

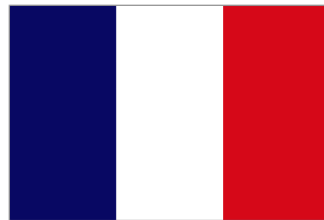


CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Name: _____

Home Learning Number: _____

**Benton Park School
Year 9 Knowledge Organiser
Semester 1B
2023-2024**



Creating a climate for great learning, success and opportunity

Creating a climate for great learning, success and opportunity



Endeavour

Resilience

Inspiration

Collaboration

Compassion

All Benton Park students follow three simple expectations:

- Work hard
- Be kind and respectful
- Follow staff instructions first time

To drive students' success, we actively encourage all learners to adopt the Benton Park Values

Student Support Sheet

Organisation and Planning Sheets

Use the organisation and planning sheets to record your home learning each day.
It is your responsibility to solve any issues you may have with your home learning before the due date.
Always have your learning number and full name on your work.

Where can I go if I need to do my work or get help?

My Key Stage Leader:
Mrs Collins



My Year Leader:
Mr Nicholls



**Any of my
Subject
teachers or
Subject
Directors or
Leaders**

In the Library you can:

- Access books and resources
- Use the internet to complete any online home learning
- See staff who can give you any advice and guidance you may need
- Study independently in a quiet place

Year 9 Homework Timetable

| Day | Homework Due |
|-----------|---------------|
| Monday | English |
| Tuesday | Humanities |
| Wednesday | Science |
| Thursday | Languages |
| Friday | Maths (Sparx) |

Emails and Passwords

School Email:

Password:

Other Usernames and Passwords:

Who else can I get support from?

Year Leaders



**Mrs
O'Donoghue**
Year 7



Miss Ratcliffe
Year 8



Mr Nicholls
Year 9

Key Stage Leaders



Mrs Collins
Key Stage 3



Miss Dobby
Key Stage 4

**You can also speak to all of your subject teachers, your
PD teacher and all of your pastoral staff:**

Miss Howe, Miss Leonard, Miss Downing, Mrs Owen, Miss
Moss, Miss Webster, Miss Charlton

Safeguarding



Mrs Howard
Designated
Safeguarding
Lead (DSL)



Mrs Bentley
Deputy
Designated
Safeguarding
Lead (DDSL)

Other support



**Miss
Tizard**
SENDCo

SLT Links

Year 7 – Mr Coltman
Year 8 – Miss Tyldsley
Year 9 – Miss Smith
Year 10 – Mr Bownass
Year 11 – Mr Marsh
KS3 – Miss Taylor
KS4 – Mr Hackshaw

Creating a climate for great learning, success and opportunity



Organisation, Planning & Home Communication

CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

| Date set | Task/Note | Date due | Tick when complete |
|----------|-----------|----------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Date set | Task/Note | Date due | Tick when complete |
|----------|-----------|----------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



Organisation, Planning & Home Communication

CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

| Date set | Task/Note | Date due | Tick when complete |
|----------|-----------|----------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Date set | Task/Note | Date due | Tick when complete |
|----------|-----------|----------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | |
|-----------------|--------------|---|
| Word Revolution | Fairy tales | A fairy tale is a short story that belongs to the folklore genre. Such stories typically feature magic, enchantments, and mythical or fanciful beings. |
| | Plot: | The sequence of events that make up a story, including the exposition, rising action, climax, falling action, and resolution. Example: The plot of the short story revolved around a detective trying to solve a mysterious murder. |
| | Protagonist: | The main character or central figure in a story, often the one with whom the reader sympathizes or follows. Example: The protagonist of the short story was a courageous young woman who embarked on a journey of self-discovery. |

| | | | |
|-----------------------|---|-----------------------------|---|
| 1: Plot of Acid | The short story "Acid" is a brief narrative that describes an incident in a factory located in the north of England. The story revolves around the use of acid in large vats within the factory. | 3: Key Themes in Baby Cakes | Loss and Isolation: Due to the absence of animals. |
| | The incident occurs when a young man accidentally falls into one of the acid vats, causing him intense pain and distress. His screams of agony are heard by everyone in the department. The workers, except for one older man who happens to be the young man's father, are initially frozen with horror and unable to act. | | Moral Ambiguity: The willingness to prioritize human desires over the well-being of other species. |
| | In a swift and courageous response, the old man quickly climbs up and along the gangway above the vat, carrying a large pole. He addresses the young man, named Hughie, with remorse and then submerges him below the surface of the acid. It becomes apparent that only the head and shoulders of the young man remained visible above the acid before his father took action. | 3. Key Themes in Acid | Heroism and sacrifice: The actions of the young man's father, who immediately reacts to save his son despite the horrifying situation, portray themes of heroism and sacrifice. He disregards his own safety to rescue his son, showing immense courage and love. |
| | The story presents a brief but impactful moment that showcases the bravery and sacrifice of a father to alleviate his son's suffering in a tragic industrial accident involving acid. | | Family bonds and relationships: The father's immediate and selfless action to save his son's life underscores the strength of familial bonds and the lengths a parent would go to protect their child. |
| 2: Plot of Baby Cakes | The short story, "Baby Cakes" presents a dystopian scenario where all animals have disappeared from the world. The story begins with the realization that there are no longer any animals which leads to a feeling of loneliness among the characters. | Questions | 1. What happened to the animals in the world described in Baby Cakes? |
| | The characters are unsure of how to navigate this new reality. They wander aimlessly, feeling lost about what to do in the absence of animals. However, a person among them suggests that the absence of animals should not prompt them to change their way of life. | | 2. How do the people feel when they realize there are no more animals? |
| | The reasoning behind this perspective is that despite the absence of animals, there are still babies. It implies that the existence of human babies is sufficient to justify maintaining their lifestyle, even if those practices involve potential harm or exploitation. | | 3. What will they eat instead of animals? |
| | The story raises questions about the value of animals in the world. It explores the potential consequences and moral dilemmas when humans are the only living beings left and how individuals choose to respond to such a situation. | | 4. What did the boy fall into? |
| | | | 5. Who was the old man to Hughie? |
| | | | 6. What happened to the young boy when he fell? |

| | | |
|-----------------|--------------------------|--|
| Word Revolution | Melancholy: | A feeling of sadness or gloominess. |
| | Characterization: | The process of creating and developing characters in a story through their traits, actions, dialogue, and thoughts. Example: The author used vivid descriptions and dialogue to provide effective characterization of the protagonist. |
| | Antagonist: | Antagonist: The character or force that opposes or creates conflict for the protagonist in a story. Example: The antagonist in the short story was a cunning and manipulative villain who constantly thwarted the protagonist's plans. |

| | | | |
|-------------------|--|---------------|--|
| 1: Plot Summary | The narrator, an unnamed person, shares their story of committing a murder. | 3: Key Themes | Guilt and Conscience: The story explores the burden of guilt and the torment it brings. |
| | The victim is an old man with a pale blue eye that disturbs the narrator. Consumed by guilt and paranoia, the narrator eventually confesses their crime to the police, driven to madness by the persistent sound of the beating heart. | | Madness and Mental Deterioration: The narrator's obsessive thoughts, erratic behaviour, and distorted perception of reality showcase their gradual deterioration and the consequences of their actions on their mental state. |
| | The narrator meticulously plans the murder, ensuring the old man's death will go unnoticed. | | Unreliable Narration: The reader is left uncertain about the accuracy and truthfulness of the events presented, adding to the suspense and mystery of the story. |
| | On the fateful night, the narrator sneaks into the old man's room and kills him, dismembering the body and hiding it under the floorboards. | | Power of Fear: The narrator's intense fear of the old man's eye drives them to commit the murder, and their subsequent fear of being caught heightens their paranoia. |
| | While the murder is seemingly successful, the narrator begins to hear the sound of the victim's heartbeat, growing louder and more unbearable. | | Symbolism: the most notable symbol being the beating heart. It represents the guilt and conscience of the narrator, serving as a reminder of their crime and haunting their every thought. |
| 2: Key Characters | The Narrator: The unnamed protagonist of the story, who is the main character and the one recounting the events. The narrator is obsessed with the old man's eye and becomes consumed by guilt and paranoia after committing the murder. Adjectives: Disturbed, Obsessive, Paranoid, Guilty, Unreliable | Questions | 1. What bothers the narrator about the old man'? |
| | The Old Man: The elderly victim of the narrator's crime. The old man's pale blue eye disturbs the narrator and becomes the catalyst for the murder. Adjectives: Elderly, Vulnerable, Disturbed (by the narrator's presence) | | 2. What colour was it? |
| | The Police: Although not extensively developed as characters, the police play a crucial role in the story. They arrive at the narrator's house after receiving a report of a scream and suspicious activity, adding to the tension and paranoia. Adjectives: Investigative, Intrusive, Suspicious | | 3. Name three of the key themes of this story. |
| | The Beating Heart: While not a traditional character, the beating heart plays a significant role in the story. It symbolizes the guilt of the narrator and represents the haunting presence of the old man's life, even after death. Adjectives: Haunting, Relentless, Torturous | | 4. Name three adjectives we could use to describe the narrator. |
| | | | 5. Who arrived to his house to question the narrator about the scream? |
| | | | 6. Where can he hear the old mans beating heart? |



| | | |
|-----------------|-------------------|--|
| Word Revolution | Whimsical: | Playfully quaint or fanciful, often with a touch of eccentricity |
| | Conflict: | The struggle or problem that drives the narrative of a story, often involving a clash between opposing forces or desires. Example: The central conflict in the short story was the internal struggle between the main character's ambition and their moral values. |
| | Foil: | A character who contrasts with another character, typically the protagonist, in order to highlight their qualities or characteristics. Example: The loyal and trustworthy friend served as a foil to the protagonist's impulsive and reckless nature in the short story. |

| | |
|-----------------|--|
| 1: Plot Summary | "The Monkey's Paw" is a short story by W.W. Jacobs, published in 1902. It revolves around a mysterious and cursed monkey's paw that grants three wishes to its owner. |
| | The White family acquires the monkey's paw from a soldier who warns them of its sinister nature. Despite the warnings, they are intrigued by the paw's potential power. |
| | Mr. White makes the first wish, hoping for a sum of money to pay off their home mortgage. Shortly after, their son, Herbert, goes to work and tragically dies in a machinery accident. |
| | Consumed by grief, Mrs. White urges Mr. White to use their second wish to bring their son back to life. Reluctantly, Mr. White wishes for Herbert's return. |
| | Late at night, they hear a knock at the door, and Mrs. White, overwhelmed with excitement, rushes to open it. Mr. White realizes the potential consequences and uses the third wish to undo the second wish. The story ends with the door left unanswered. |

| | |
|----------------|--|
| Key Characters | Mr. White: The head of the White family, intrigued by the monkey's paw and its potential power. He makes the wishes and ultimately tries to undo the consequences. Adjectives: Curious, Tempted, Cautious |
| | Mrs. White: The wife of Mr. White and mother of Herbert. She is grief-stricken over her son's death and implores Mr. White to use the paw to bring him back. Adjectives : Grief-stricken, Desperate, Impulsive |
| | Herbert White: The son of Mr. and Mrs. White, he is a young and adventurous individual who tragically dies in an accident. His death sets off the chain of events surrounding the monkey's paw. Adjectives: Spirited, Adventurous, Tragic |
| | Sergeant-Major Morris: The soldier who brings the monkey's paw to the White family, he serves as a warning about its potential dangers and advises against using it. Adjectives: Mysterious, Warning, Cautious |

| | |
|---------------|---|
| 3: Key Themes | Temptation and Greed: The story warns about the dangers of being tempted by desires and wanting more than what one has. |
| | Regret and Consequences: The characters experience regret and face the consequences of their actions, emphasizing the importance of considering the potential outcomes before making impulsive decisions. |
| | Fate and the Supernatural: It explores the idea that fate and supernatural forces can play a role in people's lives, sometimes with unintended consequences. |
| | The Fragility of Life: The story highlights the fragile nature of life and the irreversible consequences that can result from meddling with fate or tampering with supernatural forces. |
| | The Power of Wishes: It examines the power and limitations of wishes, suggesting that they can have unforeseen and sometimes tragic repercussions. The Value of Contentment: The theme of contentment is explored as characters learn the importance of appreciating what they have and not succumbing to the allure of excessive desires. |

| | |
|-----------|---|
| Questions | 1. What animal was the paw made from? |
| | 2. What could the Monkey's Paw grant? |
| | 3. Which family had the Monkey's Paw? |
| | 4. What did Mr White wish for? |
| | 5. Who died? |
| | 6. How many wishes could the paw grant? |

