

‘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**

8

Spanish

French

Geography

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Book Pride

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

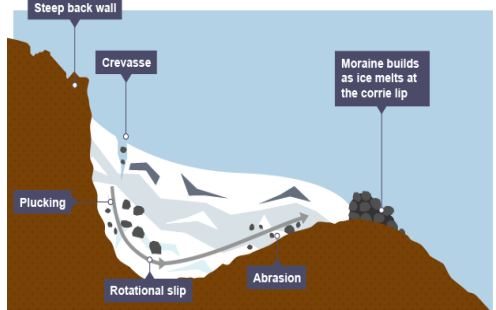
Plan

Year 8 - Half Term 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		
Session	Keyword & Knowledge	Geographical concepts
<p style="text-align: center;">Glaciation</p> <p style="text-align: center;">What glacial processes have shaped the UK's landscape?</p> 	<ul style="list-style-type: none"> ● Glacier: a sheet of ice that moves slowly down a river valley. ● Ice Age: a period of colder climate when ice sheets form on the land, causing a lowering of sea level ● Ice Sheet: huge mass of ice covering the landscape that moves very slowly. ● Moraines: frost-shattered rock debris and material eroded from the valley floor and sides, transported and deposited by glaciers. ● Plucking - where rocks are pulled from the ground when water freezes onto them ● Freeze-thaw weathering is a process of erosion that happens in cold areas where ice forms. A crack in a rock can fill with water which then freezes as the temperature drops. As the ice expands, it pushes the crack apart, making it larger. ● Abrasion - loose rocks carried in the glacier scrape along the ground like sandpaper 	<p>What were the British Isles like 20,000 years ago?</p> <p>The last ice age began 110,000 years ago and ended 10,000 years ago. The British Isles was covered by an ice sheet and tundra. Today there are two ice sheets which cover most of Greenland and Antarctica.</p> <p>How and why do glaciers form?</p> <p>A glacier is a slowly moving mass of ice. They cover about 10% of the Earth's surface in cold regions such as Antarctica and the Arctic as well as in high mountain ranges such as The Alps and Himalayas.</p> <p>They form in locations where average annual temperatures are near freezing point. Large amounts of snow will fall during winter months. Temperatures throughout the year are not high enough to melt the previous winter's build-up of snow. Each year, new layers of snow bury and compress the previous layers turning them into ice. Gradually hard dense ice starts to form and flows down-slope under its own weight.</p>
Geography: Week 1 Questions		
<ol style="list-style-type: none"> 1. What is a glacier? 2. What are moraines? 3. What is plucking? 4. What is freeze-thaw? 	<ol style="list-style-type: none"> 5. Name the process where loose rocks carried in the glacier scrape along the ground like sandpaper. 6. How long ago did the last Ice Age end? 7. When did the last Ice Age begin? 8. Which two places are still covered by glaciers today? 	
<p>Extended Writing Question: Using full sentences explain how glaciers are formed.</p>		

Geography: Half Term Six - Week 2

Geography: Week 2 Knowledge Organiser: Revision Development		
Session	Keyword & Knowledge	Geographical concepts
<p style="text-align: center;">Week 2 Revision</p> <p style="text-align: center;">Development Indicators</p> <p>Measuring Development: Development measures how economically, socially, culturally or technologically advanced a country is.</p> <p>Limitations of Development Indicators: A single measure of development can give a false picture as it gives an average of a whole country; The data may also be out of date.</p> <p>Causes and consequences of uneven development: Africa has 1% of World Wealth; North America has 35% of Global Wealth. Causes are the reasons for this uneven development and consequences are the results and what happens because of the uneven development.</p>	<p>Quality of life looks at economic and social measures of a person's well-being.</p> <p>Social indicator: assess how well a country is developing in key areas such as health, education and diet</p> <p>Economic indicator: relating to money</p> <p>Development indicators</p> <p>GNI: Gross National Income is an economic measure of development</p> <p>HDI: Human Development Index is a social and economic measure that includes GNI, life expectancy and literacy rates.</p> <p>Infant mortality: A social indicator measuring the number of babies that die under the age of one year (per 1000 births).</p> <p>Literacy Rate: Measures the number of people in a country who have basic reading and writing skills (social).</p> <p>Birth Rate: Measures number of babies born per 1000 per year (social).</p> <p>Death rate: Measures the number of deaths per 1000 per year (social).</p> <p>Life Expectancy: The age you can expect to live until (social).</p> <p>Access to safe water: Identifies the percentage of people who have access to safe/clean/potable water (social).</p> <p>People per doctor: Measures the number of doctors per 1000 people.</p>	<p>The Location of Ghana</p> <ul style="list-style-type: none"> ● Ghana is located in West Africa. ● Ghana is bordered by the countries of Togo to the East, Ivory Coast to the west and Burkina Faso to the North. ● The Greenwich Meridian runs North-South through Ghana ● The Equator runs just to the South. ● Ghana has a coastline with the Atlantic Ocean. ● The capital city is Accra (located in the SE). ● The River Volta is located in the west of the Country and has been dammed to form Lake Volta. <div style="text-align: center; margin-top: 10px;">  </div>
Geography: Week 2 Questions		
<ol style="list-style-type: none"> 1. What does quality of life mean? 2. What does HDI stand for? 3. What is life expectancy? 4. What does literacy rate mean? 	<ol style="list-style-type: none"> 5. What are development indicators? 6. Give 3 examples of development indicators used to compare countries. 7. Where is Ghana located (found)? 8. What is the capital city of Ghana?. 	
<p>Extended Writing Question: Explain the causes and consequences of uneven development in places such as Ghana in Africa.</p>		

Geography: Half Term Six - Week 3



Geography: Week 3 Knowledge Organiser:		
Session	Keyword & Knowledge	Geographical concepts
<p style="text-align: center;">Week 3 Revision Biomes and tropical rainforests</p>	<p>A biome is a large scale ecosystem eg desert, polar, tundra, tropical rainforest, coniferous forest, savanna</p> <p>The biome we will focus on is the tropical rainforest. Rainforests are wet with over 2,000 mm of rainfall per year and warm with an average daily temperature of 28°C. Temperatures never drop below 20°C and rarely exceed 35°C.</p>	<p>There are 4 layers to a rainforest</p> <p>Emergent: the tallest section, lots of light. Birds and butterflies live here</p> <p>Canopy: More light here, makes up the most of the rainforest vegetation. In the canopy, tall trees which block most sunlight</p> <p>Under canopy: Some light, new young trees competing to get through the canopy. Monkeys and other animals live here, Lianas and other plants hang down to the floor.</p> <p>Shrub layer: dark damp, lots of tree litter, large tree trunks. Lots of insects.</p> <p>The geographical location of tropical rainforests</p> <p>In a description of location you should include: lines of latitude, continents, countries and oceans.</p> <p>Tropical rainforests (Figure 3) are found in areas near the equator, between the tropics of Cancer and Capricorn. These countries include northern South America, Central Africa, Indonesia and northern India. An example of a tropical rainforest is the Amazon which is mostly found in Brazil.</p>
Geography: Week 3 Questions		
<ol style="list-style-type: none"> 1. What is a biome? 2. What is the average daily temperature in the Tropical Rainforest? 3. What is the average yearly rainfall in a Tropical Rainforest? 4. What are the 4 layers of the rainforest? 	<ol style="list-style-type: none"> 5. Name the tallest layer in the tropical rainforest. 6. This layer makes up most of the rainforest vegetation (plants/trees). 7. Name the layer where you would find monkeys and other animals. 8. Name the layer close to the ground with lots of litter and which is also dark & damp. 	
<p>Extended Writing Question: Rainforests provide habitats for what % of the world's plants and animals? Explain how deforestation (cutting down of trees) can affect plants and animals.</p>		

