

SPWT Year 9 Knowledge Organisers: Autumn

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.

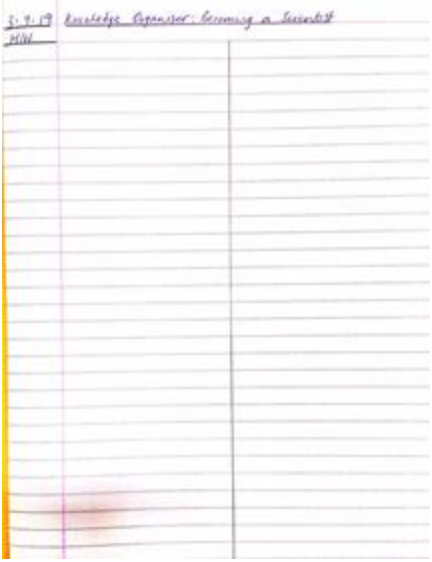
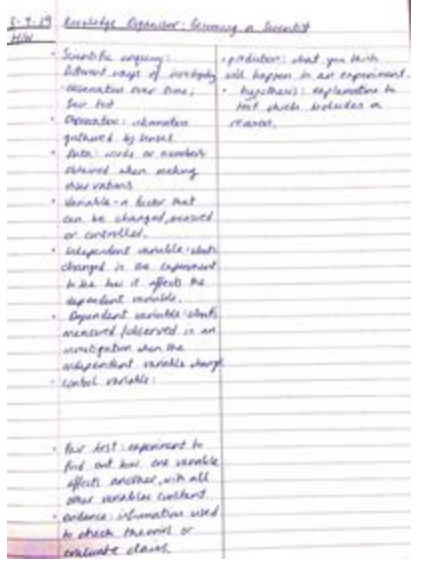
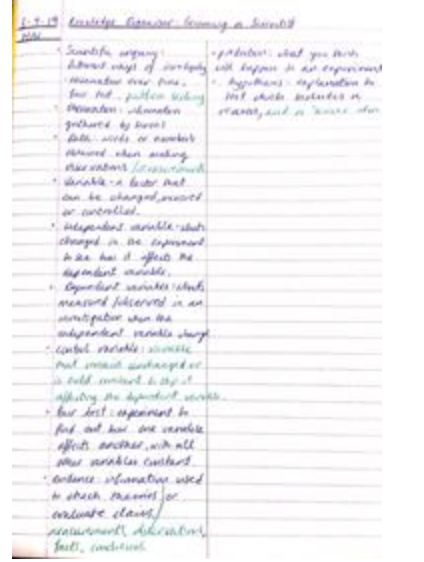
Why do we use knowledge organisers?

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>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>

ART FORMAL ELEMENTS

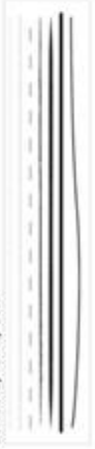
tone: The general effect of colour or light and shade in a picture or an object

Related words: Tint, shade, light, medium, dark, fade, intense, graduation, monochrome, silhouette, soft, value etc.



line: A continuous or broken mark used to create both 2 and 3 dimensional work.

Related words: straight, curved, thick, thin, dotted, horizontal, vertical, crossed, dashed, wiggly, angular, scribble, faint, etc.

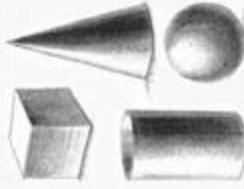
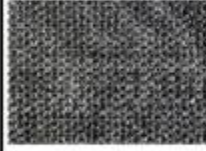


colour: The sensation produced in the eye by rays of light creating a range of colours. Things are often recognised by their colours, i.e. blue sky.

Related words: Primary, secondary, warm, cool, bright, hue, complementary, blend, luminous, glowing, harmonious, pure, clash etc.

texture: The feel or appearance of a surface.

Related words: Rough, smooth, pitted, furry, soft, polished, rugged, bumpy, uneven, coarse, slimy, wrinkled, gritty, fuzzy, splatter, jagged, hatching, bobbly, fine, shiny, sharp etc.



form: The raised or three dimensional shape or appearance of an object.

Related words: relief, raised, dimensions, monumental, solid, rounded, contours, sculptural etc.

shape: An area, person or object with a definite outline.

Related words: Square, circle, triangle, oval, regular, irregular, geometric, conical, uniform, angular, profile,



pattern: A repeated decorative design. An arrangement of shapes which create a more complicated overall shape or design.

Related words: Regular, irregular, order, alternate, intermittent, check, stripes, spots, diamonds, structure, symmetric, repeat, spiral, order, fluid, geometric, embellish, overlap, simple, ornamental etc.



Cross hatching: Techniques for the creation of tone and texture in a drawing.



space: The area or interval in and around a group of objects or shapes.

Related words: Distance, near, far, perspective, emptiness, depth, proportion, squashed, size, scale, recede, negative, positive, etc.



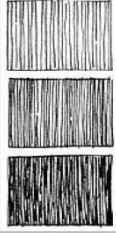
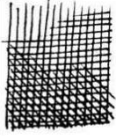

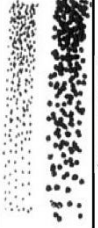

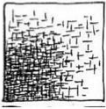


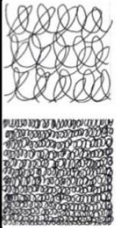

Negative and positive space

composition: Arrangement of elements within a work of art

Related words: Diagonal, S-shaped, L-shaped, grouping, the golden ratio, bird's eye view, worm's eye view, horizon

PLEASE USE THIS KNOWLEDGE ORGANISER/FORMAL ELEMENTS TO HELP YOU WRITE AND ANALYSE YOUR WORK AND ARTIST WORK.

Art

Drawing mark making styles- Examples	
	Hatching The most basic method of creating value in drawing is linear hatching. Fine parallel lines fill an area, so that from just a slight distance, we have the illusion of value. The closer the lines are the darker the value appears. Heavier line weight (pressing more firmly or using a bigger nib) also gives a darker appearance.
	Crosshatching Crosshatching uses layers of hatching placed at an angle. Usually, the first layer would be vertical, the next horizontal, the next at forty-five degrees, and so on. This methodical approach can look a little mechanical, so artists often use variation in direction to add interest.
	Contour Hatching Hatching placed at a slight angle. This technique is often used in figure drawing, with the direction of line helping to suggest the cross-contours of the body. Hatching which follows a contour can also help to make objects appear more three-dimensional.
	Stippling Stippling uses tiny dots to create tone. The closer together the dots, the darker the tone. Larger dots create a denser tonal value more quickly, but can look coarse.
	Scumbling Scumbling, often called the 'brillo pad' technique, uses layers of small calligraphic, scribbled marks to build up value and texture. Varying the direction and shape adds more interest than a simple circular scribble.
	Random Hatching Random hatching uses layers of short, straight marks. Various textures result depending on whether these short hatches are applied vertically, at right angles, following a contour or at random angles.
	Zig Zags Zigzagging lines can add a lot of personality, texture and energy to your drawing. There are a number of different ways to apply this technique. You could create very tight zigzagged lines in rows, which has a subtle texture. For a more organic texture, you could align rows of irregular zigzag. For heartbeat monitor-esque texture, draw short, irregular zigzags in evenly spaced lines.
	Waves Another way to apply volume and texture is through the use of curvy and wavy lines and creating a waves pattern.
	Scribbles By focusing on the direction and size of your scribbles, you can create interesting textures in your drawing. For instance, you could draw tight lines of loops, you could draw large, wide loops and then overlay them with a similar set aligned in the opposite direction or, you could draw free-form scribbles to create a dense texture.
	Interlocking lines Instead of straight lines, adopt a scalloped pattern. Slightly rounded, almost "C" shaped dashes, add a ton of texture to your drawing. This could be done by drawing rounded dashes or by making tight rows of scalloped lines. Adjusting the direction or width of the scallops in either of these cases will yield interesting visual results.

Art

Artists who use Machines and Movement



Natalia Goncharova



Nikolay Diulgheroff



Eduardo Paolozzi



Eduardo Paolozzi (Scottish: March 7 1924 – April 22 2005) was a mechanical sculptor and artist who was part of the Pop Art movement. He investigated how we can fit into the modern world. He mixed images from everyday life such as advancements in technology with imagination and fantasy.



Fernand Léger



Fernand Léger (French: February 4, 1881 – August 17, 1955) was a French painter, sculptor, and filmmaker. In his early works he created a personal form of Cubism which he gradually modified into a more figurative style. His bold simplified treatment of modern subject matter has caused him to be regarded as a forerunner of Pop art.



Sonia Delaunay



Sonia Delaunay (Ukrainian: November 14, 1885 – December 5, 1979) spent most of her working life in Paris with her husband Robert Delaunay. They co-invented the Orphism art movement, noted for its use of strong colours and geometric shapes. Her work included painting, textile design and stage set design.

Futurism was an artistic and social movement that originated in Italy in the early 20th century (1909). It emphasised themes associated with concepts of the future, including speed, technology and objects such as the car, the airplane and the industrial city. Key artists included Umberto Boccioni, Natalia Goncharova, Luigi Russolo, Gino Severini and Nikolay Diulgheroff.

Art



How to write about art & how to analyse artist's work



Information about the artist – Write down some important information about the artist and why have you chosen them.

Who is the Artist you are researching? When and where they were born? What style did they create in? What are their main themes? What was their source of inspiration? Why are you looking at this artist? How do they relate to your theme? How do they relate to your work? How do they inspire you?



Content & visual description- The content is the subject of a piece of work.

What is the title of the artwork it? What type of artwork is it? What is the artwork about? What is happening? What is the subject matter of the artwork?

Key words: Painting, Drawing, Print, Sculpture, Photography, Textile piece, collage, figurative, abstract, landscape, portrait, still life, background, middle ground, foreground, realistic, unrealistic



Form: This means looking at the formal elements of an artwork.

Formal elements: Line, Tone, Texture, Shape, Form, Space, Colour, Pattern, Value.

Describe the composition, shape, form, line, tone, colours, textures and objects in the work- How has the artist arranged the **composition**? What kind of **shapes or forms** can you find? What **colours** does the artist use? What kind of **marks, patterns or techniques** does the artist use? What kinds of **textures** can you see? How big is the work? Look at how the artist arranges the work. Can you describe how the different parts fit together?

Key words: Composition, balanced, symmetrical, asymmetrical, foreground, middle ground, background, arrangement, shapes, small, large, angular, curved, geometric, proportion, accurately, broken up, scale, perspective, overlapping, organised, repeat, angles, hot, cold, bright, dull, vivid, sombre, pastel, clashing, matching, complementary, range, variety, rough, smooth, broken, fragmented



Context - This refers to how the work relates to a particular time, place, culture and society in which it was produced.

When and where was it made? Who made it? How does it link with the social, cultural or political history of the time? Do you think the circumstances have influenced the artist? What can the background of the artist tell you about the art work? Can you link it to other arts of the period, such as film, music or literature? Does the work relate to other areas of knowledge, such as science or geography? Which art movement was the artist part of?

Keywords: Political, response, relation, influence, government, political issues, war, peace, change, abstract, surrealist, pop art, realistic, cubist, futurist, expressionist

Art



Process - Looking at process means studying how the work was made and what techniques & materials were used.

What materials and tools were used to make the piece? What is the evidence for this? How has the artist made the work? What techniques and process has the artist has used? What is good about their choice of materials? How do the materials help create a certain message? Is this work part of a series? Is it striking out in a new direction? What could be done to improve it? What would you have done? Have you tried using these materials? How did you find using them? Was it easy, tricky, fun? How have you experimented with different materials?

