



KNOWLEDGE ORGANISERS

2021-22

YR9

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TEAMWORK



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A Guide to Using your Knowledge Organisers

What is a knowledge organiser?

In this booklet you will find knowledge organisers for every subject you study at Maddani. Your teachers have thought about **the most important key vocabulary, diagrams, information, and ideas that you need to know to understand each topic and have summarised them on one A4 sheet of paper** for you. The information has been organised into clear tables, diagrams or key points to make the knowledge organiser easy to use and to understand.

How will Knowledge organisers help you?

People remember what they have learned by thinking about it often, and by linking key knowledge to other ideas within a topic. Your knowledge organisers include the key information and ideas for the topic you are studying, so that you can think about how these ideas are linked to what you are learning in each lesson. **This means that you are thinking about these key ideas many times as you study the topic.** This will make it easier to remember what you have learned and add new knowledge each lesson

Your knowledge organisers are also useful if you have been absent because the knowledge organiser will include the key ideas from the lesson you missed. This will make it much easier to understand and catch up with the activities you need to complete independently.

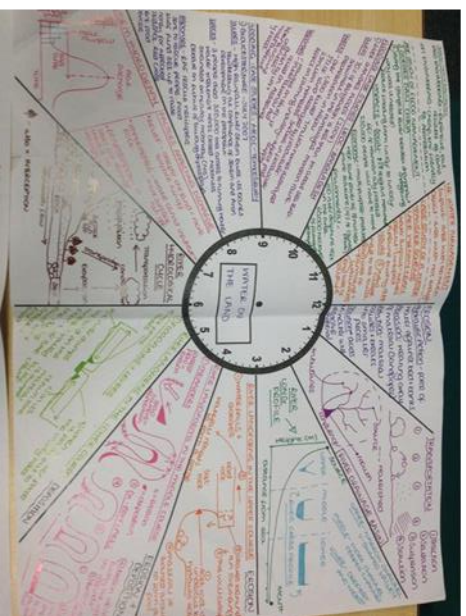
How can you use your knowledge organisers?

There are many activities that you can do using your knowledge organisers. Try some of the ones explained below:

Homework: Your teachers may assign homework linked to your knowledge organisers to help you understand key terms and ideas from the topic. This will help you prepare for your next lesson and understand the new information more clearly

Independent Research: You could do your own research to learn more about the key ideas included in your booklet

Creating more revision and learning tools: You can use the information on your knowledge organiser to create mind-maps or revision clocks. You can do this by taking the key ideas from the knowledge organiser and creating your mind-map or Round the Clock sheet (like the one shown below with 12 sections for information – just like a clock) by starting with the main ideas from your knowledge organiser and adding all the specific detail you remember from your lessons to the different sections of your mind-map or Round the Clock Diagram.



They are great for revision and testing your level of knowledge:

Test yourself: Because knowledge organisers include the key information and ideas for each topic, you can use them to help you revise for tests. You can self-quiz by covering sections of the knowledge organiser and testing yourself to see what you remember. Then uncover the information on your knowledge organiser and see if you were correct.

See how well you know the topic: Turn your knowledge organiser over and create a mind-map or write everything you know about the topic on a blank piece of paper. Then turn over the knowledge organiser and check to see if your information is correct or if there is anything that you missed. Revise it and make sure you will remember more the next time.

Create your own quizzes: Use the knowledge organiser to write your own set of questions based on the information included. Once you have a set of questions, turn the knowledge organiser over and see if you can remember the answers. Make sure you revise anything that you couldn't answer so that you will be able to next time. Try to answer the questions each week and see if you are able to remember more each time.

Create your own flashcards. For example, you could write the key terms from your knowledge organiser on one side of the card and the definition on the other. Then use the cards to quiz yourself.

Many of the key ideas you need to know for exams are on the mind-map. If it is included on the knowledge organiser your teacher thinks it is important for you to know it and you can expect it to be tested on an exam in some way.

It is important to remember that knowledge organisers don't include all the information that you need to know – only the main ideas. You can use them to help you remember the detail from your lessons.

How can your parents/carers use knowledge organisers to help you learn?

Read through the organiser with someone in your family and explain the information included in the knowledge organiser to them. Make sure you use examples and provide as much detail as you can, and then answer any questions your family member might have. Teaching someone else what you know helps you to understand the key ideas more clearly and helps you remember them more easily next time.

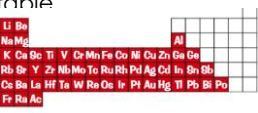
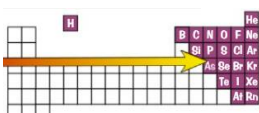
Ask your family to test or quiz you on the information included in the knowledge organiser. You should try to do this regularly and keep track of what you remember to see if you improve each time.

Ask your family to read out sections of the knowledge organiser to you, but to miss out key words or pieces of information and see if you can fill in the key terms or knowledge.

Ask your family to test you regularly on the spellings of key words until they are perfect. Make a note of the ones that you spell incorrectly to make sure that you know them next time.



Chemistry-Properties of metals and non-metals

Metals	Non-metals
Good conductors of heat	Poor conductors of heat
Good conductors of electricity	Poor conductors of electricity (good insulators)
Strong and hard-wearing	Not strong or hard-wearing
Malleable (can be beaten into shape)	Brittle (break or shatter when hit)
High melting and boiling points	Low melting and boiling points
Ductile (can be pulled into wires)	Non-ductile
Shiny	Dull
Found on the left of the "stairs" on the Periodic table	Found on the right of the Periodic table
	
Solid at room temperature (except mercury)	Mostly solids or gases at room temperature (except bromine)
High density	Low density
Sonorous (make a ringing sound when hit)	Not sonorous
Some are magnetic (iron, nickel and cobalt, and their alloys)	None are magnetic

Other properties of materials

Material	Examples	Properties	Uses
Polymers	Plastics such as nylon, polythene and PVC.	Good insulators, flexible, have low density and are easily moulded. Can be strong.	Drinks bottles, carrier bags, crash helmets, coating for non-stick pans, food containers, carpets, ropes, fabric.
Ceramics	Baked clay, glass and porcelain. Can be made by baking substances such as clay.	Good insulators, brittle and stiff (not flexible).	Crockery (plates and cups, etc), sinks, roof tiles, bricks, car brakes, coating for pans, spark plugs in cars.
Composites	Fibreglass, concrete, carbon-fibre and composite wood e.g. plywood. Made by bonding two or more materials together.	Have useful properties provided by the different materials they are made from. Fibreglass has a low density but is very strong. Concrete can withstand a lot of stress. Carbon-fibre has low weight and is very strong and stiff. Plywood is easy to work with, strong and flexible.	Fibreglass – skis, boats, surfboards. Concrete – building materials. Carbon-fibre – aircraft, racing cars, sports equipment. Plywood – furniture, interior walls.

