## Unit 2, Year 9

## Knowledge Organiser



## Name

## Tutor

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UNIT 2 Year 9

|  | WEEK 1 |  |
| :---: | :---: | :---: |
| 1 | Factor | A number that divides exactly into a given number |
| 2 | Multiple | A value in a numbers times table |
| 3 | Perimeter | The distance around the outside of a shape |
| 4 | Area | The space taken up by a shape |
| 5 | Integer | A whole number (positive or negative) |
| 6 | Variable | A letter used to represent any number. |
| 7 | Coefficient | The number in front of the variable (letter). |
| 8 | Term | One part of an expression, equation or formula. |
| 9 | Expression | A mathematical statement written in algebraic form. It can contain any combination of letters or numbers and often involves some arithmetic operations. |
| 10 | Equation | Contains an equals sign (=) and has at least one variable. |
|  | WEEK 2 |  |
| 1 | Square Number | Made by multiplying a number by itself |
| 2 | Cube Number | Made by multiplying a number by itself twice |
| 3 | Prime Number | Has only two factors, one and itself |
| 4 | Formula | A general rule that is usually expressed algebraically. |
| 5 | Identity | An equation that holds true for all of its variables Symbol is $\equiv$ |
| 6 | Inequality | Similar to an equation, but the unknown has a range of values, not just a single value |
| 7 | Inequality symbols | $>$ Greater than $\geq$ Greater than or equal to <br> $<$ Less than $\leq$ less than or equal to |
| 8 | Substitution | Replace letters in an expression with given values. |
| 9 | Simplify | Combining the like terms in an expression. |
| 10 | Expand | The removal of brackets from an expression by using multiplication. |
|  | WEEK 3 |  |
| 1 | Find | Some working will be needed to get to the final answer. |
| 2 | Give a reason | Must be clear and accurate reasons. If the reasons are geometrical then make sure you: - provide a reason for each stage of working (if required), use correct geometric terminology |
| 3 | Justify | Show all working and/or give a written explanation. |
| 4 | Prove | More formal than 'show', all steps must be present. In the case of a geometrical proof, reasons must be given. |
| 5 | Prove algebraically | Use algebra in the proof |
| 6 | FOIL | An acronym for a method used to multiply two binomials together: Firsts, Outers, Inners, Lasts |
| 7 | Factorise | To take out a common factor from every term in an expression, rewriting the expression using brackets. |
| 8 | Solve | Solving an equation is to find the value of a variable. |
| 9 | Rearrange | Equations can be rearranged to isolate a variable on one side of the equals sign. |


| 10 | Algebraic Fractions | Fractions containing variables (letters). E.g. $\frac{x}{y}$ |
| :---: | :---: | :---: |
|  | WEEK 4 |  |
| 1 | Change | Usually convert from one unit to another; either using known metric unit conversions or the use of a conversion graph. |
| 2 | Complete | Fill in missing values. |
| 3 | Construct | Draw using ruler and compasses. |
| 4 | Draw | Produce an accurate drawing using mathematical equipment. |
| 5 | Sketch | Produce a drawing that does not have to be drawn to scale or a graph that is drawn without working out each coordinate. |
| 6 | Linear | An expression or equation that if plotted would produce a straight line graph. A linear only has a value for $x$ and cannot have $x^{2}$. |
| 7 | Quadratic | An expression or equation that if plotted would produce a curved graph. A quadratic must have a variable that is squared. |
| 8 | Cubic | An expression or equation that if plotted will produce a curved graph with up to two bends in it. A cubic must have a variable that is cubed. |
| 9 | Binomial | An expression containing two terms. |
| 10 | Trinomial | An expression containing three terms. |
|  | WEEK 5 |  |
| 1 | Calculate | A calculator and some working will be needed. |
| 2 | Write down | No working is needed. |
| 3 | Write | No working needed for 1 mark questions. Working may be needed questions with more than 1 mark. |
| 4 | Work out | Some working will be needed in order to get the answer. |
| 5 | Simultaneous Equations | Two equations containing two variables that can be solved at the same time. The solution must satisfy both the equations. |
| 6 | Sequence | A list of numbers that are linked by a rule. |
| 7 | Arithmetic sequence | A sequence where the difference between the terms are always the same. |
| 8 | Term | A number in a sequence |
| 9 | Fibonacci sequence | A sequence where each term in the sequence is obtained by adding the previous two terms together. |
| 10 | Geometric sequence | A sequence where each term in the sequence is obtained by multiplying the previous term by a number. |
|  | WEEK 6 |  |
| 1 | Show | All working needed to get to a given answer or complete a diagram to show given information. |
| 2 | Simplify | Simplify the given expression. Answer must be given in its simplest form. |
| 3 | Solve | Find the solution of an equation or inequality. |
| 4 | Solve algebraically | Find the solution of an equation or inequality; algebraic manipulation must be shown. |
| 5 | Ratio | Used to make a part to part comparison of a whole quantity. Ratios are usually expressed $x$ : $y$ (read as " $x$ to $y$ "). |
| 6 | Equivalent ratio | A ratio where a different number of parts is shared according to the same rule |
| 7 | Simplify a Ratio | Cancelling all parts of a ratio by dividing by their Highest Common Factor. |