| | | |
|-----------------|-------------------|---|
| Word Revolution | Serene: | Calm, peaceful, and untroubled. |
| | Setting: | The time, place, and social environment in which a story takes place. Example: The author beautifully described the medieval castle as the setting for the short story, creating a vivid backdrop for the events. |
| | Symbolism: | The use of symbols or objects to represent deeper meanings or concepts in a story. Example: The recurring symbol of the broken mirror in the short story represented the shattered self-image of the protagonist. |

| | |
|--------------|---|
| Plot Summary | "The Lottery" is a chilling short story written by Shirley Jackson. Set in a small village, the story revolves around an annual event known as "the lottery." The townspeople gather on a summer day to participate in this tradition, which seems harmless at first. |
| | The lottery is conducted by Mr. Summers, who oversees the process. Each household selects a representative, and the lottery begins. The tension builds as the townspeople draw slips of paper from an old, black box. |
| | When the Hutchinson family draws the marked slip of paper, Mrs. Hutchinson protests, causing unease among the villagers. It is revealed that the lottery does not bring good fortune; instead, the chosen person is stoned to death as a sacrificial offering to ensure a good harvest. |
| | In a shocking turn of events, the townspeople, including the Hutchinson family, turn on Mrs. Hutchinson, and she is stoned to death. The story ends with a sense of the cyclic nature of violence and blind adherence to tradition. |

| | |
|---------------|--|
| 3: Key Themes | Conformity: The story explores the theme of conformity, as the townspeople unquestioningly participate in the lottery year after year, despite its disturbing nature. |
| | Mob Mentality: The concept of mob mentality is depicted as the townspeople turn on the chosen individual, Mrs. Hutchinson, and participate in her stoning without hesitation. |
| | Blind Adherence to Tradition: The story highlights the dangers of blindly following traditions and rituals without questioning their purpose or implications. |
| | Violence and Cruelty: "The Lottery" showcases the potential for violence and cruelty that can lurk beneath the surface of seemingly ordinary communities. |
| | The Power of Tradition: The lottery represents the power of tradition and its ability to control and influence the behaviour and actions of a community. |

| | |
|-------------------|---|
| 2: Key Characters | Mr. Summers: The person in charge of conducting the lottery. He is a prominent figure in the community and oversees the proceedings with a sense of authority. Adjectives: Respectable, jovial, authoritative, tradition-bound. |
| | Mrs. Hutchinson: Mrs. Hutchinson is the chosen individual for the lottery. Initially portrayed as an ordinary townspeople, she protests when her family draws the marked slip of paper, highlighting her resistance to the tradition. Adjectives: Ordinary, nervous, outspoken, defiant, fearful |
| | The Townspeople: The townspeople collectively form an important character in the story. They participate in the lottery and demonstrate a mix of conformity, complacency, and ultimately, the capacity for violence. Adjectives: Conformist, apprehensive, compliant, detached, unquestioning. |
| | Old Man Warner: Is an elderly member of the community who staunchly defends the lottery, emphasizing its long-standing tradition and dismissing any suggestion to abandon it. Adjectives: Superstitious, traditionalist, stubborn, fearful, zealous. |
| | Children: While not individually named, the children in the story also play a role. They gather stones and participate in the stoning of the chosen individual, reflecting how traditions are perpetuated across generations. Adjectives: Curious, innocent, obedient, eager. |

| | |
|-----------|--|
| Questions | 1. Does the whole town take part in the Lottery? |
| | 2. What colour is the box that they use for the lottery? |
| | 3. Name three adjectives we could use to describe the townspeople. |
| | 4. Who is the unlucky person chosen in the lottery? |
| | 5. Name three key themes of this story. |
| | 6. What happens to Mrs Hutchinson at the end? |



| | | |
|-----------------|-------------------|---|
| Word Revolution | Nostalgia: | A sentimental longing or affection for the past. |
| | Theme: | The underlying message or central idea explored in a story; the broader topic or concept the author wants to convey. Example: The theme of love and sacrifice was prominent throughout the short story, highlighting the power of selflessness. |
| | Irony: | A literary device where there is a contrast between what is expected and what actually happens, often creating a humorous or poignant effect. Example: The ironic twist at the end of the short story revealed that the person the protagonist trusted the most was the true culprit. |

| | |
|-------------------|--|
| 1: Plot Summary | "Examination Day" is a dystopian short story set in the future, where children are subjected to a strict examination on their twelfth birthday. |
| | The story begins with Dickie's parents, Mr. and Mrs. Jordan, discussing the upcoming examination day with their neighbours. The exam is presented as a vital test that determines a child's fitness to live in society, but the specific questions or criteria are not disclosed. |
| | As the day of the examination approaches, Dickie becomes increasingly nervous. He is aware that failing the exam has dire consequences. His parents try to reassure him, but their behaviour also reveals their unease. |
| | On the day of the examination, Dickie is taken to a government building where he joins other children who are also undergoing the test. Inside, the atmosphere is oppressive and intimidating. Dickie is subjected to a series of questions. |
| | The story builds suspense as Dickie's parents anxiously await his return. When Dickie finally arrives home, he is in a sombre mood. He reveals to his parents that he answered all the questions correctly, but his score was higher than they expected. The government officials arrive to take Dickie away. |
| 2: Key Characters | Dickie Jordan: Dickie is the main character and protagonist of the story. He is a young boy who is about to take the crucial examination on his twelfth birthday. Dickie's nervousness and apprehension about the exam drive the narrative. Adjectives: Nervous, apprehensive, curious, compliant, young. |
| | Mr. Jordan: Mr. Jordan is Dickie's father. He is portrayed as a concerned and anxious parent who wants his son to succeed in the examination. Mr. Jordan's behaviour reflects the fear and tension surrounding the test. Adjectives: concerned, anxious, protective, worried, cautious. |
| | Mrs. Jordan: Mrs. Jordan is Dickie's mother. Like her husband, she is worried about the examination and the potential consequences of failing it. Her actions and dialogue contribute to the atmosphere of apprehension in the story. Adjectives: Worried, anxious, nurturing, cautious, loving. |
| | Government Officials: The government officials play a minor but significant role in the story. They arrive at the end to take Dickie away after his examination results are revealed. Their presence suggests that failing the test has serious and potentially dire repercussions. Adjectives: Mysterious, authoritarian, ominous, stern, impersonal. |

| | |
|---------------|---|
| 3: Key Themes | Conformity: The story highlights the societal pressure to conform and fit into predetermined norms. |
| | Surveillance and Control: The dystopian society in the story relies on strict surveillance and control mechanisms. The examination is a means of monitoring and regulating individuals, emphasizing the dangers of excessive state control. |
| | Fear and Oppression: The atmosphere of fear and oppression is a central theme in the story. The characters, particularly Dickie and his parents, are filled with anxiety and dread due to the consequences associated with the examination. |
| | Loss of Individuality: The emphasis on conformity and the examination's ability to shape and determine one's fate raise questions about the loss of individuality in the story's society. The characters' lives are overshadowed by a system that prioritizes uniformity over personal identity. |
| | Dehumanization: The dehumanizing effects of the examination and the society's focus on standardized tests are evident in the story. The characters become mere subjects to be tested and evaluated, reducing their worth to a single score. |
| | Power and Authority: The story raises questions about the abuse of power and authority. The government officials hold significant control over individuals' lives, and their actions remain unquestioned and unchallenged. |

| | |
|-----------|---|
| Questions | 1. At what age do children have to do the test? |
| | 2. What does the test assess? |
| | 3. What is the name of the young boy who takes the test? |
| | 4. Does he get a low or high test score? |
| | 5. Who takes Dickie away? |
| | 6. Name three adjectives we could use to describe the Government Officials. |



Subject: English Topic: There Will Come Soft Rains

Year 9 Semester 1 W17

| | | |
|-----------------|-----------------------|---|
| Word Revolution | Ponder: | To think about something deeply or reflectively. |
| | Flashback: | A literary device that interrupts the chronological order of a story to present events or memories that occurred before the current time. Example: The short story skilfully used flashbacks to provide backstory and deepen the reader's understanding of the protagonist's motivations. |
| | Point of View: | The perspective from which a story is narrated, determining what the reader sees and how they experience the events. Example: The short story was told from a first-person point of view, providing insight into the inner thoughts and emotions of the narrator. |

| | | | |
|-----------------|--|--|--|
| 1: Plot Summary | The story is set in a future where humanity has been wiped out by a nuclear war, and the focus is on a fully automated house that continues to function despite the absence of its former inhabitants. | 3: Themes | Post-Apocalyptic World: The story examines the aftermath of a devastating war, portraying a world devoid of human life and marked by destruction. |
| | The story begins with the house, which is equipped with advanced technology, waking up and carrying out its daily tasks. It prepares breakfast, cleans itself, and maintains a routine as if humans still lived there. | | Nature's Power: Nature reclaims the world, demonstrating its ability to persist and thrive in the absence of human intervention. |
| | Throughout the day, the house's artificial voice announces the time and engages in interactions with non-existent inhabitants. It reads poetry, plays music, and tries to engage in conversation. | | Human Insignificance: The story highlights humanity's small and fleeting existence in the face of the larger forces of nature. |
| | As the story progresses, signs of nature's reclamation become apparent. Outside, the plants and animals have started to reclaim the area, free from human interference. The house detects the presence of birds but is unable to comprehend their absence of response. | | Loneliness and Isolation: The absence of humans creates a sense of solitude and disconnection. |
| | A tragic turn occurs when a small fire breaks out in the house. Despite its advanced systems and attempts to extinguish the fire, the flames engulf the house, leading to its destruction. The story ends with the house's voice futilely calling out reminders and alarms as it succumbs to the flames. | | Technology's Limits: The story questions the capacity of technology to replace genuine human experiences and emotions. |
| | | Consequences of Destruction: The narrative serves as a warning about the destructive potential of human actions and the hubris that can lead to self-destruction. | |

| | | | |
|-------------------|---|-----------|--|
| 2: Key Characters | Automated House: The house itself is the central character in the story. Equipped with advanced technology, it functions autonomously, performing tasks and attempting to mimic human presence. Adjectives: Efficient, automated, meticulous, mechanical, self-sustaining, solitary. | Questions | 1. Where is the story set? |
| | The Robotic Systems: The house contains a variety of robotic systems, such as cleaning robots and cooking apparatus, which carry out household chores. Adjectives: Methodical, obedient, diligent, unfeeling, repetitive. | | 2. Where are the humans? |
| | Automated Systems: Precise, unyielding, tireless, monotonous, programmed. Adjectives: Calculated, systematic, culinary, sterile, repetitive. | | 3. What happens to the house? |
| | The Voice Clock: An automated feature in the house that announces the time throughout the day. Adjectives: Mechanical, precise, punctual, lifeless, impersonal. | | 4. Is it burned down? |
| | The Wall Screens: The house has interactive wall screens that display information, entertainment, and control options. Adjectives: Informative, vibrant, illuminating, detached, unemotional. | | 5. How did the house keep on task? |
| | | | 6. Are there any humans living in the house? |

| | | |
|-----------------|-------------------|--|
| Word Revolution | Tantalize: | To tease or torment someone with the sight or promise of something desirable but out of reach. |
| | Dialogue: | The conversation between characters in a story, often used to reveal their personalities, advance the plot, or convey information. Example: The witty and engaging dialogue between the two friends brought the short story to life. |
| | Imagery: | Vivid and descriptive language that appeals to the senses, creating mental pictures and evoking emotions in the reader. Example: The author's rich and detailed imagery transported the readers to the enchanting forest described in the short story. |

