



**Knowledge Organiser**  
**Autumn Term**  
**2023/24**  
**Year 9**

Name: \_\_\_\_\_

Form: \_\_\_\_\_



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6. Tier 2 Vocabulary

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## A Knowledge Rich Curriculum at Great Sankey High School

Research around memory suggests that if knowledge is studied once and not revisited or revised, it is not stored in the long-term memory. This means that after one lesson, or revising for one test, the knowledge will not be retained unless it is studied again. To ensure that knowledge is embedded in the long term memory it must be revisited frequently. Ensuring knowledge is embedded aids understanding, and in turn makes future learning more successful. To quote Daniel Willingham's learning theory,

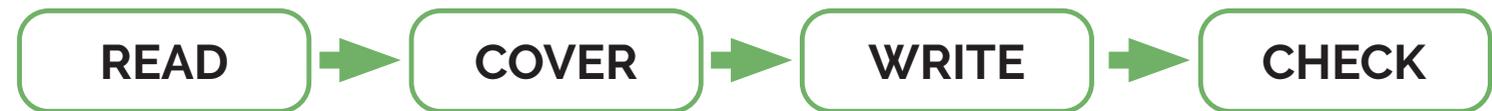
***“Thinking well requires factual knowledge that is stored in our long-term memory”***

As part of home learning, students should be revising what they have been taught recently but also content they were taught previously. Therefore, as part of our strategy to embed learning over time we have developed knowledge organisers across years 7-11. These will provide key content and knowledge allowing students to pre-learn and re-learn, a vital part of processing all the information required to be successful. This knowledge will form the backbone of assessments in school.

### How to use your knowledge organiser

Knowledge organisers will be used in subject lessons, homework activities and form time and therefore you need to bring your knowledge organiser to school every day.

Ensuring that knowledge is retained into your long-term memory and you are ready for tests takes work!



To encourage students to build good study habits, students will be assigned homework quizzes on a week A through the Google Classroom. Students will be expected to use revision strategies such as read, cover, write, check to learn key knowledge and will then complete the quizzes to demonstrate their learning. Completion of these quizzes is an essential homework activity and will be closely monitored by the pastoral team.

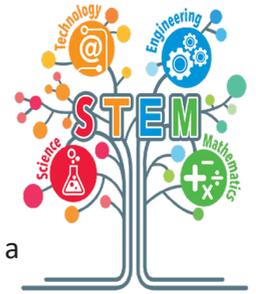
## Other methods that you may wish to try at home are listed below:

- Create mind maps.
- Create flashcards.
- Get sticky with your learning: write out key points from the KO as you read over it on post-it notes.
- Write your own basic recall quizzing questions around the keywords, definitions and key facts that you need to know. Test yourself with these questions and then leave it overnight to answer them the next day.
- Write your own challenging questions using the following command words – explain, compare, evaluate. Then create a model answer for these questions.
- Put the key words from your KO into new sentences.
- Make mnemonics to remember the order of particular concepts.
- Draw a comic strip, storyboard or a timeline describing any series of events that have a chronological order.
- Write yourself or a partner some quiz questions. Quiz each other or swap your questions to see if you can answer each other's questions.
- Think about the big picture – why is knowing specific information important to you/other people/society/companies/science/technology? The more links that you can make, the more meaningful you make your learning and the more likely it is that you will remember it. Think about the big picture – are there any links in the content on your KO to anything that you have watched on TV, read about or heard in the news?
- Give yourself spelling tests.
- Definition tests.
- Draw diagrams of key processes or theories.
- Draw images and annotate/label them with extra information.
- Create fact files.
- Create flowcharts for descriptions or explanations that have a chronological order.
- Summarise in your own words each section.
- Get your parents/carers to test you.
- Pick out key words and write definitions.
- Pre-learning (read a section of your knowledge organiser prior to the lesson).
- Learn key quotes (if applicable). Consider what you may say about these quotes e.g. what the author is trying to make you think/feel, their choice of language, what can be inferred from it.
- Write a letter/blog/article to someone explaining a key idea or concept.
- Prepare to overcome any hurdles: write down any questions or any areas of the KO that you feel you need to speak to your teacher about.
- Use the guidance that may have been given with a specific KO to help you learn the information and use it.

***“Don't practise until  
you get it right.  
Practise until you  
can't get it wrong.”***



# Portable Knowledge in STEM at KS3



STEM stands for **Science**, **Technology**, **Engineering** and **Maths**, and it is important that you can see connections between each of these subjects. In the real world there are very few challenges that only require one set of skills. For example, you wouldn't be able to design a new app, video game or computer program without an understanding of all of the STEM concepts. This section of the knowledge organiser will show you how different STEM subjects have things in common, including examples of how you might use them, and how some things may actually appear slightly different from one subject to the next. As Geography is a Natural Science we can include that too.

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Tally chart	Can be used to record the number of pupils in different height ranges in biology.	Can be used when choosing a final design choice from a selection of draft designs.	Can be used to record the number of pupils with different eye colours or what their favourite colour, favourite animal or favourite subject is.	Can be used to used record the number of pedestrian or cars that pass a certain place.
Pie chart	Can be used to display the number of pupils with different eye colours in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils who travel to school in different way.	Can be used to display the use of renewable and non-renewable energy resources.
Bar chart	Can be used to display the number of people with different blood groups in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils with a different favourite sweet.	In geography the term histogram and bar chart are interchangeable and are used to display the percentage of forest lost in a range of countries for example.
Histogram	This is similar to a bar chart but the bars touch each other and they represent continuous data that is grouped, for example number of pupils in different height ranges in biology.	x	Can be used to display number of pupils in different height ranges.	
Line graph	Can be used to display the time taken for salt to dissolve at different temperatures in chemistry.	Can be used to represent trend data during research pieces.	In maths these are sometimes called scatter graphs or timeseries graphs. They can be used to display house prices or life expectancy.	Can be used to display temperatures of each month in different countries or rainfall in mm.
Line of best fit	In biology a line of best fit can be point to point, but in chemistry they are most often a straight line. In all 3 sciences they could be a curve depending on distribution of the points. For example the extension of a spring in physics.	x	In maths you might be asked to add a line of best fit to a scatter graph. It is always a straight line drawn with a ruler and can be used on graphs to show correlation between hours of revision and score in test or temperature and number of ice creams sold.	x

# Portable Knowledge in STEM at KS3



Hopefully this section of the knowledge organiser will help you spot where things crossover from one STEM subject to another as you move from lesson to lesson. REMEMBER some things are exactly the same, some are very similar but might be called different things, and some things are different altogether! .....and don't forget STEM stands for **Science, Technology, Engineering and Maths**

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Range	Range around a mean can be used with data for heart rate after exercise in Biology, amount of hydrogen gas produced in a chemical reaction in Chemistry and number of times a ball bounces in Physics. x		Range around a mean can be used with data for heights, goals scored in a football match . In maths this includes looking at a table for ungrouped and grouped data.	Range when looking at rainfall and temperature data for different locations. Used when using development indicators such as literacy rate, life expectancy etc.
Mean, Median and Mode	Mean, median and mode can be used to analyse any sets of data with a range of results. x		Mean, median and mode can be used to analyse any sets of data with a range of results.	Mean, median and mode can be used to analyse any sets of data with a range of results.
Continuous data	This is where you have any value in your data. In science an example would be length. x		This is where you have any value in your data. In maths an example would be length.	This is where you have any value in your data. An example would be mm of rainfall.
Discrete data	In science this is sometimes called discontinuous data. An example would be blood group or eye colour in Biology. x		Sometimes called primary or secondary data. Examples include age, shoe size, result from rolling a dice or the number of pets people have.	x
Using co-ordinates	x	x	4 and 6 figure grid references are used when plotting in 4 quadrants and used in transformations.	Both 4 and 6 figure references are used across all topics in geography to locate places from a map.
Taking measurements that are accurate and precise	Accurate data is close to the true value and precise data gives similar results if you repeat the measurement. In science there are far too many examples to mention!	Used when marking out materials prior to cutting and quality during checking when manufacturing a component.	4 and 6 figure references used across all topics to locate places from a map.	Measurements and accuracy are really important when studying map skills, especially when looking at scale and distance.

Year 9 Term 1		Definition Sentence	Contextual Sentence
1	<b>challenge</b>	Invite someone to take part in a competitive situation / task or situation that tests someone's abilities. To dispute the truth or validity of.	He accepted my challenge to a game of chess. He challenged the King's decision to invade.
2	<b>clause</b>	Part of a sentence. Part of a formal document.	The sentence "When it rained, they went inside" has 2 clauses: "when it rained" and "they went inside." The last clause in the contract was the most important.
3	<b>compounds</b>	Things that are composed of two or more separate elements; a mixture. To make something bad, even worse.	We will look at the properties of several compounds in science today. The high rainfall compounds the problem of flooding in the area.
4	<b>conflict</b>	A serious disagreement or argument.	The conflict in the play is between the king and queen.
5	<b>consultation</b>	The process of formally discussing.	Consultation is important in politics.
6	<b>contact</b>	The action of communicating or meeting. The state of physical touching.	We will contact the winners on Friday. The wires must make contact with the battery terminals.
7	<b>decline</b>	To become smaller, fewer or less. To politely refuse an invitation or offer.	The rain forest is in decline. I will decline the position of captain.
8	<b>discretion</b>	Behaving or speaking in such a way as to avoid revealing confidential information. The freedom to decide what should be done in a situation.	Discretion is vital in matters of state security. House points are awarded to pupils at the discretion of school staff.

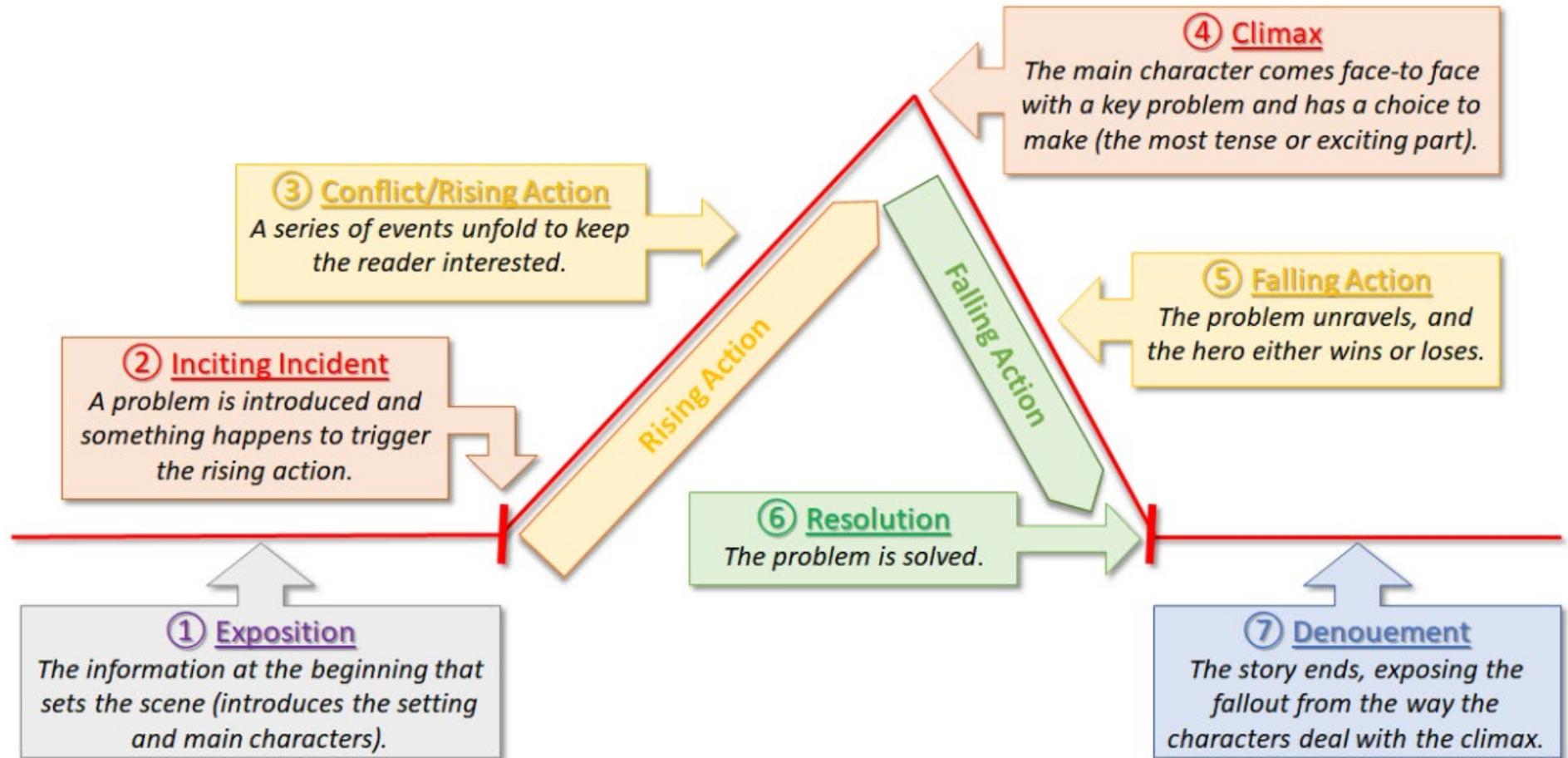
9	<b>draft</b>	A preliminary version of a piece of writing/drawing. To select a person or group and bring them somewhere for a certain purpose.	The first draft of your story will be improved next lesson. He was drafted into the team as a replacement goalkeeper.
10	<b>enable</b>	To give someone the authority or means to do something; make it possible for.	Modern technology enables us to more accurately predict the weather.
11	<b>energy</b>	The strength required for physical or mental activity; power to work machines.	Changes in the levels of vitamins in your diet can affect your energy levels.
12	<b>enforcement</b>	The act of obeying a law, rule or obligation.	Law enforcement 200 years ago was very different to modern times.
13	<b>entities</b>	Things with distinct and independent existence; something separate.	The business was broken up and sold as separate entities.
14	<b>equivalent</b>	Equal in value, amount, function, meaning etc.	1 kilometre is equivalent to 1000 metres.
15	<b>evolution</b>	The gradual development of something.	Darwin's theory of evolution is based upon the idea of natural selection
16	<b>expansion</b>	The action of becoming larger or more extensive.	The club is undergoing expansion.
17	<b>exposure</b>	The state of having no protection from something harmful. The act of making information or an event public.	Exposure to high levels of noise should be avoided. The charity needed a lot of exposure in the local paper to help raise money.
18	<b>external</b>	Belonging to or forming the outer surface or structure of something.	The external surface was painted white.
19	<b>facilitate</b>	To make an action or process easy or easier.	To facilitate revision, we have produced a booklet of key topics.

# Tier 2 Vocabulary

20	<b>fundamental</b>	A central or main rule on which something is based.	There was a fundamental change in the way the country was ruled.
21	<b>generated</b>	Produced or created.	The solar panels generated electricity.
22	<b>generation</b>	All of the people born and living at about the same time.	The books are popular among members of the younger generation.
23	<b>image</b>	A visible impression from a camera, telescope, microscope, or other device.	Voyager 2 sent back an image of the planet Neptune.
24	<b>liberal</b>	Open to new ideas. Generous.	He had liberal views about technology He is liberal with his money and buys lots of presents.
25	<b>licence</b>	A permit from an authority to own or use something, or to do a particular thing.	The farmer had a gun licence.
26	<b>logic</b>	Thinking/reasoning conducted or assessed according to strict principles of validity.	There seemed to be a lack of logic in his battle plans.
27	<b>marginal</b>	At the edge, minor, limited and not important.	She had only marginal success with the team.
28	<b>medical</b>	Relating to the practice of medicine. He had a medical problem and so could not attend.	
29	<b>mental</b>	Relating to the mind.	We all need to take care of our mental health.
30	<b>modified</b>	Made small changes in.	The castle was modified in 1252.

31	<b>monitoring</b>	Observing/checking the progress or quality of something over time.	They were monitoring the experiment over 2 hours.
32	<b>network</b>	A group or system of interconnected people or things.	The expanding railway network helped to develop the area.
33	<b>notion</b>	An idea or belief about something.	The traditional notion of marriage goes back thousands of years.
34	<b>objective</b>	A thing aimed at; a goal. Dealing with facts as seen without being biased by personal feelings/ prejudices.	The objective today is to learn about sculpture. Your essay must give an objective history of the war.
35	<b>orientation</b>	The relative position or direction of something.	You can use the orientation of a building to capture energy from the sun.
36	<b>perspective</b>	A point of view.	The story was written from the child's perspective.
37	<b>precise</b>	Exact and accurate.	She gave me a clear and precise recipe.
38	<b>prime</b>	Of first importance; main. The time of greatest vigour / success in a person's life.	Safety is our prime concern The young soldiers were struck down in their prime.
39	<b>psychology</b>	The scientific study of the human mind and its functions.	The answers we give will reflect our own psychology.
40	<b>pursue</b>	To follow or chase.	He had to pursue the ball down the pitch.

## Freytag's Pyramid of Dramatic Structure



## What is narrative writing?

A narrative is a story that shares a **sequence of events, characters, and themes**. It expresses experiences, ideas, and perspectives that should aspire to engage and inspire an audience. A narrative can spark emotion, encourage reflection, and convey meaning when done well.

Narrative features:

Language: Use descriptive and figurative language to create imagery in your story. Even when you are writing a narrative

Perspective: Narratives can be written from any perspective but are most commonly written in first or third person

Tense: If you change tense, make it perfectly clear to your reader what is happening. Analepsis (flashbacks) and prolepsis (flashforwards) can be used as part of your narrative.

