

C3 Knowledge Organiser - Year 9

Name _____

Advisory _____

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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

w/c 30.03.26 - Section 1: Context		w/c 13.04.26 - Section 2: Initial Impressions	
Capitalism	A system based on private profit and self-interest. Birling's confidence in the future shows this outlook: The Titanic ' <i>unsinkable, absolutely unsinkable</i> '.	Inspector Goole	Direct, moral force entering the Birlings' world; disrupts their comfort. ' <i>burnt her inside out</i> ' stresses the seriousness of Eva's suffering.
Socialism	A belief in shared responsibility and care for others. Priestley's message comes through the Inspector's reminder that ' <i>we are members of one body</i> '.	Birling Family	Appear respectable but early signs of denial and avoidance; Gerald's reassurance — ' <i>Everything's alright now Sheila</i> ' — shows desire to move on, not take responsibility.
Class System	Edwardian society was divided by strict class barriers. Mrs Birling shows this when she dismissively refers to ' <i>girls of that class</i> ', revealing prejudice.	Eva Smith	Represents widespread working-class hardship; the Inspector's reminder of ' <i>millions and millions and millions of Eva Smiths and John Smiths</i> ' shows she symbolises many exploited people.
1912 Context And 1945 Context	The play is set before WW1, in a time of confidence and inequality. The Birlings represent those who believed their status would last forever. The play was written after WW2, when people wanted change.	Foreshadowing	Early hints (tone, tension, questioning) suggest each family member has played a part; builds suspense as truth unfolds.
Week 1 Morning Meeting English Spellings		Week 2 Morning Meeting English Spellings	
<i>Capitalism</i>	<i>Economic profit system.</i>	<i>Imposing</i>	<i>Striking in appearance or manner.</i>
<i>Socialism</i>	<i>Shared ownership system.</i>	<i>Ignorant</i>	<i>Lacking awareness or understanding.</i>
<i>Inequality</i>	<i>Unfair difference in treatment.</i>	<i>Allegory</i>	<i>Story with deeper moral/political meaning.</i>
<i>Patriarchy</i>	<i>System where men hold institutional power.</i>	<i>Emblematic</i>	<i>Symbolic representation.</i>
w/c 20.04.26 - Section 3: Priestley's Ideology/The Birlings		w/c 27.04.26 - Section 4: Mr Birling and Dramatic Irony	
Ideology	Priestley promotes collective responsibility; wants audience to reject selfishness. The Inspector's reminder ' <i>we are members of one body</i> ' reinforces the need for social duty.	Dramatic Irony	Birling makes confident predictions that the audience knows are wrong, creating irony and undermining his authority.
Hubris	Birling is overconfident and arrogant; his certainty represents flawed capitalist thinking. His claim the Titanic is ' <i>unsinkable, absolutely unsinkable</i> ' shows dangerous pride.	Capitalist Values	Sees business and profit as the highest priorities; rejects social duty. His dismissal of workers as replaceable links to Sheila's earlier challenge about ' <i>cheap labour</i> ', exposing his selfish outlook.
Stage Directions	Priestley uses stage directions to show status, wealth and tension; the Birlings' comfortable setting highlights their privilege and disconnect from real hardship.	Symbolism of Mr Birling	Birling represents selfish capitalism and resistance to change. His attitude contrasts sharply with the Inspector's warning of ' <i>fire and blood and anguish</i> ', showing what happens when responsibility is ignored.

Emblematic Characters	Each character represents a wider idea: Birling = capitalism; Sheila = change; Inspector = morality. Sheila's early challenge — <i>'these girls aren't just cheap labour – they're people'</i> — supports Priestley's egalitarian message.	Writer's Intentions	Priestley uses Birling to criticise those in power who refuse to recognise their impact on others; Birling's certainty is shown to be dangerous, outdated, and morally empty
Week 3 Morning Meeting English Spellings		Week 4 Morning Meeting English Spellings	
<i>Hubristic</i>	<i>Displaying excessive pride.</i>	<i>Scathing</i>	<i>Severely critical.</i>
<i>Consequences</i>	<i>Results of actions.</i>	<i>Evaluative</i>	<i>Making judgments based on criteria.</i>
<i>Microcosm</i>	<i>Small-scale representation of society.</i>	<i>Capitalism</i>	<i>Profit-driven system.</i>
<i>Assertive</i>	<i>Confident, self-assured.</i>	<i>Climactic</i>	<i>Relating to the climax.</i>
w/c 04.05.26 - Section 5: Sheila Birling		w/c 11.05.26 - Section 6: Gerald and Daisy Renton	
Generational Divide	Sheila is quicker than the older generation to question injustice; she adapts and accepts new ideas, contrasting her parents' rigid views.	Evasion	Gerald avoids full honesty about his behaviour with Daisy; tries to protect his image. His attempt to reassure Sheila — <i>'Everything's alright now Sheila'</i> — shows his desire to move past the truth.
Gender Expectations	Sheila's treatment reflects 1912 expectations of women (appearance, obedience, marriage), but she begins to resist these expectations.	Exploitation	Daisy depends on him for support. The Inspector later describes how men <i>'used her... as if she were an animal, or a thing, not a person'</i> , linking Gerald to wider exploitation.
Moral Growth	Sheila accepts responsibility and acknowledges her flaws; her change of attitude is shown when she admits <i>'You and I aren't the same people who sat down to dinner tonight'</i> , revealing a shift in values.	Moral Ambiguity	Gerald is neither fully cruel nor fully kind. He offers support to Daisy, but the relationship still benefits him; he recognises some <u>guilt, yet</u> resists the Inspector's lessons.
Symbolism of Sheila	She represents hope for change; her reactions to the Inspector and to the truth reflect Priestley's belief that the younger generation can build a fairer society.	Symbolism of Gerald	Gerald represents upper-class men who can choose when to help and when to walk away.
Week 5 Morning Meeting English Spellings		Week 6 Morning Meeting English Spellings	
<i>Naïve</i>	<i>Lacking experience.</i>	<i>Evasive</i>	<i>Avoiding direct answer.</i>
<i>Insightful</i>	<i>Showing deep understanding.</i>	<i>Entrenched</i>	<i>Deeply established.</i>
<i>Gender</i>	<i>Social expectations of men/women.</i>	<i>Chauvinism</i>	<i>Belief in male superiority.</i>
<i>Class Division</i>	<i>Separation of social groups.</i>	<i>Exploitation</i>	<i>Taking advantage of someone.</i>