| | | | |
|-------------------|--|-----------|---|
| 1: Plot Summary | Revenge" is a dark and chilling story set in Soviet-era Russia. It follows two women, Raya and Zina, who were once friends but became enemies when Zina became pregnant. | 3: Themes | Hatred and Revenge: The destructive power of intense hatred and the desire for vengeance. |
| | Raya develops an intense hatred for Zina and starts plotting her revenge. She leaves dangerous objects and substances in the apartment to harm Zina's child. Zina remains unaware of Raya's true intentions. | | Betrayal and Friendship: The complex dynamics of friendship and the consequences of betrayal. |
| | As time passes, Raya becomes more manipulative and distances herself from Zina, refusing to help with daily tasks. Raya's revenge escalates, and she creates situations that put the child at risk. | | Guilt and Redemption: The experience of guilt and the possibility of seeking redemption for one's actions. |
| | One night, Raya goes too far and causes the child to cry in pain. Consumed by guilt, Raya cleans up but is tormented by her actions. Zina later reveals that her child is alive and well, having faked the child's death to seek revenge on Raya. | | Isolation and Loneliness: The sense of isolation and loneliness that can arise from strained relationships and lack of support. |
| | The story ends with Raya's death, as she takes a bottle of pills. Zina confesses her deception, leaving a twisted sense of satisfaction between the two women. | | Perception and Reality: The contrast between perception and reality, highlighting the unreliability of one's own perceptions. Loss and Grief: The profound emotions of loss and grief and their impact on individuals and their relationships. |
| | | | |
| 2: Key Characters | Raya: The protagonist of the story and the neighbour who harbours a deep hatred for Zina. She becomes consumed by revenge and plots various ways to harm Zina and her child. Adjectives: bitter, manipulative, and vengeful. | Questions | 1. Who is Raya? |
| | Zina: Raya's neighbour and former friend. She becomes pregnant, which triggers Raya's intense hatred towards her. Despite Raya's hostility, Zina remains somewhat oblivious to her neighbour's true intentions. Adjectives: Vulnerable, resilient, deceptive, tormented, cunning | | 2. Who is Zina? |
| | Zina's Child: The child is the object of Raya's revenge. Throughout the story, Raya attempts to harm the child by leaving dangerous objects and substances in the apartment's common areas. The child's existence becomes a catalyst for the escalating conflict between Raya and Zina. Adjectives: Vulnerable, innocent, helpless, unaware | | 3. Why does Raya hate Zina? |
| | | | 4. Which character plans the murder of the child? |
| | | | 5. Does Zina pretend her daughter is dead? |
| | | | 6. What happens at the end to Raya? |



| | | |
|-----------------|--------------------|--|
| Word Revolution | Illuminate: | To light up or brighten with light, or to clarify or explain something. |
| | Resolution: | The outcome or conclusion of a story, where conflicts are resolved and loose ends are tied up. Example: The unexpected resolution of the short story left the readers contemplating the deeper meaning and implications of the events. |
| | Tone: | The attitude or emotional quality conveyed by the author's writing, influencing the reader's perception and response to the story. Example: The author used a melancholic tone in the short story, evoking a sense of sadness and longing. |

| | |
|-----------------------------|--|
| 1. Features of a narrative: | Short stories often revolve around a single event, conflict, or theme. They typically have a central idea or message that is explored throughout the narrative. Short stories are brief and concise, typically ranging from a few hundred to a few thousand words. They aim to tell a complete narrative within a limited space and have a limited number of characters. |
| | Clear Narrative Structure: Short stories tend to follow a traditional narrative structure, including an introduction (exposition), rising action, climax, falling action, and resolution. They often have a clear beginning, middle, and end. |
| | Single Point of View: Short stories typically employ a single point of view, whether it's first-person, third-person limited, or third-person omniscient. This helps maintain focus and allows for a deeper exploration of the protagonist's perspective. |
| | Use of Literary Devices: Short stories make effective use of literary devices such as symbolism, foreshadowing, irony, and metaphor. These devices enhance the depth and impact of the narrative, allowing for layers of meaning. |
| | Open-Ended or Ambiguous Endings: Short stories sometimes conclude with open-ended or ambiguous endings, leaving room for interpretation or reflection. This allows readers to engage with the story beyond its final words. |

| | |
|-----------------------------|--|
| 2: Sentence starters to use | In the stillness of the night, a single gunshot shattered the silence... |
| | It started as an ordinary day, until a mysterious package arrived at the doorstep... |
| | She never expected to find a handwritten letter tucked away in the attic... |
| | The old house on the hill held a haunting secret that no one dared to uncover... |
| | The storm raged outside, matching the turmoil in her heart as she made a life-changing decision... |
| | In a world where dreams became reality, he possessed a power unlike any other... |
| | The scent of freshly baked cookies filled the air, triggering a flood of bittersweet memories... |
| | They say the abandoned amusement park is cursed, but curiosity got the better of him... |
| | The sound of distant footsteps echoed through the empty corridor, sending a chill down his spine... |
| | As the sun dipped below the horizon, casting a golden glow across the landscape, she knew it was time to confront her fears... |

| | |
|--------------------|---|
| 3. Sentence Types: | Compound Sentence: A compound sentence combines two independent clauses (complete thoughts) using a coordinating conjunction (e.g., and, but, or). Example: "He wanted to go to the park, but it started raining." |
| | Compound-Complex Sentence: A compound-complex sentence combines multiple independent clauses and at least one dependent clause. Example: "I went to the store, but they were closed because it was a holiday." |
| | Complex Sentence: A complex sentence consists of an independent clause and one or more dependent clauses, connected by subordinating conjunctions (e.g., because, although, while). Example: "She couldn't sleep because the room was too noisy." |
| | Exclamatory Sentence: An exclamatory sentence expresses strong emotion or surprise. Example: "What a beautiful sunset!" |
| | Declarative Sentence: A declarative sentence makes a statement or expresses an opinion. Example: "The sun is shining brightly today." |
| | Imperative Sentence: An imperative sentence gives a command, instruction, or request. Example: "Please pass me the salt." |

| | |
|--------------|--|
| 4. Questions | 1. What are the features of a narrative? |
| | 2. What does the word 'tone' mean in literary terms? |
| | 3. Find and write the example of a complex sentence. |
| | 4. Find and write the example of a compound sentence. |
| | 5. Name some literary devices that are used in narratives. |
| | 6. Why are these devices used? |

| | | |
|-----------------|-----------|---|
| Word Revolution | Prologue | An introduction to a literary work |
| | Audience | The assemblage of spectators for a public event such as a play, concert or speech |
| | Soliloquy | When a character speaks their thoughts aloud to the audience |

| | |
|-----------------------|---|
| 1: 1600s London | Around 350,000 people lived in London in the 1600's, making it the largest city in Europe at the time. |
| | The city was very crowded, dirty and living conditions were poor. There was no sanitation system and often people died from diseases passed on by dirty water. |
| | In 1665 a devastating epidemic swept London known as the Great Plague and killed over 68,000 people which was roughly one fifth of London's population. |
| | In 1666 the Great Fire of London burned from 2 nd -6 th September. The fire started in Pudding Lane in a bakery. |
| | A lot of what we know about London at the time was due to the fact that Samuel Pepys kept a diary documenting his life in the Royal Navy and as a member of Parliament. |
| 3: Shakespeare's work | In total Shakespeare wrote 39 plays, 154 sonnets and three long narrative poems. |
| | His works have been translated into every single living language and are performed more than any other playwright. |
| | Shakespeare's plays can be categorised into three areas: Comedies, Tragedies and Histories. |
| | Published in 1609 "The Sonnets" were the last of Shakespeare's non-dramatic works to be printed. They are believed to have been written over his lifetime. |
| | Shakespeare is credited with creating 1,700 new words that are still used today. Such as "majestic", "bloody" and "traditional". |

| | |
|-------------------------|--|
| 2: Who was Shakespeare? | William Shakespeare was born in Stratford Upon Avon in 1564, he died on 23 rd April 1616. |
| | He married Anne Hathaway at the age of 18 and went on to have three children. |
| | Sometime between 1585 and 1592 he had a successful career as an actor and writer and was part-owner of an acting group called The Kings Men. |
| | Shakespeare's theatre group performed at the Globe theatre on the South bank in London. |
| | Shakespeare was buried at Holy Trinity Church In Stratford Upon Avon. |

| | |
|-----------|--|
| Questions | 1. How many plays did Shakespeare write? |
| | 2. What was the name of his acting group? |
| | 3. In what year was his book "The Sonnets" published? |
| | 4. How many new words is Shakespeare said to have created? |
| | 5. Where did the Great Fire of London start? |
| | 6. How many people lived in London in the 1600s? |

| | | |
|-----------------|------------|--|
| Word Revolution | Patriarchy | A society where the men hold the power |
| | Mutiny | A rebellion, refusing to follow orders |
| | Forfeit | A penalty for wrong doing |

| | |
|---------------------------------------|---|
| 1: Key characters in Romeo and Juliet | Romeo Montague is a young, passionate and headstrong teenager who thinks and acts with his emotions. When the audience first meets Romeo, he declares that he is in love with Rosaline. |
| | The Prince is the authority figure in Verona (where the play is set) |
| | Lord Capulet is the head of the Capulet household and people look up to him, as he has great power and social responsibility. He is Juliet's father. |
| | Mercutio is Romeo's best friend. Mercutio likes to have a good laugh, is optimistic, loyal and a good friend. When Romeo is depressed because of his unrequited love for Rosaline, it is Mercutio that suggests they should all gate-crash the Capulet party |
| | Tybalt Capulet is Juliet's cousin. He is extremely feisty and enjoys the conflict between the Montagues and his family. He is strong-willed, argumentative, passionate and loyal. |

| | |
|--------------------|--|
| 2: Key plot points | Act 1 opens with a street fight between the servants of the Montagues and the Capulets |
| | A servant from the house of Capulet bites his thumb at a Montague servant which was a insult in Shakespearian times and an invite to fight |
| | Tybalt arrives and declares 'What, drawn and talk of peace? I hate the word As I hate hell, all Montagues, and thee.' |
| | Lord Capulet and Lord Montague are summoned by the Prince |
| | They're warned if there's anymore fighting they shall pay with their lives 'Your lives shall pay the forfeit of the peace.' |

| | |
|----------------|--|
| 3 The prologue | Shakespeare opens the play with a prologue, this tells the audience the basic plot of the play (<i>Is now the two hours' traffic of our stage</i>) |
| | We learn that there are two households ' <i>both alike in dignity</i> ' |
| | We learn there has been conflict between the two families (<i>'From ancient grudge break to new mutiny'</i>) |
| | It takes the death of their only children to end the conflict (<i>'Doth with their death bury their parents' strife'</i>) |
| | They are described as ill fated 'A pair of star-crossed lovers' |

| | |
|-----------|---|
| Questions | 1. Who is Romeo in love with at the start of the play? |
| | 2. What is Tybalt like as a character? |
| | 3. What is a prologue? |
| | 4. What ends the conflict between the Capulets and the Montagues? |
| | 5. Why did a servant bite his thumb? |
| | 6. What does the Prince warn the families and why? |

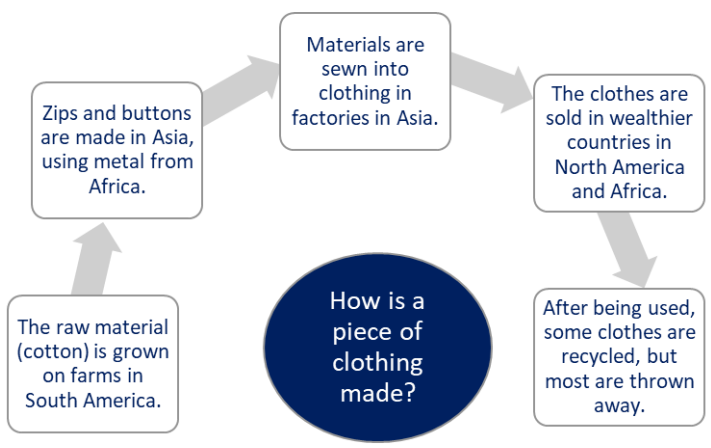
| | | |
|-----------------|---------------|--|
| Word Revolution | offensive | An attacking military campaign |
| | Abortion | The removal of the foetus from the womb before it can survive. |
| | Globalisation | The process of the world becoming more connected |

| | | |
|--------------|--|---|
| 1: Geography | <p>There are two reasons globalisation has occurred:</p> <ol style="list-style-type: none"> Transport improvements <ul style="list-style-type: none"> Horse and cart or walking: most people only travel locally Steam powered boats and trains: longer distances can covered Aeroplanes and modern trains: people and goods can get around the world quickly Communications improvements <ul style="list-style-type: none"> Letters transported by horse or boat, sometimes taking months to arrive Quicker postal services and the invention of telephones Internet and mobile phones: instant communication anytime, anywhere | <p><u>RSP</u></p> <p>Some Christians believe that life begins at conception. The Bible teaches "Before I formed you in the womb, I knew you, before you were born I set you apart." Jeremiah 1:5</p> <p>Abortion is seen by some Christians as murder at whatever stage it happens because the foetus is alive from the moment of conception.</p> <p>Many Muslims believe that ensoulment happens at 120 days of pregnancy (this is when the foetus gets a soul). Abortion before this time may be seen as acceptable if there are valid reasons (e.g. foetal abnormality). However, Muslims also believe in the sanctity of life and therefore some may still see an early abortion as wrong, even if it is for valid reasons.</p> |
| | <p>3: RS</p> | |
| 2: History | <p>Battle of The Somme- In 1916 the Germans were attacking the French town of Verdun to push back the French. The British army launched an offensive further north on The River Somme, forcing the German army to move some of their troops away from Verdun. 20,000 British soldiers die on the first day of battle.</p> <p>1914-1918 has been called a world war, even though the fighting took place in Europe and The Middle East, it involved men enlisted from many parts of the world. Men from The Caribbean, West Africa, India, Nepal all served in The British Army or associated regiments. Apart from a sense of duty, many hoped that their contribution would lead to equality. However, empire soldiers were not given the pay rise that british soldiers were given showing that racial discrimination was still present.</p> | <p>Questions</p> <ol style="list-style-type: none"> What are the two main causes of globalisation? How has communication improved over time? Why is the first day of The Battle of the Somme the worst day of fighting in British History? Which countries fought on the side of the British Army? Give one reasons why some Christians are against abortion What is ensoulment? |
| | | |

