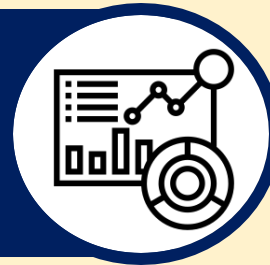




Knowledge Organisers



Term 1 and 2
Year 9

Contents



How to revise



Flashcards



Mind maps



English



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DT



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R.S.



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Computer Science

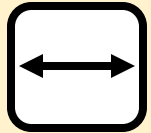
How to revise

Successful Learning Takes Place Over Time

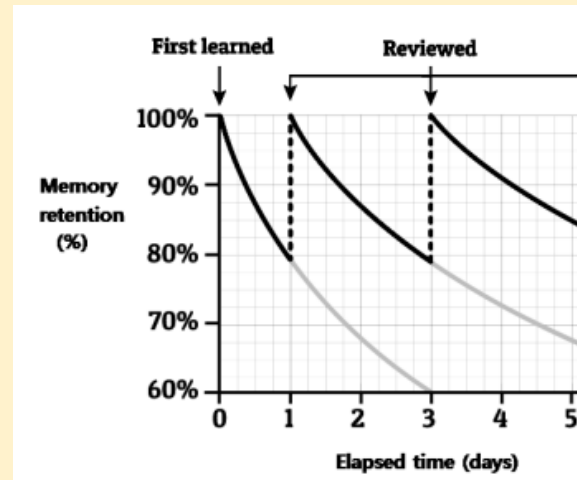


It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We all have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. Everything leading up to this point is part of the process of improving. It's about the long-term rather than the short-term, which also means there are no quick fixes. During this period, it's okay to make mistakes; it's okay to feel frustrated. What matters is what you do about it.

Space out your learning on a subject



Spacing out your learning over time is far more effective than last-minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. The last factor tells us that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap between reviews, which the diagram below illustrates nicely. The Leitner system and Cornell Notes mentioned earlier provides a wonderful way of achieving this, but the principle applies to all of the learning strategies mentioned in this booklet



Revision strategies

List It

This is a simple free recall task that is very versatile. It can feel challenging, but this is a good thing, and it provides clear feedback on what you do and don't know. Choose a topic, set yourself a time limit and...



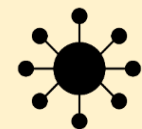
- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

Flashcards



Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising

Mapping



Mapping is a brilliant way of organising and learning information, demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

Self-testing



Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

When making and using flashcards:



Do:	Don't:
✓ ...make flashcards quickly.	X ...spend more time making flashcards than actually using them.
✓ ...put a single piece of information of each flashcard.	X ...put lots of information onto each flashcard.
✓ ...sort your flashcards according to your confidence with them (see below).	X ...revise the flashcards in the same order every time that you use them.
✓ ...test yourself on the flashcards from memory.	X ...only read through flashcards.

How to make flashcards:

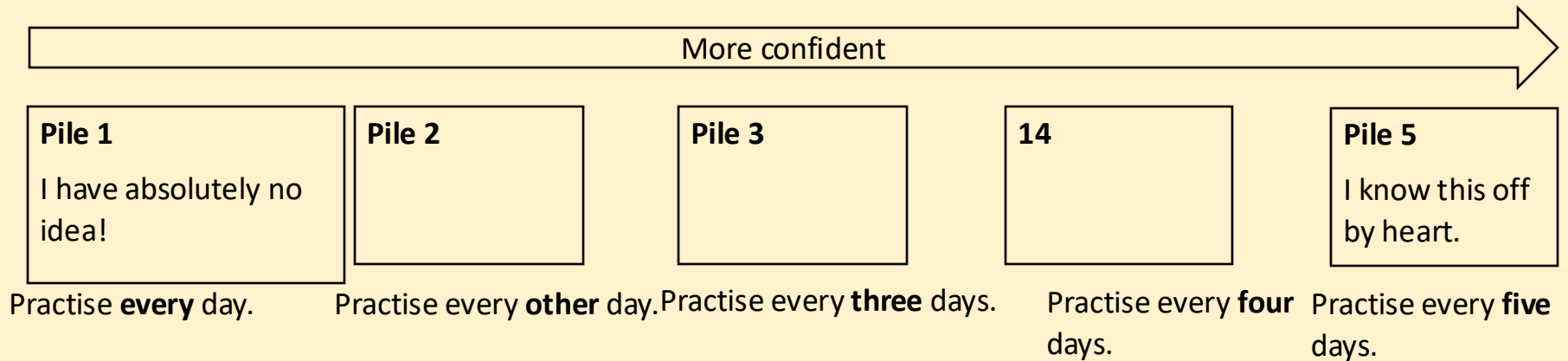
- You can buy a set of flashcards or use a free website such as Quizlet.
- Find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
- Fold a piece of A4 paper into 10.
- Write the questions on the top half of the paper.
- Write the answers on the bottom half of the paper.
- Cut the paper along the dotted lines shown here.
- Fold the strips of paper so that the writing is on either side.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

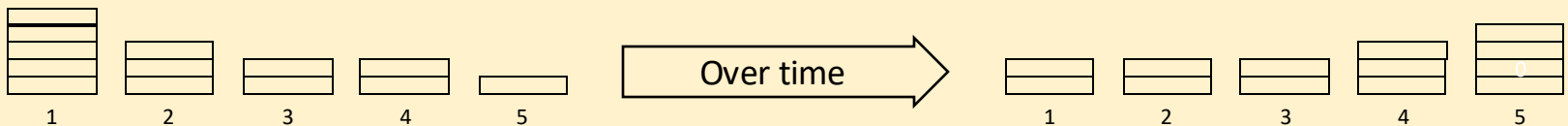
Answer 1	Definition 1
Answer 2	Definition 2
Answer 3	Definition 3
Answer 4	Definition 4
Answer 5	Definition 5

How to use flashcards:

1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



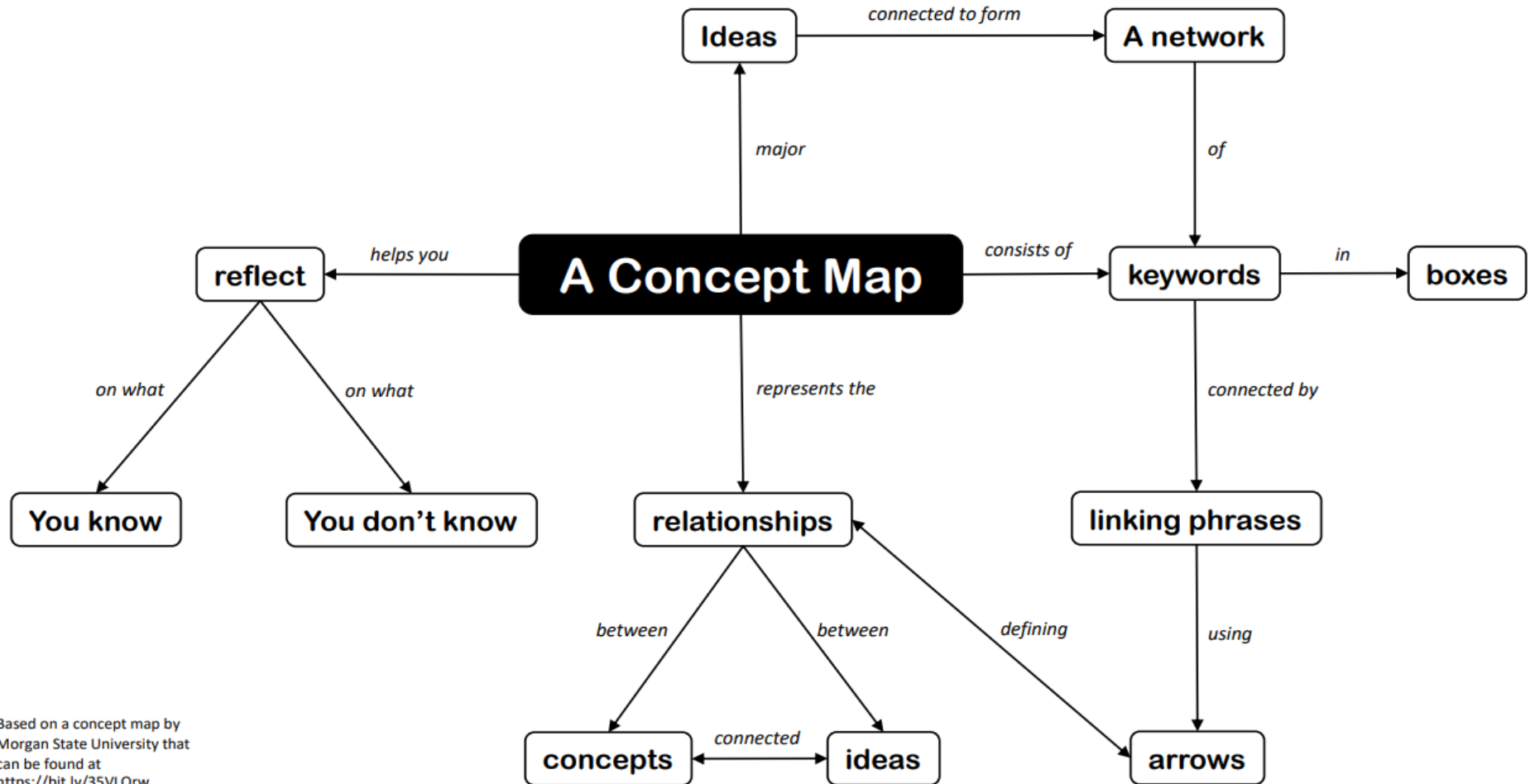
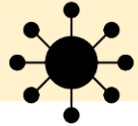
5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Mapping



Based on a concept map by
Morgan State University that
can be found at
<https://bit.ly/35VLQrw>



The characters

Eddie 	Eddie's transformation, a loving uncle who turns obsessive and irrational, is the central story of the play. His obsession with respect and masculine reputation doom him. Devoted, protective, loyal, jealous, obsessive "I want my respect."	Beatrice 	Beatrice sticks by her husband even though she knows he is wrong, but that does not mean she won't criticise his actions. Honest, blunt, loving, loyal, jealous? "When am I going to be a wife again Eddie?" "You want something else Eddie, and you can never have her!"
Marco 	Marco tells Rodolfo to respect Eddie despite his irrational demands whilst also protecting his little brother, that is until Eddie dooms Marco's children causing his violent reaction. Deferent, a peacemaker, respectful, protective "All the law is not in a book."	Rodolpho 	Most of what we learn about Rodolfo comes from others, particularly Eddie, who judges him harshly for being different. "No; I will not marry you to live in Italy. I want you to be my wife, and I want to be a citizen."
Alfieri 	As the narrator, Alfieri seems to uphold American law, yet when he admits he 'mourns' Eddie at the end he shows the predicament of Italian American immigrants. Calm, rational, eloquent "Now we are quite civilized, quite American. Now we settle for half, and I like it better."	Catherine 	Catherine loves her uncle and supports him even though it is clear he 'wants something else'. However, this changes when he symbolically rapes her, and she asserts herself. Naive, kind, weak, submissive, assertive "I can tell a block away when he's blue in his mind and just wants to talk to somebody quiet and nice."



A View from the Bridge

The plot

The plot	
1	Act 1: Alfieri addresses the audience, and already foreshadows doom. We are then introduced to a simple but loving home environment.
2	There is a hint at latent tensions as Beatrice encourages Catherine's independence and Eddie makes comments on Catherine's appearance and is overprotective.
3	Marco and Rodolfo arrive and are gracious guests. Marco wants to save for his children, Rodolfo entertains everyone by singing 'Paper Doll'.
4	Eddie becomes jealous of Rodolfo and Catherine spending lots of time together and tells Catherine that Rodolfo is using her for a visa.
5	Eddie goes to see Alfieri who says there is no legal problem, and he should forget about the whole issue.
6	Eddie and Rodolfo box, protective of Rodolfo, Marco humiliates Eddie in a show of strength.
7	Act 2: Catherine and Rodolfo are left alone and have sex. Immediately afterwards Eddie comes back drunk and kisses them both. Marco and Rodolfo move in with Lipari, who already has illegal immigrant relatives staying with him.
8	Marco and Rodolfo are arrested and Marco spits in Eddie's face.
9	Alfieri pays the cousin's' bail and arranges Catherine and Rodolfo's wedding.
10	On the wedding, Marco comes looking for revenge and Eddie is killed with his own knife.

A View from the Bridge

Vocabulary

Suppress – the act of restraining something or someone; forcibly putting an end to something	Subversive - seeking or intended to disrupt an established system
Vengeance - punishment inflicted or retribution exacted for an injury or wrong.	Immigrant – a person who has moved to another country to live permanently
Xenophobia : Hatred towards people from different countries	Persecution - ill-treatment towards a person or group, especially because of race or political or religious beliefs
Effeminate - having characteristics regarded as typical of a woman; unmanly.	Archetype - very typical of a certain kind of person or thing
Provocative - causing anger or another strong reaction, especially deliberately.	Patriarchy – a system or government where men are in positions of power and women are largely excluded from it

Additional Prose

The Bell Jar by Sylvia Plath	<u>Sylvia Plath</u> 's only published novel, <i>The Bell Jar</i> (1963), is an exploration of mental illness and the pressure of social expectations on women in 1950s America. <i>The Bell Jar</i> 's title, which refers to a type of glass jar often used in science experiments to display or seal off objects and matter from the rest of the world, suggests the sense of oppressiveness and isolation brought about by depression. This atmosphere is also conveyed stylistically through the book's ironic and detached tone.
Becoming by Michelle Obama	<i>Becoming</i> (2018) tells the story of Michelle Obama, née Robinson. Born to loving parents in a working-class Chicago neighborhood, she grew into a strong, independent woman, who just happened to meet and fall in love with a man named Barack Obama.
The Yellow Wallpaper By Charlotte Perkins Gilman	Charlotte Perkins Gilman's classic short story, "The Yellow Wallpaper" tells the story of a young woman's gradual descent into psychosis. "The Yellow Wallpaper" is often cited as an early feminist work that predates a woman's right to vote in the United States.

A View from the Bridge

Context – *A View from the Bridge* was written by Arthur Miller and was first staged in 1955.

Italian Americans in New York – Many immigrants came to America with ideas of fulfilling their own American Dream, which declares that freedoms, prosperity, success, and social mobility, can all be achieved through hard work. Despite this, many Italians who made it to America faced difficult working conditions for low pay and lived in slum communities (such as Red Hook) in their own, small communities.

Omerta – Omerta is a code of silence amongst community members, which involves refusal to give evidence to the police. It originated in Sicily in the 16th Century, due to a distrust of the ruling parties – this coincided with the rise of the Sicilian Mafia for protection and the enforcement of community law. At the beginning of the play, Alfieri makes reference to Al Capone and Frankie Yale, who operated in the early part of the twentieth century as leaders of the mafia – who enforced strict codes of Omerta amongst their men.

Conditions in Italy – Italy in the 1950s was a very poor country. The country had suffered huge losses in the Second World War, and the economy was extremely slow to grow subsequent to the end of the war. With no jobs and very few prospects, many opted to try their luck and illegally immigrate to America. Dockyard owners made the most of this situation, getting cheap work out of immigrants until they had ‘paid their fare.’ They could then make their own way in ‘rich America.’

The Sicilian Mafia – At the beginning of the play, Alfieri makes reference to Al Capone and Frankie Yale, who operated in the early part of the twentieth century as leaders of the Sicilian Mafia, a crime syndicate synonymous with the arrival of Italian immigrants. Largely involved in racketeering, the mafia embodied what Alfieri means by the dangers of ‘acting wholly’ and not ‘taking half.’ He suggests that communities have learnt now not to settle their feuds with violence.

Greek Tragedy: The Greeks devised tragedy as a genre which contained a tragic hero. A character who begins the play as a hero but has a downward trajectory due to a fatal flaw.

McCarthyism - Accusations of disloyalty, subversion or treason without proper regard for evidence

A View from the Bridge



Miller's Dramatic Devices	
Dramatic Irony	The audience is aware that Eddie has feelings for Catherine that are deeper than uncle/niece, but she seems unaware.
'The Fourth Wall'	Alfieri breaks the fourth wall when he speaks to the audience directly, at the beginning and end of scenes.
Stage Directions	The precise directions detailing Eddie 'laughing mockingly' with 'tears' adds to the power of the kissing scene.
Dramatic Tension	Eddie's mockery of Rodolpho in front of Marco builds dramatic tension leading up to the chair lifting moment.

The Features of Tragedy
Tragic Hero - A main character cursed by fate and in possession of a tragic flaw (Eddie)
Hamartia - The fatal character flaw of the tragic hero (jealousy).
Catharsis - The release of the audience's emotions through empathy with the characters.
Internal Conflict - The struggle the hero engages in with his/her fatal flaw. (Eddie's struggle with his jealousy over Catherine).

A View from the Bridge

Themes

Law and honour	There is a frequent conflict between American law and Italian community law throughout the play. The community abides by Sicilian-Italian customs by protecting the illegal immigrants within their homes and seeking revenge where there has been injustice. These values often come into opposition with the American justice system. In the end, Sicilian customs prevail, as Eddie is killed.
Masculinity	The idea of what makes a man, and rather what makes a man 'not right' is a persistent theme throughout the play. To Eddie, masculinity is the most important attribute a man can have, and so he cannot understand why Catherine would show interest in a more effeminate man like Rodolpho. He is humiliated when Marco appears physically stronger. 
Love	Confusion between romantic love and familial love
Jealousy	Eddie's jealousy becomes his tragic flaw and leads to his downfall. 
Irrationality	Throughout the play, Eddie's uncontrollable inner feelings (and subsequent jealousy) causes him to slowly lose control over his actions. Alfieri suggests that when humans act wholly on their inner emotions (like Eddie) they become irrational, and that instead they must settle for half, in other words restrain some of their inner emotions out of necessity.



Poetry

New Colossus by Emma Lazarus

Emma Lazarus' poem '*The New Colossus*' is a sonnet that has inspired countless Americans. In 1903, a copy of Lazarus' poem was engraved on a bronze plaque on the pedestal of the Statue of Liberty. Lazarus wrote the poem after the Statue of Liberty Committee asked her to write something about the statue. Lazarus, a native of New York City, published a collection of poetry when she was still a teenager. In addition to writing poetry, Lazarus also enjoyed reading British and American literature, and she also wrote many articles on varying topics. Sadly, Lazarus died in 1887, sixteen years before her most famous poem was engraved on the Statue of Liberty.

