



**Woldgate
School**

Of great merit, character & value

Part of the Family



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Knowledge Book 2024-25

Name:

Form:

YEAR

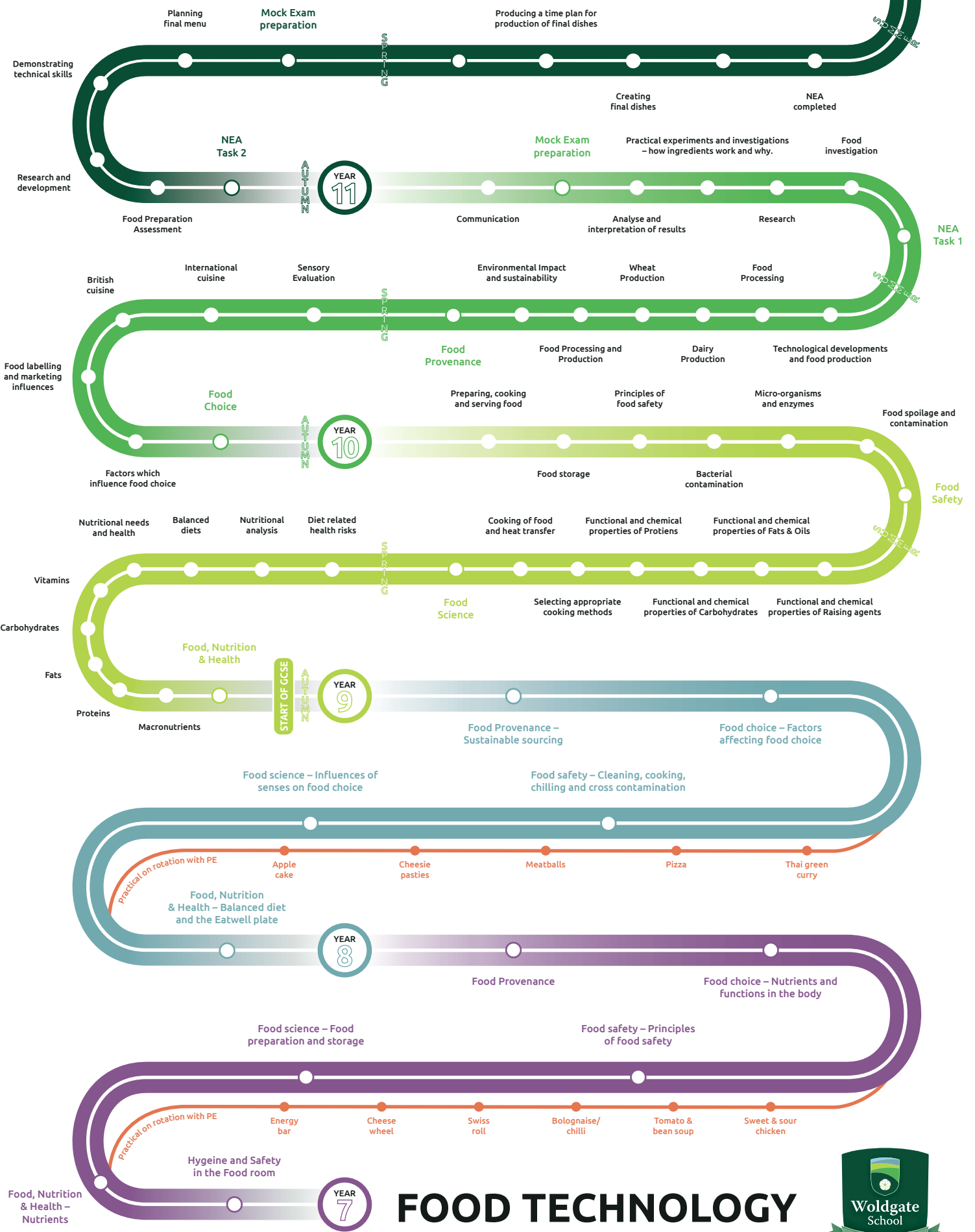
9



GCSE EXAMINATIONS

1x GCSE Examination Paper

Revision of Key Topics



FOOD TECHNOLOGY



Food Choice

Labelling



1. Nutritional Information
2. Allergens
3. Ingredients list in descending order
4. Quantity of ingredient
5. Name of food product
6. A description
7. Use-by or Best before date
8. Weight/quantity of product
9. Origin
10. Cooking/usage instructions
11. Storage instructions
12. Manufacturer details

Nutritional Information

Energy;
Carbohydrates (sugars);
Fat (saturates);
Protein;
Salt

Each 1/2 pack serving contains

	LOW	MED	HIGH	MED
Calories	353			
Sugar	0.9g			
Fat	20.3g			
Sat Fat	10.8g			
Salt	1.1g			
	18%	1%	29%	64%

of your guideline daily amount

Marketing

Offers



Endorsement



Health claims



Promoting



FACTORS

- Physical Activity Level (PAL)
- Healthy Eating
- Time available
- Lifestyle
- Cost/Income
- Food preferences
- Cooking skills
- Celebrations
- Seasonality/Availability
- Influences
- Time of day



Medical
14 →
allergens

Dietary-related Diseases:

- CHD
- Type II diabetes
- Anaemia
- IBS

Suitable for **coeliacs** (gluten-free)

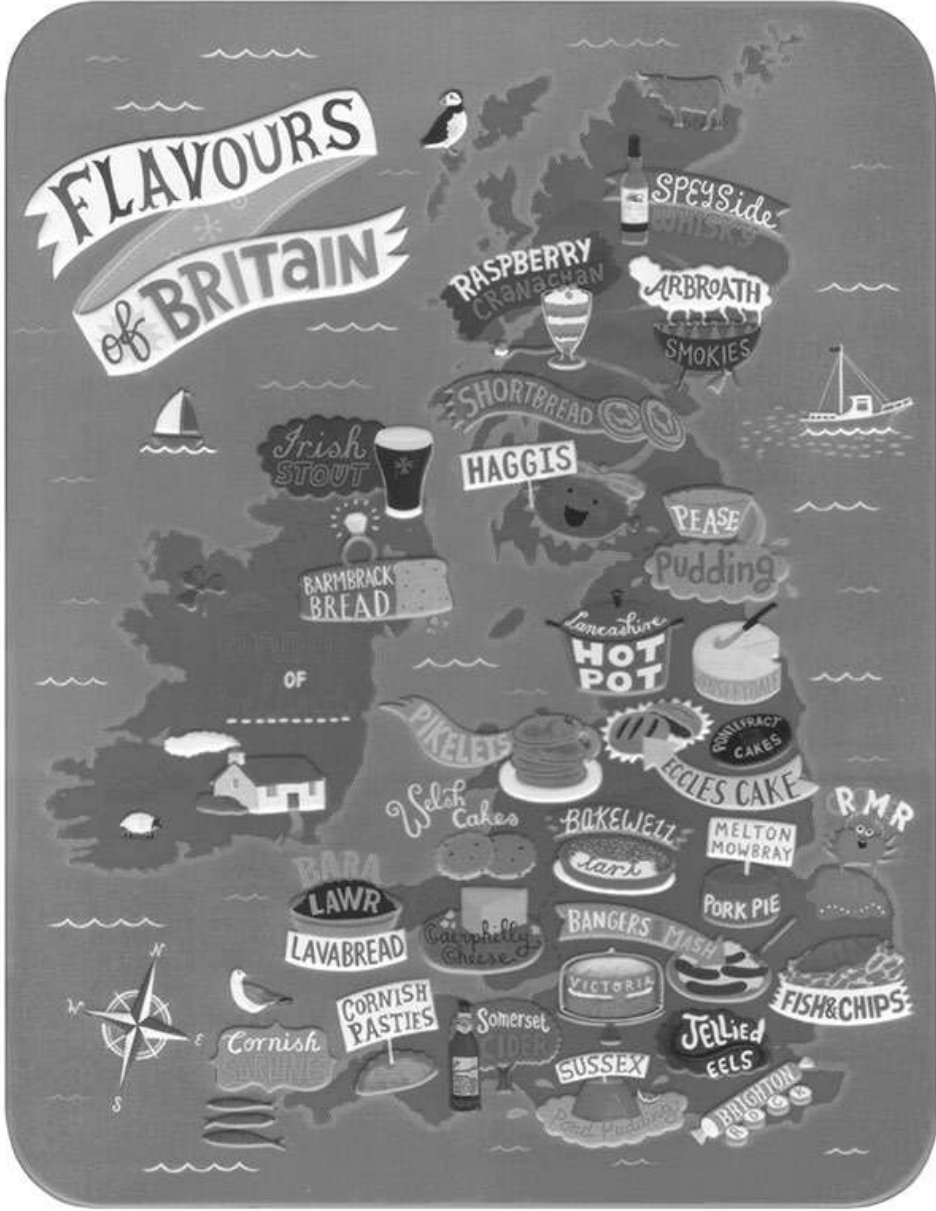
Suitable for people with **lactose intolerance** (dairy-free)



