



**Castle View Academy**

The best in everyone™

Part of United Learning

'And what, Socrates, is the food of the soul? Surely, I said, knowledge is the food of the soul.' Plato

# Year 9

# Knowledge Organiser

# Autumn Term 2020

*This document should be stored in your Knowledge Organiser folder and brought to school every day*

<b>What is a Knowledge organiser?</b>	<b>Why do I have to carry my Knowledge Organiser around with me?</b>
A knowledge organiser is a document that sets out the key information you need to understand, learn and memorise in each of the subjects you study this term.	Your teachers may well want you to use your knowledge organisers in lessons. They are yours forever and you may want to annotate or highlight on them when your teacher talks about things in them. They will certainly be used in lessons when you have a cover teacher and you can use them whenever you find yourself with some spare time. You may be asked to use them for homework.
<b>How should I use my knowledge organiser?</b>	<b>What do I do with my knowledge organiser at the end of term?</b>
You should use your Knowledge Organiser to learn the key information and commit it to memory. By revisiting the information, you will find it will stay in your long term memory. Your teachers may quiz you on the information in the Knowledge Organiser and much of what is in here will be useful for your ROAs and future learning. The best way of using it is to use the Look, Cover, Write, Check method which you have been shown. Use your self-quizzing book to do this. Always put the date and the subject you are working on in your book.	You don't have to carry your Knowledge Organiser around with you any more but you should keep it somewhere safe where you can easily get it out and use it. Remember that the information on the Knowledge Organiser includes things that you will need to know for your GCSE exams, so your teachers will continue to quiz you on it and you will need to know it for your ROA exams too.
<b>Why is a knowledge organiser important?</b>	
New GCSE specifications mean that students have to memorise more facts, equations, quotations and information than ever before and there are things you will learn right from the start of Year 7 that you will need to know in Year 11 when you sit your GCSE exams – the Knowledge Organiser helps you to identify the things that you need to try and commit to your long term memory and return to over and over again during your time at secondary school. There are also things that it is important you learn about and remember that might not be in a GCSE exam but represents useful knowledge for life.	

## Knowledge Organiser – A User's Guide

Your knowledge Organiser is a vital document and that is why it is part of your equipment. It contains all the key things from your lessons that you will need to work on committing to your long-term memory.

The best method to use when you are working on memorising things from your Knowledge Organiser is to self-quiz, using the look, cover, write (in your self-quizzing book) check. Correct your errors in a different colour pen. The more you repeat this, it will then become part of your long term memory. You should repeat and go over the information at regular intervals.

**LOOK** – Read the piece of information carefully, two or three times.

**COVER** – Now cover it up.

**WRITE** – Now try and write down the information you have just read.

**CHECK** – Did you write the information down correctly? If not, correct with a different colour pen and then repeat!

Keep your self-quizzing book organised. Always out the date and the subject. If you finish your book, please see your Head of Year for a new book and e-praise points – well done.

## English – Non-fiction Writing

<p><b>1. Context of Salem Witch Trials</b></p> <ul style="list-style-type: none"> <li>The Salem Witch Trials were famous trials that took place in the 17<sup>th</sup> Century.</li> <li>Hysteria began when a group of girls fell ill and it could not be explained why.</li> <li>In a Puritan society, anything that could not be explained was said to be the work of the devil.</li> <li>Villagers then began to accuse each other of witchcraft, which then extended to people with grudges and jealousies.</li> <li>Many made accusations as revenge for petty things.</li> <li>Within a few weeks, dozens of people were in jail.</li> <li>By the end of the trials, twenty innocent men and women were hanged and hundreds were convicted.</li> </ul>	<p><b>4. Non-fiction structure</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Content</th> <th style="width: 50%;">Technique</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>1. Introduce the issue</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Outline the issue you will be discussing</li> <li>Explain your point of view</li> <li>Introduce what your main arguments are</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Hook the reader using repetition</li> <li>Rhetorical question</li> </ul> </td> </tr> <tr> <td colspan="2"><b>2+3. Main points 1 and 2</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Explain your key points clearly</li> <li>Explain the reasoning behind your opinions</li> <li>Use a logical order so that each point builds on the last</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Use persuasive techniques (see box 6) to convince your reader</li> <li>Use extensive language to create a convincing argument</li> </ul> </td> </tr> </tbody> </table>	Content	Technique	<b>1. Introduce the issue</b>		<ul style="list-style-type: none"> <li>Outline the issue you will be discussing</li> <li>Explain your point of view</li> <li>Introduce what your main arguments are</li> </ul>	<ul style="list-style-type: none"> <li>Hook the reader using repetition</li> <li>Rhetorical question</li> </ul>	<b>2+3. Main points 1 and 2</b>		<ul style="list-style-type: none"> <li>Explain your key points clearly</li> <li>Explain the reasoning behind your opinions</li> <li>Use a logical order so that each point builds on the last</li> </ul>	<ul style="list-style-type: none"> <li>Use persuasive techniques (see box 6) to convince your reader</li> <li>Use extensive language to create a convincing argument</li> </ul>	<p><b>6. Techniques to persuade</b></p> <ol style="list-style-type: none"> <li><b>Bias</b> - inclination or prejudice for or against one person or group</li> <li><b>Pathos</b> - a quality that evokes pity or sadness</li> <li><b>Syntactic Parallels</b> – repetition among adjacent sentences or clauses</li> <li><b>Anaphora</b> - the repetition of a word or phrase at the beginning of successive clauses</li> <li><b>Satire</b> the use of humour, irony, exaggeration, or ridicule to expose and criticise</li> <li><b>Hyperbole</b> exaggerated statements or claims</li> <li><b>Polysyndeton</b> – repetition of conjunctions in close succession</li> </ol> <p><b>7. Vocabulary</b></p> <ol style="list-style-type: none"> <li><b>Hysteria</b> - exaggerated or uncontrollable emotion or excitement.</li> <li><b>Puritan</b> - person who tried to become purer through worship</li> <li><b>Accusation</b> - a charge or claim that someone has done something illegal or wrong</li> <li><b>Opinion</b> - a view or judgement formed about something, not necessarily based on fact or knowledge</li> <li><b>Provocative</b>- causing anger or another strong reaction, especially deliberately</li> <li><b>Theocracy</b> - A type of government where the rulers believe they are guided by God</li> <li><b>Ideology</b> - A set of beliefs and ideas on which people, parties, groups, or countries base their actions and decisions.</li> </ol> <p><b>8. Terminology</b></p> <ol style="list-style-type: none"> <li><b>Genre</b> – a type of style of writing</li> <li><b>Convention</b> – something you would expect to see in a genre of writing</li> <li><b>Tone</b> – The choice of writing style the writer employs to convey specific feelings, emotions or attitudes</li> <li><b>Perspective</b> – A particular attitude towards or way of regarding something; a point of view</li> <li><b>Empathy</b> – The ability to understand and share the feelings of another.</li> </ol>
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<p><b>2. Discursive Writing</b></p> <p><u><b>What is non-fiction?</b></u></p> <ul style="list-style-type: none"> <li>Non-fiction is any writing that is real. It can include articles, journals, speeches, leaflets, letters and more.</li> </ul> <p><u><b>What is discursive writing?</b></u></p> <ul style="list-style-type: none"> <li>Discursive writing is putting forward an argument or opinion to provoke thought in the reader.</li> <li>The most important thing to remember when writing a discursive piece is that you are trying to persuade your audience.</li> </ul>	<p><b>4. Counter argument</b></p> <table border="1" style="width: 100%;"> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Explain what other people might think</li> <li>Dismiss this argument as incorrect to reinforce your point</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Use hyperbole here to emphasise your point</li> <li>E.g. <i>'it is <u>outrageous</u> that...'</i></li> </ul> </td> </tr> </tbody> </table> <p><b>5. Actions and next steps</b></p> <table border="1" style="width: 100%;"> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Explain what you think should happen next</li> <li>Explain what actions people should take</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Address the audience directly to create accountability</li> <li>E.g. <i>'<u>You</u> need to...'</i></li> </ul> </td> </tr> </tbody> </table>	<ul style="list-style-type: none"> <li>Explain what other people might think</li> <li>Dismiss this argument as incorrect to reinforce your point</li> </ul>	<ul style="list-style-type: none"> <li>Use hyperbole here to emphasise your point</li> <li>E.g. <i>'it is <u>outrageous</u> that...'</i></li> </ul>	<ul style="list-style-type: none"> <li>Explain what you think should happen next</li> <li>Explain what actions people should take</li> </ul>	<ul style="list-style-type: none"> <li>Address the audience directly to create accountability</li> <li>E.g. <i>'<u>You</u> need to...'</i></li> </ul>							
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**1. Multiplication**

Integers

e.g.  $29 \times 3$

$$\begin{array}{r} 29 \\ \times 3 \\ \hline 87 \\ 2 \end{array}$$

Decimals

- Ignore the decimal points
- Multiply
- Insert the same number of decimal points in the answer as in the question

e.g.  $0.5 \times 0.3$

$5 \times 3 = 15$  (2 decimal places)  
 $0.5 \times 0.3 = 0.15$

**2. Division**

a) Rules

$$D \div \blacksquare = \blacksquare \overline{)D} = \frac{D}{\blacksquare}$$

e.g.  $8 \div 9 = 9 \overline{)8} = \frac{8}{9}$

b) Dividing Integers: Short Division

e.g.  $4524 \div 3$

$$\begin{array}{r} 1508 \\ 3 \overline{)4524} \end{array}$$

e.g.  $3 \div 8$

$$\begin{array}{r} 0.375 \\ 8 \overline{)3.000} \end{array}$$

c) Dividing by a decimal

- Write the division as a fraction
- Make the denominator an integer
- Use short division

e.g.  $0.015 \div 0.04$

$$\frac{0.015}{0.04} \times \frac{100}{100} = \frac{1.5}{4}$$

$$4 \overline{)1.530} = 0.375$$

**3. Multiples**

The multiples of 7:  
 7, 14, 21, 28, 35, 42, 49, 56, 63, 70 ...

