



**KNOWLEDGE
ORGANISERS**

YR9

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TOLERANCE



CONTENTS

A Guide to Using Your Knowledge Organisers	4
Science	6
Maths	7
French	8
Computing	10
Geography	11
English	12
History	13
Design & Technology	14
Religious Education	15
Art & Design	16
Life skills	17
Arabic	18

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.

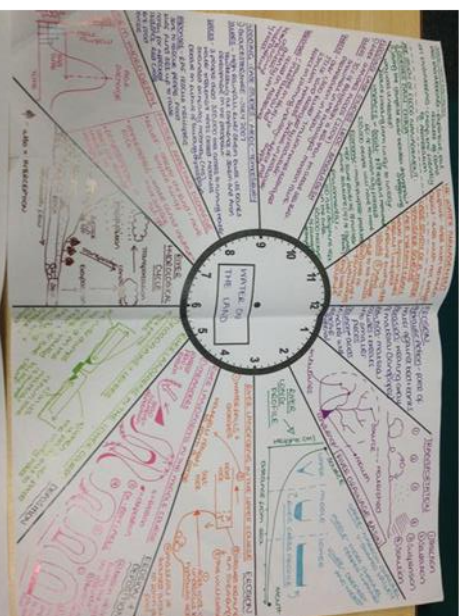
How can you use your knowledge organisers?

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.



Key Terms

Disease - A disease is a disorder that affects an organism's body, organs, tissues or cells.

Bacteria - Single-celled microorganisms, some of which are pathogenic.

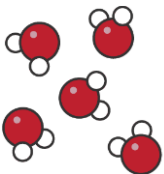
Immune System - The body's defence system against entry of any foreign body, including pathogens and agents such as pollen grains. The role of the immune system is to prevent disease.

Compounds

A **compound** is a substance that contains atoms of two or more **different** elements, and are **chemically joined** together.

For example, water is a compound of **hydrogen** and **oxygen**. Each of its **molecules** contains two hydrogen **atoms** and one oxygen atom. There are very many different compounds.

Water (H₂O)



What is a Communicable Disease?

A **communicable** or **infectious** disease is a disease which can be **transferred** from one person to another, or from one **organism** to another. For example, in humans, these include measles, food poisoning and malaria.

How do diseases spread?

Transmission can occur in a number of important ways, as shown in the table below.

Type	Examples
Direct contact	This can be physical contact, through human touch. i.e. shaking hands
Water	Dirty water can transmit many diseases, such as the cholera bacterium.
Air	When a person who is infected by the common cold sneezes, they can spray thousands of tiny droplets containing virus particles to infect others.
Unhygienic food preparation	Undercooked or reheated food can cause bacterial diseases like Escherichia coli which is a cause of food poisoning.
Vector	Any organism that can spread a disease is called a vector. Many farmers think tuberculosis in their cattle can be spread by badgers.



Pathogens

A **pathogen** is a microorganism that causes a disease. There are four main types of pathogen:

Pathogen	Example in animals	Example in plants
Viruses	HIV potentially leading to AIDS	Tobacco mosaic virus
Bacteria	Salmonella	Agrobacterium
Fungi	Athlete's foot	Black rose spot
Protists	Malaria	Few known

Vaccinations

Pathogens are microbes that cause **diseases**. **Vaccines** allow a dead or altered form of the disease-causing pathogen to be introduced into the body, which contains a specific **antigen**. This causes the immune system to produce complementary **antibodies**, which target and attach to the antigen. The white blood cell then engulfs and digests a pathogen. This is called phagocytosis. Following a vaccination, a person can become immune to the specific **disease**.



How to prevent the spread of diseases

Method	Example	How it works
Sterilising water	Cholera	Chemicals or UV light kill pathogens in unclean water.
Suitable hygiene - food	Salmonella	Cooking foods thoroughly and preparing them in hygienic conditions kills pathogens.
Suitable hygiene - personal	Athlete's foot	Washing surfaces with disinfectants kills pathogens. Treating existing cases of infection kills pathogens.
Vaccination	Measles	Vaccinations introduce a small or weakened version of a pathogen into your body, and the immune system learns how to defend itself.
Contraception	HIV/AIDS	Using barrier contraception stops the transfer of bodily fluids.
Avoid overcrowding	Powdery mildew	Keeping organisms away from one another reduces the chance of the pathogen being close enough to spread from one organism to another.

Powers and Roots

The notation 3^2 is known as **index form**. The small digit is called the index number or **power**. The index number tells you how many times the number should be multiplied.

When the index number is two, the number has been **squared**.
When the index number is three, the number has been **cubed**.

Simple and Compound Interest

Calculate the interest when £400 is invested for 3 years at:

5% simple interest (SI)

$$\begin{aligned} 5\% \text{ of } \pounds 400 &= 1/20 \text{ of } \pounds 400 \\ &= \pounds 20 \end{aligned}$$

$$\begin{aligned} \text{(SI) Over 3 years} &= 3 \times \pounds 20 \\ &= \pounds 60 \end{aligned}$$

$$\begin{aligned} \text{New Principal} &= \pounds 400 + \pounds 60 \\ &= \pounds 460 \end{aligned}$$

