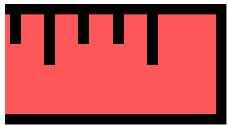




HOME-LEARNING

YEAR 9



HALF TERM 2



"EDUCATION IS THE PASSPORT TO THE FUTURE, FOR
TOMORROW BELONGS TO THOSE WHO PREPARE FOR IT
TODAY."

MALCOLM X



Core Values

Our school community is built on three important values which underpin all we do. We believe that great learning comes from:

Politeness

- We treat every person and thing as we want to be treated
- We are respectful, polite and courteous at all times
- We help others at all times

Hard-work

- We never give up
- We remain positive so that we have the strength to persevere with even the hardest work
- We do what it takes, for as long as it takes

Honesty

- We are true to ourselves and others and we do not make excuses
- We look to ourselves to see what needs to be done.

What is learning?

A big part of learning is about getting knowledge to go into your long-term memory and then using this knowledge. Our brains will only remember knowledge in the long term if we think really hard about it. Just reading, or highlighting does not make our brains work hard enough. We must **practise** remembering things – this will feel difficult at the time but worth it in the end.

What is a knowledge organiser?

A knowledge organiser is a document that contains key facts and information. A knowledge organiser will not include every possible fact on a topic; it will include facts needed to understand the main points. Knowledge organisers make knowledge clear. So, even if a learner misses a lesson, they have a constant point of reference.

Why are knowledge organisers good for learning?

Research shows that our brains remember things more efficiently when we know the ‘bigger picture’ and can see the way that ‘nuggets’ of knowledge link. Making links helps information move into our long-term memory. A knowledge organiser shows linked facts on a single topic.

Knowledge organisers can be used for retrieval practice (practising remembering things). Regular retrieval of knowledge helps us remember more effectively with our long-term memory. Developing our long-term memory is a vital first step. Without knowledge we have nothing to work with, nothing to think about! Retaining knowledge over time is essential.

To help us understand learning better, Gateacre students and staff have created a series of videos that explain how memory works and what we can do to make it stronger. Follow the QR code or the [Learning to Learn](#) link to view them.



How can you best use your knowledge organiser?

There are many ways you can use a knowledge organiser. The most important thing to say, however, is ‘use it’. Owning one does not make you remember facts... **you must practise** if you are to improve at anything! There will be mistakes – this is how you learn. Ultimately, the best way to remember things is to try and remember facts that you can’t quite remember instantly... practice, practice and practice.

Here are some ways you could try to improve your **long-term memory** – they are all based on making you **think**, getting you to **test your memory**. That way your memory will get stronger:

Hide and seek

Read through a small section of your knowledge organiser (three or four key words), cover the facts and try to write out as much as you can remember. Check your answers and correct them if needed. Then choose your next words or check ones you have already done again.

Quiz

Test your memory by asking someone to quiz you on facts from your knowledge organiser. Write down your answers and see how many you get right. Correct any facts you get wrong.

Teach it!

Teach and explain to someone your key facts – you could even test them!

Back to front

Write down a fact from memory and then compose a question that would lead to that answer.

Sketch it

Draw pictures /diagrams to represent each of the facts or dates (time lines, flow diagrams, or labelled pictures are great ways of remembering parts of a system or orders of events).

Repackage it (from memory)

Create a mind map that brings different facts together under one title. Check that your key words are spelt correctly... or, take a key word and create a sentence that uses it.

Take pride in how you present your work. Each page should be clearly labelled with an underlined date. There should be at least one page of work.

Always check your answers and correct anything you got wrong.... You are allowed to get things wrong... That is how you learn! Getting yourself to think is the key!

Do not just copy a knowledge organiser out – that would not help learning and would only waste your time! Make sure you are having to think!

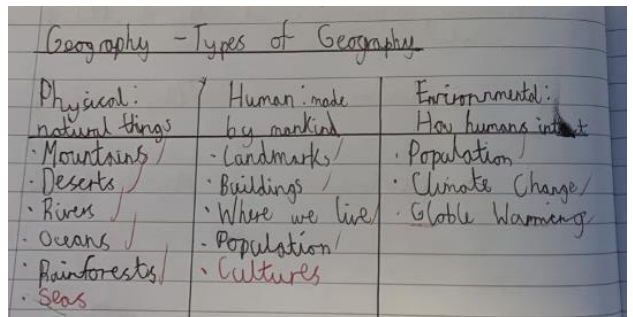
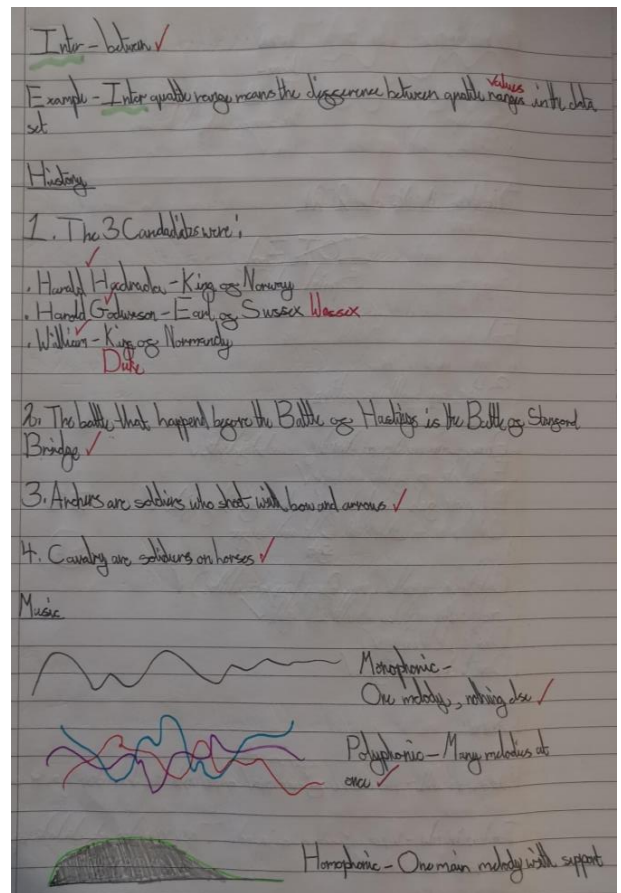
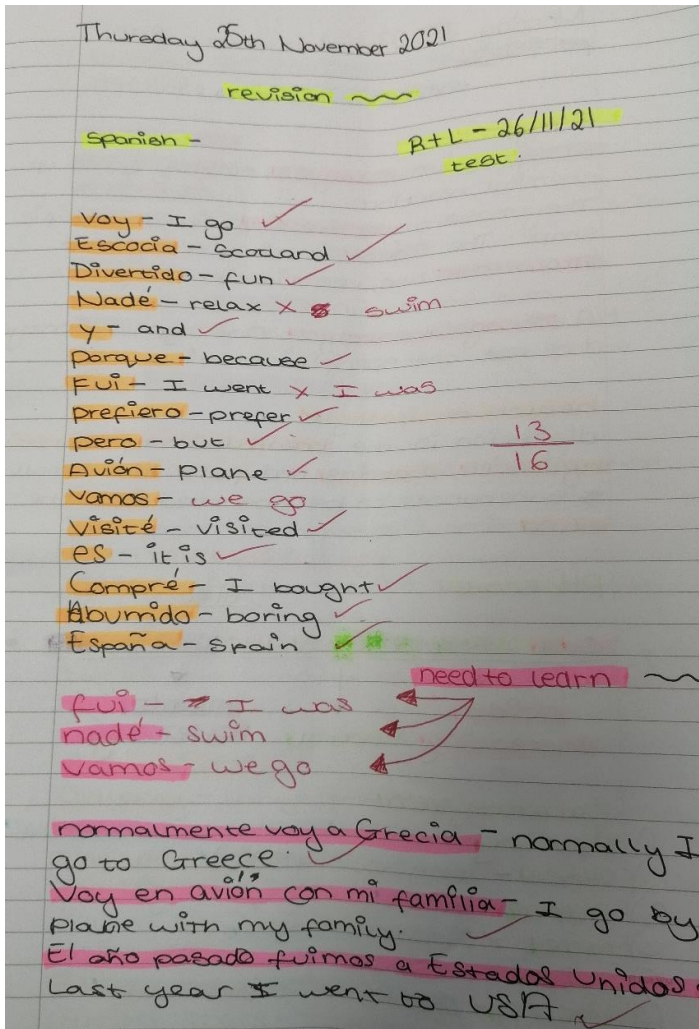


What does effective home-learning look like?

Here are some essential points to remember and some examples to see.

- Long term memories are created when you have to **think**. Simply copying does not help you remember. Testing yourself will make you **think** and remember
- The process of reflection and self-assessment is important if you are to fix mistakes. Do not worry about getting things wrong as long as you check, fix it and try again

All these learners have **read, thought, tested themselves** and then **checked** their work. They will start to develop long term memory which they can then use in the future.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Maths	Food	English	Art	
History	Drama	Geography/Computing	Science	
Music	Spanish	DT	Active Lifestyles/RS	

Where subjects share a slot, it is for **you** to decide which one **you** know less about - which one should **you** revise? **You** decide which one to focus on.

Literacy: Do take time to engage with the **Listen Project**. Developing our vocabulary is immensely important if we are to develop as learners. The **listen Project** is an opportunity to listen to interesting ideas, facts and make our vocabulary better. You can do this short activity at any point within the week.

The 'Listen' Project #1



SCAN ME

Remember, you can always do more. Challenge yourself to be the best you can be!

How to use the 'Listen' Project

Start Here

Being read to is a vital part of learning - hearing words that we are unfamiliar with, ideas that we don't understand yet and thoughts we haven't had a chance to think.

Even simple stories create links from one idea to the next. The fairy tales we heard when we were babies give us the first step to understanding the adventure stories we read in school.

Take time out and listen...

Step 1 - Click the link and listen.

You can follow the text as you are read to or just listen.

Step 2 - Check the text.

Have a look at the texts. There are three pieces of writing.

The first piece may appear to be very simple, maybe even too young for you. These stories are some of the first we hear and often start our journey to understanding more complicated ideas.

The second text may be something you recognise or have read yourself. Is there a link to the first story?

The third is the most complex and may even leave you with a lot of questions.

Step 3 - What's the connection?

The final step is to think about what links these texts and stories together?

Where have you thought about these ideas before?

Do you think about any of these ideas in school?

You can go back and listen to the texts being read as many times as you like.



SCAN ME

Gingerbread

There is a great famine in the country and the woodcutter's family is starving. His wife suggests to take their children, Hansel and Gretel, into the woods, so they would have two hungry mouths less to feed.

After some hesitation he agrees and they leave the children in the wood. Hansel and Gretel have heard about the plan and return home thanks to the stones Hansel was using to mark the path. But at the next attempt, Hansel can't load his pocket with stones because the doors were locked. Instead of stones he used bread crumbs, but they are eaten by the birds, so the woodcutter and his wife succeeded and children were lost in the woods.

They find a mysterious hut made of gingerbread. There is a witch living inside. She is a wicked witch and intends to eat Hansel!

But they are too lean, so she decides to feed Hansel first, using Gretel as a slave and for some time children manage to postpone their tragic end.

The Witch, being sold, has very poor sight, so she is checking Hansel's fat by pinching his finger. Instead of the finger he gives her a chicken bone, what postpones his death for a few days.

Finally, the witch prepares an oven and plans to bake both kids. Fortunately, Gretel outsmarts her and throws the witch in her oven where she is killed. The children search the hut, find gold, jewelry and other valuables and with a help of some birds safely return home.

Their stepmother and father are sorry for what they've done and they lived happily ever after.

That's Unfortunate

Violet Baudelaire, the eldest, liked to skip rocks. Like most fourteen-year-olds, she was right-handed, so the rocks skipped farther across the murky water when Violet used her right hand than when she used her left. As she skipped rocks, she was looking out at the horizon and thinking about an invention she wanted to build. Anyone who knew Violet well could tell she was thinking hard, because her long hair was tied up in a ribbon to keep it out of her eyes. Violet had a real knack for inventing and building strange devices, so her brain was often filled with images of pulleys, levers, and gears, and she never wanted to be distracted by something as trivial as her hair. This morning she was thinking about how to construct a device that could retrieve a rock after you had skipped it into the ocean.

