Paddington Academy
The best in everyone™
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Hard work • Excellence • Integrity

2026-2027

# Year 9 Cycle 1

# 100% Book

Name:

Tutor group:

# Your 100% book and knowledge organisers

Knowledge organisers contain **critical** knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

**Students remember 50% more when they test themselves after learning.**

**You must** have this 100% book for **every lesson** – it is part of your equipment.

**You must** keep your 100% books (even after you have finished the cycle or the year).

# How do I use my 100% book for self-quizzing?



1) Write today's date and the **title** from the knowledge organiser and underline with a ruler



2) Write out the **keywords** leaving two lines between each word



3) Cover the definitions apart from the first: **read** it, **cover** it, **say** it in your head, **check** it



4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one



5) Cover up **all** the definitions and write them out **from memory**



6) Check your answers using green pen
- **Tick** any definitions which are correct
- **Correct** any definitions not completely correct

# Correcting spelling, punctuation and grammar

Your work will be marked across all subjects to help you improve your literacy. This is the code that will be used.

| Correcting your spelling, punctuation and grammar | |
|---|---|
| ***Sp* + underlined word** | The underlined word is spelt incorrectly.<br><br>Look, cover, write then check. Do this at least three times so you spell it correctly. |
| **A circle around part of a word or a space** | Your punctuation is incorrect, or something is missing (including capital letters). |
| **?~ + wobbly line** | You haven't explained your ideas clearly enough. |
| **/** | You need to start a new sentence here.<br><br>Remember: full stop, capital letter. |
| **//** | You need to start a new paragraph here.<br><br>Remember: new paragraphs for time, place, topic, person (TiPToP). |
| **^** | A word is missing where the arrow is pointing. |

# Year 9 – Cycle 1 – Art – Urban landscapes

| | | |
|---|---|---|
| 1 | Architecture | The design and style of buildings and structures. |
| 2 | Perspective | A way of drawing to show depth and space, making things look 3D on a flat surface. |
| 3 | Structure | The basic shape or frame of a building. |
| 4 | Brutalism | A bold, heavy style of architecture made from concrete and strong, blocky shapes. |
| 5 | Composition | How different parts of your artwork are arranged on the page. |
| 6 | Grid drawing | A way to enlarge or copy an image accurately using a grid of squares. |
| 7 | Tone | How light or dark a colour or area is. |
| 8 | Limited palette | A small set of colours used in one piece to create a specific mood or effect. |
| 9 | Cartography | The art of making maps – used as a background or surface in art. |
| 10 | Line work | Drawing using lines to add detail, shape or texture. |
| 11 | Overlay | Placing one image or layer on top of another, letting parts of both show through. |
| 12 | Artist influence | When an artist's style or ideas help inspire how you make your own work. |

# Year 9 – Cycle 1 – Design and Technology

| | | |
|---|---|---|
| 1 | CAD (Computer Aided Design) | Digital software used to create 2D and 3D models and drawings |
| 2 | CAM (Computer Aided Manufacture) | The use of software and computer-controlled machinery for manufacture |
| 3 | Filament | A thin piece of plastic fed through a 3D printer to be melted |
| 4 | 3D printing | The process of 3D modelling using a machine with layers of filament |
| 5 | Support material | Extra material built around your model to hold it in place during 3D printing |
| 6 | Prototype | A physical model used to present your final design |
| 7 | Software | A program that runs on a computer |
| 8 | Shapr3D | A CAD software used to build 3D models |
| 9 | Extrude | A software tool used to push a 2D surface into a 3D shape |
| 10 | Fillet | Adding a curved surface to a corner |
| 11 | Export | To convert a file into a different format |
| 12 | STL file | The surface geometry of a 3D object without any representation of colour |

# Year 9 – Cycle 1 – Drama

| | | |
|---|---|---|
| 1 | Playwright | A person who writes plays. |
| 2 | Blocking | The precise staging of actors and their movement during a scene. |
| 3 | Set design | The scenery, furniture, props and appearance of the stage. |
| 4 | Costume design | The creation of clothing for the overall appearance of a character or performer. |
| 5 | Sound design | The creation of all sound and audio for a production. |
| 6 | Lighting design | Illuminating the stage to help create meaning mood and atmosphere. |
| 7 | Director | The creative lead of the performance who oversees. |
| 8 | Stage manager | Someone who supervises the physical aspects of the production and oversees the stage during a performance. |
| 9 | Off book | An actor who has memorised their lines. |
| 10 | Ad lib | To say something that has not been planned or written beforehand. |
| 11 | Technical run | A run where all elements of the production are brought together to create the director's vision. |
| 12 | Dress run | A rehearsal in costume where the full production is performed. |