Geography: Half Term Six - Week 4

Geography: Week 4 Knowledge Organiser:		
Session	Keyword & Knowledge	Geographical concepts
Week 4 Revision Urbanisation	<p>Rural - A countryside area, from isolated houses to a large village.</p> <p>Urban - A built up area from a town to a mega city.</p> <p>Urbanisation - The process by which an increasing percentage of a country's population comes to live in towns and cities.</p>	<p>Urbanisation</p> <ul style="list-style-type: none"> ● In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas. ● Urbanisation is happening all over the world but in Low Income Countries (LIC) and Newly Emerging Economies (NEEs) rates are much faster than High Income Countries (HICs). This is mostly because of the rapid economic growth they are experiencing. ● The rapid urban growth has resulted in the growth of megacities. ● More than two thirds of current megacities are located in either NEEs (India) and LICs (Ghana). The amount of megacities are predicted to increase from 28 to 41 by 2030. ● Mumbai in India is an example of a mega city.




Geography: Week 4 Questions	
<p>1. What is the word used to describe a countryside area?</p> <p>2. What does the word urban mean?</p> <p>3. The word used to describe the process where a large proportion of people move to live in towns and cities is _____.</p> <p>4. What % of people lived in towns and cities in the year 2007?</p>	<p>5. Urbanisation is happening fastest in HICs. True or False?</p> <p>6. Rapid urban growth resulted in the growth of what type of cities?</p> <p>7. What proportion of megacities are found in NEEs?</p> <p>8. Name an example of a megacity in India.</p>
<p>Extended Writing Question: Explain the challenges created by urbanisation (when cities expand and get larger with more people) in a megacity like Mumbai.</p>	

Geography: Half Term Six - Week 5

Geography: Week 5 Knowledge Organiser:		
Session	Keyword & Knowledge	Geographical concepts
<p style="text-align: center;">Week 5 The Physical Geography of Saudi Arabia</p> <p>Saudi Arabia is a country in western Asia (an area also known as the Middle East). It Makes up most of an area of land called the Arabian Peninsula.</p> <div style="text-align: center;">  </div>	<p>Peninsula - a long piece of land that sticks out from a larger area of land into the sea</p> <p>Urbanisation - The process by which an increasing percentage of a country's population comes to live in towns and cities.</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> ● Saudi Arabia occupies about 80% of the Arabian Peninsula. ● Saudi Arabia is divided into 13 provinces/states. With the exception of the province of Asir on the south western coast, Saudi Arabia has a desert climate. ● In most areas of the country, there is extreme heat during the day (about 45°C in the summer) and much cooler nights, and very low annual rainfall. ● The topography of Saudi Arabia is lower and flatter in the west, gradually becoming higher and more mountainous towards the east. ● The highest peak in Saudi Arabia is generally considered to be Jabal Sawda near the Yemeni border, but its official height of 3,133 metres is disputed. ● Due to the extreme heat, Saudi Arabia does not have permanent large rivers.



Geography: Week 5 Questions	
<ol style="list-style-type: none"> 1. What is a peninsula? 2. Where is Saudi Arabia? 3. What does urbanisation mean? 4. What percentage of the Arabian Peninsula does Saudi Arabia occupy? 	<ol style="list-style-type: none"> 5. How many provinces make up Saudi Arabia? 6. What is Saudi Arabia's climate like? 7. How hot does it get in Saudi Arabia during the summer months? 8. True or false? Saudi Arabia has no rivers.
<p>Extended Writing Question: Explain why there are no rivers in Saudi Arabia. <i>(make sure you use keywords such as evaporation, extreme heat, condensation, precipitation in your answer)</i></p>	

Geography: Half Term Six - Week 6

Geography: Week 6 Knowledge Organiser:		
Session	Keyword & Knowledge	Geographical concepts
<p style="text-align: center;">Week 6 The Line, Saudi Arabia: A sustainable city!</p> <h1 style="text-align: center;">THE LINE</h1>  	<p>Linear - Is the shape of an almost straight line</p> <p>GDP - measures the total value of all of the goods made, and services provided by a country, during a specific period of time.</p> <p>Renewable energy - is energy that comes from a source that won't run out.</p> <p>Infrastructure is the set of facilities and systems that serve a country, city, or other area.</p> 	<p>The Line is a linear smart city under construction in Saudi Arabia in Neom, which is designed to have no cars, streets or carbon emissions.</p> <p>The city is one of the nine announced regions of Neom and is a part of Saudi Vision 2030 project, which Saudi Arabia claims will create around 460,000 jobs and add an estimated \$48 billion to the country's GDP. The Line is planned to be the first development of a \$500 billion project in Neom.</p> <p>As part of the construction process, at least thousands of people have been forcibly moved to make way for the project and villages have been destroyed.</p> <p>The original plans were for the city to be 110 miles long and accommodate a population of 9 million (25% of Saudi Arabia's 2022 population of 35.5 million) by 2030. According to a 2024 Bloomberg report, this was later scaled down to a population of 300,000, housed in 1.5 miles by 2030. However, Saudi officials denied this claim, saying that the project will continue as planned.</p> <p>The plan is for the city to be powered entirely by renewable energy. It will consist of three layers, one on the surface for pedestrians, one underground for infrastructure, and another underground for transportation.</p>

Geography: Week 6 Questions	
1. What term describes the shape of an almost straight line? 2. What does GDP measure? 3. What type of energy can be replaced naturally over time? 4. What word is used to describe the facilities and systems used in a country, city, or area?	5. What is the name of the linear smart city under construction in Saudi Arabia? 6. What is unique about The Line in terms of transportation and environmental impact? 7. How many jobs is The Line expected to create according to Saudi Vision 2030? 8. What is the projected contribution of The Line to Saudi Arabia's GDP?
Extended Writing Question: Explain how The Line will become a sustainable city.	

Geography: Half Term Six - Week 7

Geography: Week 7 Knowledge Organiser:		
Session	Keyword & Knowledge	Geographical concepts
<p style="text-align: center;">Week 7</p> <p>End of the Line? Saudi Arabia 'forced to scale back' plans for desert megacity</p>  <p>The project was sold as a 105-mile-long city of the future, but finances may have led to a rethink</p>	<p>Megacity - A city with over 10 million people</p> <p>Controversy - Means causing disagreement or long discussions amongst people (controversial).</p> <p>Criticism - the act of saying something or someone is bad.</p> 	<p>It was billed as (advertised as) a glass-walled city of the future, an ambitious centrepiece of the economic plan backed by Crown Prince Mohammed bin Salman to help reduce Saudi Arabia's reliance on selling oil/petrol.</p> <p>Now, however, plans for the project in the desert called the Line have been scaled down (reduced in size) and the project, which was planned to stretch 105 miles, is expected to reach just a mile and a half by 2030. Dreamed up as a linear city that would eventually accommodate about 9 million people on a footprint of just 13 sq miles, the Line is part of a wider Neom project. Now at least one contractor has begun sacking workers.</p> <p>The project, expected to cost \$1.5tn (£1.2tn), was promoted as a reinvention of urban design. However, it has long attracted lots of criticisms, not least after the reported execution (killing) of several members of the Howeitat tribe who had protested over plans to construct on their ancestral lands. At least 20,000 members of the tribe now face being forced out from their home due to the project, with no information about where they will live in the future. They could become homeless.</p>

Geography: Week 7 Questions

- | | |
|--|--|
| <ol style="list-style-type: none">1. What was The Line originally billed as (advertised as)?2. Who is backing The Line as part of an economic plan to reduce reliance on selling petrol?3. By how much have the plans for The Line been scaled down as (reduced in size) as of now?4. What was the original planned length of The Line? | <ol style="list-style-type: none">5. What is the changed (revised) expected length of The Line by 2030?6. How many people was The Line initially planned to accommodate?7. How much area was The Line supposed to cover initially?8. What criticisms and controversies have surrounded The Line project, particularly regarding local tribes? |
|--|--|

Extended Writing Question:

Explain why The Line Project is now seen by some people as a controversial project and should not continue.

