



**LIONHEART**  
EDUCATIONAL  
TRUST















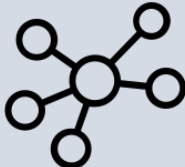


**THE CEDARS**  
ACADEMY

Lionheart Educational Trust

# Knowledge Organiser Booklet

Year 9  
Autumn Term

# Ways to use your knowledge organiser

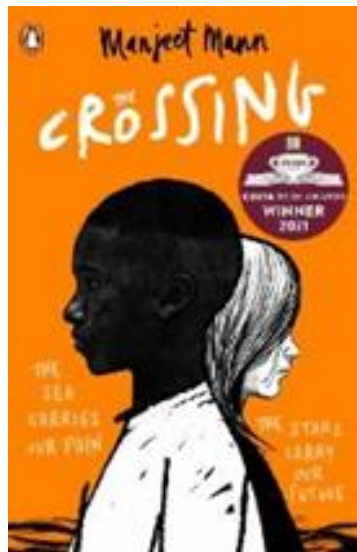
	Look, Cover, Write, Check	Self Quizzing	Mind Maps	Paired Retrieval	Definitions to Key Words
Step 1	<p>Look at and study a specific area of your knowledge organizer.</p> 	<p>Use your knowledge organizer to create a mini quiz. Write down questions using your knowledge organizer.</p> 	<p>Create a mind map with information from your knowledge organiser.</p> 	<p>Like self quizzing, use your knowledge organizer to create a quiz.</p> 	<p>Write down the key words and definitions.</p> 
Step 2	<p>Cover or flip the knowledge organizer over and write down everything you remember.</p> 	<p>Cover or flip the knowledge organizer over and answer the questions and remember to use full sentences and key words/vocabulary.</p> 	<p>Add pictures to represent different facts, knowledge. Try to categorise different areas in different colours.</p> 	<p>Ask a family member to ask you the questions and tell you which ones you get right and which ones you get wrong.</p> 	<p>Try not to use your knowledge organiser to help you.</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.</p> 	<p>Check your answers. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.</p> 	<p>Try to make connections that link information together.</p> 	<p>Following the quiz, summarise which areas you got wrong and need to revise further.</p> 	<p>Use a different coloured pen to check you work and correct any mistakes you may have made.</p> 

# Lionheart Literary Canon: Curating a Lifelong Love of Literature

Recommended books to have read by the end of Year 9



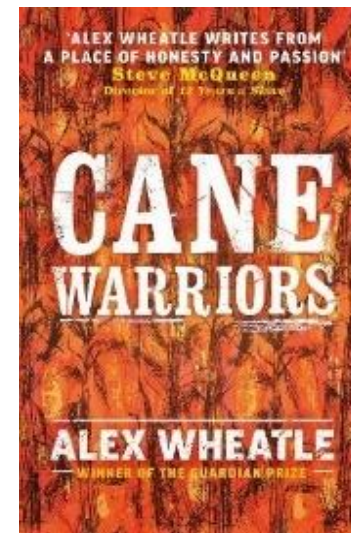
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**The Crossing**  
Manjeet Mann



**Black and British**  
David Olusoga



**Cane Warriors**  
Alex Wheatle



**Pet**  
Akwaeke Emezi

All books can be purchased online, or loaned from our library

The study of narratology is the study of the choices a writer has made about how they tell their stories. Aspects of Narrative translates as ‘ways of telling a story.’ Significance is about what is signified, what meanings arise in terms of values and ideas and how these meanings are produced by what writers do and the methods they use.

Narrative Voice	Genre	Structure	Setting
First person – introspective, extradiegetic or intradiegetic? Third person – focalised, authorial or narrator? Tense – retrospective (past tense) or present tense immediate? Multiperspectivity – a story told from many points of view Reliable or unreliable (bias)? Omniscient (all knowing) or inadequate (doesn't know the whole story)? Who? Known/unknown? A character?	Romantic or pastoral – ideal images of the natural world romance – associated with romantic love Gothic – creation of darkness and fear Realism – portrays the real world with all its flaws Comedy – intention to make people laugh Tragedy – solemn and mournful tone Crime - deals with crimes, their detection, criminals, and their motives. Thriller – readers feel heightened feelings of suspense, excitement, surprise, anticipation and anxiety.	Chronological or fragmented? Complete or with narrative gaps? Openings and endings? Climatic moments? Anti-climaxes? Narrative frame? Media-res opening? Flashbacks or flash-forwards? Resolution or narrative-hook? Deus ex Machina? (ends tied up or ends on a Q) Order of events within the plot Change of narrators or use of dialogue or just description?	Wider setting – (country, city community) Place – precisely where? House, room, seat? Time – specified?, unstated, present day, past, present? Historically/geographically accurate or entirely fictional? Setting change - from where to where? Use of specific languages or place-specific references Use of place names

#### What not to do with narrative method and useful sentence frames

When discussing narrative method it is important to avoid feature spotting. Instead evaluate the impact of the writers choice.

#### Useful sentence frames

The introduction of the new setting at this point in the narrative allows the writer to show that the character has evolved because...

The gap in the narrative allows the writer to create a sense of confusion and means the reader is unsure who is the victim and who the villain because...

The shift into using typically Romantic generic conventions allows the writer to comment on the importance of the natural world when...

By employing a focalised narrator the writer allows the reader access to the character's unspoken thoughts meaning pity is created when...

#### How to access “significance” in your analysis

You could consider an extract's significance in terms of the plot – what has happened earlier to instigate these events?  
 What happens later as a result of these events?

You could consider what messages are being endorsed? Are any characters or ideas being given preferential treatment or being side-lined?

You could reference any cultural, moral or social contexts that are being endorsed by the book.

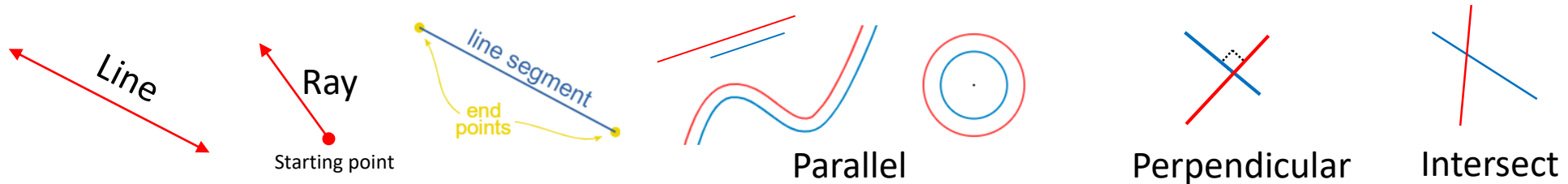
You could consider authorial intent or approval – is the writer advocating any specific ideologies?

You could consider whether a text fits into a traditional genre or whether it borrow from a few and what the effect of that is on the meaning

## Year 9 Aspects of Narrative – Djinn Patrol

superstitious	inequality	authentic	prestigious
persistent	intimidation	depiction	poignant
disadvantaged	concealment	ascertained	instinctive
urban	Incorporeal	unnerving	malevolent
influential	naive	insinuate	perpetuates
exploitation	exclusion	impulsive	accountability
basti	possession	inglorious	foreboding
Dickensian	minority	inevitable	culpability
dislocated	intuition	powerlessness	pessimistic

<b>Line</b>	Is straight entity that has no thickness and extends in both directions without end (infinitely).
<b>Line segment</b>	A line with two ends
<b>Ray</b>	A part of a line with a start point but no end point (it goes to infinity)
<b>Parallel</b>	Lines, curves, surfaces that are always the same distance apart and will never meet. The lines do not need to be the same length.
<b>Perpendicular</b>	A line that is at right angles to another line.
<b>Intersect</b>	To cut a line, curve or surface with another.

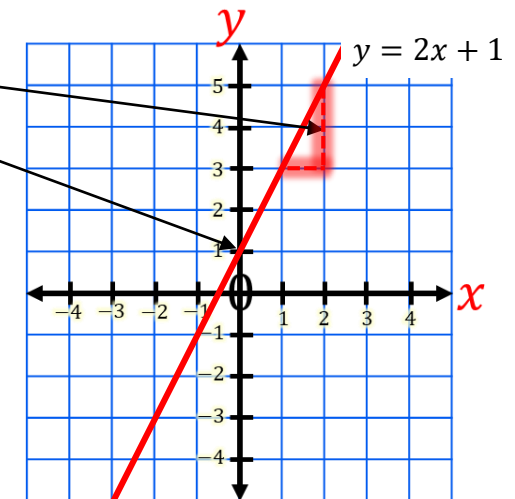


<b>Graph</b>	A diagram showing the relationship between (two) variables
<b>Midpoint</b>	The midpoint is halfway between the two end points of a <b>line segment</b>

<b>Gradient</b>	The steepness of the line. Change in $y$ for every one increase in $x$
<b>Y - Intercept</b>	Where the graph crosses the Y-axis

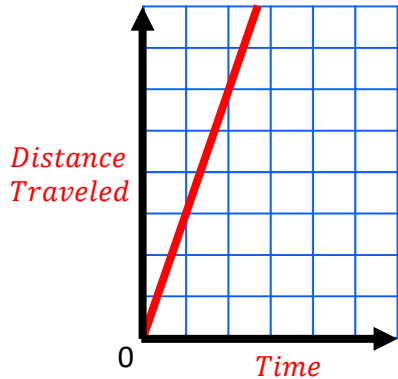
$$y = 2x + 1$$

↑ Gradient      ↑ y-intercept



<b>Direct Proportion</b>	The relationship between two variables where the scale factor between them is constant.
<b>Inverse Proportion</b>	The relationship between two variables where the product of the variables is constant.

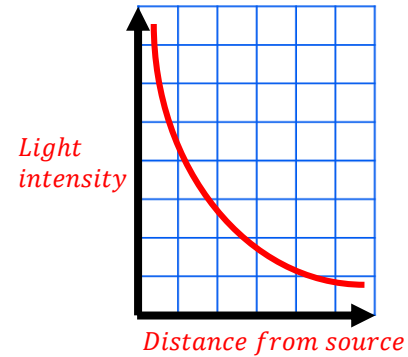
Direct Proportion



$$\text{Distance (miles)} = 3 \times \text{Time (hours)}$$



Inverse Proportion



$$\text{Light intensity} = 3 \div \text{Distance from source}$$




<b>Standard Index Form</b>	A form where a number is expressed as a multiplication of a number between 1 to 10 by a power of 10. $A \times 10^n$ where $1 \leq A < 10$ and $n$ is an integer.
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$$3.04 \times 10^5 = \underline{304,000}$$

$$3.04 \times 10^{-5} = \underline{0.0000304}$$

**KNOWLEDGE**



**KS3 – Cyber Security**

**ORGANISER**


Cyber Security Key Terms	
Brute Force attack	A form of attack that makes multiple attempts to discover something (such as a password).
The Computer Misuse Act	A UK Law makes accessing a computer system without permission illegal.
The Data Protection Act	A UK Law that gives you the right to access the data an organisation stores on you.
DDoS attack	When multiple computers flood a network server with internet traffic in order to disrupt a service.
Hacking	Gaining unauthorised access to or control of a computer system.
Malware	Software that is designed to gain access to your computer with malicious intent.
Penetration testers	People who are paid legally to hack into computer systems with the sole purpose of helping a company identify weaknesses in their system.
Personal Information	Information that is used to describe or recognise a person (e.g. name, date of birth, address etc.)
Social Engineering	Methods used by cybercriminals to deceive individuals into handing over information.
Protecting yourself	
Firewalls	Checks incoming and outgoing network traffic.
Anti-Malware	Software that scans any file that is able to execute code. If something is at risk it is quarantined.
Auto-updates	Auto-updates refers to software that automatically checks for available updates for the software you have on your computer.
User authentication	Measures taken to keeping your data and information safe: passwords, biometrics, CAPTCHA, two-factor authentication etc.
User permissions	Ensuring information is only available to people that need it.

Malware	
Viruses	Malicious software that self-replicates.
Worms	Worms replicate themselves but do not attach themselves to files as a virus would.
Ransomware	Locks a computer, encrypts files, and therefore prevents the user from being able to access the data. The attacker demands that a ransom is paid.
Trojans	Software that appears to perform a useful function but unbeknown to the user it also performs malicious actions.
Spyware	Unwanted software that monitors and gathers information on a person and how they use their computer.
Adware	Can be a worm, virus, or Trojan. It infects a computer and causes it to download or display malicious adverts or pop-ups when the victim is online.

Methods of Social Engineering	
Shouldering	Involves the attacker watching the victim while they provide sensitive information (e.g. over their shoulder).
Name generator attacks	The victim could be asked to provide a few pieces of information in an app to complete a short quiz or produce a name. Attackers do this to find out key information that can help answer security questions.
Phishing	The victim receives an email disguised to look as if it has come from a reputable source in order to trick them into giving up valuable data.
Blagging	An attack in which the perpetrator invents a scenario in order to convince the victim to give them data or money.



