



**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

Year 9  
Summer 1

Be the  
**BEST**  
you can be

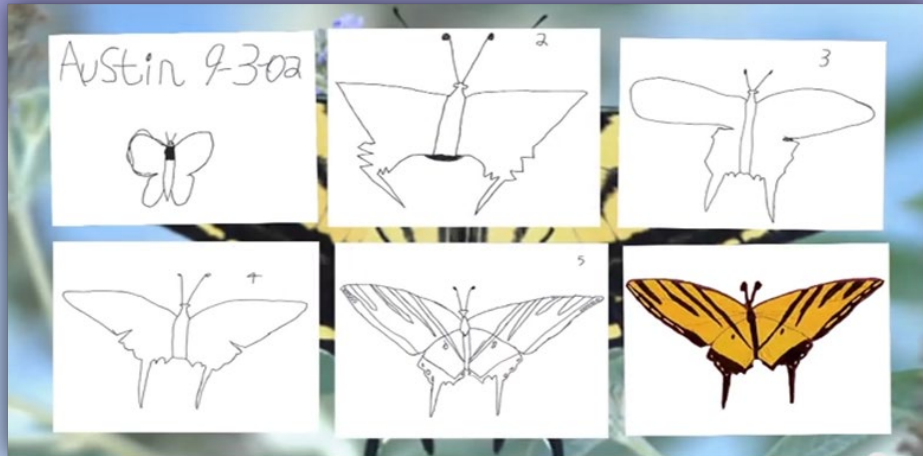




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To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

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

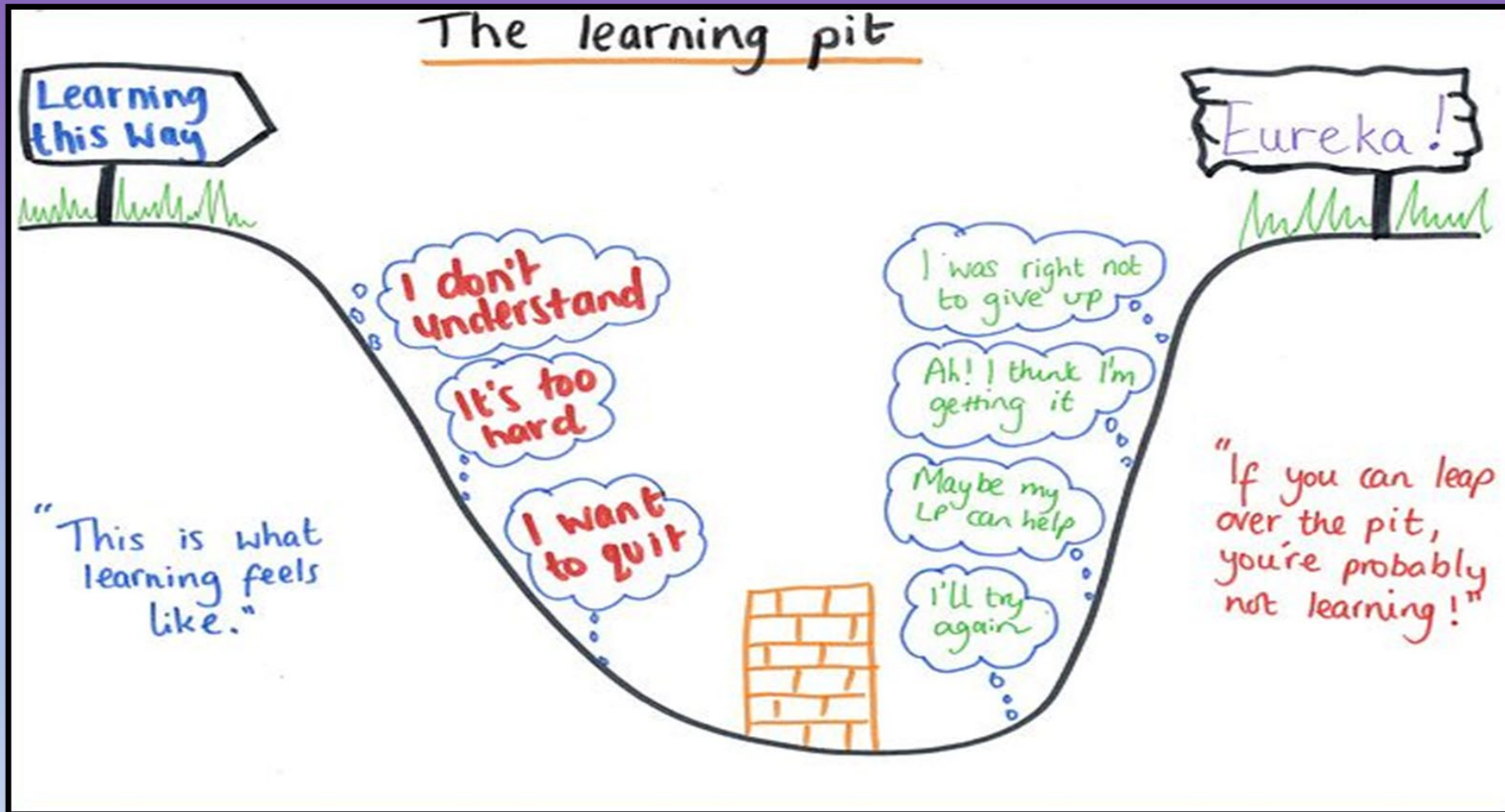






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The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

**Magnificent 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 learner

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!

