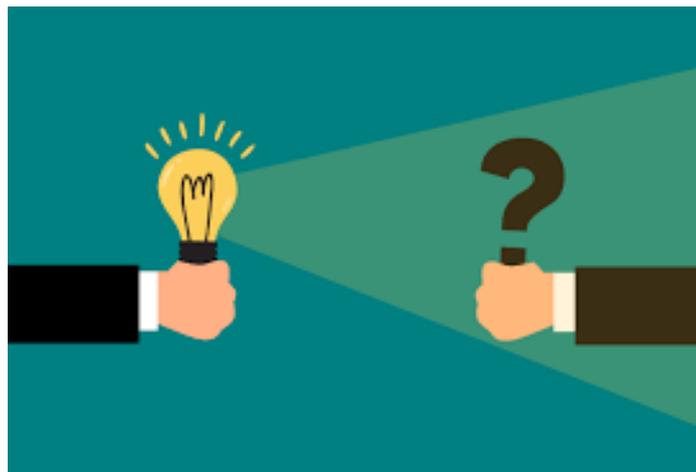




Year 11 Unit 1

Knowledge Organiser



Name	
Tutor	

	AMon	ATue	AWed	AThu	AFri
AM					
1					
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English - Year 11 - Unit 1 - Community

Driving question: What is the importance of community?

WEEK 2: An Inspector Calls - Context			RAG
1	Social Responsibility	Social responsibility is the idea that a society's poorer members should be helped by those who have more than them.	
2	1912	The year the play is set . Edwardian society, divided by class	
3	Class system	Working class: hardest jobs/least money Middle class: Professionals and business owners: had money and control Upper class: inherited money, land, titles and power	
4	Women	Lives were controlled by their husbands ; could not vote	
5	Welfare	Charities were vital in supporting the poor; no government help	
6	Strikes	1912 National Miners' Strike – over one million workers across Britain campaigning for fairer wages for miners	
7	1914-1918	World War One – cost the lives of millions of men – raised questions about the leadership of the upper classes	
8	1939-1945	Second World War . Priestley wrote the play during this time. Millions of people from all classes fought together	
9	Capitalism	Right-wing ideas that favour a system in which a country's trade and industry are controlled by private owners for profit	
10	Socialism	Left-wing ideas which call for a more equal sharing of wealth and power amongst all of society	
WEEK 3: An Inspector Calls - Themes			
11	Social responsibility	The idea that people should act in a way that helps those less privileged	
12	Family	Expectations of middle class families in 1912 – know their role, be content with their position, parents in charge, children obedient and unquestioning	
13	Young and Old	Older generation = old-fashioned/traditional Younger generation = challenge authority, are willing to learn, accept responsibility and change	
14	Men and Women	Start out as stereotypes but by the end of the play the women get stronger and the men weaker	
15	Judgment	It doesn't matter who the Inspector is – what is important is the lesson and who learns it	
16	Ignorance	Older generation- try to ignore anything troubling such as prostitution/womanizing and drinking – they view these as working class problems , yet ironically the middle and upper classes do this, but pretend it doesn't happen	
WEEK 4: An Inspector Calls - Dramatic devices			
17	Dramatic Irony	The audience knows more than the characters. Emphasises the Birling family's short-sightedness	
18	Euphemism	A way of avoiding saying something unpleasant	
19	Religious Imagery	Used by the Inspector to suggest we have a ' sacred ' duty of care towards others and links to people being punished for their sins	
20	Graphic Imagery	Used by the Inspector to shock the Birlings and the audience	
21	Colloquial language	Language used to reflect their social status : the younger generation use slang in contrast to their old-fashioned parents	
22	Symbolism	Characters symbolize particular social groups (Mrs Birling symbolizes the hypocrisy of upper Edwardian society)	
23	Omniscience	The Inspector seems to be omniscient – he knows everything	
24	Anadiplosis	Beginning a sentence/clause by repeating the last word/s of the previous sentence/clause. (Example: 'Fear leads to anger. Anger leads to hate. Hate leads to suffering.' -Yoda)	

