



CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Name: _____

Home Learning Number: _____

Benton Park School
Year 9 Knowledge Organiser
Semester 2a
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

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Organisation, Planning & Home Communication

CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

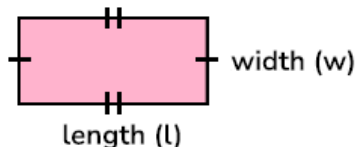
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Area

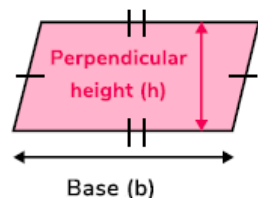
Rectangle

Area = length x width

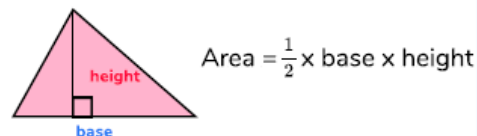


Parallelogram

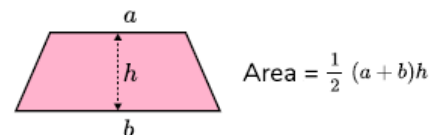
Area = base x perpendicular height



Triangle



Trapezium



Compound Measures



Distance = Speed x Time

Speed = Distance ÷ Time

Time = Distance ÷ Speed



Mass = Density x Volume

Density = Mass ÷ Volume

Volume = Mass ÷ Density



Force = Pressure x Area

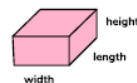
Pressure = Force ÷ Area

Area = Force ÷ Pressure

Volume

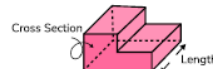
Cuboid

Volume = length x width x height

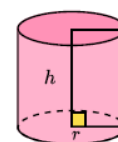


Prism

Volume = area of cross section x length



Cylinder

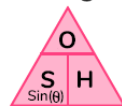


r = radius, h = height

Volume = $\pi r^2 h$

Trigonometry

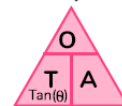
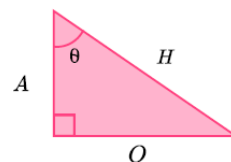
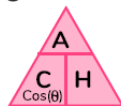
Note: Right angled triangles only



$\sin \theta = \frac{\text{Opposite}}{\text{Hypotenuse}}$

$\cos \theta = \frac{\text{Adjacent}}{\text{Hypotenuse}}$

$\tan \theta = \frac{\text{Opposite}}{\text{Adjacent}}$



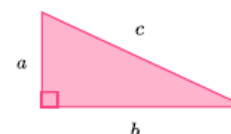
Pythagoras

Note: Right angled triangles only

$$a^2 + b^2 = c^2$$

c is the **hypotenuse**
(The longest side)

a and b are the shorter sides.





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| Word Revolution | Fate | Events outside a person's control, regarded as predetermined by a supernatural power. |
| | Hierarchy | A system in which members of society or an organisation are ranked according to power or status. |
| | Aristocracy | The highest class in certain societies; people of noble birth |

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| 1: Context for Act One | Marriage was usually arranged by a young girl's father. A sum of money called a dowry would be given to the girl's new family from her father; like a business transaction. | 3: Key Terms in Drama | Sonnet: a poetic form with 14 lines and 10 syllables on each. |
| | Women had very few rights and were controlled by fathers and older male relatives. | | Imagery: visually descriptive or figurative language |
| | There were no female actors in the theatre so Juliet's role would have been played by a young man. | | Rhyming couplet: two consecutive lines of poetry which rhyme with each other. |
| | Women were expected to marry and provide heirs for their husbands. | | Stage directions: instructions given to the actors in the script. |
| | The main religion in England at this time was Christianity so the church played an important part in people's lives. | | Soliloquy: a speech given by one character alone on stage, revealing their thoughts |

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| 2: The Plot – Act One | The servants of two noble households fight in the streets of Verona. They are told they will be banished by the Prince if this happens again. | Questions | 1. What was a dowry? |
| | The head of the Capulet family, Lord Capulet, plans a feast. His goal is to introduce his daughter, Juliet, to a rich nobleman named Paris. | | 2. Why was Juliet's role played by a male actor? |
| | Meanwhile, Romeo Montague, the son of Capulet's sworn enemy, is pining over a young lady named Rosaline who does not love him. | | 3. Name three characters from Act One. |
| | Romeo, his cousin, Benvolio and his friend, Mercutio, decide to go to the party given by Capulet in disguise. Tybalt Capulet recognises them and is furious to see them. | | 4. Where does Romeo see Juliet for the first time? |
| | Romeo sees Juliet for the first time, and they speak to each other briefly, falling in love straight away. | | 5. How many lines does a sonnet have? |
| | | | 6. Write out the word 'soliloquy' and a definition. |



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| Word Revolution | Antagonist | The main villain or enemy of the hero in a story. |
| | Protagonist | The main character or hero in a story. |
| | Dramatic Irony | When the audience have information the characters on stage do not. |

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| 1: Context for Act Two | Most marriage for upper class families was arranged marriage. Girls could get married around the age of 14. |
| | Marriages were arranged to preserve the bloodlines of high-ranking families. |
| | Elizabethan women were expected to be obedient and subservient to men. |
| | Reputation and social status was extremely important to the aristocracy; honour and family were key. |
| | Social status meant that the Nurse would have been lower on the hierarchy than Juliet. |

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| 2: The Plot – Act Two | Romeo leaves the party and hides under Juliet's balcony, listening to her speak. |
| | He reveals he is there and proposes marriage. Juliet thinks this is too soon but agrees. |
| | The Nurse visits Romeo the next day to help arrange the secret marriage. |
| | Friar Lawrence agrees to help as he thinks it will heal the rift between the two families. |
| | Romeo and Juliet get married in secret. |

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| 3: Key Terms in Drama | Juxtaposition: Opposing ideas or themes within a text |
| | Semantic Field: A group of words or phrases all associated with the same theme/similar meaning |
| | Simile: Comparing something using 'like' or 'as' |
| | Adjectives: Describing words |
| | Verb: Action words |

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| Questions | 1. What age could girls get married at? |
| | 2. What two words could describe Elizabethan women? |
| | 3. Where does Romeo hide after the party? |
| | 4. Why does Friar Lawrence agree to help the couple? |
| | 5. What is juxtaposition? |
| | 6. What is a semantic field? |



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| Word Revolution | Consequence | The effect of someone's actions. |
| | Feud | A deep-rooted on-going disagreement or hatred. |
| | Pivotal | Of high importance e.g. a pivotal scene |

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| 1: Quotes – Act Three | “I do protest I never injured thee, / But love thee better than thou canst devise” - Romeo to Tybalt |
| | “A plague a’ both your houses!” – Mercutio to Romeo and Tybalt |
| | “Hang thee, young baggage! Disobedient wretch! I tell thee what: get thee to church o’ Thursday, Or never after look me in the face” – Lord Capulet to Juliet |
| | “And you be not, hang, beg, starve, die in the streets” – Lord Capulet to Juliet |
| | “Give me my Romeo; and when he shall die, Take him and cut him out in little stars” – Juliet, waiting for news of Romeo |

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| 2: The Plot – Act Three | There is a fight in which Tybalt kills Mercutio, and Romeo kills Tybalt in retaliation. |
| | Romeo is banished and the Prince says that if he is seen again in Verona, he will be killed. |
| | The Friar speaks to a distressed Romeo and agrees to help him. |
| | Lord Capulet tells Juliet she must marry Paris and becomes aggressive and angry when she refuses. |
| | Juliet goes to the Friar for help. |

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| 3: Key Terms in Drama | Submissive – obedient, passive; conforming to the will of others. |
| | Imperative – an instruction. |
| | Declarative – a statement |
| | Oxymoron – opposing meanings next to each other e.g. deafening silence |
| | Interrogative – a question |

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| Questions | 1. Which character curses the two houses? |
| | 2. What does Lord Capulet call his daughter? |
| | 3. What will happen to Romeo if he returns to Verona? |
| | 4. Who must Juliet marry according to her father? |
| | 5. Write an example of an imperative. |
| | 6. Write an example of a declarative. |



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| Word Revolution | Foreshadowing | Hints in a text that something bad will happen. |
| | Tragedy | A genre of text in which there is a sorrowful or disastrous conclusion. |
| | Tragic Hero | A person of noble birth with a character flaw which leads to their downfall. |

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| 1: Character - Juliet | Juliet has become an unconventional example of an Elizabethan woman. |
| | Although she begins the play as obedient and submissive, she goes against her father's wishes. |
| | She uses violent imagery and a semantic field of death to explore her feelings. |
| | She actively disobeys her father and plans to leave her family. |
| | She now seems independent and more like a modern teenager. |

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| 3: Key Terms in Drama | Stage Direction: instructions to the actors regarding their characters movements, speech and body language |
| | Monologue: a speech by one character |
| | Dialogue: a conversation between two or more characters |
| | Aside: a spoken line, said by a character to themselves or the audience |
| | Setting: where and when the play takes place |

