



Year 8 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:

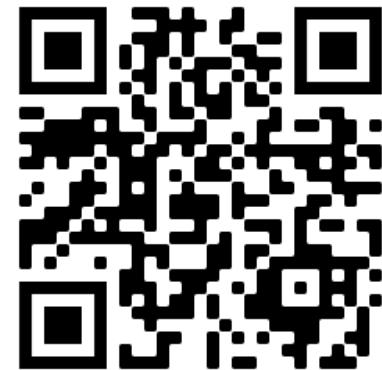
You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

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 the information in 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		

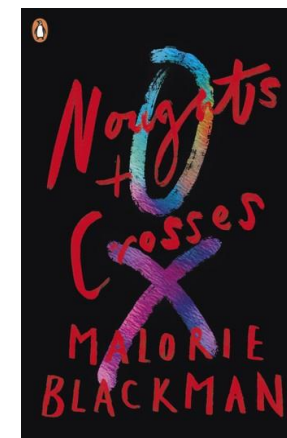


Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Context

Malorie Blackman was born in 1962.

- She was born in Barbados and moved to England at a young age.
- She experienced **racism** throughout her life.
- Blackman's **autobiography** has been published by 'Murky Books', which is Stormzy's publishing company.
- Her first published book was *Not So Stupid!* (1990), a book of short stories. Since then she has written many books and scripts, and her popularity has steadily grown.
- Her scripts for television include several episodes of *Byker Grove*, *Whizzwig* and *Pig-Heart Boy*, and she has also written original dramas for CITV and BBC Education.
- She **writes** for all ages of children.
- She has been **awarded** numerous prizes for her work, including the Red House Children's Book Award and the Fantastic Fiction Award. She has been described by The Times as 'a national treasure'.
- She believes that the subject of slavery is still important and **relevant** in modern **society**.
- Blackman understood that racism is an **emotive** issue but believed that they should be discussed in a powerful way.
- She was influenced by myths and legends to create the names of Spey's family in the novel.
- The McGregor family names were based on Celtic tradition – Callum means 'dove', which is symbolic of peace.
- Blackman wanted to present mental illness in society, through the character of Lynette.
- It was important for Blackman to include real life events in the novel to make it more believable and relatable.
- She also wanted to show how lack of **education** can lead to **violence** – in the same way it does for Jude in the novel.
- By writing the novel, Blackman wanted to emphasise the issues that ethnic minorities could deal with on a regular basis, in real life: **inequalities** in education, health, the justice system and employment
- The Liberation Militia in the novel is based on the real life events of the IRA.



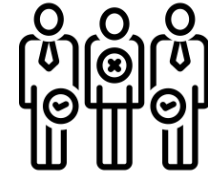


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Topic 2: Themes

Discrimination

Discrimination against one race is the novel's most obvious theme; it affects everything else that happens. Many of the hardships that Callum faces are based on real events in our own society. For example, he is abused when he becomes one of the first white students allowed into an all-black school; he only learns about black historical figures in class; and he is constantly put down by Crosses. Noughts also do poorly paid jobs, if they can get a job at all, and have fewer life chances and **opportunities**.



Extremism

The "Liberation Militia" is a secretive group of Noughts who fight for equality by planting bombs and murdering Crosses. Their **terror** tactics are reminiscent of the IRA in the latter half of the 20th century. As Callum becomes more disillusioned by the way he and his family are treated, he begins to sympathise with them. The novel highlights how ordinary people can become **radicalised**.



Justice

Callum and Sephy both want **justice** for Noughts; they want a world where everyone is **equal**, and they can be together. But when members of Callum's own family get caught up in the process of the law, it is clear that the legal system is biased against them. The Death Penalty still exists in the world of characters, therefore the consequences of Callum and Sephy's **relationship** could be fatal.



Friendship

At the heart of Noughts and Crosses is the **friendship** between Callum and Sephy who remain friends despite the rules of society disobeying their close bond. They are very careful with their friendship and regularly meet in private to protect their friendship. Ultimately, their friendship blossoms into a **forbidden** love, reminiscent of Romeo and Juliet due to the **tragedy** involved. Like Shakespeare's lovers, Callum and Sephy are torn apart by the warring sides to which each other belongs.





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: Genre and Plot Summary

Dystopia:

A **Dystopian** text is about an imagined society where there is great **suffering** and **injustice** for a group of people. 'Noughts and Crosses' describes an alternative history where African people gained in technological and organisation advancements over European people, with Africans keeping Europeans as slaves. In the novel, slavery is abolished, however, **segregation** is still apparent in society.



Plot – the beginning of the novel:

The novel *Noughts and Crosses* is based in a 21st-century parallel universe. Their world, technologically at least, is similar to the one we live in today: the same jobs, same type of government etc. But there is one key difference: equality between races is lacking and there aren't many laws or constitutions to protect from **discrimination**. There are two races in the book: Crosses (darker-skinned people) the **superior** race with the individuals owning lots of money, have good jobs and better schools etc. The second race, the Noughts (lighter-skinned people) are at the poorer end of society, usually doing manual labour or being servants to Crosses, with poor schools – if any at all.

Sephy (full name Persephone) Hadley is a Cross and one of the key **protagonists** in the novel. She is the daughter of a wealthy senior politician, Kamal Hadley. Callum McGregor is a Nought. They used to play together when Jasmine, Sephy's mother, employed Meggie McGregor, Callum's mother, as a Nanny. However, Jasmine fired Meggie for being unable to provide an **alibi** for her when Kamal confronts Jasmine about his suspicions of her infidelity: that is only strongly suggested at the beginning but is made explicit later. Since then, Sephy and Callum's friendship has been secret, as such interracial friendships are frowned upon by society.

Callum is one of the first few Noughts to start at Heathcroft, a high school for Crosses that now accepts the best-performing Noughts. Sephy is overjoyed to find that Callum is in her class after helping him pass the entrance examination. However, most of her classmates do not accept her association with a Nought. The two develop a more intimate connection, and Sephy does not care about the **opposition** and even sits on a table with Noughts.



