KES
The King Edmund School

KS3 Homelearning

The more you practice, the better you get

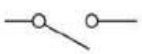
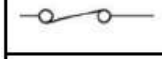
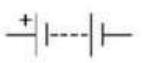
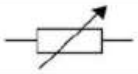
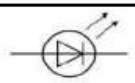
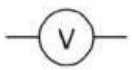
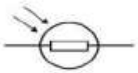
>> KIND >> SUPPORTIVE >> ASPIRATIONAL >> INCLUSIVE >> PROUD

Year 9
Summer 2

2023 – 2024

The King Edmund School

Knowledge organiser PHYSICS
ELECTRICTY

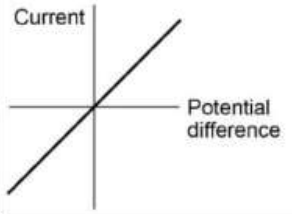
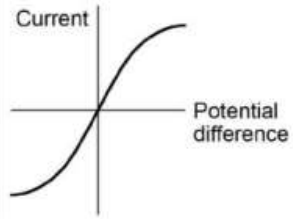
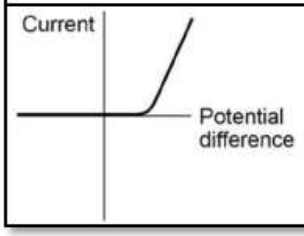
 switch (open)	Breaks circuit; stopping the current
 switch (closed)	Completes circuit; allows current to flow
 cell	Store of chemical energy
 battery	Two or more cells
 diode	Only allows current to flow one way
 resistor	Fixed resistance reduces current
 variable resistor	Changeable resistance reduces current
 LED	Emits light
 lamp	Emits light
 fuse	Breaks circuit when current too high
 voltmeter	Measures potential difference
 ammeter	Measures current
 thermistor	Resistance decreases as temperature increases
 LDR	Resistance decreases as light intensity increases

Key word	Definition
Charge	The number of electrons. Measured in coulombs (C)
current	Flow of charge (the speed of electrons). Measured in amps (A)
Potential difference	(often abbreviated to p.d.) Energy per electron . Measured in volts (V)
resistance	The amount an object reduces the current. Measured in ohms (Ω)

Symbol equation	Word equation
Q = I t	Charge flow = current x time
V = I R	Potential = current x resistance difference

Series circuit	A single closed loop. Electrons pass through every component in turn.
Parallel circuit	Two or more closed loops.

	Series circuit rules	Parallel circuit rules
current	Same current through each component in the circuit	Add current in each loop and it will **EQUAL** the total current going into or out of the battery
Potential difference	P.d. of the power supply is shared by all the components	P.d. along **EACH** loop is **EQUAL** to the p.d. of the battery.
resistance	Add the resistance of each component and it will **EQUAL** the resistance of the whole circuit. So, $R_{total} = R_1 + R_2$	Each extra loop with resistance will **reduce** the overall resistance of the entire circuit.

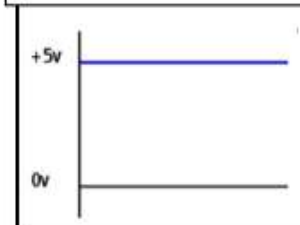
	**Fixed resistor I-V graph** Called 'ohmic' because the resistance does not change. Current is directly proportional to p.d.
	**Filament lamp I-V graph** Resistance increases as temperature increases. Current increases as p.d. increases but the increases becomes less and less.
	**Diode I-V graph** In one direction as p.d. increases the current increases. But when the p.d. is reversed the current remains zero when the p.d. increases

Thermistor - Resistance decreases as temperature increases so current increases. Used to change the current in circuits e.g. thermostat automatically controls the temperature at home.

Light dependent resistor - Resistance decreases as light intensity increases so current increases. Used to change the current in circuits e.g. street lights automatically switch on when it gets dark.

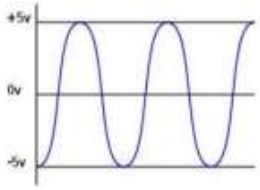
Knowledge organiser
PHYSICS
ELECTRICTY

National grid
- Is the cables and transformers that connects the power stations to the consumers (houses etc)



Direct current (D.C.)

Current flows in one direction. Batteries and solar cells produce p.d. and so direct current in a circuit with a fixed p.d.



Alternating current (A.C.)

Current repeatedly changes direction. How often these changes happen is called frequency. UK mains electricity has an alternating current of 230V and a frequency of 50Hz

Step up transformers	Increase p.d.(and decrease the current) in cables. Increases efficiency as it reduces energy lost as heat from cables.
Step down transformers	Decrease p.d (and increases current) so it is safer to use in homes etc.

Appliances – Power is energy transferred per second. Devices with high power ratings transfer energy faster than lower power devices. Devices designed to produce heat have high power ratings.

wire	colour	p.d.	function
Live	brown	230V	Carries current from power supply.
Neutral	blue	0V	Completes the circuit
Earth	Green and yellow	0V	Safety wire – stops device from becoming live.

Potential difference and current
Potential difference causes a current to flow. Power supplies provide a p.d. Current will always flow from a high p.d. to a low p.d.

Electric shocks
If you touch something with a high p.d., current will pass through you into the ground (0V p.d.)

Symbol equation	Word equation
$P = I V$	Power= current x potential difference
$P = I^2 R$	Power = current^2 x resistance
$E = P t$	Energy transferred = power x time
$E = Q V$	Energy transferred = charge x potential difference

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resistance	The amount an object reduces the current. Measured in ohms (Ω)

Year 9 HT6 Knowledge Organiser: Gothic Short Stories

Features of Gothic fiction

1. A gloomy, isolated or oppressive setting. For example: Dracula's castle, Victor Frankenstein's laboratory.

2. Male characters who may have ambition and desire power but often end up corrupt and evil. For example: Dorian Gray.

3. Female characters who are often portrayed as victims. For example: Elizabeth Lavenza in Frankenstein.

4. A supernatural or uncanny plot – murder, intrigue and betrayal may feature. For example: Dracula.

5. Heightened emotions – descriptive or melodramatic language

6. A sense of foreboding – build-up, release, expectation. For example: The Signalman.

7. Fragmented narrative – often broken into pieces – also broken sentences and sometimes frantic or confused narration. For example: Frankenstein.

