



KS4 Knowledge Organizer. Subject: French.

Raising Standards Leader for KS4: Mrs Allen (stern029@sflt.org.uk).

Head of Languages Department: Ms Lara (larae006@sflt.org.uk).

How to use the Knowledge Organiser:

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F.R.A.C.T.I.O.N. =

1. F → Frequency words / time expressions.
2. R → Reasons
3. A → Another pronoun/ person apart from "je"
4. C → Connectives
5. T → Tenses (at least 3)
6. I → Intensifiers/ qualifiers
7. O → Opinions
8. N → Negatives

Made and used by Mme Sangar



Revision techniques and strategies

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Revision tips

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French. Theme 3: les études actuelle et future et l'emploi (*Current and future study and employment*)

Unité 11: l'éducation après l'âge de seize ans (*education post 16*)

Unité 12: les métiers, les choix de carrière et les ambitions (*jobs, career choices and ambitions*)

Section 1

11.1G Continuer ses études ou non?

<i>aller en fac</i>	to go to university
<i>l'apprenti / apprentie</i>	apprentice
<i>l'apprentissage (m)</i>	apprenticeship
<i>le diplôme</i>	qualification
<i>en avoir marre de</i>	to be fed up with
<i>l'enseignement (m)</i>	education
<i>les études (f)</i>	studies
<i>faire une année sabbatique</i>	to have a gap year
<i>la filière</i>	option, choice
<i>la formation</i>	training
<i>l'ingénieur (m)</i>	engineer
<i>le lycée</i>	sixth form college, grammar school
<i>malgré</i>	despite, in spite of
<i>le / la mécanicien / mécanicienne</i>	mechanic
<i>passer le bac</i>	to take the baccalauréat (= A levels)
<i>à temps complet</i>	full time
<i>à temps partiel</i>	part time
<i>le travail</i>	work, job
<i>travailler</i>	to work
<i>l'université (f)</i>	university

Section 2

11.1F L'orientation

<i>l'amélioration (f)</i>	improvement
<i>ancien(ne)</i>	former, ex-
<i>bavarder</i>	to chat
<i>la chance</i>	luck
<i>le comportement</i>	behaviour
<i>la comptabilité</i>	accountancy
<i>le conseil de classe</i>	class meeting (to discuss progress)
<i>le / la conseiller(-ère) d'orientation</i>	careers adviser
<i>décevant(e)</i>	disappointing
<i>le domaine</i>	area
<i>dur(e)</i>	hard
<i>embaucher</i>	to take on, to employ
<i>faible en</i>	weak at
<i>faire le bilan</i>	to evaluate, to assess
<i>faire un stage</i>	to do a work placement
<i>les félicitations (f)</i>	congratulations
<i>la filière professionnelle</i>	vocational course
<i>fort(e) en</i>	good at
<i>mériter</i>	to deserve
<i>motivé(e)</i>	motivated
<i>l'orientation (f)</i>	options
<i>le point faible</i>	weakness
<i>le point fort</i>	strength
<i>le poste</i>	position, job
<i>ravi(e)</i>	delighted
<i>le redoublement</i>	repeating the school year
<i>se renseigner</i>	to get information
<i>le stage</i>	course
<i>suivre</i>	to follow
<i>le travail d'équipe</i>	team work
<i>le trimestre</i>	term

12.1G L'avenir

aider
apprendre
l'avocat / avocate
avoir horreur de
bien payé(e)
le / la chanteur / chanteuse
le / la client / cliente
le / la coiffeur / coiffeuse
le / la collègue
le commerce
le / la comptable
le / la dessinateur / dessinatrice

s'ennuyer
s'entendre
le / la fermier / fermière
l'infirmier / infirmière
l'instituteur / institutrice
s'intéresser à
le / la journaliste
le / la malade
le mannequin
la mode
nettoyer
se passionner pour
le / la patron / patronne
la perte de temps
le professeur
le / la secrétaire
soigner
le stage en entreprise
supporter
varié(e)
le / la vendeur / vendeuse
le / la vétérinaire

