

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



Aspire | Achieve | Thrive

**Computer
Science**

Name:

Tutor:

Half Term 5 2023-24

French

KNOWLEDGE ORGANISER

History

Geography

Modern Britain

8

**Art &
Design**

Spanish

PE

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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

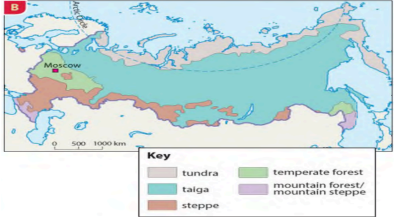
Year 8 - Half term 5 (15/04/2024 → 24/05/2024) - Homework Plan

	Homework One	Homework Two	Homework Three
Monday	Geography	Computing	Sparx Reader
Tuesday	French / Spanish Literacy*	Sparx Maths	Sparx Science
Wednesday	Sparx Maths	Sparx Reader	Modern Britain
Thursday	History	Sparx Science	Sparx Reader
Friday	Art and Design	PE	

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

Geography: Half Term Five - Week 1

Geography: Week 1 Knowledge Organiser:

Session	Keyword	Knowledge & Geographical concepts
<p>Altitude, latitude and characteristics of cold environments</p>	<p>Polar: The most extreme cold environment with permanent ice. Regions around the North pole (Arctic Sea) or South pole (Antarctica)</p> <p>Tundra: A vast, flat, treeless Arctic region of Europe, Asia and North America</p> 	<p>Altitude: The height above sea level a location is. Temperature decreases as altitude increases.</p> <p>Latitude: The position on the earth a location is. The equator is 0° latitude. The north and south poles are 90° latitude. Everywhere else is somewhere in between.</p> <p>Polar</p> <p>Climate - Winter temperatures often fall below - 50°C. Very low precipitation.</p> <p>Soils - Permanently frozen in permafrost</p> <p>Tundra</p> <p>Climate - Winter temperatures drop to - 20°C. High precipitation at coast (mainly snow)</p> <p>Soils - Permafrost – mostly frozen but melt near the surface in summer.</p> <p>Alpine</p> <p>Climate - Temperature decreases 0.6°C for every 100m altitude. Both tundra and Polar environments are present depending on altitude.</p>

Geography: Week 1 Questions

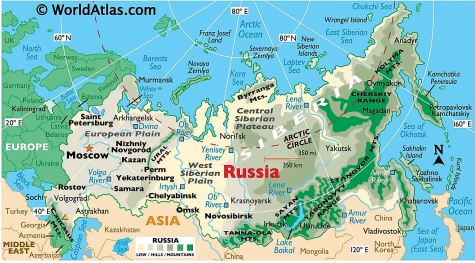
<p>1: Where are polar regions located (found)?</p> <p>2: What is a Tundra region?</p> <p>3: Name 3 regions where Tundra can be found.</p> <p>4: Give one word to describe the polar environment.</p>	<p>5: What does altitude mean?</p> <p>6: What does latitude mean?</p> <p>7: How low does the temperature drop in polar regions during winter?</p> <p>8: What is permafrost?</p>
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Extended Writing Question:

Explain why the soil is permanently frozen (permafrost) in Siberia.

Geography: Half Term Five - Week 2

Geography: Week 2 Knowledge Organiser:



Session	Keyword	Knowledge & Geographical concepts
Where is Siberia?	<p>Physical: Natural features of a place.</p> 	<p>Siberia is located in Northern Russia, along the Arctic Circle (line of latitude) Russia spans two continents of Europe and Asia, however Siberia is in Asia. Siberia is an area from the Ural Mountains on the west to the Pacific Ocean in the East.</p> <p>Physical geography of Russia</p> <ul style="list-style-type: none"> • Highest Mountain - Mount Elbrus. • Ural Mountains - separates Europe and Asia. • Lowest point in Russia - Caspian Sea • Yenisei River - The largest River system flowing into the Arctic Ocean

Geography: Week 2 Questions

- | | |
|---|---|
| <p>1: Siberia is found in which country?
 2: Russia spans (spreads) across what two continents?
 3: Siberia is found on which continent?
 4: What mountains are found to the west of Siberia?</p> | <p>5: What is the highest mountain in Russia?
 6: The Ural mountains separates which two continents?
 7: What is the name of the lowest point in Russia?
 8: What is the Yenisei River?</p> |
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Extended Writing Question:
 Explain how Siberia's physical geography affects development.

Geography: Half Term Five - Week 3

Geography: Week 3 Knowledge Organiser:			
Session	Keyword	Knowledge & Geographical concepts	
Sami people	Indigenous communities: Culturally distinct ethnic groups who live in a certain place.	<ul style="list-style-type: none"> Sami live in four countries: Norway, Sweden, Finland and Russia. A total of 9 Sami languages are spoken. The most precious thing is the reindeer. They are known for Reindeer herding, but also fishing and sheep herding Some Sami still wear brightly coloured traditional clothing. Urban Sami dress in modern clothing. Sami children used to learn by observing and helping their parents. Today, they generally attend the schools. Capital - Moscow (lies to the west of the country and is home to 12 million people) Second City - St. Petersburg Language - Russian 	 
Geography: Week 3 Questions			
1: What does the term indigenous communities mean? 2: Name the indigenous community found in Norway & Russia. 3: How many different languages are spoken by this community? 4: What is their most precious belonging?		5: In the past, how did the children of this community used to learn? 6: What is the capital of Russia? 7: Name the second Russian city? 8: What language is spoken in Russia?	
Extended Writing Question: Describe the traditional clothing worn by the Samis.			

Geography: Half Term Five - Week 4

Geography: Week 4 Knowledge Organiser:

Session	Keyword	Knowledge & Geographical concepts
Adaptations	<p>Animal adaptations: The evolutionary process whereby an organism becomes better able to live in its habitat or habitats.</p> 	<p>The snow leopard is found in the mountain ranges of the Himalayas and southern Siberia. This big cat inhabits subalpine and alpine zones at altitudes of 3,000 to 4,500 m / 9,800 to 14,800 ft above sea level.</p> <p>The reindeer, also known as the caribou in North America, is a large species of deer found in the subarctic, arctic, boreal, tundra, and mountainous regions of the Northern Hemisphere, in Siberia, North America, and Northern Europe. Reindeer antlers are among the largest of any deer species, and unusually they are present on both males and females. They have large antlers in order to scrape away ice and snow to find food and also to show dominance to avoid predators. To cope with the long dark winters of the Arctic and enhance their vision, reindeers' eyes are very sensitive to ultraviolet light. Depending on geographic areas, herd size can greatly vary. The largest population of wild reindeer is located in Siberia, where there are somewhere between 400,000 and 1,000,000 individuals.</p> <p>Although not a wild species, the Siberian husky deserves a mention as it is integral to the Siberian culture and way of life. It is a medium-sized working dog breed of the Spitz genetic family. It has small triangular ears and a thick furry coat.</p>

Geography: Week 4 Questions

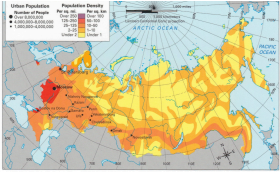
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| <p>1: What does animal adaptation mean?
 2: Where can the snow leopard be found?
 3: What is the reindeer also known as in North America?
 4: Where can the largest population of wild reindeer be located?</p> | <p>5: Name one adaptation of the Siberian husky.
 6: Give the height above sea level where huskies can be found.
 7: Why do reindeers have large antlers?
 8: What are reindeers eyes like and why does this help them?</p> |
|---|---|

Extended Writing Question:

Explain how the Siberian husky is an important part of life and the culture of Siberian people..

Geography: Half Term Five - Week 5

Geography: Week 5 Knowledge Organiser:

Session	Keyword	Knowledge & Geographical concepts
<p>Why live in Siberia?</p> 	<p>Economic development Chances for people to improve their standard of life through development.</p>	<p>The Sakha Republic is in Siberia. It is Russia's biggest administrative region: 3.1 million sq km. It covers about a fifth of Russia. It is almost as big as India (which is 3.3million sq km). It is also Russia's coldest region, with permafrost everywhere.</p> <ul style="list-style-type: none"> • Sakha produces a quarter of the world's diamonds, and 24% of Russia's gold. • Silver, tin, tungsten, antimony and uranium are also mined there. • Gas, oil and coal have been found - but not yet extracted. <p>Thanks to its resources, Sakha's population grew from around 290 000 in 1926 to about 960 000 today.</p>


Geography: Week 5 Questions

<p>1: What does economic development mean? 2: Where is the Sakha Republic? 3: How big is the Sakha Republic? 4: What percentage of Russia's gold is produced in the Sakha Republic</p>	<p>5: list 3 other minerals also mined in Sakha Republic. 6: Name 3 other resources discovered in the area but are yet to be extracted. 7: What was Sakha's population in 1926? 8: What is Sakha's population today?</p>
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Extended Writing Question:

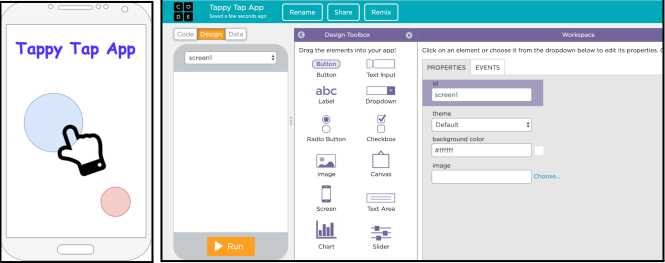
Explain why the population (number of people) Siberia's population increased between 1926 and now.

Geography: Half Term Five - Week 6

Geography: Week 6 Knowledge Organiser:		
Session	Keyword	Knowledge & Geographical concepts
Oil in the Tundra: To drill or not to drill?	<p>Fragile environments: Areas that are at high risk of damage, and take a long time to recover.</p> 	<p>Oil in the Tundra: To drill or not to drill?</p> <p>The Siberian tundra is estimated to hold the world's largest untouched reserves of oil and gas in the world. Exploiting these reserves will bring financial gain to the area and jobs for the locals.</p> <p>There are huge environmental implications to consider. Drilling in the tundra will mean more fossil fuels are burnt and more greenhouse gas emissions are released leading to global warming. The tundra will also be at risk from destruction. Permafrost will melt / animals would lose their habitat.</p>
Geography: Week 6 Questions		
<p>1: What is the term given to areas at risk of long term damage? 2: What is the name of the area holding the world's largest untouched supply of oil and gas reserves? 3: List 1 advantage (gain) of drilling oil in this area. 4: List one disadvantage (problem) of drilling for fossil fuels.</p>		<p>5: What will happen to the permafrost? 6: What will happen to animal habitats? 7: Give one way locals could benefit from the drilling. 8: What could happen to the ecosystem if they do not have time to recover?</p>
<p>Extended Writing Question: Explain why drilling for oil in Siberia could have negative impacts on the environment.</p>		

Computing: Half Term Five - Week 1

Computing: Week 1 Knowledge Organiser:

Keywords	Knowledge
<p>Decomposition is breaking a problem down into more manageable chunks.</p> <p>Success Criteria - These are the specific items that need to be included in the project.</p> <p>Graphical User Interface (GUI). A type of user interface which uses windows, icons, menus and pointers to allow users to control a computer system.</p> <p>Command Line Interface (CLI) A type of interface where the user has to type text commands to run computer programs.</p>	<div style="text-align: center;">  </div> <p>In today's app stores, there will be an application that can complete nearly every job that software can do. Making an app will require the developer to:</p> <ul style="list-style-type: none"> ● Think of an overall problem ● Break that problem down into smaller problems ● Work on each problem one by one. <p>Developers will create success criteria so that they know what to include. This will be how they measure their progress and whether the task has been completed or not.</p>

Computing: Week 1 Questions

- 1: Describe what is meant by the term: Decomposition
- 2: Describe what is meant by the term: Success Criteria
- 3: What is the first stage of app development?
- 4: What is the second stage of app development?

