



SPWT Year 9 Knowledge Organisers: Summer

Name:

Form:

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family”
Kofi Annan

Knowledge organisers are brought to school every day, in their plastic folder.

What is a knowledge organiser?

A knowledge organiser specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that you are expected to master in your long-term memory.

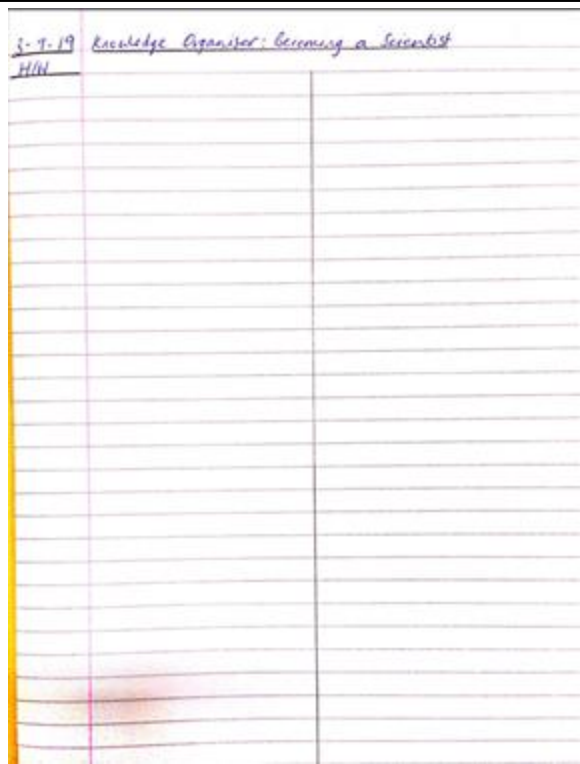
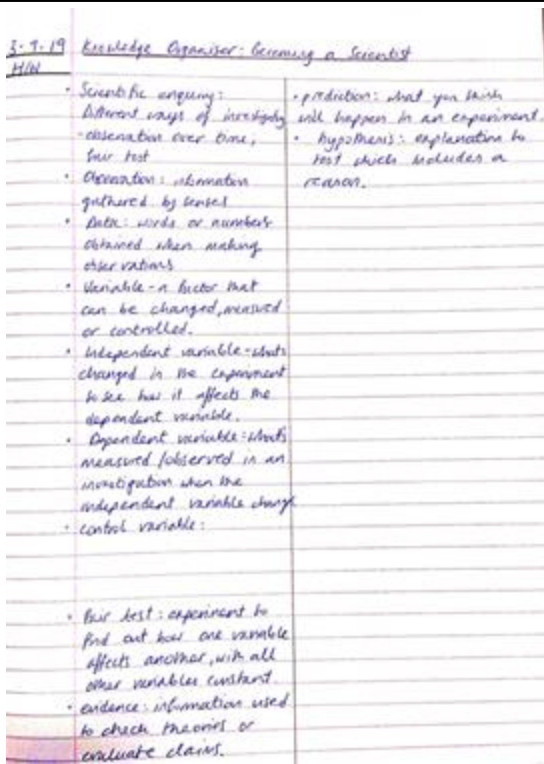
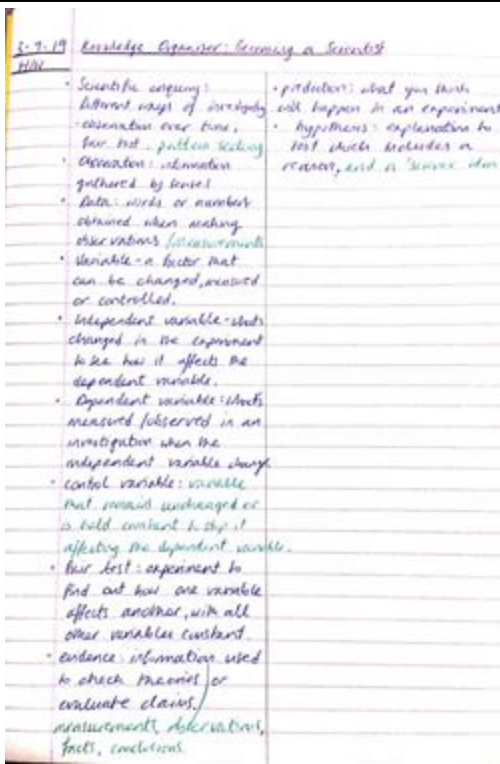
Why do we use knowledge organisers?

Knowledge organisers support you to build knowledge for long-term learning.
They also support you to learn to study independently.

Challenge!

At SPWT, we encourage you to explore your learning further outside of the classroom. To do so, research and write about the topic you are learning about, in your subject exercise books.

How do I use my knowledge organiser?

 <p>3-7-19 Knowledge Organiser: Becoming a Scientist HW</p>	 <p>3-7-19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none">• Scientific enquiry:<ul style="list-style-type: none">- different ways of investigating will happen in an experiment.- observation over time, fair test• Observation: information gathered by senses• Data: words or numbers obtained when making observations• Variable: a factor that can be changed, measured or controlled.• Independent variable: what's changed in the experiment to see how it affects the dependent variable.• Dependent variable: what's measured/observed in an investigation when the independent variable changes• Control variable: <p>• Fair test: experiment to find out how one variable affects another, with all other variables constant</p> <p>• Evidence: information used to check theories or evaluate claims.</p>	 <p>3-7-19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none">• Scientific enquiry:<ul style="list-style-type: none">- different ways of investigating will happen in an experiment.- observation over time, fair test, pattern seeking• Observation: information gathered by senses• Data: words or numbers obtained when making observations <i>followed by</i>• Variable: a factor that can be changed, measured or controlled.• Independent variable: what's changed in the experiment to see how it affects the dependent variable.• Dependent variable: what's measured/observed in an investigation when the independent variable changes• Control variable: variable that remains unchanged or is held constant to stop it affecting the dependent variable.• Fair test: experiment to find out how one variable affects another, with all other variables constant• Evidence: information used to check theories or evaluate claims. <i>measurements, observations, facts, conclusions</i>
<p>Start a new page. Write the date and HW in the margin and underline. Write the title at the top of the page (Knowledge Organiser *Topic*).</p> <p>Draw a line down the middle of the page using a ruler (measure accurately where the middle is).</p>	<p>COVER the right-hand side of the table in a section of the Knowledge Organiser.</p> <p>WRITE down the word/ question on the left, followed by your answer.</p>	<p>CHECK your answers by uncovering and reading the right-hand side</p> <p>CORRECT any answers that are incorrect using a green pen</p>

CollaGe



Collage from the French: *coller*, "to glue" or "to stick together"; is a technique of art creation, where art results from an assemblage of different forms, thus creating a new whole. The origins of collage can be traced back hundreds of years, but this technique made a dramatic reappearance in the early 20th century as an art form of novelty. The term *Papier collé* was coined by both Georges Braque and Pablo Picasso in the beginning of the 20th century when collage became a distinctive part of modern art. Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.

Frida Analytica, by Loui Jover

Elements and equipment useful when making of collage:

- ✓ magazine and newspaper clippings
- ✓ ribbons,
- ✓ paint,
- ✓ bits of coloured or handmade papers,
- ✓ vintage images
- ✓ maps, pages of old books
- ✓ portions of other artwork or texts,
- ✓ photographs,
- ✓ other found objects,
- ✓ glue, i.e. pritt stick, uhu stick or spray glue
- ✓ piece of paper or canvas.
- ✓ Cutting tools: scissors, craft knives



How To make a CollaGe? Tips

1. Cut and place pieces down to nearly complete stage before sticking anything down.
2. Use your phone/ a camera to take a picture you can refer to as you remove pieces to start sticking.
3. Think about your use of colour. You might want to choose a range of blues and greens (colours that blend together) or go for clashing pinks and oranges. The same idea can look very different depending on the colours you use.
4. Think about the scale, for a dynamic and arresting collage. Turn things on their head pairing something that is normally small made giant size, next to something tiny that is otherwise huge.
5. Also think about repetition. The repetition of a given image or shape can also make a strong visual statement. A collage made from cut triangles or circles is simple to achieve and can be visually exciting.
6. It is important to balance the areas of space and imagery. An asymmetrical balance works well. Keeping things off-center in this way does make a good arrangement.
7. Use the 'rule of thirds'. This is a technique by which you divide your paper into three rows and three columns. The points at which the vertical and horizontal lines meet, are where the focal points of your collage should be.

Things to consider

1. Tools

To get started with collage, all you need is some source material, a few tools, and an eye for composition. To begin, prepare a few supplies, such as a support, tools for cutting into paper, and some adhesives.



❖ Backing

For the backing—the support that will hold your collaged pieces you could use board, canvas or a piece of paper. Make sure the backing supports your materials. If you're planning on using paint or other liquid materials in your collage, consider using canvas or mixed-media paper.

❖ Adhesives.

Every type of paper reacts differently to every type of adhesive and it can discourage when you add an element to a composition and the paper bubbles or smears. UHU glue sticks are a good option, as they don't stain or wrinkle or rip your paper. Spray glue is also good as it allows you to rearrange your pieces. If you're considering alternative methods, such as staples, needle and thread or double sided tape, make sure you have a backing that will support these methods.

❖ Cutting tools.

Aside from scissors, tools with blades such as craft knives or rotary cutters will help you achieve sharp edges. X-ACTO knives require a lot of attention and patience at first, but they're good for small, detailed pieces, since they're more precise than scissors. When using one, be sure to use a thick cutting mat. Be very careful when using X-ACTO and craft knives- **always cut in a direction away from yourself!**

2. Composition

Before you adhere your source material to your backing, take some time to plan out your composition. Collage offers the opportunity to arrange the various elements of your artwork. If you're not sure how to go about planning your artwork, try focusing on one or two of the basic elements of composition: colour, form, line, shape, texture, or value. **Plan out your composition before gluing it down.**



3. Collage materials

Collect material for you collage. You may want to use what you already have, such as any art materials and personal photos, old books and clothing, or recycled paper.

Contemporary magazines

Lifestyle and women's magazines and fashion look books provide the most accessible materials for collage, because at least 50% of their contents are advertising and fashion shoots. Those pages contain really strong, beautiful images, which are perfect for collage. *National Geographic* magazine is a great source. Not only are its photos big and beautiful, but the variety of its themes will serve all kinds of collage needs. Themes include people, animals, nature, architecture, prehistoric jewelry, art...

Other materials to consider:

Your own photographs, old photographs, pages from old books (get them from charity shops), magazines and newspaper clippings, music sheets, maps, optical illusion books and other objects found in thrift shops/flea markets, wood, markers, paint, pencil, puzzle pieces, frames, ribbons, glitter, fabric, buttons, printed images, craft papers, decorative papers, pieces of wallpaper or packing paper, old book/notebook covers, reflective surfaces...

EXQUISITE CORPSE KNOWLEDGE ORGANISER



Jake and Dinos Chapman

Exquisite corpse (from the original French term *cadavre exquis*, literally **exquisite cadaver**), is a method by which a collection of words or images is collectively assembled. Each collaborator adds to a composition in sequence, either by following a rule or by being allowed to see only the end of what the previous person contributed.

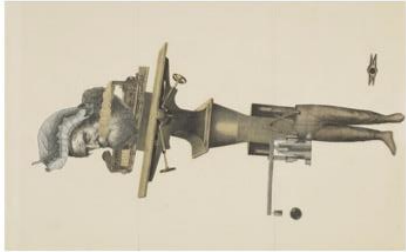
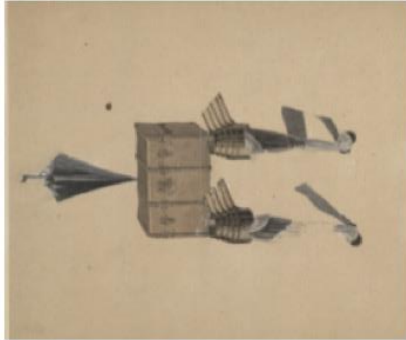
Exquisite corpse history

This technique was invented by **surrealists** - the **founder of surrealism Andre Breton**, **Yves Tanguy** and **Marcel Duchamp**. It is similar to an old **parlour game** (a group game played indoors) called **consequences** in which players write in turn on a sheet of paper, fold it to conceal part of the writing, and then pass it to the next player for a further contribution. The parlour was referred to as the formal sitting room in a large house, and would be the living room in a home today. Parlours were popular during the Victorian era (that refers to the time of Queen Victoria's reign during the late 1800's). The game was adapted by surrealists so that parts of bodies are drawn instead.

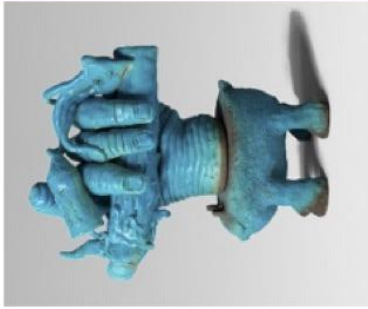
Cadavre exquis as a drawing approach has been used by other artists since the surrealists - notably the YBA (Young British Artists) artists Jake and Dinos Chapman. Today, the game of consequences can take many forms and mediums, including text, drawing, collage and 3D artwork.

Exquisite Corpse Artists

Surrealist exquisite corpse.



- 1: André Breton, Max Morise, Jeannette Ducrocq
Tanguy, Pierre Naville, Benjamin Péret, Yves Tanguy, Jacques Prévert
2: André Breton, Jacqueline Lamba and Yves Tanguy



Eric Croes



Jake and Dinos Chapman



Dave Benz, Nanette Wallace and Karen Wippich

Keywords: Exquisite corpse, consequences, Surrealism, parlour game, composition, sequence, drawing, collage, sculpture,

Art

SCULPTURE/ASSEMBLAGE KNOWLEDGE ORGANISER

SCULPTURE – an artistic form in which any material is worked into a three-dimensional form.

ASSEMBLAGE - a work of art made by grouping together found or unrelated objects.

