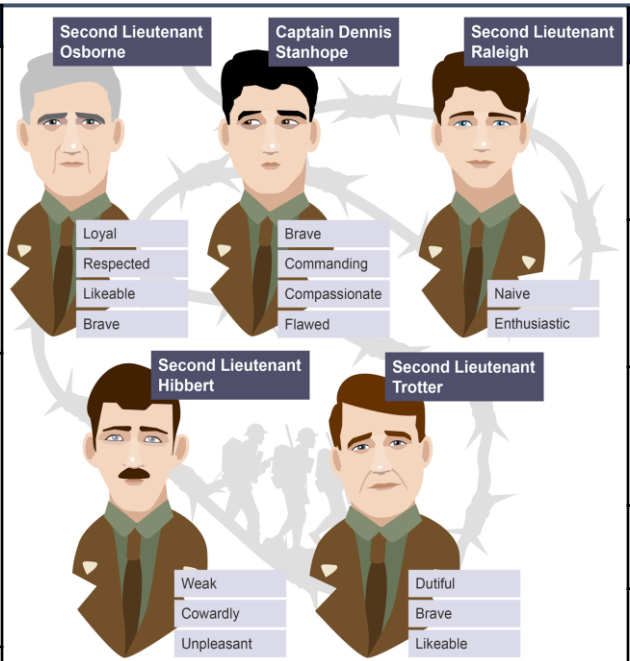
Year 9 End of Year Knowledge Organiser

HENLEY BANK
HIGH SCHOOL

Unit 7 - Conflict– Knowledge Organiser

Journeys End

Act 1	1. Hardy is drying his damp sock with a candle; Osborne arrives to relieve him of his duty. 2. Hardy tells Osborne about the German trucks that signal an attack approaching. 3. Raleigh arrives and reveals to Osborne how he knew Stanhope from home. 4. This cause tension once Stanhope and Raleigh meet and, after Raleigh goes on duty, Stanhope gets drunk and is put to bed.
Act 2	1.The Colonel visits to inform Stanhope that Osborne and Raleigh are to direct a raid on the German trenches in order to find out information for the big attack. 2. Hibbert attempts to go home 3. Osborne takes news of the raid bravely and insists that Trotter doesn't tell Raleigh about the true nature of the raid.
Act 3	1.Raleigh and Osborne prepare for the raid. 2.Osborne is killed by a hand grenade waiting for Raleigh. 3. A German prisoner is captured, but very little information is gotten from him. 4. Raleigh returns from the raid in a daze- shocked at the brutal reality of war. 5. Despite the attack being at 6 a.m. in the morning, Stanhope is determined to get drunk. 6. Raleigh refuses to eat in the dugout, believing the men are celebrating despite Osborne's death. 7. When the attack comes, Trotter is first up, followed by Raleigh 8. Stanhope learns Raleigh has been hit in the back by a shell and is paralysed 9. Stanhope hides the true nature of Raleigh's injuries. Raleigh dies alone. 10. The entire dugout is destroyed- symbolising the deaths of all the men.



Context

World War 1:

1. Journey's End was written in 1928 and is about the experiences of soldiers in World War One.
2. This war took place from 1914 until 1918. The play is set in the trenches near Saint-Quentin in France in 1918, towards the end of WW1.
3. The story plays out over four days and focuses on officers in a dugout from 18th March 1918 until the 21st.

Shell Shock:

1. In the early years of World War One, shell shock was believed to be the result of a physical injury to the nerves and being a victim to enemy attacks.
2. However, it soon was used to describe the mental illness that was caused by the experiences of war. Now it is more commonly known as Post Traumatic Stress Disorder (PTSD).

Vocabulary and Subject Terms

Conflict	a disagreement or argument. This could be physical, verbal, emotional or psychological.
Comradeship	the feeling of friendship between people who live or work together, especially in a difficult situation.
Cowardice	A lack of bravery which stops someone from taking a risk or facing danger
Heroism	Having great bravery and courage.
Futile	not producing a result, seems pointless
Insubordination	A refusal to follow (obey) orders
Propaganda	information which is one-sided (bias) used to promote a political cause or point
Patriotism	the feeling of loving your country more than any others and being proud of it.
Elision	the dropping of sounds at the beginning or end of a word.
Euphemism	a word/phrase used to avoid saying an unpleasant or offensive word
Colloquial Language	language used in every day spoken language. Casual and conversational.

Unit 7 Conflict – Knowledge Organiser

Journeys End

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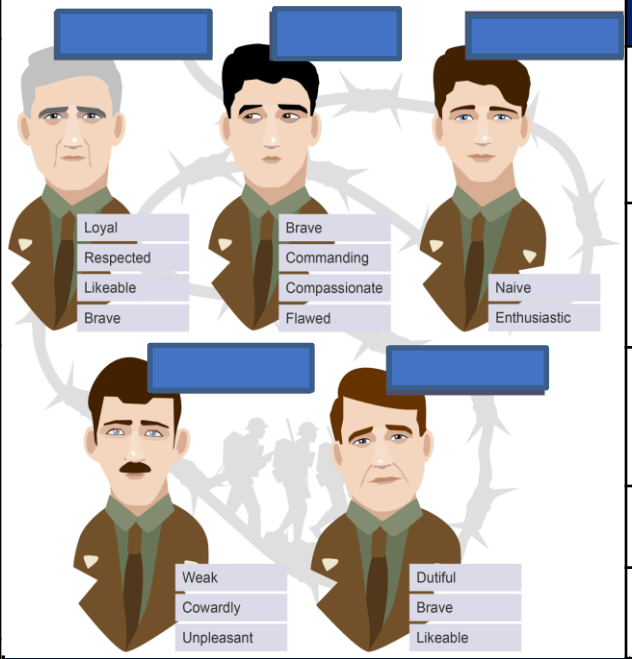
Act 2	1.The Colonel visits to inform Stanhope that Osborne and Raleigh are to direct a raid on the German trenches in order to find out information for the big attack. 2. 3.
Act 3	1.Raleigh and Osborne prepare for the raid. 2.. 3. 4. 5. 6. 7. 8. 9. 10.



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Unit 7 - Conflict– Knowledge Organiser

Sentence structures

Declarative - Makes a statement and ends with a full stop.

Imperative - A command or a polite request. It ends with an exclamation mark or a full stop

Interrogative - Asks a question and ends with a question mark

Exclamatory - Expresses excitement or emotion. It ends with an exclamation mark

Independent clause - A clause that can stand alone as a sentence. Remember that a sentence has a subject and a verb.

dependant/subordinate clause - Is one that cannot stand alone as a complete sentence

Simple sentence - Has just one independent clause.

Compound - Has at least two independent clauses.

Complex - Has an independent clause and at least one dependent/subordinate clause.

Appositive phrase - A noun or a noun phrase that sits next to another noun to rename it or to describe it in another way.

Imagery and implied meaning

Connotation	A feeling or idea that is suggested by a particular word, or something suggested by an object or situation.
Motif	A repeated image throughout the text
Slang	a type of colloquial language--often involves vulgar (rude) language
Allusion	An allusion is a reference, usually short, to a person, place, thing, event, or other literary work with which the reader is presumably familiar
Foreshadow	To act as a warning or sign of a future event.

Form and structure - Poetry

Line - A subdivision of a poem; a group of words arranged into a row that ends for a reason other than the right-hand margin

Stanza - The main building block of a poem. It is a unit of poetry made up of lines that relate to a similar thought or topic—like a paragraph in prose or a verse in a song.

Enjambment - A sentence or clause continues across a line break.

End-stop - A pause at the end of a line of poetry.

Caesura- A pause that occurs within a line of poetry.

Couplet - Two lines of poetry next to each other, especially ones that rhyme

Tercet - A three-lined stanza, or a group, or unit of three lines.

Quatrain - A four line stanza, or a four line complete poem.

Sonnet - A fourteen line poem with a fixed rhyme scheme. Often, sonnets use iambic pentameter.

Free Verse - poetry which does not follow any rhythm or rhyme scheme rules.

Imagery and implied meaning - Poetry

Personification- Giving human qualities to something that is inhuman

Simile - A comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid; uses ‘as’ or ‘like’

Symbolism - Using symbols, (words, people, locations, or abstract ideas) to represent something beyond the literal meaning.

Metaphor- this describes a person or object by linking to something that is thought to have similar qualities to that person or object.

Rhyme - Poetry

Full Rhyme - The repetition of the same sound, at the end of a line of poetry.

Half Rhyme - Words with similar but not exact rhyme. This is also known as slant rhyme or imperfect rhyme. Like grieve and believe.

End Rhyme - These are rhymes that occur between the final words of two lines of poetry.

Internal Rhyme - Internal rhyme occurs in a single line of poetry or between internal sentences

Repetition and Emphasis - Poetry

Repetition - The same word or phrase being used multiple times to create impact.

Anaphora - Repetition of the same word or phrase at the start of consecutive sentences or sentence clauses.

Epiphora / Epistrophe - Repetition of the same word or phrase at the end of consecutive sentences or sentence clauses.

Epizeuxis - Repetition of a word or phrase in quick succession

Unit 7 - Conflict– Knowledge Organiser

Sentence structures

Declarative -

Imperative -

Interrogative -

Exclamatory -

Independent clause -

dependant/subordinate clause

Simple sentence -

Compound -

Complex -

Appositive phrase -

Imagery and implied meaning

	A feeling or idea that is suggested by a particular word, or something suggested by an object or situation.
	A repeated image throughout the text
	a type of colloquial language--often involves vulgar (rude) language
	An allusion is a reference, usually short, to a person, place, thing, event, or other literary work with which the reader is presumably familiar
	To act as a warning or sign of a future event.

Form and structure - Poetry

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Repetition and Emphasis - Poetry

Repetition -

Anaphora -

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Epizeuxis -

- Knowledge Organiser

Short Story Summaries

Examination Day - A future society where individuals undergo a mandatory intelligence test at age twelve. The government claims that those who fail are "removed." The narrative follows a young boy named Dickie, who excels academically but is tragically revealed to be too intelligent for the authorities.	**Fahrenheit 451 -** Fireman Montag burns books until he questions censorship, seeks knowledge, and escapes oppressive society that fears independent thought.
The Lottery - Each year, the townspeople participate in a ritualistic lottery, selecting a "winner" through a draw. As the story unfolds, the true nature of the lottery becomes shockingly apparent, revealing the dark undercurrents of blind tradition and the consequences of collective complicity in cruelty.	**1984-** Winston rebels against totalitarian surveillance state called Big Brother. Winston seeks truth and love, but oppressive regime ultimately crushes his resistance and individuality.
There Will Come Soft Rains - A fully automated house continues to perform its daily routines despite the absence of its human inhabitants, who have been wiped out by nuclear war. As the house gradually deteriorates, the story explores themes of technology, the fragility of humanity, and the inevitability of nature's persistence.	**The City Planners-** The City Planners describes a very neat and controlled neighbourhood where everything looks the same. The planners design streets and houses to be perfect, but this makes the area feel dull and lifeless. Even though everything seems tidy, there are hints that things could fall apart underneath. The story suggests that people cannot fully control nature or life, no matter how hard they try.

Dystopian Conventions

Propaganda- images, information, opinions that are broadcast, published to influence people's opinions

Figurehead- A person or idea is **worshipped** by the citizens of the society.

Individuality is bad – everyone does the **same** thing.

Citizens have a **fear** of the outside world.

Restriction- Information, independent thought, and freedom are restricted.

Surveillance- careful watching of a person or place e.g. cameras, helicopter, voice recording

The natural world is **banished** and **distrusted**.

Key Vocabulary

Dystopia- an imagined state where there is suffering or injustice

Dictator- a ruler with complete power, often one who got control by force.

Totalitarian - a system of government requiring total obedience by the citizens

Indoctrinate - to an idea or belief until accepted without criticism or question.

Subversion- the act of trying to destroy or damage a system or government

Utopia- a perfect society in which people work well with each other and are happy

Oppression - When one group in power denies rights to another.

Omnipresent - Everywhere

Manipulation - controlling someone or something to your own advantage

Subject Terminology

Narrative Hook- how the writer creates an interesting opening in order to: Grab reader attention; Establish a flawed/controlled world; Hint at conflict, danger, or injustice; Raise questions

Imperative verbs – A verb that expresses a command. *'Come here.'*

Motif – a motif is a symbolic image or idea that appears frequently in a story.

Abstract Noun - A noun that cannot be perceived using one of the five senses *(e.g. feeling/idea)*

<u>Types of Narrative Hooks</u>

1. Introduce an unusual character
2. Hint at danger or conflict
3. Show a strong emotion
4. Start at a moment of change
5. Use a memory or flashback
6. State a rule that will be broken
7. Focus on an unusual object

<u>Types Narrative Dystopian Hooks</u>

8. Use a countdown or deadline
9. Start with action
10. Use a shocking statement
11. Ask a question
12. Introduce a mystery or secret
13. Begin with dialogue
14. Create a vivid setting

Short Story Summaries

Examination Day -	Fahrenheit 451 –
The Lottery –	1984-
There Will Come Soft Rains -	The City Planners-

- Knowledge Organiser

Dystopian Conventions

Propaganda-

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The natural world is _____ and _____.

Key Vocabulary

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Narrative Hook-

Imperative verbs –

Motif –

Abstract Noun -

Types of Narrative Hooks

1.
2.
3.
4.
5.
6.
7.

Types Narrative Dystopian Hooks

8.
9.
10.
11.
12.
13.
14.

Unit 9 Rhetoric & Revolution – Knowledge Organiser

Genre Features

Letter	Addresses, date, Dear Sir/Madam = Yours faithfully, Dear Mr Frost = Yours sincerely. You can also end with 'Kind regards'
Speech	Directly address audience with use of personal pronouns throughout, may start 'ladies and gentlemen' or similar and end with 'thank you for listening'
Magazine Article	Needs a headline and may use some sub-headings. Likely to be 'lively' so make sure language choices are entertaining and descriptive. Think carefully about the intended audience.
Newspaper Report	Needs a headline and may use sub-headings.

For all of the above, use:

- A clear argument throughout that uses TIME to help structure it.
- Detailed examples that add weight to your argument.
- Techniques delicately so that you achieve a specific effect.
- A range of sentence structures/vocabulary.

Form and Structure

Aristotle's Triangle of Rhetoric

Ethos - Credibility/trust
Pathos - Emotion
Logos - Logic

Sound, Rhythm and Rhyme

Intonation - How you say something. Often communicates emotion.

Repetition and Emphasis

Emphasis - which word you stress/make stronger, to lend it more importance/shape meaning - can be created through **repetition** (repeating a word)

Abstracts and Key Vocabulary

Register - how formal a piece of writing is
Advocates- puts forward a particular opinion/viewpoint/belief
Modal verbs- a verb that indicates the behaviour of what is being described e.g. likelihood, ability, permission, request, capacity, suggestions, order, obligation, advice
Anecdote- a story of personal experience
Pejorative language- expressing disapproval, or suggesting that something is not good or is of no importance
Hypophora- a question in writing which is then answered by the writer
Cyclical- when an idea presented at the start is returned to at the end
Reiterate- to say something a number of times
Elaborate- to develop or present something in further detail
Statistics- the use of numbers to convince to point of view
Expert voice- the voice/opinion of someone who is an expert on the topic e.g. university lecturer; someone with first-hand experience; someone who references a recent survey; a charity linked to the topic being discussed

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For all of the above, use:

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Form and Structure

Aristotle's Triangle of Rhetoric

Ethos -

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Logos -

Sound, Rhythm and Rhyme

Intonation -

Repetition and Emphasis

Emphasis -

Abstracts and Key Vocabulary

_____how formal a piece of writing is

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Unit 5 The Fragile Mind – Knowledge Organiser

Abstracts and Key Vocabulary

Rhetoric

Rhetorical question - asking a question with an expected response to build agreement
Syllogism - a statement with a logical form ('if… then…')
Euphemism - a nicer way of saying something thought of as bad to make it seem less bad.
Anecdote - a personal story
Direct address - Including the audience by using pronouns like 'you' and 'we'.

Communism - an extreme left society where, in theory, everyone is equal

Ideology- set of beliefs or principles that an organisation/political part is based

Scapegoating- act of blaming a person for something bad that has happened or someone else has done

Rhetoric- speech or writing intended to be effective and influencing

Social class- society's people organised into hierarchal categories

Nationalism- a great or too great love of your country/place

Solidarity- agreement between and support for members of a group, especially political group

Content, Context and Literal Meaning

Russian Revolution (1917) - Lenin and the Communist party overthrew Tsar Nicholas II to establish the Soviet Union. When Lenin died, Stalin exiled Trotsky, and ruled as a Tyrant.

Karl Marx (1818-1883)- a philosopher who critiqued capitalism (system where businesses are privately owned so owners keep the profit) and promoted socialism (government/community controls resources to ensure fair sharing).

Joseph Stalin (1878-1953)- Soviet leader of USSR. Famous for transforming USSR into a major world power but his policies were often viewed as harsh and cruel.

Leon Trotsky- a Russian revolutionary leader who helped overthrow Stalin

Plot

Chapter 1	The animals gather to listen to old Major. He gives them a vision of a life without man.
Chapter 2	The animals rebel and overthrow Jones. The commandments are written.
Chapter 3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
Chapter 4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
Chapter 5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
Chapter 6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
Chapter 7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
Chapter 8	Napoleon sells timber to Mr. Frederick, who pays with fake money, and attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
Chapter 9	Boxer is sold to the knacker's yard.
Chapter 10	The pigs are leaders, and start walking on two legs/carrying whips. They have become like the humans they sought to overthrow at the start of the novel.

Characters

Old Major - Wise old pig who incites revolution at the beginning, then dies. **Represents Karl Marx**

Napoleon - Takes over the farm after revolution and rules as tyrant. **Represents Stalin**

Snowball - Intelligent, devoted animalist (communist) - exiled/killed by Napoleon. **Represents Trotsky.**

Squealer - Voice of Napoleon, spreads misinformation, **represents propaganda.**

Moses - Old Raven who tempts animals to 'sugar candy mountain'. **Represents religion.**

Boxer/Clover - Strong, dependable, kind, but not very intelligent horses. Represent **Working class (proletariat)**

Benjamin - Cynical old donkey who always thinks everything will be bad, but does nothing about it. **Represents intellectual class**

Farmer Jones - Original owner of Animal farm. **Represents Stalin.**

Unit 5 The Fragile Mind – Knowledge Organiser

Abstracts and Key Vocabulary

Rhetoric

Rhetorical question - _____

Syllogism – _____

Euphemism – _____

Anecdote -_____

Direct address -_____

Communism -_____

Ideology-_____

Scapegoating-_____

Rhetoric-_____

Social class-_____

Nationalism- _____

Solidarity-_____

Content, Context and Literal Meaning

Russian Revolution (1917) -

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Leon Trotsky- _____

Plot

Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	
Chapter 6	
Chapter 7	
Chapter 8	
Chapter 9	
Chapter 10	

Characters

Old Major - _____

Napoleon - _____

Snowball - _____

Squealer - _____

Moses - _____

Boxer/Clover - _____

Benjamin - _____

Farmer Jones - _____

Year 9 – Sparx Codes

Topics in Italics are higher only

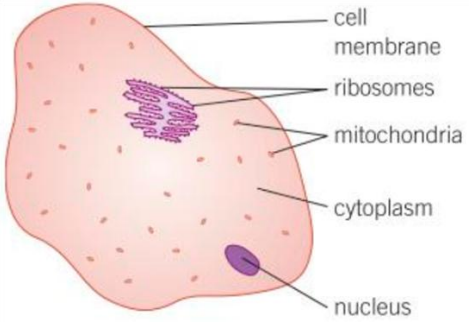
Non Calculator Topic	**Sparx Code**
Order of operations	M521
Estimating	M878
Error Intervals	M730
FDP	M958, M264 & M553
Percentage of amounts	M437
Calculating with Fractions	M835, M601, M931, M157, M197, M110 & M265
Ratio	M801, M267 & M525
Standard Form	M719 & M678
Linear Sequences	M991
Plotting straight lines	M932 & M205
Solving quadratics	U178 & U228
Index Laws	M120, M608 & M150
Solving equations	M634, M647, M401 & M554
Expanding single brackets	M237 & M792
Forming and solving and equations	M957
Angles in parallel lines	M606
Angles rules	M818, M163, M351 & M319
Reverse percentages	M528
(H) Recurring Decimals to fractions	*U689*
(H) Surds	*U338, U707, U281*
(H) Simultaneous Equations	*U760*

Calculator Topic	**Sparx Code**
Simplify expressions	M795 &531
Prime Factor Decomposition	M108
HCF/LCM	M365
Averages and spread of data	M328, M934, M841 & M940
Direct Proportion	M478
Coordinates and midpoints	M311
Reflections	M290
Compound interest	U332
Speed, distance and time	U151
Quadratic graphs	U989
Area of a circle	M231
Pythagoras	U385
Trigonometry	U283 & U545
Volume of a cylinder	U915
Density, mass and volume	U910
Percentage Change	M533
Calculations with time	M892, M963 & M627
(H) Factorising to solve quadratic equations of the form $ax^2 + bx + c = 0$	*U960*
(H) Nth term of Quadratic Sequences	*U206*
(H) Area of a Sector	*U373*
(H) Bounds	*U587*

Science - Year 9 - Cells and their Organelles

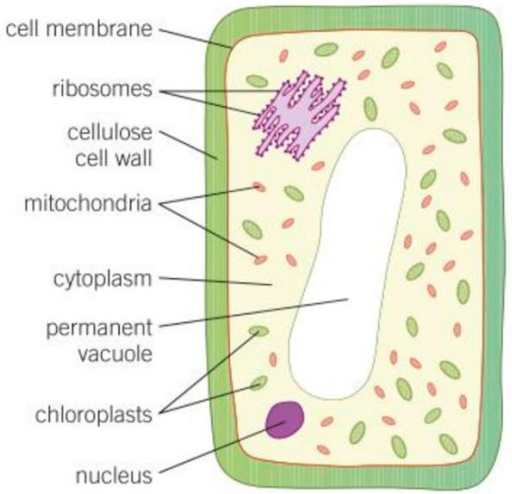
Plant and animal cells are **eukaryotic cells**. They have a cell membrane, cytoplasm and **genetic material enclosed in a nucleus**.

A typical **animal cell**



Animal cells are **10-30 µm** long.

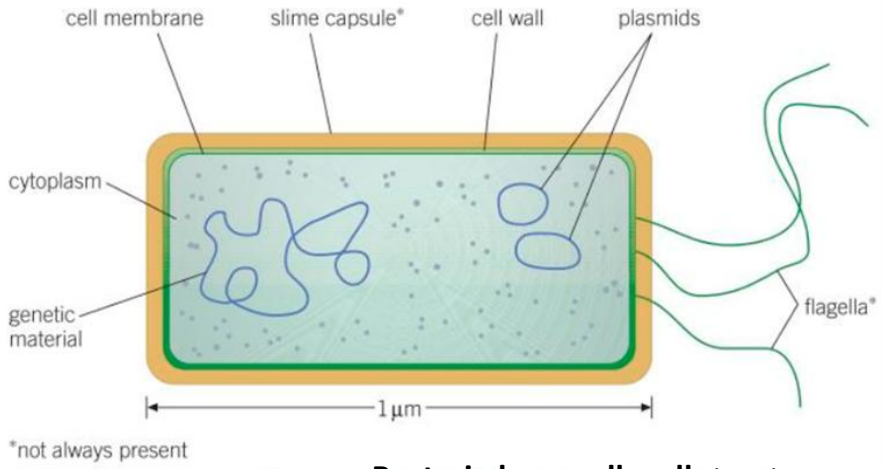
A typical **plant cell:**



Plant cells are **10-100 µm** long.

Bacteria are **prokaryotic cells**. They **don't have a nucleus** - the DNA is found in a loop.

