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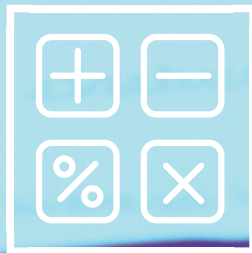
Year 9 End of Year Assessment Booklet



Revision
Topics



Revision
Tips



Sparx
Help

A message from Miss Merchant

Dear Student

Mid-Year Assessments

This booklet has been put together to help you prepare fully for your End of Year Assessments which are taking place from the **4th - 22nd June**. These are important assessments which your teachers will use to see whether you are working towards your full potential and to identify areas where you may need support to do so. As a result, it is critical that you prepare yourself fully to show your best on these assessments.

Use the following pages to form a revision timetable which will ensure you have looked over all the relevant information before your assessment. If you are not sure about any of the topics or content listed then please speak to your teacher and ask for more guidance. They will be happy to help!

When revising try to use a variety of strategies and formats to ensure you have materials to help you. This could include making mind maps, writing out key term definitions (and testing yourself!), doing practice questions on Seneca or Sparx, making flashcards with key facts, watching YouTube videos, and much more. When used together they will ensure you are fully prepared for your assessments.

Don't forget to also use your knowledge organisers.

Have a look for more tips on BBC Bitesize by following this link: Top Revision Techniques for Exams - <https://tinyurl.com/4ptxdeuy>

Remember, the effort that you put in will be reflected in your achievements. We are all here to support you to achieve your full potential and if you need any additional guidance or have any concerns please speak to your subject teacher, form tutor, or Head of Year.

All the best,
Miss Merchant
Assistant Head Teacher

Assessment Timetable

Assessment Timetable

Date	Exam	Year Group	Length	Period
Thursday 4th June	English Writing	Year 9	45mins	P5
Wednesday 17th June	Maths Paper 1	Year 9	45mins	P4
Thursday 18th June	English Reading	Year 9	45 mins	P4
Monday 22nd June	Maths Paper 2	Year 9	45 mins	P1

* History/Geography/RE/Spanish exams will be taken in lesson time - Your teacher will advise the dates

HABIT - Get into the habit of working in a regular routine.

PLAN - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.

PLACE - Make sure that you work in the best possible environment:

- The room should be well lit to reduce eye strain.
- Quiet with few distractions - no TV or phones.
- Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
- Identify a set time and place for studying - most people study best in the mornings and evenings, but you need to work out the best time for yourself.

ORGANISATION

- Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
- Break each subject down into manageable chunks so that you can read over a topic once or twice in about 20 to 30 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help.

VARIETY

- Get some variety into your revision. Vary your use of revision materials: notes, revision cards, books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you cover all topics and don't avoid the more difficult ones.
- Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them.
- As the exam draws nearer have 'key words' which trigger your memory.
- Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.

RELAX - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time.

HONESTY - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.

PERSEVERE - Don't give up: it really is not a long time and it will be worth it!

Goodluck!

English



Assessment Format:

Reading: 45 minutes (36 marks)

Reading

Reading - In this section of the paper you will answer a question on Sherlock Holmes (The Adventures of the Speckled Band). You will be offered a character question OR a theme question. You will be expected to discuss moments/evidence/quotations you can recall from this story. You will NOT get an extract to support you. Therefore, it is crucial that you revise and remember key quotations from the story. Potential questions for characters: Dr. Roylott, Helen Stoner, or Sherlock Holmes. Potential questions for themes: Power, Gender, or Greed.

Reading procedural knowledge tested:

- Read questions carefully and maintain a focus on the question.
- Present a purposeful argument and viewpoint.
- Retrieve relevant evidence from across the text/reference to a key moment(s) to convincingly support your argument (Thesis, three IQEA paragraphs, conclusion).
- Identify methods used by a writer such as symbolism, simile, and metaphor.
- Provide detailed analysis of the impact of the writer's methods, making links between different parts of the text which clearly link to your argument and viewpoint.
- Zoom in on words and phrases that help answer the question and show a clear understanding of your knowledge.
- Infer meaning and provide connotations.
- Use a range of subject terminology and vocabulary specifically chosen to develop your argument/viewpoint.

English



Assessment Format:

Writing: 45 minutes (36 marks)

Writing

Writing - You will complete a piece of transactional writing (speech, letter (formal/informal), article) and be tested on the procedural knowledge below.

Writing procedural knowledge that you will be tested on:

- Craft sentences carefully.
- Write in a clear, cohesive way.
- Use varied vocabulary and the accurate spelling of words.
- To punctuate for effect and with accuracy. Your ability to engage your reader.
- Use transactional writing techniques such as opinion, hyperbole, rule of three and emotive language (DAFOREST).
- Create paragraphs with an engaging and interesting structure (introduction, three key idea paragraphs, conclusion).

Maths

Your End of Year Assessment for Maths will consist of 2 papers. Each paper will be out of 45 marks.

Paper 1 –45 minutes

Paper 2 –45 minutes

To prepare yourself for the assessment you can use the booklets that we have used in class, along with the Independent Practice section of Sparx.

The topics that you need to revise, and the related Sparx codes are:

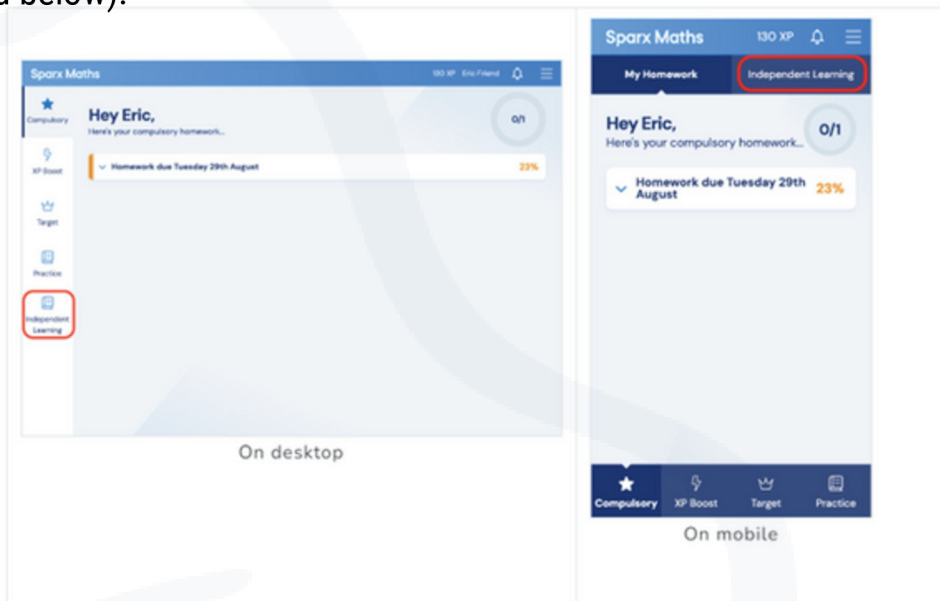
Unit	Topic	Sparx topics
9.01	Decimal manipulation	U417, U478, U127, U293, U453, U868, U976
9.02	Estimation and limits of accuracy	U480, U298, U731, U965, U225, U657, U108, U301
9.03	Related calculations	U735
9.04	HCF and LCM of large numbers	U211, U751, U529, U236, U739, U250
9.05	Fraction calculations	U736, U692, U793, U475, U224, U544, U538, U881, U916, U874
9.06	Algebraic manipulation	U613, U662
9.07	Index laws	U235, U694, U851
9.08	Standard form	M719, M678
9.09	Expanding and factorising	U179, U365, U768, U178, U963
9.10	Forming expressions and substitution	M175, M428, U201, U585, U144, M830
9.11	Direct and inverse proportion	U721, U610, U357, U640, U364, U238
9.12	Probability 1	U408, U510, U683, U166, U104, U476, U748, U296, U280, U580
9.13	Solving equations 2	U755, U325, U870, U599
9.14	Inequalities 1	U759, U509, U738, U145
9.15	Sequences	U213, U530, U498, U978, U680, U958
9.16	Pythagoras	U385
9.17	Interior and exterior angles	U447, U390, U730, U628, U732, U329, U655, U427
9.18	Vectors 1	U196, U903, U564, U632, U660
9.19	Transformations 1	M797, U799, U696, U519

Sparx

Revising Independently with SPARX

STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in the top right hand corner (circled in red below).



You can choose to work on any topic by:

- Typing one of the following in the Search for topics field:
 - The name of a topic
 - A keyword
 - A code given to you in the list on page 5.
- Browse the content by clicking on one of the main Strands.