SCULPTURE Artists who use assemblage technique

Robert Hudson



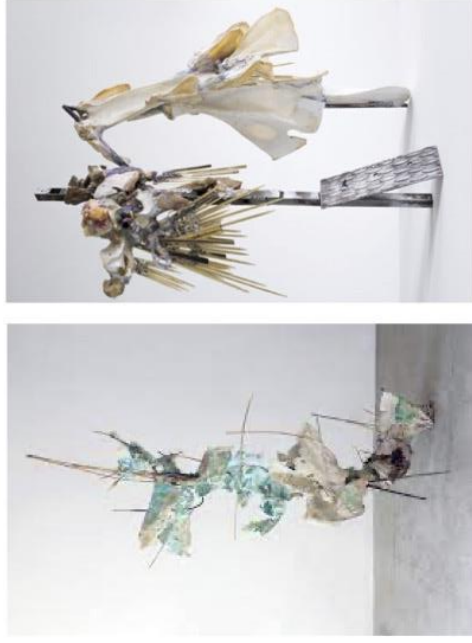
Alla Dmitriuk



Fischli and Weiss



Yasue Maetake



Keywords: Exquisite corpse, consequences, Surrealism, composition, sequence, found objects, sculpture, assemblage, 3D form.

Computer Science

Knowledge Organiser

Topic: Unit 9.3 Web Design

Introduction- What is a website?

A web page is a single digital document. It is stored on a web server connected to the internet and can be viewed on a web browser. It forms a small part of the world wide web. A website is typically a collection of connected web pages and each webpage has its own unique web address. In this unit you will be creating a website for a given purpose.

WEBSITE SITEMAP



WEBSITE CREATION SOFTWARE

Dw

Dreamweaver is a software used to create and edit websites.

Ps

Photoshop is a software used to create the assets. They are then saved as a JPEG and placed into Dreamweaver.

HTML Tag	Definition – what does it do?
<html>	Root of a HTML document
<body>	Contents of the page
<head>	Information about a page
<title>	Tab title / defines title
<h1>, <h2>, <h3>	Headings
<p>	Paragraph
	Image
<table>	Creates and defines table
	Bold
 	Linebreak
<div>	Divider
<!-- -->	Comment



Key vocabulary	
World Wide Web	Collection of webpages connected together by hyperlinks, using the Internet (usually shortened to WWW).
Internet	A global network of computers all connected together.
Webpage	A hypertext document connected to the World Wide Web.
Website	A collection of webpages with information on a particular subject.
Web browser	The software which displays a webpage or website on a computer.
Uniform Resource Locator (URL)	An address that identifies a particular file or webpage on the Internet.
HTML	Hyper Text Markup Language - describes and defines the content of a webpage.
Web script	A type of computer programming language used to add dynamic features to a webpage.
Multimedia	Content that uses a combination of different types of media - for example, text, audio, images.
Hyperlink	A link from a hypertext document to another location, activated by clicking on a highlighted word or image.
Hotspot	An area on a computer screen which can be clicked to activate a function, especially an image or piece of text acting as a hyperlink.
Navigation	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons.
JPG	The main file type used for images on the World Wide Web - uses lossy compression.
PNG	Another type of image file used on the World Wide Web – supports transparency and uses lossless compression.

WEBSITE FEATURES



WEBSITE PURPOSES

Inform	Educate	Promote
Entertain	Advertise	E-Commerce

WEBSITE COMPONENTS

NAVIGATION BAR



ROLL OVER BUTTONS



IMAGES – Still or moving (GIF)

TEXT/INFORMATION

HYPERLINKS

CLICK HERE

AUDIO and VIDEO

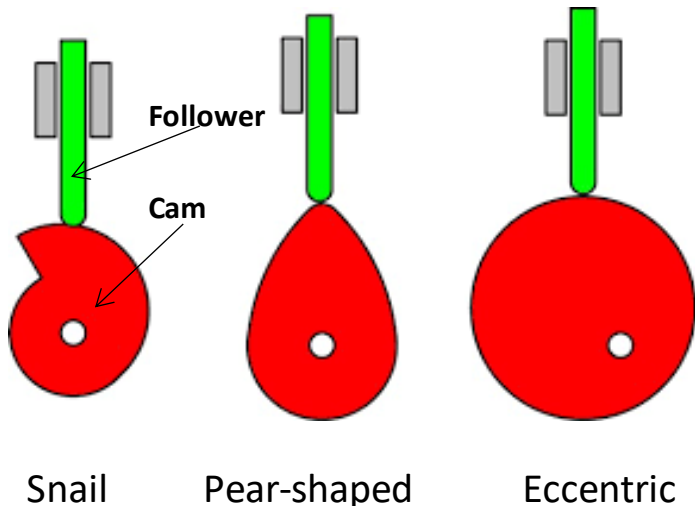


DT: Year 9 Product Design

Project: Mechanical toy

Natural timber	Timber taken from trees e.g. oak
Hard wood	Wood that comes from deciduous trees e.g. Oak
Soft wood	Wood that comes from coniferous trees e.g. pine.
Manufactured timber	Timber that is manmade e.g. MDF
Hazard	A potential danger
Precaution	A measure taken to prevent something dangerous

Cam and Follower: A cam changes the input motion, which is usually rotatory motion, to a reciprocating motion of the follower. They are found in many machines and toys.



Tenon Saw: used for general wood sawing

Bench Hook: Secured in a vice, this is used when cutting wood with a Tenon saw

Chisel: Used to chisel out waste wood when making joints

Mallet: Used with a chisel to remove waste wood when making joints

Try Square: used to mark straight lines on to material



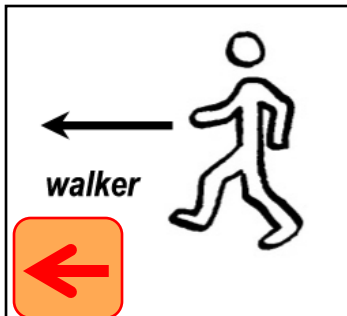
Pillar Drill: used to drill holes through wood, metal, plastic



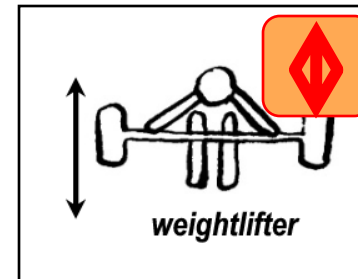
Hegnar/Jigsaw: used to cut wood, plastic



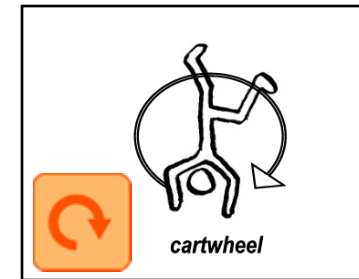
Bandfacer: used to smooth the edges of wood, plastic



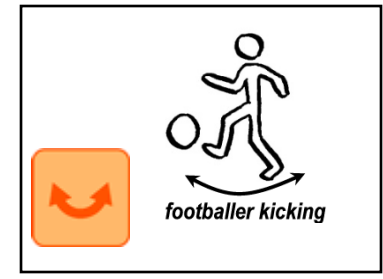
Linear motion
Motion in a straight line indefinitely



Reciprocating motion
Back and forth motion



Rotary motion
Motion in a circle.



Oscillating motion
Oscillation is a back and forth motion about a pivot point

DT: Year 9 Food

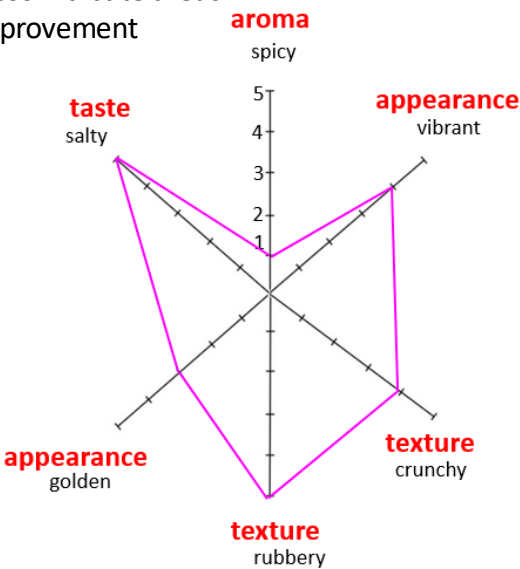
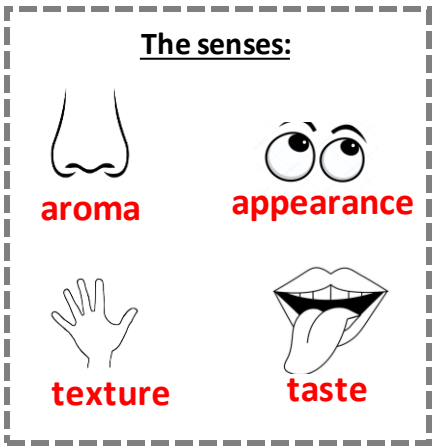
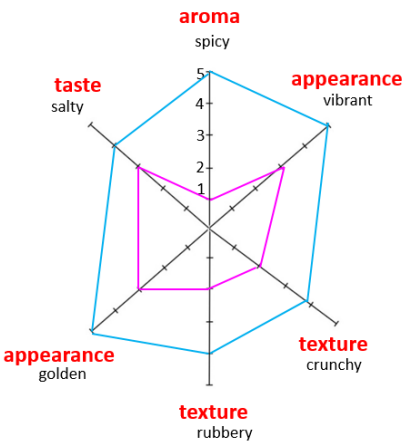
Food Groups	What do they do?	Where do we find them?
Protein	Help build, repair and maintain our muscles, organs and body tissue	Meat, beans, eggs, lentils, fish
Dairy	Helps maintain healthy bones and teeth	Milk, yoghurt, cream, cheese
Carbohydrates	Gives us energy	Potatoes, pasta, breads, rice, cereal
Vitamins & minerals	Helps us to grow maintain a healthy body	Fruit, vegetables
Fats & sugars	Used for energy, insulation and to protect the vital organs	Cakes, biscuits, sweets, oil

Vegan	A person who does not eat any food derived from any animals.
Lacto-ovo vegetarian	A person who does not eat meat or fish but does eat eggs and dairy products.
Lacto vegetarian	A person who does not eat meat, fish or eggs but will eat dairy products.
Pescetarian	A person who does not eat meat but does eat fish.
Deficiency	An inadequate supply of essential nutrients such as vitamins and minerals in the diet. These can be supplemented in the diet with nutrient rich foods, fortified foods and supplements such as tablets.
Allergy	A food allergy is a rapid and potentially serious response to a food by the immune system. It can trigger classic allergy symptoms such as rash, wheezing and itching. In rare cases the symptoms can be severe and fatal.

Sensory Star Graph

We use a star graph to record our opinions of a dishes sensory qualities.

- The bigger the shape the better the dish was received over all
- Areas that scored less indicate areas for modification/improvement
- A smaller shape indicates more areas for modification/improvement



aroma

aromatic floral
rotten musty
acid citrus
sweet
perfumed
fragrant buttery
strong spicy

Taste

bitter warm
zesty hot cool
tangy sharp rich
salty bland
acidic weak
spicy strong
aweat

appearance

Round square
bright dull plain
colourful stacked
cubed Small
large stringy
interesting
shapes variety
boring size

texture

brittle rubbery
short gritty
clammy stodgy
tender waxy Soft
hard crumbly
crispy chewy
smooth mushy
sticky dry fluffy
firm moist

Iron

A mineral that helps make red blood cells which carry oxygen around the body.

Red meat is a really good source of iron.

Other sources of iron include:

- dark-green leafy vegetables, such as watercress and curly kale
- iron-fortified cereals or bread
- brown rice
- pulses and beans
- nuts and seeds
- meat, fish and tofu
- eggs
- dried fruit, such as dried apricots, prunes and raisins

A deficiency in iron can commonly cause tiredness and lack of energy, shortness of breath, heart palpitations, and a pale complexion.

DT: Year 9 Graphics

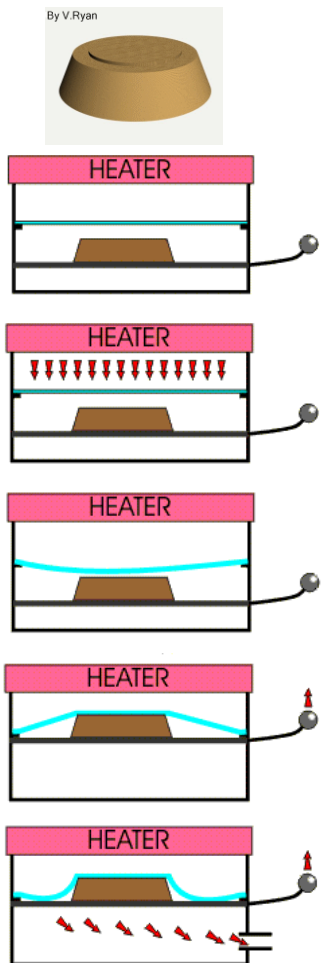


Project: Blister packs

Sources of plastic:

- Synthetic - Oil & Chemical production
- Natural - Plant starch polymers

Most plastics are made from crude oil



Step 1 First, a former is made from a material such as a soft wood.

Step 2 The former is placed in the oven and a sheet of plastic (for example, compressed polystyrene) is clamped in position above the mould.

Step 3 The heater is then turned on and the plastic slowly becomes soft and pliable as it heats up. The plastic can be seen to 'warp' and 'distort' as the surface expands.

Step 4 After a few minutes the plastic is ready for 'forming' as it becomes very flexible.

Step 5 The heater is turned off and the mould is moved upwards by lifting the lever until it locks in position.

Step 6 The 'vacuum' is turned on. This pumps out all the air beneath the plastic sheet. Atmospheric pressure above the plastic sheet pushes it down on the mould. When the plastic has cooled sufficiently the vacuum pump is switched off.

Step 7 The plastic sheet is removed from the vacuum former. The sheet has the shape of the former pressed into its surface.