English Support and application

**Year 8
Term 5**

1. Volence
2. Discrimination
3. Friendship
4. Courage
5. Betrayal
6. Loyalty
7. Tragedy
8. Forbidden
9. Noughts
10. Crosses
11. Slavery
12. Segregation
13. Separation
14. Racism
15. Family
16. Society
17. Modern
18. Blackman
19. Liberation
20. Militia
21. Dystopia
22. Fiction
23. Alternative
24. Perspectives
25. Interracial
26. Politician
27. Wealthy
28. Poverty
29. Dangerous
30. Underclass

Context of Noughts and Crosses:

<https://www.malorieblackman.co.uk/noughts-and-crosses-ga/>

Why Noughts and Crosses is so important to the world today:

<https://www.thetimes.co.uk/article/in-praise-of-malorie-blackman-why-noughts-crosses-is-so-important-gpngrf7ll>

Trailer for the BBC adaptation of Noughts and Crosses:

<https://www.youtube.com/watch?v=xTEJ4KJh4Ug>

Interview with Malorie Blackman:

https://www.youtube.com/watch?v=A_8iSdsDXLI

Quizlet:

<https://quizlet.com/subject/noughts-and-crosses/>

Further books by Malorie Blackman:

- Knife Edge
- Checkmate
- Double Cross
- Boys Don't Cry
- Chasing the Stars
- Pig-Heart Boy
- Thief

1. Research the Apartheid Law and explain its relevance to the novel 'Noughts and Crosses'.
2. Create a mind-map of words and phrases to describe Sephy and Callum. Use a thesaurus to help you.
3. Create a series of flash-cards that summarise the plot of 'Noughts and Crosses'.
4. Watch the BBC TV series 'Noughts and Crosses' and compare the events to the novel.
5. Create a storyboard of the novel, plotting the key events.
6. Write a diary entry from the point of view of Jude. What would you be thinking at different points of the novel?
7. Write a letter to Malorie Blackman explaining how you felt about the novel.



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Topic 1: Calculating with Fractions

The term **equivalent** means of equal value. You can find **equivalent fractions** by multiplying the numerator and the denominator by the same value.

A **fraction** is in its **simplest form** if you cannot divide both numerator and denominator by any whole number, other than 1. If you are asked to **simplify** a fraction it means finding its simplest form.

When **adding and subtracting fractions** you need to make sure the denominators are the same.

For example:

For example:

$$\frac{3}{7} + \frac{2}{7} = \frac{5}{7} \quad \text{and} \quad \frac{3}{7} - \frac{2}{7} = \frac{1}{7}$$

When the **denominators** are not the same, you first have to find the **lowest common denominator**.

For example, if the denominators were 2 and 3, the lowest common denominator would be 6. Find equivalent fractions with a common denominator, and then add or subtract the numerators.

A **mixed number** is a whole number and a fraction, e.g. $3\frac{1}{4}$. This can be converted to an **improper fraction**. An **improper fraction** is where the numerator is bigger than the denominator. To convert $3\frac{1}{4}$ into a **improper fraction**, the **mixed number** has $\frac{1}{4}$ in it so the improper fraction will have 4 as the denominator.

Three whole ones = $3 \times 4 = 12$, so $3\frac{1}{4} = 12 + 1 \text{ quarter} = 13 \text{ quarters}$, written as $\frac{13}{4}$.

To convert an **improper fraction** to a **mixed number**: if you have 5 halves, $\frac{5}{2}$, work out $5 \div 2 = 2 \text{ remainder } 1$, or $2\frac{1}{2}$.

When you add **mixed numbers**, add the whole numbers and the fraction parts separately. Then combine the two parts after.

$$3\frac{1}{2} + 1\frac{1}{4} = 3 + 1 = 4, \text{ and } \frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{1}{4} = \frac{3}{4}. \text{ Combining your two answers then gives } 4\frac{3}{4}.$$

When you subtract **mixed numbers**, you must first **convert** both fractions to **improper fractions**.

$$3\frac{1}{2} - 1\frac{1}{4} = \frac{7}{2} - \frac{5}{4} = \frac{14}{4} - \frac{5}{4} = \frac{9}{4} = 2\frac{1}{4}$$

To **multiply fractions** you multiply the numerator and multiply the denominators, and **simplify** if necessary:

$$\frac{3}{4} \times \frac{5}{6} = \frac{15}{24} = \frac{5}{8}$$

To **divide fractions** you keep the first fraction the same, change the \div to an \times and flip the second fraction. (Keep, Change, Flip)

Simplify if necessary:

$$\frac{3}{4} \div \frac{5}{6} = \frac{3}{4} \times \frac{6}{5} = \frac{18}{20} = \frac{9}{10}$$

$$\frac{1}{2} + \frac{1}{3} = ?$$

$$\frac{1}{2} \times \frac{3}{3} = \frac{3}{6} \quad \frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$$

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

Steps to Simplify Fractions

1. List ALL the factors of the numerator and denominator.

9	1, 3, 9
<u>33</u>	<u>33</u> : 1, 3, 11
2. Find ALL of the factors they have in common.
3. Divide BOTH the numerator AND the denominator by their Greatest Common Factor.

<u>9</u>	9 ÷ 3 = 3
<u>33</u>	33 ÷ 3 = 11
4. Write the Simplified fraction!

$\frac{3}{11}$	
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Topic 2: Straight Line Graphs

Straight line graphs

In straight line graphs, there is a linear relationship between x and y values. The line must be drawn with a ruler and pass through all of the coordinates. To find the coordinates you may need to use the equation of a line to find the y values. The gradient tells us how steep the line is and the y-intercept tells us where the line passes through the y-axis.

Direct proportion on graphs

When two quantities are in direct proportion, as one increases the other one does too. We can display this relationship on a graph. Two quantities that are in direct proportion will always produce a straight line graph that passes through the origin.

Gradients

The gradient is the steepness of a line. A positive gradient will have an uphill trend and a negative gradient will have a downhill trend. A horizontal line will have a gradient of 0. There are many methods to find the gradient of a line, one is rise over run ($\frac{Rise}{Run}$). To use this method we need to identify two coordinates situated on the line. Next, we draw two lines to make a right-angled triangle. Then measure the units of the rise and run.

Equation on a straight line

The equation of a straight line is $y = mx + c$. The 'm' represents the gradient, this is the steepness of the line. The 'c' represents the y-intercept which is where the line passes through the y-axis.