8. An unsettling ending…

Timeline

1764 – *The Castle of Otranto*, the first Gothic novel, published

1818 – Mary Shelley's *Frankenstein* published

1843 – Edgar Allan Poe's ***The Tell-tale Heart*** published

1847 – Emily Bronte's *Wuthering Heights* published / Charlotte Bronte's *Jane Eyre* published

1866 – Charles Dickens' ***The Signalman*** published

1886 – Robert Louis Stevenson's *The Strange Case of Doctor Jekyll and Mr Hyde* published

1897 – Bram Stoker's *Dracula* published

1902 – WW Jacobs' ***The Monkey's Paw*** published

1983 – Susan Hill's *The Woman in Black* published

2005 – Stephenie Meyer's *Twilight* published

Year 9 HT6 Knowledge Organiser: Gothic Short Stories

A Very Gothic Weather Forecast

Pathetic fallacy is the presentation of inanimate objects in nature as possessing human feelings. Writers of Gothic texts use it all the time...

- *The rain began to drive through the moaning branches of the trees, and warned us to avoid delay.* - Wuthering Heights
- *Some say the Earth was feverous and did shake*- Macbeth
- *Violent blasts of rain had accompanied these rages of wind*- Great Expectations
- *The sea has a mournful harping note sometimes, and the very persistence of it, that eternal roll and thunder and hiss, plays a jagged tune upon the nerves.*- Rebecca

Key Terms

- A person's **voice** is their distinctive style of writing
- A **genre** is a particular type of literature, painting, music, film, or other art form which people consider as a class because it has special characteristics.
- In **Gothic** stories, strange, mysterious adventures happen in dark and lonely places such as graveyards and old castles.
- **Victorian** means belonging to, connected with, or typical of Britain in the middle and last parts of the 19th century, when Victoria was Queen.
- **Dickensian** is used to describe something resembling or suggestive of conditions described in Dickens' novels, especially poor living conditions.
- Someone or something that is **mysterious** is strange and is not known about or understood.
- **Supernatural** creatures, forces, and events are believed by some people to exist or happen, although they are impossible according to scientific laws.
- The type of narrator of a story who cannot be trusted to be telling the truth is called an **unreliable narrator**.
- A **frame narrative** occurs when there is a story within a story.
- **Repetition** means using the same words again.
- If something **foreshadows** an event or situation, it suggests that it will happen.
- The type of narrator who interrupts the flow of the story to make a comment or give their opinion on events so far is called an **intrusive narrator**.
- **Superstition** is belief in things that are not real or possible, for example magic.
- The repetition of a word or phrase at the beginning of successive clauses is called **anaphora**.
- An unexpected turn of events in a play, novel or film is called a **plot twist**.

History

The Holocaust

Key Vocabulary	
Genocide	The deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
Morals	Standards of behaviour; principles of right and wrong.
Anti-Semitism	Hostility to or prejudice against Jewish people.
Prejudice	preconceived opinion that is not based on reason or actual experience
Human Rights	Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. These basic rights are based on shared values like dignity, fairness, equality, respect and independence
Holocaust	The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. Holocaust is a word of Greek origin meaning "sacrifice by fire."
Concentration Camps	A place where large numbers of people, especially political prisoners or members of persecuted minorities, are imprisoned with inadequate facilities, sometimes to provide forced labour or to await mass execution.
Eugenics	Eugenics is a social and political philosophy. It tries to influence the way people choose to mate and raise children, with the aim of improving the human species

