Need to KNOW
LOOE COMMUNITY ACADEMY

Year 9
Autumn 1

Be the BEST you can be
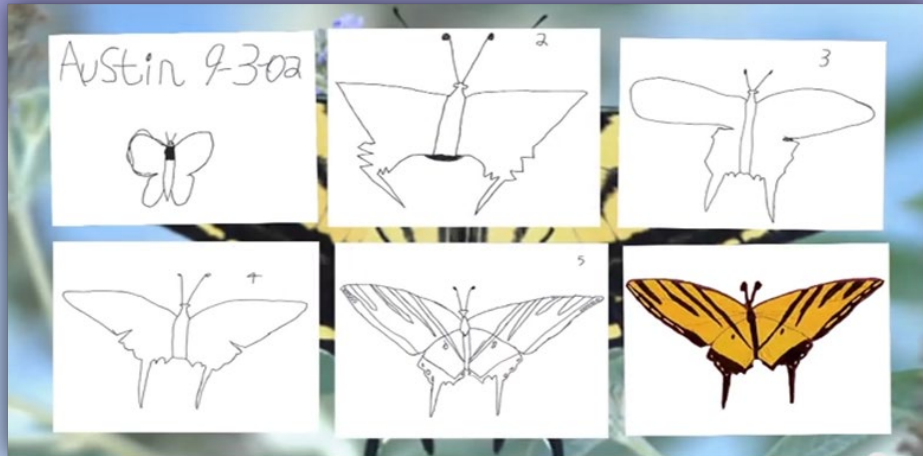
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!

The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something know, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!
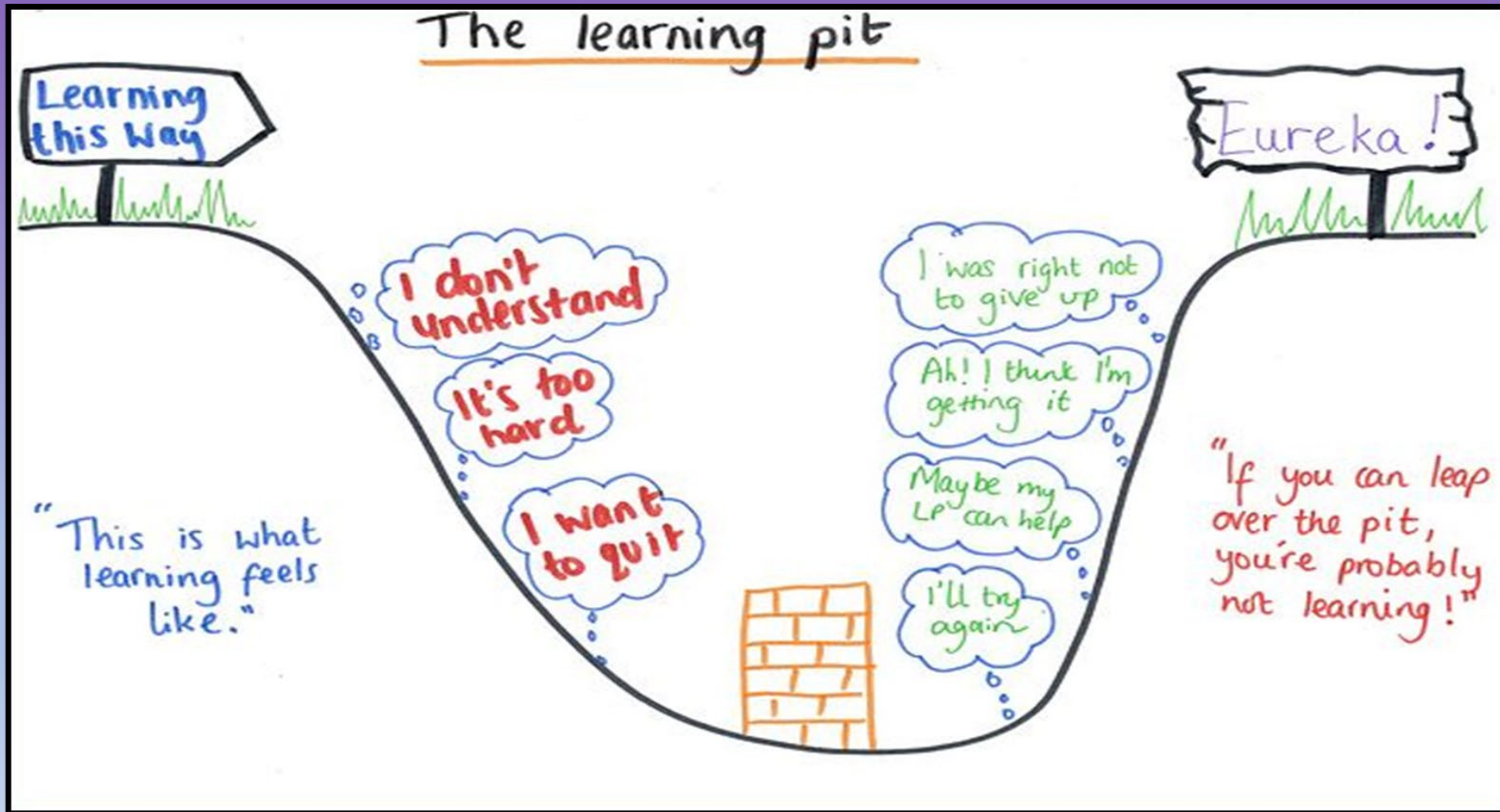
1 Magnificant Metacognition

Plan
Is this similar to a previous task?
What do I want to achieve?
What should I do first?

Monitor
Am I on the right track?
What can i do differently?
How can I ask for help?

Evaluate
What worked well?
What could I have done better?
Can I apply this to other situations?

2 Marvellous Memory

My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3 Love My Learning

I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learne

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4 Literacy for Life

Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

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I NEED TO KNOW:

How can I write a description inspired by a picture or write a short story?