Keywords: Pencil, oil paint, pastels, charcoal, acrylic paint, watercolour, ink, photography, fabric, mixed-media, clay, bronze, marble, wire, wood, experimenting, combining, layering, structure,

Mood and meaning - means looking at how the artist has created a certain atmosphere or feeling and what is the intention of the artwork.



Mood: Does the work create an atmosphere? How does the work make you feel? Why do you think you feel like this? How do formal elements- the colour, texture, form or theme of the work affect your mood?

Meaning: What do you think the work is about? Is the meaning clear? Is the work ambiguous? What does the work mean to you? What does the work remind you of? Does it link with other images, objects, artists you have seen? What is the artist trying to say through their work? Is there a message? Is the work about a subject? What do you think the artist is trying to say or represent? Could the work have a symbolic or moral meaning?

Keywords: Interesting, unusual, happy, sad, gloomy, peaceful, expressive, aggressive, calm, disturbing, provocative, thought-provoking, suggestive, subtle, surprising, beautiful, ugly, strange, suggests, evokes, conveys, mood, feeling, creating, atmosphere, recalls, reminds me of, recreates

Your personal response - Describe how the picture affects you when you look at it, and how does it inspire you.



Answer in detail: What is the atmosphere? What is your reaction to the artwork? What is it about the picture that makes you react in this way? What do you think about the artist's work? What did you notice first? Do parts draw your attention more than others? Do you like or dislike it? Does the piece make you feel in a particular way? Describe why it makes you feel this way? Does the piece remind you of anything? Why? Have you seen a piece like this before? Where? When? What do you think about the artists' work? How might you use some of the artists' ideas for your project? How might you create a personal response to the artist?

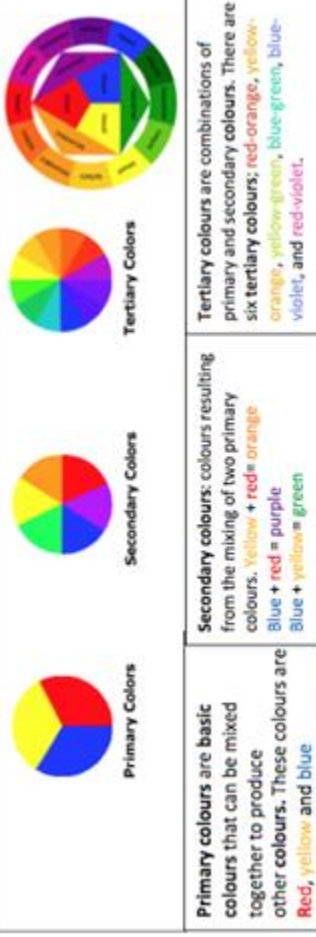
Key words: Ideas, skill, originality, meaning, relevance, difference, emotional, memory, experience, meaningful, personal, hard to understand, complicated, strange, interesting, fun, fascinating, interesting, challenging, relating.

Art

COLOUR

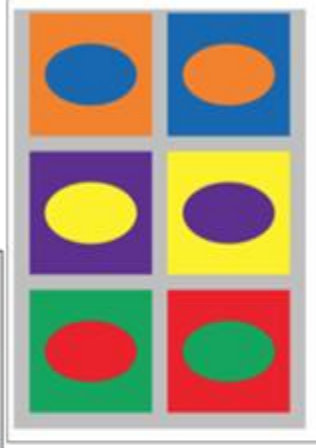
Colour definition: one of the elements of art, that is produced when light, striking an object, is reflected back to the eye.

Colour in art: colour is a subjective sensation, a human reaction to a hue arising in part from the optic nerve, and in part from education and exposure to colour, and from the human senses. Colour could have emotional and symbolic meaning in art.



Complementary colours: pairs of colours which, when combined or mixed, cancel each other out (lose hue) by producing a grayscale colour like white or black. When placed next to each other, they create the strongest contrast for those two colours. Complementary colours may also be called **opposite colours**.

Hue: pure colour
Tint: hue + white reduces darkness
Tone: hue + grey shading
Shades: hue + black increases darkness



Painting techniques: block/poster painting, watercolours, acrylic painting, oil painting

Painting materials: paper, canvas, board, palette, brushes, palette knife, sponge,

Painting subject: still life, portrait, landscape, abstraction, figurative

Main art movements: cubism, impressionism, post impressionism, pointillism, fauvism, futurism, surrealism, pop art, expressionism

Keywords: colour theory, colour wheel, complementary, primary, tertiary, tint, hue, shade, tone, landscape, portrait, still life, abstract, figurative, contemporary, modern, traditional, impasto, paper, canvas, fabric, cardboard, brush, palette knife, canvas, palette, paper, watercolour, acrylic, oil, tempera/poster/block paint

COMPUTER SCIENCE: UNIT 9.1 ADVANCED DATA REPRESENTATION

BINARY RECAP

Computers use 1s and 0s to represent the flow of electricity in their circuits. **0 = off** **1 = on**

Bit = a single bit (0 or 1)

Nibble = 4 bits

Byte = 8 bits

Kilobyte = 1000 bytes

Megabyte = 1000 kilobytes

Gigabyte = 1000 megabytes

Terabyte = 1000 gigabytes

Petabyte = 1000 terabytes

DENARY

Denary is the decimal number system that we are used to. It uses the numbers 0-9 and the column headings go up in powers of 10.

BINARY

Binary uses the numbers 0 and 2. The column headings go up in powers of 2:

$$64 + 4 + 2 + 1 = 71$$

HEXADECIMAL

Hexadecimal uses 0-F (A=10, B=11, C=12, D=13, E=14, F=15). The headings go up in powers of 16.

16	1
3	D
3 lots of 16	D (13) lots of 1

To convert a binary number to Hexadecimal, split into 2:

128	64	32	16
1	1	0	0

- $3 * 16 = 48$
- $D (13) * 1 = 13$
- $48 + 13 = 61$

$$= C = 7$$

CHARACTERS

Character sets = the characters that are recognised or represented by a computer system

ASCII = Each character is represented by a 7 bit number with a 0 in front to make it up to a byte.

Extended ASCII = Each character is represented by an 8 bit binary number. This gives 256 different possibilities.

Unicode = Each letter is represented by a 16-bit or 32-bit binary number. This gives at least twice as many character options as ASCII and allows the character set to represent characters and symbols from all languages.

IMAGE REPRESENTATION

Images are made up of pixels. The colour of each pixel is represented by a binary number. If an image uses 1 bit to represent each colour then it will only have 2 colours:

0	0	1	0	0
0	0	0	1	0
1	1	1	1	1
0	0	0	1	0
0	0	1	0	0

This is a 1-bit image so it uses 2 colours.

0=white and 1=black

Using more bits allows for more colour options:

10	11	00	11	10
11	11	00	11	11
00	00	01	00	00
11	11	00	11	11
10	11	00	11	10

This is a 2-bit image so it uses 4 colours.

00=white, 01=blue, 10=red, 11=black

used for each pixel

Resolution = how many pixels are in a certain space – this is measured in “dots per inch”. If there are more dots per inch then there are more pixels in the image so it will have a higher resolution and a better picture quality. The higher the resolution or the colour depth, the more bits used, so the bigger the file size.

Metadata = the information about the image file that is stored within it. This makes sure the file is displayed correctly. It can include: the height, width, colour depth, resolution and file format as well as the time and date that the image was created.

Let's convert Denary 78 to Hexadecimal...

128	64	32	16	8	4	2	1
0	1	0	0	1	1	1	0

8	4	2	1	8	4	2	1
0	1	0	0	1	1	1	0



78 in hexadecimal is 4D

0 1 2 3 4 5 6 7 8 9 A B C D E F

4 is the value in the 4th position

D is the value in the 13th position

Drama Year 9 Autumn 1

An exploration of the Melodrama genre

Context	
Melodrama	A sensational dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions. Characters are often simply drawn and may appear stereotyped . Melodramas are typically set in the private sphere of the home, and focus on morality and family issues, love, and marriage, often with challenges from an outside source, such as a "temptress", a scoundrel, or an aristocratic villain.
Stock Characters	A stock character is a stereotypical fictional person or type of person in a work of art such as a novel, play, or a film who audiences recognize from frequent recurrences in a particular literary tradition.
Sensational storyline	A storyline causing great interest and excitement for the audience



Melodramatic body language and gestures

Drama skills: Physical and Vocal skills	
Slow motion	To reduce the speed at which a drama is enacted, to highlight a scene or bring a big moment into focus. Slow Motion can also be used to create dramatic tension by slowing the action when building up to an important event.
Exaggeration	Making movements, gestures and vocal xpression bigger than normal
Pitch	The 'highness' or 'lowness' in the tone of the voice.
Vocal Pace	The speed in which an actor delivers their lines.
Vocal projection	Using the voice so that all the audience can hear.
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text.

Drama Year 9 Autumn 2

An exploration of John Godber's *Bouncers*

Context	
Comedy	A genre of performance intended to make an audience laugh
Observational Comedy	A type of comedic performance which is based on observations of day to day life for example teenagers getting the bus, mums with babies etc.
Stereotypes	a widely held and oversimplified image or idea of a particular type of person or thing
John Godber	An English dramatist known for his observational comedies such as the play <i>Bouncers</i>
Bouncers (the play)	A play written by John Godber where four Bouncers tell the tale of one night in a Yorkshire disco in the 80's. The bouncers see girls and boys on a night out, the man in the kebab shop, the taxi driver and other comedic characters.
Bouncers (the occupation)	a person employed by a nightclub or similar establishment to prevent troublemakers and other unwanted people entering or to eject them from the premises.

The actors multi-role as male and female characters using exaggerated gestures



John Godber



The 1980's

Drama skills: Physical and Vocal Skills

Chorus	A variation on chorus work where a group of performers speaks with 'one voice'
Unison Movement	More than one performing the same movement together at the same time
Stylised Movement	Performance which is one in a way that is not natural in order to create an artistic effect
Exaggeration	Making movements, gestures and vocal expression bigger than normal
Accent	A distinctive way of pronouncing a language, especially one associated with a particular country or area

DT: Year 9 Food

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.
Iron	A mineral that helps make red blood cells which carry oxygen around the body. Red meat is a really good source of iron.
Hazard	A potential danger or risk
Precaution	Measures taken to reduce the risk of a hazard

Chopping boards:

Dairy & Bakery

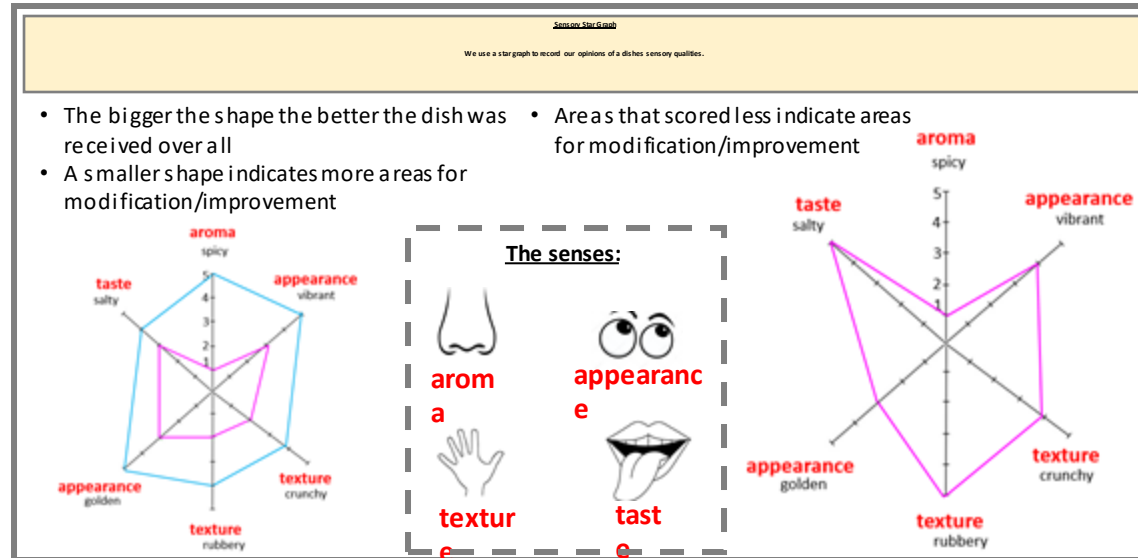
Raw Fish

Cooked Meat

Raw Meat

Salad & Fruit

Vegetables



Types of fish







According to origin	According to colour, fat content & body type
Fresh water fish (trout, carp, salmon)	Oily Fish
Salt water fish (cod, haddock, plaice)	White Fish
Shellfish (crabs, prawns, lobster)	Shellfish




