2025/2026

Cycle 3 Knowledge Navigator

Year 9

Name:

Form:

Morning Meeting Homework

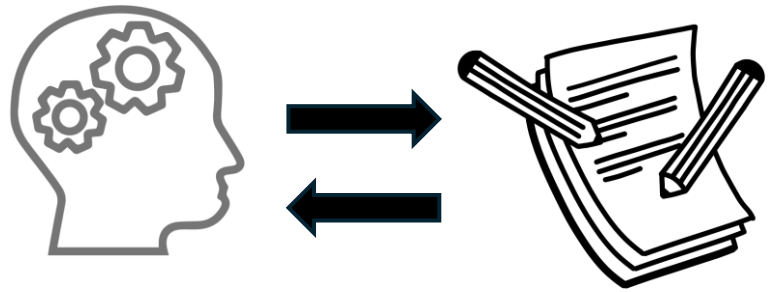
Purpose: to memorise and recall key facts from previous learning

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!



Contents

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday	**13/4/26**	French	**20/4/26**	French	**27/4/26**	French	**4/5/26**	French	**1115/26**	French
Tuesday	**14/4/26**	Science: P4 box 1 &2	**21/4/26**	Science: P4 box 3 & 4	**28/4/26**	Science: B2 box 1,2 & 3	**5/5/26**	Science: B2 box 4,5 & 6	**12/5/26**	Science: B2 box 7 & 8
Wednesday	**15/4/26**	Geography: Box 1	**22/4/26**	History: Section A	**29/4/26**	Geography Box 2	**6/5/26**	History: Section B	**13/5/26**	Geography: Box 3
Thursday	**16/4/26**	*English: box A Maths - Sparx*	**23/4/26**	*English: box B Maths – Sparx*	**30/4/26**	*English: box C Maths – Sparx*	**7/5/26**	*English: box D Maths - Sparx*	**14/5/26**	*English: box A Maths - Sparx*
Friday	**17/4/26**	Spellings week 1	**24/4/26**	Spellings week 2	**1/5/26**	Spellings week 3	**8/5/26**	Spellings week 4	**15/5/26**	Spellings week 5

	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	**18/5/26**	French	**1/6/26**	French	**8/6/26**	French	**15/6/26**	French	**22/6/26**	French
Tuesday	**19/5/26**	Science: C2 box 1 &2	**2/6/26**	Science: C2 box 3	**9/6/26**	Science: C2 box 4	**16/6/26**	Science: P4 box 1 &2	**23/6/26**	Science: P4 box 3 & 4
Wednesday	**20/5/26**	History: Section C	**3/6/26**	Geography: Box 4	**10/6/26**	History: Section D	**17/6/26**	Geography: Box 5	**24/6/26**	History: Section E
Thursday	**21/5/26**	*English: box B Maths – Sparx*	**4/6/26**	*English: box C Maths – Sparx*	**11/6/26**	*English: box D Maths - Sparx*	**18/6/26**	*English: box A Maths - Sparx*	**25/6/26**	*English: box B Maths – Sparx*
Friday	**22/5/26**	Spellings week 6	**5/6/26**	Spellings week 7	**12/6/26**	Spellings week 8	**19/6/26**	Spellings week 9	**26/6/26**	Spellings week 10

	Week 11		Week 12		Week 13	
Monday	**29/6/26**	French	**6/7/26**	French	**13/7/26**	French
Tuesday	**30/6/26**	Science: B2 box 4,5 & 6	**7/7/26**	Science: C1 box 1 &2	**14/7/26**	Science: C2 box 3
Wednesday	**1/7/26**	Geography: Box 6	**8/7/26**	History: Section F	**15/7/26**	Geography: Box 1
Thursday	**2/7/26**	*English: box C Maths – Sparx*	**9/7/26**	*English: box D Maths - Sparx*	**16/7/26**	*English: box A Maths - Sparx*
Friday	**3/7/26**	Spellings week 11	**10/7/26**	Spellings week 12	**17/7/26**	Spellings week 13