| 8 | Scale | Used to show the ratio between the distance drawn on a diagram or map and that on the ground. |
| :---: | :---: | :---: |
| 9 | Scale Factor | The ratio of an enlarged figure to its corresponding original size. |
| 10 | Scale Drawing | A diagram or figure drawn to a given scale. |
|  | WEEK 7 |  |
| 1 | Ascending | Smallest to largest |
| 2 | Descending | Largest to smallest |
| 3 | Estimate | Round to 1 significant figure to get a rough answer |
| 4 | Perimeter | The distance around the outside of a shape |
| 5 | Area | The space taken up by a shape |
| 6 | Proportion | Two pairs of numbers are in proportion if the RATIO formed by the first pair is the same as the ratio formed by the second pair |
| 7 | Proportional | One variable is in proportion to another if the ratio between corresponding values remains constant. |
| 8 | Symbol of Proportionality | $\propto$ |
| 9 | Direct Proportion | $x$ is proportional to $y$ is written as $x \propto y$ meaning that the value of $y$ can be found by multiplying $x$ by a constant. |
| 10 | Inverse Proportion | The relationship between two variables where as one increases the other decreases. This is written as $x \propto \frac{1}{y}$ meaning that $x$ can be found by multiplying the reciprocal of $y$ by a constant |
|  | WEEK 8 |  |
| 1 | Estimate | Round to 1 significant figure to get a rough answer |
| 2 | Integer | Whole number: it can be positive, negative or zero. |
| 3 | Substitute | Replace letters in an expression with given values. |
| 4 | $1 \mathrm{~cm}^{2}$ | $=10 \mathrm{~mm} \times 10 \mathrm{~mm}=100 \mathrm{~mm}^{2}$ |
| 5 | $1 \mathrm{~m}^{2}$ | $=100 \mathrm{~cm} \times 100 \mathrm{~cm} \quad=10000 \mathrm{~cm}^{2}$ |
| 6 | $1 \mathrm{~cm}^{3}$ | $=10 \mathrm{~mm} \times 10 \mathrm{~mm} \times 10 \mathrm{~mm}=1000 \mathrm{~mm}^{3}$ |
| 7 | $1 \mathrm{~m}^{3}$ | $=100 \mathrm{~cm} \times 100 \mathrm{~cm} \times 100 \mathrm{~cm}=1000000 \mathrm{~cm}^{3}$ |
| 8 | Average speed | $\text { Speed }=\frac{\text { Distance }}{\text { Time }}$ |
| 9 | Density | $\text { Density }=\frac{\text { Mass }}{\text { Volume }}$ |
| 10 | Pressure | $\text { Pressure }=\frac{\text { Force }}{\text { Area }}$ |
|  | WEEK 9 |  |
| 1 | 1 kilogram | 1000 grammes |
| 2 | 1 tonne | 1000 kilogrammes |
| 3 | 1 litre | 1000 millilitres |
| 4 | 1 litre | $1000 \mathrm{~cm}^{3}$ |
| 5 | 1 hectare | $1000 \mathrm{~m}^{2}$ |
| 6 | Graph | A diagram showing a relationship between variables. Adjective: graphical. |
| 7 | Gradient | A measure of the slope of a line. The gradient may be positive, negative or zero depending on the values of the coordinates. |
| 8 | Linear | In algebra, describing an expression or equation of degree one. Example: $2 x$ $+3 y=7$ is a linear equation. All linear equations can be represented as straight line graphs. |
| 9 | y-intercept | The point where the straight line graph crosses the y -axis |
| 10 | $y=m x+c$ | The form in which any equation of a straight line can be written. $m$ is the gradient, c is the y -intercept. |

## English - Year 9 - Unit 2- Influence \& Protest

Driving question: How can a writer influence us to change our attitudes?
Please read for 90 minutes a week, and then record what you have read in your homework practice book. Get an adult to sign that they saw or heard you read on English homework day.

Have your practice book with you as evidence of your reading in your library reading lessons.

There is an example of what a good one looks like below as a guide:

Date: 9th February 2023
Book Title: To Kill a Mockingbird

Pages Read This Week: 41-68

## Summary of This Week's Reading:

Scout and the other children snuck next door to the Radley house. They dared Jem to touch the door, but a strange shadowy figure crept up on them in the dark and scared them away. Jem ripped his trousers on the fence.

## signature: Mr John Smith

Then, fill the rest of your English homework page learning the English KO as usual.

| Week 1 |  |
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| Influence | The capacity to have an effect on the character, development, or behaviour of someone <br> or something, or the effect itself. |
| Protest | A statement or action expressing disapproval of or objection to something. |
| Monologue | A literary form where the writer takes on the voice of a character and speaks through <br> them. |
| Characterisation | A description of the distinctive nature or features of someone or something. |
| Connotation | An idea associated with a word or image. |


| Week 2 |  |
| :--- | :--- |
| Inference | A conclusion reached on the basis of evidence and reasoning. |
| Deduction | The process of reaching a decision or answer by thinking about the known facts. |
| Surmise | Suppose that something is true without having evidence to confirm it. |
| Detection | The action or process of identifying the presence of something concealed. <br> SuspectHave an idea or impression of the existence, presence, or truth of something without <br> certain proof. |