# Year 9 – Cycle 1 – English – *Othello* by William Shakespeare

| | | |
|---|---|---|
| 1 | Subversive (adj) | Seeking to undermine the power and authority of a person or institution |
| 2 | Machiavellian (adj) | Cunning, scheming and unscrupulous (having no moral principles) |
| 3 | Aside (n) | When a character briefly speaks to the audience, unheard by other characters |
| 4 | Prose (n) | In Shakespeare: normal sentences without any set rhythm. Used for comedy and lower-class speakers |
| 5 | Verse (n) | In Shakespeare: speech with a regular rhythm which does not always rhyme |
| 6 | Monologue (n) | A long speech by one character in a play or film |
| 7 | Soliloquy (n) | When a character speaks his or her thoughts aloud |
| 8 | Juxtaposition (n) | Two ideas or images being placed close together to highlight a contrast |
| 9 | Tragedy (n) | A serious play in which the characters, including the protagonists, usually die |
| 10 | Fate (n) | Destiny, as decided by the stars or universe |
| 11 | Catharsis (n) | The release of the strong emotions of pity and fear |
| 12 | Allusion (n) | When one text refers to another text in order to highlight an idea |

# Year 9 – Cycle 1 – French

| A: Verbs and phrases | | |
|---|---|---|
| 1 | To spend time | passer du temps |
| 2 | To tidy the/your room | ranger la chambre |
| 3 | To sleep | dormir |
| 4 | To read a book | lire un livre |
| 5 | I played | j'ai joué |
| 6 | I did | j'ai fait |
| 7 | I bought | j'ai acheté |
| 8 | I ate | j'ai mangé |
| 9 | I went | je suis allé |
| 10 | I slept | j'ai dormi |
| 11 | I listened | j'ai écouté |
| 12 | It was | c'était |
| 13 | I saw | j'ai vu |
| 14 | I went on a walk | je me suis promené |
| 15 | I took | j'ai pris |
| 16 | Where I live, there is | où j'habite, il y a |
| 17 | We can do | on peut faire |
| 18 | It is | c'est |
| 19 | There is more of | il y a plus de |
| 20 | There is less of | il y a moins de |
| 21 | I used to live | j'habitais |
| 22 | There used to be/there was | il y avait |
| 23 | I used to do | je faisais |
| 24 | I used to go | j'allais |
| 25 | I would like to live | je voudrais habiter |

| B: Vocabulary | | |
|---|---|---|
| 1 | Firstly | d'abord |
| 2 | Then/next | puis |
| 3 | After | après |
| 4 | Later | plus tard |
| 5 | 5 years ago | il y a cinq ans |
| 6 | A theme park | un parc d'attraction |
| 7 | A leisure centre | un centre de loisirs |
| 8 | A (town) square | une place |
| 9 | Clean | propre |
| 10 | Dirty | sale |
| 11 | Traffic | la circulation |
| 12 | Unemployment | le chômage |
| 13 | Employment | l'emploi |
| 14 | In the countryside | la campagne |
| 15 | Abroad | à l'étranger |
| 16 | By the seaside | au bord de la mer |
| 17 | I like the culture | la culture me plaît |
| 18 | Trees | des arbres |

## A — Regular verbs: Simple present tense - I do

| | *er* verbs | | ir verbs | | re verbs | |
|---|---|---|---|---|---|---|
| 1 | I speak | je parl**e** | I finish | je fin**is** | I sell | je vend**s** |
| 2 | You speak | tu parl**es** | You finish | tu fin**is** | You sell | tu vend**s** |
| 3 | He/she speaks | il/elle parl**e** | He/she finishes | il/elle fin**it** | He/she sells | il/elle vend |
| 4 | We speak | nous parl**ons** | We finish | nous fin**issons** | We sell | nous vend**ons** |
| 5 | You all speak | vous parl**ez** | You all finish | vous fin**issez** | You all sell | vous vend**ez** |
| 6 | They speak | ils/elles parl**ent** | They finish | ils/elles fin**issent** | They sell | ils/elles vend**ent** |

