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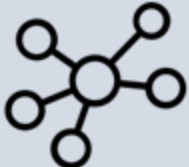




MARTIN
HIGH SCHOOL
Lionheart Educational Trust

Knowledge Organiser Booklet

Year 9
Spring Term

Ways to use your knowledge organiser

	Look, Cover, Write, Check	Self Quizzing	Mind Maps	Paired Retrieval	Definitions to Key Words
Step 1	<p>Look at and study a specific area of your knowledge organizer.</p> 	<p>Use your knowledge organizer to create a mini quiz. Write down questions using your knowledge organizer.</p> 	<p>Create a mind map with information from your knowledge organiser.</p> 	<p>Like self quizzing, use your knowledge organizer to create a quiz.</p> 	<p>Write down the key words and definitions.</p> 
Step 2	<p>Cover or flip the knowledge organizer over and write down everything you remember.</p> 	<p>Cover or flip the knowledge organizer over and answer the questions and remember to use full sentences and key words/vocabulary.</p> 	<p>Add pictures to represent different facts, knowledge. Try to categorise different areas in different colours.</p> 	<p>Ask a family member to ask you the questions and tell you which ones you get right and which ones you get wrong.</p> 	<p>Try not to use your knowledge organiser to help you.</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.</p> 	<p>Check your answers. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.</p> 	<p>Try to make connections that link information together.</p> 	<p>Following the quiz, summarise which areas you got wrong and need to revise further.</p> 	<p>Use a different coloured pen to check you work and correct any mistakes you may have made.</p> 

Definition of Shakespearean Tragedy: A *Shakespearean tragedy* is a play in which a character (usually a good and noble person of high rank) is brought to a disastrous end in his or her confrontation with a superior force (fortune, the gods, social forces, universal values), but also comes to understand the meaning of his or her deeds and to accept an appropriate punishment.

Typical Genre Features

Most of the tragedies written by Shakespeare are revenge and ambition tragedies. Othello, Hamlet, King Lear and Macbeth are dark tragedies showing revenge and ambition.

Romeo and Juliet is a romantic tragedy, where there is a death of two lovers. All Shakespearean tragedies have a tragic hero, who is a main character cursed by fate and possessing a tragic flaw.

Shakespearean tragedies play out the struggle between good and evil.

Archetypal Characters

Tragic heroes tend to respond with strong, overpowering emotions—pride, lust, grief, rage. This often results in risky attitudes and reactions.

The Shakespearean tragedies often focus on the fall of a nobleman. By presenting the audience with a man with excessive wealth or power, his eventual downfall is all the more tragic.

Shakespeare's tragic heroes are all fundamentally flawed. It is this weakness that ultimately leads to their downfall.

Shakespeare's tragic heroes often fall victim to external pressures. Fate, evil spirits and manipulative characters all play a hand in the hero's downfall.

Typical Structure

1. Exposition – Usually takes place in the first and second act. The audience learns about the general setting, the characters and their traits, problems of the play, major conflicts and the tragic hero's flaw.

2. Rising action – Extends up to the third and fourth act. The plot gathers momentum and action increases. The plot reaches a crisis and where the hero makes a decision that changes the course of the play, sealing the hero's fate

3. Falling action – Begins in the fourth act. The opposite force becomes active and begins to resist. They start plotting the removal of the hero. The power of the tragic hero starts declining.

4. Resolution – The last and final act. The opposite forces reach full power and defeat the tragic hero. This is the time when the hero recognises his faults, yet cannot do anything about it.

Social and Historical Context

- The word tragedy was derived from the Greek word *tragoidia*, meaning 'the song of the goat,' because in ancient Greece the theatre performers used to wear goatskin costumes.
- Shakespearean tragedies are highly influenced by Greek drama and Aristotle's notion of Tragedy. It was Aristotle who had first described the genre in his 'Poetics.'

The elements of a Shakespearean Tragedy

1. **Tragic waste:** The hero usually dies along with this opponent. When good is lost along with evil, the unnecessary loss is known as tragic waste.
2. **Conflict:** This may be external, such as a problem or a person, or internal, such as a struggle the hero engages in with his or her fatal flaw.
3. **Catharsis:** This refers to the cleansing of the audience's emotions; you may feel pity, fear for characters and empathise with their hardships.
4. **Supernatural elements:** They create an atmosphere of wonder and fear and are used to advance the story.
5. **Absence of poetic justice:** In Shakespeare's tragedies, there is a lack of poetic justice as it is not realistic that good deeds are always rewarded and evil is punished. There is partial justice in his tragedies.
6. **Comic relief:** Shakespeare wanted to relieve the tension for the audience and lighten up the mood in particular scenes. An audience would normally find these types of scenes after a tragic event.

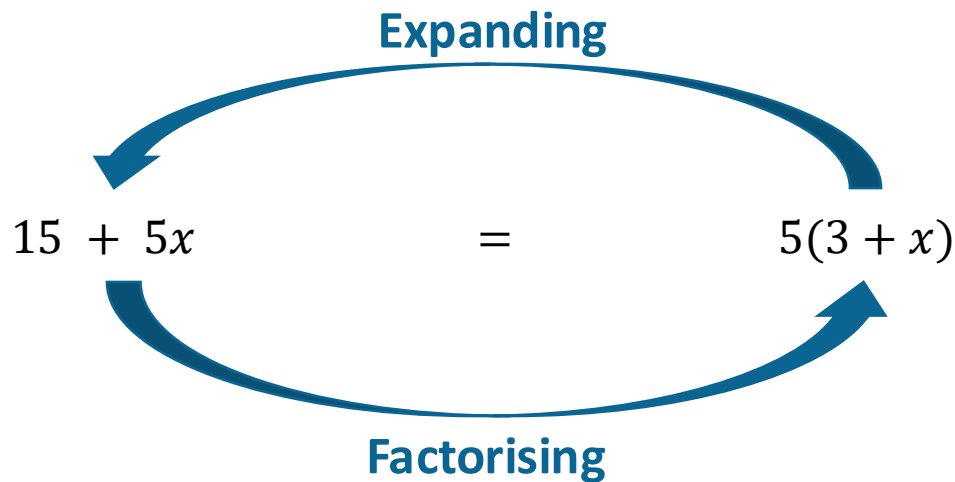
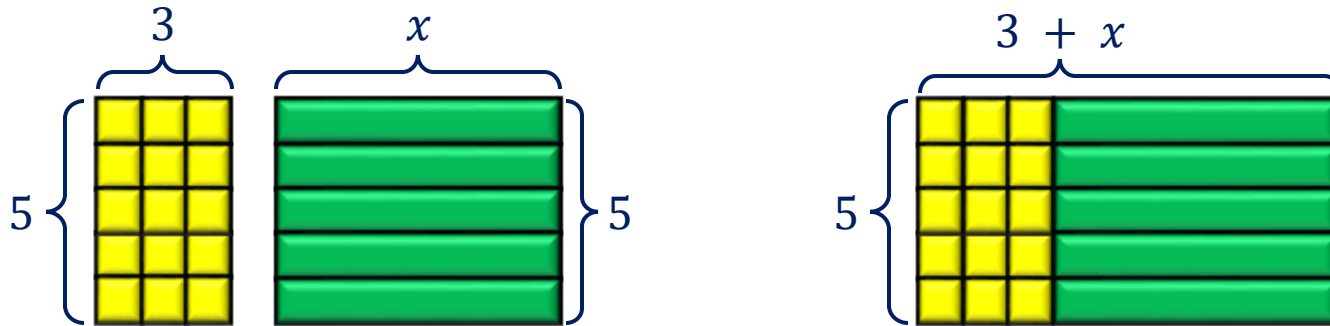
Notable Shakespearean Tragedies (in chronological order)

- **Titus Andronicus - 1591**
- **Romeo and Juliet - 1595**
- **Hamlet - 1601**
- **Toilus and Cressida - 1602**
- **Othello - 1604**
- **King Lear - 1605**
- **Antony and Cleopatra - 1606**
- **Macbeth - 1606**
- **Timon of Athens - 1606**
- **Coriolanus - 1608**
- **Cymbeline – 1611**

Year 9 Shakespearean Tragedy Vocabulary Lists

Hubris	Fate	Hostility	Misjudgements
Catastrophe	Isolation	Calamity	Catharsis
Masculinity	Femininity	Monologue	Soliloquy
Exposition	Magnitude	Protagonist	Finality
Vengeance	Conflict	Superstition	Heinous
Valiant	Denouement	Juxtaposition	Monologue
Allusion	Catharsis	Cursed	Superior
Judgement	Resolution	Irony	Morality
Destructive	Stature	Authority	Misfortune

Expand	To multiply out the brackets.
Factorise	To draw out and divide by the highest common factor.



Algebraic Conventions

$$1x = x$$

$$x + x = 2x$$

$$x + x + x = 3x$$

$$x^1 = x$$

$$x \times x = x^2$$

$$x \times x \times x = x^3$$

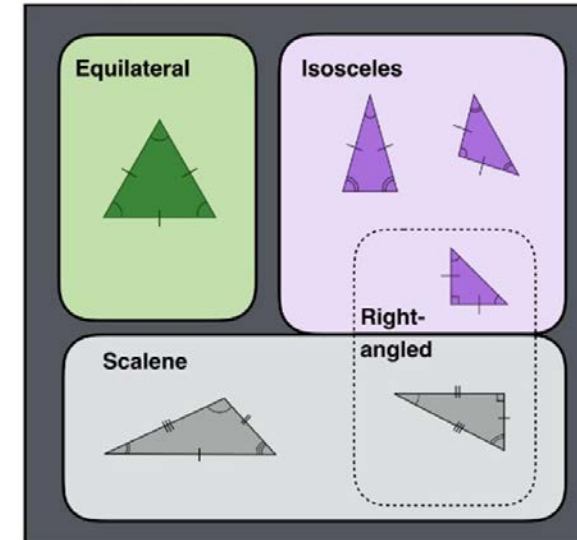
Forming Expressions

An integer	n
An even number	$2n$
An odd number	$2n + 1$
Three consecutive numbers	n $n + 1$ $n + 2$

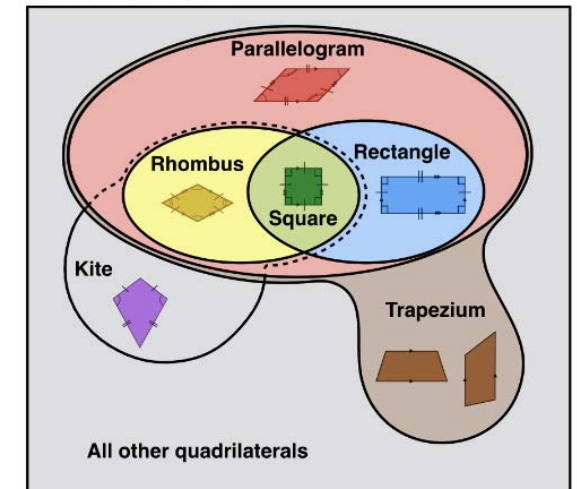
Equilateral triangle	All sides are equal length and all angles are equal.
Isosceles triangle	Two sides (called the legs) are equal length and two angles are equal. The other side is called the base.
Scalene triangle	All sides are different lengths and all angles are different.
Right-angle triangle	One angle measures 90° and is opposite the longest side, which is called the hypotenuse.
Interior angle	An angle inside a shape, between two joined sides.
Interior angles of a triangle	Sum to 180° .
Polygon	2-Dimensional closed shape where all sides are straight.
Regular Polygon	Polygon where all sides are equal length and all angles are equal.
Quadrilateral	Polygon with exactly four sides.
Interior angles of a quadrilateral	Sum to 360° .
Diagonal	Line segment joining two non-consecutive vertices of a polygon.

Parallelogram	Quadrilateral with two pairs of parallel sides.
Rhombus	Quadrilateral with all sides equal length.
Rectangle	Quadrilateral with all angles are right-angles (90°).
Square	Quadrilateral with all sides equal length and all angles right-angles.
Kite	Quadrilateral with two pairs of adjacent sides equal length.
Trapezium	Quadrilateral with one pair of parallel sides.

Triangles



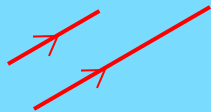
Quadrilaterals



Polygon	2-Dimensional closed shape where all sides are straight.
Regular Polygon	Polygon where all sides are equal length and all angles are equal.
Quadrilateral	Polygon with exactly four sides.
Interior angles of a quadrilateral	Sum to 360° .
Diagonal	Line segment joining two non-consecutive vertices of a polygon.

Parallel	Always the same distance apart and never meeting.
Perpendicular	At right angles (90°).
Line	Geometrical object that is straight, infinitely long and infinitely thin.
Line Segment	Part of a line that connect two points.
Ray	Part of a line with a start point but no end point.
Vertex	Point where two or more line segments meet; a corner. Vertices is the plural form.

Parallel

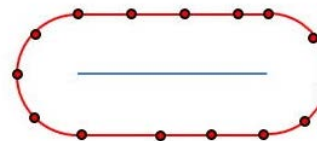


Perpendicular

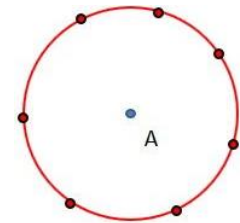


Locus (Loci plural)	The point(s) satisfied by a given set of conditions.
Equidistant	Equally distant.
Bisect	Cut into two equally sized parts.

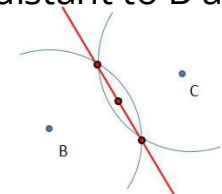
The loci of points equidistant to a line.



The loci of points equidistant to point A.

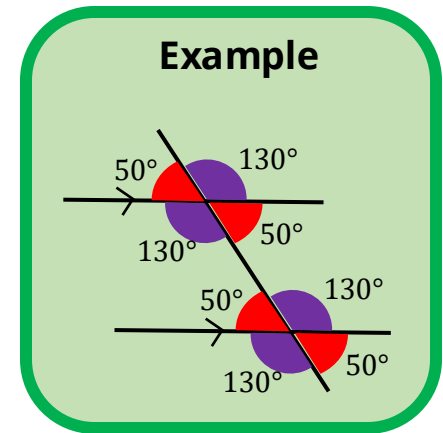
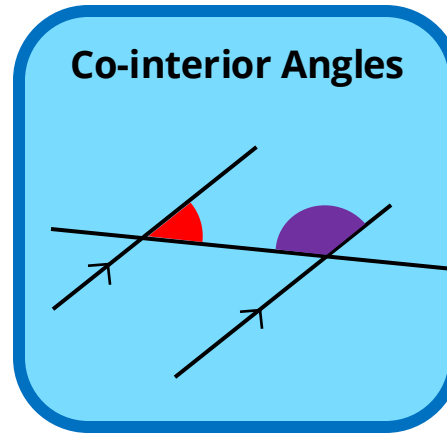
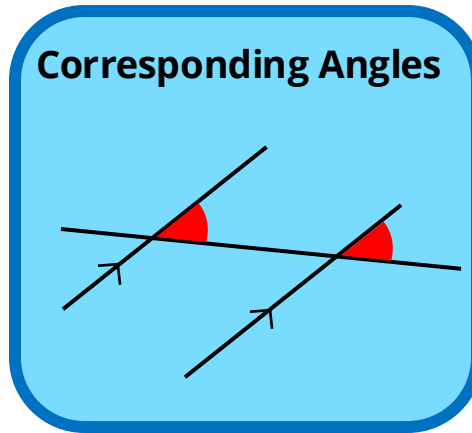
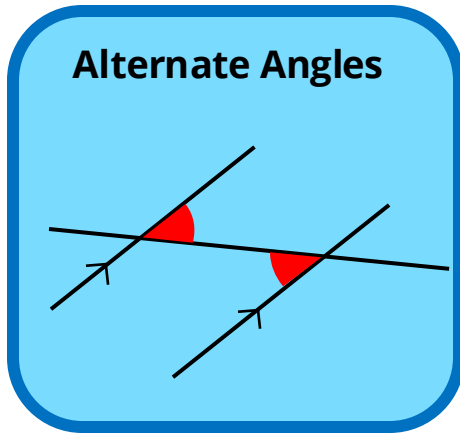


The loci of points equidistant to B and C.