Key Facts	
1	1935: In September, Nazi policy escalated. The Nuremberg Laws reduced Jews to second-class citizens because of their 'impure' blood. Defined by the religion of their grandparents rather than by their own beliefs, Jews were viewed as having impure blood lines. The new laws were taught in schools, cementing anti-Semitism in German culture. Persecution of other minorities also escalated: the police were given new powers to arrest homosexuals and compulsory abortions were administered to women considered to be 'hereditarily ill'.
2	1937: As the world's eyes were on the battle between Fascism and Communism in Spain, the Nazis stepped up their erosion of civil rights in Germany. Concentration camps began to incarcerate 'habitual criminals' in addition to political prisoners. Goebbels stepped up anti-Semitic propaganda with a traveling exhibition which cast Jews as the enemy.
3	1938: In March, Germany invaded Austria and by September parts of Czechoslovakia too, drawing new territories under the regime of Nazi persecution. In November, attacks erupted against Jewish businesses. At least 91 Jews died and 267 synagogues were destroyed in a centrally coordinated plot passed off as spontaneous violence across Germany. Thousands of Jews were sent to concentration camps and were only released if they agreed to leave the Nazi territory. Many Jews decided to flee, though options were limited. Britain agreed to house Jewish children, eventually taking in 10,000 minors, but refused to change its policy for Jewish adults.
4	1940: German forces marched across Europe. Of the occupied countries, some capitulated and implemented Nazi policy immediately. Others held off for longer. For the first time, camps were created specifically for Jews. Their conditions were far worse than other camps. The implicit intention was that the inmates would die there. Increasing numbers of Jews in Poland were relocated in ghettos. Non-Jewish Poles were also deported from their farms and villages to make room for 'pure' ethnic Germans to populate the new territory.
5	1941: The Nazi policy on Jews moved from expulsion to containment to commanders being ordered to systematically murder the Jews of Europe. Methods of mass murder evolved at local levels as well as being decreed from Nazi high command. Killing squads rounded up and shot entire Jewish communities. Over two days in Kiev, 33,771 Jews were shot. The murder of Jews rapidly escalated, in part because local Nazi leaders didn't have enough room to place them in the ghettos. By the end of the year, plans to implement the systematic slaughter of Jews by using gas in mobile trucks and gas chambers were well underway.
6	1942: More Jews were murdered in 1942 than in any other year of the Holocaust, the majority in the newly created extermination camps. Of the 430,000 sent to the first death camp at Bełżec in Poland, there were only two survivors. 700,000 were killed at Treblinka in just five months. In July, Himmler ordered that all Jews in key areas of Poland, except for those needed for essential labour, were to be killed by the end of the year. Most were. Despite Allied intelligence receiving detailed reports of the mass murders in Europe, the public reaction in Britain was largely a mixture of apathy and disbelief.
7	1943: Germany was now losing the war. Vital resources were still ploughed into implementing the 'Final Solution' – the extermination of all Jews in Europe. Uprisings broke out in some extermination camps. The few remaining Jews kept alive to dispose of bodies and sort possessions realised the number of transported was reducing and they would be next. Civilian uprisings occurred across Poland as mainly young Jews, whose families had already been murdered, began to resist Nazi oppression. With reports of rebellion and mass murder in the British press, the situation in the camps could no longer be ignored.
8	1944: By March, the Allies were driving the German army back. Tens of thousands of Jews held in the eastern territories were marched towards the heart of Germany so they could not bear witness to the Allies. Aware that the world had been alerted to the horrors of the camps, the Nazis sought to destroy evidence. In June, Soviet forces liberated the first major camp, known as Majdanek, in Lublin, Poland. The Nazis had burned down the crematorium chimney but had failed to destroy the gas chambers and barracks. Only a few hundred inmates were still alive.
9	1945: As the Allies swept to victory in Europe and camps were liberated across the once Nazi-occupied territories, the full scale of the Holocaust emerged. The Allies found camps that were catastrophically over-crowded with no food or sanitation. General Eisenhower ordered careful documentation of evidence by occupying troops as thoughts turned to justice. Hitler and other senior Nazis including Himmler and Goebbels killed themselves. In November, trials of captured Nazi leaders began at Nuremberg.
10	1946: The international military tribunal delivered its verdict on 21 senior Nazi officials. 18 were found guilty and three were acquitted. 11 of Hitler's deputies were given death sentences, including Goering, the most senior surviving Nazi. However he too committed suicide the night before he was due to hang. Others received prison terms. Albert Speer, Hitler's personal architect, was released in 1966 and spent his remaining years writing about the Nazi regime, donating most of his royalties to Jewish charities. Rudolph Hess committed suicide in prison in 1987. Many Nazis evaded justice altogether and were never tried.
11	Jewish resistance:: Small acts of resistance were important and people documented what was happening. Some people were scared to fight back but many did so across the ghettos, in the camps and by joining resistance groups. One key rebellion was within the Warsaw Ghetto where resistant fighters managed to get weapons and fought back against the Nazis. This lasted for a month and whilst the German soldiers eventually forced the resistance fighters out of hiding, it spurred on a wider resistant movement in Poland. Partisans were typically resistance groups who escaped capture by hiding in the forests of Eastern Europe. They carried out many acts of resistance such as working with the allied forces, smuggling food into ghettos, destroying bridges and transportation links, forged identity papers and helping people escape from the camps. Armed resistance occurred in other parts of Europe too. For example, in France, the Armée Juive helped Jews escape from Nazi-occupied Europe and took part in uprisings against German troops in Paris and Lyon.

Keyword glossary

Drainage basin – an area of land drained by a river & its tributaries

Interception – where plants stop rainwater reaching the ground

Infiltration – when water soaks down through the soil

Tributary – a smaller river branching off the main river

Confluence – where at least two rivers meet

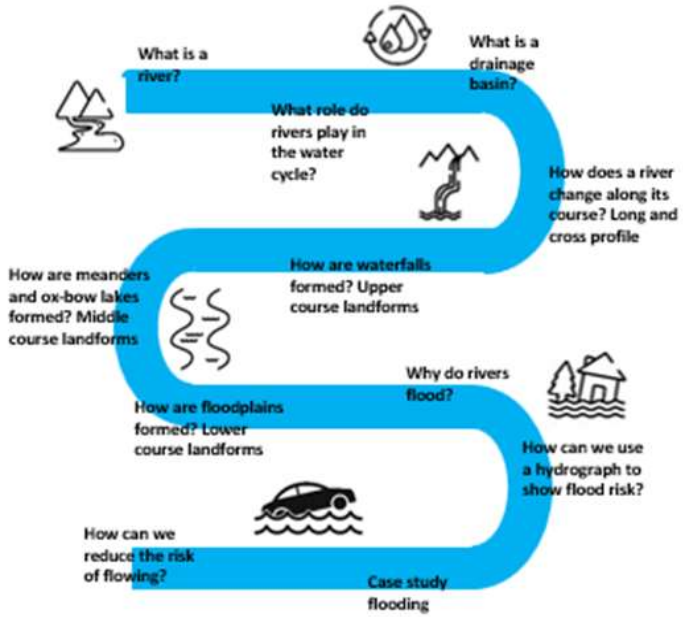
Load – material carried by a river

Traction – large rocks being rolled along the riverbed

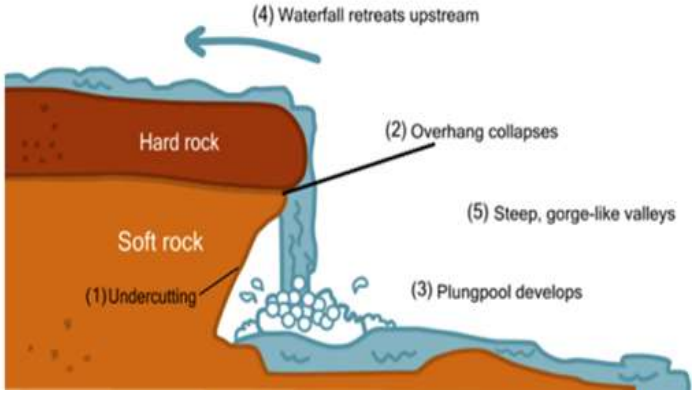
Saltation – smaller rocks being bounced along the river bed