## B — Regular verbs: Simple past tense - I did

| | *er* verbs | | ir verbs | | re verbs | |
|---|---|---|---|---|---|---|
| 1 | I spoke | j'ai parl**é** | I finished | j'ai fin**i** | I sold | j'ai vend**u** |
| 2 | You spoke | tu as parl**é** | You finished | tu as fin**i** | You sold | tu as vend**u** |
| 3 | He/she spoke | il/elle a parl**é** | He/she finished | il/elle a fin**i** | He/she sold | il/elle a vend**u** |
| 4 | We spoke | nous avons parl**é** | We finished | nous avons fin**i** | We sold | nous avons vend**u** |
| 5 | You all spoke | vous avez parl**é** | You all finished | vous avez fin**i** | You all sold | vous avez vend**u** |
| 6 | They spoke | ils/elles ont parl**é** | They finished | ils/elles ont fin**i** | They sold | ils/elles ont vend**u** |

## C — Regular verbs: Imperfect tense - I used to do

| | *er* verbs | | ir verbs | | re verbs | |
|---|---|---|---|---|---|---|
| 1 | I used to speak | je parl**ais** | I used to finish | je finiss**ais** | I used to sell | je vend**ais** |
| 2 | You used to speak | tu parl**ais** | You used to finish | tu finiss**ais** | You used to sell | tu vend**ais** |
| 3 | He/she used to speak | il/elle parl**ait** | He/she used to finish | il/elle finiss**ait** | He/she used to sell | il/elle vend**ait** |
| 4 | We used to speak | nous parl**ions** | We used to finish | nous finiss**ions** | We used to sell | nous vend**ions** |
| 5 | You all used to speak | vous parl**iez** | You all used to finish | vous finiss**iez** | You all used to sell | vous vend**iez** |
| 6 | They used to speak | ils/elles parl**aient** | They used to finish | ils/elles finiss**aient** | They used to sell | ils/elles vend**aient** |

## D — Regular verbs: Simple future tense - I will do

| | *er* verbs | | ir verbs | | re verbs | |
|---|---|---|---|---|---|---|
| 1 | I will speak | je parler**ai** | I will finish | je finir**ai** | I will sell | je vendr**ai** |
| 2 | You will speak | tu parler**as** | You used will finish | tu finir**as** | You will sell | tu vendr**as** |
| 3 | He/she will speak | il/elle parler**a** | He/she will finish | il/elle finir**a** | He/she will sell | il/elle vendr**a** |
| 4 | We will speak | nous parler**ons** | We will finish | nous finir**ons** | We will sell | nous vendr**ons** |
| 5 | You all will speak | vous parler**ez** | You all will finish | vous finir**ez** | You all will sell | vous vendr**ez** |
| 6 | They will speak | ils/elles parler**ont** | They will finish | ils/elles finir**ont** | They will sell | ils/elles vendr**ont** |

## E — Regular verbs: Near future tense – I am going to do

| | *er / ir / re verbs* | | |
|---|---|---|---|
| 1 | I am going | je **vais** | + infinitive verb (__er / __ir / __re) |
| 2 | You are going | tu **vas** | |
| 3 | He/she is going | il/elle **va** | |
| 4 | We are going | nous **allons** | |
| 5 | You all are going | vous **allez** | |
| 6 | They are going | ils/elles **vont** | |

## F — * Irregular verbs: Simple present tense

| | *To be = être* | | To have = avoir | | To do = faire | | To go = aller | |
|---|---|---|---|---|---|---|---|---|
| 1 | I am | je **suis** | I have | j'**ai** | I do | je **fais** | I go | je **vais** |
| 2 | You are | tu **es** | You go | tu **as** | You do | tu **fais** | You go | tu **vas** |
| 3 | He/she is | il/elle **est** | He/she goes | il/elle **a** | He/she does | il/elle **fait** | He/she goes | il/elle **va** |
| 4 | We are | nous **sommes** | We go | nous **avons** | We do | nous **faisons** | We go | nous **allons** |
| 5 | You all are | vous **êtes** | You all go | vous **avez** | You all do | vous **faites** | You all go | vous **allez** |
| 6 | They are | ils/elles **sont** | They go | ils/elles **ont** | They do | ils/elles **font** | They go | ils/elles **vont** |

## G — * Irregular verbs: Simple past tense with être

| | *To go = aller* | | To go out = sortir | |
|---|---|---|---|---|
| 1 | I went | je **suis allé** | I went out | je **suis sorti** |
| 2 | You went | tu **es allé** | You went out | tu **es sorti** |
| 3 | He/she went | il/elle **est allé** | He/she went out | il/elle **est sorti** |
| 4 | We went | nous **sommes allés** | We went out | nous **sommes sortis** |
| 5 | You all went | vous **êtes allés** | You all went out | vous **êtes sortis** |
| 6 | They went | ils/elles **sont allés** | They went out | ils/elles **sont sortis** |