w/c 18.05.26 - Section 7: Eva Smith / Daisy Renton		w/c 01.06.26 - Section 8: Eric Birling	
Symbols of the Working Class	Eva represents the struggles of ordinary working-class people; the Inspector's reminder of <i>'millions and millions and millions of Eva Smiths and John Smiths'</i> shows she stands for widespread exploitation.	Moral Conflict	Eric accepts his role in Eva's death; shows real guilt compared to others. His blunt admission <i>'We did her in all right'</i> highlights his awareness of shared responsibility.
Multiple Identities	Her different names (Eva/Daisy) show how vulnerable women could lose stability and identity; society treats her as disposable rather than individual.	Generational Divide	Represents younger generation capable of change; challenges his parents' refusal to learn. His anger at their denial mirrors the Inspector's message.
Injustice	Eva faces repeated mistreatment from those with power — each action exposes how easily the poor can be pushed aside.	Exploitation of Power	Eric abuses privilege and contributes to Eva's vulnerability. The Inspector's description — <i>'used her... as if she were an animal, or a thing, not a person'</i>
Social Critique	Priestley uses Eva to criticise an unfair system. Mrs Birling's phrase <i>'girls of that <u>class</u>'</i> reveals prejudice and judgement, reinforcing how society excuses mistreatment of women like Eva.	Catalyst for Responsibility	Eric forces the family to face the truth; challenges their excuses and hypocrisy. His confrontation emphasises Priestley's message that responsibility can't be avoided.
Week 7 Morning Meeting English Spellings		Week 8 Morning Meeting English Spellings	
<i>Vulnerable</i>	<i>At risk of harm.</i>	<i>Prophetic</i>	<i>Foreseeing future events.</i>
<i>Desperate</i>	<i>Needing urgent help.</i>	<i>Imposing</i>	<i>Commanding attention.</i>
<i>Welfare</i>	<i>Support system for the poor.</i>	<i>Morality</i>	<i>Principles of right/wrong.</i>
<i>Division</i>	<i>Separation into groups.</i>	<i>Consequences</i>	<i>Results of actions.</i>
w/c 08.06.26 - Section 9: Mrs Birling		w/c 15.06.26 - Section 10: Inspector Goole	
Moral Superiority	Mrs Birling presents herself as morally correct and socially <u>superior</u> ; judges others harshly. Her dismissive phrase <i>'girls of that <u>class</u>'</i> exposes her snobbery and lack of empathy.	Moral Voice	The Inspector delivers Priestley's message about responsibility; challenges the Birlings' beliefs and exposes their failures.
Class Prejudice	Makes assumptions about Eva because of her background; believes lower-class women are naturally less respectable. Her claim <i>'As if a girl of that sort would ever refuse money!'</i>	Interrogation Style	Asks direct, purposeful <u>questions</u> ; controls pace of the story. Reveals hidden truths and forces characters to confront their actions.
Catalyst for Tension	Her harsh judgement of the child's father increases dramatic tension, since the audience later learns she is condemning Eric without realising it.	Prophetic Tone	Warns the family of the consequences of ignoring others; his language suggests he knows more than he should, giving him an unsettling, almost supernatural presence.
Hypocrisy	As head of a charity, she should help vulnerable <u>women, but</u> instead uses her position to punish Eva; her actions reveal hypocrisy at the heart of the upper classes.	Symbolism of the Inspector	Represents social conscience and accountability; interrupts privilege with truth. His teaching that <i>'we are members of one body'</i> frames the play's moral message.

Week 9 Morning Meeting English Spellings		Week 10 Morning Meeting English Spellings	
<i>Cooperative</i>	<i>Working together.</i>	<i>Subordinate</i>	<i>Lower in rank.</i>
<i>Accountable</i>	<i>Responsible for actions.</i>	<i>Entrenched</i>	<i>Deeply established.</i>
<i>Socialism</i>	<i>Shared responsibility system.</i>	<i>Hierarchy</i>	<i>System of rank.</i>
<i>Inequality</i>	<i>Unfairness in society.</i>	<i>Symbolism</i>	<i>Use of symbols.</i>
w/c 22.06.26 - Section 11: Structure and Stagecraft		w/c 29.06.26 - Section 12: Key Devices and Themes	
Entrances/Exits	Used to shift power and pace; the Inspector's timed arrivals interrupt comfort and expose truth, keeping tension high.	Symbolism	Priestley uses characters to represent wider ideas: Birling = capitalism; Sheila/Eric = change; Inspector = social conscience. Birling's complaint about "bees in a hive" symbolises his rejection of collective responsibility.
Climactic Curtain	Each act ends on a dramatic moment or revelation; the end of Act One leaves Sheila confronting truth while Gerald, Birling, and Mrs Birling try to maintain control.	Triplets	Repetition in threes strengthens emphasis and builds rhetorical power; the Inspector uses this pattern to make his arguments harder to dismiss.
Lighting	Lighting changes from 'pink and intimate' to 'brighter and harder' symbolising a shift from comfort to interrogation.	Anaphora	Repetition at the start of clauses reinforces key ideas; the Inspector's speeches build pressure and momentum as he exposes each character's role.
Pacing	The Inspector controls the pace — step-by-step revelations keep the audience focused; each confession builds towards moral confrontation and exposes selfishness.	Rhetoric	The Inspector uses morally charged persuasion to warn the family about consequences. His final speech — "fire and blood and anguish" — makes refusal of responsibility sound dangerous and unavoidable.
Week 11 Morning Meeting English Spellings		Week 12 Morning Meeting English Spellings	
<i>Anaphora</i>	<i>Repetition at sentence starts.</i>	<i>Dejectedly</i>	<i>In a disheartened manner.</i>
<i>Repetition</i>	<i>Using words multiple times.</i>	<i>Denounced</i>	<i>Declared wrong or evil.</i>
<i>Statistics</i>	<i>Numeric evidence.</i>	<i>Alliteration</i>	<i>Repetition of initial sounds.</i>
<i>Emotive Language</i>	<i>Words to evoke feelings.</i>	<i>Statistics</i>	<i>Numerical information.</i>
w/c 06.07.26 - Section 13: Year 9 Review			
Gothic Fiction	Explores fear, the unknown, and human psychology, using ideas like the sublime , the uncanny , and subversion of norms. Writers use atmosphere, setting and tension to reveal hidden truths.		
Purple Hibiscus	Novel follows characters developing identity, independence and moral awareness. Themes of power , freedom , silence , and change . Symbolism (e.g., the purple hibiscus representing freedom/new growth).		
An Inspector Calls	apply social, historical and political context to analyse writer's purpose. The Inspector's message — 'we are members of one body' — reflects post-war calls for social responsibility.		
Fiction Writing	crafting vivid imagery for effect using methods such as symbolism, foreshadowing, contrast, sensory language, and character perspective.		

