**, particularly the burning of **fossil fuels** in industry and transport
17. There are many **biological consequences** to global warming including:
    - Melting polar ice caps
    - Rising sea levels
    - Extreme weather patterns
    - Flooding
    - Loss of habitats

Human Waste

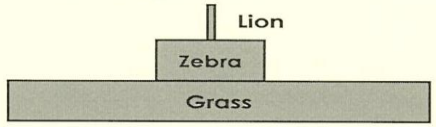
18. The increasing human **population** means that more resources are required and more waste is produced
19. More waste is also produced through the improved standard of living
20. If waste is not treated properly it results in pollution:
    - **Water pollution** is caused by poor sewage treatment and leaching of fertilisers
    - **Air pollution** is caused by smoke and acidic gases
    - **Land pollution** is caused by landfill and toxic chemical waste

B3.2 Knowledge Organiser

Science Mastery

Pyramids of Biomass

21. Biomass is **lost** between **trophic levels** in a food chain
22. Producers (mostly plants and algae) transfer about 1% of the light energy they absorb for photosynthesis
23. Only approximately **10%** of biomass from each trophic level is **transferred** to the level above
24. Biomass is **lost** through waste (faeces, urine, sweat, gas) and through life processes such as **movement** and **thermoregulation**



Farming and Biotechnology

25. **Efficiency** of food production (between trophic levels) can be improved by **restricting** energy transfer from food animals to the environment
26. This includes **intensive** farming methods where movement of animals is limited and the temperature of their surroundings is controlled
27. Fish stocks in oceans are declining because of overfishing
28. Fish stocks need to remain at a high enough level for breeding to occur, to prevent the disappearance of some species
29. Fishing **quotas** are used to ensure that ocean fish stocks remain at a sufficient level and **net sizes** can be restricted to prevent juvenile fish being caught, so they can then have their own offspring
30. Modern **biotechnology** allows large quantities of **microorganisms** to be cultured for food
31. ***Fusarium*** fungus is used to produce mycoprotein (Quorn), a protein-rich food suitable for vegetarians
32. Fusarium is grown on glucose syrup in aerobic conditions before being harvested and purified
33. Genetically modified (GM) bacterium can be used to produce **insulin** to be harvested and purified to treat people with diabetes
34. **GM crops**, such as golden rice, can be used to provide increased nutritional value in areas where it is lacking

Food Security

35. Food security is having **enough food** to feed a **population**
36. Many factors can threaten food security:
    - Increasing **birth rate** means there is not enough food for the growing population
    - **Changing diets** in developed countries means that scarce food resources are being transported across the world
    - New **pests** and pathogens are affecting farming
    - Environmental changes, including **droughts**, which can lead to **famines**
    - Political instability and **conflicts** in some parts of the world threaten access to food and water
37. **Sustainable** methods must be found and used to feed Earth's population

Science Year 9 Spring Term: Chemistry: Qualitative Chemistry

Science Mastery

Chemical reactions

1. **Chemical reactions** always involve the formation of one or more new substances.
2. Chemical reactions often involve a **temperature change**.
3. **Formulae** are used to show the elements bonded together in a compound e.g. H_2O contains 2 hydrogen atoms and one oxygen atom.
4. **Compounds** can only be separated into their **elements** by a chemical reaction
   a. e.g. $2H_2O \rightarrow 2H_2 + O_2$
5. In **chemical equations** the three **states of matter** are shown as:
   a. solid = (s); liquid = (l) and gas = (g)
   b. **aqueous solutions** are shown as (aq)
   c. e.g.
   d. $2Na(s) + 2H_2O(l) \rightarrow 2NaOH(aq) + H_2(g)$
6. An aqueous solution is a substance dissolved in water.

Relative formula mass

7. The **relative atomic mass** (A_r) is the average mass of the atoms of an element compared to the mass of carbon-12.

16
O
oxygen
8

8. The **relative formula mass** (**Mr**) of s substance is the sum of the A_r of all the atoms in the formula.
   a. e.g. What is the M_r of water (H_2O)?
   b. (A_r H = 1.0; O = 16.0)
   c. There are 2 x H and 1 x O in the formula
   d. (2 x 1.0) + (1 x 16.0) = 18.0
9. A_r and M_r have **no units** as they are relative masses.
10. In a balanced chemical equation:
    a. **sum M_r reactants = sum M_r products**
    b. e.g. $2H_2O_2 \rightarrow 2H_2O + O_2$
    c. Mr reactants = 2 x 34 = 68
    d. Mr products = (2 x 18) + 32 = 68
11. The percentage mass of an element in a compound can be calculated using the relative atomic mass and the relative formula mass.

$$\% \text{ by mass} = \frac{A_r \times \text{number of atoms in a compound}}{M_r \text{ of the compound}} \times 100$$

Conservation of mass and balancing equations

12. No atoms are lost or made during a chemical reaction.
13. **mass of products = mass of reactants**
14. Chemical reactions can be represented by symbol equations which are **balanced**.
15. This means the number of atoms of each element is balanced e.g.
16. $2Mg + O_2 \rightarrow 2MgO$
17. there are 2 magnesium atoms on each side of the equation.
18. Some reactions may appear to involve a change in mass, but this is normally because a reactant or a product is a **gas** e.g.
19. $Mg(s) + 2HCl(aq) \rightarrow MgCl_2(aq) + H_2(g)$
20. During the reaction hydrogen gas is produced. If the gas is free to leave the reaction container then the measured mass will decrease.