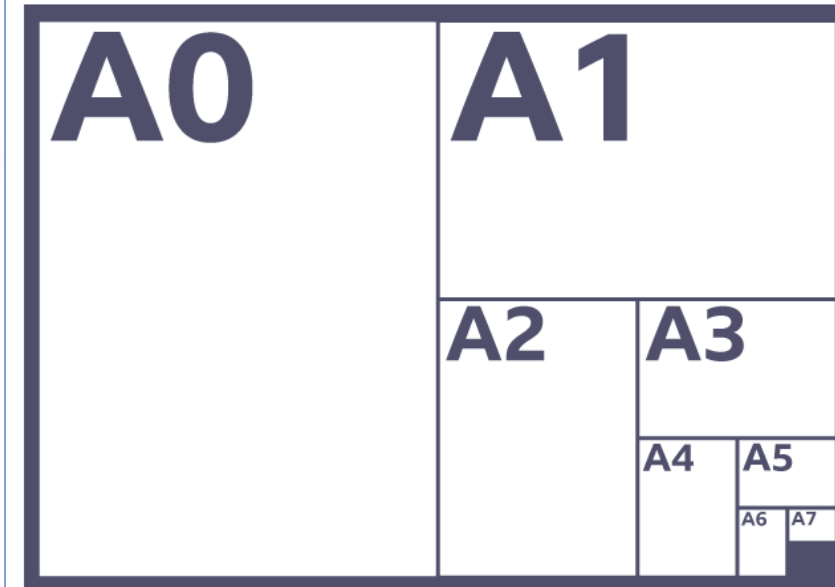
Using a craft knife safely



- Stand up when using the knife
- Do not walk around with the knife open
- Keep fingers away when using the knife
- Use a safety mat and safety ruler

CAD	Computer aided design e.g. 2D design
CAM	Computer aided manufacture e.g. laser cutter
Thermosetting plastic	Plastics can not be heated and re-moulded e.g. Urea formaldehyde.
Thermoforming plastic	Plastics can be heated and re-moulded e.g. Acrylic.
Branding	The promotion of a particular product or company.
Vacuum forming	Process of heating plastic around a mould using a vacuum.
GSM	Grams per square metre: measurement of the weight of paper
Microns	Measurement of the weight thickness of card
Trend in design	The common features in similar products

Standard paper sizes



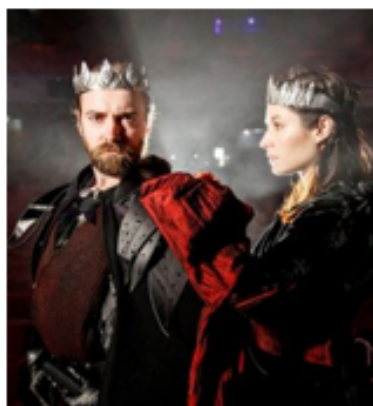
Drama Year 9 Summer 1 & 2

Exploration of Shakespeare's Macbeth

Context	
William Shakespeare	An English poet, playwright and actor widely regarded as the greatest writer in the English language and the world's greatest Dramatist.
Macbeth	A brave Scottish general named Macbeth receives a prophecy from a trio of witches that one day he will become King of Scotland . Consumed by ambition and spurred to action by his wife, Macbeth murders King Duncan and takes the Scottish throne for himself. He is then wracked with guilt and paranoia. Forced to commit more and more murders to protect himself from suspicion, he soon becomes a cruel ruler. The bloodbath and consequent civil war swiftly take Macbeth and Lady Macbeth into the realms of madness and death.
Tragedy	An event causing great distress, suffering or destruction
Supernatural	A force beyond scientific understanding or the laws of nature e.g. ghosts
Tyrannical	Exercising power in a cruel or arbitrary way



The Three Witches

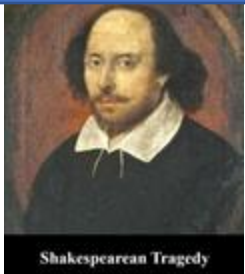


**Macbeth and Lady
Macbeth**

Drama skills: Physical and Vocal Skills

Chorus	
Unison Movement	More than one performing the same movement together at the same time
Canon	Actors perform the same action or dialogue one after another
Soliloquy	Speech delivered by a character who is alone on the stage; utters thoughts aloud, a way to inform the audience of his/her motivations and state of mind
Proxemics	Using space to show relationships

Year 9 - English Knowledge Organiser – Shakespearean Tragedy: Romeo & Juliet

CHARACTERS	PLOT	William Shakespeare
<p><u>THE MONTAGUES</u></p> <p>Romeo Montague (Romeo's father) Lady Montague (Romeo's mother) Benvolio (Romeo's cousin)</p> <p>Mercutio (Romeo's friend but pledges to neither house because he is related to Prince Escalus)</p> <p><u>THE CAPULETS</u></p> <p>Juliet Capulet (Juliet's father) Lady Capulet (Juliet's mother) Tybalt (Juliet's cousin)</p> <p>Nurse (Juliet's mother figure & confidant)</p> <p><u>OTHER CHARACTERS</u></p> <p>Prince Escalus (ruler of Verona) Paris (engaged to Juliet and related to Prince Escalus) Friar Lawrence (religious man who marries Romeo and Juliet and gives Juliet the poison)</p>	<p>Romeo and Juliet is a play written by Shakespeare in 1594. It is a tragic love story where the two main characters, Romeo and Juliet, are supposed to be sworn enemies but fall in love. Due to their families' ongoing conflict, they cannot be together, so they kill themselves because they cannot cope with being separated from one another.</p> <p>The events take place as follows:</p> <ol style="list-style-type: none"> 1. Two wealthy families, the Montagues and the Capulets, have another brawl in the city of Verona. The Prince and the townspeople cannot cope with the constant fighting so the Prince declares that the next person to break the peace will be killed. 2. Romeo Montague and his friends gate-crash a Capulet party and Romeo meets Juliet Capulet. He falls in love with her instantly. They are shocked to discover they are sworn enemies due to their feuding families. Friar Lawrence marries Romeo and Juliet. 3. Romeo goes to celebrate his marriage with his friends, Mercutio and Benvolio, but gets into a fight with Juliet's cousin, Tybalt. Tybalt kills Mercutio and Romeo avenges his death by killing Tybalt. 4. The Prince banishes Romeo because he killed Tybalt. Both Romeo and Juliet are heartbroken. 5. Capulet, Juliet's father, decides she should marry Paris. Juliet refuses and goes to Friar Laurence where they come up with a plan for Romeo and Juliet to be together. 6. Juliet fakes her death and lies in a tomb waiting for Romeo to come so they can run away together. Romeo doesn't receive the message about the plan, so thinks Juliet has actually died. He goes to Verona and sees Juliet in her tomb, 'dead'. 7. Romeo drinks poison so he can be with Juliet in death. She wakes up to discover Romeo is dead. Juliet kills herself with his dagger. 8. The Capulet and Montague families vow never to argue again. 	<ul style="list-style-type: none"> - English poet, playwright and actor of the Renaissance era. - An important member of the King's Men company of theatrical players from roughly 1594 <p>1564 - 1616</p>  <p>Shakespearean Tragedy</p>



Inner Conflict



FAMILY

Societal Conflict



CONFLICT

Familial Conflict

Elements of a Shakespearean Tragedy:

Features of a Tragedy in Romeo and Juliet

- **Tragic Hero** – A main character cursed by fate and possessed by a tragic flaw. (Romeo, and to an extent, Juliet)
- **Hamartia** – The fatal character flaw of the tragic hero (his passion and impulsiveness)
- **Catharsis** – The release of the audience's emotions through empathy with the characters.
- **Internal conflict** – The struggle the hero engages in with his/her fatal flaw.

A Shakespearean tragedy can be divided into six structural elements as follows:



Year 9 - English Knowledge Organiser – Shakespearean Tragedy: Romeo & Juliet

Critical Vocabulary

Romeo

1. **Melancholic** – prone to moping and depressed.
2. **Quixotic** – extremely idealistic: unrealistic and impractical.
3. **Ardent** – enthusiastic and passionate.

Juliet

1. **Idealistic** – believes wholeheartedly in something even if it is unrealistic.
2. **Ingenuous** – innocent, naïve and unworldly.
3. **Resolute** – someone whose opinion cannot be changed.

Benvolio

1. **Appeasing** – someone who tries to pacify (make peace) with others.
2. **Sincere** – honest and genuine.
3. **Stalwart** – loyal and reliable.

Tybalt

1. **Volatile** – someone who could explode at any moment.
2. **Tempestuous** – unpredictable and has many conflicting emotions.
3. **Righteous** – believes what he is doing is morally justifiable.

Mercutio

1. **Anarchic** – unruly and chaotic.
2. **Impulsive** – acts on a whim, without thinking.
3. **Precocious** – shows off his intelligence arrogantly.

KEY QUOTES

Juliet – 'My only love sprung from my only hate. Too early seen unknown, and known too late!' (1.5)

Samson – 'My naked weapon is out. Quarrel, I will back thee. (1.1.)

Tybalt - 'What, drawn, and talk of peace? I hate the word,

As I hate hell, all Montagues, and thee.' (1.1)

Capulet – 'An you be mine, I'll give you to my friend'.

3 5

SOCIAL AND HISTORICAL CONTEXT

FAMILY

The father was the head of the household. Women had no rights and authority in law. They could not own property or money. Children were regarded as property and could be given to marriage to a suitable partner. In high society, children were often raised by a wet nurse. (A woman who breast feeds and cares for another's child. This was incredibly common in upper class households during the Elizabethan era) Honour was a matter of great importance; any wrongdoing or insult to a family must be avenged to protect family's reputation or personal pride.

PATRIARCHAL SOCIETY

Men were dominant in the public and private spheres. It was a common belief that men were intellectually superior to women and had rights over decisions of law, employment, education and their household. Women were subservient and expected to be passive and submissive in nature. Women were in charge of domestic chores and primarily mothers.

Elizabethan Society

Religion

Strongly religious Protestant society with strong belief about damnation for mortal sin.

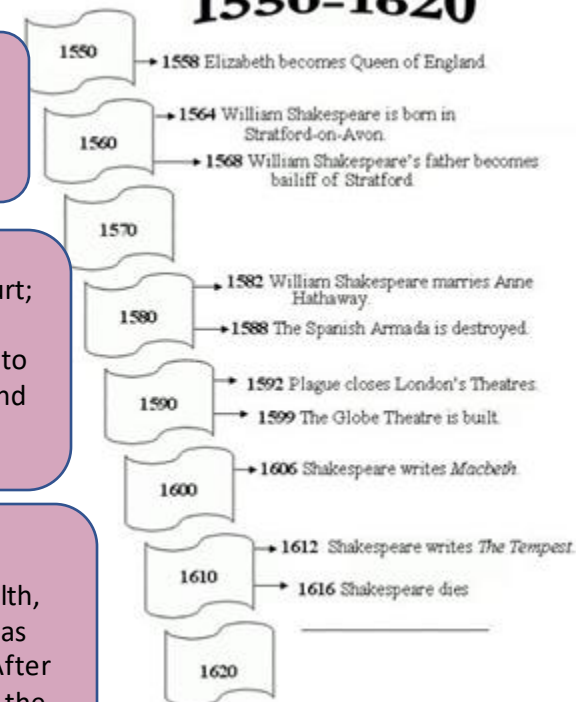
Courtly Love

This described the behavior at court; to express love was to show this from a distance – it was expected to be polite, courteous, restrained and ceremonious. Often involving the exchange of gifts/tokens.

MARRIAGE

Marriage was often a political, or financial transaction to secure wealth, status and retain one's wealth. It was not unusual to be married young. After marriage, a woman would become the property of her husband.

1550-1620



Shakespeare's plays spanned two historical era's: The **Jacobean** era and the **Elizabethan** era. **Romeo and Juliet** was first performed in the **Elizabethan** era.

KEY LANGUAGE AND STRUCTURAL TERMINOLOGY

Soliloquy: A speech delivered by a character that expresses their inner thoughts and feelings – often where they are alone on stage.

Dramatic irony: When the audience knows something that a character(s) does not know.

Prologue: a separate introductory section of a literary, dramatic, or musical work.

Semantic field: Words in a text that can be grouped together by a theme or topic.

Rhyming Couplet - the prologue ends with the rhyming couplet of 'attend' and 'mend'.

Feminism - a social, political and economic movement which fights for equal rights for women.

Misogyny – hatred of or prejudice against women or girls.

Patriarchy – a society in which men are superior and hold more power than women

Introduction to GCSE English Literature: Poetry – Knowledge Organiser

Term	Definition	Term	Definition
Imagery - visually descriptive or figurative language, especially in a literary work.		Shape - the way a poem is structured on the page	
Simile	a figure of speech that compares two distinct things by using a connective word such as "like" or "as." <i>e.g. sweating like molten iron from centre of his chest</i>	Stanza	a “paragraph” of a poem: a group of lines separated by extra white space from other groups of lines.
Personification	human characteristics given to something non-human <i>e.g. the merciless iced east winds that knive us</i>	Line	a group of words arranged into a row. Lines build a stanza.
Metaphor	the non-literal comparison of two things <i>e.g. Into the valley of death</i>	Enjambment	when one line spills on into the next line/stanza without pause or punctuation at the end of it
Semantic field	a set of words related in meaning	Caesura	an audible pause internal to a line, usually in the middle
Symbolism	a writer uses one thing—usually a physical object or phenomenon—to represent something more abstract	End stop	a line that ends with a punctuation mark and whose meaning is complete
Sensory imagery 1. Visual 2. Auditory 3. Olfactory 4. Tactile	images associated with the five senses 1. imagery linked to sight 2. imagery linked to hearing 3. imagery linked to smell 4. imagery linked to touch	Beat	a stressed syllable. Some syllables seem to have a long or short sound when they are pronounced. Take the word, ‘table’. The first part of the word is emphasised when we say it. <u>T</u> a-ble. The second part of the word sounds shorter. The ‘Ta’ is what is called the stressed syllable and the ‘ble’ is unstressed.
Aural devices - how a poet manipulates sound to create meanings and effects.		Pattern - the structural choices a poet makes within a poem.	
Onomatopoeia	a word which sounds like the sound associated with it <i>e.g. cuckoo, sizzle, bang</i>	Rhythm	the patterns of the beat in a poem
Alliteration 1. Sibilant 2. Plosive 3. Fricative 4. Liquid	1. Repetition of ‘s’ or ‘sh’ sound <i>e.g. sentries whisper, curious nervous</i> 2. Repetition of ‘p’ or ‘b’ sound <i>e.g. Belfast. Beirut. Phnom Penh.</i> 3. Repetition of ‘f’ or ‘th’ sound <i>e.g. Pale flakes...feeling for our faces</i> 4. Repetition of ‘l’ or ‘r’ sound <i>e.g. Wind lures life to lingering</i>	Meter 1. Iamb 2. Trochee 3. Spondee 4. Dactyl	a regular pattern in stressed and unstressed syllables, creating rhythm 1. Unstressed, stressed pattern (di-dum) 2. Stressed, unstressed pattern (dum-di) 3. Two stressed syllables together (dum-dum) 4. Stressed, unstressed, unstressed pattern (dum-di-di)
Rhyme	repetition of similar sounds in two or more words. Rhyming is particularly common in many types of poetry, especially at the ends of lines.	Juxtaposition	an act or instance of placing two elements close together or side by side. This is often done in order to compare/contrast the two, to show similarities or differences e.g. a poem about life and about death
		Repetition	a word, phrase or image mentioned more than once
Assonance	the repetition of vowel-sounds <i>e.g. The rain in Spain stays mainly on the plain</i>	Anaphora	the repetition of a word or phrase, usually at the beginning of a line.



