

‘Success is the sum of small efforts repeated day in and out.’



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 2 2024-25

History

Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

9

Spanish

French

Geography

Contents Page

Subject	Page
Geography	4-10
History	11-17
French	18-24
Spanish	25-31
Modern Britain	32-38
Computing	39-45

Book Pride

1	2
<ul style="list-style-type: none">• No dates and titles are underlined• Work is very untidy• Extended writing tasks are incomplete• SPaG errors being repeated <p>Show more <u>PRIDE</u> in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none">• Some dates and titles are underlined• Work is untidy• Extended writing tasks are short• SPaG errors being repeated
3	4
<ul style="list-style-type: none">• Most dates and titles are underlined• Work is usually neat and well presented• Extended writing tasks are good• SPaG is usually correct	<ul style="list-style-type: none">• All dates and titles are underlined• Work is exceptionally neat and well presented• Extended writing tasks are outstanding• SPaG is consistently correct <p>You are <u>RESILIENT</u>. You always show <u>PRIDE</u> in your work.</p>

Plan

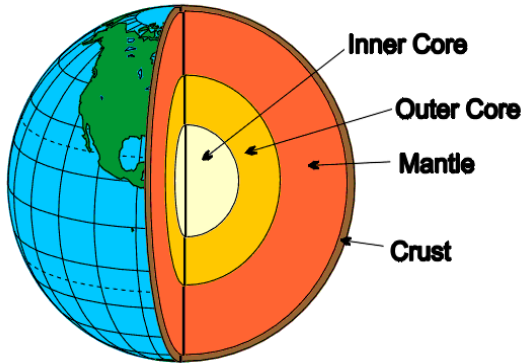
Year 9 - Half Term 2 (04-11-24 → 20-12-24) - Homework Plan

	Online HW	Written HW
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

*Students studying Literacy in place of French/Spanish to complete additional set Sparx Reader

Geography: Half Term 2 - Week 1

Geography: Week 1 Knowledge Organiser: Structure of the earth

<p>1.</p> <p>Structure of the earth</p>	<p>The crust – the rocky outer layer</p> <p>The mantle – the semi-solid middle layer</p> <p>The core - the innermost layer which is divided into an inner core and outer core</p> <p>Magma - semi molten rock (liquid rock) underground</p>		<p>The inner core is in the centre and is the hottest part of the Earth. It is solid and made up of iron and nickel with temperatures of up to 5,500°C.</p> <p>The outer core is the layer surrounding the inner core. It is a liquid layer, also made up of iron and nickel.</p> <p>The mantle is the thickest section of the Earth at approximately 2,900 km. The mantle is made up of semi-molten rock called magma.</p> <p>The crust is the outer layer of the Earth. It is a thin layer between 0 - 60 km thick. The crust is the solid rock layer upon which we live.</p>
---	---	--	---

<ol style="list-style-type: none"> 1. What is the crust? 2. What is the mantle? 3. What is the core? 4. What is the temperature of the inner core? 	<ol style="list-style-type: none"> 5. What is the composition of the mantle? 6. How thick is the crust? 7. What is magma? 8. Which is the thickest part of the earth's structure?
--	---

Extended Writing Question:
 Explain the difference between the 4 layers of the earth.

Geography: Half Term 2 - Week 2

Geography: Week 2 Knowledge Organiser:

2. Plate tectonics

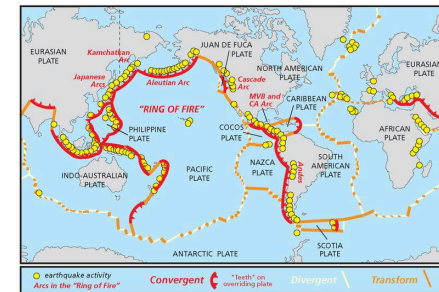
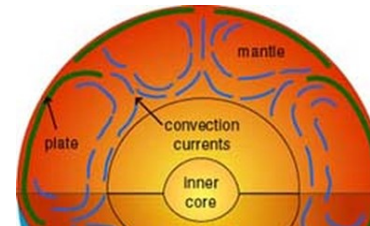
Tectonic plates: a large irregularly shaped slab of rock in the crust

The crust is split into major fragments called **tectonic plates**. There are 2 types: **Oceanic** (thin and younger but dense) and **Continental** (old and thicker but less dense). These plates move and where they meet you get tectonic activity (volcanoes and earthquakes).

Distribution of earthquakes and volcanoes

The majority of earthquakes and volcanoes are found along plate margins. The Ring of Fire is a chain of earthquakes and volcanoes around the Pacific Ocean. One exception is Hot Spots, which form when a magma plume reaches the crust. This process created the island of Hawaii.

Tectonic plates move due to: **convection currents**. Heat from the core causes convection currents in the mantle. These cause the mantle to move as it heats and cools. These currents slowly move the crust around.



Geography: Week 2 Questions

1. What are tectonic plates?
2. Name the two types of tectonic plates
3. Which type of tectonic plate is more dense?
4. What is the name of the chain of earthquakes and volcanoes around the Pacific Ocean?

5. Why do plates move?
6. Where does the heat come from that drives convection currents?
7. Where do convection currents happen?
8. What is the term for semi molten rock underground?

Extended Writing Question:

Explain how a convection current causes plates to move

Geography: Half Term 2 - Week 3

Geography: Week 3 Knowledge Organiser:

<p>3. Plate Margins</p>	<p>Plate margins Constructive: Plates move apart, creating new land in the gap. Cause volcanoes Destructive: Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes Conservative: Plates slide past each other, cause earthquakes</p>	<p>The diagrams show three types of plate margins. The 'Destructive margin' shows one plate moving under another, with a volcano on the overriding plate. The 'Constructive margin' shows two plates moving apart, with a volcano in the gap. The 'Conservative margin' shows two plates sliding past each other horizontally.</p>	<p>Plate tectonics:</p> <ul style="list-style-type: none"> • The earth's crust is made up of 7 major tectonic plates and several small ones. • There are two types of plate - Oceanic (under oceans) and continental (under land or continents) • Where the plates meet is called a plate margin/boundary • Earthquakes occur at these margins. • Some earthquakes occur with Volcanoes some occur without. • The processes that cause earthquakes are different to the ones that cause volcanoes.
--------------------------------	--	--	--

Geography: Week 3 Questions

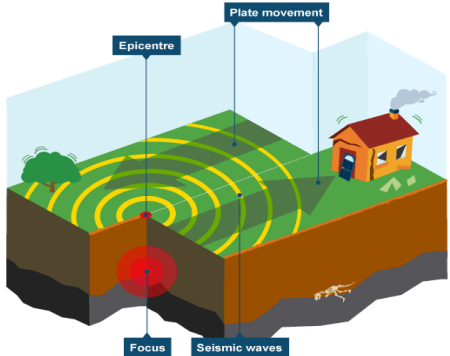
<ol style="list-style-type: none"> 1. What is a plate margin? 2. What do the plates do at constructive plate margins? 3. What do the plates do at destructive plate margins? 4. What do the plates do at conservative plate margins? 	<ol style="list-style-type: none"> 5. Why do plates move? 6. Where does the heat come from in convection currents? 7. What are the two types of tectonic plates? 8. Which plate is more dense?
--	--

Extended Writing Question:

Explain what happens at a destructive plate margin

Geography: Half Term 2 - Week 4

Geography: Week 4 Knowledge Organiser:

<p>4.</p> <p>Characteristics of earthquakes</p>	<p>Characteristics and formation of Earthquakes</p> <p>Seismic wave: energy released from an earthquake</p> <p>Fault plane: a line of weakness in which an earthquake occurs</p> <p>Focus: the point in the crust where the earthquake is created</p> <p>Epicentre: the point on land directly above the focus</p>	<p>Measuring earthquakes:</p> <ol style="list-style-type: none"> 1. Richter scale - A measurement of the strength (magnitude) of an earthquake 2. Mercalli scale - A measurement of the destruction an earthquake causes.  <p>The diagram illustrates an earthquake's origin and effects. A red dot at the bottom represents the Focus. Concentric yellow circles radiating from it represent Seismic waves. A vertical line from the focus to the surface marks the Epicentre. A fault line on the surface is labeled Plate movement. A house is shown on the surface, with a crack in the ground and smoke rising from it, indicating damage caused by the earthquake.</p>	<p>How do earthquakes form?</p> <ul style="list-style-type: none"> ● On a conservative Plate margin the two plates move in opposite directions. ● The margins of the plates are not smooth which causes friction so pressure builds up. ● A threshold is reached and the pressure is released as seismic waves. ● The seismic waves cause the earthquake. ● An example is the San Andreas fault in USA. ● Shallow earthquakes often cause more damage than deep earthquakes
---	---	---	---

Geography: Week 4 Questions

<ol style="list-style-type: none"> 1. What is the term for the waves of energy released from an earthquake? 2. What is the term for the line of weakness where an earthquake occurs? 3. What is the focus? 4. What is the epicentre? 	<ol style="list-style-type: none"> 5. What is the term used for the strength of an earthquake? 6. How can we measure the strength of an earthquake? 7. What do plates do at a conservative boundary? 8. Which hazard happens at a conservative boundary?
--	--

Extended Writing Question:

Explain how earthquakes form at conservative plate boundaries

Geography: Half Term 2 - Week 5

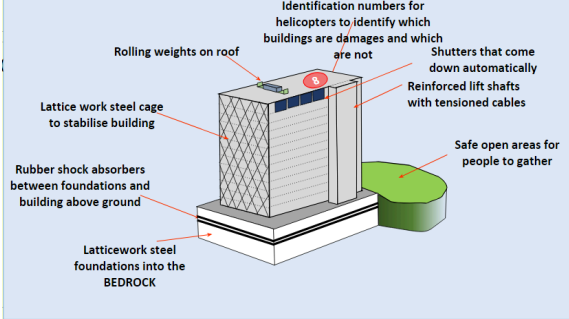
Geography: Week 5 Knowledge Organiser:		
<p>5 Nepal, 2015 (LIC)</p>	<p>Date: 25 April 2015 Magnitude: 7.9 Epicentre: 50 miles NW of Kathmandu Plate margin: Indo-Australian plate colliding with the Eurasian plate</p>	<p>Primary effects 9000 killed, 20,000 injured, 8 million people affected - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed which affected children's education. Hospitals were overwhelmed, adding to the casualties. Power and water were cut off. It is estimated that the total costs was US\$5 billion damage</p> <p>Secondary effects Landslides/avalanches cut off villages Mt Everest avalanche killed 19 people Flooding from rivers blocked by landslides.</p>
Immediate responses		
<p>Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest, where 19 people died in an Avalanche. 300,000 people migrated from Kathmandu to friends/family for support/shelter</p> <p>Long-term responses Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Indian border blockage caused fuel/medicine shortages</p>		
Geography: Week 5 Questions		
<p>1. Is Nepal an LIC or HIC? 2. What was the magnitude of Nepal earthquake? 3. What was the date? 4. Which plate margin did Nepal happen on?</p>	<p>5. How many people were killed? 6. Name the secondary effect which killed 19 people 7. Give an example of an immediate response to Nepal 8. Give an example of a long term response to Nepal</p>	
<p>Extended Writing Question: Explain the primary and secondary effects of Nepal earthquake</p>		