- 5: What is the third stage of app development?
- 6: What will app developers use to make sure they know what to include?
- 7: What does the success criteria allow developers to measure?
- 8: What is a GUI and what is a GUI used for?

Extended Writing Question:

Explain the difference between a Graphical User Interface and a Command Line Interface.

Computing: Half Term Five - Week 2

Computing: Week 2 Knowledge Organiser:	
Keywords	Knowledge
<p>Events - These are actions that cause some code to be run</p> <p>Event Handler - The part of the code that runs when an event occurs.</p> <p>Event Driven Programming - When code is written to respond to events.</p>	<p>In event-driven programming, the flow of the program is controlled by events. Events can be triggered by a user action, such as:</p> <ul style="list-style-type: none"> ● Mouse clicks (or the touchscreen equivalent) ● Key presses ● Hovering over a picture ● Voice input (“OK Google...”) <p>Events can also be automatic, such as</p> <ul style="list-style-type: none"> ● Sensors (e.g. if movement is sensed, turn the light on) ● Messages from other programs <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <pre style="font-family: monospace; font-size: 0.9em;"> 1 onEvent (▼ "startbutton", ▼ "click", function() { 2 setScreen (▼ "Game"); 3 }); </pre> </div>
Computing: Week 2 Questions	
<p>1: Describe what is meant by the term: Event</p> <p>2: Describe what is meant by the term: Event Handler</p> <p>3: Describe what is meant by the term: Event Driven Programming</p> <p>4: List the two ways that events can be ‘triggered’ in event-driven programming</p>	<p>5: Give an example of how an event may be triggered by a user action</p> <p>6: Give an example of how an event may be triggered automatically</p> <p>7: In the example program above, what ‘trigger’ is used?</p> <p>8: In the example program above, what ‘event’ is triggered?</p>
<p>Extended Writing Question:</p> <p>Many people use ‘self-service’ checkouts in Supermarkets. Describe how event driven programs could be used when creating an app for a self-service checkout. Describe some of the ‘triggers’ (‘key presses, sensors, etc) and what event is triggered (changing a screen, showing a message, etc).</p>	

Computing: Half Term Five - Week 3

Computing: Week 3 Knowledge Organiser:	
Keywords	Knowledge
<p>Errors - When an application (app) or program doesn't work correctly.</p> <p>Variables - Locations in memory where data is stored. This data might change while the program is running.</p> <p>Iteration (or loop) When instructions in a computer program are followed repeatedly.</p>	<p>When writing programs to create an app, there will be different errors that appear. They can be syntax (spelling) or logic (operators) errors.</p> <p>Syntax errors can be detected when the run button is selected because they will stop the program from running.</p> <p>Logic errors will need to be spotted by the programmer because the program will still run, but not always do as expected. This is because the program will still run but not as it should.</p> <p>Finding and fixing errors in code is referred to as debugging.</p> <p>Programs will follow sets of instructions in an order. It is important to make sure that the instructions are in the correct sequence (order). This helps create the desired end goal.</p>
Computing: Week 3 Questions	
<p>1: What is an error? 2: What is a variable? 3: What is meant by the term 'Iteration'? 4: What are two types of errors that can occur when writing programs?</p>	<p>5: What term is used to mean 'finding and fixing errors'? 6: Describe what is meant by the term: Decomposition (See Week 1) 7: Describe what is meant by the term: Success Criteria (See Week 1) 8: You create an interface that allows the user to type text commands to carry out different tasks, what type of interface is this? (See Week 1)</p>
<p>Extended Writing Question:</p> <p>Explain the difference between a syntax error and logic error.</p>	

Computing: Half Term Five - Week 4

Computing: Week 4 Knowledge Organiser:	
Keywords	Knowledge
<p>User Input - Allowing the person using the app to enter values.</p> <p>Subroutine - These are blocks of code that can be recalled and used multiple times.</p> <p>Event Handler - The part of the code that runs when an event occurs.</p>	<p>There are many different methods to gather user input. These methods may even gather different types of user input.</p> <ul style="list-style-type: none"> Text boxes - Allows the app to capture text string values. Checkboxes - Allows the user to select a true/false option. Buttons - When the button is clicked, an event will be triggered. <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="margin: 0;">Login</p> <p style="margin: 5px 0;">Username: <input style="width: 80%;" type="text"/></p> <p style="margin: 5px 0;">Password: <input style="width: 80%;" type="password"/></p> <p style="margin: 5px 0; color: red; font-size: small;">I forgot my password</p> <p style="margin: 5px 0; color: red; font-size: small;">Resend activation email</p> <p style="margin: 5px 0; font-size: small;"><input type="checkbox"/> Remember me</p> <p style="margin: 5px 0; font-size: small;"><input type="checkbox"/> Hide my online status this session</p> <p style="text-align: center; margin: 10px 0;">Login</p> </div>
Computing: Week 4 Questions	
<p>1: Describe what is meant by the term: User Input</p> <p>2: What is a subroutine?</p> <p>3: What is an event handler?</p> <p>4: List 3 ways that an app can gather user input</p>	<p>5: Describe what a text box is used for in app development.</p> <p>6: Describe what a checkbox is used for in app development.</p> <p>7: Describe what buttons are used for in app development.</p> <p>8: What is meant by the term 'iteration'? (See Week 3)</p>
<p>Extended Writing Question:</p> <p>Draw a 'login' interface, similar to the picture above, label the different types of user input (Text box, checkbox and buttons) and explain what they would be used for.</p>	

Computing: Half Term Five - Week 5

Computing: Week 5 Knowledge Organiser:

Keywords	Knowledge
<p>Selection (or Program Branch) - This is where a True / False test is carried out. If the test is 'True' some code will run. However, if the test is 'False' other code will run.</p> <p>Boolean - True/False values.</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <pre style="font-family: monospace; font-size: 1.2em;"> if (score > 10) { setText ("feedback_label", "Great Work"); } else { setText ("feedback_label", "Hard Luck"); } </pre> </div> <p>Events in an app will work based on True or False (Boolean) conditions happening. If one event takes place, then this will lead to another event running.</p> <p>We can use variables within selection statements to keep track of values being stored in the app. These values can then be used to decide which command to execute next. For example, if the variable score was 12, the label is set to great work in the example above.</p>

Computing: Week 5 Questions

<p>1: What is meant by the term: Selection? 2: What is another term for 'Selection'? 3: What values can be stored in a boolean variable? 4: Is the 'If' block in the example above an example of Sequence, Selection or Iteration?</p>	<p>5: In the example code above, give an example of a value for score that will mean the app would display the message 'Hard Luck' 6: In the example code above, give an example of a value for score that will mean the app would display the message 'Great Work' 7: Describe what is meant by the term: Decomposition (See Week 1) 8: What is a syntax error? (See Week 3)</p>
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Extended Writing Question:

Rewrite the block of code above so that 'Great Work' will only be output if the score is greater than or equal to 15.

Computing: Half Term Five - Week 6

Computing: Week 6 Knowledge Organiser:

Keywords	Knowledge
<p>Debugging - This is the process of looking through a program and looking for errors.</p>	<p>When projects come to the finishing stages, it is important to evaluate them. This is where the strengths and weaknesses will be highlighted and the project will be compared to the success criteria. If projects have achieved the success criteria, then they can be classed as a success.</p> <p>Projects will also need to be debugged in order to make sure that there are no problems before it is released to the public. This saves developers time in the long run as they would not need to release any updates or patches to fix problems.</p>

Computing: Week 6 Questions

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|---|--|
| <p>1: What is meant by the term 'Debugging'?</p> <p>2: What should be included in a project evaluation?</p> <p>3: What should you compare your finished app to when evaluating?</p> <p>4: Why should you debug your apps?</p> | <p>5: In app development, what are updates or patches for?</p> <p>6: What is logic error? (See week 3)</p> <p>7: What is a syntax error? (See week 3)</p> <p>8: What is a subroutine? (See week 4)</p> |
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Extended Writing Question:

Often when new apps or computer programs are released, shortly after the developers release updates or patches? What are these used for and what are the benefits and drawbacks of using this approach?

French: Half Term Five - Week 1

French: Week 1 Knowledge Organiser:

8. Comment vas-tu voyager? Où vas-tu rester? (How are you going to travel? Where are you going to stay?)				
Le week-end prochain, <i>Next weekend,</i>	je vais voyager <i>I'm going to travel</i>	en voiture <i>by car</i> en car <i>by coach</i>	en train <i>by train</i> en bateau <i>by boat</i>	ce sera <i>it will be</i> rapide <i>fast</i> lent <i>slow</i> confortable <i>comfortable</i> inconfortable <i>uncomfortable</i> amusant <i>fun</i> ennuyeux <i>boring</i>
Le mois prochain, <i>Next month,</i>	nous allons voyager <i>we are going to travel</i>	en avion <i>by plane</i> en bus <i>by bus</i>	à pied <i>on foot</i> à vélo <i>by bike</i>	
L'été prochain, <i>Next summer,</i>	Je vais rester <i>I'm going to stay</i> nous allons rester <i>we are going to stay</i>	dans un hôtel <i>in a hotel</i>	près de la plage <i>near to the beach</i>	
La semaine prochaine, <i>Next week,</i>		dans un camping <i>in a campsite</i>	loin de la plage <i>far from the beach</i>	
L'année prochaine, <i>Next year,</i>		dans un gîte <i>in a holiday cottage</i>	au centre-ville <i>in the town centre</i>	
Bientôt, <i>Soon,</i>		dans une auberge de jeunesse <i>in a youth hostel</i>	au bord de la mer <i>at the seaside</i>	
		dans une caravane <i>in a caravan</i>	à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i>	

French: Week 1 Questions

Translate in English:

- Q1. Le mois prochain, je vais voyager en voiture.
 Q2. Bientôt, je vais rester dans une auberge de jeunesse au centre-ville.
 Q3. L'année prochaine, nous allons voyager en bateau.
 Q4. Nous allons rester dans une caravane et ce sera amusant.

Translate in French:

- Q5. Next year, I am going to travel by plane and it will be fast.
 Q6. Next weekend, I am going to stay near the beach.
 Q7. Next week, We are going to stay at the seaside and it will be boring.
 Q8. Next summer. We are going to travel by coach and it will be slow.

Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:)

Comment vas-tu voyager? Où vas-tu rester? (How are you going to travel? Where are you going to stay?)

French: Half Term Five - Week 2

French: Week 2 Knowledge Organiser:

8. Qu'est-ce que tu vas faire pendant tes vacances? (What are you going to do during your holiday?)

Le week-end prochain,	<i>Next weekend,</i>	je vais faire <i>I'm going to do</i> nous allons faire <i>we are going to do</i>			
Le mois prochain,	<i>Next month,</i>		du vélo	<i>cycling</i>	
L'été prochain,	<i>Next summer,</i>		du canoë-kayak	<i>kayaking</i>	à la plage
La semaine prochaine,	<i>Next week,</i>		du ski	<i>kayaking</i>	à la piscine
L'année prochaine,	<i>Next year,</i>		du surf	<i>surfing</i>	à la campagne
Bientôt,	<i>Soon,</i>		du shopping	<i>shopping</i>	à la montagne
Tous les jours,	<i>Every day,</i>	de la planche à voile	<i>windsurfing</i>	au centre-ville	
Tous les soirs,	<i>Every evening,</i>	de la natation	<i>swimming</i>	au bord de la mer	
Chaque jour,	<i>Each day,</i>	de l'escalade	<i>rock-climbing</i>		
Chaque soir,	<i>Each evening,</i>	des randonnées	<i>hiking</i>		

French: Week 2 Questions

Translate in English:

- Q1. Le mois prochain, je vais faire du vélo à la campagne.
 Q2. Chaque soir, nous allons faire de la natation à la piscine.
 Q3. L'année prochaine, je vais faire du ski à la montagne.
 Q4. Tous les jours, nous allons faire de l'escalade au centre-ville.