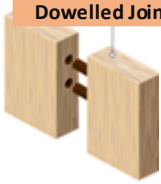


DT: Year 9 Product Design

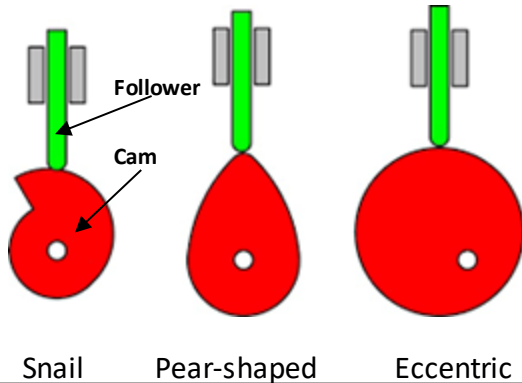
Project: Mechanical toy

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 man made e.g. MDF

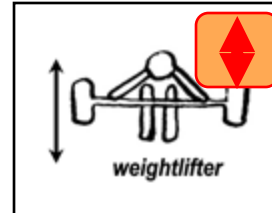
	Tenon Saw: used for general wood sawing
	Bench Hook: Secured in a vice, this is used when cutting wood with a Tenon saw
	Chisel: Used to chisel out waste wood when making joints
	Mallet: Used with a chisel to remove waste wood when making joints

Wood Joints	
	
	

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.



Linear motion
Motion in a straight line indefinitely



Reciprocating motion
Back and forth motion



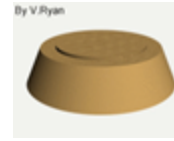
Rotary motion
Motion in a circle.



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

DT: Year 9 Graphics

Project: Blister packs



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

Sources of plastic:

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

Most plastics are made from crude oil



- Stand up when using the knife
- Do not walk around with the knife open
- Keep fingers away when using the knife

VACUUM FORMING

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.

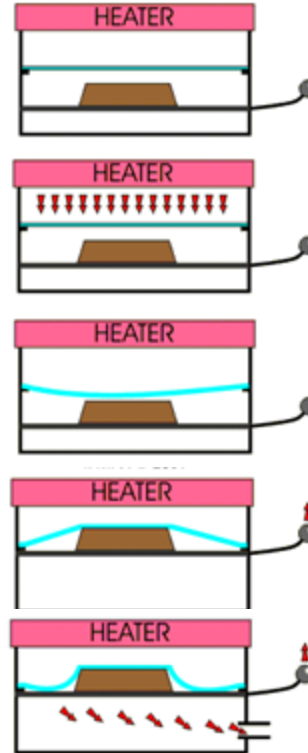
Step 3 The heater is then turned on and the plastic slowly becomes soft and pliable as it heats up. The plastic can be seen to 'warp' and 'distort' as the surface expands.

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.



Influential Writers

Maya Angelou - Angelou had a broad career in the performing arts, but became most famous for her poetry, stories, and autobiographies. As a civil rights activist, she worked for Dr. Martin Luther King Jr. and Malcolm X.

Text Recommendation: *I Know Why The Caged Bird Sings*

James Baldwin - an African American novelist, playwright, essayist, poet, and activist. His essays explore intricacies of racial, sexual, and class distinctions mid-20th-century North America.

Text Recommendation: *Notes of a Native Son*

Malcolm X - an American Muslim minister and human rights activist. He is best known for his controversial black racial advocacy, and for his time spent as the vocal spokesperson of the Nation of Islam.

Text Recommendation: *The Autobiography of Malcolm X*

Langston Hughes - an American poet, social activist, novelist, playwright, and columnist. He portrays the joys and hardships of working-class black lives. He was a central figure in the Harlem Renaissance (black intellectual, literary, and artistic life that blossomed took in the 1920s).

Text Recommendation: *The Weary Blues*

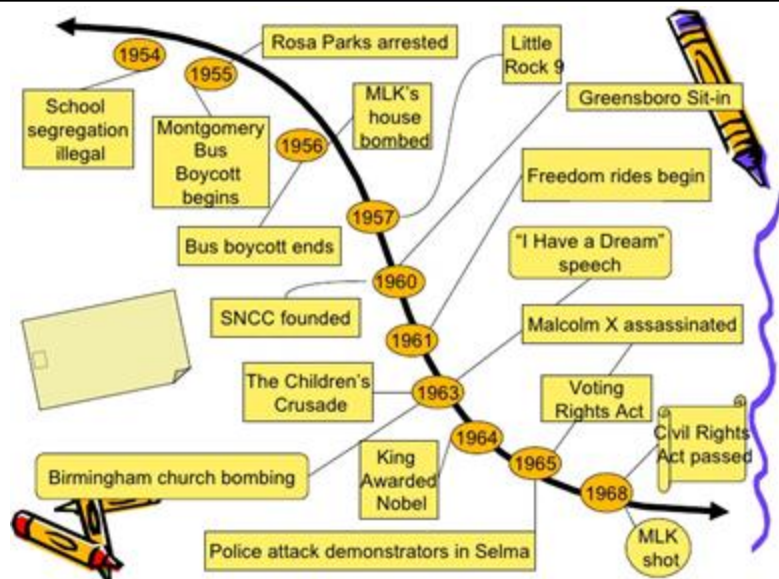
Alice Walker - an American novelist, short story writer, poet, and social activist. Walker's specific brand of feminism included advocacy of women of color.

Text Recommendation: *The Color Purple*

Eldridge Cleaver - an American writer, and political activist who became an early leader of the Black Panther Party.

Text Recommendation: *Soul on Ice*

Timeline of Events



- Infuriated
- Disillusioned
- Elated
- Humbled
- Optimistic
- Sarcastic
- Hopeful
- Supportive
- Humorous
- Cynical

Key Skills

Comparative Connectives

Word

Definition

Rhetoric

The art of persuasive writing and speaking.

Comparative

Understanding the similarities/differences and links between ideas in texts.

Analysis

Breaking down the language used into parts to learn how it is working in the text, how it relates to other parts of the text and what it is portraying about the topic in question.

Modes of Persuasion

Ethos - building trust and credibility.
Pathos - building an emotional connection.
Logos - offering logical reasoning and ideas.

Rhetorical devices

Direct address, Anecdotes, Facts, Opinions, Rhetorical questions, Repetition, Emotive language, Statistics, Triplets



Likewise
Similarly
Equally
In the same way
On the other hand
In contrast
On the contrary
Whereas

A. VERBS PRESENT TENSE

	Chanter = To sing (regular)	Faire = To do (irregular)
(I)	Je <u>chante</u>	Je <u>fais</u>
(you)	Tu <u>chantes</u>	Tu <u>fais</u>
(he/she/we)	Il/elle/on <u>chante</u>	Il/elle/on <u>fait</u>
(we)	Nous <u>chantons</u>	Nous <u>faisons</u>
(you all)	Vous <u>chantez</u>	Vous <u>faites</u>
(they)	Ils/elles <u>chantent</u>	Ils/elles <u>font</u>

A. VERBS PERFECT TENSE (past)

	Manger = To eat	Aller = To go
	J' <u>ai mangé</u>	Je <u>suis allé(e)</u>
	Tu <u>as mangé</u>	Tu <u>es allé(e)</u>
	Il/elle/on <u>a mangé</u>	Il/elle/on <u>est allé(e)s</u>
	Nous <u>avons mangé</u>	Nous <u>sommes allé(e)s</u>
	Vous <u>avez mangé</u>	Vous <u>êtes allé(e)s</u>
	Ils/elles <u>ont mangé</u>	Ils/elles <u>sont allé(e)s</u>

A. VERBS NEAR FUTURE TENSE

	Porter = To wear	Sortir = To go out
	Je <u>vais porter</u>	Je <u>vais sortir</u>
	Tu <u>vas porter</u>	Tu <u>vas sortir</u>
	Il/elle/on <u>va porter</u>	Il/elle/on <u>va sortir</u>
	Nous <u>allons porter</u>	Nous <u>allons sortir</u>
	Vous <u>allez porter</u>	Vous <u>allez sortir</u>
	Ils/elles <u>vont porter</u>	Ils/elles <u>vont sortir</u>

B. GRAMMAR: Expressing likes or dislikes

How do we express likes or dislikes?	To express likes or dislikes use <u>aimer</u> , <u>adorer</u> and <u>détester</u> followed by:
A definite article + noun	J'aime <u>le sport</u> / <u>la télé</u> / <u>les BD</u>
Or:	
A verb in the <u>infinitive</u>	J'aime <u>faire</u> du sport / <u>regarder la télé</u> / <u>lire des BD</u>

C. GRAMMAR: Reflexive verbs

When do we use reflexive verbs?	To describe actions you do to yourself, e.g. when describing your daily routine				
How are they different?	We add the reflexive pronoun after the subject pronoun				
How do we conjugate them?	1) Subject pronoun 2) Add the correct reflexive pronoun 3) Conjugate the verb as normal				
E.g. "I get up"	Je me <u>fâche</u> (to get angry = <u>se fâcher</u>)				
I	you	He/she	We	You all	They
Je me	Tu te	Il/elle se	Nous nous	Vous vous	Ils/elles se ...

D. GRAMMAR: Negative expressions

Negative expressions	
Ne ... pas	not
Ne ... jamais	never
Ne ... rien	nothing / not ... anything
How do we use negatives?	Negative expressions sandwich the verb!
I <u>don't</u> eat anything	Je <u>ne</u> mange rien
We <u>never</u> play	On <u>ne</u> joue jamais
And in the <u>perfect tense</u> ?	Negative expressions sandwich the <u>auxiliary verb</u> être or avoir
I <u>didn't</u> eat anything	Je <u>n'ai</u> rien mangé
We <u>never</u> played	On <u>n'a</u> jamais joué

F. COMPLEX STRUCTURES

Je <u>me</u> <u>fâche</u> contre lui/elle	I get angry with him/her
Je <u>m'entends</u> bien avec lui/elle	I get on well with him/her
<u>Quand</u> je <u>suis</u> seule, j' <u>adore</u> faire de la cuisine.	When I'm alone, I love cooking.
J' <u>ai</u> <u>fêté</u> mon anniversaire le dix mai.	I celebrated my birthday on the 10 th of May
Après les <u>cours</u> je <u>joue</u> dans l' <u>orchestre</u> .	After school I play in the orchestra.

