C2 Knowledge Organiser - Year 9

Name:

Advisory:

Hard work | Integrity | Fairness

DIXONS NEWALL GREEN ACADEMY

Contents

Year 9 Homework Overview

Day	Subject	Type
Monday	Geography or History	RCWC in homework booklet full page Spellings
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader Spellings
Thursday	Science	Sparx Science
Friday	English (1/2 page) Spanish or Mandarin (1/2 page)	RCWC in homework booklet

English

w/c 8th December - Section 1: Purple Hibiscus Context	
Political unrest	The novel is based on a military coup (pronounced 'koo') in Nigeria in 1985; the government was corrupt and violent.
Colonialism	Nigeria was governed under British rule until 1960; this affected many aspects of life such as religion, economics and politics.
Dele Giwa	A journalist who was critical of the government; killed in 1986 by a bomb.
Religious Fundamentalism	Catholicism is used in contrast with traditional Nigerian religion, creating conflict.
Igbo	People who live chiefly in south-eastern Nigeria.

w/c 15th December - Section 2: Purple Hibiscus Characters 1	
Kambili Achike	The narrator: fifteen-year-old girl who is quiet and withdrawn but an excellent student; idolises her father.
Jaja	Kambili's older brother; seventeen; unable to protect Kambili.
Papa (Eugene)	Kambili's father; devout Catholic who is wealthy.
Mama (Beatrice)	Kambili's mother; a quiet submissive woman who does not speak out about Papa's violence.
Aunty Ifeoma	Papa's sister; a tall, outspoken woman who is a professor at the university.

w/c 5th January - Section 3: Purple Hibiscus Themes	
Nigerian politics	The struggle for power and corruption within Nigeria's government.
Religion and belief	Conflict between Catholicism and traditional Igbo spirituality.
Freedom vs. tyranny	The tension between personal liberty and oppressive control.
Violence	Physical and emotional harm used to maintain power or control.

w/c 12th January - Section 4: Purple Hibiscus Characters 2	
Papa Nnukwu	The father of Papa and Ifeoma; a traditionalist who follows the beliefs of his ancestors.
Father Amadi	A young, handsome Nigerian priest; a Catholic who respects his Nigerian roots.
Amaka	Aunty Ifeoma's oldest child; Kambili's cousin; a fifteen-year-old artist who wants to be an activist.
Ade Coker	Papa's friend and editor of a newspaper; writes dangerous stories criticising the government.

w/c 19th January - Section 5: Purple Hibiscus Language Techniques / Methods 1	
Narrative	The way a story is told, including perspective and voice.
Exposition	The introduction of background information about characters and setting.
Rising action	Events that build tension and lead to the climax.
Climax	The most intense or dramatic point in the story.
Resolution / Denouement	The ending where conflicts are resolved.

w/c 26th January – Section 6: Purple Hibiscus Vocabulary 1	
Duality	having to sides to a person
Unrest	A state of dissatisfaction or disturbance among people.
Colonial	Relating to a country controlling another territory.
Censor	To suppress or remove parts considered offensive or dangerous.
Coup	A sudden, violent overthrow of a government.

English

w/c 2nd February - Section 7: Purple Hibiscus Language Techniques/ Methods 2	
Symbolism	Using objects or actions to represent deeper meanings.
Foreshadowing	Hints or clues about what will happen later.
Dialogue	Conversation between characters recorded as direct speech.
Flashback	A scene set in an earlier time than the main story.
Allusion	A reference to another text, event, or figure.

w/c 9th February - Section 8: Purple Hibiscus Vocabulary 2	
Corruption	Dishonest or unethical behaviour by those in power.
Fanaticism	Extreme and uncritical devotion to a belief or cause.
Feminism	Advocacy for women's rights and equality.
Foil	An opposing or opposite character.
Contrast	The state of being strikingly different from something else in juxtaposition or close association.

w/c 23rd February - Section 9: Purple Hibiscus Contextual Vocabulary	
Propaganda	Biased information used to promote a political cause.
Liberal	favouring reform, open to new ideas, and tolerant of the ideas and behaviour of others; not bound by traditional thinking; broad-minded.
Assassination	The deliberate killing of a prominent person.
Repressed	to end, limit, or restrain, as by intimidation or other action.

w/c 2nd March - Section 10: Analytical Verbs	
This shows…	Demonstrates, reveals, exposes, displays, exhibits
This suggests…	Implies, symbolises, evokes, signifies, connotes, indicates
This highlights…	Emphasises, exaggerates, underlines, stresses, foreshadows, promotes
Writer's purpose	Provokes, manipulates, subverts, exposes, ridicules, attacks

w/c 9th March - Section 11: Sentence Variety	
Connective start	Beginning a sentence with a linking word (e.g., However, Therefore).
Prepositional phrases	A phrase starting with a preposition (e.g., In the garden).
Embedded clause	A subordinate clause inserted within a main clause. The main clause still makes sense around the insertion.
Semi-colon	A punctuation mark (;) used to link related ideas – can replace a conjunction in a compound sentence.

w/c 16th March - Section 12: Descriptive Techniques / Methods	
Personification	Giving human qualities to non-human things.
Juxtaposition	Placing contrasting ideas side by side.
Foreshadowing	Hints or clues about what will happen later.
Pathetic fallacy	Using nature or weather to reflect emotions.

w/c 23rd March - Section 13: Structuring Descriptive Writing	
Drop	Start with a dramatic moment to hook the reader.
Zoom	Focus closely on a small detail.
Flash	Jump briefly to another time or place. Create contrast with what has come before.
Mirror	End by reflecting the opening scene or idea. Add a change or development to the original opening.

Section 1 – States of Matter	WB. 05/01/26
Particle Model	**Atoms** or **molecules** represented by **small, solid, spherical particles.** Particles **identical** in each **state** – only **arrangement** and **energy** change.
Solids	Particles are **regularly** arranged, **close together** and **vibrating** in **fixed** positions. **Strong** forces.
Liquids	Particles are **randomly** arranged, **close together** and moving **around** each other. **Weak** forces.
Gases	Particles are **randomly** arranged, **far apart** and moving **randomly** in **all directions** at a **range of speeds. No** forces.

Section 2 – Gas Pressure	WB. 12/01/26
How do gases exert pressure?	Particles **collide** with the **walls** of the **container** and **exert** a **force.** Pressure is the **force** per **unit area.**
Temperature of a gas	Related to the **average kinetic energy** of the **particles.**
Temperature and pressure	**Temperature** of gas **increases** -> particles have more **K.E.** -> move **faster** -> more **frequent collisions** with walls -> and **larger force** exerted -> **pressure increases.**
High pressure	May cause **container** to **break, burst** or **explode.**

Section 3 – Changes of State	WB. 19/01/26
3 key facts	1. **Physical** changes. 2. **Mass** is always **conserved.** 3. Easily **reversible.**
Melting	**Solid** to **liquid.** Energy **supplied.** Forces **weaken.** Occurs at **melting point** when **heating.**
Boiling	**Liquid** to **gas.** Energy **supplied.** Forces **break.** Occurs at **boiling point** when **heating.**
Condensing	**Gas** to **liquid.** Energy **given out.** Forces **reform.** Occurs at **boiling point** when **cooling.**
Freezing	**Liquid** to **solid.** Energy **given out.** Forces **strengthen.** Occurs at **melting point** when **cooling.**

Section 4 – Density	WB. 26/01/26
Definition	**Mass** per **unit volume.** Measured in **kg/m³.**
Equation	**density = mass / volume**
Density of regular solid (e.g. cuboid)	1. Measure **length, width** and **height** with a **ruler.** 2. Calculate **volume: length** x **width** x **height.** 3. Measure **mass** with a **mass balance.** 4. Use **density equation.**
Density of irregular solid (e.g. a stone)	1. Fill **eureka can** with **water** and insert object. 2. Collect **displaced water** in a **measuring cylinder** to measure **volume.** 3. Measure **mass** with a **mass balance.** 4. Use **density equation.**
Density of liquid	1. Measure **volume** with a **measuring cylinder.** 2. Measure **mass** with a **mass balance.** 3. Use **density equation.**

