

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 5 2024-2025

History

Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

Geography

7

Spanish

French

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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>

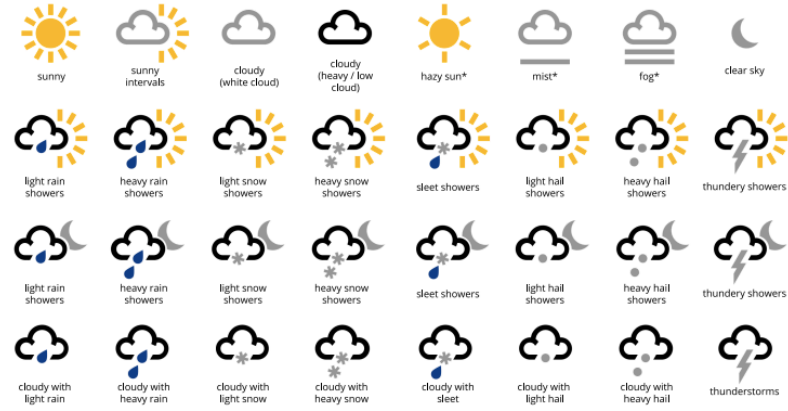
Plan

Year 7 - Half term 5 (21/04/2025 → 23/05/2025) - 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 Five - Week 1

Geography: Week 1 What is weather and climate:		
Keywords	Knowledge	Geographical concepts
<p>Weather: The day-to-day events in the atmosphere in a particular area.</p> <p>Climate: The expected temperature and precipitation conditions in an area over a long time period.</p>		<p>There are many different types of weather which can result including rain, snow, wind, frost, fog, sunshine, drought, tropical storms, thunder and lightning, blizzard, tornado and storm.</p> <p>A weather forecast will predict the weather and usually includes; Compass directions, specific countries, sun, cloud, rain, wind, temperature and wind speed and direction.</p> <p>Plymouth's Climate: The winter months rainfall ranges from 110mm to 125mm with temperatures from 5°C to 25°C.</p> <p>In the summer months rainfall ranges from 50mm to 75mm while temperature ranges from -5°C to 10°C.</p>
Geography Questions:		
<ol style="list-style-type: none"> Where does the weather occur? What is the weather? What are the timescales of climate? Define climate. What is a weather forecast? Name as many types of weather as you can. Name the things that might be included in the predictions. Draw the weather symbol for Sleet Showers. 		
Extended Writing: Compare today's weather to the climate in Plymouth.		

Geography: Half Term Five - Week 2

Geography: Week 2 How do we measure weather and climate?

Instrument:

Thermometer: A thermometer measures the temperature, how hot or cold a location is.

Rain Gauge: A rain gauge measures the amount of rainfall in **mm**, by catching rain in a measuring cylinder. It also measures all other forms of **precipitation (snow, rain, hail)**.

Weather Vane & Wind Sock: A wind vane or wind sock measures wind direction by pointing towards North, East, South or West.

Anemometre: An anemometer measures wind speed in **mph**. The most common type looks like a toy windmill. The stronger the wind blows the faster the cups spin around. The wind speed is shown on a dial, just like a car's speedometer.

Barometre: This instrument is used to measure changes in air pressure. Air pressure falls when there will be rain, and rises when it is sunny.

Sunshine Recorder- Sunshine hours: A glass ball that directs sunlight onto a card that is treated with a special chemical. The sunlight burns or chars a mark onto the card.

Unit of Measurement

Degrees Celsius (°C)

Millimetres (mm)

Knots / Kilometres per hour (Km/h) / Miles per hour (mph) / Metres per second (m/s)

Miles per hour (mph)

BAR

Hours

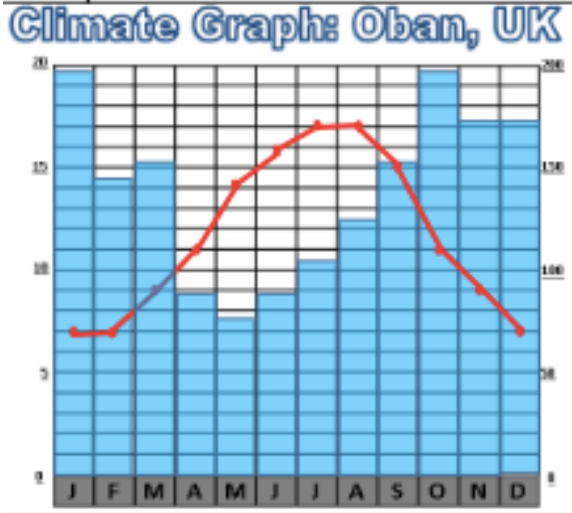


Geography: Week 2 Questions

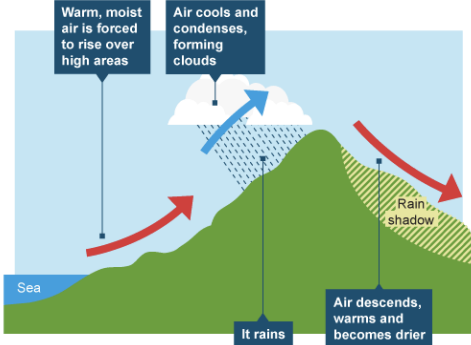
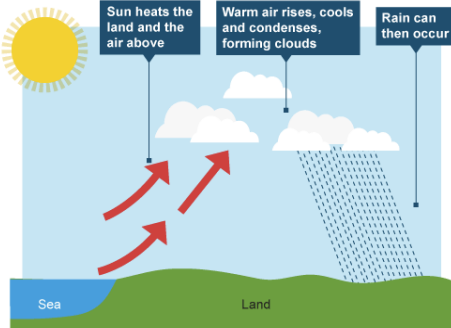
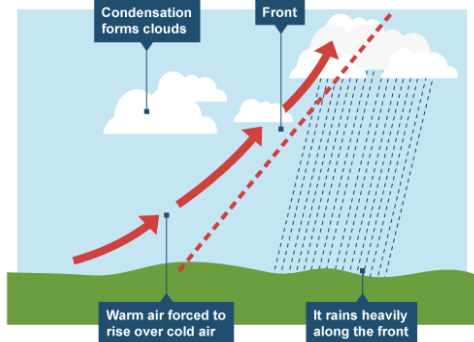
1. What does a Thermometer measure?
2. How does a Rain gauge work?
3. What units of measurements can we use for the wind?
4. Explain how to read wind direction from a weather vane.
5. Explain how an Anemometer works.
6. What does a Barometer measure?
7. Explain how a Sunshine recorder works?
8. Using WEEK 1, Draw the weather symbol for Thundery Showers.


Extended Writing: Using the weather forecast, explain what reading you would expect to see on each of the instruments names above in Plymouth (excluding Sunshine Recorder).

Geography: Half Term Five - Week 3

Geography: Week 3 Climate Graphs																																									
Keywords:	Knowledge	Climate Graph																																							
<p>Climate graph: Climate graphs use both a bar graph and a line graph.</p> <p>Temperature is shown on a line graph and read from one side of the y-axis.</p> <p>Rainfall is shown by a bar graph and read from the other side of the y-axis.</p> <p>Months of the year are shown along the bottom.</p>	<p>Range: The variation between the highest and the lowest value.</p> <p>Mean: Sum of the terms divided by the number of terms.</p> <p>Minimum: Lowest Value.</p> <p>Maximum: Biggest Value.</p> <p>Analysis: T - TRENDS: What are the Trends or Patterns? E - EVIDENCE: What evidence is there to support this, specific data. A - ANOMALIES: Is there anything that doesn't fit the normal pattern (these may not always be anomalies).</p>	 <p>Climate Graph: Oban, UK</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Rainfall (mm)</th> <th>Temperature (°C)</th> </tr> </thead> <tbody> <tr><td>J</td><td>18</td><td>7</td></tr> <tr><td>F</td><td>14</td><td>7</td></tr> <tr><td>M</td><td>15</td><td>8</td></tr> <tr><td>A</td><td>12</td><td>10</td></tr> <tr><td>M</td><td>10</td><td>12</td></tr> <tr><td>J</td><td>10</td><td>14</td></tr> <tr><td>J</td><td>12</td><td>16</td></tr> <tr><td>A</td><td>14</td><td>17</td></tr> <tr><td>S</td><td>16</td><td>16</td></tr> <tr><td>O</td><td>18</td><td>14</td></tr> <tr><td>N</td><td>18</td><td>11</td></tr> <tr><td>D</td><td>18</td><td>8</td></tr> </tbody> </table>	Month	Rainfall (mm)	Temperature (°C)	J	18	7	F	14	7	M	15	8	A	12	10	M	10	12	J	10	14	J	12	16	A	14	17	S	16	16	O	18	14	N	18	11	D	18	8
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Geography: Week 3 Questions																																									
<ol style="list-style-type: none"> How is temperature shown on a Climate Graph? What is used to represent precipitation on a Climate Graph. Explain what the range is. How do you calculate the mean? What acronym is used for analysing graphs What is a trend? What is an anomaly? Using week 1, Explain the difference between weather and climate? 																																									
<p>Extended Writing Question: Describe the climate in Oban, UK (shown in the climate graph above.</p>																																									