## I NEED TO KNOW:

### How to keep safe in relationships.

What negative indicators are in relationships and how others can cause harm and how to prepare for sexual relationship including prevention of STD's and pregnancy

**Stalking** – To follow someone around without their consent, sometimes consistently and sometimes taking photos or footage.

**Harassment** – When someone behaves in a way which offends you or makes you feel distressed or intimidated. Harassment is a form of discrimination under the Equality Act 2010.

**Child Sexual Exploitation** - sexual abuse of under 18s through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. Sexual exploitation includes involving under 18s in creating pornography and sexually explicit websites too.

**STIs** – sexually transmitted infections. Also referred to as STDs (sexually transmitted diseases).

**Contraceptives** – things you can use to stop getting pregnant and also prevent catching STIs

**Parenting styles** – the different types of approach to parenting that people use. You can mix aspects from different styles.

**Parental Leave** – the paid leave a person is entitled to away from work to be with their new baby.





**I NEED TO KNOW:**

How do I effectively communicate ideas and views verbally and in a written format?

**What do I need to do for the GCSE Spoken Language Endorsement ?**

- 1) Choose a topic that interests you.
- 2) Research your ideas thoroughly.
- 3) Organise your speech/prepare notes.
- 4) Practise, practise, practise!

**Here are some suggestions to think about:**

Talk passionately about a hobby that interests you.  
Discuss topical issues about the environment.  
Speak for or against the death penalty.  
Discuss cruelty to animals.  
Explore a culture or country that interests you.  
Speak for or against the view: 'Donald Trump is a corrupt president.'  
Present your views on Brexit.  
Explore the impact of Covid.  
Speak for or against school uniform or homework.  
Discuss technology addiction and reliance amongst young people.  
Present your ideas on feminism/racism/sexism.  
Explore the impact of bullying in school or online.  
Discuss the difference in wages which men and women receive.

You must use

**PERSUASIVE DEVICES** when

making a speech or writing your viewpoint  
(Paper 2,Q5)

**Remember the handy AFOREST acronym we learnt in Year 8 ?**

**A**lliteration

Thoughts of their hideous hairy legs haunt me.

**F**act

Spiders have 8 legs.

**O**pinion

I think spiders are very ugly.

**R**hetorical question

How would you feel if you woke up to find a spider hanging from your ceiling?

**E**motive language

I was scared to death; my hands were shaking and I could hardly breathe.

**S**tatistics

Every year, 15,000 people die after being bitten by poisonous spiders.

**T**riple/pattern of three

Spiders are creepy, grotesque and frightening.

**Spoken Language Criteria:**

Express ideas, information and feelings using a range of vocabulary.

**Organise and structure your presentation clearly and appropriately to meet the needs of the audience.**

Achieve the purpose of your presentation.

**Listen to questions and feedback. Respond formally and in some detail.**

**EMOTIVE WORD BANK:**

Positive	Negative
marvellous	horrendous
superb	disgraceful
exceptional	wretched
astonishing	loathsome
miraculous	hideous
phenomenal	vile
spectacular	revolting
brehtaking	repulsive
tremendous	nauseating
supreme	appalling
astounding	obscene

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

## Algebraic Notation

### We group letters together

$$a + a + a$$

Means 3 lots of  $a$

$$3 \times a$$

$$b + b$$

Means 2 lots of  $b$

$$2 \times b$$

### We use indices/powers

$$a \times a = a^2$$

(a squared)

$$b \times b \times b = b^3$$

(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

$$a \div 2$$

Is written as

$$\frac{a}{2} \text{ or } \frac{1}{2}a$$

$$b \div 3$$

Is written as

$$\frac{b}{3} \text{ or } \frac{1}{3}b$$

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.

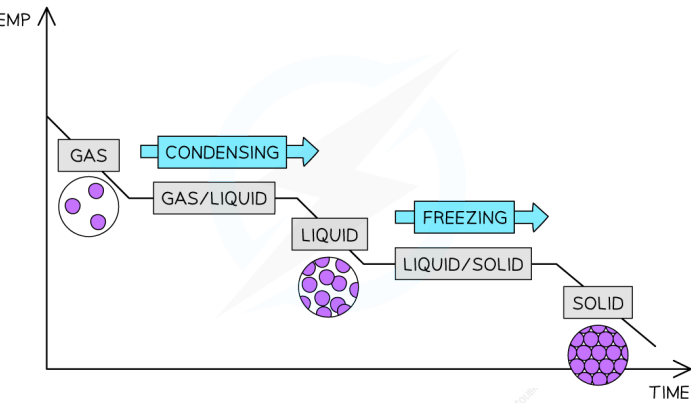
## I NEED TO KNOW:

- Compare causes of communicable and non-communicable disease
- Measure density of regular and irregular objects
- Describe how vaccines work and how white blood cells protect against disease.