| Week 3 |  |
| :---: | :---: |
| Allusion | An indirect reference designed to make you think of a particular book, event or idea. |
| Benevolent | Well-meaning and kind |
| Penitent | Feeling or showing sorrow and regret for having done wrong; repentant |
| Malevolent | Having or showing a wish to do evil to others |
| A FOREST | Devices we can use in our persuasive writing: <br> Alliteration <br> Facts <br> Opinions <br> Repetition and Rhetorical questions <br> Emotive language <br> Statistics <br> Triads |
| Anaphora | The repetition of a word or phrase at the beginning of successive clauses |
| Week 4 |  |
| Misanthropic | Disliking people in general and having an antisocial bad attitude |
| Congenial | A pleasant or friendly personality |
| Succeeded | Come after and take the place of |
| Apparition | A ghost or other human-like spirit |
| Incessant | Something regarded as unpleasant continuing without pause or interruption |
| Week 5 |  |
| Preposterous | Absurd or ridiculous |
| Vestige | A small trace of something that is no longer here |
| Irrepressible | Uncontrollable |
| Haggard | Looking exhausted |
| Avarice | Extreme greed |
| Week 6 |  |
| Antithesis | A person or thing that is the direct opposite of someone or something else. |
| Hypophora | A device: a writer raises a question, and then immediately provides an answer to that question. |
| Confer | To have discussions; exchange opinions |
| Gothic | Writing that employs dark and picturesque scenery, startling and melodramatic narrative devices, and an overall atmosphere of exoticism, mystery, fear, and dread |
| Genial | Friendly and cheerful |
| Ubiquitous | Present, appearing, or found everywhere. |
| Week 7 |  |
| What was the Industrial Revolution? | The Industrial Revolution (1760-1840) describes a time in which British industry became predominantly machine powered. |
| Why did so many people move to London? | Because London had so many factories offering work, people moved from the towns and villages to the city looking for better opportunities. Due to the rapid growth of the population, this meant London grew too fast. |


| How did overcrowding affect life in London? | The huge disparity in living conditions between the rich and the poor meant that many poor people had to all live in one room. The slums of London were rife with crime. |
| :---: | :---: |
| How did disease affect people? | There were many outbreaks of diseases due to the awful conditions. These diseases mainly affected the old and the very young due to the lack of modern medicine. This disproportionately affected the poor. |
| Week 8 |  |
| Caesura | A pause near the middle of a line of poetry |
| Proclaim | To say something emphatically (without doubt; clearly); declare |
| Chronic | A long- lasting problem |
| Deter | To discourage (someone) from doing something by instilling doubt or fear of the consequences. |
| Marginalised | To treat (a person, group, or concept) as insignificant |
| Beseech | To ask someone urgently and fervently to do something;to beg; implore; entreat |
| Week 9 |  |
| Scabrous | Unpleasant; unattractive |
| Resolutely | In an admirably purposeful, determined, and unwavering manner |
| Seclusion | The state of being private and away from other people |
| Reconciled | To make someone (or oneself) accept a disagreeable or unwelcome thing |
| Recollect | To remember |
| Aural imagery | Imagery using sounds: <br> Silence was broken by the peal of piano keys as Shannon began practicing her concerto. Here, auditory imagery breaks silence with the beautiful sound of piano keys. |
| Week 10 |  |
| Inexorable | Impossible to stop or prevent. |
| Persevere | Continue in a course of action even in the face of difficulty or with little or no indication of success |
| Intercede | To intervene (to take part in something so as to prevent or alter a result or course of events) on behalf of another |
| Dispelled | To make a doubt, feeling, or belief disappear |

Subject - Year 9 - Unit 2 - Biology 1

|  | Week 1: |  | RAG |
| :---: | :---: | :---: | :---: |
| 1. | Microscope | A piece of equipment that allows us to view small objects and cells. |  |
| 2. | Resolution | The clarity of an image; the higher the resolution the clearer the image. |  |
| 3. | Magnification | The number of times larger an image appears compared to the size of the object. |  |
| 4. | Micrometre | $1 / 1000$ th of a millimetre. So $1 \mathrm{~mm}=1000$ micrometres. A micrometre has the symbol $\mu \mathrm{m}$. |  |
| 5. | Nanometre | $1 / 1000$ th of a micrometre. So $1 \mu \mathrm{~m}=1000$ nanometres. A nanometre has the symbol nm. |  |
| 6. | Cell membrane | The membrane that controls what goes into and out of a cell. |  |
| 7. | Cytoplasm | The watery jelly inside a cell where the cell's activities take place. |  |
| 8. | Ribosome | A tiny sub-cellular structure found in both animal and plant cells that makes proteins. |  |
| 9. | Nucleus | The 'control centre' of a eukaryotic cell. |  |
| 10. | Mitochondria | Sub-cellular structures in the cytoplasm of eukaryotic cells where aerobic respiration occurs. |  |
|  | Week 2: |  |  |
| 11. | Cell wall | A tough layer of material around some cells which is used for protection and support. It is stiff and made of cellulose in plant cells. |  |
| 12. | Vacuole | The membrane-bound space in the cytoplasm of plant cells, storing water and nutrients and also helping keep the cell rigid. |  |
| 13. | Chloroplast | A green disc containing chlorophyll found in plant cells. This is where the plant makes glucose through photosynthesis. |  |
| 14. | Eukaryotic Cell | A complex cell that contains a nucleus such as an animal or plant cell. |  |
| 15. | Prokaryotic Cell | A cell with no nucleus is prokaryotic. Organisms with cells like this are said to be prokaryotic organisms, ie bacteria. |  |
| 16. | Plasmid | A small ring of DNA found in the cytoplasm of prokaryotic cells. |  |
| 17. | Tissues | A group of similar cells that work together to carry out a particular function. |  |
| 18. | Organs | A group of different tissues that work together to perform a particular function. |  |
| 19. | Organ Systems | A group of organs working together to perform a particular function. |  |
|  | Week 3: |  |  |
| 20. | Diffusion | The spreading out of particles in a fluid from an area of higher concentration to an area of lower concentration - down a concentration gradient. |  |
| 21. | Partially permeable membrane | A membrane that allows only certain substances to pass through. |  |
| 22. | Osmosis | The diffusion of water molecules across a partially permeable membrane from a region of lower solute concentration (more dilute) to a region of higher solute concentration (less dilute). |  |
| 23. | Solute | Describes a substance that dissolves in a liquid to make a solution. |  |
| 24. | Solvent | Describes the liquid in which a substance dissolves to make a solution. |  |
| 25. | Hypotonic | A solution that is less concentrated (more dilute) than the cell contents. |  |
| 26. | Isotonic | A solution that is the same concentration as the cell contents. |  |
| 27. | Hypertonic | A solution that is more concentrated (less dilute) than the cell contents. |  |
| 28. | Plasmolysis | The state of plant cells when so much water is lost from the cell by osmosis that the vacuole and cytoplasm shrink and the cell membrane pulls away from the cell wall. |  |
| 29. | Turgor | The pressure inside a plant cell exerted by the cell contents pressing on the cell wall. |  |
|  | Week 4: |  |  |
| 30. | Active transport | The movement of substances from a dilute solution to a more concentrated solution against a concentration gradient, requiring energy from respiration. |  |
| 31. | Xylem | The non-living transport tissue in plants that transports water from the roots to the leaves and shoots. |  |
| 32. | Phloem | The living transport tissue in plants that carries dissolved food (sugars) around the plant. |  |
| 33. | Ventilated | Movement of air or water into and out of the gas exchange organ, for example lungs or gills. |  |
| 34. | Gene | A short section of DNA, found on a chromosome, which contains the instructions needed to make a protein (and so controls the development of a characteristic). |  |



