# Year 9

# Cycle 3 Assessments

# Revision Support

In this booklet, you will find **tips for parents**, **knowledge organisers** and **'what I need to know'** checklists for each subject.

Use these to support your preparation for assessments. These begin on **Monday 10th June 2019** and will take place in lesson time.

# Five simple revision tips for parents

Exam season is fast approaching and you're probably feeling the pressure of trying to help your child prepare. We've compiled some revision tips to help you banish the stress of exam prep.

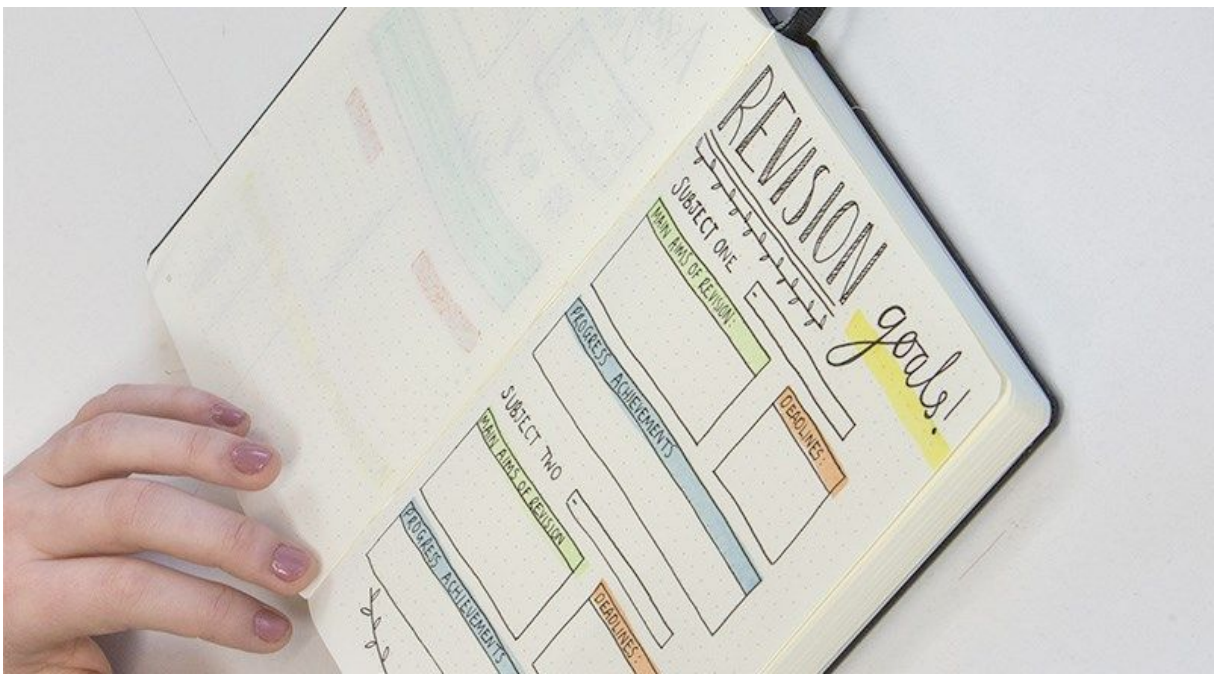
**1- Establish effective study habits**

Help your child create a study plan early on (this will make you aware of their exam dates too), making sure it is realistic and achievable to avoid de-motivation. Planning in advance will also help avoid ineffective cramming sessions further down the line. Encourage them to use a weekly planner so they are accountable for their work. Don't micro-manage. Provide extra support if they need or ask for it.

**2- Take a break!**

Don't try and force them to work for hours at a time. Their concentration span is limited and it will hinder the success of their revision if they are trying to do mammoth sessions. Suggest the use of a timer as well as regularly changing revision subject, to avoid getting stuck in a rut. Check out our Pomodoro video as it's a really simple way for students to manage their time effectively:

https://youtu.be/RlidoiSrpB0



Parent Tips

### 3- Practise past papers

Past papers encourage your child to think contextually, rather than just trying to memorise an entire text book. You can help by creating a realistic, timed, exam scenario when they are completing practice papers .This will encourage them to get used to working under pressure and develop exam strategies, helping them feel less anxious on the day.

### 4- Watch for signs of frustration

It's important that your child is in the right frame of mind for revising. If they are struggling over something in particular, it may be best to park it for the night, reassess the next day and break it down into manageable chunks. Look out for stress and worry over exams that have been and gone. Be sure to ask them how their exam went, then shift their focus to what's coming up next and encourage them to say in a positive mind-set. It is important to remember the role of a healthy diet, plenty of water and exercise in keeping a healthy outlook on exams.

### 5- Ask for help

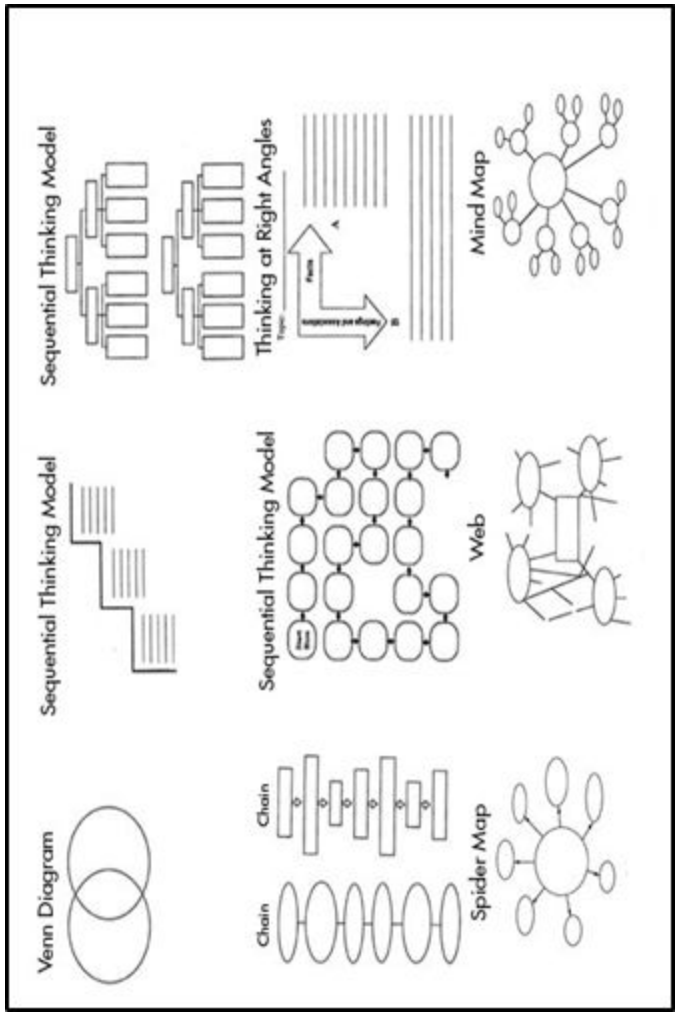
If you are working closely with your child to help them study, but feel the work is beyond your own skill set, it may be worth seeing if there is another family member who can assist. Or, if you feel this may be a long term issue and your child needs extra support, it may be worth hiring a private tutor to help improve your child's understanding of the subject. Alternatively there is lots of free support online, offering revision help for a huge range of subjects. Don't forget- teachers are just at the end of a phonecall and are ALWAYS happy to help!

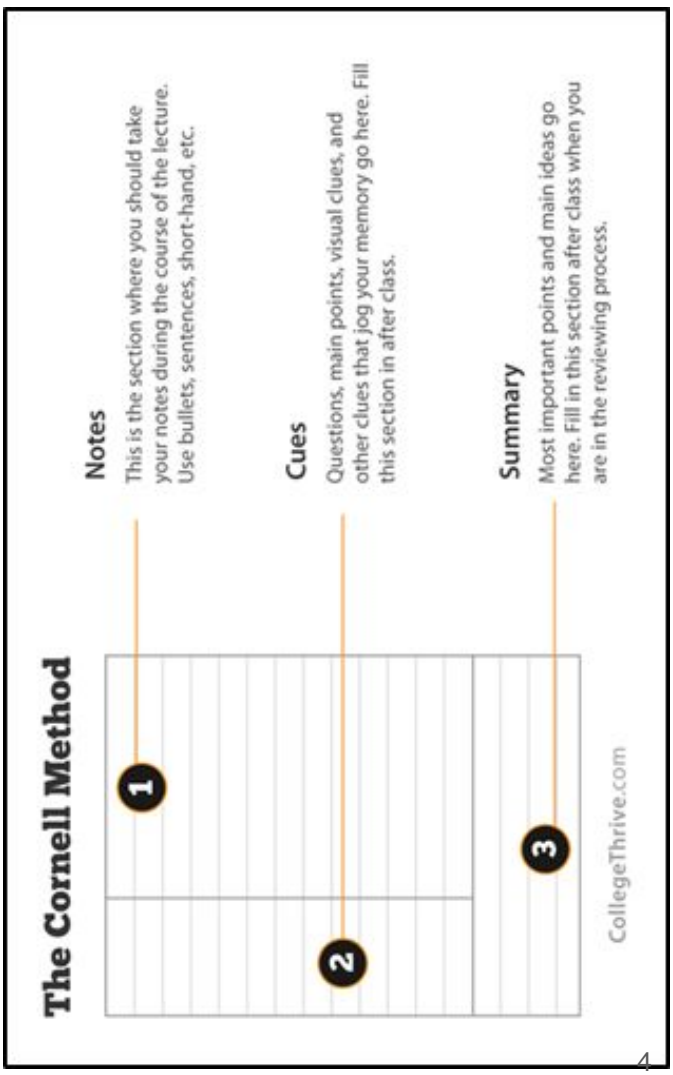
# TOP TIPS

Use these knowledge organisers to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a ‘life’ – three strikes and you’re out!

- Ask someone at home to use the ‘what I need to know’ checklists to test you on what you have learned.



Weekly Revision Timetable

Name: _____

| Day | 9:00 – 10:00 | 10:00 – 11:00 | 11:00 – 12:00 | 12:00 – 1:00 | 1:00 – 2:00 | 2:00 – 3:00 | 3:00 – 4:00 | 4:00- 5:00 | 5:00 – 6:00 | 6:00 – 7:00 | 7:00 – 8:00 | 8:00 – 9:00 | 9:00 – 10:00 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Monday | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | |
| Saturday | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | |

School Day

***Remember: make sure you give yourself breaks and allow time to relax and do the things your want to do and enjoy doing.*

# Year 9

# English

# Year 9 English Revision

| What I Must Know |  |  |  |
|---|---|---|---|
| I understand poetic terminology. | | | |
| I can identity poetic techniques. | | | |
| I can recall key quotations from the poems studied. | | | |
| I can summarise the poems studied. | | | |
| I can identify different poetic forms. | | | |
| I can identify different structural features of a poem. | | | |

# **Year Nine** – Poetry Knowledge Organiser

| Poetic Techniques | |
|---|---|
| Alliteration | When words placed together starting with the same sound. |
| Metaphor | When you say something is something it cannot possibly be. |
| Simile | Comparing two things using as or like. |
| Oxymoron | Two word that are placed together with contradicting meanings. |
| Onomatopoeia | Words that sound like how they are said. |
| Assonance | The repetition of the vowel sound. |
| Imagery | When something is described in a way that appeals to the senses. |
| Structure | They way a poem is arranged. |
| Sibilance | The repetition of the 'S' sound. |
| Semantic Field | A group of words that are about the same idea. |
| Caesura | A pause in the middle of the line. |
| Enjambment | When one line of a poem runs into another without a pause. |
| Juxtaposition | When the poet places to ideas close to each other for the reader to compare and contrast. |
| Colloquial Language | Sounding like every day spoken language. Slang/accents. |
| Dialect | A variation of language spoken by people from a particular place or background. |
| Volta | A turning point in a poem, when the argument tone changes dramatically. |

**The Quest of Knowledge - A Limerick.**

**Knowledge is the key to success.**
**And in one's possession it brings out the best.**
**So work very hard,**
**Be wise like a bard,**
**And finish your learning quest.**

| Poetic Form | |
|---|---|
| Ballad | A poem that tells a story – often four lines. |
| Epic | Tragic/heroic poems. |
| Haiku | 3 line poem 5/7/5 syllables –often about nature. |
| Ode | Lyrical poem often used to address one person. |
| Sonnet | 14 line poem – often about love. |
| Shape Poem | The poem is in the shape of the subject. |

| Poetic Structure | |
|---|---|
| Free Verse | A poem that doesn't rhyme and has no regular rhythm or line length. |
| Rhythm | A pattern of sounds created by the arrangement of stressed and unstressed syllables. |
| Rhyme Scheme | The pattern of rhyming words in a poem. |
| Rhyming Couplets | A pair of rhyming lines that are next to each other. |
| Metre | The arrangement of stressed and unstressed syllables to create rhythm. |
| Stanza | A group of lines in a poem. |
| Structure | The order and arrangement of ideas and events in a poem. |

# Year Nine – War Poetry – Knowledge Organiser

***Who's For the Game*** **– Jessie Pope**

**Summary:** The poem is a conversational poem in which Pope displays her opinion of war as: jovial, fun and full of glory that any young man could could join in with if they had the courage. She glorifies war without having any real knowledge of the horror the soldiers were facing in World War One.

**Key Quotations:**

- "Who's is for the game, the biggest that is played"
- "Who wants to turn himself into a show?"
- "Who would much rather come back with a crutch
  Than lie low and be out the fun?"
- "Your country is up to her neck in a fight,
  And she's looking and calling for you."

***Dulce et Decorum Est*** **– Wilfred Owen**

**Summary:** The poem depicts the horrors of war. As a solider in World War 1, Owen experienced the ignobility of war firsthand. The poem portrays the death and destruction of war in detail and Owen proves that war isn't heroic at all. The speaker argues that if you had seen a man die in battle then you wouldn't glorify war.

**Key Quotations:**

- "Knocked kneed, coughing like hags, we cursed through sludge"
- "Gas! Gas! Quick boys!– An ecstasy of fumbling,
  Fitting the clumsy helmets just in time:"
- "In all my dreams, before me helpless sight,
  He plunges at me, guttering, drowning, choking, drowning."
- "To children ardent for some desperate glory,
  The old lie: Dulce et decorum est pro patria mori."

***Poppies*** **– Jane Weir**

**Summary:** The poem is written from a mother's perspective and describes the experience of saying goodbye to her son as he goes off to war and the subsequent aftermath of this. We see the mother's desire to protect, difficulty letting go and her response to the son's death that is hinted at, but never explicitly referred to.

**Key Quotations:**

- "I pinned one onto your lapel' – the poppy is a symbol of remembrance, but is linked to death and the child is marked with it."
- "Sellotape bandaged around my hand' – the mother wants to look at the child, but the language of injury hints at the suffering to come."
- "Later a single dove flew from the pear tree' – the passage of time is a recurring idea in the poem and this suggests the child's death."
- "I listened, hoping to hear / your playground voice…' the son has gone and the image reminds us that he is still her child, not a fallen soldier."

***Suicide in the Trenches*** **– Siegfried Sassoon**

**Summary:** The poem reflects the poets own experiences of war. It is a commentary on the disparity between the reality of war and and society's perception of at the time. It is a short poem with only three stanzas. It is blunt and straightforward, without using complicated devices, which drives the meaning home.

**Key Quotations:**

- "I knew a simple solider boy"
- "He put a bullet through his brain.
  No one spoke of him again"
- "Sneak home and pray you'll never know
  The hell where youth and laughter go."

***Remains*** **– Simon Armitage**

The poem has a conversational tone and sees the soldier narrator recounting a story where he was one of a number of soldiers who shot a potential looter. It then explores the lasting impact of this event on the narrator and the way in which its impact continues to haunt him.

**Key Quotations:**

- "possibly armed, possibly not' – the repetition introduces the uncertainty which seems to prevent the narrator from moving on."
- "and tosses his guts back into his body'.' – the verb 'tosses' suggests that the men may have became desensitised to what happens'.
- "End of story, except not really' – short sentence indicates that there is more to this anecdote than what happened initially."
- "he's here in my head when I close my eyes, / dug in behind enemy lines,' – image suggests the power of the memory over the narrator and the language of warfare is used to describe this."

***Bayonet Charge*** **– Ted Hughes**

**Summary:** The poem is written in the third person and describes the thoughts and behaviour of a soldier who is taking part in a bayonet charge. Initially, he runs without question towards the enemy, but as he does so, he begins to question why he is choosing to do this.

**Key Quotations:**

- "Stumbling across a field of clods' – the verb 'stumbling' makes clear that the charge is not an easy one."
- "In what cold clockwork of the stars and the nations / Was he the hand pointing that second?' – image suggests the soldier's realisation that he is controlled by higher forces that he does not understand."
- "King, honour, human dignity, etcetera / Dropped like luxuries…' – any noble reasons for taking part in the conflict have been forgotten."
- "His terror's touchy dynamite.' – the image suggests that the man has became a human bomb who is volatile."

***War Photographer*** **– Carol Ann Duffy**

**Summary:** The poem begins with the photographer alone in his darkroom organising the chaotic images of suffering during war into orderly rows. The images seem to affect him more than they did at the time. Whilst the photographer feels a duty to share these images, the indifference of the editor and readers to the images is clear.

**Key Quotations:**

- "with spools of suffering set out in ordered rows' – image suggests the suffering is caught on film and that it is now being organised."
- "…which did not tremble then, but seem to now.' – in the field the photographer has to harden himself to the suffering to do his job."
- "a half-formed ghost' – image suggests the way the photograph appears, but also that the man has now lost his life."
- "…between the bath and pre-lunch beers' – whilst the eyeballs begin to tear up, there is not a great deal of compassion shown."

***The Charge of the Light Brigade*** **– Alfred Lord Tennyson**

**Summary:** The poem tells the story of a real historical event. Due to a misunderstanding, 600 soldiers in the 'Light Brigade' mistakenly charged straight into the fire of Russian cannons and many died. The poem remembers the heroism of the men, but also questions their leaders.

**Key Quotations:**

- "Half a league, half a league, Half a league onward' – the regular rhyme and rhythm of the poem suggests the galloping horses."
- "Theirs not to reason why, Theirs but to do and die:' – suggests the men are not entitled to an opinion and need to blindly follow orders."
- "In to the jaws of Death, Into the mouth of Hell' – language suggests the horror of the situation the men are in."
- "When can their glory fade?' – whilst the charge was not successful and many died, there is heroism in their failure."

***Exposure*** **– Wilfred Owen**

**Summary:** The poem is written in the first person perspective and describes the experiences of soldiers in the trenches during WWI. It is apparent that the elements are a greater threat to the men than the bullets of the enemy and the overriding sense is of the futility of war.

**Key Quotations:**

- "Out brains ache in the merciless iced east winds that knive us' – many are suffering and the personified wind has no sympathy."
- "What are we doing here?' – the use of a question reveals that the men do not understand their reason for their suffering."
- "But nothing happens.' – the repetition of this line emphasises the pointlessness of what is taking place as men are dying for no gain."
- "Tonight, this frost will fasten on this mud and us' – there is certainty about what will take place, but the men can not avoid it."