Geography: Half Term Five - Week 4

Geography: Week 4 Three types of rainfall		
Relief Rainfall	Convectional Rainfall	Frontal Rainfall
<p>Occurs when warm, moist air from the Atlantic Ocean rises up over mountains.</p> <p>When the warm air rises, it cools and condenses to form clouds, which brings rain.</p> <p>Once the air has passed over the mountains, it descends and warms.</p> <p>This creates drier conditions known as a rain shadow.</p>  <p>The diagram shows a cross-section of a mountain range. On the left, the 'Sea' is labeled. A red arrow indicates 'Warm, moist air is forced to rise over high areas'. As the air rises, a blue arrow points to a cloud with the text 'Air cools and condenses, forming clouds'. Below the cloud, a blue arrow points down to the mountain slope with the text 'It rains'. On the right side of the mountain, a red arrow points down the slope with the text 'Air descends, warms and becomes drier'. A hatched area on the right slope is labeled 'Rain shadow'.</p>	<p>Occurs in the summer in the UK, when the sun heats the land. This creates rising pockets of warm air, known as convection currents.</p> <p>Warm air rises rapidly, where it starts to cool and condenses to form clouds. These can be large cumulonimbus clouds. The clouds can produce heavy rainfall and thunderstorms.</p>  <p>The diagram shows a cross-section of the 'Sea' and 'Land'. A sun icon is in the top left. A red arrow points from the land up to a cloud with the text 'Sun heats the land and the air above'. Another red arrow points from the land up to a cloud with the text 'Warm air rises, cools and condenses, forming clouds'. A third red arrow points from a cloud down to rain falling on the land with the text 'Rain can then occur'.</p>	<p>Occurs when a warm front meets a cold front. The heavier cold air sinks to the ground and the warm air rises above it. When the warm air rises, it cools. The cooler air condenses and form clouds. The clouds bring heavy rain.</p>  <p>The diagram shows a cross-section of the 'Sea' and 'Land'. A red arrow points from the sea up to a cloud with the text 'Warm air forced to rise over cold air'. Another red arrow points from the land up to a cloud with the text 'Condensation forms clouds'. A dashed red line represents the 'Front'. Below the front, a red arrow points down to heavy rain falling on the land with the text 'It rains heavily along the front'.</p>
<p>Geography: Week 4 Questions</p> <ol style="list-style-type: none">1. What are the three types of rainfall?2. What does condensing water create?3. In relief rainfall, what do we call the drier areas?4. Which direction does warm air go?5. What do we call the rising pockets of air over colder air?6. What can clouds produce?7. Using Week 2, list as many types of precipitation as you can.8. Using week 3 explain what we mean by T.E.A.		
<p>Extended Writing Question: Explain which type of rainfall is most likely in the wales?</p>		



A map of the British Isles showing the countries of the United Kingdom and Ireland. The map uses a color-coded system to represent different types of terrain, with green for low-lying areas and brown for higher elevations.

Geography: Half Term Five - Week 5

Geography: Week 5 Beast from the East		
Keywords	Knowledge	Geographical concepts
<p>Extreme Weather: Weather that is quite atypical for the area at that time.</p> <p>Immediate Responses: Minutes, hours or days after the event.</p> <p>Long-Term Responses: Weeks, months, years after the event.</p>	<p>Causes:</p> <ol style="list-style-type: none"> 1. The Beast from the East (25 February 2018) was caused by a change to the northern polar jet stream, which twisted its direction unexpectedly, drawing in cold air to the UK from the east. 2. So cold air from thousands of miles away is dragged over to us, bringing a severe chill – though the air is a lot warmer when it arrives at our doorstep, having risen from -50°C. 3. This air picked up moisture over the North Sea bringing SNOW 4. This affected mainly the East coast and dumped a huge amount of snow on the UK 	<p>Effects:</p> <ul style="list-style-type: none"> • A man died in London after being pulled from a frozen lake, whilst there were 3 other reported deaths • Up to 50cm (19 inches) of snow in parts of Dartmoor, Exmoor and upland parts of south-east Wales accompanied by gales or severe gales in exposed areas. • Gusts of 60-70mph in parts of northern England and Wales. • Rural areas experienced temperature lows of -12°C • British Airways cancelled hundreds of short-haul flights from Heathrow, and London City Airport also cancelled many services • Thousands of schools were closed • The weather cost the UK millions. The AA estimated that there were 8,260 collisions on Britain's roads from the snow chaos in just three days, with the insurance cost above £10m. Two thirds of them due to snow and ice. • Police in Macclesfield said they arrested two suspected thieves after tracking their footprints through the snow
Geography: Week 6 Questions		
<ol style="list-style-type: none"> 1. Define Extreme Weather. 2. Give an example of Extreme Weather. 3. What is the difference between immediate and long term responses? 4. When was the Beast from the East? 5. How cold was the air in the polar jet stream? 6. Where did this air mass gain the moisture to make snow? 7. Using Week 5, What are the three types of rainfall? 8. Using Week 5, What does condensing water create? 		
<p>Extended Writing Question: Explain which effect you think was the worst, use the evidence (include facts and numbers).</p>		

History: Half Term Five - Week 1

History: Week 1 Knowledge Organiser: West African Kingdoms and the Trade Triangle

Key dates:

9th-13th centuries - Kingdom of Ghana

15th and 16th centuries - Songhai Kingdom

Key information:

The Kingdom of Ghana thrived between the 9th and 13th centuries, and was so advanced and **well-organised they** created an empire. They had an impressive **army of 200,000 men**. The Kingdom of Mali spread from West Africa to the North-East. By the 15th century, they had a successful **trading system using gold, salt and copper**. Its capital, **Timbuktu**, was full of libraries and universities. The Songhai Kingdom grew very powerful between the 15th and 16th centuries. They had a **well-organised system of government**, and a developed currency which they used to trade with Europe.

Forms of slavery existed before Europeans arrived. People were enslaved **as punishment for a crime, payment of debt**, or as a **prisoner of war**. Often, slavery was temporary: the enslaved Africans **could work to buy their freedom**. Children of enslaved people **did not automatically become slaves**. Neither was the case in the Transatlantic Slave Trade.

Transporting **between 12 and 15 million** enslaved Africans across the Atlantic Ocean to the Americas had a huge impact on Britain... It brought new raw materials to Britain, such as **sugar, coffee, cotton** and **tobacco**, a.k.a. "Cash crops". The "trade triangle" was a **profit-based system** that meant that ships never sailed empty, and lots of people in Britain made money.

The First Leg of the trade triangle: African leaders would bring prisoners to large stone forts built by Europeans on the West African coast, and trade them for goods such as **guns and knives**. As demand grew, as well as the weapons, this trade **became more and more violent**, with more Africans being captured and handed over to the Europeans. **The second leg** of the triangle was the voyage between West Africa and the Americas. It is also known as the **Middle Passage**. 3 million of the 12-15 million enslaved Africans died on the second leg of the triangle, due to the **horrendous conditions and treatment** on board. **The third leg:** When the ships got to the Americas, they were **cleaned and filled with sugar, coffee, cotton and tobacco**, ready for the third leg back to Britain.