WEEK 5: Checking Out Me History			
25	Context	Agard was born in British Guiana and came to Britain in the 1970s. He writes about racist attitudes, both conscious and subconscious .	
26	Structure and Form	A mixture of stanzas and broken lines suggesting a break with tradition . The sections about British history use rhyme, making them sound childish. Alternates between images of Caribbean and British history, simultaneously emphasising the divide and bringing them together.	
27	<i>'Dem tell me... Dem tell me...'</i>	Reveals a stark contrast between the persona and the oppressive British education system through the exclusive pronoun "Dem" ('them') and his personal pronoun "me", foregrounding the poem's themes of identity and opposition.	
28	<i>'Bandage up me eye... blind me...'</i>	The metaphor suggests insult to injury in the sense that the accused caused the blindness, then used the listener's "own history" to cover up the blind eye	
29	<i>'I carving out me identity'</i>	The persona tries to educate other people by 'metaphorically' carving his identity.	
WEEK 6: An Inspector Calls -Act 1 Key Quotations			
	Quotation	Techniques	Context
30	<i>'pink..brighter...harder'</i>	Adjectives	Stage directions – lighting to foreshadow
31	<i>'Half shy, half assertive'</i>	Repetition Adjective	Stage direction shows Eric is not 'complete' and has potential for change
32	<i>'Mummy' 'Daddy'</i>	Nouns	Childish language used by Sheila at the start of the play
33	<i>'Lower costs and higher prices'</i>	Comparatives	Birling is only pleased about the possible financial gain from Sheila's engagement – capitalist views
34	<i>'The Germans don't want war'</i>	Dramatic Irony	Birling on the troubles in Europe
35	<i>'Hard-headed businessman ...Hard-headed practical man of business'</i>	Repetition Alliteration	Birling full of self-importance. His focus is on his social status – he believes he knows everything
36	<i>'unsinkable, absolutely unsinkable'</i>	Repetition Dramatic Irony	Birling on the Titanic (which sank on its maiden voyage) Priestley makes Birling look short-sighted and silly
WEEK 7: War Photographer			
37	<i>'spools of suffering set out in ordered rows'</i>	Metaphor; sibilance The orderliness of the film camera reels are being compared to the gravestones in a graveyard.	
38	<i>'a priest preparing to intone a Mass'</i>	The simile creates a sense of how serious the photographers work is to him and to society more generally. Priests who "intone a Mass" are typically associated with funerals and tragedies.	
39	<i>'A hundred agonies in black and white'</i>	Metaphor for the photographs taken; the noun agonies is symbolic of the pain and violence that the photographer has witnessed.	
WEEK 8: An Inspector Calls -Act 2 Key Quotations			
	Quotation	Techniques	Context
40	<i>'Women of the town'</i>	Euphemism	Gerald – playing down womanising/prostitution and repeated by Mrs B to highlight her ignorance
41	<i>'A girl of that sort'</i>	Euphemism	Mrs B – trying to blame Eva for her own position
42	<i>'Mother – stop – stop!'</i>	Noun Repetition Exclamative	Sheila changes her use of nouns – there is a distance between her and her parents now. She is also hysterical as she has worked out Eric's role, but her mother hasn't

WEEK 9: -Tissue and The Emigree			
43	<i>'Paper...Koran...Maps too...fine slips... living tissue'</i>	Paper becomes an extended metaphor for all of life. (Tissue)	
44	<i>'daylight breaks through capitals and monoliths'</i>	The negative vocabulary suggests the cities are dark and opaque (non-transparent). (Tissue)	
45	<i>'turned into your skin'</i>	The poet links the idea of a building being made from paper to human skin. There is also a sense of the fragility of human life, and the fact that not everything can last. (Tissue)	
46	<i>'It may be at war; it may be sick with tyrants'</i>	The vocabulary used throughout the poem depicts a war-torn country under the control of a brutal government. (The Emigree)	
47	<i>'I am branded by...impression of sunlight'</i>	The repeated references to sunlight suggest the speaker has an idealised, almost dream-like picture of the past, where it is always sunny. (The Emigree)	
48	<i>'I comb its hair and love its shining eyes'</i>	The city is personified as someone very close to the speaker. The adjective 'shining' links this phrase to the theme of light that runs through the poem. (The Emigree)	
WEEK 10: An Inspector Calls - ACT 3 KEY QUOTATIONS			
49	<i>'One Eva Smith has gone – but there are millions and millions of Eva Smiths and John Smiths still left with us'</i>	Symbolism Repetition	The Inspector uses common names to represent the whole of the working class who need help and support
50	<i>'We don't live alone, we are members of one body'</i>	Pronouns Repetition	The Inspector is Priestley's mouthpiece for social responsibility
51	<i>'they will be taught in fire and blood and anguish'</i>	Metaphor Religious imagery	Represents the break-down of society. Could be foreshadowing the World Wars

