



Year 9

Knowledge & Gwaith Cartref

Materials

Summer Term

2025-2026

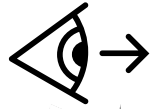
Name _____

Tutor group _____

HOW DO I USE MY KNOWLEDGE BOOKLET?

4 simple strategies to memorise information:

LOOK, COVER, WRITE, CHECK



1) LOOK at a box of information, a diagram, or the definition of a word.



2) COVER it up



3) WRITE down the information/definition or draw the diagram from memory.



4) CHECK your work and use a different colour pen to correct any mistakes.

Keep doing this until you get it completely right

FLASHCARDS

- 1) To make a flashcard, write a question on one side of a piece of paper/card, and the answer on the other.
- 2) Mix up your flashcards from different subjects.
- 3) Use them to quiz yourself or a friend.

The best flashcards are simple, numerous and overlapping.

Q: What is an integer?

A: A whole number.

Q: What is the mathematical word for a whole number?

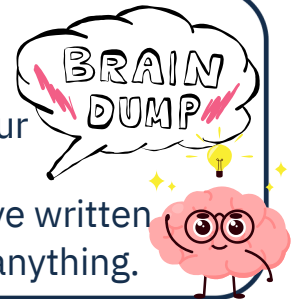
A: An integer.

FILL IN THE BLANKS

- 1) Copy out part of the Knowledge Booklet with key words, formula, dates, etc. missing.
- 2) Fill in the blanks without looking at the original.
e.g. 14th October ...10...6...6. : The Battle of ...H...a...sti...n.g.s

BRAIN DUMP

- 1) Without looking at it, write down everything you can remember from your Knowledge Booklet on a piece of paper.
- 2) When you're done, compare what you've written to the original to see if you've missed anything.



HOW TO USE QR CODES

- 1) Open the camera on your device.
- 2) Hold your device over a QR Code so that it's clearly visible within your screen.
- 3) The device will automatically scan the code and a pop-up will appear on your screen. Tap the pop up to open the link.



You will use your Knowledge Booklet consistently throughout the entire half term. It will play a crucial role in your lessons, homework, and revision. Your teachers will provide guidance on which sections to concentrate on at any given moment.

CWRE
RSE

If you see either of these acronyms (CWRE/RSE), this is what they mean:

CWRE: This task is giving you an opportunity to explore a job role or future career/job skill.

RSE: This task will be linked to relationships and sex education

CREATIVITY



YSGOL
AFON WEN
CREATIVITY
FACULTY



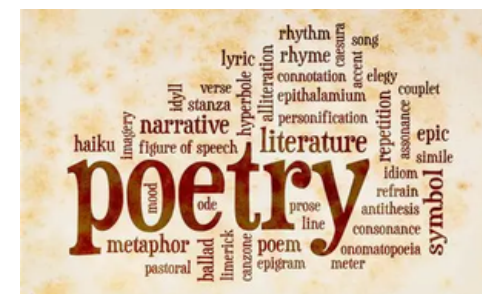
ENGLISH UNIT 1

Term 3 POETRY

This page helps you understand the key skills and knowledge you will develop in the Poetry unit. Use it to support your reading, writing, speaking, and listening work in lessons and with Cartref.

Poetic terms	
Noun	Structure
Verb	Imagery
Adjective	Tone
Topic	Themes
Writer's methods	Effect on the reader
Symbols	Rhythm
Context	Rhyme
Form	Stanza
Modifiers	Subtext

Unseen poetry
This is best shown by:
1. Reading the title.
2. Reading and re-reading the poem.
3. Making some initial notes about what you think the poem is about.
4. Annotating, highlighting and making notes.
5. Finding connections and comparisons with other poetry.
6. Planning your response.

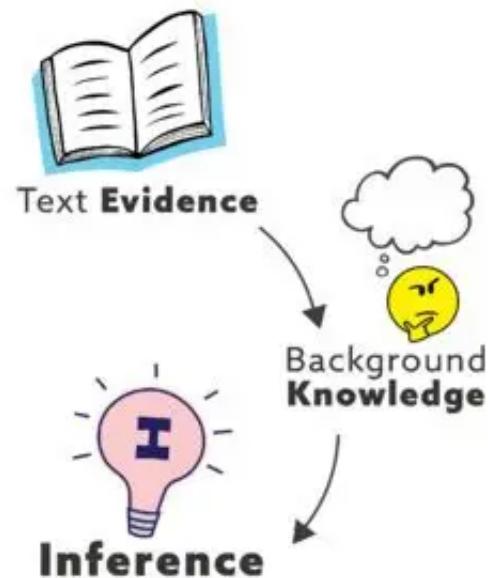


Context	
All written work is influenced by what goes on in the world around the writer. This is known as context.	
Social and cultural	When the writer is influenced by the way people live and what they believe.
Historical	What historical events were happening around the world before and during that time.
Political	How the politics of the time affect the text's production.
Literary	When a writer uses a particular form or genre that has a literary tradition.
Biographical	The life experiences of the writer.

Comparative terms	
Language to compare	Language to contrast
Similarly	However
Like	On the other hand
In addition	In contrast
Also	Whereas
Both	Unlike
Links	A difference is...
Neither	On the contrary
The poets' use of	Only one poet...

Comparison is not just about spotting things that are the same or different in a poem. You need to think carefully about what types of similarities or differences exist, how they manifest and why these similarities and differences are relevant.