Hydrograph - A hydrograph is a graph showing the rate of flow (discharge) versus time past a specific point in a river,

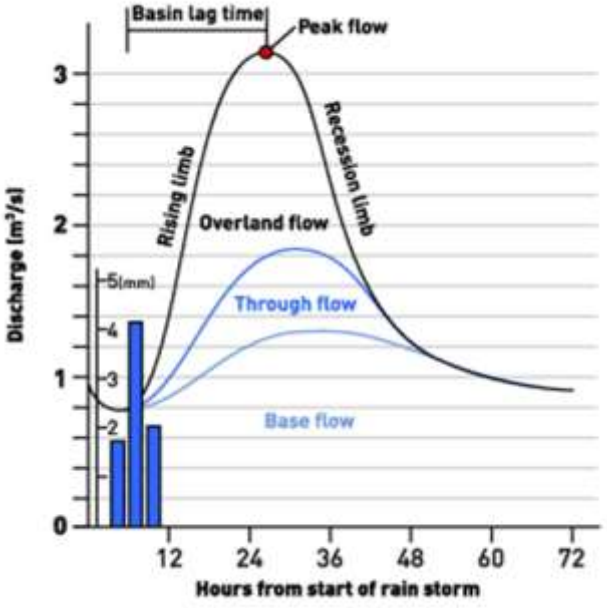
Flood - when a river overflows its banks



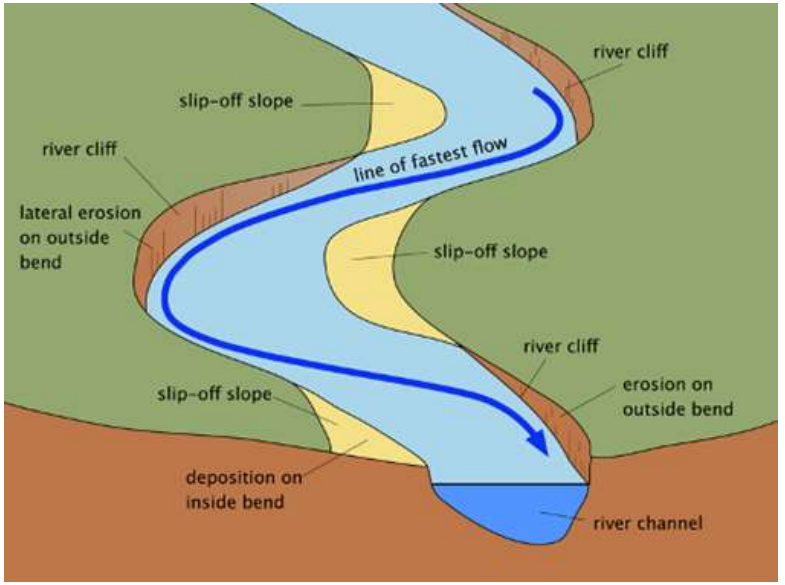
Waterfall



Flooding



Meander



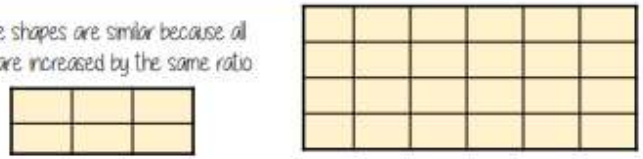
YEAR 9 — REASONING WITH GEOMETRY...

Enlargement & Similarity

Recognise enlargement & similarity

Shapes are similar if all pairs of corresponding sides are in the same ratio

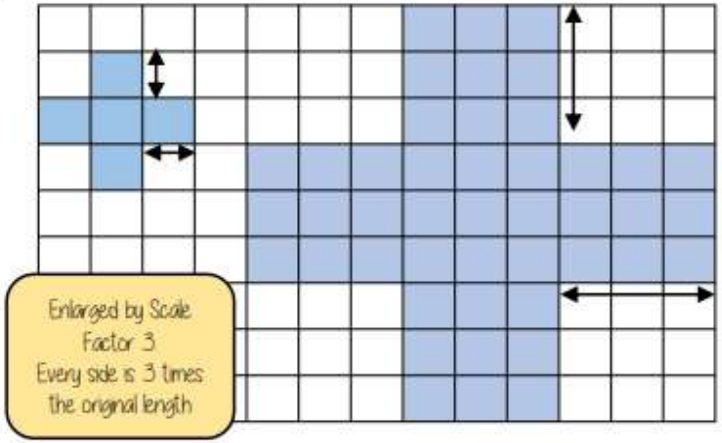
These shapes are similar because all sides are increased by the same ratio



Enlargements are similar shapes with a ratio other than 1

Enlarge by a positive scale factor

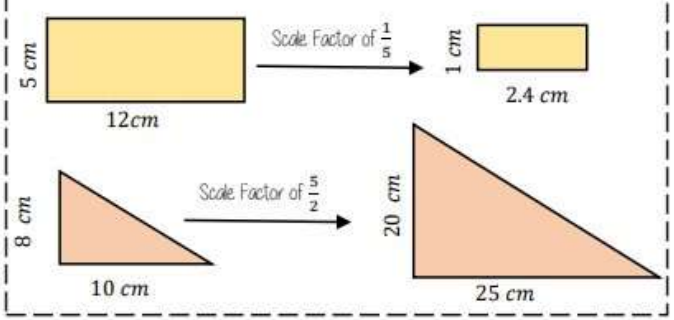
With a scale factor larger than 1 it makes the shape **bigger**