Life cycle assessments

Properties of materials must be considered when choosing the correct material to make a product, such as: melting and boiling point, tensile strength, cost, ability to conduct heat, ability to insulate and ability to conduct electricity.

A Life-Cycle Assessment (LCA) of a product is a 'cradle to grave' analysis of the impact of that product. It must include information about the sustainability, environmental impact, lifespan and disposability of the product.
An LCA can be used to identify stages in a products lifetime that can be **improved**, e.g. where energy or cost could be saved, or where disposability could be improved.

Data shown below can be included in the LCA:

CRADLE	Raw materials obtained and processed to make useful materials.
	Materials used to make the product.
	Energy and water used in processing.
USE	Energy needed to use the product (e.g. electricity for a computer).
	Energy needed to maintain the product (e.g. cleaning, mending)
	Water and substances needed to maintain it.
GRAVE	Energy needed to dispose of the product
	Space needed to dispose of the product.

Recycling

Recycling is important for:

- Conserving limited raw materials and energy resources.
- Reducing levels of environmental pollutants.
- Reducing the amount of waste going to landfill sites.

Whether or not something should be recycled depends on:

- How easily waste can be collected and sorted.
- Amount and type of any by-products released when recycling.
- The cost of recycling vs. cost of landfill/incineration.
- Amount of energy involved at each stage.

Steps required for recycling:

- Waste is cleaned, collected, transported, sorted and shredded.

Recycling processes:

- Metals are heated until molten. Ingots of recycled metal are then made.
- Paper must be pulped, cleaned, rolled, and heated to make new paper.
- Glass is heated until molten, then re-shaped into new products.
- Polymers such as poly(ethene), PET and poly(propene) are melted then made into new products.

Speed, Acceleration and Stopping Distance

- **Speed** is a measure of **how far something travels in a particular time**.
- To **calculate speed**, measure the time it takes for an object to travel between two points.
- A **measuring tape** or **trundle wheel** can be used to measure the distance.
- A **stopwatch** or **light gates** can be used to measure the time.

$$\text{Speed} = \text{Distance} \div \text{Time}$$

- **Speed** can be measured in **metres per second** or **m/s**.
- **Instruments** such as speed cameras, speed radar guns, wheel sensors for bicycles and systems such as Satnav can also be used to measure speed.
- Some speeds you should know:
 - A **distance-time graph** shows you **the distance an object travels over time**.
 - The **gradient** (slope) on the graph tells you the **speed**. The steeper the graph, the greater the speed.

$$\text{Gradient (speed)} = \text{Change in Distance} \div \text{Change in Time}$$

- **Acceleration** is a measure of **how speed changes over time**.

$$\text{Acceleration} = \text{Change in Speed} \div \text{Time}$$

- Acceleration is measured in **m/s²**.
- A **speed-time graph** shows you **how the speed of an object changes over time**.
- The **gradient** of the graph at a particular point gives you the **acceleration** at that point.
- The **area under the graph** gives you the **speed** at that time interval.
- **Reaction time** is the time from hearing or seeing an event and starting to brake or use a stopwatch. Average human reaction time is **0.2s**.
- Reaction time of catching a falling ruler can be measured by using this formula:

$$\text{Reaction time} = \frac{(\text{final velocity(m/s)})^2 - (\text{initial velocity(m/s)})^2}{2 \times \text{Acceleration (m/s}^2\text{)} \times \text{Distance (m)}}$$

- **Thinking distance** is the **distance a vehicle travels** in the **time it takes for the driver to apply the brakes after realising they need to stop**.

$$\text{Thinking Distance (m)} = \text{Speed (m/s)} \times \text{Reaction Time (s)}$$

- Thinking distance is affected by tiredness, drugs, alcohol and distractions.
- **Braking distance** is the **distance a car travels after the driver has applied the brakes**.

$$\text{Braking distance (m)} = \text{Speed (m/s)} \times \text{Time Taken to Brake (s)}$$

- Braking distance increases when roads are wet or icy, cars have worn out brakes or tyres, cars travel at higher speeds and cars have a greater mass.
- **Stopping distance** is the **total distance that a car travels from the driver seeing the hazard to the car making a complete stop**.

$$\text{Stopping distance} = \text{Thinking Distance} + \text{Braking Distance}$$

- **Large negative accelerations** are dangerous because they can cause compression injuries and damage internal organs when the car slows down suddenly.

	Speed (m/s)
walking quickly	1.7
sprinting	10
typical speed limit	14
cheetah	33
aeroplane cruising speed	255
sound in air	330
light in air	300 000 000

Trigonometry-Keywords

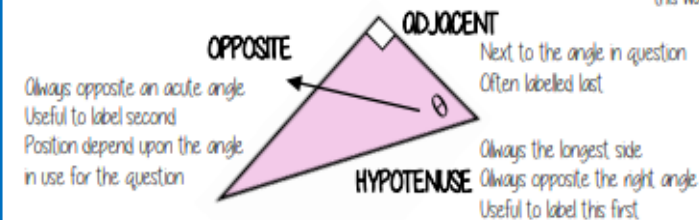
Enlarge: to make a shape bigger (or smaller) by a given multiplier (scale factor)
Scale Factor: the multiplier of enlargement
Constant: a value that remains the same
Cosine ratio: the ratio of the length of the adjacent side to that of the hypotenuse. The sine of the complement.
Sine ratio: the ratio of the length of the opposite side to that of the hypotenuse.
Tangent ratio: the ratio of the length of the opposite side to that of the adjacent side.
Inverse: function that has the opposite effect.
Hypotenuse: longest side of a right-angled triangle. It is the side opposite the right-angle.