Translate in French:

- Q5. Soon, I am going to do shopping in the city centre.
 Q6. Next weekend, we are going to do hiking in the mountains.
 Q7. Next week, I am going to do windsurfing at the beach.
 Q8. Each day, we are going to do kayaking at the pool.

Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:)

Qu'est-ce que tu vas faire pendant tes vacances? (What are you going to do during your holiday?)

French: Half Term Five - Week 3

French: Week 3 Knowledge Organiser:

Time phrase	Verbs - Present / Past / Future	Noun Phrases	
<p>Present tense Normalement, <i>Normally,</i> D'habitude, <i>Usually,</i> Quelquefois, <i>Sometimes,</i> Parfois, <i>Sometimes,</i> De temps en temps, <i>From time to time,</i> Souvent, <i>Often,</i></p> <p>Past tense Le week-end dernier <i>Last weekend</i> Le mois dernier <i>Last month</i> L'été dernier <i>Last summer</i> La semaine dernière <i>Last week</i> L'année dernière <i>Last year</i> Récemment <i>Recently</i> il y a (deux ans) <i>(2 years) ago</i></p> <p>Future tense Le week-end prochain, <i>Next weekend,</i> Le mois prochain, <i>Next month,</i> L'été prochain, <i>Next summer,</i> La semaine prochaine, <i>Next week,</i> L'année prochaine, <i>Next year,</i> Bientôt, <i>Soon,</i></p> <p>Present / Past tense Tous les jours, <i>Every day,</i> Tous les soirs, <i>Every evening,</i> Chaque jour, <i>Each day,</i> Chaque soir, <i>Each evening,</i></p>	<p>je vais en vacances <i>I go on holiday</i> Nous allons en vacances <i>We go on holiday</i></p> <p>je suis allé(e) en vacances <i>I went on holiday</i> Nous sommes allés en vacances <i>We go on holiday</i></p> <p>je vais aller en vacances <i>I'm going to go on holiday</i></p>	<p>à Paris à Berlin à Londres</p> <p>en Angleterre en Espagne en France en Allemagne en Grèce en Italie en Suède en Autriche au Portugal au Pays de Galles aux États-Unis</p>	<p>avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i></p>
	<p>je voyage <i>I travel</i> nous voyageons <i>we travel</i></p> <p>j'ai voyagé <i>I travelled</i> nous avons voyagé <i>we travelled</i></p> <p>je vais voyager <i>I'm going to travel</i> nous allons voyager <i>we are going to travel</i></p>	<p>en voiture <i>by car</i> en car <i>by coach</i> en avion <i>by plane</i> en bus <i>by bus</i> en train <i>by train</i> en bateau <i>by boat</i> à pied <i>on foot</i> à vélo <i>by bike</i></p>	<p>car c'est / c'était / ce sera... <i>because it is / it was / it will be...</i> rapide <i>fast</i> confortable <i>comfortable</i> loin <i>far</i> proche <i>near</i> mieux pour l'environnement <i>better for the environment</i> j'ai peur de voler <i>I'm scared of flying</i></p>
	<p>je reste <i>I stay</i> nous restons <i>we stay</i></p> <p>je suis resté(e) <i>I stayed</i> nous sommes restés(es) <i>we stayed</i></p> <p>Je vais rester <i>I'm going to stay</i> nous allons rester <i>we are going to stay</i></p>	<p>dans un hôtel <i>in a hotel</i> dans un gîte <i>in a holiday cottage</i> dans une auberge de jeunesse <i>in a youth hostel</i></p> <p>dans un camping dans une caravane</p>	<p>à la plage <i>at the beach</i> à la piscine <i>at the swimming pool</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> au centre-ville <i>in the city centre</i> au bord de la mer <i>at the seaside</i></p>
	<p>je fais <i>I do</i> nous faisons <i>we do</i></p> <p>j'ai fait <i>I did</i> nous avons fait <i>we did</i></p> <p>je vais faire <i>I'm going to do</i> nous allons faire <i>we are going to do</i></p>	<p>du vélo <i>cycling</i> du canoë-kayak <i>kayaking</i> du ski du surf du shopping de la planche à voile <i>windsurfing</i></p> <p>de la natation <i>swimming</i> de l'escalade <i>rock-climbing</i> des randonnées <i>hiking</i></p>	

French: Week 3 Questions	
<p><u>Translate in English:</u> Q1. Il y a cinq ans, j'ai voyagé en bus et c'était rapide. Q2. Chaque jour, je vais faire du vélo à la plage. Q3. D'habitude, je reste dans un hôtel mais le weekend prochain, je vais rester dans un camping. Q4. Récemment, je suis allée en vacances en Italie avec mes parents.</p>	<p><u>Translate in French:</u> Q5. Normally, we travel by plane because it is fast and comfortable. Q6. Every evening, we did surfing at the beach. Q7. Next year, we are going to stay in a holiday cottage by the seaside. Q8. Last weekend, we went on holiday to Germany by boat, it was far.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Parle-moi de tes vacances. (<i>Tell me about your holidays</i>) <u>Include all 3 tenses in your answers</u></p>	

French: Half Term Five - Week 4

French: Week 4 Knowledge Organiser:	
<p>This is a quick recap of all the vocabulary we have seen. Use the sentence builder from week 3 to help you.</p>	
French: Week 4 Questions	
<p><u>Translate in English:</u> Q1. L'année prochaine, nous allons voyager en bateau. Q2. Récemment, je suis allée en vacances au Pays de Galles. Q3. De temps en temps, je reste dans une auberge de jeunesse. Q4. Tous les jours, nous allons faire de l'escalade au centre-ville.</p>	<p><u>Translate in French:</u> Q5. Next month, we are going to stay in a hotel in the mountains. Q6. Each evening, we did surfing at the beach. Q7. Next week, we are going to do windsurfing at the beach. Q8. Last weekend, we went on holiday to Germany by boat, it was far.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Parle-moi de tes vacances. (<i>Tell me about your holidays</i>) <u>Add 3 sentences to the extended question from last week.</u></p>	

French: Half Term Five - Week 5

French: Week 5 Knowledge Organiser:

**This is the same sentence builder as week 3.
Please refer to it when completing this week's homework.**

Time phrase	Verbs - Present / Past / Future	Noun Phrases	
Present tense Normalement, <i>Normally,</i> D'habitude, <i>Usually,</i> Quelquefois, <i>Sometimes,</i> Parfois, <i>Sometimes,</i> De temps en temps, Souvent, <i>Often,</i> Souvent, <i>Often,</i> Past tense Le week-end dernier <i>Last weekend</i> Le mois dernier <i>Last month</i> L'été dernier <i>Last summer</i> La semaine dernière <i>Last week</i> L'année dernière <i>Last year</i> Récemment <i>Recently</i> Il y a (deux ans) <i>(2 years) ago</i> Future tense Le week-end prochain, <i>Next weekend,</i> Le mois prochain, <i>Next month,</i> L'été prochain, <i>Next summer,</i> La semaine prochaine, <i>Next week,</i> L'année prochaine, <i>Next year,</i> Bientôt, <i>Soon,</i> Present / Past tense Tous les jours, <i>Every day,</i> Tous les soirs, <i>Every evening,</i> Chaque jour, <i>Each day,</i> Chaque soir, <i>Each evening,</i>	je vais en vacances <i>I go on holiday</i> Nous allons en vacances <i>We go on holiday</i> je suis allé(e) en vacances <i>I went on holiday</i> Nous sommes allés en vacances <i>We go on holiday</i> je vais aller en vacances <i>I'm going to go on holiday</i> je voyage <i>I travel</i> nous voyageons <i>we travel</i> j'ai voyagé <i>I travelled</i> nous avons voyagé <i>we travelled</i> je vais voyager <i>I'm going to travel</i> nous allons voyager <i>we are going to travel</i> je reste <i>I stay</i> nous restons <i>we stay</i> je suis resté(e) <i>I stayed</i> nous sommes restés(es) <i>we stayed</i> Je vais rester <i>I'm going to stay</i> nous allons rester <i>we are going to stay</i> je fais <i>I do</i> nous faisons <i>we do</i> j'ai fait <i>I did</i> nous avons fait <i>we did</i> je vais faire <i>I'm going to do</i> nous allons faire <i>we are going to do</i>	à Paris à Berlin à Londres en Angleterre en Espagne en France en Allemagne en Grèce en Italie en Suède en Autriche au Portugal au Pays de Galles aux États-Unis en voiture <i>by car</i> en car <i>by coach</i> en avion <i>by plane</i> en bus <i>by bus</i> en train <i>by train</i> en bateau <i>by boat</i> à pied <i>on foot</i> à vélo <i>by bike</i> dans un hôtel <i>in a hotel</i> dans un gîte dans une auberge de jeunesse dans une jeunesse <i>in a youth hostel</i> dans un camping dans une caravane du vélo <i>cycling</i> du canoë-kayak <i>kayaking</i> du ski du surf du shopping de la planche à voile de la natation <i>swimming</i> de l'escalade <i>rock-climbing</i> des randonnées <i>hiking</i>	avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i> car c'est / c'était / ce sera... <i>because it is / it was / it will be...</i> rapide <i>fast</i> confortable <i>comfortable</i> loin <i>far</i> proche <i>near</i> mieux pour l'environnement <i>better for the environment</i> j'ai peur de voler <i>I'm scared of flying</i> à la plage <i>at the beach</i> à la piscine <i>at the swimming pool</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> au centre-ville <i>in the city centre</i> au bord de la mer <i>at the seaside</i>

French: Week 5 Questions

Translate in English:

- Q1. Il y a huit ans, nous avons voyagé en bateau.
 Q2. Chaque jour, j'ai fait du vélo au Pays de Galles.
 Q3. L'été prochain, je vais aller en vacances en Autriche en avion et ce sera rapide
 Q4. Tous les jours, je vais faire de l'escalade à la montagne.

Translate in French:

- Q5. Last weekend, we went on holiday to the United States by boat, it was far.
 Q6. Je voyage à pied car c'est mieux pour l'environnement.
 Q7. Nous voyageons en voiture car j'ai peur de voler.
 Q8. Je suis restée dans un camping et c'était confortable

Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:)

Parle-moi de tes vacances. (Tell me about your holidays)

Add 3 sentences to the extended question from last week.