## H — * Irregular verbs: Simple past tense with avoir

| | | |
|---|---|---|
| 1 | I did | j'ai **fait** |
| 2 | I drank | j'ai **bu** |
| 3 | I read | j'ai **lu** |
| 4 | I took | j'ai **pris** |
| 5 | I saw | j'ai **vu** |
| 6 | I took | j'ai **mis** |

## J — * Irregular verbs: Imperfect tense

| | *To be = être* | |
|---|---|---|
| 1 | I was / used to be | j'**étais** |
| 2 | you were / used to be | tu **étais** |
| 3 | he/she was / used to be | il/elle **était** |
| 4 | we were / used to be | nous **étions** |
| 5 | you all were / used to be | vous **étiez** |
| 6 | they were / used to be | ils/elles **étaient** |

## K — * Irregular verbs: Simple future tense

| | *To be = être* | |
|---|---|---|
| 1 | I will be | je **serai** |
| 2 | You will be | tu **seras** |
| 3 | He/she will be | il/elle **sera** |
| 4 | We will be | nous **serons** |
| 5 | You all will be | vous **serez** |
| 6 | They will be | ils/elles **seront** |

## L — * Irregular verbs: Simple future tense

| | To have = avoir | |
|---|---|---|
| 1 | I will have | j'**aurai** |
| 2 | You will have | tu **auras** |
| 3 | He/she will have | il/elle **aura** |
| 4 | We will have | nous **aurons** |
| 5 | You all will have | vous **aurez** |
| 6 | They will have | ils/elles **auront** |

# Year 9 – Cycle 1 – Geography – Ecosystems

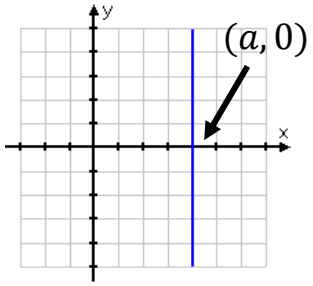
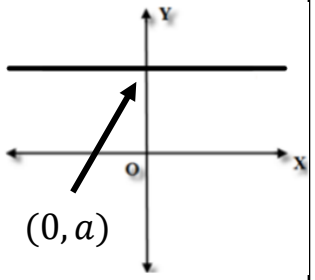
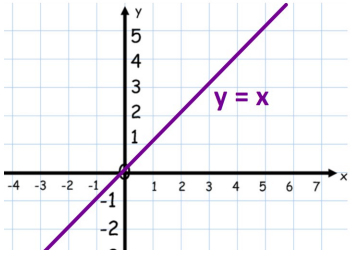
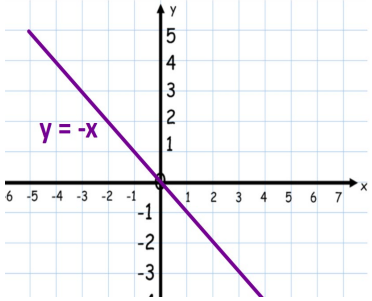
| | | |
|---|---|---|
| 1 | Biome | A large area of the planet that specific animals and plants have adapted to live in |
| 2 | Abiotic | Non-living things |
| 3 | Biotic | Living things |
| 4 | High pressure | Cold air sinking to the ground, causing dry conditions |
| 5 | Low pressure | Warm air rising, cooling to form clouds, then falling to the ground as rain |
| 6 | Temperate | A biome where temperatures are not too cold or too hot |
| 7 | Arid | A very dry place |
| 8 | Hot desert | Biomes where the weather is usually hot and has low levels of precipitation |
| 9 | Cold desert | Biomes where the weather is usually cold and has low levels of precipitation |
| 10 | Deciduous | Trees which lose their leaves in winter |
| 11 | Biodiversity | The variety of different plant and animal species |
| 12 | Sustainable | Something that meets current needs without damaging future needs |

# Year 9 – Cycle 1 – History – the First World War and the rise of extremism

| | | |
|---|---|---|
| 1 | Alliance | An agreement between two or more countries that is mutually beneficial |
| 2 | Imperialism | A policy of growing an empire through colonising other countries |
| 3 | Nationalism | An intense form of patriotism where the importance of your country is exaggerated |
| 4 | Militarism | The belief that a country should have a strong military to increase their power |
| 5 | Assassinate | To murder someone for political reasons |
| 6 | Encirclement | When a country is surrounded on all sides |
| 7 | Stalemate | A situation where neither side fighting in a war can make progress |
| 8 | Trench | A connection of long narrow ditches for soldiers to take shelter from enemy fire |
| 9 | Front line | The military line or part of an army that is closest to the enemy |
| 10 | Democracy | A political system that allows people to vote for politicians to represent them |
| 11 | Communism | An economic and political system in which the government owns all property, banks and businesses |
| 12 | Fascism | A political system led by a dictator that prioritises the strength of the nation above the welfare of individuals |