**4. Lowest Common Multiple (LCM)**

To find the lowest common multiple of two or three numbers:

- List the first (10) multiples of each number
- Circle the lowest common multiple

e.g. LCM of 6 and 8

6: 6, 12, 18, 24, 30, 36, 42, 48, 54, 60  
 8: 8, 16, 24, 32, 40, 48, 56, 64, 72, 80

The LCM is 24

**5. Factors**

A factor divides another number with **NO** remainder.

e.g. The factors of 16

$1 \times 16$   
 $2 \times 8$   
 $4 \times 4$

Factors: 1, 2, 4, 8, 16

**6. Highest Common Factor (HCF)**

- List the factors of each number
- Circle the highest common factor

e.g. HCF of 18 and 45

18: 1, 2, 3, 6, 9, 18  
 45: 1, 3, 5, 9, 15, 45

The LCM is 9.

**7. Prime Numbers**

- A prime number only has two distinct factors: 1 and itself.
- 2 is the only even prime number
- 1 is not a prime number
- The first ten prime numbers are 2, 3, 5, 7, 11, 13, 17, 19, 23, 29.

**8. Area**

When calculating area, the height ***MUST*** be ***perpendicular***.

The units for area are squared.

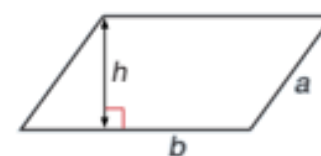
a) Rectangle:

$Area = Length \times Width = l \times w$



b) Parallelogram:

$Area = Base \times \textit{Perpendicular Height}$   
 $= b \times h$



c) Triangle:

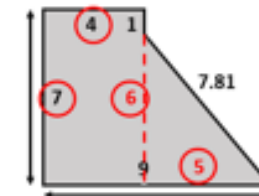
$Area = \frac{Base \times \textit{Perpendicular Height}}{2}$   
 $= \frac{b \times h}{2}$



d) Compound Shapes

- Split into regular shapes
- Find the area of each
- Sum the areas

e.g.



Rectangle:  $7 \times 4 = 28$   
 Triangle:  $\frac{1}{2} (6 \times 5) = 15$   
 $28 + 15 = 43$

## Vocabulary

### Biological systems

**Aerobic respiration** – the process by which energy is released from glucose through a reaction with oxygen.

**Anaerobic respiration** – the process by which energy is released from glucose through a reaction without oxygen.

**Antagonistic** – to work against something.

**Artery** – a blood vessel which carries blood away from the heart.

**Arthritis** – a medical condition caused by inflammation (swelling) of the joints.

**Asthma** – a medical condition caused by inflammation (swelling) of the structures of the breathing system.

**Atria** – one of the two chambers at the top of the heart which receive blood from the veins.

**Ball and socket joint** – a joint which allows movement and rotation in all directions, examples include the shoulder and hip.

**Capillary** – a very small blood vessel which allows the movement of molecules into and out of the blood in the lungs and other organs.

**Cell** – the building block of life.

**Hinge joint** – a joint which allows movement in only one plane, like a door, examples include the elbow and knee.

**Ligament** – a tissue which connects bone to bone.

**Joint** – the location at which two or more bones meet.

**Muscle** – a type of tissue which can contract and relax as the cells overlap.

**Nicotine** – an addictive chemical found in cigarettes.

**Organ** – a collection of tissues with a common function.

**Skeleton** – all of the bones of the body.

**System** – a group of different tissues which work together to complete a shared function or functions.

**Tar** – a thick, black, toxic substance found in cigarette smoke.

**Tendon** – a tissue which connects muscle to bone.

**Tissue** – a collection of similar cells with a shared function.

**Valve** – a small piece of tissue and ligament

**Vein** – a blood vessel which carries blood toward the heart.

**Ventilation** – the action of filling and emptying the lungs.

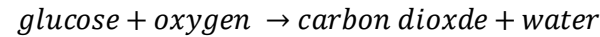
**Ventricle** – one of the two chambers at the bottom of the heart which pump body out of the heart to the arteries.

## Knowledge

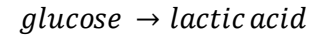
### Respiration reactions

There are three different reactions for the respiration of glucose.

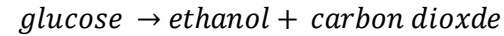
Aerobic respiration:



Anaerobic respiration (humans):



Anaerobic respiration/fermentation (yeast):



### Gas exchange

The lungs are the site of gas exchange in humans. Oxygen diffuses from the air in the alveoli into the blood. Carbon dioxide diffuses from the blood into the air in the alveoli.

The regular movement of air into and out of lungs during ventilation and, the constant movement of blood through the capillaries ensures that there is always a concentration gradient for the diffusion of both gases.

### The skeleton

There are 206 bones in the adult human body, they perform four key functions:

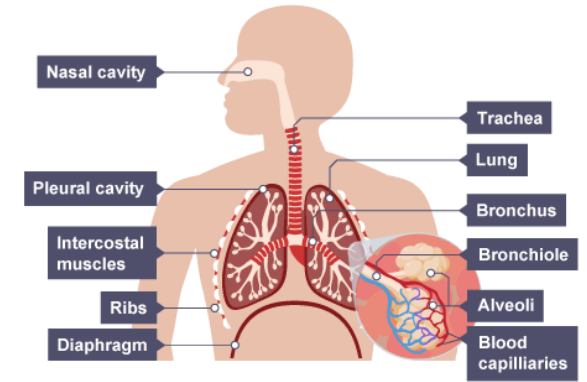
1. Support the body.
2. Protect the vital organs.
3. Movement.
4. Making blood cells.

### Movement

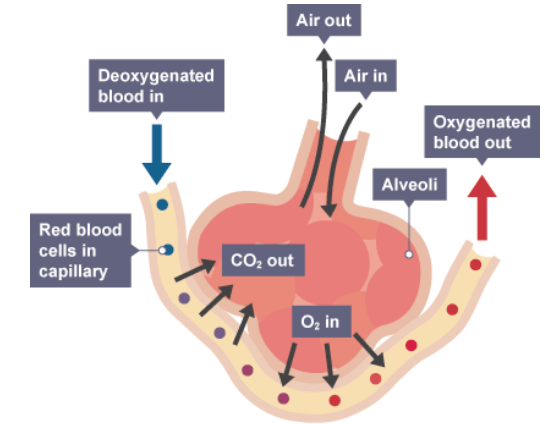
Movement of the body happens as a result of the muscles pulling on the bones which they are attached to by tendons. Muscles work by getting shorter - they contract and pull on the bones. As muscle cannot push, they work in antagonistic pairs which work against each other to pull the bone in opposite directions. For example, Your elbow joint has two muscles (the biceps and the triceps) that move your forearm up or down. To raise the forearm, the biceps contracts and the triceps relaxes while, to lower the forearm again, the triceps contracts and the biceps relaxes.

## Diagrams

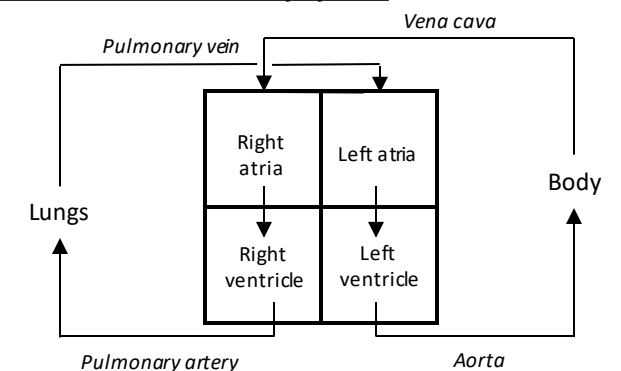
### Structures of the human breathing system



### The alveolus



### The human heart and circulatory system



## Vocabulary

### Reactivity

**Acid** – a substance which releases H<sup>+</sup> ions when in solution.

**Alkali** - a substance which releases OH<sup>-</sup> ions when in solution.

**Base** - a substance which reacts with an acid to form a salt and water.

**Carbonate** – a substance which contains a carbon and oxygen group (CO<sup>-</sup>).

**Chloride** - a substance which contains chlorine.

**Density** - the amount of mass in a given volume of a substance.

**Displacement** – when a more reactive element takes the place of a less reactive element in a molecule.

**Ductile** – the ability to draw out into a wire.

**Hydroxide** – a compound which contains an oxygen and hydrogen group (OH<sup>-</sup>).

**Malleable** – the ability to be hammered or pressed into shape without breaking or cracking.

**Metal** – atoms which lose electrons in reactions.

**Nitrate** - a compound which contains a nitrate group (NO<sub>3</sub><sup>-</sup>).

**Non-metal** – atoms which gain electrons in reactions.

**Oxide** – a substance which contains oxygen.

**Reactivity** - a measure of the strength of the reactions a material undergoes.

**Salt** – a compound formed by the neutralisation of an acid and base.

**Sonorous** – makes a ringing sound when hit.

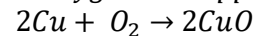
**Sulfate** – a compound which contains a sulfate group (SO<sub>4</sub><sup>2-</sup>).