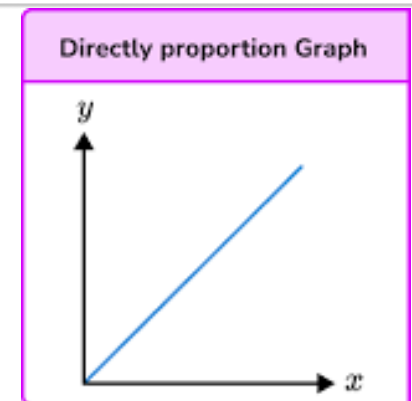
Straight Line Graphs

A straight line graph is a visual representation of a linear function.
A straight line has a general equation of $y = mx + c$

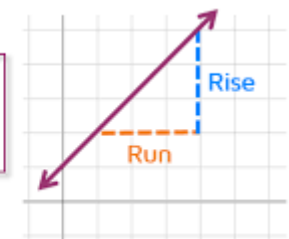
gradient y-intercept

Example
 $y = 2x + 1$
 $m = 2$, and $c = 1$

The graph of this equation looks like this:



$$\text{Slope} = \frac{\text{Vertical Change}}{\text{Horizontal Change}} = \frac{\text{Rise}}{\text{Run}}$$





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Topic 3: Expressions and Equations


Algebraic Powers

Powers are values that show how many times to multiply a base number by itself. For example, 4^3 is telling you to multiply four by itself three times. The number being raised by a power is known as the base, while the superscript number above it is the power. We use powers in algebra, the letter has a value that we do not know, otherwise known as a variable, we can use powers to show when a variable is multiplied by itself multiple times. For example $a \times a \times a$ can be written as a^3 .

Expressions and Brackets

An expression is made up of terms which can include letters and numbers. It is a *statement that has a minimum of two numbers, or variables, or both and an operator connecting them*. To expand a bracket means multiplying each term in a bracket with the term outside. In the example on the right, We need to multiply the two terms inside the bracket by 3.

Expanding brackets


$$3(2x + 1) = 6x + 3$$

Factorising



$$3x + 6 \equiv 3(x + 2)$$

Factorising Expressions

Factorising an expression is the opposite of expanding brackets. We need to find the highest common factor (HCF) of each term and this will be our term outside of the brackets. Then we need to fill in each term in the brackets by multiplying out.

One-step and Two-step equations

A **one-step equation** is an algebraic equation you can solve in one step and a two-step equation can be solved in two. Once you've solved it, you've found the value of the variable that makes the equation true. To solve these equations you need to use the inverse operation on both sides of the equation. The inverse operation means the opposite, for example: the inverse of + is -.

Example: $4a + 10 = 26$

- For the first step, we would subtract 10 from both sides to make $4a = 16$
- In the second step we need to divide by 4 because $4a$ means '4 x a' or four lots of a. When we divide by 4 we get $a = 4$.



Maths
Support and application

Year 8
Term 5

Vocabulary	Wider Research	Apply
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<p>Fraction Simplify Numerator Denominator Improper fraction Equivalent Mixed number Graph Origin Proportion Quantity Relationship x-axis y-axis Equation Linear Inverse Power Expression Factorise Factor Operation</p>	<p><u>Topic 1</u></p> <ul style="list-style-type: none"> • https://corbettmaths.com/wp-content/uploads/2018/12/Multiplying-Fractions-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2018/11/Dividing-Fractions-pdf.pdf • https://corbettmaths.com/2019/09/25/adding-fractions-textbook-exercise/ <p><u>Topic 2</u></p> <ul style="list-style-type: none"> • https://corbettmaths.com/wp-content/uploads/2018/12/Gradient-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2020/07/Equation-of-a-Line.pdf <p><u>Topic 3</u></p> <ul style="list-style-type: none"> • https://corbettmaths.com/2013/03/13/laws-of-indices-algebra/ • https://corbettmaths.com/2013/12/23/expanding-brackets-video-13/ • https://corbettmaths.com/2013/02/06/factorisation/ • https://corbettmaths.com/2012/08/24/solving-equations/ 	<p><u>Topic 1</u></p> <ul style="list-style-type: none"> • https://corbettmaths.com/wp-content/uploads/2024/01/Adding-Fractions.pdf • https://corbettmaths.com/wp-content/uploads/2023/02/Multiplying-and-Dividing-Fractions.pdf • https://corbettmaths.com/wp-content/uploads/2023/02/Multiplying-and-Dividing-Fractions.pdf <p><u>Topic 2</u></p> <ul style="list-style-type: none"> • https://corbettmaths.com/wp-content/uploads/2013/02/gradient-pdf.pdf# • https://corbettmaths.com/wp-content/uploads/2013/02/equation-of-a-line-pdf.pdf <p><u>Topic 3</u></p> <ul style="list-style-type: none"> • https://corbettmaths.com/wp-content/uploads/2013/02/laws-of-indices-pdf.pdf • https://corbettmaths.com/wp-content/uploads/2013/02/expanding-brackets-pdf1.pdf • https://corbettmaths.com/wp-content/uploads/2020/05/Factorisation.pdf • https://corbettmaths.com/wp-content/uploads/2020/10/Equations-pdf.pdf
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Topic 1: Respiration

- **Respiration** is a chemical reaction that releases energy from food that you have eaten.

- Respiration occurs in the mitochondria of plant and animal cells

There are two types of respiration:

- Aerobic respiration and anaerobic respiration.
- Aerobic respiration can be shown using the equation:

Glucose + oxygen \longrightarrow Carbon dioxide + water (+ energy)

- **The energy produced is not a substance.**

Energy from respiration is used to:

- Contract our muscles for movement
- Keep body temperature constant and at a suitable level
- Make cellulose in plants by joining glucose molecules together.
- Grow – protein is needed for growth and repair of tissues and is made using smaller molecules called amino acids. Joining amino acids together uses the energy from respiration.

During aerobic respiration, food digested in the intestines is converted to **glucose** and absorbed into the bloodstream to all the cells. Oxygen for the reaction is carried from the lungs during breathing to all cells in the body.