Section 5 – Internal Energy and Energy Transfers		WB. 02/02/26
Internal energy	**Total kinetic energy** and **potential energy** of all the **particles** in a **system.**	
Change in internal energy	Causes either a **change** in **temperature** or a **change** in **state.**	
Heating & cooling curves	**Diagonal line**	**Temperature** is **increasing** or **decreasing.**
	Horizontal line	A **change** of **state** is occurring (**temperature** remains **constant**).
Specific heat capacity	**Definition**	Amount of **energy** required to **increase** the **temperature** of **1 kg** of a substance by **1 °C.** Measured in **J/kg °C.**
	Equation	**Energy change = mass x SHC x temp change**
Specific latent heat	**Definition**	Amount of **energy** required to **change** the **state** of **1 kg** of a substance **without** changing its **temperature.** Measured in **J/kg.**
	Equation	**Energy change = mass x specific latent heat**

GCSE Science

Physics P3 – Particle Model of Matter

Section 1 – States of Matter		WB. 09/02/26
Particle Theory		Models particles as **small, solid, inelastic spheres.**
Solid	Particles	**Regular** arrangement, **touching** each other, **strong** forces, **vibrating** in fixed positions.
	Properties	**Fixed shaped** and **volume. Cannot flow** or be **compressed.**
Liquid	Particles	**Random** arrangement, **touching** each other, **weak** forces, **moving around** each other.
	Properties	**No fixed shape** but **fixed volume**. Can **flow** but **cannot** be **compressed.**
Gas	Particles	**Random** arrangement, **not touching** each other, **no** forces, moving **randomly** in **straight lines** at a **range** of speeds.
	Properties	**No fixed shape** or volume. Can **flow** and can be **compressed.**

Section 2 – Changes of State	WB. 09/02/26
Melting (S -> L)	Particles gain **energy** and move **faster** -> forces **weaken** -> particles **break free** from positions.
Boiling (L -> G)	Particles have **enough energy** to **break** the forces between them.
Condensing (G -> L)	Particles **no longer** have **enough energy** to **overcome** forces. Forces **re-form.**
Freezing (L -> S)	Particles lose **energy** and move **slower** -> forces **strengthen** -> particles **held** in positions.
Melting Point	Temperature at which a **solid melts** or a **liquid freezes.**
Boiling Point	Temperature at which a **liquid boils** or a **gas condenses.**
Energy Required	**Stronger** forces -> **more energy** required -> **higher** melting and boiling points.

Section 3 – Formation of Ions	WB. 23/02/26
Ions	**Charged particles.**
Cations	**Positive** ions formed when electrons are **lost.**
Anions	**Negative** ions formed when electrons are **gained.**
Group 1 metals	**Lose 1** electron -> form ions with **1+** charge.
Group 2 metals	**Lose 2** electrons -> form ions with **2+** charge.
Group 6 non-metals	**Gain 2** electrons -> form ions with **2-** charge.
Group 7 non-metals	**Gain 1** electron -> form ions with **1-** charge.

Section 4 – Ionic Bonding	WB. 23/02/26
Electron Transfer	Electrons transferred from **metal** to **non-metal** atoms. Both gain **full outer shells.**
Ionic Bond	**Electrostatic attraction** between a **positive metal ion** and a **negative non-metal ion.**
Structure of Compound	**Lattice** of **oppositely charged ions** held together by **strong electrostatic forces** in all directions.
Melting & Boiling Points	**High** -> many **strong** electrostatic forces -> require a lot of **energy** to break.
Electrical Conductivity	**Solid** = does **not** conduct -> ions **not** free to move **Molten** or **aqueous** = does **conduct** -> ions **free** to move.

Section 5 – Explaining Reactivity Trends in Group 1 and 7	WB. 02/03/26
Group 1 Trend	**More reactive** as you go down the group.
Group 1 Explanation	Down the group: number of **shells increases** -> outer shell electron **further** from nucleus -> **less attraction** -> electron **lost more easily.**
Group 7 Trend	**Less reactive** as you go **down** the group.
Group 7 Explanation	Down the group: number of **shells increases** -> outer shell electrons **further** from nucleus -> **less attraction** -> electron **gained less easily.**

GCSE Science

Chemistry C2 – States of Matter & Ionic Bonding

Section 1 – Covalent Bonding	WB. 02/03/26
Covalent Bond	Bond formed between two **non-metal atoms** when they **share** a **pair** of **electrons**.
Double Covalent Bond	Bond formed between two **non-metal atoms** when they **share two pairs** of **electrons**.
Electrostatic Attraction	Between the **negative shared electrons** and the **positive nuclei** of the atoms.

Section 2 – Simple Molecular Covalent Substances	WB. 02/03/26
Structure	**Small molecules** made up of atoms **covalently bonded** together. **Weak intermolecular forces** between molecules. E.g. methane (CH_4), ammonia (NH_3).
Melting & Boiling Points	**Low** -> **intermolecular forces** are **weak** -> do **not** require much **energy** to break.
Size of Molecule	**Larger** molecules -> **stronger** intermolecular forces -> **higher** melting and boiling point.
Conductivity	Do **not conduct** -> no **charged particles**.

Section 3 – Polymers Covalent Substances	WB. 02/03/26
Structure	**Long chain molecules** made up of **repeating units** called **monomers**. **Intermolecular forces** between molecules. E.g. poly(ethene)
Melting & Boiling Points	**Higher** than simple molecular covalent as **larger molecules**. But **lower** than ionic and giant covalent.
Conductivity	Do **not conduct** -> no **charged particles**.

Section 4 – Giant Covalent Substances	WB. 02/03/26
Structure	**Giant molecule** made up of **very many atoms** all bonded to each other by **strong covalent bonds**. E.g. diamond, graphite and silicon dioxide (SiO_2).
Melting & Boiling Points	**High** -> many **strong** covalent bonds -> require a lot of **energy** to break.
Conductivity	Do **not conduct** -> no **charged particles** (except **graphite**).

Section 5 – Allotropes of Carbon (contain covalent bonds)	WB. 09/03/26
Diamond	Each carbon **bonded** to **4** others. Very **hard**. Very **high** melting point. Does **not conduct**. Uses -> **cutting** and **drills**.
Graphite	Each carbon **bonded** to **3** others. **Sheets** of atoms arranged in **hexagons**. **Weak** forces between sheets -> can **slide** over each other. **Conducts electricity** -> free **electrons**. Uses -> **lubricants** and **pencil lead**.
Graphene	**Single** sheet of **graphite**. Very **light** and **conducts electricity**. Uses -> **strengthening materials** and **electronics**.
Fullerenes	Molecules of carbon shaped like **tubes** or **balls**. E.g. Buckminsterfullerene = C_{60}. Uses -> **lubricants**, **electronics**, **catalysts** and **strengthening**.

Section 6 – Metallic Bonding	WB. 09/03/26
Structure	**Lattice** of **positively charged metals ions** surrounded by a **sea** of **delocalised electrons**. Held together by **strong electrostatic forces**.
Melting & Boiling Points	**High** -> many **strong** electrostatic forces -> require a lot of **energy** to break.
Electrical Conductivity	**Conduct electricity** -> **free electrons** can move through **whole structure** -> carry **charge**.
Thermal Conductivity	**Conduct heat** -> **free electrons** can move through **whole structure** -> carry **thermal energy**.
Malleability	Can be **bent** or **hammered** into shape -> **layers** of atoms can **slide** over each other.
Alloys	**Mixture** of **metals** or a **mixture** of a **metal** and a **non-metal**.
Strength of Alloys	Different **sized** atoms -> **distorts layers** so they **cannot slide** over each other -> **stronger** than **pure** metal.