French: Half Term Five - Week 6

French: Week 6 Knowledge Organiser:

9. Qu'est-ce qu'on mange en France ? (What do we eat in France?)					
Time phrase	Location	Pour + noun	Verb	Noun	
D'habitude, <i>Usually,</i>	en France, <i>in France,</i>	pour le petit-déjeuner, <i>for breakfast,</i>	on mange <i>we eat</i>	du pain	<i>bread</i>
Normalement, <i>Normally,</i>	en Guadeloupe, <i>in Guadeloupe,</i>	pour le déjeuner, <i>for lunch,</i>	on prend <i>we have (take)</i>	du jambon	<i>ham</i>
Souvent, <i>Often,</i>	en Angleterre, <i>in England,</i>	pour le dîner, <i>for dinner,</i>	on boit <i>we drink</i>	du fromage	<i>cheese</i>
Traditionnellement, <i>Traditionally,</i>	chez nous, <i>in our country,</i>	pour le goûter, <i>for a snack,</i>		du poisson	<i>fish</i>
				de la viande	<i>meat</i>
				des céréales	
				des croissants	
				des pains au chocolat	
				des biscuits	
				des fruits	
				des escargots	<i>snails</i>
				des fruits de mer	<i>seafood</i>
				des cuisses de grenouille	<i>frogs' legs</i>
				du lait	<i>milk</i>
				du thé	<i>tea</i>
				du café	<i>coffee</i>
				du jus d'orange	<i>orange juice</i>
				du vin	<i>wine</i>
				de la bière	<i>beer</i>
				de l'eau (gazeuse)	<i>water (sparkling)</i>

French: Week 6 Questions

Translate in English:

- Q1. Normalement, en France, pour le petit déjeuner, on mange des croissants.
 Q2. Traditionnellement, chez nous, on mange des escargots pour le dîner.
 Q3. Souvent, en Angleterre, pour le goûter, on prend des biscuits avec du thé.
 Q4. D'habitude, pour le déjeuner, on boit de la bière.

Translate in French:

- Q5. Often, in our country, for breakfast, we eat cereal.
 Q6. Often, in France, for breakfast, we drink coffee or milk.
 Q7. Normally, in our country, for dinner, we eat bread and ham.
 Q8. Usually, in England, for lunch, we drink sparkling water.

Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:)

Qu'est-ce qu'on mange en France ? (What do we eat in France?)

Spanish: Half Term Five - Week 1

Spanish: Week 1 Knowledge Organiser:

8. ¿Cuál es el uniforme en tu escuela? <i>(What is the uniform in your school?)</i> ¿Qué te gustaría llevar en la escuela? <i>(What would you like to wear at school?)</i>			
Sentence Starter	Verb	Noun	Adjective
		el uniforme <i>school uniform</i>	
		un traje <i>a suit</i>	
		un polo <i>a polo shirt</i>	
		un jersey <i>a jumper</i>	
		un vestido <i>a dress</i>	
En mi colegio, <i>In my school,</i>	llevo <i>I wear</i>		rojo/a(s) <i>red</i>
			negro/a(s) <i>black</i>
			blanco/a(s) <i>white</i>
			morado/a(s) <i>purple</i>
			amarillo/a(s) <i>yellow</i>
En mi instituto, <i>In my school,</i>	llevamos <i>we wear</i>	una camisa <i>a shirt</i>	
		una camiseta <i>a t shirt</i>	
		una corbata <i>a tie</i>	
		una falda <i>a skirt</i>	
		una chaqueta <i>a jacket / blazer</i>	
		una gorra <i>a cap</i>	
En mi escuela primaria, <i>In my primary school,</i>	se debe llevar <i>we have to wear</i>	unos pantalones <i>trousers</i>	naranja(s) <i>orange</i>
			marrón(es) <i>brown</i>
			azúl(es) <i>blue</i>
			gris(es) <i>grey</i>
	quiero llevar <i>I want to wear</i>	calcetines <i>socks</i>	verde (s) <i>green</i>
		zapatos <i>shoes</i>	rosa(s) <i>pink</i>
	me gustaría llevar <i>I would like to wear</i>	zapatillas de deporte <i>trainers</i>	
		botas <i>boots</i>	
		gafas de sol <i>sunglasses</i>	
		guantes <i>gloves</i>	
	preferiría llevar <i>I would prefer to wear</i>	vaqueros <i>jeans</i>	

Spanish: Week 1 Questions

Translate in English:

- Q1. En mi colegio, llevo un traje rojo
 Q2. En mi escuela primaria, debemos llevar el uniforme
 Q3. En mi instituto, me gustaría llevar zapatos morados.
 Q4. En mi colegio, llevamos una camisa negra y unos pantalones azules.

Translate in Spanish:

- Q5. In my primary school, I wear a black dress and a pink blazer.
 Q6. We have to wear a suit and black shoes.
 Q7. I would like to wear a blue skirt and an orange blazer.
 Q8. In my school, we must wear a school uniform.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:

¿Cuál es el uniforme en tu escuela? *(What is the uniform in your school?)*

Spanish: Half Term Five - Week 2

Spanish: Week 2 Knowledge Organiser:

8. ¿Cuál es el uniforme en tu escuela? <i>(What is the uniform in your school?)</i> ¿Qué te gustaría llevar en la escuela? <i>(What would you like to wear at school?)</i>			
Sentence Starter	Verb	Noun	Adjective
		el uniforme <i>school uniform</i>	
		un traje <i>a suit</i>	
		un polo <i>a polo shirt</i>	
		un jersey <i>a jumper</i>	
		un vestido <i>a dress</i>	
En mi colegio, <i>In my school,</i>	llevo <i>I wear</i>	una camisa <i>a shirt</i>	rojo/a(s) <i>red</i>
	llevamos <i>we wear</i>	una camiseta <i>a t shirt</i>	negro/a(s) <i>black</i>
	debemos llevar <i>we must wear</i>	una corbata <i>a tie</i>	blanco/a(s) <i>white</i>
En mi instituto, <i>In my school,</i>	se debe llevar <i>we have to wear</i>	una falda <i>a skirt</i>	morado/a(s) <i>purple</i>
	quiero llevar <i>I want to wear</i>	una chaqueta <i>a jacket / blazer</i>	amarillo/a(s) <i>yellow</i>
En mi escuela primaria, <i>In my primary school,</i>	me gustaría llevar <i>I would like to wear</i>	una gorra <i>a cap</i>	naranja(s) <i>orange</i>
	preferiría llevar <i>I would prefer to wear</i>	unos pantalones <i>trousers</i>	marrón(es) <i>brown</i>
		calcetines <i>socks</i>	azúl(es) <i>blue</i>
		zapatillas de deporte <i>trainers</i>	gris(es) <i>grey</i>
		botas <i>boots</i>	verde (s) <i>green</i>
		gafas de sol <i>sunglasses</i>	rosa(s) <i>pink</i>
		guantes <i>gloves</i>	
		vaqueros <i>jeans</i>	

Spanish: Week 2 Questions

Translate in English:

- Q1. En mi instituto, llevamos unos pantalones rojos y una chaqueta blanca.
 Q2. En mi escuela primaria, me gustaría llevar un vestido verde.
 Q3. En mi colegio, quiero llevar el uniform rosa.
 Q4. En mi escuela primaria, llevo zapatillas de deporte verdes y rosas.

Translate in Spanish:

- Q5. In my primary school, I would like to wear a black skirt and a pink polo shirt.
 Q6. At our school, I wear a school uniform and orange shoes.
 Q7. In my 6th form college, I would like to wear a blue suit.
 Q8. In my school, we wear blue jeans and a white blazer.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:

¿Qué te gustaría llevar en la escuela? *(What would you like to wear at school?)*

Spanish: Half Term Five - Week 3

Spanish: Week 3 Knowledge Organiser:

8. ¿Cuáles son las reglas en tu instituto? *(what are the rules in your school?)*

Sentence Starter	Verb	Infinitive verb phrase	Opinion phrase
En mi colegio, <i>In my school,</i>	se debe <i>it is necessary to (we have to)</i>	ser puntual <i>be on time</i> hacer tus deberes <i>do your homework</i> comer chicle <i>chew gum</i>	lo que encuentro... <i>which I find...</i>
En mi instituto, <i>In my school,</i>	debemos <i>we must</i>	usar tu móvil en clase <i>use your phone in class</i> llevar joyas <i>wear jewellery</i> llevar piercings <i>wear piercings</i> llevar maquillaje <i>wear make-up</i>	+
En mi escuela primaria, <i>In my primary school,</i>	está prohibido <i>It is forbidden to</i>	salir del colegio durante el almuerzo <i>leave school at lunch time</i> perder clases <i>miss/skip lessons</i> copiar durante un examen <i>cheat in a test</i> burlarse de otros estudiantes <i>make fun of other students</i>	justo <i>fair</i> injusto <i>unfair</i> importante <i>important</i> estúpido <i>stupid</i> ridículo <i>ridiculous</i> demasiado estricto <i>too strict</i>

Translate in English:

- Q1. En mi colegio, debemos ser puntual y hacer los deberes.
- Q2. En mi escuela primaria, está prohibido llevar piercings.
- Q3. En mi instituto, se debe llevar joyas.
- Q4. En mi colegio, está prohibido llevar maquillaje lo que encuentro injusto.

Translate in Spanish:

- Q5. In my primary school, we must be on time.
- Q6. At our school, it is forbidden to cheat in a test.
- Q7. In my 6th form college, we have to wear piercings which I find fair..
- Q8. In my school, it is forbidden to miss lessons which I find ridiculous.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:

¿Cuáles son las reglas en tu instituto? *(what are the rules in your school?)*

Spanish: Half Term Five - Week 4

Spanish: Week 4 Knowledge Organiser:

**This is a quick recap of all the vocabulary we have seen during weeks 1, 2 and 3.
Use sentence builder 8 to help you.**

Spanish: Week 4 Questions

Translate in English:

- Q1. En mi colegio, me gustaría llevar un vestido rosa.
- Q2. En mi escuela primaria, está prohibido copiar durante un examen.
- Q3. En mi escuela primaria, debemos llevar el uniforme amarillo.
- Q4. En mi instituto, llevamos una camisa naranja y unos pantalones negros.

Translate in Spanish:

- Q5. In my primary school, I wear a black dress and a pink blazer.
- Q6. In my school, we must wear a school uniform.
- Q7. In my primary school, I would like to wear a skirt and a pink polo shirt.
- Q8. In my 6th form college, we must be on time.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Go back to the 3 extended questions you have already done and add one more sentence for each.

Spanish: Half Term Five - Week 5

Spanish: Week 5 Knowledge Organiser:

9. ¿Qué estudiaste ayer? (What did you study yesterday?)

Time phrase	Verb (past)	Noun	Opinion verb and adjective
			fue(ron) ... <i>it was ...</i>
		dibujo <i>art</i>	
		francés <i>French</i>	+
		teatro <i>drama</i>	
		español <i>Spanish</i>	divertido/a(s) <i>fun</i>
		alemán <i>German</i>	entretenido/a(s) <i>entertaining</i>
		inglés <i>English</i>	tranquilo/a(s) <i>peaceful</i>
Ayer, <i>Yesterday,</i>	estudié <i>I studied</i>		emocionante(s) <i>exciting</i>
La semana pasada, <i>Last week,</i>	estudiamos <i>we studied</i>	informática <i>IT</i>	interesante(s) <i>interesting</i>
El mes pasado, <i>Last month,</i>	aprendí <i>I learnt</i>	historia <i>history</i>	increíble(s) <i>incredible</i>
Recientemente, <i>Recently,</i>	aprendimos <i>we learnt</i>	tecnología <i>DT</i>	genial(es) <i>great</i>
		geografía <i>geography</i>	agotador(a)(es) <i>tiring</i>
		música <i>music</i>	irritante(s) <i>annoying</i>
		religión <i>RE</i>	aburrido/a(s) <i>boring</i>
		educación física <i>PE</i>	ridículo/a <i>ridiculous</i>
		matemáticas <i>maths</i>	asqueroso/a(s) <i>disgusting</i>
		ciencias <i>science</i>	horrible(s) <i>awful</i>
			difícil(es) <i>difficult</i>

Spanish: Week 5 Questions

Translate in English:

- Q1. Ayer, estudié dibujo y fue divertido.
 Q2. El mes pasado, aprendí religión y ciencias.
 Q3. Recientemente, estudiamos español y fue increíble.
 Q4. La semana pasada, aprendimos informática y también matemáticas.