Klaus Baudelaire, the middle child, and the only boy, liked to examine creatures in tide-pools. Klaus was a little older than twelve and wore glasses, which made him look intelligent. He was intelligent. The Baudelaire parents had an enormous library in their mansion, a room filled with thousands of books on nearly every subject. Being only twelve, Klaus of course had not read all of the books in the Baudelaire library, but he had read a great many of them and had retained a lot of the information from his readings. He knew how to tell an alligator from a crocodile. He knew who killed Julius Caesar. And he knew much about the tiny, slimy animals found at Briny Beach, which he was examining now.

Sunny Baudelaire, the youngest, liked to bite things. She was an infant, and very small for her age, scarcely larger than a boot. What she lacked in size, however, she made up for with the size and sharpness of her four teeth. Sunny was at an age where one mostly speaks in a series of unintelligible shrieks. Except when she used the few actual words in her vocabulary, like "bottle," "mommy," and "bite," most people had trouble understanding what it was that Sunny was saying. For instance, this morning she was saying "Gack!" over and over, which probably meant, "Look at that mysterious figure emerging from the fog!"

Philip Pirrip

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

"O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir."

"Show us where you live," said the man. "Pint out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself - for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet - when the church came to itself, I say, I was seated on a high tombstone, trembling, while he ate the bread ravenously..

Gingerbread

Perhaps one of the most famous **fairy tales** collected by the **Grimm** brothers is **Hansel and Gretel**. The dark tone of the story is similar to a lot of early fairy stories and is nothing like the retellings by Disney! We might find it difficult today to understand how a family might give up their children like this but times were very hard.

Fairy tales often serve as warnings or lessons; for instance – don't go into those woods alone!



That's Unfortunate

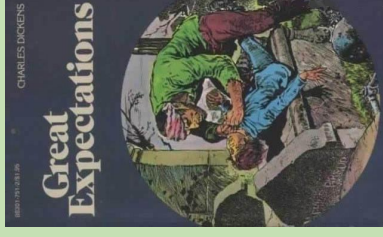


Stories about children looking after themselves and using their own skills and wits to survive in tough circumstances are very popular. Some of the older stories you might be familiar with are the **Famous Five** and **Secret Seven** books by **Enid Blyton**. Even **Harry Potter** might be a story of surviving against the odds. **A Series of Unfortunate Events** may break the mould by promising us an unhappy ending!

Philip Pirrip

Philip Pirrip, or Pip, is the name of the main character in **Charles Dickens's** novel, **Great Expectations**. The young boy is alone in the world until he is taken under the wing of an escaped criminal, **Magwitch**, and his adventures begin.

The **Victorian era** that Dickens's lived in relied heavily on class and family to provide you with opportunities. Pip has very few **expectations** but things change as his life unfolds.



Mathematics

Your Maths Home Learning has two parts:

Part 1 is: Copy the definition of the key word and diagrams into your Home Learning Book, then use these to complete the task

Part 2 is: Scan the Corbett Code (or look up the video number) for extra practice.

Week	Key Word	Definition	Task	Corbett Code
1	Hypotenuse	In a Right-Angled Triangle the hypotenuse is always the longest side. It is always opposite the 90° angle.	<p>Identify the hypotenuse of these triangles</p>	<p>Scan here</p> <p>257</p>
2	Radius	Radius – the distance from the centre of a circle to the edge Area of a circle = πr^2	<p>Learn these parts of a circle</p>	<p>Scan here</p> <p>40</p> <p>Scan here</p> <p>60</p>
3	Circumference	Circumference – the total distance around the outside of a circle. Circumference = πd or $2\pi r$	<p>Learn the formula</p> <p>Area of a sector = $\frac{\theta}{360} \pi r^2$</p>	<p>Scan here</p> <p>61</p>
4	Diameter	Diameter – the total distance across the width of a circle through the centre .		<p>Scan here</p> <p>46</p>
5	Sector	Sector – the region of a circle enclosed by two radii and their intercepted arc . Looks like a pizza slice!		



Overview

World War One ended with an **armistice** on the 11th November 1918. Germany could no longer continue to fight; they had lost the war and the leader of Germany, Kaiser Wilhelm II **abdicated** from the German throne.

A new government was set up in Germany called the **Weimar Republic**. In June 1919 the new government agreed to the terms of the **Treaty of Versailles**, a peace treaty to end the war. The conditions of the peace treaty were harsh and very unpopular in Germany. The new government was accused of 'stabbing Germany in the back' and labelled the **'November Criminals'**. Throughout the early 1920s the **Weimar Republic** was very unpopular and faced many problems: different political opponents and **extremists** tried to overthrow the government and take control of Germany. The attempts failed, but it made the government look weak to the German people.

In 1923 Germany's economy was struggling. To pay German workers the government started to print more money. This made the money less valuable, so they printed more money. The more money printed the less valuable it became. Eventually money became so worthless that it was cheaper to burn money rather than buy coal for the fire and people needed wheelbarrows to carry their wages home. People struggled to buy basic food and goods as their wages could not keep up with how fast money was losing its value. This is called **hyperinflation**.

Between 1924-1929 the Weimar Republic seemed to be recovering. Political opposition was low; Germany's economy was growing, thanks to loans from American banks. Support for Hitler and his **extremist** Nazi party was low, however, in 1929 the Wall Street Crash gave Hitler the opportunity to gain support in Germany.

Key People and Terms

The Treaty of Versailles - 28th June 1919

The **Treaty of Versailles** was a peace treaty signed in June 1919 by Germany and the victors of World War One. The **Treaty of Versailles** was signed in palace of Versailles near Paris. Representatives from all of the nations who won the war came together to decide how to punish Germany. No German politicians or representatives were invited to join in the discussions. Germany would be forced to accept whatever the peace treaty demanded as Germany could not continue to fight.

Some Nations like France had suffered greatly during the war and wanted to see Germany suffer and be severely punished. Others, like the USA did not want to punish Germany too harshly and risk another war.

The Treaty of Versailles:

- Germany would pay \$6.6 billion in **reparations** to pay for the damages caused by the war.
- Germany's army limited to 100,000 men, Navy limited to 6 battleships, no air force, no tanks, and no submarines.
- Demilitarisation** of the Rhineland, area of Germany which bordered France.
- Article 231, War Guilt clause Germany accepted sole responsibility for the war.
- Loss of all overseas territories, (no empire) and a loss of German land to: France, Belgium, Denmark, Poland, Estonia, Lithuania and Latvia.
- Saar coalfields handed over to the **League of Nations** for 15 years.
- Germany banned from uniting with Austria.
- Banned from joining the **League of Nations**. An international organisation created to prevent future wars.

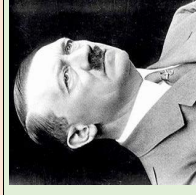
Adolf Hitler

Born in Austria in 1889 Adolf Hitler was an ordinary German soldier during World War One. After the war Hitler went to Munich in Germany. There he joined a new far-right political party called the German Workers Party (DAP) in 1919. It was not long before Hitler became one of its key leaders. In 1920 Hitler renamed the party the Nationalist Socialist German Workers Party, (Nazi party).

How did Hitler come to power?

In 1920 Hitler developed a **25 point programme** which outlined Nazi **ideology**. The promises made in this programme appealed to many Germans during the **Great Depression** when millions lost their jobs, businesses shut down and the government looked to be failing to help the German people. Below are some of the key points of the 25 point programme.

- ✓ **Abolish** the Treaty of Versailles.
- ✓ **There should be a single leader, the Führer.** The Weimar Republic was seen as weak for signing the Treaty of Versailles, political opposition, **Hyperinflation**, mass unemployment. The Nazis would provide clear, strong leadership to help rebuild Germany.
- ✓ Germany to become **self-sufficient.** (Not rely on foreign imports.)
- ✓ Creation of a united **Greater Germany.** German-speaking people from countries outside Germany, like Austria would unite with Germany.
- ✓ **Lebensraum** - living space, Germany to expand to provide food and resources for the German people.
- ✓ The German race (**Aryan**) was **superior** to other 'races'. The Jews were considered to be 'sub-human' and a threat to the German people.
- ✓ **Communism** was a threat to the German people.
- ✓ **Only Germans can be citizens.** No Jew can be a German citizen. People in Germany who are not citizens must obey special laws for foreigners.
- ✓ Citizens are **entitled** to a job, good pensions, education and healthcare. Everyone should work; all payments to unemployed people should end.
- ✓ Help for small shops and businesses; large department stores must be closed down.
- ✓ German newspapers must be free of 'foreign' influence and controlled by the government.



Munich Putsch 1923: Hitler's failed attempt to take power.

In November 1923 Hitler and his Nazi party attempted to violently overthrow the government in Munich. Known as the Munich or Beer Hall **Putsch** Hitler and his followers attempted to take control of government offices. The local government was warned of the uprising and sent the military and police to stop the Nazis. In the violence that followed 4 policemen and 16 Nazis were killed, Hitler was injured but escaped. He was later arrested and put on trial.

Although the putsch failed, Hitler used the trail to build up support for himself and the Nazis, turning the trail into a platform to spread Nazi beliefs: the newspapers printed Hitler's speeches and spread his message across Germany. Before the trial the Nazi party was a small political party in one German city. After the trial more people across Germany knew about Hitler and the Nazi party. Hitler was given a short sentence of 5 years in prison by the Judges who sympathised with Hitler. After one year of his sentence Hitler was released.

Whilst in prison Hitler wrote '**Mein Kampf**', which outlined Hitler's plan for the future of Germany and realised that in order to gain power in Germany he would need to do it legally. This meant that he would need to win elections and gain power in the German **Reichstag**.

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How did Hitler come to power?



Organisation:

Josef Goebbels was the man in charge of the Nazi propaganda campaign. He was very effective and brought huge support for the Nazis by targeting specific groups of society with different slogans and policies to win their support.

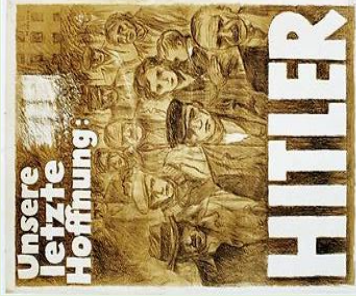
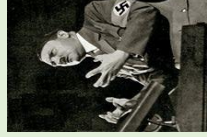
- ❖ **Speeches:** Hitler was powerful orator (a great public speaker): his speeches and the way in which he delivered them were very persuasive. Hitler gave speeches across Germany to build-up support and spread the Nazi ideology. In the speeches Hitler blamed the Weimar Government, Jews and communist for Germany's problems.
- ❖ **Cult of the Führer:** Hitler became a cult-like figure in Germany and his followers believed that he would be Germany's saviour.
- ❖ **Posters:** Nazi propaganda posters were published and displayed across Germany. The posters used slogans and promised to end unemployment and rebuild Germany. The message in many of the posters was that only Hitler could rebuild Germany and help the German people.
- ❖ **Newspapers:** The Nazi Party had its own newspapers which attacked political opponents, Jews and the Weimar Government. They also praised Hitler and the Nazi leadership, publishing Hitler's speeches, advertising and reporting on Nazi events.
- ❖ **Rallies:** Carefully staged gathering of the Nazi party and its supporters. The rallies were a demonstration of the Nazi party's popularity, support and strength. The events were carefully choreographed and filmed, events included torch-lit marches, banners, music, speeches by leading Nazis, (including Hitler) and firework displays.

The Nazi party also had its own **paramilitary** security force; the SA (also nicknamed Stormtroopers/Brownshirts). The SA was made up of unemployed men and ex-soldiers; their job was to protect Nazi party members at Nazi meetings and rallies. They had a brutal reputation and used violence and intimidation against political rivals and enemies. Beating up opponents, tearing down opposition propaganda and breaking up meetings of political opponents.