GCSE Science

Chemistry C2 – Covalent & Metallic Bonding

Section 1 – Cell Organisation	WB. 16/03/26
Cells	**Building blocks** of **life.**
Tissue	Group of **similar cells** that work together.
Organ	Group of **different tissues** that work together.
Organ System	Group of **organs** that work together.
Organism	Group of **organ systems** that work together.

Section 2 - Enzymes	WB. 23/03/26
Enzymes	**Biological catalysts** -> **increase** the **speed** of a **reaction** without being **changed** or **used up.** They are **proteins.**
Substrate	**Molecule** that **binds** to the **active site** of an **enzyme.** Forms an **enzyme-substrate complex.**
Lock and Key Model	Only **one type** of **substrate** can fit in the **active site** of an enzyme.
Denaturing	**Active site** changes **shape** -> due to **high temperatures** or **extreme pH** -> **substrate** can no longer bind.

Section 3 - Digestive Enzymes			WB. 23/03/26
Enzyme	**Function**	**Site of production**	**Site of action**
Carbohydrase e.g. amylase	Carbohydrates -> simple sugars e.g. starch -> maltose	Salivary glands Pancreas Small intestine	Mouth Small intestine
Protease e.g. pepsin	Proteins -> amino acids	Stomach Pancreas Small intestine	Stomach Small intestine
Lipase	Lipids -> fatty acids and glycerol	Pancreas Small intestine	Small intestine

Section 4 - Other Digestive Chemicals	CYCLE 3
Bile	Made in **liver** -> stored in **gall bladder** -> released into **small intestine.** Two functions: 1. **Alkaline** so **neutralises acidic food** from stomach. 2. **Emulsifies lipids** (breaks into **smaller droplets**) -> **larger S.A..**
Hydrochloric acid	Found in **stomach.** Two functions: 1. **Kills pathogens.** 2. Provides **optimum pH** for **pepsin** enzyme.

Section 5 – Food Tests	CYCLE 3
Prepare sample	**Crush** food -> add **water** -> **mix** -> **filter** out solid bits.
Test for sugars	**Benedict's** solution -> put in **water bath** at **75 °C** -> turns from **blue** to **green, yellow** or **brick -red.**
Test for starch	**Iodine** solution -> turns from **browny-orange** to **blue-black.**
Test for proteins	**Biuret** solution -> turns from **blue** to **pink** or **purple.**
Test for lipids	**Sudan III** solution -> forms a **bright red top layer.** Or shake with **ethanol** -> forms a **cloudy emulsion.**

Section 6 - Lungs	CYCLE 3
Structure	**Trachea** (windpipe) -> **bronchi** -> **bronchioles** -> **alveoli**
Oxygen	**Diffuses** from **alveoli** into **red blood cells** in **capillaries.**
Carbon dioxide	**Diffuses** from **blood plasma** in **capillaries** into **alveoli.**
Adaptations of alveoli for gas exchange	1. **Many small alveoli** -> **large surface area.** 2. **Thin walls** -> **short diffusion pathway.** 3. **Good ventilation** and **capillary network** -> **steep concentration gradient** maintained.

Section 7 - Heart	CYCLE 3
Double Pump	**Right** side pumps **blood** to **lungs.** **Left** side pumps **blood** to **body cells.**
Vena cava	Carries **deoxygenated** blood from **body cells** into **right atrium.**
Pulmonary artery	Carries **deoxygenated blood** from **right ventricle** to **lungs.**
Pulmonary vein	Carries **oxygenated blood** from **lungs** to **left atrium.**
Aorta	Carries **oxygenated blood** from **left ventricle** to **body cells.**
Pacemaker	**Cells** in **right atrium wall** that control **resting heart rate.** Produce a small **electrical impulse** -> makes **muscle cells contract.**

GCSE Science

Biology B2 – Cell Organisation Part 1

Geography

W/C 8th December - Section 1 – Natural Hazards		W/C 12th January – Section 4 – NH – Conservative Plate Margin	
tectonic plate	**section/segment** of **crust**	plate movement	two tectonic plates **slide past** each other
plate margins	where **plates meet** (plate boundary)	earthquakes	**pressure** and **friction builds** between the plates as they **slide past each other** → eventually the **plates slip suddenly** to a new position → sudden movement causes **vibrations** (**seismic waves**) → felt as an **earthquake**
constructive margin	two plates move **away** from each other → **rising magma** fills the gap	volcanoes	**no volcanic activity** at conservative plate margins (no rising magma)
destructive margin	two plates move **towards** each other → **oceanic crust** is **subducted** (sinks underneath) under the **continental crust**		
conservative margin	two tectonic plates **slide past** each other		

W/C 15th December – Section 2 – NH - Constructive Plate Margin		W/C 19th January - Section 5 – reducing Dev Gap	
plate movement	two plates move **away** from each other	1. investment	**companies** in one country **invest** in (give money to) **companies** in another **country** → **improves business** → **more profit** → **development** → then some of this profit is sent back to the company who lent the money
earthquakes	earthquakes **sometimes** occur at **constructive margins** → as two **plates pushed apart** → **pressure builds** up within the **rocks** → **pressure released** as **vibrations** → which can cause **small earthquakes**	2. industrial development	**reducing primary sector jobs** (farmer) and **increasing secondary sector jobs** (factory worker) → **more profitable goods** to **trade** → **development**
volcano formation	as the two plates **move away** from each other → **magma rises** to **fill** the **gap** → forms **volcano**	3. tourism	**tourists spend money** → **increases tertiary sector employment** for **locals** e.g. **hotel staff** and **tour guides** → **higher pay** → more **development**
volcano type	**shield** volcanoes → **wide**, **flat**, **shield shaped** (formed from layers of lava)	4. aid	**money, goods** and **services given** as a **gift** to a country → to **improve** the **quality of life** and **economy** (or to help recover from a natural disaster)

Geography

W/C 5th January – Section 3 – NH – Destructive Plate Margin		W/C 26th January – Section 6 – Reducing Dev Gap	
plate movement	two plates move **towards** each other → **oceanic crust** is **subducted** (sinks underneath) under the **continental crust**	5. intermediate technology	**simple, easily learned** and **maintained technology** used by **locals** in **LICs** → e.g. **'Life Straw'** → **cleans water** → **less sickness** → more **development**
earthquakes	**pressure** and **friction builds** between the plates (as the oceanic plate is subducted) → eventually **plates slip suddenly** to new position → **sudden movement** causes **vibrations** (**seismic waves**) → felt as **earthquake**	6. fairtrade	**producers** in **LICs** are **given** a **higher price** for the **goods** they **produce** → **improves income** and **reduces exploitation** → more **development**
volcano formation	**oceanic plate subducted** underneath **continental plate** → immense **heat** and **pressure** → **oceanic plate melts** as it sinks and turns into **magma** → **magma rises** to surface **through cracks** in **continental plate** → forms **volcano** on the surface	7. debt relief	**cancelling debts** of **LICs** → use the **money** to **develop the country**
volcano type	**composite** volcanoes → **high, steep, cone shaped** (formed from layers of ash)	8. microfinance loans	**very small loans** → **given** to **people** in **LICs** → **help** them to **start** a **small business** → more **income** → better **quality of life** → more **development**

