2024/25 Cycle 3 Knowledge Navigator

Year

Name:

Form:

Morning Meeting Homework

Purpose: to memorise and recall key facts from previous learning

100% Sheets

Purpose: to memorise and recall key facts for current learning

RCWC repeat!

Read the information and try to memorise it.

Cover up the information so you can't see it.

Write down as much as you can remember.

Check what you've written down against the information, and green pen what you've missed.

Repeat this to fill a minimum of 1 A4 side. The more you repeat this process, the more facts you will remember for your exams!



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100% Sheets				
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Homework Schedule

CYCLE 3

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday	31/3/25	French	21/4/25		28/4/25	French	5/5/25		12/5/25	French
Tuesday	1/4/25	Science: P4 box 1 &2	22/4/25	Science: P4 box 3 & 4	29/4/25	Science: B2 box 1,2 & 3	6/5/25	Science: B2 box 4,5 & 6	13/5/25	Science: B2 box 7 & 8
Wednesday	2/4/25	History: Section A Geography	23/4/25	History: Section B Geography	30/4/25	History: Section C Geography	7/5/25	History: Section D Geography	14/5/25	History: Section E Geography
Thursday	3/4/25	English: box A Maths - Sparx	24/4/25	English: box B Maths – Sparx	1/5/25	English: box C Maths – Sparx	8/5/25	English: box D Maths - Sparx	15/5/25	English: box A Maths - Sparx
Friday	4/4/25	Spellings week 1	25/4/25	Spellings week 2	2/5/25	Spellings week 3	9/5/25	Spellings week 4	16/5/25	Spellings week 5
		Week 6		Week 7	Week 8			Week 9	Week 10	
Monday	19/5/25	French	2/6/25	French	9/6/25	French	16/6/25	French	23/6/25	French
Tuesday	20/5/25	Science: C1 box 1 &2	3/6/25	Science: C1 box 3	10/6/25	Science: C1 box 4	17/6/25	Science: P4 box 1 &2	24/6/25	Science: P4 box 3 & 4
Wednesday	21/5/25	History: Section F Geography	4/6/25	History: Section G Geography	11/6/25	History: Section H Geography	18/6/25	History: Section A Geography	25/6/25	History: Section B Geography
Thursday	22/5/25	English: box B Maths – Sparx	5/6/25	English: box C Maths – Sparx	12/6/25	English: box D Maths - Sparx	19/6/25	English: box A Maths - Sparx	26/6/25	English: box B Maths – Sparx
Friday	23/5/25	Spellings week 6	6/6/25	Spellings week 7	13/6/25	Spellings week 8	20/6/25	Spellings week 9	27/6/25	Spellings week 10
	V	Week 11 W		Week 12		Veek 13				
Monday	30/6/25	French	7/7/25	French	14/7/25	French				
Tuesday	1/7/25	Science: B2 box 4,5 & 6	8/7/25	Science: C1 box 1 &2	15/7/25	Science: C1 box 3				
Wednesday	2/7/25	History: Section C Geography	9/7/25	History: Section D Geography	16/7/25	History: Section E Geography				
Thursday	3/7/25	English: box C Maths – Sparx	10/7/25	English: box D Maths - Sparx	17/7/25	English: box A Maths - Sparx				VII
Friday	4/7/25	Spellings week 11	11/7/25	Spellings week 12	18/7/25	Spellings week 13				

2 French

Customs, Festivals and celebrations

CYCLE 3

Week 1		Week 2		Week 3				
Adjectives		Nouns		Verbs				
passionnant	exciting	anniversaire	birthday	acheter	to buy	inviter	to invite	
culturel	cultural	chanson	song	célébrer	to celebrate	se marier	to marry	
religieux	religious	cuisine	food	cacher	to hide	s'organiser	to organise	
traditionnel	traditional	église	church	chanter	to sing	partager	to share	
historique	historical	fête	festival	communiquer	to communicate	participer à	to participate in	
musulman	Muslim	fleur	flower	croire	to believe	se passer	to spend time	
chrétien	Christian	lumière	light	danser	to dance	préparer	to prepare	
francophone	French-speaking	mosquée	mosque	découvrir	to discover	recevoir	to receive	
joyeux	joful	Saint Valentin	Valentine's Day	donner	to give	regarder	to watch	
vif	lively	soirée	evening	envoyer	to send	réserver	to reserve	
	We	ek 4		Week 5				
Adje	ctives	No	uns	Verbs – Past tense				
spécial	special	Noël	Christmas	J'ai acheté	Ibought	J'ai invité	linvited	
national	national	Aïd	Eid	J'ai célébré	Icelebrated	Je me suis marié	Imarried	
férié	public holiday	cadeau	present	J'ai caché	Ihid	Je me suis organisé	lorganised	
familial	family	défilé	parade	J'ai chanté	Isang	J'ai partagé	Ishared	
local	local	événement	event	J'ai communiqué	Icommunicated	J'ai participé à	I participated in	
juif	Jewish	feu	fire	J'ai cru	Ibelieved	Je me suis passé	l spent time	
bouddhiste	Buddhist	gâteau	cake	J'ai dansé	Idanced	J'ai préparé	Iprepared	
catholique	Catholic	lendemain	the next day	J'ai découvert	Idiscovered	J'ai reçu	Ireceived	
folle	crazy (f)	mariage	wedding	J'ai donné	lgave	J'ai regardé	Iwatched	
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Ŭ			0			

3 French

Free Time Activities

CYCLE 3

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We	ek 6	Week 7		We	ek 8	Week 9	
Time exp	oressions	Hobbies verbs		Hobbie	es verbs	Hobbies nouns	
toujours	always	jouer	to play	marcher	to walk	un passe-temps	a hobby
des fois	at times	faire	to do	ouvrir	to open	un journal	a newspaper
quelquefois	sometimes	aller	to go	s'intéresser à	to be interested in	un jeu	a game
tous les jours	every day	écouter	to listen	monter	to climb	le prix	the prize
souvent	often	regarder	to watch	gagner	to win/earn	un stade	a stadium
rarement	rarely	manger	to eat	acheter	to buy	un livre	a book
jamais	never	se relaxer	to relax	perdre	to lose	un voyage	a trip
de temps en temps	from time to time	chanter	to sing	sortir	to go out	un vêtement	clothing
la fin de la semaine	the end of the week	danser	to dance	participer à	to participate in	un plat	a dish
normalement	normally	lire	to read	visiter	to visit	la formation	training
Wee	ek 10	Week 11		Wee	ek 12	Wee	ek 13
Opin	nions	Sports		Adjectives		Adjectives	
j'aime	Ilike	la natation	swimming	sportif	sporty	intéressant	interesting
j'adore	llove	la gymnastique	gymnastics	ouvert	open	ennuyeux	boring
je n'aime pas	l don't like	la voile	sailing	complet	full	super	super
je déteste	Ihate	le ski	skiing	actif	active	atroce	atrocious
je préfère	Iprefer	le cyclisme	cycling	jeune	young	marrant	funny
mieux que	better than	le foot	football	populaire	popular	nul	rubbish
pire que	worse than	le volley	volleyball	gratuit	free (no cost)	amusant	fun
le meilleur	the best	la boxe	boxing	sûr	safe	fantastique	fantastic
le pire	the worst	la plongée	diving	dangereux	dangerous	barbant	dull, tiresome
ce qui est bien/mal	what is good/bad	le tennis	tennis	passionant	exciting	relaxant	relaxing

