

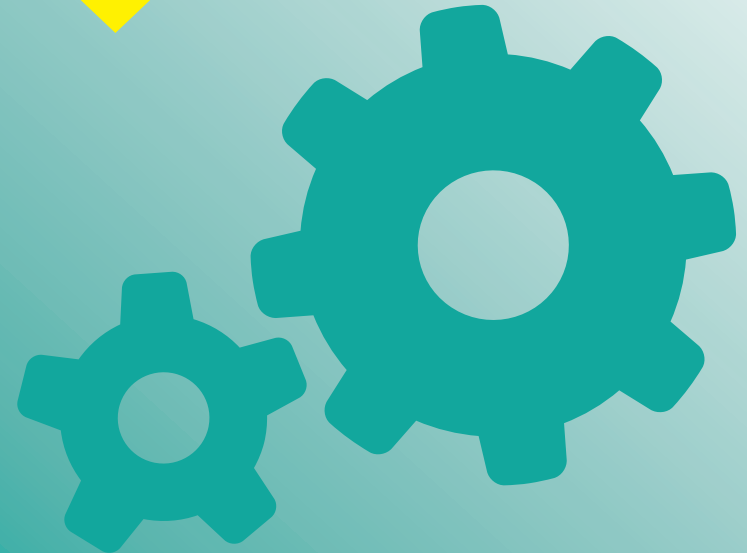


# Year 9 Knowledge Organiser

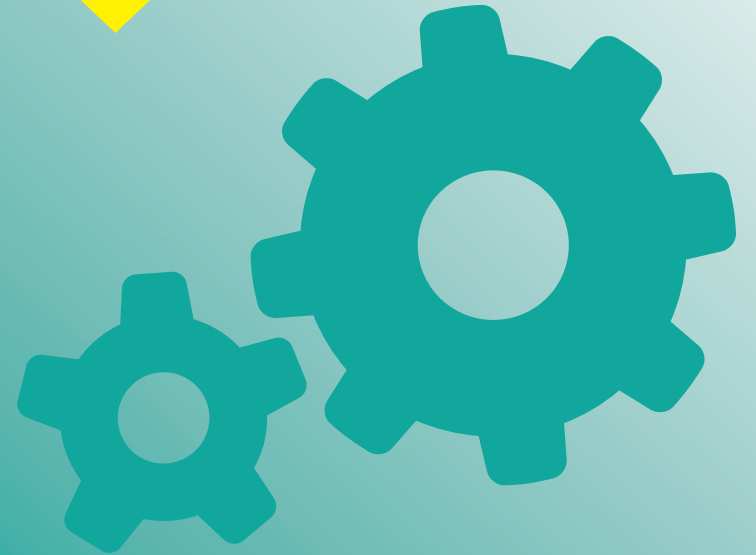


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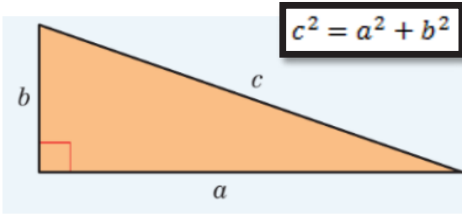
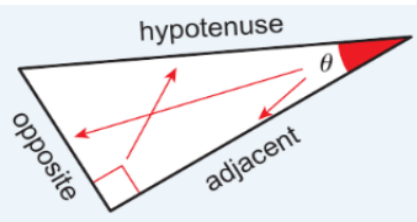
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# Maths






<b>Pythagoras Theorem:</b>	
<b>Identifying hypotenuse, opposite and adjacent sides in a Right Angled Triangle</b>	
<b>Sine Ratio (sin)</b>	$\sin \theta = \frac{\textit{opposite}}{\textit{hypotenuse}}$
<b>Cosine Ratio (cos)</b>	$\cos \theta = \frac{\textit{adjacent}}{\textit{hypotenuse}}$
<b>Tangent Ratio (tan)</b>	$\tan \theta = \frac{\textit{opposite}}{\textit{adjacent}}$

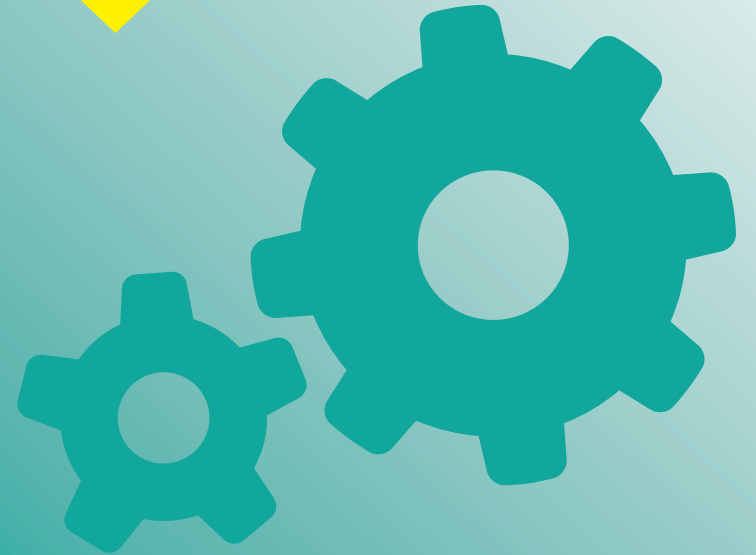
<b>Ratio</b>	A way to compare two or more quantities e.g.. 3:5
<b>Proportion</b>	Compares a part with the whole
<b>Unit ratio</b>	One of the numbers is 1 e.g.. 1:5
<b>Direct proportion</b>	One quantity increases at the same rate as the other e.g.. When one value doubles, so does the other.
<b>Inverse proportion</b>	One quantity increases at the same rate as the other one decreases e.g. When one value is doubled, the other is halved.

y is proportional to x	$y \propto x$
If y is proportional to x then	$y = kx$ <small>k is the constant of proportionality</small>
Y is inversely proportional to x	$y \propto \frac{1}{x}$ $y = \frac{k}{x}$

<b>Pie Chart</b>	<p>A Pie Chart is a circle divided into sectors. Each sector represents a set of data.</p> 
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## EXTRAS

English



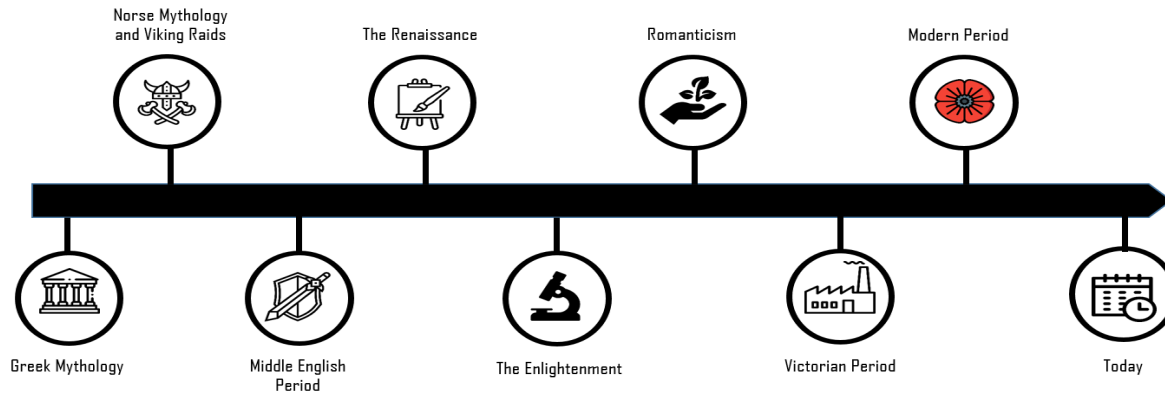


## The Tempest – William Shakespeare - Knowledge Organiser

Characters	Plot	Themes
<p><b>Prospero:</b> the former Duke of Milan, now a magician on a Mediterranean island</p> <p><b>Miranda:</b> Prospero's daughter</p> <p><b>Ariel:</b> a spirit, servant to Prospero</p> <p><b>Caliban:</b> an inhabitant of the island, servant to Prospero</p> <p><b>Ferdinand:</b> Prince of Naples</p> <p><b>Alonso:</b> King of Naples</p> <p><b>Antonio:</b> Duke of Milan and Prospero's brother</p> <p><b>Sebastian:</b> Alonso's brother</p> <p><b>Gonzalo:</b> councillor to Alonso and friend to Prospero</p> <p><b>Adrian</b></p> <p><b>Francisco</b></p> <p><b>Trinculo:</b> servant to Alonso</p> <p><b>Stephano:</b> Alonso's butler</p> <p><b>Shipmaster</b></p> <p><b>Boatswain</b></p> <p><b>Mariners</b></p>	<ul style="list-style-type: none"> <li>• A ship is caught in a tempest and begins to sink.</li> <li>• Prospero tells Miranda that he caused the storm.</li> <li>• Ariel fetches Ferdinand, who falls in love with Miranda.</li> <li>• Antonio and Sebastian plot to kill Alonso, the King of Naples.</li> <li>• The ship's jester and butler meet Caliban and feed him alcohol.</li> <li>• Caliban suggests that they should kill Prospero, and Ariel overhears.</li> <li>• Prospero uses magic to scare Alonso and spoil Caliban's plot.</li> <li>• Prospero forgives the passengers for their former betrayals.</li> </ul>	<p><b>Magic</b></p> <p>The Tempest is full of magic. The storm which disrupts the opening of the play is merely an enchantment and many of the characters are magical or illusions, for example Ariel and the spirits Juno, Ceres and Iris. People believed in the power of superstition and witchcraft.</p> <p><b>Order and chaos</b></p> <p>The ideas of order and chaos are highlighted repeatedly throughout the play: the opening of the play is chaotic as our characters experience the turmoil of a storm, before then spending the entire play trying to make sense of the new surroundings and people that they encounter.</p> <p><b>Power and control</b></p> <p>Power and control are also emphasised throughout the play; Prospero keeps Caliban as a slave and their relationship is one of control and cruelty. Many of the characters do not experience freedom or suffer at the abuse of power. Miranda has to fight to keep her power, and even though he is cruel, Prospero is also a victim of power as he was exiled, and his books symbolise his power- he feels powerless without them.</p>
<p><b>Context</b></p> <p>William Shakespeare was a renowned English poet, playwright, and actor born in 1564 in Stratford-upon-Avon. Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance or the Early Modern Period). The Tempest was written around 1610-1611, and is believed to be the last play William Shakespeare wrote before retiring from the theatre. Its genre is that of a 'Romantic Tragicomedy', meaning that it features elements of tragedy, and comical parts as well. The play was first performed in 1611 at the Court by the King's Men with very little scenery, which meant that the audience had to use their imagination to a large extent.</p> <p>The title of the play The Tempest can be interpreted in two ways: firstly, in a literal sense, as a play about a group of people who are shipwrecked by a storm, and secondly, symbolically, as a representation of the emotional and psychological turmoil that almost all the characters suffer.</p>	<p><b>Context and Religion</b></p> <p>At the time of the play's creation religion was an intense and powerful influence, which dictated how society should conduct itself. Up until the reign of Henry VIII, England had been a Catholic country, but Henry had reformed the English Church to remove the power of the Pope, who was the Head of the Roman Catholic Church in Rome. Henry made the King of England the 'defender of the faith' and head of the new, Protestant Church of England. This had caused conflict with the Catholic Spanish superpower, who in 1588 attempted to invade England with a fleet known as the Spanish Armada, but failed. Conflict between Protestant and Catholic nations was endemic in the sixteenth century. To create peace in Europe, King James proposed the marriage of his children to the Spanish Monarch in order to bind and secure both nations, an element of reconciliation. This can be mirrored in the play by the value of marriage rites between Miranda and Ferdinand, there is optimism that Prospero and Antonio will once again be reunited.</p>	<p><b>Context – The Age of Discovery</b></p> <p>The play's setting of an island reflects the idea of exploration and you could link this to the characters and how they discover things about themselves throughout the play.</p> <p>The play was written at a time where there was a fascination with other countries and worlds; there was a huge sense of segregation, as civilisations tried to learn about one another.</p> <p>This was also a time where colonies were in their early stages, and many explorers were assisting in the forming of colonies: powerful, usually Western countries taking control of newly discovered, Eastern countries. Many men that were recognised as great explorers were also responsible for colonialization.</p>



## Literary Timeline



**Act 1**

**Scene 1**  
 - A violent storm rages around a small ship at sea.  
 - The master of the ship calls for his boatswain to rouse the mariners to save the ship from the tempest. There is an argument on the ship because of the Chain of Being.  
 - Alonso, Ferdinand, Antonio, Gonzalo, Stephano and Trinculo are on board.