**KNOWLEDGE**



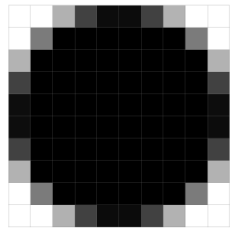
**KS3 – Representations:  
Going audio-visual**

**ORGANISER**

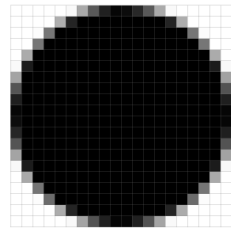
Overall Key terms	
Bit	Small unit of data within a computer system (e.g. 0 or 1)
Binary digit	A base 2 number system made up of bits.
Machine code	A language that a CPU is able to process.

Images	
Pixels	A picture element filled with colour.
Resolution	The number of pixels in a digital image.
Colour depth	The number of binary digits used to represent each pixel's colour.
Raster graphics	An image made up of pixels.
RGB Colour	The quantity of red, green and blue used to create a colour.
Representation size	resolution x colour depth

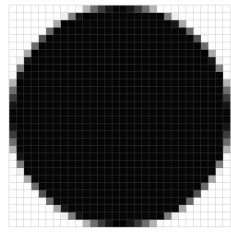
Sound	
Sample	Taking a regular measurement from sound so you can digitise it.
Sampling rate	The number of samples taken per second.
Sample size	The number of bits recorded per sample.
Representation size	Sampling rate x sample size x duration x channel



1x  
(10 x 10 px)



2x  
(20 x 20 px)



3x  
(30 x 30 px)

High resolution	
Advantages	Disadvantages
Increased quality	Increased representation size
Increased capability to capture detail	More space required for storage
	More effort required for processing
	More time required for transmission
	resolution x colour depth

High Colour Depth	
Advantages	Disadvantages
Increased quality	Increased representation size
More colours available	More space required for storage
	More effort required for processing
	More time required for transmission
	resolution x colour depth

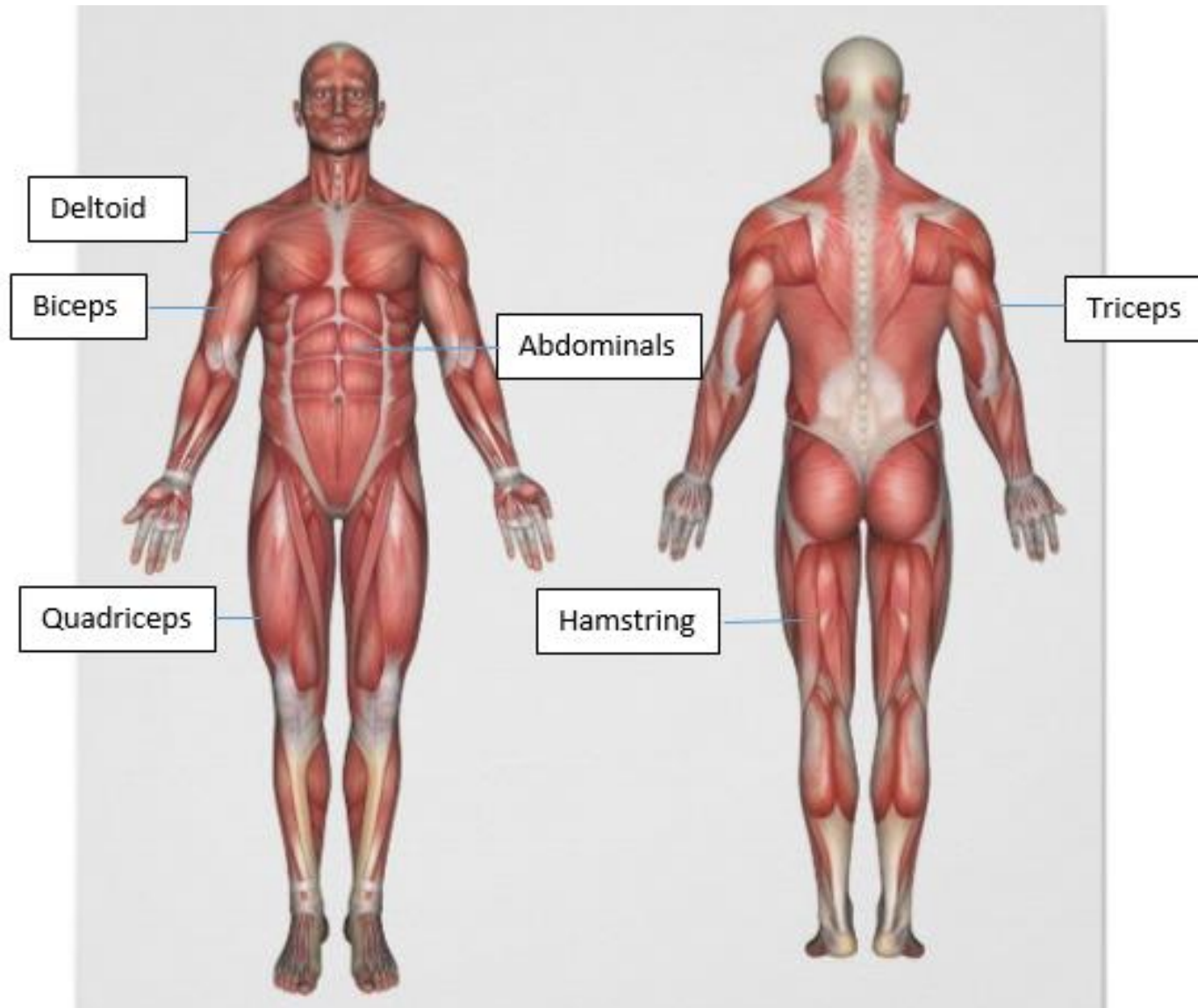
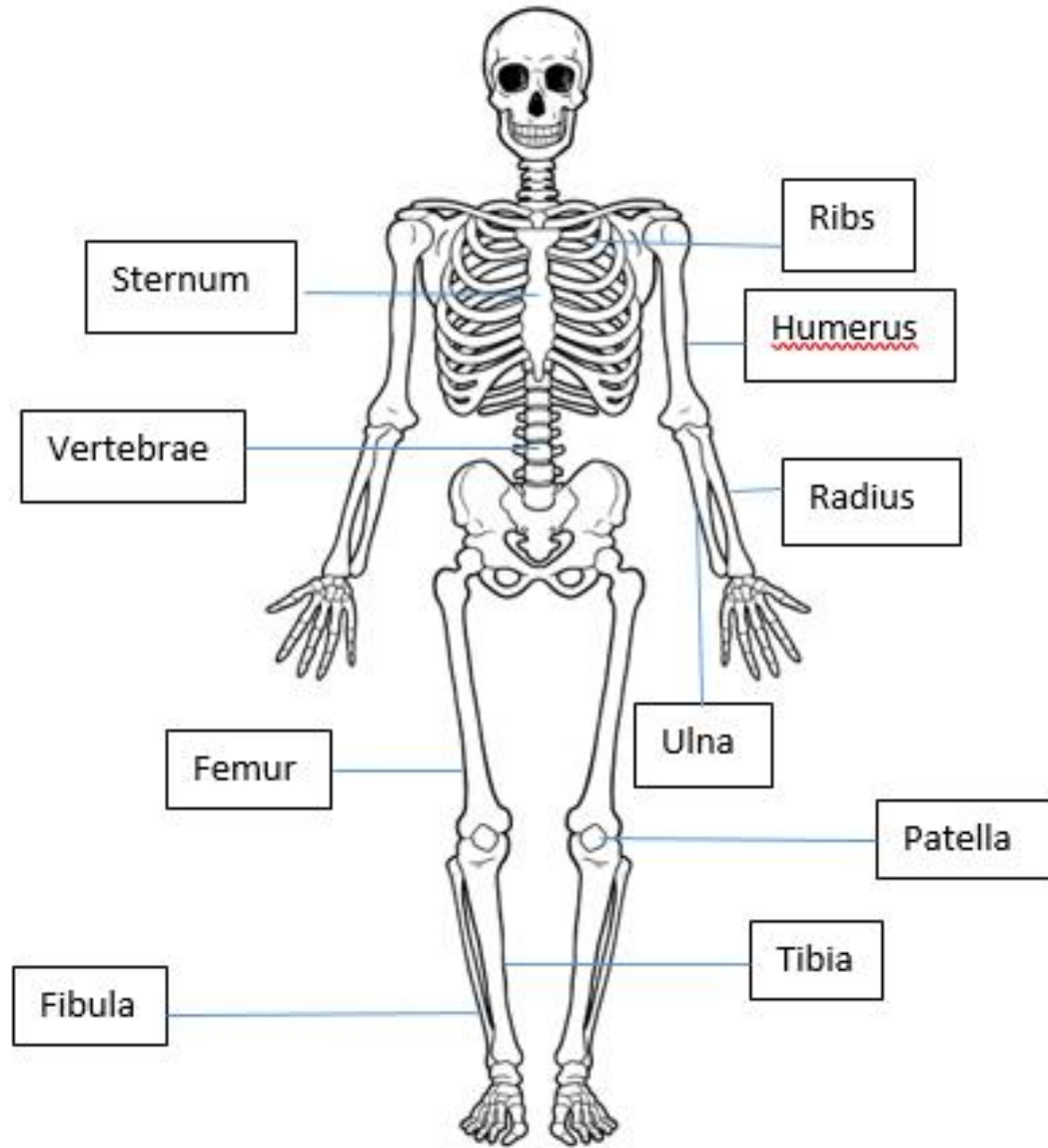
High Sampling Rate	
Advantages	Disadvantages
Increased quality	Increased representation size
Increased ability to accurately represent the original sound.	More space required for storage
	More effort required for processing
	More time required for transmission
	resolution x colour depth

## Unit 1 Physical Education- Knowledge Organiser: Staying safe in Physical Activity

Key learning content	Description / Explanation/ Example
<p><b>Stages of a warm up</b></p> <ul style="list-style-type: none"> <li>• Stage 1 – pulse raiser (5 mins)</li> <li>• Stage 2 – mobility exercises</li> <li>• Stage 3 – stretching (10s+)</li> <li>• Stage 4 – dynamic movement</li> <li>• Stage 5 – skills practice</li> <li>• Names of muscles</li> </ul>	<p><b>Examples of warm up</b></p> <ul style="list-style-type: none"> <li>• Stage 1 – (Low intensity exercise) A 5 minute jog around a netball court.</li> <li>• Stage 2 – (To a move a joint through its full range of motion) Arm circles, ankle circles, hip circles.</li> <li>• Stage 3 – (Static or dynamic stretches) quadriceps stretch.</li> <li>• Stage 4 – (high intensity exercise) Shuttle runs</li> <li>• Stage 5 – (Practice the skills you will be using) Chest/ shoulder passes (netball)</li> <li>• Names of muscles: quadriceps, hamstrings, biceps, triceps</li> </ul>
<p><b>Benefits of a warm up</b></p> <ul style="list-style-type: none"> <li>• Increase temperature and HR</li> <li>• Decreased chance of injury</li> <li>• Increased oxygen transport</li> <li>• Increased flexibility</li> <li>• Increased speed / strength of muscle contractions</li> <li>• Mental preparation</li> </ul>	<p><b>Benefits explained</b></p> <ul style="list-style-type: none"> <li>• Allow more oxygen to reach muscles</li> <li>• Better for overall health. Can maintain involvement in physical activity .</li> <li>• More oxygen gets to muscles, so can create more energy.</li> <li>• Increased flexibility can enhance performance (Reach higher to catch a ball)</li> <li>• Faster/ stronger movements - perform skills more effectively.</li> <li>• Mental preparation – feel more alert/ focussed/ confident/ concentrating/ motivated/ relaxed etc.</li> </ul>
<p><b>Stages of a cool down</b></p> <ul style="list-style-type: none"> <li>• Stage 1 – Low intensity exercise</li> <li>• Stage 2 – Stretching</li> <li>• Names of movements – flexion and extension</li> </ul>	<p><b>Examples of cool down</b></p> <ul style="list-style-type: none"> <li>• Stage 1 – Steady jog on netball court, can move onto a walk</li> <li>• Stage 2 – (Static stretches) Quadriceps stretch, hamstring stretch.</li> <li>• Flexion = bending at an elbow or knee. Extension = straightening at an elbow or knee</li> </ul>
<p><b>Benefits of cool down</b></p> <ul style="list-style-type: none"> <li>• Gradually lower heart rate</li> <li>• Gradually lower breathing rate and temperature.</li> <li>• Speeds up removal of waste products.</li> <li>• Speeds up recovery</li> <li>• Names of joints</li> </ul>	<p><b>Benefits explained</b></p> <ul style="list-style-type: none"> <li>• Gradually lower heart rate from 150bpm when working to 70bpm when resting.</li> <li>• To maintain blood flow/ oxygen transport/ carbon dioxide removal</li> <li>• Carbon dioxide and lactic acid removed faster. Reduces aching, recovery is faster.</li> <li>• Joints: Elbow and knee = hinge. Shoulder and hip = ball and socket</li> </ul>
<p><b>Preparing for physical activity</b></p> <ul style="list-style-type: none"> <li>• Wear appropriate PE kit</li> <li>• Long hair tied back</li> <li>• Jewellery removed</li> <li>• No chewing gum or food</li> <li>• Water for hot weather</li> </ul>	<p><b>Preparation explained</b></p> <ul style="list-style-type: none"> <li>• Sports trainers, shorts, t-shirt to avoid injury yourself or others.</li> <li>• So you can see when playing</li> <li>• Earrings taken out, bracelets off to avoid injuring yourself or others.</li> <li>• To avoid chocking when active.</li> <li>• To stay hydrated /avoid headaches/ feeling weak</li> </ul>
<p><b>Risks and hazards to check for</b></p> <ul style="list-style-type: none"> <li>• Area free from rubbish</li> <li>• Equipment tidied away</li> <li>• Equipment undamaged</li> <li>• Surface dry/ undamaged</li> </ul>	<p><b>Hazards explained</b></p> <ul style="list-style-type: none"> <li>• Check there is no debris such as broken glass on football pitch, to avoid someone injuring themselves.</li> <li>• Check there are no equipment such as bibs left out on a basketball court from a previous activity, to avoid someone slipping/ tripping over when warming up.</li> <li>• Check the trampoline is up properly, to avoid injury to a player.</li> <li>• Check there is no water spilled on the badminton court, to avoid a player slipping and hurting an arm.</li> </ul>