Inference



Poetry Knowledge Organiser

Language	Structure	Form
<p>Alliteration- repetition of the same letter at the start of two or more words</p> <p>Allusion- reference to another literary work</p> <p>Assonance- repetition or pattern of the same vowel sounds</p> <p>Connotation- associated meaning of word</p> <p>Consonance- the partial or total identity of consonants in words whose main vowels differ</p> <p>Diction- usually used to describe the level of formality that a speaker uses</p> <p>Extended metaphor- a central metaphor that acts like an “umbrella” to connect other metaphors within it</p> <p>Hyperbole- exaggerated statement</p> <p>Imagery- visually descriptive language</p> <p>Metaphor- saying one thing is another</p> <p>Onomatopoeia- a figure of speech where words are used to imitate sounds</p> <p>Oxymoron- two terms appear next to each other that contradict each other</p> <p>Pathetic fallacy- weather to create mood</p> <p>Personification- make object human</p> <p>Pun- a play on words</p> <p>Satire- the use of humour or irony to mock, ridicule or criticise</p> <p>Semantic field- words related in meaning</p> <p>Simile- comparing using ‘like’ or ‘as’</p> <p>Sibilance- the repetition of an ‘s’ sound in two or more words</p> <p>Synecdoche- a figure of speech in which a part is substituted for the whole</p> <p>Tone- the implied attitude of a writer toward the subject and characters of a work</p> <p>Theme- the central idea of a literary work</p>	<p>Anapest- two unaccented syllables followed by an accented one</p> <p>Anaphora- the repetition of the same word or phrase at the beginning of a line</p> <p>Caesura- a piece of punctuation in the middle of a line creating a pause in rhythm</p> <p>Dactyl- a stressed syllable followed by two unstressed ones</p> <p>Elision- the omission of an unstressed vowel or syllable to preserve the metre of a line of poetry</p> <p>End-stopped line- a line ending in a full pause</p> <p>Enjambment- a sentence which continues, with no punctuation, into the line below</p> <p>Foot- a metrical unit composed of stressed and unstressed syllables</p> <p>Half rhyme- an imperfect rhyme where the ending consonant sound of a word is the same as another</p> <p>Juxtaposition- two or more contrasted ideas placed side by side</p> <p>Metre- the measured pattern of rhythmic accents in poems</p> <p>Parallelism- the similarity of structure in a pair or series of related words, phrases, or clauses</p> <p>Quatrain- a four-line stanza in a poem</p> <p>Refrain- a phrase, line or group of lines which is repeated throughout a poem</p> <p>Repetition- a repeated word or phrase usually used to emphasise importance.</p> <p>Rhyming Couplet- two lines of poetry that rhyme and have the same metre</p> <p>Rhyme- words that sound the same at the end</p> <p>Sestet- a six-line unit of verse constituting a stanza or section of a poem</p> <p>Stanza- two or more lines of poetry that form the divisions of the poem (paragraphs)</p>	<p>Allegory- a symbolic narrative which often takes the form of a story where the characters represent moral qualities</p> <p>Ballad- a narrative poem written in four-line stanzas, characterised by swift action and narrated in a direct style</p> <p>Blank verse – non rhyming lines written in iambic pentameter</p> <p>Dramatic monologue- a type of poem in which a speaker addresses an internal listener or the reader</p> <p>Elegy- An elegy is a poem about a dead person or thing</p> <p>Epic- a long narrative poem that records the adventures of a hero</p> <p>Free verse- poetry without a regular pattern of metre or rhyme</p> <p>Lyric- a poem that expresses personal and emotional feelings.</p> <p>Ode- a poem written in praise or celebration of a person, thing, or event</p> <p>Pastoral- a poem about nature or simple, country life</p> <p>Shakespearean sonnet- usually 14 lines which are formed by three quatrains with a rhyming couplet for the last two lines</p> <p>Sonnet- a fourteen-line poem in iambic pentameter and regular rhyme scheme</p>
		<p>Speaker: the voice behind the poem – the person we imagine to be speaking. The speaker is <u>not</u> the poet. Even if the poem is autobiographical, you should treat the speaker as a fictional creation, because the writer is choosing what to say about himself.</p>

Term 3 Poetry Gwaith Cartref Tasks

Below are a range of activities for you to complete independently whilst we are learning about poetry . You will be set these tasks by your English teacher as part of the YAW Gwaith Cartref Cycle.

1



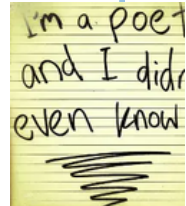
Favourite Song Lyrics

What is your favourite song? Analyse the lyrics to identify any poetic techniques the songwriter may have used.

4

I'm a poet!

Choose one of the poems you have studied in class and re-write it from an alternative point of view.



2

Theme Mind Map

Choose one theme from the poems you have studied and create a mind map showing:

- Which poems link to the theme
- Key quotes from the poem
- What each poet's intention is when referring to theme

5

Exam Style Question

How does the poet present the theme of love in one of the poems we have studied? [5 marks]



3



Word Class Detective

Pick 10 words from a poem we have studied and label the word class. Then write one sentence explaining why the poet chose these words.

6

Compare

Write a comparison essay of two poems you have studied. How do the poets present their ideas on a similar topic? You must include quotations from both poems that you explore in your answer.



Tick off and date the ones you have completed

Favourite song lyrics	Theme Mind Map	Word Class Detective
I'm a poet!	Exam Style Question	Compare

Sêr o Gymru

Brawddegau 3ydd person - Amser presennol

Ei enw e/henw hi ydy ____	<i>His/her name is ____</i>
Mae e'n byw yn ____	<i>He lives in ____</i>
Rhieni Tom ydy ____	<i>Tom's parents are ____</i>
Ei hoff ____ ydy ____	<i>His/her favourite ____ is ____</i>
Mae Aaron yn ____	<i>Aaron is ____</i>
Mae e'n ____	<i>He is ____</i>
Mae hi'n ____	<i>She is ____</i>
Mae gwallt brown gyda fe	<i>He has brown hair</i>
Mae llygaid glas gyda hi	<i>She has blue eyes</i>
Mae brawd gyda fe	<i>He has a brother</i>
Mae ____ gyda hi	<i>She has a ____</i>
Mae hi'n enwog achos	<i>She is famous because</i>
Mae e'n hoffi ____	<i>He likes ____</i>
Dydy hi ddim yn hoffi ____	<i>She doesn't like ____</i>
Mae e'n briod	<i>He's married</i>
Mae'n gas gyda fe/hi ____	<i>He/she hates ____</i>

