

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 6 2023-24

**History**

**Computing**

**KNOWLEDGE ORGANISER**

**Modern**

**Britain**

**Geography**

**9**

**Spanish**

**French**

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## Book Pride

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

## Plan

Year 9 - Half Term 6 (03/06/2024 → 19/07/2024) - Homework Plan

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

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


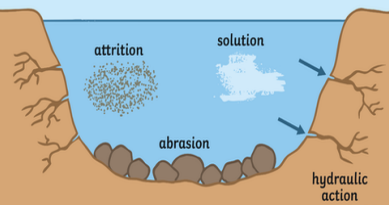
## Geography: Half Term Six - Week 1

Geography: Week 1 Knowledge Organiser:			
<p><b>Week 1 Revision (Tectonic hazards)</b></p>	<p><b>Seismic waves:</b> energy released from an earthquake</p> <p><b>Fault plane:</b> a line of weakness in which a earthquake occurs</p> <p><b>Focus:</b> the point in the crust where the earthquake is created</p> <p><b>Epicentre:</b> the point on land directly above the focus</p>	<p><b>Plate margins</b></p> <ol style="list-style-type: none"> <li><b>Constructive:</b> Plates move apart, creating new land in the gap. Cause volcanoes</li> <li><b>Destructive:</b> Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes</li> <li><b>Conservative:</b> Plates slide past each other, cause earthquakes</li> </ol>	<p><b>How do earthquakes form?</b></p> <ul style="list-style-type: none"> <li>On a <b>conservative Plate</b> margin the two plates move in opposite directions.</li> <li>The margins of the plates are not smooth which causes friction so pressure builds up.</li> <li>A threshold is reached and the pressure is released as seismic waves.</li> <li>The seismic waves cause the earthquake.</li> <li>An example is the San Andreas fault in the USA.</li> <li>Shallow earthquakes often cause more damage than deep earthquakes</li> </ul>
Geography: Week 1 Questions			
<ol style="list-style-type: none"> <li>What are seismic waves?</li> <li>What is the point on land where an earthquake starts?</li> <li>What do the plates do at a conservative boundary?</li> <li>What do the plates do at a constructive boundary?</li> </ol>	<ol style="list-style-type: none"> <li>What do plates do at a destructive boundary?</li> <li>Which hazard occurs at a conservative boundary?</li> <li>Give an example of a conservative boundary</li> <li>Which earthquakes cause more damage - shallow or deep?</li> </ol>		
<p><b>Extended Writing Question:</b>            Explain how earthquakes and volcanoes form at destructive plate boundaries</p>			

## Geography: Half Term Six - Week 2

Geography: Week 2 Knowledge Organiser:			
<p><b>Week 2 Revision (Nepal and Japan earthquakes)</b></p>	<p><b>Nepal, April 2015 (LIC)</b>  <b>Date:</b> 25 April 2015  <b>Magnitude:</b> 7.9  <b>Damage:</b> S\$5 billion  <b>Focus:</b> 15km - very shallow  <b>Cause:</b> Indo-Australian plate colliding with the Eurasian plate</p> <p><b>Japan, March 2011</b>  <b>Date:</b> March 2011  <b>Magnitude:</b> 9.0  <b>Damage:</b> US\$235 billion  <b>Focus:</b> 30km - shallow  <b>Cause:</b> Sudden subduction of Pacific Plate under the North American plate</p>	<p><b>Nepal, April 2015 (LIC)</b>  <b>Primary effects</b>            9000 killed, 20,000 injured - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed.</p> <p><b>Secondary effects</b>            Landslides/avalanches cut off villages / Mt Everest avalanche killed 19 people</p> <p><b>Immediate responses</b>            Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest.</p> <p><b>Long-term responses</b>            Roads repaired, landslides cleared, flood lakes drained.</p>	<p><b>Japan, March 2011 (HIC)</b>  <b>Primary effects:</b>            Many injuries and some deaths due to the collapsing of buildings, thousands of homes destroyed, power, water and communications disrupted</p> <p><b>Secondary effects</b>            10m high tsunami waves flooded 560km<sup>2</sup> causing 18,000 deaths and left 500,000 homeless. Significant disruption to port facilities, especially in Sendai. Explosions in Fukushima <b>nuclear power plant meant 100000 evacuated</b></p> <p><b>Immediate responses:</b>            500,000 evacuated to higher ground before the tsunami. Japanese and international search and rescue, key roads repaired in weeks, power soon restored</p> <p><b>Long term responses:</b>            2012-2022 plan of reconstruction, upgraded tsunami warning system, debris and houses cleared by 2015, 30,000 new homes created by 2020</p>
Geography: Week 2 Questions			
<ol style="list-style-type: none"> <li>1. Is Nepal a HIC or LIC?</li> <li>2. What was the magnitude of Nepal earthquake?</li> <li>3. What was the date of Nepal earthquake?</li> <li>4. Is Japan a HIC or LIC?</li> </ol>		<ol style="list-style-type: none"> <li>5. What was the magnitude of the Japanese earthquake?</li> <li>6. What was the date of the Japanese earthquake?</li> <li>7. How many were killed in both Japan and Nepal earthquakes?</li> <li>8. State one difference in how the two countries responded to the earthquakes</li> </ol>	
<p><b>Extended Writing Question:</b>  <b>Compare the primary and secondary effects of both Japan and Nepal earthquakes</b></p>			

## Geography: Half Term Six - Week 3

Geography: Week 3 Knowledge Organiser:			
<b>Week 3 Revision (Rivers)</b>	<p><b>Cross profile-</b> The side to side cross-section of a river channel and/or valley.</p> <p><b>Long profile-</b> The gradient of a river, from its source to its mouth.</p> <p><b>Source-</b>the start of a river</p> <p><b>Mouth-</b> The place where a river enters a lake, larger river, or the ocean</p> <p><b>Erosion-</b> The wearing away and removal of material by a moving force, such as a breaking wave</p>	<p><b>Upper Course of a River:</b> Near the source, the river flows over steep gradients from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.</p> <p><b>Middle Course of a River :</b> Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.</p> <p><b>Lower Course of a River:</b> Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.</p> <p style="text-align: center;"><i>Upper Course      Middle Course</i></p> <p style="text-align: center;"><i>Lower Course</i></p> 	<p><b>Hydraulic action-</b>The force of the river against the banks causes air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away</p> <p><b>Abrasion-</b> Rocks carried along by the river wear down the river bed and banks.</p> <p><b>Attrition-</b>Rocks being carried by the river smash together and break into smaller particles.</p> <p><b>Solution -</b> When the water dissolves certain types of rocks, eg limestone</p> 
Geography: Week 3 Questions			
	<ol style="list-style-type: none"> <li>1. What is the start of a river called?</li> <li>2. What is the term for where a river meets the sea?</li> <li>3. What is erosion?</li> <li>4. What is the shape of the valley in the upper course?</li> </ol>	<ol style="list-style-type: none"> <li>5. What happens to the gradient of land when the river moves further downstream?</li> <li>6. Name the type of erosion where water enters cracks in a rock?</li> <li>7. What is abrasion?</li> <li>8. What is attrition?</li> </ol>	
<p><b>Extended Writing Question:</b> Explain the 4 processes of erosion</p>			

## Geography: Half Term Six - Week 4

Geography: Week 4 Knowledge Organiser:	
<p><b>Week 4 Revision (Rivers)</b></p>	<p><b>Meander</b> -A pronounced bend in a river</p> <p><b>Ox-bow lake</b>- An arc-shaped lake which has been cut off from a meandering river.</p>
<p style="text-align: center;">Cut off / Abandoned meander or Ox - bow lake</p> <p style="text-align: center;">Erosion makes the neck narrow</p> <p style="text-align: center;">During floods river takes shortest course through the neck</p> <p style="text-align: center;">New straighter river course</p> <p><b>KEY</b></p> <p>●●● Areas of deposition</p> <p>▲▲▲ Areas of erosion</p>	
<p><b>Formation of an Ox-Bow Lake.</b></p> <ol style="list-style-type: none"> <li>1. Erosion of the outer bank forms a river cliff. Deposition inner bank forms slip off slope.</li> <li>2. Further hydraulic action and abrasion of outer banks, neck gets smaller.</li> <li>3. Erosion breaks through neck, so river takes the fastest route, redirecting flow</li> <li>4. Evaporation and deposition cuts off main channel leaving an oxbow lake</li> </ol>	
Geography: Week 4 Questions	
<ol style="list-style-type: none"> <li>1. What is a meander?</li> <li>2. What is the term for an arc-shaped lake which has been cut off from a river?</li> <li>3. Are meanders and oxbow lakes made from erosion, deposition or both?</li> <li>4. What process happens on the outside bends of meanders?</li> </ol>	<ol style="list-style-type: none"> <li>5. What process happens on the inside bends of a meander?</li> <li>6. What is the shape of the valley in the upper course?</li> <li>7. What happens to the gradient of land when the river moves further down stream?</li> <li>8. What is abrasion?</li> </ol>
<p><b>Extended Writing Question:</b> Explain the formation of a meander and oxbow lake</p>	

## Geography: Half Term Six - Week 5

Geography: Week 5 Knowledge Organiser:	
<p><b>Week 5 Coastal management</b></p>	<p><b>Hard engineering:</b> Using artificial, man-made structures to control natural processes</p> <p><b>Soft engineering:</b> Environmentally friendly techniques that work with natural processes to protect the coast</p>
<p><b>Hard engineering:</b></p> <p><b>Groynes:</b> Wood barriers prevent longshore drift, so the beach can build up. £150,000 each (every 200m)  <b>Advantage:</b> Beach still accessible. <b>Disadvantage:</b> No deposition further down coast = erodes faster further down the coast.</p> <p><b>Sea Walls:</b> Concrete walls break up the energy of the wave. Has a lip to stop waves going over. £1,000,000 per 100m  <b>Advantage:</b> Long life span and highly effective protection. <b>Disadvantage:</b> Can look obtrusive and expensive and high maintenance costs.</p> <p><b>Gabions:</b> Cages of rocks absorb the waves energy, protecting the cliff behind. £50,000 per 100m  <b>Advantage:</b> Cheap to produce and flexible in final design <b>Disadvantage:</b> They look very unattractive and Cages rust in 5-10 years.</p> <p><b>Rip rap or rock armour:</b> Large boulders dumped at the foot of a cliff £200,000 per 100m  <b>Advantage:</b> Provide interest at the coast, e.g fishing <b>Disadvantage:</b> Can be expensive to transport rocks and don't fit with local geology</p>	
<p><b>Soft engineering</b></p> <p><b>Beach Nourishment:</b> Beaches built up with sand, so waves have to travel further before eroding cliffs. Cost: £500,000 per 100m  <b>Advantage:</b> Cheap and easy to maintain and provide a beach for tourists.  <b>Disadvantage:</b> Needs replacing especially after storms and offshore dredging damages seabed.</p> <p><b>Dune regeneration:</b> Marram grass is planted to stabilise dunes and help them develop. Cost: £200-£2,000 per 100m  <b>Advantage:</b> Creates wildlife habitats. <b>Disadvantage:</b> Time consuming to plant and fence off marram grass, and growth time long.</p>	
<ol style="list-style-type: none"> <li>1. What is hard engineering?</li> <li>2. What is soft engineering?</li> <li>3. What process do groynes prevent?</li> <li>4. What do sea walls do at the coast?</li> </ol>	<ol style="list-style-type: none"> <li>5. What are gabions?</li> <li>6. What is beach nourishment?</li> <li>7. Name an advantage of beach nourishment</li> <li>8. Name a disadvantage of dune regeneration</li> </ol>
<p><b>Extended Writing Question:</b>            Explain the advantages and disadvantages of hard engineering strategies of protecting the coast</p>	