Religion	Dietary Requirement
Judaism	No pork/shellfish. Kosher meat. No dairy & meat eaten together
Hinduism	No beef - many are vegetarian
Islam	No pork. Halal meat
Sikhism	No beef - many are vegetarian
Christianity	None
Buddhism	Vegetarian
Rastafarianism	Vegetarian or vegan



Cuisines

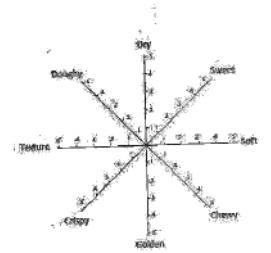


Sensory Testing



Fair Test:
 Sample size; blind test; independent; clear; quantity; water; environment

- Preference Test: Discrimination: Grading:**
- Paired
 - Hedonic
 - Triangle
 - A not A
 - Ranking
 - Rating
 - Profiling



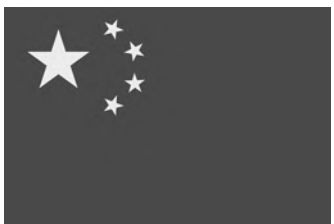
Mexico



India



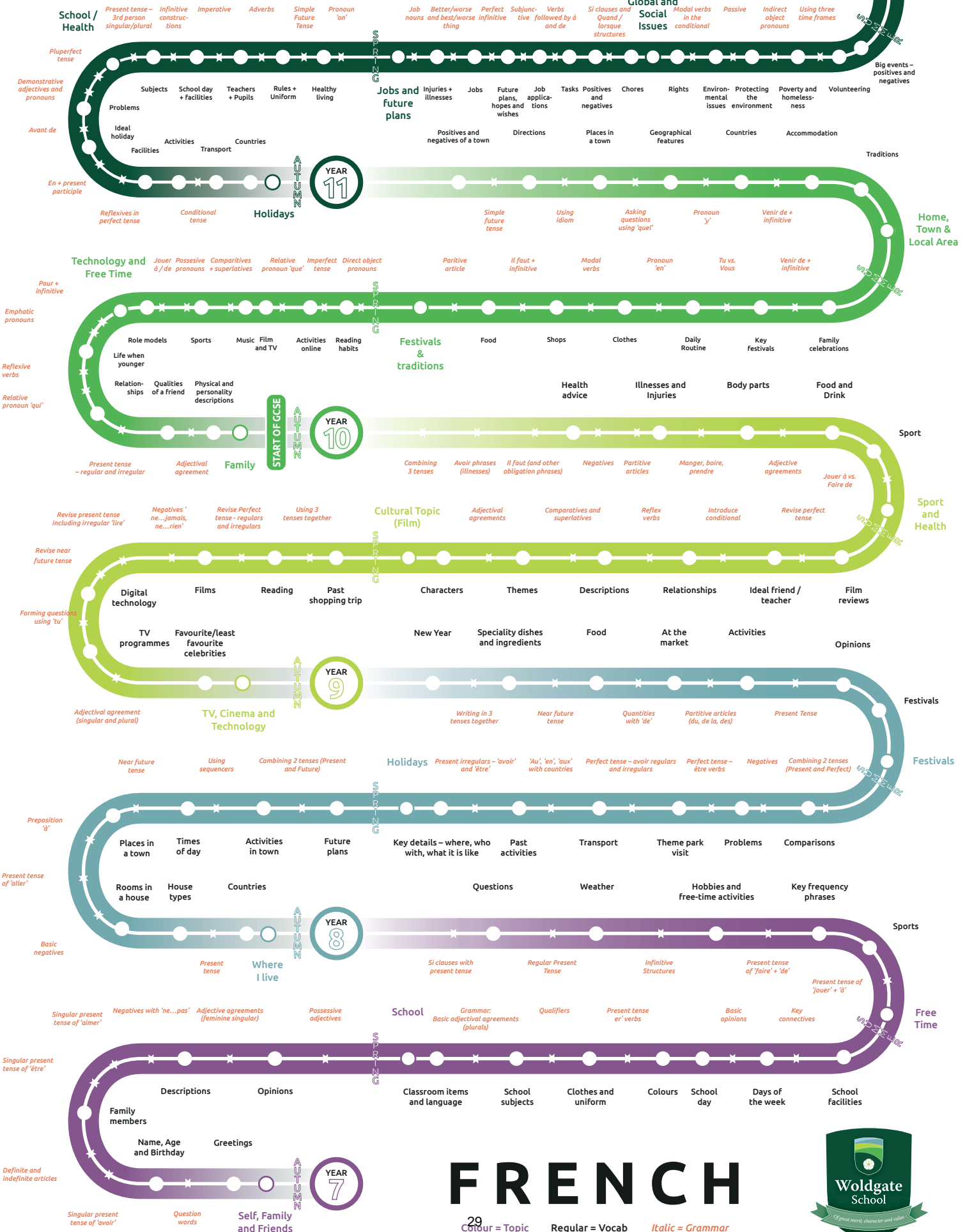
China





GCSE EXAMINATIONS

Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)



FRENCH



Y9 French Knowledge Organiser: Unit 2 Les Choristes



Objectives:

To explore a popular film in French culture, 'Les Choristes'.

To be able to answer a series of questions about the film, the characters and express opinions.

Speaking Questions :

a) Qu'est-ce que tu penses du film 'Les Choristes'? Pourquoi?

What do you think of the film 'The Chorus'? Why?

b) Décris le rapport entre deux personnages dans le film.

Describe the relationship between two characters in the film.

c) A ton avis, quels thèmes est-ce qu'il y a dans le film ?

In your opinion, what themes are there in the film?

d) Est-ce que tu recommanderais le film à un(e) ami(e) ? Pourquoi (pas) ?

Would you recommend the film to a friend? Why (not)?

e) Décris ton professeur idéal(e).

Describe your ideal teacher.

f) Décris la dernière fois que tu es allé(e) au cinéma. Qu'est-ce que tu as vu ?

Describe the last time you went to the cinema. What did you see?



Clément Mathieu	<input type="checkbox"/>	_____	Pépinot	<input type="checkbox"/>	_____
Monsieur Rachin	<input type="checkbox"/>	_____	Pierre Morhange	<input type="checkbox"/>	_____
Le Père Maxence	<input type="checkbox"/>	_____	Monsieur Chabert	<input type="checkbox"/>	_____
Mondain	<input type="checkbox"/>	_____	Mme. Morhange	<input type="checkbox"/>	_____

Expressing opinions (a, b, c, d, e)

<p>À mon avis <i>In my opinion</i> Je pense que <i>I think that</i> Je crois que <i>I believe that</i></p>	<p>le film</p> <p>le collègue</p>	<p>est</p>	<p></p> <p>Bon <i>good</i> intéressant cool amusant <i>fun</i> marrant <i>funny</i> divertissant <i>entertaining</i> sympa <i>nice</i></p>
<p>J'aime</p> <p>Je n'aime pas</p> <p>J'adore</p> <p>Je déteste</p>	<p>Clément Mathieu/ Pépinot/Rachin/ Pierre Morhange/...</p>	<p>parce que c'est <i>Because it is</i></p> <p>parce qu'il est <i>Because he is</i></p>	<p></p> <p>nul <i>rubbish</i> ennuyeux <i>boring</i> bête <i>stupid</i> embêtant <i>annoying</i> sévère <i>strict</i> méchant <i>naughty</i></p>

Describing the characters (b)