DIXONS COTTINGLEY ACADEMY

2 French	Customs, Festivals and celebrations	CYCLE 3	Year 9

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

Week 4				Week 5			
Adjectives		**Nouns**		**Verbs – Past tense**			
spécial	special	Noël	Christmas	J'ai acheté	I bought	J'ai invité	I invited
national	national	Aïd	Eid	J'ai célébré	I celebrated	Je me suis marié	I married
férié	public holiday	cadeau	present	J'ai caché	I hid	Je me suis organisé	I organised
familial	family	défilé	parade	J'ai chanté	I sang	J'ai partagé	I shared
local	local	événement	event	J'ai communiqué	I communicated	J'ai participé à	I participated in
juif	Jewish	feu	fire	J'ai cru	I believed	Je me suis passé	I spent time
bouddhiste	Buddhist	gâteau	cake	J'ai dansé	I danced	J'ai préparé	I prepared
catholique	Catholic	lendemain	the next day	J'ai découvert	I discovered	J'ai reçu	I received
folle	crazy (f)	mariage	wedding	J'ai donné	I gave	J'ai regardé	I watched
fou	crazy (m)	monde	world	J'ai envoyé	I sent	J'ai réservé	I reserved

Week 6		Week 7		Week 8		Week 9	
Time expressions		**Hobbies verbs**		**Hobbies 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

Week 10		Week 11		Week 12		Week 13	
Opinions		**Sports**		**Adjectives**		**Adjectives**	
j'aime	I like	la natation	swimming	sportif	sporty	intéressant	interesting
j'adore	I love	la gymnastique	gymnastics	ouvert	open	ennuyeux	boring
je n'aime pas	I don't like	la voile	sailing	complet	full	super	super
je déteste	I hate	le ski	skiing	actif	active	atroce	atrocious
je préfère	I prefer	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 – ORGANISATION	CYCLE 3	Year 9

1. Levels of organisation

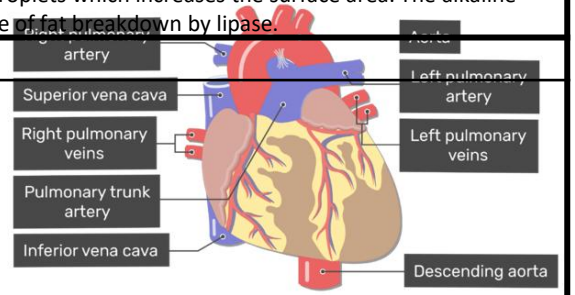
Cells are the basic building blocks of all living organisms.
A tissue is a group of cells with a similar structure and function.
Organs are aggregations of tissues performing specific functions.
Organs are organised into organ systems, which work together to form organisms.

2. Digestive juices

The digestive system is an example of an organ system in which several organs work together to digest and absorb food. Enzymes catalyse specific reactions in living organisms due to the shape of their active site.
Digestive enzymes convert food into small soluble molecules that can be absorbed into the bloodstream.
Carbohydrases break down carbohydrates to simple **sugars**. Amylase is a carbohydrase that breaks down starch.
Proteases break down proteins to **amino acids**.
Lipases break down lipids (fats) to **glycerol and fatty acids**.
These digested products are used to build new carbohydrates, lipids and proteins. Glucose is used in respiration.
Bile is made in the liver and stored in the gall bladder. It is alkaline to neutralise hydrochloric acid from the stomach. It also emulsifies fat to form small droplets which increases the surface area. The alkaline conditions and large surface area increase the rate of fat breakdown by lipase.

3. The heart and blood vessels

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 group of cells located in the right atrium that act as a pacemaker. Artificial pacemakers are electrical devices used to correct irregularities in the heart rate.



The body contains three different types of blood vessel: **arteries, veins** & **capillaries**.
Blood is a tissue consisting of liquid plasma, with red blood cells, white blood cells & platelets suspended in it.

4. Health issues

Health is the state of physical and mental well-being.
Diseases, both communicable and non-communicable, are major causes of ill health. Other factors including diet, stress and life situations may have a profound effect on both physical and mental health.
Different types of disease may interact.

- Defects in the immune system mean that an individual is more likely to suffer from infectious diseases.
- Viruses living in cells can be the trigger for cancers.
- Immune reactions initially caused by a pathogen can trigger allergies such as skin rashes and asthma.

5. Coronary heart disease: a non communicable disease

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.

6. The effect of lifestyle on some non-communicable diseases

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).
- Carcinogens, including ionising radiation, as risk factors in cancer.

7. Cancer

Cancer can lead to uncontrolled growth and division of cells.
Benign tumours are abnormal cells which are contained in one area. They do not invade other parts of the body.
Malignant tumour cells are cancers. They invade neighbouring tissues and spread to different parts of the body in the blood where they form secondary tumours.

