

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 1 2025-26

History
Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

Geography

9

Spanish

French

Contents Page

Subject	Page
Geography	4-11
History	12-19
French	20-27
Spanish	28-35
Modern Britain	36-43
Computing	44-51

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 1 (01-09-25 → 24-10-25) - 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 1 - Week 1

Geography: Week 1 Knowledge Organiser: What is Geography?

Geography is the study of the natural features of the planet, the human features of the planet and the interactions between them.

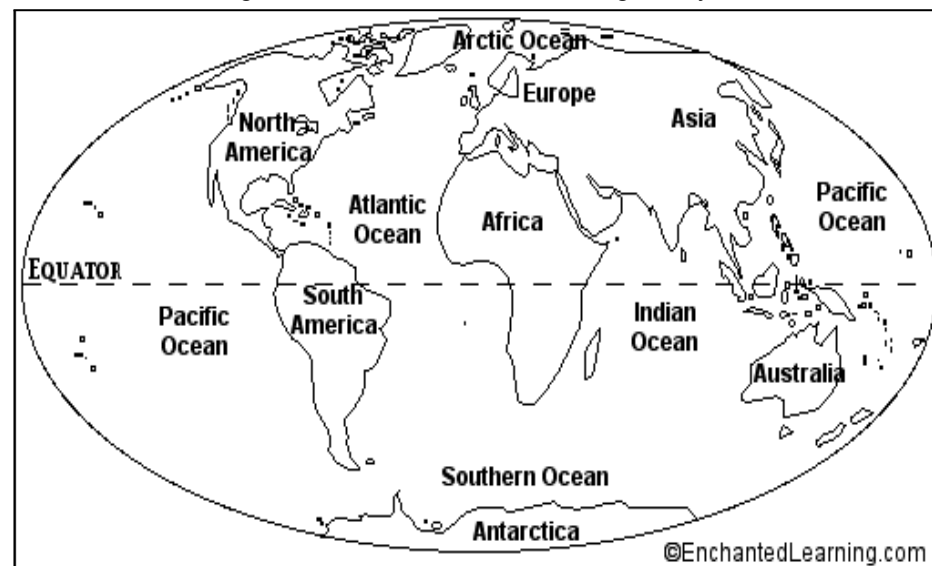
Human geography is the relationships between communities, cultures, economies and their interactions with the natural world.

- 10% of all humans that ever lived are alive today.
- 90% of humans live north of the equator.
- Over half of all humans live in cities.
- Russia is so big it has 11 time zones.

Physical geography is the features and processes found in the natural environment. This includes the atmosphere, the land, the oceans, living things and under the ground.

- Australia is wider than the moon.
- The world is 75% water but we can only drink 2% of it.
- Desert temperatures often drop below freezing.
- Tristan da Cunha, an Island so far from land that astronauts are the closest human neighbours.
- The centre of the Earth is as hot as the sun.

A **continent** is a large landmass. An **ocean** is a large body of water



Geography: Week 1 Questions

1. What is Geography?
2. What is Human Geography?
3. How many time zones does Russia have?
4. What percentage of humans live north of the equator?

5. What is Physical Geography?
6. What percentage of the world's water can we drink?
7. Which ocean is found between Europe and North America?
8. Which continent is found south of Europe?

Extended Writing Question:

Name the seven continents and five oceans

Geography: Half Term 1 - Week 2

Geography: Week 2 Knowledge Organiser: Economic sectors	
<p>Raw materials: basic materials (eg wood) which can be used to make something else.</p> <p>Manufacturing: the making of a product from raw materials.</p> <p><u>There are 4 economic sectors.</u></p> <p>Primary: extracting raw materials (e.g. Fishing, farming)</p> <p>Secondary: manufacturing (making products) (e.g. DFS warehouse)</p> <p>Tertiary: Providing a service (e.g. Teacher, Doctor)</p> <p>Quaternary: Technology and research (e.g. University Lecturer)</p>	<ul style="list-style-type: none"> • The types of jobs that people do in the UK have changed over time. • Before about 1760, most people in the UK were employed in the Primary sector • The industrial revolution took place between 1760 and 1840. It was at this time that manufacturing took off and many people were employed in the secondary industry. • In recent decades, manufacturing has declined and the tertiary industry has become the main sector of employment. • From 1970, the quaternary sector emerged and is becoming an increasingly important source of employment.
Geography: Week 2 Questions	
<ol style="list-style-type: none"> 1. What are raw materials? 2. Which sector of the economy is based on extracting raw materials? 3. Which sector of the economy is based on manufacturing? 4. Which sector of the economy provides a service? 	<ol style="list-style-type: none"> 5. Which sector of the economy is based on technology and research? 6. Which sector were most people employed in before the 1760s? 7. When was the Industrial revolution? 8. Which sector is becoming increasingly important today?
<p>Extended Writing Question: Explain how the UK economy has changed</p>	

