



KNOWLEDGE ORGANISERS

2021-22

YR9



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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 Madani. 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.

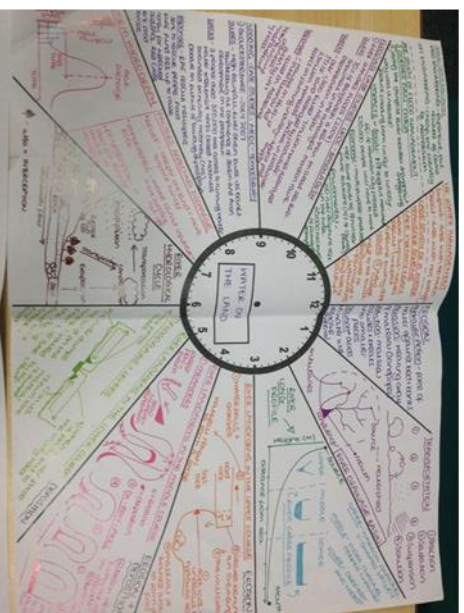
How can you use your knowledge organisers?

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.



Non-communicable Diseases

- Non-communicable diseases cannot be spread between organisms.
- They are often caused by poor diet (deficiency or obesity), genetic disorders or faulty body processes (for example, uncontrolled cell division leads to cancer).

Smoking

Smoking is harmful because cigarettes contain many harmful substances such as:

- Tar – carcinogenic (causes cancer)
- Nicotine – addictive, increases heart rate and narrows blood vessels.
- Carbon monoxide – poisonous gas, causes heart disease.
- Particulates – damage alveoli, causing emphysema.
- Other substances destroy cilia, causing smoker's cough and bronchitis.

Alcohol

- Alcohol** contains the drug **ethanol** which is a **depressant** – it slows the body's reactions.
- Short term effects of excessive alcohol consumption** – blurred vision, loss of balance, increased reaction times.
- Long term effects of excessive alcohol consumption** – cirrhosis (scarring) of the liver, heart disease and brain damage.

Cardiovascular Disease

Cardiovascular disease (CVD) – disease of the heart or the blood vessels. It may be caused by:

Atherosclerosis – fatty deposits in the arteries cause them to harden and narrow, reducing blood flow to brain, heart and body.

Thrombosis – a blood clot. If a thrombosis occurs in the heart, it can cause a heart attack. If a thrombosis occurs in the brain, it can cause a stroke.

Factors **increasing the risk of CVD** include poor diet (e.g. consuming too much salt), taking too little exercise, smoking, drinking alcohol and having high blood pressure. To **decrease the risk of CVD**, eat fewer processed foods, take regular exercise, stop smoking and reduce alcohol consumption.

CVD is **treated medically** by taking **statins** to reduce blood cholesterol, taking **antiplatelet drugs** to make platelets less sticky so there is less clotting, taking **beta blockers** to lower heart rate and improve blood flow and **nitrates** to widen blood vessels and improve blood flow. CVD is **treated surgically** by **replacing faulty heart valves**, **widening** partially blocked **arteries** using a **stent** (this is an angioplasty) and **heart bypass surgery**.

Improving Processes and Crude Oil

Learning Objectives

Name the first four straight chain alkanes and draw their displayed formulae

Key Information

Methane	CH ₄	
Ethane	C ₂ H ₆	
Propane	C ₃ H ₈	
Butane	C ₄ H ₁₀	

Explain why alkanes form a homologous series

A homologous series is a group of organic compounds which have the same functional group and the same general formula. Each member of a homologous series has an additional CH₂ group. The functional group of an alkane is a C-C single bond. All alkanes are saturated which means they only contain C-C single bonds. All alkanes end in -ane. The general formula of an alkane is C_nH_{2n+2}.

Predict the products of reactions of the alkanes

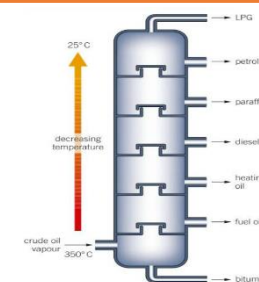
Alkanes combust. This means that they react with the oxygen in air by burning. Complete combustion is when there is enough oxygen for all of the carbon atoms to be converted to carbon dioxide. The products of complete combustion of an alkane are always carbon dioxide and water. Incomplete combustion occurs when there is not enough oxygen. The products of incomplete combustion are water, carbon monoxide and carbon (soot).

Explain why crude oil is a finite resource

Crude oil is a finite resource, which means that it will run out. This is because it is being remade very slowly and we are using it up faster than it is being remade.

Describe and explain the separation of crude oil by fractional distillation into fractions

Different alkanes have different boiling points and can therefore be separated by fractional distillation. Larger alkanes have stronger forces between the molecules and therefore have higher boiling points. Crude oil is heated at the bottom of a **fractionating column** which is hot at the bottom and cold at the top. The different fractions will condense into liquid in different sections of the column. The order of the fraction from top (coolest) to bottom (hottest): LPG, petrol, paraffin, diesel, heating oil, fuel oil, bitumen.



Explain why cracking is carried out

Once crude oil is separated into its fractions, we find that we have a larger supply of the larger alkanes than we need and a smaller supply of the small molecules than we need. To solve this we can break some of the larger alkanes into smaller alkanes and alkenes. This process is called cracking.

