



ORMISTON
SWB
ACADEMY

Knowledge Organisers Autumn Term – Year 9

Name: _____

Please remember:

- It is to be kept inside your knowledge organiser book
 - It is to be brought into school every day

Regular retrieval throughout a scheme of learning (daily, weekly and monthly) has been proven to **reduce the rate of forgetting**, supporting you to **retain more** in long term memory- making assessments/ exams way easier! The challenge for you as a student is to make sure you use your knowledge organiser for each subject properly to help you to know more and remember more over time. We've created this walk through to support you in using your knowledge organiser- for more support speak to your subject teachers.



Using your Knowledge Organiser

1	2	3	4	5
Look	Cover	Write	Check	Repeat
Start with a small section of knowledge that you want to remember e.g <i>Henry VIII's wives in History</i> . Read through this section of the knowledge organiser (a couple of times if it helps)	Now cover up this section of your knowledge organiser with a post it note or scrap paper.	Self quiz- what can you remember and rewrite? Make sure you do this without looking back at your knowledge organiser.	Remove the post it and check for accuracy- did you get the key terminology? Was it spelt correctly? Was the order correct? If you drew a diagram, how much of this did you get correct? Most importantly- what did you miss out?	After a short break away from your knowledge organiser repeat the look, cover, write, check until you can recall all of the facts correctly without prompts . This process can be used for any new knowledge that you want to acquire. It is good idea to do this on a regular basis, once a week.

Strategy 1- Look, cover, write, check – A really simple but effective way to use your knowledge organiser. Focus on a specific area of your knowledge organiser.

1	2	3	4	5
Focus	Big ideas	Explain it	Link it	Record it
Make it manageable by selecting an area of your KO <u>where your learning is not secure</u> . Don't waste time going off something you can already do!	Pick out the main points or the big ideas in this section.	Explain what you know about the main points (this could be written or shared verbally – a friend, a family member.	Now, see how it links to other areas within the subject. <i>E.g Eating meat – causes global warming. Cows produce methane which is a greenhouse gas.</i>	Write down as many 'think it, link it' ideas as you can in your book. See if you can beat others in you class!

Strategy 2- Think it, link it – Great for connecting the big ideas in your subject. How does 'x' relate to 'y'. What are the key factors which make an equation/ experiment/ process work? Challenge yourself to see how many links you can make!

1	2	3	4	5
Select topic	Prepare quiz	Answer it	Self check	Repeat
Decide which area you want to be quizzed on (this might build up over time)	Get someone else to prepare 10 random questions on that topic to challenge you.	Set a time limit (depending on the number of questions) and answer the questions without looking at your KO.	Now look at your KO to self check- make a note of your score. Celebrate your successes and make a note of anything you missed or got incorrect.	Return to this section in 2/3 weeks- see if you can improve your score! Re-do those questions that you missed or got incorrect.

Strategy 3- Knowledge quiz – You might try this after a few weeks of using your knowledge organiser. Get someone to set you 10 questions using your knowledge organiser. These could be spellings, key words, processes, equations etc to see how much you can remember! Record your score and see if you can beat your personal best each half term!

Contents Page

Pages	Subject
4 – 5	English
N/A	Maths in separate booklet
6 – 8	Science
9	Art
10	Textiles
11 – 16	Computing
17 – 18	Drama
19 – 20	Music
21 – 22	Design Technology
23 – 24	Engineering
25 – 26	Food Technology
27 – 28	French
29 – 32	Geography
33 – 38	History
39 – 40	PRE
41 – 42	Sport

Year 9 – English - Noughts and Crosses

Key quotations



"Why couldn't my family live in a house like Sephy's?"

Chapter 2- Callum reflecting on his life and lack of **privilege (g)**.

"What was it about the differences in others that scared some people so much?"

Chapter 2- Callum trying to understand **discrimination (n)**.

"I hadn't fully realized just how powerful words could be before this. Whoever came up with the saying 'sticks and stones may break my bones but words will never hurt me' was talking out of his or her armpit."

Chapter 7- Sephy on the power of words.

"Stick to your own kind. If you sit with the blankers again, everyone in this school will treat you like one."

Chapter 7- Lola is another Cross who was angry that Sephy sat with the Noughts.



"The news lies all the time. They tell us what they think we would want to hear."

Chapter 15- Sephy knows that the **media (p)** can brainwash people.



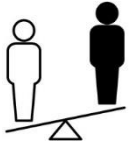
"Just remember, Callum when you're floating up and up in your bubble, that bubbles have a habit of bursting. The higher you climb, the further you have to fall."

Chapter 32- Callum dreams of a better future where everyone is treated equally. Lynette is trying to advise Callum to be realistic about his future.



"That just the way it is. Some things will never change. That's just the way it is. But don't you believe them."

Chapter 32- Lynette tells Callum that he doesn't have to follow society's expectations.



Plot overview

CALLUM AND SEPHY

- Callum – a nought – is about to start at Heathcroft High – the Cross school that Sephy attends.
- The Noughts are treated differently by the staff and students.
- Sephy is beaten up for sitting with the Noughts.

THE TURNING AND THE PICNIC

- Sephy happily recalls a previous summer picnic but Callum remembers being accused of having stolen the first-class train ticket that Sephy has purchased for him.
- Though he **resents** the Crosses and a world that divides people, he cannot hate Sephy.

THE BREAKDOWN

- Jude fights with Lynette about her confused **identity**.
- Lynette's traumatic past is revealed.
- Callum tries to defend himself when he gains low marks for his work with Mr Jason who is 'half-nought'.
- Lynette commits suicide.
- Mrs Hadley attempts to commit suicide.

THE SPLIT

- Ryan McGregor and Jude join the LM.
- A bomb explodes at Dundale shopping mall.
- Sephy starts drinking.
- Callum is **arrested** after his house is raided.
- Callum is suspended from Heathcroft High.

THE TRIAL

- Sephy plans to go to a boarding school.
- Ryan McGregor is on **trial** for the bombing.
- Kelani Adams is mysteriously hired to defend the case.
- Sephy is called on as a witness against Ryan McGregor.
- Ryan pleads not guilty.

LOSING EVERYTHING

- The **choice** is made and Callum is hanged. As he dies he hears Sephy calling out that she loves him, just as she hoped he would.

DECISIONS

- Kamal Hadley offers Callum his life if he'll agree to admitting rape and thus enabling Sephy to have an abortion.
- He asks Sephy to **choose** between Callum's death and an abortion for her baby.

THE CONFESSION

- Sephy finds that she is **pregnant**.
- Callum finds out about the pregnancy and risks all to see her, while Sephy's parents plan for her to have an abortion.
- Callum and Sephy meet in her rose garden – but Callum is captured and arrested.

THE HOSTAGE

- Some years pass, and Callum is made sergeant with the LM.
- Sephy is taken **hostage**.
- Callum tries hard to be cold towards Sephy but they make love.
- Jude thinks that Callum has raped her.

THE WAY IT IS

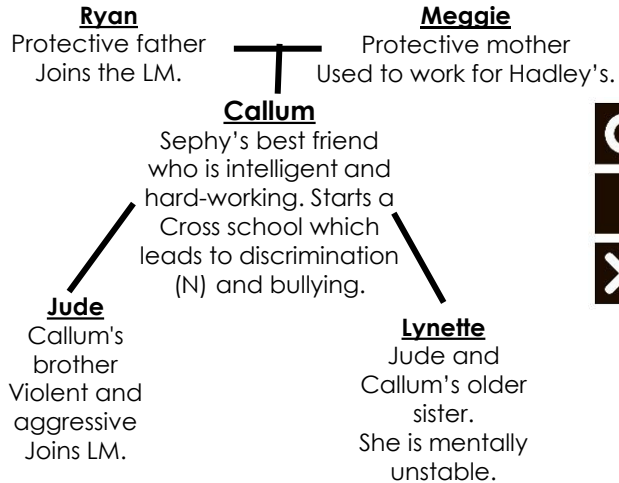
- News breaks that Ryan McGregor has been electrocuted, escaping from prison.
- Sephy tells Callum she would **run away** with him but he meets Jude and is encouraged to join the LM.
- Sephy goes to boarding school.

Year 9 – English - Noughts and Crosses

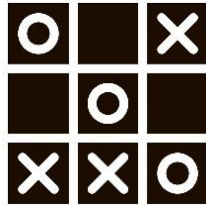
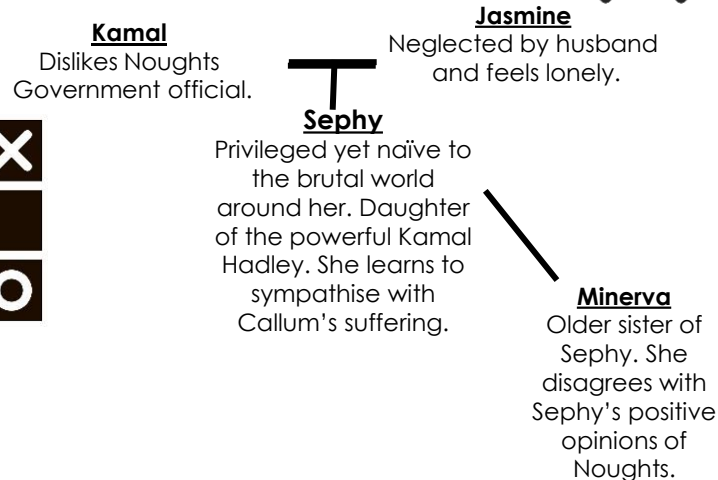
Discrimination	<p>Racism</p> <p>Many of the hardships that Callum faces are based on real events in our own society. For example when he is abused when he is one of the first white students allowed into an all-black school; he only learns about black historical figures in class; and he is constantly put down by Crosses.</p>
Inequality	<p>Justice</p> <p>Callum and Sephy both want justice (c) for Noughts; they want a world where everyone is equal, and they can be together. But when members of Callum's own family get caught up in the process of the law, it is clear that the legal system is rigged against them.</p>
Conflict	<p>Forbidden Love</p> <p>Noughts and Crosses is a fragile love story. Like Romeo and Juliet, Callum and Sephy are torn apart by the warring sides to which each belongs. Their forbidden love and resistance takes place in a world of conflict.</p>
Liberation Militia	<p>Terrorism</p> <p>The "Liberation Militia" (n) is a secretive group of Noughts who fight for equality (b) by planting bombs and murdering Crosses. Their terror tactics are like those of the IRA (o) in the latter half of the 20th century. As Callum becomes more upset and confused by the way he and his family are treated, he begins to relate to the LM.</p>



**Noughts
The McGregor
Family**



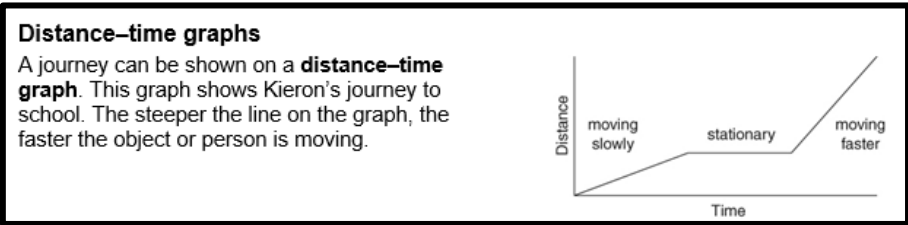
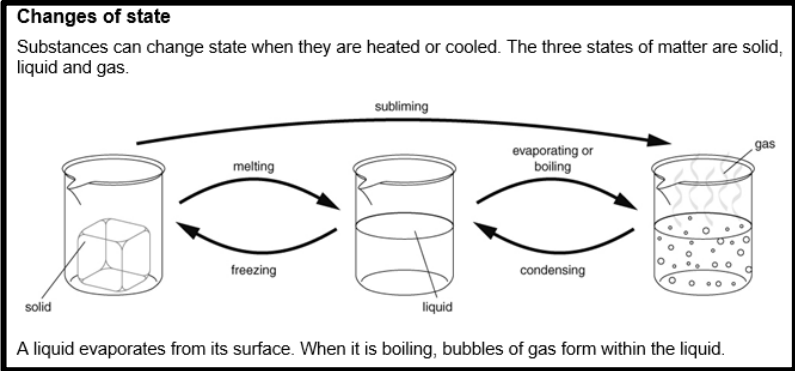
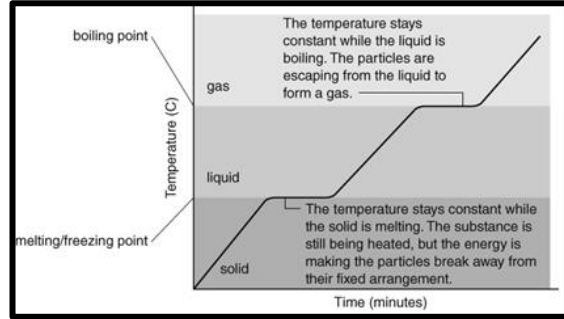
**Crosses
The Hadley
Family**



	Key terms	Definition
A	Discrimination	Treating a person or particular group of people differently because of their skin colour, sex or sexuality etc.
B	Equality /inequality	Equality - the right of different groups of people to have a similar social position and receive the same treatment.
C	Justice/ injustice	Justice - fairness in the way people are dealt with.
D	Prejudice	An unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge
E	Segregation	The act of keeping one group of people apart from another and treating them differently, especially because of race, sex, or religion.
F	Ignorance	Lack of knowledge, understanding, or information about something.
G	Privilege	A special right or advantage granted or available only to a particular person or group.
H	Empathy	The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
J	Dual narrative	A story that is told from two different perspectives.
K	Apartheid	A policy or system of segregation or discrimination on grounds of race.
L	Classism	Prejudice against people belonging to a particular social class.
M	Social responsibility	Being responsible for how our actions can impact others in society
N	Militia	A military force that engages in rebel or terrorist activities in opposition to a regular army.
O	IRA	The Irish Republican Army who were a paramilitary organization that sought independence from Britain and a unified Irish republic.
N	Discrimination	Being treated differently because of age, sex, ethnic group or disability.
P	Media	Communicating to lots of people at once through TV, radio or the internet.

The particle model
The particle model can explain the properties of solids, liquids and gases.

	Solids	Liquids	Gases
Properties	<ul style="list-style-type: none"> fixed volume fixed shape 	<ul style="list-style-type: none"> fixed volume take shape of container 	<ul style="list-style-type: none"> expand to fill container take shape of container
Particle diagram			
Particles	<ul style="list-style-type: none"> are close together are held in fixed positions by strong forces 	<ul style="list-style-type: none"> are close together are held by fairly strong forces can move around 	<ul style="list-style-type: none"> are far apart are held by very weak forces can move around



Levers and moments
Forces can be used to turn objects around **pivots**. A pivot is also known as a **fulcrum**.