Science – Year 11 – Unit 1

Week 1:			RAG
1.	Rate of reaction	The rate at which a reaction takes place, i.e for the reactants to be used up and the products to be formed.	
2.	Catalyst	Substance which speeds up a chemical reaction , without being used up. Provides an alternative pathway for a reaction which has a lower activation energy.	
3.	Surface area	The total area of a substance across its whole surface. A powder has a larger surface area than lumps of a substance.	
4.	Concentration	The amount of particles of a substance in a certain volume.	
5.	Reversible reaction	A reaction in which the products can react to re-form the reactants.	
6.	Irreversible reaction	A reaction in which the products do not further react to make the reactants.	
7.	Hydrated	when a crystalline structure contains water molecules between its crystals.	
8.	Anhydrous	Describes a substance which does not contain water.	
9.	Closed System	A system where no matter (particles, molecules etc) can enter or leave.	
10.	Equilibrium	The point in a reversible reaction at which the forward and backward rates of reaction are the same. The amounts of substances present remain constant.	
Week 2:			
11.	Le Chatelier's Principle	<i>When a change in conditions is introduced to a system at equilibrium, the position of equilibrium shifts so as to cancel out that change.</i>	
12.	Mixture	When some elements (or compounds) mix together and do not chemically react.	
13.	Hydrocarbon	A molecule made up of carbon and hydrogen atoms only.	
14.	Fractions	Hydrocarbons separated from crude oil , which have similar boiling points.	
15.	Fractional Distillation	A way to separate liquids from a mixture by boiling off the substances at different temperatures, then condensing them back into a liquid.	
16.	Alkanes	A hydrocarbon which contains only single carbon-carbon bonds. Molecules from this group have a name ending in -ane.	
17.	Alkenes	A hydrocarbon which contains at least one double carbon-carbon bond in its structure. Molecules from this group have a name ending in -ene.	
18.	Saturated	A hydrocarbon which contains only single carbon-carbon bonds.	
19.	Unsaturated	A hydrocarbon which contains at least one double carbon-carbon bond.	
20.	Flammable	Easily ignited and able to burn rapidly.	
Week 3:			
21.	Viscosity	The resistance of a liquid to flowing or pouring; a liquid's 'thickness'.	
22.	Volatility	The ability of a liquid to turn to a vapour form.	
23.	Oxidised	A reaction where oxygen is added to a substance/ or where electrons are lost from a substance.	
24.	Complete combustion	Where fuel burns fully with oxygen, to form carbon dioxide and water. General equation: Fuel + oxygen → carbon dioxide + water	
25.	Incomplete combustion	Where fuel does not fully burn with oxygen. General equation: Fuel + oxygen → carbon dioxide + water + carbon + carbon monoxide	
26.	Cracking	The reaction used in the oil industry to break down large hydrocarbon molecules into smaller, more useful ones.	
27.	Thermal decomposition	The breaking down of a compound using heat.	
28.	Rate of Reaction Equation	$\text{Mean rate of reaction} = \frac{\text{quantity of product formed}}{\text{time}}$	

29.	Rate of Reaction Equation	$\text{Mean rate of reaction} = \frac{\text{quantity of reactant used}}{\text{time}}$	
30.	Collision theory	An increased proportion of particles exceeding the activation energy has a greater effect on rate than the increased frequency of collisions.	
Week 4:			
31.	Bromine water test	Alkane: bromine water maintains its colour, so stays orange. Alkene: bromine water turns from orange to colourless.	
32.	Accuracy	Degree to which results of a measurement or calculation is close to the correct value.	
33.	Precision	Refinement in a measurement especially as represented by the number of digits given.	
34.	Resolution	The smallest interval measurable by a scientific instrument.	
35.	Significant figures	Representing a value to that number of digits, which are significant. For 3 Significant figures, examples include: 0.00435, 1.34, 4035 or 125.	
36.	Decimal places	The number of digits you show after the decimal point, before rounding (if needed). For 3 decimal places, examples include: 0.234, 0.002 or 23.347.	
37.	Melting Point	The temperature at which it changes state from solid to liquid at atmospheric pressure.	
38.	Boiling Point	The temperature at which it changes state from liquid to gas at atmospheric pressure.	
39.	Pure substance	A substance which consists of just one type of atom or molecule.	
40.	Compound	A substance which contains two or more different elements in its structure.	
Week 5:			
41.	Formulation	A mixture that has been designed for a useful product.	
42.	Nanoparticles	Very tiny particles or structures between 1-100 nanometres in size.	
43.	R _f (Retention factor)	A measurement from chromatography: it is the distance a spot of substance has been carried above the baseline divided by the distance of the solvent front. $R_f = \frac{\text{distance moved by substance}}{\text{distance moved by solvent}}$	
44.	Chromatography	The process whereby small amounts of dissolved substances are separated by running a solvent.	
45.	Sulphuric acid	H ₂ SO ₄	
46.	Nitric acid	HNO ₃	
47.	Hydrochloric acid	HCl	
48.	Sulfate ion	SO ₄ ²⁻	
49.	Carbonate ion	CO ₃ ²⁻	
50.	Hydroxide ion	OH ⁻	
Week 6:			
51.	Ammonium ion	NH ₄ ⁺	
52.	Pipette	A glass tube used to measure accurate volumes of liquids.	
53.	Splint	A wooden stick which is ignited to carry a flame from one place to another.	
54.	Electrolysis	A process used to decompose a compound using electrical current.	
55.	Atmosphere	The relatively thin layer of gases that surround Earth.	
56.	Purification	A process used to move contaminants from a sample, to obtain a pure substance.	
57.	Waste water	Water which has come from the household and is dirty. For example the washing machine, tap and toilets.	
58.	Infrared spectroscopy	An analytical technique using infrared radiation to identify the bonds present in a substance.	
59.	Carbon footprint	The total amount of carbon dioxide and other greenhouse gases emitted over the full life cycle of a product, service or event.	