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| 2: The Plot – Act Four | Juliet asks the Friar for help, saying she would rather die than marry Paris. |
| | The Friar gives her a vial containing a sleeping potion; the plan is for her to drink it and fake her own death until Romeo can come to her. |
| | Juliet consents to this plan and takes the vial from the Friar. |
| | That night, Juliet asks to be left alone and takes the sleeping potion. |
| | Her family awake to find that she is seemingly dead. |

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| Questions | 1. Write down two words to describe Juliet. |
| | 2. How does Juliet disobey her father? |
| | 3. What does the Friar give Juliet? |
| | 4. What do Juliet's family think has happened to her? |
| | 5. What is the difference between a monologue and a dialogue? |
| | 6. Give two examples of settings from the play. |



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| Word Revolution | Fate | Events outside a person's control, regarded as predetermined by a supernatural power |
| | Tragedy | A genre of text in which there is a sorrowful or disastrous conclusion |
| | Aristocracy | The highest class in certain societies; people of noble birth |

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| 1: Context for Act Five | Apothecary: a person who mixes and sells medicine. Also, the name of their shop. |
| | Fate: people in Shakespeare's time believed that a person's future was decided by the stars and the planets. |
| | The Bubonic Plague: a disease which killed over twenty-five million people during the Elizabethan Era. |
| | Family Crypt: Aristocratic families often kept a vault (small space) underground where family members could be buried together. |
| | Suicide: seen as an act against God and called 'self-murder'. Families often went to great lengths to cover up suicides. |
| 3: Key Terms in Drama | Setting: where and when the play takes place |
| | Dramatic Irony: when the audience knows more than the characters |
| | Monologue: a speech by one character |
| | Climax: the highest point of tension in a story |
| | Resolution: the conclusion of a story's plot |

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| 2: The Plot – Act Five | Romeo wrongly believes that Juliet is dead and buys poison from an apothecary. |
| | An outbreak of disease prevents the Friar from leaving the city to tell Romeo that Juliet isn't actually dead. |
| | Paris visits the Capulet family crypt to mourn Juliet's death and is by disturbed by Romeo. They fight and Romeo kills Paris. |
| | Romeo sees Juliet's body, takes the poison and dies. Juliet wakes up and uses Romeo's dagger to kill herself. |
| | The Capulets and Montagues finally agree to a truce. |
| Questions | 1. What is fate and why was this important to Elizabethan people? |
| | 2. Give an example of Dramatic Irony in Act 5. |
| | 3. Who does Romeo kill? |
| | 4. How does Romeo die? |
| | 5. How does Juliet die? |
| | 6. What is the play's resolution? |



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| Word Revolution | Pathetic fallacy | When a writer attributes human emotions to things that aren't human, such as the weather. |
| | Simile | A technique which compares the similarity of two separate things; often introduced by 'like' or 'as' or 'than'. |
| | Verb | A word that indicates a physical action ('drive'), a mental action ('think') or a state of being ('exist'). |

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| 1: EXAMPLE – 'Jamaica Inn' | <p>The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.</p> <p>The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.</p> <p>The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.</p> | 3: FURTHER INFO | <p>The extract is taken from Mary's journey to the Inn, at the beginning of the novel.</p> <p>The writer uses pathetic fallacy to create the mood and atmosphere of the setting for the reader to share the same feelings and thoughts of the characters.</p> <p>Coach = since it's set in 1815, this kind of coach is the one pulled by horses, with enough room for six people inside.</p> <p>Greatcoat = a large, woollen overcoat designed for warmth and protection against wind and weather.</p> <p>Rut = a long, deep track made by the repeated passage of the wheels of vehicles.</p> |
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| 2. CONTEXT | 'Jamaica Inn' was written by Daphne du Maurier, (1907 – 1989) who was an English novelist, biographer and playwright. | Questions | 1. Who is the protagonist of 'Jamaica Inn'? |
| | Published in 1936, it is a period piece set in Cornwall around 1815. It was inspired by du Maurier's stay at the real Jamaica Inn, which still exists as a pub in the middle of Bodmin Moor. | | 2. In the extract, what words tell you that the people inside the coach may not be enjoying their ride? |
| | The plot follows Mary Yellan , a woman who moves to stay at Jamaica Inn with her Aunt Patience and Uncle Joss after the death of her mother. | | 3. In the extract, what three words describe the horses as being miserable? |
| | She quickly finds out that the inn is an unsavoury place, mistrusted by the locals, and that her uncle is closely linked with a group of suspicious men who appear to be smugglers. | | 4. Find an example of pathetic fallacy used in the extract and write it down. |
| | | | 5. Find an example of a simile used in the extract and write it down. |
| | | | 6. Choose a verb from the extract and comment on its effect. |



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| Word Revolution | Listing | A technique where writers organise ideas as a list, with each item separated by commas. |
| | Sibilance | A sound created in a group of words through the repetition of 's' sounds. |
| | Repetition | A technique where words are repeated to draw attention to their importance |

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| 1: EXAMPLE – 'Brighton Rock' | <p>They came in by train from Victoria every five minutes, rocked down Queen's Road standing on the tops of the little local trams, stepped off in bewildered multitudes into fresh and glittering air: the new silver paint sparkled on the piers, the cream houses ran away into the west like a pale Victorian water-colour; a race in miniature motors, a band playing, flower gardens in bloom below the front, an aeroplane advertising something for the health in pale vanishing clouds across the sky.</p> <p>It had seemed quite easy to Hale to be lost in Brighton. Fifty thousand people besides himself were down for the day, and for quite a while he gave himself up to the good day, drinking gins and tonics wherever his programme allowed. For he had to stick closely to a programme: from ten till eleven Queen's Road and Castle Square, from eleven till twelve the Aquarium and Palace Pier, twelve till one the front between the Old Ship and West Pier, back for lunch between one and two in any restaurant he chose round the Castle Square, and after that he had to make his way all down the parade to West Pier and then to the station by the Hove streets.</p> | 3: FURTHER INFO | <p>The extract is taken from the beginning of the novel, where Hale is watching crowds of holiday-makers arriving in Brighton.</p> <p>The writer uses listing to create the buzzing atmosphere of the setting for the reader to share the same feelings and thoughts of the characters.</p> <p>Tram = a vehicle that transports people using electricity from overhead cables</p> <p>Water-colour = a paint that is mixed with water and used to create pictures, or a picture that has been done with this type of paint.</p> <p>Programme = schedule or timetable</p> |
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| 2. CONTEXT | 'Brighton Rock' was written by Graham Greene, (1904 – 1991) who was an English writer and journalist regarded by many as one of the leading novelists of the 20 th century. | Questions | 1. What is sibilance? |
| | Published in 1938 and later adapted for film and theatre, the novel is a crime thriller set in 1930s Brighton. | | 2. What does Hale do for a living? |
| | The plot follows journalist Fred Hale who is sent to Brighton for a competition run by his newspaper, 'The Daily Messenger'. | | 3. Roughly how many people are in town for the day? |
| | Prior to this, Hale had been to Brighton to report on a slot machine scam involving crime boss Colleoni. The report led to rival gang leader Kite's death, and Hale feels he is being hunted by Kite's gang, now led by young Pinkie Brown. | | 4. Find listing in the extract and write it down. |
| | | | 5. Find a simile in the extract and write it down. |
| | | | 6. Find repetition in the extract and infer why it might be important |



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| Word Revolution | Adjective | A word that describes a noun or noun phrase. |
| | Adverb | A word that describes a verb, an adjective, another adverb, or even a whole sentence. |
| | Determiner | A word placed in front of a noun to specify quantity, or colour, or ownership/belonging. |

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| 1: EXAMPLE – ‘Glass, Bricks and Dust’ | <p>He tumbled fragments of old window in his hands like shattered marbles. He pushed the glass into the mound, making houses, balancing roofs on them, building towers. The last of the sunlight caught and glinted in the tiny glass walls.</p> <p>More of the black birds than he’d ever seen before rushed overhead and gathered on the lamppost. The orange light hadn’t yet switched on but the shadows were growing. He heard nine chimes of the town hall clock. For a moment, the lamppost looked like a tall thin man wearing a large black hat. When the man turned towards him, he looked like a lamppost. The man had a greyish-green coat speckled with rust and a black hat that quivered with beaks and feathers. The man didn’t need to climb the mound; he was face to face with the boy with his feet still planted in the pavement.</p> | 3: FURTHER INFO | <p>In this part of the extract, a young boy is playing by himself in the ruins of an old house.</p> <p>The story plays with the possibility that the man is real, but also that he is a figment of the boy’s imagination; we never really get a definitive answer.</p> <p>Dean calls attention to a lot of bright colours and light related to the boy, which culminates in the contrast with the darker colours used to describe the man; these determiners are used to suggest the conflict between them.</p> <p>She also uses good verb choices to give the description of the man a disturbing element – ‘quivered’ in particular gives an unsettling impression of the man, and therefore heightens the tension we feel.</p> |
| | 2. CONTEXT | | <p>This extract is from a sort story called ‘Glass, Bricks and Dust’ written by Claire Dean, published in 2014 in a collection of the best short stories of that year.</p> <p>She has said “Fairy tales & folklore, natural history, and the post-industrial landscapes of North-West England all inspire my work.”</p> <p>She has also combined her bookbinding skills with electronics to make stories that respond to sunlight, altitude, air quality, the moon, and tides.</p> <p>“A short story looks to be a reassuringly manageable size for both writer and reader to get hold of, but it’s like one of those tiny face cloths that expands in water. Reading a short story expands the text, and with the best short story writers the story keeps growing for the reader long after they’ve put the text down.”</p> |
| | | Questions | <p>1. Claire Dean has made stories which respond to various things. Name two of these things.</p> <p>2. Dean says she is influenced by fairy tales in her writing. How can you see this in the extract?</p> <p>3. What time is it, in the extract?</p> <p>4. In the extract, what evidence is there to suggest that the boy is playing in a slightly dangerous way?</p> <p>5. In the extract, what word or phrase best suggests that the man is a possible threat for the boy?</p> <p>6. Find a simile in the extract; explain what you think the effect of it is.</p> |