Levers can be **force multipliers**, when they increase the force that is put in (the **effort**). They can be **distance multipliers** if they make the **load** move further than the effort. The amount the force or distance is multiplied depends on the distances between the load and the pivot, and the effort and the pivot.

A turning force is called a **moment**. Moments are measured in **newton metres (N m)**.

moment (in N m) = force (in N) × perpendicular distance from the pivot (m).

The hammer is acting as a **force multiplier**.

When an object is balanced, the anticlockwise moment is equal to the clockwise moment.

For the seesaw:

- the anticlockwise moment = $300 \text{ N} \times 2 \text{ m} = 600 \text{ N m}$
- the clockwise moment = $400 \text{ N} \times 1.5 \text{ m} = 600 \text{ N m}$

The clockwise and anticlockwise moments are the same, so the seesaw is balanced, or in **equilibrium**.

Keyword	Definition
mass	The amount of matter that something is made from. Mass is measured in grams (g) and kilograms (kg). Your mass does not change if you go into space or to another planet.
particle theory	A theory used to explain the different properties and observations of solids, liquids and gases.
volume (matter)	The amount of room something takes up. Often measured in cubic centimetres (cm ³).
boiling point	The temperature at which a liquid boils.
freezing point	The temperature at which a liquid turns into a solid. It is the same temperature as the melting point of the substance.
melting point	The temperature at which a solid turns into a liquid.
sublime	When a solid turns into a gas, without becoming a liquid in between.
fluid	A gas or a liquid.
upthrust	A force that pushes things up in liquids and gases.
weight	The amount of force with which gravity pulls things. It is measured in newtons (N). Your weight would change if you went into space or to another planet.
distance-time graph	A graph that shows how far and how fast something travels during a journey. Steeper lines on the graph show faster speeds.
speed	How fast something is moving. Often measured in metres per second (m/s), miles per hour (mph) or kilometres per hour (km/h).
distance multiplier	A lever or other machine where the load moves further than the effort.
effort	The force put on something, especially a lever or other simple machine.
force multiplier	A lever or other machine where the load is bigger than the effort.
lever	A simple machine that consists of a long bar and a pivot. It can increase the size of a force or increase the distance the force moves.
load	The weight or force on something. For a machine, the load is the weight that is being moved.
moment	The turning effect of a force. It is calculated by multiplying the force by the perpendicular distance of the force from the pivot.
newton metre (N m)	The unit for the moment of a force.
pivot	A point about which something turns. Another name for fulcrum.
machine	A device, such as a lever or ramp, that makes it easier to move something by multiplying a force or a distance.
work	The energy transferred when a force moves an object. It is calculated using the size of the force and the distance moved by the force. The unit for work is the joule (J).

Year 9 – Science- C3a. Materials for the Future

Ceramics

Porcelain is used for cable supports on electricity pylons as it does not conduct electricity.

e.g. porcelain, china, pottery, glass and silicon carbide

Larger crystals form when molten ceramics are cooled slowly.

The strong bonds and rigid structure help explain the properties of ceramics.

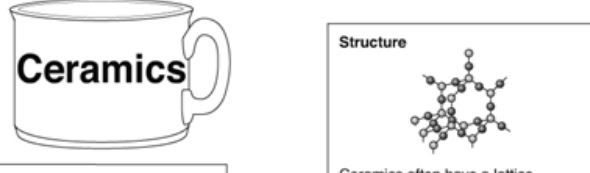
Ceramics are generally high m.p.t. solids, strong, hard, brittle, durable, non-conductors of heat and electricity and unreactive.

China is used for tableware, as it is strong and a heat insulator.

A range of hard, durable, non metallic materials, which are generally unaffected by heat, e.g. china and glass.

Structure

Ceramics often have a lattice structure with billions of atoms held together by strong bonds in a rigid grid-like pattern.



Polymers

The long coiled molecules go back to their original shape when stretched, making polymers **elastic**.

Polymers are formed by joining together many small molecules called monomers.

Most synthetic polymers are made from crude oil.

e.g. poly(vinyl chloride) is used for covering electrical cables as it is flexible, strong and a non conductor of electricity.

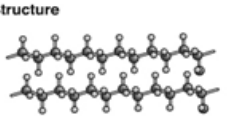
Structure

Polymers are often long chain molecules made up of repeating groups of atoms.

Polymers are generally strong, flexible, non conductors of heat and electricity, durable and unreactive.

If cross-links are formed between chains it makes the polymer harder and less easy to melt. Vulcanisation uses sulfur to form cross-links in rubber molecules.

e.g. poly(ethene) is used for plastic bags and buckets as it is strong, flexible and durable.



Composites

e.g. in safety glass layers of glass are combined with clear polymer.

Exothermic reactions transfer energy to the surroundings so the temperature of the surroundings rises.

Endothermic reactions transfer energy from the surroundings so the temperature of the surroundings falls.

Composites are combinations of two or more different materials.

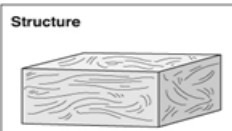
Composite materials are useful because they combine the properties of all the materials they are made from.

e.g. concrete is used for large structures because it is strong and durable.

Concrete is made by mixing cement with sand, aggregate and water.

Structure

Many composite materials contain fibres embedded in a matrix or resin.



Keyword	Definition
brittle	Hard but easily broken or cracked
ceramic	A range of hard, durable, non-metallic materials, which are generally unaffected by heat. E.g. china and glass.
clay	Very fine particles of rock.
crystals	Pieces of a mineral with sharp edges. A solid with a regular shape and flat surfaces which reflect light
insulator	A material that does not allow something to pass through it (e.g. heat, electricity).
lattice structure	An arrangement of many atoms or other particles, which are bonded together in a fixed regular (grid-like) pattern.
crude oil	A fossil fuel formed from the decay of sea creatures over millions of years under the conditions of high heat and pressure and in the absence of air.
monomer	A small molecule that can join with other molecules like itself to form a polymer.
polymer	A substance made up very long molecules containing repeating groups of atoms. (Formed by joining monomer molecules together.)
polymerisation	The reaction that joins monomer molecules together to form a polymer.
vulcanisation	When rubber is heated with sulfur. The sulfur forms cross-links between the rubber molecules, changing the material's properties.
aggregate	Gravel, small stones or pieces of crushed rocks used in building.
composite material	A material made by combining two or more other materials. The separate materials do not react together.
cement	A substance that binds materials together. In building it refers to a mixture of clay and lime (calcium oxide).
concrete	Artificial stone made from a mixture sand, cement, water, and larger pieces of material such as gravel or small stones (aggregate).
fibre	A long thin continuous strand or thread.
thermal decomposition	Breaking down a compound into simpler substances using heat.
biodegradable	Capable of being decomposed (broken down) by organisms in the soil.
carbon capture technology	Technology that can be used to remove carbon dioxide from the waste gases produced by power stations and industrial processes preventing it from entering the atmosphere.
climate change	Changes that will happen to the weather as a result of global warming.
non-biodegradable	Not decomposed (broken down) by organisms in the soil.

Year 9 – Science- B3a. Genetics and Evolution

Environmental variation

Some characteristics vary due to **environmental factors** in an organism's surroundings (its **environment**). There are living environmental factors (other organisms) and **physical** (non-living) **environmental factors**, such as the amount of sunlight. Variation caused by environmental factors is **environmental variation**.

All the organisms and physical environmental factors in an area form an **ecosystem**.

Inherited variation

Offspring **inherit** characteristics from their parents and these characteristics can vary (e.g. brown eyes and blue eyes). This is **inherited variation**.

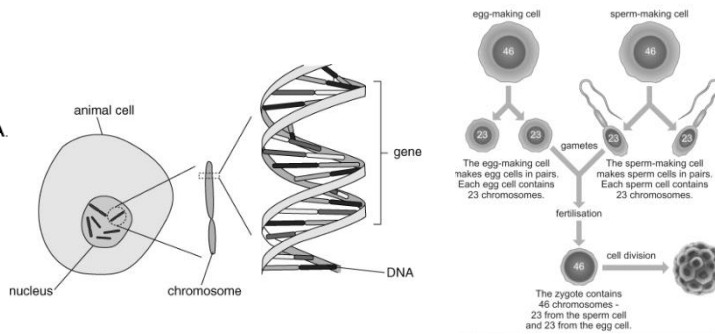
Chromosomes, genes and DNA

An organism's characteristics are controlled by **genetic information** contained in a code in **DNA**. James Watson and Francis Crick discovered the structure of DNA by making use of the data of other scientists, such as Rosalind Franklin and Maurice Wilkins.

Each **chromosome** contains a long molecule of DNA. Certain sections of that DNA molecule contain the genetic information and are called **genes**.

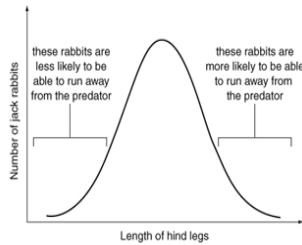


All tigers have stripes but there is variation in the stripes between each tiger.



Natural selection

All characteristics vary slightly amongst the members of a species. We can often draw a bell curve (**normal distribution**) to show variation in a characteristic.



If conditions in a habitat change, then variation in a characteristic may help some members of a species to survive better than others. Imagine a new predator moves into the area in which jack rabbits live. By chance, some jack rabbits will have slightly longer hind legs that allow them to run faster. These are the jack rabbits that are more likely to survive and reproduce. So, the next generation of jack rabbits will have slightly more rabbits with longer hind legs.

This process is known as **natural selection**. Charles Darwin and Alfred Russel Wallace both came up with the idea that it is natural selection happening over and over again, over a long period of time that causes **evolution**.

Endangerment and extinction

Changes in an **ecosystem** can cause species to become **endangered** or **extinct**. This is usually due to:

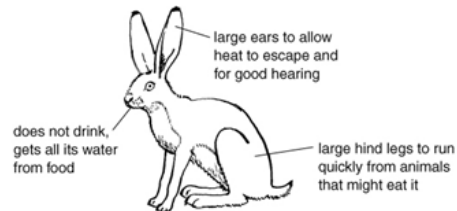
- changes in physical environmental factors
- competition from other organisms
- disease
- Human activities (e.g. hunting, clearing habitats, using poisons).

We can try to stop this happening and preserve **biodiversity** (the number of species) by:

- protecting areas and setting up nature reserves
- setting up breeding programmes in zoos
- banning the hunting of some animals or the collecting of wild plants
- Setting up **gene banks** (to store parts of organisms, such as seeds and gametes).

We should preserve biodiversity because:

- organisms depend on one another (they are **interdependent**)
- we won't be able to make use of organisms if they become **extinct**
- More biodiverse areas recover better from natural disasters.



Jack rabbits are adapted to living in a desert habitat.

Keyword	Definition
genus	A group of similar organisms. The genus name is the first word in the scientific name for a species (the second word is the 'species name'). Different closely-related species belong to the same genus.
species	A group of organisms that can reproduce with each other to produce offspring that will also be able to reproduce.
variation	The differences between things.
continuous	Continuous data can take any value between two limits. Examples include length, mass, time.
discontinuous	Data values that can only have one of a set number of options are discontinuous. Examples include shoe sizes and blood groups.
environmental variation	Differences between organisms caused by environmental factors.
inherited variation	Differences between organisms that are passed on to offspring by their parents in reproduction.
normal distribution	If the value of a variable changes in a continuous way, it will often show a normal distribution. This means that the middle values of the data range are most common and values at the highest and lowest extremes are least common. This sort of data forms a bell shape on charts and graphs.
gamete	A cell used for sexual reproduction.
zygote	Another term for 'fertilised egg cell'.
chromosome	A structure found in the nuclei of cells. Each chromosome contains one enormously long DNA molecule.
DNA	A substance that contains genetic information. Short for deoxyribonucleic acid.
gene	Section of the long strand of DNA found in a chromosome, which contains instructions for a characteristic.
sex chromosome	Chromosome that determines the sex of an organism. In humans, males have one X sex chromosome and one Y sex chromosome, while females have two Xs.
endangered	When a type of organism is in danger of ceasing to exist.
extinct	An organism that no longer exists is extinct.
gene bank	Any facility that stores genetic material from different organisms (e.g. seeds, gametes, tissue samples).
evolution	A change in one or more characteristics of a population over a long period of time.
natural selection	A process in which an organism is more likely to survive and reproduce than other members of the species because it possesses a certain inherited variation.

Y9 TONAL INVESTIGATION KNOWLEDGE ORGANISER

This half term focus – Endangered animals, tone, texture, pattern and printmaking– using a range of media and techniques

Key Knowledge 1 – AO1: Developing ideas.

- Looking at artist's designers and craftspeople to help inspire and develop your own work.
- Showing that you can analyse art using technical vocabulary and that you understand the cultural context to the art.



How do I present my work for assessment?

All work will be presented with care, accuracy and neatness.

(See high grade modelled example.)

Key Knowledge 2: AO2: Experiment and refine ideas.

- Using lots of different materials and media that relate to your theme.
- Experiment to find out what works and what doesn't.
- Use feedback effectively to improve your work as it progresses.



Key Knowledge 3: Record observations.

- Tonal pencil drawing
- Close up pen drawing.
- Reverse tone drawing.
- Mono print.
- Low relief textural piece.



Wider Thinking:
Endangered Animals Independent research task

Expert modelling example:



Independent research.



Tonal Investigation Board

Stretch and Challenge:

Use materials and techniques with a high level of skill and control. Record finer surface textures and details.

Keyword	Definition
Observational drawing	Drawing from looking at objects or photographs.
Directional	Shading that follows the contours of the form to create a 3D effect.
Mono Print	Monoprinting is a form of printmaking that has lines or images that can only be made once.
Describe	Give a clear description that includes all the main features – think of it as 'painting a picture with words'.
Gradient	Is a visual technique of gradually transitioning from one shade to another, or one texture to another.
Analyse	Finding out what the main features suggest and deciding why the artist used such features to convey specific ideas.
Investigate	Test the qualities of materials, techniques or processes through practical work.
Skilful	Apply materials, techniques and processes with a high level of understanding, ability and control.
Refine	Improve work taking into account feedback and aims.
Formal Elements: Shape, texture, tone, form.	Key words that can be applied and used to describe 2D and 3D art and design.
Mark Making: Hatch, cross hatch, stipple.	Key words that can be applied to mark making techniques.



weaving

sayuri sasaki hemann

our plastic sea



What is Shibori?