## Year 9: Physical Activity- Key terminology

Key word	Description
Aerobic	Use of oxygen for the duration of the exercise. Usually at moderate intensity at a continuous rate e.g. long distance running. Can be performed for a long period of time.
Anaerobic	Exercise which creates energy without the use of oxygen. Usually high or very high intensity for a short period of time. E.g. sprinting up a hill.
Flexibility	Range of movement available around a joint.
Mobility	The ability to move freely.
Dynamic movement	Movements performed at high speed/ intensity.
Oxygen	The gas we breathe in, transport and use to create energy.
Oxygen transport	Oxygen is transported through blood vessels within the red blood cells.
Gaseous exchange	The movement of oxygen and carbon dioxide within the lungs, muscles and vital organs.
Contraction	A muscle contracts and (usually) gets shorter to apply a force and create movement.
Heart rate	Number of heart beats per minute.
DOMS	Delayed Onset Muscle Soreness. Usually occurs 1 or 2 days after high intensity exercise.
Lactic acid	A waste product produced in the muscle tissues during anaerobic exercise.
Waste products	Bi-products of aerobic exercise are carbon dioxide and water. Lactic acid is also a bi-produce of anaerobic exercise.
Carbon dioxide	We produce carbon dioxide as a waste product. We transport it back to the lungs and breathe it out.
Recovery process	Returning the body to resting levels.
Intensity	How hard you work.
Team work	Working together to achieve a common goal. Requires good communication skills.
Reciprocity	Working positively with others as a group.
Demonstration	Showing someone how something should be done.
Communication	Transferring information by speaking, writing, demonstrating and using body language.
Risk	The chance or probability that someone will be harmed.
Hazard	A source of potential danger.
Injury	Damage or harm to the body.
Sprain	Damage to a ligament.
Mental Preparation	Getting your mind ready for competition through visualising the skills and imagining yourself being successful.



Key Word	Description/ Location/ Role
Muscle pair	Muscles that work together to produce a movement. One muscle (agonist) contracts (usually shortens) and produces a movement, while the other (antagonist) relaxes (usually lengthens). Also called antagonistic pairs.
Hamstrings	A group of muscles located at the back of your thigh. Muscle pair with quadriceps
Quadriceps	A group of muscles located at the front of the thigh. Muscle pair with hamstrings
Biceps	A muscle located at the front of your upper arm.
Triceps	A muscle located at the back of your upper arm.
Abdominals	A group of muscles at the front of your body between the ribs and pelvis.
Deltoids	A group of muscles located at the shoulder.
Femur	A bone in your thigh
Tibia	A bone in your lower leg on the inside
Fibula	A bone in your lower leg on the outside
Patella	A small bone at the front of your knee
Humerus	A bone in your upper arm
Ulna	One of 2 bones in your forearm. The ulna runs down to your little finger
Radius	One of 2 bones in your forearm. The radius runs down to your thumb.
Ribs	Lots of bones in the chest protecting your lungs.
Vertebrae	Lots of bones in your back, sometimes referred to as your spine.
Sternum	Bone down the front of your chest protecting your heart.
Flexion	Bending a joint. This occurs when the angle of a joint decreases. For example, the elbow flexes when performing a biceps curl.
Extension	Straightening a joint. This occurs when the angle of a joint increases, for example, at the elbow when putting a shot.
Contraction	When a muscle produces a force which pulls on a bone.
Agonist	The name given to a muscle which is contracting and causing a movement/ producing a force.
Antagonist	The name given to a muscle which is relaxing while it's paired muscle contracts to perform an action.
Hinge Joint	These include the elbow and knee. They allow flexion and extension to occur.
Ball and Socket Joint	These include the shoulder and hip and allow flexion, extension, abduction, adduction, rotation and circumduction.
Abduction	Movement away from the midline of the body. This occurs at the hip and shoulder joints during a star jump.
Adduction	Movement towards the midline of the body. This occurs at the hip and shoulder, returning the arms and legs back to the centre from a star jump position.
Circumduction	This occurs at the shoulder and hip and involved the arm or leg moving in a circle.
Rotation	This is where the arm or leg moves in a twisting movement around the shoulder or hip. E.g. twisting foot to side to pass a football.
Concentric	A type of muscle contraction where the muscle shortens while it is contracting. E.g. biceps when lifting a weight.
Isometric	A type of muscle contraction where the muscle stays the same length while contracting. E.g. holding a squat.
Eccentric	A type of muscle contraction where the muscle lengthens while contracting. E.g. Triceps when lowering into a press up.

## SOUNDTRACKS



### Year 9 Exploring Film Music

#### A. The Purpose of Music in Film

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

#### D. Leitmotifs

**LEITMOTIF** – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION**



giving a hint as to what may happen later in the film or may be heard in the background giving a "subtle hint" to the listener e.g. the "Jaws" Leitmotif

#### E. History of Film Music

Early films had no soundtrack ("**SILENT CINEMA**") and music was provided live, usually **IMPROVISED** by a pianist or organist. The first **SOUNDTRACKS** appeared in the 1920's and used existing music (**BORROWED MUSIC** – music composed for other (non-film) purposes) from composers such as Wagner and Verdi's operas and ballets. In the 1930's and 1940's Hollywood hired composers to write huge Romantic-style soundtracks. **JAZZ** and **EXPERIMENTAL MUSIC** was sometimes used in the 1960's and 1970's. Today, film music often blends **POPULAR, ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.

#### B. How the Elements of Music are used in Film Music

**PITCH AND MELODY** – **RIISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME**. **Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound. **DYNAMICS** – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. **Horror** Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to 'shock the listener'. **HARMONY** – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY OR CHORDS** for "good" and **DISSONANT HARMONY OR CHORDS** for "evil". **SEVENTH CHORDS** often used in Westerns soundtracks. **DURATION** – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense. **TEXTURE** – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles. **ARTICULATION** – **LEGATO** for flowing or happy scenes, **STACCATO** for 'frozen' or 'icy' wintery scenes. **ACCENTS (>)** for violence or shock. **RHYTHM & METRE** – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for "Big Themes" in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds e.g. horses.

#### C. Film Music Key Words

**SOUNDTRACK** – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.

**MUSIC SPOTTING** – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.

**STORYBOARD** – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.

**CUESHEET** – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately. **CLICK TRACKS** – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of 'clicks' (often heard through headphones) – used extensively in cartoons and animated films. **DIEGETIC FILM MUSIC** – Music within the film for both the characters and audience to hear e.g. a car radio, a band in a nightclub or sound effects.

**NON-DIEGETIC FILM MUSIC** – Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear – also known as **UNDERScore** or **INCIDENTAL MUSIC**.

#### F. Film Music Composers and their Soundtracks



**Jerry Goldsmith**  
*Planet of the Apes*  
*Star Trek: The Motion Picture*



**John Williams**  
*Star Wars*  
*Jaws*  
*Harry Potter*  
*Indiana Jones*



**James Horner**  
*Titanic*  
*Apollo 13*  
*Braveheart*



**Ennio Morricone**  
*The Good, The Bad and The Ugly*  
*For a Few Dollars*



**Danny Elfman**  
*Mission Impossible*  
*Batman Returns*



**Hans Zimmer**  
*The Lion King*  
*Gladiator*  
*Dunkirk*



**Bernard Herrmann**  
*Psycho*  
*Vertigo*  
*Taxi Driver*



# KNOWLEDGE ORGANISER

## CHEMISTRY: Advanced Chemical Reactions

### Vocabulary

**Chemical Reaction:** Transfer of energy between reacting substances and the surroundings.

**Reactants:** Starting substances in a reaction.

**Products:** Substances that are made at the end of a reaction.

**Fuel:** A substance that can store energy and can release it when burnt.

**Combustion:** The process of burning.

**Thermal Decomposition:** A process in which a single substance is broken down on heating into smaller compounds /elements.

**Exothermic:** Energy transferred to the surroundings.

**Endothermic:** Energy transferred from the surroundings.

**Conservation of mass:** The total mass of the products in a chemical reaction will be the same as the total mass of the reactants as no mass is lost or gained

### Types of Reaction

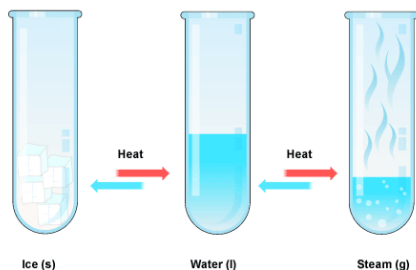
**Chemical Reactions:** atoms are rearranged to create a new substance. These reactions are NOT easily reversed.

**Physical Reactions:** no new substance is made but there is a change in appearance of a chemical. These reactions are easily reversed.

#### Signs of physical and chemical reactions:

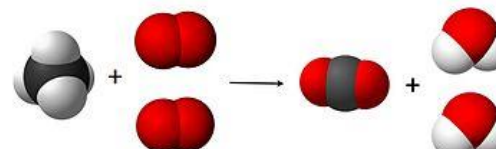
Physical	Chemical
<ul style="list-style-type: none"> <li>Solid dissolving</li> <li>Change in state</li> </ul>	<ul style="list-style-type: none"> <li>Change in appearance (colour)</li> <li>Change in energy (temperature, sound ect.)</li> </ul>

**Physical Change:** Dissolving or state change



e.g. Change in state of water

**Chemical Change:** forming a new substance



e.g. Combustion of Methane (Natural Gas)

#### Word Equations:

**Reactants  $\rightarrow$  Products**

A chemical equation tells you which chemicals reacted together (the **reactants**) and the new chemicals that were made in the reaction (the **products**).

The simplest equation is a word equation.