## Geography: Half Term Six - Week 6

Geography: Week 6 Knowledge Organiser:		
<p><b>Week 6</b> <b>Lyme Regis</b></p>	<p><b>Location:</b> Lyme Regis is a small coastal town on the south coast of England, famous for its fossils! Much of the town is built on unstable cliffs. The coastline is eroding rapidly</p>	<p><b>Management plan:</b>  <u>Phase 1:</u> 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabilised cost £1.4m  <u>Phase 2:</u> 2005 - 2007, further sea walls and promenade built, wide shingle beach created with shingle dredged from the English channel and imported from France and rock armour added to The Cobb. Total cost: £22m  <u>Phase 3:</u> Not undertaken. Costs outweigh the benefits, so it was decided that the area west of The Cobb should be left alone.  <u>Phase 4:</u> 2013 - 2015, a second sea wall is constructed in front of the first to provide extra protection. Extensive nailing and drainage completed on the cliffs to stabilise the rock and protect 480 homes. Total cost £20m</p>
Geography: Week 6 Questions		
<ol style="list-style-type: none"> <li>1. Which county is Dorset in?</li> <li>2. What is Lyme Regis famous for?</li> <li>3. What happened in Phase 1 of the coastal management plan?</li> <li>4. What happened in Phase 2 of the coastal management plan?</li> </ol>	<ol style="list-style-type: none"> <li>5. What happened in Phase 3 of the coastal management plan?</li> <li>6. What happened in Phase 4 of the coastal management plan?</li> <li>7. What process do groynes prevent?</li> <li>8. What do sea walls do at the coast?</li> </ol>	
<p><b>Extended Writing Question:</b>  <b>Explain the 4 stages of the coastal management plan at Lyme Regis</b></p>		

## Geography: Half Term Six - Week 7


Geography: Week 7 Knowledge Organiser:		
<p><b>Week 7</b></p> <p><b>How successful is the coastal management at Lyme Regis?</b></p>	<p><b>Positive outcomes:</b></p> <ul style="list-style-type: none"> <li>● New beaches have increased visitor numbers and seaside businesses are thriving</li> <li>● New defences have stood up to recent storms</li> <li>● The harbour is now better protected, benefitting boat owners and fishermen as well as cafes and businesses on the seafront</li> <li>● The work has secured 390 metres of coastline between Church Cliff and East Cliff for the next 50 years</li> <li>● 480 homes have been saved from damage or loss of access</li> <li>● A new promenade has been built as a result of the sea wall along the sea front allowing tourists and residents to walk along the whole beach even at high tide</li> </ul>	<p><b>Negative outcomes/conflicts:</b></p> <ul style="list-style-type: none"> <li>● Increased visitor numbers has led to conflict with locals as traffic, waste and pollution have increased.</li> <li>● Some people think the new defences have spoilt the natural coastal landscape as they are obtrusive and unnatural</li> <li>● Stabilising the cliffs prevents landslips which reveal new, important fossils</li> <li>● The coastal management strategy has been expensive (over £35 million has been spent since 1994) for such a small community</li> <li>● The protection will only last about 50 years until the money needs to be spent again</li> </ul>
Geography: Week 7 Questions		
<ol style="list-style-type: none"> <li>1. Name a positive of beach nourishment on the economy</li> <li>2. How many metres of the Lyme Regis coastline is protected for the next 50 years?</li> <li>3. How many homes have been saved from erosion?</li> <li>4. Name a benefit of the sea wall to tourists</li> </ol>	<ol style="list-style-type: none"> <li>5. Why may an increase in tourism cause an issue with locals in Lyme Regis?</li> <li>6. How much has the coastal management strategy cost since 1994?</li> <li>7. Name a negative of the coastal management strategy</li> <li>8. Which do you think is the best coastal management strategy - soft or hard engineering and why?</li> </ol>	
<p><b>Extended Writing Question:</b> Evaluate the success of the Lyme Regis coastal management strategy</p>		

# Computing - Half Term 6 - Week 1

Computing: Week 1 Knowledge Organiser: Delivering into Data Science:			
Keywords	Knowledge		
<p><b>Data</b> - individual facts, statistics, or items of information, often numeric.</p> <p><b>Data Science</b> - extracting meaning from large data sets in order to gain insights to support decision-making.</p>	<p><b>Information</b> is the process of assigning a meaning to our raw facts and figures (data). This allows it to be used within a contextual state.</p> <p><b>Visualising Data</b> is a method of analysing and presenting data in a way which makes it interesting to look at but also allows people looking at it to gain information and knowledge</p> <p><b>Data visualisations</b> are visual representations of data (such as charts and graphs) intended to help an audience process the information more easily and get a clear idea about the data at a glance.</p> <p><b>Infographics</b> are visual representations of data, often involving pictures that reflect patterns and help tell a story.</p> <p>The purpose of data visualisations and infographics is to enable people to make insights based on the data that they show.</p> <p><b>=SUM()</b> - Adds values in a cell range together.</p> <p><b>=AVERAGE()</b> - Finds the mean value of a given cell range.</p> <p><b>=COUNTIF()</b> - Counts the number of values that meet a certain condition.</p>		
Computing: Week 1 Questions:			
1.	What is data?	5.	What is the purpose of 'visualising data'?
2.	What does the =SUM() function do?	6.	What is an infographic? Give an example.
3.	What does the =AVERAGE() function do?	7.	What is Data Science?
4.	What does the =COUNTIF() function do?	8.	What is information?
Extended Writing Question:			
<p>What is the difference between data and information? Give an example of data and information.</p>			

## Computing - Half Term 6 - Week 2

### Computing: Week 2 Knowledge Organiser: A Splash of Colour:

Keywords	Knowledge									
<p><b>RGB Colour-</b> The method of creating colours through combinations of the primary colours (Red, Green and Blue)</p>	<p>Colour in computer images is commonly represented in 24 bits. The quantity of red, green, and blue in the mix is specified using 8 bits for each of these elementary colours.</p> <p><b>How many bits are required to represent an image?</b> Resolution (rows x columns) x Colour depth (how many pixels in the image) x (how many bits represent the colour in each image)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>In practice, colour is commonly represented using <b>24 bits</b> (16,777,216).</li> <li>The quantity of red, green, and blue in the mix is specified using 8 bits for each of these elementary colours.</li> </ul> </div> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">Red:</td> <td style="border: 1px solid black; padding: 2px;">Green:</td> <td style="border: 1px solid black; padding: 2px;">Blue:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">01010111</td> <td style="border: 1px solid black; padding: 2px;">10100101</td> <td style="border: 1px solid black; padding: 2px;">11101011</td> </tr> <tr> <td style="background-color: red; color: white; padding: 2px;">87</td> <td style="background-color: green; color: white; padding: 2px;">165</td> <td style="background-color: blue; color: white; padding: 2px;">235</td> </tr> </table> </div> </div>	Red:	Green:	Blue:	01010111	10100101	11101011	87	165	235
Red:	Green:	Blue:								
01010111	10100101	11101011								
87	165	235								

### Computing: Week 2 Questions:

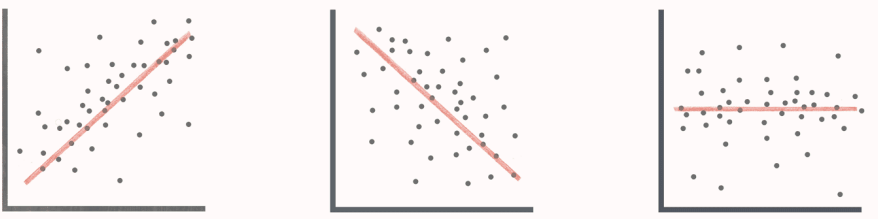
1.	What are the 3 colours used by computers?	5.	What is the calculation for working out the total pixels?
2.	What does 'quantity of red' mean?	6.	How many bits are used to represent each colour?
3.	How do you calculate image resolution?	7.	If all colours use 1s, what colour does this generate?
4.	What values do you enter to get ONLY blue?	8.	What is the total number of bits used for colour?

### Extended Writing Question:

What would the resolution be of an image with 10 rows, 20 columns and 5 colour depth?

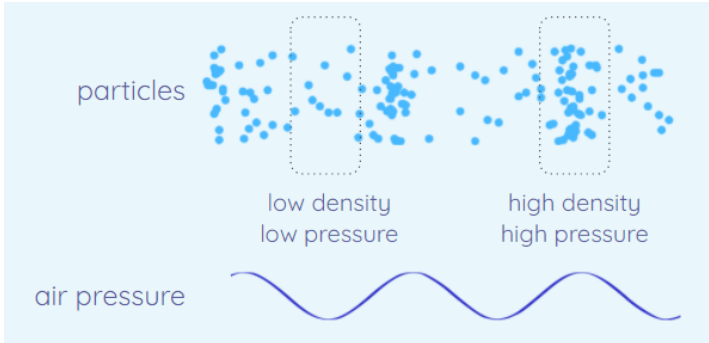
## Computing - Half Term 6 - Week 3

Computing: Week 3 Knowledge Organiser: Statistical State of Mind:

Keywords	Knowledge		
<p><b>Variables</b>- a location in computer memory, containing some data This data can change.</p> <p><b>Trend</b>- A pattern which shows a link between 2 variables</p> <p><b>Correlation</b> - a relationship between 2 sets of data</p>	<p>Correlation is the term for when there is a relationship between 2 different sets of data                      Positive correlation is shown when 2 sets of numerical data increase or move in the same direction                      Negative correlation is shown when 1 set of data increases, which the other set of data decreases</p> <div style="text-align: center;">  <p style="display: flex; justify-content: space-around; font-size: small;"> <span>Positive Correlation</span> <span>Negative Correlation</span> <span>No Correlation</span> </p> </div> <p><b>Correlation doesn't always mean causation</b> - A correlation shows that there is a relationship between two or more variables, but that doesn't guarantee that one causes the other  <b>Causation</b> - When one variable is impacted by another one</p> <p><b>Outlier</b> - Data that sits outside of a trend</p>		
Computing: Week 3 Questions:			
1.	What is a variable?	5.	What is an outlier?
2.	What is a trend?	6.	Which direction will a positive correlation travel?
3.	What is a correlation?	7.	Which direction will no correlation travel?
4.	What does causation mean?	8.	How many pieces of data are used in a correlation?
Extended Writing Question:			
What would cause a negative correlation?			