C3.2 Knowledge Organiser

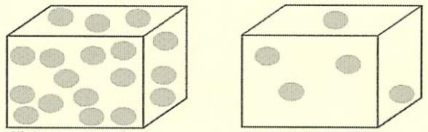
Science Mastery

Uncertainty

21. Scientific uncertainty means there is a range of possible values within which the true value of a measurement lies.
22. Whenever a measurement is made, there is always some uncertainty about the result obtained.

Concentration

23. Many chemical reactions take place in solutions.



24. The more concentrated a solution the more particles it contains in a given volume.
25. The concentration of a solution can be measured in mass per given volume of solution e.g. grams per dm^3 (g/dm^3).
    a. **mass of solute / volume of solution = concentration**
    b. **volume of solution**
26. Volumes need to be in **dm^3**
27. 1 dm^3 = 1000 cm^3

Making soluble salts

28. Soluble substances dissolve in a solvent
29. Insoluble substances cannot dissolve in a solvent
30. Neutralisation reaction general equation is acid + base → salt + water
31. Metal + acid → salt + hydrogen
32. Metal oxide + acid → salt + water
33. Metal hydroxide + acid → salt + water
34. Metal carbonate + acid → salt + water + carbon dioxide
35. Soluble salts can be made from acids by reacting them with solid insoluble substances, such as metals, metal oxides, hydroxides, or carbonates.
36. The solid is added to the acid until no more reacts and the excess solid I filtered off to produce a solution of the salt.
37. Salt solutions can be crystallised to produce solid salts.
38. Copper oxide reacts with sulfuric acid solution to produce copper sulfate and water
39. This reaction can be represented with the equation $CuO(s) + H_2SO_4(aq) \rightarrow CuSO_4(aq) + H2O(l)$
40. Copper sulfate solution is a blue liquid
41. Copper sulfate crystals are blue

RE Year 9 Spring: Festivals and Rites of Passage

Key Words:

- **Covenant:** A promise between God and man
- **Talmud and Tenakh:** Jewish scripture
- **Shema:** Jewish prayer
- **Synagogue:** Jewish place of Worship
- **Torah** Jewish Holy Scripture
- **Rabbi:** Jewish religious leader
- **Yahweh:** Jewish word for God

Passover

- Reminds them of the Angel of Death passing over during their time of slavery in Egypt. (Ten plagues)
- Reminds them of their covenant with God
- Eat unleavened bread – doesn't rise – shows the hurry of the Jews leaving slavery.
- Sedar meal – everything is symbolic e.g. bitter herbs – to symbolise the bitterness of slavery.
- Sedar wine is drunk to remember God's four promises to Moses.

Rosh Hashanah

- Jewish New Year
- On this day God writes down his judgement on each person
- They reflect on their past year and making peace with others.
- Eat apples dipped in honey to symbolise a sweet new year.
- Shofar (ram's horn) is blown to remind Jews that God will judge them.
- Tashlikh: Jews empty their pockets to symbolise getting rid of sin.

Yom Kippur

- Day of Atonement
- Holiest day of the year, 10 days after Rosh Hashanah
- God makes his final judgement on whether they have been good/bad.
- Confessing wrongdoing is very important.
- Fast (don't eat or drink) for 25 hours.
- Wear white to show purity.
- Avoid make-up/perfume and bathing.
- Pray a lot of the day in the synagogue.

Why are festivals important?

- Helps bring the community together
- Strengthens their faith,
- Brings them closer to God
- Time to remember key parts of history
- Orthodox = continuing tradition is vital

'Live in booths for seven days.'

'Do not eat bread with yeast in'

'See I have set before you this day life and good, death and evil…choose life"

Birth and Brit Milah

- A baby girl is given her names in the synagogue after her father has performed a special reading from the Torah. Boys are names after eight days, during the circumcision.
- **BRIT MILAH**: symbolises the covenant made by Abraham.
- The baby boy has his foreskin removed at eight days old buy a specifically trained Mohel.
- One of the most observed mitzvot, ancient ritual.
- Shows God their loyalty and faith.

'Abraham circumcised his son Isaac at the age of eight days as God had commanded him.' ***Genesis 21:4***

Bar/Bat Mitzvah

- Boys have a Bar Mitzvah at 13, girls a Bat Mitzvah at 12
- They are then responsible for their own actions and religious path.
- Boys can now lead a synagogue service, included in a minyan or read from the Torah. REFORM = girls also can do this.
- Boys must study and prepare a passage from the Torah to read during the ceremony. This means they must learn Hebrew. Girls must spend more time learning how to prepare for Shabbat, as well as learning a prayer to recite.
- After the service a special meal is eaten and shared, with big celebrations and parties for families and friends.

Marriage

- During the ceremony the couple stand underneath a canopy called a Chuppah, representing a new home.
- The Rabbi talks and offers advice.
- Seven blessings are said and then the plain metal rung is placed on the bride's finger.
- Orthodox: must be witnessed by two men. Reform: Men or women.
- After the contract is signed the groom stamps on a glass as a reminder of the destruction of the temple.
- The couple then have some time together before the meal and party.