For example:

Zinc + Chlorine  $\rightarrow$  Zinc Chloride

Zinc + Carbon + Oxygen  $\rightarrow$  Zinc Carbonate

### Combustion:



**Fire Triangle**

**Fuel :** A material that can be burnt to release energy by heating.

EG. Glucose, Methane , Petrol

**Combustion:** Is another name for burning. It is where a fuel is burnt in oxygen and heat to release energy.

#### Testing for combustion

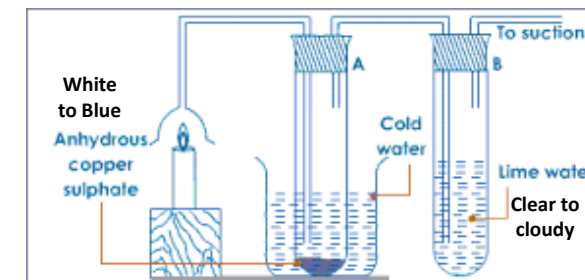


Fig. 5.9 To prove that water and carbon dioxide are formed when a candle burns

**When Coal, oil and natural gas undergo combustion ;**

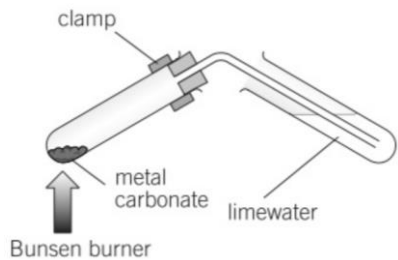
- the hydrogen atoms combine with oxygen to make water vapour, H<sub>2</sub>O [TEST A]
- the carbon atoms combine with oxygen to make carbon dioxide, CO<sub>2</sub> [TEST B]
- the maximum amount of energy is release



# KNOWLEDGE ORGANISER

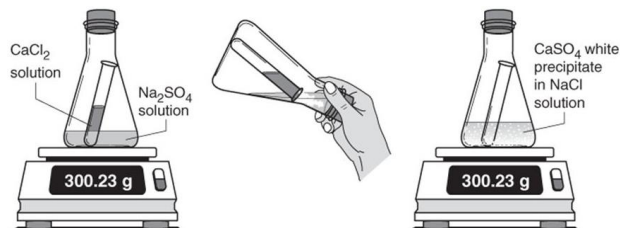
## CHEMISTRY: Chemical Reactions

### Thermal Decomposition:



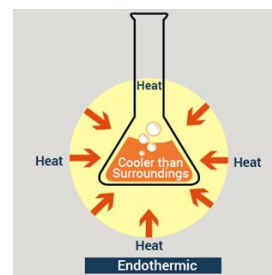
### Thermal Decomposition:

Type of reaction in which a compound breaks down to form two or more substances when it is heated.



mass (g) of reactants = mass (g) of products

### Exo- and endo-thermic reactions:



### Endothermic:

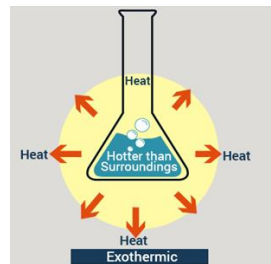
Reaction in which energy is taken in from the surroundings.

### Examples:

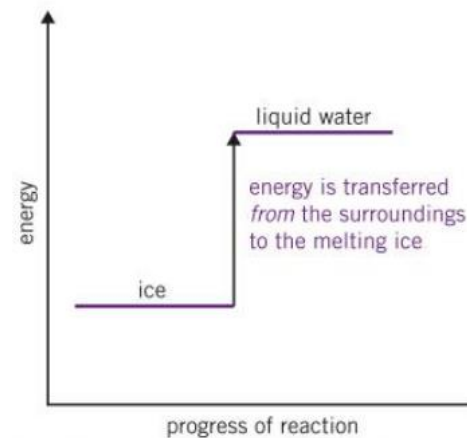
Exo	Endo
<ul style="list-style-type: none"> <li>burning</li> <li>neutralisation reactions</li> <li>respiration</li> </ul>	<ul style="list-style-type: none"> <li>thermal decomposition</li> <li>carbonates and acids</li> <li>photosynthesis</li> </ul>

### Exothermic :

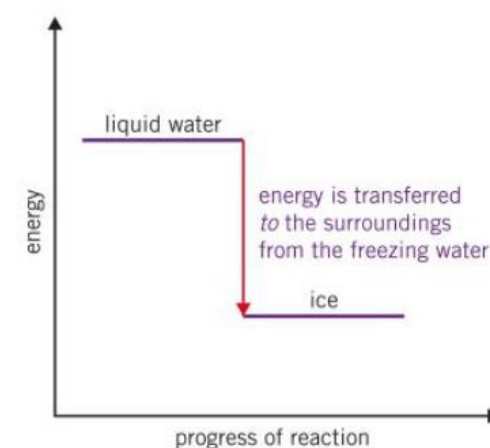
Reaction in which energy is given out to the surroundings. The surroundings then have more energy than they started with so the temperature increases.



### Energy Level Diagrams



Endothermic Reaction e.g water melting



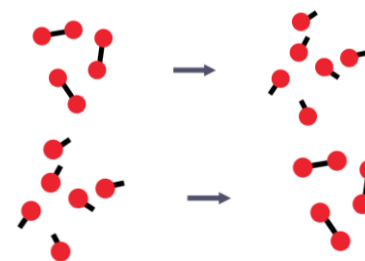
Exothermic Reaction e.g water freezing

Energy level diagrams help us to show the changes that occur during a reaction

### Making and Breaking Bonds:

Breaking Bonds = Endo

Making Bonds = Exo



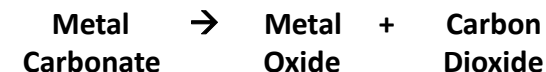
Whether a reaction is endo or exo depends on which energy is greater- the making or the breaking of the bonds. Each chemical bond that is broken or made is given a value in kJ.

### Catalysts:

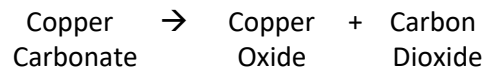
**Speed up chemical reactions. They alter the rate of reaction without being changed by the reaction.**

**Enzymes: biological catalysts that speed up cellular reactions**

Thermal decomposition of Metal carbonates:



EG.



### Conservation of mass:

Atoms are not created or destroyed just rearranged in a reaction so the total mass of the products will be the same as the total mass of the reactants.





<b>Contact force</b>	These forces only act when two things are touching.
<b>Non-contact force</b>	These forces can act when things are not touching
<b>Newtons</b>	The units for measuring forces
<b>Drag force</b>	The force acting on an object moving through air or water that causes it to slow down.
<b>Friction</b>	The forces that slows things down when they move on a surface e.g. a car on a road.
<b>Streamlined</b>	When something is shaped to reduce friction or air resistance
<b>Law of moments</b>	An object is in equilibrium if the clockwise moments equal the anticlockwise moments.
<b>Upthrust</b>	The force on an object in liquid or gas that pushes them up
<b>Moment</b>	A measure of the ability of a force to rotate an object around a pivot.
<b>Elastic</b>	Something which stretching and springs back to its normal shape
<b>Deform</b>	When something changes shape
<b>Compress</b>	When an object is squashed
<b>Extension</b>	The difference between the original length of an object and the length when you apply a force.
<b>Pressure</b>	The ratio of force to surface area, in $\text{N}/\text{m}^2$ , and how it causes stresses in solids.
<b>Liquid pressure</b>	The pressure produced by collisions of particles in a liquid.
<b>Equilibrium</b>	When all of the forces on something are balanced and cancel out.

### Friction and drag

- **Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
- The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction

- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
- The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
- Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another
- Both drag and friction are forces so they are measured in **Newtons (N)**



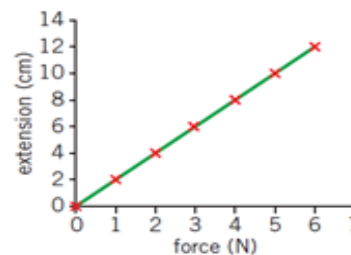
A solid moves through a gas.



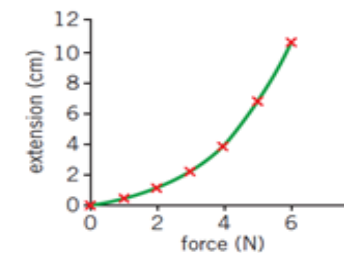
A solid moves through a liquid.

### Hooke's law

- Some objects, like springs, can be stretched, the amount that they stretch is known as their **extension**
- A force needs to be applied to the spring for it to be stretched, we can achieve this by adding masses which exert the force weight
- A spring will continue to stretch until it passes its **elastic limit**
- If an object obeys **Hooke's law** it will have a **linear relationship**: if the force applied to the spring is doubled, the extension will double too
- If an object does not obey Hooke's law, it will not have a linear relationship



This graph shows how the extension of a spring changes as you pull it



This graph shows the relationship between force and extension

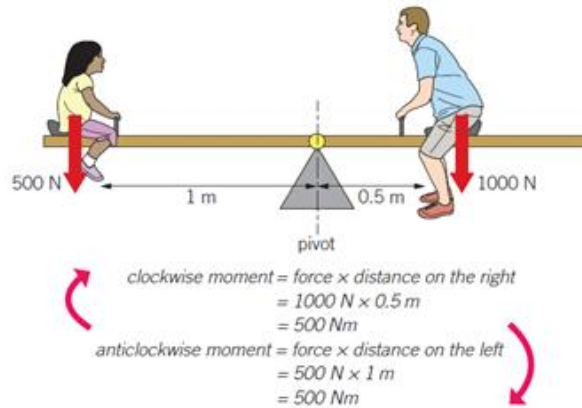


### Turning forces

- A **moment** is the turning effect of a force, it is measured in Newton meters
- We can calculate a moment with the equation:

$$\text{moment (Nm)} = \text{force (N)} \times \text{distance from the pivot (m)}$$

- The size of the moment will increase as the distance from the **pivot** or the size of the force increases
- When an object, such as a seesaw, is balanced, the clockwise and the anticlockwise moments will be equal and opposite, which is known as **equilibrium**
- When forces are equal and opposite to each other, there is no **resultant force**

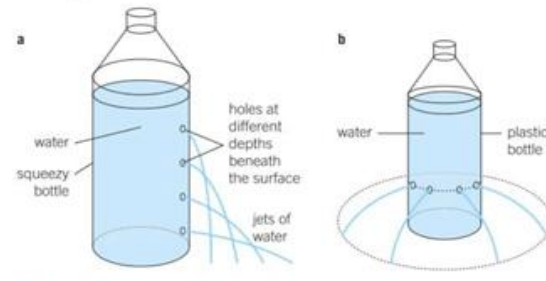
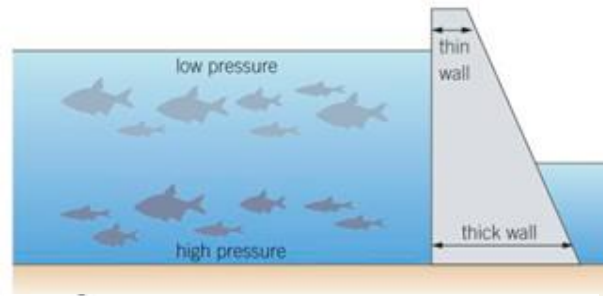


### Gas pressure

- Gas pressure** is caused by the particles of a gas colliding with the wall of the container which they are in
- The more often that the particles collide with the wall of the container, the higher the pressure of the gas will be
- Gas pressure can be increased by:
  - Heating the gas so the particles move more quickly and collide with the container with a higher energy
  - Compressing the gas so there are the same amount of particles within a smaller volume meaning that there are more collisions
  - Increasing the amount of particles within the same volume so there are more collisions
- Atmospheric pressure** is the pressure which the air exerts on you all of the time, nearer the ground there are more particles weighing down on you so the pressure is greater
- The higher you go, the smaller the atmospheric pressure, this is because there will be less particles weighing down on you

### Pressure in liquids

- Liquids are **incompressible**
- The particles in a liquid are already touching, meaning that there is little space between them to compress
- Liquids will transfer the pressure applied to them, this is seen in hydraulic machines
- As the ocean gets deeper, the pressure will increase, this is because the pressure depends on the weight of the water above
- The greater the number of water molecules above, the higher the pressure will be



### Pressure in solids

- The pressure which is exerted on a solid is known as **stress**
- The greater the area over which the force is exerted over, the lower the pressure, this is why snowshoes have a large area to prevent you sinking into the snow
- Pressure** can be calculated using the following equation:

$$\text{pressure} = \frac{\text{force}}{\text{area}}$$

$$\text{pressure (N/m}^2\text{)} = \frac{\text{force (N)}}{\text{area (m}^2\text{)}}$$

#### Worked example

A caterpillar vehicle of weight 12000N is fitted with tracks that have an area of 3.0m<sup>2</sup> in contact with the ground. Calculate the pressure of the vehicle on the ground.

**Solution**

$$\text{pressure} = \frac{\text{force}}{\text{area}} = \frac{12000\text{N}}{3.0\text{m}^2} = 4000\text{Pa}$$



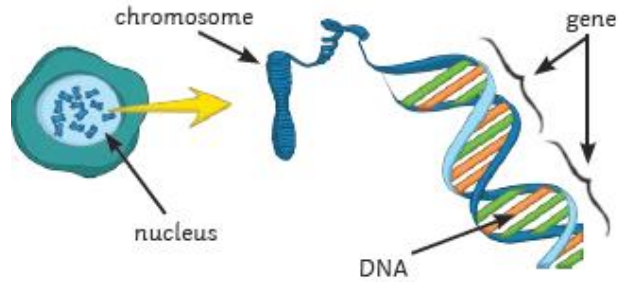
BE REFLECTIVE: Review your learning



# KNOWLEDGE ORGANISER

## BIOLOGY: ORGANISMS - Genetics

### Structure of DNA



### Genetic modification

Altering an organisms genes to gain a desired characteristic of feature. GM crops are crops that have been produced by genetic engineering e.g.