8. Plant tissues, organs and systems

The leaf is a plant organ.
Plant tissues include: epidermal tissues, palisade mesophyll, spongy mesophyll, xylem and phloem, meristem tissue found at the growing tips of shoots and roots.
The roots, stem and leaves form a plant organ system for transport of substances around the plant.
Root hair cells are adapted for the efficient uptake of water by osmosis, and mineral ions by active transport.
Xylem tissue transports water and mineral ions from the roots to the stems and leaves. It is composed of hollow tubes strengthened by lignin adapted for the transport of water in the transpiration stream.
The role of **stomata** and **guard cells** are to control gas exchange and water loss.
Phloem tissue transports dissolved sugars from the leaves to the rest of the plant for immediate use or storage. The movement of food molecules through phloem tissue is called translocation.
Phloem is composed of tubes of elongated cells. Cell sap can move from one phloem cell to the next through pores in the end walls.

5 SCIENCE	C2 – BONDING, STRUCTURE AND THE PROPERTIES OF MATTER	CYCLE 3	Year 9

1. Chemical bonds, ionic, covalent and metallic

Ionic bonding – 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 electrostatic forces of attraction between oppositely charged ions. This ionic bonding acts in all directions in the lattice.

Covalent bonding – 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.

Metallic bonding – 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 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 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.

3. Structure and bonding of carbon

In diamond, each carbon atom forms four covalent bonds with other carbon atoms in a giant covalent 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 of hexagonal rings which have no covalent bonds between the layers. In graphite, one electron from each carbon atom is delocalised.

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.

4. Properties of compounds

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.

Substances that consist of **small molecules** 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 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.

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 **alloys** which are harder.

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.

5. Nanotechnology

Nanoscience refers to structures that are 1–100 nm in size, of the order of a few hundred atoms. Nanoparticles, are smaller than fine particles (PM2.5), which have diameters between 100 and 2500 nm (1 x 10-7 m and 2.5 x 10-6 m). Coarse particles (often called dust) (PM10) have diameters between 1 x 10-5 m and 2.5 x 10-6 m.

As the side of cube decreases by a factor of 10 the surface area to volume ratio increases by a factor of 10.

Nanoparticles may have properties different from those for the same materials in bulk because of their high surface area to volume ratio. It may also mean that smaller quantities are needed to be effective

6 SCIENCE	P4 – ATOMIC STRUCTURE	CYCLE 3	Year 9

1. Atoms and isotopes

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).

In an atom the number of electrons ≡ number of protons in the nucleus. Atoms have no overall electrical charge.
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.
Atoms turn into positive ions if they lose one or more outer electron(s).

2. History of the atom

Early model	Tiny spheres that could not be divided
Electron discovered	Plum pudding model – atom was ball of positive charge with negative electrons spread around inside it
Rutherford and Marsden scattering experiment	Plum pudding model is replaced with nuclear model – small central positive nucleus with negative electrons orbiting
Niels Bohr	Electrons orbit at specific distances
Later experiments	Positive charge in nucleus can be subdivided – protons
James Chadwick	Discovers neutron

3. Atoms and nuclear radiation

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
• a neutron (n).

4. Half-lives and radioactivity

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.

5. Hazards and uses of radioactivity

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.
- Radiation dose is measured in sieverts (Sv) 1000 millisieverts (mSv) = 1 sievert (Sv)

Radioactive isotopes have a very wide range of half-life values.

Nuclear radiations are used in medicine for the exploration of internal organs, and control or destruction of unwanted tissue.

6. Nuclear fission – is the splitting of a large and unstable nucleus (e.g. uranium or plutonium).

- Usually, for fission to occur the unstable nucleus must first absorb a neutron.
- The nucleus splits into two smaller nuclei, and emits two or three neutrons plus gamma rays.
- Energy is released by the fission reaction.
- 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.

Section A – Church

- **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..

Section B – Opposition Other 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

Young

- **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.

Section C – Key Words

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

Section D - Outsiders

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): ***Auschwitz, Treblinka, Sobibor, Belzec, Majdenek, Chelmno***

Section E - Women

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.

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.

Children:
- Medals awarded for having lots of children gold for 8 children.
- Compulsory sterilisation for those with inherited disease or 'weaknesses' such as colour blindness.

Success of policies:
- 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

Section F - Workers

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.

Public works:
- building autobahns and schools / hospitals
- provided **manual work** for many unemployed young men.