Computing: Half Term Six - Week 1

Computing: Week 1 Knowledge Organiser:

Binary - the digits 1 and 0, that can be used to store information in a computer system

Encode - convert (information or an instruction) into a particular form

ASCII - American Standard Code for Information Interchange

Human beings have had to write down information for thousands of years. When you want to store any information in a computer system, you first need to encode it into a language that a computer understands. This language is called machine code and is a sequence of binary numbers - information stored as a sequence of 1s and 0s.

For example, in most computers the letter 'A' can be represented as 01000001 and the letter 'B' can be represented as 01000010, using ASCII encoding. Computers also have a range of different encoding methods for storing numbers, sound, images and video. Below is an example of the ASCII binary codes for a selection of letters and numbers you might want to save onto a computer system.

9	0011 1001	X	0101 1000	v	0111 0110
A	0100 0001	Y	0101 1001	w	0111 0111
B	0100 0010	Z	0101 1010	x	0111 1000
C	0100 0011	a	0110 0001	Y	0111 1001
D	0100 0100	b	0110 0010	z	0111 1010

Computing: Week 1 Questions

1: What is binary?

2: What does the term 'encode' mean?

3: What does ASCII stand for?

4: How many bits (binary digits) does ASCII use to represent a character such as 'A'?

5: What type of information is ASCII used to encode?

6: What is the letter 'a' when encoded into binary?

7: What does the term 'decode' mean?

8: What digits does binary use to store information in a computer system?

Extended Writing Question:

- Decode the following message into binary (1s and 0s) using the ASCII reference table above: Abzy
- Give the size of the message in bits.

Computing: Half Term Six - Week 2

Computing: Week 2 Knowledge Organiser:

Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data

The length of a message is the number of symbols it contains:

- The message How are you? has a length of 12 (space and ? are both symbols).
- The length of the number 45674 is 5.

The number of bits in a message can be calculated by using the following formula:

Number of Bits = Bits per character x Number of character

Example Question:

The message "Hello", encoded using 8 bits per character is a total of 5 characters x 8 bits per character = 40 bits in size.

Computing: Week 2 Questions

1: What are binary digits used for? (What are they used to represent?)

2: Describe what is meant by the length of a message

3: Write down the formula to calculate the size (in bits) of a message

4: The message stoke is encoded using 8 bits per character, what is its size in bits?

5: The message computing is encoded using 4 bits per character, what is its size in bits?

6: The message python is encoded using 32 bits per character, what is its size in bits?

7: Why does the message computing is brilliant contain 22 characters, and not 20?

8: What is another name for programs that are stored in binary? M _____ C ____ (See Week 1)

Extended Writing Question:

(You may use a calculator to help you answer this question)

A book contains a total of 600,000 characters (including spaces).

What is the size of the book when saved on a computer and encoded using 10 bits per character?

Convert the size into bytes and kilobytes.

Computing: Half Term Six - Week 3

Computing: Week 3 Knowledge Organiser:

Decimal Digits - the 10 symbols used to represent **denary numbers**: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Binary Digits (Bits) - the 2 symbols used to represent **binary numbers**: 0 and 1

Hexadecimal Digits - the 16 symbols used to represent **hexadecimal numbers**: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F

Denary Number - a 'Base 10' number that uses the symbols: 0 to 9. For example: 34

Binary Number - 'Base 2' number that uses the symbols: 0 and 1. For example: 10010011

Hexadecimal Number - 'Base 16' number that uses the symbols: 0 to 9 and A to F (to represent the numbers 10 to 15). For example: 2A

Decimal Digits can be used to encode any Denary number, each position has a multiplier which increases by a **multiple of 10** with each new position:

$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$	$10^3 = 1000$	$10^2 = 100$	$10^1 = 10$	$10^0 = 1$
	5	1	0	7

Binary Digits can be used to encode any Denary number, each position can only contain either a **1 or 0**, so the multiplier increases by a **multiple of 2** with each new position.

$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	$2^4 = 16$	$2^3 = 8$	$2^2 = 4$	$2^1 = 2$	$2^0 = 1$
	1	0	1	0	1

Hexadecimal Digits can be used to encode any Denary number, each position can contain 16 possible symbols, so the multiplier increases by a **multiple of 16** with each new position.

$(1 \times 256) + (2 \times 16) + (D \times 1) = 256 + 16 + 13 = 285$ In Hexadecimal, D has a value of 13	$16^2 = 256$	$16^1 = 16$	$16^0 = 1$
	1	2	D

Computing: Week 3 Questions

- 1: What is a decimal digit?
- 2: What is a binary digit (or bit)?
- 3: What is a hexadecimal digit?
- 4: Give an example of a denary number.

- 5: Give an example of a binary number
- 6: What is the denary number 20 when encoded as a binary number?
- 7: What is the binary number 10000 when converted to a denary number? (use the example for 10101 to help you)
- 8: What is the binary number 01100 when converted to a denary number? (use the example for 10101 to help you)

Extended Writing Question - Answer the following a full paragraph:

What range of denary numbers can you create using 5 binary digits (bit)? What is the lowest number you can make? What is the highest number you can make? How many bits would you need to create the denary number: 64?

Computing: Half Term Six - Week 4

Computing: Week 4 Knowledge Organiser:

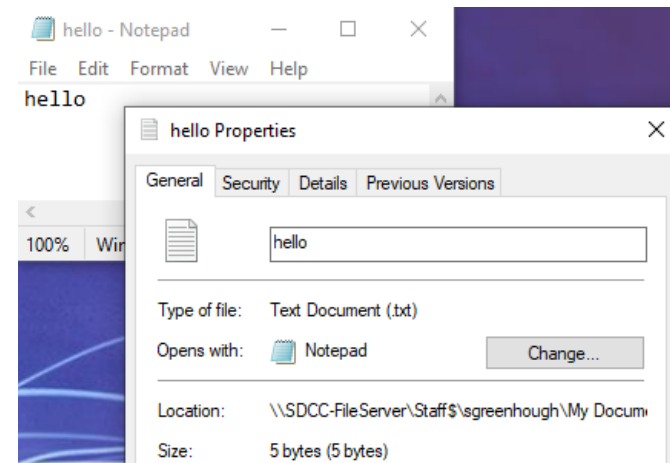
ASCII - American Standard Code for Information Interchange. This is a standard way of converting alphanumeric characters (letters, numbers, symbols, etc) into binary.

About ASCII

ASCII stands for American Standard Code for Information. This is a character encoding standard for electronic communication. ASCII uses 8 bits to represent alphanumeric characters. Using 8 bits allows us to have a total of 256 binary codes, this is not enough to include all the characters used in all of the languages across the world. Therefore other encoding standards, such as Unicode is used which can use 16 or even 32 bits.