5% compound interest (CI)

$$\begin{aligned} 1^{\text{st}} \text{ Years (CI)} &= 5\% \text{ of } \pounds 400 \\ &= \pounds 20 \end{aligned}$$

$$\begin{aligned} &\pounds 400 + \pounds 20 \\ &= \pounds 420 \end{aligned}$$

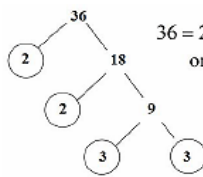
$$\begin{aligned} 2^{\text{nd}} \text{ Years (CI)} &= 5\% \text{ of } \pounds 420 \\ &= \pounds 21 \end{aligned}$$

$$\begin{aligned} \text{New Principal} &= \pounds 420 + \pounds 21 \\ &= \pounds 441 \end{aligned}$$

$$\begin{aligned} 3^{\text{rd}} \text{ Years (CI)} &= 5\% \text{ of } \pounds 441 \\ &= \pounds 22.05 \end{aligned}$$

$$\begin{aligned} \text{New Principal} &= \pounds 441 + \pounds 22.05 \\ &= \pounds 463.05 \end{aligned}$$

Prime Factors

	Definition	Example
Lowest Common Multiple (LCM)	The smallest number that is in the times tables of each of the numbers given.	The LCM of 3, 4 and 5 is 60 because it is the smallest number in the 3, 4 and 5 times tables.
Highest Common Factor (HCF)	The biggest number that divides exactly into two or more numbers.	The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.
Product of Prime Factors	Finding out which prime numbers multiply together to make the original number. Use a prime factor tree.	 $36 = 2 \times 2 \times 3 \times 3$ or $2^2 \times 3^2$

Fractions & Percentages

Fractions represent part of a whole number. Fractions, decimals and percentages can all have the same values and you may find it useful to know how to convert between them.

Mixed numbers

$1\frac{2}{3}$ is known as a **mixed number**, because it is made up of a whole number and a fraction.

Improper fractions

$\frac{5}{3}$ is called an **improper fraction**, because the top number is bigger than the bottom number.

Percentages

Per cent means 'per 100'. If 70 per cent of the population own a pet, this means that 70 out of every hundred people own a pet. The symbol % means 'per cent'

Negative Numbers

Numbers below zero are called **negative** numbers. Numbers above zero are called **whole** numbers. There are rules you can use if adding, subtracting, multiplying or dividing positive and negative numbers.

The rule for multiplying and dividing these numbers is very similar to the rule for adding and subtracting.

- When the signs are different the answer is negative.
- When the signs are the same the answer is positive.

$$\begin{array}{l} + \times - \\ - \times + \\ + \div - \\ - \div + \end{array} \left. \vphantom{\begin{array}{l} + \times - \\ - \times + \\ + \div - \\ - \div + \end{array}} \right\} - \quad \begin{array}{l} + \times + \\ - \times - \\ + \div + \\ - \div - \end{array} \left. \vphantom{\begin{array}{l} + \times + \\ - \times - \\ + \div + \\ - \div - \end{array}} \right\} +$$

Surds

Surds are numbers left in square root form that are used when detailed accuracy is required in a calculation. They are numbers which, when written in decimal form, would go on forever.

Surds can be simplified if the number in the surd has a square number as a factor.

Remember these general rules:

$$\sqrt{a} \times \sqrt{a} = a$$

$$\sqrt{ab} = \sqrt{a} \times \sqrt{b}$$

$$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$$

Learning Objectives

By the end of the term, I will be able to communicate (talk, ask and answer) about:

- My family relationship
- My pocket money and how I earn it
- Issues faced by teenagers

Grammar Objectives

I will be able to understand and apply rules about:

- Present tense
- Future tense
- Use modal verbs

Key Grammar Words

Reflexive verbs - These are **verbs** which mean an action done to oneself, e.g. laver **means** 'to wash', but se laver **means** 'to get washed' or literally 'to wash oneself'.

Modal verbs - This is a type of **verb** that is used to indicate **modality** (likelihood, ability, permission, request, capacity, suggestions, order, obligation, or advice).

Modal verbs are always accompanied by an infinitive form of a verb.

Key Words / Vocabulary

Relationships

Tu as de bonnes relations avec tes parents? *Do you have a good relationship with your parents?*

J'ai de bonnes/mauvaises relations avec ... *I have a good/bad relationship with ...*

Mes parents ... *My parents ...*

me laissent sortir le week-end. *let me go out at the weekend.*

me font confiance. *trust me.*

me respectent. *respect me.*

me traitent comme un bébé. *treat me like a baby.*

sont stricts la semaine. *are strict during the week.*

sont assez cool le week-end. *are quite cool at the weekend.*

Mon père/Ma mère est ... *My dad/mum is ...*

Il/Elle ... *He/She ...*

me laisse/traite ... *lets/treats me ...*

me respecte/fait confiance. *respects/trusts me.*

Pocket money

Quand reçois-tu de l'argent de poche? *When do you get pocket money?*

Je reçois de l'argent ... pour Noël/mon anniversaire. *I receive money ... for Christmas/my birthday.*

Quels petits boulots dois-tu faire? *What chores do you have to do?*

Je dois ... *I have to ...*

aider à la maison. *help at home.*

faire la vaisselle. *wash the dishes.*

ranger ma chambre. *tidy my room.*

tondre la pelouse. *mow the lawn.*

laver la voiture. *wash the car.*

faire les courses. *do the shopping.*

garder mon petit frère/ma petite sœur. *look after my little brother/sister.*

faire du baby-sitting. *babysit.*

Je reçois £10 par semaine/mois. *I receive £10 per week/month.*



Grammaire p.166, p.168 WB p.11-12, p.24

Pronouns: **me, te, se**

On pages 58-59, **me** and **te** are used as object pronouns:

me	<i>me, to me</i>	te	<i>you, to you</i>
-----------	------------------	-----------	--------------------

Se is a reflexive pronoun:

se	<i>(to) himself/herself/ourselves/each other/themselves</i>
-----------	---

*Ils **me** traitent comme un bébé.* - They treat **me** like a baby.