Prokaryotes may also contain small rings of DNA called **plasmids**.



Bacterial cells are **0.2 - 2.0 µm** long.

This is 1 to 2 **orders of magnitude** smaller than eukaryotic cells (10 to 100 times smaller).

Bacteria have cell walls but they are not made of cellulose.

Organelles found in **animal** and **plant cells:**

Nucleus - Contains the genetic material (DNA) and controls the cell's activities.

Mitochondria - where respiration happens; provides energy for the cell.

Organelles found in **plant cells:**

Chloroplasts - contain **chlorophyll** and absorb light for photosynthesis.

Large vacuole - full of cell sap; gives support to the plant cell.

Cell wall - gives plant cells support; made of **cellulose**.

ALL cells contain:

Cell membrane - controls what goes in and out of the cell.

Cytoplasm - where the chemical reactions take place.

Ribosomes - where proteins are made.

Some bacteria have **flagella**, which allow them to move around.

Some bacteria have a **slime capsule** which helps to protect them.

Science - Year 9 - Cells and their Organelles

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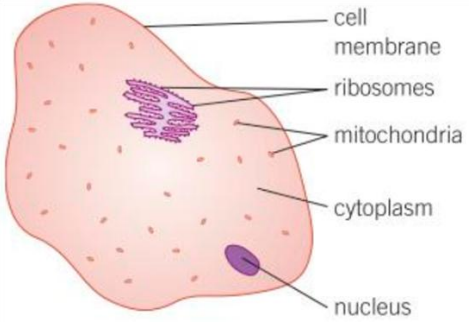

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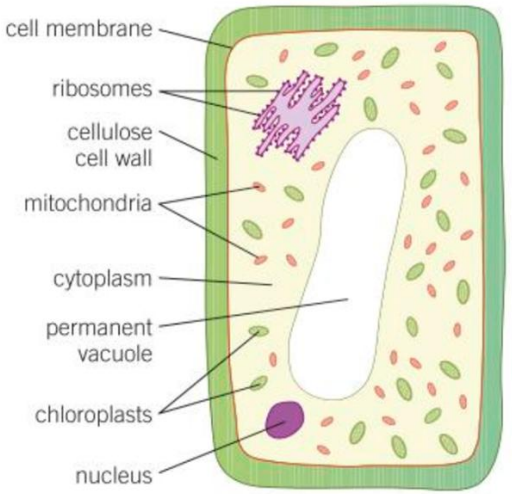
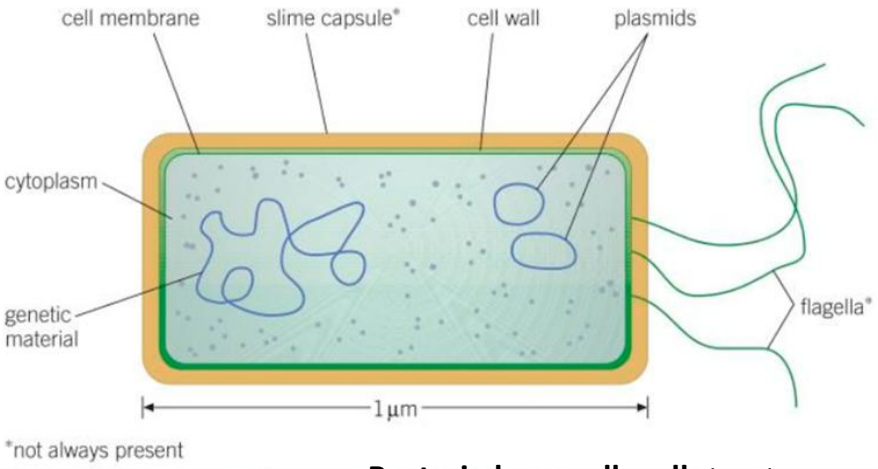


Plant cells are **10-100 µm** long.

Bacteria are……**cells**. They **don't have a** …… - the DNA is found in a loop.

Prokaryotes may also contain small rings of DNA called …… .



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Mitochondria : ……

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Organelles found in **plant cells:**

…… **:** contain **chlorophyll** and absorb light for photosynthesis.

Large vacuole : ……

……

…… **:** gives plant cells support; made of **cellulose**.

ALL cells contain:

…… **:** controls what goes in and out of the cell.

Cytoplasm : …… .

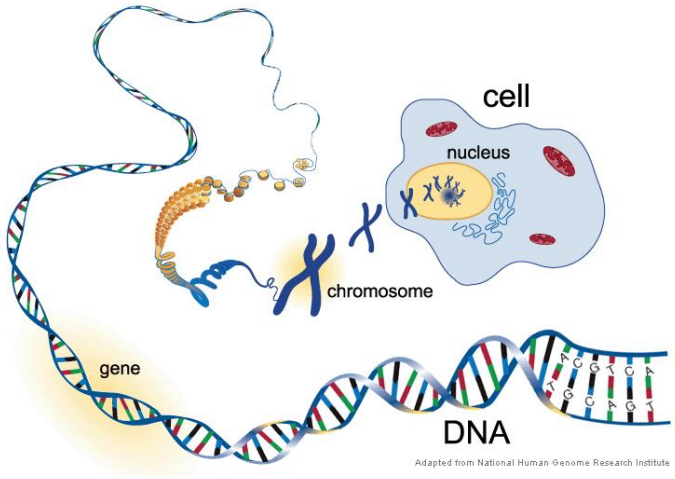
,…… **:** where proteins are made.

Some bacteria have ……, which allow them to move around.

Some bacteria have a **slime capsule** which helps to protect them.

Science - Year 9 - The Cell Cycle, Mitosis & Stem Cells

The **nucleus** of a cell contains **chromosomes** made of **DNA** molecules.

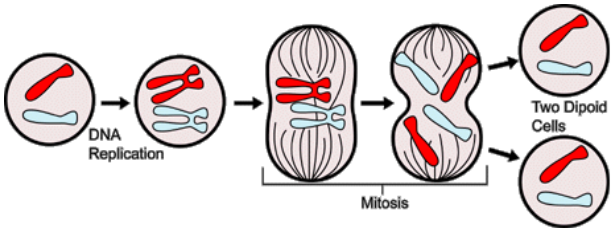


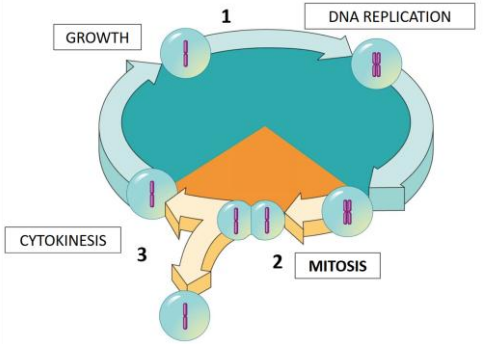
Each chromosome carries a large number of **genes**.

In body cells the chromosomes are normally found in pairs. Humans have 23 pairs of chromosomes.

Cells divide in a series of stages called the **cell cycle**.

During the cell cycle the genetic material is doubled and then divided into two identical cells.





1: Before a cell can divide it needs to grow and **increase the number of ribosomes and mitochondria**.

The **DNA replicates** to form **two copies of each chromosome**. The cell then grows more and the DNA is checked for errors before mitosis.

2: In **mitosis** one set of chromosomes is pulled to each end of the cell and **the nucleus divides**.

3: Finally the cytoplasm and cell membranes divide **to form two identical cells** (cytokinesis).

Cell division by mitosis is important in the growth and development of multicellular organisms.

A **stem cell** is an **undifferentiated cell** of an organism which is capable of giving rise to many more cells of the same type, and from which certain other cells can arise from differentiation.

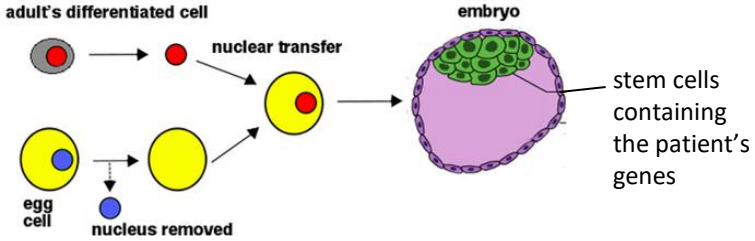
Stem cells from **human embryos** can be **cloned** and made to differentiate into most different types of human cells.

Stem cells from **adult bone marrow** can form many types of cells including blood cells.

Meristem tissue in plants can differentiate into any type of plant cell, throughout the life of the plant. Stem cells from meristems in plants can be used to produce **clones** of plants quickly and economically.

- Rare species can be cloned to protect from extinction.
- Crop plants with special features such as disease resistance can be cloned to produce large numbers of identical plants for farmers.

In **therapeutic cloning** an embryo is produced with the same genes as the patient.



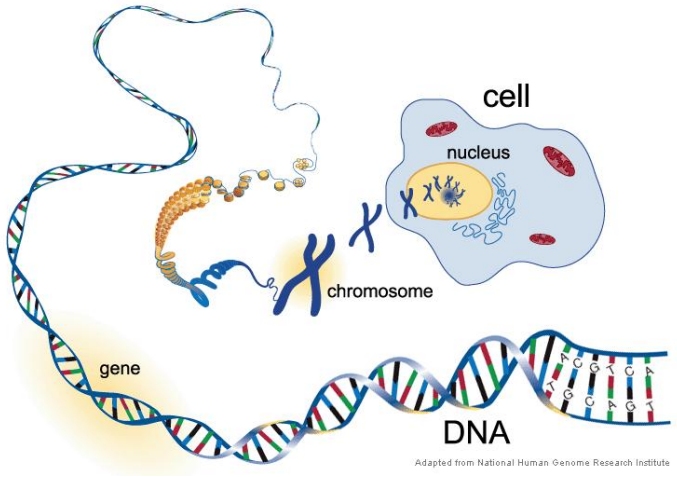
Stem cells from the embryo are not rejected by the patient's body so they may be used for medical treatment.

The use of stem cells has potential risks **such as transfer of viral infection**, and some people have **ethical** or **religious objections**.

Treatment with stem cells may be able to help conditions such as diabetes and paralysis.

Science - Year 9 - The Cell Cycle, Mitosis & Stem Cells

The **nucleus** of a cell contains …… made of **DNA** molecules.



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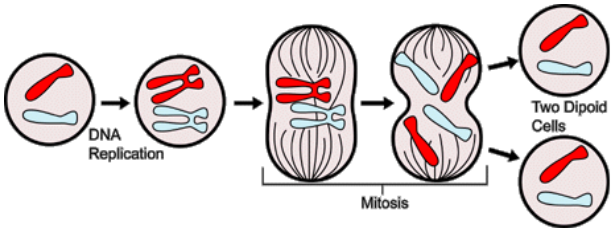

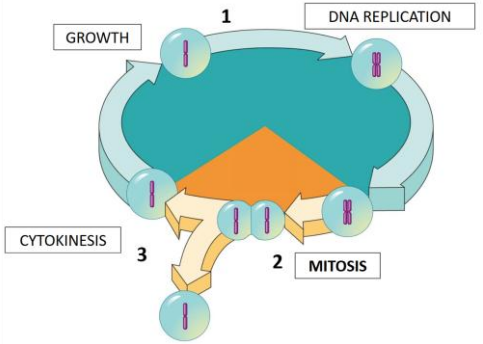

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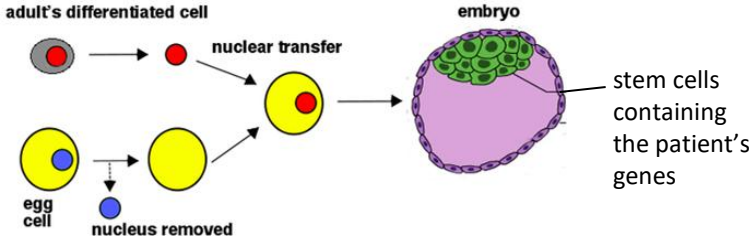

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Treatment with stem cells may be able to help conditions such as …… and …… .

Science - Year 9 - Specialised Cells

As an organism develops, cells **differentiate** to form different types of cells.

As a cell differentiates it acquires different sub-cellular structures to enable it to carry out a certain function.

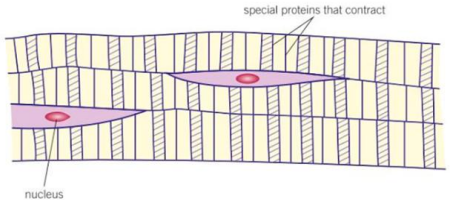
It has become a **specialised cell**.

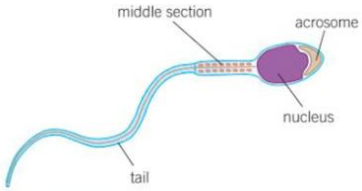
Most types of animal cell differentiate at an early stage.

In mature animals, cell division is mainly restricted to repair and replacement.

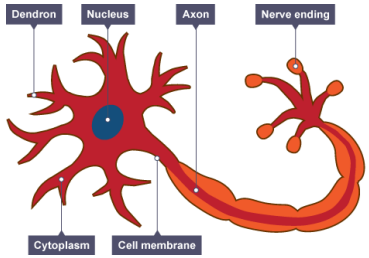
Specialised cells may contain **large numbers of mitochondria** to **provide the energy needed** by the cell. eg

muscle cells:
energy transfer needed for contracting





sperm cells:
energy transfer needed for swimming towards the egg

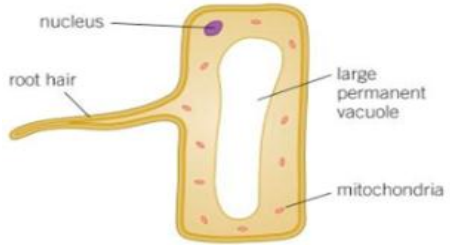


neurone cells:
energy transfer needed to transmit electrical impulses

Plant cells also differentiate to form specialised cells.

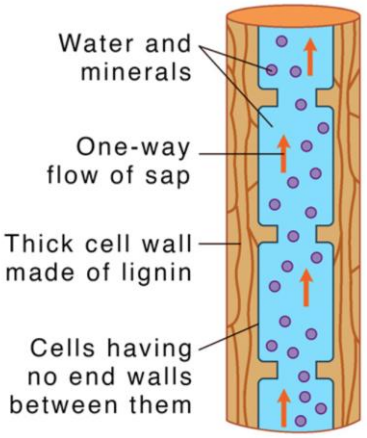
Many types of plant cells retain the ability to differentiate throughout life.

Specialised cells may have a **large surface area** so that they can **exchange materials** through diffusion, osmosis or active transport more easily. eg a **root hair cell**:

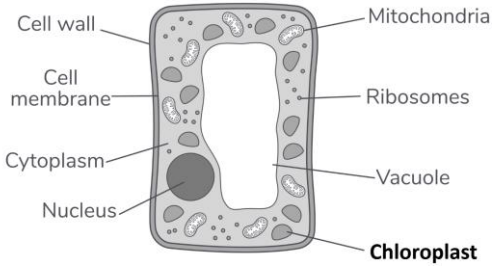


Root hair cells also have many mitochondria, in order to transfer the energy needed for active transport of minerals from the soil.

xylem cells:

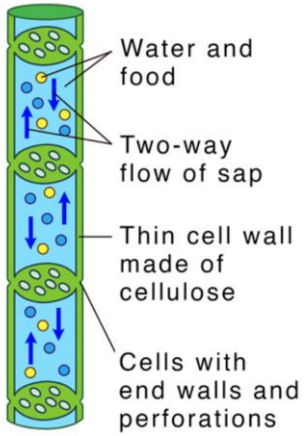


palisade cells:



Contain many **chloroplasts** so they can carry out photosynthesis. **Chlorophyll** is a green pigment found in the chloroplasts. It absorbs light to provide the energy for photosynthesis.

phloem cells:



Science - Year 9 - Specialised Cells

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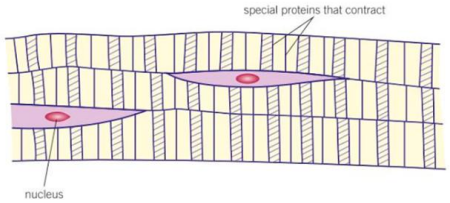
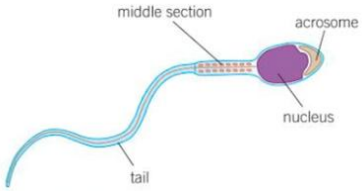
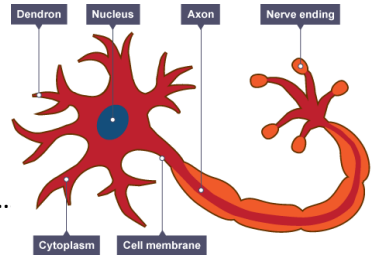




sperm cells:
energy transfer needed for …… towards the egg

neurone cells:
energy transfer needed to transmit ……



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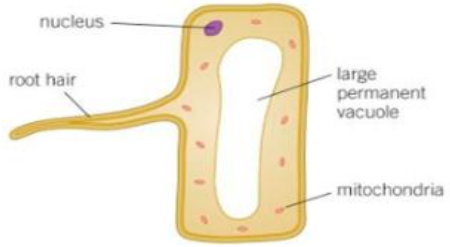
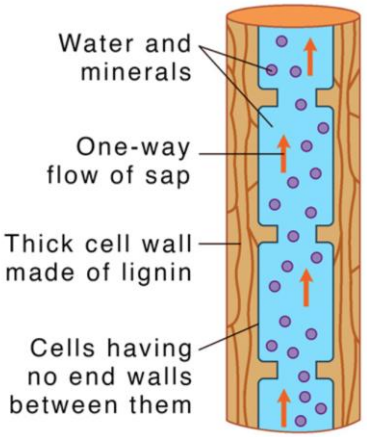
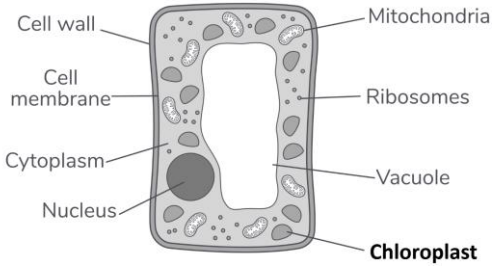


Root hair cells also have many ……, in order to transfer the energy needed for active transport of minerals from the soil.

…… **cells:**

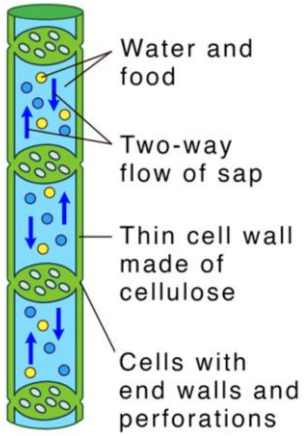


…… **cells:**



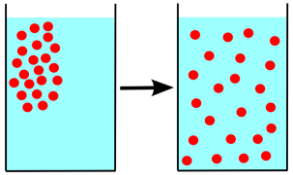
Contain many …… so they can carry out photosynthesis. …… is a green pigment found in the chloroplasts. It absorbs light to provide the energy for photosynthesis.

…… **cells:**



Science - Year 9 - Transport in Cells

Diffusion is the spreading out of the particles of any substance in solution, or particles of a gas, resulting in a net movement **from an area of higher concentration to an area of lower concentration**.



Factors which affect the rate of diffusion are:

- the difference in concentrations (**concentration gradient**)
- the temperature
- the surface area of the membrane.

Substances may move into and out of cells across the **cell membranes** via diffusion.

Some of the substances transported in and out of cells by diffusion are oxygen and carbon dioxide in gas exchange, and of the waste product urea from cells into the blood plasma for excretion in the kidney.

A **single-celled organism** has a relatively **large surface area to volume ratio**.

This allows sufficient transport of molecules into and out of the cell to meet the needs of the organism.

Active transport moves substances from a more dilute solution to a more concentrated solution (**against a concentration gradient**).
This requires **energy** from respiration.

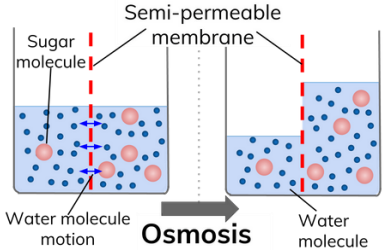
Active transport allows **sugar molecules** to be absorbed from lower concentrations in the gut into the blood which has a higher sugar concentration. Sugar molecules are used for cell respiration.

Active transport allows **mineral ions** to be absorbed into plant root hairs from very dilute solutions in the soil. Plants require ions for healthy growth.

In **multicellular organisms**, surfaces and organ systems are specialised for exchanging materials.

This is to allow sufficient molecules to be transported into and out of cells for the organism's needs.

Osmosis is the diffusion of water from a **dilute solution** to a **concentrated solution** through a **partially permeable membrane**.

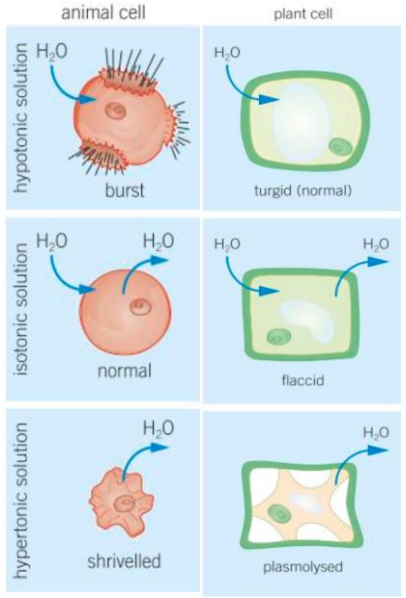


Water may move across cell membranes via osmosis.

Hypotonic solutions are at a **lower concentration** than inside the cell. This causes water to move into cells by osmosis.

Isotonic solutions are at the **same concentration** as inside the cell. There is no overall movement of water in or out of cells in isotonic solutions.

Hypertonic solutions are at a **higher concentration** than inside the cell. This causes water to move out of cells by osmosis.

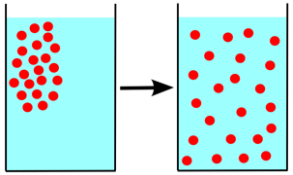


The effectiveness of an **exchange surface** is increased by:

- ➔ having a large surface area
- ➔ a membrane that is thin, to provide a short diffusion pathway
- ➔ (in animals) having an efficient blood supply
- ➔ (in animals, for gaseous exchange) being ventilated.

Science - Year 9 - Transport in Cells

…… is the spreading out of the particles of any substance in solution, or particles of a gas, resulting in a net movement **from an area of higher concentration to an area of lower concentration**.



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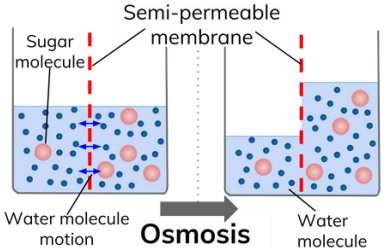
Osmosis is the diffusion of ……

from a …… **solution** to a …… **solution**

through a …… …… **membrane**.



