Year 9 Knowledge Organiser

You will receive a Knowledge Organiser booklet on a termly basis, which includes revision for: English, Maths, Science, MFL, History and Geography

Knowledge Organiser instructions:

You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

At the back of the knowledge organiser there are some suggested extra tasks that could be completed on top of the homework you will be set.

Email address for any queries:

English: Miss Pett	*pettr035@sflt.org.uk*
Maths: Mr Huston	*hustj008@sflt.org.uk*
Science: Mrs Gilbey	*gilbl117@sflt.org.uk*
History: Miss Gurung	*gurua221@sflt.org.uk*
Geography: Mr Butters	*buttf095@sflt.org.uk*
MFL: Miss Lara	*larae006@sflt.org.uk*

For further support, scan the QR Code and it will take you to the school website:

Preparing you for the Future

Homework schedule for the term:

Week	Subject and section	Revision technique
1 (B)	English, MFL and Maths Topic 1	Create a mind map for the information in Topic 1
2 (A)	Science, History and Geography Topic 1	Create a mind map for the information in Topic 1
3 (B)	English, MFL Maths Topic 2	Create a poster using the information in Topic 2
4 (A)	Science, History and Geography Topic 2	Create a poster using the information in Topic 2
5 (B)	English, MFL Maths Topic 3	Create a mind map for the information in Topic 3
6 (A)	Science, History and Geography	Create a mind map for Topic 3

Optional Extra Tasks

If you would like to spend more time working independently to develop excellence in your subjects. Here is a suggested timetable for you to follow. If you have forgotten your usernames and passwords for these apps, speak to your form tutor and they will be able to support you.

Monday	Spend 30 minutes on Spell Zone	**Thursday**	Complete 30 minutes DEAR Time using your library book
Tuesday	Complete 30 minutes on Sparx	**Friday**	Spend 30 minutes learning the key words from your subjects this week.
Wednesday	Spend 30 minutes completing revision using BBC Bitesize		

English

Much Ado About Nothing

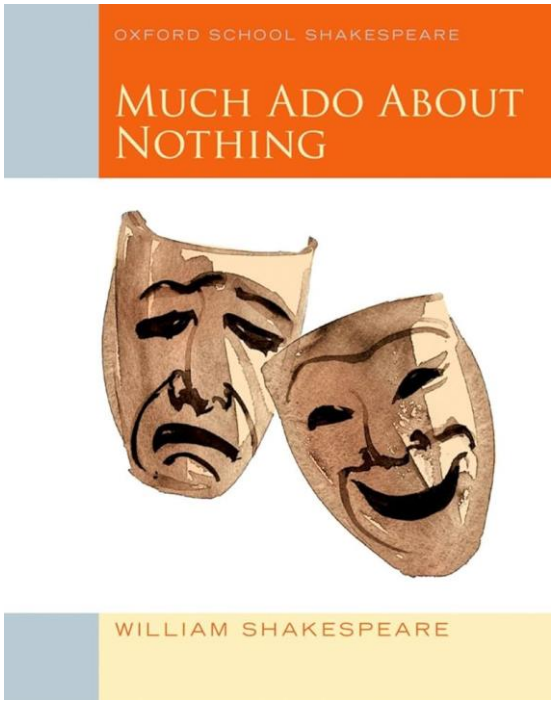
Year 9

Term 4

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: Language methods

Technique	**Definition**
Pun	A joke exploiting the different possible meanings of a word or the fact that there are words which sound alike but have different meanings.
Metaphor	Metaphor is a comparison between two things that are otherwise unrelated
Dramatic Irony	Dramatic irony is a plot device often used in theatre, literature, film, and television to highlight the difference between a character's understanding of a given situation, and that of the audience.
Alliteration	Alliteration is a figure of speech in which the same sound repeats in a group of words
Foreshadowing	Foreshadowing is a literary device in which authors hint at plot developments that don't actually occur until later in the story.
Hyperbole	Hyperbole is a figure of speech in which a writer or speaker exaggerates for the sake of emphasis.
Oxymoron	Oxymoron a figure of speech that combines contradictory words with opposing meanings.



English
Much Ado About Nothing

Year 9
Term 4

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: Theme of deception

Deception is the act of making someone believe something that is not true.

Deception and disguise in Much Ado About Nothing are tools used for both **good** and **bad**, and Shakespeare even deceives his own characters through the use of **dramatic irony**, as the audience knows the truth throughout, even when the characters do not.

Deception:

- Characters deceive each other by pretending to be different people at the masked ball.
- Don Jon deceives Claudio in attempt to discredit Don Pedro
- Beatrice and Benedick are deceived by their friends into thinking they have confessed their love
- Claudio falsely accuses Hero of deceiving him
- The Friar advises Hero to deceive Claudio and Don Pedro by pretending to be dead
- There is deception in the play right until the end, as Leonato's "niece" is actually Hero in disguise

Motif: Masking

In Shakespeare's comedy Much Ado About Nothing, the mask is a recurring image supporting the larger concept of deception and counterfeit. The masked ball that takes place allows deception and false rumours to come into play and muddle the intentions of the various players in the story.
The Motif of the Masked Character

Characters are literally masked and then unmasked, which mirrors the various deceptive messages that fly about the stage. The entire plot is driven by deception and false information.

Key quotes:

Beatrice said to Benedick when he was disguised that he was the 'Prince's jester' and 'a very dull fool' (Act 2, scene 1)
Don Jon 'If I can cross him any way, I bless myself in every way' (Act 1, scene 3)
Friar says 'Let her awhile be secretly kept in, and publish it that she is dead indeed' (Act 4, scene 1)

English
Much Ado About Nothing

Year 9
Term 4

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: Theme of gender

Characters

- **Beatrice:** A bold and independent woman who challenges traditional gender roles.
  - "I wish I were a man! I'd confront him openly."
- **Hero:** Represents the obedient and virtuous woman expected in society.
  - "I love you so much that I have no words to express it."
- **Benedick:** Initially against love and marriage but changes his views.
  - "I will remain single."
- **Claudio:** Reflects the typical masculine ideals but makes mistakes.
  - "Silence is the best way to show happiness."
-
- **Don Pedro:** Influential figure whose actions impact gender dynamics.
  - "If I don't love her, I might as well be a different person."
- **Don John:** The villain who disrupts relationships using deceit.
  - "I'd rather be a troublemaker than a favourite."

Motifs

- **Courtship and Marriage:**
  → Claudio and Hero conform to traditions for marriage (that marriage is transactional and permitted by the woman's father), while Benedick and Beatrice reject these traditions, with Beatrice saying that they are unmanly: "manhood is melted into curtsies".