Harlem by Langston Hughes

Langston Hughes wrote "Harlem" in 1951 as part of a longer poem. It explores the lives and consciousness of the black community in Harlem, and the continuous experience of racial injustice within this community. "Harlem" considers the harm that is caused when the dream of racial equality is continuously delayed. Ultimately, the poem suggests, society will have to reckon with this dream, as the dreamers claim what is rightfully their own.

The Features of Poetry

Sonnet

Traditionally, the sonnet is a fourteen-line poem written in iambic pentameter, employing one of several rhyme schemes. The name is taken from the Italian sonetto, which means "a little sound or song."

Structure

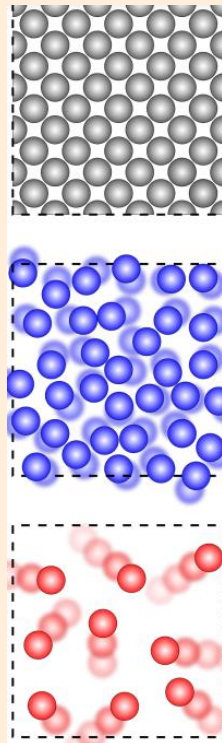
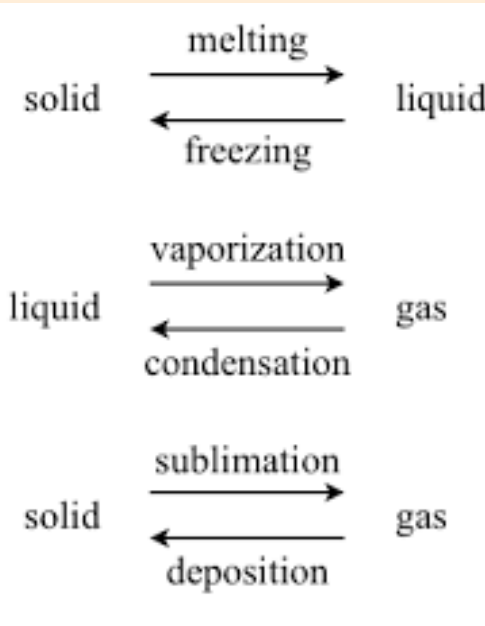
A **poem's form** (meaning the number of lines that it has), its **rhythm** and **rhyme scheme**, and whether it is an example of an existing type of poetry

Enjambment

(in verse) the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.

States of Matter

- Arrangement of particles in the three states of matter



State	Arrangement of particles	Movement of particles	Attractive forces (None/Few/Many)
Gas	Random Far apart	Fast in all directions	None
Liquid	Random Close together	Move around each other	Few
Solid	Regular Close together	Vibrate around fixed positions	Many

Predicting states

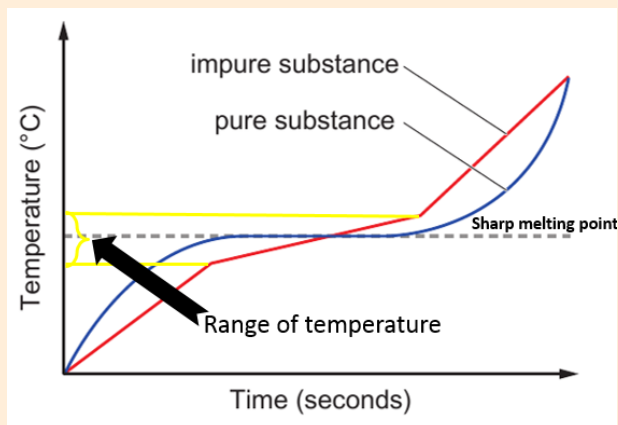
- When given data regarding the melting and boiling point of a substance, you need to be able to predict which state these substances are in given a temperature.
- What state is substance D in at 1000°C?

Substance	Melting point / °C	Boiling point / °C
A	-218.4	-183.0
B	1535	2750
C	1410	2355
D	801	1413

- D is a solid below its' melting point of 801°C and a gas above its' boiling point of 1413°C.
- Therefore, at 1000°C, substance D is a liquid.

Purity

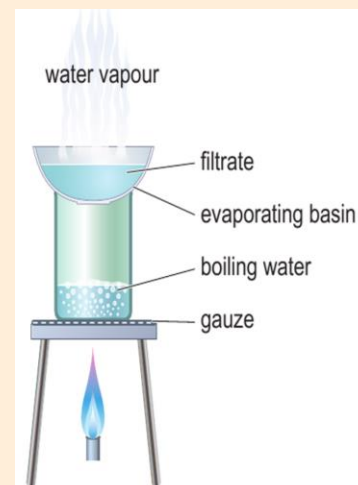
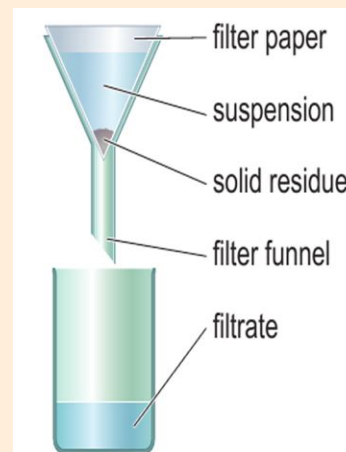
- **Purity** is the word used to describe a substance where its composition...
 - Cannot be changed
 - Is the same in all parts of the substance.
 - Has a sharp melting point.
- **Mixtures** contain elements and/or compounds that are NOT chemically bonded together.
 - Use a physical process to separate mixtures
 - Mixtures do not have a fixed composition.
 - Melts over a range of temperatures.



Filtration & crystallisation (Core Prac)

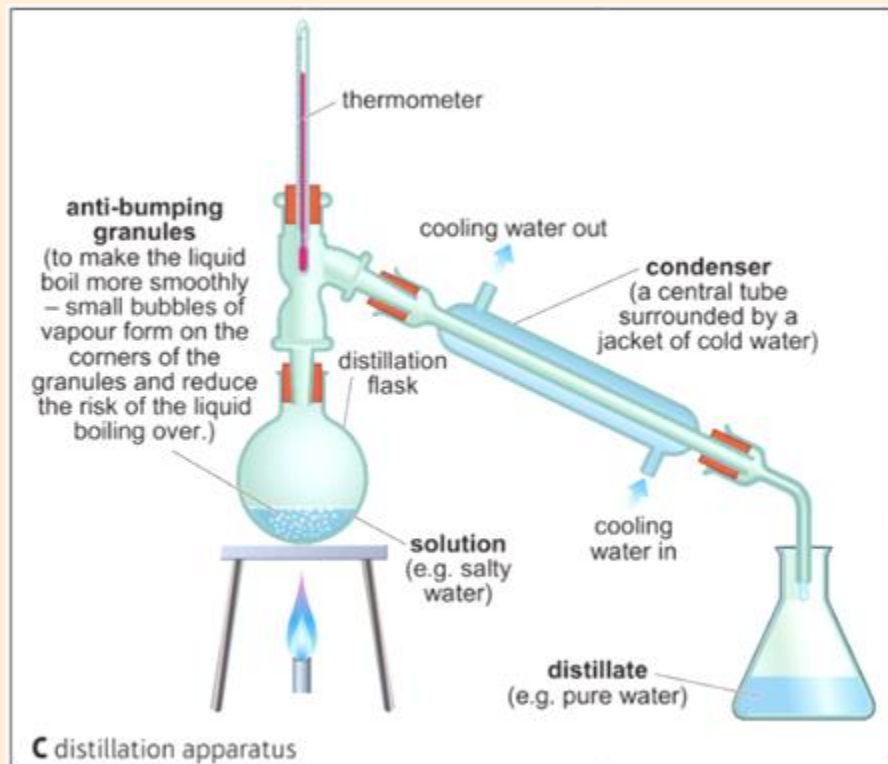
To separate a solid and a liquid

- **Filtration** to separate an **insoluble** solid from a liquid
- **Crystallisation** to separate a solid **dissolved** in a liquid.



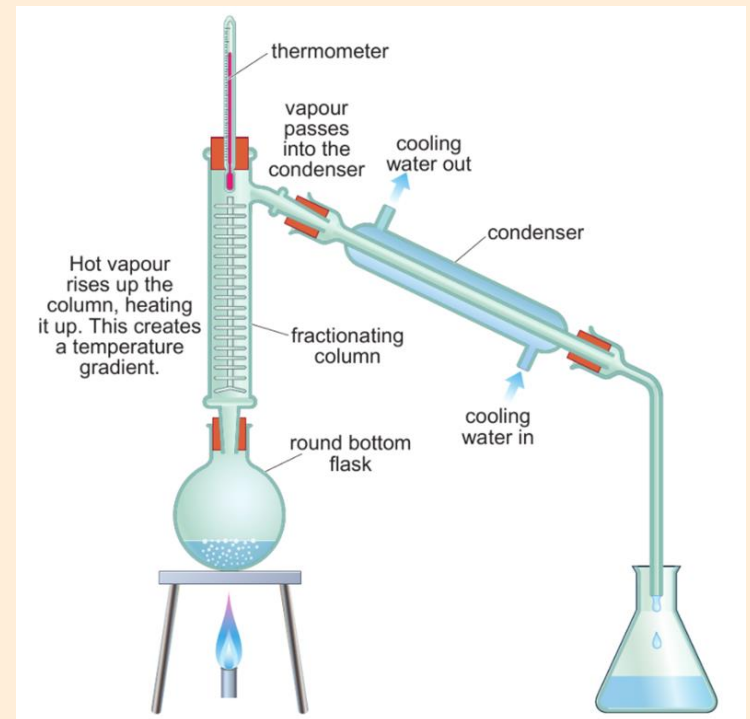
Distillation

- To separate two liquids with different boiling points



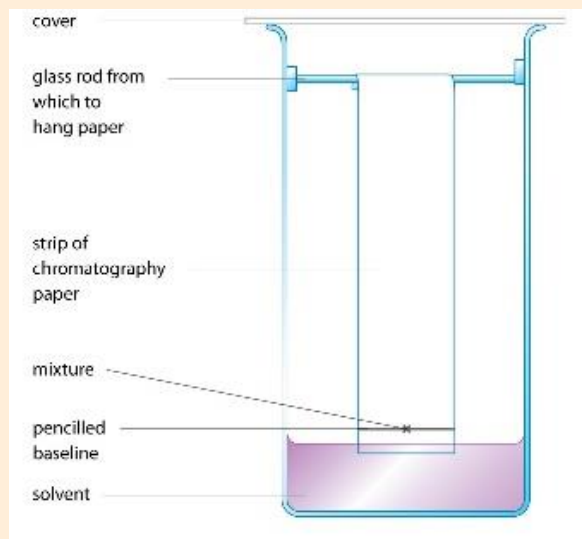
Fractional Distillation

- To separate multiple liquids of similar boiling points
- The fractionating column allows only one vapour through it at a time.



Chromatography (Core Prac)

- Uses the different **solubilities** of **solutes** in the same **solvent** to separate them

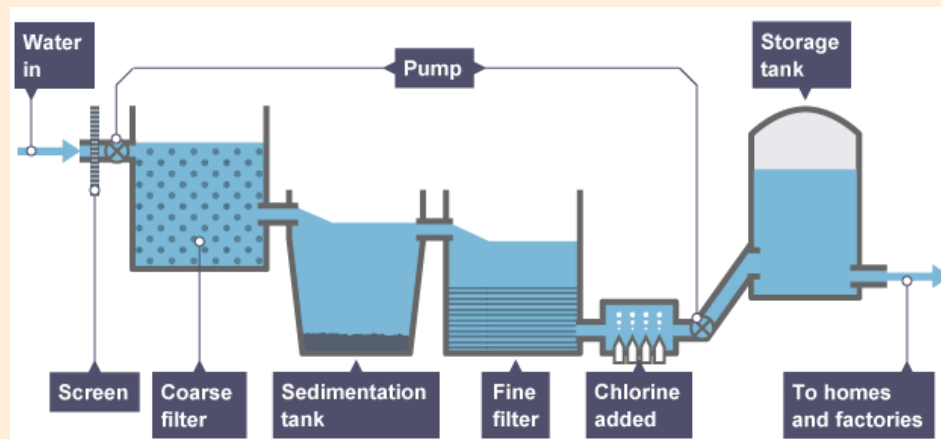


- R_f measured from baseline

$$R_f = \frac{\text{distance moved by chemical}}{\text{distance moved by solvent}}$$

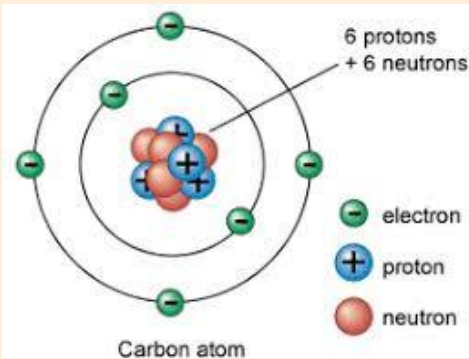
Water purification

- Ground water, waste water and surface water all need **purification**.
- **Filtration** to remove solid matter
- **Sedimentation** to remove finer particles
- **Chlorination** to kill bacteria



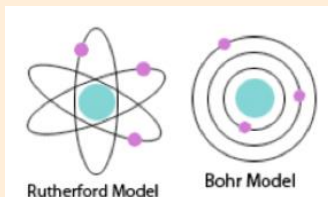
- Sea water is purified by distillation.
- Water for chemical tests must be purified or dissolved ions etc. will interfere with the tests.

Atom Structure Diagram



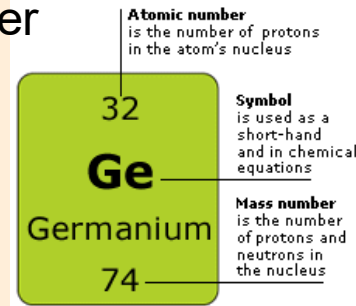
Subatomic Particles

Subatomic particle	Location	Mass	Charge
Proton	Nucleus	1	+1
Neutron	Nucleus	1	No charge
Electron	Shells	0 (negligible)	-1



Atom Symbols

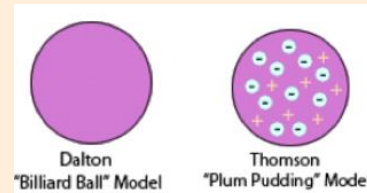
Bigger number is the mass number.
To find neutrons subtract the smaller number



History of Atom

Dalton

Solid sphere



Thompson

Protons/
electrons randomly arranged

Rutherford/Bohr

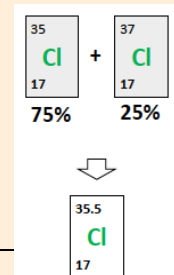
Positive nucleus with
electrons around

Isotopes

- Elements with the same number of protons but different numbers of neutrons
- This explains why relative atomic mass (M_r) isn't always a whole number

H - e.g. M_r of Cl is calculated using
The abundance of each of the

Atomic masses of the isotope
 $(35 \times 75/100) + (37 \times 25/100) = 35.5$



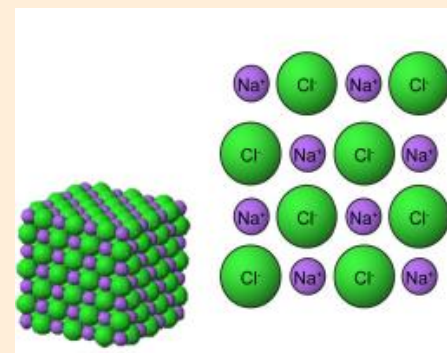
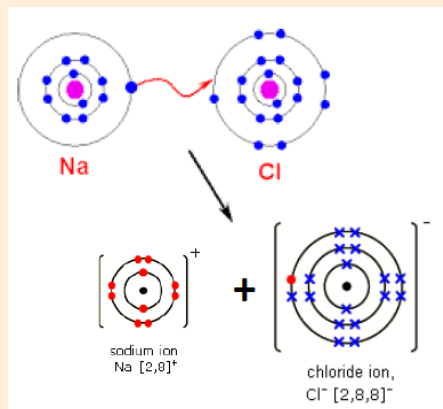
History of Periodic table

Ions

- Atoms are more stable with full outer electron shells
- Metals lose electrons resulting in a positive ion. E.g. sodium in group 1 $\rightarrow$ Na^+ ion and calcium in group 2 $\rightarrow$ Ca^{2+} ion
- Non-metals gain electrons resulting in a negative ion, e.g. oxygen in group 6 $\rightarrow$ O^{2-} ion and chlorine in group 7 $\rightarrow$ Cl^- ion

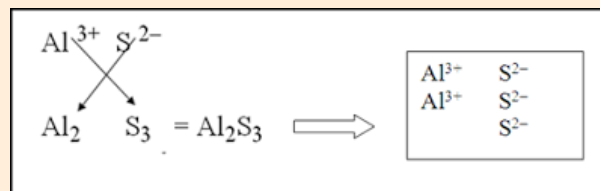
Ionic Compounds

- Positive and negative ions arrange in a regular lattice
- This explains properties including ability to dissolve, conduct electricity when dissolved/molten but not solid, high melting & boiling points



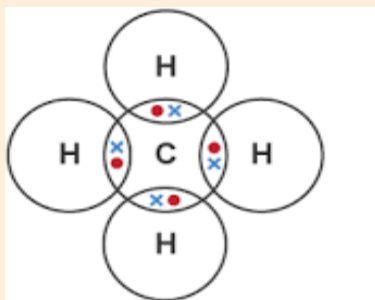
Ionic Bonding

- Positive and negative ions are attracted and form a compound
- Compound name -ide with 2 elements, -ate with 3 elements including oxygen
- Use the crossover method to determine the formula

