

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



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 6 2023-2024

History

Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

Geography

7

Spanish

French

Contents Page

Subject	Page
Geography	4-10
Computing	11-17
French	18-23
Spanish	24-28
Modern Britain	29-35
History	36-43

Book Pride

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

Plan

Year 7 - Half Term 6 (03/06/2024 → 19/07/2024) - Homework Plan

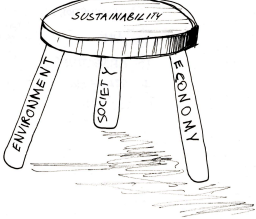
	Online HW	Written HW
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

*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: Revise fantastic places	
<p>The location of Svalbard Svalbard is a group of islands (archipelago) located in the continent of Europe. The islands are found north of the Arctic Circle and belong to Norway. The largest island is called Spitsbergen and the capital city is Longyearbyen.</p> <p>Interesting facts about Svalbard</p> <ul style="list-style-type: none">→ The average summer temperature is 5 degrees C, the average winter temperature is -15 degrees C.→ There is good access to Wifi→ 3000 polar bears live on Svalbard→ You are not allowed pets except working dogs→ The population of Svalbard is 2400→ You are not allowed to leave the town without a guide or a gun.	<p>The location of Tuvalu Tuvalu is located in the continent of Oceania just south of the Equator. It is east of Australia, north of Fiji in the Pacific Ocean. The capital of Tuvalu is Funafuti.</p> <p>The population of Tuvalu is 11,500 (it is the 4th smallest country in the world).</p> <p>Tuvalu is an Atoll An atoll surrounds a body of water called a lagoon. Channels connect the lagoon to the open ocean or sea,</p>
Geography: Week 1 Questions	
<ol style="list-style-type: none">1. What is the special name for a group of islands?2. What continent is Svalbard on?3. What country does it belong to ?4. Is Svalbard inside or outside the Arctic Circle?	<ol style="list-style-type: none">5. What is the average summer temperature?6. What is the average winter temperature?7. How many polar bears live there?8. How many people live there?
<p>Extended Writing Question: Compare the Island of Svalbard to the Island of Tuvalu</p>	

Geography: Half Term Six - Week 2

Geography: Week 2 Knowledge Organiser: Revise sustainability	
<p>Sustainability Meeting the needs of the present without compromising the needs of future generations to meet their own needs.</p> <p>In Sustainability there are three different areas that need to be considered;</p> <ul style="list-style-type: none"> ● People (social): Improve quality of life, provide a safe and healthy environment ● Planet (environmental): Reduce waste and recycle when possible, making such that the impact on plants and animals is low. ● Profit (economic): Money must be made or available for something to be sustainable 	<p>Reducing: Using less plastic when possible stops more plastic getting into the world.</p> <p>Reusing: Using plastic objects more than once means less have to be made</p> <p>Recycling: Plastic can be melted and remade into other useful things.</p> <p>Alternatives to plastic: The best solution to the plastic problem would be to reduce the use of plastic altogether. Using alternatives would do this:</p> <ol style="list-style-type: none"> 1. Cotton or paper bags 2. Refillable water bottles + coffee cups 3. Cardboard packaging <p>Kenya's response to the plastic problem</p> <ol style="list-style-type: none"> 1. Flipflop Dhows - 10 metre long boat built out of flip flops made of recycled products 2. Banning plastic bags - Banned use of plastic bags. Faced with fines of US\$38,000. 3. Beach clean up - One lady started beach clean ups and started the 'Shela Environmental Residents group'
Geography: Week 2 Questions	
<ol style="list-style-type: none"> 1. What is sustainability? 2. What are the three P's of Sustainability? 3. What is meant by social sustainability? 4. What is meant by environmental sustainability? 	<ol style="list-style-type: none"> 5. What is meant by economic sustainability? 6. What is meant by reducing? 7. What is meant by reusing? 8. What is meant by recycling?
<p>Extended Writing Question: Explain Kenya's response to the world plastic problem</p>	

Geography: Half Term Six - Week 3

Geography: Week 3 Knowledge Organiser: Why did the Aral Sea dry up?

Why has the Aral sea dried up?

- In the 1960s the Soviet government decided to divert the rivers that feed the rivers so that they could irrigate the desert region in order to grow cotton.
- Evaporation causes the water level to decrease by the same amount that flows into the Sea, making it sustainable as long as water flowing into the river is equal to evaporation on average.
- The diversion of rivers caused the sea to slowly dry up over the 4 decades.
- As the sea level decreased the level of salt rose from approximately 10g/l to often more than 100g/l.
- The fish died leaving unemployment and the abandoned fishing boats which are now rusting on the dry sea bed.
- The cotton industry also suffered as the water from the rivers ran dry. Cotton is a crop that requires an especially large amount of water to survive.
- Eventually those that could, left Kazakhstan for jobs overseas.

The Kokaral Dam

In 2005, the World Bank invested £66 million into creating a 7.5mile dyke (dam) across the narrow channel. This led to an increase in water levels by 3.3 metres in 7 months!

Geography: Week 3 Questions

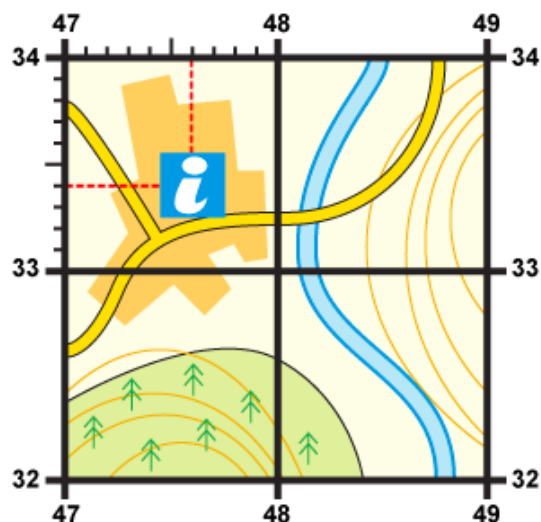
- | | |
|---|--|
| 1. In what decade did the Soviet government start diverting the rivers? | 5. What happened to salt levels in the Aral Sea? |
| 2. What crop were they trying to grow? | 6. What happened because the fish died? |
| 3. What process caused the water level to drop? | 7. Does Cotton require much water to grow? |
| 4. How long did it take for the area to dry up? | 8. Which country did people leave to find work? |

Extended Writing Question:

Explain the World Bank's solution to the issue of the Aral sea drying up.

Geography: Half Term Six - Week 4

Geography: Week 4 Knowledge Organiser: Revise Grid references



4 Figure grid reference

The vertical lines are called **eastings**. And increase as to go east. The horizontal lines are called **northings** and increase in a northerly direction.

Six-figure grid references

Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

2 golden rules:

- Always go to the bottom left corner of the square you are looking for!
- 'Along the corridor and up the stairs!'

Finding a 4:

1. Start on the left and go east until you get to the **bottom-left-hand corner** of the square you want. Write this number down.
2. Move north until you get to the bottom-left corner of the square you want. Write it down after the number you already have. This is your four-figure grid reference. In this case, the tourist information office is in grid square **4733**.


To find the 6 figure grid reference after the 4 figure


1. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
2. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits. In this instance, the tourist information office is located at **476334**.