# Year 9

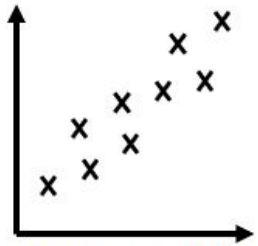
# Maths

# Year 9 Maths Revision

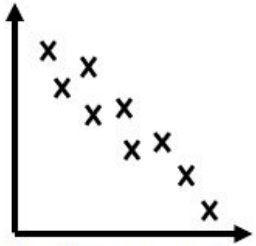
| What I need to know |  |  |  |
|---|---|---|---|
| **Graphs and Charts**:<br>● Draw and interpret scatter graphs (including correlation).<br>● Draw and analyse frequency polygons. | | | |
| **Averages and Range**<br>● Calculate and estimate averages and range for data in a grouped frequency table. | | | |
| **Standard Form**:<br>● Convert between ordinary numbers and standard form.<br>● Use all four operations with numbers in standard form. | | | |
| **Laws of indices and surds**:<br>● Understand and use the laws of indices.<br>● Understand what a surd is, and be able to simplify surds. | | | |
| **Algebra Recap:**<br>● Simplify algebraic expressions.<br>● Expand brackets and factorise expressions.<br>● Solve equations. | | | |
| **Triangles**:<br>● Draw (construct) triangles.<br>● Identify congruent triangles (SSS, SAS, AAS, RHS). | | | |
| **Loci and Bearings**:<br>● Draw (construct) the four basic types of loci (including angle bisector and perpendicular bisector of a line).<br>● Draw and measure bearings. | | | |
| **Probability**<br>● Use words and numbers to describe probabilities.<br>● Calculate probabilities of mutually exclusive events.<br>● Use sample space diagrams to list outcomes. | | | |
| **Sets and Venn diagrams**<br>● Understand basic set notation.<br>● Use Venn diagrams to sort sets of data. | | | |

## Scatter Graphs

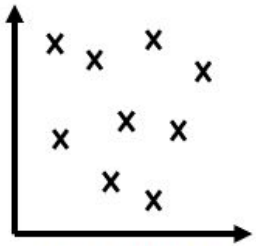
Shows the **relationship** or **correlation** between **two variables**



**Positive correlation**
As one value goes up, the other value goes up

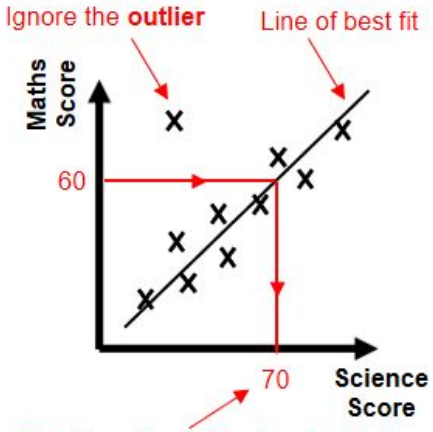


**Negative correlation**
As one value goes up, the other value goes down



**No correlation**
There is no obvious relationship

- A **line of best fit** can be used to make **predictions** for other results.
- The line of best fit follows the general correlation of the points, with roughly half the points above the line, and half the points below the line.
- The line of best fit should ignore any **outliers** (points that do not fit the general correlation).
- If the correlation is **strong**, all the points will closely follow the line of best fit
- If the correlation is **weak**, the points will still follow the general pattern, but the points will be further away from the line of best fit.




The line of best fit estimates that a pupil who scored 60% in their maths test would score 70% in their science test

## Averages from a List of Values

**MEAN** = $\dfrac{\textit{Total of values}}{\textit{Number of items in list}}$

**RANGE** = **Highest value – Lowest value**

**MODE = Most common**
- **Bi-modal** data has **two modes**
- Some data sets will have **no mode**

**MEDIAN = Middle value**
- Data **must** be in size order first.
- If there are two middle values, then the median is half-way between the two middle values.

## Averages from a Frequency Table

**MODE = Category with the most entries**
(i.e. the category with the highest frequency)
Highest frequency is 11 for "2 pets", so MODE = 2

| Number of pets (p) | Frequency (f) | p x f |
|---|---|---|
| 0 | 5 | 0 |
| 1 | 7 | 7 |
| 2 | 11 | 22 |
| 3 | 2 | 6 |
| 4 | 0 | 0 |
| **Total** | **25** | **35** |

**RANGE = Difference between highest category value and lowest category value**
Highest number of pets = 3 (nobody has 4 pets)
Lowest number of pets = 0
RANGE = 3 –0 = 3

**MEDIAN = Category that contains the middle value**
Location = $\frac{n+1}{2} = \frac{25+1}{2}$ = 13th value in table.
Add down frequency column – when location value has been exceeded, median is in this category.
MEDIAN = 2 pets

**MEAN:**
1) Multiply each category by its frequency – this is column "p x f" in table
2) Add these values together – sum of "p x f" column is 0 + 7 + 22 + 6 + 0 = 35
3) Divide by the total frequency – MEAN = 35 ÷ 25 = 1.4 pets

## Averages from a Grouped Frequency Table

| Weight ( $w$ kg) | Frequency (f) | Midpoint (m) | m x f |
|---|---|---|---|
| $0 \le w < 10$ | 3 | 5 | 15 |
| $10 \le w < 20$ | 9 | 15 | 135 |
| $20 \le w < 30$ | 6 | 25 | 150 |
| $30 \le w < 40$ | 2 | 35 | 70 |
| **Total** | **20** | **-** | **370** |

**MODAL CLASS = Class with the most entries / highest frequency**
Highest frequency is 9, so
MODAL CLASS = $10 \le w < 20$

**RANGE = Difference between highest class boundary and lowest class boundary**
Highest class boundary = 40kg
Lowest class boundary = 0kg
RANGE = 40 – 0 = 40kg

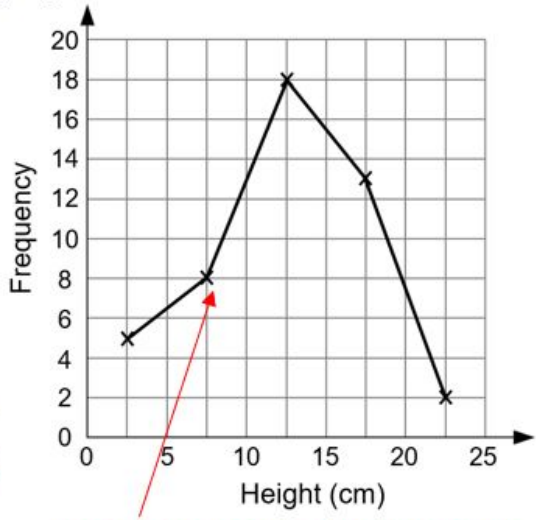
**MEDIAN CLASS = Class that contains the middle value**
Location = $\frac{n+1}{2} = \frac{20+1}{2}$ = 10.5th value in table. (i.e. half way between 10th and 11th value).
Add down frequency column – when location value is exceeded, median is in this class.
MEDIAN CLASS = $10 \le w < 20$

**ESTIMATE THE MEAN:**
1) Find the midpoint of each class frequency – this is column "m" in table
2) Multiply each midpoint by its frequency – this is column "m x f" in table
3) Add these values together – sum of "m x f" column is 15 + 135 + 150 + 70 = 370
4) Divide by the total frequency – ESTIMATED MEAN = 370 ÷ 20 = 18.5kg

## Frequency Polygon

A type of **line graph** that is used for **continuous data** that has been **grouped into classes**.

| Height (cm) | Frequency |
|---|---|
| $0 < h \leq 5$ | 5 |
| $5 < h \leq 10$ | 8 |
| $10 < h \leq 15$ | 18 |
| $15 < h \leq 20$ | 13 |
| $20 < h \leq 25$ | 2 |




Step 1: Plot **data classes** along the x-axis, and **frequency** along the y-axis.

Step 2: Plot each point at the **mid-point** for each class.

Step 3: Join the points with **straight lines**.

Mid-points can also be used to **estimate the mean value** of the data

## Surds

For any values of $a$ , $b$ , $c$

$$\sqrt{a} \times \sqrt{a} = a$$

$$\sqrt{a} \times \sqrt{b} = \sqrt{a \times b}$$

$$\sqrt{a} \div \sqrt{b} = \sqrt{(a \div b)}$$

$$\sqrt{a} + \sqrt{a} = 2\sqrt{a}$$

$$b\sqrt{a} + c\sqrt{a} = (b + c)\sqrt{a}$$

You can only add or subtract when the surds (in the roots) are the **same number**

$$\sqrt{a} + \sqrt{b} \neq \sqrt{a + b}$$

To **simplify** a surd, you need to **factorise** the number under the root sign, and simplify any **square numbers**.

$$\sqrt{50} = \sqrt{25 \times 2} = \sqrt{25} \times \sqrt{2} = 5\sqrt{2}$$

$$\sqrt{192} = \sqrt{64 \times 3} = \sqrt{64} \times \sqrt{3} = 8\sqrt{3}$$

| | |
|---|---|
| **Rational Number** | A number that **can be written exactly** as an integer, a fraction or a decimal. Examples: 3 , ½ , 0.125 |
| **Irrational Number** | A number that **cannot be written exactly** as an integer, a fraction or a decimal. Example: $\pi$ (= 3.14159 ...) which is used in formulae for circles. |
| **Surd** | An **irrational number** that can be written using a **root sign**. Examples: $\sqrt{3}$ , $\sqrt{20}$ , $\sqrt[3]{7}$ , $\sqrt[4]{100}$ . It does not include roots that are equal to integers, fractions or decimals Example: $\sqrt{4} = 2$, so $\sqrt{4}$ is not a surd. |

## Laws of Indices

For any values of $a$ and b, and any integer values of $m$ and $n$

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

$$(a^m)^n = a^{m \times n}$$

$$(ab)^n = a^n b^n$$

$$a^{-n} = \frac{1}{a^n}$$

$$a^{1/n} = \sqrt[n]{a}$$

$$a^{m/n} = (\sqrt[n]{a})^m = \sqrt[n]{(a^m)}$$

$$a^1 = a$$

$$a^0 = 1$$

## Standard Form

Useful for writing very big or very small numbers in a shortened way.

**Must always be in the format**: $A \times 10^n$

This number is **always between 1 and 10** (it can be equal to 1, but must be less than 10)

An integer value – it is **the number of places that the decimal point moves**

**$n$ is positive for big numbers:** $73800 = 7.38 \times 10^4$

Move the decimal point until 73800 becomes 7.38

The decimal point has moved **four places**. 73800 is a big number, so the power of 10 is +4

**$n$ is negative for small numbers** $0.0425 = 4.25 \times 10^{-2}$

Move the decimal point until 0.0425 becomes 4.25

The decimal point has moved **two places.** 0.0425 is a small number, so the power of 10 is –2

To **multiply or divide** numbers in standard form:

1) Multiply or divide the front numbers
2) Use the laws of indices to simplify the powers of 10
3) Convert your answer to standard form

$$(8 \times 10^7) \times (2 \times 10^{-3})$$
$$= (8 \times 2) \times (10^7 \times 10^{-3})$$
$$= 16 \times 10^4$$
$$= 1.6 \times 10^5$$

To **add or subtract** numbers in standard form:

1) Make sure both numbers have the same power of 10
2) Add or subtract the front numbers
3) Convert your answer to standard form

$$(9.4 \times 10^5) + (6.2 \times 10^3)$$
$$= (940 \times 10^3) + (6.2 \times 10^3)$$
$$= 946.2 \times 10^3$$
$$= 9.462 \times 10^5$$

## Simplifying Expressions

| | |
|---|---|
| **Variable** | A symbol (usually a letter) for some number that is not yet known. |
| **Term** | A collection of numbers and letters that are multiplied/divided together |
| **Expression** | A collection of terms, separated by + and – signs, It does not have an = sign. |

$3 \times a = 3a$

$a \times a = a^2$

$a^3 \times a^2 = a^5$

$a \times b = ab$

$3a \times 2b = 6ab$

$a \div 2 = \frac{a}{2}$ $\quad a \div b = \frac{a}{b}$

$a + a + a = 3a$

$2a + 4a = 6a$

$7a - 4a = 3a$

$a + 2b + 3a + 4b = 4a + 6b$

$2a - 3b + 5a - 6b = 7a - 9b$

$3a + 2a^2 - a + 5a^2 = 2a + 7a^2$

## Expanding Brackets

For single brackets, you need to multiply the thing outside the bracket by **everything** inside the bracket.

$3(2x + 7) = 6x + 21$ $\quad 3 \times 2x = 6x$, $3 \times 7 = 21$

For double brackets, use the **FOIL** method:

$(x + 2)(x - 5) = x^2 - 5x + 2x - 10$ (F, O, I, L)

$= x^2 - 3x - 10$ (simplify)

**F**irst: $x \times x = x^2$ $\quad$ **I**nside: $2 \times x = 2x$

**O**utside: $x \times -5 = -5x$ $\quad$ **L**ast: $2 \times -5 = -10$

## Factorising Expressions

This is the opposite of expanding brackets – you need to **put the brackets back in the expression**.

$3x + 18 = 3(x + 6)$

$8x - 20 = 4(2x - 5)$

$5x^2 + 45xy = 5x(x + 9y)$

Take out the biggest number and any letters that go into all the terms.

Leave the factors that are needed to create each term when multiplying.

## Bearings

**A bearing** is just an **angle** that tells you the **direction** of something.

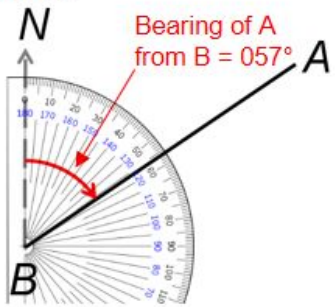
- Bearings are always measured **clockwise** from the **North line**.
- Given as a **3-digit number**: e.g. 015° rather than 15°

**To find or draw a bearing:**

Step 1: Work out which point you are going "**from**", and draw a **North line** at this point

Step 2: Put the **centre** of the protractor at this point, and line up the North line with the **zero line** of the protractor.

Step 3: Measure **clockwise** from the North line to the line between the two points.



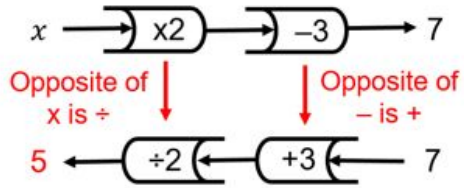

## Solving Equations

**An equation** consists of two expressions that are linked together by an **equals sign** (=). To **solve** an equation, you need to find the value of the letter that makes the equation true.

### Method 1 – Function Machines

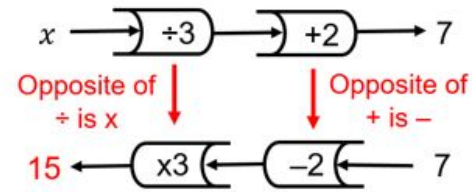
Think of the equation as a function machine, then work backwards through the machine to find the value of the letter.

Solve: $2x - 3 = 7$




Answer: $x = 5$

Solve: $\frac{x}{3} + 2 = 7$




Answer: $x = 15$

### Method 2 – Balance Method

- Always do the same thing to both sides of the equation.
- To get rid of something, do the opposite:
  - Opposite of + is –
  - Opposite of x is ÷

Solve: $2x - 3 = 7$

(+3) (+3)

$2x = 10$

$2x$ means "$2 \times x$"

(÷2) (÷2)

$x = 5$

Solve: $\frac{x}{3} + 2 = 7$

(–2) (–2)

$\frac{x}{3} = 5$

**Fraction bar** is the same as a divide sign

(x3) (x3)

$x = 15$

If an equation has **brackets** in it, you will need to **expand** the brackets to solve it.

$4(x - 3) = 28$

Expand brackets

$4x - 12 = 28$

(+12) (+12)

$4x = 40$

Use the balance method to solve the rest of the equation

(÷4) (÷4)

$x = 10$

If an equation has the **letter on both sides**, then you will need to **rearrange the equation** to get all the letters together.

$6x - 7 = 4x + 9$

Collect the letters together

(– 4x) (– 4x)

$2x - 7 = 9$

Collect the constants together

(+7) (+7)

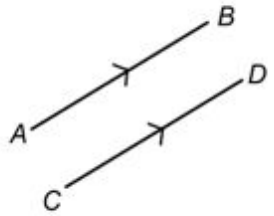
$2x = 16$

Use the balance method to solve the rest of the equation

(÷2) (÷2)

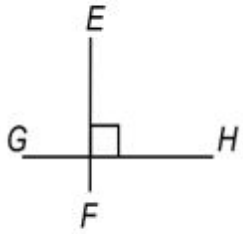
$x = 8$

## Notation and Symbols on Diagrams



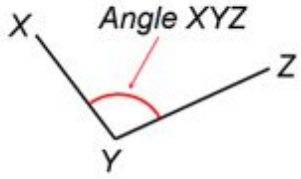

**Parallel lines** are always the same distance apart – they never meet.

On a diagram, the parallel lines are marked with little arrows.




**Perpendicular lines** meet at a 90° right angle.

On a diagram, the perpendicular lines are shown with a little square at the vertex where the lines meet.




A **vertex** is a point where two or more lines meet.

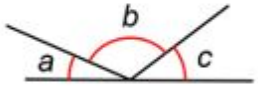
Vertices are sometimes labelled with **upper case letters**: The letters are then used to describe the **angles** on a diagram:

- The middle letter is where the angle is.
- The other two letters tell you which two lines the angle is between.

## Angle Rules

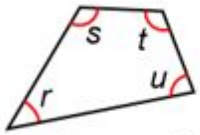
Some questions will use just one rule, but other questions may use multiple angle rules together.

**Angles on a straight line add up to 180°**

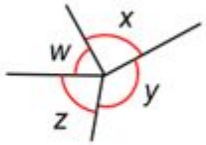



$a + b + c = 180°$

**Angles in a quadrilateral add up to 360°**

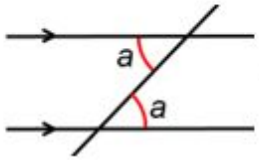



$r + s + t + u = 360°$



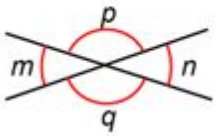

**Angles around a point add up to 360°**

$w + x + y + z = 360°$



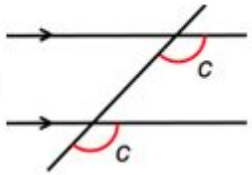

**Alternate angles are equal**

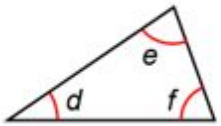
Where two lines cross over each other, the **vertically opposite angles are equal**




$m = n \quad p = q$

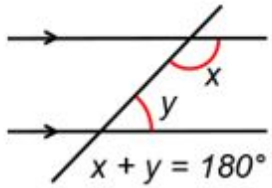
**Corresponding angles are equal**




$d + e + f = 180°$

**Angles inside a triangle add up to 180°**




$x + y = 180°$

**Co-interior angles add up to 180°**

## Drawing Triangles

How you **construct a triangle** will depend on the information that you are given. You will need to use a **ruler**, and you may also need a **protractor** or **compasses** too.

Before you start, draw a sketch of the triangle. It will help you see what is needed in your diagram

**If sides and angles are given:**

- Draw the **base line**. (This should be one of the sides next to a known angle).
- **Measure and draw** the known angle from the correct end of the base line.
- **If a second length is given**: Use a ruler to measure the line you have just drawn (from the angle) and mark off the line at the correct length. Use a ruler to join the end of this line to the other end of the base line.
- **If a second angle is given**: Measure and draw the other angle from the other end of the base line. Extend both angle lines until they **intersect** – this creates the **third vertex** of the triangle.

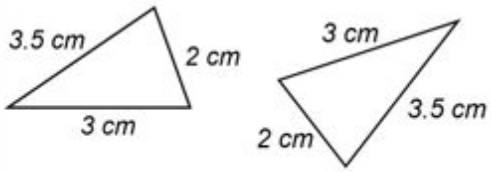
**If all three side lengths are given**:

- Draw the **base line**.
- **Set compasses** to the length of one of the other sides. Put compasses on one end of the base line and **draw an arc** above the line.
- Set compasses to the length of the third side. Put compasses on the other end of the base line and draw an arc above the line.
- Where the two arcs **intersect** is the **third vertex** of the triangle. Use a ruler to draw lines from each end of the base line to the intersection.