Geography: Half Term 2 - Week 6

Geography: Week 6 Knowledge Organiser:		
<p style="text-align: center;">6</p> <p style="text-align: center;">Chile</p> <p style="text-align: center;">Earthquake, 2010 (HIC)</p>	<p>Date: February 2010</p> <p>Magnitude: 8.8</p> <p>Shallow focus (35 km)</p> <p>Plate margin: Destructive - Nazca Plate subducting beneath the South American plate</p>	<p>Primary effects</p> <p>500 killed, 120,000 injured, 800,000 people affected.</p> <p>Significant destruction of buildings and infrastructure.</p> <p>Power, water and communications cut.</p> <p>US\$30 billion damage.</p> <p>Secondary effects</p> <p>Communities cut off by landslides</p> <p>Coastal towns devastated by tsunami</p> <p>Chemical plant fire near Santiago forced evacuations</p>
<p>Immediate responses:</p> <p>Swift and effective response by emergency services</p> <p>Key roads repaired within 24 hours</p> <p>Most power and restored within 10 days</p> <p>US\$60 million national appeal built 30,000 emergency wooden shelters</p> <p>Long term responses:</p> <p>Strong economy reduced the need for foreign aid</p> <p>Government reconstruction plan to rebuild 200,000 homes</p> <p>Full recovery in 4 years</p>		
Geography: Week 6 Questions		
<ol style="list-style-type: none"> 1. Is Chile a LIC or HIC? 2. What was the magnitude of Chile? 3. What was the date? 4. Which plate margin did Chile happen on? 		<ol style="list-style-type: none"> 5. How many people were killed? 6. How much money was lost in damage? 7. How long did it take to repair key roads? 8. How long did it take Chile to make full recovery?
<p>Extended Writing Question:</p> <p>Explain how Chile responded to the earthquake</p>		

Geography: Half Term 2 - Week 7

Geography: Week 7 Knowledge Organiser:

<p align="center">7.</p> <p align="center">Risk and reducing risk of hazards</p>	<p>Risk: the chance of a natural hazard happening and affecting people.</p>	<p>Why are LIC's more at risk?</p> <p><u>Lack of services:</u> Typically, people in LIC's are more at risk from natural hazards due to the lack of health care, lack of emergency services.</p> <p><u>Poor infrastructure:</u> Many people in LIC's live in poorly built houses and therefore are more vulnerable to hazards.</p> <p><u>Population density:</u> Often LIC cities have a high population density (lots of people living in cramped conditions)</p> <p><u>Warning systems:</u> LIC's often do not have access to news or telephone lines to receive warnings and therefore experience greater loss of life.</p> <p><u>Education:</u> Some people in LIC's have poor access to education and therefore are not aware of how to act in the event of a hazard, leading them to be more vulnerable.</p>	<p>Reducing the risks from tectonic hazards</p> <ul style="list-style-type: none"> ● Monitoring: Using scientific equipment to detect warning signs. Seismometers measure earth movement. Volcanoes also give off gases which can be monitored. ● Prediction: Using historical evidence and monitoring, scientists can make prediction about when a tectonic hazard may occur, this can allow evacuation before event ● Protection: Designing buildings that will withstand tectonic hazards. ● Planning: Avoid building in at risk areas. Training for emergency services and planned evacuation routes and drills. 
--	--	--	--

Geography: Week 7 Questions

<ol style="list-style-type: none"> 1. Are HIC's or LIC's more at risk to a hazard? 2. What does risk mean? 3. What is the term for a large number of people living in a small area? 4. What does monitoring mean? 	<ol style="list-style-type: none"> 5. What does prediction mean? 6. Name one way buildings can become more earthquake resistant? 7. What is protection? 8. Name one way people can plan before an earthquake
---	--

Extended Writing Question:

Explain why LIC's are more at risk from natural hazards

History: Half Term 2 - Week 1

History: Week 1 Knowledge Organiser: Stalingrad

Stalingrad

The Battle of Stalingrad took place between August 1942 and February 1943, was one of the most brutal and destructive battles of the war. This was the moment the war in the east shifted in the favour of the Soviet Union and the Nazis began to face defeat. Stalingrad was important for the Nazis because it was a key supply line and if the Nazis took it they could access the oil field in Caucasus. For the Soviets it had symbolic significance as it was named after Stalin and he gave the order 'not to step back'. The battle turned into a brutal struggle for control of individual buildings and streets. The battle was not fought in a traditional style, the soldiers fought in the ruined houses using grenades, flamethrowers and even hand to hand. Both sides faced huge losses with over 2 million people dying (Both Military and civilian). Throughout the fighting there was almost constant artillery fire damaging the city which was brought to rubble.

Why did the Germans lose?

The Germans were reliant on their supply lines, the Soviets continued to disrupt their supplies of ammo, food and medical equipment. The freezing weather caused many to get frostbite and hypothermia. With little food, ammo and huge casualties the German morale began to drop dramatically.

History: Week 1 Questions

- | | |
|--|---|
| 1. When was the Battle of Stalingrad? | 5. What weapons were used in the battle? |
| 2. Why was Stalingrad important for the Nazis? | 6. How many people died in the battle? |
| 3. Why was Stalingrad important for the Soviets? | 7. What reduced the city to rubble? |
| 4. What did Stalin tell his soldiers? | 8. What problems did the weather cause the Germans? |

Extended Writing Question: Explain why the Nazis lost the Battle for Stalingrad

History: Half Term 2 - Week 2

History: Week 2 Knowledge Organiser: D Day

D-Day

By April 1944 the Nazis had taken most of Europe, however the USA had joined on the side of the allies. If the allies were to turn the war around they needed to land back in the main part of Europe and push the Nazis back. The D Day landings were officially named Operation Overlord and were to be led by Dwight Eisenhower. The plan was to land on 5 beaches along a 50 Mile stretch of Normandy. However they tricked the Nazis into thinking they were landing at Calais so Hitlers panzer divisions were directed to Calais instead.

Events

Just after midnight paratroopers began landing in France with the aim of blowing up bridges, this would stop the Nazis being able to send reinforcements to Normandy. At 6.30am the rest of the troops began to arrive by sea. The Americans landed at Utah and Omaha beaches. The British and Canadians landed at Gold, Juno, and Sword beaches. The fiercest fighting was on Omaha Beach where the Germans were positioned on steep cliffs that commanded the long, flat shoreline. Troops leapt from their landing boats and were pinned down for hours by machine-gun fire that turned the beach into a vast killing field. 2400 were injured or killed in Omaha alone. The Germans now had to fight on 2 fronts in France and Russia -this divided their troops Less than a year later the Germans would surrender

History: Week 2 Questions

- | | |
|---|--|
| 1. By what year had the Germans taken most of Europe? | 5. Where did the Nazis think the landings would be? |
| 2. What was the codename for the Normandy landings? | 6. Which beach did most of the British troops land on? |
| 3. Who led the Normandy landings operation? | 7. Which beach had the most casualties? |
| 4. Which 5 beaches would be used? | 8. When would Germany surrender? |

Extended Writing Question: Explain why the D Day landings were important for turning the outcome of the war

History: Half Term 2 - Week 3

History: Week 3 Knowledge Organiser: Life in Russia in 1855

Key Information

- Russia was a huge country covering $\frac{1}{4}$ of the Earth's land surface
- It was a country of contrasts from the frozen areas of Siberia to the deserts of Kazakhstan
- In 1914 it had 125 million people - there was a variety of languages and customs which made it difficult to rule

It had a population of approximately 125 million. Half of these were ethnic Russians. The remainder included large numbers of Germans, Poles, Slavs, Asians
There were around twenty different nationalities within the Empire. Each had their own language and customs. Many did not speak Russian. Almost every major religion was represented within this diverse population

Russian Orthodox Church - dominated religion and was very closely linked to the state. The Church supported the Tsar's claim he came from God. They taught it was a person's duty to be loyal to the Tsar 'God commands us to love and obey from the innermost recesses of our heart the Tsar

The structure of society did not really change from 1855 to 1917. 84% were peasants

It was said ' Everyone had a place and station in life'

The Aristocracy owned $\frac{1}{4}$ of all the land. Their lives revolved around their social calendar - they used the peasants to do all their work

Until 1861 those peasants were actually slaves called serfs. 1:5 people in Russia were peasants

Life was hard for them. They lived on rye bread, porridge and cabbage soup. They may also eat fish but rarely meat

They also drank tea, beer and vodka

Famine was common because harvest failed - 400,000 died from a lack of food in 1891. They lived in wooden huts which they shared with their animals in Winter

They used the backward strip methods of farming where each family had 20-50. Narrow strips scattered around the village

They produced just about enough food to get by. There was just not enough land because the rich had so much

History: Week 3 Questions

- | | |
|--|---|
| 1. How much of the Earth's surface did Russia cover in 1855? | 5. What percentage of society was peasant? |
| 2. How many people were in Russia in 1914? | 6. What were the slaves of Russia called? |
| 3. What type of people were they? | 7. What was the main diet for serfs and peasants? |
| 4. What was the religion of Russia? | 8. How many people died from famine in 1891? |

Extended Writing Question:

Explain why life was so hard for the people of Russia in 1855

History: Half Term 2 - Week 4

History: Week 4 Knowledge Organiser: Who was responsible for the Russian Revolution

Nicholas II -

Ruler of Russia from 1894 until February 1917 Murdered with his entire family on 17th July 1918

Key Information

- The Russian Imperial Romanov family (Nicholas II of Russia, his wife Alexandra Feodorovna, and their five children: Olga, Tatiana, Maria, Anastasia, and Alexei) were shot and bayoneted to death by Bolshevik revolutionaries
- Nicholas II and his wife Alexandra had 4 healthy daughters and were delighted when their son Alexis was born. However it soon became obvious that he was suffering from the disease haemophilia. His blood would not clot so if he cut himself he would not stop bleeding.

Rasputin - He was a bizarre character. A holy man who rarely washed and smelt very badly. He drank smashed furniture, swore and slept with hundreds of women. There were claims he was sleeping with the Tsarina because she favoured him so much. When the Tsar left Russia to go and fight WW1 he left the Tsarina (a German) and Rasputin in charge

The nobility in Russia decided Rasputin had to go so they invited him to a party with the intention of killing him. Rasputin had always claimed he was under the protection of God and could not be killed. This seemed to be true when he was poisoned, shot and beaten. Then thrown in the River - he drowned

Tsarina Alexandra - Born Princess Alix of Hesse (Germany) - she was the granddaughter of Queen Victoria

She was a carrier for the disease haemophilia which she passed on to her son. When she married Nicholas she changed her name to Alexandra and converted to the Russian Orthodox church

She was very unpopular with the Russian people because she was seen as arrogant and cold - she spoke English and German but not Russian

The role of the Tsarina was to host balls which were lavish and costly but she wanted to help the peasants to learn to sew

Nicholas II - He had little experience of government before he became Tsar. He distrusted most people and found the task of ruling Russia hard. He never wanted to rule - he preferred to be at home with his family. Although above average intelligence he was shy, softly spoken, lack confidence and was not assertive. He was weak and indecisive - he was dominated by his German wife Alexandra

Nicholas had military training and was widely travelled. He was a nationalist and loved Russia

History: Week 4 Questions

- | | |
|---|---|
| 1. When did Nicholas rule Russia? | 5. Who was Nicholas' wife? |
| 2. What was the name of the Russian imperial family? | 6. Why was Nicholas' wife so unpopular? |
| 3. What medical problem was Nicholas' son suffering from? | 7. What training had Nicholas had to rule Russia? |
| 4. Who was Rasputin? | 8. When was Nicholas murdered? |

Extended Writing Question:

Explain why Nicholas II was not suitable for the job as Tsar

History: Half Term 2 - Week 5

History: Week 5 Knowledge Organiser: Lenin

Key words and ideas

Proletariat - working people

Bourgeoisie - The rich

Bolshevik - Russian communists

Communists were people who agreed with Karl Marx. He had written a book called The Communist Manifesto.