- **Language and Wit:**
  → We see wit primarily through the characters of Beatrice and Benedick- Shakespeare uses this to enable the pair to mock the social norms of marriage and make their love appear more real: "I will stop your mouth".

- **Honour and Reputation:**
  → Claudio calls Hero a "rotten orange" and refuses to marry her because he thinks she is not virtuous. She is a submissive character and so cannot restore her honour without male intervention.
- **Power and Authority:** Men hold power over women, reflecting societal norms.
  → As unmarried women, Hero and Beatrice had to live with Leonato.

English
Support and application

Year 9
Term 4

Vocabulary	Wider Research	Apply
1. Deception 2. Soliloquy 3. Unfaithful 4. Antagonist 5. Language 6. Humiliation 7. Villain 8. Love 9. Chastity 10. Loyalty 11. Disguise 12. Power 13. Betray 14. Faithful 15. Protagonist 16. Friendship 17. Romance 18. Gender 19. Honour 20. Status	1. Much Ado About Nothing – Context https://study.com/academy/lesson/much-ado-about-nothing-historical-context-background.html 2. Sparknotes: https://www.sparknotes.com/shakespeare/muchado/context/ 3. Characters: https://www.youtube.com/watch?v=Z1a_PQEkjtk 4. Read the script: https://shakespeare.mit.edu/much_ado/full.html 5. Quiz yourself: https://www.sparknotes.com/shakespeare/muchado/quiz/	1. Re-create The Great Chain of Being by drawing each level 2. Create a family tree of the families in the play. 3. Create a diagram of the Elizabethan hierarchy 4. Write a poem that summarises the life and times of Shakespeare 5. Write a diary entry of Don Pedro 6. Write a letter to Hero explaining the plan. 7. Create some song lyrics about love and conflict 8. Create flash cards for the key quotations of Benedick and Beatrice 9. Draw the structure of the play as a narrative arc

Maths
Geometry

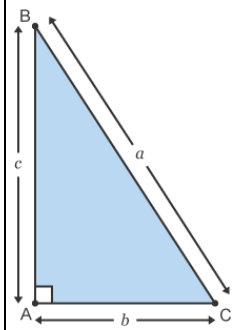
Year 9
Term 4

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: Circles, Pythagoras and Prisms

Pythagoras' Theorem

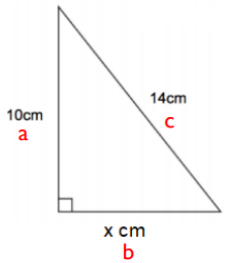
Pythagoras' theorem states that for all right-angled triangles, **'The square on the** hypotenuse **is equal to the sum of the squares on the other two sides'**. The hypotenuse is the longest side and it's always opposite the right angle.



In this triangle $a^2 = b^2+c^2$ and angle A is a right angle. Pythagoras' theorem only works for right-angled triangles, so you can use it to test whether a triangle has a right angle or not.

Pythagoras' Theorem – Shorter Sides

$$a^2 + b^2 = c^2$$



Sometimes you are asked to calculate the shorter sides, see below.

1) Substitute your values into the formulae:
$10^2 + x^2 = 14^2$

2) Work out the values that you can.
$100 + x^2 = 196$

3) Now use inverse operations to isolate x.
$100 + x^2 = 196$
$(-100) \quad (-100)$
$x^2 = 96$
$(\sqrt{}) \quad (\sqrt{})$
$\sqrt{96} = x$
$x = 9.797958971$ cm or 9.80cm to 3 s.f

You need to get the numbers on one side, the x on it's own. An extra step is needed.

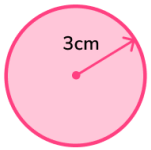
Area and circumference of a Circle

Area of a circle

Area of circle is given by the area of a circle formula which is made by using a specific relationship between the radius of a circle and its area.

$Area\ of\ a\ circle = \pi r^2$

E.g.
What is the area of a circle with radius 3cm?



$$Area = \pi r^2$$
$$= \pi \times 3^2$$
$$= 9\pi cm^2$$
$$= 28.3cm^2 (1.d.p)$$

Circumference of a circle

Circumference is a special case of perimeter. Both describe the total length of the boundary of a two dimensional shape, but circumference specifically refers to the perimeter of a curved figure or arc. Therefore it only applies to circles, ovals, ellipses, arcs, etc.

$Circumference = \pi \times d$
Or
$Circumference = 2 \times \pi \times r$

E.g.
What is the circumference of a circle with radius 3cm?

$$Circumference = \pi \times d$$
$$= \pi \times 6$$
$$= 6\pi cm$$
$$= 18.8cm (1.d.p)$$

Maths
Algebra

Year 9
Term 4

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: Expressions and formulae

Solving equations

An equation is a mathematical expression that contains an equals sign. There are two sides of an equation, the left is equal to the right. We can solve equations to find out the variables (unknown value) that satisfy the equation. The example on the right shows how to solve an equation with a bracket. First we need to expand the bracket by multiplying. Next we need to subtract the 6 from both sides to leave just the variable on one side, in this case 'x'. As we want to find the value of 'x' we need to divide by 3 on both sides which will give us the value of 4.

$$3(x+2) = 18$$
$$3x + 6 = 18$$
$$-6 \qquad -6$$
$$3x = 12$$
$$\div 3 \qquad \div 3$$
$$x = 4$$

Here are some things we can do to solve an equation:

- Add or Subtract the same value from both sides.
- Clear out any fractions by Multiplying every term by the bottom parts.
- Divide every term by the same non-zero value.
- Combine Like Terms.
- Factoring.
- Expanding (the opposite of factoring) may also help.

Substituting in expressions

Substitution means replacing variables in an algebraic expressions with numerical or algebraic values. An example of this can be seen on the right, we are given an expression and a value for 'b'. An expression is a mathematical statement which consists of numbers, variables and an operation. When we substitute b with 10 this now becomes the equation 3 x 10 + 4 = 30.

Example

Find the value of $3b + 4$ when $b = 10$

$3b$ means $3 \times b = 3 \times 10 = 30$

So $3b + 4 = 30 + 4 = 34$

$$a^m \times a^n = a^{m+n}$$
$$a^m \div a^n = a^{m-n}$$
$$a^0 = 1$$
$$(a^m)^n = a^{m \times n} = a^{mn}$$

Index laws and brackets

Index laws are the rules for simplifying calculations or expressions involving powers of the same base number. When multiplying two powers of the same base number we add the two indices together. When dividing two powers of the same base together we subtract the indices. When a power of a base number is within a bracket and the bracket has a power, the two indices are multiplied together. See the example on the left.