The waste products from respiration (carbon dioxide and water) are removed from the cells by the blood and breathed out through the lungs.

Anaerobic respiration

- This is a type of respiration that occurs without oxygen. It occurs in the cytoplasm.
- Anaerobic respiration is used when the body exercises in short, energetic burst and the energy needed is greater than the oxygen that can be taken for respiration.



Anaerobic respiration can be shown by the equation:

Glucose \longrightarrow lactic acid (+ energy)

- Anaerobic respiration releases less energy than aerobic respiration
- Lactic acid from anaerobic respiration builds up in the muscles and causes aching in the muscles during or after exercise
- To remove the lactic acid, you need to use oxygen you breathe in. The oxygen is known as an **oxygen debt**

How animals store energy

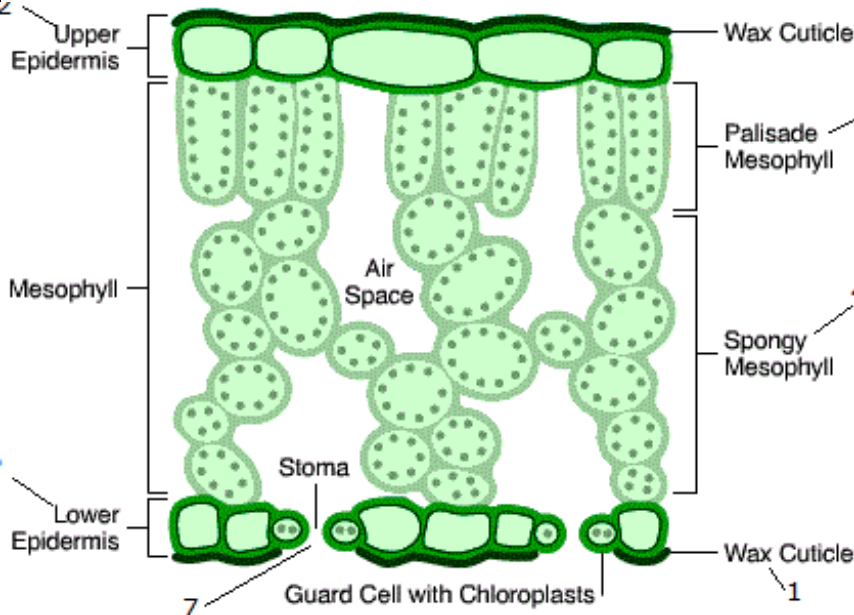
- As glycogen in muscles and the liver
- As fat reserves



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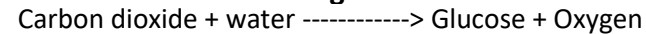
Topic 2: Photosynthesis

Factors required for photosynthesis



Green plants use carbon dioxide from air to make glucose. Photosynthesis equation:

Light



Chlorophyll

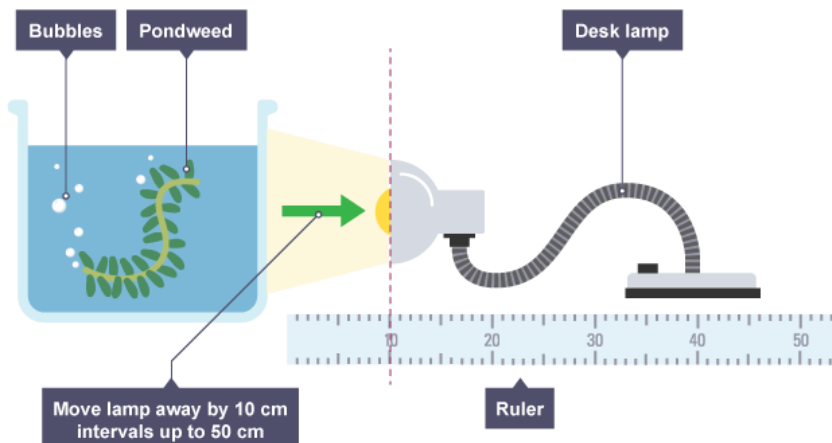
- Plants use glucose for growth and respiration and unused glucose is stores as starch (carbohydrate).
- Leaves are a major organ in plants and have features that allow them to photosynthesize and make glucose efficiently.
- Leaves are flat, broad, green and have a network of veins.
- Leaves contain a green pigment called chlorophyll which absorbs sunlight energy for photosynthesis
- Leaves have a waxy waterproof cuticle; transparent epidermis; spongy cells with a large surface area and large spaces between them and long, narrow palisade cells packed with chloroplasts.

The rate at which photosynthesis occurs can be affected by three main factors:

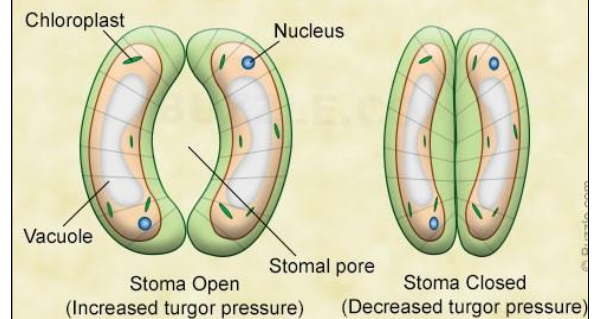
- Light intensity, carbon dioxide concentration and temperature.

Water availability can also affect a plants ability to photosynthesize. Plants take in water and mineral ions through their roots. These substances are then transported up the stem and to the leaves and flowers by the **xylem cells**.

Plants need minerals like: nitrates, magnesium and phosphorous. A lack of minerals is known as a mineral deficiency.



Guard Cells



Stomata open and close to control the flow of materials in and out of the leaf. Carbon dioxide, water vapour and oxygen flow into and out of the leaf. The stoma is controlled by guard cells.