Enlarged by Scale Factor 3
Every side is 3 times the original length

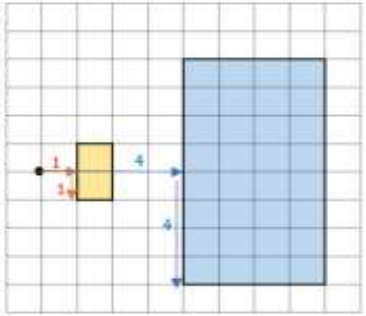
Positive fractional scale factor

With a scale factor between 0 and 1 it makes the shape **smaller**



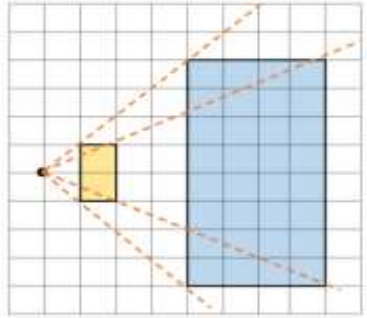
Enlarge a shape from a point

Scaled distances method



Scale the distance between the point of enlargement and each corresponding vertices

Rays method

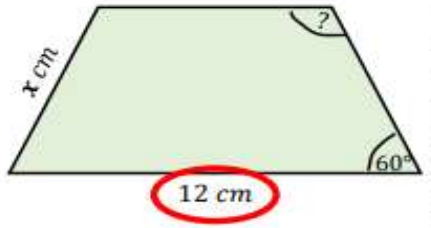


Multiply the distance from the centre of corresponding vertices by the scale factor along the ray

Calculations in similar shapes

Don't forget that properties of shapes don't change with enlargements or in similar shapes

The two trapezium are similar find the missing side and angle



Corresponding sides identify the scale factor $\frac{12}{6} = 2$ Scale Factor - **2**

Calculate the missing side Length (corresponding side) x scale factor

$2cm \times 2$

$x = 4cm$

Enlargement does not change angle size

Calculate the missing angle Corresponding angles remain the same

$130°$

Inverse Proportion

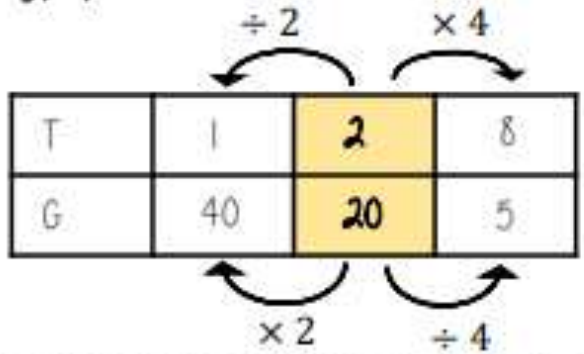
As one variable is multiplied by a scale factor the other is divided by the same scale factor

Examples of inversely proportional relationships

Time taken to fill a pool and the number of taps running

Time taken to paint a room and the number of workers

T is inversely proportional to G. When T=2 then G=20



Best Buys

Have a directly proportional relationship

To calculate best buys you need to be able to compare the cost of one unit or units of equal amounts

Shop A

4 cans for £1.20

£1.20 ÷ 4

1 can is £0.30
Or 30p

Shop B

3 cans for 93p

£0.93 ÷ 3

1 can is £0.31
Or 31p

Cost per item

Shop A is the best value as it is 1p cheaper per can of pop

Shop A

4 cans for £1.20

4 ÷ £1.20

£1 buys 3.333 cans of pop

3 cans for 93p

3 ÷ £0.93

£1 buys 3.23 cans of pop

Cost per pound

Shop A is still shown as being the best value but pay attention to the unit you are calculating, per item or per pound

Best value is the most product for the lowest price per unit

Probability

Relative Frequency

$$\frac{\text{Frequency of event}}{\text{Total number of outcomes}}$$

Remember to calculate or identify the overall number of outcomes!

Colour	Frequency	Relative Frequency
Green	6	0.3
Yellow	12	0.6
Blue	2	0.1
	20	

Relative frequency can be used to find expected outcomes

e.g. Use the relative probability to find the expected outcome for green if there are 100 selections

Relative frequency x Number of times

$$0.3 \times 100 = 30$$

Expected outcomes

Expected outcomes are estimations. It is a long term average rather than a prediction

Dark	Milk	White
0.15	0.35	0.5

The sum of the probabilities is 1

An experiment is carried out 400 times.
Show that dark chocolate is expected to be selected 60 times

$$0.15 \times 400 = 60$$

Independent events

The rolling of one dice has no impact on the rolling of the other. The individual probabilities should be calculated separately

Probability of event 1 × Probability of event 2

$$P(5) = \frac{1}{6} \qquad P(R) = \frac{1}{4}$$

Find the probability of getting a 5 and a red

$$P(5 \text{ and } R) = \frac{1}{6} \times \frac{1}{4} = \frac{1}{24}$$

@whsto_maths

Speed, Distance, Time

"per" for every
e.g. 80 miles per hour (mph)
Travel 80 miles every hour

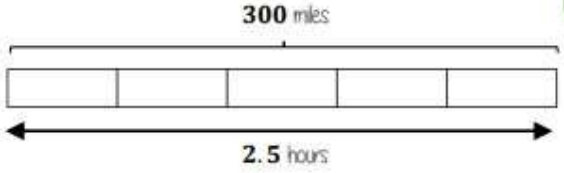
$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