<p><b>Motifs</b> A motif is a recurring image or ideas in a text.</p> <p><b>Motifs are repeated throughout the story.</b> In fact, “motif” is a French word that translates to “pattern.” If you notice the same object, phrase, or symbol multiple times throughout the story, it’s probably a motif.</p> <p><b>Motifs point to a larger theme or concept.</b> Oftentimes, a motif will recur in similar situations throughout the story. It can also be used to generate a mood, create symbolism, and engage with readers.</p> <p>Motifs work by appearing during key moments throughout the story.</p> 	<p><b>Description and the five senses</b></p> <ul style="list-style-type: none"><li>• Tactile (Touch): Think about texture, or how the surface of something you’re touching feels</li><li>• Auditory (hearing): Are you hearing a scrape, or a scratch? A wail or a sob? Consider the different descriptions that you can use for sound.</li><li>• Visual (sight): What can you see? What does it look like? How would you describe: colours, textures, movements?</li><li>• Gustatory (taste): Consider things like flavors and textures for example, what can you taste at the beach compared to what can you taste in a forest?</li><li>• Olfactory (smell): Think about what smells stand out for you and how everyday smells can add to description and add to emotions e.g. why do some smells appear unpleasant where as others are inviting.</li></ul>	<p><b>Narrative perspective</b></p> <ul style="list-style-type: none"><li>• <b>1<sup>st</sup> person perspective:</b> written as if the narrator is a character, observing or taking part in the story</li><li>• <b>2<sup>nd</sup> person perspective:</b> written as if the narrator is talking directly to the reader</li><li>• <b>3<sup>rd</sup> person perspective:</b> written as if the narrator is talking about the characters and events, but not necessarily a character in them.</li><li>• <b>Limited narrator:</b> A narrator aligned to a specific character, knowing nothing outside of that character’s thoughts and interactions with the world and story.</li><li>• <b>Omniscient narrator:</b> A narrator who is god-like, able to move from place to place and character to character, realigning the reader to any perspective they wish to share.</li></ul>
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Language features	
<b>Metaphor</b>	Describing something by saying it is something else, e.g. 'he was a lion in battle' might show a soldier as fierce or brave.
<b>Extended Metaphor</b>	Using the same metaphorical theme throughout the text, e.g. describing a sports match as a war battle.
<b>Simile</b>	Describing something by saying it is like something else, e.g. 'her smile shone like the sun' would suggest a bright smile and a happy mood.
<b>Personification</b>	Describing something not human by giving it human characteristics, e.g. 'the angry sea grabbed and threw the boat across the choppy waters' would show rough and dangerous weather.
<b>Alliteration</b>	When several words in the same sentence or paragraph stand out because they begin with the same letter, e.g. 'softly spoken,
<b>Oxymoron</b>	When words next to each other have opposite meanings, such as 'bittersweet' or 'beautiful monster'. The contrast showing how things can be contradictory.
<b>Juxtaposition</b>	When words or ideas near to each other in a sentence, paragraph or text have contrasting meanings.
<b>Noun</b>	Words for people, places, things, e.g. 'the muddy <b>dog</b> jumped eagerly onto the <b>table</b> '.
<b>Adjective</b>	Words that describe nouns, e.g. 'the <b>muddy</b> dog jumped eagerly onto the table'.
<b>Verb</b>	Words for action, e.g. 'the muddy dog <b>jumped</b> eagerly onto the table'.
<b>Adverb</b>	Words that describe verbs or adjectives, e.g. 'the muddy dog jumped <b>eagerly</b> onto the table'.
<b>Preposition</b>	Words that indicate place or time and how words in a sentence relate to each other, e.g. 'the muddy dog jumped eagerly <b>onto</b> the table'.
<b>Semantic &amp; Lexical Fields</b>	A semantic field is a group of words with similar meanings or connotations in a text, e.g. in the semantic field of ghostly, you might have 'fear', 'shiver', 'eerie', 'pale', etc. However a lexical field is a group of words that relate to the same topic, e.g. in a lexical field of the supernatural, you might have 'ghost', 'vampire', 'graveyard', 'abandoned house', 'spirit', 'bats', 'moonlight', etc.
Structural Features	
<b>Sentence Functions:</b>	<b>Declarative:</b> stating information, e.g. 'I am taking the dog for a walk.' <b>Interrogative:</b> asking questions, e.g. 'Are you taking the dog for a walk?' <b>Exclamatory:</b> emotionally stated information, often ending with an exclamation mark, e.g. 'This dog needs a walk NOW!' <b>Imperative:</b> an order or command, e.g. 'You will take the dog for a walk.'
<b>Sentence types:</b> - complex - compound - simple	<b>Complex:</b> containing a <u>main</u> (makes sense on its own) and a <u>subordinate</u> (must be linked to another) clause. E.g. 'If you're going for a walk then remember to take some water.' <b>Compound:</b> two or more main clauses linked by a conjunction (a 'joining' word, e.g. 'and'). E.g. 'We went for a walk and enjoyed the fresh air.' <b>Simple:</b> one main clause (makes sense on its own). E.g. 'We went for a walk.'
<b>Repetition</b>	When words are repeated in any way within a text. E.g. 'Everyone lived in <u>the same</u> small brick houses, on <u>the same</u> kind of long and narrow streets, all leading to <u>the same</u> tall factory chimneys in one direction and <u>the same</u> dark and brooding moors on the other.'
<b>Listing</b>	When items are noted one after the other. E.g. 'The <u>cold</u> , <u>dark</u> and <u>brooding</u> moors.'
<b>Anaphora</b>	(A type of repetition) When a series of sentences begin in the same way. E.g. Martin Luther King's 'I have a dream' speech had many lines beginning with the phrase 'I have a dream'.
<b>Setting</b>	The time and place in which the story takes place. Can include things like the weather, the historical period, the social structures and any other details about the surroundings. The settings create a backdrop to the story and help create mood and atmosphere. E.g. 'As I looked up at the cold, dark and brooding moors I saw a flash of lightning followed by the deep roar of thunder and raindrops began to fall like bullets from the sky...'
<b>Plot</b>	The events and the organisation and sequencing of them that make up the story. E.g. in the nursery rhyme 'Humpty Dumpty', he first sits on the wall, then he falls off, then all the King's horses and men arrive, but cannot put him back together again. The events and the order of them are each important.
<b>Theme</b>	An underlying message or meaning conveyed by the story. E.g. the story might tell us something about love, conflict, betrayal, friendship, bravery, loyalty, all of these things or something completely different. Stories generally have several linked themes.

## Great Expectations

Great Expectations by Charles Dickens was first published serially in *All the Year Round* in 1860–61 and issued in book form in 1861. The classic novel was one of its author's greatest critical and popular successes. Considered a critique of Victorian society it also chronicles the coming of age of the [orphan Pip](#) while also addressing such issues as [social class](#) and human worth.

Plot		
Volume 1	Chapter 1-6	Christmas Eve, afternoon: Pip meets the convict (Abel Magwitch); Pip asked to steal file and "wittles" for them. Joe and Mrs. Joe introduced; guns signal escaped convicts; Pip steals food and suffers from "wild fancies" in his guilt. The soldiers; Magwitch and Compeyson; Magwitch "confesses" to Pip's crime. Pip's guilt; Pumblechook describes Magwitch's "theft".
	Chapter 7-13	The reader is introduced to Pip's limited education (from Bidly). This is compared with Joe's lack of learning. Miss Havisham wants Pip to visit; Pip sees Estella, Miss Havisham at Satis House: the gothic conventions are prevalent throughout Chapter 8. Estella seen as "a star" is Pip's eyes and she derides him as he "calls knaves, Jacks" demonstrating his poor breeding. Pip lies about Satis House and what he sees. Pumblechook pretends to know; Pip tells Joe the truth. Joe Gargery goes to Satis House and is given twenty-five guineas for Pip's time, he is now bound into an apprenticeship with Joe which he feels sullen about. Mrs. Joe feels slighted not to see Miss Havisham
	Chapters 14-19	Retrospective narrative reflection on Pip's shame and ingratitude – juxtaposed with this, Joe's virtues are described. The half-holiday: Joe fights Dolge Orlick and Mrs. Joe is assaulted. Bidly moves in to look after Mrs Joe. Jaggers tells Pip of his "great expectations" and secrecy of benefactor. Pip undergoes transition point in Chapter 19 as he visits Mr Trabb's shop and apparently without "boasting" flaunts his new wealth.
Volume 2	Chapters 20-26	Pip lodges with Herbert. Wemmick takes Pip to Barnard's Inn; Pip recognizes Herbert as "pale young gentleman". Herbert tells Miss Havisham's story. Pip takes up rowing and living the life of a 'gentleman' as he spends his fortune. Mr Jaggers flaunts his housekeeper, Molly's wrists in a scene of social power and male dominance. Pip is yet to realise Molly is Estella's mother.
	Chapters 27-33	Bidly writes to Pip asking if Joe can visit Barnard's Inn; he calls Pip "Sir" highlighting Joe's "simple dignity" that does not fit with the figure of the 'gentleman'. Pip reads in local paper that Pumblechook is his "patron". Pip visits Miss Havisham; Orlick is gatekeeper. Pip declares his love for Estella. Pip waits for Estella who is visiting London. Wemmick shows him Newgate (convict motif).
	Chapters 34-39	Pip and Herbert accumulate rather large debts and Mrs. Joe dies. Pip comes of age (November) and becomes responsible for his finances; asks Wemmick's advice for Herbert. Pip is to escort Estella and take her to Satis House; quarrels with Miss Havisham and discovers Bentley Drummle as Estella's suitor. He leaves heartbroken. Pip is 23 now and Magwitch returns - revealing he is Pip's benefactor.
Volume 3	Chapters 40-44	The man on the stairs, "Provis" comes to stay; Jaggers confirms his story as Pip's benefactor. Herbert then meets Magwitch/"Provis". Herbert advises Pip to take Magwitch out of the country; they ask him about his life. Pip tells Estella he loves her but Estella is set to marry Bentley Drummle.
	Chapters 45-50	Pip feels he is being watched...He fears Estella is married but will not make sure. Pip dines with Jaggers; Estella is married. Pip recognizes Molly as her mother and Wemmick tells of Molly's trial. Chapter 49 sees Miss Havisham's confession and repentance; Estella's adoption and the fire. Pip says "I forgive her". Herbert tells of Magwitch's child and Pip knows Estella is his. Magwitch said that Pip reminded him of her.
	Chapters 51-59	Jaggers explains Estella's adoption and advises that Pip keep it secret. Orlick's confession and attempted revenge; Pip rescued by Trabb's boy and Herbert. Magwitch's escape is thwarted; Compeyson drowned and Pip reconciled to his benefactor, Magwitch. Pip's wealth is forfeited to the crown. Magwitch convicted and sentenced; Pip tells him, before his death, of Estella. Pip becomes ill and is arrested for debts but rescued by Joe. Orlick ends up in jail. Miss Havisham's will is read and Pip plans to propose to Bidly. Satis House goes up for auction and Joe marries Bidly. Eleven years later, Pip returns; sees young Pip and meets (widowed) Estella at Satis; "no shadow of...parting".

<b>Characters</b>	
<p><b>Pip Pirrip</b> <i>Felicitous, Timid, Susceptible, Bourgeois, Improvident, The Fortunatus Prototype</i></p> <p>The <b>Bildungsroman's protagonist</b>, Pip is an orphan serves as the apprentice of the gentle blacksmith Joe. When he unexpectedly comes into a fortune, Pip grows haughty and extravagant in pursuit of a lifestyle genteel enough to meet the refined standards of Estella. Confusing personal integrity with public reputation, Pip is cruelly disloyal to Joe and Biddy, avoiding them because of their lower class. Still, Pip learns to judge people by internal rather than superficial standards and redeems himself by repenting sincerely and reforming his personal values.</p>	<p><b>Miss Havisham</b> <i>Decrepit, Megalomaniac, Spectral, Affluent, Desolate, Disconsolate, Wretched, Evasive, Tacit</i></p> <p>The wealthy daughter of a brewer, Miss Havisham was abandoned on her wedding day by her fiancée (Compeyson) and, traumatized. She preserves herself and her house in wedding regalia, shutting out the world for over twenty years. To exact her revenge on men, Miss Havisham adopts and raises Estella to be beautiful and desirable but completely heartless. Miss Havisham is capricious, manipulative, bitter, and, until novel's end, unable to recognize anyone's pain but her own.</p>
<p><b>Estella</b> <i>Morally Bankrupt, Haughty, Vainglorious, Contemptuous, Disparaging, Insolent</i></p> <p>The adopted daughter of Miss Havisham, Estella is proud, refined, beautiful, and cold, raised by Miss Havisham to "wreak revenge on the male sex". Miss Havisham has raised her to lack a true human heart and she is unable to love.</p>	<p><b>Biddy</b> An orphan Pip meets at the village school, Biddy moves into the forge to help out after Mrs. Joe's attack and later becomes a schoolteacher. She is humble, kind, moral, and fiercely intelligent, absorbing knowledge without any formal education. She is also sharply perceptive and sees through everyone's pretensions, calling Pip out on his delusions and snobbery long before Pip can recognize them.</p>
<p><b>Joe Gargery</b> <i>Virtuous, Recitude, Magnanimous, Doleful, Obsequious, Uncouth</i></p> <p>Joe is a father figure for Pip throughout Pip's childhood and his tender kindness protects Pip from Mrs. Joe's harsh parenting. Joe has no formal education but possesses a deep sense of integrity and an unfailing moral compass. Joe is loyal, generous, and kind, and acts lovingly towards Pip even when Pip's is ungrateful.</p>	<p><b>Mrs Joe</b> <i>"Capricious", Tyrannical, Condensing, Choleric</i></p> <p>Mrs. Joe is fiery, tyrannical, and false, harping on her own victimhood even as she abuses Pip and Joe. She is obsessed with social status and reputation. Yet, after the attack by Orlick that gives her brain damage, Mrs. Joe's personality changes completely and she becomes patient, compassionate, and docile.</p>
<p><b>. Provis (a.k.a. Abel Magwitch) (a.k.a. the convict)</b></p> <p>The same escaped convict Pip helps in the novel's opening scenes. Provis' gratitude towards Pip inspires him to devote his life-savings to Pip, becoming Pip's anonymous patron. Cruelly swindled by Compeyson, Provis has lived a life in and out of prison. Still, his criminal record is largely the result of unfortunate circumstances, not character, for Provis is kind, good-hearted, and immensely generous.</p>	<p><b>Mr Jaggers</b> <i>Supercilious, Judicious, Erudite, Retributive, Sagacious, Obdurate</i></p> <p>A famous lawyer in London, Mr. Jaggers is Pip's guardian and the middleman between him and his patron. Mr. Jaggers also works for Miss Havisham. He is rational, sharp-minded, and intimidating. He prides himself on neither expressing nor responding to human emotion.</p>
<p><b>Bentley Drummle</b> <i>Machiavellian Prince, Guarded</i></p> <p>Bentley Drummle studies with Pip. He is a wealthy heir to a baronetcy, upper class according to the old system of inherited rank. Described as "idle, proud...and suspicious," Drummle is Pip's nemesis. He pursues Estella.</p>	<p><b>Herbert Pocket</b> <i>Loyal, Aspirational, Invariable, Enduring</i></p> <p>Pip's best friend, Herbert is compassionate, honest, and unpretentious. He and Pip live together in London where he works in a counting house as a merchant. He cheerfully helps Pip through all of Pip's struggles.</p>

**Themes:** Ambition and self-improvement, social class, crime and guilt, innocence and justice, familial connections, revenge, redemption, avarice, setting

## The Art of Rhetoric

**Definition:** the art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.

### What is Rhetoric?

- Rhetoric means the art of persuasion. The art of getting people to think and do what you want.
- Athens, in Greece, is seen as the birthplace of rhetoric.
- People started studying rhetoric because a man's success in Athens depended on his ability to persuade people to vote him into power.
- It was believed that if one mastered rhetoric, they would be able to win any argument without any prior knowledge of the topic.
- Every time we write, we engage in debate or argument. We try to persuade our readers both directly and indirectly. We want them to change their mind, complete an action or think in a new way.

### What is a rhetorical situation?

- The purpose of writing – what is the writer trying to achieve or what argument is the writer trying to make?
- The intended audience – who are you appealing to?
- The writer/ speaker.
- The form of communication.
- The allotted time for the message.
- The political, social or cultural implications.

### Aristotle and The Aristotelian Triad

- Aristotle was an Ancient Greek philosopher who established many of the traditions and devices that define what rhetoric is.
- He saw these features as underpinning all good persuasive language.
- The Aristotelian Triad: strategies people use to appeal to their audiences

### What is Logos?

- Logos is the appeal to an audience's logic and rationality. It can be found in argumentative writing, persuasive writing, literature and poetry.
- In Greek, logos means "reason", "discourse" and "plea".
- Aristotle believed that logos was more important than pathos and ethos as the effectiveness of an argument depended on a strong, logical appeal.

Referring to facts and figures

Citing relevant, current statistics

Providing examples

Including and addressing an opposing view

### What is pathos?

- Pathos is an appeal to an audience's emotions in order to evoke feeling.
- In Greek, pathos means "suffering" and "experience"
- Aristotle believed that pathos is a means of awakening people's emotions in order to sway their opinion towards that of the speaker.
- It is important to use pathos through creating a balance between the triad.

Using emotionally compelling stories or anecdotes

Stark, startling statistics that evoke a specific response

Showing empathy/ understanding for an opposing view

**What is ethos?**

- Ethos is an appeal to the audience through establishing credibility, knowledge and a strong moral character.
- Ethos is used to establish authority on a subject and to build trust with the reader.
- In Greek, ethos means ‘moral character’

Providing evidence from relevant and credible sources

Referring to relevant work or life experiences

<b>Key Vocabulary</b>	<b>Definition</b>	<b>Contextual Sentence</b>
<b>Anaphora</b>	Repetition of the same word or phrase at the beginning of a line.	In every cry of every Man, In every infant's cry of fear, In every voice, in every ban, (London, William Blake)
<b>Direct Address</b>	A speaker is talking directly to an individual or group. It can be a pronoun, a proper noun or a collective noun.	You have the power to change the world. We must work together to save our planet.
<b>Hyperbole</b>	Deliberate exaggeration for effect.	I'm so hungry, I could eat a horse. I'm dying of thirst.
<b>Imperatives</b>	Expressing a command, request or strong encouragement.	Sit down and eat your lunch. Tell your friends about the dangers of fossil fuel.
<b>Metaphor</b>	A comparison between two unlike things, this describes one thing as if it were identical.	Time is money. He's buried in a sea of paperwork.
<b>Facts</b>	Information used as evidence or as part of a report/ news article. It is known or can be proved to be true.	The best place in the world to see rainbows is in Hawaii Recent droughts in Europe were the worst in over 2000 years.
<b>Opinions</b>	A view or judgement formed about something.	All schools should teach survival skills in the event of a nuclear war. To solve traffic, we should invest in trains and subways.
<b>Emotive Language</b>	Certain word choices create an emotional response in the reader.	The innocent victims The government will slash interest rates
<b>Rhetorical Questions</b>	A question asked in order to make a point rather than get an answer.	Who wouldn't want to be a millionaire? Do we really want our planet to survive?
<b>Triplet</b>	A collection or group of three. It can be words, phrases or sentences.	The key to survival is: preparation, planning and positivity.

## Julius Caesar

### William Shakespeare

#### Context

In 'Julius Caesar', Shakespeare explores the key moments of transition in the history of Rome. For over a thousand years, the Romans had ruled the greatest empire the world had ever seen. Even after its decline, and ultimate fall, the Western world used Rome as a model of excellence.

By the end of the Roman Civil War in 45BC, Caesar had been appointed 'Imperator' which meant Roman leader for the rest of his life. Caesar used his power to carry out much-needed reform, relieving debt, enlarging the senate, building the Forum Iulium and revising the calendar.

The play is set in 44BC, when threats to the existence of the Roman Empire were common and there was a lot of political infighting in Rome. Some feared that Julius Caesar's rule would lead to the enslavement of Romans, and so a group of conspirators came together and assassinated him. Caesar was assassinated on the 15<sup>th</sup> March, also known as the Ides of March. The play covers the events before and immediately after the assassination of Caesar.



