KNOWLEDGE ORGANISER

YEAR 9 – TERM 2

THOMAS HALL SCHOOL

Think Like An
Environmentalist

Community, Collaboration and Challenge

ATTENDANCE MATTERS

EVERY DAY COUNTS
Missing just 1 day every 2 weeks is the same as missing 10% of the school year.

LEARNING
Being in school allows you the best opportunity to learn.

WELLBEING
Attending school supports your mental and emotional health.

FUTURE SUCCESS
Regular attendonce at school is vitol for building the key skills needed for future employment

EQUIPMENT

SCHOOL DAY

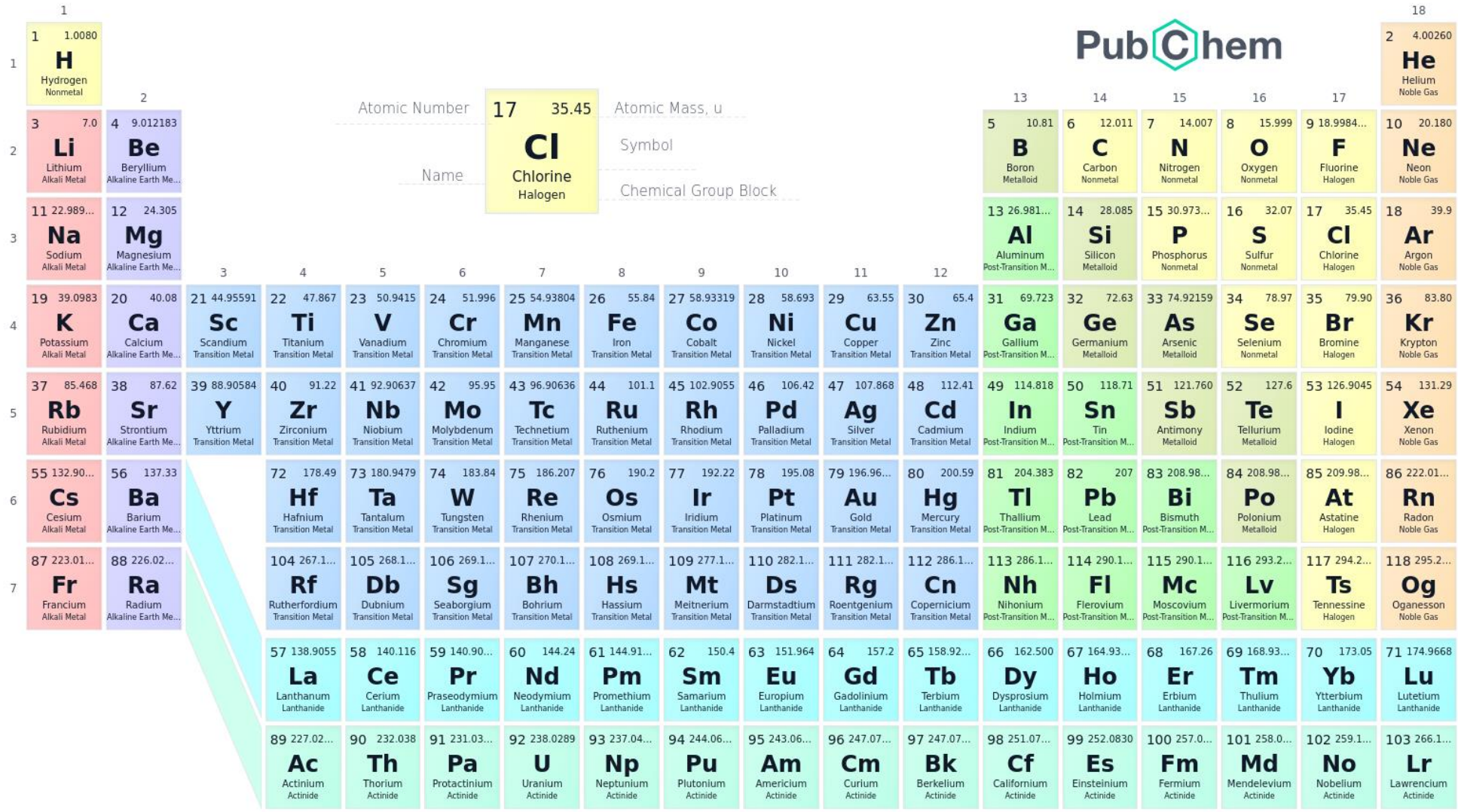
9:00–9:05	AM Reg
9:05–10:20	Lesson 1
10:20–11:35	Lesson 2
11:35–12:05	Break 1
12:05–13:20	Lesson 3
13:20–13:50	Break 2
13:50–15:05	Lesson 4
15:05–15:30	PM Reg – assembly or guided reading

Multiplication Grid

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

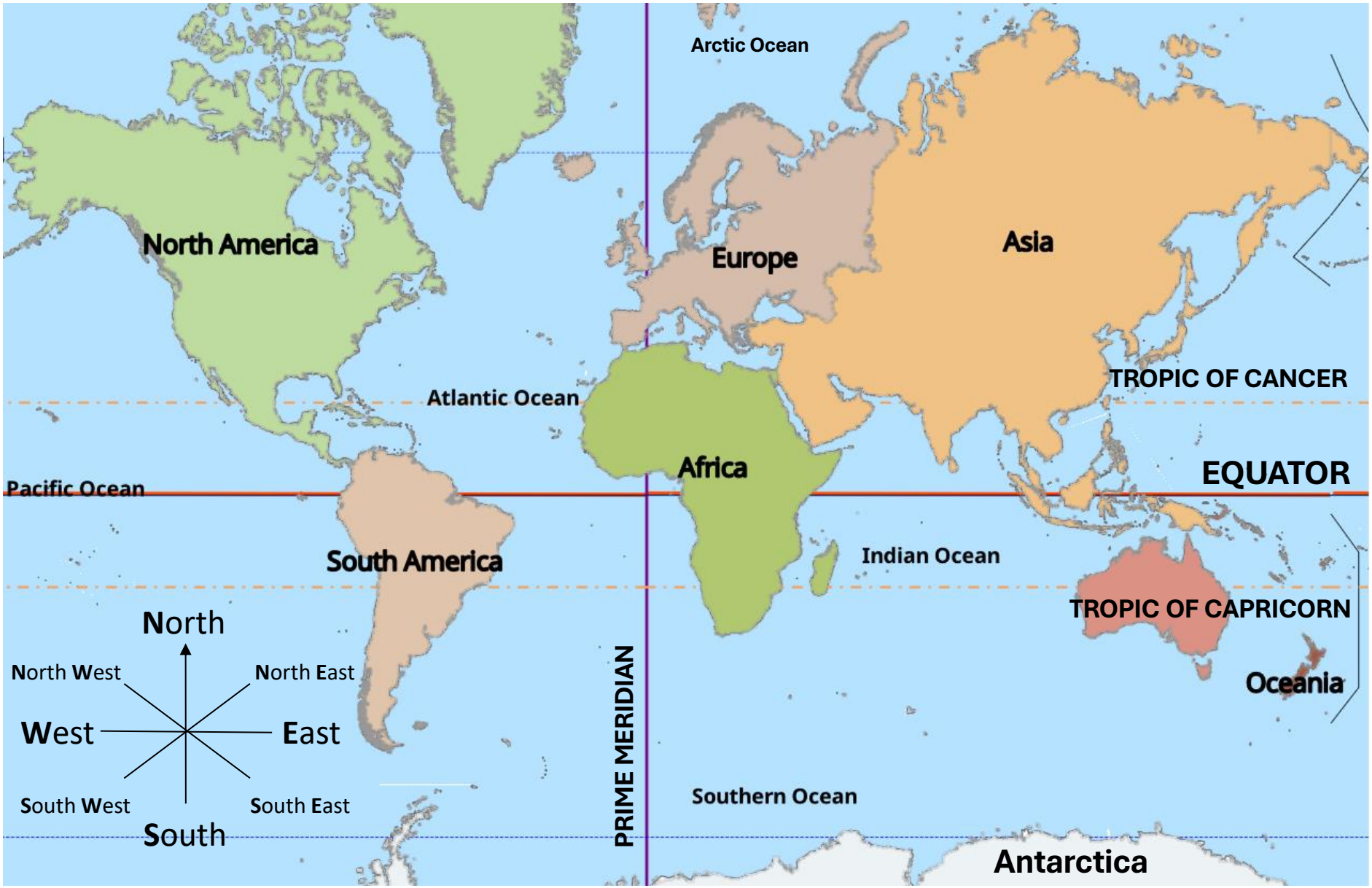
PERIODIC TABLE OF ELEMENTS

Chemical Group Block




01 Adjectives
THAT DESCRIBE:
age: young, old
colour: red, blue
condition: new, used
size: large, medium
speed: fast, slow
etc.
COMPARATIVE:
smaller, better...
SUPERLATIVE:
the smallest,
the worst,
the best...
02 Adverbs
PLACE:
here, there,
outside, everywhere,
upstairs, nowhere,
somewhere....
TIME:
ago, before, since,
yet, for, still,
afterwards...
FREQUENCY:
often, never,
sometimes, always
MANNER:
just, quite,
quickly, hardly,
well, carefully,
barely, almost,
scarcely,
beautifully...
03 Conjunctions
COORDINATING:
and, or, but,
yet, nor, for, so
CORRELATIVE:
both... and...,
either... or...,
just as... so...,
whether... or...,
neither... nor...,
not only... but also...
SUBORDINATING:
after, since, if,
while, although,
before, because,
unless
04 Determiners
TELLS US WHICH:
each, every,
some, none,
all...
TELLS US WHOSE:
my, your, her, his, its,
our, your, their (= possessive
adjectives or determiners)
05 Nouns
COMMON NOUNS: house, dog, laptop...
PROPER NOUNS:
(Capitalised)
London, Paris,
James, William,
Julia, Jennifer...
> VERBAL:
swimming...
> COLLECTIVE:
choir, jury...
> COMPOUND:
mother-in-law...
> COUNTABLE:
book, day...
> UNCOUNTABLE:
traffic, calm...
> ABSTRACT V. CONCRETE:
wit vs. road...
06 Prepositions
PLACE / DIRECTION:
in, at, on,
under, above,
across,
among,
between...
TIME:
in, at, on,
over, until, about,
during, before,
after, while,
through...
OTHER (agent,
phrase...):
by, with, on, over,
to, up, within,
beyond, for...
07 Pronouns
PERSONAL
(subject):
I, you, he, she, it,
we,
you, they
PERSONAL
(reflexive):
myself, yourself,
himself, herself,
itself, ourselves,
yourselves,
themselves
DEMONSTRATIVE:
this, these,
that, those
PERSONAL
(object):
me, you, him, her,
it, us, you, them
POSSESSIVE:
mine, yours, his,
hers, its, ours,
yours, theirs
INTERROGATIVE:
how, where,
when, which...?
INDEFINITE:
somebody,
anyone...
RELATIVE:
that, which,
whose, whom...
08 Verbs
ACTION:
to run, to organise,
to read, to think...
> Transitive
or
> Intransitive
LINKING:
to be,
to look, to appear,
to seem, to smell...
HELPING
(= AUXILIARY):
can, may,
will, must,
should, to be,
to have...
Word Classes

World Map


Arctic Ocean
North America
Europe
Asia
Atlantic Ocean
TROPIC OF CANCER
Africa
EQUATOR
Pacific Ocean
South America
Indian Ocean
TROPIC OF CAPRICORN
Oceania
North
North West
North East
West
East
South West
South East
South
PRIME MERIDIAN
Southern Ocean
Antarctica

Art

Year 9 Mixed Media Portraits Art Term 2

Unit Title: Mixed Media Portraits
Focus: Observational drawing, experimentation, media layering, creative expression through portraiture

- Develop techniques through experimentation
- Use a range of materials purposefully
- Improve mastery of drawing, painting, collage, and mixed media
- Suggested Artists: **Wangechi Mutu**, **Kehinde Wiley**, **Frida Kahlo**, **Vik Muniz**, **Loui Jover**
- Teesha Moore, Tim Marrs, Hannah Hoech

Media Exploration: Collage and Texture

- Objective: Experiment with collage techniques
- Activities:
  - Use found materials to build backgrounds or textures
  - Try torn paper, magazine collage, patterned materials
- Sketchbook Task: Create a collage portrait experiment


Media Exploration: Paint and Ink
Objective: Layer paint/ink over collage or drawing
Activities: Test layering of acrylic, watercolor, or ink. Explore wash techniques, resist, spatter
Task: Create a test portrait section using paint + collage

Media Exploration: Stitching / Thread

- Objective: Add tactile elements and stitching
- Activities:
  Try hand-stitching paper, adding fabric or textured papers
  Mixed media surface building
- Extension: Students experiment in sketchbooks or create mini sample portraits

Objective: Plan final piece

- Activities:
- Thumbnail sketches of layout
- Decide on media combinations
- Annotate process and influences
- Homework: Finalize portrait reference (photo/mirror/digital)

Begin final mixed media portrait

- Draw basic layout/composition
- Begin applying initial layers (collage/paint/texture)


- **Final Touches and Evaluation**
- Objective: Finish portrait and self-assess
- Activities:
- Add final detail, highlights, and textures
- Peer assessment and gallery walk


Computing

Programming: Basics

A	Key Vocab
Debugging	Finding and fixing errors in code
Execution	When a command or program is run by the processor
Operation	A mathematical process which takes one or two inputs and produces one output
Programming Language	A set of instructions and syntax which can be used to make programs
Script	A small simple program, particularly run on command line interfaces
Sequence	The order in which a list of instructions is carried out

B	Syntax
Comment	A part of a program which is ignored by the computer but can be read by the programmer
Indentation	A stylistic approach for writing code. The contents of loops or selection are set a few spaces in from the previous indentation
Syntax	Rules for the structure of a programming language

C	Variables and Constants - Initialisation
Assign	Give a value to a variable or constant at the beginning of a program
Data Type	The nature of information used by a computer
Declare	Set up a *variable* by naming it and allocating memory to it
Initialise	*Declare* variables and *assign* values at the beginning of a program

D	Variables and Constants - Types
Variable	A named value which can be changed as the program is running
Constant	A label that refers to a location in memory containing a fixed value
Global	A *variable* which is used throughout the program
Local	A *variable* which is defined and used only within a sub program

E	Sub Programs
Sub program	Any section of the program which might be *called* by the main program and is self-contained
Argument	Data supplied to a *function* or *procedure* when it is *called*
Breakpoint	The part of a subprogram where it stops and returns to the main program or where the main program stops completely
Call	An instruction to run a sub program
Function	A *sub program* which can take any amount of *arguments* and *return* a value
Parameter	A *variable* which is defined within a *sub program* and which the *sub program* needs to run
Procedure	A *sub program* which can take arguments but which does not return a value
Return	To give back a value from a sub program to the main program