Section 1 – Blood Vessels		W.B. 30 th March
Arteries	Carry blood away from the heart. Thick muscle and elastic layer in walls to withstand high pressure .	
Capillaries	Allow exchange of substances between blood and cells. Tiny with thin permeable walls (one cell thick) .	
Veins	Carry blood back to heart. Valves to prevent backflow of blood . Larger lumen as blood at lower pressure.	
Section 2 – Parts of the Blood		W.B. 30 th March
Red blood cells	Carry oxygen . Biconcave disc shape. No nucleus. Contain haemoglobin -> binds to oxygen -> forms oxyhaemoglobin .	
White blood cells	Fight infections . Can engulf and digest pathogens (phagocytosis). Can produce antibodies and antitoxins .	
Platelets	Small fragments of cells. Clot the blood and form scabs by producing fibrin fibres . Stops bleeding.	
Plasma	Liquid part of the blood -> carries blood cells, platelets, glucose, amino acids, carbon dioxide, urea, hormones .	
Section 3 – Cardiovascular Diseases		W.B. 30 th March
Cardiovascular diseases	Diseases of the heart and blood vessels .	
Coronary artery	Supplies heart muscle tissue with oxygenated blood .	
Coronary heart disease	Fatty deposits build up -> narrows coronary artery -> heart tissue supplied with less blood -> can cause heart attack .	
Stents	Wire mesh tube -> keeps arteries open.	
Statins	Lowers bad cholesterol -> slows down rate of formation of fatty deposits .	
Section 4 – Causes of Disease		W.B. 20 th April
Communicable diseases	Caused by pathogens -> can spread between people / animals . E.g. measles, malaria, HIV, salmonella.	
Non-communicable diseases	Not caused by pathogens -> cannot spread. Often last a long time and get worse. E.g. asthma, cancer, heart disease.	
Risk factors	Increase your chance of getting a disease.	

Section 5 – Tumours and Cancer		W.B. 20 th April
Tumour	Changes in cells -> uncontrolled cell division -> forms a tumour (a mass of cells).	
Benign tumours	Not cancerous . Stay in one place.	
Malignant tumours	Cancerous . Cells can break off -> travel in blood -> form secondary tumours .	
Cancer risk factors	Smoking, obesity, UV exposure, viral infection, genetics .	
Section 6 – Plant Tissues		W.B. 27 th April
Palisade mesophyll tissue	Where most photosynthesis occurs -> tightly packed palisade cells -> contain many chloroplasts .	
Spongy mesophyll tissue	Loosely packed cells -> air spaces to allow gas diffusion.	
Epidermal tissue	Covers plant -> coated in waxy cuticle -> reduces water loss .	
Phloem tissue	Forms tubes that carry food substances (dissolved sugars) . Columns of living cells with small pores in end walls.	
Xylem tissue	Forms tubes that carry water and mineral ions . Columns of dead cells with no end walls . Strengthened with lignin .	
Meristem tissue	Found at growing tips of shoot and roots. Contain stem cells .	
Section 7 – Transpiration and Translocation		W.B. 4 th May
Translocation	Movement of dissolved sugars in phloem tubes .	
Transpiration stream	Movement of water from the roots, through xylem tubes and out of the leaves (by evaporation and diffusion).	
Transpiration rate	Increased by: higher light intensity, higher temperature, faster air flow, lower humidity .	
Potometer	Used to estimate rate of transpiration by measuring uptake of water by a plant.	
Stomata	Tiny holes in lower epidermis. Guard cells control opening and closing . Allow gas exchange and water loss .	

GCSE Science

Biology B2 – Cell Organisation Part 2

Section 1 - Structure of an Atom		W.B. 11 th May
Protons	Found in the nucleus, mass = 1, charge = +1.	
Neutrons	Found in the nucleus, mass = 1, charge = 0.	
Electrons	Found on the energy levels, mass = very small, charge = -1.	
Atom	Overall charge = zero, radius = 1.0×10^{-10} m.	
Nucleus	Overall charge = positive, radius = 1.0×10^{-14} m (very small compared to whole atom \rightarrow 1/10000 the size).	
Electron absorbs/emits EM radiation	Absorbs = moves to higher energy level (further from nucleus). Emits = moves to lower energy level (closer to nucleus).	
Section 2 - Atomic Number, Mass Number and Isotopes		W.B. 11 th May
Atomic number	Number of protons.	
Mass number	Total number of protons and neutrons.	
Isotopes	Atoms of same element, with same number of protons, different numbers of neutrons.	
Section 3 - Development of the Model of the Atom		W.B. 11 th May
Plum Pudding Model	Electron discovered by JJ Thomson \rightarrow negative electrons embedded in a ball of positive charge.	
Rutherford's Experiment	Fired positive alpha particles at thin gold foil. Most passed straight through, small number deflected.	
Rutherford's Nuclear Model	Tiny positively charged nucleus \rightarrow nearly all mass is concentrated here \rightarrow most of atom is empty space.	
Bohr's Nuclear Model	Electrons orbit the nucleus in energy levels at specific distances from the nucleus.	
Chadwick	Discovered neutrons.	
Section 4 - Radioactive Decay		W.B. 18 th May
Radioactive decay	Random process \rightarrow unstable nuclei emit nuclear radiation \rightarrow alpha particles, beta particles, gamma rays and neutrons.	
Activity	Number of nuclei that decay per second, measured in becquerels (Bq)	
Count-rate	Number of radiation counts reaching a detector per second, measured in counts per min or counts per s.	
Half-Life	Time it takes for number of nuclei to halve, or time it takes for activity (or count rate) to fall to half its initial level.	

Section 5 - Alpha, Beta and Gamma		W.B. 1 st June
Alpha particle	Made up of 2 protons and 2 neutrons (a helium nucleus).	
Alpha properties	Range in air = a few cm, low penetration (absorbed by paper), highly ionising (large and positive charge)	
Beta particle	Electron emitted from nucleus when neutron turns into proton.	
Beta properties	Range in air = a few m, moderate penetration (absorbed by a few mm of aluminium), moderately ionising.	
Gamma ray	EM waves emitted from nucleus \rightarrow travel at speed of light.	
Gamma properties	Range in air = infinite, high penetration (absorbed by few cm of lead or few m of concrete), weakly ionising.	
Section 6 - Nuclear Decay Equations		W.B. 1 st June
Alpha decay equation	Mass number decreases by 4. Atomic number decreases by 2.	${}^4_2\text{He}$
Beta decay equation	Mass number does not change. Atomic number increases by 1.	${}^0_{-1}\text{e}$
Gamma Decay Equation	Mass number does not change. Atomic number does not change.	${}^0_0\gamma$
Section 7 - Dangers of Nuclear Radiation		W.B. 8 th June
Ionising power	Radiation can knock electrons off atoms, creating positive ions.	
Cell damage	Radiation can ionise atoms in cells \rightarrow causes cell damage. Can cause cancer if atoms in DNA are ionised.	
Irradiation	Object/person is exposed to radiation.	
Contamination	Object/person gets radioactive source in or on them.	
Inside Body	Alpha is most dangerous \rightarrow absorbed by cells \rightarrow highly ionising.	
Outside Body	Gamma and beta most dangerous \rightarrow can penetrate body.	
Reducing Risk	Reduce exposure time, increase distance, increase shielding.	
Working with radiation	Use tongs, store in lead boxes, use remote controlled arms, wear a film badge, wear a full body suit, leave the room, stand behind barrier.	