Expanding double brackets

Writing two brackets next to each other means that they need to be multiplied. A method to expand double brackets is called FOIL, which stands for first, outer, inner and last. This is the order that will be used when multiplying the terms. The first term in each bracket is multiplied together then the two outer terms are multiplied. This is followed by multiplying the two inner terms and finally the two last terms. Please see an example below:

(a + 2)(a +3) First - a x a = a^2 Outer – a x 3 = 3a Inner – 2 x a = 2a Last – 2 x 3 = 6

Answer

= a^2 + 3a + 2a + 6 = a^2 + 5a + 6

Maths
Ratio

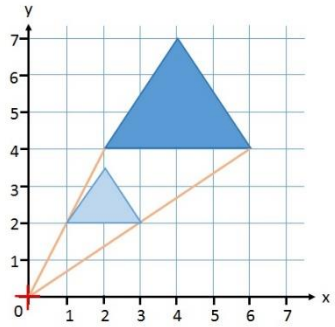
Year 9
Term 4

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: Multiplicative Reasoning

Enlargement

Enlargement is an example of a transformation. A transformation is a way of changing the size or position of a shape. To enlarge a shape, a **centre of enlargement** is required. When a shape is enlarged from a centre of enlargement, the distances from the centre to each point are multiplied by the scale factor.



Percentage change

To work out the percentage change we need to first find the difference between the original and new amount. We need to divide the change by the original amount and then multiply by 100.

To do this we use the percentage change formula:

$$\text{Percentage change} = \frac{\text{Change}}{\text{Original}} \times 100$$

Compound measures

A compound measure is a measure that involves two or more different units. Speed, density and pressure are examples of compound measures which means they are made up of two or more other measures. For example, speed is made up of distance and time.

Direct and Inverse proportion

A direct proportion shows the direct relation between two quantities. An inverse proportion shows the inverse or indirect relation between two quantities. An example of direct proportion would be the sales of ice cream increasing when the outside temperature increases. An example of inverse proportion would be as the mileage of a car increases, the price of the car decreases.

Compound Measures

Compound measures are measures which are found from two other measures.

Compound Measure	Formula	Formula Triangle
Speed	$Speed = \frac{Distance}{Time}$	D / S × T
Density	$Density = \frac{Mass}{Volume}$	M / D × V
Pressure	$Pressure = \frac{Force}{Area}$	F / P × A

Maths
Support and application

Year 9
Term 4

Vocabulary	Wider Research	Apply
Area Circumference Pythagoras Hypotenuse Increase Decrease Percentage Proportion Enlargement Compound measure Scale factor Equation Substitution Formulae Subject Expand	Topic 1 • https://corbettmaths.com/wp-content/uploads/2019/02/Pythagoras-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2017/12/area-of-a-circle.pdf • https://corbettmaths.com/wp-content/uploads/2013/02/circumference-pdf2.pdf Topic 2 • https://corbettmaths.com/2012/08/24/solving-equations/ • https://corbettmaths.com/2012/08/20/substitution-into-expressions/ • https://corbettmaths.com/2013/12/23/changing-the-subject-video-7/ • https://corbettmaths.com/2013/12/23/expanding-two-brackets-video-14/ Topic 3 • https://corbettmaths.com/2012/08/19/enlargements/ • https://corbettmaths.com/2013/03/31/percentage-change/	Topic 1 • https://corbettmaths.com/wp-content/uploads/2023/10/pythagoras.pdf • https://corbettmaths.com/wp-content/uploads/2022/12/Area-of-a-Circle.pdf • https://corbettmaths.com/wp-content/uploads/2023/12/circumference.pdf Topic 2 • https://corbettmaths.com/wp-content/uploads/2020/10/Equations-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2013/02/substitution-pdf2.pdf • https://corbettmaths.com/wp-content/uploads/2013/02/changing-the-subject-pdf1.pdf • https://corbettmaths.com/wp-content/uploads/2013/02/expanding-two-brackets-pdf2.pdf Topic 3 • https://corbettmaths.com/wp-content/uploads/2019/03/Enlargements-with-Centre-of-Enlargement-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2020/03/Percentage-Change-Text.pdf

Science - Biology
Ecosystems and Biodiversity

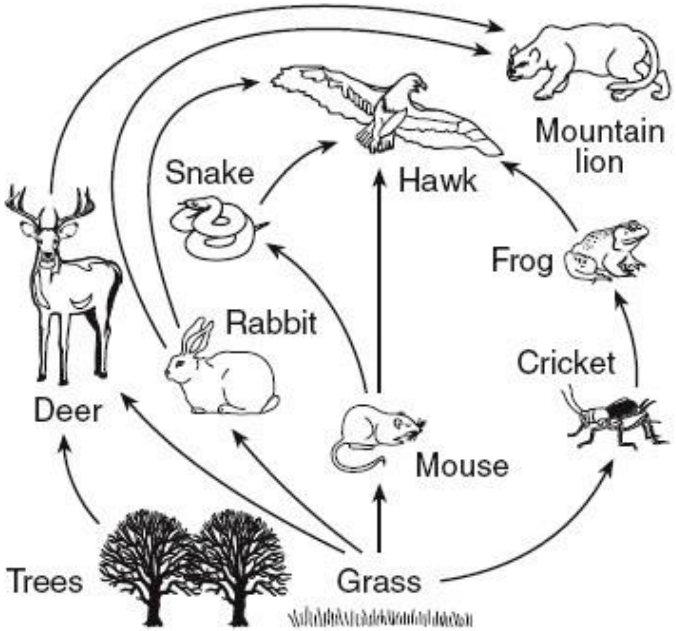
Year 9
Term 4

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: Ecosystems and Biodiversity

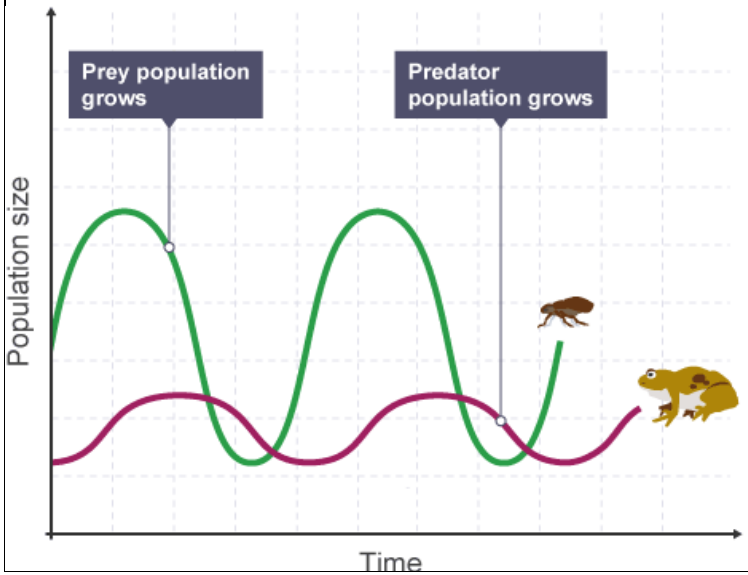
Ecosystem Organisation

- Ecosystems consist of interacting communities of organisms. Communities are groups of different species e.g. Trees, Deer and Mountain Lions.
- The interaction of different species is shown in food webs which display consumption or predation.
- Food webs have producers (plants that synthesise their own glucose), consumers (organisms that consume producers) and predators (organisms that consume other organisms).
- Prey refers to organisms that are consumed by predators.
- Prey and predator populations fluctuate overtime due to increased or decreased predation.