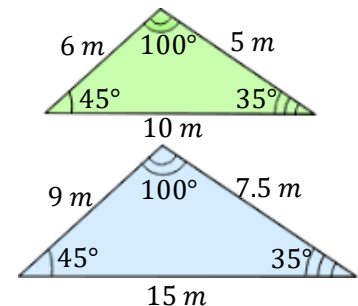
Polygons	
Three sides	Triangle
Four sides	Quadrilateral
Five sides	Pentagon
Six sides	Hexagon
Seven sides	Heptagon
Eight sides	Octagon
Nine sides	Nonagon
Ten sides	Decagon

Supplementary angles	Angles that sum to 180 degrees.
Complementary angles	Angles that sum to 90 degrees.
Transversal line	A line that crosses at least two other lines.
Alternate angles	Angles formed when a transversal crosses two or more parallel lines; the angles inside the parallel lines but on opposite sides of the transversal are alternate angles.
Corresponding angles	Angles that are in corresponding positions in relation to the parallel lines AND on the same side of the transversal line. When two angles are corresponding they are equal.
Co-interior angles	Co-interior angles both lie between two lines and on the same side of a transversal. If the two lines are parallel, then co-interior angles add to 180° and so are supplementary. Co-interior angles can also be called 'Allied'



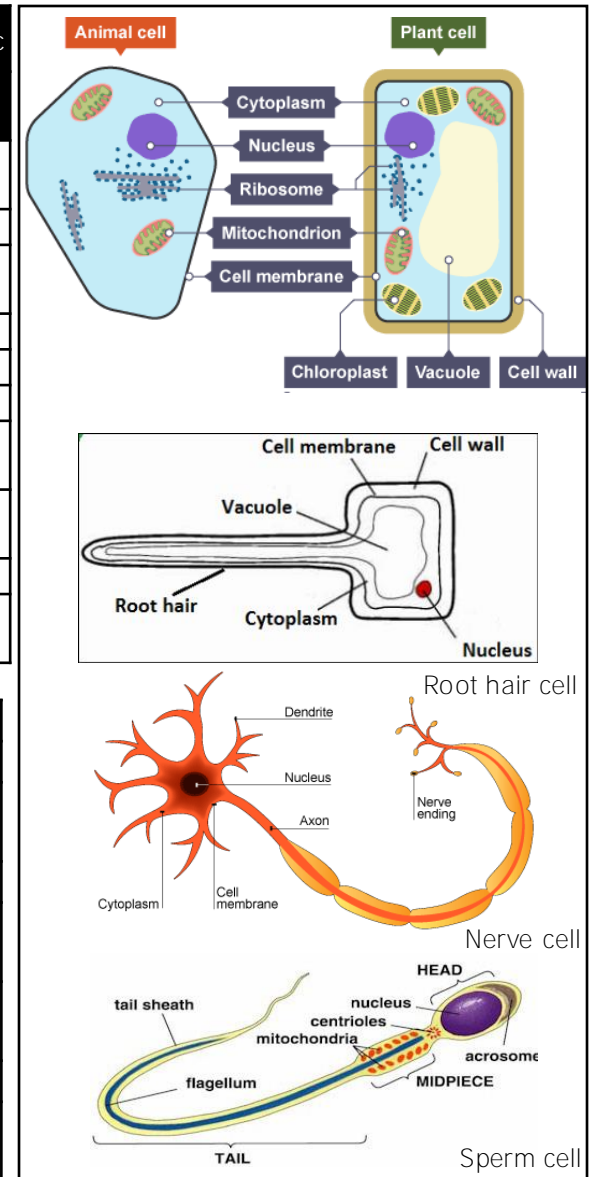
Congruent	The exact same shape and size. The shape can be reflected or rotated.
Similar	The same shape but a different size. All the corresponding lengths are in the same ratio. All the angles are the same.

Similar triangles:
(1.5 times bigger)



Section 1: Cell Structure		Eukaryotic			Prokaryotic
Cell Structure	Function	Animal Cells	Plant Cells	Bacterial Cells	
Nucleus	Contains genetic information that controls the functions of the cell.	Y	Y		
Cell membrane	Controls what enters and leaves the cell.	Y	Y	Y	
Cytoplasm	Where many cell activities and chemical reactions within the cell occur.	Y	Y	Y	
Mitochondria	Provides energy from aerobic respiration.	Y	Y		
Ribosome	Synthesises (makes) proteins.	Y	Y	Y	
Chloroplast	Where photosynthesis occurs.		Y		
Permanent vacuole	Used to store water and other chemicals as cell sap.		Y		
Cell wall	Strengthens and supports the cell. (Made of cellulose in plants.)		Y	Y	
DNA loop	A loop of DNA, not enclosed within a nucleus.			Y	
Plasmid	A small circle of DNA, may contain genes associated with antibiotic resistance.			Y	

Section 2: Specialised Cells	
Specialised Cell	How structure relates to function
Sperm cell	Acrosome contains enzyme to break into egg; tail to swim; many mitochondria to provide energy to swim.
Nerve cell	Long to transmit electrical impulses over a distance.
Muscle cell	Contain protein fibres that can contract when energy is available, making the cells shorter.
Root hair cell	Long extension to increase surface area for water and mineral uptake; thin cell wall.
Xylem cell	Waterproofed cell wall; cells are hollow to allow water to move through.
Phloem cell	Some cells have lots of mitochondria for active transport; some cells have very little cytoplasm for sugars to move through easily.



Section 3: Microscopy

Magnification	The degree by which an object is enlarged. Magnification = $\frac{\text{size of image}}{\text{size of real object}}$
Resolution	The ability of a microscope to distinguish detail.
Light microscope	Basic microscope with a maximum magnification of 1500x. Low resolution.
Electron microscope	Microscope with a much higher magnification (up to 500 000x) and resolving power than a light microscope. This means that it can be used to study cells in much finer detail.

Section 4: Orders of Magnitude

Unit Prefix	Size in metres	Standard Form
Centimetre (cm)	0.01m	10^{-2}m
Millimetre (mm)	0.001m	10^{-3}m
Micrometre (μm)	0.000001m	10^{-6}m
Nanometre (nm)	0.000000001m	10^{-9}m

Section 7: Transport Across Membranes

Cell Structure	Definition	Uses
Diffusion	Spreading out of the particles (gas/ solution) resulting in a net movement from an area of higher concentration to an area of lower concentration.	Oxygen and carbon dioxide in gas exchange (leaves and alveoli). Urea from cells into the blood plasma for excretion in the kidney.
Osmosis	The diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane.	Movement of water into and out of cells.
Active Transport	The movement of substances from a more dilute solution to a more concentrated solution (against a concentration gradient). Requires energy from respiration.	Absorption of mineral ions (low concentration) from soil into plant roots. Absorption of sugar molecules from lower concentrations in the gut into the blood which has a higher sugar concentration.

Section 8: Factors Affecting Diffusion

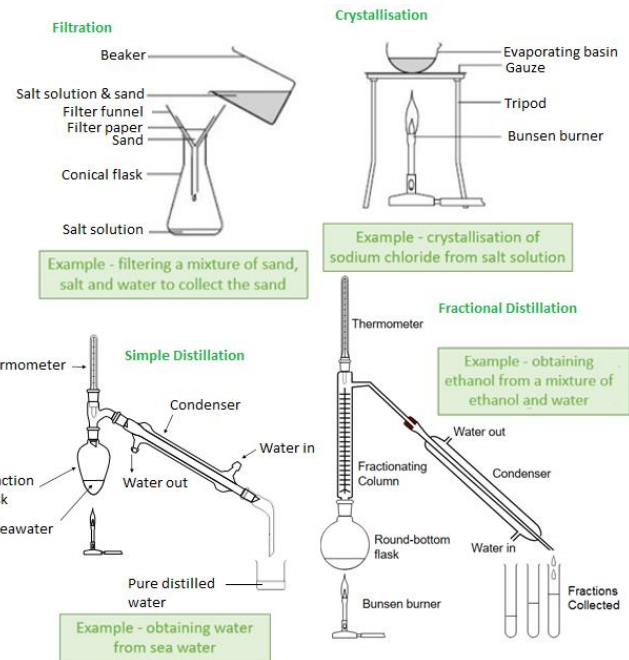
Factor	Explanation
Difference in concentrations (concentration gradient)	The greater the difference in concentrations, the faster the rate of diffusion.
Temperature	Particles move more quickly at higher temperatures, so rate of diffusion increases.
Surface area of membrane	The greater the surface area the quicker the rate of diffusion.

Section 9: Adaptations of Exchange Surfaces

Large surface area
Thin membrane to provide a short diffusion path
Ventilation (in animals for gas exchange – maintains a concentration gradient)
Efficient blood supply (in animals – maintains a concentration gradient)


Section 1: Key Terms

Atom	The smallest part of an element that can still be recognised as that element. No overall electrical charge. Very small, radius of 0.1nm.
Element	An element contains only one type of atom. Found on the Periodic Table. There are about 100 elements.
Compound	Two or more different elements chemically bonded with each other.
Mixture	Contains two or more elements or compounds not chemically bonded. Can be separated using physical methods e.g. by filtration, crystallisation, distillation and chromatography.
Filtration	A process that separates mixtures of insoluble solids and liquids.
Crystallisation	A process that separates a soluble solid from a solvent by evaporating the liquid to leave crystals.
Distillation	A process that separates a mixture of liquids based on their boiling points.
Chromatography	A process that separates mixtures by how quickly they move through a stationary phase (e.g. paper chromatography)
Isotope	An atom of the same element with same number of protons but different numbers of neutrons.
Relative atomic mass	An average value of mass that takes account of the abundance of the isotopes of the element.



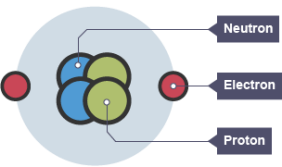
Section 2: Development of Atomic Model

Plum Pudding



Thompson's plum pudding model shows that the atom is a ball of positive charge with negative electrons embedded in it. Was incorrect.

Nuclear Model



Rutherford's alpha particle scattering experiment found a central area of positive charge. The nuclear model has a positive nucleus and electrons in shells. Chadwick later discovered neutrons. Bohr discovered the arrangement of electrons in shells.

Mass number – the total number of protons and neutrons

Atomic number – the number of protons (the number of electrons is the same in an atom)

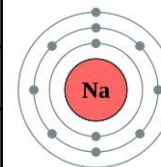
Electron configuration– Electrons fill the first energy level (shell) first.

Maximum electrons: 2 electrons in first shell, 8 in the 2nd, 8 in the 3rd.

Section 3: Properties of Sub-Atomic Particles

Sub-atomic particle	Mass	Charge	Position in Atom
Proton	1	+1	Nucleus
Neutron	1	0	Nucleus
Electron	Very small	-1	Orbiting in shells

²³₁₁Na



Section 1: Key terms

Dissipation	Energy becoming spread out to the stores of surrounding objects (usually wasted thermal energy.)
Lubrication	A method of reducing unwanted energy transfers by application of a lubricant (e.g. oil) to reduce friction. Occurs in machines.
Insulation	A method of reducing energy transfers by the use of insulators. Occurs in buildings e.g. Loft insulation.
Conservation of energy	The law that states that energy cannot be created or destroyed.
Closed system	An isolated system in which no energy transfers take place out of or into the energy stores of the system.
Work	Work is done on an object when a force makes the object move.
System	Object or group of objects.
Friction	A contact force resisting the relative motion between two surfaces. Friction in machines always causes energy to be wasted.
Input energy	Energy supplied to a device.
Useful energy	Energy transferred to where it is wanted in the way it is needed.
Wasted energy	Energy that is not usefully transferred.
Efficiency of a device	The proportion of the total input energy that is transferred in useful ways.

Section 3: Methods of energy transfer (also known as energy carriers)

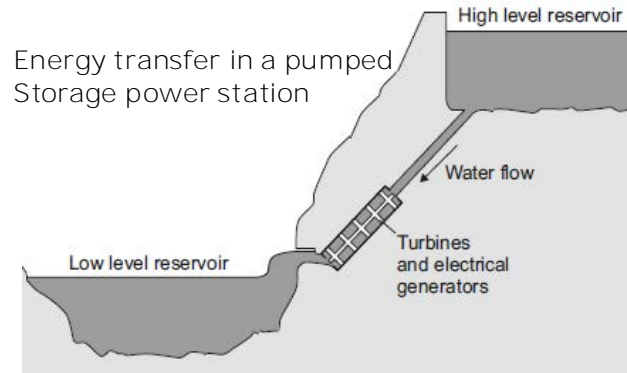
Mechanical	Energy transferred by forces acting on objects.
Electrical	Energy transferred when an electric current flows through a device.
Radiation	Energy transferred by electromagnetic radiation (visible light, microwaves, etc.) or by sound waves.
Heating	Energy transferred by conduction, convection or radiation.

Section 2: Different kinds of energy stores

There are a limited number of energy stores.	
Chemical energy	(e.g. fuel + oxygen) – Can be changed by bonds being made/broken
Kinetic energy	All moving objects have it.
Gravitational Potential energy	Energy stored in objects raised up against the force from gravity (possessed by anything that can fall.)
Elastic Potential energy	Energy stored in an object that has been stretched (stretched springs, rubber bands, elastic band etc.)
Thermal (Heat) energy	Flows from hot objects to colder objects.
Nuclear store	Energy stored in the nuclei of atoms. Can be released by the fusing or splitting of nuclei.
Magnetic	Two separated magnets that are attracting, or repelling.
Vibrational	Energy from vibrations or moving to and fro (e.g. a pendulum).
Light, electrical (as in a current) or sound are not energy stores. These are active processes and cannot be stored in a stable state. Electricity is a flow of charge that transfers energy from one energy store to another.	

Section 4: Energy transfers

A Coal fire	Energy is shifted from a store when a fuel like coal burns. The chemical store (fuel) is depleted and the thermal store is filled.
Bow & arrow	Elastic potential energy → kinetic and thermal energy
Placing a book on a shelf	When the book is lifted onto the shelf, energy is shifted from the chemical store of your arm to the gravitational store of the book.
Apple falling from a tree	When an apple falls and gains speed, its store of gravitational potential energy decreases and its kinetic energy store increases. When it hits the ground its kinetic energy is then transferred into thermal and sound energy.



Energy transfer in a pumped Storage power station

When electricity is needed, water from the high level reservoir is allowed to flow into the low level reservoir. The flowing water generates electricity. The water in the high level reservoir stores gravitational potential energy. The flowing water has kinetic energy. The water turns the turbine which is connected to the generator. The generator produces some sound, this is wasted energy.

Section 6: Improving efficiency (HT)

Why devices waste energy	How to reduce the problem
Friction between moving parts causes heating	Lubrication of moving parts reduces friction
The resistance of a wire causes wire to get hot when current passes through.	Use wires with as little resistance as possible
Air resistance causes force on a vehicle that opposes its motion.	Streamline the shape of the vehicle to reduce air resistance.
Working machinery creates sound	Tighten loose parts to reduce vibration which will reduce the noise.