Translate in Spanish:

- Q5. Last week, I studied English, science and drama and it was great.
 Q6. Recently, I learnt geography and it was tiring and really awful.
 Q7. Yesterday, we studied music and PE because it was interesting.
 Q8. Last month, we learnt history and it was very fun.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:

¿Qué estudiaste ayer? (What did you study yesterday?)

Spanish: Half Term Five - Week 6

Spanish: Week 6 Knowledge Organiser:

9. ¿Qué hiciste durante el recreo? *(What did you do during breaktime?)*

Time phrase	Verb (past)	Noun	Opinion verb and adjective
			fue(ron) ... <i>it was ...</i> +
Durante el recreo,	<i>During breaktime,</i>	al fútbol <i>football</i>	divertido/a(s) <i>fun</i>
Durante la hora del almuerzo,	<i>During lunchtime,</i>	al baloncesto <i>basketball</i>	entretenido/a(s) <i>entertaining</i>
Durante el día,	<i>During the day,</i>	al tenis <i>tennis</i>	tranquilo/a(s) <i>peaceful</i>
Después del colegio,	<i>After school,</i>	al voleibol <i>volleyball</i>	emocionante(s) <i>exciting</i>
	jugué <i>I played</i>	al billar <i>pool</i>	interesante(s) <i>interesting</i>
	jugamos <i>we played</i>	al ping-pong <i>table tennis</i>	increíble(s) <i>incredible</i>
		al hockey sobre hielo <i>ice hockey</i>	genial(es) <i>great</i>
		al ajedrez <i>chess</i>	agotador(a)(es) <i>tiring</i>
		a las cartas <i>cards</i>	irritante(s) <i>annoying</i>
			aburrido/a(s) <i>boring</i>
			ridículo/a <i>ridiculous</i>
			asqueroso/a(s) <i>disgusting</i>
			horrible(s) <i>awful</i>
			difícil(es) <i>difficult</i>

Spanish: Week 6 Questions

Translate in English:

- Q1. Durante el día, jugué al ping-pong y fue divertido.
 Q2. Después del colegio, jugamos fútbol y fue bastante irritante.
 Q3. Durante el recreo, jugamos al billar y también al voleibol.
 Q4. Durante la hora del almuerzo, jugué al ajedrez y fue increíble.

Translate in Spanish:

- Q5. After school, I played basketball and chess.
 Q6. During the day, we played chess and cards and it was peaceful.
 Q7. During breaktime, I played tennis and ice hockey.
 Q8. During lunchtime, we played pool and it was a little boring.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:

¿Qué hiciste durante el recreo? *(What did you do during breaktime?)*

Modern Britain: Half Term Five - Week 1

Modern Britain: Week 1 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - Nature of God

Keywords

Monotheistic - believe in one God.

Omnipotent - having unlimited power.

Omnibenevolent - all-loving and all-good.

Just - the perfect judge of human behaviour and to bring about what is right and fair.

Key beliefs

Christianity is the main religion in the UK. It is made up of Catholic, Protestant and Orthodox branches of Christians. Catholics are led by the Pope who is based in Rome. Orthodox is practised in Eastern Europe and split from Catholic Christianity in 1054 CE. Protestant split from Catholic Christianity in the 16th century and branched out into different denominations (distinct groups), e.g Baptist, Pentecostal, Methodist, United Reformed Churches, Protestants agree that the Bible (Holy book) is the only authority for Christians.

They believe that God is the creator and sustainer of all that exists; God works throughout history and inspires people to do God's will; People can have a relationship with God through prayer; God is spirit - neither male or female - but has qualities of both. God is holy (set aside and worthy of worship) - Jesus is God's son - the true representation of God on earth.

God is omnipotent, loving and just.

God is the Supreme Being who is all-powerful and he has unlimited authority.

God uses his power to do good, he shows his love by creating humans and caring for them. God showed his love by sending his one and only Son, Jesus, to earth.

God is a just judge of humankind, he will never support injustice, ill-treatment, prejudice or oppression.

The Problems of evil and suffering

The problem with evil and suffering challenges belief in these qualities of God.

If God is benevolent, why does he allow people to suffer and to hurt others?

If God is omnipotent, why does he not prevent evil and suffering, such as the suffering caused by natural disasters?

If God is just, why does he allow injustice to take place?

Christians believe a just God treats people fairly, so they trust God even when things seem to be going wrong.

Modern Britain: Week 1 Questions

1: What does monotheistic mean?

2: What is the main religion in the UK?

3: Who is the Supreme Being?

4: How do followers of Christianity have a relationship with God?

5: What does 'just' mean?

6: Who is the creator?

7: What does omnibenevolent mean?

8: Who is the true representation of God on earth?

Extended Writing Question: Explain the nature of God and all his qualities.

Modern Britain: Half Term Five - Week 2

Modern Britain: Week 2 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Trinity

Keywords

The Trinity - represents that God can be seen as 3 persons in one, all at the same time.

Holy Spirit - the third person of the Trinity

Son of God - the second presence of the Trinity and a title used for Jesus

Key beliefs

In simple terms, the concept of the Trinity is that there are three 'persons' except that it is difficult to explain in words but God is all Three!!

God the Father - the first person of the Trinity - the creator of the Earth and all living things on it.

God the Son - the second person of the Trinity and became incarnate on earth and in history through Jesus.

God the Holy Spirit - the holy spirit is believed to be the unseen power of God at work in the world in the past, present & future. The Trinity is very much like a clover leaf, where it is all connected with 3 separate leaves but it is all one leaf. Very similar to the Trinity - all 3 persons are 1!!!

The Trinity

God is understood by Christians as a relationship of love between Father, Son and Holy Spirit.

God the Father - the creator of all life, acts as a good father towards his children. He is all powerful (omnipotent), all loving (omnibenevolent), all knowing (omniscient) and present everywhere (omnipresent).

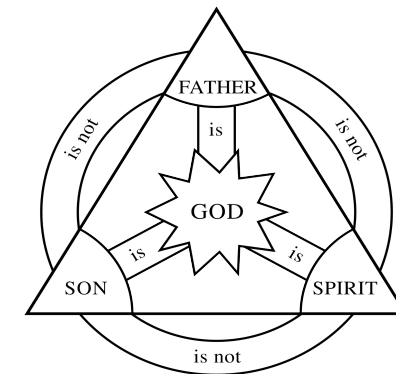
God the Son became Incarnate through Jesus who was both fully human while on earth and fully God at all times. Jesus is called the Son of God to show his special relationship to God the Father.

God the Holy Spirit is the unseen power of God at work in the world, who influences, guides and sustains life on earth.

Christians believe that there are 3 persons in 1 - the belief is called the Trinity.

Each person of the Trinity is fully God.

The persons of the Trinity are not the same.



Modern Britain: Week 2 Questions

- 1: Identify the 3 persons in the Holy Trinity
- 2: Who is the second person of the Trinity?
- 3: What does omnipotent mean?
- 4: What does present everywhere mean?

- 5: What does the Trinity mean?
- 6: Who was fully human and fully God at all times?
- 7: Who is the unseen power?
- 8: What do Christians understand about the relationship with God?

Extended Writing Question: Explain in your own words who is involved in the Trinity and its relationship with God.

Modern Britain: Half Term Five - Week 3

Modern Britain: Week 3 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Creations Story

Keywords

Creation - the act by which God brought the universe into being

The Word - term used at the beginning of John's gospel to refer to God the Son.

Key beliefs

Christians believe that God created the earth and all living things on the earth. There is religious truth explaining that the process of creation was God's choice and that God designed and caused it to happen.

No one exactly knows when the story in Genesis 1 was first written but experts believe it to be around 500 bc. Around 600 years later, in the New Testament of the Bible, John opened his gospel with a passage 'the Word'.

"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made" John 1:1 - 3

Experts have discussed this extract for many years and specifically the identity of the WORD. Most are now agreed that 'the Word' refers to God the Son who entered history as Jesus. This shows that not only was the Holy Spirit involved in the creation but that the Son was as well - welcome to the Holy Trinity and God being all 3 persons in 1.

Creation stories - Genesis, first book in the Bible (Old Testament):-

Many Christians believe that the story of the creation in Genesis, while not scientifically accurate, contains some religious truth. Some Christians believe that God made the world in literally six days and then the seventh day was his rest day. God created everything out of choice and created everything 'good'. Christians believe that God continues to create new life today. Although God the Father is referred to as the creator, the Holy Spirit was active in the creation of everything, according to Genesis (first book in the bible).

Creation stories - John The Baptist (one of Jesus' disciples/New Testament):-

In John's gospel, everything was created through the 'Word', who was both with God and was God. The Word refers to the Son of God who entered history as Jesus. Christians believe that the Son of God, the Word of God, was involved in the creation story.

Modern Britain: Week 3 Questions

1: What does creation mean?

2: Who created the earth and all living things?

3: When was Genesis 1 first written?

4: The New Testament started how many years later?

5: Who is the 'Word'?

6: What does John the Baptist say about the 'Word'?

7: Who was also active in the creation of everything?

8: What is the Holy Trinity made up of?

Extended Writing Question: Explain two ways that tells the creation's story.

Modern Britain: Half Term Five - Week 4

Modern Britain: Week 4 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Incarnation

Keywords

Incarnation - becoming flesh, taking human form.

Resurrection - rising from the dead. Jesus rising from the dead on Easter day.

Blasphemy - a religious offence which includes claiming to be God

Quote: *“The Word became flesh and made his dwelling among us”*

Key beliefs

Although many people question the virgin conception because it is not a natural thing to happen and is unlikely to have happened since, for Christians it is very important . It gives evidence for the belief shared by all Christians that Jesus is incarnate.

Mary did not conceive Jesus sexually; Mary was engaged to Joseph who took Jesus as his son, although he knew he was not the natural father. An angel appears and says that Jesus is no ordinary child and not a normal conception. **The Son of God** - remember ‘the Word’ being the Son of God. Jesus was God incarnate, in the flesh as a man . The belief that Jesus was God incarnate makes it easier for Christians to explain and accept as truth some of his actions whilst on earth, including miracles and his resurrection (rising from the dead). When Jesus was baptised a voice from heaven said ‘You are my Son’. Through the incarnation, God showed himself as a human being (Jesus) for around 30 years.

Son of God, Messiah, Christ.

Jesus was fully God and fully human, which helps explain his miracles and resurrection (rising from the dead). His words, deeds and promises have great authority because they are the word of God.

Most Jews expected a Messiah who would come to save Israel and establish an age of peace but do not believe that Jesus was that person.

Christians believe that Jesus is the Messiah but a spiritual rather than a political one.

Gospel writers (stories) refer to Jesus as the Christ (‘anointed one’ or Messiah) but Jesus warned his disciples not to use the term, possibly because his opponents would have him arrested for blasphemy (claiming to be God).



Modern Britain: Week 4 Questions

- 1: What does incarnation mean?
- 2: How did Mary conceive Jesus?
- 3: Who is the son of God?
- 4: Who did God become and why?

- 5: What does resurrection mean?
- 6: What does blasphemy mean?
- 7: What did Jesus do whilst he was on earth as a human?
- 8: Who was the ‘word’?

Extended Writing Question: Explain giving examples why Jesus was no ordinary child.