Each ASCII character is given a decimal value, which can be converted into Binary code. For example, using ASCII, the character “!” has a decimal value of 33, which is 00100001 in Binary code.

On the right is a text file with the word “hello” stored. You can see the file size is a total of 5 bytes - one byte (8 bits) per character.



Computing: Week 4 Questions

- | | |
|---|---|
| <p>1: What does ASCII stand for?
2: How many bits per character does ASCII use?
3: How is Unicode different from ASCII?
4: A text file contains 1200 characters and has been encoded using 8 bits per character. What is the total file size?</p> | <p>5: What data is ASCII used to store as binary digits?
6: What do we mean by 'alphanumeric' data?
7: How many binary codes can be created with 8 bits?
8: Write down the names of two encoding standards?</p> |
|---|---|

Extended Writing Question:

A book contains 400,000 characters. Each one is encoded using 16-bit Unicode. What is the total size of the book, if it was stored in a computer system?

Show your full working
(use a calculator to help you).

Computing: Half Term Six - Week 5

Computing: Week 5 Knowledge Organiser:

Events - These are actions that cause some code to be run

Event Handler - The part of the code that runs when an event occurs.

Event Driven Programming - When code is written to respond to events.

In event-driven programming, the flow of the program is controlled by events. Events can be triggered by a user action, such as:

- Mouse clicks (or the touchscreen equivalent)
- Key presses
- Hovering over a picture
- Voice input ("OK Google...")

Events can also be automatic, such as

- Sensors (e.g. if movement is sensed, turn the light on)
- Messages from other programs

In the code below:

- the trigger is a user clicking on **startbutton**
- the event is that the screen would change to **Game**

```
1  onEvent (▼ "startbutton", ▼ "click", function () {  
2      setScreen (▼ "Game");  
3  });
```

Computing: Week 5 Questions

1: What is an event?

2: Give two examples of an 'event'

3: Give two examples of a 'trigger' or 'user action'

4: Explain how an event can be triggered automatically. Give an example.

5: What is an 'event handler'?

6: Convert the denary number 7 into binary. (See Week 3)

7: Convert the denary number 33 into binary. (See Week 3)

8: Convert the binary number 1001 into denary (See Week 3)

Extended Writing Question:

Describe how event-driven programming might be used when programming a smart speaker such as an Amazon Alexa or Google Smart Speaker.

Computing: Half Term Six - Week 6

Computing: Week 6 Knowledge Organiser:

Bug - When an error in code prevents a program from running, or it runs but not as expected.

Variables - Locations in memory where the values can be changed.

Sequence - the order in which commands in a computer program are executed.

When writing programs to create an app, there will be different errors that appear. They can be **syntax** (spelling) or **logic** (operators) errors.

Syntax errors can be detected by the programming environment that is being used. The programming environment will give an 'error message' explaining where the error occurred and sometimes suggesting how it can be fixed..

Logic errors mean that the program will still run but not as it should, the programmer will need to 'debug' the program by checking the code that is written and by making sure that it is tested thoroughly. For example, you may have accidentally added two numbers together, instead of subtracting. Or, you may have written a program that displays the wrong screen when a button is clicked.

Finding and fixing errors in code is referred to as debugging.

Programs will follow sets of instructions in an order. It is important to make sure that the instructions are in the correct sequence (order). This helps create the desired end goal.

Computing: Week 6 Questions

- 1: What is a 'bug' when discussing computer programming?
- 2: What is a 'variable'?
- 3: What is a syntax error?
- 4: How can a syntax error be detected?

- 5: What is a logic error?
- 6: How can a logic error be detected?
- 7: Give an example of a logic error.
- 8: In programming, what is meant by the term: "sequence".

Extended Writing Question:

Describe the difference between a logic error and a syntax error. Give examples of each in your answer.

Computing: Half Term Six - Week 7

Computing: Week 7 Knowledge Organiser:

Selection - Where a part of a computer program is run, depending on whether a 'logical expression' (or test) is True or False.

Iteration - Where a part of a computer program is repeated (either a set number of times, or until a condition has been met)

Boolean - A boolean value can either be True or False.

Events in an app will work based on True or False (Boolean) conditions happening. If one event takes place, then this will lead to another event running.

```
if ( score > 10 ) {  
    setText (▼ "feedback_label", "Great Work");  
} else {  
    setText (▼ "feedback_label", "Hard Luck");  
}
```

We can use variables within selection statements to keep track of values being stored in the app. These values can then be used to decide which command to execute next. For example, if the variable: **score** was 12, the label is set to **great work** in the example above

Computing: Week 7 Questions

- | | |
|--|---|
| <p>1: What is meant by the term 'selection'?</p> <p>2: What is meant by the term 'iteration'?</p> <p>3: What two values can a Boolean variable contain?</p> <p>4: In the example code above, what is the name of the variable that is used to decide which command to execute?</p> | <p>5: In the example code above, what would be output if the variable: score was 8?</p> <p>6: In the example code above, what would be output if the variable: score was 14?</p> <p>7: In the example code above, what would be output if the variable: score was 10?</p> <p>8: Is the following logical expression True or False?: $34 < 21$</p> |
|--|---|

Extended Writing Question:

Re-write the example code above so that a message: "Amazing" would be output if the score was greater than 15, "Very Good" would be output if the score was greater than or equal to 10 and "Must try harder" would be output if the score was less than 10.

French: Half Term Six - Week 1

French: Week 1 Knowledge Organiser:

10. Qu'est-ce que tu vas prendre ?		What are you going to have (take)?	
Sentence starter		Verb	Noun
Pour commencer,	<i>To start,</i>	je vais prendre	<i>I'm going to have (take)</i>
Comme entrée,	<i>As a starter,</i>	je voudrais	<i>I would like</i>
Comme plat principal,	<i>For the main course,</i>	j'aimerais	<i>I would like</i>
Le plat du jour	<i>The dish of the day</i>		
Notre spécialité	<i>Our speciality</i>	c'est	<i>is</i>
La spécialité de la région	<i>The speciality of the region</i>		
			le foie gras <i>the duck liver pâté</i> la soupe à l'oignon <i>the onion soup</i> la salade niçoise <i>the niçoise salad</i> les moules-frites <i>the mussels and chips</i> l'assiette de charcuterie <i>the charcuterie plate</i> le gratin dauphinois <i>the dauphinoise potatoes</i> le cassoulet <i>the meat and bean casserole</i> le rôti de veau <i>the roast veal</i> le bœuf bourguignon <i>the beef bourguignon</i> le steak tartare <i>the steak tartare</i> le croque monsieur <i>the croque monsieur</i> la bouillabaisse <i>the bouillabaisse (fish stew)</i> la tartiflette <i>the tartiflette</i> la quiche lorraine <i>the quiche lorraine</i> la ratatouille <i>the ratatouille</i>

French: Week 1 Questions - Food

Translate in English:

- Q1. Pour commencer, je vais prendre le croque monsieur.
 Q2. Notre spécialité, c'est la ratatouille et la bouillabaisse.
 Q3. Comme plat principal, je voudrais la soupe à l'oignon.
 Q4. Le plat du jour, c'est le steak tartare.

Translate in French:

- Q5. To start, I would like the duck liver pâté.
 Q6. The speciality of the region, it is the meat and bean casserole.
 Q7. The dish of the day, it is the quiche lorraine.
 Q8. For the main course, I'm going to have the charcuterie plate.