What I Need To Be Able To Do

- By the end of this unit you should be able to:
- Work fluently with hypotenuse, opposite and adjacent sides
 - Use the tan, sine and cosine ratio to find missing side lengths
 - Use the tan, sine and cosine ratio to find missing angles
 - Calculate sides using Pythagoras' Theorem

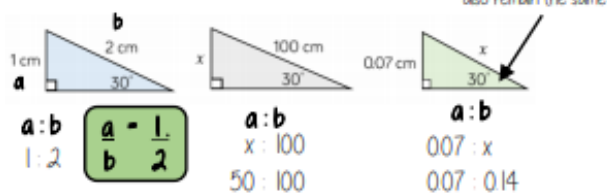
Hypotenuse, Adjacent & Opposite

Hypotenuse, adjacent and opposite ONLY right-angled triangles are labeled in this way

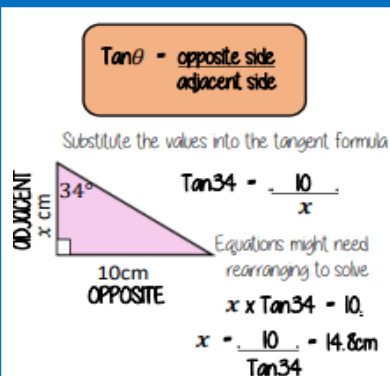


Ratio In Right-angled Triangles

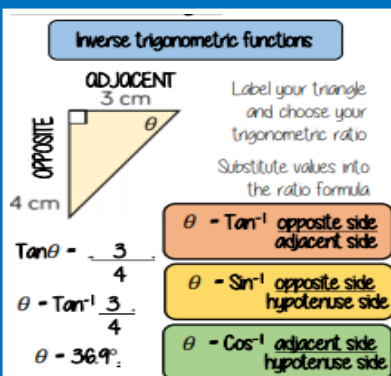
Ratio in right-angled triangles



Tangent Ratio: Side Lengths

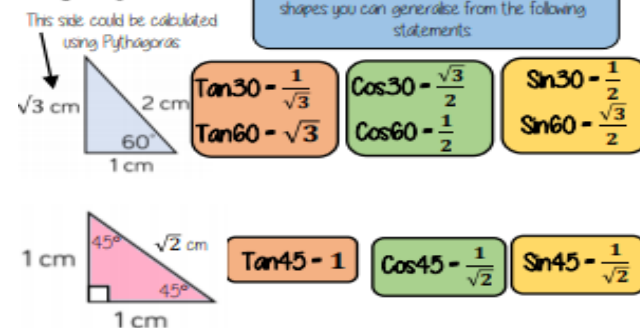


Sin, Cos, Tan: Angles

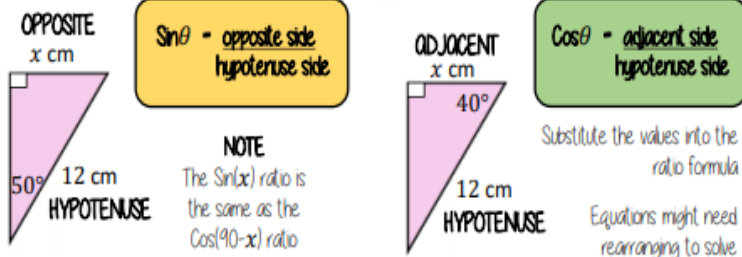


Key Angles

Key angles

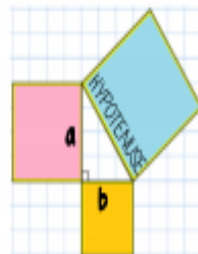


Sin, Cos Ratio: Side Lengths



Pythagoras theorem

Pythagoras theorem



$$\text{Hypotenuse}^2 = a^2 + b^2$$

This is commutative – the square of the hypotenuse is equal to the sum of the squares of the two shorter sides

Places to look out for Pythagoras

- Perpendicular heights in isosceles triangles
- Diagonals on right angled shapes
- Distance between coordinates
- Any length made from a right angles

Key Angles 0 Degrees and 90 Degrees

$\tan 0 = 0$ ~~$\tan 90$~~

This value cannot be defined – it is impossible as you cannot have two 90° angles in a triangle



$\sin 0 = 0$ $\sin 90 = 1$

$\cos 0 = 1$ $\cos 90 = 0$

Python Programming

```
user = "Claude"
print("Hello", user)
```

Assignments are **not** equations. Assignments are **instructions** to be executed.

```
lucky = 13
print("My lucky number is", lucky)
```

An assignment statement is needed when your program must use a name (an identifier) to keep track of a value.

In the code above, **user** is a variable, i.e. a name for a value. The variable user currently refers to the value "Claude". The quotation marks around the value show the **type** of the value: it is a **string** (a piece of text). **lucky** is another variable. It is assigned an **integer** value

You will need the print function when your program must **display** text, numbers, or the values of variables and expressions.

The **input** function is needed when your program must receive keyboard input from the user. E.g., age=input("State age:")

An Algorithm

An **algorithm** is a set of **precise** instructions, expressed in some sort of **language** (e.g. textual, visual).

Translating the programming language is needed so a machine is able to **execute** the instructions.

To execute a Python program, you need a **Python interpreter** (a program that translates and executes your Python program).

A **program** is a set of precise instructions, expressed in a **programming language**.

Logical Errors

logical errors: when your program doesn't work the way it should.

All programming languages have rules for **syntax**, i.e. how statements can be assembled.

Programs with **syntax errors** cannot be translated and executed.

SyntaxError: invalid syntax

Iteration

While True:

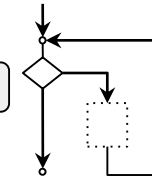
block of statements



While

Condition:

block of statements



While statement: when your program needs to repeat actions while a condition is satisfied.

The following code sequence can be made efficient by using iteration:

```
count = 3
print(count)
count = count-1

print(count)
count = count-1

print(count)
count = count-1
```

```
count = 3
while count >= 1:
    print(count)
    count = count-1
```


Operators

- + addition
- difference
- * multiplication
- / division
- // integer division
- % remainder of integer division
- ** exponentiation

```
print("Year of birth?")
birth_year = int(input())
age = 2020 - birth_year
print("You are", age, "years old")
```

E.g.:

- 15 // 2 quotient of 15÷2 (value: 7)
- 15 % 2 remainder of 15÷2 (value: 1)
- 2 ** 8 2 to the power of 8 (value: 256)

Relational operators: Expressions formed using these operators evaluate to either True or False, E.g.:

- a == 1 Does a equal 1?
- b != c Are b and c different?
- d < 3 Is d less than 3?
- d <= 3 Is d at most 3?
- d > 10 Is d greater than 10?
- d >= 10 Is d at least 10?

Reference

<https://teachcomputing.org/curriculum/key-stage-3/introduction-to-python-programming>

Modules

Modules (or libraries)

They extend what our programs can do by providing additional functions.