RAD:
- Compulsory **work camps** for 18-25 year olds
- Digging ditches and planting forests.
- Low wages; military style regime.

Military service:
- 1935 2 years compulsory military service for young men

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 ***felt*** better off.

'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

Section G – Young People

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.
- 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 identify the difference between Aryans and Jews.
- PE: Compulsory to create a fit Aryan race.

Youth groups
- Hitler Youth (HJ) for boys
- League of German Maidens (BDM) for 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.

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.

Section H – Jewish Communities

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:

1. **Ubermenschen:** White, northern Europeans. The Aryan race. 'Super humans'

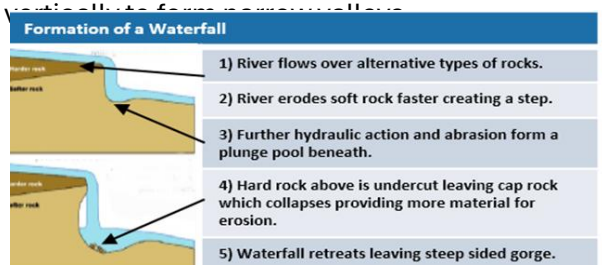
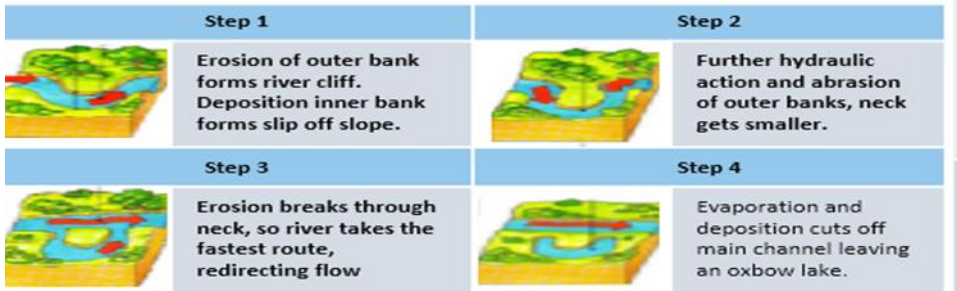
2. Untermenschen: Jews, Roma, Gypsies, Slavs. Non-Aryan. 'Sub-human'.

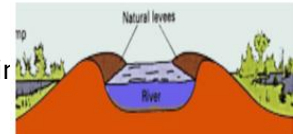
1933
- Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside
- Jewish public officials (judges, lawyers and teachers) sacked

1935
- Nuremberg Laws:
- Jews could not be German citizens; Jews could not marry or have sex with non-Jews

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
- 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**

Week	Key Knowledge to learn
1 - **Quiz**	**Water Cycle key terms** **Precipitation** – Moisture falling from clouds as rain, snow or hail. **Interception** – Vegetation prevent water reaching the ground. **Surface Runoff** – Water flowing over surface of the land into rivers **Infiltration** – Water absorbed into the soil from the ground. **Transpiration** – Water lost through leaves of plants
2 – no quiz	**Upper Course of a river** Near the source. The river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed 
3 - **Quiz**	**Middle Course of a river – Formation of Meanders and Ox-bow Lakes** Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wide. 

Week	Key Knowledge to learn
4 – no quiz	**Lower course of a river – Formation of Floodplains and Levees** Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited. 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 form natural levees. The positives: ✓ Nutrient rich soil makes it ideal for farmir ✓ Flat land for building houses 
5 - **Quiz**	**River Management Schemes** **Soft Engineering** **Afforestation** – Plant trees to soak up rainwater, which reduces flood risk. **Demountable Flood Barriers** – Put in place when warning is raised. **Managed Flooding** – Naturally let areas flood, protect settlements. **Hard Engineering** **Straightening Channel** – Increases velocity to remove flood water **Artificial levees** – heightens river so flood water is contained **Deepening or widening river** – to increase capacity for a flood
6 - no qui	**Flood Hydrographs and River Discharge** River discharge is the volume of water that flows in a river. Hydrographs who discharge at a certain point in a river changes overtime in relation to rainfall 1. **Peak discharge** – is the discharge in a period of time 2. **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.