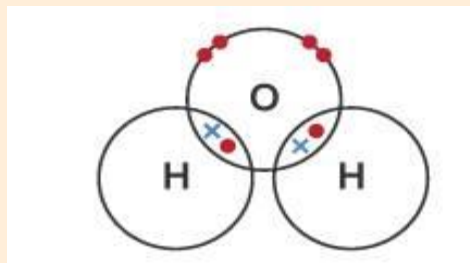


Covalent Bonding

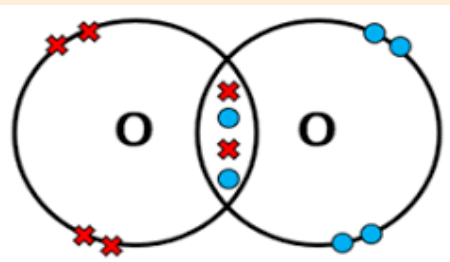
- A pair of electrons are shared to complete the outer shell
- Between non-metals and non-metals
- Simple molecular, strong bonds between atoms
- Weak between molecules so they are gases at room temp



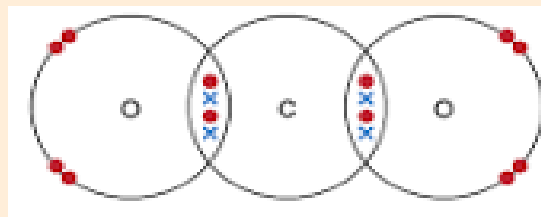
Methane (CH_4)
– 4 single bonds



Water (H_2O) – 2
single bonds



Oxygen (O_2) – 1 double
bond



Carbon dioxide (CO_2) – 2
double bonds

Giant Covalent Structures, Allotropes

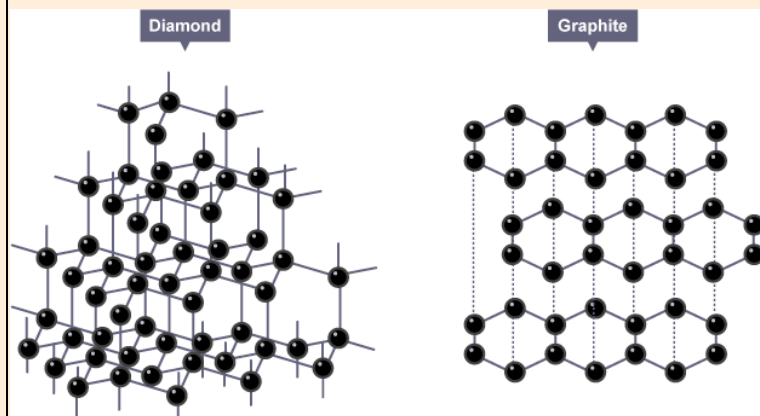
- Bonding between many non-metal atoms

Diamond,

- each C atom forms 4 bonds
- Rigid, strong and doesn't conduct electricity
- Used for cutting tools

Graphite,

- each C forms 3 bonds leaving a free electron and weak bonds between layers
- Soft, good electrical conductor
 - Used as a lubricant



Fullerenes, Allotropes of carbon

C60

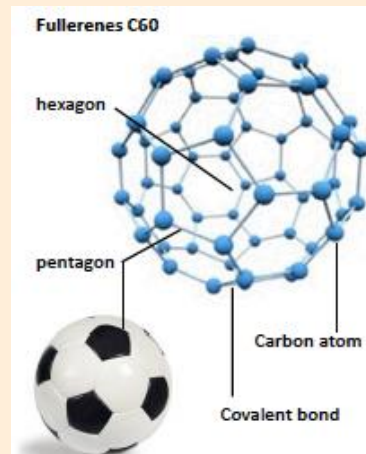
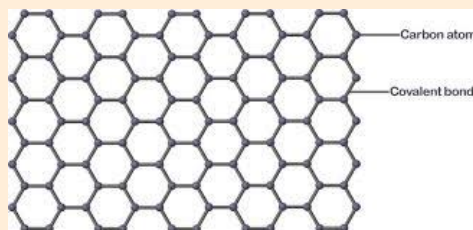
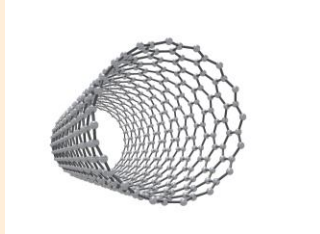
Strong, weak intermolecular forces
(like graphite)

Can be used as lubricants

Graphene

Strong, light, good electrical conductor

Can be rolled into tubes

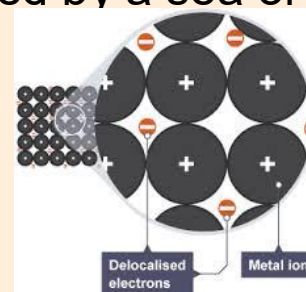


Bonding Models

Ball and stick models are limited: they don't show electrons and appear to have large gaps between atoms. Dot and cross diagrams are limited: they are 2D and don't show bond angles.

Metallic Bonding

- Metal atoms lose electrons to become positive ions surrounded by a sea of free electrons
- Allows metals to conduct electricity/heat and be malleable



Fullerenes, Allotropes of carbon

C60

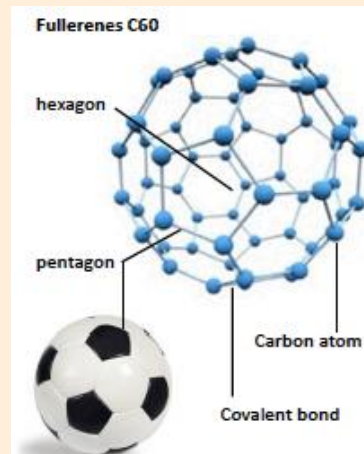
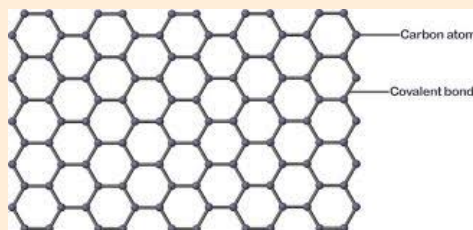
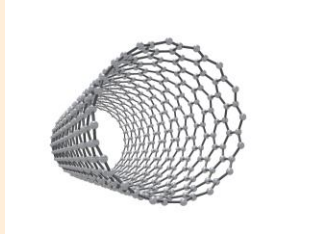
Strong, weak intermolecular forces
(like graphite)

Can be used as lubricants

Graphene

Strong, light, good electrical conductor

Can be rolled into tubes

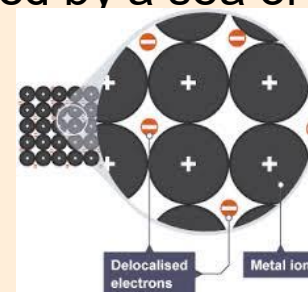


Bonding Models

Ball and stick models are limited: they don't show electrons and appear to have large gaps between atoms. Dot and cross diagrams are limited: they are 2D and don't show bond angles.

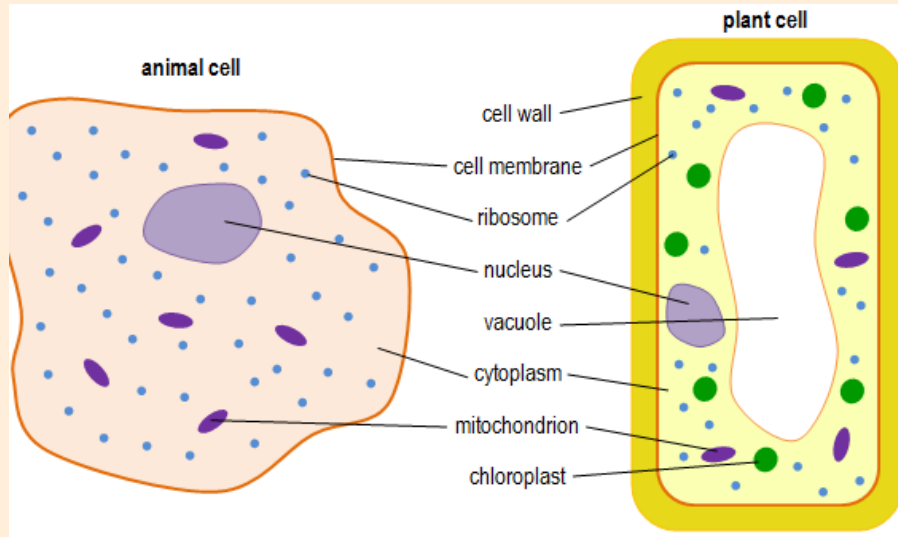
Metallic Bonding

- Metal atoms lose electrons to become positive ions surrounded by a sea of free electrons
- Allows metals to conduct electricity/heat and be malleable



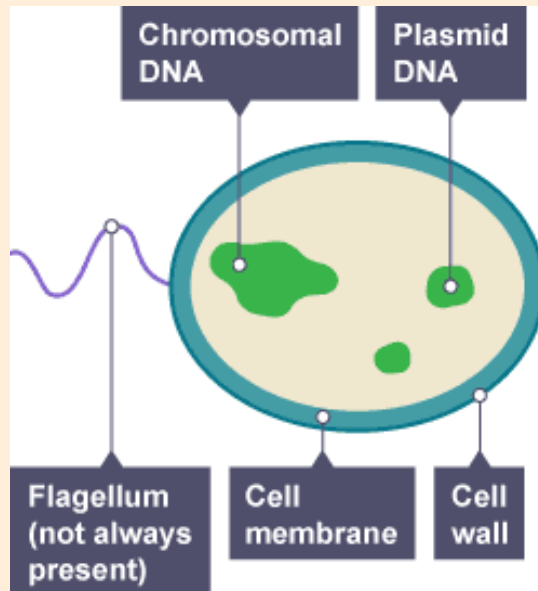
Cell Structure

- Animal cell



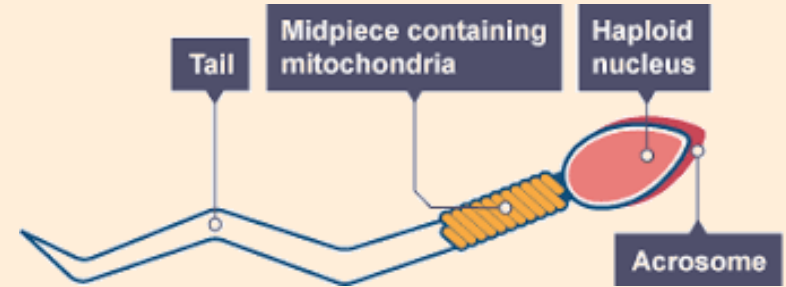
- Plant cell

- Bacterial cell

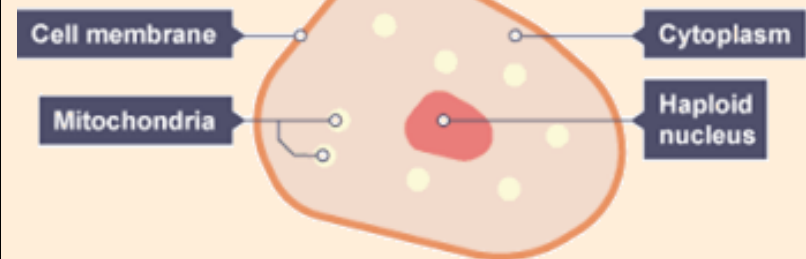


Specialised Cells

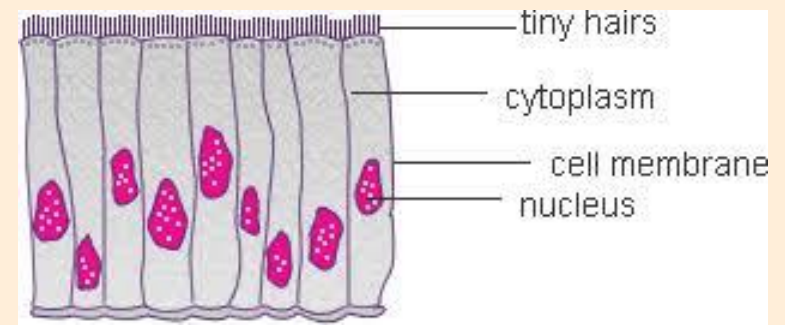
- Sperm cell



- Egg cell

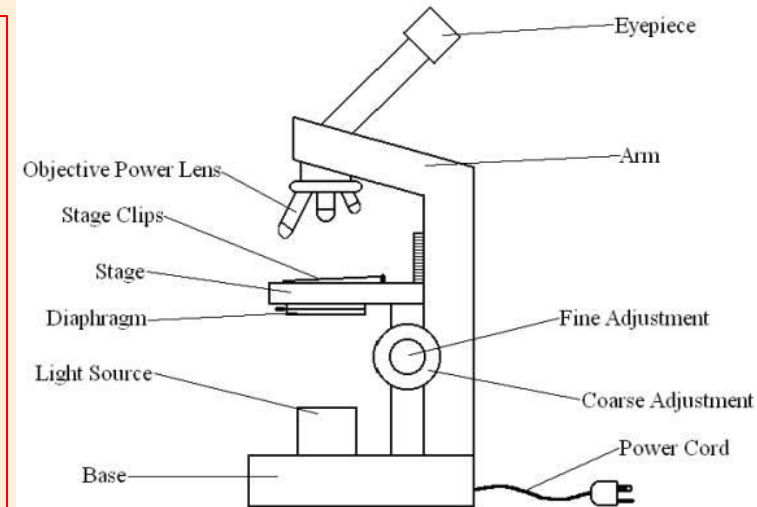


- Ciliated epithelial cell



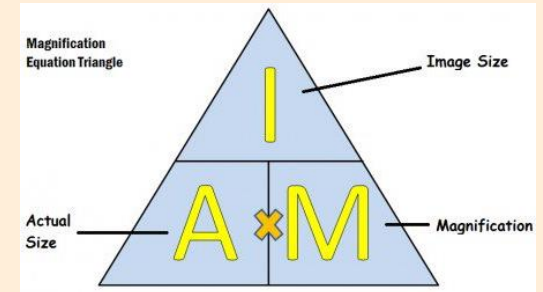
Making Microscope Slides

1. Take a thin **slice** of a sample/specimen
2. Put a drop of water on a **glass slide** and use tweezers to add the sample to the slide
3. Add a drop of **stain** e.g. iodine (makes the cell visible)
4. Use a tweezer to lower a **cover slip** and press down firmly (make sure there are no bubbles)
5. Put the slide on the stage and secure using the clips
6. Choose the lowest powered **objective lens**
7. Use the focusing wheel to move the stage up and down while looking through the **eyepiece lens** (this is to focus the image)
8. Put a clear ruler on the stage to measure the diameter of your field of view
(this will allow you to estimate the size of the specimen)
9. Repeat focusing with higher-powered objective lens if needed

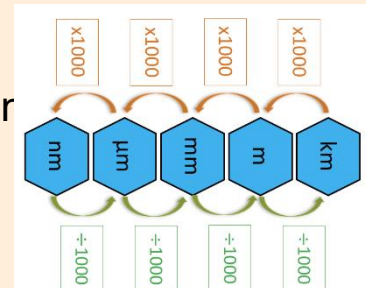


Magnification

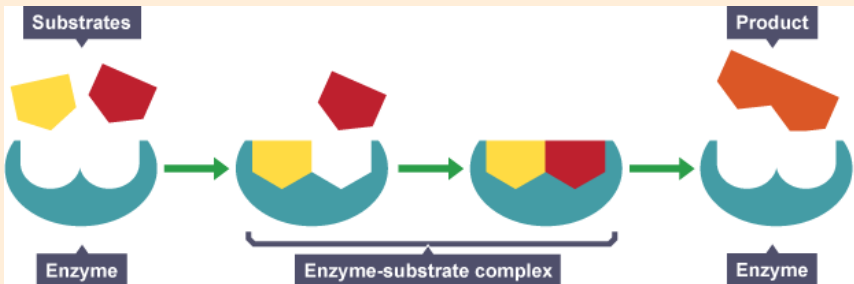
Magnification = image size ÷ actual size



- Unit conversion



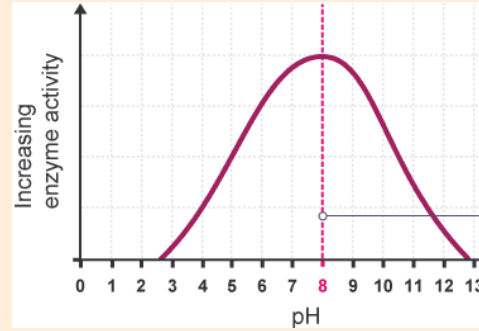
Enzyme Structure



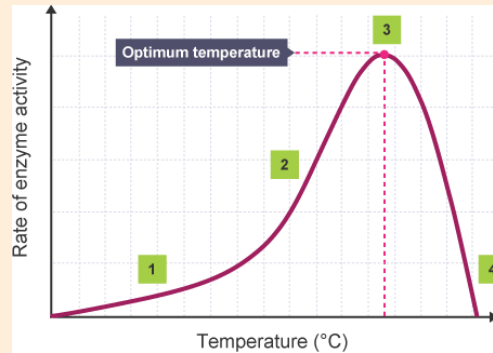
Enzymes are a **biological catalyst**. They speed up chemical reactions where things are split apart or joined together. Enzymes only work with one **substrate**, they have a high specificity due to the shape of the **active site**. The substrate's shape has to match the active site's shape exactly. This is called **the 'lock and key' model**.



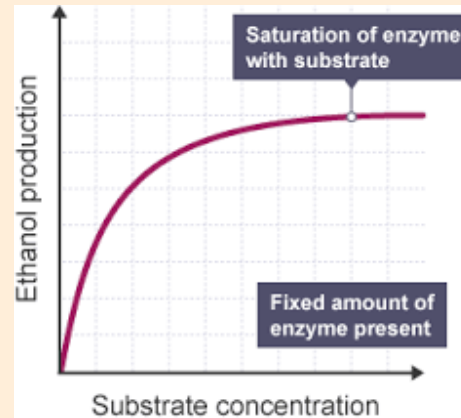
Factors affecting enzymes



As the enzyme experiences conditions away from the optimum the shape of the active site begins to change meaning the substrate can't fit as well and less reactions will occur.