# Year 9 – Cycle 1 – Mathematics

## A: Straight Line Graphs

| | | |
|---|---|---|
| 1 | $x = a$ | Vertical   |
| 2 | $y = a$ | Horizontal   |
| 3 | $y = x$ |   |
| 4 | $y = -x$ |   |

## B: Coordinates and Equations of Straight Lines

| | | |
|---|---|---|
| 1 | Formula for midpoint of $(x_1, y_1)$ and $(x_2, y_2)$ | $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$ |
| 2 | Equation of a straight line | $y = mx + c$<br>where $m$ is the gradient<br>and $c$ is the y-intercept |
| 3 | Formula for gradient of line joining $(x_1, y_1)$ and $(x_2, y_2)$ | $\frac{y_2 - y_1}{x_2 - x_1}$ |

## C: Standard Form

| | | |
|---|---|---|
| 1 | Standard form | $a \times 10^n$ where a is between 1 and 10 |

## D: Sequences

| | | |
|---|---|---|
| 1 | nth term of an arithmetic sequence | $an + b$ |

## E: Angles in Polygons

| | | |
|---|---|---|
| 1 | Sum of interior angles of a polygon | $(n - 2) \times 180$ |
| 2 | Each exterior angle in a regular polygon | $\frac{360}{\text{number of sides}}$ |
| 3 | Number of sides in a regular polygon | $\frac{360}{\text{exterior angle}}$ |

# Year 9 – Cycle 1 – Music

| | | |
|---|---|---|
| 1 | Soundtrack | All the music used in a film, this can include songs, the film score and sound effects |
| 2 | Theme tune | An original piece of music composed for a film, repeated throughout the film |
| 3 | Sound effects | Sounds and noises used throughout a film that synchronise with the action |
| 4 | Leitmotif | A recurring musical idea (such as a melody, chord sequence or rhythm) which is associated with a particular idea, character or place |
| 5 | Diegetic | Music that is part of the action that characters can hear |
| 6 | Non-diegetic | Music that the characters cannot hear but helps the audience |
| 7 | Composition | The art of creating a piece of music |
| 8 | DAW | Digital Audio Workstation |
| 9 | Consonant | Notes played together that sound nice |
| 10 | Dissonant | Notes played together that clash (sound bad) |
| 11 | Mickey Mousing | When music fits precisely with a specific part of a film |
| 12 | Counter melody | Two or more independent melodies heard at the same time |

# Year 9 – Cycle 1 – PE

| A: Athletics | | |
|---|---|---|
| 1 | Kick | A final increase in speed that comes towards the end of a running event |
| 2 | Staggered start | Starting lines are spaced on the curve of a track to make sure athletes run the same distance, in races from 200 m to 800 m |
| 3 | Flight | Flight is the heat rounds for the field events where the top three qualify |
| 4 | Fosbury flop | A technique in high jump where the jumper goes over the bar head first with their back towards the bar |
| **B: Relay technique** | | |
| 1 | Upsweep | When the incoming athlete passes the baton upward into the receiving hand |
| 2 | Down-sweep | When the incoming athlete passes the baton downward into the receiving hand |

| C: Gymnastics | | |
|---|---|---|
| 1 | Vault | A movement performed over an apparatus (e.g., vaulting horse or box), often using a springboard. |
| 2 | Take-off | The phase where power and control are used to leave the floor or springboard. |
| 3 | Landing | The controlled and safe completion of a jump, flight, or vault. |
| 4 | Momentum | The forward motion generated to support travel, vaults, and flight. |
| 5 | Transition | The linking movement between floor and apparatus, or between different apparatus. |
| 6 | Level | Performing actions at varying heights (high, medium, low) to add variety and complexity. |
| 7 | Pathway | The direction and pattern of movement across the floor or between apparatus. |
| 8 | Performance quality | The overall presentation of a routine, including fluency, timing, and creativity. |