Assessment:
You will have the choice of two tasks.

Write a description inspired by a picture or
write a short story

Time: 45 minutes
Planning : 10 minutes
Writing: 30 minutes
DIRT: 5 minutes

Remember to plan
• Include a checklist of skills
• List/brainstorm your ideas
• Number your ideas in the order you are going to write them

Checklist of skills:
✓   . , : ; ' - ? " "
✓   Varied sentences
✓   Impressive vocabulary
✓   Clear, linked paragraphs – connectives
✓   Accurate spelling
✓   Techniques: similes, metaphors, choice of verbs, personification etc.

Writing a Description
● Box off 5 areas of the image (if appropriate to question).
● Each box will make up a paragraph.
● Number them in the order you are going to describe them.
● Describe in detail what you can:
  ○ see
  ○ smell
  ○ hear
  ○ taste
  ○ touch
Use techniques: similes, metaphors, imagery, personification.

Writing a Narrative
● Focus on a single moment or short scene.
● Build tension.
● Think about the best way to start: description, action, dialogue.
● Have only 2 characters.
● Write in the past tense (was/were).
● Use a wide range of vocabulary – show off!
● Limit the amount of speech but include some.
● Vary your sentence beginnings and paragraph starters.

Subject: Maths
Knowledge organiser

Year: 9
Curriculum Topic: Fluency (A01)

Useful websites:
corbettmaths.com   mathsgenie.co.uk/gcse
mymaths.co.uk   completemaths.com

I NEED TO KNOW: Accurately recall facts, terminology and definitions.

Algebraic Notation

We group letters together

$a + a + a$	$b + b$
Means 3 lots of a	Means 2 lots of b
$3 \times a$	$2 \times b$

We use indices/powers

$a \times a = a^2$	$b \times b \times b = b^3$
(a squared)	(b cubed)

We do not use multiplication signs

$3 \times a = 3a$

$6 \times b = 6b$

$a \times b = ab$

$a \times b \times c$

$= abc$

We write division using fractional notation

$a \div 2$	$b \div 3$
Is written as	Is written as
$\frac{a}{2}$ or $\frac{1}{2}a$	$\frac{b}{3}$ or $\frac{1}{3}b$

To better understand the topic of algebra, it's essential to become familiar with a few key terms:

○ **Constant** – A value or number that never changes in an equation, e.g., 4 is a constant because it is a value that doesn't change.

○ **Equation** – A combination of terms or values that uses an equal sign to show a balanced relationship, e.g., $69ab = 69$ is an equation.

○ **Index** – A small number written on the upper right-hand side of a number or variable, often referred to as an exponent or power. It can also be written as a^b, where b is the exponent, e.g., in the term 5^2, 2 is the exponent.

○ **Expression** – A combination of values and operations that can be used to show relationships and comparisons between elements, e.g., $80ef + 4g$ is an expression. Remember, expressions do not have an equal sign.

○ **Factor** – To consolidate two or more terms into a single term to perform further operations, e.g., $20a + 6b + 50c = 2(10a + 3b + 25c)$.

○ **Operation** – An action performed on one or two numbers to produce a resulting number, e.g., multiplication, addition, subtraction, division, square root, and more.

○ **Simplify** – To combine all that can be combined by collecting like-terms, reducing the equation to its simplest form, e.g., $11a + 3a + 6a + 3b = 20a + 3b$.

○ **Solve** – To work out or find the answer to a problem or equation.

○ **Term** – A combination of one or more factors, which can include numbers and/or variables, e.g., $5tu$ is a term, and the expression $5tu + 9$ has 2 terms.

○ **Variable** – Often represented by letters that stand for unknown numbers, e.g., in the term $24t$, t is the variable, as it is a value that does not have a fixed value.

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Knowledge Organiser Topics: REQUIRED PRACTICALS

In your GCSEs you can be examined on a range of practicals. During this first half term, we complete a selection of these – focusing on a key skill with each one.

SCIENTIFIC SKILLS

I NEED TO KNOW:

1) The different stages in a scientific investigation
2) A range of scientific skills

POSSIBLE PRACTICAL	SKILL FOCUS	LINK
Microscopy	Maths and Planning	https://shorturl.at/lrxJX
Photosynthesis	Analysis & Evaluation	https://shorturl.at/abxHY & https://shorturl.at/fCGO2
Osmosis	Trends and Patterns	https://shorturl.at/KQY39
Temperature Changes	Planning and Justify	https://shorturl.at/cesN2
Rate of Reaction	Accuracy & Models	https://shorturl.at/qtM58
Hooke's Law	Processing Data	https://shorturl.at/KQY39
Specific Heat Capacity	Methods	https://shorturl.at/qvwFW

Independent variable	*The variable you change in an investigation*
Dependent variable	*The variable you measure in an investigation*
Control Variable	*The variables kept constant in an investigation*
Accurate	*Data that is close to the true value*
Precise	*Set of repeat measurements that are close together*
Reproducible	*Other people can carry out an investigation and get similar results*
Analyse	*A process of looking at data and writing about what you have found out*
Line of best fit	*Smooth line on a graph that travels as close to as many points as possible*
Conclusion	*What you have found out in an investigation*

I NEED TO KNOW:

How to code basic computer programs using simple input and output using Python programming language

To practice coding visit www.repl.it

1	Algorithm	A sequence of steps used by a human or computer to solve a problem or complete a task
2	Program	An algorithm expressed in a programming language
3	Programming language	A set of rules for instructing a computer to perform specific tasks
4	Interpreter	A program which translates high level language code to machine code and executes it
5	Programming environment	The tools a human uses to create programs
6	Input	Any method of getting data into the computer
7	Output	Any method of getting data out of the computer
8	Variable	A storage location with a name. The data in a variable can be changed after being initially set
9	Assignment	A statement in a programming language used to set or reset the data stored in a storage location identified by a variable name

Output

The `print` function is used to write output to the screen. print takes one or more arguments (strings or variables between the brackets) and writes the data to the screen.