Shibori is a Japanese term for several methods of dyeing cloth and creating a pattern by binding, twisting, folding and compressing it. It can create interesting colours as well as textures.

tjanting tool



batik



<u>Keyword</u>	<u>Definition</u>
Influence	Something or someone that influences a person or thing, then, has an influence on that person or thing.
Silk Printing	Silkscreen , also called serigraphy, sophisticated stencilling technique for surface printing , in which a design is cut out of paper or another thin, strong material and then printed by rubbing, rolling, or spraying paint or ink through the cut out areas.
Batik	Method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.
Tjanting Tool	An arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.
Tie - Dye	A hand method of producing patterns in textiles by tying portions of the fabric or yarn so that they will not absorb the dye .
Applique	Layering pieces of fabric that are sewn or stuck on to a larger piece to form a picture or pattern.
Weaving	The craft or action of forming fabric by interlacing threads.

Network

A collection of computers connected together.

LAN

Network over a local geographical area (eg School)

LAN has its own infrastructure of cabling and network hardware due to distance and practicalities

WAN

Network over a large geographical area (eg WWW)

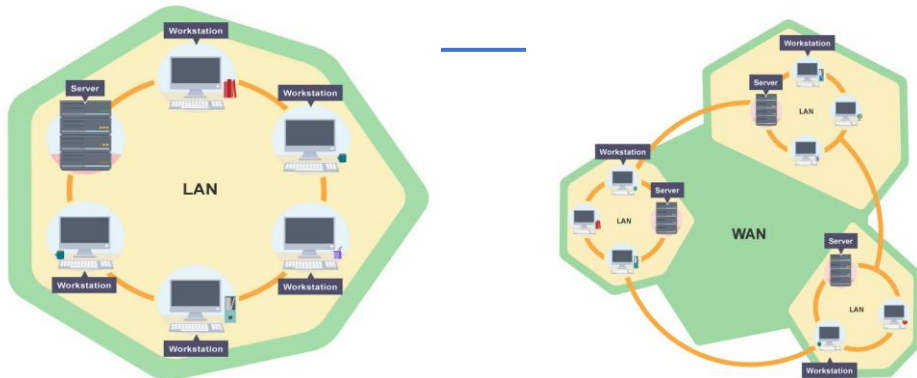
WAN uses external hardware and external infrastructure e.g. use of satellite, phone lines or The Internet.

Advantages

- Share Internet Connection
- Share Peripherals
- Share files
- Sends Emails

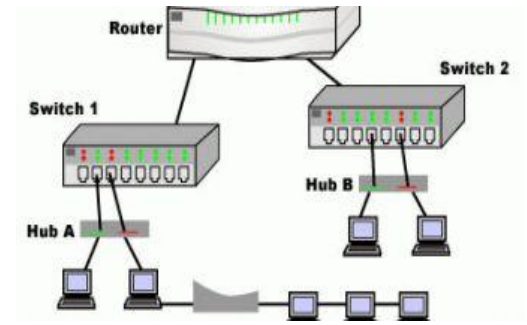
Disadvantages

- Risks of Viruses and Hacking
- Expensive Hardware
- Specialist staff often needed (eg Network Manager)



Possible Careers

- Network Manager
- IT technician
- Security Engineer
- Teaching



Hardware

Hub – used to connect multiple devices to the network. Now obsolete (use Switch)

Switch – connecting computers and other network capable devices together to form a network.

NIC (Network Interface Card/controller) – Internal hardware allows a device to be connected to a network. Use for wired and wireless networks

Transmission Media – What is used to transmit data across a network –

Wired - Ethernet cable (CAT 5e and CAT 6 twisted pair). A networking standard. Coaxial cable , an older standard or Fibre optic very fast but more expensive.

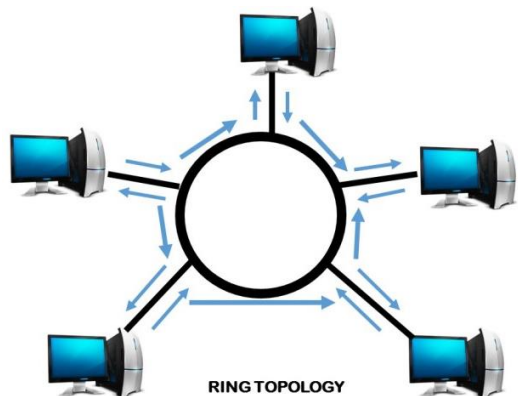
Wireless – Radio and microwaves to transmit data e.g. Wi-Fi is the standard for for networks – uses two radio frequencies 2.4ghz and 5 ghz

Wireless Access Points – for wireless networks – allows devices to connect to a network wirelessly

Server – A computer that holds data to be shared with other computers. A web server stores and shares websites. Servers require server software.

Router– Connects Server to Internet and transmits data (as packets) between networks

Topology The layout of a network

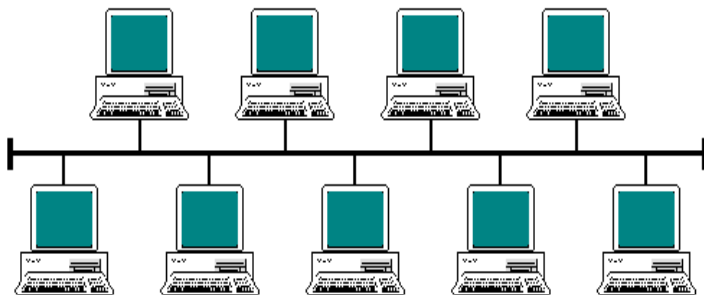


In a ring network each device is connected to two other devices, this forms a ring for the signals to travel around.

Each packet of data on the network travels in one direction and each device receives each packet in turn until the destination device receives it.

Bus topology uses one main cable to which all nodes are directly **connected**.

The main cable acts as a backbone for the network.



Remember: these can be good or not so good factors

Factors that affect the performance of Networks

Bandwidth – the amount of data that can be transferred over a given time. **Greater bandwidth = better network can perform.**

If more people are using bandwidth on a network this can cause congestion and slow the network down.

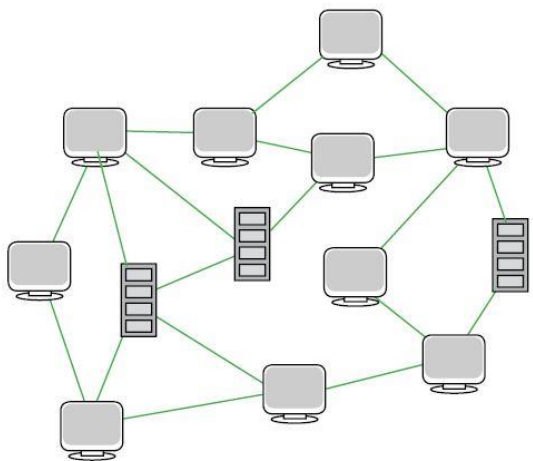
How to solve: You could limit the bandwidth available to different users on the network address

Wired Connections – generally faster and more reliable than wireless

Fibre optic cables = better performance than copper cables
Wireless performances depends of signal quality – Physical objects such as thick walls and interference from other devices can affect the network

Choice of hardware and network topology can also have an affect on the performance

Topology The layout of a network



Mesh

Relatively new topology

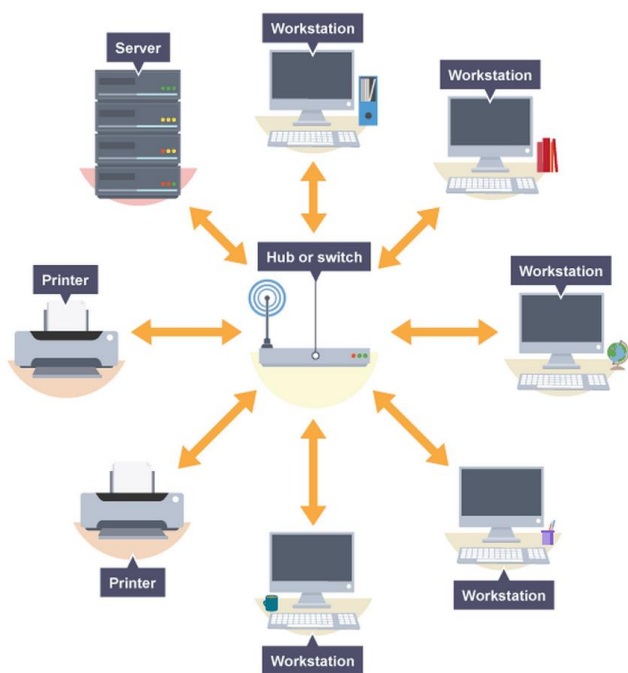
Decentralised - Where some or all of the workstations or other devices are connected directly to each of other.
Most are usually connected to the node that they exchange the most data with.

Advantage

No single point where it can fail
If one device fails then the data is sent along a different route to its target

Disadvantage

Very expensive – a lot of wire is needed to connect devices together BUT can overcome this by using wireless technology
down.



Star

Each device on the network has its own cable that connects to a **switch** or server. It is centralised.
Central switch or server allows many devices to be connected to it

Advantage

very reliable – if one cable or device fails, then all the others will continue to work
high performing as no data collisions can occur
Simple to add more devices to network
Better performance – all data sent to central device so all devices can transmit data at once

Disadvantage

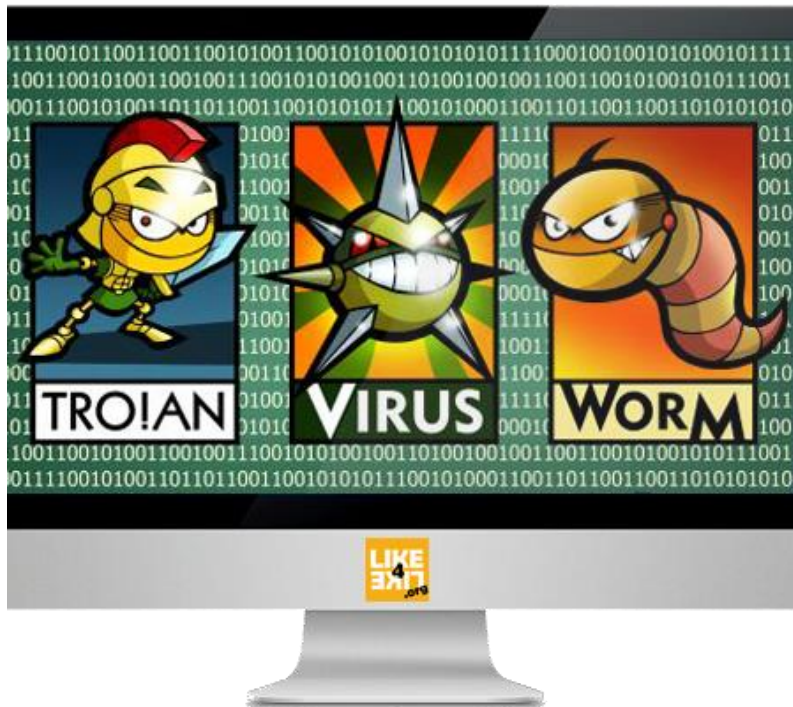
expensive to install as this type of network uses the most cable, and network cable is expensive
if a hub or switch fails, all the devices connected to it will have no network connection

- **People as the weak point in secure systems**

- **Social engineering** - is a way of gaining sensitive info or illegal access to networks by influencing people, usually employees of large companies
- **Phishing** – another type of social engineering – criminals send emails or texts to people pretending to be well known business. They request users update their details, when users do this the criminals use the details on the users account e.g. bank details

Possible Careers

- White hacker
- MI5 (GCHQ)
- Security Engineer
- Teaching



Key

A	Corrupted	D	Deleted
B	Lost	E	Hacked
C	Destroyed	F	Damaged

Network security threats

Malware – Malicious software installed on someone's device without their knowledge or consent.

Typical actions of malware:

Delete/modify files

Scareware – tells user PC is infected with lots of viruses – to pay for problem to be fixed

Locking files – ransomware – pay to get files back

Spyware – secretly monitors actions and sends info to hacker

Rootkits - alter permissions given hackers admin level access to devices

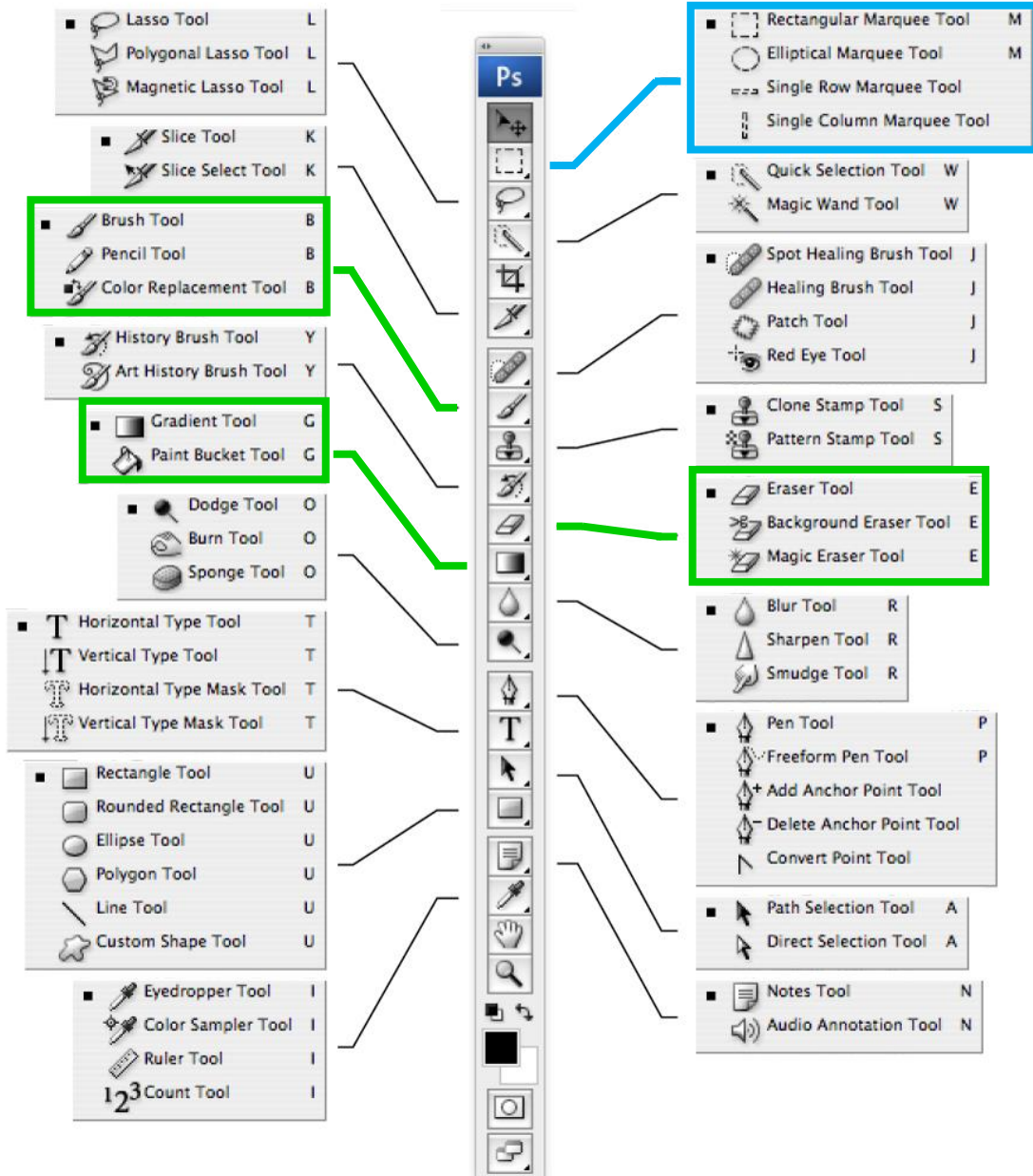
Backdoor – holes in someone's security leaving them open to future attacks