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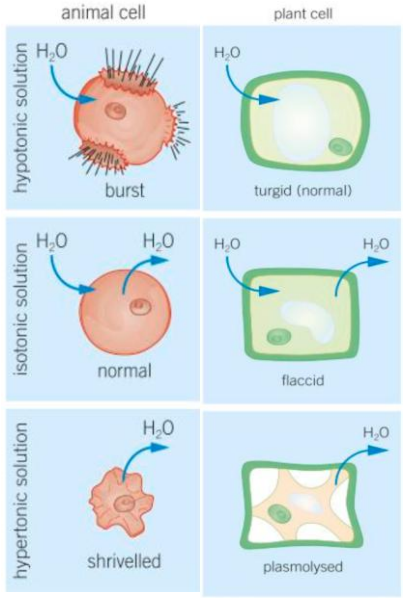

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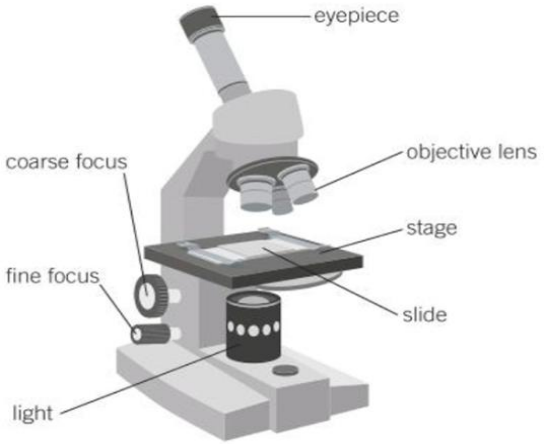
Science - Year 9 - Magnification and Required Practicals

Microscopy allows us to look at objects that are too small to be seen otherwise.

The parts of a **light microscope**:



Magnification is how much larger the image appears to be than the real object.

Magnification = size of image / size of real object

eg Magnification = 2000 µm / 20 µm = 100

so the magnification is x100

Maximum magnification possible:

light microscope = x2 000

electron microscope = x1 000 000

Resolution is the ability to distinguish between two points.

The **resolving power** of a microscope tells us how much detail can be seen.

Typical resolving powers:

light microscope = 200 nm

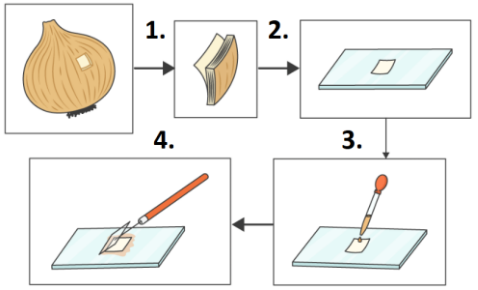
electron microscope = 10 nm

An **electron microscope** has much higher magnification and resolving power than a light microscope.

This means that it can be used to study cells in much finer detail.

Electron microscopy has enabled biologists to see and understand many more **sub-cellular structures** (organelles).

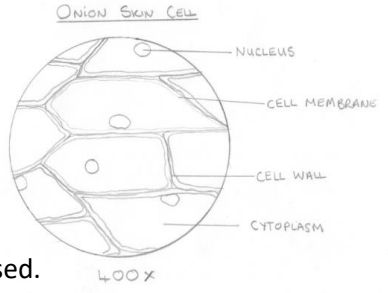
RP Microscopy: use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.



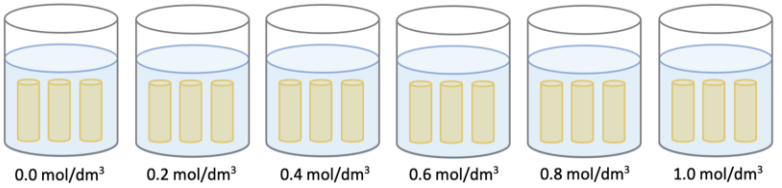
1. Cut a small, thin slice of the specimen.
2. Place it flat onto a microscope slide.
3. Add a drop of indicator solution.
4. Place a coverslip over the sample.

Starting with the lowest power objective lens, use a microscope to view the cells.

Draw the cells, including the magnification used.



RP Osmosis: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.



Identically sized and shapes pieces of a vegetable, eg potato, are placed in solutions of different concentrations. The pieces of potato are all weighed before and after to find their masses, so that a change in mass can be calculated.

- pieces of potato in solutions more dilute than the concentration inside the cells will gain mass when water moves into the cells through osmosis
- pieces of potato in solutions more concentrated than the concentration inside the cells will lose mass when water moves out of the cells through osmosis

Science - Year 9 - Magnification and Required Practicals

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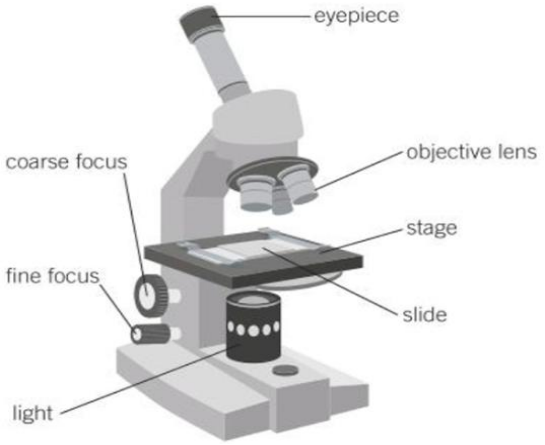
The parts of a …… **microscope**:



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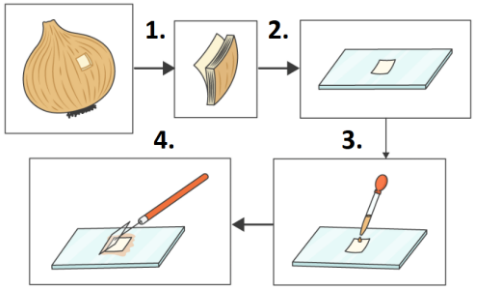

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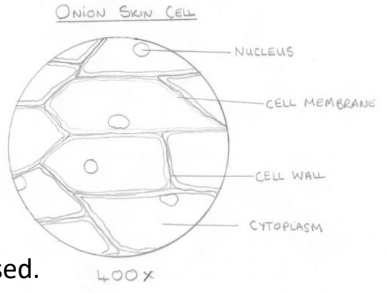
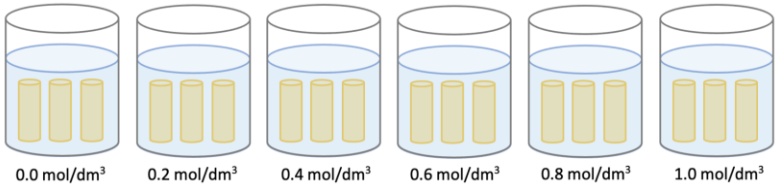
Starting with the …… power objective lens, use a microscope to view the cells.

Draw the cells, including the …… used.



RP Osmosis: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

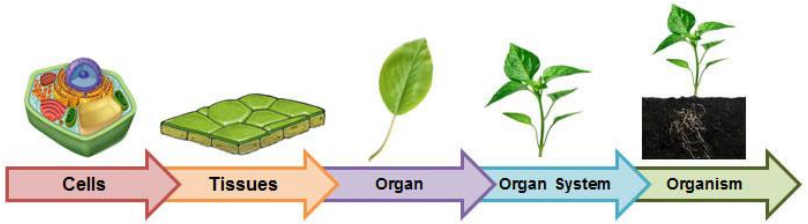


Identically sized and shapes pieces of a vegetable, eg potato, are placed in solutions of different …… . The pieces of potato are all weighed before and after to find their masses, so that a …… in mass can be calculated.

- pieces of potato in solutions more dilute than the concentration inside the cells will …… mass when water moves into the cells through osmosis
- pieces of potato in solutions more concentrated than the concentration inside the cells will …… mass when water moves out of the cells through osmosis

Science - Year 9 - Botany: Plant Organs and Transpiration

Plant are **multicellular organisms** with **organs** and transport systems.



Flower:
reproductive organs.

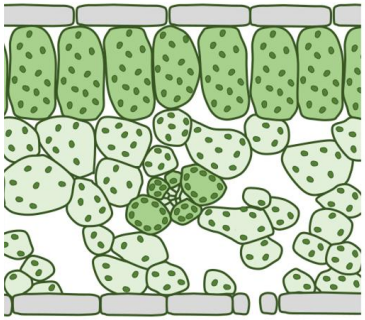
Leaf:
photosynthesis and gas exchange

Stem:
transport and physical support

Roots:
absorbs water and minerals

Structure of the leaf: cross-section

Upper epidermis:
has a waxy cuticle (layer) to prevent water loss;
thin and transparent to let light through



Palisade layer:
where most photosynthesis occurs

Spongy mesophyll:
allows carbon dioxide and oxygen to freely diffuse

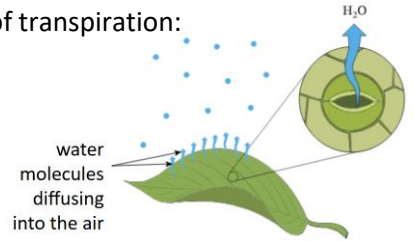
Lower epidermis:
contains stomata

Transpiration is the loss of water from the leaves of a plant.

Water **evaporates** from the leaf, leaving through **stomata**.

Factors that <u>increase</u> the rate of transpiration:

- higher temperature
- higher windspeed
- lower humidity (water levels in the air)
- faster photosynthesis

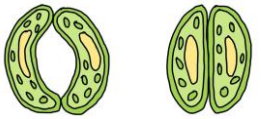


Stomata can **close to prevent water loss**.

Guard cells open and close the stomata.

Stomata are tiny holes on the underside of leaves.

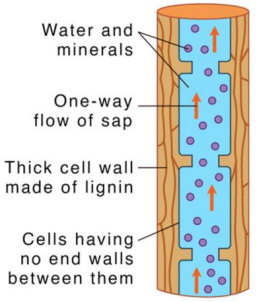
Stoma = 1 stomata

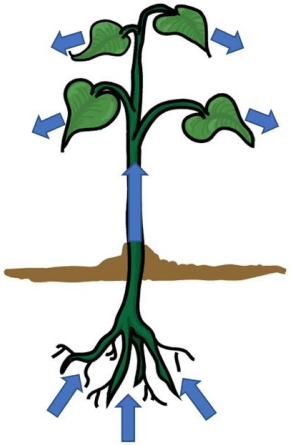


When open, **carbon dioxide** and oxygen can move in and out of the cell.

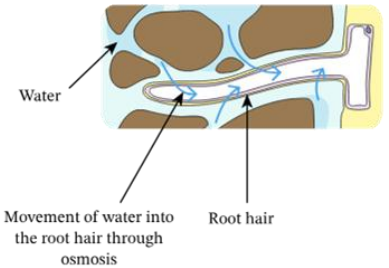
The **transpiration stream** is the continuous, upward movement of **water and dissolved minerals** from the **roots**, through the **xylem vessels,** to the **leaves**, driven by the evaporation of water (transpiration) from the leaf surface.

Xylem vessels:
made of many dead xylem cells linked together;
water is pulled upwards by transpiration occurring from the leaves



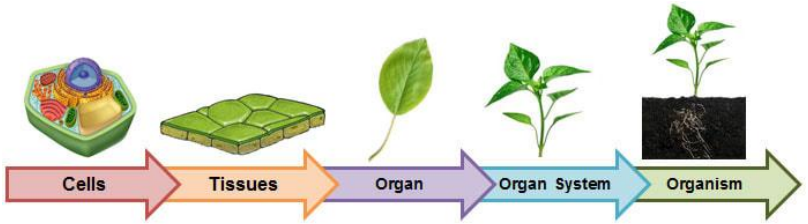


Root hair cells:
have a large surface area;
water moves into the cells by osmosis;
some mineral ions diffuse into the cells from the soil



Science - Year 9 - Botany: Plant Organs and Transpiration

Plant are **multicellular organisms** with **organs** and transport systems.

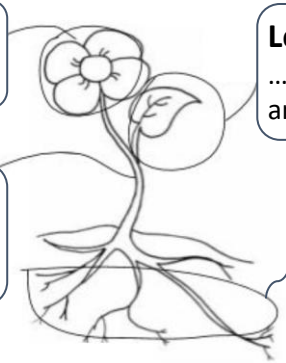


Flower:
…… organs.

Leaf:
……
and gas exchange

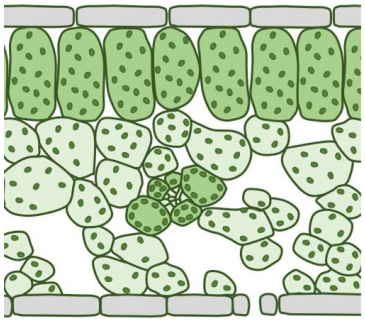
Stem:
…….. and physical support

Roots:
absorbs water and ……



Structure of the leaf: cross-section

Upper epidermis:
has a waxy cuticle (layer) to prevent water loss; thin and …… to let light through



…… **layer**:
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Lower epidermis:
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…… is the loss of water from the leaves of a plant.

Water …… from the leaf, leaving through **stomata**.

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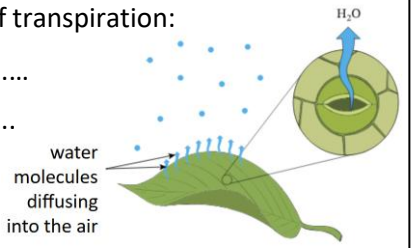
- higher ……
- higher ……
- …… humidity (water levels in the air)
- faster photosynthesis



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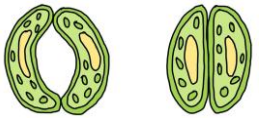
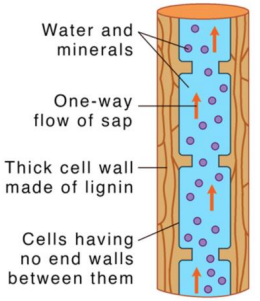
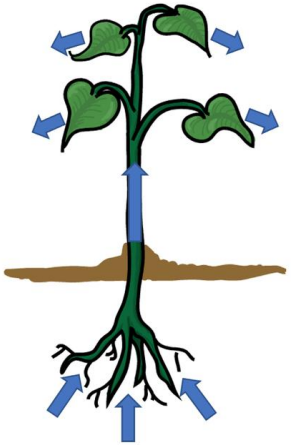


When open, …… …… and oxygen can move in and out of the cell.

The …… …… is the continuous, upward movement of **water and dissolved minerals** from the ……, through the **xylem vessels,** to the **leaves**, driven by the evaporation of water (transpiration) from the leaf surface.

…… **vessels**:
made of many dead xylem cells linked together;
water is pulled upwards by transpiration occurring from the ……





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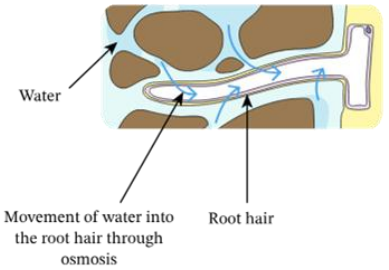


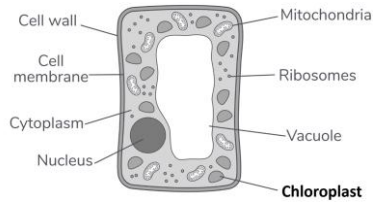
Science - Year 9 - Botany: Photosynthesis

Photosynthesis is how plants make food. The chemical equation for photosynthesis is:

carbon dioxide	+	water	→	glucose	+	oxygen
6 CO_2		6 H_2O		$C_6H_{12}O_6$		6 O_2

Once made, **glucose** (and other organic molecules) can by moved around the plant, dissolved in water, by **translocation** through the **phloem** tissues.

Photosynthesis happens in the **chloroplasts** of plant cells, particularly in the **palisade cells** in leaves.

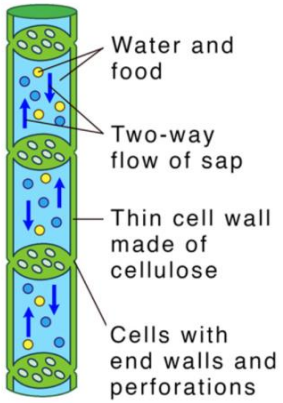


Chlorophyll is a green pigment found in the chloroplasts. It absorbs light to provide the energy for photosynthesis.

Glucose made by photosynthesis can be:

- used by the plant for **respiration** (all living cells must respire, all of the time!)
- **converted to insoluble starch** for storage (insoluble = will not dissolve)
- used to produce **fats and oils**
- used to make **amino acids**
- used to make **cellulose to strengthen cell walls**

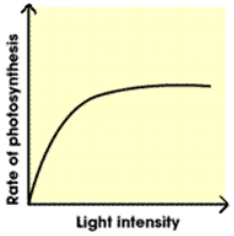
Phloem vessels:



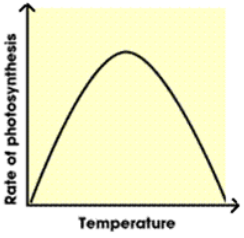
Limiting Factors in Photosynthesis

The **rate of photosynthesis** is affected by:

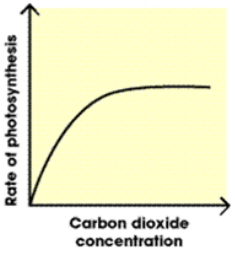
amount of carbon dioxide	**amount of chlorophyll**
light intensity	**temperature**



When the rate graph line for **light intensity** plateaus, it shows that another factor is now limiting how quickly photosynthesis can occur.

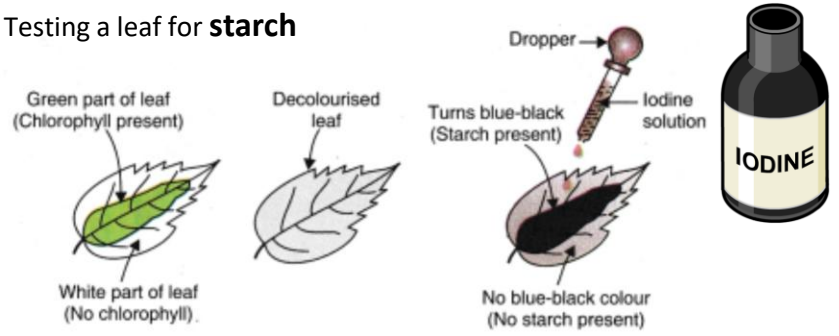


The rate graph for the effect of **temperature** shows there is an **optimum temperature** for photosynthesis, above which the rate of photosynthesis rapidly decreases to zero because the **enzymes** needed for photosynthesis **denature** (change shape).



Some farmers grow their crops in greenhouses so that they can control the temperature of the plants and the amount of light and carbon dioxide they receive.

Testing a leaf for **starch**



Boil the leaf in ethanol (alcohol) to remove the green chlorophyll pigment.

Add a few drops of **iodine** to the leaf. Iodine is orange-brown and turns blue-black if there is starch present.

Science - Year 9 - Botany: Photosynthesis

…… is how plants make food. The chemical equation for photosynthesis is:

carbon dioxide 6 …… + …… 6 H_2O → …… $C_6H_{12}O_6$ + **oxygen** 6 ……

Once made, **glucose** (and other organic molecules) can by moved around the plant, dissolved in water, by …… through the **phloem** tissues.

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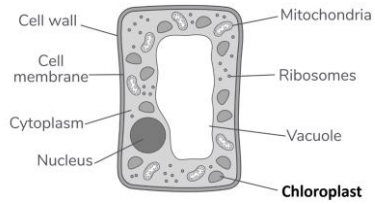
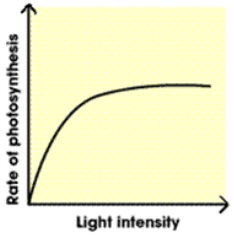


…… is a green pigment found in the chloroplasts. It absorbs light to provide the energy for photosynthesis.

Limiting Factors in Photosynthesis

The **rate of photosynthesis** is affected by:

- **amount of** …… ……
- **amount of chlorophyll**
- …… **intensity**
- ……



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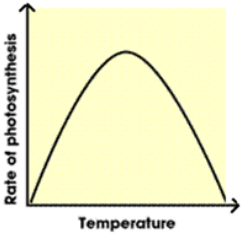

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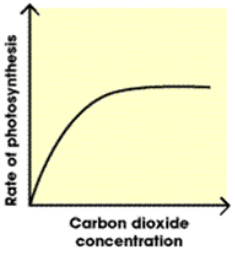

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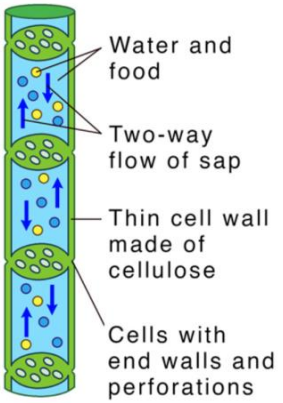
- used to produce **fats and** ……
- used to make …… **acids**
- used to make …… **to strengthen cell walls**

…… **vessels:**



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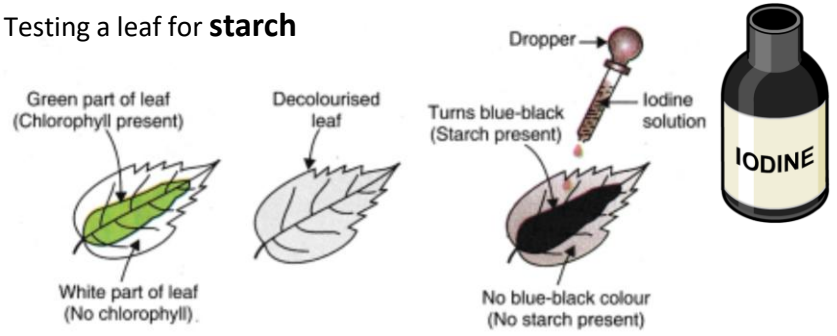

Boil the leaf in ethanol (alcohol) to remove the green …… pigment.

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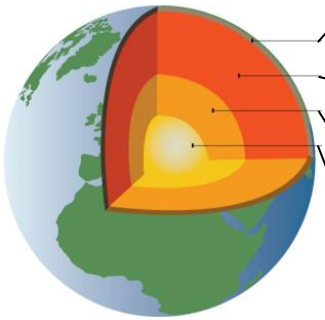
Science - Year 9 - Earth Science

The Structure of the Earth



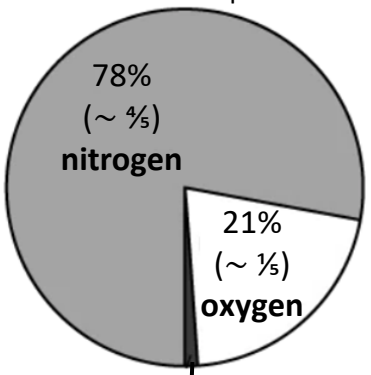
Crust:
6-70 km thick, very rocky

Mantle:
has the properties of a solid, but can flow very slowly

Outer core:
made from **liquid** nickel and iron

Inner core:
made from **solid** nickel and iron

The Earth's Atmosphere



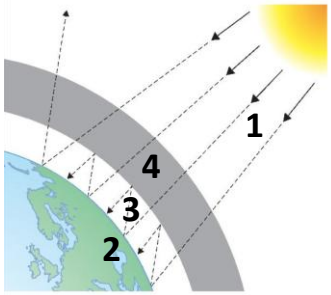
1% other gases - mostly
argon
0.04 % **carbon dioxide**
a variable amount of
water vapour

The Greenhouse Effect

The Greenhouse Effect is caused by gases in the Earth's atmosphere trapping heat. The **greenhouse gases** are:

carbon dioxide CO_2	**methane** CH_4	**water vapour** H_2O

Without these gases in the atmosphere, the temperature on Earth would be too cold to for any plants or animals to live on it.



1: Light given out by the sun, passes through the atmosphere.
2: The Earth absorbs some of the light and warms up.
3: The Earth gives out heat as infrared waves.
4: Greenhouse gases trap the heat around the Earth.

Finite resources

Finite (non-renewable) **resources** will run out, eg coil and oil.

Renewable resources can be replenished as they are use, eg wood, cotton and wool.

Humans use resources for:

- energy and fuels for **warmth**
- fuels for **transport**
- building materials for **shelter**
- **food** through farming
- materials for **clothing**

Sustainable Development

Sustainable Development is development that meets the needs of current generations without compromising the ability of future generations to meet their own needs.

