



# KNOWLEDGE ORGANISERS

2021-22

# YR9

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TEAMWORK



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# A Guide to Using your Knowledge Organisers

## What is a knowledge organiser?

In this booklet you will find knowledge organisers for every subject you study at Maddani. Your teachers have thought about **the most important key vocabulary, diagrams, information, and ideas that you need to know to understand each topic and have summarised them on one A4 sheet of paper** for you. The information has been organised into clear tables, diagrams or key points to make the knowledge organiser easy to use and to understand.

## How will Knowledge organisers help you?

People remember what they have learned by thinking about it often, and by linking key knowledge to other ideas within a topic. Your knowledge organisers include the key information and ideas for the topic you are studying, so that you can think about how these ideas are linked to what you are learning in each lesson. **This means that you are thinking about these key ideas many times as you study the topic.** This will make it easier to remember what you have learned and add new knowledge each lesson

Your knowledge organisers are also useful if you have been absent because the knowledge organiser will include the key ideas from the lesson you missed. This will make it much easier to understand and catch up with the activities you need to complete independently.

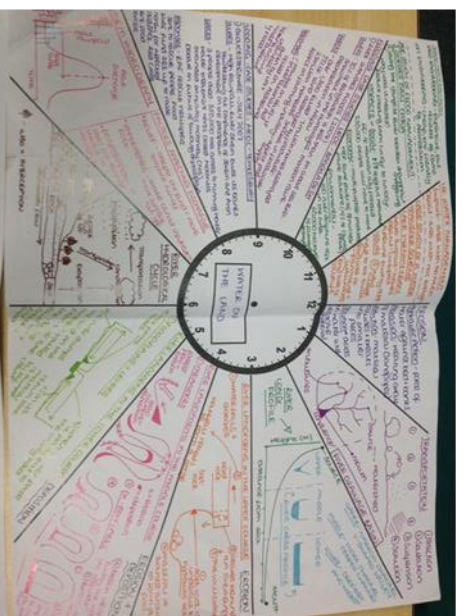
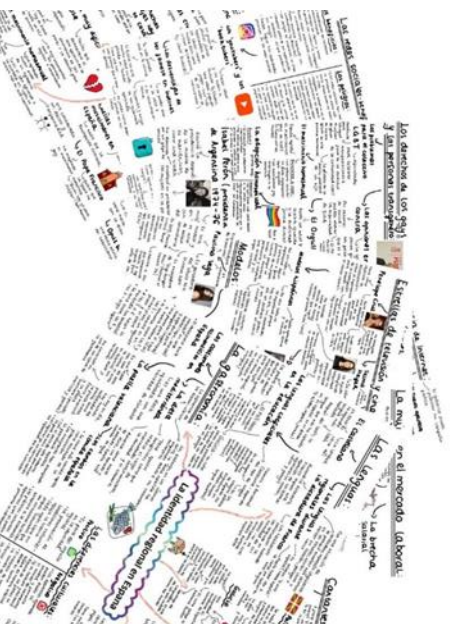
## How can you use your knowledge organisers?

**There are many activities that you can do using your knowledge organisers. Try some of the ones explained below:**

**Homework:** Your teachers may assign homework linked to your knowledge organisers to help you understand key terms and ideas from the topic. This will help you prepare for your next lesson and understand the new information more clearly

**Independent Research:** You could do your own research to learn more about the key ideas included in your booklet

**Creating more revision and learning tools:** You can use the information on your knowledge organiser to create mind-maps or revision clocks. You can do this by taking the key ideas from the knowledge organiser and creating your mind-map or Round the Clock sheet (like the one shown below with 12 sections for information – just like a clock) by starting with the main ideas from your knowledge organiser and adding all the specific detail you remember from your lessons to the different sections of your mind-map or Round the Clock Diagram.





## They are great for revision and testing your level of knowledge:

**Test yourself:** Because knowledge organisers include the key information and ideas for each topic, you can use them to help you revise for tests. You can self-quiz by covering sections of the knowledge organiser and testing yourself to see what you remember. Then uncover the information on your knowledge organiser and see if you were correct.

**See how well you know the topic:** Turn your knowledge organiser over and create a mind-map or write everything you know about the topic on a blank piece of paper. Then turn over the knowledge organiser and check to see if your information is correct or if there is anything that you missed. Revise it and make sure you will remember more the next time.

**Create your own quizzes:** Use the knowledge organiser to write your own set of questions based on the information included. Once you have a set of questions, turn the knowledge organiser over and see if you can remember the answers. Make sure you revise anything that you couldn't answer so that you will be able to next time. Try to answer the questions each week and see if you are able to remember more each time.

**Create your own flashcards.** For example, you could write the key terms from your knowledge organiser on one side of the card and the definition on the other. Then use the cards to quiz yourself.

**Many of the key ideas you need to know for exams are on the mind-map.** If it is included on the knowledge organiser your teacher thinks it is important for you to know it and you can expect it to be tested on an exam in some way.

**It is important to remember that knowledge organisers don't include all the information that you need to know – only the main ideas. You can use them to help you remember the detail from your lessons.**

## How can your parents/carers use knowledge organisers to help you learn?

Read through the organiser with someone in your family and explain the information included in the knowledge organiser to them. Make sure you use examples and provide as much detail as you can, and then answer any questions your family member might have. Teaching someone else what you know helps you to understand the key ideas more clearly and helps you remember them more easily next time.

Ask your family to test or quiz you on the information included in the knowledge organiser. You should try to do this regularly and keep track of what you remember to see if you improve each time.

Ask your family to read out sections of the knowledge organiser to you, but to miss out key words or pieces of information and see if you can fill in the key terms or knowledge.

Ask your family to test you regularly on the spellings of key words until they are perfect. Make a note of the ones that you spell incorrectly to make sure that you know them next time.



## Topic

### Global Challenges

#### Improving Processes and Products

- Explain how the method of metal extraction depends upon the reactivity of the metal.
- Describe how copper, iron, and aluminium are extracted from their oxides.
- Evaluate bioleaching and phytoextraction.
- Describe the basic principles of life-cycle assessments and interpret data from them.
- Describe how materials or products are recycled, and explain why this is viable.
- Evaluate factors that affect decisions on recycling.
- Explain how modern life is crucially dependent upon hydrocarbons.
- Explain why crude oil is a finite resource, and recall that crude oil is the main source of hydrocarbons and a feedstock for the petrochemical industry.
- Describe and explain the fractional distillation of crude oil into fractions.
- Describe the cracking of crude oil fractions and explain why it is carried out.

#### Interpreting and Interacting with Earth Systems

- Explain how the atmosphere is thought to have originally formed.
- Describe how an oxygen-rich atmosphere might have developed over time.
- Describe the major sources of atmospheric pollutants and the problems they cause.
- Describe the greenhouse effect, the problems caused by an enhanced greenhouse effect, and how they may be reduced.
- Evaluate evidence for causes of climate change.
- Describe how different sources of water are treated to make them safe to drink.