#### Examples of genetic modification:

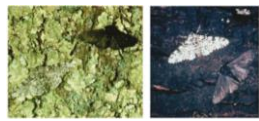
- Bacterial cells have human **insulin gene** inserted into them so that they produce insulin for diabetics.
- Frost resistant tomatoes
- Plants, such as rice, that have had genes inserted that make them **resistant to disease, insects, herbicides or more nutritious.**

#### Examples of desired characteristics :

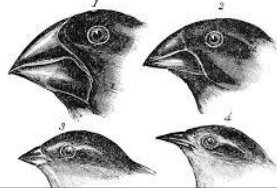
- Disease resistance in food crops.
- Animals which produce more meat or milk.
- Domestic dogs with a gentle nature.
- Large or unusual flowers.

### Evolution

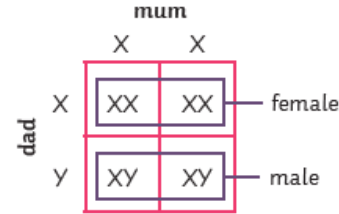
Scientific analysis of fossils shows that species have changed over long periods of time. This change is evolution. Charles Darwin first proposed this theory called **natural selection**. If a variation in the genes of an organism is advantageous in an environment, e.g. beak shape of finches beaks changed to allow them to find food easier, then it more likely to survive and pass that characteristic to its offspring.



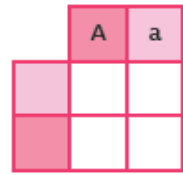
After the industrial revolution, the increased soot resulted in dark peppered moths being camouflaged more than light peppered moths, so they were less likely to be eaten and more survived and passed on their advantageous genes via **natural selection**



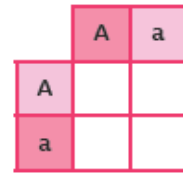
### Inheritance and Punnet squares



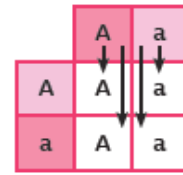
Females carry two X chromosomes.  
Males carry one X and one Y chromosome.



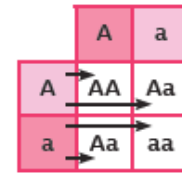
**Step 1:**  
Put the two alleles from one parent into the boxes at the top. This parent has one dominant allele and one recessive allele



**Step 2:**  
Put the two alleles from the second parent into the boxes on the left. This parent also has one dominant and recessive allele.



**Step 3:**  
Put the alleles from the first parent into the two boxes underneath them.



**Step 4:**  
Put the alleles from the second parent into the boxes next to the letters from the first parent (capital letters first).

### Extinction and conservation

**Extinction:** A species becomes extinct when there are no more individuals of that species left, so we must rely on fossils to prove existence.



**Conservation and biodiversity**  
Seed banks are a conservation measure for plants. Seeds are carefully stored so that new plants may be grown in the future.

### Key vocabulary

<b>DNA</b>	<b>Genetic material.</b> DNA is a <b>polymer</b> made up of <b>two strands</b> forming a <b>double helix</b> . The DNA makes up chromosomes.
<b>Gene</b>	A gene is a <b>small section of DNA</b> on a chromosome..
<b>Chromosome</b>	A <b>long coil of DNA</b> . Found in the nucleus.
<b>Allele</b>	<b>Different versions of the same gene</b> – dominant and recessive.
<b>Dominant</b>	A dominant allele is <b>always expressed</b> . Only <b>one copy</b> is needed.
<b>Recessive</b>	Only <b>expressed if two copies are present</b> .
<b>Allele</b>	<b>Different versions of the same gene</b> – dominant and recessive.
<b>Mutation</b>	A <b>random change</b> in the <b>DNA</b>
<b>Genetic modification/ Engineering</b>	A process which involves <b>modifying the genome</b> of an organism by <b>introducing a gene</b> from another organism to give a desired characteristic.
<b>Evolution</b>	The <b>change in the genes of a population over time</b> . Occurs through natural selection.
<b>Fossil</b>	The preserved remains of an organism from many thousands of years ago. They can also show changes/evolution over time
<b>Gene banks</b>	Conservation method that stores genetic examples of different species



# Y9 Food Tech–Food Hygiene

## EXPLORE

This is an Food Tech project where pupils will explore Food Hygiene through exploring knowledge and theory of practice.

## DEVELOP

Pupils will develop their skills of cooking through various meals and apply their knowledge of Food and hygiene practice.

## CREATE

Pupils will create a range of meals from a series of recipes in the booklet.

## EVALUATE

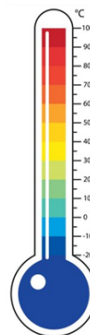
Pupils will retrieve their knowledge on practice, and applying good health and hygiene knowledge

### ESSENTIAL KNOWLEDGE- You will Learn That

**Food poisoning** can be caused by: bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella; physical contaminants, e.g. hair, plasters, egg shells, packaging; chemicals, e.g. cleaning chemicals. Bacterial contamination is the most common cause. Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness. Harmful bacteria are called pathogenic bacteria. The process of food becoming unfit to eat through oxidation, contamination or growth of micro-organisms is known as food spoilage.

**Temperatures to remember**  
To reduce the risk of food poisoning, good temperature control is vital:

- 5-63°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



### Techniques and Processes- You will learn how

#### Where should food be stored in the fridge?

**Cheese, dairy and egg-based products**  
The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

**Cooked meats**  
Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

**Raw meats and fish**  
Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

#### Getting ready to cook

Remove blazers/jumpers and roll up long sleeves. Tie up long hair and tuck in ties or head coverings. Thoroughly wash and dry hands. Put on a clean apron



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## Key Practice

### Best-before-date

You can eat food past this date but it might not be at its best quality.

### Use-by-date

You've got until the end of this date to use or freeze the food before it becomes too risky to eat.

### USE BY:

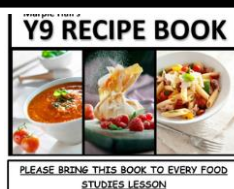
25/08/20

KEEP REFRIGERATED

### BEST BEFORE:

25/08/21

STORE IN A COOL DRY PLACE



## H&S

### Allergen and food intolerance awareness

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:



### Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- time.



### Why clean?

To remove grease, dirt and grime, and prevent food poisoning and pests.

## Key terms

**Allergens:** Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.

**Bacteria:** Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.

**Cross-contamination:** The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.

**Food poisoning:** Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.

**High risk ingredients:** Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.



EXPLORE	DEVELOP	CREATE	EVALUATE
This is an Art & Textiles project where pupils will explore the theme of Urban and buildings as well as the work of Harriet Popham	Pupils will develop ideas from studies of buildings and cityscapes as well as drawing and textiles tile techniques.	Pupils will draw from observation in tone a range of buildings and cityscapes to create their own designs for fabric printing and stitching.	Pupils will retrieve their knowledge on techniques, theme and artist to compare and contrast their own work with expectations. A booklet is produced including www & ebi.

**ESSENTIAL KNOWLEDGE- You will Learn That**      **Techniques and Processes- You will learn how**

### Tone

Using tone correctly can make 2D drawings look 3 dimensional.

10 graphite pencil complete the value scale.

**Tone, top tips-**  
Remember to look at where the light hits your objects. This will be the lightest area and the opposite side will be the darkest. Look for and try to match, different shades of grey.

### Polystyrene Printing

Relief printing is when you carve into a printing block that you then use to press onto paper and make a print. The lines or shapes you carve into the printing block will not have ink on them, so will not show up on your paper. Instead, the print will reveal the parts you don't draw, because they come into contact with the ink. The print will be a mirror image of what you see on your printing block!

**Key Practitioners – Artists, Designers,**      **Materials/ Mediums/ H&S**      **Topic Terminology**

### Urban

using cityscapes and buildings as inspiration pupils will learn about perspective and develop designs for fabrics.

### Harriet Popham

is an artist who uses drawing, print and stitch. She combines these to create art.

### Health and Safety using a sewing machine

- Always tie back your hair and secure loose clothing. (take off lanyard)
- Only 1 person uses the sewing machine. Never allow someone else to touch your machine.
- Turn the machine off at the wall before threading, or if it goes wrong.
- To not crowd people using machines.
- Do not talk to people using machines
- Do not touch any dials except zigzag adjuster and length of stitch.

Fabric- Cotton  
Thread  
Mixed Media  
Applique  
Stitching  
Tie dye

### Key words-

Intricate  
Detailed  
Line drawing  
Imaginative  
Poly block print  
Stitch  
Mixed media  
Pattern

Zig zag adjuster  
1= straight  
2 - 5 = zigzag

Length of stitch adjuster  
1-5 NEVER 0

**7 Essential Elements of Art**

<b>Line</b> 	<b>Texture</b> 	<b>Tone</b> 
<b>Shapes</b> 	<b>Colour</b> 	<b>Form</b> 
<b>Space</b> 		

**Straight stitch**





EXPLORE	DEVELOP	CREATE	EVALUATE
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<p>Students will <b>explore</b> environmental issues; the role that insects play in pollinating plants which gives us food crops as well as biodiversity.</p>	<p><b>Develop</b> 3D sketching and annotation skills as needed for GCSE NEA projects. Develop practical skills with hand tools and workshop machines – including hammering and screwing; health and safety and development of independent practice;</p>	<p>Students will design and create a wooden insect hotel from upcycled pallet wood, OSB, galvanised steel mesh, wood screws, 25mm panel pins and fencing staples using a limited range of workshop tools and equipment as a short,</p>	<p>Students will <b>evaluate</b> their practical and design work as well as the individual manufacturing processes. skills-based project that sets them up well to make small pieces of furniture for a future resistant materials / product design NEA.</p>
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<p>ESSENTIAL KNOWLEDGE- You will Learn That</p>	<p>Techniques and Processes- You will learn how</p>
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<p style="text-align: center;"><b>The 6 R's of Sustainability</b></p> <p><b>Reduce:-</b></p> <ul style="list-style-type: none"> <li>• Use less material to make things</li> <li>• Use less 'non-renewable' energy resources</li> <li>• Use less packaging on products</li> <li>• Throw less things away (Recycle more)</li> </ul>	<p><b>Recycle:-</b></p> <ul style="list-style-type: none"> <li>• Recycle your waste instead of throwing it away so that the materials can be broken down and used to make new products</li> <li>• Use your recycling bins from the Council - Paper, Glass, Plastic, Food</li> </ul>	<p><b>Refuse:-</b></p> <ul style="list-style-type: none"> <li>• If you don't need it, refuse to buy it</li> <li>• Don't buy something if it has too much packaging</li> <li>• Don't throw plastic away, recycle it</li> <li>• Don't drive there if you can walk there</li> </ul>
<p><b>Re-use:-</b></p> <ul style="list-style-type: none"> <li>• Use an old product elsewhere for a different purpose</li> <li>• Avoid throwing it away if it can be used for something else</li> </ul>	<p><b>Re-think:-</b></p> <ul style="list-style-type: none"> <li>• Can we change the way we live? E.g. Turn power off at the mains</li> <li>• Can we use different sources of power to manufacture? E.g. Solar Panels or Hydro Power</li> <li>• Use waste land rather than destroying natural habitats</li> </ul>	<p><b>Repair:-</b></p> <ul style="list-style-type: none"> <li>• If something is broken, don't throw it away, try to fix it</li> </ul>

Key Practice	Materials and Properties	Topic Terminology
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<p><b>Impacts of climate change in the UK</b></p> <ul style="list-style-type: none"> <li>• sea levels could rise, covering low lying areas, in particular east England</li> <li>• droughts and floods become more likely as extreme weather increases</li> <li>• increased demand for water in hotter summers puts pressure on water supplies</li> <li>• Industry may be impacted, eg Scottish ski resorts may have to close due to lack of snow</li> </ul> <p><b>Impacts of climate change around the world</b></p> <ul style="list-style-type: none"> <li>• sea level rise will affect 80 million people</li> <li>• tropical storms will increase in magnitude (strength)</li> <li>• species in affected areas (eg Arctic) may become extinct</li> <li>• diseases such as malaria increase, an additional 280 million people may be affected</li> </ul>	<p><b>Pallet wood</b> is wood recovered from old pallets. They can be made from <b>hardwood</b> (such as oak) or <b>softwood</b> (mainly pine) and have been either <b>heat-treated</b> or <b>treated with chemicals</b> making them <b>suitable for outdoor use.</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div>																						
<p><b>Keywords – you must know what these all mean (in a D&amp;T context) and be able to spell them:</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%;">Marking out</td> <td>Bench hook</td> </tr> <tr> <td>Manufacturing</td> <td>Tenon saw</td> </tr> <tr> <td>Wasting</td> <td>Metalwork vice</td> </tr> <tr> <td>Sustainability</td> <td>Woodwork vice</td> </tr> <tr> <td>Accuracy</td> <td>Aluminium oxide paper</td> </tr> <tr> <td>Tanalised</td> <td>Sanding block</td> </tr> <tr> <td>Upcycle</td> <td>Vertical belt sander</td> </tr> <tr> <td>OSB</td> <td>Grain</td> </tr> <tr> <td>MDF</td> <td>Fixings</td> </tr> <tr> <td>Chipboard</td> <td>Screw head</td> </tr> <tr> <td>Plywood</td> <td>Screwdriver bits</td> </tr> </table>			Marking out	Bench hook	Manufacturing	Tenon saw	Wasting	Metalwork vice	Sustainability	Woodwork vice	Accuracy	Aluminium oxide paper	Tanalised	Sanding block	Upcycle	Vertical belt sander	OSB	Grain	MDF	Fixings	Chipboard	Screw head	Plywood	Screwdriver bits
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Plywood	Screwdriver bits																							