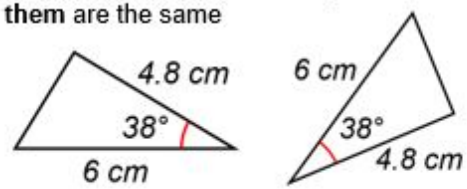
## Congruent Triangles

Two shapes are **congruent** if they are **exactly the same shape and size.** Two **triangles** are congruent if one of these four conditions is true:

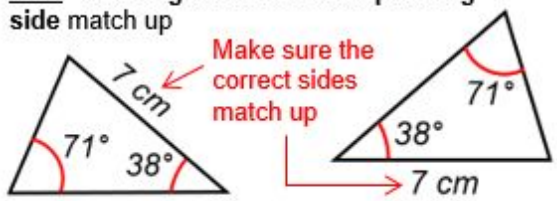
**SSS** – **three sides** are the same



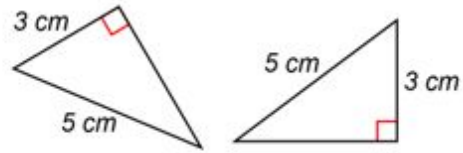

**SAS** - **two sides** and the **angle between them** are the same




**AAS** - **two angles** and a **corresponding side** match up




**RHS** – a **right angle**, the **hypotenuse**, and **one other side** all match up



## Probability

**Probability** tells us how **likely** it is that an **event** will happen.

Probabilities can be written as **fractions**, **decimals** or **percentages**.

Probabilities can only have values **between 0 and 1**.

| Impossible | Unlikely | Evens | Likely | Certain |
|---|---|---|---|---|
| 0 | $^1/_4$ , 0.25 , 25% | $^1/_2$ , 0.5 , 50% | $^3/_4$ , 0.75 , 75% | 1, 100% |

$$\text{Probability of an event happening} = \frac{\text{Number of ways for event to happen}}{\text{Total number of possible outcomes}}$$

If the events are **mutually exclusive** (so that only one result can happen at a time), then:

- The probabilities of all results **add up to 1.**
- $P(happens) + P(doesn't\ happen) = 1$

A **sample space diagram** shows all possible outcomes of an event. It can be a **list** or a **two-way table** (for two events happening together).

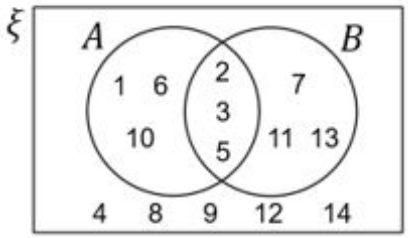
## Sets and Venn Diagrams

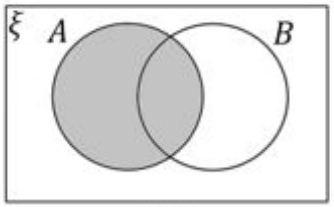
**Venn diagrams** are used to display **sets**. Each set is represented by a **circle** containing the **elements** of the set.

| | |
|---|---|
| **Set** | Group of items or numbers |
| **Element** | An item in a set |
| $x \in A$ | $x$ is an element of $A$ ($x$ belongs to $A$) |
| $y \notin A$ | $y$ is not an element of $A$ ($y$ does not belong to $A$) |
| $\emptyset$ | The empty set (contains no elements) |
| $\xi$ | The universal set |
| $n(A)$ | Number of elements in A |

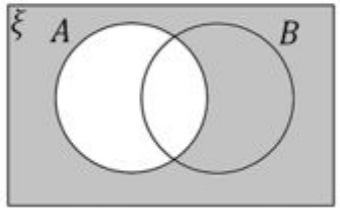
A set is usually written in **curly brackets { }**. It could be written as a list, or a description.

$\xi$ = {positive integers less than 15}
$A$ = {1 , 2 , 3 , 5 , 6 , 10}
$B$ = {$x$ : $x$ is a prime number}

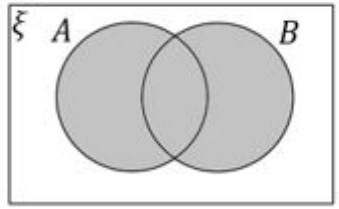


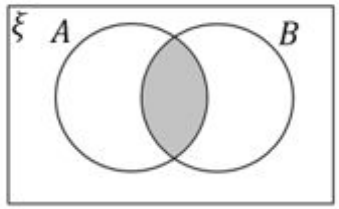

**Set A**
Contains every element in set A




**Complement of set A**
Contains all the elements that are **not in set A**




$A \cup B$
The **union** of set A and set B.
The elements in set A **or** set B



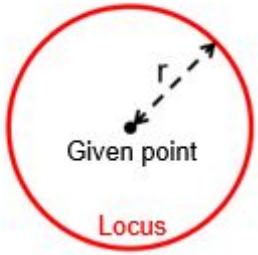

$A \cap B$
The **intersection** of set A and set B.
The elements in set A **and** set B

## Loci and Construction

You must use a **ruler** and **compasses** for loci

A **locus** is a **line** or **area** that shows **all the points that satisfy a certain rule or criteria**. **Loci** is the plural for locus (for more than one of them).

### A fixed distance from a given point:



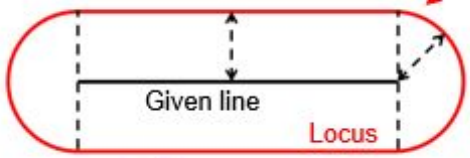

This **locus** is a **circle**.

Set the compass to the distance required, and draw a circle around the fixed point.

### A fixed distance from a given line:

This **locus** is a **sausage shape**.

Ends are **semi-circles**, drawn with **compasses**.

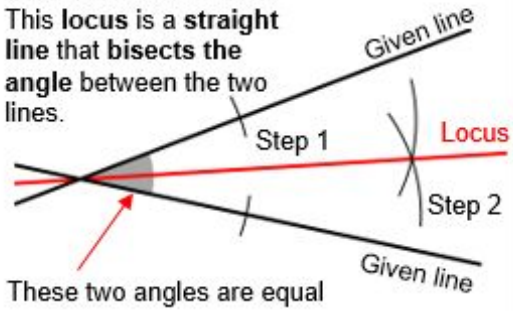



**Straight sides** are **parallel** to the given line, and drawn with a **ruler**

Don't forget to leave the **construction lines** on your diagrams.

### Equidistant (same distance away) from two given lines:

This **locus** is a **straight line** that **bisects the angle** between the two lines.




These two angles are equal

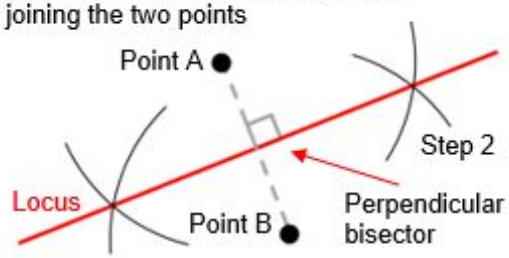
Step 1: On each line draw an arc, centred at the point where the lines cross.

Step 2: From each of these points draw two more arcs. **Make sure you keep the compass setting the same for all the marks.**

Step 3: Use a ruler to draw a straight line from where the lines cross over to where the arcs crossover.

### Equidistant from two given points:

This locus is a **straight line** that is the **perpendicular bisector** of the line joining the two points




Step 1: Open the compasses to a distance that is slightly more than half the distance between the points.

Step 2: From each of the two points, draw two arcs – one above the line and one below the line. **Make sure you keep the compass setting the same for all the marks.**

Step 3: Draw a straight line through the points where the arcs cross over.

# Year 9

# Science

# Year 9 Science Revision

| Year 9 science revision<br>Physics: |  |  |  |
|---|---|---|---|
| Identify examples of energy stores | | | |
| Identify examples of energy transfers | | | |
| Calculate the change in thermal energy | | | |
| Calculate efficiency | | | |
| Describe the difference between a low and a high thermal conductivity | | | |
| Calculate kinetic energy | | | |
| Identify examples of renewable energy resources | | | |
| Identify examples of non-renewable energy resources | | | |
| Outline how hydroelectric power works | | | |
| Compare start up times for different types of power stations | | | |
| Identify parts of the national grid | | | |
| Describe the function of step up and step down transformers | | | |
| Outline how electricity is generated from a coal power station | | | |
| Describe advantages and disadvantages of solar cells. | | | |
| Calculate a mean | | | |
| Draw a suitable line of best fit | | | |
| Describe advantages of using wind power | | | |

Energy can be kept in a number of different stores.

**Chemical** energy store: Different chemical bonds store different amounts of energy.
**Kinetic** energy store: Anything which is moving.
**Gravitational potential** energy store: Anything above the surface of a planet.
**Thermal** energy store: Anything which is above -273°C
**Elastic potential** energy store: Anything which is stretched out of its resting shape.
**Vibrational** energy store: Anything moves to and fro.
**Nuclear** energy store: Atoms being split apart of fused together.
**Magnetostatic/electrostatic** energy store: When magnets and electric charges are attracting or repelling.

A system is an object or group of objects.
Energy can move between stores when a system changes.

For example:

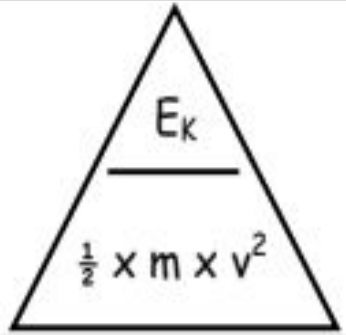
- An object projected upwards: (e.g. ball thrown upwards)
  Kinetic energy store of ball → Gravitational potential energy store of ball
- A moving object hitting an obstacle: (e.g. car hitting a traffic cone)
  Kinetic energy store of moving object → Kinetic energy store of obstacle
- An object accelerated by a constant force: (e.g. skydiver accelerated by their weight)
  Gravitational potential energy of skydiver → Kinetic energy of skydiver
- A vehicle slowing down (e.g. car applying brakes)
  Kinetic energy store of car → Thermal energy store of brake pads
- Bringing water to boil in an electrical kettle
  Thermal energy store of element → Thermal energy store of water in kettle

Changes in the amount of energy stored in a system can be caused by:

- **heating**
  ($\Delta E = mc\Delta\theta$)
  Change in thermal energy = mass x specific heat capacity x change in temperature
- **work done by forces**
  ($W = Fd$)
  Work done = Force x distance
- **work done when a current flows**
  ($W = IVt$)
  Work done = Current x potential difference x time

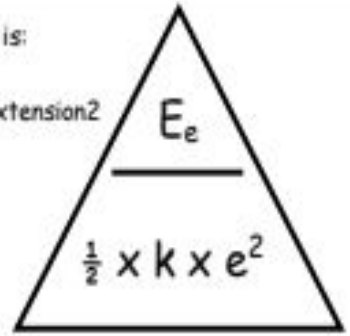
The equation for kinetic energy is:
$E_k = 0.5 \times m \times v^2$
Kinetic energy = 0.5 x mass x velocity$^2$

$E_k$ = Kinetic energy (J)
m = mass (kg)
v = velocity (m/s)



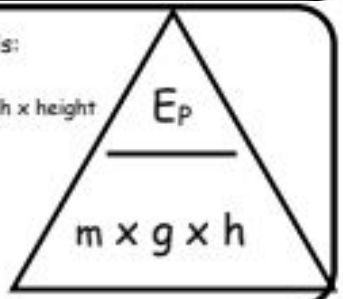

The equation for elastic potential energy is:
$Ee = 0.5 \times k \times e^2$
Elastic potential energy = 0.5 x spring constant x extension2

$E_e$ = Elastic potential energy (J)
k = Spring constant (N/m)
e = extension (m)



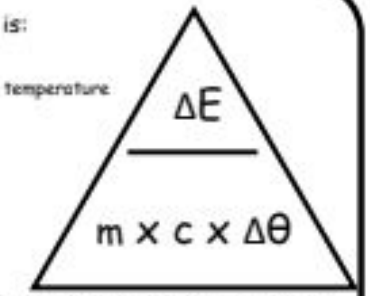

The equation for gravitational potential energy is:
$E_p = m \times g \times h$
Gravitational potential energy = mass x gravitational field strength x height

$E_p$ = Gravitational potential energy (J)
m = Mass (kg)
g = gravitational field strength (N/kg)
h = Height (m)




The equation for change in thermal energy is:
$\Delta E = m \times c \times \Delta\theta$
Change in thermal energy = mass x specific heat capacity x change in temperature

$\Delta E$ = Change in thermal energy (J)
m = Mass (kg)
c = Specific heat capacity (J/kg°C)
$\Delta\theta$ = Change in temperature (°C)




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

## P1

Power is defined as the rate at which energy is transferred or the rate at which work is done.

The equation for power is:
P = E ÷ t
Power = Energy transferred ÷ time

P = Power (W)
E = Energy transferred (J)
t = time (s)


The equation for power can also be written:
P = W ÷ t
Power = Energy transferred ÷ time

P = Power (W)
W = Work done (J)
t = time (s)


An energy transfer of 1 joule per second is equal to a power of 1 watt.

Energy can be transferred usefully, stored or dissipated, but **energy cannot be created or destroyed**.

Sometimes energy is dissipated, so that it is stored in less useful ways. This energy is often described as being 'wasted'.
Because energy cannot be lost: **Total energy = useful energy + wasted energy**

Unwanted energy transfers can be reduced by a range of methods, for example through lubrication and the use of thermal insulation.

The higher the thermal conductivity of a material the higher the rate of energy transfer by conduction across the material.

The rate of cooling of a building is affected by the thickness and thermal conductivity of its walls.

## P1

Efficiency is a measure of how much something does what we want it to do.
The energy efficiency for any energy transfer can be calculated using the equation:
**efficiency = useful output energy transfer ÷ total input energy transfer**
Efficiency may also be calculated using the equation:
**efficiency = useful power output ÷ total power input**

A renewable energy resource is one that is being (or can be) replenished as it is used.

The uses of energy resources include: transport, electricity generation and heating.

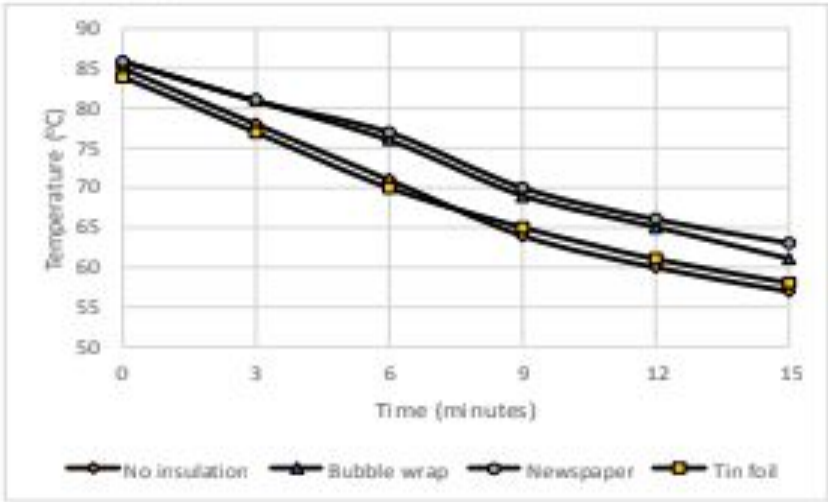
| Energy Resource | Renewable/ Non-renewable | Description | Environmental impact | Uses of energy resource | Reliability |
|---|---|---|---|---|---|
| Fossil fuels | Non-renewable | Coal, oil and gas can be burned to heat water, to make stream, to turn a turbine. | Greenhouse Gases | Electricity generation, transport | Reliable |
| Nuclear | Non-renewable | Nuclear fission heats water, to make steam, to turn a turbine. | Radioactive waste | Electricity generation | Reliable |
| Biofuel | Renewable | Biofuel is burnt to heat water, to make steam, to turn a turbine. | Carbon - neutral | Electricity generation, heating, transport | Reliable |
| Wind | Renewable | Wind turns a turbine. | Noise | Electricity generation | Unreliable |
| Hydro-electric | Renewable | Water through a dam turns a turbine. | Flooding of habitats | Electricity generation | Reliable |
| Geothermal | Renewable | Heat from underground heats water, to make steam, to turn a turbine. | None | Electricity generation, heating | Reliable |
| Tides | Renewable | Water is trapped behind a barrage at high tide and released turning a turbine. | Flooding of habitats | Electricity generation | Reliable |
| Sun | Renewable | Photovoltaic cells turn light into electricity. Solar cells heat water for heating. | None | Electricity generation, heating | Unreliable |
| Water waves | Renewable | The motion of a wave turns a turbine. | None | Electricity generation | Reliable |

## Required Practical: Thermal Insulators

1. Get a set of 5 boiling tubes and wrap one in each of the insulating materials (leave one beaker without any insulation.)
2. Use the kettle to boil water.
3. Measure 50ml of hot water into each container.
4. Insert the thermometer so that its bulb is in the hot water.
5. Record the temperature of the water and start the stopwatch.
6. Record the temperature of the water every 3 minutes for 18 minutes
7. Add your results to the results table.

| Time mins | Material used for insulation | | | |
|---|---|---|---|---|
| | No insulation | Bubble wrap | Newspaper | Tin foil |
| | Temperature °C | | | |
| 0 | 85 | 86 | 86 | 84 |
| 3 | 78 | 81 | 81 | 77 |
| 6 | 71 | 76 | 77 | 70 |
| 9 | 64 | 69 | 70 | 65 |
| 12 | 60 | 66 | 66 | 61 |
| 15 | 57 | 61 | 63 | 58 |
| Change in temperature °C | | | | |

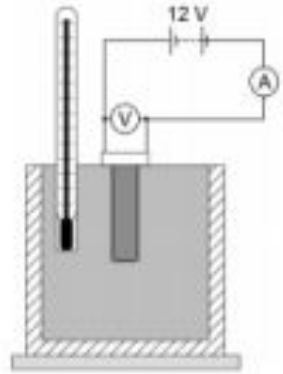
8. Plot cooling curve graphs for each material with:
   'Temperature in °C' on the y-axis
   'Time in minutes' on the x-axis.
9. Use your graphs to determine which material is the best insulator.






## Required Practical: Specific Heat Capacity

1. Measure and record the mass of the copper block in kg.
2. Wrap the insulation around the block.
3. Place the heater in the larger hole in the block.
4. Connect the ammeter, power pack and heater in series.
5. Connect the voltmeter across the heater.
6. Use the pipette to put a small amount of water in the other hole.
7. Put the thermometer in this hole.
8. Set the power pack to 12 V. Switch on the power pack to turn on the heater.




9. Record the ammeter and voltmeter readings. These shouldn't change during the experiment.
10. Measure the temperature and start the stopwatch.
11. Record the temperature every minute for 10 minutes.
12. Calculate the power of the heater in watts.
    Power in watts = potential difference in volts x current in amps
13. Calculate the energy transferred (work done) by the heater. To do this, multiply the time in seconds by the power of the heater.
14. Plot a graph of the temperature in °C against work done in J.
15. Draw a line of best fit. Take care as the beginning of the graph may be curved.
16. Calculate the gradient of the straight part of your graph.
    (The gradient is $\Delta\theta \div \Delta E$)
17. Rearrange the equation for Change in thermal energy to get:

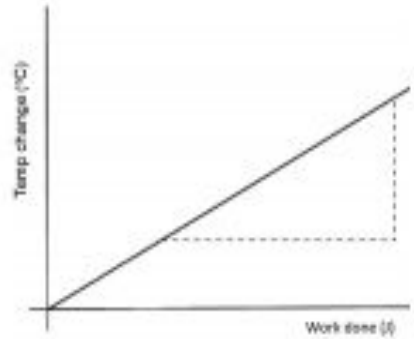
$$\frac{\Delta\theta}{\Delta E} = \frac{1}{mc}$$

18. We therefore know that the gradient is equal to:

$$\text{gradient} = \frac{1}{mc}$$

19. We can calculate c (specific heat capacity)

$$c = \frac{1}{m \times \text{gradient}}$$



# Year 9

# History

# Year 9 Cycle 3 Industrial Britain 1750-1900 and Whitechapel 1870-1890 and 20th Century Revision

| What I must know |  |  |  |
|---|---|---|---|
| **Describe** the problems and tension in Whitechapel 1870-1890 | | | |
| **Describe** the Jack the Ripper case: victims, murders, letters, witness, police actions | | | |
| **Explain** how the police tried to solve the case of the East End Serial Killer | | | |
| **Explain** why the police found it difficult to be effective in Whitechapel | | | |
| **Describe** the long term causes of the First World War: MAIN militarism, alliances, imperialism and nationalism | | | |
| **Describe** the trigger cause the First World War: assassination at Sarajevo in 1914 and the events after it that led to war | | | |
| **Explain** why the First World War broke out following the assassination at Sarajevo | | | |
| **Judge** the key causes of the First World War | | | |
| **Describe** key feature of warfare in WW1 | | | |
| **Explain** the impact of trench warfare | | | |
| **Describe** the terms of the Treaty of Versailles and the effects it had on Germany | | | |
| **Explain** why Hitler became Chancellor of Germany in 1933 | | | |
| **Explain** how life was controlled in Nazi Germany | | | |
| **Describe** the causes of the Second World War | | | |
| **Describe** the key feature of the Second World War | | | |
| **Explain** why the Second World War ended and its significance | | | |
| **Describe and explain** the key causes and features of the Holocaust | | | |
| **Describe** the development of Nazi persecution of the Jewish Peoples of Europe | | | |
| **Explain** the significance of the Holocaust | | | |
| **Judgement** on interpretations of key causes and consequences | | | |
| **Evaluate** the usefulness of the source: POND – Purpose (why the source was made/intended audience, Origin: author, Nature: source type...speech, portrait), Date: when it was made, put the source in context. | | | |

# Year 9 Cycle 3 Industrial Britain 1750-1900 and Whitechapel 1870-1890 and 20th Century Revision

**Writing frames to learn in this topic:**

**Describe 2 key features**

One key feature of ..... was.....