# Year 9 – Cycle 1 – PE

| E: Badminton | | |
|---|---|---|
| 1 | Clear | A shot hit deep into the opponent's court |
| 2 | Passing shot | A shot which passes the opponent |
| 3 | Long service line | In singles, the back boundary line; the serve must not go past this line |
| 4 | Lob | A shot that is hit in a high arc usually over the opponent's head |
| 5 | Alley | Side extension of the court on both sides, used for doubles play |
| 6 | Back alley | Area between the back-boundary line and the long service line for doubles |
| **F: Fitness** | | |
| 1 | Progressive overload | Making training steadily harder to gradually improve fitness |
| 2 | Overtraining | Training too much, which can lead to injury and prevent improvement |
| 3 | Continuous training | Training for a minimum of 20 minutes without any rest breaks |
| 4 | Fartlek training | Meaning 'speed play'; training at different speeds and/or over different terrains |
| 5 | Frequency | How often you train |
| 6 | Intensity | How hard you train |

| G: Football | | |
|---|---|---|
| 1 | Indirect free kick | A free kick in which you can not directly score from |
| 2 | Counter attack | Breaking forward at pace with the ball, towards the opposition's goal |
| 3 | High press | The team without the ball, moves higher up the pitch within the attacking half to apply pressure on the team with the ball |
| 4 | Zonal marking | A defensive strategy where the defenders cover an area of the pitch |
| 5 | Near post | The goalpost nearest the ball's current position |
| 6 | Sweeper | The 'free' player in defence who covers the marking defenders |

# Year 9 – Cycle 1 – PE

| H: Basketball | | |
|---|---|---|
| 1 | Shooting guard | Roles are to assist the point guard in dribbling the ball up the court and shoot effectively from a range of positions |
| 2 | Power forward | Usually a tall player on the team. Key roles are to block shots, get rebounds and score from close to the hoop |
| 3 | Turnover | Occurs when a team loses possession of the ball to the opposing team |
| 4 | Zone defence | A defensive strategy requiring each player to mark a zone on the court rather than a player on the opposition's team |
| 5 | Screen | A blocking move by an offensive player standing beside or behind a defender, to free a teammate to shoot, pass, or drive in to score |
| 6 | Eight second violation | The team has eight seconds to bring the ball over the half-way line, otherwise it is a turnover |

| I: Table tennis | | |
|---|---|---|
| 1 | Chop | A defensive return of a topspin stroke played with backspin, usually well away from the table |
| 2 | Drive | A stroke played close to the table with your racket arm moving forward and slightly upwards in the direction that the ball is going to travel |
| 3 | Drop shot | A shot which drops very short over the net on your opponent's side of the table |
| 4 | Heavy | Used to describe excessive spin |
| 5 | Deuce | A term used when the score is 10-10 |
| 6 | Smash | An aggressive shot hit with speed, often in response to a high bouncing return |

| J: Cricket | | |
|---|---|---|
| 1 | Leg Before Wicket (LBW) | A batsman dismissed when the ball hits any part of the batsman's body before the bat, when it would have gone on to hit the stumps |
| 2 | No ball | An illegal delivery usually because of the bowler overstepping the crease |
| 3 | Collapse | The loss of several wickets in a short space of time |
| 4 | Batting end | The end of the pitch at which the striker stands |
| 5 | Follow on | The team batting second, has a second inning if they don't have enough runs. |
| 6 | Tail-ender | A batsman who bats towards the end of the batting order |

# Year 9 – Cycle 1 – Religious Studies – Life and Death

| | | |
|---|---|---|
| 1 | Moral | Actions that are right, e.g. giving to charity, helping others |
| 2 | Immoral | Actions that are wrong, e.g. murder, stealing |
| 3 | Ethics | These are rules about how humans should behave |
| 4 | Dilemma | A difficult situation where you must work out the right decision |
| 5 | Absolutist | Someone who does not change their mind based on the situation |
| 6 | Relativist | Someone who does change their mind based on the situation |
| 7 | Precept | A rule |
| 8 | Slippery slope argument | If you get rid of a rule, it can lead to unwanted results |
| 9 | Contraception | Something that you use to stop a woman becoming pregnant |
| 10 | Agape love | Selfless, unconditional love |
| 11 | Universal | Applied in all situations |
| 12 | Counter culture | The opposite to the social norm |

# Year 9 – Cycle 1 – Science

| | | |
|---|---|---|
| 1 | Respiration | A series of chemical reactions that releases energy |
| 2 | Aerobic respiration | Glucose + oxygen → carbon dioxide + water |
| 3 | Anaerobic respiration in plants/yeast | Glucose → ethanol + carbon dioxide |
| 4 | Oxygen debt | The amount of oxygen required to recover and break down lactic acid |
| 5 | Magnetism | A non-contact force between 2 magnets causing repulsion or attraction |
| 6 | Magnetic field | Invisible region around magnet where force is experienced |
| 7 | Magnetic materials | Nickel, iron, cobalt and steel |
| 8 | Electromagnet | A solenoid with an iron core |
| 9 | Atomic number | The number of protons in an atom |
| 10 | Mass number | The total number of protons and neutrons in an atom |
| 11 | Reactivity | The loss or gain of an electron to maintain a full outer shell |
| 12 | Malleable | Can be bent or hammered into shape |
| 13 | Sonorous | Makes a ringing sound when hit (e.g: bell) |
| 14 | Transverse wave | Oscillations are perpendicular to direction of energy transfer |
| 15 | Longitudinal wave | Oscillations are parallel to the direction of energy transfer |
| 16 | Law of reflection | Angle of incidence is equal to the angle of reflection |