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 prendre ? *What are you going to have (take)?*

French: Half Term Six - Week 2

French: Week 2 Knowledge Organiser:

10. Qu'est-ce que tu vas prendre comme dessert ?		What are you going to have (take) for dessert?	
Sentence starter	Verb	Noun	
Comme dessert, <i>For dessert</i>	je vais prendre je voudrais j'aimerais	<i>I'm going to have (take)</i> <i>I would like</i> <i>I would like</i>	le sorbet <i>the sorbet</i> la soufflé au chocolat <i>the chocolate soufflé</i> la crème brûlée <i>the crème brûlée</i> la mousse au chocolat <i>the chocolate mousse</i> la tarte au citron <i>the lemon tart</i> la tarte aux pommes <i>the apple tart</i> la tarte tatin <i>the tarte tatin</i> des macarons <i>some macarons</i> des beignets <i>some doughnuts</i> une part de gâteau <i>a slice of cake</i> une crêpe <i>a crêpe (pancake)</i> une gaufre <i>a waffle</i>

French: Week 2 Questions - Desserts

Translate in English:

- Q1. Comme dessert, je vais prendre la tarte au citron.
 Q2. Comme dessert, je voudrais un gaufre ou une crêpe.
 Q3. Comme dessert, j'aimerais des macarons et le sorbet.
 Q4. Comme dessert, je vais prendre la crème brûlée.

Translate in French:

- Q5. For dessert, I would like a pancake and some doughnuts.
 Q6. For dessert, I'm going to have the chocolate soufflé.
 Q7. For dessert, I would like the chocolate mousse.
 Q8. For dessert, I am going to have the lemon tart or (**ou**) the apple tart.

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 prendre comme dessert ? *What are you going to have (take) for dessert?*

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. Tous les soirs, nous faisons du shopping au centre-ville. Q2. Récemment, j'ai fait des randonnées au bord de la mer. Q3. Nous allons rester dans une caravane et ce sera amusant. Q4. Tous les jours, nous allons faire de l'escalade au centre-ville.</p>	<p><u>Translate in French:</u> Q5. Each day, we do hiking at the seaside. Q6. Next weekend, I am going to go on holiday to the USA alone. Q7. Last weekend, we went on holiday to Germany by boat, it was far. Q8. Last weekend, we went on holiday to the United States by boat, it was far.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Où est-ce que tu vas aller en vacances l'année prochaine ? (Where are you going to go on holiday next year?) Say where, when, who with</p>	

French: Half Term Four - 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. Tous les jours, nous faisons de la planche à voile à la plage. Q2. De temps en temps, je voyage en avion car c'est rapide. Q3. Chaque soir, nous allons faire de la natation à la piscine. Q4. D'habitude, pour le déjeuner, on boit de la bière.</p>	<p><u>Translate in French:</u> Q5. Sometimes, I do cycling and rock-climbing in the mountains. Q6. Normally, we stay in a youth hostel in the town centre. Q7. Next week, We are going to stay at the seaside and it will be boring. Q8. Next month, we are going to stay in a hotel in the mountains.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Parle-moi de tes vacances. (Tell me about your holidays) Say where, when, who with, what you do</p>	

French: Half Term Four - 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. Tous les jours, nous faisons de la planche à voile à la plage. Q2. D'habitude, je vais en vacances en Allemagne avec mes parents. Q3. Chaque jour, je vais faire du vélo à la plage. Q4. Traditionnellement, chez nous, on mange des escargots pour le dîner.</p>	<p><u>Translate in French:</u> Q5. Normally, I do skiing in the mountains. Q6. Sometimes, I go on holiday to Berlin with my school. Q7. Q8. Often, in our country, for breakfast, we eat cereals.</p>
<p>Extended Writing Question: (at least 3 full sentences Use your weekly sentence builder to help you answer the following questions IN FRENCH:) Où est-ce que tu es allé en vacances l'année dernière ? (Where did you go on holiday last year?) Say where, when, who with, what you do</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

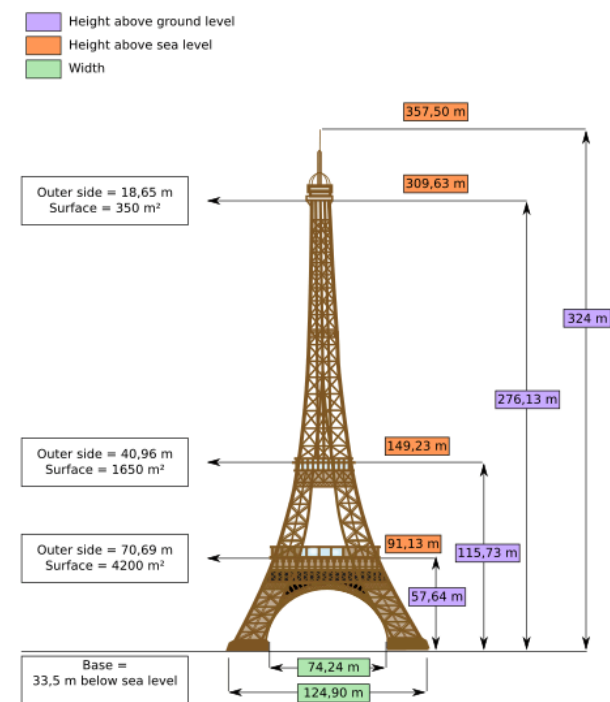
French: Week 7 Knowledge Organiser:

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
			dibujo francés teatro español alemán inglés deporte cuidado social y de salud
El año próximo	<i>Next year</i>	voy a elegir	<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>
Después de mis exámenes	<i>After my exams</i>	voy a estudiar	
Si voy a la universidad	<i>If I go to university</i>	me gustaría estudiar	informática historia
Si voy al bachillerato	<i>If I go to sixth-form</i>	quisiera estudiar	<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>
Creo que	<i>I believe that</i>	espero estudiar	matemáticas ciencias empresariales idiomas
Pienso que	<i>I think that</i>	quiero estudiar	<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**

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 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: Christianity World Religion

Keywords

Ascension - Jesus ascended to heaven after 40 days of his resurrection

Resurrection - Jesus rose from the dead

Crucifixion - sentenced to death on a cross

Key information

The resurrection of Jesus.

According to accounts Jesus died on the cross on Good Friday. When Jesus was dead, Mary and her friends took his body and wrapped him in muslin cloth. They buried his body in a cave - like tomb and they covered the tomb with a big boulder and it was guarded by two Roman guards. When Mary and her friends returned a few days later, the big boulder had been removed, the Roman guards were nowhere to be seen and the body of Jesus was no longer in the cave-like tomb. It was then that the story says that Jesus had 'rose from the dead' on Easter Sunday which is known as the 'Resurrection'.

The ascension of Jesus.

Just as the resurrection is a matter of faith and interpretation, so is the ascension.

There are other explanations but if Jesus had the special power of God to rise from the dead, it is equally possible that this same power means he was able to leave the earth physically and return to heaven. Whilst Jesus was walking around his people and spreading the word of 'God' he was also making his people see that he was real again and he was Jesus. It was seen on Jesus's hands and feet that the holes of the nails that pinned him to the cross were visible for all to see, proving that he was resurrected.

Only Mark's and Luke's gospels finish off their story by telling their readers that, after meeting his disciples and asking them to carry on his good work, spreading the word of God, Jesus left them for the last time.

Modern Britain: Week 1 Questions

1: What does ascension mean?

2: What does resurrection mean?

3: What day did Jesus rise from the dead?

4: Who was guarding the tomb?

5: What does crucifixion mean?