Section 3

to help
to learn
lawyer
to hate
well paid
singer
customer
hairdresser
colleague
business
accountant
designer

to get bored
to get on with
farmer
nurse
primary school teacher
to be interested in
journalist
(medical) patient
model
fashion
to clean
to love
boss
waste of time
teacher
secretary
to care for
work experience
to endure
varied
shop assistant
vet

Section 4

12.1F Comment obtenir un emploi

l'ambiance
avouer
le bureau
le cabinet
la canne
compter sur
la confiance en soi
se débrouiller
la demande d'emploi
le droit
effrayé(e)
l'embauche (f)
l'entreprise (f)
l'entretien (m)
l'équipe (f)
exercer
franchir une étape
gourmand(e)
lancer
manquer
le métier
la petite annonce
poursuivre
provoquer
la publicité
le recrutement
recruter
le réseau social
le / la serveur / serveuse
l'usine (f)

atmosphere
to confess
office
office
walking stick
to rely on
self confidence
to cope
job application
law
frightened
recruitment
business, company
interview
team
to carry out, to practise
to go to the next level
greedy
to launch
to lack
job
job advert
to pursue
to cause
advertisement
recruitment
to recruit
social network
waiter / waitress
factory

Section 5

Wider Research

- Online Dictionary and conjugation tool:

www.wordreference.com

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- **Mind the tense** in which each question is set. The tense in your answers should reflect the tense in the question you are answering. **Remember that what you write does not have to be true. Just show off your vocab and grammar knowledge.**

1/ Tu voudrais faire une année sabbatique après ton bac(calauréat)? (*Would you like to do/to have a gap year after your A Levels?*)

2/ Qu'est-ce que tu voudrais faire comme travail (métier/ boulot/ emploi) dans le futur? Pourquoi? (*What job would you like to do in the future? Why?*)

3/ Higher >>>> Imagine que tu es à un entretien pour ton travail (/ métier/ boulot/ emploi) de rêve(/ idéal). Comment vas-tu répondre à la question: **quelles sont tes qualités et quels sont tes défauts?**

(*Imagine that you are at an interview for your dream/ideal job. How are you going to answer the question: what are your strengths and what are your weaknesses?*)



KS4 Knowledge Organiser. Subject: Spanish (Y11)

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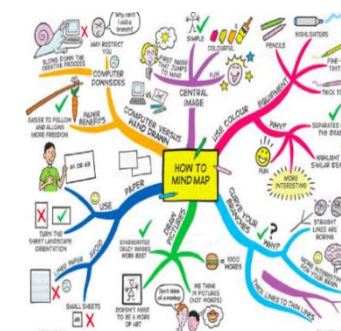
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Spanish. Theme 3: Estudios actuales y futuros y empleo (*Current and future study and employment*)

Unidad 11: ¿Universidad o trabajo? (*University or work?*)

Unidad 12: Choice of career (*Elección de carrera*)

Section 1. What am I going to do?

11.1G ¿Qué voy a hacer?

<i>a tiempo completo</i>	full time
<i>a tiempo parcial</i>	part time
<i>el/la alumno/a</i>	pupil
<i>aprender</i>	to learn
<i>el aprendizaje</i>	apprenticeship
<i>aprobar</i>	to pass
<i>la asignatura</i>	subject
<i>avanzado/a</i>	advanced
<i>el beneficio</i>	benefit
<i>buscar</i>	to look for
<i>la carrera (universitaria), carrera profesional</i>	(university) course, career
<i>conseguir</i>	to get, to manage, to achieve
<i>el consejo</i>	advice
<i>continuar</i>	to continue
<i>dejar</i>	to leave
<i>el dinero</i>	money
<i>encontrar</i>	to find
<i>esperar</i>	to wait for, to hope, expect
<i>los estudios</i>	studies
<i>el examen</i>	exam
<i>la experiencia</i>	experience
<i>la experiencia laboral</i>	work experience
<i>feo/a</i>	ugly
<i>la informática</i>	information technology, IT
<i>mejor</i>	better, best
<i>mientras</i>	while
<i>la nota</i>	grade, mark, result
<i>la nota</i>	grade, mark, result
<i>la opción</i>	option
<i>la oportunidad</i>	opportunity
<i>quedar</i>	to stay
<i>el resultado</i>	result
<i>sacar buenas / malas notas</i>	to get good / to get bad grades
<i>seguir + gerund</i>	to carry on ...ing
<i>tener éxito</i>	to be successful
<i>el título</i>	(university) degree
<i>la universidad</i>	university
<i>la ventaja</i>	advantage

Section 2. Working or studying?