Shakespeare may have been drawing parallels between Rome's shift from a republic to an imperial power and the power shift in England towards the monarchy. As Elizabeth I had no heirs, many feared her death would plunge the country into chaos. Censorship meant it would be dangerous to comment on this in 1599, when the play was first

performed, but Shakespeare was able to do so through Julius Caesar.

#### Aristotle and The Art of Rhetoric

With the emergence of democracy in the city-state of Athens, public speaking became an essential skill for politicians and ordinary people. In response, Aristotle outlined 'The Art of Rhetoric': pathos, ethos and logos. Suddenly the art of persuasion was at the heart of government. If you could learn the art of Rhetoric, you could hold enormous power and influence.

#### Key Ideas

- Public vs Private Self
- Fate vs Freewill
- Misinformation and Misreading
- Dictatorship and Power
- Ambition

#### Characters in Shakespeare's Julius Caesar

- Caesar- Dictator who ignores the soothsayer's and his wife's warnings
- Cassius – Conspirator influencing others to plot Caesar's assassination
- Brutus – Conspirator influenced by honour and Roman republicanism
- Antony- Caesar's general who incites the mob against the plotters
- Decius – Conspirator who convinces Caesar to come to the Capitol
- Calpurnia – Caesar's loyal wife who dreams of his murder and warns him.
- Portia – Brutus' wife. She wants her husband to confide in her/
- Casca – Conspirator who strikes the first blow in Caesar's murder
- Cinna – Conspirator who announces Caesar's assassination.

Keyword	Definition	Contextual sentence
<b>Dictator</b>	A ruler with total power over a country, typically one who has obtained control by force.	Caesar ruled as a dictator.
<b>Empire</b>	A group of nations or peoples ruled over by an emperor, empress or other powerful sovereign/ government.	The Roman Empire covered mainland Europe and England.
<b>Alliance</b>	A relationship based on similarity of interests, nature or qualities	They formed an alliance to overthrow Caesar.
<b>Civil War</b>	A war between citizens of the same country	The signed a peace treaty to end Rome's civil war.
<b>Republic</b>	a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch.	The Roman Empire was a republic.
<b>Liberty</b>	the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour, or political views; not imprisoned or enslaved.	Individuals should enjoy the liberty to pursue their own preferences.
<b>Ambition</b>	a strong desire to do or achieve something.	His ambition was to rule the Roman Empire.
<b>Conflict</b>	a serious disagreement or argument, typically a protracted one.	There was a conflict between three different individuals who wanted to rule.
<b>Oath</b>	a solemn promise, often invoking a divine witness, regarding one's future action or behaviour.	They took an oath of allegiance to the Emperor
<b>Quarrel</b>	a heated argument or disagreement, typically about a trivial issue and between people who are usually on good term.	I have no quarrel with you!
<b>Conspirators</b>	Someone who conspires; plots	A group of conspirators assassinated Julius Caesar
<b>Regicide</b>	Killing a monarch, usually a king	He committed regicide.
<b>Tyrannicide</b>	Killing a tyrant	They needed to commit tyrannicide to bring order back to the Republic.
<b>Hamartia</b>	A fatal flaw leading to the downfall of a tragic hero or heroine.	His hamartia was his ambition.
<b>Hubris</b>	Excessive pride or self-confidence	He suffered from hubris in his own ability to rule.
<b>Peripeteia</b>	(Greek: "reversal") the turning point in a drama after which the plot moves steadily to its denouement	
<b>Anagnorisis</b>	(Greek: "recognition"), in a literary work, the startling discovery that produces a change from ignorance to knowledge	
<b>Catharsis</b>	The process of releasing, and thereby providing relief from, strong or repressed emotions.	
<b>Tragic Hero</b>	A character, usually of noble birth, with heroic qualities who makes a judgement or error that inevitably leads to their destruction.	
<b>Tragic Decorum</b>	The idea that plays in the tragic genre should follow specific rules	
<b>Rhetoric</b>	The art of effective or persuasive speaking or writing	
<b>Patriarchy</b>	A system of society or government in which men hold the power.	
<b>Protagonist</b>	The main character is a literary work.	
<b>Dramatic Irony</b>	a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.	
<b>tragedy</b>	Tragedy is a genre of story in which a hero is brought down by his/her own flaws, usually by ordinary human flaws – flaws like greed, over-ambition, or even an excess of love, honour, or loyalty.	





# Year 9 Mathematics Knowledge Organiser

Topic	Additional Tier 5 Vocabulary - use <a href="http://www.oxforddictionaryforkids.com">www.oxforddictionaryforkids.com</a> to help		
Fractions, Decimals and Percentages	<b>Reciprocal</b>	The inverse of a number or a value. "Reciprocal" comes from the Latin <i>reciprocus</i> meaning returning.	The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$
	<b>Percentage</b>	a number or ratio expressed as a fraction of 100.	Write 37 out of 50 as a <b>percentage</b> .
	<b>Percentage Multiplier</b>	a factor that amplifies or increases the base value of something else.	After an increase of 8%, the <b>percentage multiplier</b> is 1.08
	<b>Percentage change</b>	the relative change between an old value and its new value, expressed as a percentage of the old value.	The <b>percentage change</b> from 80 to 92 is a 15% increase.

## Fractions

### Simplifying

To write a fraction in its simplest form, (cancel down), you must divide both parts by their HCF.

$$\frac{6}{12} \div 6 = \frac{1}{2}$$

### Add and Subtract

Look for a common denominator.

$$\frac{2}{3} + \frac{4}{5}$$

In this case, 15 is a common denominator  
We now write them as equivalent fractions

$$\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1\frac{7}{15}$$

We do exactly the same for subtraction

$$\frac{7}{8} - \frac{3}{7} = \frac{49}{56} - \frac{24}{56} = \frac{25}{56}$$

### Fraction of an Amount

**Step 1: Divide by the denominator.**  
**Step 2: Multiply by the numerator.**

$$\text{Find } \frac{3}{4} \text{ of } 20$$

$$\text{Step 1: } 20 \div 4 = 5$$

$$\text{Step 2: } 5 \times 3 = 15$$

### Multiplying

**Multiply the numerators**  
**Multiply the denominators**

$$\frac{3}{7} \times \frac{2}{5} = \frac{3 \times 2}{7 \times 5} = \frac{6}{35}$$

$$1\frac{2}{3} \times 2\frac{4}{5}$$

$$\frac{5}{3} \times \frac{14}{5} = \frac{5 \times 14}{3 \times 5} = \frac{70}{15} = 4\frac{10}{15} = 4\frac{2}{3}$$

### Mixed Numbers

An **improper fraction** is one where the numerator is greater than the denominator. A **mixed number** is a number with an integer part and a fraction part

**Improper → Mixed**

$$\frac{13}{4} = \frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{1}{4} = 3\frac{1}{4}$$

**Mixed → Improper**

$$3\frac{2}{5} = \frac{3 \times 5 + 2}{5} = \frac{17}{5}$$

### Calculating with Mixed Numbers

Change into improper fractions FIRST, then calculate as normal.

$$2\frac{1}{3} - 1\frac{2}{5} = \frac{7}{3} - \frac{7}{5}$$

Now subtract by finding the lowest common denominator:

$$\frac{7}{3} - \frac{7}{5} = \frac{35}{15} - \frac{21}{15} = \frac{14}{15}$$

### Fraction → %

**Convert to a denominator of 100**

$$\frac{3}{4} \times \frac{25}{25} = \frac{75}{100} = 75\%$$

### Key Equivalent Values

Fraction	Decimal	Percentage
(one whole)	1	100%
(one half)	1/2	50%
(one quarter)	1/4	25%
(one fifth)	1/5	20%
(one tenth)	1/10	10%
(one hundredth)	1/100	1%

### Percentage Change

$$\frac{\text{Change}}{\text{Original}} \times 100$$

Original skirt price = £15

Sale price = £12

$$\frac{3}{15} \times 100 = 20\%$$

## Percentages

A percentage is an amount 'out of 100'.

### Percentage of an Amount

**To find 10% of an amount → ÷ by 10**

Find 15% of 20

$$\begin{array}{r} 10\% = 2 \\ + 5\% = 1 \\ \hline 15\% = 3 \end{array}$$

Find 21% of 60

$$\begin{array}{r} 10\% = 6 \\ + 10\% = 6 \\ + 1\% = 0.6 \\ \hline 21\% = 12.6 \end{array}$$

### Percentage Increase

**Add to the original amount**

#### Non Calculator

Increase 80 by 12%

$$10\% = 8$$

$$1\% = 0.8$$

$$2\% = 1.6$$

$$12\% = 9.6$$

$$80 + 9.6 = \underline{89.6}$$

#### Calculator

Increase 120 by 23%

$$100\% + 23\% = 123\%$$

$$123\% = \mathbf{1.23}$$

**Multiplier**

Now multiply the original value by this multiplier:

$$120 \times 1.23 = \underline{147.6}$$

### Percentage Decrease

**Subtract from the original amount**

#### Non Calculator

Decrease 40 by 27%

$$10\% = 4$$

$$1\% = 0.4$$

$$7\% = 2.8$$

$$20\% = 8$$

$$27\% = 10.8$$

$$40 - 10.8 = \underline{29.2}$$

#### Calculator

Decrease 35 by 16%

$$100\% - 16\% = 84\%$$

$$84\% = \mathbf{0.84}$$

**Multiplier**

Now multiply the original value by this multiplier:

$$35 \times 0.84 = \underline{29.4}$$

<b>Prime Factor</b>	A factor of a number that is also a prime number.	3 is a <b>prime factor</b> of 24.
<b>Index form</b>	The index of a number says how many times to use the number in a multiplication.	$7 \times 7 \times 7 \times 7$ in <b>index form</b> is $7^4$ .
<b>Negative Indices</b>	When the index of a number is a negative number.	$8^{-2}$ is an example of a <b>negative index</b> form.
<b>Fractional Indices</b>	When the index of a number is a fraction.	$9^{\frac{1}{2}}$ is an example of <b>fractional index</b> form.

### Highest Common Factor (HCF)

The highest or greatest common factor is the number that divides two or more given numbers exactly

#### Method 1: using all factors

- List the factors for each number.  $\begin{matrix} 24 & 1, 2, 3, 4, 6, 8, 12, 24 \\ 36 & 1, 2, 3, 4, 6, 9, 12, 18, 36 \end{matrix}$
- List the common factors. **1, 2, 3, 4, 6, 12**  
(the ones they both have)
- Circle the greatest common factor. **1, 2, 3, 4, 6, 12**  
**GCF = 12**

#### Method 2: using prime factors

- List the prime factors for each number.  $\begin{matrix} 24 & 2 \times 2 \times 2 \times 3 \\ 36 & 2 \times 2 \times 3 \times 3 \end{matrix}$
- List the common prime factors.  **$2 \times 2 \times 3$**
- Multiply the common prime factors.  **$2 \times 2 \times 3 = 12$**   
**GCF = 12**

### Lowest Common Multiple (LCM)

The smallest number that is the multiple of two or more other numbers

#### What is the LCM of 3, 4 and 6?

- List the multiples for each number.  
**3** 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36 ...  
**4** 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48 ...  
**6** 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72 ...
- List the common multiples. **12, 24, 36 ...**  
(multiples they have that are the same)
- Choose the smallest number. **12** 24, 36 ...  
**It is the least common multiple.**  
**LCM = 12**

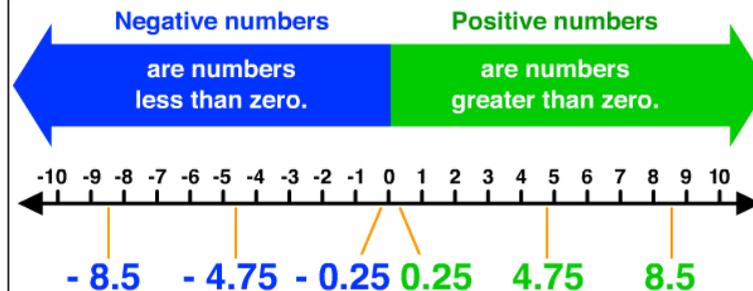
### Laws of indices

<b>Multiplication Rule</b>	$a^x \times a^y = a^{x+y}$
<b>Division Rule</b>	$a^x \div a^y = a^{x-y}$
<b>Power of a Power Rule</b>	$(a^x)^y = a^{xy}$
<b>Power of a Product Rule</b>	$(ab)^x = a^x b^x$
<b>Power of a Fraction Rule</b>	$\left(\frac{a}{b}\right)^x = \frac{a^x}{b^x}$
<b>Zero Exponent</b>	$a^0 = 1$
<b>Negative Exponent</b>	$a^{-x} = \frac{1}{a^x}$
<b>Fractional Exponent</b>	$a^{\frac{x}{y}} = \sqrt[y]{a^x}$

### Squares, Cubes, Primes and Roots

<b>Square numbers</b>	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144
A number formed by multiplying a number by itself	
<b>Note:</b>	A square number can only end in 1, 4, 9, 6 or 25
<b>Cube numbers</b>	1, 8, 27, 64, 125, 216, 343, 512, 729, 1000
A number formed by multiplying a number by itself twice	
<b>Square Root</b>	$\sqrt{36} = 6$ or $-6$ , $\sqrt{169} = 13$ or $-13$
A value that, when multiplied by itself, gives a square number	
<b>Cube Roots</b>	$\sqrt[3]{64} = 4$ , $\sqrt[3]{216} = 6$ , $\sqrt[3]{0.125} = 0.5$
A value that, when multiplied by itself and itself again, gives a cube number	
<b>Prime Numbers</b>	2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, ...
A number which only has two factors – itself and 1	

### Negative Numbers



#### operations on positive and negative numbers

##### Addition

- Positive + Positive = Positive**       $5 + 3 = 8$   
**Negative + Negative = Negative**       $(-5) + (-3) = -8$   
**\* Positive + Negative or Negative + Positive**       $(-5) + 3 = -2$   
 • subtract the smaller number from the larger number, then use the sign of the larger number in the answer  
 $3 + (-5) = -2$   
 $(-3) + 5 = 2$   
 $5 + (-3) = 2$

##### Subtraction

- Negative - Positive = Negative**       $(-5) - 3 = (-5) + (-3) = -8$   
**Positive - Negative = Positive**       $5 - (-3) = 5 + 3 = 8$   
**\* Negative - Negative = Negative + Positive**       $(-5) - (-3) = (-5) + 3 = -2$   
 • treat as Negative + Positive  
 • subtract the smaller number from the larger number, then use the sign of the larger number in the answer  
 $(-3) - (-5) = (-3) + 5 = 2$

##### Multiplication

- Positive x Positive = Positive**       $5 \times 3 = 15$   
**Negative x Negative = Positive**       $(-3) \times (-5) = 15$   
**Negative x Positive = Negative**       $(-3) \times 5 = -15$   
**Positive x Negative = Negative**       $3 \times (-5) = -15$   
 • change double negatives to a positive

##### Division

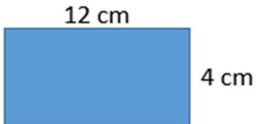
- Positive ÷ Positive = Positive**       $15 \div 3 = 5$   
**Negative ÷ Negative = Positive**       $(-15) \div (-3) = 5$   
**Negative ÷ Positive = Negative**       $(-15) \div 3 = -5$   
**Positive ÷ Negative = Negative**       $15 \div (-3) = -5$   
 • change double negatives to a positive



 <b>Year 9 Mathematics Knowledge Organiser</b>	<b>Topic</b>	<b>Additional Tier 3 Vocabulary – use <a href="http://www.amathsdictionaryforkids.com">www.amathsdictionaryforkids.com</a> to help</b>		
	Perimeter and Area	<b>Radius</b>	A line that connects the centre of the circle to its circumference.	In a circle, the angle where the <b>radius</b> meets the tangent is always 90°
		<b>Diameter</b>	A line that connects two points on the circumference that passes through the centre. It is twice the length of the radius.	Draw a circle with a <b>diameter</b> of 8 cm.
		<b>Circumference</b>	The perimeter of a circle or ellipse. (from Latin <i>circumferens</i> , meaning "carrying around").	The length of the <b>circumference</b> is given by $\pi d$ .
		<b>Arc</b>	A part of a curve, especially a part of the circumference of a circle.	Find the length of the <b>arc</b> between the two points.

### Perimeter

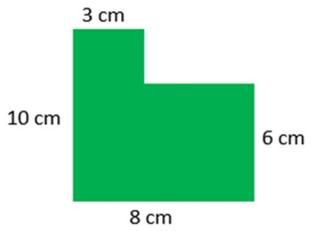
The path that surrounds a 2-dimensional shape.



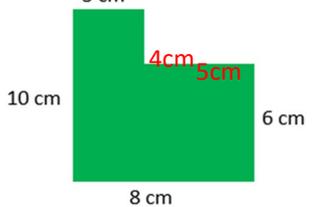
$12\text{cm} + 4\text{cm} + 12\text{cm} + 4\text{cm} = 32\text{cm}$   
 or  $2 \times (12\text{cm} + 4\text{cm}) = 32\text{cm}$   
 or  $(2 \times 12\text{cm}) + (2 \times 4\text{cm}) = 32\text{cm}$

#### Compound Shape

A compound shape is made up of 2 or more simple shapes.



Identify the missing side values.



$10\text{cm} + 3\text{cm} + 4\text{cm} + 5\text{cm} + 6\text{cm} + 8\text{cm} = 36\text{cm}$

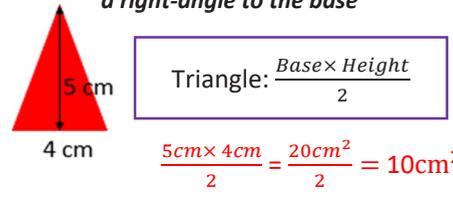
### Area Formulae

The area of a shape is the size of the surface a 2-D shape covers.

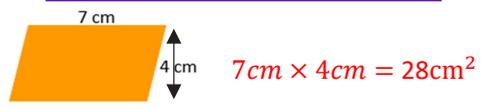
Rectangle: Base x Height



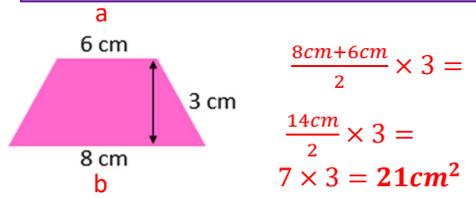
*In each case, we are using the perpendicular height – this is the height at a right-angle to the base*



Parallelogram: Base x Height

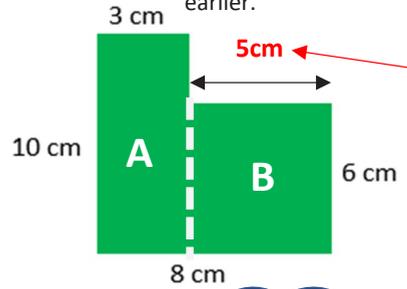


Trapezium:  $\frac{a+b}{2} \times \text{Height}$   
where a and b are the parallel sides



### Area of Compound Shapes

We have seen this compound shape earlier.