4 SCIENCE	B2 – ORGANISATIO	N	CYCLE 3	Year 9		
1. Levels of organisation		5. <u>Coronary heart disease:</u> a no	n communicable disease			
Cells are the basic building blocks of all living orga A tissue is a group of cells with a similar structure Organs are aggregations of tissues performing spe Organs are organised into organ systems, which w 2. <u>Digestive juices</u> The digestive system is an example of an organ sy and absorb food. Enzymes catalyse specific reaction site. Digestive enzymes convert food into small soluble	nisms. and function. ecific functions. <i>fork together to form organisms.</i> stem in which several organs work together to digest ons in living organisms due to the shape of their active e molecules that can be absorbed into the bloodstream.	In coronary heart disease layers of fatty material build up inside the coronary arteries, narrowing them. This reduces the flow of blood through the coronary arteries, resulting in a lack of oxygen for the heart muscle. Stents are used to keep the coronary arteries open. Statins are widely used to reduce blood cholesterol levels which slows down the rate of fatty material deposit. In some people heart valves may become faulty, preventing the valve from opening fully, or the heart valve might develop a leak. Faulty heart valves can be replaced using biological or mechanical valves. In the case of heart failure a donor heart, or heart and lungs can be transplanted. Artificial hearts are occasionally used to keep patients alive whilst waiting for a heart transplant, or to allow the heart to rest as an aid to recovery.				
Carbohydrases break down carbohydrates to sim	ole sugars. Amylase is a carbohydrase that breaks down	6. The effect of lifestyle on som	ne non-communicable diseases			
 Starch. Proteases break down proteins to amino acids. Lipases break down lipids (fats) to glycerol and fa These digested products are used to build new ca respiration. Bile is made in the liver and stored in the gall blad the stomach. It also emulsifies fat to form small di conditions and large surface area increase the rate 	tty acids . rbohydrates, lipids and proteins. Glucose is used in der. It is alkaline to neutralise hydrochloric acid from roplets which increases the surface area. The alkaline e of fat breakdown by lipase.	 Many diseases are caused by the interaction of a number of factors. A causal mechanism has been proven for some risk factors, but not in others. The effects of diet, smoking and exercise on cardiovascular disease. Obesity as a risk factor for Type 2 diabetes. The effect of alcohol on the liver and brain function (and unborn babies). The effect of smoking on lung disease and lung cancer (and unborn babies). 				
3. The heart and blood vessels	Left pulmonary	7 Cancer		1.		
The heart is an organ that pumps blood around the body in a double circulatory system. The right ventricle pumps blood to the lungs for gas exchange. The left ventricle pumps blood around the rest of the body. The natural resting heart rate is controlled by a	Right pulmonary trunk artery Inferior vena cava	Cancer can lead to uncontrolled gro Benign tumours are abnormal cells body. Malignant tumour cells are cancers body in the blood where they form	owth and division of cells. which are contained in one area. The . They invade neighbouring tissues a secondary tumours.	ey do not invade other parts of the nd spread to different parts of the		
group of cells located in the right atrium that act as a pacemaker. Artificial pacemakers are	Descending aorta	8. Plant tissues, organs and sys	tems			
 electrical devices used to correct irregularities in the heart rate. The body contains three different types of blood version of blood is a tissue consisting of liquid plasma, with the in it. 4. Health issues Health is the state of physical and mental well-bein Diseases, both communicable and non-communicable including diet, stress and life situations may have Different types of disease may interact. Defects in the immune system mean that diseases. 	ressel: arteries, veins & capillaries . red blood cells, white blood cells & platelets suspended ng. able, are major causes of ill health. Other factors a profound effect on both physical and mental health. an individual is more likely to suffer from infectious	The leaf is a plant organ. Plant tissues include: epidermal tiss meristem tissue found at the growi The roots, stem and leaves form a p Root hair cells are adapted for the transport. Xylem tissue transports water and hollow tubes strengthened by lignin The role of stomata and guard cell Phloem tissue transports dissolved storage. The movement of food mode Phloem is composed of tubes of elect through pores in the end walls.	sues, palisade mesophyll, spongy me ing tips of shoots and roots. plant organ system for transport of si efficient uptake of water by osmosis mineral ions from the roots to the st n adapted for the transport of water s are to control gas exchange and wa I sugars from the leaves to the rest o plecules through phloem tissue is call ongated cells. Cell sap can move fron	sophyll, xylem and phloem, ubstances around the plant. and mineral ions by active tems and leaves. It is composed of in the transpiration stream. Iter loss. If the plant for immediate use or led translocation. In one phloem cell to the next		
 Viruses living in cells can be the trigger for Immune reactions initially caused by a patasthma. 	- cancers. hogen can trigger allergies such as skin rashes and					