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| Word Revolution | Onomatopoeia | A word formed from the sound associated with what is named ('bang', 'splash'). |
| | Personification | A technique which gives an inanimate object human features. |
| | Symbol | A thing that represents something else, especially a material object representing something abstract. |

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| 1: EXAMPLE – 'City of the Beasts' | <p>What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.</p> <p>Alexander looked at the clock: 6.30, time to get up. Outside, it was beginning to get light. He decided that this was going to be a terrible day, one of those days when it's best to stay in bed because everything is going to turn out bad. There had been a lot of days like that since his mother got sick; sometimes the air in the house felt heavy, like being at the bottom of the sea.</p> |
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| 2. CONTEXT | This is an extract from the novel 'City of the Beasts', the first young adult novel by Chilean-American writer Isabel Allende. |
| | The novel was translated from Spanish to English by Margaret Sayers Peden and the movie rights were acquired by Walden Media in 2006 yet no film has been produced. |
| | Allende's novels are often based on her personal experience, the lives of women and historical events. She weaves together elements of myth and realism. |
| | In 2010, Allende received Chile's National Literature Prize and Obama awarded her 2014 Presidential Medal of Freedom. |

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| 3: FURTHER INFO | The novel tells the story of fifteen-year-old Alex Cold who lives with his parents and two younger sisters, Andrea and Nicole, in a small American town |
| | The extract is taken from the beginning of the novel, where Alex is waking from a bad dream. |
| | We quickly learn that Alex's mother is ill. What we don't yet know is that later in the novel his family life will change beyond recognition. |
| | The writer uses pathetic fallacy to create the mood and atmosphere of the setting for the reader to share the same feelings and thoughts of the characters. |

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| Questions | 1. In which language was the novel originally written? |
| | 2. Which verb indicates the power of the wind? |
| | 3. Find another powerful verb and comment on its effect. |
| | 4. What kind of atmosphere is created by the pathetic fallacy? |
| | 5. Find some personification comment on the effect. |
| | 6. Find a simile and comment on the effect. |



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|-----------------|------------|--|
| Word Revolution | Pollutant | A toxic chemical or object that causes damage to the land, air or water. |
| | Fuel | A source of energy that is consumed (used up) to release energy. |
| | Combustion | A reaction between fuel and oxygen which releases heat and light energy. |

| 1: Pollutants | Pollutant | Source |
|---------------|---|---|
| | Carbon dioxide, CO ₂ | Complete combustion of any fuel containing carbon atoms. |
| | Carbon monoxide, CO | Incomplete combustion of any fuel containing carbon atoms. |
| | Particulate carbon, C (soot) | Incomplete combustion of any fuel containing carbon atoms. |
| | Sulfur dioxide (acid rain), SO ₂ | Combustion of a fossil fuel which contains sulfur impurities. |
| | Nitrogen oxides, NO _x | Oxidation of atmospheric nitrogen inside the engine of a car, lorry, etc. |

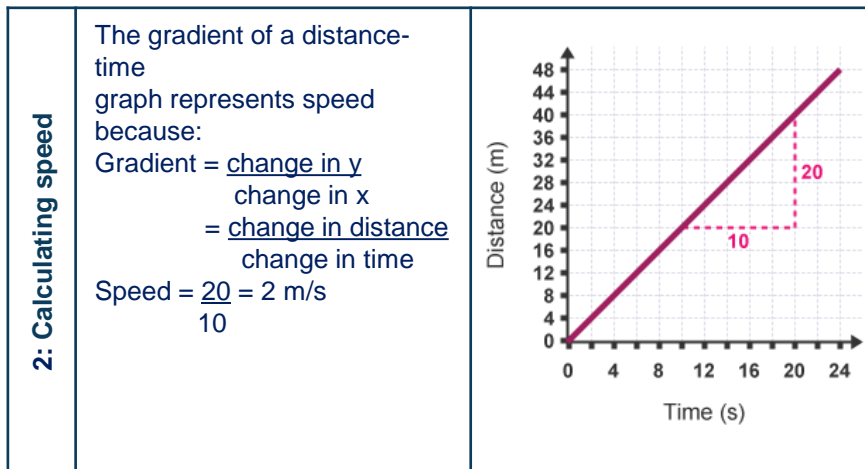
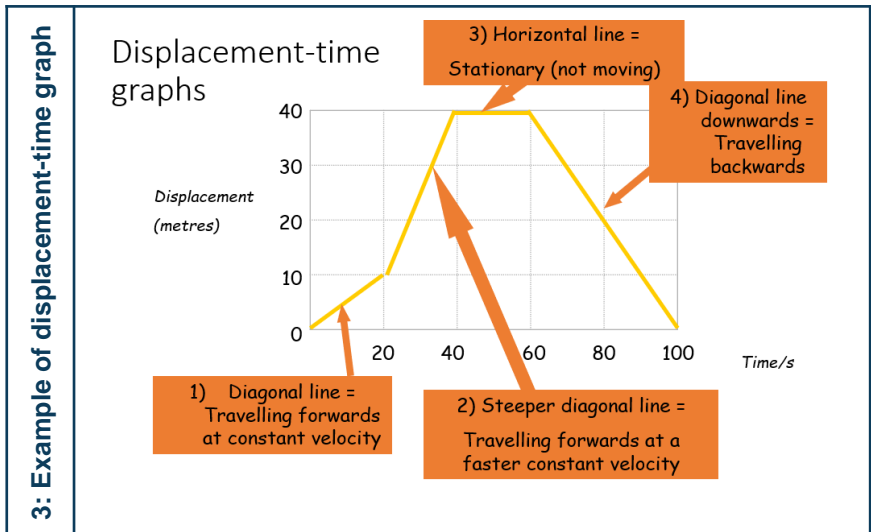
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| 3: Incomplete Combustion | Incomplete combustion of a hydrocarbon fuel occurs when there is a poor supply of oxygen. Less energy is released. Water is still produced from the hydrogen atoms. Instead of carbon dioxide, you might get carbon monoxide or particulate carbon, known commonly as soot, or a mixture of both. |
| | For example: ethane + oxygen → carbon monoxide + water $C_2H_6 + O_2 \rightarrow CO + H_2O$ When this equation is balanced, you get: $2C_2H_6 + 5O_2 \rightarrow 4CO + 6H_2O$ |
| | Carbon monoxide is poisonous. |

| | |
|------------------------|---|
| 2: Complete Combustion | Complete combustion of a hydrocarbon fuel <u>occurs when there is a good supply of oxygen</u> . It releases the maximum amount of energy and produces carbon dioxide and water. |
| | To construct a symbol equation for the complete combustion of a hydrocarbon fuel, remember that the fuel reacts with O ₂ and the only products are CO ₂ and H ₂ O. |
| | For example: methane + oxygen → carbon dioxide + water $CH_4 + O_2 \rightarrow CO_2 + H_2O$ When this equation is balanced, you get: $CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$ |
| | Carbon dioxide is a greenhouse gas and contributes to global warming. |

| | |
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| Questions | 1. Which type of combustion occurs when there is a lack of oxygen? |
| | 2. Which type of combustion occurs when there is a large supply of oxygen? |
| | 3. What is the source of sulfur dioxide? |
| | 4. What is a negative impact of carbon monoxide? |
| | 5. What is a negative impact of carbon dioxide? |
| | 6. What are the products formed during incomplete combustion? |

| | | |
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| Word Revolution | Displacement | The distance moved in a straight line, in a given direction, relative to the starting point. It is a vector quantity. It has the symbol s . |
| | Stationary | Not moving. 0 m/s. Constant speed of 0 m/s |
| | Speed | Change in distance divided by change in time, measured in m/s. Speed = Distance ÷ time |

| | |
|---|---|
| 1: Features of displacement-time graphs | Displacement-Time graphs show us how far something has travelled away from a certain point after a certain time period. |
| | The passage of time is plotted along the x-axis. The displacement from the start point is plotted on the y-axis. |
| | We can use the gradient (steepness) of a line on a displacement-time graph to work out the AVERAGE velocity of an object. |
| | Steeper lines mean the object has a high velocity (more displacement in less time). |
| | Shallower lines mean the object has a low velocity (less displacement in more time). |