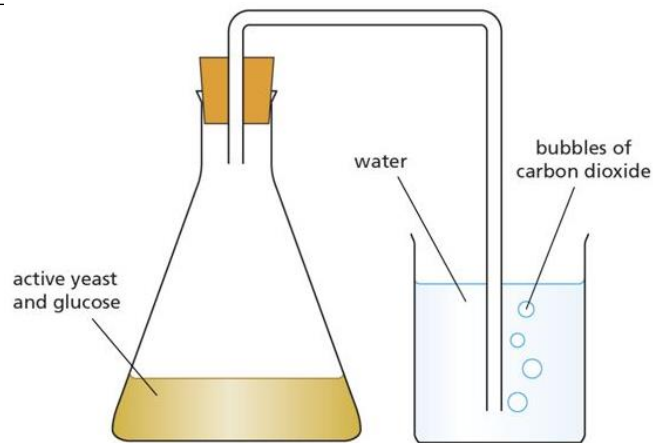
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Topic 3:

Investigating anaerobic respiration

Uses of anaerobic respiration

- In plants anaerobic respiration produces ethanol and carbon dioxide. This is called fermentation.
- Microbes e.g. bacteria, viruses and fungi, often respire via fermentation.
- Fermentation is used in brewing, baking and in producing alcoholic drinks.
- Fermentation is also used to make gasohol – gasoline and alcohol.

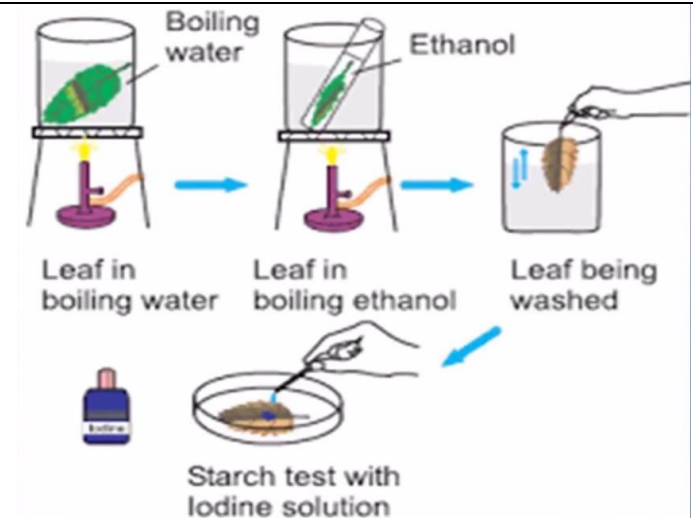


Investigating photosynthesis

- Iodine can be used to test for the presence of starch in a leaf. This shows that a plant has photosynthesised.
- Iodine is orange. In the presence of starch, iodine turns blue-black.
- The diagram on the right shows the experimental procedure.

Questions

- Why is the leaf boiled in ethanol?
- Why do you need to be careful when using iodine?
- Why do leaves have a green colour?



Investigating fermentation (anaerobic respiration in microbes)

The set-up on the left shows how to measure the effect of temperature on the rate of fermentation

- During fermentation, dried yeast is mixed with warm water in a conical flask.
- This activates the yeast.
- Sugar is added to the yeast to enable it to respire.
- As the mixture ferments, carbon dioxide is produced and bubbles in the conical flask
- The carbon dioxide can be collected and the number of bubbles counted.

Q: What is the dependent and independent variable in this experiment?

Q: Suggest what the control variables might be in this investigation



Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1) Aerobic 2) Anaerobic 3) Deficiency 4) Respiration 5) Glucose 6) Lactic acid 7) Oxygen debt 8) Glycogen 9) Brewing 10) Correlation 11) Independent variable 12) Dependent variable 13) Repeatable 14) Accuracy 15) Control variable 16) Transpiration 17) Cuticle 18) Epidermis 19) Palisade cell 20) Spongy cell 21) Stomata 22) Mitochondria 23) chlorophyll 24) Iodine 25) Risk 26) Hazard 27) Control measure 28) Xylem cells 29) Transpiration 30) Fertiliser 	<p>Provide definitions for each key words in the vocabulary section</p> <p>https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1 - Photosynthesis</p> <p>https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/2 - Adaptations of a leaf for photosynthesis</p> <p>https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/3 - Photosynthesis and respiration</p> <p>https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/4 - Factors that affect the rate of photosynthesis</p> <p>https://www.bbc.co.uk/bitesize/guides/zs3jrwx/revision/4 - Fermentation</p>	<ul style="list-style-type: none"> • How do we get energy? • Why is respiration sometimes compared with burning? • Why do we breathe deeply after vigorous exercise? • How can scientists keep themselves safe when testing a leaf for starch? Support (think about the chemicals being used and why they might be dangerous) • What is transpiration? • How are water and mineral ions transported through plants? • What happens to a plant that has a magnesium deficiency? • What happens to a plant that has a phosphorous deficiency? • How are plants adapted to reduce water loss? • How is the energy from respiration used in animals? <p>Challenge: Create a flowchart showing how photosynthesis and respiration are linked</p> <p>Challenge: Suggest how the required practical mentioned in the booklet could be improved.</p>



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.

Section 1: Physical landscape

- The Middle East is a region of the world that covers over 5 million square miles.
- The physical landscape is varied from lowland, flat locations to upland mountainous locations.
- Two tectonic plates have been moving apart for millions of years. These are the Arabian and African plates. This process has caused the formation of the Red Sea, which continues to widen to this day.
- The Red Sea is lined with many different volcanoes.
- Vast deserts are common in the region. The Sahara Desert runs across North Africa, essentially limiting settlement to along the Mediterranean coastline and in Egypt along the Nile River.
- The desert of the Arabian Peninsula is so inhospitable that it has been given the name "The empty quarter". Other significant deserts exist also throughout the Middle East.