Describe the cracking of crude oil fractions

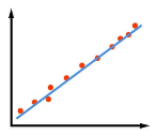
The conditions used are:
A high temperature (600 to 700°C)
A hot catalyst of alumina or silica
When cracking is done, a C-C covalent bond in the large alkane molecule is broken to form an alkene and an alkane.

Statistical Diagrams-Key Concepts

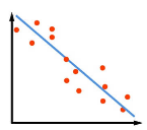
A **frequency polygon** is a line graph which connects the midpoints of grouped data.

A **pie chart** represents data into proportional sections.

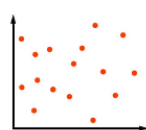
A **scatter-graph** shows the relationship between two variables. **Correlation** is used to describe the relationships.



**Positive
Correlation**



**Negative
Correlation**



**No
Correlation**

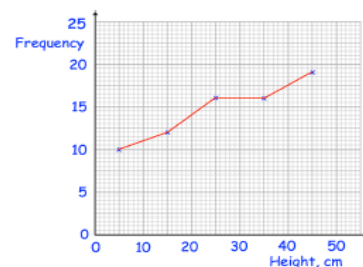
Key Words

Midpoint, Frequency polygon, Pie chart, Degrees, Scatter graph, Correlation, Line of best fit

Examples

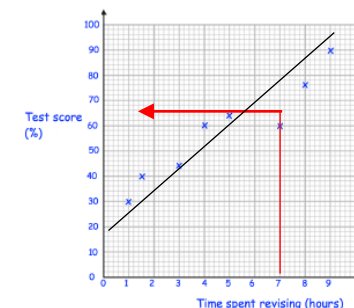
Plot at the midpoint

Length, cm	Frequency
$0 < x \leq 10$	
$10 < x \leq 20$	
$20 < x \leq 30$	
$30 < x \leq 40$	
$40 < x \leq 50$	



Answer	Frequency	Angle
Yes	60	240
No	10	40
Maybe	20	80
Total	90	360

$\times 4$



a) What type of correlation is shown?

Positive correlation

b) Another student spent 6 hours revising for the test. Find an estimate of their test score.

Draw a line of best fit and read from it - 68%

c) Explain why it might not be sensible to use the scatter graph to estimate the score for a student that spent 15 hours revising.

It is out of the data range.

Questions

1. Draw a frequency polygon using this data.

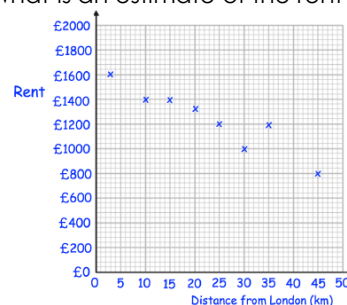
Marks	Frequency
$0 < m \leq 10$	8
$10 < m \leq 20$	11
$20 < m \leq 30$	23
$30 < m \leq 40$	19
$40 < m \leq 50$	15

2. Draw a pie chart using this data.

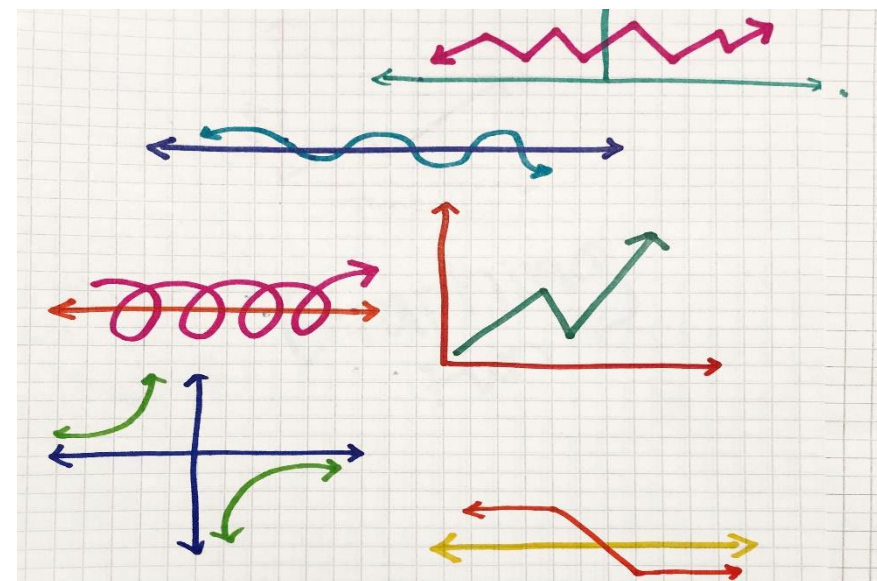
Make	Frequency
Ford	8
Mazda	14
Volkswagen	21
Fiat	20
Honda	9

3. a) What type of correlation is shown?

b) The distance from London of a house is 22km. What is an estimate of the rent it will cost?



ANSWERS: 2) Angles - 40, 70, 100, 45 3a) Negative correlation b) Between £1200 and £1300



Cumulative frequency and box plots-Key Concepts

A **cumulative frequency** graph shows a running total of frequency.

We can read the **median** and the **interquartile range** from this graph.

A **box plot** shows the distribution of data using **minimum, maximum, median** and **quartiles**.