E. OPINIONS

Je <u>trouve</u> le tennis très divertissant	I find tennis very entertaining
Pour moi, le basket est chouette	For me, basketball is cool
Je <u>préfère</u> la lecture	I prefer reading
Je <u>pense</u> que c'est rigolo	I think it's a laugh
A mon avis le Maroc est très beau	In my opinion Morocco is very beautiful
<u>Selon</u> moi ça a l'air amusant	According to me it seems fun
Je <u>voudrais</u> inviter mes amis	I would like to invite my friends

Point de départ (pages 8-9)

Quand je suis seul(e) ...	When I'm alone ...	nager.	swimming.
Quand je suis avec mes copains ...	When I'm with my friends ...	prendre des selfies.	taking selfies.
Le weekend ...	(At) the weekend ...	faire du vélo.	going cycling.
Comme sports ...	As for sports ...	aller à la pêche.	going fishing.
Sur mon portable ...	On my phone ...	aller en ville.	going in to town.
J'aime (beaucoup) ...	I like (a lot) ...	aller au cinéma.	going to the cinema.
J'adore ...	I love ...	écouter de la musique.	listening to music.
Je n'aime pas (tellement) ...	I don't (particularly) like ...	bloguer / surfer.	blogging / surfing.
Je n'aime pas du tout ...	I really don't like ...	tchatter / poster.	chatting (online) / posting.
Je déteste ...	I hate ...	faire de la cuisine.	cooking.
le sport / le collège.	sport / school.	faire du footing.	jogging.
la lecture / la danse.	reading / dancing.	faire des randonnées.	going hiking.
les animaux / les mangas.	animals / mangas.	jouer au rugby.	playing rugby.
lire des BD.	reading comics.	manger du popcorn.	eating popcorn.
faire des promenades.	going for walks.	regarder des clips vidéo.	watching video clips.
		avec mon frère	with my brother

Unité 1 (pages 10-11) Qu'est-ce que tu fais comme activités extrascolaires?

Qu'est-ce que tu fais comme activités extrascolaires?	What after-school activities do you do?	Je vais au club (de photographie).	I go to (photography) club.
Tous les lundis, ...	Every Monday, ...	Je participe au club (de danse).	I participate in the (dance) club.
Une fois par semaine, ...	Once a week, ...	Je joue dans l'orchestre.	I play in the orchestra.
Deux fois par semaine, ...	Twice a week, ...	Je chante dans la chorale.	I sing in the choir.
Après les cours, ...	After classes, ...	Je ne chante pas.	I don't sing.
Pendant l'heure du déjeuner, ...	During lunchtime, ...	Je ne danse jamais.	I never dance.
Je joue au badminton.	I play badminton.	Je ne fais rien.	I don't do anything. / I do nothing.
Je fais de la gymnastique.	I do gymnastics.	C'est complètement nul.	It's completely rubbish.
		C'est très amusant.	It's very fun.

Unité 2 (pages 12-13) Amis pour toujours!

Ton ami(e) est comment?	What is your friend like?	Elle porte des lunettes.	She wears glasses.
Mon ami(e) s'appelle ...	My friend is called ...	Sur la photo, il y a un groupe d'amis.	In the photo, there is a group of friends.
Il/Elle est ...	He/She is ...	Ils sont au parc.	They are at the park.
assez grand(e).	quite tall.	Ils ont l'air heureux.	They look happy.
très petit(e).	very short.	Ils prennent une selfie.	They are taking a selfie.
de taille moyenne.	medium height.	À droite / à gauche	on the right / on the left
Il/Elle a les cheveux ...	He/She has ... hair.	au centre / au fond	in the centre / at the back
blonds / bruns.	blonde / brown	Comment tu t'entends avec ton meilleur ami / ta meilleure amie?	How do you get on with your best friend?
noirs / roux.	black / red	Je m'entends bien avec lui/elle.	I get along well with him/her.
courts / longs.	short / long	Je me dispute avec lui/elle.	I argue with him/her.
mi-longs / raides.	mid-length / straight	Je me fâche contre lui/elle.	I get angry with him/her.
bouclés / frisés.	curly / very curly		
Il/Elle a les yeux ...	He/She has ... eyes.		
bleus / gris.	blue / grey		
marron / verts.	brown / green		
Il a des taches de rousseur.	He has freckles.		

Unité 2 (pages 12-13) Amis pour toujours!

Il/Elle se fâche contre moi.	He/She gets angry with me.	sympa / drôle	nice / funny
Il/Elle a un bon sens de l'humour.	He/She has a good sense of humor.	impatiente(e) / bête	impatient / stupid
		arrogant(e) / égoïste	too arrogant / selfish

Unité 3 (pages 14-15) Comment as-tu fêté ton anniversaire?

Quand as-tu fêté ton anniversaire?	When did you celebrate your birthday?	je suis allé(e) en ville	I went to town
J'ai fêté mon anniversaire le dix mai.	I celebrated my birthday on the 10th of May.	nous avons fait du bowling	we did/went bowling
Comment as-tu fêté ton anniversaire?	How did you celebrate your birthday?	j'ai mangé du gâteau	I ate some cake
J'ai ouvert mes cadeaux	I opened my presents	j'ai bu du coca	I drank some cola
J'ai reçu un tee-shirt	I received a tee-shirt	je suis resté(e) au lit	I stayed in bed
J'ai regardé mes cartes virtuelles	I looked at my e-cards	j'ai dormi	I slept
J'ai lu mes messages	I read my messages	j'ai invité mes ami(e)s	I invited my friends
		nous avons dansé	we danced
		nous avons pris des selfies	we took selfies
		C'était ...	It was ...
		rigolo / délicieux.	a laugh / delicious.

Unité 4 (pages 16-17) Qu'est-ce que tu vas porter?

Qu'est-ce que tu vas porter pour ta fête d'anniversaire?	What are you going to wear for your birthday party?	des chaussures	shoes
Je pense que je vais porter ...	I think that I am going to wear ...	bleu / noir	blue / black
acheter ...	to buy ...	vert / gris	green / grey
emprunter ...	to borrow ...	blanc / violet	white / purple
mettre ...	to put on ...	rouge / jaune / rose	red / yellow / pink
un chapeau	a hat	orange / marron	orange / brown
un costume	a suit	ce matin / ce soir	this morning / this evening
un jean / un pantalon	jeans / trousers	cet après-midi	this afternoon
un pull / un sweat	a jumper / a sweatshirt	demain (soir)	tomorrow (evening)
un tee-shirt	a tee-shirt	(samedi) prochain	next (Saturday)
une casquette / une jupe	a cap / a skirt	Comment tu trouves ça?	How do you like that/it?
une chemise	a shirt	Je trouve ça ...	I find it ...
une cravate	a tie	un peu / assez / très	a bit / quite / very
une robe / une veste	a dress / a jacket	vraiment / trop	really / too
des baskets / des bottes	trainers / boots	complètement	completely
des chaussettes	socks	beau / cool	beautiful / cool
		joli / super	pretty / super
		démodé / ennuyeux	old-fashioned / boring
		moche / nul	ugly / rubbish

Les mots essentiels. High-frequency words

Sequencers		Connectives	
d'abord	first of all	aussi	also
ensuite	next	et	and
puis	then	ou	or
après	after(wards)	mais	but
finalement	finally	cependant	however
		surtout	especially

Geography: Coasts

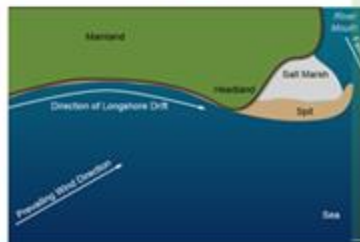
Key words

Geomorphology	The study of physical structure and features of the Earth
Glacial till	Unsorted glacial sediment
Subaerial erosion	The weathering and movement of the top of a cliff
Erosion	Rocks, soils and material are worn down and moved elsewhere
Transportation	Broken rock is carried away by water, ice or wind
Deposition	Broken rock that has been moved is placed down
Soft engineering	The natural environment is used to reduce coastal erosion
Hard engineering	Man-made structures used to reduce coastal erosion

Coastal Processes

What is weathering?	Wearing away of cliffs by long exposure to the atmosphere—a form of subaerial erosion
Describe the four types of erosion	<p>Attrition: Bedload is eroded by itself</p> <p>Hydraulic Action: The force of water erodes the cliff</p> <p>Abrasion: Rocks rub against the cliff eroding it</p> <p>Corrosion: Water dissolves the rock through its acidity</p>
Give examples of three erosional landforms	<ul style="list-style-type: none"> Headlands and bays Wave-cut platforms Caves, arches, stacks, stumps
How is sediment transported along a coastline?	Longshore drift
Name two depositional landforms	<ul style="list-style-type: none"> Spits Bars
Describe the differences between constructive and destructive waves	

	Constructive	Destructive
Builds/ erodes beach	Builds	Erodes
Strong swash/ backwash?	Swash	Backwash
Wave height	Small	Large



Holderness Coastline

How is the Holderness coastline changing?	It is eroding at 2m per year
Describe the geology of the Holderness coastline	<ul style="list-style-type: none"> Predominantly glacial till Chalk towards the north of the coastline Alluvium towards the south of the coastline
How does its location affect its erosion rate?	<ul style="list-style-type: none"> Geology – boulder clay is very soft. Exposed to long fetch from North East
What physical processes are affecting it?	<p>Erosion from destructive waves</p> <p>Mass movement – slumping on unstable cliffs, especially after heavy rain</p> <p>Flamborough Head</p>
Name an erosional landform along the coastline	
Name a depositional landform along the coastline	Spurn Point
Name three management strategies used in Mableton	<ul style="list-style-type: none"> Rock armour as sea wall Double rock armour groynes "Do nothing" down coast

Fieldwork - WOTN

Methods	Findings
How did you measure whether the area was protected?	Field sketches with annotations of any defences and high value structures
How did you measure the direction of longshore drift?	Throw an orange into the sea and use a compass to see which direction it travels
How did you know whether the waves were constructive or destructive?	Counting waves: >14 = destructive
Which county is WOTN located in?	Essex
Which erosional landforms are present?	Wave-cut platform, headland
Name the management strategies being used to protect WOTN	Groynes, revetments, rip-rap
What makes these areas worth protecting?	<ul style="list-style-type: none"> Historical landmarks – Naze Tower Settlements – Walton
Which rocks are the cliffs made from?	London Clay and Red Crag

Key words

Continental Drift	The gradual movement of the continents across the earth's surface
Convection currents	The transfer of heat through molten rock
Slab pull	The downward pulling motion caused by subduction
Convergent	Two plates moving towards each other
Divergent	Two plates moving away from each other
Conservative	Two plates sliding past each other at different speeds
Composite	Large, steep volcano built up of layers of lava and ash
Shield	Dome shaped volcano with a gentle eruption
Viscosity	Stickiness of lava caused by silica content
Governance	The rules created by a country's political system
Rural isolation	Absence of urban characteristics
Corruption	Dishonest conduct by those in power

Give three pieces of evidence for continental drift

- Continents fit together as a jigsaw
- Same fossils found in multiple continents
- Same rocks/mountains lined up between continents

Describe the distribution of earthquakes and volcanoes

- Majority are found by plate boundaries
- Hotspots and intraplate earthquakes are found in the middle of plates

Explain two theories for plate movement

1. Convection Currents: Radioactive decay → Rising heat → Convection currents → Movement of plate
2. Slab pull

Describe the characteristics of each layer of the earth

Layer	Temp.	Density	Physical state	Composition
Crust	Lowest	Least dense	Solid	Basalt and granite
Asthenosphere			Plastic	Magma (silica)
Lower mantle			Solid	
Outer core			Liquid	Iron and nickel
Inner core	Highest	Most dense	Solid	

Describe the characteristics of each plate boundary

Plate boundary	Movement	Volcanoes	Earthquakes
Divergent		Shield volcanoes	Weak
Convergent (oceanic-continental)		Composite	Strong
Convergent (continental-continental)		X	Strong
Transform		X	Strong

What is a volcano?

Push factors, Pull factors, Intervening obstacles

Describe the three states of volcanoes

- Active
- Dormant
- Extinct

Describe the differences between shield and composite volcanoes

	Shield	Composite
Appearance	Gently sloping dome	Steep sides, large
Lava	Low silica content, low viscosity	High silica content, viscous
Eruption	Frequent, gentle	Infrequent, explosive

Name two ways in which eruptions can be predicted and monitored

- Gas samples
- Tiltmetres

Give three reasons why people live near volcanoes

- Geothermal energy
- Agriculture
- Tourism

Earthquakes

What is an earthquake?