11.1F ¿Trabajar o estudiar?

<i>considerar</i>	to consider
<i>demostrar</i>	to show, demonstrate
<i>la desventaja</i>	disadvantage
<i>estar harto/a de</i>	to be fed up with
<i>estar obsesionado/a con</i>	to be obsessed with
<i>furioso/a</i>	furious
<i>ganar</i>	to earn, to win, to gain
<i>la habilidad</i>	skill, ability
<i>horroroso/a</i>	dreadful
<i>imaginar</i>	to imagine
<i>inútil</i>	useless
<i>mundo</i>	world
<i>necesitar</i>	to need
<i>pedir</i>	to ask for
<i>peor</i>	worse, worst
<i>por otra parte</i>	on the other hand
<i>la promoción</i>	promotion
<i>relacionarse con</i>	to relate to, to get on with
<i>repasar</i>	to revise
<i>el repaso</i>	revision
<i>seguro/a</i>	sure
<i>la sociedad</i>	society
<i>todavía</i>	still
<i>vale la pena</i>	it's worth it, it's worthwhile

Section 3. Jobs.

12.1G Los trabajos

<i>el ama de casa (fem.)</i>	housewife
<i>el banco</i>	bank
<i>el/la cajero/a</i>	cashier
<i>el/la cliente/a</i>	customer
<i>el cocinero/a</i>	cook
<i>estar en paro</i>	to be unemployed
<i>el ingeniero/a</i>	engineer
<i>el jardinero/a</i>	gardener
<i>limpiar</i>	to clean
<i>la mitad</i>	half
<i>la oficina</i>	office
<i>la peluquería</i>	hairdresser's
<i>el peluquero/a</i>	hairdresser
<i>el/la policía</i>	police officer
<i>por ciento</i>	per cent
<i>el/la porcentaje</i>	percentage
<i>quisiera</i>	I would like
<i>resolver</i>	to solve, resolve
<i>salvar</i>	to save
<i>temporal</i>	temporary
<i>el/la veterinario/a</i>	vet
<i>la vida</i>	life

Section 4. Looking for a job.

12.1F Buscar trabajo

<i>a principios de</i>	at the beginning of
<i>el/la administrativo/a</i>	clerk, office worker
<i>ambicioso/a</i>	ambitious
<i>anciano/a</i>	elderly
<i>animado/a</i>	lively
<i>arreglar</i>	to sort, fix, arrange
<i>el aspecto</i>	appearance, aspect
<i>atender a</i>	to attend to
<i>la caja</i>	till, check-out
<i>el camping</i>	campsite
<i>el camicero/a</i>	butcher
<i>el carpintero/a</i>	carpenter
<i>la carta</i>	letter
<i>los conocimientos</i>	knowledge
<i>el correo electrónico</i>	email
<i>cortés</i>	polite, courteous
<i>cuidar a</i>	to care for, look after
<i>el/la dependiente/a</i>	shop assistant

<i>el detalle</i>	detail
<i>dominar + language</i>	to be fluent in
<i>el/la electricista</i>	electrician
<i>el empleado/a</i>	employee
<i>la empresa</i>	company, firm
<i>en seguida</i>	straightaway
<i>la energía</i>	energy
<i>fiable</i>	reliable
<i>la gente</i>	people
<i>el/la hombre / mujer de negocios</i>	businessman / business woman
<i>el juego</i>	game
<i>el/la maestro/a</i>	primary school teacher
<i>mayor</i>	older
<i>organizado/a</i>	organised
<i>paciente</i>	patient

