BOURNEMOUTH SCHOOL

Year 9

Knowledge Organiser 5

Summer Term

Name: Master 9

Registration Form: -

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 9 Summer Term 5

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
    a. **Look Cover Write Check**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
        iii. Now COVER this information so you can't read it.
        iv. WRITE out what you can remember word for word in your Homework Learning Journal.
        v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
        vi. Repeat this process until you are confident you can remember everything you need.
        AIM: You should be able to repeat the information by rote
    b. **Self or peer quizzing**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
        iii. If you are working on your own, cover the KO and write a full answer to each question.
        iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
        v. Now uncover the KO and with a green pen correct your work.
        AIM: You should be able to repeat the information by rote but with a good understanding
    c. **Playing with words and sentences**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. You now want to check how well you have learnt the information in your KO.
        iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
        iv. Rephrasing – can you rewrite the sentences or explanations in your own words?

c. Playing with words and sentences

i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
ii. You now want to check how well you have learnt the information in your KO.
iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
iv. Rephrasing – can you rewrite the sentences or explanations in your own words?
v. Summary – can you summarise the main points of this section of the KO?
vi. Synonyms – can you write synonyms for key words and ideas?
vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

i. This is a technique to use towards the end of the half term when you are revising all of the KO.
ii. Think of the links or connections between different sections of your KO.
iii. Write these out in your own words in your Homework Learning Journal.
iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
v. Write this out in your Homework Learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
4. Always use a ruler to underline titles and dates.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

Success Club

You can attend Success Club every Monday to Thursday in room 53 until 4:30pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will have a chat and offer you support.

Maths:

Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

How long should I spend on my homework?

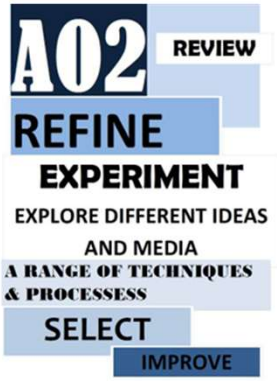
Key Stage 4					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

Assessment Objectives - This is how you are marked for coursework and Exam.
There are 24 marks to gain for each AO.
60% of your GCSE mark is coursework and 40% is your exam mark.

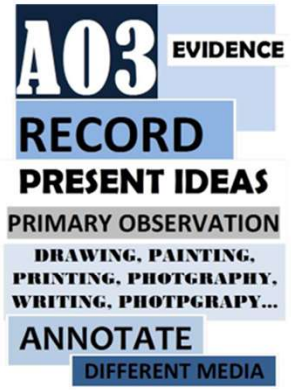
Artist research pages.

- Visits to exhibitions and galleries.
- Your own responses in the style of the artist.
- Interviews with artists/ photographers.
- Annotate and analyse what you have found out.



Experimenting in response to your chosen artists.

- Use relevant materials and techniques to experiment with
- Experiment with new materials, tools and techniques as well as familiar ones.
- Try out different combinations of media and techniques
- Practise and refine your use of your chosen media, tools and techniques



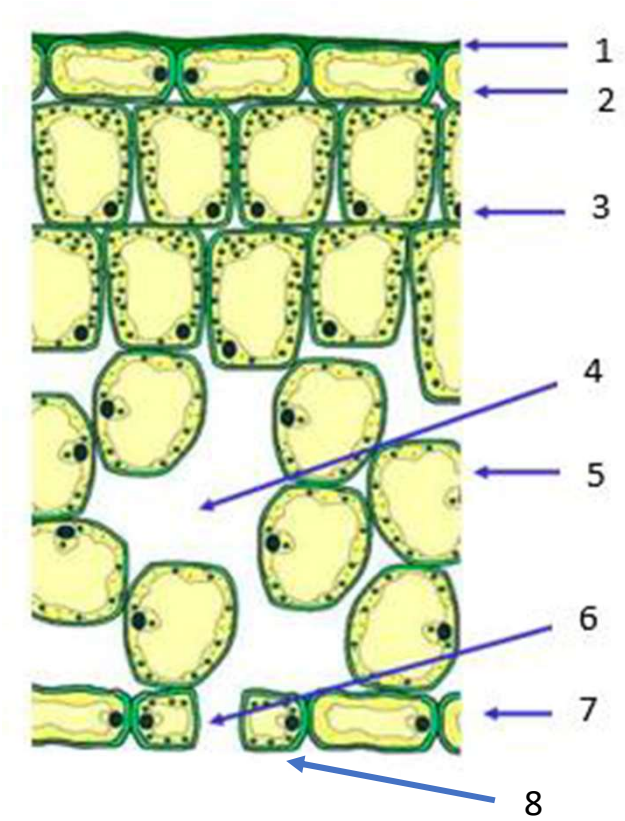
Title page.

- Mind Map.
- Mood-boards.
- Bullet points
- Notes
- Longer paragraphs
- Photographs.
- Observational drawings
- Sketches
- Designs
- Diagrams
- Editing on Photoshop

Plans and drawings of final piece ideas.

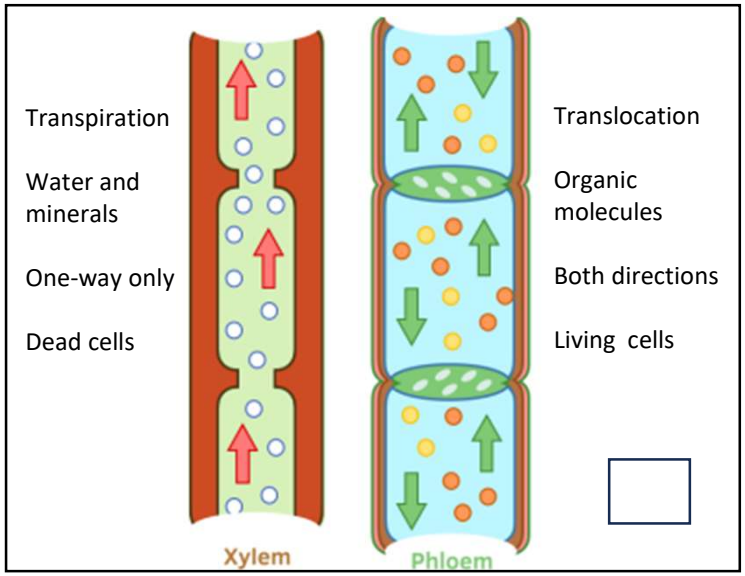
- Mini mock-ups and experiments for final piece.
- Creating an original final piece, that is clearly inspired by your research and creative journey.
- Evaluation of final piece (how does your piece link to the project theme?)

Scan here for more information



Parts of the leaf			✓
#	Structure	Function	
1	Waxy cuticle	To reduce water loss	
2	Upper epidermis	Transparent to allow light to pass through	
3	Palisade cells	Contain many chloroplasts for photosynthesis	
4	Air spaces	Allow gases to diffuse easily	
5	Spongy mesophyll layer	Contains air spaces to allow gases to move through the leaf	
6	Stomata	Hole that allows gas exchange	
7	Lower epidermis	Where most stomata are found	
8	Guard cells	Cells that open and close stomata to allow gas exchange.	

Transport through a plant		✓
Term	**Definition**	
Xylem	Hollow tubes, formed from the cell walls of dead cells, and strengthened by a substance called lignin. Site of water transportation in upward direction.	
Transpiration	The loss of water vapour from the leaves by evaporation from cells and then out through the stomata.	
Phloem	Hollow cells forming a tube to allow dissolved sugars to move between cells via translocation, in both directions.	
Translocation	The movement of dissolved sugars around the plant.	



B4a Photosynthesis

Photosynthesis equations

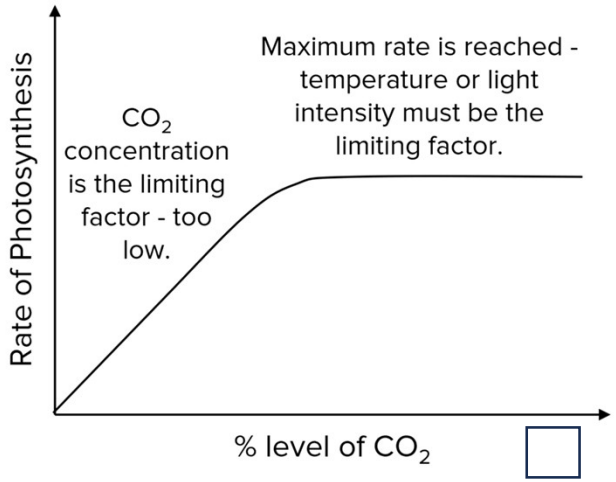
Carbon dioxide + water → glucose + oxygen

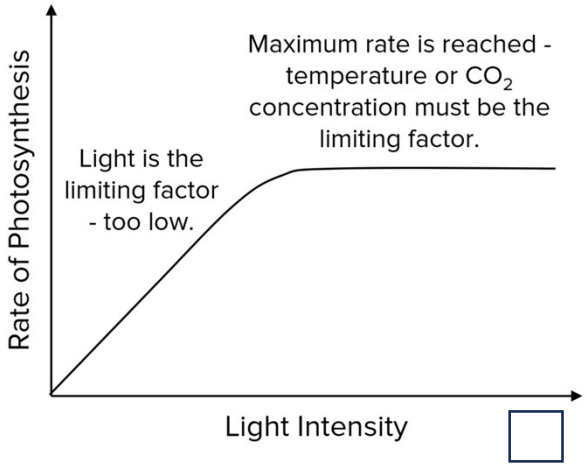
$6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$

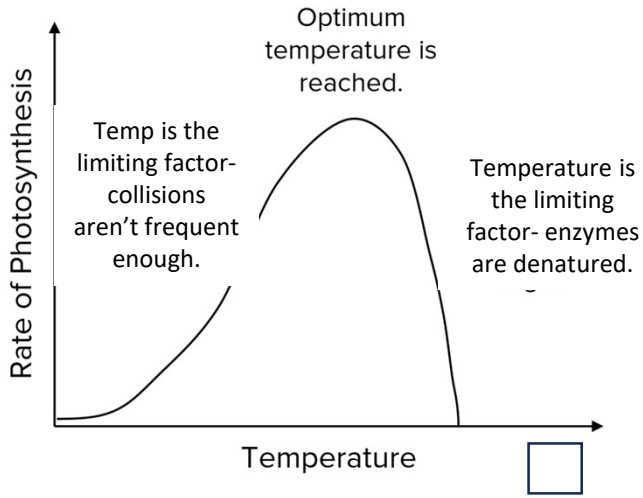
Limiting factors of photosynthesis		✓
1	Concentration of carbon dioxide	
2	Light intensity	
3	Temperature	
4	Amount of chlorophyll	

Uses of glucose from photosynthesis		✓
1	Converted into insoluble starch for storage	
2	Use to produce fats and oils for storage	
3	Used to produce cellulose, which strengthens the cell wall	
4	Used to produce amino acids for protein synthesis (Nitrate ions absorbed from the soil are also needed)	
5	Used for respiration	

In the limiting factor graphs, as the line of best fit increases, the factor on the x axis is the limiting factor. As the line of best fit plateaus, it is no longer a limiting factor and instead something else is limiting the rate of photosynthesis.







GCSE BUSINESS *Human Resources* Topic 3.4.1 Organisational Structures/Motivating employees

Organisational Structures
Businesses have to organise themselves to be able to carry out their activities effectively. Employees will understand different job roles and responsibilities. There are four basic layers:
1. Directors
2. Managers
3. Supervisors
4. Operatives

Appropriateness of organisational structures depends on:
1. Business size 2. Skills of the workforce 3. Management style 4. Speed of decision making required 5. Experience and skills of staff

The importance of motivation in the workforce	
Staff retention	Good customer service
High productivity	Higher levels of sales
Improved recruitment and selection	

Centralisation and Decentralisation	
Centralisation	Decentralisation
All major decisions are made by one person or a few managers at the top of the hierarchy	The authority to make decisions is delegated.
<u>Advantages:</u> Control over key decisions Quick decision making	<u>Advantages:</u> Reduce pressure on senior managers Greater response to local markets
<u>Disadvantages:</u> Slower decision making Demotivating for subordinates	<u>Disadvantages:</u> Training may be required All employees must understand the aims of the organisation

Definitions	
Motivation	The will to complete a task
Fringe benefits	Extra benefits that an employee may receive beyond their pay, for example a company car.
Salary	An annual payment to employees usually paid monthly.
Wage	Payment to employees calculated by how many hours they work.
commission	Payment made to an employee based on a sale or goal
Profit sharing	Where a percentage of the companies profit is divided between employees
Authoritarian	A management style where managers make decisions alone, without consulting staff
Democratic	A management style where managers allow the workforce some influence over decision making
Paternalistic	A management style where managers make decisions but only after consultation with staff
Laissez-faire	Managers allow workers to perform tasks as they see appropriate.