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| Questions | 1. What is meant by displacement? |
| | 2. How is speed calculated? |
| | 3. What does an upwards diagonal line mean on a displacement-time graph? |
| | 4. What does a horizontal line mean in a displacement-time graph? |
| | 5. Is displacement a scalar or vector quantity? |
| | 6. What does a displacement-time graph show? |


| | | |
|------------------------|--------------|--|
| Word Revolution | Communicable | A disease that can be spread between people. |
| | Antibiotics | A drug that kills bacteria. |
| | Vectors | An organism that can spread a disease but is not affected by the disease itself. |

| Disease | Pathogen | Symptoms | How it's spread | Prevention/treatment |
|------------------------|----------|--|---|--|
| Rose black spot fungus | Fungi | Black spots on leaves, leaf loss, less photosynthesis, reduced growth. | Water and wind. | Destroying infected leaves, fungicides. |
| Malaria | Protist | Fever, can be fatal. | Mosquito vectors. | Mosquito nets, stop breeding of mosquitos. |
| Salmonella | Bacteria | Fever, stomach cramps, vomiting, diarrhoea. | Eating contaminated food. | Vaccinate poultry, good food hygiene. |
| Gonorrhoea | Bacteria | Pain when urinating, yellow/green discharge form vagina/penis. | Sexual contact. | Condoms, antibiotics. |
| Measles | Virus | Fever, rash, can be fatal. | Airborne droplets. | Vaccination of children. |
| HIV | Virus | Flu-like initially, leads to a weakened immune system and the development of AIDs. | Sexual contact, exchanging bodily fluids. | Condoms, don't share needles. |
| TMV | Virus | Mosaic leaf pattern, less photosynthesis and growth. | Direct contact. | Destroy infected plants. |

Plant diseases

Lots of plant diseases affect the leaves on the plant. If the leaves drop off, or they lose the green colour this means they cannot do as much photosynthesis. This means that the plants produce less glucose (sugar).



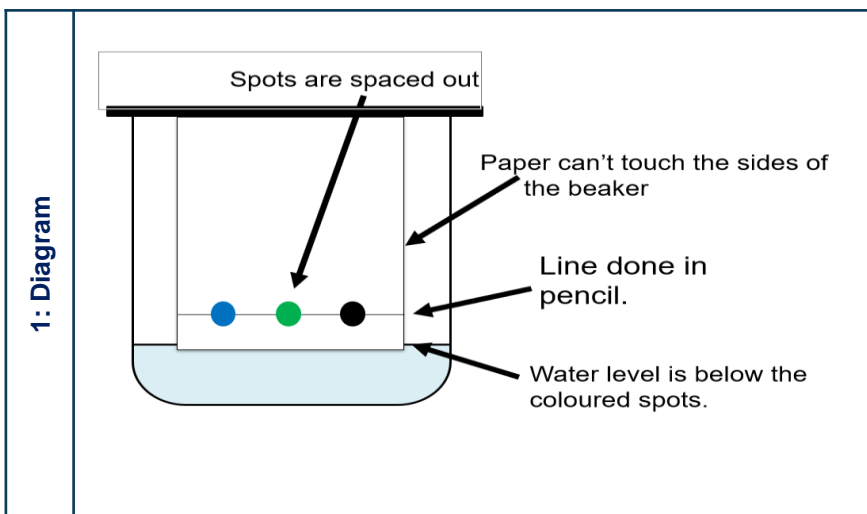


The glucose made in photosynthesis is used to help the plant get energy needed for growth and also to make carbohydrates to help the plants build new cells. This means that growth will be reduced

Questions

1. How is malaria spread?
2. How can salmonella be treated?
3. How can rose black spot fungus stop the plant from growing?
4. Name 3 diseases caused by a virus
5. What are the symptoms of gonorrhoea?
6. Why is a mosquito a disease vector?

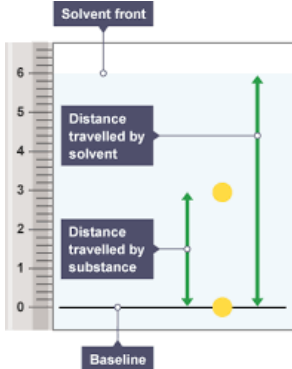
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|------------------------|------------------|--|
| Word Revolution | Solvent | A substance that dissolves a solute. |
| | Mobile Phase | The solvent that moves through the stationary phase. |
| | Stationary Phase | A solid that the solvent moves over. |



3: Calculating R_f values

A chemical can be identified by its R_f value (retention factor).

The R_f value is the ratio of the distance travelled by the sample (spots) to the distance travelled by the solvent (water). The value is never greater than 1.



$R_f = \frac{\text{distance moved by sample}}{\text{distance moved by solvent}}$

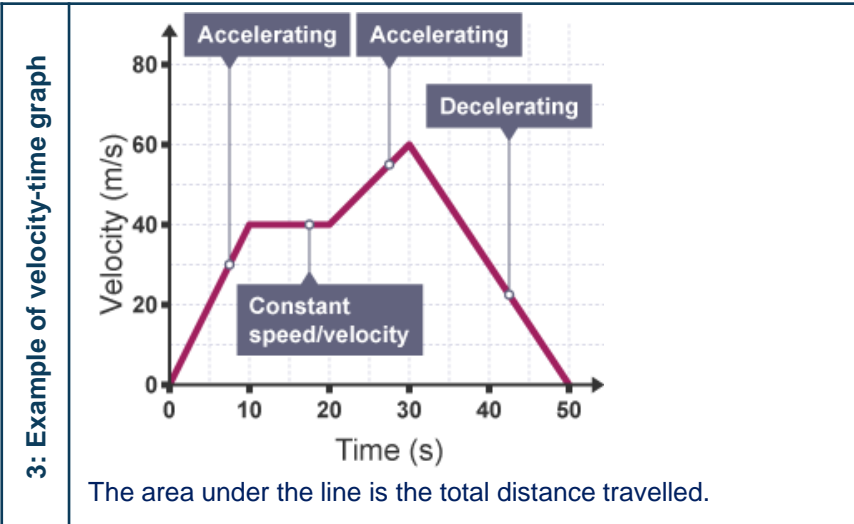
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| 2: Method | 1. Draw a pencil line on a piece of chromatography paper. |
| | 2. Put a spot of dye/ink on the pencil line. |
| | 3. Add 2cm of water into the beaker. |
| | 4. Attach the paper to a pencil and place over the beaker making sure the water is below the ink dot. |
| | 5. Wait for the dye colours to separate. |
| | 6. Calculate the R_f values for each dot. |

| | |
|------------------|---|
| Questions | 1. Draw and label a diagram of the experimental setup. |
| | 2. Write out the step by step method of the experiment. |
| | 3. What is the equation for the R_f value? |
| | 4. Define R_f value. |
| | 5. What is the mobile phase? |
| | 6. What is a stationary phase? |

| | | |
|------------------------|--------------|---|
| Word Revolution | Velocity | The speed of an object in a given direction. It is a vector quantity. It has the symbol v and is measured in m/s. |
| | Acceleration | The rate of change of velocity. It is a vector quantity. It has the symbol a and is measured in m/s ² . |
| | Gradient | Slope / steepness of a line on a graph. |

| | |
|--------------------|--|
| 1: Velocity | The velocity of an object is its speed in a particular direction. Velocity is a vector quantity because it has both a magnitude and an associated direction. |
| | To calculate velocity, displacement is used in calculations, rather than distance. Unlike distance, which is a scalar quantity, displacement is a vector quantity. |
| | Velocity = Displacement ÷ time |

| | |
|------------------------|---|
| 2: Acceleration | Acceleration is the rate of change of velocity. It is the amount that velocity changes per unit time. |
| | The change in velocity can be calculated using the equation: change in velocity = final velocity - initial velocity |
| | The average acceleration of an object can be calculated using the equation: Acceleration = change in velocity ÷ time taken |
| | On a v-t graph the acceleration can be found by finding the gradient of the line. |



| | |
|------------------|--|
| Questions | 1. What is velocity? |
| | 2. What is acceleration? |
| | 3. How can you calculate change in velocity? |
| | 5. How can you calculate acceleration? |
| | 6. What does a horizontal line represent on a velocity time graph? |
| | 7. What does a negative gradient represent on a velocity time graph? |



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|-----------------|-------------|---|
| Word Revolution | Aerobic | With oxygen. |
| | Anaerobic | Without oxygen. |
| | Respiration | A chemical reaction in cells where energy is released from glucose. |

| | |
|------------------------|---|
| 1: Aerobic respiration | All living things perform respiration. Aerobic respiration is carried out in the mitochondria of cells. Respiration is an exothermic reaction, it releases energy to the surroundings. This is why you warm up when you exercise |
| | Respiration is used to transfer energy from glucose (sugar). The energy is used for all living processes, such as contracting muscles, to keep warm and to build up larger molecules from small ones. |
| | <p>carbon dioxide + water → glucose + oxygen</p> <p>$6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$</p> |

| | |
|--------------------------|--|
| 2: Anaerobic Respiration | Anaerobic respiration takes place if the heart and lungs cannot get enough oxygen to the muscles fast enough. This can happen if you are exercising for a long time or the exercise is intense. To get the energy they need the muscles start doing anaerobic respiration as well as aerobic respiration |
| | <p>glucose → lactic acid (+ energy)</p> <p>Plants and yeast cells can also do anaerobic respiration. When yeast does it we call it fermentation. This is useful to make alcoholic drinks such as beer and bread.</p> <p>glucose → carbon dioxide + ethanol (+ energy)</p> |

| | | | |
|---------------------|----------------------------------|--------------------------|---|
| 3: Comparison table | | Aerobic | Anaerobic |
| | Presence of oxygen | Present | Absent or in short supply |
| | Oxidation of glucose | Complete | Incomplete |
| | Products | Carbon dioxide and water | Mammals: lactic acid Yeast: ethanol and carbon dioxide |
| | Amount of energy released | Relatively large amount | Small amount, but quickly |