GCSE Science

Physics P4 – Atomic Structure

Section 1 - Pathogens (micro-organisms that cause communicable diseases)	
Communicable disease	Infectious disease caused by pathogens -> easily spread.
Bacteria	Small prokaryotic cells -> produce toxins that cause cell damage.
Virus	Not cells -> reproduce inside body cells -> causes cells to burst.
Fungi	Some single celled -> others made of hyphae -> produce spores.
Protist	Single celled eukaryotes -> often transferred by vectors.
Spread	By contaminated food and water, air and direct contact.
Reducing spread	Being hygienic, destroying vectors, isolation, and vaccination.
Section 2 - Communicable Diseases W.B. 15 th June	
Measles	Viral -> spread by coughs/sneezes -> causes rash and fever -> can lead to pneumonia or encephalitis -> vaccination available.
HIV	Viral -> spread by sexual contact / sharing needles -> flu-like symptoms -> control with antiretroviral drugs -> attacks immune system -> can lead to AIDS.
Tobacco mosaic virus	Viral -> mosaic pattern on leaves (discolouration) -> affects photosynthesis -> affects growth -> spread by contact.
Rose black spot	Fungal -> purple or black spots on leaves -> leaves turn yellow and drop off -> affect photosynthesis and growth -> spread in water / wind -> use fungicides -> strip and destroy leaves.
Malaria	Caused by protist -> spread by mosquitoes (vectors) when feeding -> causes fever -> can be fatal -> stop mosquitoes breeding -> use insecticides and nets.
Salmonella	Bacterial -> contaminated food causes food poisoning -> toxins cause fever, vomiting, diarrhoea -> poultry given vaccination.
Gonorrhoea	Bacterial -> sexually transmitted -> pain when urinating and yellow/green discharge -> treat with antibiotics (but some strains resistant) -> prevent by using condoms.
Section 3 - Natural Barriers W.B. 22 nd June	
Skin	Physical barrier -> secretes antimicrobial substances.
Nose	Hair and mucus to trap pathogens.
Airways	Mucus traps pathogens -> hairs on cilia cells sweep mucus.
Stomach	Produces hydrochloric acid -> kills pathogens in food/drink.

Section 4 - Immune System Response to Pathogens W.B. 29 th June	
Phagocytosis	White blood cells engulf and digest pathogens.
Antibodies	White blood cells produce specific shape antibodies -> lock onto antigens on surface of pathogen.
Antitoxins	Counteract toxins produced by bacteria.
Section 5 - Vaccinations and Drugs W.B. 6 th July	
Vaccinations	Small amounts of dead or inactive pathogens are injected.
Vaccination response	White blood cells produce specific shape antibodies -> lock onto antigens on surface of pathogen.
Future infection response	White blood cells have memory of the antigens -> rapidly produce specific shape antibodies before person gets ill.
Painkillers	Relieve pain and reduce symptoms but don't kill pathogens.
Antibiotics	Kill bacteria (specific antibiotics needed for specific bacteria) -> cannot kill viruses (they reproduce inside body cells).
Antibiotic resistance	Bacteria mutate and become resistant to antibiotic -> cannot be killed -> risk of super bugs e.g. MRSA.
Section 6 - Developing Drugs W.B. 14 th July	
Drugs from plants	Painkiller aspirin from willow. Heart drug digitalis from foxgloves.
Drugs from micro-organisms	Antibiotic penicillin discovered by Alexander Fleming from the <i>Penicillium</i> mould.
Drug testing	Drugs tested for efficacy (does it work), toxicity (is it harmful), and optimum dose (most effective but few side effects).
Preclinical trials	1. Test drugs on human cells and tissues in the lab. 2. Test drugs on live animals.
Clinical trials	1. Test on healthy volunteers (low dose gradually increased) 2. Test on patients with the disease (use double-blind trial).
Placebo	Inactive substance made to resemble a drug. E.g. a sugar pill.
Double-blind trial	Split patients into 2 groups. Neither patient nor doctor knows who has the real drug and who has the placebo. Reduces bias.

GCSE Science

Biology B3 – Infection & Response

W/C 30 th March - Section 1		W/C 4 th May – Section 4	
fluvial landscape	extensive area of land → has been shaped by a flowing river	suspension	small pieces of sediment floating in the moving river water
fluvial landform	a specific feature found in river landscapes e.g. a waterfall landform	solution	soluble particles of sediment are moved whilst dissolved in flowing river
UK upland areas	more than 200m above sea level → mostly north/west UK e.g. Pennines	traction	the rolling of boulders and large pebbles along the riverbed
UK lowland areas	less than 200m above sea level → mostly south/east UK e.g. The Fens	saltation	particles of sediment bouncing along the riverbed

W/C 20 th April – Section 2		W/C 11 th May - Section 5	
hydraulic action	moving water forces air into cracks in rocks → pressure weakens rocks	source	where a river begins/starts → upland areas (upper course)
abrasion	rocks carried by River Wear down the riverbed and banks	mouth	where a river ends/flows into sea → lowland areas (lower course)
attrition	rocks carried by river smash together → get smaller smoother rounder	channel	the area in the river where the water flows e.g. the riverbed and banks
solution	soluble particles of sediment are dissolved into the river	valley	the V shaped area of land around a river

W/C 27 th April – Section 3		W/C 18 th May – Section 6	
vertical erosion	downward erosion of bed (bottom of river)	interlocking spurs	river erodes softer rock → leaves ' zip ' shaped pattern of harder rocks
Lateral erosion	sideways erosion of banks (sides of river)	waterfalls	hard rock on top of soft rock → soft rock erodes → hard rock overhangs
river loses energy	1) at inside bend of a meander 2) in shallow water 3) at mouth of river	interlocking spurs	river erodes softer rock → leaves ' zip ' shaped pattern of harder rocks
		waterfalls	hard rock on top of soft rock → soft rock erodes → hard rock overhangs

W/C 1 st June – Section 7		W/C 22 nd June – Section 10 - Positives	
gorges	overhanging rock at waterfall collapses → waterfall retreats → gorge	dams and reservoirs	used to store water
meanders	faster flow on outside bank = lateral erosion → slower flow on inside bank = deposition creates bend shape in river called a meander	river straightening	water flows away more quickly
oxbow lakes	flood breaks through meander neck → creates new channel and lake	embankments	higher banks hold more water
gorges	overhanging rock at waterfall collapses → waterfall retreats → gorge	flood relief channels	river has extra capacity for water

W/C 8 th June – Section 8		W/C 29 th June – Section 11 – Negatives	
levées	flood → heaviest sediment deposited river edge → creates higher banks	dams and reservoirs	people displaced by construction
flood plains	lateral erosion of meanders makes lower course of valley wider/flatter	river straightening	flood risk increases downstream
estuaries	mouth of some rivers flooded by rising sea levels after last ice age ended	embankments	can be unattractive
levées	flood → heaviest sediment deposited river edge → creates higher banks	flood relief channels	expensive

W/C 15 th June – Section 9		W/C 6 th July – Section 12- Positives	
flood risk	predicted frequency of floods in an area → how likely an area is to flood	flood warnings	warning people → can evacuate
precipitation	prolonged, intense rainfall can saturate soil → increases surface run-off	flood plain zoning	important buildings not near river
geology - rock type	water cannot infiltrate impermeable rock → increases surface run-off	planting trees	trees infiltrate and absorb water
relief	water cannot infiltrate into steep slopes → increases surface run-off	river restoration	reduces flooding downstream

W/C 13th July – Section 13 – Negatives

flood warnings	does not stop the flooding
flood plain zoning	less land for housing
planting trees	less land available for farming
river restoration	floods still likely near restoration

How much opposition was there to Nazi Rule?