In it he said that eventually those poor people in countries who he called the Proletariat would rise up in a revolution against those who made their lives miserable, the Bourgeoisie (Rich and Middle class).

He believed this would happen naturally caused by extremely poor wages and harsh working conditions.= Communist Revolution

What are communist ideas:-

-End private ownership

-All things would be owned by the state on behalf of the people

-Everyone would be equal and fairly shared out

Key events

Lenin was a Bolshevik (Russian Communist) who took over Russia in the October 1917 Revolution. He promised to give the people ' Bread, Peace and Land'.

Lenin was aware that he did not have a lot of support in Russia so he ruled using the secret police called the Cheka. They used terror to control the people. By 1924 Lenin had complete control of Russia and all opposition had been removed.

- | | |
|---|--|
| 1. Who were the Proletariat? | 5. When did Lenin take over Russia? |
| 2. What were Russian communist called? | 6. What did Lenin promise the people? |
| 3. What was the name of Karl Marx's book? | 7. Who were Lenin's secret police? |
| 4. What would be the cause of the Communist Revolution? | 8. When did Lenin have complete control of Russia? |
| 5. What would everyone get in this revolution? | |

Extended Writing Question:

Explain what the communist revolution would give the people of Russia

History: Half Term 2 - Week 6

History: Week 6 Knowledge Organiser: Stalin v Hitler

Josef Stalin. Born 1879 in Georgia. Originally called Josef Dzhugashvili but he changed his name to Stalin (Man of Steel). His father was an alcoholic shoemaker who abandoned his family. Stalin was sent to train as a priest but while there he learned about the communist party and joined. He became a leading member of the communist party under Lenin

Leadership qualities:-

Ruthless and devious

Hardworking and a clever politician

He was happy to do the boring jobs which made him Party secretary which then meant he could control and had access to all personal records.

Lenin did not rate him and said he should not rule Russia ever

Actions

- Had a large secret police which he used to crush any opposition
- He had spies and informers everywhere
- Anyone who criticised Stalin was arrested and sent to the Gulags (prisons) - 18m
- Stalin purged (killed) anyone who he thought would challenge his leadership

Adolf Hitler. Born in Austria Father was a customs officer who was very strict. Failed to get into Art school and struggled to make a living. Joined the German army in 1914 and fought in WW1. After the war he joined the Nazi Party and rose to its leader and then leader of Germany

Leadership qualities:-

Great public speaker

Single minded

Suspicious of others

Ruthless and devious

Actions

- Secret police called the Gestapo
- All opponents sent to the concentration camps
- 6m Jews killed
- Killed disabled babies
- Killed his own men if they got too powerful
- Attacked Russia even after he had made a pact not to attack them

History: Week 6 Questions

1. Where was Stalin born?
2. What was Stali's real name?
3. What does Stalin mean?
4. What did Stalin start training to be?

5. What was Stalin like as a person?
6. What was a Gulag?
7. Who did Stalin Purge?
8. What does the term purge mean?

Extended Writing Question:

Explain why Stalin can be seen as the worst dictator

History: Half Term 2 - Week 7

History: Week 7 Knowledge Organiser: Hitler v Stalin - Part 2

Josef Stalin. Born 1879 in Georgia. Originally called Josef Dzhugashvili but he changed his name to Stalin (Man of Steel). His father was an alcoholic shoemaker who abandoned his family. Stalin was sent to train as a priest but while there he learned about the communist party and joined. He became a leading member of the communist party under Lenin

Leadership qualities:-

Ruthless and devious

Hardworking and a clever politician

He was happy to do the boring jobs which made him Party secretary which then meant he could control and had access to all personal records.

Lenin did not rate him and said he should not rule Russia ever

Actions

- Had a large secret police which he used to crush any opposition
- He had spies and informers everywhere
- Anyone who criticised Stalin was arrested and sent to the Gulags (prisons) - 18m
- Stalin purged anyone who he thought would challenge his leadership

Adolf Hitler. Born in Austria Father was a customs officer who was very strict. Failed to get into Art school and struggled to make a living. Joined the German army in 1914 and fought in WW1. After the war he joined the Nazi Party and rose to its leader and then leader of Germany

Leadership qualities:-

Great public speaker

Single minded

Suspicious of others

Ruthless and devious

Actions

- Secret police called the Gestapo
- All opponents sent to the concentration camps
- 6m Jews killed
- Killed disabled babies
- Killed his own men if they got too powerful
- Attacked Russia even after he had made a pact not to attack them

History: Week 7 Questions

1. Where was Hitler born?
2. What did Hiler want to be?
3. Which army did he join in 1914?
4. What party did he join after WW2?

5. What was Hitler like as a person?
6. What was the name of Hitler's secret police?
7. Who did Hitler kill?
8. Who did Hitler attack even though he had an agreement with them?

Extended Writing Question:

Explain why Hitler can be seen as the worst dictator

French: Half Term 2 - Week 1

French: Week 1 Knowledge Organiser:

		à... <i>at</i>	
		vers... <i>around</i>	
		une heure <i>one o'clock</i>	du matin <i>in the morning</i>
		deux heures <i>two o'clock</i>	
		trois heures <i>three o'clock</i>	de l'après-midi <i>in the afternoon</i>
		quatre heures <i>four o'clock</i>	
		...	du soir <i>in the evening</i>
Pendant la semaine, <i>During the week,</i>	je me lève <i>I get up</i>		
	je m'habille <i>I get dressed</i>		
Le week-end, <i>At the weekend,</i>	je me change <i>I get changed</i>	huit heures cinq <i>8.05</i>	
	je me repose <i>I relax</i>	huit heures dix <i>8.10</i>	
D'habitude, <i>Usually,</i>		huit heures et quart <i>8.15</i>	
	je dors <i>I sleep</i>	huit heures vingt <i>8.20</i>	
Normalement, <i>Normally,</i>	je prends le petit-déjeuner <i>I have breakfast</i>	huit heures vingt-cinq <i>8.25</i>	
	je fais mes devoirs <i>I do my homework</i>	huit heures et demie <i>8.30</i>	ensuite... <i>then...</i>
Tous les jours, <i>Every day,</i>	je joue sur l'ordinateur <i>I play on the computer</i>	neuf heures moins vingt-cinq <i>8.35</i>	
	je sors de chez moi <i>I leave my house</i>	neuf heures moins vingt <i>8.40</i>	après ça... <i>after that...</i>
Chaque jour, <i>Each day,</i>		neuf heures moins le quart <i>8.45</i>	
		neuf heures moins dix <i>8.50</i>	finalement... <i>finally...</i>
		neuf heures moins cinq <i>8.55</i>	
		à midi <i>at midday</i>	
		à minuit <i>at midnight</i>	

French: Week 1 Questions

Translate in English:

1. Pendant la semaine, je me lève vers six heures et demie.
2. Tous les jours, je fais mes devoirs à quatre heures de l'après-midi.
3. D'habitude, je me lève et je m'habille vers huit heures dix.
4. Chaque jour, je me repose et je fais mes devoirs.

Translate in French:

5. Usually, I get dressed at 8.40.
6. After that, I leave my house.
7. However, I relax around 7.00 in the evening.
8. At the weekend, I get up at 10.30 in the morning.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Que fais-tu pendant la semaine? *(What do you do during the week?)*

French: Half Term 2 - Week 2

French: Week 2 Knowledge Organiser:

			à... <i>at</i>	
			vers... <i>around</i>	
			une heure <i>one o'clock</i>	du matin <i>in the morning</i>
			deux heures <i>two o'clock</i>	
			trois heures <i>three o'clock</i>	de l'après-midi <i>in the afternoon</i>
			quatre heures <i>four o'clock</i>	
			...	du soir <i>in the evening</i>
Pendant la semaine,	<i>During the week,</i>	je me lève <i>I et up</i>		
		je m' habille <i>I get dressed</i>		
Le week-end,	<i>At the weekend,</i>	je me change <i>I get changed</i>		
		je me repose <i>I relax</i>		
D'habitude,	<i>Usually,</i>			
		je dors <i>I sleep</i>		
Normalement,	<i>Normally,</i>	je prends le petit-déjeuner <i>I have breakfast</i>		
		je fais mes devoirs <i>I do my homework</i>		
Tous les jours,	<i>Every day,</i>	je joue sur l'ordinateur <i>I play on the computer</i>		
		je sors de chez moi <i>I leave my house</i>		
Chaque jour,	<i>Each day,</i>			
			huit heures cinq <i>8.05</i>	
			huit heures dix <i>8.10</i>	
			huit heures et quart <i>8.15</i>	
			huit heures vingt <i>8.20</i>	
			huit heures vingt-cinq <i>8.25</i>	
			huit heures et demie <i>8.30</i>	ensuite... <i>then...</i>
			neuf heures moins vingt-cinq <i>8.35</i>	
			neuf heures moins vingt <i>8.40</i>	après ça... <i>after that...</i>
			neuf heures moins le quart <i>8.45</i>	
			neuf heures moins dix <i>8.50</i>	
			neuf heures moins cinq <i>8.55</i>	finalement... <i>finally...</i>
			à midi <i>at midday</i>	
			à minuit <i>at midnight</i>	

French: Week 2 Questions

Translate in English:

1. Pendant la semaine, je m'habille vers six heures et demie.
2. Tous les jours, je joue sur l'ordinateur à quatre heures de l'après-midi.
3. Le weekend, je me repose à midi.
4. Chaque jour, je fais mes devoirs à minuit.

Translate in French:

5. Usually, I sleep around 9pm.
6. After that, I play on the computer.
7. However, I have breakfast at 7.00 in the morning.
8. Finally, I do my homework at 10 in the evening.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Quelle est ta routine? *(What is your daily routine?)*

French: Half Term 2 - Week 3

French: Week 3 Knowledge Organiser:

Pendant la semaine,	<i>During the week,</i>	je me lève <i>I get up</i>	à... <i>at...</i>	
Le week-end,	<i>At the weekend,</i>	je m'habille <i>I get dressed</i>	vers... <i>around...</i>	
D'habitude,	<i>Usually,</i>	je me change <i>I get changed</i>	une heure <i>one o'clock</i>	
Normalement,	<i>Normally,</i>	je me repose <i>I relax</i>	deux heures <i>two o'clock</i>	
Tous les jours,	<i>Every day,</i>	je dors <i>I sleep</i>	trois heures <i>three o'clock</i>	du matin <i>in the morning</i>
Chaque jour,	<i>Each day,</i>	je prends le petit-déjeuner <i>I have breakfast</i>	quatre heures <i>four o'clock</i>	
		je fais mes devoirs <i>I do my homework</i>	...	de l'après-midi <i>in the afternoon</i>
		je joue sur l'ordinateur <i>I play on the computer</i>	huit heures cinq <i>8.05</i>	
		je sors de chez moi <i>I leave my house</i>	huit heures dix <i>8.10</i>	du soir <i>in the evening</i>
			huit heures et quart <i>8.15</i>	
mais,...	<i>but,...</i>	je me suis levé(e) <i>I got up</i>	huit heures vingt <i>8.20</i>	
cependant,...	<i>however,...</i>	je me suis habillé(e) <i>I got dressed</i>	huit heures vingt-cinq <i>8.25</i>	
		je me suis changé(e) <i>I got changed</i>	huit heures et demie <i>8.30</i>	ensuite... <i>then...</i>
		je me suis reposé(e) <i>I relaxed</i>	neuf heures moins vingt-cinq <i>8.35</i>	
hier,	<i>yesterday,</i>	j'ai dormi <i>I slept</i>	neuf heures moins vingt <i>8.40</i>	après ça... <i>after that...</i>
le week-end dernier,	<i>last weekend,</i>	j'ai pris le petit-déjeuner <i>I had breakfast</i>	neuf heures moins le quart <i>8.45</i>	finalement... <i>finally...</i>
la semaine dernière,	<i>last week,</i>	j'ai fait mes devoirs <i>I did my homework</i>	neuf heures moins dix <i>8.50</i>	
		j'ai joué sur l'ordinateur <i>I played on the computer</i>	neuf heures moins cinq <i>8.55</i>	
		je suis sorti(e) de chez moi <i>I left my house</i>	à midi <i>at midday</i>	
			à minuit <i>at midnight</i>	

French: Week 3 Questions

Translate in English:

- Hier, je me suis levé vers huit heures et demie.
- D'habitude, je fais mes devoirs à neuf heures du soir.
- La semaine dernière, je suis sortie de chez moi à minuit.
- Mais, hier, je me suis reposé et ensuite j'ai fait mes devoirs.