STEP TWO: Choosing the right work

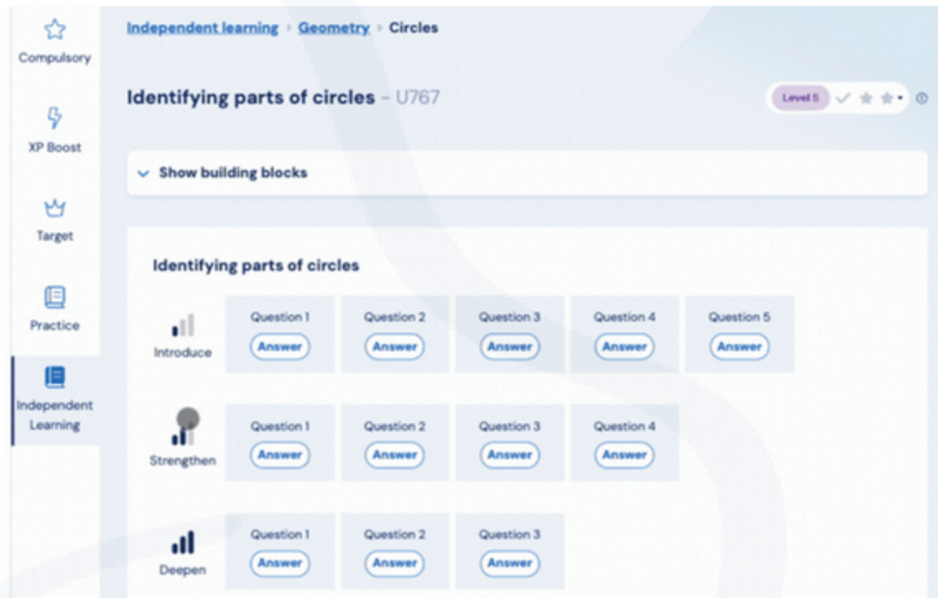
The difficulty level will be in line with that of your normal homework.

You can choose to complete questions that introduce the topic if you don't remember much about it, strengthen the topic if you need a recap or deepen the topic if you are looking to increase your knowledge.

Sparx

Revising Independently with SPARX

An example of this is shown on the right with the topic of circles.



You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too hard or too difficult.

Geography

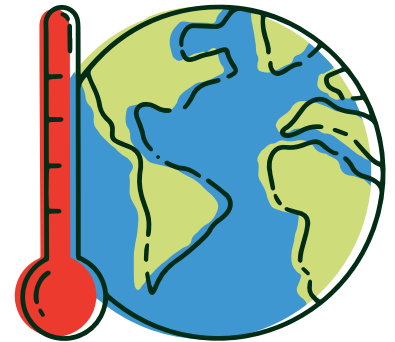
Assessment Format:

1 x 60 minute assessment

Topics covered in the assessments:

9.01 Climate Change

9.02 Life in an Emerging Country



Revision

- Complete the revision topics and practice questions set on Seneca
- Use your knowledge organiser for key terms and processes
- Use BBC Bitesize - KS3 Geography - Climate Change
- Make revision mind maps and notes to supplement your learning.
- https://www.bbc.co.uk/bitesize/topics/z6bd7ty_
- Use BBC Bitesize - KS3 Geography - Life in an emerging country



History

Assessment Format:

1 x 1 hour paper

Topics covered in the assessment:

9.01 WW1

9.02 Suffrage

9.04 The Holocaust

You will be assessed on your knowledge of these topics. You will also be assessed on your historical skills, for example putting events in chronological order and analysing sources and interpretations. You will also have to complete a piece of historical writing.

Revision Resources

- Seneca
- Exercise books
- Knowledge organiser
- BBC bitesize



RE

Assessment Format:

1 x 1 hour paper

The first part will consist of multiple-choice questions in which you should select the correct answer.

The second part will consist of shorter descriptive questions where you must make a point and describe the topic of the question.

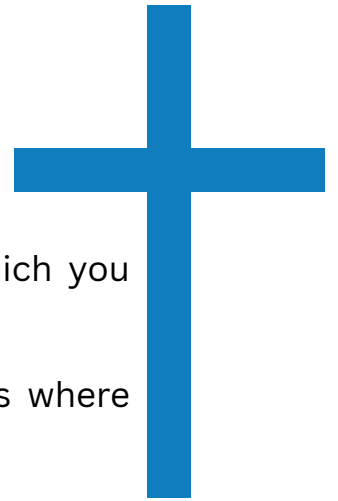
Topics covered:

Section A: Issues of Equality

Section B: Life and Death

Revision Resources

- Seneca
- Exercise books
- Knowledge Organiser
- BBC bitesize



Spanish

Assessment Format:

Paper 1 Receptive Skills (Listening and Reading) 45 minutes

Paper 2 Writing 45 minutes

Receptive skills- 55 marks

Topics covered in the Assessment:

Receptive Skills

Section A - Listening

- Family and relationships
- Celebrations in the Spanish Speaking world
- Environmental problems and solutions
- What kind of rights do children have?
- How can we help other?
- How can we help the environment?

Section B - Reading

- My region
- What can you do in your area?
- Festivals

Writing

- Family and relationships
- Celebrations in the Spanish Speaking world (El día de los muertos, La Tomatina, La Semana Santa, San Fermín)
- Tenses (past, present and future)
- Adjectives and opinion phrases (Me encanta, en mi opinión)
- Discuss children 's rights across the world



1. Context

Author: Arthur Conan Doyle (1859-1930)

Nationality: Scottish

Other notable works: *'The Hound of the Baskervilles'*, *'The Sign of Four'*, *'A Study in Scarlet'* (first story) *'The Lost World'*

Dates: *'Scandal in Bohemia'* published in 1891; *'The Speckled Band'* published in 1892.

Era: Victorian

Genre(s): Crime/Detective/Mystery Fiction

Set: London, England

Form: Short stories

Author biography

- Arthur Ignatius Conan Doyle was born on May 22, 1859, in Edinburgh, Scotland to a prosperous Irish-Catholic family.
- Attended a Jesuit boarding school in England from the age of nine.
- Despite his obvious creative flair, Doyle chose to study medicine at Edinburgh University.
- At university, he met one of the most influential figures in his life, Dr. Joseph Bell.
- Bell was a master at observation, logic, deduction, and diagnosis; qualities which were later to be found in the character of Sherlock Holmes.
- After medical school, he spent time travelling the world as a ship's surgeon on a whaling boat.
- In 1879, his first stories were published. In 1887, his first Sherlock Holmes story, *'A Study in Scarlet'*, was published in *Mrs. Beeton's Christmas Annual*.
- Sherlock Holmes stories were a huge success, making Doyle a household name and very rich.
- In 1893, Doyle killed off Holmes but a public outcry later made him bring him back to life.
- Knighted following the publication of a pamphlet he had written justifying Britain's involvement in the Boer War, a war that had killed his son, brother and two nephews.
- In his later life, he became very interested in spiritualism.
- Died on 7th July 1930.

Social, Historical & Literary context

Literary Context: Detective Fiction

- Edgar Allan Poe's *'The Murders in the Rue Morgue'* (1841) is considered the earliest origins of detective fiction in the English speaking world.
- Others have argued that the first true detective novel was Willkie Collins *'The Moonstone'* (1868).
- Conan Doyle cemented the popularity of the genre with Sherlock Holmes. Holmes appeared in 56 short stories and 4 novels.
- Common features of detective fiction:
 - A celebrated, skilled and professional detective*
 - Ineffective and bungling local police*
 - An 'Inside' job*
 - Red herrings*
 - A large number of false suspects*
 - The "least likely suspect"*
 - A 'locked room' murder*
 - A reconstruction of the crime*
 - A final twist in the plot*

YEAR NINE-UNIT: 19th Century Text - SHERLOCK HOLMES TOPIC GUIDE

2. Key Characters - Scandal in Bohemia/The Speckled Band

Sherlock Holmes: <i>a consulting detective who resides at 221b Baker Street. Assisted in his cases by his friend Dr. Watson.</i>	Doctor Grimsby Roylott: <i>a central character. A British doctor and last surviving member of the impoverished Roylott family. (The Speckled Band)</i>
Dr. Watson: <i>the narrator of the story. Sherlock Holmes' friend who assists him with his cases. Recently married to a woman named Mary.</i>	Helen Stoner: <i>Dr Roylott's stepdaughter who comes to hire Sherlock Holmes. (The Speckled Band)</i>
Irene Adler: <i>a central character who is respected for her intellect and integrity. (Scandal in Bohemia)</i>	
Count Kramm/King of Bohemia: <i>a man of royal blood who hires Sherlock Holmes. (Scandal in Bohemia)</i>	
Mr. Godfrey Norton: <i>a gentleman and a lawyer. (Scandal in Bohemia)</i>	

3. Key Terminology

Detective fiction	A sub-genre of crime fiction and mystery fiction in which an investigator or a detective (professional, amateur or retired) investigates a crime, often murder.
literary conventions	Defining features of particular genres such as novel, short story, ballad, sonnet, and play.
First person peripheral narrator	A type of narrative perspective in which the narrator is the another character n the story who witnesses the main character's story and conveys it to the reader.
protagonist	The central character or leading figure in a poem, narrative, novel or any other story. Sometimes can also be referred to as a "hero" by the audience or readers.
antagonist	A person who actively opposes or is hostile to someone or something; an adversary.
tone	The choice of writing style the writer employs to convey specific feelings, emotions or attitudes.
symbolism	The use of symbols to express ideas or qualities.
characterisation	A literary device in which in an author builds up a character in a narrative.
exposition	Refers to part of the story used to introduce background information about events, settings, characters etc. to the reader.
rising action	A related series of incidents in a literary plot that build toward the point of greatest excitement/interest.
climax	The point of highest tension in a narrative.
falling action	Occurs immediately after the climax, when the main problem of the story has been resolved.