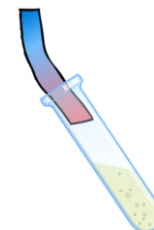
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| Questions | 1. What is fermentation and what is it used for? |
| | 2. What type of reaction is respiration? |
| | 3. What are 3 things that respiration is used for? |
| | 4. What are the products of anaerobic respiration in yeast? |
| | 5. What is the balanced symbol equation for aerobic respiration? |
| | 6. Copy and complete the equation for anaerobic respiration below:- _____ → lactic acid (+ _____) |

| | | |
|------------------------|-----------------------|---|
| Word Revolution | Calcium Carbonate | A salt that exists naturally in the Earth's crust as limestone, chalk and marble. |
| | Limewater | A limestone product made by fully dissolving quicklime in water. It is used to test for carbon dioxide. |
| | Thermal Decomposition | The breakdown of a compound into simpler substances using heat. |
| | Aqueous | Of or containing water. |

| | |
|-----------------------------|---|
| 1: Test for hydrogen | If you hold a burning splint at the open end of a test tube containing hydrogen, 'you'll get a 'squeaky pop' (The noise comes from the hydrogen burning quickly in the oxygen in the air to form water) |
|-----------------------------|---|



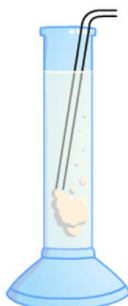
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| 4: Test for Chlorine | Chlorine bleaches damp litmus paper, turning it white. (If you use blue litmus paper it may turn red for a moment first though- that's because a solution of chlorine is acidic) |
|-----------------------------|--|



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| 2: Test for oxygen | If you put a glowing splint inside a test tube containing oxygen, the oxygen will relight the glowing splint. |
|---------------------------|---|



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| 3: Test for carbon dioxide | Bubbling carbon dioxide through (or shaking carbon dioxide with) an aqueous solution of calcium hydroxide (known as limewater) causes the solution to turn cloudy. |
|-----------------------------------|--|



| | |
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| Questions | 1. Describe the test for hydrogen. |
| | 2. Describe the test for Oxygen. |
| | 3. Describe the test for Carbon Dioxide. |
| | 4. Why does blue litmus paper turn red before it turns white? |
| | 5. Describe the test for chlorine. |
| | 6. Define thermal decomposition. |

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|-----------------|-------------------|---|
| Word Revolution | Compression | A bunched-up section of a longitudinal wave. |
| | Rarefaction | A stretched-out section of a longitudinal wave. |
| | Longitudinal Wave | A type of wave in which the vibration of particles is parallel to the direction of energy transfer along the wave. |
| | Transverse Wave | A type of wave in which the vibration of particles is at right angles (perpendicular) to the direction of energy transfer along the wave. |

1. Transverse Waves

When a group of people in a stadium decide to start a Mexican wave, the wave travels around the stadium. Mexican waves are an example of transverse waves as are waves on the surface of water.

In a transverse wave, the particles vibrate up and down, so the direction of their movement is at right angles (perpendicular) to the direction of the energy transfer along the wave.

A slinky can be used to model transverse waves, by moving one end of the slinky up and down.

2: Longitudinal Waves

Sound travels as waves made by vibrating air particles. Sound waves are an example of longitudinal waves.

In a longitudinal wave, the particles vibrate back and forth, so the direction of their movement is parallel to the direction of energy transfer along the wave.

A slinky can be used to model longitudinal waves, by moving one end of the slinky left and right. The wave travels away from the source. The direction of the wave is parallel to the movement of the source.

3: Compression and rarefaction.

Certain parts of a longitudinal wave have special names. Sections that are pushed together are called compressions and those that are stretched out are called rarefactions.

Questions

1. Give an example of a longitudinal wave.
2. Give an example of a transverse wave.
3. In what direction do the particles in a longitudinal wave vibrate?
4. In what direction do the particles in a transverse wave vibrate?
5. What is a compression? Draw a diagram to identify a compression on a longitudinal wave.
6. What is a rarefaction? Draw a diagram to identify a rarefaction on a longitudinal wave.

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|-----------------|-------------|---|
| Word Revolution | Oxygen Debt | The amount of oxygen needed to break down lactic acid built up during exercise. |
| | Lactic acid | A product of anaerobic respiration. |
| | Metabolism | The sum of all the reactions that happen in an organism. |

1: Effect of exercise

During exercise, muscles cells perform more aerobic respiration in order to release energy needed for contraction. This causes movement.

For aerobic respiration, muscles cells need glucose and oxygen. These are delivered to the muscles cells by the blood. During exercise the **heart rate increases** to move blood to the muscles cells faster.


Oxygen enters the body when we inhale. To get more oxygen in the blood during exercise the **breathing rate increases**. Also each breath we take, takes in a of air. Both of these things increases the amount of oxygen entering the blood.

Exercise causes respiration to increase

Cells need more oxygen

Breathing rate and volume increases

Heart rate increases



2: Oxygen debt

During vigorous exercise, anaerobic respiration is used to get enough energy to complete the exercise. This produces lactic acid

When a period of exercise is over, lactic acid must be removed because it is a toxin. Lactic acid is taken to the liver by the blood, and either:

- oxidised to carbon dioxide and water, or
- converted to glucose, then glycogen - glycogen levels in the liver and muscles can then be restored

These processes require **oxygen**. This is why, when the period of activity is over, a person's breathing rate and heart rate do not return to normal straightaway.

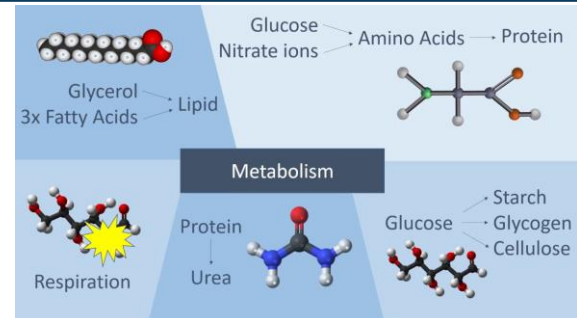
The amount of oxygen required to remove the lactic acid, and replace the body's reserves of oxygen, is called the **oxygen debt**.

3: Metabolism

Metabolism is the sum of all reactions happening in an organism. Whether it is a bacteria or a human.

Metabolism includes:

- conversion of glucose to starch, glycogen and cellulose.
- the formation of lipid molecules from a molecule of glycerol and three molecules of fatty acids.
- the use of glucose and nitrate ions to form amino acids which are used to make proteins.
- Respiration.
- breakdown of excess proteins to form urea for excretion.



Questions

- What 2 changes happen when you exercise?
- Why do cells need more oxygen during exercise?
- How does glucose get to respiring muscle cells?
- What part of the body breaks down lactic acid?
- What is a lipid molecule made of?
- What happens to excess proteins in the body?

| | | |
|-----------------|----------------------|--|
| Word Revolution | Operation Barbarossa | The name given to the invasion of Russia by German troops in 1941 |
| | Abortion | Abortion is the deliberate termination of a human pregnancy, often performed during the first 24 weeks of pregnancy. |
| | Sustainability | Solving present problems without having a negative impact on the future. |

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| 1: | <p>If something is sustainable, it can be carried on for a long period of time.</p> <p>Being sustainable often means doing little or no harm to the environment.</p> <p>For example, throwing plastic bags away is not sustainable because the planet will eventually run out of landfill space.</p> |
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| 2: | <p><u>The tide turns (1941–1943)</u></p> <p>In June 1941, Hitler invaded Russia, known as Operation Barbarossa. This brought Russia back into the war, this time against Germany. The failure of Operation Barbarossa was the first major German defeat. In December 1941, the Japanese bombed Pearl Harbor. This brought America into the war. As a result the Allies gradually began to win the war: In June 1942 the Americans defeated the Japanese at the Battle of Midway. In November 1942 the British won the Battle of El-Alamein in Egypt. In January 1943 the Russians defeated the Nazis at the Battle of Stalingrad.</p> |
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| 3: | <p>An abortion is the termination of pregnancy and is legal in the United Kingdom under strict conditions. For Christians, human life is sacred and a gift from God which is to be respected and protected.</p> <p>Conception: This is when the sperm from a man joins with the egg from a woman, forming a new cell with its own unique genetic makeup.</p> <p>A foetus is the name given to an unborn baby in the womb, usually after eight weeks of development.</p> <p>Viability is when a baby can survive outside of the womb. This usually happens around 24 weeks into pregnancy, but it can vary depending on the baby's development.</p> |
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| Questions | 1. Define sustainability |
| | 2. Why is throwing plastic bags away not sustainable? |
| | 3. What brought Russia back into World War Two? |
| | 4. Why did America join World War Two? |
| | 5. What is abortion? |
| | 6. What is conception? |



| | | |
|--------------------|----------------|---|
| Word Revolution | Allies | Britain, USA, France. |
| | Ensoulment | The moment at which a human being gains a soul. |
| | Global warming | Average global temperature increase. |