Section 7: Energy dissipation & Electrical appliances

An electrical appliance is designed for a particular purpose and should dissipate (waste) as little energy as possible.

Appliance	Useful energy	Wasted energy
Light bulb	Light emitted from glowing element	Filament heats surroundings
Electric heater	Heating the surroundings	Light emitted from the glowing element
Toaster	Heating bread	Toaster case heats up and heats air around it.
kettle	Heating water	Kettle itself also heats up and the air around it.
TV	Light and sound	Heating of the TV's casing and heat transferred to surroundings.

Section 5: Equations to learn

Equation	Units
Kinetic energy = $0.5 \times \text{mass} \times \text{velocity}^2$ $E_k = 0.5 m v^2$	Energy – Joules (J) Mass – kilograms (kg) Velocity – metres per second (m/s)
Gravitational potential energy = mass x gravitational field strength x height $E_p = m g h$	Energy – Joules (J) Mass – kilograms (kg) Gravitational field strength – Newtons per kilogram (N/kg) Height – metres (m)
Power = energy transferred ÷ time $P = \frac{E}{t}$	Power – Watts (W) Energy transferred – Joules (J) Time – seconds (s)
Power = work done ÷ time $P = \frac{W}{t}$	Power – Watts (W) Work done – Joules (J) Time – seconds (s)
Work done = force x distance moved	Work done – Joules (J) Force – Newtons (N) Distance – Metres (m)
Efficiency = $\frac{\text{useful energy output}}{\text{total energy input}}$	Energy – Joules (J)
Efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	Power – Watts (W)



Key Dates

28 June 1914	Assassination of Archduke Franz Ferdinand, heir to Austro-Hungarian throne.
4 August 1914	Germany invades France. Britain declares war on Germany.
1 July – 18 Nov 1916	Battle of the Somme
11 November 1918	Armistice declared. End of World War One.

Causes of World War One

Long Term Causes

Militarism	Building up of armies
Alliances	Friendships between countries
Imperialism	One country trying to take over another country
Nationalism	Love for your own country



Short Term Cause

Assassination of Archduke Franz Ferdinand .



Key Concepts

Cause & Consequence – Why things happen in History, what causes them, what the effects are.

Similarity & Difference – How the lives of different groups of people in the past are different and how they are different to today.

Significance – How important events and people are in the past and how much of an impact they have today.

Key Words



Cause - An event which makes another event happen

Long-term cause - A cause which took place a long time ago / had been taking place over a long time.

Short-term cause - A cause which happened just before the event it triggered e.g. assassination of Franz Ferdinand.

Artillery – Large guns which could fire explosive shells for miles.

Bayonet – A type of long knife soldiers attached to their rifles to attack the enemy.

Machine Gun – Type of gun which could fire up to 600 bullets per minute.

Mustard Gas – A type of poison gas developed by the Germans in 1917.

Rifle – long-range gun used by ordinary soldiers in the trenches.

Shells – Explosives which could be fired by the artillery and which would explode when they hit an object.

Shell-shock – A condition where soldiers who had been traumatised with the fighting would often have nightmares, or even stop talking. Now known as Post-traumatic stress disorder.

Trench – A ditch dug by soldiers to protect them from the enemy. Most men fighting in Europe in World War One stayed in trenches on the battlefield.

Western Front – The battlefields in West Europe (France, Belgium and Holland) where many British soldiers fought.

Key People



Franz Ferdinand – Archduke of Austria-Hungary. Assassinated in June 1914 in Sarajevo, Bosnia by Gavrilo Princip.

Gavrilo Princip – Serbian freedom fighter/terrorist who assassinated Franz Ferdinand.

Black Hand Gang – Group of Serbian freedom fighters/terrorists led by General Apis.

Kaiser Wilhelm II – Ruler of Germany.

Tsar Nicholas II – Ruler of Russia.

King George V – Ruler of Britain and the British Empire.

Raymond Poincaré – President of France.

Lord Herbert Kitchener – British Secretary of State for War and responsible for recruiting British troops.

Walter Tull – First black officer in British army in World War One.

Flora Sandes – Only British woman to fight on the frontline in World War One.



How did the war start?

Militarism

Britain spent £50million building up their armed forces to protect themselves against Germany. They developed a highly trained unit called the British Expeditionary Force. Germany built battleships based on the British design of the Dreadnought.

Alliances

In 1888 Germany, Austria-Hungary and Italy formed the Triple Alliance. In 1907 Britain, France and Russia formed the Triple Entente. Germany had developed the Schlieffen Plan to deal with a war on both fronts against France and Russia.

Imperialism

France, Germany and Britain had fought against each other for control of Africa. In 1905 and 1911 Germany threatened Britain and France by supporting Moroccan independence.

Nationalism

All countries believed their countries should be the most powerful and have the largest empire. This caused tension between France, Britain and Germany.

In the Balkans, Serbia was the strongest country and wanted to free fellow countries like Bosnia from the rule of the Austro-Hungarian Empire. This led to the Assassination of Franz Ferdinand.

Assassination of Franz Ferdinand

On 28th June 1914 the heir to the Austro-Hungarian throne, Franz Ferdinand was assassinated in Sarajevo in Bosnia. His killer was Gavrilo Princip from Bosnia who claimed he wanted to free Serbia from Austria-Hungary.

Austria then decided to punish Serbia for his death by bombing them. This led Russia to come in to defend Serbia. This led Germany to come in to defend Austria-Hungary. Germany then used the Schlieffen Plan to attack France before Russia had a chance to attack too. This led Britain to defend France. By 4th August all major European countries were at war.

It became a World War because these countries all got their empires to support them.



Key Words



Battle of the Somme – One of the worst battles in the First World War. Around 125,000 men were killed and at least 300,000 were wounded.

Blockades – using submarines and battleships to stop supply ships getting through. Germany and Britain used this against each other.

'Conchies' / Conscientious Objectors – people who refused to fight in the war due to strong religious or moral beliefs.

Creeping Barrage – Tactic developed by the British in the Battle of the Somme where artillery would fire ahead of troops so that German soldiers could not see the British advancing.

Going 'over the top' – Phrase meaning that men would climb out of their trenches to go to fight the enemy.

Home Front – The experience of the war back in Britain.

Munitions – Weapons and guns.

No-Man's Land – Area between the trenches which neither side owned.

Rationing – Government control of the amount of food people could get to prevent shortages.

Stalemate – A war where no-one is winning.

U-boats – Submarines.

WAAC – Women's Auxiliary Army Corps – formed in 1917 to put women in jobs in the army which men had previously done in order to free up men to fight.

War of Attrition – a slow war where each side tries to wear the other down by sending more and more soldiers to fight.

Key People

Field Marshal Douglas Haig – leader of the troops at the Battle of the Somme; nicknamed 'The Butcher of the Somme' due to the high death toll.

Queen Mary – wife of George V. Sponsored the creation of the WAAC.

Queen Alexandra – Danish mother of George V. Sponsored the creation of the Queen Alexandra's Nursing Corps.

Princess Sophia Duleep Singh – former Suffragette who also volunteered as a nurse in WW1.



Conditions in the Trenches

Western Front

- Most fighting for British soldiers took place in the trenches which stretched south from Belgium to the borders of Switzerland.
- Conditions were horrible with mud, cold, fleas and rats causing problems for soldiers. Soldiers would often wait weeks before they could 'go over the top' to fight in 'No-man's land'.
- One of the bloodiest battles was the Battle of the Somme 1st July to 18th November 1916.
- It was a war of attrition where most battles won very little ground. This largely resulted in a stalemate until the USA joined on the side of Britain and France in April 1917.
- Around 5,700,000 British men (from England, Scotland, Wales and Ireland) fought in World War One.
- Around 880,000 men from Britain and the British empire died in the war; around 1,700,000 were wounded.

Home Front

- Women had to take over many men's roles including firefighters, police officers, coal delivery workers.
- Food shortages were a problem by 1917 due to German blockades of supplies and the Women's Land Army was set up to provide food.
- Bombings by Germany by plane and torpedoes from u-boats killed civilians in Britain. Around 16,000 British civilians died on the Home Front.

Role of Women

- Around 1 million women served in munitions factories dealing with dangerous chemicals such as TNT. Women's hands were dyed yellow resulting in 'canaries' nickname.
- Around 2,000 women served as nurses in World War One; in 1914 there were around 1,000 female doctors – some treated soldiers at home and some on the battlefields abroad.
- Women also served at the battlefields as ambulance drivers such as Mairi Chisholm and Elsie Knocker.
- Only one British woman served as frontline soldier. Flora Sandes served in the Serbian army until she was wounded.



India

- Over 1 million Indian soldiers served Britain in World War One. They fought in France and Belgium, Egypt and East Africa, Gallipoli, Palestine, China, Singapore and Mesopotamia. Many of them served in the Indian Expeditionary Force which was formed in Egypt in 1914 to protect the Suez Canal.
- Around 700,000 Indian soldiers lost their lives in World War One.
- Indian regiments included Sikhs, Muslims and Hindus although sometimes regiments were divided along religious lines such as the 36th Sikhs.
- There were a number of specific Sikh regiments including the Black Lions who fought in East Africa and Mesopotamia. Around 100,000 Sikhs served in the British army in World War One.
- Muslim regiments from India, Yemen and Somalia served in the British army in France, Belgium, Gallipoli, Salonica, East Africa, Mesopotamia, Egypt and Persia. At least 400,000 British Muslim soldiers served in World War One.
- Indian regiments fought alongside British regiments from mainland Britain but also from other countries in the British Empire.

Africa

- Around 60,000 black South Africans served in the British Army, with around 120,000 other black African soldiers also serving. They came from other British colonies such as Nigeria, the Gold Coast, Sierra Leone, Gambia and Somalia.
- Lionel Turpin was a sailor from British Guiana. He served in the No.32 British Expeditionary Force in the Battle of the Somme and was awarded two medals for bravery.

West Indies

- The British West Indies Regiment was made up of over 15,000 people from British colonies in the Caribbean – over 10,000 people came from Jamaica.
- Most British West Indies Regiment soldiers were used in essential non-combat roles in Egypt, Mesopotamia and some areas of Europe.



The End of World War One

World War One ended on the 11th November 1918 when Germany and France agreed to sign an Armistice. This is why Remembrance Day is the 11th November each year and we remember the war at 11 o'clock on that day.



Lest We Forget.



Key Dates

11 November 1918	Armistice declared. End of World War One.
June 1919 & Jan 1920	Treaty of Versailles signed and ratified.
October 1929	Wall Street Crash. Start of Great Depression.
January 1933	Adolf Hitler becomes Chancellor of Germany.
August 1934	Adolf Hitler becomes Führer of Germany.
1935	Hitler reintroduces conscription.
March 1936	Hitler marches into the Rhineland.
March 1938	Hitler annexes Austria (Anschluss).
September 1938	Munich Agreement. Chamberlain's 'Peace in our time' statement. Hitler takes over the Sudetenland.
March 1939	Hitler takes over the whole of Czechoslovakia.
August 1939	Hitler and Stalin sign the Nazi-Soviet Pact (sometimes called the Molotov-Ribbentrop Pact)
September 1939	Hitler and Stalin invade Poland. Britain declares war on Germany.
May-June 1940	Hitler invades France. France surrenders. Britain retreats at Dunkirk.
June 1941	Operation Barbarossa sees German troops invade the USSR (Russia).
December 1941	Japanese bomb Pearl Harbour in Hawaii. USA enters the war.
January 1943	Germany loses the Battle of Stalingrad in the USSR and El Alamein in North Africa. The tide turns.
6 June 1944	D-Day landings
7 May 1945	Germany surrenders. Victory in Europe (VE).
2 September 1945	Japan surrenders. Victory in Japan (VJ).

Key Words

Cause - An event which makes another event happen

Long-term cause - A cause which took place a long time ago / had been taking place over a long time.

Short-term cause - A cause which happened just before the event it triggered e.g. assassination of Franz Ferdinand.

Anschluss - Term meaning that Germany and Austria were united. This was forbidden under the Treaty of Versailles.

Conscription - Forcing men to join up to the armed forces.

Czechoslovakia - Country which existed from 1918-1993. It included Czechia/Czech Republic and Slovakia.

D-Day - Day when British and US troops invaded France to fight the Nazi forces and liberate Europe.

Dunkirk - Famous retreat for the British where soldiers had to flee France in whatever boats they could find.

Führer - literally means 'leader'. Nazis would call Hitler their leader.

Great Depression - Economic crash of the 1930s which resulted in unemployment, hunger and homelessness throughout the world.

Nazi-Soviet Pact - treaty between Hitler (Germany) and Stalin (USSR/Russia) which agreed they would both invade and split Poland down the middle at the Oder-Niesse line.

Operation Barbarossa - Name of the Hitler's invasion plan of the USSR (Russia).

Terms - The rules which have to be followed in a peace treaty.

Treaty of Versailles - Peace treaty signed after World War One. The terms were very harsh to Germany.

Wall Street Crash - Event in the USA where the stockmarket crashed. This created the Great Depression.

Key People

Woodrow Wilson - President of the USA 1913-1921. Attempted to create peace during and after WW1.

George Clemenceau - Prime Minister of France 1917-1920. Wanted to destroy Germany through Treaty of Versailles.

David Lloyd George - Prime Minister of Britain 1916-1922. Wanted to balance punishing Germany and fighting off the threat of communism in Europe.

Adolf Hitler - Austrian leader of the Nazi Party from 1921 and of Germany from 1933-1945. Failed artist, soldier in WW1, responsible for the Holocaust.

Joseph Stalin - Leader of the USSR (Russia). Ally of Germany from 1939-1941 and then of Britain and the USA 1941-1945.

Neville Chamberlain - Prime Minister of Britain from 1937-1940. Famous for policy of Appeasement and mistakenly claiming he had 'Peace in our time' with Hitler.

Winston Churchill - Prime Minister of Britain from 1940-1945. Famous for his 'we will fight them on the



Causes of WW2

Treaty of Versailles

- Germany was forced to accept the Treaty. They called it the **Diktat**.
- Germany had to pay £6.6 billion in reparations to Britain and France; they were not allowed an air force, submarines or tanks; they were only allowed 100,000 soldiers.
- Germany lost a lot of land e.g. Alsace-Lorraine which went to France; Posen which went to Poland; and the Sudetenland which went to Czechoslovakia. Germany was not allowed to march troops into the Rhineland as this was meant to be **demilitarised**.
- The **League of Nations** was set up as part of the Treaty of Versailles. Ultimately it failed to prevent war because it had little power.

The Great Depression

- The Wall Street Crash in 1929 created the Great Depression. Millions worldwide were unemployed, homeless and hungry. This led to the growth of extremism.
- In Germany the Nazi Party became more popular, allowing Hitler to become Chancellor of Germany in January 1933 and later supreme leader (**Führer**) of Germany.

Appeasement

- During the Great Depression, Britain and France were focused on the suffering of their own people and the threat of strikes. This meant they cut back on defence spending.
- The policy of Appeasement meant that Britain and France tried to give Hitler some of what he wanted in the hope they could prevent war.
- They allowed him to march into the Rhineland in 1936, to unite with Austria in 1938, and gave him the Sudetenland in 1938. All of this just increased Hitler's belief that no-one would stop him.

Nazi Soviet Pact

- Stalin, the leader of the USSR (Russia) had tried to ally with Britain and France but they spurned him.
- Instead he signed an agreement with Hitler in 1939 which agreed they would not attack each other and would split Poland.