Output Examples

```
print("Hello World!")

print("Hello", name, "nice to meet you")
```

Variable Assignment

Variable assignments **are not** equations. Variable assignments are instructions for the computer. This means that the data stored in a variable can change throughout the runtime of the program.

Assignment examples

```
# Example 1
name = "Bob"

# Example 2
friendName = "Alice"

# Example 3
total = 20 + 50 + 35
```

Input

The `input` function is used to prompt the user to enter some data using the keyboard. `input` can take a string argument which is used as a prompt to the user to tell them what data the computer is expecting.

Type Casting

When inputting a number, the `int` function can be used to convert the number to an integer so that your program can perform mathematical operations on it. This is a form of type casting. Look at **Example 2** below to see this being done.

Input Examples

```
# Example 1
name = input("What is your name?")

# Example 2
age = int(input("What is your age?"))
```

# Your first program in Python....
print("Hello world")

Corrugated Cardboard
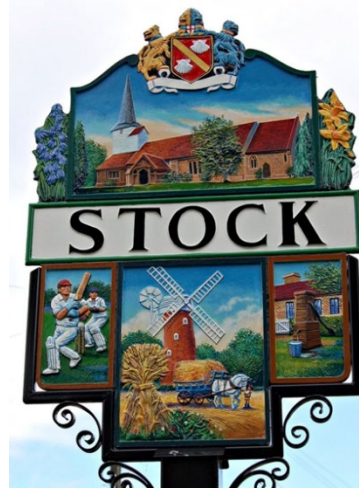
Watercolour felt pens

I NEED TO KNOW:

How to create a road sign to promote my local village/town.
How to make this illustrated image appear 3D.
How to create a laser cut post on which to display the sign.

| KEY WORD	DEFINITION
Line	A long, narrow mark or band.
Form	The visible shape or configuration of something.
Typeface	Name of a specific collection of related fonts.
Illustration	A decoration, interpretation, or visual explanation of a text, concept, or process.
Prototype	A first or preliminary version of a product from which other forms are developed
Stylisation	Being drawn in a way that is not natural or realistic.
Composition	The way in which all the elements of an image work together to produce an overall effect.
Net	How a 3D shape would look if it was unfolded.

TERM	MEANING
Graphic Communication	Designing visual material to convey information, ideas, meaning & emotion in response to a brief.
Target Audience	Specific group of consumers most likely to want your product or service.
Component Part	A small part that can be considered separately from the whole. Unit.

STOCK

MATERIALS	DEFINITION
A3 paper	420mm wide x 297mm high if landscape.
Corrugated cardboard	Cardboard that features a unique, corrugated construction for strength and impact resistance.
Blendable felt tip pens	Pens that can be applied to paper or card, then water added with a paintbrush to use as watercolours.
Glue stick	Glue used for sticking paper and card to each other.
Coloured pencils	Wax- or oil-based containing varying proportions of pigments, additives and binding agents.
Double-sided sticky tape	Tape with adhesive on both sides.

TOOLS	DEFINITION
Craft knife	Used to cut & score thin sheet material
Cutting mat	Self-healing rubber mat for use with sharp blade used to cut sheet material accurately & safely.
Light box	An illuminated flat workspace used to trace images or patterns from one source to another.
Laser cutter	CAM machines use a laser beam to cut through materials to create designs
2D Design Software	School-based design programme enabling students to create artefacts on a range of CAM machines
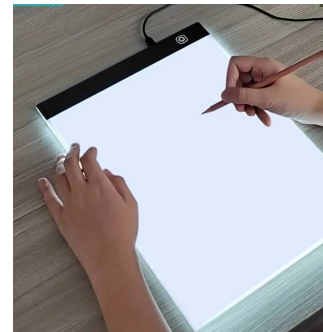
Light box

I NEED TO KNOW:

Different techniques used within Fashion & Textiles

Henri Matisse

In the late 1940s, Henri Matisse turned almost exclusively to cut paper as his primary medium, and scissors as his chief implement, introducing a radically new operation that came to be called a cut-out.

Matisse would cut painted sheets into forms of varying shapes and sizes—from the vegetal to the abstract—which he then arranged into lively compositions, striking for their play with colour and contrast and their exploitation of decorative strategies.

Initially, these compositions were of modest size but, over time, their scale grew along with Matisse's ambitions for them, expanding into

Mono Printing

Monoprinting is a printmaking technique that produces unique prints. Unlike traditional printmaking methods where multiple identical copies are made, monoprints are one-off prints. Each print is distinct and cannot be precisely replicated.

Monoprinting allows for a wide range of artistic expression and experimentation. Artists can explore various materials, textures, and techniques to create different effects. It offers flexibility in combining printmaking, painting, drawing, and mixed media approaches.

Monoprinting can be done by hand-printing or using a printmaking press.
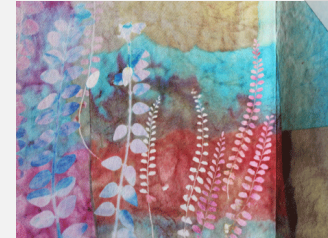
Transfer Printing

Transfer dye is a type of 'sublimation ink' which can be painted on to paper and then transferred to fabric using heat.

The inks/dyes that are used turn into gas when brought under heat, then combine with the fabric and permanently print onto the fabric.

The effects are permanent and less prone to fading, as the ink is embedded in the fabric or substrate rather than simply laying on top like a normal print.

The heat opens up the pores of the fabric, then with the applied pressure the ink cools and returns to a solid form.
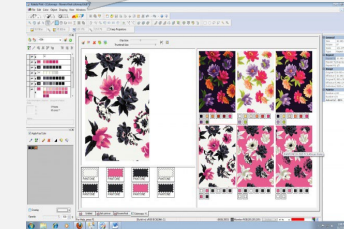
Computer Aided Design

Positives :
- Save time and money
- Allow designers to be more creative because there is more variety
- Designers can have pre-made designs and adapt them easily – save time instead of re drawing them by hand
- Experimental work can be done digitally, saving time and money
- Designers can send their designs to other designers quickly by email – globally.