A. VERBS: PRESENT TENSE

	finir = To finish	Être = To be
(I)	Je finis	Je suis
(you)	Tu finis	Tu es
(he/she/we)	Il/elle/on finit	Il/elle/on est
(we)	Nous finissons	Nous sommes
(you all)	Vous finissez	Vous êtes
(they)	Ils/elles finissent	Ils/elles sont

A. VERBS PERFECT TENSE (past)

	voyager = To travel	Aller = to go
	J'ai voyagé	Je suis allé(e)
	Tu as voyagé	Tu es allé(e)
	Il/elle/on a voyagé	Il/elle/on est allé(e)
	Nous avons voyagé	Nous sommes allé(e)
	Vous avez voyagé	Vous êtes allé(e)
	Ils/elles ont voyagé	Ils/elles sont allé(e)

A. VERBS IMPERFECT TENSE

	Jouer = To play	Être = To be
	Je jouais	J'étais
	Tu jouais	Tu étais
	Il/elle/on jouait	Il/elle/on était
	Nous jouions	Nous étions
	Vous jouiez	Vous étiez
	Ils/elles jouaient	Ils/elles étaient

A. VERBS SIMPLE FUTURE TENSE

	jouer = to play	être = to be
	je jouerai	je serai
	tu joueras	tu seras
	il/elle/on jouera	il/elle/on sera
	nous jouerons	nous serons
	vous jouerez	vous serez
	ils/elles joueront	ils/elles seront

B. GRAMMAR: Prepositions 'à' and 'de'

When do we use them?	We use à when saying 'to' e.g. Je vais à la plage - I go to the beach
	We use de when saying 'some' e.g. Je mange de la confiture - I eat some jam

Attention!

Prepositions can change depending on the noun which follows:

à + le (masc. noun) = au	de + le = du
à + la (fem.) = à la	de + la = de la
à + l' = à l'	de + l' = de l'
à + les (plural) = aux	de + les = des

C. GRAMMAR: Adjective agreement

What is it? All adjectives in French must agree in number and gender with the noun they describe

Masculine ending:	Feminine ending:	Plural add:
-e	-e	-s
-eux/-eur	-euse	-s
-il/-el	-le	-s
-ien	-ienne	-s
-f	-ve	-s
-anc	-anche	-s

Irregulars:				
masc	fem	masc pl	fem pl	masc before vowel
beau	belle	beaux	belles	bel
nouveau	nouvelle	nouveaux	nouvelles	nouvel
vieux	vieille	vieux	vieilles	vieil

D. GRAMMAR : Superlatives

What do I use the superlative for ?	The superlative is used to say the most interesting, the biggest etc	
	Adjective before noun	Adjective after noun
Masculine nouns	c'est le plus grand village It's the biggest village	C'est le pays le plus intéressant . It's the most interesting country.
Feminine nouns	c'est la plus grande ville It's the biggest town	C'est la région la plus intéressante . It's the most interesting region.

Infinitives are used after opinion verbs and modal verbs.

Opinions : J'aime / je n'aime pas / j'adore/ je déteste faire	I like / I don't like / I love / I hate doing
Modal verbs : Je peux / je dois / je veux aller ...	I can / I must / I want to go ...
e.g. J' adore aller en ville car je peux aller au cinéma avec mes amis. Mais avant ça je dois finir mes devoirs.	I love going to town because I can go to the cinema. But before that I have to finish my homework.

Meilleur/meilleure.meilleurs/meilleures Means better

F. COMPLEX STRUCTURES

Je dois / je peux / je veux aller	I must / I can / I want to go
La destination la plus intéressante, c'est	The most interesting destination is...
Je ne vais rien faire	I am not going to do anything
après avoir fait cela	after having done that

CULTURE CORNER! French is the official language of 29 countries, which puts it in second place behind English. We call this group of countries 'La Francophonie'.

French

Unité 1 (pages 102–103) Quel pays voudrais-tu visiter?

Je voudrais visiter ...	<i>I would like to visit ...</i>	On va aller ...	<i>We are going to go ...</i>
Je veux visiter ...	<i>I want to visit ...</i>	au parc national.	<i>to the national park.</i>
parce que j'adore ...	<i>because I love ...</i>	à la montagne.	<i>to the mountains.</i>
le surf.	<i>surfing.</i>	à la mer.	<i>to the sea.</i>
la plongée avec masque et tuba.	<i>snorkelling.</i>	aux grottes.	<i>to the caves.</i>
la plage.	<i>the beach.</i>	aux temples.	<i>to the temples.</i>
les poissons exotiques.	<i>exotic fish.</i>	On va manger ...	<i>We are going to eat ...</i>
les fruits de mer.	<i>seafood.</i>	une spécialité.	<i>a speciality.</i>
Il y a ...	<i>There is/are ...</i>	du couscous.	<i>couscous.</i>
un musée (d'art).	<i>a museum (of art).</i>	du poisson.	<i>fish.</i>
un monument.	<i>a monument.</i>	du poulet.	<i>chicken.</i>
des champs.	<i>fields.</i>	de la glace.	<i>ice cream.</i>
		des frites.	<i>chips.</i>

Unité 2 (pages 104–105) On va voir des choses extraordinaires!

C'est ...	<i>It's ...</i>	C'est un amphithéâtre magnifique.	<i>It is a magnificent amphitheatre.</i>
un pont ...	<i>a(n) ... bridge.</i>	Ce sont des arènes magnifiques.	<i>They are magnificent arenas.</i>
une montagne ...	<i>a(n) ... mountain.</i>	grand(e) / petit(e)	<i>big / small</i>
une tour ...	<i>a(n) ... tower.</i>	haut(e) / mauvais(e)	<i>high / bad</i>
une île ...	<i>a(n) ... island.</i>	bon(ne)	<i>good</i>
une église ...	<i>a(n) ... church.</i>	beau/belle	<i>beautiful</i>
impressionnant(e).	<i>impressive</i>	nouveau/nouvelle	<i>new</i>
mystérieux/ mystérieuse.	<i>mysterious</i>	vieux/vieille	<i>old</i>
célèbre.	<i>famous</i>	C'est plus ... que ...	<i>It's more ... than ...</i>
magnifique. / magique.	<i>magnificent / magical</i>	C'est moins ... que ...	<i>It's less ... than ...</i>
romantique.	<i>romantic</i>		

Unité 3 (pages 106–107) Réserver des excursions

Tu aimes ...?	<i>Do you like ...?</i>	visiter des monuments historiques.	<i>visiting historic monuments.</i>
J'adore ... / J'aime ...	<i>I love ... / I like ...</i>	voir des animaux sauvages.	<i>seeing wild animals.</i>
aller au parc aquatique.	<i>going to the water park.</i>	Je veux faire une excursion.	<i>I want to go on an excursion.</i>
apprendre ...	<i>learning ...</i>	On peut visiter ...	<i>You can visit ...</i>
à cuisiner des plats différents.	<i>to cook different dishes.</i>	Je veux partir à 9 heures.	<i>I want to leave at 9 a.m.</i>
à parler une nouvelle langue.	<i>to speak a new language.</i>	Il faut prendre votre passeport.	<i>It is necessary to take your passport.</i>
faire ...	<i>doing ...</i>	Il faut arriver ici à 8h30.	<i>It is necessary to arrive here at 8.30 a.m.</i>
de la plongée.	<i>diving.</i>		
du parachutisme.	<i>parachuting.</i>		
une visite guidée.	<i>a guided visit.</i>		
des randonnées.	<i>hikes.</i>		
me bronzer sur la plage.	<i>sunbathing on the beach.</i>		

Unité 4 (pages 108–109) Projet! Visite à un pays francophone!

Pour moi, c'est la destination la plus sauvage.	<i>For me, it's the wildest destination.</i>	J'adore ...	<i>I love ...</i>
C'est le pays le plus intéressant.	<i>It's the most interesting country.</i>	les sports aquatiques.	<i>water sports.</i>
		les sites historiques.	<i>historic sites.</i>
		la forêt tropicale.	<i>tropical forest.</i>
		une course de F1.	<i>a Formula 1 race.</i>

Unité 5 (pages 110–111) Rencontrer de jeunes francophones

Sur la photo, il y a un homme / une femme qui ...	<i>In the photo there is a man / a woman who ...</i>	Il/Elle a l'air content(e).	<i>He/She appears (happy).</i>
est artiste.	<i>is an artist.</i>	En ce moment, ...	<i>At the moment ...</i>
est auteur.	<i>is an author.</i>	j'écris un blog.	<i>I am writing a blog.</i>
est chanteur(-euse).	<i>is a singer.</i>	j'étudie.	<i>I am studying.</i>
est musicien(ne).	<i>is a musician.</i>	je présente des émissions.	<i>I am presenting programmes.</i>
est cuisinier/cuisinière.	<i>is a cook.</i>	je travaille sur ma chaîne web.	<i>I am working on my internet channel.</i>
Il/Elle ...	<i>He/She ...</i>	j'encourage les femmes.	<i>I am encouraging women.</i>
fait (de la soupe).	<i>is making (soup).</i>	je m'entraîne.	<i>I am training.</i>
porte (une chemise).	<i>is wearing (a shirt).</i>	je marque des buts.	<i>I am scoring goals.</i>
chante (une chanson).	<i>is singing (a song).</i>	je dessine.	<i>I am drawing.</i>
joue (de la guitare).	<i>is playing (a guitar).</i>	je sculpte.	<i>I am sculpting.</i>
finit (une peinture).	<i>is finishing (a painting).</i>	je poste des images.	<i>I am posting images.</i>
s'entend bien avec ...	<i>is getting on well with ...</i>		

Unité 6 (pages 112–113) On va jouer au foot!

Elle va / On va ...	<i>She is going to / We are going to ...</i>	je travaillerai dur.	<i>I will work hard.</i>
Elle ne va pas ...	<i>She isn't going to ...</i>	je gagnerai ...	<i>I will win ...</i>
lire plein de romans.	<i>read lots of novels.</i>	des médailles.	<i>some medals.</i>
rester à la maison.	<i>stay at home.</i>	des compétitions.	<i>some competitions.</i>
passer du temps avec des amis.	<i>spend time with friends.</i>	un trophée.	<i>a trophy.</i>
faire la grasse matinée.	<i>have a lie-in.</i>	je jouerai pour l'équipe nationale.	<i>I will play for the national team.</i>
rendre visite à sa famille.	<i>visit family.</i>	je participerai aux Jeux Olympiques.	<i>I will participate in the Olympic Games.</i>
se reposer.	<i>rest.</i>	je participerai à un tournoi mondial.	<i>I will participate in a world tournament.</i>
sortir avec ses amis.	<i>go out with her friends.</i>	je ferai une formation.	<i>I will do a training course.</i>
La saison prochaine, ...	<i>Next season, ...</i>	je serai ...	<i>I will be ...</i>
L'année prochaine, ...	<i>Next year, ...</i>	je deviendrai ...	<i>I will become ...</i>
Plus tard, ...	<i>Later, ...</i>	j'irai à l'étranger.	<i>I will go abroad.</i>
À l'avenir, ...	<i>In future, ...</i>		
je continuerai à jouer / à progresser.	<i>I will continue to play / to progress.</i>		

Unité 7 (pages 114–115) On a fait le tour du monde!

J'ai choisi de faire le tour du monde.	<i>I chose to do a world tour.</i>	Je me suis bien amusé(e)!	<i>I enjoyed myself!</i>
J'ai commencé en 2011.	<i>I began in 2011.</i>	Chaque matin, ...	<i>Every morning ...</i>
J'ai visité 30 pays.	<i>I visited 30 countries.</i>	je faisais du feu.	<i>I made a fire.</i>
à pied / à vélo.	<i>by foot / by bike.</i>	je mangeais quelque chose.	<i>I ate something.</i>
J'ai passé un an sur une île.	<i>I spent one year on an island.</i>	je prenais des photos.	<i>I took photos.</i>
J'ai dû prendre le bateau.	<i>I had to take the boat.</i>	je filmais avec ma caméra.	<i>I filmed with my camera.</i>
J'ai beaucoup appris sur la culture.	<i>I learned a lot about culture.</i>	J'étais très content(e) / isolé(e).	<i>I was very happy / isolated.</i>

Unité 8 (pages 116–117) On découvre des artistes francophones

Il/Elle est né(e) (à Montréal).	<i>He/She was born (in Montreal).</i>	Son album a gagné un prix.	<i>His/Her album won a prize.</i>
Il/Elle est né(e) le (3 décembre 1995).	<i>He/She was born on (3 December 1995).</i>	Il/Elle va ...	<i>He/She is going to ...</i>
Il/Elle est de nationalité (belge).	<i>He/She is (Belgian).</i>	continuer sa tournée en France.	<i>continue his/her tour of France.</i>
Il/Elle est chanteur/ chanteuse.	<i>He/She is a singer.</i>	sortir son prochain album.	<i>release his/her next album.</i>
Il/Elle allait à une école de jazz.	<i>He/She went to a school of jazz.</i>	jouer dans un nouveau film.	<i>star in a new film.</i>
Il/Elle jouait dans un groupe / un film.	<i>He/She played in a group / a film.</i>	Il/Elle aidera les autres.	<i>He/She will help others.</i>
Son premier succès a été (le single ...).	<i>His/Her first success was (the single ...).</i>	Il/Elle travaillera avec des organisations caritatives.	<i>He/She will work for charitable organisations.</i>
		Il/Elle fera le tour du monde.	<i>He/She will do a world tour.</i>

Introduction to Africa

Countries

Indian Ocean, Atlantic Ocean, Mediterranean Sea, Red Sea

Geography:

Africa

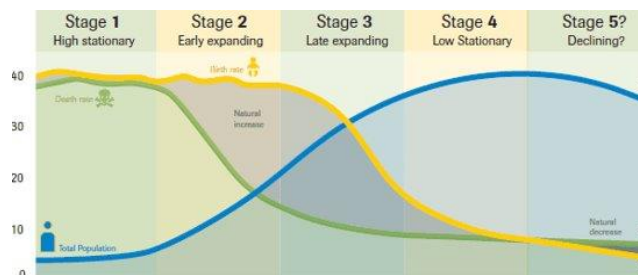
Africa's history

'Scramble for Africa' date	1885
Africa was divided up by European rulers between	France, Britain, Italy, Germany, Belgium, Spain, Portugal
Colonisation	Controlling and exploiting a foreign country
Most African countries gained independence from European colonisers between	1956-1975