Je suis (<i>I am</i>)	très (<i>very</i>)	agréable	<i>nice</i>
Tu es (<i>you are</i>)	un peu (<i>a bit</i>)	compréhensif	<i>understanding</i>
Il est (<i>he is</i>)	assez (<i>quite</i>)	mignon	<i>cute</i>
Elle est (<i>she is</i>)	vraiment (<i>really</i>)	sympa	<i>nice/kind</i>
Nous sommes (<i>we are</i>)	extrêmement (<i>extremely</i>)	généreux	<i>generous</i>
Vous êtes (<i>you are</i>)	trop (<i>too</i>)	amusant	<i>fun</i>
Ils sont (<i>they are</i>)	tellement (<i>so</i>)	patient	<i>patient</i>
		honnête	<i>honest</i>
		embêtant	<i>annoying</i>
		injuste	<i>unfair</i>
		impatient	<i>impatient</i>
		pénible	<i>annoying</i>
		grave	<i>serious</i>
		sévère	<i>strict</i>
		agaçant	<i>annoying</i>

Comparing Characters (d)

(<u>Character 1</u>)	est	plus <u>more</u> moins <u>less</u>	Bon <u>good</u> intéressant cool amusant <u>fun</u> marrant <u>funny</u> divertissant <u>entertaining</u> sympa <u>nice</u> nul <u>rubbish</u> ennuyeux <u>boring</u> bête <u>stupid</u> embêtant <u>annoying</u> sévère <u>strict</u> méchant <u>naughty</u>	que <u>than</u>	(<u>Character 2</u>)
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Describing the relationship between characters (e)

(<u>Character 1</u>)	se dispute <u>argues</u> se fâche <u>gets angry</u> se chamaille <u>squabbles</u>	avec <u>with</u>	(<u>Character 2</u>)
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<u>INFINITIVE</u>		<u>I FORM</u>	<u>HE FORM</u>	<u>THEY FORM</u>
1. s'entendre bien/mal avec	to get on well/badly with	je m'entends bien/mal avec	il s'entend bien/mal avec	ils s'entendent bien/ mal avec
2. se disputer	to argue with	je me dispute	il se dispute	ils se disputent
3. s'amuser	to have fun	je m'amuse	il s'amuse	ils s'amusent
4. se chamailler	to squabble	je me chamaille	il se chamaille	ils se chamaillent
5. se fâcher	to get angry	je me fâche	il se fâche	ils se fâchent
6. se confier	to confide	je me confie	il se confie	ils se confient
7. se bagarrer	to fight	je me bagarre	il se bagarre	ils se bagarrent

Describing the themes in the film (f)

<p>À mon avis <u>In my opinion</u> Je pense que <u>I think that</u> Je crois que <u>I believe that</u></p>	<p>les thèmes principaux sont <u>the main themes are</u></p>	<p>l'éducation <u>education</u> le discipline <u>discipline</u> la musique <u>music</u> les garçons difficiles <u>difficult boys</u></p>	<p>et</p>	<p>l'éducation le discipline la musique les garçons difficiles</p>
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Vocabulaire

The film is about ...
The film explores ...
The film has some important themes such as

- childhood
- school life
- cruelty
- relationships
- the joy of singing
- life in the 1950s
- how we treat difficult children
- *punishments*
- *teenagers/adolescents*
- *cruelty*
- *kindness*
- *understanding*
- *different characters*

Le film s'agit de...
Le film explore ...
Le film contient des thèmes importants comme

- l'enfance
- la vie scolaire
- les mauvais traitements
- les rapports
- la joie de chanter
- la vie dans les années cinquante
- comment on traite les enfants difficiles
- *des punitions*
- *des adolescents (des ados)*
- *la cruauté*
- *la gentillesse*
- *la compréhension*
- *les personnages différents*

Describing an ideal friend/teacher (g, h)

<p>Pour moi <u>For me</u> Moi, perso <u>Personally</u> Je pense/crois que <u>I think/believe that</u></p>	<p>mon ami/professeur idéale <u>my ideal friend/teacher</u></p>	<p>serait <u>would be</u></p>	<p>intéressant cool amusant <u>fun</u> marrant <u>funny</u> sympa <u>nice</u></p>
		<p>aimerait <u>would like</u></p>	<p>le foot les jeux vidéo</p>
		<p>aurait <u>would have</u></p>	<p>beaucoup de patience un bon sens de l'humour</p>

Describing a trip to the cinema (i)

Décris la dernière fois que tu es allé(e) au cinéma.
Ou'est-ce que tu as vu ?

Je suis allé(e) ...	I went ...
J'ai vu ...	I saw ...
J'ai regardé	I watched
J'ai mangé	I ate
J'ai bu	I drank
C'était un film...	It was a ... film
Il s'agissait de ...	It was about ...
Ça s'est passé ...	It took place ...
C'était ...	It was ...

J'ai vu un film C'était un film	d'amour d'action d'aventure de science-fiction de guerre comique historique animé Superhéro	Il s'agissait de/d' Il racontait l'histoire de/d'	une famille un école la musique les problèmes la société l'amitié l'amour les relations comment on traite	Ça s'est passé ... dans les années cinquante soixante soixante-dix quatre-vingt à Londres à Paris à New York en France aux États-Unis
I saw ... It was ...	a love film an action film an adventure film a science-fiction film a war film a comedy film a historic film an animated film a superhero	It was about It told the story of	a family a school music problems society friendship love relationships how we treat ..	It took place in the 50s 60s 70s 80s in London in Paris in New York in France in the USA

Est-ce que tu recommanderais le film à un(e) ami(e) ? Pourquoi (pas) ?

Recommending the film (j)

Oui, Je recommanderais le film.

Yes, I would recommend the film

Non, je ne recommanderais pas le film

No, I would not recommend the film

parce que c'était ...

because it was ...

vraiment <i>really</i>	intéressant <i>interesting</i>
assez <i>quite</i>	ennuyeux/barbant <i>boring</i>
un peu <i>a bit</i>	émouvant <i>moving</i>
très <i>very</i>	triste <i>sad</i>
trop <i>too</i>	heureux <i>happy</i>



Revision

UK in the 21st century

Physical Geography of the UK
London's booming population
The UK's global role and our influence in conflicts, media and food

Resources & shortages
Food, Water and Energy security
Food security

Development case study

Human Geography of the UK
The UK's ageing population
The UK's changing economy and post-industrial UK

Resource reliance
Farming & fishing for food
Theories on the future
Fieldwork

Barriers to development

Dynamic development

Cities case study
Urban population explosion and growth of slums
Super-sized cities in an urban world
Human impacts on the TRF
Polar environments
Characteristics and value of a tropical rainforest
Distributions of biomes & their climate, flora and fauna

Uneven development

YEAR 11

The global development divide and measuring development
Defining development
Urban trends in the UK
How cities began and grew
Urban futures
Characteristics of polar regions
Human Impacts on a tropical rainforest
Ecosystems and interdependence

Contrasting case studies of natural weather
Plate boundaries and tectonic cases studies

Distinctive Landscapes
The physical and human landscape of the UK
Coastal erosional and depositional landforms
Rivers
Fieldwork
Sustaining ecosystems

Tropical storms, drought & El Nino

Structure of the Earth
Mitigation of tectonic hazards

What makes a distinctive landscape
Geomorphic processes
River landforms
Coasts case study

Extreme weather conditions

Global hazards

UK impacts of climate change
Greenhouse effect
Natural causes of climate change
Patterns of climate change
Changing Climates

Global circulation system and climate zones

YEAR 10

Global impacts of climate change
Human causes of climate change
Evidence of climate change

Movement
Evidence of glaciation in the Lake district
Glacier formation

Russia – What are the opportunities and challenges facing Russia?
Biomes
Human Issues
Middle East – Why is the Middle East an important region?
Biomes
Human Issues
Transition to GCSE

Loss of Culture

Clone Towns
Changing glaciers

Location
Skills
Physical Issues
Location
Skills
Physical Issues

Globalisation

Physical Issues
Skills
Location
Flood hazards and management
Fluvial process including weathering

BREXIT

UK's place in the wider world
Going global

YEAR 9

Human Issues
Biomes
Asia – What are the opportunities and challenges facing Asia?
River features and landforms
Hydrology – Why are rivers important?

Tectonic Hazards – Why do people remain at risk?
Plate margins & movement
Earthquake processes

Rocks
Biosphere
Natural resources for energy
Changing Economies – How have shifting economies impacted cities across the globe?
Sectors of industry
Industrialisation of NEEs
Water cycle

Addressing inequality

Earth structure
Volcano processes
Tsunami

Resource risk – Are we running out of natural resources?
Soils
Hydrosphere
Sustainability
Urban problems
Deindustrialisation

Sustainable development

Development – Why are some places more developed than others?