Key Words

Armistice – An agreement to stop fighting/ceasefire.

ATS – Auxiliary Territorial Service. Women's branch of the army. Not allowed to fight on frontline but fulfilled nearly all other roles.

Blitzkrieg – German war tactic to attack quickly and with maximum force to overrun the enemy

The Blitz – The bombing of Britain by Germany, particularly in London and other cities like Leicester, Birmingham and Coventry.

Demilitarised – No German soldiers were meant to be allowed this area.

Diktat – The German name for the Treaty of Versailles. It had been dictated (forced upon them).

Dominions – Countries in the British Empire who decided to join the war or not. There were self-governing dominions such as Australia and those who were controlled by London such as India.

League of Nations – Forerunner of the United Nations. Countries were meant to join and to discuss their problems rather than resort to war.

Maginot Line – Line of defences built up by France to attempt to prevent a German invasion

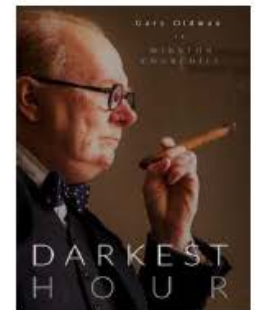
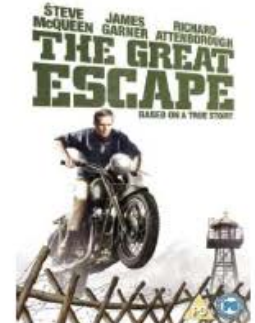
RAF – Royal Air Force – the air force in Britain made up of British but also a number of Polish airmen.

RIAF – Royal Indian Air Force.

Rhineland – An area of Germany which bordered France.

Stab in the Back Myth – Myth spread by the Nazis that Germany could have won WW1.

WAAF – Women's Auxiliary Airforce. Included female pilots who would deliver aircraft as well as fulfilling administrative roles.



These films have been selected as they are Certificate 12 or under. Please be aware that they may still have distressing scenes and it is advised parents watch all films before showing them to their children to assess their appropriateness.

The Phoney War

- Despite Britain's declaration of war on Germany in September 1939 there was very little fighting from then until May 1940.
- 9th May 1940 the Phoney War ended with the invasion of France.

French Defeat

- Germany used the tactic of **Blitzkrieg** to attack fast and hard when the French were least expecting it.
- The French had set up the **Maginot Line** of defences along their German border but these were useless against the German attack through the Netherlands and Belgium.
- The Germans used their **Panzer** units to quickly overwhelm allied forces.
- By 16th May 1940 the key French city of Sedan had fallen to the Germans. The British ordered a retreat after they failed at Arras.
- From 26th May to 4th June 1940 the British forces retreated from Dunkirk – over 338,000 soldiers fled to Britain, leaving France on its own.
- On 25th June France surrendered and became ruled by the **Vichy Government**.

The Battle of Britain

- From 10th July to 31st October 1940 Hitler's air force tried to invade Britain. They were fought off by the RAF.

The Blitz

- London and other major cities were bombed by Hitler's forces during WW2.
- Many children were evacuated from cities like London to the countryside to protect them.

Home Front

- Britain's Home Front included women taking on men's roles like fire-fighters, Air Raid Patrol (ARP) wardens, as well as non-combat military roles.
- Rationing was also a feature of life on the Home Front due to German blockades of food supplies. The Women's Land Army was set up to deal with this crisis. Items like clothes and shoes were also rationed.

Key Words

Evacuation – Sending of children from the cities to the countryside to protect them from bombings by German aircraft.

Panzer – German tank, heavily armoured.

Vichy France – The area of France run by the French government which had surrendered to the Germans.

The Role of India

- Over 2.5 million Indian men (Muslims, Hindus and Sikhs as well as other religions) volunteered to serve Britain in WW2.
- Many fought against the Japanese in Burma but also in North and East Africa, Italy and Greece.
- The Royal Indian Air Force fought against Japanese pilots and the Royal Indian Navy fought in the North Atlantic and Mediterranean against Germany and Italy. There were 40,000 Indian servicemen in the British Merchant Navy.

The West Indies

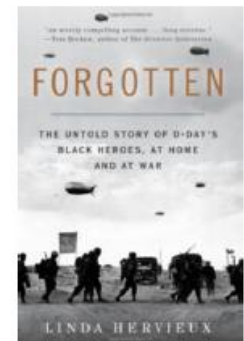
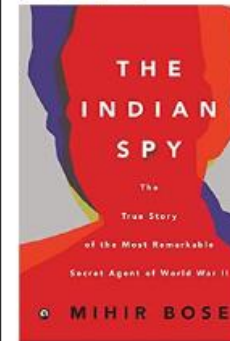
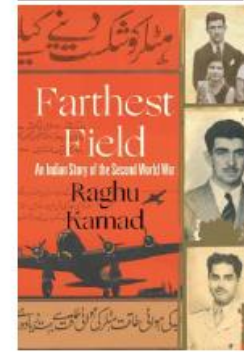
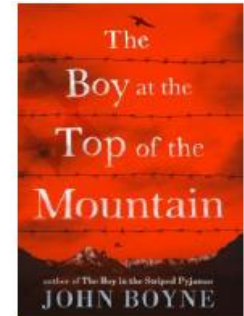
- Thousands of men from British colonies in the Caribbean such as Jamaica volunteered to fight.
- However, many Black men were not allowed to fight in the British army.
- Approximately 5,500 West Indian RAF personnel came to fight for Britain 1944-1945. West Indian women also served in the WAAF.

Other countries

- 629,000 soldiers came from Canada; 413,000 from Australia; 136,000 from South Africa; 128,500 from New Zealand.

VE & VJ Day

- Germany surrendered 7th May 1945 soon after Hitler's suicide. Japan on 2nd September 1945 after the USA dropped the atomic bomb.



These books have been selected to give a range of choices. The top two are fiction for children; the other four are history books for adults so will deal with adult themes.

The good news is that more books have been written on WW2 than anything else – so go wild in your local library or bookshop!



Key Dates

70 CE (AD)	The Romans attack Jerusalem. Many Jewish people are forced to flee to other countries.
1190	The whole Jewish community in York (around 150 men, women and children) are herded into Clifford's Tower and burned alive.
1290	King Edward I forces Jewish people out of England
1346-1353	The Black Death hits Europe. Many Jewish people are falsely blamed for spreading it and are murdered.
1596-1598	Shakespeare writes <i>The Merchant of Venice</i> which demonises a Jewish character, Shylock.
1837-1839	Charles Dickens writes <i>Oliver Twist</i> . He includes a Jewish character, Fagin, who is a thief and a murderer and who forces boys to steal from people.
1880s	Alexander II, Tsar of Russia, encourages people to murder Jewish people and burn their houses to force them out of the country.
1914-1918	First World War. Adolf Hitler is a Lance Corporal in the Bavarian Army.
1919	Treaty of Versailles signed by Germany's government. Adolf Hitler joins the German Workers' Party (DAP).
1921	Adolf Hitler takes over the DAP, re-names it the Nazi Party and submits his 25 Points.

Key Words



Holocaust – The word comes from the Greek meaning a 'burnt offering'. Jewish people in the years before the Roman attack on Jerusalem in 70CE used to burn offerings to God. This term is considered highly offensive by many Jewish people as it implies that God was pleased with the murder of the Jews by the Nazis.

Shoah – The word comes from Hebrew and means 'catastrophe' or a terrible tragedy'. This is the term that many Jewish people prefer to use as it more closely expresses the impact the murder of 6 million Jewish people by the Nazis had.

Unfortunately, many academic texts, documentaries and popular culture references still use the term Holocaust so we include it in our unit for ease of reference and to acknowledge that other groups of people were also murdered at this time.

Anti-Semitism – Hatred of Jewish people, Jewish culture, and Jewish religion.

National Socialist German Workers Party (Nazi Party) – Full name for the political party led by Adolf Hitler from 1921-1945.

Treaty of Versailles – Treaty signed by the German government in 1919 which punished Germany for World War One.

Armistice – The ceasefire signed by Germany on 11th November 1918 which ended World War One.

Stab in the Back myth – Belief spread by Hitler and the Nazis that Germany could have won the war but it was betrayed when the German government signed the Armistice and the Treaty of Versailles. Hitler blamed Jews and communists for this.

Communists – A group of people who believe that wealth should be shared out equally by the government. Some high-profile communists in Russia were Jewish so Hitler lumped them all together.

Key People

Adolf Hitler – Soldier in World War One. Leader of the Nazi Party from 1921-1945. Chancellor of Germany from 1933 and Führer of Germany from 1934-1945.



Heinrich Himmler – Leader of the SS (Hitler's private bodyguard and later his toughest and most loyal troops). The SS guarded concentration camps and carried out the mass murder of Jewish people.



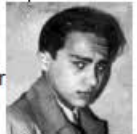
Hayim Nahman Bialik – Jewish poet who called for Jews to resist their persecution. Lived in Germany so saw anti-Semitism first hand. Died in 1934. Now Israel's national poet.



Ernst von Rath – Nazi diplomat assassinated in Paris 9th November 1938. His death was used as an excuse for Kristallnacht.



Herschel Grynszpan – 17 year old Polish Jewish teenager who shot Ernst von Rath.



Dr Karl Brandt – Hitler's personal doctor and the creator of the T4 programme which murdered 300,000 disabled and mentally ill patients.



Key Dates

1929	Wall Street Crash plunges Germany and the rest of the world into the Great Depression.
1933	The Nazi Party win the elections and Hitler becomes Chancellor of Germany. Persecution of Jews and other groups begins.
1934	Hitler becomes Führer of Germany. He now has complete power to make laws and imprison opponents.
1935	The Nuremberg Laws exclude Jewish people from citizenship in Germany.
1936	Berlin Olympics includes one Jewish person, Helene Mayer, on the German team.
1938	Kristallnacht – synagogues are burnt, and over 30,000 Jewish men and boys arrested and sent to concentration camps.
1939	Hitler invades Poland. The T4 programme starts – murdering 300,000 mentally ill and physically disabled people.
1940	Hitler invades France and Holland. Warsaw ghetto founded with more than 460,000 Jewish people imprisoned there.
1941	The Final Solution is created, authorising the systematic murder of 6 million Jewish people. The Nazis also continue the systematic murder of disabled, homosexual, Slav, Gypsy, Roma, Traveller communities throughout Europe.
1945	Hitler commits suicide. WW2 ends.
1945-1946	Nuremberg Trials.

Key Words

Twenty Five Points – Hitler's manifesto for the Nazi Party. It included anti-Semitic ideas such as 'no Jew can be a citizen of Germany'.

Mein Kampf – Hitler's autobiography written in 1924 which laid out his theories about the purity of race and how to murder Jewish and other people he thought were 'undesirable'.

Untermensch – Term used by the Nazis to describe anyone they believed was inferior to them.

Aryan – The 'pure' German race, according to the Nazis. They would have blonde or light brown hair and usually have blue or green eyes.

Slavs – Ethnic group who live in Eastern Europe including in Poland, Czechoslovakia and Russia. Hitler believed they were inferior.

T4 Aktion Programme – Systematic murder of people who were mentally ill, had severe learning difficulties, or who were physically disabled. It ran from 1939-1941 in Germany but continued throughout the war in other countries. People were murdered in their own hospitals by their doctors and nurses.

Final Solution – Known as the 'Final Solution to the Jewish Question' – a decision reached in 1941 (although confirmed in 1942 in the Wannsee Conference) that Jewish people (and other 'untersmensch') should be destroyed in concentration camps.

Zyklon B – The gas used to exterminate people in the gas chambers in death camps such as Auschwitz-Birkenau.

Concentration Camp – a prison camp used to imprison people who opposed Hitler and exploit them as workers to keep the war effort going.

Death / Extermination Camp – a prison camp, like a concentration camp, but established with the aim of murdering people.

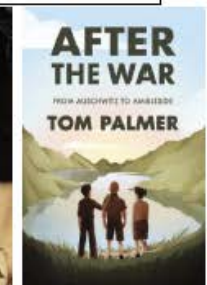
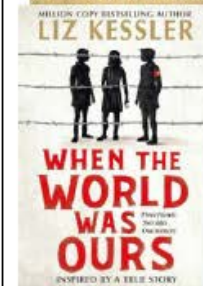
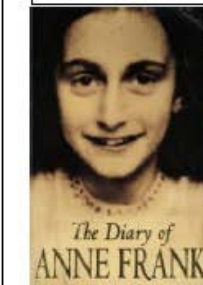
Auschwitz-Birkenau – most notorious camp in Poland, near Krakow. Approximately 1.1 million people were murdered here.

Key People

Annalies (Anne) Frank – German Jewish teenager who left a diary describing her experience of having to hide from the Nazis in an attic in Amsterdam, the Netherlands. She died in Auschwitz in 1945.



Sophie Scholl – German student and leader of the White Rose Gang which spread anti-Nazi leaflets in Munich. She was executed in 1943 by shooting.



These books have been selected as suitable for children aged 11-14 years. However, there will be parts of these books which can distress and lead to big and difficult questions. It is recommended that parents read and discuss these with their children.

Key Words

Einsatzgruppen – Groups of soldiers (often middle-aged and some former police officers) chosen to exterminate Jewish and other ‘undesirable’ people as the Nazis marched further into Eastern Europe.

Euthanasia – ‘Mercy killing’ – the Nazis believed that killing people who were ‘undesirable’ or members of the ‘untermensch’ was a mercy.

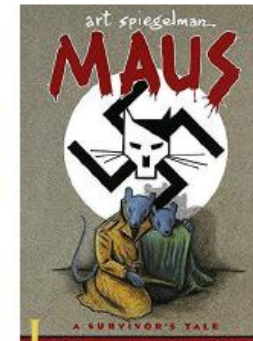
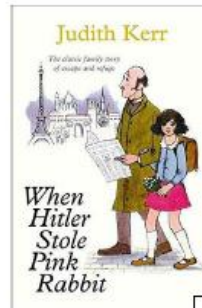
Fascism – The belief of the Nazis (and of the Italian government under Mussolini and the Spanish government under Franco during WW2) that war was good, men should be strong and brutal, and women should have children and stay at home. It also believed in the elimination of ‘inferior’ groups.

Gestapo – The Nazi secret police who would round up opponents and groups of people considered ‘untermensch’.

Ghetto – Area in a city, such as Warsaw in Poland, used to concentrate Jewish people into one area and starve them or work them to death. Warsaw Ghetto was founded in 1940 and cleared in 1943 with its inhabitants being sent to extermination camps.

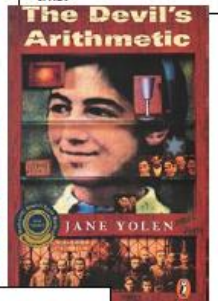
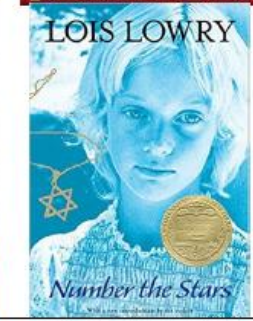
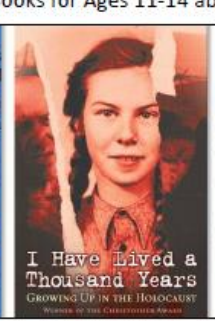
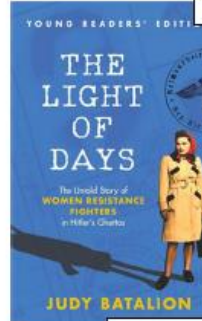
Resettlement – moving people to another location. This is what the Nazis claimed they were doing so that Jewish people did not panic. In actual fact they were being sent to extermination camps.