<i>la panadería</i>	bakery
<i>el panadero/a</i>	baker
<i>práctico/a</i>	practical
<i>el problema</i>	problem
<i>el/la recepcionista</i>	receptionist
<i>servir</i>	to serve
<i>sincero/a</i>	honest
<i>el sitio web</i>	website
<i>el sobre</i>	envelope
<i>sueldo</i>	wage
<i>trabajador/a</i>	hard-working
<i>el traductor/a</i>	translator
<i>el trimestre</i>	term
<i>la variedad</i>	variety

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1/ ¿Qué vas a hacer el año que viene? ¿Por qué? (*What are you going to do next year? Why?*)

2/ ¿Te gustaría ir a la universidad? (Would you like to go to university?)

3/ ¿Te gustaría ser profesor en el futuro? ¿Por qué no? (*Would you like to be a teacher in the future? Why not?*)

4/ ¿Qué trabajo te gustaría hacer en el futuro? (*What job would you like to do in the future?*)

5/ ¿Crees que tienes la personalidad adecuada para ese trabajo? (*Do you think you have the adequate personality for that job?*)

6/ Para ti, ¿es importante ganar mucho dinero? (*For you, is it important to earn a lot of money?*)



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Somerset Levels (paper 1)

Location:

- The **Somerset Levels** are located in South West England.
- They cover an area of 650km.
- Some of the worst flooding that this region had experienced occurred in January and February 2014.

Physical (natural) causes:

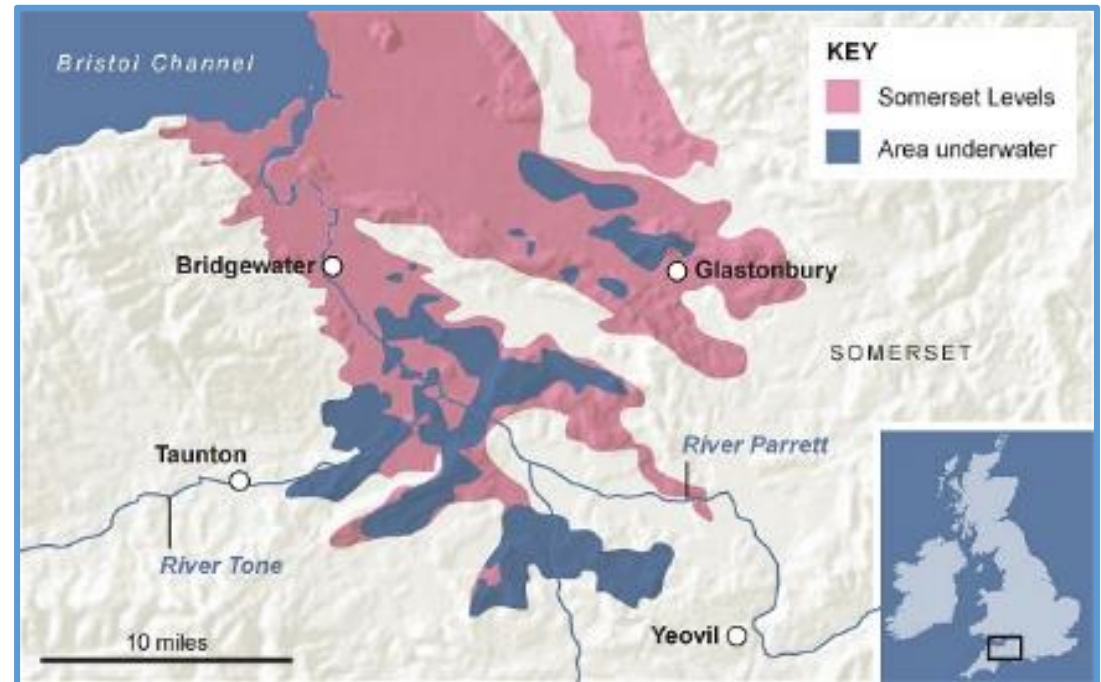
- The Somerset Levels are surrounded by steep slopes.
- A very flat landscape and much of the land is below sea level.
- Prolonged rainfall, hurricane force winds and tidal surges pushed water onto the levels.