Methods of motivation	
Financial	**Non-Financial**
Salary	Fringe benefits
Wage	Management style
Commission	Training
Profit sharing	Greater responsibility

Definitions	
Span of control	The number of employees managed directly by another employee
Chain of command	The line of authority within a business along which communication passes
Delayering	The removal of one or more levels of hierarchy from a business's organisational structure
Delegation	The passing down of authority to more junior employees
Flat organisational structure	Where an organisation has wide spans of control and few levels of hierarchy
Tall organisation structure	Where an organisation has narrow spans of control and a large number of levels of hierarchy
Organisational Structure	Is the way a business arranges itself to carry out its activities
Line manager	Is an employees immediate superior

The need for recruitment	☑
Businesses need to recruit employees in a range of circumstances	
1. Starting a new business	
2. Increased production	
3. Diversification and new skills required	
4. Retirement	
5. Promotion	

Methods of recruitment		☑
Internal recruitment: Recruiting current employees into new roles	**External recruitment:** Recruiting staff from outside of the business	
Advantages: 1. Quick 2. Experienced and familiar with the business	Advantages: 1. Bigger pool of candidates 2. New ideas	
Disadvantages: 1. Few new ideas 2. Creates another vacancy	Disadvantages: 1. Expensive 2. Induction training required	

Definitions		☑
Job Description	Document outlining the roles and responsibilities of a job.	
Person Specification	Document outlining the skill and attributes required for a job.	
Job Analysis	Collection and interpretation of information about a job	
Zero hours contract	Allows an employer to hire staff without any guaranteed hours of work.	
Short list	Selecting applicants for interview against the job description and person specification	
Part time contract	Works for a proportion of the working below any hours less than 37hr per week.	
Full time contract	Employment where you are required to work between 35-40hrs a week.	

Contracts of employment			☑
1. Full time	2. Part time	3. Zero hours	
Advantages: Attract high levels of applicants due to higher earning potential	Advantages: Save money if the business does not have 40hrs worth of work	Advantages: Allows flexibility of employment if fluctuations in demand	
Disadvantages: Demand might not warrant 40hrs a week	Disadvantages: Hard to communicate	Disadvantages: Poor image	

Main stages of recruitment	☑
1. Job Analysis	
2. Job description	
3. Person specification	
4. Selection	

Methods of selection	☑
1. Interview 2. Skills tests 3. Group tests 4. Aptitude tests	

Benefits of effective recruitment & selection	☑
1. High productivity	
2. high quality output	
3. Staff retention	
4. Good customer service	

Keyword	Learn	✓
Acid	Substance producing H^+ ions in water. Acids react with a base to form a salt	
Alkali	Soluble base (e.g. metal hydroxides) that produces OH^- ions in water. Bases react with an acid to form a salt	
Base	Substance that reacts with an acid to form a salt e.g. metal oxides	
Burette	Laboratory apparatus used to accurately measure a variable volume of solution	
Concentrated	A large number of solute particles per unit volume	
Concentration	Mass or number of particles of solute per unit volume (dm^3)	
Dilute	A small number of solute particles per unit volume	
Indicator	Substance that changes colour depending on the pH of a solution e.g. phenolphthalein, methyl orange, litmus	
Neutralisation reaction	Reaction in which an acid reacts with a base to form a neutral solution. Overall equation $H^+ + OH^- \rightarrow H_2O$	
pH	Measure of concentration of H^+ ions relative to pure water. As pH decreases by 1, H^+ ion concentration increases by a factor of 10	
Pipette	Laboratory apparatus that is used to accurately measure a fixed volume of solution	
Salt	Ionic compound formed by reaction of an acid with a base. Consists of a positive ion from the base and a negative ion from the acid	
Strong acid	One that is fully ionised in aqueous solution to release H^+ ions e.g. $HCl(aq) \rightarrow H^+(aq) + Cl^-(aq)$	
Weak acid	One that is only partially ionised in aqueous solution to release H^+ ions e.g. $CH_3COOH(aq) \rightleftharpoons H^+(aq) + CH_3COO^-(aq)$	

pH Scale

Indicators for titration	Colour in acid	Colour in alkali
Phenolphthalein	Colourless	Pink
Methyl orange	Red	Yellow
Litmus	Red	Blue

Neutralisation Reactions – general equations

Acid + base → salt + water

Acid + alkali → salt + water

Acid + metal carbonate → salt + water + carbon dioxide

Preparation of a Soluble Salt

- Add excess base to warm acid. Stir
- Filter solution to remove unreacted base.
- Transfer filtrate (solution of soluble salt) to an evaporating basin.
- Heat until crystals begin to form.
- Leave to cool and completely crystallise at room temperature.
- Pat crystals dry using paper towel.

Example

copper + sulfuric → copper + water

oxide acid sulfate

$CuO(s) + H_2SO_4(aq) \rightarrow CuSO_4(aq) + H_2O(l)$

Titration

- Fill a burette with acid. Note initial volume
- Transfer $25cm^3$ of alkali to a conical flask using a pipette.
- Add a few drops of indicator and place flask on a white tile
- Slowly add acid from the burette, swirling to mix, adding dropwise near the end point
- Stop as soon as indicator changes colour and note volume of acid added
- Repeat until concordant results are obtained (+/- 0.1 cm^3), then calculate mean volume of acid used

Example

$HCl(aq) + KOH(aq) \rightarrow KCl(aq) + H_2O(l)$

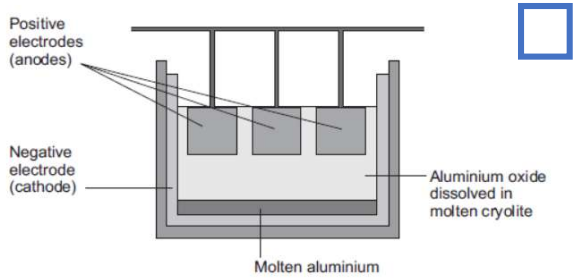
Chapter 4b – Chemical Changes

Keyword	Learn	Tick
Displacement Reaction	A more reactive element displaces a less reactive element from a compound containing the less reactive element.	
Native metal	Unreactive metal found in the Earth's crust as the uncombined element.	
Ore	Rock containing enough of a metal to make it economically worthwhile to extract.	
Oxidation	Gain of oxygen / loss of electrons e.g. $Mg \rightarrow Mg^{2+} + 2e^-$	
Reduction	Loss of oxygen / gain of electrons e.g. $Cu^{2+} + 2e^- \rightarrow Cu$	
Electrolysis	The process of splitting up ionic compounds using electricity.	

Extraction of Aluminium

Carbon electrode needs replacing as it reacts with the oxygen produced to form CO_2.

Aluminium oxide is mixed with molten cryolite to reduce the melting point.



$Al^{3+} + 3e^- \rightarrow Al$ $\quad 2O^{2-} \rightarrow O_2 + 4e^-$

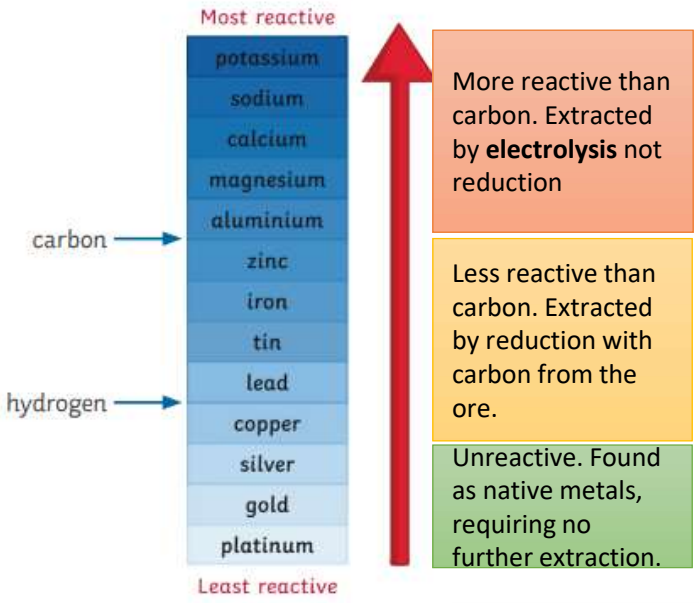
General Reactions of Metals

Metal + oxygen → metal oxide

Metal + water → metal hydroxide + hydrogen

Metal + acid → salt + hydrogen

The Reactivity Series



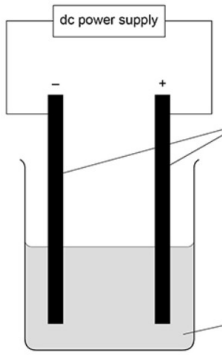
More reactive than carbon. Extracted by **electrolysis** not reduction

Less reactive than carbon. Extracted by reduction with carbon from the ore.

Unreactive. Found as native metals, requiring no further extraction.

Electrolysis

Ionic substances only conduct electricity when molten or in aqueous solution, as the ions are free to move and carry charge.
Positively charged ions are attracted to the negative electrode.
Negatively charged ions are attracted to the positive electrode.
This is because **opposite** charges **attract**.
When **positive** ions reach the negative electrode, they **gain** electrons: **reduction**.
When **negative** ions reach the positive electrode, they **lose** electrons: **oxidation**.



Molten ionic compounds e.g $PbBr_2$ IONS PRESENT = Pb^{2+} Br^-
REDUCTION at negative electrode - metal is discharged e.g $Pb^{2+} + 2e^- \rightarrow Pb$
OXIDATION at positive electrode – halogen gas is discharged e.g $2Br^- \rightarrow Br_2 + 2e^-$

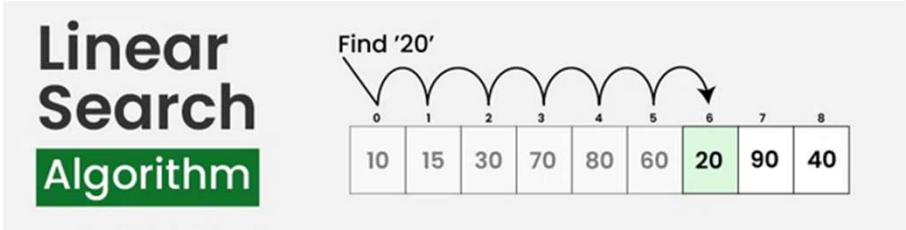
Aqueous ionic compounds e.g NaCl IONS PRESENT = Na^+ Cl^- H^+ OH^-
REDUCTION at negative electrode – metal or hydrogen gas is discharged – whichever is least reactive element e.g $2H^+ + 2e^- \rightarrow H_2$
OXIDATION at positive electrode – halogen gas is discharged or oxygen gas if no halogen present e.g $2Cl^- \rightarrow Cl_2 + 2e^-$

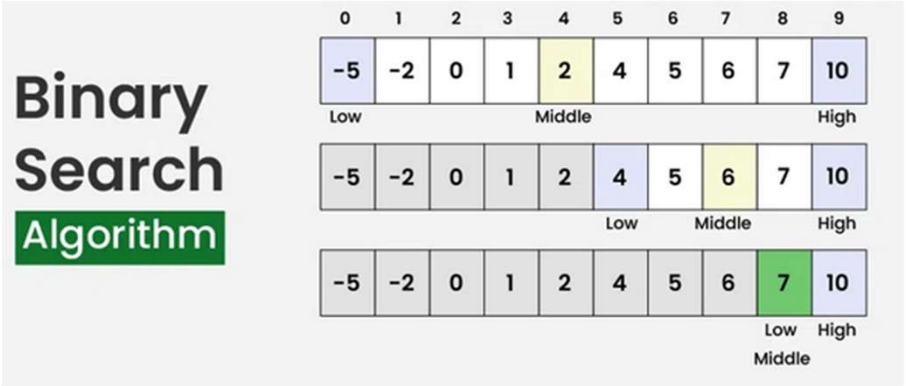
2.1 Algorithms

Keyword	Definition	✓
Abstraction	Removing or hiding unnecessary details from a problem so that the important details can be focused on or more easily understood.	
Decomposition	Breaking a problem down into smaller sub-problems.	
Pattern Recognition	Looking for similarities among and within problems.	
Algorithmic thinking	Deciding on the order that instructions are carried out and identifying decisions that need to be made by the computer.	
Flowchart	A graphical representation of an algorithm .	
Pseudocode	A textual, English-like method of describing an algorithm.	

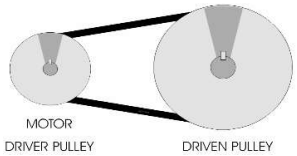
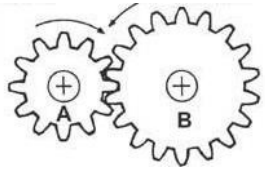
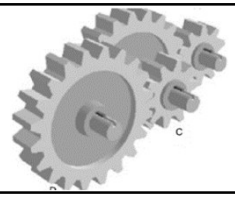
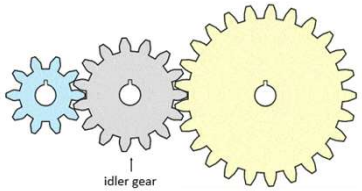
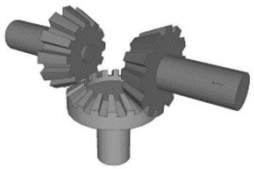
Keyword	Definition	✓
Search algorithm	A set of instructions for finding a specific item of data within a data set.	
Linear search	Checks each element in a list of data sequentially.	
Binary search	Divides a list of data in two each time until the search item is found.	
Sorting algorithm	A set of instructions to arrange a set of data into a particular order.	
Bubble sort	A sort algorithm that works by comparing and swapping values.	
Insertion sort	A sort algorithm that splits the list to be sorted into a sorted and an unsorted part.	
Merge sort	A sort algorithm that uses a divide-and-conquer approach to split data up into individual lists and then merge them back together in order.	