Computing

Programming: Operations

A	Key vocab
Operand	A number (or string or Boolean) which is to be operated on
String manipulation	Operating on strings

B	Unfamiliar operations	
Concatenation	Joins two strings together	":" + "-)"
Exponentiation	Raises one number to the power of another	2**3
Modulus / mod	Returns the remainder after division	10 % 3 = 1
Quotient / floor division	Returns the whole number part of the division	10 // 3 = 3
Unary	Only has one operand	-7

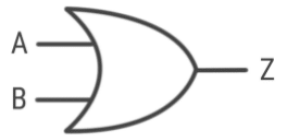
C	Types of operator	
Arithmetic operator	An operator which turns two numbers into a single number with a mathematical process	**, /, %, //, *, +, -
Assignment operator	An operator which assigns a value to a name	=, ⇒
Boolean operator	An operator which compares Boolean values	AND, OR, NOT
Comparison operator	An operator which compares two numbers	>, <, >=, <=, ==, !=

D	Order of operations	
1	**Brackets**	Whatever is in the brackets is resolved first
2	**Unary**	An operation with only one *operand*
3	**Indices**	Raising to the power of a number
4	**Division**	Including *quotient* and *modulus* division
5	**Multiplication**	× or *
6	**Addition**	+
7	**Subtraction**	-
8	**Comparison**	An operation which returns a Boolean by comparing two operands
9	**Boolean**	An operation which returns a Boolean by comparing two Booleans
10	**Assignment**	An operation which assigns a value to a name

E	Logic vocab
Boolean algebra	Mathematical expression of logic circuits
Logic gate	A component which takes in one or two binary inputs and produces a single binary output
Logic circuit	A circuit made of a combination of logic gates
Truth table	A table of inputs and outputs for a logic gate system

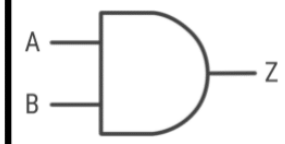
F **Logic gates**

OR gate



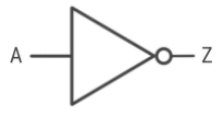
A	B	Z
0	0	0
0	1	1
1	0	1
1	1	1

AND gate



A	B	Z
0	0	0
0	1	1
1	0	1
1	1	1

NOT gate



A	Z
0	1
1	0

Drama

Year 9

Drama

Term 2

Analysis Structure

What? *(e.g The actor playing Tom marched downstage)*
Why? *(e.g To show that they were angry)*
How? *(e.g They used a straight posture and stomped their feet, with an angry facial expression.)*
Successful? *(This successfully showed their anger)*

Vocal and Physical Skills

Vocal
- Accent
- Pitch
- Pace
- Pause
- Diction
- Power

Physical
- Posture
- Facial Expression
- Tension
- Gait
- Gesture
- Eye Contact

Stage Positions

Upstage Right	Upstage	Upstage Left
Stage Right	Centre Stage	Stage Left
Downstage Right	Downstage	Downstage Left

Lighting Design Terminology

Light positions:
Front Light
Back Light
Side Light
Up Light
Top Light

Gel – changes light colour
Blackout – no light at all
Crossfade – move from one lighting state to another
Fixture – a theatre light

Warm wash – full stage coverage of light in a warm colour (orange, yellow etc.)
Cold wash – full stage coverage of light in cold colour (pale blue).
Spotlight – a single light focused on a particular person or part of the stage.

Set Design Terminology

Staging type: end-on, traverse, thrust, proscenium arch, in-the-round, promenade.
Naturalistic or non-naturalistic
Stage Flat - a wooden structure to make walls
Rostrum - a raised platform
Painted Backdrop - a decorated back cloth
Cyclorama - a white backdrop that can be lit or projected onto
Static set - cannot be moved or changed
Flexible set - can change location
Fly rail - bars in the ceiling for hanging items
Stage Furniture - large items on the stage (e.g table)
Set dressing - small items to decorate the set

Theatre Evaluation

English

Definition of 'Gothic' writing: *"Tales of the macabre, fantastic, and supernatural, usually set amid haunted castles, graveyards, ruins, and wild picturesque landscapes."*

The term 'Gothic' was first coined in 1764 by English author Horace Walpole in his novel, The Castle of Otranto, which he subtitled 'A Gothic Story'. The novel was set in a haunted castle where the protagonist is plagued by supernatural occurrences. Walpole used the word 'Gothic' because it refers to medieval buildings like castles and churches, where a lot of Gothic fiction is set.

Gothic Literature became immensely popular in England and Germany during the 18th and 19th century, with many other genres borrowing its conventions.

Gothic fiction is all about creating suspense.

Key Themes of Gothic Fiction

Fear

Isolation and loneliness

Madness and the unknown

Suspense and mystery

The supernatural and the uncanny

Good vs Evil

Uncertainty

Key Features of Gothic Fiction

- Dark, mysterious and eerie settings (e.g. castles, graveyards, forests)
- Gloomy, decayed and ruined environments
- Supernatural elements and unexplained events
- Villains, victims, and haunted characters
- Themes of fear, madness, isolation, and death
- Symbols like fog, shadows, blood, and mirrors
- Volatile and threatening weather (symbolism)

English



Top Tips for Gothic Writing:

- Use 'show not tell' to build suspense
- Vary sentence lengths for dramatic effect
- Use paragraph breaks to control pacing
- Avoid clichés – make your story original
- Think about how your character changes emotionally

Structure and planning tips:

- Setting – Where is it? What makes it unsettling?
- Character – Who is your protagonist? What are they afraid of?
- Conflict – What goes wrong? Is there a mystery or threat?
- Climax – What is the most intense moment?
- Ending – Is it resolved or left ambiguous?

Sentence Starters

- The night was silent, except for…
- No one had entered the house in years…
- She felt a chill crawl down her spine…
- Something wasn't right. He could feel it…
- The shadows seemed to whisper…

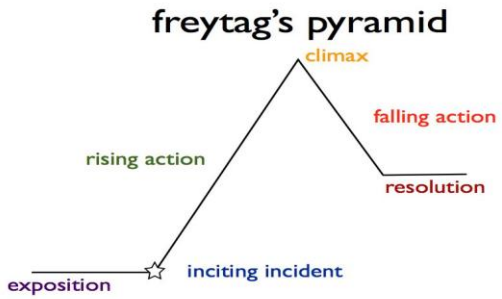
Techniques common in Gothic Writing:

- Simile – 'The wind howled like a dying wolf.'
- Pathetic Fallacy – 'The sullen wind was soon awake'
- Personification – 'The house groaned in the silence.'
- Sensory Description – 'The stench of decay filled the air.'
- Short Sentences – 'It opened.'
- Repetition – 'Stranger, stranger, stranger'
- Motif – a recurring idea e.g. referring to candles throughout.
- Interrogative sentence – a question 'Where are they?'



English

Basic features	Definition
Capital Letters	These must be at the starts of names, starts of sentences and use the pronoun 'I'.
Full stops	Unless using another piece of punctuation, these need to be at the end of sentences.
Question marks	Instead of a full stop denoting a question. E.g. When do you use a question mark?
Commas	Used to separate items in a list or a dependent clause from an independent clause. E.g. If I had to choose, I like blue, red and green.
Apostrophes	Indicating a contraction or possessive. E.g. The pie wasn't Peter's to eat.
Consistent tense	The tense you begin writing in should usually stay the same throughout your writing.
Paragraphs	A break in writing indicates the topic, person, place, time or focus of your writing has changed.
Homophone spellings	Easily mistaken spellings like there, their and they're; to, too and two or your and you're.
Semi-colons	A punctuation mark that can separate two independent clauses instead of a conjunction or full stop.
Colon	Colon can separate an independent clause and a dependent clause or start a list.
Simple, compound and complex sentences	Use a variety of these to make writing interesting. Simple sentences are just an independent clause. Compound sentences are two independent clauses usually joined with a conjunction and a complex sentence is an independent and dependent clause.



Language Devices	Definition
Simile	A comparison using the words 'like' or 'as'.
Metaphor	A comparison that represent one thing as being the other.
Personification	When an object is represented as being human.
Onomatopoeia	Words that sound like a sound.
Alliteration	Two or more words starting with the same letter.
Imagery	A vivid, easy to imagine description.
Symbolism	When one thing is standing in the place of another.
Oxymoron	When two things are put together but are impossible.
Juxtaposition	When two opposing ideas or themes are used near each other.
Pathetic Fallacy	When nature creates a mood in a story.

French

Module 1 - La rentrée

Point de départ

Bonjour Hello Salut! Hi!	(Comment) ça va? How are you?	Ça va (très) bien I'm (very) well Pas mal, merci Not bad, thank you Ça ne va pas! Not good!	Au revoir! Goodbye À plus! See you later

As-tu des frères ou des soeurs?

As-tu des frères ou des soeurs? Do you have brothers or sisters?	Oui, j'ai.. Yes I have..	un (demi) -frère a (half) brother une (demi) - soeur a (half) sister
	Non je n'ai pas de frères ou de soeurs I don't have any brothers or sisters	
	Je suis fils/fille unique I'm an only child	

Tu es comment?

Je suis – I am Je ne suis pas – I'm not Il est – he is Elle est – she is	amusant (e) – funny arrogant (e) – arrogant bavard (e) – chatty fort (e) – strong grand (e) – big/tall intelligent (e) – intelligent méchant (e) – nasty patient (e) - patient petit (e) – small/short timide - shy

Voici ma salle de classe

Qu'est-ce qu'il y a sur la photo? What is on the photo?	Sur la photo In the photo Au fond- at the front Au centre- in the centre À gauche- on the left À droite- on the right	il y a there is/are	un tableau (noir/blanc) a (black/white) board un poster – poster un/une prof(esseur) – a teacher un écran – screen un ordinateur – a computer une porte – a door une fenêtre – a window une tablette – a tablet des tables – some tables des chaises – some chairs des élèves - some pupils	c'est it is	sympa - nice génial - great moderne - modern triste - sad nul – rubbish démodé – old fashioned

French

Module 1 - La rentrée

Qu'est-ce que tu fais?

Ma vie, c'est… My life is… Pour moi, la rentrée c'est… For me, going back to school is….	chanter – to sing danser – to danse retrouver mes amis – to meet up with friends bloguer – to blog surfer – to surf tchatter – the chat rigoler – to have a laugh étudier – to study nager – to sim jouer – to play gagner – to win

Mon interview par vidéo

C'est quand, ton anniversaire ? When is your birthday?	mon anniversaire c'est le… my birthday is the	premier – 1st 2,3,4,5 etc	janvier février mars avril mai juin	juillet août septembre octobre novembre décembre

Tu aimes ça?

Tu aimes…? Do you like?	J'aime – I like	le sport - sport le foot - football le vélo - cycling le collège - school le poisson - fish
	Je n'aime pas – I don't like	la danse – dance la musique – music
	Je préfère – I prefer	les serpents – snakes les pizzas – pizza les glaces – ice-creams les jeux vidéo – video games les vacances – holidays les BD – comics les mangas – manga les araignées - spiders

High Frequency Words

je tu il elle	I you he she
un/une des	a some
et mais aussi	and but also
assez très trop un peu	quite very too much a bit

Les numéros

1 un/une
2 deux
3 trois
4 quatre
5 cinq
6 six
7sept
8 huit
9 neuf
10 dix
11 onze
12 douze
13 treize
14 quatorze
15 quinze
16 seize
17 dix-sept (10+7)
18 dix-huit (10+8)
19 dix- neuf

20 vingt
30 trente
40 quarante
50 cinquante
60 soixante
70 soixante-dix (60+10)
71 soixante et onze (60+11)
80 quatre vingts (4 x 20)
90 quatre-vingts-dix (4x20)+10
100 cent

Module 2 – En classe

Point de départ

ici- here en bas- at the bottom au centre - in the centre à droite – on the right à gauche – on the left	il y a there is, are	un cercle a circle un demi-cercle a semi circle un triangle a trangle	blanc(he) – white bleu (e) – blue gris (e) – grey jaune – yellow marron – brown noir (e) – black orange – orange rose – pink rouge – red vert (e) – green violet(te) - purple

Qu'est-ce que tu portes?

Qu'est-ce que tu portes? What do you wear?	Je porte I wear on porte we wear	l'uniforme scolaire school uniform un pantalon – trousers un polo – a polo shirt un pull – a jumper un sweat – a sweatshirt un tee-shirt – a T-shirt une chemise – a shirt une cravate – a tie une jupe – a skirt des baskets – trainers des chaussettes – socks des chaussures - shoes	et c'est and it is… mais, ce n'est pas but it's not…	chic smart confortable comfortable démodé(e) old-fashioned pratique practical

Ta journée scolaiie est comment?

Ta journée scolaire est comment? What is your school day like?	je quitte la maison – I leave the house j'arrive au collège – I arrive at school je retrouve mes copains – I meet my friends on commence les cours – we start lessons je mange à la cantine – I eat in the canteen je chante dans la chorale – I sing in the choir je joue dehors – I play outside on recommence les cours – we start lessons again à (quatre) heures – at (four) o'clock

C'est comment, un collège français?

Quel est ton jour préféré? What is your favourite day?	Mon jour préféré, c'est le…. My favourite day is….	lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche - Sunday

French

Module 2 – En classe

Qu'est-ce que tu penses de tes matières?

Qu'est-ce que tu penses de tes matières? What do you think of your subjects? Tu aimes? Do you like?	J'aime I like J'adore I love J'aime assez I quite like Je n'aime pas I don't like Je déteste I hate	le français – French le theâtre – drama	parce que c'est because it is car c'est because it is	facile- easy difficile- difficult intéressant – interesting ennuyeux – boring amusant – fun(ny) créatif – creative nul – rubblish
		la géographie – geography la musique – music la technologie - technology		
		l'anglais – English l'EPS – PE l'histoire – history l'informatique – ICT		le/la prof est sympa the teacher is kind le/la prof est trop stricte the teacher is too strict
		les arts plastiques – art les maths – maths les sciences - science		j'ai trop de devoirs I have too much homework

Un collège super cool!

Le collège est… The school is..	grand – big petit – small de taille moyenne – medium sized
Il y a There is/are	500 élèves – 500 pupils un cinema 3D – a 3D cinema une piscine – a swimming pool un court de tennis - a tennis court
Il n'y a pas de There is/are not	harcèlement – bullying toilettes sales – dirty toilets profs trop sévères – too strict teachers
Tu es d'accord?	Je (ne) suis (pas) d'accord – I (don't) agree

Extra!

J'ai deux heures d'anglais	I have 2 hours of English
C'est ma matière préférée	It's my favourite subject
Je suis fort (e) en maths	I am good at maths
J'ai un emploi du temps	I have a timetable
Je n'aime pas la rentrée	I don't like the start of the new school year
Je préfère les vacances	I prefer the holidays.