Human Issues
Biomes
Africa – What are the opportunities and challenges facing Africa?
Migration
Population distribution and settlement factors

Poverty

YEAR 8

Measuring development
Distribution of Wealth
Physical Issues
Skills
Location
Urbanisation
Population change

Change over time

Difference between weather and climate

Extreme weather
Beast from the East

Coasts – Should we defend our coastlines?
Landforms
Coastal case study
Rainforests
Tourism
Population – Can we solve the problem of overpopulation?

Weird Weather – Is Weather becoming more extreme?

How do Geographers think?

Coastal processes
Coastal management
Economy Vs Environment – Are we risking our natural world in order to make money?
Antarctica
Hydrocarbons

Map skills

YEAR 7

Locational knowledge
What is a geographer?

GEOGRAPHY



Key term	Definition
Relief	The shape of the land, including its height and steepness.
Physical	To do with nature. Natural processes and formations.
Human	To do with people and their lives, including the build environment.
Tectonic Plates	Parts of the crust that float on the mantle.
Rural	Countryside
Urban	Large towns and cities
Resources	Something that people can use and value.
USSR	The name for the Soviet Union. Its dissolution in 1991 led to Russia being created.
Cold War	When the USA and USSR were in conflict without fighting each other directly.
Russian Federation	The full name for Russia.
Biome	Made up of the same type of ecosystem. E.g. All the deserts make up the desert biome.
Tundra	Cold biome in northern Russia - no trees.
Taiga	Snow covered conifer forests found south of tundra.
Fossil fuels	Coal, gas and oil. Produced from organic remains over millions of years.



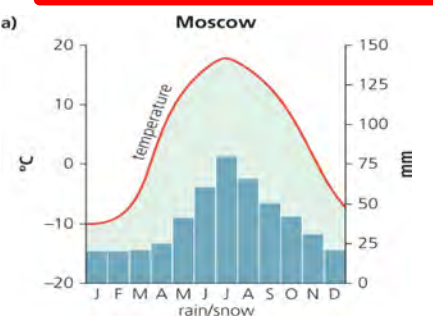
Most people (77%) live on the North European Plain in Eastern Russia. The ground is more fertile and flatter. It is easier to build and trade. Moscow is located there.

The Ural mountains prove a large barrier between the East and West of the country. They were created by a collision zone and span 2500km.

Most of Western and Southern Russia is highland. Fewer people live there,

Russia is the largest country by land but is very underpopulated.

UNIT: Russia – The BIG Question: What are the opportunities and challenges facing Russia?



Moscow has warm summers and cold winters. It is drier than the UK being on the continent.



Taiga is a biome characterised by **Coniferous** forests, consisting mostly of pines, spruces and larches. The taiga is the world's largest biome apart from the **oceans**.

It has as many trees as the world's **rainforests**. This biome circles the Earth in the **Northern** hemisphere, and contains one third of the world's trees. It is the largest biome in Russia. The Russian taiga represents the largest forested region on Earth (approximately **12** million km²), and is larger than the Amazon. It contains more than **55** per cent of the world's conifers, and 11 per cent of the world's **biomass**.

Tundra is the **Coldest** of all the biomes. Tundra comes from the Finnish word tunturia, meaning ' **treeless** plain'. It is noted for its frost-moulded landscapes, extremely **cold** temperatures, little **precipitation**, poor nutrients, and **short** growing seasons. Arctic tundra is located in the **Northern** hemisphere, encircling the **North** Pole and extending south to the coniferous forests of the **taiga**.

The growing season ranges from 50 to 60 **days**. Soil is formed slowly. **Permafrost** exists, consisting mostly of gravel and finer material. When water saturates the upper surface, bogs and **ponds** may form, providing moisture for **plants**. There are no deep root systems in the vegetation of the arctic tundra; however, there are still a wide variety of plants that are able to resist the **cold** climate. There are about **1,700** kinds of plants in the arctic and subarctic, including reindeer mosses, liverworts and grasses.

Sectors of the economy:

Primary- extract raw materials. E.g. farming, mining, fishing

Secondary - Process raw materials. e.g. manufacturing, building, baking, carpentry

Tertiary - Services. e.g. Hair dressing, doctor, sales assistant, lawyer, teacher

Quaternary - High tech / research and development e.g. create vaccines, computer chips,



Economic sector	% of jobs
Primary	9.4
Secondary	27.6
Tertiary	63

Is Russia the ruler of resources?

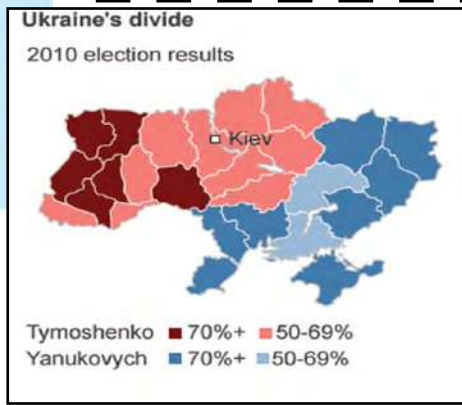
Reasons to agree.

- It is the world's largest producer and exporter of both oil and gas.
- It is the largest country by land area and holds arguably the largest mineral wealth reserves on the planet.
- A lot of countries are dependent on Russia for fuel or energy e.g. Germany, Ukraine.
- Over 1/3rd of all gas reserves are Russian
- It has access to all resources within 200 nautical miles of its coastline.
- Gazprom is the world's largest gas supply company.

Reasons to disagree.

- Russia has 11.2 per cent of the world's territory, but only 2.3 per cent (shrinking fast) of the global population and a mere 1.1 per cent of the world's wealth.
- OPEC (Organization of the Petroleum Exporting Countries) and the USA export a lot of oil and gas too. They regulate the supply to manipulate the price. This prevents Russia from setting prices which are too high or low.
- Sanctions. Since Russia invaded Ukraine there have been economic sanctions from a lot of countries. They refused to buy Russian products and have their companies pull out of Russia.
- Although Russia has a lot of resources, a lot are inaccessible (due to mountains or sea ice) or very expensive to extract. This reduces the amount of profit Russia makes and reduces sales.

- Gazprom is the world's largest gas supply company. It is mostly owned by the Russian government with headquarters in St. Petersburg.
- Its name comes from a blend of the Russian words *Gazovaya* (Gaz) and *Promyshlennost* (Prom), which means gas industry.
- It holds the largest natural gas reserves- controlling over 1/3 of all reserves and 92% of Russia's gas production.
- Gazprom provides over 25% of the EU's gas supply, which travels into Europe through pipelines mainly across Ukraine. Ukraine is called a transit state.
- In 2019, it had sales over \$120 billion and employed over 432,000 people.
- Having control over energy supplies has helped Russia to re-assert its power and influence over ex-satellite states of the USSR (e.g. Ukraine, Poland and Belarus).
- The company is also installing pipelines and drilling for new gas reserves in the Arctic and Eastern Siberia.
- This has made Russia into a key geopolitical power. (This means it can exert influence on other countries due to its geography.)



People in the West of Ukraine (Ukrainian speakers) associate themselves with Europe, whereas people in the East/ South (Russian speakers) associate with Russia