4. Key Vocabulary

	Definition
deduce	Arrive at a fact or a conclusion by reasoning; draw as a logical conclusion.
deduction	The process of reaching a decision or answer by thinking about the known facts.
reasoning	The action of thinking about something in a sensible and logical way.
idiosyncratic	A word to describe behaviour which is considered to be distinctive or peculiar.
incorrigible	Not able to be changed or reformed.
temperament	A person's or animal's nature/traits of personality, which have a permanent impact on their behaviour.
faculties	A natural physical or mental power/an aptitude for doing something.
introspective	To look inward to examine or observe one's own mental and emotional processes.
obstinacy	The quality or condition of being stubborn.
indiscretion	Behaviour that is indiscreet or lacks good judgement.
inextricable	Impossible to escape from, or separate from/ not capable of being solved.
disreputable	Not considered to be respectable in character or appearance.
preposterous	Utterly absurd or ridiculous; contrary to reason or sensible judgement.
perpetrator	A person who carries out an illegal, harmful or immoral act.
morose	Sullen and ill-tempered.
vagabonds	People who wander from place to place without a home or job.
convulse	To suffer violent involuntary contraction of the muscles, producing jerky movements of the body or limbs.
notorious	Famous or well known, typically for some bad quality or deed.
insolence	Rude and disrespectful.
imprudence	Lacking discretion, wisdom, or good judgment.
Angel in the House	Popular Victorian image of the ideal wife/woman.
Feminism	The belief that women should be allowed the same rights, opportunities and power as men.
The New Woman	A feminist ideal that became popular in the late 19 th century and influenced feminism in 20 th century.
Fin de siecle	The end of a century, especially the 19 th century.
Xenophobia	Dislike or prejudice against people from different countries.
The Other	An individual or a group seen by a dominant group as not belonging.

Climate Change

Background:	
1.	Since the 1860s the global climate has been recorded.
2.	Since then, the climate globally has increased by 0.8° Celsius.
3.	Climate scientists can use methods to find out about the global climate before we started recording it. (B)
4.	From this evidence we can see that the planet has always gone through periods of warming and cooling. (A)
5.	However, the rapid increase of CO ₂ in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. (D)
6.	The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. (E, F)
7.	Countries are trying to resolve the issues related to climate change by limiting the amount of CO ₂ released into the atmosphere, this is known as mitigation. (G, H)
8.	Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. (G, H)
A. Changes in climate (3)	
Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.
B. Measuring climate change (3)	
Ice cores	Each layer of ice in a core represents a different year. CO ₂ can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice falls on the frozen Thames 500 years ago.

C. Natural climate change (3)	
Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.
E. Effects on people (6)	
Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.
G. Strategies to resolve climate change (4)	
Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	<ol style="list-style-type: none"> 1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	<ol style="list-style-type: none"> 1. International agreements. 2. Alternative energies. 3. Carbon capture.

D. Human-induced climate change (5)	
Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse, they let heat in but prevent most from escaping.
Greenhouse gases	Gases like CO ₂ and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO ₂ causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO ₂ .
F. Effects on the environment (4)	
Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.
H. Place specific examples (2)	
Adaptation	The Thames Barrier. Positive: Stops flooding due to rising sea levels. Negative: Expensive
Mitigation	The Paris Agreement. Positive: Countries are trying to lower CO ₂ emissions. Negative: The USA pulled out and China did not sign up.

Glaciation

Background:

- Glaciers are important features that have created landscapes all over the world. **(A)**
- All glaciers have common features that affect how big they are and how they affect the environment around them. **(B, C)**
- A glacier grows, shrinks, and flows downhill like a very slow river. **(B, C)**
- Glaciers erode the land and create several distinctive landforms, due to melting and retreating, we can see these landforms today. **(C, D)**
- When a glacier melts and retreats, it can leave behind several landforms of deposition. **(E)**
- Glacial landscapes have many uses. **(F)**
- The Lake District is a glacial landscape that offers opportunities and challenges for living there. **(G)**
- Glacier National Park is being greatly affected by climate change. **(H)**

A. Ice around the world (3)

Glacier	Large masses of ice that fill valleys or the sides of mountains.
Ice sheet	Extremely large glacier, only found at the north and south pole. Extends further during ice ages.
Ice in the UK	20,000 years ago, ice covered most of Scotland, Ireland and Wales.

B. Features of a glacier (4)

Accumulation zone	More snow falls on the glacier than melting occurs. The glacier grows.
Ablation zone	Melting is faster than new snow can add to the glacier. The glacier shrinks.
Snout	The end of a glacier.
Meltwater stream	Melting ice flowing out of the snout of a glacier.

C. Processes that affect glaciers (3)

Abrasion	Bits of rock stuck below the glacier scrape the land as it moves downhill.
Plucking	Rocks on the ground freeze into a glacier and are then 'plucked' from the landscape as the glacier advances.
Freeze thaw weathering	Water gets into cracks in rocks, freezes and expands. This widens the crack. This repeats until large sections of rock break off.

D. Landforms of erosion (5)

Corrie	A hollow cut out of the side of a mountain by a glacier.
Arête	A steep ridge created between two corries.
Pyramidal peak	A pointed mountain peak formed when three or more back-to-back glaciers erode a mountain.
U-shaped valley	Deep valleys with a flat bottom and steep sides carved out by a glacier.
Hanging valley	Formed when a small glacier flows into a bigger one.

E. Landforms of deposition (3)

Moraine	Frost-shattered rock debris and material eroded from the valley floor and sides, transported and deposited by glaciers.
Drumlin	Egg-shaped hill of moraine material deposited in a glacial trough.
Erratic	Rocks transported and deposited by glacial ice to a different location, often hundreds of kilometres away.

F. Economic uses of glacial landscapes (4)

Farming	Usually, sheep or goat farming because the soil is too thin for crops or bigger animals.
Forestry	Trees are planted, grown and harvested. The wood can be used for building or furniture.
Quarrying	Digging rocks out from the ground for use in building, sculptures or in a wide variety of factories and other industries.
Tourism	Skiing, snowboarding, hiking, and mountain climbing are all common activities in glacial environments. Supporting industries like hotels or restaurants benefit from the visitors.

G.

Where?	Lake Windermere, Lake District
Opportunities (3):	
<ol style="list-style-type: none"> Visitors spent over £1 bn in 2014 in the tourism industry. 2,500 people work in farming in the Lake District. People are employed in the last slate mine in the UK. 	
Challenges (3):	
<ol style="list-style-type: none"> Hikers cause footpath erosion. Cars and speed boats cause noise and air pollution. Prices in shops have risen due to tourism. 	

H. Example: Climate change impacts Glacier National Park

Where?	Glacier National Park, USA
Evidence of shrinking (2):	
<ol style="list-style-type: none"> In the last 150 years, the global temperature has increased by 0.8°C. Out of 150 glaciers, the national park now only has 30 remaining. 	
Impacts of melting (2)	
<ol style="list-style-type: none"> Rapid melting is causing rockslides, flooding, and avalanches. Meltwater is decreasing, making hydro-electric power plants less effective at making energy so they may close. 	

Background:	<ol style="list-style-type: none"> 1. Development means positive change that makes things better. 2. As a country develops it usually means that the people's standard of living and quality of life improve. (B) 3. Different factors can affect development such as economic, social, and political factors. (A) 4. Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. (A, C) 5. Emerging countries have some of the fastest rates of urbanisation in the world. (D) 6. This is causing urban areas (cities) to become highly populated; this process can have both opportunities and challenges. One such challenge is the growth of squatter settlements. (E) 7. Emerging countries often host the factories of many transnational companies. They provide wages and taxes and can promote development. However, they can also cause negatives impacts. (F, G)
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B.	Development indicators (3)	
GDP per capita	The total value of goods and services sold by a country in a year divided by the population.	
Human Development Index (HDI)	A development measure which combines GDP per capita, life expectancy and education.	
Life expectancy	The average age you are expected to live to in a country.	

D.	Rural to urban migration (4)	
Rural to urban migration	The movement of people from rural areas (countryside) to urban areas (cities).	
Push factor	Things that make people want to leave an area e.g. a lack of jobs.	
Pull factor	Things that attract people to live in an area e.g. good health care.	
Mechanisation	When machines begin to do the work which humans once completed.	

A.	Characteristics of emerging countries (7)
BRIC countries	Brazil, Russia, India, China.
MINT countries	Mexico, Indonesia, Nigeria, Turkey.
Industrialisation	The process of a country moving from mostly agriculture (farming) to manufacturing (making) goods.
Employment structure	How the workforce is divided up between primary, secondary, tertiary and quaternary employment.
Secondary industry	An industry which manufactures goods.
Exports	Sending goods to another country for sale.
Urbanisation	The growth in the number/ proportion of people living in towns and cities.

F.	Transnational corporations (TNCs) (5)	
Transnational corporation	Those that operate across more than one country.	
Footloose	Industries which are not tied to a location due to natural resources or transport links.	
Globalisation	The increased connectivity of countries around the world e.g. through trade.	
Host country	The country where the TNC places its factories e.g. in an emerging or developing country.	
Source country	The country where the headquarters for the TNC is located e.g. a developed country.	

C.	Encouraging development (4)
Subsidy	Money given by a government to help an industry keep down the cost of exports.
Tax breaks	This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.
Minimum wage	The lowest wage permitted by law in a country.
Trade unions	An organisation of workers who work to protect the rights of those employed.

E.	Squatter settlements (5)
Squatter/ shanty settlement	An area (often illegal) of poor quality housing, lacking basic services e.g. water.
Inequality	Differences in wealth, and wellbeing.
Sanitation	Measures to protect public health e.g. clean water and disposing of sewage.
Informal economy	Jobs which are not taxed, workers do not have contracts or rights.
Quality of life	A measure of how 'wealthy' people are, but measured using housing, employment and environment, rather than income.