Geography: Week 4 Questions

1. What is a 4 figure grid reference?
2. What is a northing?
3. What is an Easting?
4. What are the two golden rules?

5. How many tiny squares do we divide a grid into for a 6 figure reference?

6.  What does this blue line represent on the map?

7.  What does this symbol mean on an OS map?

8.  What does this symbol mean?

Extended Writing Question:

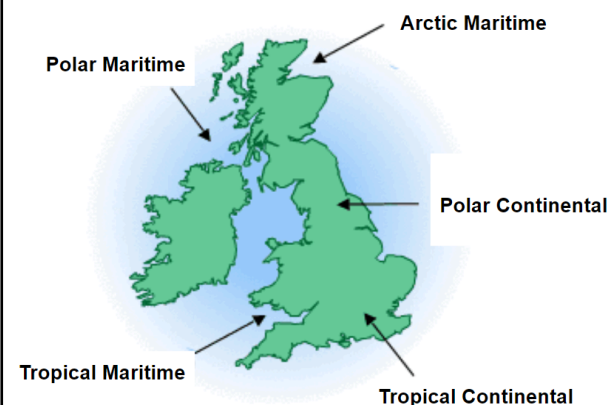
Explain the process of generating a 6 figure grid reference.

Geography: Half Term Six - Week 5

Geography: Week 5 Knowledge Organiser: Revise UK Climate

Prevailing Wind: The direction the wind usually blows from.
Depression: An area of low air pressure, i.e. rising air.
Warm Front: the leading edge of a warm mass of air.
Cold Front: the leading edge of a cold mass of air

Polar Maritime: Cold wet weather.
Arctic Maritime: Very cold, clear weather, as well as rain.
Polar continental: Very cold, dry weather from Siberia.
Tropical Continental: Warm dry summer weather.
Tropical Maritime: Warm, wet weather (The Prevailing condition).



Geography: Week 5 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What word is used for explaining the normal direction of the wind. 2. Define Depressions 3. What is the leading edge of a mass of warm air? 4. Define cold front? | <ol style="list-style-type: none"> 5. What type of weather is associated with Polar Maritime? 6. What direction does Arctic Maritime air come from? 7. What type of weather is associated with Tropical Continental 8. What direction does Tropical Maritime air come from? |
|---|---|

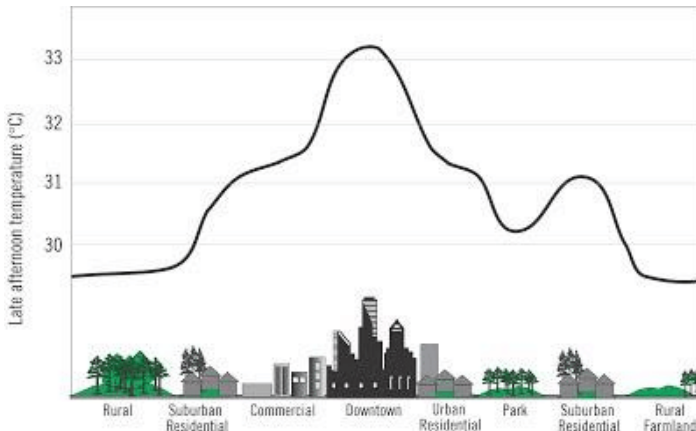
Extended Writing Question:

Explain how change in wind direction can bring different weather to the UK

Geography: Half Term Six - Week 6

Geography: Week 6 Knowledge Organiser: How do we measure weather and climate?		
Instrument	What it measures	Unit of measurement
thermometer	A thermometer measures the temperature, how hot or cold a location is.	degrees Celsius (°C)
Rain Gauge	A rain gauge measures the amount of rainfall in mm , by catching rain in a measuring cylinder. It also measures all other forms of precipitation (snow, rain, hail) .	Millimetres (mm)
Wind vane or wind sock	A wind vane or wind sock measures wind direction by pointing towards North, East, South or West.	Knots / Kilometres per hour (Km/h) / Miles per hour (mph) /Metres per second (m/s)
Anemometer	An anemometer measures wind speed in mph . The most common type looks like a toy windmill. The stronger the wind blows the faster the cups spin around. The wind speed is shown on a dial, just like a car's speedometer	Miles per hour (mph)
Sunshine recorder – sunshine hours	A glass ball that directs sunlight onto a card that is treated with a special chemical. The sunlight burns or chars a mark onto the card.	Hours
Geography: Week 6 Questions		
<ol style="list-style-type: none"> 1. Describe what a thermometer does? 2. What units of measurement could we use? 3. Explain a Rain gauge. 4. What does a Wind Vane do? 	<ol style="list-style-type: none"> 5. What units of measurement could we use for the wind? 6. Name the 8 directions we might use to explain wind direction? 7. Explain an Anemometer? 8. Explain a Sunshine recorder? 	
<p>Extended Writing Question: Write a description of today's weather including, temperature, precipitation, wind direction and speed, sunshine and any other relevant information.</p>		

Geography: Half Term Six - Week 7

Geography: Week 7 Knowledge Organiser: Microclimates																			
<p>Rural the countryside Urban built up human dominated areas, towns and cities. Suburbs Residential areas on the edges of towns/ cities. Leeward Area is an area sheltered from the wind.</p> <p>Microclimates occur when the climate in a small area is different to the general surroundings.</p> <p>Physical features such as water areas can have a cooling effect on the land. Trees can shade the land, also making it cooler.</p> <p>Human features such as walls and buildings will shelter against the wind, making it warmer. Buildings which are heated may also give out heat (radiate), which again makes it warmer than the surrounding landscape. Due to human activity, the temperature in an urban microclimate is higher than that of the surrounding areas. Urban areas are said to be urban heat islands as under calm conditions, temperatures are highest in the built-up city centre and decrease towards the suburbs and countryside.</p>	<p>Urban heat islands occur when cities replace natural land cover with dense concentrations of pavement, buildings, and other surfaces that absorb and retain heat.</p>  <table border="1"> <caption>Late Afternoon Temperature by Urban Zone</caption> <thead> <tr> <th>Urban Zone</th> <th>Late Afternoon Temperature (°C)</th> </tr> </thead> <tbody> <tr> <td>Rural</td> <td>29.5</td> </tr> <tr> <td>Suburban Residential</td> <td>31.0</td> </tr> <tr> <td>Commercial</td> <td>31.5</td> </tr> <tr> <td>Downtown</td> <td>33.0</td> </tr> <tr> <td>Urban Residential</td> <td>30.5</td> </tr> <tr> <td>Park</td> <td>31.0</td> </tr> <tr> <td>Suburban Residential</td> <td>29.5</td> </tr> <tr> <td>Rural Farmland</td> <td>29.5</td> </tr> </tbody> </table>	Urban Zone	Late Afternoon Temperature (°C)	Rural	29.5	Suburban Residential	31.0	Commercial	31.5	Downtown	33.0	Urban Residential	30.5	Park	31.0	Suburban Residential	29.5	Rural Farmland	29.5
Urban Zone	Late Afternoon Temperature (°C)																		
Rural	29.5																		
Suburban Residential	31.0																		
Commercial	31.5																		
Downtown	33.0																		
Urban Residential	30.5																		
Park	31.0																		
Suburban Residential	29.5																		
Rural Farmland	29.5																		
Geography: Week 7 Questions																			
<ol style="list-style-type: none"> 1. What does Rural mean? 2. What does Urban mean? 3. What is a suburb? 4. What does Leeward mean? 	<ol style="list-style-type: none"> 5. What is a Micro climate? 6. What effect can physical features have on a microclimate? 7. How do buildings affect the wind? 8. How do buildings affect the temperature? 																		
<p>Extended Writing Question: Describe how the climate might change as you drive from one side of a city to another</p>																			

Computing: Half Term Six - Week 1

Computing: Week 1 Knowledge Organiser:

Programming - Creating an instruction for a computer to follow.