## Computing - Half Term 6 - Week 4

### Computing: Week 4 Knowledge Organiser: Sound:

Keywords	Knowledge
<p><b>Sound</b> - made up of vibrations, or sound waves, that we can hear. These sound waves are formed by objects vibrating (shaking back and forth).</p> <p><b>Analogue</b>- continuous streams; individual points can have any value</p> <p><b>Digital</b> - represented as a sequence of binary digits</p>	<p>Sound is a wave. Vibrations can set particles in motion, generating variations in density (pressure)</p> <div style="text-align: center; margin: 10px 0;">  <p>The diagram illustrates a longitudinal sound wave. At the top, blue dots represent 'particles' oscillating horizontally. Below this, a blue sine wave represents 'air pressure'. Two dashed boxes highlight regions of 'low density low pressure' (compressions) and 'high density high pressure' (rarefactions).</p> </div> <p>Microphones convert variations in pressure to variations in electric voltage. Digital devices <u>represent</u> these waveforms as sequences of bits.</p> <p>Speakers convert variations in electric voltage to variations in pressure. Digital devices <u>produce</u> these waveforms from sequences of bits.</p> <p>Digitising sound requires sample voltage taken at regular time intervals and for each sample a sequence of bits is recorded</p> <p>The number of measurements taken per second is called the sampling rate. The number of binary digits recorded for each measurement is called the sample size</p>

### Computing: Week 4 Questions:

1.	What is sound?	5.	What does a microphone do?
2.	What is an analogue signal?	6.	What do speakers do?
3.	What is a digital signal?	7.	What is sampling rate?
4.	How do vibrations travel through the air?	8.	What is sample size?

### Extended Writing Question:

What is the difference between an analogue signal and a digital signal?

## Computing - Half Term 6 - Week 5

Computing: Week 5 Knowledge Organiser: Data for Action

Keywords	Knowledge												
<p><b>Data Cleansing</b> - detecting and correcting, or removing, corrupt or inaccurate data</p> <p><b>Questionnaire</b> - A document used in order to gather data.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">The Investigative Cycle</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Problem</b></td> <td>Pose a question that you think the data will help you to answer</td> </tr> <tr> <td style="text-align: center;"><b>Plan</b></td> <td>Where will we get the data from? How will it be collected?</td> </tr> <tr> <td style="text-align: center;"><b>Data</b></td> <td>Gather the data and see if it needs cleansing</td> </tr> <tr> <td style="text-align: center;"><b>Analysis</b></td> <td>Making sense of the data (visualising, spotting trends, writing down observations)</td> </tr> <tr> <td style="text-align: center;"><b>Conclusions</b></td> <td>What's the answer to your question? How does the data help prove the answer? Is the answer reliable? What can we do with the results?</td> </tr> </tbody> </table> <p>Data Collection Methods - when conducting an investigation it is vital to consider how you are going to collect and store the data. To help with this, you should also consider what you might want to do with the data after collection.</p> <p><b>Quantitative Data</b> - Data that can be measured as a quantity.</p> <p><b>Qualitative Data</b> - Data that cannot be counted or measured. Usually text or audio data.</p>	The Investigative Cycle		<b>Problem</b>	Pose a question that you think the data will help you to answer	<b>Plan</b>	Where will we get the data from? How will it be collected?	<b>Data</b>	Gather the data and see if it needs cleansing	<b>Analysis</b>	Making sense of the data (visualising, spotting trends, writing down observations)	<b>Conclusions</b>	What's the answer to your question? How does the data help prove the answer? Is the answer reliable? What can we do with the results?
The Investigative Cycle													
<b>Problem</b>	Pose a question that you think the data will help you to answer												
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<b>Data</b>	Gather the data and see if it needs cleansing												
<b>Analysis</b>	Making sense of the data (visualising, spotting trends, writing down observations)												
<b>Conclusions</b>	What's the answer to your question? How does the data help prove the answer? Is the answer reliable? What can we do with the results?												

Computing: Week 5 Questions:

1.	What is data cleansing?	5.	What questions should be asked during the Plan phase?
2.	What is a questionnaire?	6.	What questions should be asked during the Data phase?
3.	What is quantitative data?	7.	What questions should be asked during the Analysis phase?
4.	What is qualitative data?	8.	What questions should be asked during the Conclusions phase?

Extended Writing Question:

When planning a project, why would someone want to use **The Investigative Cycle**?

## Computing - Half Term 6 - Week 6

Computing: Week 6 Knowledge Organiser: Sound Sampling:

Keywords	Knowledge
<p><b>Sampling rate</b> - The number of measurements taken per second.</p> <p><b>Sample size</b> - The number of binary digits recorded for each measurement</p>	<p>How many bits are required to represent a piece of sound?</p> <div style="background-color: #e0f2f1; padding: 10px; border: 1px solid #ccc;"> <math display="block">\text{representation size} = \text{sampling rate} \times \text{sample size} \times \text{duration} \times \text{channels}</math> <p style="font-size: small; margin-top: 5px;"> <span style="margin-right: 100px;">total bits for a piece of sound</span> <span style="margin-right: 100px;">samples in a second</span> <span style="margin-right: 100px;">bits in a sample</span> <span>seconds of sound</span> </p> <p style="text-align: center; margin-top: 5px;">bits in a second</p> </div> <p>The higher the sampling rate and sample size, the better the quality of the sound file. However this increases the file size</p>

Computing: Week 6 Questions:

1.	What is representation size?	5.	What happens if you increase the sampling rate / size?
2.	How do you calculate representation size?	6.	How many bits are used to represent each colour?
3.	What is sampling rate?	7.	If all colours use 1s, what colour does this generate?
4.	What is sample size?	8.	What is the total number of bits used for colour?

Extended Writing Question:

What would the representation size be of a file with 100 sampling rate, 8 sample size, 60 seconds long and 2 channels?



## Computing - Half Term 6 - Week 7

Computing: Week 7 Knowledge Organiser: Global Data:			
Keywords	Knowledge		
<p><b>Data Set-</b> a collection of data</p> <p><b>Global data</b> - Data that has been collected from all across the world.</p> <p><b>Conditional formatting</b> - Changing the colours of cells based on conditions.</p>	<p><b>Large Data Sets</b> - Advances in technology have made it more feasible to collect, store, and analyse data on a much larger scale</p> <p><b>Criteria</b> - When using data sets and making judgments based on them, criteria are the things that you are judging something on</p> <p>When looking at large data sets, you will often find that data can be analysed in lots of different ways and can demonstrate multiple different answers to questions that you may have. It is therefore important that you chose the most suitable way to analyse the data, to give you the most reliable answers</p> <p><b>Global data</b> can be collected by companies such as Netflix, Hugo Boss, Amazon, Tesla, Sainsburys and more.</p> <p><b>Functions</b> - Predefined keywords that perform a set action.</p> <p><b>Formulas</b> - Using cell references to perform a calculation.</p>		
Computing: Week 7 Questions:			
1.	What is a data set?	5.	What does the term 'criteria' mean?
2.	What is Global Data?	6.	What is a function?
3.	Why do we use conditional formatting?	7.	Why can we now use large data sets?
4.	What is a formula?	8.	Who can collect Global Data?
Extended Writing Question:			
What is the difference between a function and a formula?			

## French: Half Term Six - Week 1

### French: Week 1 Knowledge Organiser:

#### 5 De quoi es-tu fier/fière à l'école? What are you proud of at school?

À l'école primaire, <i>At primary school,</i>	je joue <i>I play</i>	au foot <i>football</i>
Au collège, <i>At secondary school,</i>	je jouais <i>I used to play</i>	au rugby <i>rugby</i>
Au lycée, <i>At sixth form college,</i>	je voulais jouer <i>I used to want to play</i>	à la pétanque <i>pétanque / bowles</i>
En ce moment, <i>At the moment,</i>		aux échecs <i>chess</i>
Actuellement, <i>Currently,</i>	je fais <i>I do</i>	de la natation <i>swimming</i>
	je faisais <i>I used to do</i>	de l'équitation <i>horse riding</i>
	je voulais faire <i>I used to want to do</i>	de l'escalade <i>climbing</i>
		du vélo <i>cycling</i>
À l'école primaire, <i>At primary school,</i>	je participe <i>I attend</i>	au club de maths <i>maths club</i>
Au collège, <i>At secondary school,</i>	je participais <i>I used to attend</i>	au club de théâtre <i>theatre club</i>
Au lycée, <i>At sixth form college,</i>		au club de philosophie <i>philosophy club</i>
Avant, <i>Before,</i>	je voulais participer <i>I used to want to attend</i>	aux cours de français après le collège <i>French lessons after school</i>
Quand j'étais plus jeune, <i>When I was younger,</i>		
Quand j'étais petit(e), <i>When I was small,</i>		

### French: Week 1 Questions - Achievements

#### Translate in English:

- Q1. À l'école primaire, je voulais faire de l'équitation.  
 Q2. Quand j'étais plus jeune, je participais au club de philosophie.  
 Q3. En ce moment, je participe aux cours de français après le collège.  
 Q4. Avant, je jouais aux échecs.

#### Translate in French:

- Q5. At secondary school, I do swimming.  
 Q6. When I was small, I used to attend maths club.  
 Q7. At primary school, I used to play rugby.  
 Q8. At sixth form college, I attend theatre club.

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

De quoi es-tu fier/fière à l'école? What are you proud of at school?

## French: Half Term Six - Week 2

### French: Week 2 Knowledge Organiser:

#### 6. Est-ce que tu as fait des voyages scolaires? *Have you been on any school trips?*

L'année dernière, <i>Last year,</i> La semaine dernière, <i>Last week,</i> Le mois dernier, <i>Last month,</i> À l'école primaire, <i>At primary school,</i> Au collège, <i>At school,</i>	j'ai <i>I</i> nous avons <i>we</i>	fait un échange scolaire <i>went on a school exchange</i> amélioré mes (nos) compétences en langues <i>improved my (our) language skills</i> habité chez famille anglaise <i>lived with an English family</i> visité un nouveau pays <i>visited a new country</i> apprécié une culture différente <i>appreciated a new culture</i> mangé de la nourriture différente <i>ate different foods</i> passé un bon moment <i>had a good time</i>
	je suis allé(e) <i>I went</i> nous sommes allés(es) <i>we went</i>	en France/au Sénégal/aux États-Unis <i>to France/Senegal/America</i>
	je suis sorti(e) <i>I went out</i> nous sommes sortis(es) <i>we went out</i>	avec mon/ma correspondant(e) <i>with my exchange partner</i>
	je me suis fait(e) de nouveaux amis	<i>I made new friends</i>

### French: Week 2 Questions - School Trips/Exchanges

#### Translate in English:

- Q1. La semaine dernière, nous avons passé un bon moment.  
 Q2. Au collège, je me suis fait(e) de nouveaux amis.  
 Q3. L'année dernière, j'ai fait un échange scolaire.  
 Q4. À l'école primaire, je suis allé(e)(s) en France.

#### Translate in French:

- Q5. Last year, we went out with my exchange partner.  
 Q6. At primary school, we ate different foods.  
 Q7. Last year, I lived with an English family.  
 Q8. Last month, we went out to America.

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

**Est-ce que tu as fait des voyages scolaires? *Have you been on any school trips?***

### **French: Half Term Six - Week 3**

**Revisions - HT3, HT4 and HT5 vocabulary (Make sure you check your Google Classroom to find the KOs for these half terms)**

French: Week 3 Questions - **Revision**

Translate in English:

- Q1. Je dirais que je suis assez charmante et drôle.  
 Q2. Parfois, je m'entends bien avec ma mère car elle est assez amusante.  
 Q3. D'habitude, je me dispute avec mon copain car il est vraiment têtu.  
 Q4. Pour moi, un bon ami est patient et de bonne humeur.