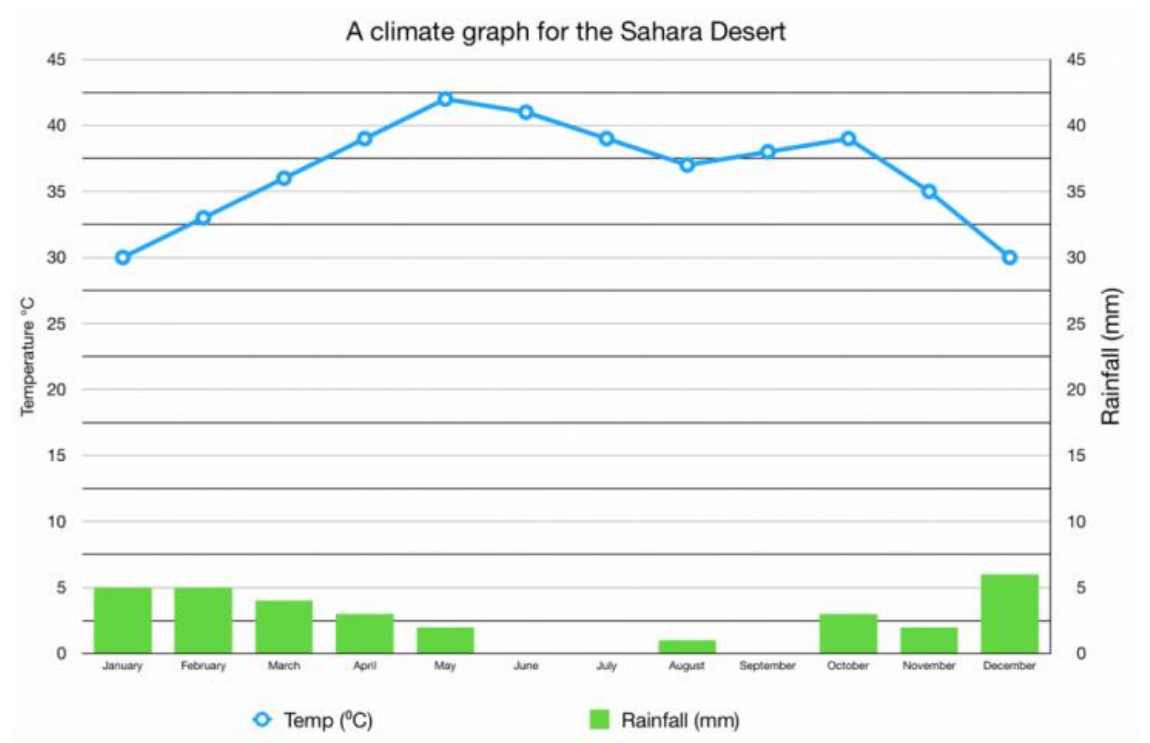




Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Section 2: Climate

- The Middle East is split into two climatic zones; The North and South.
- The South, which includes the Arabian Desert is very arid (dry).
- When it rains in the South it is usually between May and September.
- In some areas of the South it never rains at all.
- In the South, sometimes the temperatures can rise above 52 degrees Celsius.
- The North enjoys a Mediterranean climate with two distinct seasons:
 - Hot dry summers
 - Warm, wet winters
- Countries in the North of the Middle East are trying to find ways to catch and store water as in these countries water is a very valuable and scarce resource.
- Climate types in The Middle East include:
 - Humid subtropical
 - Semi-Arid
 - Desert
 - Mediterranean



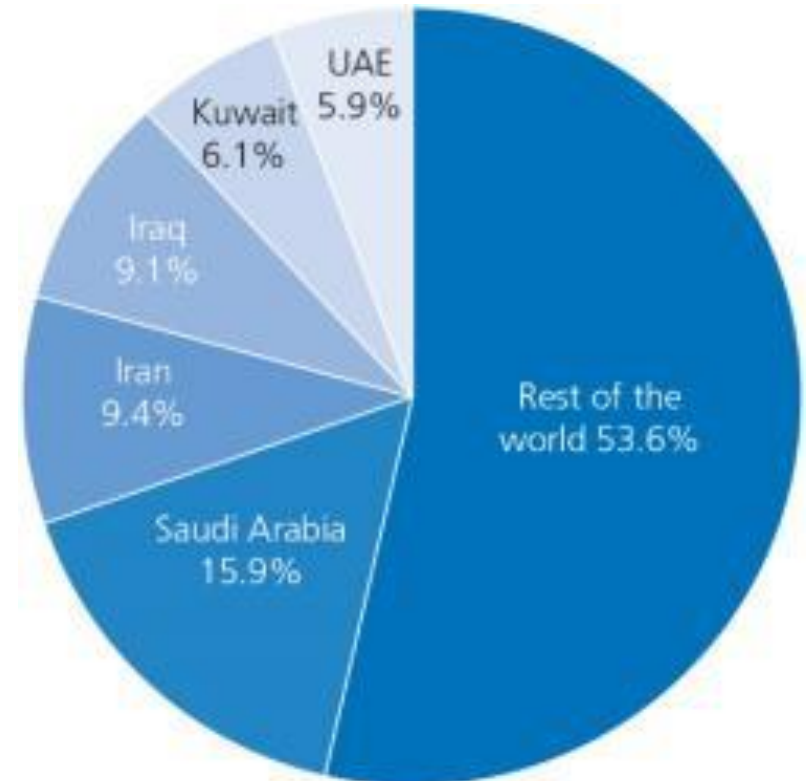


Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Section 3: Oil and natural gas

- The Middle East is the source of the world's largest and most important reserves of crude oil and natural gas.
- The oil was discovered in 1908 in what was Persia (now Iran), with later discoveries all over the region.
- These discoveries were made just as the car was becoming an important means of travel and oil was needed as a source of fuel.
- This has brought great wealth to the Middle East.

- Many countries such as the UK, USA and Russia have a huge interest in the oil that the Middle East produces. This has caused much tension between nations as many trade wars have started as a result of oil trading.
- The UAE is one of the most powerful countries in the Middle East and one of the most prosperous. The UAE has seen great levels of economic development over the past 40 years though tourism and oil.