Opposition: 1933-1945

Cycle 3 Week 1 (W/C 30th March) 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.

Cycle 3 Week 1 (W/C 30th March) 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.

Cycle 3 Week 2 (W/C 20th April) 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.

Cycle 3 Week 2 (W/C 20th April) 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 **Thälmann**
(pictured above)
Leader of the
German
Communist Party.
He was arrested in
1933.



Cycle 3 Week 3 (W/C 27th April) 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.



Cycle 3 Week 3 (W/C 27th April) Edelweiss 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**.



Cycle 3 Week 4 (W/C 4th May) 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**.



Cycle 3 Week 4 (W/C 4th May) 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 **Wolf's Lair** ('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.



How did the lives of German people change, 1933-1939?

Workers, Women, Youth and Jews

Cycle 3 Week 5 (W/C 11th May) Workers

- On the surface, the Nazis greatly improved life for workers. During the election of 1932, when there were **nearly 6 million unemployed**
- By 1939, unemployment had officially been reduced to **35,000 out of a total of 25 million men**.

Cycle 3 Week 5 (W/C 11th May) Nazi Policies towards Workers

- The Nazis set up the **Deutsche Arbeitsfront (DAF)**, literally meaning German Labour Front.
- One aspect of the DAF was the **Strength Through Joy Programme (KdF)**. This improved workers' leisure time. This included subsidised holidays, cheap theatre tickets, touring orchestras and gym evenings.

Cycle 3 Week 5 (W/C 11th May) Nazi Policies towards Workers

- The **Beauty Through Labour** aimed to improve **work places**.
- Through this branch, new toilets, changing rooms and showers were built at factories across Germany.

Cycle 3 Week 5 (W/C 11th May) Nazi Policies towards Workers

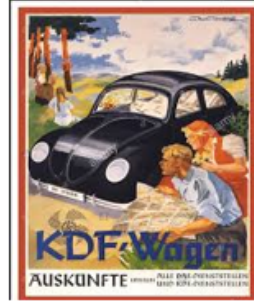
- The **Reich Labour Service** was set up to tackle unemployment by providing cheap labour for big state projects like new motorways. From 1935, all men aged between **18 and 25** had to serve for **six months**.
- In 1938, the DAF created the **Volkswagen scheme**, which meant that workers could **pay 5 marks per week** and eventually earn a car.
- Many paid in to the **scheme** but no one ever received a car as the Second World War stopped production

Cycle 3 Week 6 (W/C 18th May) Nazi views on how women should live

- Women should **not smoke**, should appear natural and **not wear makeup**.
- Women should dress in **traditional German clothes**
- Women should not be thin but **'physically robust'**. Strong women were best for bearing children

Cycle 3 Week 6 (W/C 18th May) Nazi policies towards women

- Loans to encourage women to marry and have children.**
- The couple could receive goods of up to **1000 Reichsmarks** in value if the woman gave up her job.
- The loan was reduced by a quarter for every child the couple went on to have.



Cycle 3 Week 6 (W/C 18th May) Impact of Nazi policies towards women

- Marriages did increase from **516,000** in 1932 to **772,000** in 1939.
- Births rose in the early 1930s but by 1939 the rate had **declined again**.
- The average number of children per couple in 1932 had been **3.6** and by 1939 it had dropped to **3.3**.
- The number of women in employment **increased** between 1933 and 1939.

Cycle 3 Week 7 (W/C 1st June) Nazi policies on education

- After the Nazis took power in 1933 unreliable teachers had to resign whilst Jewish teachers were banned. A National Socialist Teachers League was established, **97 per cent** of teachers had joined it by 1936.

Cycle 3 Week 7 (W/C 1st June) Nazi control of the school curriculum

- Old textbooks were thrown **out** and a Nazi curriculum was imposed. History was taught with a focus on how Germany was betrayed by Communists and Jews in World War 1.
- PE took up an extensive part of the curriculum while Biology focussed on race study.

Cycle 3 Week 7 (W/C 1st June) Youth Organisations

- The **Hitler Youth** led by **Baldur von Schirach** and became compulsory to join in 1936. No other youth organisations were allowed.
- Meetings for both boys and girls focused on indoctrination and physical activities. Commonly they sang political songs, read Nazi books and paraded through towns. Boys' activities were often more focused on **preparation for the military**.
- Girls' groups concentrated on **domestic duties** and even military nursing. For both boys and girls there was the possibility of going on holiday camps. This was particularly attractive to the working classes.

Cycle 3 Week 8 (W/C 8th June) Nazi Policies Against Jews

- March 1933:** Jewish lawyers are banned from conducting legal affairs in Berlin.
- September 1935:** Marriages between Germans and German Jews are punishable by imprisonment. Jews are no longer 'citizens'; they are just 'subjects' with no rights.
- October 1938:** Jewish passports **have to be stamped** with a 'J' and passports belonging to Jews whose emigration is undesirable are to be confiscated.
- November 1938:** All Jewish children are expelled from non-Jewish state schools.
- Jews are no longer allowed to buy newspapers and magazines.
- Jews are banned from cinemas, theatres, operas and concerts.

Cycle 3 Week 8 (W/C 8th June) Kristallnacht (Night of Broken Glass) – 9-10 November 1938

- 267 synagogues** were destroyed and **7500 Jewish businesses** had their windows smashed.
- At least **91 Jews** were murdered while up to **30,000 Jewish men** were arrested.

What was the impact of Second World War on the German People?

War Economy, Shortages, Women, Bombing, Evacuation and Total War

Cycle 3 Week 9 (W/C 15th June) War Economy

- In December 1939, Hitler announced that Germany would become a war economy.
- All industries would focus on supporting the war effort and there would be ambitious targets for every aspect of war production.
- In 1939, **23 per cent** of the goods produced in German factories were related to the military; by 1941 this had risen to **47 per cent**.
- By 1941, **55 per cent** of German workers were employed in war-related work



Cycle 3 Week 9 (W/C 15th June) Albert Speer

- By the end of 1941 Germany was not producing many tanks, guns and aircraft.
- Things changed in **February 1942** with the appointment of **Albert Speer** as **Minister of Armaments and War Production**.
- He decided to: focus factories on producing a single product; employ more women in factories and use concentration camp prisoners as workers. This had a massive impact on production.
- In 1940 Germany produced **1,600 tanks**. In 1944 they produced **19,000**.
- In 1940 Germany produced **10,200 aircraft**. In 1944 they produced **39,600**.



Cycle 3 Week 9 (W/C 15th June) Shortages

- The war economy led to serious **shortages of food** and other product throughout the war years.
- Rationing had been introduced from the outset.