## Global Challenges

### Hydrocarbons

- many uses in daily life
- crude oil is the main source of hydrocarbons, but is a finite resource

**Fractional distillation**

- fractions separated by heating and condensation because larger alkane molecules have:
  - stronger intermolecular forces
  - higher boiling points

### Making electricity

**Chemical cells**

- 'batteries'
- p.d. until reactants used up

**Fuel cells**

- hydrogen fuel
- p.d. while fuel is supplied

### Extracting metals

most reactive		
potassium	reduction by electrolysis of molten metal compound	
sodium		
calcium		
magnesium		
aluminium		
(carbon)		
zinc	reduction by heating with carbon or carbon monoxide	
iron		
tin		
lead		
copper	purification from other metals and their compounds	
silver		
gold		
platinum		
least reactive		

- biological extraction = bioleaching, phytoextraction

### Pollution and the atmosphere

Pollutant	Major source	Problems caused
carbon monoxide	hydrocarbon fuels	toxic gas
particulates	hydrocarbon fuels, industrial processes	lung and heart disease, blackened buildings
sulfur dioxide	sulfur impurities in fuels	acid rain (damages buildings and living things)
oxides of nitrogen	engines	

- greenhouse effect
- climate change

### Life-cycle assessment

- cradle-to-grave analysis
- consider properties and uses of glass, ceramics, polymers, and composite materials

### Water for drinking

- ground or waste water: sieving → sedimentation → filtration → chlorination → potable water
- seawater → desalination → potable water

### Atmosphere timeline

### C6 Global challenges

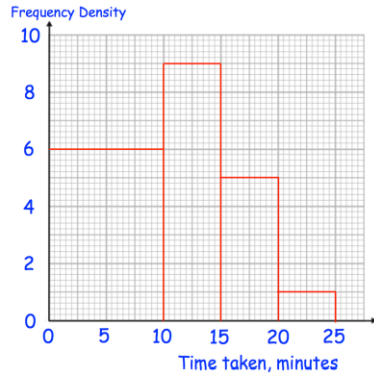
## Histogram

A **histogram** is used when the class widths are not equal. As you can see below, the widths of the bars are different.

Instead of the heights of the bars, we use the areas of the bars to determine the frequency. Area is calculated as frequency density  $\times$  class width. The area of the first bar is 60. So 60 journeys took between 0 and 10 minutes.

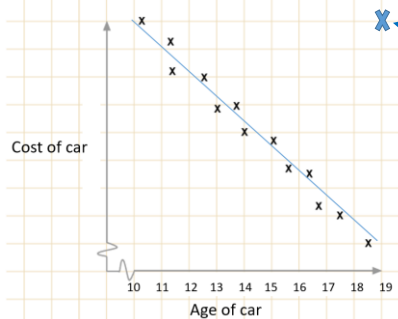
The area of the second bar is 45, so 45 journeys took between 10 and 15 minutes, etc.

The total frequency is the areas of all the bars added together.



## Scatter Diagram – Negative Correlation

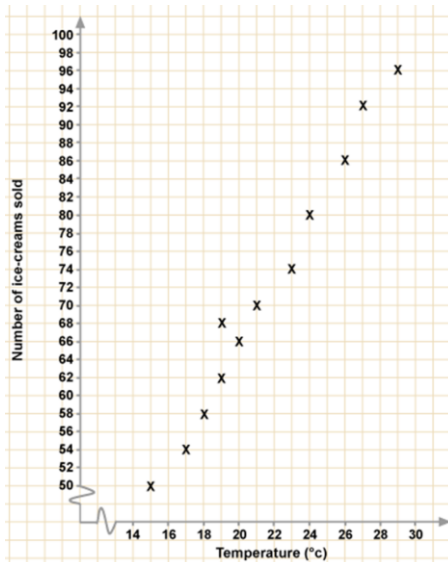
A **scatter diagram below** shows the link between two variables. This diagram below shows a negative correlation. As the age of the car increases, the value decreases. The line of best fit shows the trend that the data follows. In Maths at GCSE level, the line of best fit will be a straight line.



This data point is an example of an outlier as it does not fit the trend. Perhaps it is a rare vintage car that is valuable as a result of no longer being manufactured.

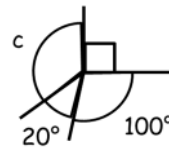
## Scatter Diagram – Positive Correlation

The **scatter diagram** to the right shows a positive correlation. As the temperature increases, the number of ice-creams sold increases as well. We can use the line of best fit to make predictions. For example, the dotted shows that if the temperature is 22 degrees, we can estimate that 72 ice creams can be sold.



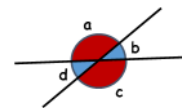
## Angles

**Angles around a point = 360 degrees**



$$20 + 100 + 90 + c = 360 \text{ degrees.}$$

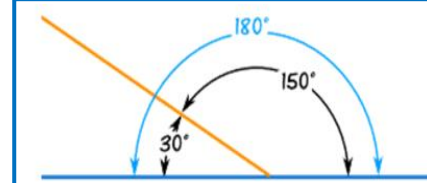
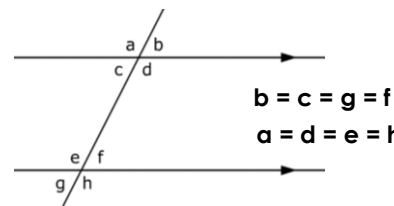
**Vertically opposite angles are equal**



Vertically opposite angles are equal

$$\text{Angle } a = c \text{ and } b = d$$

When a **transversal** intersects a pair of **parallel lines**, all the resulting acute angles will be equal. All the resulting obtuse angles will also be equal.



Angles that form a straight line add up to 180 degrees.

<p>alternate (Z) angles</p>	<p>corresponding (F) angles</p>	<p>supplementary (C) angles</p>
add to 180°		



## Python Programming

```
user = "Claude"
print("Hello", user)
```

Assignments are **not** equations. Assignments are **instructions** to be executed.

```
lucky = 13
print("My lucky number is", lucky)
```

An assignment statement is needed when your program must use a name (an identifier) to keep track of a value.

In the code above, **user** is a variable, i.e. a name for a value. The variable user currently refers to the value "Claude". The quotation marks around the value show the **type** of the value: it is a **string** (a piece of text). **lucky** is another variable. It is assigned an **integer** value

You will need the print function when your program must **display** text, numbers, or the values of variables and expressions.

The **input** function is needed when your program must receive keyboard input from the user. E.g., age=input("State age:")

## An Algorithm

An **algorithm** is a set of **precise** instructions, expressed in some sort of **language** (e.g. textual, visual).

**Translating** the programming language is needed so a machine is able to **execute** the instructions.

To execute a Python program, you need a **Python interpreter** (a program that translates and executes your Python program).

A **program** is a set of precise instructions, expressed in a **programming language**.

## Logical Errors

**logical errors:** when your program doesn't work the way it should.

All programming languages have rules for **syntax**, i.e. how statements can be assembled.

Programs with **syntax errors** cannot be translated and executed.

**SyntaxError: invalid syntax**

## Iteration

**While True:**

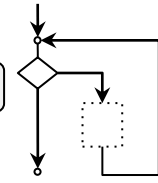
block of statements



**While**

Condition:

block of statements



**While statement: when your program needs to repeat actions while a condition is satisfied.**

The following code sequence can be made efficient by using iteration:

```
count = 3
print(count)
count = count-1

print(count)
count = count-1

print(count)
count = count-1
```

```
count = 3
while count >= 1:
    print(count)
    count = count-1
```

## Operators

- + addition
- difference
- \* multiplication
- / division
- // integer division
- % remainder of integer division
- \*\* exponentiation

```
print("Year of birth?")
birth_year = int(input())
age = 2020 - birth_year
print("You are", age, "years old")
```

### E.g.:

- 15 // 2      quotient of 15÷2 (value: 7)
- 15 % 2      remainder of 15÷2 (value: 1)
- 2 \*\* 8      2 to the power of 8 (value: 256)

Relational operators: Expressions formed using these operators evaluate to either True or False, E.g.:

- a == 1      Does a equal 1?
- b != c      Are b and c different?
- d < 3      Is d less than 3?
- d <= 3      Is d at most 3?
- d > 10      Is d greater than 10?
- d >= 10      Is d at least 10?

## Reference

<https://teachcomputing.org/curriculum/key-stage-3/introduction-to-python-programming>

## Modules

### Modules (or libraries)

They extend what our programs can do by providing additional functions.

**Selection:** You will need an if/ elif blocks of code when there are **more than two different paths** for your program to follow.