60.	Carbon capture and storage	A technique where carbon dioxide produced from fossil fuel power stations is pumped deep underground, to be absorbed by porous rocks.			
Week 7:					
61.	Bioleaching	A process used to extract copper using bacteria.			
62.	Particulates	Small solid particles given off from motor vehicles as a result of incomplete combustion of its fuel.			
63.	Global dimming	Where particulates travel to the upper atmosphere and reflect sunlight back into space.			
64.	Atmosphere	The relatively thin layer of gases that surround Earth.			
65.	Test for Oxygen	Relights a glowing splint.			
66.	Test for Carbon Dioxide	Turns limewater cloudy.			
67.	Test for Chlorine	Bleaches damp litmus paper.			
68.	Test for Hydrogen	Burns with a 'squeaky pop'.			
69.	Greenhouse Gases	Carbon dioxide, methane, water vapour			
70.	Acid Rain	Caused by sulfur dioxide and nitrogen oxides.			
Week 8:					
71.	Subatomic Particles		relative charge	relative mass	
		proton	+1	1	
		neutron	0 neutral	1	
		electron	-1	1 / 1840	
72.	Transition element	Element from the central block of the periodic table.			
73.	Alkali Metals	Elements in group 1 of the Periodic Table– These all have 1 electron in their outer shell.			
74.	Halogens	Elements in group 7 of the Periodic table– These all have 7 electrons in their outer shell.			
75.	Ionic Bonding	The electrostatic force of attraction between positively and negatively charged ions.			
76.	Giant ionic structures	A huge 3D lattice of ionically bonded atoms, e.g. Sodium Chloride.			
77.	Covalent Bond	The bond between two or more atoms that share one or more pairs of electrons.			
78.	Giant Covalent structures	A huge 3D network of covalently bonded atoms, e.g. graphite			
79.	Oxidation	A reaction in which oxygen is added or when electrons are lost.			
80.	Reduction	A reaction in which oxygen is lost or electrons are gained.			

History Year 11 Unit 1 Germany, Conflict and Tension in Asia, Normans & Health and the People

Week 2:			RAG
1.	What year did Germany become a unified country?	1871	
2.	What is the strong belief called Militarism?	A belief in strong armed forces	
3.	The Kaiser ruled over German states. Each state had a _____ what to represent them?	Bundesrat	
4.	The Kaiser was advised by a (state the title of the job) _____	Chancellor	
5.	Who was Elizabeth I's mother?	Anne Boleyn	
6.	What happened to her?	She was executed in 1536 (just before Elizabeth's third birthday).	
7.	Why was Elizabeth imprisoned in the Tower of London in 1554.	She was accused of supporting a rebellion against her sister Queen Mary.	
8.	What was the name of the US initiative to give Europe \$13 billion in 1947?	The Marshall Plan	
9.	Who said that an 'Iron Curtain' had divided Europe after 1945?	Winston Churchill	
10.	What was the Western military alliance called?	NATO	
Week 3:			
11.	What was the communist military alliance called?	The Warsaw Pact	
12.	What was Truman's policy of containing communism called?	The Truman Doctrine	
13.	What is the line which separates North Korea from South Korea called?	38th parallel	
14.	What year did Elizabeth I become Queen of England?	1558	
15.	How old was she when she was coronated?	25	
16.	What was made up of the House of Lords and the House of Commons and influenced tax and was responsible for passing laws?	Parliament	
17.	Why did it have limited power during Elizabeth's reign?	She decided when to call Parliament and how much of their advice she should listen to.	
18.	Kaiser Wilhelm II introduced _____ to Germany	industrialisation	
19.	What did a series of Naval Laws introduced between 1898 and 1912 allow Germany to achieve?	Germany to build a navy as big as Britain's navy.	
20.	What 3 key impacts did World War 1 have on Germany?	a) Bankrupt b) Politically unstable c) Defeated	
Week 4:			

21.	What was the name of the leader of North Korea in 1948?	Kim-II-sung	
22.	What was the name of the leader of South Korea in 1948?	Syngman Rhee	
23.	What is the capital of South Korea?	Seoul	
24.	What does the term capitalist mean?	Individuals are free to own businesses and land and compete with others.	
25.	Who were Elizabeth's main advisors who were responsible for the day to day running of the country?	The Privy Council	
26.	Who were appointed by the queen to take administrative responsibility for a particular area of the country.	Lord Lieutenants	
27.	Who's main role was to ensure that the laws passed by Parliament were properly enforced?	Justices of the Peace (JPs)	
28.	What position (job title) was Friedrich Ebert, the leader of the SPD, the first person to have?	Germany's first President	
29.	Ebert changed Germany from a monarchy to having no monarchy. What was this called?	Weimar Republic	
30.	What was the Weimar constitution?	A formal set of rules of how Germany was governed.	
Week 5:			
31.	Give one example of a rule from the Weimar Constitution.	Everyone over 20 could vote	
32.	What was the voting system used for the Reichstag (German Parliament) called?	Proportional Representation	
33.	What was the position (job title) directly beneath the President within the German Government?	Chancellor	
34.	What were the Germans forced to sign in 1919?	The Treaty of Versailles	
35.	Who was Elizabeth I's most trusted advisor and served as Secretary of State twice?	William Cecil	
36.	Who was Elizabeth's 'spymaster'?	Francis Walsingham	
37.	What happened in 1562?	Elizabeth nearly died from smallpox	
38.	What was the name of the US Commander-in-Chief of UN forces in Korea?	General MacArthur	
39.	What was the reason for MacArthur's sacking?	For sending troops back into North Korea	
40.	What was the name used for Vietnam, Laos and Cambodia before the Second World War and up to the Battle of Dien Bien Phu?	French Indochina	
Week 6:			
41.	What religion was Elizabeth I?	Protestant	
42.	Who was Elizabeth's childhood friend, who many assumed she would marry.	Robert Dudley	