Cycle 3 Week 10 (W/C 22nd June) Women

- The Nazi leadership was divided over the role of women in the war effort.
- Speer wanted them to work in the factories to boost production, but Hitler and others still believed they should remain at home to continue their role as wives and mothers.
- In 1939, **760,000 women** worked in war industries and this had risen to **1.5 million** by 1941.
- However, the total number of German women aged 15 to 65 was nearly **30 million**. With men away at war it seemed that most women preferred to stay at home.



Cycle 3 Week 10 (W/C 22nd June) Bombing

- On 28 August 1940, British planes made a first devastating attack on Berlin.
- Hamburg, Berlin and Dresden were repeatedly bombed by the British and Americans
- During the autumn of 1940, people in many cities were faced with air raids three or four nights each week.
- The German government introduced a massive programme to build air raid shelters and to improve air defences in the cities.
- Night after night, people sought protection in the air raid shelters, but they were not always safe..



Cycle 3 Week 11 (W/C 29th June) Evacuation

- In September 1940, the Nazis became increasingly concerned about the safety of German children in the cities.
- They therefore introduced a programme of evacuation known as **KLV**.
- This system of voluntary evacuation to the countryside was first applied to the cities of **Hamburg and Berlin**, which were considered to be most at risk from attack.
- All children below the age of fourteen could live in the countryside.



Cycle 3 Week 11 (W/C 29th June) The move towards 'Total War'

- At the beginning of 1943 Germany had **suffered two defeats**, one against the Russians at **Stalingrad** and another against the British in North Africa.
- Faced with these losses, the Nazis needed a **new plan**. The war could only be won if the German people made **huge sacrifices**. **'Total war'** was now required.
- On **18 February 1943** Joseph Goebbels made a speech to a huge crowd of Nazi supporters. He explained the need for 'total war' – that every part of German society needed to be involved in the war effort.



Cycle 3 Week 11 (W/C 29th June) Impact of the 'Total War' speech

- **The Nazis finally tried to mobilise women into the war effort.**
- A total of 3 million eligible women between the ages of 17 and 45 were called to work. Only 1 million actually took up the call
- **Anything that did not contribute to the war effort was eliminated** - Professional sport stopped.
- **The shortages became even worse.** In August 1943, Germany stopped producing clothes.
- **There was an increase in propaganda** encouraging people to embrace the idea of total war. Goebbels' speech was shown in cinemas around the country and posters.

What did Nazi rule mean for the people of Europe, 1939-1945?

The Contrasting Nature of Nazi Rule: East and West and The Holocaust

Cycle 3 Week 12 (W/C 6th July) Nazi Rule in Poland

- Nazi leaders believed that Germany needed **Lebensraum**. So when the Nazis invaded Poland in September 1939, they aimed to **remove any element of Polish control or culture**. Their plan was to **totally Germanise** the country.
- From 1940, thousands of native Polish citizens were expelled, and **500,000 'ethnic Germans'** were settled in their houses

Cycle 3 Week 12 (W/C 6th July) Treatment of the Poles

- The Nazis considered Slavic Poles to be **racially inferior** and, from the outset, large numbers were murdered by the Wehrmacht and the SS.
- It is estimated that **1.9 million non-Jewish citizens were killed**. Other Poles were sent to work in Germany through forced labour schemes.
- Between 1939 and 1945, **over 1.5 million were deported and forced to work in labour camps**. In May 1940, the Polish Decrees established rules for Poles working in Germany.

Cycle 3 Week 12 (W/C 6th July) Nazi Rule in the Netherlands (Holland)

- By **May 1940** the German Luftwaffe had bombed the city of **Rotterdam** and forced the Dutch to surrender.
- The Dutch shared the **same ethnic background as Germans** and were therefore **treated very differently** from the Slavs of the east.
- Civil servants were **allowed to continue working** if they chose to, although 30 per cent of town mayors stepped down.
- The Dutch education system was **not changed** as the Nazi rulers realised there would be a backlash if they tried to interfere

Cycle 3 Week 12 (W/C 6th July) Responses to Nazi Rule

- Collaboration**: working with the Nazis and helping them to rule
- Accommodation**: doing as you were told by the Nazis
- Resistance**: Opposing the Nazis.
- Collaboration Example**: In Latvia, the SS created the Latvian Auxiliary Security Police. The group took up the job of killing Jews and Communists. The group alone murdered **26,000 Jews**, half the Jewish population of Latvia.
- Accommodation Example**: Many if not most people in France, Holland and Belgium simply got on with their lives.
- Resistance Example**: The 'French Resistance' undertook **guerrilla warfare** against the Nazis, publishing underground newspapers and providing intelligence to the Allies.



Cycle 3 Week 13 (W/C 13th July) The First Solution: Persecution and Emigration (1938-39)

- In the countries the Nazis occupied before the start of the Second World War, the first solution was to **force Jews to leave** the country.
- This policy was adopted in Austria following the Nazi invasion in March 1938.
- During the Nazi occupation of Austria, Jews were **beaten and humiliated** by being forced to scrub the pavements to get rid of pro-Austrian graffiti.
- The persecution led many Jews to **consider emigration**. This was actively encouraged by the Nazis, who created a **Central Office for Jewish Emigration**.
- According to official reports, **110,000 Jews emigrated in two years**.

Cycle 3 Week 13 (W/C 13th July) The Second Solution: Concentration in Ghettos (1939-41)

- When the Nazis invaded Poland in **1939** they controlled **over 3.5 million Polish Jews** – too many for emigration.
- Polish Jews were now forced into **ghettos** – enclosed districts that isolated Jews from the rest of the population.
- The largest ghetto in Nazi-occupied Poland was in **Warsaw**.
- Completed in November 1940, the ghetto had three-metre-high walls topped with barbed wire. By March 1941, the Warsaw Ghetto held **445,000 Jewish inhabitants**.
- This was a **third of the city's population**, in just **2.4 per cent** of its area.
- On average, **fifteen people** shared a small apartment. Unsurprisingly, these conditions led to disease and death, particularly among the vulnerable, like the young and old.

Cycle 3 Week 13 (W/C 13th July) The Final Solution: Murder (1941-5)

Phase One: The Einsatzgruppen

- The mass murder of Jews began with the Nazi invasion of the Soviet Union in **June 1941**. For the Nazis, this was a life-and-death struggle against **communists and Jews** in the east. The men who carried out the mass murders in the east belonged to the **Einsatzgruppen**. These were **mobile killing units**, which consisted of SS men.
- Four Einsatzgruppen** (A, B, C and D), each consisting of **500–1000 men**, followed the German fighting troops as they advanced into Russian-held territory.
- As they reached different villages and towns, the Einsatzgruppen rounded up Jews and communists. Men, women and children were taken to secluded areas, often in woodland.
- There, the victims were forced to dig a large pit. They were then lined up at the edge of the pit and shot.
- Approximately **90 per cent** of those murdered in the autumn and winter of 1941 were Jews, **around 1 million people**

Cycle 3 Week 13 (W/C 13th July) The Final Solution: Murder (1941-5)

Phase Two: Use of Poison Gas

- In the autumn of 1941, **Operation Reinhard**, the extermination of all the Jews in the General Government, was agreed. New extermination or death camps were created, the sole purpose of which was to murder. By 1942, **Belzec** (March), **Sobibor** (May) and **Treblinka** (July) were all operational, murdering Jews in newly constructed gas chambers.