Negatives :
- Training is required to use all the features of a software
- All designers have to have compatible software when sending and receiving designs

I NEED TO KNOW:

Why and how we cook food. The importance of different nutrients

Why do we cook food?
- To kill pathogenic bacteria
- To soften food
- To make food more digestible
- To improve flavour
- To make it look more appealing
- To enable certain ingredients to work together
- To keep warm in colder weather

Conduction
Heat is transferred through direct contact with a substance.

Radiation
Heat transfer through radiation takes place in form of electromagnetic waves.
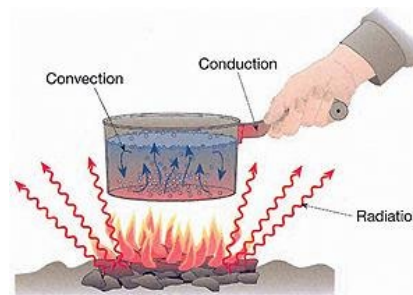
Convection
Convection refers to a method of **heat transfer** where food is heated by a moving heat source such as hot air inside an oven that is circulated by a fan.
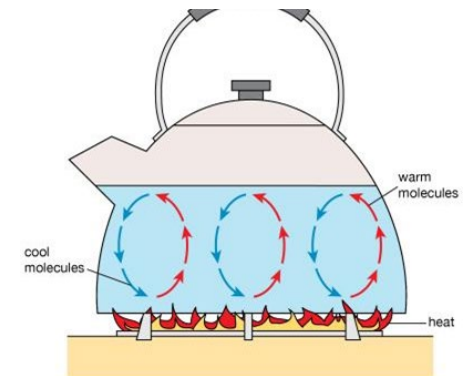
Micronutrients (y9 need to know)

Vitamins   Minerals

Minerals

A range of minerals are required by our bodies on a regular basis.

Minerals help our bodies to grow and keep our metabolism going.

Iron	Calcium
Iron helps improve the transport of oxygen in blood around	Helps keep our bones and teeth strong. Iodine Helps regulate our bodies temperature.

Vitamins

Water Soluble: Not stored in the body and must be eaten in the daily diet (vits B and C).

Fat Soluble: Stored in our bodies fat and can serve us for several months (vits A, K, D and E).

Vitamin A	Keeps our skin healthy and helps maintain good eyesight.
Vitamin K	Needed for clotting blood.
Vitamin D	Keeps bones and teeth strong.
Vitamin B12	Formation of new red blood cells.
Vitamin C	Protects against diseases.

I NEED TO KNOW:

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

CONCEPT OR DIAGRAM
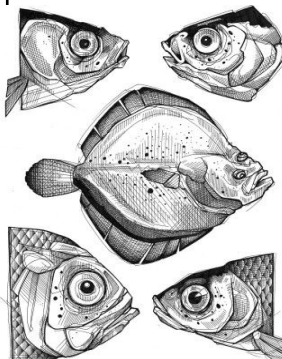
Artists	BASIC INFO
DEREK YOUNG	American contemporary fish painter working in acrylic . Using bold patterns and bright colours
Lea Nahon	Contemporary tattoo artist . Focussing on line and mark making
Claudia Hocking	Cornish fish artist working in mix media – painting and sculpture work

KEY WORD/CONCEPT	DEFINITION
Layer	letting one application of paint or material dry before adding another on top of it
Bas-relief	A bas-relief is a sculpture carved on a surface so that it stands out from the background.
Transcribe	In art, to transcribe is to copy or record information in a different form than the original. To transcribe a painting or drawing is not to copy the artwork exactly, but instead to record observations in a different form.
collage	Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface
Technique	the manner and ability with which an artist, writer, dancer, athlete, or the like employs the technical skills of a particular art or field of endeavor. 2. the body of specialized procedures and methods used in any specific field
Depiction	Depiction is reference conveyed through pictures- an image that expresses that word or meaning

Week	Preparation and helpful links
1	https://www.derekdeyoung.com/about-derek/dereks-art watch a video about the artist
2	**research fish artists in a range of medias and styles**
3	http://www.leanahon.com/flashs/sea1/ explore the work of Lea Nahon . Try to draw a jelly fish in biro focussing on mark making skills similar to the artist=t
6	https://claudiahocking.co.uk/ visit the artist website and watch a video of her working
7	https://www.youtube.com/watch?v=JJzLmh-QrPs practice drawing fish – follow the step by step video and try to include shading

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I NEED TO KNOW: | Exploring other ways of creative movement material other than

WEEK 1 & 2	**Technique** Explore the stylistic features of contemporary technique and learn where it originates from. Spend time exploring both the Technical and Expressive skills and track how we progress throughout the term
WEEK 3 & 4	**Creating** You will be lead through a variety of choreographic tasks to develop and amend set movement material and to slowly start to build a whole class piece. This experience will provide you with an opportunity to see how a large group ensemble piece comes together whilst learning to work with a variety of people in different formats.
WEEK 5 & 6	**Polish and Perform** Polishing the whole class piece and performing it to a small audience, where you will be able to reflect on how far you have you have come as a dancer, performer and choreographer.