**Explain two consequences of (PEAL)**

One cause/consequence of ..... was..... . This meant that.....which led to..... . This then..... Therefore.....

**Explain why.....** Give three reasons (PEAL)

One reason why..... was..... . This meant that.....which led to..... . This then..... Therefore.....

Think causes/consequences – what actually happened and why it caused what it did. Think multiple effects and explain them!

**How useful are Sources B and C for an enquiry into...?**

Source B is useful .... *(explain what the content shows us- then say how that would help an enquiry into and link in your own knowledge)*

Source B is useful as it is from..... This makes it useful as..... The nature of the source is..... which is useful for an enquiry as.....

Its purpose is to.....which makes it more/less useful because.....

**Statement: How far do you agree with this statement?**

I agree/ disagree with the statement to a limited extent / to an extent/ to a large extent. I would argue that .....

The statement can be agreed with as.....

However, the statement can be challenged and disagreed with as.....

In conclusion, I would therefore agree/disagree with statement as I would argue that..... was the most important..... as

**Explaining phrases**

This meant that...

This shows that...

This led to...

As a result...

If this hadn't happened...

**Connectives**

However...

Moreover...

Furthermore...

**Impact Phrases**

Therefore...

Due to this...

As result...

Then....

This led to...

Hence...

Combined with.....

Thus...

A further consequence was...

**Measuring phrases**

To an extent...

Totally different...

To a limited degree...

To a large extent...

**Assess phrases**

Without this... then...

In the long term...

For the short term...

If this hadn't happened...

This is more/less important...

# Knowledge Organiser: Whitechapel, c.1870-c.1900: Crime, policing and the inner city

| Whitechapel | |
|---|---|
| 1 | The lives of inhabitants of Whitechapel was tough and the policing of such an area was difficult too. |
| **Key events** | |
| 2 | **1829 –** Founding of the Metropolitan Police. |
| 3 | **1840's –** Irish immigration to the East End |
| 4 | **1842 –** A detective Department added to the MET. |
| 5 | **1878 –** A CID Department set up. |
| 6 | **1873** - Great Depression – brought widespread unemployment and poverty. |
| 7 | **1875 –** Artisan's Dwelling Act; a slum clearance programme. Peabody Estate opened in 1881. |
| 8 | **1880's –** A wave of Russian immigration as a Jew was blamed for the assassination of Tsar Alexander II. |
| 10 | **1887 –** 'Bloody Sunday' when the Metropolitan Police attempted to stop a demonstration in Trafalgar Square. |
| 11 | **1888 –** Serial murders of Jack the Ripper. |
| **Key Concepts** | |
| 12 | **Living conditions –** The poor of Whitechapel were herded together in noisy and filthy courts. Prostitutions, unemployment and poverty were common place. |
| 13 | **Statistics –** These can present historians with numerous problems. |
| 14 | **Anti Police feeling –** There was a feeling that the police favoured the middle and upper classes against the poor. Also police were expected to manage a variety of tasks that could be termed social work tasks. |
| 15 | **Attempts to improve living conditions** - Peabody Estate and Bernados orphanages. |
| 16 | **Anti-Semitism:** Anti Jewish feeling – By 1888, the Jewish population of parts of Whitechapel had grown to 95% of the total. Jewish settlers were resented as they tended to find work quickly, they would accept lower wages, they ran tailoring businesses on the sweatshop model, they worked Sundays and the religious and cultural rules about food and clothing made them stand out. |
| 17 | **Jack the Ripper –** The murderer of 5 prostitutes (Mary Ann Nichols, Annie Chapman, Elizabeth Stride, Catherine Eddowes, and Mary Jane Kelly) in the Whitechapel area in 1888 was known by this name. The cases highlighted the challenges and inadequacy of the existing police force and shone a spotlight on the troubled area of Whitechapel. |

| Key Words | | |
|---|---|---|
| 18 | **Whitechapel** | A district in the East End of London. Ruled by gangs. Immigrant area. High levels of homelessness, poverty and crime. |
| 19 | **Workhouse/ doss house** | Offered a bed and food in return for hard labour. |
| 20 | **Residuum** | A criminal underclass born to steal, lie and rob. |
| 21 | **Charles Booth** | Shipping owner and led investigations into poverty |
| 22 | **H Division of the Metropolitan Police** | Had to investigate crime in Whitechapel |
| 23 | **Home Secretary** | Based in Westminster. He had little control over local police forces outside of London but the Metropolitan Police reported directly to him. |
| 24 | **Watch Committee** | A group of local politicians or law professionals set up to monitor the work of police forces. |
| 25 | **Manpower** | There were only 13.319 men in the MET in a population of just over 5 million. Only 1,383 were available for duty at any one time. |
| 26 | **Penny Dreadful** | A Victorian tabloid. |
| 27 | **Sir Charles Warren** | Metropolitan Police Commissioner from 1886. |
| 28 | **Metropolitan Police** | Investigated crime in London and was controlled directly by the government. Did not patrol the City of London which had its own police force. |
| 29 | **Lodging house** | Squalid accommodation which was rented for 8 hour sleeping shifts a day. |
| 30 | **pogrom** | A Russian word describing a government supported attack on the Jews. |

# Knowledge Organiser: Whitechapel, c.1870-c.1900: Crime, policing and the inner city

| Key Words | | |
|---|---|---|
| 31 | **Anarchy** | A political movement that opposes all forms of organised government. Associated with Eastern Europeans. |
| 32 | **Socialist** | Someone who believes that poor people would get a better deal if the government nationalised (took over) important industries and services and ran them for the good of all – not for profit. |
| 33 | **Anti-Semitism** | Hatred against Jews. |
| 34 | **Sensationalist** | Describing events in a deliberately exaggerated style to shock and impress. |
| 35 | **Satirical** | Using humour or exaggeration to mock current affairs. |
| 36 | **Stereotyping** | Assuming all members of a group are alike – for example, looking similar, or having similar views. |
| 37 | **Beat** | The area the policeman is to patrol. |
| 38 | **Protection rackets** | Gangs demanded protection money from small business owners. |
| 39 | **Frederick Abberline** | Inspector who led the investigation into the Ripper murders. |
| 40 | **Lunatic asylum** | The Victorian term for a psychiatric hospital. |
| 41 | **Alibi** | Proof that an accused person was in some other place at the time a crime was committed. |
| 42 | **Post mortem** | A detailed examination of a person's body to try and discover the cause of death. |
| 43 | **Forensic** | Using scientific methods and techniques to investigate crime. |
| 44 | **Whitechapel Vigilance Committee** | Set up by businessmen due to the police's lack of progress in catching Jack the Ripper. |

| Key Words | | |
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# HISTORY

# KO: CAUSES of WW1

## Militarism

Governments give the army and military forces a higher profile. Growing European tensions led to an arms race between the main countries. The armies of both France and Germany had more than doubled between 1870 and 1914. There was fierce competition between Britain and Germany for mastery of the seas. The British introduced the 'Dreadnought', an effective battleship, in 1906; Germany soon followed with their own. The German, Von Schlieffen also drew up a plan of action that involved attacking France through Belgium if Russia made an attack on Germany.

## Alliances

An alliance is an agreement made between two or more countries to give each other help if it is needed. When an alliance is signed, those countries become known as Allies.
A number of alliances had been signed by countries between the years 1879 and 1914. These were important as they meant that some countries had no option but to declare war if one of their allies declared war first.


## Imperialism

This is when a country takes over new lands or countries and makes them subject to their rule. British Empire extended over five continents and France had control of large areas of Africa. This led to increased the rivalry with Germany who only had small areas of Africa.


## Nationalism

means being a strong supporter of the rights and interests of one's country. Strong nationalist elements had led to the formation of Germany in 1871. After Franco-Prussian war France was left angry at the loss of Alsace-Lorraine to Germany and keen to regain their lost territory. Large areas of both Austria-Hungary and Serbia were home to differing nationalist groups, all of whom wanted freedom from the states in which they lived. It also contributed to Imperialism, militarism and the formation of the alliance system in Europe.

## Moroccan Crisis

In 1904 Morocco had been given to France by Britain, but the Moroccans wanted their independence. In 1905, Germany announced her support for Moroccan independence. War was narrowly avoided by a conference which allowed France to retain possession of Morocco. However, in 1911, the Germans were again protesting against French possession of Morocco. Britain supported France and Germany was persuaded to back down for part of French Congo. This left tensions, rivalry, and Germany wanting revenge.

## Bosnian Crisis

In 1908, Austria-Hungary annexed Bosnia. This angered Serbians who felt the province should be theirs. Serbia threatened Austria-Hungary with war, Russia, allied to Serbia, mobilized its forces. Germany, allied to Austria-Hungary mobilized its forces and prepared to threaten Russia. War was avoided as Russia backed down. Tension between Serbia and Austria-Hungary was remained high.

## Assassination

On 28 June 1914, Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary, was shot (assassinated) while he was visiting Sarajevo in Bosnia. He was killed by a Serbian person, who thought that Serbia should control Bosnia instead of Austria. Because its leader had been shot, Austria-Hungary declared war on Serbia. As a result:
Russia got involved because Russia had an alliance with Serbia
Germany then declared war on Russia because Germany had an alliance with Austria-Hungary
Britain declared war on Germany because of its invasion of neutral Belgium - Britain had agreements to protect both Belgium and France

# HISTORY

# KO: CAUSES of WW1

## Key Figures

Kaiser Wilhelm II- Nationalistic and militaristic king of Germany who was jealous of his British and Russian cousins Empires.

Archduke Franz Ferdinand-Heir to the throne of Austria-Hungary- His assassination was the **trigger** that started the conflict.

Gavrilo Princip-The Serbian nationalist who killed the Archduke in June 1914. This was the trigger that started WW1

## Steps to War

➔ Austria declares war on Serbia for Assassination after ultimatum turned down.
➔ Serbia's ally Russia mobilises to defend it.
➔ Germany responds to protect Austria be mobilising and enacting Schlieffen Plan.
➔ England declares war as Germany attack Belgium to get to France.

## Key Statistics

- Dreadnoughts start of WW1 GB -29 Germany 17
- Germany: 2,200,000 soldiers, 97 warships
- Austria-Hungary: 810,000 soldiers, 28 warships.
- Italy: 750,000 soldiers, 36 warships
- France: 1,125,000 soldiers, 62 warships
- Russia: 1,200,000 soldiers, 30 warships
- Great Britain: 711,000 soldiers, 185 warships

## Key Terms

Triple Entente-The name given to the Alliance between Britain, France and Russia, in place from 1907.
The Triple Alliance-The name given to the Alliance between Germany, Austria-Hungary and Italy dating from 1882.
Austria-Hungary-The powerful Austro-Hungarian empire ruled over many territories in Eastern Europe. Many people in these areas wanted independence.
Serbia-Serbia wanted its borders to be extended to include Bosnia where a large number of ethnically Serbian people lived.
Nationalism-When people wish to be part of a 'nation state' in which particular languages/cultures/traditions are shared.
Nation State-A self ruling country with similar ethnic and cultural values.
Ethnic group-A group of people that share common racial, national, religious or cultural values.
Empire-Extensive group of states and peoples ruled by another country. The main protagonists in the first world war all had empires.
Imperialism-Where a country tries to increase its power by extending its rule over other countries, to create an empire.
Arms race-Countries competed with each other to increase their armed forces. A particular feature of this was the rapid naval expansion in Germany and Britain.
Franz Ferdinand in June 1914.
Sarajevo-Capital of Bosnia, where the assassination took place.
Assassination- Murder of a political leader.
Annexation- Takeover or seizure of land; as Austria-Hungary did to Bosnia.
Mobilise- Make armed forces ready for action.
Ally- member of an alliance (someone tied together with shared interests).
Ultimatum- List of demands to be met with a threat attached.
Surrounded- Feeling of encirclement; as Germany felt by Triple Entente.

## Skills Required:

Description of Events and actions, Explaining why events occurred, Analysis of Actions, Linking of Causes, Making clear and supported judgements.

# HISTORY

# KO: Treaty of Versailles

## Background

More than 65 million men fought in the First World War; over eight million of them were killed. In addition, nearly nine million civilians died - from starvation, disease, artillery fire and air raids. Twelve million tons of shipping were sunk. In France and Belgium, where most of the war was fought, 300,000 houses, 6,000 factories, 1,000 miles of railway, 2,000 breweries and 112 coal mines were destroyed. The human cost of the war - in terms of damaged minds and bodies, and ruined lives – was beyond calculation. In some ways, mankind has never recovered from the horrors of the First World War.

## Making Peace

On 11 November 1918, Germany had signed a cease-fire. It was called the Armistice as they couldn't fight any longer. On 18 January 1919, delegates from 32 countries came to Paris to make the treaties which would end the war. President Wilson of the USA gave an speech of hope GB Prime Minister Lloyd George a message of peace. This intial meeting turned into the actual Peace Conference, and its decisions became binding.

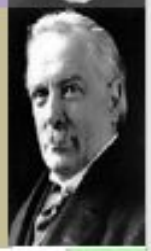
Unlike other treaties in history, therefore, the Treaty of Versailles was not negotiated between Germany and the Allies. Germany was not allowed to send any delegates. Only the Allies were invited to the Conference - and they imposed their terms upon Germany. This was 'the Diktat' so resented by the Germans

## Attitudes of the Victors (key people THE BIG THREE)

The victorious allies had different objectives at the treaty as each had suffered to different degrees

**Woodrow Wilson**- He was President of America. He wanted **make the world safe** and **end war** by making a **fair peace**. He had 14 Points explaing what he wanted. He wanted **disarmament**, a **League of Nations** to talk out problems. Also **self-determination** for Eastern Europe.

**Georges Clemenceau**- He was the Prime Minister of France. He wanted **revenge**, to **punish** the Germans for what they had done, and to **make Germany pay** for the damage done during the war. He also wanted to **weaken** Germany, so France would never again be invaded



**David Lloyd George**- He was Prime Minister of GB. He *said* he would '**make Germany pay'** to please Britishpublic. But wanted '**justice**', **not revenge** as **harsh peace** would cause another war, he tried to get a compromise.He wanted to expand the British Empire, maintain control of the seas, and increase Britain's trade

## Terms of the Treaty of Versailles (TRAWL)

Territory- lost 12% of Land and 13% of population and was divided in two.
Reparations- Germany forced to pay £6.6b for damage done in war.
Armaments- Germany armed forces limited to 100,000 men, 6battleships,no aircraft of subs and resulted in a loss pride and feeling it was unable to defend itself. Rhineland demilitarised.
War Guilt- Germany forced to take blame of entire war under Clause 231 and most hated part.
League of Nations-Germany not invited to join new world peace keeping and decision making body

Remember Germany was forced to agree and sign the dictated peace or it would have been occupied

# HISTORY

# KO: Treaty of Versailles

## Germany and the Treaty

**German outrage**- Germans felt 'pain and anger'. They felt it was **unfair**. It was a '*Diktat*' – an IMPOSED settlement. They had not been allowed to take part in the talks – they had just been told to sign.

**The German reaction**- Many Germans wanted to refuse to sign the treaty; some even suggested that they start the war again. So it was with great difficulty that the President got the Reichstag to agree to sign the treaty.

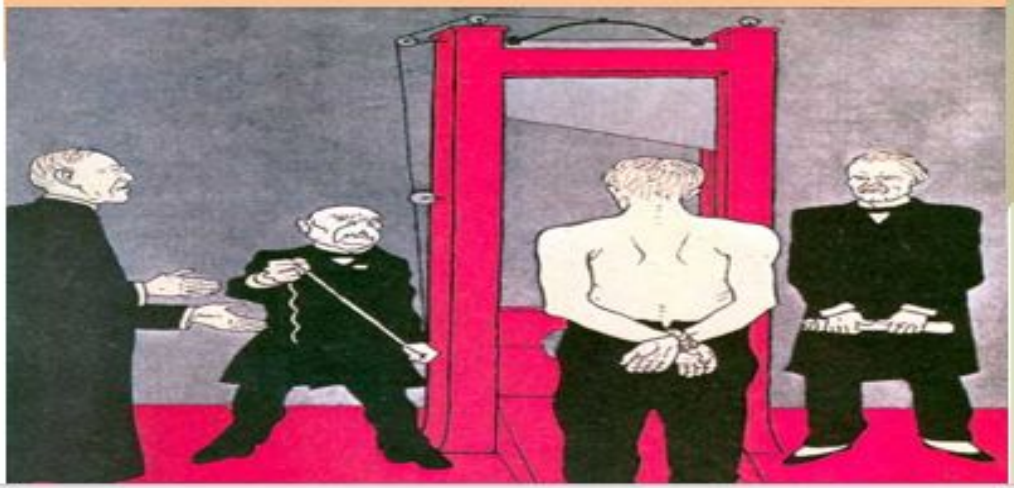
**The Germans HATED the Treaty of Versailles**

The Germans hated Clause 231; they said they were not to **blame** for the war. Clause 231 did not physically harm Germany, but it hurt Germany's pride – it made them want to overturn the treaty.

The Germans hated **reparations**; they said France and Britain were trying to starve their children to death. At first they refused to pay until France and Britain invaded Germany in 1921.

The Germans hated their tiny **army**. They said they were helpless against other countries. At first they refused to reduce the army, and the sailors sank the fleet, rather than hand it over.

The Germans also hated the loss of **territory**. Germany lost a tenth of its land – it was seen as anattempt to destroy their economy. Germans were forced to live in other countries.



## Was the Treaty a Success or Failure?

Wilson got:

1. A League of Nations,
2. Self-determination for the peoples of Eastern Europe,

But he was disappointed with the Treaty:

a. Some of his 'Fourteen Points' did not get into the Treaty,
b. When Wilson went back to America, the Senate refused to join the League of Nations, and even refused to sign the Treaty of Versailles.

Georges Clemenceau

liked the harsh things that were in the Treaty:

1. Reparations (would repair the damage to France),
2. The tiny German army, and
3. The demilitarised zone in the Rhineland (would both protect France),
4. France got Alsace-Lorraine, and German colonies.

But he was disappointed with the Treaty:

a. He wanted the Treaty to be harsher
b. He wanted Germany to be split up into smaller countries.

David Lloyd George

Many British people wanted to 'make Germany pay', and Lloyd George liked:

1. The fact that Britain got some German colonies (expanded the British Empire),
2. The small German navy (helped Britain to continue to 'rule the waves').