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| 1: | <p>Global warming is the unusually fast increase in the Earth's average surface temperature and is caused by <i>greenhouse gases</i> like carbon dioxide and methane being released into the atmosphere, known as <i>emissions</i>.</p> <p>Greenhouse gases trap heat escaping from the Earth's surface – some of these are a good thing, but the Earth now has too many.</p> |
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| 2: | <p><u>D Day</u></p> <p>Germany had invaded nearly all of Europe, including France. The Allies needed to push Germany back. On the 6 June 1944, British, American and Canadian soldiers left England and crossed to France. 160,000 soldiers crossed the channel. They landed at 5 beaches in Normandy, code-named Omaha, Gold, Juno, Sword and Utah. They had tricked the Germans into thinking they would land at Calais. But there was still very heavy fighting, especially at Omaha beach. 2,000 men died on Omaha beach alone. In total, around 5,000 Allied soldiers died on D-Day. Another 7,000 were injured.</p> |
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| 3: | <p><u>When does religion believe life begins?</u></p> <p>Some Christians believe that life begins at conception. The Bible teaches "<i>Before I formed you in the womb, I knew you, before you were born I set you apart.</i>" 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>Muslims believe that life begins at 120 days of pregnancy, when the soul is breathed into the body by Allah (God). This is when the foetus becomes a living being in Islamic belief.</p> |
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| Questions | 1. What causes global warming? |
| | 2. What do greenhouse gases do? |
| | 3. How many beaches did the Allies land on in Normandy? |
| | 4. How many Allied soldiers died on D-Day? |
| | 5. When do some Christians believe life begins? |
| | 6. What is ensoulment? |

| | | |
|--------------------|--------------|--|
| Word Revolution | Advanced | Moved forward/made progress. |
| | Foetus | A foetus is an unborn baby growing in the womb of its mother. |
| | Fossil fuels | Coal, oil and gas – created from the remains of dead animals and plants. |

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| 1: | <p>Some human activities increase the greenhouse gases in the atmosphere:</p> <ul style="list-style-type: none"> •Burning fossil fuels, eg coal, gas and oil - these release carbon dioxide into the atmosphere. •Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere. •Dumping waste in landfill - when the waste decomposes it produces methane. •Agriculture - agricultural practices lead to the release of nitrogen oxides and methane into the atmosphere. | <p>3:</p> <p>Women are most likely to get pregnant if they have sex within a day or so of ovulation (about 14 days after the first day of their last period). An egg lives for about 12-24 hours after being released.</p> <p>Many Christians believe that the birth of a baby is a special and sacred event. For example, in Christianity, the birth of Jesus is considered a miracle and is celebrated as Christmas. The miracle of birth is seen as a divine gift that brings joy and hope, reflecting God's love and his continuous role in the creation of life. Approximately one in eight pregnancies ends in miscarriage, so there is a chance that the foetus will not survive. Christians believe that getting pregnant and having a baby is a blessing from God and is part of his plan.</p> |
|----|--|---|

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| 2: | <p><u>Victory (1943–1945)</u></p> <p>In 1944, the Nazis launched V-1 rockets, known as doodlebugs, which fell randomly in southern Britain.</p> <p>But:</p> <p>After D-Day on 6 June 1944, Germany was gradually driven back in Western Europe by the British, Americans and their allies.</p> <p>The Americans and British continued the strategic bombing campaign on German cities.</p> <p>The Russians advanced in Eastern Europe and in April they reached Berlin. Hitler committed suicide.</p> | <p>Questions</p> <ol style="list-style-type: none"> 1. What greenhouse gas does burning fossil fuels release? 2. What activities release methane? 3. What were the Nazi V-1 rockets also known as? 4. Which city did the Russians reach in April 1944? 5. When are women most likely to get pregnant? 6. Why is having a baby considered to be a miracle? |
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|--------------------|-----------|---|
| Word Revolution | Surrender | To stop fighting and admit defeat. |
| | Law | Law is a set of rules and regulations made by the government to help maintain order in society. It tells people what they can and cannot do and outlines consequences for breaking the rules. |
| | Renewable | Does not run out. |

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| 1: | <p>We can use energy in a more sustainable way by increasing our use of <i>renewable</i> energy or by using <i>non-renewable</i> energy more efficiently. These include:</p> <ul style="list-style-type: none"> •Using <i>biomass</i> – animal or plant waste that can be burnt to generate electricity. •Generating <i>geothermal power</i> uses the heat stored within the Earth. •Increasing <i>wind turbines</i>, <i>solar panels</i> and <i>hydroelectric power (HEP)</i> stations to generate more renewable energy. | <p>3:</p> <p>Law- Abortion became legal in the UK in 1967. An abortion is allowed up to 24 weeks if:</p> <ol style="list-style-type: none"> 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 may be born severely mentally or physically disabled. An abortion is only allowed after 24 weeks if: <ol style="list-style-type: none"> 1. There is a risk to the life of the woman 2. There is evidence that the baby will be severely deformed. Abortions must be carried out in a hospital or a licensed clinic and would need to be approved by two doctors. |
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| 2: | <p><u>Victory (1943–1945)</u></p> <ul style="list-style-type: none"> • Germany surrendered and war came to an end in Europe shortly afterwards and VE Day was announced on 8 May 1945. • Winston Churchill announced this with caution: We may allow ourselves a brief period of rejoicing; but let us not forget for a moment the toil and efforts that lie ahead. • He was speaking of Japan, where the war would continue for three months more. | <p>Questions</p> <ol style="list-style-type: none"> 1. What is biomass? 2. What is geothermal power? 3. When was VE Day? 4. How long after VE day did war continue in Japan? 5. When did abortion become legal in the UK? 6. Where can abortions be carried out? |
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|--------------------|-------------|--|
| Word Revolution | Atomic bomb | A bomb that uses the explosive power of dividing atoms. |
| | Chromosome | Chromosomes are the structures in cells that hold our genetic information, which determines things like our eye colour and other traits. |
| | Urban | Towns or cities, areas which are densely populated. |

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| 1: | <p>An example of a sustainable urban area is Masdar City:</p> <ul style="list-style-type: none"> Built in the desert in Abu Dhabi Aiming to be zero-carbon – will generate electricity through solar panels (e.g. over carparks). Narrow streets will allow the buildings to shade each other, so people can stay cool. Mesh will keep sun out, but let the breeze in. Residents will get around the city via driverless cars. |
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| 3: | <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.</p> <p>Spina bifida is a condition where a baby's spine doesn't develop properly in the womb. This can cause problems with the nerves and muscles in the lower part of the body, leading to difficulties with walking, controlling the bladder and bowels, and other challenges.</p> |
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| 2: | <p><u>Victory (1943–1945)</u></p> <p>On 6 August 1945, the Americans dropped the atomic bomb on Hiroshima, and again on Nagasaki on 9 August. Within weeks Japan surrendered, and VJ Day was announced 15 August 1945. By this stage, Winston Churchill was no longer Prime Minister. Clement Attlee had taken over following a general election in which the majority of people voted for a Labour government believing that they would help them more in recovering from the destruction of war. Attlee said, at midnight, the last of our enemies is laid low.</p> |
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| Questions | 1. How will Masdar City generate electricity? |
| | 2. How will residents of Masdar City get around the city? |
| | 3. Who took over as Prime Minister after Winston Churchill? |
| | 4. When was VJ day? |
| | 5. What is Down's syndrome and how could it affect quality of life? |
| | 6. What is Spina bifida? |

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| Word Revolution | Intercept | To stop something or someone before they reach a place. |
| | First moral precept | The first moral precept in Buddhism is to refrain from harming living beings. This means to avoid causing harm or violence to any living creature, and to practice kindness and compassion towards all beings. |
| | Production | The manufacture of products |