Brawddegau 3ydd person - Amser gorffennol

Aeth hi i Ysgol ____	<i>She went to ____ School</i>
Symudodd e i ____	<i>He moved to ____</i>
Aeth e/hi i Brifysgol ____	<i>He studied in ____ University</i>
Roedd hi'n byw yn ____	<i>She lived in ____</i>
Gweithiodd e yn ____	<i>He worked in ____</i>
Roedd ____ gyda hi.	<i>She had a ____</i>
Roedd ____ gyda nhw	<i>They had a ____</i>
Roedd e'n hoffi ____	<i>He liked ____.</i>
Bu farw e	<i>He died</i>
Cafodd e ei eni	<i>He was born</i>
Cafodd hi ei geni	<i>She was born</i>
Enillodd e	<i>He won</i>
Roedd e'n ____ oed	<i>He was ____ years old.</i>
Ei wraig oedd ____	<i>His wife was ____</i>
Ymunodd e ____	<i>He joined ____</i>
Ymddangosodd hi yn ____	<i>She appeared in ____</i>

Ansoddeiriau - Adjectives

Tal	<i>Tall</i>
Byr	<i>Short</i>
Cyrllog	<i>Curly</i>
Hir	<i>Long</i>
Bach	<i>Small</i>
Mawr	<i>Big</i>
Caredig	<i>Kind</i>
Hyderus	<i>Confident</i>
Swil	<i>Shy</i>
Golygus	<i>Good looking</i>
Bert	<i>Pretty</i>

Berfau - Verbs

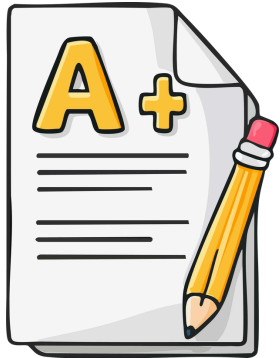
Byw	<i>To live</i>
Siarad	<i>To speak</i>
Marw	<i>To die</i>
Ennill	<i>To win</i>
Ymuno	<i>To join</i>
Symud	<i>To move</i>
Gweithio	<i>To work</i>
Ymddangos	<i>To appear</i>

Geirfa ychwanegol

Gwr - husband	Dyddiad geni - Date of birth
Gwraig - wife	leithoedd - Languages
Plant - children	Llygaid - Eyes
Mil naw saith wyth- 1978	Gwallt - Hair
Dwy fil a chwech - 2006	Trwyn - Nose
	Enwog - famous

To tell the truth
Now and again
Without a doubt
On the other hand
I prefer
To be honest

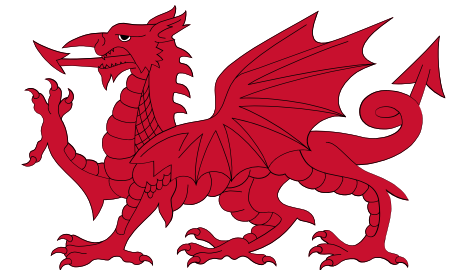




1 Your teacher has posted a past paper exam question about a famous person from Wales. Please fill in the answers and submit it back to your teacher.

2 Please research one famous person of your choice from Wales. Please find out 10 facts about this person, you need to use the language mat to translate these facts into Welsh.

3 Create a PowerPoint/Google slides on the famous Welsh person you had chosen. You will be presenting this to your class.



Tick off and date the ones you have completed

1	2	3

LES QUESTIONS ET LES REPONSES



Q: Tu habites où?
Where do you live?
R: J'habite à
I live in.... (town)

Q: Tu aimes ta ville?
Do you like your town?
R: Oui/Non, c'est....
Yes/no, it's....

Q: Depuis combien de temps habitez-vous dans ta ville ?
How long have you lived in your town?
J'habite à (town) depuse .(number).....ans/mois/toute ma vie.
I have lived in (town) for ..(number).. years/months/all my life.

Q: Décrivez où tu habites? Avec qui?
Can you describe where you live? With who?
R: Eg. J'habite dans une maison à la campagne avec ma famille.
I live in the country side with my family.

Q: Combien de pièces y a-t-il dans ta maison?
How many rooms are in your house?
R: Dans ma maison, il y a pièces. Il y a... (e.g. la cuisine...)
In my house, there are rooms. There is the e.g. kitchen...

Q: Où voudrais-tu habiter à l'avenir ?
Where would you like to live in the future?
R: À l'avenir, je voudrais habiter à (town).... au/à la/aux (country).
In the future, I would like to live in (town) in (country).



OÙ J'HABITE - where I live

j'habite - I live
il / elle habite - He / she lives
tu habites -you live
dans une maison - in a house
dans un appartement - in a flat
dans un lotissement - on a housing estate
dans un immeuble - in a block of flats
près de la mer - near the sea
près de la rivière - near the river
à la campagne - in the countryside
à la montagne - in the mountains
en ville in town / in the city
à Paris - in Paris
au Pays de Galles - in Wales



LES OPINIONS

J'aime - I like
Je n'aime pas - I don't like
J'adore - I love
Je déteste - I hate
Je préfère - I prefer

LES ADJECTIFS

c'est joli (e) - it's pretty
c'est ennuyeux (euse) - it's boring
c'est nul - it's rubbish (bad)
c'est moderne - it's modern
c'est sale - it's dirty
c'est pittoresque - it's picturesque
c'est grand (e) - it's big
c'est petit (e) it's small
c'est génial - it's great
c'est tranquille - it's quiet/calm
c'est barbant - it's noisy

LES MEUBLES - furniture

Dans ma chambre il y a...
(In my bedroom there is...)



un lit - a bed
une armoire - a wardrobe
un bureau - a desk
une commode - a chest of drawers
un poster - a poster
un ordinateur - a computer
un tapis - a carpet/rug
Une étagère - a bookcase
un coussin - a cushion
une plante - a plant
une chaise - a chair
une lampe - a lamp



LES PIÈCES - the rooms

une cuisine - a kitchen
une chambre - a bedroom
un salon / un séjour - a living room
un bureau - an office
l'escalier - the staircase
des toilettes - the toilet
une salle de bain - a bathroom
une salle à manger - a dining room
un jardin - a garden
un garage - a garage
un cave - a basement
un grenier - an attic



Français Unit: Chez moi

Term 3 Gwaith Cartref



1

Describe where you live in French. Include what kind of area you live in, the kind of building and the name of your town. Give your opinion of your town.