G.	Impact of TNCs
Positive: (5)	<ol style="list-style-type: none"> 1. More jobs. 2. More taxes. 3. Invest in infrastructure projects. 4. GDP increases. 5. Develop workers skills.
Negative: (3)	<ol style="list-style-type: none"> 1. Can exploit workers e.g. long hours. 2. Most of the profits from TNCs leave the country where production takes place. 3. Increased levels of pollution e.g. air and water (from industrial waste).

Life in an Emerging Country

Energy

Background:

- The consumption and production of energy is not evenly distributed. **(A)**
- Many factors can influence energy use, including the wealth of the country and availability. **(A)**
- Energy consumption impacts quality of life. **(B)**
- There are two main sources of energy, these can be classified as non-renewable and renewable. **(C, E)**
- The energy mix worldwide has shifted in recent years, with a decline in coal and oil, and a growth in renewables and nuclear. **(D, E)**
- Fracking for gas is also growing worldwide. **(H)**

A Factors affecting the energy mix (6)

Population	More people means more energy needed.
Wealth	Greater wealth leads to a greater energy demand.
Availability	If a country has its own natural resources e.g. coal, oil, wind etc.
Consumption	The amount of energy or power used.
Emissions	The by-product given off by burning an energy source e.g. carbon dioxide.
NIMBYism	Abbreviation for 'not in my backyard.'

B. Importance of energy (4)

Social well being	Normally refers to quality of life e.g. happiness.
Economic well being	Having present and future financial security.
Energy dependence	To rely on other countries for your energy supply e.g. to import oil.
Energy security	To be relatively self-sufficient regarding your energy supply.

C. Types of energy (3)

Renewable	Energy, which is infinite, sustainable and is easily replenished.
Non-renewable	Energy, which is finite, is not sustainable and takes a long time to replenish.
Finite	Something which will run out, come to an end.

D. Nuclear energy (3)

What it is:	This is non-renewable and comes from uranium.
Positive	1. Small amounts of uranium produces lots of energy.
Negative (2)	1. Nuclear waste is toxic and must be stored for hundreds of years. 2. Nuclear accidents can occur, which is a risk to human health.

E. The impacts of energy sources

		Advantages	Disadvantages
Non-renewables (3)	Coal	1. Efficient, cheap and reliable.	1. Creates carbon dioxide. 2. Finite.
	Oil	1. Easy to transport. 2. Efficient.	1. Oil spills. 2. We must import this from other countries.
	Gas	1. Supplies available in the North Sea and from fracking. 2. Jobs in extraction created.	1. Finite. 2. Carbon dioxide produced.
Renewables (3)	Wind	1. Sustainable and will not run out. 2. Jobs created in the manufacture and installation of these.	1. Noise and visual pollution. 2. Bird strikes.
	Solar	1. Easy to install on houses. 2. Jobs created in the manufacture and installation of these.	1. Unreliable e.g. if it is not sunny. 2. The panels are constructed from toxic materials.
	Hydro-electric	1. One of the most reliable non-renewables. 2. Reservoirs create tourism and also provide clean water.	1. Vegetation/forests cleared for reservoir creation. 2. Farmland and settlements flooded to create reservoirs.

F.

Fracking

Fracking

Gas trapped in shale rock is released by pumping water and sand into the ground, which widens cracks in the ground, allowing the gas to escape.

Positive (3):

- Blackpool council could make £1.7m per year.
- Many jobs would be created in the north-west.
- The UK would become less dependent on importing energy from other countries.

Negative (4):

- Small earthquakes could damage homes.
- Huge areas of countryside destroyed.
- Noise and air pollution would be created from the heavy machinery.
- Underground water could become contaminated.

Background:
1. Urban areas have normally developed and grown due to their physical or human locational advantages. (A)
2. When urban areas develop, patterns of land use can often be seen. (B)
3. Urban areas go through stages of growth and sprawl. (C)
4. In the UK, the government has attempted to protect rural areas from this urban sprawl. (F)
5. On occasions urban areas can fall into decline. In the UK, a process of counter-urbanisation has been taking place in recent years. (D)
6. In attempts to improve urban living, many strategies have been put in place to improve them.
7. Urban areas are becoming increasingly sustainable and through regeneration schemes, those areas that were once in decline are often growing again. (E, G)

A.	Factors influencing the growth of cities (2)
Site	The actual place where a settlement first grew up. This refers mainly to its physical setting e.g. a coastal location, or a flat valley.
Situation	The location of a place relative to other features nearby e.g. accessibility and the availability of natural resources.

B.	Urban land use (5)
Central business district (CBD)	The middle of a town or city where most of the shops and offices are found.
Inner city	An area close to the CBD. Old factories and terraced housing are often located here.
Suburbs	An area of housing estates beyond the inner city. Detached and semi-detached housing is common.
Rural-urban fringe	The area where the countryside meets a city or town.
Land use	What the land is used for e.g. residential, commercial, industrial etc.

C.	Urban growth (4)
Urbanisation	The movement of people from rural areas to urban areas (cities)
Suburbanisation	The movement of people from inner cities to the suburbs.
Urban sprawl	Unplanned growth of urban areas into surrounding rural areas.
Positive multiplier effect	The introduction of a new industry in an area also encourages growth in other industrial sectors, leading to further growth.

E.	Sustainable urban areas (4)
Urban greening	Increasing or preserving open space in urban areas e.g. public parks.
Integrated transport systems	Different forms of transport are linked together, making it easy to transfer from one to another.
Waste recycling	Reusing useful substances found in waste.
Energy conservation	Reducing energy consumption, by being more efficient.

D.	Urban decline (4)
Deindustrialisation	The closure of industries, and the resulting impacts e.g. a reduction in jobs.
Counter-urbanisation	The movement of people from urban areas into villages.
Dereliction	Abandoned buildings and waste land.
Negative multiplier effect	The closure of an industrial sector, leading to further decline.

F.	Containing urban areas (4)
Greenfield land	A plot of land which has not been built on before, normally in rural areas or on the rural-urban fringe.
Brownfield land	Land which has been used, abandoned and now awaits reuse.
Greenbelt	A strip of land, often surrounding urban areas, which can not be built on.
Planning permission	When permission is required to build.

G.	Regeneration scheme example: The Queen Elizabeth Olympic Park, Stratford, East London.
Urban regeneration	Reversing urban decline, by modernising or redeveloping a particular area, aiming to improve the local economy and environment.
	Advantages
Social	9,000 affordable homes created in East Village.
Economic	Many new jobs created, 8,000 of which were at Westfield shopping centre.
Environmental	25 acres of urban greening has taken place.
	Disadvantages
	450 homeowners were forced to relocate for the construction of the Olympic Park.
	Many people who lost their jobs when the dockyards closed, have not benefited from the new jobs.
	Some parts of Carpenters Estate have suffered from vandalism and urban dereliction.

Issues of urbanisation

1. How did Europe fall under the control of dictators?

- Key concepts:**
- The political spectrum
 - Left wing
 - Right wing
 - Dictatorship
 - Totalitarianism



Keywords:

1. **Communism** - An economic and political system in which all property is state-owned
2. **Democracy** - A political system that allows the people to vote on how the country is run
3. **Dictator** - A single strong leader who can do what they want and has complete power
4. **Fascism** - A political system that puts the strength of the nation above the individual
5. **Totalitarian** - A form of rule in which the government or leader has unlimited power over all aspects of society
6. **Autocracy** - A system of government by one person with absolute power
7. **Bolsheviks** - The radical left-wing political group which seized control of the Russian government in 1917
8. **Proletariat** - Used by communists to describe the working class
9. **Tsar** - The Russian emperor
10. **Collectivisation** - The grouping together of farms to be owned by the state
11. **Industrialisation** - The widescale development of industries in a country
12. **Purge** - To remove a group of people from an organisation
13. **Soviet Union** - Or USSR, the new name for Russia under Communist control
14. **Fuhrer** - Hitler's title from 1934, when he became the absolute ruler of Germany
15. **Police state** - A country where the government uses the police to spy on the people and stamp out opposition
16. **Weimar Republic** - The German democratic government established after WWI

Key dates:

- 1917 – The Bolsheviks seize control of Russia
- 1919 – Germany forced to sign Treaty of Versailles
- 1924 – Stalin becomes leader of the Soviet Union
- 1929 – The Great Depression
- 1933 – Hitler becomes Chancellor of Germany
- 1934 – Purges begin in the Soviet Union and Hitler becomes Fuhrer

2. Why was Nazism defeated?

- Key people:**
- Winston Churchill
 - Dwight Eisenhower
 - Franklin Roosevelt
 - Stalin



Keywords:

1. **Allies** - The alliance between Britain, the USA, the USSR and France
2. **BEF** - British Expeditionary Force
3. **Blitzkrieg** - Tactic used by Hitler meaning lightning war
4. **Axis** - The alliance that stood opposed to the allies made up of Germany, Japan and Italy
5. **Encircle** - To surround an enemy army
6. **Red Army** - Army of the Soviet Union
7. **Pincer movement** - A movement by two separate groups of troops to close in on an enemy from two different directions
8. **Isolationist** - The American policy of isolating itself from European and world affairs
9. **Lend-Lease** - A scheme under which the USA lent or leased vital supplies to Britain during the war
10. **Tariff** - A tax paid on certain imports or exports
11. **Luftwaffe** - The Nazi air forces
12. **Operation Overlord** - The allied military operation to liberate France from Nazi occupation