| 64. | Painkillers | A drug that relieves pain but does not kill pathogens. |  |
| :---: | :---: | :---: | :---: |
| 65. | Clinical Trials | A set of drug tests on human volunteers. |  |
| 66. | Pre-Clinical Tests | Testing drugs on cells and animals to examine toxicity before testing on humans. |  |
| 67. | Double-Blind Trial | A clinical trial where neither the doctors nor the patients know who has received the placebo until all the results have been gathered. |  |
| 68. | Placebo | A drug with no active ingredients, designed to mimic a real drug but used to see if effects of drug on person are just psychological. |  |
| 69. | Toxicity | How harmful a drug is, as they may have side effects. |  |
| 70. | Efficacy | How effective a drug is. |  |
| 71. | Dose | The amount of the drug given to a patient. |  |
|  | Week 9: |  |  |
| 72. | Aspirin | A drug used to relieve mild or chronic pain and to reduce fever and inflammation, originates from the willow tree. |  |
| 73. | Digitalis | A drug used to stimulate the heart that comes from the foxglove plant. |  |
| 74. | Penicillin | An antibiotic discovered by Alexander Fleming that is produced naturally from the Penicillium fungus. |  |
| 75. | Malignant Tumor | Tumor cells that uncontrollably divide and invade surrounding tissue, it is very dangerous if not treated. |  |
| 76. | Benign Tumor | A cancer that cannot invade surrounding tissue but can still be dangerous depending on location in the body. |  |
| 77. | Nicotine | A highly addictive stimulant that is typically found in cigarettes. |  |
| 78. | Tar | A toxic chemical in cigarettes that kills the cilia in the lungs over time. |  |
| 79. | Balanced Diet | A diet providing adequate amount of the nutrients necessary for good health. |  |
| 80. | Key Nutrients | These make up the key components of a balanced diet and include: carbohydrates, lipids, proteins, vitamins and minerals, fibre and water. |  |


| Subject - History Year 9: Cold War Korea \& Vietnam |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Week 1: |  | RAG |
| 1. | The two main rivals in the Cold War | USA and USSR |  |
| 2. | The Palmer Raids | To arrest Communist bombers |  |
| 3. | The Soviet leader between 1928 and 1953 | Joseph Stalin |  |
| 4. | The attack on Nazi Germany, delayed until 1944 | D-Day |  |
| 5. | The name of the initiative to give Europe $\$ 13$ billion in 1947 | The Marshall Plan |  |
| 6. | Said that an 'Iron Curtain' had divided Europe after 1945 | Winston Churchill |  |
| 7. | Truman's policy of containing Communism | The Truman Doctrine |  |
| 8. | The Western military alliance | NATO |  |
| 9. | The Communist military alliance | The Warsaw Pact |  |
| 10. | Two countries that lie to the north of Korea | China and the USSR |  |
|  | Week 2: |  |  |
| 11. | The line which separates North Korea from South Korea | $38^{\text {th }}$ parallel |  |
| 12. | The leader of North Korea in 1948 | Kim-II-sung |  |
| 13. | The capital of South Korea | Seoul |  |
| 14. | The Commander-in-Chief of UN forces in Korea | General MacArthur |  |
| 15. | The reason for MacArthur's sacking | For sending troops back North |  |
| 16. | The name used for Vietnam, Laos and Cambodia before World War 2 | French Indochina |  |
| 17. | The country which controlled Indochina during the war | Japan |  |
| 18. | Man who led the Vietnamese Communists fighting the French | Ho Chi Minh |  |
| 19. | A conference to decide the future of Vietnam | The Geneva Conference |  |
| 20. | The line of latitude which divided Vietnam | $17^{\text {th }}$ parallel |  |
|  | Week 3: |  |  |
| 21. | The US President at the time of the Geneva Conference | President Eisenhower |  |
| 22. | The first leader of South Vietnam after the war | Bao Dai |  |
| 23. | People are free to own businesses and compete. Several political parties voted for by the people. | Capitalism |  |
| 24. | System where the government is run by one party who makes decisions for the people. | Communism |  |
| 25. | A period in history after 1945 where relations between the USSR and USA were 'cold' and hostile. | Cold War |  |
| 26. | System which allows people to vote for their leaders. | democracy |  |
| 27. | A policy that would stop Communism spreading from country to country. | containment |  |
| 28. | Someone who loves their country and wants it to have political independence. | nationalist |  |