**Key quote:**  
 'Let's all sink wi' th' King.'

**Scene 2**  
 - Miranda is worried about the fate of the vessel  
 - Prospero explains their life story – and who she really is.  
 - Prospero sends his daughter to sleep with magic.  
 - Ariel informs Prospero that he has landed the crew carefully on the island.  
 - Caliban curses Prospero and Miranda – he explains the island should be his.  
 - Prospero states that Caliban attacked his daughter.  
 - Ferdinand is lured by music to meet Miranda

**Key quote:**  
 'Dost thou forget from what a torment I did free thee?'

**Act 2**

**Scene 1**  
 - Gonzalo is joyful that so many of the ship's party are safe.  
 - Alonso is quiet and sorrowful as he fears he has lost his son.  
 - Ariel sends everyone to sleep bar Antonio and Sebastian.  
 - Antonio and Sebastian plot to kill the king and Gonzalo

**Key quote:**  
 'My strong imagination sees a crown Dropping upon thy head.'

**Scene 2**  
 - Caliban carries wood for his master, Prospero. He hides from Trinculo, thinking he is a spirit sent by Prospero.  
 - Trinculo tries to hide from the storm; under Caliban's cloak.  
 - Stephano enters singing shanties and drinking wine from a bottle.  
 - Stephano gives Caliban alcohol. Caliban becomes increasingly more drunk.  
 - Caliban expresses his devotion to Stephano and promises to show him the island.

**Key quote:**  
 'I'll show thee every fertile inch of the island'

**Act 3**

**Scene 1**  
 - Ferdinand gathers wood for Prospero – Miranda offers to help.  
 - Prospero watches the couple as they fall in love – he is happy that his plan is working.  
 - Miranda and Ferdinand profess their love and desire to marry each other.

**Key quote:** 'would not wish/Any companion in the world but you'

**Scene 2**  
 - Stephano and Trinculo have been drinking; Trinculo commands Caliban to drink.  
 - Caliban tells how Prospero has stolen the island from him.  
 - Caliban tries to persuade Stephano to kill Prospero and informs him that he would be the ruler. Caliban adds that he would be his willing servant.  
 Caliban states the importance of stealing Prospero's books.  
 Stephano agrees to kill Prospero in his sleep.

**Key quote:**  
 'by his cunning hath cheated me of the island'

**Act 4**

**Scene 1**  
 - Prospero agrees for Miranda to marry Ferdinand.  
 - A celebration ensues to bless the couple.  
 - The celebration is interrupted by Prospero who remembers the plot against him by Caliban and the conspirators (Trinculo and Stephano).

**Key quote:** 'touched with anger so distempered'

**Scene 2**  
 - Ariel tells Prospero how he has lured Stephano, Trinculo and Caliban.  
 - Prospero wanted Ariel to lure them with showy trinkets and items of clothing.  
 - Stephano and Trinculo are keen to steal from Prospero's cell, whereas Caliban is keen to murder Prospero.  
 - Spirits in the form of hounds drive out the three intruders.  
 - Prospero tells Ariel that their labours will soon be over.

**Key quote:** 'do the murder first'

**Act 5**

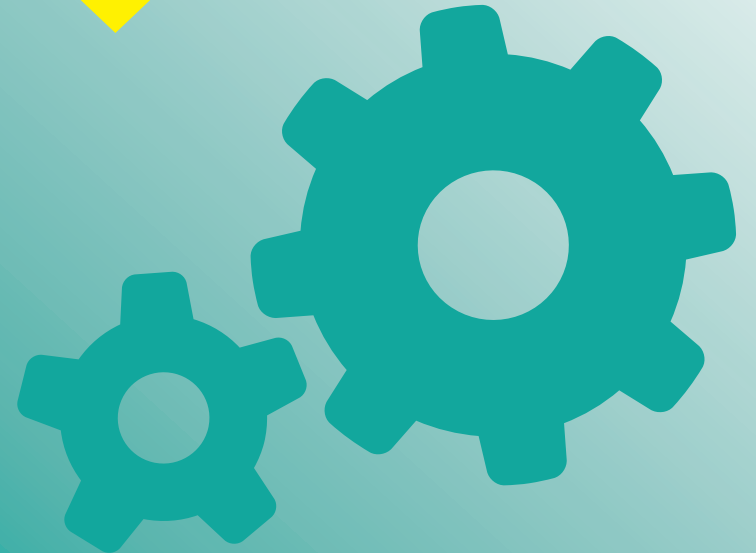
**Scene 1**  
 - Prospero tells Ariel that his project is coming to an end.  
 - Prospero draws a magic circle on the ground with his staff.  
 - Prospero renounces his magic and pledges to break his staff and drown his book.  
 - Ariel brings Alonso, Gonzalo, Sebastian and Antonio to his master.  
 - Ariel is promised his freedom.  
 - Prospero tells Antonio that he must restore his dukedom.

**Key quote:** 'I do forgive/Thy rankest fault'

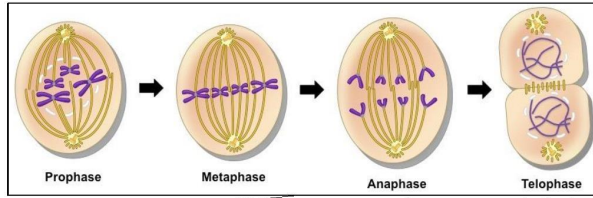
- Alonso tells Prospero about the loss of his son. Prospero says that his daughter too has been lost in the last tempest.  
 - Alonso wishes that his son and Prospero's daughter could be living in Naples and be the king and queen there.  
 - Ferdinand and his father are reunited.  
 - Prospero asks Ariel to ensure a safe passage back home and then releases him.

**Key quote:** 'to the elements/Be free, and fare thee well'

# Science







Mitosis occurs during growth, repair, replacement of cells. Asexual reproduction occurs by mitosis in both plants & simple animals producing genetically identical clones.

MITOSIS produces two genetically identical DIPLOID CELLS

Stage 1	<b>Interphase (not part of mitosis)</b>	Before mitosis: Increase the number of sub-cellular structures e.g. ribosomes, mitochondria. DNA replication makes copies of chromosomes.
Stage 2	<b>Prophase</b>	Nucleus breaks down and spindle fibres appear.
Stage 3	<b>Metaphase</b>	Chromosomes are lined up on spindle fibres on the equator (middle) of the cell.
Stage 4	<b>Anaphase</b>	Chromosome copies are separated and pulled to opposite ends of the cell.
Stage 5	<b>Telophase</b>	A new nuclear membrane forms around each set of chromosomes.
Stage 6	<b>Cytokinesis</b>	Cell surface membrane forms to separate the cells (+new cell wall in plants).

Cells divide in a series of stages to produce two daughter cells, each with identical set of chromosomes to the parent cell (in the nucleus).

MITOSIS is part of THE CELL CYCLE

**Cancer**

The result of changes in DNA that lead to uncontrolled growth and division

Growth in organisms	<b>Growth in plants</b>	Cell division and differentiation, elongation (cells increase in length)
	<b>Growth in animals</b>	Cell division and differentiation.

Cell division and growth

Edexcel GCSE Biology Cells and Control Part 1

Percentile charts can be used to monitor growth

The 50<sup>th</sup> percentile (bold line) is the median (average) growth of the population at that age. Half will be below and half above.

how a cell changes and becomes **specialised** so that different cells can carry out different functions.

Cell differentiation

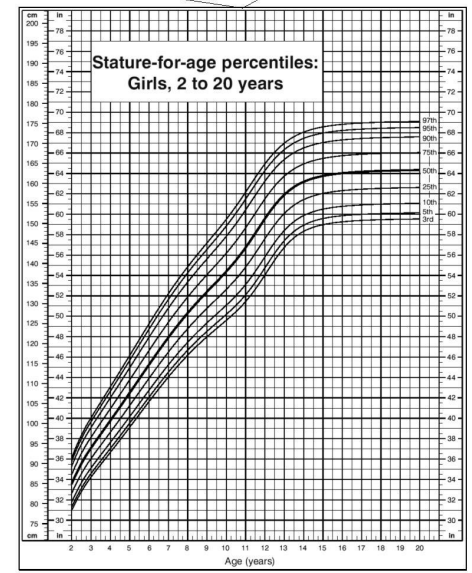
Divides to form more cells of the same type, and can differentiate to form many other cell types.

Undifferentiated cell of an organism

STEM CELLS

Human Embryonic stem cells	<b>Can be cloned and made to differentiate into any cell type</b>	Therapeutic cloning of stem cells to produce new tissue uses same genes so the body does not reject the tissue. Can be a risk of infection
Adult stem cells	<b>Can form into surrounding human cells e.g. blood cells</b>	Tissue made from adult stem cells is matched to avoid rejection, risk of infection. Only a few types of cells can be formed.
Meristems (plants)	<b>Can differentiate into any plant cell type throughout the life of the plant.</b>	Used to produce clones quickly and economically, e.g. rare species, crop plants with pest /disease resistance

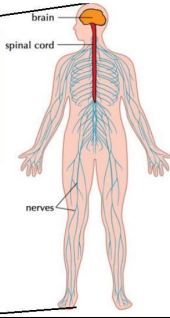
Treatment with stem cells may be able to help conditions such as diabetes and paralysis. Some people object to the use of stem cells on ethical or religious grounds





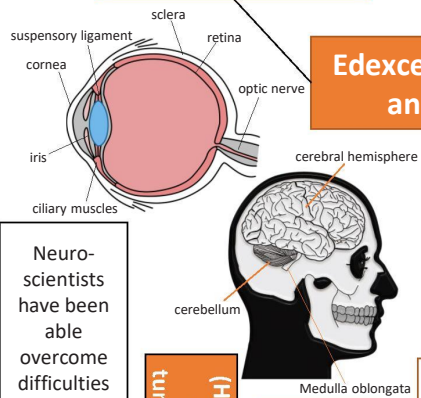
Sense organ containing receptors sensitive to light intensity and colour

The human nervous system



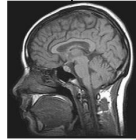
## Edexcel GCSE Biology Cells and Control Part 2

### The Eye



Structures of the eye	<b>Retina</b>	Light sensitive cell layer made of rod (light intensity) and cone (red, green, blue colour perception) cells.
	<b>Optic nerve</b>	Carries impulse to brain.
	<b>Cornea</b>	Transparent layer that covers the pupil and iris.
	<b>Iris</b>	Controls size of pupil and the amount of light let in the eyes
	<b>Lens</b>	Changes thickness to refract and focus light onto the retina.

Neuro-scientists have been able to overcome difficulties of accessing brain tissue in the skull using CT and PET scanning



(HT) The complexity and delicacy of the brain makes treating brain tumours/spinal injuries very difficult

The brain controls complex behaviour. It is made of billions of interconnected neurones.

### The Brain

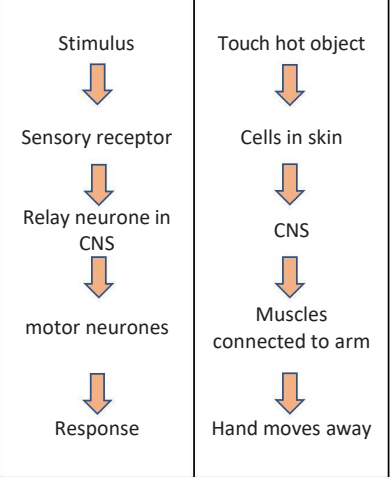
Structure and functions	<b>Sensory receptor</b>	Detect stimuli e.g. Pressure cells in skin
	<b>Sensory neurone</b>	Long axon carries impulse from receptor to spinal cord.
	<b>Synapse</b>	Gap where neurones meet. Chemical message using neurotransmitter.
	<b>Relay neurone in CNS</b>	Allows impulses to travel between sensory and motor neurones in the spinal cord.
	<b>Motor neurone</b>	Long axon carries impulse from receptor to effector.
	<b>Effector</b>	Muscle or gland that carries out response.

(HT) Adult stem cells cannot be differentiated to form neurones in the spinal cord and brain to repair damage/disease

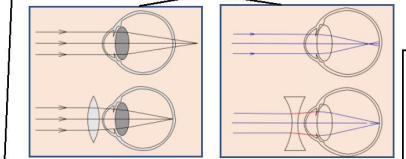
Information from receptors passes along cells (neurones) as electrical impulses to the central nervous system (CNS)

The CNS is the brain and the spinal cord.

Reflex actions are automatic and rapid; they do not involve the conscious part of the brain and can protect humans from harm.



<b>Hyperopia (long sightedness)</b>	<b>Myopia (short sightedness)</b>
Lens can not be made thick enough. Treated using a convex lens so the light is focused on the retina.	Lens too thick. Treated using a concave lens so light is focused on the retina.