Mandarin – Please see the PDF document for a clearer view of the Chinese characters

Week 1 : Week beg 30.3 Past, present and future tenses (regular tense)				Week 2: Week beg 20.04 Past, present and future tense (irregular tense)			
<u>Visitar</u>	To visit	<u>Comer</u>	To eat	<u>Ir</u>	To go	<u>Tener</u>	To have
<u>Visito</u>	I visit	<u>Como</u>	I eat	<u>Voy</u>	I go	<u>Tengo</u>	I <u>have</u>
<u>Visité</u>	I visited	<u>Comí</u>	I ate	<u>Fui</u>	I went	<u>Tuve</u>	I had
<u>Voy a visitar</u>	I am going to visit	<u>Voy a comer</u>	I am going to eat	<u>Voy a ir</u>	I am going to go	<u>Voy a tener</u>	I am going to have
<u>Usar</u>	To Use	<u>Escribir</u>	To write	<u>Hacer</u>	To do	<u>Salir</u>	To leave/ go out
<u>Uso</u>	I use	<u>Escribo</u>	I write	<u>Hago</u>	I do	<u>Salgo</u>	I leave/ go out
<u>Usé</u>	I used	<u>Escribí</u>	I wrote	<u>Hice</u>	I did	<u>Salí</u>	I left/ went
<u>Voy a usar</u>	I am going to use	<u>Voy a escribir</u>	I am going to write	<u>Voy a hacer</u>	I am going to do	<u>Voy a salir</u>	I am going to leave/ go out
AR INFINITIVES: Take off AR and add	O=present tense I é=past tense I	ER/IR INFINITIVES: Take off ER/IR and add:	o=present tense I and í past tense I	Irregular verbs	Some of the most common verbs but do not follow the usual pattern	Irregular verbs	Some of the most common verbs but do not follow the usual pattern

Week 3: <u>Week beg 27.04 ¿Cómo es tu familia?</u> -Describing your family			
En mi familia hay...	In my family there is/ are...	<u>Mi padrastro/ madrastra</u>	My stepdad/ stepmum
<u>Mi madre/ mi padre</u>	My mum and my dad	<u>Mis dos padres/ dos madres</u>	My 2 dads/ 2 mums
<u>Mi hermano/ hermana menor</u>	My younger brother/ sister	<u>Mi abuelo/ a</u>	My grandad/ gran
<u>Mi hermano/ hermana mayor</u>	My older brother/ sister	<u>Mi primo/a</u>	My cousin (boy/ girl)
<u>Mi hermanastro/ hermanastra</u>	My stepbrother/ stepsister	<u>Mi tío/ tía</u>	My uncle/ aunt

Week 4 : <u>Week beg 4.05 ¿Cómo eres? ¿Cómo es?</u> -What do you look like? What is he/ she like?			
<u>Tengo el pelo.....castaño/ moreno/ negro/ rubio/ gris</u>	I have brown/ dark brown/ black/ blonde/ grey... hair	<u>Y corto/ largo/ liso/ ondulado/ rizado/ de punta</u>	And short/ long/ straight/ wavy/ curly/ spiky
<u>Tengo los ojos...azules/ marrones/ verdes/ grises</u>	I have blue/ dark brown/ green/ grey eyes	<u>Tiene...</u>	He/ She has...
<u>Llevo...gafas/ barba/ bigote</u>	I wear (have)....glasses/ beard/ moustache	<u>Tienen...</u>	They have...
<u>Soy....calvo/a</u>	I am...bald	<u>Es...</u>	He/ She is...
<u>Tengo..la piel blanca/ pecas</u>	I have...white skin/ freckles	<u>Son...</u>	They are...

Week 5 : Week beg 11.05 ¿-Cómo es su carácter/ <u>personalidad?</u> -What is their personality like?			
Según mi madre...	According to my mum	<u>Ordenado/ comprensivo/ orgulloso/ hablador</u> * change adjective ending to a for female	Tidy/ understanding/ selfish/talkative
Desde mi punto de vista	From my point of view	<u>Fiel/ sensible</u>	Loyal/ sensitive
Diría que	I would say that	<u>Puedo ser</u> <u>Puede ser</u>	I can be He/ She can be
Soy...	I am...	<u>Molesto/ pesado/ tacaño/ perezoso/ vago/ tonto</u>	Annoying/ irritating/ mean/ lazy/ lazy/ silly
Es...	<u>He/She is...</u>	<u>Cuando estoy...</u> <u>Cuando está...</u>	When I am... When he/ she is...
<u>alto/ bajo/ delgado/ gordo</u> * change adjective ending to a for a female	tall/ short/ slim/ fat	<u>Cansado/ aburrido/ enfermo/ nervioso</u> * change adjective ending to a for female	Tired/ bored/ sick/ nervous
<u>Ambicioso/ antipático/ animado/ divertido/ listo/ gracioso</u> * change adjective ending to a for female	Ambitious/ mean/ lively/ fun/ clever/ funny	<u>De mal humor</u>	In a bad mood

Week 6: Week beg 18.05 ¿Qué te gusta hacer con otra <u>gente?</u> -What do you like to do with other people?			
Cada semana	Every <u>week</u>	<u>Voy al centro comercial/ Vamos al parque</u>	I go to the shopping centre/ <u>We go to the park</u>
Todos los días	Every <u>day</u>	<u>Hago los deberes/ Hacemos las tareas domésticas</u>	I do <u>homework</u> / <u>We do chores</u>
<u>Casi siempre</u>	<u>Almost always</u>	<u>Paso tiempo solo/a</u>	I <u>spend time alone</u>
Nunca	Never	<u>Abrazo mis mascotas</u>	I <u>hug my pets</u>
<u>Como mis platos preferidos/ comemos comida basura</u>	I eat my favourite dishes/ <u>We eat fast food</u>	<u>Hablo con mis vecinos</u>	I <u>speak with my neighbours</u>
<u>Veo la tele/ Vemos vídeos en línea</u>	I <u>watch tv</u> / <u>We watch videos online</u>	<u>Practico deportes</u>	I do <u>sports</u>

Week 7: Week beg 1.06 ¿Por qué?