Biodiversity

- Refers to the variation in organism species within an ecosystem.
- A greater biodiversity is preferred as this strengthens the interaction between different organisms e.g. more than one prey species for a predator will help prevent over-hunting or the extinction of that species if one prey organism went extinct.



Competition

- Organisms compete with each other for resources in an ecosystem
- Plants can compete for resources such as light, water and minerals in the soil.
- Animals can compete for resources such as food, territory and mates.

Human Impact

- Humans have damaged ecosystems over time through over-hunting, pollution and over-utilisation of resources. E.g. tree in the Amazon Rainforest being cut down for timber and use of agricultural land.
- This damage to ecosystems has caused a reduction in biodiversity due to the extinction of species.
- Humans have been working to protect ecosystems from further damage.
- This includes captive breeding programmes to help endangered species reproduce, protecting large areas of land as National Parks and reducing the over-utilisation of natural resources such as wood.

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: Atoms and Ions

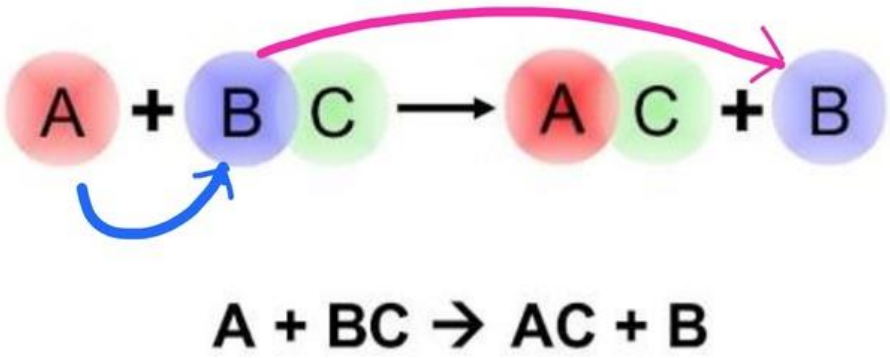
potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt

Reactivity Series

- Reactivity refers to a substances tendency to change (react).
- Some substances are more reactive than others and this is shown in the reactivity series.
- Group 1 (alkali metals) elements such as potassium are incredibly reactive substances and are higher up the reactivity series.
- Elements like gold are very unreactive and so are further down the reactivity series.

Displacement Reactions

- More reactive elements can replace less reactive elements in a reaction.
- This type of reaction is known as a displacement reaction.
- When copper chloride reacts with sodium, sodium chloride and copper will be produced.



Electrolysis

- Electrolysis is a method of separation that splits compounds using electricity
- There are two electrodes in electrolysis. The cathode is negatively charged and attracts positively charged ions (cations). The anode is positively charged and attracts negatively charged ions (anions).
- This difference in charge at the electrodes is caused by the movement of electrons through a circuit.
- The solution containing the cations and anions to be separated is known as an electrolyte. The solution is typically formed by dissolving compounds in water.
- Separating a solution of hydrochloric acid by electrolysis would produce hydrogen gas at the cathode as hydrogen ions are attracted to the negative charge.
- The hydrogen ions gain electrons to form hydrogen gas.
- Chlorine gas would be produced at the anode as the chloride ions are attracted to the positive charge.
- The chloride ions lose electrons to form chlorine gas.

Chlorine	Test with damp litmus paper.	*Turns red then bleaches*
Oxygen	Test by holding a glowing splint into a test tube of the gas.	*Will relight*
Carbon dioxide	Test by bubbling through limewater.	*Turns cloudy*
Hydrogen	Hold a lit split at the end of a test tube of the gas.	*Will hear a squeaky pop*

Gas Tests

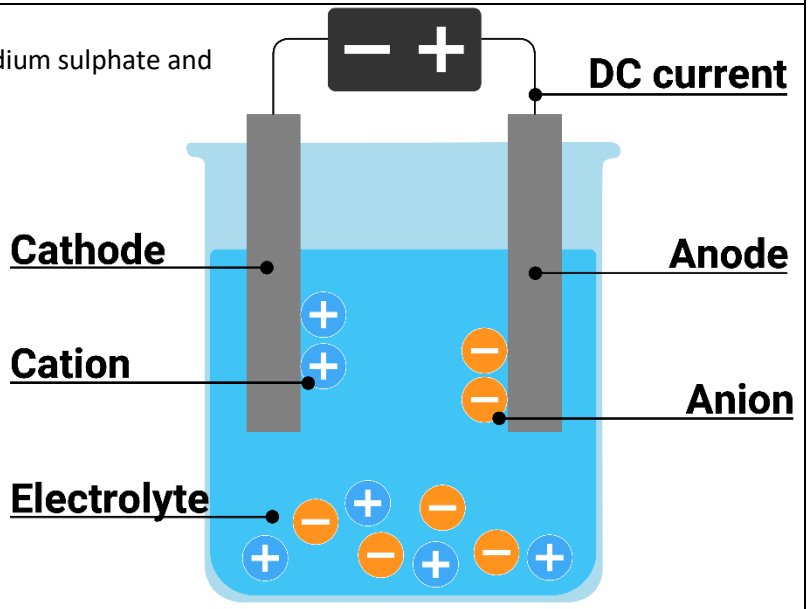
- The type of gas produced by electrolysis can be identified by conducting gas tests.
- These tests are shown in the table to the left.