2

Answer the questions on the previous page with your own answers. Use the oracy grid on this page to help you plan your answers.

3



Design your **chambre de rêve** (your dream bedroom) on Google slides. Label each item of furniture in French using text boxes.

Tick off and date the ones you have completed

1	2	3

Décrivez où tu habites? Avec qui?

Combien de pièces y a-t-il dans ta maison?

Où voudrais-tu habiter à l'avenir?



Tu habites où?

Tu aimes ta ville?

Depuis combien de temps habitez-vous dans ta ville?

Les mots magnifiques!

et - and
 mais - but
 parce que - because
 très - very
 parfois - sometimes
 c'est... - it's...
 génial - great
 nul - rubbish

Expressive Arts

Term 3

Unit: What is the nature and purpose of creative expression?

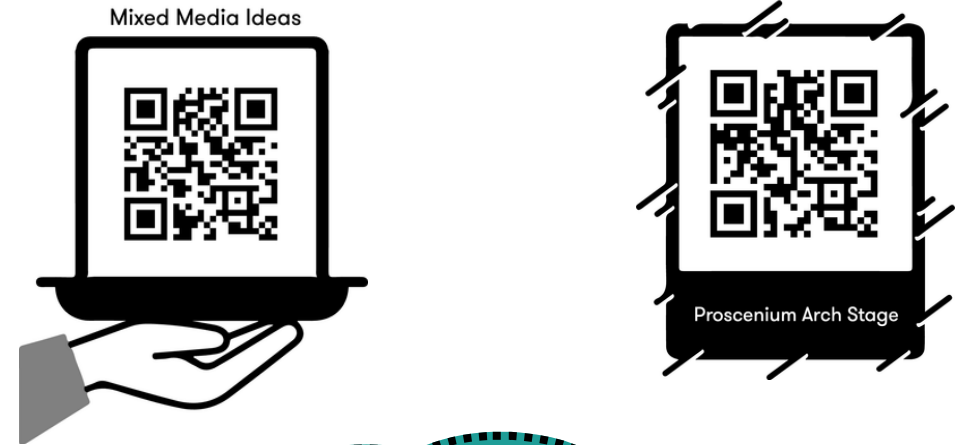
Theme: Popular Culture



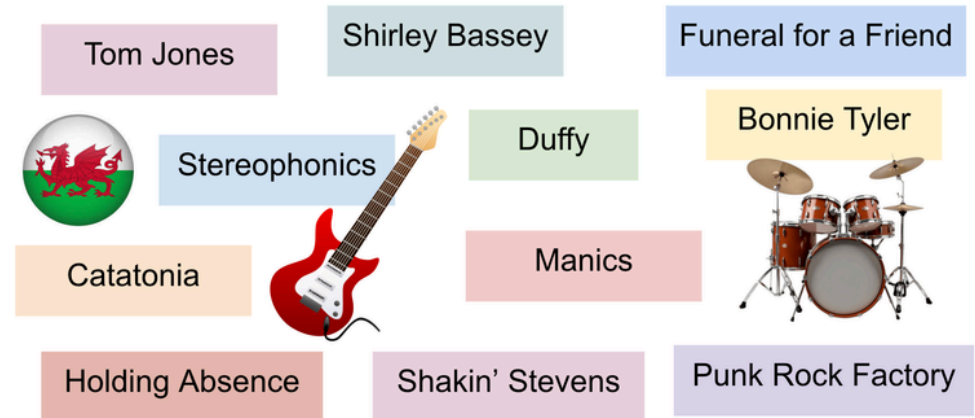
This page helps you understand the key skills and knowledge you will develop in the ‘Popular Culture’ unit. Use it to support your work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Verse	Section of a song that has a recurring melody, but the lyrics change.
Chorus	Repeating section of a song that uses the same melody and lyrics.
Hook	Short repetitive phrase, used multiple times throughout a song and usually including the title of the song.
Culture	Ideas, customs, and social behaviour of a particular people or society.
Mixed Media	A type of visual art that combines two or more different materials or mediums in a single piece.
Collage	Art made by sticking various different materials to a backing.
Proscenium Arch	The structural frame that surrounds the opening of a theater stage.
Fourth Wall	The the space that separates a performance from an audience.



Google Classroom
Code: dsl3orz



Below are a range of activities for you to complete independently this term. You will be set these tasks by your expressive arts teachers as part of the YAW Gwaith Cartref Cycle.

1

Research and write a short biography of a Welsh musician or band.



2



Label the areas of the staging for a traditional proscenium arch stage using the worksheet you have been given.

3

Create a page of mixed surface designs using mixed art media and objects recycled from home.



4

Listen again and complete the venn diagram comparing the 2 versions of 'When I got a Good Friend'.



Robert Johnson



Eric Clapton

5

Watch this simple guide to Disco moves. Which are your top 3? Can you demonstrate your favourite in class?



Disco

6

Read about the use of mixed media and watch Hashima Akhtar's video. What are her 4 reasons you should experiment?



Why Experiment?