Modern Britain: Half Term Five - Week 5

Modern Britain: Week 5 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Crucifixion

Keyword

Crucifixion - Roman method of execution by which criminals were fixed to a cross. The execution and death of Jesus on Good Friday. Crucifixion was death by asphyxiation.

Key beliefs

The cross is used to symbolise their faith and Jesus died on the cross for our sins.

What happened at Jesus' crucifixion?

Jesus was executed on the cross. Nailed to the cross and left to die.

Why do Christians use a cross or crucifix as a symbol to remind them of Jesus?

Even though Christians believe that Jesus was the Son of God, it does not mean that he was in some way spared the pain and horror of his crucifixion. Not only was he also fully human, he also had the same feelings as anybody else.



Jesus was sentenced to death by the Roman Leader, Pontius Pilate because he was going around telling everyone that he was God in human form. This was known as 'blasphemy', not telling the truth. He was ordered to die by crucifixion (fixed to a cross). Jesus was arrested in the garden of Gethsemane and brought to trial, first by the Jewish people and then by the Roman leader, Pontius Pilate. Although Jesus was fully God, he was also fully human so suffered pain and horror just like humans do. A Roman centurion soldier acknowledged that Jesus was innocent and said he was the Son of God.

Joseph of Arimathea was permitted to bury Jesus in a cave-like tomb, rolling a large stone to block the entrance. Jesus' burial was rushed because the Sabbath was about to begin.

Why is Jesus' crucifixion important to Christians still today:-

Jesus' sacrifice on the cross gives hope to Christians that their sins will be forgiven if they sincerely repent (meaning they are sorry).

Christians believe that God understands human suffering because Jesus, who is God, experienced it.

Christians accept that suffering is part of life, just as it was a part of Jesus' life.

God - Suffering on the cross where Jesus experienced pain and torture which means that he must of been able to experience human life!!

Modern Britain: Week 5 Questions

- 1: What does crucifixion mean?
- 2: What happened to Jesus on the cross?
- 3: What day was Jesus crucified?
- 4: Who was Jesus?

- 5: What does the cross symbolise?
- 6: Which garden was Jesus arrested in?
- 7: Which Roman leader arrested Jesus?
- 8: Why was Jesus' burial rushed?

Extended Writing Question: Explain how we know that God understands human suffering.

Modern Britain: Half Term Five - Week 6

Modern Britain: Week 6 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - Resurrection

Keywords

Resurrection - Jesus rose from the dead on Easter Sunday

Ascension - Jesus ascending back to heaven after his resurrection on Easter Sunday and 40 days of spreading the word with his disciples.

Heaven - a place of eternal happiness

Key beliefs

The gospels in the new testament say that after Jesus died and was buried, he rose from the dead, this event is called the Resurrection. The Ascension of Jesus took place 40 days after this resurrection, when he returned to God the Father in heaven. There would be no Christian faith without the resurrection.

The resurrection of Jesus - what happened?

Early on Sunday morning some of Jesus' female followers, including Mary Magdalene, visited the tomb to anoint Jesus' body but Jesus' body was not there. Either a man or two men, who may have been angels, told the woman to spread the news that Jesus had risen from the dead. Over the next few days, Jesus appeared to several people including Mary Magdalene and his disciples. He told them he had risen from the dead as he predicted he would before the crucifixion.

The significance of these events for Christians today:-

The significance of the resurrection:-

- Shows the power of good over evil and life over death
- Means Christians' sins will be forgiven if they follow God's laws
- Means Christians will be resurrected if they accept Jesus, so there is no need to fear death. Some Christians believe a person's soul is resurrected soon after death. Other Christians believe the dead will be resurrected at some time in the future; some believe the resurrection will just be spiritual, not physical as well; Catholic and Orthodox Christians believe in bodily resurrection - meaning spiritual and physical.

The significance of the ascension:-

Shows Jesus is with God in heaven

Paves the way for God to send the Holy Spirit to provide comfort and guidance.

Modern Britain: Week 6 Questions

1: What does ascension mean?

2: What is heaven?

3: There would be no Christian faith without what?

4: Where was Jesus buried?

5: What does resurrection mean?

6: Name a female follower of Jesus

7: If you follow God's law, what will you be forgiven for?

8: Bodily resurrection means what?

Extended Writing Question: Explain the significance of the resurrection for Christians today.

History: Half Term Five - Week 1

History: Week 1 Knowledge Organiser: Anglo-Saxon and Norman Crime	
<p><u>Key Words</u></p> <p>Crimes against authority- Crimes against the people who are in charge.</p> <p>Forest laws- Made poaching on royal lands illegal during the Norman period.</p> <p>Anglo-Saxons- A group of people who ruled England from the 5th century-1066.</p> <p>Normans- A group of people who came from an area near France who ruled England from 1066.</p>	<p><u>Key Dates</u></p> <p>5th century (400s)- 1066=Anglo Saxons period</p> <p>1066-1154=Norman Period</p> <p>1066= Battle of Hastings</p>
<p><u>Key Facts</u></p> <p>A. The King and nobility decided what a crime was in the Saxon and Norman times.</p> <p>B. The Saxons ruled England first but they were then taken over by the Normans (who came from an area near France).</p> <p>C. William 1st was a Norman, He needed to establish control over the Saxons when he took power in England after he won the Battle of Hastings. This was because there were more Saxons living in Britain than Normans so William had to stop the Saxons being able to overthrow the Normans.</p> <p>D. William 1st introduced the Forest Laws which made it illegal to hunt on royal land without permission. This meant the Saxons struggled to hunt for food as they would not have been allowed on the royal lands.</p> <p>E. William also put down rebellions from the Saxons very harshly (burning down their villages and destroying their food) and introduced fines to punish Saxons if they killed a Norman</p>	
History: Week 1 Questions	
<p>1. What term is used to describe a crime that is against the people who are in charge?</p> <p>2. What was the name of the battle that William 1st won in order to become the King of England?</p> <p>3. In what year did William 1st take over England?</p> <p>4. Was William 1st a Norman or a Saxon?</p>	<p>5. Which group did William 1st need to take control of after he invaded England; the Normans or the Saxons?</p> <p>6. Where could you not hunt without permission when the Normans were in power in England?</p> <p>7. Who suffered most from not being able to hunt where they wanted due to the Forest Laws; the Normans or the Saxons?</p> <p>8. Give one reason why William I treated the Saxons harshly when he took over as King of England.</p>
<p>Extended Writing Question: Explain what law and order was like in Norman England</p>	

History: Half Term Five - Week 2

History: Week 2 Knowledge Organiser: Heresy	
<p><u>Key Words</u></p> <p>Heresy= The crime of holding a set of beliefs different to those of the traditional religion of the time.</p> <p>Church of England= The Church set up by Henry VIII in 1533. It was based mainly on Protestant beliefs.</p> <p>Catholic= A branch of Christianity</p> <p>Protestants= Christians who didn't support some of the Catholic beliefs and teachings.</p>	<p><u>Heresy Key Dates (Major crime in the Tudor period- 1500s)</u></p> <p>1533- Church of England created by Henry VIII</p> <p>1612- Last execution for Heresy.</p>
<p><u>Key Facts</u></p> <p>A. When Henry VIII changed the Church in England, it led to the crime of Heresy growing, as religious ideas changed quite frequently between Catholic and Protestant ideas.</p> <p>B. Mary 1st, Henry VIII's daughter, was a Catholic.</p> <p>C. Mary 1st gained the nickname 'Bloody Mary' for killing 283 Protestants for heresy.</p> <p>D. The main punishment used for the crime of Heresy was being burned at the stake.</p> <p>E. The crime of heresy decreased when Catholics lost power in England in the 1600s</p>	
History: Week 2 Questions	
<p>1. What have you done wrong if you have committed the crime of heresy?</p> <p>2. In which year did Henry VIII create the Church of England?</p> <p>3. Was the Church of England mainly based on Protestant or Catholic beliefs?</p> <p>4. What nickname was Mary 1st given for killing Protestants?</p> <p>5. How many Protestants did Mary 1st kill in total for Heresy?</p>	<p>5. How many Protestants did Mary 1st kill in total for Heresy?</p> <p>6. What was the main punishment for the crime of heresy?</p> <p>7. Which group did William 1st need to take control of after he invaded England; the Normans or the Saxons?</p> <p>8. Where could you not hunt without permission when the Normans were in power in England?</p>
<p>Extended Writing Question: Explain why Mary killed so many people when she was queen</p>	

History: Half Term Five - Week 3

History: Week 3 Knowledge Organiser: Witchcraft	
<p><u>Key Words</u></p> <p>Witchcraft Act= Witchcraft became a crime punishable by death.</p> <p>Familiars= Spirits, sent by the devil, often found in an animal. They were seen as a sign of being a witch.</p> <p>Demonology= The book written by James 1st about witchcraft and how to carry out witch hunts.</p> <p>Matthew Hopkins= A witch hunter</p> <p>Royal Society= Royal approved society that promoted science and scientific thinking</p>	<p><u>Witchcraft Key Dates (Major crime between 1500 and 1700)</u></p> <p>1542=Parliament passed the Witchcraft Act which defined witchcraft as a crime punishable by death</p> <p>1542-1736= Up to 1,000 people were executed for witchcraft.</p> <p>1645-1647= Witch hunts of Matthew Hopkins</p> <p>1660= Royal Society established in London</p>
<p><u>Key Facts</u></p> <p>A. Matthew Hopkins- Hopkins made a lot of money searching out witches in the South East. He got them to confess either by sleep deprivation or the swim test. 300 witches died during his 2 year reign of hunting witches.</p> <p>B. Henry VIII- Made Witchcraft punishable by death in 1542. The most common type of punishment for witchcraft was hanging.</p> <p>C. James 1st- Was a keen witch hunter. He wrote a book on catching witches called 'Demonologie' in 1597.</p> <p>D. The Royal Society- Led to the decrease in witchcraft accusations due to the rise in scientific thinking. Witchcraft had been linked to religious beliefs including the devil.</p>	
History: Week 3 Questions	
<p>1:1. How many people were executed for witchcraft between 1542 and 1736 in Britain?</p> <p>2. What was the name given to animals which were associated with suspected witches?</p> <p>3. Which monarch wrote the book demonology about witchcraft?</p> <p>4. What was the job of Matthew Hopkins?</p>	<p>5: Did the Royal Society promote religious or scientific thinking?</p> <p>6. What term is used to describe a crime that is against the people who are in charge?</p> <p>7. Was the Church of England mainly based on Protestant or Catholic beliefs?</p> <p>8. Was William 1st a Norman or a Saxon?</p>
<p>Extended Writing Question: Explain what happened to people accused of Witchcraft in the 1500 and 1600s</p>	

History: Half Term Five - Week 4

History: Week 4 Knowledge Organiser: Smuggling

Key Words

Smuggling= The illegal movement of goods into or out of a country.

Import duties= The tax forced on goods when they are transported across international borders.

Customs Officers= Had the job of policing coastlines in the 1700s to stop people smuggling illegal goods.

Hawkhurst Gang= Gang of violent smugglers who operated in South-East England.

Social Crime- This is a crime that people allow to happen even though it is illegal

muggling Key Dates (Major crime in the 1700s- still a crime today!)

17th Century (1600s)- Import duties introduced on goods coming into Britain.

1735-1749- The Hawkhurst Gang operated in South-East England.