History: Week 1 Questions

1. Between which centuries did the Kingdom of Ghana thrive?
2. What did the Kingdom of Mali trade with other countries? (3)
3. What was Mali's capital full of?
4. What did the Songhai Kingdom use to trade with Europe?

5. How many enslaved Africans were transported to the Americas?
6. What term do we use to describe the raw materials: sugar, coffee, cotton and tobacco?
7. Which "leg" of the trade triangle took place between West Africa and the Americas?
8. What were slave ships filled with for the third leg of the trade triangle?

Extended Writing Question: Why is it wrong to say that Europeans brought slavery to Africa?

History: Half Term Five - Week 2

History: Week 2 Knowledge Organiser: The Middle Passage

Key information:

The Middle Passage refers to the **second leg of the Trade Triangle** - or the “middle”. The journey of about **4,000 miles** from West Africa to the Americas would take between **six and eight weeks**. Depending on their size, slave ships could carry between **250 and 600** enslaved Africans. Crew members saw these Africans as **cargo** to be sold in the Americas when they arrived. Around **20%** of Africans being transported to the Americas died during the Middle Passage.

As they were boarding, Africans were **stripped of their possessions** and their **heads forcibly shaved**. The crew put **netting around the ship**, designed to stop enslaved Africans from jumping overboard. Most of the voyage was spent below deck in **cramped compartments**. They were **separated** by gender and age, and **shackled**. There were **no sanitary facilities** - had to relieve themselves where they sat. Diseases like dysentery and smallpox **spread quickly**, killing Africans and crew. They were subject to **forced exercise** - including dancing for the crew.

The **Cat o'nine tails** was used as punishment for disobedience. The crew force fed them when Africans refused to eat. **Women were raped** by members of the crew - sometimes arriving into the Americas pregnant. Rebellions on the slave ships were **rarely successful**.

Enslaved Africans were shackled together for most of their time on the slave ship, either in “loose pack” or “tight pack”: **Loose pack** was when Africans were chained together on their backs. They could move on to their side and back again. **Tight pack** was when the Africans were chained together whilst laying on their side, so they could not move at all. As the British Transatlantic Slave Trade went on, **more ships adopted the “tight pack” method**.

History: Week 2 Questions

- | | |
|---|--|
| 1. What is the second leg of the trade triangle also known as? | 5. How were the Africans organised below deck? |
| 2. How long would this journey take? | 6. Why do you think that so many Africans and crew died from diseases? |
| 3. What percentage (%) of Africans would die during the Middle Passage? | 7. How were the Africans punished onboard? |
| 4. How did the crew stop Africans from jumping overboard? | 8. What were the two ways that the Africans were shackled together? |

Extended Writing Question: What was the overall experience of the Middle Passage for the Africans like

History: Half Term Five - Week 3

History: Week 3 Knowledge Organiser: Arrival in the USA

Key information:

As soon as the slave ships arrived into the Americas, the surviving enslaved Africans were **prepared for sale**. They were **washed down** with water, and **given oil to rub into their skin** to make it look healthier. They were held captive in holding pens, where they would be **inspected by potential buyers**: they would check their hair for lice, and teeth for signs of disease.

The enslaved Africans were then sold through a slave auction, or a scramble. During auctions, Africans were **paraded around** and made to stand on auction boxes, where buyers would bid for them. They were then **sold to the bidder who paid the most**. During a scramble, buyers would pay the slave trader an agreed amount for a **"ticket"**. Then, **a bell would sound**, and the door to the holding pen would open. Buyers would **rush into the pens with their tickets**, and they would **grab any enslaved Africans** that they wished to purchase.

Whether they were sold in an auction or a scramble, enslaved **families were often split up forever**: there was no expectation to purchase a whole family. Once bought, the enslaved Africans **became property** of their buyer. They were then **transported across the Americas** - depending on where the slave owner was from. They were **given European names** to try and rid them of their African heritage. Then, like cattle, they were branded with their **owner's initials** on their face, chest or back. Unhealthy, **unsold Africans were left to die** in a strange land, without food or water.

Most enslaved Africans were taken to large farms called plantations. Here, they were forced to grow and harvest the **cash crops**, which would be taken to Britain to be manufactured and sold. They were monitored by overseers. They worked **up to 16 hours a day in the sunshine** - which was brutal if they were in the American South. Some enslaved Africans worked in the **plantation owner's houses**, which were like big mansions, built from profits of the slave trade. They worked as cleaners, cooks and servants. Young children would work in **"trash gangs"** which weeded the crops, or as water can carriers. As enslaved children got older, they would work longer, and longer hours in the fields with the adults. Older enslaved Africans would be given **"less physical" jobs**, e.g. driving horse and carriages, cleaning, or nursing. Ultimately, an enslaved African was expected to **work for their entire life** on a plantation.

As well as hard work, enslaved Africans experienced a **poor diet**, no proper medical attention, and **harsh punishments** such as flogging (whipping). The average life expectancy of an enslaved African on a plantation was just **26 years old**. Enslaved Africans were not treated as human, and had no legal rights in the Americas. **They weren't allowed to read, write, marry, or own anything**. They were considered the property of the plantation owner - this included any children or future pregnancies.

History: Week 3 Questions

1. What were the enslaved Africans given to make their skin look healthier?
2. What were the two ways that enslaved Africans were sold?
3. During a scramble, what did buyers pay the slave trader for?
4. What happened to unsold enslaved Africans?

5. Where did most enslaved Africans work?
6. What did some enslaved Africans work as, in plantation owner's houses?
7. What did young children work in, and what did this mean that they had to do?
8. What is an example of harsh punishments for enslaved Africans on plantations?

Extended Writing Question: Why do you think that the enslaved Africans were not treated as humans?

History: Half Term Five - Week 4

History: Week 4 Knowledge Organiser: Resistance and Rebellion

<p>Key dates:</p> <p>1791 - Toussaint L'Ouverture's rebellion in Saint Domingue</p> <p>1831 - Nat Turner's rebellion in Virginia</p> <p>1807 - Britain abolishes the trading of slaves</p> <p>1833 - Britain abolishes slavery</p> <p>1838 - Britain ends all apprenticeships</p>	<p>Key information:</p> <p>Enslaved Africans did not just accept the life forced upon them. Many of them resisted the level of control that the slavers had over them. There were two main types of <u>resistance</u>: active and passive. <u>Active resistance</u> involved directly challenging and fighting back against the plantation owners. <i>Examples</i>: running away, and breaking plantation machinery and tools to sabotage production. <u>Passive resistance</u>, or day-to-day methods of refusal to obey the rules of the plantation. <i>Examples</i>: deliberately working slowly, secretly using their African names, and singing African songs.</p> <p>Rebellions were extremely risky: if caught, or the rebellion failed, rebels were almost-definitely going to be executed, but this didn't stop some enslaved Africans. Jamaica, 1760. Enslaved Africans seized guns and took over plantations. It took months for the British to regain control. 400 of the rebels were rounded up and executed. Saint Domingue, 1791: led by a man called Toussaint L'Ouverture, enslaved Africans took control of the island, defeating the British and French troops. They declared the island "free" and renamed it Haiti. Virginia, 1831: led by Nat Turner, rebels killed between 55 and 65 white people, making it the deadliest rebellion against enslavement. It was suppressed (stopped) after a few days, and 56 rebels were officially executed - though mobs killed over 120 enslaved Africans in response.</p> <p>In 1807, British Parliament passed the Act for the Abolition of the Slave Trade. This Act made the trading of enslaved Africans illegal. In 1833, the British Parliament passed the Act for the Abolition of Slavery. This made it illegal for anyone in the British Empire to own enslaved people. Enslaved Africans became apprentices and were forced to continue working for their "master" in exchange for provisions. By 1838, <u>apprenticeships</u> were over and all former-enslaved Africans were <u>emancipated</u>.</p> <p>The abolition of the Slave Trade happened for three reasons. 1) British Abolitionists (all white men) - Granville Sharp, Thomas Clarkson, and William Wilberforce. 2) From the 19th century, Britain could buy cheap sugar from India, Brazil and Cuba, and British people started to boycott products grown through the slave trade, meaning that their plantations began to close. 3). In 1789, former-enslaved African, Olaudah Equiano published his autobiography, which gave the British public a chance to hear about the horrors of slavery first-hand.</p>
<p>History: Week 4 Questions</p>	
<p>1. What is an example of active resistance?</p> <p>2. What is an example of passive resistance?</p> <p>3. Who led the 1791 rebellion in Saint Domingue?</p> <p>4. Where and when did Nat Turner lead a rebellion against enslavement?</p>	<p>5. What Act was passed in 1807?</p> <p>6. What did the 1833 Act do?</p> <p>7. Where could Britain buy cheap sugar from, leading to plantations closing? (3)</p> <p>8. What did Olaudah Equiano's autobiography give to the British public?</p>
<p>Extended Writing Question: Which of the three reasons was most important for the end of the Slave Trade? Why?</p>	

History: Half Term Five - Week 5

History: Week 5 Knowledge Organiser: Legacies of the Slave Trade

Key dates:

2020 - Edward Colton's statue is pulled down by protesters

Key information:

There are many legacies of the **Transatlantic Slave Trade**. They include things like **recorded memories, attitudes and laws**, and physical things such as **statues, pictures and even street names**! Some of the legacies of the Transatlantic Slave Trade are very controversial, and have caused a lot of anger in recent years.