43.	When was the Northern Rebellion, led by Catholic lords in England?	1569	
44.	What rebellion did Elizabeth face in 1571?	The Ridolfi Plot	
45.	What was the country called which controlled Indochina during the Second World War?	Japan	
46.	Who led the Vietnamese communists fighting the French after the Second World War?	Ho Chi Minh	
47.	What was he famous for as a military leader.	Using Guerilla tactics to defeat the French.	
48.	What was the army reduced to as a result of the Treaty of Versailles?	100, 000	
49.	What was the amount of reparations the German Government were forced to pay as a result of the Treaty of Versailles?	£6.6 billion	
50.	List the three main political uprisings in Germany with the year they happened in.	a) Spartacist Uprising - 1919 b) Kapp Putsch - 1920 c) Munich Putsch - 1923	
Week 7:			
51.	Who was executed in 1572 for his involvement in the Northern Rebellion and the Ridolfi Plot?	The Duke of Norfolk	
52.	Who did Elizabeth make the Lord Lieutenant of Ireland in 1599?	Robert Devereux (The Earl of Essex)	
53.	In what year did he lead a rebellion against Elizabeth for which he was executed?	1601	
54.	In what battle were the French were decisively beaten by the Vietnamese communists?	The Battle of Dien Bien Phu	
55.	What was the name of the conference that was to decide the future of Vietnam after this battle?	The Geneva Conference	
56.	The line of latitude which divided Vietnam	17th parallel	
57.	The US President at the time of the Geneva Conference	President Eisenhower	
58.	What was the cause of Matthias Erzberger being assassinated in August 1921?	He had signed the Armistice in 1918	
59.	What were the political strand on the extreme left called?	Communists	
60.	What were the political strand on the extreme right called?	Nazis	
Week 8:			
61.	On what idea was Elizabethan society based, with God at the top followed by angels, human beings, animals and plants?	The Great Chain of Being	
62.	What were the three groups underneath the Queen in Elizabethan society?	the nobility, followed by the gentry and then the Peasantry.	
63.	How did rich Elizabethans show off their wealth through their food?	Having meals made up mostly of meat and drinking wine.	
64.	What fashion trend did wealthy Elizabethan women	They whitened their faces and wore fine	

	follow?	clothes.	
65.	Why did they do this?	To show they did not have to work outside and get a tanned face.	
66.	What contributed to hyperinflation being caused in 1923?	The French and Belgians invade the Ruhr	
67.	What could a loaf of bread cost by November 1923 as a result of hyperinflation?	201 billion marks	
68.	Which group of people were the worst hit by hyperinflation? Savers were the	Savers were the worst hit - many lost all their savings.	
69.	System where the government is run by one party who makes decisions for the people.	Communism	
70.	A period in history after 1945 where relations between the USSR and USA were 'cold' and hostile.	Cold War	
Week 9:			
71.	What was a key element of both men and women's fashion?	The ruff worn around the neck.	
72.	What did rich Elizabethans' build to show off their wealth?	Great country houses	
73.	What was one of the most popular forms of Elizabethan entertainment?	Theatre	
74.	Which playwright was particularly popular during Elizabeth's reign?	William Shakespeare	
75.	People believed that the king was chosen by God and therefore the king ruled by _____ (fill in the gaps with the answer)	Divine right	
76.	System which allows people to vote for their leaders.	democracy	
77.	A policy that would stop Communism spreading from country to country.	containment	
78.	Someone who loves their country and wants it to have political independence.	nationalist	
79.	What was the main thing that Gustav Stresemann did to solve the problem of hyperinflation?	A new currency – Rentenmark	
80.	What is the period 1924-1929 called?	Golden Age	
Week 10:			
81.	The right to block a decision made by the majority.	veto	
82.	Situation where no one can win.	stalemate	
83.	What did Germany sign, under Stresemann, in 1925 and what was agreed?	The Locarno Pact – agreeing peace	
84.	What did Stresemann organise for Germany to join in 1926?	The League of Nations	
85.	Which theatre was built by the Lord Chamberlain's men (William Shakespeare's theatre company) in 1599?	The Globe Theatre	