## Year 9 Knowledge Organiser – Women’s fight for the vote



### Key Dates

1819	<b>Peterloo Massacre</b> saw 15 people killed and 600 injured when people in Manchester protested for the vote.
1832	First petition for women’s right to vote created by <b>Mary Smith</b> and presented by <b>Henry ‘Orator’ Hunt</b>
1832 – 1848	<b>The Chartists</b> fought for men’s right to vote.
1857	<b>Divorce and Matrimonial Causes Act</b> allowed women to divorce husbands who abused them
1865	<b>Elizabeth Garrett Anderson</b> became the first female doctor in Britain. <b>Barbara Leigh Bodichon</b> forms the Women’s Suffrage Committee.
1866	Famous petition signed by 1,499 women including <b>Florence Nightingale</b> .
1882	<b>Married Woman’s Property Act</b> allowed women to keep their property when they married.
1887	<b>Leicester Women’s Suffrage Society</b> was formed by <b>Agnes Archer Evans</b>
1897	<b>National Union of Women’s Suffrage Societies (NUWSS)</b> formed by <b>Lydia Becker</b> and <b>Millicent Fawcett</b> . They are nicknamed the <b>Suffragists</b> .
1903	<b>Women’s Social and Political Union (WSPU)</b> is formed by <b>Emmeline Pankhurst</b> with her daughters <b>Sylvia</b> and <b>Christabel</b> .

### Key Words

<b>Cat and Mouse Act</b> – Law passed in 1913 which meant the government could release Suffragettes while they were ill and re-arrest them when they became well again.
<b>Constituencies</b> – An area of the country which can vote for their MP. Examples include Harborough or Leicester South.
<b>Democracy</b> – The system which allows people to vote for their government.
<b>Franchise</b> – The people who can vote. If people want to extend the franchise, it means they want to increase the number of people who can vote.
<b>Government</b> – The group of people who run the country.
<b>House of Commons</b> – The area of parliament which has MPs who are elected to serve the people. They debate and vote for laws.
<b>Member of Parliament (MP)</b> – The person who is voted for by people in a particular area who then represents them in the House of Commons.
<b>Monarch</b> – The king or queen.
<b>Parliament</b> – the name for both the House of Commons and the House of Lords. Both of these are part of Britain’s system of running the country.
<b>Prime Minister</b> – The person who runs the government.
<b>Suffrage</b> – The right to vote.
<b>Vote</b> – A right to choose the government who runs the country.
<b>Women’s Suffrage</b> – The right for women to vote.

### Key People

<b>Emmeline Pankhurst</b> – Lead of the Suffragettes (WSPU)	
<b>Christabel &amp; Sylvia Pankhurst</b> – Daughters of Emmeline Pankhurst and joint leaders of the WSPU. Sylvia refused to get involved in war work in World War One.	
<b>Millicent Fawcett</b> – Leader of the Suffragists (NUWSS)	
<b>David Lloyd George</b> – Politician who was a supporter of women’s suffrage. His house was bombed by the Suffragettes in 1913. He became Prime Minister in 1915.	
<b>Herbert Asquith</b> – Politician who was not a supporter of women’s suffrage until around 1917.	
<b>Emily Davison</b> – Suffragette who bombed Lloyd George’s house and who was killed when trying to pin a scarf on the King’s horse in 1913.	
<b>Sophia Duleep Singh</b> – Indian princess and high profile Suffragette who protected people against violence, particularly on Black Friday.	
<b>Edith Garrud</b> – Expert in martial art of jujitsu who trained Suffragettes to defend themselves from the police.	



## Year 9 Knowledge Organiser – Women's fight for the vote

### Key Dates

- 1905** **Christabel Pankhurst & Annie Kenney** disrupt political meeting of the Liberal party by shouting over them.
- 1907** **Alice Hawkins** joins Leicester Suffragettes.
- 1910** Suffragettes use violent tactics to win publicity. **Black Friday** sees Suffragettes assaulted and arrested by police. Suffragettes start hunger-strikes in prison. Government starts force-feeding.
- 1913** **Emily Davison** bombs **Lloyd George's** house. **Cat and Mouse Act** passed. **Emily Davison** is killed at the Derby.
- 1914** **First World War** breaks out.
- 1915** Women are encouraged to start war work such as working in **munitions**.
- 1918** **First World War** ends. **Representation of the People Act** is passed, giving all women over 30 with £5 property the vote.
- 1928** **Equal Franchise Act** - Women over 21 with no property could now vote (same as men).

### Key Words

- Anti-suffrage** – some people (including women) campaigned against women getting the vote.
- Force-feeding** – In order to keep them alive, the prison guards would feed Suffragettes by putting a tube down their throat and tipping liquid like soup down it.
- Hunger strike** – Suffragettes would stop eating while in prison, in protest against being treated as criminals.
- Munitions** – Ammunition and weapons.
- Pacifist** – someone who does not support war.
- Petitions** – List of signatures from the public saying that they support an issue. It is designed to influence MPs by showing how popular an idea is.
- Poor Law Guardians** – People who had to check the poor law was being followed, including the treatment of the poor in the workhouses.
- Workhouses** – Like prisons for poor people. They had to do hard work, wore prison uniforms, and were separated from their families.

### Key Facts: Women in the 19<sup>th</sup> Century

- Women were not allowed to vote or become **MPs**
- Some women took positions of responsibility as **Poor Law Guardians** to show that they were responsible.
- In **1865 Elizabeth Garrett Anderson** became the first female doctor in Britain. Many other women went on to train in other professions such as lawyers, but many were also stopped by universities who refused to give them their qualifications.
- Before the **1857 Divorce and Matrimonial Causes Act** women could not divorce their husbands even if they were abused by them.
- Before the **1872 Infant Custody Act** children belonged to their father who could stop their mother from seeing them.
- Before the **1882 Married Woman's Property Act** women had to give up their property when they got married.
- Women were believed to be mentally and physically inferior. They were seen as too emotional to be able to vote. Many women tried to challenge this.
- Women were expected to focus on getting married and having children if they were Middle Class. Working Class women had to do this and find paid work to support their families – but women's work was always paid lower than men's.

### Early Campaign

- In **1865, Barbara Leigh Bodichon** formed the **Women's Suffrage Committee**. She campaigned for women's rights by publishing pamphlets and signing petitions. She helped influence the government to pass the **1882 Married Woman's Property Act**.
- **Lydia Becker** set up the **Manchester Suffrage Committee**. She campaigned for improvements in education which led to the **1870 Education Act** which created better education for girls.
- **Agnes Archer Evans** set up the **Leicester Women's Suffrage Society in 1887**.
- Although early campaigns helped get some laws passed, they still did not manage to get the law changed so that women could vote.



## The Suffragists (NUWSS)



- Formed in 1897
- Led by Lydia Becker and Millicent Fawcett
- Colours were red (dignity), white (purity), green (hope)
- Only used peaceful methods such as petitions, marches, speeches, letter-writing etc.
- In 1897 they published a petition which got 230,000 signatures – a large number at the time.
- Historians debate how much influence they had. Many Suffragists continued to campaign during the First World War and helped to draft the Representation of the People Act which gave women the vote.
- Peaceful tactics often won them a lot of support, in contrast to the Suffragettes who were often seen as terrorists.
- Peaceful tactics also showed that women were responsible and not emotional and irrational as some people argued.
- Many Suffragists also continued to campaign after 1918 for women to get equal voting rights. This was won in 1928.

## The Suffragettes (WSPU)



- Formed in 1903
- Led by Emmeline Pankhurst and her daughters Sylvia and Christabel
- Had been Suffragists but became frustrated with the slowness of change and so turned to violent tactics. From 1910 they were becoming most famous for violent tactics, although they continued to use peaceful ones.
- Slogan "Deeds not words".
- Colours white (purity), purple (freedom and dignity), green (hope).
- 1905 Annie Kenney and Christabel Pankhurst disrupted a meeting of the Liberal Party by shouting slogans.
- 1909 Edith Garrud started teaching Suffragettes jujitsu.
- Black Friday in 1910 saw 300 Suffragettes on a peaceful march being assaulted by police officers. One woman in a wheelchair was beaten and kicked. Sophia Duleep Singh used her status to protect a number of women. Many women were arrested.
- 1910 violent tactics included throwing stones at politicians, rocks through shop windows, setting fire to post boxes, using bleach to write slogans on golf courses.
- 1913 Elsie Duval and Olive Beamish set fire to the house of Lady White (an anti-suffrage campaigner), causing £3,000 worth of damage (£400,000 today).
- 1913 Emily Davison planted two bombs at Lloyd George's house, causing £500 worth of damage (£55,000 today).
- 1913 the Liberal government passed the Cat and Mouse Act which allowed them to release Suffragettes who were on hunger strike, only to rearrest them when they got better. This stopped women dying while in prison.
- 1913 Emily Davison was killed trying to pin a Suffragette scarf on the King's horse at the Derby. 6,000 Suffragettes led a peaceful funeral march.
- 1914 the Suffragettes dissolved in order to support the war effort. Sylvia refused to get involved as she was a pacifist.

## World War One

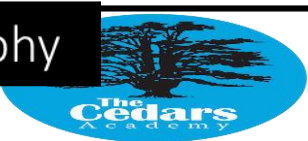


- When war broke out in 1914 the government thought women's role was to encourage men to sign up to fight and to look after their homes and children.
- By 1915 there was a shortage of munitions and women were encouraged to work in war industries. Around 1 million women worked in munitions which was very dangerous.
- Women also joined nursing organisations such as Queen Alexandra's Royal Army Nursing Corps. Others were ambulance drivers on the front line or doctors either in the trenches or in hospitals in Britain.
- Flora Sandes was the only British woman to fight on the frontline in World War One. Women were not allowed to fight in the British army so she joined the Serbian army. She became Serjeant-Major.
- 1917 the Women's Land Army was set up to provide food to Britain. Around 23,000 women joined.
- Women were also ticket collectors, bus drivers, police officers, firefighters, post office workers, telephone operators, delivery drivers etc.
- Some women were pacifists and campaigned for an end to the First World War.
- At the end of the war, most women were expected to give up their jobs, but many fought to keep them.

## The Vote

- Women over 30 with £5 of property won the vote in 1918.
- The government wanted only Middle and Upper Class women to vote and hoped that over 30 years old they might have a husband to tell them what to do.
- Women campaigned to have equal voting rights, which they won in 1928.





**AFRICA IS NOT A COUNTRY.**

**Key Vocabulary**

Triangle of Trade	The journey of exchange made of goods and slaves between Europe, the Americas and Africa.
Colonisation	The action or process of taking over control over local people of an area.
Cash crops	A crop produced for its commercial value rather than for use by the grower.
Migrate	To move from one region or habitat to another according to seasons.

**Natural Resources**

Africa is rich in natural resources:

- It exports 16% of the world's uranium, used to produce nuclear energy.
- In 2011, Africa produced more than half of the world's diamonds and nearly 75% of the world's platinum.
- Africa has 10% of the world's oil and gas reserves.
- Africa is rich in forests, a source of major hardwoods.
- Nigeria and Libya are 2 of the leading oil producing countries in the world.

**The History of Africa.**

**The Slave Trade**

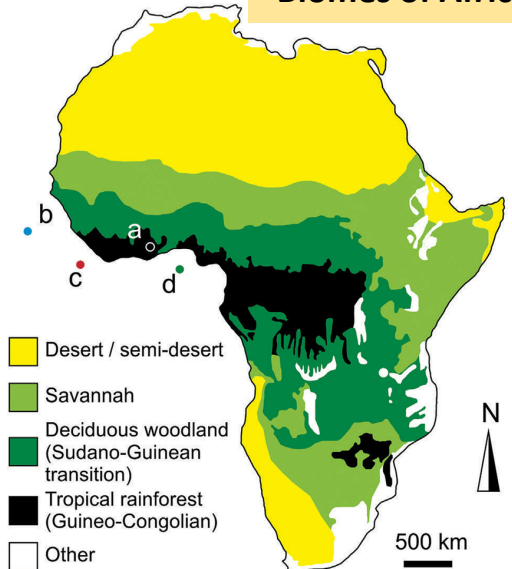
- Between the 1600's and the 1800's, 12-15 million Africans were sold into slavery.
- Europeans bought people in West Africa in exchange for goods, developing a triangle of trade.
- Slavery was abolished from 1833.