Human causes:

- Rivers had not been dredged for 20 years adding capacity for the rivers to carry water.
- The River Parrett was completely blocked.
- Building on the floodplain has removed vegetation and increased impermeable surfaces so less water is able to infiltrate the soil.

Effects of the flooding:

- 6,900 hectares of agricultural land was underwater for a month
- 600 homes were flooded
- Villages were cut off from the rest of the country
- The cost to the Somerset economy was between over £100 million
- £1 million in trade lost by local businesses
- Increased insurance costs
- However, Natural England reported that the floods had little impact on wildlife



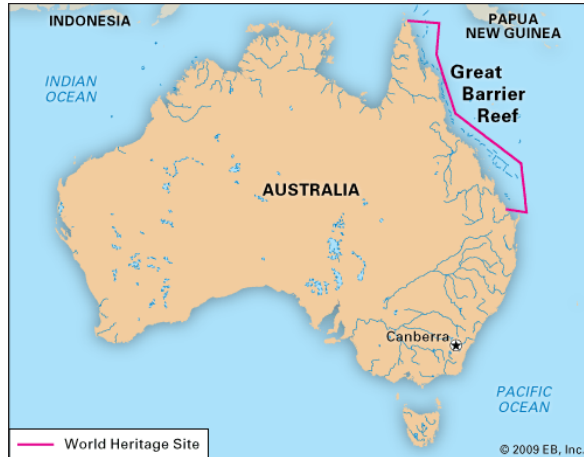
Responses:

- Environment Agency installed 62 pumps to remove 1.5 million tonnes of water.
- Giant pumps were imported to quicken the response.
- Installation of floodgates and coastal defences planned for the future.
- More regular dredging planned.



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Topic 2: Great Barrier Reef (paper 2)



- The Great Barrier Reef is located off the northeast coast of Australia and is in close proximity to Papua New Guinea.
- It is a World Heritage Site which means that it has been recognised that it is of great importance and therefore deserves special protection.
- All coral reefs need salt water with an ideal temperature between 22°C and 29°C to grow and thrive. Clear water is needed in shallow ocean (max 30m deep) to ensure that sunlight can penetrate and photosynthesis can take place.

Importance to humans:

The wide range of biodiversity - 400 types of coral, 1,500 species of fish and 4,000 types of mollusc.

Fishing - An estimated one billion people have some dependence on coral reefs for food and income from fishing.

Tourism - Australia's Great Barrier Reef generates well over US\$1 billion per year.

Medicines - Coral reef organisms are being used in treatments for diseases like cancer and HIV.

Key Facts:

- The Great Barrier Reef is the largest coral reef system in the world.
- It is found in the Coral Sea, off the coast of Queensland, Australia.
- The Great Barrier Reef is the world's largest living structure.
- It is made up of around 2900 individual reefs and 900 islands.
- The Great Barrier Reef is around 2600 kilometres (1616 miles) in length.
- The Great Barrier Reef is home to a wide range of life, including fish, sea turtles, giant clam, seahorse, sea snakes, nudibranch, sea turtles, stingray, sharks and many more.
- Over 1500 different species of fish live in the Great Barrier Reef, including clownfish, star of the animated film Finding Nemo.
- Whales, dolphins and dugong can also be seen in the Great Barrier Reef.
- Warmer ocean temperatures put stress on coral and lead to coral bleaching.
- The Great Barrier Reef is a popular tourist destination with around 2 million visitors every year.

What are the threats to the Great Barrier Reef?

- **Small boats-** Tens of thousands of small boats take tourists to visit the reef every year. These boats drop their anchors which break fragile coral.
- **Global warming-** Lead to warmer ocean temperatures. The coral polyps become stressed and expel the algae that feed them. This leads to them dying.
- **Tourism-** The Great Barrier Reef is the most dived reef in the World. Many divers break off chunks of the reef for souvenirs. The coral die once they leave the water. Also many different parts of the reef are damaged as tourists dive over most parts of the reef.
- **Crown-of-thorns starfish-** The crown-of-thorns starfish is a huge threat to the coral. It releases digestive juices from its stomach which liquefy the coral. It then ingests these nutrients.
- **Chemicals-** Chemicals found in most pesticides, soaps and laundry detergents are washed into the sea through run-off. These kill the delicate coral.