| | | |
|-----------------|--|--|
| Word Revolution | armistice | An agreement to stop warfare |
| | Miracle | Something that breaks the law of science and defies logic |
| | TNC | Trans-National Corporation, a company that operates in multiple countries, for the purpose of increasing profit (money made) |
| 1: Geography | <p>How do TNCs operate?</p> <div> <p>Headquarters where company bosses make decisions and where research and development takes place are generally in Europe or North America.</p> <p>↓</p> <p>Production of products generally takes place in NEEs, especially in Asia, due to cheaper labour and materials.</p> <p>↓</p> <p>Most stores which sell the products are in wealthier and more developed countries.</p> </div> | |
| 3: RSP | <p>Some religious people view a pregnancy a miracle as many women cannot conceive and have children. Many religious people see having a child as a gift from God. They believe God has blessed the couple with a child.</p> <p>Among women who know they're pregnant, it's estimated about 1 in 8 pregnancies will end in miscarriage. Many more miscarriages occur before a woman is even aware she has become pregnant. NHS Website</p> | |
| 2: History | <p>Major changes in warfare happened during World War One. Machine guns, grenades and gas were the primary causes of injury and death. Planes fought in one to one combat called a dogfight. On the ground, the first tanks were used to move across enemy lines. The very first tank s were slow and unreliable, they were too small and often got stuck in the craters in No Man's Land.</p> <p>The End of The War</p> <p>On the 11h hour of the 11th day of the 11th month 1918, the armistice was signed by representatives of the 4 armies with Germany conceding defeat. A year later the same time was used for a minute silence and to this day we commemorate those who have died in World War One and subsequent conflicts. The poppy became the symbol of Remembrance Day as grew on the battlefield?</p> | |
| Questions | <ol style="list-style-type: none"> 1. Where are TNC's headquarters located? 2. Why does production happen in NEEs? 3. What is " a dogfight" ? 4. Which country conceded defeat in November 1918? 5. What is a miscarriage? 6. Why might pregnancy be considered a miracle? | |

| | | |
|-----------------|-------------------|---|
| Word Revolution | Propaganda | Communication designed to influence or persuade to follow a belief system often false. |
| | Abortion Act 1967 | A law that gives mothers the legal right to terminate their foetus before 24 weeks |
| | Supply chain | The process of making a product, often involving many different steps around the world. |

1: Geography



How is a piece of clothing made?

3:RSP

Since the 1967 Abortion Act abortion has been legal in the UK (except in Northern Ireland where it was decriminalised in 2019 – BUT it has to be before 12 weeks – there is no time limit in cases of fatal fetal abnormality). An abortion is allowed up to 24 weeks if:

1. there is a risk to the mother's physical or mental health
2. there is a risk to the physical or mental health of existing children
3. there is a substantial chance that the baby maybe born severely mentally or physically disabled

An abortion is only allowed after 24 weeks if:

1. there is risk to the life of the woman
2. there is evidence that the baby will be severely deformed
3. there is a risk of serious physical and mental injury to the woman

Abortions must be carried out in a hospital or a licensed clinic.

2: History

Nazi beliefs
The key propaganda belief was that Germans of true blood- called Aryans- were stronger and better than other races. They believed that German speaking peoples in Europe should be reunited. This would involve taking back German lands in Eastern Europe to provide more living space (=lebensraum)

Why was Hitler popular?
In the late 1920s the NSDAP (shortened to NAZI Party) led by Hitler were becoming increasingly popular. This was partly because of the hardships of The Great Depression which Hitler promised to resolve. In addition, people warmed to Hitler as he spoke up against the Treaty of Versailles, vowing to reclaim land and stop paying reparations.

Questions

1. Where are raw materials produced?
2. What happens to clothing after it is used?
3. Why did the Nazis believe that they needed more living space? (lebensraum)
4. Provide one reason why Hitler was gaining popularity?
5. What year was abortion made legal?
6. What is the current law on abortion?

| | | |
|-----------------|------------------|---|
| Word Revolution | Scapegoat | A person or group unfairly blamed for something others have done or blamed for a natural disaster e.g. plague |
| | Sanctity of Life | The belief that all life is holy and belongs to God. |
| | Social | To do with people |

| | | | |
|--------------|--|-------|---|
| 1: Geography | The clothing industry has social impacts: | 3:RSP | <p>Down's syndrome is a condition you're born with, caused by an extra chromosome in a baby's cells. Most people who have Down's syndrome lead healthy and fulfilled lives. Children with Down's syndrome may be slower to learn skills like sitting, standing, walking and talking. They'll develop these skills eventually; it just takes more time. Children with Down's syndrome often need more support as they grow up, including extra help at school. Some health conditions are more common in people with Down's syndrome, including: heart conditions, hearing and vision problems, thyroid conditions and infections, such as pneumonia</p> |
| | Social | | |
| | Pay: Garment workers who make clothes in factories are often paid very small amounts. In Bangladesh the minimum wage is \$0.32 an hour. | | |
| | Child labour: In countries where the laws are less strict, children can be employed to work in factories. This means they can't access education. | | |
| | Working conditions: Garment workers often work 10 – 12 hours a day in poor conditions. Many workers are treated badly and abused. | | |

| | | | |
|------------|--|-----------|--|
| 2: History | <p>Holocaust= refers to the persecution and murder of a large group of people. The Jewish community were targeted by the Nazi regime, leading to the killing of 6 million people. This was a genocide= a mass extermination of an ethnic group or nation. Other groups were also persecuted including gypsies, homosexuals, eastern Europeans and people with disabilities.</p> <p>Anti-Semitism</p> <p>The Nazis were not alone in their persecution of Jews. Throughout History, Jews have been made the scapegoat for disastrous events. In the Nineteenth Century, thousands of Jews were driven off their land and homes in Russia. Many left for a new start in the USA.</p> | Questions | <p>1. Give one problem with working conditions in clothing factories.</p> <p>2. Why is child labour a bad thing?</p> <p>3. What was the Holocaust?</p> <p>4. Why did 2 million Jews emigrate to the United States?</p> <p>5. What is Down Syndrome? (1)</p> <p>6. Name 3 things people with Down Syndrome may not be able to do?</p> |
| | | | |

| | | |
|-----------------|-----------------|---|
| Word Revolution | Kindertransport | A British rescue mission where Jewish children in Germany were brought without their parents to be re-homed in Britain. |
| | Quality of life | A measure of fulfilment / how good or bad your life is. |
| | Environmental | To do with surroundings or nature |

| | |
|--------------|--|
| 1: Geography | Clothing production has environmental impacts: |
| | Environmental |
| | Water: Many fabrics require a lot of water to be made. For example, a single pair of jeans needs 9,500 litres of water. |
| | Fossil fuels: 90% of clothes contain materials that come from oil. Making these clothes releases CO ₂ into the atmosphere, contributing to climate change. |
| | Waste: Fast fashion means many clothes are only worn a few times then thrown away. Clothes that are thrown away are left in landfills. |
| 3: RSP | RSP: Law on abortion in Northern Ireland: •Before October 2019 abortion was only allowed if a woman's life was at risk or there was a danger of permanent and serious damage to her physical or mental health. •Abortion for any other reason was AGAINST the law and resulted in criminal charges to the person having the abortion or carrying out the abortion. The UK Government agreed in October 2019 to put in place a new framework for abortion in Northern Ireland for free, safe, legal and local abortion services (up to 12 weeks), including where there is: •A risk to the woman's health, Serious or fatal foetal abnormalities (abortion can take place beyond 12 weeks) •Pregnancy resulting from sexual crime, such as rape and incest. |

| | |
|------------|--|
| 2: History | Jewish Life Less than 1% were Jewish out of a population of 67 million. 80% had German citizenship with many decorated for bravery for fighting in World War One. Germany had become the home of many Germans who had escaped persecution from other countries in the 19th Century. One famous German born Jew was the physicist, Albert Einstein. 1930's Germany When Hitler and the Nazi Party took charge of Germany in 1933, discrimination of Jews was encouraged and legalised. Many Jews tried to leave but cost of travel and many countries closing their doors to immigrants after WWI meant that many Jews had to endure persecution. In 1938-9, a rescue mission called the kindertransport brought 10,000 children to rehome in Britain. |
| | Questions 1. How many litres of water is needed to create one pair of jeans? 2. What is the impact of using fossil fuels to make clothes? 3. Were Jews a minority or majority group in Germany? 4. What was the kindertransport? 5. What year was the law on abortion changed in Northern Ireland? 6. Name two reasons why a woman may choose to have an abortion |

| | | |
|-----------------|----------------|--|
| Word Revolution | ghettos | Ghettos can be used to describe worst districts of a city, but from 1939- 42 they were an areas guarded and cordoned off with walls and barbed wire fencing to contain the Jewish community. |
| | Moral precepts | 5 rules that Buddhists follow when making moral decisions |
| | Sustainable | Solving present problems without having a negative impact on the future |

| | | |
|--------------|---|--|
| 1: Geography | Consumers (people who buy clothes), companies (TNCs), and governments (people in charge) have options for becoming more sustainable: | |
| | Individual <ul style="list-style-type: none"> • Keep clothes for longer without throwing them away. • Buy less, but buy better quality. • Swap clothing with friends and family. • Research the best brands to buy from. | Global <ul style="list-style-type: none"> • Countries: Governments can make laws to ensure companies treat people and the environment fairly. • Companies: Clothing producers can use more sustainable ways to make clothes, and encourage people to recycle. |

| | |
|------------|---|
| 2: History | <p>1939 turning point</p> <p>In 1939, Germany invaded Poland. This increased the Jewish population of German territory by 2 million. The Nazi leadership were concerned that polish Jews were a security risk, so devised a system called ghettos, where Jewish communities were guarded and segregated from non- polish Jews and rehoused in the poorest parts of cities.</p> <p>Final Solution</p> <p>After the invasion of Russia in 1941, the Jewish population of Nazi controlled countries increased by 5 million. Nazi plans were to deport Jews to Madagascar and many Jews were killed by death squads. At the Wanasee Conference in 1942, a decision was made to send European Jews to extermination camps.</p> |
|------------|---|

| | |
|--------|---|
| 3: RSP | <div> Roman Catholic Church  The sanctity of life: Life is holy and belongs to God. </div> <div> Church of England  Abortion may be the lesser of two evils (this means the least bad of two bad options). </div> <div> Buddhism  The First moral precept says 'abstain from harm' - Protect all living things </div> |
|--------|---|

| | |
|-----------|--|
| Questions | 1. Who are 3 groups of people who can become more sustainable? |
| | 2. Give one thing countries can do to be more sustainable? |
| | 3. Why was 1939 a turning point for Jewish History? |
| | 4. Was the Final Solution the first time that jews were killed by the Nazis? |
| | 5. Define the term sanctity of life. |
| | 6. Give two religious quotes to disagree with abortion |

| | | |
|------------------------|-------------------|--|
| Word Revolution | liberation | To be set free |
| | Pro Choice | In favour of a woman's right to choose an abortion. |
| | Conflict | A serious disagreement or struggle |