Selection: You will need an if/ elif blocks of code when there are **more than two different paths** for your program to follow.

Importing: "from the random module, the program will need the randint function"

```
from random import randint
lucky = randint(1,20)

print("Guess my number:")
guess = int(input())

if guess == lucky:
    print("Amazing, you guessed it")
else:
    print("Sorry, it's not", guess)
    print("My lucky number is", lucky)

print("Nice playing with you")
```

You will need an if or an if, else:

when there is **more than one possible path** for your program to follow.

```
class BigFile:
    def __init__(self, datadir, ndims):
        idfile = os.path.join(datadir, "id.txt")
        self.names = [x.strip() for x in str.split(open(idfile).read()) if x.strip()]
        self.name2index = dict(zip(self.names, range(len(self.names))))
        self.ndims = ndims
        self.featurefile = os.path.join(datadir, "feature.bin")
        print("[BigFile] binary: %s" % self.featurefile)
        print("txt: %s" % idfile)

    def read(self, requested, isname=True):
        if isname:
            index_name_array = [(self.name2index[x], x) for x in requested if x in self.names]
            assert(min(requested) == 0)
            assert(max(requested) < len(self.names))
            index_name_array = [(x, self.names[x]) for x in requested]
            index_name_array.sort()

            vecs = seq_read(self.featurefile, self.ndims, [x[0] for x in index_name_array])
            return [x[i] for x in index_name_array]

    def shape(self):
        return [len(self.names), self.ndims]
```



The Tempest Terminology

IMAGERY: **imagery** involves the use of emotionally charged words and phrases, which create vivid pictures in the minds of the readers or listeners. **Shakespeare's imagery** often includes metaphors or similes.

VERSE AND PROSE: The Tempest is 80% verse and 20% prose. Traditionally, in Shakespeare's time, characters talking about important or emotional topics or characters who were behaving formally spoke in verse, while characters with a lower status or conversations about more ordinary things used prose. Caliban uses iambic pentameter when he feels disturbed so it's interesting that you would not associate verse with his character however think about why Shakespeare does this.

METRE: **Shakespeare's** sonnets are written predominantly in a **meter** called iambic pentameter, a rhyme scheme in which each sonnet line consists of ten syllables. The syllables are divided into five pairs called iambic pentameter. However you can have different types of meter.

FORESHADOWING: Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story. Foreshadowing often appears at the beginning of a story, or a chapter, and it helps the reader develop expectations about the upcoming events.

CHARACTER ANALYSIS: Character analysis is when you evaluate a character's traits, their role in the story, and the conflicts they experience. Authors will also reveal character traits, which are a character's behaviours, motivation, personality types, and their relationships with others. throughout the story for example Prospero develops dramatically throughout the play experiencing many different emotions with different characters.

CONTRAST: In Act I of The Tempest, the use of contrasts between characters, setting, and ideas were often used to develop the story, and more importantly, the messages that Shakespeare wished to portray by the play. One good example was how some characters in the first act had their counterparts. Ariel had Caliban, and Gonzalo had Ferdinand. The relationship between Ariel and Caliban could clearly be seen throughout Act I, scene II.

Play Overview

Act 1 is important because it sets up the characters and how they all come to be on the island. We find out how Prospero, Miranda and Caliban have lived on the island for many years and how Prospero has just used magic to bring his enemies, Antonio and Alonso, to the island.

Act 2 is where we learn about the other people who have ended up on the island after the recent storm. We discover more about the relationships between the nobles and we meet two drunken servants who form an alliance with Caliban.

Act 3 develops the plot for each of the three groups of characters Prospero and Ariel are watching and manipulating. Look back and note when and how magic is used in each scene to affect the behaviour of the characters.

Act 4 completes the love story of Miranda and Ferdinand and the conspiracy of Caliban, Stephano and Trinculo.

Act 5 brings all the characters together and provides a reconciliation of sorts between them all.

Shakespeare uses five acts in his plays to show dramatic sequencing throughout the story: The **plot structure** of a play including the **exposition, conflict, rising action, climax, falling action, and resolution** (or denouement).

Characters

Prospero: The play's protagonist, and father of Miranda.

Miranda: The daughter of Prospero.

Ariel: Prospero's spirit helper.

Caliban: Another of Prospero's servants.

Ferdinand: Son and heir of Alonso.

Alonso: King of Naples and father of Ferdinand.

Antonio: Prospero's brother.

Sebastian: Alonso's brother.

Gonzalo: An old, honest lord.

Trinculo & Stephano: Trinculo, a jester, and Stephano, a drunken butler, are two minor members of the shipwrecked party.



William **Shakespeare** (26 April 1564 – 23 April 1616) was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet and the "Bard of Avon".

Key Quotations

O, I have suffered
With those that I saw suffer.
(Miranda, Act 1 Scene 2)

You taught me language, and my profit on't
Is I know how to curse. The red plague rid you
(Caliban, Act 1 Scene 2)

There be some sports are painful, and their
labor
Delight in them sets off. Some kinds of
baseness
Are nobly undergone. And most poor
matters
Point to rich ends. This my mean task
Would be as heavy to me as odious, but
The mistress which I serve quickens what's
dead
And makes my labors pleasures
(Ferdinand Act 3 Scene 1)

Our revels now are ended. These our actors,
As I foretold you, were all spirits, and
Are melted into air, into thin air;
And, like the baseless fabric of this vision,
The cloud-capped towers, the gorgeous palaces,
The solemn temples, the great globe itself,
Yea, all which it inherit, shall dissolve;
And, like this insubstantial pageant faded,
Leave not a rack behind. We are such stuff
As dreams are made on, and our little life
Is rounded with a sleep. (Prospero, Act 5 Scene 1)

Learning Objectives

By the end of the term I can communicate (talk, ask and answer) about how:

- To organise a party
- To suggest activities and make excuses
- To describe an event, you have been to

Grammar Objectives

I will be able to understand and apply rules about:

- Near future
- Revision perfect tense with être and avoir
- On pourrait + infinitive

Organising a Party

Pour organiser la fête, on va ...	To organise the party, we will ...
envoyer les invitations.	send the invitations.
acheter la nourriture et les boissons.	buy the food and drink.
télécharger de la musique.	download the music.
décorer la salle.	decorate the room.
préparer le buffet.	prepare the buffet.
Après, on va nettoyer.	Afterwards, we will clean up.
C'est une fête pour célébrer ...	It's a party to celebrate ...
C'est samedi soir.	It's on Saturday evening.
C'est à partir de 18 heures.	It starts at 6 p.m.
Ça va être chez moi/au collège.	It will be at my house/at school.
Tu peux apporter ...	You can bring ...
Je vais passer te chercher à 17 heures.	I'll call round for you at 5 p.m.