→	Line	An arrow represents control passing between the connected shapes.	
▭	Process	This shape represents something being performed or done.	
▭	Subroutine	This shape represents a subroutine call that will relate to separate, non-linked flowchart.	
▱	Input/ output	This shape represents the input or output of something into or out of the flowchart.	
◇	Decision	This shape represents a decision (Yes/No or True/False) that results in two lines representing the different possible outcomes.	
⬭	Terminal	This shape represents the 'Start' and 'End' of the process.	





Tick	Type	Function	Examples	Advantages
	Agrotextiles	Improves/increases agricultural production.	• Netting • Wind breaks • Shading	• Durable • Reduces the need for pesticides
	Construction textiles	Improves construction appearance and longevity.	**Structures:** • Waterproof membrane • Concrete reinforcement	• Light • Resistant to degradation by chemicals and sunlight
	Geotextiles	Used in civil engineering to help retain the structure in the ground.	• Non-woven or woven mats for reinforcing banks	• Cheap • Do not rot
	Domestic textiles	Used domestically within (households).	• Furnishings • Cleaning wipes	• Hardwearing • Absorbent
	Environmentally friendly textiles	Use organically grown fibres such as wool, cotton or bamboo.	• Agro textiles • Geo textiles	• Processed with fewer chemicals • Naturally they are more resistant to mould
	Protective textiles	Provide protection against heat, gases, harmful chemicals and bullets.	• Disposable chemical overalls • Fire retardant clothing	• Improves protection while providing usability • Reduces weight
	Sports textiles	Combine function with comfort for high performance.	• Running shorts • Swimming suits	• Can improve performance • Improved comfort

Type/Name		Diagram	Description	Tick
Belt and Pulley			Transfers movement from one rotating pulley to another. They can change the rotation speed from a small/large pulley to a large/small pulley.	
Gears	Simple Gear Train		Simple gear trains reverse the direction of the input motion at the output motion. Changing the number of teeth on input/output gears changes the speed of rotation.	
	Compound Gear Train		Has gears with different numbers of teeth on the same shaft, driving other gears. This allows a greater change in speed, either up or down.	
	Idler Gear		Reverses the direction of rotation, so that input and output are the same direction. It has no impact on the speed of rotation.	
	Bevel Gear		Transmits rotary motion through 90°. If the gears are different sizes, they change the speed of rotation.	
	Rack and Pinion		This uses a gear wheel and a rack to change rotary motion to linear motion and vice versa.	

Bournemouth School

Year 9 Unseen Poetry

Steps to analysing an unseen poem-WILSON		✓
First	**Read the question carefully and highlight the key words.** **Read the poem twice. Make sure you understand what it is about (use the question to help you).** Poems are usually about a person, a place, event, memory or reflection (thinking of feelings about something). They are often observations of very small details.	
W	**What is it about? Who is speaking? Where are they? What happens and why? When is the poem set at a particular time?** Analyse: feelings, characters, speaker, your reaction.	
I	**Ideas** – what ideas or themes does the poet explore?	
L	**Language** – are there any specific words or language techniques?	
S	**Structure** – how is the poem laid out and organised? Does it flow? Is there a story (narrative)? Does it have a timeline? Are there any structural devices you can pick out?	
O	**Opinion** – why do you think the poet wrote it? Is there a message?	
N	**Now plan** – plan your answer so it is clearly structured.	

You must write paragraphs which have a clear point, quotations and analysis of how and why methods convey meaning. In your analysis you must consider the effect on the reader and the poet's intention. - For the 24 mark question aim for 4-5 paragraphs. For the 8 mark question aim for 2-3 paragraphs.

Comparatives	✓		✓
Moreover		Conversely	
In addition		Alternatively	
Similarly		On the other hand	
In contrast		Conversely	

Language	✓
Assonance: repeated vowel sound.	
Extended metaphor: a series of linked metaphors.	
Imagery: visually descriptive or figurative language.	
Motif: recurring theme or symbol.	
Semantic field: group of words related in meaning.	

Useful words for analysis	✓
Suggests	
Symbolises	
Alludes to	
Implies	
Highlights	
Signifies	
Conveys	
Embodies	
Connotes	

Structure and form	✓
Anaphora: repeated first words at start of a line.	
Blank verse: poetry written with a consistent metre (usually iambic pentameter) but unrhymed lines.	
Caesura: a break in the middle of a line using punctuation.	
Enjambment: a sentence that runs over lines and stanzas.	
Free Verse: Does not use consistent meter patterns, rhyme, or any musical pattern.	
Iambic pentameter: 10 syllables per line, consisting of unstressed/stressed patterns.	
Juxtaposition: placing contrasting ideas close together in a text.	
Oxymoron*:* two opposite words next to another.	
Quatrain: a stanza of four lines.	
Refrain: repeated lines (like a chorus in a song).	
Sonnet: 14 lines. It usually takes a turn, called a "Volta," about 8 lines in, and then resolves the issue by the end. Shakespearean sonnets-ABAB CDCD EFEF GG	
Sestet: stanza of 8 lines	
Volta: the turning point of a poem.	

Bournemouth School

Year 9 Poetry

Poem	Summary	Quotes	✓
Ozymandias- Shelley	The broken statue of a once-great Pharaoh acts a symbol for the impermanence of man's power, compared to nature.	"My name is Ozymandias, King of Kings" "Round the decay of that colossal wreck"	
London- Blake	A man wanders the streets of London , witnessing the suffering of the working classes.	"the mind forged manacles" "the chimney-sweeper's cry, every black'ning church appals"	
Extract from The Prelude- Wordsworth	A young man steals a boat, only to be humbled by nature's power as an unseen mountain towers over him.	"my boat went heaving through the water like a swan" "A huge peak, black and huge [...] upreared its head"	
My Last Duchess- Browning	An arrogant duke shows a guest a painting of his last wife; he hints that he had her murdered as she displeased him.	"That's my last Duchess painted on the wall" "I gave commands then all smiles stopped"	
CotLB- Tennyson	600 soldiers bravely carry out a miscommunicated order. The charge is a failure, but their heroism is remembered.	"Half a league, half a league, half a league onward" "Into the valley of death rode the six hundred"	
Exposure- Owen	A group of soldiers in the trenches of WW1 suffer the appalling conditions and exposure to the cold.	"Our brains ache in the merciless iced east winds that knive us" "Dawn massing in the East her melancholy army"	
Storm on The Island- Heaney	A rural island community is swept over by a terrible storm. The storm can act as an extended metaphor for the troubles in Ireland.	The sea "spits like a tame cat turned savage" "wind dives and strafes invisibly. Space is a salvo."	
Bayonet Charge- Hughes	A solider is overcome with terror, going over the top during WW1.	"suddenly he awoke and was running" "in what cold clockwork of the stars and the nations was he the hand pointing that second?"	
Remains- Armitage	A soldier shoots a looter while on patrol and his haunted by PTSD and feelings of guilt.	"his blood shadow stays on the street" "he's here in my head when I close my eyes, dug in behind enemy lines".	
Poppies – Weir	A mother grieves as she sees her son go off to war, remembering the boy he once was.	"released a songbird from its cage" "hoping to hear your playground voice catching on the wind"	
War Photographer- Duffy	A photographer suffers from feelings of depression and isolation after reporting on conflict around the world.	"In his darkroom he is finally alone" "A stranger's features faintly start to twist before his eyes, a half formed ghost"	
Tissue- Dharker	Paper is used as an extended metaphor for the strength and fragility of the things which make up our lives: faith, finance, culture, cities etc.	"Paper that lets the light shine through" "Maps too. The sun shines through their borderlines"	
The Émigrée- Rumens	A girl, displaced from her home country struggles with conflicted feelings for her old/new homes.	"my original view, the bright, filled paperweight" "I am branded by an impression of sunlight"	
Checking Out Me History- Agard	The narrator explores the figures cut out of history by Eurocentric, whitewashed accounts of the world. He reclaims his cultural history.	"Dem tell me Wha dem want to tell me" "now I checking out me own history, I carving out me identity"	
Kamikaze – Garland	A daughter looks back on how her father failed to carry out his mission as a WW2 kamikaze pilot, suffering disgrace for his choice.	"her father embarked at sunrise" "sometimes, she said, he must have wondered which had been the better way to die"	

Glossary	✓
Idiomatic – (Adj) Using, containing, or denoting expressions that are natural to a native speaker	
Guajarati – (N) Language spoken in Gujurat (a state in Western India)	
Quickdraw – (N) Relates to a dual	
Vindictive – (Adj) Having/showing strong or unreasoning desire for revenge	
Ponte Vecchio – Arch bridge located in The Arno, Florence, Italy	
Parabola – A curve that is mirror symmetrical	
Plumb – Refers to being entirely vertical	
Diverged – Go in different directions	
Indecisive – (Adj) Not able to make decisions quickly or easily	
Hesitant – (Adj) Unsure or slow in acting or speaking	
Arbitrary – (Adj) Based on random choice or personal whim, rather than any reason or system	
Seraphim – (N) Angel	

Basal metabolic rate (BMR)

Basal metabolic rate (BMR) is the rate at which a person uses energy to maintain the basic functions of the body when it is at complete rest, such as:

Factors affecting energy requirements

- age – children have higher energy needs
- gender – females needs are lower
- body size – larger bodies need more energy
- level of activity
- genes.

Total energy expenditure
= BMR x PAL

Undernutrition and obesity

Managing energy intake and expenditure, and maintaining energy balance can help reduce the risk of overweight/obesity and being underweight.

People who are obese are more likely to suffer from coronary heart disease, type 2 diabetes, gall stones, arthritis, high blood pressure and some types of cancers, i.e. colon, breast, kidney and stomach.

Being underweight is also linked with health problems, such as osteoporosis (low bone mass), infertility (difficulty to conceive) and even heart failure.

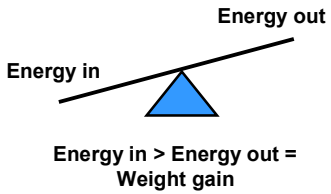
Energy from food

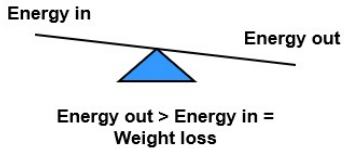
Different macronutrients, and alcohol, provide different amounts of energy.

	Energy per 1g
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)

Energy Balance

To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).





Obesity

Obesity is a complex issue with many causes. The main ones include:

- diet – amount and types of food/drinks consumed
- lack of physical activity
- genetics
- medical conditions
- medication

Preventative measures
Being in energy balance
Reduce stored body fat
Following the dietary guidelines and Eatwell Guide
Regular physical exercise

Coronary heart disease (CHD)

Risk factors to develop CHD:
Salt – changes volume/consistency of the blood meaning the heart has to pump harder
Overweight/obese – extra weight puts a strain on the heart as it has to pump harder
Smoking – affects blood consistency and damages vessels
Stress – increases blood pressure, putting extra strain on the heart.

Preventative measures
Following the dietary guidelines and Eatwell Guide
Eating foods high in vits A, C and E
Reducing salt intake
Taking regular physical exercise
Not smoking

Bournemouth School – Knowledge Organiser – Year 9

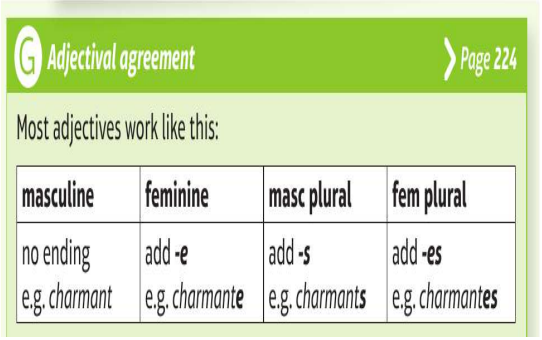
FPAN

Les Jeux de la Francophonie		
pratiquer	to practise	
être prêt à	to be ready to	
être fier de	to be proud of	
l'entrainement	training	
gagner	to win	
perdre	to lose	
une piste	a track	
courir	to run	
chaque jour	each/every day	
pour la première fois	for the first time	
un pays	a country	
passer	to spend	
la Francophonie	The French World	

Qu'est-ce que tu as fait?		
tout/toute/tous/toutes	all	
gratuit	free	
d'abord	firstly	
jeune	young	
le rythme	the rhythm	
les paroles	the lyrics	
beaucoup de monde	lots of people	
rien	nothing	
ensuite	next	
puis	then	
plus tard	later	
il y a/ il y avait	there is/there was	
c'est / c'était	it is / it was	
quel dommage!	what a shame!	
finalement	finally	
un week-end parfait	a perfect weekend	

Possessive adjectives			
	my	your	his/her
masc	mon	ton	son
fem	ma	ta	sa
plural	mes	tes	ses

Dans ma famille		
il y a .. personnes	there are...people	
ma mère	my mum	
mon père	my dad	
un frère	a brother	
un beau-père	a step-father	
une belle-mère	a step-mother	
un demi-frère	a half brother	
une demi-sœur	a half sister	
un enfant unique	an only child	
un oncle	an uncle	
une tante	an aunt	
un grand-père	a grandfather	
une grand-mère	a grandmother	
les grand-parents	grandparents	
il a…. ans/ ils ont…ans	he is/they are …years old	
un mari	a husband	
une femme	a wife	
un fils	a son	
une fille	a daughter/girl	
jumeau(x)	twin (m)	
jumelle(s)	twin (f)	



la personnalité		
agaçant(e)	annoying	
bavard(e)	chatty	
heureux/heureuse	happy	
jeune	young	
gentil/gentille	kind	
sympa/agréable	nice	
fidèle	loyal	
aîné(e)	older	
étonnant(e)	astonishing	
fier/fière	proud	
handicapé(e)	disabled	
paresseux/euse	lazy	
occupé/occupée	busy	
pénible	annoying	
pareille	equal	
sérieux/sérieuse	serious	
travailleur/euse	hard-working	
tranquille	quiet	
vieux/vieille	old	
triste	sad	

Reflexive verbs
Reflexive verbs are mostly verbs to do with daily routine or relationships. The reflexive pronoun is added before the conjugated verb and usually means 'self' eg I get myself dressed, I wash myself.