LGBTQ+ - Stands for Lesbian, Gay, Bisexual, Trans, Queer plus other groups. The Nazis wanted to eliminate anyone who was not heterosexual and willing to act in a way which fitted the Nazi's view of how men or women should behave. We don't have exact figures but it is estimated that around 50,000 people were exterminated by the Nazis. The majority of these were gay men.

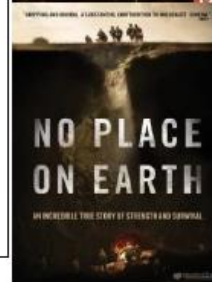


Maus is a controversial graphic novel which tells the story of the Holocaust by a man trying to collect his father's memories. Some people have praised it for its ability to present the humanity while rendering the people as animals. Some people have found it impossible to get past this.

Books for Ages 11-14 about the Holocaust



Films with 12, PG or U Certificate. This does not mean they are without distressing themes





B) Water stress and drought

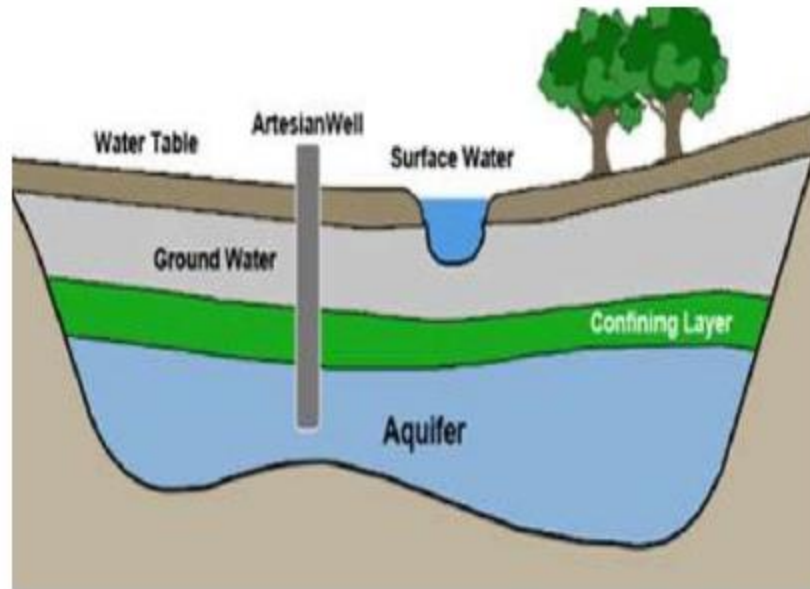
- Many countries are facing water stress including Saudi Arabia, Yemen and Oman.
- **Water stress** is where the demand for water exceeds the availability
- **Exceeds** means to go above
- Population growth and falling rainfall is causing an increase in water stress
- The level of water in underground **aquifers** is falling. In some places this decreasing by 6 metres per year
- An **aquifer** is an ancient supply of water deep beneath the ground
- Water stress will impact on the **social and economic** development of countries in the Middle East
- Farmers will not be able to grow crops or rear animals. This could lead to a rise in food prices and eventually food shortages.
- In the future water shortages could lead to conflict in the region.

C) Maths

- 1- Range – take the lowest number away from the highest number
- 2- Mean – add up all of the numbers and divide by how many numbers there are
- 3- Median – place the numbers in numerical order and select the middle number

A) Middle East's physical geography

- The Middle East is a transcontinental region, located where Asia, Africa and Europe meet.
- This region is rich in oil
- There are two seasons. Winter and summer. Even winters are hot.
- The climate can be described as arid. There is little rainfall in the region.
- The northern countries receive the most rainfall including Turkey and Syria.



D) Causes of war/conflict

- Economic gain (to take control of another country's wealth)
- Territorial gain (to take control of land)
- Nationalism (to prove your country is superior/better than another country)
- Civil war (fighting between different groups of people within the same country)
- Revolutionary war (when large numbers of people in a country tries to topple the government or leader of a country)

E) Causes of the civil war in Syria

- 1- Many people in Syria had been unhappy with President Assad for a long time. There was high unemployment and corruption.
- 2- In 2011 15 school children were arrested for writing anti-government graffiti on a wall. People were unhappy with this and so started to protest.
- 3- The government responded angrily opening fire and killing 4 protesters.
- 4- People demanded that the president resign. Fighting broke out between the president's supporters and those against the president (called rebels)
- 5- Russia and Iran became involved. Carrying out air strikes against cities held by rebel groups
- 6- The USA has shipped weapons to support the rebels
- 7- The UK and France carried out air strikes against government forces after they reportedly used chemical weapons against civilians (people not involved in the fighting)

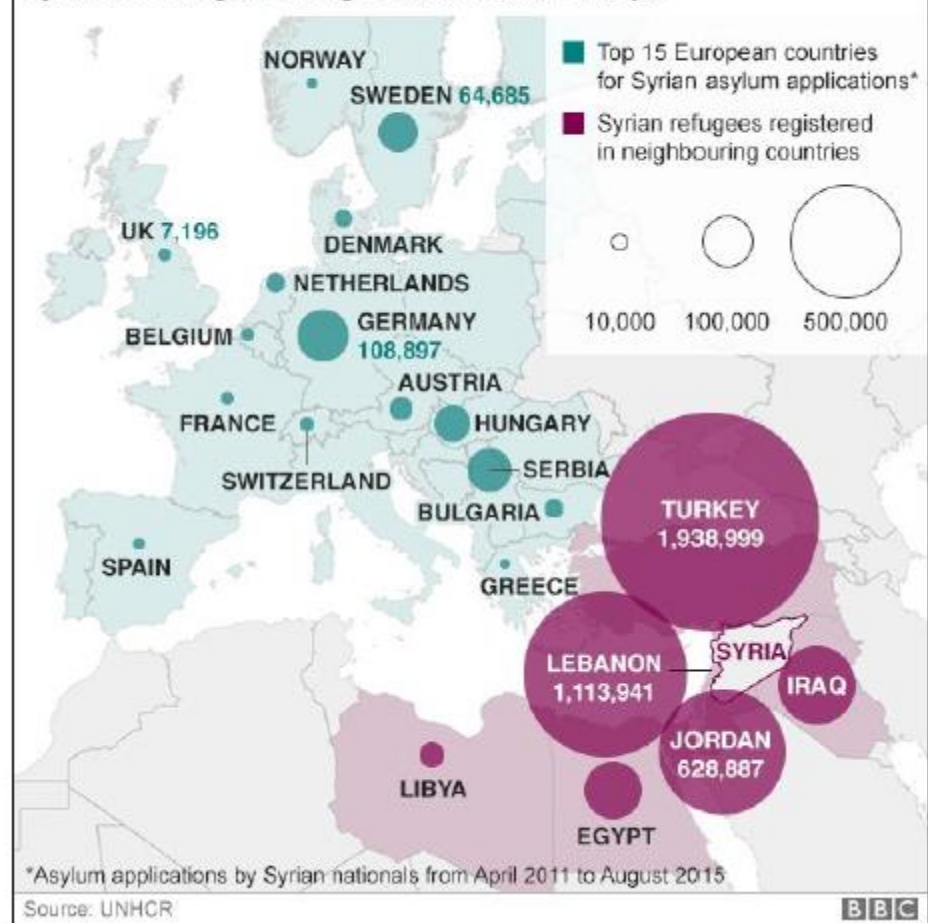
F) Key terms

- **Refugee** – a person fleeing from war, persecution or natural disasters. They are protected by law. People have to prove they are a refugee if they want a safe country to accept them
- **Asylum seeker** – someone who claims to be a refugee, looking for a safe place to live. But whose case has not yet been proven.
- **Migrant** – A migrant is a person who moves from one place to another. Refugees are a type of migrant. Another type is an economic migrant. Someone who moves to another country for a job there. Refugees are very different to economic migrants.

G) Refugee movements from Syria

- Around 6 million refugees have now left Syria. 2.7 million are in Turkey and 1 million are in Jordan.
- Germany, Bulgaria and Sweden are the European countries that have accepted the most refugees from Syria.
- Only 3000 Syrian refugees have applied for asylum (safety) in the UK in comparison to 160,000 in Germany.

Syrians in neighbouring countries and Europe



Areas of control in Yemen



I) Taking action

There are a number of things people in the UK can do to support people in Yemen and Syria

1. Write a letter to your local MP asking them to urge the government to support a ceasefire
2. Email the foreign secretary Jeremy Hunt through Oxfam's website asking him to ensure peace talks are successful
3. You can donate to charities like Oxfam that are busy providing lifesaving supplies to people in Yemen and Syria

H) Conflict in Yemen

The conflict in Yemen has caused a **humanitarian crisis**. It is threatening people's health, safety and well-being on a large scale.

It has a number of social and economic consequences for the people of Yemen

1. At least 10,000 people have died in the 3 and a half years since the conflict began. This is an estimate figure and it is expected to be more
2. Around 20 million people are **food insecure**
3. **Food security** is having reliable access to food at an affordable price
4. Hospitals and schools have been destroyed by air strikes
5. Transport infrastructure has been destroyed by air strikes making it difficult for aid to get to the places it is needed most.
6. 50% of the population struggle daily to get enough water to drink and grow food



AFRICA IS NOT A COUNTRY.

Key Vocabulary

Triangle of Trade	The journey of exchange made of goods and slaves between Europe, the Americas and Africa.
Colonisation	The action or process of taking over control over local people of an area.
Cash crops	A crop produced for its commercial value rather than for use by the grower.
Migrate	To move from one region or habitat to another according to seasons.

Natural Resources

Africa is rich in natural resources:

- It exports 16% of the world's uranium, used to produce nuclear energy.
- In 2011, Africa produced more than half of the world's diamonds and nearly 75% of the world's platinum.
- Africa has 10% of the world's oil and gas reserves.
- Africa is rich in forests, a source of major hardwoods.
- Nigeria and Libya are 2 of the leading oil producing countries in the world.

The History of Africa.

The Slave Trade

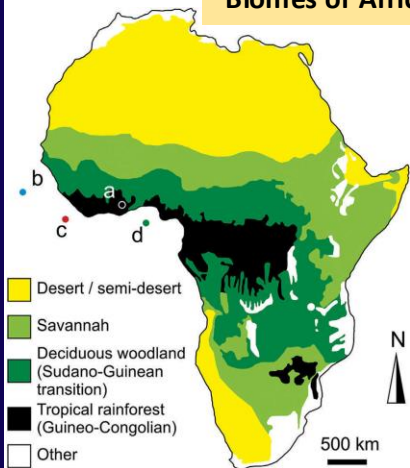
- Between the 1600's and the 1800's, 12-15 million Africans were sold into slavery.
- Europeans bought people in West Africa in exchange for goods, developing a triangle of trade.
- Slavery was abolished from 1833.

The Legacy of Colonisation.

- African countries began to gain their independence from Europe in the 1960's.
- Many countries have found the road to a strong and stable nation difficult.
- The wealth of natural resources continues to be over-exploited by European business.
- The best agricultural land is still used to grow cash crops rather than growing crops to feed the growing population of Africa.

"Africa is not poor, it is poorly managed" Ellen Johnson-Sirleaf, former president of Liberia.

Biomes of Africa



Savanna Biome

These are found to the north and south of tropical rainforests. Savanna regions have distinct wet and dry seasons. This biome has lots of wildlife within it however, animals may migrate great distances for food and water.

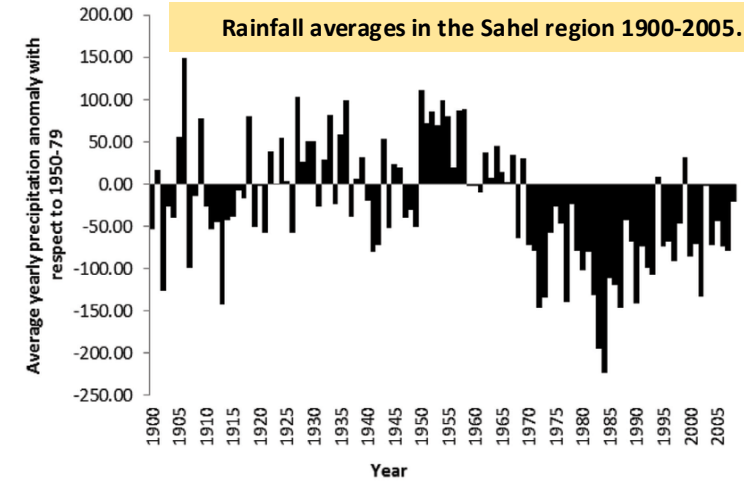


Is there a future for the

Desertification in the Sahel

- Droughts have occurred when the normally short rainy season is delayed or does not occur.
- Rains are very irregular in the Sahel along with rapid population increase, vegetation clearance and livestock overgrazing are causing the desert to spread southwards (desertification).

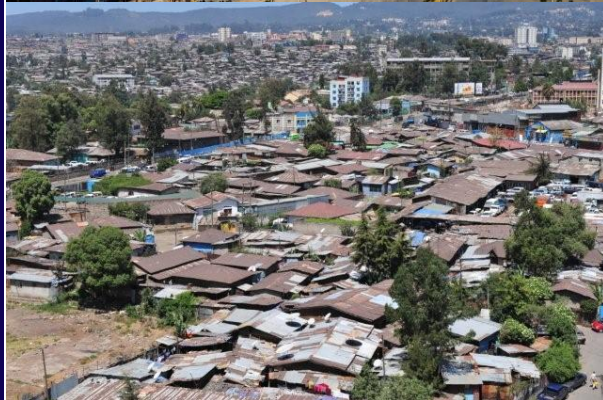
Rainfall averages in the Sahel region 1900-2005.



AFRICA IS NOT A COUNTRY.

Key Vocabulary

Landlocked	A country or region that is entirely surrounded by land.
Exports	A good or service sent to another country.



Urbanisation in Ethiopia.

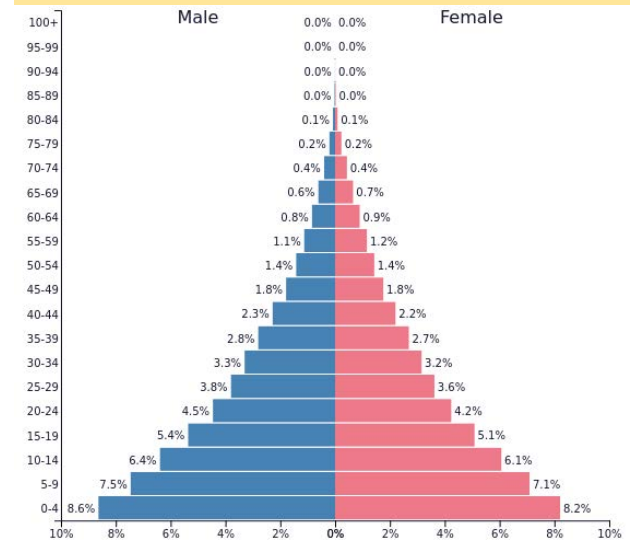
Ethiopia has the second largest population in Africa with over 100 million people. The government is trying to develop the economy of this landlocked country. Although 80% of the population is still rural, urbanisation and economic development are accelerating fast. Much of the population is located in the capital city, Addis Ababa which is located centrally in the country.

People move to the city as they think they will be better off however, they end up living in slums which is becoming a big problem. Slums are often built illegally, they offer cheap rent but they have limited access to water and toilets. This can lead to a spread of disease and lots of problems for the government to solve.