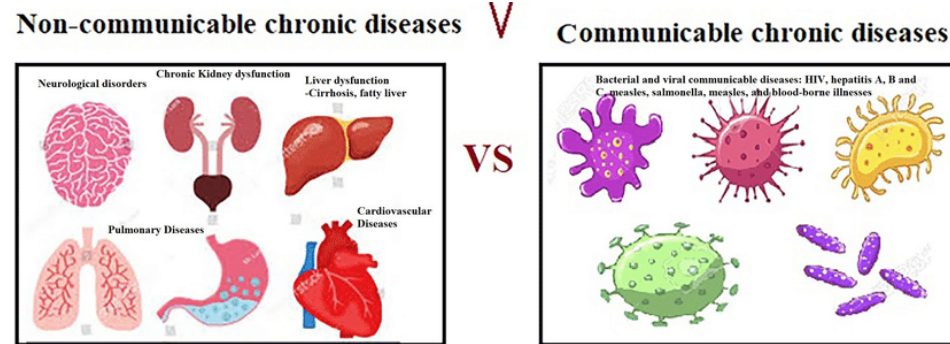


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### 1. Particles

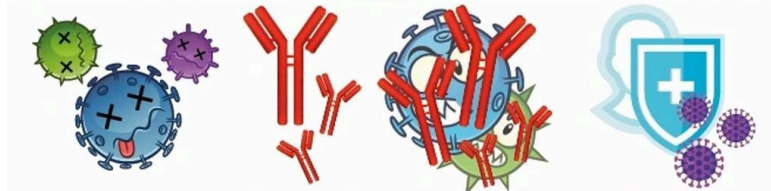


### 2. Communicable and non-communicable disease



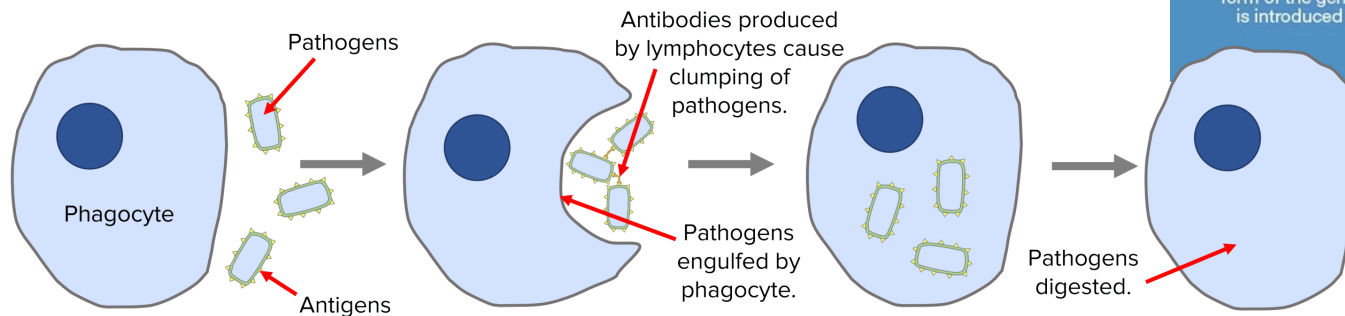
### 3. Treating and preventing disease

#### HOW VACCINES WORK



A weak or dead form of the germ is introduced > This sparks your immune response to develop antibodies that remember the germ > The antibodies fight off the germ if it invades again

#### Phagocytosis





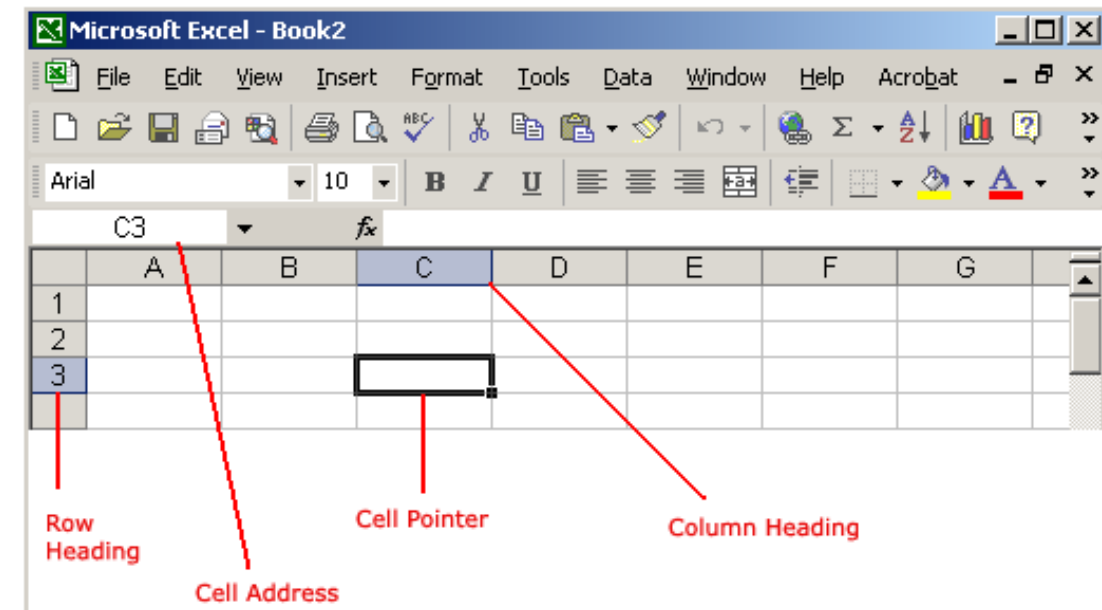
I NEED TO KNOW:

How to use formulas and calculations within a spreadsheet



=SUM(A1:A5)  
 =COUNT(A1:A5)  
 =AVERAGE(A1:A5)  
 =MIN(A1:A5)  
 =MAX(A1:A5)  
 =IF(A1>33,"P","F")

	A	B	C	D	E
1	25		Operation	Result	Formula
2	5		Addition	30	=A1+A2
3			Subtraction	20	=A1-A2
4			Multiplication	125	=A1*A2
5			Division	5	=A1/A2





**Corrugated Cardboard**

## I NEED TO KNOW:

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.