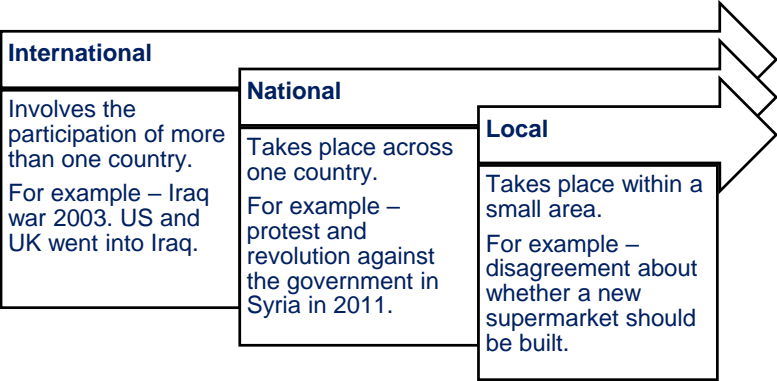
| | | |
|---------------------|-------------------|--|
| 1: Geography | War | Violent conflict between countries. |
| | Civil war | A war that takes place between two or more groups within one country. |
| | Peace | Freedom from conflict or war. |
| | Resources | Materials or things essential for human survival; for example food, water, energy, land. |
| | Government | The group of people or person in charge of running a country. |
| | Revolution | A forceful overthrow of the government. |
| | Separatism | A movement where one group tries to leave a country. |

| | |
|---------------|--|
| 3: RSP | Pro Life- <ul style="list-style-type: none"> •Life begins at conception: abortion is murder. •Disabled people can enjoy a happy, fulfilled life, and would choose life over termination. •Unwanted children could be adopted by those unable to have their own. •Each person is unique and had something to offer in their life. |
| | Pro-choice- <ul style="list-style-type: none"> •The woman carries the baby and gives birth, and she will have to look after the child if it is born: she should have the right to end her pregnancy •Life starts at birth / viability: the woman is the person already with greater rights. •The risk to the mother's health outweighs the rights of the baby. |

| | |
|-------------------|--|
| 2: History | Jewish Resistance There were different ways in which the Jewish community tackled persecution. Armed resistance in concentration camps was rare due to the camps being heavily guarded and the inmates weakened by hunger and disease. There were some escapes, such as Sobibor in 1943. Life after The Holocaust With the fall of the Nazi Regime, allied troops liberated remaining inmates from concentration camps. Many of the survivors themselves moved temporarily to displaced camps which too lacked food and hygiene. Many children had lost their parents and some were relocated in foreign lands, including Britain such as 'The Windermere Children' |
|-------------------|--|

| | |
|------------------|--|
| Questions | 1. Define government. |
| | 2. Define separatism. |
| | 3. Why was resistance difficult? |
| | 4. Who were 'The Windermere Children'? |
| | 5. What is meant by the term 'pro-life'? |
| | 6. Do you think a women should have a right to an abortion? |

| | | |
|--------------------|----------|--------------------------------------|
| Word Revolution | Genocide | Mass killing of a nation or society |
| | Foetus | A human baby developing in the womb. |
| | Scale | The size or level of an event |

| | | | |
|--------------|---|--------|---|
| 1: Geography | <p>Conflict occurs at different scales:</p>  <div> International Involves the participation of more than one country. For example – Iraq war 2003. US and UK went into Iraq. </div> <div> National Takes place across one country. For example – protest and revolution against the government in Syria in 2011. </div> <div> Local Takes place within a small area. For example – disagreement about whether a new supermarket should be built. </div> | 3: RSP | <p>Timeline of a pregnancy</p> <p>Day 1- conception Day 28 – the heart starts to beat Day 84 – most organs are fully formed including the brain Day 161- the foetus becomes viable and could survive outside the womb Day 168 – Abortion is legal until this date – 24 weeks.</p> <p>A foetus can be aborted at any time during a pregnancy if the mother's life is in danger or the child will be born with a disability.</p> |
|--------------|---|--------|---|

| | | | |
|------------|--|-----------|---|
| 2: History | <p>Cambodian Genocide The Holocaust carried out by The Nazi Regime was no means the first or last genocide. In 1970's Cambodia by the Khymer Rouge Regime who murdered 2 million Cambodians because they did not follow their political rules.</p> <p>Who was to blame for The Holocaust? Hitler led The Holocaust. Yet , the operation required mass co-operation. Many people followed Hitler's orders because they were scared of defying the Nazis or were indoctrinated into believing Anti-Semetic propaganda.</p> | Questions | <p>1. Define international.</p> <hr/> <p>2. Give an example of a national conflict.</p> <hr/> <p>3. How many people died at the hands of the Khymer Rouge?</p> <hr/> <p>4. Why did many ordinary people co-operate with The Holocaust?</p> <hr/> <p>5. At what stage of development does the hear begin to beat?</p> <hr/> <p>6. Do you think the law on abortion should be changed? Justify your answer.</p> |
|------------|--|-----------|---|





| | | |
|--------------------|--------------------|---|
| Word Revolution | Long term cause | Long term causes are things that happened years, decades or centuries ago that contribute towards a new event |
| | The Golden Rule | A religious concept that says treat people how you would want to be treated. |
| | Cause | The reason an event occurs |

| | | | |
|--------------|--|-----------|--|
| 1: Geography | <p>Below are some of the causes of conflicts:</p> <ul style="list-style-type: none"> Identity: conflict can happen because of how a group views itself as separate to or in opposition to another group Resources: multiple groups want to use the same resource, e.g. a water source. Climate change means there are less resources. Population growth means there are more people to use the same resources. Poverty: poverty means people have less resources. When people are extremely poor they often do not have the time or energy to fight. However, when groups feel like they are unequal, frustration and anger can build, leading to conflict. | 3: RSP | <p>Religious views on abortion</p> <p>Christianity - The Golden Rule – treat others as you wish to be treated. 'Love thy neighbour'. 'Before I formed you in the womb, I knew you'. 'Thou shalt not kill'</p> <p>Buddhism- The first moral precept – Do not harm any living thing. Buddhists aim to reduce suffering.</p> |
| 2: History | <p>Causes of World War Two</p> <p>There are many reasons why war started in 1939. Tension can be traced back to the end of World War One and how Germany was treated harshly at the Treaty of Versailles.. When an issue builds up over many years, it is called a long- term cause. Hitler's invasion of Czechoslovakia in 1939 to extend his lands was a short- term cause of World War Two.</p> <p>Dunkirk, 1940</p> <p>Germany was successful in the first year of World War Two, pushing back French and British troops to the northern French coast. A rescue mission was launched to evacuate 338,000 soldiers to safety.</p> | Questions | <p>1. How can resources cause conflict?</p> <p>2. How can poverty cause conflict?</p> <p>3. Name a long- term cause of World War Two?</p> <p>4. Why would Dunkirk be seen as a victory for Germany?</p> <p>5. Which commandment forbids abortion?</p> <p>6. Write down a quote that maybe used to justify abortion.</p> |

| | | |
|-----------------|------------|--|
| Word Revolution | Blitzkrieg | Literally means " lightning war" in German, but describes an intense military campaign to bring about a swift victory. |
| | Pro life | The belief that all life is sacred and should never be aborted |
| | Violent | Using physical force with the intention of causing harm |

1: Geography

Conflict can be shown in different ways, not all are violent:

-  **Protests:** writing a letter to the government, organising a march.
-  **Revolution:** aiming to overthrow the government.
-  **Terrorism:** violent acts with the aim of causing fear.
-  **War:** groups with weapons fighting each other.

2: History

Battle of Britain, 1940
After defeating France, Hitler's next plan was to invade Britain. Operation Sealion involved crossing the English Channel but first, Hitler's airforce, the Luftwaffe needed to take out British planes, so they could not attack German ships. The air battle over the south of England is known as The Battle for Britain.

The Blitz
Following Germany's defeat in The Battle of Britain, 1940-41, English cities sustained intense bombing raids from German planes to destroy ports and factories as well as to demoralise the British. The British government led a propaganda campaign to encourage citizens to keep positive.

3: RSP

Pro-Life
Pro-life supporters believe that the unborn child should have the right to life and that abortion should not be used (except in exceptional circumstances).
Pro-life supporters actively campaign to restrict the availability of abortions.
Pro-life supporters are often, but not always, religious believers.
S.P.U.C is an example of a pro-life pressure group.

Pro-Choice
Pro-choice supporters uphold the right of a woman to choose whether or not to have an abortion.
They strongly believe that the rights of the woman should take priority over the rights of the baby.
Pro-choice supporters are often, but not always, feminists (campaign for women's rights)
"Abortion Rights" is a UK pressure group which aims to defend the rights of a woman to have an abortion.

Questions

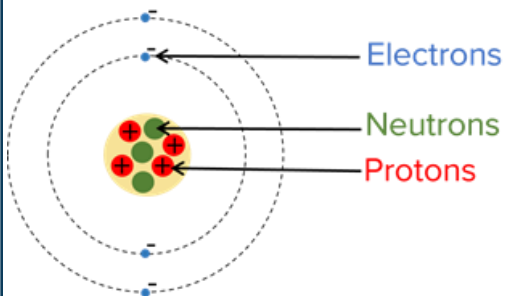
1. Give an example of non-violent conflict.
2. What is the definition of revolution?
3. What was Operation Sealion?
4. Name 3 reasons for Germany bombing of English cities?
5. Do you think abortion should be a choice? Justify your view
6. Name one organisation that is campaigning for pro life

| | | |
|-----------------|----------|---|
| Word Revolution | Atom | The smallest part of an element that can exist |
| | Electron | Subatomic particle, with a negative charge and a negligible mass relative to protons and neutrons |
| | Neutron | Uncharged subatomic particle, with a mass of 1 relative to a proton |
| | Proton | Subatomic particle with a positive charge and relative mass of 1. The relative charge is +1 |
| | Isotope | Atoms of an element with the same number of protons and electrons but different numbers of neutrons |

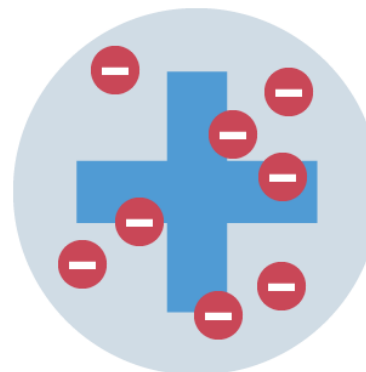
1: Atom

Atoms are very small, they have a radius of around 1×10^{-10} metres.

The modern view of the atom is of a nucleus containing protons and neutrons with smaller electrons orbiting outside the nucleus.



3: The Plum pudding model



After discovering the electron in 1897, J J Thomson proposed that the atom looked like a plum pudding.

To explain the two types of static electricity, he suggested that the atom consisted of a sphere of positive charge with a lot of negative electrons embedded in it. This was consistent with the evidence.

2: Rutherford

Rutherford fired alpha particles at thin gold foil. His results showed that most alpha particles passed through unhindered; some alpha particles passed through but were deflected; and a few alpha particles were deflected by more than 150° . This led him to conclude that the nuclear atom is a small positively charged nucleus surrounded by empty space and then a layer of electrons to form the outside of the atom.

Questions

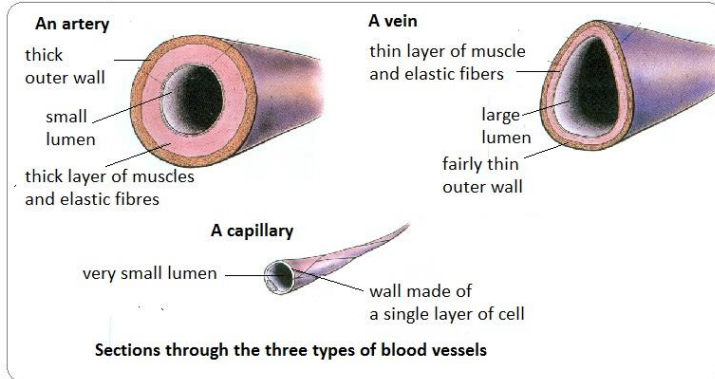
1. What is the relative mass of proton?
2. What is the relative charge of a neutron?
3. What is an isotope?
4. What does 'Plum Pudding' model of the atom suggest?
5. What was the surname of the scientist who suggested the plum pudding model?
6. What did Rutherford conclude?

| | | |
|-----------------|-----------|---|
| Word Revolution | Artery | A blood vessel that carries blood away from the heart. It has thick walls to withstand pressure |
| | Vein | A blood vessel that carries blood towards the heart. It has valves to stop backflow of blood |
| | Capillary | The smallest blood vessel with thin permeable walls to allow things to diffuse through. |

1: Food tests

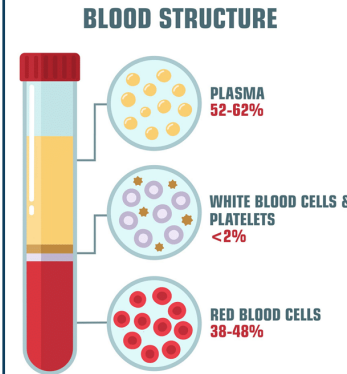
| Food Test | Colour of reagent | Positive test result | Negative test result |
|----------------------|-------------------|----------------------|--------------------------|
| Iodine for starch | orange-brown | blue-black | orange-brown (no change) |
| Benedict's for sugar | light blue | green to brick-red | light blue (no change) |
| Ethanol for lipid | colourless | cloudy emulsion | colourless (no change) |
| Biuret for protein | blue | lilac-purple | blue (no change) |

2: Blood Vessels



Arteries carry blood at high pressure from the heart. Veins carry low pressure blood back to the heart so need veins to stop blood flowing the wrong way. Capillaries are tiny to get close to every cell and supply them with substances such as glucose and oxygen for respiration.