## Knowledge

### Word and symbol equations

We can represent chemical reactions in different ways which tell us different things, it is important that you can use all of the formats below (which show the same thing).

*Copper + oxygen → copper oxide*



*Two copper atoms react with one molecule of oxygen to produce two molecules of copper oxide.*

### Acids and metals

There are three common reactions between metals or metal compounds and acids which you need to know:

*metal + acid → salt + hydrogen*

*metal oxide + acid → salt + water*

*metal carbonate + acid → salt + carbon dioxide + hydrogen*

### Naming salts

The name of a salt is determined by the name of the metal and acid reactants.

*Hydrochloric acid → metal chloride*

*Sulfuric acid → metal sulfate*

*Nitric acid → metal nitrate*

### Displacement reactions

The more reactive metal displaces a less reactive metal from its compound. For example:

*magnesium + copper sulfate → magnesium sulfate + copper*

If the more reactive metal is already in the metal compound, nothing happens. For example:

*magnesium sulfate + copper → no reaction*

## Diagrams

### Reactivity series

This reactivity series includes some common metals and carbon and hydrogen as reference points.

Potassium	Most reactive	K
Sodium	↑ ↓	Na
Calcium		Ca
Magnesium		Mg
Aluminium		Al
<b>Carbon</b>		<b>C</b>
Zinc		Zn
Iron		Fe
Tin		Sn
Lead		Pb
<b>Hydrogen</b>		<b>H</b>
Copper	Cu	
Silver	Ag	
Gold	Au	
Platinum	Least reactive	Pt

### Typical properties of metals and non-metals

Property	Metals	Non-metals
Appearance	Shiny	Dull
State at room temperature	Solid (except mercury, a liquid)	Half solids, half gases, and one (bromine) is a liquid
Density	High	Low
Strength	Strong	Weak
Malleable or brittle	Malleable	Brittle
Conduct heat?	Good	Poor
Conduct electricity?	Good	Poor (except graphite carbon)
Magnetic material	Only iron, cobalt & nickel	None
Sound when hit	Sonorous	Dull sound

## Vocabulary

### The particle model

**Atmosphere** – the relatively thin layer of gases that surround a planet.

**Brownian motion** – the random motion of the particles in a fluid.

**Compress** – the squeezing together of particles, forcing them close together.

**Concentration** – the amount of a substance dissolved in a given volume of liquid.

**Condensing** – the change of state as a gas turns into a liquid caused by the decrease in movement as the energy of the particles decrease.

**Convection** – the movement of particles through a fluid caused by differences in temperature and density.

**Density** – the amount of mass in a given volume of a substance.

**Diffusion** – the movement of particles from an area of higher concentration to an area of lower concentration.

**Evaporating** – the change of state as a liquid turns into a gas caused by the increase in movement as the energy of the particles increase.

**Fluid** – a substance in which the particles are able to flow such as a liquid or gas.

**Freezing** – the change of state as a liquid turns into a solid caused by the decrease in movement as the energy of the particles decrease.

**Melting** – the change of state as a solid turns into a liquid caused by the increase in movement as the energy of the particles increase.

**Normal** – a straight line through a surface perpendicular (at 90°) to the surface.

**Pascal** – the unit of pressure, shortened to Pa. 1Pa is equal to 1N/m<sup>2</sup>.

**Pressure** – the force exerted by a substance divided by the unit area over which the force is applied.

**Upthrust** – the upward force that acts on a body partly or completely submerged in a fluid.

## Knowledge

### Density

$$\text{density} = \text{mass} \div \text{volume}$$

$$\rho = m \div V$$

$$\rho = 50\text{kg} \div 0.5\text{m}^3$$

$$\rho = 100 \text{ kg/m}^3$$

Density may be calculated from mass and volume using the above equation. Mass has units of kilograms per metre cubed (kg/m<sup>3</sup>) and volume is normally measured in m<sup>3</sup> though you may sometimes see it as cm<sup>3</sup>. Density has units of kilograms per metre cubed (kg/m<sup>3</sup>).

### Internal energy

The internal energy of a body or system is the sum of all the kinetic and potential energy of the particles (atoms and molecules) that form it.

### Specific heat capacity

The specific heat capacity of a substance is the amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius.

### Specific latent heat

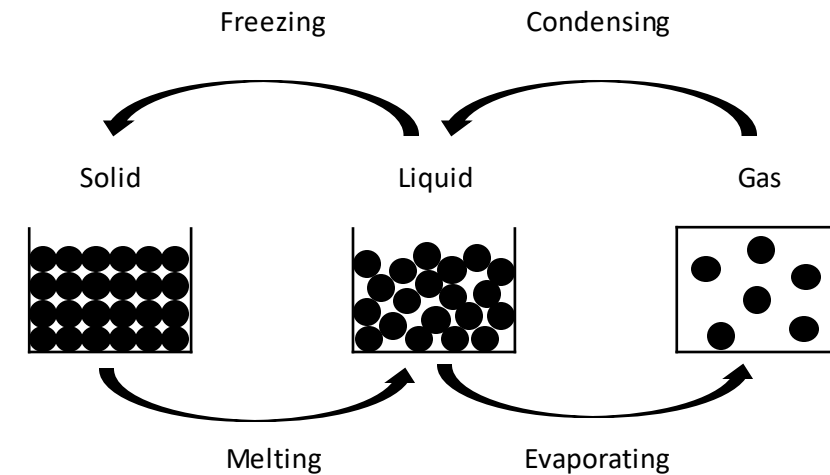
The specific latent heat of a substance is the amount of energy required to change the state of one kilogram of the substance with no change in temperature.

### States of matter

Particle...	Solid	Liquid	Gas
Arrangement	Regular, touching	Irregular, touching	Irregular, not touching
Movement	Vibrate	Slide past each other	Random
Energy	→ Increasing →		
Density	→ Decreasing →		

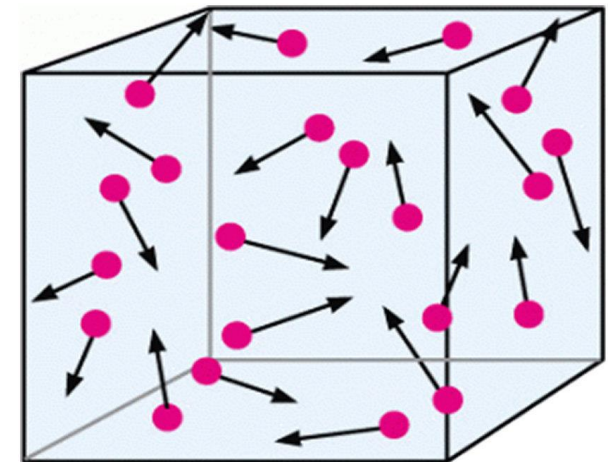
## Diagrams

### States of matter





### Brownian motion

The random motion (direction and speed) of particles in a fluid (liquid or gas). As they collide with one another and the walls of their container they spread out.