Sequencing - The order in which instructions are run.

Variables - A variable is a name that refers to data being stored by the computer

Execute - to carry out a set of instructions

Computers will follow a series of instructions.

Everytime a program is loaded, instructions are passed to the CPU in order to be carried out.

When you create a program for a computer, you give it a set of commands to execute. It will execute these commands precisely.

Sequencing is the process of making sure that all instructions are written and executed in the correct order.

If instructions are in the wrong order, this will cause the program to not work, crash or perform an incorrect action.

Variables are values that are stored in memory and can be changed.

Variables are used to store values that are going to be used somewhere within a sequence.

Computing: Week 1 Questions

1: What is programming?

2: What is sequencing?

3: What is a variable?

4: What happens if instructions are run in the wrong order?

5: What happens when a program is loaded?

6: What is a variable?

7: What are variables used to store?

8: What does execute mean?

Extended Writing Question: Write a sequential set of instructions for making a cup of tea

Computing: Half Term Six - Week 2

Computing: Week 2 Knowledge Organiser:

Boolean - Values that can be TRUE or FALSE.

Expression - Program that is written.

IF statement - Used to run a code block based on a condition.

Else - The alternative condition to an IF condition.

A selection statement in programming allows a computer to evaluate an expression to 'true' or 'false' and then perform an action depending on the outcome. These can be identified by an IF-ELSE statement.

IF statements can be written out like:

If age > 11 then

 Display "You can go to secondary school".

else

 Display "You cannot go to secondary school".

The condition that need to be checked.

The output is based on the condition.

Alternative condition if the first isn't met.

The output is based on the condition.

Computing: Week 2 Questions

1: What is meant by 'boolean'?

2: What is an expression?

3: What is a selection statement used for?

4: What are the two words used in a selection statement?

5: What does the IF part of a selection statement do?

6: What does the ELSE part of a selection statement do?

7: What is a variable?

8: How many values can a variable store at a time?

Extended Writing Question: Use a selection (IF) statement to write a program that asks the user which year group they are in and if they are in a year group below 7, tell them they are in primary school, if they are in a year group of 7 or above tell them they are in secondary school

Computing: Half Term Six - Week 3

Computing: Week 3 Knowledge Organiser:

Iteration - Repeating a process.

Count-Controlled - Repeating a process for a limited time.

Comparison Operators - This will compare values in an IF statement (<, >).

Arithmetic Operators - These are used to work out mathematic calculations (+, -, *, /).

AND - Both conditions need to be TRUE.

OR - Only one condition needs to be TRUE.

NOT - This will not include the value following it..

Being able to repeatedly execute instructions is commonly referred to in computing as iteration.

- Count-controlled iteration will execute the commands a set number of times.
 - **Example:** "Write out lines 100 times"
- Condition-controlled will execute the commands until the condition you set is no longer being met.
 - **Example:** "Write out lines until 4pm"

Computer programs can also create Computer bugs. A bug in a computer system is code that causes your program to behave unexpectedly. Debugging is the process of finding an error in your code and taking steps to fix the problem. Operators are used within a program to get a value returned. They are used to compare values in variables to other values in a condition.

For example:

- $\text{Score} > 6$ will check to see if the value stored in score will be greater than 6.

Computing: Week 3 Questions

1: What is iteration?
2: What is count-controlled iteration?
3: What is condition-controlled iteration?
4: Is the instruction 'repeat until lunchtime' count-controlled or condition controlled iteration?

5: What is a computer bug?
6: What are comparison operators used for?
7: What needs to happen in an AND statement in order to be TRUE?
8: What are arithmetic operators used for?

Extended Writing Question: If you are writing a program which repeats, explain why you should use iteration rather than just repeating the code?

Computing: Half Term Six - Week 4

Computing: Week 4 Knowledge Organiser:

Spreadsheet- a piece of software with cells arranged in columns and rows which is used for working with data.

Cell- spaces that hold data

Formula - a calculation performed in a spreadsheet

Autofill - A method of automatically copying the contents of a cell into other cells.

Cell Reference: The location of a cell based on its column number and its row letter

Cell borders: A method of adding outlines to cells to make them stand out from the other cells.

Columns: A collection of cells arranged vertically in a single line.

Rows: A collection of cells arranged horizontally in a single line

Formulas

Symbol	Function
=	To start a formula
+	Adding
-	Subtracting
*	Multiplying
/	Dividing

Autofill: Use the autofill tool to automatically copy the contents of cells into adjoining cells without needing to manually repeat data

Computing: Week 4 Questions

1: What is a spreadsheet?

2: What is a cell?

3: What is a cell reference?

4: Which is the correct cell reference: B20 or 20B?

5: What is a formula?

6: Why must all formulas start with the = symbol?

7: What symbol is used to multiply in a spreadsheet?

8: What is the / (slash) symbol used for in a spreadsheet?

Extended Writing Question: Explain why using the autofill tool is useful when working with a spreadsheet

Computing: Half Term Six - Week 5

Computing: Week 5 Knowledge Organiser:

Data - a collection of numbers and letters without meaning

Information - Data which is organised and has a meaning.

Source - where data has come from or how it has been collected

Data: a collection of numbers and letters without meaning such as 01752556065 or 151105 or PL34BD or 175.5

This becomes **information** when meaning is assigned to it e.g.

Phone	01752
Number	556065
Date of birth	15/11/05
Postcode	PL3 4BD
Height	175.5cm

Primary Data: Data that you have collected yourself for your own purposes

Secondary Data: Data that someone else has collected, most likely for a different purpose

Computing: Week 5 Questions

- 1: What is data?
- 2: What is information?
- 3: What is meant by source?
- 4: What is primary data?

- 5: What is secondary data?
- 6: Give two examples of primary methods of data collection?
- 7: Give two examples of secondary data?
- 8: What is a formula?

Extended Writing Question: What are the benefits of using primary data instead of secondary data?

Computing: Half Term Six - Week 6

Computing: Week 6 Knowledge Organiser:

Function - A pre-defined formula in a spreadsheet which is created using a keyword

SUM - A function which adds together the values in the cells selected

Sorting - Re-organising data into a specified order

Filtering - Temporarily removing data so that you only see data that matches the specified criteria

Functions used key words to tell the spreadsheet what task they want to perform

Name	How its used	Function
SUM	=SUM(A1:A25)	A function which adds together the values in the cells selected
MAX	=MAX(A1:A25)	A function which finds and returns the largest value in the cells selected
MIN	=MIN(A1:A25)	A function which finds and returns the smallest value in the cells selected
COUNTA	=COUNTA(A1:A25)	A function which finds the counts the number cells selected which contain text or numbers
AVERAG E	=AVERAGE(A1:A25)	A function which finds the mean average of the values in the cells selected
COUNTIF	=COUNTIF(A1:A25, ">0")	A function which finds how many cells you have selected which meet your criteria
IF	=IF(A1>10, High, Low,)	A function which show different things depending on a criteria

You can use **sorting** and **filtering** tools to manipulate the data in a spreadsheet so that it is easier to work with.