**Importing:** "from the random module, the program will need the randint function"

```
from random import randint
lucky = randint(1,20)
```

```
print("Guess my number:")
guess = int(input())
```

```
if guess == lucky:
    print("Amazing, you guessed it")
else:
    print("Sorry, it's not", guess)
    print("My lucky number is", lucky)
```

```
print("Nice playing with you")
```

You will need an if or an if, else:

when there is **more than one possible path** for your program to follow.

```
class BigFile:
    def __init__(self, datadir, ndims):
        idfile = os.path.join(datadir, "id.txt")
        self.names = [x.strip() for x in str.split(open(idfile).read()) if x.strip()]
        self.name2index = dict(zip(self.names, range(len(self.names))))
        self.ndims = ndims
        self.featurefile = os.path.join(datadir, "feature.bin")
        print("[BigFile] binary: %s" % self.featurefile)
        print("txt: %s" % idfile)
    def read(self, requested, isname=True):
        if isname:
            index_name_array = [(self.name2index[x], x) for x in requested if x in self.names]
            assert(min(requested) == 0)
            assert(max(requested) < len(self.names))
            index_name_array = [(x, self.names[x]) for x in requested]
            index_name_array.sort()
        vecs = seq_read(self.featurefile, self.ndims, [x[0] for x in index_name_array])
        return [x[i] for x in index_name_array]
    def shape(self):
        return [len(self.names), self.ndims]
```





Topic	Characters		Key Quotations	Themes	Keywords
<b>Blood Brothers</b>					
<b>Context Information</b> <b>Author:</b> Willy Russell <b>Brief Biography:</b> Willy Russell was born in 1947 into a working-class family near Liverpool. He left school at the age of 15 without academic qualifications and became a hairdresser. By the age of 20, he felt the need to return to education and after leaving university, he became a teacher in his home city. <b>Social:</b> There was a large gap between working and middle class in Britain during this time. The Johnstones and Lyons families are class stereotypes. Many working class families struggled financially and to find work. There was also a class divide in education; this is shown when Mickey goes to secondary school and Edward attends a private boarding school. <b>Margaret Thatcher:</b> The first female Prime Minister in power during that time. She was responsible for lots of working-class people losing their jobs. During her time in power, unemployment rates were raised higher than ever before. She believed everyone can be successful if they work hard. <b>Marilyn Monroe:</b> A famous Hollywood movie star from the 1950s who Mrs J is compared to. She is known for being glamorous, but also struggled with depression which led her to commit suicide (by painkillers).	<b>Mickey Johnstone</b> The lower-class twin. He is honest, sincere and goodhearted. He impregnates Linda, gets laid off, is arrested for Sammy's crime and ends up in prison and addicted to anti-depressants. His rage at Linda & Edward for having an affair drives the play's finale.	<b>Edward Lyons</b> Is also good-natured but the higher-class twin. His sheltered upbringing makes him innocent but because of class he gets good opportunities e.g. university and a good job. His good-natured manner leads to the play's final scene.	Don't you know what a dictionary is? Y'know the devil's got y' number. A debt is a debt and must be paid. How come you got everything and I got nothin'? A mother, so cruel./ There's a stone in place of her heart. If either twin learns that he was once a pair, they shall both immediately die. You've got to have an ending, if a start's been made./ No-one gets off without the price being paid. I could have been him. Do we blame superstition for what came to pass/ Or could it be what we, the English, have come to know as class? She's cooing and cuddling as if she were his mother. It's a, it's a thingy, innit? That's what's going to happen if I have anymore trouble from one of yours. I warned you last time. It was more of a prank, really, Mr Lyons. I'd just dock his pocket money if I was you	<b>Superstition:</b> The audience is constantly reminded of this. The narrator asks us if superstition is to blame for boys' fate. <b>Class:</b> Russell shows us the injustice of the class divide with the Johnstones and Lyons, as well as M and E. Related to education, opportunity and power. <b>Nature vs. Nurture:</b> Splitting up the twins shows us how the environment can have a huge impact on life chances. <b>Relationship:</b> The development and change in friendship between M, E, and Linda. The interaction between Mr and Mrs L, mother and son, and Mrs J and society.	Protagonist Theme Injustice Stigmatized Simile Metaphor Juxtaposition Dramatic irony Tension Foreshadowing Repetition Dole Manipulates Prejudice Dialogue Ominous Vulnerable Working class Middle class Upper class Act Playwright Stage directions Contrast Tragedy Superstition Social divide recession
	<b>Mrs Johnstone</b> Biological mother of the twins and a horde of other children. Left by her husband she gets a job as a cleaner. She is the moral centre of the play; is tortured by guilt and regret.	<b>Mrs Lyons</b> Opposite of Mrs J whom she employs as a cleaner. She adopts Edward as her own child. Is haunted by the original act of a mother giving up her child. The guilt turns into suspicion and paranoia. She announces the affair and contributes to the murder of her adopted son.			
	<b>Linda</b> Begins as a tomboyish young girl but both twins fancy her from an early stage. She only has eyes for Mickey as a teenager but later turns to Edward for comfort and support, which turns into an affair. Despite this, she loves both twins and is a sympathetic character.	<b>Narrator</b> All-knowing and always slightly menacing- takes many roles throughout the play. Narrator constantly reminds the audience of the terrible choice that began this chain of events. Frequent mentions of fate and superstition but the Narrator claims it was class, not fate.			
	<b>Sammy</b> When they are younger, Mickey just wants to be like Sammy. Quickly becomes a juvenile delinquent; even attempting to rob a bus as a teenager- he ends up in prison with Mickey.	<b>Mr Lyons</b> Married to Mrs Lyons- away so Mrs L can adopt Edward. Grows increasingly concerned about his wife's mental health and wellbeing.			

## Plot

Act 1: Before birth	Act 1 - 7 years old	Act 2 - 14 years old	Act 2 - 18 years old	Act 2 – the end
The play starts with the narrator talking about a 'story about the Johnstone twins' and two men laid dead on the stage. We go back in time where we learn Mrs Johnstone's husband has just left her; she is very poor and already has 7 children. She starts a new job cleaning Mrs Lyons' house and finds out she's expecting twins. She strikes up a deal with Mrs L as she can't afford to keep both so Mrs L convinces Mrs J to give her one of the babies as her husband is currently away on business and she can't have a child of her own. The babies are born and Mrs J begrudgingly hands one of the babies over for Mrs L to later fire her. The narrator states that one day the devil will punish the two women.	Mickey and Eddie meet for the first time by chance at the park and become 'blood brothers' when they find out they share the same birthday. When Mrs J realises the two have met, she is horrified and sends Edward home. Mrs L reacts more violently and slaps Edward when he swears at her. She even contemplates uprooting her entire family in order to escape. Despite their mothers' disapproval, the boys continue to see each other and play lots of children's games with their friend, Linda. They play various pranks and end up getting caught by the police who threatens Mrs J but flatters Mr L. Mrs L decides they should move, before Edward leaves Mrs J gives him a locket with a picture of herself and Mickey. The Johnstones also find out they are being relocated.	Both boys have become interested in girls but feel awkward. Edward attends boarding school. Mickey and Linda have romantic feelings for each other but Mickey's lack of confidence is getting in the way. Sammy attempts to rob a bus by holding the driver at knife point. Mickey and Eddie both struggle at school- Mickey insults a teacher and Edward refuses to take off the locket. When Mrs L finds out, she's appalled but is more upset when she sees the content of the locket. The narrator returns to remind the audience that the devil will come. Mickey and Edward meet, by circumstance again- Mickey takes Edward back to his but they are not aware that Mrs L is following them. Once the boys leave the house, Mrs L attacks Mrs J with a knife and curses her, calling her a witch. The boys meet with Linda and spend the summer together- an idyllic sequence follows as the trio age from 14 to 18.	At 18 in the sequence, the narrator warns that soon, both their joy and childhood will end. Edward has developed feelings for Linda and is at university whilst Mickey works in a factory. Edward self-sacrifices his feelings and encourages Mickey to ask Linda to be his girlfriend and she accepts. In October, Mickey tells his mum that Linda is pregnant and the two will be getting married. Their wedding coincides with a huge economic downturn resulting in Mickey getting paid off. When Edward returns from Christmas, Mickey is downtrodden and claims 'blood brothers' is childish. Edward confesses his love to Linda but she tells him she is married and pregnant. A desperate Mickey participates in a burglary with Sammy that goes wrong resulting in Sammy killing a man. They are both sentenced to prison and Mickey becomes depressed and is prescribed antidepressants which he becomes addicted to, even after he's been released.	Mickey continues to take the pills despite Mrs J & Linda's pleas. Linda, desperate, asks Edward, now a city councilman, to find them an apartment and getting Mickey a job. Mickey is angry about this and a devastated Linda seeks comfort with Edward and begins an affair with him. The affair continues and Mickey stops taking his pills for Linda's sake. Mrs Lyons reveals Linda and Edward's affair to Mickey. Enraged, he takes Sammy's gun out of the floorboards and confronts Edward, with a distraught Mrs J and Linda trying to get him to stop. The narrator warns the devil has arrived. Mickey finds and confronts Edward at the town hall about the affair, as well as whether Mickey's daughter is actually his. Edward denies fathering Mickey's child. The police surround the area and Mrs J bursts in and tells the boys they are twins separated at birth. Mickey asks why he couldn't have been Edward and then accidentally pulls the trigger of the gun, shooting and immediately killing Edward, the police then shoot Mickey. The play ends with the boys led on the stage and the narrator wonders what really killed the twins: superstition or the class system?