Richer towns in the north of England, e.g. **Lancashire and Yorkshire**, became rich from the profits of their **cotton industries**. This cotton mostly came from plantations in the Americas. Also, many British **slavers are remembered in their hometowns**. In cities like Liverpool, streets are named after some of them: the most famous being **Penny Lane**, which was named after slaver James Penny, but made famous by The Beatles. Due to the Transatlantic Slave Trade, West African countries lost 12-15 million of their population, and as a result their **culture was destroyed**, as there was no one to pass down local languages and traditions. Also, Europe's supply of weapons in exchange for slaves led to **civil wars and massacres**.

An example of a physical legacy of the Slave Trade is a statue of **Edward Colston**, a slaver from Bristol. He worked for the Royal African Company, who historians have estimated forcibly moved more Africans to the Americas than any other company. Colston **put a lot of his profits from slavery into Bristol**, resulting in large parts of the city being named after him, and a statue of him stood in the centre. In June 2020, Colston's statue was **pulled down and dumped** into the harbour during an **anti-racism protest**.

Those who pulled down the statue were protesting for the **Black Lives Matter movement**, following the death of **George Floyd**. Floyd died after being arrested by a white police officer outside a shop in Minneapolis, US. The officer knelt on Floyd's neck, "to restrain him". After Colston's statue was toppled, a **protester was pictured with his knee on the statue's neck** - reminiscent of George Floyd's death.

History: Week 5 Questions

- | | |
|---|---|
| 1. What are some examples of types of legacies? | 5. Where was the statue of the slaver, Edward Colston? |
| 2. What parts of England became wealthy from their cotton industries? | 6. What happened to the statue of Edward Colston in June 2020? |
| 3. Who was the street Penny Lane in Liverpool named after? | 7. What were those who pulled down Colston's statue protesting about? |
| 4. Why have there been so many civil wars and massacres in West Africa since the slave trade? | 8. What happened to George Floyd in Minneapolis? |

Extended Writing Question: What were the protesters arguing Colston and the police officer had in common

French: Half Term Five - Week 1

French: Week 1 Knowledge Organiser:

Sentence starter		connectives	verb	intensifiers	noun phrases		
Mon école s'appelle (+ name) <i>My school is called (+ name)</i>		et <i>and</i> mais <i>but</i>	il y a <i>there is/are</i> nous avons <i>we have</i> on a <i>we have</i>	beaucoup de <i>lots of</i> plein de <i>plenty of</i> tellement de <i>so many</i> trop de <i>too many</i>	professeurs / profs	<i>teachers</i>	
verb	noun phrases				(d')élèves	<i>pupils</i>	
					(d')étudiants	<i>students</i>	
C'est	un grand collège				<i>a big secondary school</i>	(d)examens	<i>exams</i>
	un petit collège				<i>a small secondary school</i>	cours / leçons	<i>lessons</i>
	une école primaire				<i>a primary school</i>	règles	<i>rules</i>
	un lycée				<i>a sixth form college</i>	clubs	<i>clubs</i>
						terrains de sport	<i>sports fields / pitches</i>
						cours de récréation	<i>playgrounds</i>
							salles de classe modernes / sales / propres

French: Week 1 Questions

Translate in English:

1. Mon école s'appelle SDCC.
2. C'est un petit collège.
3. Il y a beaucoup de profs.
4. Nous avons trop d'examens.

Translate in French:

5. It is a primary school.
6. We have lots of pupils.
7. There are so many clubs.
8. There are modern classrooms.

Extended Writing Question:

Décris-moi ton collège.

Use your sentence builder to help you answer the following question **IN FRENCH**:

Describe your school to me.

French: Half Term Five - Week 2

French: Week 2 Knowledge Organiser:

Sentence starter		connectives	verb	intensifiers	noun phrases		
Mon école s'appelle (+ name) <i>My school is called (+ name)</i>		et <i>and</i> mais <i>but</i>	il y a <i>there is/are</i> nous avons <i>we have</i> on a <i>we have</i>	beaucoup de <i>lots of</i> plein de <i>plenty of</i> tellement de <i>so many</i> trop de <i>too many</i>	professeurs / profs	<i>teachers</i>	
verb	noun phrases				(d')élèves	<i>pupils</i>	
					(d')étudiants	<i>students</i>	
C'est	un grand collège				<i>a big secondary school</i>	(d)examens	<i>exams</i>
	un petit collège				<i>a small secondary school</i>	cours / leçons	<i>lessons</i>
	une école primaire				<i>a primary school</i>	règles	<i>rules</i>
	un lycée				<i>a sixth form college</i>	clubs	<i>clubs</i>
						terrains de sport	<i>sports fields / pitches</i>
						cours de récréation	<i>playgrounds</i>
							salles de classe modernes / sales / propres

French: Week 2 Questions

Translate in English:

1. C'est un lycée.
2. Mais on a plein de cours.
3. Et il y a beaucoup de règles.
4. Nous avons tellement de terrains de sport.

Translate in French:

5. It is a big school.
6. And there are too many dirty classrooms.
7. But we have so many students.
8. My school is called Stoke Damarel.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH:**

Qu'est-ce qu'il y a dans ton collège?

What is there in your school?

French: Half Term Five - Week 3

French: Week 3 Knowledge Organiser:

verbs	Noun phrases	connective	Opinion starter	adjectives
J'étudie <i>I study</i> Nous étudions <i>we study</i>	l'art <i>art</i>	et <i>and</i> mais <i>but</i> bien que <i>although</i> cependant <i>however</i>	je trouve ça <i>I find it</i> je pense que c'est <i>I think that it's</i> à mon avis, c'est <i>in my opinion, it's</i>	génial <i>great</i>
	le français <i>French</i>			intéressant <i>interesting</i>
	le théâtre <i>drama</i>			passionnant <i>exciting</i>
	le sport <i>sport</i>			utile <i>useful</i>
	l'anglais <i>English</i>			pratique <i>practical</i>
Ma matière préférée est... <i>My favourite subject is...</i>	l'histoire <i>history</i>			facile <i>easy</i>
	la technologie <i>DT</i>			différent <i>different</i>
	la musique <i>music</i>			difficile <i>difficult</i>
	la religion <i>RE</i>			nul <i>rubbish</i>
	les maths <i>maths</i>			ennuyeux <i>boring</i>
	les sciences <i>science</i>			dur <i>hard / difficult</i>
	les langues <i>languages</i>			inutile <i>useless</i>
				fatigant <i>tiring</i>

Universal frequency phrases (words or expressions that we can use whatever the topic)

souvent <i>often</i>	tous les jours <i>every day</i>
quelquefois <i>sometimes</i>	parfois <i>sometimes</i>
régulièrement <i>regularly</i>	

French: Week 3 Questions

Translate in English:

- J'étudie le français.
- Ma matière préférée est l'histoire.
- Je pense que c'est utile et génial.
- Quelquefois**, nous étudions les sciences. *(see frequency phrases table)*

Translate in French:

- I study English and DT. *(and = et)*
- I find it difficult but interesting. *(but = mais)*
- My favourite subject is drama.
- Every day**, we study music. *(see frequency phrases table)*

Extended Writing Question:

Qu'est-ce que tu étudies cette année?