# HISTORY

<p><b>The British Sector of the Western Front, 1914 – 1918.</b></p> 	Context of the British sector of the Western Front		Conditions requiring treatment on the Western Front	
	<p><b>The Ypres Salient:</b> Germans had the advantage with being on the higher ground. Tunnelling and mines were used by the British at Hill 60. First Battle of Ypres - 1914. Second Battle of Ypres -1915. Third Battle of Ypres - 1917.</p>	<p><b>The Somme:</b> Battle of the Somme - July-November 1917. 1<sup>st</sup> day of battle, 60,000 casualties and 20,000 died. In total, 400,000 Allied casualties and this put pressure on medical services on the Western Front.</p>	<p><b>Ill health: Trench fever:</b> caused by body lice and included flu-like symptoms including high temperature. <b>Treatment:</b> Passing electric current through infected area was effective. <b>Prevention:</b> Clothes disinfected and delousing stations were set up. Affected 0.5 million. <b>Trench foot:</b> caused by soldiers standing in mud/waterlogged trenches. <b>Treatment:</b> soldiers advised to keep clean but worst cases, amputation. <b>Prevention:</b> Changing socks + keeping feet dry and rubbing whale oil into feet. Affected 20,000 in winter of 1914-1915. <b>Shell-shock:</b> caused by stressful conditions of war and symptoms included tiredness, nightmares, headaches and uncontrollable shacking. <b>Treatment:</b> Not well understood. <b>Prevention:</b> rest and some received treatment in UK. Affected 80,000 and some were shot! <b>Weapons of war: Rifles:</b> fired one at a time/loaded from cartridge case creating rapid fire. <b>Machine guns:</b> Fired 500 rounds a minutes. Pierced organs and fracture bones. <b>Artillery:</b> Bombardments were continuous, Artillery fire caused half of all casualties. <b>Shrapnel:</b> Caused maximum damage exploded mid-air above enemy. Killed/injured. <b>Chlorine Gas:</b> Led to death by suffocation. 1915, gas masks given to all British soldiers. <b>Phosgene Gas:</b> Faster acting than Chlorine but with similar effects. Could kill within 2 days. <b>Mustard Gas:</b> Odourless gas, worked in 12 hours. Caused blisters, burn the skin easily.</p>	
	<p><b>Arras:</b> Battle of Arras - 1917. Before the battle, Allied soldiers dug tunnels below Arras. Tunnels led to rooms and included an underground hospital.</p>	<p><b>Cambrai:</b> Battle of Cambrai -1917. 450 tanks used to advance on the German position, however, plan did not work because there was not enough infantry to support.</p>	<p><b>Key words</b></p>	
	<p><b>Impact of terrain on helping the wounded:</b> Difficult to move around, + night, communication was difficult, collecting wounded from No Man's Land was dangerous. Stretcher bearers found it difficult to move around corners and transport of the wounded was difficult because of this.</p>		<p><b>Key words</b></p>	
	<p><b>No Man's Land:</b> Land between Allied and German trenches in WW1. <b>Trenches:</b> Long, narrow ditches dug during the First World War. <b>Ypres Salient:</b> Area around Ypres where many battles took place in WW1.</p>		<p><b>Gangrene:</b> When a body decomposes due to a loss of bloody supply. <b>Shrapnel:</b> A hollow shell filled with steel balls or lead, with gunpowder and a time fuse.</p> 	
	Helping the wounded on the Western Front		The impact of the Western Front on Medicine	
	<p><b>Evacuation route:</b> Survival depended on speed of treatment. Care improved as war progressed. 1914 – 0 motor ambulances but by 1915, it was 250. Ambulance trains were introduced, as well as, ambulance barges used along River Somme. <b>Stretcher bearers:</b> Collect wounded, 16 in each battalion + 4 for each stretcher. <b>Regimental Aid Post:</b> Always close to the front line and staffed by a Medical officer selected those who were lightly wounded/needed more attention. <b>Field Ambulance and Dressing Station:</b> Emergency treatment for wounded. <b>Casualty Clearing Station:</b> Large, well equipped station, 10 miles from trenches. <b>Base Hospitals:</b> X-ray, operating theatre and areas to deal with gas poisoning. <b>Underground hospital at Arras:</b> Running water, 700 beds and operating theatre. <b>RAMC:</b> Involved medical officers and learnt about wounds never seen before. <b>FANY:</b> Volunteer nurses, who helped the wounded and also drove ambulances.</p>		<p><b>The Thomas Splint:</b> Stopped joints moving and increased survival rates from 20 to 82%. Reduced infection from compound fractures. <b>X-rays:</b> Developed in 1895, X-rays used to diagnose issues before operations. But there were some problems: X-ray could not detect all problems, were fragile and overheat. <b>Mobile X-rays:</b> 6 operated on the front line, used to locate shrapnel and bullet wounds. Transported around in a truck and enabled soldiers to be treated more quickly. <b>Blood Transfusions:</b> Blood loss = major problem. Blood transfusions used at Base Hospitals by a syringe and tube to transfer blood from patient to donor. Extended to CCS from 1917. <b>Blood bank at Cambrai:</b> Adding Sodium Citrate allowed blood to be stored for longer. Blood was stored in glass bottles at a blood bank and used to treat wounded soldiers. <b>Brain surgery:</b> Magnets used to remove metal fragments from the brain. Local anaesthetic. <b>Plastic surgery:</b> Harold Gillies developed new techniques, skin drafts developed for grafts.</p>	
	<p><b>Key words</b></p>		<p><b>Key words</b></p>	

## HISTORY

**FANY:** First Aid Nursing Yeomanry. Founded in 1907 by a soldier who hoped they would be a nursing cavalry to help the wounded in battle.

**RAMC:** Royal Army Medical Corps. This organisation organised and provided medical care. It consisted of all ranks from doctors to ambulance drivers and stretcher bearers.

**Triage:** A system of splitting the wounded into groups according to who needed the most urgent attention.



**Compound Fracture:** Broken bones pierces the skin + increases risk of infection in wound.

**Debridement:** Cutting away of dead and infected tissue from around the wound.

**Gas Gangrene:** Infection that produced gas in gangrenous wounds.

**Mobile X-ray unit:** Portable X-ray unit that could be moved around the Western Front.

**Radiology department:** Hospital department where X-rays are carried out.

**Blood transfusions:** Blood taken from a healthy person and given to another person.

**General anaesthetic:** Putting a patient to sleep during an operation.

**Local anaesthetic:** Area being operated on is numbed to prevent pain + patient awake.

## History World War 1

<b>Key concept: Causation</b>	
<b>Long term</b>	Factor(s) that were around or happened significantly before hand, underlying tensions and rivalries between the Great Powers such as the desire to have a large empire and army/ navy.
<b>Short term</b>	Factor(s) that happen relatively close to the event you are studying that increases tensions and make war much more likely, the Balkan Wars.
<b>Spark or Trigger</b>	A significant factor or turning point, that has an immediate impact that sets a sequence of events in motion that won't turn back.
<b>Long term causes: Who were the Great Powers in 1900 and what were their concerns?</b>	
The European 'Great Powers' at the turn of the 20th century were held in a delicate 'balance of power' that was disrupted in the 1900s due to many factors, such as nationalism and imperialism, which led to war in 1914. All the nations were monarchies, except for France that had undergone a revolution in 1789.	
<b>Great Britain</b> —seen as the strongest country in Europe, they were heavily reliant on trade with their overseas Empire that stretched from Australia, India, African nations to The Americas. They had the largest navy and felt vulnerable to other nations who sought to develop their navies. When Germany began to build their navy they saw this a direct challenge and began to consider an alliance with France. They had a small army.	
<b>France</b> — a very strong imperial power that had a large army. They sought revenge with Germany after they lost the Franco-Prussian war and had been humiliated. Bismarck's policy was to isolate France and not allow her any European allies. Britain was not interested in becoming allied with the French as they had no interest in Europe at this point, and previously had a strong rivalry with France.	
<b>Germany</b> — a newly unified country in 1870, it had previously been lots of states, but it was unified by Otto von Bismarck who was the new diplomatic Chancellor. The King of Prussia became the Kaiser (king) of Germany. Kaiser Wilhelm II began to demand more status in the 1900s and desired more land, Germany's 'place in the sun'. They had won a war against France in 1870 and made the French pay them money for compensation and demanded the border territories of Alsace and Lorraine. Therefore, France and Germany were bitter enemies in 1900 and Germany feared revenge, something Bismarck worked hard to avoid.	
<b>Austria-Hungary (Habsburg)</b> – Their empire extended across central Europe and into South Eastern Europe, known as the Balkans. Their empire was weakening as nationalist threats broke out, encouraged by the demise of the Ottoman Empire (Turkey). They saw their biggest threat as Russia, who was looking to expand in the region, to get a warm water port in Europe.	
<b>Russia</b> — the largest country and had huge numbers of people in their nation, however it was seen as 'backward' by the other European nations. Russia had no over seas empire, but had expanded into Asia. Their military potential was vast but limited due to its lack of industrialisation of weapon supplies. They exited WWI in 1917 due to a communist revolution, which replaced their monarchy.	
<b>Italy</b> — been unified from small states in 1871 to form the new nation, Italy. It was relatively weak compared to the other nations, but had ambitions of an empire and to have a place with the other European nations.	

## History – World War 1

History – World War 1	
<b>Keywords</b>	
<b>Alliance</b> — An agreement between countries that benefits each of them.	<b>Imperialism</b> — Extending a nation’s power and influence by colonizing other countries.
<b>Annex</b> — To seize an area of land, normally by force, and make it part of your country.	<b>Militarism</b> — A belief that it is necessary to have strong armed forces and that this force should be used as a solution to any threat.
<b>Armistice</b> — A ceasefire between the Allies and the Germans. It signaled the end of war.	<b>Nationalism</b> — An intense form of patriotism where the value and importance of your country is exaggerated.
<b>Arms Race</b> — A competition between countries over the development and production of weapons.	<b>Naval blockade</b> — Allied efforts to restrict the supply of essential goods back to Germany, resulting in a starving German population.
<b>Artillery</b> —Heavy guns and mechanized cannons firing shells.	<b>Reparations</b> — Financial compensation for war damage paid by a defeated state.
<b>Balance of Power</b> —A belief in that the size and power of the alliances of the Great Powers would prevent either side starting a war.	<b>Schlieffen Plan</b> — The German war plan to invade France quickly and encircle Paris.
<b>Brinkmanship</b> —To pursue a dangerous policy to the limits of safety especially in politics.	<b>Stalemate</b> —A situation where neither side fighting in a war can make progress .
<b>Conscription</b> — Forcing ordinary citizens to fight as soldiers in a war.	<b>Trench system</b> — Connection of long narrow ditches for soldiers to take shelter from enemy fire and a supply of ammunition and medical support.
<b>Encirclement</b> — When something is surrounded, such as Germany by the Triple Entente.	<b>Treaty</b> — A formal agreement between states; The Treaty of Versailles,
<b>Gas</b> —A poisonous agent used in warfare. It was used for one of the first times in WWI and had a damaging psychological impact, leading to shellshock.	<b>Trigger</b> — An event or action which has immediate significant consequences - the assassination at Sarajevo.
<b>Great Powers</b> —Countries that have international influence and military strength.	<b>Ultimatum</b> — A final demand, the rejection of which will result in a breakdown of relations; what Austria-Hungary presented to Serbia in July 1914.