Is there a different way you could have calculated this?

Split the shape into parts and calculate the area of each section.  
**You may need to find missing sides that you will need.**

One way to calculate the total area is the following:

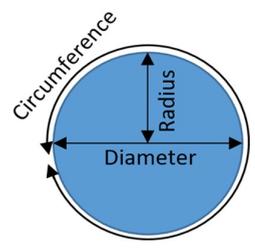
Area (A) =  $3 \times 10 = 30\text{ cm}^2$

Area (B) =  $5 \times 6 = 30\text{ cm}^2$

**TOTAL AREA**

Area (A) + Area (B) =  $30 + 30 = 60\text{ cm}^2$

### Circles



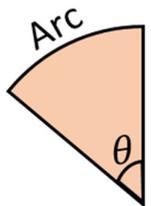
Area =  $\pi \times r^2 = \pi r^2$

Circumference =  $\pi \times d = \pi d$  or  $2\pi r$

**To help you remember these, watch 'Circle Song 2' on YouTube!**

Sector Area =  $\frac{\theta}{360} \times \pi r^2$

Arc Length =  $\frac{\theta}{360} \times \pi d$

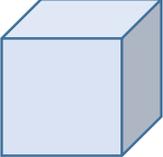




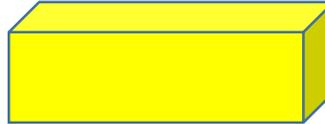
# Year 9 Mathematics Knowledge Organiser

Topic	Additional Tier 3 Vocabulary – use <a href="http://www.amathsdictionaryforkids.com">www.amathsdictionaryforkids.com</a> to help		
Volume and Surface Area	<b>Face</b>	A flat or curved surface on a 3D shape.	A cuboid has 6 <b>faces</b> .
	<b>Edge</b>	Where two faces meet.	A cuboid has 12 <b>edges</b> .
	<b>Vertex</b>	A corner where edges meet (pl. vertices).	A cuboid has 8 <b>vertices</b> .
	<b>Frustum</b>	The portion of a cone or pyramid which remains after its upper part has been cut off by a plane parallel to its base.	Calculate the volume of the <b>frustum</b> in the diagram shown.

### 3-D Shapes



**cube**



**cuboid**



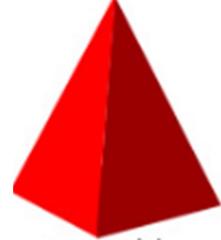
**cylinder**



**cone**

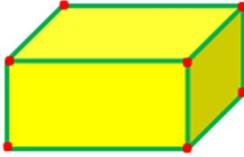


**sphere**



**pyramid**

### 3-Dimensional Solid



Faces

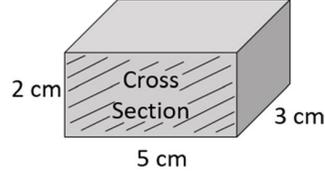
Edges

Vertices

### Volume of prisms

A prism is a solid object with two identical, parallel polygon faces called the 'cross section'.

Volume of Prism: Area of Cross Section x Length



$(5 \text{ cm} \times 2 \text{ cm}) \times 3 \text{ cm} =$   
 $10 \text{ cm}^2 \times 3 \text{ cm} = 30 \text{ cm}^3$

### Key Formulae

<b>Volume</b> is the amount of 3D space that a solid takes up <b>Surface area</b> is the area that encloses a 3D shape	<b>Volume of a cylinder:</b> $\pi r^2 h$	<b>Curved surface area of a cone:</b>  $\pi r l$  (where $l$ is the slant height of the cone).
<b>Volume of a sphere:</b> $\frac{4}{3} \pi r^3$	<b>Volume of a cone:</b> $\frac{1}{3} \pi r^2 h$	<b>Curved surface area of a sphere:</b>  $4\pi r^2$

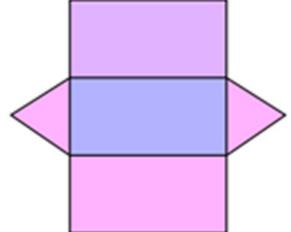
### Surface Area

The surface area of a shape is the total area of all the faces of that shape. To help identify all the faces, draw the **net** of the shape.

The net of a cube



The net of a triangular prism





## 1) World of the microscope

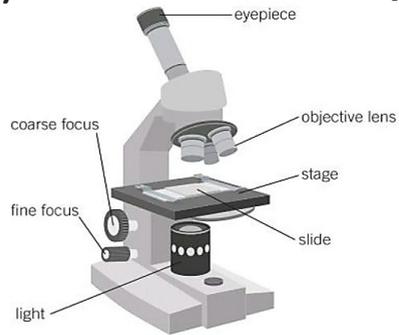
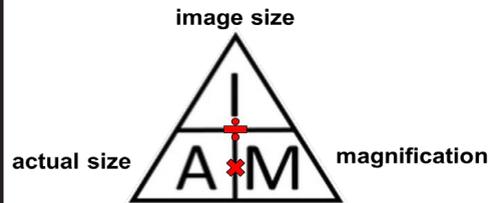
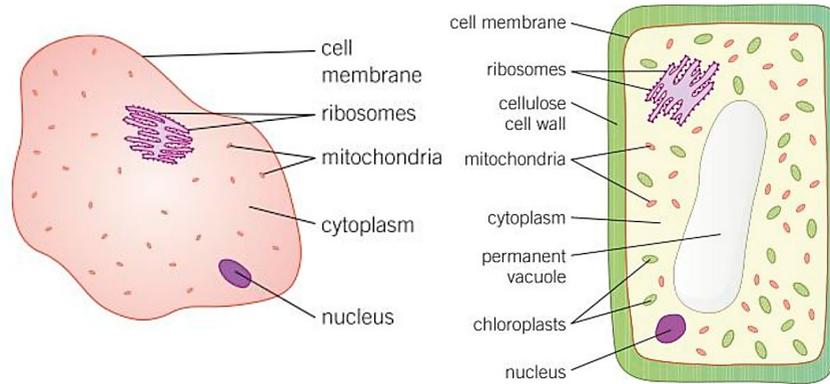


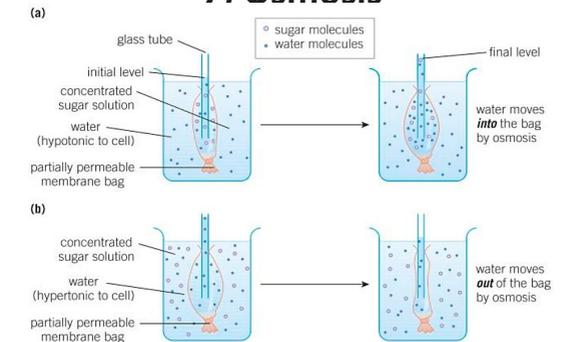
Figure 1 A light microscope



## 2) Animal and plant cells

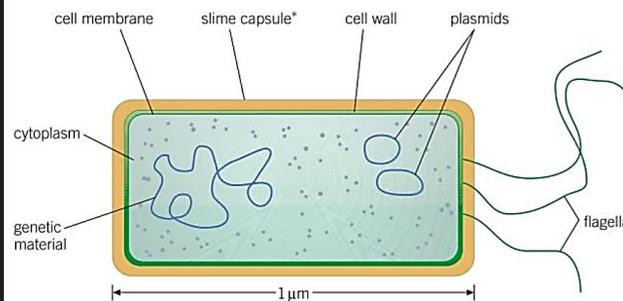


## 7) Osmosis

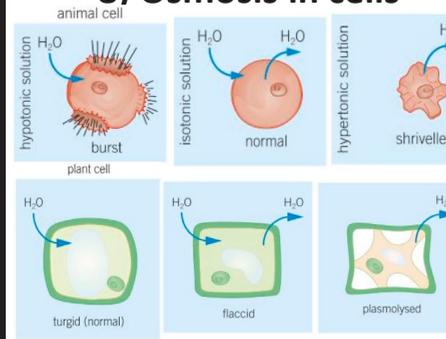


Osmosis is the movement of water from high to low concentration across a partially permeable membrane.

## 3) Eukaryotic and Prokaryotic cells



## 8) Osmosis in cells



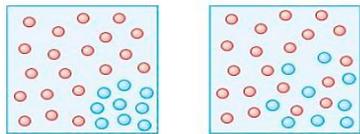
## 10) Exchanging materials

### Adaptations for exchanging materials

There are various adaptations to make the process of exchange more efficient. The effectiveness of an exchange surface can be increased by:

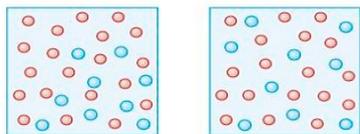
- having a large surface area over which exchange can take place
- having a thin membrane or being thin to provide a short diffusion path
- in animals, having an efficient blood supply moves the diffusing substances away from the exchange surfaces and maintains a steep concentration (diffusion) gradient
- in animals, being **ventilated** makes gas exchange more efficient by maintaining steep concentration gradients.

## 6) Diffusion



At the moment when the blue particles are added to the red particles they are not mixed at all

As the particles move randomly, the blue ones begin to mix with the red ones



As the particles move and spread out, they bump into each other. This helps them to keep spreading randomly

Eventually, the particles are completely mixed and diffusion is complete, although they do continue to move randomly

Figure 1 The random movement of particles results in substances spreading out, or diffusing, from an area of higher concentration to an area of lower concentration

## 4 & 5) Specialised cells

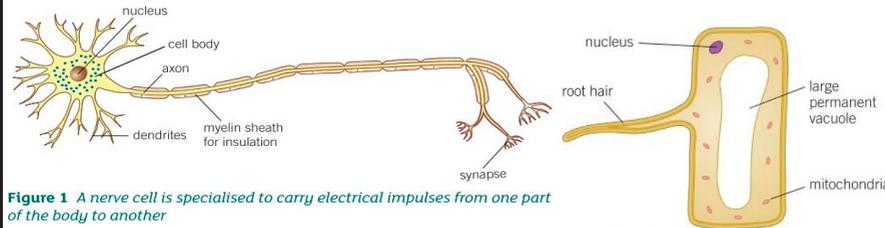


Figure 1 A nerve cell is specialised to carry electrical impulses from one part of the body to another

Figure 2 A root hair cell

A specialised cell is a cell that is highly adapted to carry out a particular function.

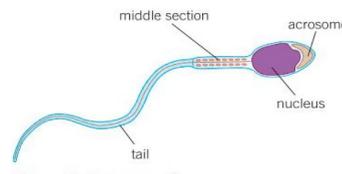


Figure 3 A sperm cell

## 9) Active Transport

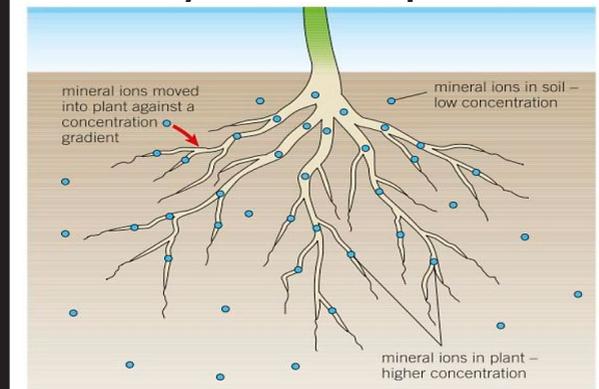


Figure 2 Plants use active transport to move mineral ions from the soil into the roots against a concentration gradient

## Year 9 Biology: Cells and Transport Key Vocabulary

Key word	Definition	Contextual Sentence
<b>Active transport</b>	The movement of substances from a dilute solution to a more concentrated solution against a concentration gradient, requiring energy from respiration.	Mineral ions are moved into the roots of a plant through the process of <b>active transport</b> .
<b>Bacteria</b>	Single-celled prokaryotic organisms.	You need to use a microscope to see <b>bacteria</b> .
<b>Cell membrane</b>	The membrane around the contents of a cell that controls what moves in and out of the cell.	Gases like oxygen pass through the <b>cell membrane</b> .
<b>Cell wall</b>	The rigid structure around plant and algal cells. It is made of cellulose and strengthens the cell.	Animal cells do not have a <b>cell wall</b> , unlike plant cells.
<b>Cellulose</b>	The complex carbohydrate that makes up plant and algal cell walls and gives them strength.	<b>Cellulose</b> give strength to cell walls.
<b>Chloroplasts</b>	The organelles in which photosynthesis takes place.	Photosynthesis takes place in the <b>chloroplasts</b> .
<b>Cytoplasm</b>	The water-based gel in which the organelles of all living cells are suspended and most of the chemical reactions of life take place.	Bacterial, animal and plant cells all contain <b>cytoplasm</b> .
<b>Diffusion</b>	The spreading out of the particles of any substance in a solution, or particles in a gas, resulting in a net movement of particles from an area of higher concentration to an area of lower concentration down a concentration gradient.	The perfume particles moved across the room through the process of <b>diffusion</b> .
<b>Eukaryotic cells</b>	Cells from eukaryotes that have a cell membrane, cytoplasm, and genetic material enclosed in a nucleus.	Animal and plant cells contain a nucleus, they are <b>eukaryotic cells</b> .
<b>Hypertonic (osmosis)</b>	A solution that is more concentrated than the cell contents.	As the student added more glucose to the water, the solution became more <b>hypertonic</b> .
<b>Hypotonic (osmosis)</b>	A solution that is less concentrated than the cell contents.	Water moved into the cell from the <b>hypotonic</b> solution.
<b>Isotonic (osmosis)</b>	A solution that is the same concentration as the cell contents.	When the cylinder of potato was placed in the solution its mass remained the same, this is because the solution was <b>isotonic</b> .
<b>Mitochondria</b>	The site of aerobic cellular respiration in a cell.	The sperm contains many <b>mitochondria</b> to release energy for movement.
<b>Partially permeable membrane</b>	A membrane that allows only certain substances to pass through.	The cell membrane allowed water to pass through it but not starch, it is a <b>partially permeable membrane</b> .
<b>Permanent vacuole</b>	Space in the cytoplasm filled with cell sap.	Plant cell contain a <b>permanent vacuole</b> .
<b>Plasmolysis</b>	The state of plant cells when so much water is lost from the cell by osmosis that the vacuole and cytoplasm shrink and the cell membrane pulls away from the cell wall.	When viewed under a microscope, the cells showed <b>plasmolysis</b> .
<b>Prokaryotic cells</b>	A type of cell that does not contain a nucleus or membrane bound organelles.	Bacteria are example of <b>prokaryotic cells</b> because they do not contain a nucleus.
<b>Resolving power</b>	A measure of the ability to distinguish between two separate points that are very close together.	An electron microscope has a higher <b>resolving power</b> than a light microscope.
<b>Ribosomes</b>	The site of protein synthesis in a cell	Proteins are made by <b>ribosomes</b> .

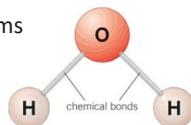
## Atoms

**Atoms** are the smallest part of a substance that can exist. If all the atoms are the same, the substance is known as an **element**.

## Molecules

A **molecule** is when two or more **atoms** are chemically bonded together. For example, look at the diagram of a water **molecule**.

Pure water will always have twice as many hydrogen atoms as oxygen atoms. That means its chemical formula is written as H<sub>2</sub>O.



## Compound

A **compound** is when two or more different **elements** chemically bond together.

## Formula Writing

If there is no subscript after the atom's symbol in a chemical formula, it is read as "1", which means the ratio of H atoms compared to O atoms is 2:1

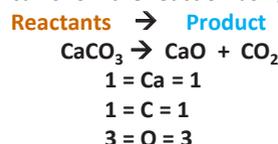
Compounds	Mixtures
Compounds have a fixed composition (the ratio of elements is always the same in any particular compound).	Mixtures have no fixed composition (the proportions vary depending on the amount of each substance mixed together).
Chemical reaction must be used to separate the elements in a compound.	The different elements or compounds in a mixture can be separated (by physical means, using the difference in properties of each substance in the mixture).
There are chemical bonds between atoms of the different elements in the compound.	There are no chemical bonds between atoms of the different substances in a mixture

## Chemical equations

Chemical equations show the chemicals used, called **reactants** and then new chemicals it forms, are called the **products** of a reaction.

## Chemical equations

Using symbol equations helps you to see how much of each substance is involved in a reaction. For example, calcium carbonate **decomposes** (breaks down) when heated. You can show the reaction using a symbol equation like this;



## States & symbols

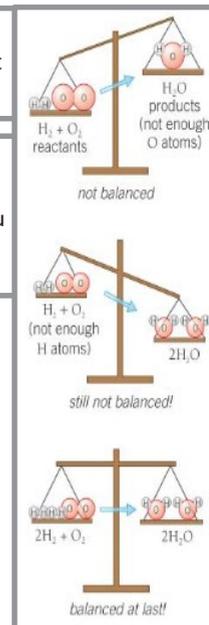
This is what state the substance is in at a given temperature.

This could be

**solid (s),**  
**liquid (l)**  
**gas (g)**

**Substances have a melting point and a boiling point.**

In chemistry, we also give a state symbol to substances dissolved in water. This is known as an **aqueous solution (aq)**.



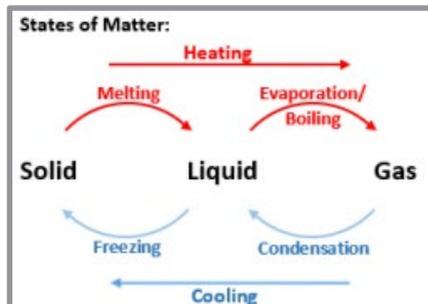
This equation is balanced; there is the same number of each type of **atoms** on both sides of the equation. You can see this from the counting under the equation and from the diagram on the right. This is very important because **atoms** cannot be created nor destroyed in a chemical reaction. This means that;

**"The total mass of the products formed in a reaction is equal to the total mass of the reactants" (which is the Law of Conservation.)**

## Changing states

You can see on the graph below that when a substance changes state. The line of the graph stops rising when a substance changes state.

Here, a **solid** is changing to a liquid. The reason it stops rising is that enough **energy** is transferred from the surrounding area to the solid so forces between the particles in the solid break. Once the particles break apart from their fixed position it is no longer a **solid**. Once this happens the transfer of **energy** from the surroundings to the substance causes the temperature to continue to rise.



## State of matter energy diagram

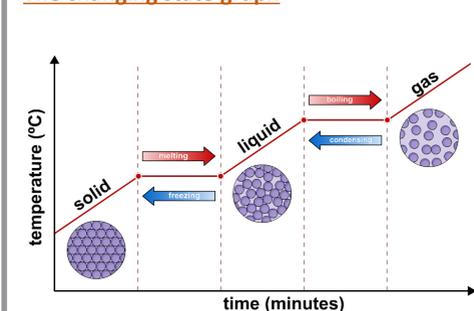
To the left is a diagram of the **changes of state**. If you increase or decrease the energy of the substances the state will change (e.g. solid → liquid).