**The Legacy of Colonisation.**

- African countries began to gain their independence from Europe in the 1960's.
- Many countries have found the road to a strong and stable nation difficult.
- The wealth of natural resources continues to be over-exploited by European business.
- The best agricultural land is still used to grow cash crops rather than growing crops to feed the growing population of Africa.

**“Africa is not poor, it is poorly managed” Ellen Johnson-Sirleaf, former president of Liberia.**

**Biomes of Africa**



**Savanna Biome**

These are found to the north and south of tropical rainforests. Savanna regions have distinct wet and dry seasons. This biome has lots of wildlife within it however, animals may migrate great distances for food and water.

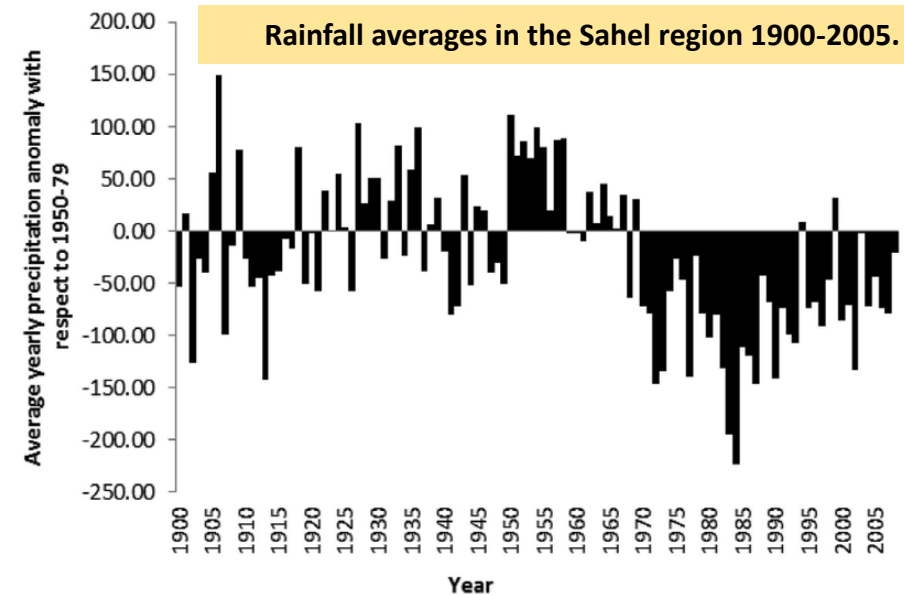


**Is there a future for the**

Desertification in the Sahel

- Droughts have occurred when the normally short rainy season is delayed or does not occur.
- Rains are very irregular in the Sahel along with rapid population increase, vegetation clearance and livestock overgrazing are causing the desert to spread southwards (desertification).

**Rainfall averages in the Sahel region 1900-2005.**

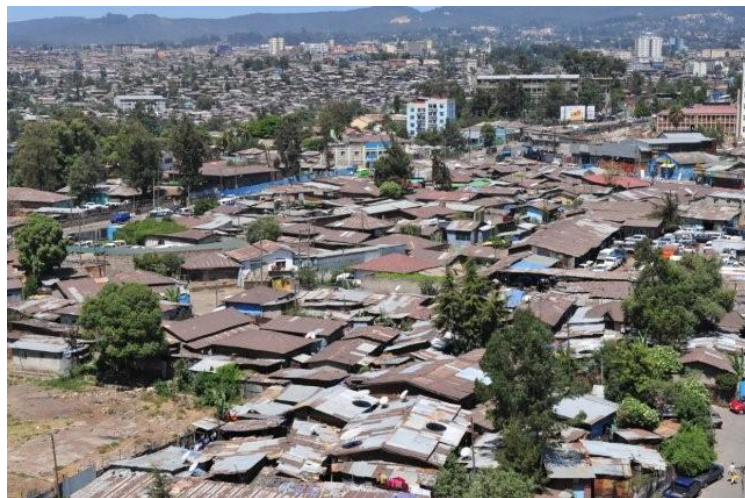




# Knowledge Organiser – What are the challenges and opportunities facing Africa? Part 2

## Key Vocabulary

Landlocked	A country or region that is entirely surrounded by land.
Exports	A good or service sent to another country.



## Urbanisation in Ethiopia.

Ethiopia has the second largest population in Africa with over 100 million people. The government is trying to develop the economy of this landlocked country. Although 80% of the population is still rural, urbanisation and economic development are accelerating fast. Much of the population is located in the capital city, Addis Ababa which is located centrally in the country.

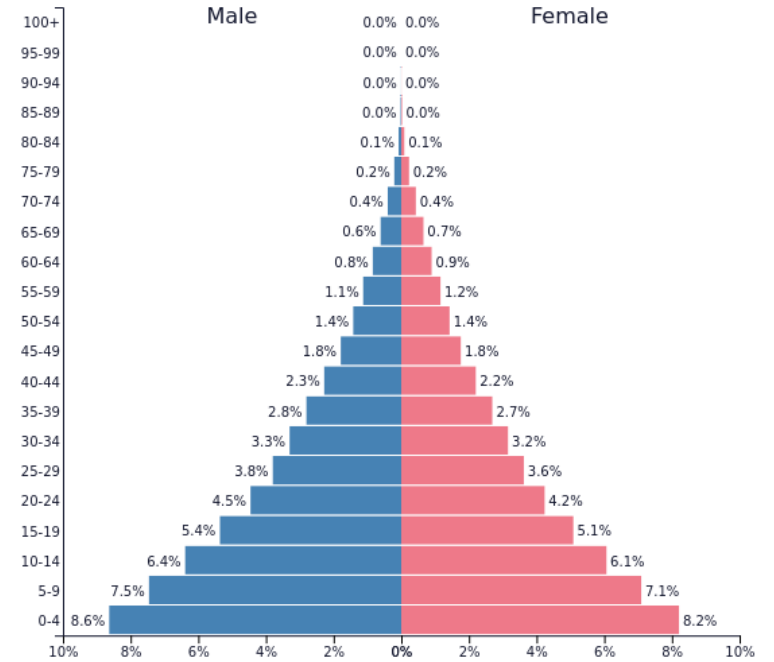
People move to the city as they think they will be better off however, they end up living in slums which is becoming a big problem. Slums are often built illegally, they offer cheap rent but they have limited access to water and toilets. This can lead to a spread of disease and lots of problems for the government to solve.

### Government Projects to solve some of the problems in Addis Ababa:

- **Building:** Hundreds of thousands are built every year. These new houses are bought-t—own, and opportunities to live in them are distributed by a public lottery.
- **Infrastructure:** The Light Rail Transit, the first in Africa, opened in 2015. Built with Chinese support, it cost US\$475 million.
- **Business:** Attract multinational companies to build factories in the city offering incentives and cheap labour.

## AFRICA IS NOT A COUNTRY.

### Population Pyramid for Nigeria, 2017.



PopulationPyramid.net

Nigeria - 2017  
Population: 191,835,936

## Trade between China and Africa.

- 15% of Africa's exports, mainly natural resources, go to China.
- China provides 21% of Africa's imports, including a range of machinery, transportation, communications equipment and manufactured goods.
- China is funding the building of factories and construction of roads, railways, ports, airports, hospitals, schools and stadiums, spending billions of dollars a year in Africa.
- More than 1 million Chinese, most of them labourers and traders, have moved to the continent in the past decade.



# Knowledge Organiser — Can we ever know enough about earthquakes and volcanoes to live safely? Part 1

## Key Vocabulary

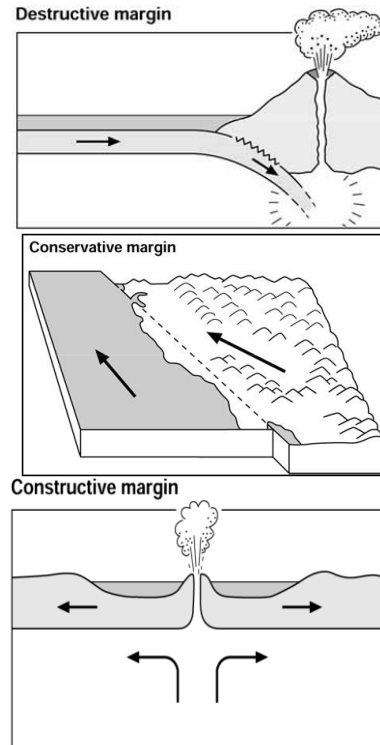
Natural hazard	When a natural event threatens to cause great damage or loss of life.
Natural disaster	This is a natural hazard when many lives are lost.
Tectonic Plate	These are pieces of the rocky outer layer of the Earth known as the crust.
Destructive or convergent plate boundaries	This is when 2 tectonic plates move towards each other (both continental or one continental and one oceanic).
Constructive or divergent plate boundaries	This is when 2 tectonic plates move apart, away from each other. This is normally with oceanic plates.
Conservative or transform plate boundaries	This is when no land is made or destroyed. It is when 2 tectonic plates slide past each other causing friction and pressure to be built up.
Primary Effect	These occur in the minutes and hours after the natural disaster.
Secondary Effect	These occur in the days, weeks and months after the natural disaster.



## Wegener's Theory

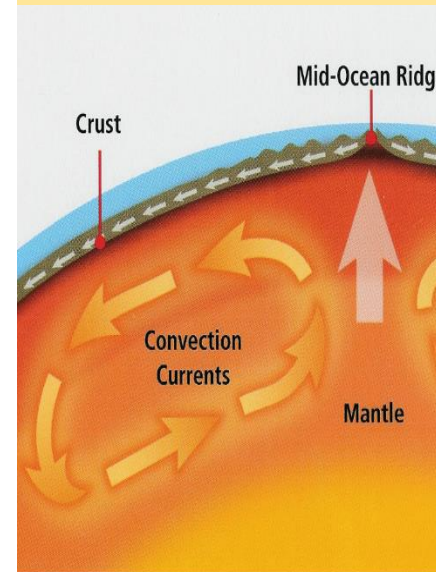
- Known as continental drift. Millions of years ago the continents that we know today were joined together as one super continent known as Pangea.
- Evidence for this includes:
  - Similar animal fossils and rock types were found on different continents.
  - Evidence of an ice age at the same time across parts of the continents, even the hottest ones.
  - A pattern in the formation of some of the old mountain ranges

## Types of plate boundary

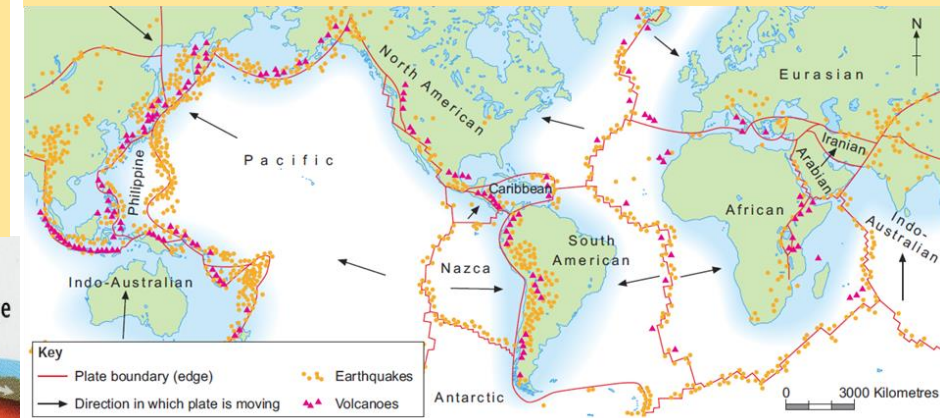


## Convection Currents

This is a current of warmer material; when soft rock is heated from below, the warmer material rises in a convection current.

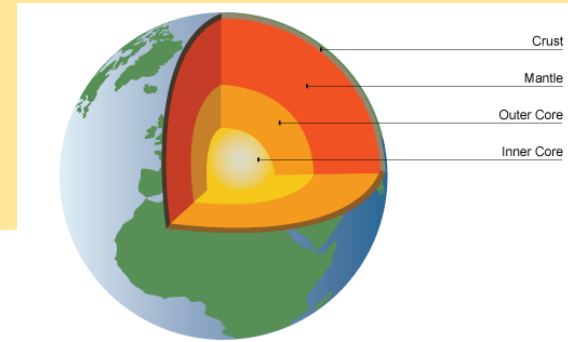


## Global distribution of volcanoes and earthquakes



The Earth is made up of 4 main layers; inner core; outer core; mantle and then crust. There are 2 types of crust, continental and oceanic.