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| 1: | <p>Production of products can be made more sustainable:</p> <ul style="list-style-type: none"> Workers: pay a good wage that ensures a good quality of life, treat workers fairly. Environment: clean up any waste created, use renewable energy sources that don't lead to climate change. Transport: don't transport products long distances, reduce the amount of fossil fuels burnt in transportation Use of products: create products that can be used multiple times and are not thrown away after one use. |
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| 3: | <p>Religious views -Many Christians believe that life is sacred and begins at conception, so they see abortion as taking away an innocent life. In the ten commandments it says, "do not murder." They believe that all life is precious and should be protected. However, some Christians also consider the circumstances surrounding the pregnancy, such as risks to the mother's health or cases of rape and may have different viewpoints on whether abortion can be morally acceptable in certain situations.</p> <p>Buddhists generally follow the first moral precept, which is to abstain from harming living things. They believe in the sanctity of life and aim to avoid causing harm to any living being.</p> |
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| 2: | <p><u>Alan Turing</u></p> <p>The main focus of Alan Turing's work at Bletchley was in cracking the 'Enigma' code (a type of machine used by Germany to send messages securely). Turing created many machines, including the 'bombe' to break the code and intercept German messages. He is now regarded as a brilliant mathematician who's work was instrumental in shortening the war and saving lives. However, due to his homosexuality, he was persecuted and punished by the British government in the post war years.</p> |
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| Questions | 1. How can production be sustainable towards workers? |
| | 2. How can use of products be sustainable? |
| | 3. What was the 'Enigma' code? |
| | 4. Why was Turing punished by the British Government? |
| | 5. What are Christians views about abortion? |
| | 6. What are Buddhists view about abortion? |

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| Word Revolution | Indecency | Being offensive or improper. |
| | Autonomy | Autonomy means being able to make your own choices and decisions without others telling you what to do. It's about being independent and in charge of your own life. |
| | Overfishing | Deplete the stock of fish by excessive fishing. |

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| 1: | <ul style="list-style-type: none"> •Oceans are used as a resource for activities including fishing, mining and transportation. •The ocean is under threat from overfishing, pollution and damage to coral reefs. •Increasingly, man-made products are being dumped in the sea, such as plastic bags and fishing nets, as well as chemicals such as nitrogen and phosphorous used in farming, which harm sea creatures. •There are a number of ways that the ocean is protected, including international law. |
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| 3: | <p>Pro-life means being against abortion and in support of the foetus's right to life. A pressure group is a group of people outside the government who work to make changes in society.</p> <p>Pro-choice means supporting a woman's right to choose an abortion. One argument for a woman's right to choose abortion is that it allows women to make decisions about their own bodies and future. Women should have the freedom to decide what is best for their own lives. Without this choice, women's rights and autonomy are limited.</p> |
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| 2: | <p><u>Alan Turing: Royal pardon and posthumous recognition</u></p> <p>Turing was granted a royal pardon in 2013 for his 1952 conviction for gross indecency. The Bank of England's £50 note now features a portrait of Alan Turing, released into circulation on what would have been his birthday on 23 June 2021. Alan Turing was put on the bank note to 'celebrate his achievements and the values he symbolises,'.</p> |
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| Questions | 1. Give 2 man made products that are being dumped into the sea. |
| | 2. Why is the coral reef under threat? |
| | 3. When was Turing granted a royal pardon? |
| | 4. Why was Alan Turing added to the £50 note? |
| | 5. What is pro-life? |
| | 6. What is pro-choice? |

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|--------------------|----------|--|
| Word Revolution | Illegal | Not allowed by law. |
| | UNDR | The UN Declaration of Human Rights is a set of rules that says all people have the same basic rights, no matter where they live or who they are. |
| | Resource | Something vital to human life. |

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| 1: | <p>Strategies to live more sustainably:</p> <ul style="list-style-type: none"> • Use renewable energy sources • Ensure people's working conditions allow them to have a good quality of life • Make laws to ensure everyone is treated fairly and without discrimination • Build enough houses and make them affordable • Recycle (reuse) materials or use less products that cannot be recycled • Don't waste natural resources such as water. |
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| 3: | <p>The pro-life argument against abortion is that it goes against the sanctity of life and the belief that life begins at conception. They argue that every human being, including unborn babies, has the right to live and should not be deprived of that right. The UN Declaration of Rights of a Child states that children need protection before and after birth.</p> <p>In terms of human rights, the father often does not have legal rights in the decision-making process of whether a woman has an abortion. This is because the woman has the primary right to make decisions about her own body.</p> |
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| 2: | <p><u>LGBT Experiences in World War Two</u></p> <p>In Britain and Germany it was illegal to be gay during World War Two.</p> <p>There was no law about women: law makers did not believe a woman could be gay!</p> <p>Men and women who were gay would have to live private/secret lives, although some were 'out' to their very close friends and sometimes family.</p> |
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| Questions | 1. How can laws be made sustainable? |
| | 2. How can housing be sustainable? |
| | 3. Why was it not illegal for women to be gay? |
| | 4. How did gay men and women have to live? |
| | 5. What legal rights do men have when it come to abortion? |
| | 6. What human rights might apply to an unborn babies' right to life? |

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| Word Revolution | Illegal | Not allowed by law. |
| | Quality of life | The idea that life must have some benefits to be worth living |
| | Sustainability | Solving present problems without having a negative impact on the future. |

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| 1: | <p>If something is sustainable, it can be carried on for a long period of time.</p> <p>Being sustainable often means doing little or no harm to the environment.</p> <p>For example, throwing plastic bags away is not sustainable because the planet will eventually run out of landfill space.</p> <p>Sustainability is important because the planet is needed for future generations.</p> |
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| 3: | <p><u>End of Topic Recap</u></p> <ul style="list-style-type: none"> • Pro-life vs Pro-Choice • Religious views on abortion (Buddhist and Christian) • Quality of life (medical conditions) vs Sanctity of life (life is holy and belongs to God) • Abortion Act 1967 • When does life begin – conception • Viability – 23 weeks / when a foetus/baby can survive outside the womb |
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| 2: | <p><u>End of Topic Recap</u></p> <p>In December 1941, the Japanese bombed Pearl Harbor. This brought America into the war. As a result the Allies gradually began to win the war:</p> <p>In June 1942 the Americans defeated the Japanese at the Battle of Midway. In January 1943 the Russians defeated the Nazis at the Battle of Stalingrad.</p> <p><u>D Day</u> Germany had invaded nearly all of Europe, including France. The Allies needed to push Germany back.</p> <p>On the 6 June 1944, British, American and Canadian soldiers left England and crossed to France. 160,000 soldiers crossed the channel. They landed at 5 beaches in Normandy. On 6 August 1945, the Americans dropped the atomic bomb on <u>Hiroshima</u>, and again on Nagasaki on 9 August. Within weeks Japan surrendered, and VJ Day was announced 15 August 1945.</p> |
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| Questions | 1. Define sustainability. |
| | 2. Why is sustainability important? |
| | 3. When and where were the Germans defeated in WW2? |
| | 4. Why was D Day important |
| | 5. What is viability? |
| | 6. What is sanctity of life? |

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| Word Revolution | Adjectival agreement | In Spanish there are masculine and feminine nouns and adjectives |
| | | If an adjective ends in –o, when the noun is feminine add an –a to the adjective e.g. una corbata roja a red tie |
| | | If an adjective ends in –e it stays the same e.g. un vestido grande |

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|-----------|---|
| 1: | Su música – His / her music |
| | Su voz – His / her voice |
| | Sus coreografías – His / her / their choreographies |
| | Sus canciones – His / her / their songs |
| | Sus letras – His / her / their lyrics |

| | |
|-----------|------------------------------|
| 2: | Repetitiva(s) – Repetitive |
| | Original(es) - Original |
| | Imaginativa(s) – Imaginative |
| | Triste(s) - Sad |
| | Atrevida(s) – Bold, daring |

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|-----------|------------------------------------|
| 3: | Me gusta(n) – I like |
| | Me fascina(n) – I am fascinated by |
| | No aguanto – I can't stand |
| | No soporto – I can't stand |
| | Admiro – I admire |

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| Questions: | Me gusta Shakira porque sus canciones son originales. |
| | No soporto su música porque es muy triste. |
| | Sus coreografías son atrevidas. |
| | Me fascinan sus letras porque son bastante imaginativas. |
| | No me gusta Enrique Iglesias porque sus canciones son repetitivas. |
| | Admiro su voz porque es atrevida y original. |

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| Word Revolution | Two verb sentences | You can combine two verbs in Spanish to make a more interesting sentence. |
| | | If there are two verbs together in a sentence, the second verb will be in the infinitive. |
| | | In Spanish, an infinitive ends in –ar, –er or –ir, meaning ‘to _____’ in English eg. jugar = to play |

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|----|----------------------------------|
| 1: | Este festival – This festival |
| | La fecha – The date |
| | El espectáculo – The show |
| | Los cantantes – The singers |
| | La edad mínima – The minimum age |

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| 2: | Son increíbles – They are incredible |
| | Son baratas – They are cheap |
| | Es muy famoso – It is very famous |
| | Es en verano – It is in summer |
| | Es demasiado sucio – It is too dirty |

| | |
|----|---|
| 2: | Se celebra – it is celebrated |
| | Se puede acampar – you can camp |
| | Las entradas – The tickets |
| | El precio – The price |
| | Hay mucho ruido – There is a lot of noise |

| | |
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| Questions: | Este festival es muy famoso. |
| | El espectáculo y los cantantes son increíbles. |
| | Se celebra en verano y se puede acampar en un camping. |
| | Las entradas para el festival son baratas. |
| | La edad mínima para el festival es dieciocho años. |
| | No me gusta el festival porque hay mucho ruido y es demasiado sucio. |