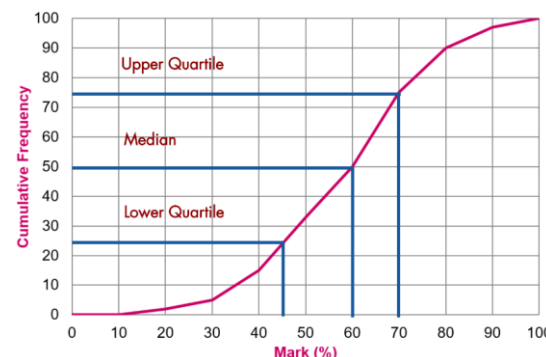
Key Words

Cumulative frequency, Box plot, Range, Interquartile range, Median, Quartiles, Minimum/maximum values

Examples

Mark	Freq	CF
$0 < x \leq 10$	0	0
$10 < x \leq 20$	4	4
$20 < x \leq 30$	1	5
$30 < x \leq 40$	10	15
$40 < x \leq 50$	17	32
$50 < x \leq 60$	18	50
$60 < x \leq 70$	24	74
$70 < x \leq 80$	16	90
$80 < x \leq 90$	6	96
$90 < x \leq 100$	4	100

Plot at the upper bound

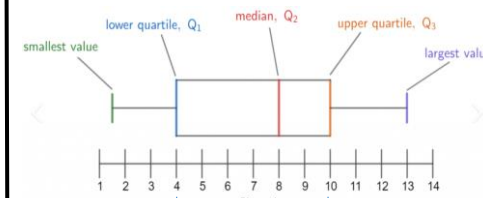


Median and quartiles are found from the y axis:
Lower quartile = 25% of the way through the data
 = 45

Median = 50% of the way through the data
 = 60

Upper quartile = 75% of the way through the data
 = 70

Interquartile range = UQ - LQ
 = 70 - 45
 = 25

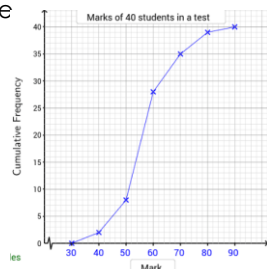


Interquartile range

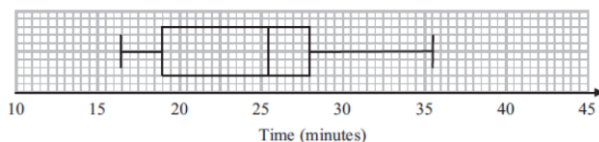
Range

Questions

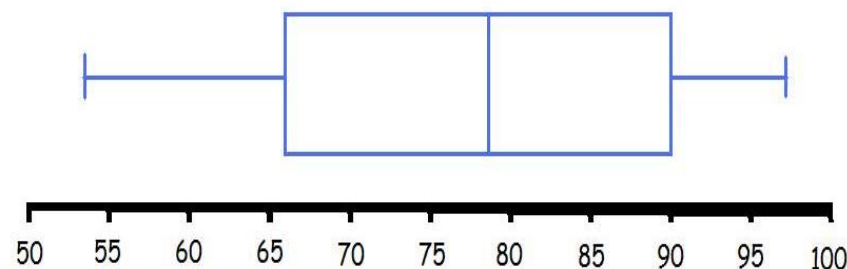
1. Read from the cumulative frequency graph to find the median and the interquartile range



2. Read from the box plot the median, range and interquartile range.



ANSWERS: 1) Median = 56,
 Interquartile range = 64 - 52 = 12 2)
 Median = 26,
 Range = 35.5 - 16.5 = 19,
 Interquartile range = 28 - 19 = 9



Averages from a table-Key Concepts

Modal class (mode)

Group with the highest frequency.

Median group

The median lies in the group which holds the $\frac{\text{total frequency}+1}{2}$ position.

Once identified, use the cumulative frequency to identify which group the median belongs from the table.

Estimate the mean

For grouped data, the mean can only be an estimate as we do not know the exact values in each group. To estimate, we use the midpoints of each group and to calculate the mean we find $\frac{\text{total } fx}{\text{total } f}$.

Examples

Length (L cm)	Frequency (f)	Midpoint (x)	fx
$0 < L \leq 10$	10	5	$10 \times 5 = 50$
$10 < L \leq 20$	15	15	$15 \times 15 = 225$
$20 < L \leq 30$	23	25	$23 \times 25 = 575$
$30 < L \leq 40$	7	35	$7 \times 35 = 245$
Total	55		1095

a) Estimate the mean of this data.

step 1: calculate the total frequency

step 2: find the midpoint of each group

step 3: calculate $f \times x$

step 4: calculate the mean shown below

$$\frac{\text{Total } fx}{\text{Total } f} = \frac{1095}{55} = 19.9\text{cm}$$

b) Identify the modal class from this data set. "the group that has the highest frequency"

Modal class is $20 < x \leq 30$

c) Identify the group in which the median would lie. Median = $\frac{\text{Total frequency}+1}{2} = \frac{56}{2} = 28\text{th value}$

"add the frequency column until you reach the 28th value" Median is in the group $20 < x \leq 30$

Questions

From the data:

- Identify the modal class.
- Identify the group which holds the median.
- Estimate the mean.

Cost (£C)	Frequency	Midpoint	
$0 < C \leq 4$	2		
$4 < C \leq 8$	3		
$8 < C \leq 12$	5		
$12 < C \leq 16$	12		
$16 < C \leq 20$	3		

ANSWERS: a) $12 < C \leq 16$ b) $\frac{25+1}{2} = 13\text{th value is in the group } 12 < C \leq 16$ c) $\frac{294}{25} = £11.76$

Key Words

Midpoint
Mean
Median
Modal

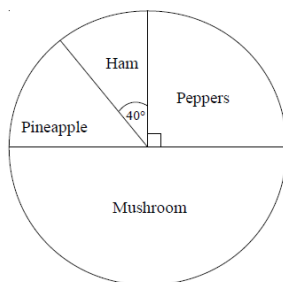


Pie charts and scatter graphs -Key Concepts

Pie charts use angles to represent proportionally the quantity of each group involved.