'Then Jacob tore his clothes, out on sackcloth and mourned for his son for many days.' ***Genesis 37:34***

Funerals and Mourning

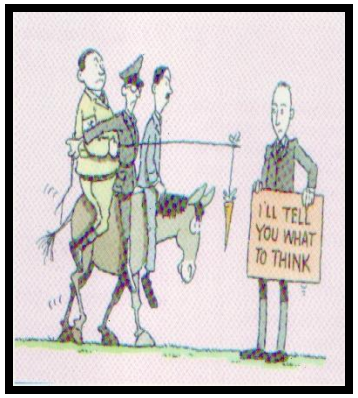
- Traditionally the bodies are buried. Reform may use cremation.
- Use a simple wooden coffin/white cloth.
- Should take place within 24 hours of death and the body should never be left alone.
- Family and friends pay respects, to the body covered in a shroud and tallit for the men.
- Can take place in a synagogue, at home or the cemetery.
- Services include readings, singing psalms and a eulogy.
- Everyone washes their hands in a ritual outside, symbolising leaving death behind.
- After the funeral there is a meal of consolation.
- Stones are left instead of flowers, because stones are permanent.
- The seven days after are an intense mourning period, where they stay at home, reject luxuries and fun activities and may wear a torn black ribbon or cut tie to show sorrow.

History Year 9 Spring: How did the Nazis control hearts and minds?

Key Words
Antisemitism- Hostility or aggression in words/actions) OR prejudice (treating someone negatively) because they are Jewish

Propaganda – Using the media to try and persuade people to believe a certain point of view.

Nazis- Short for the National Socialist German Workers Party. They were the political party that Hitler was the leader of.



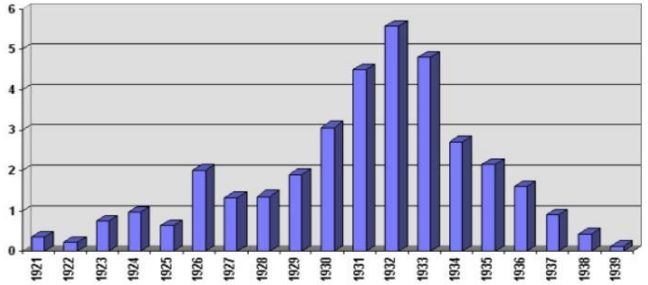
Nazis changed the school day to brainwash German children

A typical day's timetable at a mixed school in Berlin, 1936. **Eugenics** is the study of how to influence or 'improve' the mental and physical characteristics of the human race.

	Lesson 1	Lesson 2	Lesson 3	Lunch	Lesson 4	Lesson 5	Lesson 6
Boys	German	History/ Geography	Eugenics/ Nazi Theory	Sport and music clubs	Physics and Chemistry	PE: boxing, football and marching	Maths
Girls	German	History/ Geography	Eugenics/ Nazi Theory		Biology/ health and sex education	Cookery	Maths

The Nazis heavily invested in jobs for the German people. This increased their popularity greatly

Unemployment in Germany (1921-1939)

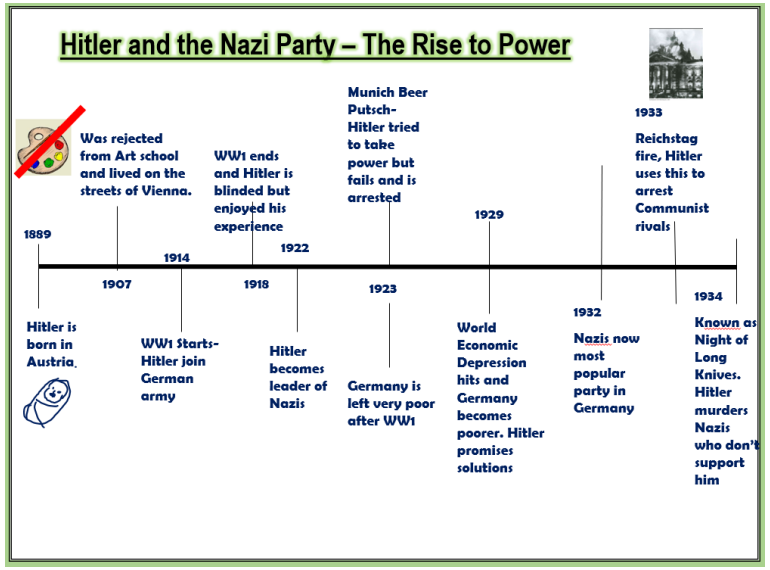


The Concentration camps
The first camps were set up as soon as Hitler came to power
They were run by the SS
Prisoners were forced to do hard labour on poor rations with tough discipline
Random executions were common
Jews, Socialists, Communists, trade unionists, churchmen and any other opponents of the Nazis ended up there

The SS
Formed in 1925 from fanatics personally loyal to Hitler
Led by Heinrich Himmler
It had responsibility for destroying opposition and carrying out the racial policies of the Nazis
Waffen SS fought alongside the army and Death's Head units ran the extermination camps

The Gestapo
The Gestapo was the secret state police
It was the force most feared by the German people
They had the power to arrest on suspicion and send suspects to concentration camps
They relied on information from informants
Germans thought that the Gestapo had greater power and reach than it did

The Police and Courts
Nazis were appointed to command local police forces
Nazis controlled judges, magistrates and lawyers
Opponents of the Nazis would not receive a fair trial



Time Period	Specific date	Treatment of Jewish people
Romans 100BC-400AD	4th century	Blamed Jewish people for the death of Jesus Christ
Norman England 1066-1100	1066	William the Conqueror invited Jews to settle in Norman England and even offered the protection
Middle Ages 1000-1500	1100	Jewish people wrongly accused of murdering Christian children and anti-Jewish feeling grew.
	1190	150 Jewish people die after being trapped inside a tower
	1290	King Edward I ordered all Jews to leave the country, England became the first European country to expel the Jewish people
Early Modern 1500-1700	17th and 18th centuries	New inventions and discoveries helped challenge existing ideas. Religion, for some, was no longer as important as it once was. People were seen as equal despite their beliefs
Industrial Period 1700-1900	18th and 19th centuries	Slowly, laws began to be lifted and Jewish communities took opportunities gave to them and made contributions to their countries.
	1870	Wilhelm Marr introduced a word for his beliefs- Antisemitism. He also claimed that Jews were a separate race, rather than a religion.
Modern Period 1900-2022	1900	Some people claimed Jews were responsibly for Germany's defeat in WW1, which was completely untrue.
	1920's	Rise of Nazis and Antisemitism concerned German Jews but many did not think he would be in power long.