<u>porque</u>	because	<u>Me relaja</u>	It relaxes me
<u>Visto que</u>	because	<u>Me fastidia</u>	It annoys me
<u>Puesto que</u>	because	<u>Me aburre</u>	It bores me
<u>Es/ lo encuentro</u>	It is/ I find it	<u>Me ayuda a descansar</u>	It helps me to relax
<u>Muy/ bastante/ tan/ súper</u>	Very/ quite/ so/ really really	<u>Me ayuda a mantenerme en forma</u>	It helps me to stay in shape
<u>divertido</u>	fun	<u>Qué guay!</u>	How cool
<u>tranquilo</u>	quiet	<u>Qué suerte!</u>	How lucky
<u>saludable</u>	healthy	<u>Qué pena!</u>	What a shame
<u>relajante</u>	relaxing	<u>Quéfastidio!</u>	What a pain

Week 8: Week beg 8.06 Past, present and future tenses (regular tense)REVISION

Week 9: Week beg 15.06 Past, present and future tense (irregular tense) REVISION

<u>Visitar</u>	To visit	<u>Comer</u>	To eat	<u>Ir</u>	To go	<u>Tener</u>	To have
<u>Visito</u>	I visit	<u>Como</u>	I eat	<u>Voy</u>	I go	<u>Tengo</u>	I <u>have</u>
<u>Visité</u>	I visited	<u>Comí</u>	I ate	<u>Fui</u>	I went	<u>Tuve</u>	I had
<u>Voy a visitar</u>	I am going to visit	<u>Voy a comer</u>	I am going to eat	<u>Voy a ir</u>	I am going to go	<u>Voy a tener</u>	I am going to have
<u>Usar</u>	To Use	<u>Escribir</u>	To write	<u>Hacer</u>	To do	<u>Salir</u>	To leave/ go out
<u>Uso</u>	I use	<u>Escribo</u>	I write	<u>Hago</u>	I do	<u>Salgo</u>	I leave/ go out
<u>Usé</u>	I used	<u>Escribí</u>	I wrote	<u>Hice</u>	I did	<u>Salí</u>	I left/ went
<u>Voy a usar</u>	I am going to use	<u>Voy a escribir</u>	I am going to write	<u>Voy a hacer</u>	I am going to do	<u>Voy a salir</u>	I am going to leave/ go out
AR INFINITIVES: Take off AR and add	O=present tense I é=past tense I	ER/IR INFINITIVES: Take off ER/IR and add:	o=present tense I and í past tense I	Irregular verbs	Some of the most common verbs but do not follow the usual pattern	Irregular verbs	Some of the most common verbs but do not follow the usual pattern

Week 10: Week beg 22.06 ¿Cómo es un buen amigo?- What is a good friend like?

Un buen amigo es alguien que	A good friend is someone who	Conocí a mi mejor amigo/ amiga	I met my best friend
Te apoya	<u>Accepts you</u>	<u>Hace....años</u>	<u>....years ago</u>
Te escucha	Listens to you	En la escuela primaria/ universidad	In primary school/ university
Te conoce bien	Knows you well	Nos conocimos	We met
Te acepta como eres	Accepts you as you are	Nos hicimos amigos	We became friends
Te da consejos	Gives you advice	Nos enamoramos	We fell in love
No te critica	Doesn't criticise you	Nuestra amistad comenzó	Our friendship started
Nunca te juzgas	Never judges you	Cuando éramos muy jóvenes	When we were very young

Week 11: Week beg 29.06 ¿Con quién te llevas bien? ¿Por qué? -Who do you get on well with? Why?

Me llevo bien con/ No me llevo bien con...	<u>I get on well with/ I dont get on well with...</u>	Me acepta como soy	He/ she <u>accepts me as I am</u>
Mi mejor amigo	<u>My best friend</u>	Nos llevamos superbién	<u>We get on really well</u>
Mi familia de acogida	<u>My foster family</u>	Nos llevamos como el perro y el gato	<u>We fight like cat and dog</u>
Me peleo con...	<u>I fight with...</u>	Nos divertimos siempre	<u>We always have a good time</u>
Me divierto con...	<u>I have fun with...</u>	Tenemos mucho en común	<u>We have a lot in common</u>
Porque...	<u>because</u>	Nunca me critica	He/ She <u>never criticises me</u>
Me ayuda	He/ she <u>helps me</u>	Nunca me juzga	He/ She <u>never judges me</u>

Week 12: Week beg 6.07 ¿Cómo sería tu relación ideal?-What would your ideal relationship be like?

Me gustaría casarme con	I would like to get married to	Mi novio/ novia ideal	My ideal boyfriend/ girlfriend
alguien que	Someone who	tendría	Would have
Te apoya/ te escucha/ te hace reír/ nunca te hace llorar	Supports you/ listens to you/ makes you laugh/ never makes you cry	Mucha paciencia/ muchos intereses/ mucho dinero	Lots of patience/ lots of interests/ lots of money
Se relaciona bien con niños/ mi familia/ mis mascotas	Gets on well with kids/ my family/ my pets	Nunca quiero...pelearme/ divorciarme/ casarme	I never want to...fight/ get divorced/ get married

Week 13: Week beg 13.07 ¿Cómo sería tu familia ideal?-What would your ideal family be like?

Preferiría ser parte de	I would prefer to be part of	Porque/ ya que	because
Una familia nuclear	A nuclear family	No quiero ser madre/ padre	I don't want to be a mum/ dad
Una pareja sin hijos	A child free family	Tendría más tiempo/ dinero	I would have more time/ money
Una familia homoparental	A same-sex parent family	Soy muy tradicional	I am very traditional
Una familia monoparental	A single parent family	Es muy sociable	It is very sociable
Como la mía/ la tuya	Like mine/ yours	Es importante para mi identidad	It is important for my identity

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
Polynomial	Coefficient	Composite Function	Convergence	Exponential	Surd
Binomial	Discrimination	Iteration	Gradient	Logarithm	Rationalise
Capitalism	Inequality	Imposing	Allegory	Hubristic	Microcosm
Socialism	Patriarchy	Ignorant	Emblematic	Consequences	Assertive
Arteries	Veins	Plasma	Statins	Coronary	Biconcave
Capillaries	Platelets	Cardiovascular	Stents	Haemoglobin	Benign

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
Simultaneous	Counterexample	Invariant	Proportionality	Bounds	Upper Bound
Contradiction	Identity	Recurrence	Compound	Error Interval	Lower Bound
Scathing	Capitalism	Naïve	Gender	Evasive	Chauvinism
Evaluative	Climactic	Insightful	Class Division	Entrenched	Exploitation
Malignant	Palisade	Epidermal	Transpiration	Potometer	Ionising
Tumour	Mesophyll	Translocation	Stomata	Isotope	Irradiation

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
Stratified	Correlation	Cumulative	Conditional	Independent	Mutually
Interquartile	Frequency Density	Frequency	Probability	Sample Space	Exclusive
Vulnerable	Welfare	Prophetic	Morality	Cooperative	Socialism
Desperate	Division	Imposing	Consequences	Accountable	Inequality
Penetrating	Alpha	Gamma	Halve	Contamination	Protist
Radiation	Beta	Radioactivity	Exposure	Communicable	Bacteria

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
Pythagorean	Hypotenuse	Similarity	Vector	Resultant	Translation
Trigonometric	Congruence	Locus	Magnitude	Scalar	Composite
Subordinate	Hierarchy	Anaphora	Statistics	Dejectedly	Alliteration
Entrenched	Symbolism	Repetition	Emotive Language	Denounced	Statistics
Fungi	Salmonella	Mucus	Antibodies	Placebo	Antibiotic
Pathogen	Gonorrhoea	Phagocytosis	Vaccinations	Patient	Mosquitoes