Pie charts can only be compared to one another when populations are given.

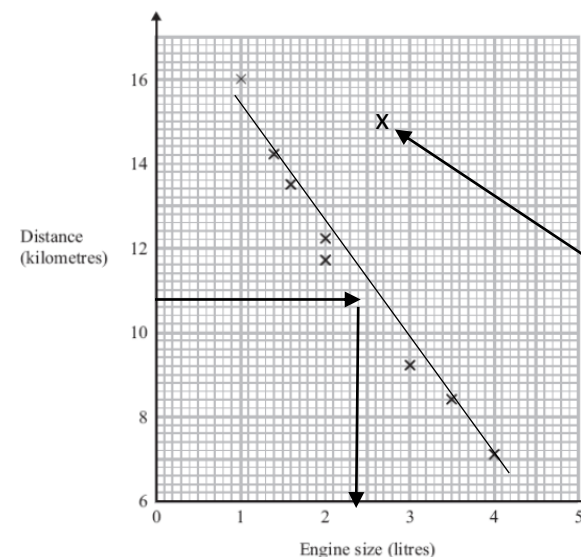
Scatter-graphs show the relationship between two variables. This relationship is called the **correlation**.



Topping	Frequency	Angle of Sector
Peppers	18	
Mushroom		
Pineapple		
Ham		

$$\frac{360}{72} = 5 \quad \xrightarrow{\times 5} \quad 360^\circ$$

Examples



A scatter-graph is drawn to show the relationship between the engine size of a car and how far it can travel.

It shows negative correlation.

This is an outlier.

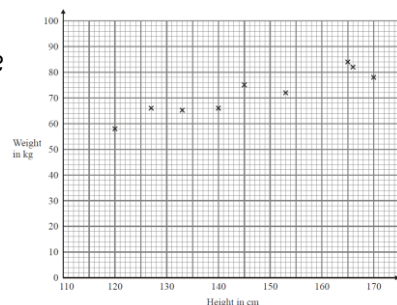
We draw a line of best fit through the middle of the data points to read from to estimate readings. For example, estimating the engine size of a car that can travel 11km would be 2.5 litres.

Questions

1. Calculate the angle for each category:

Region	Frequency
Southern England	9
London	23
Midlands	16
Northern England	12
Total	60

2. a) What type of correlation is shown?
b) Using a line of best fit estimate the weight when the height is 135cm.



ANSWERS: 1) 54, 138, 96, 72 2) a) positive b) 64kg-66kg

Key Words

Pie chart
Scatter-graph
Correlation
Outlier
Variable



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:

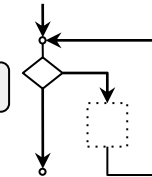
block of statements



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):
        self.datadir = datadir
        self.idfile = os.path.join(datadir, "id.txt")
        self.names = [x.strip() for x in str.split(open(self.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] %d features, %d dimensions" % (len(self.names), self.ndims))
        print("binary: %s" % self.featurefile)
        print("txt: %s" % self.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[1] for x in index_name_array]
        else:
            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.

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".

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).

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

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.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.

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

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

Model Text

Tu vas organiser une fête de fin d'année ?

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 !

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.

Tu veux sortir demain ?

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

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.

Tu es allé(e) à un festival récemment ?

L'année dernière je suis allé à un festival de musique pour deux jours.

Last year I went to a festival of music for 2 days.

Avec qui es-tu allé(e) ?

J'y suis allé avec mes copains. J'y suis allé en train car le festival était à Paris.

I went there by train because the festival was in Paris.

Qu'est-ce que tu as fait ?

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

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

Tu vas-y retourner l'année prochaine ?

Oui je vais y retourner l'année prochaine

Yes I'm going to return next year.

Football

Hands:

- Passing – short passing, push pass, instep pass
- Running with the ball – dribbling, close control
- Turning with the ball – using different parts of the foot/Cruyff turn.
- Shooting

Football

Head:

- Contribution to open play: e.g. moving up the pitch, moving into space, creating space, interceptions.
- Decision making; making correct decision to use techniques as appropriate contribution to strategy and tactics

Football

Heart:

- Demonstrating communication and influence on team performance



Tag Rugby

Hands:

- Passing – Lateral/side pass
- Catching from a pass
- Running with the ball – Evasion, sidestep or swerv
- Offloading - before and after contact

Tag Rugby

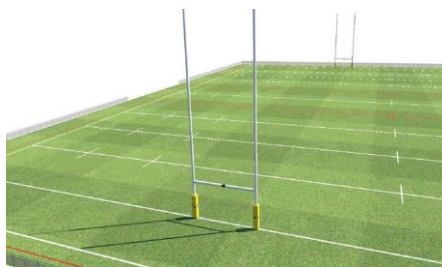
Head:

- Contribution to open play: e.g. moving up the pitch, moving into space, creating space, interceptions.
- Decision making; making correct decision to use techniques as appropriate contribution to strategy and tactics

Tag Rugby

Heart:

- Demonstrating communication and influence on team performance
- Adhering to rules, health, and safety guidelines



Invasion Games: Football | Rugby | Basketball | Handball | Hockey

1-2	3-4	5-6	7-8-9
I can lead an effective self-led warm up. I can describe some skills and rules in some sports. I can identify techniques, helping me to begin to improve my own performance.	I can take responsibility for leading a small group warm up. I have knowledge in some activities of skills & technique and understand how this improves my own and others practical performance.	I can lead an effective warm up to a large group I have knowledge in a range of activities of skills & technique and understand how this improves my own and others practical performance. I can apply my knowledge of rules and tactics of several different sports. I can give detailed feedback to my peers and teams overall performance.	I can lead others in activities and warm ups to enhance students learning. I can lead and officiate matches showing a good understanding of the rules. I display excellent understanding and can analyse ways how skills and tactics could improve the quality of performance.
I can demonstrate leadership of a small group of peers with some confidence I can demonstrate communication skills within discussions and activities	I can demonstrate confidence and leadership qualities, often volunteer to lead groups warm ups or activities. I have developed respectful relationships with my peers I am hardworking resilient and eager to accept challenges	I can provide constructive feedback in a range of activities I am confident and competent when leading large groups of performers, applying a variety of roles: official, coach, teacher, captain I am a positive role model to others	Takes the initiative to lead when officiating, or leading activities I am confident and competent when leading large groups of performers in a range of activities I participate in school sport and often inspire others to participate and progress in sporting activity.
I can demonstrate with some accuracy and success basic skills across a variety of activities in practice. There are times I make the correct decision about whether to pass/shoot/dribble Can exercise for short periods of time	I can demonstrate with some accuracy and success basic skills and tactics across a variety of activities in moderately pressured practice situations. I sometimes make the correct decision about whether to pass/shoot/dribble Can exercise for longer periods of time	I can demonstrate with some accuracy and success more complex skills and tactics across a variety of sports in competitive situations. I often make the correct decision about whether to pass/shoot/dribble Can exercise for longer periods of time and still use the correct techniques	I can demonstrate, with consistent accuracy and success, a range of complex skills and tactics in challenging situations. I nearly always make the correct decision, about whether to pass/shoot/dribble, even when under pressure Can exercise for sustained periods of time, whilst performing at a high level

Learning Objectives

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

- Activities and places to visit in relation to holidays, discuss past and future holidays, explore positive and negative aspects of tourism and experiences abroad, cultural capsule – religious pilgrimage: Hajj

الْحُجُّ إِلَى مَكَّةَ



The past (الْمَاضِي) tense:

Plural (جَمْع)	Dual (مُثَنَّى)	Singular (مُفْرَد)	Per.
فَعَلَ + وَا / نِ / تُمْ / تَنْ / نَا	فَعَلَا + اِ / تَا / تَمَا	فَعَلَ + تِ / تِ / تِ	
هُمْ فَعَلُوا	هُمَا فَعَلَا	هُوَ فَعَلَ	3 rd
هُنَّ فَعَلْنَ	هُمَا فَعَلَتَا	هِيَ فَعَلَتْ	
أَنْتُمْ فَعَلْتُمْ	أَنْتُمَا فَعَلْتُمَا	أَنْتَ فَعَلْتَ	2 nd
أَنْتُنَّ فَعَلْتُنَّ	أَنْتُمَا فَعَلْتُمَا	أَنْتِ فَعَلْتِ	
نَحْنُ فَعَلْنَا	-	أَنَا فَعَلْتُ	1 st

The future (الْمُسْتَقْبَل) tense:

Plural (جَمْع)	Dual (مُثَنَّى)	Singular (مُفْرَد)	Per.
سَوْفَ + present	سَوْفَ + present	سَوْفَ + present	
هُمْ سَوْفَ يَفْعَلُونَ	هُمَا سَوْفَ يَفْعَلَانِ	هُوَ سَوْفَ يَفْعَلُ	3 rd
هُنَّ سَوْفَ يَفْعَلْنَ	هُمَا سَوْفَ يَفْعَلَانِ	هِيَ سَوْفَ تَفْعَلُ	
أَنْتُمْ سَوْفَ تَفْعَلُونَ	أَنْتُمَا سَوْفَ تَفْعَلَانِ	أَنْتَ سَوْفَ تَفْعَلُ	2 nd
أَنْتُنَّ سَوْفَ تَفْعَلُنَّ	أَنْتُمَا سَوْفَ تَفْعَلَانِ	أَنْتِ سَوْفَ تَفْعَلِينَ	
نَحْنُ سَوْفَ نَفْعَلُ	-	أَنَا سَوْفَ أَفْعَلُ	1 st

Grammar Objectives

I will be able to understand and apply rules of:

- Past tense
- Present and future tenses

Key Vocabulary

English	Arabic	English	Arabic
He enjoyed	استمتع	He travelled	سافر
Hotel	فندق	He booked	حجز
Transportation	مواصلات	He resided	أقام / سكن
Beach	شاطئ	He left	غادر
Historical	تاريخي	He reached	وصل
Touristic	سياحي	He rode	ركب
Interesting	ممتع	He stayed	مكث / بقي
boring	ممل	He spent	قضى
Comfortable	مريح	He wished	أتمنى

Read the text then answer the questions

علي: سافرت إلى لبنان في فصل الصيف. إنها بلاد جميلة جداً لأنها تقع على شاطئ البحر وفيها الكثير من المناظر الرائعة. أقمت مع جدتي في فندق قريب من البحر واستمتعتا بالسباحة تحت أشعة الشمس الدافئة. الحياة هناك عالية جداً.