*Ton père **te** fait confiance.* - Your dad trusts **you**.

*On **se** parle.* - We talk **to each other**.

Negative: *On **ne se** parle **pas**.* - We **don't** talk **to each other**.

Modal verbs + infinitive

devoir (must)	vouloir (want)	pouvoir (can)
je dois	je veux	je peux
tu dois	tu veux	tu peux
il/elle/on doit	il/elle/on veut	il/elle/on peut

*Je **veux** payer.* - I want to pay.

*Il **doit** économiser.* - He must save.

To form the negative: **ne ... pas** wraps around the modal verb:

*Tu **ne** dois **pas** dépenser ton argent.* - You must not spend your money.

Teenagers' pressures and problems

Quelle est la plus grosse pression pour toi? *What is the biggest pressure for you?*

Pour moi, la plus grosse pression, c'est ... *For me, the biggest pressure is ...*

le collège/les profs. *school/teachers.*

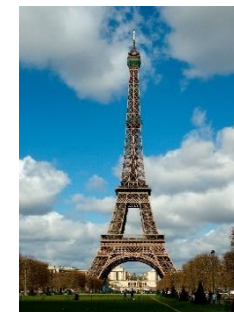
les parents/les copains. *parents/friends.*

la presse. *the media.*

Ça m'étouffe. Ils m'étouffent. *It stifles me. They stifle me.*

Ça me met/ Ils me mettent trop de pression. *It puts/They put too much pressure on me.*

Ça me stresse. Ils me stressent. *It stresses me. They stress me.*



Model Text

Salut je m'appelle Jon et j'habite à Paris	Hello I am called Jon And I live in Paris	Comment t'appelles-tu ou habites-tu ?
avec mes parents et mon frère cadet et ma sœur aînée.	with my younger brother and oldest sister	Avec qui habites-tu?
Je m'entends vraiment bien avec mon père	I get on really well with my dad	Tu t'entends bien avec tes parents?
car il est cool, compréhensif et il me respecte.	because he is cool, understanding and he respects me.	Pourquoi ?
Mais malheureusement je me dispute quelquefois avec ma mère	but I sometimes argue with my mum	Et t'entends bien avec ta mère ?
car souvent elle me traite comme un bébé	because she often treats me like a baby.	Pourquoi ?
A la maison je dois aider tous les jours	At home I have to help everyday	Tu dois aider à la maison ?
par exemple je dois laver la vaisselle après le diner.	for example I have to wash the dishes after dinner.	
Je dois aussi garder mon petit frère	Also I have to look after my little brother	
J'aime bien ça car on regarde des dessin animés ensemble et en plus ma mère me donne 10 € .	I quite like it because we watch cartoon together and my mum gives 10 euros.	Combien d'argent de poche reçois-tu?
Pour moi la plus grande pression est le collège et les profs	For me the biggest issue is school and teachers	Quelle est la plus grosse pression ?
Car l'éducation est très importante dans ma vie, je veux devenir quelqu'un dans la vie	Because education is very important for me, I want to become someone in life.	
et je veux que mes parents soient fiers de moi	And I want my parents to be proud of me	

Key Grammar – Modal Verbs – Sentence Structure

Le weekend	Je dois	Ranger	ma chambre	a v e c	Mon père
Pendant les vacances	On doit	Laver	la voiture		Ma mère
Pendant mon temps libre	Je peux	garder	à la maison		Mon petit frère
En soirée	On peut	Tondre	la pelouse		Ma petite sœur
Le matin		Faire / Aider	les courses		

Talking About Relationships

To talk about relationships with family members, use *je m'entends bien avec* (I get on well with), or *je ne m'entends pas bien avec* (I don't get on well with) followed by the family member(s).

- Je m'entends bien avec mes parents - I get on well with my parents.
- Je ne m'entends pas bien avec mon frère - I don't get on well with my brother.
- Je m'entends bien avec ma sœur parce qu'elle est amusante - I get on well with my sister because she is funny.



Keywords

Data – Facts and statistics collected together for reference or analysis

Information – Facts provided or learned about something or someone / Data as processed, stored or transmitted by a computer

Data Protection Act – An act of parliament defining the ways in which information about living people may be legally used and handled

Social Engineering – the use of deception to manipulate individuals into divulging confidential or personal information that may be used for fraudulent purposes

Hacking – Attempt to exploit a computer system or a private network

Cyber – relating to the culture of computers, information technology, and virtual reality

Malware – software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system.

Network – a group or system of interconnected people or things e.g. a network of computers

DDoS Attack– Distributed Denial of Service Attack

Computer Misuse Act (1990)

Currently the **Computer Misuse Act (1990)** is the only way of preventing and dealing with **computer misuse** in the UK. Therefore it is a very **important** legislation as it keeps the 13.9 million people in the UK, who own computers, safe from unauthorised access and modification. This is more important when dealing with businesses where it can result in huge losses of finance.

Security Risks

There are lots of technical ways to try and keep data safe and secure.

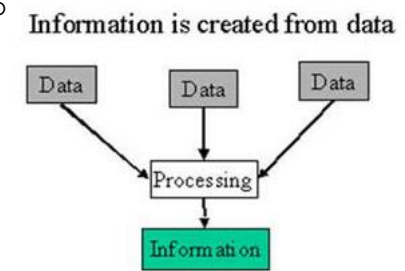
Human error arguably creates the largest risk of the data being compromised.