Se laver	To get washed	
Je me lave	I get washed	
Tu te laves	You get washed	
Il se lave	He gets washed	
Elle se lave	She gets washed	
On se lave	We get washed	
Nous nous lavons	We get washed	
Vous vous lavez	You get washed	
Ils se lavent	They get washed	
Elles se lavent	They get washed	

Other common reflexive verbs		
se lever	to get up	
s'habiller	to get dressed	
se doucher	to have a shower	
se coucher	to go to bed	
s'amuser	to have fun	
s'ennuyer	to get bored	
se preparer	to get ready	
se disputer	to argue	
s'occupier de	to look after	

S'entendre avec quelqu'un	To get on with someone	
je m'entends avec	I get on with	
tu t'entends avec	you get on with	
il/elle s'entend avec	he/she gets on with	
nous nous entendons avec	we get on with	
vous vous entendez avec	you get on with	
ils/elles s'entendent avec	they get on with	

Les rapports – relationships		
moi-même	myself	
un ami/un copain	a friend (m)	
une amie/une copine	a friend (f)	
mon meilleur ami	my best friend (m)	
ma meilleure amie	my best friend (f)	
un ami proche	a close friend	
toujours	always	
encourager	to encourage	
d'habitude	usually	
parfois	sometimes	
rarement	rarely	
lui/elle	him/her	
sauf	except	
les autres	the others	
ensemble	together	
la confiance	trust	
partager	to share	
l'amitié	friendship	
l'amour	love	
l'esprit	spirit/mind	

To form the past tense of regular verbs:
Use a form of avoir/être and the past participle
past participles of –er verbs end in é
of –ir verbs end in i
of –re verbs end in u

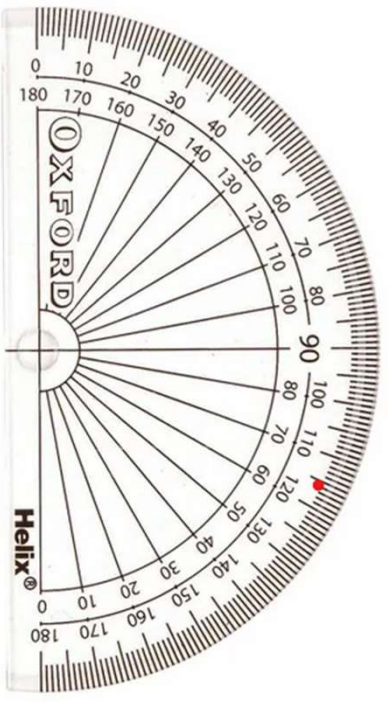
Past tense common I form verbs		
Je suis allé	I went	
Je suis resté	I stayed	
Je suis sorti	I went out	
J'ai mangé	I ate	
J'ai retrouvé	I met	
J'ai lu	I read	
J'ai fait une promenade	I went for a walk	
J'ai acheté	I bought	
J'ai quitté la maison	I left the house	
J'ai vu	I saw	
J'ai bu	I drank	
J'ai pris	I took	

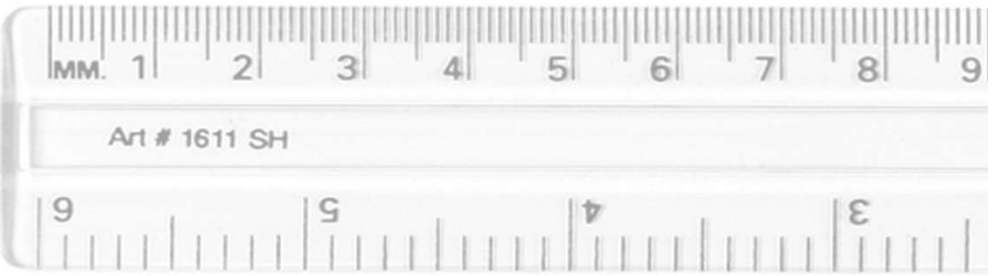
Past tense we form verbs		
nous sommes allés	we went	
nous sommes restés	we stayed	
nous sommes sortis	we went out	
nous avons pris	we took	
nous avons visité	we visited	
nous avons mangé	we ate	
nous avons bu	we drank	
nous avons acheté	we bought	

Present tense regular ER verb endings. Remove the ER and add the following endings. For example Regarder= To watch		
je	-e	je regarde
tu	-es	tu regardes
il/elle/on	-e	il/elle/on regarde
nous	-ons	nous regardons
vous	-ez	vous regardez
ils/elles	-ent	ils regardent

Equipment

ID Card





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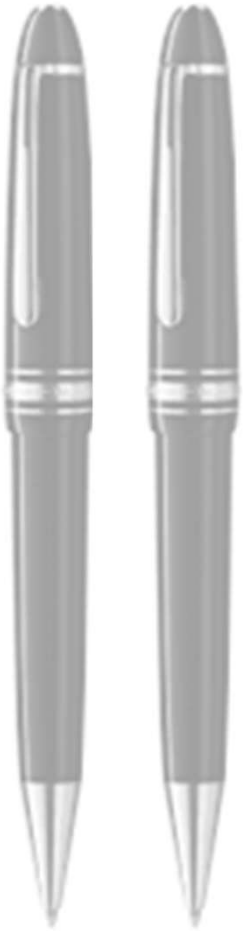
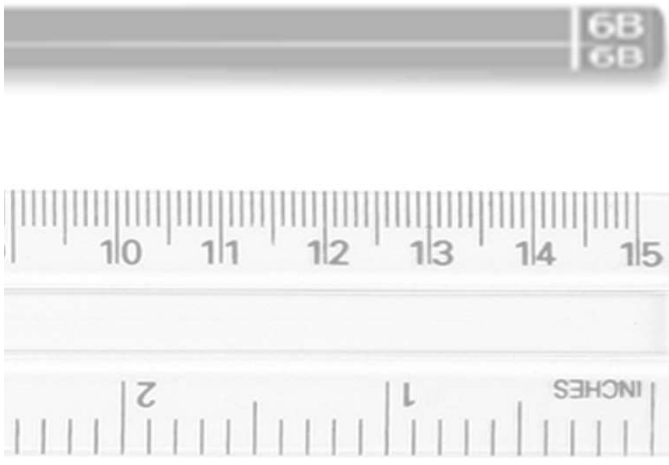
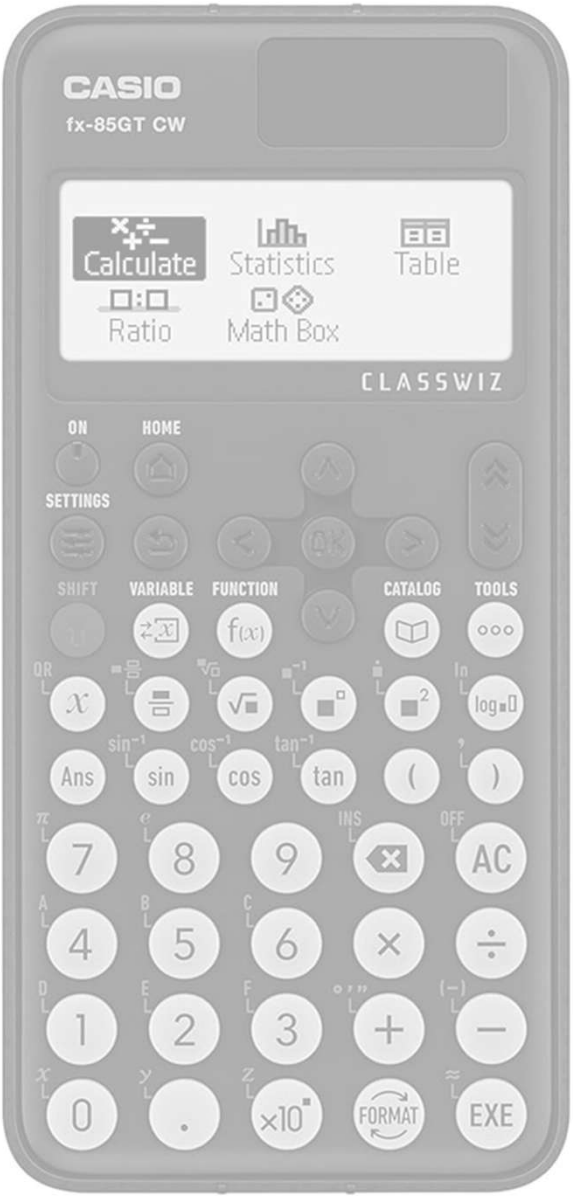


- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator





Topic 3: Challenges of an urbanising world

3.1 The world is becoming increasingly urbanised.

- **Urbanisation** is the rise in the percentage of people living in urban areas.
- **Urban** areas: A built up area such as a town or city.
- **Rural** areas: Countryside where people live on farms and small villages.
- In 2007, for the first time, more people lived in urban areas than rural.
- Urbanisation has been steady in developed countries since 1980.
- Africa and Asia are expected to see the biggest rises in the next century.
- Most of the world's largest cities are now in emerging countries.
- The causes of this growth are:

1. **rural-urban migration**
2. **natural increase** (higher birth rate than death rate).

- **Megacities** have over 10 million people. Increasing numbers of megacities are in emerging countries (e.g. Mumbai).
- A **conurbation** is a city that has merged with another urban area to create a singular bigger city.
- **World cities** have a big influence on global politics and decision-making. They are 'hubs' – centres where economic activity occurs.
- Some world cities play an unequal role in world affairs.
- They have **urban primacy** – meaning they have an importance and bigger influence than their size suggests (e.g. London).

3.2 Urbanisation is a result of socio-economic processes and change.

- One cause of urbanisation is economic growth, which creates new jobs, leading to migration.
- Economic change can lead to urbanisation, which will then lead to a **positive multiplier effect**.
- However, if lots of people move out of an area, generally due to **deindustrialisation**, the area can go into a **spiral of decline**. This has happened in some developed countries as a result of a **global shift** in manufacturing.

- **Informal sector** of employment is created by people finding work for themselves.
  - Smaller scale
  - Lower skill level
  - Few workers
  - Workers are not protected – may not have set working hours.
  - Generally pay no taxes
- **Formal sector** of employment is controlled by the government and large companies.
  - Larger scale
  - Higher skill level
  - Often large companies
  - Workers are protected under laws – set working hours, decent conditions
  - Pay tax

3.3 Cities change over time and this is reflected in changing land use.

Generally, there are 5 processes associated with urbanisation:

1. **Urbanisation** – people move into the area
2. **Suburbanisation** where the city grows outwards from its central core to sprawl or spread out I not the surrounding environment. Best location is rural-urban fringe, leading to urban sprawl.
3. A period of decline in either population or industry during **counter-urbanisation**, where people move out of the area due to push factors.
4. Urban **regeneration** (improvements in the area) lead to **re-urbanisation**, where people move back in to the urban area.

Urban land use is influenced by:

- Accessibility - how easy it is to reach?
- Availability – how much land is there?
- Cost – how expensive is it?
- Planning regulation – what rules are in place that may determine what types of buildings or activities can be developed there?

Land use in cities is usually in a pattern. The three types of land use are:

- Commercial – mostly in the **CBD** (central business district). The most accessible and expensive part of the city.
- Industrial – either found in the **inner city** (older) or on the city edge (newer).
- Residential – older properties are found closer to the centre (19th century **terraced** housing). 20th century **semi-detached** and **detached** housing are found towards the **suburbs**.

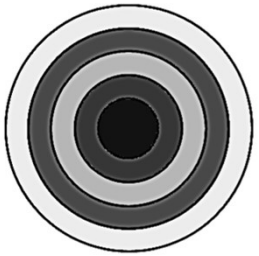
Land use models: Burgess and Hoyt (see to right)

Mumbai

Mumbai is a megacity, India's main commercial city, and world city. Mumbai is:

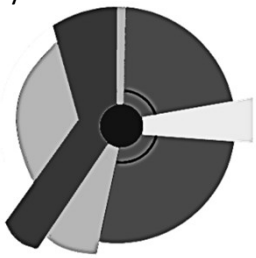
- on an estuary, where its **port** grew
- well-connected owing to its port on the west coast (closer to Europe) and by air, only 9-hours from the UK
- not typical of developing cities – the CBD is near the island tip surrounded by unequal residential areas.