High Frequency Words

on	we
et	and
mais	but
parce que	because
très	very
vraiment	really
trop	too
d'abord	firstly
après	after

French

GRAMMAIRE
Regular present tense verbs

ER VERBS e.g. Passer = to spend (time)	
Je pass**e**	*I spend*
Tu pass**es**	*You spend*
Il/Elle/On pass**e**	*He/She/One spends*
Nous pass**ons**	*We spend*
Vous pass**ez**	*You spend (form/pl)*
Ils/Elles pass**ent**	*They spend*

IR VERBS e.g. Finir = finish	
Je fini**s**	*I finish*
Tu fini**s**	*You finish*
Il/Elle/On fini**t**	*He/She/One finishes*
Nous fin**issons**	*We finish*
Vous fin**issez**	*You finish (form/pl)*
Ils/Elles fin**issent**	*They finish*

RE VERBS e.g. vendre = to sell	
Je vend**s**	*I sell*
Tu vend**s**	*You sell*
Il/Elle/On vend	*He/She/One sells*
Nous vend**ons**	*We sell*
Vous vend**ez**	*You sell (form/pl)*
Ils/Elles vend**ent**	*They sell*

GRAMMAIRE Irregular present tense verbs

Faire = to do / to make		Aller = to go	
Je fais	*I do*	Je vais	*I go*
Tu fais	*You do*	Tu vas	*You go*
Il/Elle/On fait	*He/She/One does*	Il/Elle/On va	*He/She/One goes*
Nous faisons	*We do*	Nous allons	*We go*
Vous faites	*You do (form/pl)*	Vous allez	*You go (form/pl)*
Ils/Elles font	*They do*	Ils/Elles vont	*They go*

GRAMMAIRE Modal verbs

Vouloir = to want	
Je veux	*I want*
Tu veux	*You want*
Il/Elle/On veut	*He/She/One wants*
Nous voulons	*We want*
Vous voulez	*You want (form/pl)*
Ils/Elles veulent	*They want*

Pouvoir = to be able to	
Je peux	*I can*
Tu peux	*You can*
Il/Elle/On peut	*He/She/One can*
Nous pouvons	*We can*
Vous pouvez	*You can (for/pl)*
Ils/Elles peuvent	*They can*

Grammar

Aujourd'hui	*Today*
Demain (soir)	*Tomorrow (night)*
Ce matin / ce soir	*This morning/evening*
Cet après-midi	*This afternoon*
La semaine prochaine	*Next week*

⭐ **S'il fait beau**
If the weather's nice

⭐ **S'il fait mauvais**
If the weather's bad

⭐ **Si j'ai assez d'argent** *If I have enough money*

Ça va être...
It's going to be

cool / génial / sympa
cool / great / nice

Qu'est-ce qu'on va faire? ***What are we going to do?***

Near Future Tense = Aller + infintive (going to do)

Je vais
I am going

On va / **Nous allons**
We are going

Use the present tense of the verb ALLER from above ↗

aller au parc	*to go to the park*
visiter le musée	*to visit the museum*
manger au resto	*to eat at a restaurant*
acheter un jeu vidéo	*to buy a videogame*
voir un spectacle	*to see a show*
faire les magasins	*to go shopping*
prendre le bus	*to take the bus*

French

Qu'est-ce que tu as fait le week-end dernier? *What did you do last weekend?*	**J'ai / Nous avons...** *I / We...*	...passé (le week-end) *...spent (the weekend)*	...participé à une competition *...took part in a competition*	fait du vélo *...went cycling*
	...joué au tennis *...played tennis*	...fêté (mon anniv) *...celebrated my birthday*	*...regardé un match / film* *...watched a match / a film*	fait de la natation *...went swimming*

Hier *Yesterday*
Avant-hier *The day before yesterday*
Le week-end dernier *Last weekend*
La semaine dernière *Last week*
Il y a deux semaines *Two weeks ago*
D'abord / Enfin *Firstly / Finally*
Ensuite / puis *Next / then*
Après *After*
Plus tard *Later*
⭐Après avoir (mangé) *After having (eaten)*
⭐Avant de (partir) *Before (leaving)*

The Past: The Perfect Tense with Avoir

We use the perfect tense to say what we did or have done in the past. To form it you need 2 parts:
PART 1: Avoir (the verb to have) + **PART 2:** Past participle (e.g. visited/done/eaten)

PART 1: Avoir = *To have*	
J'**ai**	*I have*
Tu **as**	*You have*
Il / Elle/ On **a**	*He / She has*
Nous **avons**	*We have*
Vous **avez**	*You all have*
Ils / Elles **ont**	*They have*

+

PART 2: The Past participle							
ER verbs +é		**IR verbs +i**		**RE verbs +u**		**Irregulars**	
visité	*visited*	fini	*finished*	perdu	*lost*	fait	*did*
regardé	*watched*	vomi	*vomited*	attendu	*waited*	pris	*took*
écouté	*listened*	dormi	*slept*	vendu	*sold*	bu	*drank*
mangé	*ate /eaten*					vu	*saw*
acheté	*bought*					lu	*read*

Je suis allé(e) ... *I went...*
Nous sommes allé(e) ... *I went...*
au parc / **au** stade *...to the parc / stadium*
à la piscine *...to the pool*
aux magasins *...to the shops*

The Past: The Perfect Tense with Être

Some specific 'special' verbs take **Être (To be)** instead of Avoir...
Être verbs agree with the subject! If it's feminine, add an 'e'. If it's plural, add an 's'

PART 1: Être = *To be*	
Je **suis**	*I am*
Tu **es**	*You are*
Il / Elle **est**	*He/She is*
Nous **sommes**	*We are*
Vous **êtes**	*You lot are*
Ils / Elles **sont**	*They are*

+

PART 2: The Past participle (+e) (+s)			
allé(e)(s)	*went*	sorti(e)(s)	*went out*
resté(e)(s)	*stayed*	parti(e)(s)	*left*
arrivé(e)(s)	*arrived*	venu(e)(s)	*came*
retourné(e)(s)	*returned*	revenu(e)(s)	*came back*
rentré(e)(s)	*went back (home)*	devenu(e)(s)	*became*

Grammar

French

Module 4 - Ma vie de famille

As-tu un animal?

As-tu un animal? Do you have a pet	oui, j'ai un yes I have a	chat – cat chien- dog cochon d'Inde – Guinea pig hamster – hamster lapin – rabbit lézard – lizard oiseau – bird poisson – fish serpent – snake	il est he is elle est she is qui est who is	violet- purple blanc- white noir - black rose- point vert – green marron – brown bleu – blue gris – grey rouge – red jaune – yellow	
	non, je n'ai pas d'animal				
Quel âge as ton animal? How old is your pet?	Il a He is (literally 'he has') Elle a She is (literally 'she has')	un an – 1 year old deux ans – 2 years old trois ans – 3 years old	mais son âge humain est ... but it's human age is..	20 vingt 30 trente 40 quarante 50 cinquante 60 soixante 70 soixante-dix (60+10) 71 soixante et onze 80 quatre vingts 90 quatre-vingt-dix 100 cent	ans years old

Une drôle defamille

je suis I am il est he is elle est she is	grincheux (-se) – grumpy studieux (-se) – studious marrant(e) – funny sévère – strict maigre – thin furieux(-se) – furious

On fait la fête!

le 14 juillet la fête nationale un jour de congé un défilé (militaire) un bal regarder un feu d'artifice faire un pique-nique faire la fête	Bastille Day national holiday a day off (military) parade a dance to watch fireworks to have a picnic to celebrate

Qu'est-ce que tu manges au petit déjeuner?

Qu'est-ce que tu manges / bois au petit déjeuner? What do you eat/drink for breakfast?	je mange I eat	un croissant – a croissant un fruit – a piece of fruit	du pain grille – toast du beurre – butter du bacon – bacon du yaourt - yoghurt	une tartine – bread with jam de la confiture – jam	des céréales – cereals des oeufs - eggs
	je bois I drinnk	du jus de fruits – fruit juice	du chocolat chaud – hot chocolate	du lait – milk	de l'eau – water
	je ne mange rien – I don't eat anything				

Module 4 - Ma vie de famille

Décris ta famille

Dans ma famille il y a.. In my family there is...	mon - my	(beau-) père (step) father grand-père grandfather (demi-) frère (half/step) brother fils - son	qui a who has qui ont who have	les yeux eyes	bleus – blue verts – green marron – brown	
	ma – my	(belle-) mère (step) mother grand-mère grandmother (demi-) soeur (half/step) sister fille - daughter		les cheveux hair	noirs – black blonds- blond roux- red gris – grey bruns – brown et (and)	courts – short longs - long mi-longs - mid length bouclés – curly raides – straight
	mes – my	parents		une barbe tatouages a beard	des taches de rousseur freckles	des tattoos
			qui porte(nt) des lunettes – who wear(s) glasses qui s'appelle(nt).... – who is (are) called			

Les pièces

Dans ma maison il y a 3 pieces	In my house there are 3 rooms
il y a :	there is:
un salon	a living room
une cuisine	a kitchen
une chambre	a bedroom
une salle de bains	a bathroom
une sale à manger	a dining room
un jardin	a garden

nous	we
de dans à	of in in/at
du/de la/des/de l' (ne)...rien	some nothing

High Frequency Words

Où habites-tu?

Où habites – tu? Where do you live?	j'habite I live nous habitons we live	dans in	un appartement a flat un village a village une maison a house une ville a town	en in	Angleterre - England France - France Espagne - Spain Suisse - Swizterland Ecosse - Scotland Irelande - Ireland	J'aime habiter ici I like living here	parce que c'est / parce qu' c'est because it is	tranquille – quiet grand – big confortable – comfortable trop petit – too small il n'y a pas de place – there's no space
				au in	pays de Galles – Wales Portugal - Portugal	Je n'aime pas habiter ici I don't like living here		

French

Module 5 – En ville

Point de départ

Qu'est-ce qu'il y a dans ta ville/ton village? What is there is your town/village?	il y a there is/are	un – a	centre de loisirs – leisure centre centre commercial – shopping centre château – castle marché – market musée – museum
		une - a	mosquée – mosque patinoire – ice rink piscine – swimming pool
		des - some	magasins - shops
	il n'y a pas de – there is/are not		

Où vas-tu le weekend?

Où vas tu le weekend? Where you do go at the weekend?	je vais I go	au	bowling – bowling alley cinéma/ciné – cinema parc – park stade – stadium	samedi matin / après-midi / soir Saturday morning/ afternoon / evening
		à la	piscine – swimming pool plage – beach	
		à l'	église - church	
		aux	magasins - shops	

Tu veux aller au café?

Tu veux aller au café .... Do you want to go to the café....	aujourd'hui ? – today? ce matin? – this morning? ce soir? – this evening? ce weekend? – this weekend?	Merci, bonne idée - Thanks, good idea Oui, je veux bien – Yes, I want to D'accord – OK Pourquoi pas? – Why not? Non merci – No thanks Désolé(e)! – Sorry! Je ne veux pas – I don't want to Tu rigoles! – You're joking!
Rendez-vous à quelle heure? What time will we meet?	Rendez-vous à 19h. – Let's meet at 7pm	

Qu'est-ce que tu vas faire?

Qu'est-ce que tu vas faire à Paris? What are you going to do in Paris?	Je vais I'm going to	visiter la cathédrale Notre Dame - visit Notre Dame Cathedral visiter la Tour Eiffel - visit the Eiffel Tower aller au musédu Louvre - go to the Louvre museum aller aux Catacombes - go to the Catacombs faire una balade en bateau-mouche - go on a boat trip prendre des photos - take some photos acheter des souvenirs - to buy souvenirs admirer la Joconde - admire the Mona Lisa faire un pieque-nique - have a picnic

French

Module 5 – En ville

Vous désirez?

Vous désirez? What would you like? Pardon Monsieur/Madame Excuse me sir/madam	je voudrais I would like	un a	Orangina – a fizzy orange diabolo menthe – a mint cordial café express – an espresso coffee café crème – a milky coffee chocolat chaud – hot chocolate thé au lait/au citron – a tea with milk/lemon jus d'orange –orange juice coca (light) – (diet) coke croque monsieur – grilled cheese and ham sandwich sandwich au jambon/fromage – ham/cheese sandwich
Et pour vous? And for you?	pour moi for me	une a	grenadine à l'eau – a fruit cordial eau minérale – mineral water crêpe au sucre – pancake with sugar glace au chocolat / à la vanilla / à la fraise / à la pistache - chocolate / vanilla / strawberry/ pistachio ice cream
		des some	frites – chips chips – crisps
C'est combien s'il vous plaît? How much is it please?	ça fait 10 euros – it comes to 10 euros. Voilà, merci. – Here you are, thank you.		

Je vais visiter Paris

Normalement/d'habitude Usually Le weekend At weekends Samedi prochain Next Saturday	je vais I'm going to	jouer au basket – play basketball jouer au foot – play football jouer au laser-tag – play laswer-tag manger un gâteau / une pizza – eat a cake / pizza aller au zoo - go to the zoo aller au centre de loisirs – go to the leisure centre faire un tour en Segway – go on a Segway tour faire les magasins – to shopping

High Frequency Words

Pronouns	
tu	you (singular)
vous	you (plural/formal)
Connectives	
où	where
ou	or
si (s' before vowel)	if
Time expressions	
aujourd'hui	today
ce matin	this morning
cet après – midi	this afternoon
ce soir	this evening
ce weekend	this weekend
normalement d'habitude	normally usually
le lundi matin	Monday morning
le mardi après-midi	Tuesday afternoon
le samedi soir	Saturday evening
le weekend	at weekends
le weekend prochain	next weekend
dimanche prochain	next Sunday

French

GRAMMAIRE
Regular present tense verbs

ER VERBS e.g. Passer = to spend (time)	
Je pass**e**	*I spend*
Tu pass**es**	*You spend*
Il/Elle/On pass**e**	*He/She/One spends*
Nous pass**ons**	*We spend*
Vous pass**ez**	*You spend (form/pl)*
Ils/Elles pass**ent**	*They spend*

IR VERBS e.g. Finir = finish	
Je fini**s**	*I finish*
Tu fini**s**	*You finish*
Il/Elle/On fini**t**	*He/She/One finishes*
Nous fin**issons**	*We finish*
Vous fin**issez**	*You finish (form/pl)*
Ils/Elles fin**issent**	*They finish*

RE VERBS e.g. vendre = to sell	
Je vend**s**	*I sell*
Tu vend**s**	*You sell*
Il/Elle/On vend	*He/She/One sells*
Nous vend**ons**	*We sell*
Vous vend**ez**	*You sell (form/pl)*
Ils/Elles vend**ent**	*They sell*

GRAMMAIRE Irregular present tense verbs

Faire = to do / to make		Aller = to go	
Je fais	*I do*	Je vais	*I go*
Tu fais	*You do*	Tu vas	*You go*
Il/Elle/On fait	*He/She/One does*	Il/Elle/On va	*He/She/One goes*
Nous faisons	*We do*	Nous allons	*We go*
Vous faites	*You do (form/pl)*	Vous allez	*You go (form/pl)*
Ils/Elles font	*They do*	Ils/Elles vont	*They go*