| 29. | The right to block a decision made by the majority. | veto |  |
| :---: | :---: | :---: | :---: |
| 30. | Situation where no one can win. | stalemate |  |
|  | Week 4: |  |  |
| 31. | What happened in October 1949? | China becomes Communist |  |
| 32. | Stalin gives Kim-II-sung permission to attack the South | April 1950 |  |
| 33. | What happened in October 1950? | China entered the Korean war |  |
| 34. | Peace Treaty signed to end the Korean War | July 1953 |  |
| 35. | French defeated at the Battle of Dien Bien Phu | May 1954 |  |
| 36. | What took place between April and July 1954? | Geneva Conference |  |
| 37. | What happened in 1954? | Battle of Dien Bien Phu and Geneva Agreement |  |
| 38. | When was the first shipment of US military aid to South Vietnam? | January 1955 |  |
| 39. | What happened in 1960? | Formation of NLF/Vietcong |  |
| 40. | What happened on $2^{\text {nd }}$ November 1963 | Ngo Dinh Diem shot |  |
|  | Week 5: |  |  |
| 41. | What happened on ${ }^{\text {rd }}$ August 1964 | Gulf of Tonkin Incident |  |
| 42. | When did Martin Luther King denounce the Vietnam War? | $4^{\text {th }}$ April 1967 |  |
| 43. | What happened on 30 Jan 1968 | Tet Offensive |  |
| 44. | What happened on 16 March 1968 | My Lai Massacre |  |
| 45. | When did President Nixon announce Vietnamisation? | $3^{\text {rd }}$ November 1969 |  |
| 46. | Capital of North Vietnam | Hanoi |  |
| 47. | Capital of South Vietnam | Saigon |  |
| 48. | Bordering countries to Vietnam | Laos \& Cambodia |  |
| 49. | What was the communist organisation that fought against the Japanese? | Vietminh |  |
| 50. | Who was the Communist leader of North Vietnam 1954-69? | Ho Chi Minh |  |
|  | Week 6: |  |  |
| 51. | Who was the Communist Military leader and later Deputy Prime Minister of North Vietnam? | Vo Nguyen Giap |  |
| 52. | What was the NVA? | North Vietnamese Army. The official army of the North. |  |
| 53. | What was the NLF? | National Liberation Front - Vietcong. Communist guerrilla army, formed in the South |  |
| 54. | What was the name of the monk famed for self-immolation in 1963? | Thich Quang Duc |  |
| 55. | Who was the Non-Communist leader of South Vietnam 1954-1963? | Ngo Dinh Diem |  |
| 56. | The Non-Communist Army of the Republic of Vietnam (South Vietnamese Army) | ARVN |  |
| 57. | When was Eisenhower president of the US? | 1953-61 |  |
| 58. | Who was president of the US 1961-63? | Kennedy |  |


| 59. | When was Johnson president of the US? | 1963-69 |  |
| :---: | :---: | :---: | :---: |
| 60. | Who was president of the US 1969-74 | Nixon |  |
|  | Week 7: |  |  |
| 61. | Desire for political independence | Nationalism |  |
| 62. | If one country in a region came under the influence of Communism, then the surrounding countries would follow in a domino effect. | Domino Theory |  |
| 63. | 100,000 protestors at the Lincoln Memorial in Washington | October 1967 |  |
| 64. | Cost of the Vietnam War | \$20 billion dollars a year |  |
| 65. | Johnson's plan to improve the lives of the poor in America | Great Society |  |
| 66. | What happened in 1967? | Vietnam Veterans Against the War formed |  |
| 67. | 40,000 students involved in anti-war demonstrations across 100 cities | January - June 1968 |  |
| 68. | The largest anti-war protest in US History took place in Washington with 500 , 000 people. | 15 November 1969 |  |
| 69. | 4 Kent State University students killed by National Guardsmen during a protest | 4 May 1970 |  |
| 70. | US soldiers who returned dead or injured | 12\% |  |
|  | Week 8: |  |  |
| 71. | What was 300\% higher than in World War 2? | American amputations |  |
| 72. | What was the number of men drafted between 1964 \& 72? | 2 million |  |
| 73. | Total number of Americans killed in the Vietnam War. | 58,000 |  |
| 74. | Number of Vietnamese civilians killed | 2 million |  |
| 75. | What happened in February 1968? | Popular newsreader, Cronkite, stops supporting the war |  |
| 76. | When did peace talks with North Vietnam begin? | January 1969 |  |
| 77. | What happened on 3rd November 1969? | Nixon announces Vietnamisation |  |
| 78. | Building the ARVN (South Vietnamese Army) up so that they could fight the Communists without the help of US troops | Vietnamisation |  |
| 79. | A logistical network of roads and trails that ran from the Democratic Republic of Vietnam to the Republic of Vietnam through the kingdoms of Laos and Cambodia. | Ho Chi Minh Trail |  |
| 80. | What happened in March 1969? | Bombing of Ho Chi Minh Trail in Cambodia begins |  |
|  | Week 9: |  |  |
| 81. | Nixon sends US troops to fight the North Vietnamese in Cambodia | April 1970 |  |
| 82. | Khmer Rouge | Communist organisation in Cambodia |  |
| 83. | Pathet Lao | Communist organisation in Laos |  |
| 84. | What happened on 8 February 1971? | ARVN fail in an attack against North Vietnamese in Laos |  |
| 85. | Nixon begins talks with the USSR about limiting nuclear weapons and ending the war in Vietnam | 1970 |  |
| 86. | What happened in February 1972? | Nixon is the first US President to visit China |  |
| 87. | Ceasefire between North and South Vietnam agreed, and | October 1972 |  |


|  | free elections to be held |  |  |
| :--- | :--- | :--- | :--- |
| 88. | What happened in March 1973? | Last of US forces leave Vietnam |  |
| 89. | What happened in December 1974? | North Vietnam attacked South Vietnam |  |
| 90. | Saigon fell to Communism and Vietnam was unified again <br> under Communist control. | April 1975 |  |