Malware can access your device in different ways

Viruses – in attachments, or .exe files activated when opened

Worms – self replicating viruses - spread quickly

Trojans – malware disguised as legitimate software users install them not realizing they have hidden purpose



Transform

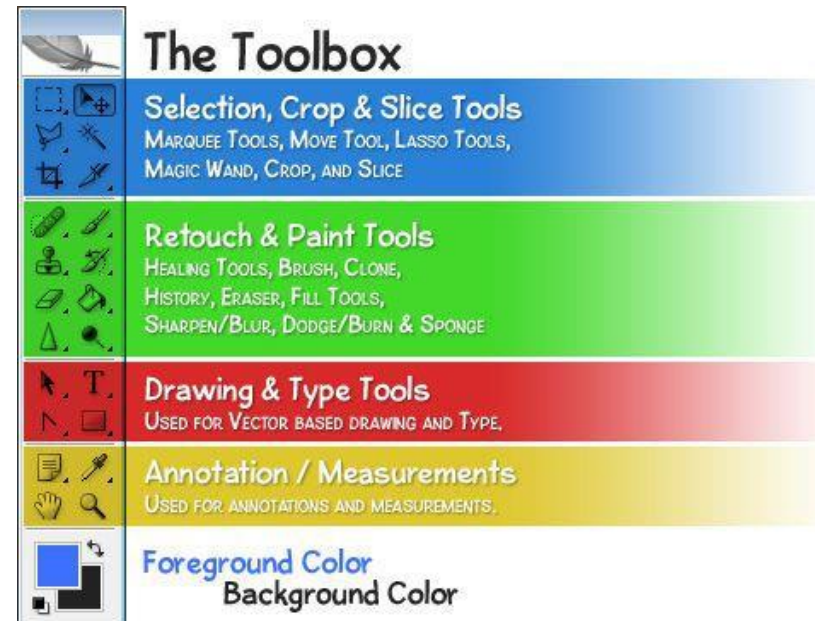
The Free **Transform** command (**Ctrl T**) lets you apply transformations in one continuous operation.

- Scale
- Rotate
- Skew
- Distort
- Perspective
- Warp



Shift Key

When using the transform tool to resize an object, by holding down the shift key, it will make sure your resizing will not skew or stretch your object into strange proportions.



Layers

A **layer** is the term used to describe the different levels at which you can place an object or image file.

You can stack, merge or **define layers** when creating a digital image.

In the Layers panel, click the eye icon to the left of a layer to hide its content. Click again in the same spot to reveal the content. This is a useful way to remind yourself what's on a particular layer.

A layer must be selected in order to make changes to it.

Photoshop Keyboard Shortcuts

Ctrl + A	Select All	Ctrl + R	Ruler
Ctrl + C	Copy	Ctrl + S	Save File
Ctrl + N	New File	Ctrl + T	Transform
Ctrl + J	Deuplicate Layer	Ctrl + V	Paste
Ctrl + Alt + I	Image Resize	Ctrl + Z	Undo
Ctrl + Alt + Z	Step Backwards	Ctrl + Zero	Zoom – fit window
Ctrl + Shift + Z	Step Forwards	Ctrl + 1	Zoom – actual size

Made a mistake?

- To **undo** the last thing you did, choose Edit > Undo
- To **redo** the last thing you did, choose Edit > Redo
- To undo multiple steps select a step in the **History** panel.

Image manipulation involves transforming or altering an image until you get the desired look.

Images can be manipulated by:

- Cropping, Opacity, Brightness of images, Altering the size and shape.

What needs to be included in a good **freeze frame**?:

- Facial expressions
- Body Language
- Gestures
- Stillness
- Silence



A good Freeze frame should freeze at a key moment of the story.

What needs to be included in a good **thought track**?:

- Projection
- Vocal tone
- Focus



A good thought track should be detailed.
"I feel.....because....."

What needs to be included in a good **narration**?:

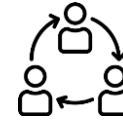
- Projection
- Vocal tone
- Focus
- Introduction of characters
- Introduction of setting



A good narration should be detailed and tell the audience what has happened prior to the scene.

Steps to a good performance.

Collaborate as a group and discuss initial ideas



Create a **freeze frame** to show the audience your key idea.



Add one **thought track** per character so the audience can learn more about your character.



As a group, decide on a **narrator** and add a **narration** to the start of your scene to introduce characters and setting.



Keyword	Definition
Body Language	Using posture or movement to communicate how your character is feeling.
Collaboration	Working together as a group to create something new
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Freeze Frame	A frozen snapshot in time showing a key moment in a story.
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Narration	Telling the audience key moments of the story. Example: settings and characters.
Projection	Using a loud volume to make sure you are heard.
Thought Track	Stepping out of a freeze frame and telling the audience your character's inner thoughts.
Vocal Tone	Showing emotion through your voice.

Y9 – Drama – Theatre History

When was Greek Theatre created and what are the key theatre devices used? :

- It was created in 550 BC
- Greek Chorus
- Canon
- Choral Speech
- Choral Movement
- Amphitheatre
- Performing outside



When was Commedia created and what are the key theatre devices used? :

- It was created in 1600 in Italy
- Street theatre
- Zanni, Pantalone, Il Dottore, Il Capitano
- Lazzi- Comedic moment in a piece
- Over exaggerated movement
- No speech, just sounds
- Comedic



When was Music Hall created and what are the key theatre devices used? :

- It was created in 1840 in England
- Stage show
- MC who introduced the acts
- Would include a variety of acts
- Sound effects used for the first time



Keyword	Definition
Amphitheatre	An outside theatre which ancient Greek actors would have performed in. Some still exist today.
Canon	Doing the same speech or movement at different times to your group
Chorus	Doing the same speech and movement at the same time as your group
Commedia	An Italian style of comedy. Would have been street performances to entertain the masses.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Greek Theatre	A style of often tragic theatre performed in 550BC+ in Greece
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Lazzi	A comic pause in Commedia to give the audience some light relief
Projection	Using a loud volume to make sure you are heard.
Zanni, Pantalone, Il Dottore, Il Capitano	Type of characters in Greek Theatre

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').



Jerry Goldsmith
Planet of the Apes
Star Trek: The Motion Picture
The Omen
Alien



John Williams
Star Wars
Jaws
Harry Potter
Indiana Jones
Superman, E.T.



James Horner
Titanic
Apollo 13
Braveheart
Star Trek II: The Wrath of Khan



Ennio Morricone
The Good, The Bad and The Ugly
For a Few Dollars More
The Mission



Danny Elfman
Mission Impossible
Batman Returns
Men in Black
Spider-Man



Hans Zimmer
The Lion King
Gladiator
Dunkirk
Blade Runner 2049
No Time to Die



Bernard Herrmann
Psycho
Vertigo
Taxi Driver

Steps to a good performance.

Collaborate as a group and discuss initial ideas



Experiment with some sounds you may wish to use in your performance.



Arrange the sounds so they fit with the action on the screen and rehearse as a pair/group.



As a group, decide on a narrator and add a narration to the start of your scene to introduce characters and setting.



Keyword	Definition
Soundtrack	The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film.
Collaboration	Working together as a group to create something new.
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Experiment	To try something out or discover what works best.
Focus	Not laughing while you are on stage and staying focused on your performance.
Arrange	Organise/ put things in order.
Storyboard	A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.
Music Spotting	A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.

How did Reggae develop?

REGGAE is one of the traditional musical styles from JAMAICA. It developed from :



Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

Reggae Key Words

MELODY – The main 'tune' of a piece of music, often sung by the **LEAD SINGER**.

RIFF – A repeated musical pattern. Often the **BASS GUITAR** plays repeated **MELODIC BASS RIFFS** in Reggae songs.

BASS/BASS LINE – The lowest pitched part of a piece of music often played by the **BASS GUITAR** in Reggae which plays an important role.

CHORD – 2 or more notes played together in **HARMONY**.

TEXTURE – Layers of sound combined to make music.

African Music

African instruments are often made from plants and animal products such as hide and bone. African musicians are very fond of **PERCUSSION** instruments and use a wide variety of drums (called **MEMBRANOPHONES**) Drums are traditionally used as an accompaniment to singing, dancing, working and communicating between villages. Drummers are typically the most respected members of their community.



Texture

In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a **THICK** and complex **POLYPHONIC** texture.

The **MASTER DRUMMER** can elaborate and decorate his solo drum part with **ACCENTS** and playing in a technically demanding style to "show off" to the rest of the drum ensemble and audience.

Texture

In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a **THICK** and complex **POLYPHONIC** texture.

Samba

Music in Latin America is widely influenced by colourful and exotic carnivals and a range of dance styles. Carnivals may include **FANFARRAS**, featuring brass instruments associated with fanfare, and almost always a **SAMBA BAND**.



Tempo

Samba music is generally fast at around 104 bpm and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.



Marking



Try-Square: Mark 90 lines to cut a straight line across a piece of timber.



Steel Rule: to measure points and lengths on a piece of timber.



Marking Gauge: Pin marks timber to a specific width from the edge.

Cutting & Shaping



Tenon Saw: Used to cut a straight line on a piece of timber.



Coping Saw: used to cut around curves or intricate shapes.

Sanding Disc: Used to round of edges or smooth edges on a piece of timber.



Pillar Drill: Used to drill holes of differing diameters into a piece of timber.

Finishing



Sand Paper: Different grades are used to smooth material at different stages.

File: Can be used to shape material but also to remove marks from the edges of a material too.



Varnish: Used to cover the surface of timber to protect it from marks and fade in colour over a period of time.

Timbers



Softwoods:

- Coniferous trees
- Pale in Colour
- Soft/Easy to Cut
- Used for Furniture and Construction Trade
- More sustainable

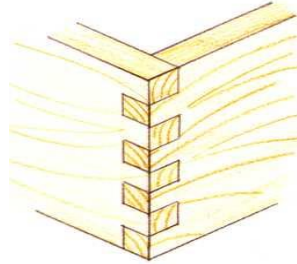


Hardwoods:

- Deciduous trees
- Durable
- Hard to shape and cut
- Long time to Mature
- Furniture
- Some are rare to find

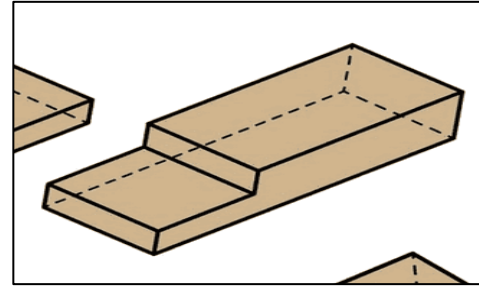
Manufactured Boards:

- made through human intervention
- consist of recycled woods part
- mixed with a liquid for example Glue or resin
- Flat Pack Furniture
- Cheap to manufacture



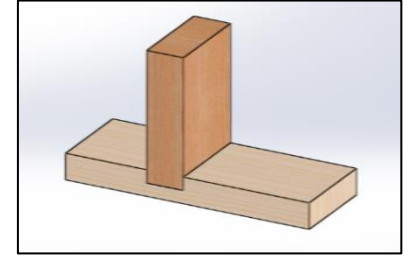
Finger Joint

If the joint is cut accurately the 'fingers' should fit together without any gaps and the glue ensures that they are virtually indestructible. They are used for a wide range of products including jewellery boxes.



Lap Joint

The shoulder can be seen clearly and has been pushed into the shoulder and this means it is level with the sides. It is very common and is used for furniture and box constructions such as jewellery boxes.



Housing Joint

A housing joint is a very simple, very strong woodworking joint that joins two work-pieces at right angles. It is done by cutting a slot into one piece and fitting the other piece into it.

Assemble Products:

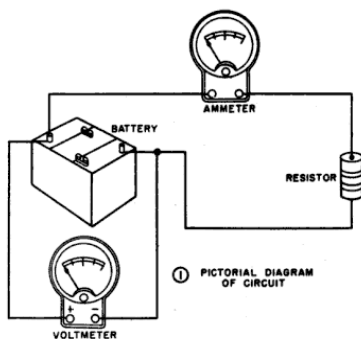
Below are a number of different methods to assemble and construct products

1. Clasp
2. Hinge
3. Nails
4. Screws
5. PVA Glue



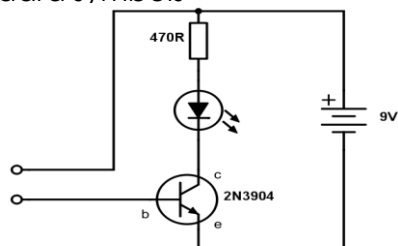
What are electronic components and systems?

An electronic circuit is a structure that directs and controls electric current to perform various functions including signal amplification, computation, and data transfer. It comprises several different components such as resistors, transistors, capacitors, inductors, and diodes



What is a schematic diagram?