W/C 2nd February – Section 7 – Cold Environment		W/C 2nd March – Section 10 – Cold Environment	
cold environments	areas with very **low temperatures** distributed at **high latitudes** e.g. **tundra** and **polar** biomes	case study	**Alaska** → **tundra** biome
global ecosystem	very **large ecosystems** e.g. **desert**, **tropical rainforest** and **polar** biomes	location	largest and most **north-westerly** state in **USA** → **Northern Hemisphere** → **high latitude** → **bordered** by **Canada** → surrounded by **Arctic Ocean**
interdependence	when the **components** of an **ecosystem rely on each other** to **survive**	1. temperature	extreme → **-30° C** → **60 days** of **non-stop night** (darkness) during **winter** → **difficult work conditions** → **limits development**
climate	the **average temperature** and **precipitation** in a **place over many years**	2. inaccessibility	**sparsely populated** → **ice covers roads** → **towns hard** to **travel to** and **from** → **employment difficult** → **isolated** communities
permafrost	**layer of permanently frozen ground** → found in **polar** and **tundra** regions	3. infrastructure	**buildings heat permafrost** layer → **melts** → **buildings sink** into ground

Geography

W/C 9th February – Section 8 – Cold Environment - Tundra		W/C 9th March – Section 11 – Cold Environment	
distribution	**located Arctic** areas of **Northern Europe**, **Northern Asia**, **North America**	Case study	**Alaska** → **tundra** biome
temperature	long freezing **winters -50° C** → short cold **summers 10° C**	1. mineral extraction	over **half** of **income** from **oil** and **gas extraction** → **Trans-Alaskan Pipeline** transports oil across Alaska in **2015 Alaska exported $154 million** of **gold**
precipitation	**low** → less than **300 mm** annually (per year)	2. energy	**hydroelectric power** provides over **21%** of **electricity** to **Alaska**
animal adaptation	**musk ox** → two **fur** coats → keeps them **warm** → helps **survival**	3. fishing	**salmon** employs around **30,000 people** → boosts **economy $1.7 billion**
plant adaptation	**arctic poppy** → **turns head** to **follow sun** → maximises **photosynthesis** → also has **small hairs** on stem to **trap heat** and **grows close** to **ground**	4. tourism	**2 million tourists** a year → mostly arrive on **cruise ships** → tourism employs about **39,000** local people → boosts economy **$2.5 billion**

W/C 23rd February – Section 9 – Cold Environment – Polar		W/C 16th March – Section 12 – Cold Environment	
distribution	**located** around **North** and **South Poles** e.g. the **Arctic** and **Antarctica**	wilderness areas → fragile and valuable → need to protect	**wilderness areas** are **fragile** and **valuable** → provide **habitats** for species that cannot survive anywhere else → allows **scientists** unique **opportunity** to **study** rare areas that are **undisturbed** by **human activity**
temperature	long freezing **winters -90° C** → short cold **summers** maximum **10° C**	1. technology	**Trans-Alaskan Pipeline** raised on **stilts** → **stops permafrost melting**
precipitation	**low** → **less than 100 mm annually** (per year) → usually falls as **snow**	2. governments	**governments protect fragile wilderness areas** e.g. **Arctic National Wildlife Refuge** (ANWR)
animal adaptation	**polar bears** → **insulated** with **thick fur** → **survive freezing temperatures**	3. international agreements	1959 **Antarctic Treaty** → **bans nuclear** activities in **Antarctica** 1986 **Whaling Ban** → **increased** numbers of **whales** 3% each year
plant adaptation	**lichen** grows **without soil** → **adapted** to **grow** on **rocks**	4.conservation	conservation groups → **Greenpeace campaigns** to **protect fragile environments** → e.g. to **stop oil drilling**

Geography

W/C 23rd March – Section 13 – Rivers	
1. hydraulic action – Type of erosion	moving **water forces air** into **cracks** in **rocks** à **pressure weakens rocks**
2. abrasion – Type of erosion	**rocks** carried by river **wear down** the **river bed** and **banks**
3. attrition – Type of erosion	**rocks** carried by river **smash together** à get **smaller smoother rounder**
4. solution – Type of erosion	**soluble** particles of **sediment** are **dissolved** into the **river**
5. vertical erosion – Type of erosion	**downward erosion** of **bed** (bottom of river)
6. lateral erosion – Type of erosion	**sideways erosion** of **banks** (sides of river)
1. traction – Type of transportation and deposition	the **rolling** of **boulders** and **large pebbles along** the river **bed**
2. saltation – Type of transportation and deposition	particles of **sediment bouncing along** the river **bed**
3. suspension – Type of transportation and deposition	**small** pieces of **sediment floating** in the **moving** river **water**
4. solution – Type of transportation and deposition	**soluble** particles of **sediment** are **moved** whilst **dissolved** in flowing **river**
river loses energy – Type of transportation and deposition	1) at **inside bend** of a **meander** 2) in **shallow water** 3) at **mouth** of **river**
1. traction – Type of transportation and deposition	the **rolling** of **boulders** and **large pebbles along** the river **bed**
2. saltation – Type of transportation and deposition	particles of **sediment bouncing along** the river **bed**

GCSE HISTORY 100% SHEET: LIVING UNDER NAZI RULE 1933-1945

Nazi Ideology and Demands	
Scrap the Treaty of Versailles	The Treaty of Versailles was a treaty that Germany had to sign at the end of World War 1. The Nazis wanted to scrap the treaty by building up the army and taking back land lost.
Bread and Work (Brot und Arbeit)	Bread and work was promised to the millions of unemployed in 1933.
Hatred towards Jews (Antisemitism)	The Nazis believed that Jews were controlled governments, particularly in Britain and the USA. This enemy had to be destroyed of the Aryan race was to survive.
Aryan Supremacy	The Nazis believed that the Aryan race was **superior** (better) to any other. Eastern Europeans and Jews were **untermenschen (sub-human)** and a threat to the Germanic race.
Living Space (Lebensraum)	The Nazis believed that Germany should invade Poland and Russia in order to gain more living space for Germans.
Winterhilfswerk	Winter Relief of the German People A Nazi charity to help the poor, providing them with food, warmth and clothing.

29-30 June 1934 – Night of the Long Knives

- By 1934, Hitler had become concerned by the increasing power of the SA which had over 3 million members and wanted to take control of the army. **Ernst Röhm**, the leader of the SA, was a personal rival of Hitler's.
- During the Night of the Long Knives, SA leaders were dragged from their beds and shot. Röhm too was arrested and shot.

2 August – Death of Hindenburg and Army Oath

- When Hindenburg died, Hitler combined the offices of President and Chancellor. He was now the undisputed head of government and took the title **Führer (Supreme Leader)**.
- The army now took **an oath of personal loyalty** to Hitler as he was now Supreme Commander of the armed forces. All German soldiers swore to obey Hitler and to risk their life for him at any time.
- Hitler now had almost **absolute power** meaning the any important decision in Germany could not happen without his permission.

Consolidation of Power

27 February 1933– Reichstag Fire

- The Reichstag (German Parliament) was destroyed by a fire created by a Dutch Communist **Marinus van der Lubbe**,
- The Nazis claimed that this was the start of a Communist plot to take over Germany. The next day Hitler persuaded Hindenburg to grant him **emergency powers** – people could be arrested people **without trial**.
- **4,000** people were arrested, mainly Communists and Socialists

5 March 1933– New Elections

- The Nazis used the police and the SA (brownshirts) to march through the streets and **intimidate** other parties, breaking up meetings of the Socialists.
- The Nazis used the radio to broadcast their anti-Communist message.
- This helped the Nazis achieve their best ever election result, with **44 per cent** of the vote, but it was not the 2/3rds majority Hitler needed.

24 March 1933– The Enabling Act

- Hitler wanted an Enabling Act.
- This would give Hitler the power to pass laws without going through the Reichstag or the President. In order to achieve it, he needed to get **two-thirds (66%)** of the Reichstag to support it.
- The Communists were banned from voting.
- The Centre Party was persuaded to vote in favour of the law and only the Social Democrats voted against it.
- The Enabling Act was passed by **444 votes to 94**. Germany was now a dictatorship because all important decisions would now only be made by Hitler and his closest advisors.