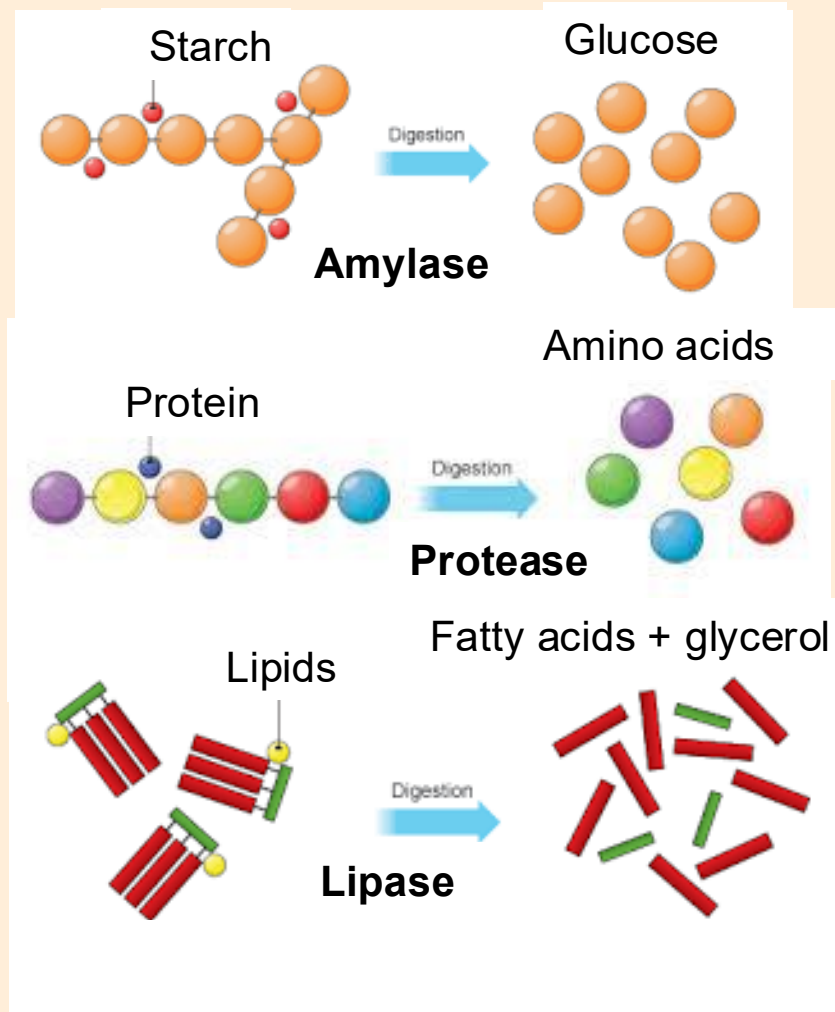


As the enzyme experiences warmer conditions it (and the substrate) will move more quickly, there will be more collisions and more reactions. After the optimum the heat causes the shape of the active site to change in the same way as pH.



As more substrate is added the more collisions there will be with available enzymes and more reactions, up until a certain (saturation point), where all of the enzymes are already working at their maximum rate.²⁸

Specific digestive enzymes



All of these digestive processes can happen in reverse = synthesis.

Transport

Diffusion

Movement of particles from high concentration to low concentration e.g. carbon dioxide into plant leaves

Osmosis

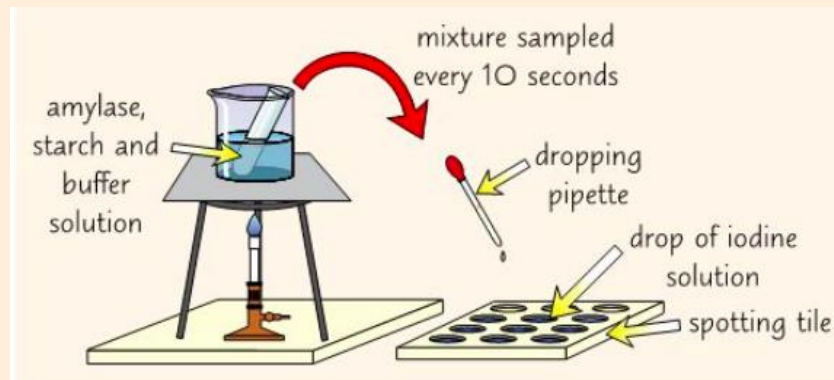
Movement of water particles across a partially permeable membrane from high water concentration to low water concentration e.g. water into plant roots

Active Transport

Movement of particles across a membrane from high concentration to lower concentration, using energy transferred during respiration e.g. nitrates into plant roots

Investigating Enzymes

The enzyme amylase catalyses the breakdown of the starch into glucose (sugar). The enzyme is added to buffer solutions of different pHs. The time it takes for the enzyme to work is calculated by continuously sampling the mixture and adding it to iodine (test for starch). When all of the starch has been broken down, the iodine will stop changing colour. Calculation needed: $\text{Rate} = 1 \div \text{time taken}$.



Investigating Osmosis

1. Prepare sucrose solutions of 5 concentrations
2. Measure the mass of potato cylinders
3. Put one cylinder into a test tube of each solution
4. Leave for 40 mins
5. Pat dry and reweigh

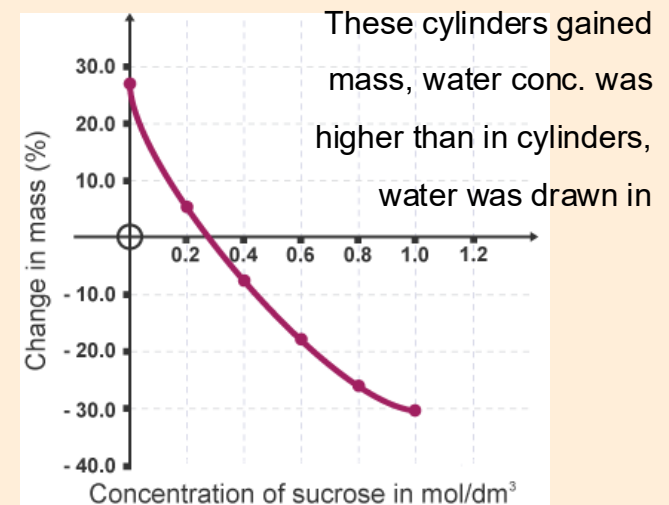
Results

Calculate percentage change in mass.

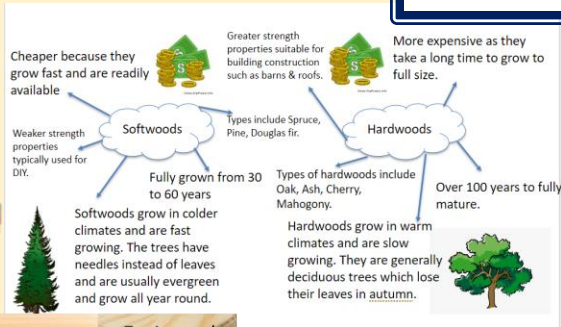
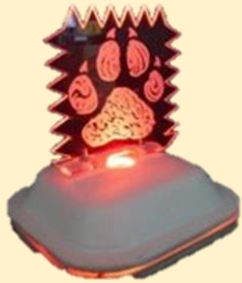
Percentage change = $\frac{\text{final mass} - \text{initial mass}}{\text{initial mass}} \times 100$

initial mass

The point where the line crosses the x-axis means the concentration inside and outside of the potato cylinder were the same.

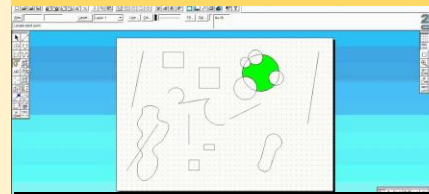


These cylinders lost mass, water conc. was lower than in cylinders, water was drawn out



Y9- Lamp project

Computer Aided Design- 2D design-



Advantages of CAD

Increased accuracy of design compared to hand drawings.

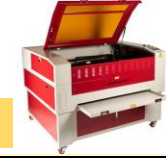
Designs can be saved & edited for mistakes/ changes easily.

Can be exported to different formats for manufacture e.g DXF & STL.

Designs can be tested virtually instead of physically modelled.



Solder iron



Vacuum former



File



Coping Saw



Tri-Square



Tenon Saw



Bench Hook



Pillar Drill



Vertical Sander

	Hardwood	Softwood	Engineered wood
Origin	Deciduous trees that have leaves and seeds	Conifer trees that have needles and cones	Real timber, waste wood or a combination
Examples	Ash, beech, birch, cherry, oak, maple, and walnut	Cedar, fir, pine, spruce and redwood	Plywood, MDF, chipboard and veneered boards
General Characteristics	Slower growth rate and often higher density	Faster growth rate and often lower density	Large standard sized panels of varying density
Uses	High quality furniture, decorative woodwork, decks, flooring...	Building components, furniture, exterior cladding...	Furniture (shelves and cupboards), walls, counters...
Cost	Typically, higher cost	Typically, lower cost	Lower cost

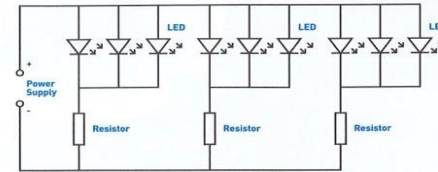


Polymers (plastics)

- During this project you will use plastics. Its important you know the difference between the 2 main groups of plastics; **thermosetting plastic** & **thermoforming plastic**.

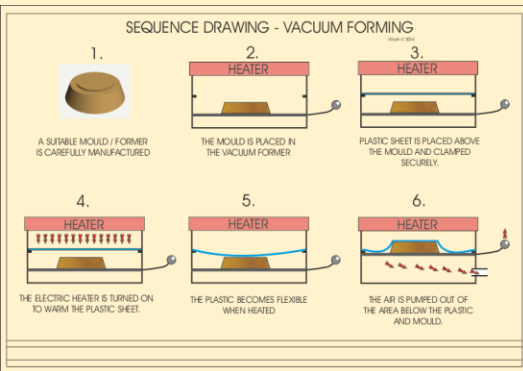
Thermoforming plastic	Properties & Uses
Acrylic	Hard and shiny, resist weather well. Can be used to make baths, motorbike helmet visors and shop display signs.
Thermosetting Plastic	Properties & Uses
Melamine Formadehyde	Strong and scratch proof. Used to laminate chipboard to form kitchen worksurfaces.
	Thermosetting plastic Resist heat and fire. They undergo a chemical change when heated and moulded and permanently become hard and rigid.

HOW THE 5V LED DESK LAMP WORKS



The circuit diagram for the 5V LED Desk Lamp is shown above. It is a very simple circuit. The board contains nine LEDs, these are grouped in to threes, with each group of three sharing a current limit resistor.

LEDs can be damaged if too much current goes through them so a 33 Ω resistor is on each 'branch'. This allows around 20mA to each LED or 60mA per branch.



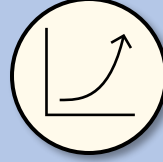
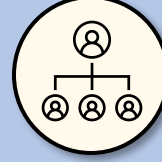
Food Employability Skills – What do you need to get a job in the Food Industry?

Listening

Speaking

Problem Solving

Creativity

Staying Positive

Aiming High

Leadership

Teamwork
Carbohydrates

Carbohydrates fall into 3 categories:

- **Starchy**
- **Sugars**
- **Fibre (non-starch)**

Starchy Carbs Include


- Bread
- Pasta
- Rice
- Cereals
- Oats
- Grains

Sugary Carbs Include:


- Fruits
- Soft drinks
- Sweets
- Desserts
- Sweet potatoes
- Some cereals

Fibrous Carbs Include:


- Vegetables
- Beans
- Whole grains

Allergy	What this means	Foods to avoid	Alternatives
Coeliac	Allergy to wheat/gluten. This means that eating gluten triggers an immune reaction which damages the lining of the small intestine.	Foods made with flour cannot be eaten including cakes, biscuits, pasta and bread.	Gluten free flour or flours made from other ingredients like rice, soya etc.
Nut allergy	Can cause anaphylactic shock where the throat swells until a person cannot breathe. They need to be treated with adrenalin.	Any nut-based products - Some people are allergic to some nuts but not others.	You need to check packets to ensure all ingredients are free from traces of nuts.
Fish and seafood	Can cause an increase in severe asthma. Itching of the mouth, skin reactions, and anaphylaxis causing swelling and possible death.	Any sea food, some everyday fish, and fish supplements	Use other meats and avoid any oils that may contain fish.
Egg allergy	Eggs have two allergenic parts, the yolk and the white. They can cause anaphylactic shock, skin reactions and upset stomach.	Any foods containing eggs including; ice cream, cakes, battered foods etc.	Egg replacer.
Lactose intolerance	The body is unable to digest lactose, a type of sugar mainly found in milk and dairy products. Symptoms commonly include skin reactions, Allergic conjunctivitis, nausea, abdominal pain, vomiting, or diarrhoea.	Any dairy products containing lactose including cheeses, creams, butter, milks etc.	Lactose free milks and dairy products.

Food Tech

Being Healthy

Staying healthy isn't just about maintaining the correct weight.



It is therefore possible to be the correct weight and unhealthy.
Why? Because to be healthy we need the right combination of nutrients.

The easiest way to do this is to eat a wide variety of different foods from the Eatwell Guide and to understand which foods supply which nutrients and why we need them.

When choosing dishes and planning healthy foods the cooking method is important as it can turn a healthy food into a less healthy food.

Adding fat to help to cook food adds calories and excessive calories can lead to weight gain. If a saturated fat (butter, lard, ghee, goose fat) is used then this can lead to high cholesterol which is linked to coronary heart disease. If an unsaturated fat (olive oil, rapeseed, vegetable or sunflower oil) is used this is better for our health but still high in calories.

Potatoes are a good choice of food to consider when understanding how the method of cooking can affect health as they can be cooked in so many ways.

For example:

- Boiled potatoes = 83 kcals per 100g
- Baked potatoes = 87 Kcals per 100g
- Chips = 255 Kcals per 100g (more if they are fries)
- Crisps = 532 Kcals per 100g

HEALTHIEST COOKING METHODS



STEAMING

- No direct heat
- Retains nutrients
- Adds flavour



GRILLING

- Minimal oil
- Seal in flavour
- Reduce fat content



MICROWAVING

- No oil required
- Quick cooking
- Nutrients intact



STIR-FRYING

- Minimal oil
- Nutrients intact
- Great texture



POACHING

- Enhance nutrients
- Add flavours
- Reuse nutrient stock



NO COOKING

- No oil
- Nutrients not lost
- Taste enhanced in partial cooking

Rugby

We will focus on: You will develop skills and acquire knowledge and understanding of rules and regulations and how to apply these.

THE GAME

Y7/8 up to 12 players per side, whom all have different positions

Y9/10 up to 15 players per side, whom all have different positions

Aim of the game is to run the ball into the try zone (behind the posts) and place the ball down

BASIC RULES

Attackers must pass the ball backwards or sideways

If a ball is passed forwards or dropped forwards from a player's hand, then a scrum is awarded

Both attackers and defenders must stay behind the ball where possible

A game restarts by the conceding team kicking towards the attacking team from the half-way line

When tackling, both arms must be used, and it must be waist height or below

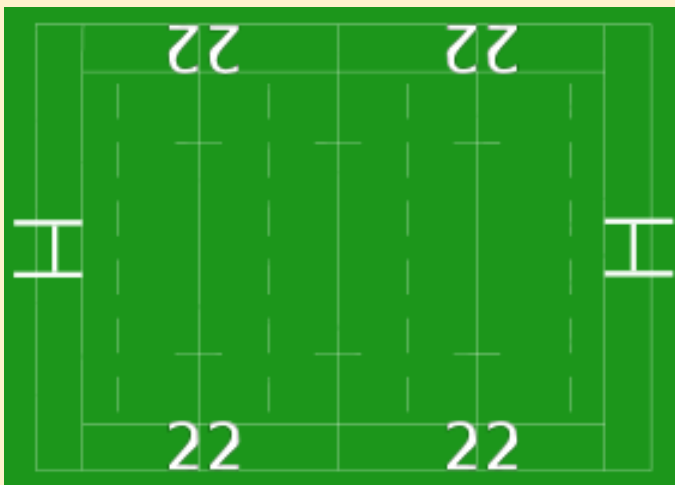
Rucks and mauls can be used to contest possession once a tackle has been made

Advantage can be played to keep the game flowing if the attacking team still retain possession

Warming up before PE is very important.

A warm up consists of:

- Pulse raising
- Mobility
- Dynamic movement
- Stretching
- Skill rehearsal phase



High tackle	When a defender makes a tackle higher than the shoulders
Offside	When the ball is on the floor from a contact situation, the defender/attacker is in front of the ball
Knock-on	When an attacker drops the ball forward from their hands
Forward pass	If the ball is passed forward to a member on their team

Netball

We will focus on: You will develop skills and acquire knowledge and understanding of rules and regulations and how to apply these.

THE GAME

7 players per side, whom all have different positions

A goal is scored when a GA or GS gets the ball into the hoop from within the D.

All players have set positions and set areas that they are allowed to go

BASIC RULES

You cannot move when you have the balls in your hands.

Your position influences where you are allowed on the court.

You must be 1m away from the ball to defend it.

If the ball gets knocked out of the court by team A, then team B will gain the throw in.

A penalty is awarded if obstruction or contact has been called.

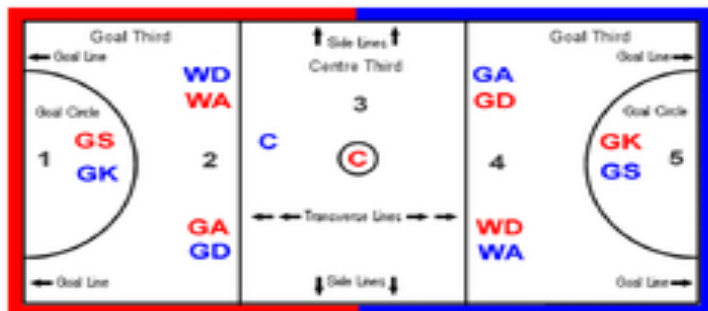
A free pass is awarded if footwork or offside has been called.

Warming up before PE is very important.

A warm up consists of:

- Pulse raising
- Mobility
- Dynamic movement
- Stretching
- Skill rehearsal phase

Netball Court Positions



Footwork	When you place down your landing foot.
Offside	If you go into an area you are not allowed to.
Contact	When you contact/touch another person on court.
Obstruction	If you stand closer than 1m to the opposition with the ball.
Penalty	If you case a foul to/on another player.
Free pass	If you commit a foul on your own.