Elections:

After the failed Munich Putsch in 1923 Hitler knew that to gain power he would have to do it legally, this meant he would need to win elections. Between 1920-1929 support for Hitler and the Nazi Party was low. In the early 1920s the Nazis were one small party competing with many other political parties criticising the Weimar government's ability. By the late 1920s the Weimar Republic was looking stronger, industries and businesses were growing and there was political stability and Germany. In the 1928 German elections the Nazi party was the 9th largest party in the German Reichstag with only 12 seats.

The **Great Depression** destroyed the German economy, unemployment skyrocketed and worker's wages were cut. The German people were disillusioned with the government and started to look to extremist parties, like the Nazis. As unemployment rose so did support for the Nazi Party. Hitler and the Nazis promised to save Germany by delivering the **25 point programme**, which included jobs for all, good pensions, protection for small businesses and farmers. For ordinary German's the Nazis appeared to be a popular party with a strong leader who promised to make Germany great again. In the March 1932 elections the Nazi Party became the biggest single party in Germany with 33% of the vote. A year later in March 1933 votes for the Nazi party increased to 44%.



Nazi election campaign poster 1932. The slogan reads: "Our Last Hope Hitler."

How did Hitler come to power?

Year of elections in Germany

Number of seats in the Nazi party held in the Reichstag

Year of elections in Germany	Number of seats in the Nazi party held in the Reichstag	Number of Unemployed
1930	107	4 million
July 1932	230	5.6million
November 1932	196	5.6million
1933	288	6 million

Table showing the number of seats the Nazi Party held in the Reichstag and to number of people unemployed in Germany.

Becoming Chancellor:

The **Great Depression** made the Weimar Republic look weak as the government failed to recover from the disaster. None of the political parties could agree with each other, as a result they could not pass any new laws to help Germany recover. President Hindenburg, (leader of Germany) was forced to use his emergency powers to pass all of the new laws.

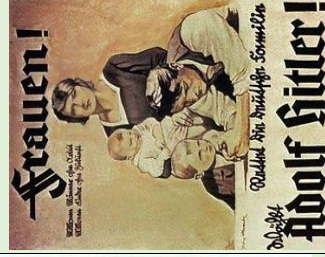
Hitler's increasing popularity and support across Germany worried President Hindenburg. In order to keep control over Hitler President Hindenburg made Hitler Chancellor of German in January 1933. (The Chancellor was the second most powerful person in President.) Hindenburg believed that by giving Hitler some power he would be able to control Hitler.

The new Chancellor of Germany, Adolf Hitler and President Hindenburg.



Below is a **timeline of events in 1933 with the events that helped Hitler become dictator and the Nazi party becoming the only political party in Germany.**

27th February 1933 - The Reichstag fire: The Reichstag is deliberately set on fire and Hitler and the Nazi's blame communists. Hitler persuades Hindenburg to pass emergency laws which allow Hitler to have **communists** leaders arrested. This removes some political opposition to Hitler in the March 1933 elections.



Nazi election campaign poster: The slogan reads: "Women! Millions of men without work. Millions of children without a family. Save the German future. Vote for Adolf Hitler!"

23rd March 1933 - Enabling Act: Hitler uses the SA to intimidate political opposition in the Reichstag, forcing them to agree to the enabling Act which would give Hitler the power to pass any law, without the agreement of the German Reichstag for 4 years.

14th July 1933 - Political opposition banned: Hitler **BANS ALL** political parties, except for the Nazi party. This removed all opposition to Hitler. Germany was now a one-party state.

30th June 1933 - Night of the Long Knives: The SA had become a powerful group, led by Ernst Rohm. Hitler was concerned about the power and loyalty of the SA whose demands would upset some of Hitler's key supporters, including the army and businessmen. Hitler ordered the **SS** (Hitler's personal bodyguards), to round up and murder 400 members of the SA including Rohm as well as other political opponents.

19th August 1933 - Death of President Hindenburg: Hitler makes himself Chancellor, President and Head of the Army after Hindenburg's death. He gives himself the new title of **Führer**. Hitler makes the Army swear an oath of allegiance to him, not Germany like they had before. Hitler now has total control in Germany.

Key Terms

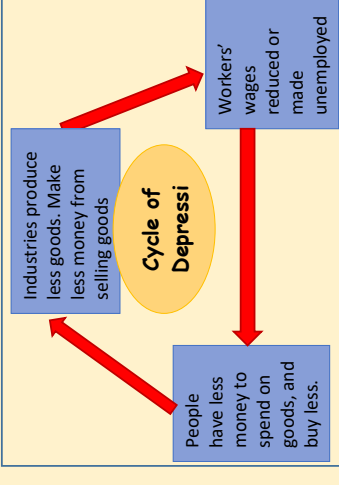
Abdicated: When a King/Queen gives up the throne. They are no longer King/Queen.

Allies: Refers to the allied nations who fought against Germany during World War One. The leader of the allies during the peace negotiations were the 'big three' Britain, France and the USA.

Armistice: An agreement between both sides of a war to stop fighting. It is not a surrender.

Communism: A far-left political belief, all property and businesses owned by and controlled by the State (the people.) there is no private ownership of industry or business. Communists had totally opposite political beliefs from the Nazi party.

Cycle of Depression: A continuous loop of economic depression, in Germany the cycle began with Businesses in Germany being forced to pay back US loans quickly. Image to the right shows the Cycle of Depression.



Demilitarised: An area of land in which the armed forces are not allowed to enter. The Rhineland became a demilitarised zone in Germany after World War One.

Depression: When a country's economy is negatively affected by low production and high unemployment.

Extremists: People who have extreme political, social and/or religious beliefs.

Führer: German word for leader. Hitler declares himself Führer of Germany in August 1933.

Great Depression: World wide economic collapse, began with the Wall Street Crash in 1929 and lasted several years. The depression was the worst depression of the 20th century.

Hyperinflation: When money loses value rapidly over a very short period of time. The table to the right shows how Hyperinflation affected the price of goods in Germany.

Item	1913	Summer 1923	November 1923
1 Egg	0.08 Papiermarks	5000 Papiermarks	80,000,000,000 Papiermarks
Pair of Shoes	12.00 Papiermarks	1,000,000 Papiermarks	32,000,000,000,000 Papiermarks

Hyperinflation: Table showing how hyperinflation affected the cost of goods in Germany. The Papiermark ins the German currency, like the British pound.

Ideology: A set of belief and/or values.

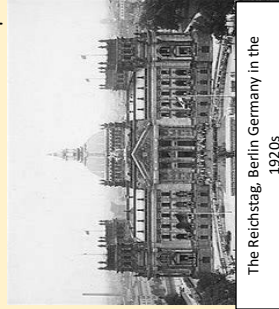
Mein Kampf: German for 'My Struggle', whilst in prison between 1923-24 Hitler wrote a book about his plan for the future of Germany. In the book Hitler blamed the Jews and the weak Weimar Republic for losing the First World War and the problems Germany had faced since 1918. It became a best-seller in Germany.

November Criminals: A nickname given to the German politicians who signed the Treaty of Versailles. The German people thought that Germany should not have signed the treaty.

Paramilitary: A group of civilians organised like the military, but they are not part of the military or under the control of the country's government.

Propaganda: Information designed to persuade the audience to think a particular way. E.g Hitler used propaganda to persuade the German women that they should stay at home and look after their families.

Putsch: A revolt or a violent uprising against the political leadership.



Reichstag: The building in which the German government and opposition met to debate and discuss new laws and issues.

Reparations: Compensation for the damage caused by war. Germany was forced to pay £6.6 million to the allies for damages and losses.

SS: Schutzstaffel, Hitler's personal bodyguard. After Hitler becomes Führer the SS are made into the Nazi Army's elite fighting force and special police force. They are also the division of the army in charge of the concentration camps.

Stab in the back: Popular belief by right-wing Nationalists, like Hitler and the Nazi party. They believed that the German army did not lose the war in the trenches, instead they accused German politicians, the German Navy who had mutinied and the German people of stabbing the German army in the back in 1918 by forcing Kaiser Wilhelm II to abdicate and signing the armistice.

Treaty of Versailles: A peace treaty which ended the First World War and set out the conditions of Germany's surrender to the allies.

Wall Street Crash: The collapse of the US stock market (economy). The value of businesses fell dramatically, owners started to sell their 'share' of a businesses quickly.

Weimar Republic: Germany's Government between 1918 and 1933, named after the German town of Weimar where the new government was established.

Big questions

How propaganda helped to increase the Nazi party's popularity?

How did the Wall Street Crash in 1929 help Hitler to gain support in Germany?

Why do you think the 25 point programme appealed to many Germans after the Wall Street Crash?

What do you think were the three important factors in helping Hitler come to power in 1933?

Notes

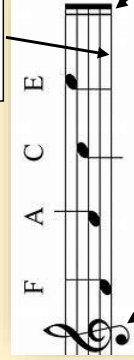
NOTATION

RHYTHMS

Symbol	Name	Number of beats	Rest
	Semibreve	4 beats	 Hangs from the line
	Minim	2 beats	 Sits on the line
	Crotchet	1 beat	 Z+C
	Quaver	1/2 beat each – often grouped in 2s ($\frac{1}{2} + \frac{1}{2} = 1$ beat)	 No. 7
	Triplet quaver	1/3 beat each – often grouped in 2s ($\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$ beat)	
	Semiquaver	1/4 beat each – often grouped in 4s ($\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$ beat)	 Double 7

SPACE NOTES

STAVE – the 5 lines that music is written on.



TREBLE CLEF is used for higher notes (right hand).

DOUBLE BARLINE shows the end of the music.

LINE NOTES



BARLINE – breaks music into bars

Other key words:

- **Chords:** Notes played together. Normally three notes played in a pattern (**play, miss, play**).
- **Sharp:** # the note immediately to the right (higher). This is normally a black note on the keyboard.
- **Flat:** ♭ the note immediately to the left (lower). This is normally a black note on the keyboard.
- **Natural:** ♮ back to normal/do not play a sharp or flat. This is always a white note on the keyboard.
- **Scale:** play notes by step (C,D,E,F,G,A,B,C)
- **Arpeggio:** Play notes of a chord one after another (C,E,G,C,E,G,C)
- **Octave:** eight notes higher or lower – this will have the same letter name (i.e. C – C; E – E)

TASKS:

1. Learn the symbols, number of beats and rests for: **semibreve, minim and crotchet.**
2. Revise Task1, and learn the symbol, number of beats and rests for **quaver, triplet quavers & semiquaver.**
3. Learn the **line notes** box, including the word barline.
4. Learn the **space notes** box, including the words **stave, treble clef and double barline.**
5. Learn the **other key words** box. https://www.youtube.com/watch?v=XlYtasy_DI
6. Watch the **MUSIC SPELLING BEE NOTE GAME** – challenge: draw a stave and make your own words!



Food Technology

Banana Origin:

Fact: Bananas are originally native to Southeast Asia and the South Pacific, with their domestication dating back thousands of years. They are grown in over 150 countries, making them one of the world's most widely consumed fruits. The largest producers of bananas globally are India, the Philippines, and Ecuador. The climate in these regions is conducive to banana cultivation, allowing for year-round production.

Religious Dietary Restrictions:

Fact: Various religious beliefs impose dietary restrictions on their followers. For example, in Islam, the consumption of pork and its by-products is strictly prohibited, and adherence to these dietary laws is one of the pillars of Islamic faith. In Judaism, the kosher dietary laws include the prohibition of consuming certain animals, such as shellfish, and the separation of dairy and meat products. These religious dietary restrictions are followed by millions of people worldwide and have a profound influence on their food choices.

Economic Influence on Food Choices:

Fact: Economic factors significantly impact individuals' food choices. People with higher disposable incomes tend to have more flexibility in their food spending. They may opt for premium or organic food products that often come at a higher price point. Conversely, those with limited budgets might prioritize more affordable options, which can influence their choices towards less expensive, but sometimes less nutritious, food items.

Advertising and Fast Food:

Fact: Advertising is a powerful tool that plays a significant role in promoting fast food consumption, particularly among young adults. Fast-food advertising often uses persuasive techniques, catchy slogans, and appealing visuals to attract consumers. This can contribute to the preference for high-calorie, fast-food items that may not always be the healthiest dietary choices.