Government Projects to solve some of the problems in Addis Ababa:

- **Building:** Hundreds of thousands are built every year. These new houses are bought-t—own, and opportunities to live in them are distributed by a public lottery.
- **Infrastructure:** The Light Rail Transit, the first in Africa, opened in 2015. Built with Chinese support, it cost US\$475 million.
- **Business:** Attract multinational companies to build factories in the city offering incentives and cheap labour.

Population Pyramid for Nigeria, 2017.



PopulationPyramid.net

Nigeria - 2017
Population: 191,835,936

Trade between China and Africa.

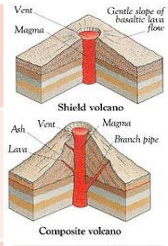
- 15% of Africa's exports, mainly natural resources, go to China.
- China provides 21% of Africa's imports, including a range of machinery, transportation, communications equipment and manufactured goods.
- China is funding the building of factories and construction of roads, railways, ports, airports, hospitals, schools and stadiums, spending billions of dollars a year in Africa.
- More than 1 million Chinese, most of them labourers and traders, have moved to the continent in the past decade.

The structure of the Earth

Types of volcanoes

The Crust	Varies in thickness (5-10km beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Shield	Made of basaltic rock and form gently sloping cones from layers of runny lava. Location: hot spots and constructive margins. Eruptions: gentle and predictable
Composite	Most common type found on land. Created by layers of ash and lava. Location: Destructive margins Eruptions: explosive and unpredictable due to the build of pressure within the magma chamber.
Hotspots	These happen away from any plate boundaries. They occur because a plume of magma rises to eat into the plate above. Where lava breaks through to the surface, active volcanoes can occur above the hot spot. E.g. Hawaii.



Volcanic Hazards

Ash cloud	Small pieces of pulverised rock and glass which are thrown into to the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.

Convection Currents

The Lithosphere is divided into tectonic plates which are moving due to convection currents in the asthenosphere.

- Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
- When lower parts asthenosphere heat up they become **less dense and slowly rise**.
- As they move towards the top they cool down, become **more dense and slowly sink**.
- These **circular movements** of semi-molten rock are **convection currents**
- Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

Case Study – Earthquake in an LIDC: Nepal earthquake, April 2015

Causes

- Pressure built up between the Indian and Eurasian plates at a COLLISION boundary. Pressure was released with no prior warnings, triggering a 7.8 magnitude earthquake.
- The focus was 15km below the surface (a shallow focus). The crust moved 3 metres in places.

Effects

547 landslides and avalanches were triggered. One was on Mt Everest and killed 12 people. 8635 people were killed \$10 billion damage 19009 people were injured 180 buildings in Kathmandu completely destroyed

Management

Short term emergency aid from charities (Red cross and Oxfam) was given in the form of: 10 tonnes of blankets, 50 tonnes of water, 2 tonnes of medical supplies. The Nepalese government were criticised for not acting quickly. Many rescue efforts were conducted by the public.

Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano. Having an emergency supply of basic provisions, such as food	Being ready and able to evacuate residents. Trained emergency services and a good communication system.

Earthquake Management

PREDICTING

Methods include:

- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

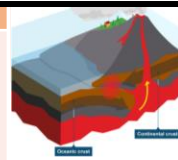
Types of Plate Margins

Geography Unit 4 – Tectonic hazards

Causes of Earthquakes

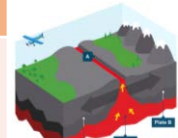
Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to melt and become molten magma. The magma forces its way up to the surface to form a volcano. This margin is also responsible for devastating earthquakes.



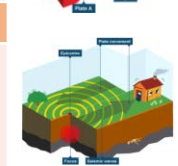
Constructive Plate Margin

Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge.



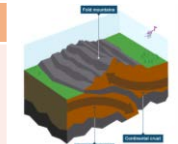
Conservative Plate Margin

A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.



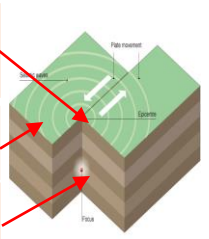
Collision Zones

Collision zones form when two continental plates collide. Neither plate is forced under the other, and so both are forced up and form fold mountains. These zones are responsible for shallow earthquakes in the Himalayas.



Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.



SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.

Depth of Earthquake

Shallow Focus	Deep Focus
-Usually small and common. -Seismic waves spread and damage wide area.	-Occur on destructive margins. -Damage is localised as seismic waves travel vertically.

How do we measure earthquakes?

Mercalli Scale	Richter Scale
<ul style="list-style-type: none"> Measures how much damage is caused, based on observations, not scientific instruments. Base from 'Instrument' and 'Weak' to 'Extreme' and 'Cataclysmic'. Limitations is that its subjective due to it being based on perception. 	<ul style="list-style-type: none"> Is a scientific measurement based on the energy released. Measured by seismometers using measurement from 1 – 10 Logarithmic – each point up the scale is 10 times greater than the one before.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

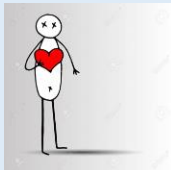


Earthquake proof buildings ideas

1. Counter-weights to the roof to help balance any swaying.	2. Roof made from reinforced cement concrete.
3. Foundations made from reinforced steel pillars, bail-bearings or rubber.	4. Windows fitted with shatter-proof glass to reduce breakage.
5. Lightweight materials that cause minimal damage if fallen during an earthquake.	6. Ensure gas pipes have an automatic shut off to prevent risk of fire.

Keyword	Definition
Sanctity of life	The belief that human life is sacred and precious, and that only God can end a life
Quality of life	The extent to which life is meaningful or pleasurable
Embryo	Unborn baby inside the womb (from conception up to 9 weeks or pregnancy)
Foetus	Unborn baby inside the womb (from 9 weeks up to birth)
Conception	The point at which the sperm fuses with the egg and the baby is conceived
Abortion	When a pregnancy is deliberately ended so that it does not result in the birth of a child
Viability	The point at which a baby could be born and survive independently of the mother (usually considered to be 24 weeks)
Pro-life	The belief that abortion is morally wrong and should be made illegal
Pro-choice	The belief that women should have the choice of whether to have an abortion
Backstreet abortion	Illegal and unregulated abortions which are often dangerous and result in injury or death to the woman
IVF	In Vitro Fertilisation; when an egg is fertilised by sperm in a laboratory then the embryo is inserted into the woman's womb
Euthanasia	The act of killing or permitting the death of a person suffering from a serious illness
Assisted suicide	Providing a seriously ill person with the means to commit suicide
Voluntary euthanasia	Ending a life painlessly when someone in great pain asks for death
Non-voluntary euthanasia	Ending a person's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
Active euthanasia	Taking specific steps to end a person's life (e.g. by poison, suffocation, overdose)
Passive euthanasia	Withdrawing or withholding treatment that is keeping a person alive, resulting in a sooner death
Dignitas	Clinic in Switzerland where people can go through assisted suicide
Palliative care	End of life care for the terminally ill; for example, in a hospice





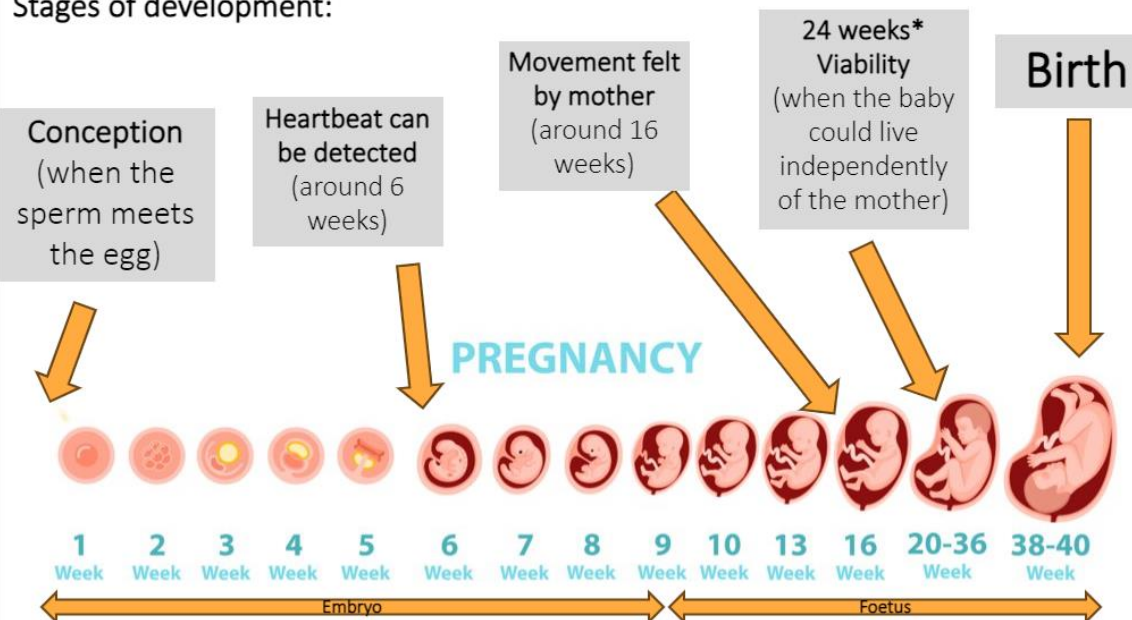
- **Sanctity of life** is accepted by all Christians; human life is precious and only God can end a life.
- The Bible says humans were made in the image of God, so human life should be protected
- *'Before I formed you in your mother's womb I knew you'* – Jeremiah 1:5



- **Quality of life** is accepted by most Humanists. Human life isn't inherently sacred; what's important is how meaningful or pleasurable it is.
- If someone is suffering with little chance of happiness, a Humanist may say life can be ended.
- *'I think those who are in great pain should have the right to choose to end their own life'* – Stephen Hawking

When does life begin?

Stages of development:



Abortion and the law

Abortion was permitted in the UK in the **1967 Abortion Act** up to 24 weeks of pregnancy, under certain conditions:

- For a woman to have an abortion, **two** doctors must agree on one of the following points:
1. The mother's life is at risk
 2. There is a substantial chance that the baby may be born severely disabled
 3. The mother's physical or mental health is at risk
 4. There is a risk to the health of existing children

For reasons 1 or 2 abortion can legally take place at any point in the pregnancy)

Pro-life arguments	Pro-choice arguments
<ul style="list-style-type: none"> Life begins at conception, the foetus is a person Doctors take the Hippocratic Oath to 'do no harm' Allowing abortion for disability devalues the lives of disabled people There are more compassionate alternatives such as adoption <p>Catholic Church:</p> <ul style="list-style-type: none"> Sanctity of life ('Let us make mankind in our image') Life begins at conception ('Before I formed you in your mother's womb I knew you') In the case of rape counselling/adoption should be considered; one sinful act shouldn't provoke another 	<ul style="list-style-type: none"> Nobody should be able to tell a woman what to do with her own body Banning abortions doesn't stop them – 70,000 dies every year from backstreet abortions Woman may have fallen pregnant due to rape Woman is already a person so she is more important than the foetus <p>Liberal Christian Churches:</p> <ul style="list-style-type: none"> Jesus taught to 'love thy neighbour'; we should show love and compassion to the woman Abortion may be the lesser of two evils (if the mother's life is at risk or the baby will be severely disabled) Christians should care for the poor; it is the poor who are most affected by backstreet abortions if it is illegal

IVF (In Vitro Fertilisation)

- An egg is removed and **fertilised** with sperm in a lab then returned to the woman's womb to develop.
- Can be carried out using a woman's eggs and her partner's sperm, or eggs and sperm from donors.
- IVF can be used if a couple can't get pregnant naturally (due to fertility problems, or if they are a same-sex couple)
- Postcode lottery; funding for IVF varies depending on where you live
- Can cost up to £10,000 per cycle

Should the NHS fund IVF?

Yes:

- Having a family is a Human Right
- Prevents the devastation caused by infertility
- Prevents discrimination against couples who can't conceive (e.g. same-sex couples)

No:

- The NHS should focus on saving lives rather than creating them
- There are other ways to have a family e.g. adoption
- Success rates are low so may waste money

Euthanasia – Case Studies



Tony Nicklinson: Suffered from Locked-in Syndrome following a stroke. Campaigned for doctors to be able to administer active euthanasia as he was too disabled to commit suicide. Died naturally after losing his court case.



Daniel James: 24-year old who travelled to Dignitas to die after becoming paralysed from the neck down in a sports injury.

Euthanasia and the law



- Euthanasia is **illegal** in the UK under the Suicide Act 1961; it can lead to a charge of **manslaughter or murder**.
- Doctors can administer painkillers which speed up death, if the person is nearing the end of their life.
- Life support can be switched off in a brain-dead patient
- Legal in some countries e.g. Switzerland, Canada, some US states

Arguments <u>for</u> euthanasia	Arguments <u>against</u> euthanasia
<ul style="list-style-type: none"> • People should be able to decide to die if they have a poor quality of life • Over 80% of the British public want euthanasia laws to change • Legalising euthanasia gives seriously ill people peace of mind that there is a way out if their suffering becomes too great <p>Most Christians:</p> <ul style="list-style-type: none"> • Sanctity of life ('Let us make mankind in our image') • Only God can decide when life ends ('There is no God beside me; I put to death and I bring to life') • 10 Commandments – 'You shall not kill' 	<ul style="list-style-type: none"> • Ill, elderly and disabled people may feel pressured to accept euthanasia to avoid becoming a burden • Doctors promise to 'do no harm'; they can't be expected to kill people • We should focus on improving palliative care rather than encouraging people to die <p>A few Christians</p> <ul style="list-style-type: none"> • Jesus taught to 'love thy neighbour'; we should show love and compassion to seriously ill people • Medical technology has advanced so far that we no longer know when God chooses for us to die • Lesser of two evils – it would be worse to force a person to suffer

CORE					
Time phrases/Sequencers		Key verb phrases		Connectives	
normally	normalement	I have	j'ai	but	mais
often	souvent	I have not	je n'ai pas de	and	et
usually	d'habitude	I am	je suis	because	car/ parce que
from time to time	de temps en temps	I am not	je ne suis pas	also	aussi
sometimes	quelquefois/parfois	I would like	je voudrais	however	cependant
tomorrow	demain	it is	c'est	therefore	donc
next week	la semaine prochaine	it is not	ce n'est pas	as	comme
Summer / Autumn	en été / en automne	there is	il y a	or	ou
Winter / Spring	en hiver / au printemps	there is not	il n'y a pas de	however	pourtant
morning/afternoon/evening	le matin/l'après-midi/le soir	it will be	ce sera	on the other hand	par contre
then	puis	I'm going to....	je vais +infinitive	fortunately	heureusement
always/still	toujours	you must	on doit +infinitive	unfortunately	malheureusement
at the moment	en ce moment	you must not	on ne doit pas +infinitive	in addition	en plus
later	plus tard	you can	on peut +infinitive		
in the future	a l'avenir	you cannot	on ne peut pas +infinitive		
yesterday	hier	it was	c'était	Negatives	
last night	hier soir	it wasn't	ce n'était pas	not	ne....jamais
last week	la semaine dernière	there was	il y avait	never	ne...pas
last year	l'année dernière	there wasn't	il n'y avait pas de		
next	ensuite	it would be	ce serait	Comparisons	
firstly	d'abord	it would not be	ce ne serait pas	more... than	plus ... que
after	après ça	if I was rich	si j'étais riche	less... than	moins ... que
before	avant	in an ideal world	dans un monde idéal		
lastly	enfin / finalement	in my dreams	dans mes rêves		
Quantifiers/ Intensifiers		Opinions		Idioms	
very	très	In my opinion	à mon avis / selon moi	How awful !	Quelle horreur !
too	trop	I think that	je pense que	What luck !	Quelle chance !
quite	assez	I Like	j'aime	What a surprise !	Quelle surprise !
a bit	un peu	I love	j'adore	What an idiot!	Quel imbécile !
really	vraiment	I don't like	je n'aime pas	It's brilliant !	C'est le pied !
a lot	beaucoup	I hate	je déteste	It's not my thing !	Ce n'est pas mon truc !
		I prefer	je préfère	It's a waste of time!	C'est une perte de temps !
		My favourite ... is	ma/mon.... préféré(e) est	It's a waste of money!	C'est une perte d'argent !
		I find that	je trouve que		