3: Blood



- Plasma** makes up most of the blood. It is a yellow-liquid that carries glucose, amino acids, carbon dioxide, hormones and most of the things in our blood.
- Red blood cells** carry oxygen. They have a biconcave shape to increase surface area and allow them to absorb oxygen quickly. They have no nucleus to give them more space for oxygen.
- White blood cells** fight infections. They can make antibodies or do phagocytosis (engulf pathogens such as bacteria).
- Platelets** help the blood clot and form scabs.

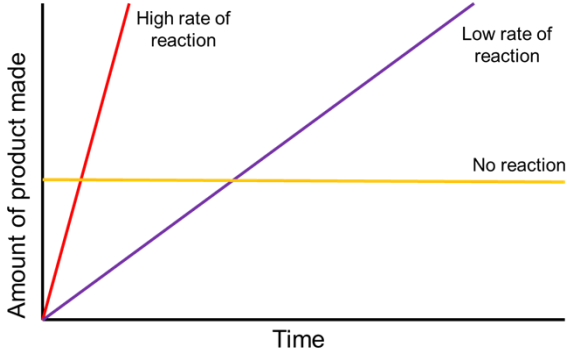
Questions

- What are the 4 components of blood?
- What is used to test for sugar?
- What colour will biuret solution go if there is protein in the food?
- Why do veins have valves?
- Name 3 things carried in the plasma.
- How are red blood cells adapted to carry oxygen?

| | | |
|------------------------|--------------------------|--|
| Word Revolution | Collision Theory | Particles must collide with enough energy and in the right orientation for a reaction to happen. |
| | Activation energy | The minimum amount of energy required for particles to react. |
| | Rate of reaction | The rate of a reaction is how fast the reaction is occurring, i.e. how fast the reactants are being used up or the products are being made |

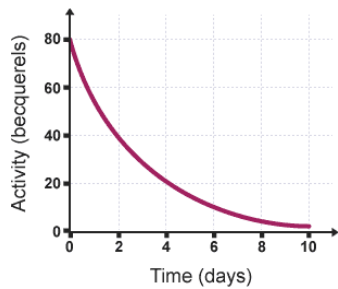
| | |
|----------------------------|--|
| 1: Collision Theory | In a chemical reaction, particles have to collide with each other before they will react. |
| | If the collision has enough energy, the particles will react. We call this a successful collision. |
| | If the particle only has a little energy they just bounce off each other without reacting. |
| | The minimum amount of energy needed to cause a successful collision is called the activation energy. |
| | The more frequent the collisions the higher the likelihood it will react. |

| | |
|---------------------------------------|--|
| 2: Measuring rate of reactions | In a reaction bonds are broken and new bonds are formed after the particles rearrange. |
| | In order to break bonds, particles must collide with enough energy so that the bonds are actually broken. |
| | We can measure how fast a reaction is occurring either by seeing how fast the reactants are used up or by seeing how fast the products are made. |
| | Rate of reaction = amount of reactant used ÷ time |
| | Rate of reaction = amount of product made ÷ time |

| | |
|-----------------------|---|
| 3: Rate graphs | We can tell a lot by the shape of a rate graph. A horizontal line shows there is no reaction; the steeper the line the faster the rate of reaction. |
| |  |

| | |
|------------------|---|
| Questions | 1. What are the 2 things you need for a reaction to happen? |
| | 2. Give an equation we can use for the rate of any reaction. |
| | 3. What shape is a graph when the reaction is at its fastest? What shape is it when the reaction is over? |
| | 4. What is the rate of reaction when 1000g of CO ₂ is produced in 30 minutes? |
| | 5. What is activation energy? |
| | 6. What happens to bonds during a reaction? |

| | | |
|-----------------|-------------------|--|
| Word Revolution | Radioactive decay | The process in which unstable atomic nuclei break apart or change, releasing radiation as they do. |
| | Radiation | Energy carried by particles from a radioactive substance, or spreading out from a source. |
| | Radioactive | When unstable atoms give off particles that can be harmful to humans. |
| | Beta | A type of ionising radiation consisting of a single electron. |
| | Alpha particle | Subatomic particle comprising of two protons and two neutrons (the same as a helium nuclei). |

| | | |
|--------------|---|---|
| 1: Half life | A block of radioactive material will contain many trillions of nuclei and not all nuclei are likely to decay at the same time so it is impossible to tell when a particular nucleus will decay. |  |
| | Radioactive decay is a random process. You don't know which nuclei in an unstable isotope will decay or when. | |
| | Half life is the time taken for the number of nuclei in a radioactive isotope to half. | |
| | Count-rate is the number of decays recorded each second by a detector, such as the Geiger-Muller tube. | |
| | Activity is the rate of decay and is measured in becquerel (Bq). | |

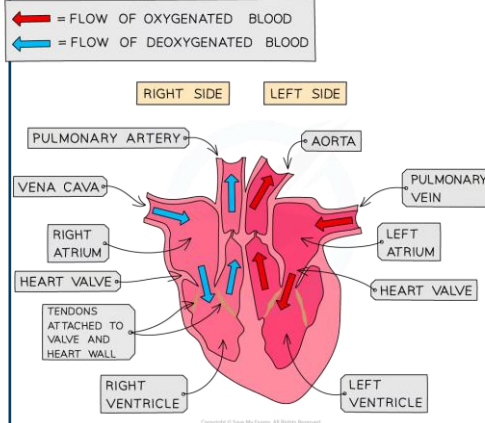
| | | | | | |
|------------------------------------|--|----------|--------------------|----------------|--------------|
| 2: Properties of nuclear radiation | | Symbol | Penetrating Power | Ionising Power | Range in air |
| | Alpha | α | Skin, paper, smoke | High | A few cm |
| | Beta | β | Thin Aluminium | Low | A few metres |
| | Gamma | γ | Lead, concrete | Very low | A few km |
| | All types of radioactive decay can be detected by a Geiger-Muller tube, or G-M tube. | | | | |

| | |
|-----------|--|
| Questions | 1. Which form of radiation has the highest ionising power? |
| | 2. What is an alpha particle? |
| | 3. Which type of radiation can reach the furthest? |
| | 4. What is radioactive decay? |
| | 5. What is meant by the half-life of a radioactive source? |
| | 6. What is count-rate? |

| | | |
|------------------------|------------------------|--|
| Word Revolution | Pacemaker | A group of cells that controls the natural resting heart rate. Some people may have to use artificial pacemakers. |
| | Coronary Artery | An artery that supplies heart muscle with oxygen and glucose for respiration. |
| | Gas exchange | The swapping of carbon dioxide and oxygen between the alveoli and the blood in the capillaries. |

1: The Heart

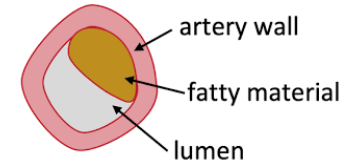
The heart is a muscle that pumps blood around the body. The left side pumps blood around the body. The right side pumps blood to the lungs where gas exchange happens. This is called a double circulatory system because blood passes through the heart twice in a complete circuit.



Coronary arteries: supplies oxygenated blood to heart cells.
 Pulmonary artery: takes blood from the heart to the lungs.
 Pulmonary vein: takes blood from the lungs to the heart.
 Vena cava: takes blood from the body to the heart.
 Aorta: takes blood from the heart to the body.

2: Coronary heart disease

In coronary heart disease layers of fatty material build up inside the coronary arteries, narrowing them. This reduces the flow of blood through the coronary arteries, resulting in a lack of oxygen for the heart muscle.

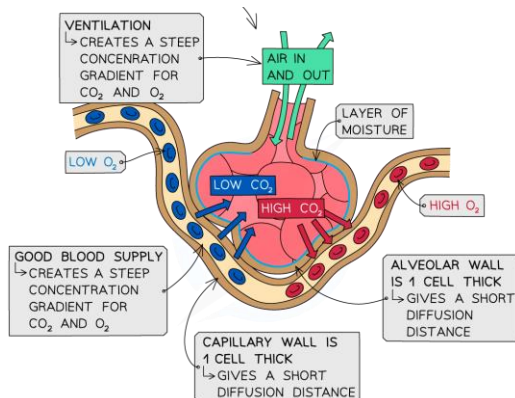


Treatment:

1. Stents are used to keep the coronary arteries open.
2. Statins are used to reduce blood cholesterol levels.

Heart valves may become faulty and can be replaced using biological or mechanical valves. For heart failure, a donor heart, or heart and lungs can be transplanted.

3: Lungs and gas exchange



Air enters the trachea and then moves into one of the two bronchi to enter the lungs. In the lungs, gas exchange happens in the alveoli. Alveoli have an extensive capillary network to allow diffusion of gases.

Questions

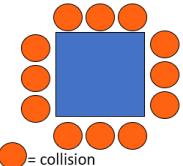
1. What is the difference between the function of the right and left side of the heart?
2. What is the function of the pulmonary vein?
3. What is coronary heart disease?
4. What are 2 ways coronary heart disease can be treated?
5. How are alveoli adapted for gas exchange?
6. How is a steep concentration gradient made in the alveoli?

| | | |
|-----------------|-------------------|--|
| Word Revolution | Catalyst | A substance that lowers the activation energy of a reaction. They are not used up in the reaction and can be used again and again. |
| | Activation energy | The minimum energy needed for a reaction to occur. |
| | Collision theory | The theory that particles must collide with enough energy for a reaction to occur. |

1: Surface Area

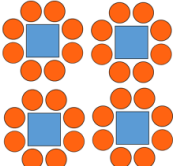
Increasing the surface area increases the rate of reaction. A larger surface area means there are more particles exposed, causing collisions to be more frequent. Surface area can be increased by using a powder rather than large pieces.

Low surface area



= collision


High surface area



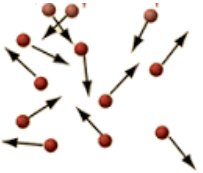
2: Temperature

Increasing the temperature of a reaction increases the rate of reaction because particles have more energy. This makes the particles move faster and makes the collisions more frequent.

Low temperature



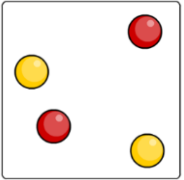
High temperature



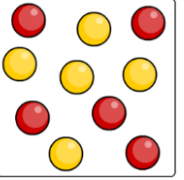
3: Concentration

Increasing the concentration of a reaction increases the rate of reaction. There are more particles present in a given volume meaning that collisions are more frequent between reactants.

Low concentration

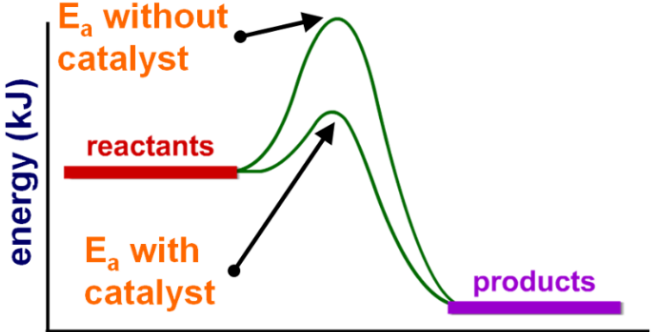


High concentration



4: Catalysts

Adding a catalyst increases the rate of a reaction. A catalyst works by lowering the activation energy of a reaction by providing an alternative route. This means collisions are more frequent. They are not used up in a reaction.