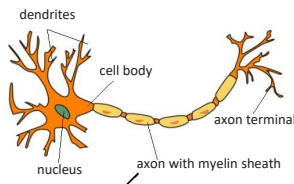
Colour blindness is when cones in the retina do not work properly and some colours cannot be detected.

Cataracts are caused by protein build up in the lens blocking light entering the eye. They can be removed with surgery and an artificial lens inserted.

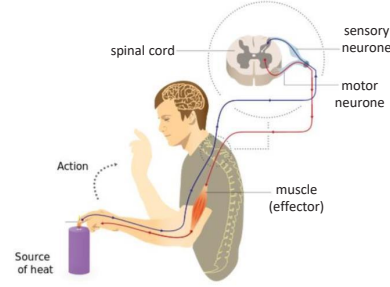
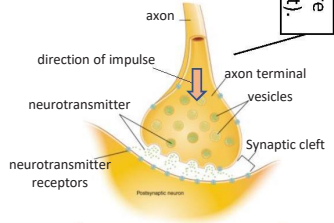
Neurone structure	<b>Axon</b>	Carries electrical impulse to axon terminals.
	<b>Dendron</b>	Carries electrical impulse from receptor cells in sensory neurones.
	<b>Myelin sheath</b>	Insulates the electrical impulse in the neurone.

Synapse (gap where two neurones meet).

The brain has different regions that carry out different functions.	<b>Cerebral hemispheres</b>	Largest part of the human brain. Higher thinking skills e.g. speech, decision making.
	<b>Cerebellum</b>	Balance and voluntary muscle function e.g. walking, lifting.
	<b>Medulla oblongata</b>	Involuntary (automatic) body functions e.g. breathing, heart rate.



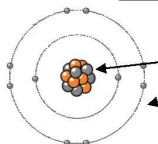
Typical motor neurone





<b>Atom</b>	<i>The smallest part of an element that can exist</i>	Have a radius of around 0.1 nanometres and have no charge (0). The nucleus is very small compared to the overall size of the atom.
<b>Element</b>	<i>Contains only one type of atom</i>	Around 100 different elements each one is represented by a symbol e.g. O, Na, Br.
<b>Compound</b>	<i>Two or more elements chemically combined</i>	Compounds can only be separated into elements by chemical reactions.

<b>Pre 1900</b>		<i>Tiny solid spheres that could not be divided</i>	Before the discovery of the electron, John Dalton said the solid sphere made up the different elements.
<b>1897 'plum pudding'</b>		<i>A ball of positive charge with negative electrons embedded in it</i>	JJ Thomson's experiments showed that showed that an atom must contain small negative charges (discovery of electrons).
<b>1909 nuclear model</b>		<i>Positively charge nucleus at the centre surrounded negative electrons</i>	Ernest Rutherford's alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.
<b>1913 Bohr model</b>		<i>Electrons orbit the nucleus at specific distances</i>	Niels Bohr proposed that electrons orbited in fixed shells; this was supported by experimental observations.



Central nucleus	Contains protons and neutrons
Electron shells	Contains electrons

Name of Particle	Relative Charge	Relative Mass
Proton	+1	1
Neutron	0	1
Electron	-1	Very small

Atoms contain equal numbers of protons and electrons in order to have an overall neutral charge.

Electronic shell	Max number of electrons
1	2
2	8
3	8
4	2

**Atomic structure**

**The model of the atom**

**James Chadwick**

*Provided the evidence to show the existence of neutrons within the nucleus*

## Edexcel Topic SC3-4 Atomic Structure

<b>Elements arranged in order of atomic number</b>	<i>Elements with similar properties are in columns called groups</i>	Elements in the same group have the same number of outer shell electrons and elements in the same period (row) have the same number of electron shells.
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### Subatomic particles; masses, charges and numbers

7 Li 3	<b>Mass number</b>	<i>The sum of the protons and neutrons in the nucleus</i>	Number of electrons = number of protons  This number of protons is unique to that element.
	<b>Atomic number</b>	<i>The number of protons in the atom</i>	
	<b>Elements</b>	<i>All atoms of a certain element had the same number of protons</i>	

### The periodic table

		Metals		To the left of the Periodic table		Form positive ions. Conductors, high melting and boiling points, ductile, malleable.											
		Non metals		To the right of the Periodic table		Form negative ions. Insulators, low melting and boiling points.											
1	2							3	4	5	6	7	0				
H								B	C	N	O	F	Ne				
Li	Be							Al	Si	P	S	Cl	Ar				
Na	Mg							Ga	Ge	As	Se	Br	Kr				
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	In	Sn	Sb	Te	I	Xe
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	Tl	Pb	Bi	Po	At	Rn
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg						
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	?	?	?						

**Before discovery of protons, neutrons and electrons**

*Elements arranged in order of atomic weight*

Early periodic tables were incomplete, some elements were placed in inappropriate groups if the strict order atomic weights was followed.

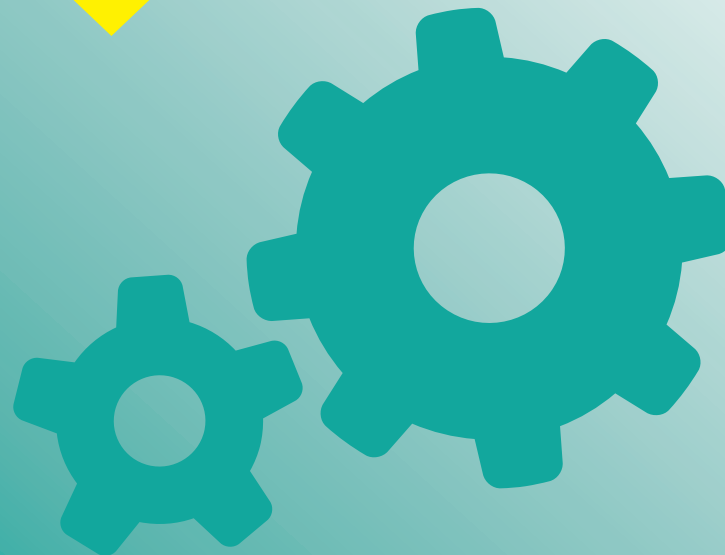
**Mendeleev**

*Left gaps for elements that hadn't been discovered yet*

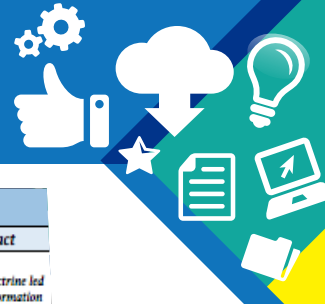
Elements with properties predicted by Mendeleev were discovered and filled in the gaps. Knowledge of isotopes explained why order based on atomic weights was not always correct.

<b>Isotopes</b>	<i>Atoms of the same element with the same number of protons and different numbers of neutrons</i>	<b><sup>35</sup>Cl (75%) and <sup>37</sup>Cl (25%)</b> Relative abundance = (% isotope 1 x mass isotope 1) + (% isotope 2 x mass isotope 2) ÷ 100 e.g. (25 x 37) + (75x 35) ÷ 100 = 35.5
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# History

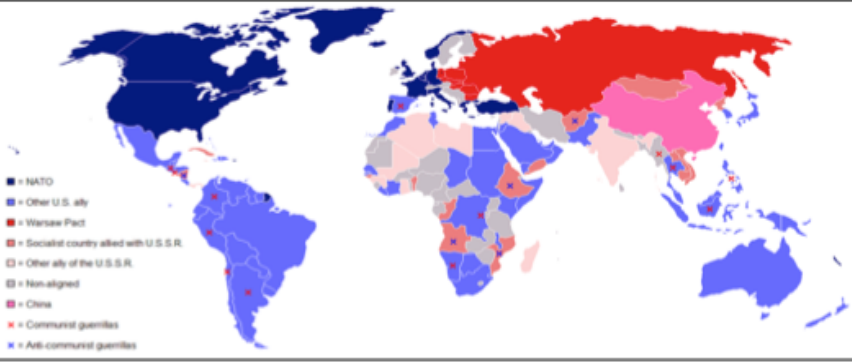


# History - Cold War (Rise of the USA)



## Overview and Map

The Cold War was a long period of open, yet restrained, tension between the democracies of the western world and the communist countries of the east. The democratic west was led by the United States, whilst the communist east was spear-headed by the Soviet Union – the two world superpowers at the time. Whilst the two superpowers never directly declared war on one another, they fought indirectly via proxy wars, an arms race, and the space race, in order to gain political and ideological dominance. The map below shows the extent of their alliances in 1980, towards the end of the Cold War.



## Key People

**Dwight Eisenhower** – (1890-1969) Dwight Eisenhower was a five star general of the US army and supreme commander of the Allied forces in western Europe, before becoming the 34<sup>th</sup> President of the United States. As President, he articulated his views on the 'Domino Theory', suggesting that Communism should be stopped before it spread. Whilst he ended the Korean War, he was the first President to send troops to Vietnam, and made preparations to make interventions in Cuba. He made efforts to limit nuclear weapons proliferation, but these were unsuccessful.



**John F. Kennedy** – (1917-1963) Commonly known as JFK, John F. Kennedy was the 35<sup>th</sup> President of the United States, who served between 1961-1963 at the height of the Cold War. The majority of his presidency involved managing relations with the Soviet Union. He authorized the failed Bay of Pigs invasion, but subsequently helped to diffuse the Cuban Missile Crisis, and made a famous speech about the Berlin Wall as being symbolic of Communist failure. He also expanded the US space programme. He was assassinated in 1963.



**Sir Winston Churchill** – (1874-1965) was a British politician who served as the Prime Minister between 1940 and 1945 and again from 1951 to 1955. He took over after a disastrous start to the war in which Nazi Germany conquered much of Europe. The manner in which he forged crucial alliances with countries like the US and Russia undoubtedly aided the Allies victory. After the war, he was one of the first public figures to hypothesise about the significant dangers of an 'Iron Curtain' descending across Europe.



**Joseph Stalin** – (1878-1953) was the Communist leader/dictator of the USSR during WWII. After the death of the Communist Leader Lenin, Stalin won a vicious grapple for power before eventually establishing himself as a totalitarian dictator. His own policies became known as 'Stalinism'. After World War II, Stalin became committed to taking both political and ideological control of eastern European states, believing this to be integral to creating a buffer between the democratic West. This quest for domination is seen as one of the predominant factors in starting the Cold War.







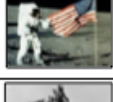





**Nikita Khrushchev** – (1894-1971) Nikita Khrushchev was the successor to Joseph Stalin, who led the Soviet Union between 1953 and 1964 – the tensest years of the Cold War. He was more liberal than his predecessor in domestic policy, and also cut Soviet forces. However, he built up the number of nuclear missiles. He was involved in the Cuban Missile Crisis, when nuclear war between the US and Soviet Union seemed to be imminent. In 1964, he was removed by his colleagues, replaced by Leonid Brezhnev.



**Fidel Castro** – (1926-2016) Fidel Castro was a Cuban communist, revolutionary, and politician, who helped to lead the Communist revolution in Cuba. He was allied with the Soviet Union, and caused grave concern to the US as communism was now in the Americas. The CIA took charge of trying to overthrow Castro's government, using Cuban exiles, but got their strategy disastrously wrong in the Bay of Pigs invasion. Castro became a hero for his victory, and stayed in power right up until 2011.