Translate in French:

- Q5. I would say that I am really impatient and sad. (feminine)  
 Q6. Usually, I confide in my friend (*feminine*) because she is loyal.  
 Q7. At quarter to ten, I have 2 hours of IT.  
 Q8. At our school, it is necessary to use your phone in class.

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

- Tu t'entends bien avec ta famille? (Do you get on well with your family?) Choose 2 people from your family and describe them.

### **French: Half Term Six - Week 4**

**Assessment - HT3, HT4 and HT5 vocabulary (Make sure you check your Google Classroom to find the KOs for these half terms)**

French: Week 4 Questions - **Revision (2)**

Translate in English:

- Q1. À mon avis, je suis moins jalouse mais plus têtue.  
 Q2. Quelquefois, je me chamaille avec mon frère parce qu'il est égoïste.  
 Q3. J'ai deux heures de sciences le mercredi.  
 Q4. Ce qui m'embête, c'est que le prof nous critique.

Translate in French:

- Q5. I would say that I am a bit selfish and very lazy.  
 Q6. For me, a good friend isn't in a bad mood or conceited. (*masculine*) or = ou  
 Q7. In some countries, summer holidays last 8 weeks.  
 Q8. Abroad, lessons finish at 17:30

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

- À ton avis, qu'est-ce qu'un bon ami? (In your opinion, what is a good friend?) Remember to change the "ton" from the question to "mon" in your answer.

### **French: Half Term Six - Week 5**

**DIRT - HT3, HT4 and HT5 vocabulary (Make sure you check your Google Classroom to find the KOs for these half terms)**

French: Week 5 Questions - **DIRT**

Translate in English:

- Q1. À mon avis, mon copain est plus poli et carrément sage.  
 Q2. Je crois qu'une bonne amie n'est pas pessimiste.  
 Q3. A neuf heures et quart, j'étudie la musique et selon moi, c'est sensass.  
 Q4. En France, les élèves portent leurs propres vêtements.

Translate in French:

- Q5. From time to time, I argue with my parents because they are totally mean.  
 Q6. In my opinion, I am a bit chatty and quite lazy. (masculine)  
 Q7. I think that a good friend always tells the truth. (*feminine*)  
 Q8. We must arrive on time which I find fair and important.

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

- Quelles sont les différences et les similarités entre les écoles en France et en Angleterre? (What are the differences and similarities between schools in France and England?)

## French: Half Term Six - Week 6

### French: Week 6 Knowledge Organiser:

#### What is the Bastille?

The Bastille was a fortress for the people of Paris. It was built in the 1300s during a war against the English. It was designed to protect the eastern entrance of Paris.

It had eight towers that were 100 feet (30 metres) high, all connected by walls, making it hard to break in or out. There was also a moat around it that was more than 80 feet (24 metres) wide so no one could get inside without being seen first. It also was guarded by regular soldiers and Swiss mercenaries. It became a French State prison and place for important people to be held who were charged with various things in the 17th and 18th centuries. Some people in the prison were writers and thinkers. The king locked them up without a trial, but then the king decided to take it down because there weren't many prisoners left by 1789.

There were only seven prisoners in this prison when it was stormed. These seven prisoners were four forgers, two men who were crazy, and one man who was an aristocrat.

#### July 14, 1789

The summer of 1789 was a time when France was going through the revolution. The military governor of the Bastille fortress, Bernard-René Jordan de Launay, worried that his fort would be attacked by revolutionaries and so requested more men as reinforcements. On July 12th, 250 barrels of gunpowder were transferred to the Bastille and Launay brought his men into it to defend themselves if they needed to. On July 14th, a big crowd of people gathered around the Bastille and were armed with swords and muskets. Launay's men were able to keep them back, but they kept coming more each day.

Launay did not get any orders from the king, but he promised that he would not start shooting. He invited some of the people inside to have a dialogue with him. Since the talks were taking a long time, people outside became impatient. They thought their delegates were in prison instead of talking. Tired people tried to break into the Bastille. When the people tried to break a second wall, the Bastille's commander, Launay, ordered his guards to shoot. That is how 100 people were killed and many more were injured. But the commander only lost one of his soldiers, which means he was very good at defending it.

At first, it was not looking good for the revolutionaries. But later that afternoon, some French Guards who were sympathetic to them showed up.

They were in Paris and they had cannons. When they started shooting at the Bastille from a distance. De Launay waved the white flag because he knew he wouldn't be able to keep fighting without enough food and water. De Launay got away and he was alive until he got to the Hotel de Ville. Taken prisoner, Launay was taken to city hall. The mob pulled him away and killed him instead of arresting him like they were supposed to do. The people killed him with a knife and took his head off. They put it on a stick and showed it to other people. Other royalist soldiers were killed too, which is scary because they had already started murdering people during the French Revolution.



Source: gallica.bnf.fr / Bibliothèque nationale de France

**July 14, 1880:**

The French Republic made 14th July a national holiday in 1880. People in France thought it was an important idea to have a national day that remembered the Revolution. The law was passed and people started to plan events for the day so that it would be special from the start.

The French people thought that new ceremonies in schools, Republican statues being built, food for the poor, ringing bells, and raising flags were good.

Bastille Day is like the Fourth of July in America. It's a public holiday. Celebrations include fireworks, parades, and parties.

On July 14th, you can have a good time at the Eiffel Tower. The fireworks show is at 11 pm and it's for 30 minutes.

You can get on the Champ de Mars with a blanket and picnic, or go to one of the popular Firemen's Balls. You can also cruise down the Seine river while you eat dinner and watch fireworks that are happening in other places around Paris. Many museums are open for this occasion.

French: Week 6 Questions - Bastille Day

Answer in English:

Q1. Why was the Bastille built?

Q2. Why was a moat built around the Bastille?

Q3. How many prisoners were there in the Bastille when it was stormed?

Q4. What happened on the 12th July 1789?

Q5. Why did De Launey wave the white flag?

Q6. When did the 14th July become a national holiday?

Q7. What happens every year on the 14th July?

Q8. Although it is a bank holiday, what is open on the 14th July?

**Extended Writing Question: (at least 3 full sentences)**

**Why did De Launey think that the Bastille would be attacked and what did he do to get ready to defend it?**

## French: Half Term Six - Week 7

### French: Week 7 Knowledge Organiser:

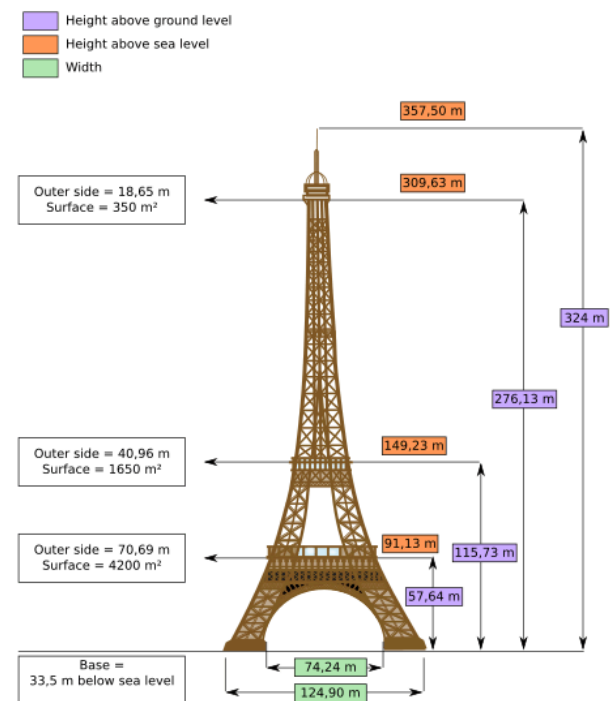
The **Eiffel Tower** is a wrought-iron lattice tower on the Champ de Mars in Paris, France. It is named after the engineer Gustave Eiffel, whose company designed and built the tower.

Constructed from 1887 to 1889 as the entrance to the 1889 World's Fair, it was initially criticised by some of France's leading artists and intellectuals for its design, but it has become a global cultural icon of France and one of the most recognisable structures in the world. The Eiffel Tower was the most-visited paid monument in the world; 6.91 million people ascended it in 2015.

The tower is 324 metres (1,063 ft) tall, about the same height as an 81-storey building, and the tallest structure in Paris. Its base is square, measuring 125 metres (410 ft) on each side. During its construction, the Eiffel Tower surpassed the Washington Monument to become the tallest man-made structure in the world, a title it held for 41 years until the Chrysler Building in New York City was finished in 1930. It was the first structure to reach a height of 300 metres. Due to the addition of a broadcasting aerial at the top of the tower in 1957, it is now taller than the Chrysler Building by 5.2 metres (17 ft). Excluding transmitters, the Eiffel Tower is the second tallest free-standing structure in France after the Millau Viaduct.

The tower has three levels for visitors, with restaurants on the first and second levels. The top level's upper platform is 276 m (906 ft) above the ground – the highest observation deck accessible to the public in the European Union. Tickets can be purchased to ascend by stairs or lift to the first and second levels. The climb from ground level to the first level is over 300 steps, as is the climb from the first level to the second. Although there is a staircase to the top level, it is usually accessible only by lift.

There are 20,000 sparkling lights and 80 km (50 miles) of cables covering the structure. The paper used to print the visitors' tickets in one year weighs 2 tonnes (4,400 pounds). The top of the tower leans away from the sun as the metal facing the sun heats up and expands; it can move as much as 18 cm (7 inches) and grow 15 cm (6 inches) taller. The tower was also built to sway slightly in the wind.



### French: Week 7 Questions - The Eiffel Tower

Q1. Who was the tower named after?

Q2. How long did it take for the tower to be finished?

Q3. How many levels are there?

Q4. How can you get to the first two levels?

Q5. How many steps are there to reach the first floor?

Q6. How tall is the Eiffel Tower?

Q7. How wide is the Eiffel Tower?

Q8. How deep does the base go?

### Extended Writing Question: (at least 3 full sentences)

Would you like to go visit the Eiffel Tower and why? Would you go up the stairs or use the lift?

## Spanish: Half Term Six - Week 1

### Spanish: Week 1 Knowledge Organiser:

10. Voy a estudiar... (I am going to study...)		
Time phrase	Infinitive verb	Noun
El año próximo	voy a elegir	dibujo francés teatro español alemán inglés deporte cuidado social y de salud
Después de mis exámenes	voy a estudiar	informática historia tecnología geografía música religión educación física biología química física
Si voy a la universidad	me gustaría estudiar	matemáticas ciencias empresariales idiomas
Si voy al bachillerato	quisiera estudiar	
Creo que	espero estudiar	
Pienso que	quiero estudiar	

### Spanish: Week 1 Questions - Future studies

#### Translate in English:

- Q1. El año próximo, voy a estudiar geografía.  
 Q2. Si voy al bachillerato, espero estudiar química y matemáticas.  
 Q3. Pienso que voy a elegir español y música.  
 Q4. Si voy a la universidad, quisiera estudiar francés y religión.

#### Translate in Spanish:

- Q5. After my exams, I am going to study business studies and biology.  
 Q6. If I go to university, I hope to study science and art.  
 Q7. I believe that I want to study German and physics.  
 Q8. Next year, I am going to study English, music and maths.