**Subject:** Graphics

**Year :** 9

**Knowledge organiser Curriculum Topic:** Hometown Sign Project

**Key Concept:** Advanced Graphical Skills

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.

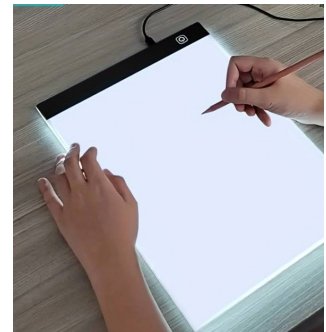


**Watercolour felt pens**



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

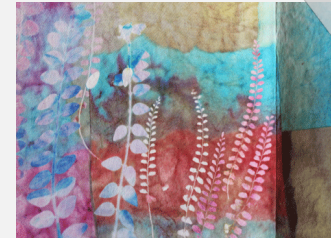


Mono Printing

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.



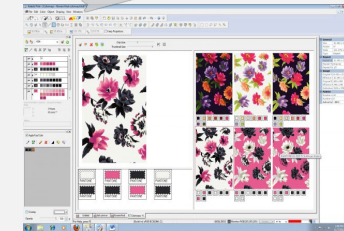
Transfer Printing

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



**Subject:** Food Tech

**Year :** 9

**Knowledge organiser Curriculum Topic:** Food contamination

**Key Concept:** Avoiding cross contamination in the kitchen

## **NEED TO KNOW:**

Why we need to stay hygienic in the kitchen to prevent cross contamination

To prevent

Understand how food can be contaminated

### 5 Types of Food Contamination

Physical	Chemical	Biological	Allergenic	Cross
1	2	3	4	5
				
Hair or fur Dirt Metal Glass Plastic Bones Wood splinters Jewelry Fingernails Body parts Insects Small animals	Pesticides Insecticides Cleaning products Plastics Contaminated water Additives Preservatives Mercury / Lead Poisons Drugs	Bacteria Viruses Parasites Mold/fungi Yeast Algae Prions Microorganisms	Peanuts Dairy Soy Wheat Shellfish Egg Sesame seeds Mustard Sulfites	Equipment Touching Utensils Raw meat Cleaning Pests Illness



The difference between why customers cannot eat certain foods

Food Preference



**REACTION**  
None to Low

**SYMPTOMS**

- Bad taste
- Annoyance
- Dissatisfaction

Food Intolerance



**REACTION**  
Mild to Moderate

**SYMPTOMS**

- Immediate or delayed
- Feeling sick or ill
- Migraine, lethargy, bloating, diarrhea, etc.

Food Allergy



**REACTION**  
Mild to Severe

**SYMPTOMS**

- Irritated skin or gut
- Difficulty breathing
- Potentially fatal

cross contamination in the food room



How to wash



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**  
Iron helps improve the transport of oxygen in blood around

**Calcium**  
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 the 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.



Artists	BASIC INFO
<b>Aleksandra Buyanova</b>	Russian Artists who creates delicate and intricate sea creatures. Well know for her whale figurines . Explores glazing techniques and colour mixing
<b>Mark Smith</b>	Ceramic artist who creates fun representations of fish, sea creatures and fishermen. Includes fishing paraphernalia , washed up items and seaweed into his pieces. Fun and cartoon style fish 3dimensional sculpture pieces
KEY WORD/CONCEPT	DEFINITION
<b>Layer</b>	letting one application of paint or material dry before adding another on top of it
<b>Bas-relief</b>	sculptural relief in which the projection from the surrounding surface is slight and no part of the modeled form is undercut. Sculpture built up from a base.
<b>Paper Mache</b>	a malleable mixture of paper and glue, or paper, flour, and water, that becomes hard when dry, used to make boxes, trays, or ornaments
<b>collage</b>	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
<b>Sculpture</b>	the art of making three-dimension representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
<b>Create</b>	bring something into existence.

	Preparation and helpful links
1	<a href="https://www.marksmithceramics.com/index.html">https://www.marksmithceramics.com/index.html</a> Research Artist Mark Smith
2	research fish sculptures
3	Using Instagram follow the accounts of both artists ; @_alesksandra_buyanova_ & @marksmithceramics
6	Look at the fish cartoons by Matt Kotch – design your own <a href="https://read.nxtbook.com/american_outdoor_news/aon_mag/spring_2021/outdoor_reflections_monster_f.html">https://read.nxtbook.com/american_outdoor_news/aon_mag/spring_2021/outdoor_reflections_monster_f.html</a>
7	Storyboard a fish cartoon – be inspired by Finding Nemo





**WEEK  
1 & 2**

Page to Stage

Throughout this year you have been exploring a variety of choreographic devices with set themes, this time round you will be given the freedom from a selection of 5 topics to create your own piece of choreography.

**WEEK  
3 & 4**

Page to Stage

There will be set choreographic tasks you will undertake in order to make original movement material to link to your theme. This week you will be encouraged to revisit ideas, methods and movement material from previous terms to include into your choreography.