History Year 9 Spring: The Cold War- When is a war not a war?

Key Words

Atomic Bomb- The belief that strong countries should have the biggest and strongest army and navy possible.
Hiroshima and Nagasaki
Communism- Agreements between countries to work together
Capitalism- The belief that a strong country must have a large empire
Cold War- Being extremely loyal to and proud of your country
Arms Race- Took place on July 24th in Sarajevo. Started a chain of events that start the First World War

August 1945 at 8.15am, an American bomber plane dropped the world's first atomic bomb on the Japanese city of Hiroshima. 80,000 people died as a direct result of the blast, and another 35,000 were injured. Even after this devastation, Japan did not surrender.
Three days later, another nuclear bomb was dropped by the Americans on the Japanese city of Nagasaki. At least 74,000 people died in the Nagasaki blast or from subsequent injuries.

Capitalism

- Low taxes, poor should work way out of poverty, accept society will be unequal.
- Private ownership of Land and businesses. Owners keep profits.
- Free elections/Press
- Tend to be popular with the rich/owners of industry

Communism

- Believe in an equal society, confiscate property of rich to share with poor, encourage revolution against 'capitalist' class (rich),
- Internationalist
- Dictatorship
- Control all media
- Lack of personal freedom

Berlin Blockade

Stalin, in response to West uniting their sectors of Berlin, blockaded the city. This placed millions into potential starvation.
In response, West launched airlift of supplies for eleven months.

Consequences

- 1st conflict of Cold War, no one knew how it would turn out. Would the planes be shot down, would this lead to war? Led to increased tension between the superpowers.
- NATO and Warsaw Pact set up afterwards. This meant a future war would now include members of both alliances.

Berlin Wall

Reasons for the Wall

People living in West Berlin enjoyed a high standard of living.
For those living in East Berlin and East Germany life was hard and standard of living was poor. They were constantly reminded of their differences. Between 1945 – 60 it is thought that 3 million people crossed from East to West Berlin.

Consequences

- **Flow of refugees reduced to a trickle**
- **propaganda victory for the 'West' – they claimed Communist countries had to build a 45km wall to imprison people**

Cuban Missile Crisis

After the USA's failed attempt to overthrow the Cuban leader Castro, USSR's leader Khrushchev saw an opportunity to challenge the USA. He argued he wanted to install the missiles with nuclear war heads in Cuba to stop the US taking any action against Cuba. The USA also had similar missiles based in Turkey very close to the USSR. Kennedy believed the missiles were a direct threat to the USA as Cuba was only 90 miles off the US coast. It sparked a 13 day stand off that could have brought the world to nuclear annihilation.

Consequences

- The two sides sign The Nuclear Test Ban Treaty was signed. This banned testing of nuclear weapons above ground.
- A hotline was set up to allow direct communications between Washington DC to Moscow to avoid any future crises coming so close to a war
- Khrushchev was made to look weak in the eyes of the Russian people for removing the missiles
- Kennedy had stood up to the Soviet Union and forced the missiles to be removed

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 later
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 Spring Term – Do we understand how important oceans are?

What do I need to know?

- ❑ What marine biodiversity is and why it is essential for healthy ecosystems.
- ❑ How oceans help regulate the Earth's climate by storing heat and absorbing carbon dioxide.
- ❑ How warm ocean waters contribute to the formation of tropical cyclones and assess why these storms can be so destructive.
- ❑ The causes and consequences of sea-level rise, including its impacts on coastal communities and ecosystems.
- ❑ How island nations rely on tourism and evaluate how healthy oceans support their economies and livelihoods.
- ❑ The environmental impacts of cruise ship tourism, including waste, emissions and pressure on fragile marine environments.
- ❑ Why artificial islands are being constructed in the UAE, and what the environmental risks and benefits of such large-scale developments are.
- ❑ What different governments, businesses and other local stakeholders can come together to make decisions that benefit their economies but also ensure the safety of their local environments.

Skills to develop

Literacy, numeracy, oracy
Data presentation and analysis

What is an ocean?

An ocean is a very large, continuous body of salt water that covers most of the Earth's surface and surrounds or separates the continents. Oceans play a major role in climate, weather, and marine life.

How do oceans affect climate?

Oceans regulate climate by redistributing heat through currents and moderating coastal temperatures, reducing continentality—extreme temperature swings inland—while influencing weather patterns.

Why are oceans important for biodiversity?

How oceans are biodiverse

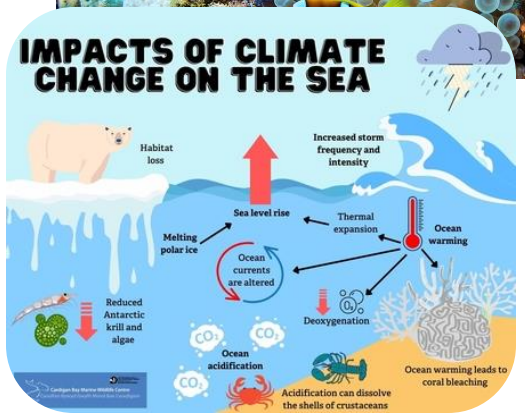
Oceans are biodiverse because they span vast depths, temperatures, and habitats, from coral reefs to deep-sea vents. Currents circulate nutrients, while sunlight, chemistry, and physical structure create many ecological niches that support a wide range of life.