Key dates:

- 1 September 1939 Hitler invades Poland
- 26 May – 4 June 1940 Dunkirk evacuation
- 14 June 1940 Paris falls to the Nazis
- 22 June 1941 Hitler launches Operation Barbarossa
- 7 December 1941 Attack on Pearl Harbor
- 11 December 1941 Hitler declares war on the USA
- September 1942-January 1943 The Battle of Stalingrad
- 6 June 1944 D-day
- 8 May 1945 End of the war in Europe

Unit 3: Political Ideologies and WWII

3. Why was Europe split in half?

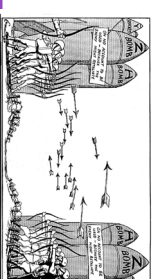
- Key people:**
- 'The Big Three' – Winston Churchill, Roosevelt, Stalin
 - Harry Truman

Keywords:

1. **Capitalism** - Where trade and industry are run by private individuals for profit
2. **Cold War** - A state of political hostility between countries that doesn't go quite as far as open warfare
3. **Sphere of influence** - Region of the world in which one Superpower is dominant
4. **Superpower** - An unusually strong country
5. **Containment** - The US policy of stopping Communism from spreading
6. **Satellite state** - Countries that came under direct control of the Soviet Union after WWII
7. **Arms race** - When countries compete against each other to make more and more powerful weapons
8. **Deterrent** - Something that prevents one country from attacking another
9. **Mutually Assured Destruction** - The existence of massive nuclear weapons meant that a future World War could end life on earth

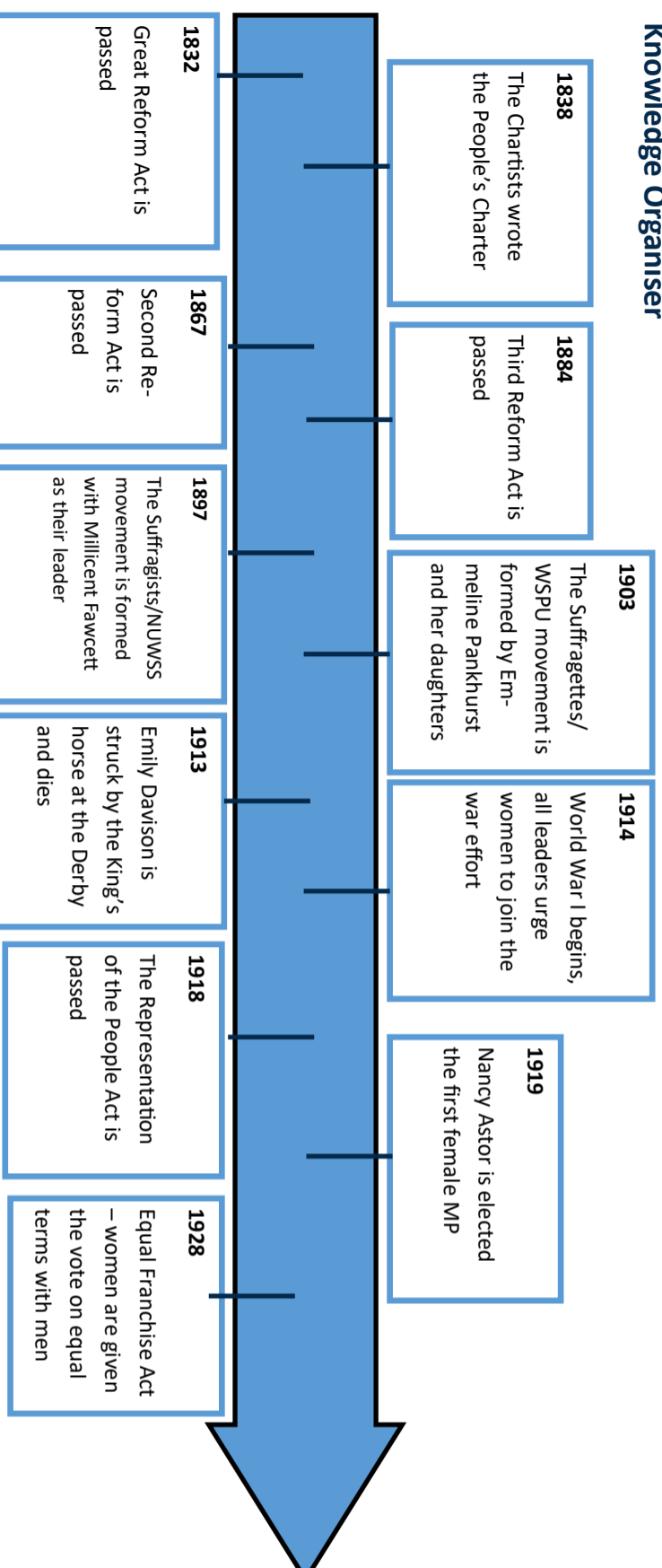
Key dates:

- February 1945 Yalta Conference
- May 1945 Germany defeated
- July 1945 Potsdam Conference
- 6-9 August 1945 USA drops atomic bombs
- March 1947 Truman Doctrine announced
- March 1948 Marshall Aid introduced
- June 1948 Berlin Blockade



Unit 2: The Suffragettes

Knowledge Organiser



Keywords	
Act a written law passed by Parliament	Propaganda information used to promote a political point that can be misleading or untrue
Ballot a system of voting on a particular issue	Reform make changes in order to improve something
Charter a written statement of the rights of a specified group of people	Representation Speaking or acting on behalf of someone
Democracy system of government by the whole population typically through elected representatives.	Rotten boroughs a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or
Enfranchisement To be given the right to vote	Strike an organised refusal to do something expected or required typically to gain a concession
Manifesto A public set of political aims written down	Suffrage the right to vote
Parliament a group of people who make the laws for their country	Tactics An action or strategy carefully planned to achieve a specific end
Petition a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause	

Key concept: Causation	
Long term	Factor(s) that were around or happened significantly before hand. E.g. Success of protests for male suffrage, demands of the Chartists
Short term	Factor(s) that happen relatively close to the event you are studying. E.g. Militant actions of the Suffragettes
Spark or Trigger	A significant factor or turning point, that has an immediate impact that sets a sequence of events in motion that won't turn back. E.g WW1 and changing role of

Key people	
Nancy Astor	The first women elected as a Member of Parliament (MP)
Emily Davison	Joined the WSPU in 1906. Was struck by the King's horse at the Epsom Derby and killed in 1913.
Benjamin Disraeli	A Conservative Prime Minister (1868, 1874-80) who introduced the Second Reform Act
Millicent Fawcett	Founded the Suffragists/NUWSS in 1897
William Gladstone	A Liberal politician who served in Parliament for over 60 years and four times as Prime Minister. He passed the Third Reform Act, extending the vote to all male homeowners.
Earl Grey	A Whig Prime Minister who proposed the Great Reform Act in 1831 and resigned when the House of Lords rejected it.
Annie Kenney	A working-class socialist feminist who was active in the WSPU as a militant member and was arrested.
William Lovett	The leader of the Chartist movement and wrote the People's Charter in 1838
Christabel Pankhurst	Speaker for the WSPU in 1905. She trained as a lawyer but could not practice as a woman. She fled the country in 1912 for fear of rearrest, and unsuccessfully ran for parliament in 1918.
Emmeline Pankhurst	Founded the WSPU in October 1903 and encouraged militant action as a form of protest. Was arrested many times, she went on hunger strike and was force-fed. Mother of Christabel.

How do I use my knowledge organiser?