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
Technical rehearsal	Rehearsal where music, lighting, set
Dress rehearsal	A rehearsal where costumes are used to ensure they are suitable for the character and overall feel of the dance.
Start stop rewind rehearsal	Perform a short section of the dance, rewind it, receive feedback, amend, perform again with adjustments.
Audience in the round	The audience are sat around the dancer
Motif	A short section of a dance that can be repeated
Choreographer	Someone that creates a dance

KEY CONCEPTS
- Technique
- Choreographic

An introduction to music through discovery of rhythm, pulse and pitch

Your first topic is TV, Adverts and Games MUSIC alongside the weekly checks on pulse, pitch and rhythm

KEYWORDS

I NEED TO KNOW:

Duration	How long a note lasts for
Pitch	How high or low a note is
Tempo	How fast or slow a note is
Dynamics	How loud or quiet the music is
Timbre	The quality of sound
Texture	How thick or thin the music is
Structure	How the sections of music are laid out e.g. chorus, verse etc.
Silence	When the instruments stop playing

|		
WEEK 1 & 2	**Base level assessment** What do you listen to? How does music make you feel? What instruments can you play? **Discover Pulse** Through listening tasks, tap, clap the pulse of a played piece of music	
WEEK 3 & 4	**Rhythms** Develop knowledge of various and construct own rhythm patterns to perform in small groups. Body percussion tasks. Try this at home for practice https://www.youtube.com/watch?v=SGp3EHmGLH8	
WEEK 5 & 6	**Pitch** Increase your knowledge of the pitch and placement of notes when written on a STAFF. A staff are the 5 lines and spaces that we write music on. Compose on melody (tune)	

NOTE VALUES

| Semibreve | Minim | Crotchet | Quaver | Semiquaver |
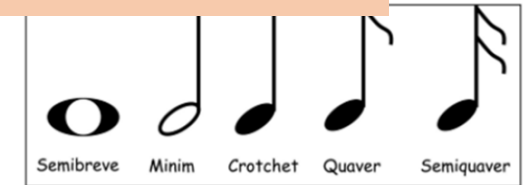
NOTE AND REST DURATION CHART

NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
○	Whole (4 Beats)	
↓	Half (2 Beats)	
↓	Quarter (1 Beat)	
♪	Eighth (1/2 Beat)	
♪	Sixteenth (1/4 Beat)	

C D E F G A B
C D E F G A

Concepts:
Listening- Creating-Performing

NOTES on STAFF

I NEED TO KNOW:

By the end of this term, you will develop an understanding of strategies and tactics, and how positive attitudes can improve performance and wellbeing.

Effective Teams and sportsmanship		
Through netball rugby and handball	Develop leadership skills	
Leadership skills	Communication	*Speaking to others*
	Communication	*Listening to others*
	Demonstrating	*Showing skills to the class*
	Planning	*A skill/practice*

Effective teams and sportsmanship	
Through netball rugby and handball	Understand what makes a good leader
	Organised, good planning, safety aware, good voice, understand rules and tactics, motivating,

Techniques and fluency		
Through Volleyball	Able to link fundamental skills	
Understand	**Volley**	*Using finger tips*
	Service	*Under and overarm*
	Dig	*Correct hand placement*
	Spike	*Hitting the ball downwards*

Fit For Life		
Training	How to improve fitness	
Methods of Training	**Circuit training**	*Plan and carry out own circuits*
	Weight training	*Understand sets and reps*
	Interval Training	*Sprints and rest/recovery*
	Continuous training	*Working for a long time*

Fit for life		
Heart Rates	Thresholds of training	
Training Zones	**Resting Heart Rate**	*How and when to take it*
	Maximum heart rate	*220- age + MHR*
	Aerobic	*60 – 80% MHR*
	Anaerobic	*80% and above of MHR*

Fit for life		
Muscles	Locate the skeletal muscles	
Muscles for movement in sport	**Arm muscles**	*Biceps Triceps*
	Leg muscles	*Hamstrings quadriceps gastrocnemius*
	Back muscles	*Trapezius Latissimus dorsi*
	Stomach muscle	*Abdominals*

I NEED TO KNOW: About different types of UK weather, and how weather around the word can be dangerous!

Relief Rainfall
- Warm, moist air is forced to rise over high areas
- Air cools and condenses, forming clouds
- Rain shadow
- It rains
- Air descends, warms and becomes drier
- Sea

Convectional Rainfall
- Sun heats the land and the air above
- Warm air rises, cools and condenses, forming clouds
- Rain can then occur
- Sea
- Land

Frontal Rainfall
- Cold front
- Warm air is under cut by cold air
- Cold front
- Cold fronts bring heavy rain showers
- Cold air
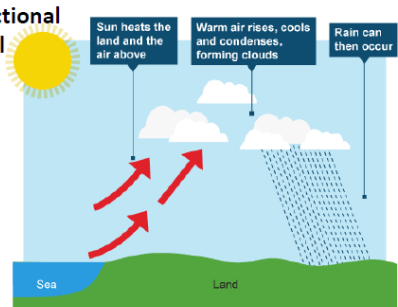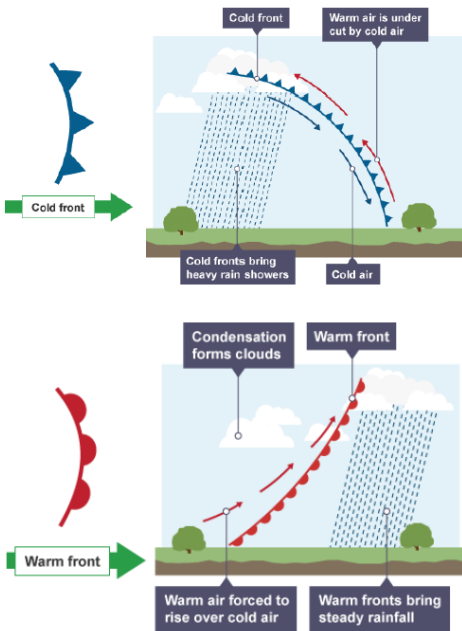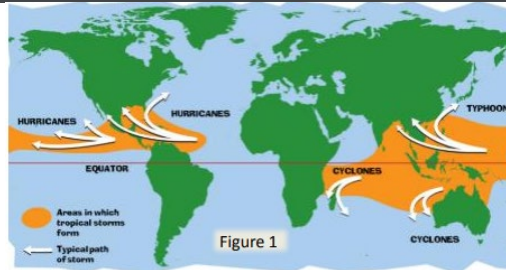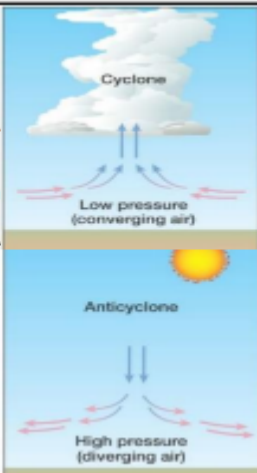- Condensation forms clouds
- Warm front
- Warm front
- Warm air forced to rise over cold air
- Warm fronts bring steady rainfall