Computing: Week 6 Questions

1: What is a function?

2: How do functions tell the spreadsheet what task they want to perform?

3: What does the SUM function do?

4: What does the MAX function do?

5: What would you write to find the smallest value in cells B3 to B10?

6: What does the COUNTA function do?

7: What is filtering?

8: What is sorting?

Extended Writing Question: What is the difference between a formula and a function?

Computing: Half Term Six - Week 7

Computing: Week 7 Knowledge Organiser:

Conditional Formatting - Changing the way a cell looks, based on the content of the cell

When sorting into **ascending** size, numbers will go from smallest to biggest, letters will go from A-Z
When sorting into **descending** size, numbers will go from biggest to smallest, letters will go from Z-A

Data Analysis is a vital skill when using spreadsheets. Analysing the data allows you to use it to find out information and make decisions based on it.

Data analysis involves using all of your spreadsheet skills to pick the most appropriate ones to manipulate and allow you to learn something from the data

Charts allow you to show lots of information in an easily understandable format

Pie Chart - Allows you to compare totals out of a whole

Line Graph - Allows you to see trends and patterns over time

Bar Chart - Allows you to easily compare totals against each other

Computing: Week 7 Questions

1: What is conditional formatting?

2: What is the difference between sorting into ascending size and descending size?

3: What is involved in data analysis?

4: Why is data analysis useful?

5: Which chart is most suitable for comparing totals against each other?

6: When is a pie chart the most suitable type of graph?

7: Which chart is most suitable for looking at trends over time?

8: What is the difference between sorting and filtering?

Extended Writing Question: Imagine you conduct a survey of all of the students in year 7 to find out their favourite flavour of ice cream. Which graph would you use to show your results and why?

French: Half Term Six - Week 1

French: Week 1 Knowledge Organiser:

Sentence Builder 24 - Qu'est-ce que tu vas étudier? (What are you going to study?)		
Time phrase	Infinitive verb	Noun
		le dessin art le français French le théâtre drama le sport sport le commerce business studies
L'année prochaine Next year	je vais choisir I am going to choose	l'espagnol Spanish l'allemand German
Après mes examens After my exams	je vais étudier I am going to study	l'anglais English l'informatique IT
Si je vais à l'université If I go to university	j'aimerais étudier I would like to study	l'histoire history
Si je vais à la fac If I go to university	je voudrais étudier I would like to study	la technologie DT la géographie geography
Si je vais au lycée If I go to sixth-form	j'espère étudier I hope to study	la musique music la religion RE
Je crois que I believe that	je veux étudier I want to study	la biologie biology la physique physics la chimie chemistry
Je pense que I think that		l'EPS PE les maths maths les sciences science les sciences médico-sociales health and social care

French: Week 1 Questions - Future studies (1)

Translate in English:

- Q1. L'année prochaine, je vais étudier la géographie.
 Q2. Si je vais au lycée, j'espère étudier la chimie et les maths.
 Q3. Je pense que je vais choisir l'espagnol et la musique.
 Q4. Si je vais à l'université, j'aimerais étudier le français et la religion.

Translate in French:

- 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 FRENCH:)
Qu'est-ce que tu vas étudier? (What are you going to study?)

French: Half Term Six - Week 2

French: Week 2 Knowledge Organiser:

Sentence Builder 24 - Qu'est-ce que tu vas étudier?

(What are you going to study?)

Time phrase	Infinitive verb	Noun	Future verb	Adjective	
L'année prochaine	je vais choisir	le dessin le français le théâtre le sport le commerce		fantastique chouette drôle utile	<i>fantastic</i> <i>great</i> <i>funny</i> <i>useful</i>
Après mes examens	je vais étudier	l'espagnol l'allemand l'anglais l'informatique l'histoire	ce qui sera	pratique facile sensass génial intéressant	<i>practical</i> <i>easy</i> <i>awesome</i> <i>brilliant</i>
Si je vais à l'université	j'aimerais étudier		ce sera	passionnant créatif éducatif	<i>exciting</i> <i>creative</i> <i>educational</i>
Si je vais à la fac	je voudrais étudier	la technologie la géographie la musique la religion la biologie la physique la chimie	ce serait		<i>ridiculous</i> <i>difficult</i> <i>boring</i> <i>rubbish</i> <i>awful</i> <i>boring</i>
Si je vais au lycée	j'espère étudier				
Je crois que	je veux étudier				
Je pense que		l'EPS les maths les sciences les sciences médico-sociales			

French: Week 2 Questions - Future studies (2)

Translate in English:

- Q1. Je pense que je vais étudier la chimie ce qui sera sensass.
 Q2. L'année prochaine, je vais étudier l'EPS et ce sera utile.
 Q3. Si je vais à la fac, j'espère étudier les maths car ce serait intéressant.
 Q4. Après mes examens, je vais choisir l'histoire ce qui sera éducatif.

Translate in French:

- 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 FRENCH:)
Qu'est-ce que tu vas étudier? (What are you going to study?) Make sure to add opinions

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	
<p><u>Translate in English:</u> Q1. Dans mon lycée, nous avons beaucoup de règles. Q2. A neuf heures et demie, nous étudions les maths. Q3. Dans mon école primaire, on doit porter un uniforme jaune. Q4. Pendant la pause déjeuner, j'ai joué aux échecs et c'était incroyable.</p>	<p><u>Translate in French:</u> 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.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Quelle est ta matière préférée et pourquoi? <i>(What is your favourite subject and why?)</i></p>	

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)	
<p><u>Translate in English:</u> Q1. Après le collège, on a joué au foot et c'était vraiment agaçant. Q2. Récemment, on a étudié l'espagnol et l'histoire et c'était incroyable. Q3. Mon collège est dans le sud de la France. Q4. Je n'étudie pas la musique puisque c'est difficile.</p>	<p><u>Translate in French:</u> 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.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Qu'est-ce que tu étudies et pourquoi? <i>(What do you study and why?)</i></p>	

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	
<p><u>Translate in English:</u> Q1. Dans mon école primaire, on a un court de tennis. Q2. Mon collège est à la montagne. Q3. Chez nous, il est interdit de porter du maquillage ce que je trouve stupide. Q4. Pendant la récré, nous avons joué au billard et aussi au volley.</p>	<p><u>Translate in French:</u> 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.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Qu'est-ce que tu as étudié hier? <i>(What did you study yesterday?)</i></p>	