Sustainability and Seafood:

Fact: Sustainable seafood choices driven by both ethical concerns and the need to protect marine ecosystems. Overfishing and destructive fishing practices have threatened many fish populations and disrupted ocean ecosystems. Sustainable seafood choices aim to address these concerns by promoting the consumption of fish that is sourced using methods that do not harm the environment and maintain healthy fish populations.

Culinary Spice Origins:

Fact: Spices have diverse cultural origins that have shaped culinary traditions worldwide. For example, cinnamon is native to Sri Lanka and has been used in both sweet and savory dishes for centuries. Cumin, with roots in the Mediterranean and South Asia, is a fundamental spice in many cuisines, including Indian, Middle Eastern, and Mexican. Black pepper, originating from India, was once so valuable it was referred to as "black gold."

Spice Preparation Methods:

Fact: Spices can be prepared in various ways, each with unique effects on flavor, aroma, and texture. For instance, whole spices maintain their essential oils and flavors. Ground spices, which result from grinding whole spices into a powder, release their flavors more readily. Toasting spices can enhance their aromatic qualities and bring out deeper, more complex flavors, making them a popular choice in many cuisines.

Food Provenance



Knowledge...

Cultural Food Choices:

Fact: Cultural beliefs and traditions significantly influence food choices. Different cultures have their traditional foods that reflect their heritage, values, and local ingredients. For instance, sushi in Japan is a representation of Japanese culinary artistry and respect for fresh seafood, while pasta in Italy symbolizes the centrality of carbohydrates in the Italian diet.

Food Transportation Carbon Footprint:

Fact: The transportation of food products over long distances contributes to carbon emissions and environmental impact. For example, shipping bananas from tropical regions to distant markets can generate substantial greenhouse gas emissions. Understanding the carbon footprint of food transportation is crucial for promoting sustainability and considering the environmental impact of the food choices we make.

Inclusivity in Dietary Preferences:

Fact: Recognizing and accommodating diverse dietary preferences, including religious or cultural dietary restrictions, is essential for fostering inclusivity and respecting various culinary traditions. This inclusivity promotes social harmony and understanding, encouraging tolerance and acceptance of diverse cultural backgrounds and dietary choices.

Glossary

Provenance: The place of origin or the source of something, such as food, including details about where it was produced, grown, or manufactured.

Culinary: Relating to cooking, food preparation, or the kitchen, often used to describe activities or skills related to food.

Sustainability: The practice of using resources in a way that preserves the environment,

ensuring they are available for future generations.

Overfishing: The excessive harvesting of fish from the ocean, leading to a decline in fish populations and potential damage to marine ecosystems.

Consumer Behavior: The study of how people make decisions regarding the purchase, use, and disposal of products, including food items, and the factors that influence those decisions.

Persuasive: Something that is designed to influence or convince others, often used to describe advertising techniques aimed at changing consumer behavior.

Inclusive: Ensuring that everyone, regardless of their background or preferences, is treated fairly and given equal opportunities, often used in the context of accommodating diverse dietary choices.

Disposable Income: The money that remains after essential expenses like bills and groceries have been paid, available for discretionary spending, including food choices.

Diverse: Showing a great deal of variety or difference, often used to describe the range of food choices and culinary traditions from different cultures.

Carbon Footprint: The amount of greenhouse gases, mainly carbon dioxide, emitted as a result of human activities, such as the production and transportation of food products, contributing to climate change.

Tasks:

Ingredient Detective:

Choose a packaged food item from your kitchen and carefully inspect its ingredient list. Research and familiarize yourself with any unfamiliar ingredients. Understand their purposes in the product and how they may impact your health. This activity promotes ingredient awareness and reading skills.

Kitchen Science Experiments:

Explore the science of cooking and food. Conduct simple experiments, such as testing how different ingredients interact (e.g., mixing oil and water) or observing the effects of heat on food (e.g., toasting bread). Record your findings and reflect on the scientific principles at play.

Taste Testing:

Blindfold yourself and have a family member prepare small taste tests of various foods. Try to identify the flavors and ingredients without seeing them. This enhances your sensory perception and memory skills.

Food Journal:

Maintain a personal food journal for a week, documenting not only what you eat but also your thoughts and feelings before and after meals. This self-reflection can help you gain insight into your eating habits and emotional connections to food.

Cooking Challenges:

Set cooking challenges for yourself, such as preparing a meal using only ingredients you have on hand or attempting a new recipe from scratch. This fosters creativity, problem-solving, and cooking skills.

Food Around the World:

Select a country or culture that interests you and explore its cuisine. Research traditional dishes, ingredients, and cooking methods, and then prepare and enjoy a meal from that culture. Learn about the flavors and history behind the recipes.

Sensory Exploration:

Blindfold yourself and concentrate on enhancing your sensory perception. Taste various foods, touch different textures, and listen to the sounds of cooking. Document your sensory experiences and reflect on how this exercise improved your senses.

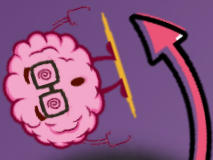
Preparing for GCSE DRAMA!

The scheme in focus during this half term is:

Theatre Practitioners

We are focusing on two practitioners in particular this term!

Steven Berkoff



New Skill/Technique **Retrieval**

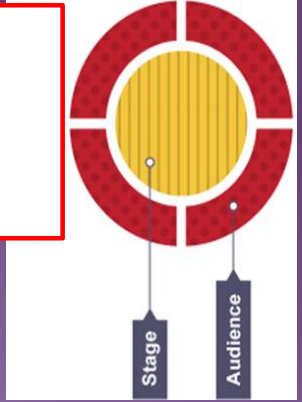
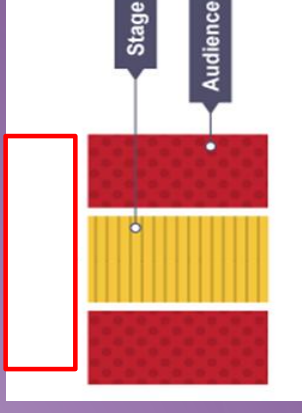
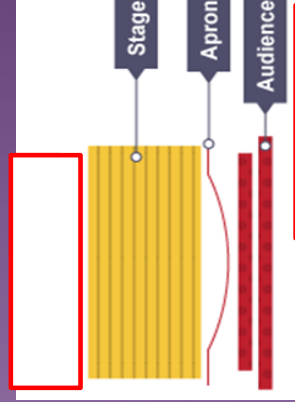
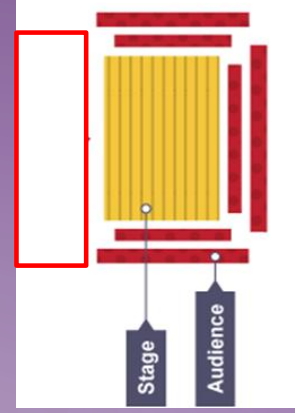


Bertolt Brecht

We will also be exploring 'Verbatim' theatre.

Knowledge/ skill	Definition
Alienation effect	It involves the use of techniques designed to distance the audience from emotional involvement in the play through jolting reminders of the artificiality of the theatrical performance.
Didactic	Designed or intended to teach.
Split role	This is where more than one actor plays the same character. For instance, the actor playing the main character might rotate from scene to scene.
Ensemble work	an approach to acting that aims for a unified effect achieved by all members of a cast working together on behalf of the play, rather than emphasizing individual performances.
Verbatim	A form of documented theatre in which plays are constructed from the precise words spoken by people interviewed about a particular event or topic.
Choral Work	The chorus in Classical Greek drama was a group of actors who described and commented upon the main action of a play with song, dance, and recitation.
Subtext	This is content underneath the dialogue. Under dialogue, there can be conflict, anger, competition, pride, showing off, or other implicit ideas and emotions. Subtext is the unspoken thoughts and motives of characters — what they really think and believe.
Improvisation	A very spontaneous performance without specific or scripted preparation.
Direct address	Speaking directly to the audience to break the fourth wall and destroy any illusion of reality.
Hot seating	A character is questioned by the group about his or her background, behaviour and motivation.
Theatre in education	Theatre in Education (TIE) is a process that uses interactive theatre/drama practices to help aid the educational process
Movement	Where we move to on and around the stage avoiding the blocking another actor.
Thought tunnel/ conscience alley	Provides the opportunity to explore a decision, problem or dilemma. A useful strategy for exploring any kind of dilemma faced by a character. The class forms two lines facing each other.
Direct address	Speaking directly to the audience to break the fourth wall and destroy any illusion of reality.
Gesture	In acting gesture is defined as a sign that communicates a character's action, state of mind and relationship with other characters to an audience.

Stage Types



Key Theatre maker terminology for this term



Role and responsibilities

Playwright	This is the name given to the person who writes the play.
Performer	A performer is an actor or entertainer who realises a role or performance in front of an audience.
Understudy	An actor who studies another's role so that they can take over when needed.
Lighting designer	The lighting designer is responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues.
Sound designer	The sound designer is responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues.
Set designer	The set designer is responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance.
Costume designer	The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe.
Puppet designer	The person who designs the puppets for a performance.
Technician	A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance.
Director	A director is in charge of the artistic elements of a production. A director will often have the initial creative idea ('concept') for a production, will work with the actors in rehearsal, and will collaborate with designers and the technical team to realise this idea in performance.
Stage manager	The Stage Manager is in charge of all aspects of backstage, including the backstage crew. They will oversee everything that happens backstage before, during and after a performance. During the rehearsal period, the Stage Manager and their team will make sure that all props are found or made, scene changes are rehearsed and smooth, and all other aspects of backstage are prepared. They are also in charge of the rehearsal schedule.
Theatre manager	This is the person who is responsible for and manages the front-of-house team who deal with the audience during the production (for example, the box office manager, ushers and similar staff).

WATCH LIST FOR THIS TERM (IF YOU CAN):

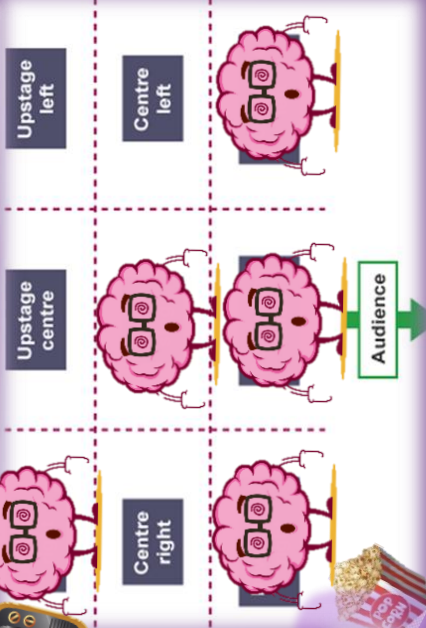


Bertolt Brecht and Epic Theatre: Crash Course Theatre #4

A guide to creating Verbatim Theatres



Stage Positioning



Steven Berkoff: The Trial clip.

Week 1

Explore the Practitioner's QR codes and make notes on their styles and work

Week 2

Use the practitioner information gathered to create a practitioner poster (important for GCSE Drama)

Week 3

Answer the Question: Who is responsible for creating the lighting states for a performance?

Week 4

Fill in the stage type blank titles.

Week 5

What stage positions are the brains covering?



Week 6:



The Devising Def



Take a look at this image - what Political & Social issues come to mind?

Write a short monologue as if you are the person in the picture. What change do you want?



Spanish - Key verbs and vocab

Key phrases for this half term - Healthy living

1. Normalmente juego al fútbol - Normally I play football
2. Prefiero hacer atletismo - I prefer to do athletics
3. En mi opinión la natación es muy sana - In my opinion swimming is very healthy
4. Para llevar una vida sano - To lead a healthy lifestyle
5. Debes beber mucha agua - You must drink a lot of water
6. No debes fumar cigarrillos - You must not smoke cigarettes
7. Debes evitar el estrés - You must avoid stress
8. Ayer jugué al baloncesto con mis amigos - Yesterday I played basketball with my friends.
9. Me gustaría hacer equitación pero cuesta un ojo de la cara - I would like to go horseriding but it costs an arm and a leg
10. Siempre como comida basura - I always eat junk food

Normalmente juego al tenis con mis amigos pero ayer jugué al voleibol en el parque. Fue muy divertido sin embargo nunca hago atletismo porque es muy aburrido. En mi opinión para llevar una vida sana debes beber mucha agua y hacer ejercicio sin embargo no debes tomar drogas. Me gustaría hacer natación porque es sana y entretenida pero cuesta un ojo de la cara.