LOW PRESSURE is caused when...	Warm air rises. When the air rises, there are less molecules in the lower atmosphere = low pressure.
Common weather is...	Clouds, rain and winds. As the warm air rises, it cools and condenses and forms clouds. Eventually the clouds become saturated (full of water) & rain. Strong winds are common.
Where does it occur?	The equator - the sun's energy is concentrated over a smaller area. **The average temperature is 26°C. The warm air rises, cools, condenses to form clouds = precipitation** There is a lot of rain at the equator. This is where you find tropical rainforests.
HIGH PRESSURE is caused when...	Cooler air sinks. When air sinks, there are more molecules in the lower atmosphere = high pressure.
Common weather is...	Sinking air = no water vapour condenses = clear skies, dry conditions ➤ Summer: hot days, no clouds, dry, droughts. ➤ Winter: cold days, frost and ice common.
Where does it occur?	Air sinks at 30° N&S of the equator and at 90° N&S of the equator. This is where we find hot and cold deserts.

Cyclone
Low pressure (converging air)
Anticyclone
High pressure (diverging air)

Weather forecasts:

Meteorology is the scientific study of the atmosphere. Most countries have a central organisation responsible for weather forecasting. Data is collected over millions of weather stations. They use a variety of methods to collect data, including satellites, aeroplanes, radars, ships and ocean buoys. This data is sent to supercomputers which process the data, which meteorologists then use to create charts and forecasts.

- **In Scotland** there is heavy rain with temperatures between 9-11°C. Winds are from the south. The maximum wind speed is 26 mph.
- **In England** there is cloud in the north and sunshine in the southeast, with some rain in the southwest. Temperatures range between 6-9°C. Wind speeds are as low as 3 mph an from the south east.
- **In Northern Ireland** there is heavy rain and temperatures of 12°C, with 20 mph winds from the south west.
- **In Wales** there is cloud and heavy rain with winds of up to 17 mph from the south.

HURRICANES   HURRICANES   TYPHOONS
EQUATOR
CYCLONES   CYCLONES
Areas in which tropical storms form
Typical path of storm
Figure 1

Diverging airflow in upper atmosphere
Eye
Spiral band of thunderstorms
Near surface convergence of moist warm air
Ocean

Scotland
Northern Ireland
Wales
England

Hurricanes need a lot of heat to form and a sea surface temperature of at least 26°C, which is why they usually occur over tropical seas. They also need to be between 5 and 20° north or south of the Equator.

Y9 History Knowledge Organiser: Unit 3- World War One 1914-1918

Key words:

World War One	A global conflict involving the main European Powers and their empires from August 1914 to November 1918.
Long term cause	Factors / causes which happen a long time before an event takes place.
Short term cause	Factors / causes which happen just before an event takes place – usually a catalyst
Militarism	An emphasis on military ideals and strength. Wanting your country to have a strong army and navy.
Alliances	A group of counties who promise to support and protect each other. Rival groups have rival alliances.
Imperialism	The desire to conquer colonies, especially in Africa. This brought the powers into conflict: Germany wanted an empire. France and Britain already had empires.
Nationalism	The belief that your country is better than others. This made nations assertive and aggressive

Alliances:

For a number of years tension between the main European powers has been increasing. In 1914 there were two main power blocks / alliances:

- **The Triple Entente**- Great Britain / France / Russia
- **The Triple Alliance**- Germany / Italy and Austria-Hungary

Each member promised to help its allies if they were attacked by a country belonging to another alliance.

Long term causes of WW1: Militarism, Alliances, Imperialism, Nationalism

European countries Empires in 1914.

	Population of country	Population of colonies	Area in km2 of colonies
Great Britain	40.8 million	390 million	27 million
France	39.6 million	63 million	11 million
Germany	63 million	15 million	2.5 million
Austria	50 million	none	none
Russia	139 million	none	none

European Military spending and the size of their armies, 1913 – 14.

Country	Soldiers	Money spent in millions.
Britain	750,000	50,000,000
France	1,500,000	40,000,000
Germany	8,250,000	60,000,000
Austria	750,000	22,500,000
Russia	1,250,000	15,500,000
Italy	750,000	10,000,000

Short term consequences: Events of 28 June 1914 in Sarajevo:

Archduke Franz Ferdinand
- A member of the Austrian Royal Family - nephew of Emperor Franz Josef
- Heir to the Austrian throne (next in line to be the Emperor / ruler of Austria-Hungary)
- Not very well liked in Austria
- Married to Sophie and had three Children
- Was sent on a Royal tour to Sarajevo, the capital of Bosnia – a county which Austria has just taken over.
- Assassinated on June 28, 1914 by Gavrilo Princip

Gavrilo Princip
- Gavrilo Princip was born in Bosnia in 1894, the son of a postman.
- He became a member of the Black Hand – a Serbian terrorist organisation which wanted to hurt Austria and get it out of Bosnia.
- Planned to assassinate Franz Ferdinand

Timeline of 1914 – events leading up to the start of WW1

June 28 - Archduke Franz Ferdinand, prince to the Austria-Hungary throne, is assassinated in Sarajevo by a Serbian named Gavrilo Princip.
July 23 - Austria-Hungary demands Serbia pay for the assassination of Franz Ferdinand. Serbia does not meet these demands.
July 28 - Austria-Hungary declares war on Serbia. Russia begins mobilizing its troops.
August 1 - Germany declares war on Russia.
August 3 - Germany declares war on France as part of the Schlieffen Plan.
August 4 - Germany invades Belgium. Britain declares war on Germany.
August 23 to 30 - The Battle of Tannenberg is fought between Germany and Russia. The Germans defeat the Russian Second Army.
September 5 to 12 - The advancing German army is stopped before Paris by the British and French at the First Battle of the Marne. The Germans dig in and four years of trench warfare begins.