## Major Events

Event	Image	Description	Date/s	Fact
		The Truman Doctrine was an American foreign policy created with the aim of countering Soviet geopolitical expansion. Announced to congress by President Harry S. Truman, the doctrine alleged that communist totalitarian regimes represented a significant threat to international peace. As a result, American support would be provided to countries threatened by Soviet communism.	12 <sup>th</sup> March 1947	The Doctrine led to the formation of NATO, an alliance that is still in effect.
Berlin Blockade		During multinational occupation of post-World War II Germany, the Soviet Union blocked the Western Allies' railway, road and canal access to parts of Berlin under western control, in response to western introduction of the Deutsche mark. Via the 'Berlin Airlift', Allied planes were able to deliver vital supplies to Berliners.	24 <sup>th</sup> June 1948 – 12 <sup>th</sup> May 1949	It proved to be a PR disaster for Stalin, who had to remove the blockade in May 1949.
The Korean War		As a result of the Cold War, Korea had split into two states, with both claiming to be the sole legitimate government of all of Korea. This broke into war when communist North Korea (aided by Russia and China) invaded the South (backed by USA). The war eventually ended in stalemate. The country remained divided.	25 <sup>th</sup> June 1950 – 27 <sup>th</sup> July 1953	As no peace treaty was signed, the countries are still technically at war!
The Vietnam War		Vietnam was split – the North (backed Soviet Union) and South (backed by USA) engaged in a war lasting over 19 years. It also sprouted the Laotian and Cambodian Civil Wars, and resulted in all 3 states becoming Communist. It was an extremely deadly war, with around 2 million innocent civilians believed to have perished.	1 <sup>st</sup> November 1955 – 30 <sup>th</sup> April 1975	Images of napalm-burnt villagers turned public opinion against the war in the USA.
		The USA and USSR intensified competition for spaceflight superiority. The race had origins in the nuclear arms race, in that successes demonstrated technological strength. USSR completed the first manned spaceflight, whilst USA were the first to send man to the moon.	2 <sup>nd</sup> August 1955 – c.1975	USSR launched the first satellite into space on 4 <sup>th</sup> Oct 1957 – Sputnik 1.
U-2 Plane Incident		A United States U-2 spyplane was shot down by the Soviet Air Defence Forces, whilst photographing targeted Soviet sites whilst deep into Soviet territory. Embarrassingly, the US was forced to admit this purpose after the USSR produced the pilot and evidence.	1 <sup>st</sup> May 1960	The pilot, Gary Powers, was captured and convicted of espionage.
The Bay of Pigs Invasion		The Bay of Pigs Invasion was a failed military invasion of Cuba. The CIA-sponsored Brigade 2506 intended to overthrow the increasingly communist government of Fidel Castro, but were defeated after only 3 days.	17 <sup>th</sup> -20 <sup>th</sup> April 1961	The outcome made Castro a national hero.
Cuban Missile Crisis		The missile crisis was a 13-day confrontation between the USA and the USSR. The USA initiated ballistic missile deployment in Italy and Turkey, whilst the USSR deployed missiles in Cuba. It is often considered the point at which the Cold War came closest to all-out nuclear war. After tense negotiations, missiles were dismantled.	16 <sup>th</sup> – 28 <sup>th</sup> October 1962	Soviet missiles in Cuba were only 90km from Florida in the USA.
		The treaty on the non-proliferation of nuclear weapons, also known as the NPT, is an agreement to prevent the spread of nuclear weapons technology, and to promote peaceful use of nuclear energy. Both the US and the Soviet Union signed the treaty on 1 <sup>st</sup> July 1968, alongside other nuclear-armed states, reducing tensions.	1 <sup>st</sup> July 1968	Although it did not stop nuclear development, the NPT reduced US/ USSR tensions.
Fall of the Berlin Wall		The Berlin Wall had separated communist eastern section of Berlin Germany from west Berlin since 1961. However, the Soviet Union was beginning to collapse, and was struggling to hold onto East Germany. In November 1989, the Central Committee of East Germany opened up free movement across the wall. In In doing so, one of the major symbols of the Cold War itself was abolished.	9 <sup>th</sup> November 1989	On October 3, 1990 Germany was officially reunified into a single country.



# History



## Further Research:

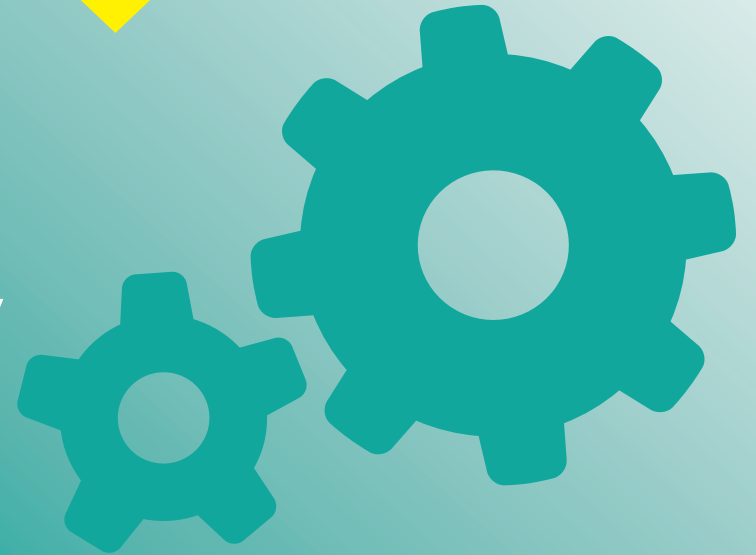
Find out out about the following areas:

The Hungarian Rising 1956

The Prague Spring of 1968

What was Détente?

# Geography





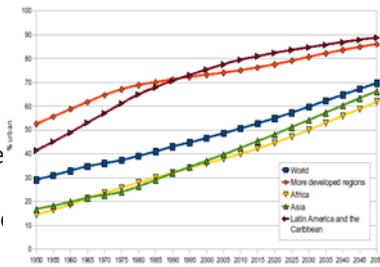
## What is Urbanisation?

This is the proportion of people living in urban areas such as towns or cities.

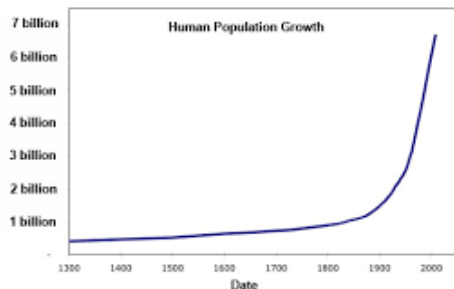
In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

### Where is Urbanisation happening?

Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.



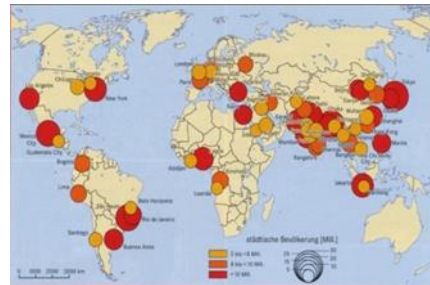
The world's population is increasing. Since 1900 this growth has been **exponential** (doubling)



## Types of Cities

### Megacity

An urban area which over **10 million people** living there.



More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

There are 3 types of Mega cities:

**Slow Growing:** No squatter settlements EG Tokyo ( Often in HIC's)

**Growing:** Under 20% squatter settlements EG Rio De Janeiro (Often in NEE's)

**Rapid growing:** Over 20% squatter settlements. EG Mumbai ( Often in LIC's and NEE's)

## Causes of Urbanisation

### Rural - urban migration (1)

#### Push

- Natural disasters
- War and Conflict
- Mechanisation
  - Drought
- Lack of employment

### The movement of people from rural to urban areas.

#### Pull

- More Jobs
- Better education & healthcare
- Increased quality of life.
- Following family members.

### Natural Increase (2)

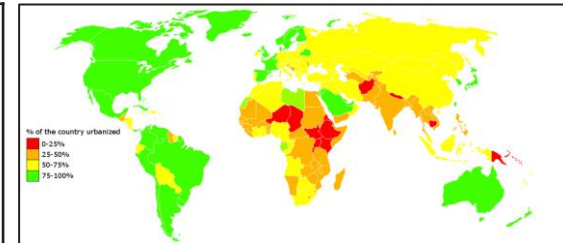
#### Increase in birth rate (BR)

- High percentage of population are child-bearing age which leads to high fertility rate.
- Lack of contraception or education about family planning.

### When the birth rate exceeds the death rate.

#### Lower death rate (DR)

- Higher life expectancy due to better living conditions and diet.
- Improved medical facilities helps lower infant mortality rate.



Urban population is growing more quickly in less developed regions than in the more developed. The largest growth in urban areas will take place in China and Nigeria. These are examples of NEE's ( Newly emerging economies)





# Geography - Urban Change in a major NEE City: Rio de Janeiro Case study



## Location and Background

Rio is a coastal city situated in the South East region of Brazil within the continent of South America. It is the second most populated city in the country (6.5 million) after Sao Paulo.

## City's Importance

It has the second largest GDP in Brazil It is headquarters to many of Brazil's main companies, particularly with Oil and Gas.

Sugar Loaf mountain is one of the seven wonders of the world.

One of the most visited places in the Southern Hemisphere. Hosted the 2014 World Cup and 2016 Summer Olympics.

## Migration to Rio De Janeiro

The city began when Portuguese settlers with slaves arrived in 1502. Rio is now home to various ethnic groups. More recently, millions of people have migrated from rural areas. People do this to search for a better quality of life. This expanding population has resulted in the rapid urbanisation of Rio de Janeiro.

## City's Opportunities

**Social:** Standards of living are gradually improving. The Rio Carnival is an important cultural event for traditional dancing and music.

**Economic:** Rio has one of the highest incomes per person in the country. The city has various types of employment including oil, retail and manufacturing.

**Environmental:** The hosting of the major sporting events encouraged more investment in sewage works and public transport systems.

## Social Challenges and Solutions

**Health:** **CH** Life expectancy in the favelas is 45 and 80 in the rich areas. Infant mortality is higher in the favelas. **SL** Health visitors go into homes to check for 20 diseases

**Education:** **CH** Only 50% of children continue education beyond 14. Shortage of teachers. Parents need children to work.

**SL:** Grants to poor families and new private University in Rochina.

**Water Supply:** **CH:** 12% of Rio had no running water. 37% water lost through leaks. Frequent droughts. **SL:** 300km of new pipes, by 2014 only 5% with no water supply.

**Energy:** **CH:** Frequent power cuts, poor people in the Favelas tap into electricity illegally. **SL:** 60km of new wires, new Nuclear power plant. \$2billion spent on new HEP plant

## Economic Challenges and solutions

Economic opportunities have led to the growth of the formal economy ( Tax paid, holiday and sick pay) Rio provides more than 6% of Brazils employment and large companies are attracted to Rio. Jobs in the formal economy are mainly in public services with other areas in construction and finance. There is a large informal economy in the favelas and few people pay tax.

**Challenges are:** **Unemployment** is high in many favelas its over 20%. The solution is the schools of tomorrow which offer training to school leavers. **Crime** is another challenge with powerful drug gangs in the favelas. The solution is the Pacifying police force who have reclaimed the favelas from the gangs

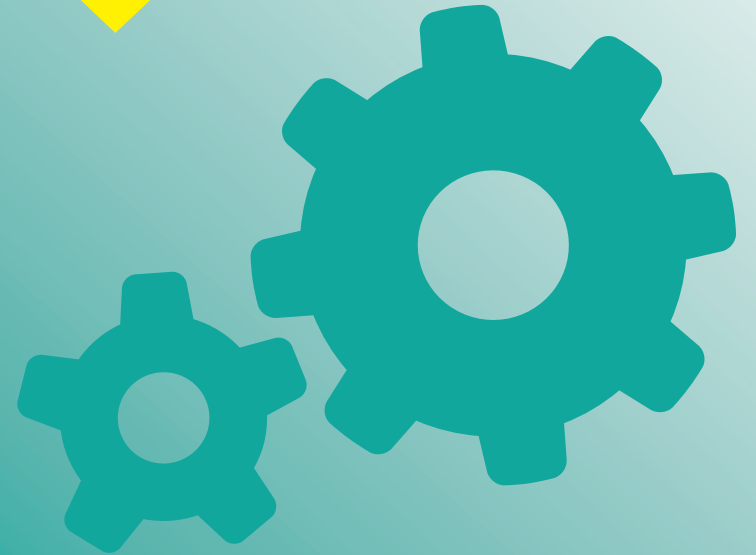
## Environmental challenges:

Air pollution and traffic congestion. There are around 5000 deaths from air pollution. Building new roads due to the steep hillsides is difficult and there is congestion . To solve this they have expanded the Metro system. Water pollution Guanabara Bay is heavily polluted. Many rivers are open sewers. The solution is 12 new sewage works. Waste Pollution many favelas are on steep slopes with no waste collection, The solution is a power plant the burns 30 tonnes of rubbish a day.