To use our limited resources sustainably, we should:

- **Reduce**: use less of the resource
- **Reuse**: use items as many times as possible
- **Recycle**: use waste items to make new products

Global Climate Change

Scientific evidence shows that **Global Climate Change** (Global Warming) is occurring because of increased amounts of greenhouse gases in the atmosphere.

The level of carbon dioxide in our atmosphere has increased due to human activities, such as **burning fossil fuels** and **deforestation** (chopping down trees).

Some effects of Global Climate Change are:

- **more extreme weather** eg heat waves and storms
- **ice melting**
- **rising sea levels** and **increased flooding**
- **more bush fires / forest fires**

Polluting gases

Burning fossil fuels can lead to other **polluting gases** being released, including:

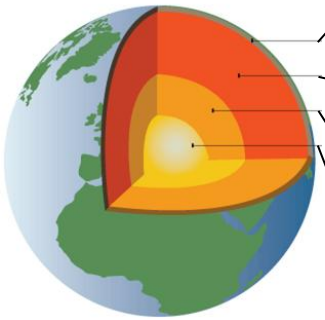
sulfur dioxide SO_2 and **nitrogen oxides** NO_x

These gases react with water and oxygen in the atmosphere to make **acid rain**.

Acid rain can damage trees, kill animals that live in water and damage buildings and vehicles.

Science - Year 9 - Earth Science

The Structure of the Earth



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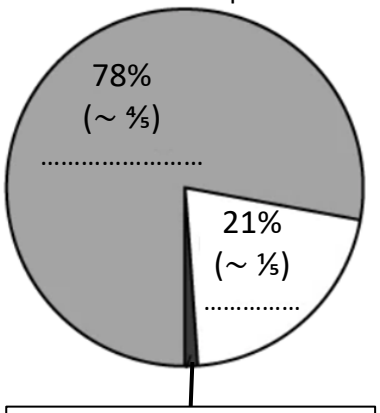

1% other gases - mostly **argon**
0.04 % ……. ……
a variable amount of **water vapour**

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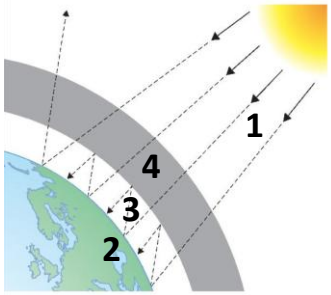

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- fuels for **transport**
- building materials for **shelter**
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- …… ……
- **rising sea levels** and **increased flooding**
- **more bush fires / forest fires**

Burning fossil fuels can lead to other **polluting gases** being released, including:

…… …… **SO_2** and …… **oxides** **NO_x**

These gases react with water and oxygen in the atmosphere to make …… …… .

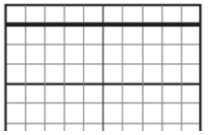
Acid rain can damage trees, kill animals that live in …… and damage …… and vehicles.

Science - Year 9 - Generating Electricity

There are two types of voltage source: **ac** and **dc**.

DC or dc stands for **direct current**.

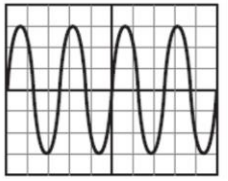
Direct current flows in one direction around a circuit.
Sources of DC voltage are **cells and batteries**.



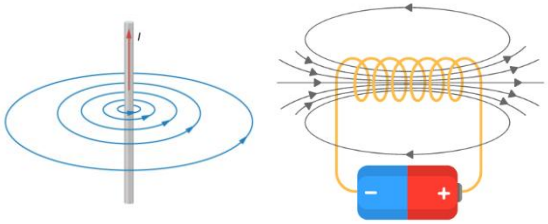
AC or ac stands for **alternating current**.

Alternating current rapidly changes its direction many times every second!

Mains electricity is a source of AC voltage.



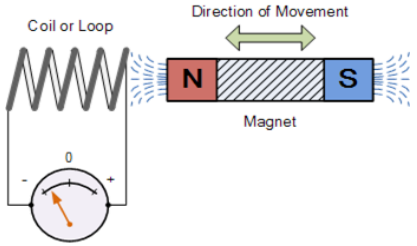
A current flowing through a wire produces a magnetic field around the wire.



Electromagnetic induction is using magnetic fields to produce a voltage (potential difference) in a conductor or a current in a complete circuit.

Moving a magnetic field through a coil of wire **induces a voltage** across the wire.

If the conductor is part of a **complete circuit**, a **current** will flow in the wire.

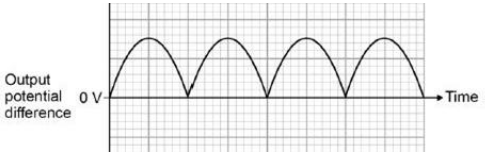


to increase the voltage:

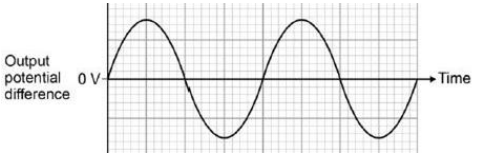
- use a stronger magnet
- move the magnet faster
- increase the number of turns in the coil

Most **generators** produce electricity by moving a coil of wire inside a magnetic field.

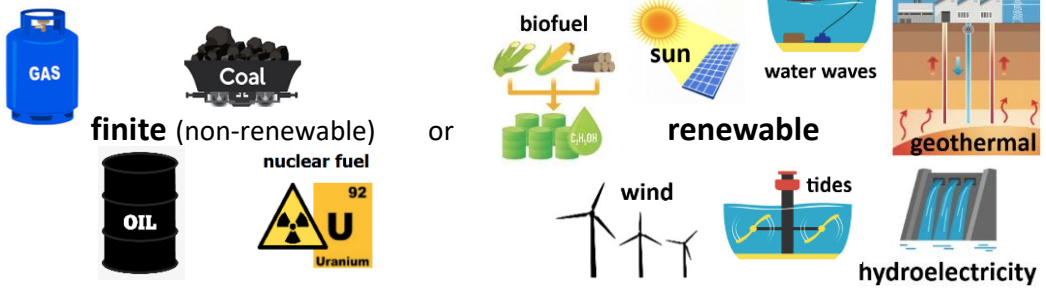
Dynamos produce dc voltages.



Alternators produce ac voltages.

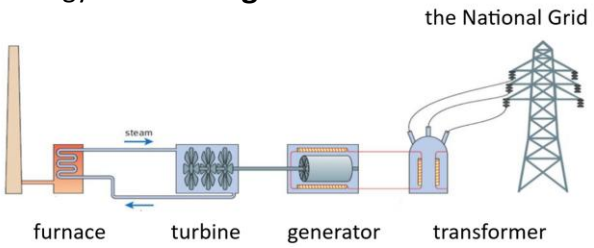


Energy resources for generating electricity can be:



Power stations that burn fuels in a **furnace** to generate electricity, transfer energy:

- from the **chemical energy store of the fuel**
- to the thermal and kinetic energy stores of **steam**
- to the kinetic energy store of the **turbine**
- to the kinetic energy store of the **generator**



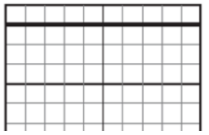
The **transformer** increases the size of the ac voltage generated so it can be sent to our homes through the **National Grid**.

Science - Year 9 - Generating Electricity

There are two types of voltage source: …… and …… .

DC or dc stands for …… **current**.

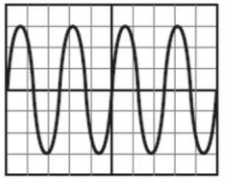
Direct current flows in one direction around a circuit.
Sources of DC voltage are **cells and** …… .



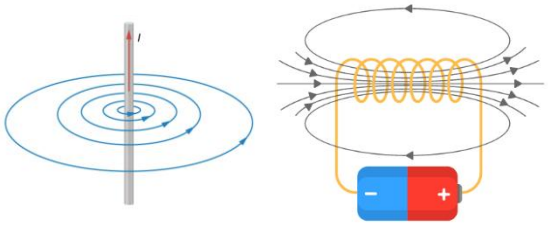
AC or ac stands for …… **current**.

Alternating current rapidly changes its direction many times every second!

…… …… is a source of AC voltage.



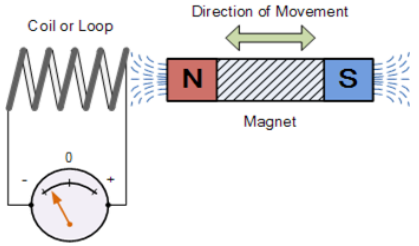
A current flowing through a wire produces a …… field around the wire.



Electromagnetic …… is using magnetic fields to produce a voltage (potential difference) in a conductor or a current in a complete circuit.

Moving a magnetic field through a coil of wire **induces a voltage** across the wire.

If the conductor is part of a …… **circuit**, a …… will flow in the wire.



to increase the voltage:

- use a …… magnet
- move the magnet ……
- increase the number of …… in the coil

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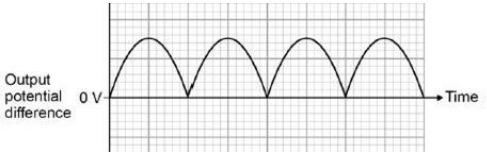
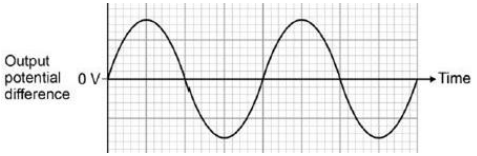
…… produce dc voltages.



…… produce ac voltages.



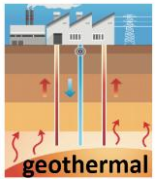
Energy resources for generating electricity can be:

…… (non-renewable)

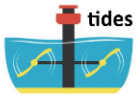
nuclear fuel

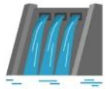
or

biofuel



……

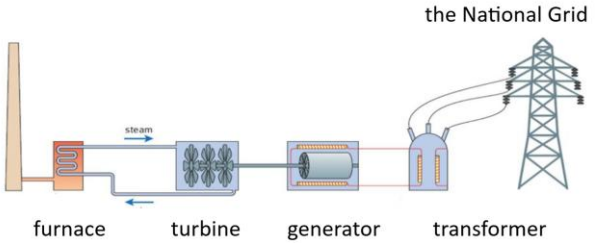




hydroelectricity

Power stations that burn fuels in a …… to generate electricity, transfer energy:

- from the …… **energy store of the fuel**
- to the thermal and kinetic energy stores of ……
- to the kinetic energy store of the ……
- to the kinetic energy store of the ……



The …… increases the size of the ac voltage generated so it can be sent to our homes through the …… …… .

Year 9 Geography
Global Resources

What is a global resource?

Resource – a stock or supply of something

Natural Resource – a stock or supply of something that occurs naturally e.g. wood

Examples of natural resources

Energy
Oil/coal/gas/wind/soil/nuclear

Water
Soil
Minerals
Forest

HIC- High Income Country
LIC- Low Income Country
NEE- Newly Emerging Economies
Supply – where things are found
Consume – to use
Resource security- people have enough of a resource e.g. water
Resource insecurity- people don't have enough of a resource to survive

Why are Natural Resources important?

Economically

Global resources can be traded to make a country who has them develop economically
e.g. selling oil to other countries

Socially

People within the country will have access to resources and therefore a better quality of life
e.g. access to clean fresh water improves life expectancy

CASE STUDY
Oil Shales – Canada, North America

Oil can be extracted from tars and fields

Key Facts

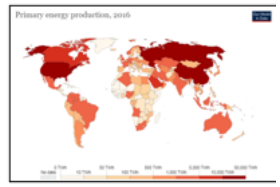
19% of US oil supply is from Canada
250,000 tonnes produced daily
200,000 tonnes of water used daily

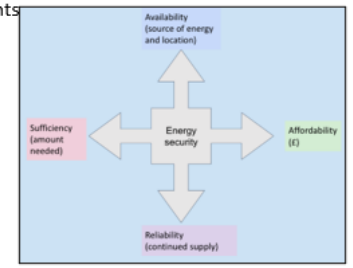
Impacts

Oil leaks into the Athabasca River
Mutations, tumours and deformed fish species
Carbon dioxide footprint greater than New Zealand and Kenya combined

Energy Security-

The ability of a nation to secure sufficient, affordable and consistent energy supplies for its domestic, industrial, transport and military requirements





Renewable = A natural resource such as tidal or solar energy that will be remade by the environment (infinite).

Non-renewable = Sources of energy such as coal, oil or natural gas- that cannot be 'remade', so they can run out (finite).

Factors that affect energy supply

Cost to exploit
Some energy sources such as oil are hard to extract

Physical factors
Geology of an area determines the location and availability of fossil fuels. Water flow changes availability of hydroelectricity. Geothermal energy is affected by tectonic plate location

Political Factors
Some countries politically do not agree with each other and therefore trade of resources is not possible

Factors that affect energy consumption

Economic development
HICs use far more energy than LICs e.g. more cars/electricity use/heating

Population increase
The larger the population the more energy is used e.g. China and India both have population of over 1 billion

Where can fresh water be found

Glaciers
Lakes
Rivers
Groundwater

3% of water on Earth is fresh water

Reasons fresh water is important

Drinking water
Watering crops
Irrigation
Cooling down factories
Hydroelectric Power

Factors that affect water supply – natural

Climate – arid climate does not have as much fresh water
River systems – some countries have more rivers than others
Geology – permeable rocks can store water as aquifers

Factors that affect water supply – human
Pollution – pollutants from industrialisation
Over abstraction – taking too much water out of the ground

Year 9 Geography
Global Resources

What is a global resource?

Resource –

Natural Resource –

HIC-
LIC-
NEE-
Supply –
Consume –

_____- people have enough of a resource e.g. water

_____- people don't have enough of a resource to survive

Why are Natural Resources important?

Economically

Global resources can be traded to make a country who has them develop economically
e.g.

Socially

People within the country will have access to resources and therefore a better quality of life
e.g.

Examples of natural resources

1
2
3
4
5

Where can fresh water be found

1
2
3
4

Factors that affect water supply – natural

Climate =

River systems=

Geology =

Reasons fresh water is important

1
2
3
4
5

Factors that affect water supply – human
Pollution –
Over abstraction –

Explain the Factors that affect energy supply
Cost to exploit

Physical factors

Political Factors

Explain the Factors that affect energy consumption
Economic development

Population increase

CASE STUDY
Oil Shales –

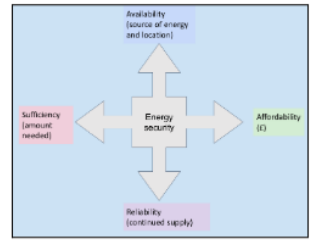
location=_____

Oil can be extracted from tars and fields

Key Facts
1
2
3
Impacts
1
2
3

Renewable =

Non-renewable =



Energy Security-

CASE STUDY

Grand Ethiopian Renaissance Dam – Managing water insecurity

Key Facts

River Nile is in East Africa, flowing South to North

River Nile runs through 11 countries

Transboundary resource = A resource that is shared between two or more countries

History

Egypt has historically had the power in water agreements, leavings countries like Sudan and Ethiopia with less rights to the water running through their countries.

The GERD

Built in in 2011 in Ethiopia on the border with Sudan

Advantages

Hydroelectric power for Ethiopia - which had 69% of its population was without electricity, and will be able to sell on the reserves to other neighbouring countries.

Irrigation for crops in Ethiopia

Can control river flow to reduce flooding in Ethiopia and downstream in Sudan

Increase water security for Ethiopia with its rising population and increasing development.

CASE STUDY

Grand Ethiopian Renaissance Dam – Managing water insecurity

Key Facts

1

2

Transboundary resource =

History

The GERD

Advantages

1

2

3

4

Disadvantages

1

2

3

Year 9 Geography Global Economy

An economy = the range of human activities concerned with the production, distribution and consumption of goods and services.

Trade is the **buying** and **selling** of goods & services.

International trade is the buying and selling of goods & services **between countries**.

Countries typically **specialise** in a good or service to trade in, for example **Germany specialise in cars, Russia can grow potatoes very well, Spain apples**.

Exports are when you sell goods or services to another country.

Imports are when you buy goods or services from another country.

The UK mostly trades with HIC's in Europe as well as the USA. They trade with HIc's due to having similar cultures and lifestyles so consumer habits are the same and proximity and closeness helps make trade cheaper and faster.

Services can be trades as well as goods, including design plans, websites and sharing research and ideas (quaternary and tertiary sector services)

Container ships are getting bigger and bigger (up to 400m long)
– In Feb 2020 a ship carried 24,000 containers.

This means that:

More goods and commodities can be transported and traded in larger amounts

The cost of transporting (shipping) goods decreases due to **economies of scale** (the more you trade, the cheaper you can sell it for/make more profit!). Cheaper transport costs will mean more trade!

Primary sector = extracting natural resources from the land and sea.

Secondary sector = manufacturing (making) things from raw materials.

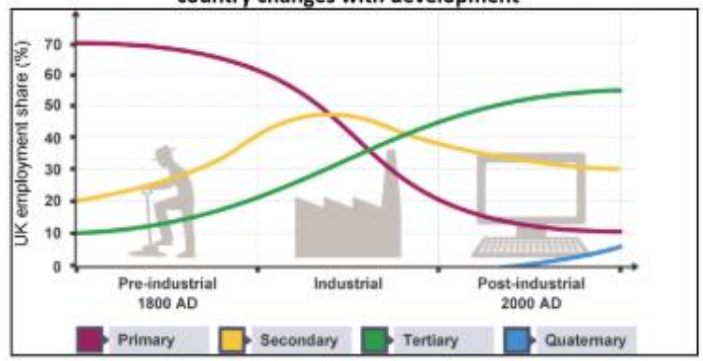
Tertiary sector = providing a service to others.

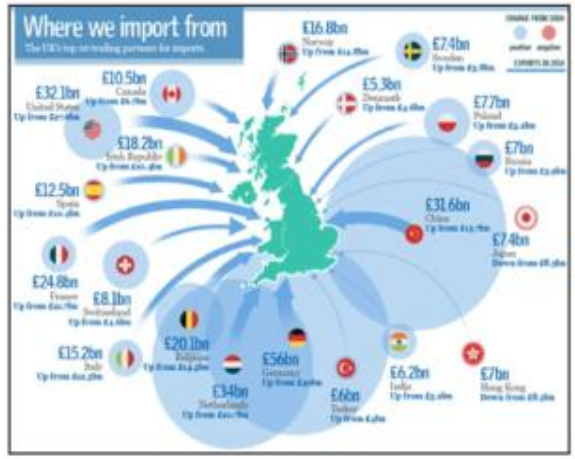
Quaternary sector = research and development of new technologies, ideas, or ways of doing things.

International trade example: Guatemalan coffee beans produced in Guatemala and exported to the USa. More primary and secondary industry in NEE and tertiary and quaternary sector industry in HIC(USA)

The Clark-Fisher Model

Shows how the employment structure of a country changes with development





Physical factors affecting international trade

Proximity (closeness) and isolation to other countries

Landlocked (more difficult to trade historically) or coastal (ports and shipping route access)

Political factors affecting international trade

Tariffs- a tax on import

Quotas- A hard limit on how much of a product a particular country can import.

Subsidies- A broad term that covers various actions a government could take to financially boost an industry.

Embargoes/sanctions: When a country limits or entirely prevents trade with another country.

Trade bloc - a group of countries that work together to provide special deals for trading, e.g. the European Union (EU).

Year 9 Geography Global Economy

An economy =.

Trade is the _____ and _____ of goods & services.

International trade is

Countries typically **specialise** in a good or service to trade in, for example

Exports are

Imports are

The UK mostly trades with HIC's in Europe as well as the USA. They trade with _____ due to

Services can be traded as well as goods, including…

Container ships are getting bigger and bigger (up to 400m long)
– In Feb 2020 a ship carried 24,000 containers.

This means that:

1.

2.

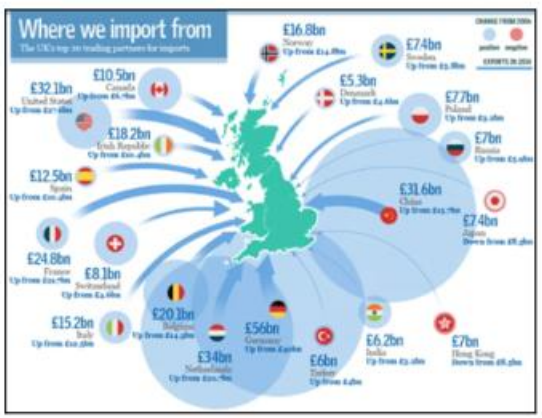
Primary sector = extracting natural _____ from the land and sea.

Secondary sector =

Tertiary sector =.

Quaternary sector =

International trade example:



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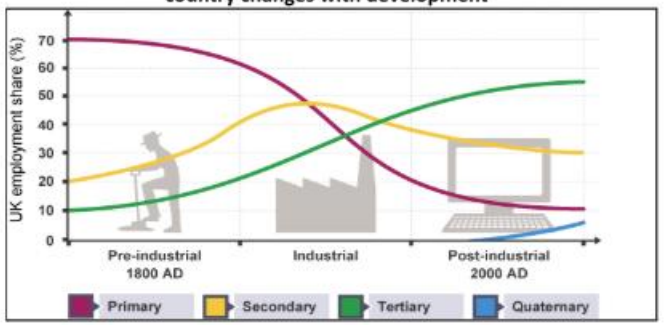


Physical factors affecting international trade

1.

2.

Political factors affecting international trade

Tariffs-

Quotas-

Subsidies-

Embargoes/sanctions:

Trade bloc -

TNC = Transnational Corporation (operate in more than one country)
Origin country - where TNC started up **Host country -** where TNC operates in

TNCs usually base their tertiary & quaternary sector work in HICs, as they can employ more educated and skilled workers, but will invest in primary & secondary sector work in NEEs & LICs to take advantage of:

- cheap raw materials
- cheap labour supply

TNCs will be especially keen to invest in countries which already have:

- good transport infrastructure (roads, railways, ports, airports).
- access to markets (e.g. Trade Blocs) where the goods are sold.
- friendly government policies (e.g. low tariffs and taxes).

Reasons for the global growth of TNCs

More relaxed rules and laws (environment, lower tax etc.)

To **access markets (emerging)** to increase sales

Cheaper land costs

To **gain grants and other rewards** (**tax breaks**) from governments

To get access to raw materials and resources (and cheaper ones or ones available all year round)

To **operate inside local trade barriers**, such as **tariffs** and **quotas**. To get inside trade blocs

Cheaper labour!

To **access skilled labour**/talent needed

To **reduce risk** by having branches in lots of different countries

Positive Impacts of TNCs

- Inward investment by TNCs helps countries by providing new jobs and skills for local people.
- TNCs bring wealth and foreign currency to local economies when they buy local resources, products and services. The extra money created by this investment can be spent on education, health and infrastructure.
- The sharing of ideas, experiences and lifestyles of people and cultures. People can experience foods and other products not previously available in their countries.
- Globalisation (economic and social links across the world) increases awareness of events in faraway parts of the world. For example, the UK was quickly made aware of the 2004 tsunami and sent help rapidly in response.
- Globalisation may help to make people more aware of global issues such as deforestation and climate change, alerting them to the need for humans to pursue more sustainable development.

Negative Impacts of TNCs

- TNCs operate mostly in the interests of the richest countries, which continue to dominate world trade at the expense of developing countries. The role of lower income countries in the world market is mostly to provide the HICs with cheap labour and raw materials.
- There are no guarantees that the wealth from inward investment will actually benefit the local community. Often, profits are sent back to the HIC where the TNC is based.
- TNCs, with their massive economies of scale, may drive local companies out of business.
- If it becomes cheaper to operate in another country, the TNC might close down the factory and make local people redundant.
- An absence of strictly enforced international laws means TNCs may operate in host countries in a way that would not be allowed in an HIC, e.g. polluting the environment, running risks with safety, or imposing poor working conditions & low wages on local workers.
- Industry may begin to thrive in host countries at the expense of jobs in manufacturing in the HICs (e.g. the UK), especially in textiles (clothes manufacturing).