But Lloyd George hated the Treaty:

a. He thought that the Treaty was far too harsh and would ruin Germany,
b. He thought it would cause another war in 25 years time (and there was!)

## KEY TERMS

Diktat- when a settlement is forced upon you against your will.
Reparations- Payments fro war damage and losses.
War Guilt- Putting blame for war on someone; in this case purely Germany.
Disarmament- reducing weapons in Germany's case it was forced to.
Self-determination- People's ruling themselves
Territory- Land, both in a country and overseas (also known as colonies)

# HISTORY

# KO:WW2 An Overview

## Key Causes of WW2

**Treaty of Versailles**- Germany was harshly treated by the terms of the Treaty and held responsible for the WW1. This led to reparations and economic ruin.

**Japanese Expansion**- Before WWII Japan was growing rapidly but lacked the natural resources to sustain their growth therefore grew their Empire.

**Fascism**- Economic turmoil after WW1 led to some countries being taken over by dictators who formed powerful fascist governments. These dictators wanted to expand their empires such as Mussolini in Italy, and later Hitler.

**Hitler and the Nazi Party**- Germans turned to the Nazis for economic recovery and national pride. When in power Hitler started to overturn the Treaty of Versailles and developing an Empire.

**Appeasement**- In an attempt to prevent another war Britain & France gave into Hitler's demands in an attempt to satisfy him. However, this backfired.

**The Great Depression**- Led to mass unemployment & poverty, created instability &people turned to fascist governments who offered simple solutions.

**Failure of the League of Nations**- The new peacekeeping body failed as lacked power and was unable or unwilling to act.

## WW2 Alliances

**Axis powers- Germany**, Italy, **Japan**, Hungary, Romania, Bulgaria **versus**
**Allies** (U.S., Britain, **France**, USSR, **Australia**, Belgium, Brazil, **Canada**, **China**, Denmark, Greece, Netherlands, New Zealand, Norway, Poland, South Africa, Yugoslavia).

**World War II Key Figures**

Adolf Hitler dictator of Germany and leader Nazi Party

Benito Mussolini dictator of Italy and leader Fascists

Franklin D. Roosevelt US President for most of war until 1945

Winston Churchill Prime Minister and wartime leader of Britain

Joseph Stalin Communist leader of Russia during the war

Dwight D. Eisenhower- allied Supreme military Commander

## Impact of WW2 on Britain

Rationing of goods in short supply e.g. food, clothes.
Blitz-Bombing of major cities causes deaths & injury.
Operation Pied Piper- Evacuation of children.
Increased government intervention.
Total War increased role of women in work and society.
Social change- the Beveridge Report came about to deal with poverty, education, housing, employment and healthcare.
First Labour government under Atlee.
Total GB deaths 450,900 1% of population; includes 67,000 civilian deaths.

**Timeline**

**1939** -Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later.
**1940** 'Blitzkrieg' defeats Belgium, Holland & France. Churchill new PM.-BEF evacuated from Dunkirk. –GB win Battle of Britain –Hitler postpones invasion plans.
**1941**- Hitler begins Operation Barbarossa - the invasion of Russia. -The Blitz continues against Britain's major cities.-Allies take Tobruk in North Africa, and resist German attacks.-Japan attacks Pearl Harbor, and the US enters the war.
**1942**- Germany suffers setbacks at Stalingrad and El Alamein.-Singapore falls to the Japanese in February - around 25,000 prisoners taken.
-American naval victory at Battle of Midway, in June, marks turning point in Pacific War.-Mass murder of Jewish people at Auschwitz begins.
**1943**- Surrender at Stalingrad marks Germany's first major defeat. -Allied victory in North Africa enables invasion of Italy to be launched.
-Italy surrenders, but Germany takes over the battle.-British and Indian forces fight Japanese in Burma.
**1944** -Allies land at Anzio and bomb monastery at Monte Cassino.-Soviet offensive gathers pace in Eastern Europe.-D-Day: The Allied invasion of France. Paris is liberated in August.-Guam liberated by the US Okinawa, and Iwo Jima bombed.
**1945**- Auschwitz liberated -Russians reach Berlin: Hitler commits suicide -Germany surrenders on 7 May-Atomic bombs dropped on Hiroshima and Nagasaki, Japan surrenders on 14 August.

# HISTORY KO:WW2 An Overview

| Key Terms | |
|---|---|
| Appeasement | Policy of making concessions to dictatorial powers to avoid conflict |
| Alliance | Two or move sides with the same interests joining together |
| Fascism | Radical authoritarian form of government that use force to control |
| Rationing | To limit the supply of goods and supplies in short supply to ensure they last |
| Blitz | Name given to the Germany bombing of British cities in 1940 |
| Civilians | Population who are in in the military |
| Blitzkrieg | German military tactic of 'Lightening War' using planes, tanks and soldiers |
| Battle of Britain | Name given to air battle over Britain 1940-41. |
| Final Solution | Nazi plan to exterminate to Jewish race |

| Key Terms | |
|---|---|
| Luftwaffe | Name for the German airforce led by Herman Goering |
| Operation Barbarossa | Codename for German invasion of Russia in 1941 |
| Wehrmacht | Term for regular German army |
| SS | Elite German soldiers, also Hitler's personal bodyguard and ran concentration camps |
| Operation Overload | Allied forces codename for invasion of France in 1944 |
| D-Day | Allied invasion of France in 1944 |
| Munich Agreement | Agreement made between Britain and Germany that Britain hoped would avoid war |
| Gestapo | Brutal Nazi Secret Police led by Himmler |
| Lebensraum | Hitler's policy expanding German borders for 'Living Space'. |

# KO The Holocaust 1933-1945

**Period: Europe 1933-1945, Nazi Germany and Europe under Nazi occupation**

| | |
|---|---|
| **1** | **1933-1945**: This is when the Nazis organised, legalised and carried out discrimination, persecution and murder of Jews and Gypsies in Europe. |

## Key Events

| | |
|---|---|
| 2 | **1933-** Hitler becomes the Chancellor of Germany and begins to consolidate his power the build a dictatorship |
| 3 | **1933-** Nazis boycott Jewish businesses. Members of the SA and SS stand in front of Jewish businesses and encourage people not to buy goods there. Jude and a yellow start is painted on windows. |
| 4 | **1935 onwards** The Nuremberg Laws were passed which removed Jewish rights and citizenship. Jews are no longer citizens, cannot vote, cannot marry non-Jews and have relations with Aryans. Defined by the religion of their grandparents rather than by their own beliefs, Jews were viewed as having impure blood lines. The new laws were taught in schools, cementing anti-Semitism in German culture. Most Germans kept quiet, often benefiting when Jews lost jobs and businesses. Persecution of other minorities also escalated: the police were given new powers to arrest homosexuals and compulsory abortions were administered to women considered to be 'hereditarily ill'. |
| 5 | **1936** Jews forced to hand over radios and bicycles. They are banned from all professional jobs such as doctors, lawyers…. |
| 6 | **1938-** Kristallnacht (The Night of Broken Glass) Jewish homes, business, synagogues were attacked in a night of extreme violence organised by the Nazi government. Over 100 Jews were murdered and 30, 000 sent to concentration camps. |
| 7 | **1938-** Jews banned from school, cinemas and public places. |
| 8 | **1939-** Jews were forced to close or sell all businesses. They could be evicted from their homes at any time. |
| 9 | **1939-** The Second World War began and persecution of Jews and gypsies escalated on the invasion of Poland. |

## Key Events

| | |
|---|---|
| 10 | **1939-41** Millions of Jews living in Poland & USSR came under Nazi control. Many were shot or kept in ghettoes (Krakow and Warsaw), then moved to concentration or labour camps. Jews across Western Europe were forced to register, then were moved to transit camps or concentration camps. |
| 11 | **1942** Leading Nazis agreed upon a Final Solution to the Jewish problem. Death camps would be used to eradicate Jews from Europe. The main death camps were built in Poland. |
| 12 | **1945**: As the Allies swept to victory in Europe and camps were liberated across the once Nazi-occupied territories, the full scale of the Holocaust emerged. The Allies found camps that were catastrophically over-crowded with no food or sanitation. General Eisenhower ordered careful documentation of evidence by occupying troops as thoughts turned to justice. Hitler and other senior Nazis including Himmler and Goebbels killed themselves. In November, trials of captured Nazi leaders began at Nuremberg. 1946: The international military tribunal delivered its verdict on 21 senior Nazi officials. 18 were found guilty and three were acquitted. 11 of Hitler's deputies were given death sentences, including Goering, the most senior surviving Nazi. However he too committed suicide the night before he was due to hang. Others received prison terms. Albert Speer, Hitler's personal architect, was released in 1966 and spent his remaining years writing about the Nazi regime, donating most of his royalties to Jewish charities. Rudolph Hess committed suicide in prison in 1987. Many Nazis evaded justice altogether and were never tried. |

## Key Context

| | |
|---|---|
| 13 | 1933, 60% of the world's Jewish population lived in Europe. 550, 000 in Germany and 5.5 million in USSR and Poland. Only 1% of Germany was Jewish. (see map) |

# KO The Holocaust 1933-1945

| | |
|---|---|
| 13 | 1933, 60% of the world's Jewish population lived in Europe. 550, 000 in Germany and 5.5 million in USSR and Poland. By 1945, 6 million Jews had been murdered and 5/6 of all European gypsies |

## Key Words

| | | |
|---|---|---|
| 14 | **Anti-Semitism** | Hostility or discrimination against Jews |
| 15 | **Holocaust** | Term given to the persecution of Jews in Europe 1933-1945 |
| 16 | **Nazi Racial Beliefs** | Nazi believed that they as the Aryan Race were the superior race on earth and would rule the world. The Nazis called Jews 'subhuman'. Nazis taught that mixing Jewish and Aryan blood contaminated the Aryan race and made it weaker. The Nazi belief was that all Jews, Gypsies and other inferior beings should be removed from Germany. |
| 17 | **Aryan** | The superior race of earth, the ubervolk (super Aryans) were blond haired, blue eyed, strong and athletic. |
| 18 | **boycott** | To refuse to do business or shop at certain place. |
| 19 | **untermenschen** | Subhuman, more animal like than human. Nazi believed that Jews and Gypsies were subhuman. |
| 20 | **ghetto** | An enclosed area where Jews were forced to live, movement outside was forbidden unless for work with a permit, conditions inside were horrific: overcrowding, limited food and limits to healthcare. |
| 21 | **Concentration camp** | Prison camps set up by the Nazis from 1933 to house political enemies, criminals, homosexuals and 'sub humans'. |


# KO The Holocaust 1933-1945

## Key Words

| | | |
|---|---|---|
| 22 | **Labour camp** | A camp where the purpose was to work the slave force of Jews/Gypsies to death. |
| 23 | **Extermination camp** | Specially built camps built from 1942 to carry out the Final Solution, which was the extermination of the Jewish and Gypsy races in Europe. (see map) |
| 24 | **SA** | Nazi storm troopers used to boycott Jewish shops and attack opposition. Nicknamed Brownshirts. |
| 25 | **SS** | Hitler's elite guards who led by Himmler ran the concentration, labour and death camps and carried out Nazi racial policies. |
| 26 | **Kristallnacht** | Night of Broken Glass—attacks on Jews & Jewish property that heralded intensification of persecution of Jews in Germany |
| 27 | **Euthanasia** | Painless killing of those in pain through terminal illness |
| 28 | **Gestapo** | Secret German police |
| 29 | **Roma** | Roma people, more widely known as Gypsies |
| 30 | **Nuremberg Trials** | Held at the war, where Nazis were put on trial for their roles in the Holocaust. |

## Key figures

| | | |
|---|---|---|
| 31 | **Adolf Hitler** | Leader of the Nazi Party, Chancellor of Germany from 1933. He established a Nazi dictatorship in Germany from 1933-1945. |
| 32 | **Heinrich Himmler** | Leader of the SS. Overall in charge of the police state in Germany and in control of the camps and the Final Solution. |

**Yellow Star Jews had to wear to be identified**


**Cattle trucks arriving at a camp**

**Children at Auschwitz**

**Nuremberg Trials**

**Selection on arrival at Auschwitz**

**One of the huts for inmates at Auschwitz**

# KO– Holocaust 1933-1945

## More detailed events.. Cause-Event-Consequence

| | | |
|---|---|---|
| 33 | **History of Anti-Semitism** | The Nazis did not invent hatred of Jews, or anti-Semitism. Jews were persecuted in the Middle Ages for religious reasons. In 1190, 150 Jews were massacred in York and all Jews were expelled in 1290. In many European countries Jews were blamed for spreading the Black Death and were banned from owning land. In towns they were usually confined to certain areas—ghettos and subject to restrictions. such as curfews. Martin Luther—who started the Reformation— called for Jewish synagogues to be destroyed. In the 1800s, millions of Jews fled the Russian Empire because of pogroms against them — immigrants often ended up in Britain or the USA.<br>1933. Hitler targeted Jews based on their race, he said that their economic control had caused Germany's defeat in WW1 and accused them of being Communist. Living in poverty on the streets of Vienna has made Hitler increasingly hate Jews and blame them for all of Germany's later problems. |
| 34 | **Holocaust 1933-1945** | As soon as Hitler came to power he introduced a programme of persecution. The Nuremberg Laws (1935) deprived Jewish people of many of their civil rights. On 9 November 1938, Kristallnacht or the 'Night of Broken Glass' took place. Jewish businesses, synagogues and homes were attacked and destroyed. This was a response to the assassination of a German diplomat by a Polish Jewish man in Paris. The Nazis had been using concentration camps since 1933—often for political opponents, but thousands of Jews were taken to camps like Dachau following Kristallnacht. After the outbreak of World War Two in 1939, the Nazis stepped up the persecution of the Jewish people. They were herded into over-crowded 'ghettos'. The ghetto was not a Nazi invention. Its origins can be traced back to medieval times, when restrictions on the places where Jews were allowed to reside were commonplace throughout Europe. Although this restriction is usually perceived as relating to towns or cities, it even applied in certain cases to entire countries. Within them, the Jewish people faced a life of squalor. They had little food and provisions to keep them alive. They had to work for the Nazis and the war effort which was hard under the circumstances. They had little possessions with them as when they were forced to move from their homes, they had to take what they could grab. Many families were forced to live in one room or with more than one family. As the death rate increased more space became available. Germany's invasions of Poland and Soviet Union meant that there were now millions more Jews under their control. Initially, groups of SS troops Einsatzengruppen, murdered Jews by shooting.<br>Following the decision to wipe out all Jews taken in 1942 at the Wansee Conference, death camps were built. Here, Jews would be gassed using a chemical called Zyclon-B. This would happen when they thought they were taking showers soon after arrival. Sometimes, horrifying medical experiments were carried out in camp inmates, for example by Dr Mengele at Auschwitz. All of the Jews' personal belongings: gold, silver, spectacles, clothes, even hair was kept to be re-used. Even in work camps, deaths through beatings, lack of food, disease were common. It is widely accepted that as many as 6 million Jews were murdered during the Holocaust.<br>Other groups, such as Russian prisoners, homosexuals, communists, gypsies and the mentally and physically disabled were also victims of Nazism. Most camps were in Poland (see map) rather than Germany, and Poles made up half of the victims as the diagram shows. Jews from nearly all European countries were victims, however. |

# Cycle 3 Practice questions

| | |
|---|---|
| **Describe questions** | Describe two key features of the assassination at Sarajevo<br>Describe two key features of Nazi racial policies towards the Jews<br>Describe two key features of the trench warfare in WW1<br>Describe two key features of policing in Whitechapel<br>Describe two key features of the causes of WW2 |
| **Explain two reasons why** | Explain two consequences of Nazi racial policies for Jews<br>Explain two consequences of the East End serial killer<br>Explain two consequences of the assassination at Sarajevo<br>Explain two consequences of the alliance system in Europe 1914 |
| **Explain why……** | Explain why the police failed to catch the East end Serial Killer 1888<br>Explain why Whitechapel was a concern in Victorian Britain<br>Explain why WW1 broke out<br>Explain why Hitler came to power in 1933<br>Explain why life change under the Nazis in Germany 1933-1945 |
| **How far do you agree?** | 'The First World war was caused by imperialism.' How far do you agree with this statement?<br>'The Treaty of Versailles caused WW2.' How far do you agree with this statement?<br>'Life improved for Germans under the Nazis.' How far do you agree with this statement? |

# Year 9

# Geography

# Year 9 Geography Revision

| What must I know? |  |  |  |
|---|---|---|---|
| Why is the Middle East an important region? | | | |
| How does the physical geography influence the region? | | | |
| What problems does the climate of the Middle East create for the region? | | | |
| Why is the population of the Middle East so diverse? | | | |
| Why is the Middle East a major economic region of the world? | | | |
| How has the United Arab Emirates developed? | | | |
| Why is Yemen the poorest country in the Middle East? | | | |
| Why is there ongoing conflict in the Middle East? | | | |
| Why is the Middle East an important world region? | | | |

# Knowledge Organiser: The Middle East

| Selected Key words and definitions | |
|---|---|
| Arab Spring | A wave of unrest and protests which began in Tunisia (North Africa) in 2010, and spread to other Arab countries. |
| Conflict | Serious disagreement, which may lead to violence and even full-scale war. |
| Desalination plant | Where sea water is turned into fresh water which people can drink, by removing the salt. |
| Development | A process of change to improve people's lives |
| Dictatorial | Keeps tight control over the people, so they have little freedom. |
| Hydroelectricity | Electricity generated when flowing water spins a turbine. |
| Independence | When a country that had been a colony begins to govern itself. |

**Useful web-site**

http://clilenergies.wikispaces.com/1.+Energy+and+sources+of+energy

## Key Concepts

- Where and what is the Middle east?
- Physical geography of the Middle East
- Climate zones and biomes
- The population of the Middle East
- Case study – The Arabian Peninsula
- Conflict in the Middle East
- Israel and the State of Palestine


**Did you know?**

- The Dead Sea is so salty that no animals can live in it.
- The salty water is so dense that you can float around in it, reading a book

**Surrounded by land, with no ocean coastline**

| | |
|---|---|
| Landlocked | Surrounded by water with no ocean coastline.<br>•Jordan is landlocked except at its southern extremity, where nearly 26 kilometres (16 mi) of shoreline along the Gulf of Aqaba provide access to the Red Sea. |

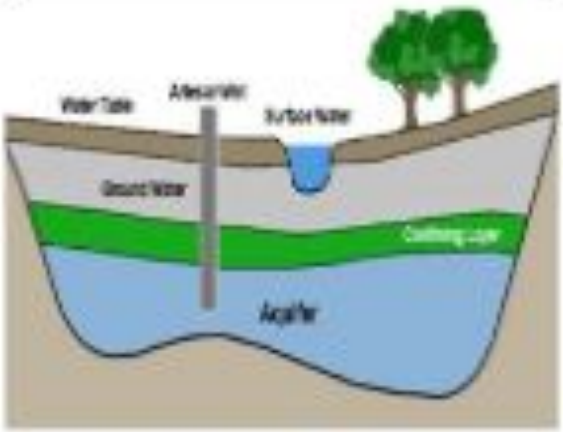
**Links to other topics in geography**

- Coastal landscapes
- Tectonic landscapes
- Population
- Urbanisation
- Weather and climate

The Middle East knowledge organiser

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




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)

- 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.

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.