## Managing the Favelas and the urban poor







As the favelas have grown there are many challenges Crime, health, services, construction and unemployment. **The Favela Barrio** Project is a Site and service scheme. It is an area in the north zone. Roads were paved, improved sanitation, a cable car and the pacifying police all helped to improve quality of life. A **success** is that quality of life and employment has improved. A **problem** is that residents don't have the skills to keep on top of repairs to the cable car and their homes

# Religious Studies

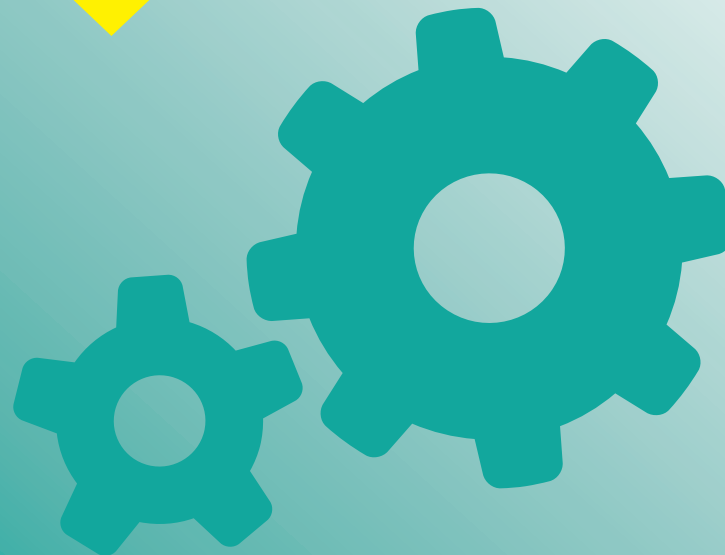




Key Words			
<b>Forgiveness</b>	Pardoning someone for wrongdoing	<b>Peace-making</b>	Working toward bringing about an end to war and a state of peace
<b>Greed</b>	Going to war to gain land or natural resources such as oil	<b>Protest</b>	A public expression of disapproval, often in a big group, can be peaceful or violent
<b>Holy War</b>	A war that is fought for religious reasons, usually backed by a religious leader	<b>Quakers</b>	A Christians denomination who worship in silence and are well known pacifists
<b>Just War</b>	A Christian theory that asks whether a war is fought justly	<b>Reconciliation</b>	Restoring friendly relationships after a war or conflict
<b>Justice</b>	Bringing about what is right and fair, according to the law or God's will	<b>Retaliation</b>	Deliberately harming someone as a response to them harming you
<b>Nuclear Weapon</b>	A weapon using a nuclear reaction to cause massive damage	<b>Self-Defence</b>	Protecting yourself or others from harm
<b>Pacifism</b>	A belief that all forms of violence are wrong, commonly held by Quakers	<b>Terrorism</b>	Using violence in order to further a political or religious message
<b>Peace</b>	A state of happiness and harmony, an absence of war	<b>WMD</b>	Weapons of mass destruction: chemical, nuclear or biological weapons

Key Ideas			
 <p><b>Protests and Terrorism</b></p>	<p><u>Protests</u></p> <p>The right to gather together and protest is a fundamental democratic <b>freedom</b>. UK law allows for peaceful public protest but sometimes protests can turn violent and become a <b>riot</b>. Christians often <b>protest unjust laws</b> or for other forms of justice but would rarely advocate the use of violence in protest.</p>	<p><u>Terrorism</u></p> <p>Examples of terrorism include suicide bombing, mass shootings or using vehicles to injure pedestrians. The aim of terrorism is to make society aware of a cause or issue and to make people frightened to go about their business. Christians don't promote political violence + believe terrorism is wrong as it targets innocent people</p>	
 <p><b>Reasons for War</b></p>	<p><u>Greed</u></p> <p>To gain more <b>land</b> or to control important <b>resources</b> such as oil or gas. e.g. The UK and US invading <b>Iraq</b> in order to control oil resources</p>	<p><u>Self-Defence</u></p> <p>To <b>defend</b> one's country against invasion or attack or to protect allies who are under attack e.g. UK threatened by Nazi invasion in <b>WWII</b></p>	<p><u>Retaliation</u></p> <p>To fight against a country that has done something very wrong or to fight against a country that has attacked you e.g. US invading <b>Afghanistan</b> in retaliation for 9/11</p>
 <p><b>Nuclear War and WMD</b></p>	<p>Nuclear weapons work by a <b>nuclear reaction</b> and devastate huge areas and kill large numbers of people. They are a type of WMD (<b>weapons of mass destruction</b>) which also includes <b>chemical</b> and <b>biological</b> weapons. All these weapons are not allowed under the Christian Just War Theory and would therefore be rejected by most Christians. Nuclear weapons were used at the end of WWII in <b>Japan</b> to force the Japanese to surrender. Some people say their use was justified as it prevented more suffering even though 140,000 people died. Although some Christians justify war with 'an eye for an eye', this cannot be used to justify the use of weapons of mass destruction as they are not a <b>proportionate</b> response.</p>		
 <p><b>Holy War</b></p>	<p>A <b>Holy War</b> is a war which is fought for religious reasons, often with the backing of religious leaders. An example of this was the <b>Crusades</b> fought from the 11<sup>th</sup>-14<sup>th</sup> Century by Christians, backed by the Pope. Religion can still be a cause for war today such as in <b>Northern Ireland</b> where Protestant and Catholic Christians fought a civil war between 1968-98.</p>		
 <p><b>Just War Theory</b></p>	<p>Just War Theory is a Christian moral theory for working out if a war meets internationally accepted criteria for fairness. These are some of the conditions that must be met in order for a war to be just:</p> <ul style="list-style-type: none"> <li>• Just Cause – fought in self-defence or to protect others</li> <li>• Just Intention – fought to promote good and defeat wrongdoing</li> <li>• Last Resort – only going to war if all other methods have been tried first</li> <li>• Proportional – excessive force should not be used and innocent civilians must not be killed</li> </ul>		
 <p><b>Pacifism and Christian Responses to War</b></p>	<p><b>Pacifism</b> is the idea that <b>all forms of violence are wrong</b>. Pacifists such as Quakers refuse to take part in war and often choose to be a <b>conscientious objector</b> (someone who doesn't go to war for moral reasons) or to assist in medical tasks like ambulance driving. Christians try to follow Jesus' teaching that "blessed are the peacemakers"</p>	<p>Christians try to show <b>mercy</b> and <b>agape</b> to victims of war and provide them with assistance. This can be through charity or through welcoming them into their churches. It can be victims in their own country or <b>refugees</b> such as people fleeing from Syria or Yemen. This is an example of 'love your neighbour' in action.</p>	

# Spanish





## EL TURISMO VIRTUAL

### LOS SITIOS DE INTERÉS – PLACES OF INTEREST

En la ciudad de Madrid/Barcelona/Sevilla	In the town of Madrid/Barcelona/Seville
<b>HAY</b>	There is/are
<b>NO HAY</b>	There isn't/aren't
<b>SE PUEDE IR AL / A LA</b>	You can go to the ...
<b>SE PUEDE VISITAR EL / LA</b>	You can visit the ....
<b>SE PUEDE VER EL / LA</b>	You can see the .....
1. Parque	1. Park
2. Palacio	2. Palace
3. Museo	3. Museum
4. Cine	4. Cinema
5. Teatro	5. Theatre
6. Mercado	6. Market
7. Ayuntamiento	7. Town hall
8. Gran Vía	8. Long street (Great Way)
9. Catedral	9. Cathedral
10. Plaza mayor	10. Main square
11. Plaza de toros	11. Bull ring
12. Tiendas	12. Shops
13. Restaurantes	13. Restaurants
<b>GRAMÁTICA</b>	<b>GRAMMAR</b>
EL / LA / LOS / LAS	The
UN / UNA / UNOS / UNAS	A/some

### LAS OPINIONES - OPINIONS

Creo que	I believe that
Pienso que	I think that
Diría que	I would say that
<b>ES</b>	<b>IT IS</b>
<b>MUY</b>	<b>VERY</b>
<b>BASTANTE</b>	<b>QUITE</b>
<b>UN POCO</b>	<b>A BIT</b>
interesante	interesting
guay	cool
educativo	educational
entretenido	entertaining
impresionante	impressive
aburrido	boring
histórico	historical
emocionante	exciting

### LAS DIRECCIONES – DIRECTIONS

<b>¿Dónde está el/la.....?</b>	<b>Where is the .....?</b>
<b>¿Por dónde se va al/a la.....?</b>	<b>How do you get to the .....?</b>
<b>QUIERO</b> ir	<b>I WANT</b> to go
<b>QUIERO</b> visitar	<b>I WANT</b> to visit
<b>QUIERO</b> ver	<b>I WANT</b> to see
<b>Para ir AL / A LA .....</b>	<b>How do you get to the.....?</b>
<b>TOMA</b>	<b>TAKE</b>
la PRIMERA calle	the <b>FIRST</b> street/road
la SEGUNDA calle	the <b>SECOND</b> street/road
la TERCERA calle	the <b>THIRD</b> street/road
la CUARTA calle	the <b>FORTH</b> street/road
<b>A LA DERECHA</b>	<b>ON THE RIGHT</b>
<b>A LA IZQUIERDA</b>	<b>ON THE LEFT</b>
<b>SIGUE</b> todo recto	<b>GO STRAIGHT ON</b>
<b>CRUZA</b> la plaza	<b>CROSS</b> the square
<b>PASA</b> los semáforos	<b>GO THROUGH</b> the lights
<b>PASA</b> el puente	<b>GO OVER</b> the bridge
<b>GIRA A LA DERECHA</b>	<b>TURN RIGHT</b>
<b>TUERZA A LA IZQUIERDA</b>	<b>TURN LEFT</b>
después	afterwards/then
luego	afterwards/then
antes	before
<b>ESTÁ</b>	<b>IT IS LOCATED</b>
al lado <b>del/de la</b>	beside/next to
delante <b>del/de la</b>	in front of
enfrente <b>del/de la</b>	opposite
entre.....y.....	between....and....
a la izquierda <b>del/de la</b>	to the left of the ...
a la derecha <b>del/de la</b>	to the right of the ....

### LA OFICINA DE TURISMO – THE TOURIST OFFICE

<b>¿Qué hay de interés en la ciudad?</b>	<b>What is there of interest in the city?</b>
1. <b>QUISIERA</b>	1. <b>I WOULD LIKE</b>
2. <b>NECESITO</b>	2. <b>I NEED</b>
3. <b>BUSCO</b>	3. <b>I AM LOOKING FOR</b>
4. <b>¿TIENE...?</b>	4. <b>¿DO YOU HAVE...?</b>
1. un mapa	1. a map
2. un plano	2. a map/plan
3. una lista	3. a list
4. información	4. information
5. un folleto	5. a leaflet
6. una guía	6. a guide
<b>DE</b>	<b>ABOUT/ON</b>
<b>SOBRE</b>	<b>ABOUT/ON</b>
1. restaurantes	1. restaurants
2. hoteles	2. hotels
3. los monumentos	3. monuments
4. la ciudad	4. the city
¿A qué hora <b>ABRE</b> el / la?	What time does the ..... <b>OPEN</b> ?
¿A qué hora <b>CIERRA</b> el / la?	What time does the ..... <b>CLOSE</b> ?
¿ <b>CUÁNTO CUESTA</b> visitar el / la ...?	<b>HOW MUCH IS IT</b> to visit the...?



## EL TURISMO VIRTUAL

### LA OFICINA DE TURISMO

1. ¿Qué desea?
2. Quisiera un folleto sobre la ciudad
3. ¿Algo mas?
4. Sí, necesito una lista de hoteles también
5. ¿A qué hora abre la museo?
6. A las nueve y media
7. ¿Dónde esta la piscina?
8. En el centro del pueblo
9. ¿Cuánto cuesta la guía?
10. 50 Euros
11. ¿Hay algún descuento para niños?
12. Sí, el cincuenta por ciento

1. What would you like?
2. I would like a leaflet on the city
3. Anything else?
4. Yes, I need a list of hotels also.
5. What time does the museum open?
6. At 9.30
7. Where is the swimming pool?
8. In the town centre
9. How much is a guide?
10. 50 euros
11. Is there a discount for children?
12. Yes, 50%

1. En el invierno
2. En el verano
3. En la primavera
4. Por la mañana
5. Por la tarde
6. Por la noche
7. Solo
8. Precio/Entrada
9. Rebajas
10. Dias laborables
11. Dias festivos
12. Horario
13. Abierto
14. Cerrado
15. Desde ...hasta
16. No se admiten animales
17. Está prohibida
18. Mayores de.... años
19. Menores de ...años

1. In the winter
2. In the summer
3. In the spring
4. In the morning
5. In the afternoon
6. At night
7. Only
8. Price/Ticket
9. Sales
10. Working days
11. Festival days
12. Timetable
13. Open
14. Closed
15. From....until
16. Animals are not allowed
17. It is not allowed
18. Older than.....years
19. Younger than.....years

### LAS TIENDAS - SHOPS

1. El supermercado
2. La librería
3. El mercado
4. La joyería
5. La panadería
6. La pastelería
7. La carnicería
8. La zapatería
9. La confitería
10. La farmacia
11. Tienda de ropa
12. Tienda de música
13. Correos
14. Tienda de deporte

1. The supermarket
2. Book shop
3. Market
4. Jewellers
5. Bakery
6. Cake shop
7. Butchers
8. Shoe shop
9. Sweet shop
10. Chemist
11. Clothes shop
12. Music shop
13. Post Office
14. Sports shop

### IR DE COMPRAS - SHOPPING

#### SE PUEDE/N COMPRAR.....EN

1. Hamburguesa
2. Carne
3. Verduras
4. Dulces
5. Ropa
6. Pan
7. Pastel de chocolate
8. Gambas
9. Vestido
10. Baterías
11. Zapatos
12. Libros
13. Pescado
14. Medicinas
15. Caramelos
16. Pendientes
17. Guitarra
18. Joyas
19. Galletas
20. Limonada