5 SCIENCE C2 – BONDING, STRUCTURE AND THE F	ROPERTIES OF MATTER	CYCLE 3	Year 9		
1. <u>Chemical bonds, ionic, covalent and metallic</u>	4. Properties of compounds				
<u>lonic bonding</u> – When a metal atom reacts with a non-metal atom electrons in the outer shell of the metal atom are transferred. Metal atoms lose electrons to become positively charged ions . Non-metal atoms gain electrons to become negatively charged ions . The ions produced by metals in Groups 1 and 2 and by non-metals in Groups 6 and 7 have the electronic structure of a noble gas (Group 0). An ionic compound is a giant structure of ions. Ionic compounds are held together by strong	Ionic compounds have regular structures (giant ionic lattices) in which there are strong electrostatic forces of attraction in all directions between oppositely charged ions. These compounds have high melting points and high boiling points because of the large amounts of energy needed to break the many strong bonds. When melted or dissolved in water, ionic compounds conduct electricity because the ions are free to move and so charge can flow.				
electrostatic forces of attraction between oppositely charged ions. This ionic bonding acts in all directions in the lattice. <u>Covalent bonding</u> – When atoms share pairs of electrons, they form covalent bonds. These bonds between atoms are strong. Covalently bonded substances may consist of small molecules. Some covalently bonded substances have very large molecules, such as polymers. Some covalently bonded substances have giant covalent structures, such as diamond and silicon dioxide. <u>Metallic bonding</u> – Metals consist of giant structures of atoms arranged in a regular pattern. The electrons in the outer shell of metal atoms are delocalised and so are free to move through the whole	Substances that consist of <u>small molecules</u> are usually gases or liquids that have relatively low melting points and boiling points. These substances have only weak forces between the molecules (intermolecular forces). It is these intermolecular forces that are overcome, not the covalent bonds, when the substance melts or boils. The intermolecular forces increase with the size of the molecules, so larger molecules have higher melting and boiling points. These substances do not conduct electricity because the molecules do not have an overall electric charge. Polymers have very large molecules. The atoms in the polymer molecules are linked to other atoms by strong covalent bonds. The intermolecular forces between polymer molecules are relatively strong and so				
structure. The sharing of delocalised electrons gives rise to strong metallic bonds. 2. States of matter					
The three states of matter are solid, liquid and gas. Melting and freezing take place at the melting point, boiling and condensing take place at the boiling point. The amount of energy needed to change state from solid to liquid and from liquid to gas depends on the strength of the forces between the particles of the substance. The nature of the particles involved depends on the type of bonding and the structure of the substance. The stronger the forces between the	these substances are solids at room temperature. Substances that consist of giant covalent structures are solids with very high melting points. All of the atoms in these structures are linked to other atoms by strong covalent bonds. These bonds must be overcome to melt or boil these substances. Diamond and graphite (forms of carbon) and silicon dioxide (silica) are examples.				
particles the higher the melting point and boiling point of the substance. In chemical equations, the three states of matter are shown as (s), (l) and (g), with (aq) for aqueous solutions.	Metals have giant structures of atoms with strong metallic bonding. This means that most metals have high melting & boiling points. In pure metals, atoms are arranged in layers, which allows metals to be bent and shaped. Pure metals are too soft for many uses and so are mixed with other metals to make <u>alloys</u> which are harder.				
3. <u>Structure and bonding of carbon</u>					
structure, so diamond is very hard, has a very high melting point and does not conduct electricity. In graphite, each carbon atom forms three covalent bonds with three other carbon atoms, forming layers	Metals are good conductors of electricity because the delocalised electrons in the metal carry electrical charge through the metal. Metals are good conductors of thermal energy because energy is transferred by the delocalised electrons				
carbon atom is delocalised.	5. <u>Nanotechnology</u>				
Graphene is a single layer of graphite and has properties that make it useful in electronics and composites. Fullerenes are molecules of carbon atoms with hollow shapes. The structure of fullerenes is based on hexagonal rings of carbon atoms but they may also contain rings with five or seven carbon atoms. The first fullerene to be discovered was Buckminsterfullerene (C60) which has a spherical shape. Carbon nanotubes are cylindrical fullerenes with very high length to diameter ratios. Their properties make them useful for nanotechnology, electronics and materials.	Nanoscience refers to structures Nanoparticles, are smaller than fir nm (1 × 10-7 m and 2.5 × 10-6 m). (1 × 10-5 m and 2.5 × 10-6 m. As the side of cube decreases by a of 10. Nanoparticles may have propertie	that are 1–100 nm in size, of the or ne particles (PM2.5), which have o Coarse particles (often called dus a factor of 10 the surface area to v as different from those for the sam	rder of a few hundred atoms. diameters between 100 and 2500 (t) (PM10) have diameters between rolume ratio increases by a factor ne materials in bulk because of		
	their high surface area to volume i	ratio. It may also mean that smalle	er quantities are needed to be		

6 SCIEN	CE	P4 – ATOMIC STRUC	TURE	CYCLE 3	Year 9		
1. <u>Atoms and isotopes</u>			4. Half-lives and radioactivity				
Atoms are very small, having a radius of about 1 × 10 ⁻¹⁰ metres. Atoms have a positively charged nucleus (protons and neutrons) surrounded by negatively charged electrons. The nucleus is less than 1/10 000 of the radius of an atom. Most of the mass of an atom is in the nucleus. The electrons are arranged at different distances from the nucleus (different energy levels).			Radioactive decay is random. The half-life of a radioactive isotope is the time it takes for the number of nuclei of the isotope in a sample to halve, or the time it takes for the count rate (or activity) from a sample containing the isotope to fall to half its initial level. Radioactive contamination is the unwanted presence of materials containing radioactive atoms on other materials.				
In an atom the number of ele	ectrons≡number of	protons in the nucleus. Atoms have no overall	5. <u>Hazards and uses of</u> radio	activity			
The number of protons in an atom of an element is called its atomic number. The total number of protons and neutrons in an atom is called its mass number. Atoms can be represented as shown in this example: Atoms of the same element can have different numbers of neutrons; these atoms are called isotopes.		 Background radiation is around us all of the time. It comes from: natural sources such as rocks and cosmic rays from space man-made sources such as the fallout from nuclear weapons testing and nuclear accidents. The level of background radiation and radiation dose may be affected by occupation and/or location. 					
Atoms turn into positive ions if they lose one or more outer electron(s).		Radiation dose is measured in sieverts (Sv) 1000 millisieverts (mSv) = 1 sievert (Sv)					
2. <u>History of the atom</u>							
Early model	Tiny spheres that o	could not be divided	Radioactive isotopes have a very	wide range of half-life values.			
Electron discovered	Plum pudding mod electrons spread a	del – atom was ball of positive charge with negative around inside it	Nuclear radiations are used in modestruction of unwanted tissue.	edicine for the exploration of inter	nal organs, and control or		
Rutherford and Marsden scattering experiment	Plum pudding mod positive nucleus w	del is replaced with nuclear model – small central /ith negative electrons orbiting	6. Nuclear fission – is the split	ting of a large and unstable nucle	us (e.g. uranium or plutonium).		
Niels Bohr	Electrons orbit at s	specific distances	Usually, for fission to occ	ur the unstable nucleus must first	absorb a neutron.		
Later experiments	Positive charge in	nucleus can be subdivided – protons	The nucleus splits into tw	o smaller nuclei, and emits two or	three neutrons plus gamma		
James Chadwick	Discovers neutron		rays.				
3. Atoms and nuclear rad	diation		Energy is released by the fission reaction.				
Some atomic nuclei are unstable. The nucleus gives out radiation as it changes to become more stable. This is a random process called radioactive decay. Activity is the rate at which a source of unstable nuclei decays (measured in becquerel (Bq)). Count-rate is the number of decays recorded each second by a detector (e.g. Geiger-Muller tube). The nuclear radiation emitted may be: • an alpha particle (α) – this consists of two neutrons and two protons, it is the same as a helium nucleus • a beta particle (β) – a high speed electron ejected from the nucleus as a neutron turns into a proton • a gamma ray (γ) – electromagnetic radiation from the nucleus		 The neutrons may go on to start a chain reaction. The chain reaction is controlled in a nuclear reactor to control the energy released. The explosion caused by a nuclear weapon is caused by an uncontrolled chain reaction. 7. Nuclear fusion Nuclear fusion is the joining of two light nuclei to form a heavier nucleus. In this process some of the mass may be converted into the energy of radiation.					