Para ir más lejos: (To go further...)



Scan this QR code with your phone or tablet. It will take you to BBC Bitesize where you can practice how to form the preterite (past) tense in Spanish - Very useful!



Your teacher should have given you your username and password for **Languagenut**. Log in and complete some of the revision games on there. It's great for practising speaking and listening skills!

Week 1: Practice key phrases 1-5 - look, cover, write, check, correct x 3.
Week 2: Practice key phrases 6 -10 - look, cover, write, check, correct x3.
Week 3: Translate the conversation into English.

Week 4: Create a 10 question quiz on key phrases and vocabulary

Week 5: Create a mind map of any key phrases you can remember and then fill it in with red pen using this knowledge organiser.

Week 6: Teach it! Create a resource that will help teach others these key phrases. It could be a poster, a PowerPoint presentation, a leaflet or anything else. If you can, stick it in your home learning book.

Week 7: Write a conversation about aches and pains **FROM MEMORY!** Then check it over with your red pen. Read it out loud to a member of your family to practice your pronunciation.

Poetry of the First World War: Knowledge Organiser

New Vocabulary	Meaning
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Patriotism	A feeling of pride or love for the country one was born in.
Jingoism	Extreme patriotism, especially in the form of aggressive or warlike foreign policy.
Deprivation	The lack or denial of something considered to be a necessity.
Complacency	A feeling of contentment or self-satisfaction, especially when coupled with an unawareness of danger or trouble.
Trauma	A deeply distressing or disturbing experience.
Hypocrisy	When someone pretends to have qualities, beliefs, or feelings that their actions contradict.
Poignant	Inspiring a strong sense of sadness or regret.
Sacrifice	Giving up something valuable for the sake of something or someone else.
Conspiracy	A secret plan by a group to do something unlawful or harmful.
Monotony	Lack of variety and interest; tedious repetition and routine.
Emasculate	To make a man feel less male by taking away his power and confidence.

Technique	Definition
Simile	A phrase used to directly compare two things using 'like' or 'as'.
Metaphor	Implied comparison between two things that aren't alike but do have something in common.
Personification	Giving an object human qualities, often through the use of verbs or pronouns.
Imagery	The creation of mental pictures that help convey ideas or emotions. Often using simile, metaphor, personification and / or sensory detail.
Alliteration	When words close to each other start with the same letter.
Sibilance	Repetition of "s" or "z" sounds
Pronoun	A word that replaces a noun or noun phrase, eg. I, you, he, she, it, we, they.
Symbolism	When one object or thing stands in the place of something else, such as an idea, another object, a person, or a place.

Remember
TO SMILE

Title

Overview

Structure

Mood

Imagery

Language

Effect



Write about poetry using

PEZEL paragraphs

Point – Make a statement

Evidence – Find a quote from the poem to back up your point

Zoom – Look at key words or techniques in the quote and zoom

Explanation – Explain the main ideas and meaning in the quote

Link – Link back to the question and provide an answer to it



Poetry of the First World War: Knowledge Organiser

Remember TO SMILE



Title

Overview

T – TITLE: What does it tell us about the poem?
Are any interesting words or techniques used?

O- OVERVIEW: Overall, what is the poem about?
What themes or ideas are explored?

S - STRUCTURE: How is the poem organised?
(*number of stanzas, lines per stanza*)

What patterns can you notice?
(*Rhyme scheme, line length, repetition*)

M – MOOD: What is the overall mood of the poem?
How can you tell?
Does it change?

I – IMAGERY: What pictures come to mind as you read?
Has the poet used the senses, similes, metaphors, or personification?

Structure

L – LANGUAGE: Are there any words that have two meanings?
Has the poet used language to *imply* ideas, rather than say them openly?
Are there any patterns of words?

Mood

Has the poet repeated particular words, letters or sounds?
What pronouns has the poet used? What is the effect of this?

Imagery

Language

E – EFFECT: Is there a message to the poem?
How does the poet want the reader to feel?
Is a modern reader likely to react differently compared to a reader of the time?

Effect

Week 1

Propaganda Poster

Create a **poster** to be used to encourage young men to join the army and fight in World War One. Think about your use of:

- Persuasive language and techniques
- Use of images
- How you will portray the army/the war.

Use a **red pen** to **annotate any examples of the above**

Week 2

Wilfrid Owen Research

Carry out some **research** on the poet **Wilfrid Owen**. Write 10 interesting facts about his life and his style of poetry.

Week 3

WW1 Sensory Poem

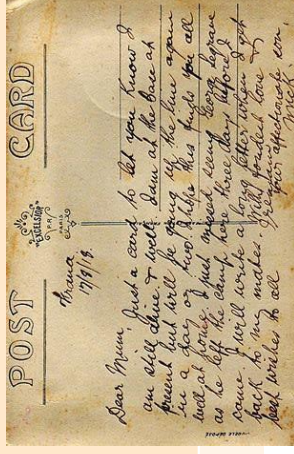
Transport yourself to the front line of WW1. What can you **see**, **hear**, **taste**, **smell** and **feel**? Write your own First World War **sensory poem**.

Annotate any senses

Y9 War Poetry Home Learning Tasks

Week 4 Postcard

Imagine you are a soldier in the trenches. Write a **postcard** to someone in your family or a close friend to let them know how you are coping and what life is like as a soldier in WW1.



Week 5

Nurses on the Frontline

Write a **diary entry** for a nurse working on the frontline.

This web page

[10 Greatest Nurses of World War I](#) contains lots of information about nurses working in different parts of the world during WW1.

Week 6

Margaret Cole Research

Carry out some **research** on the poet and novelist Margaret Postgate Cole. Write 10 interesting facts

Week 7

Poetry Analysis

Find a WW1 poem of your choice (see websites like PoetryFoundation.org and PoemHunter.com or just choose a poem by searching the internet)

Make **notes on the language techniques** the writer uses. Try to use the **TO SMILE** acronym to set out your notes.

Tasks- if you complete all 7, revisit some or all from memory

Task 1: Read over the factors that impact birth and death rates. From memory create a mind map with arm for birth rates and one for death rates. Then add the factors to the correct side. Red pen.

Task 2: Read over the measures of development. Create a heads and tails puzzle with the key terms and definitions mixed up.

Task 3: Read over the development indicators information. Create 5 questions with answers based on the information.

Task 4: Looking at page 2 look over population pyramids. From memory sketch out the 2 pyramids and label some of the differences. Check and red pen any missing detail.

Task 5: Look at the Demographic Transition Model. Sketch out the model/graph from memory and then explain what is happening to birth rate and death rate at each stage.

Task 6: Extension-using Google find out the names of some more countries that fit each stage of the DTM.

Factors which affect birth rates and death rates

- Populations are affected by many factors, the main natural ones being birth rates and death rates which affect the level of natural change (increase or decrease) within the population.
- Better healthcare- Death rates will decrease as there will be more medicines and hospitals available so people will live longer.
- More women working- Birth rates will decrease as women will be more focused on building a career and having the same rights as a man.
- More healthy food available- Death rates will decrease as people will be able to access a healthier diet so people will live longer due to the variety of fruit and vegetables.
- Birth control/contraception provided- Birth rates will decrease as people will be able to prevent unwanted pregnancies. Due to the access to contraception it will decrease the spread of diseases such as HIV. This will decrease the death rates in countries.
- Deadly diseases spread- Death rates will increase as people might have access to medical care. Birth rates may also be affected as people may be too sick to conceive.

Year 9 Geography-Ticking Time Bomb KO

Development indicators

- Development indicators tell us lots of different things about a country. An atlas usually contains information about how developed a country is. This information is normally at the back of the atlas just before the index. The information on each country is usually collected through governmental bodies. Some information may come through a Census.
- In England & Wales information is collected every 10 years through a Census and every household has to fill it in. People have to provide information about e.g. how much they earn, how healthy they are and how many people live in the property. This information is then used to help the government plan for the future.

- Rich countries are known as developed countries e.g. USA, UK, Germany. These countries are wealthy and have a high standard of living. These countries can spend money on services
- Poorer countries are known as developing countries e.g. Sudan, Ethiopia, Afghanistan. Most citizens have a low standard of living.
- Countries in between are known as emerging countries e.g. Mexico, China. These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.

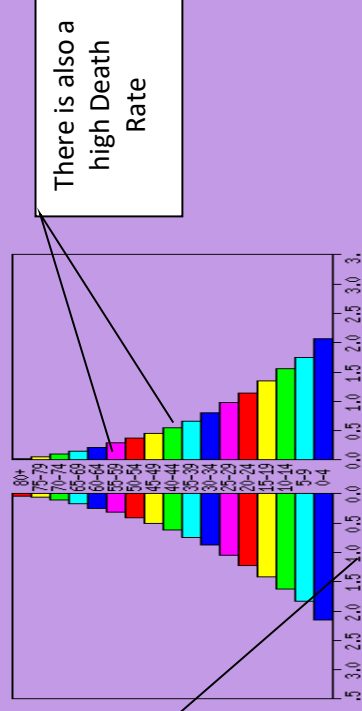
Measures of development

- Life expectancy- The average number of years a person is expected to live.
- Death rate- The number of deaths per year per 1000 people.
- Birth rate- The number of births per year per 1000 people.
- Literacy rate- Number of adults who can read and write in every 100 people.
- Infant mortality rate- The number of children born per year out of every 1000 born alive that die before the age of one.
- GDP- measures the value of economic activity within a country.
- People per doctor- Number of patients divided by the number of doctors.
- Food intake- the number of kilocalories each person has each day in that

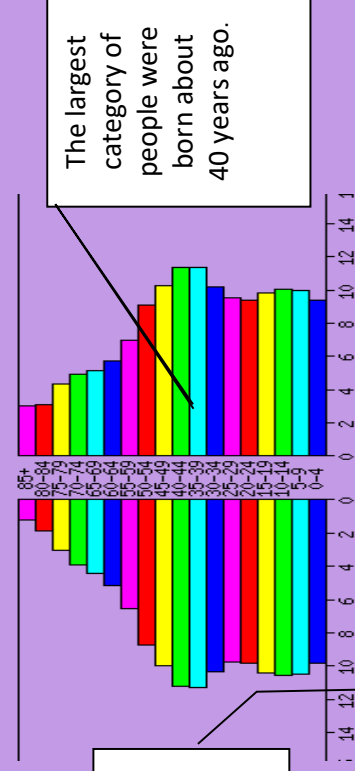
What is a population pyramid?

- A graph showing the population of a country
- Structure of population (who makes up the population)
- Age differences
- Sex/gender differences
- Useful as they can help governments predict what will happen to the population in the future and plan for the changes.

This population pyramid is typical of countries in poorer parts of the world. (developing countries)

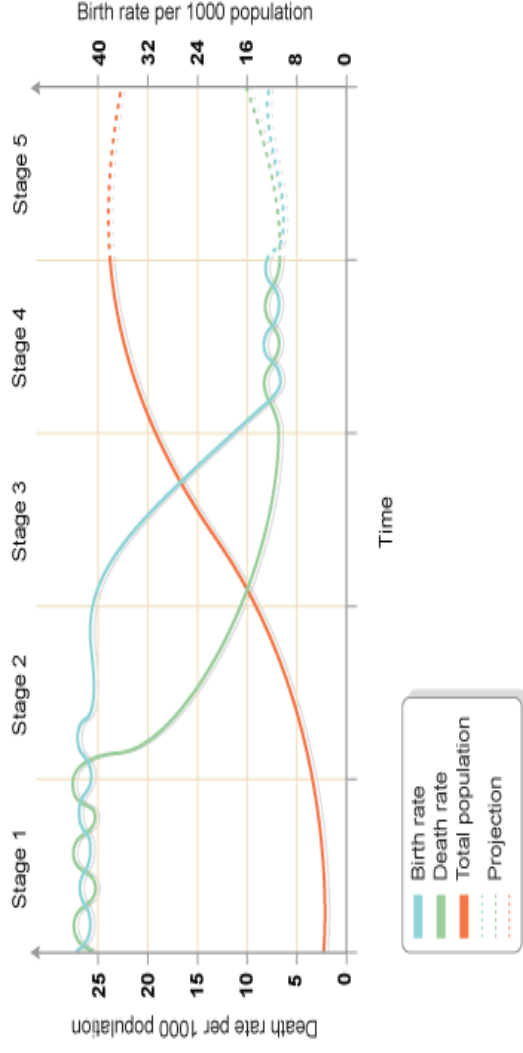


This population pyramid is typical of countries in the richer parts of the world (developed countries).