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Topic 3: Peruvian Amazon rainforest (paper 2)



- Peru has the 2nd largest portion of the Amazon rainforest.
- Rainforest covers 60% of Peru.
- 5% of Peru's population live in the rainforest.
- The Peruvian rainforest is the 3rd largest in the world.
- The biome is one of the most diverse in the world; 44% of all bird species and 63% of all mammals live in the Peruvian rainforest.

Average temperature is 28°C and annual rainfall is 2600mm – ideal for vegetation growth. Valuable mahogany grows here (for construction and furniture).

Animals, birds and insects thrive here where the plants provide plenty to eat and habitats to live in.

Interdependence in the rainforest

There are few nutrients in the soil as most are stored in the flora. Fungi and bacteria thrive in the warm and humid conditions, rapidly decomposing dead organic matter so the nutrients can be immediately absorbed by plants and trees.

People live and depend on the rainforest. If people cut down trees they remove the nutrients and the habitats and the ecosystem will suffer. Illegal logging is a major threat in the rainforest.

Managing the Peruvian Amazon:

- Since **2000** the government has put in place management plans to regulate all activities in the rainforest. But the area is large and the amount of illegal logging makes this hard to police.
- Indigenous communities have been given land ownership of the land to manage themselves sustainably.
- National Parks and Reserves have been set up to protect areas of high biodiversity.
- The **Purus-Manu Conservation Corridor** project supports long-term biodiversity conservation of over 10 million hectares of land; river dolphins and spectacled bears live here.
- 60 indigenous communities live in the area and their traditional way of life is being protected.



Vocabulary	Wider Research	Apply
<ul style="list-style-type: none"> • Abiotic • Algae • Biome • Biotic • Canopy • Climate • Coral • Desert • Ecosystem • Emergent layer • Equator • Flooding • Latitude • Nitrogen • Phosphorus • Photosynthesis • Polar • Pollution • Polyp • Rainforest • Sediment • Shrub layer • Temperature • Tourism • Tropic of Cancer • Tropic of Capricorn • Tropical • Tundra • Under-canopy • Zooxanthellae 	<p>Somerset Levels: https://www.internetgeography.net/topics/the-somerset-levels-flood-case-study/ https://www.geography.org.uk/download/ga%20resources%20flooding%20somerset%20levels%20ga%20mag%20article.pdf https://www.bbc.co.uk/news/uk-england-somerset-26157538 https://www.youtube.com/watch?v=G36XnTZ04TA</p> <p>Great Barrier Reef: https://www.australia.com/en-gb/places/cairns-and-surrounds/guide-to-the-great-barrier-reef.html https://www.nationalgeographic.org/article/great-barrier-reef/ https://www.bbc.co.uk/news/world-australia-57938858 https://www.youtube.com/watch?v=3Gioc3QAJ7s https://www.youtube.com/watch?v=8hknaJQRh8s</p> <p>Peruvian Amazon: https://www.coolgeography.co.uk/gcsen/Amazon_Case_study.php https://www.bbc.co.uk/bitesize/guides/zscsmnb/revision/5 https://wwf.panda.org/wwf_news/?212151/Purus---Manu-Conservation-Corridor https://wwflac.awsassets.panda.org/downloads/factsheet_en.pdf https://wwflac.awsassets.panda.org/downloads/factsheet_en.pdf</p>	<p>Using your wider research complete the following exam questions</p> <ol style="list-style-type: none"> 1. Explain two causes of the UK flood event. [4] 2. What were the responses to the Somerset Levels flooding? [6] 3. Describe the importance and value of the Peruvian Amazon. [4] 4. Outline the threats to the Peruvian Amazon. [4] 5. What do you think is the biggest threat to the Peruvian Amazon? Explain your answer. [3] 6. State the three conditions needed for a coral reef to survive. [3] 7. Describe the importance and value of the Great Barrier Reef. [4] 8. Explain the threats to the Great Barrier Reef. [4] <p>Create some revision material</p> <ul style="list-style-type: none"> • Create an annotated mind map to show the effects of the Somerset Levels flooding. • Create a detailed diagram to show how interdependence works in the Peruvian Amazon. • Create an annotated map of the Great Barrier Reef using an outline map of Australia. • Which do you think is more under threat; the Peruvian Amazon or the Great Barrier Reef? Create a poster or leaflet for tourists to raise awareness. Conduct your own research to help you.