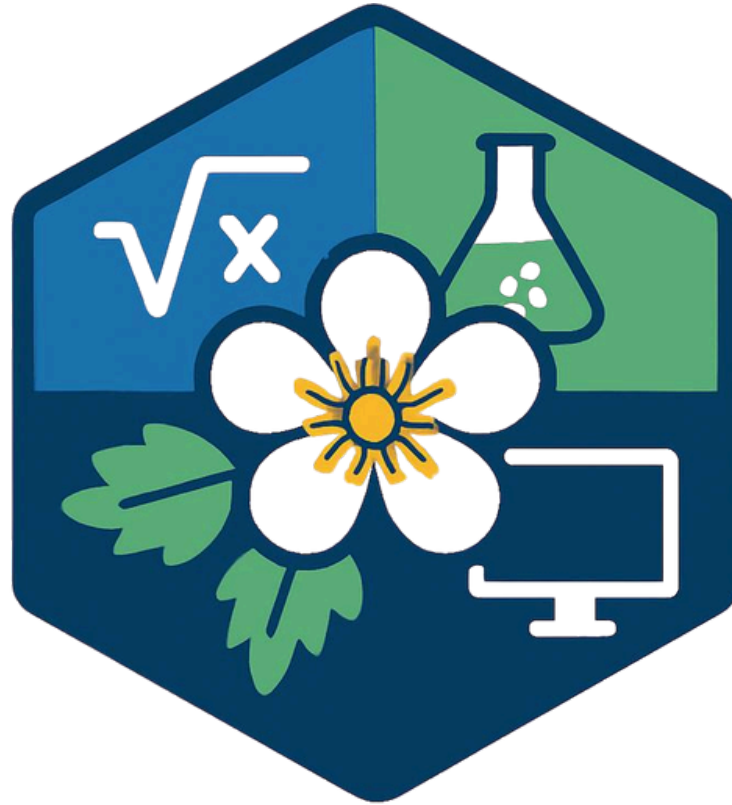


Halima Akhtar

Tick off and date the ones you have completed

1	2	3
4	5	6

INNOVATION



**FACULTY OF
INNOVATION**



Innovation – Computer Science

Here's how the **iDEA Bronze Award** works and what you need to complete it on idea.org (iDEA):

Bronze Award Requirements

To earn the **Bronze Award** you don't complete *one single badge* — you collect enough points from individual badges in different **core categories**.

What you must achieve:

250 total Bronze-level points from badges.

At least **50 points from each of these core categories:**

- ✓ Citizen
- ✓ Worker
- ✓ Maker
- ✓ Entrepreneur

Note: Although *Gamer* badges exist on the platform, they **don't count toward the Bronze Award requirement** (Bronze focuses on the four core categories above).





Innovation – Computer Science

Summer Term – Game Design & Programming

<https://idea.org.uk/login>

Term Overview:

Students apply programming and design skills by creating games, enhancing creativity, logic, and project management.

<p>User Interfaces</p>	<p>Random Coding</p>	<p>Digital Research</p>	<p>Social Media in Business</p>	<p>Researcher</p>	<p>Influencer</p>
<p>This badge explores how users interact with digital systems. Students learn how design choices affect usability.</p>	<p>This badge encourages experimentation with code. Students explore how changes in code affect outcomes.</p>	<p>This badge teaches effective online research skills. Students learn how to evaluate sources and present findings.</p>	<p>This badge explains how organisations use social media strategically. Students understand professional digital communication.</p>	<p>This badge develops investigation and analysis skills. Students learn how to gather and interpret information.</p>	<p>This badge explores digital identity and influence. Students learn how content and behaviour shape online presence.</p>



Percentage of an Amount

To calculate this in **one step**, we can **convert** the percentage to a decimal.

Calculate 15% of 340.

$$15\% = \frac{15}{100} = 0.15$$

$$0.15 \times 340 = 51$$



£3000 invested in a bank for 3 years at 15% simple interest per annum

Year	Start amount	Interest	End amount
1	£3000	15% of 3000 = £450	£3450
2	£3450	£450	£3900
3	£3900	£450	£4350

Value of total investment is £4350

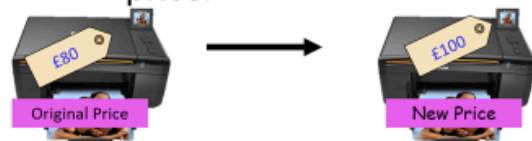
Interest = principal x interest x n
principal = original amount
n = time period
Interest as a decimal

Simple Interest



Percentage Change

A computer accessories shop increased the price of one of its printers from £80 to £100. Find the percentage increase in price.



$$\text{Percentage change} = \frac{\text{new value} - \text{original value}}{\text{original value}} \times 100$$

$$\text{Percentage change} = \frac{100 - 80}{80} \times 100$$

$$\text{Percentage change} = \frac{20}{80} \times 100$$

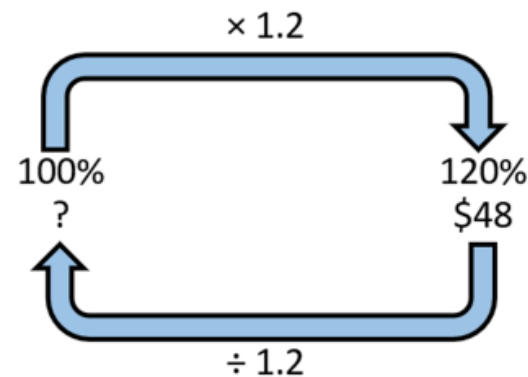
$$\text{Percentage change} = 0.25 \times 100$$

$$\text{Percentage change} = 25\%$$



Reverse Percentages

Oil went up 20% and cost \$48.
How much was it before the increase?



Best Value

Which deal is the best value?

Eat Fresh



3 for £2.40

$£2.30 \div 3 = 80\text{p}$ each

Max-Mart



4 for £3.40

$£3.40 \div 4 = 85\text{p}$ each

CHEAPEST



Recipes

A recipe to make 10 cupcakes:



If we want to make 15 cupcakes, how can we calculate the quantity of ingredients needed?

Cakes

100 g of butter
 100 g of sugar
 100 g of flour
 2 eggs

$\div 2$

50 g of butter
 50 g of sugar
 50 g of flour
 1 egg

$\times 3$

150 g of butter
 150 g of sugar
 150 g of flour
 3 eggs

Icing

140 g of butter
 250 g of sugar

$\div 2$

70 g of butter
 125 g of sugar

$\times 3$

210 g of butter
 375 g of sugar



Direct Proportion

- Write an equation of proportionality.
- Substitute x & y to find k .
- Rewrite the equation using k and substitute x to find y .