3.1G, 3.1F, 3.1H
3.2G

|  | Week 1: 5.2 H - Ma région | My region | RAG |
| :---: | :---: | :---: | :---: |
| 1. | Je suis anglais(e) / francais(e) | I am English / French |  |
| 2. | J’habite / je vis dans une belle région dans le sud de l'Angleterre | I live in a beautiful area in the south of England |  |
| 3. | Cette région est au bord de la mer | This area is by the sea |  |
| 4. | C'est une région touristique et historique | It is a touristic and historical region |  |
| 5. | Elle est vraiment célèbre pour ses belles plages | It is really famous for the lovely beaches |  |
| 6. | En général, il fait assez beau | Generally, the weather is quite good |  |
| 7. | Cependant, en hiver, il y a souvent des tempêtes | However, in winter, there are often storms |  |
| 8. | elle est bien connue pour ses sports nautiques | it is well known for its watersports |  |
| 9. | J'aime énormément habiter ici | I love living here |  |
| 10. | Je voudrais toujours y vivre | I would like to always live here |  |
|  | Week 2: 9.1G - L'école et les matières | School and subjects |  |
| 11. | Mon collège s'appelle AAP | My school is called AAP |  |
| 12. | C'est un collège mixte pour garçons et filles | It's a mixed school for boys and girls |  |
| 13. | Il y a environ 700 élèves | There are about 700 pupils |  |
| 14. | Les cours commencent à huit heures trente | Lessons start at 8.30 |  |
| 15. | Ils finissent à quinze heures | They finish at 3.00 |  |
| 16. | Il y a une récré de trente minutes | There is a 30 minute break |  |
| 17. | La pause-déjeuner dure une demi-heure | The lunch break lasts half an hour |  |
| 18. | J'adore mon collège, c'est le meilleur! | I love my school, it's the best! |  |
| 19. | Je fais environ une heure de devoirs | I do approximately one hour of homework |  |
| 20. | Je pense que les profs sont sympas | I think that the teachers are nice |  |
|  | Week 3: 9.1F - La journée scolaire | The school day |  |
| 21. | J'ai rencontré mes copains dans la cours | I met my friends in the playground |  |
| 22. | J'ai joué au foot à midi | I played football at lunchtime |  |
| 23. | J'ai travaillé dur toute la journée | I worked hard all day |  |
| 24. | Nous avons mangé à la cantine | We ate in the cantine |  |
| 25. | J'ai préféré le poisson et les frites | I preferred the fish and chips |  |
| 26. | J'ai pensé que la nourriture était excellente | I thought that the food was excellent |  |
| 27. | Le prof de science était intéressant | The science teacher was interesting |  |
| 28. | J'ai trouvé le cours de français super bien | I found the French lesson very good |  |
| 29. | J'ai aimé la bibliothèque | I liked the library |  |
| 30. | La journée était assez fatiguante! | The day was quite tiring! |  |
|  | Week 4: 9.1 H - Des écoles différentes | Different schools |  |
| 31. | Elle est allée au collège à pied | She went to school on foot |  |
| 32. | Il a travaillé pour l'association caritative | He has worked for the charity |  |
| 33. | Il a récolté de l'argent | He collected money |  |
| 34. | J'ai fini mes devoirs | I have finished my homework |  |
| 35. | J'ai réussi à mes examens | I passed my exams |  |
| 36. | J'ai répondu à la question | I answered the question |  |