- Mumbai's structure loosely follows that of developing cities, it does not clearly follow the land use models below.
- **High quality housing** is found in the **inner city** close to the CBD that only the wealthy can afford.
- **Low-income poor quality** (permanent housing) **surrounds the inner city.**
- Spontaneous (**informal**) squatter settlements **spreads outwards** as rural-urban migrants arrive and build on what land is available.



← Burgess
This model is based on the idea that land values are highest in the centre of a town or city.

Hoyt →
Similar to Burgess, but includes 'wedges' of industry.



Einladungen - Invitations		
Möchtest du/ Willst du …..sehen	*Would you like/do you want to see ….*	
einen Film	*a film*	
eine Ausstellung	*an exhibition*	
eine Vorstellung	*a performance*	
Möchtest du/ Willst du …..gehen	*Would you like/do you want to go …*	
auf das (aufs) Konzert	*to the concert*	
ins Theater/Kino	*to the theatre/cinema*	
Möchtest du/Willst du Fußball spielen?	*Would you like/do you want to play football?*	
Ja, gerne!	*Yes, gladly/I'd like to.*	
Vielleicht.	*Perhaps.*	
Nein, danke.	*No, thank you.*	
Ich darf nicht.	*I am not allowed.*	
Es tut mir (wirklich) leid.	*I'm (really) sorry.*	
Ich habe keine Lust	*I don't feel like it.*	

Rollenspiel – role play		
Ich möchte eine Karte/ Karten kaufen, bitte.	*I would like to buy a ticket/tickets, please.*	
Was kostet das?	*How much does it cost?*	
Wo ist das Café/ Restaurant?	*Where is the café/restaurant?*	
Wie ist das Essen?	*How is the food?*	
Können Sie … empfehlen?	*Can you recommend …?*	
Wann/Um wie viel Uhr beginnt / endet?	*When/At what time does … start/finish?*	
Wann/Um wie viel Uhr öffnet/schließt?	*When/At what time does … open/close?*	
das Museum	*the museum*	
Gibt es hier (in der Nähe) …?	*Is there/Are there … nearby?*	
Toiletten	*toilets*	

Film und Fernsehen		
die Nachrichten	*the news*	
die Sportsendung(en)	*sports programme(s)*	
der Film(e)	*the film(s)*	
die Serie(n)	*series*	
der Krimi(s)	*crime programme(s)/ thriller(s)*	
die Komödie(n)	*comedy/(ies)*	
der Dokumentarfilm(e)	*documentary/(ies)*	
die Sendung(en)	*programme(s)*	

Wie war der Film? How was the film?		
Es gab/der Film hatte….	*There was/the film had*	
….keinen/keine/kein	*no/not any*	
…(zu) viel/wenig	*(too) much/little*	
(die) Gewalt/ Spannung/ Stimmung	*violence/suspense/ atmosphere*	
Der Film war	*The film was*	
Die Schauspieler (innen) waren	*The actors were*	
ein bisschen/ total/ völlig	*a bit/totally/ completely*	
kompliziert	*complicated*	
schwach	*weak*	
traurig/lustig	*sad/funny*	
super/toll	*super/great/terrific*	
lang	*long*	
Im Film ging es um …	*The film was about …*	
einen Schüler/eine Schülerin	*a student/pupil*	
eine Familie	*a family*	
eine Reise	*a trip*	

(fern)sehen – to see/watch (TV)		
ich sehe ... (fern)	*I watch (TV)*	
du siehst ... (fern)	*you watch (TV)*	
er/sie/es sieht ...(fern)	*he/she/it watches (TV)*	
wir sehen ... (fern)	*we watch (TV)*	
ihr seht ... (fern)	*you all watch (TV)*	
Sie/sie sehen ... (fern)	*you (form) /they watch (TV)*	
This is a strong verb – vowel changes in the du & er/sie/es forms		

Picture description		
Im Bild/Im Foto	*On the photo*	
Ich/Man kann … sehen	*I can see/You can see*	
Im Bild gibt es	*In the picture there is*	
Auf der linken/ rechten Seite	*On the left/on the right*	
Im Hintergrund (V2)	*In the background*	
Im Vordergrund (V2)	*In the foreground*	
In der Mitte …	*In the middle*	
Sie spielen, essen , tragen	*They are playing, eating, wearing*	
USE PRESENT TENSE TO SAY WHAT PEOPLE ARE DOING – "AM-ING", "NO IS-ING" OR "ARE-ING"		

Was wirst du am Wochenende machen? What will you do at the weekend?		
Ich werde …	*I will …*	
(Bücher) lesen	*read (books)*	
(soziale) Medien benutzen	*use (social media)*	
(Videos) hochladen	*upload (videos)*	
später	*later*	
heute Nachmittag	*this afternoon*	
heute Abend	*this evening*	
heute Nacht	*tonight*	
morgen (früh)	*tomorrow (morning)*	
nächsten Samstag	*next Saturday*	
nächstes Wochenende	*next weekend*	
allein	*alone*	
mit meinem Freund/ meiner Freundin	*with my friend*	
mit meinen Freunden/Freundinnen	*with my friends*	
mit meiner Familie	*with my family*	
am Strand	*at the beach*	
im Park	*in the park*	
in der Stadt(mitte)	*in the town (centre)*	
in …	*in …*	
zu Hause	*at home*	

Wie wird das sein? What will it/that be like?		
Das wird … sein	*It/that will be ……..*	
Ich werde das … finden	*I will find it ……*	
ermüdend	*tiring*	
fantastisch	*fantastic*	
schlecht	*bad*	

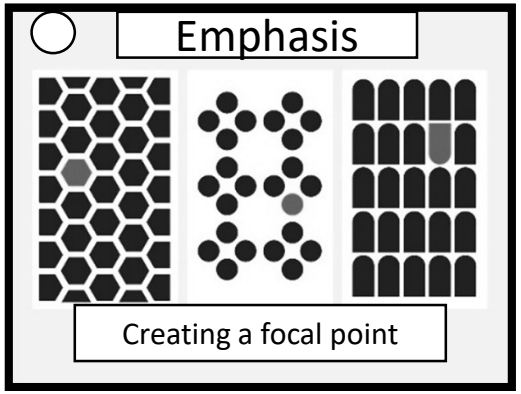
The future tense: use "werden" + an infinitive at the end.	
ich werde …….. machen	
du wirst …….. machen	
er/sie/es wird ….. machen	
wir werden ….. machen	
ihr werdet …….. machen	
Sie/sie werden ….. machen	
NB The future tense translates to I will do or I am going to do	

To talk about actions in the past, use the perfect tense. You need a form of haben or sein (for movement verbs) plus a past participle (ge + verb stem + t)		
Ich habe/er, sie hat/wir haben gespielt/gelernt/gehört/ gekauft/getanzt	*I/he, she/we played/learnt/ listened/bought danced*	
some past participles are irregular **getragen/ gesehen (ferngesehen) /hochgeladen/ heruntergeladen**	*wore/saw/ watched TV/ uploaded/ downloaded*	
Ich bin/er, sie ist/wir sind gefahren/gegangen	*I/he, she/we travelled/went*	

Three key verbs are often used in the imperfect to DESCRIBE things in the past		
Ich/es war	*I/it was*	
Ich/es hatte	*I/it had*	
Es gab	*There was*	
Die Musik war spitze/klasse! – the music was amazing **Es gab keine Schlange– there was no queue** **Es war das Gelbe vom Ei – it was the bees knees.**		

Sequencers + Time phrases		
danach	*afterwards*	
dann	*then*	
nachdem	*after*	
zuerst	*firstly/first of all*	
schließlich	*finally*	
oft	*often*	
selten	*seldom*	
am Wochenende	*at the weekend*	

Meinungen - opinions		
Meiner Meinung nach (V2)	*In my opinion*	
Ich finde/fand	*I find/found*	
Ich denke/dachte	*I think/thought*	
Ich glaube/ glaubte	*I believe/believed*	
Es findet / fand in ….statt	*It takes / took place in*	
Es wird stattfinden.	*It will take [place*	
Es macht Spaß/ hat Spaß gemacht	*It is/was fun*	
Es wird Spaß machen.	*It will be fun.*	
Es gefällt mir.	*I like it*	
Es hat mir gefallen	*I liked it.*	
Es wird mit gefallen.	*I will like it.*	
Es ist/war das Allerbeste.	*It is/was the best of the best.*	
Es wird das Allerbeste sein.	*It will be the best of the best.*	



Keyword	Principles of Design continued ….. read, cover, write, review	Tick
Rhythm	Rhythm in design refers to consistent application of elements in a way that can suggest movement, patterns or action. You can create an alternating rhythm by repeating more than one element in a design or you can create a random rhythm by repeating elements in no particular pattern.	
Variety	When used properly, variety in colours, shapes, typography, images and any other design elements can be used to create visual interest. Straight lines next to curvy lines add variety. Organic shapes among geometric shapes add variety.	
Unity	Unity is achieved when all the design principles are used effectively to create a piece of visual design.	

The coursework component of the AQA GCSE Art and Design Graphic Communication is worth 60% of the final mark. The final 40% is the exam in year 11. There are four assessment objectives (A0's)

Brands use the AIDA model to determine the way they should craft and distribute marketing messages to their target audience

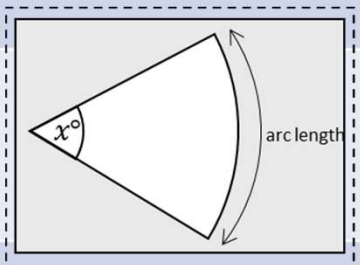
Keyword	Colour theory - read, cover, write, review	Tick
Monochrome	Monochrome is used to describe design or photographs in one colour or different shades of the single colour. An image created in black and white or in varying tones of only one colour.	
Analogous/ Harmonious	Colours are called analogous colours when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.	
Complementary	Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green, example Christmas).	
Gradient	A gradient is a gradual change of colours (such as green turning gradually into blue) or a colour fading into transparency. There are two common types of gradients: radial and linear.	
Opacity	Opacity enables us to make an element of a design transparent. The lower the opacity, the more transparent an element is. For example, 100% opacity means an object is solid.	

Bournemouth School: History Department: Knowledge Organiser: Summer 1: Year 9: Paper 2 Origins of Cold War 1941-58

Timeline of Key Events	✓
1941: Grand Alliance set up **November 1943:** Tehran Conference **February 1945:** Yalta conference **April 1945:** Roosevelt, President of the US died. **July 1945:** Potsdam Conference **16th July 1945:** US successfully tested an atomic bomb **1946:** Churchill delivered his 'Iron Curtain' speech in Missouri, USA **1946:** Long Telegram sent by George Kennan **1946:** Novikov Telegram sent **1947:** Truman Doctrine that included the policy of Containment **1947:** Marshall Plan outlined, officially called the European Recovery Plan **1947:** Cominform set up **1948:** The communists in Czechoslovakia, seized control **1948:** Marshall Aid accepted by Congress **1948-49:** Berlin Blockade **March 1949:** Soviet representatives walk out of the Allied Control Commission **April 1949:** Allied zones in Germany included in the Marshall Plan **1949:** Comecon set up **May 1949:** western Allies announced their former occupation zones including west Berlin would join together to form the FRG **June 1949:** Western powers announce plans to create the Deutschmark **24 June 1948-12 May 1948:** Stalin blockades West Berlin **October 1949:** The Soviet zone of Germany became the GDR. **April 1949:** NATO set up	

Key terms/ definitions		✓
Arsenal	Collection of military equipment and weapons	
Bolshevik Revolution	Took place in Russia in October/November 1917 when the Bolsheviks seized power and set up a communist state	
Comecon	Association of Soviet-oriented communist countries set up in 1949 to co-ordinate economic development	
Cominform	Communist Information Bureau established in 1947 to exchange information among 9 Eastern European countries and coordinate their activities	
Containment	Using US influence and military resources to prevent the expansion of communism into non-communist countries	
H-bomb (hydrogen bomb)	An explosive weapon of enormous destructive power	
Interwar years	The period between the two world wars: 1919-1939	
MAD (Mutually Assured Destruction)	The belief that nuclear weapons made each side more secure and less likely to attack. The enemy would not dare to attack first, because if it did, the other would strike back before its bombs had landed and it too would be destroyed.	
Marshall Aid	US programme of financial and economic aid given to Europe after the end of WW2.	
Marshall Plan	A special system of loans from the USA to European countries implemented at the end of the Second World War which allowed for reconstruction and economic regeneration. General George Marshall was the senior US army officer who devised the plan.	
Congress	US parliament consisting of the Senate and House of Representatives	
NATO (North Atlantic Treaty Organisation)	Created in 1949 following the Berlin Crisis of 1948-1949, its 12 founding members included the USA and Canada, Britain and France. NATO exists to protect the freedom and security of its members using both political and military means. Today, it has 28 member countries.	
Nuclear weapon	Highly destructive explosive device that gets its power from nuclear reactions.	
Red Army	The Soviet army	
Reparations	Compensation to other countries to be paid by Germany as the defeated country after WW2	
Satellite states	Countries under the domination of a foreign power: in this context, the USSR	
Sphere of influence	Region of the world in which one state is dominant	
Soviet bloc	Countries in Eastern Europe controlled by the Soviet Union	
Superpower	A country or state that has great power and influence globally	
Truman Doctrine	Truman's idea that it was the USA's duty to contain the spread of communism. To do this he was prepared to engage the US in military enterprises all over the world.	
Warsaw Pact	A military treaty and association consisting of the Soviet Union and its European satellite states	
Deutschmark	New currency introduced for West Germany and Berlin	
Ostmark	Soviet currency introduced into East Germany and Berlin as retaliation for Deutschmark	
Blockade	An act of sealing off a place to prevent goods or people from entering or leaving.	