Week	Key Knowledge to learn	
7 - **Quiz**	**Coasts - Waves** 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 • Strong swash (material brought up the beach) / weak backwash	**Destructive** • High waves, short wavelengths, storms • Exposed areas / destroys beaches / winter • Weak swash / strong backwash (taking material back)
8 – no quiz	**Coasts - Physical Processes** Weathering Processes • Chemical: chemical reaction with rocks • Mechanical: freeze-thaw (FTW) water gets 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	**Mass Movement** • Sliding: material on mass moves downslope • Slumping: material moves in a straight path • Rock fall: rocks fall off cliff face due to FTW. **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
9 - **Quiz**	**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 angle • Gravity causes the waves and sediment to return to the beach at 90^0 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	**Formation of a Spit** 1. Sand or shingle ridge formed by long-shore drift 2. 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 3. There is a change in the shape of the coastline 4. Long shore drift continues to occur and material builds up with a spit growing out to sea 5. The spit is exposed to a change in wave direction causing a curved / hooked end 6. A saltmarsh and or mudflats form behind the spit due to the low energy depositional environment

Week	Key Knowledge to learn	
10 – no quiz	**Coasts - Erosion Features Deposition Features** Headlands and Bays 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 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 layers stick out into the sea and become subject to erosion 6.The headlands will be eroded overtime 7.The process repeats	Wave-cut Platform Formation 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 4.The cliff becomes weaker at the top due to freeze-thaw weathering 5.The cliff becomes undercut and collapses with 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
11 - **Quiz**	**Coasts - Hard Engineering** All found at Hornsea: • Sea Walls Concrete wall adjacent to the cliffs made of concrete and have a curved top base of wall absorbs wave energy / top deflects energy , (+) sense of security, last for many years, strong , (-) £5,000 a metre, ugly to look at • Groynes: Wood structures at 90^0 to the coastline, trap sediment beach build up absorb wave energy, (+)windbreaks, stops long-shore drift, £5,000 each, (-) restrict sediment supply down the coast and can increase erosion rates • Gabions: Rocks in steel cages built as wall absorb wave energy, (+) £110 a metre, last 20 to 25 years, (-) dangerous when damaged hurt sea birds feet • Rock Armor: Large boulders in a row absorbs wave energy (+) £1,000 a metre, quick and easy to complete, (-) makes access to the beach difficult, rocks imported and inflates the costs.	
12 and 13	**Coasts - Soft Engineering** Found at Hornsea: • Beach nourishment: Adding sand to the beach → more wave energy absorbed • (+) wider beach means more room for users protects coastal properties, (-) costs £300,000 to hire a dredger, needs to be repeated • Beach profiling: Increasing beach height increases erosion protection from the cliffs → more energy absorbed • (+) protects a large area of land • (-) bulldozers restrict access to the beach, £200,000 a year	

BOX A: Key Vocabulary
Authoritarian: enforcing strict rules at the expense of personal freedom
Dictator: a ruler with total power over a country
Hypocrisy: claiming to have higher morals than is the case. Saying one thing and then doing another
Maxim: a short statement expressing a general truth. Often repeated, like a motto or slogan
Naivety: lacking wisdom or judgement; innocent. Believing what they are told without questioning it.
Principle: morally correct behaviour and attitudes
Propaganda: information, especially biased, used to promote a political cause or point of view
Totalitarianism: a system of government that is centralised and dictatorial – requires complete obedience to the state
Tyranny: cruel or oppressive government
Scapegoat: a person who is blamed for the wrongdoings, mistakes, or faults of others

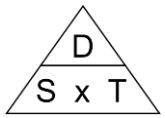
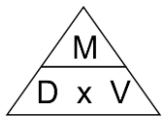
Box B: Narrative Methods
Cyclical narrative: a narrative that ends in the same place it began
Foreshadowing: an indication of future events
Symbolism: use of symbols to represent ideas or qualities
Satire: the use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues
Allegory: a text that can be interpreted to reveal a hidden meaning, typically a moral or political one

Box C: Big Ideas
Communism: a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.
Proletariat: working class people with significant labour power (think factories/ manual, working labour)
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 rather than direct manual work. They hold economic and political power, profiting from the labour of the proletariat.
Social Hierarchy: a social hierarchy is a system in which individuals or groups are ranked based on factors like wealth, power, and status, with those at the top having more resources and influence.
Rebellion: the collective act of challenging oppressive authority and fighting for freedom.