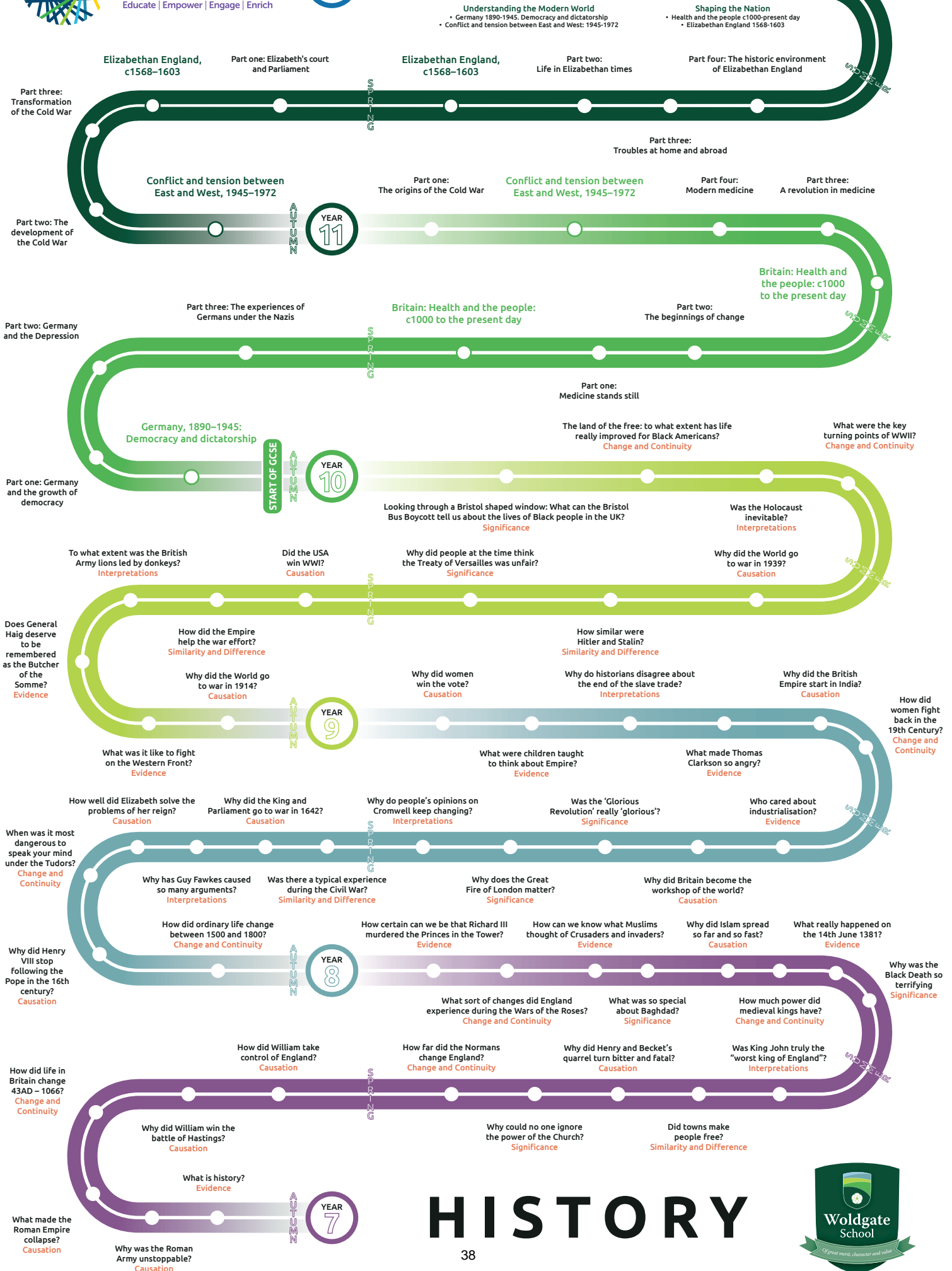


Decide whether the statements on the cards provide arguments for or against Russia's status as a superpower. Use two colours and a key. Stick it into your book. Challenge: Can you add anymore arguments from what you learnt watching the video?

It is the largest country in the world by land mass.	Russia's economic development is slow with the average person earning \$7500 per year.	Russia has approximately 30% of the worlds natural resources	Russia has the 2 nd largest military in the world	Despite the fall of the USSR, 12 of Russia's neighbouring countries are still political allies with Russia
Some neighbouring countries such as the Ukraine have shown signs of leaving the CIS (Commonwealth of independent states), and affiliating with NATO	The NATO agreement means that Russia can not invade any NATO member country without all NATO members retaliating	Many European countries are nearly entirely dependent on Russia for their energy supplies.	Russia has no warm water port- other than that in occupied Crimea, Ukraine. Its other major ports are often frozen in winter and inaccessible	Sales of oil and gas to Europe are a major source of Russia's income. If Europe were to source it elsewhere, Russia's economy would suffer.
Its size means an army of 13 million people would be required for another country to invade and take over completely.	Russia has the power to change the price on oil and gas exports... and also cut off supplies to other countries.	Russia's sea ports are located in 'choke points' of NATO member countries.	Siberia acts as an effective natural defence due to its size and inhospitable environment.	



GCSE EXAMINATIONS



HISTORY



STALIN & THE USSR

KNOWLEDGE ORGANISER



KEY WORDS

Democracy	A system of government through elected representatives
Dictatorship	A system of government ruled by one person with no elections
Ideology	A set of beliefs about how the world is or should be run
Capitalism	An ideology based on private ownership and social hierarchy
Communism	An ideology based on shared ownership and no social classes, which is not compatible with democracy
Socialism	An ideology based on regulation and state ownership, within the limits of a democracy
USSR	Union of Soviet Socialist Republics
Collectivisation	Process of the state controlling agriculture
Komsomol	Political youth organisation
Duma	Russian Parliament
Gulag	Concentration camps designed to hold 'enemies of the people'
Revolution	A sudden or complete change in way people live, work or are governed

STALIN'S RISE TO POWER

Lenin, who had led the October Revolution, died in 1924. Stalin was one of several leading communists who were possible candidates to take his place. However, he was not the favourite. Most people believed that Leon Trotsky would take Lenin's place as leader. Trotsky underestimated Stalin. Unlike Stalin, Trotsky made minimal effort to build up support from other members of the Communist Party. Trotsky fell ill towards the end of 1923. Stalin managed to trick Trotsky into not attending Lenin's funeral, by giving him the wrong date. In 1924, Stalin worked with two men – Kamanev and Zinoviev to keep power within the Party away from Trotsky and Bukharin. In 1926 he turned against Kamanev and Zinoviev and allied himself with Bukharin, and had Kamanev, Zinoviev and Trotsky expelled from the party. Once this was complete, Stalin attacked Bukharin, and by 1929 he had been expelled from the party. Stalin was now the undisputed leader of the USSR.

LIFE FOR ORDINARY PEOPLE

WORKERS	WOMEN	YOUNG PEOPLE
All industry was run by government. A five-year plan was created to build up Russia's main industries. Peasants had to join 'collective farms' which were controlled by a communist leader. No one owned anything.	Women were encouraged to find work in factories. Nurseries and day care centres were set up. By 1940, 40% of industrial workers were women. Not enough childcare was provided. Many children lived on the streets.	Education was used to <i>brainwash</i> students. Children were taught that communism was the answer to all problems. Children were expected to join the 'Pioneers', and then later the Komsomol, a youth organisation.

COMMUNISM AND CAPITALISM

Communism	Capitalism
<ul style="list-style-type: none"> * Shared ownership of the means of production * Everyone had an equal share of wealth, there is no <i>income inequality</i> * There are no social classes or hierarchy in society 	<ul style="list-style-type: none"> * Private firms control the means of production * Some people are rich, and some people are poor * People are encouraged to work their way up the hierarchy and earn more

STALIN AND CONTROL

Terror and Violence:

The NKVD was a state security and secret police force. The NKVD often wore plain clothes and spied on people who could be threats to the party. In 1934, Kirov was murdered. Stalin used this opportunity to put political enemies on trial as 'enemies of the people.'

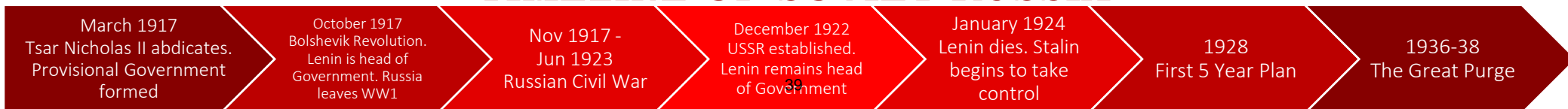
The Great Purge:

Stalin worried that he did not have the loyalty of the Russian Army. He had the NKVD execute almost all senior generals and almost half of the officers. Between 1936-38, 100,000s of people were shot and thrown into mass graves by the NKVD.

Censorship and Propaganda:

Stalin used propaganda in various different ways. Propaganda was everywhere, from cinemas to schools. Posters of Stalin portrayed him as a heroic father figure. A cult of personality emerged around Stalin. Show Trials were also used to control people.