#### YOU CAN BUY ..... IN ....

1. Hamburger
2. Meat
3. Vegetables
4. Sweets
5. Clothes
6. Bread
7. Chocolate cake
8. Prawns
9. Dress
10. Batteries
11. Shoes
12. Books
13. Fish
14. Medicines
15. Sweets
16. Earrings
17. Guitar
18. Jewellery
19. Biscuits
20. Lemonade

### LA OFICINA DE TURISMO – AT THE TOURIST OFFICE (A CONVERSATION)

1. ¡Hola!
2. ¡Hola! ¿Qué desea?
3. ¿Qué hay en Madrid para los turistas?
4. En Madrid se puede visitar la catedral y el palacio.
5. ¡Qué interesante!
6. ¿Tienes un mapa por favor
7. Aquí tienes
8. ¿Dónde está el palacio?
9. Toma la tercera calle a la derecha y sigue todo recto
10. ¿A qué hora abre el museo?
11. Abre a las nueve
12. Muchas gracias. Adiós

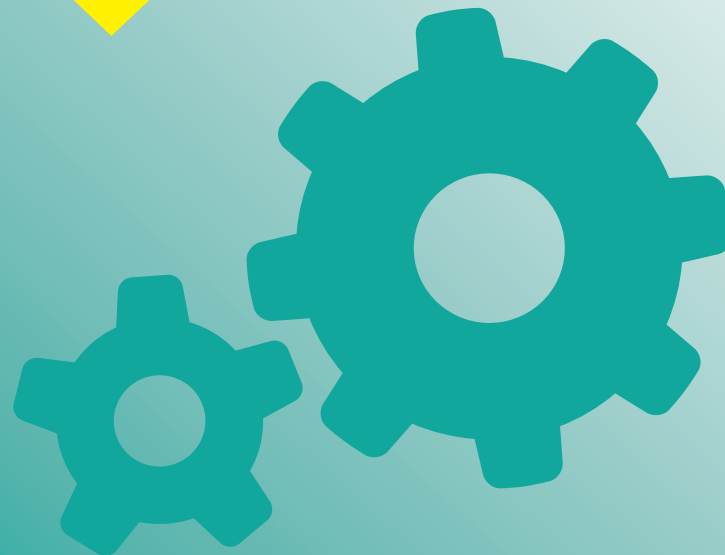
1. Hello!
2. Hello! What would you like?
3. What is there in Madrid for tourists?
4. In Madrid you can visit the cathedral and the palace.
5. How interesting!
6. Do you have a map please?
7. Here you are.
8. Where is the palace?
9. Take the third street on the right and carry straight on.
10. What time does the museum open?
11. It opens at 9
12. Thank you very much. Goodbye

### UNA RESERVA EN EL RESTAURANTE – A RESTAURANT RESERVATION – A CONVERSATION

1. Hola 'Restaurante Pez Espada'. ¿En qué puedo ayudarle?
2. Me gustaría reservar una mesa por favor.
3. ¿Para qué fecha?
4. Para el sábado el quince de octubre
5. ¿Para cuántas personas?
6. Para dos adultos y dos niños
7. ¿En la terraza o dentro del restaurante?
8. Dentro del restaurante por favor
9. ¿A qué hora?
10. A las ocho. Es posible ?
11. No es un problema. ¿Cuál es tu nombre?
12. Me llamo Raquel Fernandez...se escribe F.E.R.N.A.N.D.E.Z
13. Repito : una mesa para cuatro personas, el sábado el quince de octubre a las ocho.
14. Sí, es correcto. Gracias.
15. De nada.

1. Hello. 'Restaurante Pez Espada'. How can I help you?
2. I would like to reserve a table please.
3. For what date?
4. For Saturday the 15<sup>th</sup> of October
5. For how many people?
6. For 2 adults and 2 children.
7. On the terrace or inside the restaurant?
8. Inside the restaurant please.
9. At what time?
10. At 8. Is it possible?
11. No problem. What is your surname?
12. My name is Raquel Fernandez...it is spelt F.E.R.N.A.N.D.E.Z
13. I repeat: a table for 4 people, on Saturday the 15<sup>th</sup> October at 8.
14. Yes that is correct. Thank you.
15. You're welcome

# French





## LE TOURISME VIRTUEL

### Lieux d'intérêt – PLACES OF INTEREST

À Paris .....	In Paris
<b>IL Y A</b> <b>IL N'Y A PAS DE</b> <b>ON PEUT ALLER AU/À LA/À L'</b> <b>ON PEUT VISITER LE/LA/L'</b> <b>ON PEUT VOIR LE/LA/L'</b>	There is/are There isn't/aren't You can go to the ... You can visit the ... You can see the .....
1. Parc 2. Palais 3. Musée 4. Cinéma 5. Théâtre 6. Marché 7. Hôtel de ville 8. Place principale 9. Magasins 10. Restaurants	1. Park 2. Palace 3. Museum 4. Cinema 5. Theatre 6. Market 7. Town hall 8. Main square 9. Shops 10. Restaurants
<b>GRAMÁTICA</b> EL / LA / LOS / LAS UN / UNA / UNOS / UNAS	<b>GRAMMAR</b> The A/some

### LES OPINIONS - OPINIONS

Je crois que Je pense que Je dirais que <b>C'EST</b> <b>TRÈS</b> <b>ASSEZ</b> <b>UN PEU</b> intéressant cool éducatif divertissant impressionnant ennuyeux historique passionnant	I believe that I think that I would say that <b>IT IS</b> <b>VERY</b> <b>QUITE</b> <b>A BIT</b> interesting cool educational entertaining impressive boring historical exciting
---	---

### LES DIRECTIONS – DIRECTIONS

<b>Où est le/la/l' ...?</b>	<b>Where is the .....</b> ?
<b>JE VEUX</b> aller <b>JE VEUX</b> visiter <b>JE VEUX</b> voir	<b>I WANT</b> to go <b>I WANT</b> to visit <b>I WANT</b> to see
<b>Pour aller au/à la/à l' .....</b> ?	<b>How do you get to the.....?</b>
<b>PRENEZ</b> la PREMIÈRE rue la DEUXIÈME rue la TROISIÈME rue la QUATRIÈME rue	<b>TAKE</b> the <b>FIRST</b> street/road the <b>SECOND</b> street/road the <b>THIRD</b> street/road the <b>FOURTH</b> street/road
<b>À DROITE</b> <b>À GAUCHE</b>	<b>ON THE RIGHT</b> <b>ON THE LEFT</b>
<b>ALLEZ</b> tout droit <b>TRAVERSEZ</b> la place <b>PASSEZ</b> les feux <b>TRAVERSEZ</b> le pont	<b>GO STRAIGHT ON</b> <b>CROSS</b> the square <b>GO THROUGH</b> the lights <b>GO OVER</b> the bridge
<b>TOURNEZ</b> à droite <b>TOURNEZ</b> à gauche	<b>TURN RIGHT</b> <b>TURN LEFT</b>
après puis avant	afterwards then before
<b>Il/elle est situé(e)</b> à côté de la/du/de l' devant la/le/l' en face de la/du/de l' entre ..... et .....	<b>it is located</b> beside/next to in front of opposite between....and....

### L'OFFICE DE TOURISME – THE TOURIST OFFICE

<b>Qu'est-ce qu'il y a d'intérêt en ville?</b>	<b>What is there of interest in the city?</b>
1. <b>JE VOUDRAIS</b> 2. <b>J'AI BESOIN DE</b> 3. <b>JE CHERCHE</b> 4. <b>AVEZ-VOUS ...?</b>	1. <b>I WOULD LIKE</b> 2. <b>I NEED</b> 3. <b>I AM LOOKING FOR</b> 4. <b>¿DO YOU HAVE...?</b>
1. Une carte 2. un plan 3. une liste 4. information 5. un dépliant 6. un guide	1. a map 2. a plan 3. a list 4. information 5. a leaflet 6. a guide
<b>DE</b>	<b>ABOUT/ON</b>
1. restaurants 2. hôtels 3. monuments 4. la ville	1. restaurants 2. hotels 3. monuments 4. the city
À quelle heure ouvre .....	What time does the ..... <b>OPEN</b> ?
À quelle heure ferme .....	What time does the ..... <b>CLOSE</b> ?
Ça coûte combien pour visiter le/la/l' .....	<b>HOW MUCH IS IT</b> to visit the...?





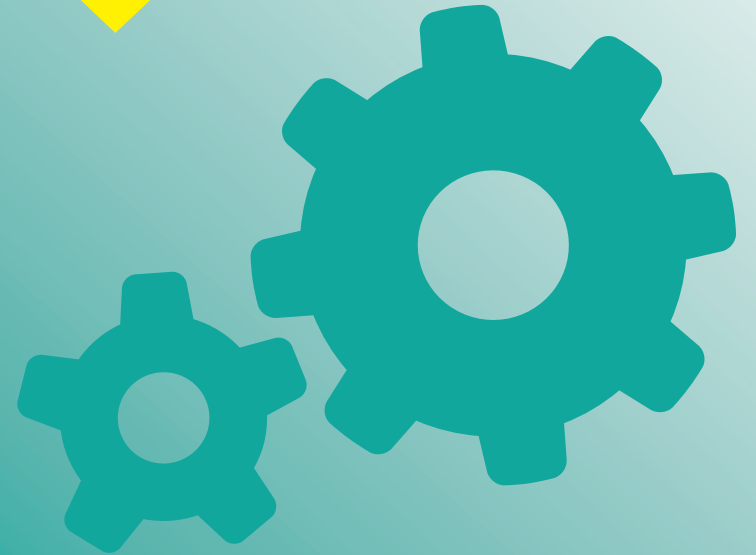
## LE TOURISME VIRTUEL

L'OFFICE DE TOURISME	
<ol style="list-style-type: none"> <li><b>Que désirez-vous?</b></li> <li>Je voudrais un dépliant de la ville</li> <li><b>Autre chose?</b></li> <li>Oui, j'ai besoin d'une liste d'hôtels</li> <li><b>À quelle heure ouvre le musée?</b></li> <li>À neuf heures et demie</li> <li><b>Où est la piscine?</b></li> <li>Au centre ville</li> <li><b>Un guide coûte combien?</b></li> <li>50 Euros</li> <li><b>Est-ce qu'il y a une réduction pour les enfants?</b></li> <li>Oui de cinquante pour cent.</li> </ol>	<ol style="list-style-type: none"> <li><b>What would you like?</b></li> <li>I would like a leaflet on the city</li> <li><b>Anything else?</b></li> <li>Yes, I need a list of hotels</li> <li><b>What time does the museum open?</b></li> <li>At 9.30</li> <li><b>Where is the swimming pool?</b></li> <li>In the town centre</li> <li><b>How much is a guide?</b></li> <li>50 euros</li> <li><b>Is there a discount for children?</b></li> <li>Yes, 50%</li> </ol>
<ol style="list-style-type: none"> <li>En hiver</li> <li>En été</li> <li>Au printemps</li> <li>Le matin</li> <li>L'après-midi</li> <li>La nuit</li> <li>Seul(e)</li> <li>Prix/Billet</li> <li>Soldes</li> <li>Les jours de travail</li> <li>Les jours de fêtes</li> <li>Horaire</li> <li>Ouvert</li> <li>Fermé</li> <li>De ...jusqu'au ...</li> <li>Il est interdit de</li> <li>De plus de.... ans</li> <li>De moins de ...ans</li> </ol>	<ol style="list-style-type: none"> <li>In the winter</li> <li>In the summer</li> <li>In the spring</li> <li>In the morning</li> <li>In the afternoon</li> <li>At night</li> <li>Alone</li> <li>Price/Ticket</li> <li>Sales</li> <li>Working days</li> <li>Festival days/Bank holidays</li> <li>Timetable</li> <li>Open</li> <li>Closed</li> <li>From....until</li> <li>It is forbidden to</li> <li>Older than.....years</li> <li>Younger than.....years</li> </ol>