86.	Which religious group was opposed to the theatre?	Puritans	
87.	What is Elizabeth's reign often referred to?	a 'golden age'	
88.	Why was this?	It was an era of new scientific experimentation, technological development and new ideas in the arts.	
89.	What was alchemy?	Trying to turn cheap metal into gold	
90.	What were people without work known as during Elizabeth's reign?	paupers	

Subject: French Year 11 – The Environment AND Charity/Voluntary work AND Homelessness 7.1G and 7.1F - 6.1G and 6.1F - 7.2G and 7.2F		
Week 2: Quel est le plus grand problème dans ta ville? What is the biggest problem in your town?		RAG
1. Selon moi, le problème le plus important c'est la circulation et les papiers dans la rue.	In my opinion, the most important problem is traffic and papers in the street.	
2. J'utilise les transports en commun quand je peux , bien sûr, et à mon avis, <u>ils ne sont pas trop mal</u> .	I use public transport when I can , of course, and in my opinion, <u>it is not too bad</u> .	
3. Malheureusement, il n'y a pas assez de poubelles.	Unfortunately, there aren't enough bins.	
4. On devrait en avoir plus surtout dans le centre ville.	We should have more of <i>them</i> , especially in the town centre.	
5. Il est vraiment important que tout le monde fasse du recyclage, ce n'est pas difficile!	It's really important that everyone recycles, it's not difficult!	
Week 3: Quels sont les plus grands problèmes environnementaux? What are the biggest environmental problems?		
6. De mon point de vue, le plus grand problème	From my point of view, the biggest	
7. environnemental, c'est le réchauffement de la Terre car	environmental problem is global warming because	
8. les glaciers sont en train de fondre ce qui <u>touche</u> aux	the glaciers are melting which <u>affects</u>	
9. animaux, leurs habitats et les niveaux de l'eau.	animals, their habitats and sea levels.	
10. D'ailleurs, le plastique n'est pas biodégradable et les océans sont pleins de déchets.	Besides, plastic isn't biodegradable and the oceans are full of rubbish.	
Week 4: Qu'est-ce que tu pourrais faire pour aider l'environnement? What could you do to help the environment?		
11. En ce qui concerne le réchauffement de la Terre,	With regard to global warming,	
12. si je vais partout à pied ou en vélo, je réduirai mon	if I walk everywhere or go by bike, I will reduce my	
13. empreinte carbone ce qui, par conséquent, aidera	carbon footprint which, in turn, will help	
14. l'environnement. De plus, si je triais les déchets chez moi,	the environment. In addition, if I sorted the rubbish at home,	
15. je pourrais prendre les plastiques, le verre et le carton au centre de recyclage.	I could take the plastics, the glass and the cardboard to the recycling centre.	
Week 5: Quel est le but des associations caritatives? What is the aim of charities?		
16. Les associations caritatives veulent aider les pauvres et combattre la faim et la pauvreté.	Charities want to help the poor and fight hunger and poverty.	
17. L'Armée du Salut est une association qui a été fondée en Angleterre et qui veut combattre l'exclusion.	The Salvation Army is a charity that was founded in England and that wants to fight exclusion.	
18. Nous voulons donner de la nourriture aux pauvres.	We want to give food to the poor.	
19. Je veux faire la différence, c'est mon but!	I want to make a difference, it's my goal!	
20. J'aimerais faire du travail bénévole le week-end.	I would like to do charity work at the weekend.	
Week 6: Tu fais du travail bénévole? Do you do any charity work?		
21. Je suis bénévole pour La Croix Rouge anglaise.	I am a volunteer for the English Red Cross.	
22. Je travaille tous les weekends depuis trois mois.	I have been working every weekend for three months.	
23. Normalement, j'aide à préparer les repas et je discute avec les gens.	Normally, I help to prepare meals and I talk to people.	
24. Ma famille voudrait faire plus de dons aux associations locales.	My family would like to make more donations to local charities.	
25. Je trouve mon travail difficile et triste parfois, mais il est toujours <u>gratifiant</u> .	I find my work difficult and sad sometimes but it is always <u>rewarding</u> .	

Week 7: Parles-moi des sans-abris dans ta ville		Tell me about the homeless in your town	
26	Malheureusement, il y a beaucoup de gens qui dorment dans les rues de ma ville.		Unfortunately, there are a lot of people who sleep in the streets of my town.
27	Le problème c'est qu'ils n'ont pas de maison.		The problem is that they don't have a house.
28	Ils sont au chômage et ils n'ont pas assez d'argent.		They are unemployed and they don't have enough money.
29	Je suis toujours triste quand je vois des gens qui dorment dans un sac de couchage,		I am always sad when I see people sleeping in a sleeping bag,
30	sans argent, sans logement, sans emploi et sans espoir. Il faut essayer de les aider!		without money, without housing, without jobs and without hope. We must try to help them!
Week 8: Quels sont les problèmes sociaux dans ta ville?		What are the social issues in your town?	
31	Malheureusement, dans ma ville, il y a plusieurs		Unfortunately, in my town, there are many
32	problèmes sociaux. Par exemple, il y a un grand nombre de gens		social problems. For example, there are a lot of people
33	qui dorment dans les rues, il y a beaucoup de pauvreté parmi		who sleep in the streets, there is a lot of poverty amongst
34	les jeunes familles et le chômage touche les diplômés.		young families and unemployment affects graduates.
35	J'essaie toujours de donner de la monnaie aux sans-abris.		I always try to give change to the homeless.
Week 9: Comment peut-on s'adresser à l'inégalité?		How can we address inequality?	
36	Afin de soutenir les personnes sans domicile fixe,		In order to support the homeless,
37	on devrait donner des cartons alimentaires aux		we should give food parcels to
38	associations caritatives car c'est plus utile que de l'argent.		charities as it is more useful than money.
39	Si j'avais plus de temps libre, je ferais du travail bénévole		If I had more free time, I would do volunteer work
40	à la soupe populaire en ville.		at the soup kitchen in town.