# Geography - Climate

## Background:

- Since the 1860s the global climate has been recorded.
- Since then the climate globally has increased by 0.8° Celsius.
- Climate scientists can use methods to find out about the global climate before we started recording it. **(B)**
- From this evidence we can see that the planet has always gone through periods of warming and cooling. **(A)**
- However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. **(D)**
- The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. **(E, F)**
- Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. **(G, H)**
- Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. **(G, H)**

## A. Changes in climate (3)

Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.

## B. Measuring climate change (3)

Ice cores	Each layer of ice in a core represents a different year. CO <sub>2</sub> can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

## C. Natural climate change (3)

Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.

## E. Effects on people (6)

Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.

## G. Strategies to resolve climate change (4)

Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	<ol style="list-style-type: none"> <li>Building flood defences.</li> <li>Growing new crops to suit the new climate.</li> <li>Irrigation channels, sending water from areas of surplus to deficit.</li> </ol>
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	<ol style="list-style-type: none"> <li>International agreements.</li> <li>Alternative energies.</li> <li>Carbon capture.</li> </ol>

## D. Human-induced climate change (5)

Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO <sub>2</sub> causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO <sub>2</sub> .

## F. Effects on the environment (4)

Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.

## H. Place specific examples (2)

Adaption	<p><b>The Thames Barrier.</b> Positive: Stops flooding due to rising sea levels. Negative: Expensive</p>
Mitigation	<p><b>The Paris Agreement.</b> Positive: Countries are trying to lower CO<sub>2</sub> emissions. Negative: The USA pulled out and China did not sign up.</p>

Background:	
1.	Development means positive change that makes things better.
2.	As a country develops it usually means that the people's standard of living and quality of life improve. <b>(B)</b>
3.	Different factors can affect development such as economic, social and political factors. <b>(A)</b>
4.	Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. <b>(A, C)</b>
5.	Emerging countries have some of the fastest rates of urbanisation in the world. <b>(D)</b>
6.	This is causing urban areas (cities) to become highly populated, this process can have both opportunities and challenges. One such challenge is the growth of squatter settlements. <b>(E)</b>
7.	Emerging countries often host the factories of many transnational companies. They provide wages and taxes, and can promote development. However, they can also cause negatives. <b>(F, G)</b>

A.	Characteristics of emerging countries (7)
BRIC countries	Brazil, Russia, India, China.
MINT countries	Mexico, Indonesia, Nigeria, Turkey.
Industrialisation	The process of a country moving from mostly agriculture (farming) to manufacturing (making) goods.
Employment structure	How the workforce is divided up between primary, secondary, tertiary and quaternary employment.
Secondary industry	An industry which manufactures goods.
Exports	Sending goods to another country for sale.
Urbanisation	The growth in the number/ proportion of people living in towns and cities.

B.	Development indicators (3)
GDP per capita	The total value of goods and services sold by a country in a year divided by the population.
HDI	A development measure which combines GDP per capita, life expectancy and literacy rate.
Life expectancy	The average age you are expected to live to in a country.

D.	Rural to urban migration (4)
Rural to urban migration	The movement of people from rural areas (countryside) to urban areas (cities).
Push factor	Things that make people want to leave an area e.g. a lack of jobs.
Pull factor	Things that attract people to live in an area e.g. good health care.
Mechanisation	When machines begin to do the work which humans once completed.

F.	Transnational corporations (TNCs) (5)
Transnational corporation	Those that operate across more than one country.
Footloose	Industries which are not tied to a location due to natural resources or transport links.
Globalisation	The increased connectivity of countries around the world e.g. through trade.
Host country	The country where the TNC places its factories e.g. in an emerging or developing country.
Source country	The country where the headquarters for the TNC is located e.g. a developed country.

C.	Encouraging development (4)
Subsidy	Money given by a government to help an industry keep down the cost of exports.
Tax breaks	This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.
Minimum wage	The lowest wage permitted by law in a country.
Trade unions	An organisation of workers who work to protect the rights of those employed.

E.	Squatter settlements (5)
Squatter/ shanty settlement	An area (often illegal) of poor quality housing, lacking basic services e.g. water.
Inequality	Differences in wealth, and wellbeing.
Sanitation	Measures to protect public health e.g. clean water and disposing of sewage.
Informal economy	Jobs which are not taxed, workers do not have contracts or rights.
Quality of life	A measure of how 'wealthy' people are, but measured using housing, employment and environment, rather than income.

G.	Impact of TNCs
Positive: (5)	<ol style="list-style-type: none"> <li>1. More jobs.</li> <li>2. More taxes.</li> <li>3. Invest in infrastructure projects.</li> <li>4. GDP increases.</li> <li>5. Develop workers skills.</li> </ol>
Negative: (3)	<ol style="list-style-type: none"> <li>1. Can exploit workers e.g. long hours.</li> <li>2. Most of the profits from TNCs leave the country where production takes place.</li> <li>3. Increased levels of pollution e.g. air and water (from industrial waste).</li> </ol>

## Life in an Emerging Country

# Geography - Energy

## Background:

- The consumption and production of energy is not evenly distributed. **(A)**
- Many factors can influence energy use, including the wealth of the country and availability. **(A)**
- Energy consumption impacts quality of life. **(B)**
- There are two main sources of energy, these can be classified as non-renewable and renewable. **(C, E)**
- The energy mix world-wide has shifted in recent years, with a decline in coal and oil, and a growth in renewables and nuclear. **(D, E)**
- Fracking for gas is also growing world-wide. **(H)**

## A Factors affecting the energy mix (6)

Population	More people means more energy needed.
Wealth	Greater wealth leads to a greater energy demand.
Availability	If a country has its own natural resources e.g. coal, oil, wind etc.
Consumption	The amount of energy or power used.
Emissions	The by-product given off by burning an energy source e.g. CO <sub>2</sub> .
NIMBYism	Abbreviation for 'not in my backyard.'

## B. Importance of energy (4)

Social well being	Normally refers to quality of life, e.g. in regards to happiness.
Economic well being	Having present and future financial security.
Energy dependence	To rely on other countries for your energy supply e.g. to import oil.
Energy security	To be relatively self-sufficient in regards to your energy supply.

## C. Types of energy (3)

Renewable	Energy which is infinite, sustainable and is easily replenished.
Non-renewable	Energy which is finite, is not sustainable and takes a long time to replenish.
Finite	Something which will run out, come to an end.

## D. Nuclear energy (3)

What it is:	This is non-renewable and comes from uranium.
Positive	1. Small amounts of uranium produces lots of energy.
Negative (2)	1. Nuclear waste is toxic and must be stored for hundreds of years. 2. Nuclear accidents can occur, which is a risk to human health.

## E. The impacts of energy sources

		Advantages	Disadvantages
Non-renewables (3)	Coal	1. Efficient, cheap and reliable.	1. Creates carbon dioxide. 2. Finite.
	Oil	1. Easy to transport. 2. Efficient.	1. Oil spills. 2. We must import this from other countries.
	Gas	1. Supplies available in the North Sea and from fracking. 2. Jobs in extraction created.	1. Finite. 2. Carbon dioxide produced.
Renewables (3)	Wind	1. Sustainable and will not run out. 2. Jobs created in the manufacture and installation of these.	1. Noise and visual pollution. 2. Bird strikes.
	Solar	1. Easy to install on houses. 2. Jobs created in the manufacture and installation of these.	1. Unreliable e.g. if it is not sunny. 2. The panels are constructed from toxic materials.
	Hydro-electric	1. One of the most reliable non-renewables. 2. Reservoirs create tourism and also provide clean water.	1. Vegetation/ forests cleared for reservoir creation. 2. Farmland and settlements flooded to create reservoirs.

## F. Fracking

Fracking Gas trapped in shale rock is released by pumping water and sand into the ground, which widens cracks in the ground, allowing the gas to escape.

### Positive (3):

- Blackpool council could make £17m per year.
- Many jobs would be created in the north west.
- The UK would become less dependent on importing energy from other countries.

### Negative (4):

- Small earthquakes could damage homes.
- Huge areas of countryside destroyed.
- Noise and air pollution would be created from the heavy machinery.
- Underground water could become contaminated.

Background:	
1.	Urban areas have normally developed and grown due to their physical or human locational advantages. <b>(A)</b>
2.	When urban areas develop, patterns of land use can often be seen. <b>(B)</b>
3.	Urban areas go through stages of growth and sprawl. <b>(C)</b>
4.	In the UK the government has attempted to protect rural areas from this urban sprawl. <b>(F)</b>
5.	On occasions urban areas can fall into decline. In the UK a process of counter-urbanisation has been taking place in recent years. <b>(D)</b>
6.	In attempts to improve urban living, many strategies have been put in place to improve them.
7.	Urban areas are becoming increasingly sustainable and through regeneration schemes, those areas that were once in decline and often growing again. <b>(E, G)</b>

A.	Factors influencing the growth of cities (2)
Site	The actual place where a settlement first grew up. This refers mainly to its physical setting e.g. a coastal location, or a flat valley.
Situation	The location of a place relative to other features nearby e.g. accessibility and the availability of natural resources.