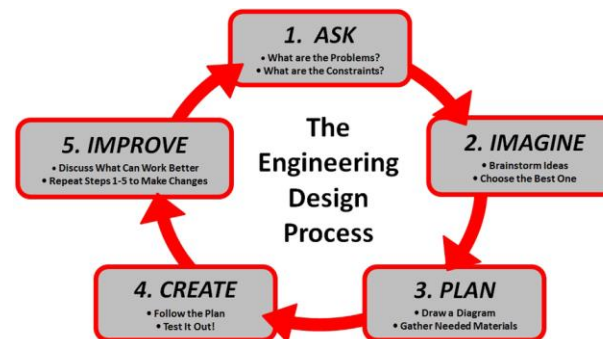
A drawing showing all significant components, parts, or tasks (and their interconnections) of a circuit, device, flow, process, or project by means of standard symbols



Keyword	Definition
Current	The rate of flow of electric charge past a point or region
Voltage	An electromotive force or potential difference expressed in volts
Resistance	Resistance is an electrical quantity that measures how the device or material reduces the electric current flow through it
Ohms Law	The law states that $V = IR$, where V is the voltage difference, I is the current in amperes, and R is the resistance in ohms
Circuit Diagram	A circuit diagram is a graphical representation of an electrical circuit
Electron	A stable subatomic particle with a charge of negative electricity
Circuit Symbols	An electronic symbol is a pictogram used to represent various electrical and electronic devices or functions
Dry Joint	These are cracked, fractured or broken solder joints are sometimes (erroneously) called 'cold' or 'dry' joints
LED	Stands for 'light emitting diode' and produces light when a voltage is applied to it.
Resistor	Electronic devices that restrict the flow of an electronic current.
Transistor	A semiconductor device used to amplify or switch electronic signals and electrical power.

What is the Design Process?

The engineering design process is a common series of steps that engineers use in creating functional products and processes.



Environmental considerations within the product design

Eco-design is an approach that aims to reduce a product's environmental impact throughout its life-cycle. ... It also factors in its consumption of raw materials and possible negative impact on the environment (atmospheric pollution, discharges into natural environments, harmful effects on biodiversity, etc.)



Communicating design ideas

Communications designers, also known as visual designers, illustrators, or graphic designers, are artists who use words and images to convey messages and ideas across multiple media platforms. They choose to work in a variety of industries producing communications materials

Circuit Symbols

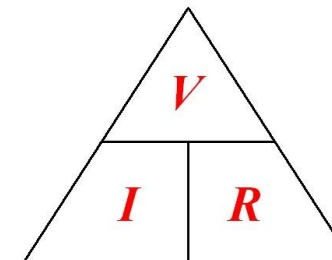
	switch (open)		lamp
	switch (closed)		fuse
	cell		voltmeter
	battery		ammeter
	diode		thermistor
	resistor		L.D.R.
	variable resistor		

Keyword	Definition
Phototransistor	A semiconductor device that converts light into an electrical current.
Component	The elements of circuit which helps in its function
Fault Finding	Use electronic test equipment to analyse circuits. (oscilloscopes, logic probes etc) apply a systematic approach to fault finding. locate a range of faults to component level
Vacuum Forming	A simplified version of thermoforming, where a sheet of plastic is heated to a forming temperature, stretched onto a single-surface mould, and forced against the mould by a vacuum.
Solder	Solder is a fusible metal alloy used to create a permanent bond between metal workpieces
Side Cutters	Diagonal pliers are pliers intended for the cutting of wire.
Wire Strippers	A small, hand-held device used to strip the electrical insulation from electric wires
Switch	An electronic component or device that can switch an electrical circuit, interrupting the current or diverting it from one conductor to another
Conventional Current	Conventional current is the flow of a positive charge from positive to negative and is the reverse of real electron flow
Output	Speaker, printer, monitor, LEDs, fan, radio transmitter
Input	Mouse, keyboard, joystick, GPS, camera, microphone, Light-dependant resistor (LDR)

Ohms Law

voltage=current x resistance

$$V = I R$$



$$I = \frac{V}{R}$$

$$R = \frac{V}{I}$$

This relationship is called **Ohm's Law**. We usually write Ohm's Law as;

The symbol for resistance is R, it is measured in ohms . (Ω)

The symbol for **voltage** is V, it is measured in volts . (V)

The symbol for current is I, it is measured in amperes . (A)

There are **seven** major classes of nutrients: carbohydrates, fats, dietary fibre, minerals, proteins, vitamins, and water. These nutrient classes can be categorised as either **macronutrients** (needed in relatively large amounts) or **micronutrients** (needed in smaller quantities).

Macronutrients:

Carbohydrates provides the body with **energy**. There are two main types, complex and simple. **Complex carbohydrates** give **long lasting energy**. These are found in foods such as bread, pasta and cereals. **Simple carbohydrates** make blood sugar levels go up very quickly. This provides a **short burst** of **energy**. These are found in 'sugary' foods such as cakes, jams and sweets.

Protein is needed for **growth** and to **repair** cells. Protein is made up of amino acids. Proteins that are high in essential amino acids are called **high biological value (HBV)** proteins. These are found in milk, cheese, fish, eggs, meat and soya beans. Proteins that are low in amino acids are called **low biological value (LBV)** proteins. These are found in nuts, cereals and pulses.





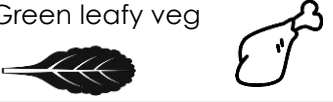

Fats are used by the body for **energy**. Fat also forms an insulating layer under your skin to keep us **warm** and **protect our organs**, such as our kidneys. There are two main types of fat, **saturated** and **unsaturated**. Foods such as meat, cheese and butter are high in saturated fats. Foods such as seeds, fish and vegetable oils are high in unsaturated fats. We should eat less saturated fats.

Fibre helps food to move through our bowels and prevent **constipation**. Foods such as vegetables, wholemeal bread and beans are high in fibre.

Water is needed for lots of reasons, keeping our body at the right **temperature**, **digesting** food, **lubricating** our bones and keeping us **hydrated**. Water is found in drinks, fruits and vegetables.

Keywords	Definition
Constipation	Difficulty emptying the bowels
Cholesterol	A type of fat found in our blood
Immune System	A set of tissues which work together to resist infection
Diabetes	A disease that occurs when your blood glucose (blood sugars), is too high.

Micronutrients:

Vitamin	What we need it for	Examples of where we get it from
A	Good vision, especially when it is dark	
B Group	Releasing energy from carbohydrates	Meat 
C	Fighting diseases and helping the body to absorb iron	
D	Along with calcium, it helps our body make strong bones and teeth	 Oily
Minerals	What we need it for	Examples of where we get it from
Iron	To make red blood cells to carry oxygen around the body	Green leafy veg 
Calcium	Along with vitamin D, calcium helps make strong bones and teeth	

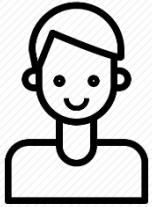
Consequences of a poor diet:

- Eating too many carbohydrates, fatty foods or sugary foods can lead to **obesity**, which can increase the risk of **type 2 diabetes** and **heart disease**.
- Eating too many salty foods can cause **high blood pressure**.
- Too much saturated fat can lead to **high cholesterol**.

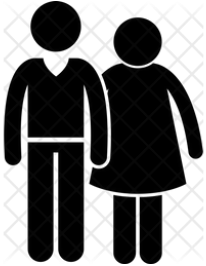
Nutritional needs according to age – Everyone should aim to follow the healthy eating guidelines, but our nutritional needs change throughout each stage of our lives.



Children, grow quickly and are very active. They need protein to help them grow and repair the body. Carbohydrates are needed for energy to support their physical activity. Calcium and Vitamin D are needed for healthy teeth and bone development.



Teenagers, should aim for a balanced diet. Rapid growth spurts happen around the early teens, girls usually start these earlier than boys. Protein is needed to cope with growth spurts, boys tend to need more due to muscular tissue development. Girls need more iron and Vitamin C as they lose these nutrients through a period. Teenagers also need Calcium and Vitamin D, to support the skeleton reach peak size and bone density.



Adulthood, at this stage growth and development stops. Men require more calories than women because they have more lean muscle and are generally taller and larger. Iron is important for adult women as they continue their periods. Calcium and Vitamin D to keep the skeleton strong as women tend to lose bone strength.



Late Adulthood, as we age our muscle is replaced with fat, so eating high in fat foods must be avoided. Calcium and Vitamin D is needed to help stop bones from becoming weak and brittle. Vitamin B12 is needed to keep the brain healthy and prevent memory loss. Fibre is needed to prevent constipation as the digestive system begins to weaken and Vitamin A is needed to help maintain good eyesight.

Diet and Lifestyle – You may have to plan a meal for someone with a dietary requirement (intolerances, allergies, ethical, religious beliefs and diet related health problems) all affect what people eat.



Vegetarians avoid eating meat and fish for a variety of reasons, including:

- Dislike the taste and texture of meat
- Religious beliefs
- Family influences

Vegans do not eat any foods from animal origin. This includes meat, fish, dairy and honey. To obtain a range of nutrients, vegetarians and vegans do eat:

- Wholemeal bread and flour
- Soya/ plant based products
- Fruit and vegetables

An **allergy** is a reaction to the immune system your body has to a particular food. The most common types are nuts and shellfish. Symptoms include a rash to swelling of the throat and mouth and difficulty breathing.

Food intolerance occurs when a person has difficulty digesting a particular food. Common examples include lactose (cow milk) and gluten (wheat).

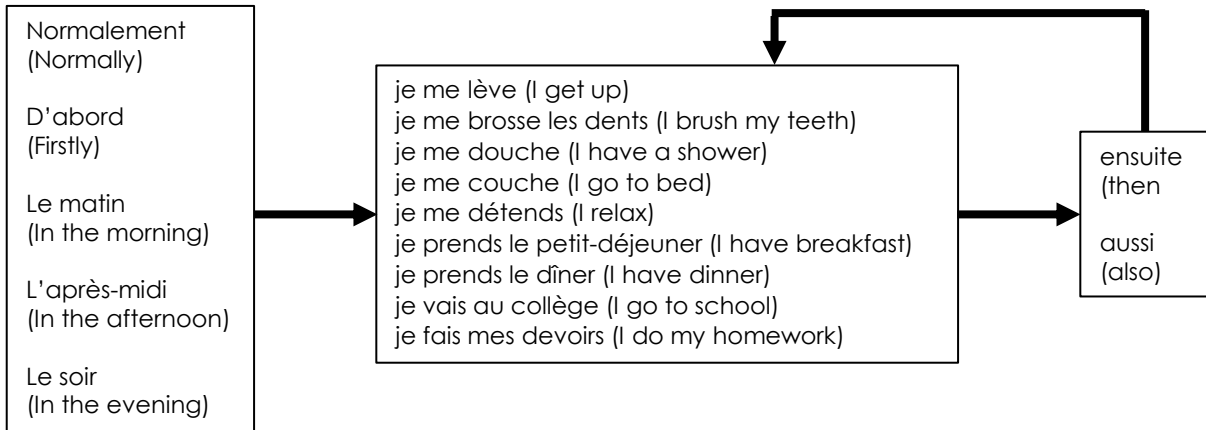
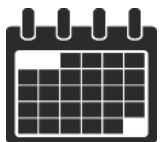


Keyword	Definition
Diet	The type of food we eat and drink
Growth Spurt	Growing quickly and suddenly in a short period of time
Rickets	A disease in children from a lack of vitamin D and calcium, causing bones to soften and bend, particularly in legs
Osteoporosis	A medical condition in which the bones become brittle and fragile from a lack of calcium and vitamin D
Iron deficiency anaemia	A condition where a lack of iron in the body leads to a reduction in the number of red blood cells.
Bone density	The amount of bone mineral in bone tissue
Obesity	The state of being grossly fat or overweight
Diabetes	A disease in which the body's ability to produce or respond to the hormone insulin is impaired, resulting in abnormal metabolism of carbohydrates and elevated levels of glucose in the blood.
Tooth Decay	Damage to a tooth caused by dental plaque turning sugars into acid.
Constipation	Difficulty emptying the bowels

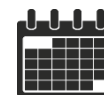


Year 9 – French – Topic 1 – La Vie Francophone (Francophone Life)

A.



Les questions



A. Comment est ta routine normalement ?
(What is your normal routine?)

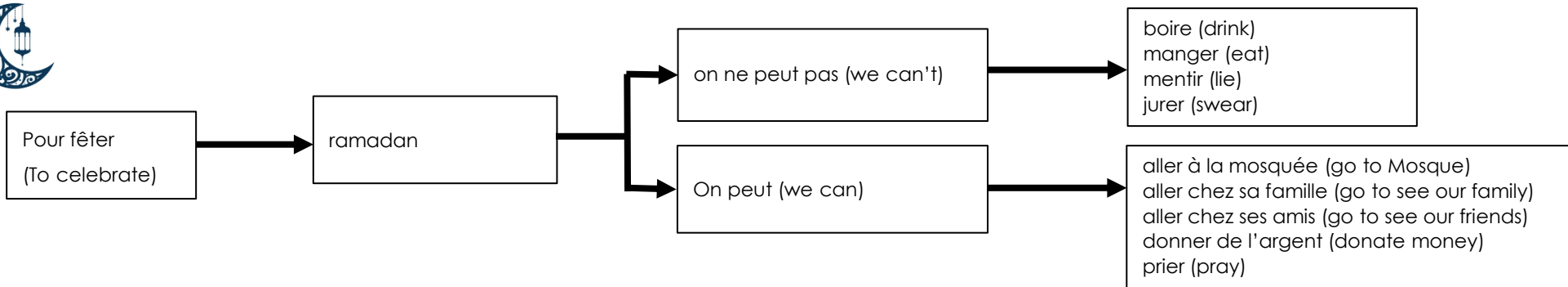


B. Qu'est-ce qu'on fait pour fêter ramadan ?
(What do you do to celebrate...?)

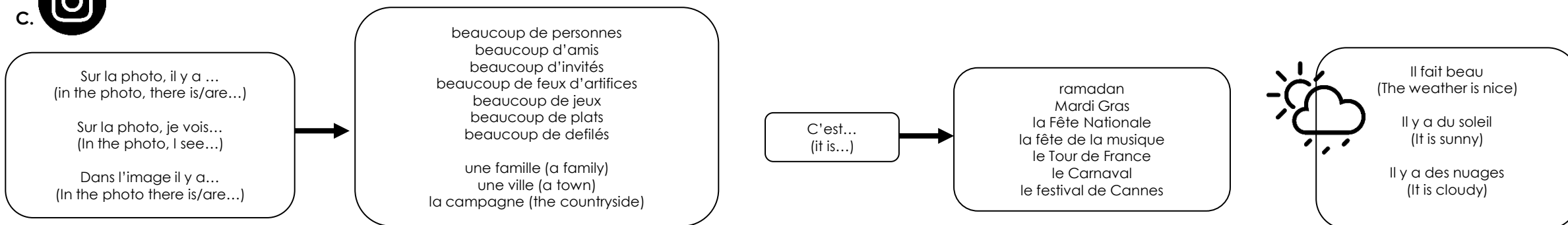


C. Qu'est-ce qu'il y a sur la photo ?
(What's in the photo?)

B.



C.





D. Comment as-tu fêté... ? (How did you celebrate...?)

L'année dernière
(Last year)

Récemment
(Recently)

quand j'ai fêté
(when I celebrated...)