Translate in French:

- During the week, I get dressed at 6.40.
- Finally, I leave my house.
- However, I got changed around two o'clock in the afternoon.
- Last weekend, I got up at 10.30 in the morning.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Que fais-tu tous les jours? *(What do you do everyday?)*

French: Half Term 2 - Week 4

French: Week 4 Knowledge Organiser:

<p>Je ne me sens pas bien <i>I don't feel well</i></p> <p>Je suis malade <i>I am sick</i></p> <p>J'ai chaud <i>I am hot</i></p> <p>J'ai froid <i>I am cold</i></p> <p>J'ai faim <i>I am hungry</i></p> <p>J'ai soif <i>I am thirsty</i></p>	<p>je me suis cassé(e) <i>I have broken</i></p> <p>je me suis coupé(e) <i>I have cut</i></p> <p>j'ai mal au (te) / à la (t�) / aux (tes) / � l' (t�) <i>I have pain in (my ... hurts)</i></p>	<p>le visage <i>my face</i> le genou <i>my knee</i> le nez <i>my nose</i> le dos <i>my back</i> le bras <i>my arm</i> le coeur <i>my heart</i> le corps <i>my body</i> le pied <i>my foot</i> le doigt <i>my finger</i> le doigt de pied <i>my toe</i> l'estomac <i>my stomach</i></p> <p>la gorge <i>my throat</i> la bouche <i>my mouth</i> la jambe <i>my leg</i> la t�te <i>my head</i> la main <i>my hand</i> l'�paule <i>my shoulder</i></p> <p>les yeux <i>my eyes</i> les oreilles <i>my ears</i> les dents <i>my teeth</i></p>	<p>depuis <i>since</i></p>	<p>un jour <i>one day ago</i> un mois <i>one month ago</i> une heure <i>one hour ago</i> une semaine <i>one week ago</i> plus d'une semaine <i>more than one week ago</i> hier <i>yesterday</i> avant-hier <i>the day before yesterday</i> ce matin <i>this morning</i> cet apr�s-midi <i>this afternoon</i> mardi dernier <i>last Tuesday</i></p>
---	---	---	----------------------------	--

French: Week 4 Questions

Translate into English:

- Je ne me sens pas bien.
- Je me suis cass e le doigt
- J'ai mal   la t te depuis une semaine.
- J'ai soif mais j'ai mal   l'estomac.

Translate into French:

- I am cold and I have a broken foot.
- I have a sore throat. (*I have a pain in my throat.*)
- I don't feel well and I have a sore back. (*... I have a pain in my back.*)
- I have a broken arm.

Extended Writing Question:

Qu'est ce qui ne va pas? (*what is wrong?*)

French: Half Term 2 - Week 5

French: Week 5 Knowledge Organiser:

<p>Je ne me sens pas bien <i>I don't feel well</i></p> <p>Je suis malade <i>I am sick</i></p> <p>J'ai chaud <i>I am hot</i></p> <p>J'ai froid <i>I am cold</i></p> <p>J'ai faim <i>I am hungry</i></p> <p>J'ai soif <i>I am thirsty</i></p>	<p>je me suis cassé(e) <i>I have broken</i></p> <p>je me suis coupé(e) <i>I have cut</i></p> <p>j'ai mal au (te) / à la (te) / aux (tes) / à l' (te) <i>I have pain in (my ... hurts)</i></p>	<p>le visage <i>my face</i></p> <p>le genou <i>my knee</i></p> <p>le nez <i>my nose</i></p> <p>le dos <i>my back</i></p> <p>le bras <i>my arm</i></p> <p>le coeur <i>my heart</i></p> <p>le corps <i>my body</i></p> <p>le pied <i>my foot</i></p> <p>le doigt <i>my finger</i></p> <p>le doigt de pied <i>my toe</i></p> <p>l'estomac <i>my stomach</i></p> <p>la gorge <i>my throat</i></p> <p>la bouche <i>my mouth</i></p> <p>la jambe <i>my leg</i></p> <p>la tête <i>my head</i></p> <p>la main <i>my hand</i></p> <p>l'épaule <i>my shoulder</i></p> <p>les yeux <i>my eyes</i></p> <p>les oreilles <i>my ears</i></p> <p>les dents <i>my teeth</i></p>	<p>depuis <i>since</i></p>	<p>un jour <i>one day ago</i></p> <p>un mois <i>one month ago</i></p> <p>une heure <i>one hour ago</i></p> <p>une semaine <i>one week ago</i></p> <p>plus d'une semaine <i>more than one week ago</i></p> <p>hier <i>yesterday</i></p> <p>avant-hier <i>the day before yesterday</i></p> <p>ce matin <i>this morning</i></p> <p>cet après-midi <i>this afternoon</i></p> <p>mardi dernier <i>last Tuesday</i></p>
---	---	--	----------------------------	---

French: Week 5 Questions

Translate into English:

1. Je suis malade et j'ai mal à l'épaule.
2. Je me suis cassée la jambe.
3. J'ai mal à la gorge depuis une semaine.
4. J'ai faim mais j'ai mal à l'estomac.

Translate into French:

5. I am hot and I have a broken hand.
6. I have a sore foot. (*I have a pain in my foot.*)
7. I am thirsty and I have a sore toe. (... *I have a pain in my toe.*)
8. I have a broken knee.

Extended Writing Question:

Qu'est ce qui ne va pas? (*what is wrong?*)

French: Half Term 2 - Week 6

French: Week 6 Knowledge Organiser:

<p>Je ne me sens pas bien <i>I don't feel well</i></p> <p>Je suis malade <i>I am sick</i></p> <p>J'ai chaud <i>I am hot</i></p> <p>J'ai froid <i>I am cold</i></p> <p>J'ai faim <i>I am hungry</i></p> <p>J'ai soif <i>I am thirsty</i></p>	<p>je me suis cassé(e) <i>I have broken</i></p> <p>je me suis coupé(e) <i>I have cut</i></p> <p>j'ai mal au (te)/ à la (te) / aux (tes) / à l' (te) <i>I have pain in (my ... hurts)</i></p>	<p>le visage <i>my face</i> le genou <i>my knee</i> le nez <i>my nose</i> le dos <i>my back</i> le bras <i>my arm</i> le coeur <i>my heart</i> le corps <i>my body</i> le pied <i>my foot</i> le doigt <i>my finger</i> le doigt de pied <i>my toe</i> l'estomac <i>my stomach</i></p> <p>la gorge <i>my throat</i> la bouche <i>my mouth</i> la jambe <i>my leg</i> la tête <i>my head</i> la main <i>my hand</i> l'épaule <i>my shoulder</i></p> <p>les yeux <i>my eyes</i> les oreilles <i>my ears</i> les dents <i>my teeth</i></p>	<p>depuis <i>since</i></p>	<p>un jour <i>one day ago</i> un mois <i>one month ago</i> une heure <i>one hour ago</i> une semaine <i>one week ago</i> plus d'une semaine <i>more than one week ago</i> hier <i>yesterday</i> avant-hier <i>the day before yesterday</i> ce matin <i>this morning</i> cet après-midi <i>this afternoon</i> mardi dernier <i>last Tuesday</i></p>
<p>Pour rester en bonne santé,</p> <p>Pour réduire le stress,</p> <p>Pour mener une vie plus saine,</p> <p>Pour être en forme (physique),</p>	<p><i>In order to be in good health,</i></p> <p><i>In order to reduce stress,</i></p> <p><i>In order to lead a healthier life,</i></p> <p><i>In order to be in good (physical) shape,</i></p>	<p>j'essaie de /d' <i>I try</i></p> <p>je tente de/d' <i>I attempt</i></p>	<p>participer à des activités sportives <i>to participate to sport activities</i></p> <p>gagner une compétition sportive <i>to win a sport competition</i></p> <p>pratiquer des sports extrêmes <i>to practise extreme sports</i></p> <p>m'amuser un peu tous les jours <i>to have a fun a little every day</i></p> <p>manger des fruits et légumes <i>to eat fruits and vegetables</i></p> <p>marcher huit kilomètres par jour <i>to walk 8 kilometres a day</i></p> <p>être actif/active <i>to be active</i></p> <p>éviter les sucreries <i>to avoid sugary food</i></p>	

French: Week 6 Questions

Translate into English:

1. Pour mener une vie plus saine, j'essaie de manger des fruits.
2. Pour réduire le stress, je tente de m'amuser un peu tous les jours.
3. Pour être en forme, j'essaie d'être actif.
4. Pour rester en bonne santé, je tente de participer à des activités sportives.

Translate into French:

5. In order to reduce stress, I try to avoid sugary food.
6. To be in good shape, I attempt to practise extreme sports.
7. To be in good health, I attempt to walk 8 km a day.
8. To lead a healthy life, I try to eat fruits and vegetables.