Vibrations caused by a sudden slip on a fault where friction has caused two plates to lock.

Give three physical factors that influence the severity of impact

- Magnitude
- Depth
- Plate boundary type

Give three human factors that influence the severity of impact

- Population density
- Level of preparation
- Effectiveness of response

Give two ways countries prepare for earthquakes

- Earthquake proof buildings
- Earthquake drills

	Haiti	Chile
Magnitude	7.0	8.8
Depth	13km	33km
Plate boundary type	Conservative	Oceanic-continental convergent
Deaths	316,000	562
Preparation	<ul style="list-style-type: none"> • Poorly built buildings – existence of slums 	<ul style="list-style-type: none"> • Strict building regulations • Prepared emergency services
Response	<ul style="list-style-type: none"> • Slow distribution of resources • Confusion over who was in charge 	<ul style="list-style-type: none"> • Vaccinations against tetanus and hepatitis • Military ordered to prevent looting
Level of development	Developing	Developed

Volcano case study: Pinatubo

Describe the size of the eruption	Second largest of the century
Name three hazards created	<ul style="list-style-type: none"> • Pyroclastic flows • Lahars • Ash loading
How was it predicted and monitored?	PHIVOLCS and USGS used seismic monitors
How was it responded to?	<ul style="list-style-type: none"> • 20,000 evacuated • Dams built to stop lahars • Resettlement of population

History

Year 9 History - How did people gain their independence from European empires?

How were pre-modern empires different to modern European empires

Pre-modern empires often allowed local rulers, customs and religion to continue. Trade was often beneficial to conquered areas. People could rise to positions of power based on merit. Examples include Persian, Roman and Ottoman empires

European empires often used settlers to populate conquered territories. They saw indigenous people as uncivilised and inferior. People and natural resources were exploited for the benefit of Europeans

Which European countries had Empires and where?

Spain

Included land in North, South America, Asia and Africa. Extracted gold and silver, used African slaves and settlers. Converted local populations to Catholicism. Collapsed by c.19th.

Britain

Covered around 25% of the world's land surface, including large parts of North America, Australia, Africa and Asia. Used African slaves and settlers. Seen as a mission to civilise the world and used missionaries. Collapsed after WW2.

France

Initially held land in the New World, but then rebuilt empire in Africa and Asia. Seen as a mission to civilise the world and used missionaries. Collapsed after WW2.

Belgium

Main colony was the Congo. Enslaved local people with extreme brutality for rubber and ivory. Millions died and almost no infrastructure left behind. Collapsed after WW2.

What was life like in India?

- India was a series of kingdoms when the East India Company arrived in 1608.
- It came under direct rule of Britain in 1858 after a series of mutinies against the East India Company e.g. Sepoy Mutiny.
- Britain firstly ruled India by letting princes rule and collect taxes on their behalf.
- Later they directly employed Indian to help them run the British Raj.
- Britain ruled by dividing groups and creating distrust between the different groups in India.
- Most Indians did not benefit from British rule and the empire created man made famines and helped create some of the problems in the region today.

What was life like in the Congo?

- During the 'Scramble for Africa' European powers were competing to conquer more territory in Africa. King Leopold of Belgium conquered the Congo and used it become extremely wealthy. It was the personal property of the King.
- It was a valuable colony because it was a resource rich area.
- The most valuable resource at the time was rubber and Leopold created a brutal regime to ensure the maximum extraction of rubber.
- 10 million people are estimated to have died. His rule was so brutal that in 1908, the Belgium government took control of the Congo from King Leopold.

What was Life like in South Africa?

- Southern Africa was a valuable stop off point for the Dutch East India Company for trade in India and South East Asia. The colony expanded when the Dutch brought farmers to settle on the land. These people came to be known as Boers.
- Britain and the Netherlands competed for this region and in the end it came under British control once gold and diamonds were discovered.
- The white minority gained their independence from Britain and slowly creating a system of racial segregation and oppression. The black majority lived as second and third class citizens under apartheid. Many were sent to prison for challenging this system.

How did Indians gain their Independence 1857-1947

- 1857 Mutiny led to direct rule by British
- Nationalist movements grew in the late c19th
- Gandhi led a campaign of non-violent civil disobedience to show the British they could not control the population
- Included the Salt March in 1930 and Quit India movement during WW2
- Legacy – partition of India between India, East and West Pakistan created conflict, war and future political problems such as the issue of Kashmir between India and Pakistan

How did the Congolese gain their independence?

- Belgians saw themselves as civilized Europeans who ruled the Congo to teach Christianity and morals against African savagery.
- During the independence movements after WW2, Belgium had no intention of giving up this colony. They promised slow change and installed a puppet democratic government to help them continue to extract resources for their own economic benefit.
- The Congolese rioted and fought against the Belgians and as a result they received their independence in 1960.
- The legacy of Belgian colonialism has created violence, civil war and political instability for 50 years in the Congo.

How did South Africans bring about the end of Apartheid?

- System established after WW2 and denied non-whites basic social, political and economic equality
- Mandela jailed in 1964 after the ANC moved towards using force following the Sharpeville Massacre
- International boycotts, political movements, strikes and protests all helped put pressure on the apartheid system
- Mandela released from prison in 1990 and became president in 1994 in the first fully democratic elections
- Significant problems of inequality remain as a legacy of apartheid

Word	Definition
Ideology	a system of ideas or beliefs to help explain the world
Legacy	something handed down from the past that has an impact on the present
Empire	a group of countries ruled over by another country
Imperialism	the ideology of ruling over other countries
Colony	a country ruled over by another country
Colonised	taken over and ruled as part of another country's empire
Alliance	a relationship between countries or organisations to help each other
Coexist	live peacefully with each other
Conquer	take over or defeat
Citizenship	being a member of a particular country or empire with special status and privileges
Indigenous/ native	people originally from an area rather than migrating there
Communist	someone who believes society should be fully equal, politically, socially and economically
Apartheid	white minority rule
Nationalist	a person who strongly identifies with their own nation

Word	Definition
Civilians	Ordinary people who are not soldiers or police
Ceasefire	A pause in fighting
Hardliners	People not prepared to compromise
Alienated	Feel angry or distant
Radical	Big change
Sabotage	Deliberately destroy or damage something for political reasons
Civil disobedience	Peaceful refusal to obey the law
Genocide	The deliberate killing of a large group of people, especially those of a particular nation or ethnic group
Corruption	dishonest or fraudulent conduct by those in power, typically involving bribery
Partition	the action of dividing a region/country or being divided into parts
Tyranny	cruel and oppressive government or rule
Sect	a group of people with somewhat different religious beliefs from those of a larger group to which they belong

Year 9 History - What is the legacy of World War I?

What were the short term and long term causes of World War I?

- **Long term causes-** Alliances. The great powers divided into two hostile groups, prepared to enter war to protect one another, Triple Entente and the Triple Alliance.
- Militarism – The increase in arms among the European powers e.g. Naval race between Britain and France.
- Imperialism – The powers competed against each other to gain colonies in Africa causing rivalry.
- Nationalism-the countries all believed other countries were a threat to theirs.
- Short term = Assassination of Archduke Franz Ferdinand and in Serbia led to the beginning of WW1.
- Serbia was blamed by Austria-Hungary – due to alliances all other powers entered into the war, ready for war due to the arms build up and due to nationalism and imperialism believed their country needed to defend.

What was the Impact of WW1?

- World War I was known as total war in that it required the service of all the population in some way or another
- It had a devastating impact on Europe and the world with 20m dead or seriously wounded.
- The war was fought in the trenches and for 4 years neither side could break the deadlock ending in stalemate.
- The war destroyed economies as millions of £'s were on new weapons such as machine guns, guns and new rifles made the war even more deadly
- France and Belgium saw the most destruction to their countries
- As economies were shattered, the mood at the end of war was very bitter with victor nations wanting revenge on defeated ones like Germany

Why did Revolution break out in Russia in 1917?

- In 1914 Russia went to war on the side of the Triple Entente-British and French but the war went very badly for Russians with high military losses and economic collapse.
- Food shortages resulted in hunger in the cities and workers began to strike.
- Russia was exhausted by 3 years of war and the Russian Tsar (King) was faced with huge pressure to resign. He abdicated in 1917.
- 8 months after his abdication the Communist Party seized power in a revolution and ruled as a one party state for the next 75 years.
- The West - Britain, France and America opposed Communism as it was completely the opposite to their system of capitalist democracy.

What impact did the Treaty of Versailles have on Germany?

- B- Clause 231 said that Germany had to accept the blame for starting WW1.
- R – Reparations had to be paid to the winning countries totaling £6.6bn
- A – Armed forces were reduced to 100,000 men, no tanks, air force or submarine
- T- Germany lost 10% of its land – 6 million people lived outside German borders.

TOV was hated by the German people this was because:

- German people felt defensiveness with a small army when no other powers had to reduce arms.
 - German people's pride was hurt after being told to accept the blame for the war.
 - The reparations crippled the German economy, leading to hyperinflation.
 - Many German people now lived outside Germany.
- = This led to resentment among German people, hostility towards European powers and a desire to overturn the treaty and build Germany to greatness again.

How did the Great Depression lead to Hitler's election in Germany?

- In the USA the American stock market collapsed causing a global depression because everyone traded with the US
- Whilst all nations suffered Germany was hit the hardest as they had borrowed millions in US loans – those loans were recalled causing Germany to sink into depression.
- Germans turned to Hitler to solve their problems. The Nazi party promised Germans 'work and bread' and to overturn the Treaty of Versailles.
- Their message was very popular with millions of Germans who elected Hitler into power.

How did the policy of Appeasement lead to WW2?

- Hitler's goals in 1930s were to overturn the TOV, unite Germany speakers, and destroy communism.
- Britain's goals in the 1930s were to maintain peace, avoid another war and stop the spread of communism.

1933 Rearmament: Hitler built up the army to 1m, built the Luftwaffe. Britain allowed Germany to do so.

1936 Rhineland: 30,000 troops reclaim the Rhineland. Britain allows them– Hitler thinks he cannot be stopped

1938 Anschluss: Hitler united with Austria through a rigged election. Britain let them.

1938 Sudeten crisis: Hitler wanted to take the Sudetenland – Britain let them but made them promise to not take the whole of Czechoslovakia

1939 Nazi Soviet Pact: Hitler made a pact with USSR which meant he could not invade Poland. Britain declares War on Germany

Keyword	Definition
Ideology	a system of ideas or beliefs to help explain the world
Imperialism	Taking over other peoples' lands and making them part of your empire
Nationalism	Devotion to/love for your country; a desire for your country to be successful, powerful and independent.
Alliances	When countries group together and promise to protect or support each other
Militarism	The belief that a country should have the strongest military possible (army, navy etc.)
Stalemate	A period when soldiers on both sides could not break each other's <u>defences</u> – deadlock
No man's land	An area of land between the 2 sets of trenches that is unoccupied.
Trenches	A narrow deep ditch dug by soldiers from where they can launch enemy attacks
Front	The line of fighting during the war. There were both Eastern and Western fronts
Digging In	To create a defensive position and hold that for the length of the war
Communism	A system where all people are equal in society and share the wealth.
Capitalism	A system based on inequality of wealth and private ownership
Tsar	King/leader of Russia who was murdered by the Bolsheviks in 1918
Bolshevik Party	The main Communist party led by Lenin
Revolution	A forcible/violent overthrow of the government in <u>favour</u> of a new one
Abdication	When a monarch gives up the throne under pressure
Inflation / Hyperinflation	When money loses its value/The dramatic rise in prices and loss of value of the German currency in 1923 as a result of the reparations imposed on Germany
Reparations	The money that Germany had to pay back to the victors of WW1 in the Treaty of Versailles
Demilitarised	When armed forces e.g. soldiers and tanks are not allowed in a certain area – often to protect a country or reduce the chance of conflict.
Blockaded	To cut off supplies from a country and force them into starvation
Depression	A long period of downturn for world economies often leading to high levels of poverty and unemployment
<u>Fuhrerprinzip</u>	One strong leader/dictator. Hitler became a Fuhrer
Appeasement	A foreign policy whereby one country gives into another country to avoid further conflict. In the 1930's Hitler was appeased by Britain