## Learning Objectives

By the end of the term I can communicate (talk, ask and answer) about how:

- To organise a party
- To suggest activities and make excuses
- To describe an event, you have been to

## Grammar Objectives

I will be able to understand and apply rules about:

- Near future
- Revision perfect tense with être and avoir
- On pourrait + infinitive

## Organising a Party

Pour organiser la fête, on va ...	To organise the party, we will ...
envoyer les invitations.	send the invitations.
acheter la nourriture et les boissons.	buy the food and drink.
télécharger de la musique.	download the music.
décorer la salle.	decorate the room.
préparer le buffet.	prepare the buffet.
Après, on va nettoyer.	Afterwards, we will clean up.
C'est une fête pour célébrer ...	It's a party to celebrate ...
C'est samedi soir.	It's on Saturday evening.
C'est à partir de 18 heures.	It starts at 6 p.m.
Ça va être chez moi/au collège.	It will be at my house/at school.
Tu peux apporter ...	You can bring ...
Je vais passer te chercher à 17 heures.	I'll call round for you at 5 p.m.

## Suggesting Activities, Making Excuses

On pourrait ...?	We could ...?
faire les magasins	go shopping
faire un pique-nique	go on a picnic
aller à un concert/une fête	go to a concert/a party
aller au bowling/au cinéma	go bowling/to the cinema
manger au McDo	eat at McDonald's
regarder un DVD	watch a DVD
Bof, je n'aime pas trop.	I'm not keen/I don't fancy it.
Je ne sais pas.	I don't know.
Ah non, c'est nul/je déteste.	No, it's rubbish/I hate it.
Je ne peux/veux pas parce que/qu' ...	I can't/don't want to because ...
c'est trop cher.	it's too expensive.
je n'ai pas beaucoup d'argent.	I haven't got much money.
j'ai horreur de danser/du fast-food.	I hate dancing/fast food.
je suis fatigué(e).	I'm tired.
j'y suis allé(e) hier.	I went there yesterday.
il y a trop de monde.	it's too crowded.

## Festivals & Special Events

J'y suis resté(e)/On y est resté(e)s tout le week-end.	I/We stayed there all weekend.
J'ai/On a dansé/chanté/mangé ...	I/We danced/sang/ate ...
Je suis rentré(e) ...	I came home/returned ...
C'était fantastique/incroyable.	It was fantastic/incredible.
Il y avait un grand feu d'artifice.	There was a big fireworks display.
Je vais y retourner l'année prochaine.	I'll go again next year.

## Festivals & Special events

Tu es allé(e) à un festival/une fête cet été?	Did you go to a festival this summer?
Où es-tu allé(e)?	Where did you go?
Je suis allé(e) au/à la ...	I went to ...
J'y suis allé(e) avec ...	I went there with ...
C'était l'année dernière/le week-end dernier.	It was last year/last weekend.
Je suis parti(e)/arrivé(e) ...	I left/arrived ...





## Key Grammar

## Model Text

### Grammaire p.169-170 WB p.42

#### On pourrait + infinitive

On **pourrait aller au** cinéma? –  
We **could go** to the cinema?

### Grammaire p.169 WB p.33

#### The near future

To say what you are going to do, use **aller + infinitive**:

je vais	organiser
tu vas	inviter
il/elle/on va	acheter

**Je vais organiser** une fête. –  
**I am going to organise** a party.

Negative: **Je ne vais pas faire** ...  
– I am **not** going to do ...

### Grammaire p.168-170 WB p.43

#### Present and past tenses

When describing an event:

- Use the **present tense** to give a general description and to say what usually happens.
- Use the two **past tenses** to talk about a particular event in the past: use the **imperfect** to describe it (there was ..., it was ...) and the **perfect** to say what happened and what you did.

Present		Past	
		Imperfect	Perfect
C'est		C'était	
Il y a		Il y avait	
On	danse va		On a dansé On est allé(e)s

### Grammaire p.168-170 WB p.37-38

#### The perfect tense with être

Some verbs use *être* instead of *avoir* in the perfect tense:

aller (to go) → allé                      venir (to come) → venu  
rester (to stay) → resté                  partir (to leave) → parti  
arriver (to arrive) → arrivé              rentrer (to return) → rentré

With *être* verbs, the past participle agrees with the subject:

Masculine	Feminine
je suis allé	je suis allée
tu es allé	tu es allée
il est allé	elle est allée
on est allés	on est allées

Tu vas organiser une fête de fin d'année ?

Pour organiser la fête de fin d'année je vais envoyer des invitations à mes copains et on va décorer la classe. Je vais aussi télécharger de la musique car j'adore danser !

To organise the end of year party, I am going to send the invitations to my friends and we are going to decorate the class. I am also going to download music because I love dancing.

Tu veux sortir demain ?

Oui on pourrait faire un pique-nique au parc et faire du shopping au centre-ville. Le soir on pourrait aller manger au McDo et faire du bowling

Yes, we could do a picnic et go shopping in the city centre. In the evening we could go eat at McDonalds and go bowling.

Tu es allé(é) à un festival récemment ?

L'année dernière je suis allé à un festival de musique pour deux jours.

Last year I went to a festival of music for 2 days.

Avec qui es-tu allé(e) ?

J'y suis allé avec mes copains. J'y suis allé en train car le festival était à Paris.

I went there by train because the festival was in Paris.

Qu'est-ce que tu as fait ?

C'était super car j'ai chanté et dansé c'était top. En plus j'ai vu ma bande préférée, c'était merveilleux. J'ai aussi rencontré des nouveaux copains ; on va rester en contact par Facebook. A la fin du concert il y avait un grand feu d'artifice. Je suis rentré à la maison à deux heures du matin

It was great because I danced and sang. Moreover, I saw my favourite band it was marvellous. I also met new people. We are going to stay in contact on Facebook. At the end of the concert there was a big fireworks display

Tu vas-y retourner l'année prochaine ?

Oui je vais y retourner l'année prochaine

Yes I'm going to return next year.