You can use a double number line to help you calculate distance

Hours	0	0.5	1	2	2.5
Miles	0	40	80	160	200

e.g. A boat travels at a constant speed for 2.5 hours
It travels 300 miles

Bar models can help to calculate mph



Each part is half an hour
Each part is 60 miles

Rates

Speed, Distance, Time

minutes ÷ 60 hours
hours × 60 minutes

Before calculations – make sure you are working in the same units as the speed

Learn or learn how to rearrange the formular for speed, distance and time

$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

Substitute in the variables given

$$\text{distance} = \text{speed} \times \text{time}$$

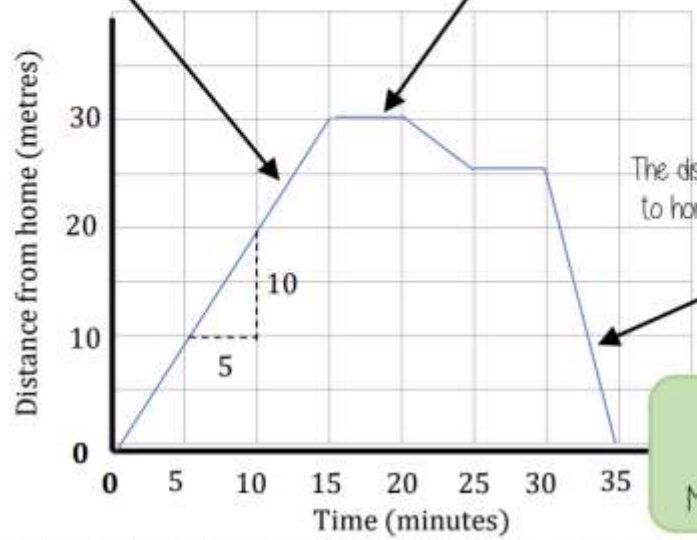
Distance – Time graphs

Gradient = speed

The steeper a gradient the faster the speed

$\frac{10}{5} = 2$ metres per min

Horizontal lines represent staying still



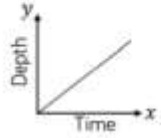
The distance coming closer to home shows the return journey

Units are important
Meters per minute

Flow problems & graphs

This will fill at a constant rate, then as the space decreases it will speed up and the neck of the bottle fill at a faster constant speed

The cylinder will fill at a constant speed



Units are important
Ensure any volume calculations are the same unit as the rate of flow

YEAR 9 – REPRESENTATIONS...

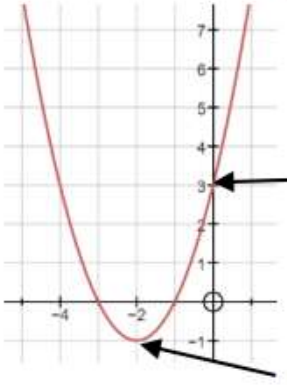
Algebraic Representation

Quadratic Graphs

$y = x^2 + 4x + 3$

If x^2 is the highest power in your equation then you have a quadratic graph

It will have a parabola shape



Intersection with the y axis

Substitute the x values into the equation of your line to find the y coordinates

x	-4	-3	-2	-1	0	1
y	3	0	-1	0	3	8

Coordinate pairs for plotting $(-3, 0)$

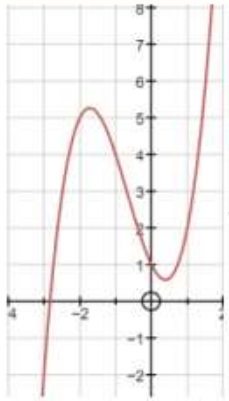
Plot all of the coordinate pairs and join the points with a curve (freehand)

Quadratic graphs are always symmetrical with the turning point in the middle

Interpret other graphs

Cubic Graphs

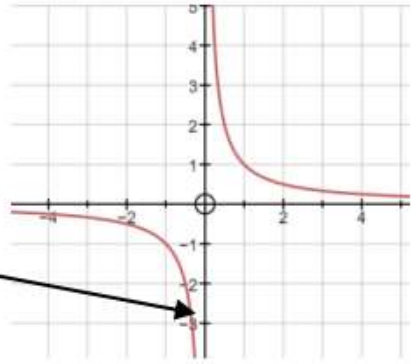
$y = x^3 + 2x^2 - 2x + 1$



If x^3 is the highest power in your equation then you have a cubic graph

Reciprocal Graphs

$y = \frac{1}{x}$



Reciprocal graphs never touch the y axis

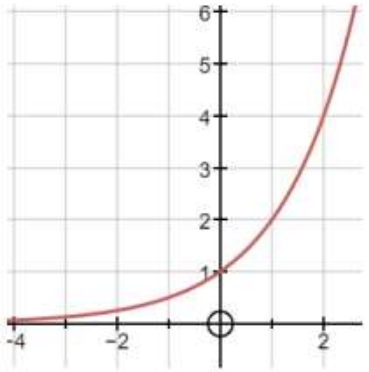
This is because x cannot be 0

This is an asymptote

Exponential Graphs

$y = 2^x$

Exponential graphs have a power of x



YEAR 9 – REPRESENTATIONS...