Suggesting Activities, Making Excuses

On pourrait ...?	We could ...?
faire les magasins	go shopping
faire un pique-nique	go on a picnic
aller à un concert/une fête	go to a concert/a party
aller au bowling/au cinéma	go bowling/to the cinema
manger au McDo	eat at McDonald's
regarder un DVD	watch a DVD
Bof, je n'aime pas trop.	I'm not keen/I don't fancy it.
Je ne sais pas.	I don't know.
Ah non, c'est nul/je déteste.	No, it's rubbish/I hate it.
Je ne peux/veux pas parce que/qu' ...	I can't/don't want to because ...
c'est trop cher.	it's too expensive.
je n'ai pas beaucoup d'argent.	I haven't got much money.
j'ai horreur de danser/du fast-food.	I hate dancing/fast food.
je suis fatigué(e).	I'm tired.
j'y suis allé(e) hier.	I went there yesterday.
il y a trop de monde.	it's too crowded.

Festivals & Special Events

J'y suis resté(e)/On y est resté(e)s tout le week-end.	I/We stayed there all weekend.
J'ai/On a dansé/chanté/mangé ...	I/We danced/sang/ate ...
Je suis rentré(e) ...	I came home/returned ...
C'était fantastique/incroyable.	It was fantastic/incredible.
Il y avait un grand feu d'artifice.	There was a big fireworks display.
Je vais y retourner l'année prochaine.	I'll go again next year.

Festivals & Special events

Tu es allé(e) à un festival/une fête cet été?	Did you go to a festival this summer?
Où es-tu allé(e)?	Where did you go?
Je suis allé(e) au/à la ...	I went to ...
J'y suis allé(e) avec ...	I went there with ...
C'était l'année dernière/le week-end dernier.	It was last year/last weekend.
Je suis parti(e)/arrivé(e) ...	I left/arrived ...



Key Grammar

Model Text

Grammaire p.169-170 WB p.42

On pourrait + infinitive
On **pourrait aller au** cinéma? –
We **could go** to the cinema?

Grammaire p.169 WB p.33

The near future
To say what you are going to do, use **aller + infinitive**:

je vais	organiser
tu vas	inviter
il/elle/on va	acheter

Je vais organiser une fête. –
I am going to organise a party.
Negative: **Je ne vais pas faire** ...
– I am **not** going to do ...

Grammaire p.168-170 WB p.37-38

The perfect tense with être
Some verbs use *être* instead of *avoir* in the perfect tense:

aller (to go) → allé	venir (to come) → venu
rester (to stay) → resté	partir (to leave) → parti
arriver (to arrive) → arrivé	rentrer (to return) → rentré

With *être* verbs, the past participle agrees with the subject:

Masculine	Feminine
je suis allé	je suis allée
tu es allé	tu es allée
il est allé	elle est allée
on est allés	on est allées

Grammaire p.168-170 WB p.43

Present and past tenses
When describing an event:

- Use the **present tense** to give a general description and to say what usually happens.
- Use the two **past tenses** to talk about a particular event in the past: use the **imperfect** to describe it (there was ..., it was ...) and the **perfect** to say what happened and what you did.

Present		Past	
		Imperfect	Perfect
C'est		C'était	
Il y a		Il y avait	
On	danse		On a dansé
	va		On est allé(e)s

Tu vas organiser une fête de fin d'année ?
Tu veux sortir demain ?
Tu es allé(é) à un festival récemment ?
Avec qui es-tu allé(e) ?
Qu'est-ce que tu as fait ?
Tu vas-y retourner l'année prochaine ?

Pour organiser la fête de fin d'année je vais envoyer des invitations à mes copains et on va décorer la classe. Je vais aussi télécharger de la musique car j'adore danser !
Oui on pourrait faire un pique-nique au parc et faire du shopping au centre-ville. Le soir on pourrait aller manger au McDo et faire du bowling
L'année dernière je suis allé à un festival de musique pour deux jours.
J'y suis allé avec mes copains. J'y suis allé en train car le festival était à Paris.
C'était super car j'ai chanté et dansé c'était top. En plus j'ai vu ma bande préférée, c'était merveilleux. J'ai aussi rencontré des nouveaux copains ; on va rester en contact par Facebook. A la fin du concert il y avait un grand feu d'artifice. Je suis rentré à la maison à deux heures du matin
Oui je vais y retourner l'année prochaine

To organise the end of year party, I am going to send the invitations to my friends and we are going to decorate the class. I am also going to download music because I love dancing.
Yes, we could do a picnic et go shopping in the city centre. In the evening we could go eat at McDonalds and go bowling.
Last year I went to a festival of music for 2 days.
I went there by train because the festival was in Paris.
It was great because I danced and sang. Moreover, I saw my favourite band it was marvellous. I also met new people. We are going to stay in contact on Facebook. At the end of the concert there was a big fireworks display
Yes I'm going to return next year.

Volleyball

Hand:

- Fundamental skills (dig, set, spike)
- Underarm serve
- Positioning (on the court/when performing a skill)

Head:

- Decision making
- Adhering to the basic rules and scoring

Heart:

- Impact of communication and teamwork during a game



Basketball

Hand:

- Passing (chest/bounce/overhead)
- Dribbling (use of both hands, change of direction, pace)
- Shooting (lay-up, set shot)
- Rebounding and stopping (jump stop/stride stop)
- Footwork – pivot

Head:

- Decision making (triple threat: pass/dribble/shoot)
- Adhering to the rules (out of bounds)
- Half-court defence
- Attacking play
- Defending
- 1v1 situations

Heart:

- Ability to influence the performance and motivation of self and others
- Impact of communication and teamwork during a game



Learning Objectives

By the end of the term, I will be able to talk about :

- Various celebrations and religious festivals as well as the other aspects in relation to them including food and dress, sporting events and their importance, campaigns

Grammar Objectives

I will be able to understand and apply rules of:

- Past, present and future tenses
- Preposition
- Days, months and time

Past, present and future tenses 3rd person:

Future	Present	Past	Pronoun
Present + سَوْفَ / سَا	يَفْعَلُ / تَفْعَلُ	فَعَلَ / تَعَلَّتْ	هُوَ / هِيَ
سَيَفْعَلُ / سَتَفْعَلُ	يَفْعَلُ	فَعَلَتْ	هِيَ
سَيَفْعَلَانِ / سَتَفْعَلَانِ	يَفْعَلَانِ	فَعَلَا	هُمَا
سَيَفْعَلَانِ / سَتَفْعَلَانِ	يَفْعَلَانِ	فَعَلْنَا	هُمَا
سَيَفْعَلُونَ / سَتَفْعَلُونَ	يَفْعَلُونَ	فَعَلُوا	هُمْ
يَفْعَلْنَ / تَفْعَلْنَ	يَفْعَلْنَ	فَعَلْنَ	هُنَّ

Past, present and future tenses 2nd person:

Future	Present تَفْعَلُ	Past	Pronoun
present + سَوْفَ / سَا	تَفْعَلُ	فَعَلْتِ	أَنْتِ
present + سَوْفَ / سَا	تَفْعَلِينَ	فَعَلْتِ	أَنْتِ
present + سَوْفَ / سَا	تَفْعَلَانِ	فَعَلْتُمَا	أَنْتُمَا (M&F)
present + سَوْفَ / سَا	تَفْعَلُونَ	فَعَلْتُمْ	أَنْتُمْ
present + سَوْفَ / سَا	تَفْعَلْنَ	فَعَلْتُنَّ	أَنْتُنَّ

Past, present and future tenses 1st person:

Future	Present	Past	Pronoun
present + سَوْفَ / سَا	أَفْعَلُ	فَعَلْتُ	أَنَا
present + سَوْفَ / سَا	نَفْعَلُ	فَعَلْنَا	نَحْنُ

Days of the week

Questions

- Which day is always a holiday in Arabic countries?
- What Muslims do in Friday? How many Eids do Muslims celebrate?

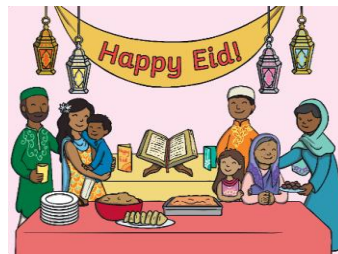


Saturday	السَّبْتِ يَوْمٌ
Sunday	يَوْمَ الْأَحَدِ
Monday	يَوْمَ الْإِثْنَيْنِ
Tuesday	يَوْمَ الْثَلَاثَاءِ
Wednesday	يَوْمَ الْأَرْبَعَاءِ
Thursday	يَوْمَ الْخَمِيسِ
Friday	يَوْمَ الْجُمُعَةِ

Key Vocabulary

English	Arabic	English	Arabic
H distributes	(V) يوزع	People	(N) النَّاسُ
Poor person/s	(N) فقير/ فقراء	Child/Children	(N) الطِّفْلُ/الأطفال
Visit	(V) يزور	Happiness	(N) السَّعَادَةُ
He receives	(V) يتلقى	Beginning	(N) بَدَايَةُ
She beautifies	(V) تزيّن	He prepares	(V) يجهز/ يجهز
Meat	(N) اللحم	Type/s	(N) نوع/أنواع
He rejoices	(V) يفرح	Different	(N) مُخْتَلِفَةٌ
food	(N) طعام/ الأَطْعِمَةُ	month	شهر/ أشهر/ شهور
Celebration/s	(N) احتفال/ احتفالات	family/ies	(N) العَائِلَةُ/العائلات
He gives	(V) يُعْطِي	He eats	(V) يتناول
He wishes	(V) يَتَمَنَّى	Sweets	(N) الحُلُويَّاتِ

Eid



عِيدٌ مُبَارَكٌ/ عِيدٌ سَعِيدٌ

عِيدِ أَضْحَى مُبَارَكٌ

عِيدُ الْأَضْحَى، هُوَ إِخْتِفَالٌ إِسْلَامِي، وَيَعْرِفُ أَيْضاً بِاسْمِ الْعِيدِ الْكَبِيرِ. يَحْتَفِلُ الْمُسْلِمُونَ بِهِ فِي بَدَايَةِ شَهْرِ ذُو الْحِجَّةِ. تَحْتَفِلُ الْعَائِلَاتُ الْمُسْلِمَةُ بِعِيدِ الْأَضْحَى فِي الْمَسْجِدِ. يُعَدُّ الْمُسْلِمُونَ أَنْوَاعاً مُخْتَلِفَةً مِنَ الْأَطْعِمَةِ مِثْلَ الْمَشْوِيَّاتِ وَالْكَبَابِ وَ أَنْوَاعاً كَثِيرَةً مِنَ الْحُلُويَّاتِ.

Prepositions (حُرُوفُ الْجَزْرِ) are 20 but the most common used are 8:

Noun + Preposition + noun with Kasrah or tanween of kasrah is essmon majroor (اسم مجرور)

- أَكْتُبُ بِالْقَلَمِ (I write with the pencil)
- أَكْتُبُ بِقَلَمٍ (I write with a pencil)

English	Arabic	
From	مِنْ	1
To	إِلَى	2
about	عَنْ	3
on, above	عَلَى	4
in	فِي	5
Like, similar to	كَ	6
For, to	لِ	7
By, with, in	بِ	8