**Solids** are held together in a fixed pattern/shape and have a fixed volume. **Solids** can not be compressed (squashed).

**Liquids** have a fixed volume and the particles are packed close together in a random order moving over each other, this allows them to flow and change shape.

**Gases** have no fixed shape or volume. The particles move around at a much faster speed. The **gases** will fill the area given but they can be compressed.

## The changing state graph

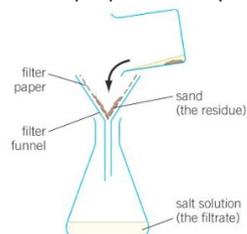


## Separating Mixtures

A **mixture** is made up of two or more substances (elements or compounds) that are not chemically combined together. These can be separated using various techniques, depending on what you need to separate and the properties they have. The most common ways to separate mixtures are;

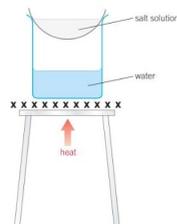
### Filtration

Separates solid and liquids



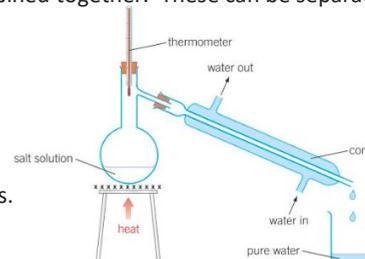
### Evaporation

Separates liquids and a dissolved solid



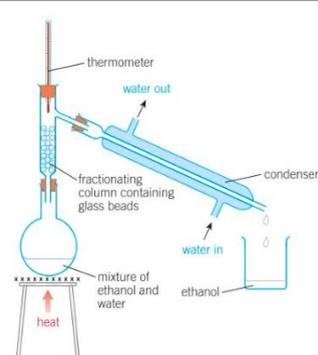
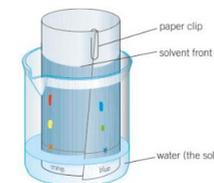
### Distillation

Separates out liquids based on their boiling points.



### Chromatography

Separates out substances dissolved in a solvent



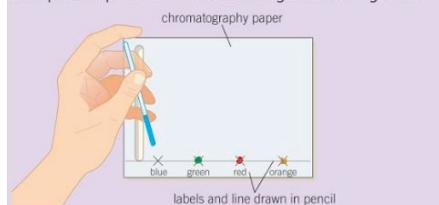
### Fractional Distillation

The liquid **evaporates** and turns into a gas. The vapours must pass over and between the glass beads in the fractionating column before they reach the condenser. The temperature in the fractionating column is highest at the bottom of the column, getting lower as the vapours rise up. The substance with the higher boiling point will **condense** more readily on the cooler glass beads nearer the bottom of the column and drip back down into the flask. The substance with the lower **boiling point** will continue rising and pass over into the condenser, where it is cool enough to turn back into the liquid state and be collected.

### Detecting dyes in food colourings

In this experiment you can make a chromatogram to analyse various food colourings.

Set up the experiment as shown in Figure 2 and Figure 3.



### Chromatography

Paper chromatography separates out the substance, known as the **solute**. It uses a chemical that can dissolve the **solute**, this is known as a solvent. The **solvent** will dissolve the **solute** and travel up the chromatography paper based on the affinity to either the **mobile phase** or the **stationary phase**.

### Pure substances & Formulation

The definition of a **pure** substance is **"a pure substance is one that is made up of one substance. The substance can be an element or a compound"**. This is different to the word "pure" in everyday life. For example "pure orange juice" is not a pure substance as it has different substances in it.

A **formulation** is a substance that is designed to be useful. For instance; paint, medication, dyes, and cleaning products.

Key Vocabulary	Definition	Contextual Sentence
<b>atom</b>	The smallest part of an element that can still be recognised as that element.	Each element has its own type of <b>atom</b> .
<b>balanced symbol equation</b>	A symbol equation in which there are equal numbers of each type of atom on either side of the equation.	A <b>balanced symbol equation</b> obeys the Law of Conservation of Mass.
<b>chromatography</b>	The process whereby small amounts of dissolved substances are separated by running a solvent along a material such as absorbent paper.	Different coloured dyes in ink can be separated <b>chromatography</b> .
<b>compound</b>	A substance made when two or more elements are chemically bonded together.	Water is a very useful <b>compound</b> for dissolving substances.
<b>electron</b>	A tiny particle with a negative charge. Electrons orbit the nucleus of atoms or ions in shells.	Oxygen has 6 <b>electrons</b> .
<b>element</b>	A substance made up of only one type of atom. An element cannot be broken down chemically into any simpler substances.	Hydrogen, Helium and Neon are all gaseous <b>elements</b> .
<b>conservation of mass</b>	The total mass of the products formed in a reaction is equal to the total mass of the reactants.	The <b>law of conservation of mass</b> can be used to calculate the yield of products in a chemical reaction.
<b>state symbol</b>	The abbreviations used in balanced symbol equations to show if reactants and products are solid (s), liquid (l), gas (g) or dissolved in water (aq).	Salty water or aqueous Sodium Chloride has the <b>state symbol</b> (aq).
<b>Pure</b>	A pure substance is one that is made up of just one substance. That substance can be either an element or a compound.	That drinking water is not <b>pure</b> water. It contains minerals in it.

## Testing for Gases

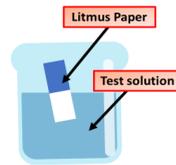
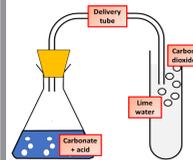
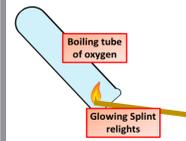
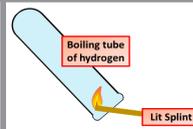
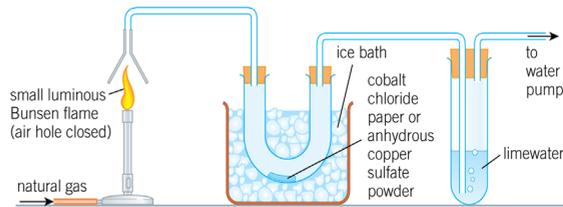
Test for **hydrogen** ( $H_2$ ) is the **squeaky pop test**, where you put a lit splint into the test tube. The **hydrogen** gas will react with the heat to produce a pop sound.

The test for **oxygen** ( $O_2$ ) is using a **glowing splint** and when it comes into contact with **oxygen**, the splint will relight.

**limewater**      **carbon dioxide**      **limewater**  
 $CO_2$

The test for chlorine ( $Cl_2$ ) is done by using **Litmus** paper, where the coloured paper with turn with as the chlorine "bleaches" the **Litmus** paper.

The test for  $H_2O$  and  $CO_2$  (the products of combustion) is using the equipment below. It uses **cobalt blue paper** to test for water and **limewater** to test for  $CO_2$



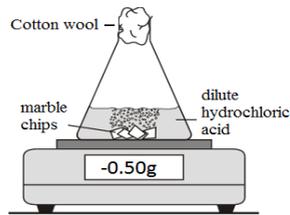
## Measuring Rates of Reaction

There are two ways you can work out the rate of a chemical reaction. You can find out how quickly:

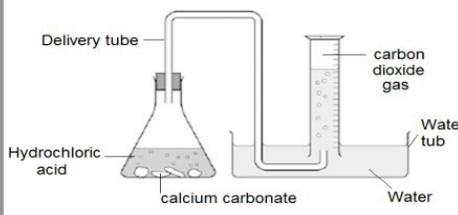
- The reactants are used up
- The products are made

There are **three techniques** that can be used:

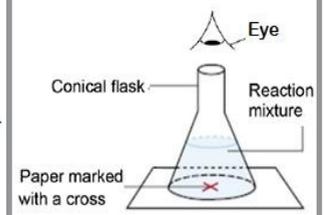
### Measuring the volume of gas given off.



### Measuring the decreasing mass of a reactant mixture



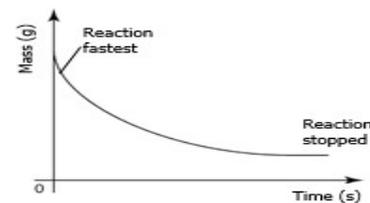
### Identifying a colour change



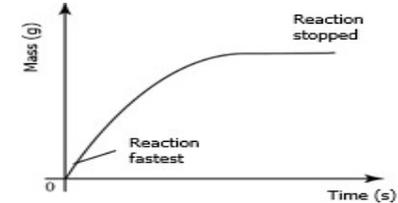
## Calculating the Rate of a Reaction

$$\text{Mean} = \frac{\text{quantity of reactant used}}{\text{time}} \quad \text{or} \quad \frac{\text{quantity of product used}}{\text{time}}$$

### Typical graph when measuring reactants used



### Typical graph when measuring products formed



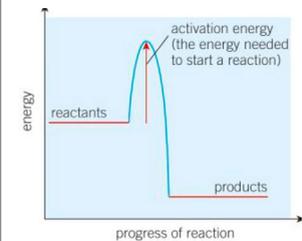
Collision Theory	Factor	Effect on Rate	Explanation
	Surface area of solid reactants	Increasing the surface area <b>increases</b> the rate of reaction.	<b>Exposes more of the solid</b> so that there is a <b>greater frequency of collisions</b> occurring.
	Concentration of reactants	Increasing the concentration <b>increases</b> the rate of reaction.	<b>Increases the frequency of a collision</b> as particles are <b>closer together</b> .
	Pressure of gases	Increasing the pressure <b>increases</b> the rate of reaction.	<b>Increases the frequency of a collision</b> as particles are <b>closer together</b> .
	Temperature	Increasing the temperature <b>increases</b> the rate of reaction.	Particles <b>collide more frequently</b> and with <b>more energy</b> .
	Catalyst	Catalysts <b>increase</b> the rate of reaction.	<b>Lowers the activation energy</b> by providing an <b>alternate pathway</b> .

## Energy Changes

Reactions can be grouped into two types;

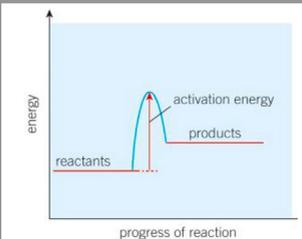
### Exothermic

These are reactions that **release thermal energy** to the surroundings.  
 e.g. Burning, Neutralisation  
 you observe a **temperature rise**. A use of these is hand warmers.



### Endothermic

These reactions **takes in thermal energy** from the surroundings.  
 e.g. some salts dissolving, thermal decomposition of calcium carbonate  
 you observe a **temperature drop**. Use of these is sports injury packs.



# Year 9 Physics: Energy Stores and Pathways Knowledge

<u>Energy Stores</u>		<u>Energy Pathways</u>	<u>Energy calculations</u>
Energy store	Description	<ul style="list-style-type: none"> <li><b>mechanically</b> - a force moving an object through a distance</li> <li><b>Electric Circuit</b> - charges moving due to a potential difference</li> <li><b>Heating</b> - due to temperature difference caused electrically or by chemical reaction</li> <li><b>Radiation</b> - energy transferred as a wave, eg light and infrared - the Sun emits light radiation and infrared radiation</li> </ul> <p style="text-align: center;"><u>Law of Conservation of Energy</u></p> <p style="text-align: center;">"Energy <b>cannot</b> be <b>created</b> or <b>destroyed</b>. It can only be <b>transferred</b> from one <b>store</b> to another."</p> <p style="text-align: center;"><u>Example</u></p> <pre> graph LR     A[Gravitational potential energy] --&gt; B[Mechanical work]     B --&gt; C[Kinetic energy]     B --&gt; D[Thermal energy]             </pre>	<p><b>An object raised above ground level</b>  <math>GPE (J) = \text{mass (kg)} \times \text{height (m)} \times \text{gravitational field strength (N/kg)}</math></p> <p><b>A moving object</b>  <math>\text{kinetic energy (J)} = 0.5 \times \text{mass (kg)} \times (\text{velocity})^2 \text{ (m/s)}</math></p> <p><b>A stretched spring</b>  <math>\text{Elastic Potential (J)} = 0.5 \times \text{spring constant (N/m)} \times (\text{extension})^2 \text{ (m)}</math></p> <p><b>Energy transferred = Work done</b>  <math>\text{Work Done (J)} = \text{Force (N)} \times \text{Distance (m)}</math></p> <p><b>Energy transferred and time</b>  <math>\text{Power (W)} = \text{Energy (J)} \div \text{Time (s)}</math></p>
<b>Magnetic</b>	The energy stored when like poles are pushed closer together or when unlike poles are pulled further apart.		<p style="text-align: center;"><u>Efficiency</u></p> <p>It is not possible to have an efficiency of greater than 1 or efficiency percentage of 100%. This would mean that more energy is being <b>transferred</b> than is being <b>supplied</b>, which would mean that energy is being created. This would break the <b>law of conservation of energy</b>.</p> $\text{efficiency} = \frac{\text{useful energy transferred}}{\text{total energy supplied}}$
<b>Thermal</b>	In most cases this is the vibrations of the particles in the object. In hotter objects, the particles vibrate faster.		
<b>Chemical</b>	The energy store associated with chemical bonds, such as those between molecules.		
<b>Kinetic</b>	The energy associated with a moving object.		
<b>Electrostatic</b>	The energy stored when like charges are moved closer together or when unlike charges are pulled further apart.		
<b>Elastic</b>	The energy stored when an object is stretched, squashed or twisted.		
<b>Gravitational</b>	The energy associated with an object at height.		
<b>Nuclear</b>	The energy associated with nuclear interactions.		
Key Vocabulary	Definition	Contextual Sentence	
<b>Conservation of energy</b>	Energy cannot be <b>created</b> or <b>destroyed</b>	Energy will always transfer from one store to another, obeying the law of <b>conservation of energy</b>	
<b>Dissipated energy / dissipation of energy</b>	The energy that is <b>not usefully</b> transferred and stored in less useful ways	Energy is usually <b>dissipated</b> as heat into the surroundings.	
<b>Efficiency</b>	Useful <b>energy transferred by a device</b> ÷ <b>total energy</b> supplied to the device	LED bulbs have a greater <b>efficiency</b> than filament bulbs so are cheaper to run	
<b>Elastic potential energy</b>	Energy stored in an <b>elastic object</b> as a result of it being deformed. For example, a stretched spring	When the spring was stretched it became a store of <b>elastic potential energy</b> .	
<b>Input energy</b>	Energy <b>supplied</b> to a device	The <b>input energy</b> for a battery power torch is chemical.	
<b>Power</b>	The <b>energy transformed or transferred per second</b> . The unit of power is the watt (W)	The shower had a <b>power</b> rating of 1.5Kws,	
<b>Spring constant</b>	<b>Force per unit extension</b> of a spring	The <b>spring constant</b> of springs we use in school is 30 N/m	
<b>Useful energy</b>	<b>Energy transferred</b> to where it is <b>wanted</b> in the way that is wanted	The <b>useful energy</b> for a battery power torch is light.	
<b>Wasted energy</b>	Energy that is not <b>usefully transferred</b>	The <b>wasted energy</b> for a battery power torch is thermal.	
<b>Work</b>	The energy transferred by a force. Work done (joules, J) = force (newtons, N) x distance moved in the direction of the force (metres, m)	<b>Work</b> is done when an object is moved through a distance by a force.	

<b>Half Term One</b>
<b>How is religion portrayed in the media?</b>
1. What is the media and how does it influence us?
2. How do religious groups use the media?
3. How is religion portrayed in the media?
4. How does the media influence people's attitudes to religion?
5. Should the media be free to criticise religion?
6. What are examples of the media coming into conflict with religion?
7. Assessment

## 1. What is the media and how does it influence us?

Mass Media is all media including the internet, television, film, radio, newspapers and magazines which are used to communicate to lots of people (the masses). It is used for; advertising, marketing, propaganda, public relations and entertainment. The media can manipulate, influence, persuade and pressurise society, along with even controlling the world at times in both positive and negative ways; mentally, physically and emotionally.

Positives of mass media: It provides Information and is easily accessible. It makes the world smaller and is immediate. It is in your home. It can also send out moral messages.

Negatives of mass media: It can be unreliable and can be completely untrue. It can be used for propaganda and can be controlled. Copyright can hinder creativity and there is the issue of illegal downloading.



## 2. How is religion portrayed in the media?

1. A local newspaper may inform its readership about various aspects of a religion e.g. appointment of a new Pope. However, newspapers can report stories in a biased way. Since the events of 9/11, some representations of Islam have focused on the more extreme aspects rather than the Muslim community as a whole, which may lead to prejudice among readers.

2) On television documentaries are factual and should give a balanced presentation. For example, the documentary Strictly Kosher. Soap operas are very popular in the UK and often tackle religious issues but some believers may be frustrated by the way in which a religious issue is tackled.

3) Religious groups can use the internet to their advantage by promoting their religion to the world. Many religious charities, e.g. CAFOD, use their websites to raise money for those in need However, the internet can also be used to spread a message of bigotry and hate about particular religions or groups of people.

## 3. How is God portrayed in the media?

Most religious groups see the media as a useful tool to provide people outside of their religion with information and to promote their faith in a positive way. However, some people have used the idea of God in the media to portray him in a certain way, sometimes for comedic purposes.

1. Bruce Almighty – a comedy based God and the powers he has – some could see this as disrespectful towards religion.
2. The Chronicles of Narnia – a film series adapted from popular books by C.S Lewis (who was a Christian) depicting God as powerful.

## 4. What is the impact of media on religion?

The media can cause people to view religion in a certain light. For example, the media has often, in recent times, associated extremism with Islam and has caused a negative effect on followers from the religion. For example, the 9/11 terror attack and the Manchester Arena bombing. However, the media can help religious people be understood more, they can have talk shows, religious channels and even radio stations to reach more people and help them understand the key messages that they are trying to promote.

Famous people such as Michael Cain and Kevin Costner have appeared on such shows as Heaven & Earth. Many of the interviews were live and unedited so guests' beliefs often came across as fact rather than as opinion. Depending on how a viewer felt about that guest it could lead some people to accept the beliefs of that person and so believe in God.

## 5. What is censorship in the media?

Censorship is the examination of different forms of media and the suppression of parts considered unacceptable. Media can be deemed unacceptable for reasons including being violent, sexually explicit or using bad language. In this country people have freedom of speech if it does not incite hatred. Papers/news have freedom to write and the reader has freedom to comment. The government does not control the press in this country. The media is privatised. There are arguments for and against the media being able to criticise religion:

### For

- Critical comment helps people to understand and think about different views on an issue.
- Members of the public have the freedom to make their own decisions on beliefs and practices of religions, regardless of what the media says.

### Against

- Most people gain the majority of their knowledge of religion from the media, therefore it needs to avoid being biased.
- Belief and practice are a personal choice which should not be criticised.