Indoor Athletics

We will focus on: You will develop skills and acquire knowledge and understanding of rules and regulations and how to apply these.

EVENTS

During your indoor athletics lessons, you will cover a wide range of events:

Running events – 1x1 Lap Relay 2x2 Lap Relay, 4 x 1 Lap Relay 4 x 2 Lap Relay, Obstacle relay, 6 lap parlauf, 8 lap parlauf.

Throwing events – Shot putt, Indoor javelin, indoor discus.

Jumping events –standing long jump, standing triple jump, speed bounce vertical jump.

BASIC RULES

Athletes competing must step up to the start line, ensuring that their feet remain behind the line. On the whistle the athlete runs towards the 1st Reverse board, turns and runs the return leg, turning on the 2nd Reversaboard behind the team mat. They must return to the centre of the hall to either continue or finish the race.

Shot putt the athlete must stay behind the release line at all times or would lead to a “no throw” Throws are measured from the first point of contact with the ground, not where the shot finishes.

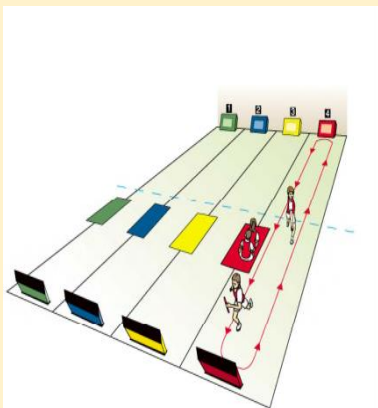
Long jump and standing triple jump the athlete must stand on the mat with both feet behind the take off datum line.

Vertical jump the athlete must stand sideways on to the wall with the nominated jumping arm closest to the wall. They then jump from a standing position and touch the scale at the highest possible point

Warming up before PE is very important.

A warm up consists of:

- Pulse raising
- Mobility
- Dynamic movement
- Stretching
- Skill rehearsal phase



Coordination	The maintenance of the centre of mass over the base of support. Reference can be made to whilst static or dynamic.
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.
Power	The product of strength and speed, i.e. strength x speed.
Agility	The ability to move and change direction quickly (at speed) whilst maintaining control.
Balance	The maintenance of the centre of mass over the base of support. Reference can be made to whilst static or dynamic.

9.1 Technology and Media Spanish

3 time frames
constructions
Infinitives
justifications

Negative

Opinions and

Comparatives – to express more or less than
... **es más...adjective...que** - is more...adjective...than
... **es menos ...adjectiveque** - is less...adjective... than
... **es tan...adjective....como** – is as...adjective...as
For example:
*Es más grande **que** su hermano. (He is taller (more tall) than his brother.)*
*Esta casa es **menos** grande **que** nuestra casa. (This house is smaller (less big) than our house.)*
*Este perro es **tan** grande **como** mi gato. (This dog is as big as my cat).*

Make a Spanish comparison from good to better or from bad to worse:
Like in English the words for bad and good are irregular . Good > better (bueno > **mejor**) and bad>worse (malo > **peor**).
For example:
*Esta pizza es **mejor** que la otra. (This pizza is better than that other one.)*
*La gripe es **peor** que un resfriado. (Flu is worse than a cold)*

**Notice that the adjective always agrees with the first noun*
Superlatives – to express the biggest, the most interesting etc...
... **est el/la/los/las más + adjective** – is the most + adjective
....**est el/la/los/las menos + adjective** - is the least + adjective
For example:
*La **más** inteligente de la clase (the most intelligent in the class)*
*El **menos** grande de la familia (the shortest (least tall) in the family*

Adjectives describe nouns e.g. un móvil azul (a blue mobile phone) and they have to agree with the noun they are describing.
In Spanish, adjectives must agree with the noun (or pronoun) they describe in gender and in number.
This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g. una televisión negra (a black television). If that same noun is also plural, the adjective will be feminine AND plural as well e.g. las televisiones negras (black televisions).

Opinion phrases	
En mi opinión	In my opinion
Pienso que	I think that
Creo que	I believe that
Diría que	I would say that
Personalmente	Personally
A mi juicio	In my opinion
Considero que	I consider that
Desde mi punto de vista	From my point of view
Lo / Las encuentro	I find it / them

Connectives	
y	and
pero	but
porque	because
sin embargo	however
además	furthermore
por ejemplo	for example
luego	then
finalmente	finally
no obstante	nevertheless

Time phrases	
Hoy	Today
Normalmente	Normally
De vez en cuando	From time to time
A veces	Sometimes
El fin de semana	On the weekend
(Dos) veces por semana	(Twice) a week
A menudo	Often
Siempre	Always
Ayer	Yesterday
Anteayer	The day before yesterday
La semana pasada	Last week
El fin de semana pasado	Last weekend
El mes/año pasado	Last month/year
Anoche	Last night
Hace (dos días/años)	(Two days/years) ago
Mañana	Tomorrow
En el futuro	In the future
El fin de semana próximo	Next weekend
La semana próxima	Next week
El año próximo	Next year



TECHNOLOGY VERBS

borrar	to delete, erase
cargar	to load
chatear	to chat online
colgar fotos	to post photos
comunicarse	to communicate
contestar	to answer
crear	to create
dar	to give
descargar	to download
enviar	to send
funcionar	to work, to function
guardar	to save
hablar	to speak, to talk
mandar	to send
navegar la red	to surf the internet
poder	to be able to
recibir	to receive
sacar fotos	to take photos
transmitir	to stream
usar	to use
utilizar	to use



9.1 Technology and Media Spanish

TECHNOLOGY NOUNS

el archivo	file
el correo basura	spam, junk mail
el correo electrónico	email
el disco duro	hard drive
el juego	game
el mensaje de texto	text message
el móvil	mobile/smartphone
el ordenador	computer
el ordenador portátil	laptop
el videojuego	video game
la canción	song
la pantalla	screen
la red	internet
la red social	social network
la revista (digital)	(digital) magazine
la sala de chat	chat room
la tableta	tablet
la tecnología	technology

FILM GENRES

las películas de acción	action films
las películas de amor	romantic films
las películas de ciencia ficción	sci-fi films
las películas de drama	dramatic films
las películas de suspense	suspense films
las películas de terror	horror films



TECHNOLOGY ADJECTIVES

aburrido/a	boring
antiguo/a	old
animado/a	exciting
confuso/a	confusing
corto/a	short
de moda	fashionable
despacio/a	slow
entretenido/a	entertaining
escalofriante	scary
estimulante	stimulating
informativo/a	informative
interesante	interesting
inútil	useless
largo/a	long
lento/a	slow
peligroso/a	dangerous
práctico/a	practical
rápido/a	fast
ridículo/a	ridiculous
roto/a	broken
útil	useful



TV GENRES

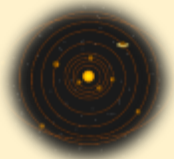
las comedias	comedies
los concursos	game shows
los dibujos animados	cartoons
los documentales	documentaries
las noticias	the news
los programas de deporte	sports programmes
las series policiacas	crime series
las telenovelas	soap operas

THE PERFECT TENSE

HABER

he (I have)
has (you have)
ha (he/she have)
hemos (we have)
habéis (you have)
han (they have)



a  alto	e  elefante	i  idea	o  yo	u  universo	ll  libro llamar
ca  casa	co  comer	cu  cuerpo	ce  cerca	ci  cierto	z  zona
ga  ganar	go  gol	gu  preguntar	ge  gente	gi  imaginar	j  ojo
ñ  mano  español	v  celebrar  ver	rr  pero  perro	h  hablar	porqu e  que qui  quiero	guerra  gui  gue guitarra

9.2 Leisure and Healthy Living Spanish

3 time frames
Infinitives
Time phrases

opinions
justifications
describing and

Verbs and the present tense in Spanish

The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (comer, beber, jugar, visitar, vivir, ir etc.). The infinitive ends in **-ar, -er or -ir**.

Forming the present tense in Spanish

Take off the last 2 letters of the infinitive (**-ar, -er or -ir**) and add the following endings depending on the pronoun:

*Important! There are some key irregulars to learn which don't follow this pattern – **ir** (as shown here), **ser**, **tener** and **hacer** are really important!

	comparing AR verb	ER verb	IR verb
yo (I)	-o	-o	-o
tu (you)	-as	-es	-es
él/ella (he/she)	-a	-e	-e
nosotros/as (we)	-amos	-emos	-imos
vosotros/as (you all)	-áis	-éis	-ís
ellos/ellas (they)	-an	-en	-en

Verbs and the near future tense in Spanish

You can talk about the future by using the near future tense.

Use part of the verb **IR** + **a** + the infinitive to say what you are **going** to do.

Este tarde **voy a jugar** al tenis. *This evening I am going to play tennis.*

Mañana Paul **va a hacer** un pastel. *Tomorrow Paul is going to make a cake.*

IR (to go)	
voy	I am going
vas	You are going
va	He /she/one is going
vamos	We are going
vais	You (lot) are going
Van	They are going

Verbs and the past tense in Spanish

The **preterite** is the past tense used in Spanish to describe a completed action at a specific time in the past (e.g. ayer (yesterday), el año pasado (last year)). For regular we take off **-ar, -er or -ir** and add the below endings :

	-AR	-ER / -IR
I	é	í
You (sg)	aste	iste
He/she/it	ó	ió
We	amos	imos
You (pl)	asteis	isteis
They	aron	ieron

Examples:

Tomar = to take
To form "I took"

~~TOMAR~~ > tom > tomé

Hablar = to speak
To form "she spoke"

~~HABLAR~~ > habl > habló

9.2 Leisure and Healthy Living Spanish

3 time frames

Infinitives

Time phrases

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1. Expressing FUTURE intentions :

Tengo la intención de + infinitive (I plan to/ I intend to ...)

Me gustaría + infinitive (I would like to...)

2. Using infinitives after me gusta/no me gusta/odiar/preferir :

You can also use an infinitive after opinion verbs such as *aimer*, *odiar* and *preferir*. They are usually translated with a **gerund** (a verb ending with -ing) in English:

Me gusta vivir à Newcastle - I like living in Newcastle.

Prefieres jugar al fútbol o al tenis? - Do you prefer playing football or tennis?

Odio beber café porque es asqueroso – She hates drinking coffee because it's disgusting.

3. Opinions

Me gusta(n) - I like

Me gusta(n) **mucho** - I like a lot

No me gusta(n) **mucho** - I don't like much

Prefiero – I prefer

Odio - I hate

No suporto - I can't stand

4. Justification

Porque - because

Por lo tanto – therefore/so

Por consiguiente- consequently

5. Comparisons

Más....que –more...than

Menos...que - less...than

Tan...como – as...as

6. Superlative

El/la más – the most

El/la menos – the least

El/la major – the best

El/la peor – the worse

7. Time phrases

Normalmente - normally

pasado - last weekend

Usualmente - usually

Generalmente - generally

pasado- last summer

De vez en cuando/a veces – sometimes during lockdown

Luego – next

Raramente - rarely

El fin de semana que viene– next weekend

La semana que viene- next week

El fin de semana

El mes pasado - last month

El verano

Durante la cuarentena-

9.2 Leisure and Healthy Living Spanish

ACTIVITY VERBS

ir	To go
jugar	To play
comer	To eat
visitar	To visit
hacer	To do
bailar	To dance
beber	To drink
ver	To watch
escuchar	To listen
leer	To read
comprar	To buy
terminar	To finish
escribir	To write
dormir	To sleep
nadar	To swim
quedar	To stay
viajar	To travel
cantar	To sing
mandar SMS	To text
contactar	To contact
llamar	To call
cocinar	To cook
ayudar	To help
trabajar	To work
relajarse	To relax
descansar	To rest

INTENSIFIERS

muy	very	extremamente	extremel y
tan	so	demasiado	too
bastante	quite	realmente	really
un poco	a bit	nada	not at all

HEALTHY LIVING VERBS

	acostarse	To go to bed
	apetecer	To fancy (feel like)
	conseguir (un trabajo)	To get a job
	Correr	To run
	Drogarse	To take drugs
	Emborracharse	To get drunk
	Encontrarse bien/mal	To feel well/unwell
	Estar a dieta	To be on a diet
	Estar en forma	To be in shape
	Mantenerse en forma	To stay in shape
	Evitar	To avoid
	Fumar	To smoke
	Intentar (+ infinitive)	To try (to do something)
	Levantarse	To get up
	Preocuparse	To worry
	Sentirse	To feel
	Tener dolor	To have pain
	Tener sueño	To feel sleepy
	Superar	To overcome

GENTE

con	with
mis amigos	my friends
mi hermano	my brother
mi hermana	my sister
mis padres	my parents
mi familia	mi family
solo/a	alone

PEOPLE

SITIOS

SITIOS	PLACES
En casa	At home
En la casa de <u>mi amigo</u>	At my friend's house
En mi dormitorio	In my bedroom
En el salón	In the living room
En el jardín	In the garden
En mi barrio	In my neighbourhood
En Inglaterra	In England
En el extranjero	Abroad
En el pueblo	In town
En el campo	In the countryside
En las montañas	In the mountains
En la costa	At the coast

ADJECTIVES

relajante	relaxing
agradable	pleasant
serio/a	serious
deportivo/a	sporty
enriquecedor/a	enriching
divertido/a	fun
emocionante	exciting
rápido/a	quick
molesto/a	annoying
rápido/a	quick
aburrido/a	boring
fácil	easy
difícil	difficult
interesante	interesting
bueno/a para la salud	healthy
malo/a para la salud	unhealthy

9.9 Technology and Media FRENCH

TECHNOLOGY VERBS

supprimer	to delete, erase
charger	to load
tchatter	to chat online
poster des photos	to post photos
communiquer	to communicate
répondre	to answer
créer	to create
donner	to give
télécharger	to download
envoyer	to send
fonctionner	to work, to function
enregistrer	to save
parler	to speak, to talk
surfer sur internet	to surf the internet
diffuser	To broadcast
recevoir	to receive
harceler	To harass
regarder en streaming	to stream
partager	to share
utiliser	to use



une application/ une appli	an app
un appareil	a device
un influenceur	an influencer
une chaîne youtube	a youtube channel
une communauté	a community
un texto/un sms	text message
un téléphone portable	mobile/smartphone
un ordinateur	computer
un commentaire	a comment
des jeux-vidéo	video games
une chanson	song
un écran	screen
un achat	a purchase
les reseaux sociaux	social network / media
un salon de discussion	chat room
une tablette	tablet
la technologie	technology
le cyberharcèlement	cyberbullying
les jeunes	Young people

TV GENRES

les comédies	comedies
les dessins animés	cartoons
les jeux télévisés	game shows
les documentaires	documentaries
les infos	the news
les émissions de sport	sports programmes
les séries policières	police drama
les feuilletons	soap operas

Les émissions de musique	music programmes
La télé-réalité	reality TV
La météo	weather
La publicité	advert



ennuyeux/se	boring
vieux/vieille	old
animé(e)	exciting
confus	confusing
court(e)	short
à la mode	fashionable
lent(e)	slow
divertissant(e)	entertaining
effrayant(e)	scary
stimulant(e)	stimulating
informatif/ve	informative
intéressant(e)	interesting
inutile	useless
long(ue)	long
dangereux/se	dangerous
pratique	practical
rapide	fast
ridicule	ridiculous
cassé(e)	broken
passionnant(e)	exciting
utile	useful

FILM GENRES

Les films d'action	action films
Les films d'amour	romantic films
Les films de science fiction	sci-fi films
Les films dramatique	dramatic films
Les films à suspense	Suspense/thriller films
Les films de guerre	War films
Les films d'horreur	horror films



9.9 French Technology and Media Knowledge Organiser

3 time frames
constructions
Infinitives
justifications

Negative

Opinions and

Comparatives – to express more or less than

... **c'est plus...adjective...que** - is more...adjective...than
... **c'est moins ...adjectiveque** - is less...adjective... than
... **c'est aussi...adjective....que** – is as...adjective...as

For example:

Il est **plus grand que** son frère. (He is taller (more tall) than his brother.)

Cette maison est **moins grande que** notre maison. (This house is smaller (less big) than our house.)

Ce chien est **aussi grand que** mon chat. (This dog is as big as my cat).

Make a French comparison from good to better or from bad to worse:

Like in English the words for bad and good are irregular . Good > better (bon > **mieux**) and bad>worse (mauvais > **pire**).

For example:

WhatsApp est **mieux que** Facebook. WhatsApp a is better than Facebook.)

Snapchat est **pire que** Twitter. (Snapchat is worse than a Twitter)

**Notice that the adjective always agrees with the first noun*

Superlatives – to express the biggest, the most interesting etc...

... **c'est le/la/les plus + adjective** – is the most + adjective
....**c'est le/la/les moins + adjective** - is the least + adjective

For example:

La plus intelligente de la classe (the most intelligent in the class)

Le moins grand de la famille (the shortest (least tall) in the family)

Adjectives and connectives a blue phone.

In French, adjectives normally go after the words they are describing e.g. un portable bleu (a blue mobile phone) and they have to agree with the noun they are describing.

In French, adjectives must agree with the noun (or pronoun) they describe in gender and in number.

This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g. une télévision noire (a black television). If that same noun is also plural, the adjective will be feminine AND plural as well e.g. les télévisions noires (black televisions).