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Nazi Police State

Hitler did not trust the ordinary German police to support him so he set up his own security forces, run by the Nazi Party rather than the government, to control the German people:

- The SS: led by Heinrich Himmler; black uniforms; controlled all police and security forces; acted outside of the law; had to marry 'racial pure' wives; ran the concentration camps; oversaw the SD and the Gestapo.
- The SD: led by Reynhard Heydrich; wore uniforms; spied on all opponents of the Nazi party, both at home and abroad.
- The Gestapo (secret police): led by Reynhard Heydrich; wore plain clothes, not uniforms; spied on people; prosecuted people for speaking out against the Nazis; sent people to concentration camps and used torture; received reports from ordinary people.

Hitler controlled the legal system, which made it very difficult for anyone to oppose him. He did this by controlling the judges and the laws courts:

- All judges had to belong to the National Socialist League for the Maintenance of the Law; any judge who did not join was sacked; judges known to have anti-Nazi views were not allowed to join.
- Trial by jury was abolished; judges decided whether someone was innocent or guilty.
- A People's Court was set up to hear all treason cases; trials were held in secret by hand-picked judges.
- New prisons were set up, called concentration camps. The first concentration camp was built in Dachau in 1933 - built in isolated areas - held political prisoners and others classed as 'undesirable' by the Nazis, such as homosexuals and Jews. - Prisoners were treated very badly and forced to do hard labour.



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Propaganda and Censorship

Controlled by Joseph Goebbels, the Minister for People's Enlightenment and Propaganda. Oversaw the Reich Chamber of Culture which made sure that all cultural activity was consistent with Nazi views.

- **Newspapers:** told what they could not publish; given instructions on what to write; 1600 newspapers closed down in 1935 alone.
- **Radio:** all radio stations put under Nazi control; cheap radios so that by 1939 70% of homes had radios; frequent Nazi broadcasts, including speeches from Hitler; no listening to foreign radio stations allowed.
- **Rallies:** mass rallies held at Nuremberg every year; gave the impression of unity, discipline and strength
- **Sport:** Nazified by displaying Nazi symbols in stadiums and insisting that all competitors gave the Nazi salute; Berlin Olympics in 1936 was used as propaganda and to show Nazi Germany in a good light to the world; largest stadium in the world, could hold 110 000.
- **Art:** art had to promote Nazi ideas; only Nazi-approved artists who were members of the Reich Chamber of Visual Arts were allowed to teach, produce or sell art; 12 000 paintings and sculptures removed from art galleries in 1936.
- **Architecture:** the Nazis wanted buildings that made them seem powerful: huge, with classical features such as domes and pillars, massive Nazi flags. Hitler's key architect was Albert Speer; he designed the parade ground for Nazi rallies in Nuremberg.
- **Music:** used to promote Nazi racial ideas; jazz music (seen as the music of black people) and music by Jewish composers was banned; the music of Wagner and traditional German folk music were promoted.
- **Literature (books):** no new books published without approval from The Chamber of Culture; 2500 writers officially banned because of Jewish heritage or views that the Nazis did not like; huge public book burnings e.g. a bonfire of 20 000 books in Berlin, 1933.
- **Film:** very large audiences made film ideal for propaganda; all films in cinemas were preceded by a 45-minute official newsreel, publicising Germany's achievements; Goebbels had to personally approve the plots of all new films; Nazis made 1300 films, some were obvious propaganda, but most were entertainment films with an underlying Nazi message eg Hitlerjunge Quex



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Opposition, Resistance and Conformity

There were very high levels of conformity in Nazi Germany and very little active resistance. Because of propaganda, censorship and the police state it is unclear how many people conformed to Nazi policies because they consented (agreed with them) and how many conformed out of fear.