May-July 1933 – the Enabling Act in Action

- **The Civil Service Act.** Political opponents or anyone who was non-Aryan were fired from government positions. This meant that Jews could no longer be teachers, judges or university lecturers.
- **1 April 1933:** Boycott of Jewish shops and businesses. SA guards were posted outside shops to prevent people from entering.
- **Trade Unions taken over:** Trade Unions are an organisation set up to protect workers rights. On 2 May 1933 Trade union offices were taken over and union leaders were arrested.
- **All political parties banned (July):** A law was introduced that banned people from forming new political parties. There was now only one party in Germany.
- **Controlling local government:** In January 1934 the power of the Länder (Local Governments) was removed completely. The states (counties) were now split into 42 *Gaue*, each run by a *Gauleiter* (Governor) chosen by the Nazi Party.

Why was it so hard to oppose Nazi rule?

Terror and Propaganda

Heinrich Himmler and the SS

- The SS was made up of men of **pure German blood** and had the ideal Aryan features.
- In 1934 the SS truly rose to power after removing the leadership of the SA. Hitler now looked to the **obedience and ruthlessness** of the SS to carry out purges and remove political enemies.
- The SS was made an independent organisation led by **Heinrich Himmer** – see right.

Reinhard Heydrich and the SD

- The SD (Secret Service) was the main **official intelligence gathering agency**.
- The role of the SD was to identify enemies of the Nazi leadership.
- The SD focused on any opposition to the party itself. It **spied on all aspects of education, the arts, government and administration**, as well as churches and the Jewish community.
- From their findings, agents wrote extensive reports on the morale and attitude of the German people.
- These enabled the Nazi leadership to monitor the impact of the changes they made and to tailor propaganda as and when it was necessary.
- The SD did not take action against individuals but passed information on to those who did – the Gestapo.
- The SD was led by **Reinhard Heydrich** – see right

The Gestapo

- The Gestapo (Secret Police) spied on the public to remove any opposition.
- At its height, the Gestapo had **15,000** active officers to police a population of 66 million. This works out as **only one officer per 4,400 people**. Yet even with such low numbers, the Gestapo was deeply feared.
- It had the power to arrest and imprison any person suspected of opposing the Nazi state.
- They could **tap telephones and open mail**, but mostly they relied on **informers** who might pass on remarks they had overheard or just general suspicions.

Joseph Goebbels

- Joseph Goebbels was the **Minister for Propaganda and Public Enlightenment** – see right.
- His ministry controlled radio messages, all newspapers, films and organised posters and displays of propaganda through rallies – see below.
- These messages persuaded many Germans to support the Nazis.

Newspapers

- The Nazis **took control** over existing papers and closed any opposition papers down.
- By 1939 they owned **two-thirds** of all German newspapers and magazines
- Any articles that did not show the Nazis in a positive way would be **censored** (banned).

Radio

- The Ministry for Propaganda controlled the output of every radio station so that they always included Nazi messages, Hitler's speeches.
- The Nazis produced **cheap radio sets**, the People's Receivers. These were sold at a week's wage for the average manual worker and could be paid for in instalments.
- In 1933, **1.5 million** of these sets were produced, and by 1939, **70 per cent** of Germans had a radio in their home.

Posters

- The Nazis were mastered at the visual message, using bold colours and eye catching phrases which made messages clear and obvious. Thousands were out up all over Germany.

Rallies

- Giant rallies were held to emphasise and celebrate the strength of the Nazi movement. They involved speeches, choruses, marches, torch-lit parades and even mock battles.
- The annual party rally at Nuremberg was the largest of these and the 1934 event lasted a whole week.
- For the 1934 **Nuremberg Rally**, **30,000 swastika flags** were placed around the field, each with its own spotlight.

History

How much opposition was there to Nazi Rule?

Opposition: 1933-1945

Opposition from the Social Democrats

- After the Nazi takeover in 1933, the leaders of the **Social Democratic Party** fled the country.
- They produced anti-Nazi leaflets and posters, but were hunted down by the Gestapo, who **arrested 1200** of them in the Rhine Ruhr region alone.

Opposition from the Communists

- The Communists were more active than the Social Democrats. They aimed to provide visible resistance with meetings, propaganda and newsletters.
- One of these newsletters, The Red Flag, produced **10,000 copies at least once a month**.
- However, this visibility meant Communists were easily identified and **soon arrested** by the Gestapo.

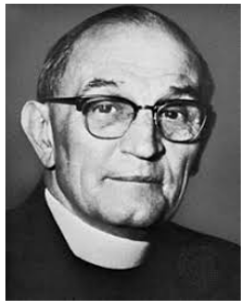
Opposition from the Church

- With about **22 million Catholics, 40 million Protestants**, religious groups were by far the largest non-Nazi organisations in Germany.
- Hitler saw the Church as a potential threat and so he:
- made an agreement called the **'Concordat'** with the leader of the Pope. The Pope promised that German Catholics would stay out of politics if, in return, the Nazis would leave them alone.

Resistance from Individuals (Niemoller and Cardinal Galen)

- Martin Niemoller was a Protestant pastor (priest – see right above) refused to join the Reich Church and instead founded an alternative, the non-Nazi **Confessional Church**.
- By 1934, **6,000 pastors had joined**. The Confessional Church preached against violence and Nazi racial policy.
- **800** pastors were arrested and sent to concentration camps.
- Niemoller was sent to **Sachsenhausen** then Dachau but survived.
- In 1934 the Catholic Bishop of Münster, **Cardinal Galen** began sermons criticising the Nazi regime over its racial policy.
- The Gestapo were sent to question Galen, but he **was too high profile** to remove from power, so he continued to provide resistance.

Ernst Thalmann (pictured above) Leader of the German Communist Party. He was arrested in 1933.



Swing Kids

- These young people came together to listen to **jazz**, dance and talk openly. The Swing Kids wanted to develop their own individual personalities.
- Himmler saw the group as so dangerous he personally wrote to Heydrich, asking the Gestapo to deal with them. Many were arrested and some were sent to concentration camps.

Eidelweiss Pirates

- Members of this group wore an **Edelweiss flower** on their clothing.
- Some listened to **foreign radio** and spread news. They produced flyers and **painted slogans on walls**. Some actively picked fights with the Nazis, with reported **beatings of the Hitler Youth members**.

Public Criticism: The White Rose Group

- The White Rose was a group at Munich University centred around **Hans and Sophie Scholl**.
- The students decided to produce a series of **anti-Nazi leaflets**.
- Between **6000 and 9000 leaflets** were distributed to **nine** large cities around Germany
- On **18 February 1943** the Scholls distributed their leaflets outside lecture theatres at Munich University.
- They were then identified, **arrested and executed**.

Wartime Opposition

- As the war progressed, German army officers such as **Colonel Stauffenberg** became disillusioned with the Nazi leadership and particularly disagreed with the **policy towards Jews**.
- He (Stauffenberg) joined a resistance group led by Ludwig Beck and Henning von Tresckow, and took charge of planning and leading an assassination attempt. The plan was to kill Hitler and initiate **Operation Valkyrie**, an emergency order which would allow the plotters to use the reserve army to remove the SS and the Gestapo.
- On 20 July 1944 Stauffenberg planted a bomb at the **Wolfschanze ('Wolf's Lair'),** Hitler's headquarters in Rastenburg, East Prussia. The bomb exploded yet Hitler survived.
- Back in Berlin, the plotters were tried in a hastily arranged **court martial** and **executed** by firing squad.