6: Who ascended back up into heaven?

7: Which gospels finish off their story about Jesus leaving them for the last time?

8: where was Jesus put to rest after his death?

Extended Writing Question: How do we know that Jesus was walking amongst the people after the resurrection?

Modern Britain: Half Term Six - Week 2

Modern Britain: Week 2 Knowledge Organiser: Christianity World Religion - Revision

Keywords

Worship - the act of religious praise or devotion

Prayer - communicating with God

Sacraments - holy rituals through which believers receive a special gift of grace (a gift from God)

Festivals - a day or period of celebration for religious reasons

The Church - is the holy people of God

A church - a building in which Christians worship

Key Information

There are 4 types of worship, liturgical is a church service that follows a set structure or ritual; non liturgical is a service that does not follow a set structure or ritual; Informal worship is type of non liturgical worship that is spontaneous or charismatic in nature; Private worship is when you worship by yourself in your own space.

Prayer is really important to Christians - this is when they are communicating with God, either silently or through words of praise, thanksgiving or confession or request for God's help or guidance. Christians may have set prayers like the Lord's Prayer which is written down and said lots of times by lots of people in the church. Christians have the Lord's Prayer which is seen as a good model of a good prayer given by Jesus to his disciples so they may remember him.

Sacraments in Christianity are holy rituals which include baptism, Holy communion, marriage. They all have a special gift from god which states an outward showing of an inward grace. Baptism allows a baby or person to become a member of the Church and it uses water to wash away the sins.

Festivals are a day or period of celebration like Christmas and Easter for Christians. Christmas commemorates the birth of Jesus on the 25th December and the celebration lasts 12 days. Easter is the most important Christian festival which celebrates the death of Jesus on the cross but then the resurrection (rising from the dead) of Jesus from the dead.

The Church has a special role which supports local projects such as food banks, social services and schooling for children. People of the Church help those in need and also campaign for justice. Individual churches

Modern Britain: Week 2 Questions

1: What is the meaning of prayer?

2: How many festivals are there?

3: What does 'Church' mean?

4: What came first, Easter or Christmas?

5: Identify 3 sacraments for Christians

6: Prayer is important to Christians but how do they do this?

7: Which prayer is used for Christians to remember Jesus by?

8: How many types of worship are there?

Extended Writing Question: Explain the two meanings of the word 'church and 'Church'

Modern Britain: Half Term Six - Week 3

Modern Britain: Week 3 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - Revision

Keywords

Nature of God - Only one God; creator and sustainer of all that exists; God is loving, giver of justice and all powerful.

Trinity - 3 persons in one; God the Father; God the Holy Spirit and God the Son.

Creation Story - Creation by God, the act by which God brought the universe into being.

Incarnation - becoming flesh and taking on human form.

Crucifixion - a punishment of death when you are fixed to a cross

Resurrection - rising from the dead.

Key Information

Christianity is the main religion in the UK. Christianity has 3 main traditions, Catholic, Protestant and Orthodox. Christianity is a monotheistic religion, which means they believe in one God.

God is all powerful (all mighty with unlimited power) and all loving (all good and shows his love by creating humans and cares for them) and just (the perfect giver of justice - right and fair). We know he is the creator of the universe and everything in it. God uses his power to create the universe in 7 days. He showed his love by creating Adam and Eve (creations story) and he will never support injustice, ill treatment, prejudice or oppression.

Trinity - 3 persons in one, which means at some point God took on human form as the Son of God; He then entered history as Jesus and we have the Gospel 'John' in the new testament to tell us the story of the 'word'.

Creation - Two books in the holy Bible for Christians which give an account of creations from Genesis 1 in the old testament and 'John 1' from the Gospel, New Testament. It shows that the trinity was involved from the beginning and the creation.

Incarnation - This means that God was able to take on human form and become flesh by making himself the Son of God, named Jesus. Mary conceived her baby by the Holy Spirit and not by the normal means of biology. The Holy Spirit, part of the holy Trinity, spoke to Mary and Joseph and said that this child is no ordinary child. Through the Incarnation, God showed himself as a human being for around 30 years until he was crucified on the cross. Christians believe that Jesus was fully God and fully human, which explains his miracles and resurrection (rising from the dead) and that he can do anything that he wants, showing the power that he has as God, creator of the universe and everything in it.

Modern Britain: Week 3 Questions

1: What does incarnation mean?

2: Who is God?

3: Who are the 3 persons in the trinity?

4: What does resurrection mean?

5: What does crucifixion mean?

6: Who is the Son of God?

7: How did God become human?

8: Name the two books in the creation story

Extended Writing Question: Explain how God is all powerful by giving an example of his power.

Modern Britain: Half Term Six - Week 4

Modern Britain: Week 4 Knowledge Organiser: Christianity World Religion - Assessment Point 2

Keywords to learn

Ascension - Jesus ascended to heaven after 40 days of his resurrection

Resurrection - Jesus rose from the dead

Crucifixion - sentenced to death on a cross

Nature of God - Only one God; creator and sustainer of all that exists; God is loving, giver of justice and all powerful.

Trinity - 3 persons in one; God the Father; God the Holy Spirit and God the Son.

Creation Story - Creation by God, the act by which God brought the universe into being.

Incarnation - becoming flesh and taking on human form.

Worship - the act of religious praise or devotion

Prayer - communicating with God

Sacraments - holy rituals through which believers receive a special gift of grace (a gift from God)

Festivals - a day or period of celebration for religious reasons

The Church - is the holy people of God

A church - a building in which Christians worship

Holy Spirit - Spirit of God, one person in the holy trinity

God the Father - one person in the holy trinity, Father of Jesus

Jesus son of God - one person in the holy trinity

Virgin Mary - chosen to be Jesus' mother

Joseph - chosen to be baby Jesus' father

Modern Britain: Week 4 Questions

1: What does worship mean?

2: What does the word Church mean?

3: Who was Jesus' father whilst he was alive?

4: What does resurrection mean?

5: What does prayer mean?

6: What was the role of the virgin Mary?

7: Give an example of the nature of God

8: What does incarnation mean?

Extended Writing Question: Explain the role of 3 key people in Jesus' life whilst he was alive.

Modern Britain: Half Term Six - Week 5

Modern Britain: Week 5 Knowledge Organiser: Christianity World Religion - Dirt Week

Key words

The Trinity - 3 persons in one

Incarnation - becoming human flesh

Resurrection - rising from the dead

Key Information = possible misconceptions

The Trinity - How can God be three persons in one?

The Holy Spirit was already there in the darkness and when the world was formless. God, the Father said 'Let there be light, and there was light' which he then according to the holy book the Bible created the universe and everything in it within 7 days. The 7th day God rested and said 'all is good'.

The Son of God was called Jesus who was born on Christmas day, 25th December. This is a festival for all Christians who attend mass on Christmas Eve and give presents to family and friends. This represents the Three Wise Men who came from afar and gave to the new baby, God, Frankincense and Myrrh.

Incarnation - How is it possible for God to take on human form?

Christians believe that Jesus was God in human form, a belief known as 'incarnation' (becoming flesh, taking on human form) and so was part of the trinity. Jesus was fully God and fully human which is why his miracles like the resurrection is explained. He is all powerful, supreme being and can do anything that he wants.

Resurrection - Why can't humans rise from the dead?