Why oceans are biodiverse

Long evolutionary timescales and widespread symbiosis—such as between corals and algae—allow species to specialize, coexist, and adapt, increasing overall complexity and resilience.

Why this is good

High biodiversity strengthens ocean resilience to disturbances, supports food webs, stabilizes climate, and provides resources essential for human well-being.



How do oceans benefit humans?

Oceans regulate climate, produce oxygen, support food supplies, enable trade and transportation, provide livelihoods, protect coastlines, and offer recreation, biodiversity, and resources essential for human survival and economic well-being.

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Geography Year 9 Spring Term – Do we understand how important oceans are?

Key Words	
Ocean	A large body of salt water that covers most of the Earth's surface and is divided into major sections: Pacific, Atlantic, Indian, Southern and Arctic.
Biodiversity	The variety of living organisms in an environment, including different species of plants, animals and microorganisms, as well as the ecosystems they form.
Climate	The long-term pattern of temperature, rainfall and other atmospheric conditions in a particular region.
Ocean currents	Large, continuous movements of seawater that flow in specific directions across the world's oceans, driven by wind, temperature differences and the Earth's rotation.
Continentality	The effect that being far from the sea has on a place's climate, usually causing hotter summers, colder winters and greater temperature extremes.
Maritime climate	A climate influenced by the sea, where temperatures are milder and rainfall is higher because the ocean stores and slowly releases heat.
Tropical cyclone	A powerful, rotating storm that forms over warm tropical oceans, featuring strong winds, heavy rain and low pressure at its centre.
Coastal erosion	The gradual wearing away of coastlines by natural forces such as waves, currents, tides and wind.
Plastic pollution	The build-up of plastic waste in the environment, especially in oceans, where it can harm wildlife and ecosystems.
Ocean	A large body of salt water that covers most of the Earth's surface and is divided into major sections: Pacific, Atlantic, Indian, Southern and Arctic.

What threats do humans pose to the oceans?

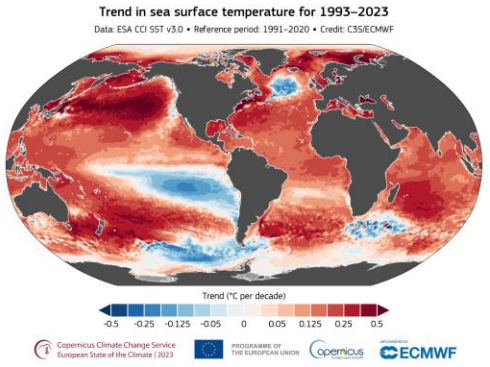
Humans threaten oceans through pollution, overfishing, climate change, habitat destruction, plastic waste, chemical runoff, oil spills, and coastal development, harming marine ecosystems and reducing ocean health.

Pollution

Humans pollute oceans through plastic waste, sewage, oil spills, and runoff, with tourism and cruise ships contributing via waste discharge, fuel emissions, litter, and coastal ecosystem damage.

Ocean warming

Ocean warming is driven by climate change, intensified by tourism and cruise ships through fuel emissions, increasing sea temperatures, coral bleaching, and stress on marine ecosystems.



Coastal erosion

Coastal erosion is worsened by tourism development and cruise ship traffic, which damage shorelines, remove natural barriers, and increase wave action affecting beaches and coastal communities.

Habitat destruction

Ecosystems are threatened by coastal development, tourism infrastructure, and cruise ship activities, damaging coral reefs, mangroves, and seabeds essential for marine biodiversity.

Overfishing

High seafood demand from tourism and cruise ships depletes fish populations, disrupting food webs, and threatening long-term ocean ecosystem balance.

Geography Year 8 Summer Term 2 – How is the world becoming more connected?

What do I need to know?	
What is globalisation?	
How globalised are you?	
Can TNCs impact people in different places?	
What are the positives and negatives of globalisation?	
How does trade affect globalisation?	
Why is Fair Trade important in a globalised world?	
What is glocalisation?	
Why are some countries switched on?	
Why are some countries switched off?	
What does it look like when local communities reject globalised systems?	

Skills to develop

Map skills
Analysis of data
Develop answers to extended questions

What is globalisation?
The process by which the world is becoming increasingly linked. Also the process where 'the world is becoming smaller'

What is a TNC?
Transnational companies.
Companies which operate around the world.

Some examples include Nike, Apple and McDonalds

Impacts of Globalisation
There are many impacts of companies becoming more global and people becoming more connected.

Positives:
- TNCs can grow more easily
- New jobs and skills for people leading to development
- Sharing ideas, food and lifestyle
- Awareness of global events

Negatives
- Small businesses could be put out of business
- Cultural erosion – westernisation
- Lack of law enforcement may mean more exploitation
- Not all wealth is shared evenly

How is Disney a globalised company?
Disney was established in 1926. Since then the company has expanded and shows globalisation through:
- Opened first theme park in 1955. Since then expanded to Florida, Tokyo, Paris and Hong Kong
- Own multiple companies: star wars, ABC family, Pixar and ESPN
- Films set in multiple countries and released in many languages
- Disney Stores in countries around the world

Geography Year 8 Summer Term 2 – How is the world becoming more connected?