LES MAGASINS - SHOPS	
<ol style="list-style-type: none"> <li>Le supermarché</li> <li>La librairie</li> <li>Le marché</li> <li>La bijouterie</li> <li>La boulangerie</li> <li>La pâtisserie</li> <li>La boucherie</li> <li>Le magasin de chaussures</li> <li>La confiserie</li> <li>La pharmacie</li> <li>Le magasin de vêtements</li> <li>Le magasin de musique</li> <li>La Poste</li> <li>Le magasin de sport</li> </ol>	<ol style="list-style-type: none"> <li>The supermarket</li> <li>Book shop</li> <li>Market</li> <li>Jewellers</li> <li>Bakery</li> <li>Cake shop</li> <li>Butchers</li> <li>Shoe shop</li> <li>Sweet shop</li> <li>Chemist</li> <li>Clothes shop</li> <li>Music shop</li> <li>Post Office</li> <li>Sports shop</li> </ol>
FAIRE LES MAGASINS – TO GO SHOPPING	
<p>ON PEUT ACHETER</p> <p>Hamburger Viande Légumes Sucreries Vêtements Pain Gâteau au chocolat Crevettes Robe Piles Chaussures Livres Poisson Médecine Bonbons Collier Boucles d'oreilles Guitare Bijoux Biscuits Limonade</p>	<p>YOU CAN BUY</p> <p>Hamburger Meat Vegetables Sweets Clothes Bread Chocolate cake Prawns Dress Batteries Shoes Books Fish Medecine Sweets Necklace Earrings Guitar Jewellery Biscuits Lemonade</p>

À L'OFFICE DE TOURISME – AT THE TOURIST OFFICE (A CONVERSATION)	
<p>Bonjour! Bonjour! <b>Que désirez-vous?</b> Qu'est-ce qu'il y a à Paris pour les touristes? À Paris on peut visiter la cathédrale et le palais. C'est génial! Avez-vous une carte de la ville?</p> <p>Oui voilà Où est le palais? Prenez la troisième rue à droite et allez tout droit. À quelle heure ouvre le musée?</p> <p>Il ouvre à neuf heures. Merci beaucoup. Au revoir De rien. Au revoir</p>	<p>Hello! Hello! What would you like? What is there in Paris for tourists?  In Paris you can visit the cathedral and the palace. That's great! Do you have a map of the town please? Yes here you are. Where is the palace? Take the third street on the right and carry straight on. What time does the museum open? It opens at 9 Thank you very much. Goodbye. You're welcome. Goodbye</p>
UNE RÉSERVATION AU RESTAURANT – A RESTAURANT RESERVATION – A CONVERSATION	
<p>Bonjour. Restaurant Belle Vue.' Je peux vous aider? Je voudrais réserver une table s'il vous plaît. Pour quelle date? Pour samedi le quinze octobre. Pour combien de personnes? Pour deux adultes et deux enfants Sur la terrasse ou dans le restaurant?</p> <p>Dans le restaurant s'il vous plaît. À quelle heure? À huit heures. C'est possible? Pas de problème. Quel est ton nom? Je m'appelle Pierre Duval...ça s'écrit D U V A L Donc : une table pour quatre personnes, samedi le quinze octobre à huit heures Oui c'est correct. Merci.</p> <p>De rien.</p>	<p>Hello. 'Restaurant Belle Vue'. Can I help you? I would like to reserve a table please. For what date? For Saturday the 15<sup>th</sup> of October For how many people? For 2 adults and 2 children. On the terrace or inside the restaurant? Inside the restaurant please. At what time? At 8. Is it possible? No problem. What is your surname? My name is Pierre Duval...it is spelt D.U.V.A.L So: a table for 4 people, on Saturday the 15<sup>th</sup> October at 8. Yes that is correct. Thank you. You're welcome</p>

IT





## What is Project Planning?

Setting a goal whereby **resources** and **skills** are managed in order to successfully **coordinate** and complete a project.

## Key words

Inputs

Profit

Evaluation

Design

Revenue

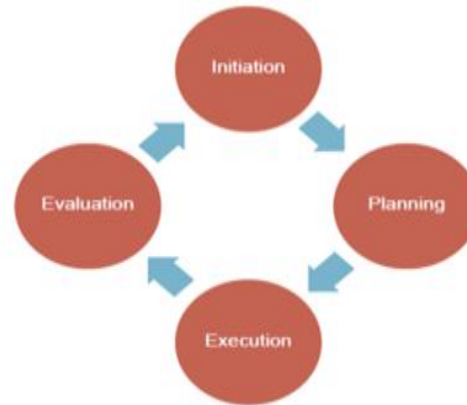
Process

Implementation

Costs

Sub-task

## Project Life Cycle



For this unit you will take on the role of a project manager for the theme park Mayhem Manor and plan the opening of a new theme park water ride, by following the stages of the project life cycle.

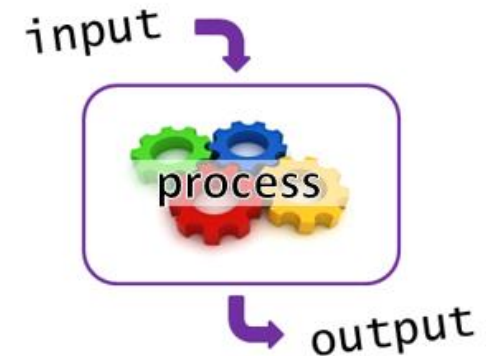


## Business Calculations

Revenue is the money made from selling products/services. It is calculated using:  
Selling Price X Quantity Sold

Profit is the money you have left from your revenue, after your costs have been deducted. It is calculated using:  
Total Revenue – Total Costs

## Inputs, Processes and Outputs.

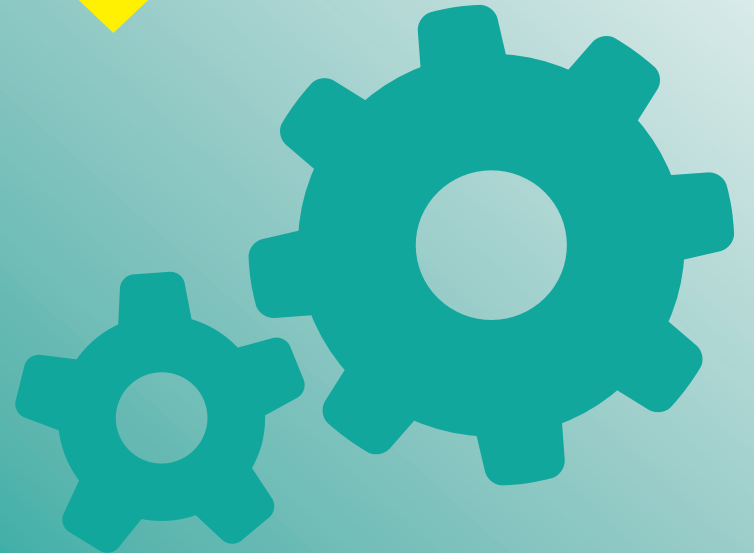


Input= Data is input into a computer system EG a rollercoaster senses the movement of a carriage on the track.

Process= The system processes the data and handles it the appropriate way. EG The camera is activated

Output= The action is then taken dependent on how the data has been processed. EG A ride photograph is taken

Art





### Deliberate Practice task

- **Artist Research Task**  
Select an Artist or Art style where there is an emphasis on pattern, line, texture and mark. You can select from the list below or research your own. Produce a google slide.

#### Artists

Melinda Hackett  
Gustav Klimt  
Piet Mondrian  
Victor Vasarely  
Sonia Delaunay  
Friedrich Hundertwasser

- **Task** – Complete a visual study of your artist/Art style. This should focus on the lines, Pattern, shape, Marks and Textures in the Artworks. Present your study on an A3 piece of paper.

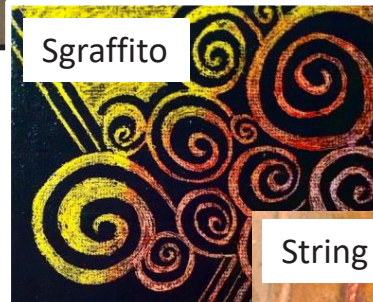
- **Design and Make** a simple Fashion Item such as a Tie, Bag, T-Shirt. This to be inspired by your chosen Artist.



Explore and interpret art elements in a range of media.



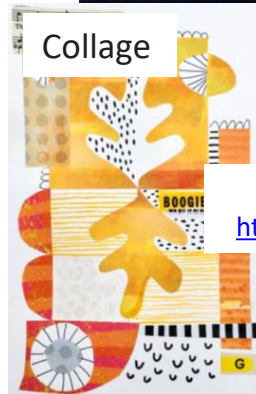
Card Relief



Sgraffito



String



Collage



Pen

**Ethical Fashion** is an umbrella term to describe **ethical fashion** design, production, retail, and purchasing. It covers a range of issues such as working conditions, exploitation, fair trade, sustainable production, the environment, and animal welfare.

What is the ethos of Fashion designer Stella McCartney?

<https://youtu.be/ZoiU8sprXpQ>

TASK - Watch the short video above and consider ways in which the fashion industry contributes to the damage to our environment. What is sustainable fashion and what practices could you adopt to support it?

[Where do Fashion designers find inspiration?](https://www.fashiongonerogue.com/content/fashion-designers-inspiration/)

<https://www.fashiongonerogue.com/content/fashion-designers-inspiration/>

### Key words

Colour Pattern Accent Shape Mark Line Construct  
Collage Layer Combine Papier Mache Relief Interpret  
Design

# Design Technology





## 2 Point perspective & Isometric drawing

An iconic design is usually a design that is 'ground breaking' and one that sets new standards in its field. It is a design that other designers and manufacturers follow, as it becomes a bench mark for other similar products. Furthermore, an iconic design is one that stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries.



### ART NOUVEAU

Art Nouveau was the dominant style from the 1870s to 1920s, for the rich, not the working class. It involved the use of elaborate decorative detail. Examples include wrought iron scroll work, highly skilful jewellery, prominent architecture and elaborate interior design. Art Nouveau designs were manufactured by highly skilled workers, in factories / workshops. They were either 'one off' or small batch.



### WHAT IS POP ART ?

Pop Art was originally an Art Movement, with artists such as Andy Warhol and David Hockney producing colourful screen prints. Every day objects were often painted and reproduced as cheap prints and sold to the general public. These include coke tins, dollar bills and comic strips. Pop Art has been applied to product design - e.g. furniture.



Warhol produced his art work 'Campbell's Soup' in 1962. Pop Artwork like this is regarded as an Iconic drawing of the 1960s.

### CHARACTERISTICS OF POP ART



Images stand for popular culture.

The images are often consumer products - e.g. soup cans and coke bottles.

Pop Art is colourful and distinctive.

Multiple copies printed and sold to the general public.

Comic strips are popular.

Multiple images often used in art work (see above).

### ART DECO 1924 - 1940

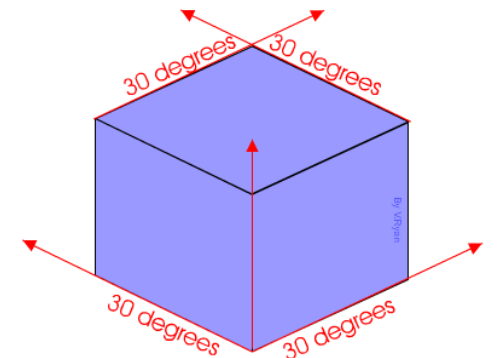
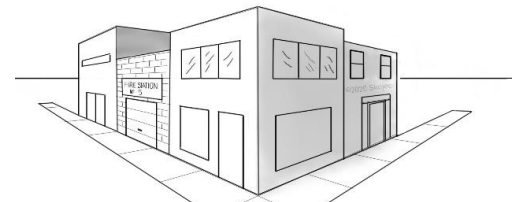
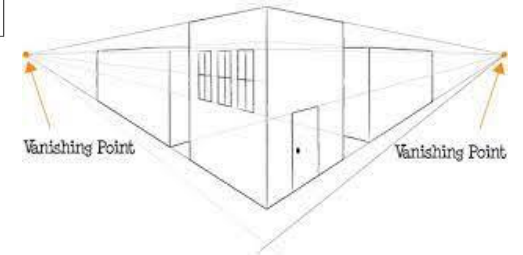
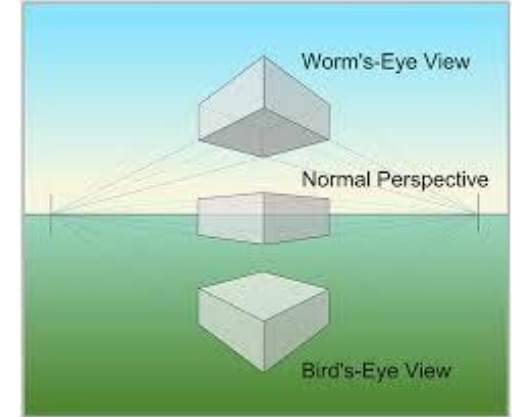


Art Deco is an international decorative arts movement, popular between the years 1924 - 1940. Art Deco is usually associated with the architecture of the 1930s and speed and luxury. Recently it has seen a revival. It is a style, that relies on bold designs, clear lines, vibrant colours and patterns. Geometric shapes and intense colour schemes are prominent.