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

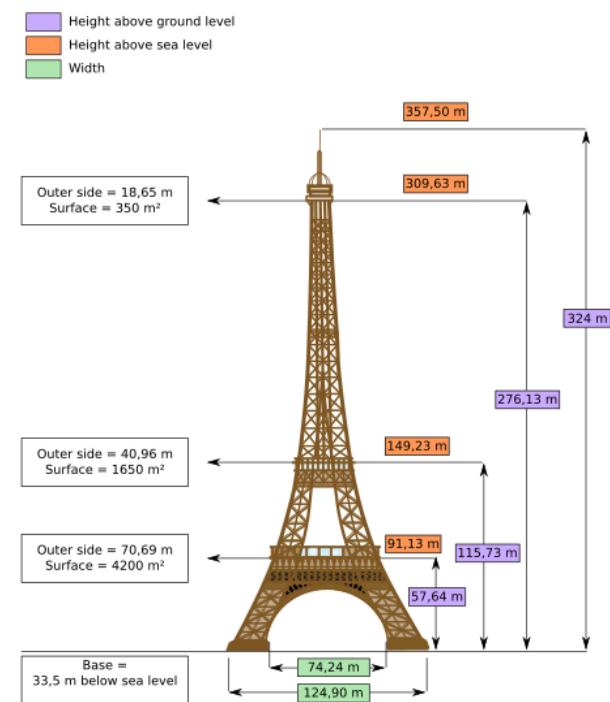
French: Week 7 Knowledge Organiser:

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	<i>Next year</i>	voy a elegir	<i>I am going to choose</i>
Después de mis exámenes	<i>After my exams</i>	voy a estudiar	<i>I am going to study</i>
Si voy a la universidad	<i>If I go to university</i>	me gustaría estudiar	<i>I would like to study</i>
Si voy al bachillerato	<i>If I go to sixth-form</i>	quisiera estudiar	<i>I would like to study</i>
Creo que	<i>I believe that</i>	espero estudiar	<i>I hope to study</i>
Pienso que	<i>I think that</i>	quiero estudiar	<i>I want to study</i>
			dibujo francés teatro español alemán inglés deporte cuidado social y de salud informática historia tecnología geografía música religión educación física biología química física matemáticas ciencias empresariales idiomas
			<i>art</i> <i>French</i> <i>drama</i> <i>Spanish</i> <i>German</i> <i>English</i> <i>sport</i> <i>health and social care</i> <i>IT</i> <i>history</i> <i>DT</i> <i>geography</i> <i>music</i> <i>RE</i> <i>PE</i> <i>biology</i> <i>chemistry</i> <i>physics</i> <i>maths</i> <i>science</i> <i>business studies</i> <i>languages</i>

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

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	
<u>Translate in English:</u> 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.	<u>Translate in Spanish:</u> 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? <i>(What is your favourite subject and why?)</i>	

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)	
<u>Translate in English:</u> 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.	<u>Translate in Spanish:</u> 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? <i>(What do you study and why?)</i>	

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	
<u>Translate in English:</u> 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.	<u>Translate in Spanish:</u> 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? <i>(What did you study yesterday?)</i>	

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 Cordon.

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: Peace and Peacemaker

Key Terms:

Reconciliation - making up between two groups after disagreement

Pacifism - the belief that all violence is wrong

Peacemaking - is the action of trying to establish peace

Pacifists believe that war and violence cannot really be Justified - conflicts can be settled in a peaceful way. They think that it is better to prevent War by promoting Justice and peace. They believe prayer and meditation can help people be at peace with themselves and others. Not all Christians are Pacifists. Pacifists believe they should work at preventing war. Promoting justice and human rights is an important part of this. Being at peace with oneself helps avoid conflict with others. Some Christians and pacifists follow Jesus example, Blessed are the peacemaker (Matt 5:9)

During the First and Second World Wars some people called **conscientious objectors** refused to fight and faced punishment. Many objectors took non - fighting roles as cooks, doctors, nurses or mechanics instead.

Islam is a religion of **Peace**, but not a pacifist religion because of the duty of Jihad and instruction and the Quran.

Quote: "fighting has been ordained for you but hard for you". Qur'an 49:9

Muslims must not refuse peace if it is offered as a Quran teaches. "but if the incline towards peace you must also inclined towards it and put your trust in God"

Anglican Pacifist Fellowship. 1400 members in +40 countries. Week of prayer for World Peace. Regular newsletters. "overcome factors that lead to war with and between nations" 1976- Mairead Corrigan, Catholic, created Peace People. Organised marches and given the Nobel Peace Prize for peacemaking activities.

Modern Britain: Week 1 Questions

- 1: What is reconciliation?
- 2: What is the meaning of pacifism?
- 3: What is the meaning of peacemaking?
- 4: What is a conscientious objector?

- 5: What did the conscientious objector do in the war?
- 6: How should a war be settled according to a pacifist.
- 7: What is the meaning of Islam
- 8: Which religion should not refuse peace?

Extended Writing Question: Explain two beliefs about pacifism

Modern Britain: Half Term Six - Week 2

Modern Britain: Week 2 Knowledge Organiser: Revision - Tolerance

Key Terms:

Terrorism - The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims

Consequences - a result or effect, typically one that is unwelcome or unpleasant.

Underground - a railway beneath the surface of the ground. This is normally in London.

MI5 - security service which helps to stop counter terrorism in Britain

Security Service - a service to make Britain safe from terrorist attacks

International Terrorism - terrorist attacks that happen all over the world.

Islam Fundamentalists - This is a revivalist and reform movement of Muslims who aim to return to the founding scriptures of Islam.

Westminster Bridge- A bridge which crosses the River Thames

International Terrorism - terrorism from around the world

Scotland Yard - police authority looking after London

Parliament - where the MP's meet to discuss Government issues

Trafalgar Square - a Place in London where people meet to show respect for those who have died

MI5 - secret security

Vigil - a gathering of people to show respect for those who have died

Cultures - people from different parts of the world

Resilience - the capability to respond to something and recover quickly from difficulties

Police Authority - an area which is protected by the police

CPS - Crown Prosecution Service - a team of people who are proving the people are guilty

Civil Law - private matters

Criminal Law- when someone breaks the law of the land

PCSO - Police Community Support Officer

Community Service - paying back to society for a crime committed against it.

Modern Britain: Week 2 Questions

1: What does terrorism mean?

2: What does MI5 mean?

3: What does culture mean?

4: What is the security service trying to do in the UK?

5: What is a Vigil?

6: What does CPS stand for?

7: Which religion should not refuse peace?

8: What roles does MI5 play in the country?

Extended Writing Question: Explain two consequences of the Manchester Arena attack

Modern Britain: Half Term Six - Week 3

Modern Britain: Week 3 Knowledge Organiser: Revision - Peace and Conflict

Key Terms:

Forgiveness - willingness to not blame a person anymore for the wrongs they have done;

Justice - making things fair again;

Reconciliation - restoring friendly relationships after conflict.

Terrorism - use of violence and threats to intimidate especially for Political purposes to create a state of Fear in a population.

Violence - causing harm to someone.

Retaliation - to pay back for harmful action

Conflict - a disagreement which escalates

Greed - selfish desire for something like being the most powerful person in the world

Self- defence - acting to prevent harm to yourself or others

Retaliation - Deliberating harming someone as a response to harming you.

Nuclear weapons - weapons that work by a nuclear reaction; they devastate huge areas and kill large numbers of people.

Weapons of mass destruction - weapons that kill large amounts of people.

Chemical weapons - chemicals used to poison, burn or paralyse humans and destroy the natural environment.

Biological weapons - is a substance that has living organisms for infectious material that can lead to disease or death.

Just war rules around fighting a war accepted to Christianity

Weapons of mass destruction - weapons which cause uncontrollable and untold damage for example nuclear weapons

Lesser Jihad - The outward struggle to defend one's faith, family and country from threat.