**WEEK  
5 & 6**

Polish and Perform

You will be perform your choreography to the rest of the class and share reasonings behind why you selected certain movement material and how it links to your chosen theme.

To support the reflective process you will be tasked to complete a self and peer audit focusing on Technical, Expressive and choreographic skills to see how far you have progressed and areas that still need to be focused on.

**KEY CONCEPTS**

- Appreciation
- Technique
- Choreographic

**I NEED TO KNOW:**

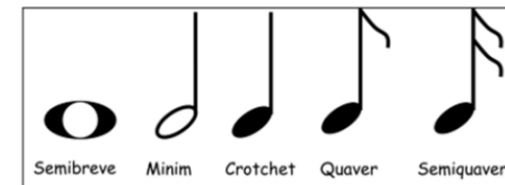
These are your foundations that you must know as these are required for all topics,  
Your first topic is WORLD MUSIC alongside the weekly checks on pulse, pitch and rhythm

**KEYWORDS**











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

<b>WEEK 1 &amp; 2</b>	<p><u><b>Base level assessment</b></u> What do you listen to? How does music make you feel? What instruments can you play?</p> <p><u><b>Discover Pulse</b></u> Through listening tasks, tap, clap the pulse of a played piece of music</p>
<b>WEEK 3 &amp; 4</b>	<p><u><b>Rhythms</b></u> Develop knowledge of various and construct own rhythm patterns to perform in small groups. Body percussion tasks. Try this at home for practice <a href="https://www.youtube.com/watch?v=SGp3EHmGLH8">https://www.youtube.com/watch?v=SGp3EHmGLH8</a></p>
<b>WEEK 5 &amp; 6</b>	<p><u><b>Pitch</b></u> 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)</p>

**NOTE VALUES**



**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)	



NOTES on STAFF

Concepts:  
Listening- Creating-Performing

I NEED TO KNOW:

**By the end of this term, you will develop an understanding of decision making, setting goal, self awareness and fulfilling potential.**

Decision making		
Thinking Me	In striking and fielding games	
Tactics	Batting	Order, formation, tactics
	Fielding	Setting the field
	Bowling	Type of bowling to use
	Scoring	Knowing how and when to get runs/rounders

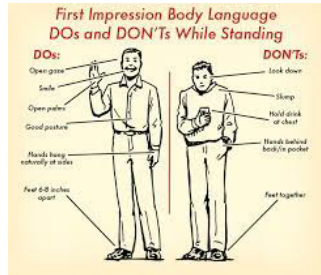
Setting personal goals	
Best Me	In athletics
SMART	Specific targets linked to athletics events
	Measurable targets like sprinting in a set time
	Achievable and Realistic targets linked to progress
	Time related to the unit of work

Self awareness reflection, fulfilling potential		
Physical Me	Through competition	
Evaluation of progress	Progress as a fielder in striking and fielding games	Overall effectiveness
	Physical progress in athletics	How to reflect on achievement of goals
	Understanding of team games	Influence over the team game
	Effectiveness of team members	Analysis of team and individuals contributions



I NEED TO KNOW:

How to present the best version of myself.



KEY WORDS AND CONCEPTS		WEEKS	PREPARATION TASKs & HELPFUL LINKS
<b>PACE</b>	When applied to speaking, PACE is about how fast or slow you speak. For presenting/public speaking you need to slow down a lot. Then you will be less likely to trip over your words, mis-pronounce words or not make sense. You also need to think about giving the person processing/thinking time and them not just listening. There are times when you can speed a bit too though!	WEEK 1 & 2	How are PACE and PITCH important in Public Speaking and Presenting?
<b>VOCAL COLOUR</b>	When some people read aloud, they might keep their voice all on one level, especially if they are reading lots of facts or statistics. This can sound very repetitive and boring after a while. Instead you want to think about correctly varying the PITCH of your voice between higher and lower pitch (lighter and darker VOCAL COLOUR).		<a href="https://shorturl.at/bik38">https://shorturl.at/bik38</a>
<b>EMPHASIS</b>	Emphasising (or stressing) a word can make it stand out and sound more important. Allowing you to get your point across more clearly. The skill is knowing which type of emphasis to use each time (make the word louder, <u>longer</u> or short, sharp and to the point.	WEEK 3 & 4	But what if I feel nervous? <a href="https://shorturl.at/uBTWX">https://shorturl.at/uBTWX</a>
<b>PROJECTION &amp; PUNCH</b>	PROJECTION is a reference to how loud you are speaking. If you speak too quietly you could be not heard, or mis-heard. There are times when you can speak even louder too, to create a 'PUNCH' moment in your presenting.	WEEK 5 & 6	What does effective non-verbal communication look like?  Body language infographic: <a href="https://shorturl.at/APY48">https://shorturl.at/APY48</a>

Subject: Geography  
 Knowledge organiser Curriculum Topic: Development  
 Key Concept: Human Processes and Interconnectivity