## Handball Skills

### Hands:

- passing - right and left hand, short, long, stationary, on the move
- catching - one handed, two handed, static, on the move
- control - stability in performance of skills, footwork - running pass, running shot,
- evasion - feints with and without a ball, shooting - standing shot
- defending - blocking, interceptions, man to man,

## Handball-Use of Skills In Game Situations

### Head:

- contribution to open play: e.g. moving up court, moving into space, creating space, interceptions in attack and defence
- decision making; making correct decision to use techniques as appropriate contribution to strategy and tactics
- demonstrating communication and influence on team performance



## Volleyball Skills

### Hands:

- Dig
- Set
- Smash
- Serve

## Volleyball – Use of skills in a game situation

### Head:

- decision making; making correct decision to use techniques as appropriate (Dig, Set, Smash)
- demonstrating communication and influence on team performance
- adhering to rules, health and safety guidelines



## Net Games: Badminton | Volleyball

1-2	3-4	5-6	7-8-9
<p>I can lead an effective self-led warm up.</p> <p>I can describe some skills and rules in some sports.</p> <p>I can identify techniques, helping me to begin to improve my own performance.</p>	<p>I can take responsibility for leading a small group warm up.</p> <p>I have knowledge of badminton and volleyball skills &amp; technique and understand how this improves my own and others practical performance.</p>	<p>I can lead an effective warm up to a large group</p> <p>I have knowledge in badminton and volleyball of a range of skills &amp; techniques and understand how this improves my own and others practical performance. I can apply my knowledge of rules and tactics consistently.</p> <p>I can give detailed feedback to my peers and teams overall performance.</p>	<p>I can lead others in activities and warm ups to enhance students learning.</p> <p>I can lead and officiate badminton and volleyball matches showing a good understanding of the rules.</p> <p>I display excellent understanding and can analyse ways how skills and tactics could improve the quality of performance.</p>
<p>I can demonstrate leadership of a small group of peers with some confidence</p> <p>I can demonstrate communication skills within discussions and activities</p>	<p>I can demonstrate confidence and leadership qualities, often volunteer to lead groups warm ups or activities.</p> <p>I have developed respectful relationships with my peers</p> <p>I am hardworking resilient and eager to accept challenges</p>	<p>I can provide constructive feedback in a range of activities</p> <p>I am confident and competent when leading large groups of performers, applying a variety of roles: official, coach, teacher, captain</p> <p>I am a positive role model to others</p>	<p>Takes the initiative to lead when officiating, or leading activities</p> <p>I am confident and competent when leading large groups of performers</p> <p>I participate in school sport and often inspire others to participate and progress in sporting activity.</p>
<p>I can demonstrate with <b>some</b> accuracy and success <b>basic</b> skills across a variety of activities <b>in practice.</b></p> <p>There are <b>times</b> I make the correct decision about which technique to use</p> <p>Can exercise for short periods of time</p>	<p>I can demonstrate with <b>some</b> accuracy and success <b>basic</b> skills and tactics across a variety of activities in <b>moderately pressured practice situations.</b></p> <p>I <b>sometimes</b> make the correct decision about which technique to use</p> <p>Can exercise for longer periods of time</p>	<p>I can demonstrate with <b>some</b> accuracy and success <b>more complex</b> skills and tactics across a variety of sports in <b>competitive situations.</b></p> <p>I <b>often</b> make the correct decision about which technique to use</p> <p>Can exercise for longer periods of time and still use the correct techniques</p>	<p>I can demonstrate, with <b>consistent</b> accuracy and success, a range of <b>complex</b> skills and tactics in <b>challenging situations.</b></p> <p>I <b>nearly always</b> make the correct decision, about which technique to use, even when under pressure</p> <p>Can exercise for sustained periods of time, whilst performing at a high level</p>

## Learning Objectives

By the end of the term, I will be able to talk about :

- Activities and places to visit in relation to holidays, discuss past and future holidays, explore positive and negative aspects of tourism and experiences abroad, cultural capsule – religious pilgrimage: Hajj

## الْحُجُّ إِلَى مَكَّةَ



## The past (الْمَاضِي) tense:

Plural (جَمْع)	Dual (مُتَنِي)	Singular (مُفْرَد)	Per.
فَعَلَ +وا/ن/تُمْ/تُن/ نَا	فَعَلَا +ا/تا/ ثَمَا	فَعَلَ +ت/ت/تِث	
هُمُ فَعَلُوا	هُمَا فَعَلَا	هُوَ فَعَلَ	3 <sup>rd</sup>
هُنَّ فَعَلْنَ	هُمَا فَعَلْنَا	هِيَ فَعَلَتْ	
أَنْتُمْ فَعَلْتُمْ	أَنْتُمَا فَعَلْتُمَا	أَنْتَ فَعَلْتَ	2 <sup>nd</sup>
أَنْتُنَّ فَعَلْتُنَّ	أَنْتُمَا فَعَلْتُمَا	أَنْتِ فَعَلْتِ	2 <sup>nd</sup>
نَحْنُ فَعَلْنَا	-	أَنَا فَعَلْتُ	1 <sup>st</sup>

## The future (الْمُسْتَقْبَل) tense:

Plural (جَمْع)	Dual (مُتَنِي)	Singular (مُفْرَد)	Per.
سَوْفَ + present	سَوْفَ + present	سَوْفَ + present	
هُمْ سَوْفَ يَفْعَلُونَ	هُمَا سَوْفَ يَفْعَلَانِ	هُوَ سَوْفَ يَفْعَلُ	3 <sup>rd</sup>
هُنَّ سَوْفَ يَفْعَلْنَ	هُمَا سَوْفَ يَفْعَلَانِ	هِيَ سَوْفَ تَفْعَلُ	
أَنْتُمْ سَوْفَ تَفْعَلُونَ	أَنْتُمَا سَوْفَ تَفْعَلَانِ	أَنْتَ سَوْفَ تَفْعَلُ	2 <sup>nd</sup>
أَنْتُنَّ سَوْفَ تَفْعَلُنَّ	أَنْتُمَا سَوْفَ تَفْعَلَانِ	أَنْتِ سَوْفَ تَفْعَلِينَ	2 <sup>nd</sup>
نَحْنُ سَوْفَ نَفْعَلُ	-	أَنَا سَوْفَ أَفْعَلُ	1 <sup>st</sup>
نَحْنُ سَوْفَ نَفْعَلُ	-	أَنَا سَوْفَ أَفْعَلُ	1 <sup>st</sup>

## Grammar Objectives

I will be able to understand and apply rules of:

- Past tense
- Present and future tenses

## Key Vocabulary

English	Arabic	English	Arabic
He enjoyed	استمتع	He travelled	سافر
Hotel	فندق	He booked	حجز
Transportation	مواصلات	He resided	أقام/ سكن
Beach	شاطئ	He left	غادر
Historical	تاريخي	He reached	وصل
Touristic	سياحي	He rode	ركب
Interesting	ممتع	He stayed	مكث/ بقي
boring	ممل	He spent	قضى
Comfortable	مريح	He wished	أتمنى

## Read the text then answer the questions

علي: سافرتُ إلى لبنان في فصل الصيف. إنها بلاد جميلة جداً لأنها تقع على شاطئ البحر وفيها الكثير من المناظر الرائعة. أقمت مع جدتي في فندق قريب من البحر واستمتعتنا بالسباحة تحت أشعة الشمس الدافئة. الحياة هناك عالية جداً.

فاطمة: أنا ذهبتُ الشهر الماضي إلى المغرب التي تقع في شمال غرب أفريقيا. سكنتُ في بيت صديقتي سعاد وتعرفتُ على عائلتها الكبيرة. زررتُ المتحف الوطني وذهبتُ للمطاعم والسوق. الأكل المغربي لذيذ جداً وهو من أهم الأشياء التي تتميز بها المغرب.

- Where did Ali and Fatima travel?
- Name the capitals of the countries mentioned in the text?
- Who said the food was very delicious?
- Who has a big family?
- Who travelled in the summer?
- Who swam in the sea?
- Who visited a museum?
- Which countries do these flags belong to?