Comparatives and superlatives

Opinion phrases

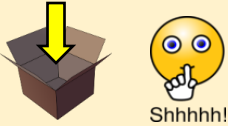
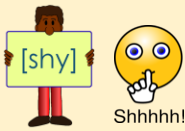
À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Je dirais que	I would say that
Personnellement	Personally
Je considère que	I consider that
De mon point de vue	From my point of view
Je le/les trouve	I find it / them
Selon moi	In my opinion
Je trouve que	I find that

Connectives

et	and
mais	but
parce que/car	because
çependant/pourtant	however
en plus	furthermore
par exemple	for example
ensuite	then
finalemt	finally
néanmoins	nevertheless

Time phrases

Aujourd'hui	Today
Normalement	Normally
Quelquefois	Sometimes
De temps en temps	From time to time
Le weekend	On the weekend
(Deux) fois par semaine	(Twice) a week
Souvent	Often
Toujours	Always
Hier	Yesterday
Avant-hier	The day before yesterday
La semaine dernière	Last week
Le weekend dernier	Last weekend
Le mois dernier	Last month
L'année dernière	Last year
Hier soir	Last night
Il y a (deux jours/ans)	(Two days/years) ago
Demain	Tomorrow
À l'avenir	In the future
Le weekend prochain	Next weekend
La semaine prochaine	Next week
L'année prochaine	Next year

SFC [silent final consonant]  dan x	a  animal	i  midi	eu  deux	e  je	au [au/eau]  gauche
u  tu	ou  nous	SFE [silent final -e]  timide x	é [é/-er/-ez]  écrire	en/an  enfant	on  Non!
ain/in  train	ê/è  tête [head]	ai  vrai	oi  voir [to see]	ch  chercher	ç/soft c  ici
qu  question	j/soft  jour	-tion  Attention!	ien  bien	Francophoniques	

9.10 Leisure and healthy living vocabulary list

Les activités	Activities
 aller	To go
 jouer	To play
 manger	To eat
 visiter	To visit
 faire	To do
 danser	To dance
 boire	To drink
 regarder	To watch
 écouter	To listen
 lire	To read
 acheter	To buy
 finir	To finish
 voir	To see
 écrire	To write
 dormir	To sleep
 nager	To swim
 rencontre	To meet
 voyager	To travel
 chanter	To sing
 envoyer des SMS	To text
 contacter	To contact
 téléphoner	To call
 cuisiner	To cook
 télécharger	to download
 travailler	To work
 aider	To help
 méditer	To meditate
se relaxer	To relax
se détendre	To rest

Les endroits	Places
 Chez moi	At home
 Chez mon ami	At my friend's house
 Chez mon père	At my dad's
 Chez ma mère	At my mum's
 Chez mes grand-parents	At my grand-parents'
 Dans ma chambre	In my room
 Dans le salon	In the living room
 Dans le jardin	In the garden
 Dans ma zone	In my neighbourhood
 En Angleterre	In England
 À l'étranger	Abroad
 En ville	In town
 À la campagne	In the countryside
 À la montagne	In the mountains
 Au bord de la mer	By the seaside

Adjectifs	Adjectives
 Aimable	Kind
 Agréable	Pleasant
 Content(e)	Happy
 Bavard(e)	Chatty
 Beau/belle	Beautiful
 Amusant(e)	Fun
 Mignon(ne)	Cute
 Joli(e)	Pretty
 Propre	Clean
 Parfait	Perfect
 Rapide	Fast
 Riche	Rich
 Sage	Wise
 Timide	Shy
 Travailleur/se	Hard-working
 Triste	Sad
 Ennuyeux/se	Boring
 Embêtant(e)	Annoying
 Sérieux/se	Serious
 Facile	Easy
 Difficile	Difficult
 Stricte	Strict
 Moche	Ugly
 Bruyant(e)	Noisy
 Impoli(e)	Rude
 Horrible	Horrible/Awful
 Paresseux/se	Lazy
 Sportif/ve	Sporty
 Enrichissant/e	Enriching
Intéressant(e)	Interesting
Vieux/vieille	Old
Relaxant	Relaxing

Healthy living key verbs	
 Se coucher	to go to bed
 Avoir envie de	to fancy, to feel like
 Courir	to run
 Se droguer	to take drugs
 Se soûler	to get drunk
 Se sentir bien/mal	to feel well/ill
 Être au régime	to be on a diet
 Être en forme	to be fit
 Éviter	to avoid
 Fumer	to smoke
 Essayer de (+ infinitive)	to try to
 Se lever	to get up
 Rester en forme	to keep fit
 S'inquiéter	to worry
 Goûter	to try, to taste,
 Se sentir	to feel
 Vaincre	to overcome
 Avoir mal	to have a pain (in)
 Être fatigué	to be tired

Verbs and the present tense in French

The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the ***infinitive*** (manger, boire, jouer, visiter, habiter, aller etc.). The infinitive ends in **–re**, **–er** or **–ir**.

Forming the present tense in French

Take off the last 2 letters of the infinitive (**–re**, **–er** or **–ir**) and add the following endings depending on the pronoun:

*Important! There are some key irregulars to learn which don't follow this pattern – aller (as shown here), être, avoir and faire are really important!

	RE verb	ER verb	IR verb
Je (I)	-s	-e	-s
tu (you)	-s	-es	-s
il/elle (he/she)		-e	-t
nous (we)	-ons	-ons	-issons
vous (you all)	-ez	-ez	-issez
ils/elles (they)	-ent	-ent	-issent

Verbs and the near future tense in French

You can talk about the future by using the **near future** tense.

Use part of the verb **ALLER** + **a** + the infinitive to say what you are **going** to do.

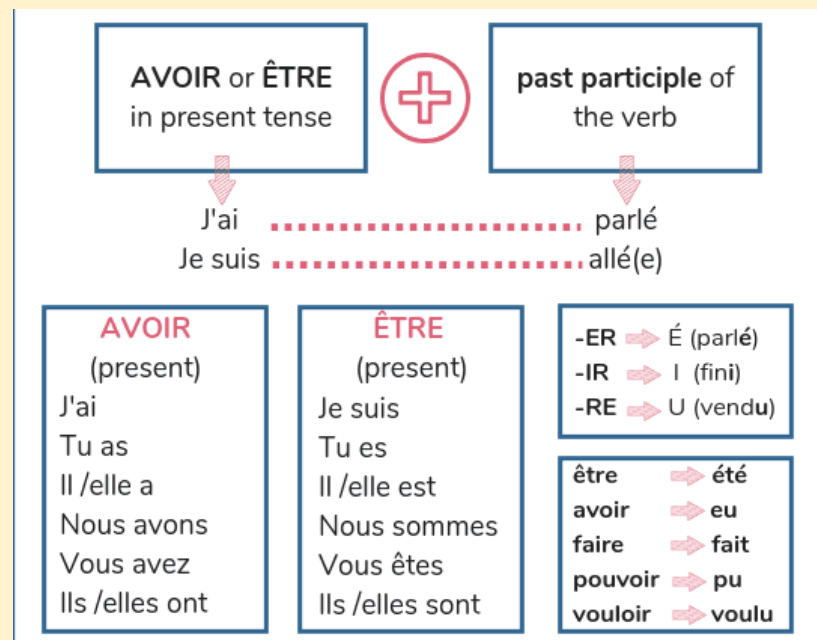
Ce soir je vais jouer au tennis. *This evening I am going to play tennis.*

Demain Paul va faire un gâteau. *Tomorrow Paul is going to make a cake.*

Aller (to go)

Je vais	I am going
Tu vas	You are going
Il/elle va	He /she/one is going
Nous allons	We are going
Vous allez	You (lot) are going
Ils/elles vont	They are going

Verbs and the past tense in French



1. Expressing FUTURE intentions :

J'ai l'intention de + infinitive (I plan to/ I intend to ...)

Je voudrais + infinitive (I would like to...)

2. Using infinitives after j'aime/je m'aime pas/je déteste/je préfère :

You can also use an infinitive after opinion verbs such as aimer, détester and préférer. They are usually translated with a **gerund** (a verb ending with -ing) in English:

J'aime habiter à Newcastle - I like living in Newcastle.Tu préfères jouer au foot ou au tennis? - Do you prefer playing football or tennis?Je déteste boire du café parce que c'est dégoûtant – She hates drinking coffee because it's disgusting.**3. Opinions**

J'aime - I like

J'aime beaucoup- I like **a lot**Je n'aime pas beaucoup- I don't like **much**

Je préfère – I prefer

Je déteste - I hate

Je ne peux pas supporter - I can't stand

4. Justification**Parce que** - because**Ainsi**– therefore/so**Par conséquent** - consequently**5. Comparisons****Plus....que** –more...than**Moins...que** - less...than**Aussi...que** – as...as**6. Superlative****Le/la plus** – the most**Le/la moins** – the least**Le/la mieux** – the best**Le/la pire** – the worse**7. Time phrases****Normalement** - normally**D'habitude** - usually**Généralement** - generally**Quelquefois** – sometimes**Ensuite** – next**Rarement** - rarely**Le weekend prochain**– next weekend**La semaine prochaine** - next week**Le weekend dernier** - last weekend**Le mois dernier** - last month**L'été dernière** - last summer**Pendant le confinement** - during lockdown

9.9 Technology and Media - German

Technology verb infinitives	
löschen	to delete, erase
hochladen	to upload
chatten	to chat online
Fotos teilen	to share photos
kommunizieren	to communicate
antworten/beantworten	to answer
schaffen	to create
geben	to give
herunterladen	to download
schicken	to send
funktionieren	to work, to function
speichern	to save (data on computer)
sprechen	to speak, to talk
das Internet surfen	to surf the internet
können	to be able to
Fotos nehmen	to take photos
bekommen	to get
simsen	to text
streamen	to stream
benutzen	to use
anrufen/ telefonieren	to call / phone
kaufen/ einkaufen	to buy / shop
lesen	to read
reden	to speak
sammeln	to collect
schreiben an	to write to
schützen vor	to protect against
aufladen	to charge
drohen	to threaten
stehlen	to steal

Technology nouns	
eine Datei	file
Junk-Mail	spam, junk mail
ein E-Mail	email
Computerfestplatte	hard drive
Spiele	games
die Nachrichten/SMS	text message
das Handy/das Smartphone	mobile/smartphone
der Computer	computer
der Laptop	laptop
die Computerspiele	video game
das Lied	song
der Bildschirm	screen
der Post	post
das App	app
der Blog	blog
das Internet	internet
soziale Medien	social media
das soziale Netzwerk	social network
eine Zeitschrift	magazine
Chatroom	chat room
die Kamera	camera
das Gerät	device / equipment
der Tablet- PC	tablet
Die Technologie	technology
WLAN	Wifi

Technology adjectives	
langweilig	boring
alt/altmodisch	old
spannend	exciting
schwer	difficult
kurz	short
modisch	fashionable
langsam	slow
unterhaltsam	entertaining
gruselig	scary
aufregend	stimulating
lehrreich	informative
interessant	interesting
nutzlos	useless
lang	Long
gefährlich / der Gefahr	Dangerous /danger
praktisch	practical
schnell	fast
dumm	stupid
modern	modern
witzig	funny / witty
kreativ	creative
sicher	safe / secure
kaputt	broken
beliebt	popular
traditionell	traditional
einfach	easy
nützlich	useful

9.10 Leisure and healthy living vocabulary list

<u>Die Aktivitäten</u>	<u>Activities</u>
gehen/fahren	to go
spielen	to play
essen	to eat
besuchen	to visit
sich bewegen	to move
joggen	to jog
machen	to do
tanzen	to dance
trinken	to drink
fernsehen	to watch TV
hören	to listen
lesen	to read
kaufen	to buy
beenden	to finish
sehen	to see
schreiben	to write
schlafen	to sleep
schwimmen	to swim
treffen	to meet
reisen	to travel
wandern	to hike
SMS schicken	to text
Fotos machen	to take photos
kontaktieren	to contact
anrufen	to call/phone
telefonieren	To telephone
kochen	to cook
herunterladen	to download
arbeiten	to work
helfen	to help
nachdenken	to meditate
sich entspannen	to relax
sich ausruhen	to rest

<u>Orte</u>	<u>Places</u>
Zu Hause	At home
bei meinem Freund	At my friend's house
bei meinem Vater	At my dad's
bei meiner Mutter	At my mum's
bei meinen Großeltern	At my grand-parents'
in meinem Schlafzimmer	In my room
im Wohnzimmer	In the living room
im Garten	In the garden
in meiner Gegend	In my neighbourhood
in England	In England
im Ausland	Abroad
in der Stadt	In town
auf dem Land	In the countryside
in den Bergen	In the mountains
an der Küste	By the seaside
<u>Leute</u>	<u>People</u>
mit	With
Meine Freunde	My friends
Mein Bruder	My brother
Meine Schwester	My sister
Meine Eltern	My parents
Meine Familie	My family
allein	Alone
<u>Intensifiers</u>	
sehr – very zu – too	
so – so wirklich – really	
ziemlich – quite äußerst – extremely	
ein bisschen – a bit, überhaupt nicht – not at all	

<u>Adjektive</u>	<u>Adjectives</u>
nett	kind
aktiv	active
angenehm	Pleasant
froh/glücklich	Happy
geschwätzig	Chatty
schön	Beautiful
lustig	Funny
niedlich/süß	Cute
hübsch/schön	Pretty
sauber	Clean
perfekt	Perfect
schnell	Fast
reich	Rich
klug	clever
schüchtern	Shy
fleißig	Hard working
traurig	Sad
langweilig	Boring
nervig	Annoying
ernst	Serious
einfach	Easy
schwer	Difficult
streng	Strict
hässlich	Ugly
laut	Noisy
unhöflich	Rude
schrecklich	Horrible/Awful
faul	L
sportlich	Lazy
bereichernd	Sporty
interessant	Enriching
alt	Interesting
entspannend	Old
gesund	Relaxing
ungesund	Healthy
	unhealthy

<u>Healthy living key verbs</u>	
ins Bett gehen	to go to bed
Lust haben	to fancy, to feel like
laufen	to run
Drogen nehmen	to take drugs
sich betrinken	to get drunk
sich gut/krank fühlen	to feel well/ill
auf Diät sein	to be on a diet
ins Fitnessstudio gehen	to go to the gym
fit sein	to be fit
vermeiden	to avoid
rauchen	to smoke
versuchen	to try to
aufstehen	to get up
in Form bleiben	to keep fit
sich sorgen	to worry
schmecken/probieren	to try, to taste,
sich fühlen	to feel
überwinden	to overcome
Schmerzen haben	to have a pain (in)
müde sein	to be tired
sich bewegen	to exercise
aufhören	to stop

<u>In der Freizeit</u>	<u>In your free time</u>
zum Café gehen	to go the café
zu einem Fest gehen	to go to a festival
zu einem Konzert gehen	to go to a concert
zu einer Party gehen	to go to a party
zur Küste gehen	to go to the coast
einkaufen gehen	to go shopping
feiern	to celebrate, party
fernsehen	to watch TV
in einer Mannschaft spielen	to play in a team
Berg steigen	to go mountain climbing
Romane lesen	to read novels
In einem Wettbewerb teilnehmen	to take part in a competition
Ausgehen	to go out
Familie besuchen	to visit family
joggen	to jog
kochen	to cook
laufen	to run / walk
schwimmen	to swim
singen	to sing
spazieren	to walk / stroll
Filme streamen	to stream films
tanzen	to dance
tauchen	to dive
mit Freunden treffen	to meet friends
wandern	to go on walk / hike
malen	to paint
zeichnen	to draw

<u>Was ist los?</u>	<u>What's wrong?</u>
Mir ist heiß	I feel hot
Mir ist kalt	I feel cold
Mir ist schlecht	I feel sick
Ich bin krank	I am ill
Ich bin müde	I am tired
Ich bin schwach	I am weak
Ich bin übergewichtig	I am overweight
Ich habe keine Energie	I have no energy
Ich habe Durst	I am thirsty
gesund	healthy
ungesund	unhealthy
kaputt	broken / ruined
der Arzt / die Ärztin	the doctor (m / f)
die Gesundheit	Health
Vegatarier / Vegetarierin	Vegetarian (m/f)
Veganer / Veganerin	Vegan (m/f)
die Krankheit	Illness
der Schmerz	Pain
es tut weh	it hurts
der Medikament	medicine

<u>Körperteile</u>	<u>Body parts</u>
Schulter (f)	shoulder
Nase (f)	nose
Hand (f)	hand
Bauch (m)	belly
Arm (m)	arm
Finger (m)	finger
Fuß (m)	foot
Kopf (m)	head
Körper (m)	body
Mund (m)	mouth
Zahn (m)	tooth
Muskel (m)	muscle
Rücken (m)	back
Auge (nt)	eye
Bein (nt)	leg
Gesicht (nt)	face
Herz (nt)	heart
Ohr (nt)	ear
Knie (nt)	Knee
Blut (nt)	blood

9.10 Leisure and healthy living

3 time frames
Infinitives
Time phrases

opinions
justifications
describing and comparing



Verbs and the present tense in German

The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (essen, trinken, spielen, sein, feiern, gehen etc.).

Forming the present tense in German

(I do or I am doing – German does not have a separate '-ing' form)

Take the infinitive – knock off the ending (en) and then add the ending relevant to the person you are talking about. Regular verbs follow the same pattern as 'machen'.

*Important! There are some key irregulars to learn which don't follow this pattern – sein and fahren (as shown here) and fahren are really important!

	machen To do	spielen To play	fahren To go
ich(I)	mache	spiele	fahre
du (you)	machst	spielst	fährst
er/sie (he/she)	mach	spielt	fährt
wir (we)	machen	spielen	fahren
ihr (you all)	mach	spielt	fahrt
Sie (you polite)/sie (they)	machen	spielen	fahren

German and the future tense

You can talk about the future 2 different ways

1. Use a future time phrase and the present tense
Nächste Woche spiele ich Tennis= Next week I am going to play tennis.

2. Use a part of 'werden' + an infinitive

Morgen werden wir ins Kino gehen. Tomorrow we will go to the cinema

Es wird toll sein = it will be great

Verbs and the past tense in German

Take the present tense of 'haben' or 'sein' + the past participle.

Verbs to do with movement (gehen/fahren etc) take sein

haben = to have

sein = to be

ich habe

ich bin

du hast

du bist

er/sie/es hat

er/sie/es ist

wir haben

wir sind

ihr habt

ihr seid

Sie haben

Sie sind

sie haben

sie sind

Ich habe Tennis gespielt = I (have) played tennis

Ich bin ins Kino gegangen = I went to the cinema

werden (will/to be going to)

ich werde	I will
du wirst	You (sing) will
er/sie/es wird	He /she/it will
wir werden	We will
ihr werdet	You (lot) are going
Sie/sie werden	You polite/They will

9.10 Leisure and healthy living

3 time frames

opinions

Infinitives

justifications



Time phrases

1. Expressing FUTURE intentions :

Ich habe vor, zu + infinitive (I plan to/ I intend to ...)

Ich möchte + infinitive (I would like to...)