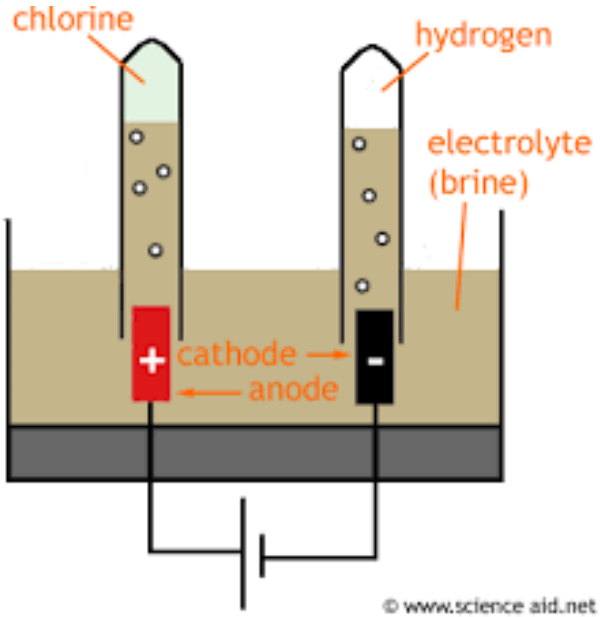
Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Electrolysis

Practical Method

- Electrolysis can be used to separate the following substances: Copper sulphate, Copper chloride, Sodium sulphate and sodium chloride.
- To separate copper sulphate, 50cm^3 of copper sulphate solution is added to a beaker.
- A lid containing two graphite (carbon) electrodes is placed on top of the beaker.
- The two electrodes must not touch in the solution.
- A circuit is set up using a low voltage power supply to connect the two electrodes.
- The power supply will be switched on to 4V to allow current to flow
- In the electrolyte solution, bubbling will be seen at the anode as oxygen gas is produced.
- At the cathode, copper will start to build up on the outside of the electrode.
- The electrodes can be cleaned and reused to separate other solutions.
- Copper chloride will see copper formed at the cathode and chlorine gas formed at the anode.
- Sodium sulphate will see sodium formed at the cathode and oxygen gas formed at the anode.
- Sodium chloride will see sodium formed at the cathode and oxygen formed at the anode.





Hazard	Harm	Precaution
Copper sulfate solution	Causes skin irritation	Wear gloves
Copper sulfate solution	Causes serious eye irritation	Wear eye protection
dc electricity supply	Electric shock	Make sure electrodes do not touch; make sure that electricity supply is switched off before handling apparatus

Science
Support and application

Year 9
Term 4

Vocabulary	Wider Research	Apply
1. Ecosystem **2. Producer** **3. Consumer** **4. Predator** **5. Prey** **6. Competition** **7. Biodiversity** **8. Variation** **9. Resources** **10. Pollution** **11. Extinction** **12. Endangered** **13. Protection** **14. Reproduction** **15. Community** **16. Electrolysis** **17. Anode** **18. Cathode** **19. Anion** **20. Cation** **21. Electron** **22. Electrolyte** **23. Solution** **24. Reactivity** **25. Displacement** **26. Conduction** **27. Voltage** **28. Separation** **29. Precaution** **30. Irritation**	Ecosystems – https://www.bbc.co.uk/bitesize/guides/z9nwtv4/revision/1 Structure of an Ecosystem - https://www.youtube.com/watch?v=eGG7hyx_HlA Reactivity and Displacement - https://www.youtube.com/watch?v=-R2eNZRzg7Q Electrolysis - https://www.bbc.co.uk/bitesize/guides/z9h9v9q/revision/1 Electrolysis Practical Method - https://www.youtube.com/watch?v=AhTRiL6xjBA	<u>Ecosystem and Biodiversity:</u> 1. Research organisms in one of the following ecosystems: Arctic Environment, Forest Environment or Desert Environment. Using information about the plants and animals, create a food web to show the interaction between the organisms. 2. Following the recent Australian Bushfires. Suggest how humans could help support organisms like Koalas so they do not become extinct in the future. <u>Atoms and Ions:</u> 1. Complete the following displacement reactions: • Copper Sulphate + Magnesium • Sodium Chloride + Iron • Potassium + Calcium Nitrate • Aluminium Chloride + Magnesium • Tin + Zinc Sulphate <u>Electrolysis Practical:</u> 1. Create a diagram to show the electrolysis of sodium sulphate. In your diagram highlight what is being produced at each electrode as well as the charges of both electrodes and ions.

MFL - French Vocabulary and Grammar.
Projets d'avenir (future projects)

Year 9
Term 4

Revise your French vocabulary and get a poster or a mind map. Get ready for an assessment each term.

Topic 1: Qu'est-ce que tu veux faire comme métier ? *What job do you want to do?*

Unité 0: Qu'est-ce qu'on peut faire pour gagner de l'argent ?
What can we do to earn money?

Pour gagner de l'argent, on peut … *(In order) to earn money, we can …*

- **aider à la maison.** *help at home.*
- **aider les voisins.** *help the neighbours.*
- **trouver un petit boulot.** *find a part-time job.*
- **faire du baby-sitting.** *do babysitting.*

Qu'est-ce que tu fais pour gagner de l'argent ?
What do you do in order to earn money?

- **Je lave la voiture.** *I wash the car.*
- **Je garde mon petit frère.** *I look after my little brother.*
- **Je garde ma petite sœur.** *I look after my little sister.*
- **Je range ma chambre.** *I tidy my room.*
- **Je travaille dans un café.** *I work in a café.*
- **Je travaille à la boulangerie.** *I work at the bakery.*
- **Je fais la cuisine.** *I do the cooking.*
- **Je gagne 8 euros par semaine / par mois.** *I earn 8 euros a week / a month.*

Use the **present tense** to talk about what you do normally or what you are doing at the moment.

TRAVAILLER *(to work)* *(A REGULAR -ER VERB)*
*je travaill**e** - I work or I am working*
*tu travaill**es** - you (single, familiar) work or you are working*
*il/elle/on travaill**e** - he/she/we work(s)/ is/are working*
*nous travaill**ons** - we work / we are working*
*vous travaill**ez** - you (plural, formal, polite) work*
*ils/elles travaill**ent** - they (masc.)/ they (fem.) work*

Verbs such as **FAIRE (to do/to make)** are IRREGULAR. They don't follow a particular pattern.
Je **fais** (I do/make)
Tu **fais** (you do/make)

Unité 1: Qu'est-ce que tu veux faire comme métier ? *What job do you want to do?*

Je veux être …
I want to be a(n) …

- **scientifique.** *scientist.*
- **pilote.** *pilot.*
- **ingénieur/ingénieure.** *engineer.*
- **danseur/danseuse.** *dancer.*
- **acteur/actrice.** *actor/actress.*
- **dessinateur/dessinatrice.** *designer.*
- **infirmier/infirmière.** *nurse.*
- **policier/policière.** *police officer.*
- **mécanicien/mécanicienne.** *mechanic.*

Parce que / car : *because*
C'est … *It is …*

- **créatif.** *creative.*
- **dangereux.** *dangerous.*
- **ennuyeux.** *boring.*
- **fatigant.** *tiring.*
- **passionnant.** *exciting.*
- **pratique.** *practical.*
- **varié.** *varied.*
- **bien payé.** *well paid*

Je veux … *I want*

- **travailler seul (e).** *to work on my own.*
- **travailler en équipe.** *to work in a team.*
- **travailler avec des enfants.** *to work with children.*
- **travailler avec des animaux.** *to work with animals.*
- **aider les autres.** *to help others.*

MFL – French Vocabulary and Grammar.
Projets d'avenir (future projects)

Year 9
Term 4

Revise your French vocabulary and get a poster or a mind map. Get ready for an assessment each term.