7	History
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Opposition to Nazi Rule

CYCLE 3

Section A – Church	Section B – Opposition Other Groups	Section C – Key Words	Section D - Outsiders
 Catholic Church agreed to stay out of Nazi affairs in the 'Concordat' 1933. Nazis promised in return to leave Catholics and Catholic schools/youth groups alone BUT Catholic youth groups stopped by 1936 and Catholic schools forced to close by 1939 Many Catholic bishops harassed; 3 bishops executed for distributing von Galen's sermons to soldiers [see below] Protestant Churches combined in Nazi Reich Church - had to swear and oath of loyalty to Hitler BUT 6000 pastors left to form their own 'Confessional Church' Neither Catholic NOR Protestant Churches ever criticised Kristallnacht Cardinal Galen – Catholic bishop who started criticising the Nazis in 1934. IN 1943 revealed that Nazis were secretly killing mentally and physically handicapped people. Nazis saw him as 'too popular to punish BUT. Martin Niemoller Formed the Confessional Church Nazis closed his training college for young ministers. Niemoller put in a concentration camp but survived 	 Groups Political Groups Communists, Social Democrats, Trade Unions. Wanted to restore democracy, free speech and workers' rights. All banned by 1933 BUT still secretly organised strikes, (400 between 1933-35) published leaflets, held meetings and wrote anti-Nazi graffiti. Thousands arrested and put in concentration camps, some beaten up, tortured or killed. Continued harassment from the Gestapo Edelweiss Pirates: not united group but a few hundred in each big city. Aimed to avoid joining Hitler Youth and have fun. Hiking, singing anti-Nazi songs, drinking and having sex. One HJ leader killed 1944 by Edelweiss Pirates so some members hanged in revenge White Rose Group: students at Munich University led by Hans and Sophie Scholl. Spread anti-Nazi messages, criticised Nazi treatment of Jews, during WW2 (1942-43). Hans and Sophie arrested and executed 1943. 	 Concentration Camps - A camp where Nazis imprisoned their opponents. People were forced to work and lived in terrible conditions. Many died there (from disease/starvation) although they were not death camps. Death Camps - A concentration camp where prisoners are sent to be killed. Einsatzgruppen - Special groups of SS soldiers who, in WW2, were sent to follow the German army into Poland and Russia. They rounded up and shot all the Jews they could find. Final Solution - The name for the Nazi plan to exterminate all the Jews in Europe. This idea developed over time but is said to have been planned at the Wansee Conference - 1942 Ghetto - A part of a city, usually a slum area, where Jews were forced to live. Lebensraum - 'Living Space'. The Nazis believed the need to achieve 'living space' for German people involved first invading Eastern Europe and then exterminating the people there. Ubermensch -'Superhuman': Used by the Nazis to describe their 'master race' of Ayrans 	 WHO? Anyone who didn't fit the Nazi Aryan ideal: Jews, Gypsies, homosexuals, 'workshy', political opponents (e.g. Communists), people with inherited illnesses, the mentally or physically disabled 1933 - Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside Jewish public officials (judges, lawyers and teachers) sacked 1935 - Nuremberg Laws: Jews could not be German citizens; Jews could not marry or have sex with non-Jews 1939 - Jews not allowed to work as dentists, chemists or nurses. Curfew: to be indoors by 9pm. 6 million more Jews come under Nazi control as a result of invading Poland (1939) and Russia (41) 1941 - Nazis decide on 'Final Solution' – Jews must be exterminated to achieve 'Lebensraum' 1942 - Wanasee Conference: Nazi leaders meet to agree on a more 'efficient' way of exterminating Jews Six death camps built in Poland to murder Jews on an 'industrial' scale (gas chambers): <i>Auschwitz</i>,
			Treblinka, Sobibor, Belzec, Majdenek, Chelmno