2. Using gern/nicht gern/lieber :

These phrases are used with a verb

Ich wohne **gern** in Newcastle - I **like** living in Newcastle.

Gehst du **gern** ins Kino? - Do you like going to the cinema?

Ich spiele **nicht gern** Tischtennis, weil es langweilig ist. - I **don't like** playing football because it is boring

Ich lese lieber Bücher = I **prefer** reading books

3. Opinions

Ich mag - I like/ich mag...nicht

Ich liebe- I love

Ich interessiere mich für = I am interested in

Ich bin dagegen – I am against

Ich hasse - I hate

Ich kann...nicht leiden - I can't stand

....gefällt mir = I like.....

4. Justification

denn – because

weil - because

deshalb– therefore/so

dennoch/trotzdem - nevertheless

obwohl = although

5. Comparisons

Add 'er' to the adjective. You can't add the word 'mehr' = more.

Er ist kleiner = he is smaller es ist billiger = it is cheaper

Exceptions are besser (better)/größer(bigger)/älter(older)

Superlative

You add an '-ste' to the adjective, sometimes '-este' to make it easier to say. Fred ist der Klein**ste** = Fred is the smallest. Ellie ist die Laut**este**

Comparing Things

Joe ist älter **als** Fred = Joe is older **than** Fred

Joe ist **weniger** alt **als** Fred = Joe is **less** old **than** Fred

Joe ist **so** alt **wie** Fred = Joe is **as** old **as** Fred

Joe ist **genauso** alt **wie** Fred = Joe is **just as** old **as** Fred

7. Time phrases

normalerweise- normally **dann** – then

gewöhnlich - usually **selten** - rarely

neulich - recently **nächstes Wochenende**– next weekend

manchmal – sometimes **nächste Woche** - next week

letztes Wochenende - last weekend

letzten Monat - last month

letzten Sommer - last summer

während Lockdown - during lockdown

What were the causes of WW1?

Long term causes of WWI

M: Militarism: A country wanting to have a strong army and navy.

A: Alliances: A group of countries that promise to protect and support each other.

I: Imperialism: A act of growing an empire. This brought conflict with other countries keen to expand their empires.

N: Nationalism: The belief that your country is stronger and better than others.

Key people



Franz Ferdinand

Heir to the throne of Austro-Hungarian Empire. Assassinated by Gavrilo Princip.



Gavrilo Princip

A Bosnian Serb from a peasant family, who succeeded to kill Franz Ferdinand, the trigger event for World War One.



Kaiser Wilhelm II

The Kaiser was the official head (Emperor) of Germany before and during World War 1.

Timeline

28th June
Assassination of Franz Ferdinand

5th July
Germany give their support to Austria-Hungary. The blank cheque

23rd July
Austria-Hungary issues Serbia with a list of demands

28th July
Austria-Hungary declares war on Serbia.

31st July
Russia mobilised for war

1st August
Germany declares war on Russia

3rd August
Germany declares war on France

4th August Britain declares war on Germany

June

July

Aug



Key terms

Long term cause	Factors or causes which happen a long time before an event takes place.
Short term cause	Factors or causes which happen just before an event takes place. Usually a catalyst.
The Triple Alliance	The Triple Alliance was the treaty by which Germany, Austria-Hungary and Italy agreed to support each other militarily in the event of an attack against any of them.
The Triple Entente	The Triple Entente was a diplomatic and military agreement between France, Great Britain, and Russia, formed in part as a response to the formation of the Triple Alliance.
Black Hand Gang	Serbian Nationalist group aimed to unite all Serbian people in a Greater Serbia.
Naval arms race	The race between Germany and Great Britain between from 1906 to 1914 following Britain launched the first dreadnought a ship that meant all others were redundant before its awesome fire power.
Schlieffen plan	The German idea to avoid a war on two fronts. It would quickly defeat France. It assumed the Russian's would be slow to mobilise. The plan did not work.

Alliances

Europe's six major powers were split into two alliances:

The Triple Entente – Britain, France and Russia.

The Triple Alliance – Germany, Austria-Hungary, and Italy.

In addition, Great Britain has promised to support Belgian neutrality and Russia has promised to support



Figure 2.7: The alliance system by 1907.

What were the causes of WW1?

Militarism



Germany concerned about fighting a war against Russia and France. The Army Bill (1912 and 1913) increased the German army by 20% to 800,000 men in 1914.

Schlieffen Plan, focused on defeating France first. It relied on defeating them quickly.

Passed a new Naval Law in 1906 started building SMS Rheinland battleship.

Britain Feared Germany because they had a very small army (about 100,000) but protected herself with the Royal Navy. Built more dreadnoughts. By 1914 Britain had 32 Battleships, Germany had 19.

France had hated Germany after the Franco –Prussian War. Increased her army from 715,000 to 910,000 between 1900 and 1914, in 1913 military service increased 2-3 years.

Russia was humiliated by Japan in a short war in 1905 and by Germany in the Bosnian crisis of 1908. As a result, in 1913 Russia increased the size of her land army to 1.3 million by 1914, 500,000 were added in 1913.

Imperialism



Great Britain

- Largest empire in the world.
- Merchant ships sailed to the colonies and the Royal Navy kept the sea routes open.
- Any challenge to the navy put the empire at risk.

France

- Second largest empire in the world.
- France was keen to keep colonies
- Lost Alsace & Lorraine to Germany in 1871,
- Wanted to preserve international reputation.

Russia

- No overseas empire.
- Wanted to expand into:
 - Manchuria to have ports that didn't freeze in the winter,
 - the Balkans so that its navy would have access into the Mediterranean Sea.

Austria-Hungary

- Was a large empire in central Europe, containing people of many different nationalities, some of whom wanted independence.

Germany

- Wanted to become a strong power.
- Weltpolitik after 1871 Germany gained overseas land e.g. South West Africa, East Africa, Togo and Papua New Guinea.
- By 1914, had the 3rd largest empire.
- New colonies needed a strong navy.

What were the causes of WW1?

Nationalism

The Balkans were part of the Ottoman Empire. Turkey was losing control over the Balkan states. They demanded independence and local wars broke out. Austro-Hungary was afraid that the different people, particularly the Serbs, would also demand independence.

In 1908, Austria annexed Bosnia and Herzegovina which contained thousands of Serbs, making them part of their empire. In 1911, a group of Serbian army officers formed the Black Hand. They planted bombs, blew up bridges, cut telephone wires and murdered officials. Austria-Hungary suspected the government of Serbia were behind the Black Hand.

Franco Prussia War (1870)

Germany a new country. Bismark and King Wilhem of Prussia wanted Germany to be unified together. Bismark edited a telegram which caused France to declare war on Germany, this unified the southern German states behind Prussia.

France was humiliated and lost Alsace & Loraine and had to pay Germany. It's army was shown as weak.

Germany confirmed its position in Europe and now had to invest in an army and navy to maintain its status.

The Balkan Wars (1912-1913)

The Balkan states fought Turkey and then each other, this led to an increase in nationalism in the area.

- In 1912, Bulgaria, Greece, Montenegro and Serbia joined together to form the Balkan League.
- Serbia grew in size and strength as a result of the wars. There was a rise in Serbian nationalism.



Year 9 Who do we remember in WW1?

Trench Warfare



Food

Most soldiers in trenches hated the food. Most of what they ate was 'bully beef' (canned corned beef), bread and biscuits. By 1916 there was very little flour left so bread was made with dried ground turnips. They also ate soup made with pieces of horse meat and even rat meat.

Duties



Duties included fixing the trenches and patrolling no-mans land. They also had to bury bodies.



Feet

Trench foot was caused by cold, wet and dirty conditions in the trenches. Men had to stand for hours in mud and water without being able to take off wet socks or boots.

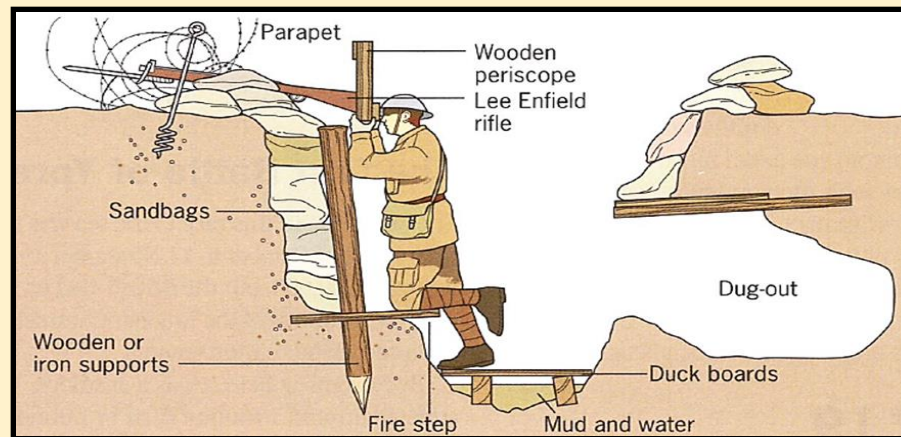
Rats

Rats in the trenches were a big problem and grew huge. They ran across soldiers when they slept and stole food. There were sometimes as big as cats. 



Shell Shock

By 1914, army doctors noticed patients suffering from "shell-shock". It was thought it was caused by the noise and effects of the bombs. Many men were called cowards when they were traumatised by what they saw.



A diagram of a trench

History

Who do we remember in WW1?

	Key Terms
Conscientious objector	Someone who has beliefs that stop them from joining up.
Coward	A person who lack in courage
Deserter	Someone who runs away from the army.
The Western Front	The area in Western Europe where the soldiers fought.
Conscription	Making it compulsory for men to fight in a war.
Recruitment	Encouraging men to join the war.
Pals Battalions	Groups of men from the same community who enlisted together.
Memorials	A statue or structure to remember a person or event.
Shell shock	A form of mental illness brought on by the horrors of warfare.
Artillery	Large guns



Edith Cavell

A British nurse shot dead by German soldiers for helping allied soldiers to escape..



Flora Sandes

A British woman who enrolled the Serbian army and fought in World War One.



Harry Farr

Fought in World War One and was shot for desertion while suffering from shell shock



Alhaji Grunshi

On 7 August 1914, Alhaji Grunshi was responsible for firing the shot fired by a British soldier in Togoland.



Manta Singh

Held the rank of Subedar, his regiment was part of the Indian Expeditionary Force sent to France. He was injured after helping save the life of an injured officer, Captain Henderson.



Walter Tull

He served in France after joining a football Battalion as a Lance-Corporal and was the first African-Caribbean man promoted to infantry officer. He died at the Battle of the Somme.



Khudadad Khan

The first South Asian person and the first Muslim to receive the Victoria Cross after his team of machine gunners stalled a German advance long enough to allow for reinforcements to arrive.



How do we remember?

Inspired by a poem, an American teacher campaigned to make the poppy a symbol of remembrance of the war dead. Her idea caught on and by 1921 artificial poppies were sold in Britain they were sold in Britain to raise money for war widows and injured soldiers. In 1922, a factory opened to make the poppies. It was staffed by disabled ex-soldiers, and still operates today. Many people still wear poppies during the month of November every year.

Another tradition started in November 1919 when King George V received a letter from Percy Fitzpatrick, a South African author and politician whose eldest son had been killed in France in 1917. He suggested that a period of silence be observed on the anniversary of the end of the war. Today, the two-minute silence is held on the second Sunday in November. It is called Remembrance Sunday and poppies are distributed in return for donations to help people affected by any war. Some people call it 'Poppy Day'.



Memorials

There are many memorials around the world those who fought in World War One. Here are some examples:



Grove Park, Weston-super-Mare, commemorates the dead locally.



Menin Gate, Belgium, dedicated to those killed in Ypres whose graves are unknown.



The Cenotaph the focal point of commemorations in London



The shot at dawn memorial
Alrewas, near Lichfield.





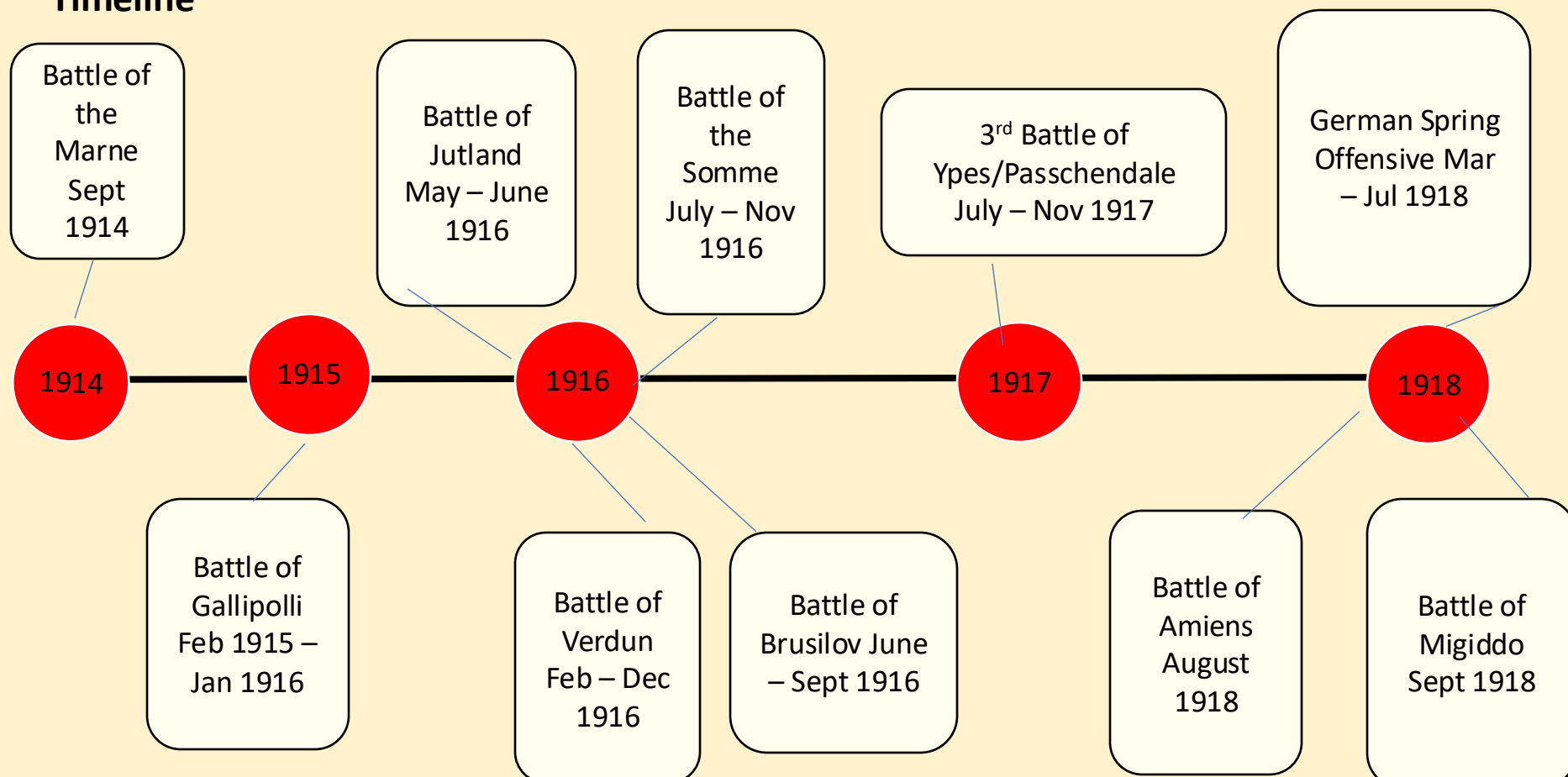
The government thought that fighting alongside friends and neighbours, rather than strangers, might encourage more men to join up. However, the negative impact of men joining from the same street and factories was huge. There were tragic consequences. Many men were injured or killed. This robbed entire communities of many of their men, and no new pals battalions were created after 1916.



Conscientious Objectors

Ordinary people would stop men who weren't in uniform as they walked down the street and ask why they were not in the services (army, navy and airforce). Sometimes they even handed them white feathers, a sign of cowardice.

Timeline





Who do we remember in WW1?

Women



Queen Alexandra's Nurses

Who: Professional nurses

Roles: Medical support for British Army.

This meant: Survival and recovery of sick and injured soldiers to return to front.



2. VADs (Voluntary Aid Detachments)

Who: Red Cross volunteer nurses

Roles: Nursing, transport duties, organisation of auxiliary hospitals.

This meant: Men could be rehabilitated and sent back to the front.



3. WAAC (Women's Auxiliary Army Corps)

Who: Uniformed Non-combatant

Roles: Mechanical, clerical, cookery.

This meant it could free up men to fight.



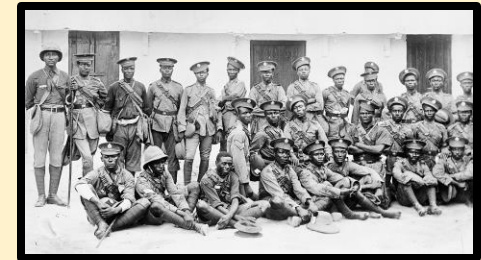
Recruitment

Many recruitment posters were created to encourage Britain's to enlist in World War One. From 1916 conscription was introduced which made fighting compulsory for men between 18- 40 unless they were exempt.

At the time of World War One (1914-1918), Britain had a large empire of countries and territories which it controlled.

During WWI, the British called upon over 3 million soldiers from all over their empire to fight. Troops from the empire played a significant role in the war effort and often faced dangerous conditions and discrimination. One example is the British West Indies regiment.

The British West Indies regiment
Many of these men have not been remembered in the same way as their British fellow soldiers despite making many sacrifices to help Britain win the war.



This was significant because it helped to treat men so that they could continue to fight.

1. Volcanic eruptions



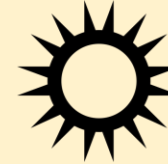
2. Deforestation



3. Changes in earth's orbit



4. Sun spots



5. Aerosols/CFCs



The human and physical causes of climate change

6. Emissions



7. Farming/ agriculture



8. Burning fossil fuels



9. Emissions from landfill



Which are human and which are natural?