Mardi Gras (shrove Tuesday)
le festival de Cannes (Cannes film festival)
le Carnaval (carnival after shrove Tuesday)
le Tour de France (Tour de France – cycling)
la fête de la musique (music day)
la fête Nationale (Bastille day)

c'était (it was)
ce n'était pas
(it wasn't)

très (very)
vraiment (really)
super (super)

cool (cool)
fantastique (fantastic)
intéressant (interesting)
amusant (fun)
génial (great)
ennuyeux (boring)
nul (rubbish)

il y avait (there was/ were)
Il n'y avait pas (there wasn't)

beaucoup de personnes (lots of guests)
beaucoup de vélos (lots of bikes)
beaucoup de défilés (lots of parades)
beaucoup d'amis (lots of friends)
beaucoup de feux d'artifices (lots of fireworks)
beaucoup de plats (lots of dishes)
beaucoup de chansons (lots of songs)

Les recettes (recipes)

Mélangez (Mix)



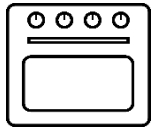
Ajoutez (Add)



Aplatissez (Roll out)



Cuisez (Cook)



Remplissez (Fill)



My Extra Vocabulary

Year 9 – Geography – Earth Systems

Geological Time

- Geology is the study of the Earth's structure and substance.
- Geologist investigate these differences in structure and substance.
- Geological processes happen over very long periods of time and the Earth has been through eons and era divided into epochs and ages.
- Eon is the largest division of time, made up of different eras.
- Epochs are smaller than eras but larger than ages
- Humans have only been on planet Earth for a fraction of time (Quaternary period).



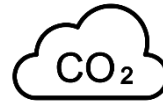
Rocks and Geology

- Rock types have different characteristics and they do not always stay the same – they can change between the three different rock types.
- Sedimentary = formed by weathering of other rocks together. They have a layered structure and are a soft rock.
- Metamorphic = formed under intense heat and pressure within the Earth's core. They are a hard rock.
- Igneous = formed from cooled magma/lava through crystallisation. They consist of small air bubbles within the rock.



Carbon Cycle

- Carbon is continually cycled on Earth. Carbon dioxide is released by combustion and respiration and removed by photosynthesis.
- Carbon is also added into the cycle by human actions such as burning fossil fuels.
- A carbon sink is somewhere that absorbs more carbon dioxide than it produces such as rainforests, oceans and (peat) soil.



Water cycle

- Evaporation = water is heated from a liquid to water vapour and rises.
- Condensation = water vapour cools and begins to turn back into a liquid and stored as clouds.
- Precipitation = water falls from clouds as rain, snow, hail, sleet.
- Surface run-off = water runs along ground.
- Interception = leaves and plants intercept precipitation before it reaches the ground.
- Infiltration = water is absorbed into the soil
- Percolation = water drips through bedrock.



Keyword	Definition
Acid Rain	Rain, or other forms of precipitation, that is made acidic by atmospheric pollution.
Carbon sink	Somewhere that absorbs more carbon dioxide than it produces such as rainforests, oceans and (peat) soil.
Convection Current	Magma heated by the core rises and as it gets further away it cools down, causing the tectonic plates to move.
Combustion	The process of burning something.
Eon	An eon is the primary division of time in geological history. It is then broken into smaller chunks known as eras.
Era	A subdivision of geological time that is smaller than an eon.
Freeze-Thaw	When water seeps into cracks, freezes and expands, thaws and eventually breaks rocks apart.
Geology	The study of the Earth's structure and substance.
Humus	The organic component of soil, formed by the decomposition of leaves and other plant material by soil microorganisms.
Igneous	Rock type that is formed when volcanic lava cools down and solidifies.
Metamorphic	Rock type that has been changed from another due to immense heat and pressure.
Micro-organisms	A microscopic organism, especially a bacterium, virus, or fungus.
Quaternary	A geological era that covers from 2.6 million years ago to today (broken into two epochs).
Sedimentary	Rock type that is formed in layers as particles are compressed together.
Weathering	The wearing down of material/rocks 'in situ' and there are three main types: mechanical, chemical and biological.

Weathering and Soil

- **Weathering** is the wearing down of material/rocks 'in situ' and there are three main types: mechanical, chemical and biological.
- Weathering can lead to the formation of distinctive landscapes and landforms.
- **Mechanical weathering** is where physical processes cause the rock to break down, e.g. through freeze-thaw.
- **Chemical weathering** is where acids react with the rocks to break it down, e.g. acid rain.
- **Biological weathering** is where living organisms contribute to the wearing away of rock, e.g. animals burrowing or plant roots breaking apart rock.
- Soil is full of nutrients and is made up of weathered rock called humus and millions of micro-organisms, insects, worms, water and air.
- Soil is influenced by climate, relief and time (how old/new it is).



Glacial environments

- **Glaciers** shape the land through processes of erosion, weathering, transportation and deposition, creating distinct landforms.
- When a glacier moves downhill it erodes everything in its path through abrasion and plucking.
- **Abrasion** - as the glacier moves downhill, rocks that have been frozen into the base and sides of the glacier scrape and break the rock beneath.
- **Plucking** - rocks become frozen into the bottom and sides of the glacier. As the glacier moves downhill it 'plucks' the rocks frozen into the glacier from the ground.
- **Glacial landforms** created by erosion are: corries (including pyramidal peaks and aretes), interlocking spurs, hanging valleys, ribbon lakes, glacial troughs.
- **Glaciers** move very slowly. As they move, they transport material from one place to another through rotational slip and plucking
- Any material carried or moved by a glacier is called moraine. There are three different types of moraine: lateral moraine, medial moraine and terminal moraine.

Keyword	Definition
Acid Rain	Rain, or other forms of precipitation, that is made acidic by atmospheric pollution.
Carbon sink	Somewhere that absorbs more carbon dioxide than it produces such as rainforests, oceans and (peat) soil.
Convection Current	Magma heated by the core rises and as it gets further away it cools down, causing the tectonic plates to move.
Combustion	The process of burning something.
Eon	An eon is the primary division of time in geological history. It is then broken into smaller chunks known as eras.
Era	A subdivision of geological time that is smaller than an eon.
Freeze-Thaw	When water seeps into cracks, freezes and expands, thaws and eventually breaks rocks apart.
Geology	The study of the Earth's structure and substance.
Humus	The organic component of soil, formed by the decomposition of leaves and other plant material by soil microorganisms.
Igneous	Rock type that is formed when volcanic lava cools down and solidifies.
Metamorphic	Rock type that has been changed from another due to immense heat and pressure.
Micro-organisms	A microscopic organism, especially a bacterium, virus, or fungus.
Quaternary	A geological era that covers from 2.6 million years ago to today (broken into two epochs).
Sedimentary	Rock type that is formed in layers as particles are compressed together.
Weathering	The wearing down of material/rocks 'in situ' and there are three main types: mechanical, chemical and biological.

Year 9 – Geography – Misrepresented Places - Africa

Characteristics

- The African continent has a land area of 30 million sq km— enough to fit in the U.S., China, India, Japan, Mexico, and many European nations, combined.
- The Mercator projection of maps usually shows the continent of Africa to be much smaller than its true size.
- The continent of Africa experiences a range of different climates due to its size.
- In the north it is an arid and hot climate.
- Along the equator it is warm, wet and tropical
- In the south climate varies from humid and warm, to arid and warm.



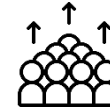
Biodiversity and biomes

- Africa is home to many different biomes and ecosystems due to its large size.
- Tropical rainforests such as rainforest surrounding the Congo River basin.
- Deserts such as the Sahara in the north and Namib in the south.
- Grassland and savannah with vast biodiversity that dominate.
- Africa is home to one-fifth of all known mammal, bird and plant species.
- Africa is home to 8 of the world's 34 biodiversity hotspots.



Population and wealth

- Africa has a population of 1.3 billion people which is 16% of the world's population and makes it the 2nd largest continent.
- Many countries in Africa will experience rapid population growth within the next 25 years due to rapid urbanisation and development.
- Wealth in African countries is varied with 60% of the population holding 36% of wealth and only 5% of the population holding 18.8% of wealth.
- Regions such as sub-Saharan Africa commonly experience extreme poverty.



China in Africa

- Africa is rich in natural resources such as fossil fuels (mostly oil) and precious metals such as nickel, copper and gold.
- China's growing population increases the demand for resources and therefore China are investing in Africa countries for resources.
- Chinese FDI mostly pays from improving infrastructure in Africa, such as better transport links and technology.
- China is heavily investing in countries such as Algeria, Egypt and Angola which are oil rich.



Keyword	Definition
Arid	A very dry climate associated with very little rainfall. Desert environments.
Biome	A large-scale ecosystem such as tropical rainforests, deserts and tundra.
Biodiversity	The variety of plant and animal life in the world or in a particular habitat.
Boreal forest	A biome characterised by coniferous forests consisting mostly of pines, spruces, and larches.
Decompose	The state or process of rotting and decay where material is broken down over time.
Development	The process of something evolving and changing to improve.
FDI	Foreign Direct Investment is money from large international companies being invested in a country.
Infrastructure	Basic physical structures such as buildings, roads, power supplies, transport links.
Mercator projection	A common map projection that fits all countries on the map by 'shrinking' countries at the equator.
Permafrost	A thick layer of soil below the surface which remains frozen all year round.
Savannah	A grassy plain in tropical and subtropical regions, with few trees.
Siberia	Siberia is a vast part of Northern Russia made up of tundra and coniferous forest.
Tundra	A vast, flat, treeless Arctic region of Europe, Asia, and North America in which the ground is permanently frozen.
Urbanisation	When people move from rural areas to urban areas.

Year 9 – Geography – Misrepresented Places - Russia

Characteristics

- Russia, the largest country in the world, occupies one-tenth of all the land on Earth.
- It spans 11 time zones across two continents (Europe and Asia) and has coasts on three oceans (the Atlantic, Pacific, and Arctic).
- Russia has about 100,000 rivers, including some of the longest and most powerful in the world. It also has many lakes, including Europe's two largest: Ladoga and Onega. Lake Baikal in Siberia contains more water than any other lake on Earth.
- Russia's climate has warm dry summers and cold winters with temperatures of -30°C and sometimes heavy snowfall.



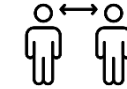
Russian biomes

- Siberia in northern Russia is dominated by a huge boreal forest which stretches the entire length of the Arctic circle.
- Biodiversity in the boreal forest includes bears, moose, Siberian tiger and snow rabbits
- The northernmost parts of Russia contain a tundra biome of vast frozen ground, very little vegetation and permafrost.
- In the south Russia meets central Asia, the climate is drier and desert biomes are found.



Population distribution

- There are about 120 ethnic groups in Russia who speak more than a hundred languages
- Since the 1990s Russia's population has been decreasing due to a low birth rate
- The two major and most populated cities are Moscow and St. Petersburg.
- The population density in Russia 23 people per mile, which is very sparse.



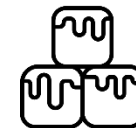
Russia in the Arctic

- The Arctic contains many untapped resources such as natural gas and minerals
- Countries such as Russia, USA, Canada and Denmark all claim parts of the Arctic as theirs.
- Russia has begun building military bases in the Arctic for soldiers and even an air base.
- Russia are preparing for new resources and new seas trade routes in the Arctic














Melting Siberian permafrost

- Across Siberia are tundra biomes containing permafrost which is currently storing huge amounts of methane.
- As Earth's climate warms the ice inside the permafrost melts and materials begin to decompose, this releases the methane into the atmosphere.



Keyword	Definition
Arid	A very dry climate associated with very little rainfall. Desert environments.
Biome	A large-scale ecosystem such as tropical rainforests, deserts and tundra.
Biodiversity	The variety of plant and animal life in the world or in a particular habitat.
Boreal forest	A biome characterised by coniferous forests consisting mostly of pines, spruces, and larches.
Decompose	The state or process of rotting and decay where material is broken down over time.
Development	The process of something evolving and changing to improve.
FDI	Foreign Direct Investment is money from large international companies being invested in a country.
Infrastructure	Basic physical structures such as buildings, roads, power supplies, transport links.
Mercator projection	A common map projection that fits all countries on the map by 'shrinking' countries at the equator.
Permafrost	A thick layer of soil below the surface which remains frozen all year round.
Savannah	A grassy plain in tropical and subtropical regions, with few trees.
Siberia	Siberia is a vast part of Northern Russia made up of tundra and coniferous forest.
Tundra	A vast, flat, treeless Arctic region of Europe, Asia, and North America in which the ground is permanently frozen.
Urbanisation	When people move from rural areas to urban areas.

Key Words

Archduke Franz Ferdinand 	A prince and next in line to the throne of the Austro-Hungarian Empire.
Trench 	A ditch dug into the ground about 7 feet deep and 4-6 feet wide. Used to defend soldiers from enemy fire.
Artillery 	A big weapon that fired shells (bombs) from a far distance.
Recruitment 	Getting people to join or sign up for something, in this case the army.
Alliances 	Agreements made between countries to support and help each other if one is attacked in war.
Militarism 	Increasing the amount of weapons and soldiers a country has to show its strength/power.
Nationalism 	A belief of putting your country first above all others and taking great pride in your country, often thinking your country is the best.
Imperialism 	The aim of increasing a country's power/ influence through military power and trade.
Propaganda 	Information that is usually one sided used to promote a political cause or point of view.
Shell-shock	A medical illness suffered by soldiers who have often experienced horrific or traumatic events. Those with shell shock would sometimes suffer from panic attacks or uncontrollable shaking.
Conscientious Objector 	A person who refused to fight in a war because of their religious, political or moral beliefs.
Trench foot 	An injury common for soldiers in WWI, caused by continuously wet conditions that left feet rotting and becoming infected.

Archduke Franz Ferdinand	Kaiser Wilhelm II (ruler of Germany)	Lord Kitchener (in charge of recruitment)
Marie Curie (treated wounded soldiers in the trenches)	Walter Tull (first black officer)	
Harry Farr (suffered from shell shock but was mistaken as a coward and shot)	General Douglas Haig (British General)	

Key causes of WWI

Long Term:

- Imperialism – Countries of Europe were competing against each other to gain more land and power around the world = increased tension.
- Nationalism – Strong beliefs in these countries led people to believe that their country was more powerful and more deserving of certain things, like land/power/resources. = rivalry between nations.
- Militarism – countries wanted to have the biggest and strongest army. = 'arms race' to develop the best army which leads to more rivalry and jealousy between countries, e.g. Germany V Britain.
- Alliances – These 'friendships' meant that some countries felt threatened by being on their own, it also meant that if two countries went to war, their allies would also be dragged into the war.