GRAMMAIRE Modal verbs

Vouloir = to want	
Je veux	*I want*
Tu veux	*You want*
Il/Elle/On veut	*He/She/One wants*
Nous voulons	*We want*
Vous voulez	*You want (form/pl)*
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Pouvoir = to be able to	
Je peux	*I can*
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Il/Elle/On peut	*He/She/One can*
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Grammar

Aujourd'hui	*Today*
Demain (soir)	*Tomorrow (night)*
Ce matin / ce soir	*This morning/evening*
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La semaine prochaine	*Next week*

⭐ **S'il fait beau**
If the weather's nice

⭐ **S'il fait mauvais**
If the weather's bad

⭐ **Si j'ai assez d'argent** *If I have enough money*

Ça va être...
It's going to be

cool / génial / sympa
cool / great / nice

Qu'est-ce qu'on va faire? ***What are we going to do?***

Near Future Tense = Aller + infintive (going to do)

Je vais
I am going

On va / **Nous allons**
We are going

Use the present tense of the verb ALLER from above ↗

aller au parc	*to go to the park*
visiter le musée	*to visit the museum*
manger au resto	*to eat at a restaurant*
acheter un jeu vidéo	*to buy a videogame*
voir un spectacle	*to see a show*
faire les magasins	*to go shopping*
prendre le bus	*to take the bus*

French

Qu'est-ce que tu as fait le week-end dernier? ***What did you do last weekend?***	**J'ai / Nous avons...** ***I / We...***	...passé (le week-end) *...spent (the weekend)*	...participé à une competition *...took part in a competition*	fait du vélo *...went cycling*
	...joué au tennis *...played tennis*	...fêté (mon anniv) *...celebrated my birthday*	*...regardé un match / film* *...watched a match / a film*	fait de la natation *...went swimming*

Hier *Yesterday*
Avant-hier *The day before yesterday*
Le week-end dernier *Last weekend*
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Ensuite / puis *Next / then*
Après *After*
Plus tard *Later*
⭐Après avoir (mangé) *After having (eaten)*
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The Past: The Perfect Tense with Avoir

We use the perfect tense to say what we did or have done in the past. To form it you need 2 parts:
PART 1: Avoir (the verb to have) + **PART 2:** Past participle (e.g. visited/done/eaten)

PART 1: Avoir = *To have*			**PART 2: The Past participle**							
			ER verbs +é		**IR verbs +i**		**RE verbs +u**		**Irregulars**	
J'**ai**	*I have*	+	visité	*visited*	fini	*finished*	perdu	*lost*	fait	*did*
Tu **as**	*You have*		regardé	*watched*	vomi	*vomited*	attendu	*waited*	pris	*took*
Il / Elle/ On **a**	*He / She has*		écouté	*listened*	dormi	*slept*	vendu	*sold*	bu	*drank*
Nous **avons**	*We have*		mangé	*ate /eaten*					vu	*saw*
Vous **avez**	*You all have*		acheté	*bought*					lu	*read*
Ils / Elles **ont**	*They have*									

Je suis allé(e) ... ***I went...***
Nous sommes allé(e) ... ***I went...***
au parc / **au** stade *...to the parc / stadium*
à la piscine *...to the pool*
aux magasins *...to the shops*

The Past: The Perfect Tense with Être

Some specific 'special' verbs take **Être (To be)** instead of Avoir...
Être verbs agree with the subject! If it's feminine, add an 'e'. If it's plural, add an 's'

PART 1: Être = *To be*	
Je **suis**	*I am*
Tu **es**	*You are*
Il / Elle **est**	*He/She is*
Nous **sommes**	*We are*
Vous **êtes**	*You lot are*
Ils / Elles **sont**	*They are*

	PART 2: The Past participle (+e) (+s)			
+	allé(e)(s)	*went*	sorti(e)(s)	*went out*
	resté(e)(s)	*stayed*	parti(e)(s)	*left*
	arrivé(e)(s)	*arrived*	venu(e)(s)	*came*
	retourné(e)(s)	*returned*	revenu(e)(s)	*came back*
	rentré(e)(s)	*went back (home)*	devenu(e)(s)	*became*

Grammar

French

Module 3- A loisir

Point de départ

Je regarde la télé I watch TV	avant les cours - before lessons tous les soirs - every evening le weekend - at the weekend dans le salon - in the living room dans le bus - on the bus dans ma chambre - in my bedroom avec ma famille - with my family seul(e) - alone	je regarde I watch	des chaînes sur YouTube - YouTube channels à la demande, sur Netflix - on demand on Netflix sur mon smartphone - on my smartphone sur mon ordinateur - on my computer sur ma tablette - on my tablet	c'est it is	varié varied facile easy
				ce n'est pas cher it's not expensive	
J'aime I like Je n'aime pas I don't like	les comédies – comedies les dessins animés – cartoons les documentaires – documentaries les feuilletons – soaps les infos – the news les jeux (télévisés) – gameshows les séries (policières) – (pólice) series les émissions de cuisine / musique / sport / science-fiction / télé- réalité - cookery/ music/ sport/ science fiction / reality programmes		parce qu'ils /elles sont because they are	ridicules – ridiculous divertissant(e)s – entertaining intéressant(e)s – interesting passionnant(e)s – exciting plein(e)s d'action – full of action ennuyeux/euse – boring nuls/nulls – rubbish marrant(e)s – funny bêtes – stupid	

Quels sont tes loisirs?

je bavarde / parle avec mes copains	I chat with my friends
je fais du cyclisme / du vélo	I go cycling
je lis/ je fais de la lecture	I read
je nage / je fais de la natation	I swim
je ne lis pas beaucoup	I don't read much
je ne joue jamais à des jeux vidéos	I never play video games
je ne fais rien	I don't do anything
je télécharge des chansons	I download songs
je crée des playlists	I create playlists

Les mots essentiels

Possessive adjectives	
mon/ma/mes	my
ton/ta/tes	your
son/sa/ses	his/her
Negatives	
ne...pas	not
ne...jamais	never
ne...rien	nothing

Tu as fait des achats?

Tu as fait des achats? Did you go shopping?	j'ai fait les magasins/des achats – I went shopping j'ai lu une announce pour les soldes – I saw an advert for the sales j'ai fait une balade/promenade – I went for a walk j'ai attendu une demi-heure – I waited half an hour j'ai dépensé trop d'argent – I spent too much money j'ai découvert un café – I discovered a café j'ai essayé plein de vêtements – I tried on lots of clothes	
	je suis allé(e) au centre commercial I went to the shopping centre	

Module 3- A loisir

On va au cinéma

Tu viens au cinéma? Are you coming to the cinema?	Ça dépend. Qu'est-ce que tu vas voir? It depends. What are you going to see? Bonne idée! Je veux bien Good idea! I'd like to	Je vais regarder I'm going to watch	une comédie – a comedy un film d'animation – an animated film un film romantique – a romantic film un film d'action – an action film un film d'horreur – a horror film un film de science-fiction – a sci-fi film un film de superhéros – a superhero film	Rendez-vous où et à quelle heure? Where and when shall we met?	chez moi/toi at my house/your house A 19h – at 7pm A plus – See you later A demain – See you tomorrow A samedi – See you Saturday
	je n'ai pas envie - I don't want to tu rigoles? - are you joking? désolé(e) je ne peux pas ce soir - sorry I can't tonight				
Je peux vous aider? Can I help you?	Je voudrais trois billets pour deux adultes et un enfant – I'd like 3 tickets for 2 adults and a child Ça fait combien? – How much is it? C'est quelle salle? – Which screen?				

Normalement, hier et demain

Normalement – Normally	je vais au cinéma – I go to the cinema j'écoute de la musique – I listen to music je lis des BD – I read comics nous jouons en ligne – we play online
Le weekend dernier – Last weekend	je suis allé(e) ... I went j'ai choisi – I chose j'ai visité – I visited
Le weekend prochain – Next weekend	je vais aller – I'm going to go je vais visiter _I'm going to visit on va prendre – we are going to take

Ma célébrité

Ma célébrité préférée est.. My favourite celebrity is.....	Il/Elle a beaucoup de talent He/She has lots of talent	
il / elle est he / she is	Il/Elle fait beaucoup de choses pour les bonnes causes He/She does a lot for charity	
C'est mon chanteur/euse préféré(e) He/She is my favourite singer	parce qu'ils/elles sont because they are	ridicules – ridiculous divertissant(e)s – entertaining intéressant(e)s – interesting passionnant(e)s – exciting plein(e)s d'action – full of action ennuyeux/euse – boring nuls/nuls – rubbish marrant(e)s – funny bêtes – stupid
C'est un(e) de mes acteurs/actrices préféré(e)s – He/She is one of my favourite actors/actresses		

Module 4- Le monde est petit

Point de départ

Où habites-tu? Where do you like?	J'habite I live	dans - in	un village - a village une ville - a town le désert - the desert	c'est (très/trop) it is (very/too)	amusant – fun tranquille – peaceful calme – quiet ennuyeux – boring animé – lively nul – rubbish génial – great joli – pretty
		à la - in the	campagne – countryside		
		au - at	bord de la mer - the seaside		
		sur - on	une île - an island		
		en - in	France /Suisse - France/Switzerland		
		au - in	Maroc - Morocco		
		aux - in	Antilles - the French Caribbean		

Quel temps fait-il (en été/hiver) What's the weather like (in summer/winter)?	il fait beau – the weather's fine il fait mauvais – the weather's bad il fait chaud – it's hot il fait froid – it's cold
	il y a du soleil – it's sunny il y a du vent – it's windy il y a du brouillard – it's foggy il y a des orages – it's stormy
	il pleut – it's raining / it rains il neige – it's snowing / it snows

Qu'est-ce qu'on doit faire pour aider à la maison?

On doit – We/People must Je dois – I must Ma soeur/frère doit My sister/brother must	garder ma soeur – look after my sister garder mon frère – look after my brother ranger ma chambre – tidy my room rapporter l'eau – collect the water	faire la cuisine – do the cooking faire la vaisselle – do the washing up faire la lessive – do the washing nourrir les animaux – feed the animals
On ne doit pas polluer l'eau – We/People must not pollute the water		

Ma routine

je me lève	I get up
je prends le petit déjeuner	I have breakfast
je me douche	I have a shower
je me coiffe	I do my hair
je m'habille	I get dressed
je me lave les dents	I clean my teeth
je quitte la maison	I leave the house
je me lave	I have a wash
je me couche	I go to bed

Fréquence

tous les jours	everyday
souvent	often
quelquefois	sometimes
le weekend	at weekends
le lundi	on Mondays

Time expressions

le matin	in the morning(s)
le soir	in the evening(s)
le weekend	at the weekend
pendant la journée	during the day
en semaine	during the week
d'habitude	usually

Module 4- Le monde est petit

Point de départ

Dans mon nouvel appartment In my new apartment	il y a there is/are	un vieux - an old un beau - a pretty un nouveau - a new	salon - living room bureau - office
Dans ma nouvelle maison In my new house		une vieille - an old une belle - a pretty une nouvelle - a new	cuisine - kitchen chambre – bedroom

A la découverte d'une nouvelle région

Où est-ce que tu es en vacances? Where are you on holiday?	Je suis en Corse – I'm in Corsica
C'est comment? – What's it like	C'est très joli – it's very pretty
A quelle heure est-ce que tu te lèves? What time do you get up?	Je me lève à (sept heure) I get up at 7am
Où est-ce que tu prends le petit déjeuner? Where do you have your breakfast?	Je prends le petit déjeuner dans le jardin I have breakfast in the garden
Qu'est-ce qu'on peut faire ici? What can you do here?	On peut faire des randonnées You can go for walks
Qu'est-ce que tu fais pendant la journée? What do you do during the day?	Je vais à la plage – I go to the beach
Qu'est-ce qu'on doit faire l'après-midi? What must you do in the afternoon?	On doit faire la sieste – You must take a siesta
Qu'est-ce que tu vas faire le weekend prochain? What are you going to do next weekend?	Je vais faire un pique-nique I'm going to have a picnic
Qu'est-ce que tu as fait le weekend dernier? What did you do last weekend?	Je suis allée(e).... I went
C'était comment? – What was it like?	C'était intéressant – It was interesting

Elle est comment, ta région?

Dans ma région In my region	il y a there is/are	plein de plenty of peu de little, not many trop de too much/many	touristes tourists magasins shops
		un *a*	champ – field lac – lake jardin public - park
		une *a*	montagne – mountain plage – beach rivière - river
	il y'a pas de there are no		bâtiments – buildings plages – beaches voitures - cars
On peut You can	manger des crêpes – eat pancakes visiter les monuments historiques – visit historic monuments visiter des grottes – visit caves aller au cinéma / à la plage / en ville – go to the cinema/beach/town faire les magasins – go shopping faire des randonnées – go for walks faire du canoë-kayak – go canoeing faire du ski – go skiing cultiver le coton – grow cotton travailler dans les champs – to work in the fields acheter des animaux – to buy animals aller à l'école – to go to school vendre des légumes – to sell vegetables		

French

GRAMMAIRE
Regular present tense verbs

ER VERBS e.g. Passer = to spend (time)	
Je pass**e**	*I spend*
Tu pass**es**	*You spend*
Il/Elle/On pass**e**	*He/She/One spends*
Nous pass**ons**	*We spend*
Vous pass**ez**	*You spend (form/pl)*
Ils/Elles pass**ent**	*They spend*

IR VERBS e.g. Finir = finish	
Je fini**s**	*I finish*
Tu fini**s**	*You finish*
Il/Elle/On fini**t**	*He/She/One finishes*
Nous fin**issons**	*We finish*
Vous fin**issez**	*You finish (form/pl)*
Ils/Elles fin**issent**	*They finish*

RE VERBS e.g. vendre = to sell	
Je vend**s**	*I sell*
Tu vend**s**	*You sell*
Il/Elle/On vend	*He/She/One sells*
Nous vend**ons**	*We sell*
Vous vend**ez**	*You sell (form/pl)*
Ils/Elles vend**ent**	*They sell*

GRAMMAIRE Irregular present tense verbs

Faire = to do / to make		Aller = to go	
Je fais	*I do*	Je vais	*I go*
Tu fais	*You do*	Tu vas	*You go*
Il/Elle/On fait	*He/She/One does*	Il/Elle/On va	*He/She/One goes*
Nous faisons	*We do*	Nous allons	*We go*
Vous faites	*You do (form/pl)*	Vous allez	*You go (form/pl)*
Ils/Elles font	*They do*	Ils/Elles vont	*They go*

GRAMMAIRE Modal verbs

Vouloir = to want	
Je veux	*I want*
Tu veux	*You want*
Il/Elle/On veut	*He/She/One wants*
Nous voulons	*We want*
Vous voulez	*You want (form/pl)*
Ils/Elles veulent	*They want*