Box D: Rhetorical Techniques
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.
Pathos: The use of emotional appeal to persuade or manipulate the audience's feelings.
Ethos: The establishment of the speaker's credibility and moral authority.
Logos: The appeal to reason or logic, presenting ideas as rational solutions.
Allusion: A reference to another text or historical event to draw parallels and give deeper meaning.
Diction: The choice of words to convey a particular tone or message.
Juxtaposition: The contrast of two opposing ideas to highlight differences.

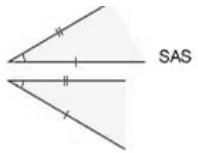
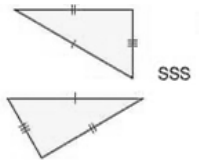
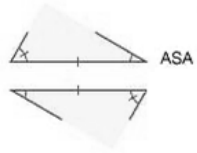
Week 1	Week 2	Week 3	Week 4	Week 5
1. competition	1. emphatic	1. environment	1. convict	1. inspiring
2. amorphous	2. exalt	2. withhold	2. separate	2. propriety
3. isolation	3. dose	3. cunning	3. necessary	3. unwitting
4. aloof	4. enchanting	4. monochrome	4. prattle	4. indominable
5. exemplary	5. forsake	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

COMPOUND UNITS		
Compound units	A measure made up of **two other units.** E.g. miles per hour includes miles and hours.	
Speed	How **fast** something is **moving**. The amount of **time** taken to travel a **distance**	
Distance	A measurement of **how far** from one point to another.	
Time	How to quantify the **passing of events**.	
Speed formula	Speed = **Distance ÷ Time** Distance = **Speed × Time** Time = **Distance ÷ Speed**	
Density	How tightly **matter** is packed together	
Mass	The amount of **matter** in an object	
Volume	The amount of **space** an object takes up	
Density formula	Density = **Mass ÷ Volume** Mass = **Density × Volume** Volume = **Mass ÷ Density**	

BOX 6: Congruence, similarity and enlargement

CONGRUENCE, SIMILARITY AND ENLARGEMENT	
Congruent	Objects with exactly the **same shape** and **size.** All angles and all side are the **same**.
Similarity	Two shapes are similar when one is an **enlargement** of the other. All **angles** are the same, but the **lengths of the sides** are different.
Scale factor	The **ratio** of corresponding sides of two similar shapes. If the scale factor of enlargement is x Length scale factor: $\boldsymbol{x}$ Area scale factor: $\boldsymbol{x^2}$ Volume scale factor: $\boldsymbol{x^3}$
Enlargement	To **change the size** of a shape. The shape does change size **(similar).** The **angles stay the same.** To enlarge a shape you need a **centre of enlargement** and a **scale factor of enlargement.** An enlargement with a fractional scale factor makes the shape **smaller.** An enlargement with a negative scale factor changes the size and **flips** a shape.

CONSTRUCTING TRIANGLES		
There are three ways to be able to construct a triangle		
		
Side Angle Side	**Side Side Side**	**Angle Side Angle**
Use a **ruler** and **protractor**	Use a **ruler** and **compass**	Use a **ruler** and **protractor**

CONGRUENT TRIANGLES	
there are four ways to prove triangle congruency	
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
right-angle, hypotenuse, side (RHS)	show both triangles have a right angle, congruent hypotenuses and one other congruent side

BOX 4: Probability

PROBABILITY	
Probability	The **likelihood** or **chance** of something happening. It is given on a scale between **0** (**impossible**) and **1** (**certain**), and can be a fraction, decimal, or sometimes a percentage.
Theoretical probability	The probability of something **in theory**.
Relative frequency	The probability of something worked out from **real life data**. Also called empirical probability.
Experiment (in probability)	When a number of **trials** are **conducted** to determine the probability of an event.
Event	**One possible outcome** in a probability experiment. For example, getting a 6 on a die
Expectation	What you **estimate** will happen in a probability experiment, you **multiply** the probability by the number of trials.

Links to: FRACTIONS, DECIMALS AND PERCENTAGES (FDP)

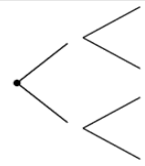
Fraction	Decimal	Percentage
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/10	0.1	10%

OUTCOMES / EVENTS	
Exhaustive	Outcomes are exhaustive if they **cover the entire range** of possible outcomes.
Mutually Exclusive	Events are mutually exclusive if they **cannot happen at the same time**
Independent Events	Events where the outcome of an event **is not affected** by the outcome of a previous event.
Dependent Events	Events where the outcome of an event **is affected** by the outcome of a previous event.
Conditional Probability	The probability of an event happening, **given that** another event has already happened.