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|------------------------|-----------------------------|---|
| Word Revolution | Adjectival agreement | In Spanish there are masculine and feminine nouns and adjectives |
| | | If an adjective ends in –o, when the noun is feminine add an –a to the adjective e.g. una corbata roja a red tie |
| | | If an adjective ends in –e it stays the same e.g. un vestido grande |

| | |
|-----------|---------------------------|
| 1: | La carne - Meat |
| | El pescado - Fish |
| | Las verduras - Vegetables |
| | La fruta - Fruit |
| | El chocolate – Chocolate |

| | |
|-----------|----------------------------|
| 2: | Me gusta – I like |
| | No me gusta – I don't like |
| | Me encanta – I love |
| | Odio – I hate |
| | Prefiero – I prefer |

| | |
|-----------|----------------------------|
| 2: | Delicioso / a – Delicious |
| | Sabroso / a – Tasty |
| | Asqueroso / a – Disgusting |
| | Salado / a – Salty |
| | Dulce – Sweet |

| | |
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| Questions: | Me gusta la carne porque es sabrosa. |
| | No me gusta el chocolate porque es muy dulce. |
| | Prefiero la fruta porque es deliciosa. |
| | Odio las verduras. Son asquerosas. |
| | Me encanta el pescado ya que es delicioso. |
| | No odio el chocolate. Sin embargo, es demasiado dulce. |

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| Word Revolution | Comparisons | Comparisons compare one thing / activity with another. |
| | | To compare something positively we use 'más...que' (more...than) |
| | | To compare something negatively we use 'menos...que' (less...than) |

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|-----------|-----------------------------------|
| 1: | La leche – Milk |
| | El agua – Water |
| | El café – Coffee |
| | El té – Tea |
| | El zumo de naranja – Orange juice |

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| 2: | Es más sano que – It is healthier than |
| | Es menos sabroso que – It is less tasty than |
| | Es más refrescante que – It is more refreshing than |
| | Es tan delicioso como – It is as delicious as |
| | Es tan malo como – It is as bad as |

| | |
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| 2: | El arroz – Rice |
| | La pasta – Pasta |
| | Las hamburguesas – Burgers |
| | Los caramelos – Sweets |
| | Los huevos – Eggs |

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|-------------------|---|
| Questions: | Los huevos son más sanos que los caramelos. |
| | El té es menos sabroso que el café. |
| | La leche es tan refrescante como el agua. |
| | Las hamburguesas son tan malas como los caramelos. |
| | El arroz es más sano que la pasta. |
| | El zumo de naranja es más refrescante que el café. |

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| Word Revolution | Present tense 1st and 3rd person verbs | Present tense verbs are used to talk about what we usually do, or are currently doing |
| | | In Spanish, we often don't use pronouns: we change the verb ending to show who is completing the action |
| | | Regular present tense verbs follow specific endings according to whether they end in –ar, -er or -ir |

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|-----------|--------------------------------|
| 1: | La tortilla – Spanish omelette |
| | El chorizo – Chorizo |
| | El gazpacho – Gazpacho |
| | La paella – Paella |
| | El café – Coffee |

| | |
|-----------|--|
| 2: | Contiene arroz – it contains rice |
| | Contiene patatas – It contains potatoes |
| | Es un plato típico – It is a typical dish |
| | Es famosa en Valencia – It is famous in Valencia |
| | Viene de Colombia – It comes from Colombia |

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| 3: | Es una salchicha picante – It is a spicy sausage |
| | Es una sopa fría – It is a cold soup |
| | Se cocina con pimientos – It is cooked with peppers |
| | Hay diferentes versiones – There are different versions |
| | Se bebe en verano – You drink it in summer |

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|-------------------|--|
| Questions: | La paella es famosa en Valencia. |
| | El chorizo es una salchicha picante y deliciosa. |
| | Hay diferentes versiones de la tortilla y contiene patatas. |
| | El café viene de Colombia y hay diferentes versiones. |
| | La paella es un plato típico y se cocina con pimientos. |
| | El gazpacho es una sopa fría y se bebe en verano. |



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| Word Revolution | Developing justified reasons | Justified opinions give additional information and allow you to provide more detail |
| | | These can be formed in a variety of different ways in Spanish |
| | | Justified opinions give you the opportunity to use more complex language structures |

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|-----------|-------------------------------------|
| 1: | Me gusta – I like |
| | En general – In general |
| | Trato de evitar – I try to avoid |
| | Tengo que admitir – I have to admit |
| | El problema es – The problem is |

| | |
|-----------|--|
| 2: | Bebidas alcohólica – Alcoholic drinks |
| | Comida basura – Junk food |
| | Comida saludable – Healthy food |
| | La dieta mediterránea – Mediterranean diet |
| | Cinco raciones diarias – Five daily portions |

| | |
|-----------|---|
| 3: | Cuando tengo sed – When I am thirsty |
| | Cuando tengo hambre – When I am hungry |
| | Raramente como – I rarely eat |
| | Porque tiene mucho azúcar – Because it has a lot of sugar |
| | Porque contiene demasiada grasa – Because it contains too much grease / fat |

| | |
|----------------------|--|
| translations: | Me gusta la dieta mediterránea. |
| | Raramente como la comida basura. |
| | En general, trato de evitar las bebidas alcohólicas. |
| | Raramente como cinco raciones diarias. |
| | El problema es que cuando tengo hambre no como la comida saludable. |
| | Trato de evitar la comida basura porque contiene demasiada grasa. |

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| Word Revolution | The Preterite Tense | The Preterite Tense is a past tense in Spanish. |
| | | We use the Preterite Tense to describe actions or events which took place in the past. |
| | | The Preterite Tense ends in é (ar verbs) or í (er and ir verbs) if we are using the pronoun “I” |

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|-----------|---|-----------|--|
| 1: | Cociné – I cooked | 3: | Ayer – Yesterday |
| | Bebí – I drank | | Anoche – Last night |
| | Comí – I ate | | La semana pasada – Last week |
| | Para cenar probé – For dinner I tried | | El fin de semana pasado – Last weekend |
| | Para el desayuno tomé – For breakfast I had | | Esta mañana – This morning |

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| 2: | Pollo picante – Spicy chicken | translations: | Ayer cociné pollo picante. |
| | Cereales – Cereals | | Anoche para cenar probé el pescado con patatas. |
| | Un bocadillo de jamón – A ham sandwich | | Esta mañana bebí agua. |
| | Pescado con patatas – Fish with chips | | Para el desayuno tomé cereales. |
| | Agua – Water | | La semana pasada comí un bocadillo de jamón. |
| | | | El fin de semana pasado cociné y comí pollo picante. |



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| 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. |
| | | Verb endings change, depending on who is the subject (ie. I, you, we, he etc) |

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| 1: | Juego al fútbol – I play football |
| | No juego al baloncesto – I don't play basketball |
| | Jugamos al tenis – We play tennis |
| | Hago la gimnasia – I do gymnastics |
| | Hacemos la natación – We do swimming |

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| 3: | Es un poco aburrido / a – It is a bit boring |
| | Es bueno para la salud – It's good for your healthy |
| | Es bastante divertido / a – It is quite fun |
| | Es mi deporte favorito – It is my favourite sport |
| | Es demasiado fatigoso / a – It is too exhausting |

| | |
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| 2: | Los lunes – On Mondays |
| | Todas las semanas – Every week |
| | Después del colegio – After school |
| | Con mis amigos – With my friends |
| | Con mi familia – With my family |

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| translations: | Juego al fútbol porque es bastante divertido. |
| | Los lunes hago la gimnasia porque es mi deporte favorito. |
| | Todas las semanas jugamos al tenis con mi familia. |
| | Después del colegio hacemos la natación pero es un poco aburrida. |
| | Con mis amigos, jugamos al tenis porque es bueno para la salud. |
| | Los lunes hacemos la natación pero es demasiado fatigoso. |



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| Word Revolution | Sequencing Events in the Past | You can increase your marks if you can narrate / tell a story about an event in the past. |
| | | Using a range of connectives in your writing makes it more interesting for the reader to follow. |
| | | Use |

| | | | |
|-----------|--|-----------|--|
| 1: | Jugué al ping-pong – I played table tennis | 3: | Fue muy aburrido / a – It was very boring |
| | Jugamos al rugby – We played rugby | | Gané un partido – I won a match |
| | Hice atletismo – I did athletics | | Fue una experiencia única – It was a unique experience |
| | Hice la equitación – We did horse-riding | | Participé en un triatlón – I participated in a triathlon |
| | Hicimos ciclismo – We did cycling | | Me rompí la pierna – I broke my leg |

| | | | |
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| 2: | Ayer – Yesterday | translations: | Hice la equitación y me rompí la pierna. |
| | La semana pasada – Last week | | Ayer jugué al ping-pong y fue muy aburrido. |
| | El verano pasado – Last summer | | El verano pasado hicimos ciclismo y fue una experiencia única. |
| | El fin de semana pasado – Last weekend | | La semana pasada participé en un triatlón. |
| | Cuando era más joven – When I was younger | | El fin de semana pasado jugamos al rugby y gané un partido. |
| | | | Cuando era más joven, hice atletismo y me rompí la pierna. |

Timetable:

Please stick a copy of your timetable here.



Creating a climate for great learning, success and opportunity