Pouvoir = to be able to	
Je peux	*I can*
Tu peux	*You can*
Il/Elle/On peut	*He/She/One can*
Nous pouvons	*We can*
Vous pouvez	*You can (for/pl)*
Ils/Elles peuvent	*They can*

Grammar

Aujourd'hui	*Today*
Demain (soir)	*Tomorrow (night)*
Ce matin / ce soir	*This morning/evening*
Cet après-midi	*This afternoon*
La semaine prochaine	*Next week*

⭐ **S'il fait beau**
If the weather's nice

⭐ **S'il fait mauvais**
If the weather's bad

⭐ **Si j'ai assez d'argent** *If I have enough money*

Ça va être...
It's going to be

cool / génial / sympa
cool / great / nice

Qu'est-ce qu'on va faire? ***What are we going to do?***

Near Future Tense = Aller + infintive (going to do)

Je vais
I am going

On va / **Nous allons**
We are going

Use the present tense of the verb ALLER from above ↗

aller au parc	*to go to the park*
visiter le musée	*to visit the museum*
manger au resto	*to eat at a restaurant*
acheter un jeu vidéo	*to buy a videogame*
voir un spectacle	*to see a show*
faire les magasins	*to go shopping*
prendre le bus	*to take the bus*

French

Qu'est-ce que tu as fait le week-end dernier? ***What did you do last weekend?***	**J'ai / Nous avons...** ***I / We...***	...passé (le week-end) *...spent (the weekend)*	...participé à une competition *...took part in a competition*	fait du vélo *...went cycling*
	...joué au tennis *...played tennis*	...fêté (mon anniv) *...celebrated my birthday*	*...regardé un match / film* *...watched a match / a film*	fait de la natation *...went swimming*

Hier *Yesterday*
Avant-hier *The day before yesterday*
Le week-end dernier *Last weekend*
La semaine dernière *Last week*
Il y a deux semaines *Two weeks ago*
D'abord / Enfin *Firstly / Finally*
Ensuite / puis *Next / then*
Après *After*
Plus tard *Later*
⭐Après avoir (mangé) *After having (eaten)*
⭐Avant de (partir) *Before (leaving)*

The Past: The Perfect Tense with Avoir

We use the perfect tense to say what we did or have done in the past. To form it you need 2 parts:
PART 1: Avoir (the verb to have) + **PART 2:** Past participle (e.g. visited/done/eaten)

PART 1: Avoir = *To have*			**PART 2: The Past participle**							
			ER verbs +é		**IR verbs +i**		**RE verbs +u**		**Irregulars**	
J'**ai**	*I have*	+	visité	*visited*	fini	*finished*	perdu	*lost*	fait	*did*
Tu **as**	*You have*		regardé	*watched*	vomi	*vomited*	attendu	*waited*	pris	*took*
Il / Elle/ On **a**	*He / She has*		écouté	*listened*	dormi	*slept*	vendu	*sold*	bu	*drank*
Nous **avons**	*We have*		mangé	*ate /eaten*					vu	*saw*
Vous **avez**	*You all have*		acheté	*bought*					lu	*read*
Ils / Elles **ont**	*They have*									

Je suis allé(e) ... ***I went...***
Nous sommes allé(e) ... ***I went...***
au parc / **au** stade *...to the parc / stadium*
à la piscine *...to the pool*
aux magasins *...to the shops*

The Past: The Perfect Tense with Être

Some specific 'special' verbs take **Être (To be)** instead of Avoir...
Être verbs agree with the subject! If it's feminine, add an 'e'. If it's plural, add an 's'

PART 1: Être = *To be*	
Je **suis**	*I am*
Tu **es**	*You are*
Il / Elle **est**	*He/She is*
Nous **sommes**	*We are*
Vous **êtes**	*You lot are*
Ils / Elles **sont**	*They are*

	PART 2: The Past participle (+e) (+s)			
+	allé(e)(s)	*went*	sorti(e)(s)	*went out*
	resté(e)(s)	*stayed*	parti(e)(s)	*left*
	arrivé(e)(s)	*arrived*	venu(e)(s)	*came*
	retourné(e)(s)	*returned*	revenu(e)(s)	*came back*
	rentré(e)(s)	*went back (home)*	devenu(e)(s)	*became*

Grammar

Geography

Living World 2: Hot Deserts
Paper 1, Question 2

Hot Deserts: Tier 3 vocab

Appropriate technology – Technology suited to the needs, skills, knowledge and wealth of local people.

Biodiversity – The variety of life in the world or a particular habitat.

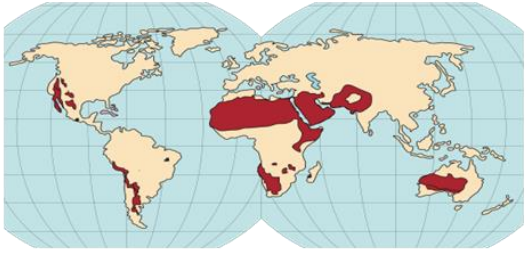
Desertification – The process by which land becomes drier and degraded.

Mineral extraction – The removal of solid mineral resources from the earth.

Over cultivation – Exhausting the soil by over-cropping the land.

Over grazing – Grazing too many livestock for too long on the land, so it is unable to recover its vegetation.

Distribution of Deserts



Uneven distribution
Around the Tropics of Cancer and Capricorn
Between 15° and 30° north or south of the Equator
Large parts of N Africa e.g. Sahara, E Asia e.g. Thar.

Characteristics

Climate – Arid (rainfall <250mm/year, summer temperatures >40°C and high pressure.

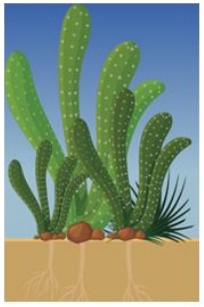
Water – Short supply, downpours when it rains, high evaporation rates.

Soil – Sandy or stony and dry. Very little organic matter and generally not very fertile.

Biotic – Low level of biodiversity. Many plants and animals have adapted to conditions.

People – Sparsely vegetated desert fringes = livestock farming.

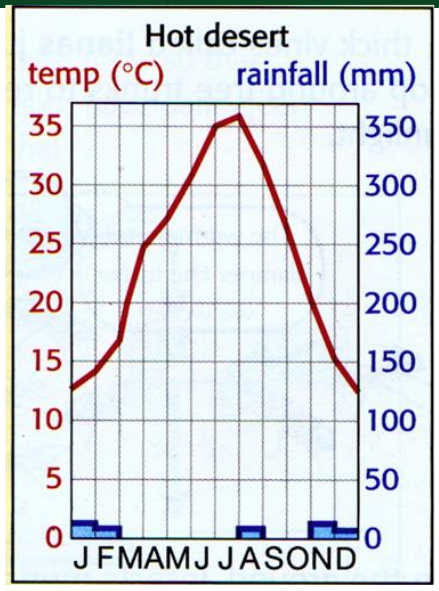
Adaptations



Reduced number of stomata to reduce water loss by transpiration - **Saguaro**.
Needles instead of leaves, reducing loss by evapotranspiration - **Prickly Pear**
Large capacity to store water in fleshy stems.
Large, network of roots absorb water rapidly after rainfall.

Camels
- humps store fat which a camel can break down into water and energy.
- broad, flat, leathery feet to spread their weight and provide protection from hot sand.

Long Eared Jerboa
- Nocturnal and burrowing to avoid high daytime temperatures.



High **diurnal temperature range** due to lack of cloud cover to retain heat at night as this is an area of **high pressure**, due to sinking air which initially rose at the Equator.

Interdependence

Interdependence includes:
- complex food webs
- sustainable coexistence of people, plants and animals in fragile semi-arid environments
- adaptations of plants and animals to soil and climate characteristics
- potential damage to the ecosystem inflicted by overgrazing or excess deforestation for firewood.

Biodiversity

Rich in small pockets near water.

Threatened by humans.
Low rainfall = low biodiversity.
→ **biodiversity**

Geography

Living World 2: Hot Deserts
Paper 1, Question 2

Hot Desert Case Study
Thar Desert

Location

Overview

The Thar Desert, also known as the Great Indian Desert, is located in north-west India and stretches into Pakistan. It covers 200,000 square kilometres and is the most densely populated desert in the world. The desert forms a natural boundary between India and Pakistan.

Opportunities

Mineral resources – Many minerals are extracted from the ground in the Thar Desert including limestone, marble, phosphorite, feldspar and gypsum. Oil discovered in Barmer.

Renewable energy – At Jaisalmer, 75 wind turbines are generating 60MW of electricity. Solar energy is being used in Bhaleri to power water treatment works.

Tourism – Tourism in the Thar Desert has increased recently, mainly from Pakistan. Desert safaris are popular as is ecotourism including camel treks to visit oases.

Farming – Most farming is subsistence including rearing animals, growing crops and foraging fruit and berries. Indira Gandhi canal = irrigation of 3500km for commercial farming.

Challenges

Water– Precipitation levels are in the Thar Desert are very low, between 120-240mm, and evaporation rates are high. Water stored in tobas (natural ponds) in remote areas.

Temperature – The average temperature is 27°C. Temperatures can exceed 50°C in the Thar Desert which makes it very challenging to for people, such as farmers, to work outside. High temperatures lead to rapid evaporation and a shortage of water.

Thar Desert – Tier 3 Vocab

Ecotourism – Travel that conserves the environment and benefits locals.
Inaccessibility – Very difficult to travel or impossible to travel to or reach.
Irrigation – Applying controlled amounts of water to crops.
Non-renewable energy – Energy from sources that will eventually run out e.g. oil.
Population density – a measurement of the number of people in an area.
Renewable energy – Energy from sources that will not run out e.g. solar.
Bunds – Low rock walls that follow contours, designed to disrupt surface flow.
Desertification – Land turning to desert over time.
Great Green Wall – A plant to plant trees in the Sahel to reduce desertification.
Over-cultivation – Exhausting the soil by over-cropping the land.
Overgrazing – Grazing too many livestock for too long on the land.
Soil erosion – Removal of topsoil faster than it can be replaced.

Solutions to Challenges in the Thar

- The **Prosopis cineraria tree** is suited to grow in the desert and can provide shade and fodder for animals
- Moving sanddune sand can be **stabilised by growing blocks of trees** to create shelter belts alongside roads.
- The **650km Indira Gandhi Canal** was constructed in 1958 to provide drinking water and irrigation to allow commercial growing of cotton and wheat around Jaisalmer

Geography

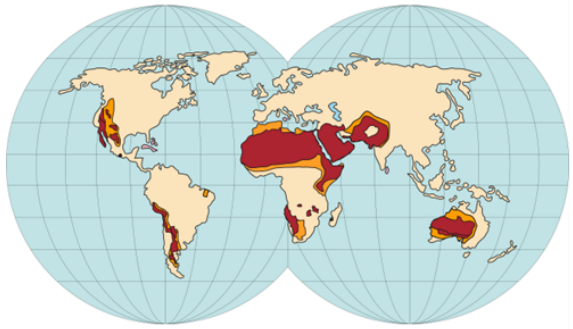
Living World 2: Hot Deserts
Paper 1, Question 2

Desertification

About

Deserts are increasing in size daily due to desertification. Desertification is the process of land turning into desert. Areas on the edge of hot deserts are especially at risk.

Location of Desertification



Impacts of Desertification

Physical impacts of Desertification

- Loss of top soil & vegetation diversity
- **Salinisation** (drawing salts to the surface through **evaporation**) making the soil infertile

Human impacts of Desertification

- Lack of food and water
- Increases **migration**. As areas become **unsustainable** people are forced into other **marginal** areas (leading to further pressure on land).

Causes of Desertification

Climate Change – hotter and drier conditions are increasing the risk of land turning to desert - worlds average annual rainfall has decreased in the last 50 yrs.

Population growth – Increasing population raises the demand for food leading to vegetation destruction and soil erosion - 50 Million people live in the Sahel area, an area prone to desertification.

Removal of fuelwood – Deforestation leave the soil exposed and vulnerable to erosion. Winds blow away the top soil. Half the worlds top soil has been removed in the last 150yrs.

Overgrazing – The soil becomes bare as the result of vegetation being removed by grazing animals - e.g. by herds of goats, this exposes the soil to erosion and removes any roots which could have held the top soil.

Over-cultivation – Farming is becoming more intensive (same crop in same area, year on year) which means the land has less chance to recover causing it to become infertile. Crops die, leaving soil exposed.

Soil erosion – Exposed soil is baked in the sun. When it rains it washes over the surface removing topsoil exposing infertile sub-soil.

Reducing the Risk

Water and soil management

Addresses the problem of intense rainfall events washing away loose soil and causing soil erosion e.g. bunds in the Sahel. It also involves water storage and controlling surface flow.

Appropriate technology

The use of technology or techniques that can be easily used or replaced by local people. Examples include bunds and planting pits (zai).

Tree planting

Effective in reducing soil erosion. Roots bind the soil and canopies act like umbrellas. The Great Green Wall is a plan to plant trees across the southern edge of the Sahara desert.

Geography

Challenge of Resource Management: Resource Management
Paper 2, Question 3

The Importance of Food, Water and Energy

Food, Water, Energy Tier 3

Resource management – The control and monitoring of resources so that they do not become depleted or exhausted.

Fossil fuel – A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.

Development – The progress of a country in economic growth, welfare and tech.

Biomass – a source of fuel or energy using organic materials e.g. wood.

Energy exploitation – Developing and using energy to the greatest advantage.

Fossil fuel – A natural fuel formed in the geological past from living organisms.

HEP – Electricity generated by turbines that are driven by moving water.

Renewable energy resource – A resource which is not diminished when it is used.

Agribusiness – Application of business skills to agriculture.

Carbon footprint – A measurement of all the greenhouse gases we individually produce.

Water deficit – where water demand is greater than supply.

Water quality – the chemical, physical, and biological content of water.

Water stress – demand for water exceeds the available amount restricting use.

Water surplus – where water supply is greater than demand.

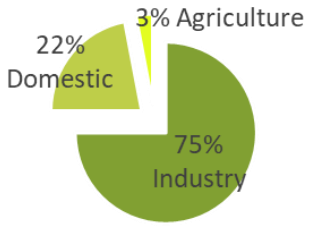
Food miles – The distance covered supplying food to consumers.

Local food sourcing – A method of food production and distribution that is local, rather than national and/or international.

Organic produce – Food which is produced using environmentally and animal friendly farming methods.

Water

Water is needed for a range of reasons. Humans need to drink water to survive. Water is also required for washing and disposing of waste in industry and manufacturing. The average person in the UK uses 150 litres of water a day. Only 4% of this is used for drinking. In the UK, 75% of water is used by industry.



Importance to well being

Food, water and energy are essential to economic and social wellbeing. Where resources are plentiful economies grow, societies flourish and the population enjoys a good quality of life. Where resources are scarce, the opposite occurs. Resource management can have a significant impact on development.