TNC case study **Apple:**
Headquarters: California, USA
Manufacturing (secondary sector jobs): Foxconn, Zhengzhou, China (NEE)
Reasons why manufacturing is not in USA (HIC)

Lower wages
High number of workers
Land is cheaper to buy
Lower environmental laws (e.g. on pollution)
Direct access to global markets
Avoid trade restrictions

Positives for the **origin** country (USA)

Receives profits
Jobs in Apple as quaternary sector (e.g. software development and programming)

Negatives for **origin** country (USA)

Lost manufacturing jobs when factories were outsourced

Positives for **host** country (China)

Jobs for locals, income
Trading recognition in global markets
Boost countries economy

Negatives for **host** country (China)

Poor working conditions for workers (minimum pay for 60 hour weeks)
Environmental pollution and degradation of the land
Don't receive lots of profits as money gets sent back to the USA
No job trajectory (factory workers can't work their way up to tertiary or quaternary jobs easily)

TNC =
Origin country -
Host country -

TNCs usually base their tertiary & quaternary sector work in _____ , as they can employ more _____ _____ _____ , but will invest in primary & secondary sector work in _____ to take advantage of:

1.

2.

TNCs will be especially keen to invest in countries which already have:

1.

2.

3.

Positive Impacts of TNCs

1

2

3

4

5

Negative Impacts of TNCs

1

2

3

4

5

6

Reasons for the global growth of TNCs

1
2
3
4
5
6
7

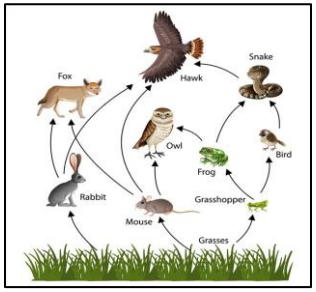
TNC case study **Apple:**
Headquarters: _____ _____
Manufacturing (secondary sector jobs):_____ _____ _____ _____
Reasons why manufacturing is not in USA (HIC)
1
2
3
4
5

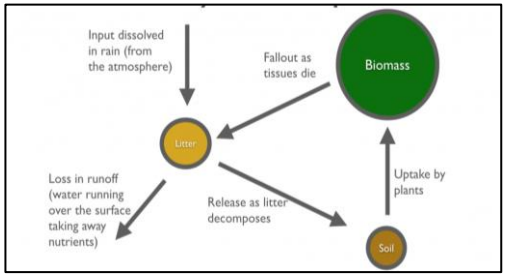
Positives for the **origin** country (USA)
1
2
Negatives for **origin** country (USA)
1

Positives for **host** country (China)
1
2
3
Negatives for **host** country (China)
1
2
3
4

Ecosystem Exploitation

Ecosystem	A community of biotic and abiotic features, interacting within a particular environment
Biotic	Living features
Abiotic	Non living features
Producer	Get their energy from the sun e.g. plants
Consumer	Eat other things to get their energy
Solar Insolation	Strongest solar insolation at the equator (most direct solar radiation on area of Earths surface) Weakest solar insolation at the poles (low level of solar radiation)
Food Chain	Simple diagram showing transfers of energy in an ecosystem
Food Web	Diagram showing complex interconnectedness of energy transfers
Interdependence/ Interrelationships	Connectedness of abiotic and/or biotic features working together in an ecosystem
Nutrient Cycle	Diagram showing transfer of nutrients between biomass (living), litter (dead living) and soil (decomposed litter) as a closed system
Resilient Ecosystems	bounce back from damage, as plants and animals grow quickly e.g. tropical rainforest
Fragile Ecosystem	take a long time to recover from damage, as plants and animals grow slowly.
Biodiversity	the number of different plant and animal species living in an ecosystem
Exploitation	taking advantage of something/someone.
Effect/Impact	a change which is a result of something (they can be good and bad).
Management	ways that humans can control, respond to or deal with effects/impacts.
Sustainable	doing things in a way that won't cause problems in the future.

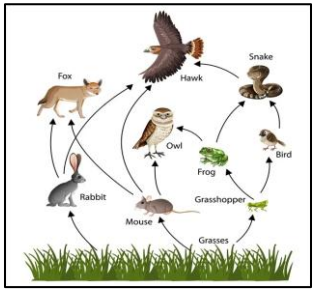


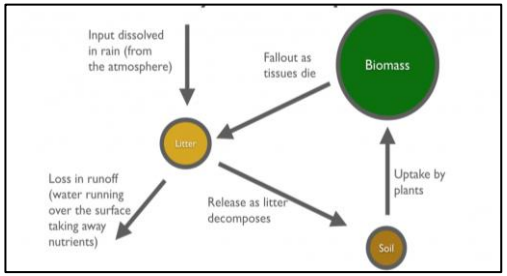


Ecosystem/Case Study	Exploitation	Impacts	Management
Congo Rainforest Central West Africa	Mining for minerals (e.g. cobalt used in batteries)	Land degradation, deforestation, habitat loss, water contamination, fruit and vegetables contaminated, child labour/poor working conditions Jobs for locals, income, better opportunities from earning	Sustainable practise, better working conditions for workers, more pay, money invested in communities for facilities, afforestation Companies getting resources have to pay for damages Limit area of deforestation
Yosemite National Park, West coast USA	Tourism	Jobs, income to the area, tourists pay for accommodation, entertainment, tours. Littering, pollution, more roads and facilities need building and maintaining, noise pollution disrupt animals, river bank erosion destroys habitats Ahwahneechee indigenous Indians have not received any compensation for loss of their land since 1851.	Limit number of tourists, Educate tourists on their impacts of the site, have more bins (recycling, visible to reduce litter), implement noise controlled areas, managed footpaths, signs to prevent people walking off paths to stop erosion
Fishing in the North Sea (East of UK, West of Norway)	Overfishing	Numbers of cod found to be critically low (from fishing), anglers (people who fish) found to be abusing laws and regulations to maintain healthy fishing standards, affect cod stocks	Better checks on fishing regulations and laws, sustainable yields of fish, only catching a set quota and releasing back small fish to grow and reproduce.
Tundra, North Russia	Hunting	Loss of keystone (important) species.	Better regulations and laws limiting number of trophy catches allowed, no hunting zones.

Ecosystem Exploitation

Ecosystem	A community of
Biotic	
Abiotic	
	Get their energy from the sun e.g. plants
	Eat other things to get their energy
Solar Insolation	
	Simple diagram showing transfers of energy in an ecosystem
	Diagram showing complex interconnectedness of energy transfers
Interdependence/ Interrelationships	
Nutrient Cycle	Diagram showing
	bounce back from damage, as plants and animals grow quickly e.g. tropical rainforest
	take a long time to recover from damage, as plants and animals grow slowly.
Biodiversity	
Exploitation	
Effect/Impact	
	ways that humans can control, respond to or deal with effects/impacts.
Sustainable	





Ecosystem/Case Study	Exploitation	Impacts	Management
Congo Rainforest Central West Africa	Mining for minerals (e.g. cobalt used in batteries)	- +	Limit area of deforestation
Yosemite National Park, West coast USA	Tourism	- +	
Fishing in the North Sea (East of UK, West of Norway)	Overfishing	- +	
Tundra, North Russia	Hunting		

Ocean	Large body of water, there are five
Basin Relief	means the height and shape of the ocean floor.
Ocean Surface Temperature	The temperature of the top layer of the ocean.
Why Are There Warmer Ocean Surface Temperatures Near The Equator?	More concentrated solar radiation at the Equator warms the oceans. Less concentrated solar radiation further from the Equator, so the oceans are warmed less.
What Changes With Depth Of Oceans?	Temperature decreases, less solar radiation, less light, lower biodiversity (less producers so less food sources)
Current	A flow of matter, e.g. a flow of water.
Gyres	Surface ocean currents created by wind
Deep Ocean Currents	Not created by the wind, created by thermohaline circulation (temperature and salinity changes in the water between poles and equator)
Food Chain:	shows the feeding relationships between living things.
Food Web	a natural interconnection of food chains and a representation of what eats what in an ecosystem. (energy transfers)

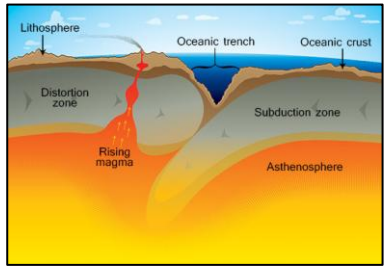
Human Impacts

Overfishing	Overfishing can impact entire food webs. It can change the size of the fish and the speed at which other fish grow. When too many fish are taken out of the ocean this can cause an imbalance in the food web and lead to the loss of important marine species.
Ocean Pollution	Ocean pollution can damage the environment and the health of the organisms. Animals can become tangled in pieces of rubbish. When a fish consumes pollutants the pollutant will carry on up the food chain. Some chemicals are toxic to marine life.
Ocean Warming	Global warming will cause ocean water to increase in temperature. Warm waters can damage ocean corals which are homes to many fish - habitat loss. Marine life cannot adapt fast enough to the changing temperatures.
Noise Pollution	Noise from shipping vessels and noise from construction has been found to impact the wellbeing of marine life and can significantly impact their natural behaviour. This noise can also impact breeding events and lead to less successful breeding.

Energy sources

Renewable	Energy which can me reused, is infinite and non polluting e.g. solar, tidal, wind
Non renewable	Energy from burning of fossil fuels and is finite (once it is gone it is gone forever) e.g. oil, gas, coal
Case study: Swansea bay tidal lagoon	Tidal power station, costing £1billion. + Renewable energy, last a long time, low CO2 emissions, local employment -physical disturbance of habitats, noise and vibrations, local inshore fisheries affected, controversial

Oceans



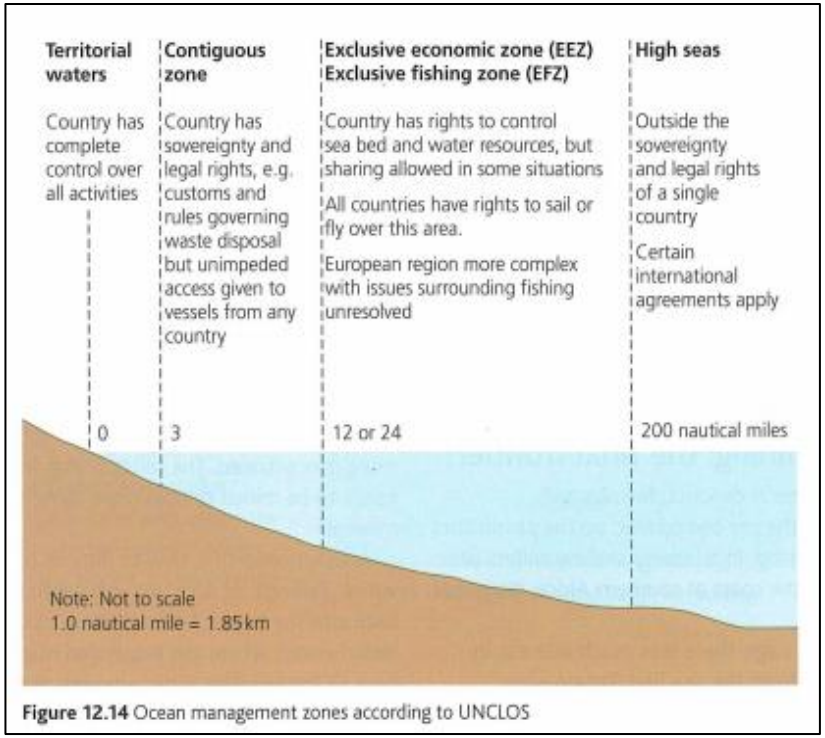


Figure 12.14 Ocean management zones according to UNCLOS

Ocean	
Basin Relief	
	The temperature of the top layer of the ocean.
Why Are There Warmer Ocean Surface Temperatures Near The Equator?	.
What Changes With Depth Of Oceans?	
Current	
Gyres	
	Not created by the wind, created by thermohaline circulation (temperature and salinity changes in the water between poles and equator)
Food Chain:	
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Human Impacts

	_____ can impact entire food webs. It can change the size of the fish and the speed at which other fish grow. When too many fish are taken out of the ocean this can cause an imbalance in the food web and lead to the loss of important marine species.
Ocean Pollution	
Ocean Warming	
Noise Pollution	

Energy sources

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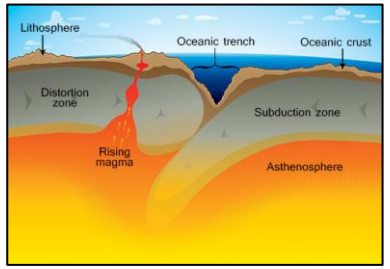
Case study: Swansea bay tidal lagoon	Tidal power station, costing £1billion. + -

Oceans



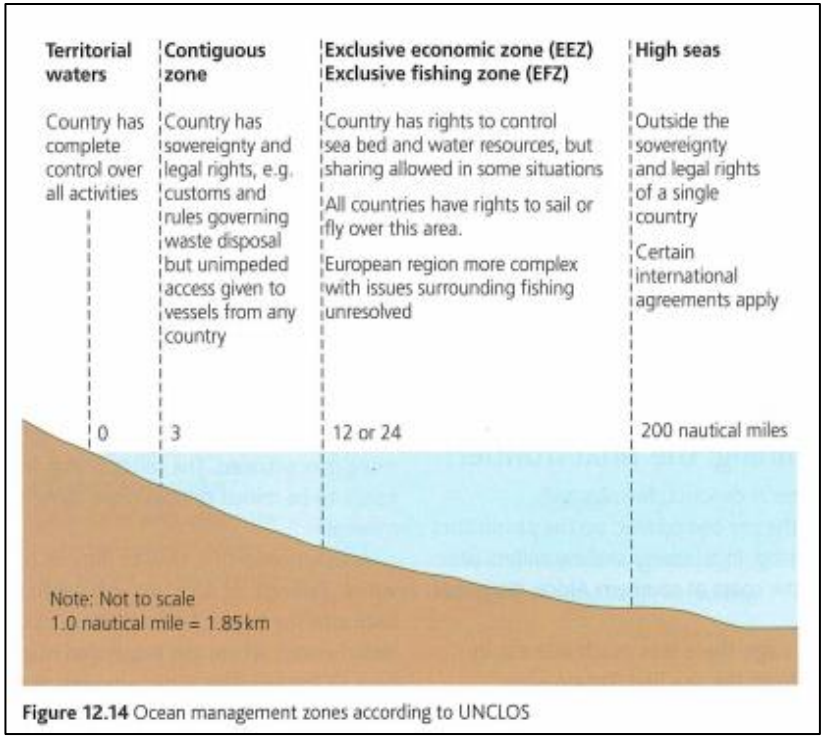
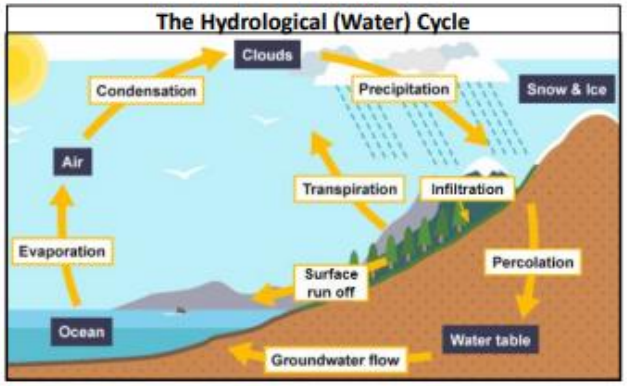


Figure 12.14 Ocean management zones according to UNCLOS

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Overview

Relief = the height and steepness of the land.
Upland areas = areas of high or hilly land, e.g. the Cambrian Mountains, Grampian Mountains, and Pennines.
Lowland areas = areas of low-lying land, often near the sea, e.g. The Norfolk Broads, The Fens, and the London Basin.
Rivers = large natural streams of water flowing in a channel to the sea, a lake, or another river, e.g. the River Severn, the River Thames, and the River Trent.

Sediment = natural material that has been broken down, e.g. rocks, pebbles, or sand.
Erosion = sediment being broken down by moving water.
Transportation = sediment being moved by water.
Deposition = sediment being dropped when the water loses kinetic energy.



Erosion	**Hydraulic action**	Waves or river water crash against rocks and compress air in the cracks, which puts pressure on the rocks. Over time, this widens the cracks and causes part of the rock to break away.
	Abrasion	Sediment in the water scrapes and rubs against the rock.
	Attrition	Sediment in the water smashes against each other and breaks into smaller fragments, getting smoother and smaller over time.
	Solution	Chemicals in the water dissolve the rock.
	Vertical erosion	Erosion happening downwards. This deepens the river channel making it V shaped in the upper course of the river
	Lateral erosion	Erosion happening sideways. This widens the river channel in the middle and lower courses of the river.
Transport.	**Traction**	Large sediment like boulders are rolled along the river bed.
	Saltation	Smaller sediment is bounced along the river bed.
	Suspension	The smallest sediment like silt and clay are carried along in the water.
	Solution	Soluble materials dissolve in the water.
Deposition		Sediment is dropped by the water when it loses kinetic energy.

A Relief Map of the UK

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Overview

Relief =

Upland areas =

Lowland areas =

Rivers =

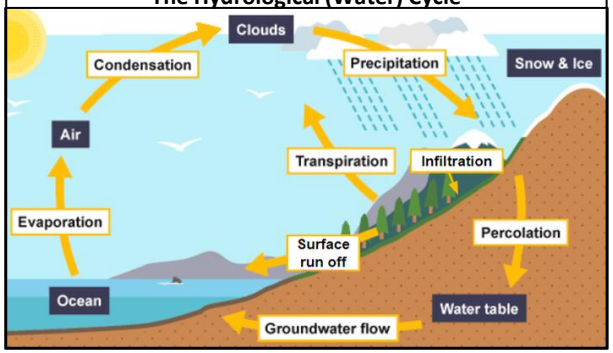
Sediment =

Erosion =

Transportation =

Deposition =

The Hydrological (Water) Cycle



Erosion	Hydraulic action	
	Abrasion	
	Attrition	
	Solution	
	Vertical erosion	
	Lateral erosion	
Transport	Traction	
	Saltation	
	Suspension	
	Solution	
Deposition		

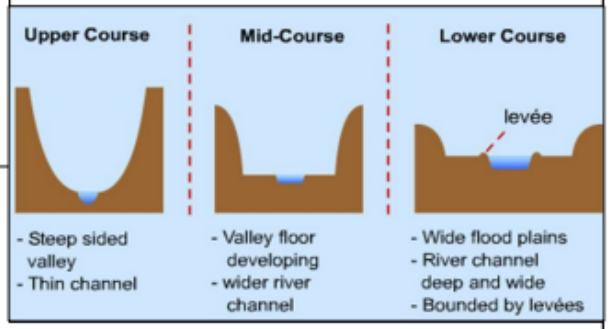
A Relief Map of the UK

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Rivers

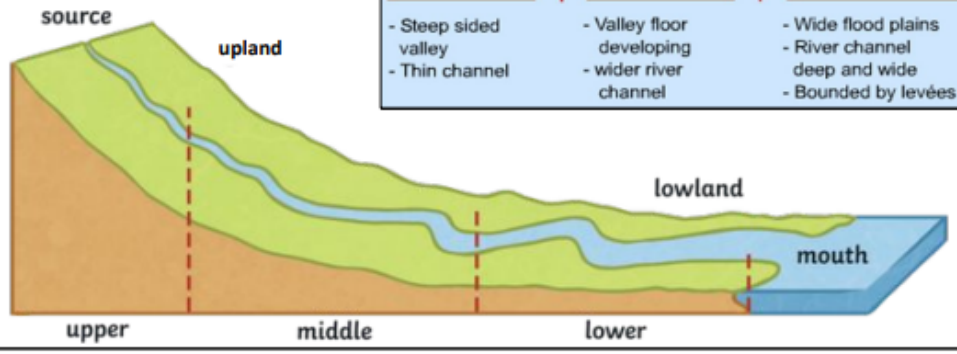
Cross profiles show the shape of the river channel and valley.

Long profiles show the Gradient (steepness) of the river from source to mouth.

Cross Profiles of a River



Long Profile of a River

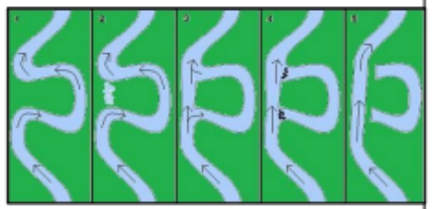


Middle Course Landforms Formation - Created by Erosion & Deposition

Meanders

1. Rivers develop large bends called meanders in the middle and lower course.
2. The current is faster on the outside of the bend because the channel is deeper and there is less friction. The fast current creates river cliffs through erosion.
3. The current is slower in the inside of the bend because the channel is shallower. This means there is deposition in this area forming river beaches.

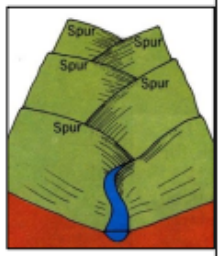
Oxbow Lakes



1. Meanders get larger over time.
2. Erosion causes the outside of the bends to get closer until there is just a small piece of land left between them called the neck.
3. The river eventually breaks through this land (commonly during a flood) and the river flows along the shortest course.
4. Deposition eventually cuts off the old meander forming an oxbow lake.

Upper Course Landforms Formation - Created by Erosion

V-shaped Valleys and Interlocking Spurs



1. In the upper course of the river most of the erosion is vertical because the water has more gravitational potential energy. This creates deep v-shaped valleys.
2. Weathering keeps the v-shaped valley sides steeply sloped.
3. Rivers aren't powerful enough to erode laterally, so wind around the high hillsides in their path. The hillsides interlock (overlap) with each other and these are interlocking spurs.

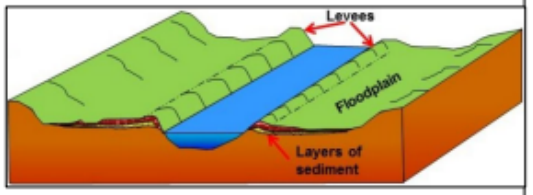
Waterfalls

1. A river flows over a layer of more resistant (hard) rock on top of less resistant (soft) rock.
2. The less resistant (softer) rock is eroded by hydraulic action and abrasion faster than the more resistant (harder) rock creating a step in the river.
3. As water goes over the step the erosion continues which creates steep drop and abrasion creates a deep plunge pool at the bottom of the waterfall.
4. The resistant rock is undercut leaving an overhang. This eventually collapses.
5. Over time, the waterfall retreats leaving a gorge (narrow steep sided valley).

Lower Course Landforms Formation - Created by Deposition

Floodplains

1. When a river floods, the water deposits sediment across the flat valley floor.
2. Over time, this builds up layers of sediment making the valley floor higher.
3. The flat land near the river channel which floods is called a floodplain.



Levees

1. During flooding, sediment is deposited on the floodplain.
2. The largest sediment (rocks) will be deposited closest to the river bank.
3. Over time this builds up natural embankments (raised bits) along the edges of the river called levees.

Estuaries

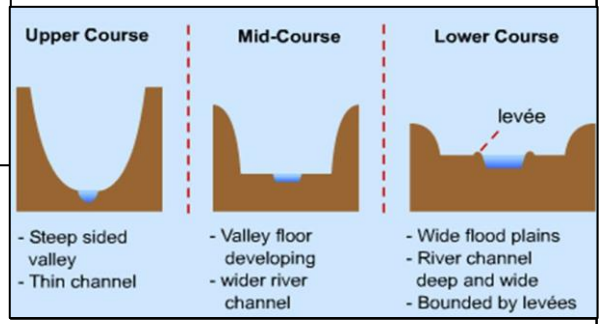
1. Where a river enters the sea at its mouth, tidal sea water will flood its banks every high tide and the river water will lose kinetic energy.
2. These processes both cause deposition.
3. As sediment builds up, mudflats form and this part of the river is called an estuary. Salt marshes can form on the edges of estuaries.