| 37. | J'ai attendu le bus scolaire | I waited for the school bus |  |
| :---: | :---: | :---: | :---: |
| 38. | la retenue | detention |  |
| 39. | être en retard | to be late |  |
| 40. | apprendre | to learn |  |
|  | Week 5: 3.1G - Qu'est-ce que tu aimes faire? | What do you like to do? |  |
| 41. | Moi, je regarde les dessins animés | Me, I watch cartoons |  |
| 42. | J'aime regarder les émissions de télé réalité | I like to watch reality TV shows |  |
| 43. | J'adore les documentaires sur l'étranger | I love documentaries on abroad |  |
| 44. | Je suis fan des jeux télévisés | I am a fan of game shows |  |
| 45. | J'écoute de la musique tous les jours | I listen to music everyday |  |
| 46. | J'ai horreur des films de guerre | I hate war films |  |
| 47. | Nous aimons aller au cinéma chaque semaine | We like to go to the cinema each week |  |
| 48. | Un sondage | A survey |  |
| 49. | Une émission de télé | A TV programme |  |
| 50. | Je pense que c'est vraiment intéressant | I think that it is really interesting |  |
|  | Week 6: 3.1F -Qu'est-ce que tu as fait ce weekend? What did you do this weekend? |  |  |
| 51. | Je suis allé(e) en ville avec mes copains | I went to town with my friends |  |
| 52. | On a fait du shopping | We did some shopping |  |
| 53. | On est allé(e)s voir une comédie au cinéma | We went to see a comedie at the cinema |  |
| 54. | Ensuite, on a pris un coca dans un café | Afterwards, we had a coke in a café |  |
| 55. | Puis, on a écouté de la musique chez moi | Then, we listened to some music at my house |  |
| 56. | J'ai fait un peu de sport avec mon frère ce weekend | I did a bit of sport with my brother this weekend |  |
| 57. | Nous avons joué au foot dans le parc près de chez moi | We played football in the park near me |  |
| 58. | Le soir, je suis sorti(e) avec ma famille | In the evening, I went out with my family |  |
| 59. | Nous sommes allés manger au restaurant | We went to eat in a restaurant |  |
| 60. | C'était un très bon weekend, je me suis bien amusé(e). | It was a very good weekend, I had lots of fun. |  |
|  | Week 7: 3.1 H - Le weekend, qu'est-ce que tu fais? What do you do at the weekend? |  |  |
| 61. | J'adore aller au cinéma avec mes amis | I love to go to the cinema with my friends |  |
| 62. | Samedi matin, je vais aller en ville | Saturday morning, I am going to go to town |  |
| 63. | Samedi, je regarderai la télé | Saturday, I will watch telly |  |
| 64. | Dimanche, je ferai mes devoirs | Sunday, I will do my homework |  |
| 65. | Lundi soir, je resterai chez moi | Monday evening, I will stay at home |  |
| 66. | ... parce que j'ai un examen | ... because I have an exam |  |
| 67. | ... parce que c'est relaxant | ... because it's relaxing |  |
| 68. | Le weekend prochain, j'irai à un tournoi de foot | Next weekend, I will go to a football tournament |  |
| 69. | L'année prochaine, j'irai à un festival de musique | Next year, I will go to a music festival |  |
| 70. | Je pense que ce sera vraiment génial | I think that it will be really great |  |
|  | Week 8: Les mots essentiels High frequency words |  |  |
| 71. | donc | so / therefore |  |
| 72. | c'est | it is |  |
| 73. | je | 1 |  |
| 74. | j'ai | I have |  |
| 75. | je suis | I am |  |


| 76. | je m'appelle | My name is |  |
| :---: | :---: | :---: | :---: |
| 77. | j'habite | I live |  |
| 78. | je n'ai pas de ... | I don't have a ... |  |
| 79. | j'aime / je n'aime pas | I like / I don't like |  |
| 80. | je parle | I speak |  |
|  | Week 9: 3.2G - On parle de la nourriture | We talk about food |  |
| 81. | Mon repas préféré, c'est ... | My favourite meal is ... |  |
| 82. | le petit déjeuner | breakfast |  |
| 83. | le déjeuner | lunch |  |
| 84. | le goûter / le dîner | snack time / dinner |  |
| 85. | Je mange ... / j'aime manger ... | I eat ... / I like to eat ... |  |
| 86. | Je bois ... / j'aime boire ... | I drink ... / I like to drink ... |  |
| 87. | du poisson | fish |  |
| 88. | de la viande | meat |  |
| 89. | du poulet | chicken |  |
| 90. | avec des frites / des légumes | with chips / vegetables |  |


| Week 1: |  |  | RAG |
| :---: | :---: | :---: | :---: |
| 1. | Population | The total number of people living in a particular area. |  |
| 2. | Population density | The number of people who live in an area of land (per $\mathrm{km}^{2}$ ). |  |
| 3. | Population distribution | The spread of people in an area. |  |
| 4. | Densely populated | High population density (more crowded). |  |
| 5. | Sparsely populated | Low population density (less crowded). |  |
| 6. | Birth rate | The number of people born per 1000 of the population, per year. |  |
| 7. | Death rate | The number of people who die per 1000 of the population, per year. |  |
| 8. | Natural increase | When the birth rate is higher than the death rate, increasing population size. |  |
| 9. | Natural decrease | When the death rate is higher than the birth rate, decreasing population size. |  |
| 10. | Population explosion | A sudden, large increase in the size of a population. |  |
| Week 2: |  |  |  |
| 11. | Population pyramid | A graphical illustration that shows the distribution of various age groups in a population. |  |
| 12. | Demographic Transition Model | A generalised model linking population changes with development changes over time. |  |
| 13. | Census | An official count or survey or a population. |  |
| 14. | Life expectancy | The average number of years a person might be expected to live. |  |
| 15. | Ageing population | Where there is a higher proportion of elderly people in a population, largely due to longer life expectancies. |  |
| 16. | Youthful population | Where there is a higher proportion of young people in a population, largely due to higher birth rates. |  |
| 17. | One Child Policy | A policy brought into China in the 80 s due to a high population and lack of resources, to reduce the number of births in the country. |  |
| 18. | Government incentives | Motivation / rewards a government provides to encourage a population to do something. |  |
| 19. | Pro-natalist policies | Policies that encourage people to have more children. |  |
| 20. | Resources | Things we need to live, or use to earn a living - for example: food, fuel. |  |
| Week 3: |  |  |  |
| 21. | Migration | The movement of people from one place to another, with intentions of settling. |  |
| 22. | Push and pull factors | Push factors are things that make people want to leave an area; pull factors are things that attract people to a new place. |  |
| 23. | Voluntary migrants | People that choose / make the decision to move. |  |
| 24. | Immigrant | Someone who moves to live permanently in a different country. |  |
| 25. | Refugees | People who have been forced to move away from their home country to seek safety in |  |