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

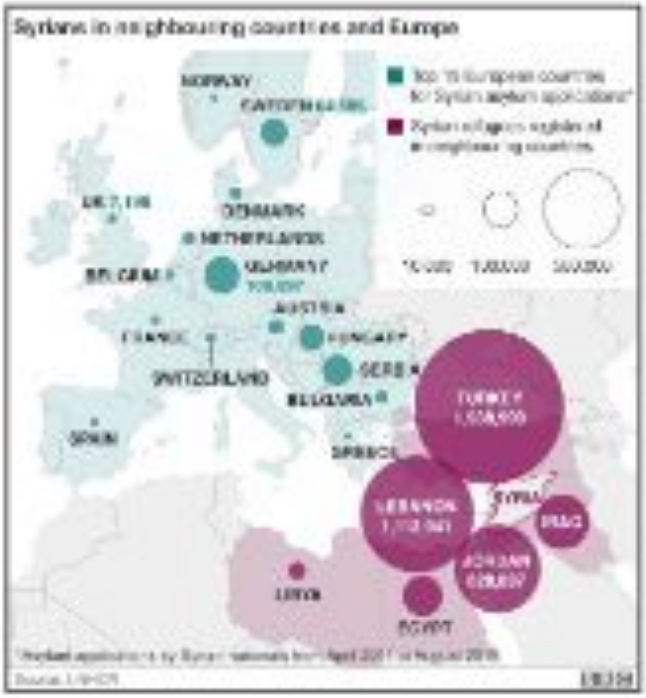
- Refugee – a person fleeing from war, persecution or natural disasters. They are protected by law. People have to prove they are a refugee if they want a safe country to accept them
- Asylum seeker – someone who claims to be a refugee, looking for a safe place to live. But whose case has not yet been 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.

**Areas of control in Yemen**

Source: HIS Conflict Monitor, 3 August 2018




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 begun. 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

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

# Year 9

# Design and Technology

# Year 9 DT
# Low Voltage Lamp

| What I must know |  |  |  |
|---|---|---|---|
| **Describe –** use of hand tools | | | |
| **Identify** – softwoods, hardwoods and manmade boards | | | |
| **Identify** – designers and design movements | | | |
| **Explain** – the use of quality assurance and quality control in the lamp manufacture | | | |
| **Explain** – the reason for the choice of plywood for the manufacture of the lamp | | | |
| **Explain** – the use of analysis in the design process | | | |
| **Define** – the terms CAD/CAM and their use in the lamp | | | |
| **Calculate** – the total amount of waste in the manufacture of a product | | | |

**Equations/ writing frames to learn in this topic:**

Use the writing frames for:

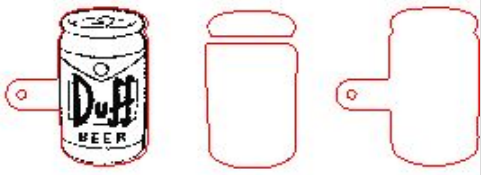
- Hand tools
- Timbers
- Design movements
- Preparing work for the laser cutter
- Working drawings for the lamp

# Timbers, ACCESSFM

| | |
|---|---|
| **Softwoods** | Softwoods come from evergreen trees (those that keep their needles in winter), they tend to grow faster than hardwoods and have a more open grain. They are commonly used in the construction industry. Examples include Douglas Fir and Spruce |
| **Hardwoods** | Hardwoods come from deciduous trees (those that loose their leaves in winter), they tend to grow very slowly and have a close grain. They tend to be expensive so are used in expensive furniture. Common examples include Oak and Beech. |
| **Manmade Boards** | Manmade boards include plywood, blockboard and MDF and are made from either sheets or sections of timber glued together or from particles being glued together under pressure. The advantage of manmade boards is they are available in a wide range of sizes and tend to be more stable that other timbers so they don't warp or twist as much. |
| **CAD** | Computer Aided Design – the CAD packages we use most often in school is 2D Design, we use this to produce the designs that we cut on the laser cutter. In the lamp we will be designing the shade to fit with the arms of the lamp and to design a custom base for the lamp. |
| **CAM** | Computer Aided Manufacture – the laser cutter is the CAM machine we use the most often, we use this to cut out the designs for the shade and base of the lamp. |

**ACESSFM**
**Aesthetics** - what style is the lamp? What theme have you picked and how does this effect the design?
**Customer** - who is the target market for the lamp?
**Cost** - how has the lamp been designed to be a lower cost alternative?
**Environment** - how is the lamp a more environmentally friendly version of a traditional lamp?
**Size** - how big have we designed the lamp to be? Where is it going to be used?
**Safety** - why is the lamp safe to use?
**Function** - what is the primary function of the lamp?
**Manufacture** - how are we making the lamp?

# Tools, Designers and CAD/CAM

| | | | |
|---|---|---|---|
|  | Tenon saw – used to cut the plywood pieces to length |  | Bench hook – used when cutting the plywood |
|  | Tri square – used to mark at 90 degrees to an edge on the plywood |  | Belt Sander – used to sand the plywood to marked lines and curves |
|  | **Pop Art -** Pop art is one of the major art movements of the twentieth century. The movement was characterized by themes and techniques drawn from popular mass culture, such as advertising and comic books. Typical artists included Andy Warhol and Roy Lichtenstien | | |
|  | **Art Deco** - Art Deco was a popular design movement from 1920 until 1939, affecting the decorative arts such as architecture, interior design, and industrial design, famous art deco artists include Rene Lalique and Jean Dunand. | | |
|  | **Memphis** - Memphis was a Milan-based collective of furniture and product designers whose work dominated the design scene of the early 1990's. Its bold designs drew on influences from existing and past design movements. Famous designers include Ettore Sottsass and George Sowden | | |
|   | For the image above to be ready for the laser cutter, what do we need to do?<br>RED line – cutting, BLACK areas – etched onto the plywood. The first stage was to copy in a black and white clipart, we then turned it transparent before contouring it in red. The lines were joined to the bracket and then the unwanted lines were deleted. We also need a blank back for the shade and the spacer layer in the middle where the USB lead can run through | | |

# Year 9 Food

| What I must know |  |  |  |
|---|---|---|---|
| **Identify & Describe –** use of equipment/utensils | | | |
| **Define** – food and cookery terms | | | |
| **Explain** – how to prevent a food poisoning outbreak | | | |
| **Explain** – functions of ingredients in a given recipe | | | |
| **Identify and Explain** – macro & micronutrients and their functions within the body | | | |
| **Calculate** – food prices in a cafe | | | |

**Equations/ writing frames to learn in this topic:**

Use the writing frames for:

- Eatwell Guide
- Equipment and functions memory recall from practicals
- The 4 C's worksheets

Recipes

# Year 9 Food Technology Knowledge Organiser 2019

| | |
|---|---|
| **Contaminate** | If something is contaminated by waste, dirt, chemicals, or radiation, it is made dirty or harmful. |
| **Simmer** | A method of cooking in deep water just below boiling point- **small bubbles** |
| **Sweat/ sweating** | Sweating is the process of releasing flavours with moisture and low temperatures. No browning takes place. The pan is covered so the lid traps steam, which condenses and drips back on to the onions |

| | | | |
|---|---|---|---|
|  | **Sieve :** For separating lumps from powdered material e.g. flour. It has a mesh bottom, through which the material is shaken |  | **Grater:** A utensil which has a rough surface that you use for cutting food into very small pieces. E.g. cheese, raw carrots. |
|  | **A saucepan.**<br>A saucepan is a deep metal cooking pot, usually with a long handle and a lid. Often used to cook potatoes and boil liquids. |  | **Chopping Boards.**<br>Colour coded chopping boards. Used to protect the work surface when chopping ingredients. The colour coding can help us to prevent cross contamination. |
|  | **Measuring Spoon:**<br>A spoon on which certain quantities are marked, used to measure ingredients e.g. spices, herbs, |  | **Garlic press or garlic crusher**<br>A kitchen implement used to crush cloves of garlic. |
|  | **Weighing scales:**<br>Used to accurately weigh larger quantities of usually dry ingredients. Weighs in increments of 1g. |  | **Colander:**<br>A colander is a container in the shape of a bowl with holes in it which you wash or drain food in, e.g. drain pasta, wash lettuce. |
|  | **Measuring jug:**<br>A graduated jug used in cooking to measure liquid ingredients e.g. water, milk |  | **Mixing bowl:**<br>A mixing bowl is a large bowl used for mixing ingredients e.g. cake mixture. |

## The Eatwell Guide

The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy

**Why is the Eatwell Guide important?**

The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

**What are the consequences of a poor diet?**

A poor diet can lead to diseases and can't stop us from fighting off infections.

**What are the sections on the Eatwell Guide?**

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

**How many portions of fruit and vegetables should we eat, daily?**
As a minimum, we should eat at least 5 portions each day.

**How many glasses of water should we drink daily?**
As a minimum, we should drink 6-8 Glasses of water each day.


**Macronutrients and Micronutrients**

Food provides us with a range of different nutrients that have roles like providing energy and/or being needed for growth and upkeep of our body.

Carbohydrate, protein and fat are macronutrients (macro means large), so these are the nutrients that we need to eat in relatively large amounts in the diet as they provide our bodies with energy and also the building blocks for growth and maintenance of the body

Vitamins and minerals are micronutrients, which are essential nutrients your body needs in small amounts to work properly.

Although water is not always included in the strict definition of a nutrient, it is essential for health and life.

## Cross Contamination

**What is cross contamination?**

Cross contamination is spreading bacteria from one place to another.

**What are the four C's to help prevent spreading bacteria?**

- Clean
- Cook
- Chilling
- Cross contamination

**Why do we use different coloured chopping boards when preparing food?** To prevent the spreading of bacteria (to avoid cross contamination).

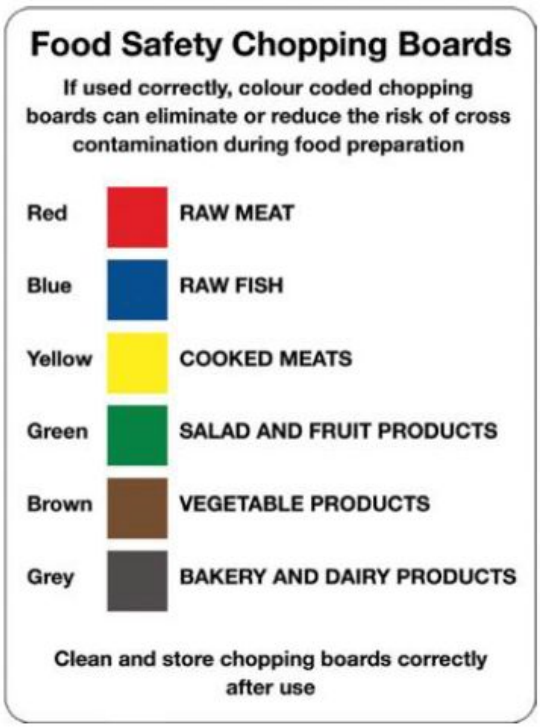
**Function of the main ingredients you will use:**

Each ingredients performs a function in a dish, it could be for the following

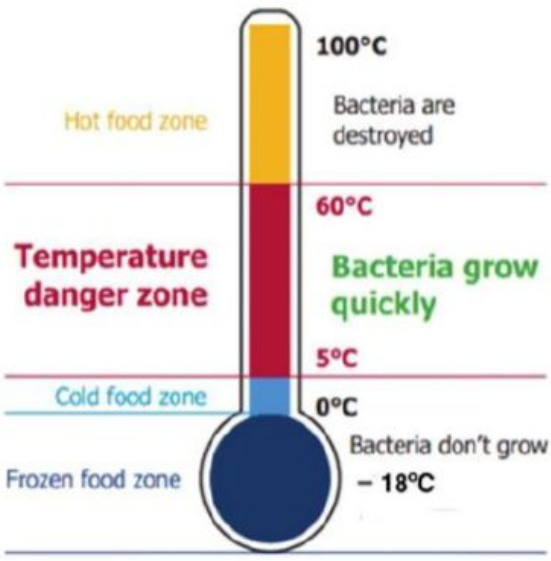
- Adding Flavour
- Adding Colour
- Bulking/Thickening
- Sweetening
- Binding/Shaping/Forming
- Setting/moulding
- Increase Nutritional value

## Health safety and hygiene

- Wash hands before preparing any food,
- after handling raw meat
- after sneezing/coughing and after going to the toilet.
- Cover cuts with a blue plaster
- Tie hair up
- Remove jewellery and nail varnish before handling food.
- If you are ill do not cook
- Wear a clean apron
- Never cook or prepare food unsupervised




- The temperature danger zone is between 5°C and 60°C, when it is easiest for harmful bacteria to grow in food
- Minimise the time that food spends at these temperatures in order to keep food safe
- Refrigerated food needs to be kept at 5°C or below
- Hot food needs to be kept at 60°C or above



# Year 9 Textiles

| What I must know |  |  |  |
|---|---|---|---|
| **Describe –** facts about graffiti<br>You should use P-E-E paragraphs to answer these questions:<br>POINT – Give your answer<br>EXPLAIN – Explain/describe what this means<br>EXAMPLE – Include a real example, statistic, etc to prove it | | | |
| **Identify** – the general nature of fibers and fabrics. Match these to the requirements of products. | | | |
| **Identify** – the specification points for a bus seats. | | | |
| **Explain** – why a poly-cotton blend is suitable for a surgeon's scrubs.<br>You should aim to discuss 2-3 points. Whilst 2 developed points is often enough, the best answers will touch on three issues to ensure maximum marks in case an examiner doesn't feel one point is developed enough. | | | |
| **Define** – a hem. | | | |
| **Analysis:**<br>Appraise a child's car seat cover and cushion insert. | | | |
| **Calculate** – the dimensions of a cushion, taking seam and hem allowances into consideration. | | | |

## Natural fibres from plants

### Cotton

Used for making jeans, T-shirts and towels and has the following qualities:

- cool to wear
- very absorbent, dries slowly
- soft handle
- good drape
- durable
- creases easily
- can be washed and ironed

### Viscose

A regenerated fibre from natural polymer materials like cellulose. It is used for shirts, dresses and linings and has the following qualities:

- low warmth
- absorbent, dries slowly
- soft handle
- good drape
- not durable
- creases easily
- can be washed and ironed

## Natural fibres from animals

### Wool

Used for jumpers, suits and blankets and has the following qualities:

- warm to wear
- absorbent, dries slowly
- breathable, repels rain
- soft or coarse handle
- can shrink, should be dry cleaned
- good drape
- not durable
- creases drop out

### Silk

Used for evening wear and ties and has the following qualities:

- warm to wear
- absorbent
- soft handle
- good lustre and drape
- durable
- creases drop out
- dry clean

## Man-made/synthetic

### Nylon (Tactel)

Used for active sportswear, fleece jackets, socks and seat belts and has the following qualities:

- warm to wear
- absorbent, dries slowly
- breathable, repels rain
- soft or coarse handle
- can shrink, should be dry cleaned
- good drape
- durable
- creases drop out

### Polyester

Used for raincoats, fleece jackets, children's nightwear, medical textiles and working clothes and has the following qualities:

- low warmth
- non-absorbent, dries quickly
- soft handle
- good drape
- very durable
- crease resistant
- easy care
- can be recycled

Scrubs (clothing)

Scrubs are the sanitary clothing worn by surgeons, nurses, physicians and other workers involved in patient care in hospitals.

Scrubs are designed to be:

- simple (with minimal places for contaminants to hide)
- easy to launder
- cheap to replace if damaged or stained irreparably.

Some hospitals use scrub colour to differentiate between patient care departments (i.e. Surgery, Childbirth, Emergency, etc.)

### Fibre blends

Blending different fibres together produces yarns that have the combined properties of each component fibre. Using fibre blends improves the appearance, performance, comfort and aftercare of fabric. Blending can also reduce the cost of an expensive fibre.

- **Polyester/cotton blend**: shirts are more easy-care and crease-resistant than shirts made from 100 percent cotton.
- **Cotton/lycra blend**: jeans are more comfortable, stretchy and fit better than cotton jeans.
- **Acrylic/wool blend**: trousers are less expensive than 100 percent wool trousers.

### Modern microfibres

- **Elastane (Lycra)** is always used in a blend with other fibres. It is used to make sportswear, body-hugging clothes and bandages. It has good handle and drape, is durable, crease resistant, stretchy (more comfortable) and is easy care. It has low warmth and is absorbent.
- **Tencel** is a 'natural' microfibre made from cellulose derived from wood-pulp. It is used for shirts and jeans. It has soft handle, good drape, is breathable, durable, crease-resistant, easy-care and biodegradable. It is absorbent and has low warmth.

**Properties of fabric**

| Aesthetic properties | Functional properties | Comfort properties |
|---|---|---|
| handle<br>drape<br>colour<br>appearance | strength<br>durability<br>crease resistance<br>flame resistance<br>stain resistance<br>water resistance<br>aftercare<br>cost | absorbency<br>breathability<br>elasticity<br>softness<br>stretch<br>warmth |

It is important to match fabric properties to the requirements of the product. For example:

- **Cycling jackets** need to be made from fabric that is warm, breathable, elastic, windproof and water resistant.
- **Children's jumpers** need to be made from fabric that is soft, colourful, stretchy, warm and easy care.
- **Seat belts** need to be made from strong, durable, flame-resistant materials.
- **Fire-protective clothing** needs to be strong, durable, flame resistant and water resistant. It may also need to be breathable and elastic.
- **Geotextiles** need to be strong and durable so they stop embankments from slipping.

Cycling jerseys need to be breathable

**Using a pie chart to show percentages and amounts.**

A pie chart, which looks like a divided circle, shows you how a whole object is cut up into parts. How much a percent represents in terms of pounds?

1. Find out what the total sales are by multiplying the sock sale figures shown in each part (**200,000**)
2. Find what 1% is by multiply the total sales by 100
3. Once you know this, divide this by the correct category.

**E.g. 100% acrylic (2,000 ÷ 48,000) = 24%**

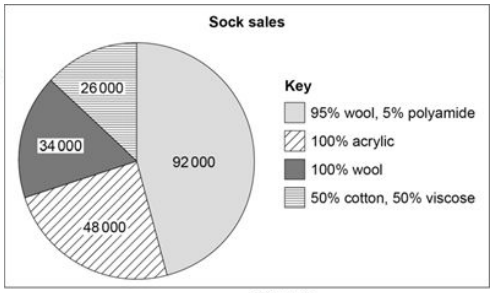



Figure 1

**This is a child car seat cover and cushion insert. the child car seat cover and cushion insert are suitable for a baby, because:**

- It Keeps your baby in the correct position in the baby carrier
- The support cushion will prevent your baby feeling loose during the first months, when they're too small to fit correctly the transportation devices!
- Made of soft, natural, breathable, natural knit cotton (inside has a mixture cotton and polyester) with stylish print.
- The product is hypoallergenic and does not irritate or cause allergies to sensitive skin. The fibre's are spun vigorously so as not to irritate the skin or cause static electricity, for these reasons, items that are frequently used usually made of cotton . This type of tissue allows air circulation that discourages fungal growth in dark and humid environments.
- The headrest is detachable and adjustable to the size of your baby. You can find covers, hoods and other products that match your Baby Support Cushion! (sold separately).

This is a bus seat. The **Specification** points for the bus seat fabric are:

- Must be fade resistant – So that it keeps bright and fresh
- Must be colourful - To promote the bus company
- Must be hardwearing/durable – So that the fabric keeps in good condition
- Must be comfortable/soft/insulating/non-irritant – So that passengers have a good experience
- Must be stain resistant – So that it keeps clean
- Must be strong – To prevent ripping
- Must have a velvet pile – To make seat comfortable
- Must be water resistant/proof/quick drying – So seat doesn't get/stay wet
- Must be safe/not too slippery – So doesn't cause injury
- No static charge – So no injury
- Flame resistant/fire retardant – For safety from fire
- Easily cleaned/washable – To remove dirt.