Mandarin

Mandarin – Year 9 – C2 – Week 1 (08/12): Weather		
风	fēng	wind
雨	yǔ	rain
雪	xuě	snow
云	yún	cloud
晴天	qíng tiān	clear day
雾	wù	Fog
冷	lěng	Cold
热	rè	Hot
天气	tiān qì	Weather
今天	jīn tiān	Today
明天	míng tiān	Tomorrow
昨天	zuó tiān	yesterday
今天有风。	jīn tiān yǒu fēng.	It is windy today.
明天没有雨。	míng tiān méi yǒu yǔ.	It will not rain tomorrow.
昨天不冷。	zuó tiān bù lěng.	It was not cold yesterday.

Mandarin – Year 9 – C2 – Week 2 (15/12): Countries, nationalities and languages		
中国	zhōng guó	China
英国	yīng guó	UK
法国	fǎ guó	France
德国	dé guó	Germany
美国	měi guó	USA
日本	rì běn	Japan
印度	yìn dù	India
西班牙	xī bān yá	Spain
巴基斯坦	bā jī sī tǎn	Pakistan
澳大利亚	ào dà lì yà	Australia
中文	zhōng wén	Chinese (language)
汉语	hàn yǔ	Chinese (language)
中国人	zhōng guó rén	Chinese (people/ nationality)
日本人	rì běn rén	Japanese (people/ nationality)
英文/语	yīng wén /yǔ	English (language)
西班牙文/语	xī bān yá wén /yǔ	Spanish (language)
说	shuō	to spesk /to say
你说英语吗?	nǐ shuō yīng yǔ ma?	Do you speak English?
你是哪国人?	nǐ shì nǎ guó rén?	What nationality are you?

Mandarin

Mandarin – Year 9 – C2 – Week 3 (05/01): Locations and Activities		
地方	dì fang	Place
海边	hǎi biān	Seaside
山区	shān qū	mountains
农村	nóng cūn	countryside
城市	chéng shì	City
博物馆	bó wù guǎn	Museum
滑雪	huá xuě	to ski /skiing
散步	sàn bù	to go for a walk
去	qù	to go
朋友	péng you	Friend
男朋友	nán péng you	Boyfriend
和…一起…	hé…yì qǐ…	together with…to do..
我和朋友一起去山区滑雪。	wǒ hé péng you yì qǐ qù shān qū huá xuě.	I go to the mountains with my friend to ski.

Mandarin – Year 9 – C2 – Week 4 (12/01): Transport		
博物馆在哪儿?	bó wù guǎn zài nǎr?	Where is the museum?
你去哪儿?	nǐ qù nǎr?	Where are you going?
火车	huǒ chē	Train
汽车	qì chē	Car
公共汽车	gōng gòng qì chē	Bus
出租车	chū zū chē	Taxi
自行车	zì xíng chē	Bicycle
飞机	fēi jī	aeroplane
船	chuán	ship /boat
坐	zuò	to sit /go by
骑	qí	to ride on
怎么	zěn me	How
今年	jīn nián	this year
明年	míng nián	next year
去年	qù nián	last year
你怎么去海边?	nǐ zěn me qù hǎi biān?	How are you getting to the seaside?
他去年去了中国。	tā qù nián qù le zhōng guó.	He went to China last year.

Mandarin

Mandarin – Year 9 – C2 – Week 5 (19/01): Tenses		
昨天	zuó tiān	yesterday
从前	cóng qián	in the past/ before
以前	yǐ qián	In the past/ before
过	guò	after the verb to indicate past tense
了	le	after the verb to indicate past tense
今天	jīn tiān	Today
明天	míng tiān	Tomorrow
今年	jīn nián	this year
去年	qù nián	last year
明年	míng nián	next year
这个月	zhè gè yuè	this month
上个月	shàng gè yuè	last month
下个月	xià gè yuè	next month
上个星期	Shàng gè xīng qī	last week
下个星期	Xià gè xīng qī	next week
目前	mù qián	Currently
现在	xiàn zài	Now
将来	jiāng lái	Future

Mandarin – Year 9 – C2 – Week 6 (26/01): Useful adjectives		
有趣	yǒu qù	Amusing
有意思	yǒu yì si	interesting
无聊	wú liáo	Boring
没意思	méi yì si	Boring
高兴	gāo xìng	Happy
漂亮	piào liang	Pretty
好看	hǎo kàn	good looking
酷	kù	Cool
聪明	cōng ming	Clever
新鲜	xīn xiān	Fresh
太棒了	tài bàng le	Brilliant
安静	ān jìng	Quiet
热闹	rè nào	Lively
吵	chǎo	Noisy
远	yuǎn	Far
近	jìn	Close
方便	fāng biàn	convenient
舒服	shū fú	comfortable
高	gāo	tall, high
矮	ǎi	Short
胖	pàng	Fat
瘦	shòu	Thin

Mandarin

Mandarin – Year 9 – C2 – Week 7 (02/02): Furniture		
床	chuáng	Bed
桌子	zhuō zi	Desk
椅子	yǐ zi	Chair
柜子	guì zi	Wardrobe
门	mén	Door
书架	shū jià	bookshelves
灯	dēng	lamp /sunny
卧室	wò shì	Bedroom
电脑	diàn nǎo	Computer
里	lǐ	in /inside
上	shàng	On
下	xià	Under
张	zhāng	measure word for flat objects: table, bed, etc
把	bǎ	measure word for chairs
有	yǒu	Have
没有	méi yǒu	haven't
一起	yì qǐ	Together

Mandarin – Year 9 – C2 – Week 8 (09/02): Colour & Clothes		
黑	hēi	Black
白	bái	White
红	hóng	Red
绿	lǜ	Green
蓝	lán	Blue
黄	huáng	Yellow
色	sè	Colour
上衣	shàng yī	top, jacket
大衣	dà yī	Coat
衬衣	chèn yī	Shirt
裙子	qún zi	Skirt
袜子	wà zi	Socks
裤子	kù zi	Trousers
鞋	xié	Shoes
运动鞋	yùn dòng xié	Trainers
穿	chuān	to wear
件	jiàn	measure word for clothes (upper body)
条	tiáo	measure word for clothes (lower body)

Mandarin

Mandarin – Year 9 – C2 – Week 9 (23/02): Daily routine		
起床	qǐ chuáng	to get up
睡觉	shuì jiào	to sleep
回家	huí jiā	to go home
做作业	zuò zuò yè	to do homework
上学	shàng xué	go to school
以后	yǐ hòu	After
上班	shàng bān	to go to work
下班	xià bān	to finish work
晚上	wǎn shang	Evening
都	dōu	all /both
每天	měi tiān	Everyday
开始	kāi shǐ	Start

Mandarin – Year 9 – C2 – Week 10 (02/03): Colour & Clothes		
几点?	jǐ diǎn	What time?
点	diǎn	o'clock
半	bàn	Half
分	fēn	Minute
上午	shàng wǔ	Morning
下午	xià wǔ	Afternoon
吃	chī	to eat
喝	hē	to drink
早饭	zǎo fàn	Breakfast
早上	zǎo shang	Morning
午饭	wǔ fàn	Lunch
晚饭	wǎn fàn	Dinner
晚上	wǎn shang	evening/night
杯	bēi	glass/cup(measure word as well)
碗	wǎn	bowl(measure word as well)
想	xiǎng	would like to; want to
饭馆	fàn guǎn	restaurant

Mandarin

Mandarin – Year 9 – C2 – Week 11 (09/03): School subjects		
中文	zhōng wén	Chinese
英文	yīng wén	English
法文	fǎ wén	French
德文	dé wén	German
科学	kē xué	Science
数学	shù xué	maths
历史	lì shǐ	history
地理	dì lǐ	geography
体育	tǐ yù	PE
音乐	yīn yuè	music
学校	xué xiào	school
课	kè	lesson
学	xué	to learn
班	bān	class
学生	xué sheng	student
男学生	nán xué sheng	male student
女学生	nǚ xué sheng	female student