Jesus' resurrection assures Christians that they too will rise and live on after death. Christians have differing views about what happens when a person who has died is resurrected. Belief in the resurrection affects the way Christians live their lives today. Some believe that it will be spiritual and not physical. Others believe that your body can be restored and transformed into a new spiritual body. Some Christians believe that there would be no Christian faith without the crucifixion, resurrection and the ascension (showing Jesus is with God in heaven).

The resurrection gives Christians hope that when they die they will be received in heaven by God and they are not afraid and have the confidence in the face of death. Some say this is a comfort and they are not scared of dying.

Modern Britain: Week 5 Questions

1: How many persons in the trinity are there?

2: What does resurrection mean?

3: When was Jesus born?

4: Who will live on after death?

5: Who was Jesus the son of God?

6: What does the resurrection give Christians?

7: Who was already there in the darkness of the universe?

8: There would be no Christian faith withoutwhat?

Modern Britain: Half Term Six - Week 6

Modern Britain: Week 6 Knowledge Organiser: World Religions - Judaism

Key words

Judaism - A religion of the ancient Hebrews on the belief of one God.

Monotheistic - believe in one God

Star of David - the symbol used for the religion of Judaism

Key Information

The Star of David

This Jewish symbol and it is the standard symbol in synagogues. It is named after King David of ancient Israel.



The Torah - The Torah is the most important document in the Jewish religion. It is written in Hebrew.

Jewish people treat the Torah with the greatest respect. The scrolls are kept in cabinets in Synagogues.

The Menorah - The Menorah is a seven branched candelabrum and is the oldest symbol of the Jewish people. It is said to represent the burning bush as seen by Moses on Mount Sinai.

Praying Clothes - Jews have to wear special clothes when they go to the Synagogue to worship God.

They wear a **Yarmulke** which is a cap worn on the head. It is worn by Jewish males to show that they respect God.

A **Tallit** which is a tasselled shawl which Jewish men wear.

A **Tefillin** which is ribbons with small boxes attached to it. Jews attach a box near the head to show they are thinking about God.

Modern Britain: Week 6 Questions

- 1: What is the Torah?
- 2: What is the tallit?
- 3: Which symbol is used for Judaism?
- 4: Identify the King of ancient Israel

- 5: What is the standard symbol in synagogues?
- 6: What do Jews believe in?
- 7: What are praying clothes?
- 8: What is a yarmulke?

Extended Writing Question: Explain the importance of the Torah for Jews.

Modern Britain: Half Term Six - Week 7

Modern Britain: Week 7 Knowledge Organiser:

Key words

Buddhism - a belief that originated over 2,500 years ago in India.

Siddhartha Gautama - the founder of Buddhism and known as the Buddha.

Key Information

Buddhism is one of the world's largest religions and originated 2,500 years ago in India. Buddhists believe that human life is one of suffering, and that meditation, spiritual and physical labour, and good behaviour are the ways to achieve enlightenment, or nirvana.

Siddhartha Gautama was the first person to reach this state of enlightenment and was, and is still today, known as the Buddha. Buddhists do not believe in any kind of deity or god, although there are supernatural figures who can help or hinder people on the path towards enlightenment.

What did Siddhartha learn?

The Four Noble Truths

1. All Life is suffering
2. There is a cause to our suffering - Desire
3. The way to stop suffering is to stop desire
4. The end to suffering is the middle way (the eightfold path)



The eightfold path - The middle way out of suffering - a belief that the wheel will help you reach enlightenment.

- There are around 248,000 Buddhists in Britain today
- There is a Buddhist centre in Mutley in Plymouth where people learn Buddhist teachings.

Modern Britain: Week 7 Questions

- 1: What is Buddhism?
- 2: Who is the founder of Buddhism?
- 3: What are the four noble truths?
- 4: What is the symbol for Buddhism?

- 5: How many years has Buddhism been around for?
- 6: Identify some of the eightfold pathway
- 7: Who is Siddhartha Gautama?
- 8: Where did Buddhism come from?

Extended Writing Question: Explain the 4 Noble Truths and give examples of each one.

History: Half Term Six - Week 1

History: Week 1 Knowledge Organiser: Recap Term 3

Background to Racism

- Lynched = group of people kill someone for an alleged offence without a legal trial, especially by hanging
- Abraham Lincoln abolished slavery in 1865 under the 13th Amendment
- Ex slaves became citizens (14th amendment) and could vote (15th amendment)
- The white supremacist group the KKK formed after the abolition of slavery in the USA
- Slavery was abolished to stop slaves being used in the Civil War
- Many ex slaves turned to sharecropping which led to continuous debt
- The Jim crow laws came in which made segregation legal if facilities were 'separate but equal'

Little Rock

- In 1951 Oliver Brown filed a lawsuit against the board of education in Kansas after his daughter Linda was denied entry to an all-white school.
- He eventually won his fight after four years and segregated schools were declared illegal
- Little Rock Nine were the group of black children who tried to attend Little Rock High a previously all white high school
- The school's principal Orval Faubus brought in the National Guard to stop the Little Rock 9 joining
- When the children arrived they were spat on, shouted at and mistreated by other students and their parents.
- Eventually US president Dwight Eisenhower stepped in and used the National Guard to help the Little Rock 9 enter the school
- They faced violence and abuse for the entire school year including being kicked down stairs and regularly bullied.

Emmett Till

- In August 1955 Emmett Till a 14 year old boy, was on holiday visiting family in Missouri.
- During this time he was accused of flirting with and harassing Carolyn Bryant (a white woman).
- Bryant's husband and brother brutally murdered Emmett Till and his body was unrecognisable when discovered.
- Both men were found not guilty by an all-white jury on the 23rd September after less than an hour's discussion.
- Before her death Carolyn Bryant admitted she had lied about the actions of Emmett Till.

Transport

- Claudette Colvin was a 15 year old girl who was arrested for refusing to give up her seat for a white person on a bus, the NAACP did not follow this up as she was pregnant
- In December 1955 Rosa Parks, a seamstress and member of the NAACP, refused to give up her seat on the bus for a white person and was arrested and fined.
- The NAACP used this to fight segregation on busses, black people in Montgomery refused to use busses, some walked and others carpooled ,this was called the Bus Boycott
- The black community made up 75% of customers so the bus companies needed their trade.
- The city eventually desegregated buses and the boycott ended after 381 days on the 21st December 1956.
- This was only in state travel and it was not until 1961 through the work of the Freedom Riders. that interstate travel became desegregated
- Freedom Riders tried to use "whites-only" restrooms and lunch counters at bus stations in Alabama, South Carolina and other Southern states.

History: Week 1 Questions

1. What does the word Lynched mean?
2. Who abolished slavery?
3. Which high school was first to allow black children to attend?
4. Who did the principal bring in to stop the children coming to school?

5. When was Emmett Till killed?
6. What was Emmett Till accused of?
7. When did Rosa Parks refuse to give up her seat?
8. What was the Bus Boycott?

Extended Writing Question: Explain what happened to the Little Rock 9

History: Half Term Six - Week 2

History: Week 2 Knowledge Organiser: Recap Term 4

Diversity and War

Walter Tull was born on 28 April 1888 in Folkestone, Kent- His father was from Barbados and his mother from Kent. Tull played for Tottenham Hotspur At the start of the First World War Tull joined the 17th (1st Football) Battalion of the Middlesex Regiment as a Lance-Corporal.

In 1915 he served in France and was later placed in hospital for shell shock. In 1916, he returned to action in September and fought in the Battle of the Somme Walter Tull is considered the first African-Caribbean mixed heritage man to be commissioned as an infantry officer in the British Army.