Short Term:

- Assassination of Archduke Franz Ferdinand – Murdered by a group of Serbians who wanted Bosnia to be joined with Serbia and free from the control of the powerful Austro-Hungarian Empire.
- Franz Ferdinand was killed as a show of defiance against the power hungry empire.
- The Austro-Hungarians blamed Serbia for the attack, rather than just the small group, and declared war. Serbia was allies with Russia, who came to Serbia's defence. Germany (allies with Austria-Hungary) declare war on Russia to defend Austria-Hungary. France is also allies with Russia, so Germany attack them first to try and avoid a war on two fronts. By doing this, Britain must now join the war to defend its allies (France and Belgium) from Germany. = Total war in Europe.

Recruitment

- Britain recruited an army of 1 million men within 6 months of the war beginning. These men were all volunteers who wanted to 'do their bit' for their country. However, it soon became clear that this wasn't going to be enough men!
- The armies of Europe were huge and Britain's army was far outnumbered compared to Germany, France and Russia.
- Propaganda was used to encourage men of Britain to join the army. This was mostly in the form of posters that put across the most convincing and key messages for men to join up.
- Some posters made men feel guilty for not fighting, or they made war seem like a fun adventure, or some targeted the mothers and wives of Britain to encourage their men to join the army.
- The propaganda campaign from the government was a success with 2.5 million men joining the army by 1916.
- See an example on the next page.
- Millions of men were also recruited by countries of the British Empire, such as; The West Indies, South Africa, India, Canada, Australia and New Zealand. They were often not treated as well as they deserved but Britain would never have survived as long as it did without the help of these brave soldiers from across the empire.

Y9 History – The First World War

Trenches

- Trenches were hard to attack and easy to defend. Soldiers started digging them to defend themselves.
- Soon the two sides were stuck in a 'face off' determined to hold onto the land they had captured.
- They were a network of ditches that extended from the mountains in France all the way to the ocean in Belgium.
- Some times one side would try to capture the enemy's trench to gain ground. The foot soldiers had to climb out the trench and advance across 'no-man's land' facing machine gun fire, artillery bombs and barbed wire.
- Thousands of men died each day trying to gain small amounts of land.



An example of one propaganda poster used by Britain. It says, 'Your country needs YOU'

Conditions

- Life for soldiers was horrible – wet, muddy and freezing in winter; dry and boiling hot in the summer with small amounts of water available.
- Disease and illness was common. E.g. trench foot, lice, pneumonia.
- Some modern treatments for illnesses were developed due to the war, e.g. X-Rays, blood transfusions and triage (which managed how the wounded were treated).
- Food was basic, often plain stew with stale bread and hard biscuits. Rats often got into the food supplies and even bit the men.
- Soldiers had to keep busy by fixing parts of the trenches, keeping watch for attacks and bringing supplies to the front line.



Weapons

- The most common injury was caused by artillery bombs – either from the explosion or from shrapnel (small shards of metal) that flew off the shell once it exploded.
- Most soldiers fought with a rifle that fired a single shot, with a bolt that was pulled to load the next bullet in the magazine. They were relatively slow but trained soldiers could fire 20 bullets per minute.
- German trenches were heavily defended by many machine guns which could fire 300 bullets per minute.
- Gas attacks were used with mixed results. The first attack caused a mass panic amongst the French soldiers, but the gas was hard to control due to changing wind direction and later in the war most soldiers had gas masks to survive the attacks.
- Tanks were used for the first time in war in 1916. They were very slow, easily broke down and did not have big heavy guns like today's. They were bulletproof, could travel over the rough ground of the trenches, and take out barbed wire for the foot soldiers to follow behind.
- Planes – mostly used to spy on the enemy trench and to see where artillery attacks might come from. They later carried basic weapons like bricks and pistols. Eventually, machine guns were mounted on the front to shoot down enemy planes.



General Haig: Butcher of the Somme?

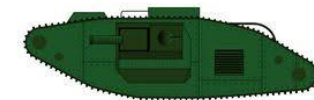
Butcher = responsible for the deaths of many people.



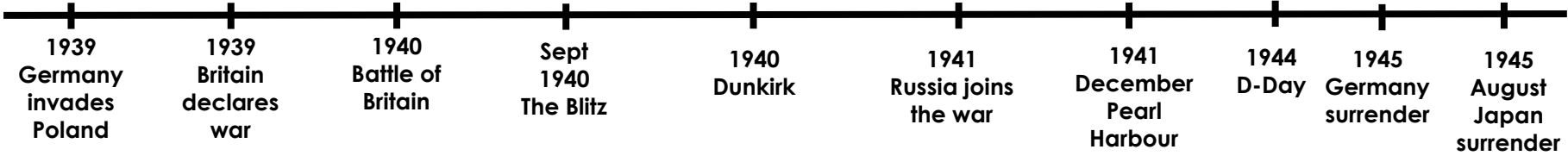
- Thousands of British soldiers died under his command (20,000 on day one of the Battle of the Somme).
- Haig never went to the frontline so did not understand the horrors the ordinary soldiers faced.
- He continuously tried the same battle plans that had failed many times before.
- Haig still believed that cavalry (horsemen) would be important soldiers in WWI – against Germans armed with machine guns.



- Haig understood that to win the war, many sacrifices had to be made including loss of life.
- His tactics were very common for the time and other countries suffered bigger losses.
- Soldiers had to 'go over the top' of the trenches to end the war.
- Haig did try new tactics, such as the 'creeping barrage' which helped Britain win the war.
- He pushed for Britain to use tanks at the battle of the Somme which did help bring victory once their first problems were fixed.
- Haig and his army did play a major role in defeating Germany and their allies.



A WWI tank invented by the British.



Why was there another world war?


- **Adolf Hitler**, leader of the Nazi Party, had ambitions of world domination.
- Germany was angered at the terms in the **Treaty of Versailles**. Hitler announced that he would rearm Germany in violation of the Treaty.
- By 1939, Nazi Germany was ready for the next phase of Hitler's racial program, which called for **Lebensraum**, or "living space," for the Aryan race.
- Some blame Neville Chamberlain and the **appeasement** tactic for being too weak.



How did WW2 start?

Between 1935 and 1939 Hitler invaded Austria, Sudetenland and Poland. Hitler's invasion of Poland in September 1939 drove Great Britain and France to declare war on Germany.

Why were children evacuated?

The fear of German bombing on British cities causing civilian deaths, led to the government ordering the **evacuation** of children. They sent the children to volunteer families in the countryside. This meant they were separated from their own families and sent with little to no home comforts. 

What happened at Dunkirk?

The German Army trapped the British and French armies on the beaches around **Dunkirk**. Soldiers were trapped and an easy target for the Germans.

Boats and ships transferred rescued the soldiers and brought them back to Britain. Poor planning meant that many soldiers were left to die. However, Britain saw it as a huge success, it increased morale and led to the victory of war.



The Battle of Britain

The Battle of Britain was a war in the air against the German Luftwaffe. The RAF were successful in defending Britain against the air attacks. Britain's preparation, Germany's lack of plan and Britain shooting German planes faster than they could rebuild led to the success.

Key Words

Treaty of Versailles	Treaty with conditions that ended the state of war between Germany and the Allied Powers.
Nazi	a member of the National Socialist German Workers' Party.
Evacuation	the action of leaving a place.
Blitzkrieg	Attacking from air and land quickly and powerfully for a quick defeat
Appeasement	diplomatic policy with an aggressive power in order to avoid conflict
Armistice	an agreement made by opposing sides in a war to stop fighting for a certain time; a truce.
Home front	the civilian population and activities of a nation whose armed forces are engaged in war abroad.
Atomic bomb	a bomb which derives its destructive power from the rapid release of nuclear energy, causing damage through heat, blast, and radioactivity.
Aryan Race	a concept in Nazi ideology of the ideal German person
Luftwaffe	German term for an air force
Munition	military weapons, ammunition, equipment, and stores.
V.E Day	the day (8 May) marking the Allied victory in Europe in 1945.
Invasion	Taking control of a country or region with an armed force

Who else was involved?

Japan

They attacked Pearl Harbor, located in Hawaii. Japan believe that it deserved to dominate Asian politics.

Russia

In June 1941, Hitler invaded Russia. Russia pushed Germany back helping Britain win the war.

Countries in the Empire

Ethiopia, Egypt and Libya, supplied extra man power to help Britain win the war.

America

America declared war on Japan after their attack on Pearl Harbor. Helping end WW2 with the use of the atomic bomb.



The Blitz

Germany bombed British towns and cities known as 'The Blitz'. London was bombed for 57 nights in a row. Britain prepared by building air raid sirens, black out curtains and Anderson shelters. The attacks had an impact on morale, many lost faith in winning the war. Their damaged cities and loss brought the war to people's homes.



D-Day



On 6 June 1944 the Allies launched the biggest air and seaborne invasion in history. The landings marked the start of the campaign to free north-west Europe from the Nazi rule.



Women's role

The lack of men in Britain during the war meant that women took on many new roles. They worked in **munitions** factories, farming, nursing and lots more. The war allowed more job opportunities for women and started the discussion into gender equality.

The end of WW2



Hitler's death: Hitler then shot himself before he could be captured

Fall of Berlin: the German High Command signs the surrender of all German forces. Ending the war in Europe.

Atomic bomb: The Japanese surrendered after a second atomic bomb was dropped on Nagasaki, ending WW2.

Key Words

Treaty of Versailles	Treaty with conditions that ended the state of war between Germany and the Allied Powers.
Nazi	a member of the National Socialist German Workers' Party.
Evacuation	the action of leaving a place.
Blitzkrieg	Attacking from air and land quickly and powerfully for a quick defeat
Appeasement	diplomatic policy with an aggressive power in order to avoid conflict
Armistice	an agreement made by opposing sides in a war to stop fighting for a certain time; a truce.
Home front	the civilian population and activities of a nation whose armed forces are engaged in war abroad.
Atomic bomb	a bomb which derives its destructive power from the rapid release of nuclear energy, causing damage through heat, blast, and radioactivity.
Aryan Race	a concept in Nazi ideology of the ideal German person
Luftwaffe	German term for an air force
Munition	military weapons, ammunition, equipment, and stores.
V.E Day	the day (8 May) marking the Allied victory in Europe in 1945.
Invasion	Taking control of a country or region with an armed force

Y9 History – The Holocaust



Key definitions.

What is a Holocaust? - Destruction or slaughter on a mass scale

A Holocaust is not the same thing as THE Holocaust



The Holocaust

- Holocaust comes from Hebrew and means destruction or completely burnt. Many Jews use the term **Shoah** which comes from the Hebrew and means catastrophe.
- The mass murder of Jews under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz.

What was life like for Jews pre war?

- Jewish communities had existed in Europe since classical times.
- For many different reasons, Jewish settlement had spread over the centuries so that Jews could be found in **every country in Europe** by the early twentieth century.
- Though many Jews were very religious, others were less so and some not at all.
- There was a great **diversity** of languages and cultures across Europe's Jewish communities. - Jewish identity was very important to many people but not to everyone.
- People also had many other identities.
- Only anti-Semite's such as the **Nazis** defined them all as Jews and saw them only as Jews and nothing else.



The Rise of Hitler and the Nazis

*Nazis is an abbreviation for **the National Socialist German Workers Party** that existed from 1919-1945.



*Their leader was Adolf Hitler

Reasons for the Nazi's gaining support:

- Nazi's had support from big business
- The rise in unemployment
- Hitler promised a stronger Germany and Hitler's use of propaganda
- The Nazis promised different things to different people: jobs to the unemployed, ideas to the young, pensions to the old
- Hitler blamed the Jews for the economic collapse and struggles of Germany

Hitler takes power in Germany:

- **July 1932** the Nazis were the largest party in the Reichstag.
- Hitler is made **Chancellor on the 30th January 1933.**
- Hitler starts his **persecution** of the Jews.



Key terms	
Anti Semitism	Hatred of Jews
Aryans	Northern Europeans, including Germans, who Hitler believed were the 'Master Race'
Autarky	The idea that Germany should be economically self-sufficient.
A strong Germany	The Nazi belief that the Treaty of Versailles should be abolished and all German-speaking people united in one country
Concentration camp	A work camp where Jews and other 'undesirables' were sent to complete manual labour
Extermination camp	A death camp where Jews and other 'undesirables' were gassed
Führer	The idea that there should be a single leader with complete power rather than a democracy.
Genocide	The deliberate killing of a large group of people, especially those of a particular nation or ethnic group
Ghetto	Part of a city, particularly a slum area, occupied by a minority group
Kristallnacht	Night of Broken Glass—attacks on Jews & Jewish property that signalled intensification of persecution of Jews in Germany
Liberation	The action of setting someone free from imprisonment, slavery, or oppression; release
Persecution	Unfair or cruel treatment over a long period of time because of race, religion, or political beliefs
Resistance	To refuse to do something
Synagogues	Jewish places of worship

Y9 History – The Holocaust

Chronology - Hitler's Persecution of the Jews 1933-1938

1st April 1933: Hitler's first action directly against the Jews was a **Boycott of all Jewish businesses**

May 10, 1933 - Burning of books in Berlin and throughout Germany.

Summer 1935 Placards saying Jews not wanted displayed in resorts, public buildings, restaurants and cafes. (these were removed during the **1936** Olympic Games).



April 11, 1933 - Nazis issue a decree defining a non-Aryan as "anyone descended from non Aryan, especially Jewish, parents or grandparents."

In **Sept** - Nazis establish Reich Chamber of Culture, then exclude Jews from the Arts.

A massive, coordinated attack on Jews throughout the German Reich on the night of **November 9, 1938** into the next day, has come to be known as **Kristallnacht** or The Night of Broken Glass.

Concentration camps

The Nazis had been using **concentration camps since 1933**—often for political opponents.

Thousands of Jews were taken to camps like **Dachau** following **Kristallnacht**.

Germany's invasions of Poland & Soviet Union meant that there were now millions more Jews under their control.

Initially, groups of SS troops **Einsatzgruppen**, murdered Jews by shooting.

Ghettos

400,000 to 500,000 Jews lived in the Warsaw Ghetto.

Walls were built to separate the ghetto district from the rest of the city

The Nazi government wanted to stop **Jews mixing with the superior Aryan race**

Starvation, food and fuel shortages, and severe winter led to illnesses and deaths

Key events 1933-45

The Final Solution

The Wannsee Conference was a meeting of senior government held in the Berlin at Wannsee - 20 January 1942.

It was decided where by most of the Jews of German occupied Europe would be deported to occupied Poland and murdered.

The Death Camps

Auschwitz Birkeneau, Chelmno, Treblinka, Belzec, Sobibor, Majdanek in the far east of Poland.

Death camps used **gas chambers** to murder Jews and others on an industrial scale. Jews were brought from all over Europe.