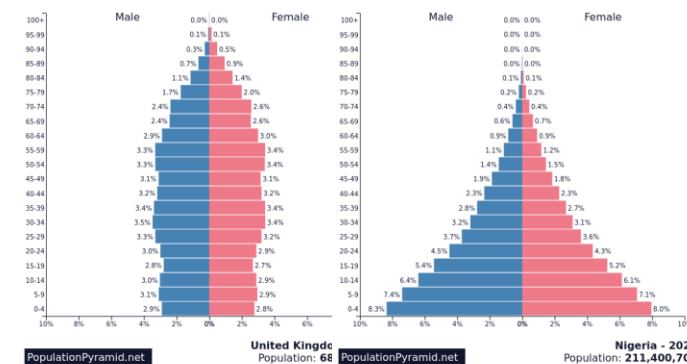
Africa's population

Over time, country's birth rates	Fall
Over time, country's death rates	Fall
In early stages of the demographic transition, populations are ...	Young
In later stages of the demographic transition, populations are	Old
A key challenge of rapid urbanisation is..	Informal settlements



Africa's climate and biomes

Latitude	Air pressure	Precipitation	Biome
0 degrees	Low	High	Tropical rainforest
30 degrees N/S	High	Low	Desert



Africa's population

1.3 billion

Number of countries in Africa

54



Geography: Population

Key words

Population distribution	The spread of people in an area
Standard of living	Degree of wealth and material comfort available to a person
Voluntary Migrant	People that choose to move to a new area
Forced Migrant	People that have no choice but to move
Fertility Rate	Average number of babies born per woman
Boserupian Theory	The view that humans will invent new technology to cope with population growth
Malthusian Theory	The view that populations will grow so large the planet will run out of resources
Pro Natalist Policy	Government encourages births
Anti Natalist Policy	Government discourages births
Quality of life	Level of health, comfort and happiness experienced by a person
Push Factors	Something negative about a place that makes someone want to move away
Pull Factors	Something positive about a place that makes someone want to move there

Population trends

Explain why global population has exploded since 1800	World development caused: <ul style="list-style-type: none"> • People to live longer • More babies to be born
Describe the forecasted distribution of population growth until 2050	Over half of global population growth will be in Africa
Name the three most populated countries in the world	<ul style="list-style-type: none"> • China • India • USA
Give three factors that cause initial growth in an area	<ul style="list-style-type: none"> • Flat land • Fertile soil • At a river mouth
Give three factors that prevent growth in an area	<ul style="list-style-type: none"> • No natural resources • Remote location • Steep slopes

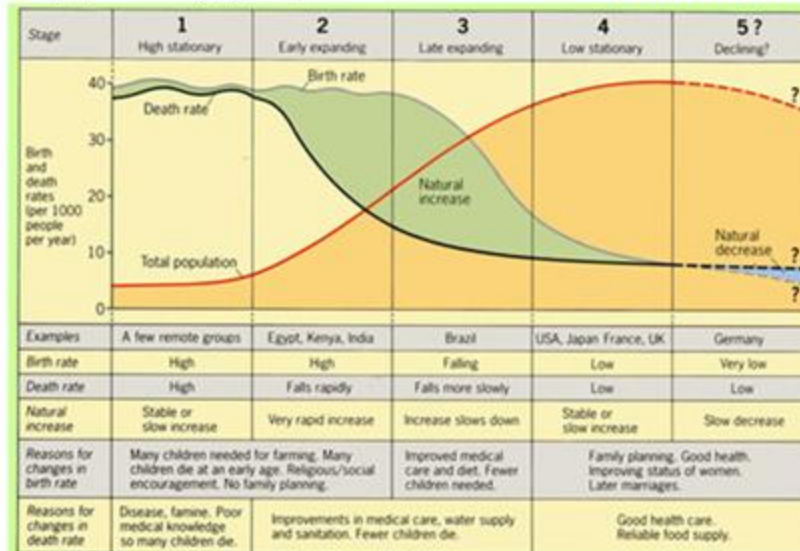
Migration

Name the components of Lee's Migration Model	Push factors, Pull factors, Intervening obstacles
Give three push factors of migration	<ul style="list-style-type: none"> • War • Lack of jobs • Pollution
Give three pull factors of migration	<ul style="list-style-type: none"> • High paid employment • Availability of services • Safety and security
Name four intervening obstacles to migration	<ul style="list-style-type: none"> • Cost of transport • Crossing oceans • Strict immigration policies • Different language
Name the top three global destinations for migrants	<ul style="list-style-type: none"> • United States • Germany • Russian Federation
Give two reasons why Mexicans migrate to the USA	<ul style="list-style-type: none"> • High crime rates in Mexico • Better education in USA
Give one intervening obstacle they face	<ul style="list-style-type: none"> • Tightening of immigration policies

Facts about global population

Name an optimistic population scenario	Boserupian View
Name one pessimistic population scenario	Malthusian View
Describe trends in fertility rate globally	Generally falling, with areas of Africa still high
What is the global average for fertility rate?	2.5 children
Explain how female education and fertility rate is related	Educating women → Women choose to have careers → Women have fewer children → Lower fertility rate
Explain why the world's population will continue to increase	Although fertility rate decreases, people live longer so population will increase
Describe two changes to population distribution between now and 2100	<ul style="list-style-type: none"> • <10% of the world will live in West Europe and North America • 80% of the world will live in Africa and Asia

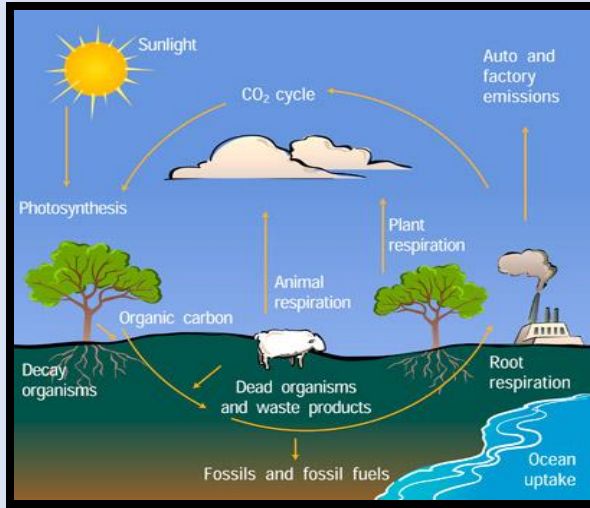
Types of population



Population control

Name two incentives used to encourage births in Russia	<ul style="list-style-type: none"> • Money towards buying a house • Money towards the child's education
Name two methods used to discourage births in China	<ul style="list-style-type: none"> • Fined for having more than one child • Free child care for families with one child

What is the carbon cycle?



Carbon moves between:

Atmosphere: Air. Layers of gases surrounding earth	Biosphere: Living organisms. Plants and animals.
Hydrosphere: Surface water. Seas, lakes, rivers.	Geosphere: The ground. Solid earth.

Carbon is stored in:

Oceans	The atmosphere	Sedimentary rocks
Soils	Biomass	Fossil fuels

Carbon flows between stores by:

Photosynthesis → atmosphere to plants	Respiration → Animals and plants to atmosphere
Decay → Biomass to soil (→ fossil fuel stores)	Food Chains → plants to animals to other animals

How have humans altered the carbon cycle?

Burning Fossil Fuels → Has increased since the Industrial Revolution → Releases carbon stored in the geosphere into the atmosphere → Global warming
Land Use Change → Deforestation → To use land for agriculture → Farmland stores less carbon than forests → Carbon in atmosphere → Global warming
Land Use Change → Deforestation → To use land for urbanisation → Urban areas store less carbon than forests → Carbon in atmosphere → Global warming

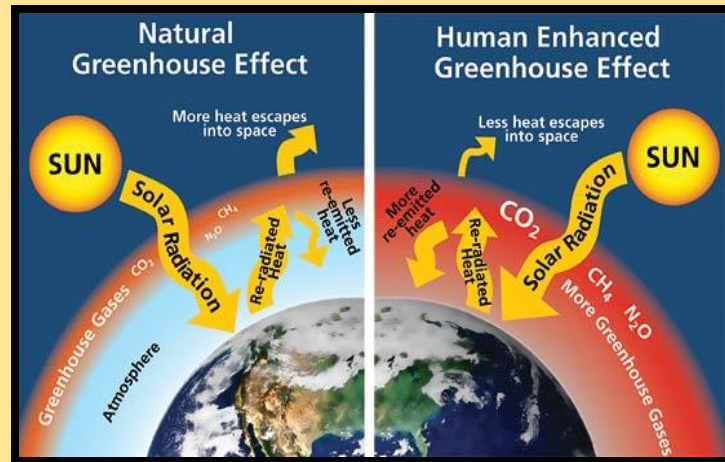
Geography:

The Anthropocene

What are the consequences of increasing carbon in the atmosphere?

Global Temperature Rises Earth's average temperature has increased by 1°C since 1880. May reach 1.5°C increase by 2035.	Warming Oceans Most extra heat is absorbed by oceans. Has increased by 0.5°C since 1940.
Sea Level Rises Melting glaciers and ice sheets adds water to oceans. Have risen 25cm since 1900.	Declining Arctic Ice Global warming is melting the Arctic ice cap. Has decreased by 40% since 1978.
Increased Extreme Weather Events Climate change will lead to more tropical cyclones, storms, floods, droughts and heatwaves.	Uncertainty! We don't know for sure how much the climate will change or how bad the consequences will be!

What is the greenhouse effect?



What are greenhouse gases?

Any gas that takes in or absorbs heat produced by the sun.

Examples of greenhouse gases:

Carbon dioxide, methane, nitrous oxide, water vapour.

The Natural Greenhouse Effect:

The way that greenhouse gases trap heat in the atmosphere and keep the planet warm so Earth can sustain life.

The Enhanced Greenhouse Effect:

The way that humans have increased the amount of greenhouse gases in the atmosphere so much that Earth is heating up.

How can we mitigate climate change?

Climate Change Mitigation:	The actions taken to limit or slow down global warming.
Why do we need to mitigate?	Mitigation reduces atmospheric carbon and slows climate change.

EXAMPLES OF CLIMATE CHANGE MITIGATION:

Alternative Energy Sources	Carbon Capture and Storage
Afforestation	International Agreements

How can we adapt to climate change?

Climate Change Adaptation:	The process of adjusting to new climate conditions.
Why do we need to adapt?	Adaptation is necessary because we cannot stop climate change.

EXAMPLES OF CLIMATE CHANGE ADAPTATION:

Changing Agriculture Habits	Alternative Water Supplies
Sea Defences to Protect Coasts	Relocating Populations

How has Earth changed through geological time?

We are living in the **Holocene Epoch** → started 11,500 years ago.
The Holocene is part of the **Quaternary Period** → started 2.5 million years ago.

How do we know Earth has changed?

- Sedimentary rocks tell us what Earth was like millions of years ago.
- E.g. The warm Pliocene Epoch changed to the cold Pleistocene Epoch.
- So there are different fossils and different layers in old sedimentary rocks.
- Ice cores tell us what Earth was like hundreds of thousands of years ago.
- E.g. The cold Pleistocene Epoch changed to the warm Holocene Epoch.
- So there are different gases found at different layers of ice cores.

Are we living in the Anthropocene? When did it start?

How much impact have humans had on the Earth? The Anthropocene is a suggested new geological epoch defined by human impact on the planet.

1610? Europeans Colonisation of the Americas. Huge changes to farming.

1750? The Beginning of the Industrial Revolution. Begin to use fossil fuels.

1950? The Great Acceleration. Huge increase in use of technology.

1964? The Nuclear Bomb Proposal. Radioactive material in soil and rocks.

1. Core Vocab

	Latin	English
Verbs	advenio, advenire, adveni	Arrive
	lacrimo, lacrimare, lacrimavi	Cry, weep
	peto, petere, petivi	Attack, seek, beg, ask for
	trado, tradere, tradidi	Hand over
Nouns	civis, civem (m.f.)	Citizen
	domina, dominam (f)	Mistress, lady
	hostis, hostem	Enemy
	imperator, imperatorem	Emperor
	iter, iter (n)	Journey
	liberi, liberos (m pl)	Children
	nuntius, nuntium	Messenger; message, news
	sanguis, sanguinem	Blood
	vir, virum	Man
	vita, vitam	Life
Adjectives	difficilis	Difficult
	gravis	Heavy; serious
	iratus	Angry
	medius	middle
	pauci (pl)	Few, a few
Useful words	statim	At once

YEAR 9 LATIN – CHAPTER 9 – REBELLIO



2. Culture

Chain of command	In AD 60 the province of Britanni was ruled by governor Suetonius Paulinus and procurator Catus Decianus. Their heavy-handed and greedy approach was a major cause of Boudica's rebellion.
Boudica's rebellion	Boudica led the Iceni tribe against the Romans, after her husband's kingdom was taken from her (he had left half of it to her in his will, half to Rome) and she and her daughters were mistreated by Roman soldiers. They were joined by other tribes but were eventually defeated by Suetonius' army.
The Roman army	Roman soldiers were highly trained, well equipped, fought as a team and were taught loyalty to the legion (army unit, about 5000 men) and their comrades. The British warriors, who fought as individuals for their families and tribes, were heavily defeated despite their greater numbers.
Resistance	Boudica was not the only leader to resist Roman invasion. In 52 BC Vercingetorix had gathered 80,000 men from the tribes in Gaul (modern-day France) and led a rebellion against Julius Caesar, the leader of the Roman army there. Caesar defeated the Gauls and conquered the whole territory the next year, while Vercingetorix was captured and executed.