Mandarin – Year 9 – C2 – Week 12 (16/03): Numbers		
一	yī	one
二	èr	two
三	sān	three
四	sì	four
五	wǔ	five
六	liù	six
七	qī	seven
八	bā	eight
九	jiǔ	nine
十	shí	ten
十一	shí yī	eleven
十二	shí èr	twelve
十三	shí sān	thirteen
十四	shí sì	fourteen
十五	shí wǔ	fifteen
十六	shí liù	sixteen
十七	shí qī	seventeen
十八	shí bā	eighteen
十九	shí jiǔ	nineteen
二十	èr shí	twenty

Mandarin

Mandarin – Year 9 – C2 – Week 13 (23/03): Hobbies		
你的爱好是什么？	nǐ de ài hào shì shén me?	What is your hobby
看书	kàn shū	to read
听音乐	tīng yīn yuè	to listen to music
买东西	mǎi dōng xi	to go shopping
上网	shàng wǎng	to surf the Internet
看电影	kàn diàn yǐng	to watch films
看电视	kàn diàn shì	to watch TV
玩儿电脑游戏	wánr diàn nǎo yóu xì	to play computer ga
玩儿滑板	wánr huá bǎn	to play skateboard
喜欢	xǐ huan	to like
不喜欢	bù xǐ huan	to dislike
你呢?	nǐ ne?	How about you?
也	yě	also; too

Mandarin – Year 9 – C2 – Week 14 (30/03): Sports		
谁	shuí	Who…?
运动	yùn dòng	sport
踢足球	tī zú qiú	to play football
打篮球	dǎ lán qiú	to play basketball
打乒乓球	dǎ pīng pāng qiú	to play table tennis
打网球	dǎ wǎng qiú	to play tennis
跑步	pǎo bù	to run
游泳	yóu yǒng	to swim
打球	dǎ qiú	to play ball games
会	huì	can(do something skilled)
星期一	xīng qī yī	Monday
星期二	xīng qī èr	Tuesday
星期三	xīng qī sān	Wednesday
星期四	xīng qī sì	Thursday
星期五	xīng qī wǔ	Friday
星期六	xīng qī liù	Saturday
星期日	xīng qī rì	Sunday

Spanish

Week beg 8.12 Week 1 : Most important infinitive verbs			
usar	To use	**ver**	To watch/see
Publicar	To publish	**jugar**	To play
charlar/chatear	To chat	**mandar**	To send
bajar	To download	**leer**	To read
subir	To upload	**comprar**	To buy
compartir	To share	**reciclar**	To recycle
hacer	To do	**proteger**	To protect
apagar	To turn off	**conservar**	To save/conserve
ahorrar	To save	**evitar**	To avoid

Week beg 15.12 Week 2: Present tense			
Uso la tecnología	I use technology	**Hago las compras**	I shop/do shopping.
Uso Internet	I use the Internet	**Publico fotos**	I publish photos.
Uso mi tableta	I use my tablet.	**Charlo con amigos**	I talk with friends.
Siempre uso mi móvil	I always use my phone.	**Subo vídeos**	I upload videos.
Mando mensajes y correos	I send messages and emails	**Comparto gifs**	I share gifs.
Uso las redes sociales	I use social media.	**Sigo a influencers**	I follow influencers.
Nunca mando mensajes	I never send messages	**Veo series**	I watch series.
El fin de semana uso la red	At weekend I use the Internet	**Veo películas**	I watch films.
Juego a los videojuegos.	I play videogames.	**Todos los días leo blogs**	Every day I read blogs.

Week beg 5.1 Week 3: ¿Cómo usas la tecnología? - How do you use technology?			
Uso las redes sociales	I use social media	**Suelo usar mi tableta**	I usually use my tablet
Uso mis dispositivos favoritos	I use my favourite devices	**Suelo leer los blogs**	I usually read blogs
Uso mis redes sociales favoritas	I use my favourite social media	**Para hacer los deberes**	In order to do homework
Uso mi móvil más que	I use my mobile more than	**Para leer comentarios**	In order to read comments
Suelo usar las redes sociales	I usually use social networkds	**Para colgar fotos**	In order to post photos

Spanish

Week beg 12.1 Week 4 – ¿Cómo usas la tecnología? - How do you use technology?			
Uso la red para hacer las compras	I use the Net to do shopping.	**Siempre uso mis dispositivos favoritos**	I always use my favourite devices. (Always I use my devices favourite)
Uso mi móvil para leer blogs.	I use my mobile to read blogs.	**Nunca uso mi ordenador**	I never use my computer.
No uso mi móvil para bajar música	I don't use my mobile to download music.	**A menudo uso mis apps preferidas**	Often I use my favourite apps.
Uso las redes sociales para charlar con amigos.	I use social media to chat with friends.	**Uso mi tableta para hacer compras.**	I use my tablet to do shopping.
Uso mi tableta para ver vídeos	I use my table to watch videos.	**Uso mi móvil para bajar canciones**	I use my mobile to download songs.

Week beg 19.1 Week 5 - ¿Qué piensas de la tecnología?			
Diría que las redes sociales son guay.	I would say social media is (are) cool.	**Hacer las compras por Internet es fácil.**	Shopping on the Internet is easy.
Odio los anuncios.	I hate the adverts.	**Publicar fotos en la red es peligroso.**	To publish (publishing) photos on the Internet is dangerous.
Pienso que mi móvil es más práctico.	I think my mobile is more practical.	**Ver series en mi tableta es gratis.**	To watch series on my tablet is free.
Pienso que mi ordenador es menos práctico	I think my computer is less practical.	**Charlar con mis amigos es gratis.**	To chat (chatting) with my friends is free.
Compartir fotos es peligroso.	To share (sharing) photos is dangerous.	**Pienso que mi portátil no es práctico**	I think that my laptop is not practical.
Jugar a los videojuegos es divertido.	To play (playing) videogames is fun.	**Pienso que la red es segura.**	I think that the Internet is not safe.
Bajar vídeos es caro.	To download (downloading) videos is expensive.	**Creo que la red no es segura.**	I think that the Internet (net) is safe.

Week beg 26.1 Week 6: ¿Qué piensas de la tecnología?			
Suelo usar mi móvil ya que es más práctico.	I usually use my mobile as (because) it is more practical.	**Diría que la comunicación es fácil.**	I would say communication is easy..
No suelo usar mi portátil porque es menos práctico	I don't usually use my laptop (I tend not to use my laptop) because it is less practical.	**Pienso que mandar mensajes es fácil.**	I think sending messages is easy.
Diría que es menos divertido.	I would say it is less fun.	**Pienso que hacer los deberes es fácil.**	I think doing homework is easy.
Diría que es más fácil.	I would say it is easier (more easy).	**Pienso que usar las redes sociales no es peligroso.**	I think using social media is not dangerous.
Creo que una desventaja es el ciberacoso.	I think that a disadvantage is cyberbullying.	**Una ventaja es tengo muchos seguidores.**	An advantage is I have lots of followers.
Creo que una desventaja es el efecto sobre la salud mental	I think a disadvantage is the effect on mental health.	**Una ventaja es que hay muchos usuarios famosos.**	An advantage is there are many (lots of) famous users.