What is the Demographic Transition Model (DTM)

- Demography- The study of populations
- Transition- Change
- Model- A pattern/graph /simple version of reality



Stage 1- Birth Rate and Death rate are both high. Population growth is slow and fluctuating. Typical of Britain in the 18th century and the developing countries of today.

Stage 2- Birth Rate remains high. Death Rate is falling. Population begins to rise steadily. Typical of Britain in 19th Century; Bangladesh; Nigeria.

Stage 3- Birth Rate starts to fall. Death Rate continues to fall. Population rising. Typical of Britain in late 19th and early 20th century; China; Brazil.

Stage 4- Birth Rate is low- due to birth control, materialism. Death Rate is low- due to good medical care, better diets. Population steady. Typical of USA; Sweden; Japan; Britain.

Stage 5- Birth Rate slight fall. Death Rate stable. Natural increase: gentle decrease. Typical of Germany.

Push and pull factors

Push factors

- Negative reasons where the migrants live that make them want to leave.
- Push factors**
- Positive reasons in the place that migrants are moving to that make them want to move there.

Push factors	Pull factors
<ul style="list-style-type: none"> lack of services lack of safety high crime crop failure drought flooding poverty war 	<ul style="list-style-type: none"> higher employment more wealth better services good climate safer, less crime political stability more fertile land lower risk from natural hazards



Key terms linked to population and migration

- Exponential growth**- A pattern where the growth rate constantly increases- often shown as a J-curve graph.
- Natural increase**- the birth rate exceeds the death rate.
- S curve**- Where rates are slowing down but the shape of the world population graph is levelling off into a S curve.
- Rural**- Countryside.
- Urban**- Towns and cities.
- Rural-to-urban migration**- moving home from a rural area to settle in a city.
- Source country**- The country where migrants are originally from.
- Host country**- The country where migrants are currently living.
- Political**- Anything to do with who is in power or a how a country is run.
- Social**- Anything which affects people and families.
- Economic**- Anything to do with money or which affects the ability of people or a country to make money.
- Environmental**- Anything to do with the physical geography of an area.
- Sanitation**- Providing waste disposal and clean water.
- Deforestation**- Chopping down trees.
- Agriculture**- Farming crops or animals.
- Contraception**- A method or device which aims to stop pregnancy.
- Malnutrition**- When someone's diet does not have enough nutrients.

Population KO

Migration- Mexico-USA located example



Location and Background

- Mexico is an emerging country, which means it is a country that has begun to experience high rates of economic growth.
- Mexico City is Mexico's capital, with a population of over 21 million people (2018).



Donald Trump's views on migration- Mexico

- "Mexico are sending people that have lots of problems, and they are bringing those problems to us. They are bringing drugs, and bringing crime."
- He aimed specific reference to Mexico, claiming he would build a "great, great wall" on the Mexican-American border, and accusing the country of sending "not the right people" to the US.
- "The US has become a dumping ground for everyone else's problems".

The movement between the USA and Mexico bring both positive and negative aspects to each country

Positives effects for USA

- Mexican migrants benefit the US economy by working for low wages (they earn around half as much as an American would earn doing the same job), which results in cheaper prices for the American customer and more profit for American businesses.
- Mexican culture (e.g. food, language, music) has enriched many US towns.
- The migrants are willing to do the low quality jobs many American's don't want to do.

Negative effects for USA

- Wages are kept low, which affects how much the American workers earn.
- Unskilled American workers find it harder to get jobs.
- Increased cultural and racial tension, especially in the towns.

Positives effects for Mexico

- Immigrants send home \$20 billion a year back to Mexico (these remittances are known as 'migra-dollars; many migrants send home at least \$100 each month.)
- Less competition for jobs (less unemployment) & housing in Mexico.
- Money sent home can support a better standard of living for those in Mexico (better quality housing, healthcare & education).

Negative effects for Mexico

- Many men emigrate, leaving a majority of women who have trouble finding marriage partners. Young people tend to migrate, leaving the old and very young.
- Large scale depopulation of towns and villages (e.g. the town of Tendeaparacua: population n in 1985 was 6,000; now only 600).
- Migration can break up families (wife on own with children, or the man & wife in USA and children left in Mexico with relatives).



Classifying Geography

Classifying by type:

- Human: the built environment, how people live, businesses & the economy.
- Physical: the natural world e.g. earthquakes, hurricanes & droughts.
- Environmental: the impact humans have on the natural world e.g. pollution and global warming.

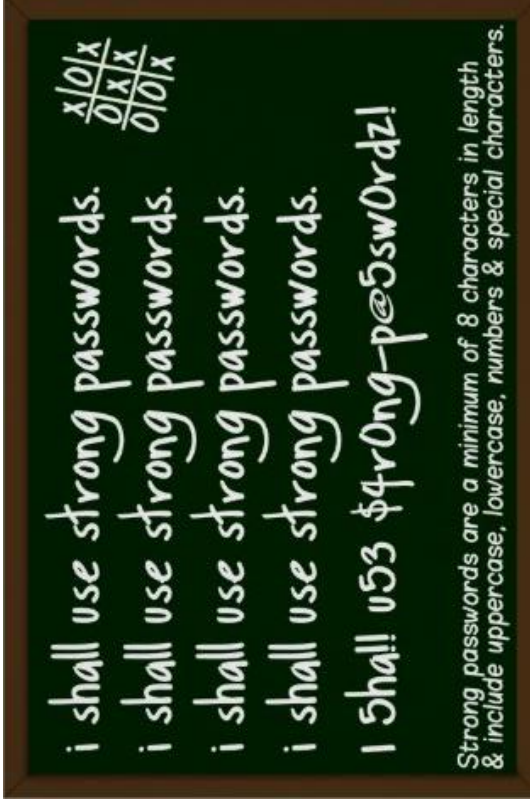
Classifying by scale:

- Local: affecting a small area e.g. Belle Vale or a city e.g. Liverpool.
- National: affecting a country e.g. England.
- International (global): affecting a number of countries e.g. countries in Europe.

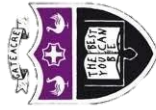


Computing Department Knowledge Organiser: Year 9 Cybercrime

Protecting your identity online
<ul style="list-style-type: none"> • Don't include personal data such as your date of birth, address, phone number in your profile • Don't post photos taken at home – and if you do, make sure location sharing is OFF • Be aware of your privacy settings
Rules for creating secure passwords
<ul style="list-style-type: none"> • Don't use common names, words or dates such as birthdays • Use different passwords for different sites • Use a mix of characters - capital letters, lowercase letters, numbers and symbols



Key Terms	What it means?
Cybercrime	A crime committed using a personal computer, laptop, smartphone and the internet (network).
Hacking	Illegally accessing or modifying computer files without permission.
Malware	Malicious software, a small program which enters a computer or network through a downloaded file or vulnerability in a network.
Virus	A type of malware which replicates and installs itself on your computer without your consent.
Spyware	Spyware is a type of virus that is specifically designed to steal information about your activity on your computer.
GDPR (Data Protection Act)	General Data Protection Regulation – the law which sets out how your personal data is protected by those who hold it.
Intellectual property (IP)	Creations of the mind for example art, music, software, books or films.
Copyright	Protection that owners of intellectual property have to prevent their work being illegally copied.
Plagiarism	Copying someone else's work and presenting it as your own.



Computing Department Knowledge Organiser: Year 9 Cybercrime

Types of E-mail/Messaging Scams	What it means?
Phishing	An email which looks like it's from your bank or other organisation. It sends you to a fake website which tricks you into handing over sensitive or personal information.
Trojan	An email which offers something tempting to look at such as a funny video. When you click on the link, it installs a virus on your computer.
Ransomware	A type of malicious software that is planted on your computer system or smartphone and is designed to block your access until a sum of money is paid.
Virus generated	An email which appears to come from a friend which may include a recommendation and a link to find out more.

What is phishing?

- Phishing is when you receive an email or text message which looks like it's from your bank or other organisation and it tries to trick you into handing over sensitive or personal information e.g. bank details or PayPal details.

What is the difference between copyright theft and plagiarism?

- Copyright theft is when you use or steal somebody else's intellectual property without their permission. Plagiarism is when you pass off somebody else's work as your own.

How to change your privacy settings on social media

- Be aware of your privacy settings and know how to change them.
- See [Childline digital footprint privacy settings](https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/) website for more information on how to change your privacy settings:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/>



DESIGN TECHNOLOGY KNOWLEDGE ORGANISER

Topic: Night Light Project



YEAR 9

My Tool Box



Try Square – Used to mark out right angles.



Pillar/Bench Drill – Used to drill holes into different materials.



Wire cutters – Used to cut wire to a desired length



Laser-cutter- Used to laser-cut and engrave material.



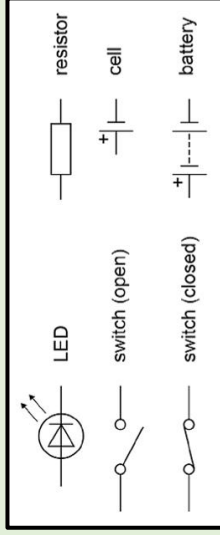
Soldering iron – Used to melt solder to join electrical components together



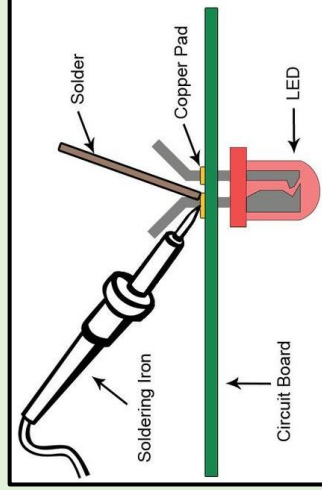
Wire strippers – Used to remove the insulation from around wires

Focused topics

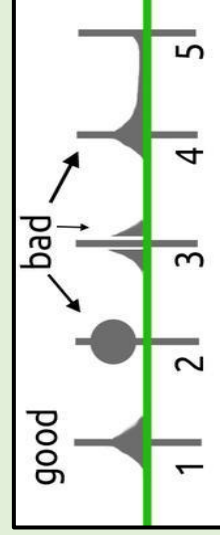
Electronic circuit symbols



How to Solder



Good and bad solder joints



Key Terms

Computer aided design (CAD) - The process of creating a 2D or 3D design using computer software.

Computer aided manufacture (CAM) -The manufacture of a part or product from a computer aided design (CAD) using computer-controlled machinery.

Circuit – a circuit is a complete path around which electricity can flow

Components - any basic discrete device or physical entity in an electronic system (LED, switch, resistor)

Conductor - Materials that allow electric current to pass through them easily

Insulator - Materials that don't allow electric current to pass through them easily

Solder - an alloy (usually of lead and tin) used when melted to join two metal surfaces.

Tasks

Task 1: Learn the tool names and their use.

Task 2: Learn the key words and the definition.

Task 3: Create 6 questions that can be answered from the information in the focused topic column.

Task 4: Draw two tools and write what they are for.

Task 5: Create a quiz based on task 1, 2 or 3. Get someone to test you.

Task 6: Create a mind map for the information you remember and red pen anything you've forgotten.

Task 7: Teach it. Create a task that can be used to teach some of the information from here.

To go further:

Introduction to isometric crating:



More information about natural and manufactured timber:





ART KNOWLEDGE ORGANISER

YEAR 9
Term 1b
Creating a
Personal
response.