## Activity: Change the sentences from the past to the future (see the example)

Place	Prep.	Verb	Pro/noun	Starter
مصر	إلى	سافرتُ	أنا	في الأسبوع الماضي،
السودان	To	Travelled		In the last week,
سوريا	إلى	سافر	Salem	في الربيع الماضي،
الجزائر	To	Travelled		In the last spring,

في الأسبوع القادم، أنا ستسافرُ إلي مصر

## Polite forms in Arabic

من فضلك (أرجوك/ لو سمحت)، أود كوباً من الشاي.

I would like a cup of tea, please.

من فضلك، كيف يمكن أن أذهب إلى ال...؟

How can I go to the ... please?



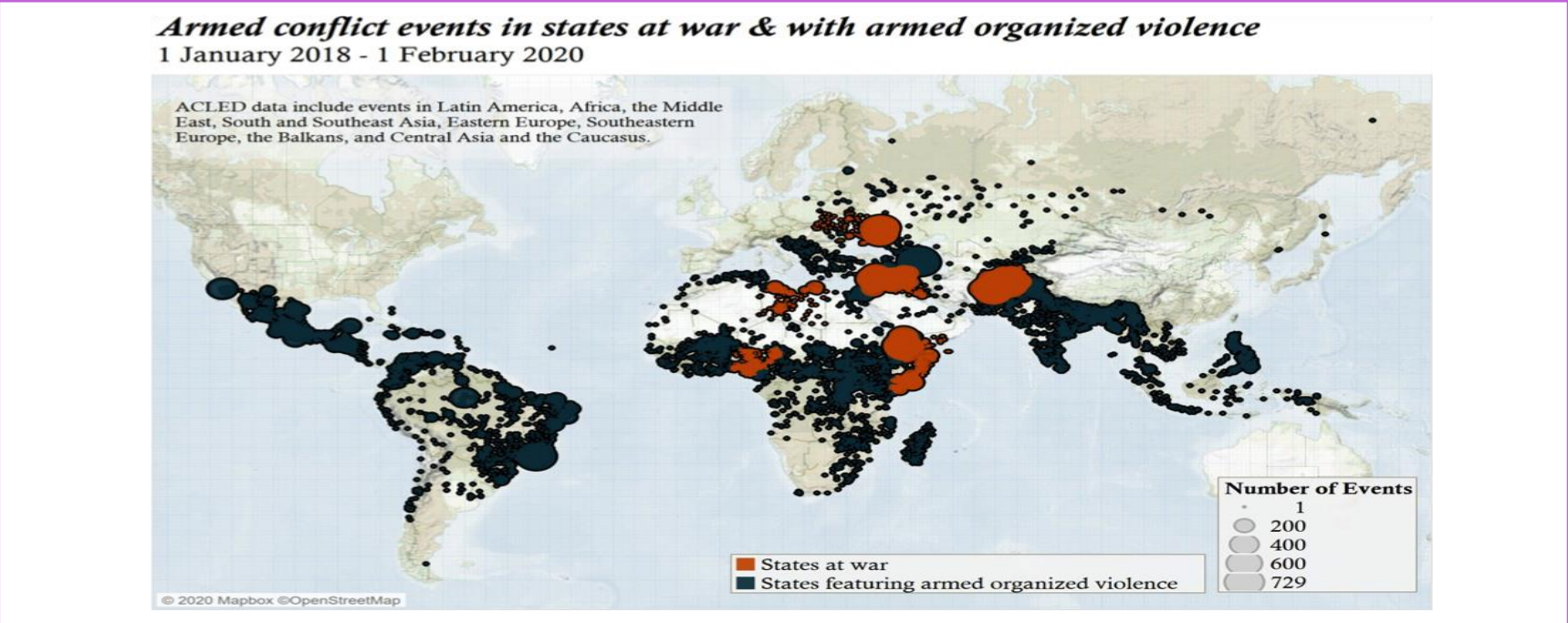
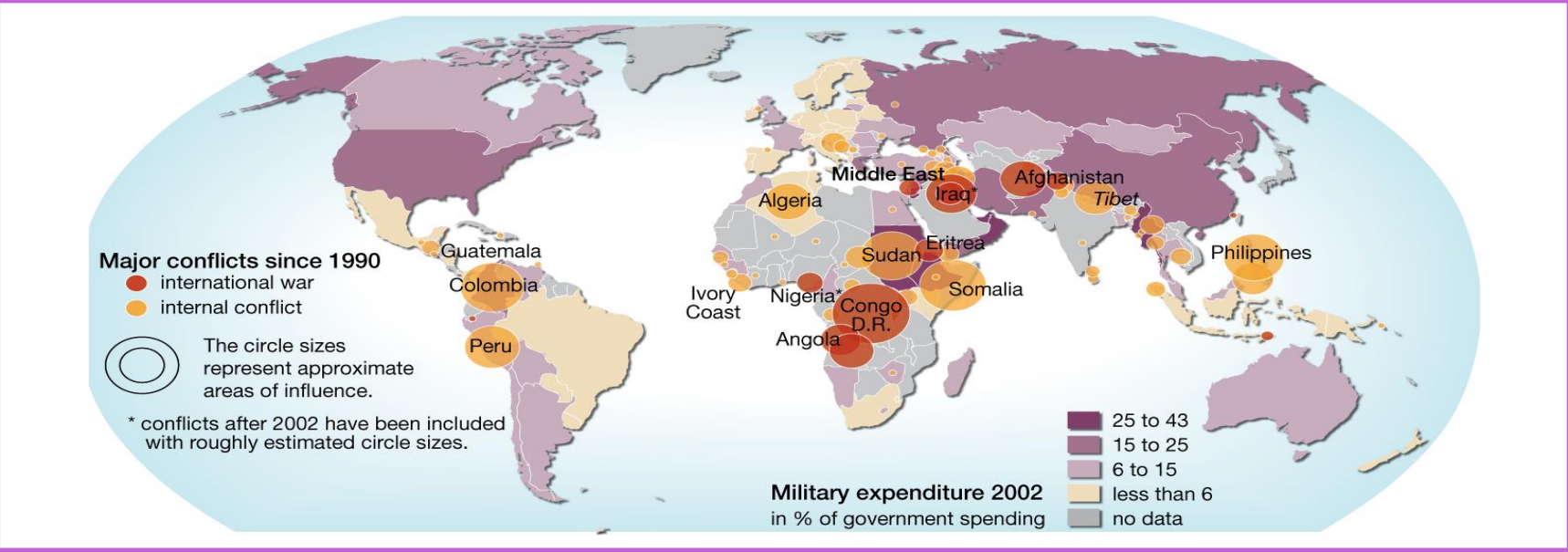
## Topic

### Conflict

Conflict is serious disagreement and argument about something important

## Key Words

- Conflict
- War
- Battle
- Conflict diamonds
- Kimberly agreement
- Global
- Coltan
- Social
- Economic
- Environmental
- Political
- Piracy
- Democracy
- Stalemate
- Illegal
- United Nations
- Resources
- Pacifism
- Aggression



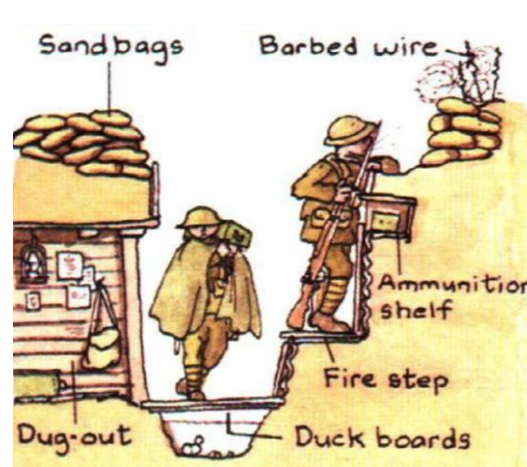
## Key Terms

<b>Militarism</b>	The opinions or actions of people who believe that a country should use armies and force to gain power and achieve its goals
<b>Alliances</b>	When countries or people join together because it helps all groups to do so – in the case of WWI for protection
<b>Imperialism</b>	The policy of taking control over other countries as part of an empire and to gain access to the resources of these countries
<b>Nationalism</b>	The belief that one's country is superior to other countries
<b>Propaganda</b>	Information, especially of a biased or misleading nature, used to promote a political cause or point of view and to convince people to form opinions which suit your point of view – often used by governments
<b>Stalemate</b>	A situation in which no one can win
<b>Attrition</b>	Very slow and gradual progress
<b>Shell shock</b>	An emotional or psychological condition brought about by long term experience of war
<b>Memorial</b>	A statue, structure or written piece created to remind people of a person or event