Keyword	Definition	Example
Hectare	The area of a square 100m by 100m. $1\ ha = 100 \times 100 = 10\,000\ m^2$	A 200m by 300m field. $Area = 60{,}000m^2 = 6ha$
Upper bound	The upper bound is the largest number that would round down to a given value at a given degree of accuracy.	Upper bound of 250, rounded to the nearest 5, is 252.5
Lower bound	The lower bound is the smallest number that would round up to a given value at a given degree of accuracy.	Lower bound of 3.87, rounded to 3 significant figures, is 3.865
Error interval	The error interval for a rounded value is $lower\ bound \leq x < upper\ bound$	The error interval for 9.3, rounded to 1 decimal place, is $9.25 \leq x < 9.35$
Truncate	To truncate a number to a given place value, you remove the following digits *without* rounding. If necessary, add 0's to maintain place value.	5361 truncated to 2sf = 5300 0.382 truncated to 2dp = 0.38
Surface Area	The total area of all its faces.	The surface area of a cube of length 3cm $SA = 6 \times 3^2 = 54cm^2$
Prism	A 3D solid that has the same cross section all through its length, where the front and back faces are joined by rectangles	A cuboid, A triangular prism (Toblerone). A cylinder is not a prism
Capacity	The amount of liquid a 3D object can hold. Measured in ml or litres.	$1l = 1000cm^3$ $1ml = 1cm^3$
Circumference	The perimeter of a circle. $C = 2\pi r = \pi d$	
Arc	Part of the circumference of a circle. $Arc = \frac{\theta}{360} \times 2\pi r$	
Sector	A slice of a circle between an arc and two radii. $Area = \frac{\theta}{360} \times \pi r^2$	



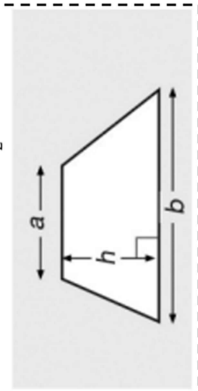
For a sector with angle $x°$ of a circle with radius r

Arc length $= \frac{x}{360} \times 2\pi r$

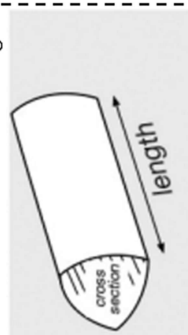
Area of sector $= \frac{x}{360} \times \pi r^2$

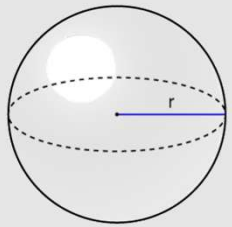
Keyword	Definition	Extra information
Gradient	The steepness of a line, giving the change in y for every 1 increase in x	$m = \frac{\Delta y}{\Delta x}$
y - intercept	Where a graph crosses over the y-axis	Found by making $x = 0$
Root	Where a graph crosses over the x axis	Found by making $y = 0$
Parallel lines	Lines with the same gradient	$m_1 = m_2$
Perpendicular lines	Lines at right-angles to each other	$m_1 = -\frac{1}{m_2}$
Linear Graph	A straight line graph.	Has the general form $y = mx + c$ or $ax + by = c$
Distance-time graph	Shows distance from the starting point on the y-axis. The gradient at given time gives the speed	
Velocity-time graph	Shows velocity on the y-axis. The gradient at a given time gives the acceleration. The area under the graph gives the distance travelled	
Line Segment	A line with a start and end point.	Midpoint of a line segment: $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$
Average speed	$Average\ Speed = \frac{Total\ Distance}{Total\ Time}$	It may require several calculations to find the total distance.
Rate of change	How something changes over time.	Can be found from the gradient of a tangent to a graph
Axis break	Axes do not have to start at zero. A discontinuity symbol can be used.	
Quadratic graph	A parabolic curve, with 1 turning point which is either a maximum or minimum.	Has the general form $y = ax^2 + bx + c$
Quadratic equation	An equation with a quadratic term. Can be solved graphically by finding intersections.	Will have 0, 1 or 2 solutions
Cubic graph	A curve with 0 (an inflection) or 2 (a minimum and a maximum) turning points	Has the general form $y = ax^3 + bx^2 + cx + d$
Cubic equation	An equation with a cubic term. Can be solved graphically by finding intersections.	Will have 1, 2 or 3 solutions
Reciprocal graph	A graph with horizontal and vertical asymptotes	Has the general form $y = \frac{k}{x}$
Circle graph	A circle centred on the origin with a radius r	Has the general form $x^2 + y^2 = r^2$

Area of a trapezium $= \frac{1}{2}(a + b)h$



Volume of a prism = area of cross section × length





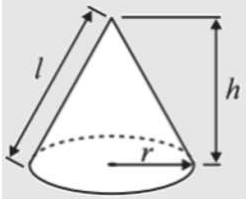
The volume of a sphere is $V = \frac{4}{3}\pi r^3$

The surface area of a sphere is $A = 4\pi r^2$

The volume of a pyramid is

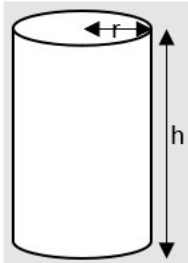
$V = \frac{1}{3} \times area\ of\ base \times vertical\ height$

The volume of a cone is $V = \frac{1}{3}\pi r^2 h$



Curved surface area of cone $A = \pi rl$

Total surface area of a cone $A = \pi rl + \pi r^2$



The volume of a cylinder is $V = \pi r^2 h$

The total surface area of a cylinder is $A = 2\pi r^2 + 2\pi rh$

Bournemouth School – Knowledge Organiser – Year 9

MATHEMATICS

Bournemouth School music department

Year 9 Summer Term 1

AoS 2 Vocal Music

Purcell – Music For A While

Background

Henry Purcell 1659-1695 English composer of the Reformation period. Worked at Westminster Cathedral as well as composing for stage and for Royalty

Oedipus—play by John Dryden and Nathaniel Lee about Oedipus

Incidental music—music written to go with a play, but where the play is not primarily musical. Often used for transitions etc

Baroque pitch—before A=440 was introduced, pitch was more variable and generally lower. Playing at this pitch on reproduction or period instruments is known as Baroque pitch. Approx one semitone lower than standard pitch.

Lament—song with sorrowful mood. Often slow and in the minor key

Rhythm

Constant quavers—when a part moves only in quavers e.g. the ground bass

Quadruple metre—4/4—4 crotchets in each bar

Tempo is not indicated due to the historical period—a slow tempo would be appropriate

Texture

Basso continuo—literally continuous bass line. Accompaniment played by a melodic bass instrument, often a cello, and a chordal instrument such as harpsichord, lute or organ

Arpeggiation - when a chord is played by spreading the notes playing (usually) from bottom to top.

Melody dominant homophony—texture with one clear melody and an independent accompaniment.

Counterpoint—literally tune against tune—2 rhythmically independent melodies playing at the same time

Structure

Ground bass—a repeating bass line pattern played throughout the piece

Da Capo aria—ABA or ternary form. Da Capo means again from the beginning.

Melody

Syllabic—vocal setting with one note per syllable.

Melisma—vocal setting where more than one note per syllable is used

Word painting—depicting a word in music to imitate its meaning.

Range—the interval between the highest and lowest notes in any given part.

Trill—rapid alternation of written note and the note above

Grace note—an additional note or notes played or sung before the main melodic note.

Mordent—ornament where the main note is played followed rapidly by the one above and then the main note.

Slide—when a performer doesn't move cleanly from one pitch to another, instead sliding through all frequencies in between the two pitches

Sequence—melodic device where a short section is immediately played again at a higher or lower pitch. Used in the ground bass.

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Bournemouth School – Knowledge Organiser – Year 9

MUSIC

Bournemouth School music department

Year 9 Summer Term 1

AoS 2 Vocal Music

Purcell – Music For A While

Dominant—5th degree of scale

Tonic—1st degree of scale

Passing note—a stepwise note between two harmony notes a 3rd apart

Instrumentation

Soprano—high pitched female voice

Countertenor—male voice which sings in the alto range

Harpsichord -keyboard instrument in which the strings are plucked. Has no ability to sustain notes or to vary the dynamics. Plays basso continuo in this piece

Bass viol—large bowed and fretted string instrument similar in range to a cello. Plays the ground bass and the basso continuo in this piece.

Tonality

A minor—minor key starting on A

Modulation—changing key. This piece modulates to Em (b14 and b 27), G (b16), C (b21), A (b28)

Perfect cadences - chord progression V-I. Used to cement modulations

Harmony

Figured bass—system of notating chords for the continuo instruments. Numbers are written underneath the bassline to indicate the intervals to be played above the bass note.

Ground bass—bass line which repeats throughout the whole piece and over which the rest of the music is composed.

Suspension—prepared dissonance. Prolonging a note to create a dissonance with the next chord before resolving the dissonance.

Tierce di Picardy—ending a minor key piece with a major chord

Diatonic—chords which only use notes from the key

Functional—chords which help to define the key

False relation – a type of dissonance where to versions of the same note are used in quick succession e.g. in b1 the F♯ in the bass is followed by an F natural in the right hand of the harpsichord

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Keyword	Learn	✓
Intimacy	a close, familiar, and often affectionate or loving personal relationship with another person or group.	
Pleasure	enjoyment or satisfaction derived from what is to one's liking	
Consent	is an agreement by choice made by someone with the freedom and capacity to consent.	
Readiness	the condition of being ready.	
Respect	due regard for the feelings, wishes, or rights of others.	
Pressure	to force (someone) toward a particular end; influence.	
Persuasion	to move by argument, entreaty, or expostulation to a belief, position, or course of action	
Harassment	when someone repeatedly behaves in a way that makes another person feel scared, distressed or threatened.	
Values	principles or standards; one's judgement of what is important in life	
Capacity	Ability to do something or make a decision	
Manipulation	to control a person or situation to one's own advantage by artful, unfair, or insidious means	
Freedom	the power or right to act, speak, or think as one wants	

Relationship advice:

- **Be respectful** at all times
- **Communicate clearly,** share your thoughts and seek the thoughts of others without judgement
- **Safety,** keep each other safe
- **Consent,** it is the person seeking consent who is responsible for ensuring that these conditions are met. Ask, do not assume.

Remember - the law is there to protect young people. Naked images of under 18s are illegal, but you will not be in trouble with the police if someone has made you share an image of yourself. The law was created to protect young people, not get them into trouble. NOTE: You will be trouble if you share naked images of others who are under 18; with or without their consent.

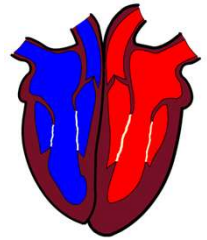
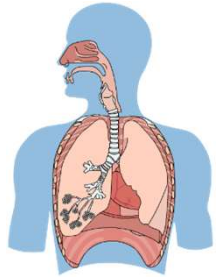
Useful websites:

https://www.childline.org.uk/ 0800 1111
Brook: www.brook.org.uk/help-advice
For advice on where to get help after a sexual assault, www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault
You can contact Victim Support if you feel you, or someone you know, may have been a victim of a sexual offence: www.victimsupport.org.uk

3.1.1.4 The short and long term effects of exercise KO 1 of 1

Immediate Effects of Exercise	
Breathing rate increases	Exercise causes muscles to use more oxygen, so the lungs must work harder & faster to keep the body supplied with O_2 & to exhale the CO_2 produced.
Tidal volume increases	From around 0.5L to 4.5L.
Heart rate increases	To supply the muscles with more O_2.
Anticipatory Rise	The heart begins to beat faster in anticipation of exercise.
Stroke volume increases (the volume of blood per beat)	From around 50ml to between 120-200ml.
Cardiac output increases	As a result of the two factors above.
Vasodilation occurs	Arteries respond by allowing more blood to pass through them. Capillaries close to the skin also dilate so that more heat is loss to the environment.
Vasoconstriction occurs	Blood is diverted away from systems that are not involved in the activity (e.g. the digestive system).
Lactic acid	Is produced as a by-product of anaerobic respiration.

Short-term Effects of Exercise	
Fatigue	Due to depleted glycogen stores.
Light-headedness	
Nausea –	Due to over exertion.
Delayed Onset of Muscular Soreness (DOMS)	Due to the build-up of lactic acid plus the microscopic tears in the muscle fibres.
Cramp	
Glycogen Stores	Are depleted and need to be replenished.