8 History

German Lives

CYCLE 3

Section E - Women	Section F - Workers	Section G – Young People	Section H – Jewish Communities
 Jobs: All female public service workers (doctors, teachers, civil servants) sacked. 1934, around 360,000 women had given up work. Numbers of women in university limited to 10% of male intake. 	 Workers: DAF: Replaced Trade Unions Strikes were banned. Wages increased for industrial workers but hours went up. Unemployment reduced by 96% in 1936. BUT Jews and women taken off register. 	 Schools: School textbooks rewritten. Non-Nazi teachers sacked. Jewish teachers sacked. Curriculum: History: WW1 loss the fault of Jews and Communists. Treaty of Versailles was Diktat. 	Undesirables Anyone who didn't fit the Nazi Aryan ideal: Jews, Gypsies, homosexuals, 'workshy', political opponents (e.g. Communists), people with inherited illnesses, the mentally or physically disabled. The Nazis used two terms to separate Aryans from non-Aryans:
 Marriage: 1000 mark loan given for marrying Aryan man. The more children they had, the less they paid back. Contraception banned. Loan abolished in 1937. 	 Public works: building autobahns and schools / hospitals provided manual work for many unemployed young men. 	 Geography: Lebensraum. German empire needed to expand. Maths: Maths problem had underlying anti-semitic and pro-Nazi messages. Science: Learnt about angles by plotting bomb trajectories. Race Studies: All students learned to 	 Ubermenschen: White, northern Europeans. The Aryan race. 'Super humans' Untermenschen: Jews, Roma, Gypsies, Slavs. Non-Aryan. 'Sub-human'.
 Children: Medals awarded for having lots of children gold for 8 children. Compulsory sterilisation for those with inherited disease or 'weaknesses' such 	 RAD: Compulsory work camps for 18-25 year olds Digging ditches and planting forests. Low wages; military style regime. 	 identify the difference between Aryans and Jews. PE: Compulsory to create a fit Aryan race. 	 1933 Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside Jewish public officials (judges, lawyers and teachers) sacked
as colour blindness. Success of policies:	 Military service: 1935 2 years compulsory military service for young men 	 Youth groups Hitler Youth (HJ) for boys League of German Maidens (BDM) for 	 1935 Nuremberg Laws: Jews could not be German citizens;
 Number of marriages increased slightly 1933-39 birth rate increased initially increased in the early 1930s but began to decline by 1939 Divorce rate rose after 1938, 'duty year' introduced in 1939 	 Leisure time: KdF ('Strength Through Joy')– organised activities (hikes, theatre, sports) after work SdA: 'Beauty of Labour' aimed to make workplaces more attractive (canteens, toilets). Workers might have <i>felt</i> better off. 	 girls. HJ activities: hiking, running, jumping, singing, competitive, violent games. BDM activities: physical fitness, housework and childcare skills. Membership high but attendance dropped by late 1930s. Made compulsory 1939. 	Jews could not marry or have sex with non-Jews 1938 Jewish children banned from state schools; Jews not allowed to practice as doctors Kristallnacht – night of Nazi encouraged violence against Jews. 30,000 Jews arrested. 1939
	 'Winterhilfswerk': charity drive in winter months 1933- 1945 – aimed to ensure 'no-one shall be hungry or cold' BUT workers could be sacked/harassed by others for not donating 	 Overall aims: Boys to be fit and ready for war Girls to be fit and ready for childbirth and motherhood Total loyalty to Germany and Hitler through indoctrination. 	 Jews not allowed to work as dentists, chemists or nurses. Curfew: to be indoors by 9pm. 6 million more Jews come under Nazi control as a result of invading Poland (1939) and Russia (41) First use of yellow insignia

Wee	Key Knowle	dge to learn	Week	Key Knowledge to learn
ĸ	Water Cycle key terme		4 – no	Lower course of a river – Formation of Floodplains and Levees
1 - Quiz	Precipitation – Moisture falling fro	om clouds as rain, snow or hail.	quiz	Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.
	Interception – Vegetation prevent	water reaching the ground.		When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to
	Surface Runoff – Water flowing ov	er surface of the land into rivers		form natural levees.
	Infiltration – Water absorbed into	the soil from the ground.		The positives:
	Transpiration – Water lost through	n leaves of plants		 Nutrient rich soil makes it ideal for farmir
				✓ Flat land for building houses
2-	Upper Course of a river			Diver Menagement Schemes
no	Near the source. The river flow	vs over steep gradient from the	5- Quiz	Soft Engineering
quiz	hill/mountains. This gives the river	a lot of energy, so it will erode the	Quiz	Afferentation Plant trans to pack up reinwater, which reduces
	riverbed Formation of a Waterfall			flood risk.
	2) River erodes soft	rock faster creating a step.		Demountable Flood Barriers – Put in place when warning is
	3) Further hydraulic plunge pool beneat	action and abrasion form a h.		raised.
	4) Hard rock above which collapses pro	is undercut leaving cap rock viding more material for		Managed Flooding – Naturally let areas flood, protect settlements.
	5) Waterfall retreat	s leaving steep sided gorge.		Hard Engineering
2	Middle Course of a river – Formation	on of Meanders and Ox-bow Lakes		Straightening Channel – Increases velocity to remove flood water
-	Here the gradient gets gentler, so the	e water has less energy and moves		Artificial levees – heightens river so flood water is contained
Quiz	more slowly. The river will begin to e	rode laterally making the river wide.		Deepening or widening river – to increase capacity for a flood
	Step 1	Step 2	6	Flood Hydrographs and River Discharge
	Erosion of outer bank forms river cliff.	Further hydraulic action and abrasion	- no	River discharge is the volume of water that flows in a river.
	Deposition inner bank forms slip off slope.	of outer banks, neck gets smaller.	qui	Hydrographs who discharge at a certain point in a river changes
	Step 3	Step 4		overtime in relation to rainfall
	Erosion breaks through	Evaporation and		1. Peak discharge – is the discharge in a period of time
	fastest route, redirecting flow	main channel leaving an oxbow lake.		 Lag time – is the delay between peak rainfall and peak discharge.
				3. Rising limb – is the increase in river discharge
				4. Falling limb – is the decrease in river discharge to normal level.