Liberation

1944 –Germans destroy evidence of the holocaust. Allies begin to liberate camps and the world discovers what's happened



Year 9 PRE – Term 1 – What does it mean to be a Jew?

Key Words

Judaism: A religion based on one G-d who revealed himself to Abraham.

Jew: A member of the Jewish community.

Monotheistic: Belief in one God.

Covenant: A promise/ special agreement

Torah: Jewish holy scripture.

Synagogue: A building in which Jews meet for religious worship or instruction.

Shabbat: The day of rest which occurs on a Saturday. It also known as the Sabbath.

Kosher: Food that is prepared to satisfy the requirements of Jewish law.

Testimony: A formal written or spoken statement.

Forgiveness: The action or process of forgiving or being forgiven.

Yom Kippur: The day of atonement where Jews ask G-d for forgiveness of their sins.

Abraham: The first male head of the Jewish tribe.

Omni- benevolent: God is all-loving.

Omnipresent: God is everywhere.

Omnipotent: God is all-powerful.

Omniscience: God is all-knowing.

Orthodox Jew: A Jew who adheres faithfully to the principles and practices of traditional Judaism.

Reform Jew: A form of Judaism which has abandoned aspects of Orthodox Jewish worship and ritual in an attempt to adapt to modern changes in social, political, and cultural life.

Rites of passage: A ceremony of the passage which occurs when an individual leaves one group to enter another.

Kippah: A skull cap worn on the head.

How did the Jewish faith originate ?



Judaism is the world's oldest monotheistic religion, dating back nearly 4,000 years. Followers of Judaism believe in one G-d who revealed himself through ancient prophets.

Jews believe there is only one G-d who has established a covenant—or special agreement—with them. He declared that they were his chosen people. G-d communicates to believers through prophets, and rewards good deeds while also punishing evil.

According to scriptures, G-d revealed his laws, known as the Ten Commandments, to Moses at Mt. Sinai.

What are Jewish food laws?

Jews have food laws which means that all the food that they eat must be kosher.



Seafood must have fins and scales, No shellfish.



Only birds that do not eat other animals can be eaten, which means poultry is allowed.



No pork is allowed.



Meat and dairy cannot be eaten together



Why is the Jewish holy book and building so important to Jews?

The synagogue



The **Synagogue** allows Jews to come together & worship.

Jews will also go to the Synagogue to study, celebrate different rites of passage and celebrate festivals. The synagogue is also a place for Jews to assemble as a community and is a place for social activities and gatherings.

The Torah



The **Torah** makes up the first five books of the Jewish holy books. It contains the history of the Jewish people as well as laws to live by.

How and why do Jews celebrate Shabbat?

Shabbat is also known as the Jewish Sabbath. Every week from Friday sunset until Saturday sunset, Jews celebrate Shabbat. During this time period, it is forbidden to do any work. Shabbat is a time of rest to remember G-d & his 6-day creation which includes a traditional Jewish meal.

G-d commanded the Jewish People to observe the Sabbath and keep it holy as the fourth of the Ten Commandments.

The idea of a day of rest comes from the Bible story of Creation: G-d rested from creating the universe on the seventh day of that first week, so Jews rest from work on the Sabbath.

Shabbat is part of the deal between G-d and the Jewish People, so celebrating it is a reminder of the Covenant and an occasion to rejoice in G-d's kept promises.



Who is Abraham and why is he so significant to the Jewish faith?

G-d first revealed himself to a Hebrew man named Abraham, who became known as the founder of Judaism.

Jews believe that G-d made a special covenant with Abraham and that he and his descendants were chosen people who would create a great nation.

More than 1,000 years after Abraham, the prophet Moses led the Israelites out of Egypt after being enslaved for hundreds of years.

Abraham's sacrifice of Isaac.

Abraham's faith was tested when the Lord asked him to sacrifice Isaac on an altar. Abraham had strong faith in G-d's earlier promise that he would have many descendants so he set out to prepare an altar and kill his only son. At the last moment, when Abraham displayed this willingness to unconditionally obey G-d, an angel stopped the sacrifice and replaced Isaac with a goat.

This was the ultimate test of faith and obedience to God. This introduced the trust in G-d and how G-d would reward those who were willing and faithful.



Orthodox Jews

Orthodox Jews can be identified by their dress and family lifestyle. Orthodox men and women dress modestly by keeping most of their skin covered. Married women cover their hair, with either scarves or hats. Orthodox men are expected to wear a ritual fringe called Tzitzit and a head-covering. Many men grow beards, and wear black hats with a skullcap (Kippah) underneath.



Reform Jews

Reform Judaism has no religious dress requirements. Style of dress involves cultural considerations distinct from religious requirements. Members of Reform synagogues may abide by dress codes generally ranging from business casual to informal.



Year 9 PRE – Term 2 – How has the Holocaust impacted Jewish identity?

Key Words

Anti- Semitism: Acting upon prejudice or hatred towards Jews.

Segregation: The action of setting someone apart from others.

Holocaust: Destruction or slaughter on a mass scale.

Shoah: The mass murder of Jews under the German Nazi regime during 1941–5.

Ghettos: A part of a city which is separate from the main city & often occupied by a minority group.

Deportation: The action of deporting a foreigner from a country.

Transportation: The action of transporting someone or something.

Moral Dilemma: A situation in which a difficult choice has to be made.

Concentration Camp: Places of imprisonment where people were forced to work, worked to death or were put to death.

Auschwitz: A concentration camp in Poland

Testimony: A formal written or spoken statement.

Forgiveness: The action or process of forgiving or being forgiven.

Just: Morally right and fair.

Dehumanised: All human qualities are taken away from a person.

April 1933- Anti-Semitism towards Jewish people started in the form of being banned from sports clubs

December 1938- A law is passed confiscating all Jewish businesses

April 1939- Jews can be thrown out of their homes at any time

1941-1945- Over 6 million Jews are murdered across Europe under Nazi Germany, this was approximately two thirds of Europe's Jewish population

How did Anti-Semitism start to rise in the 1930s?

Jews were segregated from the rest of society, they were banned from sports clubs, cinemas & swimming pools. Jewish children were only allowed to play with other Jewish children.

Jews were thrown out of their homes & forced to live in Ghettos. They had to carry around an identity card, their food was rationed, medical supplies were limited & all possessions taken from them.

Jews were transported to concentration camps. They were stripped of their identity. Their heads were shaven, they were tattooed with a number & forced to work if they were able or taken to a gas chamber if they weren't.

Upwards of 80 per cent of those Jews transported to Auschwitz-Birkenau were selected for immediate death.



The Nazis sent at least 1.3 million people to Auschwitz. About **1.1 million** of these people died or were killed at Auschwitz

Why might Jews have started to question G-d in the Ghettos?

Jews believe G-d gave humans free will (the ability to choose their actions) so humans were to blame not G-d.

"If there is a G-d, he will have to beg for my forgiveness" was found carved into a camp wall suggesting some Jews lost faith in G-d.

A Rabbi once said the question 'where was G-d' is not what should be asked, the question 'where was mankind?' is the question that should be asked.

If G-d is **omnipotent** (all-powerful) & **omnibenevolent** (all loving/good) he could have/should have ensured it never happened or stopped it.

Jews are G-d's chosen people. Jewish people had been chosen by G-d to worship only him and to fulfil the mission of proclaiming his truth among all the nations of the world. Why would he allow his people to die if this was what G-d intended?

G-d would not have allowed this to take place if G-d was truly just. The Holocaust was not at all morally right or fair.

How was Jewish Identity compromised in the concentration camps?

In concentration camps, it would have been impossible for Jews to celebrate their faith and festivals. They would have been killed if they were even heard talking about their faith in anyway. Jewish people were dehumanised in the camps. Their hair was shaved off, a number was tattooed on them and all of their belongings were taken. This means that Jewish people were stripped of their identity in the camps and were not allowed to continue with their Jewish practices.

How did different survivors respond to their time during the Holocaust?

Many Holocaust survivors used their voices in order to educate people on the Holocaust and use their own experiences to make sure that the Holocaust and those who suffered and died are still remembered today.

Solomon Perel is a Holocaust survivor who has become an author and motivational speaker. He was born to a German-Jewish family and managed to escape persecution by the Nazis by pretending to be an ethnic German. He has made several visits to various schools to tell his story of being a boy who came under rule of Hitler and survived the tragic event of the Holocaust.

Should all be forgiven?

The Torah states **'Do not hate a brother in your heart... Do not seek revenge or bear a grudge against anyone among your people, but love your neighbour as yourself'** so many Jews believe forgiveness is vital to move forward.

It could be argued that the perpetrators (people who carried out the harmful acts) were not brothers and do not deserve forgiveness.

Eva Kor (Holocaust Survivor) said **'forgive your worst enemies & forgive everyone who has hurt you – it will heal your soul & set you free'**

The Torah states **"Don't be afraid, the Judge is your Father"** suggesting that only G-d can judge whether or not someone's actions deserve forgiveness.

Physical Education Pathways (Year 9)

Leadership



Warm up

Pulse Raiser	An activity which raises heart rate
Stretches	<u>Static</u> – Holding a stretch without moving <u>Dynamic</u> – Performing stretches whilst moving
Mobility	Moving joints through full ranges of movement Dynamic – Changing speed and direction
Skill Rehearsal	Practising skills used in the activity

Cool Down

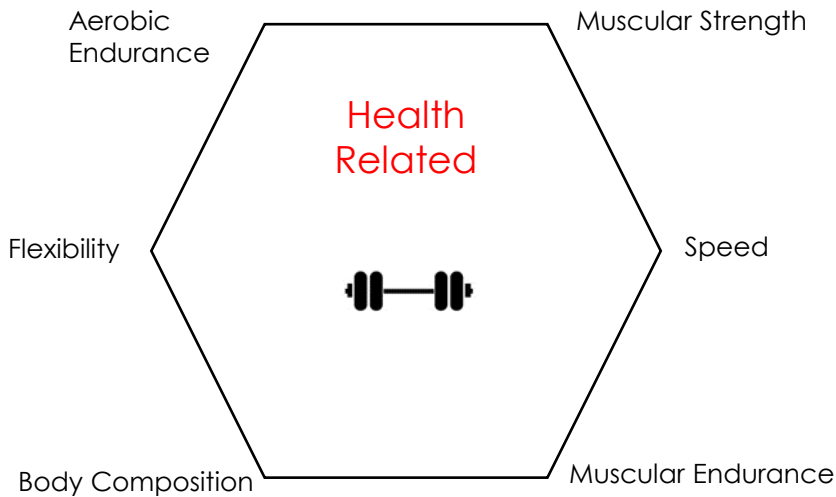
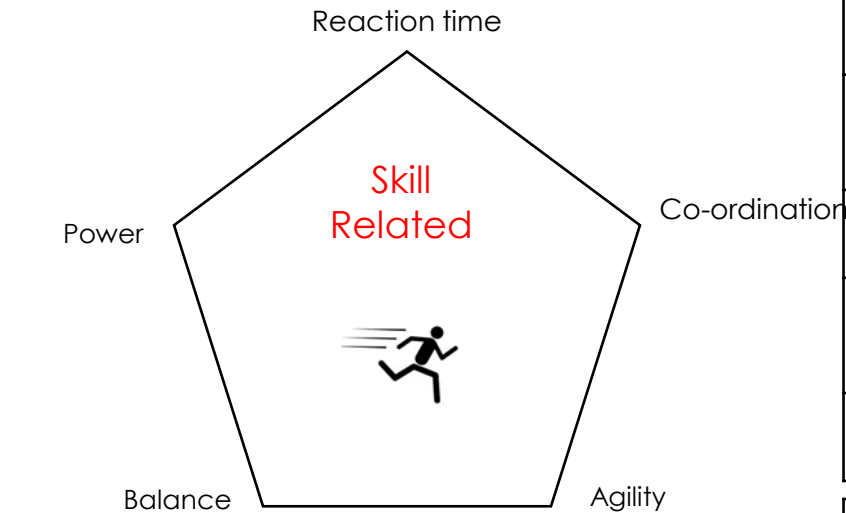
Lower Pulse	Light jogging/walking
Stretches	<u>Static</u> – Holding a stretch without moving

Top Tips:

- Confidence** – Act and look like the leader.
- Volume** – Be sure to speak loud and clear when leading, projecting your voice above all others.
- Be organised** – show you are ready!
- Body Position** – Be sure to position yourself away from distractions. e.g. out of view of the sunlight, or other groups

Health & Fitness

Components of Fitness



Power	The ability to apply high force to an object
Balance	To hold the body's centre of mass above the support
Reaction Time	Time taken to react to a stimulus
Coordination	The ability to use 2 or more body parts together
Agility	The ability to change direction at speed
Strength	The amount of force a muscle can exert
Muscular Endurance	The ability to use muscles repeatedly without tiring
Body Composition	The percentage of body fat, muscle and bone
Flexibility	The range of movement at a joint
Speed	The ability to move quickly
Cardiovascular Fitness	The ability to transport oxygen to allow for long periods of activity without tiring

Physical Education Pathways (Year 9)

Creative



Key Terminology	
Choreography Devices	A specific way of manipulating movement to develop a routine.
Formation	Any dance in which a number of couples form a certain arrangement, such as two facing lines or a circle.
Unison	Dancers moving at the same time doing the same movements.
Cannon	A device where movements are repeated exactly by subsequent dancers in turn.
Repetition	A device in which movements or motifs are repeated.
Change of speed/, level or dynamic	Where movements are changed within a routine through changing the speed, level or execution.
Inversion	Inverting the movement phrase would mean executing it as if 'looking in a mirror'.
Cumulative Canon	Each dancer joins in with the lead dancer at various stages and all finish at the same time
Retrograde	A device whereby movements or a motif are performed backwards (like a rewind video).

Performance



Key Terminology	
What is a Rule?	Rules define what is allowed or not allowed to occur during the game, e.g. a game is played to 21 in badminton.
What is a Regulation?	A regulation usually gets set by the sports governing body and usually refer to the equipment, court or length of the game.
Scoring System	How the sport is scored, e.g. Wolves 2 Cardiff 1.
Sport Officials	Any person who acts in a sports contest as an umpire, referee, judge and enforces the games rules and regulations.
Technical Skills	These are the skills and techniques required for the sport, e.g., Overhead clear in badminton or instep pass in football.
Tactical Skills	These are skills such as decision making, knowing when to defend and attack, choice and use of shots or strokes, variation, conditions, use of space.
Isolated practice	An isolated practice is where you focus on one technique/skill at a time unopposed before moving on to the next one.
Conditioned practice	This is small-sided games, with restrictions such as, a limited number of touches or a set number of defenders or attackers.
Competitive situation	This refers to full-sided games, with appropriate opposition, with match officials.