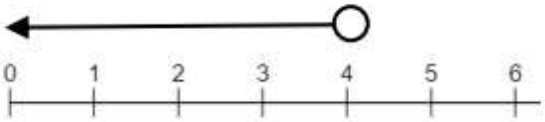
Algebraic Representation

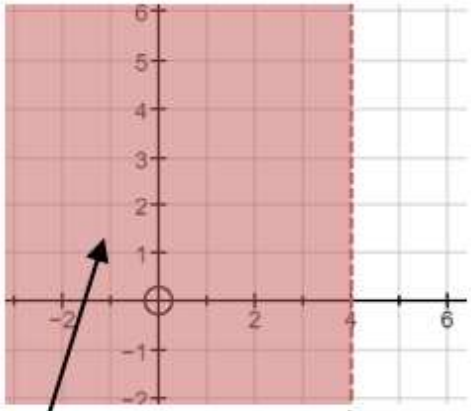
Represent Inequalities

Multiple methods of representing inequalities

$x < 4$

All values are less than 4



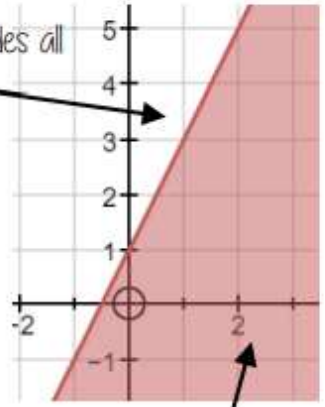


The shaded area indicates all possible values of x

The dotted line shows that the inequality does not include these points

The solid line shows that the inequality includes all the points on this line

$y \geq 2x + 1$



The shaded area indicates all possible solutions to this inequality

Year 9 – Matters of life & Death

⦿ **An abortion is the termination (ending) of a pregnancy.**

The Christian views

The Christian view AGAINST abortion	The Christian view ALLOWING abortion
1. Life has a **purpose.**  2. Life begins at **conception.** 3. Life is **sacred** (Sanctity of life) 4. It is **murder** ("Do not kill.") 5. **Only God** can take away life. 6. Life is a **gift** from God.	1. The law in England allows it. 2. Sometimes it can be the most loving thing to do. ("Love your neighbour.") 3. It can be the lesser of two evils. 4. Financial problems – can't afford a child.

Euthanasia: The painless killing of someone who is dying in pain

Arguments in favour of euthanasia	Arguments against euthanasia
✓ An adult in their right mind should be able to do what they want to themselves. It's their body. ✓ It's kinder to end their suffering. ✓ People don't want to be a burden to others, and so would want their life to end to prevent this from happening.	✘ Doctors are supposed to be people who we can trust. Helping people die would break this trust and go against the 'Hippocratic oath.' ✘ It would be difficult to know whether a legal document signed by a patient was REALLY what they wanted. ✘ Allowing euthanasia could cause it to get out of control.

Arguments for and against abortion

Arguments For (Abortion is right)

- ✓ Every woman has the right to choose.
- ✓ Legalising abortion prevents dangerous backstreet abortions.
- ✓ The foetus feels nothing when it is aborted.
- ✓ Every child has the right to be wanted. Abortion saves thousands of children from being unwanted.
- ✓ Adoption is more traumatic than an abortion.
- ✓ A foetus is not yet human. Life begins at birth.
- ✓ If the foetus is disabled, the parents have the right to choose.

Arguments against (Abortion is wrong)

- ✘ People born with a disability can lead happy, creative. and fulfilled lives.
- ✘ Even in the womb, the unborn baby has the right not to be killed.
- ✘ Abortions can go wrong.
- ✘ UN declaration – children need protection before birth as well as after.
- ✘ Killing is killing.
- ✘ Unborn babies are unique, different and have potential personalities.
- ✘ A baby is human from the moment of conception.

ADJECTIVES	
Soy	I am
Es	He / she is
Puedo ser	I can be
Puede ser	He / she can be
Era	I was / he / she was
Agresivo/a	Aggressive
Callado/a	Quiet
Egoísta	Selfish
Amable	Friendly
Introvertido/a	Introverted
Maduro/a	Mature
Optimista	Optimistic
Pesimista	Pessimistic
Sincero/a	Sincere
Respetuoso/a	Respectful
Tolerante	Tolerant
Alegre	Happy
Valiente	brave

RELATIONSHIPS	
Me parezco a...	I look like...
Me llevo bien con	I get along well with
Me llevo mal con	I don't get along with
Lo / la quiero	I love him / her
Antes	Before
Me llevaba bien con	I used to get along with
Me llevaba mal con	I didn't use to get along with
Me volvía loco/a	He / she used to me drive me crazy
Es mi mejor(a) amigo/a	He / she is my best friend

THE IMPERFECT TENSE

To describe what « used to be » or a repeated action in the past

To form it, remove the infinitive -AR, -ER, -IR and add endings

-AR verb	*-ER / -IR verbs*	*Irregular verbs*
Escuch**aba** (I used to listen)	Viv**ía** (I used to live)	**Iba** = I used to go
Escuch**abas** (You used to listen)	Viv**ías** (You used to live)	**Era** = I used to be / I was
Escuch**aba** (he/she used to listen)	Viv**ía** (He / she used to live)	**Veía** = I used to watch
Escuch**ábamos** (we used to listen)	Viv**íamos** (We used to live)	
Escuch**abais** (you lot used to listen)	Viv**íais** (You lot used to live)	
Escuch**aban** (they used to listen)	Viv**ían** (They used to live)	

DESCRIBING A HABIT IN THE PRESENT	
To describe a habit in the present tense, use "soler" which means "to be used to + ing", "to usually do something". It is followed by an infinitive verb.	
Suelo ver	I usually watch
Sueles ver	You usually watch
Suele ver	He/she usually watch
Solemos ver	We usually watch
Soléis ver	You lot usually watch
Suelen ver	They usually watch

MUSIC	
Suelo escuchar	I usually listen to
Antes escuchaba	Before I used to listen to
la música clásica / latina /electrónica / pop	Classic / latino / electronic / pop music
la música de los años sesenta / ochenta / noventa	70s / 80s / 90s music
el rock / el rap / el jazz	Rock / rap / jazz
Me parece emocionante / hermoso/a / dinámico /a..	I find it moving / beautiful / dynamic..