## A — Regular verbs: Simple present tense - I do

| | *ar verbs* | | er verbs | | ir vebrs | |
|---|---|---|---|---|---|---|
| 1 | I speak | habl**o** | I eat | com**o** | I live | viv**o** |
| 2 | You speak | habl**as** | You eat | com**es** | You live | viv**es** |
| 3 | He/she speaks | habl**a** | He/she eats | com**e** | He/she lives | viv**e** |
| 4 | We speak | habl**amos** | We eat | com**emos** | We live | viv**imos** |
| 5 | You all speak | habl**áis** | You all eat | com**éis** | You all live | viv**ís** |
| 6 | They speak | habl**an** | They eat | com**en** | They live | viv**en** |

## B — Regular verbs: Simple past tense - I did

| | *ar verbs* | | er verbs | | ir vebrs | |
|---|---|---|---|---|---|---|
| 1 | I spoke | habl**é** | I ate | com**í** | I lived | viv**í** |
| 2 | You spoke | habl**aste** | You ate | com**iste** | You lived | viv**iste** |
| 3 | He/she spoke | habl**ó** | He/she ate | com**ió** | He/she lived | viv**ió** |
| 4 | We spoke | habl**amos** | We ate | com**imos** | We lived | viv**imos** |
| 5 | You all spoke | habl**asteis** | You all ate | com**isteis** | You all lived | viv**isteis** |
| 6 | They spoke | habl**aron** | They ate | com**ieron** | They lived | viv**ieron** |

## C — Regular verbs: Imperfect past tense – I used to do

| | *ar verbs* | | er verbs | | ir vebrs | |
|---|---|---|---|---|---|---|
| 1 | I used to speak | habl**aba** | I used to eat | com**ía** | I used to live | viv**ía** |
| 2 | You used to speak | habl**abas** | You used to eat | com**ías** | You used to live | viv**ías** |
| 3 | He/she used to speak | habl**aba** | He/she used to eat | com**ía** | He/she used to live | viv**ía** |
| 4 | We used to speak | habl**ábamos** | We used to eat | com**íamos** | We used to live | viv**íamos** |
| 5 | You all used to speak | Habl**abais** | You all used to eat | com**íais** | You all used to live | viv**íais** |
| 6 | They used to speak | habl**aban** | They used to eat | com**ían** | They used to live | viv**ían** |

## D — future tense - (regular verbs)

| | *ar verbs* | | er verbs | | ir vebrs | |
|---|---|---|---|---|---|---|
| 1 | I will speak | hablar**é** | I will eat | comer**é** | I will live | vivir**é** |
| 2 | You will speak | hablar**ás** | You will eat | comer**ás** | You will live | vivir**ás** |
| 3 | He/she will speak | hablar**á** | He/she will eat | comer**á** | He/she will live | vivir**á** |
| 4 | We will speak | hablar**emos** | We will eat | comer**emos** | We will live | vivir**emos** |
| 5 | You all will speak | hablar**éis** | You all will eat | comer**éis** | You all will live | vivir**éis** |
| 6 | They will speak | hablar**án** | They will eat | comer**án** | They will live | vivir**án** |

## E — * Irregular verbs - Simple present tense

| | *To be = ser* | | To go= ir | | To do = hacer | |
|---|---|---|---|---|---|---|
| 1 | I am | **soy** | I go | **voy** | I do | **hago** |
| 2 | You are | **eres** | You go | **vas** | You do | **haces** |
| 3 | He/she is | **es** | He/she goes | **va** | He/she does | **hace** |
| 4 | We are | **somos** | We go | **vamos** | We do | **hacemos** |
| 5 | You all are | **sois** | You all go | **vais** | You all do | **hacéis** |
| 6 | They are | **son** | They go | **van** | They do | **hacen** |