YEAR 9 LATIN – CHAPTER 5 – AQUA

1. Core Vocab

	Latin	English
Verbs	audio, audire	hear, listen to
	cupio, cupere	want, desire
	debeo, debere	owe, should
	do, dare	give
	effugio, effugere	escape
	maneo, manere	remain, stay
	nolo, nolle	don't want, refuse
	porto, portare	carry, bear, take
	possum, posse	can, am able
	respondeo, respondere	reply
Nouns	taceo, tacere	am silent, am quiet
	timeo, timere	fear, am afraid
	vendo, vendere	sell
	volo, velle	want, wish, am willing
	aqua, aquam	water
	custos, custodem	guard
	iuvenis, iuvenem	young person
	nemo, neminem	no one, nobody
	nox, noctem	night
	pulcher	beautiful, handsome

2. Culture

Public baths	Romans believed that regular exercise and bathing were good for health. Public baths, built by the emperors, had a wide range of facilities for people to get clean, exercise, relax and socialize. Many Romans went every day.
Public toilets	Only the very wealthy had running water or toilets in their houses. There were some public toilets where people sat next to each other on benches, chatted and even discussed business deals!
Water supply	By Nero's time, Rome had nine aqueducts bringing 600,000 m ³ of fresh water into the city per day. It then flowed into tanks and through pipes to public baths, fountains, toilets and some private houses.
Sanitation	The quality of water in Rome varied greatly; the most dirty water was used for gardens and agriculture and the best was kept for drinking. Despite the aqueducts carrying in water and sewers removing waste, Rome would have been very unsanitary by today's standards.



3. Grammar

a) The infinitive

What is an infinitive?	The basic form of a verb
How can we recognize an infinitive?	The verb ending -re e.g. ridere, bibere, dormire
How is the infinitive translated?	'To do something'. e.g. laborare = to work
What verbs accompany infinitives?	cupio (I want), soleo (I am used), tempto (I try), audeo (I dare), incipio (I begin)

b) Irregular verbs: possum, volo and nolo

Person	to be	to be able	to want	to not want, to refuse
I	sum	possum	volo	nolo
you	es	potes	vis	non vis
s/he	est	potest	vult	non vult
we	sumus	possumus	volumus	nolumus
you (pl)	estis	potestis	vultis	non vultis
they	sunt	possunt	volunt	nolunt

4. Key terms

infinitive	basic form of a verb, meaning 'to do something'
irregular	words that do not follow the same patterns as other words in their group, e.g. the irregular verbs above.

YEAR 9 LATIN – CHAPTER 6 – SERVITIUM

3. Grammar

a) The ablative case

When is the ablative case used?	In a variety of situations – it is summarized as 'by, with, or from'.
Which prepositions are followed by the accusative case?	<i>ad</i> (to, towards), <i>apud</i> (among), <i>in</i> (into, onto), <i>per</i> (through), <i>post</i> (after, behind), <i>prope</i> (near)
Which prepositions are used with the ablative case?	<i>a/ab</i> (by, from), <i>cum</i> (with), <i>de</i> (from, down from), <i>e/ex</i> (from, out of), <i>in</i> (in, on), <i>pro</i> (in front of)
How do I say <i>when</i> something happens?	Use the ablative case, e.g. <i>media nocte</i> = in the middle of the night
How do I say <i>how long</i> something happens for?	Use the accusative case, e.g. <i>Sabina multas horas laborat</i> = Sabina works for many hours

b) All noun endings so far

		1st decl.	2nd decl.	3rd decl.		
SINGULAR	NOM	puella	amicus	donum	pater	caput
	ACC	puellam	amicum	donum	patrem	caput
	ABL	puella	amico	dono	patre	capite
PLURAL	NOM	puellae	amici	dona	patres	capita
	ACC	puellas	amicos	dona	patres	capita
	ABL	puellis	amicis	donis	patribus	capitibus

1. Core Vocab

	Latin	English
Verbs	capio, capere	take, catch, capture
	discedo, discedere	depart, leave
	exspecto, exspectare	wait for, expect
	facio, facere	make, do
	inquit	says
Nouns	rogo, rogare	ask, ask for
	sedeo, sedere	sit
	sto, stare	stand
	dies, diem	day
	maritus, maritum	husband
Adjectives	mater, matrem	mother
	uxor, uxorem	wife
	totus	whole
	tristis	sad
	tuus	your, yours
Useful words	a, ab + abl.	from, away from
	e, ex + abl.	from, out of
	iam	now, already
	in + acc.	into, onto
	prope + acc.	near

2. Culture

Slavery in the Roman world	A slave was the property of their enslaver, who had complete power over them; they had no liberty or rights could not marry or own property
Background	Enslaved people had many different ethnic backgrounds and came from all over the Empire.
Acceptance	All over the Roman world, slavery was seen as a normal part of life; there was no movement to abolish it.
Routes into slavery	People could be enslaved when they were captured as prisoners of war; kidnapped by pirates; born into slavery; abandoned as a child, or sold themselves due to extreme poverty/debt.
Life/work for enslaved people	This depended on their master and where they worked. Slaves might work in a household, for the city as public slaves, in industry or in agriculture/ mining. Slaves and free people often worked together.
Manumission	process of freeing a slave – as a reward, after the owner's death or after earning or buying freedom. An ex-slave was called a <i>libertus</i> or <i>liberta</i> .

4. Key Terms

Cases	the job a noun is doing in a sentence; this changes the ending
Ablative	Case which usually means 'by, with or from'
Preposition	word used before a noun to show direction, place, position, time – e.g. <i>e</i> (out of), <i>in</i> (in), <i>prope</i> (near), <i>post</i> (after)

FILM MUSIC



A range of **dynamics** are an important feature of all film music to create contrasting moods and atmospheres

Crescendo

Getting Louder



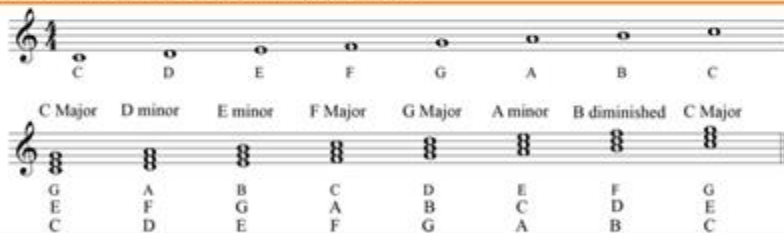
Diminuendo

Getting Quieter



Key terms	Definition
Soundtrack	Pre-existing music that has been chosen to feature in the film
Underscore	Music that has been composed specifically for the film
Diagetic	Music that characters in the film can hear - e.g. a radio playing
Non-diagetic	Music that the characters in the film cannot hear - e.g. the use of dissonant high strings to add tension in a horror film
Cue points	Music reacting to events that are happening on screen - e.g.
Leitmotif	A musical theme used to represent a particular person, idea, or situation.

Harmony and **tonality** are other important musical elements of film music, contributing to the establishment of different moods. The chords below detail the mix of **major**, **minor** and **diminished** chords that can be found in C major. These will be the basis for your film music composition.



Major	Minor	Diminished
Sounds: Happy 😊	Sounds: Sad 😞	Sounds: Scary 😱
Looks like:	Looks like:	Looks like:

Christian Beliefs
Knowledge Organiser

Key Vocabulary			
Ascension	Jesus returning to be with God in heaven after the crucifixion	Omniscient	God's all-knowing nature
Atonement	Making things better after sinning, asking for forgiveness from God	Purgatory	A place Roman Catholics believe some people go to have their souls cleansed before Heaven
Benevolent	God's all-loving nature	Resurrection	Jesus returning from the dead three days after his crucifixion
Crucifixion	Jesus' execution by the Romans on the cross for blasphemy	Salvation	Being saved from sin and given the chance to live a Christ-like life in order to reach God and heaven
Incarnation	God becoming flesh in the form of Jesus Christ	Sin	Any thought or action which goes against God's will
Just	God's fair and merciful nature	Transcendent	God's nature as something above and beyond human comprehension
Omnipotent	God's all-powerful nature	Trinity	Belief in God as three persons but one substance: The Father, The Son, The Holy Spirit
Salvation			
What is the first chapter of the Bible?	Genesis	What was a common practice for atonement before Jesus?	Sacrificing and animal
What are the first words of the Bible?	"In the beginning God created the heavens and the earth"	Why was this no longer enough?	Human nature was so corrupted by sin
Genesis gives two different accounts of what?	Creation	What was God's solution?	To send his only Son as a sacrifice
What did God use to create the universe?	The Word	Why is this the solution to humanities sin?	Jesus is fully human so can suffer, but also fully God so a big enough sacrifice
What are the two interpretations of Genesis 1 and 2?	Literal and metaphorical	What is atonement?	Mending the broken relationship between humankind and God
What does Genesis say about creation?	"In the beginning God created the heavens and the earth" – Bible	What does John 3:16 say about salvation?	"For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life" – Bible
Incarnation			
What is the world for all-loving?	Benevolent	What does incarnation literally translate as?	'Becoming flesh'
What is the world for all-powerful?	Omnipotent	Christians believe Jesus was fully _____ and fully _____	human God
What is the world for all-knowing?	Omniscient	Who was Jesus' mother?	The Virgin Mary
What is a simile for fair?	Just	Where was Jesus born?	In a stable in Bethlehem
What does merciful mean?	God is forgiving and cares for humanity	Why is it significant that Jesus is human to Christians?	They can relate to Jesus and understand some of the divine nature of the Lord
What does John 1 say about God the Son at creation?	"In the beginning was the Word, and the Word was with God, and the Word was God" – Bible	What does the Bible say about incarnation?	'The Word became flesh and dwelt among us' – Bible
What does Genesis say about the presence of the Holy Spirit at the beginning?	"the Spirit of God was hovering over the waters" – Bible	What does the Bible say is Jesus' purpose on earth?	'the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many' – Bible

Trinity			Crucifixion, Resurrection and Ascension	
The Trinity is three _____ and one _____?	persons substance	Who betrayed Jesus?	Judas	
What are the three persons of the Trinity?	Father, Son, Holy Spirit	What are two key events in the Garden of Gethsemane?	Jesus questions God's decision, the Romans arrest Jesus and Jesus tells his followers not to react with violence	
What does the Trinity teach us about God's nature?	God is transcendent; above and beyond human understanding	What is a crucifixion? What purpose does this serve in the Christian story?	Being nailed to a cross. Acts as the sacrifice necessary to bring about atonement	
Another word for the Trinity is the 'God-_____'? Does this make Christianity monotheistic or polytheistic?	God-head	What is resurrection?	Jesus rising after three days	
	Monotheistic	What does ascension mark?	The end of Jesus' mission on earth, 40 days after resurrection	
What three lines in the Nicene Creed refer to a belief in the Trinity?	<i>'We believe in one God, the father'</i> <i>'We believe in one Lord, Jesus Christ'</i> <i>'We believe in the Holy Spirit, the Lord, the giver of life'</i>	What does the Nicene Creed say about crucifixion?	<i>'For our sake he was crucified under Pontius Pilate; he suffered death and was buried'</i> – Nicene Creed	
		What does the Nicene Creed say about Resurrection?	<i>'On the third day he rose again in accordance with the Scriptures'</i> – Nicene Creed	
Sin			Life After Death	
Who were the first humans?	Adam and Eve	What reopened the gates of heaven?	Jesus' atoning sacrifice and resurrection	
How did they disobey God?	Ate the fruit from the tree of knowledge of good and evil	Since when have the gates of Heaven been closed?	Since the Fall of Adam and Eve	
What is the word for this betrayal?	Original Sin/The Fall	What are the two requirements to enter Heaven?	Faith (belief in Jesus) and works (living a 'Christ-like' life)	
What was both their punishment?	Banished from the Garden of Eden	How does one end up in Hell?	Those who have sinned and led by earthly desires	
What did God punish Eve (and all women) with?	Pain of childbirth	Describe Heaven.	An eternity of peace and tranquility	
What did God punish Adam (and all men) with?	Toll of work	Describe Hell.	An eternity of pain and suffering	
What does the Bible say about sin?	<i>'for all have sinned and fall short of the glory of God'</i> - Bible	What does the Parable of the Sheep and the Goats say about reaching heaven?	<i>'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me'</i> - Bible	