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

**Voy a estudiar...** (I am going to study...)



## Spanish: Half Term Six - Week 2

### Spanish: Week 2 Knowledge Organiser:

10. Voy a estudiar... + reasons <i>(I am going to study... + reasons)</i>				
Time phrase	Infinitive verb	Noun	Future verb	Adjective
El año próximo	voy a elegir	dibujo francés teatro		divertido/a(s) / entretenido/a(s) <i>fun / entertaining</i>
	voy a estudiar	español alemán inglés deporte cuidado social y de salud		tranquilo/a(s) <i>peaceful</i>
Después de mis exámenes	me gustaría estudiar	informática	que será(n) <i>which will be</i>	emocionante(s) <i>exciting</i>
Si voy a la universidad	quisiera estudiar	historia	será(n) <i>it will be</i>	interesante(s) <i>interesting</i>
Si voy al bachillerato	espero estudiar	tecnología	sería(n) <i>it would be</i>	increíble(s) <i>incredible</i>
Creo que	quiero estudiar	geografía		genial(es) <i>great</i>
Pienso que		música		fácil(es) <i>easy</i>
		religión		útil(es) <i>useful</i>
		educación física		agotador(a)(es) <i>tiring</i>
		biología		irritante(s) <i>annoying</i>
		química		aburrido/a(s) <i>boring</i>
		física		ridículo/a <i>ridiculous</i>
		matemáticas		asqueroso/a(s) <i>disgusting</i>
		ciencias empresariales		horrible(s) <i>awful</i>
	idiomas		difícil(es) <i>difficult</i>	

### Spanish: Week 2 Questions - Future studies (2)

#### Translate in English:

- Q1. Pienso que voy a estudiar química que será genial.  
 Q2. El año próximo, me gustaría estudiar educación física y será útil.  
 Q3. Si voy a la universidad, espero estudiar matemáticas porque sería interesante.  
 Q4. Después de mis exámenes, voy a elegir historia que será emocionante.

#### Translate in Spanish:

- Q5. If I go to 6th form, I am going to study Art which will be great.  
 Q6. I believe that I want to study Drama and it will be creative.  
 Q7. Next year, I am going to choose DT and it would be brilliant.  
 Q8. After my exams, I would like to study PE which will be difficult.

**Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN Spanish:)**  
**Voy a estudiar...** *(I am going to study...)* **Make sure to add opinions**

### Spanish: Half Term Six - Week 3

Revisions - HT3, HT4 and HT5 vocabulary (Make sure you check your Google Classroom to find the KOs for these half terms)

French: Week 3 Questions - **revision**

Translate in English:

- Q1. En mi bachillerato, tenemos muchas reglas.
- Q2. A las nueve y media, estudiamos matemáticas.
- Q3. En mi escuela primaria, se debe llevar uniforme amarillo.
- Q4. Ayer jugué al ajedrez y fue increíble.

Translate in Spanish:

- Q5. Yesterday, we studied music and PE because it was interesting.
- Q6. In my primary school, I would like to wear a skirt and a pink polo shirt.
- Q7. In my school, there is a sports field.
- Q8. It is a big secondary school at the seaside.

**Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN Spanish:)**  
**Quelle est ta matière préférée et pourquoi?** *(What is your favourite subject and why?)*

### Spanish: Half Term Six - Week 4

Assessment - HT3, HT4 and HT5 vocabulary (Make sure you check your Google Classroom to find the KOs for these half terms)

French: Week 4 Questions - **revision (2)**

Translate in English:

- Q1. Después del colegio, jugamos al fútbol y fue muy irritante.
- Q2. Recientemente, estudiamos español y historia y fue increíble.
- Q3. Mi colegio está en el sur de Inglaterra.
- Q4. Nunca estudio música ya que es difícil.

Translate in Spanish:

- Q5. In my school, we must wear a school uniform.
- Q6. In my 6th form college, we have to wear piercings which I find fair.
- Q7. I like maths because I am good at it.
- Q8. Every day, we study DT.

**Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN Spanish:)**  
**Qu'est-ce que tu étudies et pourquoi?** *(What do you study and why?)*

### Spanish: Half Term Six - Week 5

DIRT + HT3, HT4 and HT5 vocabulary (Make sure you check your Google Classroom to find the KOs for these half terms)

French: Week 5 Questions - **DIRT**

Translate in English:

- Q1. En mi escuela primaria, tenemos una pista de tenis.
- Q2. Mi instituto está a la costa.
- Q3. En mi colegio, está prohibido llevar joyas lo que encuentro estúpido.
- Q4. Durante el recreo, jugamos al billar y a las cartas.

Translate in Spanish:

- Q5. It is (located) in the south-west of England.
- Q6. In my school, we have a canteen.
- Q7. In my 6th form college, we must be on time.
- Q8. Last week, I studied English, science and drama and it was great.

**Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN Spanish:)**  
**Qu'est-ce que tu as étudié hier?** *(What did you study yesterday?)*

## Spanish: Half Term Six - Week 6

### Spanish: Week 6 Knowledge Organiser:

### La Fallas - A Festival of Fire

Every year, in the city of Valencia, there is a very important festival called **las Fallas** (the Torches). In Valencian, it is written **Falles**. It is a celebration in honour of San José (Saint Joseph). St. Joseph was a carpenter and is known as the protector of carpenters. There is a belief that the **Fallas** festival originates from the tradition of Valencian carpenters burning their unwanted pieces of wood prior to the feast day of St. Joseph. Gradually, the custom developed so that local people would throw extra pieces of rubbish (such as rags) onto the piles of unwanted wood to be burned. They saw that they could make amusing shapes with the collection of wood and rags and this further developed into the great, creative festival that takes place nowadays!

Events begin at the end of February with a ceremony to announce the forthcoming festival. This official announcement is called **la Crida**, meaning 'the call to the festival'. This year, 2023, it took place on the 26th. February. From this day onwards until 19th March, there were events taking place.

One of the daily events is called **la Mascletà** and it takes place at 2pm in the main square of Valencia - la Plaza del Ayuntamiento. This daily afternoon activity is a spectacle of firecrackers (**petardos**) known as **mascletàs**. The noisy spectacle begins after an announcement is made by the two 'Queens of *las Fallas*'. They declare: "**Senyor pirotècnic pot començar la mascletà**". This means: "Mr. Pyrotechnic can begin the firecracker show!"

The firecrackers are ignited every day at 2pm from the end of February / beginning of March until 19th March. They are extremely noisy and smokey, like gunpowder. In fact, they are 120 decibels! It is said that you should open your mouth whilst listening in order to preserve your eardrums!

Throughout the city of Valencia, each street (or area of streets) is represented by a group of people known as **una comisión fallera**. Each group (or committee) has its own name and a club house called **el casal fallero**. The members of **una comisión** are known as **falleros**.

Every year, the members of each committee elect two females to be their official representatives: one is an adult (**una fallera**) and one is a child (**una fallera infantil**). Finally, after a vote that considers all the **falleras** throughout Valencia, one **fallera** will win the important role of adult queen of the whole festival and she will be known as **la Fallera Mayor**. Another will be elected as the child queen of the whole festival and she will be known as **la Fallera Mayor Infantil**. These two queens will become famous in the city and will carry out many duties together. Their role will last for a year. They will each have a court of twelve **falleras** who will be their ladies-in-waiting. The two royal courts are called **el Corte de Honor** and **el Corte de Honor Infantil**.

The most important dates of the festival are from around the 15th to the 19th March (Saint Joseph's day) - **el día de San José**. These five days are known as **la Semana Fallera** or '**la semana grande**'. During these days, the **ninots** (*the individual sculptures or groups of sculptures that make up the fallas*) are positioned and stand in the streets on their decorative bases. Each base is filled with hidden firecrackers. The whole construction (base + *ninots*) is a highly flammable 'torch' called **una falla** or **un monumento fallero**.

There are hundreds of **fallas** displayed in the streets all over Valencia. They are beautifully painted and decorated. They are works of art!

In addition to the noisy **mascletàs** that are set off at 2pm each day, there are also nightly firework displays throughout the festival! The most impressive display takes place after midnight in the early hours of 19th March and it is called **la Nit del Foc** - the Night of Fire.

On the final night of the festivities (the 19th March) each 'monument' is set alight. The works of art are turned into torches of fire. The act of burning the monuments is called **la Cremà**.

Firefighters - **los bomberos** - are always involved in the event to keep the people safe as it is so dangerous!

### Spanish: Week 6 Questions - La Fallas - A Festival of Fire

Q1. What does "La Fallas" mean?

Q2. Who does this festival celebrate?

Q3. What is the Spanish for "the call to the festival"?

Q4. What happens at 2pm every day during the festival period?

Q5. 2 queens are elected. What are the Spanish names for them?

Q6. When does "la Nit del Foc" happen?

Q7. What happens on the 19th of March?

Q8. What is the Spanish word for "firefighters"?

## Spanish: Half Term Six - Week 7

### Spanish: Week 7 Knowledge Organiser: Saint Isidore the Farmer

**Isidore the Labourer**, also known as **Isidore the Farmer** (Spanish: *San Isidro Labrador*) (c. 1070 – 15 May 1130), was a Spanish farmworker known for his piety toward the poor and animals. He is the Catholic patron saint of farmers, and of Madrid, El Gobernador, Jalisco, La Ceiba, Honduras, and of Tocoa, Honduras. His feast day is celebrated on 15 May.

The Spanish profession name **labrador** comes from the verb **labrar** ("to till", "to plow" or, in a broader sense, "to work the land"). Hence, to refer to him as simply a "**laborer**" is a poor translation of the Spanish **labrador** as it makes no reference to the essential farming aspect of his work and his identity. His real name was **Isidro de Merlo y Quintana**.

The story of St. Isidore is a reminder of the dignity of work, and that ordinary life can lead to holiness. Legends about angel helpers and mysterious oxen indicate that his work was not neglected and his duties did not go unfulfilled. St. Isidore's life demonstrates that: If you have your spiritual self in order, your earthly commitments will fall into order also."

The house of his master, Juan de Vargas, in Madrid is now a museum, popularly known as the "**Casa de San Isidro**". It houses temporary exhibitions on the history of Madrid, as well as on the life of the saint.

One of the most celebrated holidays of Madrid is held on 15 May, the liturgical feast of **Isidore** who is the city's patron saint as well as of farmers. The traditional festival is held in an open-air area known as **the Pradera del Santo**. In the afternoon, the images of San Isidro and his wife, Santa María de la Cabeza, are paraded through the streets, from Calle del Sacramento to the Plaza de la Villa, passing through Calle del Cordón.

The feast in honour of San Isidro is declared of National Tourist Interest in Andalusia and is one of the most important celebrations in the province of Malaga. The **fiesta** is very popular in Alameda because San Isidro is a co-patron of the town.

#### **Miracle stories:**

In the morning before going to work, Isidore would usually attend Mass at one of the churches in Madrid. One day, his fellow farm workers complained to their master that Isidore was always late for work in the morning. Upon investigation the master found Isidore at prayer while an angel was doing the ploughing for him.