Extended Writing Question:

Que fais-tu pour rester en forme? *(what do you do to stay in shape?)*

French: Half Term 2 - Week 7

French: Week 7 Knowledge Organiser:

Je ne me sens pas bien <i>I don't feel well</i>		le visage <i>my face</i> le genou <i>my knee</i> le nez <i>my nose</i> le dos <i>my back</i> le bras <i>my arm</i> le coeur <i>my heart</i> le corps <i>my body</i> le pied <i>my foot</i> le doigt <i>my finger</i> le doigt de pied <i>my toe</i> l'estomac <i>my stomach</i>		un jour <i>one day ago</i> un mois <i>one month ago</i> une heure <i>one hour ago</i> une semaine <i>one week ago</i> plus d'une semaine <i>more than one week ago</i>
Je suis malade <i>I am sick</i>	je me suis cassé(e) <i>I have broken</i> je me suis coupé(e) <i>I have cut</i>	la gorge <i>my throat</i> la bouche <i>my mouth</i> la jambe <i>my leg</i> la tête <i>my head</i> la main <i>my hand</i> l'épaule <i>my shoulder</i>	depuis <i>since</i>	hier <i>yesterday</i> avant-hier <i>the day before yesterday</i> ce matin <i>this morning</i> cet après-midi <i>this afternoon</i> mardi dernier <i>last Tuesday</i>
J'ai chaud <i>I am hot</i> J'ai froid <i>I am cold</i> J'ai faim <i>I am hungry</i> J'ai soif <i>I am thirsty</i>	j'ai mal au (te)/ à la (te) / aux (tes) / à l' (te) <i>I have pain in (my ... hurts)</i>	les yeux <i>my eyes</i> les oreilles <i>my ears</i> les dents <i>my teeth</i>		
Pour rester en bonne santé,	<i>In order to be in good health,</i>		participer à des activités sportives <i>to participate to sport activities</i>	
Pour réduire le stress,	<i>In order to reduce stress,</i>	j'essaie de /d' <i>I try</i>	gagner une compétition sportive <i>to win a sport competition</i>	
Pour mener une vie plus saine,	<i>In order to lead a healthier life,</i>	je tente de/d' <i>I attempt</i>	pratiquer des sports extrêmes <i>to practise extreme sports</i>	
Pour être en forme (physique),	<i>In order to be in good (physical) shape,</i>		m'amuser un peu tous les jours <i>to have a fun a little every day</i>	
			manger des fruits et légumes <i>to eat fruits and vegetables</i>	
			marcher huit kilomètres par jour <i>to walk 8 kilometres a day</i>	
			être actif/active <i>to be active</i>	
			éviter les sucreries <i>to avoid sugary food</i>	

French: Week 7 Questions

Translate into English:

- Je ne me sens pas bien et je me suis cassée le bras.
- Pour mener une vie saine, je tente de manger des légumes.
- J'ai froid et j'ai faim.
- J'ai mal aux oreilles et j'ai chaud.

Translate into French:

- To reduce stress, I try to participate in sports activities.
- I am sick and I broke my finger.
- In order to be in good shape, I attempt to avoid sugary food.
- I don't feel well and I have cut my toe.

Extended Writing Question:

Que fais-tu pour rester en forme? *(what do you do to stay in shape?)*

Spanish: Half Term 2 - Week 1

Spanish: Week 1 Knowledge Organiser:

Sentence Starter	Verb	Hour
Durante la semana <i>During the week</i>	desayuno <i>I eat breakfast</i>	
Los fines de semana <i>At the weekend</i>	almuerzo <i>I have lunch</i> meriendo <i>I have a snack</i> ceno <i>I have dinner</i>	la una <i>one o'clock</i> las dos <i>two o'clock</i> las tres <i>three o'clock</i> las cuatro <i>four o'clock</i>
Normalmente <i>Normally</i>	hago mis deberes <i>I do my homework</i> salgo de mi casa <i>I leave my house</i>	...
Generalmente <i>Usually</i>	juego en los videojuegos <i>I play on video games</i> descanso <i>I relax</i>	las ocho y cinco <i>8.05</i> las ocho y diez <i>8.10</i> las ocho y cuarto <i>8.15</i> las ocho y veinte <i>8.20</i> las ocho y veinticinco <i>8.25</i> las ocho y media <i>8.30</i> las nueve menos veinticinco <i>8.35</i> las nueve menos veinte <i>8.40</i> las nueve menos cuarto <i>8.45</i> las nueve menos diez <i>8.50</i> las nueve menos cinco <i>8.55</i>
Todos los días <i>Every day</i>		al mediodía <i>at midday</i> a la medianoche <i>at midnight</i>
Cada día <i>Each day</i>		
Para llevar una vida sana <i>In order to lead a healthy lifestyle</i>		

Spanish: Week 1 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. During the week, I eat breakfast at eight o'clock. 2. At the weekend, I relax and watch TV. 3. Normally, I do my homework at four o'clock. 4. Usually, I have lunch at midday | <ol style="list-style-type: none"> 5. Todos los días, juego en el ordenador a las nueve menos veinte 6. Cada día, salgo de mi casa a las ocho y media. 7. Para llevar una vida sana, descanso todos los días. 8. Durante la semana, ceno a las siete |
|---|--|

Extended Writing Question:

¿A qué hora empiezas tu rutina? What time do you begin your routine? Write at least 3 sentences in Spanish.

Spanish: Half Term 2 - Week 2

Spanish: Week 2 Knowledge Organiser:

Time Phrase	Reflexive Verb	Time Phrase	Connective	Verb	Adjective
Normalmente <i>(Normally)</i>	me despierto <i>I wake up</i>	a las ocho <i>(at 8:00)</i> ... en punto <i>(on the dot)</i>		es <i>(it is)</i>	importante <i>(important)</i>
Siempre <i>(Always)</i>	me levanto <i>I get up</i>	a las siete y media <i>(at 7:30)</i>	porque <i>(because)</i>	no es <i>(it isn't)</i>	práctico <i>(practical)</i>
Todos los días <i>(Every day)</i>	me lavo los dientes <i>I brush my teeth</i>	a las nueve y diez <i>(at 9:10)</i>		es <i>(it is)</i>	fácil <i>(easy)</i>
A menudo <i>(Often)</i>	me peino <i>I comb my hair</i>	a las nueve menos cuarto <i>(at 8.45)</i>	dado que <i>(because)</i>	no es <i>(it isn't)</i>	difícil <i>(difficult)</i>
A veces <i>(Sometimes)</i>	me ducho <i>I shower</i>	a las nueve menos veinte <i>(at 8.40)</i>		Puede ser <i>It can be</i>	estresante <i>(stressful)</i>
De vez en cuando <i>(From time to time)</i>	me visto <i>I get dressed</i>	al mediodía <i>(at midday)</i>	pero <i>(but)</i>		mejor para la salud <i>(better for your health)</i>
Durante la semana <i>During the week</i>	me maquillo <i>I put make-up on</i>	a medianoche <i>(at midnight)</i>		(no) tengo que salir <i>(I (don't) have to go out)</i>	
Durante el fin de semana <i>During the weekend</i>	me relajo <i>I relax</i>	temprano <i>(early)</i>	sin embargo <i>(however)</i>	(no) voy al instituto <i>(I (don't) go to school)</i>	
Después del colegio <i>After school</i>	me divierto <i>I have fun</i>	tarde <i>(late)</i>		me cuesta mucho <i>(it's a struggle)</i>	
Antes del colegio <i>Before school</i>	me muevo <i>I move</i>	enseguida <i>(immediately)</i>	aunque <i>(although)</i>	tengo muchas actividades extra-escolares <i>(I have lots of extra curricular activities)</i>	
	me acuesto <i>I go to bed</i>	más temprano <i>(earlier)</i>		no tengo mucho tiempo <i>(I don't have much time)</i>	
	me duermo <i>I sleep</i>	más tarde <i>(later)</i>	incluso si <i>(even if)</i>	tengo prisa <i>(I am in a hurry)</i>	
		primero <i>(first)</i> y luego ... <i>(and then ...)</i>			

Spanish: Week 2 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Normalmente, I wake up at 7:30. 2. I always get up at 8:00 on the dot. 3. Every day, I brush my teeth after school. 4. Often, I shower before school. | <ol style="list-style-type: none"> 5. Normalmente, me despierto a las siete y media. 6. Siempre me levanto a las ocho en punto. 7. Todos los días, me lavo los dientes después del colegio. 8. A menudo, me ducho antes del colegio. |
|---|--|

Extended Writing Question:

Describe tu rutina diaria - Describe your Daily routine.

Spanish: Half Term 2 - Week 3

Spanish: Week 3 Knowledge Organiser:

Time Phrase	Reflexive Verb	Time Phrase	Connective	Verb	Adjective
Normalmente <i>(Normally)</i>	me despierto <i>I wake up</i>	a las ocho <i>(at 8:00)</i> ... en punto <i>(on the dot)</i>		es <i>(it is)</i>	importante <i>(important)</i>
Siempre <i>(Always)</i>	me levanto <i>I get up</i>	a las siete y media <i>(at 7:30)</i>	porque <i>(because)</i>	no es <i>(it isn't)</i>	práctico <i>(practical)</i>
Todos los días <i>(Every day)</i>	me lavo los dientes <i>I brush my teeth</i>	a las nueve y diez <i>(at 9:10)</i>		es <i>(it is)</i>	fácil <i>(easy)</i>
A menudo <i>(Often)</i>	me peino <i>I comb my hair</i>	a las nueve <u>menos</u> cuarto <i>(at 8.45)</i>	dado que <i>(because)</i>	no es <i>(it isn't)</i>	difícil <i>(difficult)</i>
A veces <i>(Sometimes)</i>	me ducho <i>I shower</i>	a las nueve <u>menos</u> veinte <i>(at 8.40)</i>		Puede ser <i>(It can be)</i>	estresante <i>(stressful)</i>
De vez en cuando <i>(From time to time)</i>	me visto <i>I get dressed</i>	al mediodía <i>(at midday)</i>	pero <i>(but)</i>		mejor para la salud <i>(better for your health)</i>
Durante la semana <i>(During the week)</i>	me maquillo <i>I put make-up on</i>	a medianoche <i>(at midnight)</i>		(no) tengo que salir <i>(I (don't) have to go out)</i>	
Durante el fin de semana <i>(During the weekend)</i>	me relajo <i>I relax</i>	temprano <i>(early)</i>	sin embargo <i>(however)</i>	(no) voy al instituto <i>(I (don't) go to school)</i>	
Después del colegio <i>(After school)</i>	me divierto <i>I have fun</i>	tarde <i>(late)</i>		me cuesta mucho <i>(it's a struggle)</i>	
Antes del colegio <i>(Before school)</i>	me muevo <i>I move</i>	enseguida <i>(immediately)</i>	aunque <i>(although)</i>	tengo muchas actividades extra-escolares <i>(I have lots of extra curricular activities)</i>	
	me acuesto <i>I go to bed</i>	más temprano <i>(earlier)</i>		no tengo mucho tiempo <i>(I don't have much time)</i>	
	me duermo <i>I sleep</i>	más tarde <i>(later)</i>	incluso si <i>(even if)</i>	tengo prisa <i>(I am in a hurry)</i>	
		primero <i>(first)</i> y luego ... <i>(and then ...)</i>			

Spanish: Week 3 Questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Sometimes, I comb my hair at 7:30. 2. From time to time, I get dressed at 8:40. 3. During the week, I relax at 8:45. 4. During the weekend, I go to bed at midnight. | <ol style="list-style-type: none"> 5. Los fines de semana duermo más tarde 6. Después del colegio vuelvo a casa temprano 7. Siempre salgo de casa tarde 8. Durante la semana no tengo mucho tiempo |
|--|--|

Extended Writing Question:

¿Qué haces normalmente después del colegio? Write at least three sentences describing what you do when you finish school.