Over 2 days a herd of cows eat 16 kg of feed.

How much feed does the herd eat over 3 days?

① $y = kx$

② $16 = k \times 2$ (total feed) (days)
 $8 = k$
 8 kg per day

③ $y = 8x$
 $y = 8 \times 3$
 $y = 24$ kg



Inverse Proportion

- Write an equation of proportionality.
- Substitute x & y to find k .
- Rewrite the equation using k and substitute x to find y .



4 construction workers complete a project in 5 hours.

How quickly do 10 workers complete the project?

$y = \text{time}$

① $y = \frac{k}{x}$

② $5 = \frac{k}{4}$ (hours) (workers)

③ $y = \frac{k}{x}$
 $y = \frac{20}{10}$

$y = 2$ hours

$20 = k$
 worker-hours



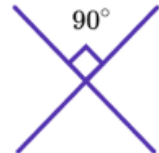
Parallel Lines and Perpendicular Lines

Parallel lines are straight lines with a constant distance between them.

Perpendicular lines intersect (cross) one another at 90° (a right angle).



Parallel Lines



Perpendicular
Lines

More Videos to Help:

Constructing an Angle Bisector



Loci

Videos to Help:

Construct Triangles from ASA



Construct Triangles from SAS



Construct Triangles from SSS



Construct Perpendicular Bisector



Construct Perpendicular from a Given
Line to a Point



Gwaith Cartref Tasks

Below are a range of activities for you to complete independently whilst we are in the summer term. You will be set these tasks by your mathematics teacher as part of the YAW Gwaith Cartref Cycle.

1

Percentages

Please Complete your **paper homework** which your teacher will hand to you in class.

2

Percentages

Please complete the **MathsWatch homework** which your teacher will set for you.

3

Proportion

Please Complete your **paper homework** which your teacher will hand to you in class.

4

Proportion

Please complete any 4 questions from both workout 1 and workout 2 from the attached **Corbettmaths Homework** sheet. Scan the QR code to access.



5

Constructions

Please complete questions 1, 2 and 3 from the attached **Corbettmaths Homework** sheet. Scan the QR code to access.



6

Constructions

Please complete the **MathsWatch homework** which your teacher will set for you.

Mathematics – Percentages Homework – Term 3



Name:

Task A

1 Work out 50% of 46

4 Freya says “50% of 30 is equal to 30% of 50.”

Show Freya is correct.

.....
(1)

2 Work out 20% of 90

.....
(2)

(2)

3 Work out 80% of 40

5 £2700 is invested for 2 years at 5% per year simple interest.

Work out the total interest.

.....
(2)

£.....
(3)

Food technology



Food technology

Homework booklet

Task 1:

Using the word bank and success criteria on page 5, evaluate your practical lessons to identify areas of weakness and success.

Use these evaluations to better your performance in future.

Task 2:

On page 5 & 6, test your lesson recall by naming at least 3 facts you learnt in the lesson.

Practical

EVALUATION

Use the success criteria and word bank on page 4 to help you evaluate your dishes:

Lesson 1:

What did you make? _____

Evaluate your dish:

Lesson 2:

What did you make? _____

Evaluate your dish:

Lesson 3:

What did you make? _____

Evaluate your dish:

Teacher feedback

PRACTICAL'S EVALUATION

Highlighted comments apply:

Strengths:

- Excellent health and safety conduct.
- Good health and safety conduct.
- Equipment used correctly and with care.
- Dishes made to a high standard.
- Dishes made to a good standard.
- Dishes made to a fair standard.

Targets:

- Improve health and safety conduct.
- Build on understanding and awareness of health and safety.
- Use equipment with more care and precision.
- Stick to the time constraints given in practical lessons.
- Follow recipes accurately.
- Practice at home to improve your skills.

Additional comments

Food technology



Sensory term word bank

Appearance		Aroma		Texture		Taste	
Burnt	Lumpy	Acidic	Sweet	Brittle	Hard	Bitter	Rich
Clear	Mushy	Aromatic	Weak	Chewy	Lumpy	Bland	Salty
Cloudy	Pale	Bland	Yeasty	Creamy	Moist	Burnt	Sour
Crisp	Rough	Burnt	Rotten	Crisp	Runny	Creamy	Spicy
Crumbly	Smooth	Citrus	Smoky	Crumbly	Smooth	Fatty	Strong
Dark	Sticky	Fishy	Spicy	Crunchy	Soft	Hot	Sweet
Dull	Uneven	Fragrant	Strong	Dry	Sticky	Mild	Tart
Firm	Round	Fruity	Mild	Fatty	Tender		Weak
Flaky	Square	Pungent	Sweet	Flaky			
Flat	Bubbly	Meaty	Sugary				
Glossy	Curved	Sour					
Golden	Oval						
Hard	Soft						
Light	Goosey						



Success Criteria

When evaluating you should consider:

- Can you follow the recipe steps in the correct order.
- Can you use kitchen tools and equipment safely.
- Can you measure ingredients accurately.
- Can you keep your workspace clean and organised.
- Can you work well with others and communicate respectfully.
- Does your final dish match the expected appearance and taste.

Food technology

Lesson RECALL

Lesson 1:

What did you learn about? _____

Lesson 2:

What did you learn about? _____

Lesson 3:

What did you learn about? _____

Food technology

Lesson RECALL

Lesson 4:

What did you learn about? _____

Lesson 5:

What did you learn about? _____



Desk Lamp Project

Homework

1. Product Analysis:

Carry out a product analysis using ACCESS FM for the desk lamp on page 2. Use the resource attached to help build up responses for each ACCESS FM point. Include your personal opinions and give reasons for your answers.

2. Initial Idea

Using the template on page 5. Create an initial sketch of what you would like your desk lamp to look like. Consider the colour and themes you would select. You may want to personalise it, text, images and patterns could all be used. Shade the idea using coloured pencils. Annotate the idea using the guidance on the page.