Greater Jihad - The inner personal struggle to live according to the teaching of Islam

Holy war - is fighting for a religious cause or God, probably controlled by a religious leader.

Crusades - This is another name for a Holy War. religions would be fighting each other for the right reasons.

Modern Britain: Week 3 Questions

1: What does self - defence mean?

2: What is Retaliation?

3: What is greed?

4: What is the lesser Jihad?

5: What is a crusade?

6: What does terrorism mean?

7: What is the security service trying to do in the UK?

8: What is the meaning of Islam?

Extended Writing Question: Explain two reasons why countries go to war.

Modern Britain: Half Term Six - Week 4

Modern Britain: Week 4 Knowledge Organiser: Assessment Week

Key Terms:

Justice - making things fair again;

Terrorism - use of violence and threats to intimidate especially for Political purposes to create a state of Fear in a population.

Conflict - a disagreement which escalate

Nuclear weapons - weapons that work by a nuclear reaction; they devastate huge areas and kill large numbers of people.

Chemical weapons - chemicals used to poison, burn or paralyse humans and destroy the natural environment.

Biological weapons - is a substance that has living organisms for infectious material that can lead to disease or death.

Underground - a railway beneath the surface of the ground. This is normally in London.

International Terrorism - terrorist attacks that happen all over the world.

Scotland Yard - police authority looking after London

Trafalgar Square - a Place in London where people meet to show respect for those who have died

Resilience - the capability to respond to something and recover quickly from difficulties

Police Authority - an area which is protected by the police

CPS - Crown Prosecution Service - a team of people who are proving the people are guilty

Civil Law - private matters

Reconciliation - making up between two groups after disagreement

Pacifism - the belief that all violence is wrong

Peacemaking - is the action of trying to establish peace

Modern Britain: Week 4 Questions

1: What is peacemaking?

2: What is CPS?

3: What is Justice?

4: What is international terrorism?

5: What is the Scotland Yard

6: What does self - defence mean?

7: What does culture mean?

8: What is a conscientious objector

Extended Writing Question: Explain two reasons why weapons of mass destruction have been used in war.

Modern Britain Half Term Six - Week 5

Modern Britain: Week 5 Knowledge Organiser:

Keywords

Peace - living in happiness and harmony

Reconciliation - restoring friendly relations between countries

Just War - A criteria developed by two Saints to show the rules of how a war is justifiable.

Peace - may be hard to achieve through war because its aftermath is often instability and resentment. Christians and Muslims seek inner peace and tranquillity through prayer and meditation. Justice - Is linked to equality of opportunity. More privileged parts of the world are seen to be the cause of injustice, conflict may result. In Islam 'the Just' is one of the 99 names of God who gives humans laws to follow. Many years are fought to achieve Justice - what is right and fair according to the law or making up for a role that has been committed. Christians and Muslims believe that forgiveness (pardoning someone for what they have done wrong) and reconciliation (restoring friend relationships after conflict) should follow after War. Forgiveness - this is where people are being able to move on from what has happened and attain peace through working together. This is an aspect which both Christians and Muslims feel are important both in daily lives and as a way to help resolve issues of conflict. Reconciliation - is the idea of making up after conflict like war. According to Christianity, when people talk through their busy issues and reconcile, peace can be achieved. REconciliation is important to Muslims as it will help them to live in an ordered and peaceful world, one which ALLah intends. Christians believe that all members of the Church are part of a community: seeing everyone as equal shows justice; being united shows ideas of peace.

A Just war 4th C – St Augustine wrote about the morality of war. Developed into criteria by Thomas Aquinas in 13thC. Conditions under which fighting a war is justifiable and rules for ethical war. Must have a JUST CAUSE – must not be to gain territory or resources. Must be declared to the correct AUTHORITY. Government or lawful ruler. INTENTION has to be to defeat wrongdoing and promote good. The good must outweigh the evil of war.

LAST RESORT. All other methods of peace must be tried first. Reasonable chance of SUCCESS. Methods used to fight must be PROPORTIONAL to success. No excessive force. Must be fought by JUST MEANS.

Only APPROPRIATE FORCE. INTERNATIONALLY AGREED CONVENTIONS, such as the Geneva convention, must be obeyed.

Modern Britain: Week 5 Questions

1: Why might peace be hard to achieve?

2: Name two philosophers who created the Just War Theory

3: What is the Just cause?

4: What does Proper Authority mean?

5: What is justice?

6: What is a crusade?

7: What is peace?

8: What is war?

Extended Writing Question: Explain which two Just war theories are the best reason to support going to war

Modern Britain: Half Term Six - Week 6

Modern Britain: Week 6 Knowledge Organiser: Victims of War

Key Terms:

War: Fighting between nations to resolve issues between them

Peace: An absence of conflict which leads to happiness and harmony

Destruction: Where everything and anything is destroyed and ruined.

Homeless: Where people have lost their homes due to war

Nuclear weapons - Weapons that work by a nuclear reaction; they devastate huge areas and kill large numbers of people.

Victims of War include injured members of the Armed Forces, the families of those who died or just injured in a war, civilians left and a war zone where everything has been destroyed and refugees from war-torn countries.

Christians believe they should show Love of neighbour by helping victims through Christian charities such as Christian Aid.

Muslims injured in war receive help from the local community and mosques and through Muslim charities such as Islamic Relief and Muslim aid.

Victims of War may need psychological support, money to live on if the main wage earner dies, a safe place to live, medical help for injuries, access to food and clean water, a means of earning a limit.

Christian aid works to end poverty and promote peace, justice in human rights so that war is prevented. erases money to support local organisations that help refugees from places such as Gaza Afghanistan and Syria.

Muslim aid provides short and long-term aid to victims of war and other disasters. In 2014 they helped set up the Beity orphanage in Turkey to give health care, education and spiritual support to children whose parents were killed in Syria. Islamic Relief provides short-term a to victims of War during disasters and emergency. They also work alongside the Communities to help prepare and strengthen them in the long term.

Modern Britain: Week 6 Questions

1: What does it mean by destruction?

2: Who is a victim of war?

3: Name two charities that help the Victims of war

4: What was set up in 2014 to help the victims of war?

5: What is a war?

6: Why might peace be hard to achieve?

7: What is retaliation?

8: What is peace?

Extended Writing Question: Explain how a Muslim and Christian charity would help a victim of war

Modern Britain: Half Term Six - Week 7

Modern Britain: Week 7 Knowledge Organiser:

Key Terms:

The Qur'an - The Holy book

The Tawrat - Torah

The Zabur - Psalms

The Sahifah - Scrolls

There are five key books of revelation in Islam. Each of them was given to a different prophet by Allah. Muslims believe that these holy books all convey the same message from Allah to humanity, giving guidance to Muslims on how to live their daily life.

The Qur'an is the holy book that contains the teachings of Allah given to the Prophet Muhammad. Many Muslims believe that Allah gave Muhammad these teachings because all earlier religious texts were no longer reliable.