CHALLENGE					
Time phrases/ Sequencers		Key verb phrases		Opinions	
today	aujourd'hui	you can see	on peut voir	for me	d'après moi
each/every	chaque	if it is	si c'est	I believe that	je crois que
currently	actuellement	there would be	il y aurait	according to...	selon...
the next day	le lendemain	there would not be	il n'y aurait pas de	I really hate	j'ai horreur de
in my dreams	dans mes rêves	you could	on pourrait +infinitive	I really love	j'apprécie
in an ideal world	dans un monde idéal	you couldn't	on ne pourrait pas	I can't stand	je ne supporte pas
when I was little	quand j'étais petit (e)	you should	on devrait +infinitive	my friends say that	mes copains disent que
when I'm older	quand je serai plus âgé (e)	you shouldn't	on ne devrait pas	my parents say that	mes parents disent que
for 5 years	depuis 5 ans	you must	il faut +infinitive	my teachers say that	mes profs disent que
since I was 5 years old	depuis l'âge de 5 ans	you must not	il ne faut pas	my mum tells me that	ma mère me dit que
				my dad tells me that	mon père me dit que
Quantifiers/ Intensifiers		Negatives		I would say	je dirais que
so	si	no...more/longer	ne... plus	I like /love it / them	j'aime/j'adore ça
rather	plutôt	nothing	ne... rien	I am for	je suis pour
extremely	extrêmement	no one/nobody	ne... personne	I am against	je suis contre
frankly	franchement	neither ...nor	ne... ni... ni	I agree with	je suis d'accord avec
hugely	énormément			I disagree with	je ne suis pas accord avec
incredibly	incroyablement			what I like is	ce que j'aime c'est
				it seems that	il semble que
				as far as... is concerned	en ce qui concerne...
Connectives		Comparisons/ Superlatives		Idioms	
nevertheless	néanmoins	best	meilleur (e)	Although it is...	Bien que ce soit...
whereas	tandis que	worst	pire	That's life !	C'est la vie !
even if	même si	the best thing is	la meilleure chose est	What a shame !	Quel dommage !
furthermore	de plus	the most important	la chose la plus	What a disaster !	Quelle catastrophe !
since	puisque	thing is	importante est	What a pain !	Quel ennui !
not at all	pas du tout	what I like the most is	ce que j'aime le plus est	It was so boring !	C'était la barbe !
				I was over the moon!	J'étais aux anges !
				I was bored to death!	Je m'ennuyais à mourir !
				I've had enough!	J'ai le cafard !
				I was so fed up!	J'en avais marre !

CORE					
Time phrases / Sequencers		Key verb phrases		Connectives	
normally	normalmente	I have	tengo	but	pero
often	a menudo	I have not	no tengo	and	y
usually	generalmente	I am	soy / estoy	because	porque / ya que
from time to time	de vez en cuando	I am not	no soy / estoy	also	también
sometimes	a veces	I would like	me gustaría	however	sin embargo
tomorrow	mañana	it is	es / está	therefore	por lo tanto / por eso
next week	la semana próxima	it is not	no es / está	as	como
summer / autumn	en verano / otoño	there is	hay	or	o
winter / spring	en invierno / primavera	there is not	no hay	however / although	aunque
morning/afternoon/evening	por la mañana/ tarde/ noche	it will be	será	on the other hand	por otro lado
then	luego / después	I'm going to	voy a + infinitive	fortunately	por suerte
always/still	siempre / aún	you must	se debe + infinitive	unfortunately	por desgracia
at the moment	en este momento / ahora	you must not	no se debe + infinitive	in addition	además
later	más tarde / después	you can	se puede + infinitive		
in the future	en el futuro	you cannot	no se puede + infinitive	Negatives	
yesterday	ayer	it was	fue	not	no...
last night	anoche	it wasn't	no fue	never	no... nunca
last week	la semana pasada	there was	había	Comparisons	
last year	el año pasado	there wasn't	no había	more... than	más... que
two years ago	hace dos años	it would be	sería	less... than	menos... que
next	luego	it would not be	no sería		
firstly	primero	if i was rich	si fuera rico/a		
after	después (de)	in an ideal world	en un mundo ideal		
before	antes (de)	in my dreams	en mis sueños		
lastly	finalmente				
Quantifiers / Intensifiers		Opinions		Idioms	
Very	muy	In my opinion	en mi opinión	How great !	¡ Qué bien !
Too	demasiado	I think that	pienso que	How bad !	¡ Qué mal !
Quite	bastante	I like	me gusta(n)	How funny !	¡ Qué divertido !
A bit	un poco	I love	me encanta(n)	How cool !	¡ Qué guay !
so	tan	I don't like	no me gusta(n)	How boring / annoying !	¡ Qué aburrido! ¡Qué rollo !
Really	<i>adjective ending -ísimo/a(s)</i>	I hate	odio	How dreadful !	¡ Qué horror !
A lot	mucho	I prefer	prefiero	It's crazy !	¡ Es una locura !
		My favourite is	mi... favorito/a es...	It's a waste of time!	¡ Es una pérdida de tiempo !
		I find it	me parece	It's a waste of money!	¡ Es una pérdida de dinero !

CHALLENGE					
Time phrases / Sequencers		Key verb phrases		Opinions	
today each/every currently the next day in my dreams in an ideal world when i was little when i'm older for 5 years (now) since i was 5 years old	hoy cada actualmente al día siguiente en mis sueños en un mundo ideal cuando era pequeño/a cuando sea mayor desde hace 5 años desde que tenía 5 años	you can see if it is there would be there would not be you could you couldn't you should you shouldn't you must you must not	se puede(n) ver si es habría no habría podría + infinitive no podría + infinitive debería + infinitive no debería + infinitive hay que + infinitive no hay que + infinitive	for me as I see it I believe that according to... I really hate I really love I can't stand my friends say that my parents say that my teachers say that my mum/dad tell me that i would say I like/love it / them I am for I am against I agree with I disagree with what I like... it seems that as for me	para mí a mi modo de ver / a mi juicio... creo que según / para... detesto me chifla/ me mola no aguanto / no soporto mis amigos dicen que mis padres dicen que mis profesores dicen que mi madre /mi padre me dice que diría que me gusta(n) / me encanta(n) estoy a favor de estoy en contra de estoy de acuerdo con no estoy de acuerdo con lo que me gusta.. me parece que por mi parte / en cuanto a mí
Quantifiers / Intensifiers		Negatives			
so rather extremely frankly entirely/ totally incredibly	tan bastante extremadamente francamente totalmente increíblemente	no...more/longer nothing no one/nobody neither... nor	ya no... no... nada no... nadie no... ni...		
Connectives		Comparisons / Superlatives		Idioms	
nevertheless whereas even if additionally since not at all	aun así mientras que aunque asimismo dado que / ya que en absoluto	best worst the best thing is the most important is what I like the most is	mejor peor lo mejor es lo más importante es lo que más me gusta es	No more excuses ! I am fed up ! What a shame ! What a disaster ! It sounds funny /curious ! A dream come true ! It is the most exciting thing I have ever seen! It has been the most important / unforgettable experience of my life! I have enjoyed it a lot	¡ Basta de excusas ! ¡ Estoy harto/a ! ¡ Qué lástima ! ¡ Qué desastre ! ¡ Suena muy gracioso / curioso ! ¡ Es un sueño hecho realidad ! ¡ Es lo más emocionante que he visto jamás ! ¡ Ha sido la experiencia más importante / inolvidable de mi vida ! ¡ Lo he disfrutado muchísimo !

Fitness component	Description	Test and description	E.g. of practices to improve component of fitness
Cardiovascular endurance	The ability of the heart, lungs and blood to transport oxygen during sustained activities.	12 minute Cooper run: Maximum distance ran in 12 minutes. Multistage fitness test: Shuttle runs in time to a recorded beep, which gets gradually quicker.	A non stop activity involving jogging for 10 minutes+. E.g. a small sided possession game in netball/ football/ rugby etc.
Speed	How quickly you can move the whole body or part of a body.	30m sprint test: How fast you can run 30m.	Short sprint to receive a ball in netball/ football/ hockey etc.
Muscular endurance	To perform repeated muscular contractions over a sustained period of time.	30s sit up test: Number of sit ups in 30s	Repeated skill practice for a sustained time such as 200 passes with a partner in basketball/ rugby/ cricket etc.
Strength	The maximum force a muscle can apply.	Grip dynamometer test: Squeeze the dynamometer as hard as you can with one hand. 1 rep max test: Heaviest weight you can lift for one repetition.	Links to some sports better than others. Rugby – tackling practice. Other sports may have to be a fitness activity such as press ups within a skill circuit.
Agility	The ability to change direction at speed	Illinois agility test: How fast you can complete a circuit around cones.	Dodging practice to receive the ball in netball/ basketball etc.
Power	Speed x strength	Vertical jump test: Maximum height reached when jumping, beyond maximum reach point.	Long pass practice with partner in netball/ football etc.
Flexibility	The range of movement around a joint.	Sit and reach test: Sit with straight legs and feet against box, measure how far you can reach past feet.	Stretching before or after a practice or game.

Key terminology:

Key word	Description
Heart	A muscle which pumps blood around your body
Lungs	Organs which breathe in oxygen and breathe out carbon dioxide
Oxygen	A gas needed for creating energy
Anaerobic	High intensity exercise
Acceleration	An increase in speed
Repetition	Each time a movement is repeated
Contraction	A muscle producing a force
Balance	Remaining stable. Centre of mass stays over base of support
Force	A push or pull that changes that causes an object to speed up or slow down.
Suppleness	Moving and bending with ease.

Roles within physical activity	Description of roles	Qualities
Performer	Takes part in the activity Executes skills and tactics	<ul style="list-style-type: none"> • High effort levels – try to be successful • Fair – enjoyable for everyone • Sportsmanship (good etiquette) – enjoyable for everyone • Can-do attitude – resilient and continue participation
Coach	Plan and lead warm up & activities Give instructions and demonstrate Give coaching points Time activities and whole session Can do risk assessment if no official.	<ul style="list-style-type: none"> • Organised – good pace • Good communicator – participants understand what to do • Confident – have a good presence • Knowledgeable – improve skill level • Enthusiastic – motivate others
Official	Time a competition Enforce the rules Risk assessment Start and stop the game	<ul style="list-style-type: none"> • Knowledgeable – can enforce rules • Confident – have good presence • Good communicator – participants understand what is happening • Good decision maker – game is fair

Key word	Description
Gamesmanship	Bending the rules to gain an advantage e.g. distracting/ time wasting.
Deviance	Breaking the rules e.g. incorrect line call in badminton.
Risk assessment	The process of identifying dangers for a given area/ activity
Verbal communication	Speaking/ instructions/ directions/ coaching points
Nonverbal communication	Using gestures such as pointing/ signalling/ smiling/ clapping

How to do a risk assessment:

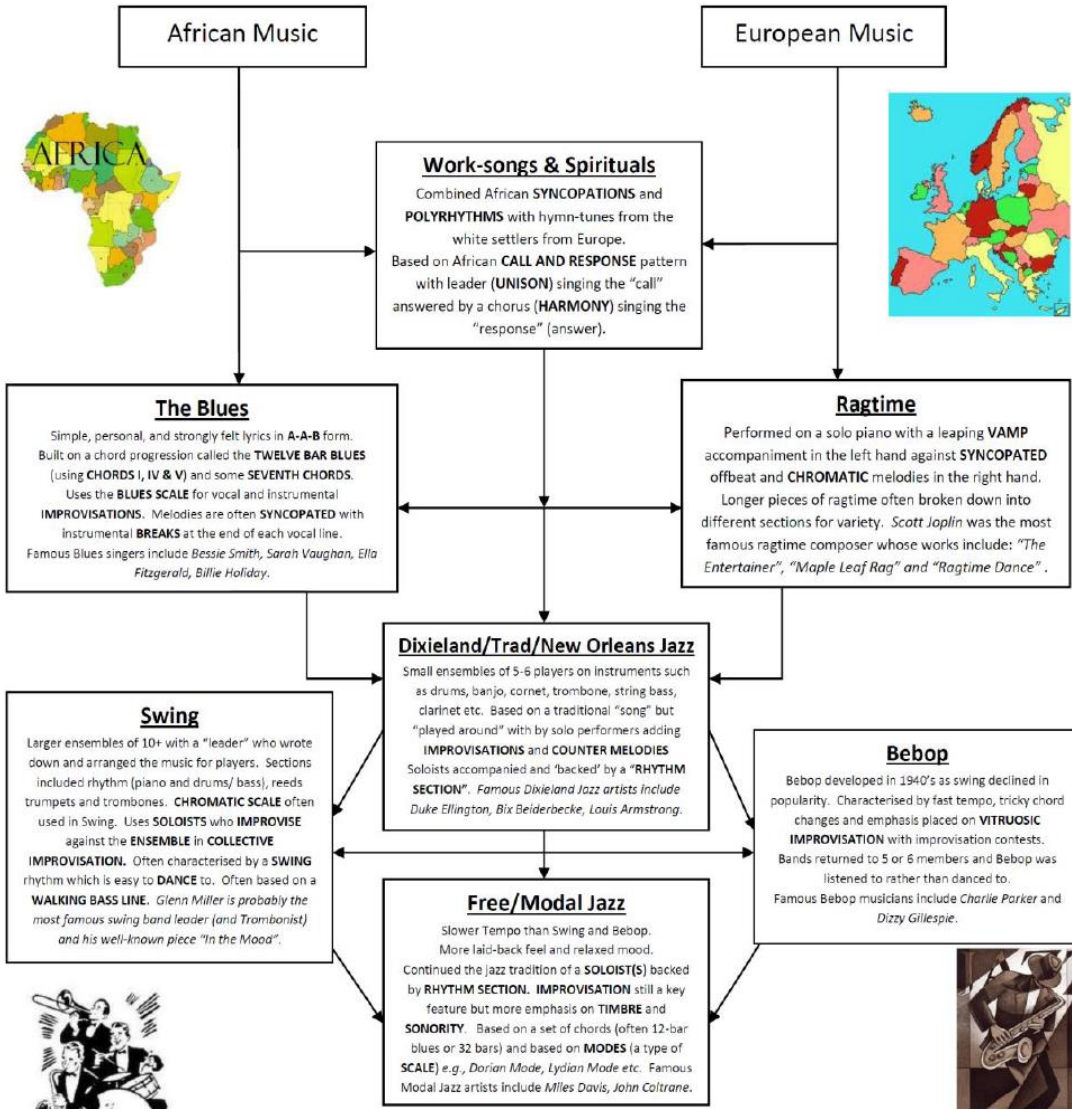
- Check participants for correct kit, footwear, hair, nails, no chewing gum
- Check the playing area is clear, undamaged and not weather affected e.g. frozen pitch
- Check equipment is in good working order
- Check spare equipment is put away

Warm up ideas:

- Stuck in the mud
- Cups and saucers with cones (one team turn cones right way round, the other team turn them upside down)
- Truck and trailer (can be dribbling a football/ basketball etc)
- Piggy in the middle
- Obstacle course

All That Jazz

Exploring Jazz and The Blues



A. Jazz and Blues Key Words

RIFF/OSTINATO – Short, repeated musical patterns often used in **SOLOS**.
IMPROVISATION – music created 'on the spot' (previously unprepared performance)
SEVENTH CHORD – a **TRIAD** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic. $C7 = C, E, G$ (triad) + **B flat**.
SWING/SWUNG RHYTHM – performing a regular 'straight' rhythm with a 'lilt' in a "**ONE and A, TWO and A**" style (using **TRIPLETS**) common in swing music.