فاطمة: أنا ذهبت الشهر الماضي إلى المغرب التي تقع في شمال غرب إفريقيا. سكنت في بيت صديقتي سعاد وتعرفت على عائلتها الكبيرة. زررت المتحف الوطني وذهبت للمطاعم والسوق. الأكل المغربي لذيذ جداً وهو من أهم الأشياء التي تتميز بها المغرب.

- Where did Ali and Fatima travel?
- Name the capitals of the countries mentioned in the text?
- Who said the food was very delicious?
- Who has a big family?
- Who travelled in the summer?
- Who swam in the sea?
- Who visited a museum?
- Which countries do these flags belong to?



Activity: Change the sentences from the past to the future (see the example)

Place	Prep.	Verb	Pro/noun	Starter
مصر	إلى	سافرت	أنا	في الأسبوع الماضي،
السودان	To	Travelled		In the last week,
		went		
سوريا	إلى	سافر	سالم	في الربيع الماضي،
الجزائر	To	Travelled		In the last spring,
		Went		

في الأسبوع القادم، أنا سأسافر إلى مصر

Polite forms in Arabic

من فضلك (أرجوك) لو سمحت، أود كوباً من الشاي.

I would like a cup of tea, please.

من فضلك، كيف يمكن أن أذهب إلى ال...؟

How can I go to the ... please?