Geography: Half Term 1 - Week 3

Geography: Week 3 Knowledge Organiser: TNC's			
<p>Transnational corporations (TNCs): Large businesses which operate in more than one country</p> <p>TNCs or multinational corporations (MNCs) are companies that operate in more than one country. They often have factories in countries that are not as economically developed because labour is cheaper. Offices and headquarters tend to be located in the more developed world. Unilever, McDonalds and Apple are all examples of TNCs.</p>		<p>Advantages of TNCs locating in a country:</p> <ul style="list-style-type: none">● creation of jobs● stable income and more reliable than farming● improved education and skills● investment in infrastructure, eg new roads - helps locals as well as the TNC● help to exploit natural resources● a better developed economic base for the country	<p>Disadvantages of TNCs locating in a country:</p> <ul style="list-style-type: none">● fewer workers employed, considering the scale of investment● poorer working conditions● damage to the environment by ignoring local laws● profits going to companies overseas rather than locals● little reinvestment in the local area● factories are often footloose and jobs insecure. If labour costs increase, the company may move elsewhere● natural resources being over-exploited
Geography: Week 3 Questions			
<div>1. What are TNCs?</div> <div>2. What does TNC stand for?</div> <div>3. Why do TNCs have factories in low income countries?</div> <div>4. Give an example of a TNC</div>		<div>5. Name an advantage of TNC's to the economy</div> <div>6. Name an advantage of TNC's to people</div> <div>7. Name a disadvantage of TNC's to the environment</div> <div>8. Name a disadvantage of TNC's to people</div>	
<p>Extended Writing Question:</p> <p>Explain the advantages and disadvantages of a TNC setting up in a country.</p>			

Geography: Half Term 1 - Week 4

Geography: Week 4 Knowledge Organiser: Clone Towns		
<p>Clone Towns: a high street or shopping centre is significantly dominated by chain stores and very little independent shops</p> <p>Chain stores: Stores which are seen in more than one location</p> <p>Clone towns are on the rise around the UK. More and more towns and cities are becoming more alike due to the fact chain stores are dominating them. TNC's play a big part in this. Starbucks and Costa are big examples of these - there are 1310 Starbucks stores across the UK!</p>	<p>What are the problems with clone towns?</p> <ul style="list-style-type: none">• Clone towns lose their individual character or identity.• Local businesses lose trade and income as shoppers choose to shop in chain stores.• Loss of local cultures	<p>The opposite of a clone town is a home town. This is where a town holds on to its individuality and character. An example of this would be Totnes, which is about 20 miles north-east of Plymouth.</p>
Geography: Week 4 Questions		
<ol style="list-style-type: none">1. What is a clone town?2. What is a chain store?3. Give an example of a chain store4. How many Starbucks shops are there in the UK?	<ol style="list-style-type: none">5. What is a home town?6. Give an example of a home town7. Give a negative associated to clone towns8. How is a TNC different from a chain store?	
<p>Extended Writing Question: Explain how a clone town is different to a home town</p>		

Geography: Half Term 1 - Week 5

Geography: Week 5 Knowledge Organiser: Dereliction and regeneration		
<p>Dereliction: empty areas which are abandoned or currently have no use</p> <p>Regeneration: The improvement and upgrading of existing areas</p>	<p>Dereliction can happen for several reasons.</p> <ul style="list-style-type: none">• Decay of a buildings due to increasing costs to maintain them• People moving to the suburbs• Changes in the urban economy, less manufacturing so factories are abandoned. <p>Drake circus was regenerated and opened in 2006 after 3 years of reconstruction. The reason for the regeneration was to bring more social and economic opportunities to Plymouth city centre and remove derelict buildings.</p>	<p>Central areas of cities still remain very popular places to live for many reasons:</p> <ul style="list-style-type: none">• good transport links, eg buses and train services• close to shops• good choice of cafes, pubs and restaurants• variety of entertainment, eg cinema, parks and theatres• close-knit communities• more job opportunities• good schools, colleges and universities. <p>The Royal William Yard was also regenerated from a victualling yard for the royal Navy and the Devonport Dockyard, supplying food to ships. It is now a place of leisure and entertainment with high end apartments.</p>
Geography: Week 5 Questions		
<ol style="list-style-type: none">1. What does dereliction mean?2. What does regeneration mean?3. Give one reason why dereliction happens4. When did Drake Circus shopping centre open?	<ol style="list-style-type: none">5. Name three reasons why inner-city areas remain popular places to live6. What was the RWY before it was regenerated?7. Name a social opportunity of RWY8. Name an economic opportunity of RWY	
<p>Extended Writing Question: Explain how and why Drake Circus and Royal William Yard have been regenerated</p>		