Food

A healthy life is dependent on food, as it provides energy as calories. The guidelines for average daily calories are:

Category	Calories
Men	2,500
Women	2,000
Child (5-10)	1,800
Girl (11-14)	1,850
Boy (11-14)	2,200

People who are very physically active and those living in cold environments require a higher calorie intake. In some places around the world many people consumer far fewer calories, leading to poor well being. This is mostly in LICs. An increasing number of people in HICs consume far too many calories. This leads to obesity and poor well being.

Energy

Energy is used in many ways - it heats our homes, manufactures goods, processes food & power transport. Energy use varies depending on where people live and how wealthy (rich) they are. In the past, energy has come from burning wood & fossil fuels (oil, coal & gas). Fossil fuel is a natural fuel, formed in the geological past from remains of living organisms. Nowadays, more energy comes from renewable energy, such as solar & wind power. Renewable energy often referred to as clean energy, comes from natural sources or processes that are constantly replenished.

History

Knowledge Organiser: Year 9 Nazi Germany and the Holocaust

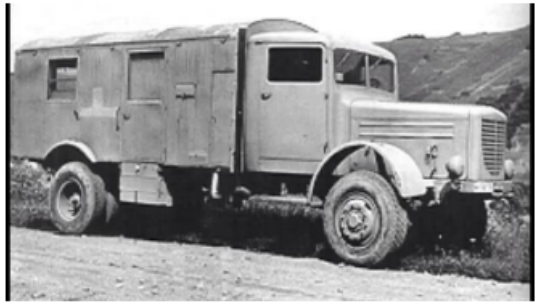
	Key information	Key information	Key events
Nazi Germany and the Holocaust	**1919- The Treaty of Versailles** -At the end of WW1 the allies impose a harsh peace treaty on the Germans. They lose land, money and must take the blame for starting the war. -Adolf Hitler, the leader of the Nazi party blames enemies inside Germany for losing the war. -This group included Jews, Gypsies, Homosexuals, and Communists etc. -He wanted to make Germany great by removing those he thought of as impure leaving only pure German people left. -Pure Germans= Aryan or Ubermenschen -Impure= Untermenschen -After taking power in 1933 the Nazis began changing words into actions. **Persecution** -Nazis remove "Jewish influences" from society, eg: -The 1935 Nuremburg laws removing their German citizenship & banning marriages & relationships with Jews. Also restricted where they could go. Jews not allowed outside after 6:00pm. -Jews no longer allowed to work certain jobs e.g doctor/teacher/lawyer. -Nazis convince people to boycott Jewish shops in Germany. -Kristallnacht, huge Nazi protests against Jews turn violent, over 100 Jews killed in 1938. By 1939 over half of the Jewish population in Germany have left. (250,000+) -After invasion of Poland in 1939 Jews forced to wear badges identifying themselves.  -Jews not only group facing persecution. -Homosexual, gypsy and disabled people are imprisoned in camps or sterilised. **T4 Program** -Also called T4 Euthanasia Program, Adolf Hitler initiated the program in 1939. -Was supposed to make society more pure by removing those seen as weak or inferior. -Designed to kill incurably ill, physically or mentally disabled, emotionally distraught, and certain elderly people. -Provided a warning of where Nazi policy was heading.	**Imprisonment** -Increasing number of Jews sent to prison camps called concentration camps. Conditions in the camps are terrible, many die. -As the Nazis conquer new land they begin to form prisons inside captured cities such as Warsaw. -Huge areas of a city or bricked off and turned into a prison that Jews from across occupied territory can be sent to. The Warsaw Ghetto: -Ghettos had to set up a 'Judenrat', a Jewish council that would be responsible for enforcing German orders. The largest ghetto was in Warsaw. It was completed in Nov 1940. The ghetto had 3 metres high wall with barbed wire. March 1941 – 445,000 inhabitants – a third of the city's population – in just 2.4 % of its area. On average 15 people live in a small apartment. By 1941, 7 per room. These conditions  lead to disease. Autumn 1941 - 900 cases of typhus – severe infection – fatal without antibiotics. Over 140,000 died here of the poor living conditions. -Starvation was a constant problem in the ghetto. The guards would give the Jews only 300 calories of food a day. The rest had to be smuggled in from the outside, many people died of starvation. -By 1942 the Ghettos across Eastern Europe were reaching capacity, the Nazis now began to "liquidise" the ghettos by emptying the population into concentration camps. -When the Jewish population realised what was happening they tried to fight back using smuggled in weapons from April 19 to May 16, 1943. However, they could do little to stop what was happening.	**1925-** Hitler writes Mein Kampf outlining his racist & anti-Jewish ideas. **1933-** Hitler becomes chancellor of Germany. **1933**-First concentration camps established to imprison enemies of the Nazis + others. **1935-**Nuremburg laws are passed. **1938**- Kristallnacht, German Jews + their business/homes etc attacked. **1939**- T4 Eugenics program starts. Murder of the disabled. **1939**-WW2 begins when Germany invades Poland. **1940**- Ghettos built in Poland to imprison Jews. **1941**-Invasion of Russia. Einsatzgruppen begin the mass murder of Jews + other groups. **1942 Jan 20th –** The Wannsee conference. Leading Nazis decided on the 'Final solution'. **1942-**Nazis start the liquidation (closure) of the ghettos. **1943 February** - 80% of holocaust victims now dead. **1943, April**- Warsaw Ghetto Uprising. **1944 –**Germans destroy evidence of the holocaust. Allies begin to liberate camps and the world discovers what's happened.

History

Knowledge Organiser: Year 9 Nazi Germany and the Holocaust

Murder

-When Germany invaded Russia the Nazis wanted the new land cleared of Untermenschen and ready for German people to arrive.
-Behind the Nazi armies came special teams called Einsatzgruppen
-Working with local anti-Jewish groups they rounded and killed Jews and other groups.
-In Kiev in the Ukraine, 33,771 people were killed in just 2 days by these death squads.
-In total they would kill over 2 million people.
-As the ghettos began to fill up from 1942 into 1943 more and more local Nazi commanders turned to murder to get rid of the Jewish population.
-The Nazis now began to use special gas trucks to kill people. Jews and others would be forced into the back of the truck, then the fumes from the engine/exhaust would be pumped in. Most suffocated in around 20 mins.



Extermination

-By 1942 the Nazis had decided that the murder of the Jews was moving too slowly. Also, the ghettos were becoming too full to take any surviving Jews.
January 1942 –Leading Nazi Reinhard Heydrich organises the "Final Solution" at the Wannsee conference in Berlin where the Nazis agree to the mass murder of Jews across Europe. Gas will be used to achieve this.

-Many death & slave labour camps were set up, Auschwitz was the most notorious because over 1.1 million Jews were killed here. Historian Christian Browning estimated "In March 1942 – 80% of all those killed in the Holocaust were still alive, just 11 months later, February 1943 80% of them were already dead. (over 4 million)
-The camps worked in two ways. Just as before concentration camps tried to work and starve the people to death. However, a second kind of camp (often hidden inside an existing camp) now appeared.
-These death camps would force those who couldn't work (sick/youg/old etc) into chambers. They were told they were being given a shower. When the doors of the chamber were locked, poison gas was pumped into the room. Afterwards, the bodies were burned.
-In this way millions were killed. Combined with the actions of Einsatzgruppen and others the holocaust claimed roughly:
6 Million Jews & 11 Million other people

Key people

Adolf Hitler-
Leader of Germany and responsible for the Nazis racist ideology as well as the holocaust.
Heinrich Himmler
Head of the SS. The man directly responsible for organising the holocaust.
Reinhard Heydrich
Leader of Einsatzgruppen and organiser of the Wannsee conference. Capable of astonishing cruelty, even Hitler called him "The man with the iron heart".
Adolf Eichmann
In charge of logistics. Organised the trains that took the Jews + others to the death camps.
Joseph Mengele
Known as the Angel of Death. Scientist at Auschwitz, picked who lived and died. Also performed deadly experiments.

Key Words

Mein Kampf - Book written by Hitler outlining his racist world views and plans for conquest.
Holocaust - the systematic murder of Europe's Jews by the Nazis and their collaborators.
Genocide -deliberate killing of a large group of people, especially those of a particular nation or ethnic group.
Aryan – Nazis used this word to describe their ideal race.
Ubermenschen – Nazis used this word for master race
Nuremburg Laws- 1935 laws that removed German Jews citizenship and stripped them of most basic rights.
Ghetto –Sectioned off part of a city used to hold Jews prisoner.

Key Words

Einsatzgruppen – SS death squads, followed behind German army rounding up and killing those the Nazis wanted rid of.
Kristallnacht –1938 Nov 9th 'Night of broken glass', Nazi led protests attack and destroy Jewish shops/homes/temples across Germany.
Untermenschen – Nazis used this word for sub human race
SS- (Storm troopers) the Nazi parties private army. Combined military + Police function.
Concentration Camp- Prison camps that the Nazi used to hold Jews and other groups. Many worked the inmates to death or starved them. Other camps, like Auschwitz were death camps.
Auschwitz- Most notorious of the death camps.

Skills

-Chronology

-Inference

-Providence

-Historiography

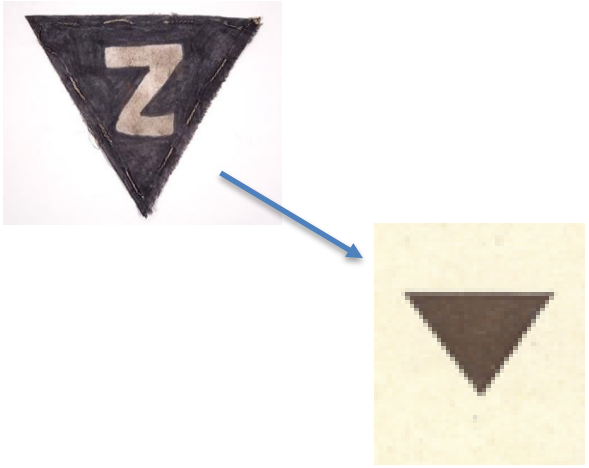
History

Roma and Sinti People

It is estimated that more than 500,000 Roma and Sinti people were murdered during the Second World War, though the true number may be as many as one million. Many died in the death camps while others were murdered elsewhere or died of disease or starvation.

1. The Roma genocide by the Nazi regime is often known as the Porajmos, which comes from the Roma word for 'devouring'.
2. In 1938, Heinrich Himmler, the Chief of the German police and Head of the SS, issued a decree called "The Fight Against the Gypsy Menace", which required all Sinti and Roma people to register with the police. In December 1942, Himmler issued an order to send all Gypsies to concentration camps.
3. 2nd August 1944, 2,987 Roma and Sinti people were murdered in the 'Gypsy Family' camp at Auschwitz-Birkenau.
4. Roma and Sinti people were identified in concentration camps by a badge with a black triangle, which was the symbol for 'anti-socials'. Later, a brown triangle was introduced to further set them apart.
5. Josef Mengele, the doctor infamous for brutal experiments on hundreds of twins, was the head physician in the Gypsy camp at Auschwitz from May 1943 to August 1944. He had a particular fascination for Roma and Sinti children and conducted fatal experiments on them

Identification of Roma and Sinti People



Holocaust Overview

Holocaust Overview

The Holocaust was a genocide that took place during World War II, in which up to 17 million people were systematically exterminated by Nazi Germany and its collaborators. Around 6 million Jews were killed, in addition to Romani peoples, ethnic Poles and Slavs, homosexual men, and many other groups. The Holocaust took place in several stages:

Removal of Rights

The Nuremburg Laws (1935) meant that Jews were fired from jobs, forced to wear a yellow Star of David, stripped of German citizenship, and banned from German schools, amongst many other measures.

Segregation

Jews were forced out of their homes and into ghettos. The ghettos were filthy, with poor sanitation, and were extremely overcrowded. Food supplies were low, and so many people starved to death.

Extermination

Victims were sent to concentration camps, where many were forced to work in hellish conditions, where many died. Others were sent to the gas chambers. Later, camps opened for the sole purpose of extermination.

YEAR 9 – CONSTRUCTING IN 2D/3D...

3D Shapes

@whisto_maths

What do I need to be able to do?

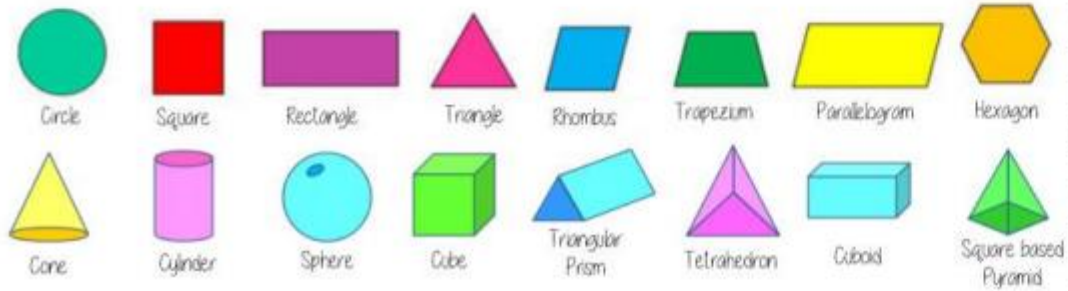
By the end of this unit you should be able to:

- Name 2D & 3D shapes
- Recognise Prisms
- Sketch and recognise nets
- Draw plans and elevations
- Find areas of 2D shapes
- Find Surface area for cubes, cuboids, triangular prisms and cylinders
- Find the volume of 3D shapes

Keywords

2D: two dimensions to the shape e.g. length and width
3D: three dimensions to the shape e.g. length, width and height
Vertex: a point where two or more line segments meet
Edge a line on the boundary joining two vertex
Face: a flat surface on a solid object
Cross-section: a view inside a solid shape made by cutting through it
Plan: a drawing of something when drawn from above (sometimes birds eye view)
Perspective: a way to give illustration of a 3D shape when drawn on a flat surface.

Name 2D & 3D shapes



Recognise prisms

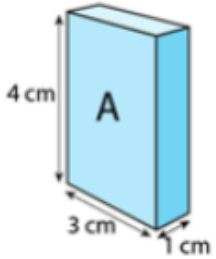
A solid object with two identical ends and flat sides

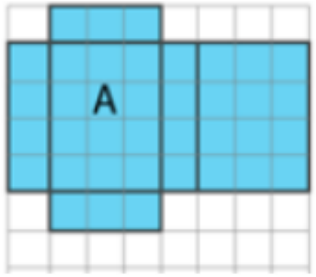
The cross section will also be identical to the end faces

A cylinder although with very similar properties does not have flat faces so is not categorised as a prism

Maths

Nets of cuboids

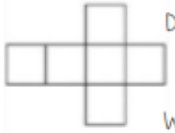




1cm grids help to draw accurately

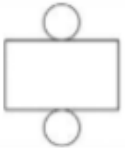
Visualise the folding of the net
Will it make the cuboid with all sides touching

Sketch and recognise nets

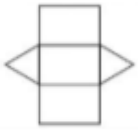


Do they have the same number of faces?