Topic 2*:* Qu'est-ce que tu vas faire à l'avenir? (What are you going to do in the future?)

Unité 2: Qu'est-ce que tu vas faire à l'avenir ? *What are you going to do in the future?*

- **Je vais habiter à l'étranger.** *I am going to live abroad.*
- **Je vais acheter une grande maison.** *I am going to buy a big house.*
- **Je vais acheter une Ferrari rouge.** *I am going to buy a red Ferrari.*
- **Je vais être célèbre.** *I am going to be famous.*
- **Je vais être heureux/heureuse.** *I am going to be happy.*
- **Je vais avoir cinq enfants.** *I am going to have five children.*
- **Je vais aller à New York / en Chine.** *I am going to go to New York.*
- **Je vais faire du travail bénévole.** *I am going to do voluntary work.*

- **Ce sera cool.** *It will be cool.*
- **Ce sera fantastique.** *It will be fantastic.*

- **À l'avenir** *In the future*
- **Dans dix ans** *In 10 years*
- **Dans vingt-cinq ans** *In 25 years*

GRAMMAIRE. The **near future tense** is used to talk about what is **going to happen** in the future. Use the verb ***aller*** (to go) in the present tense + the infinitive.

*je **vais** habiter*	**I am going to live**
*tu **vas** habiter*	**You are going to live**
*il/elle/on **va** habiter*	**He/she is / we are going to live**
*nous **allons** habiter*	**We are going to live**
*vous **allez** habiter*	**You are going to live**
*ils/elles **vont** habiter*	**They are going to live**

Unité 3: Qu'est-ce que tu as fait hier ? *What did you do yesterday?*

- **J'ai gardé les enfants.** *I looked after the children.*
- **J'ai joué aux jeux vidéo.** *I played video games.*
- **J'ai préparé les repas.** *I prepared the meals.*
- **J'ai rangé les chambres.** *I tidied the bedrooms.*
- **J'ai travaillé dans le jardin.** *I worked in the garden.*
- **J'ai fait la vaisselle.** *I did the washing-up.*
- **J'ai bu un café** *I drank a coffee.*

- **Je suis allé(e) au supermarché.** *I went to the supermarket.*
- **Je suis resté(e) à la maison.** *I stayed at home.*

- **Je n'ai pas aidé à la maison.** *I didn't help at home.*
- **Je n'ai pas regardé la télé.** *I didn't watch TV.*
- **Je ne suis pas allé(e) au supermarché.** *I didn't go to the*

- **Hier** *Yesterday*
- **L'après-midi** *In the afternoon*
- **Cependant** *However*
- **C'était …** *It was …*

- **D'abord** *First of all*
- **Ensuite** *Then*
- **Après** *Afterwards*
- **Finalement** *Finally*

MFL - French Vocabulary and Grammar.
Projets d'avenir (future projects)

Year 9
Term 4

Revise your French vocabulary and get a poster or a mind map. Get ready for an assessment each term.

Topic 3: ***Perfect tense*** *(continued)* **+** ***Des ados entreprenants.***

GRAMMAIRE. Use the **perfect tense** to say **what you did or have done**. Most verbs use ***avoir*** to form the perfect tense, but some key verbs use ***être***. Remember the 1-2-3 rule:

1 subject pronoun (je, tu, il/elle etc.)
2 part of the verb avoir or être (known as the auxiliary verb) in the present tense
3 past participle (ex. : jou**é**, fin**i**, attend**u**)

jouer (avoir as	auxiliary verb)	aller (être as auxiliary	verb)
j'**ai** joué	I played/ I have played	je **suis** allé(e)	I went
tu **as** joué	you played	tu **es** allé(e)	you went
il/elle/on **a** joué	he/she/we played	il/elle/on **est** allé(e)(s)	he/she/we went
nous **avons** joué	we played	nous **sommes** allé(e)(s)	we went
vous **avez** joué	you played	vous **êtes** allé(e)(s)	you went
ils/elles **ont** joué	they played	ils/elles **sont** allé(e)s	they went

Some verbs have **irregular past participles**:

To drink – boire – **bu**
To read – lire – **lu**
To see – voir – **vu**
To receive – recevoir – **reçu**
To do/make – faire – **fait**
To take – prendre – **pris**
To open – ouvrir – **ouvert**

Unité 4: Des ados entreprenants.
Enterprising teenagers.

- **Je m'appelle ...** *My name is ...*
- **J'ai 14 ans.** *I am 14 years old.*
- **J'habite ...** *I live.*
- **J'adore …** *I love.*
- **J'ai une chaîne YouTube sur …** *I have a YouTube channel about …*
- **Je poste des vidéos sur …** *I post videos about …*
- **J'ai plus de … abonnés.** *I have more than ... subscribers.*
- **Nous faisons une vidéo sur …** *We are making a video about ...*
- **Je fais des bracelets.** *I make/am making bracelets.*
- **Je fais des gâteaux.** *I make/am making cakes.*
- **Je cultive des légumes.** *I grow/am growing vegetables.*
- **J'ai un blog.** *I have a blog.*
- **Je vends mes produits …** *I sell/am selling my products …*
  en ligne. *online.*
  au collège. *at school.*
- **J'écris un poste.** *I write/am writing a post.*

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: Rural or urban?

Rural area

A rural area is typically referred to as the 'countryside' – with a typical view of it being the picture here:
Some of the key characteristics of rural areas include:

- Low population density (not many people per square km) or a total population of less that 10,000 people (government definition)
- Most land being used for agriculture (farming)
- Limited infrastructure
- Closer proximity to nature and lifestyles based around that.