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Rivers

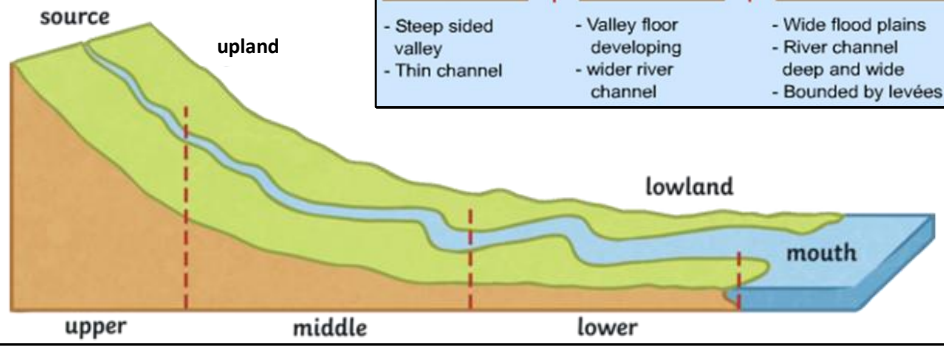
Cross profiles show

Long profiles show

Cross Profiles of a River



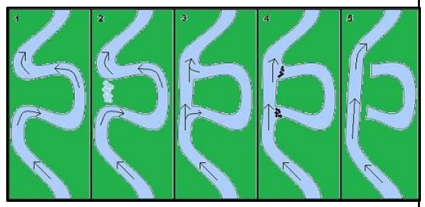
Long Profile of a River



Middle Course Landforms Formation - Created by Erosion & Deposition

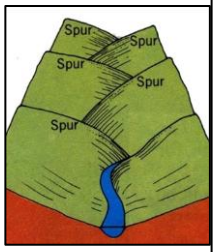
Meanders

Oxbow Lakes

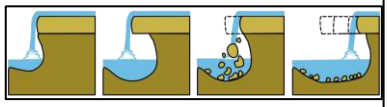


Upper Course Landforms Formation - Created by Erosion

V-shaped Valleys and Interlocking Spurs



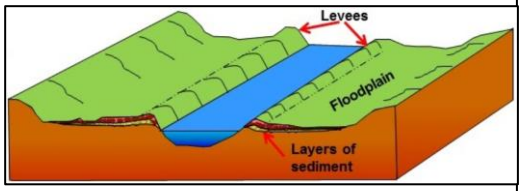
Waterfalls



Lower Course Landforms Formation - Created by Deposition

Floodplains

Levees



Estuaries

Timeline:

29 October 1929 - Wall St Crash causing Great Depression

January 1933 - Hitler becomes Chancellor

1935 - Nuremberg Race Laws
German Jews now excluded from being German; banned from marrying or having sexual relations with Aryans

Holocaust Knowledge Organiser

Know that Jews were persecuted prior to the Holocaust

- Jews and Christians are different as Jews believe Jesus was not the Son of God
- The rise of Christianity in medieval Europe caused an increase in antisemitism
- Slanders (**blood libel**) were spread around stating that Jews killed and ate Christian children
- Jews were discriminated being banned from owning land and joining guilds (training in a craft)
- Jews were expelled from England in 1290 by King Edward I unless they converted to Christianity

Know that dehumanisation was the key in enabling and justifying persecution

- **Dehumanisation -** to take away the human identity and characteristics in someone
- The Nazi Party degraded Jews, communists, homosexuals, slavs to **'untermenschen'** or socially and racially inferior groups
- This was part of systematic self-justification for persecution - taking away the concept of Jews being human justified acts of terror and genocide against them

Victims of the Holocaust

Jews

Physical disabilities

Homosexuals

Jehovah's Witnesses

Gypsies (Roma and Sinti)

Mentally or learning impaired

Black and non-White ethnicity

Communists

Know that persecution was driven by racial and cultural misconceptions

That Nazi racial policy was inspired by **Darwinism** - the idea that the strongest and fittest in society survive over the weakest. The Nazi Party believed that so called 'defects' could be passed down to further generations, threatening 'pure' and 'healthy' Aryans.

Know that those cultural and racial misconceptions determined their persecution

- **Sterilisation** (forced castration, chemical and/or mutilation) to stop people from reproducing
- **Euthanasia** (murdering victims through the misconception of 'putting them down' / 'good' death through programmes such as **'Aktion T4'**)
- **Extermination** (mass murder through extermination camps and mobile killing units)

- **Ghettoisation** (forcing Jewish communities into isolation on rations, e.g. Warsaw ghetto)
- **Concentration camps (**such as Dachau, for political prisoners and asocials)
- **Yellow badges**
- Banned from working in certain fields
- **Nuremberg Race Laws (1935)** banned Jews from being considered citizens

Know why Germans voted for the Nazi Party and their extremist views

The Nazi Party were very successful in their political campaigns through;

- Propaganda (speeches, posters)
- The use of the SA (stormtroopers) used to bully communists and abuse Jews
- Promises to the people
- Organisation of the Party
- Hitler's personal appeal

The **Great Depression (economic crisis)** of 1929 caused mass unemployment, hunger, homelessness and desperation causing the German electorate (people voting) to believe and find more radical solutions.

Holocaust by Bullets

- As Nazi Germany invaded Poland for **lebensraum (living space) i**n 1939, and then Russia in 1941, the Nazi Party adapted it's policy due to the increasing number of Jewish people they invaded

- The Nazi Party designed the **einsatzgruppen** (mobile killing units) which travelled behind the invading German Army.
  - Supported by local police forces
  - Locals in countries like Latvia and Lithuania which were anti-semitic

- **Babi Yar, in Ukraine**, where the Nazis murdered 33'000 in one single killing operation in Sep 1933

- New killing techniques including mobile gas vans were deployed, but were considered 'inefficient'

What is meant by the Final Solution?

- Due to increased numbers of Jewish populations the Nazis invaded in East Europe, they designed a new plan to exterminate Jews

- **Wannsee Conference in 1942,** decided by high-ranking Nazi officials that the Jews were to be murdered as efficiently as possible

- The mass building of death and concentration camps in Eastern Europe (in Poland particularly), of sites such as **Treblinka, Chelmno, Auschwitz, Sachsenhausen, and Dachau** were to be used as both labour, holding and death sites for millions of victims

- Building these camps in Eastern Europe would be closer to the frontlines thereby making them more efficient and easier for the Nazis to murder millions

How was it possible?

- The Holocaust was made possible because there were too many sections of German society which allowed it to happen, either through **omission** or active **participation**

1. **Businessmen and Industries** - Like IG Farben profited from the availability of slave labour
1. **Civilians** - Turned away from acts of violence, voting for extremism
1. **Hitler** - the leader of the Nazi Party, and his anti-semitic views in *Mein Kampf*
1. **Nazi Party Officials** - for facilitating discrimination and supporting the Nazi agenda
1. **Soldiers-** actively murdering populations as they swept East
1. **Rural Locals** - who colluded with the Nazis against local Jews and asocials
1. **Foreign Officials** - Politicians abroad who supported the Nazis

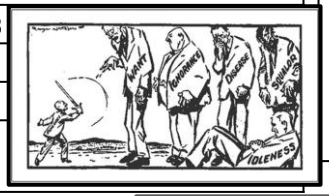
1. **According to the timeline, what major economic event in 1929 led to the Great Depression and helped the Nazi Party gain support?**
2. **What is "Dehumanisation," and why was it important to Nazi persecution?**
3. **What term did the Nazi Party use to describe groups they considered socially and racially inferior?**
4. **Name three groups, other than Jews, who were victims of the Holocaust.**
5. **What did the Nuremberg Race Laws of 1935 do to German Jews?**
6. **The Nazi Party used the SA (stormtroopers) for what purpose during their political campaigns?**
7. **Nazi racial policy was inspired by "Darwinism." What was the core idea of this theory that they applied to society?**
8. **What was "Aktion T4," and which group of victims did it target?**
9. **Define "Ghettoisation" as described in the organiser.**
10. **In the "Why Germans voted for the Nazi Party" section, name two methods the party used to be successful in their campaigns.**
11. **What was the "Einsatzgruppen"?**
12. **Nazi Germany invaded Poland and Russia for *lebensraum*. What does this term mean?**
13. **What happened at Babi Yar, Ukraine, in September 1941 (Note: image says 1933, but context indicates the 1941 invasion)?**
14. **What was decided at the Wannsee Conference in 1942?**
15. **The organiser mentions several "death and concentration camps." Name three of the sites listed.**
16. **Why did the Nazis choose to build these camps in Eastern Europe rather than in Germany?**
17. **How did "Businessmen and Industries" like IG Farben contribute to the Holocaust?**
18. **According to the "How was it possible?" section, what is the difference between "omission" and "active participation"?**
19. **Which group is described as "colluding with the Nazis against local Jews and asocials"?**
20. **Looking at the map, what is the difference in the symbols used for a "Death Camp" versus a "Concentration Camp"?**

How did Britain change after 1945?

Welfare State - (social support)

- To stimulate the Cycle of Prosperty, the new Labour government focussed on stimulating welfare

Giant	Labour's Solutions
Idleness (unemployment)	Stimulate growth in economy
Wants (No money)	National Insurance Scheme 1948
Disease (Unhealthy)	NHS created in 1948
Squalor (Poor housing)	New council housing
Ignorance (poor education)	School compulsory until 14



What does the Rolling Stones tell us about the 1960s?

- Inspired by Vietnam War, wider societal changes in the 1960s
- Band - led by Mick Jagger - symbolised 'sex, drugs and rock n roll;
- Symbolised a distancing from the past: anti-authority, recklessness for rules
- Music genre emphasised drug taking, sexual relations
- Inspired by American blues, rock
- Altamont Concert in 1969 ended 'Summer of Love' - violent gig ended in deaths of Meredith Hunter because of the Hells Angels were used as security

Sexual Revolution of the 1960s?

- Life for women in the 1950s: unfair, unequal, marriage, traditional
- For gay men, stigma, prejudice and unfairness before 1967

- **1959 Obscene Publications Act -** meant books like Lady Chatterly's Lover was released
- **1967 Abortion Act -** allows women to have abortions
- **1960 Contraceptive Pill**
- **1969 Divorce Laws**
- **1967 Sexual Offences Act** legalised homosexuality for over 21s in private

Women's Equality after 1945

- Women's Liberation Movement demanded equal pay and education for women
- Protests: marches, meetings, demonstrations
- Challenged traditional ideas of women as mothers and good housewives
- **Dagenham Ford Factory Protest in 1968:** striking women demanded equal pay
- Led to the **Equal Pay Act of 1970**, despite the pay gap which still exists
- **Sex Discrimination Act of 1975** meant that it was illegal for women to be treated unfairly in work and education

Disabilities after 1945

- *Medieval era: those with disabilities treated with suspicion as punished by God*
- *Early Modern: disabled treated as Deserving under the Poor Law of 1601, meaning they get 'dole' / 'benefit'*
- *Industrial: mechanisation means disabled peple were marginalised as they couldn't keep up*

- WWII changed attitudes: more understanding of injuries
- Creation of Welfare State and the NHS
- The **1944 Disabled Persons Act** meant companies had to hire disabled people at 3% workforce
- Success: law changed
- Failure: some attitudes never changed, law was rarely enforced

Race Relations after 1945 - Windrush

- **British Nationalities Act 1948** gave all in the Empire a British paspport
- Migration increased to Britain: many became nurses, construction builders
- Many migrants faced discrimination: verbal abuse, housing and job prejudice
- Rise of the **National Front:** violent far-right anti-immigration protests against migrants
- 1965 Race Relations Act: ended public discrimination e.g. pubs, bars
- 1968 Race Relations Act: ended public discrimination in housing, employment and education
- **2004: Hate Crimes:** crimes against minorities receive harsher punishments

1. **The new Labour government aimed to defeat "Five Giants." Name three of them.**
2. **In what year was the National Health Service (NHS) created?**
3. **What did the 1960 Contraceptive Pill and the 1967 Abortion Act contribute to in the 1960s?**
4. **What major change did the 1967 Sexual Offences Act bring for gay men over the age of 21?**
5. **Which famous rock band symbolised "sex, drugs, and rock n roll" and a distancing from the past in the 1960s?**
6. **What were women at the Dagenham Ford Factory protesting for in 1968?**
7. **What did the Sex Discrimination Act of 1975 make illegal?**
8. **According to the "Race Relations" section, what did the British Nationalities Act 1948 give to everyone in the Empire?**
9. **What was the "National Front," and what did they protest against?**
10. **Under the 1944 Disabled Persons Act, what percentage of a workforce were companies required to hire as disabled people?**

Timeline:

1861-65- American Civil War

1865 - Slaves freed

1865 - Jim Crow laws

1909 - NAACP founded

May 1954 - Brown vs Topeka makes education desegregated

May 1955 - Schools start desegregating

September 1957 - Central High, Little Rock

Dec 5th 1955 - Dec 1956 - Montgomery Bus Boycott

Y9 History Knowledge Organiser: How did the Civil Rights activists achieve progress?

1861-65: American Civil War (Northern States anti-slavery vs Southern States whose cotton economy depended on slavery)

1865 : Slaves freed from plantations but many decide to enter **sharecropping** as they had no education, money or opportunity to gain complete freedom from their plantations

America was very divided by 1950

- Segregation (separate but equal) :
  - African Americans could vote or go to school, but services like schools and hospitals were poor quality.
  - African Americans had to go to separate schools, pubs, shops
- African Americans could vote but were threatened not to:
  - Intimidated and threatened by employers
  - Grandfather Clause (prove your grandfather voted, difficult because African American grandfathers were slaves)
  - Literacy Tests (had to prove you could read and write, which poor African Americans could not do

NAACP and CORE

- NAACP (National Association for the Advancement of Coloured Peoples) made by WEB de Bois in 1909 fought discrimination through the courts
- CORE (Congress for Racial Equality) fought for equality by white middle-class Americans

Achieving social change in America during the 1950s was difficult as many stereotyped civil rights activists as communists

Popular Memory	*Academic History*
• *Produced by non-historians* • *Not necessarily based on **sources*** • *Easy to access for everyone*	• *Produced by professional historians* • *Based on **evidence** from **sources*** • ***Peer-reviewed** by other historians* • *Sometimes difficult to access*

Montgomery Bus Boycott - December 5th 1955 - December 20th 1956

1. Rosa Parks was NAACP secretary in Montgomery
2. Parks refused to give up her seat on Dec 1st 1955
3. Parks is arrested and fined $10.
4. The Women's Political Council set up a boycott
5. Over 40'000 (75% of the bus company's customers) African Americans boycott buses
6. Carpools set up, taxis charge 10 cents
7. Martin Luther King forms MIA (Montgomery Improvement Association)
8. June 5th 1956 makes segregation on buses illegal citing the 14th Amendment
9. Boycott ends 1 December 1956
10. Violence as snipers fire into bus shelters, black churches set on fire, seven KKK bombers arrested
11. Significant because ;
    a) MLK becomes the leader of the Civil Rights
    b) Widely regarded as the first- mass movement to end segregation

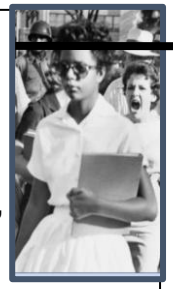
Brown (NAACP) vs Topeka, Kansas (Board of Education) in 1955

- Black students had $43 spent on them (white students had $149)
- Pupil teacher ratio was 20% in white schools
- Teachers working in African American schools were paid 50% of white school teachers

Brown wins trial, citing America's 14th Amendment, that no American shall feel inferior. Desegregation was now lawful as of May 1954. It took till May 1955 for all schools to start complying.

By 1957, less than 12% of 6200 schools had desegregated. Many white families relocated to avoid sending their child to a Black school. There was a rise in KKK violence, and new White Citizens Council appearing.

Central High, Little Rock, Arkansas 1957



1. Crowds outside C**entral High, Little Rock**, block 9 African American students from entering
2. **Governor of Arkansas, Orval Faubus,** orders **250** troops to 'maintain peace' but in reality block them
3. **President Eisenhower** orders Faubus to desegregate
4. Faubus ignores the order by calling Southern Governors together to discuss desegregation
5. Eisenhower orders **10'000 National Guard** troops in to ensure the students can enter
6. Faubus orders all schools in Arkansas to close
7. The event is significant because:
   a) the world's attention is on American Civil Rights
   b) it's the first time the President gets involved in State affairs regarding Civil Rights.

Greensboro Sit-In Movement 1960

1.Four students sit-in at Woolworths
2.Influenced by peaceful protests such as Gandhi and the Freedom Riders of CORE
3.Inspired by racial murders like Emmett Till in 1955
4.Local media called as the police can't arrest them
5.Over 300 students gather by Feb 5th, spreading to 55 cities in 13 States by March.
6.By summer, Greensboro Woolworths quietly end their policy of segregation
7.The SNCC (Student Non-Violent Committee) was founded
8.The SNCC d[illegible] in 1963

Martin Luther King:

- Inspired by Gandhi's peaceful protest
- 1957 founds the Southern Christian Leadership Conference
- Organised major marches and rallies on labour rights, desegregation
- *March on Washington* in August 1963 where he delivers 'I have a Dream speech, attended by 200'00 people
- 1964 Awarded Nobel Peace Prize
- 1967 gave a speech 'Beyond Vietnam' criticising America's war in Vietnam, protesting for social and economic justice in the US instead
- Travels to Memphis in 1986 to give a speech 'I've been to the Mountain Top', inspired by the Bible and the Good Samaritan

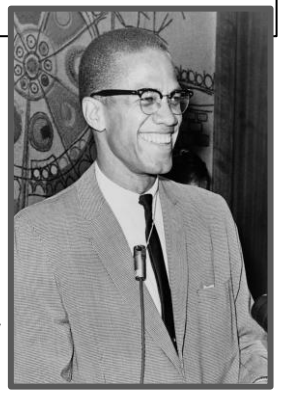
Black Power:

- Challenged police aggression and unfair arrests
- Provided free breakfasts in local communities Campaigned against War in Vietnam
- Proud of being Black
- Demanded change
- Created by Huey Newton and Bobby Searle in 1966
- Armed and ready for conflict

Opposition to the Civil Rights Movement

Political	Popular
1.White Citizens Council - 60000 members by 1954, challenged desegregation 1.Dixiecrats - Politicians supporting segregation 1.State Governors: e.g. Faubus of Arkansas, not wanting to desegregate 1.Local Community Opposition: Schools and communities campaigned for segregation	●The KKK (Ku Klux Klan) or WASPS (White Anglo-Saxon Protestants) lynched (hanged) African Americans, verbally abused and targetted them because of their skin colour ○ Mississippi Burning Case ●KKK violence intensified after June 1964 because of the 'Freedom Summer

Was Violence the answer for Civil Rights Activists?



●Malcolm X's philosophy: African Americans should have a separate state, joining the Nation of Islam

●Inspired the Black Power movement in 1963-70 which believed non-violent methods wouldn't work - take power 'by any means necessary'

●Changed his mind on separatism, creating the Muslim Mosque and Organisation of African American Unity in 1964 after a pilgrimage to Mecca

●Assassinated in 1965 by Nation of Islam as he started working with CORE and NAACP for equality

1. **What were the dates of the American Civil War, and what were the two sides fighting over?**
2. **What was "sharecropping," and why did many freed slaves enter into it after 1865?**
3. **Explain the concept of "Segregation" as it existed in America by 1950.**
4. **Name two methods mentioned in the organiser that were used to stop African Americans from voting.**
5. **What do the acronyms NAACP and CORE stand for?**
6. **Why was achieving social change difficult in the 1950s according to the note about civil rights activists?**
7. **Who was arrested on December 1st, 1955, for refusing to give up her seat on a bus?**
8. **How long did the Montgomery Bus Boycott last?**
9. **What was the significance of the "Brown vs. Topeka" (1954) court case?**
10. **By 1957, what percentage of the 6,200 schools had successfully desegregated?**
11. **What was the "Greensboro Sit-In Movement" of 1960, and where did it take place?**
12. **In 1957, which President ordered 10,000 National Guard troops to Central High School to ensure students could enter?**
13. **Why was the event at Central High in Little Rock considered significant?**
14. **Who founded the SNCC (Student Non-Violent Committee)?**
15. **In what month and year did Martin Luther King Jr. deliver his famous "I have a Dream" speech?**
16. **Name two things the "Black Power" movement demanded or provided for their communities.**
17. **What was the "KKK" (Ku Klux Klan), and what methods did they use against African Americans?**
18. **According to the section on Malcolm X, what was his early philosophy regarding the state of African Americans?**
19. **What event caused Malcolm X to change his mind on separatism in 1964?**
20. **Name one political group or type of person listed under "Opposition to the Civil Rights Movement."**

Key terms

Conflict - a serious disagreement or argument

Peace- a state or period in which there is no war or a war has ended.

Justice- Just behaviour/treatment through the quality of fairness

War- a state of armed conflict between different countries or different groups within a country.

Civilians- a person who is not involved in the armed service

Retaliation- the action of harming someone, or seeking revenge

Greed – a selfish desire to want something,

WMDs- Weapons of mass destruction

Hiroshima- On Monday 6th August 1945, during WWII, America dropped the first atomic bomb over the Japanese city of Hiroshima

Pacifism- The belief that all war and violence are unjustifiable

Sanctity of life- The religious belief that all life is sacred and holy, as life is God given

Ahisma- Hindu/Buddhist term to respect all living things and avoid violence towards others- linked with the first moral precept 'do not harm'

Conscientious objector- A person who refuses to fight in a war for religious or moral reasons.

Quakers- a member of the Religious society of friends, a Christian denomination, following the teaching of peaceful principles.

Year 9 term 1- Is religion a source of peace?

To explain why wars are fought.

What is war?

War is an organised conflict usually consisting of intense violence carried out by one state or states against another state or states.

What are the causes of conflict?

The causes of any war are complex. Wars are rarely about just one thing. They can be declared when a state or states act to: attack or invade another state, to gain territory or resources, resist such an attack or invasion by an aggressor, protect another state from attack by an aggressor, impose domination or political change on another state, or to resist such domination. War can also occur internally within a state between organised groups. **This is known as civil war.**

https://www.bbc.com/bitesize/guides/zbygjxs/revision/1

To explain religious views on pacifism

Pacifists reject all violence. They do not think that conflict should be dealt with by resorting to war. They think that other peaceful methods should be used. In the Gospel of Matthew, Jesus said: Blessed are the peacemakers: for they shall be called the children of God. Pacifists also use the teaching in the Ten Commandments to justify their position. In Exodus it says: Do not murder. Martin Luther King was a Pacifists who used methods of nonviolence; speeches, marches, bus boycotts.

The Five Precepts are moral guides that all Buddhists try to follow in order to minimise desires and reach enlightenment. The first of these Precepts is to abstain from taking life. Killing or harming human beings is therefore clearly problematic for Buddhists. Because of this, some Buddhists would not rise to an attack or to any conflict with violence.

For many, Hinduism is a religion which follows pacifist principles because there are clear reasons to lead a non-violent lifestyle, they believe in the concept of ahimsa

https://www.bbc.com/bitesize/guides/zvfbwmn/revision/7

good merit is built up by avoiding violence

all living things are believed to have equal worth and should not be harmed

To explain Christian attitudes towards the reason for war

In the Old Testament, people are sometimes commanded by God to go to war. In Deuteronomy, Joshua and Judges, God often tells his people to fight and destroy foreign tribes to gain the Promised Land (Israel).