B.	Urban land use (5)
Central business district (CBD)	The middle of a town or city where most of the shops and offices are found.
Inner city	An area close to the CBD. Old factories and terraced housing are often located here.
Suburbs	An area of housing estates beyond the inner city. Detached and semi-detached housing is common.
Rural-urban fringe	The area where the countryside meets a city or town.
Land use	What the land is used for e.g. residential, commercial, industrial etc.

C.	Urban growth (4)	
Urbanisation	The movement of people from rural areas to urban areas (cities)	
Suburbanisation	The movement of people from inner cities to the suburbs.	
Urban sprawl	Unplanned growth of urban areas into surrounding rural areas.	
Positive multiplier effect	The introduction of a new industry in an area also encourages growth in other industrial sectors, leading to further growth.	

E.	Sustainable urban areas (4)	
Urban greening	Increasing or preserving open space in urban areas e.g. public parks.	
Integrated transport systems	Different forms of transport are linked together, making it easy to transfer from one to another.	
Waste recycling	Reusing useful substances found in waste.	
Energy conservation	Reducing energy consumption, by being more efficient.	

G.	Regeneration scheme example: The Queen Elizabeth Olympic Park, Stratford, East London.		
Urban regeneration	Reversing urban decline, by modernising or redeveloping a particular area, aiming to improve the local economy and environment.		
	Advantages		Disadvantages
<i>Social</i>	9,000 affordable homes created in East Village.	450 home owners were forced to relocate for the construction of the Olympic Park.	
<i>Economic</i>	Many new jobs created, 8,000 of which were at Westfield shopping centre.	Many people who lost their jobs when the dock yards closed, have not benefitted from the new jobs.	
<i>Environmental</i>	25 acres of urban greening has taken place.	Some parts of Carpenters Estate have suffered from vandalism and urban dereliction.	

D.	Urban decline (4)	
Deindustrialisation	The closure of industries, and the resulting impacts e.g. a reduction in jobs.	
Counter-urbanisation	The movement of people from urban areas into villages.	
Dereliction	Abandoned buildings and waste land.	
Negative multiplier effect	The closure of an industrial sector, leading to further decline.	

F.	Containing urban areas (4)	
Greenfield land	A plot of land which has not been built on before, normally in rural areas or on the rural-urban fringe.	
Brownfield land	Land which has been used, abandoned and now awaits reuse.	
Greenbelt	A strip of land, often surrounding urban areas, which can not be built on.	
Planning permission	When permission is required to build.	

## Issues of urbanisation





## La familia y los amigos *Family and friends*

### Questions to be answered in Spanish

- **¿Cómo te llevas con tu madre/padre/hermano-a?** *Do you get on well with...?*
- **¿Cómo es tu mejor amigo-a?** *How is your best friend (description)?*
- **¿Qué haces normalmente con tu familia los fines de semana?** *What do you normally do with your family?*
- **¿Qué haces con tus amigos el fin de semana?** *What do you do with your friends on the weekend?*
- **¿Qué hiciste con tus amigos/familia el fin de semana pasado?** *What did you do with your family/friends last weekend?*
- **¿Cómo sería tu pareja (novio-a) ideal?** *How would be an ideal partner (boy-girlfriend)?*
- **¿Qué planes tienes para el fin de semana?** *What plans do you have for the weekend?*

## La familia y los amigos

## Family and friends

### Key structures

- **Me llevo muy bien con mi padre/madre/hermano/hermana** *I get on really well with my father/mother/brother/sister*
- **Porque mi padre/madre/hermano/hermana es muy simpático-a, divertido-a, guay.** *Because my father/mother/brother/sister is very nice, funny, cool.*
- **Pero a veces es aburrido-a** *but sometimes he-she is boring*
- **Siempre/ A veces/ A menudo / Normalmente / Frecuentemente / Ocasionalmente / Nunca** *Always / Sometimes / Often / Normally / Frequently / Occasionally / Never*
- **Voy - Vamos al parque con mi familia/Voy - Vamos a un restaurante / Voy - Vamos a la playa** *I go – We go to the park with my family / I go – We go to the restaurant*
- **El fin de semana fui- fuimos al museo/parque/centro comercial.** *Last weekend I went – we went to the museum/park/shopping centre.*
- **En el futuro, mi pareja / novio-a ideal sería simpático-a, interesante, honesto-a y amable** *In the future, my ideal partner / boy-girlfriend would be nice, interesting, honest and kind.*
- **El próximo fin de semana me gustaría ir al zoológico o jugar videojuegos con mis amigos** *Next weekend I would like to go to the zoo or play videogames with my friends.*

## La familia y los amigos *Family and friends*

### Writing/Speaking expectations

En mi familia somos mi madre, mi padrastro y mis dos hermanas. Me llevo bien con mi madre porque es muy simpática. A veces peleo con mis hermanas porque son bastante aburridas. Mi mejor amigo se llama Rafael. Es muy honesto, inteligente y divertido. Los fines de semana siempre vamos al centro comercial con mi familia y a veces a la piscina con mis amigos. Normalmente escucho música con mi amigo Rafael porque nos gusta el hip-hop. El fin de semana pasado fuimos a un concierto ¡Fue genial! Vamos a ir a una fiesta de hip-hop el próximo fin de semana! En el futuro me gustaría tener una novia amable y sincera y tal vez tener hijos en diez años.

*In my family there is my mother, my stepfather and my two sisters. I get on well with my mother because she is nice. Sometimes I argue with my sisters because they are quite boring. My best friend is called Rafael. He is very honest, intelligent and funny. On weekends we always go to the shopping centre with my family and sometimes to the swimming pool with my friends. Normally I listen to music with my friend Rafael because we like the hip hop. Last weekend we went to a concert. It was great! We are going to go to a hip-hop party next weekend! In the future I would like to have a kind, and sincere girlfriend and maybe have children in ten years.*

**Actividades en familia y los festivales *Family activities and festivals*****Key structures****Actividades en familia y los festivales *Family activities and festivals*****Questions to be answered in Spanish**

- **¿Qué hiciste el fin de semana pasado con tu familia o amigos? ¿Dónde fuiste? ¿Qué comiste? ¿Cómo fue?** *What did you last weekend with your family or friends? Where did you go? What did you eat? How was it?*
- **¿Qué solías hacer con tu familia cuando eras pequeño-a?** *What did you used to do with your family when you were little?*
- **¿Cómo celebras la navidad?** *How do you celebrate Christmas?*
- **¿Cómo celebran la navidad los españoles?** *How do Spanish people celebrate Christmas?*
- **¿Qué festivales conoces o te gustaría visitar?** *What festivals you know? What festivals would you like to visit?*
- **¿Qué celebración de un país de habla hispana te gustaría vivir en el futuro?** *What special celebration from a Spanish speaking country would you like to experience in the future?*

- **El fin de semana pasado fuimos a un restaurante español /cubano/ peruano/ chileno/ argentino.** *Last weekend we went to a Spanish / Cuban / Peruvian / Chilean / Argentinian restaurant.*
- **Comimos comida típica y bebí una coca cola. Mi padre bebió vino y mi hermano una cerveza. ¡Fue guay!** *We ate typical food and I drank coke. My father had wine and my brother a beer. It was cool!*
- **Cuando era pequeño-a solía jugar todo el día y comer mucho helado.** *When I was little, I used to play all day and eat a lot of ice cream.*
- **Normalmente/Siempre/A veces celebramos navidad en familia y comemos pavo.** *Normally/Always/Sometimes we celebrate Christmas in family, and we have turkey.*
- **En España celebran la navidad y reyes. Los regalos los reciben en enero.** *In Spain they celebrate Christmas and Kings. They receive the presents in January.*
- **En España hay celebraciones muy especiales como La Tomatina o El día de San Fermín.** *In Spain there are very special celebrations such as La Tomatina and San Fermín*
- **En el futuro me gustaría vivir El día de los Muertos en México.** *In the future I would like to experience the Day of the Dead in Mexico.*

**Actividades en familia y los festivales *Family activities and festivals*****Writing/Speaking expectations**

**El fin de semana pasado fuimos a un restaurante de comida colombiana muy popular en Portsmouth. Probé comida típica como las arepas. Eran muy deliciosas. Mi madre comió cerdo y le encantó. Cuando era pequeño solía comer hamburguesas y patatas fritas, pero ahora me gusta probar comidas nuevas. Por ejemplo, en navidad mi madre preparó una ensalada de manzana y yogurt. ¡Mi madre es muy creativa! En Inglaterra la navidad es muy especial y típica. Mis amigos siempre comen pavo, pero en España comen mucho queso y pescado. En el futuro me gustaría celebrar la navidad en Perú y probar el puré de manzanas con cerdo. ¡Qué delicioso!**

*Last weekend we went to a very popular Colombian restaurant in Portsmouth. I tried typical food such as arepas. They were delicious. My mother had pork and she loved it. When I was little, I used to eat burgers and chips, but now I like to try new food. For example, at Christmas my mother prepared an apple and yogurt salad. My mother is very creative! In England, Christmas is very special and typical. My friends always have turkey, but in Spain they eat a lot of cheese and fish. In the future I would like to celebrate Christmas in Peru and try the apple puree with pork. How delicious!*

## Ethics – Creation

### 1. Genesis 1: Creation

Ex nihilo	God created the universe <i>out of nothing</i> .
6 days	God created the world in 6 days and rested on the 7 <sup>th</sup> .
Yom	The Hebrew word for 'day'/'age'/'period of time'.
Pinnacle	Humans were created last as the pinnacle of creation.