10	Geograp	bhy
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Physical Landscapes in the UK

CYCLE 3

Week	Key Knowledge to learn		Week	Key Knowledge to learn	
	Coasts - Waves Destructive		10 _	Coasts - Erosion Features Deposition	Wave-cut Platform Formation
7 - Quiz	Speed of the wind, how long the wind has being blowing for, the fetch (the distance the wind has being blowing for). Constructive • Low waves, long wavelengths, far storms • Bays (build up beaches (mainly summer	 High waves, short wavelengths, storms Exposed areas / destroys beaches / winter Weak swash / strong backwash (taking material back) 	no quiz	<u>Features</u> <u>Headlands and Bays</u> 1.Features of a discordant coastline. 2.Layers of hard and soft rock at right angles to the coast 3.Erosion (Hydraulic Action) erodes the	 1.Features of concordant and discordant coastlines 2.Waves break against the base of the cliff and erosion (Hydraulic Action and Attrition) occurs causing a notch to form between the low and high tide level 3.The notch becomes bigger overtime
	 Strong swash (material brought up the beach) / weak backwash 			softer less resistant material more quickly 4.The erosion causes a bay to form overtime 5.At either side of the bay the hard rock	4.The cliff becomes weaker at the top due to freeze-thaw weathering5.The cliff becomes undercut and collapses with
8 – no quiz	Coasts - Physical Processes Weathering Processes Chemical: chemical reaction with rocks Mechanical: freeze-thaw (ETW) II water gets	Mass Movement • Sliding: material on mass moves downslope • Slumping: material moves in a straight path • Bock fall: rocks fall off cliff face due to FTW		 avers stick out into the sea and become subject to erosion 6.The headlands will be eroded overtime 7.The process repeats 	mass movement (land slide or rock fall) 6.The cliff face is steepened and a wave cut platform is created (where the cliff used to be) 7.The process repeats overtime
9 - Quiz	 into cracks [®] drop in temp. [®] freeze [®] expand [®] rock cracks Transportation: Solution: particles dissolved are carried in water Suspension: particles carried within the water Saltation: particles hop along sea floor Traction: large boulders roll along sea floor Coasts - Longshore Drift Movement of Sediment Along a Coastline Prevailing wind (direction where the wind is blowing from the most often) causes waves to arrive at the coast at an angle Beach material moves up in the swash at an apple 	 Erosion Hydraulic Action: sheer force of the water Attrition: rocks collide with rocks / sea bed Abrasion: rocks rub against sea bed Solution: rocks dissolve in water Formation of a Spit Sand or shingle ridge formed by long-shore drift Longshore drift transports sand along the coast (material is carried up the beach in the swash at an angle due to the prevailing wind and back in the backwash at a right angle 	11 - Quiz	 Coasts - Hard Engineering All found at Hornsea: Sea Walls Concrete wall adjac have a curved top 2 base of w energy, (+) sense of security, l metre, ugly to look at Groynes: Wood structures at 90 build up 2 absorb wave energ £5,000 each, (-) restrict sedin increase erosion rates Gabions: Rocks in steel cages b a metre, last 20 to 25 years, (-) of feet Rock Armor: Large boulders in metre, quick and easy to com difficult rocks imported and infi 	ent to the cliffs 2 made of concrete and vall absorbs wave energy / top deflects last for many years, strong , (-) £5,000 a 0° to the coastline, trap sediment 2 beach y, (+)windbreaks, stops long-shore drift, ment supply down the coast and can uilt as wall 2 absorb wave energy, (+) £110 langerous when damaged 2 hurt sea birds a row 2 absorbs wave energy (+) £1,000 a nplete, (-) makes access to the beach
	 Gravity causes the waves and sediment to return to the beach at 90° in the backwash This repeats in a zig zag motion along the beach A natural feature such as a headland or a man-made groyne can stop the material moving and cause it to build up 	 There is a change in the shape of the coastline Long shore drift continues to occur and material builds up with a spit growing out to sea The spit is exposed to a change in wave direction causing a curved / hooked end A saltmarsh and or mudflats form behind the spit due to the low energy depositional environment 	12 and 13	 Coasts - Soft Engineering Found at Hornsea: Beach nourishment: Adding san absorbed (+) wider beach means more rood (-) costs £300,000 to hire a dred Beach profiling: Increasing beach from the cliffs → more energy at (+) protects a large area of land 	d to the beach → more wave energy om for users protects coastal properties, ger, needs to be repeated h height increases erosion protection psorbed

BOX A: Key Vocabulary	Box C: Big Ideas in Animal Farm		
Authoritarian: enforcing strict rules at the expense of personal freedom	Communism: a theory or system of social organization in which all property is owned by		
Dictator: a ruler with total power over a country	the community and each person contributes and receives according to their ability and needs.		
Hypocrisy : claiming to have higher morals than is the case. Saying one thing and then doing another	Proletariat: working class people with significant labour power (think factories/ manual, working labour)		
Maxim: a short statement expressing a general truth. Often repeated, like a motto or slogan	Bourgeoisie: the capitalist class that owns and controls the means of production, such as factories, land, and resources, and generates wealth through the exploitation of labour		
Naivety : lacking wisdom or judgement; innocent. Believing what they are told without questioning it.	rather than direct manual work. They hold economic and political power, profiting from the labour of the proletariat.		
Principle: morally correct behaviour and attitudes	Social Hierarchy: a social hierarchy is a system in which individuals or groups are ranked		
Propaganda : information, especially biased, used to promote a political cause or point of view	based on factors like wealth, power, and status, with those at the top having more resources and influence.		
Totalitarianism : a system of government that is centralised and dictatorial – requires complete obedience to the state	Rebellion: the collective act of challenging oppressive authority and fighting for freedom.		
Tyranny: cruel or oppressive government	Box D: Rhetorical Techniques Used in Animal Farm		
Scapegoat : a person who is blamed for the wrongdoings, mistakes, or faults of others	Rhetorical Question : A question asked for effect, where no answer is expected, used to engage the audience and provoke thought.		
	Anaphora: The repetition of a word or phrase at the beginning of successive clauses, creating emphasis.		
Box B: Narrative Methods	Pathos : The use of emotional appeal to persuade or manipulate the audience's feelings.		
Cyclical narrative: a narrative that ends in the same place it began	Ethos : The establishment of the speaker's credibility and moral authority.		
Foreshadowing: an indication of future events	Logos: The appeal to reason or logic, presenting ideas as rational solutions.		
Symbolism: use of symbols to represent ideas or qualities	Allusion : A reference to another text or historical event to draw parallels and give deeper meaning.		
Satire : the use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues	Diction : The choice of words to convey a particular tone or message.		
Allegory: a text that can be interpreted to reveal a hidden meaning, typically a moral or political one	Juxtaposition: The contrast of two opposing ideas to highlight differences.		

Spellings

CYCLE 3

Week 1	Week 2	Week 3	Week 4	Week 5
1. competition	1. emphatic	1. environment	1. convict	1. inspiring
2. amorphous	2. exalt	2. withhold	2. separate	2. propriety
3. isolation	3. dose	3. cunning	3. necessary	3. unwitting
4. aloof	4. enchanting	4. monochrome	4. prattle	4. indominable
5. exemplary	5. forsake	5. enumerate	5. distasteful	5. relish
6. impermeable	6. ethereal	6. despicable	6. delirious	6. repel
7. wound	7. concise	7. inaugurate	7. moral	7. bargain
8. halt	8. comforting	8. persona	8. satin	8. nonentity
9. fact	9. auspicious	9. accusatory	9. equanimity	9. impartial
10. exuberance	10. altruistic	10. affirmation	10. decree	10. officious
Week 6	Week 7	Week 8	Week 9	Week 10
1. tenant	1. hoard	1. inhale	1. innovation	1. exhort
2. drought	2. finesse	2. effervescent	2. ponderous	2. incision
3. provoke	3. recalcitrant	3. discontent	3. fraudulent	3. ponder
4. consist	4. impose	4. acclaim	4. equipped	4. credibility
5. occupy	5. confiscate	5. hilarious	5. vulgar	5. vitriolic
6. opportunity	6. aversion	6. laconic	6. diluted	6. gratuitous
7. camaraderie	7. conclusive	7. brawn	7. busk	7. spoonerism
8. novice	8. endeavour	8. tyranny	8. curb	8. futile
9. integrity	9. wilfil	9. secular	9. superfluous	9. confiscated
10. hoard	10. expel	10. oxymoron	10. homogenous	10. immediate
Week 11	Week 12	Week 13		
1. denounce	1. quaint	1. slovenly		
2. flawless	2. chameleon	2. frightful		
3. quarantine	3. tentative	3. agnostic		
4. proliferation	4. fastidious	4. peculiar		
5. bewildered	5. resplendent	5. presumptuous		
6. facile	6. rectify	6. fortuitous		
7. plenary	7. clamour	7. forestall		
8. earnest	8. barren	8. mortal		
9. loneliness	9. wretched	9. convoluted		
10. unnecessary	10. crest-fallen	10. unwarranted		