Geography: Half Term 1 - Week 6

Geography: Week 6 Knowledge Organiser: Suburbanisation		
<p>Suburbanisation: the movement of people from the cities to the suburbs (areas just outside the city)</p>	<p>In the late 20th century, many people moved out of certain areas within HIC cities in search of more space and a better quality of life. This led to an increase in the number of people living in the suburbs or in rural areas.</p> <p>Sherford is a new town on the outskirts of Plymouth. The development is a key example of suburbanisation with an approximate population of 12,000.</p> <p>Sherford has been built on greenfield land (land which has not previously been built on). The opposite to greenfield land is brownfield land. This is land which has previously been built on.</p>	<p>When people move to the edge of towns or cities, known as the suburbs, this is called suburbanisation. The benefits of the nearby city or town can be enjoyed, without living in its centre. However, some people leave the city completely. This is called counter-urbanisation. This has become more popular with the ability to work from home, sometimes known as remote working</p> <p>The disadvantage of building on greenfield land is that green areas are removed and habitats lost, however people can have larger houses for cheaper and often have large gardens.</p>
Geography: Week 6 Questions		
<ol style="list-style-type: none"> 1. What is suburbanisation? 2. Give a reason why people move to the suburbs? 3. What is the name of the new town on the Outskirts of Plymouth? 4. Is Sherford built on brownfield or greenfield land? 	<ol style="list-style-type: none"> 5. What is the approximate population of Sherford? 6. What is brownfield land? 7. What is greenfield land? 8. Name an advantage and disadvantage of building on greenfield land 	
<p>Extended Writing Question: Explain why suburbanisation happens. Give an example in your answer.</p>		

Geography: Half Term 1 - Week 7

Geography: Week 7 Knowledge Organiser: Sustainable urban living - Transport in the UK - Challenges		
Sustainable: Meeting the needs of the present without compromising the ability of future generations to meet their own needs	Cities face serious challenges; <ul style="list-style-type: none">• Where will the growing population live?• Where will all the food and water needed come from?• What would happen to air quality if everyone used cars?• Can the waste disposal system cope with so many people? <p>One of the biggest challenges is carbon dioxide emissions from cars and factories. Carbon dioxide is released when burning fossil fuels (oil, gas, coal), trapping the sun's heat and warming the earth. It also creates air pollution causing respiratory health issues. .</p>	<p>Many people are working towards trying to make cities more sustainable. A sustainable city offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy and doesn't harm the environment.</p> <p>We think about three different ways to be sustainable - environmentally, economically and socially.</p>
Geography: Week 7 Questions		
<ol style="list-style-type: none">1. What does sustainability mean?2. Explain a challenge cities face3. Why is carbon dioxide harmful to the environment?4. Why is carbon dioxide harmful to people?		<ol style="list-style-type: none">5. Name a fossil fuel6. What does a sustainable city offer to people?7. What three ways can we be more sustainable?8. Suggest one way cities could be more sustainable
Extended Writing Question: Explain the challenges cities face.		

Geography: Half Term 1 - Week 8

Geography: Week 8 Knowledge Organiser: Sustainable urban living - Transport in the UK - Solutions		
<p>Public transport:: Forms of transport that people pay to use. They usually carry many people at once.</p> <p>Congestion charge: A fee that must be paid to drive in some areas of some cities, to reduce the number of cars there.</p>	<p>Key features of a sustainable city</p> <ul style="list-style-type: none">• Green spaces (plants absorb Co2 and provide calm stress free environments for residents)• Services in the city are accessible to all.• Public transport is prioritised above cars.• Walking and cycling is safe.• Renewable resources are widely used• Waste is seen as a resource and is recycled• There is access to affordable housing.• Community links are strong	<p>A city can plan to make transport more sustainable.</p> <ul style="list-style-type: none">• Discouraging the use of private transport. In London this is achieved by a <u>congestion charge</u> for vehicles driving through certain areas.• Investing in public transport• Encouraging the use of bicycles. Bristol was the UK's first cycling city. It encourages the use of bikes by having bike festivals and investing in cycle lanes• Promoting car sharing schemes for areas poorly served by public transport.
Geography: Week 8 Questions		
<ol style="list-style-type: none">1. What is public transport?2. What is a congestion charge?3. Why is creating green space a sustainable option?4. Why is walking or cycling a sustainable option?	<ol style="list-style-type: none">5. Name one way a city can be more sustainable6. Which UK city was named the first cycling city?7. Why is public transport more sustainable than private transport?8. Suggest one way that Plymouth could be more sustainable	
<p>Extended Writing Question:</p> <p>Explain how cities can be made more sustainable.</p>		