4. Key Terms

Dative	Case used for the indirect object; translated with 'to' or 'for'
Indirect object	The person for whom an action is carried out (e.g. 'the boy gave the pen <u>to the girl</u> ')

3. Grammar

a) The Dative Case

What cases have we already learned? What are they used for?	Nominative – the subject of the sentence Accusative – the object of the sentences Ablative – with prepositions, to express the time when something happens
What is the dative case used for?	The person for whom an action is carried out: e.g. I gave the gift <u>to my mother</u> / I bought food <u>for my friend</u> . This is also known as the indirect object.
How do we translate the dative case	With to or for: e.g. Boudica gave a signal <u>to her troops</u> / I sought <u>help for the veterans</u>

b) All noun endings so far

Declension (gender)	First (f)	Second (m)	Second (n)	Third (m/f)	Third (n)
SINGULAR					
<i>nominative</i>	puella	amicus	donum	pater	caput
<i>accusative</i>	puellam	amicum	donum	patrem	caput
<i>dative</i>	puellae	amico	dono	patri	capiti
<i>ablative</i>	puella	amico	dono	patre	capite
PLURAL					
<i>nominative</i>	puellae	amici	dona	patres	capita
<i>accusative</i>	puellas	amicos	dona	patres	capita
<i>dative</i>	puellis	amicis	donis	patribus	capitibus
<i>ablative</i>	puellis	amicis	donis	patribus	capitibus

1. Core Vocab

	Latin	English
Verbs	accipio, accipere, accepi	Accept, take in, receive
	fero, ferre, tuli	Bring, carry bear
	iacio, iacere, ieci	Throw
	occido, occidere, occidi	Kill
	pereo, perire, perii	Die, perish
Nouns	annus, annum (m)	Year
	dea, deam (f)	Goddess
	locus, locum (m)	Place
	pax, pacem (f)	Peace
Adjectives	alius, alia, aliud	Another, other
	bonus, bona, bonum	Good
	fidelis, fidele	Loyal
	miser, misera, miserum	Poor, unfortunate
Useful words	novus, nova, novum	New
	nullus, nulla, nullum	No, not any
	sacer, sacra, sacrum	Sacred, holy
	contra + acc.	Against
	deinde	Then
	quam...!	How...!
	sub + acc. or abl.	Under, below, beneath

YEAR 9 LATIN – CHAPTER 10 – AQUAE SULIS

2. Culture

Aquae Sulis	The Roman name for the city of Bath. It was a sacred place to the native Britons because of the natural hot springs there; the Romans turned the site into a religious, health and leisure complex, as a way to encourage Britons to accept Roman rule.
Different gods	Roman state religion was polytheistic; as the empire expanded, Romans merged local gods and goddesses with their own, encouraging people to identify with Roman ways. An example is in Bath, where Romans and Britons together worshipped Sulis Minerva – a Celtic goddess merged with the Roman goddess of wisdom and crafts.
Curses	Over 130 curse tablets have been found in the spring at Aquae Sulis – Romans and Britons threw these lead sheets into the spring after scratching their curse onto them. Many ask the goddess to curse thieves who have stolen from the maker.
The people of Roman Britain	The tomb of Regina, from South Shields fort near Hadrian's Wall, shows the movement of people in Roman Britain. She was from the Catuvellauni tribe in the Midlands, had married her former master Barates, a Syrian merchant, and moved to Hadrian's Wall where she died. Barates set up her tomb with both Latin and Aramaic inscriptions.

4. Key Terms

Adjective	A word that gives more information about a noun
Agreement	Changing the form of a word to make it go with another word in a sentence, e.g. making sure the adjective has the same case, number and gender as the noun it describes.

3. Grammar

a) Adjectives

How do adjectives have to agree with the nouns they describe in Latin?	Adjectives must have the same case, number and gender as the noun they describe in a sentence.
What pattern do 2-1-2 adjectives follow?	2-1-2 adjectives (like bonus or novus) have the same endings as a 2 nd declension masculine noun like amicus, a 1 st declension feminine noun like puella, and a 2 nd declension neuter noun like periculum.

b) 2-1-2 adjective endings

	Masculine	Feminine	Neuter
SINGULAR			
<i>nominative</i>	bonus	bona	bonum
<i>accusative</i>	bonum	bonam	bonum
<i>dative</i>	bono	bonae	bono
<i>ablative</i>	bono	bona	bono
PLURAL			
<i>nominative</i>	boni	bonae	bona
<i>accusative</i>	bonos	bonas	bona
<i>dative</i>	bonis	bonis	bonis
<i>ablative</i>	bonis	bonis	bonis

How do Muslims practice Sawm?			
What are the three main things Muslims must abstain from during Sawm?	Food Drink Sexual relations	What is the Night of Power in Arabic?	Laylatul Qadr
What is the main purpose of Sawm?	To achieve God-consciousness (taqwa).	When does the Night of Power take place?	One of the last 10 nights of Ramadan.
Why is the month of Ramadan holy?	The Quran was revealed.	What do Muslims do on the Night of Power?	Spend the nights in prayer, reciting Quran and repentance.
What does the Quran say about Sawm?	"Oh you who believe! You have to fast just as the people before you had to fast too. It will teach you to be God-conscious." (Quran 2:183))	What does the Quran say about the Night of Power?	"The Night of Power is better than 1000 months." (Quran 97:3)
How do Muslims practice Almsgiving?			
What does Zakah literally mean?	To purify	What is Sadaqah?	Voluntary charity given at any time of the year to anyone.
What percentage of wealth is given as Zakah?	2.5%	What did Muhammad say about Sadaqah?	"Every good deed is Sadaqah. It is a good deed to meet your brother smiling." (Prophet Muhammad)
Who is eligible to receive Zakah?	The poor, needy, those in debt and stranded travellers.	Why don't Sunni Muslims pay Khums?	It applies to spoils of war only, not money.
How does Zakah purify Muslims?	It removes selfishness and greed.	Who does Khums belong to?	Allah, Prophet Muhammad and his family.
What is the Nisab?	The threshold amount to pay Zakah.	What is Khums spent on?	Good charitable causes e.g. mosques, education, orphans etc.
What does the Quran say about Zakah?	"From their wealth, take some charity so that you might purify and sanctify them" (Quran 9:103)	What does the Quran say about Khums?	"Know that whatever thing you may come by, a fifth of it is for Allah and the prophet, for the relatives and the orphans, for the needy and the traveller" (Quran)
How do Muslims perform Hajj?			
Which prophet does Hajj mainly honour?	Ibrahim	What is done at Arafah?	Praying to Allah for forgiveness.
What does the Quran say about the importance of the Ka'aba?	"Indeed, the first House [of worship] established for mankind was that at Makkah - blessed and a guidance for the worlds." (Quran 3:96)	What do the three pillars that are stoned represent?	Shaytan
What is Ihram?	Physical: two white cloths. Mental: obeying the rules of Hajj.	Why is an animal sacrificed?	To remember Ibrahim willing to sacrifice his son.
What is Tawaf?	Circulating the Ka'aba.	What does the Quran say about Hajj?	"And proclaim to the people the Hajj." (Quran 22:27)
What is Sa'i'y?	Running between Safa and Marwa.		
What is Jihad?			
What does Jihad literally mean?	To struggle	What are some of the rules of participating in Lesser Jihad?	Can't: harm innocent people, destroy places of worship, force conversion to Islam, disfigure the dead, kill those who run away or surrender, cut trees, harm prisoners of war.
What did Muhammad say about Greater Jihad?	"The greatest Jihad is to battle your own soul, to fight the evil within yourself." (Prophet Muhammad)	What does the Quran say about Lesser Jihad?	"Fight in the cause of Allah those who fight you but don't transgress the limits." (Quran 2:190)
What are some of the rules of declaring Lesser Jihad?	It must be response to threat / injustice, last resort, declared by a just Muslim leader or government.		
How are Id ul Fitr & Id ul Adha celebrated?			
What does Id ul Fitr celebrate?	The end of fasting in Ramadan and becoming close to Allah.	What date is Ashura?	10 th Muharram
How do Muslims celebrate Id ul Fitr?	Pray the Id prayer, seek forgiveness, pay Zakah, wish each other 'Id Mubarak', family time, visiting graveyard	What do Sunni Muslims remember on Ashura?	Musa and the Israelites being saved by Allah from the Pharaoh.
What did Muhammad say about Id ul Fitr?	"The Day of Fitr, it is the day when you break your fast." (Prophet Muhammad)	What do Sunni Muslims do on Ashura?	Fast
What event does Id ul Adha remember?	Ibrahim's willingness to sacrifice his son for Allah.	What do Shia Muslims remember on Ashura?	The killing of Hussain during the Battle of Karbala.
What practice is done on Id ul Adha that isn't done on Id ul Fitr?	Sacrificing of an animal and its meat distributed.	How do Shia Muslims commemorate Ashura?	Having gatherings, dressing in black, crying, poetry, striking their chests, donating blood, drama and pilgrimage (Ziyarah) to Karbala.
What did Muhammad say about Id ul Adha?	"After returning from the prayer we slaughter our sacrifices." (Prophet Muhammad)	What did Muhammad say about Hussain?	"Hussain is from me and I am from Hussain." (Prophet Muhammad)

Physics topic 1: Energy

1. Key Term	Definition
Kinetic energy (KE)	The energy an object has because it is moving
Gravitational potential energy (GPE)	The energy an object has because of its position
Elastic potential energy	The energy stored in a springy object when you stretch or squash it
Thermal energy	The energy a substance has because of its temperature
Chemical energy	The energy stored in fuels, food, and batteries
Conservation of energy	Energy cannot be created or destroyed only transferred.
Work done	The energy transferred by a force
Dissipation	The process of energy being transferred or lost to the surroundings
Friction	A force that opposes movement
System	An object or group of objects
Closed system	An isolated system where no energy transfers take place into or out of the energy stores in the system.
Useful energy	Energy in the place it is wanted in the form that it is needed in
Wasted energy	Energy that is not usefully transferred, usually as thermal.

2. Calculating efficiency

- Efficiency = $\frac{\text{Useful output energy transferred by the device}}{\text{Total input energy supplied to the device}}$
- Efficiency = $\frac{\text{Useful power out}}{\text{Total power in}}$
- No device can be more than 100% efficient.
- Machines waste energy because of friction between their moving parts, air resistance, electrical resistance, and noise.

5. Energy is transferred by:

- Heating
- Waves
- Electric current
- Force when it moves an object.

3. Equations to recall and apply

$$\text{Work done, } W = \text{force applied, } F \times \text{distance moved, } s$$

(joules, J) (newtons, N) (metres, m)

$$\text{Change in objects gravitational potential energy store, } \Delta E_p = \text{mass, } m \times \text{Gravitational field strength, } g \times \text{Change of height, } \Delta h$$

(joules, J) (kilograms, kg) (newtons per kilogram, N/kg) (metres, m)

$$\text{Elastic potential energy, } E_e = \frac{1}{2} \times \text{spring constant, } k \times \text{extension}^2, e^2$$

(joules, J) (newtons per metre, N/m) (metres, m)

$$\text{Kinetic energy, } E_k = \frac{1}{2} \times \text{mass, } m \times \text{speed}^2, v^2$$

(joules, J) (kilograms, kg) (metres per second, m/s)

4. Power

- The more powerful an appliance, the faster the rate at which it transfers energy
- Power, $P = \frac{\text{Energy transferred to appliance, } E \text{ (joules, J)}}{\text{Time taken for energy to be transferred, } t \text{ (seconds, s)}}$
(watts, W)
- The power wasted by an appliance = total power input - useful power output

6. Conservation of energy in action



gravity

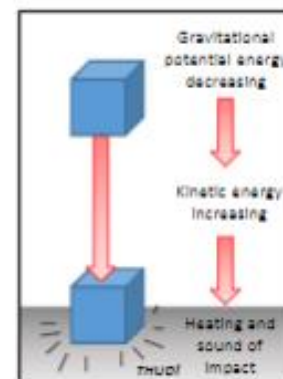


kinetic



A falling object:

- Decreases its GPE store
- Increases its KE store as it falls
- Waste energy transferred as thermal and sound



4. Energy Resources

Energy Resource	Renewable	Advantages	Disadvantages
Fossil Fuels	No	<ul style="list-style-type: none">• Low cost.• Easily transportable.• Reliable.	<ul style="list-style-type: none">• Produces large amounts of Carbon Dioxide.• Produces some Sulfur Dioxide.
Nuclear	No	<ul style="list-style-type: none">• Generates a lot of electricity.• Reliable.	<ul style="list-style-type: none">• Expensive to construct and run.• Produces dangerous radioactive waste which will last for thousands of years.
Solar	Yes	<ul style="list-style-type: none">• No fuel costs.• No pollution.	<ul style="list-style-type: none">• Expensive to set up.• Doesn't work at night.
Wave	Yes	<ul style="list-style-type: none">• No fuel costs.• Reliable.	<ul style="list-style-type: none">• Can damage marine ecosystems.• Not everywhere is near water.
Tidal	Yes	<ul style="list-style-type: none">• No fuel costs.• No pollution.• Reliable.	<ul style="list-style-type: none">• Can damage marine ecosystems.• Not everywhere is near water.
Wind	Yes	<ul style="list-style-type: none">• No fuel costs.• No pollution.	<ul style="list-style-type: none">• Not always reliable.• Noisy.• Some think they are ugly (eyesore).
Geothermal	Yes	<ul style="list-style-type: none">• No fuel costs.• No pollution.	<ul style="list-style-type: none">• Very few areas where it is accessible.
Biomass	Yes	<ul style="list-style-type: none">• Low cost.• Readily available.• Carbon neutral.	<ul style="list-style-type: none">• Large scale land use requiring lots of water.• Destruction of habitat to grow crops.
Hydro-electric	Yes	<ul style="list-style-type: none">• No fuel costs.• Reliable.• Easily controlled.	<ul style="list-style-type: none">• Requires flooding land to build

Carbon neutral: a process by which no extra carbon is released to the atmosphere.

Respiration

3. Aerobic respiration	
Respiration	An exothermic reaction which continuously happens in living cells
Purpose	Transfer energy for: <ul style="list-style-type: none"> • Chemical reactions • Movement • Warmth
Aerobic	With oxygen
$\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \Rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O} + \text{ATP}$ <p style="text-align: center;"> Glucose Oxygen Carbon Dioxide Water Energy </p>	
Anaerobic	Without oxygen
Anaerobic respiration in muscle cells	glucose → lactic acid
Anaerobic respiration in yeast cells (fermentation)	glucose → ethanol + carbon dioxide
Lactic acid	A chemical that when built up in muscles causes fatigue
Oxygen debt HT ONLY	The amount of oxygen the body needs after exercise to remove the lactic acid

4. Response to exercise	
Change	Reason
Heart pumps faster	Supply more oxygenated blood to the muscles
Breathing rate increases	
Deeper breaths	

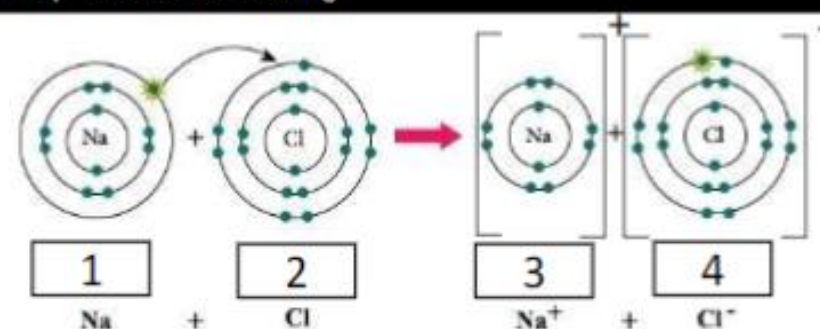
5. Metabolism	
Metabolism	The sum of all the reactions in a cell or the body
Includes:	<ul style="list-style-type: none"> • Conversion of glucose to starch, glycogen and cellulose • Formation of lipids from glycerol and 3 fatty acids • Use of glucose and nitrates to make proteins (PLANTS) • Respiration • Breakdown of protein to form urea.