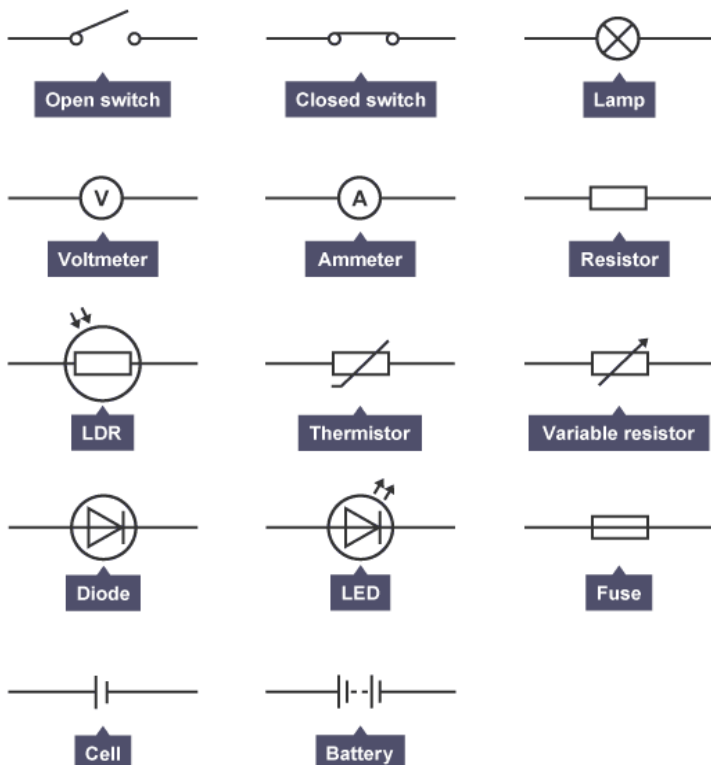


Questions

1. State three ways the rate of a reaction can be changed.
2. Which has a larger surface area, powder or large pieces?
3. Describe the effect of changing concentration on the rate of reaction.
4. Describe the effect of changing temperature on the rate of reaction.
5. Explain why concentrated acid will react more vigorously than dilute acid.
6. Describe what a catalyst is.

| | | |
|-----------------|------------|---|
| Word Revolution | Resistance | Measured in ohms. The higher the resistance, the lower the current. |
| | Current | The flow of electrons (charged particles) around a circuit. |

1: Circuit Symbols



2: Component descriptions

Fixed resistor

A resistor restricts or limits the flow of electrical current. A fixed resistor has a resistance that does not change

Variable resistor

Moving the position of the slider on this resistor, changes the resistance. A variable resistor is used in some dimmer switches and volume controls.

Thermistor

The resistance of a thermistor depends on its temperature. At low temperatures, the thermistor has a high resistance. As the temperature increases, the resistance decreases. A thermistor can be used in thermostats or heat activated fire alarms.

Light-dependent resistor (LDR)

The resistance of a LDR depends on light intensity. At low light levels, the LDR has a high resistance. As the light intensity increases, the resistance decreases. A LDR can be used as a sensor in cameras or automatic lights that come on when it gets dark.

Questions

1. What is the circuit symbol for a variable resistor?
2. What is a use for a variable resistor?
3. What does resistance do?
4. What does LDR stand for?
5. How does resistance change with temperature when using a thermistor?
6. Where might we find a thermistor and why?

| | | |
|-----------------|----------------------|---|
| Word Revolution | Pathogen | A microorganism that causes infectious disease. |
| | Communicable Disease | A disease that can be spread between people. |
| | Health | The state of physical and mental well-being. |

| | | | |
|-----------|---|-------------------------|---|
| 1: Health | <p>Health is the state of physical and mental well-being.</p> <p>Communicable and non-communicable diseases, diet, stress and life situations may have an effect on both physical and mental health.</p> <p>Different types of disease may interact meaning that someone with poor health can get worse health because of knock-on effects of their illness. For example:</p> <ul style="list-style-type: none"> Problems with the immune system mean that someone is more likely to suffer from infectious diseases. Viruses living in cells can be the trigger for cancers- for example HPV and cervical cancer. Immune reactions initially caused by a pathogen can trigger allergies such as skin rashes and asthma. Severe physical ill health can lead to depression and other mental illness. | 3: Communicable disease | <ul style="list-style-type: none"> A pathogen is a microorganism that causes communicable diseases (diseases that can be spread between people). Pathogens may be viruses, bacteria, protists or fungi. Pathogens can spread by direct contact, by water or by air. |
| | <p>A non-communicable disease is a disease that is not caused by a pathogen and cannot be caught from someone else. Risk factors are things that increase the risk of someone getting a non-communicable disease. They can be parts of someone's lifestyle, their genetics or substance in their body or environment.</p> <p>Some risk factors have been shown to cause a disease, such as:</p> <ul style="list-style-type: none"> The effects of diet, smoking and exercise on cardiovascular disease. Obesity as a risk factor for Type 2 diabetes. The effect of alcohol on the liver and brain. The effect of smoking on lung disease and lung cancer. The effects of smoking and alcohol on unborn babies. Carcinogens, including ionising radiation, as risk factors in cancer. Non-communicable diseases can kill people or make someone's quality of life worse. They can also have a financial cost by stopping people working and the costs of researching new treatments. | | <p>Questions</p> <ol style="list-style-type: none"> Name 4 things that have an effect on your health. Name 2 examples of different diseases interacting. Describe the difference between communicable and non-communicable disease. What is a risk factor? Why do bacteria make you feel ill? What are the 4 types of pathogens? |

| | | |
|-----------------|----------------|---|
| Word Revolution | Composition | The ratio of substances which make up a whole. |
| | Photosynthesis | A process carried out by organisms which converts carbon dioxide and water into glucose and oxygen. |

1: Early Earth's Atmosphere

The Earth was formed 4 billion years ago and the atmosphere was mainly hydrogen (H_2) and helium (He).

There was intense volcanic activity during the first billion years of Earth's existence, which released water vapour (H_2O), carbon dioxide (CO_2), methane (CH_4), ammonia (NH_3) and other gases which made up the early atmosphere.

Once the Earth cooled, the water vapour condensed to form the oceans. Some carbon dioxide dissolved into the oceans.

The first life forms were microorganisms which used photosynthesis to convert carbon dioxide into oxygen – forming oxygen in the atmosphere for the first time.

Algae and plants were next to evolve and continued photosynthesising and releasing oxygen.

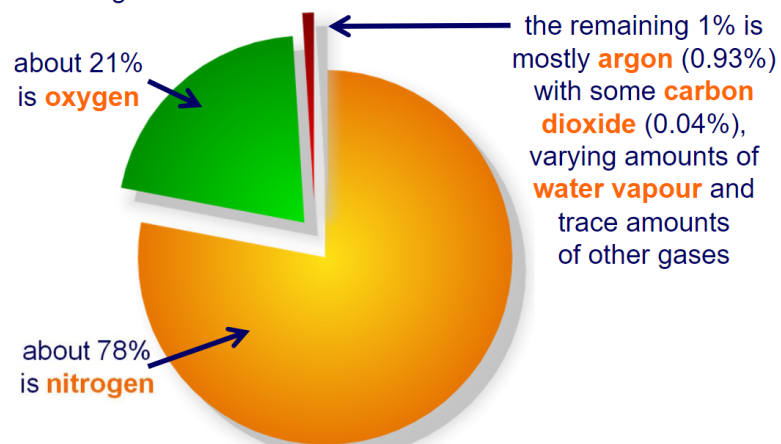
The ammonia was converted into nitrogen (N_2) using bacteria.

The composition of the Earth's atmosphere has remained constant for 200 million years.



2: Composition of atmosphere





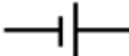
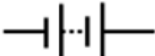
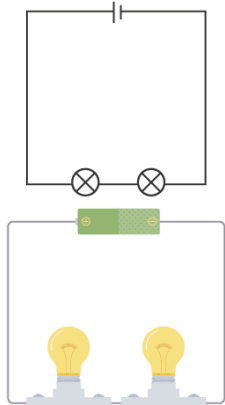
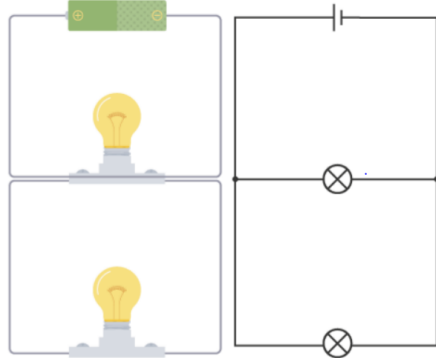
The gases that make up the atmosphere are present in the following amounts:



Questions

1. What is the chemical formula for carbon dioxide?
2. Which gases are present in the current Earth's atmosphere?
3. What are the % of each gas in the current Earth's atmosphere?
4. Give 2 ways carbon dioxide levels decreased in the early Earth's atmosphere.
5. Describe 3 differences between the early Earth's atmosphere and the current atmosphere.
6. Explain how the levels of oxygen increased in the Earth's atmosphere.

| | | |
|-----------------|------------------|---|
| Word Revolution | Circuit | A closed loop through which current moves- from a power source, through a series of components, and back into the power source. |
| | Conductor | A material which allows charge to move easily through it. |
| | Ammeter | A device used to measure electric current. This is connected in series within a circuit. |
| | Insulator | Material that does not allow charge or heat to pass through it easily. |
| | Voltmeter | A device to measure potential difference or voltage. This is connected in parallel to a component. |

| | | | |
|-------------------------|---|--|--|
| 1: Circuits and current | <p>Electrical circuits allow electricity to flow through them.</p> <p>The components in a circuit are joined by wires made of a conductive metal such as copper. These are simply show by straight lines on a diagram.</p> <p>There are two types of circuit we can make, called series and parallel</p> | <div><div> switch</div><div> lamp</div><div> ammeter</div><div> voltmeter</div><div> cell</div><div> battery</div></div> | <div>3: Series circuits</div> <p>If you follow the circuit diagram from one side of the cell to the other, you should pass through all the different components, one after the other, without any branches.</p> <p>In a series circuit, if a lamp breaks or a component is disconnected, the circuit is broken and all the components stop working.at the time:</p> <div></div> |
| | <div>2: Parallel Circuits</div> <p>In parallel circuits different components are connected on different branches of the wire. In a parallel circuit, if a lamp breaks or a component is disconnected from one parallel wire, the components on different branches keep working.</p> <p>And, unlike a series circuit, the lamps stay bright if you add more lamps in parallel.</p> | <div></div> | <div>Questions</div> <div><div>1. What material are wires usually made of?</div><div>2. What are the two main types of circuit?</div><div>3. In a parallel circuit, if one bulb was switched off, what would happen to the other bulbs?</div><div>4. What happens when you add more bulbs in a series circuit?</div><div>5. What can we use to measure potential difference?</div><div>6. What is an ammeter used for?</div></div> |

| | | |
|--------------------|---------------|--|
| Word Revolution | Perfect tense | The most popular tense in French is the perfect . 17 verbs use être to form this tense. Every other verb uses avoir . |
| | | This can be translated into English as both “I have watched” or “I watched” which is good news as you only have to learn one tense and it can have 2 different meanings. |
| | | In the perfect tense most verbs are made up of the present tense of the verb “to have” « j’ai » along with the past participle “watched” « regardé » . Regular past participles always end in é . As always there are irregular past participles which don’t follow the same pattern |

| | |
|----|---|
| 1: | Selon un sondage – according to a survey |
| | À l’étranger – abroad |
| | La destination de voyage préférée – the preferred holiday destination |
| | Une maison – a house |
| | Passer les vacances d’été – to spend the summer holidays |

| | |
|----|------------------------|
| 3: | Je suis allé – I went |
| | J’ai passé – I spent |
| | J’ai loué – I rented |
| | C’était – it was |
| | Il y avait – there was |

| | |
|----|---|
| 2: | Un hôtel en banlieue – A hotel in the suburbs |
| | Il y avait une laverie – there was a laundrette |
| | Il y avait une piscine intérieure – there was an indoor swimming pool |
| | Il y avait des espaces verts – there were green spaces |
| | J’ai beaucoup aimé – I liked it a lot |

| | |
|---------------|---|
| Translations: | 1. J’ai loué une maison en France. |
| | 2. J’ai beaucoup aimé voyager à l’étranger. |
| | 3. À l’hôtel il y avait une laverie. |
| | 4. J’ai passé deux semaines dans un camping avec ma famille. |
| | 5. Selon un sondage la France est la destination de voyage préférée |
| | 6. À l’hôtel il y avait une piscine intérieure |

| | | |
|--------------------|--|---|
| Word Revolution | Imperfect tense + conditional tense | The imperfect can be used with the conditional tense to form an 'if' clause. |
| | | To form the imperfect tense, remove the ER, IR or RE and add the imperfect tense endings to the stem . |
| | | To form the conditional tense, keep the ER, IR or RE and add the conditional ending to the verb. There are 13 irregular verbs |

| | |
|---|------------------------|
| ⚡ | Premièrement – firstly |
| | Cependant – however |
| | Vu que – given that |
| | En outre – moreover |
| | Finalement – finally |

| | |
|---|--|
| ⚡ | Si je pouvais aller – If I could go |
| | Si j'étais riche – If I were rich |
| | Si j'avais beaucoup d'argent – If I had a lot of money |
| | J'irais – I would go |
| | Ce serait – It would be |

| | |
|---|--|
| ⚡ | J'ai logé – I stayed |
| | Il y avait une plage – there was a beach |
| | le parking – the parking |
| | Juste à côté - nearby |
| | Loin – far away |

| | |
|---------------|---|
| Translations: | 1. Premièrement j'ai logé dans un hôtel. |
| | 2. Cependant le parking était loin de l'hôtel. |
| | 3. En outre il y avait une plage juste à côté |
| | 4. J'ai aimé l'hôtel vu que c'était juste à côté de la plage. |
| | 5. Si j'étais riche j'irais au Japon avec mes amis. |
| | 6. Si j'avais beaucoup d'argent ce serait fantastique. |