Key Facts

- A. In the 1700s the government introduced import tax on a range of goods- including alcohol and tea- in order to make money. Smuggling carried the death penalty as a result of this.
- B. Why was it so hard to stop smugglers?
 - a. **Large smuggling gangs**- On average there were between 50 and 100 men who were prepared to use violence.
 - b. **Money**- You could earn a lot of money from smuggling.
 - c. **Lack of law enforcement**- There was no police force at this time. There was a lack of customs officers, whose job it was to stop goods being smuggled in.
 - d. **Social Crime**- As a result of goods being cheaper than if they were brought in legally, people were happy for the crime to occur, this included the wealthy.

History: Week 4 Questions

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What have you done wrong if you have committed the crime of smuggling? 2. From the 1700s, how has the British government made money from goods being bought from other countries? 3. Whose job was it to stop smugglers bringing goods into Britain in the 1700s? 4. What was the name of the famous smuggling gang who operated in the South-East of England between 1735 and 1749? | <ol style="list-style-type: none"> 5. What is the term used to describe a crime that people allow to happen even though it is illegal? 6. What was the name given to animals which were associated with suspected witches? 7. What was the main punishment for the crime of heresy? 8. Who suffered most from not being able to hunt where they wanted due to the Forest Laws; the Normans or the Saxons? : |
|--|---|

Extended Writing Question: Explain why so many people got involved in the crime of smuggling

History: Half Term Five - Week 5

History: Week 5 Knowledge Organiser: Highway Robbery

Key Words

Highway robbery= Someone on horseback robbing someone travelling on the road.

Highway Robbery Key Dates (Major crime in the 1700s- early 1800s)

1772- The death penalty was introduced for anyone found armed and in disguise on a high road.

After 1815- The crime became less serious. **1831**- Last reported case of highway robbery.

Key Facts

Why did the crime of Highway Robbery increase:

Banks were very small in number and so people carried a lot of valuables with them on the road, horses and guns were cheaper to buy, there were lots more people travelling on the roads, a lot of roads were isolated.

Why did the crime of Highway Robbery decrease:

Banks became more common so people stopped having to carry their valuables with them. Roads became less isolated as the population grew and more towns were built. Horse patrols were set up to stop the Highway Robbers.

History: Week 5 Questions

1. What would you have done wrong if you had committed the crime of highway robbery?
2. In what year was the death penalty introduced for Highway Robbery?
3. Give one reason why a lack of banks led to an increase in highway robbery in the 1700s.
4. Give one reason why a growth in the number of banks led to a decrease in highway robbery

5. What was the name of the famous smuggling gang who operated in the South-East of England between 1735 and 1749?
6. In which year did Henry VIII create the Church of England?
7. How many people were executed for witchcraft between 1542 and 1736 in Britain?
8. How many Protestants did Mary 1st kill in total for Heresy?

Extended Writing Question: Explain why highway robbery increased and decreased in such a short period of time







History: Half Term Five - Week 6

History: Week 6 Knowledge Organiser: Factors Linked to Crime	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><u>Key Words</u> Economic Factors- Reasons linked to money Political Factors- Reasons linked to people in power and decision making. Religious Factors- Reasons linked to religion (beliefs, changes etc.)</p> </div> <p><u>Key Facts</u> Crimes linked to Economic Factors</p> <ol style="list-style-type: none"> 1. Highway Robbery- Stealing goods, lack of banks etc 2. Smuggling- Making money, avoiding import duties etc 3. Witchcraft- Poor harvests and the lack of money being made was blamed on suspected witches. <p>Crimes linked to Political Factors</p> <ol style="list-style-type: none"> 1. Forest Laws- William 1st wanted to show he had power over the Saxons. 2. Heresy- Going against the beliefs of the monarch may have caused them to lose power over their people. 3. Witchcraft- The monarchs chose when witchcraft was a crime and when it wasn't. 4. Smuggling- The Government made money from import duties- did not like losing money due to smuggling as it impacted their power. <p>Crimes linked to Religious Factors</p> <ol style="list-style-type: none"> 1. Heresy- Changing church affected the beliefs of the people. 2. Witchcraft- Witches were associated with the devil. 	
History: Week 6 Questions	
<ol style="list-style-type: none"> 1. Give one example of a crime that was introduced due to economic factors 2. Give one example of a crime that was introduced due to religious factors 3. Give one example of a crime that was introduced due to political factors 4. Give one example of a crime that changed due to religious factors 	<ol style="list-style-type: none"> 5. Give one example of a crime that changed due to economic factors 6. In what year was the death penalty introduced for Highway Robbery? 7. From the 1700s, how has the British government made money from goods being bought from other countries? 8. Did the Royal Society promote religious or scientific thinking?
<p>Extended Writing Question: Explain which reason you think is the most important in causing crime to increase. You need to include why the other factors are less important</p>	

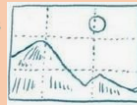
Art and Design: Half Term Five - Week 1 & 5

Art and Design: Week 1 & 5 Knowledge Organiser:		
Methods of Recording		Colour Theory
<i>Observational drawing</i>	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: Add white
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.	
<i>Second hand observation</i>	Drawing from looking at images of objects.	
<i>Photographs</i>	Using a camera or smartphone to record images will class as first hand observation.	Complementary: Colours opposite on the colour wheel Harmonious: Colours next to each other on the wheel Monochromatic: Shades, tones and tints of one colour Hue: The pigment Warm: Red, Orange, Yellow Cold: Blue, Green, Purple
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.	
<i>Tonal shading</i>	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	
Developing your idea as a final piece. Rough - A basic sketch of a final idea A Visual/Maquette - A small image or model created in the selected materials Final Piece - An image or sculpture pulling all preparatory work together		

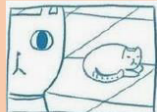


LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)
FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)
COLOUR		Refers to the light, hue, value and intensity of the pigment.
TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)
SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.


Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle



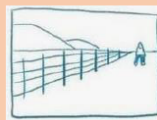
Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other



Simplify and fill. Enlarge or crop the image to fill the space



Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C



Art and Design: Week 1 Questions Title: Reflective Recording	Art and Design: Week 5 Questions Title: Reflective Recording
<ol style="list-style-type: none"> 1. Drawing from looking at an object in front of you is called what? 2. How would you mix a secondary colour? 3. How would you apply tonal shading to your drawing? 4. Name all three of the 'warm' colours you would find on the colour wheel? 5. What colour would you add to make it a shade? 6. Drawing from images is called what? 7. Is taking photographs first or second hand observation? 8. What are the six 'Formal Elements' of art? 	<ol style="list-style-type: none"> 1. How would you make a 'Tertiary' colour? 2. Where would you find 'Complimentary' colours on the colour wheel? 3. Blue, green and purple would be described as 'what' type of colours? 4. What are sketches used for? 5. What colour would you add to make a 'tint'? 6. The feel, appearance, thickness or stickiness of a surface is described as 'what' formal element? 7. How would you describe the main difference between the formal elements, 'shape' and 'form'? 8. Is green a Primary colour?
<p>Extended Writing Question:</p> <p>What is the difference between a tint and a shade of a colour?</p>	<p>Extended Writing Question:</p> <p>What is the difference between harmonious and complementary colours?</p>

Art and Design: Half Term Five - Week 2 & 6

Art and Design: Week 2 Knowledge Organiser:	
TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
<p>Generation - all of the people born and living at about the same time, regarded collectively</p> <p>Genetics/</p> <p>Heredity - the passing on of physical or mental characteristics genetically from one generation to another</p> <p>Integrated - combining qualities</p> <p>Phenomena - a remarkable person or thing</p> <p>Anthropology - Investigating cultures</p> <p>Ancestors - a person, from whom one is descended.</p> <p>Community - a group of people living in the same place or having a particular characteristic in common</p> <p>Nature - The world around us, not made by man.</p>	<p>Painter - somebody who paints</p> <p>Ceramicist - somebody who uses clay</p> <p>Printmaker - somebody who produces art using printing ink and the printing techniques.</p> <p>Cubist/</p> <p>Cubism - an art movement</p> <p>Shape - how a 2D image is made up</p> <p>Form - how a 3D image is made up</p> <p>Constructed - made in 3D</p> <p>Sculpture - 3D Art</p> <p>Collage - art using mixed media layered together</p>
Art and Design: Week 2 Questions Title: Contextual Understanding	Art and Design: Week 6 Questions Title: Contextual Understanding
<ol style="list-style-type: none"> 1. What would you call a group of people that were born and living all about the same time? 2. A person from whom one is descended is called what? 3. How would you describe what a community is? 4. Is nature man made? 5. What art medium (material) does a ceramicist use in their work? 6. What type of ink does a printmaker use? 7. Drawing from looking at an object in front of you is called what? 8. How would you mix a secondary colour? 	<ol style="list-style-type: none"> 1. What would be another term used to describe 3D art? 2. Cubism was what? 3. What do you call a piece of art using a range of mixed media layered together? 4. What word is used to describe the combining of qualities? 5. A remarkable person could also be called a what? 6. What does a printmaker do? 7. How would you make a 'Tertiary' colour? 8. Where would you find 'Complimentary' colours on the colour wheel?
<p>Extended Writing Question:</p> <p>Why do you think it is important to study <i>anthropology</i> (investigating cultures)?</p>	<p>Extended Writing Question:</p> <p>What is the difference between <i>shape</i> and <i>form</i> in Art?</p>

Art and Design: Half Term Five - Week 3

Art and Design: Week 3 Knowledge Organiser:

Artists/Designers



African Masks - African masks are used for special social and religious events. The masks represent the spirits of ancestors that passed away long ago. They are thought to control the good and evil in the community.

Masks are worn during dances. The mask is believed to channel a spirit through the dancer. This spirit responds to the music and influences the dancers movements.

Some masks are made to look like animals. These masks show the strong bond between the African community and nature. Masks have always been used to show this bond.

Pablo Picasso - Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer who spent most of his adult life in France. Regarded as one of the most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore. Among his most famous works is the painting, Guernica (1937), a dramatic portrayal of the bombing of Guernica by German and Italian air forces during the Spanish Civil War.

Pablo Picasso spent some time in Africa during his travels and was inspired by the masks and other cultural items he discovered there. Pablo Picasso's African Period, which lasted from 1906 to 1909, was the period when Pablo Picasso painted in a style which was strongly influenced by African sculpture, particularly traditional African masks and art of ancient Egypt.



Art and Design: Week 3 Questions

- | | |
|---|---|
| 1. What are African masks used for? | 5. What are the masks made to look like? |
| 2. What do African masks represent? | 6. Pablo Picasso was a famous painter from what country? |
| 3. Is Africa a country or a continent? | 7. What art movement was he best associated with? |
| 4. What are the masks thought to control? | 8. Among his most famous works is the painting, Guernica (1937), but what was it about? |

Extended Writing Question:

What are the similarities between Pablo Picasso's paintings of people and the African masks?

Art and Design: Half Term Five - Week 4

Art and Design: Week 4 Knowledge Organiser:	
<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collagraph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

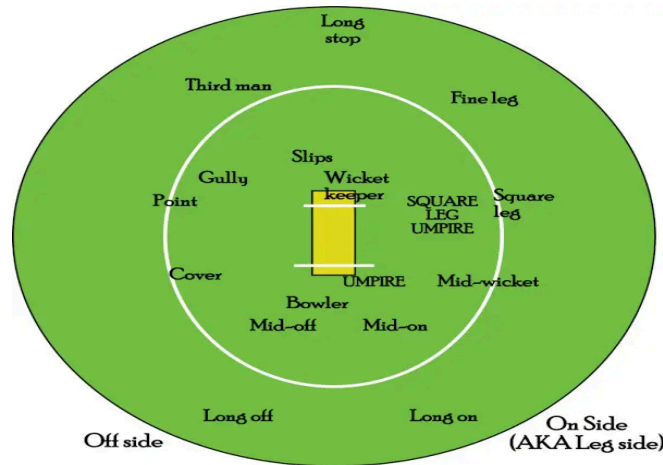
1. What is meant by the term 'media' when discussing art?
2. The method used to create artwork that usually follows a range of steps rather than just one skill is called the what?
3. What different techniques can a pencil be used for?
4. Which thick, heavy paint would you use to create texture?
5. Which paint is quite watery?
6. Name two types of printing techniques.
7. What is a card construction?
8. Can wire be used to create both 2D and 3D forms?