TIMELINE OF SOVIET RUSSIA



HITLER & GERMANY

KNOWLEDGE ORGANISER



KEY WORDS

Democracy	A system of government through elected representatives
Dictatorship	A system of government ruled by one person with no elections
Ideology	A set of beliefs about how the world is or should be run
Nationalism	An ideology promoting the interest of one country over others, often with little or no regard for other countries
Fascism	An ideology based on suppression, and a strong control over the country and economy. Violence is considered normal
Nazism	A type of fascism, which also includes German Nationalism and Anti-Semitism (discrimination against Jewish people)
Reichstag	German Parliament (1871-1945)
Chancellor	German Prime Minister
President	German Head of State
Fuhrer	German Chancellor and President combined (means Leader)
Revolution	A sudden or complete change in way people live, work or are governed

HITLER'S RISE TO POWER

Adolf Hitler was born in Austria in 1889. He served in the German Army during World War One. He felt betrayed by the leaders of Germany when they signed the armistice. After the war, he was enlisted by the army to spy on the German Workers Party (DAP), a nationalist party. He applied to join the DAP, which eventually became the National Socialist German Workers Party (NSDAP), or the Nazi Party. Hitler became leader of the party in July 1921. In 1923, Hitler was sent to prison for trying to stage a coup, and while there he wrote *Mein Kampf* (My Struggle). When Hitler was released in 1924, the Nazi Party slowly gained more seats in the Reichstag. By November 1932, the Nazis were the largest party in the Reichstag, and on 30th January 1933, Hitler was appointed Chancellor. In 1934 the German President, Paul von Hindenburg, died. Hitler made himself the Fuhrer of Germany, and had total power.

LIFE FOR ORDINARY PEOPLE

WORKERS	WOMEN	YOUNG PEOPLE
For those who conformed, living standards rose. In 1936 the Nazis created a 4-year plan to prepare for war. The German Labour Front (DAF) provided additional benefits to workers, such as Strength Through Joy.	Women were encouraged to stay at home. Marriage loans were given, and the more children they had, the less they had to pay back. Women were removed from the Reichstag. Unmarried women could find work.	Education was used to <i>brainwash</i> students. Undesirable teachers were removed in 1933. Every area of school was focused on the Nazis. The Hitler Youth was a Youth wing which prepared boys for the army

FASCISM AND NAZISM

Fascism	Nazism
<ul style="list-style-type: none"> * Suppression of opposition and a strong control over society and the economy * Believe that democracy is weak * One-party state * Violence is normal 	<ul style="list-style-type: none"> * All the components of fascism, plus: * Antisemitism * German Nationalism * A hatred for democracy * Belief in a 'superior' race

NAZIS AND CONTROL

Terror and Violence:

The SA was established to protect the Nazis at their meetings. Hitler began to see the SA as a threat and the leader was murdered in the Night of the Long Knives. The Gestapo was the secret police, created in 1933. The SS began as Hitler's body guard, but later ran the concentration camps. By 1936 the SS controlled the Gestapo, and had 240,000 men.

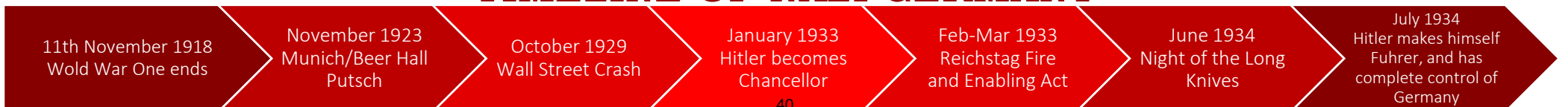
Opposition:

In July 1933, all political parties were banned. Opposition in Nazi Germany was often quiet, such as sabotaging machinery. Between 1921-44 there were 15 known attempts to assassinate Hitler, the most famous being the July Bomb Plot of 1944. This came the closest to killing Hitler, however he survived with only minor injuries.

Censorship and Propaganda:

The Nazis controlled radio stations and newspapers. The People's Radio was created, bringing propaganda into people's homes. Nazi propaganda played to people's emotions, and used slogans and simple phrases. Hitler was portrayed as the saviour of Germany, and was often compared to 'great' figures in German history.

TIMELINE OF NAZI GERMANY



WORLD WAR TWO

KNOWLEDGE ORGANISER



KEY WORDS

Allies	Britain, USA and USSR
Axis	Germany, Italy and Japan
Appeasement	Making concessions to avoid a war
Annexed	Taking territory from one country and adding it to another
Phoney War	Period between September 1939 and April 1940 where very little fighting took place in Western Europe
Blitzkrieg	German word meaning 'lightning war'
RAF	Royal Air Force
Luftwaffe	German Air Force
Nazi- Soviet Pact	Agreement made between Nazi Germany and Soviet Union 1939
Red Army	Russian Army
VE Day	Victory in Europe Day
Atomic Bomb	Nuclear weapon which causes mass destruction

WHY WAR BROKE OUT

1. 7th March 1936 – German troops enter the Rhineland. Britain did nothing
2. 12th March 1938 – Germany unites with Austria. Britain did nothing
3. October 1938 – German troops invade the Sudetenland. Britain and France allowed Hitler to keep the Sudetenland as he promised not to take the rest of Czechoslovakia
4. March 1939 – Germany invades the rest of Czechoslovakia. Britain did nothing
5. September 1939 – Germany invades Poland. Britain and France declare war

DUNKIRK

- * The Battle of France took place between May and June 1940, which involved the invasion of France, Belgium, Luxembourg and the Netherlands
- * British and French troops became trapped on the coast, with the only route of escape being over the English Channel
- * Between 26th May and 3rd June 1940, 338,226 troops were evacuated from mainland Europe by boats of all sizes, from navy ships to fishing boats
- * The British Army had been pushed out of Europe

BATTLE OF BRITAIN

- * Part of Hitler's plan to invade Britain. First, he had to establish air superiority
- * The Luftwaffe wanted to destroy the RAF in preparation for an invasion
- * There were battles over the Channel, and the Germans attempted to destroy the British RADAR system and airfields
- * The Germans then began raids on British towns (the Blitz) to ruin Britain's morale
- * Operation Sea Lion (the planned invasion of Britain) was cancelled in 1940

OPERATION BARBAROSSA

- * In June 1941, Germany invaded the USSR
- * Hitler wanted to destroy communism and create additional living space
- * Hitler believed he could win quickly. However, he failed for a number of reasons:
 1. As the Russians retreated, they destroyed anything the Germans could use
 2. The Germans were not used to fighting in cold conditions. The Russian winter of 1941-42 saw temperatures drop to -40 degrees
 3. The Russian army was extremely disciplined

WAR IN THE PACIFIC

- * Various battles against Japan took place in the Pacific
- * Japan was very difficult to defeat for a number of reasons:
 1. Japanese were willing to die fighting for their Emperor
 2. Soldiers had long and extensive training
 3. The Japanese used a range of tactics, including the 'kamikaze'
 4. Japan had experience of recent wars with China and other Pacific countries