On another occasion, his master saw an angel ploughing on either side of him, so that Isidore's work was equal to that of three of his fellow field workers. Isidore is also said to have brought back to life his master's deceased daughter, and to have caused a fountain of fresh water to burst from the dry earth to quench his master's thirst.

One snowy day, when going to the mill with wheat to be ground, he passed a flock of wood-pigeons scratching vainly for food on the hard surface of the frosty ground. Taking pity on the poor animals, he poured half of his sack of precious wheat upon the ground for the birds, despite the mocking of witnesses. When he reached the mill, however, the bag was full, and the wheat, when it was ground, produced double the expected amount of flour.

Isidore's wife, Maria, always kept a pot of stew on the fireplace in their humble home as Isidore would often bring home anyone who was hungry. One day he brought home more hungry people than usual. After she served many of them, Maria told him that there simply was no more stew in the pot. He insisted that she check the pot again, and she was able to spoon out enough stew to feed them all.

The number of miracles attributed to him has been counted as 438. The only original source of hagiography (the writing of the lives of saints.) on him is a fourteenth century codex (*an ancient manuscript text in book form.*) called **Códice de Juan Diácono** which relates five of his miracles:

1. The pigeons and the grain.
2. The angels ploughing.
3. The saving of his donkey, through prayer, from a wolf attack.
4. The account of his wife's pot of food.
5. A similar account of his feeding the brotherhood.

### Spanish: Week 7 Questions - Saint Isidore the Farmer

- Q1. Who was Isidore the Labourer?  
 Q2. When is he celebrated?  
 Q3. What is his story a reminder of?  
 Q4. Where is the festival held?

- Q5. Who was ploughing the field whilst Isidore was praying in church?  
 Q6. Isidore poured some wheat on the frozen ground. What happened when he reached the mill?  
 Q7. How many miracles have been attributed to St Isidore?  
 Q8. Mention one other miracle.

## Modern Britain: Half Term Six - Week 1

### Modern Britain: Week 1 Knowledge Organiser: Human Rights & Social Justice - Attitudes to Wealth

#### Keywords

**Wealth** - money or spiritual wealth which has been earned or received honestly

**Poverty** - being without the basic needs to live

**Social Justice** - treating everyone the same

**Zakah** - giving 2.5% of wealth to the poor and needy

#### Key Information

Many religions have a thought about wealth and what you do with it. Some Christians believe that the Ten Commandments teach Christians how to handle wealth in a responsible way. They believe in using their wealth correctly and they shouldn't be selfish but be unselfish and give money to charity. They are expected to give 'tithe' which is 10 percent of their earnings to the Church for charity purposes. Christians support charities like, Christian Aid which will work to try and end poverty. They also believe that it is a duty from God to help others and work for social justice.

Examples of Christian charities are: CAFOD, CAP and Christian Aid.

Christians do not believe it is wrong to be wealthy but that it is important to gain wealth honestly and that you should use it to help others. The Parable of the Sheep and the Goat talks of God separating out people for reward and punishment based on whether they helped others in their lives.

Islam teaches that wealth is a gift from Allah and should not be wasted. Many Muslims believe that they have a duty to care for others and one way of doing this is to help those living in poverty and help to tackle the causes of poverty. Islamic teachings state that Muslims should act responsibly with wealth by helping those in need and understand that all possessions belong to Allah and disapprove of greed and waste and will help individuals according to their needs.

Muslims pay Zakah - which is 2.5% of their annual wealth is used to help the poor and needy and they are encouraged to choose to give sadaqah which is voluntary charity.

Many Muslims give money and support to charities that help the poor for example Muslim Aid and Islamic Relief. Muslims will avoid gambling and lending for profit.

Causes of poverty in the UK and the world:- low paid work; unemployment; family breakdowns or illness; inadequate social benefits; lack of education; discrimination and social inequality; environmental problems or natural disasters.

### Modern Britain: Week 1 Questions

1: What does wealth mean?

2: What is Zakah?

3: Identify the charities that help and support Muslims

4: How do Christians use their wealth?

5: What is the parable of the Sheep and the Goat about?

6: What is 'tithe'?

7: What are Muslims not allowed to do with regard to money?

8: Identify 3 reasons for poverty.

**Extended Writing Question:** Explain how charities can help people in poverty in the UK and around the world.

## Modern Britain: Half Term Six - Week 2

### Modern Britain: Week 2 Knowledge Organiser: Human Rights & Social Justice - Exploitation of the poor

#### Keywords

**Exploitation** - to take advantage of

**Fair Pay** - paying the minimum wage or above

**Interest charge** - money added to the original loan amount

**People trafficking** - exploiting people to other countries or for slavery or to work illegally.

#### Key Information

**How are people taken advantage of?**

**Unfair pay** - this is when a person is not paid fairly for something that they do. In the UK we have a living wage which ensures that people should have a normal standard of living in the UK. Christian view on unfair pay is that everyone should be paid a fair wage for the work you do. In Islam they believe the same and that people should pay fairly for the work that they have done

**Excessive interest on loans** - Some loan companies will put such a high interest rate on the amount of money you borrow that it makes it very hard for people to pay off their debts. Some cases the interest rate can be 1000%. Some people will borrow money and take out a loan because they are in poverty but the excessive interest charged means that they are driven further into poverty. People are sometimes never ever able to pay back the loan and dive deeper into poverty. Islam forbids charging interest on loans (usury) and there are Islamic banks that allow people to borrow money without paying interest. Christians believe that charging interest is fine and acceptable as long as it is not an extortion amount of interest charged.

**People Trafficking** - this is the practice of illegally transporting people from one country to another, typically for forced labour. People traffickers often use violence or threaten people who are vulnerable and they may be too afraid to escape or to notify the authorities so they stay where they are. Muslims do not agree with people trafficking as it exploits people and Islam does not allow this. Allah created everyone equally and so people should be treated that way. Christian view on people trafficking is like slavery, as it shows that you do not respect victims and so goes against key teachings of Christianity and the belief of 'agape' (unconditional love for all humans).

### Modern Britain: Week 2 Questions

1: What does exploitation mean?

2: What does unfair pay mean?

3: What is the living wage?

4: Who created everyone equally in Islam?

5: What is interest on loans?

6: What percentage can the interest be on loans?

7: What does 'agape' mean?

8: What are the religious views on fair pay?

**Extended Writing Question:** Explain two religious views on the use of excessive interest on loans.

## Modern Britain: Half Term Six - Week 3

### Modern Britain: Week 3 Knowledge Organiser: Revision Theme E Crime and Punishment and Theme F Human Rights & Social Justice

#### **Key Words to learn:**

Crime - an offence which is punishable by law

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

Corporal Punishment - punishment by causing pain to the offender

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

Forgiveness - showing mercy and pardoning someone for what they have done wrong

Death Penalty - a form of punishment in which a prisoner is put to death for their crimes

Social Justice - ensuring that society treats people fairly whether they are poor or wealthy and protects people's human rights.

Human Rights - the basic rights and freedoms to which all human beings should be entitled.

UDHR - Universal Declaration of Human Rights

CDHR - Cairo Declaration of Human Rights

**Emergency Aid - short term aid given at the time of crisis for example a tsunami, earthquake, etc**

**Long Term Aid - assistance given to support the community over a longer period of time.**

**Justice - doing what is right and fair**

**Wealth** - money or spiritual wealth which has been earned or received honestly

**Poverty** - being without the basic needs to live

**Zakah** - giving 2.5% of wealth to the poor and needy

**Exploitation - to take advantage of**

**Fair Pay - paying the minimum wage or above**

**Interest charge - money added to the original loan amount**

**People trafficking - exploiting people to other countries or for slavery or to work illegally.**

#### Modern Britain: Week 3 Questions

1: What is Zakah?

2: What does UDHR stand for?

3: Define forgiveness

4: What does CDHR stand for?

5: What is social justice?

6: What is emergency aid?

7: What is the death penalty?

8: What does crime mean?

**Extended Writing Question:** Explain why Muslims would give zakah to the poor and needy.

## Modern Britain: Half Term Six - Week 4

### Modern Britain: Week 4 Knowledge Organiser:

#### Theme E

**Keywords - Crime - an offence which is punishable by law**

**Good actions - doing something for the right reason**

**Evil intentions - plan that someone has before they act**

**Poverty - being without money, food or any other basic need**

**Hate Crimes - being discriminative towards others on religion, gender, age**

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

**Community Service - unpaid work in the community**

**Forgiveness - showing mercy**

**Crime and Punishment in the UK are both governed by UK law. Magistrates and Crown courts are involved in hearing cases against someone charged with committing a crime. The courts will decide whether the accused is guilty or not guilty and if found guilty, impose a sentence as punishment.**

#### Theme F

**Keywords - Social Justice - ensuring that society treats everyone fairly**

**Human Rights - the basic right and freedoms which all humans should be entitled**

**Prejudice - having a fixed idea of someone without knowing the facts**

**Freedom of Religion - the right to believe or practise whatever religion one chooses**

**Positive Discrimination - treating people more favourable because they may have been discriminated against in the past**

**Human Rights and Social Justice is ensuring that society treats people fairly whether they are poor or wealthy and protects people's human rights. All people have a responsibility (a duty of care) not to harm the rights of others**

### Modern Britain: Week 4 Questions

1: What are good actions?

2: What is the purpose of a prison?

3: What does forgiveness mean?

4: What is classed as being in poverty?

5: What are human Rights?

6: What does prejudice mean?

7: What does freedom of religion mean?

8: People have a responsibility to do what?

**Extended Writing Question: What is the purpose of having UK law and how does this support human rights?**



## Modern Britain: Half Term Six - Week 5

### Modern Britain: Week 5 Knowledge Organiser:

#### Keywords

**Corporal Punishment** - punishment given which involves inflicting pain  
**Death penalty** - punishment resulting in death  
**CDHR** - Cairo Declaration of Human Rights  
**UDHR** - Universal Declaration of Human Rights  
**Zakah** - 2.5% of wealth which Muslims give to charity  
**Community service** - working in the community  
**Excessive interest on loans** - additional amount of money added on to the original loan  
**People trafficking** - exploiting people to other countries for slavery or to work illegally  
**Usury** - interest paid on loans for a Muslim

#### Dealing with Misconceptions on Theme E and Theme F.

Death penalty is not allowed in the UK but is allowed in some Muslim countries like Iran and Saudi Arabia. You can also find it in some states in the USA. It has not been used in the UK since 1969 when it became law that it is no longer used as a form of punishment.

The Cairo Declaration of Human Rights is used within Shari'ah Law for Muslim countries; these rights work in conjunction with the human rights used in other countries but are specific to Islamic law.

The Universal Declaration of Human Rights is used around the world to protect humans and to show that we are all treated equally. There are 30 human rights that we all have to protect us.

Zakah is giving 2.5% of your earnings/wealth to help the poor and needy - this is one of the 5 pillars in Islam. It is important that Muslims support others in their community because Allah does not like boastful people with lots of money and it is seen as being greedy.

There are two views on community service: \_

Christians will use community service to show the public that people who have committed crimes against society are paying back with their time and completing public service for the crimes they have committed. In Muslim countries community service is not really done as they don't see that it is enough deterrent to stop criminals from committing crimes again.

### Modern Britain: Week 5 Questions

- 1: What does CDHR and UDHR stand for?
- 2: What is community service?
- 3: What is interest on loans?
- 4: What is 'usury'?