Social engineering is a set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.

Difference Between Information and Data

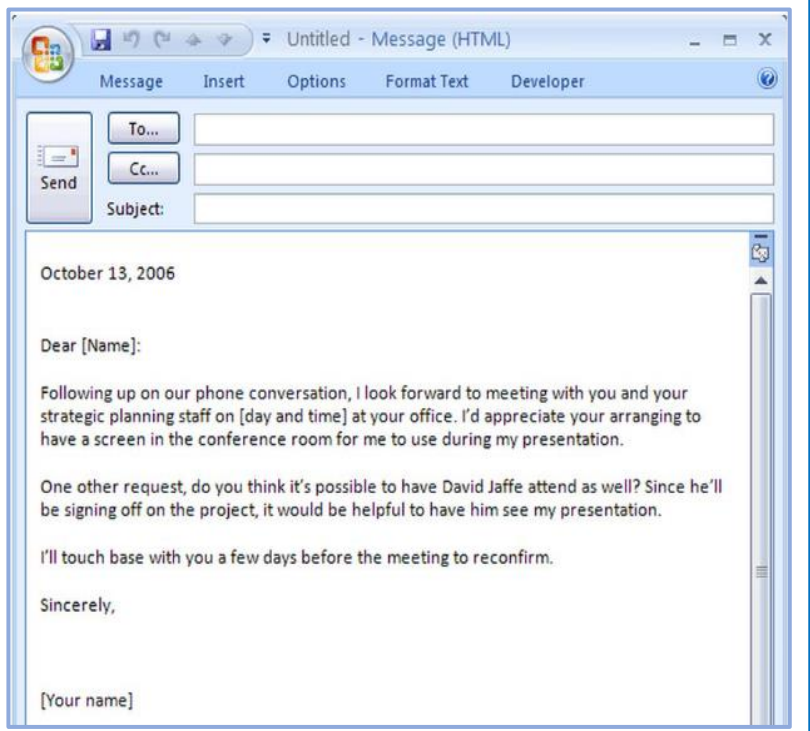
Data and information are **interrelated**. Data usually refers to **raw data** or **unprocessed** data. Once the data is **analysed**, it is considered as **information**. Information is "**knowledge** communicated or received concerning a particular fact or circumstance."

Basically, information is the message that is being conveyed, whereas data are plain facts.



Email

Email (short for **electronic mail**) is the digital equivalent of sending a letter. Each email has a **sender**, a **receiver** and a **message**. The big difference is that instead of waiting for our posted letter to be delivered by the post office, an email is **sent and received almost immediately**.



Sectors of the Economy

Primary	The collection of and direct use of natural resources (e.g. wood, iron). Any business that grows goods or takes materials from the land is part of the primary sector
Secondary	The processing of raw materials turning them into usable goods and products (for example in factories – making wood into furniture)
Tertiary	The selling of services, skills or a product to a consumer (e.g. selling furniture in a shop, serving meals in a restaurant, providing a haircut)
Quaternary	Industries providing information services such as computing, ICT, consultancy (giving advice) and research development

Measuring development

Standard of Living The level of wealth or what people own in an area.	Quality of Life The standard of health, comfort, and happiness experienced by a person or a group. A measure of whether or not people have what they need and the resources to enjoy life	Development indicators Different types of data used to measure the quality of life in an area (e.g. birth rate, death rate, level of literacy, etc.)
---	---	--

Key Terms and Concepts

Globalisation	The increasing interdependence which is a result of the increasing connections between different places in the world
Interdependence	The relationships and connections between countries, especially in trade – most people in the world today depend on the rest of the world for survival
Distribution	The way in which something is spread over an area or in different categories
Colonisation	When one country takes control of another. Many European countries colonised African countries in the past
Development Gap	The difference in the standard of living and quality of life between HICs and LICs
HIC	High Income Country
LIC	Low Income Country
NEE	Newly Emerging Economy

Key Development Indicators

Birth Rate	Death Rate	Infant Mortality Rate
Life Expectancy		Population Growth
Access to safe drinking water		
GDP (per capita)	Calories consumed per day	Population per Doctor
% of children in school		% of Adult Literacy

Terminology

GENRE - A style or category of art, music, or literature. Jane Eyre is an example of the Gothic Genre.

ALLUSION - An **allusion** is a figure of speech that references a person, place, thing, or event. Each of these concepts can be real or imaginary, referring to anything from fiction, to classics, to folklore, to historical events and religious manuscripts.

SUBTEXT - The inner meaning of the text— aspects found beneath the surface.

SYMBOLISM - A literary device that uses symbols, or marks e.g. A heart for example is a symbol of love.

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.

Context

Historical Context :Jane Eyre is set in the north of England sometime in the first half of the nineteenth century. It was first published in 1847. During this period, British society was undergoing slow but significant change. Perhaps most important was the transition from a rural to an industrial economy.

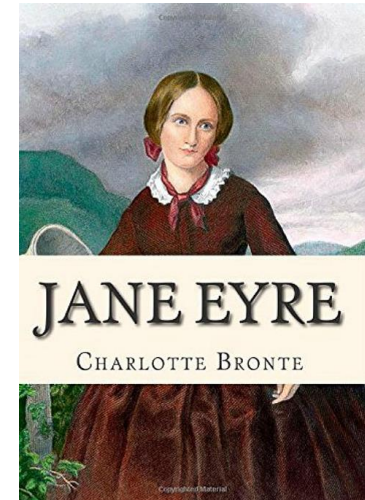
Role of Women : Women had few, if any, opportunities to work outside the home, other than being a governess to children. Also women were seen as the weaker gender, and the men in their lives traditionally maintained a level of control over them. Women's rights were minimal at the time, and the novel received criticism at the time due to Jane's portrayal as an independent woman who demanded equality and respect.