CREATING A CLIMATE FOR GREAT LEARNING
SUCCESS AND OPPORTUNITY
FOR ALL

| | | |
|-----------------|---|--|
| Word Revolution | Two verb sentences verb + infinitive constructions | You can combine two verbs in French e.g 'je voudrais changer' : I would like to change. |
| | | When there are two verbs together in a sentence, the second verb will be in the infinitive. |
| | | In French, an infinitive ends in –er, -ir or –re, meaning 'to ____' in English eg. jouer = to play |

| | |
|----|---|
| 1: | Pour commencer – to begin with |
| | Aussi - also |
| | Je dois dire que – I must say that |
| | Il faut dire que – I must say that / it must be said that |
| | Pour résumer – to summarise |

| | |
|----|---|
| 3: | Je voudrais me plaindre – I would like to complain |
| | J'ai besoin – I need |
| | C'est inacceptable – It's unacceptable |
| | Je voudrais changer ma chambre – I would like to change rooms |
| | Je voudrais parler avec le directeur – I would like to speak to the manager |

| | |
|----|--|
| 2: | Il y a des rats dans mon lit – there are rats in my bed |
| | L'ascenseur ne fonctionne pas – the lift is not working |
| | La chambre est sale – the room is dirty |
| | Il n'y a pas de papier toilette – there is no toilet paper |
| | La douche est sale – the shower is dirty |

| | |
|---------------|--|
| translations: | 1. Je voudrais me plaindre l'ascenseur ne fonctionne pas |
| | 2. Pour commencer la chambre est sale |
| | 3. Je dois dire que il y a des rats dans mon lit |
| | 4. Il faut dire que l'hôtel est un désastre |
| | 5. Pour résumer je voudrais changer ma chambre |
| | 6. Je voudrais parler avec le directeur c'est inacceptable |

| | | |
|--------------------|-------------------------|--|
| Word Revolution | Adjectival agreement | For every adjective you write, look at the noun to see what gender it is (masculine or feminine) |
| | | Ensure that the adjective agrees with (matches) the gender of the noun |
| | | Many French feminine nouns end in –e, many French adjectives add –e in the feminine form |

| | | | |
|----|---|----|---|
| 1: | Je / On porte – I / we wear | 3: | Un polo rouge – a red polo shirt |
| | J' / On achète – I / we buy | | Un jogging bleu – Blue trackies / joggers |
| | Je mets / On met – I put on / We put on | | Des baskets noires – black trainers |
| | Je / On préfère – I / we prefer | | Des chaussures noires – black shoes |
| | Je voudrais porter – I would like to wear | | Des leggings bleus – blue leggings |

| | | | |
|----|-------------------------------------|---------------|--|
| 2: | Un pantalon noir – black trousers | Translations: | 1. Au collège je porte un pantalon noir et une chemise blanche. |
| | Une jupe noire – a black skirt | | 2. Le weekend je porte un t-shirt rouge et un jogging noir. |
| | Une cravate rouge – a red tie | | 3. À Benton Park on porte une veste bleue et une cravate rouge. |
| | Une chemise blanche – a white shirt | | 4. Quand je fais du sport je porte des baskets noires et des leggings bleus. |
| | Une veste bleue – a blue blazer | | 5. Au collège je voudrais porter un t-shirt et un jogging tous les jours. |
| | | | 6. Samedi je voudrais acheter des baskets parce que c'est mon anniversaire |

| | | |
|--------------------|----------------------|--|
| Word Revolution | Present Tense | We use the present tense to talk about routine and things that regularly happen. E.g. Normally I go to France on holiday. |
| | | There are 3 sets of endings. ER, IR & RE . There are lots of patterns & similarities to look out for so these are easier to remember. |
| | | To form the present tense, remove the ER, IR & RE and add the present tense endings to the stem . |

| | | | |
|----|---|----|--|
| 1: | Je déteste ça – I hate it | 2: | Très confortable – very comfortable |
| | Je / On trouve que – I / we find | | Assez chic – quite stylish |
| | Je dois dire que – I must say | | Vraiment démodé – really old fashioned |
| | Si vous voulez mon opinion – If you want my opinion | | Raisnable – reasonable |
| | À mon avis – In my opinion | | Juste / injuste – fair / unfair |

| | | | |
|----|---|---------------|--|
| 2: | Tout le monde se rassemble – everyone looks the same | Translations: | 1. Au collège on doit porter l'uniforme scolaire. |
| | Ça coûte cher – it's expensive | | 2. Je n'aime pas l'uniforme scolaire. À mon avis c'est vraiment démodé |
| | La mode n'a pas de place à l'école – fashion has no place in school | | 3. Si vous voulez mon opinion la mode n'a pas de place à l'école |
| | L'école c'est pour apprendre – school is for learning | | 4. L'école c'est pour apprendre je trouve ça raisonnable |
| | On doit porter l'uniforme scolaire – we must wear school uniform | | 5. Je dois dire que l'uniforme scolaire coûte cher mais c'est assez chic |
| | | | 6. L'uniforme scolaire est confortable mais tout le monde se rassemble |

| | | |
|-----------------|-----------------|--|
| Word Revolution | imperfect tense | The imperfect can be used for description in the past or to mean 'used to' for regular past events. |
| | | To form the imperfect tense, remove the ER, IR or RE and add the imperfect tense endings to the stem . |

| | | | |
|----|---|---------------|---|
| 1: | J'étais – I used to be | 3: | Mon frère adorait – My brother used to love |
| | Je suivais – I used to follow | | Ma sœur portait – My sister used to wear |
| | J'adorais – I used to love | | Mon frère était – My brother used to be |
| | J'avais – I used to have | | Ma sœur avait – My sister used to have |
| | Je pensais que – I used to think that | | Mon frère était – My brother used to be |
| 2: | Le look de mes amis – my friends' look | Translations: | 1. Je pensais que l'uniforme scolaire était terrible |
| | des vêtements de marque – designer / branded clothing | | 2. Je suivais le look de mes amis |
| | des piercings – piercings | | 3. Ma sœur portait des piercings |
| | Je ne portais que de – I only used to wear | | 4. Je ne portais que de vêtements de marque |
| | Quand j'étais jeune – When I was young | | 5. Quand j'étais jeune je suivais le look de mes amis |
| | | | 6. Je ne portais que de baskets |

| Word Revolution | Reference to Others | Referring to others means someone other than 'I' is the subject of the verb |
|--------------------|------------------------|--|
| | | Referring others enables you to increase your mark on a piece of writing. |
| | | 'On' in French is an impersonal pronoun that can translate as 'we' or as a general 'you' |

| | |
|----|------------------------------------|
| 1: | Je ne porte pas – I don't wear |
| | Je n'achète pas – I don't buy |
| | Je ne mets pas – I don't put on |
| | On ne porte jamais – We never wear |
| | On n'achète jamais - We never buy |

| | |
|----|--|
| 3: | On n'aime pas – We don't like |
| | On ne mets jamais – We never put on |
| | On aimait – We used to like |
| | On portait – We used to wear |
| | On n'aimait pas – We didn't used to like |

| | |
|----|--|
| 2: | des colliers – necklaces |
| | des bracelets - bracelets |
| | des fleurs aux cheveux – flowers in our hair |
| | un short en denim – denim shorts |
| | un jean à pattes d'éléphant – flared jeans |

| | |
|---------------|---|
| Translations: | 1. Je ne porte pas des colliers |
| | 2. On ne porte jamais des fleurs aux cheveux |
| | 3. On portait un short en denim |
| | 4. On aimait un jean à pattes d'éléphant |
| | 5. On aimait des bracelets |
| | 6. On portait des fleurs aux cheveux et des bracelets |

| Word Revolution | Description | To describe, include THE 5 wS, who, what, why ,where & when? |
|-----------------|-------------|--|
| | | Use imaginative adjectives (describing words) & qualifiers e.g. a lot, very, a bit |
| | | Include background details such at the weather, connectives, extended sentences and reference to others. |

| | |
|----|--|
| 1: | J'adore porter – I love to wear |
| | Je n'aime pas porter – I don't like to wear |
| | J'aime porter – I like to wear |
| | Je vais porter – I am going to wear |
| | Je ne vais pas porter – I am not going to wear |

| | |
|----|--|
| 2: | C'est moche – It's ugly |
| | C'est ridicule – It's ridiculous |
| | Le confort – comfort |
| | Les vêtements de marque – designer clothes |
| | C'est chic – It's stylish |

| | |
|----|--|
| 3: | Ce qui est important – What is important |
| | Mon style préféré – My preferred / favourite style |
| | Je trouve que – I find that |
| | Dans le futur – In the future |
| | C'est trop cher – It's too expensive |

| | |
|---------------|---|
| Translations: | 1. Je n'aime pas porter l'uniforme. |
| | 2. Mon style préféré c'est le confort. |
| | 3. Pour moi ce qui est important c'est les vêtements de marque. |
| | 4. Dans le futur je ne vais porter l'uniforme c'est moche |
| | 5. Je n'aime pas porter les vêtements de marque car c'est trop cher |
| | 6. Samedi je vais porter les vêtements de marque |

| | | |
|-----------------|-----------|--|
| Word Revolution | Narration | Narration tells a story and makes your work individual. It will enable you to reach the higher grades. |
| | | You must include sequencers, multi-tense sentences and aim to write a paragraph. |
| | | Exclamations can add interest to your account. |

| | | | |
|----|---|----|-------------------------------|
| 1: | Les événements sportifs – Sporting events | 2: | Ils peuvent – they can |
| | La Coupe du Monde – World Cup | | Ils servent à – they serve to |
| | Le championnat d'Europe – the European Championship | | Il doit – it should |
| | Les Jeux Olympiques – the olympics | | Ils essayent de – they try to |
| | La Formule Un – Formula One | | aide à – helps to |

| | | | |
|----|--|---------------|---|
| 2: | Transmettre la valeur du respect – transmit the value of respect | Translations: | 1. Les événements sportifs peuvent transmettre la valeur du respect |
| | Régénérer les centres villes – to regenerate town centres | | 2. La Coupe du Monde aide à créer des emplois |
| | Promouvoir la participation – to promote participation | | 3. Les Jeux Olympiques servent à promouvoir la participation |
| | Augmenter la fierté nationale – to increase national pride | | 4. Le championnat d'Europe doit régénérer les centres villes |
| | Créer des emplois – to create jobs | | 5. La Formule Un aide à créer des emplois |
| | | | 6. Les événements sportifs peuvent augmenter la fierté nationale |

| | | |
|-----------------|----------------------|--|
| Word Revolution | Adjectival agreement | For every adjective you write, look at the noun to see what gender it is (masculine or feminine) |
| | | Ensure that the adjective agrees with (matches) the gender of the noun |
| | | Many French feminine nouns end in –e, many French adjectives add –e in the feminine form |

| | | | |
|----|-------------------------------------|----|----------------------------|
| 1: | J'aime – I like | 3: | Le jazz – jazz |
| | J'admire – I admire | | Le rap – rap |
| | Je ne supporte pas - I cannot stand | | La musique pop – pop music |
| | J'ai horreur de – I hate | | Le reggae – reggae |
| | Je déteste – I hate | | La musique électronique |

| | | | |
|----|---------------------------|---------------|--|
| 2: | Fantastique – fantastic | Translations: | 1. J'aime le jazz |
| | Original(e) – original | | 2. J 'admire Taylor Swift parce qu'elle est inspirante |
| | Inspirant(e) – inspiring | | 3. Je ne supporte pas le rap. C'est nul |
| | Répétitif(ve) – reptitive | | 4. Je déteste la musique électronique parce que c'est répétitive |
| | Nul(le) – rubbish | | 5. Je pense que la musique pop est fantastique |
| | | | 6. Je ne supporte pas le reggae c'est nul |

Timetable:

Please stick a copy of your timetable here.



Creating a climate for great learning, success and opportunity