Links to: OPERATIONS WITH FRACTIONS

Adding and Subtracting Fractions	Find equivalent fractions with common denominators. Add or subtract the numerator only. Simplify if possible.
Multiplying Fractions	Multiply the numerators. Multiply the denominators. Simplify the fraction if possible

REPRESENTING PROBABILITIES

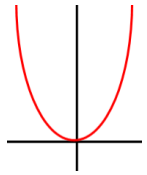
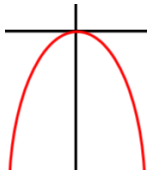
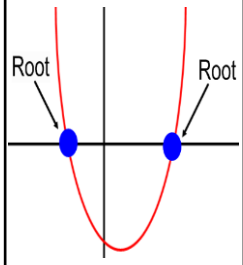
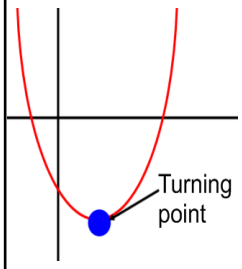
Sample Space	The **set of all possible outcomes** of an experiment	
Probability Tree	A diagram shaped like a tree used to display a sample space by using **one branch for each possible outcome**.	

BOX 5: Algebraic representation

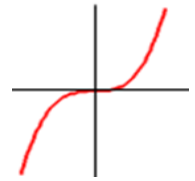
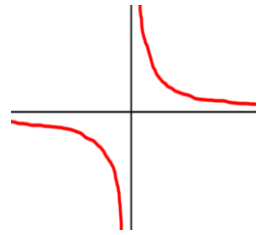
SOLVING QUADRATIC EQUATIONS

Quadratic	A polynomial where the highest power of x is **x^2**
Solving a quadratic	Finding the **roots** of the graph. There are usually **two** roots / solutions.
General quadratic equation	A quadratic expression is of the form ***$ax^2 + bx + c = 0$*** Where a, b and c are numbers, a ≠ 0.
The quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Factor	A quantity which **divides equally** into a number. *E.g. factors of 8 are **1, 2, 4 and 8.***
Factorising a general quadratic	*E.g. Quadratic: $x^2 + bx + c$* *Factorised form:* ***(x + ?)(x + ?)***
Difference of two squares	*E.g. $a^2 - b^2$* *Factorised form:* ***(a – b)(a + b)***
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)**

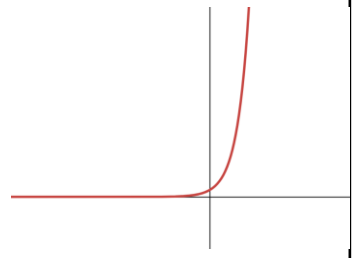
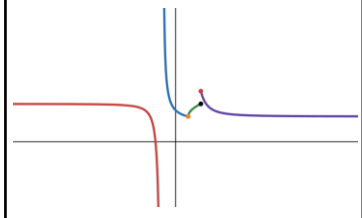
QUADRATIC GRAPHS

Quadratic graph	A graph where the highest power of x is **x^2** It is always a **parabola** (a **U-shape**)	$y = x^2$  $y = -(x^2)$ 
Roots (of graphs)	The '**solutions**' of a graph. Where a function equals zero. Can be found in a graph where the curve meets the x axis.	
Turning point	The point where a graph **turns**, from negative to positive gradient or positive to negative gradient.	

OTHER NON-LINEAR GRAPHS

Cubic graph	A graph where the highest power of x is **x^3** $y = x^3$	
Reciprocal graph	$y = \frac{k}{x}$ The graph has **asymptotes** on the x-axis and y-axis (as it is impossible to divide by zero)	

HIGHER ONLY: OTHER NON-LINEAR GRAPHS

Exponential graph	$y = k^x$ These graphs increase rapidly in the direction and will never fall below the x-axis.	
Piecewise graph	A function with multiple pieces of curves in its graph.	

16 Religious Education | Peace and Conflict | CYCLE 3 | Year 9

Week	Key Knowledge to learn
1. *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 follow the rules of Islam
2. Forgiveness and reconciliation	• 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 else – you are the one that gets burned." Buddha • 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
3. Attitudes towards violence and terrorism	• The 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,

Week	Key Knowledge to learn
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 miserly…hiding 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.
5. Holy 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 ne proportional. Excessive force should not be used and innocent civilians must not be killed.
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
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."