Windrush

The British Nationality Act gave British citizenship and British passports to many citizens of the British colonies. People moved to England on board the Empire windrush which landed at Tilbury docks on the 22nd June 1948

The men and women who arrived on the Windrush (ship) helped to rebuild Britain after the war which Britain desperately needed after being bombed in the Blitz. Many of those who arrived came from Jamaica.

1958 Race Riots

Job losses and gangs of Teddy Boys caused racial tension in England. During the 1958 Race Riots Teddy Boys attacked five black men in Shepherd's Bush, London, and Notting Hill, leaving three seriously injured.

Politics

1962 - The commonwealth immigration Act Introduced a voucher system , only immigrants with a valuable skill or who could do a job could get a voucher.

1965-66 Race Relations Act. Made it illegal to discriminate (treat differently) against any person because of their colour or race.

1968 Race Relations Act Made discrimination in areas such as housing and jobs illegal

In 1968 conservative MP Enoch Powell delivered a speech called the Rivers of Blood Speech

Enoch Powell's Rivers of Blood speech ended his career, he was sacked from the government by Edward Heath, the speech language that stirred up in the immigration debate turning people more against immigration.

Key People

Jack Leslie scored more than 137 goals for Argyle in 401 appearances and remains the Pilgrims' fourth highest goal-scorer of all time.

It is believed that Leslie was set to become the first black player to represent England but was denied the opportunity when selectors were made aware that he was "a man of colour". It was not until 1978 that the first black player appeared in an England shirt.

<p>Crowds of white youths, reportedly numbering 400, chased the Caribbean population in the area.</p> <p>Petrol bombs and milk bottles were launched as missiles, and some rioters armed themselves with iron bars and butcher's knives.</p> <p>140 people were arrested following the Notting Hill Riots.</p>	<p>Jack Leslie's statue was unveiled in Plymouth in October 2022 and his family received a posthumous honorary cap.</p> <p>Jimmy Peters moved to Plymouth in 1902 and played for Plymouth RUFC, and the Devon countryside until 1909. It was during this time that he was picked to play for England.</p> <ul style="list-style-type: none"> - Peters was the only Black rugby player to play for England until 1988.
<p>History: Week 2 Questions</p>	
<ol style="list-style-type: none"> 1. Where did Walter Tull fight during the War? 2. What was Walter Tull the first Afro-Caribbean mixed heritage man to be? 3. What did the British Nationality Act do? 4. Which ship did people arrive on? 	<ol style="list-style-type: none"> 5. What are Teddy Boys? 6. When were the Notting Hill Riots? 7. What did the Race Relations Act do? 8. Who gave the Rivers of Blood speech?
<p>Extended Writing Question: Explain the changes the British Government made to Race relations after 1958</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

Extended Writing Question:
Explain why Highway robbery rose and then decreased so quickly

History: Half Term Six - Week 4

History: Week 4 Knowledge Organiser: 20th Century Crimes

Key Words

Conscientious Objectors- Refusal to fight in WWI or WWII on moral or political grounds.
Homosexuality Act- Allowed homosexual acts between two consenting adults over the age of twenty-one.
Cyber Crime- Criminal activities carried out by means of computers or the internet.
National Cyber Crime Unit- Specialised police branch that deals with cyber crime

Key Dates

1914-1918- WWI **1939-1945**- WWII
1967- Homosexuality Act
2013- National Cyber Crime Unit established.- Specialised police branch
Key Facts
Based on changes in social attitudes= Homosexuality Act, Abortion Act, Hate Crimes, Race Relations etc. **Based on technological changes**= 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?

Extended Writing Question:
Explain how crime was affected by the development in technology

History: Half Term Six - Week 5

History: Week 5 Knowledge Organiser: Living Conditions in Whitechapel	
<p><u>Key Words</u></p> <p><u>Rookeries</u>- was the name of the densely populated housing.</p> <p><u>Flower and Dean Street</u>- A street in Whitechapel where the worst rookeries were found.</p> <p><u>Lodging houses</u> - Shelter for those who could not afford to permanently rent a furnished room.</p> <p><u>Peabody Estate</u>- A rich American gave money to clear slums and build</p>	<p><u>Key Facts</u></p> <p><u>Rookeries</u> 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><u>Lodging Houses</u>- 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><u>Peabody Estate</u> - 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"> 1. What was the name given to densely populated housing during the Industrial Revolution? 2. How much did it cost to rent a single bed in Lodging House in the 1880s? 3. How many lodging houses were there in Whitechapel in 1888 4. Who paid for the building of the Peabody Estate in Whitechapel? 	<ol style="list-style-type: none"> 5. What were the walls in the Peabody Estate made from to prevent lice living in them? 6. What disease did you have to be vaccinated against to live in the Peabody Estate? 7. What was the name given to the crime of refusing to fight in WWI or WWII? 8. In what year was the Homosexuality Act passed in the UK?
<p>Extended Writing Question: Explain why living conditions were so bad in Whitechapel</p>	

History: Half Term Six - Week 6

History: Week 6 Knowledge Organiser: Social Issues in Whitechapel poverty

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

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| 1. What was the main aim of the workhouses in the 1800s? | 5. How many nights would you stay at the Casual 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 Casual 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><u>Key Words</u> <u>Jack the Ripper-</u> Responsible for the serial killing of at least 5 people in Whitechapel. <u>Mary (Polly) Nichols-</u> First victim of Jack the Ripper <u>Annie Chapman-</u> Second victim of Jack the Ripper <u>Elizabeth Stride-</u> Third victim of Jack the Ripper <u>Catherine Eddowes-</u> Fourth victim of Jack the Ripper <u>Mary Kelly-</u> Fifth victim of Jack the Ripper <u>The Double Event-</u> The name given to the murders of Catherine Eddowes and Elizabeth Stride as they were both killed on the same night. <u>Witness Statement-</u> Where a person who sees a crime/suspect and reports what is said to the police. <u>Key Dates</u> <u>31st August 1888-</u> Murder of Mary (Polly) Nichols. <u>8th September 1888-</u> Murder of Annie Chapman <u>30th September 1888-</u> Murder of Elizabeth Stride <u>30th September 1888-</u> Murder of Catherine Eddowes <u>9th November 1888-</u> Murder of Mary Kelly</p>	<p><u>Key Facts</u></p> <ol style="list-style-type: none"> 1. The name Jack the Ripper originates from a letter sent to the police at the time of the attacks. 2. The suspects included claims accusing Queen Victoria’s grandson, a famous painter Walter Sickert and a Jewish man, John Pizer, nicknamed ‘leather apron’. 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. 4. Mary Kelly was the only victim of Jack the Ripper who was found indoors. 5. Sketches were drawn at the scene to show what had happened to the victims. 6. Photographs were used for the first time when investigating the murder of Mary Kelly.
History: Week 7 Questions	
<ol style="list-style-type: none"> 1. How many women did Jack the Ripper kill in Whitechapel? 2. In what year did Jack the Ripper carry out his serial killings in Whitechapel? 3. Why were the murders of Catherine Eddowes and Elizabeth Stride known as the ‘Double Event’? 4. Which of Jack the Ripper’s victims was the only one found indoors? 	<ol style="list-style-type: none"> 5. Where did the name ‘Jack the Ripper’ originate from? 6. How many people could stay at the Causal Ward at one time? 7. What disease did you have to be vaccinated against to live in the Peabody Estate? 8. Give one crime that changed in the 20th century due to social attitudes
<p>Extended Writing Question: Why was it so difficult to catch the Ripper(think about what you already know about Whitechapel)</p>	

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