Topic

Endangered Ecosystems

Keywords

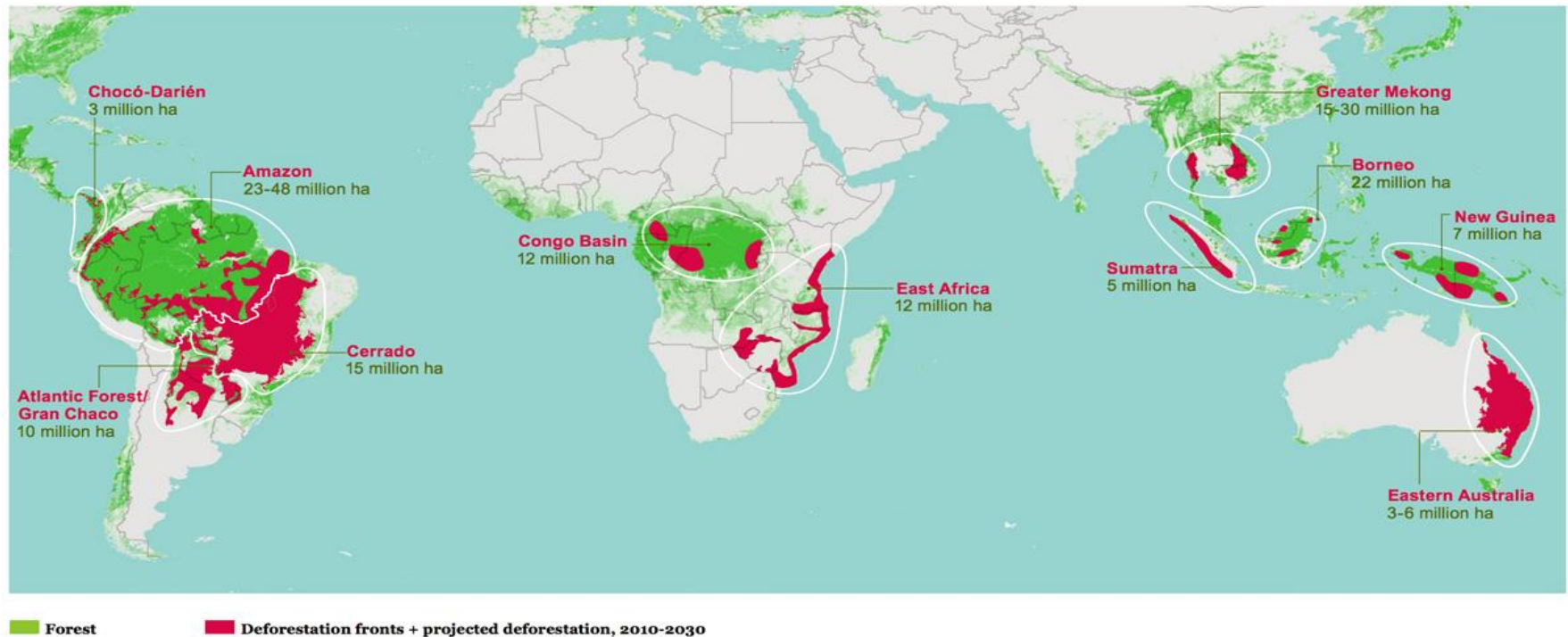
- Ecosystem
- Biomes
- Desert
- TRF
- Coral reefs
- Polar
- Forest
- Savannah
- Nutrient cycle
- Food webs
- Food chains
- Energy flows
- Biotic
- Abiotic
- Biomes
- Habitat
- Consumers
- Biomass
- Decomposers
- Herbivore
- Omnivore
- Carnivore
- Deforestation
- Climate change
- Plastic pollution
- Invasive species
- Threat

Endangered Animals

- Siberian Tigers
- Bonobo Apes
- Giant Pandas
- Mountain Gorillas
- Black Rhinos
- Hawksbill Turtles
- Sumatran Orang-utans
- Fin Whales
- Asian Elephants
- Amur Leopard



MAP OF DEFORESTATION FRONTS



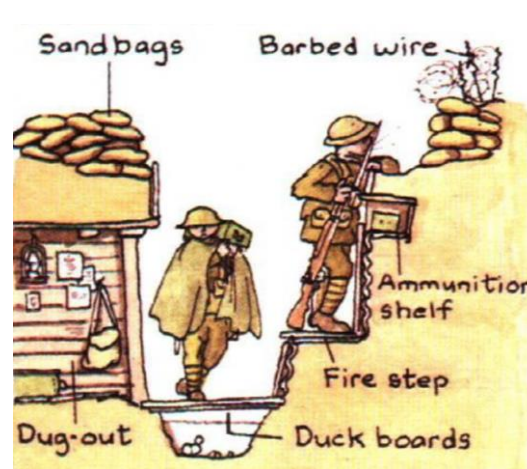
Key Terms

Militarism	The opinions or actions of people who believe that a country should use armies and force to gain power and achieve its goals
Alliances	When countries or people join together because it helps all groups to do so – in the case of WWI for protection
Imperialism	The policy of taking control over other countries as part of an empire and to gain access to the resources of these countries
Nationalism	The belief that one's country is superior to other countries
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view and to convince people to form opinions which suit your point of view – often used by governments
Stalemate	A situation in which no one can win
Attrition	Very slow and gradual progress
Shell shock	An emotional or psychological condition brought about by long term experience of war
Memorial	A statue, structure or written piece created to remind people of a person or event

Key events we study

Event	Image	Description	Date/s	Fact
Trench Warfare		To prevent enemy advances, both sides built large trenches, which stretched from the North Sea, through Belgium and France. As a result, neither side made much ground from late 1914 until early 1918. Attacks involved going across No Man's Land (in the middle) where attackers were open to machine gun fire, mines, and shells. Casualties were huge. Life in the trenches were awful, with diseases like trench foot rife. Mustard gas was a war agent used, causing blisters on skin and lungs. It caused excruciating pain and often death.	From September 1914 until November 1918 (the end of the war).	The enemy trenches were generally 50 to 250 metres apart. In between, No Man's Land was littered with barbed wire, mines, and bodies.
Battle of the Somme		The Battle of the Somme was the largest battle of World War I on the Western Front. More than 3 million fought in the battle, with more than 1 million killed or injured. At the end of the battle, the Allies had advanced 6km.	1 st July 1916 – 18 th November 1916	The battle is known for being the first use of the tank.
America Declares War		President Woodrow Wilson declared war on Germany, citing Germany's violation of its pledge to suspend unrestricted German warfare in the Northern Atlantic and Mediterranean. This had caused sinking of US ships.	6 th April 1917	The arrival of fresh US troops helped to turn the war.
Armistice of 11 th November		The Armistice of the 11 th November 1918 signaled the end of the fighting between the Allies and Germany. Previous armistices had already been agreed with the other central powers. It came into force at 11am. It marked a victory for the Allies and defeat for Germany although was not officially a German surrender.	11 th November 1918	The fighting ended on the 11 th hour of the 11 th day of the 11 th month in 1918.

Trenches Cross Section



Money & Me-Key Terms

Savings account	Accounts specifically designed for you to save money in, usually best for saving larger amounts of money.
Delayed gratification	Postponing the sense of enjoyment from immediate spending to sometime further in the future.
Debt	Money you owe to another person or organisation.
Bank account	A service from a bank or building society which lets you pay in money, get cash out and pay bills. The bank keeps a record of all transactions.
Budgeting	The process of managing your money and the balance between your income and your outgoings.
Loan:	A sum of money that you borrow from a person or organisation, usually with interest.
Salary	An amount of money paid to an employee for a job, usually paid directly into his or her bank account every month.
Financial Risk:	To gain financial rewards, there is often some element of risk involved – the outcome of a financial decision may not be certain or guaranteed.
Fraud	When a person dishonestly and deliberately deceives a victim for personal gain of property or money.
Identity theft	Identity theft: This is a type of fraud and is the act of a person illegally obtaining information about someone else for financial gain.