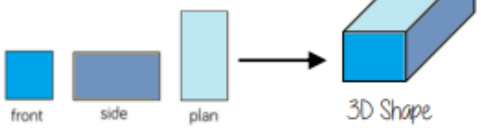
Where do the edges join?



Are the shapes of the faces correct?



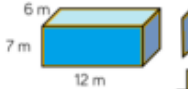
Plans and elevations



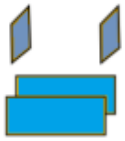
The direction you are considering the shape from determines the front and side views

Surface area

Sketching nets first helps you visualise all the sides that will form the overall surface area

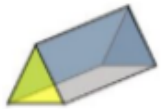


For cubes and cuboids you can also find one of each face and double it



Sides	6 x 7 6 x 7
Front and back	12 x 7 12 x 7
Top and Bottom	12 x 6 12 x 6

Sum of all sides is surface area



For other shapes - not all the sides are the same, so calculate the individually

Volumes

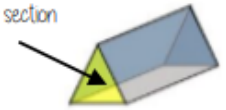
Volume is the 3D space it takes up – also known as capacity if using liquids to fill the space

Counting cubes
Some 3D shape volumes can be calculated by counting the number of cubes that fit inside the shape.

Cubes/ Cuboids = base x width x height

Remember multiplication is commutative

Cross section



Cross section

Prisms and cylinders = area cross section x height

Height can also be described as depth

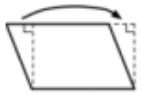
Area of 2D shapes

R

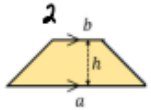
Rectangle
Base x Height

Triangle
½ x Base x Perpendicular height

Parallelogram/ Rhombus
Base x Perpendicular height



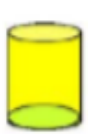
Area of a trapezium
$\frac{(a+b) \times h}{2}$



Area of a circle
$\pi \times radius^2$

Surface area - cylinders

The area of the circle
$\pi \times radius^2$



The width of this face is the same as the circumference
$\pi \times diameter \times height$

$2 \times \pi \times radius^2 + \pi \times diameter \times height$

Areas – square units
Volumes – cube units

Areas and volumes can be left in terms of pi π

YEAR 9 – CONSTRUCTING IN 2D/3D...

Constructions & congruency

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Draw and measure angles
- Construct scale drawings
- Find locus of distance from points, lines, two lines
- Construct perpendiculars from points, lines, angles
- Identify congruence
- Identify congruent triangles

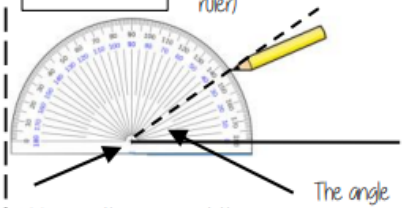
Keywords

Protractor: piece of equipment used to measure and draw angles
Locus: set of points with a common property
Equidistant: the same distance
Discorectangle: (a stadium) – a rectangle with semi circles at either end
Perpendicular: lines that meet at 90°
Arc: part of a curve
Bisector: a line that divides something into two equal parts
Congruent: the same shape and size

Draw and measure angles (R)

Draw a 35° angle

Make a mark at 35° with a pencil and join to the angle point (use a ruler)



The angle

Make sure the cross is at the end of the line (where you want the angle)

Scale drawings (R)

A picture of a car is drawn with a scale of 1:30

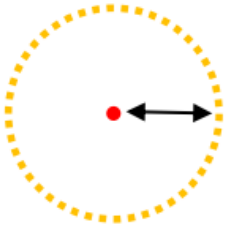
For every 1cm on my image is 30cm in real life

The car image is 10cm

Image	Real life
1cm	30cm
10cm	300cm

(×10 / ×10)

Locus of a distance from a point

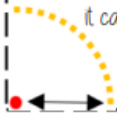


All points are equidistant (the same distance) from the fixed point in the middle.

Equipment needed

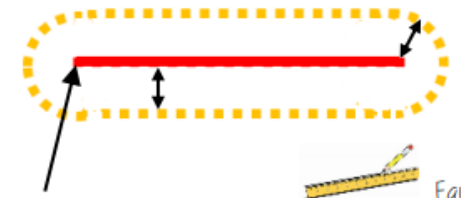
The radius is the distance from the fixed point

If the point is in the corner it can only make a quarter circle



Maths

Locus of a distance from a straight line



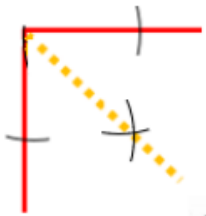
All points are equidistant (the same distance) from line

The ends of the line are fixed points

Equipment needed

The line is straight so a ruler is used for the straight lines parallel to your original line

Locus of a distance from two lines



Also an angle bisector
This cuts the angle in half

From the angle vertex draw two arcs that cut the lines forming the angle

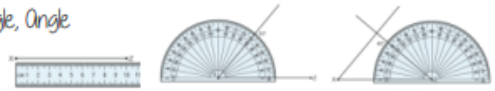
Keep the compass the same size and use the new arcs as centres to draw intersecting arcs in the middle

Join the vertex to the intersection

Constructing Triangles

Link to steps

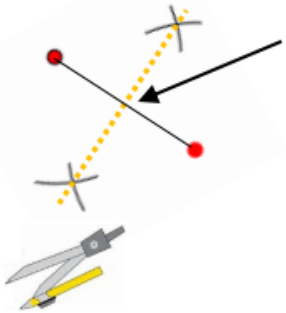
Side, Angle, Angle



Side, Angle, Side

Side, Side, Side

Locus equidistant from two points



Also a perpendicular bisector

Because if the points are joined, this new line intersects it at a 90°

Keep the compass the same size and draw two arcs from each point

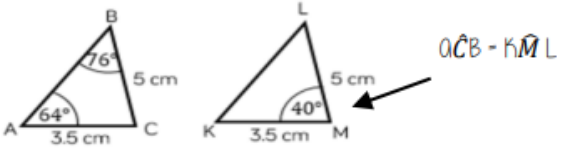
Join the intersections with a ruler.

All points on this line are equidistant from both points

Congruent figures

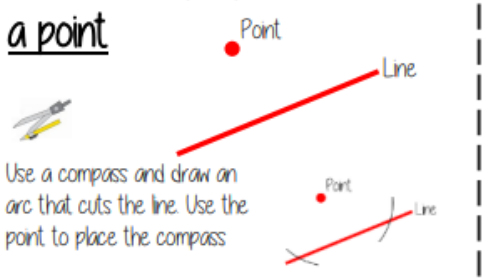
Congruent figures are identical in size and shape – they can be reflections or rotations of each other

Congruent shapes are identical – all corresponding sides and angles are the same size



Because all the angles are the same and AC=KM BC=LM triangles ABC and KLM are **congruent**

Construct a perpendicular from a point



Use a compass and draw an arc that cuts the line. Use the point to place the compass

Keep the compass the same distance and now use your new points to make new interconnecting arcs

Connecting the arcs makes the bisector

If P is a point on the line the steps are the same

Congruent triangles

Side-side-side

All three sides on the triangle are the same size

Angle-side-angle

Two angles and the side connecting them are equal in two triangles

Side-angle-side

Two sides and the angle in-between them are equal in two triangles (it will also mean the third side is the same size on both shapes)

Right angle-hypotenuse-side

The triangles both have a right angle, the hypotenuse and one side are the same

Music

Year 9 Music Term 2

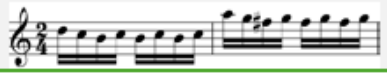
Pop mixes and Variations

Students learn how pop songs are **built**, then are shown how **variations** (covers, remixes, key-changes, new textures) keep **familiar** material sounding **fresh**.

Students will learn to spot **hooks**, **verse-chorus** structures and common **variations** in the listening tasks and apply them by **re-arranging** a well-known tune.

9 Key Words

Hook – catchiest musical phrase.
Verse–Chorus – main pop structure.
Bridge / Middle-Eight – contrasting section.
Cover – new performance of an old song.
Remix – studio re-edit with fresh sounds.
Mash-up – two (or more) tracks mixed up.
Modulation – moving the whole song up or down in pitch.
Sampling – using a recorded snippet for use in a new track.
Variation – altering melody, harmony, rhythm or texture.

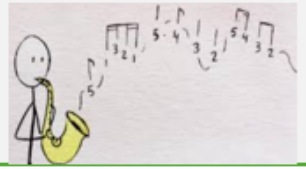


Types of Variation

Change the **melody** (add or drop notes), **harmony** (shift to **minors/majors**), or the **texture** (strip to acoustic or add full band).

Change the **groove** by rephrasing the **rhythm** or change the type of **scale** (e.g. to blues) to **transform** the **mood** of the song.

Even **small tweaks** can give **new life** each time a **chorus** is **repeated**.



'Imperial March" theme reborn.

Although born in film, John William's Star Wars riff can be re-imagined as surf rock, disco, orchestral pop, jazz – whatever a student wants to explore.

Demonstrate how much variation a single motif can survive despite all the changes.

Covers & Mash-ups

A **cover** keeps the song recognisable but changes the style e.g. a **punk** "Dancing Queen" or an **orchestral** "Iron Man"

Mash-ups push **variation** further by **splicing** two hits **together** into one track.

Key-Change Lift - A change in **pitch** of the song (called a **modulation**) is used to lift the final chorus – a very 1980s' pop idea.

The **Beatles** and others also used key changes – but generally more **artfully.**

Studio Variations

Remixes began by **DJs** altering **tempo**, adding **beats** or **filtering** vocals to adapt to new dance floors styles.

This keeps a pop song **alive** in **clubs** long after **radio play** and popular **streaming** fades.

Remixing can now often mean a major **re-imagining** of the song – **recording** new elements and using **modern sound production** techniques like **spatial** sound.

Pop Remixes and Variations

PE

Year 9 Physical Education Term 2

7 **Agility:**
The ability to change direction quickly and under control.

Test: Illinois agility test, involving a timed course of sharp turns and sprints.

Sport Example: Netball, rugby, and tennis all require players to dodge opponents or change direction

8 **Balance**:
The ability to maintain the body's position, either static (still) or dynamic (moving).

Test: Stork stand test, where students balance on one leg with the other foot on the knee and hands on hips.

Sport Example: Gymnastics, skiing, skateboarding, and yoga all need good balance.

9 **Coordination**:
The ability to use two or more body parts together smoothly and effectively.

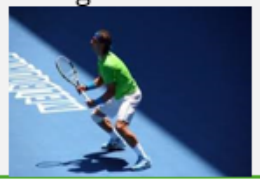
Test: Wall toss test, where students throw a ball against a wall and catch it with the opposite hand as many times as possible in 30 seconds.

Sport Example: Tennis (hand-eye coordination), cricket catching, and basketball passing all need good coordination.

10 **Reaction Time**:
The time taken to respond to a stimulus.

Test: Ruler drop test, where a ruler is dropped and the student catches it as quickly as possible.

Sport Example: Sprint starts in athletics, goalkeeping in football, and receiving a serve in tennis.



11 **Body Composition**:
The ratio of body fat to lean body mass (muscle, bone, water).

Test: Skinfold callipers (pinch test) or BMI (Body Mass Index) calculation.

Sport Example: Sumo wrestlers may have higher body fat, while marathon runners aim for lower fat and more lean muscle.

12 **Skill-Related Fitness**:
Fitness components like **agility, balance, coordination, power, reaction time, and speed** that enhance performance in sport. These are essential for **sport-specific skills** such as dribbling, passing, sprinting, or changing direction.

Example: Footballers need speed and agility to avoid tackles and react quickly to play.

Components of Fitness

Science

Science

Keywords

Hazard	Anything that has the potential to cause harm or damage
Risk	The harm or damage that could be caused by a hazard
Accuracy	The closeness of a measurement to its true value
Precision	How close measurements are to each other
Reliable	Similar data can be reproduced under same conditions

Scientific Method

Hypothesis: What you predict will happen, based on prior knowledge e.g. As X increases, Y will increase because…….

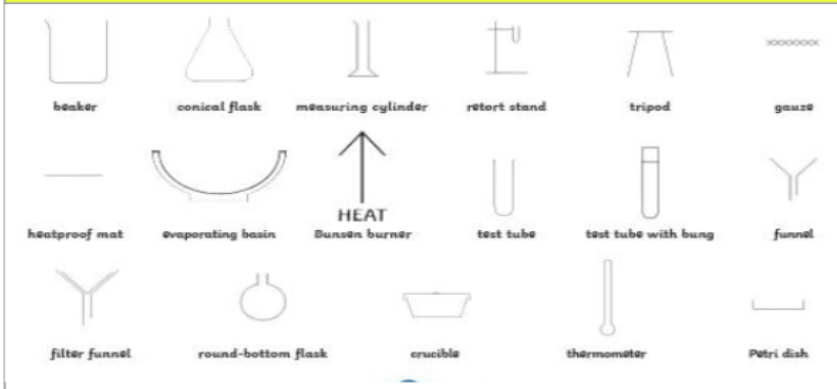
Independent Variable: The thing that is being changed
Dependent Variable: The thing that is being observed/measured
Control Variables: All the things that are being kept the same e.g. volume, concentration, mass, time

Method: Step by step instructions of how to change the independent variable, measure the dependent variable, control all other variables, repeat measurements, perform calculations on collected data

Conclusion: What have you found out? Was your hypothesis correct? Does your data support your hypothesis? Explain the results using scientific knowledge

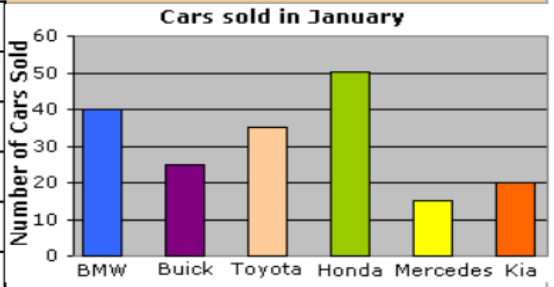
Evaluation: How reliable is your data (could someone follow your method and collect a similar set of results)? Are their anomalies? How could you make it more reliable?