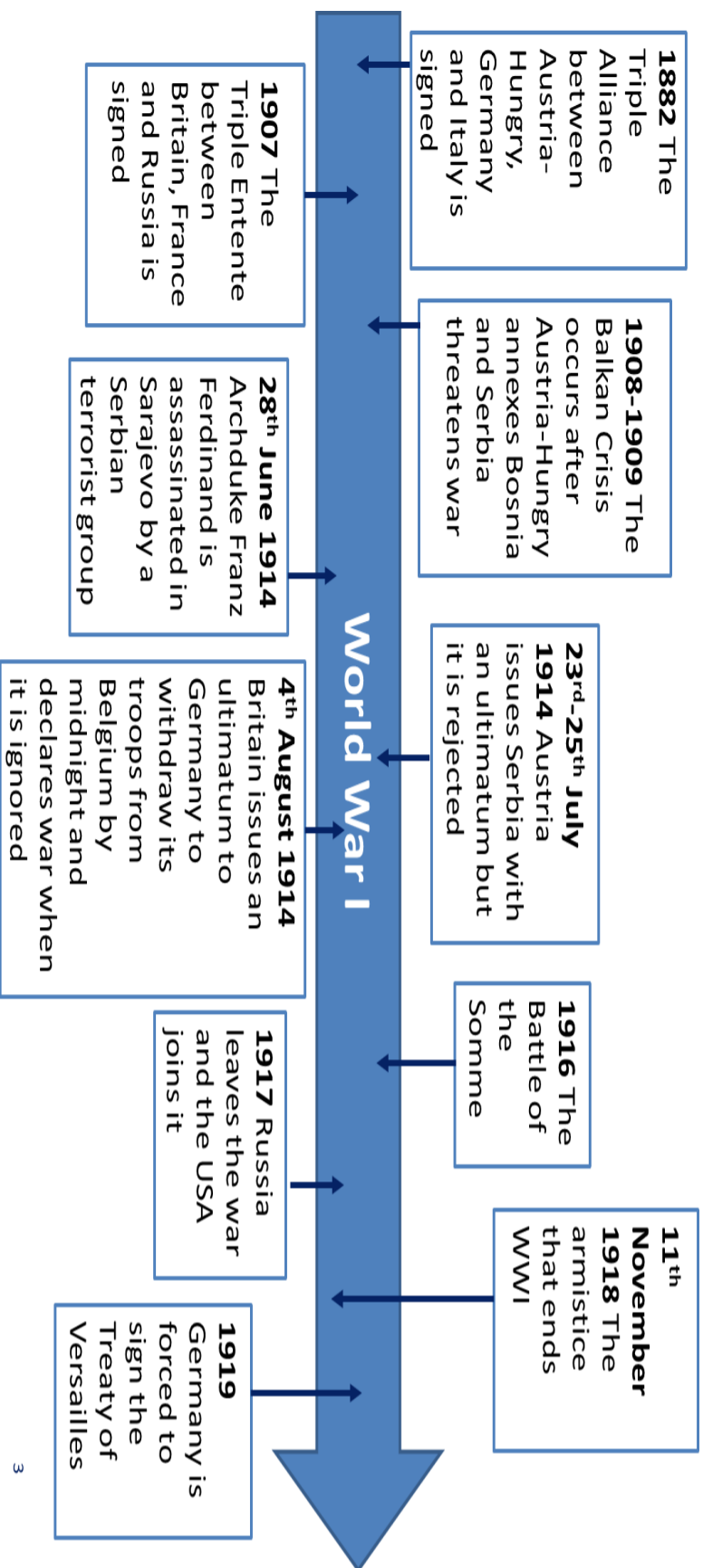
Have you learnt the key dates of this unit?
Can you put the dates into chronological order?

Have you mastered the keywords?
Can you spell them?
Can you define them?

Have you understood the key concept?
Can you explain what an event/individual/place in history reveals about a bigger picture or bigger idea?

Year 9, Topic Summary Sheet

Unit 1: WWI



Keywords	
Alliance — An agreement between countries that benefits each of them.	Imperialism — Extending a nation’s power and influence by colonizing other countries.
Annex — To seize an area of land, normally by force, and make it part of your country.	Militarism — A belief that it is necessary to have strong armed forces and that this force should be used as a solution to any threat.
Armistice — A ceasefire between the Allies and the Germans. It signaled the end of war.	Nationalism — An intense form of patriotism where the value and importance of your country is exaggerated.
Arms Race — A competition between countries over the development and production of weapons.	Naval blockade — Allied efforts to restrict the supply of essential goods
Artillery —Heavy guns and mechanized cannons firing shells.	Reparations — Financial compensation for war damage paid by a defeated state.
Balance of Power —A belief in that the size and power of the alliances of the Great Powers would prevent either side starting	Schlieffen Plan — The German war plan to invade France quickly and encircle Paris.
Brinkmanship —To pursue a dangerous policy to the limits of safety especially in politics.	Stalemate —A situation where neither side fighting in a war can make progress .
Conscription — Forcing ordinary citizens to fight as soldiers in a war.	Trench system — Connection of long narrow ditches for soldiers to take shelter from enemy fire and a supply of ammunition and medical supplies.
Encirclement — When something is surrounded, such as Germany by the Triple Entente.	Treaty — A formal agreement between states. E.g. The Treaty of Versailles,
Gas —A poisonous agent used in warfare. It was used for one of the first times in WWI and had a damaging psychological impact.	Trigger — An event or action which has immediate significant consequences, e.g. the assassination at Sarajevo.
Great Powers —Countries that have international influence and military strength.	Ultimatum — A final demand, the rejection of which will result in a breakdown of relations. E.g. What Austria-Hungary presented to Serbia in July 1914.

Key concept: Causation	
Long term	Factor(s) that were around or happened significantly before hand. E.g. underlying tensions and rivalries between the Great Powers such as the desire to have a large empire and army/ navy.
Short term	Factor(s) that happen relatively close to the event you are studying that increases tensions and make war much more likely. E.g. The Balkan Wars.
Spark or Trigger	A significant factor or turning point, that has an immediate impact that sets a sequence of events in motion that won't turn back. E.g. The assassination.

Long term causes: Who were the Great Powers in 1900 and what were their concerns?	The European 'Great Powers' at the turn of the 20th century were held in a delicate 'balance of power' that was disrupted in the 1900s due to many factors, such as nationalism and imperialism, which led to war in 1914. All the nations
Great Britain —They were seen as the strongest country in Europe, they were heavily reliant on trade with their overseas Empire that stretched from Australia, India, African nations to The Americas. They had the largest navy and felt vulnerable to other nations who sought to develop their navies. When Germany began to build their navy they saw this a direct challenge and began to consider an alliance with France. They had a small army.	
France — They were a very strong imperial power that had a large army. They sought revenge with Germany after they lost the Franco-Prussian war and had been humiliated. Bismarck's policy was to isolate France and not allow her any European allies. Britain were not interested in becoming allied with the French as they has no interest in Europe at this point, and previously had a strong rivalry with France.	
Germany — They were a newly unified country in 1870, it had previously been lots of states, but it was unified by Otto von Bismarck who was the new diplomatic Chancellor. The King of Prussia became the Kaiser (King) of Germany. Kaiser Wilhelm II began to demand more status in the 1900s and desired more land, Germany's 'place in the sun'. They had won a war against France in 1870 and made the French pay them money for compensation and demanded the border territories of Alsace and Lorraine. Therefore, the French and Germany were bitter enemies in 1900 and Germany	
Austria-Hungary (Habsburg) – Their empire extended across central Europe and into South Eastern Europe, known as the Balkans. Their empire was weakening as nationalist threats broke out, encouraged by the demise of the Ottoman Empire (Turkey). They saw their biggest threat as Russia, who were looking to expand in the region, to get a warm water port in Europe.	
Russia —They were the largest country by far and had huge numbers of people in their nation, however it was seen as 'backward' and feudal by the other European nations. They had no overseas empire, but had expanded into Asia. Their military potential was vast but limited due to its lack of industrialisation of weapon supplies. They exited WWI in 1917 due to a communist revolution, which replaced their monarchy.	
Italy — Like Germany, they had also been unified from small states in 1871 to form the new nation, Italy. It was relatively weak compared to the other nations, but had ambitions of an empire and to have a place with the other European	

How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

Can you spell them?

Can you define them?

Have you understood the key concept?

Fluency Sheet					
1	What lands had been taken from France by Germany in the war between them in 1871?	Alsace and Lorraine	21	Who assassinated the Austro-Hungarian Arch Duke Franz Ferdinand?	Gavrilo Princip
2	Which Great Power did not have an overseas empire but had expanded in Asia?	Russia	22	Where was Arch Duke Franz Ferdinand assassinated?	Sarajevo, Bosnia
3	Which Great Power had the largest and most powerful navy in 1900?	Great Britain	23	Which Serbian nationalist group did he belong to?	Black Hand
4	What did Russia want to gain in south east Europe?	Russia wanted to expand into Europe and gain a warm water port	24	What was the area between the two front line trenches of the opposing side known as?	No Man's Land
5	When was the Entente Cordiale signed?	1904	25	What was the purpose of the dug-out?	To sleep in, rest from artillery bombardments, they were dug deep into the land. The German dugouts were known to be deeper because they were defending land
6	Which countries signed the Entente Cordiale?	Britain and France	26	What was Trench Foot?	A disease men caught from standing in wet trenches in their boots – their feet became infected and the skin burst
7	Which countries signed the Triple Alliance, when and with what ambition?	Germany, Italy and Austria-Hungary, 1882 - Bismarck wanted to isolate France	27	How did soldiers in the trenches spend most of their time?	They spent it repairing the trenches
8	Which country joined the Entente Cordiale to make the Triple Entente and when?	Russia, in 1907	28	When was the Battle of the Somme?	July to November 1916
9	Which Great Power believed they were encircled and therefore felt threatened?	Germany	29	What is a Pals' battalion? Give an example of one.	Men who had enlisted together, usually from the same town or village, fought together.. E.g. Accrington Pals.
10	What was the battleship called that Britain developed in 1906 that Germany copied that triggered an arms race?	HMS Dreadnought	30	Who was the British General in charge of the military plans of the Somme?	General Haig
11	What was Germany's plan for war?	The Schlieffen Plan	31	What was the Ludendorff offensive?	The last German spring offensive in 1918 by the Germans on the French and British front lines
12	What was the BEF?	The British Expeditionary Force – 150,000 highly trained and well-equipped men.	32	What examples of new technologies in warfare were developed further throughout WWI?	Tanks, gas, aerial assault, machine guns, moving artillery cannons
13	Who had the largest land army in 1914?	Germany, 1.5 million men. However, Russia could quickly overtake this when they mobilised fully.	33	Which Great Power left the war in 1917 and why did they leave?	Russia left the war in 1917 after a revolution put a Communist government in charge, which made peace with Germany
14	In what years did the Balkan Wars occur?	1912-13	34	When did WWI end with the armistice?	November 11th 1918 — remembrance day
15	Why was Austria-Hungary concerned about Serbian strength in the region?	Austria was concerned that the Serbs in its empire might also demand independence especially in the newly annexed Bosnia.	35	What were the politicians known as who signed the Treaty of Versailles?	The Big 3 (Lloyd George - Britain; Clemenceau - France, and Wilson - USA.)
16	Who did Serbia have an alliance with?	Russia	36	When was the Treaty of Versailles signed?	June 28th 1919
17	What was the aim of the Black Hand?	To unite all Serbs under the leadership of Serbia no matter where they lived in the Balkans	37	What did the French leader, Clemenceau, want to do to Germany?	Punish Germany and treat them harshly, "squeeze them till the pip squeaks"
18	What was the 'blank cheque'?	Germany's total support of Austria-Hungary over its handling of the assassination and dealing with Serbia.	38	How much in reparations did Germany have to pay?	£6600 million
19	Whose neutrality did Britain promise to defend in 1914?	Belgium	39	Which land did Germany lose after the Treaty of Versailles?	Alsace and Lorraine, Posen, West Prussia, Danzig port, all overseas colonies
20	What did Austria-Hungary give Serbia after the assassination?	An ultimatum	40	Which organisation was set up to try and prevent further world wars?	The League of Nations