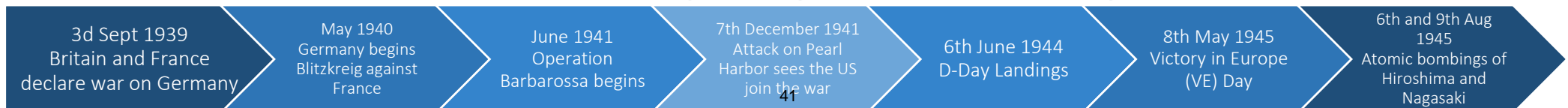
D-DAY

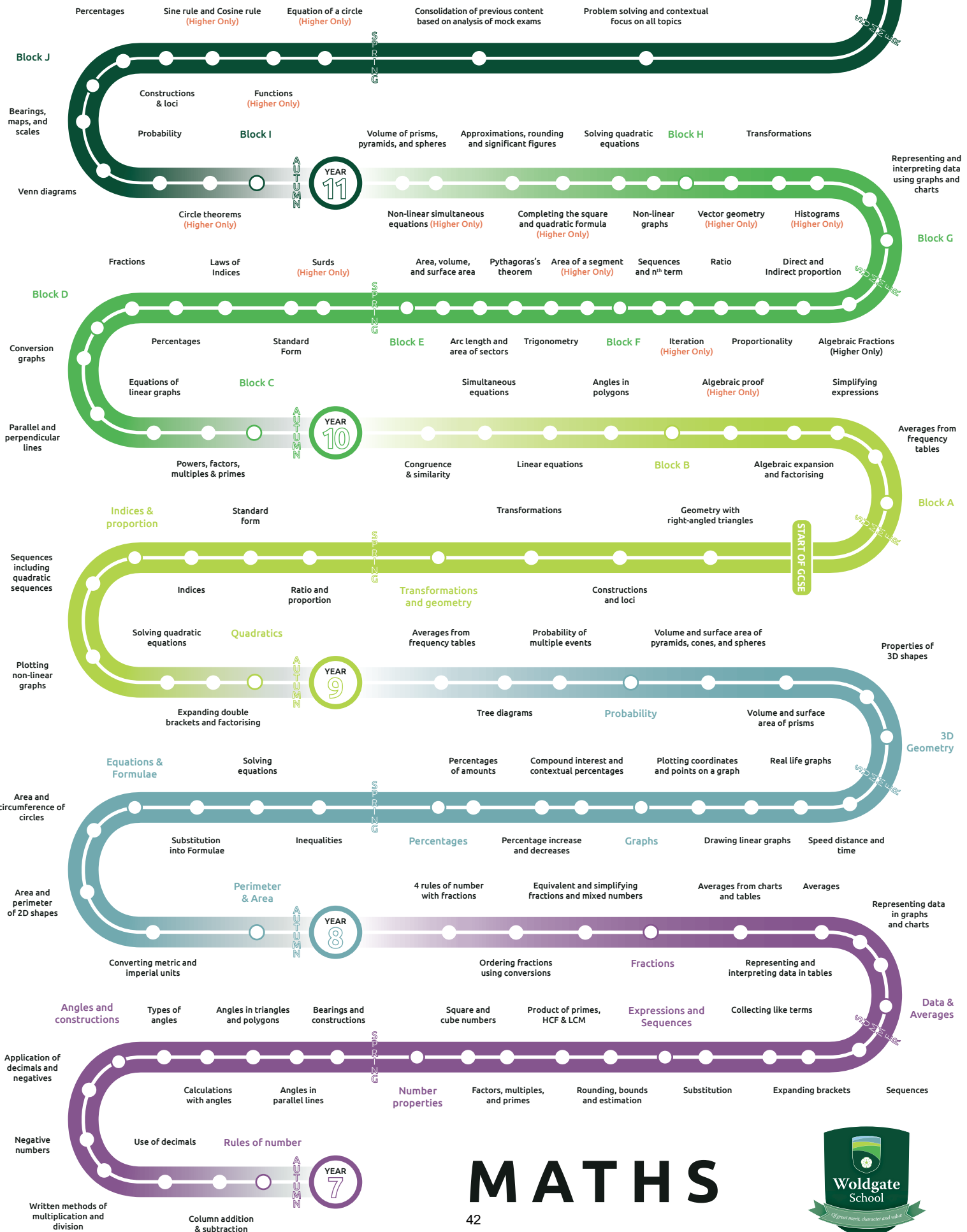
- * The US, Britain and Canada launched an attack on Germany in mainland Europe
- * 5 beaches were selected in Normandy to land on
- * The German army was stretched and the invasion saw the start of their push back

VE DAY

- * The Russians began to advance on Berlin, which led to the Battle of Berlin
- * Hitler committed suicide, and Germany surrendered on 8th May 1945
- * Celebrations erupted in Europe on VE Day
- * The atomic bombings of Japan saw them surrender in August 1945

TIMELINE OF WORLD WAR TWO



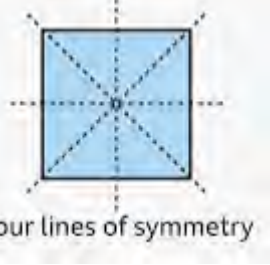

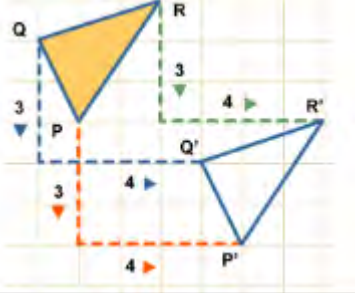
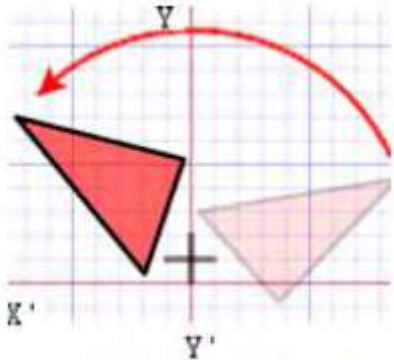


MATHS



Year 9 – Spring 1, Transformations & Geometry Knowledge Organiser



Topic/Skill	Definition/Tips	Example
Line symmetry	Another name for reflection symmetry . One half is the reflection of the other half. The line of symmetry is the imaginary line where you could fold the image and have both halves match exactly.	 <p style="text-align: center;">Four lines of symmetry</p>
Rotational symmetry	A shape has rotational symmetry when it still looks the same after some rotation .	<p>Point Mark</p>  <p style="text-align: center;">Original</p> <p style="text-align: center;">Order 5 rotational symmetry.</p>
Translation	Translate means to move a shape. The shape does not change size or orientation .	 $\begin{pmatrix} 4 \\ -3 \end{pmatrix}$
Rotation	The size does not change, but the shape is turned around a point . Use tracing paper!	<p style="text-align: center;">Rotate Shape A 90° anti-clockwise about (0,1)</p> 

Year 9 – Spring 1, Transformations & Geometry Knowledge Organiser



<p>Reflection</p>	<p>The size does not change, but the shape is 'flipped' like in a mirror.</p> <p>Line is a vertical line. Line is a horizontal line. Line is a diagonal line.</p>	<p>Reflect shape C in the line</p>
<p>Congruency</p>	<p>Congruent means identical. The shapes must be the same in size and shape.</p>	
<p>Enlargement -with positive integer scale factors -with positive fractional scale factors -with negative scale factors</p>	<p>The shape will get bigger or smaller.</p> <p>Multiply each side by the scale factor.</p> <p>Negative enlargements will look like they have been rotated.</p>	<p>Scale Factor = 3 means '3 times larger = multiply by 3'</p> <p>Scale Factor = $\frac{1}{2}$ means 'half the size = divide by 2'</p> <p>Enlarge ABC by scale factor -2, centre (1,1)</p>
<p>Similarity</p>	<p>Shapes are similar if they are the same shape but different sizes. The proportion of the matching sides must be the same, meaning the ratios of corresponding sides are all equal.</p>	
<p>Constructing triangles</p>	<p>SSS</p> <ol style="list-style-type: none"> 1. Draw the base of the triangle using a ruler. 2. Open a pair of compasses to the width of one side of the triangle. 3. Place the point on one end of the line and draw an arc. 4. Repeat for the other side of the triangle at the other end of the line. 	



5. Using a ruler, draw lines connecting the ends of the base of the triangle to the point where the arcs intersect.

SAS

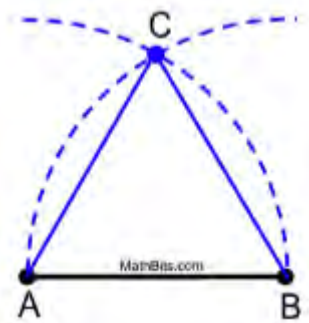
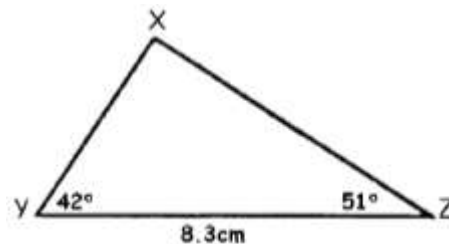
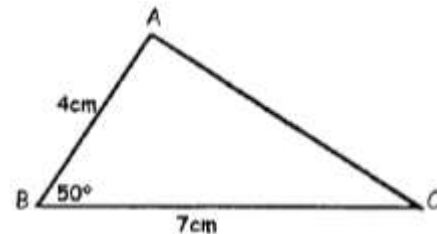
1. Draw the base of the triangle using a ruler.
2. Measure the angle required using a protractor and mark this angle.
3. Remove the protractor and draw a line of the exact length required in line with the angle mark drawn.
4. Connect the end of this line to the other end of the base of the triangle.

ASA

1. Draw the base of the triangle using a ruler.
2. Measure one of the angles required using a protractor and mark this angle.
3. Draw a straight line through this point from the same point on the base of the triangle.
4. Repeat this for the other angle on the other end of the base of the triangle.