Islam Beliefs Knowledge Organiser

Key Words			
Islam	Submission (to God)	Hadith	Recorded sayings of Muhammad.
Muslim	Someone who follows Islam by submitting to God.	Allah	The Arabic word for God.
Sunni	Muslims who believe Abu Bakr and the Caliphs were successors of Prophet Muhammad.	Tawhid	Belief in One God; monotheism.
Shia	Muslims who believe Ali and the Imams were successors of Prophet Muhammad.	Adalat	Divine justice.
Source of Authority	Religious texts or bodies responsible for guiding people. For Muslims, this is the Quran and Sunnah of Muhammad.	Shirk	Giving Allah partners or worshipping other than Allah; polytheism
Sunnah	The sayings and actions of Muhammad.	Freewill	Freedom to act as you wish.
Key Ideas			
What are the origins of Islam?			
What do Muslims believe about the origins of Islam?	It is a faith that has always existed and that it was gradually revealed to humanity by a number of prophets.		
How do Sunni Muslims believe is the best way to know about Muhammad?	Through his companions beginning with Abu Bakr and then the Caliphs.		
How do Shia Muslims believe is the best way to know about Muhammad?	Through his family and beginning with Ali and his chosen descendants.		
What are the 6 Articles of Iman (Faith) & 5 Usul ad Din (Roots of Religion)?			
What are the 6 Articles of Iman (faith) for Sunni Muslims?	<ol style="list-style-type: none">1. Belief in Allah (Tawhid);2. Belief in angels (malaikah);3. Belief in the books (kutub);4. Belief in the prophets (nubuwwah/risalah);5. Belief in the Last Day (Qiyamah) and the afterlife (Akhirah);6. Belief in predestination (Al Qadr)		
What are the 5 Usul ad Din (Roots of Religion) for Shia Muslims?	<ol style="list-style-type: none">1. Belief in Allah (Tawhid);2. Belief in Divine Justice (Adalat);3. Belief in the prophets (Nubuwwah);4. Belief in the authority of the Imams (Imamah);5. Belief in Resurrection/Last Day (Ma'ad/Qiyamah)		
What do Muslims believe about the nature of Allah?			
Why do Muslims believe it is impossible to fully describe or depict Allah?	He is so much more than our minds can comprehend.	What are 3 forms of shirk?	To give Allah partners Giving someone or something Allah's attributes To worship something other than Allah.
How do Muslims try to understand Allah?	Through the way He describes Himself in the Quran or how Prophet Muhammad described Him.	What does the Quran say about Tawhid?	"Say: He is Allah, the One." (Quran 112:1)
What are some of the qualities of Allah?	Omnipotence (all powerful); Beneficence (Kindness) Mercy; Immanence; Transcendence Just (Al-Adl) (The Just)	What does the Quran say about shirk?	"Surely Allah does not forgive that anything should be associated with Him, and forgives what is besides that to whomsoever He pleases." (Quran 4:48)
What do Muslims believe about angels (Malaikah)?			
What are malaikah created out of?	Light	What is the role of Izrail?	Death through taking the souls of people.
What are some features of malaikah?	Praise, worship and obey Allah. No freewill	What is the role of Izrail?	Blows a trumpet to announce the Day of Judgement.
Why is Shaytan not an angel?	Allah	What is the role of Munkar and Nakir?	Question the dead in their graves.
What is the role of Jibril?	Angel of revelation who communicates the words of Allah to the prophets	What is the role of Kiraman and Katibeen?	Record a person's actions throughout their life recording it in the book of deeds.
What is the role of Mikail?	Giver of rain, food and rewards.	What does the Quran say about malaikah?	"Whoever is an enemy to Allah and His angels... then indeed, Allah is an enemy to the disbelievers." (Quran 2:98)

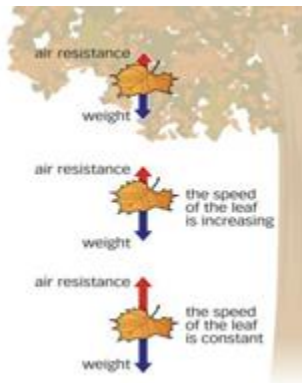
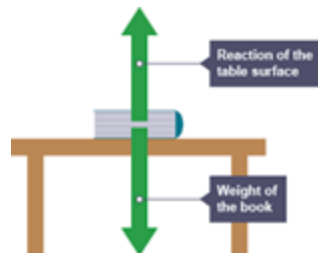
What do Muslims believe about Prophethood (Nubuwwah/Risalah)?				
How many prophets were sent by Allah?	124,000	What is Risalah?	A method of communication between God and human beings	
What was the key message of all prophets?	Oneness of God (Tawhid)	Why is Adam important?	Father of human race Shaytan refused to bow to him.	
What may be different between what the prophets taught?	Laws	Why is Ibrahim important?	Built the ka'aba Faith tested by Allah	
What is a Rasul?	A prophet given a specific book and new laws by Allah.	Why is Muhammad important?	Seal of the prophets Given the Quran Sunnah comes from him.	
What is a Nabi?	A prophet that carries on teaching the previous Rasul's book and laws.	What does the Quran say about Nubuwwah?	"Every community is sent a messenger, and when their messenger comes, they will be judged and they will not be wronged" (Quran 10:47)	
What do Shia Muslims believe about Imamah?				
What is Imamah?	The Shia belief of Allah choosing leaders to succeed Muhammad.	What are some features of the Imams?	Sinless Free from error Able to interpret scripture Knowledge passed down from Muhammad	
How many Imams do most Shia believe in?	12	Who is the 12 th Imam?	Mahdi	
Who was the first Imam?	Ali	What do Shia believe about the 12 th Imam?	He was taken away by Allah at a young age and will return with Jesus to make the world peaceful.	
How are Imams different to prophets?	They do not receive revelation.	What does the Quran say about Imamah?	"O you who have faith! Obey Allah and obey the Messenger and those given authority among you." (Qur'an 4:59)	
What do Muslims believe about Kutub (the Divinely Revealed Books)				
Which book was given to Ibrahim?	Suhuf	Which book was given to Isa?	Injil	
Which book was given to Dawud?	Zabur	Which book was given to Muhammad?	Quran	
Which book was given to Musa?	Tawrat	What does the Quran say about the kutub before the Quran?	"And indeed, there is among them a party who alter the Scripture with their tongues so you may think it is from the Scripture, but it is not from the Scripture." (Quran 3:78)	
What do Muslims believe about Al-Qadr (Predestination)?				
What do some Sunni Muslims believe about Al Qadr?	Allah has already predestined everything that will happen in the universe. We cannot change our destiny but we can choose our actions.	What is fixed taqdeer?	Events that are predestined that cannot ever be changed	
What do some Sunni and most Shia Muslims believe about Al Qadr?	Although Allah knows everything that will happen, it doesn't mean He has decided what will happen. Although Allah knows what choice people will make, He has given them the freewill to choose.	What is changing taqdeer?	Events that are not absolute and can be changed	
How does Al Qadr link to Allah's attribute of Al Qadir (all powerful)?	Allah has the power to decide or change the future	What does the Quran say about trusting Allah's plan?	"Only what God has decreed will happen to us. He is our Master: let the believers put their trust in God" (Quran 10:51)	
What do Muslims believe about Akhirah (Afterlife) / Ma'ad (Resurrection) & Qiyamah (The Last Day)?				
What happens at Barzakh?	A period in the grave where questioning takes place by Munkar and Nakir.	What is Jannah?	Heaven, eternal peace with Allah.	
What happens at resurrection?	Every single human will be resurrected (raised from the dead) for judgement.	What is Jahannam?	Hell, punishment for evil.	
What happens on the Last Day (Judgement Day)?	Every single human will be judged by Allah based on the life they lived on earth.	What does the Quran say about akhirah?	"Every soul shall have a taste of death: in the end to Us shall you be brought back." (Quran 29:57)	

Contact Force

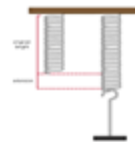
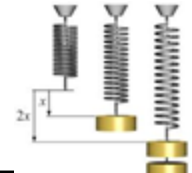
1. Friction and Drag

Air resistance/ Water resistance	The force on an object moving through air/water that causes it to slow down, also known as drag.
Contact forces	A force that acts when an object is in contact with a surface, air or water.
Equilibrium	State of an object when opposing forces are balanced.
Drag force	<p>The force acting on an object moving through air or water that causes it to slow down.</p>  <p><small>A solid moves through a gas. A solid moves through a liquid.</small></p>
Friction	Force opposing motion which is caused by the interaction of surfaces moving over one another.
Lubrication	A substance that reduces friction between surfaces when they rub together.
Newton	Unit for measuring forces (N).
tension	Force extending or pulling an object apart.

Reaction force:
The support force provided by a solid surface like a floor.

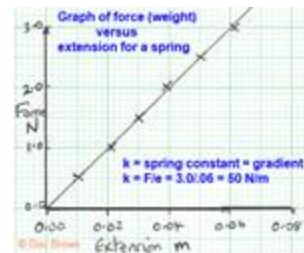


2. Squashing and Stretching

compression	Force squashing or pushing together, which changes the shape of an object.
deformation	Changing shape due to a force.
elastic limit	The point beyond which a spring will not return to its original length when the force is removed.
extension	<p>The difference between the original length of an object and the length when you apply a force.</p>  
Hooke's Law	A law that says that if you double the force on an object, the extension will double.

Linear relationship:

When two variables are graphed and show a straight line which goes through the origin, and they can be called proportional.



Contact Force

3. Turning Forces

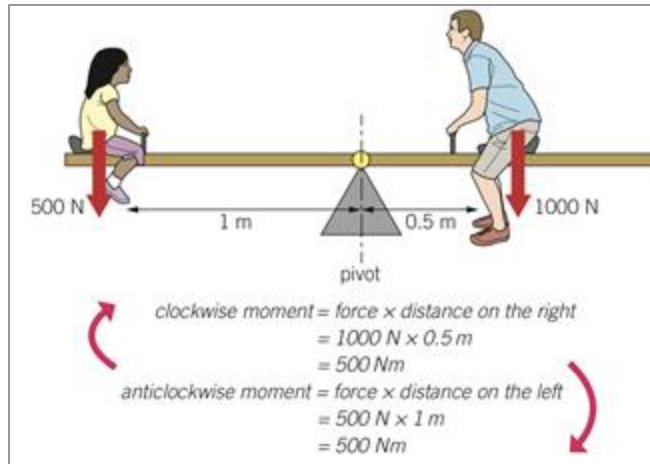
centre of gravity	The point in an object where the force of gravity seems to act.
centre of mass	The point in an object where all the mass of an object seems to act.
law of moments	An object is in equilibrium if the clockwise moments equal the anticlockwise moments.
moment	A measure of the ability of a force to rotate an object about a pivot.
newton metres	The unit of moment.
pivot	The point about which a lever or see-saw balances or rotates.