Key Words	
Globalisation	The process by which the world is becoming increasingly linked as a result of the development of new technology, improvement in trade and cultural exchange
TNC	Transnational companies. Companies which operate around the world. Their headquarters may be in one country with factories in another.
Trade	The selling and buying of goods and services we want and need.
Export	Goods sold to other countries
Import	Goods bought by a country
Glocalization	When businesses adapt to the tastes of the country, they are based in to make profit
Containerisation	The use of steel containers to transport goods.
Superpower	A country with global influence on other countries
Primary goods	Low value products such as food and wood
Manufactured goods	High value products such as cars
Trading bloc	Groups of countries in specific regions that manage and promote trade activities

How has Apple had a negative impact?

Apple is a TNC with headquarters in California USA, factories in China, raw materials sourced from Indonesia and 451 stores worldwide. However, by placing factories in emerging countries, issues have arisen.

- Workers paid less than $1 a day
- Shifts 12 hours in length
- Children employed
- Passports and IDs taken from people

- Poor working conditions such as unsuitable training for jobs and people falling asleep at machines

What is glocalisation?

When businesses adapt to the tastes of the country, they are based in to make profit

This can take many forms:

- Alternative menus
- Different modelling of shops or restaurants
- Advertising of certain products

McDonald's and Glocalisation

McDonald's has 40,000 restaurants worldwide. About 480 are in India. They faced challenges when setting up.

- Beef not served due to vegetarian diet and religious commitments
- Many people did not eat takeaway
- Some ingredients changed as could not be grown.

How does trade affect globalisation?

Trade is vital to the development of countries. Trade has become easier due to several factors:

- Development of trading blocs: they allow free trade and cheaper products
- Development of countries
- Containerisation: where goods can now be transported on a larger scale through the use of shipping containers

Why are some countries switched-on and others switched-off?

Some countries are more connected than others. There are several factors which influence this:

- **Land;** landlocked countries have fewer trading opportunities.
- **Development;** countries with lower development are less connected to the internet.
- **Politics;** some governments deliberately censor and isolate their populations, e.g. North Korea.

Spanish Year 9 Spring Term - Diet and Exercise

Viva 3 **Modulo 3 En Forma** Knowledge Organiser

¿Llevas una dieta sana?
Do you have a healthy diet?

Llevo una dieta sana = I have a healthy diet
Me gusta (n) mucho = I really like
Me gusta (n) bastante = I quite like
No me gusta (n) = I don't like
No me gusta (n) nada = I really don't like
el arroz = rice
el pan = bread
el pollo = chicken
el pescado = fish
la carne = meat
la ensalada =salad
la pasta = pasta
la pizza = pizza
los caramelos = swee...
los huevos = eggs
los pasteles = cakes
las galletas = biscuits
las verduras = vegetables
como = I eat
comí = I ate
bebo = I drink
bebí = I drank

Useful Phrases

Empecé a jugar = I started to play
a los (diez) años = at the age of (ten)
Voy a empezar a jugar = I'm going to start playing
Voy a empezar a hacer = I'm going to start doing

Expressions of Frequency

tres veces al día = three times a day
cada día = each day
todos los días = every day
dos veces a la semana = twice a week
los fines de semana = at the weekends
una vez al mes = once a month
muy a menudo = very often
a veces = sometimes
de vez en cuando = from time to time
casi nunca = almost
nunca = never

¿Qué haces para estar en forma?
What do you do to keep in shape?

Me gusta mucho hacer deporte = I like to do sport
Hago artes marciales = I do martial arts
Hago atletismo = I do athletics
Hago footing = I do jogging
Hago gimnasia = I do gymnastics
Hago natación = I do swimming
Juego al baloncesto = I play basketball
Juego al ping-pong = I play table tennis
Juego al tenis = I play tennis
Juego al voleibol = I play volleyball
Juego a la pelota vasca = I play pelota
en el parque = in the park
en el gimnasio – in the gym
Voy al polideportivo = I go the to the sports centre
Soy miembro de un un club = I'm a member of a club
Voy a clases de baile = I go to dance classes
Prefiero jugar al fútbol = I prefer to play football
Es mi deporte preferido = it's my favourite sport

Spanish Year 9 Spring Term - Global and local issues

Viva 3 Modulo 4 Global & Local Issues Knowledge Organiser

Mis Derechos = My Rights

Tengo derecho = I have the right
al amor y a la familia =to love and a family
al juego = to play
a la educación = to education
a la libertad de expresión = to freedom of expression
a un medio ambiente sano = to a healthy environment
a vivir en armonía = to live in harmony

No puedo… = I can't …

dar mi opinion = to give my opinion
jugar con mis hermanos = play with my brothers and sisters
salir solo/a = go out alone
dormir = sleep
ir al insti = go to school
respirar = breathe
porque… = because…
tengo que ganar dinero = I have to earn money
hay mucha violencia en mi ciudad = there is lots of violence in my city
mi padre grita mucho = my dad shouts a lot
tengo que trabajar = I have to work
el aire está contaminado =the air is polluted

No es justo porque = it is not fair because …
Es inacceptable porque = it is unacceptable because….