Chemistry Topic 2: Bonding, Structure, and the properties of matter

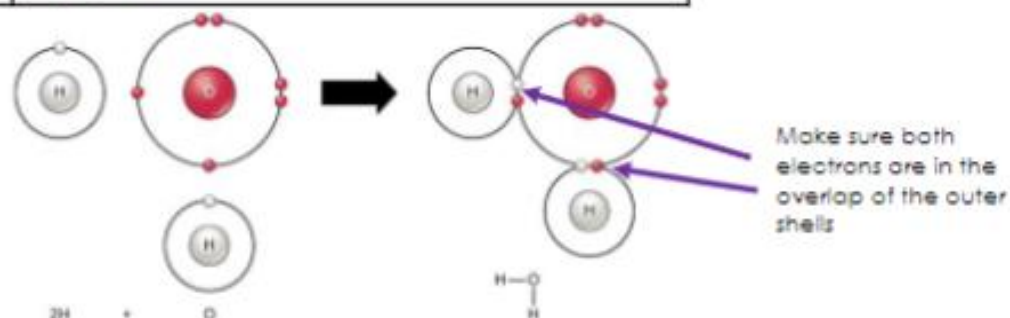
1. Keywords

Ionic bond	When a metal donates electrons to a non-metal forming opposite charged ions that are attracted to each other
Covalent bond	A shared pair of electrons between two non-metals
Metallic bond	Positive metal ions in a 'sea' of delocalised electrons
Ions	Charged atoms which have either gained or lost electrons
Electrons	Negative particles found in the shells of atoms
Group 0	The unreactive 'noble gases' all elements aim to get to group 0 electron configuration when they react
Dot and cross diagrams	The simplest way we show the bonding in atoms
Polymer	A long chain molecule made up of repeating monomers
Monomer	The small molecules that join together to make polymers
Delocalised	Electrons which are free to move anywhere
Alloy	A mixture of a metal and another element to change its properties

2. The process of ionic bonding



No	Name	Electron movement	Charge	Electron configuration	Does it have a full outer shell?
1	Sodium atom	0	0	2,8,1	No
2	Chlorine atom	0	0	2,8,7	No
3	Sodium ion	Lost 1	+1	2,8	Yes
4	Chloride ion	Gained 1	-1	2,8,8	Yes

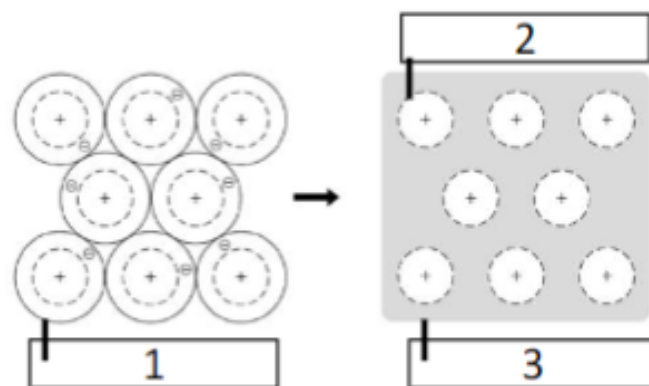


3. The process of covalent bonding

1	Non metals share their outer unpaired electrons
2	Now all outer shell spaces appear full
3	There is no change in charge. They remain uncharged

4. Metallic bonding

1	Metal atoms
2	Positive metal ions
3	'Sea' of delocalised electrons

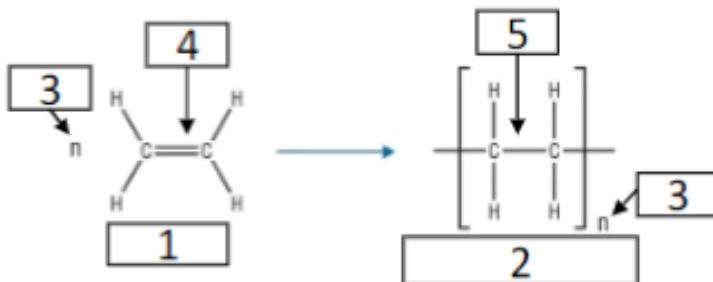


5. State symbols

Symbol	Meaning	Example
(s)	Solid	Gold
(l)	Liquid	Water
(g)	Gas	Hydrogen
(aq)	Aqueous (dissolved in water)	Salt solution

6. Polymers

1	Ethene
2	Poly(ethene) "polythene"
3	A very large number
4	A double bond
5	A single bond



7. General properties of different substances

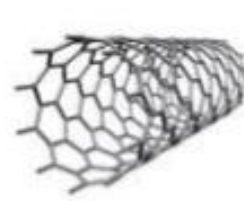
Property	Ionic compounds	Small covalent molecules	Giant covalent structures	Metals and alloys
Density	High	Low	High	High
Melting and boiling point	High	Low	High	High
Conduct electricity	Only melted or dissolved in water	No	No (apart from graphite)	Yes
Conduct heat	No	No	No (apart from diamond)	Yes
Brittle or malleable	Brittle	N/A	Brittle	Malleable
Examples	<ul style="list-style-type: none"> Salt (sodium chloride) Magnesium Sulfate 	<ul style="list-style-type: none"> Chlorine Oxygen 	<ul style="list-style-type: none"> Diamond Graphite Sand 	<ul style="list-style-type: none"> Iron Steel

9. The structure and bonding of carbon

Name of structure	Diamond	Graphite	Graphene + Fullerene
Number of bonds	4	3	3
Any delocalised electrons?	no	yes	Yes
Hardness	Very hard	soft	Flexible and strong
Conduct electricity	No	yes	Yes
Melting point	Very high	High	High
Uses	<ul style="list-style-type: none"> Gems Drill bits 	<ul style="list-style-type: none"> Electrodes Pencils 	<ul style="list-style-type: none"> Electronics Nanotubes



fullerene



nanotube



graphene

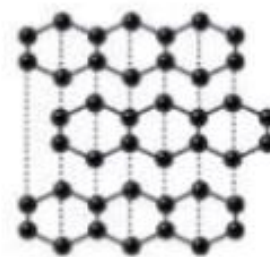
10. Bulk and surface properties of nanoparticles (TRIPLE ONLY)

Name	Size in nanometres	Size in standard form
Nanoparticles	1-100 nm	1×10^{-9} m to 1×10^{-7} m
Fine particles	100-2500 nm	1×10^{-7} m to 2.5×10^{-6} m
Coarse particles ("dust")	2500nm – 10000nm	2.5×10^{-6} m to 1×10^{-5} m
Uses of nanoparticles	Example	
1. Medicine 2. Electronics 3. Cosmetics 4. Sunscreen 5. Deodorants 6. Catalysts	1. Delivering drugs directly to cells 2. Wearable electronics 3. Anti-aging creams 4. Sunscreen without white marks 5. Antibacterial action 6. Fullerene	

Diamond



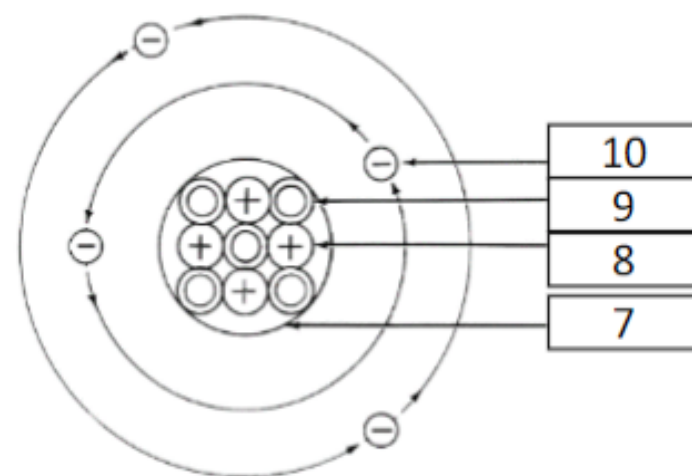
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Physics topic 4: Atomic structure

1. Keywords

1. Atom	The smallest possible piece of an element. Has a radius of 0.1nm (or $1 \times 10^{-10}\text{m}$).
2. Element	A substance in which all the atoms have the same atomic number.
3. Isotope	Atoms with the same number of protons but different numbers of neutrons.
4. Molecule	Two or more atoms bonded together
5. Compound	Two or more <u>different</u> atoms bonded together
6. Mixture	At least two different elements or compounds together. Can be separated easily.
7. Nucleus	The centre of an atom. Contains protons and neutrons
8. Proton	A positively charged particle found in the nucleus
9. Neutron	A neutral particle found in the nucleus. Has no charge
10. Electron	A negatively charged particle found in energy levels (shells) around the nucleus



2. Properties of sub-atomic particles

Particle	Relative mass	Relative charge	Location
Proton	1	+1	Nucleus
Neutron	1	0	Nucleus
Electron	0	-1	Shells

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

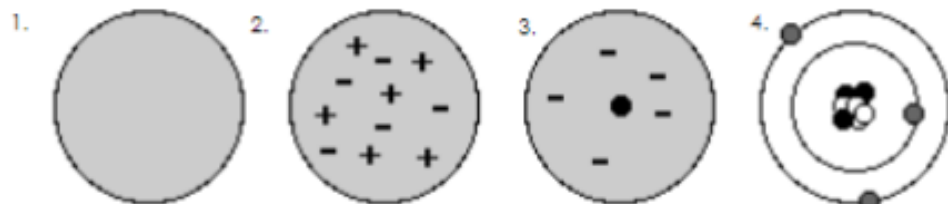
1
H
hydrogen
1

3. Using the periodic table

Number of..	Is the...	Found by..
Protons	Atomic (proton) number	Smaller number on periodic table
Electrons	Atomic (proton) number	Smaller number on periodic table
Neutrons	Difference between the atomic mass and atomic number	Big number - small number

4. History of the atom

Discovery	By	Model	Diagram
Solid particle called atom	John Dalton	Particle: solid spheres	1
The electron	JJ Thompson	Plum pudding: positive 'cake' with negative 'plums'	2
Nucleus	Rutherford	Nuclear: Positive nucleus surrounded by electrons	3
Neutron	James Chadwick	Nuclear: Now with protons and neutrons in nucleus	3
Energy levels (shells)	Niels Bohr	Planetary: Electrons now 'orbit' in different shells	4



5. Radioactive decay keywords

Unstable	The ability for a nucleus to decay
Radioactive decay	The RANDOM process of radiation being released by a nucleus. A different element is formed
Nuclear radiation	The energy and particles released when an unstable nucleus decays
Activity	How quickly a radioactive sample decays
Becquerel	The unit of activity
Geiger-Muller tube	A device to measure the count rate of a radioactive source
Count rate	The number of radioactive decays per second
Ionising power	How well it knocks off electrons and damages cells
Half life	The time it takes half of a group of radioactive nuclei to decay
Radioactive contamination	Unwanted hazardous materials containing radioactive atoms
Peer review	When the findings of one expert are double checked by another expert to make sure they are correct

7. Background radiation (TRIPLE ONLY)

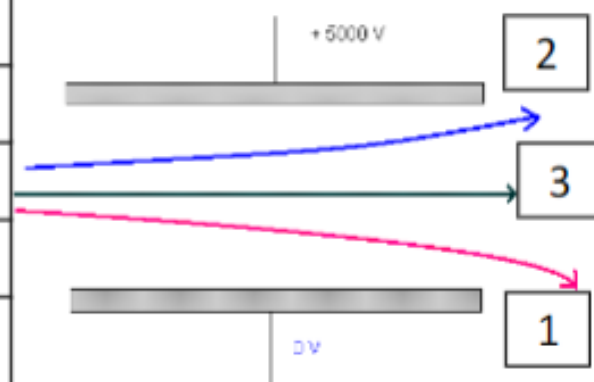
Background radiation is the radiation all around us all the time

Natural sources:

- Rocks
- Cosmic rays

Man-made sources:

- Fallout from weapons testing
- Fallout from nuclear incidents

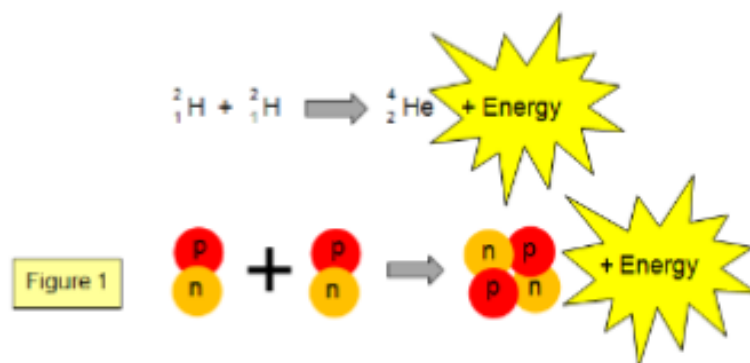


6. Ionising radiation

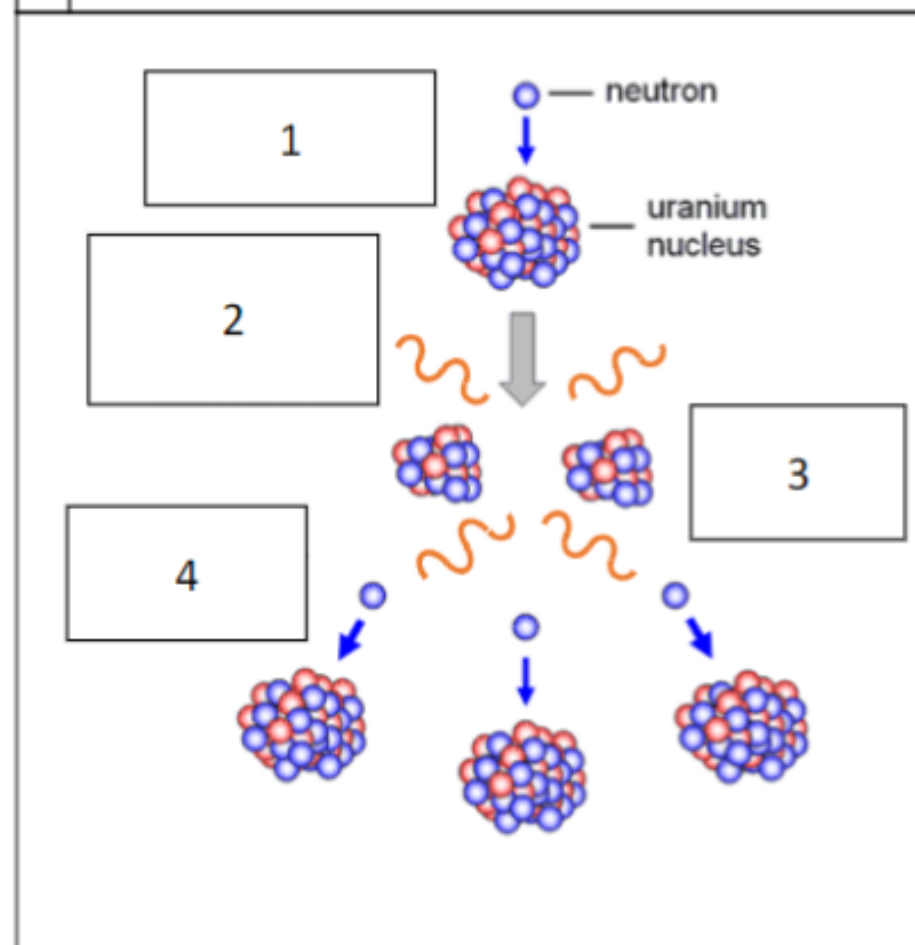
	Name	Symbol	Made of	Charge	Range in air	Penetration	Ionising power
1	Alpha	α	Helium nucleus ${}^4_2\text{He}$	+2	5 cm	Blocked by paper and skin	High
2	Beta	β	Fast moving electron ${}^0_{-1}\text{e}$	-1	15 cm	Blocked by thick aluminium	Medium
3	Gamma	γ	Electromagnetic wave	N/A	Very long	Blocked by thick lead	low

8. Uses of nuclear radiation (TRIPLE ONLY)				
Use	Half life	Penetration power	Ionising power	Preferred emitter
Exploring internal organs	A few hours	Med-high	Low	Gamma
Radiotherapy	A few years	High	Med/Low	Gamma (or Beta)

9. Nuclear Fission vs Fusion (TRIPLE ONLY)		
Nuclear fission	When a large nuclei breaks into smaller nuclei releasing energy	E.g: <ul style="list-style-type: none"> Nuclear power stations Atomic bombs The core of the Earth
Nuclear fusion	When small nuclei join together to form larger nuclei. Some mass is converted into energy	E.g: <ul style="list-style-type: none"> The Sun Hydrogen bombs



10. Nuclear fission (TRIPLE ONLY)	
1	A slow neutron hits the nucleus
2	The nucleus becomes unstable and splits roughly in half
3	3 neutrons and gamma rays are released
4	These neutrons hit other nuclei causing a chain reaction
5	If this is uncontrolled then it will result in an explosion



AQA Religious Studies A – Islam: Practices

Key Words		
Five Pillars of Islam	Important duties for Sunni Muslims which support the main principles of Islam.	Ramadan
Ten Obligatory Acts	Important duties for Shia Muslims which support the main principles of Islam.	The Night of Power
Shahadah	Muslim declaration of faith; one of the Five pillars in Sunni Islam.	Zakah
Salah	Prayer; one of the Five Pillars/Ten Obligatory Acts.	Khums
Wudu (Ablution)	Ritual washing before prayer.	Hajj
Qibla	Direction Muslims face when praying towards the Ka'aba in Makkah.	The Ka'aba
Rakah	Actions and ritual movements made during salah (prayer).	Greater Jihad
Jummah Prayer	Friday prayers in the mosque, where a sermon (khutbah) is heard.	Lesser Jihad
Sawm	Fasting during Ramadan; one of the Five Pillars/Ten Obligatory Acts.	Ashura
Key Ideas		
What are the Five Pillars of Sunni Islam & Ten Obligatory Acts of Shia Islam?		
What are the 5 pillars of Sunnis Islam?	1. Declaration of faith (Shahadah) 2. 5 daily prayers (Salah) 3. Fasting (Sawm) 4. Almsgiving (Zakah) 5. Pilgrimage (Hajj)	What are the 10 Obligatory Acts (Furu ad Din) of Shia Islam? 1. 5 daily prayers (Salah) 2. Fasting (Sawm) 3. Almsgiving (Zakah) 4. Pilgrimage (Hajj) 5. 20% Tax (Khums) 6. Struggling (Jihad) 7. Enjoining good (Amr Bil Maruf) 8. Forbidding evil (Nahy Anil Munkar) 9. Love and devotion to Prophet Muhammad and his family (Tawalla) 10. Disassociation from the opponents of Prophet Muhammad and his family (Tabarra)
Why are the 5 pillars of Islam important?	Express Muslim beliefs. The minimum things a Muslim must do to practice their faith. Provide support for Muslim beliefs. Get Muslims closer to Allah.	
What is the Shahadah?		
What is the translation of the Shahadah?	"There is no god except Allah and Muhammad is His messenger"	Why is the Shahadah not in the Shia 10 Obligatory Acts?
Why is the Shahadah important?	It is the foundation of all Islamic actions.	Where is the Shahadah used?
What do Shia Muslims add to the Shahadah?	"...and Ali is the divinely selected authority of Allah."	What two beliefs does Shahadah confirm?
How do Muslims perform Salah?		
What are the names of the 5 Salahs?	Fajr, Zuhr, Asr, Maghrib, Isha	What is Niyah?
Which Salahs do Shia Muslims pray together?	Zuhr and Asr Maghrib and Isha	What are some of the actions of Salah?
Where do most Sunni Muslims place their hands during Salah?	Around their waist	What does the Quran say about Salah?
Where do Shia Muslims place their hands during Salah?	By their sides	What are the conditions of Jummah Prayer?
What do Shia Muslims prostrate on?	Something natural.	What does the Quran say about Jummah Prayer?

Knowledge Organiser Year 9 Spanish Summer 1 *Una aventura en Madrid*

A. NEAR FUTURE TENSE (what is going to happen)

	visitar (to visit)	comprar (to buy)	hacer
Yo (I)	voy a visitar	voy a comprar	voy a hacer
Tú (you)	vas a visitar	vas a comprar	vas a hacer
Él/ella (he/she)	va a visitar	va a comprar	va a hacer
Nosotros/as (we)	vamos a visitar	vamos a comprar	vamos a hacer
Vosotros/as (you)	vais a visitar	vais a comprar	vais a hacer
Ellos/as (they)	van a visitar	van a comprar	van a hacer

A. VERBS SIMPLE FUTURE (what will happen)

	hacer* (to do)	ir (to go)	ser (to be)
Yo (I)	haré	iré	seré
Tú (you)	harás	irás	serás
Él/ella (he/she)	hará	irá	será
Nosotros/as (we)	haremos	iremos	seremos
Vosotros/as (you)	haréis	iréis	seréis
Ellos/as (they)	harán	irán	serán

B. KEY GRAMMAR

The superlative

What is the 'superlative'?	You use the superlative to talk about 'the (old)-est' or 'the most (famous)'
How do we form it?	To form the superlative, we need el/la/los/las + noun + <u>más</u> + adjective. Remember to make sure that the adjective agrees with the noun <u>El estadio más famoso.</u> <u>La churrería más antigua.</u>

E. AUTHENTIC PHRASES

Bueno/pues...	Well...
¡Qué aburrido!	How boring!
¡Qué bien!	How great!
¡Qué guay!	How cool!

C. KEY GRAMMAR The Simple Future

When do we use it?	To say what you <u>will</u> do, or how things <u>will</u> be		
How do we form it?	We add the following endings to the infinitive of a verb:		
	<u>-AR/-ER/-IR</u> (there is no change)		
What are the simple future endings? (endings are <u>underlined in bold</u>)	trabajar <u>é</u> trabajar <u>ás</u> trabajar <u>á</u> trabajare <u>mos</u> trabajar <u>éis</u> trabajar <u>án</u>	comer <u>é</u> comer <u>ás</u> comer <u>á</u> comer <u>emos</u> comer <u>éis</u> comer <u>án</u>	vivir <u>é</u> vivir <u>ás</u> vivir <u>á</u> vivire <u>mos</u> vivir <u>éis</u> vivir <u>án</u>
Irregulars*	<u>Haré</u> = I will do (from <u>hacer</u> = to do) <u>Tendré</u> = I will have (from <u>tener</u> = to have) <u>Saldré</u> = I will go out (from <u>salir</u> = to go out)		

F. COMPLEX STRUCTURES Constructions using the infinitive

Hay que + infinitive	You/we have to...
Tenemos que + infinitive	We have to...
Quiero + infinitive	I want to...
Voy a + infinitive	I am going to...

D. KEY GRAMMAR The comparative

What is the comparative?	You use the comparative to compare two nouns
How do we form it?	We use <u>más</u> + adjective + que for more than and <u>menos</u> + adjective + que for less than Make sure the adjective agree with the noun <u>La taza es más cara que el imán.</u>

G. CULTURE CORNER!

Fairtrade is an international organisation that fights for better working conditions and prices for farmers/workers in the developing world. A cooperative is an organisation owned by its members.

Fair trade = el comercio justo

A cooperative = una cooperativa

Spanish

H. VOCAB

Te presento a... Let me introduce you to...

Este / Esta es mi padre / madre.	This is my father / mother.
Estos / Estas son mis hermanos / hermanas.	These are my brothers / sisters.
Encantado/a. / ¡Mucho gusto!	Pleased to meet you!
¿Qué tal fue el viaje?	How was the journey?
¿Tienes hambre / sed / sueño?	Are you hungry / thirsty / sleepy?
(No) Tengo hambre / sed / sueño.	I am (not) hungry / thirsty / sleepy.

Quiero...	I want to...
¿Puedo...?	Can I...?
acostarme	go to bed
ducharme	have a shower
mandar un SMS	send a text
ver la tele (un ratito)	watch television (for a little while)
¿Quieres...?	Do you want to...?
beber / comer algo	drink / eat something
acostarte	go to bed
ducharte	have a shower

Una aventura en Madrid An adventure in Madrid

¿Qué vamos a hacer?	What are we going to do?
Vamos a hacer una caza del tesoro.	We are going to go on a treasure hunt.
Hay que...	You/We have to...
Tenemos que...	We have to...
buscar un perro	find a dog
coger el teleférico	take the cable car
comer churros	eat churros
comprar una postal	buy a postcard
dibujar (el león)	draw (the lion)
guardar la entrada	keep the ticket
ir a la churrería	go to the churros shop
ir al estadio Santiago Bernabéu	Santiago Bernabéu Stadium

ir al parque del Retiro	go to Retiro Park
sacar fotos	take photos
ver un cuadro	see a painting
¡Lo vamos a pasar guay!	We are going to have a brilliant time!
Vamos a visitar / ver...	We are going to visit / see...
el parque más grande de la ciudad	the biggest park in the city
la tienda más famosa de Madrid	the most famous shop in Madrid
los museos más espectaculares	the most spectacular museums
las tiendas más antiguas	the oldest shops

En la tienda de recuerdos In the souvenir shop

¿Qué vas a comprar?	What are you going to buy?
Quiero (comprar) algo para mi madre / hermano.	I want (to buy) something for my mother / brother.
Voy a comprar...	I am going to buy...
un collar / un imán / un llavero	a necklace / a magnet / a key ring
una camiseta / una figurita / una taza	a T-shirt / a figurine / a cup
unos pendientes	earrings
unas castañuelas	castanets
el turrón	nougat
El imán es más barato que la taza.	The magnet is cheaper than the cup.

La camiseta es menos cara que el turrón.	The T-shirt is less expensive than the nougat.
Los pendientes son más bonitos que el collar.	The earrings are nicer than the necklace.
Las castañuelas son menos prácticas que el llavero.	The castanets are less practical than the key ring.
¿En qué puedo ayudarle?	How can I help you? (polite form)
¿Qué busca(n) usted(es)?	What are you looking for? (polite form)
¿Cuánto es?	How much is it?
Son... euros.	It is... euros.
Me lo / la / los / las llevo.	I'll take it / them.

¿Qué visitarás mañana? What will you visit tomorrow?

Cogeré el teleférico.	I will take the cable car.
Comeré pescado.	I will eat fish.
Compraré recuerdos.	I will buy souvenirs.
Daré una vuelta (por el Rastro).	I will go for a walk (around the Rastro).
Haré muchas cosas.	I will do lots of things.
Iré al parque de atracciones.	I will go to the theme park.
Iré a un restaurante.	I will go to a restaurant.

Sacaré fotos.	I will take photos.
Tomaré el sol.	I will sunbathe.
Visitaré el Museo (del Jamón / Prado).	I will visit the (Ham / Prado) Museum.
Si...	If...
hace buen / mal tiempo	it's good / bad weather
hace frío / sol / viento	it's cold / sunny / windy
llueve	it's raining

Palabras muy frecuentes High-frequency words

primero	first	si	if
luego	then	este/esta / estos/estas	this / these
después	afterwards	algo	something
más tarde	later	más	more
finalmente	finally	menos	less
(o) tal vez	(or) perhaps	para	for
donde	where	usted(es)	you (pl) (polite form)

Estrategia 5

Collecting phrases

Try to make your Spanish 'super-Spanish': collect phrases that will help you to sound authentic.

- When people speak, they play for time.

A ver...	Let's see...
Bueno / Pues...	Well...

- Making comments is a good way of having a more interesting conversation.

¡Qué aburrido!	How boring!
¡Qué aventura!	What an adventure!
¡Qué bien!	Great!
¡Qué bonito!	How beautiful!
¡Qué guay!	How cool!
¡Qué rico!	How delicious!
¡Qué suerte!	How lucky!

Try to learn a new useful phrase each week.