Fluency Sheet– Forgotten armies of WW1

1	What made WW1 a true world war compared to previous conflicts?	Indigenous people across the world fought alongside each other
2	Across which five continents did battles take place?	Europe, Asia, Africa, North America, South America
3	Which empire brought in the Middle East to the war?	The Ottoman Empire
4	What were Germany's colonial aims of WW1?	To increase the size of their empire
5	What did nationalists like Gandhi suggest for why Indian troops were keen to fight in WW1?	To gain more autonomy after the war
6	How did British propagandists display Britain to the empire?	The paternal figure of the empire
7	Why did Germany attack Britain's colonies?	To spread the British army across the world
8	How many non-white, non-European soldiers fought for Britain, France and their allies?	4 million
9	What were millions of men of both sides press-ganged to carry in Africa?	Equipment, food, ammunition
10	What weapon did Ganga Singh carry?	A rifle
11	Which country had the largest volunteer army in the world?	India
12	In which battle was chlorine gas first used?	Second Battle of Ypres
13	What did the Chinese Labourers quickly become specialists in digging?	Trenches
14	Which native Canadian tribe was the soldier Mike Mountain Horse	Kanai Blood Tribe

Knowledge Organiser | Equality

1	Equality	The state of being equal, especially in status, rights, or opportunities.	11	Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group.
2	Privilege	A special right, advantage, or immunity granted or available only to a particular person or group.	12	Slavery	A condition of having to work very hard without proper pay or appreciation.
3	Prejudice	Pre-judging a person or group based on aspects of their identity in a negative way.	13	Liberation	The action of setting someone free from imprisonment, slavery, or oppression
4	Discrimination	The unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability.	14	Liberation Theology	A movement in Catholic Christianity which attempts to address the problems of poverty and social injustice as well as spiritual matters.
5	Justice	Fairness; the principle that people receive that which they deserve.	15	Social Change	Changing of the social order of a society.
6	Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.	16	Gender	A word that is used to talk about how people express masculine (traits most people think of as male) or feminine (traits most people think of as female) traits.
7	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.	17	Gender Equality	The state in which access to rights or opportunities is unaffected by gender.
8	Rights	A moral or legal entitlement to have or do something.	18	Feminism	The advocacy of women's rights on the ground of the equality of the sexes.
9	Universal Declaration of Human Rights	An international document that states the rights and freedoms of all human beings.	19	LGBTQ	An acronym for lesbian, gay, bisexual, transgender and queer or questioning. Terms are used to describe a person's sexual orientation or gender identity.
10	Status	Position or rank in relation to others.	20	Disability	A physical or mental condition that limits a person's movements, senses, or activities.

Knowledge Organiser | Life and Death

1	Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.	11	Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute.
2	Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	12	Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
3	Sanctity of Life	The view that all life is sacred because it is made by God.	13	Abortion	A procedure to end a pregnancy.
4	Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.	14	Pro-Life	Opposing abortion and euthanasia.
5	Rules	One of a set of explicit or understood regulations or principles governing behaviour.	15	Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
6	Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.	16	Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
7	Precept	A general rule intended to regulate behaviour or thought.	17	Capital Punishment	The legally authorized killing of someone as punishment for a crime.
8	Reason	The power of the mind to think, understand, and form judgements logically.	18	Animal Rights	the rights of animals to live free from human exploitation and abuse.
9	Absolute	A value or principle which is regarded as universally valid.	19	Dominion	To be in charge of something or rule over it.
10	Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.	20	Stewardship	The job of supervising or taking care of something.

Unit 9 - Relationships

9.3.1 ¿Cómo sería tu pareja ideal? - What would your ideal partner be like?

¿Te gustaría casarte o tener una familia?	Would you like to get married or have a family?
Mi novio/o ideal	My ideal boyfriend/girlfriend
(No) sería...	S/he would (not) be...
Tendría...	S/he would have...
Le gustaría	S/he would like...
Me gustaría	I would like
Casarse	To get married
Separarse	To separate
Divorciarse	To divorce
Enamorarse	To fall in love
Estar comprometido/a	To get engaged
Vivir juntos	To live together
El matrimonio	Marriage
La boda	Wedding
Soltero/a	Single
La libertad	Freedom

9.4.1 ¿Qué hiciste el fin de semana pasado? - What did you do last weekend?

Tuve que (+ infinitive)	I had to...
Quería (+ infinitive)	I wanted to...
Era/fue...	It was...
Me divertí mucho	I enjoyed myself
Hacía/hizo calor/frío	It was hot/cold
Llovía/llovía	It rained

9.4.2 ¿Qué hacías cuando eras pequeño/a? - What did you used to do when you were little?

Cuando era pequeño/a	When I was little
Lo que más me gustaba era	The thing I liked the most was...
Me gustaba (+infinitive)	I liked to ... // used to like to ...
Me encantaba (+infinitive)	I loved to...// used to love to...
No soportaba (+ infinitive)	I could not stand...

9.3.2 En tu opinión, ¿Qué es un buen amigo? - In your opinion, what is a good friend?

(see Exercise book for adjectives)

Un buen amigo/una buena amiga es...	A good friend is...
Me hace reír	Makes me laugh
Me hace feliz	Makes me happy
Me ayuda con mis problemas	Helps me with problems
Me acepta	Accepts me
Me entiende	Understands me
Comparte todo	Shares everything
La amistad	Friendship
Comprensiva/o	Understanding

9.3.3 ¿Cuáles son tus planes para el fin de semana? - What are your plans for the weekend?

Voy a (+ infinitive)	I am going to (+verb/activity)
Voy a salir de fiesta	I am going to go partying
Va a (+ infinitive)	S/he is going
Vamos a (+ infinitive)	We are going
Van a (+ infinitive)	They are going
Espero (+ infinitive)	I hope
Va a ser	It's going to be
Será	It will be
Como siempre	As usual

Unit 10 - Festivals And Celebrations

10.1.1 La comida - Food

El desayuno	Breakfast
Desayunar	To eat /have breakfast
El almuerzo/la comida	Lunch
La merienda merendar	Afternoon snack
La cena	Dinner/tea
Cenar	To eat /have dinner
Como/Tomo	I eat/I take
Tomo cereales con leche	I take cereals with milk
Una dieta equilibrada	A balanced diet
Comer sano	To eat healthily
La comida grasosa/ grasa	Fatty food
Una comida	A meal
Comida para llevar	Takeaway food
La carne	Meat
Una comida vegetariana/vegana	A vegetarian/vegan meal
Las verduras	Vegetables
El arroz	Rice
La pasta (en salsa de tomate)	Pasta (in a tomato sauce)
El pescado (el atún/el salmón)	Fish (tuna/salmon)
Alrededor del mediodía/ de las seis	At about midday/At about 18:00
Mi plato preferido	My favourite dish
Al volver a casa	When returning home...
Me levanto y luego...	I get up and then...
Juntos en familia	Together as a family

10.1.2 La variedad de la cocina hispánica

La cocina tradicional	Traditional food/dishes
Una especialidad	A speciality
En América Central	In Central America
En Sudamérica	In South America
El plato nacional	The national dish
Similar a	Similar to
Picante	Spicy
El ajo	Garlic
El maíz	Corn
Los mariscos	Shellfish
Relleno/a de...	Filled with...
En comparación con...	Compared with...

10.2.1 ¿Qué celebraciones se celebran en España/en países de habla hispana? - Which festivals/celebrations are celebrated in Spain/Spanish speaking countries?

Celebramos...	We/One celebrates...
La Nochevieja	New Year's Eve
El Año Nuevo	New Year's Day
La Navidad	Christmas
La Pascua/la Semana Santa	Easter
El día de la madre	Mothers' Day
El Día de los Muertos	Day of the dead (celebrated in Mexico)
Los Sanfermines	Festival with the running of the bulls
Las Fallas de Valencia	Traditional celebration in Valencia every year
La Feria de Abril de Sevilla	April festival of Seville
Un desfile/una procesión	A parade
Los fuegos artificiales	Fireworks
Los regalos	Presents
La tarta de cumpleaños	Birthday cake

Unit 10 - Festivals And Celebrations

10.2.2 Háblame sobre una fiesta que celebraste -

Tell me about a past festival/celebration

El año pasado	Last year
Hice dos meses/un año	Two months/ a year ago
Celebré.../Celebramos...	I celebrated/ we celebrated
Hice/hicimos una tarta de cumpleaños	I made a cake/He/she made a cake
... me compré...	... (s/he) bought me a...
Bailé	I danced
Invité a mis amigos a mi casa	I invited my friends to my house
Organicé una fiesta	I organised a party
Participé	I participated/in...
Llevé un disfraz	I wore fancy dress
Fui	I went...
Fue + adjective	It was + adjective
Toda la noche/ todo el día	All night/day
Me divertí mucho	I enjoyed myself
Lo pasé/pasamos genial/ fenomenal/bomba	I/we had a great time

10.2.3 ¿Qué festival/qué fiesta le gustaría visitar y por qué? -

What festival would you like to visit?