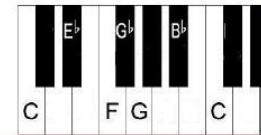
B. The Twelve Bar Blues

Some or all of these chords can be **SEVENTH CHORDS (7)**

CHORD I	CHORD I	CHORD I	CHORD I
CHORD IV	CHORD IV	CHORD I	CHORD I
CHORD V	CHORD IV	CHORD I	CHORD I

C. The Blues Scale


BLUES SCALE – a series of notes often used within improvisations in blues music (*the Blues Scale on C is shown to the right*).




BLUE NOTES – additional or extra sharpened or flattened notes in a melody.

D. Instruments of Jazz and Blues

Double Bass ("Bass") or "String Bass"




Drum Kit/Drums



Piano



Electric Guitar (or could be Acoustic)



RHYTHM SECTION Accompaniment and Backing


Trumpets



Trombones



Saxophones



Clarinets



Perform **SOLOS** as well as with the ensemble/band.

FRONTLINE INSTRUMENTS ("REEDS")



Drama Year 9 Topic 1 Teachers by John Godber



TEACHERS PLOT OVERVIEW

Teachers is written as a play within a play in which three year 11 students put on an end of year leavers performance to their teachers.

The students attend Whitewall High School which is a run down school where the students do not feel valued and do not care about their education.....until they meet Mr Nixon their new drama teacher who changes their minds and ignites their passion for the stage!

Everything in the play is reduced to the bare essentials, with very little set and the three actors play all of the other twenty parts- this is called multi rolling.

The scene you are focusing on is called 'The science classroom' and the storyline at this point is as follows:

The drama class have been re-roomed out of the hall that they are usually in and into a science classroom. The students are moaning about being in a classroom and are really winding their teacher (Mr Nixon) up with non stop questions and not following his instructions.

This play is a comedy so it is fast paced and witty!

Playwright intentions – What does the script writer want to communicate to the audience? What is the key message of the play and how does the playwright want the audience to react?

Genre – Think Netflix! It is like the type of category a film falls under. A play is written with a theme in mind. Teachers genre is a comedy.

Stimulus – In drama this is known as the starting point or theme. This is what your performance piece is based on.

Devising – To create something new and original in response to a stimulus.

Atmosphere - The mood created by the script, actors, lights and sound.

Character - A character in a play that has a recognisable personality.

Colloquial language - is casual and conversational: it's the difference between "What are you going to do?" and "Whatchagonnado".

Stereotype – This is often an unfair and untrue belief that many people have about all people or things with a particular characteristic.

Director – Is the name given to the person responsible for setting the play on a stage.

Given Circumstances is a drama technique used to develop a character. It refers to the following 6 areas: who, what, where, when, why and how.

Vocabulary test

- 1.) genre
- 2.) comedy
- 3.) devising
- 4.) atmosphere
- 5.) stereotypes
- 6.) playwright
- 7.) director
- 8.) improvisation
- 9.) characterisation
- 10.) dialogue

EXPLORE	DEVELOP	CREATE	EVALUATE
The works of Burton Morris and Tom Hovey They will learn to use a variety of mediums.	Skills in accuracy and medium manipulation, some skill in recording using photography drawing and mark making using different mediums.	A range of outcomes in response to artist analysis and observational drawing. Creating through analysis of existing artists and observational recording their own interpretation	During the course students will be evaluating and making decisions to create effective outcomes. They evaluate their final outcomes and reflection on method of improvement.

Essential Knowledge – You will learn that

Learning Objectives:

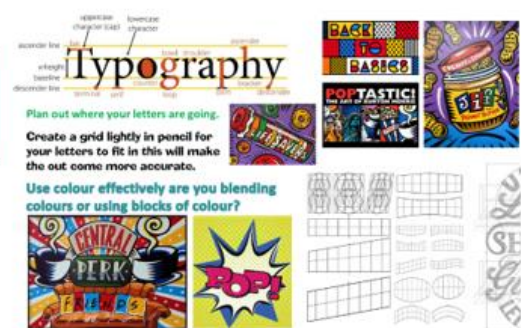
- Experiment with acrylic paint to achieve flat bold colour
- Analysing problems to find solutions
- Evaluating your own and the outcomes of others.
- Present information selectively
- Select and evaluate appropriate information on an artist
- Recognise and visually analyse an Artist style/work
- Learning how to compose a balanced image through photography & drawing
- Analyse and draw accurate typography
- Respond to an artist's work through exploring, developing and creating your own ideas and artwork

Techniques and Processes – You will Learn how

How to analyse an artist's work...

In order to achieve higher marks in Assessment Objective 4, you need to show that you understand the work of artists, designers and photographers. You should be able to discuss the work of artists and designers in their own words and to explain their work in their own words. The following checklist can help you to structure your work in a clear and logical way.

Form	Content	Style
<p>Describe the layout of the work in terms of an overall shape.</p> <ul style="list-style-type: none"> • What is the overall shape of the work? • What is the overall shape of the work? • What is the overall shape of the work? • What is the overall shape of the work? • What is the overall shape of the work? • What is the overall shape of the work? 	<p>The content of the subject of a piece of work.</p> <ul style="list-style-type: none"> • What is the subject of the work? • What is the subject of the work? • What is the subject of the work? • What is the subject of the work? • What is the subject of the work? • What is the subject of the work? 	<p>Looking at the work in terms of the way the artist has used their materials and techniques.</p> <ul style="list-style-type: none"> • What materials and techniques have been used? • How have these been used? • What is the overall effect of the work? • How has the artist used their materials and techniques? • How has the artist used their materials and techniques? • How has the artist used their materials and techniques?
The Message	The Context	The Audience
<ul style="list-style-type: none"> • Line • Colour • Movement • Tone • Contrast • Shape • Texture • Composition • Proportion • Language 	<p>What is the context of the work?</p> <ul style="list-style-type: none"> • What is the context of the work? • What is the context of the work? • What is the context of the work? • What is the context of the work? • What is the context of the work? • What is the context of the work? 	<p>Who is the audience for the work?</p> <ul style="list-style-type: none"> • Who is the audience for the work? • Who is the audience for the work? • Who is the audience for the work? • Who is the audience for the work? • Who is the audience for the work? • Who is the audience for the work?



Typography

Plan out where your letters are going.
Create a grid lightly in pencil for your letters to fit in this will make the outcome more accurate.

Use colour effectively are you blending colours or using blocks of colour?




Learning to:

- Recognise key features of a food product.
- Stylize an image.
- Demonstrate a clear connection to an artist style.

Look at the characteristics that make the object recognisable then add in Burton Morris style emphasis marks and bold colours.
Think about your favourite foods ... what could you transform?




Key Practitioners – Artists, Designers, Movements and Themes | Materials/ Mediums/ Ingredients | Topic Terminology



Burton Morris

Tom Hovey



4B/2B pencils
Ruler
Acrylic paint
Posca pens
Fine liner pens
Water colours paints/pencils
Inks
Pencil
Photography

Origins and Properties

Line – a mark made usually by a pencil or brush for that can be in any direction, shape or length.

Shape – This is an area that is enclosed by a line, shapes can be geometric or organic.

Value – This is the darkness or lightness of a colour.

Pattern – usually a design that is repeated using lines, shapes, tones or colours.

Form – refers to a three-dimensional object.

Media – The material used to create art work for example pencil or paint.

Composition - is the way in which the objects within a piece of art work are arranged.

Technique - the way in which art work is created.

Symmetry - this is where an image or pattern is the same on either side of a fixed point or either side of a line symmetry.

Template – a shape or form that is used as a guide to help with accuracy, commonly used when repetition of a shape or pattern is needed.

Proportion - means that you make the parts fit well with each other. Proportion in art is the relationship between or more elements or parts of an object.

Cyber Security Key Terms

Brute Force attack	A form of attack that makes multiple attempts to discover something (such as a password).
The Computer Misuse Act	A UK Law makes accessing a computer system without permission illegal.
The Data Protection Act	A UK Law that gives you the right to access the data an organisation stores on you.
DDoS attack	When multiple computers flood a network server with internet traffic in order to disrupt a service.
Hacking	Gaining unauthorised access to or control of a computer system.
Malware	Software that is designed to gain access to your computer with malicious intent.
Penetration testers	People who are paid legally to hack into computer systems with the sole purpose of helping a company identify weaknesses in their system.
Personal Information	Information that is used to describe or recognise a person (e.g. name, date of birth, address etc.)
Social Engineering	Methods used by cybercriminals to deceive individuals into handing over information.

Protecting yourself

Firewalls	Checks incoming and outgoing network traffic.
Anti-Malware	Software that scans any file that is able to execute code. If something is at risk it is quarantined.
Auto-updates	Auto-updates refers to software that automatically checks for available updates for the software you have on your computer.
User authentication	Measures taken to keeping your data and information safe: passwords, biometrics, CAPTCHA, two-factor authentication etc.
User permissions	Ensuring information is only available to people that need it.

Malware

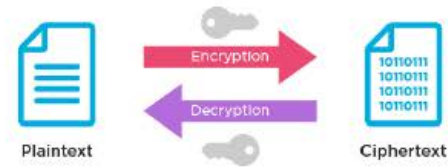
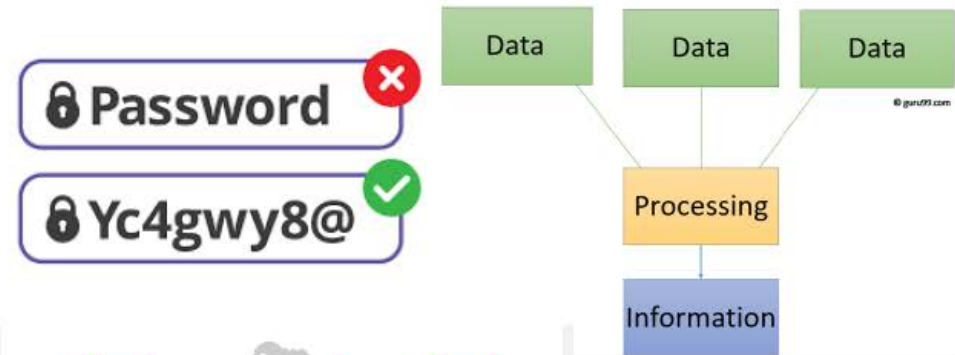
Viruses	Malicious software that self-replicates.
Worms	Worms replicate themselves but do not attach themselves to files as a virus would.
Ransomware	Locks a computer, encrypts files, and therefore prevents the user from being able to access the data. The attacker demands that a ransom is paid.
Trojans	Software that appears to perform a useful function but unbeknown to the user it also performs malicious actions.
Spyware	Unwanted software that monitors and gathers information on a person and how they use their computer.
Adware	Can be a worm, virus, or Trojan. It infects a computer and causes it to download or display malicious adverts or pop-ups when the victim is online.

Methods of Social Engineering

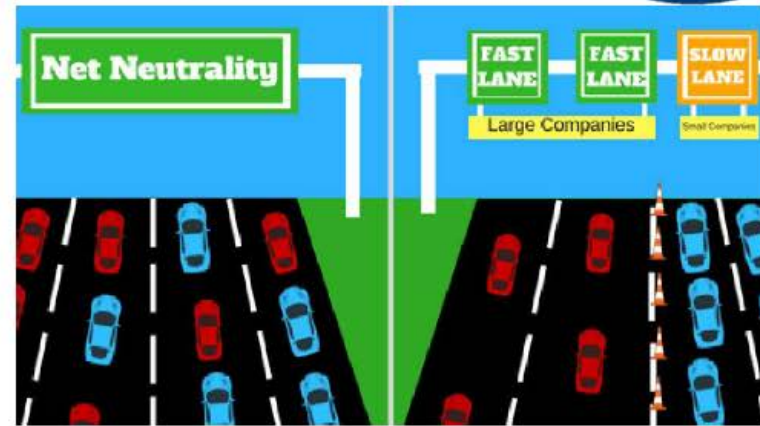
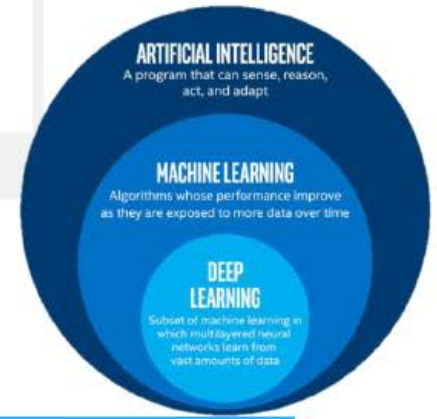
Shouldering	Involves the attacker watching the victim while they provide sensitive information (e.g. over their shoulder).
Name generator attacks	The victim could be asked to provide a few pieces of information in an app to complete a short quiz or produce a name. Attackers do this to find out key information that can help answer security questions.
Phishing	The victim receives an email disguised to look as if it has come from a reputable source in order to trick them into giving up valuable data.
Blagging	An attack in which the perpetrator invents a scenario in order to convince the victim to give them data or money.


Key Terms

Data	Facts and statistics collected together for reference or analysis
Information	Facts provided or learned about something or someone
Password	A string of characters that allows access to a computer system or service
Encryption	The process of converting information or data into a code, especially to prevent unauthorised access
Privacy	a state in which one is not observed or disturbed by other people.
Surveillance	close observation of somebodies actions
Government Censorship	The suppression of speech, public communication or other information
Filtering	To screen and/or restrict access to information
Global Positioning System (GPS)	A system that provides users with positioning, navigation and timing services
Automation	The use of technology to perform tasks with where human input is minimised
Artificial Intelligence (AI)	applications that can perform tasks normally requiring human intelligence
Net Neutrality	An open, equal internet for everyone, regardless of device, application or platform



Asymmetric Encryption: A public key is used to encrypt plaintext to ciphertext whereas a private key is used to decrypt a ciphertext



Key Term	Definition	Example															
Spreadsheet	An electronic document in which data is arranged in the rows and columns of a grid and can be manipulated																
Row	A horizontal line of cells within a spreadsheet	<table border="1" data-bbox="1369 429 1757 546"> <tr> <td></td> <td>Column</td> <td></td> </tr> <tr> <td>Row</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		Column		Row											
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1	A1																
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Formula	An expression used in a spreadsheet to perform a calculation	=(A1 + B1)															
Sort	To organise data or information into order.	Not sorted – 1, 3, 4, 5, 2 Sorted, 1, 2,3,4, 5															
Conditional formatting	A tool that allows you to apply formatting to a cell or range of cells and have that formatting change depending on the value of the cell or the value of a formula	<table border="1" data-bbox="1369 1210 1612 1378"> <tr> <td></td> <td>A</td> <td></td> </tr> <tr> <td>1</td> <td style="background-color: yellow;">Pass</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td style="background-color: orange;">Fail</td> <td></td> </tr> </table>		A		1	Pass		2			3			4	Fail	
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