What Skills will I Develop in Heart for Life?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.



Overview

Students will explore themes around saving, borrowing and the world of work to give them knowledge, skills, and attitudes they need to make informed decisions about managing their money. The unit will help students think about how they can become financially capable so they can manage their money successfully and achieve future goals in life.

Key Concepts

Relationships, Living in the Wider World and Health and Wellbeing. Clear cross-curricular links with Maths.

Essential Attributes Developed Through Heart for Life.

- Self-Improvement
- Resilience
- Self-organisation
- Clarifying own values
- Developing and maintaining a healthy self concept
- Empathy and compassion
- Respect for others
- Skills for employability
- enterprise skills

Learning Objectives

- To learn about key elements regarding Indian Shisha textiles designs.
- To explore ideas through drawing and adding key elements.
- To understand where these designs can be found.
- To explore and experiment with drawn and colour and design ideas.
- To explore and refine drawings and colour work.
- To research independently and seek factual and visual evidence.
- To explain own work and influences and use oracy, literacy and numeracy to explain and explore ideas and themes.
- To complete a final piece at the end of this unit.

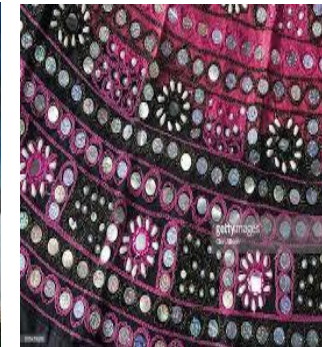
Content

- Students will learn that there are many different aspects to Indian shisha designs, and the strong cultural influences that are present.
- Students will learn about different cultural and religious beliefs and how these influence design aspects and content.
- Students will learn and explore design ideas and the content of specific shapes, patterns and key elements with greater accuracy.
- Students will watch clips which show craftspeople at work and other design ideas and finished pieces of work.
- Students will use oracy, numeracy and literacy during the course of this unit.
- Students will learn about how these patterns and designs are carried forward and influence the work of craftspeople and designers.
- Students will create a final piece at the end of this unit.

Key Words

Mirrors, shishas, reflection, Indian, Gujarat, Rajistani, cholis, lenga, blouses, dresses, bags, embroidered, detailed, symmetry, colourful, cultural, celebrations, weddings, patterns, textures, designs, embedded mirrors, silver jewellery, costumes, cushions, umbrellas, wall hangings, stitching, irregular, layering, key features.

Images



Sashiko - Organiser wraps

Sashiko is the Japanese art of visible mending. Instead of hiding rips, tears and marks of wear, this tradition celebrates the story of each piece of clothing. There are many artists and designers who use the principles of Sashiko in their clothing designs. Students will learn how to develop and create a Sashiko organiser wrap suitable for holding items of their choice, using pattern cutting and hand and machine stitching techniques.

Objectives

- To develop an organiser wrap that is fit for purpose.
- To understand pattern cutting and precision construction.
- To understand how to use the sewing machine.
- To understand basic embroidery stitches.
- To understand the process of Sashiko

Content

- Students will learn about the six Rs relating to the consumption and usage of textiles.
- Students will design an organiser to hold items of their choice., looking at the ergonomics of their designs.
- They will then learn how to use the sewing machine safely, selecting the correct materials for each section and showing an understanding of how to work with that media, to create different effects.
- Students will then learn basic embroidery techniques to decorate their wall tidy.

Key words

design, make, reuse, pattern cutting, tacking, embroidery, ergonomics, stitching, techniques, precision, safety, Sashiko

Images



Topics

- Living the Muslim life
- Healthy living & Islam
- 4 Schools of Fiqh
- Halal and Haram



What Is Halal?

Halal is that which adheres to Shariah (Islamic Law). Halal meat must be slaughtered in a specific manner according to the Quran and Hadith



What Is Haram?

The Arabic term for forbidden (unlawful). For example certain food and drinks are considered Haraam such as pork and alcohol. Muslims must choose between Halal and Haraam

Key Words

- **Shariah** – Islamic law
- **Fiqh** - the theory or philosophy of Islamic law, based on the teachings of the Quran and the traditions of the Prophet. Muhammad (SAW)
- **Religious Law** – Laws pertaining to religions
- **Monarchy** – A form of government with a monarch at the head
- **Moral responsibility** – How do people act morally and how do they morally choose
- **Alcohol**
- **Drugs**
- **Halal** – Something which is permissible
- **Haram** – Something which is impermissible
- **Death**

Key Questions

- How do Muslims make moral and legal decisions?
- What is the difference between religious law and law of the land?
- How does a person follow religious law as well as the law of the land?
- How do Muslims act as stewards by taking care of their own bodies?
- What is it important to live a healthy lifestyle?
- Why are some foods halal and some haram?
- What are Islamic teachings on alcohol and drugs?
- What happens after death?
- What is the purpose of living in this world?
- How do religious believers mourn the dead, and what are the ritualistic

Rituals and Beliefs

Muslim Death	Christian Death	Jewish Death
<ul style="list-style-type: none"> • Kafn • Ghusul • Burial 	<ul style="list-style-type: none"> • Heaven • Hell • Jesus • Cremation 	<ul style="list-style-type: none"> • Washing • Prayer shawl • Purification of the body

The 4 Main Schools Of Fiqh

Hanafi:

The Imam of this school was called Abu Hanifah, Nu`man bin Thabit (may Allah have mercy upon him). He was of Persian origin. He was born in Kufa, Iraq, in the year 80 AH.

Maliki:

The Imam of this school is Malik bin Anas (may Allah have mercy upon him) who was born in 95 AH and passed away in 179 AH at the age of 86. He was blessed to have been born and pass away in the blessed city of Madinah. He was buried in Jannah al-Baqi

Shafi'i:

The Imam of this school is Muhammad bin Idris (may Allah have mercy upon him). He was born in Gazzah in the year 150AH. He died in Egypt in the year 204 AH. His lineage meets with that of the Prophet (peace be upon him) on the seventh level.

Hanbali:

The Imam of this school is Ahmad bin Muhammad bin Hanbal (may Allah have mercy upon him) who was born in 164 A.H and passed away in 241 A.H at the age of 77. The city of birth and death was Baghdad, Iraq



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