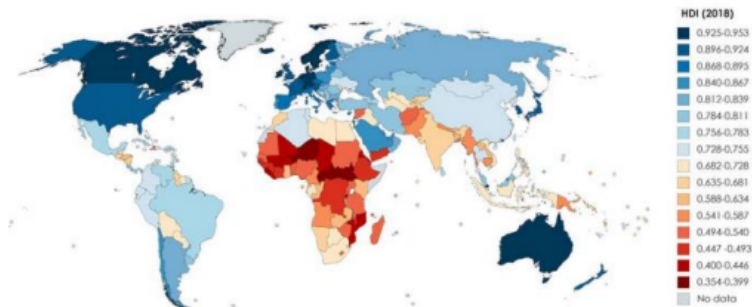
Year : 9

## I NEED TO KNOW:

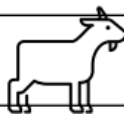
Why the world faces such a development gap, how we measure it, map it and solve the problem

Keywords		
Development	The process of improving and advancing.	
Development gap	The gap between countries that have different levels of development.	
Trade	The action of buying and selling goods and services	
Fairtrade	Fairtrade is when the producers of a product get a fair price.	
Tourism	When people go and visit other places/countries in their free time for leisure.	
Gender inequality	Gender inequality is the idea and situation that women and men are not equal.	
Poverty	The international standard of extreme poverty is when a person has to survive on less than 1\$ a day. Relative poverty means living a poorer quality of life, compared to the majority in an area.	
Wealth	The amount of money and resources a person or country has.	
Colony	A country or area that is controlled by another country.	
Independence	Freedom	
Dictator	A ruler with total power over a country, where there is no democracy.	
Inequality	When something is not equal.	
NGO	Non-governmental organisation is a non-profit organisation that operates independently of any government, typically one whose purpose is to address a social or political issue.	
Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.	
Refugee camp	A temporary accommodation area for people who have been displaced (had to leave their home).	
HIC	High income countries – GNI per capita \$12,746 or more	Germany USA
MIC	Middle income countries – GNI per capita between \$12,746 and \$1045	Mexico, Iraq
LIC	Low income countries – GNI per capita \$1045 or less	Chad, Ethiopia

Measuring Development	
HDI	Human development index – a measure of development that incorporates life expectancy, literacy and income
GDP	Gross Domestic Product – total amount of money made in a country by selling products
Literacy rate	The proportion of adults who can read and write
Quality of life	An indicator based on opinions over statistics
GNI	Gross National Income – selling products plus outside companies
Per capita	Per person



What is it?	<ul style="list-style-type: none"> <li>Goat aid is a charity that donates a goat to people in need in Africa</li> <li>It allows people to raise a goat and sell the products the goat makes</li> </ul>
Positives	<ul style="list-style-type: none"> <li>Goat milk and meat is a great food source</li> <li>Goats breed easily which is sustainable</li> <li>Manure is used as a crop fertiliser</li> </ul>
Negatives	<ul style="list-style-type: none"> <li>Looking after the goat can be expensive</li> <li>Teaching people to look after the goat takes time</li> <li>Vets are difficult to find in rural areas</li> </ul>



Human factors affecting uneven development			
Aid		Trade	
<ul style="list-style-type: none"> <li>Aid can help some countries develop <b>key projects</b> for infrastructure faster.</li> <li>Aid can improve services such as schools, hospitals and roads.</li> <li>Too much <b>reliance on aid</b> might stop other trade links becoming established.</li> </ul>		<ul style="list-style-type: none"> <li>Countries that export more than they import have a <b>trade surplus</b>. This can improve the national economy.</li> <li>Having <b>good trade relationships</b>.</li> <li><b>Trading goods</b> and services is more profitable than raw materials.</li> </ul>	
Education		Health	
<ul style="list-style-type: none"> <li>Education creates a <b>skilled workforce</b> meaning more goods and services are produced.</li> <li><b>Educated people earn more money</b>, meaning they also pay more taxes. This money can help develop the country in the future.</li> </ul>		<ul style="list-style-type: none"> <li><b>Lack of clean water</b> and poor healthcare means a large number of people suffer from <b>diseases</b>.</li> <li>People who are ill cannot work so there is little contribution to the economy.</li> <li>More money on healthcare means less spent on development.</li> </ul>	
Politics		History	
<ul style="list-style-type: none"> <li><b>Corruption</b> in local and national governments.</li> <li>The <b>stability of the government</b> can effect the country's ability to trade.</li> <li>Ability of the country to <b>invest into services and infrastructure</b>.</li> </ul>		<ul style="list-style-type: none"> <li><b>Colonialism</b> has helped Europe develop, but slowed down development in many other countries.</li> <li>Countries that went through industrialisation a while ago, have now develop further.</li> </ul>	

<p><b>Microfinance Loans</b></p> <p>This involves people in LICs receiving smalls loans from traditional banks.</p>	<p><b>Foreign-direct investment</b></p> <p>This is when one country buys property or infrastructure in another country.</p>	<p><b>Aid</b></p> <p>This is given by one country to another as money or resources.</p>	<p><b>Debt Relief</b></p> <p>This is when a country's debt is cancelled or interest rates are lowered.</p>	<p><b>Fair trade</b></p> <p>This is a movement where farmers get a fair price for the goods produced.</p>	<p><b>Technology</b></p> <p>Includes tools, machines and affordable equipment that improve quality of life.</p>
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## I NEED TO KNOW:

## The Holocaust

### History Knowledge Organiser: The Holocaust (Mechanics)

**KPI 2:** To be able to assess and evaluate the mechanics of the Holocaust.

- As soon as Hitler came to power he introduced a programme of persecution. The Nuremberg Laws (1935) deprived Jewish people of many of their civil rights. On 9 November 1938, Kristallnacht or the 'Night of Broken Glass' took place. Jewish businesses, synagogues and homes were attacked and destroyed. This was a response to the assassination of a German diplomat by a Polish Jewish man in Paris.
- After the outbreak of World War Two in 1939, the Nazis stepped up the persecution of the Jewish people:
- They were herded into over-crowded 'ghettos'.
- The ghetto was not a Nazi invention. Its origins can be traced back to medieval times, when restrictions on the places where Jews were allowed to reside were commonplace throughout Europe. Although this restriction is usually perceived as relating to towns or cities, it even applied in certain cases to entire countries.
- Within them, the Jewish people faced a life of squalor. They had little food and provisions to keep them alive. They had to work for the Nazis and the war effort which was hard under the circumstances. They had little possessions with them as when they were forced to move from their homes, they had to take what they could grab. Many families were forced to live in one room or with more than one family. As the death rate increased more space became available.

1933	Hitler's 'brownshirts' stood outside Jewish shops and persuaded Germans to boycott them.
Summer 1935	'Jews not wanted here' posters began to go up around Germany.
September 1935	The Nuremberg Laws deprived Jewish people of their civil rights. They were forbidden to vote and they were not allowed to marry Germans. Other laws were passed forbidding them to go out at night or own a bicycle, among other things.
9 November 1938	Kristallnacht was when Jewish businesses, synagogues and homes were destroyed. Many Jewish men were killed or put in concentration camps.
January 1939	Hitler accused the Jewish people of stirring up other countries against Germany. He threatened them with annihilation if a war broke out.

Key Terms	Definitions
Propaganda	A method used to persuade people to believe in something that may not be necessarily true.
Final Solution	Plan to do something about the 'Jewish problem' once and for all. This is where the concentration camps etc. were put into use.
Hitler Youth	Young children were enrolled into the Hitler Youth in order continue the Nazi beliefs. Young boys were prepared for the army etc.
Reich	The German government

- After 1941, following the invasion of the Soviet Union, Nazi death-squads, called 'Einsatzgruppen', murdered more than a million Jewish people in eastern Europe.
- In 1942, a Nazi conference at Wannsee decided on the 'Final Solution' – the Jewish people were to be systematically taken to camps such as Auschwitz and gassed.
- Propaganda** was essential to in the Nazi campaign.
- Posters, radio presentations, newspapers, magazines, theatre viewings and so on were controlled by the Nazi's. therefore, they would produce what they would want the people to hear and see. The more there was, the more you would start to believe. It also came down to fear for some people. It was easier to follow than fight against.
- Joseph Goebbels was the head of the propaganda campaign. He encouraged violence as well as the acceptance of the treatment of Jews amongst the majority of Germans. On top of this he created a race consciousness and political loyalty to the Nazi party.
- Education and the Hitler Youth** were also two ways in which the Holocaust could be conducted.
- The Nazi's took over education and stripped it back to everything that taught German history and made people believe they will be the greatest country once again.
- Focusing on the young was important as they were the future of Germany. In Hitler's mind there would be a thousand year Reich, and it was the young that was going to take this forward. Therefore, it was key to focus on them to make sure this would happen.
- The Hitler Youth were set up in mind to encourage the young to be part of a group that developed and carried on Nazi ideology. They were taught and made to feel proud of their country through a variety of activities and were encouraged to 'spy' on those that were supposedly opposing the Nazi regime. This could even be their own parents.



## I NEED TO KNOW:

## Issues of Good and Evil

Key Concepts			
<b>Good</b>	What is morally right and to our advantage.	<b>Evil</b>	What is considered very immoral and wrong.
<b>Forgiveness</b>	Granting pardon for a wrongdoing.	<b>Free Will</b>	Ability to make choices. Nothing is pre-determined.
<b>Justice</b>	Fairness; where everyone has equal opportunities.	<b>Sin</b>	Deliberate immoral action; breaking a religious or moral law.
<b>Suffering</b>	Pain or distress that can be physical or emotional.	<b>Morality</b>	Principles determining right from wrong.

### Key Sources of Authority

- 'You shall not kill' from the Ten Commandments - Exodus 20.13
- Jesus taught that it was wrong to seek revenge and retribution. In Matthew 5 he taught that you should 'love your enemies' and that 'If someone slaps you on the right cheek, turn to them the left cheek also.'
- Conscience

Aims of Punishment	
<b>Protection</b>	Protect people from being the victims of crime.
<b>Retribution</b>	Getting revenge. The criminal needs to pay for what they have done wrong.
<b>Deterrence</b>	Put people off committing crimes
<b>Reformation</b>	The punishment should help to change the person for the better 're-form'
<b>Vindication</b>	To show that laws need to be followed
<b>Reparation</b>	Restoring the damage done (community service)

Causes of Crime	
Poverty	Addiction
Mental Health Issues	Upbringing
Greed	Opposition to an unjust law
Poor Education	Poor Parenting

Death Penalty	
For	Against
Deters people from crime	Crime rate still high in states with capital punishment. It doesn't deter.
It protects society from awful criminals	Innocent people may die
It gives the victim's family closure/justice	Criminals need a chance to reform/ forgive them
Life in prison is expensive (40,000 a year)	Only God has the right to end life

Are Prisons effective?	
Yes	No
Gives a sense of justice to the victim's family	Many prisoners reoffend
Protects society	Makes it difficult for them to get a job after
Gives the criminal chance to reflect	School of Crime – learn more criminal activity

Prison Reforms	
Elizabeth Fry	Quaker, went in to Victorian prisons to change them. Introduced education, separate cells and access to doctors.
Chaplains	A minister who works in a prison. They offer advice, counselling, run religious services and provide pastoral care for prisoners. They also help them get jobs after prison.
Christian reasons?	Jesus showed compassion to all. Love thy neighbour We are all made in the image of God.