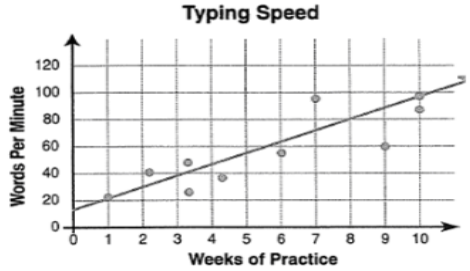
Drawing Scientific Diagrams



Presenting Data in a Graph

S	Scale
P	Pencil & ruler
A	Axis
T	Title
U	Units
L	Line of best fit if appropriate
A	Accuracy





Bar Graph:
Categoric/Discrete data

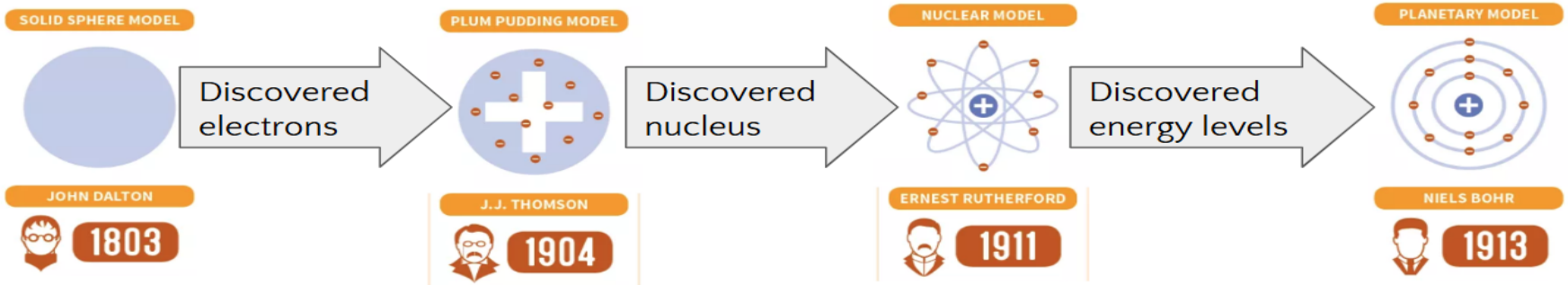
Line Graph:
Continuous data

Science Skills

Science

C1 – Atomic Structure

Models of the atom:



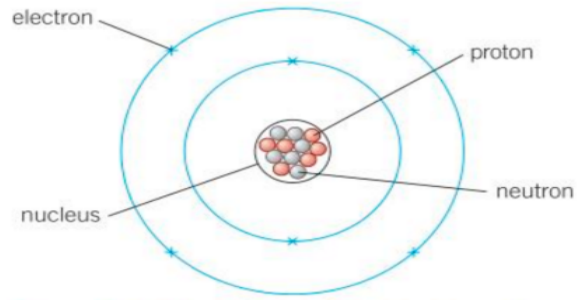
Key definitions:

Molecule:	2 or more atoms bonded together	Compound:	Substance made from 2 or more types of atom bonded together
Element:	Substance made of 1 type of atom	Isotopes:	2 atoms with the same number of protons and different numbers of neutrons
Solution:	A mixture of a liquid (solvent) and a soluble solid (solute)	Mixture:	2 or more substances in the same place but not bonded together

Separating mixtures:

Filtration	Separates an insoluble solid from a liquid
Crystallisation	Separating the solute (dissolved solid) from a solution
Distillation	Separates the solvent (liquid) from a solution
Fractional distillation	Separates miscible liquids because they have different boiling points.
Chromatography	Separates soluble substances using a solvent

Structure of the atom:



Subatomic particle	Relative charge	Relative mass	Location
Proton	+	1	Nucleus
Neutron	nil	1	Nucleus
Electron	-	Almost 0	Orbiting the nucleus

Science

Development of the Periodic table

Dalton
- List of elements

Newlands
- Law of octaves

Mendeleev

Moseley
- Discovered protons

Arranged by mass

Arranged by properties

Left gaps

Swapped elements (Te - I)

Arranged by atomic number

Arrangement of the Periodic table

Ordered by atomic number
The majority of the element are metals
- Metals react to form positive ions.
- Non-metals react to form negative ions.

Groups - Same electrons in outer shell (have similar chemical properties)I

Periods - Same number of shells

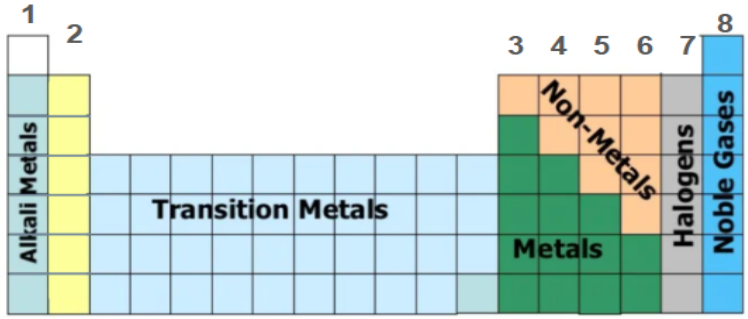
Group 1 - Alkali metals

Li
Na
K
Rb
Cs

More reactive down group

Because:
More electron shells

Outer shell electron easier to remove



Group 0- Noble gases

He
Ne
Ar
Kr
Xe

Unreactive

Full outer shell

Alkali metals have characteristic properties because of the single electron in their outer shell.
- Alkali metal + water → alkali metal hydroxide + hydrogen
- Alkali metal + chlorine → Alkali metal chloride
- Alkali metal + oxygen → Alkali metal oxide

Transition Metals

Good conductors of electricity, hard and strong, high density, high melting points
Many transition elements have ions with different charges, form coloured compounds and are useful as catalysts.

Group 7 - Halogens

F
Cl
Br
I
At

Less reactive down group

Because:
More electron shells

Harder to gain electron

Displacement

More reactive halogen displaces less reactive

Sodium iodide + chlorine → Sodium chloride + Iodine

C1b – Periodic Table

P6 Particle Model

State	Arrangement	Movement	Internal Energy
Solid	Fixed shape and volume. *Cannot* be compressed	Vibrate about a fixed position	Low ↓ High
Liquid	Fixed shape but can flow. *Cannot* be compressed	Move around each other	
Gas	Expands and *can* be compressed	Move quickly in random directions	

Types of change:

Chemical change When chemical reactions change the bonding of reactants. **New** chemical elements or compounds are formed.

Physical change In a physical change, a substance changes physical state, **No new** substances are formed.

Internal Energy

"The total amount of kinetic energy and potential energy of all the particles in the system."

So internal energy depends on:

- Kinetic energy of particles = temperature
- Bonds between particles = state

Remember (C7):

- Breaking bonds means the substance takes in energy
- Making bonds releases energy

Gas Pressure

Caused by particles colliding with the walls of a container.

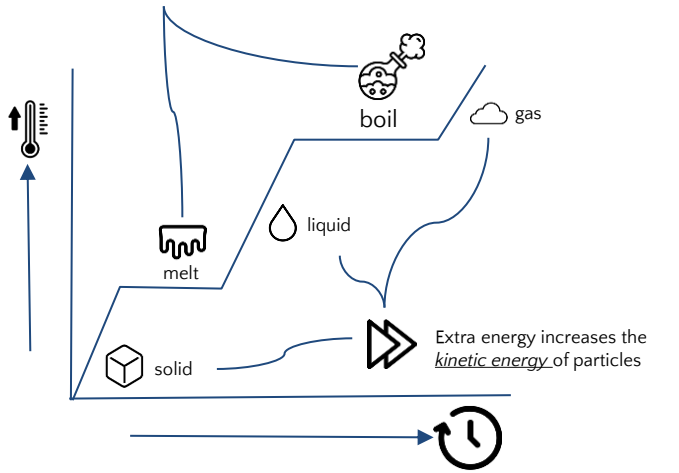
Pressure depends on:

- **frequency** of collisions
- **energy transferred** by each collision

As temperature increases the kinetic energy rises and the particles collide with the container harder and more often increasing pressure.

Heating curves

Extra energy used to overcome *forces of attraction* between particles → no temperature change while changing state because potential energy is increasing.



Density

"Mass per unit volume"

It tells us how tightly matter is packed together.

Density = Mass/volume

$\rho = m/v$

Units = kg/m³

Specific Latent Heat

Energy required to change the state of 1kg of a substance

Solid → liquid: L_f – Specific latent heat of fusion

Liquid → gas: L_v – Specific latent heat of vaporisation

Energy = mass (in kg) x specific latent heat(J/kg)

$E = mL_{v\ (or\ f)}$

P7 Radioactivity

Keywords	
Ion	The charged particle produced when an atom gains or loses electrons.
Ionising power	The ability of a radiation to create ions.
Ionised	When atoms in a substance exposed to radiation lose electrons and become ions.
Penetrating power	The ability of radiation to pass through substances
Irradiated	A substance which has been exposed to radiation but is not made radioactive.
Radioactive contamination	When radioisotopes are transferred to an object making it radioactive
Half-life	The time it takes for either the number of radioactive nuclei in a sample to halve or the activity to fall to half of its original value.
Activity	The number of radioisotopes that decay per second. 1 count per second = 1 Becquerel (Bq)
Count rate	Number of counts per second

Type	What is it?	Charge	Relative Mass	What will stop it?	Where do we use it?
alpha **α**	Helium nucleus	+2	4	A few cm of air or a sheet of paper	Fire Alarms
beta **β**	Fast moving electron	-1	Almost zero	5mm aluminium or 3mm of lead	Medical tracers measuring thickness of foil Detecting leaks in pipes
gamma	EM wave	nil	zero	Thick lead (several cm), or	Killing bacteria on food

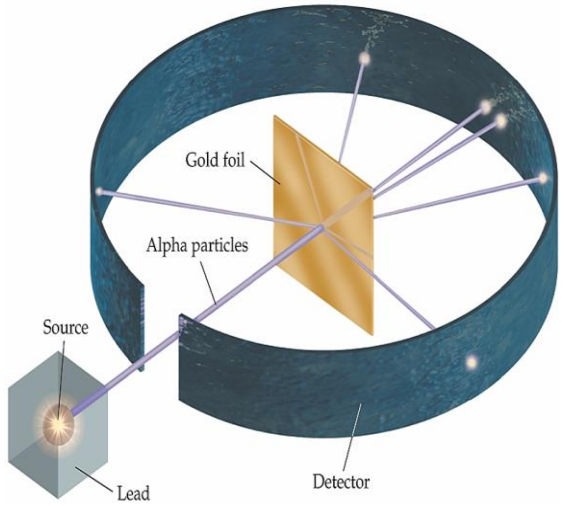
Type	Ionising Power	Range in air	Effect of electric field
Alpha, **α**	High	About 5cm	Attracted towards -ve plate
Beta **β**	Medium	About 1m	Attracted to +ve plate
Gamma	Low	Infinite	Unaffected

Rutherford's Scattering Experiment

Ernest Rutherford fired positively charged alpha particles at a thin piece of gold foil in an experiment which lead to the rejection of the plum pudding model of the atom.

The three main conclusions were:

1) Because the majority of alpha particles passed through the foil, most of the atom is empty space.
2) Because some of the alpha particles deflected there must be a small positively charged region inside the atom.
3) Because alpha particles are fast moving, the positively charged region must have a large mass to stop and repel them.



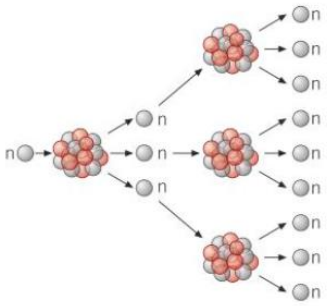
P7 Radioactivity

Keywords	
Radioactive tracer	These contain radioactive isotopes used to trace the flow of substances through an organ.
Nuclear fission	The splitting of a large nuclei into two smaller nuclei.
Chain reaction	Fission reaction where fission neutrons go on to cause further fissionable nuclei to split.
Moderator	Substance in a nuclear reactor that slows down fission neutrons.
Nuclear fusion	A process where two smaller nuclei fuse together to form a larger nuclei, converting mass into energy.

Nuclear Fission

When a nucleus undergoes fission it releases:

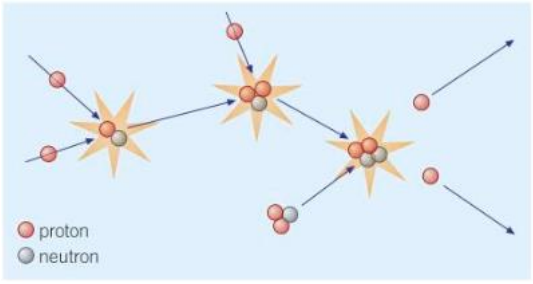
- Two or three neutrons
- Energy, in the form of gamma radiation, plus the kinetic energy stored in the fission neutrons and the fragment nuclei.



Nuclear Fusion

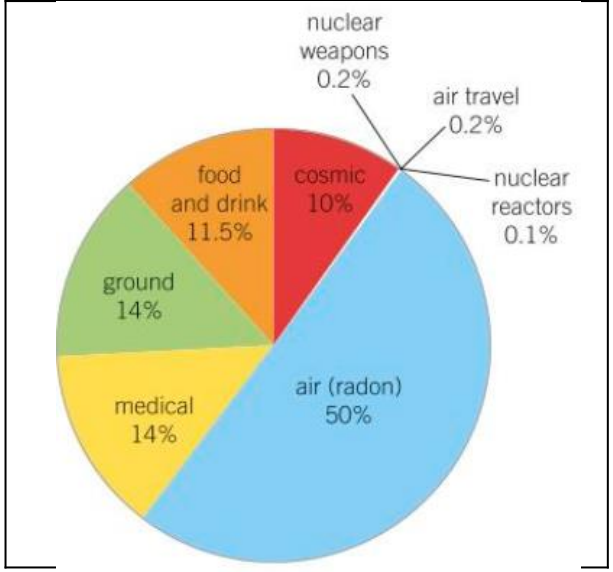
During nuclear fusion some of the mass from the two small nuclei is converted into energy. Some of this energy is released as nuclear radiation.

Nuclear fusion in the sun only happens with nuclei of a relative mass of no more than 55, the same as an iron nucleus.
To produce bigger nuclei energy must be supplied.

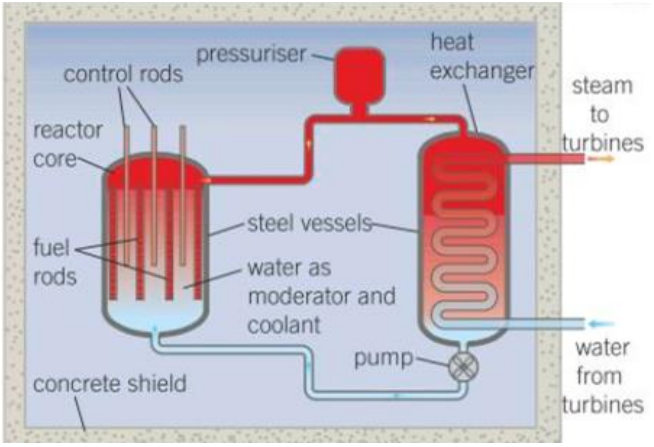


Fusion reactions in the Sun

Background Radiation



A Nuclear Reactor



Nuclear waste

Nuclear fuel rods continue to emit heat and nuclear radiation long after a fission reactor has been turned off. They are stored in water to cool then processed to remove unused fuel, which can be made into new fuel rods. Radioactive waste is often stored underground to shield the radiation.