### 2. Genesis 2: Creation of Humans

Imago Dei	Humans were created in <i>the image of God</i> .
Adam	Made from 'dust of the ground'.
	God gave Adam a soul – 'the breath of life'.
Eve	Eve was made from Adam's rib.
	God made her as a 'companion' for Adam.
Command	Adam and Eve were told <b>not</b> to eat from the Tree of Knowledge of Good and Evil.

### 3. Genesis 3: The Fall

Temptation	Eve was tempted to disobey God by the Devil.
Punishment	God punished Adam and Eve. The relationship between humans and God was broken.
Original Sin	The sin that all humans are born with because of Adam and Eve's actions.

### 4. The Big Bang

13.8 billion years	Scientists believe the universe started 13.8 billion years ago.
Expanding	The universe has been expanding from a <i>singularity</i> ever since.
George Lemaitre	George Lemaitre was the first scientist to propose this theory.

### 5. Evolution

Evolution	The theory which says creatures develop from earlier, less complex forms of life.
Charles Darwin	Darwin developed the theory in his 1859 book <i>On the Origin of Species</i> .
Survival of the fittest	Creatures that are best adapted to their environment survive and pass on their characteristics.
Natural selection	The process by which creatures pass on to their offspring characteristics that will help them survive.

### 6. Different Interpretations of Genesis

Literal interpretation	The Genesis creation story is <i>word-for-word</i> true. The world was created in 6, 24-hour days.
	The Big Bang and Evolution are incorrect theories.
Liberal interpretation	The Genesis story can be interpreted in different ways, like a <i>metaphor</i> .
	Perhaps the universe was created in 6 <i>periods of time (yom)</i> adding up to 13.8 billion years, when the Big Bang happened.

### Key Words

Genesis	The first book of the Bible containing the creation stories.	Original Sin	The sin that all humans are born with because of Adam and Eve's actions.
Ex nihilo	God created the world <i>out of nothing</i> .	Literal interpretation	The Bible is word-for-word true.
Imago Dei	God created humans in <i>His own image</i> and with a soul.	Liberal interpretation	The Bible can be understood in different ways, like a metaphor.

## Hooks and Riffs

### Exploring Repeated Musical Patterns



#### A. Key Words

**HOOK** – A ‘musical hook’ is usually the ‘catchy bit’ of the song that you will remember. It is often short and used and repeated in different places throughout the piece. HOOKS can either be a:

**MELODIC HOOK** – a HOOK based on the instruments and the singers

**RHYTHMIC HOOK** – a HOOK based on the patterns in the drums and bass parts or a

**VERBAL/LYRICAL HOOK** – a HOOK based on the rhyming and/or repeated words of the chorus.

**RIFF** – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated.

**OSTINATO** – A repeated musical pattern. The same meaning as the word RIFF but used when describing repeated musical patterns in “classical” and some “World” music.

**BASS LINE** – The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. RIFFS are often used in BASS LINES.

**MELODY** – The main “tune” of a song or piece of music, played higher in pitch than the BASS LINE and it may also contain RIFFS or HOOKS. In “Classical Music”, the melody line is often performed “with” an OSTINATO pattern below.

#### B. Famous Hooks, Riffs and Ostinatos

Bass Line Riff from “Sweet Dreams” – The Eurythmics



Riff from “Word Up” – Cameo



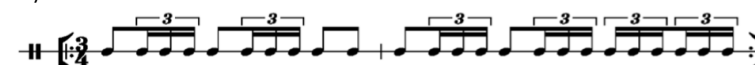
Rhythmic Riff from “We Will Rock You” – Queen



Vocal and Melodic Hook from “We Will Rock You” – Queen



Rhythmic Ostinato from “Bolero” - Ravel



Bass Line Ostinato from “Habanera” from ‘Carmen’ - Bizet



Ostinato from 2<sup>nd</sup> Movement of Symphony No.101 (The Clock) - Haydn



#### C. Music Theory

**REPEAT SYMBOL** – A musical symbol used in staff notation

consisting of two vertical dots followed by double bar lines



showing the performer should go back to either the start of the piece or to the corresponding sign facing the other way and repeat that section of music.

**TREBLE CLEF** – A musical symbol showing that

notes are to be performed at a higher pitch. Also called the G



clef since it indicates that the second line up is the note G.

**BASS CLEF** – A musical symbol

showing that notes are to be performed at a lower pitch. The



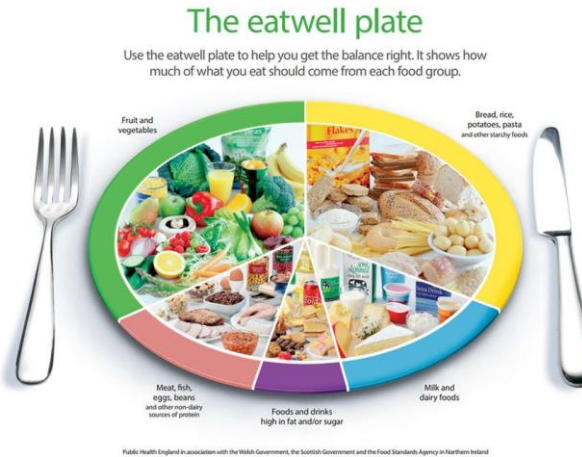
BASS LINE part is often written using the BASS CLEF.

Also called the F clef since it indicates that the fourth line up is the note F.

# Food Skills and Nutrition



Class Rules	
1.	Wait to be invited in
2.	Walk to your seat
3.	Do not enter the practical space until invited to do so
4.	No running
5.	No eating or chewing
6.	Always try your hardest
7.	Have Fun!



Practical Rules	
1.	Store ingredients in fridge before roll call on the day of your practical lesson
2.	Clean aprons on
3.	Long hair tied back
4.	Jewellery removed
5.	Handwash and sanitise area



## Intro To Food Skills - Key Words

<b>HYGIENE</b>	Ensuring that yourself and your work-station are clean and safe to begin practical work
<b>HEALTH &amp; SAFETY</b>	Ensuring that you are safe in the practical areas and not causing any danger to yourself or others
<b>PREPARATION</b>	Ensuring that your work space is clutter-free and that you have all the equipment laid out in the order in which it will be used
<b>BRIDGE</b>	Gripping your ingredients with your fingers and thumb to allow you to cut through the centre without slipping, when slicing.
<b>CLAW</b>	Using your closed fingers to guide your knife when dicing fruits, vegetables and other ingredients.
<b>BOIL</b>	Increasing the heat of liquids on the hob to 100 degrees to begin the cooking process.
<b>SIMMER</b>	Decreasing the heat to continue the cooking process at a more controlled rate, over a sustained period of time.

## Healthy Eating Key Words

<b>NUTRIENTS</b>	A range of beneficial components found within ingredients, such as protein, carbohydrate, fibre, vitamins and minerals
<b>BALANCE</b>	Ensuring that your diet contains the prescribed amount of each nutrient, to ensure healthy bodies and minds
<b>EATWELL PLATE</b>	The Government philosophy that details how much of each nutrient we should aim to eat on a daily basis



## Drama – Physical Theatre

Class Rules	
1.	Always be alert and focused
2.	Be open and considerate with your communication
3.	Be a respectful audience
4.	Commit to your character – stay in role
5.	No eating or chewing

Warm Up	
1.	Commit and become aware of others
2.	Find performers neutral
3.	Prepare your mind and body for practical work
4.	Use our imaginations for creation

### Physical Theatre – Key terms

<b>INTERDISCIPLINARY PERFORMANCE</b>	Art forms such as <b>dance, drama, and music</b> , that are performed before an audience simultaneously
<b>GESTURE</b>	A movement of part of the body, especially a hand or the head, to express an idea or meaning to an audience.
<b>PHYSICALITY</b>	The physical attributes of a person, especially when overdeveloped or overemphasised. Will include <b>posture, movement, facial expressions, eye contact, gait, special relationships</b> .
<b>VOICE</b>	The voice is a powerful tool in drama. When creating character voice changes in <b>pitch, pace, projection, tone, accent</b> and <b>intonation</b> may occur. Characters should always use a suitable vocal range to depict the emotion of their character.
<b>FRANTIC ASSEMBLY</b>	Influential Physical theatre company – techniques we will look at are: <b>Round-by Through, Hymn Hands, Chair duets</b>
<b>PACE</b>	Pace is the change of the <b>rhythm and speed</b> of the performance to create tension for an audience.

### Physical Theatre – Expected knowledge

<b>IMBEDDING PRACTITIONER TECHNIQUE</b>	Applying techniques of a studied Theatre company or Artist within your own original work.
<b>MOVEMENT PHRASE</b>	A series of movements and physical theatre actions linked together through a narrative.

# Dance – Where in the World & ZooNation



Class Rules	
1.	Always wear full PE Kit
2.	Tie long hair up
3.	Remove all jewellery
4.	Remove shoes and socks
5.	No eating or chewing
6.	Always try your hardest
7.	Have Fun!