## Key events we study

Event	Image	Description	Date/s	Fact
Trench Warfare		To prevent enemy advances, both sides built large trenches, which stretched from the North Sea, through Belgium and France. As a result, neither side made much ground from late 1914 until early 1918. Attacks involved going across No Man's Land (in the middle) where attackers were open to machine gun fire, mines, and shells. Casualties were huge. Life in the trenches were awful, with diseases like trench foot rife. Mustard gas was a war agent used, causing blisters on skin and lungs. It caused excruciating pain and often death.	From September 1914 until November 1918 (the end of the war).	The enemy trenches were generally 50 to 250 metres apart. In between, No Man's Land was littered with barbed wire, mines, and bodies.
Battle of the Somme		The Battle of the Somme was the largest battle of World War I on the Western Front. More than 3 million fought in the battle, with more than 1 million killed or injured. At the end of the battle, the Allies had advanced 6km.	1 <sup>st</sup> July 1916 – 18 <sup>th</sup> November 1916	The battle is known for being the first use of the tank.
America Declares War		President Woodrow Wilson declared war on Germany, citing Germany's violation of its pledge to suspend unrestricted German warfare in the Northern Atlantic and Mediterranean. This had caused sinking of US ships.	6 <sup>th</sup> April 1917	The arrival of fresh US troops helped to turn the war.
Armistice of 11 <sup>th</sup> November		The Armistice of the 11 <sup>th</sup> November 1918 signaled the end of the fighting between the Allies and Germany. Previous armistices had already been agreed with the other central powers. It came into force at 11am. It marked a victory for the Allies and defeat for Germany although was not officially a German surrender.	11 <sup>th</sup> November 1918	The fighting ended on the 11 <sup>th</sup> hour of the 11 <sup>th</sup> day of the 11 <sup>th</sup> month in 1918.

## Trenches Cross Section





## The end of the war: The Treaty of Versailles

- At the end of the war, Britain, France and the United States led the negotiations to sign a Treaty to decide what happened at the end of the war called the Treaty of Versailles. The terms were very harsh for Germany and included
  - the War Guilt Clause that said Germany was to blame for the war
  - reparations (set at £6,600 million in 1921)
  - army reduced to 100,000 men, no conscriptions, no tanks/aeroplanes
  - navy reduced to 15,000 men, 6 battleships, no submarines
  - land taken off Germany, including the Ruhr, Alsace-Lorraine, The Polish Corridor and the Saar
  - the Rhineland was demilitarised – they could only have a very small army.
- People in Germany were horrified by the Treaty which left Germany very poor. They lost land and valuable resources They had to rebuild their country and also had to pay a huge fine to Britain and France.
- There were rumours that Germany had been betrayed, this was called the 'stab in the back' theory, they believed they had been betrayed by the government that signed it

## Why was 1923 a year of crisis for Germany?

### The invasion of the Ruhr

- Germany could not pay the reparations. When they missed the third payment in 1923 the French, who needed the money to rebuild after the war invaded the Ruhr, an industrial area in Germany.
- Troops started to take goods instead of the money France was owed. When workers resisted they were shot – around 120 German workers were killed by the troops. Germany had been invaded. They were occupied by French soldiers and civilians were killed.

### Hyperinflation

- Because they Germans had no money, they printed out extra banknotes. This meant that there was more money in the country than Germany really had so the money became worthless.
- This meant that people's saving suddenly became worthless. People living on fixed pensions could no longer afford to buy things. Children played with banknotes because they were worth nothing. The whole German economy collapsed.

### The Munich Putsch

- The Nazis try to overthrow the government – violence, chaos and murder!

## Why did more people support the Nazis after 1929?

Workers	Women	Industrialists (factory owners)	The army	Farmers
They promised jobs and kept slogans simple – e.g. 'Bread and work'. Promised to end the TOV, stop paying reparations to solve unemployment.	Traditional values and a focus on family and motherhood	Anti-Communist - would stop the threat of workers overthrowing their employers.	A strong government and leader. Overturn the TOV which restricted the army to 100,000.	Encouraged traditional values and said that the countryside was Germany's backbone.

## Nazi Germany: Fear

- The Nazis scared people into obeying and supporting them.
- They used the Gestapo – the secret police to investigate 'un-Nazi behaviour'.
- They relied on informants to tell them when someone was acting in an Un-Nazi way.
- They would take suspects in, interrogate them using torture and then send people off to concentration camps.
- There was also the SS – Hitler's elite who ran the concentration/extermination camps.



## National Careers Week (NCW) 7<sup>th</sup> March – 12<sup>th</sup> March 2022

- Empowering positive change through careers education
- Students will make connections with resources from NCW
- Links between world book day and National Careers Week.

## Content

- Main employers in the UK / Areas of growth and decline in the East Midlands
- Skills identified by employers as in high demand
- Strengths / skills developed over KS3 and how these might be linked to options choices (Why are you suited to these choices; What will be necessary to succeed in these classes and why)
- Stereotyping and how it affects / limits choices for the future
- Produce personal statements as applications for GCSE choices - based on skills development and experiences in secondary school to this point

## Skills Which Boost Employability



## What Skills will I Develop in Heart for Life?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.



## Overview

- Students can give examples of how stereotyping can affect long term choices and prospects
- Students can express how their GCSE options choices are linked to their next steps and career goals
- Students can describe what labour market information is and how it can be used to inform their GCSE choices

## Key Concepts

**Careers focus, exploring different careers. Using Unifrog to explore career links**

## Essential Attributes Developed Through Heart for Life

- Self -Improvement
- Resilience
- Self-organisation
- Clarifying own values
- Developing and maintaining a healthy self concept
- Empathy and compassion
- Respect for others
- Skills for employability
- enterprise skills

## Topic

**Augmented Reality App Design**

## Key Words

<b>Logo</b>	A logo made from initials
<b>Branding</b>	A logo made from initials
<b>Symbol</b>	An image / picture
<b>Logogram</b>	A logo made from initials
<b>Logotype</b>	A logo made from a word
<b>Typography</b>	Art of arranging, designing type
<b>Colour Association</b>	Theory of how specific colours can provoke a response
<b>Colour Combinations</b>	Use of colours to inspire a theme or reaction - cool, calm, energetic, conflicting, contrasting...
<b>Unique Selling Point</b>	What makes your product/ service/ stand out against others
<b>Augmented</b>	Enhanced digitally
<b>Target Market</b>	Potential audience aimed at
<b>UI/ User Interface</b>	Design of a users experience navigating with and engaging with digital design (app/ web)

## Key Questions

- What is my company or product name and is it easy to understand?
- Who are my **rivals**, and what makes them stand out / be popular?
- What are the **trends** in the market area?
- What **symbols** come to mind and how could they be more unique?
- **Who** am I aiming my product at and what appeals to them?
- How could my brand be **unique**? What is my **Unique Selling Point**?
- What **tone** should my design express? (Premium / Budget / Informal etc.)
- Which colours or colour combinations would **attract** my market?
- How could I use **typography** to be more unique?

## SWOT

Strengths  
Weaknesses  
Opportunities  
Threats

## Logo Design Process

<b>Case</b>	Upper case, lower case	
<b>Amend</b>	What can be modified?	
<b>Remove</b>	What can be simplified?	