# Year 9

# Art

# YEAR 9 ART
# REVISION

| What I Must Know 52 |  |  |  |
|---|---|---|---|
| How to confidently apply tone and shade to a drawing | | | |
| To be able to label the features of the face using the correct proportions | | | |
| To then be able to draw the features of the face demonstrating knowledge of proportion | | | |
| To demonstrate creative use of relief pattern in the construction of a 3D mask (continued from cycle 2) | | | |
| Critique the work of the illustrator Emma Dibben and decipher what elements make her work successful | | | |
| To demonstrate skills in the application of ink and watercolour using the correct ratio of water to paint | | | |
| To produce a range of good quality observational drawings of fruit, demonstrating how you have worked in the style of Emma Dibben | | | |

# Year 9 Art and Design

## Art Vocabulary

1. **Develop** - Working in a variety of materials to find which works the best
2. **Refine** - Changing a drawing or painting in order to improve the outcome
3. **Media** - The materials or techniques that an artist might use
4. **Complementary** - Colours opposite to each other on the colour wheel
5. **Still Life** - A drawing or painting featuring inanimate objects
6. **Portrait** - A drawing or painting of a living being
7. **Figurative** - A drawing style featuring the human figure
8. **Tone** - The lightness or darkness of an area
9. **Highlights** - The lightest areas of a drawing
10. **Shadows** - The darkest areas of a drawing
11. **Inanimate** - An object that is not living nor has ever been alive
12. **Abstract** - Art that does not represent an accurate depiction of reality

## The Formal Elements

The formal elements are the parts (or the ingredients) needed to make up a piece of artwork. They consist of:

**Line** - The path left by a moving point. Eg. A pencil or paintbrush
**Shape** - An area enclosed by a line
**Colour** - There are different categories of colour, the main two are primary and secondary colours
**Form** - the three - dimensional quality of an object or shape
**Texture** - the surface quality of an object (how it looks or feels)
**Pattern** - A design created by repeating lines, shapes, tones or colour

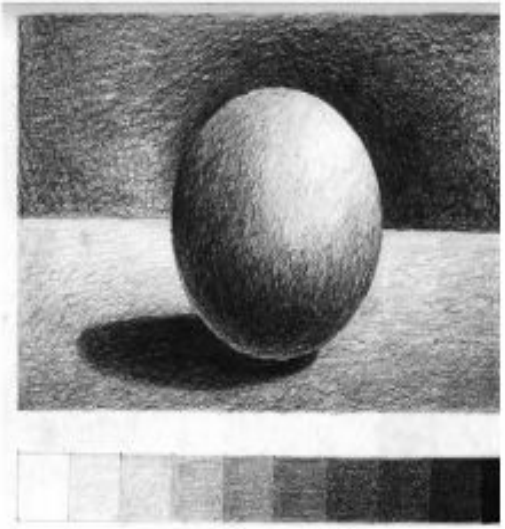
## Cycle 3 Artist Research

### Emma Dibben - Illustrator

1. Emma Dibben is an illustrator based in Bristol, UK.
2. Her work features lively and colourful illustrations inspired by her passion for the natural world
3. Dibben is hugely interested in drawing from life and many of her paintings feature homegrown fruit and vegetables from her own garden.
4. This artist works primarily in ink and watercolour which have allowed her to achieve a very loose and fluid style to her work
5. Her work has been used specifically in food advertising for brands such as Waitrose, as well as being heavily featured in The Guardian and BBC Countryfile
6. Her work could be described as loose and unstructured, showcasing her talent for observing inanimate objects with precise shape, form and detail

## Application of Tone and Shade

1. In art, tone refers to the **lightness** or **darkness** of an area.
2. Tone varies from the **bright white of a light source** through **shades of gray to the deepest black shadows**
3. How we perceive the tone of an object depends on its actual surface lightness or darkness, color, and texture, the background, and lighting.
4. Tone is one of the best skills to master when drawing. If done correctly, it can offer the artist a more realistic drawing outcome.
5. Some artists are able to use tone to make their drawing or painting look **photorealistic** (like a photograph)



# Art Vocabulary

| | |
|---|---|
| Proportion | Put in proper relation to something else |
| Line | A mark with length/direction. A point that moves across a surface |
| Shape | 2-Dimensional objects (circles, squares etc) |
| Form | 3—Dimensional objects (sphere, cylinder, cube etc) |
| Trace back | Tracing over a drawing using a crisp, sharp line |
| Thumbnail sketch | A small, quick drawing used to generate ideas |
| Positive space | The area that an object occupies |
| Negative space | The area around an object |
| Value | Lightness or darkness of a colour |
| Crosshatch | Multiple perpendicular lines that add value to a drawing |
| Composition | The arrangement of equally balancing a drawing or painting |
| Background | Area of the composition that appears furthest away |
| Middle ground | Area of composition that appears between fore and background |
| Foreground | Area of composition that appears closest |
| Hue | Common name of a colour (blue, green etc) |
| Pigment | Gives paint its colour |
| Spectrum | All of the colours on the colour wheel |

# Year 9

# French

# Holidays

# Year 9 French Revision

| What I Must Know |  |  |  |
|---|---|---|---|
| Say where you went on holidays, who with and how (means of transport). | | | |
| Describe what you did using the Perfect tense (Past) - Verbs using **AVOIR** as an auxiliary verb. | | | |
| Describe what you did using the Perfect tense (Past) - Verbs using **ÊTRE** as an auxiliary verb. | | | |
| Express and justify opinions. | | | |
| Describe what the weather was like. | | | |
| Use a range of connectives and sequencing words to narrate events. | | | |

**Pour les vacances, je suis allé(e)…**
**For the holidays, I went...**

en France - to France
en Italie - to Italy
en Espagne - to Spain
en Allemagne - to Germany
en Écosse - to Scotland
au Pays-de-Galles - to Wales
aux États-Unis - to the United States
au Mexique - to Mexico (exception)

**to:**
**en +f**
**au+ m**
**aux+ pl**

**Pour les vacances, je suis resté(e)...**
**For the holidays, I stayed ...**

en Angleterre - in England

**Using "Y" – there**

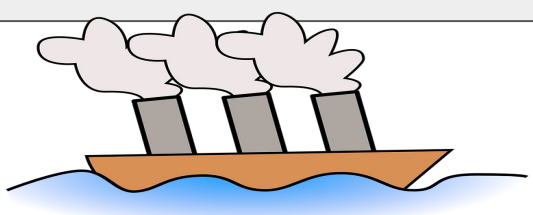
To avoid repetition, use "y"
Eg: Je suis allé en France. J'**y** suis allé avec ma famille.
I went to France. I went there with my family.

**J'ai voyagé… I travelled**

en voiture - by car
en avion - by plane
en autobus- by coach
en train - by train
en bateau - by boat
en vélo - by bike
à pied - on foot

**avec … with** **sans - without**

mes parents - my parents
ma famille - my family
mes copains - my friends (boys or mixed)
mes copines - friends (girls only)
ma classe - my class

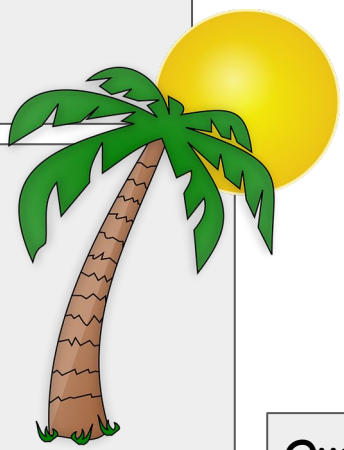


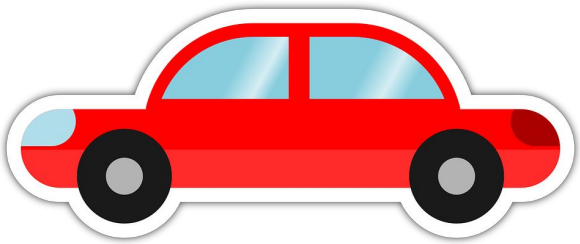
**Opinions**

**C'était – it was**

sensass – sensational
fantastique – fantastic
cool – cool
idyllique – idyllic
formidable – great
beau - beautiful
bien –good
tranquille – quiet
nul – rubbish
casse-pied – annoying
ennuyeux – boring
intéressant – interest
pas mal – not bad
moyen – average
bruyant – noisy
sale - dirty
affreux- awful

**Intensifiers & Modifiers:**
**assez: quite**
**très: very**
**vraiment:really**
**peu: of little**





**Quel temps faisait-il? What was the weather like?**

Il pleuvait - It was raining
Il neigeait - It was snowing
Il faisait froid - It was cold
Il faisait chaud - It was hot
Il faisait gris - It was overcast
Il faisait soleil - It was sunny
Il faisait de l'orage - It was stormy
Il faisait du vent - It was windy
Il faisait du brouillard - It was foggy
C'était la canicule - There was a heatwave

## Verbs using AVOIR as an auxiliary verb in the Perfect Tense (Past)

| | | |
|---|---|---|
| visiter - to visit | J'ai visité - I visited | On a / Nous avons visité - We visited |
| voyager - to travel | J'ai voyagé - I travelled | On a / Nous avons voyagé- We travelled |
| manger - to eat | J'ai mangé - I ate | On a / Nous avons mangé - We ate |
| passer - to spend | J'ai passé - I spent | On a / Nous avons passé - We spent |
| acheter - to buy | J'ai acheté - I bought | On a / Nous avons acheté - We bought |
| jouer - to play | J'ai joué - I played | On a / Nous avons joué- We played |
| rencontrer - to meet | J'ai rencontré- I met | On a / Nous avons rencontré - We met |
| louer - to rent | J'ai loué - I rented | On a / Nous avons loué - We rented |
| parler - to talk | J'ai parlé - I talked | On a/ Nous avons parlé - We talked |
| regarder - to watch | J'ai regardé - I watched | On a / Nous avons regardé- We watched |
| porter - to wear | J'ai porté - I wore | On a / Nous avons porté - We wore |
| faire - to do | J'ai fait - I did | On a / Nous avons fait - We did |

## Verbs using ÊTRE as an auxiliary verb in the perfect Tense (Past)

| | | |
|---|---|---|
| aller - to go | Je suis allé(e) - I went | Nous sommes allé(es) - We went |
| rester - to stay | Je suis resté(e) - I stayed | Nous sommes resté(es) - We stayed |
| partir - to leave | Je suis parti(e) - I left | Nous sommes parti(es) - We left |
| arriver - to arrive | Je suis arrivé(e) - I arrived | Nous sommes arrivé(e) - We arrived |
| rentrer - to go home | Je suis rentré(e) - I went home | Nous sommes rentré(e) - We went home |

**Sequencing words used to narrate events:**
d'abord - firstly
puis - then
après - after
ensuite - then
enfin - finally
le matin - in the morning
l'après-midi - in the afternoon
le soir - in the evening
avant de + infinitive - before …
en … + ant - while doing something
pendant (une semaine) - for (a week)
donc / par conséquent - so / consequently

**Connectives**

et - and
ainsi que - as well as
mais - but
donc - so, therefore
cependant - however
en revanche - on the other hand
**pourtant - however**
**néanmoins - nevertheless**
**même si - even though**
**car/parce que /puisque / vu que - because**
**quand - when**
**où - where**

# Year 9

# German

# Healthy Lifestyles

# Year 9 German Revision

| What I Must Know |  |  |  |
|---|---|---|---|
| To say whether you are healthy or unhealthy. | | | |
| To say whether other people are healthy or unhealthy (3rd person) | | | |
| To describe what you do to stay healthy | | | |
| To discuss which sports you do and specify how often. | | | |
| Compare your lifestyle as a child with your lifestyle now | | | |
| To use modal verbs to describe what you or others could/should do to improve their health | | | |
| To say what you will do in the future to improve your health (FUTURE tense) | | | |
| To recognise body parts and discuss illnesses/injuries | | | |

# Cycle 3 German Knowledge Organiser: Healthy Lifestyles.

## Bist du gesund oder ungesund? Warum?
## Are you healthy or unhealthy? Why?

**Ich glaube, ich bin…**
I think I am…
**(sehr/ziemlich/nicht sehr)**
(very/quite/not very)
**gesund**
healthy
**ungesund**
unhealthy

## Wie war dein Lebensstil früher? Wie ist es jetzt?
## What was your lifestyle like when you were younger? What's it like now?

| **Als ich jünger war,** | **When I was younger…** |
|---|---|
| …sah ich viele Filme | …I watched a lot of films |
| …trieb ich viel Sport | ...I did a lot of sport |
| …aβ ich oft Kekse | …I ate a lot of biscuits |
| …trank ich viel Cola | …I drank a lot of coke |
| | |
| **…aber heutzutage…** | **…but nowadays…** |
| …sehe ich keine Filme | ..I don't watch any films |
| … treibe ich nicht viel Sport | ...I don't do much sport |
| …**esse/trinke** ich nie… | …I never eat/drink... |
| …esse ich keine… | …I don't eat any... |
| …esse ich ... nicht mehr | ...I don't eat **...** any more |
| …esse ich selten… | …I rarely eat ... |
| …esse ich nicht so viele... | ...I don't eat so many... |

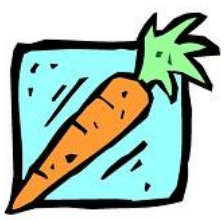
## Was machst du, um gesund zu bleiben?
## What do you do to stay healthy?

**Um gesund zu bleiben…**
In order to stay healthy…

**esse/trinke ich viel/wenig…**
I eat/drink lots of/not much + **food group**

| | |
|---|---|
| **Obst** | Fruit |
| **Gemüse** | Vegetables |
| **Fleisch** | Meat |
| **Fisch** | Fish |
| **Fastfood** | Fast food |
| **Milchprodukte** | Dairy products |
| **Salziges Essen** | Savoury/salty food |
| **Süßes Essen** | Sweet food |





## Was sollte man machen, um fit/gesund zu bleiben?
## What should "one" do to stay fit/healthy?

To express a general statement about what people *should* do, we use the impersonal pronoun "man" with the modal verb sollen, with an infinitive (verb form ending with -EN at the end of the sentence.)

**Man sollte…+ INFINITIVE**
"One" should…

**mehr/weniger...**
more/less...

| | |
|---|---|
| **[food item] essen** | ...eat |
| **[drink] trinken** | ...drink |
| **Sport treiben** | … do sport |
| **[specific sport] spielen** | ...play __ |
| **schlafen** | ...sleep |
| **Zeit am Computer verbringen** | ...spend time on computer |

## Extend your answers!

In German, there are TWO words we can use to say “because”.

“**DENN**” is the simplest of the two as it has **no impact on word order.**

I like to eat chips **because** chips are tasty
Ich esse gern Pommes, **DENN** Pommes sind lecker

As you can see, the subject (thing) and the verb (action) follow the exact same word order as we would use in English.

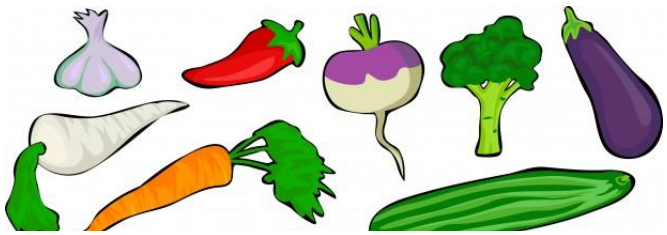
**“WEIL makes the verb run a mile!”**

I think I am healthy **because** I eat lots of fruit.
Ich glaube, ich bin gesund, **WEIL** ich viel Obst esse.

In this example, the verb is sent to the END of the sentence.

## Adjectives

| | |
|---|---|
| **lecker** | tasty |
| **herzhaft** | hearty |
| **süß** | sweet |
| **scharf** | spicy |
| **geschmacklos** | tasteless |
| **widerlich** | disgusting |
| **langweilig** | boring |
| **gesund** | healthy |
| **ungesund** | unhealthy |
| **lustig** | fun |
| **energisch** | energetic |
| **Anstrengend** | tiring |



# KEY VERBS

## Time phrases

**PAST**
**Gestern**
Yesterday
**Letzte Woche**
Last week
**Am Montag**
On Monday
**Letztes Jahr**
Last year
**Früher**
Previously

**PRESENT**
**Heute**
Today
**Normalerweise**
Normally
**Im Moment**
At the moment

**FUTURE**
**In der Zukunft**
In the future

| | PERFECT (past) | PRESENT | FUTURE |
|---|---|---|---|
| **ich** | habe… gegessen | esse | werde... essen |
| **du** | hast… gegessen | isst | wirst… essen |
| **er/sie** | hat...gegessen | isst | wird… essen |
| **wir** | haben... gegessen | essen | werden... essen |
| **ihr** | habt… gegessen | esst | werdet... essen |
| **sie/Sie** | haben... gegessen | essen | werden... essen |
| | | | |
| **ich** | habe… getrunken | trinke | werde... trinken |
| **du** | hast… getrunken | trinkst | wirst… trinken |
| **er/sie** | hat...getrunken | trinkt | wird… trinken |
| **wir** | haben... getrunken | trinken | werden... trinken |
| **ihr** | habt… getrunken | trinkt | werdet... trinken |
| **sie/Sie** | haben… getrunken | trinken | werden... trinken |

# Year 9

# ICT

# Year 9 ICT Revision

| What I must know |  |  |  |
|---|---|---|---|
| **Define** a variable | | | |
| **Define** a constant | | | |
| **Explain** a simple algorithm | | | |
| **Identify** missing components from an algorithm and complete it | | | |
| **Explain** the purpose of several programming constructs (e.g def / input / print) | | | |
| **Identify and explain** different data types (e.g string / integer / Boolean) | | | |
| **Label** an *IF / Else IF* statement | | | |
| **Label** a *For loop* | | | |
| **Label** a *While loop* | | | |
| **Explain** the purpose of the Text editor | | | |
| **Explain** the purpose of the shell | | | |
| **Explain** the difference between high level and low level code | | | |
| **Define** a LAN | | | |
| **Define** a WAN | | | |
| **Define** a PAN | | | |
| **Explain** the difference between a LAN and a WAN | | | |
| **Explain** the benefits of using network | | | |
| **Explain** the purpose of a router | | | |
| **Identify** network topologies (ring / star / bus / mesh) | | | |
| **Explain** the advantages and disadvantages of different topologies | | | |
| **Explain** the function of RAM | | | |
| **State** the function of ROM | | | |
| **Explain** the differences between hardware and software | | | |
| **Identify** examples of hardware and software | | | |
| **Define** a animation | | | |
| **Explain** the purpose of a keyframe | | | |
| **Explain** the purpose of layers | | | |
| **Explain** motion tweening | | | |
| **Explain** shape tweening | | | |
| **Explain** virtual memory | | | |
| **Explain** the Pros and cons of virtual memory | | | |
| **Explain** the need for secondary storage | | | |
| **Explain** secondary storage characteristics | | | |
| **Explain** Internet concepts such as URL / DNS and Domains | | | |

# YEAR 9 COMPUTER SCIENCE REVISION

Use this knowledge organiser to revise for your assessment. Try: practice questions (use your white book);

- using ***Craig and Dave / The computer science tutor*** on YouTube to revisit topics;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (e.g Mind maps)

| Input Devices | Output Devices | Storage Devices |
|---|---|---|
| A hardware device used to input data into a pc/device to be processed. | A hardware device used to display the data that has been processed. | A hardware device used to permanently store data for long term use. |
| Keyboard Mouse Microphone Touch screen Joystick / controller | Monitor / screen Printer Speakers Projector | Magnetic – *Hard Disk drive* Optical – *CD & DVD* Solid State – *USB stick, SD Card & Solid State drive* |

## MEMORY

**RAM** – holds currently running programs instructions and data - memory is volatile it is temporary

**ROM** – Boots up the PC and loads the OS- memory is non-volatile it is permanent

Differences: RAM is volatile / ROM non-volatile , RAM can be written to, ROM cant not be written to and their jobs are different (see above for job info)

**Virtual Memory** – When RAM is full the hard disk drive can be used to work as RAM.

*Pros/Cons of using Virtual Memory:*

- Pro: It allows you to open more programs when RAM is full.
- Con: Slower than RAM as its using the hard drive.