BOX 3: Rates			BOX 6: C				
COMPOUND UNIT	S		CONGRUEN				
Compound units	A measure made up of tw E.g. miles per hour include	o other units. es miles and hours.					
Speed	How fast something is mo time taken to travel a dist	oving. The amount of ance	Similarity				
Distance	A measurement of how fa another.	r from one point to	Scale factor				
Time	How to quantify the passi	ng of events.					
Speed formula	Speed = Distance ÷ Time Distance = Speed × Time Time = Distance ÷ Speed						
Density	How tightly matter is pack	ked together	Enlargemen				
Mass	The amount of matter in ar	object					
Volume	The amount of space an ob	e amount of space an object takes up					
Density formula	Density = Mass ÷ Volume Mass = Density × Volume Volume = Mass ÷ Density	M D x V					
			CON				
CONSTRUCTING T	RIANGLES		there				
There are three wa	ys to be able to construct a	triangle	side,				
s	AS	ASA	angle				
Sido Anglo Sido	Sido Sido Sido	Anglo Sido Anglo	side,				
Use a ruler and protractor	Use a ruler and compass	Use a ruler and protractor	right angle (RHS				

	THS			CYCLE 3	Year 9			
E	BOX	6: Co	ngruence, si	imilarity and enla	argement			
	CONG ENLAI	RUENCE, RGEMEN	, SIMILARITY AND T					
	Congruent Objects with exactly the same shape and size . All angles and all side are the same .							
	Simila	rity	Two shapes are similar when one is an enlargement of the othe All angles are the same, but the lengths of the sides are differe					
	Scale	factor	The ratio of corres If the scale factor of Length scale factor Area scale factor: Volume scale fact	ponding sides of two similar of enlargement is <i>x</i> or: <i>x</i> <i>x</i> ² or: <i>x</i> ³	shapes.			
	EnlargementTo change the siz The shape does c The angles stay the To enlarge a shape factor of enlargement w smaller.An enlargement w flips a shape.		To change the size The shape does ch The angles stay th To enlarge a shape factor of enlargen An enlargement wi smaller. An enlargement wi flips a shape.	e of a shape. hange size (similar). he same. e you need a centre of enlarg nent. ith a fractional scale factor m ith a negative scale factor cha	gement and a scale nakes the shape anges the size and			
		CONGR	UENT TRIANGLES					
		there ar	e four ways to prove	triangle congruency				
		side, an	gle, side (SAS)	show two sides and the angle between them are congruent				

side, angle, side (SAS)	show two sides and the angle between them are congruent
angle, side, angle (ASA)	show two angles and the side between them are congruent
side, side, side (SSS)	show all corresponding sides are congruent
ight- angle, hypotenuse, side RHS)	show both triangles have a right angle, congruent hypotenuses and one other congruent side

	adiuty	Li	nks to: FRA ERCENTAGE	CTIONS, DECIMALS A ES (FDP)	ND	
			Fraction	Decimal	Percentage	
Probability	happening.		1/2	0.5	50%	
	It is given on a scale between 0		1/4	0.25	25%	
	(impossible) and 1 (certain), and can be a fraction decimal or sometimes a		3/4	0.75	75%	
	percentage.		1/10	0.1	10%	
Theoretical probability	The probability of something in theory .	OUTCOMES / EV	ENTS			
Relative frequency	The probability of something worked out from real life data . Also called empirical	Exhaustive		Outcomes are exhaustive if they cover the entire range of possible outcomes.		
Experiment	When a number of trials are conducted to	Mutually Exclusive		ents are mutually excl e same time	usive if they cannot h	nappen a
(in probability)	determine the probability of an event.	Independent Events		Events where the outcome of an event is not affected		
Event	One possible outcome in a probability		by	the outcome of a prev	ious event.	
	experiment. For example, getting a 6 on a die	Dependent Event	s Ev	ents where the outcor	ne of an event is affe	cted by
Expectation	What you estimate will happen in a probability experiment, you multiply the probability by the number of trials.	Conditional Probability		bility The probability of an event happening, given that another event has already happened.		that

Links to: OPERATIONS WITH FRACTIONS		 REPRESENTING PROBABILITIES			
Adding and Subtracting	Find equivalent fractions with common denominators. Add or subtract the	Sample Space	The set of all possible outcomes of a	n experiment	
Fractions	numerator only. Simplify if possible.	Probability Tree	A diagram shaped like a tree used	\langle	
Multiplying Fractions	Multiply the numerators. Multiply the denominators. Simplify the fraction if possible		to display a sample space by using one branch for each possible outcome .	$\langle \rangle$	

MATHS

CYCLE 3

Year 9

BOX 5: Algebraic representation

SOLVING QU	ADRATIC EQUATIONS	QUADRATI	C GRAPHS		OTHER NON-L	INEAR GRAPHS				
Quadratic	A polynomial where the highest power of x is x ²	Quadratic A graph where the highest power graph of x is x ²		Cubic graph	A graph where the highest power of x is x^3 $y = r^3$					
Solving a quadratic	Finding the roots of the graph. There are usually two roots / solutions.		It is always a para shape) $y = x^2$	abola (a U- $y = -(x^2)$		y				
General quadratic equation	A quadratic expression is of the form $ax^2 + bx + c = 0$ Where a, b and c are numbers, a $\neq 0$.				Reciprocal graph	$y = \frac{k}{x}$ The graph has asymptotes on the				
The quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	Roots (of graphs)	Roots (of The ' solutions ' graphs) of a graph.	lutions'		x-axis and y-axis (as it is impossible to divide by zero)				
Factor	A quantity which divides equally into a number. <i>E.g. factors of 8 are 1, 2,</i> 4 and 8.	Where a function equals zero. Can be found in	Root	HIGHER ONLY OTHER NON-	/: LINEAR GRAPHS					
Factorising a general quadratic	E.g. Quadratic: x ² + bx + c Factorised form: (x + ?)(x + ?)		a graph where the curve meets the x axis. The point where a graph turns , from negative to	The point where a graph turns , from negative to	The point where a graph turns , from negative to	The point where a graph turns , from negative to		Exponential graph	$y = k^x$ These graphs increase rapidly in the direction	
Difference of two squares	E.g. a ² – b ² Factorised form: (a – b)(a + b)	point a graph turns , from negative to					a graph turns , from negative to	nt a graph turns , from negative to		
Completing the square	A quadratic in the form $x^2 + bx + c$ can be written in the form $(x + p)^2 + q$ The turning point of the quadratic is (-p,q)		or positive to negative gradient.	Turning point	Piecewise graph	A function with multiple pieces of curves in its graph.				