## F — * Irregular verbs - Simple past tense

| | *To be = ser* | | To go= ir | | To do = hacer | |
|---|---|---|---|---|---|---|
| 1 | I was | **fui** | I went | **fui** | I did | **hice** |
| 2 | You were | **fuiste** | You went | **fuiste** | You did | **hiciste** |
| 3 | He/she was | **fue** | He/she went | **fue** | He/she did | **hizo** |
| 4 | We were | **fuimos** | We went | **fuimos** | We did | **hicimos** |
| 5 | You all were | **fuísteis** | You all went | **fuísteis** | You all did | **hicisteis** |
| 6 | They were | **fueron** | They went | **fueron** | They did | **hicieron** |

## G — * Irregular verbs - Simple past tense

| | *To be = ser* | | To go= ir | |
|---|---|---|---|---|
| 1 | I used to be | **era** | I used to go | **iba** |
| 2 | You used to be | **eras** | You used to go | **ibas** |
| 3 | S/he used to be | **era** | S/he used to go | **iba** |
| 4 | We used to be | **éramos** | We used to go | **íbamos** |
| 5 | You all used to be | **erais** | You all used to go | **ibais** |
| 6 | They used to be | **eran** | They used to go | **iban** |

## H — Near future tense – I am going to do

| | Ar/er/ir vebrs | | | | |
|---|---|---|---|---|---|
| 1 | I am going | **voy** | to | **a** | Infinitive verb **(__ar/ ___er/ __ir)** |
| 2 | You are going | **vas** | | | |
| 3 | He/she is going | **vas** | | | |
| 4 | We are going | **vamos** | | | |
| 5 | You all are going | **vais** | | | |
| 6 | They are going | **van** | | | |

## I — Small but Important Words

| | | |
|---|---|---|
| 1 | I find it + ADJ | lo encuentro + ADJ |
| 2 | The good thing | lo bueno |
| 3 | The bad thing | lo malo |
| 4 | Is that | es que |
| 5 | We can + verb | se puede + INF |
| 6 | When | cuando |
| 7 | where | donde |
| 8 | for (time) | desde hace (time) |
| 9 | except | excepto |
| 10 | sometimes | a veces |
| 11 | often | a menudo |
| 12 | before | antes |
| 13 | now | ahora |
| 15 | currently | actualmente |
| 16 | although | aunque |
| 17 | that's why | así que |
| 18 | however | sin embargo |
| 19 | very | muy |
| 20 | A lot | mucho/a |
| 21 | Too (much) | demasiado/a |
| 22 | More...than | más... que |
| 23 | Less...than | menos... que |
| 24 | whilst | mientras que |
| 25 | although | aunque |
| 26 | that's why | así que |

# Year 9 – Cycle 1 – Spanish

| A: Free time | | |
|---|---|---|
| 1 | I like to +INF | me gusta +INF |
| 2 | I love to +INF | me encanta +INF |
| 3 | I am interested in + verb | me inetersa + INF |
| 4 | I hate to __ | odio +INF |
| 5 | I go to the cinema | voy al cine |
| 6 | I go out with friends | salgo con amigos |
| 7 | I play | juego |
| 8 | I do | hago |
| 9 | I played | jugué |
| 10 | I went out | salí |
| 11 | I went to | fui a |
| 12 | I did | hice |
| **B: Neighbourhood** | | |
| 1 | There is a shopping centre | hay un centro comercial |
| 2 | There isn't a station | no hay una estación |
| 3 | You can | se puede |
| 4 | You can't | no se puede |
| 5 | It is dirty | es sucio |
| 6 | It is noisy | es ruidoso |
| 7 | The good thing is that + verb | lo bueno es que + verbo |
| 8 | The bad thing is that + verb | lo malo es que + verbo |
| 9 | I want to buy | Quiero comprar |
| 10 | How much does it cost? | ¿Cuánto cuesta? |
| 11 | this t-shirt | esta camiseta |
| 12 | these shoes | estos zapatos |

| C: Before and now | | |
|---|---|---|
| 1 | before | antes |
| 2 | now | ahora |
| 3 | there was a lot to do | había mucho para hacer |
| 4 | there are things for young people | hay cosas para los jóvenes |
| 5 | my neighbourhood was old | mi barrio era viejo |
| 6 | my city is expensive | mi ciudad es cara |
| 7 | it had shops | tenía tiendas |
| 8 | it has art galleries | tiene galerías de arte |
| 9 | I used to rest | descansaba |
| 10 | I used to watch matches | veía partidos |
| 11 | I used to go to the beach | iba a la playa |
| 12 | I used to play basketball | jugaba al baloncesto |
| 13 | I would like to live in... | Me gustaría vivir en... |
| 14 | more … than | más... que |
| 15 | less … than | menos... que |
| 16 | As … as | tan... como |