## Illustrator Tools

- Selection tool (V)
- Magic Wand tool (Y)
- Pen tool (P)
- Type tool (T)
- Rectangle tool (M)
- Shaper tool (Shift+Z)
- Rotate tool (R)
- Width tool (Shift+W)
- Shape Builder tool (Shift+M)
- Mesh tool (U)
- Eyedropper tool (I)
- Symbol Sprayer tool (Shift+S)
- Artboard tool (Shift+O)
- Hand tool (H)
- Fill box (X)
- Default Fill and Stroke (D)
- Color (<)
- Gradient (>)
- Draw Normal (Shift+D)
- Draw Behind (Shift+D)
- Direct Selection tool (A)
- Lasso tool (Q)
- Curvature tool (Shift+~)
- Line Segment tool (L)
- Paintbrush tool (B)
- Eraser tool (Shift+E)
- Scale tool (S)
- Free Transform tool (E)
- Perspective Grid tool (Shift+P)
- Gradient tool (G)
- Blend tool (W)
- Column Graph tool
- Slice tool (Shift+K)
- Zoom tool (Z)
- Swap Fill and Stroke (Shift+X)
- Stroke box (X)
- None (/)
- Draw Inside (Shift+D)

### Topic

#### Engineering Systems

#### Describing Systems

**System Block Diagrams:** On a system block diagram, the blocks represent the functions or sub-systems; the arrows represent the signals that are sent from and to each block

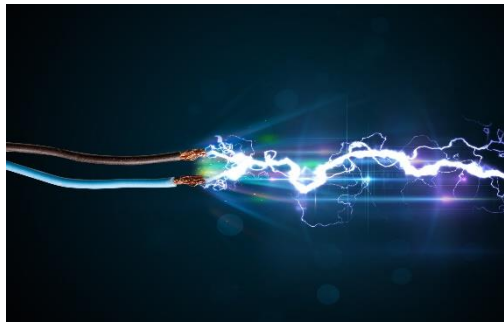
**Schematic Drawings:** Show the individual components required and how they are connected together

**Flowcharts:** Are used to show the order in which a set of events is carried out. For example, they can be used to show how a set of manufacturing processes is carried out or how quality control procedures are applied to it

#### Electrical Systems

**Electric Current:** An electric current is a flow of electric charge through a conductive medium, such as a wire

**Output Devices:** Can be used to provide light, sound or movements. As with inputs, the outputs selected depend on the requirements of the system



#### Structural Systems

**Structural Systems:** The purpose of a structural system is to resist loads and forces that could otherwise cause the main structure to deform or fail.

- Space frame structures
- Monocoque structures

#### Electronic Systems

**Analogue and Digital Signals:** Electronic systems and sub-systems collect, transmit, alter and output both analogue and digital signals

**Sensor Inputs:** Allow systems to gather information about the environment around them; for example changes in light or temperature

**Process Devices:** Are often thought of as the 'brain' of an electronic system; they work by responding to signals

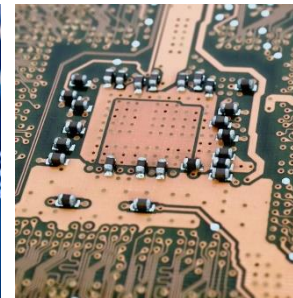
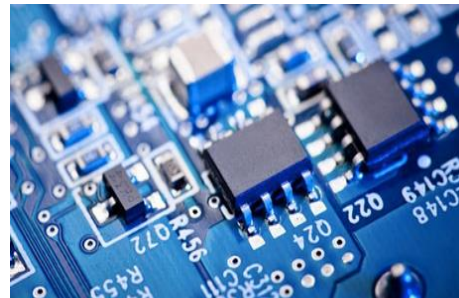
**Programmable Devices:** Can be used to perform more complex operations than discrete circuits

**Interfacing Components:** Also known as drivers, boost the output signal going from the process block of an electronic system

**Output Components:** Turn an electronic signal into real world signals such as light/sound/movement

**Discrete Components within a Circuit:** Are components that are not inputs or outputs but still play an important role

**Simple Programming for Monitoring and Control Processes:** Are designed to make sure engineered products are produced to a high level of consistency



#### Pneumatic Systems

**Pneumatic and Hydraulic Circuits:** Hydraulic systems use a liquid, such as oil or water to control a medium. Pneumatic systems use a compressible gas, such as air

**Pneumatic Systems versus Hydraulic Systems:** Consider the speed of operation

**Common Pneumatic Circuits and Components:** Single and double acting cylinders, delay circuits, logic circuits

**Applications of Pneumatics:** High speed, accurate and precise; therefore used for- robotic applications, drills, saws, screwdrivers, hammers, jackhammers and assembly tools



#### Mechanical Systems

**Linkages:** Are used to change the size of a force, the direction of motion and/or the type of motion

**Mechanical Advantage:** Linkages can be used to provide mechanical advantage; which is the ability of a mechanism to move a large load with a small effort force, usually written without any units

**Conversion of Motion:** Mechanical systems can be used to change the direction of motion in a system

**Gear Trains:** Transmit rotary motion and torque

**Chain and Sprocket:** A series of links are joined together with steel pins to make the chain. The sprockets are toothed wheels which the chain fits over

**Cams and Followers:** Cams and followers turn rotary motion into reciprocating motion

**Pulleys:** Pulley systems are used to reduce effort when lifting loads and to transfer power within a system. They transmit rotary motion

**Bearings:** Are machine parts; their role is to control motion and reduce friction between moving parts



## Topics

- Living the Muslim life
- Healthy living & Islam
- 4 Schools of Fiqh
- Halal and Haram



## What Is Halal?

Halal is that which adheres to Shariah (Islamic Law). Halal meat must be slaughtered in a specific manner according to the Quran and Hadith



## What Is Haram?

The Arabic term for forbidden (unlawful). For example certain food and drinks are considered Haraam such as pork and alcohol. Muslims must choose between Halal and Haraam

## Key Words

- **Shariah** – Islamic law
- **Fiqh** - the theory or philosophy of Islamic law, based on the teachings of the Quran and the traditions of the Prophet. Muhammad (SAW)
- **Religious Law** – Laws pertaining to religions
- **Monarchy** – A form of government with a monarch at the head
- **Moral responsibility** – How do people act morally and how do they morally choose
- **Alcohol**
- **Drugs**
- **Halal** – Something which is permissible
- **Haram** – Something which is impermissible

## Key Questions

- How do Muslims make moral and legal decisions?
- What is the difference between religious law and law of the land?
- How does a person follow religious law as well as the law of the land?
- How do Muslims act as stewards by taking care of their own bodies?
- What is it important to live a healthy lifestyle?
- Why are some foods halal and some haram?
- What are Islamic teachings on alcohol and drugs?



## The 4 Main Schools Of Fiqh

### Hanafi:

The Imam of this school was called Abu Hanifah, Nu`man bin Thabit (may Allah have mercy upon him). He was of Persian origin. He was born in Kufa, Iraq, in the year 80 AH.

### Maliki:

The Imam of this school is Malik bin Anas (may Allah have mercy upon him) who was born in 95 AH and passed away in 179 AH at the age of 86. He was blessed to have been born and pass away in the blessed city of Madinah. He was buried in Jannah al-Baqi

### Shafi'i:

The Imam of this school is Muhammad bin Idris (may Allah have mercy upon him). He was born in Gazzah in the year 150AH. He died in Egypt in the year 204 AH. His lineage meets with that of the Prophet (peace be upon him) on the seventh level.

### Hanbali:

The Imam of this school is Ahmad bin Muhammad bin Hanbal (may Allah have mercy upon him) who was born in 164 A.H and passed away in 241 A.H at the age of 77. The city of birth and death was Baghdad, Iraq



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