16 Religious Education Peace and Conflict

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CYCLE 3

Week	Key Knowledge to learn	Week	Key Knowledge to learn
Peace and Justice	 Justice is what is right and fair, according to the Law. It is also making up for a wring that has bee committed There are two main elements to justice. The first is to put right injustice and making right a situation that has been unjust. The second is to carry out this campaign or fight in a just way. Christianity Although the Church teaches that killing is wrong, many Christians have been prepared to fight for their faith or country Other Christian, e.g. Quakers (who are pacifists), believe war is always wrong and they work to prevent it God desires that there should be peace but he also desires that all should live in justice and freedom. Therefore sometime Christians believe that war is necessary for the greater good. Islam Muslims believe in Jihad, "the striving for justice" can mean armed conflict to protect Islam. The main message of Islam however is peace. (salam means "peace or safety). In Islam, "the Just" is one of the 99 names given to God But radical jihad is never acceptable and neither is terrorism as Islam condemns violence and indiscriminate killing. All wars have to be carried out in the right way and function. 	4. Reasons for war	 Greed is the selfish desire for something. Greed in the form of desire for land or resources can lead to war. Self defence is when you act to prevent harm to yourself or others. Self defence can lead to war when you defend your country or allies from attack, when you defend your values, beliefs or wat of life or when you fight to defeat evil such as genocide. (Genocide is the deliberate killing of a whole nation or ethnic group.) Retaliation is when you deliberately harm someone as a response to them harming you. This can lead to war when a nation fights against a nation that has done something very wrong or has attacked or damaged your country. The Bible and Qur'an worn against greed. "For the love of money is the root of kinds of evil." 1 Timothy. "God does not like arrogant, boastful people, who are miserlyhiding the bounty God has given them. "Qur'an 4:36-37 Many Christians and Muslims believe that fighting in self defence is justified if all other ways of resolving conflict have failed. "Do not repay evil for evil If it is possible, as far as it depends on you, live at peace with everyone." Romans. "Those who have been attacked are permitted to take up arms because they have been wronged – God has the power to help them." Qur'an 22-39 Jesus taught that retaliation is wrong. "But I tell you, do not resist and evil person. If anyone slaps you on the right cheek, turn to them the other cheek also." Matthew 5:39. Islam teaches that God knows the need for fair retribution but retaliation must be measured. Forgiveness is a better response and will be rewarded by God.
econciliation	 follow the rules of Islam Forgiveness and reconciliation are two of the most difficult challenges religious people face especially after a time of war or conflict. Nations rarely apologise for their actions or forgive other nations but reconciliation happens over time. An example of this would be Britain and Germany after the Second World War. Christians are taught to forgive each other if they wish to be forgiven. Both Muslims and Christians believe that God offers forgiveness to all who ask in faith. "Holding onto anger is like grasping a hot coal with the intent of throwing it at someone 	5. Hoty War	 A just war is a war which meets internationally accepted criteria for fairness and follows traditional Christian rules for a just war. The rules are now accepted by many other religions. Christians writers Augustine and Aquinas developed the concept of a just war. Lesser Jihad (the outward struggle to defend one's faith, family and country from threat obliges Muslims to fight, but only if the conditions of a just war are met. A just war is fought in self defence and not for greed or retaliation. A just war must be declared by a proper legal authority A just war must be a last resort. All other ways of solving the problem must have been attempted. A just wat must not be killed.
Forgiveness and r	 Although the just penalty for an injustice is an equivalent retribution, those who pardon and maintain righteousness are rewarded by God. He does not love the unjust." Qur'an 42:40 To be a Christian means to forgive the inexcusable, because God has forgiven the inexcusable in you." C.S. Lewis Reconciliation means a conscious effort to rebuild a relationship which has been damaged by conflict. "The servants of the Lord of Mercy are those who walk humbly on the earth, and who, when aggressive people address them, reply with words of peace," Qur'an 25:63 	6. Just War	 A holy war is fighting for a religious cause or God, probably controlled by a religious leader. For both Muslims and Christians a holy war must be authorized by a religious leader with great authority. It can only be fought to defend the faith from attack. Those who take part in defending the faith might gain spiritual rewards. In the UK today many Christians and Muslims do not respond violently to an attack on their faith. During "the Troubles" in Northern Ireland (1968-98) conflict between Catholics and Protestants led to violence against each community. Many people suggest that this was a political crisis about nationality. Some groups such as al-Qaeda and ISIS use the Muslim idea of Holy War to justify their acts of terrorism. Most Muslims disagree with this. "Fight in God's cause against those who fight you, but do not overstep the limits: God does not love those who overstep the limits." Qur'an 2:190
Attitudes towards violence and terrorism	 Ine right to protest (express disapproval, often in a public group) is a fundamental democratic freedom. UK law usually allows peaceful public protest marches if the police are told six days before so that violence (actions that threaten or harm others) can be avoided. Terrorism is the unlawful use of violence against innocent civilians, to achieve a political goal. This form of violent protest is a crime. Christians believe that protest to achieve what is right is acceptable as long as violence is not used. The Christians pastor Dr. Martin Luther King Jr organised peaceful protests against unjust racist laws, which succeeded in bringing civil rights to African American citizens. In Islam, in fighting is only allowed in self defence or defence of the faith and only against those who actively fight against you. No religion promotes terrorism "Do not kill each other, for God is merciful to you. If any of you does these things, 	7. Nuclear Weapons	 Weapons of mass destruction kill large numbers of people indiscriminately and cause environmental damage. Nuclear weapons work by a nuclear reaction; they devastate huge areas and kill large numbers of people. Other types of WMD include chemical weapons and biological weapons. Nuclear weapons were used at the end of the Second World War by the USA against Japan leading to their surrender. 140000 died in Hiroshima in 1945. The surrender of Japan has led some to say that their use was justified. Since then many countries have developed powerful nuclear weapons as a deterrent against attack. Chemical and biological weapons are illegal (The Chemical Weapons Convention 1993.) but many nations still have them. No religion supports the USE of these weapons. Christians believe they are wrong because only God has the right to end life. "You shall not murder."