Spanish

Week beg 2.2 Week 7: Most important infinitive verbs			
usar	To use	**ver**	To watch/see
Publicar	To publish	**jugar**	To play
charlar/chatear	To chat	**mandar**	To send
bajar	To download	**leer**	To read
subir	To upload	**comprar**	To buy
compartir	To share	**reciclar**	To recycle
hacer	To do	**proteger**	To protect
apagar	To turn off	**conservar**	To save/conserve
ahorrar	To save	**evitar**	To avoid

Week beg 9.2 Week 8: ¿Cuáles son los problemas medioambientales en tu región?			
En mi pueblo hay demasiado tráfico	In my town there is too much traffic.	**En mi pueblo hay muchos coches eléctricos**	In my town there are many electric cars.
En mi barrio hay muchos árboles y flores	In my neighbourhood/district there are many flowers and trees.	**En mi ciudad hay mucha contaminación**	In my city there is a lot of pollution.
En mi ciudad hay unas playas sucias	In my city there are dirty beaches.	**Hay un buen sistema de transporte público**	There is a good public transport system.
En mi región hay temperaturas muy altas	In my region there are high temperatures.	**No hay mucha basura en las calles.**	There is not much rubbish on the streets.
En mi pueblo hay unos espacios verdes	In my town there are green spaces.	**En mi región hay incendios forestales.**	In my region there are forest fires.
¡Qué suerte!	How lucky!	**¡Qué pena!**	What a shame!

Spanish

Week beg 23.2 Week 9: ¿Cuáles son los problemas medioambientales en tu región?			
En mi pueblo hay demasiada contaminación	In my town there is too much pollution.	**Pienso que la contaminación es un problema.**	I think pollution is a problem.
En mi barrio hay mucha basura.	In my neighbourhood/district there is a lot of rubbish.	**Pienso que el transporte público no es bueno.**	I think public transport is not good.
En mi barrio no hay espacios verdes.	In my neighbourhood/district there are no green spaces.	**Hay mucha basura en las calles.**	There is a lot of rubbish in the streets.
En mi región hay incendios forestales.	In my region there are forest fires.	**No hay temperaturas altas en mi región.**	There are not high temperatures in my region.
En mi pueblo hay pocos árboles.	In my town there are few trees.	**¡Qué suerte!**	How lucky!
En mi pueblo no hay muchos árboles.	In my town there are not a lot of trees.	**¡Qué horrible!**	How horrible!

Week beg 2.3 Week 10: ¿Qué piensas del cambio climático? ¿Por qué?			
Me preocupa el cambio climático	Climate change worries me	**Es peligroso para los animales**	It is dangerous for animals
Me preocupa la destrucción de los bosques	The destruction of forests worries me.	**Es peligroso para la gente.**	It is dangerous for people.
No me preocupa el cambio climático	Climate change does not worry me.	**Hace demasiado calor**	It is too hot.
No me preocupa el daño a la naturaleza.	The harm/damage to nature does not worry me.	**Hay más inundaciones donde vivo**	There are more floods where I live.
Me importa la destrucción de los bosques	The destruction of forests is important to me.	**Hay peores problemas en el mundo**	There are worse problems in the world.
No me importa el cambio climático	Climate change is not important to me.	**Me pone triste porque afecta a mi familia.**	It makes me sad because it affects my family.
No creo que exista*	I don't think it exists *(star phrase)	**Soy optimista**	I am optimistic

Spanish

Week beg 9.3 Week 11: ¿Qué haces para proteger el medio ambiente? ¿Por qué?			
Para proteger el medio ambiente...	To protect the environment..	**Porque/ ya que es**	
Uso el transporte público	I use public transport	**ecológico**	
Reciclo la basura	I recycle rubbish	**importante**	
Soy vegetariano/a	I am a vegetarian	**imprescindible**	
Voy a pie al insti	I walk to school	**fácil y sano**	
Ahorro agua.	I save water	**Hay que salvar el planeta**	
Apago los aparátos eléctricos	I turn off electrical items	**Hay que salvar los animales**	
No uso el coche	I don't use the car		
No como carne	I don't eat meat		
No malgasto agua	I don't waste water		

Week beg 16.3 Week 12: ¿Qué se debería hacer para proteger el planeta?			
En el futuro voy a (+ INFINITIVE)	In the future I am going to	**Reciclar el papel/ el plástico/ el vidrio**	Recycle paper/ plastic/ glass
Para salvar el planeta se debería (+ INFINITIVE)	In order to save the planet you should	**Evitar el uso de plástico**	Avoid using plastic
No se debería (+ INFINITIVE)	You should not	**Comprar un coche eléctrico**	Buy an electric car
Ahorrar energía en casa	Save energy at home	**Plantar árboles**	Plant trees
Apagar la luz	Turn off the light	**Tirar basura**	Throw rubbish
Cerrar el grifo	Turn off (close) the tap	**Usar bolsas de plástico**	Use plastic bags
Conservar el agua	Conserve water	**Separar basura**	Separate rubbish
Ducharse	Shower	**Malgastar agua/ energía**	Waste water/ energy
Ir en bici	Go by bike	**Comprar productos verdes**	Buy green products

Spanish

Week beg 23.3 Week 13: Past and future tense revision			
Voy a ir	I am going to go	**Fui**	I went
Voy a visitar	I am going to visit	**Visité**	I visited
Voy a comer	I am going to eat	**Comí**	I ate
Voy a beber	I am going to drink	**Bebí**	I drank
Voy a comprar	I am going to buy	**Compré**	I bought
Voy a usar	I am going to use	**Usé**	I used
Voy a llevar	I am going to wear	**Llevé**	I wore
Voy a ver	I am going to watch/ see	**Vi**	I watched
será	It will be	**fue**	It was

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
1. Coefficient	1. Expression	1. Equation	1. Linear equation	1. Formula	1. Simplify
2. Term	2. Constant	2. Inequality	2. Quadratic equation	2. Substitute	2. Expand
3. Colonialism	3. Politics	3. Narrative	3. Rising Action	3. Resolution	3. Duality
4. Fundamentalism	4. Tyranny	4. Exposition	4. Climax	4. Denouement	4. Censor
5. Plasmid	5. Prokaryotic	5. Synthesis	5. Xylem	5. Magnification	5. Iodine
6. Eukaryotic	6. Flagella	6. Enzyme	6. Phloem	6. Resolution	6. Apparatus

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
1. Factorise	1. Identity	1. Brackets	1. Quadratic	1. Arithmetic sequence	1. Nth term
2. Rearranging	2. Like terms	2. Linear	2. Sequence	2. Geometric sequence	2. Recurring sequence
3. Coup	3. Symbolism	3. Dialogue	3. Corruption	3. Feminism	3. Contrast
4. Unrest	4. Foreshadowing	4. Allusion	4. Fanaticism	4. Foil	4. Propaganda
5. Mitosis	5. Subcellular	5. Differentiation	5. Embryonic	5. Diffusion	5. Permeable
6. Chromosome	6. Replication	6. Cytokinesis	6. Meristem	6. Osmosis	6. Concentration

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
1. Simultaneous	1. Axis	1. Gradient	1. Linear graph	1. Perpendicular	1. Function
2. Coordinate	2. Origin	2. y-intercept	2. Parallel	2. Values	2. Machine
3. Liberal	3. Repressed	3. Exhibits	3. Emphasises	3. Provokes	3. Subverts
4. Assassination	4. Exposes	4. Implies	4. Exaggerates	4. Manipulates	4. Ridicules
5. Gradient	5. Kinetic	5. Temperature	5. Freezing	5. Evaporating	5. Potential
6. Arrangement	6. Collisions	6. Molecule	6. Condensing	6. Reversible	6. Density

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
1. Input	1. Mapping	1. Scatter graph	1. Positive	1. Line of best fit	1. Transformation
2. Output	2. Diagram	2. Correlation	2. Negative	2. Outlier	2. Translation
3. Preposition	3. Therapist	3. Pathetic Fallacy	3. Journalist	3. Personification	3. Copywriter
4. Embedded	4. Interpreter	4. Anadiplosis	4. Editor	4. Juxtaposition	4. Strategist
5. Irregular	5. Eureka	5. Latent	5. Covalent	5. Polymer	5. Ionic
6. Volume	6. Specific	6. Capacity	6. Electrostatic	6. Intermolecular	6. Conductivity