(No) me gustaría (+ infinitive)	I would (not) like
Me encantaría (+ infinitive)	I would love
Parece + adjective	It seems + adjective
Parece emocionante	It seems exciting
Me interesa la cultura	I'm interested in culture
Me interesan las tradiciones	I'm interested in traditions
(No) soy religioso/a	I am (not) religious

10.3 ¿Cómo se compara con las tradiciones de su país? -

How does it compare?

En comparación con...	In comparison to...
Que	Than
Que en España/México	Than in Spain/Mexico
Than in Spain/México	It seems exciting
Es más...	It's more...
Es menos...	It's less...
Mientras que	Whereas
Ponemos/ ponen	We put/they put
Tenemos/ tienen	We have/they have
Comemos/Comen	We eat/they eat
Hacemos/ hacen	We do/they do
Celebramos/celebran	We celebrate/they celebrate

10.4 ¿Qué hay en la foto? -

What is there in the photo?

En la foto hay	In the photo there is/are
Puedo ver	I can see
Una familia/algunos personas/ jóvenes/ niños	A family/ some people/young people/ children
Un hombre/ una mujer/ un chico/una chica	A man/a woman/a boy/a girl
Al aire libre/dentro	Outside/indoors
Los turistas	Tourists
Parece... (feliz/triste)	S/he seems... (happy/sad)
Parecen (felices/tristes)	They seem... (happy/sad)
Los edificios (modernos/viejos)	Some (modern/old) buildings
Un lago/ una montaña/ un jardín	A lake/ a mountain/ a garden
Hace sol	It's sunny
Hace buen/mal tiempo	It's nice/bad weather
Habla/discute/juego/trabajo/ comida/come	S/he is speaking/ is arguing/is playing/is working/is walking/ is eating
Hablan/discuten/ juegan/ trabajan/ comen/ comen	They are speaking/arguing/ playing/working/walking/ eating
Lleva (una camiseta/un jersey/ un vestido/vaqueros/ zapatillas/gafas)	S/he is wearing (a T-shirt/a jumper/a dress/jeans/trainers/ glasses)
A la izquierda/a la derecha	On the left/on the right
En primer plano	In the foreground
Al fondo	In the background

Unit 11: City Or Region In A TL Country

11.1.2 ¿Qué se puede hacer en tu región? -

What can you do in your area?

Hay mucho que hacer	There is lots to do
No hay nada que hacer	There is nothing to do
(No) se puede (+ infinitive)	You/one can (not)
En invierno	In winter
En verano	In summer

11.1.3 Mi región antes - My area before

Antes	Before
En el pasado	In the past
Había	There was/were or there used to be
Estaba/era	It was/used to be
Más (+ adjective)	More
Menos (+ adjective)	Less/fewer

11.3.2 ¿Dónde te gustaría vivir en el futuro? -

Where would you like to live in the future?

(No) me gustaría/Me encantaría (+ infinitive)	I would (not) like to/ I would love to (+ verb)
En algún lugar (en Francia/ en España/ en Australia)	Somewhere (in France, in Spain, in Australia)
Un país cálido	A hot country
Un país de habla hispana	A Spanish speaking country
Soy fan de...	I am a fan of
Me entusiasma...	I love/am excited by ...
Los deportes de invierno	Winter sports
La comida	The food
El modo de vida	The way of life
La gente es... (people in Spanish is singular)	People are
Lejos de	Far (away) from
Cerca de	Close to

11.4.1 ¿Qué quieres comprar? -

What do you want to buy?

Quiero comprar	I want to buy
¿Cuánto cuesta?	How much does it cost?
Cuesta...	It costs...
¿De qué color?	Which colour?
Un recuerdo	A souvenir
Un regalo	A present

11.4.2 ¿Qué compraste recientemente? - What have you bought recently?

Compré...	I bought...
Fui a las tiendas/ Fui de compras.	I went to the shops/shopping.
Quise/quiera	I wanted
Esperaba	I hoped/was hoping to
Olvidé	I forgot
Tuve que (+ infinitive)	I had to...
Un regalo de cumpleaños	A birthday present
El vendedor/la vendedora	Shop assistant
Cerrado/a	Closed

11.5.1 ¿Qué país de habla hispana te gustaría visitar? -

Which Spanish speaking country would you like to visit?

Me gustaría visitar...	I would like to visit...
Me encantaría visitar...	I would love to visit...
Visitaré...	I would visit...
Haría ...	I would do...
La cultura sudamericana	South American culture
Las ciudades antiguas	Ancient cities
La selva	The jungle
Las montañas	The mountains
Las playas tropicales	Tropical beaches

11.5.2 Los países de habla hispana – ¿Qué quieres hacer allí? -

What do you want to do there?

Quiero (+ infinitive)	I want to (+ verb)
Quisiera/me gustaría (+ infinitive)	I would like to (+ verb)
Descubrir	To discover
Ver	To see
Probar	To try
La comida típica	Local food
Los festivales	Festivals

Unit 12: The World Around Us

12.1.1 ¿Qué problemas medioambientales hay en...? -
What environmental problems are there in...?

(No) hay	There is/cre (no)
Tráfico (el)	Traffic
Bolsa de plástico (la)	Plastic bag
Ruido (el)	Noise
Basura (la)	Rubbish
Polución(del aire/del agua) (la)	Pollution
Contaminación (del aire/ de la agua) (la)	Contamination
Espacios verdes (los)	Green areas
No es sostenible	It is not sustainable
Es un desastre	It is a disaster/ a catastrophe

12.1.2 ¿Qué se puede/debería hacer? -
What can/should we do/be done?

Se puede/podemos (+ infinitive)	We can ...
Se debería (+ infinitive)	We should ...
Usar	Use
Reciclar	Recycle
Reusar	Reuse
Reducir el consumo de	Reduce the consumption of
Ahorrar	Save (as in save up, not to rescue or salvage)
Apagar la luz	Turn the light off
Desenchufar los aparatos eléctricos	Unplug electrical devices
El transporte público	Public transport
Menos	Less
Agua	Water
Una bolsa de plástico	A plastic bag
La energía	Energy
La basura	Rubbish
Las latas	Tins
Las botellas	Bottles
El vidrio	Glass

12.1.3 Cuando eras pequeño/a, ¿hacías más o menos para proteger el medio ambiente? -
When you were little did you do more or less to protect the environment?

Cuando era pequeño/a	When I was little
Antes	Before (in the past)
Era más/menos ecológica/o	I was more/less environmentally friendly
Que ahora	Than now
Hacia mucho - Hago	I used to do a lot – I do
No hacia nada	I didn't used to do anything
Iba a pie – Voy a pie	I used to walk – I walk
Ahorra - Ahorro	I used to save – I save
(No) reciclaba - Reciclo	I used to/didn't used to recycle – I recycle
Reutilizable	Reusable

Unit 12: The World Around Us

12.2.1 ¿Qué derechos tienen los niños? - What rights do children have?

El derecho	The right
(No) tengo derecho a...	I (do not) have the right to...
Los niños (no) tienen derecho a...	Children (do not) have the right to...
Tener una identidad	To have an identity
Tener una nacionalidad	To have a nationality
Tener una familia	To have a family
Tener acceso al agua	To have access to water
Comer	To eat
Ir al colegio	To go to school
Ser atendido/a (s)	To be cared for
Salir	To go out
Es justo	It's fair
Es injusto	It's unfair
Es esencial	It's essential

12.3.1 ¿Cómo se puede ayudar a los demás? - How can we help others?

Podemos/se puede (+ infinitive)	We can
Ser amable con todos	To be nice to everyone
Dar dinero	To give/donate money
Dar ropa	To give/donate clothes
Trabajar de voluntaria/o	To volunteer
Educar a la gente	To raise awareness
Organizar un evento	To organise an event
Una tienda benéfica	A charity shop
Las personas sin hogar = los sin techo	Homeless people

12.2.2 ¿Qué quieres hacer en el futuro? - What do you want to do in the future?

(No) quiero	I (don't) want
Tengo la intención de ...	I have the intention of...
Quiere	S/he wants
Quieren	They want
Estudiar en la universidad	To study at university
Luchar contra la injusticia	To fight injustice
Ayudar a los demás	To help others
Trabajar de voluntaria/o	To do volunteer work
En el futuro	In the future
Me parece	It seems to me

12.3.2 ¿Cómo quieres ayudar en el futuro? - How do you want to help in the future?

Quiero	I want
Me gustaría	I would like
Cuando sea mayor	When I am older
Recaudar fondos	To fundraise
Un refugio de animales	An animal shelter
Una causa noble	A worthy cause
Una causa importante	An important cause
Una asociación de ayuda (al refugiado, a los animales, a la infancia)	A charity (for refugees, animals, children)



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