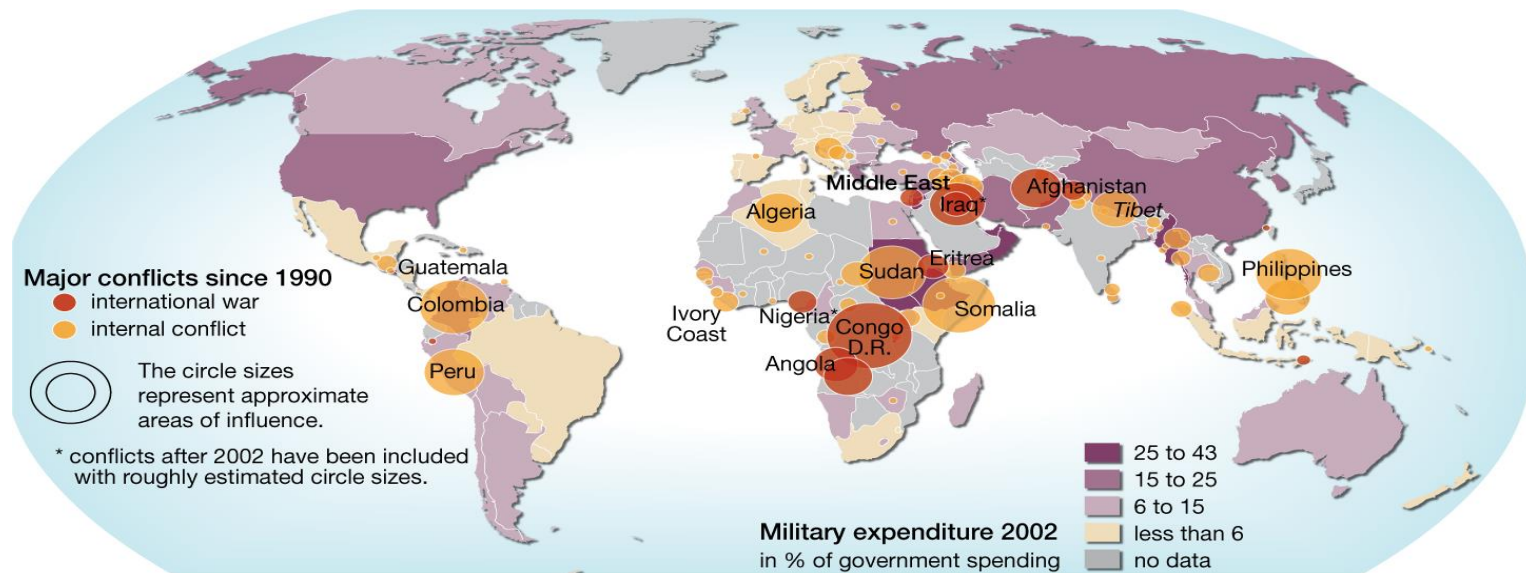
Topic

Conflict

Conflict is serious disagreement and argument about something important

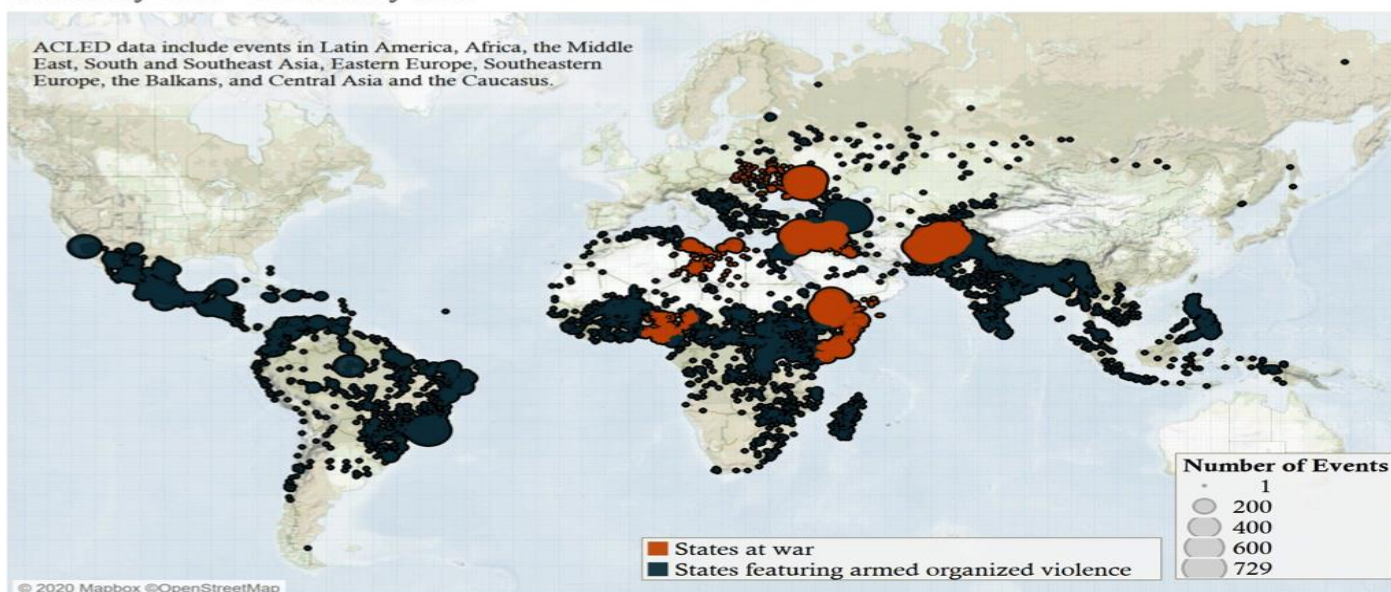
Key Words

Conflict
War
Battle
Conflict diamonds
Kimberly agreement
Global
Coltan
Social
Economic
Environmental
Political
Piracy
Democracy
Stalemate
Illegal
United Nations
Resources
Pacifism
Aggression



Armed conflict events in states at war & with armed organized violence

1 January 2018 - 1 February 2020



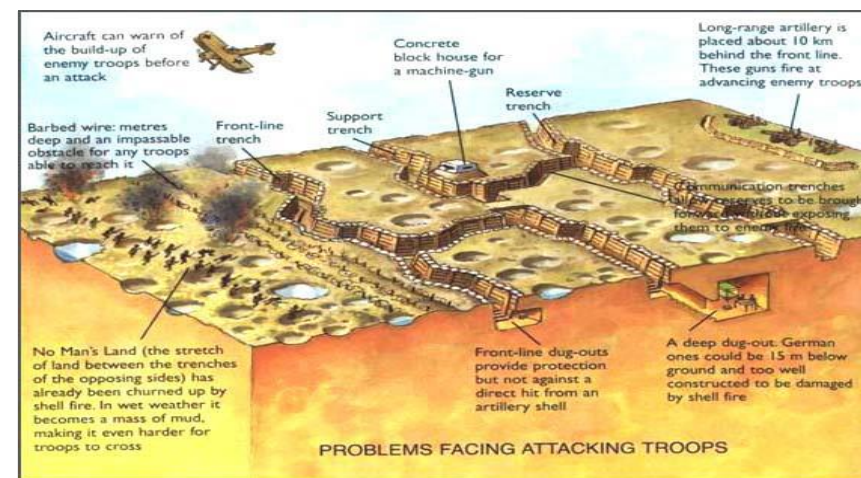
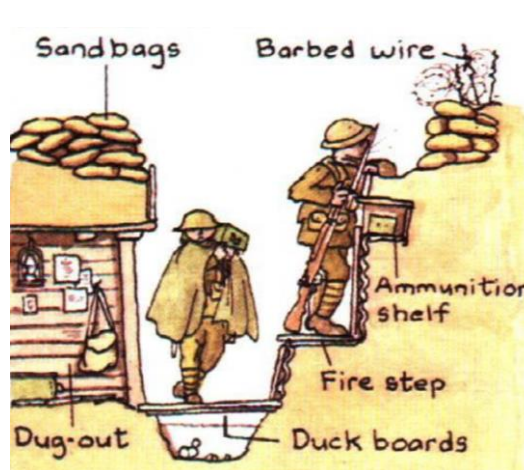
Key Terms

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



The end of the war: The Treaty of Versailles

- At the end of the war, Britain, France and the United States led the negotiations to sign a Treaty to decide what happened at the end of the war called the Treaty of Versailles. The terms were very harsh for Germany and included
 - the War Guilt Clause that said Germany was to blame for the war
 - reparations (set at £6,600 million in 1921)
 - army reduced to 100,000 men, no conscriptions, no tanks/aeroplanes
 - navy reduced to 15,000 men, 6 battleships, no submarines
 - land taken off Germany, including the Ruhr, Alsace-Lorraine, The Polish Corridor and the Saar
 - the Rhineland was demilitarised – they could only have a very small army.
- People in Germany were horrified by the Treaty which left Germany very poor. They lost land and valuable resources They had to rebuild their country and also had to pay a huge fine to Britain and France.
- There were rumours that Germany had been betrayed, this was called the 'stab in the back' theory, they believed they had been betrayed by the government that signed it

Why was 1923 a year of crisis for Germany?