Spanish: Half Term 2 - Week 4

Spanish: Week 4 Knowledge Organiser:

Sentence Starter	Modal Verb	Infinitive phrase
<p>Para llevar una vida sana <i>(In order) to lead a healthy lifestyle</i></p> <p>Para mantenerse en forma <i>In order to keep fit</i></p>	<p>se puede <i>you can</i></p> <p>se debe <i>you should</i></p> <p>hay que <i>you must</i></p> <p>me gusta <i>I like to</i></p> <p>voy a <i>I'm going to</i></p> <p>intento <i>I try to</i></p>	<p>dormir bien <i>sleep well</i></p> <p>beber mucha agua <i>drink lots of water</i></p> <p>jugar al fútbol <i>play football</i></p> <p>practicar deporte <i>to practise sport</i></p> <p>ir al gimnasio <i>go to the gym</i></p> <p>hacer ejercicio <i>do exercise</i></p> <p>correr <i>run</i></p> <p>caminar/pasear <i>walk</i></p> <p>montar en bici <i>ride a bike</i></p> <p>descansar <i>to rest</i></p> <p>ser activo/a <i>be active</i></p> <p>estar al aire libre <i>be outside</i></p> <p>moverse más <i>move more</i></p>

Spanish: Week 4 Questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Para llevar una vida sana se puede dormir bien 2. Se debe hacer ejercicio 3. Voy a montar en bici 4. Me gusta beber mucha agua | <ol style="list-style-type: none"> 5. I am going to be active 6. In order to keep fit you must move more 7. I try to avoid sugary food 8. To lead a healthy lifestyle I like to rest |
|--|--|

Extended Writing Question:

¿Llevas una vida sana? Write at least three sentences explaining if you lead a healthy lifestyle. Say why/why not?

Spanish: Half Term 2 - Week 5

Spanish: Week 5 Knowledge Organiser:

Sentence starter	verb	Connective	Advice
<p>Siempre (<i>Always</i>)</p> <p>Normalmente (<i>Normally</i>)</p> <p>Nunca (<i>Nunca</i>)</p> <p>A menudo (<i>Often</i>)</p> <p>De vez en cuando (<i>From time to time</i>)</p> <p>A veces (<i>Sometimes</i>)</p> <p>Desde ayer (<i>Since yesterday</i>)</p> <p>Desde anteayer (<i>Since the day before yesterday</i>)</p> <p>Desde hace un día (<i>For a day</i>)</p>	<p>me siento fatal (<i>I feel awful</i>)</p> <p>(no) me encuentro bien (<i>I am (not) well</i>)</p> <p>estoy enfermo/a (<i>I am ill</i>)</p> <p>estoy cansado/a (<i>I am tired</i>)</p> <p>tengo frío (<i>I'm cold</i>)</p> <p>tengo calor (<i>I am hot</i>)</p> <p>tengo catarro (<i>I have a cold</i>)</p> <p>tengo diarrea (<i>I have diarrhoea</i>)</p> <p>tengo dolor de la cabeza (<i>I have a headache</i>)</p> <p>tengo fiebre (<i>I have a fever/temperature</i>)</p> <p>tengo gripe (<i>I have the flu</i>)</p> <p>tengo mucho sueño (<i>I am very sleepy</i>)</p> <p>tengo náuseas (<i>I feel sick</i>)</p> <p>tengo quemaduras de sol (<i>I have a sunburn</i>)</p> <p>tengo tos (<i>I have a cough</i>)</p> <p>tengo una picadura (<i>I have a sting</i>)</p> <p>tengo una insolación (<i>I have sunstroke</i>)</p> <p>me duele la espalda/la pierna (<i>my back/leg/ hurts</i>)</p> <p>me duelen los ojos (<i>my eyes hurt</i>)</p>	<p>así que (<i>so</i>)</p> <p>y (<i>and</i>)</p> <p>pero (<i>but</i>)</p> <p>por eso (<i>therefore</i>)</p> <p>por lo tanto (<i>therefore</i>)</p>	<p>tengo que (<i>I have to</i>)</p> <p>tienes que (<i>you have to</i>)</p> <p>necesito (<i>I need</i>)</p> <p>se debe (<i>you should</i>)</p> <p>hay que (<i>one must</i>)</p> <p>se puede (<i>one can</i>)</p> <p>tomar aspirinas (<i>take aspirin</i>)</p> <p>tomar unas pastillas (<i>take some tablets</i>)</p> <p>tomar una siesta (<i>take a nap</i>)</p> <p>tomar este jarabe (<i>take this syrup</i>)</p> <p>ir al médico (<i>to go to the doctor</i>)</p> <p>ir al hospital (<i>go to the hospital</i>)</p> <p>quedarse en casa (<i>to stay at home</i>)</p> <p>usar este crema (<i>use this cream</i>)</p> <p>usar esta tiritita (<i>use this plaster</i>)</p> <p>descansar (<i>to rest</i>)</p> <p>evitar el ejercicio (<i>to avoid exercise</i>)</p> <p>evitar el sol (<i>to avoid the sun</i>)</p> <p>beber mucha agua (<i>to drink a lot of water</i>)</p> <p>llevar una vida más sana (<i>lead a healthy life</i>)</p>

Spanish: Week 5 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> From time to time, I have the flu and need to take this syrup. Sometimes I have a headache, so I should take aspirin. Since the day before yesterday, I have had a cold, Normally, I am ill, therefore I should go to the doctor | <ol style="list-style-type: none"> A veces tengo dolor de cabeza Me duelen los ojos, así que debo usar esta crema. A menudo tengo fiebre y tengo que quedarme en casa Desde anteayer tengo catarro, pero no necesito ir al hospital. |
|---|--|

Extended Writing Question:

Answer the question: ¿Qué pasa? What is wrong? Give at least three sentences saying what is wrong and for how long.

Spanish: Half Term 2 - Week 6

Spanish: Week 6 Knowledge Organiser:

Sentence starter	verb	Connective	Advice
Siempre (Always)	me siento fatal (I feel awful)		tomar aspirinas (take aspirin)
Normalmente (Normally)	(no) me encuentro bien (I am (not) well)		tomar unas pastillas (take some tablets)
Nunca (Never)	estoy enfermo/a (I am ill)	así que (so)	tomar una siesta (take a nap)
A menudo (Often)	estoy cansado/a (I am tired)		tomar este jarabe (take this syrup)
De vez en cuando (From time to time)	tengo frío (I'm cold)	y (and)	ir al médico (to go to the doctor)
A veces (Sometimes)	tengo calor (I am hot)		ir al hospital (go to the hospital)
Desde ayer (Since yesterday)	tengo catarro (I have a cold)	pero (but)	quedarse en casa (to stay at home)
Desde anteayer (Since the day before yesterday)	tengo diarrea (I have diarrhoea)	por eso (therefore)	usar este crema (use this cream)
Desde hace un día (For a day)	tengo dolor de la cabeza (I have a headache)	por lo tanto (therefore)	usar esta tirita (use this plaster)
	tengo fiebre (I have a fever/temperature)		descansar (to rest)
	tengo gripe (I have the flu)		evitar el ejercicio (to avoid exercise)
	tengo mucho sueño (I am very sleepy)		evitar el sol (to avoid the sun)
	tengo náuseas (I feel sick)		beber mucha agua (to drink a lot of water)
	tengo quemaduras de sol (I have a sunburn)		llevar una vida más sana (lead a healthy life)
	tengo tos (I have a cough)		
	tengo una picadura (I have a sting)		
	tengo una insolación (I have sunstroke)		
	me duele la espalda/la pierna (my back/leg/ hurts)		
	me duelen los ojos (my eyes hurt)		
			tengo que (I have to)
			tienes que (you have to)
			necesito (I need)
			se debe (you should)
			hay que (one must)
			se puede (one can)

Spanish: Week 6 Questions

1. Normally, I am ill, therefore I should go to the doctor.
2. I don't feel well since yesterday, therefore I need to take some tablets.
3. I often have a fever and have to stay at home.
4. From time to time, I have the flu and need to take this syrup.

1. Nunca me encuentro bien desde ayer.
2. Siempre me siento fatal.
3. Tengo que descansar mucho.
4. Se debe usar esta tirita.

Extended Writing Question:

A patient comes to you and says 'Tengo tos y tengo fiebre' what is wrong with them? Write some advice in Spanish on what they should do.

Spanish: Half Term 2 - Week 7

Spanish: Week 7 Knowledge Organiser:

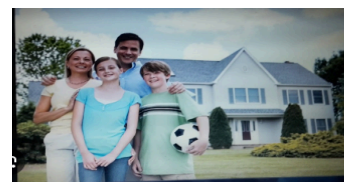
Position		Noun		Activity	Location
En el fondo <i>In the background</i>	hay <i>there is</i>	un hombre <i>a man</i> una mujer <i>a woman</i> un chico <i>a boy</i> una chica <i>a girl</i>	que está(n) <i>who is (are)</i>	de vacaciones <i>on holiday</i>	en una ciudad. <i>In a city</i>
Está en.. <i>It is in</i>	se puede ver <i>you can see</i>	una familia <i>a family</i> una pareja <i>a couple</i> muchas personas <i>a lot of people</i>		hablando <i>talking</i> bailando <i>dancing</i> cocinando <i>cooking</i>	en un parque <i>in a park</i> en la playa. <i>On the beach</i>
En la foto <i>In the photo</i>	puedo ver <i>I can see</i>	una casa <i>a house</i> un jardín <i>a garden</i>		sacando fotos <i>taking photos</i> jugando <i>playing</i>	en el campo <i>in the countryside</i> hay árboles <i>there are trees</i>

Spanish: Week 7 Questions

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. En la foto, hay un hombre y una mujer. 2. En el fondo, se puede ver una casa y un jardín. 3. Puedo ver una familia de vacaciones en el parque. 4. Hay muchas personas hablando y jugando | <ol style="list-style-type: none"> 5. In the photo, there is a man and a woman. 6. In the background, you can see a house and a garden. 7. I can see a family on holiday in the park. 8. There are a lot of people talking and playing. |
|--|---|

Extended Writing Question:

Write a description of the photo - ensure you use at least 30 words and give an opinion.



Modern Britain: Half Term 2 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Crime and Punishment - Good v Evil

Key words

Crime - an offence which is punishable by law.

Intention - the plan that someone has before they act.

Punishment - something legally done to somebody after being found guilty of breaking the law

In the UK, magistrates and for less serious cases, crown courts are involved in the hearing cases against someone charged with committing a crime for serious offences/crimes. These courts decide whether the accused is guilty or not guilty and if found guilty will impose a sentence or punishment. **In the UK** the most severe punishment given is life in prison. A jury in a crown court will decide if the offender is guilty or not guilty and then the Judge of the court will give a sentence period for prison.

Some people assume a good action is an action that does not break a law. There are many evil actions that are against the law. EVIL can be described as the opposite of good: a force of negative power which is seen in many traditions as destructive and against God. **Christians** believe that no one is evil and everybody makes mistakes, this is because people are created good, there is usually a reason why they do wicked things like an illness that should be treated in addition to the person being punished. Many Muslims countries will follow Shari'ah Law, which is derived from the teachings of the Qur'an, Hadith and Sunnah. In Egypt and Saudi Arabia, the death penalty is the most severe sentence.

Modern Britain: Week 1 Questions

- | | |
|---|---|
| 1. What is a crime? | 5. Evil is the opposite of what? |
| 2. What is punishment? | 6. What is a good action? |
| 3. Who decides if you are guilty or not guilty in a court of law? | 7. Identify what religious views are on evil |
| 4. Identify the most severe punishment in the UK | 8. What countries have the death penalty as punishment? |

Extended Writing Question: Which court would deal with a murder crime and why?

Modern Britain: Half Term 2 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Reasons for Crime

Key words

Greed - a selfish desire for something.

Hate - the opposite of love.

Poverty - being without food, money & other basic needs

Addiction - a physical or mental dependence on a substance or activity.

Mental illness - a medical condition that affects a person's emotions or moods.

Upbringing - some people grow up in a household where crime is a way of life.