Use your sentence builder to help you answer the following question **IN FRENCH:**

What do you study this year?

INCLUDE 2 frequency phrases

French: Half Term Five - Week 4

French: Week 4 Knowledge Organiser:

verbs	Noun phrases	connective	Opinion starter	adjectives
J'étudie <i>I study</i>	l'art <i>art</i>			génial <i>great</i>
Nous étudions <i>we study</i>	le français <i>French</i>			intéressant <i>interesting</i>
	le théâtre <i>drama</i>			passionnant <i>exciting</i>
	le sport <i>sport</i>			utile <i>useful</i>
	l'anglais <i>English</i>	et <i>and</i>	je trouve ça <i>I find it</i>	pratique <i>practical</i>
	l'histoire <i>history</i>	mais <i>but</i>	je pense que c'est <i>I think that it's</i>	facile <i>easy</i>
	la technologie <i>DT</i>	bien que <i>although</i>	à mon avis, c'est <i>in my opinion, it's</i>	différent <i>different</i>
	la musique <i>music</i>	cependant <i>however</i>		difficile <i>difficult</i>
	la religion <i>RE</i>			nul <i>rubbish</i>
Ma matière préférée est... <i>My favourite subject is...</i>	les maths <i>maths</i>			ennuyeux <i>boring</i>
	les sciences <i>science</i>			dur <i>hard / difficult</i>
	les langues <i>languages</i>			inutile <i>useless</i>
				fatigant <i>tiring</i>

Universal frequency phrases (words or expressions that we can use whatever the topic)

souvent <i>often</i>	tous les jours <i>every day</i>
quelquefois <i>sometimes</i>	parfois <i>sometimes</i>
régulièrement <i>regularly</i>	

French: Week 4 Questions

Translate in English:

- J'étudie les langues.
- À mon avis, c'est fatigant mais utile. (*mais = but*)
- Ma matière préférée est les sciences.
- Parfois**, nous étudions le sport. (*see frequency phrases table*)

Translate in French:

- I study RE and art. (*and = et*)
- I find it exciting but useless. (*but = mais*)
- My favourite subject is French.
- Regularly**, we study English. (*see frequency phrases table*)

Extended Writing Question:

Quelle est ta matière préférée?

Use your sentence builder to help you answer the following question **IN FRENCH**:

What is your favourite subject?

INCLUDE 2 frequency phrases

French: Half Term Five - Week 5

French: Week 5 Knowledge Organiser:

Sentence starter		connectives	verb	intensifiers	noun phrases	
Mon école s'appelle (+ name) <i>My school is called (+ name)</i>		et <i>and</i> mais <i>but</i>	il y a <i>there is/are</i> nous avons <i>we have</i> on a <i>we have</i>	beaucoup de <i>lots of</i> plein de <i>plenty of</i> tellement de <i>so many</i> trop de <i>too many</i>	professeurs / profs	<i>teachers</i>
verb	noun phrases				(d')élèves	<i>pupils</i>
					(d')étudiants	<i>students</i>
					(d)examens	<i>exams</i>
					cours / leçons	<i>lessons</i>
C'est	un grand collège <i>a big secondary school</i> un petit collège <i>a small secondary school</i> une école primaire <i>a primary school</i> un lycée <i>a sixth form college</i>				règles	<i>rules</i>
					clubs	<i>clubs</i>
					terrains de sport	<i>sports fields / pitches</i>
					cours de récréation	<i>playgrounds</i>
					salles de classe modernes / sales / propres <i>modern / dirty / clean classrooms</i>	

verbs	Noun phrases	connective	Opinion starter	adjectives
J'étudie <i>I study</i> Nous étudions <i>we study</i>	l'art <i>art</i>	et <i>and</i> mais <i>but</i> bien que <i>although</i> cependant <i>however</i>	je trouve ça <i>I find it</i> je pense que c'est <i>I think that it's</i> à mon avis, c'est <i>in my opinion, it's</i>	génial <i>great</i>
	le français <i>French</i>			intéressant <i>interesting</i>
	le théâtre <i>drama</i>			passionnant <i>exciting</i>
	le sport <i>sport</i>			utile <i>useful</i>
Ma matière préférée est... <i>My favourite subject is...</i>	l'anglais <i>English</i>			pratique <i>practical</i>
	l'histoire <i>history</i>			facile <i>easy</i>
	la technologie <i>DT</i>			différent <i>different</i>
	la musique <i>music</i>			difficile <i>difficult</i>
	la religion <i>RE</i>			nul <i>rubbish</i>
	les maths <i>maths</i>			ennuyeux <i>boring</i>
	les sciences <i>science</i>			dur <i>hard / difficult</i>
	les langues <i>languages</i>			inutile <i>useless</i>
				fatigant <i>tiring</i>

French: Week 5 Questions

Translate in English:

1. Et il y a beaucoup de règles.
2. À mon avis, c'est fatigant mais utile. (*mais = but*)
3. Nous avons tellement de terrains de sport.
4. Ma matière préférée est les sciences.

Translate in French:

5. We have lots of pupils.
6. There are so many clubs.
7. My favourite subject is drama.
8. **Often**, we study music. (*Souvent*)

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH:**

Qu'est-ce qu'il y a dans ton collège et qu'est-ce que tu étudies? (*Sentence builder from weeks 1 to 4*) *What is there in your school and what do you study?*

Spanish: Half Term Five - Week 1

Spanish: Week 1 Knowledge Organiser:

Intro	Type of school	Adjective	Connective	Verb	Quantity	Nouns
Mi colegio se llama... <i>My school is called ...</i>	es un colegio <i>it's a secondary school</i>	grande <i>big</i>	y <i>and</i>			
Mi instituto se llama... <i>My school is called ...</i>	es una escuela primaria <i>it's a primary school</i>	pequeño / pequeña <i>big</i>	pero <i>but</i>			
	es un bachillerato <i>it's a sixth form college</i>	moderno / moderna <i>modern</i>		hay <i>there is/are</i>	mucho/a(s) <i>lots of</i>	profesores <i>teachers</i> alumnos <i>pupils</i> estudiantes <i>students</i> exámenes <i>exams</i> aulas <i>classrooms</i> clases <i>lessons</i>
		antiguo / antigua <i>old</i>		tenemos <i>we have</i>	poco/a(s) <i>few</i>	reglas / normas <i>rules</i> clubs <i>clubs</i> equipos de deporte <i>sports teams</i>
					demasiados/a(s) <i>too many</i>	asignaturas <i>subjects</i>
					bastante(s) <i>enough</i>	

Spanish: Week 1 Questions

Translate in English:

1. Es una escuela primaria moderna
2. Hay pocas reglas
3. Tenemos bastantes asignaturas
4. Es un bachillerato antiguo

Translate in Spanish:

5. My school is called Stoke Damarel
6. It's a big secondary school (adjective after noun)
7. We have too many exams
8. There are lots of students

Extended Writing:

Describe your school **IN SPANISH:**

Spanish: Half Term Five - Week 2

Spanish: Week 2 Knowledge Organiser:

Intro	Type of school	Adjective	Connective	Verb	Quantity	Nouns
Mi colegio se llama... <i>My school is called ...</i>	es un colegio <i>it's a secondary school</i>	grande <i>big</i>	y <i>and</i>			
Mi instituto se llama... <i>My school is called ...</i>	es una escuela primaria <i>it's a primary school</i>	pequeño / pequeña <i>big</i>	pero <i>but</i>		mucho/a(s) <i>lots of</i>	profesores <i>teachers</i> alumnos <i>pupils</i> estudiantes <i>students</i> exámenes <i>exams</i> aulas <i>classrooms</i> clases <i>lessons</i>
	es un bachillerato <i>it's a sixth form college</i>	moderno / moderna <i>modern</i>		hay <i>there is/are</i>	poco/a(s) <i>few</i>	reglas / normas <i>rules</i> clubs <i>clubs</i> equipos de deporte <i>sports teams</i> asignaturas <i>subjects</i>
		antiguo / antigua <i>old</i>		tenemos <i>we have</i>	demasiados/a(s) <i>too many</i> bastante(s) <i>enough</i>	