Topic: Celebrities in Art (Responding to the work of Argadol)
Creating your own Celebrity inspired artwork

History/Context: Artists have been inspired by the theme People and Places for centuries. As time has evolved, the approach to this theme has changed with the times and the technologies available. Painters and artists have explored this theme throughout many different art movements and styles. Street and graffiti artists create art in public places such as on a building or wall, usually to convey a political/social message or commemorate an event. Graffiti/Street Art mainly originated in New York in the 1960's, but was seen as early as 1920's/30's in New York on the sides of train cars and walls by gangs at this time. During this term, you will explore the theme of People and places, the focus will continue to be people as a response to the work you have completed on portraits last term. You will research the Artwork of Banksy and Argadol, then create your own artwork in response to French Pop Artist 'Argadol'. Argadol is known for his bright, bold portraits of icons and superheroes. Argadol creates his artwork using mixed media and will fill up the entire composition and background with messages, symbols and other pop culture references. Argadol has a unique style and uses spray and acrylic paint, stencils, collage and paint pens in his work. You will produce your own drawings in the style of Argadol and create a piece of artwork based on a celebrity of your choice. Banksy began his unconventional artistic career as a graffiti artist in Bristol in the 1990s, and came to prominence painting political murals on buildings.

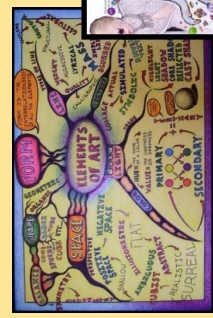
Home Learning tasks:

- Week 1:** Practice key literacy vocab 1-6 - look, cover, write, check, correct x 3. Read the sentences again and check for understanding.
- Week 2:** Practice key phrases 6 -13 - look, cover, write, check, correct x3. Read the sentences again and check for understanding.
- Week 3:** Select/chose a celebrity you admire. This could be a Pop Star, Actor/Actress/Sportsperson/Author/Musician, any celebrity that you you admire. In your home Learning Book, create a visual mind map to explore your chosen celebrities' identity. You may want to draw images, pictures and symbols as well as use text/words to describe and capture the identity of your celebrity. Make your mind map as creative and descriptive as you can.
- Week 4:** In your Home Learning book, produce a series of sketches/doodles and drawings from your mind map using a variety of different materials. You could use biro, pencil, colour pencil, felt tip pens etc. Your aim is to create a background in the style of Argadol which captures the identity of your celebrity. Create your own patterns to decorate your doodle background further.
- Weeks 5/6:** Print or find an image of your celebrity and glue down onto a page in your Home Learning Book. Now copy some of your images, motifs and symbols into your background in the style of Argadol to create a small piece of artwork using his techniques and processes: Drawing and Collage. You may want to use additional collage to develop your artwork. Watch the video to help and inspire you.

Key Literacy Vocabulary:

- 1: CONTEXT:** Context refer to the meaning of an artwork
- 2: UNDERSTANDING:** You will show an understanding of something when you demonstrate what you have learnt through your work.
- 3: CONNECTION:** A connection is a link made between/to another person, subject or media in your work.
- 4: INQUIRE:** Inquire means to investigate, by looking into and sourcing information
- 5: PROCESS:** Process refers to the steps undertaken to achieve something
- 6: RESPONSE:** an artistic reaction to previous work produced.
- 7: EXPRESSIVE:** Expressive is when a particular thought or feeling is portrayed in a piece of artwork
- 8: APPEARANCE:** Appearance refers to the way that artwork looks
- 9: OBJECTIVE:** artwork that depicts easily recognizable subject matter.
- 10: INTERPRETATION:** Interpretation demonstrates the way that an artist has translated what they have learnt
- 11: REFINE:** to develop/amend/improve your idea further.
- 12: OUTCOME:** the personal response (piece of work) you produce, relating to your theme and artist.

Week 3: Mind Map artwork



Use this example to help your layout of your mind map. Put your celebrities name in the middle of your mind map.



Week 5: Patterns



To help you create your Pattern page



Week 6: Creating

Here are some YouTube video clips showing Argadol's art work.



Example of a celebrity inspired piece of artwork using collage and drawing techniques



"I love classic rock and my dream was to be a musician, but I didn't make it. Music still plays a crucial role in my art. I always paint while listening to music." Argadol.

Week One

Read your knowledge organiser focusing on **Particle Model** for 5 minutes. Turn to the page labelled **Particle Model Questions**.

Cover the answers or cut the page out and fold down the middle line.

Answers questions 1 - 6 in full sentences.

Mark your own work using the answers.

Week Two

Read your knowledge organiser focusing on **Particle Model** for 5 minutes. Turn to the page labelled **Particle Model Questions**.

Cover the answers or cut the page out and fold down the middle line.

Answers questions 7 - 12 in full sentences.

Mark your own work using the answers.

Week Three

Read your knowledge organiser focusing on **Particle Model** for 5 minutes. Turn to the page labelled **Particle Model Questions**.

Cover the answers or cut the page out and fold down the middle line.

Answers questions 13 - 17 in full sentences.

Mark your own work using the answers.

Week Four

Read your knowledge organiser focusing on **Particle Model** for 5 minutes. Turn to the page labelled **Particle Model Questions**.

Cover the answers or cut the page out and fold down the middle line.

Answers questions 18 - 23 in full sentences.

Mark your own work using the answers.

Week Five

Read your knowledge organiser focusing on **Particle Model** for 5 minutes. Turn to the page labelled **Particle Model Questions**.

Cover the answers or cut the page out and fold down the middle line.

Answers questions 24 - 27 in full sentences.

Mark your own work using the answers.

Week Six

Read your knowledge organiser focusing on **Particle Model** for 5 minutes. Turn to the page labelled **Particle Model Questions**.

Cover the answers or cut the page out and fold down the middle line.

Answers questions 28-31 in full sentences.

Mark your own work using the answers.



Have you completed your 4 daily goals?
Complete your 4 daily goals this week to ensure you improve 😊

Home learning tips:

1. Answer any questions in full sentences.
2. Take your time reading through your knowledge organiser.
3. Read the task twice.
4. Ask your teacher in your next lesson if you are unsure about anything.
5. Not sure which week to do? Ask your teacher!


Physics Topic 3: Particle model

1. Density

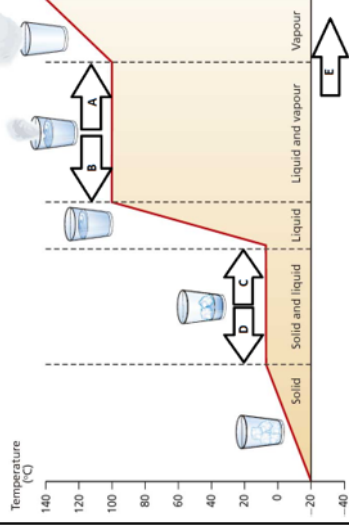
$$\rho = \frac{m}{V}$$

Symbol	Meaning	Unit
ρ	density	kg/m ³
m	mass	kg
V	volume	m ³

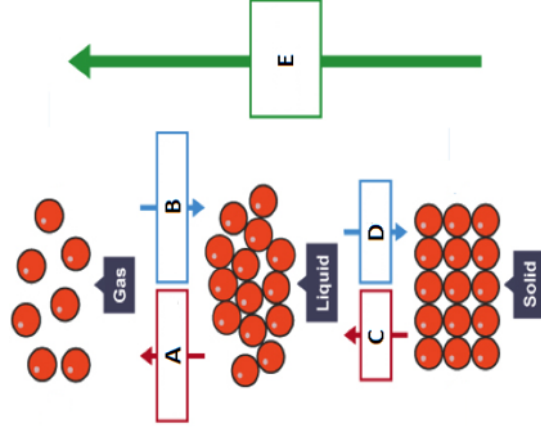
5. Gas properties

Diagram	
Arrangement of particles	Randomly arranged Far apart
Movement of particles	Brownian motion
Energy of particles	Very high energy
Density of substance	Very low density

2. Changes of state



- A. Evaporation/ Vaporisation
- B. Condensation
- C. Melting/ Fusion
- D. Freezing
- E. Increasing internal energy



3. The specific heat capacity

$$\text{Energy transferred, } \Delta E \text{ (joules, J)} = \text{mass, } m \text{ (kilograms, kg)} \times \text{Specific heat capacity, } c \text{ (joule per kilogram per degree Celsius, J/kg}^\circ\text{C)} \times \text{Temperature change, } \Delta\theta \text{ (degree Celsius, }^\circ\text{C)}$$

To find the specific heat capacity of a substance the equation can be rearranged to: $c = \frac{\Delta E}{m\Delta\theta}$

4. The specific latent heat

$$\text{Energy transferred, } \Delta E \text{ (joules, J)} = \text{mass, } m \text{ (kilograms, kg)} \times \text{Latent heat, } L \text{ (joule per kilogram J/kg)}$$

To find the specific latent heat of a substance the equation can be rearranged to: $L = \frac{\Delta E}{m}$

The Particle Model – Key Questions

Questions



1. Define a material
2. What is a pure substance?
3. What is a mixture?
4. Describe how the strength of the forces between particles is linked to the arrangement of the particles.
5. What is the equation that links density, mass and volume?
6. Define the term "density"
7. If the mass of a substance decreases what will happen to the density?
8. If the volume of a substance decreases what will happen to the density?
9. Describe the arrangement of particles in a solid.
10. Describe the arrangement of particles in a liquid.
11. Describe the arrangement of particles in a gas.
12. Describe the motion of particles in a solid.
13. Describe the motion of particles in a liquid.
14. Describe the motion of particles in a gas.
15. What are the names of the 4 changes of state.

Answers



1. A material is the matter that makes up a substance
2. A pure substance is made of only one type of particle
3. A mixture is made up from different types of particles
4. The stronger the forces are between the particles, the more regular the arrangement of particles.
5. Density = mass / volume
6. Density is mass per unit volume
7. The density of a substance will decrease as the mass of the substance decreases.
8. The density of a substance will increase as the volume of the substance decreases.
9. The particles in a solid are in neat rows in fixed positions
10. The particles in a liquid are not in a regular arrangement but still touch.
11. The particles in a gas are randomly arranged
12. The particles in a solid vibrate in fixed positions
13. The particles in a liquid are able to move past each other but still touch
14. The particles in a gas move freely in random directions
15. The changes of state are freezing, melting, boiling and condensing

The Particle Model – Key Questions

Questions



16. What causes a change of state?
17. State changes are examples of _____ change.
18. True or false. Physical changes can not be reversed.
19. A change which creates new products and cannot be reversed is a _____ change
20. What is the energy needed to raise the temperature in 1 kg of a material by 1°C called?
21. What is the average kinetic energy of particles called?
22. What is the amount of energy required to change the state of one kilogram of a substance with no change in temperature is the called?
23. Latent heat of fusion occur between which states?
24. Latent heat of vaporization is for changes between which states?
25. Increasing temperature _____ pressure in a gas if volume is constant
26. Define “gas pressure”.
27. State the units of density.
28. State the units of volume.
29. Why doesn't temperature increase during melting?
30. Why doesn't temperature increase during evaporation
31. Why does temperature of a substance increase as it is heated?

Answers

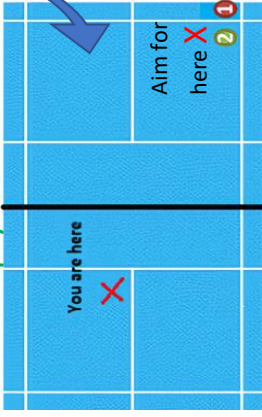


16. The amount of energy a substance has causes a change of state.
17. State changes are examples of a **physical** change.
18. False. Physical changes can be reversed.
19. A change which creates new products and cannot be reversed is a **chemical** change
20. What the energy needed to raise the temperature in 1 kg of a material by 1°C is the specific heat capacity.
21. The average kinetic energy of particles is called the temperature.
22. The amount of energy required to change the state of one kilogram of a substance with no change in temperature is the called the specific latent heat.
23. Latent heat of fusion occur between solid to liquid.
24. Latent heat of vaporization is for changes from liquid to vapour (gas).
25. Increasing temperature **increases** pressure in a gas if volume is constant
26. Gas pressure is the force exerted by gas on a surface as the particles collide.
27. The units of density is kg/m^3 .
28. The units of volume is m^3 .
29. Temperature does not increase during melting because energy is being used to weaken forces between particles.
30. Temperature does not increase during evaporation because energy is being used to weaken forces between particles.
31. Temperature of a substance increases as it is heated because particles gain more kinetic energy and temperature is a measure of kinetic energy.