The Church : **The church** held great influence and in-depth knowledge of the Bible was extremely important this can be seen in the actions of the character of the pastor St. John.

The Gothic : Gothic tradition can be seen in: supernatural encounters, remote locations, complicated family histories, ancient manor houses, dark secrets and mysteries to create an atmosphere of suspense and terror— the plot of the novel contains most of these elements.

Themes

- Character Development
- Education
- Morality and Ethics
- The Supernatural
- Religion
- The class system
- Race and gender
- The home
- The Gothic
- Self autonomy
- Self-care and respect



Key Quotations

ON THE VALUE AND AUTONOMY OF THE INDIVIDUAL: "I am no bird; and no net ensnares me; I am a free human being with an independent will."

SOCIAL CLASS AND WOMEN'S EQUALITY "Do you think I am an automaton?—a machine without feelings?Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless? You think wrong!—I have as much soul as you,—and full as much heart!I am not talking to you now through the medium of custom, conventionalities, nor even of mortal flesh;—it is my spirit that addresses your spirit; just as if both had passed through the grave, and we stood at God's feet, equal,—as we are!"

ON TRUE BEAUTY "Most true it is that 'beauty is in the eye of the gazer.'"

ON SELF-CARE AND RESPECT "I can live alone, if self-respect, and circumstances require me so to do. I need not sell my soul to buy bliss. I have an inward treasure born with me, which can keep me alive if all extraneous delights should be withheld, or offered only at a price I cannot afford to give."

Key Figures

Ella Baker

A founder of the SNCC and leader of the Montgomery Bus Boycott. Organised campaigns across the American south to register Black American voters



Daisy Bates

Leader of the NAACP in Arkansas and organiser of the Little Rock Nine challenge to segregation in schools. The only female speaker at the 1963 March on Washington



Stokely Carmichael

Leader of the SNCC from 1966 to 1968 Advocate of the Black Power movement which called for more aggressive and militant action to obtain political, social and economic equality for Black Americans



James Farmer

Leader of CORE and advocate of non-violent direct action Key organiser of the Lunch Counter Sit-ins and the Freedom Rides



Martin Luther King Jr

Baptist minister and civil rights leader and leader of the SCLC One of the leaders of the Montgomery Bus Boycott and organiser of the Freedom March on Birmingham and known for the I Have a Dream speech during the March on Washington Awarded the Nobel Peace Prize in 1964 Assassinated in 1968



John Lewis

Involved in the Lunch Counter Sit-ins and Freedom Rides Leader of the SNCC and key organiser of the Freedom Marches – leader of the Selma March Became a congressman in the United States government



Rosa Parks

Civil Rights activist and member of the NAACP known for her part in the Montgomery Bus Boycott



Malcolm X

Civil Rights activist and member of the Nation of Islam and later founder of [Organization of Afro-American Unity](#) Assassinated in 1965



Key terms and concepts

Activist: A person who campaign to bring about social or political change.

Civil Rights: the rights of citizens to political and social freedom and equality.

Jim Crow Laws: A collection of local and state laws designed to deny Black Americans the right to vote, hold jobs, get an education or other opportunities.

Segregation: the enforced separation of different racial groups in a country, community, or location.

Desegregation: Ending segregation – facilities to be open to people of all races.

Militant: confrontational or violent methods in support of a political or social cause.

Separate but Equal: The political policy that there should be separate areas and facilities for people of different races but that the separate areas would be of equal quality.