Share of world oil reserves





Vocabulary	Wider Research	Apply
<ol style="list-style-type: none">1) Arid2) Balance3) Climate4) Conflict5) Conditions6) Development7) Diverse8) Drought9) Economic10) Iran11) Iraq12) Landscape13) Mediterranean14) Mountainous15) Natural gas16) Nile17) Oil18) Physical19) Population20) Precipitation21) Resources22) Saudi Arabia23) Seasons24) Sustainable25) Tectonics26) Trade27) UAE28) Uninhabitable29) Water scarcity30) Yemen	<p>https://www.youtube.com/watch?v=beGNG9X4TBI</p> <p>http://climateof.com/middleeast/index.asp</p> <p>https://www.worldatlas.com/webimage/counts/asia/middleeast/melnd.htm</p> <p>https://www.infoplease.com/atlas/middle-east</p> <p>https://www.vox.com/a/maps-explain-the-middle-east</p>	<p>Conduct your own research:</p> <ul style="list-style-type: none">• Draw a detailed climate graph for a country of your choice in the Middle East.• Make a detailed leaflet about the economics of the Middle East.• Create a mind-map to show the impacts of climate change on the Middle East. <p>Answer these exam questions:</p> <ul style="list-style-type: none">• Describe the landscape of the Middle East.• Explain why volcanoes are found along the coastline of the Red Sea.• What type of plate boundary do you find closest to Iraq?• Justify the reasons for trading with the Middle East from the UK.• Discuss why a rise in the price of oil would impact the Middle East's economy. <p>Get creative:</p> <ul style="list-style-type: none">• Create a poster about Dubai and explain why it has one of the fastest growing economies in the Middle East.• Create a Choropleth Map detailing the upland and lowland areas of the Middle East.• Design a flag for a Middle Eastern country of your choice.



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: Adolf Hitler and the start of WWII

Hitler's early life and army career

- Adolf Hitler was born on 20 April 1889 in Austria. He enjoyed reading, listening to music, painting and history.
- His father was a hard drinking bully who beat his son. His mother spoiled him and he loved her dearly.
- His mother died when he was 17. After her death, Hitler travelled to Vienna to look for work. He had dreams of becoming a famous painter.
- He was twice turned down by the Arts College. It was a Jewish professor who he refused his entry and a Jewish doctor who couldn't save his mother's life.
- Hitler was a 'runner' in the trenches for the German army. He risked his life daily and won two medals for bravery.
- Hitler hated the new German government for agreeing the terms to end WW1. He blamed them and the Jews.

The Treaty of Versailles

- These were the terms that Germany were forced to agree to to end the war:

Land – they lost territory to France and were not allowed to join with Austria

Armey – they were only allowed 100,000 men, a small navy and no air force at all

Money – they had to pay the allies £6.6 billion pounds in reparations

Blame – they were made to take all the responsibility for starting WWI

- When he gained political power in Germany, Hitler began to break these terms. He:
 1. Built up a massive German army
 2. Took back land lost at the end of WW1
 3. Invaded Czechoslovakia
 4. Invaded Poland
- The British Prime Minister, Neville Chamberlain, let Hitler get away with this in a policy called 'Appeasement'.





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: Blitzkrieg and Dunkirk

Blitzkrieg

Blitzkrieg is German for 'Lightning War'.

The German army used new technology to defeat their enemies with aggression and speed:

STAGE 1 – Air attack

- Planes used to attack enemy troops, destroy bridges and communications and bomb enemy air force.
- Ammunition and other supplies taken forward and paratroopers dropped in.

STAGE 2 – Tank attack

- German 'Panzers' smash through enemy lines.
- The enemy become surrounded and surrender.

STAGE 3 – Infantry attack

- Large numbers of infantry are sent in to secure the captured land.
- This led to the British and French armies who were trying to push the Germans back out of France being cornered between the English Channel and the German army at a place called Dunkirk.

Dunkirk

- 300,000 British soldiers were trapped on the beaches so 'Operation Dynamo' was devised to rescue them.
- From the 26th May to the 4th June 1940, 330,000 troops were rescued and taken back to England by the Navy, fishing boats and pleasure craft.
- Some people think that with so many men rescued, it enabled Britain to recover and fight back. It also boosted the morale of the country.
- If Britain and France had not succeeded in rescuing their men, Germany may well have attempted to invade Britain.
- However, other historians believe that it was a victory for the Nazis as Britain left millions of pounds worth of equipment on the beaches.

3 Stages of 'Blitzkrieg'

The Nazis were able to invade countries very quickly with the use of the 'blitzkrieg' (lightning war) method.

Stage 1
German air force attack **airfields and communication targets** - power lines, bridges, railways etc.



Stage 2
Army move in using **tanks and armoured cars** - could break through lines quickly.



Stage 3
Infantry soldiers sent in to "**mop up.**"





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 Blitz

What was the Blitz?

- After Hitler had failed to defeat the Royal Air Force during the Battle of Britain, the Luftwaffe turned their attentions to non-military targets.
- Britain carried out much of their own bombing on German cities.
- There were two main types of bombs dropped:
 1. Explosive bombs
 2. Incendiary bombs – designed to cause fires
- The 7th September 1940 saw the first of 57 consecutive nights of bombing against British cities.

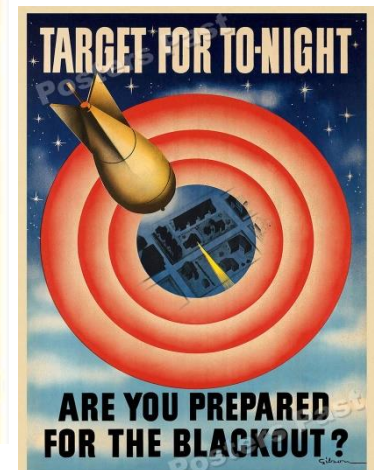
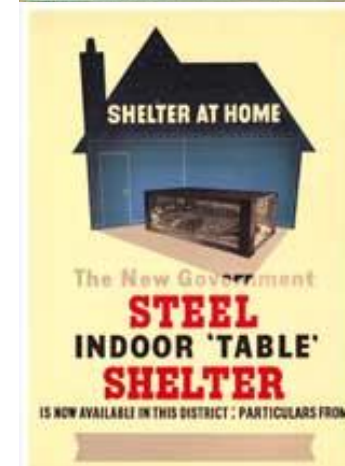
How did Britain prepare?

The government had prepared for these attacks in a number of ways:

1. Providing resources to build Anderson and Morrison shelters.
2. Opening large air raid shelters underground.
3. Rationing food.
4. Providing everyone with gas masks.
5. Evacuating children to the countryside.
6. Ordering the 'blackout' of British cities.

How much impact did the Blitz have?

- In total, 20,000 people were killed and over a million homes were destroyed or damaged.
- Britain suffered further bombing in 1944 and the Germans had developed new weapons called V1 and V2 rockets that were really feared because there was little warning of attack.
- It is believed that Londoners adopted a 'Blitz Spirit' where they refused to let the bombing damage their morale.