DESCRIBING A SINGER	
Se llama	His / her name is
Tiene ... años	He / she is... years old
Su cumpleaños es el... de...	His / her birthday is...
Tiene los ojos...	He / she has... eyes
Tiene el pelo...	He / she has ... hair
Es...	He / she is...
Es mi cantante preferido/a	He/she is my favourite singer
Es el / el mejor cantante	He / she is the best singer
Pienso que canta bien	I think he / she sings well
Canta de maravilla	He / she sings beautifully
Nació	He / she was born
Estudió	He / she studied
Trabajó	He / she worked
Empezó	He / she started
Viajó	He / she travelled
Se convirtió	He / she became
Se casó	He / she got married
Ganó	He / she won
Recibió	He / she received
Murió	He / she died

DESCRIBING A RECENT CONCERT	
¿Qué hiciste ayer?	What did you do yesterday?
Fui a un concierto	I went to a concert
Ayer	Yesterday
Anteayer	The day before yesterday
El viernes pasado	Last Friday
La semana pasada	Last week
El fin de semana pasado	Last weekend
Llegué	I arrived
Bailé	I danced
Comí	I ate
Bebí	I drank
Descargué	I downloaded
Compré	I bought
Volví	I came back
Lo pasé bomba	I had a great time

French

KNOWLEDGE ORGANISER

CLOTHES AND COLOURS	
Je porte / je mets	I wear
Quand je vais au collège	When I go to school
Quand je vais en ville	When I go to town
chez moi	at home
un blouson	a blazer
un pull	a jumper
un tee-shirt / un haut	a t-shirt / a top
un maillot de foot	a football shirt
un maillot de bain	a swimsuit
un manteau	a coat
un jean	jeans
un pantalon	trousers
une veste	a jacket
une chemise	a shirt
une ceinture	a belt
des chaussures	shoes
des chaussettes	socks
bleu(e)(s)	blue
noir(e)(s)	black
vert(e)(s)	green
violet(te)(s)	purple
blanc(he)(s)	white
rouge(s)	red
rose(s)	pink
orange	orange
marron	brown
en cuir	leather
en laine	woollen
en soie	silk
à rayures	stripy
à pois	dotted

LOOKS AND PREFERENCES	
Je préfère	I prefer
Je trouve	I find
Mon style c'est	My style is
J'ai	I have
un look branché	a trendy look
un look emo / gothique	an emo / gothic look
un look skateur	a skater look
un look sportif	a sporty look
un look décontracté	a casual look
un sweat à capuche	a hoodie
un jean troué	ripped jeans
un slim	slim jeans
un jean baggy	baggy jeans
un mini haut	a crop top
une casquette	a cap
A mon avis	In my opinion
Je trouve ça	I find it
à la mode	trendy
joli	pretty
stylé / branché	trendy
démodé	old-fashioned
affreux	awful
moche	ugly

FASHION TRENDS OVER TIME	
Avant	Before
dans les années 70	in the 70s
dans les années 80	in the 80s
on portait / on mettait	we used to wear
on achetait	we used to buy
on préférait	we used to prefer
on s'habillait bien / mal	we used to dress well / badly
c'était plus…	it was more…
c'était moins…	it was less
le style hippie	hippy style
un pantalon à pattes d'éléphant	flare trousers
des imprimés fleuris	flower prints
des fausses fourrures	fake furs
des couleurs fluos	flashy colours
des minijupes	mini skirts
des perruques	wigs
tandis que / alors que	whereas
maintenant	now
on porte / on met	we wear
on achète	we buy
la mode est …	fashion is…

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OPINIONS ON FASHION			
La mode est importante	fashion is important	La mode est ridicule	Fashion is ridiculous
Je suis la mode	I follow fashion	ça coûte trop cher	it costs too much money
On est plus accepté	We're more accepted	On est moins accepté	We're less accepted
Je me sens bien	I feel good	Je ne suis pas la mode	I don't follow fashion
Je fais attention à ce que je porte	I pay attention to what I wear	Les grandes marques ont trop d'influence	Big brands have got too much influence
Je suis d'accord	I agree	Je ne suis pas d'accord	I disagree

FUTURE FASHION TRENDS

SIMPLE FUTURE: How to say "I will"

Keep the infinitive –ER / –IR / –RE and add the correct endings

ENDINGS	(porter - wear)	(mettre – wear)	(acheter – buy)	(être –be)
Je – **ai**	je porterai	Je mettrai	J'achèterai	Je serai
Tu – **as**	tu porteras	tu mettras	tu achèteras	tu seras
Il / elle – **a**	il/elle portera	il/elle mettra	il/elle achètera	il/elle sera
On – **a**	on portera	on mettra	on achètera	on sera
Nous – **ons**	nous porterons	nous mettrons	nous achèterons	nous serons
Vous – **ez**	vous portez	vous mettrez	vous achèterez	vous serez
Ils / elles - **ont**	ils/elles porteront	ils/elles mettront	ils/elles achèteront	ils/elles seront

NEAR FUTURE: How to say "I'm going to"

Use "aller" (to go) and add an infinitive verb

Je vais (I'm going)	porter (to wear)
Tu vas (You're going)	mettre (to wear)
Il /elle va (he/she's going)	
On va (we're going)	
Nous allons (we're going)	acheter (to buy)
Vous allez (you lot are going)	
Ils / elle vont (they're going)	Etre (to be)

DEMONSTRATIVE ADJECTIVES

THIS	masculine	ce
	feminine	cette
	masculine + vowel	cet
THESE	plural	ces

AT THE SHOP

Est-ce que je peux vous aider?	Can I help you ?
Je voudrais	I would like
Je voudrais acheter	I would like to buy
Quelle taille ?	What size?
une petite / grande taille	a small / big size
une taille moyenne	an average size
Quelle couleur?	What colour?
Est-ce que je peux essayer?	Can I try it on?
Où sont les cabines d'essayage?	Where are the fitting rooms ?
C'est trop grand	It's too big
C'est trop petit	It's too small
C'est trop long	It's too long
C'est trop court	It's too short
C'est combien?	How much is it?
Je le / la / les prends	I'll take it / them