Geography – Year 11 – Unit 1 – The Challenge of Natural Hazards and Physical Landscapes of the UK

Week 2:			RAG
1.	Natural Hazard	A natural event that threatens people or has the potential to cause damage, destruction and death.	
2.	Destructive Plate Margin example	The Pacific Ring of Fire.	
3.	Constructive plate margin example	The Mid Atlantic Ridge.	
4.	Conservative plate margin example	The San Andreas Fault.	
5.	L'Aquila 2009 size, date and time.	Size: Magnitude 6.3 on the Richter scale Year: 2009 Time: 3:32 am	
6.	L'Aquila 2009 primary effects	308 people died / 1,500 injured / 10-15000 buildings collapsed, San Salvatore hospital damaged, many historical buildings damaged.	
7.	L'Aquila 2009 secondary effects	Landslides triggered by aftershocks damaged roads / number of students at L'Aquila university decreased / rents on housing increased.	
8.	L'Aquila 2009 immediate responses	40, 000 tents used for shelter / the Italian red cross searched for survivors within one hour / water and food distributed / mortgages and bills were suspended / EU gave \$552.9 million to begin rebuilding.	
9.	L'Aquila 2009 Long term responses	Residents did not pay taxes in 2010 during the immediate recovery period / students were given free tuition fees to attend the university / 1 government official and 6 scientists went to prison during investigations / it took approximately 15 years to rebuild L'Aquila.	
10.	Nepal 2015 size, date and time.	Size: 7.8 on the Richter scale Year: 2015 Time: 11:56 am	
Week 3:			
11.	Nepal 2015 primary effects	8,841 people died / 16,800 injured / 26 hospitals, and 50% of schools destroyed, reduced supply of food, water and electricity.	
12.	Nepal 2015 secondary effects	1 million people homeless / avalanche on Mount Everest killed 19 people / reduced numbers of tourists visiting Nepal / rice seed was destroyed meaning people could not grow food.	
13.	Nepal 2015 immediate responses	Nepal requested international help / the UK gave \$126 million for emergency aid / the Red Cross provided tents for 225,000 people / the WHO distributed medical supplies / shepas carried supplies into hard to reach areas / Facebook launched its Safe feature.	
14.	Nepal 2015 long term responses	Nepal created a Post-Disaster Needs Assessment / 23 areas needed completely rebuilding / \$274 million was promised from abroad for rebuilding / Mount Everest was opened by August for tourists.	
15.	Why do people live in Hazard zones?	Geothermal energy (Iceland) / Farming (ash creates fertile soil) / Tourism (volcanoes are beautiful) / Poverty (attachments to the area you are from).	
16.	Typhoon Haiyan 2013 size and date.	Size: Category 5 with wind speeds up to 314km/hr Date: hit the Philippines on 8 November 2013.	
17.	Typhoon Haiyan 2013 primary effects	6190 people died / 90% of Tacloban city destroyed / airport, homes and roads badly damaged / seed stocks lost.	
18.	Typhoon Haiyan 2013 secondary effects	Oil barges ran aground causing a massive oil leak / looting happened as survivors fought for food supplies / sea water contaminated the land..	
19.	Typhoon Haiyan 2013 immediate responses	800,000 people were evacuated before the storm / aid arrived 3 days later by plane / curfew was imposed to stop looting / \$1.5 billion of foreign aid was pledged / main airport reopened after 3 days / power was restored after a week.	
20.	Typhoon Haiyan	Build Back Better was the pledge of the government (no build areas designated along some	