- 5: How many pillars are there in Islam?
- 6: Which law is used in a Muslim country?
- 7: Which countries still use the death penalty?
- 8: What is people trafficking?

Extended Writing Question: Explain why the UDHR is important for individuals around the globe?

## Modern Britain: Half Term Six - Week 6

### Modern Britain: Week 6 Knowledge Organiser:

#### Keywords

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

**Corporal Punishment** - punishment of an offender by causing them pain, now illegal in the UK. This is illegal in the UK. Some Muslim countries still use it.

**Community Service** - punishing offenders by making them do unpaid work in the community. This is used for minor offences and allows the offender to pay back to the community. Muslims do not tend to use this treatment for criminals.

#### Key Information

Christians and Muslims vary their beliefs and attitudes to the way criminals are treated. Christians believe in community service which allows offenders to make up for what they have done wrong and they can do unpaid work in the community like cleaning up litter from public spaces.

In Islam, Shari'ah law makes little use of community service because it is not seen as a sufficient deterrent to protect society from future criminal behaviour. Muslims also believe that prison is a place for holding the offender whilst awaiting punishment, unlike normal prison in the UK where you are sent down for a crime that you have been found guilty of committing in a UK court.

Depending on the crime criminals can be given up to a full life sentence in prison for the most horrendous crimes that criminals commit.

Corporal punishment is still carried out in some Muslim countries and is done in public; this is seen in public and causes physical pain for everyone to see the punishment being done.

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

### Modern Britain: Week 6 Questions

- 1: What is the meaning of prison?
- 2: What do Muslims think of community Service?
- 3: What is corporal punishment?
- 4: Where is capital punishment carried out in Muslim countries?

- 5: What does reformation mean?
- 6: What kind of work would you do for community service?
- 7: What can you gain in prison?
- 8: What kind of rehabilitation programmes do criminals do?

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

## Modern Britain: Half Term Six - Week 7

### Modern Britain: Week 7 Knowledge Organiser:

#### Key Words

**Death Penalty** - capital punishment; a form of punishment in which a prisoner is put to death for crimes committed.

**Sanctity of life** - all life is holy as it is created and loved by God.

#### Key Information

The death penalty was abolished in the UK in 1965 initially as a temporary experiment and then permanently abolished in 1969. The European Community has since made it illegal in all member countries to have the death penalty as a form of punishment. Some people have tried to reinstate it in the UK but failed to do so as in the past it has been proven that innocent people have been killed.

In some countries, like the USA the death penalty is still used for crimes like murder, large-scale drug trafficking; in China it is used for murder, rape, robbery and drug trafficking; in Iran it is also used for murder and in Saudi Arabia it is used for murder and drug smuggling.

In Muslim countries it is widely seen as a deterrent (to stop you from doing the crimes in the first place).

Christians view are mixed if the death penalty should be brought back. A few say that if it was brought back it would be taking a life that God made sacred. The sanctity of life is holy. In some Muslim countries the death penalty is used as a deterrent for offences such as murder and rape. A Muslim may look to their faith to forgive the perpetrator and the criminal will have to give money to the victims family to ask for forgiveness.

Christians and Muslims believe in the sanctity of life so for some this means the death penalty is playing the role of God - only God should take life away. Some Christians and Muslims will support alternative punishments such as prison to help reform the criminals and protect society.

The Principle of Utility means an action is right if it promotes the maximum number of people affected by it.

### Modern Britain: Week 7 Questions

- 1: What is the death penalty?
- 2: What does the Principle of Utility mean?
- 3: What is the sanctity of life?
- 4: What is the Christian view on the death penalty?

- 5: What date was the death penalty abolished in the UK?
- 6: What crimes is the death penalty used for in Saudi Arabia?
- 7: What crimes is the death penalty used for in the USA?
- 8: What is the Muslim view on the death penalty?

**Extended Writing Question:** Explain which countries use the death penalty and for what reasons.

## History: Half Term Six - Week 1

### History: Week 1 Knowledge Organiser: Revision of Half Term 3

#### **Cold War Ideologies**

1. The two superpowers in the Cold War were the USA and the Soviet Union (USSR)
2. The USA follows Capitalist ideologies.
3. Capitalist ideas include; being able to choose from multiple political parties at an election, freedoms and rights, class system (lower class-upper class), privately owned businesses.
4. The Soviet Union followed Communist ideologies.
5. Communist ideas include; only being able to vote for Communists, no freedoms/rights, equality, state owned industry.

#### **Views of the Soviet Union**

**Views of Stalin:** Wanted to spread Communist beliefs; Wanted to get reparations for the damage done to the Soviet Union by the Nazis; Wanted security for the Soviet Union from future possible attacks.

#### **Why did the Soviet Union want to protect themselves?**

1. The Soviet Union had been invaded from the West twice in 30 years in 1914 and 1941.
2. 20 million Soviets had died during WWII and much of the Soviet Union had been destroyed.
3. Soviet Union were unhappy about amount of reparations they received at the end of WWII

#### **What did the Soviets do to protect themselves?**

**1.** They created a buffer zone in Eastern Europe. **2.** It included countries like Poland, Hungary and Czechoslovakia. **3.** It was designed to protect the Soviet Union by giving them an extra layer of protection. If the Western allies invaded from the East of Europe to attack the Soviet Union, they would first have to get through their buffer zone.

#### **How did the Soviet Union take control of their buffer zone?**

1. He rigged elections in Eastern Europe. **2.** He placed his army in Eastern European countries and then used violence and intimidation against the people. **3.** He overthrew the monarchies.
4. He was given land at the wartime conferences. **5.** He had all non-communist political parties banned.

#### **Views of the USA**

**Truman Doctrine.** The USA wanted to stop the Soviet Union from gaining control of Greece and Turkey. They wanted to keep them Capitalist. The aim was to stop the spread of communism but not push it back or remove it completely. This was called **containment**.

Truman announced his policy to contain communism in 1947. It was called the **Truman Doctrine**.

#### **Marshall Plan**

1. The Marshall Plan was where the USA agreed to provide money, resources etc to countries in Europe to stop them from turning Communist.
2. WWII had meant many countries were struggling economically, so to prevent Communism spreading the USA knew that it had to provide economic support to these countries to help them rebuild and grow their economies.
3. The Marshall Plan provided \$17 billion to Western Europe to help rebuild their economies from April 1948. (It was proposed in 1947)
4. 16 countries accepted the money. Britain received the most out of all the countries that received the aid.

#### **Berlin**

#### **Background**

1. Both Germany and its capital Berlin had been divided into 4 zones at the end of WWII. The three western zones of Germany followed Capitalist ideas. These zones were run by France, Britain and the US- Zone. The Eastern zone of Germany followed Communist ideas. It was run by the Soviet Union-

Trizonia was the term given to the French, British and the Americans officially joining their zones of Germany together in 1948.

#### **Events**

Stalin wanted to force the USA, France and Britain out of Berlin to stop them being able to spread Capitalist ideas.

To achieve this Stalin decided to shut off the land and rail routes across his section of Germany (the East) into West Berlin. This was known as the Berlin Blockade.

#### **Berlin Airlift**

Due to not being able to get supplies in by road or rail, the USA flew in food, coal and other necessities. This was known as the Berlin Airlift. It lasted 11 months and at the end of it Berlin was divided and Nato was set up

### History: Week 1 Questions

- |   |  |
|---|--|
| 1. What was the name of the leader of the USA at the start of the Cold War?<br>2. What type of beliefs did Stalin want to spread; Communist or Capitalist?<br>3. In what year was the Truman Doctrine announced?<br>4. What was the name given to the money given by the USA (\$17 billion) to Western Europe to help them rebuild and grow their economies after WWII? | 5: What is a buffer zone?<br>6. Give two countries from Eastern Europe that were in Stalin's buffer zone.<br>7. Give one method that Stalin used to take control of the Eastern European buffer zone<br>8. Which city was divided after WW2? |
|---|--|

**Extended Writing Question: Explain what the USA were trying to do in Europe after WW2**

### History: Half Term Six - Week 2

#### History: Week 2 Knowledge Organiser: Recap Half Term 4

##### **Berlin 1958**

##### **Background**

Berlin Blockade and Airlift 1948-9 had left Berlin a divided city at the centre of the Cold War - It was a place of tension

West Germany was economically stronger and its people had political and personal freedom - this encouraged people from the East to want to move there- the people moving were the professional and skilled workers so this became known as the **Brain Drain**.

##### **Events**

The Soviets felt threatened by this and Khrushchev (the leader of the USSR after Stalin) wanted to stop it happening.

In 1958 he issued the **Berlin Ultimatum** . He demanded that the US and other allies leave West Berlin within 6 months . West Germany would then become a free city.

Eisenhower refused and a series of **summit meetings** were held to discuss Berlin . Although no decisions were made, relations improved.

The Paris Summit in 1960 was interrupted by the Soviets shooting down a **U2 spy plane** over Moscow - this was proof that the Americans were spying. He stormed out and built the Wall

##### **Hungary**

##### **Background**

Standard of living in Hungary was low; long queues for food, fuel shortages and a lack of personal freedoms. Khrushchev's De-Stalinisation speech encouraged the people of Hungary to want reform.

##### **Cuba**

##### **Background**

Cuba had been exploited by the USA for a long time - Cuba grew a lot of sugar which they then exported to the USA. The USA made lots of money selling it.

Castro staged a revolution to remove the pro- American Cuban leader Batista.

Although he was willing to work with the Americans, Castro wanted to run Cuba for its people, he nationalised industry (The Cuban government took control of the sugar) and began trading with the Soviets.

##### **Event:- The Bay of Pigs Invasion**

The new USA leader Kennedy agreed to give CIA support to Cuban exiles to try to retake Cuba from Castro. They landed at the Bay of Pigs but it was a disaster.

Castro's men were aware as to what was going to happen and were ready to meet the exiles when they arrived. It showed the USA were trying to maintain control in Cuba which Castro did not approve of.

It led to better relations between the Soviet Union and Cuba. Castro declared Cuba to be a communist country, and the Soviets supplied them with weapons

##### **1962**

U2 spy planes discovered Soviet nuclear weapons on Cuba pointing at the USA.

Kennedy responded with a naval quarantine around Cuba. Boats from the Soviet Union were not permitted to enter Cuba out of fear of missiles being delivered to Cuba by the Soviet Union. This was announced live on TV by President Kennedy.