What were the Great Powers concerned about in 1914?

- Britain: Germany's growing military and naval strength. Germany was also producing more goods.
- Germany: Jealousy of Britain. Fear of having hostile neighbours (France and Russia).
- Russia: Rivalry with Austria-Hungary. Russia was keen to increase its influence in the Balkans.
- Austria Hungary: Many regions in the Empire wanted their independence. Russia was prepared to support these regions. Huge rivalry with Russia.
- Italy: To try and remain neutral in the event of a major European war.
- France: Wanted revenge after losing an earlier war to Germany and losing the territory of Alsace-Loraine

What was the BEF?

On 3rd August 1914 war was declared. The British government send the British Expeditionary Force (BEF) led by General French to France to stop the German invasion. The 70,000 strong force quick arrived in northern France and met the Germans at the city of Mons in Belgium. The BEF were heavily outnumbered by 160,000 German troops. However, the British were well trained and were able to slow the advancing Germans.

What was the Schlieffen Plan?

- The plan was the work of the German army chief-of-staff Alfred von Schlieffen.
- It took nine years to devise - it was started in 1897, presented in 1905, and revised in 1906.
- It was a plan to win a war fighting against both France and Russia
- The plan imagined a huge hammer-blow at Paris, using 90 per cent of the German army, swinging down through Belgium and northern France, to take out France in a quick, decisive campaign.
- It was a plan of attack - for Germany, mobilisation and war were the same thing.
- It was Germany's only plan for war.
- It failed because the Germans were slowed down by the French and British and they failed to capture Paris.

NEED to KNOW
LOOE COMMUNITY ACADEMY

Subject: RELIGION AND WORLDVIEWS   Year : 9
Knowledge organiser Curriculum Topic: Good/ Bad/ Right / Wrong: How do I decide?

I NEED TO KNOW:

Rules can be absolutist or relativist; consequential or deontological

Should I tell a lie to cover up my mistake? Who do I ask to find out?

• **ABSOLUTISM is a rule that is true in all situations. E.g. Killing is wrong.**

•**RELATIVISM is a judgement that depends on the circumstances. There is no universal right or wrong. E.g. Polygamy is acceptable in other cultures but not in the UK.**

Ten Commandments

#1 You shall have no other gods before Me
You shall make no idols
OMG You shall not take the name of the Lord your God in vain
Keep the Sabbath day holy
Honor your father and your mother

Bibleinfo
You shall not murder
You shall not commit adultery
You shall not steal
You shall not bear false witness against your neighbor
You shall not covet

CONSCIENCE

HOLY BOOK

TRADITION/ DOCTRINE

POPE/ CHIEF RABBI

PRIEST / RABBI

CONSEQUENTIALISM VS DEONTOLOGICAL
Consequentlialism is a view that whatever is right or wrong depends on the consequences.
Deontological means that some actions are rightor wrong according to a set of rules.

I NEED TO KNOW:

How to describe yourself, invite someone out, Talk about social media, describe a date and a music event

Tu es comment?	What do you look like?
J'ai les cheveux …	I have … hair
blonds	blond
noirs	black
bruns	brown
roux	red
J'ai les yeux …	I have … eyes
blue	bleus
marron	brown
gris	grey
verts	green
Je suis beau/belle	I am good looking/beautiful

La fréquence	Frequency
quelquefois	sometimes
souvent	often
tous les jours	every day
tous les soirs	every evening
tous les weekends	every weekend
une fois/deux fois par semaine	once/twice a week

Où vas-tu le weekend?	Where do you go at the weekend?
Je vais …	I go …
au centre commercial.	to the shopping centre.
au centre de loisirs.	to the leisure centre.
au cinéma.	to the cinema.
au fastfood.	to the fast-food restaurant.
à la patinoire.	to the ice rink.
à la piscine.	to the swimming pool.

Qu'est-ce que tu fais sur Facebook?	What do you do on Facebook?
Je poste des messages à mes copains.	I post messages to my friends.
Je modifie mes préférences.	I update my likes.
Je regarde les photos de mes copains.	I look at my friends' photos.
Je commente des photos.	I comment on photos.
J'invite mes copains à sortir.	I invite my friends out.
Je fais des quiz.	I do quizzes

Mon caractère	My personality
Je suis …	I am …
drôle	funny
gentil(le)	kind
intelligent(e)	intelligent
lunatique	moody
sportif/sportive	sporty
timide	shy

Les mots essentiels	High-frequency words
oui	yes
non	no
j'ai	I have
je suis	I am
et	and
mais	but
ou	or
aussi	also

un peu	a bit
avec	with
qu'est-ce que …?	what …?
pourquoi?	why?
parce que	because
ce/cet	this
merci	thank you

I NEED TO KNOW: How to describe yourself, invite someone out, Talk about social media, describe a date and a music event

Les invitations et les réactions	Invitations and reactions
Tu veux aller …	Do you want to go …
au cinéma /à la piscine?	to the cinema/swimming pool?
ce matin	this morning
cet après-midi	this afternoon
ce soir	this evening
demain (matin)	tomorrow (morning)
samedi (après-midi/soir)	Saturday (afternoon/evening)
Oui, je veux bien.	Yes, I'd like to.
D'accord.	OK.
Génial!	Great!
Pourquoi pas?	Why not?
Non, merci.	No thanks.
Tu rigoles!	You're joking!
J'ai horreur de ça!	I hate that!
Désolé(e), je ne peux pas.	Sorry, I can't.