Equations

Weight (N) = mass (kg) \times gravitational field strength (N/kg)

Moment (Nm) = force (N) \times distance (m)

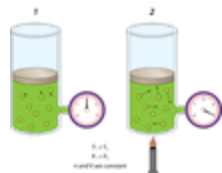
Law of moments : total clockwise moment = total anticlockwise moment



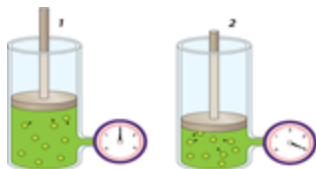
Pressure

1. Pressure in gases

fluid	A substance with no fixed shape, a gas or a liquid.
gas pressure	The force exerted by air particles when they collide with a surface.
newtons per metre squared	A unit of pressure.
pressure	The ratio of force to surface area, in N/m^2 , and how it causes stresses in solids.
atmospheric pressure	The pressure caused by the weight of the air above a surface.

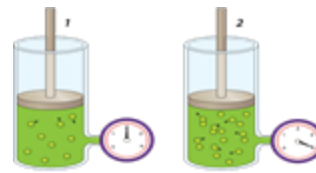


1. Heating the gas particles



Factors that affect gas pressure

2. Compressing the gas particles



3. Adding more gas particles within the same volume

2. Pressure in liquids

incompressible	Cannot be compressed (squashed).
Upthrust	The upward force that a liquid or gas exerts on a body floating in it produced by the collisions of the particles in the liquid or gas.
liquid pressure	The pressure produced by collisions of particles in a liquid.

3. Stress on Solids

stress	The effect of a force applied to a solid, found using $\text{stress} = \text{force}/\text{area}$.
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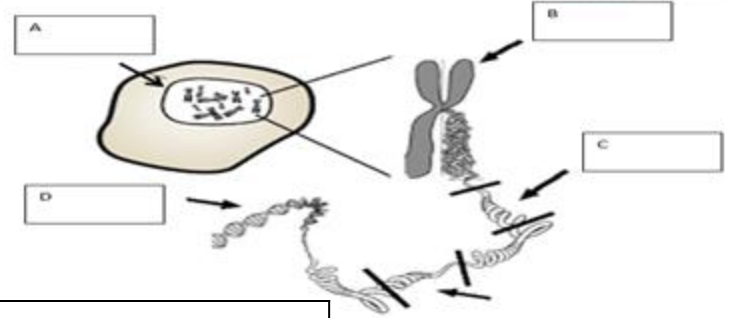
Y9 Evolution and Inheritance

1. Genetic material

DNA Deoxyribose Nucleic Acid. Polymer made of two strands forming a double helix. Contains all the instructions for an organism.

Gene A section of DNA that codes for a protein.

Chromosome Long strands of DNA found in the nucleus. Humans have 23 pairs.



A Cell

B Chromosome

C Gene

D DNA

2. Genetic Inheritance

Allele Different forms of the same gene e.g. hair colour

Heterozygous Two different alleles

Dominant When only one copy of the allele is needed to show the characteristic in the offspring.

Genotype The set of genes in our DNA

Recessive When two copies of the allele is needed to show the characteristic in the offspring.

Phenotype The outward appearance a set of genes displays.

Homozygous Two copies of the same allele

4. Evolution by natural selection



1) Giraffes with longer necks are able to reach the leaves on the trees more easily.

2) The giraffes with longer necks are therefore more likely to survive, passing on the alleles for long necks.

3) Over **MANY** generations more giraffes will also have a longer neck.

5. Evolution

Evolution The change in the inherited characteristics of a population due to natural selection. May result in a new species.

Natural Selection The process where the organism best adapted to the environment survives and passes on their characteristics

Species A group of organisms with similar features which. Can breed to make fertile offspring.

Peer Review The evaluation of a scientist's work by another scientist.

6. Stages of evolution

1. Population shows variation due to their genes.
2. Environment changes.
3. Some individuals are best adapted and live longer.
4. These can breed and produce more offspring.
5. Over a long period of time the offspring dominate the population.

7. Extinction

Extinction

The process of changing the genome by adding a desirable gene from another organism.

Causes of Extinction

1. Disease
2. New predators
3. Famine
4. Natural Disaster (meteor, volcano)

8. Genetic Engineering

Genetic engineering

The process of changing the genome by adding a desirable gene from another organism.

GM Crops

Genetically modified crops that are resistant to disease or grow bigger crops.

Knowledge Organiser Year 9 Spanish Autumn 1 Module 1 *Somos así*

A. PRESENT TENSE (now or generally): REGULAR VERBS

A	Bailar (to dance)	Leer (to read)	Escribir (to write)	Ir (to go)	Ser (to be)	Hacer (to do)
Yo	Bailo	Leo	Escribo	voy	soy	hago
Tú	Bailas	Lees	Escribes	vas	eres	haces
Él/ella	Baila	Lee	Escribe	va	es	hace
Nosotros/as	Bailamos	Leemos	Escribimos	vamos	somos	hacemos
Vosotros/as	Bailáis	Leéis	Escribís	vais	sois	hacéis
Ellos/as	Bailan	Leen	Escriben	van	son	hacen

A. PRESENT TENSE (now or generally): IRREGULAR VERBS

B. KEY GRAMMAR Indefinite articles ('a'/'some')

What is an indefinite article?	In English, the indefinite article is "a" or "some".		
What are they in Spanish?		Masculine	Feminine
	'a'	Un	Una
	'some'	Unos	Unas
I watched a film.	Vi una película.		
He is a kind person.	Es una persona amable.		

C. KEY GRAMMAR Definite articles ('the')

What is a definite article?	In English the definite article is "the". In Spanish the word will agree (gender/number)		
What are they in Spanish?		Masculine	Feminine
	Singular	El	La
	Plural	Los	Las
When do you use it?	Whenever you would say 'the' in English, AND Always after opinion verbs (e.g. me gusta), even if you wouldn't use 'the' in English.		
I like cinema but I don't like horror films.	Me gusta el cine pero no me gustan las películas de terror.		

D. KEY GRAMMAR: Preterite Tense

When do we use it?	To describe completed actions in the past.		
How do we form it?	We remove the -ar/-er/-ir from the infinitive form, and add the following endings:		
-AR	-ER	-IR	
visité	bebí	salí	
visitaste	bebiste	saliste	
visitó	bebió	salió	
visitamos	bebimos	salimos	
visitasteis	bebisteis	salisteis	
visitaron	bebieron	sallieron	
Irregulars	Vi = I watched/saw Tuve = I had Hice = I did		
Spelling changers	Jugué = I played Llegué = I arrived Saqué = I took		

E. OPINIONS: Alternatives to 'me gusta'

Remember when using the following opinion verbs: always include the definite article (see section C)

Me encanta/me encantan...	I love...
Me chifla/me chiflan...	I really love...
Me flipa/me flipan...	I'm crazy about...
Me mola/me molan...	I like/enjoy...
Me agrada/me agradan...	I quite like...

F. COMPLEX STRUCTURES:

Impressive connectives

...así que...	...so...
...por lo que...	...therefore...
...cuando...	...when...
...donde...	...where...

G. CULTURE CORNER!

In many Latin American countries, the **quinceañera** (fifteenth birthday celebration) is very important. Until this birthday celebration, girls are viewed as children, but afterwards they are viewed as adults. It's an important celebration for boys too!

Opiniones Opinions

¿Qué cosas te gustan?	What things do you like?
¿Qué cosas te encantan / te chiflan / te flipan / te molan?	What things do you love?
Me gusta(n)...	I like...
Me encanta(n) / Me chifla(n) / Me flipa(n) / Me mola(n)...	I love...
No me gusta(n) (nada)...	I don't like... (at all).
el baile / el cine	dance / cinema
el deporte / el dibujo	sport / drawing

el racismo / el teatro	racism / theatre
la moda / la música	fashion / music
la naturaleza / la pesca	nature / fishing
la violencia	violence
los cómics	comics
los insectos	insects
los lunes	Mondays
las artes marciales	martial arts
las injusticias	injustice
las tareas domésticas	household chores

En mi tiempo libre In my free time

Hago judo / natación.	I do judo / go swimming.
Voy al parque / polideportivo.	I go to the park / sports centre.

Voy de pesca.	I go fishing.
Soy miembro de un club / un equipo.	I am a member of a club / a team.

Expresiones de frecuencia Expressions of frequency

a veces	sometimes
dos veces a la semana	twice a week
muy a menudo	very often

casi todos los días	almost every day
todo el tiempo	all the time
siempre	always

¿Cómo organizas tu semana? How do you organise your week?

Baño Zumba®.	I dance Zumba.
Cocino para mi familia.	I cook for my family.
Escribo canciones.	I write songs.
Juego en mi consola.	I play on my games console.
Leo revistas / libros.	I read magazines / books.
Monte en bici.	I ride a bike.

Navego por Internet.	I surf the internet.
Preparo la cena.	I prepare dinner.
Saco fotos.	I take photos.
Toco el teclado.	I play the keyboard.
Veo un partido de fútbol.	I watch a football game.

¿Cuándo? When?

después del insti	after school
este fin de semana	this weekend
los fines de semana	at weekends

los lunes / martes	on Mondays / Tuesdays
los jueves por la tarde	on Thursday afternoons
mañana por la tarde	tomorrow afternoon

Cartelera de cine What's on at the cinema

Voy a ver...	I am going to see...
una comedia	a comedy
una película de acción	an action film
una película de animación	an animated film
una película de aventuras	an adventure film
una película de ciencia ficción	a science-fiction film

una película de fantasía	a fantasy film
una película de superhéroes	a superhero film
una película de terror	a horror film
¿Vas a venir?	Are you going to come?
¿Vamos a ver?	Are we going to see...?

Reacciones Reactions

Claro que sí.	Of course.
De acuerdo.	All right.
(No) voy a ir.	I am (not) going to go.
No, gracias.	No thanks.

¿Estás loco/a?	Are you crazy?
¡Ni en sueños!	Not a chance!
¡Qué rollo!	How boring!

¿Qué tipo de películas te gustan? What type of films do you like?

Me encantan las comedias. I love comedies.

¿Qué tipo de película es? What type of film is it?

No me gustan las películas de terror. I don't like horror films.

Es una comedia. It is a comedy.

Mi película favorita es... My favourite film is...

En mi opinión... In my opinion...

Creo / Pienso que... I think (that)...

¿Cómo fue tu cumpleaños? How was your birthday?

Celebré mi cumpleaños con mi familia / mis amigos. I celebrated my birthday with my family / friends.

Invité a mis amigos a pasar la noche en mi casa. I invited my friends to sleep over at my house. Bebí / Bebimos refrescos. I / We drank soft drinks.

¿Qué hiciste? What did you do?

Comí / Comimos tarta de cumpleaños. I / We ate birthday cake.

Fui / Fuimos al parque de atracciones. I / We went to the theme park.

Recibí muchos regalos. I received lots of presents. Fue alucinante / increíble. It was amazing / incredible.

Palabras muy frecuentes High-frequency words

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

Estrategia 1

Using the preterite

Many verbs in Module 1 are regular in the preterite:

celebrar (to celebrate)	→ celebré	(I celebrated)
comer (to eat)	→ comí	(I ate)
recibir (to receive)	→ recibí	(I received)

You've also met some verbs that are irregular:

ver (to see)	→ vi	(I saw)
hacer (to do / make)	→ hice	(I did / made)
ser (to be)	→ fui	(I was)
ir (to go)	→ fui	(I went)

Try writing these verbs out on sticky notes and sticking them on your diary, around your bedroom or on your fridge, so that you see them often and learn them.