Spanish: Week 2 Questions

Translate in English:

1. Es una escuela primaria antigua
2. Hay muchas reglas
3. Tenemos pocas asignaturas
4. Es un bachillerato pequeño

Translate in Spanish:

5. It is a primary school.
6. We have lots of pupils.
7. There are too many clubs.
8. There are modern classrooms.

Extended Writing: Describe your primary school **IN SPANISH**:

Spanish: Half Term Five - Week 3

Spanish: Week 3 Knowledge Organiser:

Verb	Noun	Connective	Verb	Adjective
estudio <i>I study</i>	(el) arte <i>art</i> (el) dibujo <i>art</i> (el) francés <i>French</i> (el) español <i>Spanish</i> (el) alemán <i>German</i> (el) inglés <i>English</i>	y <i>and</i> pero <i>but</i>	me parece que es (son) <i>I find it</i> pienso que es (son) <i>I think that it's</i> en mi opinión es (son) <i>in my opinion it's</i>	divertido/a(s) <i>fun</i> emocionante(s) <i>exciting</i> interesante(s) <i>interesting</i> útil(es) <i>useful</i> increíble(s) <i>incredible</i> fácil(es) <i>easy</i> educativo/a(s) <i>educational</i> cansado/a(s) <i>tiring</i> inútil(es) <i>useless</i> aburrido/a(s) <i>boring</i> terrible(s) <i>terrible</i> difícil(es) <i>difficult</i>
estudiamos <i>we study</i>				
mi asignatura favorita es... <i>My favourite subject is...</i>	(la) informática <i>IT</i> (la) educación física <i>PE</i> (la) historia <i>history</i> (la) tecnología <i>DT</i> (la) geografía <i>geography</i> (la) música <i>music</i> (la) religión <i>RE</i> (las) matemáticas <i>maths</i> (las) ciencias <i>science</i>			

Universal frequency phrases (words or expressions that we can use whatever the topic)

A menudo	<i>often</i>	todos los días	<i>every day</i>
A veces	<i>sometimes</i>		
Frecuentemente	<i>frequently</i>		

Translate in English:

1. Estudio arte
2. Pienso que es educativo
3. En mi opinión es fácil
4. Estudiamos música

Translate in Spanish:

5. I study RE and art. (and = y)
6. I find it exciting but useless. (but = pero)
7. My favourite subject is French.
8. Frequently, we study English. (see frequency phrases table)

Extended Writing:

Write about your favourite subject **IN SPANISH**:

Spanish: Half Term Five - Week 4

Spanish: Week 4 Knowledge Organiser:

Verb	Noun	Connective	Verb	Adjective
estudio <i>I study</i>	(el) arte <i>art</i> (el) dibujo <i>art</i> (el) francés <i>French</i> (el) español <i>Spanish</i> (el) alemán <i>German</i> (el) inglés <i>English</i>	y <i>and</i> pero <i>but</i>	me parece que es (son) <i>I find it</i> pienso que es (son) <i>I think that it's</i>	divertido/a(s) <i>fun</i> emocionante(s) <i>exciting</i> interesante(s) <i>interesting</i> útil(es) <i>useful</i> increíble(s) <i>incredible</i> fácil(es) <i>easy</i> educativo/a(s) <i>educational</i>
estudiamos <i>we study</i>	(la) informática <i>IT</i> (la) educación física <i>PE</i> (la) historia <i>history</i> (la) tecnología <i>DT</i> (la) (geografía <i>geography</i> (la) música <i>music</i> (la) religión <i>RE</i>		en mi opinión es (son) <i>in my opinion it's</i>	cansado/a(s) <i>tiring</i> inútil(es) <i>useless</i> aburrido/a(s) <i>boring</i> terrible(s) <i>terrible</i> difícil(es) <i>difficult</i>
mi asignatura favorita es... <i>My favourite subject is...</i>	(las) matemáticas <i>maths</i> (las) ciencias <i>science</i>			

Universal frequency phrases (words or expressions that we can use whatever the topic)

A menudo	<i>often</i>	todos los días	<i>every day</i>
A veces	<i>sometimes</i>		
Frecuentemente	<i>frequently</i>		

Spanish: Week 4 Questions

Translate in English:

1. Estudiamos informática y religión
2. Me parece que es útil
3. Mi asignatura favorita es español
4. Estudiamos historia

Translate in Spanish:

5. I study English and DT. (and = y)
6. I find it difficult but interesting. (but = pero)
7. My favourite subject is drama.
8. Every day, we study music. (see frequency phrases table)

Extended Writing:

In three whole sentences, say what you study **IN SPANISH**:

Spanish: Half Term Five - Week 5

Spanish: Week 5 Knowledge Organiser:

Verb	Noun	Connective	Verb	Adjective
estudio <i>I study</i>	(el) arte <i>art</i> (el) dibujo <i>art</i> (el) francés <i>French</i> (el) español <i>Spanish</i> (el) alemán <i>German</i> (el) inglés <i>English</i>	y <i>and</i> pero <i>but</i>	me parece que es (son) <i>I find it</i> pienso que es (son) <i>I think that it's</i> en mi opinión es (son) <i>in my opinion it's</i>	divertido/a(s) <i>fun</i> emocionante(s) <i>exciting</i> interesante(s) <i>interesting</i> útil(es) <i>useful</i> increíble(s) <i>incredible</i> fácil(es) <i>easy</i> educativo/a(s) <i>educational</i> cansado/a(s) <i>tiring</i> inútil(es) <i>useless</i> aburrido/a(s) <i>boring</i> terrible(s) <i>terrible</i> difícil(es) <i>difficult</i>
estudiamos <i>we study</i>	(la) informática <i>IT</i> (la) educación física <i>PE</i> (la) historia <i>history</i> (la) tecnología <i>DT</i> (la) geografía <i>geography</i> (la) música <i>music</i> (la) religión <i>RE</i>			
mi asignatura favorita es... <i>My favourite subject is...</i>	(las) matemáticas <i>maths</i> (las) ciencias <i>science</i>			

Intro	Type of school	Adjective	Connective	Verb	Quantity	Nouns
Mi colegio se llama... <i>My school is called ...</i>	es un colegio <i>it's a secondary school</i>	grande <i>big</i> pequeño / pequeña <i>big</i>	y <i>and</i> pero <i>but</i>		mucho/a(s) <i>lots of</i> poco/a(s) <i>few</i>	profesores <i>teachers</i> alumnos <i>pupils</i> estudiantes <i>students</i> exámenes <i>exams</i> aulas <i>classrooms</i> clases <i>lessons</i> reglas / normas <i>rules</i> clubs <i>clubs</i> equipos de deporte <i>sports teams</i> asignaturas <i>subjects</i>
Mi instituto se llama... <i>My school is called ...</i>	es una escuela primaria <i>it's a primary school</i>	moderno / moderna <i>modern</i>		hay <i>there is/are</i>		
	es un bachillerato <i>it's a sixth form college</i>	antiguo / antigua <i>old</i>		tenemos <i>we have</i>	demasiados/a(s) <i>too many</i> bastante(s) <i>enough</i>	

Spanish: Week 5 Questions**Translate in English:**

1. Tenemos pocas asignaturas
2. Es un bachillerato pequeño
3. Pienso que es educativo
4. En mi opinión es fácil

Translate in Spanish:

5. We have too many exams
6. There are lots of students
7. We have lots of pupils.
8. There are so many clubs.

Extended Writing: **Answer IN SPANISH using three sentences:** What is your school like and what do you study?