Product Analysis



Product Information:

This is a burger themed desk lamp that adds a playful touch to your workspace. Designed to lift up from a compact burger shape into a functional lamp, it features a flexible stem and adjustable lampshade so you can direct light exactly where you need it. Made from strong, durable ABS plastic, it's lightweight, long-lasting, and available in a range of colours. Perfect for desks, bedside tables, or small spaces. This can be purchased online for £10

Introduction

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Aesthetics

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Cost

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Customer

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Environment

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AESTHETICS

What does it look like?
What shape is it?
What colours?
What style?
Do you like it? Why?

SAFETY

Are there any sharp edges/corners?
Are there any loose bits?
Is there anything that could come off or harm a child?

FUNCTION

What does it do?
How does it work?
Easy to use?
Does it have many or a single function?

COST

How much does this cost?
Is it good value for money? Why?
Does the brand name make it more expensive? Why do you think this?

SIZE

What are the key dimension?
Is it suitable for it's task?
What makes it suitable?

MATERIAL

What is it made from?
Are the materials appropriate? Why?
How is it made? Is it well made?
What components are there?

CUSTOMER

Who is the product aimed at?
Age range?
Interests?
Taste & Style?
What would they use it for? How?

DESIGN SPECIFICATION

Use each of the ACCESS FM headings & answer the questions to describe in detail all the elements of your design.
Write each point as a justified sentence:
'It must/ There should be.... because.....'

ENVIRONMENT

Does it produce harmful chemicals?
Does it make other people uncomfortable?
Did the manufacture cause pollution? What?
Does it use energy? What?
What is the effect of this energy?

PRODUCT ANALYSIS

Analyse existing products to understand what is commercially successful.
Explore all aspects of the product using these headings.
Give your personal opinions about each of the headings.
A visual or actual disassembly of the product will help you to understand how the product was manufactured.

A
C
C
E
S
S

F
M



Graffiti Project

Homework

1. Product Analysis:

Carry out a product analysis using ACCESS FM for the Street Art bag on page 2. Use the resource attached to help build up responses for each ACCESS FM point. Include your personal opinions and give reasons for your answers.

2. Pontypridd Inspired Graffiti/ Street Art

Create a sketch of what graffiti/ street art that would be suitable for Pontypridd Town Centre. Annotate the idea using the guidance on the page.

AESTHETICS

What does it look like?
What shape is it?
What colours?
What style?
Do you like it? Why?

SAFETY

Are there any sharp edges/corners?
Are there any loose bits?
Is there anything that could come off or harm a child?

FUNCTION

What does it do?
How does it work?
Easy to use?
Does it have many or a single function?

COST

How much does this cost?
Is it good value for money? Why?
Does the brand name make it more expensive? Why do you think this?

SIZE

What are the key dimension?
Is it suitable for it's task?
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MATERIAL

What is it made from?
Are the materials appropriate? Why?
How is it made? Is it well made?
What components are there?

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Who is the product aimed at?
Age range?
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Taste & Style?
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A visual or actual disassembly of the product will help you to understand how the product was manufactured.

A
C
C
E
S
S

F
M

This page helps you understand the key skills and knowledge you will develop in the Respiration unit. Use it to support your work in lessons and Gwaith Cartref.

What is respiration?

Respiration is the chemical reaction that happens in all living cells. It releases energy from glucose so organisms can grow, move and stay alive.

Key Vocabulary

Glucose – main sugar used for energy
Oxygen – gas needed for aerobic respiration
Energy – released by respiration
Mitochondria – where respiration happens
Lactic Acid – waste product of anaerobic respiration
Fermentation – anaerobic respiration in yeast
Carbon Dioxide – gas we breathe out

Word & Chemical Equations

Aerobic Respiration (uses oxygen)

- Word Equation:
glucose + oxygen → carbon dioxide + water + energy
- Chemical Equation:
 $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O + \text{energy}$

Anaerobic Respiration (no oxygen)

- In animals:
glucose → lactic acid + a little energy
- In yeast:
glucose → ethanol + carbon dioxide + energy

Aerobic Respiration:

- Uses oxygen
- Lots of energy released
- Produces carbon dioxide & water
- Happens in mitochondria

Anaerobic Respiration:

- No oxygen
- Much less energy
- Produces lactic acid (animals)
- Causes muscle fatigue

Knowledge check

Aerobic Respiration - Respiration using oxygen
Anaerobic Respiration - Respiration without oxygen
Fermentation - Anaerobic respiration in yeast

Example

Produces lots of energy
Causes lactic acid buildup
Used in bread & alcohol making

Gwaith Cartref Tasks

Below are a range of activities for you to complete independently whilst we are learning about Respiration. You will be set these tasks by your Science teacher as part of the YAW Gwaith Cartref Cycle.

1

Respiration Comic Strip

Create a six-panel comic strip that explains what aerobic respiration is and why it is important.

Your comic should include:

- Where respiration happens in the cell
- What molecules go in and what come out
- How energy is released

A character explaining the process (e.g., "Mitochondria Man")

3

Watch the video and then create a summary of what happens, include key information.



4

Watch this clip and use it to make notes about respiration. Create a leaflet: explaining "How the body breathes and releases energy".



5

Watch this clip and then create a magical creature and explain: How it respire, Whether it uses aerobic or anaerobic respiration. Choose how you



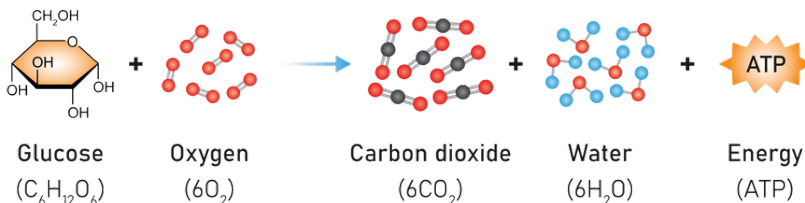
2

Compare Aerobic and Anaerobic Respiration

Create a side-by-side comparison (poster, leaflet or digital presentation) that explains the differences between the two types of respiration.