## 6. What is the law on blasphemy in the media?

Blasphemy is seen as unacceptable by religious people. It is the act of being disrespectful towards God or even religious practices and believes that are considered sacred. The laws on blasphemy have changed over the years. In the 16th Century Henry VIII passed a law which protected Christianity from attacks against the belief in Jesus. In 1838 it was later amended to specifically protect the Church of England and persecute any publication against the beliefs of the Church. In 2008 the laws were repealed and criticism of religion is not against the law.

In countries that practice Shariah Law (The law based on the Qur'an) six of them have the death penalty for the crime of blasphemy. A general description of blasphemy is "Insulting God or an Angel and denying that one of the prophets was called by God". Salman Rushdie (an Indian born, British author) wrote a book called The Satanic Verses. The religious leader of Iran declared the book blasphemous in 1989 and, in a religious ruling (FATWA), called for Rushdie to be put to death. Rushdie still has police protection.

Key term	Definition	Contextual Sentence
<b>Media</b>	Systems of communication designed to reach a large number of people.	Newspapers are examples of the media.
<b>Propaganda</b>	An organised spreading of often false ideas or the ideas spread in such a way.	The mass media can be used for propaganda.
<b>Pressurise</b>	To exert force over something or someone.	The media can pressurise people to believe a certain thing.
<b>Manipulate</b>	To skilfully force or persuade people to do what they want.	He is a very difficult character as he manipulates people.
<b>Prejudice</b>	An unreasonable dislike of a particular group of people or things.	There is widespread prejudice against workers over 65.
<b>Discrimination</b>	Treating one person or group of people less fairly or less well than other people or groups.	There are laws in place to prevent racial discrimination.
<b>Bigotry</b>	The possession or expression of strong, unreasonable prejudices or opinions.	The media can be the source of religious bigotry.
<b>Biased</b>	To prefer one group of people to another, and behave unfairly as a result.	The media can be biased against certain religions.
<b>Misconceptions</b>	An idea that is not correct.	The media can cause many misconceptions.
<b>Extreme</b>	Great in degree or intensity.	The media can portray extreme views.
<b>Censorship</b>	The suppression of parts considered unacceptable.	Certain religious groups may ask for censorship of the media.
<b>Freedom of speech</b>	The right of people to express their opinions publicly without governmental interference.	Freedom of speech is a fundamental human right.

<b>Half Term Two</b>
<b>What does it mean to be a human?</b>
1. What does it mean to be a human?
2. What is the sanctity of life?
3. Should animals have the same rights as humans?
4. Is the death penalty ever acceptable?
5. Is it ever right to go to war?
6. Do humans have freewill?
7. What is the future for humanity?

### 1. What does it mean to be a person?

Personhood is the quality or condition of being an individual person. Ever since we learned to write, we have documented how special we are.

The philosopher Aristotle marked out our differences over 2,000 years ago. We are “rational animals” pursuing knowledge for its own sake. We live by art and reasoning, he wrote.

Some of the qualities/attributes that make a human a person are; consciousness, reason, morality, intelligence and personal identity.

How we define personhood can have a huge impact on issues within medical ethics such as embryo research, abortion and euthanasia.

### 2. What is the sanctity of life?

The sanctity of life is the belief that all human life is sacred and belongs to God. This belief is because in the Genesis creation story it writes that only humans are made in the image of God. The sanctity of life means only God can remove life. The sanctity of life is the reason many Christians oppose abortion, euthanasia and the death penalty. Important teachings in the Bible to support the belief in the sanctity of life are:

1. “God breathed into Adam the breath of life.”
2. “Don’t you know that you yourselves are God’s Temple, and that God’s spirit lives in you”
3. “If we live, we live to the Lord, and if we die, we die to the Lord. Whether we live or die, we belong to the Lord”

Quality of life is a person’s satisfaction with life based on health, comfort and happiness. Some people believe a person’s quality of life is more important than a belief in the sanctity of life. This means they may support abortion or euthanasia in some situations.

### 3. Should animals have the same rights as humans?

Speciesism is the assumption of human superiority which can lead to the exploitation of animals. In the UK animals are used by scientists in experiments for scientific or educational purposes. Testing for cosmetics is illegal in the UK. In 2010 a policy ban was introduced on any household product being tested on animals. Animal research in the UK can only be carried out where there is no suitable non-animal alternative. In the UK approximately 3 million animals are experimented on for medical research each year. 96% of these experiments are done on mice, rats, fish and birds

Many believe animal research has contributed to many of the medical advances we now take for granted. We share 95% of our genes with a mouse, making them an effective model for thenimals suffer from similar diseases to humans including cancers, TB, flu and asthma. Many however oppose animal testing as they believe it is cruel. Most of the animals used are bred specifically for this purpose and are kept in small cages inside the laboratory. Scientists have developed alternatives to animal testing such as computer modelling which they believe should be used instead.

Christians may supporting testing on animals for medicine as they believe we have dominion. Buddhists however may oppose it due to the belief in ahimsa (non-violence).

### 4. Is the death penalty ever acceptable?

The death penalty is also known as capital punishment. Execution of criminals has been used by nearly all societies since the beginning of civilization on Earth. Until the nineteenth century, without developed prison systems, there was frequently no workable alternative to ensure deterrence and incapacitation of criminals. In 1965 Parliament suspended (or temporarily stopped) capital punishment in the UK for a trial period of five years and in 1970 it was abolished altogether.

#### Arguments to support Capital Punishment

1. It acts as a deterrent to others to not commit crime.
2. If someone murders someone they should have their human rights removed.

#### Arguments to oppose Capital Punishment

1. It always allows the possibility of an innocent person being wrongly executed.
2. It doesn’t allow the opportunity for the criminal to make amends and to change for the better.

### 5. Is it ever right to go to war?

Countries may decide to go to war for in self defence, retaliation or sometimes for greed.

Some Christians may support going to war in certain circumstances e.g. self defence. This is because:

1. Sometimes fighting may be the lesser of two evils and may be necessary to protect and save the lives of the people in your country.
2. In the Bible it also says that war is sometimes necessary- ‘A time to love, and a time to hate; a time for war, and a time for peace.’ (Ecclesiastes 3:8)

Some Christians such as Quakers however believe war and violence is always wrong in all circumstances. These Christians are known as pacifists. This is because:

1. War means innocent people will die. This breaks the sanctity of life.
2. In the Bible it teaches ‘For all who draw by the sword, die by the sword.’ (Matt 26:52)

The Just War theory was proposed by St Thomas Aquinas in the 13th century who attempted to create a list of criteria which show whether the war was right to fight in. He argued the war must have a just cause, proportional force and be the last resort.

## 6. Do humans have freewill?

Free-will is the idea that people can act as free beings. We are governed by our own, freely-made decisions and choices. The opposite idea is determinism. This is where our choices are preordained, i.e. already mapped out by God.

Christians believe we have the freewill to make our own choices. They believe this is a gift from God. Freewill also means we can be held accountable for the choices we make and therefore rewarded or punished on Judgement Day.

John Locke believes life is determined and he is a Hard Determinist. John Locke believes that freewill is an illusion, and that when people believe they are making free choices, they have been deceived. Locke uses the analogy of a Locked Room to support this. Locke concludes that humans are not free. He says that freedom consists in more than simply doing what you choose to do, it also means not having the power to do otherwise.

## 7. What is the future for humanity?

With the development of transportation, medicine and the internet life 100 years ago seems more like it was on another planet! Our understanding of the world and technological advancements could lead to an incredibly bright future or somewhere we don't want to be. Some ethical issues facing humanity are; Could humans exist on another planet? Could memory chips be implanted in our brains to aid our memories? Should you be allowed to design your own baby? Will intelligent robots overtake humans?

Key Terms	Definition	Contextual Sentence
<b>Personhood</b>	Personhood is the quality or condition of being an individual person.	Defining personhood is a controversial topic in Philosophy.
<b>Rational</b>	The use of reason and logic.	Aristotle believed the human soul was rational.
<b>Sanctity of life</b>	The sanctity of life is the belief that all human life is sacred and belongs to God.	Many Christians oppose abortion due to the sanctity of life.
<b>Quality of life</b>	Quality of life is a person's satisfaction with life based on health, comfort and happiness.	Some people support euthanasia if there is a poor quality of life.
<b>Euthanasia</b>	Ending someone's life painlessly to relieve suffering.	Euthanasia is illegal in the UK.
<b>Speciesism</b>	Speciesism is the assumption of human superiority which can lead to the exploitation of animals.	Speciesism results in the belief that animals can be used for human purposes.
<b>Dominion</b>	The belief that humans were given control and authority over the world.	Christians believe Adam and Eve were given dominion.
<b>Ahmisa</b>	Principle of non-violence in Buddhism.	The principle of ahmisa means Buddhists are against animal testing.
<b>Capital Punishment</b>	The death penalty.	Capital punishment is illegal in the UK.
<b>Abolition</b>	The action of getting rid of a system, practice, or institution	The abolition of the death penalty happened in 1970 in the UK.
<b>Pacifists</b>	A pacifist is somebody who will never use violence in any situation.	Quakers are an example of a Christian pacifist group.
<b>Just</b>	Behaving according to what is morally right or fair.	Many people argue World War Two was a just war.
<b>Artificial Intelligence</b>	Intelligence demonstrated by computers, as opposed to human or animal intelligence.	Artificial intelligence is a wide ranging branch of computer science.
<b>Freewill</b>	The idea that people can act as free beings.	Christians believe that God gave people the gift of freewill.
<b>Hard determinism</b>	The belief that forces outside of our control affect our behaviour.	John Locke was a hard determinist.
<b>Predestination</b>	The belief that God determines our actions and fate.	Predestination is a key belief in Islam.

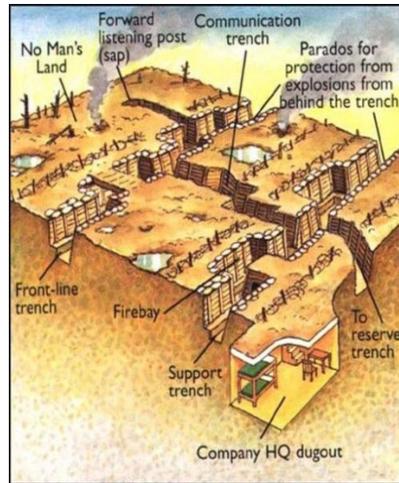
On the Western Front, the war was fought by soldiers in trenches.

Trenches were long, narrow ditches dug into the ground where soldiers lived.

They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop medical problems such as trench foot.

There were many lines of German trenches on one side and many lines of Allied trenches on the other.

In the middle was no man's land, which soldiers crossed to attack the other side



## Year 9 History Winter Term- 1. Trenches

### 1.2 - WW1 Weaponry



Tanks



Artillery Shells



Gas



Machine Guns

### A soldiers kit



### 1.3 Conditions in the Trench

#### Boredom and camaraderie

- Once the soldiers had completed the daily trench chores of refilling the sandbags, repairing the duckboards and trench floor, and draining the trenches, many of them became bored.
- They couldn't really move around or do much as the fear of a sniper's bullet was always there.



- To relieve the boredom, they used to write letters home and diaries.

#### Camaraderie

- Many soldiers enlisted with their friends. That meant that they were often in the same 'PAL'S' battalion as them and fought alongside them in the trenches.
- They would spend hours together and became close. To pass the time they would sing, talk about home, and write letters. They would try to help and protect each other



#### Food

- It is not surprising that food in the trenches was poor. The main food was tinned bully beef with bread or biscuits.
- A popular meal was manochie - tinned Irish stew which could be heated easily.
- This was of poor quality and eating the same thing everyday added to the often dull nature of trench life
- There was little drinking water so soldiers drank rum instead. The water was treated with chloride to kill the germs so had an unpleasant taste.



#### Rat Infestation

- Rats in their millions infested trenches. There were two main types, the brown and the black rat.
- The brown rats were the worse. Gorging themselves on human remains they could grow to the size of a cat.
- Men, maddened and afraid of these rats (which would even run across their faces in the dark), would attempt to rid the trenches of them by various methods: gunfire, with the bayonet, and even by clubbing them to death.
  - A single rat couple could produce up to 900 offspring (babies) in a year, spreading infection and contaminating food. The rat problem remained for the duration of the war.



#### Lice infestation

Lice were so common because men in the front-line rarely, if ever, washed. It was not unusual for men to go over a month without washing. Lice spread due to this, breeding in the seams of filthy clothing and causing men to itch constantly. One soldier counted 163 on himself!

- Even when clothing was washed and deloused, lice eggs remained hidden in the seams; within a few hours of the clothes being re-worn the body heat generated would cause the eggs to hatch.
- Lice caused Trench Fever, a particularly painful disease that began suddenly with severe pain followed by high fever. Recovery - away from the trenches - took up to twelve weeks. Lice were not actually identified as the cause of Trench Fever until 1918 (after the war).

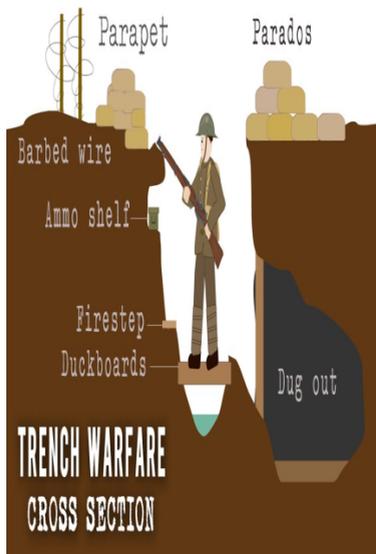


#### Trench Foot

- Many soldiers fighting in WW1 suffered from trench foot. This was an infection of the feet caused by cold, wet and unhygienic conditions.
- In the trenches men stood for hours on end in waterlogged trenches without being able to remove wet socks or boots.



- The feet would gradually go numb and the skin would turn red or blue. If untreated, trench foot could turn gangrenous and result in amputation.
- The only remedy for trench foot was for the soldiers to dry their feet and change their socks several times a day. By the end of 1915 British soldiers in the trenches had to have three pairs of socks with them and were under orders to change their socks at least twice a day. As well as drying their feet, soldiers were told to cover their feet with grease made from whale-oil.

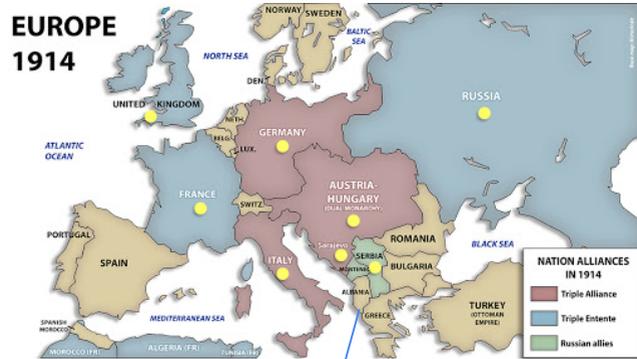


#### 1.1- A typical day in the trenches

- 5am 'Stand-to' (short for 'Stand-to-Arms', meaning to be on high-alert for enemy attack) half an hour before daylight
- 5.30am Rum ration
- 6am Stand-down half an hour after daylight
- 7am Breakfast (usually bacon and tea)
- After 8am Clean selves and weapons, tidy trench
- Noon Dinner
- After dinner Sleep and downtime
- 5pm Tea
- 6pm Stand-to half an hour before dusk
- 6.30pm Stand-down half an hour after dusk
- 6.30pm onwards Work all night with some time for rest (patrols, digging trenches, putting up barbed wire, getting stores)

Year 9 History  
Winter Term- 2. Outbreak of War

1.1 Why did Europe go to war?



1.2 Key Word	Definition	Contextual Sentence
Militarism	The focus and growth of the military in that country.	<i>The money spent on militarism made Germany a threat.</i>
Alliances	Two countries or groups that have a common interest to work together.	<i>By signing agreements the two countries formed an alliance.</i>
Imperialism	The growth of the Empire and the conquest of more land.	<i>The want for a growth of imperialism made Germany a threat.</i>
Nationalism	The pride the population have for their country over everyone else.	<i>The celebrations in the streets showed their nationalism.</i>

June 28<sup>th</sup> 1914- The Assassination of Archduke Franz Ferdinand



August 1914- Germany declares war on Russia, France and Belgium



February 1915- Germany begins blockade of England



September 1916- Tanks first used at the Battle of the Somme.



January 1917- Germany declares unrestricted submarine warfare



February 1917- Zimmerman telegram intercept British



March 1917- Tsar overthrown in Russia.



April 1917- USA declares war on Germany



November 1918- Armistice signed after Kaiser steps down

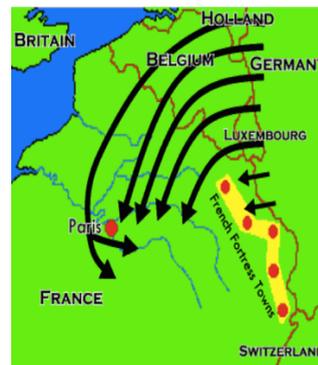


June 1919- Treaty of Versailles

1.3 The Assassination of Archduke Franz Ferdinand

Key Word	Definition	Contextual Sentence
Assassination	A targeted kill.	<i>The assassination of Archduke Franz Ferdinand was a significant event in the lead up to World War 1.</i>
The Blackhands	The terrorist group that killed Franz Ferdinand.	<i>The Blackhands were a threat to the stability in the Balkans.</i>
Nationalist	Someone who is patriotic to their country.	<i>The nationalist movement rejected outside help.</i>
Heir	The next in line to the throne.	<i>Henry VIII's heir was Henry VIII.</i>

The Schlieffen Plan



- The plan was the work of the German army chief-of-staff Alfred von Schlieffen.
- It took nine years to devise - it was started in 1897, presented in 1905, and revised in 1906.
- The plan imagined a huge hammer-blow at Paris, using 90 per cent of the German army, swinging down through Belgium and northern France, to take out France in a quick, decisive campaign.
- It was a plan of attack - for Germany, **mobilisation** and war were the same thing.
- **It was Germany's only plan for war.**
- In the event, Russia took only ten days to mobilise, and General Moltke was forced to send some troops to the eastern front, which weakened the main attack on Paris.
- When the German army asked permission to go through Belgium on 2 August 1914, the Belgians refused, so the German army had to fight its way through Belgium. This slowed it down and tired the soldiers.
- Britain's decision to uphold the 1839 Treaty with Belgium amazed the Germans. "For a scrap of paper, Great Britain is going to make war?" said the amazed Bethmann-Hollweg.
- In the event, the British Expeditionary Force (BEF) arrived to resist the Germans, and held them up at the Battle of Mons on 23 August 1914. With his army exhausted and many of his best forces killed, Moltke was defeated at the battle of the Marne on 6-10 September 1914. "Sir, we have lost the war," he told the Kaiser.