Examples of rural areas include: Guildford, Sevenoaks, Deal, Yorkshire Dales, Lake District

Urban area

An urban area is typically referred to as a 'city' – usually seen as looking like the picture on the right:
However, it is not just the big cities like London that are classed as urban areas, anything with the following characteristics can be considered an urban area:

- Higher population density
- Advanced infrastructure (usually with some form of public transport network)
- Diverse land use – housing, shops, offices, schools, hospitals etc.
- Often a lack of green space

Examples of urban areas include: London, Manchester, Birmingham, Glasgow and Cardiff

Although most land can be categorised into either urban or rural, there is a growing amount of places that are blurring the boundaries – for example suburban areas (the outskirts of cities) are growing in popularity while blending the mixed land use of an urban area with the proximity to nature that a rural area brings.

Which type of area would you class Walderslade as?

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.

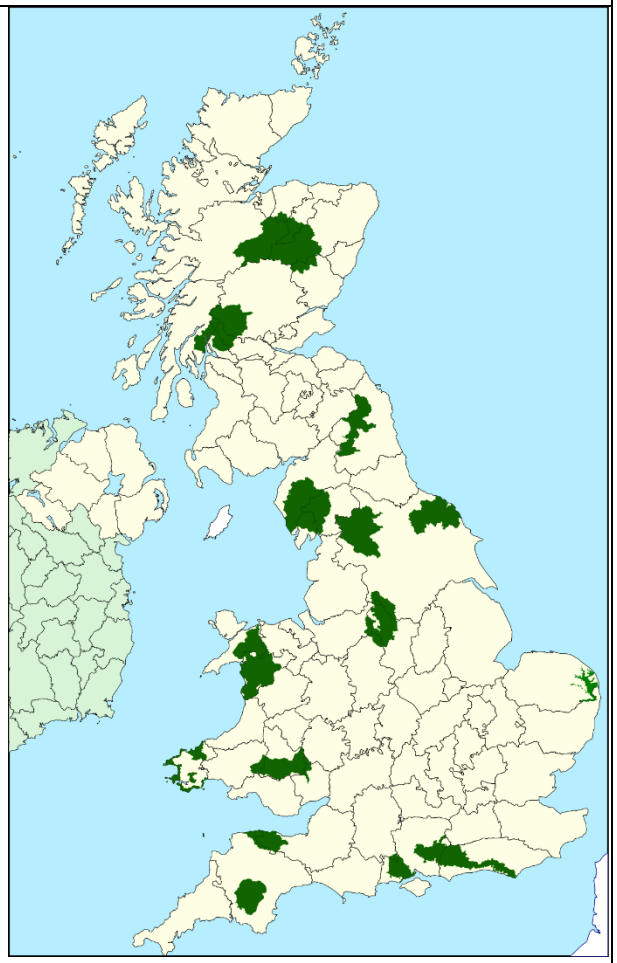
Topic 2: National Parks

A national park is an area set aside by the government where the ability of companies to build upon it is restricted. This is so that it can be used to focus on public leisure activities and the preservation of habitats for wildlife. Although the map shows the 15 national parks found in the UK, national parks are found around the world.

Some of the national parks in the UK include:

- Dartmoor
- Snowdonia
- The New Forest
- The Peak District

These national parks provide a variety of activities for people to do – such as hiking, quad biking, various water sports. All of these are examples of tourism in action.



National parks around the world

Yellowstone Park USA:
Perhaps the most famous national park outside of the UK, Yellowstone National Park is a nearly 3,500-sq.-mile wilderness recreation area atop a volcanic hot spot. Mostly in Wyoming, the park spreads into parts of Montana and Idaho too. Yellowstone features dramatic canyons, alpine rivers, lush forests, hot springs and gushing geysers, including its most famous, Old Faithful. It's also home to hundreds of animal species, including bears, wolves, bison, elk and antelope.

Galapagos National Park:

Most famous for its giant tortoises, the Galapagos National Park is a UNESCO World Heritage site off the coast of Ecuador. Most of the protection is based around preserving the numbers of the endemic (native to that place) species based on the islands, which are a popular tourist hotspot for the country. Only small vessels, carrying around 100 people at a time, are permitted to visit the islands.

Geography
Rural vs urban

Year 9
Term 4

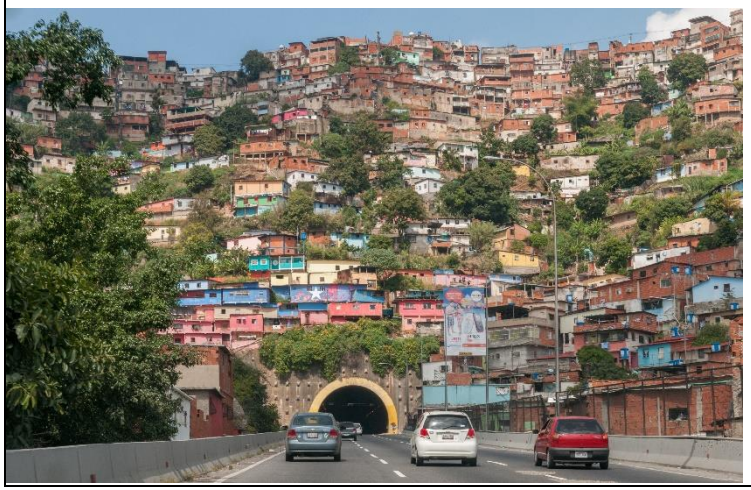
Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Challenges in cities

Challenges for UK cities

Many cities in the UK are facing challenges unique to developed countries – the competition from elsewhere. High streets like the one on the right (in Stoke-on-Trent) are a common sight, with rent too high to justify shops having sites on a high street. Instead, big out of town retail parks and online shopping have become more relevant. House prices rise, causing young people to struggle to buy their own home. Transport connections around cities are becoming an issue too – with more pressure for public transport and electric vehicles to be more common to help the environment. HS2 is the big example of public investment in transport, but the government recently announced a u-turn in the scale of the project, with the North of England once again being left behind.