Long Term Effects of Exercise	
Long-term Effects of Exercise on the Heart	
The heart muscle becomes thicker and stronger. This is known as cardiac hypertrophy.	
Stroke volume increases – the amount of blood pumped per beat.	
Maximal cardiac output increases – the amount of blood pumped per minute.	
Resting heart rate gets slower as more blood is pumped per beat (Stroke Volume).	
Long-term Effects of Exercise on the Lungs	
The diaphragm and intercostal muscles become stronger, which means the lungs can take in and breathe out more air.	
Vital Capacity increases – the maximal amount of air that can be exhaled after inhaling as much as possible.	
Tidal Volume increases – the amount breathed in and out in a normal breath.	
Increased capillarisation around the alveoli. This makes gaseous exchange more efficient.	
Long-term Effects of Exercise on the Skeleton	
Increased bone density and strength.	
Stronger, denser bones are better at carrying weight and more resistant to injury.	
Note – the increase in bone density is specific to the activity – walking will strengthen the bones in your legs (femur, tibia, fibula).	
Long-term Effects of Exercise on the Muscles	
Increased capillarisation around the muscles. This will allow increased gaseous exchange to the muscles.	
Weight training will see an increase in the strength of skeletal muscle. The muscle fibres will become thicker and stronger (muscular hypertrophy).	
An increase in the number of fast twitch muscle fibres.	
Endurance training will enable muscles to work for longer.	
The number of slow twitch muscle fibres will increase.	
The heart muscle becomes thicker and stronger. This is known as cardiac hypertrophy.	

Topic 5a - Forces

Keyword	Learn	✓
Scalar	A quantity with size (magnitude) only.	
Vector	A quantity with both size and direction. A vector quantity may be represented by an arrow. The length of the arrow represents the magnitude, and the direction of the arrow the direction of the vector quantity.	
Velocity	Speed in a given direction. Velocity is a vector.	
Displacement	Distance travelled in a given direction. Displacement is a vector.	
Force	A push or pull. Measured in newtons, N. Force is a vector.	
Contact force	Force exerted between two objects when they touch. E.g. friction, air resistance, tension and normal contact force.	
Non-contact force	Force exerted on objects when they are physically separated. E.g. gravity, electrostatic and magnetic forces.	
Centre of mass	The point at which the weight of the object can be taken to act. In diagrams, arrows representing the weight should start from this point.	
Resultant force	A single force that can replace multiple forces acting on an object.	
Free body diagram	Used to show the magnitude and direction of all the forces acting on the object.	
Work	When a force of 1 N pushes an object 1 m, in the direction of the applied force, then 1 J of work is done	
Elastic deformation	When an object is stretched, it returns to its original length after the forces are removed.	
Inelastic deformation	When an object is stretched, it does not return to its original length after the forces are removed.	
Extension	The difference between the stretched and unstretched lengths of a spring.	
Elastic potential energy	The energy stored in a stretched (or compressed) spring.	
Moment	The turning effect of a force. Measured in newton metres, Nm.	
Principle of moments	When a system is balanced the sum of the anti-clockwise moments equal the sum of the clockwise moments.	
Fluid	A liquid or a gas. It flows and can take the shape of the container.	

Quantity	Unit	Symbol
force	newton	N
mass	kilograms	kg
gravitational field strength	newtons per kilogram	N / kg
work	joule	J
extension	metre	m
spring constant	newtons per metre	N / m
elastic potential energy	joule	J
moment	newton metres	Nm
pressure	newtons per metre squared	N/m^2
density	kilograms per metre cubed	kg/m^3

Pressure in fluids. Learn these two statements.

The pressure in fluids causes a force normal (at right angles) to any surface.

A partially (or totally) submerged object experiences a greater pressure on the bottom surface than on the top surface. This creates a resultant force upwards. This force is called the upthrust.

Equations

Weight = mass x gravitational field strength $W = m \times g$

Work done = force x distance in the direction of the force $W = F \times s$

Force = spring constant x extension $F = k \times e$

Elastic potential energy $= \frac{1}{2} \times$ spring constant $\times$ (extension)^2 $E_e = \frac{1}{2} \times k \times e^2$

Moment = Force x perpendicular distance $M = F \times d$

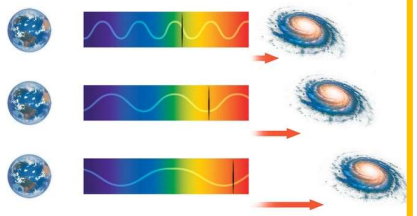
Pressure $= \frac{\text{Force normal to the surface}}{\text{area of the surface}}$ $P = \frac{F}{A}$

Pressure = height x density of the liquid x gravitational field strength $P = h \times \rho \times g$

Topic 8 – Space

Keyword	Learn	✓
Planet	A large body which orbits a star (like the Sun).	
Moon	A natural satellite which orbits a planet.	
Solar system	The sun, eight planets, the dwarf planets and moons. Many other stars have similar planetary systems.	
Galaxy	A large group of stars.	
Milky way	The galaxy we live in.	
Nuclear fusion	The joining of light nuclei to form a heavier nucleus. Some of the mass is converted into energy.	
Velocity	Speed in a given direction.	
Orbit	Path of an object in (near) circular motion around another object.	
Red-shift	Light is moved towards the red end of the spectrum as the wavelength increases.	
Big bang theory	Theory that suggests that the universe began from a very small region that was extremely hot and dense about 13.8 billion years ago.	

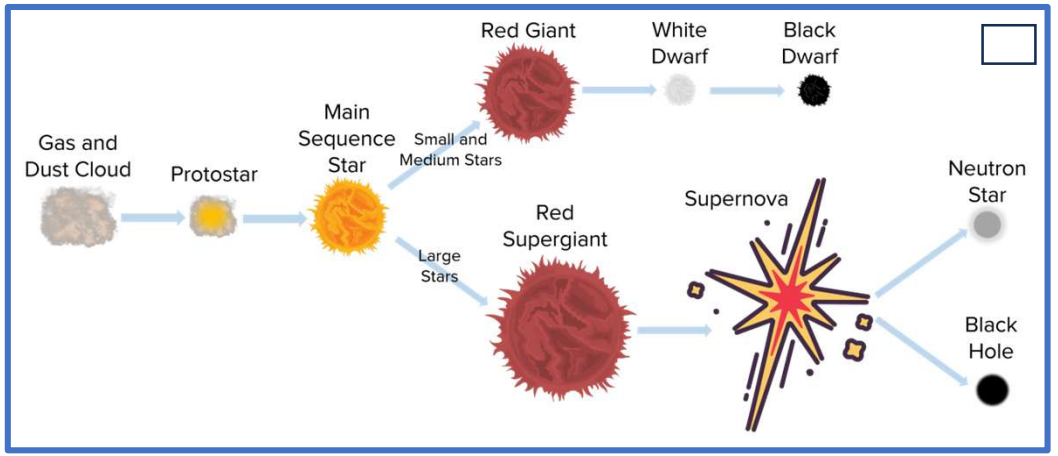
Red-shift and the Big Bang theory ☐



- Red shift is the observed increase in the wavelength of light due to the object moving away.
- The quicker the object moves away the greater the increase in wavelength.
- Galaxies further away are more red-shifted.
- This is evidence that the universe is expanding and supports the Big Bang theory.

- New evidence requires scientists to develop different theories.
- Since 1998, observations of supernovae suggest that distant galaxies are receding ever faster.
- New evidence has lead to new theories about Dark Mass and Dark Energy.

Star life cycle terms – Learn the names in the correct order. Learn to draw the diagram. ☐	
Nebula	Cloud of gas and dust
Protostar	Large ball of gas which contracts to form a star
Main sequence	Releases energy by fusing hydrogen to form helium Forces are balanced; gravitational collapse balanced by expansion due to fusion energy
Red giant	A very large star which fuses helium into heavier elements
White dwarf	Collapsed red giant. Fusion stops and the star slowly cools
Supernova	Gigantic explosion caused by runaway fusion reactions in a very large star. Elements heavier than iron are produced here
Neutron star	Very dense small star made out of neutrons
Black hole	The most concentrated state of matter, from which even light cannot escape



Equations

orbital distance = 2 x π x orbital radius $s = 2 \times \pi \times r$

average speed $= \frac{\text{distance}}{\text{time}}$ $v = \frac{s}{t}$ ☐

Key words: Islam

- **Tawhid**: Oneness in reference to God.
- **Prophethood or Risalah**; Terms used for messengers of God. Begins with Adam and ends with the Prophet Muhammad.
- **Halal**: Permitted within Islam for example eating permitted foods.
- **Haram**: Forbidden actions or things. Eating forbidden foods.
- **Jihad**: Means 'to strive'. Two forms of daily inner struggle and lesser physical struggle or just war.
- **Mosque or Masjid**: 'Place of prostration'. It is a communal place of worship.
- **Shari'ah**: Straight path. Muslims believe God has set out a clear path for how Muslims should live.
- **Ummah**: Means community and refers to worldwide community of Muslims who share a religious identity.

Oneness of God:

One of the most important beliefs for Muslims is Tawhid (the belief that there is only one God).

- This belief is repeated daily in the Shahadah (one of the five pillars).
- A Muslim's most important duty is to declare faith in one God.
- God is unique. No one can picture God which is why there isn't any pictures or statues of Him in Islam.
- God is the only creator and controller of everything.
- Muslims believe they should accept whatever happens as the will of God (supremacy of God's will).
- *'He is God the One, God the eternal'. Quran 112:1-4 ' Misfortunes can only happen with God's permission'. Quran 64:11*

Nature of Allah:

Muslims believe God is:

- Immanent (present in earth and involved with humanity).
- Transcendent (outside life and beyond understanding.)
- Omnipotent (all-powerful).
- Beneficent (all-loving and all-good).
- Merciful (compassionate and forgiving).
- Just (fair and judges humans actions).
- *'There is no God but Him, the Creator of all things'. Qur'an 6:102 'He is with you wherever you are'. Qur'an 57:4*

Prophethood:

- God has chosen people to bring the message of Islam to the people.
- They are important because they provide communication between God and humans.
- In order for humans to live how God wants it is necessary for instructions to be delivered through prophets.
- Around 124,000 prophets of which 25 are named in the Qur'an.
- `*Every community is sent a messenger'. Quran 10:47*

Holy Books The Quran:

- The Qur'an is the direct word of God, which was revealed to Muhammad over a period of around 22 years.
- Contains the foundation of every believer's faith.
- Is most sacred of all the holy books. Is infallible (without error and non-changing)
- Contains a mixture of historical accounts and advice on how to follow God.
- There are 114 surahs (chapters) in total.
- Those who can recite the Qur'an from memory are given the title 'Hafiz'

Prophets: Ibrahim:

- Fulfilled all the tests and commands God gave him.
- Was promised to be the father of all nations.
- Demanded people to stop idol worship. Was supposed to be burnt alive but survived (miracle) so people began to follow God.
- Re-built the Ka'aba after it was destroyed.
- Important as he stopped idol worship, gave the message of one God and rebuilt the Ka'aba
- *'God took Abraham as a friend'. Qur'an 4:125*

Prophets:

`*Every community is sent a messenger'. Quran 10:47*

Adam:

- First man on earth and first prophet of Islam.
- Father of the human race so treated with great respect.
- God created Hawwa (Eve) to stop Adam being lonely.
- They were told not to eat from the tree in the middle of the garden but they did and so sin entered the world.
- Adam is important as God gave him understanding which he passed on through his descendants. God revealed to him the foods they can eat, how to repent for wrong doing and how to bury the dead.
- `*He taught Adam the names [of things]'. Quran 2:31*

Key phonics for read aloud / listening		
Spanish	**English**	
e	like **"e"** in *met*	
i	like **"ee"** in *see*	
o	like **"o"** in *dot*	
u	like **"oo"** in *boot*	
c + e/i	like **"th"** in *think*	
c + a/o/u	like **"k"** in *cat*	
h	**silent**	
ll	like **"y"** in *yes*	
ñ	like **"ny"** in *canyon*	
qu	like **"k"** in *kite*	
z	like **"th"** in *thin*	

El tren es más rápido que el coche		
Me gusta viajar…	I like to travel…	
en autobús	by bus	
en coche	by car	
en avión	by plane	
porque	because	
es más…que	it's more…than	
es menos…que	it's less…than	
es tan…como	it's as…as…	
es mejor que	it's better than	
es peor que	it's worse than	
económico	economic	
práctico	practical	
sostenible	sustainable	
cómodo	comfortable	

¿Te gustaría visitar Andalucía?		
Hace…	It is…	
sol	sunny	
frío	cold	
viento	windy	
buen tiempo	good weather	
calor	hot	
mal tiempo	bad weather	
llueve	It's raining	
nieva	It's snowing	
me gustaría	I would like to	
¿Te gustaría…?	Would you like to…?	
una ciudad histórica	a historic city	
un valle precioso	a beautiful valley	
las montañas	the mountaines	

Los festivales		
Si te gusta(n)	If you like…	
Si te encanta(n)…	If you love…	
Si eres…	If you are…	
Si quieres ver…	If you want to ver…	
Si te interesa(n)	If you are interested in	
los fuegos artificiales	fireworks	
las tradiciones	traditions	
hay que…	you have to…	
ir a la Tomatina	go to the Tomatina	
ir a las Fallas	go to the Fallas	
ir a los Sanfermines	go to the Sanfermines	

A la estación	
Me gustaría dos billetes, por favor	I would like two tickets, please.
Quiero dos billetes, por favor	I want two tickets, please.
¿Cuándo sale el tren?	When does the train leave?
¿Cuándo llega el tren?	When does the train arrive?
Voy a volver mañana	I am going to return tomorrow.
Voy a volver la semana que viene	I am going to return next week.
¿Hay comida en el tren?	Is there food on the train?
¿Puedo comprar comida?	Can I buy food?
Necesito visitar a mi madre	I need to visit my mother.
Quiero ir a Madrid.	I want to go to Madrid.