Modern Britain: Half Term Five - Week 1

Modern Britain: Week 1 Knowledge Organiser: The 5 Pillars of Islam - Islam Practices

Key Words

Shahadah - means the declaration of their faith in Islam for a Muslim

Salah - means prayer

Zakah - means charitable giving

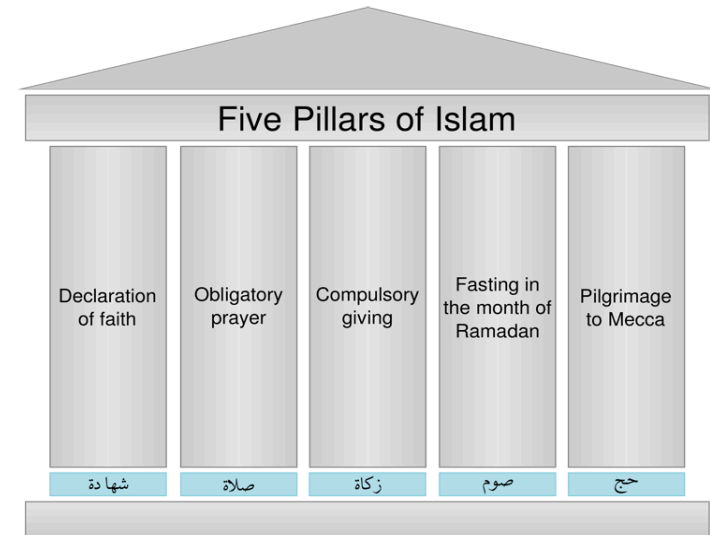
Sawm - means fasting

Hajj - means going on a religious pilgrimage

Key Information

Islam Practices - a religion in which its followers are called Muslims.

The Five Pillars are central to Muslim practices and they have a great impact on daily life. Muslims believe that the pillars support the main principles and beliefs of Islam, just as pillars are used to support a building. They can be seen as the key to living a perfect Muslim life. They help to give Muslims an identity as one community who share a faith and enables them to show their obedience and dedication to their God, who is Allah.



Modern Britain: Week 1 Questions

1: What does Salah mean?

2: What does Hajj mean?

3: Which pillar in Islam is about fasting for a month?

4: Which pillar in Islam is about taking a religious journey?

5: What does the Shahadah stand for?

6: How many pillars are there in Islam?

7: What is the name of their God?

8: What is the name of their religious building where they pray?

Extended Writing Question: Explain the importance of the 5 Pillars for a Muslim.

Modern Britain: Half Term Five - Week 2

Modern Britain: Week 2 Knowledge Organiser: The 10 Obligatory Acts - Islam Practices

Keywords:

10 Obligatory Acts - the important duties for Shi'a Muslims which include the Five Pillars

Key Information

Shi'a Muslims in Islam will follow the 10 Obligatory Acts, they also include some of the Five Pillars. These are also known as duties for a Shi'a Muslim to follow in their faith. The basic belief of Islam is expressed in the Shahadah - see image. In Arabic it stands for '*La ilaha illa Allah wa - Muhammad rasul Allah*' which in English translates to '*There is no God but Allah and Muhammad is the messenger/Prophet of Allah*'.

Muslims recite this declaration of faith many times during a Muslims lifetime. The Shahadah is said when a baby is born, so the first thing that they hear is the basic belief of the faith that they are born into. It is also included in the daily prayers and the last words before a Muslim dies.

The 10 Obligatory Acts include the 5 Pillars (**but not the Shahadah**). The additional duties are:- Khums - 20 per cent tax on income, half goes to charity and half to Shi'a religious leaders; Jihad - the struggle to maintain the faith and defend Islam; Amr-bil-Maruf - encourage people to do what is good; Nahi Anil Munkar - discouraging people from doing what is wrong; Tawallah - to be loving towards the friends of God including Muhammad and the Imams; Tabarra - disassociating from the enemies of God.



Modern Britain: Week 2 Questions

- 1: What are the 10 acts?
- 2: What does Jihad mean?
- 3: What does Amr-bil-Maruf mean?
- 4: What does the Shahadah mean?

- 5: Identify the Arabic saying for the Shahadah?
- 6: What is the basic belief?
- 7: Who is Muhammad?
- 8: Shi'a Muslim give Khums, what is this?

Extended Writing Question: Explain the difference between the Five Pillars and the 10 Obligatory Acts

Modern Britain: Half Term Five - Week 3

Modern Britain: Week 3 Knowledge Organiser: Salah - Islam Practices

Keywords

Salah - prayer with and in worship of God, performed under conditions set by the prophet Muhammad

Wudu - ritual washing (ablution)

Mihrab - a niche in the wall in the mosque showing the direction of prayer to Mecca

Quiblah Wall - the wall in a mosque that contains the mihrab

Key Information

To observe the second pillar in Islam you need to follow Salah. Sunni Muslims are required to pray at five set times during the day. The times are worked out from the times of sunrise and sunset, so they change slightly each day. Muslims refer to prayer timetables based on where they are in the world so they know that the times are right. **There names are:- Fajr - just before sunrise; Zuhr - just after midday; Asr - afternoon; Maghrib - just after sunset; Isha - night time;**

Shi'a Muslims combine the midday and afternoon prayers and the sunset and night prayers, so they pray three times a day.

Wudu (ablution) is known as spiritual washing. It is important that Muslims are spiritually clean before they pray to Allah. This is achieved by ritual washing. Muslims follow detailed washing instructions in order to make sure that they do this properly they learn from their holy book their Qur'an. In a mosque there are two separate washrooms for a Muslim to perform wudu. Men and women are separated when they perform their spiritual washing, this is so they are not distracted by each other but are spiritually clean for their prayers with Allah. Washing is done under running water rather than using a basin and the spiritual washing is purification of the soul to focus fully on God in their prayers.

Modern Britain: Week 3 Questions

- 1: What is the meaning of salah?
- 2: What is ablution?
- 3: How many prayers does a Muslim do a day?
- 4: What are the Arabic names for prayers?

- 5: Why is spiritual washing important for a Muslim?
- 6: Which wall will you find the mihrab?
- 7: Which direction do Muslims need to face to complete prayer?
- 8: How many times a day does a Shi'a Muslim pray?

Extended Writing Question: Explain how Muslims prepare for prayer.

Modern Britain: Half Term Five - Week 4

Modern Britain: Week 4 Knowledge Organiser: Salah 2 - Islam Practices

Keywords

Rakah - a sequence of movements in ritual prayer; **Recitation** - repeating a passage of text from memory

Prostration - kneeling with the forehead, nose, hands, knees and toes touching the floor in submission to God

Jummah Prayers - a weekly communal prayer performed after midday on Friday which includes a sermon by the Imam in a mosque

Key Information

The significance of prayer means it creates a greater awareness of God for a muslim. So the daily prayers are made up of a number of **rak'ah**. This is a set sequence of actions and recitations. The morning prayer is made up of 2 rak'ah and the night prayer is made up of 4 rak'ah. The following basic actions are all recited in Arabic.

- While standing, Muslims recite the first chapter from the Qur'an
- While bowing, Muslims say in Arabic 'Glory be to my Lord who is the very greatest' three times; bowing shows they believe God to be great
- Returning to an upright position they make a recitation praising God
- They then kneel with their forehead, nose, hands, knees and toes touching the floor. This is called prostration and shows complete obedience to God
- Muslims then sit while reciting 'God is the greatest' and after pausing for a few seconds prostrate themselves once more while repeating 'God is the greatest'.

Modern Britain: Week 4 Questions

- 1: What does rak'ah mean?
- 2: What does recitation mean?
- 3: What is the importance of Friday prayers?
- 4: What is the significance of prayer for a Muslim?

- 5: What does prostration mean?
- 6: What day of the week is communal prayer?
- 7: Who takes the sermon in a mosque?
- 8: What language are all recitation said in for a Muslim?

Extended Writing Question: Explain the rak'ah.

Modern Britain: Half Term Five - Week 5

Modern Britain: Week 5 Knowledge Organiser: Sawm - Islam Practices

Keywords

Ramadan - the ninth month of the Muslim calendar during which Muslims have to fast from dusk to sunset

Fasting - not eating or drinking for a certain length of time, usually for a religious reason

The Night of the Power - the night when the first revelation of the Qur'an was made to Muhammad (the last prophet) God's messenger

Key Information

Sawm is the 4th pillar in Islam. It is also known for fasting, especially around Ramadan, the ninth month in the Islamic calendar. Over 30 days of Ramadan Muslims will recite segments of the Qur'an everyday. The daily readings help Muslims to remember its teachings and its importance in their lives. During the month of Ramadan, Muslims focus on fasting, charity and pleasing God. People can be excused for health reasons for example, pregnant women, mothers nursing babies, children and those who are ill do not need to fast.