The invasion of the Ruhr

- Germany could not pay the reparations. When they missed the third payment in 1923 the French, who needed the money to rebuild after the war invaded the Ruhr, an industrial area in Germany.
- Troops started to take goods instead of the money France was owed. When workers resisted they were shot – around 120 German workers were killed by the troops. Germany had been invaded. They were occupied by French soldiers and civilians were killed.

Hyperinflation

- Because they Germans had no money, they printed out extra banknotes. This meant that there was more money in the country than Germany really had so the money became worthless.
- This meant that people's saving suddenly became worthless. People living on fixed pensions could no longer afford to buy things. Children played with banknotes because they were worth nothing. The whole German economy collapsed.

The Munich Putsch

- The Nazis try to overthrow the government – violence, chaos and murder!

Why did more people support the Nazis after 1929?

Workers	Women	Industrialists (factory owners)	The army	Farmers
They promised jobs and kept slogans simple – e.g. 'Bread and work'. Promised to end the TOV, stop paying reparations to solve unemployment.	Traditional values and a focus on family and motherhood	Anti-Communist - would stop the threat of workers overthrowing their employers.	A strong government and leader. Overturn the TOV which restricted the army to 100,000.	Encouraged traditional values and said that the countryside was Germany's backbone.

Nazi Germany: Fear

- The Nazis scared people into obeying and supporting them.
- They used the Gestapo – the secret police to investigate 'un-Nazi behaviour'.
- They relied on informants to tell them when someone was acting in an Un-Nazi way.
- They would take suspects in, interrogate them using torture and then send people off to concentration camps.
- There was also the SS – Hitler's elite who ran the concentration/extermination camps.

National Careers Week (NCW) 7th March – 12th March 2022

- Empowering positive change through careers education
- Students will make connections with resources from NCW
- Links between world book day and National Careers Week.

Content

- Main employers in the UK / Areas of growth and decline in the East Midlands
- Skills identified by employers as in high demand
- Strengths / skills developed over KS3 and how these might be linked to options choices (Why are you suited to these choices; What will be necessary to succeed in these classes and why)
- Stereotyping and how it affects / limits choices for the future
- Produce personal statements as applications for GCSE choices - based on skills development and experiences in secondary school to this point

Skills Which Boost Employability



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 can give examples of how stereotyping can affect long term choices and prospects
- Students can express how their GCSE options choices are linked to their next steps and career goals
- Students can describe what labour market information is and how it can be used to inform their GCSE choices

Key Concepts

Careers focus, exploring different careers. Using Unifrog to explore career links

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.

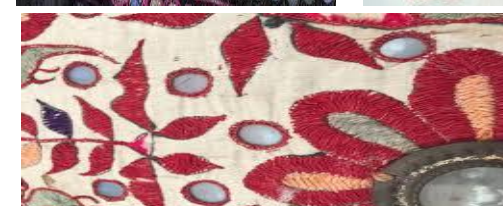
Content

- 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



Fabric Organiser Roll

Task

Design and make a fabric organiser roll suitable for objects of your choice.
The organiser must have a combination of colours and textures.
The organiser must have several compartments for identified objects and a tie closure.

Images



Key Words

Ergonomics, fastening, machine stitching, aesthetics, decorative, finishing, coordinating, components, quality, techniques, sections, lining, pressing



Step by Step Instructions

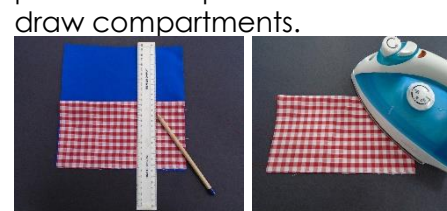
1. Choose your fabrics
1 piece for the outer
1 piece for the inner
1 for the compartments
1 piece of lining fabric



2. Lining
Iron the lining fabric onto the back of the inner fabric you have chosen.
Remember health and safety with the iron!



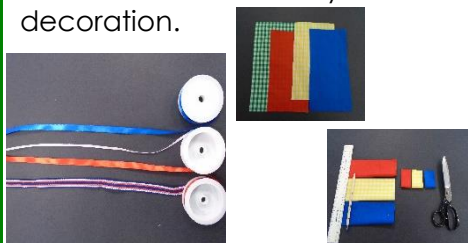
3. Compartments
Fold over the compartment piece, press the fold with the iron, and pin it onto your inner piece. With a pencil and ruler draw compartments.



4. Sewing compartments
Use the sewing machine to sew over your pencil lines to form the compartments.



5. Decide on your outer technique
Ribbons, tabs or layers.
Choose the fabrics for your outer decoration.



6. Decoration
Start to pin and attach your outer decorations.
Use the sewing machine to attach. Ensure a quality finish. Be accurate.



7. Ribbons
Choose your ribbons for tying the organiser.
Attach them as shown.

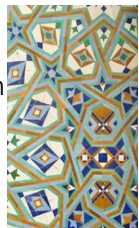


8. Finishing
Place your inner and outer pieces together, inside out, sew around the edges, leaving a 2cm gap, turn the correct way, press, and over stitch the outside.



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

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?



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

Key Word

Death

Key Questions

- 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 aspects of the Abrahamic faiths in relation to death?

Death Rituals and Beliefs

Muslim Death

- Heaven
- Hell
- Judgement

Christian Death

- Heaven
- Hell
- Jesus
- Cremation

Jewish Death

- Washing
- Prayer shawl
- Purification of the body



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