We can fight climate change in two ways:

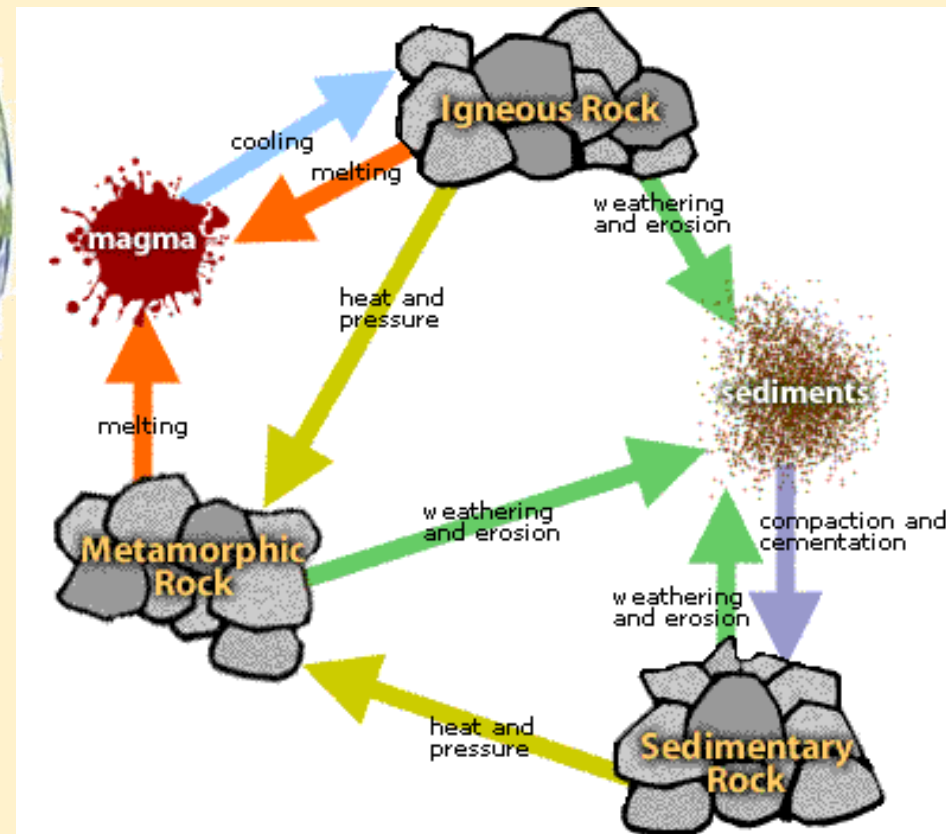
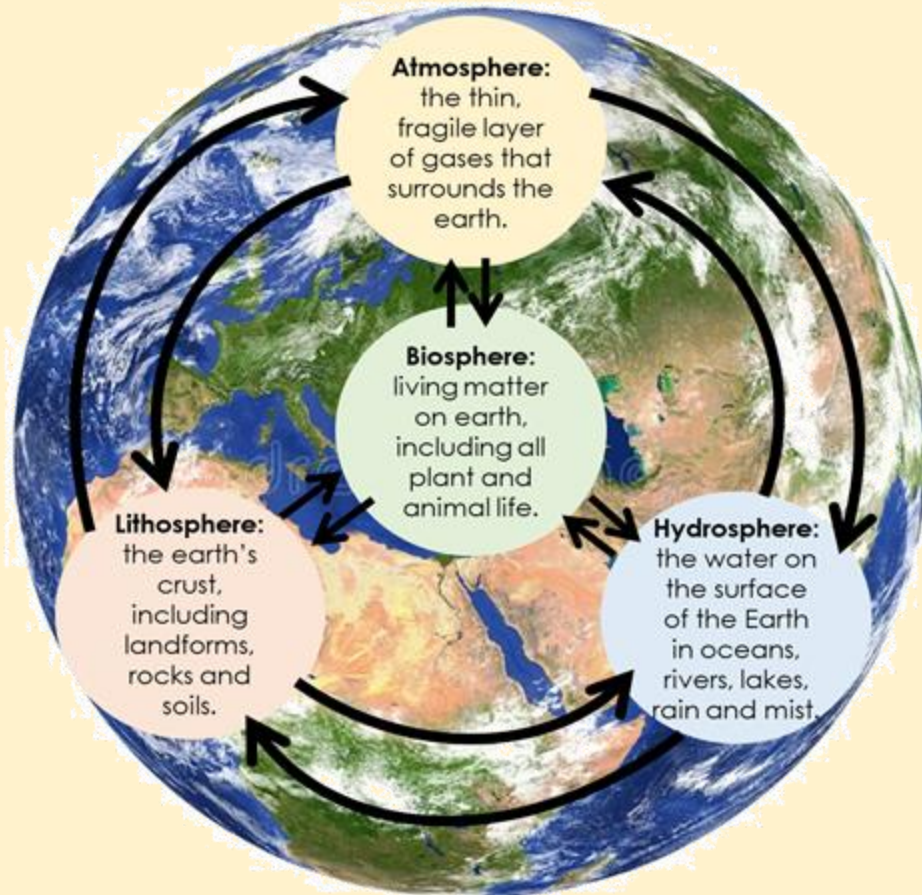
1. Climate Mitigation – to reduce or prevent the effects of climate change, such as global warming, in advance. An example is: efforts to reduce or remove emissions of greenhouse gases such as carbon dioxide (CO₂) and methane (CH₄) which are causing our planet to warm.
2. Climate Adaptation – to respond to the negative effects of climate change once it is happening. An example is: to insulate and ventilate homes, or to site new buildings away from flood risk areas.

- 🌍 We are currently living in an interglacial period of the **Quaternary ice age**, known as Holocene.
- 🌍 We are actually in the middle of one of Earth's **FIVE** major ice ages that started 2.5 million years ago and is marked by **alternative glacial and interglacial periods**.
- 🌍 **Interglacial period** is the warmer period of time between ice ages.
- 🌍 **Glacial** advancement occurs in the ice age.
- 🌍 The most recent glacial period ended around **11,500 years ago**. Since then, Earth has been in an interglacial period called the **Holocene**.

Keywords	Definition
Atmosphere	The thin, fragile layer of gases that surrounds the Earth
Biosphere	All living matter on Earth, including all plant and animal life
Hydrosphere	The water on the surface of the earth in oceans, rivers, lakes, rain, and mist
Lithosphere	The rocky outer layer of the earth, made up of the up mantle and the crust
Interdependent	When two or more factors depend (rely) on each other
Igneous rock	Come from inside the Earth. Igneous rocks include lavas that form during volcanic eruptions, but also include magma that cools down and becomes solid before reaching the surface
Sedimentary rock	Formed from sediments that have settled at the bottom of a lake, sea or ocean, and have been compressed over millions of years. The sediment comes from eroded rocks carried there by rivers or ice, and from the skeletons of sea creatures.
Metamorphic rock	Have been subjected to tremendous heat and/or pressure, causing them to change into another type of rock. They are usually resistant to weathering and erosion and are therefore very hard-wearing.

Keywords	Definition
Crude Oil	Naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene, and other petrochemicals
Fossil Fuel	A natural hydrocarbon fuel such as petroleum, coal or natural gas, which is formed by the fossilised (preserved) remains of ancient plants and animals that are deposited over millions of years
Geological time	The long period of time occupied by the earth's geologic history
Raw Materials	The basic materials or substances from which products can be made, such as wood can be transformed into furniture
Natural Resources	Substances that are found in nature which can be used by humans for our benefit, such as water, soil, coal, minerals, wood, animals etc

How long can we exploit the world's resources?





Year 9 Religious Studies: Situational ethics

Key terms

Morality	The distinction between right and wrong or good and bad behaviour.
Absolute morality	The belief that what is right will always be right regardless of situation, culture, religious tradition, time or age.
Relative morality	The belief that that different courses of action might be needed/justified in different situations.
Abortion	A procedure to end a pregnancy so that it does not result in the birth of a child.
Sanctity of life	The belief that life is precious or sacred (special). For many religious believers, only human life holds this special status.
Utilitarianism	The theory that states that you should do the action that creates the most happiness for the most amount of people.
Situational Ethics	The theory that states right and wrong always depend on the situation, there are no absolute rules, only to do what is the most loving thing.
Autonomy	The freedom to act on your own values and interests.

Year 9 Religious Studies: Situational ethics

Views on abortion	 Some of the arguments against abortion • Every human being, including an embryo or foetus, has the right to live and to reach their potential. • There are alternatives to abortion, eg adoption.
	Some of the arguments for abortion • A woman has the right to choose whether or not she wants to have the baby. It is her body. • The embryo or foetus does not have the same rights as the mother.
	Religious views: • Roman Catholics believe that life begins at conception and therefore abortion is morally wrong. • Islamic scholars agree that the termination of a pregnancy for foetal anomalies is allowed before ensoulment • Majority of religions may allow abortions in certain situations, such as to protect the mother's health.

MY BODY
MY CHOICE

Year 9 Religious Studies: Situational ethics



Views on euthanasia

Some of the arguments against euthanasia

- euthanasia would weaken society's respect for the value and importance of human life.
- it would lead to worse care for the terminally ill

Some of the arguments for euthanasia

- Human beings should have the right to be able to decide when and how they die
- It is expensive to keep people alive when there is no cure for their illness.

Religious views:

- Roman Catholic Church teaches that no person has the right to deliberately end the life of another person, or his or her own life.
- Some Christians, however, accept that if a person is terminally ill and in extreme pain or distress, euthanasia may be an act of compassion.
- Islam is against euthanasia. They believe that all human life is sacred because it is given by Allah

**CAMPAIGN FOR
DIGNITY
IN DYING.**



Year 9 Religious Studies: Situational ethics

Key terms	
Anti-abortion	opposing abortion and euthanasia.
Pro-choice	advocating the legal right of a woman to choose whether or not she will have an abortion.
Dignity	quality of existing with respect.
Euthanasia	the painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Passive euthanasia	Intentionally letting a patient die by withholding artificial life support such as a ventilator or feeding tube.
Active euthanasia	killing a patient by active means, for example, injecting a patient with a lethal dose of a drug.
Capital punishment	the legally authorized killing of someone as punishment for a crime.
Conscience	The individual feeling of right and wrong a person has

Year 9 Religious Studies: Situational ethics



! DEATH PENALTY

Views on capital punishment

Capital punishment in the UK:

The Human Rights Act formally abolished the death penalty in the UK. This means that a public official, including the police or courts, cannot execute someone or sentence them to death as punishment for something they have done. This applies in all circumstances, including during peacetime and times of conflict.

Some of the arguments against capital punishment

- Jesus amended the Old Testament teaching on retribution in Matthew 5:38-39 when he said: You have heard that it was said, 'If anyone slaps you on the right cheek, turn to them the other cheek also.'
- Sikhs believe that the punishment that God has set for us collectively and individually is enough and we should not mess with God's plan

Some of the arguments for capital punishment

- The Bible sets down the death penalty for some crimes, so it must be acceptable to God. This is often seen as retribution.
- Muslims believe that capital punishment is a most severe sentence but one that may be commanded by a court for crimes of suitable severity.

Who owns my body? Am I special? Are we simply the sum of the chemicals and minerals that make up our bodies or do we have greater worth than that? Whose life is it anyway?



Year 9 Terms 3 & 4: Music for Moving Image

Key Words

Ostinato
 Syncopation
 Sequence
 Imitation
 Inversion
 Pedal Note
 Dissonance
 Chromaticism
 Cluster Chords
 Leitmotif
 Mickey Mousing

Musical Elements

Dynamics	(volume)
Rhythm	(duration of notes)
Tempo	(speed)
Context	(background info)
Structure	(sections)
Melody	(organisation of pitches)
Instrumentation	(instruments & voices)
Texture	(layers)
Harmony	(chords & progressions)
Tonality	(key)

Composers & Pieces

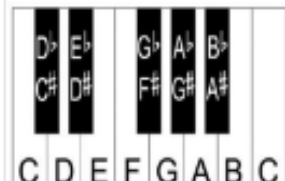
- John Williams
- Hans Zimmer
- Rachel Portman
- Jerry Goldsmith
- Danny Elfman
- Angela Morely
- Bernard Herman
- Enio Morricone
- Ramin Djawadi

Film Music Genres studied

Horror, Romantic
 Sci-fi / Futuristic, Nature documentaries
 Video games

Instruments & Techniques

Strings	(Violin, Viola, Cello, Double Bass)
Pizzicato	(plucking strings)
Woodwind	(Flute, oboe, clarinet, bassoon)
Brass	(Trumpet, French Horn, Trombone, Tuba)
Percussion	(Timpani, Bass drum, Snare drum, triangle, maracas, bells)
Synthesisers	(computer generated sounds & FX)





Developing your knowledge, skills and understanding of a variety of theatrical conventions as used by key practitioners.

		
Frantic Assembly: A British physical theatre company. Focusing on paired or grouped choreographed performances.	Brecht: A German practitioner concerned with Epic and Political theatre.	Artaud: A French practitioner who developed the Theatre of Cruelty. His performances were mainly abstract and used lots of physicality.
Style: Physical Theatre Techniques: Freeze Frame, Balance and Supports, Round By Through, Chair duets, movement sequences	Style: Epic Theatre Techniques: Direct Address, Placards, Narration, Multi-Rolling, Not/but technique,	Style: Theatre of Cruelty Techniques: Senses, Audience participation, Movement, Vocal work

Skills to remember:			
Gait	The way you walk	Tone	The way in which you use your voice to show mood
Posture	The position you hold your body when standing or sitting	Emphasis	Changing your voice by adding focus
Stance	The way you stand	Pace	How fast or slow you speak
Body Language	How you express your emotions through your body	Accent	To show which country you are from
Facial Expression	Showing your character's emotions through the way in which you contort the muscles in your face	Proxemics	Use of space on stage
Gesture	A small hand or head movement to communicate meaning	Stage directions	Instructions in scripts

Content: In this project you will develop knowledge of the past and how it relates to art and culture.

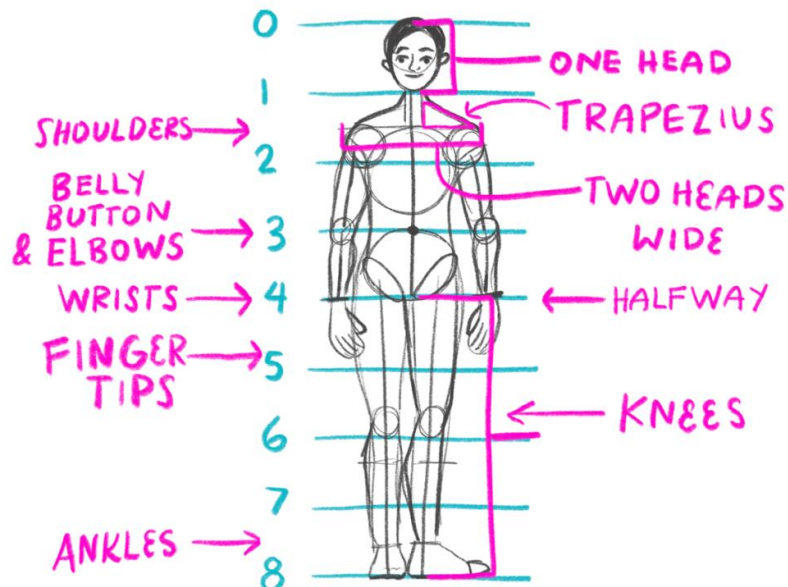
Human Anatomy Fundamentals: Basic Body Proportions

As well as using the human figure as a way of exploring the human form or human psychology, the human figure is often used by artists to tell a story or to make a point. – exploring political or social ideas, or memories.



Alberto Giacometti was a Swiss sculptor, painter, draftsman and printmaker. Beginning in 1922, he lived and worked mainly in Paris but regularly visited his hometown Borgonovo to see his family and work on his art. Giacometti was one of the most important sculptors of the 20th century.

The average body between 7.5 and 8 heads tall.



Key Rules to Remember

- Legs should make up about half the body.
- If your person has a disproportionately large head, just make the legs longer than the torso.
- Knees are above the midway point between the groin to the heels.
- Hands go down to the mid-thigh.

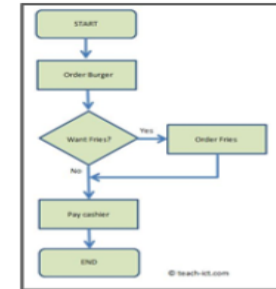
Algorithms and Programming Techniques

Algorithms

An algorithm is a step by step plan to help solve a problem.

We use 2 different types of algorithm when designing computing programs:

Flowcharts: A graphical representation of planning how a computer program might work, and show others your thinking. It uses different shapes to represent inputs, outputs, decisions and processes.



```

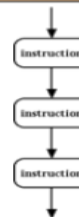
1. password= "giraffe"
2. INPUT "Please enter your password"
3. Store input as userPass
4. IF userpass==password
5.   PRINT "Login successful"
6. ELSE
7.   PRINT "Incorrect password"
8. ENDIF
  
```

Pseudocode: a plain language description of the steps in an algorithm or another system. It looks similar to code, but it doesn't have to follow any particular syntax rules.

The 3 Main Programming Constructs

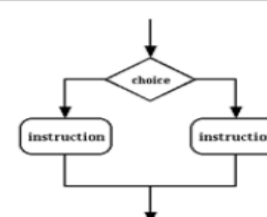
Sequence

A set of instructions in order.



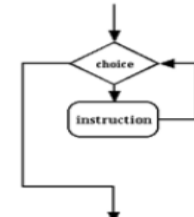
Selection

Instructions which will run depending on a condition being true or false.



Iteration

Instructions which can repeat a set number of times or until a condition is met.



Computational Thinking

- Abstraction:** Removes unnecessary detail to make problems less complex
- Decomposition:** Break down problems to make them easier to solve
- Algorithmic thinking:** Logical steps to solve a complex problem.

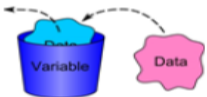


Syntax/Logic errors

- Syntax error:** Error in the rules of the language (spelling of a command word)
- Logic error:** Code runs, just not as you expect it to.

Data Structures

Data structures are used to store data in the computer's memory. Each data structure is given a name, which we can use to identify where the data is located.



3 examples of a data structure

- Variable:** The data can change when the program is running
- Constant:** The data cannot change when the program is running.
- Array:** Is able to store more than 1 value at a time.