**How to talk about holidays, my rights, my priorities, shopping and describing what makes me happy**

Mes droits	My rights
J'ai le droit de/d'...	I am allowed to...
aller au McDo/ sur des forums, sur Facebook	go to McDonald's/ onto forums/on Facebook
jouer à des jeux vidéo	play video games
regarder la télé très tard	watch tv until late
sortir le weekend/seul(e)	go out alone at the weekend
surfer sur Internet une heure par jour	surf the web an hour a day

Les conditions	Conditions
si j'aide à la maison	if I help at home
si j'ai fini mes devoirs	If I have finished my homework
si j'ai mon portable sur moi	If I have my phone on me
si je veux	if I want
si je rentre avant dix heures du soir	if get back before 10pm
si je veux	if I want
si mes parents savent avec qui je suis/où je vais	if my parents know with whom I am with/where I am going

Les expressions avec avoir	Expressions with avoir
avoir envie de	to want to
avoir faim	to be hungry
avoir le droit de	to be allowed to
avoir raison	to be right
avoir soif	to be thirsty
avoir tort	to be wrong
en avoir marre de	to be fed up with

Les réactions	Reactions
Mais ce n'est pas juste!	But it is not fair!
C'est tout à fait normal	That's quiet right.
Ce n'est pas du tout normal	It is not normal
C'est fou!	That's crazy!
On te traite comme un enfant	They treat you like a child.
Mais révolte-toi!	Rebel!
Tes parents exagèrent!	Your parents are going too far!

Qu'est-ce qui est important pour toi dans la vie?	What is important for you in in life?
Ce qui est important pour moi, c'est...	What is important for me is...
Qu'est-ce qui te preoccupe dans la vie?	What worries you in life?
Ce qui me préoccupe, c'est..	What worries me is..
l'argent (m)	money
la cruauté vers les animaux	cruelty to animals
l'état de la planète	the state of the planet
mes études	my studies
la faim dans le monde	hunger in the world
l'injuste (f)	injustice
la musique	music
la pauvreté dans le monde	poverty in the world
ma santé	my health
la violence	violence
la racisme	racism

**I NEED TO  
KNOW:**

How to talk about holidays, my rights, my priorities, shopping and describing what makes me happy

Des verbes utiles	Useful verbs
acheter	to buy
adopter	to adopt
agir	to act
consommer	to consume
énervé	to get on someone's nerves
exploiter	to exploit
fabriquer	to make
faire attention	to pay attention
devenir membre	to become a member
participer (à)	to take part (in)
penser	to think
protéger	to protect
respecter	to respect

Faire des achats	Shopping
bon marché	cheap
le commerce équitable	fair trade
les conditions de travail	working conditions
écologique	green
l'éthique sur l'étiquette	ethical labelling
l'ouvrier/l'ouvrière	worker
le produit	product

Qu'est-ce que c'est pour toi, le bonheur?	
Qu'est-ce que te rends heureux /heureuse?	
Ce qui me rend heureux, c'est de/d' + infinitive	
Ce qui me rend heureux, c'est le / la / les (= noun)	
Le bonheur, c'est quand...	
accro	
l'amitié	
apprécier	
déprimé(e)	
décédé(e)	
oublier	
rester au lit	
réussir	
se retrouver	
se sentir	
respecter	



**I NEED TO KNOW: Describing a trip to Madrid with a treasure hunt and buying souvenirs.**

La caza de tesoro	The treasure hunt
Hay que...	We have to...
ir al estadio Santiago Bernabéu	go to the Santiago Bernabeu stadium
ir al parque del Retiro	go to Retiro park
visitar el museo Reina Sofía	visit the Reina Sofia museum
coger el teleférico	take the cable car
comer...	eat...
comprar un postal de	buy a post card of
dibujar...	draw...
sacar fotos de...	take photos of...
ver...	see...
el campo de fútbol más famoso de Madrid	the most famous football pitch in Madrid
el cuadro más famoso de España	the most famous painting in Spain
los churros más ricos del mundo	the most delicious churros in the world
el león más feroz del parque	the most ferocious lion in the park

**High frequency words:**

primero	first
luego	then
después	after
más tarde	later
finalmente	finally
(o) tal vez	(or) perhaps
donde	where
este/esta	this
algo	something
para	for
usted	you
sobre todo	above all
el año pasado	last year

En la tienda de recuerdos	In the souvenir shop
¿Qué vas a comprar?	What are you going to buy?
¿Qué quiere usted?	What do you want?
Quiero (comprar) algo para mi (madre)	I want (to buy) something for my (mother)
Creo que voy a comprar...	We think that I'm going to buy...
un abanico/un collar	a fan/a necklace
un íman/un llavero	a magnet/a key ring
una camiseta	a T-shirt
una figurita	a figurine
una taza	a mug
turrón	nougat
Es precioso	It's lovely
Es útil	It's useful
¿Cuánto es?	How much is it?
Es demasiado caro/a	It's too expensive