<p><b>Events</b></p> <p>There were protests on the streets against the rule of Rakosi who was a brutal supporter of Stalin. Khrushchev allowed the more liberal leader Imre Nagy to become leader of Hungary. He began to introduce reforms and said he wanted Hungary to be free of Soviet troops. Then Nagy announced he was going to leave the Warsaw Pact - if this happened other countries might follow. Khrushchev couldn't let this happen. He ordered Soviet tanks (Red Army) to invade Hungary - thousands were killed. Nagy was removed from power.</p>	<p>Nuclear war looked very likely. Both sides were being pushed but neither side wanted to be the first to attack. This lasted for 13 days. Within these 13 days letters were sent between Khrushchev and Kennedy to try and solve the issue. At one point Soviet ships refused to turn around as they tried to enter Cuba. The Cuban Missile Crisis ended when Khrushchev agreed to a deal to dismantle the missiles in Cuba in exchange for a promise that the blockade would be lifted, there would be no further invasions of Cuba and in secret US missiles would be removed from Turkey.</p>
<p><b>History: Week 2 Questions</b></p>	
<ol style="list-style-type: none"> <li>1. What is the term used to describe when highly skilled and educated people were leaving East Germany to move to the West?</li> <li>2. Which leader of the Soviet Union delivered the Berlin Ultimatum?</li> <li>3. Give one reason why the Hungarian people were unhappy living in Hungary by 1956.</li> <li>4. What was the name of Khrushchev's speech which stated that he would allow changes to Communism to make things better for the people?</li> </ol>	<ol style="list-style-type: none"> <li>5. Who staged the Bay of Pigs Invasion of Cuba in 1961?</li> <li>6. Who was sent into Cuba during the Bay of Pigs Invasion to try and take back control of Cuba?</li> <li>7. What did U2 spy planes discover in Cuba in October 1962 that led to the Cuban Missile Crisis starting?</li> <li>8. What is a naval quarantine?</li> </ol>
<p><b>Extended Writing Question:</b>  <b>Explain Why there were so many problems in the period 1958-62</b></p>	

## History: Half Term Six - Week 3

### History: Week 3 Knowledge Organiser: Revision of Half Term 5

#### **Anglo - Saxon and Norman Crime**

The King and nobility decided what a crime was in the Saxon and Norman times.

The Saxons ruled England first but they were then taken over by the Normans (who came from an area near France).

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.

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.

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.

#### **Heresy**

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.

Mary 1st, Henry VIII's daughter, was a Catholic. Mary 1st gained the nickname 'Bloody Mary' for killing 283 Protestants for heresy.

The main punishment used for the crime of Heresy was being burned at the stake.

The crime of heresy decreased when Catholics lost power in England in the 1600s.

#### **Witchcraft**

**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.

**Henry VIII-** Made Witchcraft punishable by death in 1542. The most common type of punishment for witchcraft was hanging. 1000 people were killed before 1736

**James 1st-** Was a keen witch hunter. He wrote a book on catching witches called 'Demonologie' in 1597.

**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.

**Smuggling** 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. **Why was it so hard to stop smugglers?** **Large smuggling gangs-** On average there were between 50 and 100 men who were prepared to use violence. **Money-** You could earn a lot of money from smuggling. **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. **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.

#### **Highway Robbery**

##### **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 3 Questions	
1. Who suffered most from not being able to hunt where they wanted due to the Forest Laws; the Normans or the Saxons? 2. Give one reason why William I treated the Saxons harshly when he took over as King of England. 3. What have you done wrong if you have committed the crime of heresy? 4. How many Protestants did Mary 1st kill in total for Heresy?	5. How many people were killed for witchcraft before 1736? 6. What was Matthew Hopkins' job? 7. What was the name of the large smuggling gang? 8. Give one reason Highway Robbery increased
<b>Extended Writing Question:</b> <b>Explain why Highway robbery rose and then decreased so quickly</b>	

### History: Half Term Six - Week 4

History: Week 4 Knowledge Organiser: 20th Century Crimes	
<b>Key Words</b> <b>Conscientious Objectors</b> - Refusal to fight in WWI or WWII on moral or political grounds. <b>Homosexuality Act</b> - Allowed homosexual acts between two consenting adults over the age of twenty-one. <b>Cyber Crime</b> - Criminal activities carried out by means of computers or the internet. <b>National Cyber Crime Unit</b> - Specialised police branch that deals with cyber crime	<b>Key Dates</b> <b>1914-1918</b> - WWI <b>1939-1945</b> - WWII <b>1967</b> - Homosexuality Act <b>2013</b> - National Cyber Crime Unit established.- Specialised police branch <b>Key Facts</b> <b>Based on changes in social attitudes</b> = Homosexuality Act, Abortion Act, Hate Crimes, Race Relations etc. <b>Based on technological changes</b> = Cyber-Crime, drink-driving, joy-riding, terrorism
History: Week 4 Questions	
1. What was the name given to the crime of refusing to fight in WWI or WWII? 2. Give one crime that changed in the 20th century due to social attitudes. 3. Give one crime that changed in the 20th century due to technological changes. 4. What is the name of the specialised police branch that deals with cyber crime?	5. In what year was the Homosexuality Act passed in the UK? 6. From what age could you choose to enter a homosexual relationship after the passing of the Homosexuality Act? 7. When was WW2?
<b>Extended Writing Question:</b> <b>Explain how crime was affected by the development in technology</b>	



## History: Half Term Six - Week 5

History: Week 5 Knowledge Organiser: Living Conditions in Whitechapel	
<p><b>Key Words</b></p> <p><b>Rookeries</b>- was the name of the densely populated housing.</p> <p><b>Flower and Dean Street</b>- A street in Whitechapel where the worst rookeries were found.</p> <p><b>Lodging houses</b> - Shelter for those who could not afford to permanently rent a furnished room.</p> <p><b>Peabody Estate</b>- A rich American gave money to clear slums and build</p>	<p><b>Key Facts</b></p> <p><b>Rookeries</b> were overcrowded, poorly ventilated and unhygienic. Often hoses were subdivided to allow more than one family to live in them. Living in this type of housing costs 4 shillings a week.</p> <p><b>Lodging Houses</b>- Cost 4p for a single or 8p for a double a night. There were about 233 in Whitechapel in 1888 housing about 8,500 people. They could use a communal kitchen but conditions were awful overcrowded, fleas, poor ventilation, overflowing toilets. These were supposed to be single sex but sexual relations often occurred between men and women</p> <p><b>Peabody Estate</b> - Each block of flats was separate and built from brick to improve ventilation and reduce lice in the walls. The rents were high and the rules strict. You had to be of good moral character, vaccinated against smallpox and pay for any damage.</p>
History: Week 5 Questions	
<ol style="list-style-type: none"> <li>1. What was the name given to densely populated housing during the Industrial Revolution?</li> <li>2. How much did it cost to rent a single bed in Lodging House in the 1880s?</li> <li>3. How many lodging houses were there in Whitechapel in 1888</li> <li>4. Who paid for the building of the Peabody Estate in Whitechapel?</li> </ol>	<ol style="list-style-type: none"> <li>5. What were the walls in the Peabody Estate made from to prevent lice living in them?</li> <li>6. What disease did you have to be vaccinated against to live in the Peabody Estate?</li> <li>7. What was the name given to the crime of refusing to fight in WWI or WWII?</li> <li>8. In what year was the Homosexuality Act passed in the UK?</li> </ol>
<p><b>Extended Writing Question:</b>  <b>Explain why living conditions were so bad in Whitechapel</b></p>	

## History: Half Term Six - Week 6

### History: Week 6 Knowledge Organiser: Social issues in Whitechapel

#### **Key Words**

**The Workhouse-** Used by those who were too poor to afford lodging houses. Their aim was to control the lives of the poor and frighten them into being good citizens.

**Casual Ward-** For those who wanted a bed for two nights. You would stay for the night, work the next day, stay for the night and then leave.

**The Workhouse-** All new inmates were stripped of their clothing and possessions. They had a communal bath(same water all day) and were given a functional uniform to wear. Their diet was a porridge called silky(some had rats droppings in it). Both men and women were assigned work - men chopping wood, stone. Women picked Oakum(pulling apart old ship rope). Children over 7 were separated from their parents and lived in separate schools- they only saw their parents once a week in the canteen (called an interview). Children were taught numeracy, literacy for three hours a day and then got some industrial experience.

**Casual Ward-** Had spaces for 60 people. They had to work for the bed by picking oakum or working in the kitchen.

#### History: Week 6 Questions

- |  |   |
|--|---|
| 1. What was the main aim of the workhouses in the 1800s?   | 5. How many nights would you stay at the Causal Ward for?                         |
| 2. What type of bath did you have to have when you entered the workhouse?                                    | 6. How many people could stay at the Causal Ward at one time?                     |
| 3. Give one job that women had to do in the workhouses.  | 7. How many lodging houses were there in Whitechapel in 1888?                     |
| 4. How old did a child have to be to be separated from their parents and be sent to school in the workhouse? | 8. What is the name of the specialised police branch that deals with cyber crime? |

#### Extended Writing Question:

Describe what it would be like in the workhouses

## History: Half Term Six - Week 7

History: Week 7 Knowledge Organiser: The Case of Jack The Ripper	
<p><b><u>Key Words</u></b>  <b><u>Jack the Ripper-</u></b> Responsible for the serial killing of at least 5 people in Whitechapel.  <b><u>Mary (Polly) Nichols-</u></b> First victim of Jack the Ripper  <b><u>Annie Chapman-</u></b> Second victim of Jack the Ripper  <b><u>Elizabeth Stride-</u></b> Third victim of Jack the Ripper  <b><u>Catherine Eddowes-</u></b> Fourth victim of Jack the Ripper  <b><u>Mary Kelly-</u></b> Fifth victim of Jack the Ripper  <b><u>The Double Event-</u></b> The name given to the murders of Catherine Eddowes and Elizabeth Stride as they were both killed on the same night.  <b><u>Witness Statement-</u></b> Where a person who sees a crime/suspect and reports what is said to the police.  <b><u>Key Dates</u></b>  <b><u>31st August 1888-</u></b> Murder of Mary (Polly) Nichols.  <b><u>8th September 1888-</u></b> Murder of Annie Chapman  <b><u>30th September 1888-</u></b> Murder of Elizabeth Stride  <b><u>30th September 1888-</u></b> Murder of Catherine Eddowes  <b><u>9th November 1888-</u></b> Murder of Mary Kelly</p>	<p><b><u>Key Facts</u></b></p> <ol style="list-style-type: none"> <li>1. The name Jack the Ripper originates from a letter sent to the police at the time of the attacks.</li> <li>2. The suspects included claims accusing Queen Victoria’s grandson, a famous painter Walter Sickert and a Jewish man, John Pizer, nicknamed ‘leather apron’.</li> <li>3. It was hard to identify who Jack the Ripper was as the witnesses had different views of what he looked like, what ethnicity he was, etc.</li> <li>4. Mary Kelly was the only victim of Jack the Ripper who was found indoors.</li> <li>5. Sketches were drawn at the scene to show what had happened to the victims.</li> <li>6. Photographs were used for the first time when investigating the murder of Mary Kelly.</li> </ol>
History: Week 7 Questions	
<ol style="list-style-type: none"> <li>1. How many women did Jack the Ripper kill in Whitechapel?</li> <li>2. In what year did Jack the Ripper carry out his serial killings in Whitechapel?</li> <li>3. Why were the murders of Catherine Eddowes and Elizabeth Stride known as the ‘Double Event’?</li> <li>4. Which of Jack the Ripper’s victims was the only one found indoors?</li> </ol>	<ol style="list-style-type: none"> <li>5. Where did the name ‘Jack the Ripper’ originate from?</li> <li>6. How many people could stay at the Causal Ward at one time?</li> <li>7. What disease did you have to be vaccinated against to live in the Peabody Estate?</li> <li>8. Give one crime that changed in the 20th century due to social attitudes</li> </ol>
<p><b>Extended Writing Question:</b>  <b>Why was it so difficult to catch the Ripper(think about what you already know about Whitechapel)</b></p>	

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