#### KEY FEATURES

- BOLD DESIGNS
- GEOMETRIC SHAPES AND PATTERNS
- VIBRANT COLOUR SCHEME
- SYMMETRICAL DESIGNS
- ELEGANT

### ART DECO - SHAPES AND FORMS - 1



### CHARACTERISTICS OF BAUHAUS DESIGNS

Bauhaus approached product design in a fresh way. They moved away from traditional skills and fashion to new ideas and ways of manufacturing on an industrial scale.

#### Bauhaus design characteristics

- PRODUCTS MASS PRODUCED
- NEW MATERIALS APPLIED TO PRODUCTS
- SIMPLICITY, FUNCTION AND AESTHETICS
- INNOVATIVE DESIGNS
- NEW MANUFACTURING TECHNIQUES
- AFFORDABLE PRODUCTS
- PRODUCTS FOR THE GENERAL PUBLIC



### THE BAUHAUS (GERMANY)

1919 - 1930s

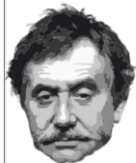
A Design and Architecture School called Bauhaus was established in 1919. Its name is still regarded as a mark of quality of design. It developed into an international arts / design movement and its influence on design has been considerable.

The Bauhaus encouraged designers, to design and develop products that were stylish and aesthetically interesting and mass produced.

The Bauhaus has influenced architecture, furniture design, interior and exterior design. There is even a Bauhaus font / writing style.

# BAUHAUS

### ETTORE SOTTASS



Ettore Sottsass led the Memphis design group. He designed products that were unusual, with bright colour schemes, producing imaginary designs for everyday objects.

His designs were controversial and unusual.

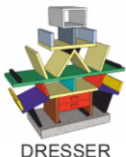
This Ceramic Totem was designed by Sottsass, as part of the Memphis Group. 171cm in height. The ceramic finish is coated in polychrome glazes, producing a colourful reflective surface.



### THE MEMPHIS GROUP

Established in the 1980s. Composed of designers based in Italy. Memphis designers, regarded aesthetics as the most important aspect of a product, not its function. Memphis designs/products can be regarded as pieces of art or exhibition pieces, not useable, practical items.

The best known 'Memphis' designer was, Ettore Sottsass.



# Food Technology







## KS3 Y9 Food Tech Knowledge Organiser



### Food Provenance: Where your food originally comes from

**Grown Food** includes fruits & vegetables + cereals: e.g. wheat, rice etc. 2 methods of farming: **Intensive**



Organic



**Reared Food** are animals raised by humans for their meat and other products: **Chickens= eggs.**



Cows= Milk



**Caught Food** applies to seafood. Wild/caught fish come from seas, rivers, & other bodies of water.



### Foods from around the world



**Indian cuisine** very popular in the UK



**Italians** are famous for pizzas and pasta



**Chinese noodles** are a favourite takeaway meal around the world



**South American** foods use corn as the main ingredient



**African meals** are often based around rice



**French Pastries** are famous the world over.



**Genetically Modified (GM)** foods have had their genes altered to give it useful characteristics, such as improving its growth or changing its colour. **Disadvantages:** long term



health effects aren't known. Also modified genes could affect other non GM crops. GM can't be sold everywhere. The EU restricts the import of some GM foods



### Special Dietary Needs:



In **sports**, dietary needs can differ widely. Some need lots of protein to build muscle for strength, others focus more on carbs for endurance.



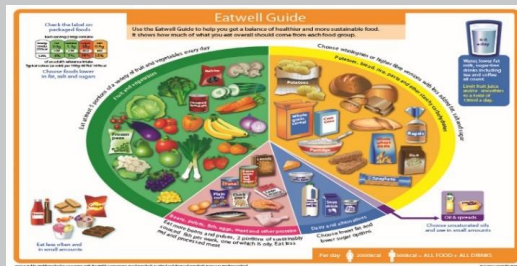
Diets also vary widely between different **religions**. Some eat meat, whilst for others it may be totally forbidden or need to be prepared in a particular way.



People can choose a plant based diet for different reasons. Some for health benefits, for **ethical reason**: e.g. animal right etc.



**Allergies and medical** issues can often lead to individuals requiring a special diet. E.g. coeliac's need to avoid food with gluten.



When **planning meals** for special dietary needs it is essential that you first have a good understanding of



what a **balanced diet** should include. And what you should avoid.



### KEYWORDS

Provenance  
Genetic  
Ethical  
Organic  
Intensive  
Moral  
Obligation  
Sustainable

### Diet-Related Health Problems

In many cases, making a few small changes in our foods choices can have a massive effect on our long term health & well-being.



**Obesity** is very common. It affects roughly one in every four adults in the UK.



**Coronary Heart Disease** is when the arteries which supply the heart with blood narrow due to fatty deposits



**Type 2 Diabetes** is a disorder where blood glucose levels stay too high because the pancreas can't produce enough insulin.



**Poor Diet** can affect the skeleton too! Your bones & teeth can become diseased if you don't get the right amount of nutrients

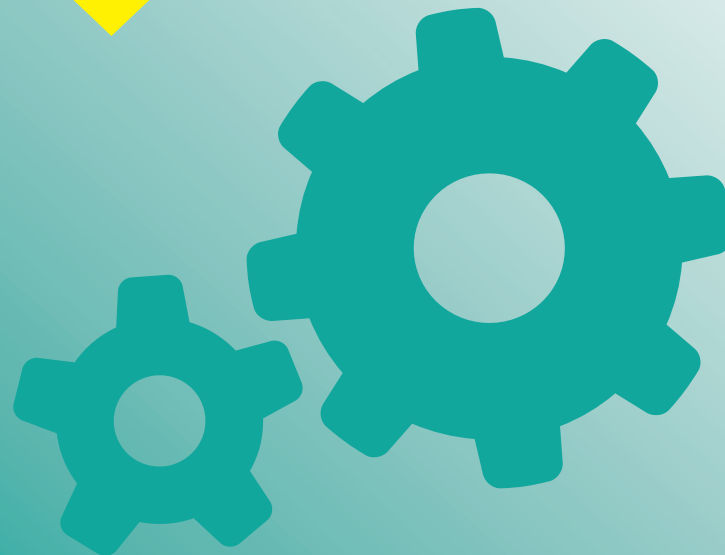


### Food Ethics

Do animals have rights, even the tasty ones?  
What principles govern or determine the foods you eat?

- Customs
- Culture
- Where you're from
- education
- travelling
- necessity

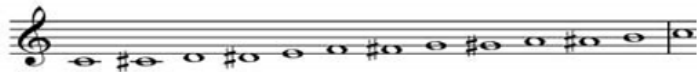
# Music





## FILM MUSIC

Chromatic scale – each note moves by a semitone



Used in Jaws

Quaver rhythms and triplet rhythms



Used in marches

Gradually adding notes to a chord



Builds excitement or tension depending on if it is major or minor

## MUSICAL SCORES

Action:

- Dotted rhythmic figures
- Played with brass – loud, euphoric feel
- Rising in pitch motif – a sense of moving



- March like rhythms
- Use of 5<sup>th</sup> intervals G down to C, C up to G



## Magical

- Long notes
- Magical feel using the celeste



- Rising figures to suggest flying

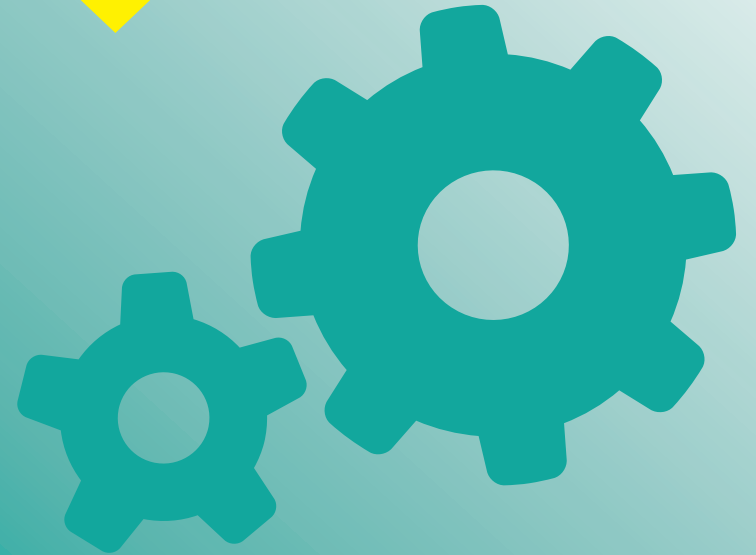


## Suspense

- Repetitive
- Chromatic
- Accented notes to suggest fear/surprise



# Drama





## Y9 Drama – HT5 & 6 – Knowledge Organiser

### Vocabulary:

**Neutral position:** Stood up, feet shoulder width apart, arms relaxed by sides, no facial expression.

**Still Image:** A frozen depiction of a scene.

**Mime:** An acting technique that requires no sound or props.

**Physical Theatre:** The use of an actor's body to create props, set and/or objects.

**Improvisation** (spontaneous and polished): Acting that requires no script and no or minimal planning time.

**Body Language:** The emotions that are implied by your body's position.

**Gesture:** Actions that communicate feelings or instructions. E.g. nodding, waving.

**Facial Expression:** The emotions that are implied by the movements of your facial features.

**Motive:** The reason behind a character's actions and behaviours.

**Shakespeare:** An Elizabethan/ Jacobean playwright.

**Elizabethan:** The period of time in which England was ruled by Queen Elizabeth 1 (1558–1603)

**Jacobean:** The period of time in which England was ruled by King James 1 (1603–1625)

**Monologue:** A speech given by a character that reveals their inner thoughts – the character is giving this speech directly to the audience.

**Soliloquy:** A speech given by a character that reveals their inner thoughts – the character is only speaking to themselves and is unaware of the audience. (Translates from Latin to 'Solo-Talk')

### Shakespeare:

- Born: Generally accepted as 23 April 1564, as he was baptised 26 April 1564.
- Hometown: Stratford-upon-Avon, Warwickshire, England.
- Wife: Anne Hathaway.
- Children: Susanna, Hamnet & Judith
- Works: 37 plays (at least), 154 sonnets, many poems.
- Died: Shakespeare died on 23 April 1616 and was buried at Holy Trinity Church in Stratford-upon-Avon.

### Historical Context:

- Likely written in 1606, *Macbeth* is considered one of Shakespeare's most topical plays for a number of reasons.
- As a dramatization of an episode of Scottish history, the play is clearly associated with the reigning monarch, James I.
- Specifically, the presence of Banquo in the play, a Scottish nobleman from whom James claimed descent serves to reinforce James's claim to the throne.
- The main themes in the play: treason, the psychological and social impact of **regicide** (murder of a King/Queen), the precariousness of power and the demonic potential of the supernatural—are all subjects that interested King James I.

### Macbeth Plot:

Frightened, Macbeth goes to visit the witches in their cavern. There, they show him a sequence of demons and spirits who present him with further prophecies: he must beware of Macduff, a Scottish nobleman who opposed Macbeth's accession to the throne; Macbeth is incapable of being harmed by any man born of woman; and he will be safe until Birnam Wood comes to Dunsinane Castle.

Macbeth is relieved and feels secure, because he knows that all men are born of women and that forests cannot move. When he learns that Macduff has fled to England to join Malcolm, Macbeth orders that Macduff's castle be seized and, most cruelly, that Lady Macduff and her children be murdered.

When news of his family's execution reaches Macduff in England, he is stricken with grief and vows revenge. Prince Malcolm, Duncan's son, has succeeded in raising an army in England, and Macduff joins him as he rides to Scotland to challenge Macbeth's forces. The invasion has the support of the Scottish nobles, who are appalled and frightened by Macbeth's tyrannical and murderous behaviour. Lady Macbeth, meanwhile, becomes plagued with fits of sleepwalking in which she bemoans what she believes to be bloodstains on her hands.

Before Macbeth's opponents arrive, Macbeth receives news that she has killed herself, causing him to sink into a deep and pessimistic despair. Nevertheless, he awaits the English and fortifies Dunsinane, to which he seems to have withdrawn in order to defend himself, certain that the witches' prophecies guarantee his invincibility. He is struck numb with fear, however, when he learns that the English army is advancing on Dunsinane shielded with boughs cut from Birnam Wood. Birnam Wood is indeed coming to Dunsinane, fulfilling half of the witches' prophecy.

In the battle, Macbeth hews violently, but the English forces gradually overwhelm his army and castle. On the battlefield, Macbeth encounters the vengeful Macduff, who declares that he was not "of woman born" but was instead "untimely ripped" from his mother's womb (what we now call birth by cesarean section). Though he realizes that he is doomed, Macbeth continues to fight until Macduff kills and beheads him. Malcolm, now the King of Scotland, declares his benevolent intentions for the country and invites all to see him crowned at Scone.