The Qur'an is relevant for all people at all times in their life. It is believed to have only come from Allah, which makes it the most important book for Muslims. The Tawrat (also known as the Torah in Judaism) was given to the prophet Musa. It is seen as the main Jewish holy book. It contains the Ten Commandments which are key rules on how to live life. The Tawrat also contains other good teachings and laws. This book is important to Muslims because the Qur'an says it contains the "judgement of Allah": We revealed the Torah [Tawrat] with guidance and light, and the prophets, who had submitted to God, judged according to it for the Jews (Qur'an, Surah 5:44). The Zabur (Psalms) This book was given to the Prophet Dawud. It is also known as the Psalms of David. It is important within the Christian Bible and the Jewish Tanakh, as it contains prayers, poems and songs intended to inspire people. This book was given to the Prophet Isa, who is believed to have predicted the coming of Muhammad.

Sahifah (Scrolls) This book is believed to be the first holy book within Islam. It was given to Ibrahim and Musa. Some parts of the Sahifah are believed to be lost. However, some sections have been preserved and are mentioned in the Qur'an. Has he not been told what was written in the Scriptures of Moses [Musa] and of Abraham [Ibrahim] ... that no soul shall bear the burden of another; that man will only have what he has worked towards ... that the final goal is your Lord ... that it is He who gives death and life (Qur'an, 53: 36-44).

Modern Britain: Week 7 Questions

- 1: What is the Qur'an
- 2: What is the Tawrat?
- 3: What is Zabur?
- 4: What is the Sahifah?

- 5: What is peace?
- 6: What is terrorism?
- 7: What is retaliation?
- 8: What is a weapon of a mass destruction

Extended Writing Question: Explain the importance of two of the holy books of Islam

History: Half Term Six - Week 1

History: Week 1 Knowledge Organiser: Sepoy Rebellion

Key Words

Sepoy - Indian Soldier

Key Facts

1. 1857-1858 - Sepoy Rebellion
2. British rulers upset the Indian troops by trying to force them into Christianity and sent them into dangerous places first.
3. In 1857 the British brought in a new gun, in order to load the ammunition the Sepoy's had to put the ammunition cartridge in their mouth. The cartridges had the grease of cows and pigs on which broke the religion of the Sepoy soldiers.
4. The soldiers refused and a war broke out between the British and the Sepoys , eventually the British won and as a punishment made the Sepoys lick blood from the battlefield and tied them to canons and fired them

History: Week 1 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. When was the Sepoy Rebellion?2. How did the British upset the Indian soldiers?3. Why could the Sepoys not use the new guns?4. What punishments were the Sepoys given? | <ol style="list-style-type: none">5. What is an Empire?6. What did the South form after they broke away from the North?7. What did Abraham Lincoln do to stop slaves being used in the war? |
|---|---|

Extended Writing Question:
Explain why there was a Sepoy rebellion

History: Half Term Six - Week 2

History: Week 2 Knowledge Organiser: Amistar Massacre

Key Words

Massacre - brutal killing of a large number of people

Conscription - compulsory enlistment into the armed forces, usually in a time of war

Key Facts

1. On 13 April 1919, over 10,000 men, women and children gathered in an enclosed park in Amritsar, the Jallianwala Bagh, which had only one accessible exit. The British authorities had given orders banning large gatherings of people, but not everyone had been made aware of this.
2. Some of the people who had gathered were protesting against British rule and forced conscription into the army. Many others had gathered to celebrate a Sikh festival.
3. Without warning, a British general, Colonel Dyer, had his troops block the only exit and shoot into the unarmed crowd.
4. It was initially estimated that over 350 people were killed, with over a thousand more injured. However, some historians now suggest that the death toll may have been higher
5. Reports of the massacre spread across the world, and calls to give India its independence began to grow.

History: Week 2 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. When was the Amritsar Massacre?2. What had the British banned?3. What were some of the Indians protesting against?4. Who ordered the British soldiers to shoot at the unarmed crowd?5. How many were killed in the massacre? | <ol style="list-style-type: none">6. What is a Sepoy?7. Why could the Sepoys not use the new guns?8. Name one punishment the Sepoys were given? |
|---|---|

Extended Writing Question:
Describe what happened in Amritsar

History: Half Term Six - Week 3

History: Week 3 Knowledge Organiser: Gandhi and Indian Independence

Key Words

Salt works - Where salt is mass produced

Key Facts

1. Indians needed to supplement their diets with salt - The British knew this, and they controlled all of the salt in India. They sold it to Indians for a very high price, making huge sums of money for the British.
2. To highlight this unfairness, Gandhi decided to march to the salt works at Dharasana on the coast of India, gathering followers along the way
3. The 'Salt March' acted as an effective tool of resistance against the Empire as it showed the British Government the India was prepared to fight for equality and freedom
4. At the end of World War Two in 1945, Britain was almost bankrupt. The government decided that it must look into Indian independence to save the Empire money
5. In 1947 Lord Louis Mountbatten was in charge of deciding India's fate and India was granted independence but the country was divided into a few areas
6. Violence broke out along the newly created borders. It is thought that over half a million Indians of all different religions were killed during the fighting in 1947 and 1948.
7. On 30 January, 1948, Gandhi was shot three times by an Indian Hindu, angry that India had been divided following its independence

History: Week 3 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. Why did the British control Indian Salt?2. Why was the Salt March an effective protest?3. Why did Britain begin to look at granting India independence?4. How did Louis Mountbatten play a role in Indian Independence?5. What happened to Gandhi after Indian Independence? | <ol style="list-style-type: none">6. What happened on 13th April 1919?7. What is a massacre?8. Who was the British General that ordered the Massacre? |
|---|---|

Extended Writing Question:

Explain why there was so much trouble in India after 1945

History: Half Term Six - Week 4

History: Week 4 Knowledge Organiser: America - Mayflower	
<p><u>Key Words</u></p> <p>Mayflower Steps- Found at the Barbican. They were used by the Pilgrims when they sailed to America.</p> <p>The Mayflower- The ship that sailed from Plymouth to America in 1620.</p> <p>Puritans- Very strict Protestants who wanted to remove all Catholic ideas.</p> <p>The Pilgrims- The name given to the Puritans who sailed on the Mayflower from Plymouth to America.</p> <p>Squanto- A local tribesman who showed the Puritans how to grow crops after they moved to Plymouth in America.</p> <p>Thanksgiving Day- The day Americans celebrate when the Pilgrims were helped by the Native Tribesmen to grow crops and survive in America.</p>	<p><u>Key Facts</u></p> <ol style="list-style-type: none"> 1. Puritans wanted to leave England because they believed the Church of England (the Protestants) were not acting how they should be. 2. The Puritans set sail on a ship called the Mayflower, from Plymouth, on 16th September 1620 3. There were 102 passengers who sailed on the Mayflower for 66 days from Plymouth to America. 4. 51 of the passengers on the Mayflower had died by the end of the first Winter. The British struggled to grow crops so starvation and disease was causing problems. 5. A local native tribesman called Squanto showed the settlers how to plant 20 acres of corn and six acres of barley successfully. 6. To celebrate their successful harvest-and to give thanks to God for their good fortune- the settlers tucked into a feast of turkey and goose. They invited the local tribesmen to join them. 7. The first meal enjoyed together by the tribesmen and settlers is remembered in the United States of America today. It is called 'Thanksgiving Day'.
History: Week 4 Questions	
<ol style="list-style-type: none"> 1. Why did the Puritans want to leave England? 2. When did the Puritans set sail from Plymouth? 3. How many passengers were on the Mayflower? 4. How did Squanto help the Puritans? 	<ol style="list-style-type: none"> 5. What was the name of the first meal enjoyed together between the Puritans and Native Americans? 6. What was the name of the Indian protest against British control of the salt? 7. Why did Britain have to consider granting India independence? 8. Who was in charge of deciding India's independence?
<p>Extended Writing Question: Explain the journey and problems the pilgrims had</p>	