|  | (forced migrants) | another country. |  |
| :---: | :---: | :---: | :---: |
| 26. | Deportation | Removing someone from a country. |  |
| 27. | Persecution | Where someone is treated with hostility and unfairly, especially because of race or political or religious beliefs. |  |
| 28. | Displaced | Where a person is forced to leave their home country because of war or persecution; a refugee. |  |
| 29. | Refugee camp | A temporary settlement built to receive refugees / people in similar situations. |  |
| 30. | Climate change | A long-term change in the earth's climate (temperature). |  |
|  |  | Week 4: |  |
| 31. | Food insecurity | Not having access to sufficient, safe, nutritious food to maintain a healthy and active life. |  |
| 32. | Infant mortality rate | The average number of deaths of infants under 1 year of age, per 1000 live births, per year. |  |
| 33. | Malnutrition | Caused by not having enough to eat and or not eating a nutritious diet. |  |
| 34. | Urban | Towns, cities and built up areas. |  |
| 35. | Rural | The countryside. |  |
| 36. | Rural to urban migration | The movement of people from the countryside to towns and cities within a country. |  |
| 37. | Urbanisation | The increasing percentage of a country's population moving from the countryside to towns and cities. |  |
| 38. | Industrial Revolution | Where countries transition to more manufacturing-based jobs and away from farming. |  |
| 39. | Aerial photography | Photos taken from above using aircraft or other flying objects. |  |
| 40. | OS maps | Maps produced by the Ordnance Survey - the national mapping agency of the UK. |  |
|  |  | Week 5: |  |
| 41. | Quality of life | A measure of a person's happiness, comfort and wellbeing. |  |
| 42. | Standard of living | A measure of a person's material wealth. |  |
| 43. | Amenities | Useful features, facilities and buildings. |  |
| 44. | Top down aid | Aid given to governments of recipient countries to fund large-scale projects. |  |
| 45. | Bottom up aid | Aid given to local communities to fund small-scale projects. |  |
| 46. | Slum | A densely populated area with poor quality housing. |  |
| 47. | Sanitation | The process of keeping places clean and healthy. |  |
| 48. | Epidemic | A widespread occurrence of an infectious disease in a community at a particular time. |  |
| 49. | Informal settlement | An illegal squatter settlement. |  |
| 50. | Dharavi | An illegal squatter settlement in Mumbai, India. |  |
|  |  | Week 6: |  |
| 51. | Megacity | A city with a population of 10 million people or more. |  |
| 52. | Site | The land on which a settlement is built. |  |


| 53. | Situation | Where a settlement is located in relation to the surrounding features. |  |
| :---: | :---: | :---: | :---: |
| 54. | Sustainable | Where you use the environment in such a way that it can be used the same way by future generations. |  |
| 55. | Sustainable cities | Cities that take future generations into account in their urban planning and design. For example, Masdar and Curitiba. |  |
| 56. | Renewable energy | Energy from a source that is not depleted when used, such as wind or solar power. |  |
| 57. | Desalination | The process of removing salt from seawater to turn it into freshwater that people can drink. |  |
| 58. | LIC | Low income country (poor). |  |
| 59. | NEE | Newly emerging economy (developing quickly). |  |
| 60. | HIC | High income country (rich). |  |
|  |  | Week 7: |  |
| 61. | Population | The total number of people living in a particular area. |  |
| 62. | Population density | The number of people who live in an area of land (per $\mathrm{km}^{2}$ ). |  |
| 63. | Population distribution | The spread of people in an area. |  |
| 64. | Densely populated | High population density (more crowded). |  |
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| 66. | Birth rate | The number of people born per 1000 of the population, per year. |  |
| 67. | Death rate | The number of people who die per 1000 of the population, per year. |  |
| 68. | Population pyramid | A graphical illustration that shows the distribution of various age groups in a population. |  |
| 69. | Demographic Transition Model | A generalised model linking population changes with development changes over time. |  |
| 70. | Urbanisation | The increasing percentage of a country's population moving from the countryside to towns and cities. |  |
|  |  | Week 8: |  |
| 71. | Rural to urban migration | The movement of people from the countryside to towns and cities within a country. |  |
| 72. | Migration | The movement of people from one place to another, with intentions of settling. |  |
| 73. | Push and pull factors | Push factors are things that make people want to leave an area; pull factors are things that attract people to a new place. |  |
| 74. | Refugees (forced migrants) | People who have been forced to move away from their home country to seek safety in another country. |  |
| 75. | Ageing population | Where there is a higher proportion of elderly people in a population, largely due to longer life expectancies. |  |
| 76. | Youthful population | Where there is a higher proportion of young people in a population, largely due to higher birth rates. |  |
| 77. | Life expectancy | The average number of years a person might be expected to live. |  |


| 78. | Infant mortality rate | The average number of deaths of infants under 1 year of age, per 1000 live births, per year. |  |
| :---: | :---: | :---: | :---: |
| 79. | Urban | Towns, cities and built up areas. |  |
| 80. | Rural | The countryside. |  |
|  |  | Week 9: |  |
| 81. | LIC | Low income country (poor). |  |
| 82. | NEE | Newly emerging economy (developing quickly). |  |
| 83. | HIC | High income country (rich). |  |
| 84. | Urbanisation | The increasing percentage of a country's population moving from the countryside to towns and cities. |  |
| 85. | Megacity | A city with a population of 10 million people or more. |  |
| 86. | Slum | A densely populated area with poor quality housing. |  |
| 87. | Population | The total number of people living in a particular area. |  |
| 88. | Population density | The number of people who live in an area of land ( $\mathrm{per} \mathrm{km}^{2}$ ). |  |
| 89. | Population distribution | The spread of people in an area. |  |
| 90. | Migration | The movement of people from one place to another, with intentions of settling. |  |