Regeneration projects, such as the Waterfront project in Chatham, are more localised attempts to breathe new life into an area



Challenges for cities in developing countries

Cities in developing countries are suffering from rapid urbanisation – too many people are moving there too quickly. As a result, overpopulation is the biggest issue. Shanty towns/slums/favelas (depending on where in the world you are) are often the 'solution' to the housing shortage that comes with overpopulation. But even these are riddled with issues:

- Lack of proper access to electricity, water and sewage
- Houses being so close together increases the ability of diseases to spread
- Lack of formal employment opportunities causes an increase in crime
- No proper waste management systems
- Houses are often overcrowded, and made from improper materials

Geography
Rural vs urban

Year 9
Term 4

Vocabulary	Wider Research	Apply
1. Rural 2. Urban 3. National Park 4. Infrastructure 5. Amenities 6. Sustainable 7. Regeneration 8. Urbanisation 9. Favelas 10. Challenges 11. Waste 12. Transport 13. Land use 14. Development 15. Stakeholder 16. Government 17. Housing 18. Business 19. Urban planning 20. Green spaces	https://www.medway.gov.uk/info/200177/regeneration/460/regeneration_in_chatham - **current regeneration projects in Chatham** https://www.thelocal.fr/20230215/what-is-a-15-minute-city-and-how-is-it-working-in-paris - **An article about the idea of a 15-minute city, which Paris' mayor is trying to introduce in time for the 2024 Olympics** https://www.nationalparks.uk/ - **info about the national parks of the UK**	**Get creative with what you know!** 1. Create a poster about national parks in the UK. Why are they important? What can you do there? 2. Design a sustainable city 3. Plan a regeneration project for the local area – what would you prioritise and why? **Questions to answer:** 1. What are the main problems facing cities? 2. What are the main problems facing rural areas? 3. Which area faces the bigger challenges for the future? 4. Why do the challenges differ in developed countries compared to developing countries? 5. Why do we need national parks? 6. How can we ensure green spaces survive as the population continues to grow? 7. How can we make cities sustainable?

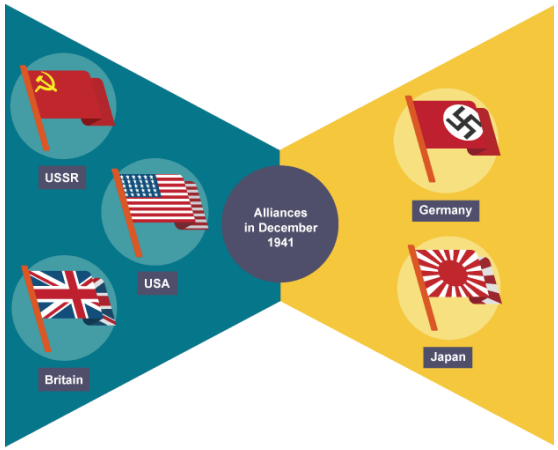
History
Aftermath of WWII

Year 9
Term 4

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: Origins of Cold War

The alliance of the USA and the USSR brought together two sides that were divided by their political ideologies. The political and economic systems of the USA and Britain were based on capitalism, while since its foundation after the 1917 Russian Revolution the USSR had based its economy on communism.



Understanding the differences between capitalism and communism:

Capitalism:

- Several political parties representing different sectors of society
- Governments are chosen by democratic elections
- People are free to set up private businesses and make money for themselves
- Individual rights and freedoms are important
- Freedom of speech and freedom of the press

Communism:

- One-party state
- No democratic elections and no opportunity to change the government by election
- All businesses and factories are owned by the state
- Individual rights and freedoms are less important than obedience to the state
- Censorship and state controlled media

Conferences which took place between the big three:

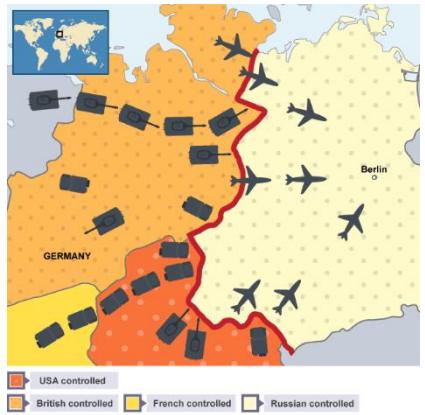
- Tehran Conference November 1943 – Stalin, Roosvelt and Churchill – To liberate France & USA to help USSR to defeat Japan
- Yalta Conference February 1945 – Stalin, Roosvelt and Churchill – Decide what to do with Germany once defeated, split in four
- Potsdam Conference July 1945 – Stalin, Truman and Atlee – Put in to action what was agreed at Yalta

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: Berlin Blockade & Airlift

Background

Ever since the Yalta Conference, it had been clear that Berlin was going to be a flash point in the Cold War, and this came to a head in 1948.



- Germany had been divided into four zones of occupation each controlled by one of the Allies.
- The German capital, Berlin, lay inside the Russian zone and was also divided into four zones of occupation.
- Access to Berlin for the Allies was by way of road, rail, and canal, and via three specific air corridors.

What did the Berlin Wall mean for West Berlin?

- Berlin could now only be accessed by air, resulting in a restriction on the freedom to travel outside Berlin for all Germans.
- A shortage of food - West Berlin only had enough food for 36 days.
- A lack of basic goods like fuel and medicines.

What did the Berlin Wall mean for West Berlin?

- Berlin would remain a source of tension in Europe for the duration of the Cold War.
- In April 1949 the USA, Britain and France officially announced the formation of the German Federal Republic (West Germany).

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: The Berlin Wall

The building of the Berlin Wall

Relations between East and West got worse when Khrushchev responded to the West's failure to follow his demands for them to leave Berlin.

On 13 August 1961, a barbed wire fence was erected along the border between East and West Berlin.

The wire would quickly be replaced by a concrete wall, complete with lookout towers and armed guards who had orders to shoot anyone trying to cross into the Western sector.

Why was the Berlin Wall built?

Skilled workers and normal citizens were fleeing to the West
To stop Western spies from getting information from the East
To hide the fact that Western Berlin was stronger than Eastern Berlin

The response of the West

A key concern of US and its allies was to keep access to West Berlin free under all circumstances, while ensuring tensions did not escalate into a wider conflict.

On 27 October 1961, Red Army tanks pulled up to Checkpoint Charlie and refused to allow Americans to pass into the Eastern sector.

All day long the two sides faced each other in a tense standoff. The wall would stay up until 1989.

Enter subject
Support and application

Year
Term

Vocabulary	Wider Research	Apply
1. USA 2. USSR 3. Britain 4. Atlee 5. Roosevelt 6. Stalin 7. Truman 8. Churchill 9. Tehran 10. Potsdam 11. Yalta 12. Communism 13. Capitalism 14. Ideologies 15. Alliance 16. Conference 17. Uprising 18. Unrest 19. Paranoia 20. Dictatorship 21. Democracy 22. Berlin 23. Germany 24. Blockade 25. Airlift 26. Berlin Wall	**The Cold War origins 1941-56** https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/10 https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1 https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/2 https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/3 https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/4 https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/5 https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/6 https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/7	1. Create a dictionary for this topic. Include all the key vocabulary, definition and use the word in a sentence. **Key Word** | **Definition** | **Use the word in a sentence** 2. Write a newspaper article/blog explaining the Grand Alliance 3. Write a newspaper article/blog criticising the Yalta conference 4. Research what happened during the Hungarian Upsrising, include locations, key motives. Key events 5. Explain how the Berlin Airlift and the Berlin Wall would cause unrest 6. Create a mind map summarising key events