History: Half Term Six - Week 5

History: Week 5 Knowledge Organiser: American Independence

Key Words

Tax - a compulsory contribution to the government

Key Facts

1. In the 1760s, the British Government passed several new tax laws on: tea, lead, paint, paper, and glass coming into colonial ports. These taxes made the colonists incredibly angry
2. To keep order, the British sent soldiers to Boston. On 5th March 1770, British soldiers fired shots into a crowd, this event became known as the Boston Massacre.
3. After the massacre, Britain passed a law that allowed a British company to sell tea more cheaply than the colonists
4. On December 16, 1773, the colonists, angry at the new law, boarded British ships in Boston Harbour and threw their crates of tea into the water. This event became known as the Boston Tea Party.
5. Small outbreaks of rebellion continued until the colonists realised their issues with Britain could not be solved peacefully
6. In 1775 the American War of Independence began after clashes between the British army and the colonists
7. On July 4, 1776, the Declaration of Independence was signed by the 13 colonies - this united the different colonies and was an agreement to form the United States of America
8. In the early years of the war the colonists struggled against the well equipped British Army however after making an alliance with the French they were able to defeat the British in many battles; the British soon realised they could not win and surrendered on 19th October 1781
9. The peace treaty was signed on 3rd September 1783, in Paris, France. By signing the treaty, Britain agreed that the United States was an independent country

History: Week 5 Questions

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What items did the British pass laws on? 2. What was the name of the event where American Colonists threw tea into the harbour? 3. What was the war between Britain and America known as? 4. What was signed on 4th July 1776? | <ol style="list-style-type: none"> 5. What was agreed in the Treaty of Paris? 6. How many passengers on the Mayflower had died by the first winter in America? 7. What was the name of the India soldiers that rebelled against the British? 8. What was the name of the peaceful protest against British control of salt in India? |
|--|---|

Extended Writing Question:

Explain why people were so angry in Boston in the 1700s

History: Half Term Six - Week 6

History: Week 6 Knowledge Organiser: Australia

Key Words

Aboriginal - inhabiting or existing in a land from the earliest times or from before the arrival of colonists

Colony - a country or area under the control of another country and occupied by settlers from that country.

Key facts

1. Captain Cook discovered Australia in 1770 and founded a British colony
2. When the British arrived they spread smallpox which wiped out thousands of Native Australians
3. The British began to mass murder the Aboriginal people through driving them off of cliffs and shooting them into mass graves.
4. 90% of Aboriginal Australians were wiped out

History: Week 6 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. When was Australia discovered?2. Who discovered Australia?3. What disease did the British bring to Australia?4. What did the British do to many of the Aboriginal people? | <ol style="list-style-type: none">5. What percentage of Aboriginal people were killed?6. What was the Boston Tea Party?7. What did the Declaration of Independence do?8. What ship took the Puritans to America? |
|---|---|

Extended Writing Question:

Explain what happened to the Aboriginal people when the British arrived

History: Half Term Six - Week 7

History: Week 7 Knowledge Organiser: recap of Term 6

Sepoy Rebellion

1857-1858 - Sepoy Rebellion. British rulers upset the Indian troops by trying to force them into Christianity and sent them into dangerous places first.

In 1857 the British brought in a new gun, in order to load the ammunition the Sepoys had to put the ammunition cartridge in their mouth. The cartridges had the grease of cows and pigs on which broke the religion of the Sepoy soldiers.

The soldiers refused and a war broke out between the British and the Sepoys, eventually the British won and as a punishment made the Sepoys lick blood from the battlefield and tied them to canons and fired them

Amritsar Massacre

On 13 April 1919, over 10,000 men, women and children gathered in an enclosed park in Amritsar, the Jallianwala Bagh, which had only one accessible exit. The British authorities had given orders banning large gatherings of people, but not everyone had been made aware of this. Some of the people who had gathered were protesting against British rule and forced conscription into the army. Many others had gathered to celebrate a Sikh festival.

Without warning, a British general, Colonel Dyer, had his troops block the only exit and shoot into the unarmed crowd. It was initially estimated that over 350 people were killed, with over a thousand more injured. However, some historians now suggest that the death toll may have been higher

Indian Independence

Indians needed to supplement their diets with salt - The British knew this, and they controlled all of the salt in India. They sold it to Indians for a very high price, making huge sums of money for the British. To highlight this unfairness, Gandhi decided to march to the salt works at Dharasana on the coast of India, gathering followers along the way. The 'Salt March' acted as an effective tool of resistance against the Empire as it showed the British Government that India was prepared to fight for equality and freedom. At the end of World War Two in 1945, Britain was almost bankrupt. The government decided that it must look into Indian independence to save the Empire money. In 1947 Lord Louis Mountbatten was in charge of deciding India's fate and India was granted independence but the country was divided into a few areas

Mayflower

Puritans wanted to leave England because they believed the Church of England (the Protestants) were not acting how they should be.

The Puritans set sail on a ship called the Mayflower, from Plymouth, on 16th September 1620. There were 102 passengers who sailed on the Mayflower for 66 days from Plymouth to America. 51 of the passengers on the Mayflower had died by the end of the first Winter. The British struggled to grow crops so starvation and disease was causing problems.

A local native tribesman called Squanto showed the settlers how to plant 20 acres of corn and six acres of barley successfully. To celebrate their successful harvest and to give thanks to God for their good fortune, the settlers tucked into a feast of turkey and goose. They invited the local tribesmen to join them. The first meal enjoyed together by the tribesmen and settlers is remembered in the United States of America today. It is called 'Thanksgiving Day'.

American Independence

In the 1760s, the British Government passed several new tax laws on: tea, lead, paint, paper, and glass coming into colonial ports. These taxes made the colonists incredibly angry. To keep order, the British sent soldiers to Boston. On 5th March 1770, British soldiers fired shots into a crowd, this event became known as the Boston Massacre.

After the massacre, Britain passed a law that allowed a British company to sell tea more cheaply than the colonists

On December 16, 1773, the colonists, angry at the new law, boarded British ships in Boston Harbour and threw their crates of tea into the water. This event became known as the Boston Tea Party.

Small outbreaks of rebellion continued until the colonists realised their issues with Britain could not be solved peacefully

In 1775 the American War of Independence began after clashes between the British army and the colonists

On July 4, 1776, the Declaration of Independence was signed by the 13 colonies - this united the different colonies and was an agreement to form the United States of America

History: Week 7 Questions

- 1: When was the Sepoy rebellion?**
- 2: What were the sepoys rebelling about?**
- 3: Why were the Indians unhappy?**
- 4: Who led the Salt March?**

- 5: Why did the Puritans leave England?**
- 6: Why were the Americans unhappy?**
- 7: What happened in Boston?**
- 8: How many colonies became independent in 1776?**

Extended Writing Question:
Explain why people in the Empire were unhappy with British rule

Aspire
ACHIEVE
Thrive

Develop your character