Some reasons why people commit crimes are:- poverty, upbringing, mental illness, addiction, greed and opposition to an unjust law. Even though some people believe they have a justified reason for committing crimes, everybody must obey the law. This helps society to live in peace without fear of danger. Regardless of the reasons why crimes are committed, most crimes are selfish because they harm innocent people.

Poverty and upbringing can contribute to criminal behaviour as a result of the circumstances into which they were born, for example to parents who are criminals. Addiction is another reason because people become reliant on drugs, drink and gambling and so turn to crime to pay for these things. Greed and hate is another reason for crime, certain groups are targeted for a hate crime and also greed is a cause because some criminals want things all the time. Some people may break laws they believe are wrong, for example Martin Luther King Jr believed US laws making black people treated differently to white people were wrong.

Modern Britain: Week 2 Questions

- | | |
|--|---------------------------------|
| 1. What does greed mean? | 5. What does 'upbringing' mean? |
| 2. Who has to obey the law of the land? | 6. What is a crime? |
| 3. Who provides food to the poor in the community? | 7. Give a view on poverty |
| 4. What is the meaning of addiction ? | 8. What does hate mean? |

Extended Writing Question: Explain 3 reasons for crime and give an example for each one.

Modern Britain: Half Term 2 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Different Types of Crime

Keywords

Hate crimes - crimes targeted at a person because of their race, religion, sexuality, disability or gender.

Theft - the action or crime of stealing or taking things that do not belong to you, whether that is a possession or money.

Murder - the unlawful premeditated killing of one human being by another; killing someone in cold blood

There are many different types of crime in society, including hate crimes, theft and murder. The possible punishments for these crimes could include prison, fines and community service.

Different types of crime:-

Hate crimes often involve violence and are usually targeted at a person because of their race, religion, sexuality, disability or gender.

Theft is less serious than some other crimes but it still results in a victim suffering loss.

Murder is one of the worst crimes. Some murders involve the victim being put in great pain before they die. Some murders are classed as hate crimes.

Religious attitudes to different types of crime:-

Hate crimes are widely condemned by both Christians and Muslims. When Jesus taught that people should love their neighbour, he was referring to showing compassion, care and respect to everybody. This means that Jesus himself would condemn criminal actions because no crime shows love towards the victim.

Murder is wrong because both Christians and Muslims believe only God has the right and authority to take life.

Similarly, theft is not permitted in the Ten Commandments or the Five Pillars of Islam.

Modern Britain: Week 3 Questions

- | | |
|---|--|
| 1. What is the meaning of hate crime? | 5. What is the meaning of theft? |
| 2. Identify 3 characteristics of a hate crime | 6. Who has the authority to take life? |
| 3. Which is one of the worst crimes? | 7. Theft is not permitted for which religions? |
| 4. What are the religious views on murder? | 8. What is the meaning of murder? |

Extended Writing Question: Explain why theft can cause suffering to another human being

Modern Britain: Half Term 2 - Week 4

Modern Britain: Week 4 Knowledge Organiser:

Keywords

Retribution - to get your own back

Deterrence - to put people off committing crimes

Reformation - to change someone's behaviour for the better

Key beliefs

Three aims of punishment are retribution, deterrence and reformation each serving a purpose as a form of punishment.

Retribution is when society is seen as getting its own back on the offender. It is supported by the Old Testament in the Bible, and is interpreted as the criminals should receive back the same injuries and harm that their criminal actions caused. In the case of murder, the murderer should be killed as a punishment.

The Idea of deterrence is to use the punishment an offender receives as an example and warning to others. If the punishment is harsh, it is less likely that others will copy the crime. Harsh punishments may deter the offender from repeating their crime.

Reformation allows offenders to do what is right and change one's behaviour for the better. Give them a second chance and so it is hoped that offenders will change their attitude so they can return to the community as a responsible law-abiding citizen.

Different views on aims of punishment:-

Retribution - Christians believe the 'eye for an eye' teaching should not be taken literally but that punishment should be severe enough (but not more severe) to match the seriousness of the crime. This means murderers should not necessarily be killed as punishment. Most Christians prefer other aims which they believe are less harmful and more positive. They believe in **reformation** over other aims of punishment. It is a positive rather than negative punishment and works with individuals to improve their life changes. It is not a replacement for punishments but happens alongside punishment even for the worst offenders.

Muslim attitude to aims of punishment:-

Retribution - Murderers should not always be killed as punishment. The victim's family can accept compensation for showing mercy to the murderer and prevent him from being executed. Retribution is favoured because actions against Shari'ah law are actions against God (Allah).

Deterrence is about putting people off doing the crime - you know what is coming if you choose to break the law. Some Shari'ah law punishments are carried out in public to deter people watching from committing similar crimes. **Reformation** is important for criminals to seek forgiveness from God and become purified.

Modern Britain: Week 4 Questions

- | | |
|--|--|
| 1. What does reformation mean? | 5. What does deterrence mean? |
| 2. What are the 3 aims of punishment? | 6. What is retribution? |
| 3. Give a reason for punishment given to criminals | 7. Give a religious view on retribution? |
| 4. What is the idea of deterrence? | 8. Give a religious view on reformation? |

Extended Writing Question: Explain the role of reformation for society

Modern Britain: Half Term 2 - Week 5

Modern Britain: Week 5 Knowledge Organiser: Suffering and Causes

Keywords

Suffering - an unfortunate part of life that no one can avoid

Free will - the ability to make decisions by oneself

Suffering can be caused by natural events, illness, Tsunami, Earthquakes. Suffering can teach people to be stronger, for example, a loved one dying helps people cope with the idea of death. When a natural event happens, which is beyond anyone's control then some tragedies occur which will cause suffering to human beings and the planet. Some people view that it is wrong to cause suffering, for example, poor treatment of animals, poor treatment of people who are sick, terminally ill. Suffering can take on many forms for us as humans and we don't always know when people are suffering but maybe we can do something about it!

Some suffering is due to human actions, this can be for crime - perhaps manslaughter or murder. We are responsible for our actions; hate crimes are done for the purpose of suffering for the victim. Discrimination to LGBTQAI groups have suffered in silence in history - although today we recognise these groups of individuals there is always suffering for someone and so we need to show compassion and empathy for others - not be cause of suffering!!

Different views on suffering and causes

Both Christians and Muslims know that they must not ignore it.

Both Christians and Muslims believe that they must not ignore causing suffering to others and repair any damage they may have caused. Suffering is an unfortunate part of life that no one can avoid. God gave humans 'free will' (the ability to make decisions for themselves) and has given guidance about how to use free will responsibly. This does not mean that humans can go and do what they like.

Modern Britain: Week 5 Questions

- | | |
|--|---|
| 1. What is suffering? | 5. What is free will? |
| 2. Identify a natural event that can cause suffering | 6. What can humans learn from suffering? |
| 3. Suffering can be due to what? | 7. Identify a religious view on suffering |
| 4. What can be the cause of suffering? | 8. Who gave humans 'free will'? |

Extended Writing Question: Explain how humans can cause suffering.

Modern Britain: Half Term 2 - Week 6

Modern Britain: Week 6 Knowledge Organiser: Forms of Punishment

Key words

Prison - a secure building where offenders are kept for a period of time

Corporal Punishment - punishment of an offender by causing them pain, now illegal in the UK

Community Service - punishing offenders by making them do unpaid work in the community

Prison is a punishment behind bars for serious crimes, your freedom is taken away and you serve a prison sentence given by a judge and jury. Corporal punishment - punishes offenders by inflicting physical pain which is illegal in the UK and many other countries. Community Service is a punishment for minor offences and allows offenders the chance to reform. It includes 'community payback' which involves doing supervised work in the community such as cleaning graffiti off buildings. It can include treatment for addiction or medical conditions, counselling or educational opportunities. In some cases a meeting with the offender and the victims family is set up so they can apologise for their actions face to face.

Different views and beliefs:

Prison - many Christians believe that prisoners should be treated well when in prison and are keen to support them to make their time in prison useful by encouraging positive activity. They believe it is important that conditions within prison are humane and civilised.

Corporal punishment is not supported by Christians as it does not seek to reform the criminal and it physically harms the person, so it is seen as a negative and harmful punishment. Community Service is favoured by Christians who like criminals to benefit from it. It allows them to make up for what they have done wrong (reparation) deters them from committing offences in the future and reforms them by making them realise the consequences of their actions. No harm is done to the offender which is a positive step.

Prison - In Muslim countries, prison is used less for punishment and more as a place to keep people awaiting trial or punishment such as caning (corporal punishment) or death. Some Muslims argue that prison may be a greater penalty than inflicting pain through corporal punishment.

Corporal punishment is used in some Muslim countries. It is often carried out in public and they believe it serves as a deterrent, persuading others not to break certain laws. It is laid down in Shari'ah law and can be imposed for offences such as gambling, adultery and drinking alcohol.

Community service - Shari'ah law makes very little use of this punishment.

Modern Britain: Week 6 Questions

- 1: What is the meaning of prison?
- 2: What do Muslims believe about corporal punishment?
- 3: How should criminals be treated according to UK law?
- 4: What does community service mean?

- 5: What is the meaning of corporal punishment?
- 6: What is the use of prisons for?
- 7: Which religion would prefer community service?
- 8: Which religion does not prefer community service?

Extended Writing Question: Out of the 3 forms of punishments, which one is more favourable and why?

Modern Britain: Half Term 2 - Week 7

Modern Britain: Week 7 Knowledge Organiser: Treatment of Criminals

Keywords

Prison - a secure building where offenders are kept for a period of time.

Prisoners have no real choice about how to spend their time - everything is controlled for them. They are locked in cells and fed at certain times of the day and allowed a period of exercise with other prisoners at certain times of the day.

Corporal Punishment - punishment of an offender by causing them pain, now illegal in the UK. This is illegal in the UK. **Community Service** - punishing offenders by making them do unpaid work in the community. This is used for minor offences and allows the offender to pay back to the community.

Fair Trial - this is where the person accused of the crime has both evidence against them and defence for them put forward in a court of law.

Trial by Jury - this is where a group of people decide whether a person is guilty based on evidence given to a jury in a court of law.

Use of Torture - Inflicting pain to another human being as punishment is not allowed in the UK, it is against the law of the land. Some Muslim countries though use the treatment of criminals.

The treatment of criminals should always be to look at reforming the criminal. In the UK prison is used to do this depending on how long the sentence is given to the criminal for the crime that has been committed. It is hoped that the criminal will see the error of their ways and that being in prison they have the chance to realise what they have done. Reforming a criminal can be the most important thing for the person who comes out of prison to have a second chance of living a good life after taking the punishment of prison. Whilst in prison criminals have the chance to carry out meaningful work to gain new skills, gain qualifications and complete rehabilitation programmes for drugs, drink and other addictions.

Modern Britain: Week 7 Questions

1: What is the meaning of prison?

2: What is a fair trial?

3: What is a trial by jury?

4: Why is reforming a character good?

5: What are human rights?

6: Who attends a trial by jury?

7: What can you gain in prison?

8: What kind of rehabilitation programmes do criminals do?

Extended Writing Question: Explain how criminals are reformed in the UK prison system.