**Cache** – Stores the frequently used programs instructions and data (a very small, fast memory located in the CPU, if used speeds up the FDE cycle as its less distance to travel)

| Data Type | Description |
|---|---|
| String | Alphaneumeric |
| Integer | Whole Number |
| Float | Decimal |
| Boolean | True or False |
| Character | One letter |

## SIMPLE ALGORITHMS

variable

input

IF statement

output

```
answer = input('Is it raining? ')
if answer == 'yes':
  print('Take an umbrella!')
else:
  print('Put on a hat!')
```

## PERFORMANCE OF THE CPU

**Faster Clock Speed–** faster FDE cycles

**More Cores** – multitasking

**More Cache** – Can hold more frequently used programs Inst & data

## VARIABLES

**Variables are values held in the memory of the program that CAN NOT change**

## CONSTANTS

**Variables are values held in the memory of the program that CAN change**

1/0 = bit
1024 bytes = 1 kilobyte
1024 megabytes = 1 gigabyte

4 bits = 1 nibble
1024 kilobytes = 1 megabyte
1024 gigabytes = 1 terabyte

8 bits = 1 byte

```
weather = input("What is the weather doing today?")
if weather == "sunny":
    sunny = input("How hot is it?")
    if sunny == "very hot":
        print("Take some sunglasses with you!")
    elif sunny == "cool":
        print("Maybe take a jacket just in case?")
    else: print("Have a good day!")
elif weather == "rainy":
    print("Take an umbrella!")
else: print("Have a nice time today!")
```

# YEAR 9 COMPUTER SCIENCE REVISION

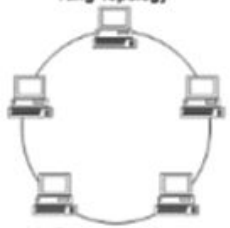
## NETWORKS

**Star Topology**

http://www.computerhope.com

| All PC's have cable connected them to central PC (Server) | |
|---|---|
| Advantages | Disadvantages |
| One cable breaks only 1 station breaks | Costly to install – Need powerful server |
| Consistent performace | Dependance on central computer |
| Easy to add new PCs | |

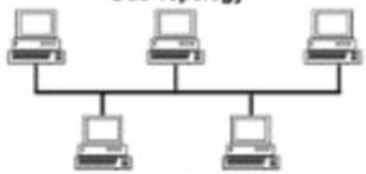
**Ring Topology**



http://www.computerhope.com

| Computers connected to adjacent computers in a RING. Computers take it in turns to transmit passing a TOKEN around | |
|---|---|
| Advantages | Disadvantages |
| Not dependant on central computer | Single PC or cable breaks whole network breaks |
| Simple and Reliable | |
| Consistent performance even when network is busy | |

**Bus Topology**



http://www.computerhope.com

| Computers connected to single backbone cable. This is ahred. Only one computer can transmit at a time | |
|---|---|
| Advantages | Disadvantages |
| Easy to install | Main cable breaks whole network breaks |
| Less Cabling | Low performance if network busy |
| East to add new PCs | |

### WHAT IS A NETWORK?

A network is one or more devices connected together to communicate

### LANs and WANs

**PAN- Personal Area Network** – covers one building such as a house, owns the infrastructure.
**LAN- Local Area Network** – (1 site / many buildings) covers a small geographical area, owns the infrastructure.
**WAN- Wide Area Network** – covers a large geographical area, does NOT own infrastructure – uses the internet.

### NETWORK HARDWARE

Router Hub Server Bridge
Switch Network Interface Card (*NIC*)
Wireless Access Point (*WAP*) Wi-Fi Card

### WHAT IS A TOPOLOGY?

The layout of how the devices are physically connected together

### BENEFITS OF NETWORKING

Sharing FILES and FOLDERS
Sharing peripheral devices
Sharing INTERNET connection
Use email to communicate
Instant messaging (COMUNICTATION)
Security managed centrally
Software distributed via network
Centralised back-ups
Centralised software roll-out / updates

### WHAT IS A "ENCRYPTION"?

Encryption is a way of "scrambling" the data so if its intercepted it can not be read.
**Normal text** – Plain Text
**Encrypted text** – Cipher text

## SECONDARY STORAGE

### WHAT IS IT?

A long term, permanent/non-volatile storage when the device is turned off

### WHY DO WE NEED IT?

To permanently store programs, data and instructions etc when the power has been turned off.

**Magnetic – e.g hard disk drive.**
**Optical - e.g CD or DVD.**
**Solid State - e.g USB stick, SD Card or Solid state drive.**

Capacity *(How much can it store)*
Cost *(Cost per Kb / Mb )*
Durability *(How hard wearing something is… can it be dropped and still work)*
Portability *(How easy is it to carry around)*
Access Speed *(How fast can it read data and write data to it)*
Physical Size *(How physically large or small it is)*
Reliability *(Is it likely to just stop working?)*

## THE INTERNET

### WHAT IS A "URL"?

A universal resource locater is a web address
e.g www.tanfieldschool.co.uk

### WHAT IS A DNS?

A DNS (Domain Name System) is the internets equivalent of a telephone directory. It receives a URL, located the corresponding IP address and returns that to the user.

### WHAT IS A "DOMAIN"?

A Domain is the part of the web address which is the name..
e.g: Tanfieldschool.co.uk

### WHAT IS A BANDWIDTH?

The amount of data that can be transferred within a given time (1 second) and is measured in Hz.
The larger the bandwidth the more data can be received at a given time.

# Year 9

# Music

# The Blues

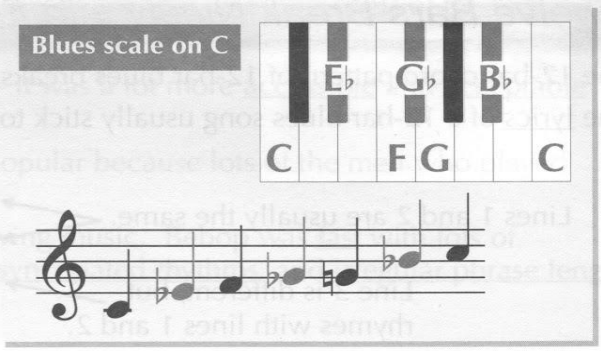
The blues style has been around for years. It first became really popular in the 1920s. That may sound like a long time ago but the blues still has a big influence on pop music today.

## *African Slaves in America Started Off the Blues*

1) In the 1600s and 1700s hundreds of thousands of Africans were captured and sold as slaves. Many were taken to work on plantations in North America.
2) To pass the time and take their minds off their work, which was often brutally hard, they sang work songs, using their tools to give the music a beat. The lyrics were often about the hardship and misery of living as a slave.
3) Over the years, African musical styles like call-and-response singing (p.174) blended with features of European music, especially chords. This combination was the beginning of the blues.
4) Even after slavery was finally abolished in the 1860s, ex-slaves living in the southern states were poor and powerless. The lyrics and tone of their songs carried on being sad and 'blue'.
5) The traditional blues instruments are harmonica, guitar, banjo, violin, piano, double bass and the voice. They're all acoustic — electric instruments hadn't been invented when blues began.
6) In the early twentieth century black Americans started playing the blues in bars and clubs beyond the southern states. By the 1920s blues was massively popular all over America with both white and black audiences.
7) In the 1940s and 1950s a style called rhythm'n'blues (R'n'B) was developed. It's a speeded-up version of blues played on electric guitar and bass.

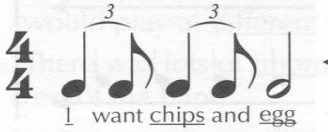
## *Blues has its Own Scale*

1) You get a blues scale by flattening the third and seventh of any major scale by a semitone. The fifth note is sometimes flattened too.
2) The flattened notes are known as the blue notes.
3) The blue notes are notes that were 'bent' in African singing. The singers would 'slide' up or down to a note, giving it a twang and making it slightly flatter.
4) The second and sixth notes are often left out.



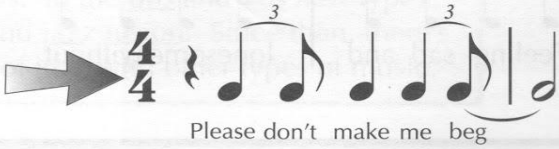

## *Blues Melodies have Swinging, Offbeat Rhythms*

1) In normal 'straight' rhythm the beats split up into equal halves.


2) In the blues, the first bit of the beat steals some time from the second bit. The first bit ends up longer and with more oomph. This gives the music a swinging feel.

3) The blues uses lots of syncopation. You get a lively offbeat sound by avoiding the strong beats — it puts the oomph in unexpected places.




***The blues have influenced almost all forms of popular music...***

The blues doesn't have to be mournful, sad and depressing — it just sounds better that way...

# Year 9

# P. E.

**Use the checklist to assess your understanding of the topics you need to know.**

| EXTRINSIC FACTORS | | | |
|---|---|---|---|
| |  |  |  |
| I know how the type of activity can affect the injury risk | | | |
| I can describe how coaching supervision can affect the risk of injury | | | |
| I can identify environmental factors that might affect the risk of injury | | | |
| I know how equipment can influence the risk of injury | | | |
| I can identify hazards in sport | | | |
| **INTRINSIC FACTORS** | | | |
| I can discuss how physical preparation can reduce the risk of injury | | | |
| I can describe individual variables that a coach needs to consider | | | |
| I can identify psychological factors to reduce the risk of injury | | | |
| I can identify causes of poor posture | | | |
| I know the 5 injuries related to poor posture | | | |

## Extrinsic factors which can affect the risk of injury in Sport

### Environmental factors

Weather

Playing surface/performance area

Other participants

### Type of activity

Some sports have a higher risk and present different injury risks.

E.g. contact to non-contact sports

### Coaching/Supervision

Poor/incorrect techniques

Ineffective communication

Importance of rules and regulations

### Equipment

Protective equipment (shin pads, gum shield)

Performance equipment (e.g. hockey stick, cricket bat)

Suitability of clothing/footwear

Extrinsic factors are out of our control - as a performer we cannot control these.

## Intrinsic factors which can affect the risk of injury in Sport

### Individual variables

Flexibility-women are more flexible than men

Age-Young children and old people have lower levels of fitness, compared to young people

Nutrition-we need enough calories for energy to do sport

Sleep-fatigue can increase injury risk as we may miss things

Gender-men are stronger than women

Previous/recurring injuries-higher risk of injuring these again

### Physical Preparation

Training

Warm up

Cool down

Fitness levels

Overuse

Muscle imbalance

Intrinsic factors are things that we can control ourselves, or they are personal to us.

### Motivation

Motivation will increase concentration and focus so a performer can time tackles correctly and perform skills safely.

### Aggression

Too much aggression can cause a performer to perform a technique such as a tackle too hard and cause injury to themselves/others.
This may lead to them breaking the rules.

# Posture

**Pelvic Tilt**

This is a condition where the hips are not level.

**Lordosis**

A condition in which the spine in the lower back has an excessive curvature

**Kyphosis**

An excessive curvature of the upper spine causing the back to appear slouched or hunched.

**Round shoulder**

A condition where the shoulders resting position has moved forward from alignment.

**Scoliosis**

A back condition that causes the spine to curve to the side in an 'S' shape.

## CAUSES OF POOR POSTURE

Poor stance – bending your knees or hunching the shoulders when standing

Sitting positions – slumping/slouching instead of sitting upright

Physical defects – Muscles weaken around an injured area

Fatigue – Tired muscles are unable to support skeleton properly

Clothing/footwear- wearing shoes with high heels can affect posture through slouching or putting your head down.

**Emotional factors** – low self-esteem or confidence can affect posture

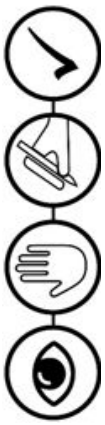
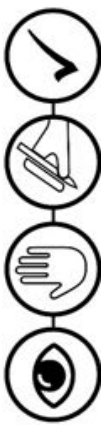
# Year 9

# Ethics & Beliefs

# Year 9
# Ethics & Beliefs Revision

| **What I must know & do** |  |  |  |
|---|---|---|---|
| Know the Incarnation knowledge | | | |
| Know the Incarnation sources of authority | | | |
| Know the Incarnation influence on believers | | | |
| Know the crucifixion knowledge | | | |
| Know the crucifixion sources of authority | | | |
| Know the crucifixion influence on believers | | | |
| Know the Salvation and Atonement knowledge | | | |
| Know the Salvation and Atonement sources of authority | | | |
| Know the Salvation and Atonement influence on believers | | | |
| Know exam answer types and structures | | | |
| Practice questions using the content on the knowledge organiser | | | |

# KS3 Ethics and Belief C3 Assessment
# KNOWLEDGE ORGANISER

| TOPIC | KNOWLEDGE | SOURCES OF AUTHORITY | INFLUENCE ON BELIEVERS | KEY TERMS |
|---|---|---|---|---|
| **The Incarnation**<br>  | Christians believe Jesus was God incarnated. This means he was 'God made flesh' or God in human form.<br><br>His mother Mary was a virgin. An the angel Gabriel told her she'd give birth to Jesus.<br><br>So Jesus was not conceived by sexual intercourse - this known as the immaculate conception<br><br>Many <u>miracles from Jesus' life show he was divine</u>:<br>- Virgin Birth<br>- Voice of God heard at his baptism<br>- He performed miracles<br>- His resurrection<br>- His ascension | Gospel of Luke 1: 28-33 describes Mary being told by the angel that she will give birth to Jesus: *"Do not be afraid Mary; you have found favour with God. You will conceive and give birth to a son, and you are to call him Jesus"*<br><br>Gospel of John 1:14 Jesus is called Son of God: *"We have seen his glory, the glory of the one and only Son, who came from the Father, full of grace and truth."* | Christians all over the world celebrate the incarnation every year at a Christmas worship service in church.<br><br>Some Christians, such as nuns and monks, choose to be celibate because Mary was celibate.<br><br>For example, Carmelite nuns take a vow of celibacy for the rest of their lives.<br><br>Christians pray to Jesus in a time of struggle because they believe he knows what it's like to be human, as he was human himself. | **Incarnation:** God becoming human in the form of Jesus.<br><br>**Divine:** Something or someone who is of God.<br><br>**Celibate:** When someone abstains from sexual relations.<br><br>**The immaculate conception:** the idea that Mary did not conceive Jesus by sexual intercourse but by the work of the Holy Spirit<br>Blasphemy: Showing a lack of respect to God or holy things.<br><br>**Crucifixion:** A common form of Roman execution usually given to criminals. The hands and feet of the person are nailed to a tree or a beam of wood.<br><br>**Atonement:** The belief that Jesus' death on the Cross healed the relationship between God and humans (at one).<br><br>**Sin:** An intentional action that separates the person from God.<br><br>**Original Sin:** The sin that all humans are born with as a consequence of the first sin of Adam and Eve.<br><br>**Salvation:** When a person is saved from their sins.<br><br>**Last Supper:** The Passover meal that Jesus celebrated with his disciples the night before he was killed. |
| **Crucifixion**<br><br>A common form of the death penalty used throughout the Roman Empire. It was very public and very painful to serve as a deterrent to other criminals. | Jesus was not liked by the Jewish authorities because he claimed to forgive sins and his followers thought he was the Messiah. This was blasphemy. The Jewish authorities arrested Jesus.<br><br>They handed him over to the Romans. They accused him of treason by claiming to be a king.<br>Jesus was put to death by crucifixion.<br><br>Jesus was fully human (as well as being fully God) and so suffered on the cross. Christians believe God understands our suffering because Jesus suffered. | In the Gospel of Matthew 27:22-23 we are given an account of Pontius Pilate, the Roman Governor, asking the Jewish crowd what should be done with Jesus:<br>*"Pilate said to them, "What then shall I do with Jesus who is called Christ?"*<br>*They all said to him, "Let Him be crucified!"*<br><br>In 1 Corinthians 1:23 St. Paul explains:<br>*"We preach Christ crucified."* | Many Christians observe the death of Jesus by attending a Good Friday service at a church. At the service they bow to a large cross and kiss it.<br><br>Every year more than 100,000 Christians are killed because of their faith. Some Christians happily suffer because they want to share symbolically in Jesus' suffering.<br><br>Many Christians keep the symbol of a cross or crucifix near them to remind them of Jesus' death. Some of these Christians use the symbol to help them pray. | |
| **Salvation and Atonement**<br>  | <u>The Fall:</u><br>- Adam and Eve eating the forbidden fruit<br>- This released sin into the world & destroyed the perfect relationship between God and humans.<br>- Therefore some Christians believe all people are now born with this 'original sin'.<br><br><u>God sent Jesus to earth to repair the relationship between God and humans</u>:<br><br>So Jesus died on the cross to pay the price for all human sin (this is called an atonement). They can now live for eternity with God in heaven when they die.<br><br>At the Last Supper when Jesus celebrated the Passover with his disciples he gave bread & wine at this meal to represent his body and blood. | Christians believe that the death of Jesus was predicted in the Old Testament book of Isaiah 53:3-9:<br>"He was despised and rejected by mankind… Surely he took up our pain and bore our suffering… He was led like a lamb to the slaughter."<br><br>In the Gospel of Matthew 26:26-29 Jesus celebrates the Last Supper:<br>"This is my blood of the covenant, which is poured out for many for the forgiveness of sins" | <u>The Eucharist:</u><br>Many Christians celebrate the Eucharist: they reenact the Last Supper and consume bread and wine that represents Jesus' body and blood.<br><br><u>Baptism:</u><br>Many Christians are Christened/Baptised because they believe that it washes away Original Sin.<br><br><u>Penance or Confession:</u><br>Some Christians confess their sins to a priest, so that they can benefit from the atoning actions of Jesus' sacrifice and be forgiven. | |

# Y9 Ethics and Belief C3 Assessment
# Practice Questions, Model Answers & Structures

| Questions & Answer Structures | Model Answers | Practice Questions |
|---|---|---|
| **<u>Section 1</u>**<br><br>Complete the 10 different sentences using your knowledge of the Key Terms<br><br>**<u>Section 2</u>**<br><br>**(a) Outline 3 ways_____**<br>**[3 marks]**<br>*Firstly…*<br>*Secondly…*<br>*Finally...*<br><br>**(b) Describe 2_____**<br>**[4 marks]**<br>*Firstly..., for example/this means/this means...*<br>*Firstly..., for example/this means/this means...*<br><br>**(c) Explain 2 ways_____**<br>**[5 marks]**<br>**You must support your reasons with evidence from the Bible.**<br>*Firstly…, because…*<br>*Therefore/For example…*<br>*Secondly…, because…*<br>*Therefore/For example…*<br>*This is supported by…, because/therefore/this means…* | **(a) Outline 3 ways that participate in the Genesis creation story [3 marks]**<br>*Firstly, God gives humanity dominion over all creatures and the earth.*<br>*Secondly, humanity has a duty to be stewards over the earth by taking care of it for the next generations.*<br>*Finally, woman is created using the rib of the man Adam.*<br><br>**(b) Describe 2 ways that the Genesis creation story is different to scientific theories**<br>**[4 marks]**<br>*Firstly, the Genesis creation story describes the world being created in 6 days, whereas the theory of evolution shows us that the universe was formed over 13.8 billion years.*<br>*Secondly, the genesis creation story describes God making all living creatures, whereas the theory of evolution suggests that all living creatures evolved from more simple life forms.*<br><br>**(c) Explain 2 reasons why Christians believe Jesus saves them from their sins [5 marks] You must support your reasons with evidence from the Bible.**<br>*Firstly, Christians believe Jesus saves them from their sins, because in life people can separate themselves from God. Therefore, they need God's forgiveness which is given to them through Jesus' death on the cross.*<br>*Secondly, Christians believe Jesus saves them from their sins, because they believe all people are born with original sin. This means that they share in the first sin of Adam and Eve. This is supported by the book of Genesis which states that "God banished them from the Garden of Eden", because of their original sin. Therefore all their descendants are born outside of Eden.* | a) Outline 3 features of the Fall [3 marks]<br><br>(a) Outline 3 ways that Christians participate in the atonement [3 marks]<br><br>(a) Outline 3 miracles that show Jesus' divinity [3 marks]<br><br>(a) Outline 3 ways that the crucifixion of Jesus influences Christians [3 marks]<br><br>(b) Describe the 2 natures of Jesus [4 marks]<br><br>(b) Describe 2 ways that Christians are influenced by the incarnation. [4 marks]<br><br>(c) Explain 2 reasons why Jesus was crucified. [5 marks] You must support your reasons with evidence.<br><br>(c) Explain 2 reasons why Jesus was sent to earth. [5 marks] You must support your reasons with evidence.<br><br>  |