Qu'est-ce que tu as fait samedi?	What did you do on Saturday?
J'ai dansé avec ….	I danced with ….
J'ai joué au bowling avec …	I went bowling with …
J'ai mangé un hamburger avec…	I ate a hamburger with …
I watched a DVD with …	J'ai regardé un DVD avec ….
Je suis allé(e) au cinéma avec …	I went to the cinema with …
I went into town with …	Je suis allé(e) en ville avec …
Je suis allé(e) à une fête avec …	I went to a party with …
C'était …	It was ….
genial.	great.
romantique.	romantic.
sympa.	nice.
ennuyeux.	boring.
nul.	rubbish.
un désastre.	a disaster.

Au festival de musique	At the music festival
On a écouté toutes sortes de musiques.	We listened to all sorts of music.
On a chanté.	We sang.
On a dansé toute la soirée.	We danced all night.
On a mangé de la pizza.	We ate pizza.
On a regardé le concert surdes écrans géants.	We watched the concert on giant screens.
On a bien rigolé.	We had a good laugh.

Stratégie 1

Endings, not beginnings

When you want to work out what a verb means, look at the end of the word as well as the beginning.

regard**er**   to watch (the infinitive)
regard**e**   watch/watching (present tense)
regard**é**   watched (past participle)

I NEED TO KNOW: how to describe things you like, your week, films and birthday celebrations

Opiniones	Opinions
¿Qué cosas te gustan?	What things do you like?
¿Qué cosas te encantan /te chiflan?	What things do you love?
¿Qué cosas no te gustan (nada)?	What things do you not like (at all)?
Me gusta(n) (mucho)…	I like… (a lot).
Me encanta(n) / Me chifla(n)…	I love…
No me gusta(n) (nada)…	I don't like… (at all).
el deporte	sport
el dibujo	drawing
el fútbol	football
el racismo	racism
la música	music
la tele	TV
la violencia	violence
los animales	animals
los deberes	homework
los insectos	insects
los videojuegos video	games
las artes marciales	martial arts

¿Cómo organizas tu semana?	How do you organise your week?
Bailo Zumba®.	I dance Zumba®.
Cocino para mi familia.	I cook for my family.
Escribo canciones.	I write songs.
Leo cómics / libros.	I read comics / books.
Monto en bici.	I ride a bike.
Saco fotos.	I take photos.
Toco el teclado.	I play the keyboard.
Veo un partido de fútbol.	I watch a football match

Expresiones de frecuencia	Expressions of frequency
una vez a la semana	once a week
dos veces a la semana	twice a week
a veces	sometimes
a menudo	often
siempre	always
(casi) todos los días	(almost) every day
todos los fines de semana	every weekend

En mi tiempo libre	In my free time
Soy miembro de un club (de judo).	I am a member of a (judo) club.
Soy miembro de un equipo.	I am a member of a team.
Soy miembro de un grupo.	I am a member of a group / band

¿Cuándo?	When?
los lunes / martes / miércoles / jueves	on Mondays / Tuesdays / Wednesdays /Thursdays
los fines de semana	at weekends
después del insti	after school

Estrategia 1

Using the present tense

In this module you have revised two important irregular verbs – **ser** (to be) and **ir** (to go) – as well as the endings for regular verbs in the present tense.

How do you know if you *really* know a verb? Ask yourself:

- Do I know what it means when I see it?
- Can I pronounce it?
- Can I spell it correctly?
- Can I use it in a sentence?

I NEED TO KNOW: how to describe things you like, your week, films and birthday celebrations

Cartelera de cine	What's on at the cinema
¿Qué tipo de película es?	What type of film is it?
Es…	It is…
una comedia	a comedy
una película de acción	an action film
una película de animación	an animated film
una película de aventuras	an adventure film
una película de ciencia ficción	a science-fiction film
una película de fantasía	a fantasy film
una película de superhéroes	a superhero film
una película de terror	a horror film

¿Qué tipo de películas te gustan?	What type of films do you like?
Me encantan las comedias.	I love comedies.
Me chiflan las películas de ciencia ficción.	I love science-fiction films.
No me gustan las películas de terror.	I don't like horror films.
Mi película favorita es…	My favourite film is…
Mi actor favorito es…	My favourite actor is…
Mi actriz favorita es…	My favourite actress is…

¿Cómo vas a celebrar?	How are you going to celebrate?
Voy a hacer karting.	I am going to do go-karting.
Voy a ir a la bolera.	I am going to go bowling.
Voy a ir a un parque de atracciones.	I am going to go to a theme park.
Voy a jugar al paintball.	I am going to play paintball.
Voy a pasar la noche en casa con mis amigos/as.	I am going to have a sleepover at home
with my friends.	
Voy a sacar muchas fotos.	I am going to take lots of photos.
Vamos a montar en una montaña rusa.	We are going to ride a roller coaster.
Vamos a ver películas de terror	. We are going to watch horror films.
¡Va a ser genial!	It's going to be great!

¿Vas a menudo al cine?	Do you often go to the cinema?
Voy una vez al mes.	I go once a month.
Voy dos veces al mes.	I go twice a month.
Voy los domingos por la tarde.	I go on Sunday afternoons / evenings.
Voy los sábados por la mañana.	I go on Saturday mornings.

¿Cuándo vas a celebrar tu cumpleaños?	When are you going to celebrate your birthday?
mañana	tomorrow
la semana que viene	next week
el fi n de semana que viene	next weekend
el mes que viene	next month
el nueve de febrero	on the ninth of February

Palabras muy frecuentes	High-frequency words
casi	nearly, almost
primero	first
luego	then
después	afterwards
más tarde	later
o	or
y	and
pero	but
también	also
por supuesto	of course