Opposition from the churches

Protestants:

- 1933, set up the Pastors' Emergency League (PEL) which opposed Nazi interference in the Protestant church.
- The PEL set up the Confessing Church in opposition to the Nazi-controlled Reich Church; 6000 pastors joined the Confessing Church, 2000 joined the Reich Church; 800 Protestant pastors were arrested and sent to concentration camps.

Pastor Martin Niemöller:

- a Protestant pastor; started off as an anti-Weimar, Nazi-voting, anti-Semitic nationalist; 1933, objected to Nazi interference in the Protestant church; set up the Confessional Church; repeatedly arrested; concentration camp 1938-45.

Catholics:

- 400 priest arrested and imprisoned in the Priests' Block at Dachau concentration camp.
- *The Christian opposition to the Nazis was based on objections to Nazi interference in the churches NOT because of opposition to Nazi antisemitism.
- It can be argued that the continued high attendance at church services was a form of resistance against the Nazis.

Opposition from the young

- Most young people conformed to the Nazi regime and joined Nazi youth groups, however some formed alternative groups.
- **The Edelweiss Pirates:** working class; formed in the late 1930s; hiking and camping to get away from Nazi restrictions; copied American style of clothing; sometimes attacked Hitler Youth members; listened to banned music and read banned books; anti-Nazi graffiti; by 1939, 2000 members in separate groups across the country.
- **The Swing Youth:** middle-class/wealthy; American clothes, music and films; organised illegal dances



Vocabulary	Wider Research	Apply				
<ol style="list-style-type: none"> 1. Propaganda 2. Police State 3. Censorship 4. Nazification 5. Concordat 6. SS 7. SD 8. Gestapo 9. Concentration Camps 10. Legal System 11. National Socialist League for the Maintenance of the Law 12. Dachau 13. Protestant Resistance 14. Pastor Martin Niemöller 15. Catholic Resistance 16. Edelweiss Pirates 17. Swing Youth 18. Rallies 19. Literature 20. Architecture 	<p>Oak Academy Revision Resources</p> <p>https://classroom.thenational.academy/units/weimar-and-nazi-germany-1919-1939-6b4e</p> <p>Nazi control and dictatorship 1933-1939</p> <p>https://www.bbc.co.uk/bitesize/guides/zsvhk7h/revision/1</p> <p>Life in Nazi Germany, 1933-1939</p> <p>https://www.bbc.co.uk/bitesize/guides/zqrfj6f/revision/1</p> <p>Exam run through</p> <p>https://www.youtube.com/watch?v=8Bt9kJONnHs</p>	<ol style="list-style-type: none"> 1. Create a key word glossary using the vocabulary. <table border="1" data-bbox="1205 359 2123 435"> <thead> <tr> <th data-bbox="1205 359 1664 395">Key Word</th> <th data-bbox="1664 359 2123 395">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="1205 395 1664 435"> </td> <td data-bbox="1664 395 2123 435"> </td> </tr> </tbody> </table> 2. Give two things that you can infer from Source A about how Hitler kept power. (4 marks) <p>Source A: From a speech by David Lloyd George, an ex-prime minister of Britain, speaking to the British press in 1937.</p> <p>Whatever one may think of his (Hitler's) methods. There can be no doubt that he has achieved a marvellous transformation in the spirit of the people and in their social and economic outlook. As to his popularity, especially among the youth of Germany, there can be no manner of doubt. The old trust him; the young idolise him. It is not the admiration accorded to a popular leader. It is not the admiration accorded to a popular leader. It is the worship of a national hero who has saved his country from utter despondency and degradation.</p> <p>One thing I can infer ... Evidence from the source ...</p> <p>Second thing I can infer Evidence from the source ...</p> 3. Q2 – Explain why the Nazi Police State was successful between 1933-39. (12 marks) You may use the following in your answer: <ul style="list-style-type: none"> • The Gestapo • Concentration Camps <p>You must also use information of your own.</p> 	Key Word	Definition		
Key Word	Definition					