Equilateral Triangle

1. Draw the base of the triangle using a ruler.
2. Open the pair of compasses to the exact length of the side of the triangle.
3. Place the sharp point on one end of the line and draw an arc.
4. Repeat this from the other end of the line.
5. Using a ruler, draw lines connecting the ends of the base of the triangle to the point



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	where the arcs intersect.	
Bisecting angles	<p>Angle Bisector: Cuts the angle in half.</p> <ol style="list-style-type: none"> 1. Place the sharp end of a pair of compasses on the vertex. 2. Draw an arc, marking a point on each line. 3. Without changing the compass put the compass on each point and mark a centre point where two arcs cross over. 4. Use a ruler to draw a line through the vertex and centre point. 	<p style="text-align: center;">Angle Bisector</p>
Bisecting lines	<p>Perpendicular Bisector: Cuts a line in half and at right angles.</p> <ol style="list-style-type: none"> 1. Put the sharp point of a pair of compasses on A. 2. Open the compass over half way on the line. 3. Draw an arc above and below the line. 4. Without changing the compass, repeat from point B. 5. Draw a straight line through the two intersecting arcs. 	<p style="text-align: center;">Line Bisector</p>

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<p>Loci</p>	<p>A locus is a path of points that follow a rule.</p> <p>For the locus of points closer to B than A, create a perpendicular bisector between A and B and shade the side closer to B.</p> <p>For the locus of points equidistant from A, use a compass to draw a circle, centre A.</p> <p>For the locus of points equidistant to line X and line Y, create an angle bisector.</p> <p>For the locus of points a set distance from a line, create two semi-circles at either end joined by two parallel lines.</p>	
<p>Pythagoras' theorem</p>	<p>For any right angled triangle:</p> <p>Used to find missing lengths. a and b are the shorter sides, c is the hypotenuse (longest side).</p>	<p>Finding a Shorter Side</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $a = y, b = 8, c = 10$ $a^2 = c^2 - b^2$ $y^2 = 100 - 64$ $y^2 = 36$ $y = 6$ </div>
<p>3D Pythagoras</p>	<p>Find missing lengths by identifying right angled triangles. You will often have to find a missing length you are not asked for before finding the missing length you are asked for.</p>	<p>Can a pencil that is 20cm long fit in a pencil tin with dimensions 12cm, 13cm and 9cm? The pencil tin is in the shape of a cuboid.</p> <p>Hypotenuse of the base = Diagonal of cuboid = No, the pencil cannot fit.</p>

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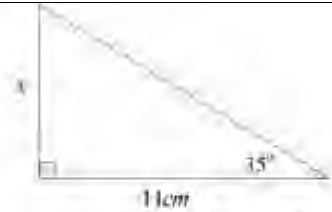


Right-angle trigonometry

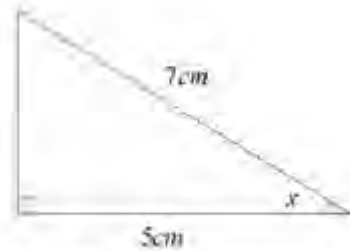
Use **SOHCAHTOA**.



When finding a **missing angle**, use the **'inverse'** trigonometric function by pressing the 'shift' button on the calculator.



Use 'Opposite' and 'Adjacent', so use 'tan'



Use 'Adjacent' and 'Hypotenuse', so use 'cos'



Topic/Skill	Definition/Tips	Example																				
Types of Data	<p>Qualitative Data – non-numerical data</p> <p>Quantitative Data – numerical data</p> <p>Continuous Data – data that can take any numerical value within a given range.</p> <p>Discrete Data – data that can take only specific values within a given range.</p>	<p>Qualitative Data – eye colour, gender etc.</p> <p>Continuous Data – weight, voltage etc.</p> <p>Discrete Data – number of children, shoe size etc.</p>																				
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Mean	<p>Add up the values and divide by how many values there are.</p>	<p>The mean of 3, 4, 7, 6, 0, 4, 6 is</p> $\frac{3 + 4 + 7 + 6 + 0 + 4 + 6}{7} = 5$																				
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Range	<p>Highest value subtract the Smallest value</p> <p>Range is a ‘measure of spread’. The smaller the range the more <u>consistent</u> the data.</p>	<p>Find the range: 3, 31, 26, 102, 37, 97.</p> <p>Range = $102 - 3 = 99$</p>																				
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Equation	<p>A statement showing that two expressions are equal</p>	$2y - 17 = 15$																				
Identity	<p>An equation that is true for all values of the variables</p> <p>An identity uses the symbol: \equiv</p>	$2x \equiv x + x$																				
Formula	<p>Shows the relationship between two or more variables</p>	<p>Area of a rectangle = length x width or</p> $A = l \times w$																				



Simplifying Expressions	Collect 'like terms'. Be careful with negatives. x^2 and x are not like terms.	$2x + 3y + 4x - 5y + 3 = 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
x times x	The answer is x^2 not $2x$.	Squaring is multiplying by itself, not by 2.
$p \times p \times p$	The answer is p^3 not $3p$	If $p=2$, then $p^3=2 \times 2 \times 2=8$, not $2 \times 3=6$
$p + p + p$	The answer is $3p$ not p^3	If $p=2$, then $2+2+2=6$, not $2^3 = 8$
Expand	To expand a bracket, multiply each term in the bracket by the expression outside the bracket.	$3(m + 7) = 3m + 21$
Factorise	The reverse of expanding . Factorising is writing an expression as a product of terms by ' taking out ' a common factor in front of some brackets. Fully factorise means make sure the expression inside the brackets cannot be factorised further	$6x - 15 = 3(2x - 5)$, where 3 is the common factor.
Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a, b and c are numbers, $a \neq 0$	Examples of quadratic expressions: x^2 , $8x^2 - 3x + 7$ Examples of non-quadratic expressions: $2x^3 - 5x^2$ $9x - 1$
Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c .	$x^2 + 7x + 10 = (x + 5)(x + 2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x + 4)(x - 2)$ (because +4 and -2 add to give +2 and multiply to give -8)
Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$



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Expression	<p>A mathematical statement written using symbols, numbers or letters,</p>	$3x + 2$ or $5y^2$																				
Equation	<p>A statement showing that two expressions are equal</p>	$2y - 17 = 15$																				
Identity	<p>An equation that is true for all values of the variables</p> <p>An identity uses the symbol: \equiv</p>	$2x \equiv x + x$																				
Formula	<p>Shows the relationship between two or more variables</p>	<p>Area of a rectangle = length x width or</p> $A = l \times w$																				



Simplifying Expressions	Collect 'like terms'. Be careful with negatives. x^2 and x are not like terms.	$2x + 3y + 4x - 5y + 3 = 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
x times x	The answer is x^2 not $2x$.	Squaring is multiplying by itself, not by 2.
$p \times p \times p$	The answer is p^3 not $3p$	If $p=2$, then $p^3=2 \times 2 \times 2=8$, not $2 \times 3=6$
$p + p + p$	The answer is $3p$ not p^3	If $p=2$, then $2+2+2=6$, not $2^3 = 8$
Expand	To expand a bracket, multiply each term in the bracket by the expression outside the bracket.	$3(m + 7) = 3m + 21$
Factorise	The reverse of expanding . Factorising is writing an expression as a product of terms by ' taking out ' a common factor in front of some brackets. Fully factorise means make sure the expression inside the brackets cannot be factorised further	$6x - 15 = 3(2x - 5)$, where 3 is the common factor.
Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a, b and c are numbers, $a \neq 0$	Examples of quadratic expressions: x^2 , $8x^2 - 3x + 7$ Examples of non-quadratic expressions: $2x^3 - 5x^2$ $9x - 1$
Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c .	$x^2 + 7x + 10 = (x + 5)(x + 2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x + 4)(x - 2)$ (because +4 and -2 add to give +2 and multiply to give -8)
Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
Factorising Quadratics when $a \neq 1$	When a quadratic is in the form $ax^2 + bx + c$ 1. Multiply a by $c = ac$ 2. Find two numbers that add to give b and multiply to give ac . 3. Place ax in the beginning of each bracket and your two numbers at the end of each bracket 4. Divide your expression by a . 5. Check your factorisation works by expanding	Factorise $6x^2 + 5x - 4$ 1. $6 \times -4 = -24$ 2. Two numbers that add to give +5 and multiply to give -24 are +8 and -3 3. $(6x + 8)(6x - 3)$ 4. $\frac{(6x+8)}{2} \frac{6x-3}{3}$ dividing by 2 and 3 is the same as dividing by 6 $= (3x + 4)(2x - 1)$