Computing - Half Term 2 - Week 1

Computing: Week 1 Knowledge Organiser: Data Privacy:

Keywords	Knowledge						
<p>Data - Raw facts and figures with no meaning.</p> <p>Information - Data that has been given a meaning.</p> <p>Personal Information - The details that you would list about yourself.</p>	<p>Data examples - John: 28, Claire: 49, Jade: 40, Ahmed: 45, Chloe: 38</p> <p>Information example - These are scores from a test where the pass mark was 35. John needs to resit the test. The average score is 40.</p> <p>The rules governing the Data Protection Act 2018:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Used fairly, openly, and in accordance with the law.</td> </tr> <tr> <td style="text-align: center;">Used for a specific and stated reason.</td> </tr> <tr> <td style="text-align: center;">Used only in a way that is necessary and sufficient for the purpose for which it was collected.</td> </tr> <tr> <td style="text-align: center;">Accurate and up-to-date.</td> </tr> <tr> <td style="text-align: center;">Only kept for as long as it is needed.</td> </tr> <tr> <td style="text-align: center;">Protected against loss, damage, and unauthorised access.</td> </tr> </table>	Used fairly, openly, and in accordance with the law.	Used for a specific and stated reason.	Used only in a way that is necessary and sufficient for the purpose for which it was collected.	Accurate and up-to-date.	Only kept for as long as it is needed.	Protected against loss, damage, and unauthorised access.
Used fairly, openly, and in accordance with the law.							
Used for a specific and stated reason.							
Used only in a way that is necessary and sufficient for the purpose for which it was collected.							
Accurate and up-to-date.							
Only kept for as long as it is needed.							
Protected against loss, damage, and unauthorised access.							

Computing: Week 1 Questions:

1.	What is a rule governed by the Data Protection Act?	5.	What are some examples of data?
2.	What is data?	6.	What is an example of information?
3.	What is information?	7.	Why do we use the Data Protection Act?
4.	What is personal information?	8.	What does accurate data mean?

Extended Writing Question:

What is the difference between data and information?

Computing - Half Term 2 - Week 2

Computing: Week 2 Knowledge Organiser: Social Engineering:			
Keywords	Knowledge		
<p>Social Engineering - A set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.</p> <p>Phishing - The process of writing fake emails in order to collect details.</p>	<p>Shouldering (also known as shoulder surfing) is an attack designed to steal a victim's password or other sensitive data. It involves the attacker watching the victim while they provide sensitive information, for example, over their shoulder. This type of attack might be familiar; it is often used to find out someone's PIN at a cash machine. They might also want to steal personal information.</p> <p>Personal Information - The details that you would list about yourself.</p> <p>How to spot phishing emails:</p> <ul style="list-style-type: none"> ● Unexpected email with a request for information ● Message content contains spelling errors ● Suspicious hyperlinks in email: <ul style="list-style-type: none"> ○ Text that is hyperlinked to a web address that contains spelling errors and/or lots of random numbers and letters. ○ Text that is hyperlinked to a domain name that you don't recognise and/or isn't connected to the email sender. ● Generic emails that don't address you by name or contain any personal information that you would expect the sender to know. 		
Computing: Week 2 Questions:			
1.	What is social engineering?	5.	What might people steal through shouldering?
2.	What is phishing?	6.	What does hyperlinked text mean?
3.	How can we detect a phishing email?	7.	What does a suspicious hyperlink contain?
4.	What does shouldering mean?	8.	What is personal information?
Extended Writing Question:			
How could someone tell if an email is a 'phishing' email?			

Computing - Half Term 2 - Week 3

Computing: Week 3 Knowledge Organiser: Hacking Techniques:

Keywords	Knowledge
<p>Hacking - Gaining unauthorised access to or control of a computer system</p> <p>Ethical- Socially acceptable.</p> <p>Computer Misuse Act - A set of rules that manage how computer systems should be used.</p>	<p>Hackers will use multiple techniques in order to access a system. They will use these techniques so that they can:</p> <ul style="list-style-type: none"> ● Steal money ● Access personal information ● Cause a disruption ● Have revenge <p>Denial of Service (DoS) attack is a cyberattack in which the criminal makes a network resource unavailable to its intended users. This is done by flooding the targeted machine or website with lots of requests in an attempt to overload the system. Distributed Denial of Service (DDOS) attacks work in similar ways except that multiple devices are flooding a targeted machine with messages rather than just one.</p>

Computing: Week 3 Questions:

1.	What is hacking?	5.	What is a DOS attack?
2.	What does ethical mean?	6.	What is a DDOS attack?
3.	What is the Computer Misuse Act?	7.	Why might people hack for revenge?
4.	What do hackers want to steal?	8.	Why might people hack to cause disruption?

Extended Writing Question:

What is the difference between DOS and DDOS?

Computing - Half Term 2 - Week 4

Computing: Week 4 Knowledge Organiser: Malware:			
Keywords	Knowledge		
<p>Malware - This is software that is designed to gain access to your computer with malicious intent.</p> <p>Spyware - This is unwanted software that monitors and gathers information on a person and how they use their computer.</p>	<p>Viruses are a malicious form of self-replicating software. Once on a computer or network, a virus will replicate itself by maliciously modifying other computer programs and inserting code.</p> <p>Worms replicate themselves but do not attach themselves to files as a virus does. Instead, worms spread through the network and use the system's resources.</p> <p>Ransomware is a form of virus, as it is self-replicating. Specifically, ransomware locks a computer, encrypts files, and therefore prevents the user from being able to access the data.</p> <p>A trojan is a piece of software that appears to perform a useful function (such as a game) but unbeknown to the user it also performs malicious actions.</p>		
Computing: Week 4 Questions:			
1.	What is malware?	5.	Why do people use ransomware?
2.	What is spyware?	6.	What is a trojan?
3.	What does a virus do?	7.	Why would people use spyware?
4.	What does a worm do?	8.	Why would people use a trojan?
Extended Writing Question:			
<p>What is the difference between a virus and a worm?</p>			

Computing - Half Term 2 - Week 5

Computing: Week 5 Knowledge Organiser: Prevention Techniques:

Keywords	Knowledge
<p>Anti-malware - This is software that scans any file that is able to execute (run) programs.</p> <p>Authentication - This is where users are given login details that must be used to access a system.</p>	<p>A firewall checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious and that it follows the rules set by the network.</p> <p>For example: A learner tries to use a website full of free games. The rules of the network are set to disallow this and the firewall stops the learner from accessing the website.</p> <p>User permission will be set out on a network to say how a network should be used Users on a network can be put into groups, with each group having a unique set of privileges, such as:</p> <ul style="list-style-type: none"> ● Which network drives they have access to ● Their read/write permissions ● Which printers they are able to use ● What software they can use ● Which websites they are allowed to access <p>All of these measures are to ensure that data and information are not stolen.</p> <p>Data examples - John: 28, Claire: 49, Jade: 40, Ahmed: 45, Chloe: 38</p> <p>Information example - These are scores from a test where the pass mark was 35. John needs to resit the test. The average score is 40.</p>

Computing: Week 5 Questions:

1.	What is anti-malware software?	5.	What are user permissions?
2.	What is authentication?	6.	What is a user permission that can be placed on someone's account?
3.	What does a firewall do?	7.	What are some examples of data?
4.	What can cause a firewall message to appear?	8.	What is an example of information?

Extended Writing Question:

Why would a business want to use user permissions on files and accounts?

Computing - Half Term 2 - Week 6

Computing: Week 6 Knowledge Organiser: Fake News:

Keywords	Knowledge								
<p>Disinformation - Deliberately false information spread to deceive.</p> <p>Misinformation - Inaccurate information spread unintentionally.</p> <p>Clickbait - Sensationalized headlines to attract attention.</p>	<p>Fake news refers to false or misleading information presented as legitimate news. It's often created to influence opinions, generate clicks, or spread disinformation.</p> <p>Some fake news stories will use:</p> <ul style="list-style-type: none"> ● Propaganda - Biased information to promote a particular viewpoint ● Satire - Humorous content that may be mistaken for real news <p>Fake news articles can be written by AI (Artificial Intelligence) generators. They are able to search the internet quicker and more efficiently than humans.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Advantages:</th> <th style="width: 50%; text-align: center;">Disadvantages:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Rapid content creation</td> <td style="text-align: center;">Potential for mass-produced misinformation</td> </tr> <tr> <td style="text-align: center;">Personalised news experiences</td> <td style="text-align: center;">Difficulty distinguishing between AI and human-created content</td> </tr> <tr> <td style="text-align: center;">Language translation and accessibility</td> <td style="text-align: center;">Job displacement in journalism and content creation</td> </tr> </tbody> </table>	Advantages:	Disadvantages:	Rapid content creation	Potential for mass-produced misinformation	Personalised news experiences	Difficulty distinguishing between AI and human-created content	Language translation and accessibility	Job displacement in journalism and content creation
Advantages:	Disadvantages:								
Rapid content creation	Potential for mass-produced misinformation								
Personalised news experiences	Difficulty distinguishing between AI and human-created content								
Language translation and accessibility	Job displacement in journalism and content creation								

Computing: Week 6 Questions:

1.	What is disinformation?	5.	What is propaganda?
2.	What is misinformation?	6.	What is satire?
3.	What is clickbait?	7.	What does AI stand for?
4.	What is fake news?	8.	What is an advantage to AI generated content?

Extended Writing Question:

Why is Job displacement in journalism a disadvantage to AI generated content?

Computing - Half Term 2 - Week 7

Computing: Week 7 Knowledge Organiser: Protecting a Network:

Keywords	Knowledge						
<p>Biometrics - Using people's unique biological characteristics to access a system.</p> <p>CAPTCHA - This is the verification method where users will need to select the correct images to prove their identity.</p>	<p>Auto-updates refers to software that automatically checks for available updates for the software you have on your computer. Once it finds an update, the software can be set either to alert the user or to install it automatically. This software is often included with an operating system.</p> <p>Anti-malware will have a list of definitions of sequences of code that they are aware are malicious. If the code in your files matches the definitions, the files are quarantined.</p> <p>The rules governing the Data Protection Act 2018:</p> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td style="text-align: center;">Used fairly, openly, and in accordance with the law.</td> </tr> <tr> <td style="text-align: center;">Used for a specific and stated reason.</td> </tr> <tr> <td style="text-align: center;">Used only in a way that is necessary and sufficient for the purpose for which it was collected.</td> </tr> <tr> <td style="text-align: center;">Accurate and up-to-date.</td> </tr> <tr> <td style="text-align: center;">Only kept for as long as it is needed.</td> </tr> <tr> <td style="text-align: center;">Protected against loss, damage, and unauthorised access.</td> </tr> </tbody> </table>	Used fairly, openly, and in accordance with the law.	Used for a specific and stated reason.	Used only in a way that is necessary and sufficient for the purpose for which it was collected.	Accurate and up-to-date.	Only kept for as long as it is needed.	Protected against loss, damage, and unauthorised access.
Used fairly, openly, and in accordance with the law.							
Used for a specific and stated reason.							
Used only in a way that is necessary and sufficient for the purpose for which it was collected.							
Accurate and up-to-date.							
Only kept for as long as it is needed.							
Protected against loss, damage, and unauthorised access.							

Computing: Week 7 Questions:

1.	What are biometrics?	5.	Why do we use the Data Protection Act?
2.	What is CAPTCHA?	6.	What does accurate data mean?
3.	Why do we use auto-updates?	7.	How long should data be kept for?
4.	What software could be put in place to protect a computer network?	8.	What does the Data Protection Act protect data from?

Extended Writing Question:

Why would security systems encourage people to use biometrics to protect their data?

Aspire
ACHIEVE
Thrive

Develop your character