Extended Writing Question:

What does hatching and cross hatching create when using a pen?

PE: Half Term Five - Week 1

PE: Week 1 Knowledge Organiser: Cricket



Fielding positions:

These are the main positions on a cricket field. There is always a bowler and a wicket keeper as well as two batters and umpires.

Shot selection: When batting it is important that the batter plays the right shot for the ball that is bowled at them. If the ball is ‘full’ they need to play a front foot shot and if the ball bowled is short (going to bounce above the batters waist) they need to play a back foot shot.

If the batter hits the ball in the air they have the best chance of hitting a six but also run the risk of getting caught out. Hitting the ball along the floor reduces the chance of getting out but may mean that it is easy for fielders to stop the ball. The batter needs to assess where the fielders are placed and hit the ball into the gaps.

Rules:

- Each team is made up of 11 players. Not everyone has to bowl but everyone can be required to bat.
- The length of a game can differ between 20 overs, 50 overs and a test match which can last 5 days.
- One team bats and scores runs until they have lost 10 wickets and then the other team begins batting trying to get to that score.

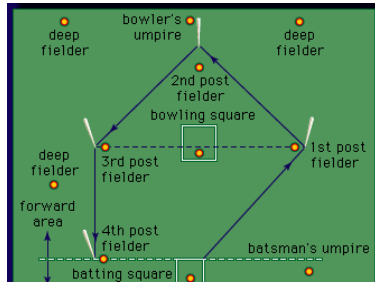
PE: Week 1 Questions

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| <ol style="list-style-type: none"> 1. What are the main positions in a cricket game? 2. What shot is recommended for a full bowl? 3. What shot is recommended for a short bowl? 4. What is the risk when hitting the ball high in the air? | <ol style="list-style-type: none"> 5. How many players are on each team? 6. Name two different lengths of a cricket match? 7. How many wickets can be lost before swapping batting? 8. Name 2 positions when fielding? |
|--|--|

Extended Writing Question: Explain why it is important to have many different fielding roles within a game?

PE: Half Term Five - Week 2

PE: Week 2 Knowledge Organiser: Rounders



Positions - on a fielding team:

Bowler - Role is to bowl the ball from the bowlers square to the batter, making sure not to bowl a 'No Ball'.

Backstop - To stop the ball from going far when the batter does not hit it or if it is a backward hit and to work with the bowler and 2nd base.

Post fielders - To use their coordination and accurate throwing and catching to stump batters out.

Deep fielders - To catch high balls, gather rolling balls and throw the ball into other fielders.

Rules:

- Two teams of 9 will play against one another however you can play with a minimum of 6 players per team.
- A rounders game will last for two complete innings, and the winning team will be the one who achieved the most rounders at the end of the game.
- When playing, batters must run around the outside of the posts and bases once the ball is bowled and they have either hit the ball or have been unsuccessful. The only time they should not run is if the umpires call 'No Ball'.
- Batters must not drop the bat, they must carry it whilst running and can use it to stump posts and bases in order to stay in.
- Batters must stand in the batting square when batting.
- Bowlers must stand in the bowlers square when bowling.
- Bowlers must bowl the ball using an underarm throw.
- When the bowlers have the ball in their square, the fielders if between bases must wait at the next base.
- Batters can only score when it is their turn to bat, even if they remain on a post and base when it is the next person's turn.

Throwing techniques:

Underarm	Stand with feet shoulder width apart, face towards your target, ball in your dominant hand, step forward with your opposite foot, swing your arm forward and release the ball.
Overarm	Stand with feet shoulder width apart, face towards your target, ball in your dominant hand, opposite foot forward, ball above your shoulder, swing arm forward and release.

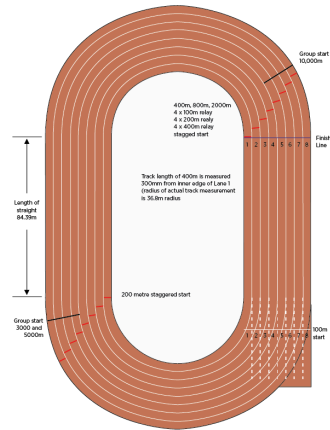
PE: Week 2 Questions

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|---|---|
| <ol style="list-style-type: none"> 1. What is the role of the backstop? 2. How many players are on each team? 3. Where does the bowler stand while bowling? 4. How many innings are in a match? | <ol style="list-style-type: none"> 5. What is the role of a deep fielder? 6. When can a batter score for their team? 7. What happens when a post is stumped? 8. Should the batter drop the bat? |
|---|---|

Extended Writing Question: Choose two positions within the fielding team. Why are they important to the team?

PE: Half Term Five - Week 3

PE: Week 3 Knowledge Organiser: Athletics



Athletics consists of a number of different events. These events always involve at least one of the following: running, jumping or throwing.

Running events differ in distance from short distance sprints to long distance endurance races. These events include 100m, 200m, 400m, 800m, 1500m, 5000m and 10'000m. In some of these races, students also have hurdles to jump over.

As a nation we have had a succession of successful runners. In the 1990s Linford Christie was one of the best 100m runners in the world, running 100ms in less than 10 seconds which at the time was astonishing. In the Olympic finals now we will see the majority of competitors run in less than 10 seconds. The world record was recorded by Usain Bolt in 2009 with a time of 9.58 seconds!

Mo Farah is our most successful British long distance runner and he got Gold at our home Olympics hosted in London 2012. Mo Farah's best recorded times are as follows: 5000m in 12.53.11 and 10,000m in 26.46.57. These times take an incredible amount of resilience, stamina and aerobic endurance.

We have also held the world record for triple Jump. This event involves athletes performing a hop, a skip and then jump covering as much distance as they possibly can before landing in a sand pit. Jonathan Edwards has held the world record distance since 1995 which is incredible.

PE: Week 3 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Name 4 running events? 2. What is the current world record for the men's 100m sprint? 3. Who is the most successful British long distance runner? 4. What is the triple jump? | <ol style="list-style-type: none"> 5: How many years has the triple jump world record been held for? 6: Which part of the track would you complete the 100m? 7: Which athletics event needs a sand pit? 8: Athletics consists of which 3 skills? |
|---|--|

Extended Writing Question: Which skills are important for athletes such as Mo Farah, and why are they important in order to be a successful athlete?

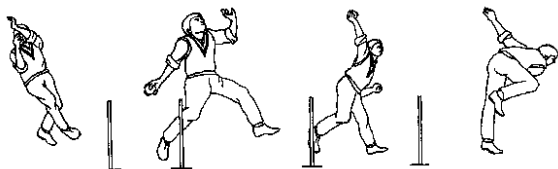
PE: Half Term Five - Week 4

PE: Week 4 Knowledge Organiser: Cricket and Rounders

Cricket Straight Arm Bowling

Technique

- Ball held in bunny ear grip
- Stand sideways to the batter
- Raise your front arm slightly and lean back slightly
- Hold bowling arm back behind your head
- Stamp front foot down
- Make a windmill motion with both arms held straight
- Your bowling arm should brush past your ear
- Release ball as it passes past your head
- Look at the wicket



No Ball Rules

- No underarm bowling
- Ball must not be thrown
- Bowlers foot must not past the crease
- The ball can only bounce once
- The ball must not be wide

Rounders Bowling



Technique

- Stand with feet shoulder width apart
- Step forward with opposite leg to bowling arm
- Bowl underarm towards the batter
- Follow through with your arm, wrist facing upwards

Rules

- You must stay inside the box
- Smooth underarm action
- Ball must come between the head and knee of the batter
- The ball must not bounce before reaching the batter
- The ball must be within the box of the batter

Advanced

- Change pace of the bowl
- Change angle of the bowl
- Add a spin to the bowl
- Donkey Drop (Lifts high, then drops into the box in correct position)

PE: Week 4 Questions

1. What animal grip is the ball held in cricket?
2. Which part of your body should your arm brush past?
3. Give one reason you'd have a no ball
4. What happens with the front foot in a cricket bowl?

5. How far apart should your feet be when bowling?
6. What height should the ball be on the batter?
7. How can you make the bowl more difficult?
8. Give one rule when bowling?

Extended Writing Question: Explain one difference and one similarity between cricket and rounders bowling technique?

PE: Half Term Five - Week 5

PE: Week 5 Knowledge Organiser:

There are different types of bones within the body. They all play a special role

1. Flat bones

Role: These bones protect vital organs and provide places for connective tissue to attach to.

Structure: Thin and flat. Large surface area

Examples: Scapula, Sternum, Cranium, Ribs...

2. Long bones -

Role: These bones are used to provide movement within the body

Structure: Longer than they are wide

Examples: Femur, Humerus, Phalanges, Tibia, Ulna...

3. Short bones -

Role: These bones provide support and stability

Structure: Short and cubed-shaped

Examples: Carpals and Tarsals

4. Irregular bones -

Role: These bones are normally peculiar shapes and provide protection

Structure: Odd shaped

Examples: Patella, Vertebrae...



PE: Week 5 Questions

5. Name the 4 types of bones?

6. Which bones provide movement?

7. Which type of bone has peculiar shapes?

8. Name a short bone

9. Scapula, Cranium and Ribs fall into which classification of bone?

10. Which bones protect vital organs?

11. Which classification would you find your patella?

12. What is the structure of long bones?

Extended Writing Question: Explain the role of flat bones and why their structure is useful in achieving that?

PE: Half Term Five - Week 6

PE: Week 6 Knowledge Organiser: Healthy Eating Balanced Diet



Balanced Diet

- To keep healthy, it is vital to eat a balanced diet. This means eating the right amount from different food groups.
- There are 6 main food groups: Carbohydrates, proteins, fats, vitamins, minerals, fibre.
- The World Health Organisation recommends getting at least half of your energy intake from carbohydrates and no more than 30% from fats.
- The organisation also recommends at least 400 grams or 5 portions of fruit and vegetables daily.
- Water is also an essential part of a balanced diet. If you do not drink enough water you can become dehydrated. Water can also be gained from certain foods such as cucumber, celery, watermelon etc.

Food examples:

- Carbohydrates: pasta, rice, bread, potatoes.
- Proteins: Meat, fish, eggs, lentils, chickpeas, beans.
- Fats: Butter, oils.
- Vitamins & minerals: Fruits (apples, oranges, berries), Vegetables (broccoli, peas, carrots, peppers, onions).
- Fibre: Cereals, whole grain bread, oats.

The eat well plate

This is designed to help people choose a healthy diet. It helps to show the amount of each category to have a balanced diet.

PE: Week 6 Questions

1. What food group provides energy for the body?
2. How much of your diet should be from fats?
3. How many portions of fruit and vegetables should you eat daily?
4. How much of your intake should be from carbohydrates?

- 5: Name two examples of carbohydrates and proteins?
- 6: What are the 6 main food groups?
- 7: Why is it important to drink water?
- 8: Name some food sources that provide the body with water.

Extended Writing Question: Describe what the government recommends from the eat well plate?

Aspire
ACHIEVE
Thrive

Develop your character



Aspire Achieve Thrive