Do you agree with this view? (Interpretation)  
[The German] bid for continental supremacy was certainly decisive in bringing on the European War ... A.J.P. Taylor, The Struggle for Mastery in Europe (1954)

Can you give 3 reasons to why the Schlieffen Plan failed?

--	--	--

**Year 9 History**  
**Winter Term- 3.Haig, Recruitment and the Home Front**

**3.1 General Haig and the Battle of the Somme**

In an attempt to break the stalemate on the Western Front and relieve the pressure on the French at Verdun, Haig ordered the Somme offensive, which began on 1 July 1916. The British army suffered 60,000 casualties (just under 20,000 of whom were killed) on the first day, the highest in its history, and Haig's conduct of the battle made him one of the most controversial figures of the war. In July 1917, a new offensive - the Third Battle of Ypres (also known as Passchendaele) resulted in further heavy casualties, but did succeed in weakening the German army and helped prepare the way for its defeat in 1918.



Haig had won at the battle of the Somme, as he had said he could, but did he deserve any credit? Many writers - including those writing just after the war - have criticised Haig for his tactics, for the great loss of men and, above all, for his defeat at the Battle of the Somme. Others, mainly military men and recent historians, have defended him, saying that he did as well as could be expected, and that only a man of great determination and character could have seen the matter through.



**3.2- General Haig Hero or Butcher?**



'Good-morning; good-morning!' the General said  
 When we met him last week on our way to the line.  
 Now the soldiers he smiled at are most of 'em dead,  
 And we're cursing his staff for incompetent swine.  
 'He's a cheery old card,' grunted Harry to Jack  
 As they slogged up to Arras with rifle and pack.  
 But he did for them both by his plan of attack  
*Siegfried Sassoon*

A considerable portion of the German soldiers are now practically beaten men, ready to surrender if they could, thoroughly tired of the war and expecting nothing but defeat. It is true that the amount of ground we have gained is not great. That's nothing. We have proved our ability to force the enemy out of strong defensive positions and to defeat him. The German casualties have been greater than ours.  
*Part of a report written in December 1916, sent by Haig to the British Cabinet about the aftermath of the Battle of the Somme*

Key Battles of WW1	
1914	Battle of the Marne
1914	Battle of Tannenberg
1916	Battle of Verdun
1916	Battle of the Somme
1917	Second Battle of Ypres
1918	The Ludendorff Offensive



In August 1914, Lord Kitchener, the Secretary of State for War, realised Britain needed a bigger army.  
 He made a direct appeal to the men of Britain. Posters were displayed showing him pointing his finger at anyone passing by.  
 Men felt proud to fight for their country.  
 54 million posters were issued. 8 million letters were sent. 12,000 meetings were held. 20,000 speeches were given by military spokesmen. In the first weekend of the war, 100 men an hour (3,000 a day) signed up to join the armed forces.  
 By the end of 1914 1,186,337 men had enlisted

**3.4- Recruitment posters**



**Propaganda**-information, especially of a biased or misleading nature, used to promote a political cause or point of view  
 Could you create your own recruitment poster?



**3.5 The Home Front**

The Defence of the Realm Act (DORA) became law on 8 August 1914, five days after the war began:  
 It authorised the government to do almost anything it thought necessary to help the war effort and protect the country.  
 It allowed the government to pass laws and avoid the drawn-out process of having bills proposed, voted on and ratified in Parliament.

No-one was allowed to:

- talk about naval or military matters in public places
- spread rumours about military matters
- buy binoculars
- trespass on railway lines or bridges
- melt down gold or silver
- light bonfires or fireworks
- give bread to horses or chickens
- use invisible ink when writing abroad



Key events	
1901	Queen Victoria dies and her son becomes King Edward VII.
1906	The Liberal government wins the general election and introduces a programme of reforms.
1908	The 'Children's Charter' is introduced to protect young people.
1912	The <i>Titanic</i> sinks.
1913	Emily Davison dies after being trampled by the king's horse at the Epsom Derby.

Key concepts	
<b>Patriotic</b>	Showing love for your country and being proud of it.
<b>Empire</b>	A group of countries ruled over by a single monarch or power.
<b>Public health</b>	The health and wellbeing of the population as a whole, in a particular place at a particular time.
<b>Suffrage</b>	The right to vote in political elections.
<b>Militant</b>	Someone who supports or uses confrontational or violent methods to support a political or social cause.
<b>Martyr</b>	Someone who is prepared to die for their beliefs.

Key words / terms	
<b>Middle class</b>	Class of people in between upper and working classes; a class of professionals, such as doctors and bankers, and business people.
<b>Working class</b>	Class of people employed for wages, usually in manual or industrial work.
<b>Mass produce</b>	Make goods in huge numbers, often for cheaper than before.
<b>Assembly line</b>	A system using workers and machines in a factory to make goods in stages.
<b>Consumer goods</b>	Items bought by people for their own use.
<b>Liberal Reforms</b>	Laws passed by the Liberal government to improve the lives of the most vulnerable in society.
<b>Unemployment benefit</b>	Money paid to working-class people who were out of work temporarily.
<b>Old age pension</b>	Money paid to elderly people so they did not have to work, be looked after by family members or go into the workhouse.
<b>Suffragist</b>	Campaigner for the right of women to vote, who used peaceful means of protest.
<b>Suffragette</b>	Campaigner for the right of women to vote, who organised often-violent protests to press their cause.
<b>Munitions</b>	Short for 'ammunition'; bullets and weapons needed for war.

**The Demographic Transition Model (DTM)** shows changes over time in the population of a country. The total population responds to variations in birth and death rates (natural change). It is also affected by migration. Migration is not shown on the DTM. As a country becomes more developed, its population char-

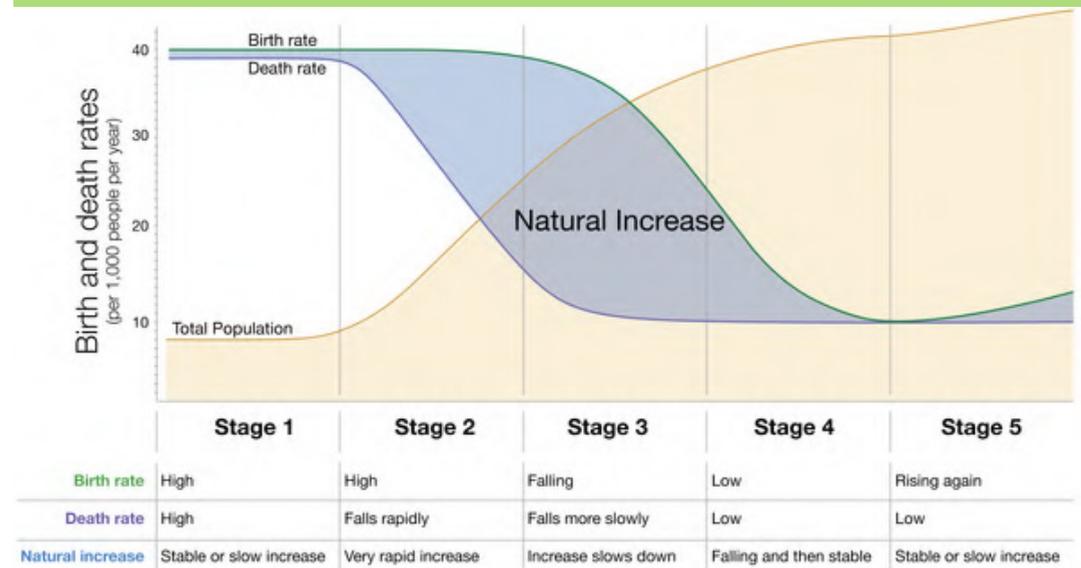


**Map of South America**

## The Brandt Line



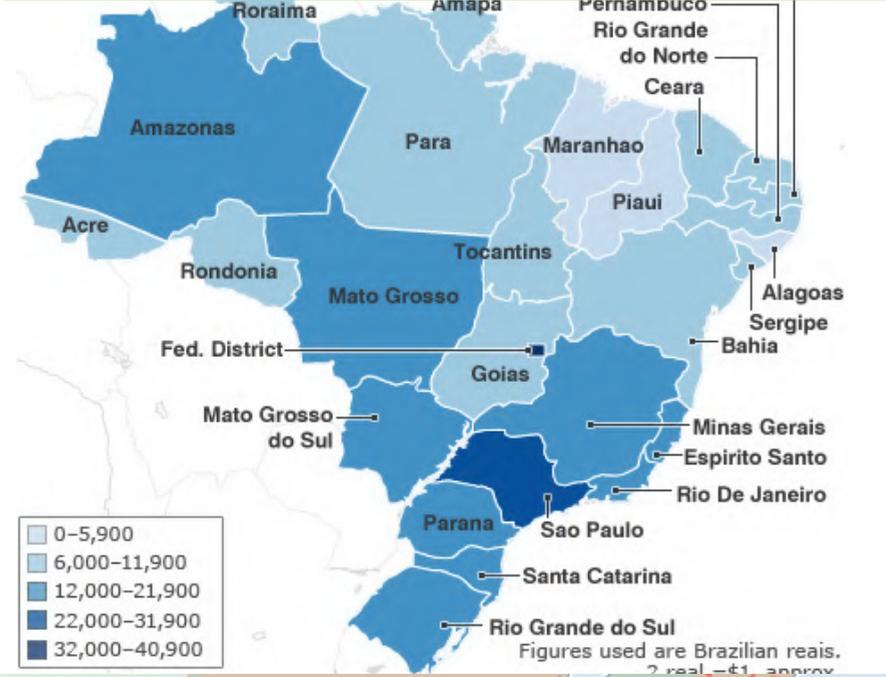
## The Demographic Transition Model





**Map of Brazil**

**Map of Wealth in Brazil**



**Map of Planned Olympic Parks**



The development gap is the difference in standard of living between the world's richest and poorest countries.

**Measuring Development**

Gross National Income (GNI) is an economic measure of development. It is the total value of goods and services produced by a country, plus money earned from, and paid to, other countries.

**Human Development Index (HDI)**

HDI is a social measure that is expressed in values of 0-1, where

## Plate Boundaries

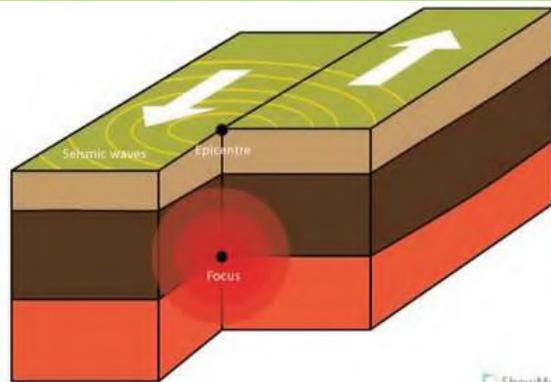


Map of Chile

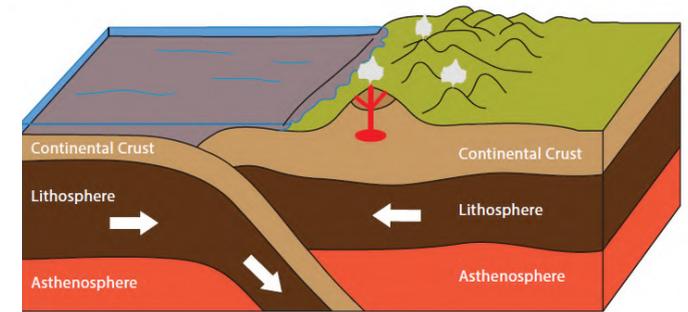
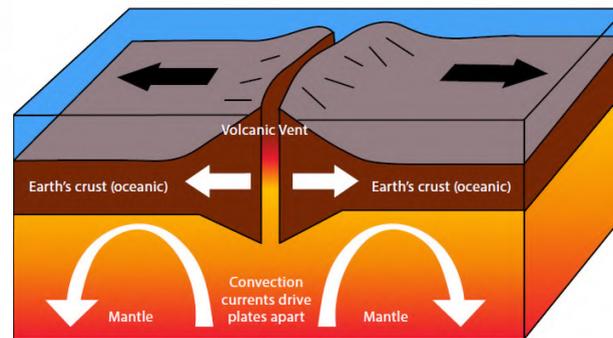
**The Pattern of Earthquakes**  
An earthquake is a sudden, violent period of ground-shaking. Most occur at the margins of slowly-moving tectonic plates. Friction and sticking between plates create enormous pressures and stresses which build to breaking point.

**Living at risk from tectonic hazards**  
The majority of tectonic hazards occur at plate margins, some of which run through densely populated regions such as Japan, parts of China and southern Europe.

## Type of Plate Boundary: Conservative, Constructive and Destructive



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## Development and Tectonics Tier 3 Vocabulary

Key Vocabulary	Definition	Contextual Sentence
<b>Development</b>	The progress of a country which is judged on its economy, the use of technology and human welfare.	The <b>development</b> of a country is dependent on a number of variables.
<b>Sanitation</b>	Methods to protect public health, such as providing clean water.	A method of <b>sanitation</b> is disposing of sewage and waste safely.
<b>Life Expectancy</b>	A method of sanitation is disposing of sewage and waste safely.	The life <b>expectancy</b> of the UK is 81 years old.
<b>Literacy Rate</b>	The percentage of people who can read and write.	The UK's <b>literacy rate</b> is 99% compared to Afghanistan's with 28%.
<b>Human Development Index (HDI)</b>	A method of measuring development, it combines GDP per capita, life expectancy and adult literacy rate.	The <b>HDI</b> takes into consideration social and economic factors influencing wealth.
<b>Convection Currents</b>	The circular movement of magma within the Earth's mantle.	Heat rising and falling inside the mantle creates <b>convection currents</b> .
<b>Infrastructure</b>	The basic equipment and structures (roads/utilities/water supply/sewage).	<b>Infrastructure</b> of the city was damaged because of the volcanic eruption.
<b>Planning</b>	Actions taken to enable communities to respond to, and recover from natural disasters.	Governments should have <b>planning</b> strategies in place to ensure communities are well prepared for hazards.
<b>Prediction</b>	Attempts to forecast when and where a natural hazard will strike.	Scientists can use <b>prediction</b> methods such as monitoring the release of gases to predict future hazards.
<b>Protection</b>	Actions taken before a hazard strikes to reduce its impact.	Examples of <b>protection</b> include educating people or improving building design.
<b>Richter Scale</b>	A scale used for measuring the magnitude (strength) of an earthquake.	The 1960 Chilean Earthquake measured 9.5 on the <b>Richter scale</b> .
<b>Secondary Effects</b>	The after effects that occur as indirect impacts of a natural event.	<b>Secondary effects</b> include power outages due to fallen trees.
<b>Volcano</b>	An opening in the Earth's crust from which lava, ash and gases erupt.	The Calbuco <b>volcano</b> began erupting again in 2015 for the first time since 1972.

# Spanish: Knowledge Organiser Year 9 Term 1

## Unit 1: Free time

### 1.1 El tiempo libre *Free-time*

tocar la guitarra	to play the guitar
cantar en un coro	to sing in a choir
jugar con mi consola de videojuegos	to play on my games console
ir al teatro	to go to the theatre
tocar el piano	to play piano
salir con amigos	to go out with friends
escuchar música	to listen to music
ver la televisión	to watch TV
bailar	to dance
leer novelas	to read novels
ir de compras	to go shopping

toco la guitarra	I play the guitar
...el piano	...the piano
Canto	I sing
charlo	I chat
juego con mi consola	I play on my console
salgo con amigos	I go out with friends
escucho música	I listen to music
veo la televisión	I watch TV
bailo	I dance
leo novelas	I read novels
voy de compras	I go shopping

### Gramática *Regular present tense verbs*

	The present tense of regular verbs		
	hablar	comer	vivir
Yo - I	hablo	como	vivo
Tú - you	hablas	comes	vives
Él/ ella – he/she/it	habla	come	vive
Nosotros - we	hablamos	comemos	vivimos
Vosotros -you	habláis	coméis	vivís
Ellos/ellas - they	hablan	comen	viven

### 1.2 Expresiones de frecuencia *Expressions of frequency*

todos los días	every day
siempre	always
todas las semanas	every week
normalmente	normally
generalmente/ por lo general	generally, usually
de vez en cuando	occasionally
a veces	sometimes
a menudo	often
raramente	rarely
nunca	never
el fin de semana	at the weekend
por la tarde/ noche	in the evening/ at night
por la mañana	in the morning

### 1.3 Programas de televisión *TV programmes*

Veo...	I watch....
los dibujos animados	the cartoons
las noticias	the news
las series	the series
las series policíacas	the police series
los programas de ...	
música	the music programmes
deporte	the sports programmes
telerealidad	the reality tv shows
las telenovelas	the soaps
las comedias	the comedies
los documentales	the documentaries
el telediario	the news
las películas	the films

#### Opinions about types of programme (plural)

me gustan	I like
me fascinan	.....fascinate me
me encantan	I love .....
me aburren	..... bore me
me molestan	..... annoy me
me chiflan	I am mad about .....
me flipan	I love .....

### 1.4 Los deportes *Sports*

Juego al....	I play....
baloncesto	basketball
fútbol	football
golf	golf
tenis	tennis
rugby	rugby
voleibol	volleyball
Hago ...	I do...
esquí	skiing
patinaje	skating
equitación	horse riding
natación	swimming
ciclismo	cycling
atletismo	athletics
gimnasia	exercise
alpinismo	climbing
vela	sailing
montar a caballo	to ride a horse
montar en bicicleta	to ride a bike
ir a pescar	to go fishing
ir al gimnasio	to go to the gym
el campo	the countryside, playing
field	
la cancha	the court
el estadio	the stadium
la pista de hielo	the ice rink
el polideportivo	the sports centre
tranquilo/a	peaceful, quiet
al aire libre	in the open air.