Vocabulary	Wider Research	Apply
1) Anti-Semitism 2) Anschluss 3) Land 4) Army 5) Reparations 6) Blame 7) Treaty of Versailles 8) Iron Cross 9) Appeasement 10) Blitzkrieg 11) Paratroopers 12) Infantry 13) Dunkirk 14) Operation Dynamo 15) The Blitz 16) Luftwaffe 17) RAF 18) The 'Few' 19) Shelters 20) Blackout 21) Gas masks 22) Evacuation 23) Rationing 24) Dig for Victory 25) Home front 26) Blitz spirit 27) Morale 28) Propaganda 29) Anderson 30) Morrison	<p>https://www.bbc.com/bitesize/guides/z9s9q6f/revision/2</p> <p>https://www.bbc.co.uk/bitesize/clips/zwj4wmn</p> <p>https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/2</p> <p>https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/3</p> <p>http://www.bbc.co.uk/history/worldwars/wwtwo/ff2_dunkirk.shtml</p> <p>https://www.youtube.com/watch?v=LAGZpJ8FCaU</p> <p>http://www.bbc.co.uk/history/worldwars/wwtwo/ff3_blitz.shtml</p> <p>https://www.youtube.com/watch?v=1VwY_UxXkYU</p>	<ol style="list-style-type: none"> 1. Create a fact file about Hitler – his childhood, his time in the army, his rise in Germany and who he blamed for Germany’s problems. 2. Create your own poster summarising the terms of the Treaty of Versailles – remember the acronym “BLAME”. 3. Make a list of the things that Hitler did to start World War 2. 4. Summarise the map on topic 2 in 50 words. 5. In lesson we will be looking more at how Britain prepared for air attacks so it is important that you gain your own understanding of what the Blitz was. 6. Make sure you use the link to read up on exactly what happened and how it affected British civilians. 7. https://www.youtube.com/watch?v=1VwY_UxXkYU Watch the link above. This provides a very simple explanation of what the Blitz was and gives some very useful visual clues as to how it impacted on British civilians’ lives.



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: Tu es où en vacances ? Where are you on holiday?

Unité 0:

J'ai = I have

une semaine de vacances = a week of holiday

deux semaines de vacances = two weeks of holiday

en janvier/ février (etc.) = in january/ february (etc.)

C'est pour Noël = It is for Christmas.

C'est pour Pâques = It is for Easter.

C'est pour les grandes vacances =
It is for the summer holidays.



Tu es où en vacances? = Where are you on holiday?

Je suis en vacances...= I'm on holiday...

au bord de la mer = at the seaside

à la montagne = in the mountains

à la campagne = in the countryside

en colonie de vacances = at a holiday camp

chez mes grand-parents = at my grandparents' home



- C'est amusant = it is fun
- C'est génial = it is great
- C'est ennuyeux = it is boring
- C'est intéressant = it is interesting
- C'est sympa = it is nice
- C'est nul = it is rubbish

INTENSIFIERS

- Un peu = a bit
- assez = quite
- très = very
- quite = assez



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: Qu'est-ce que tu as visité ? What did you visit ?

THE PERFECT tense or THE PAST tense (le PASSE COMPOSÉ) Grammaire

You use the perfect tense to say what **has happened OR what happened.**

It is made up of three parts:

the Subject + the Auxiliary = present tense of the verb AVOIR + a Past participle

J' ai visité

I have visited =
I visited

"visiter" (to visit) in the PERFECT tense also called PAST tense (le PASSE COMPOSÉ)

Français	English
J'ai visité	I have visited = I visited
Tu as visité	You (sing., informal) have visited = You (sing., informal) visited
il/elle/on a visité	He/she has visited , we have visited = he/she visited , we visited
Nous avons visité	we have visited = we visited
Vous avez visité	You (plur., formal) have visited = You (plur., formal) visited
ils/elles ont visité	They (masc./fem.) have visited = They (masc./fem.) visited

Unité 1: Qu'est-ce que tu as visité? What did you visit?

J'ai visité...= I visited le château= the castle
 le lac= the lake le musée= the museum
 le parc= the park le stade= the stadium
 la cathédrale= the cathedral
 la mosquée= the mosque
 la chocolaterie= the chocolate shop

C'est...= It is...

C'était comment? = How was it?/ What was it like?

C'était...= It was...

génial= great
 amusant= fun ennuyeux= boring
 intéressant= interesting sympa= nice
 nul= rubbish moderne= modern

SEQUENCERS

D'abord = first of all après = after(wards)
 Ensuite = next finalement = finally, last of all
 Puis = then



Topic 3 : Writing practice. Use the vocabulary building below to write 5 complete sentences in French about what you visited when you went away. Include sequencers as you do so. Also, write a sentence to give your opinion about your visits. Then, translate the sentences into English. Write the title: *Mes visites pendant mes vacances (My visits during my holidays).*

Dynamo 2 Vert				Qu'est-ce que tu as visité?			M1 U1
Qu'est-ce que tu as visité? <i>What did you visit?</i>				C'était comment? <i>How was it?</i>			
D'abord, <i>First of all,</i>	j'ai visité <i>I visited</i>	le <i>the</i>	château. <i>castle.</i>	C'était <i>It was</i>	assez <i>quite</i>	amusant. <i>fun.</i>	
			lac. <i>lake.</i>			cool. <i>cool.</i>	
Ensuite, <i>Then,</i>			musée. <i>museum.</i>			ennuyeux. <i>boring.</i>	
Puis <i>Then,</i>			parc. <i>park.</i>			complètement <i>completely</i>	génial. <i>great.</i>
Après, <i>After(wards),</i>			stade. <i>stadium.</i>			très <i>very</i>	intéressant. <i>interesting.</i>
Ensuite, <i>Then,</i>	la <i>the</i>	la <i>the</i>	cathédrale. <i>cathedral.</i>	un peu <i>a bit</i>	moderne. <i>modern.</i>	nul. <i>rubbish.</i>	
Ensuite, <i>Then,</i>			chocolaterie. <i>chocolate shop.</i>			sympa. <i>nice.</i>	
Ensuite, <i>Then,</i>			mosquée. <i>mosque.</i>				