- "The lord your God will drive out those nations before you." Deuteronomy 7:22-24 The Old Testament Prophet, Joel, tells the people that God wants them to go and fight,
- "Prepare for war! Rouse the warriors! Let all the fighting men drawn near and attack." Joel 3:9-10
- "The Lord is a warrior." Exodus 15:3
- "There is a time for killing, and a time for healing, a time for war, and a time for peace." Ecclesiastes 3:2-8

Christians use these quotes in a discussion about war and the use of violence to show that there are times when war is justified. God cannot be totally opposed to war in all circumstances.

To investigate arguments around WMDs

Weapons of mass destruction (WMDs) are weapons that can kill a large number of people causing great damage to the environment. Examples include nuclear weapons (bombs using radioactive material); biological weapons (weapons infecting people with disease) and chemical weapons that burn people. Some people support the right to have these saying that they keep peace as countries will not attack other countries if they have got nuclear weapons. Many people are against them as they result in civilian casualties and lasting environmental impact. They could even destroy the world. Many people say that since they are bound to kill civilians using them would mean that a just war would no longer be possible. https://www.bbc.com/bitesize/guides/zbygjxs/revision/3

Key terms

Conflict -

Peace-

Justice-

War-

Civilians-

Retaliation-

Greed –

WMDs-

Hiroshima-

Pacifism-

Sanctity of life-

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What are the causes of conflict?

The causes of any war are _____. Wars are rarely about just ____ thing. They can be declared when a state or states act to: attack or _____ another state, to gain _____ or resources, resist such an attack or invasion by an aggressor, _____ another state from attack by an aggressor, impose domination or political change on another state, or to _____ such domination. War can also occur _____ within a state between organised groups. **This is known as _____ war.**

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Note: All figures are estimates as exact numbers are secret

Key terms:

Natural/moral evil, free will, judgement, predetermination, omniscience, omnibenevolence, original sin, dharma, karma, samsara, moksha, inconsistent triad

Islamic response to evil and suffering:

The 2 main sects of Islam are Sunni and Shi'a

Both Sunni and Shi'a Muslims believe in predestination and a day of judgement.

Predestination refers to the idea that God knows all the choices you will make in your life but does not choose them for you.

Muslims do believe humans have free will, but think that God can intervene in your life at any point.

Muslims believe that evil and suffering have a purpose in the world. Primarily, suffering is present as a test. Muslims that endure and are patient will be rewarded in the afterlife.

Muslims can seek guidance for how to live their lives from the Qur'an. Additionally, the Sunnah and the Hadith which contain the actions and the sayings of the prophet Muhammad can also help in guiding Muslims to live a good life in accordance to Allah's laws.

Year 9 Evil and suffering

Explain the Christian response to evil and suffering.

God created Adam and Eve and gave them the gift of free will to choose whether they do right or wrong.

God created a paradise for them to live in and gave them only one command, to not eat from the tree of knowledge.

Satan tempts Eve to eat from the tree, who then convinces Adam.

Sin and suffering were brought into the world by Adam and Eve when they ate from the tree of knowledge ('The fall'/'original sin').

St Irenaeus argued that some evil is necessary in the world to help humans develop and grow as people.

Many argue without evil we would not know good. (we need that contrast).

Hindu beliefs surrounding evil and suffering

Hindus believe in the concept of Dharma which refers to the cosmic law or 'right way of living'

Hindus also believe in reincarnation which is known as the cycle of Samsara

A Hindu's main goal is to break this continuous cycle and achieve Moksha where they are reunited with Brahman (the ultimate reality)

Hindus can be reincarnated into a higher being e.g. better off human or a lower being e.g. an animal depending on how their life has been led and the Karma they acquire.

Karma can be compared to a cosmic point system.

Positive and negative karma can be earned through good or bad actions.

Good acts may include looking after humans, animals and the rest of the environment.

The term Maya, refers to the illusion of the world we live in.

Hindus may boost seek assistance and blessings from deities through devotion.

To explain the difference between natural and moral evil, give examples of both and state various religious responses to each.

moral evil – acts of humans which are considered to be morally wrong, eg murder and theft.

natural evil – events that cause suffering in which humans have no control over e.g. earthquakes and tsunamis.

Events of natural and moral evil may occur as a result of one another. For example, a hurricane (moral evil) may cause lots of destruction which may then lead to looting (moral evil) as a result.

The Abrahamic religions (Judaism, Christianity and Islam) agree that while God created the world, he is not directly responsible for the evil that occurs within it.

Deontological and Teleological ethics

Deontological ethics - an ethical way of thinking that prioritises putting duty and principle above result and outcome. When making decisions the individual should be questioning whether the act itself is wrong regardless of the outcome it achieves.

Teleological ethics - prioritises looking at each situation and considering potential outcomes that could come about by different actions taken, then choosing the act that would bring about the most desired result.

Deontology holds strength in its ease of understanding and application. E.g. a young child can be told that stealing is always wrong, removing the need for any complex ethical reasoning that they may not be capable of yet.

Teleology holds strength in its flexibility and understanding that life is not always black and white. Removing 'absolutes' and any potential moral

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YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 5

what concerns me	**ce qui me préoccupe**
what worries me the most	**ce qui m'inquiète le plus**
is above all	**c'est d'abord**

unemployment	**le chômage**
hunger	**la faim**
the environment	**l'environnement**

the lack of fresh water	**le manque d'eau douce**
pollution of the beaches	**la pollution des plages**
noise pollution	**la pollution sonore**
the destruction of the forests/ woods	**la destruction des forêts/des bois**
animal cruelty	**la cruauté envers les animaux**
the state of the Earth/the world	**l'état de la Terre/du monde**
climate change	**le changement climatique**

in my region	**dans ma région**
in summer	**en été**
in winter	**en hiver**
in spring	**au printemps**
in automn	**en automne**

it is… (it does)	**il fait…**
nice/bad weather	**beau /mauvais**
hot/cold	**chaud /froid**

it rains	**il pleut**
it snows	**il neige**

it is…(there is)	**il y a…**
sunny	**du soleil**
windy	**du vent**
foggy	**du brouillard**

always	**toujours**
all the time	**tout le temps**
sometimes	**quelquefois**
rarely	**rarement**

Practice Translations

What worries me the most is above all the pollution of beaches	
What concerns me is the environment and the destruction of the woods	
in my region in summer it's always hot and it rarely rains	
What worries me the most is animal cruelty and unemployment	
in my region in spring it's foggy all the time and it's cold	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 5

what concerns me	
what worries me the most	
is above all	

unemployment	
hunger	
the environment	

the lack of fresh water	
pollution of the beaches	
noise pollution	
the destruction of the forests/ woods	
animal cruelty	
the state of the Earth/the world	
climate change	

in my region	
in summer	
in winter	
in spring	
in automn	

it is… (it does)	
nice/bad weather	
hot/cold	
it rains	
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sunny	
windy	
foggy	

always	
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YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 6

currenlty	**actuellement**
to protect the environment	**pour protéger l'environnement**
to save the planet	**pour sauver la planète**

we must	**on doit**
we can	**on peut**
we have to	**il faut**

we should	**on devrait**
we could	**on pourrait**

recycle paper/glass/plastic	**recycler le papier/verre/plastique**
sort the rubbish	**trier les déchets**
buy green products	**acheter des produits verts**
turn off electrical equipment/the lights	**éteindre les appareils électriques/la lumière**
use renewable energy	**utiliser les énergies renouvelables**
avoid plastic bags	**éviter les sacs en plastique**
avoid disposable products	**éviter les produits jetables**

Practice Translations	
In order to protect the environment we should avoid plastic bags	
In order to save the planet we could use renewable energy	
Currently we can switch off electrical equipment	
Also we could switch if the lights	
In order to save the environment, we have to recycle glass, paper and plastic	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 6

currenlty	
to protect the environment	
to save the planet	

we must	
we can	
we have to	

we should	
we could	

recycle paper/glass/plastic	
sort the rubbish	
buy green products	
turn off electrical equipment/the lights	
use renewable energy	
avoid plastic bags	
avoid disposable products	

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Currently we can switch off electrical equipment	
Also we could switch if the lights	
In order to save the environment, we have to recycle glass, paper and plastic	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 7

Every evening	**Tous les soirs**
Often	**Souvent**
twice a week	**deux fois par semaine**

I use	**j'utilise**
my computer	**mon ordinateur**
my phone	**mon portable**
social media	**les réseaux sociaux**
my laptop	**mon ordinateur portable**

in order to…	**pour…**
download songs	**télécharger des chansons**
listen to music	**écouter de la musique**

do my homework	**faire mes devoirs**
look for ideas/info	**chercher des idées/informations**

on one's mobile	**sur son portable**
on social media	**sur les réseaux sociaux**

I think that	**je pense que**
In my opinion	**à mon avis**
I would say that	**je dirais que**

it's easy	**il est facile de (d')**
it's important	**il est important de (d')**
it's possible	**il est possible de (d')**
it's dangerous	**il est dangereux de (d')**
(to) not	**…ne pas**

to do research for homework	**faire des recherches pour ses devoirs**
to learn lots of things	**apprendre beaucoup de choses**
to share photos	**partager des photos**
to stay in contact	**rester en contact**
to make purchases	**faire des achats**
to chat online with strangers	**tchatter en ligne avec des inconnus**

Practice Translations

Every evening I use my phone to download songs	
From time to time I use my laptop to do my homework	
Often I use social media to look for ideas	
I think that on the internet it's easy to make purchases	
In my opinion on social media it's dangerous to share photos	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 7

Every evening	
Often	
twice a week	

I use	
my computer	
my phone	
social media	
my laptop	

in order to…	
download songs	
listen to music	

do my homework	
look for ideas/info	

on one's mobile	
on social media	

I think that	
In my opinion	
I would say that	

it's easy	
it's important	
it's possible	
it's dangerous	
(to) not	

to do research for homework	
to learn lots of things	
to share photos	
to stay in contact	
to make purchases	
to chat online with strangers	

Practice Translations

Every evening I use my phone to download songs	
From time to time I use my laptop to do my homework	
Often I use social media to look for ideas	
I think that on the internet it's easy to make purchases	
In my opinion on social media it's dangerous to share photos	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 8

I play	**je joue**
video games	**à des jeux-vidéo**
on my console	**sur ma console**

I buy	**j'achète**
clothes	**des vêtements**
online	**en ligne**

I listen	**j'écoute**
I download	**je télécharge**
to songs	**des chansons**
on my headphones	**sur mes écouteurs**

I watch	**je regarde**
I share	**Je partage**
selfies	**des selfies**
I talk	**je parle**
with my friend	**avec mon ami**

I send	**j'envoie**
messages	**des messages**
to my friends	**à mes copains et copines**

I spend	**je passe**
a lot of time	**beaucoup de temps**
too much time	**trop de temps**
on social media	**sur les réseaux sociaux**

I look for	**je cherche**
ideas	**des idées**

I do that...	**je fais ça...**
sometimes	**parfois**
every day	**tous les jours**

all the time	**tout le temps**
from time to time	**de temps en temps**

Practice Translations	
I download songs on my phone, I do that all the time	
I send messages to my friends every evening	
I buy clothes online, I do that from time to time	
I spend too much time on social media every day	
I share photos with my friends I do that often	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 2 - Sentence Builder 8

I play	
video games	
on my console	

I buy	
clothes	
online	

I listen	
I download	
to songs	
on my headphones	

I watch	
I share	
selfies	
I talk	
with my friend	

I send	
messages	
to my friends	

I spend	
a lot of time	
too much time	
on social media	

I look for	
ideas	

I do that...	
sometimes	
every day	

all the time	
from time to time	

Practice Translations	
I download songs on my phone, I do that all the time	
I send messages to my friends every evening	
I buy clothes online, I do that from time to time	
I spend too much time on social media every day	
I share photos with my friends I do that often	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 3 - Sentence Builder 9

in the past	**dans le passé**
récemment	**recently**
quand j'étais plus jeune	**when I was younger**
…worked as	**a travaillé comme**

now	**maintenant**
at the moment	**en ce moment**
currently	**actuellement**
…work as	**….travaille comme**

my brother	**mon frère**
my step-father	**mon beau-père**
my uncle	**mon oncle**

my sister	**ma soeur**
my step-mother	**ma belle-mère**
my aunt	**ma tante**

police officer (masculine)	**policier**
nurse	**infirmier**
hairdresser	**coiffeur**
waiter	**serveur**
sale assistant	**vendeur**
boss	**patron**

police officer (feminine)	**policière**
nurse	**infirmière**
hairdresser	**coiffeuse**
waiter	**serveuse**
sale assistant	**vendeuse**
boss	**patronne**

in an office	**dans un bureau**
in a police station	**dans un commissariat**
in a team	**dans une équipe**

in a post office	**dans une poste**
in a business	**dans une entreprise**
in a 6th form/college	**dans un lycée**

Practice Translations

When I was younger, my father worked as a police officer in a police station	
Currently, my aunt works as a teacher in a 6th form	
Now my sister works as a boss in a business	
Recently my brother worked as a sale assistant in a supermarket	
At the moment, my mother works as a hairdresser.	

YEAR 9 FRENCH KNOWLEDGE ORGANISER
Term 3 - Sentence Builder 9

in the past	
récemment	
quand j'étais plus jeune	
…worked as	

now	
at the moment	
currently	
…work as	

my brother	
my step-father	
my uncle	

my sister	
my step-mother	
my aunt	

police officer (masculine)	
nurse	
hairdresser	
waiter	
sale assistant	
boss	

police officer (feminine)	
nurse	
hairdresser	
waiter	
sale assistant	
boss	

in an office	
in a police station	
in a team	

in a post office	
in a business	
in a 6th form/college	

Practice Translations

When I was younger, my father worked as a police officer in a police station	
Currently, my aunt works as a teacher in a 6th form	
Now my sister works as a boss in a business	
Recently my brother worked as a sale assistant in a supermarket	
At the moment, my mother works as a hairdresser.	

YEAR 9 SPANISH KNOWLEDGE ORGANISER
Term 1 – Sentence Builder 5

The best thing was when	**Lo mejor fue cuando**
The good thing was when	**Lo bueno fue cuando**
I went to the aquarium	**fui al acuario**
I visited Park Guell	**visité el Park Güell**
I learnt to do sailing	**aprendí a hacer vela**
I saw a match at Nou Camp	**vi un Partido en el Camp Nou**
The worst thing was when	**Lo peor fue cuando**
The bad thing was when	**Lo malo fue cuando**
I lost my phone	**perdí mi móvil**
I had an accident	**tuve un accidente**
I vomited on a rollercoaster	**vomité en una montaña rusa**
I arrived late at the airport	**llegué tarde al aeropuerto**
The good thing about the town was	**Lo bueno del pueblo era que**
The bad thing about the city was	**Lo malo de la ciudad era que**
there was/were	**había**
it had	**tenía**
it was	**era**
a lot of	**mucho/a/os/as**
very	**muy**
a bit	**un poco**
atmosphere	**ambiente**
pollution	**contaminación**
people	**gente**
lively	**animado**
noisy	**ruidoso**

Practice Translations

The best thing was when I went to the beach	
The worst thing was when I lost my phone in the city centre	
The good thing about the town was that…	
…there was lots of atmosphere and it was lively	
The bad thing was that it had lots of people and it was very noisy	

YEAR 9 SPANISH KNOWLEDGE ORGANISER
QUIZ – Sentence Builder 5

The best thing was when	
The good thing was when	
I went to the aquarium	
I visited Park Guell	
I learnt to do sailing	
I saw a match at Nou Camp	
The worst thing was when	
The bad thing was when	
I lost my phone	
I had an accident	
I vomited on a rollercoaster	
I arrived late at the airport	
The good thing about the town was	
The bad thing about the city was	
there was/were	
it had	
it was	
a lot of	
very	
a bit	
atmosphere	
pollution	
people	
lively	
noisy	

Practice Translations

The best thing was when I went to the beach	
The worst thing was when I lost my phone in the city centre	
The good thing about the town was that…	
…there was lots of atmosphere and it was lively	
The bad thing was that it had lots of people and it was very noisy	

YEAR 9 Spanish KNOWLEDGE ORGANISER
Term 2 – Sentence Builder 6

I think that	**Pienso que**
In my opinion	**En mi opinión**
I think (believe) that	**Creo que**
I would say that	**Diría que**
In my opinion (according to me)	**Según yo**

racism	**el racismo**
hunger	**el hambre**
the environment	**el medio ambiente**
climate change	**el cambio climático**
the state of the planet	**el estado del planeta**

What concerns me	**Lo que me preocupa**
What worries me the most	**Lo que más me preocupa**
is	**es**
are	**son**

pollution	**la polución**
health	**la salud**
animals in danger of extinction	**los animales en peligro de extinción**

In my region	**en mi región**
the sky is clear	**el cielo está despejado**
the climate is mild	**el clima es templado**

in summer	**en verano**
in winter	**en invierno**
in autumn	**en otoño**
in spring	**en primavera**

The weather is nice	**Hace buen tiempo**
The weather is bad	**Hace mal tiempo**
It is hot	**Hace calor**
It is cold	**Hace frío**

there is snow	**hay nieve**
there are clouds	**hay nubes**
it rains a lot	**llueve mucho**

Practice Translations	
In my region the weather is good and the sky is clear	
What concerns me the most is the environment	
In my opinion I would say that it is hot but there are clouds	
In my region what concerns me is climate change and pollution	
In spring the weather is cold and it rains a lot	

YEAR 9 SPANISH KNOWLEDGE ORGANISER
Term 2 – Sentence Builder 6

I think (believe) that	
I would say that	
In my opinion (according to me)	
in winter	
in autumn	
in spring	

What concerns me
What worries me the most
Is the environment
Is climate change
Is the state of the planet
Is health

In my region
the sky is clear the climate is mild

The weather is nice
The weather is bad
It is hot
It is cold

there is snow	
there are clouds	
it rains a lot	

Practice Translations	
In my region the weather is bad and it is cold	
What worries me is the pollution	
I think that it is hot but there are clouds	
In my region what concerns me are the animals in danger of extinction	
In spring the climate is good	

YEAR 9 SPANISH KNOWLEDGE ORGANISER
Term 2 – Sentence Builder 7

During the week	**durante la semana**
at the weekend	**los fines de semana**
todos los días	**every day**

every evening	**cada noche**
every day	**cada día**
twice a week it is dangerous it is easy	**dos veces a la semana** **es peligroso** **es fácil**

I use	**uso**
my computer	**mi ordenador**
my laptop portátil	**mi ordenador portátil**
my phone	**mi móvil**

my games console	**mi videoconsola**
my tablet	**mi tableta**
social media online	**las redes sociales** **en línea**

listen to music	**escuchar música**
watch shows	**ver programas**
publish photos	**publicar fotos**
upload videos	**subir videos**

In order to	**para**
do homework	**hacer los deberes**
send messages	**mandar mensajes**
play video games	**jugar a los videojuegos**
look for information	**buscar información**

I use	**uso**
I watch	**veo**
I listen	**escucho**

Practice Translations	
I would say that on the phone it is easy to share photos	
In my opinion it is dangerous to share personal details online	
Twice a week I use my games console to play games	
Every day I use my laptop to do homework	
Every evening I listen to music and I watch shows	

YEAR 9 SPANISH KNOWLEDGE ORGANISER
Term 2 – Sentence Builder 7

every evening
every day
twice a week it is dangerous it is easy

I use
my computer
my laptop portátil
my phone

listen to music
watch shows
publish photos
upload videos

my games console	
my tablet	
social media online	

my games console
my tablet
social media online

In order to
do homework
send messages
play video games
look for information

Practice Translations	
my favourite celebrity is an influencer (f.)	
She inspires me because she participated in lots of protests	
I can identify with her because she is self confident	
He inspires me because he fought for peace	
I can identify with him because he is in a wheelchair	

YEAR 9 SPANISH KNOWLEDGE ORGANISER

Term 2 – Sentence Builder 8

I play	**juego**
I upload	**subo**
I chat I share	**chateo** **comparto**
also	**también**
but	**pero**
in addition however mañana voy a…	**además** **sin embargo** **tomorrow I am going to….**

I share	**comparto**
I watch	**veo**
I listen	**escucho**
on the app	**en la aplicación**
With my friend	**con mi(s) amiga/o**
With my friends	**con mis amigos**

on my games console	**en mi videoconsola**
on my tablet	**en mi tableta**
on my phone	**en mi móvil**
on my computer	**en mi ordenador**
on my laptop	**en mi portátil**

I do it…	***lo hago….***
from time to time	**de vez en cuando**
all the time	**todo el tiempo**
todos los fines de semana	**every weekend**
a menudo every day	**often** **cada día**

music	**música**
online games	**a los juegos en línea**
my favorite band TikTok videos	**mi banda favorita** **Vídeos en TikTok**

Practice Translations	
I play online games all the time	
I upload TikTok videos on social media every day	
I watch photos with my friends, I do it from time to time	
However I don't share personal details	
Tomorrow I am going to listen to my favorite band on my phone	

YEAR 9 SPANISH KNOWLEDGE ORGANISER
Term 3 – Sentence Builder 9

now	**ahora**
at the moment	**en este momento**
currently	**actualmente**

Works as	**Trabaja como**
Worked as	**Trabajó como**
in a police station in an office in a school in a restaurant en un hospital	**en una comisaría** **en una oficina** **en un colegio** **en un restaurante** **en un hospital**

In the past	**en el pasado**
recently	**recientemente**
when I was younger	**cuando era más jóven**
before	**antes**

nurse	**enfermero/a**
waiter	**camarero**
boss cook/chef	**jefe/a** **cocinero/a**

My wife	**mi mujer**
my husband	**mi marido**
my uncle/auntie	**mi tío/a**

my dad	**mi padre**
my stepdad	**mi padrastro**
my mum	**mi madre**
my stepmum	**mi madrastra**
my brother	**mi hermano**
my sister	**mi hermana**
my cousin	**mi prima/o**
my grandad	**mi abuelo**
my grandma my son/daughter	**mi abuela** **mi hijo/a**

mechanic	**mecánico/a**
police officer	**policía**
journalist	**periodista**
teacher	**profesor**
actor actress	**actor** **actriz**

Practice Translations

Currently my dad works as a chef in a restaurant	
Now my stepmum works as a teacher in a school	
Recently my cousin (f) worked as a police officer in a police station	
In the past my grandad worked as a journalist in an office	
When I was younger, my aunty worked as a nurse in a hospital	

YEAR 9 SPANISH KNOWLEDGE ORGANISER
Term 2 – Sentence Builder 9

I think that	
In my opinion	
I think (believe) that	
I would say that	
In my opinion (according to me)	

also	
in addition	
however	
but	

Now my brother currently my sister at this moment my uncle	

When I was younger	
my cousin (m)	
worked as	

he/she works as	
he/she worked as	

a nurse (f) a police officer a waiter	
a teacher a boss (m) an actor	

my wife works as	
my husband works as	
my step sister works as	

In a police station	
In an office In a school	

Practice Translations

At this moment my daughter works as a boss in an office	
Recently my son worked as a mechanic in a garage (***garage***)	
When I was younger my dad worked as a waiter in a restaurant (***restaurante***)	
Before, my step dad worked as a teacher	
In the future I am going to study	

Year 9 Food & Nutrition Knowledge Organiser (Summer Term)

Food Provenance

- **Definition:** Where food comes from, including the farm, country, or supplier.
- **Key Points:**
  - Local vs imported foods
  - Seasonal foods
  - Traceability: tracking food from "farm to fork"
- **Examples:**
  - Local apples = UK grown
  - Imported bananas = Brazil
- **Tip:** Knowing provenance helps with **quality, sustainability, and ethical choices**.