## The layers of the Earth



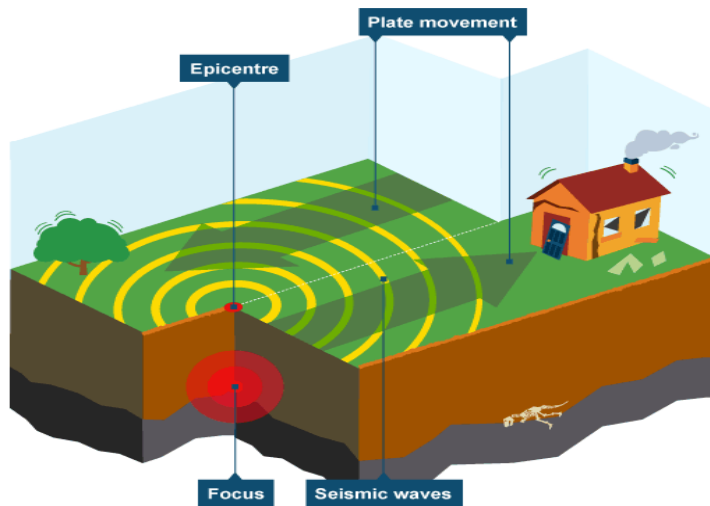


# Knowledge Organiser — Can we ever know enough about earthquakes and volcanoes to live safely? Part 2.

## Earthquakes

Earthquake	A sudden violent movement of the Earth's surface.
Focus	The location that the earthquake starts.
Epicentre	The point directly above the focus.
Seismic waves	The waves of energy caused by the earthquake.
Fault line	The line that 2 tectonic plates move by each other.

### How an earthquake occurs



### Nepal Earthquake

- Saturday 25<sup>th</sup> April 2015, 11:56am.
- Biggest earthquake in Nepal for over 80 years.
- Epicentre was 75km north-west of Kathmandu (the capital)
- Nearly 9000 people died
- More than 22,000 suffered injuries
- Triggered an avalanche on Mount Everest, killing at least 8 people.
- More than 600,000 homes were destroyed.

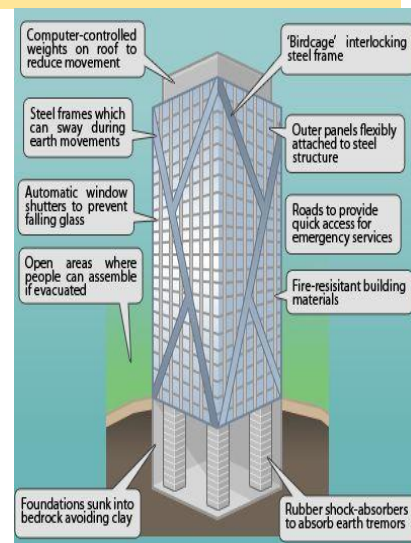
### Earthquake Management

#### Preparation:

- Earthquake survival kit
- Guidance and support
- Earthquake drills

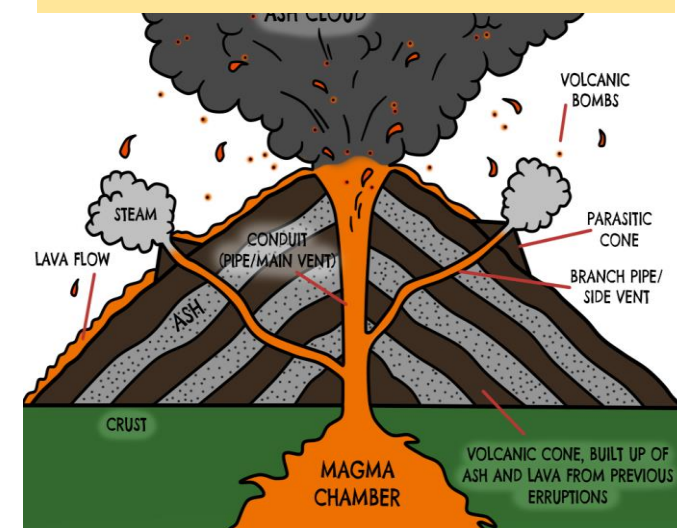
#### Earthquake resistant buildings:

- Cross bracing
- Shear wall
- Base isolator
- Shock absorbers



## Volcanoes

### Volcano Cross Section



### Managing the risk near volcanoes

Prediction, planning and preparation:

- Prediction – monitoring volcanoes to see when it is likely it could erupt.
- Planning – includes drawing up evacuation plans and using hazard maps to prevent houses being built in high risk areas.
- Preparation – educating people on what to do if a nearby volcano erupts.

Volcano	Openings or cracks in the lithosphere where magma from inside the Earth can escape onto the surface.
Shield Volcano	Gentle slopes formed from runny lava.
Composite Volcano	Steep slopes formed from thick sticky lava that doesn't flow far.
Active volcano	Is erupting or has recently erupted and is likely to erupt again.
Dormant volcano	Is one that has not erupted for 10,000 years but could become active again.
Extinct volcano	Hasn't erupted for that last 1,000,000 years and will probably never erupt again.

### Why do people live near a volcano?

- Fertile soil that is good for agriculture. Even in more developed countries like Japan.
- The presence of minerals.
- Geothermal energy to produce electricity. Especially in more developed countries like Iceland
- Tourism: volcanoes attract millions of visitors every year.

CORE		Key verb phrases		Connectives	
<b>Time phrases/Sequencers</b>		<b>Key verb phrases</b>		<b>Connectives</b>	
normally	<u>normalement</u>	I have	<u>j'ai</u>	but	<u>mais</u>
often	<u>souvent</u>	I have not	<u>je n'ai pas de</u>	and	<u>et</u>
usually	<u>d'habitude</u>	I am	<u>je suis</u>	because	<u>car/ parce que</u>
from time to time	<u>de temps en temps</u>	I am not	<u>je ne suis pas</u>	also	<u>aussi</u>
sometimes	<u>quelquefois/parfois</u>	I would like	<u>je voudrais</u>	however	<u>cependant</u>
tomorrow	<u>demain</u>	it is	<u>c'est</u>	therefore	<u>donc</u>
next week	<u>la semaine prochaine</u>	it is not	<u>ce n'est pas</u>	as	<u>comme</u>
Summer / Autumn	<u>en été / en automne</u>	there is	<u>il y a</u>	or	<u>ou</u>
Winter / Spring	<u>en hiver / au printemps</u>	there is not	<u>il n'y a pas de</u>	however	<u>pourtant</u>
morning/afternoon/evening	<u>le matin/l'après-midi/le soir</u>	it will be	<u>ce sera</u>	on the other hand	<u>par contre</u>
then	<u>puis</u>	I'm going to....	<u>je vais +infinitive</u>	fortunately	<u>heureusement</u>
always/still	<u>toujours</u>	you must	<u>on doit +infinitive</u>	unfortunately	<u>malheureusement</u>
at the moment	<u>en ce moment</u>	you must not	<u>on ne doit pas +infinitive</u>	in addition	<u>en plus</u>
later	<u>plus tard</u>	you can	<u>on peut +infinitive</u>		
in the future	<u>a l'avenir</u>	you cannot	<u>on ne peut pas +infinitive</u>	<b>Negatives</b>	
yesterday	<u>hier</u>	it was	<u>c'était</u>	not	<u>ne...jamais</u>
last night	<u>hier soir</u>	it wasn't	<u>ce n'était pas</u>	never	<u>ne...pas</u>
last week	<u>la semaine dernière</u>	there was	<u>il y avait</u>	<b>Comparisons</b>	
last year	<u>l'année dernière</u>	there wasn't	<u>il n'y avait pas de</u>		
next	<u>ensuite</u>	it would be	<u>ce serait</u>	more... than	<u>plus ... que</u>
firstly	<u>d'abord</u>	it would not be	<u>ce ne serait pas</u>	less... than	<u>moins ... que</u>
after	<u>après ça</u>	if I was rich	<u>si j'étais riche</u>		
before	<u>avant</u>	in an ideal world	<u>dans un monde idéal</u>		
lastly	<u>enfin / finalement</u>	in my dreams	<u>dans mes rêves</u>		
<b>Quantifiers/ Intensifiers</b>		<b>Opinions</b>		<b>Idioms</b>	
very	<u>très</u>	In my opinion	<u>à mon avis / selon moi</u>	How awful !	<u>Quelle horreur !</u>
too	<u>trop</u>	I think that	<u>je pense que</u>	What luck !	<u>Quelle chance !</u>
quite	<u>assez</u>	I Like	<u>j'aime</u>	What a surprise !	<u>Quelle surprise !</u>
a bit	<u>un peu</u>	I love	<u>j'adore</u>	What an idiot!	<u>Quel imbécile !</u>
really	<u>vraiment</u>	I don't like	<u>je n'aime pas</u>	It's brilliant !	<u>C'est le pied !</u>
a lot	<u>beaucoup</u>	I hate	<u>je déteste</u>	It's not my thing !	<u>Ce n'est pas mon truc !</u>
		I prefer	<u>je préfère</u>	It's a waste of time!	<u>C'est une perte de temps !</u>
		My favourite ... is	<u>ma/mon.... préféré(e) est</u>	It's a waste of money!	<u>C'est une perte d'argent !</u>
		I find that	<u>je trouve que</u>		

CHALLENGE					
Time phrases/ Sequencers		Key verb phrases		Opinions	
today	<u>aujourd'hui</u>	you can see	<u>on peut voir</u>	for me	<u>d'après moi</u>
each/every	<u>chaque</u>	if it is	<u>si c'est</u>	I believe that	<u>je crois que</u>
currently	<u>actuellement</u>	there would be	<u>il y aurait</u>	according to...	<u>selon...</u>
the next day	<u>le lendemain</u>	there would not be	<u>il n'y aurait pas de</u>	I really hate	<u>j'ai horreur de</u>
in my dreams	<u>dans mes rêves</u>	you could	<u>on pourrait +infinitive</u>	I really love	<u>j'apprécie</u>
in an ideal world	<u>dans un monde idéal</u>	you couldn't	<u>on ne pourrait pas</u>	I can't stand	<u>je ne supporte pas</u>
when I was little	<u>quand j'étais petit ( e )</u>	you should	<u>on devrait +infinitive</u>	my friends say that	<u>mes copains disent que</u>
when I'm older	<u>quand je serai plus âgé ( e )</u>	you shouldn't	<u>on ne devrait pas</u>	my parents say that	<u>mes parents disent que</u>
for 5 years	<u>depuis 5 ans</u>	you must	<u>il faut +infinitive</u>	my teachers say that	<u>mes profs disent que</u>
since I was 5 years old	<u>depuis l'âge de 5 ans</u>	you must not	<u>il ne faut pas</u>	my mum tells me that	<u>ma mère me dit que</u>
				my dad tells me that	<u>mon père me dit que</u>
Quantifiers/ Intensifiers		Negatives		I would say	<u>je dirais que</u>
so	<u>si</u>	no...more/longer	<u>ne... plus</u>	I like /love it / them	<u>j'aime/j'adore ça</u>
rather	<u>plutôt</u>	nothing	<u>ne... rien</u>	I am for	<u>je suis pour</u>
extremely	<u>extrêmement</u>	no one/nobody	<u>ne... personne</u>	I am against	<u>je suis contre</u>
frankly	<u>franchement</u>	neither ...nor	<u>ne... ni... ni</u>	I agree with	<u>je suis d'accord avec</u>
hugely	<u>énormément</u>			I disagree with	<u>je ne suis pas accord avec</u>
incredibly	<u>incroyablement</u>			what I like is	<u>ce que j'aime c'est</u>
				it seems that	<u>il semble que</u>
				as far as... is concerned	<u>en ce qui concerne...</u>
Connectives		Comparisons/ Superlatives		Idioms	
nevertheless	<u>néanmoins</u>	best	<u>meilleur ( e )</u>	Although it is...	<u>Bien que ce soit...</u>
whereas	<u>tandis que</u>	worst	<u>pire</u>	That's life !	<u>C'est la vie !</u>
even if	<u>même si</u>	the best thing is	<u>la meilleure chose est</u>	What a shame !	<u>Quel dommage !</u>
furthermore	<u>de plus</u>	the most important	<u>la chose la plus</u>	What a disaster !	<u>Quelle catastrophe !</u>
since	<u>puisque</u>	thing is	<u>importante est</u>	What a pain !	<u>Quel ennui !</u>
not at all	<u>pas du tout</u>	what I like the most is	<u>ce que j'aime le plus est</u>	It was so boring !	<u>C'était la barbe !</u>
				I was over the moon!	<u>J'étais aux anges !</u>
				I was bored to death!	<u>Je m'ennuyais à mourir !</u>
				I've had enough!	<u>J'ai le cafard !</u>
				I was so fed up!	<u>J'en avais marre !</u>



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