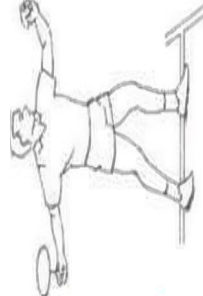
Forehand serve

- Stand side on to the net behind the service line.
- Hold the shuttle by the feathers with your finger and thumb.
- Point your non racket shoulder towards your target
- Hold the racket just above waist height behind you.
- As you drop the shuttle swing your racket towards the shuttle and hit it with the open racket face. This is usually for a long deep serve but through it will be a short or long serve.

Tactical implantation: The forehand serve usually is for a deep serve but with a big swing back you Disguise the serve and play it short.



Forehand service stance



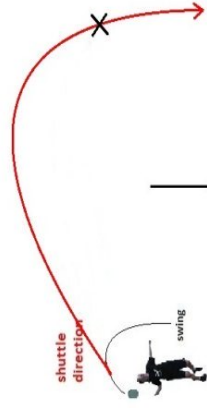
Overhead clear

1. Move into position and get behind the shuttle. Adopt the Forehand Grip.
2. Raise your Racket Arm and Non-Racket Arm.
3. Your body should face sideways with your feet pointing slightly sideways.
4. Stretch your Racket Arm to as far back as possible. Stretch out your Non-Racket Arm. Inhale. Then Exhale as you swing your racket forward.
5. Take the shuttle at the Highest Point possible.

Contact Point: In step 1, you should place yourself right below the shuttle. So when you hit the shuttle, your swing will naturally direct the shuttle upwards.

6. Complete a Full Arm Swing. Follow through with your swing even after you hit the shuttle.

Tactical implementation: Although a defensive shot an overhead clear is effective to use if your opponent is close to the net

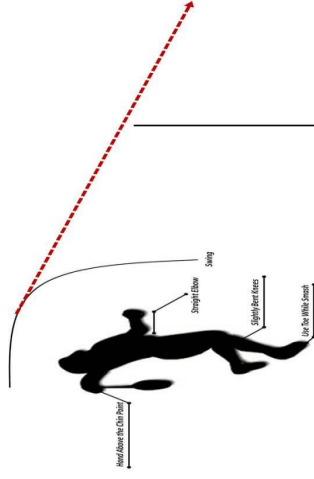


Badminton Singles

Smash shot

- Raise your non-racket hand and point it above your chin. This is highly crucial, for a angled shot. It has part to play in the direction and pace of your shot.
- You should shift your weight on to your back foot, for balance.
- Straighten your elbows and swing the racket forward. Keep in mind to shuffle your racket foot forward and knees should be slightly bent.

Tactical implementation:
Aim for the corners of the court when performing the smash shot, your opponents will struggle to return it.



Task 1

Without looking remember the name of the 4 shots above.

Task 2 True or False

Tactics

1. The forehand serve is commonly used to serve long
2. The overhead clear is a defensive shot
3. If you aim for the corners on a smash shot the opponent will return it easier.
4. The drop shot should be used when your opponent is at the back of the court

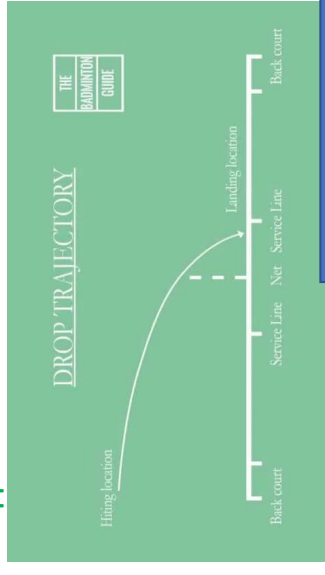
Drop Shot

Both of your hands should be upwards in the air, with the non-racket arm in front of your body, and the racket arm needs to be behind your head. The body weight should be on your racket leg.

When the shuttle comes closer, you need to extend your non-racket arm and rotate the hip and shoulders towards facing the net. Hit the shuttle gently with the shuttle just in front of your body, but still high in the air. Unlike a smash, decelerate the racket head speed.

Tactical implementation:

The drop shot should be used when your opponent is at the back end of the court.



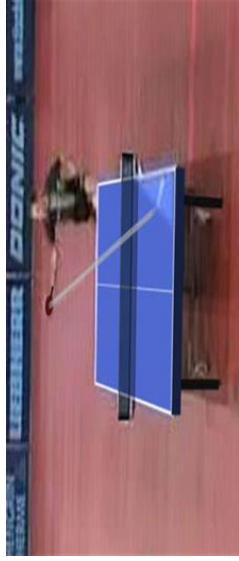
Task 3:

Scan the quiz below



SCAN ME

Smash shot



- Face sideways with your shoulder pointing towards the target.
- Body weight should be on the back foot.
- Raise the racket to a high position to generate downwards and forwards power.
- As the ball bounces off the table, rotate your body quickly to face forwards.
- Aim to hit the ball at its highest point.
- Transfer body weight from back to front foot.

Task 1

Without looking can you recall the name of each of the 3 shots.

Task 2

Get someone to show you the 3 pictures and you have to match up watch shot is being performed

Task 2

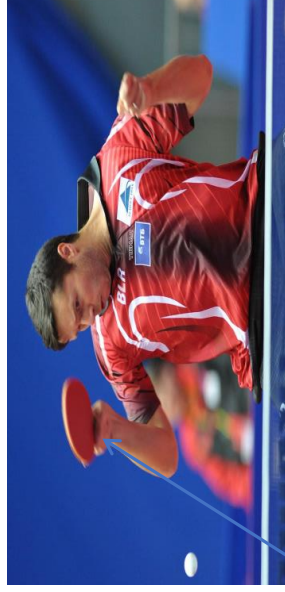
There are 3 components of fitness in the word search labelled for table tennis which are crucial to play the sport.

Without looking list what the 3 main component of fitness are.

Table tennis

Top spin shot

- Your legs should be more apart than your shoulders and knees slightly bent.
- As the ball approaches you, rotate body towards the direction you are playing the shot and at the same time forward your bat from knee height to head height.
- The movement of your bat should be upward as well as forward.
- Hit on the top of the ball at the top of the bounce. This gives the forward spin making the ball speed up when it bounces.



Task 4

Scan the quiz QR code
Take this test more than once and compare your scores after each attempt in a table



Task 3

Watch the video and describe how the shot is performed and when would be as good time to use this shot

Table tennis Smash Shot



Drop Shot



- A drop shot is a type of shot in table tennis in which the ball is hit softly and lands near the net. Table tennis is a sport that has a type of shot called "drop shots."
- These shots are hit softly and with a lot of touches, so the ball just clears the net and stays low.

Table Tennis

O	S	E	R	V	E	I	E	L	O	R	H	F	
V	C	H	P	K	V	O	K	N	E	N	E	I	
N	O	T	G	O	T	I	N	R	O	T	A	O	
O	O	C	N	N	R	O	P	F	N	P	I	A	S
I	R	B	I	A	I	H	A	H	I	I	T	G	A
T	D	A	N	G	T	S	N	P	E	O	I	O	
C	I	C	O	N	S	P	I	I	S	I	N	L	O
A	N	K	I	E	E	O	P	T	K	O	I	I	R
E	A	H	T	T	N	R	S	S	C	B	H	T	P
R	T	A	I	O	T	D	P	E	A	G	A	Y	S
T	I	N	S	C	G	V	O	P	B	H	S	P	O
O	O	D	O	S	H	S	T	I	M	B	V	S	E
K	N	D	P	N	E	N	C	G	S	C	H	S	A
C	F	O	R	E	H	A	N	D	S	M	A	S	H

DROPSHOT
LET
FOREHAND
BACKSPIN
POSITIONING
TOPSPIN
AGILITY
SERVE
COORDINATION
REACTION
BACKHAND
SMASH

3 components of fitness
Agility
Coordination
Reaction

Jewish Response to the Holocaust

Leave your home for a country I will show you and I will make you a great nation. I shall bless those who bless you and curse those that curse you

God to Abraham

The personification of the devil as the symbol of all that is evil assumes the living shape of the Jew

Adolf Hitler

How did anti-Semitism begin?

How did Jews try to hold onto their way of life?

Why did some Jews continue to have faith in God and others not?

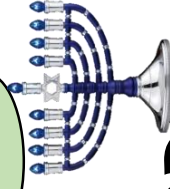
Are there any parallels to today's world?

How can God exist and allow so much evil to happen?

How has the Holocaust affected Judaism today?

As we study think about...

What would you do?



KEY WORDS

Covenant	The agreement made by God and the Jews	Ghetto	An enclosed area used to confine a group of people
Anti-Semitism	The discrimination and hatred of Jews	Shabbat	The Jewish holy day where Jews pray, rest and spend time with their families
Shoah	The Hebrew word for Holocaust meaning 'destruction'	Nuremberg Laws	Rules created by the Nazis in 1935 that discriminated against Jews
Dehumanisation	Taking away a person or group's positive human qualities	Shiva	A week-long period of mourning by Jews for a close relative
Israel	The Jewish 'promised land' believed to have been given to them by God	Circumcision	Removal of foreskin. A sign of the covenant for a Jewish men.

SOME TASKS FOR YOU TO COMPLETE

Draw a symbol for each key word

Create a mind map of how the Jews were discriminated against

Create a key word quiz or flash cards

Write your answers to 3 reflection questions

Investigate an explanation of how God could allow it to happen

Create flashcards of the impact on Jewish life

Investigate a survivor and write up their experiences

Holocaust Timeline

Anti-Semitism (discrimination) throughout the centuries finally lead to the

Nuremberg Laws 1935

These laws made Jews second-class citizens.

- Banned them from shops, public transport and parks.
- Denied them rights such as voting, marrying Germans, and having a bank account
- Denying education and income

Kristallnacht November 1938

This happened in Germany and Austria following two nights of 'terror'. Jewish homes, synagogues and businesses were targeted and destroyed and Jewish men were arrested. 91 were killed.

Propaganda showed Jews as diseases, and greedy criminals to inspire hatred and distrust

Ghettos .

Jews were forced into ghettos e.g. the Warsaw ghetto was set up in November 1940 as home to 500,000 Jews. It was unhygienic, cramped and many died from disease, starvation or beatings.

Jews carried on with secret schools, newspapers and religious ceremonies. Many tried to smuggle in kosher food and medicines

WHY?

The Holocaust creates many problems both for God and humanity.

Some questions that arise are:-

How can God allow this to happen to his 'chosen' people?

If God is good how could He allow this to happen?

If God knew that we as humans were capable of such evil, why did he give us freewill?

The Nazi's tried to destroy the Jews. Is it a Jew's duty to continue with their religion in spite of the Nazi's?

Liberation

Liberation from the Camps or from hiding generally began in late 1944 to May 1945 when WWII in Europe was officially declared over. As the Allies pushed the German forces back camps were discovered and prisoners were released.

For example, Auschwitz was liberated in January 1945 whilst Bergen Belsen in April 1945.

Inmates were often weak and frightened. Some returned home to find that they were occupied by somebody else and that they had few or no family members left.

Death and Concentration camps

These were set up to deal with the 'Jewish Problem'. Many Jews with other undesirables such as Gypsies, homosexuals and those who opposed Hitler were killed immediately on arrival to these camps or worked to death.

Treblinka Death Camp opened in July 1945 and it is estimated that it killed 700,000-900,000 Jews alongside 2000 Romani people.

Auschwitz began killing people in September 1941 with over a million people dying in the gas chambers or through malnutrition, exhaustion or 'selections'.

PERFECT
PRACTICE
MAKES
PERFECT



SCAN ME

Learning to Learn



SCAN ME

The 'Listen' Project #1