	2013 long term responses	coastlines) / new storm surge warning system / mangroves replanted.	
Week 4:			
21.	Reducing the effects of tropical storms.	Monitoring - satellites and planes to see storms emerging, improvements in prediction using computer models. Protection - storm shelters, shutters on windows, better housing, remove trees that are close to buildings. Planning - disaster supply kits, training emergency services, building evacuation centres.	
22.	Somerset levels 2014 causes	Flooding of the rivers Tone and Parrett - this was because it was the wettest January since records began. High tides prevented water getting to the sea. Lastly, the rivers had not been dredged for 20 years.	
23.	Somerset levels 2014 effects	Social - 600 homes flooded, 16 farms evacuated, villages cut off, power supplies down. Economic - £10 million in damage, farmers lost money, people could not get to work. Environmental - sewage contaminated flood water debris left from the flood.	
24.	Somerset levels 2014 responses	Immediate responses - Homeowners coped the best they could, Villages cut off used boats to get shopping etc, Local volunteers helped out. Long-term - £20 million flood action plan by the environment agency, 8km of the Tone and Parrett were dredged, river banks and roads have been raised, some flood defences built.	
25.	Evidence of climate change	Ice cores (CO ₂), tree rings, historical records such as diaries, current sea level rise and visible melting of the ice caps.	
26.	Causes of natural climate change	1) volcanic eruptions (global cooling) 2) orbital changes/Milankovitch cycles 3) solar activity.	
27.	The greenhouse effect	The trapping of the sun's heat by gas in the atmosphere.	
28.	The human causes of climate change	Increase in carbon dioxide due to burning of fossil fuels in power stations and cars. Increase in methane production due to livestock and rice farming.	
29.	Adaptation to climate change examples	Maldives - raising houses on stilts, sea defences, restoring mangroves. Himalayas - creating artificial glaciers to store water until the summer. The Gambia - shade trees planted, new efficient irrigation systems, drought resistant crops used.	
30.	Mitigation of climate change examples	Carbon capture, renewable/green energy sources, planting trees, international agreements to cut greenhouse gas emissions.	
Week 5:			
31.	Destructive and constructive waves	Destructive waves have a bigger swash than backwash, a larger wave height and a shorter wavelength, they erode the beach. Opposite for constructive waves.	
32.	Headlands and bays	Formed when there are bands of hard and soft rock lying at an angle to the sea. The softer rock erodes faster creating bays. The harder rock is left sticking out to sea forming headlands.	
33.	Spits	Spits are formed where there is a large amount of eroded material that is moved along the shore by longshore drift. If the coastline changes direction at a river mouth then the sea may lose energy, depositing the material forming a spit. Spits have a hooked end as they cannot grow across a river and salt marshes grow up behind spits due to mud trapped from the river.	
34.	Sea walls	Reflect wave energy, they are very effective but very expensive.	
35.	Groynes	Trap sediment building up the beach, this is great for tourism but speeds up erosion along the coast.	
36.	Rock armour	Absorbs wave energy, these are very effective and cheaper than a sea wall but they are still expensive and make getting to the beach difficult.	
37.	Gabions	Absorbs wave energy and allow cliff drainage, these are cheap but break easily.	
38.	Dune regeneration	Planting marram grass to trap sand building up the dunes, great for wildlife but dunes will not stand up to big storms.	
39.	Dune fencing	Fences trap sand building up the dunes, they also keep people off of the dunes.	
40.	Beach nourishment	Building up the beach to act as a barrier, this will need repeating often.	
Week 6:			

41.	Managed retreat	Abandoning less valuable land to the sea, great for wildlife, but farmers lose land.	
42.	Mappleton coastal management scheme	Aim - to protect the town of Mappleton and an important B road nearby; the area loses around 1.8 metres of coastline each year, the fastest eroding coastline in Europe. Strategy - £2 million coastal defences; rock armour and 2 groynes built.	
43.	Mappleton effects	Positive - Mappleton protected (highly effective); the road is safe, saving the council money in the long run. Negative - further flooding/erosion south of Mappleton, negatively impacting farmers and caravan parks. Some villages have had to relocate, properties lost to the sea.	
44.	Gorges	Gorges form in the upper course of a river when hard rock lies over soft rock. At a waterfall the water falls into the plunge pool and the energy spreads out causing the soft rock to erode creating an overhang, Eventually the overhang collapses and the waterfall retreats leaving a gorge.	
45.	Oxbow lakes	Oxbow lakes occur in the middle course where meanders move; this is because the water moves faster on the outside of a meander causing erosion, deposition occurs on the inside where the water is slower. Over time meanders may move towards each other. When they reach each other the river takes the shortest route, reducing the speed of water on the meander, this causes deposition to occur cutting off the old meander, forming an oxbow lake.	
46.	Floodplains and Levees	Floodplains occur in the lower course when meanders move sideways eroding valley sides. Levees are formed when rivers flood, sediment is deposited on the side of the river forming a river bank.	
47.	Human causes of Flooding	Urbanisation, deforestation, soil compaction by machinery.	
48.	Physical causes of flooding.	Amount of precipitation, saturated soil, impermeable rock, snow melt, steep slopes.	
49.	Flood management	Hard engineering - Dams, Embankments, Flood relief channels, channel straightening. Soft engineering - Planting trees, floodplain zoning, river restoration, warning systems.	
50.	Boscawley flood management	Aim - to prevent Boscawley from the risk of another flash flood occurring Strategies - raised arch or bridged, channel widened, land-use zoning, gauging station to monitor and predict, flood wall, clearing vegetation to avoid debris/blockages.	
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