The Night of the Power is an important festival that marks the beginning of God's revelation to Muhammad. It was the first verse of the Qur'an that was revealed to Muhammad on this night and describes how the angel Jibril instructed him to start reading. This is seen as significant for the Muslims and they will stay up all night and recite the Qur'an just as Jibril recited the Qur'an to Muhammad on that special night during Ramadan. After Ramadan has been completed, Muslims will celebrate a festival **called Eid-ul-Fitr**, this is where they will celebrate with food and have a party to end the month of Ramadan and Fasting. Muslims will eat food with family and friends and thank Allah for being their God. They have given themselves to Allah for the whole month of Ramadan and thought of others who are less fortunate and need support from charities and others around them.

Modern Britain: Week 5 Questions

- 1: What is a ramadan?
- 2: What month of the Islamic calendar is ramadan?
- 3: Who is exempt from fasting?
- 4: What verse of the Qur'an were recited to Muhammad on the night of the power?

- 5: What does sawm mean?
- 6: What is their holy book called?
- 7: Who is Muhammad?
- 8: What is Eid-ul-fitr?

Extended Writing Question: Explain the importance of the Night of the Power for a Muslim.

Computing: Half Term Five - Week 1

Introduction to programming and sequencing		
Keywords	Knowledge	
<p>Spreadsheet- a piece of software with cells arranged in columns and rows which is used for working with data.</p> <p>Cell- spaces that hold data</p>	<p>Spreadsheets are useful for working with data as they are used to organise and lay out the data in a way that makes it easier to analyse, and therefore make decisions.</p> <p>Cell Reference: The location of a cell based on its column number and its row letter (e.g. A2, G10)</p> <p>Cell borders: A method of adding outlines to cells to make them stand out from the other cells.</p> <p>Cell formatting: Changing the appearance of a cell (borders, colours, fonts etc)</p> <p>Columns: A collection of cells arranged vertically in a single line.</p> <p>Rows: A collection of cells arranged horizontally in a single line</p>	
<p>1: What is a spreadsheet?</p> <p>2: What is a cell?</p> <p>3: What is a cell reference?</p> <p>4: Which is the correct cell reference: B20 or 20B?</p>	<p>5: What are cell borders used for?</p> <p>6: What is meant by cell formatting?</p> <p>7: What are rows?</p> <p>8: What are columns?</p>	
<p>Extended Writing Question:</p> <p>Why is a spreadsheet a useful tool in organising and analysing data?</p>		

Computing: Half Term Five - Week 2

Formulae														
Keywords	Knowledge													
<p>Formula - a calculation performed in a spreadsheet</p> <p>Autofill - A method of automatically copying the contents of a cell into other cells.</p>	<p>Formulas</p> <table><tr><th>Symbol</th><th>Function</th></tr><tr><td>=</td><td>To start a formula</td></tr><tr><td>+</td><td>Adding</td></tr><tr><td>-</td><td>Subtracting</td></tr><tr><td>*</td><td>Multiplying</td></tr><tr><td>/</td><td>Dividing</td></tr></table> <p>Autofill: Use the autofill tool to automatically copy the contents of cells into adjoining cells without needing to manually repeat data</p>		Symbol	Function	=	To start a formula	+	Adding	-	Subtracting	*	Multiplying	/	Dividing
Symbol	Function													
=	To start a formula													
+	Adding													
-	Subtracting													
*	Multiplying													
/	Dividing													
<p>1: What is a formula?</p> <p>2: Why must all formulas start with the = symbol?</p> <p>3: What symbol is used to multiply in a spreadsheet?</p> <p>4: What is the / (slash) symbol used for in a spreadsheet'?</p>		<p>5: What formula would you write to add the contents of cells C1 and C2 together?</p> <p>6: What is the autofill tool used for?</p> <p>7: What is a spreadsheet?</p> <p>8: What is the difference between a column and a row?</p>												
<p>Extended Writing Question:</p> <p>Explain why using the autofill tool is useful when working with a spreadsheet</p>														

Computing: Half Term Five - Week 3

Collecting Data										
Keywords	Knowledge									
<p>Data - a collection of numbers and letters without meaning</p> <p>Information - Data which is organised and has a meaning.</p> <p>Source - where data has come from or how it has been collected</p>	<p>Data: a collection of numbers and letters without meaning such as 01752556065 or 151105 or PL34BD or 175.5</p> <p>This becomes information when meaning is assigned to it e.g.</p> <table><tr><td>Phone Number</td><td>01752 556065</td></tr><tr><td>Date of birth</td><td>15/11/05</td></tr><tr><td>Postcode</td><td>PL3 4BD</td></tr><tr><td>Height</td><td>175.5cm</td></tr></table> <p>Primary Data: Data that you have collected yourself for your own purposes</p> <p>Secondary Data: Data that someone else has collected, most likely for a different purpose</p> <p>Primary Data: Poll, survey, questionnaire, interview, observation</p> <p>Secondary Data: Data collected by someone else e.g. the government, a school, other research groups</p>		Phone Number	01752 556065	Date of birth	15/11/05	Postcode	PL3 4BD	Height	175.5cm
Phone Number	01752 556065									
Date of birth	15/11/05									
Postcode	PL3 4BD									
Height	175.5cm									
<p>1: What is data?</p> <p>2: What is information?</p> <p>3: What is meant by source?</p> <p>4: What is primary data?</p>	<p>5: What is secondary data?</p> <p>6: Give two examples of primary methods of data collection?</p> <p>7: Give two examples of secondary data?</p> <p>8: What is a formula?</p>									
<p>Extended Writing Question:</p> <p>What are the benefits of using primary data instead of secondary data?</p>										

Computing: Half Term Five - Week 4

Functions		
Keywords	Knowledge	
<p>Function - A pre-defined formula in a spreadsheet which is created using a keyword to perform a specific calculation</p> <p>SUM - A function which adds together the values in the cells selected</p> <p>Formula - a calculation performed in a spreadsheet, written by the user.</p>	<p>Functions: A pre-defined formula in a spreadsheet which is created using a keyword Functions use keywords to tell the spreadsheet what task they want to perform</p>	
	Function name	Example
	SUM	A function which adds together the values in the cells selected =SUM(A1:A20) Finds the total of the values in cells A1 to A20
	MAX	A function which finds and returns the largest value in the cells selected =MAX(A1:A20) Finds the highest value cells A1 to A20
	MIN	A function which finds and returns the smallest value in the cells selected =MIN(A1:A20) Finds the lowest value in cells A1 to A20
	COUNTA	A function which finds the counts the number cells selected which contain text or numbers =COUNTA(A1:A20) Finds the number of cells from A1 to A20 that have text or numbers in them
<p>1: What is a function? 2: How do functions tell the spreadsheet what task they want to perform? 3: What does the SUM function do? 4: What does the MAX function do?</p>		<p>5: What would you write to find the smallest value in cells B3 to B10? 6: What does the COUNTA function do? 7: What is the difference between primary and secondary data? 8: What symbol is used to divide in a spreadsheet?</p>
<p>Extended Writing Question:</p> <p>What is the difference between a formula and a function?</p>		

Computing: Half Term Five - Week 5

More Functions			
Keywords	Knowledge		
Sorting - Re-organising data into a specified order Filtering - Temporarily removing data so that you only see data that matches the specified criteria	You can use sorting and filtering tools to manipulate the data in a spreadsheet so that it is easier to work with.		
	More Functions		
	Function Name	Function	Example
	AVERAGE	A function which finds the mean average of the values in the cells selected	=AVERAGE(A1:A20) Finds the mean average of cells from A1 to A20
	COUNTIF	A function which finds how many cells you have selected which meet your criteria	=COUNTIF(A1:A20, "<10") Counts the number of cells from A1 to A20 with a value less than 10
	IF	A function which shows different results depending on whether a cell meets a certain criteria	=IF(A2>50, "Pass", "Fail") If the value in A2 is greater than 50 say Pass, if not say Fail"
1: What is sorting? 2: What is filtering? 3: Why are sorting and filtering useful tools? 4: What would you write to find the average of the values in the cells B1 to B30?		5: What does the COUNTIF function do? 6: What does the IF function do? 7: What is a function? 8: What is the difference between the MAX and MIN functions?	
Extended Writing Question: Write a function that would calculate the number of cells between A2 and A100 that contain the text "Yes"			

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