Nationalities

boliviano/a = Bolivian
colombiano/a = Colombian
mexicano/a = Mexican
norteamericano/a = north American
inglés / inglesa = English
español/a = Spanis
paquistaní = pakistani

El comercio justo = Fair Trade

Tiene …. años = He /she is …. years old
Vive = he / she lives
Viven = they live
con su familia = with his/her family
en una plantación = on a plantation
Trabaja = he / she works
Trabajan = they work
catorce horas al día = 14 hours a day
seis días a la semana = 6 days a week
para un patrón = for an employer
para una cooperativa = for a cooperative
Gana = he / she earns
Ganan = they earn

High Frequency Words

mi / mis = my
su/ sus = his/her
nuestro/a/os/as = our
más … que = more … than
menos … que = less … than
para = for / in order to
hay = there is / are
había = there were
a partir de ahora = from now
además = in addition

Year 9 Autumn Term Project 1: Self Expression Portraiture

GLOSSARY

Artists:
Franz Messerschmitt, Vince Low, Luke Dixon, Jenny Saville, Lucian Freud

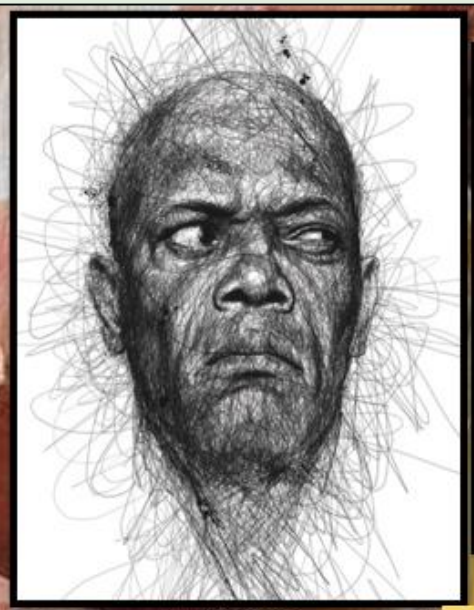
Flesh Tones - Colours which can be found on the human skin

Emotion – A strong feeling from someone's circumstances, mood or relationship with others

Expression – The action of making known one's thoughts or feelings

Depict – Represent something from a drawing, painting or other Art form

Linear – Arrangement of something using lines



Helpful video links

(58) Colour mixing - How to mix skin tones in acrylic paint - YouTube

(58) Expressive Portrait Drawing - Pen and Ink Markmaking | Blvckink - YouTube

(58) Do's and Don'ts of Skin Tones Painting | How To Paint Skin - YouTube

(58) Mark making techniques for Texture - YouTube

Read

Computing Year 9 Autumn Term 1: Bus & 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

/	Division	50	/	10	7.5
*	Multiplication	10	*	8	80
+	Addition	50	+	10	60
-	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

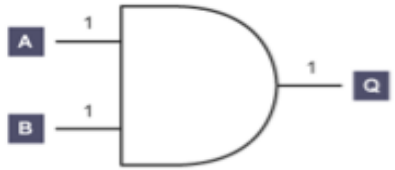
Computing Year 9 Autumn Term 2: Logic Gates

Quiz

Logic Gates

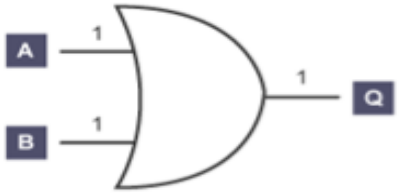
Logic Gates represent how a circuit Board within a computer works:

Truth Tables



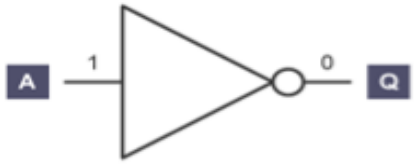
AND Gate

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.

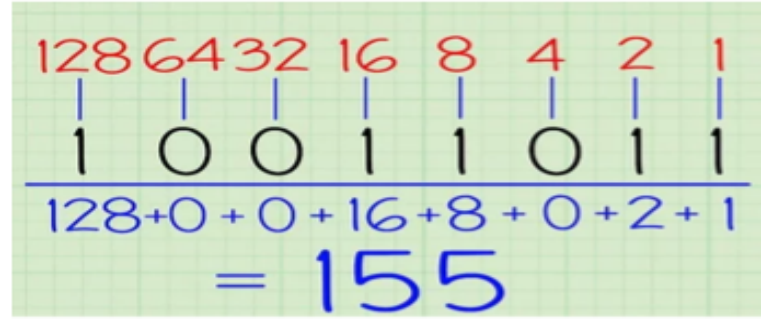
OR Gate: Only one switch needs to be on for the output to go on, eg in either a hall light switch or landing light switch is on the landing light will go on.

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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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

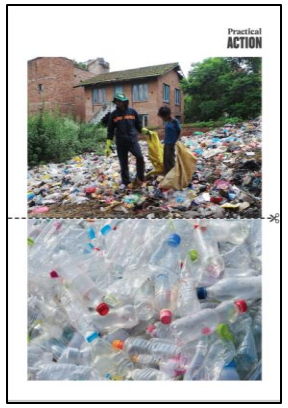
Sustainability
Is the avoidance of the depletion of natural resources in order to maintain an ecological balance: Eg: if a tree is cut down for paper, another tree is planted in its place.

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.