### Gramática: Present tense of jugar and hacer

To play	jugar (al + sport)
I play	<i>juego</i>
You play	<i>juegas</i>
He/she plays	<i>juega</i>
We play	<i>jugamos</i>
You play (plural)	<i>jugáis</i>
They play	<i>juegan</i>

To do (sport)	hacer
I do	<i>hago</i>
You do	<i>haces</i>
He/she/it does	<i>hace</i>
We do	<i>hacemos</i>
You do (plural)	<i>hacéis</i>
They do	<i>hacen</i>

### Gramática: Future tense of jugar and hacer

To play	jugar (al + sport)
I will play	<i>jugaré</i>
You will play	<i>jugarás</i>
He/she will play	<i>jugará</i>
We will play	<i>jugaremos</i>
You will play (plural)	<i>jugaréis</i>
They will play	<i>jugarán</i>
To do (sport)	hacer
I will do	<i>haré</i>
You will do	<i>harás</i>
He/she/it does	<i>hará</i>
We will do	<i>haremos</i>
You will do (plural)	<i>haréis</i>
They will do	<i>harán</i>

**Unit of work 1: Key language in context**

<b>Express opinions about free-time activities</b>	Me gusta bailar en una fiesta.	I like dancing at a party.
	Me encanta tocar el piano.	I love playing the piano.
	Me chifla jugar con la consola (de videojuegos)	I'm mad about playing on the games console.
	Me gusta mucho leer novelas.	I really like reading novels.
<b>Say what you do in your free-time and how often</b>	Toco la guitarra todos los días.	I play the guitar every day.
	Salgo con amigos el fin de semana.	I go out with friends at the weekend.
	Por lo general, escucho música.	I usually listen to music.
	De vez en cuando, veo la televisión.	Occasionally, I watch TV.
	Raramente, leo una novela.	I rarely read a novel.
<b>Say what you watch on TV</b>	Veo los programas de tele realidad.	I watch reality TV shows.
	Normalmente veo las noticias.	I usually watch the news.
	Generalmente, veo las series policiacas.	I generally watch police series.
<b>Express opinions about TV programmes</b>	Me encantan los dibujos animados.	I love cartoons/ animated films.
	Me fascinan los documentales.	I find documentaries fascinating.
	Me molestan los programas de tele realidad.	Reality TV shows annoy me.
	Me flipan las comedias.	I love comedies.
<b>Say what sports you play</b>	Juego al fútbol todos los sábados.	I play football every Saturday.
	Normalmente hago la natación.	I usually do/go swimming.
	Juego al baloncesto y al tenis.	I play basketball and tennis.
<b>Use the future tense to say what sports you will play/ practise:</b>	En el futuro, haré alpinismo en los Pirineos. El año próximo, jugaremos al baloncesto en Barcelona. Haré esquí en Canadá el año que viene.	In the future, I will go climbing in the Pyrenees. Next year, we will play basketball in Barcelona. I will go skiing in Canada next year .

## Unit 2: Food, eating out and customs

### 2.1 Comer y beber- Eating and drinking

<i>el (fem.) agua (mineral)</i>	(mineral) water
<i>el bocadillo</i>	the sandwich
<i>la carne</i>	the meat
<i>el helado</i>	the ice cream
<i>el huevo</i>	the egg
<i>el jamón</i>	the ham
<i>la leche</i>	the milk
<i>las legumbres</i>	the pulses
<i>la mantequilla</i>	the butter
<i>la manzana</i>	the apple
<i>la mermelada</i>	the jam, marmalade
<i>las patatas fritas</i>	the chips, fries
<i>el perrito caliente</i>	the hot dog
<i>el pescado</i>	the fish
<i>el pollo</i>	the chicken
<i>el postre</i>	the dessert, pudding
<i>el queso</i>	the cheese
<i>la sopa</i>	the soup
<i>el té</i>	the tea
<i>la tortilla</i>	the omelette
<i>la tostada</i>	the toast
<i>el vaso</i>	the glass
<i>las verduras</i>	the vegetables
<i>beber</i>	to drink
<i>comer</i>	to eat
<i>bebo</i>	I drink
<i>como</i>	I eat
<i>la cena</i>	the evening meal
<i>cenar</i>	to have evening meal
<i>la comida</i>	the lunch, food, meal
<i>desayunar</i>	to have breakfast
<i>el desayuno</i>	the breakfast
<i>después</i>	afterwards
<i>tomar</i>	to take, to have (food, drink)
<i>sano</i>	healthy
<i>malsano</i>	unhealthy

### 2.2 Vamos a comer fuera- Let's eat out!

<i>el atún</i>	the tuna
<i>el bacalao</i>	the cod
<i>la barra</i>	the loaf
<i>el bistec</i>	the steak
<i>los calamares</i>	the squid
<i>la cebolla</i>	the onion
<i>el cerdo</i>	the pork
<i>la cerveza</i>	the beer
<i>los champiñones</i>	the mushrooms
<i>el chorizo</i>	the chorizo
<i>la chuleta</i>	the chop
<i>el cordero</i>	the lamb
<i>el filete</i>	the fillet (steak)
<i>la fresa</i>	the strawberry
<i>las gambas</i>	the prawns
<i>el gazpacho</i>	the chilled tomato soup
<i>los guisantes</i>	the peas
<i>el jamón serrano</i>	the cured ham
<i>las judías verdes</i>	the green beans
<i>los mariscos</i>	the seafood
<i>el melocotón</i>	the peach
<i>la naranja</i>	the orange
<i>la patata</i>	the potato
<i>la piña</i>	the pineapple
<i>el plátano</i>	the banana
<i>el queso</i>	the cheese
<i>la ración</i>	the portion, serving
<i>la salsa</i>	the sauce
<i>las tapas</i>	the small bar snacks
<i>el vino blanco</i>	the white wine
<i>el vino tinto</i>	the red wine
<i>Quiero/ me gustaría</i>	I want/ would like
<i>de primero(plato)</i>	(for) first course
<i>de segundo</i>	(for) second course
<i>de postre</i>	for dessert
<i>para beber</i>	to drink

### 2.3 La vida en familia Family life

<i>acostarse</i>	to go to bed
<i>me acuesto</i>	I go to bed
<i>levantarse</i>	to get up
<i>me levanto</i>	I get up
<i>coger</i>	to catch
<i>participar</i>	to participate, to take part
<i>probar</i>	to try, to try out
<i>traer</i>	to bring
<i>el bollo</i>	bun
<i>a media mañana</i>	at mid-morning
<i>la dieta</i>	diet
<i>ligero/a</i>	light
<i>el recreo</i>	break
<i>saludable</i>	healthy
<i>el trabajador</i>	worker
<i>la tradición</i>	tradition
<i>tranquilamente</i>	calmly
<i>el vaso</i>	glass
<i>la sobremesa</i>	sitting chatting at the table after a meal

#### Gramática: the definite article 'the'

	Singular	Plural
<b>Masculine</b>	<i>el</i>	<i>los</i>
<b>Feminine</b>	<i>la</i>	<i>las</i>

*El vaso = the glass*      *los vasos = the glasses*  
*La manzana = the apple*      *las manzanas = the apples*

**Gramática: key verbs in the present tense**

<b>To take /have food</b>	<b>Tomar</b>	<b>To eat</b>	<b>Comer</b>
I take/ have	<i>Tomo</i>	I eat	<i>Como</i>
You take/ have	<i>Tomas</i>	You eat	<i>Comes</i>
He/she takes/ has	<i>Toma</i>	He/she/it eats	<i>Come</i>
We take/ have	<i>Tomamos</i>	We eat	<i>Comemos</i>
You all take/ have	<i>Tomáis</i>	You all eat	<i>Coméis</i>
They take/ have	<i>Toman</i>	They eat	<i>Comen</i>

**Gramática: The future tense** to form the future tense: select the person of the verb 'ir' then add 'a + infinitive verb'

<b>The verb 'to go'</b>	<b>- ir</b>
I go/ am going	<i>Voy</i>
You go/ are going (singular)	<i>Vas</i>
He/she/it goes/ is going	<i>Va</i>
We go / are going	<i>Vamos</i>
You go/ are going (plural)	<i>Vais</i>
They go/ are going	<i>Van</i>

Eg    *Voy a comer* = I'm going to eat  
*Voy a tomar* = I'm going to have

**Gramática: The preterite tense (past tense)** is used to describe actions in the past  
 To form it you find your verb and remove the last 2 letters

**verbs ending in -ar (eg. tomar)**

I	-é
You	-aste
he/she/it	-ó
we	-amos
you (plural)	-asteis
they	-aron

**verbs ending in er/ir(eg.comer/beber)**

I	-í
You	-iste
He/she/it	-ió
we	-isteis
you (plural)	-isteis
they	-ieron

eg. *Tomé atún* = I had tuna

eg. - *comí* = I ate    *Bebí* = I drank)

**Unit of work 2: Key language in context**

<b>Talking about food and drink:</b>	Para desayunar como cereales y bebo té	For breakfast I eat cereal and I drink tea
	Me gustan los perritos calientes	I like hot dogs
	Para cenar como pollo con verduras	For dinner I eat chicken with veg
	A veces tomo pescado	Sometimes I have fish
	Es sano	It is healthy
<b>Asking for food and drink in a restaurant</b>	De primero voy a tomar la sopa	For first course I'm going to have soup
	De segundo plato quiero el cordero	For second course I want (the) lamb
	Para beber quiero el vino blanco	To drink I want (the) white wine
	No voy a tomar postre	I'm not going to have dessert
<b>Talking about family life and customs:</b>	A los españoles les gusta charlar con familia	The Spansih like to chat with family
	Normalmente me levanto a las siete	Normally I get up at seven
	Ayer comí pizza	Yesterday I ate pizza

## French Knowledge Organiser Year 9 Term 1

### Unit 1: Me, my family and friends

1.1: La famille - family		1.2 Les descriptions – descriptions CONTINUED		1.4 Les rapports - relationships	
Le père	(The) father/dad	Les cheveux	(the) Hair	S'entendre	To get on
la mère	(The) mother/mum	Roux	Ginger	Je m'entends	I get on
Les parents	(The) parents	Blonds	Blonde	Bien	Well
Le frère	(The) brother	Châtains	Brown/chestnut	Avec	With
La soeur	(The) sister	Longs	Long	Parce que	Because
Le grand-père	(The) granddad	Courts	Short	Critique	To criticize
La grand-mère	(The) grandmother	Raides	Straight	Se disputer	To argue
Les grand-parents	(The) grandparents	Ondulés	Wavy	Il/elle m'énerve	He/she gets on my nerves
Le fils	(the) Son	Bouclés/frisés	Curly		
La fille	(the) daughter	Chauve	Bald	<b>Grammaire – key reflexive verbs in the present</b>	
Les enfants	The children	Les yeux	(the) eyes	<b>S'appeler</b>	<b>To be called</b>
L'oncle	(the) Uncle	Bleus	Blue	Je m'appelle	I am called
La tante	(the) Aunt	Marron	Brown	Tu t'appelles	You (singular) are called
Le cousin	(the) Cousin (m)	Verts	Green	Il/elle s'appelle	He/she/it is called
La cousine	(the) Cousin (f)	Très	Very	Nous nous appelons	We are called
Les cousins	(the) Cousins	Assez	Quite	Vous vous appelez	You (plural) are called
Le neveu	(the) Nephew	Un peu	A little	Ils/elles s'appellent	They are called
La niece	(the) Niece	<b>1.3 La personnalité - personality</b>			
Il y a	There is / are	Casse-pieds	annoying	S'entendre	To get on
Avoir	To have	Sympa	Nice/pleasant	Je m'entends	I get on
Être	To be	Amusant	Fun	Tu t'entends	You (singular) get on
S'appeller	To be called	Drôle	Funny	Il/elle s'entend	He/she/it gets on
<b>1.2 Les descriptions - descriptions</b>		Généreux/euse	Generous	Nous nous entendons	We get on
Grand(e)	Tall	Jaloux/se	Jealous	Vous vous entendez	You (plural) get on
Petit(e)	Short	Méchant(e)	naughty	Ils/ells s'entendent	They get on
Gros(se)	Fat	Sévère	Strict		
Mince	Thin	Timide	Shy		
Beau	Good-looking (m)	Désagréable	Unpleasant		
Belle	Good-looking (f)	Ennuyeux/euse	Boring		
Laid(e)	Ugly	Égoïste	Selfish		
Il/Elle/On est	He/she/it is	Intelligent(e)	Intelligent		
Ils/Elles sont	They are	Gentil(le)	kind		
Il/Elle/On a	He/she/it has	Mignon(ne)	Cute		
Ils/Elles ont	They have	Paresseux/euse	Lazy		

Unit of work 1: Key language in context

Grammaire – possessive adjectives			
	Masc	Fem	Plural
<b>My</b>	Mon	Ma	Mes
<b>Your</b>	Ton	Ta	Tes
<b>His/her</b>	Son	Sa	Ses
<i>Mon frère</i>		My brother	
<i>Ma soeur</i>		My sister	
<i>Mes parents</i>		My parents	
Grammaire – key verbs in the present tense			
Être		To be	
Je suis		I am	
Tu es		You (singular) are	
Il/elle est		He/she is	
Nous sommes		We are	
Vous êtes		You (plural) are	
Ils/elles sont		They are	
Avoir		To have	
J'ai		I have	
Tu as		You (singular) have	
Il/elle a		He/she has	
Nous avons		We have	
Vous avez		You (plural) have	
Ils/elles ont		They have	

<b>Talking about family members:</b>	Dans ma famille il y a cinq personnes	In my family there are 5 people
	Dans ma famille il y a ma mère et mes deux frères	In my family there is my mum and my two brothers
	J'ai deux frères et une soeur	I have two brothers and a sister
	Mon père s'appelle Victor	My dad is called Victor
	Mes soeurs s'appellent Chloé et Camille	My sisters are called Chloé and Camille
	Ma mère est grande et mince	My mum is tall and thin
	Mon père est beau	My dad is good looking
	Mon frère a les yeux marron	My brother has brown eyes
<b>Giving physical descriptions of family members:</b>	Ma soeur a les cheveux courts et noirs	My sister has short, black hair
<b>Describing personality:</b>	Mon grand –père est très drôle	My granddad is very funny
	Ma grand –mère est un peu timide	My grandmother is a bit shy
	Mes cousins sont casse-pieds	My cousins are annoying
<b>Talking about relationships:</b>	Je m'entends bien avec mon frère car il est sympa	I get on well with my brother because he is nice
	Je m'entends pas bien avec ma soeur car elle est paresseuse	I get on badly with my sister because she is lazy
	Nous nous disputons beaucoup	We argue a lot
<b>Using BAGS adjectives</b>	J'ai une <b>nouvelle</b> copine Je m'entends bien avec ma <b>grande</b> soeur	I have a <b>new</b> friend I get on well with my <b>big</b> sister

## Unit 2: House, home and town

2.1 Les maisons différentes – different homes		2.2 Décrire une maison CONTINUED		2.4 Adjectifs – adjectives CONTINUED	
J'habite dans	I live in	La cave	The cellar	Violet(te)	Violet
Un appartement	An apartment	La salle d'eau	The wet room	Douillet(te)	cosy
Une cabane	A shack	La douche	The shower	Sombre	Dark
Une caravane	A caravan	Au rez-de-chaussée	On the ground floor		
Une hutte en terre	A mud hut	Au premier étage	On the first floor	2.5 En ville – in town	
Un igloo	An igloo			Il y a	There is
Une maison jumelée	A semi-detached house	2.3 Décrire une chambre – describing a bedroom		Il n'y a pas de	There isn't
Une yourte	A yurt	L'armoire	The wardrobe	Le musée	The museum
Sur une péniche	On a houseboat	La bibliothèque	The book case	La charcuterie	The delicatessen
Au banlieu	In the suburbs	Le bureau	The desk	L'hôtel de ville	The town hall
À la montagne	In the mountains	Le canapé	The sofa	Le marché	The market
Au bord de la mer	By the sea	La chaise	The chair	La piscine	The swimming pool
À la campagne	In the countryside	La commode	The chest of drawers	Le parc	The park
Dans un village	In a village	L'étagère	The shelf	Le centre commercial	The shopping centre
Au centre-ville	In the town centre	Le fauteuil	The armchair	La boulangerie	The bakery
Dans le nord	In the north	La fenêtre	The window	La gare	The train station
Dans le sud	In the south	Le lit	The bed	La bibliothèque	The library
Dans l'est	In the east	Le miroir	The mirror	La place du marché	The market square
Dans l'ouest	In the west	La porte	The door	La poste	The post office
		Le mur	The wall	La boucherie	The butchers
2.2 Décrire une maison – describing a house		La peinture	The painting	L'église	The church
Il y a	There is/are	Le tapis	The rug	Le tabac	The newsagents
On a/nous avons	We have			Le commissariat	The police station
Le salon	The living room	2.4 Adjectifs – adjectives		Les magasins	The shops
Ma chambre	my bedroom	Blanc(he)	White	Le cinéma	The cinema
Le grenier	The attic	En bois	Made of wood	L'usine	The factory
Le bureau	The study	Dur(e)	hard	La rue principale	The main street
La chambre de mes parents	My parents' bedroom	Gris(e)	grey	La cathédrale	The cathedral
La cuisine	The kitchen	Jaune	Yellow	Le centre sportif	The sports centre
L'entrée	The entrance/hallway	En métal	Made of metal		
Le garage	The garage	Noir(e)	Black		
Le jardin	The garden	propre	Clean		

La salle de bains	The bathroom	Rose	Pink
La salle à manger	The dining room	Rouge	Red
Le séjour	The lounge	En tissu	Made of fabric
Le sous-sol	The basement	En velours	Made of velvet
La toilette	The toilet	Vert(e)	green
<b>2.6 Les adjectifs - adjectives</b>		<b>Unit of work 2: Key language in context</b>	
vieux/Vieille	A pharmacy	<b>Describing your home</b>	
moderne	The post office	J'habite dans une maison individuelle	I live in a detached house
Petit(e)	A supermarket	J'habite dans un appartement	I live in a flat
Grand(e)	Big	Dans ma maison il y a un salon et une cuisine	In my house there is a living room and a kitchen
Ennuyeux/se	Boring	Au premier étage il y a la chambre de mon frère	On the first floor there is my brother's bedroom
Amusant(e)	Fun	Au rez-de-chaussée il y a la toilette	On the ground floor there is the toilet
Joli(e)	Pretty	Il y a un jardin	There is a garden
Moche	Ugly	<b>Describing what furniture there is</b>	
Célèbre	Famous	Dans le salon il y a un canapé et une chaise	In the living room there is a sofa and a chair
Inconnu(e)	Unknown	Il n'y a pas de bibliothèque	There isn't a bookcase
Touristique	Touristic	Nous avons un miroir	We have a mirror
Industriel(le)	Industrial	Un bureau en bois	A desk made of wood
Bruyant(e)	Noisy	<b>Describing your neighbourhood, saying where it is</b>	
Tranquille	Calm	Ma ville est au bord de la mer	My town is by the seaside
Propre	Clean	J'habite au banlieue	I live in the suburbs
Sale	Dirty	J'habite au centre-ville	I live in the town centre
<b>2.7 Les magasins - shops</b>		Ma ville est grande et modern	My town is big and modern
Une boucherie	A butcher's	C'est dans le nord de la France	It's in the north of France
Une boulangerie	A bakery	<b>Saying what your town is like</b>	
Un café	A café	La ville est belle et grande	The town is beautiful and big
Une librairie	A book shop	Le village est beau et petit	The village is beautiful and small
Un magasin de chaussures	A shoe shop	C'est vieille	It's old
Un magasin de musique	A music shop	Ce n'est pas touristique	It's not touristic
Un magasin de sport	A sports shop	Il y a un vieux café	There is an old café
Un magasin de vêtements	A clothes shop	Il y a une vieille église	There is an old church
Une pharmacie	A pharmacy	<b>Talking about shops</b>	
La poste	The post office	Il y a une boucherie et une boulangerie	There is a butcher's and a bakery
Un supermarché	A supermarket	Il n'y a pas de banque	There isn't a bank
		Il n'y a pas de centre sportif	There isn't a sports centre