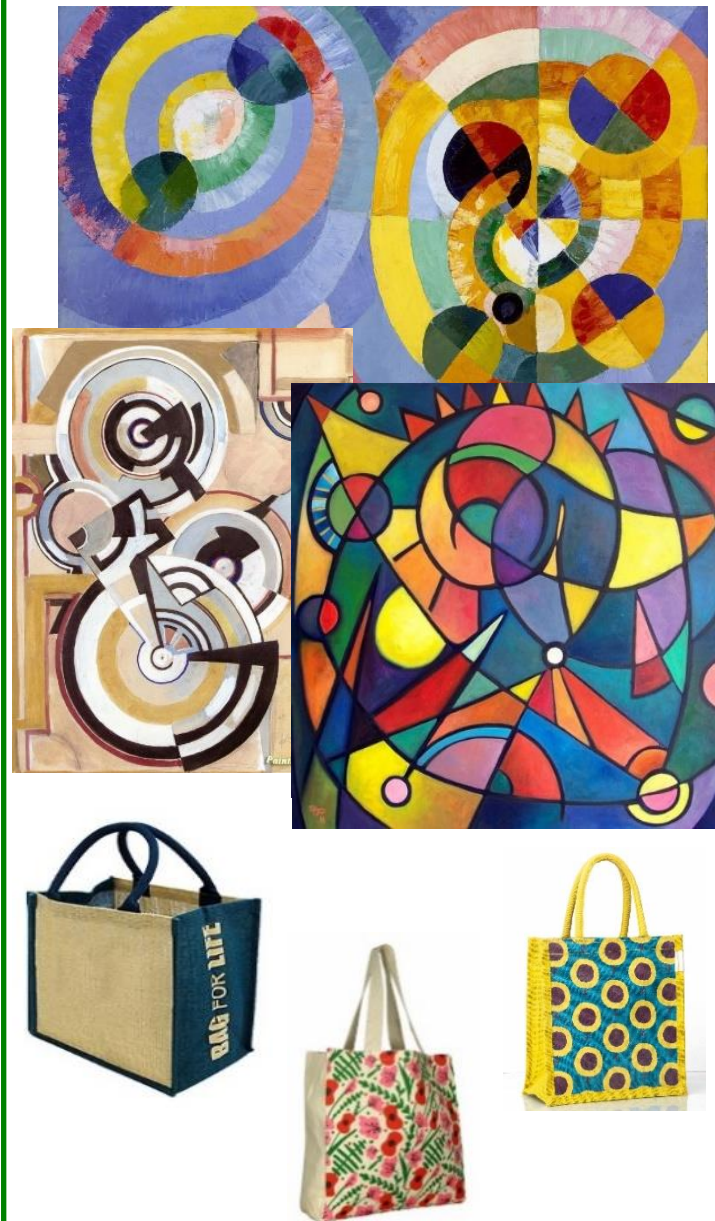
Key Words

Reusing and recycling	Using items that can be reused or recycled
Pollution and waste	Harmful to the environment and use the earth's limited resources
Abstract	Shapes and patterns that are not realistic images
Composition	The shape and form of the design

Textiles Key Words

Recycled cotton	Fabric which has been constructed from previously used materials
Fabric paints, crayons and markers	Specialist materials which can be heat sealed into the fabric to eliminate fading and prolong life of the item
Embellishment	Adding items and techniques to add detail

Images



DT

1. Study artists who have used circles in their work
2. Create patterns and designs
3. Experiment with specialist materials
4. Create your bag design
5. Add embellishment

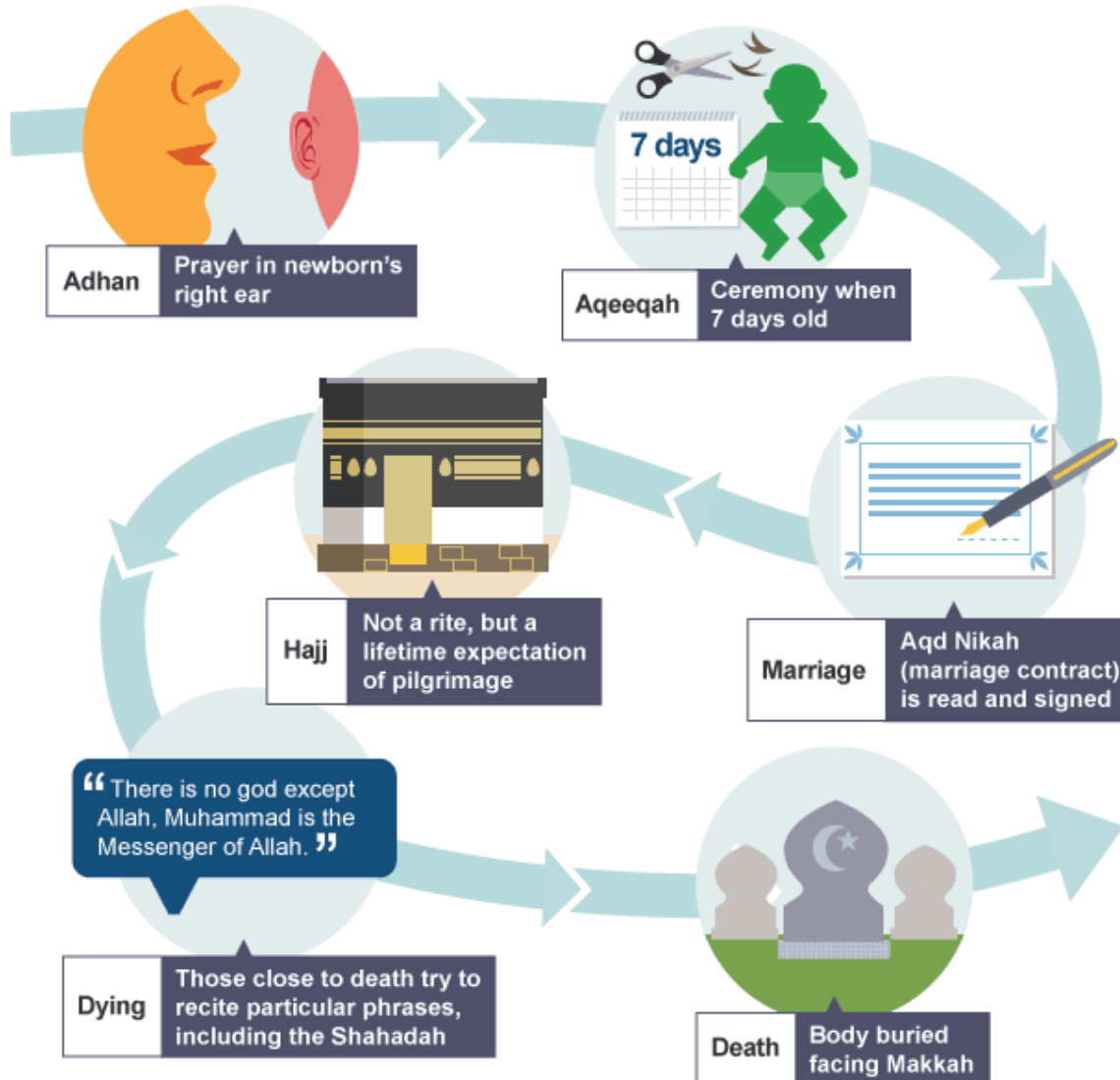
Bags For Life

Reusing and recycling is a key issue with regards to cutting down on pollution and waste. You will be creating a **bag for life**, using circles as your inspiration.