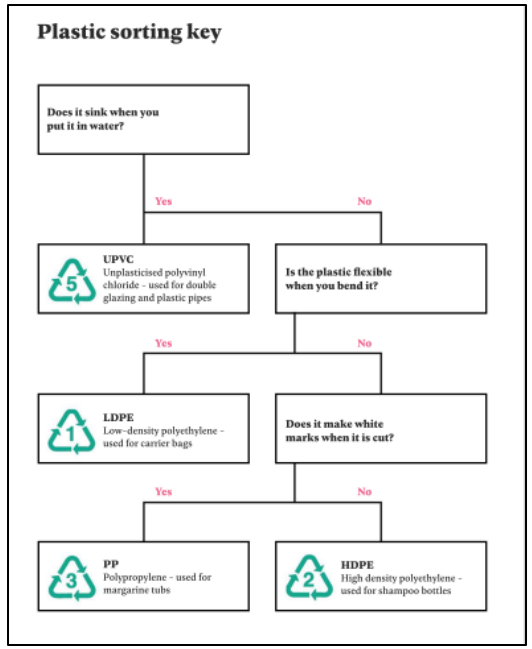
Non-Finite resources
Non-finite resources are found naturally and can be replaced. Examples include wood, cotton and renewable energy sources such as solar and wind.

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]

DT Year 9 Unit 5: Crazy Contraptions

Glossary

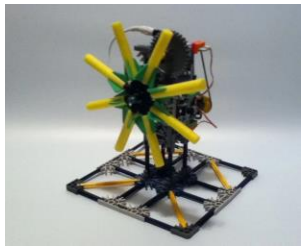
Crazy contraptions
A device or machine that looks awkward or old-fashioned, especially one that you do not know how to use.

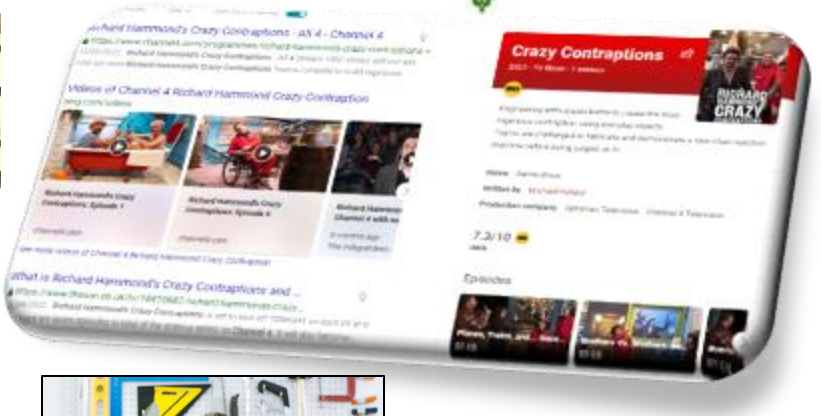
Kinetic Artist
Relating to or resulting from motion.

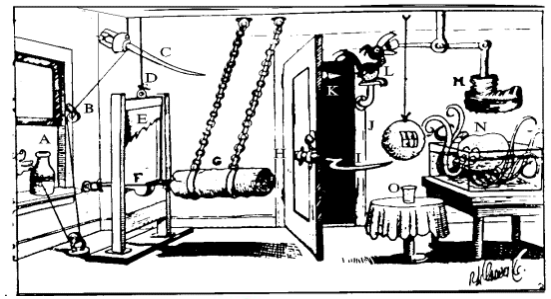
Winch
a hauling or lifting device consisting of a rope or chain winding round a horizontal rotating drum, turned typically by a crank or by motor.

Pulleys
a wheel with a grooved rim around which a cord passes, which acts to change the direction of a force applied to the cord and is used to raise heavy weights.

Chain reaction
a series of events, each caused by the previous one:



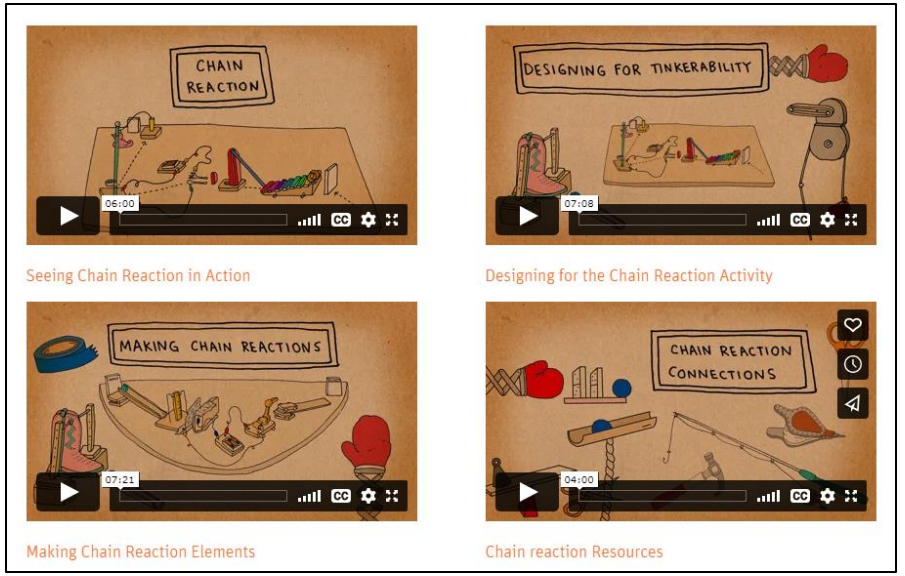




Joseph Herscher,
Kinetic designer

Can you solve problems?
What would you need to do to enable you to make your bed while you were in the bath? What sort of 'crazy contraption could you create'

Think of the 'Mouse Trap Game'. There is a system of tubes, steps and winches etc. that allow a mouse to be caught. How could you catch a mouse?



Chain Reaction Workshop Elements : 10 Steps - Instructables

Artist's crazy contraptions are guaranteed to make you smile (wework.com)

Tinkering Project: Chain Reaction | Exploratorium

Tinkering Project: Cranky Contraptions | Exploratorium

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.