Include:

- The word equations
- When each type happens
- Energy output (a lot vs. a little)
- Waste products produced
- Everyday examples (e.g., running fast vs. resting)



LIFE



FACULTY OF LIFE

Key Skills you will be working on this term

Term	Definition
Describe	To write what something is like.
Explain	To give reasons to support the point being made.
Infer	Use evidence to make informed guesses about something.
Analyse	To examine in detail in order to discover meaning.
Evaluate	To weigh up arguments based on evidence.
Conclude	To provide a judgement on an issue.

Topics this term:

Oceans
Russia
Matters of life and death

Useful websites!



Key Terms

OCEANS

Current – a large movement of ocean water in a specific direction
Tide – the rise and fall of sea level caused by the Moon's gravity
Salinity – how salty the ocean water is
Ecosystem – living and non-living things interacting in the ocean
Coral reef – a structure made by tiny animals, full of marine life

Russia

Soviet Union – a former communist country (including Russia) that existed until 1991
Cold War – a period of tension between the USA and the Soviet Union after World War II
Communism – a system where the government controls resources and aims for equality
Industrialisation – growth of factories and industry, especially in cities
Chernobyl disaster – a 1986 nuclear accident showing problems with government control and safety

Matter of Life and Death

Sanctity of life – belief that life is sacred and should be protected
Euthanasia – ending a person's life to relieve suffering (illegal in the UK)
Afterlife – belief in life after death (e.g. heaven, hell)
Quality of life – how good or comfortable someone's life is
Abortion – ending a pregnancy, often debated in religion and ethics



Below are a range of activities for you to complete independently whilst we are learning about oceans, Russia and matters of life and death . You will be set these tasks by your humanities teacher as part of the YAW Gwaith Cartref Cycle.

1

Complete a detailed diagram of the different layers of the oceans. For each section you must include -

- What the layer is called
- 3 facts about the layer (temp etc)
- Animals and plants found in that layer
- An interesting fact about the layer

Make sure it is colourful and includes text and pictures.

4

Watch the clip and write down 10 things you learn



2

Research one major threat to the world's oceans, such as plastic pollution, overfishing, climate change, ocean acidification, oil spills, or coral reef destruction. Explain what it is, what causes it, and its impacts on marine life, humans, and the planet. Include a real-life example and possible solutions. Present your work as a poster, PowerPoint (6–10 slides), or a 1–2 page report. Use your own words, include at least three sources, and use key terms like pollution, ecosystem, and biodiversity. As a challenge, link your topic to Wales.

5

Complete the 'Explore Russia' activity on this webpage. Write down three new things you learn.



3

Research the Russian Civil War. Find out when it took place, who was involved (such as the Red Army and White Army), and the main causes of the conflict. You should explain what happened during the war and the outcome, including who won and how it changed Russia. Include at least one key event or example from the war. Present your work as a poster, PowerPoint (6–10 slides), or a 1–2 page report. Make sure you use your own words, include at least three sources, and use key historical terms. As a challenge, explain how the war affected the future of Russia.

6

Use the work you have done so far on the issues of life and death and the webpage to complete a information poster for the topic



Tick off and date the ones you have completed

1	2	3
4	5	6

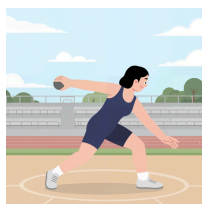
Physical Education

Term 3



Key Skills you will be working on this term

Term	Definition
Communication	Sharing clear instructions, ideas or support with peers
Leadership	Taking responsibility for guiding and supporting others, such as leading a warm-up or coaching small groups.
Observation	Watching a performer to spot strengths and weakness and how they can improve
Decision Making	Choosing the best action to take during a performance, such as what shot to play or when to increase pace.
Teamwork	Working effectively with others to share ideas to achieve a shared goal.
Analysis	Examining a technique or performance in detail to understand what is being done well and what needs improving.



Topics this term:

Athletics
Striking and fielding
Coaching

Useful websites!



Key Terms

Athletics

Sprint technique – The correct form used to run at maximum speed
Pacing – Controlling speed over distance
Power Position – Body alignment that creates maximal force before throwing
Rotation Technique – Movement used in throwing events to generate power
Take off – Phase in jumping where you drive powerfully off the ground.
Landing Mechanics – Technique used to land safely and effectively

Striking and fielding

Hand-eye coordination – The ability to track and connect with the ball
Ball Placement – Directing the ball into a chosen area of the field
Long Barrier – Technique used to stop a rolling ball
Fielding – Anticipating where the ball will go
Batting – Skill of striking the ball in order to score.

Coaching

Coaching method – Different approaches used to teach skills and give instructions.
Performer feedback – Information given to a performer about their technique or performance to help them improve
Progression – Increase difficulty or tasks as skills improve
Peer coaching – Learners coaching others through structured guidance
Demonstration – Coach physically performs a skill so the learner can see it
Observing – Watching a performer to identify strengths and weaknesses

Physical Education

Term 3 Gwaith Cartref Tasks

Below are a range of activities for you to complete independently whilst we are completing our athletics, striking and fielding and coaching units. You will be set these tasks by your PE teacher as part of the YAW Gwaith Cartref Cycle.

1

Choose one athletics event from the list below:

100m Sprint
Shotput throw
High Jump
1500M run

Write 5 things you would expect to see in the technique from each of the events. Think about body positioning, take off or release, arm or leg movement, landing or take off.

2

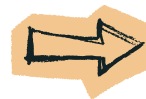
Identify **two key skills** (e.g., hand-eye coordination, ball placement and fielding) and explain **how they influence success in a game.**

3

Reflect on how teamwork and communication affect performance in rounders.

4

Watch the video and write a paragraph explaining how you would improve the athletes performance , from a coaching perspective



5

Watch the video and explain how great coaches demonstrate different skills.



6

Design a 5-minute coaching activity to teach someone one athletic skill, for example, power position or sprint technique.

Your plan must include:

- 2 coaching points
- A small activity or drill to improve performance
- One Piece of feedback



Tick off and date the homework you have completed

1	2	3
4	5	6