Circles are a reoccurring theme in art, particularly **abstract** art, and many artists and designers have created patterns, compositions and designs by purely using the shape of circles mixed with colour and **texture**.

You will use specialist **fabric paints**, crayons and markers to decorate a **recycled** cotton bag in your design. You will then go on to add texture, **pattern** and detail using **embellishing** techniques.

Rites of Passages in Islam



Birth

At the moment of birth, many Muslims speak the words of the **Adhan** (the call to prayer) in the ear of the baby so that the call to serve **Allah** is present from the start of the child's life.

On the seventh day after birth, the child's head is shaved. This is called **Aqeeqah** and is performed as part of the naming ceremony.

The baby is given a taste of honey to reflect the sweetness of the **Qur'an**. A sheep or a goat may be offered in sacrifice to mark the occasion.



Death

When a person is dying, if he or she is able to, they should say the **Shahadah**.

As soon as possible after death, the body is washed three times by relatives of the same gender as the deceased, and it is then wrapped in a white cloth. The body is then taken to an outdoor location, sometimes near the **mosque**, where Muslims will stand and offer prayers for the **forgiveness** of the deceased and that they may find peace and happiness in the world to come.

When a person dies, Muslims believe they enter an intermediate phase in the grave, waiting for **Yawm al-Din** or the Day of Judgement, when **Allah** will raise the body. This is why Muslims generally do not practise **cremation**.

Marriage

Marriage is expected for all Muslims. It is a **Sunnah** of the prophet. Muslims do not expect any individual to take a vow of **celibacy**.

Muslim parents may **arrange** a suitable marriage partner for their children. However, the couple have to agree to their parents' choice.



Key Words

Composition – The position and layout of a group of visual information.

Contrast – Colours that are opposite on the colour wheel.

Style – The technique an artist uses to express the individual character of their work.

Texture – The feel, appearance, or the tactile quality of the work of art.

Collage – A piece of art made by using a variety of materials such as paper / newspaper / photographs which are cut out, rearranged and glued on a surface.

Sheesha – Translates to mirror / glass. A surface, typically of glass, coated with a metal amalgam, which reflects a clear image.

Embroidery - Embroidery is the craft of decorating fabric or other materials using a needle to apply thread or yarn.

Lehnga - a full ankle-length skirt worn by Indian women, usually on formal or ceremonial occasions.

Culture - the ideas, customs, and social behaviour of a particular people or society.

Content

You will be studying **Indian “Sheesha” Textile Designs.**

You will be looking at Rajasthani designs, lehnga skirts, colourful matching outfits worn with jewellery and cushion and curtain designs.

Through these pieces of art, you will be exploring the use of mirrors, embroidery, detail, threads and cultural ideas.

You will also be studying about Indian craftspeople and designers who are based in different areas with differing design ideas.

Sheesha Patterns



What is Sheesha?

The Shisha embroidery was originated in the 17th century in India. The term Sheesha means glass in Persian, from where the word transferred to Urdu/Hindi and other related languages and is now commonly understood as mirror / glass.

“Sheesha” or “mirror work” is a type of embroidery which attaches small pieces of mirrors and/or reflect metal to fabric. Mirror embroidery is spread throughout Asia, and today can be found in the traditional embroidery of the Indian subcontinent, Afghanistan, China, and Indonesia.

Sheesha Textiles



Rights and Responsibilities and the Global Community

Unit Overview

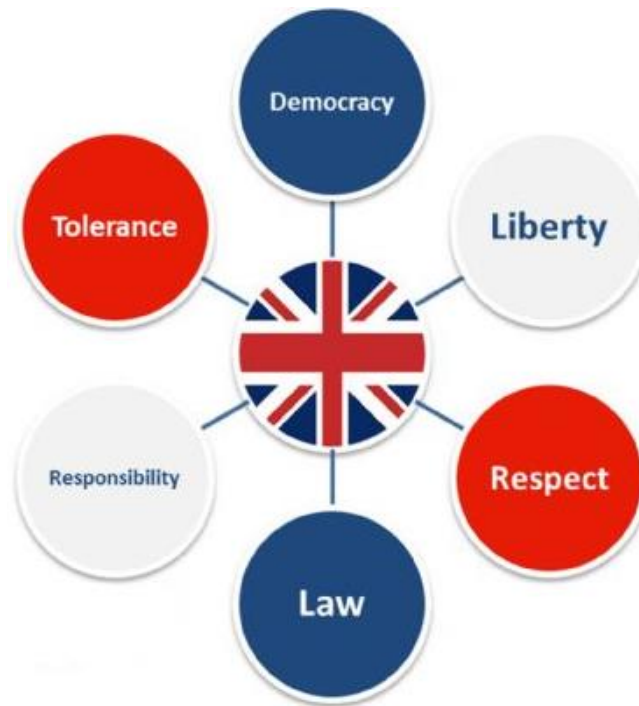
You will look at the concept of **human rights** and the strong links to **personal responsibility**.

You will consider the **ethics** behind the products we buy in the UK and evaluate how much we are **accountable** for the poor working conditions for some workers and the **supply and demand** of unethical products.

You will evaluate how we can tackle these issues in our **global communities** through smarter choices and being able to identify social injustices and **violations** in the modern world to help make a positive difference to the world we live in.