Warm Up	
1.	To raise our heart rate
2.	To get blood pumping around our body and to our muscles
3.	To prepare our body for movement
4.	To avoid injuries
5.	To get in the correct mindset for the lesson

**WARM UP!**



## Where in the World

<b>SAMBA</b>	Samba dancing is best-loved for sparkling costumes, carnival colours and infectious moves. The history of Samba takes us back to Brazil, though the origins are deeply rooted in African culture.
<b>CAPOEIRA</b>	Capoeira is a martial art form that originates from African Slaves in Brazil. It emerged as a form of defence for Slaves, attempting to escape captivity.
<b>'A LINHA CURVA'</b>	Means the Curved Line in Portuguese – This work was choreographed by Itzik Galili and shows the spirit of Brazilian carnivals
<b>MOTIF</b>	8-16 Counts that shows a theme or character
<b>SPATIAL FORMATIONS</b>	Where in the space you are standing in relation to other dancers – In A Linha Curva this is enhanced through the lighting design
<b>DYNAMIC CONTRAST</b>	The use of contrasting dynamics within your performance will enhance the movements and intention

## Zoo Nation

<b>MAD HATTERS TEA PARTY</b>	This is the professional work we will be using as a stimulus. It is performed by Zoo Nation Dance Company and is an exploration of Mental Health through Dance.
<b>INTENTION</b>	How can you change the intention behind the set movements in order to relate to the character you will be portraying
<b>CHOREOGRAPHIC DEVICES</b>	In order to develop your character motif, you will use a number of different devices: Mirroring, Contact, Call and Response, Canon, Repetition, Fragmentation, Dynamics, Size, Levels and Re-order to name just a few.





Technology	
Impact	How technology is impacting on society
Society	Sections of people ranging in wealth, jobs ,ideas, interests,
Technologies Positive impact	How the increase of modern technology in society can have a positive impact on people’s lives
Technologies Negative impact	How the increase of modern technology in society can have a negative impact on people’s lives

Genre and video games	
Genre	How games are put into categories depending on what they contain that are associated with the game
Conventions	Things that you would expect to see within a recognisable genre
Icons	Characters and objects that are recognisable symbols within a gaming genre. So a World War tank might feature in a game like Battlefield.
Denotation and Connotation	Denotation is what you see. Connotation is the meaning that it will bring to the game player. Lara Croft – denotation young lady Connotation – Icon, strong, independent survivor, wealthy.

Digital Editing using Imovie		
Importing media	Getting your footage from your desktop into Imovie	File -import select footage that you want to import to your imovie
timeline	The area where you add your footage to create a recognisable sequence	All your cutting and effects are added to the footage whilst it’s on the timeline.
Play head	The cursor that plays over the sequence	This moves along the timeline and you use the spacebar to stop and start it.
Transitions	Effects that can be used when you move between different clips	Examples include fade in and fade out, wipes, dissolves and spins. Used a lot in amateur video making but not really used in professional film making.
Titles	The facility used to add text to your movie	Different fonts and colours can be used to add impact to the narrative. Move famous for opening part of the film
Effects	Lots of built in tricks that can change the way your film looks	Examples include changing footage to black and white or making footage look old.
Copyright free music	Music that can be used without needing to get permission from the composer.	You can access this all via youtube just by searching for copyright free music.

**Games Genres**

Platform game. A game in which a player jumps between suspended platforms in order to reach a goal – Mario.

Shoot em ups. A game in which a player avoids attack while shooting attackers. Space Invaders, Pac Man.

1<sup>st</sup> person shooter. A 3D weapon based combat game viewed from the players viewpoint – Call of Duty. Halo

Simulation – computerized recreation of a real world activity. Flight sim, The Sims

Puzzle Games . A game involving a puzzle. Tetris. Portal.



# PE Year 9 Girls

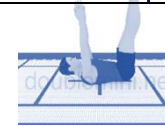
## Hockey

<b>1.</b>	<b>Open hand dribble</b>	Left hand at top, right at bottom of grip, knees bent, back straight, elbow up, ball at 1/2o'clock on right hand side
<b>2.</b>	<b>Indian dribble</b>	Left hand at top, right hand at bottom of grip, knees bent, back straight, stick rolls over ball pulling it right on reverse/open stick dribble again slightly to the left before pulling right again.
<b>3.</b>	<b>Block tackle</b>	Knees bent, back straight, stick flat on the floor, left fist on the ground, stick slightly tilted forward.
<b>4.</b>	<b>Jab tackle</b>	Standing on the left of an opponent, stick in left hand on reverse, jabbing motion to knock ball away from opponent.
<b>5.</b>	<b>Game play</b>	Apply techniques into games while developing tactical play.



## Trampolining

<b>1.</b>	<b>Basic jumps</b>	Tuck, pike, straddle, half turn, full turn.
<b>2.</b>	<b>Seat drop</b>	Legs together and straight. Hands facing forward on bed next to bottom.
<b>3.</b>	<b>Swivel hips</b>	After seat drop turn head over shoulder and half turn into another seat drop.
<b>4.</b>	<b>Front drop</b>	Hands, knees and tummy touch the bed at the same time. Legs push out backwards. Elbows out, chin on hands.
<b>5.</b>	<b>Back drop</b>	Chin on chest, hips forward, legs 45 degrees, land on upper back, push hips through.
<b>6.</b>	<b>Combination drops</b>	Seat drop to front drop. Front drop to back drop. Back drop half twist out. Front drop half twist out.



## Football

<b>1.</b>	<b>Formations</b>	In match play use a formation to set up your teams positions, 4-4-2 or 3-5-2.
<b>2.</b>	<b>Attacking</b>	Build on play to drive forward to create opportunities to score.
<b>3.</b>	<b>Defending</b>	To prevent the other team from scoring by marking players and jockeying.
<b>4.</b>	<b>Shooting</b>	Use the inside of your foot for placement or use your laces for power. Aim for the bottom or top corners.

### Components of fitness used in football

<b>Aerobic endurance</b>	The ability for the heart and lungs to work for a long time without tiring, supplying oxygen to the muscles.
<b>Agility</b>	The ability to change direction at pace keeping balance.
<b>Coordination</b>	The smooth flow of movement needed to perform a motor task.

## Basketball

<b>1.</b>	<b>Jump shot</b>	Same technique as a set shot but ball is released at the top of the jump to gain more power and advantage over marker.
<b>2.</b>	<b>Lay up</b>	Dribble to basket at an angle, stop with two hands on the ball, take two steps then jump up at the side of the basket and release ball.
<b>3.</b>	<b>Zonal defence</b>	Defending a zone rather than defending man to man.
<b>4.</b>	<b>Game play</b>	Develop techniques and tactics through game play.

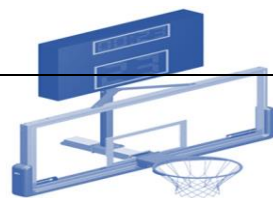
### Components of fitness used in basketball

<b>Power</b>	The product of speed and strength combined.
<b>Agility</b>	The ability to change direction at pace keeping balance.
<b>Muscular endurance</b>	The ability of your muscles to work continuously without getting tired.

# PE Year 9 Boys

## Basketball

1.	<b>Screening</b>	A screen is a blocking move by an offensive player, in which they stand beside or behind a defender in order to free a teammate into a space.
2.	<b>Positioning</b>	Centre, power forward, small forward, shooting guard and point guard.
3.	<b>Shot clock</b>	The shot clock gives the offensive team a set amount of time to score a basket in, otherwise possession is given to the other team.
4.	<b>Set plays</b>	Drawing up strategically planned and choreographed sequence of movements to get open shots and score baskets.
5.	<b>Game play</b>	5 v 5 game play.



## Badminton

1.	<b>Tactical use of the serve for singles and doubles</b>	You know how to use the serve to predetermine your next shot. Singles service box is long and thin, (side tram lines out). Doubles service box is short and fat (back tram lines out).
2.	<b>Drive</b>	Drives are fast badminton shots exchanged horizontally right across the net. They are hit firm and flat with power.
3.	<b>Underarm clear and drop shot</b>	These are all underarm shots which can be played using deception.
4.	<b>Singles play</b>	You can play well constructed singles points. You know how to target your opponent's weaknesses.
5.	<b>Doubles play</b>	You can perform and officiate doubles play correctly.



## Football

1.	<b>Width and depth lesson</b>	Use width to draw opposition away from the goal creating spaces for attackers to fill.
2.	<b>Recycling the ball</b>	Turning away from the direction you are attacking and playing the ball backwards or across the pitch to remain patient and keep possession of the ball.
3.	<b>Attacking strategies</b>	Using a range of attacking strategies including possession, counterattack and set plays.
4.	<b>Defensive strategies</b>	Using a range of defensive attacks. Defending as a unit. Zonal and man to man marking when defending set pieces.



## Short tennis

1.	Serve	The shot used to begin a point. Slice, topspin and flat.
2.	Footwork and recovery	Good footwork allows you to get into the correct position to hit a shot. You should position yourself behind the baseline 'T', so you can cover the whole court.
3.	Forehand	A stroke in which the ball has bounced before it is struck on your strongest side - palm facing in.
4.	Backhand	A stroke in which the ball has bounced before it is struck - palm facing out.