En la foto		
En la foto	In the photo	
A la izquierda / derecha	To the left / right	
Al fondo / en primer plano	In the background / foreground	
Puedo ver…	I can see…	
Hay…	There is	
un bosque	a forest	
un río	a river	
unos edificios	some buildings	
unos árboles	some trees	

¿Qué se puede hacer?		
Se puede…	You can (singular noun)	
aprovechar el buen clima	to take advantage of the good weather	
descansar	to rest	
hacer turismo	to go sightseeing	
ir de compras	to go shopping	
tomar el sol	to sunbathe	
pasear por las calles	to go for a stroll	
descubrir la arquitectura	to discover the architecture	
Se pueden…	You can (plural noun)	
probar platos típicos	to try typical dishes	
hacer deportes de aventura	to do adventure sports	
sacar fotos	to take photos	

¿Qué se puede hacer en Bournemouth?		
Se puede…	You can (singular noun)	
ir a la playa	go to the beach	
nadar en el mar	swim in the sea	
ir al centro comercial	visit the gardens	
comer en restaurantes	eat in restaurants	
jugar al voleibol en la playa	play volleyball on the beach	
Se pueden...	You can (plural noun)	
visitar los jardines	visit the gardens	
alquilar bicicletas	hire bicycles	
visitar museos	visit museums	

Los superlativos

Use the superlative to talk about the biggest, the most popular, the best etc.

el / la / los / las + noun + más / menos + adjective

Sometimes the noun is omitted:

el [plato] más rico – the tastiest [dish]

las [fiestas] menos populares – the least popular [festivals]

Remember that your article (el / la / los / las) and your adjective have to agree with your noun

El / la / los / las más	The most	
El / la / los / las menos	The least	
conocido/a(s)	well-known	
lindo/a(s)	beautiful	
peligroso/a(s)	dangerous	
típico/a(s)	typical	
mayor(es)	biggest	
menor(es)	smallest	
mejor(es)	best	
peor(es)	worst	

Opinion phrases		
Pienso que es	I think that it is	
Creo que es	I believe that it is	
Pienso que son	I think that they are	
Creo que son	I believe that they are	
Me gusta(n)	I like	
Me encanta(n)	I love	

-ar verb endings present			
-o		**-amos**	
-as		**-áis**	
-a		**-an**	

-er verb endings present			
-o		**-emos**	
-es		**-éis**	
-e		**-en**	

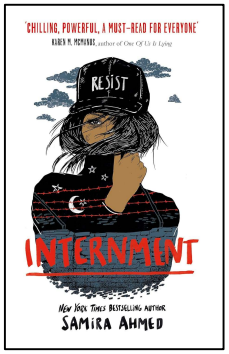
-ir verb endings present			
-o		**-imos**	
-es		**-ís**	
-e		**-en**	

-ar verb endings preterite			
-é		**-amos**	
-aste		**-asteis**	
-ó		**-aron**	

-er verb endings preterite			
-í		**-imos**	
-iste		**-isteis**	
-ió		**-ieron**	

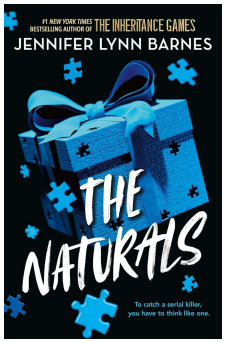
-ir verb endings preterite			
-í		**-imos**	
-iste		**-isteis**	
-ió		**-ieron**	

'ir' (to go)		
fui	I went	
fue	he/she went / it was	
fuimos	we went	



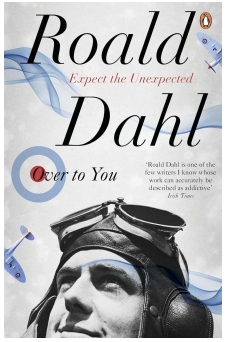
Internment by Samira Ahmed

Set in a horrifying 'fifteen minutes in the future' United States, seventeen-year-old Layla Amin is forced into an internment camp for Muslim-Americans along with her parents. With the help of newly-made friends also trapped within the camp, her boyfriend on the outside, and an unexpected alliance, Layla begins a journey to fight for freedom, leading a revolution against the internment camp's Director and his guards.



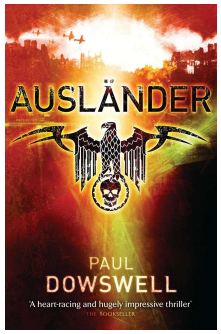
The Naturals by Jennifer Lynn Barnes

Cassie is a natural at reading people. Piecing together the tiniest details, she can tell you who you are and what you want. But it's not a skill that she's ever taken seriously until the FBI come knocking: they've begun a classified programme that uses exceptional teenagers to crack infamous cold cases, and they need Cassie. Soon, it becomes clear that no one in the Naturals program is what they seem, and danger looms close.



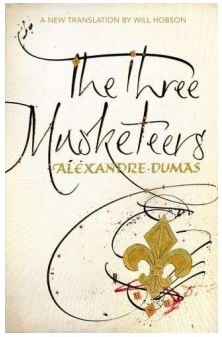
Over to You by Roald Dahl

During the Second World War, Roald Dahl served in the RAF and even suffered horrific injuries in an air crash in the Libyan Desert. Drawing on his own experiences as a fighter pilot, Dahl crafted these ten terrifying tales of life as a wartime fighter pilot.



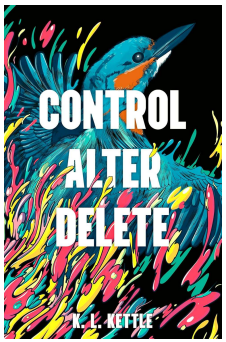
Ausländer by Paul Dowswell

When Peter's parents are killed, he is sent to an orphanage in Warsaw. German soldiers decide that Peter is racially valuable - he is a 'Volksdeutscher.' But the apparently Aryan boy is not quite the specimen they think he is. Deciding he doesn't want to be a Nazi, Peter elects to take a very dangerous risk.



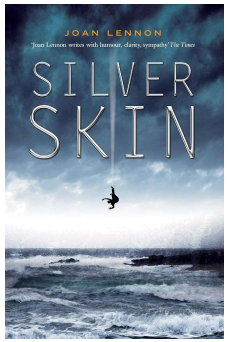
The Three Musketeers by Alexandre Dumas

One of the most celebrated and popular historical romances ever written, *The Three Musketeers* tells the story of the early adventures of the young Gascon gentleman, D'Artagnan and his three friends from the regiment of the King's Musketeers - Athos, Porthos and Aramis.



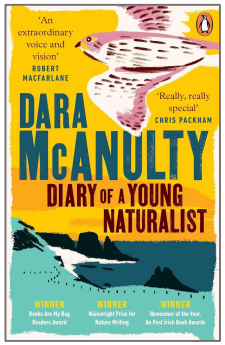
Control Alter Delete by K. L. Kettle

In World 2.0 Hal has everything she wants in a single swipe. Except, perhaps, winning the notoriously competitive Knox Cup. Out of the blue Hal's guardian challenges her to prove herself, arranging for Hal to compete. It's an opportunity she can't waste. But as the competition progresses, Hal discovers decay hidden beneath the world's perfect veneer, and now she is forced to make a choice…



Silver Skin by Joan Lennon

Skara Brae, Orkney, the end of the Stone Age. The sun is dying, storms batter the coast and people fear the end of the world. When Rab crawls out of the sea wearing the remains of his Silver Skin, he throws the islanders into confusion. Who is he? Why has he come? Rab, thousands of years from home, injured and desperate, must learn fast about this ancient world. What started as a high-tech study trip has turned into a struggle to survive.



Diary of a Young Naturalist by Dara McAnulty

Chronicles the world of 15-year-old Dara McAnulty. From spring and through a year in his home patch in Northern Ireland, Dara spent the seasons writing. These vivid, evocative and moving diary entries about his connection to wildlife and the way he sees the world are raw in their telling.

Bournemouth School – Knowledge Organiser – Year 9

BOOK LIST

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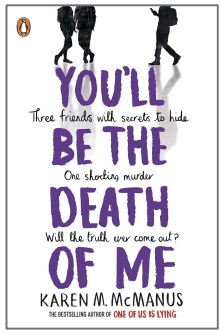
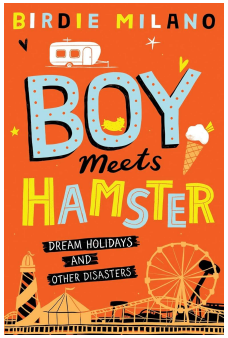


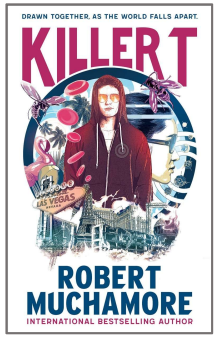
You'll Be the Death of Me by Karen McManus

Ivy, Mateo and Cal used to be close - best friends back in middle school. Now all they have in common is a bad day. So for old time's sake they skip school together - one last time. But when their day of freedom turns deadly, it's only a matter of time before the truth comes out . . .



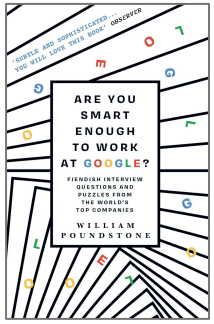
Boy Meets Hamster by Birdie Milano

A romantic debut. 14-year-old Dylan is dreading his family summer holiday in Cornwall's Crummiest Caravan Park, until he meets the gorgeous Jayden. Will he get his first kiss? Any why does the hamster mascot have it in for him?



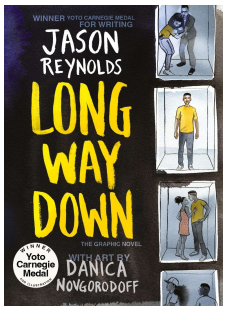
Killer T by Robert Muchamore

As gene editing becomes available at home, a synthetic virus called Killer T is held over humanity's heads by terrorists who want money. Against this backdrop, British immigrant to the US Harry befriends Charlie - a girl at his new high school accused of using explosives against a football player.



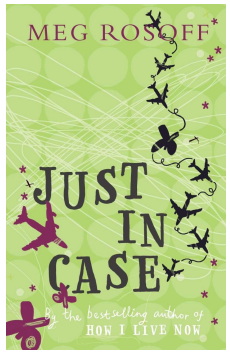
Are You Smart Enough to Work at Google
by William Poundstone

You are shrunk to the height of a penny and thrown in a blender. The blades start moving in sixty seconds. What do you do? If you want to work at Google, or any of the world's top employers, you'll need to have a convincing answer to this and countless other baffling puzzles.



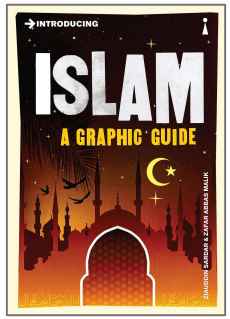
Long Way Down by Jason Reynolds,
and illustrated by Dancia Novgorodoff

The award-winning, bestselling verse novel is now a stunning graphic novel. Will's brother is shot in a gang crime, he knows the next steps. Don't cry. Don't snitch. Get revenge. So he gets in the lift with Shawn's gun, determined to follow The Rules. Only when the lift door opens, and people from his past arrive, Will has to ask himself if he really knows what he's doing.



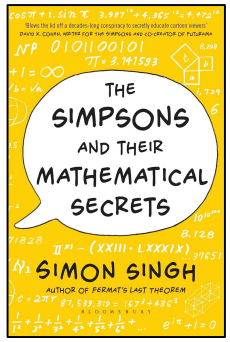
Just In Case by Meg Rosoff

The day David Case saves his brother's life, his whole world changes. Suddenly, every moment is fizzing with what-ifs, and it's up to David to outwit fate. Or try to. He changes his name and the way he looks. He leaves home and finds himself caught up in a series of strange and extraordinary adventures. He even falls in love. But is David really in control of his life? And if he isn't - who is?



Introducing Islam by Ziauddin Sardar
and Zafar Abbas Malik

Introducing Islam recounts the history of Islam from the birth of Prophet Muhammad in the 6th century to its status as a global culture and political force today.



The Simpsons and Their Mathematical Secrets
by Simon Singh

Simon Singh explains how the brilliant writers, some of them mathematicians, have smuggled in mathematical jokes throughout the cartoon's twenty-five-year history, exploring everything from to Mersenne primes, from Euler's equation to the unsolved riddle of P vs. NP, from perfect numbers to narcissistic numbers, and much more.

Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										