Key Concepts

- Citizenship
- British Values
- Living in the Wider World
- Human Rights



Key Words

Human Rights	A fundamental right that every person is entitled to have, to be or to do.
European Court of Human Rights	The European court in France which hears cases where people feel their human rights have been breached.
Convention	An agreement with states covering particular matters.
Article	In this sense, a separate clause or paragraph of a legal document or agreement, typically one outlining a single rule or regulation.
International Humanitarian Laws	Laws which cover the treatment of civilians and prisoners of war, as well as setting out what is illegal in a conflict.
Sustainability	Focuses on meeting the needs of the present without compromising the needs of future generations.
Sweatshops	A factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions.
Fairtrade	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
Ethics	Moral principles that govern a persons behaviour or the conducting of an activity.

Shopping Key Words

To shop	التسوق
Shopping centre	مركز التسوق
For various reasons	لأسباب مختلفة
Firstly	أولا
Not a lot of money	الكثير من المال
To eat	لتناول الطعام
Goods	السلع

Questions

التسوق

Interlingo



1. ما رأيك في أن التسوق هو مضيعة للمال؟
2. أين تفضل التسوق؟ في مركز تجاري أو دكان صغير؟
3. ما رأيك في من يقول أن النساء مدمنات على التسوق؟
4. متى تسوّقت آخر مرة؟ ماذا اشترت؟

1. What is your opinion about shopping wastes money?
2. Where do you like to shop? Shopping centre or small shops?
3. What is your opinion of women being addicted to shopping?
4. When was the last time you went shopping? What did you buy?

Tenses

Future	المُستقبل	Present	المُضارع	Past	الماضي
	سَأفَعَلُ - أنا سَأُدْرُسُ	أَفَعَلُ - أنا أَدْرُسُ	فَعَلْتُ - أنا دَرَسْتُ		
	سَتَفَعَلُ - أنتِ سَتَدْرُسُ	تَفَعَلُ - أنتِ تَدْرُسُ	فَعَلْتِ - أنتِ دَرَسْتِ		
	سَتَفَعَلِينَ - أنتِ سَتَدْرُسِينَ	تَفَعَلِينَ - أنتِ تَدْرُسِينَ	فَعَلْتِ - أنتِ دَرَسْتِ		
	سَيَفَعَلُ - هُوَ سَيَدْرُسُ	يَفَعَلُ - هُوَ يَدْرُسُ	فَعَلَ - هُوَ دَرَسَ		
	سَتَفَعَلُ - هِيَ سَتَدْرُسُ	تَفَعَلُ - هِيَ تَدْرُسُ	فَعَلَتْ - هِيَ دَرَسَتْ		
	سَتَفَعَلُ - نَحْنُ سَنَدْرُسُ	نَفَعَلُ - نَحْنُ نَدْرُسُ	فَعَلْنَا - نَحْنُ دَرَسْنَا		
	سَتَفَعَلُونَ - أَنْتُمْ سَتَدْرُسُونَ	تَفَعَلُونَ - أَنْتُمْ تَدْرُسُونَ	فَعَلْتُمْ - أَنْتُمْ دَرَسْتُمْ		
	سَيَفَعَلُونَ - هُمْ سَيَدْرُسُونَ	يَفَعَلُونَ - هُمْ يَدْرُسُونَ	فَعَلُوا - هُمْ دَرَسُوا		
	سَتَفَعَلْنَ - أَنْتُنَّ سَتَدْرُسْنَ	تَفَعَلْنَ - أَنْتُنَّ تَدْرُسْنَ	فَعَلْتُنَّ - أَنْتُنَّ دَرَسْتُنَّ		
	سَيَفَعَلْنَ - هُنَّ سَيَدْرُسْنَ	يَفَعَلْنَ - هُنَّ يَدْرُسْنَ	فَعَلْنَ - هُنَّ دَرَسْنَ		

Sentences

Shopping

التسوق

How much is this jacket?

بِكَمْ هَذِهِ الْجَاكِيْتَةُ؟

I didn't like the jacket I bought.

لَمْ تُعْجِبْنِي السُّتْرَةُ الَّتِي اشْتَرَيْتُهَا.

These jeans are **too long**.

هَذِهِ الْجِينْزُ هِيَ طَوِيلَةٌ جَدًّا.

The clothes are **too tight**.

المَلَابِيسُ ضَيِّقَةٌ جَدًّا.

I would like to return this.

أُودُّ أَنْ أَرْجِعَ هَذَا.

I did not **find** my size.

لَمْ أَجِدْ مَقَاسِي.

The **service** is not good.

الْخِدْمَةُ لَيْسَتْ جَيِّدَةً.

The prices are **too high**.

الْأَسْغَارُ مُرْتَفِعَةٌ جَدًّا.

I love this **look**.

أَنَا أُحِبُّ هَذِهِ الطَّلْعَةَ.

Prepositions

حُرُوفُ الْجَرِّ

Preposition	Arabic
Under	تَحْتَ
Above	فَوْقَ
Between	بَيْنَ
On	عَلَى
In front of	أَمَامَ
Behind	خَلْفَ / وَّرَاءَ
Next to	بِجَانِبِ
Inside	دَاخِلَ
Below	أَسْفَلَ
To	إِلَى
With	مَعَ
From	مِنْ
In	فِي

Time Phrases

Meaning - المعنى	Expression - العبارة
Next January	فِي يَنَايِرِ الْقَائِمِ
After two days	بَعْدَ يَوْمَيْنِ
Tomorrow	غَدًا
Next week	فِي الْأَسْبُوعِ الْقَائِمِ
In the future	فِي الْمُسْتَقْبَلِ
Later	لَا حِينَ



MADANI SCHOOLS FEDERATION