1. Define "food provenance".
2. Give **two examples** of local foods in the UK.
3. Why is it important to know where your food comes from?
4. What does "traceability" mean in relation to food?
5. Which is more sustainable: imported strawberries in winter or locally grown vegetables in season? Explain why.

Seasons, Food Miles & Carbon Footprint

- **Seasons:** Foods grow naturally at different times.
  - UK strawberries → Spring/Summer
  - Pumpkins → Autumn
- **Food Miles:** Distance food travels from production to your plate.
  - Local food = fewer food miles
  - Imported food = higher food miles
- **Carbon Footprint:** Measures environmental impact (CO_2 emissions) of producing and transporting food.
- **Tips:**
  - Reduce food miles → buy local & seasonal
  - Reduce carbon footprint → eat plant-based, avoid air-freighted foods

Year 9 Food & Nutrition Knowledge Organiser (Summer Term)

Food Provenance

- **Definition:** Where food comes from, including the farm, country, or supplier.
- **Key Points:**
  - ……
  - ……
  - ……
    ……
- **Examples:**
  - Local apples = ……..
  - Imported bananas = ……..
- **Tip:** Knowing provenance helps with **……**
  ……

1. Define “food provenance”.
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Seasons, Food Miles & Carbon Footprint

- **Seasons:** Foods grow ……..
  - UK strawberries → ……
  - Pumpkins → ……..
- **Food Miles:** Distance food travels from production to your plate.
  - Local food = ……
  - Imported food = ……
- **Carbon Footprint:** Measures environmental impact (CO_2 emissions) of producing and transporting food.
- **Tips:**
  - Reduce food miles → buy……
  - Reduce carbon footprint → ……

Presentation skills

- **Definition:** Making food look attractive and appetising
- **Key Tips:**
  - Colour contrast (e.g., green veg on white plate)
  - Garnishing → decorative touches (herbs, sauces)
  - Portion control → right amount on the plate
  - Clean edges & neat layout

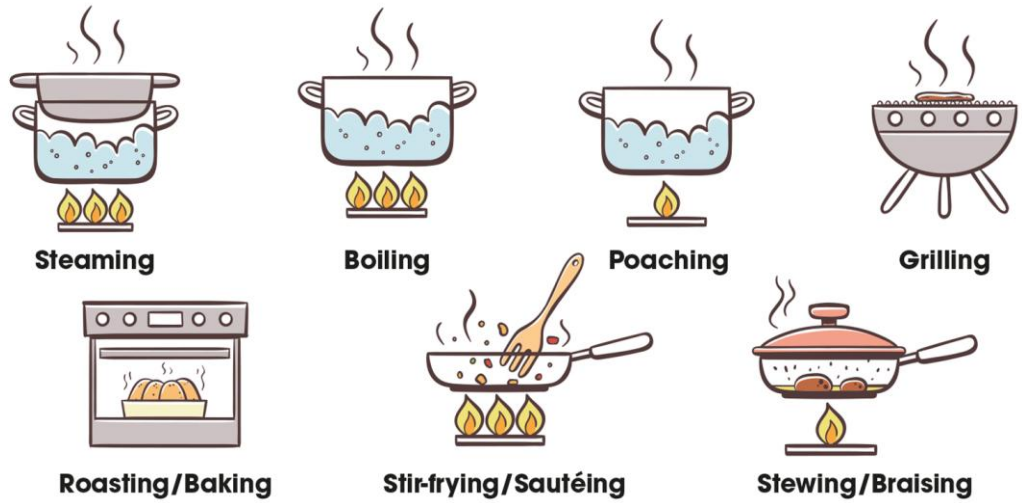
Cooking methods & techniques

- **Dry Heat:** Roasting, grilling, baking
- **Moist Heat:** Boiling, steaming, poaching, simmering
- **Frying:** Deep frying, shallow frying, sautéing
- **Other Techniques:**
  - Kneading → developing gluten in dough
  - Sautéing → cooking quickly in small oil
  - Steaming → retains nutrients
- **Tips:**
  - Steaming & boiling = healthiest
  - Roasting/grilling = tasty but watch fat

Catering & the law

- **Food Safety & Hygiene:**
  - Wash hands before handling food
  - Keep raw and cooked foods separate
  - Maintain correct fridge temperatures (≤5°C)
  - Avoid cross-contamination (bacteria spread from one food to another)
- **Legislation:** Laws protect consumers and ensure safe, high-quality food

1. Name **three dry heat cooking methods**.
2. Name **three moist heat cooking methods**.
3. What is sautéing?
4. Explain what “kneading” does to dough.
5. Which cooking method is healthiest: deep frying, steaming, or roasting with lots of oil?
6. What does simmering mean?



1. Define the catering industry.
2. Name **two roles** in a restaurant and their main responsibilities.
3. Give **two examples** of catering businesses.
4. What is front-of-house staff responsible for?

Presentation skills

- **Definition:** Making food look attractive and appetising
- **Key Tips:**
  - ……
    ……
  - ……
    ……
  - ……
  - ……
    ……

Cooking methods & techniques

- **Dry Heat:** Roasting, grilling, baking
- **Moist Heat:** Boiling, steaming, poaching, simmering
- **Frying:** Deep frying, shallow frying, sautéing
- **Other Techniques:**
  - Kneading → ……..
  - Sautéing → ……..
  - Steaming →……..
- **Tips:**
  - Steaming & boiling = ……..
  - Roasting/grilling = ……

Catering & the law

- **Food Safety & Hygiene:**
  - …….before handling food
  - Keep……&…….foods separate
  - Maintain correct fridge temperatures ……..
  - Avoid…… (bacteria spread from one food to another)
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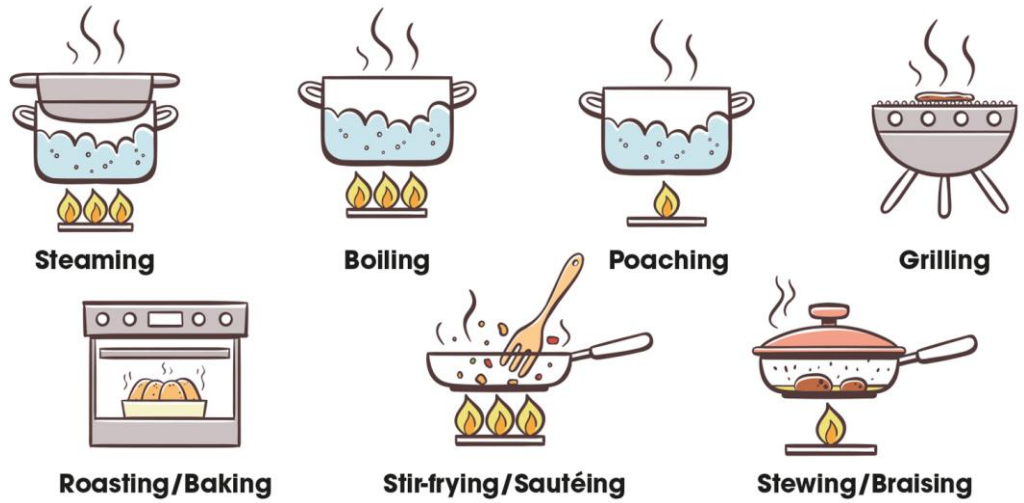

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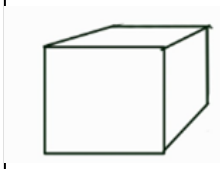
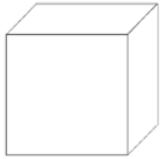
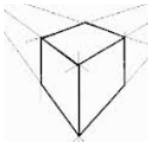
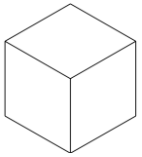
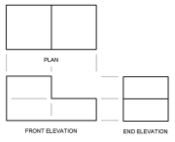
Design and Technology Year 9 - Knowledge organiser

Knowledge of Plastics

Thermosetting Plastic	Thermoforming Plastic
Thermosetting plastics are **more rigid**, they are **highly resistant to heat** which makes them suitable for electrical parts and pan handles. They are often cast into shapes from a liquid mix which hardens and cannot be reformed:	Thermoforming plastics generally **make the bendy types** of plastic, they **aren't very resistant to heat** so can be melted easily. They are **easy to recycle** by grinding them down into pellets and reforming them:
Melamine: Camping plates, worktops. **Epoxy resin:** A two part resin and hardener that sets when mixed, Araldite glue, casting resin. **Phenol formaldehyde:** Pan handles, bottle tops. **Urea formaldehyde:** Plug sockets, electrical switches, door handles. **Polyester resin**: Car bodies, boats.	**Polythene HDPE (high density):** Milk crates, buckets, plates. **Polythene LDPE (low density)**: Food packaging, carrier bags, washing up and shampoo bottles. **Polypropylene PP:**Syringes, reusable food containers. **High impact polystyrene HIPS**: Casing on vacuum cleaners, radios etc **Nylon:** Hinges, combs, clothes. **Polyvinyl chloride PVC:** Pipes, shoe soles, tablet packaging **Acrylic (Perspex):** Baths, machine guards.

Drawing Techniques used in DT

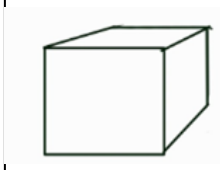
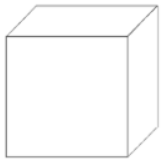
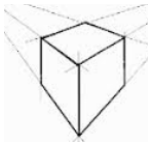
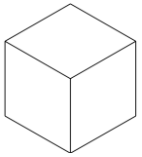
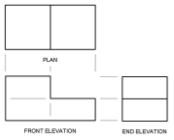
	**1 Point perspective** Will have 1 vanishing point where 1 side of the object will get smaller as it goes towards the vanishing point
	**Oblique** Will have a 45 degree angle. The oblique sketching is a pictorial representation of an object, in which the diagram is intended to depict the perspective of objects in three dimensions.
	**2 Point perspective** Will have 2 vanishing points where both sides of the object will get smaller as it goes towards the vanishing points
	**Isometric** Isometric illustration is a form of 3D drawing set out using 30-degree angles. and there is no perspective.
	**Orthographic Projection** An orthographic projection is a way of representing a 3D object by using several 2D views of the object.

Design and Technology Year 9 - Knowledge organiser

Knowledge of Plastics

Thermo<u>setting</u> Plastic	Thermo<u>forming</u> Plastic
Thermosetting plastics are …….. they are **highly resistant to …….**which makes them suitable for electrical parts and pan handles. They are often cast into shapes from a liquid mix which hardens and cannot be reformed:	Thermoforming plastics generally **make the ……** of plastic, they **aren't very……..**so can be melted easily. They are **easy to recycle** by grinding them down into pellets and reforming them:
Melamine: Camping plates, worktops. **……..:** A two part resin and hardener that sets when mixed, Araldite glue, casting resin. **……..:** Pan handles, bottle tops. **……formaldehyde:** Plug sockets, electrical switches, door handles. **……**: Car bodies, boats.	**Polythene HDPE (high density):** Milk crates, buckets, plates. **Polythene LDPE (low density)**: Food packaging, carrier bags, washing up and shampoo bottles. **Polypropylene PP:**Syringes, reusable food containers. **High impact polystyrene HIPS**: Casing on vacuum cleaners, radios etc **Nylon:** Hinges, combs, clothes. **Polyvinyl chloride PVC:** Pipes, shoe soles, tablet packaging **Acrylic (Perspex):** Baths, machine guards.

Drawing Techniques used in DT

	**<u>……</u>** Will have 1 vanishing point where 1 side of the object will get smaller as it goes towards the vanishing point
	**<u>……</u>** Will have a 45 degree angle. The oblique sketching is a pictorial representation of an object, in which the diagram is intended to depict the perspective of objects in three dimensions.
	**<u>……</u>** Will have 2 vanishing points where both sides of the object will get smaller as it goes towards the vanishing points
	**<u>……</u>** Isometric illustration is a form of 3D drawing set out using 30-degree angles. and there is no perspective.
	**<u>……</u>** An orthographic projection is a way of representing a 3D object by using several 2D views of the object.

Design and Technology Year 9 - Knowledge organiser

Finishes in DT (how to add a finish to your wood product)		
Paints	**Undercoat**	Undercoat is the first coat of paint (on top of a primer if you've used one, or on old finishes if you're reusing timber). It covers up any previous colours more cheaply than applying extra layers of the final 'topcoat,' which is usually a more expensive paint. It helps later layers of paint to stick.
	Overcoat	Gloss paints are hardwearing and waterproof and come in lots of colours. They're shiny and used for things like interior woodwork. You apply them with a brush or roller, painting in the direction of the grain.
Varnish	Varnish can be coloured or clear, and either gloss, matt or satin. Yacht varnish seals the wood and makes it waterproof. It's flexible so it doesn't stick if the wood moves.It's good for outdoor uses such as doors and window frames. Polyurethane varnish is best for interior uses such as stairs and skirting boards. It's very hard wearing and needs to be lightly sanded down between applying layers.	
Tanalising	Wood that will be used outdoors are often treated with a wood preservative. This is called tanalising. This helps prevent insect attacks and the decay of the wood so it will last longer. Tanalised wood is used for things like outdoor playground equipment, fences and telegraph poles.	

DT Key Words in y9	
Rendering	Adding shading, texture and colour to make the object look like the material it will be made in eg woodgrain
Adhesives	A substance used for sticking objects or materials together; eg Epoxy resin, Synthetic resin, wood glue, PVA
PVA	**Polyvinyl acetate**, commonly known as wood glue, PVA glue, white glue, carpenter's glue, school glue
CAD	Computer Aided Design
CAM	Computer Aided Manufacture

Design and Technology Year 9 - Knowledge organiser

Finishes in DT (how to add a finish to your wood product)		
Paints	**……**	Undercoat is the first coat of paint (on top of a primer if you've used one, or on old finishes if you're reusing timber). It covers up any previous colours more cheaply than applying extra layers of the final 'topcoat,' which is usually a more expensive paint. It helps later layers of paint to stick.
	……..	Gloss paints are ……and……. and come in lots of colours. They're shiny and used for things like interior woodwork. You apply them with a brush or roller, painting in the direction of the grain.
Varnish	Varnish can be coloured or clear, and either gloss, matt or satin. Yacht varnish seals the wood and makes it waterproof. It's flexible so it doesn't stick if the wood moves.It's good for outdoor uses such as doors and window frames. Polyurethane varnish is best for interior uses such as stairs and skirting boards. It's very hard wearing and needs to be lightly sanded down between applying layers.	
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CAD	……..
CAM	……..

Computer Science Year 9 - Knowledge Organiser

Computer Components

Name	Function
Motherboard	Connects all of the components together
Central Processing Unit (CPU)	Carries out all of the instructions / calculations
Memory (RAM)	Short-term storage used by the processor
Hard Disk Drive (HDD)	Long-term storage to save data / documents / work
Power Supply Unit (PSU)	Provide power to all of the parts of a computer

Python

Function	Operation
print()	Puts the contents of the brackets (the arguments) onto the console screen
input()	Stops the program and allows the user to type in a response which is stored as a string.
int()	Converts the contents of the brackets (usually a "string") to an integer e.g. **int(input())**
while	Creates a conditional iteration (loop). E.g. **while lives > 0 :**
for	Creates a count-controlled iteration (loop) E.g. **for i = 10 :**
if elif else	Creates selection within a program. Each of these is followed by at least one indented line of code which will be executed if the condition is true.

Spreadsheet Functions:

=sum() Adds the values from the range together

=average() Returns the mean average of the numbers in the range

=count() Counts the number of numbers in the range

=counta() Counts all of the used cells in the range

Computer Science Year 9 - Knowledge Organiser Quiz

Computer Components

Name	Function
Motherboard	Connects all of the components together
Central Processing Unit (CPU)	Carries out all of the instructions / calculations
	Short-term storage used by the processor
	Long-term storage to save data / documents / work
Power Supply Unit (PSU)	

Python

Function	Operation
print()	Puts the contents of the brackets (the arguments) onto the console screen
input()	Stops the program and allows the user to type in a response which is stored as a string.
int()	
while	Creates a _____ iteration (loop). E.g. **while lives > 0 :**
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Spreadsheet Functions:

=sum() Adds the values from the range together

=average() _____

=count() Counts the _____

=counta() Counts all of the used cells in the range

Commedia Dell'Arte

- Commedia dell'arte began in Italy in the early 16th Century and very quickly spread across Europe.
- From the name, you might have guessed that Commedia dell'arte is a form of comedy.
- The style consists of exaggerated stock characters, masks, acrobatics and improvisation.
- In Commedia dell'arte, status is very important as it underpins the entire performance. There is a always a servant/master relation, where the only way the servant can 'win' is by cheating or deceiving.
- Status: Your position or rank in relation to others
- Commedia Dell'arte, just like Pantomime and Melodrama, has its own set of stock characters. These characters appear in all the productions and they always wear the same mask to help the audience know who is who. They also have a particular way of moving.

Masks

1. There is a specific mask for each specific character. Audiences would therefore be able to recognise each character purely by their mask
2. Masks must be put on backstage -the audience must never see the actor putting on or taking off the mask

Commedia Dell'Arte Performances

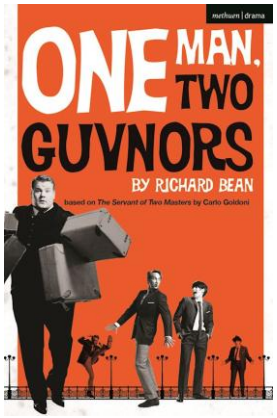
- A Servant To Two Masters -Carlo Goldoni -Traditional
- One Man Two Guvnors -Richard Bean -Modern
- Friends -Modern for screen

Vocal Skills

Pitch: Speaking in a high, low or natural voice
Pace: The speed in which someone speaks
Pause: A break in speaking, a period of silence
Tone: How the voice conveys emotions
Volume: The loudness or quietness of the voice
Emphasis: The exaggeration of individual words

Physical Skills

Facial expressions: Showing emotion with the face
Posture: The way someone stands or sits
Body Language: Open or closed to show emotion
Gesture: A movement with the arms/hands (wave, pointing)
Levels: Height -crouching, laying, stood










Commedia Dell'Arte

- Commedia dell'arte began in ___in the early _____ Century and very quickly spread across Europe.
- From the name, you might have guessed that Commedia dell'arte is a form of _____
- The style consists of exaggerated _____, masks, acrobatics and _____.
- In Commedia dell'arte, _____ is very important as it underpins the entire performance. There is a always a servant/master relation, where the only way the servant can 'win' is by cheating or deceiving.
- Status: Your _____ or _____ in relation to others
- Commedia Dell'arte, just like _____ and _____, has its own set of stock characters. These characters appear in all the productions and they always wear the same _____to help the audience know who is who. They also have a particular way of moving.

Masks

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Commedia Dell'Arte Performances

- A Servant To Two Masters -Carlo Goldoni -_____
- _____ -Richard Bean -Modern
- Friends -Modern for _____

Vocal Skills

_____***:*** Speaking in a high, low or natural voice

_____***:*** The speed in which someone speaks

_____***:*** A break in speaking, a period of silence

Tone: _____

_____

_____***:*** The loudness or quietness of the voice

Emphasis: _____

_____

Physical Skills

Facial expressions: _____

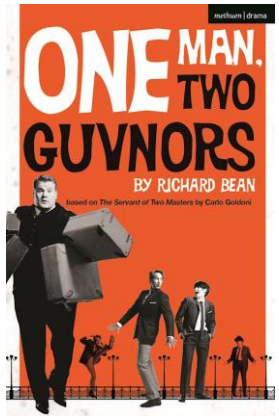
_____

_____***:*** The way someone stands or sits

Body Language: _____ or _____ to show emotion

_____***:*** A movement with the arms/hands (wave, pointing)

_____***:*** Height -crouching, laying, stood



Zanni -Servant

- The Zanni character is a buffoon or clown
- Usually hunched over through carrying heavy loads as a porter, with knees in a 'bowed' position and feet splayed apart.
- Always highly animated, waving arms and gesticulating with hands
- Some Zanni characters were known for their acrobatic feats, including handstands and flips.

Harlequin -Servant

- Harlequins are clown characters, known for their silly behaviour and getting into trouble.
- The Harlequin is always hungry and on the hunt for food, however he can be sidetracked by a potential love interest
- The Harlequin is full of energy, doing handstands somersaults and cartwheels.

Brighella -Servant

- Whilst the Harlequin is known for getting into trouble, Brighella is the one to cause trouble.
- Brighella plays tricks and pranks on others, as well as being meddlesome and greedy
- When Brighella moves he has a low centre of gravity with bent knees, he takes small fast steps with an open body language

Columbina -Middle

- Agile and playful
- Fluid and flirty movement
- Lots of shoulder rolls
- Happy to use her femininity to get attention
- Leads with heels but with chest up and shoulders back
- Arms lead from wrists
- Lots of confidence
- Smooth walk with the head held high

Magnifico -Master

- The Master of the Masters
- The most powerful character in the world of Commedia
- Magnifico is like an Eagle - always looking down
- Pure Evil
- Mysterious - not much is known about him as he rarely enters plays
- Demanding.
- Dominating
- Loud, booming voice

Dottore -Master

- A man who knows everything about the world but understands nothing.
- Has a greed for knowledge and constantly brags about his intelligence
- Leading with the belly - he is so weighed down with knowledge that he cannot physically support himself
- Always rubbing/holding onto his Big belly

Pantalone -Master

- A greedy old merchant who loves to argue about money and property.
- Leading with the chin
- Mean, ‘vinegary’ and very stingy
- Arched back, hunched like an old man
- Clawing fingers, rubbing fists
- Nasal Sounds

Il Capitano -Middle

- He reveals his cowardice whenever challenged to some act of danger or daring and usually attempts to take the credit for other characters' achievement
- Arrogant, pompous and full of himself
- High centre of gravity- straight legs and tall posture
- Open body language
- Wants to show off and be the centre of attention
- Lifts from lower leg from the knee like a bird

Zanni -_____

- The Zanni character is a buffoon or clown
- Usually hunched over through carrying heavy loads as a porter, with knees in a 'bowed' position and feet splayed apart.
- Always _____, waving arms and gesticulating with hands
- Some Zanni characters were known for their _____, including handstands and flips.

_____-Servant

- _____ are clown characters, known for their silly behaviour and getting into trouble.
- The _____ is always hungry and on the hunt for food, however he can be sidetracked by a potential love interest
- The _____ is full of energy, doing handstands, somersaults and cartwheels.

_____-Servant

- Whilst the Harlequin is known for getting into trouble, _____ is the one to cause trouble.
- _____ plays tricks and pranks on others, as well as being meddlesome and greedy
- When _____ moves he has a low centre of gravity with bent knees, he takes small fast steps with an open body language

Columbina -_____

- Agile and playful
- Fluid and flirty movement
- Lots of _____
- Happy to use her _____to get attention
- Leads with heels but with chest up and shoulders back
- Arms lead from _____
- Lots of confidence
- Smooth walk with the head held high

_____-Master

- The Master of the Masters
- The most _____ character in the world of Commedia
- _____ is like an _____- always looking down
- Pure _____
- _____ - not much is known about him as he rarely enters plays
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- _____
- Loud, booming voice

Dottore -_____

- A man who knows everything about the world but understands nothing.
- Has a _____ for knowledge and constantly brags about his intelligence
- Leading with the _____ - he is so weighed down with knowledge that he cannot physically support himself
- Always rubbing/holding onto his_____

_____-Master

- A _____ who loves to argue about money and property.
- Leading with the _____
- Mean, 'vinegary' and very stingy
- Arched back, hunched like an _____
- Clawing fingers, rubbing fists
- _____ Sounds

_____-Middle

- He reveals his _____ whenever challenged to some act of danger or daring and usually attempts to take the _____ for other characters' achievement
- _____ and full of himself
- High centre of gravity- straight legs and tall posture
- _____ body language
- Wants to show off and be the centre of attention
- Lifts from lower leg from the knee like a ____