History: Half Term 1 - Week 1

History: Week 1 Knowledge Organiser Who was Hitler?	
<p>Key dates: 1919-1933 - Germany was run by the democratic Weimar Republic 1929 - The USA suffered economic problems which then affected Germany.</p> <p>Key words: Democratic- People make decisions on how the country is run. Orator- Good at public speaking Manipulation- Controlling and Influencing people in a negative way. Propaganda- Information to convince you of a particular message/view</p>	<p>Key information: . Hitler was a politician. He was the leader of the political party called the Nazi Party <u>Hitler became popular for a number of reasons:</u> 1. Lots of people disliked the people who ran Germany between 1919 and 1933 Germany was ruled by the democratic Weimar Republic. The Weimar Republic was disliked by some people in Germany- They ended WWI, had economic (money) problems, and accepted the Terms of the Treaty of Versailles. 2. Hitler wanted to remove the Treaty of Versailles. Hitler became popular because he disliked the Treaty of Versailles and said he would end it if he came to power. The terms of the Treaty of Versailles meant that Germany lost land, money, army and how to take the blame for WWI. Hitler wanted to stop this. 3. The Weimar Republic (who ran Germany before Hitler had economic problems) Germany had to borrow money from America to solve their money problems. However, in 1929 the USA had money problems of their own. This meant Germany started to have financial problems again as the USA could no longer lend them money. 4. Hitler was good at convincing and manipulating people to support him. Hitler was a skilled orator- this means he could speak really well publically. b. He also used propaganda to help spread messages to convince people to support him.</p>
History: Week 1 Questions	
<p>1. What political party was Hitler the leader of? (Full sentence- Hitler was the leader of....)</p> <p>2. Who ran Germany between 1919 and 1933?</p> <p>3. What did Hitler say he would remove which helped him gain popularity?</p> <p>4. Give one thing that Germany had to lose because of the Treaty of Versailles.</p>	<p>5. Which country did Germany have to borrow money from due to its economic problems?</p> <p>6. What stopped this country giving Germany money from 1929?</p> <p>7. Hitler was a skilled 'orator' What did this mean about him?</p> <p>8. What did Hitler use propaganda to do?</p>
<p>Extended Writing Question: Which of the 4 reasons would have had the most impact on Hitler's popularity increasing? Why?</p>	

History: Half Term 1 - Week 2

History: Week 2 Knowledge Organiser: How did Hitler become leader of Germany?

Key dates:

February 1933 - The Reichstag Fire **July 1933** - Political parties (except the Nazis) were banned in Germany

June 1934 - Rohm and leaders of the SA were murdered.

August 1934 - The Army swore an oath of loyalty to Hitler. **August 1934**- Hitler becomes the leader of Germany.

Key words:

Reichstag Building - The place where Germany's parliament meets.

SA- Armed Nazi group used to protect the Nazis and attack other political organisations.

Key information:

Hitler had become the leader of Germany by August 1934. **Hitler used multiple methods to help him become the leader of Germany:**

1. He removed his political enemies.

- a. A fire was started in the Reichstag building in Germany (The Reichstag Fire). The fire was blamed on Hitler's political enemies.
- b. Hitler used this to make people in Germany believe that his political enemies were dangerous. The German President and Parliament agreed to let Hitler have more power as a result so he could then stop the problems caused by Hitler's political enemy. Hitler passed a law that all political parties were banned.

2. He made it clear that no-one was to mess with him.

- a. A man called Rohm led a Nazi paramilitary group called the SA. There were 3 million men in the SA which worried Hitler as they were loyal to Rohm.
- b. Hitler had SA leaders, including Rohm and nearly 400 others, executed.
- c. The SA was put under Hitler's control.

3. He got the German military on his side.

- a. The army promised to **support Hitler** when he became the leader of Germany. Hitler could now lead the country with the support of the Germany military.

History: Week 2 Questions

1. What building was set on fire in February 1933? (*The building that was set on fire in February 1933 was...*)
2. Who did Hitler blame the building's fire on?
3. What did Hitler ban in July 1933 as a result of this fire?
4. Who was the leader of the SA?

5. How many men were in the SA?
6. What happened to the leaders of the SA in June 1934?
7. Which armed organisation promised to support Hitler when he came to power?
8. Who was the leader of Germany by 1934?

Extended Writing Question:

Which of these three reasons would have had the most impact on Hitler becoming the leader of Germany? Why?

History: Half Term 1 - Week 3

History: Week 3 Knowledge Organiser: How did Hitler scare people into supporting him?

Key words:

Police State - Where a government uses the police to control what people do and say.

'Undesirables' - How Hitler described minority groups that he didn't want to live in Germany.

Tapping phones - Listening in on/recording phone calls

Inmates - Prisoners

Executive Force - The police force with the most power

Network of Informants - People who you turn to for information.

Key information: The Nazi Police State was led by **Heinrich Himmler**.

1. **The main form of punishment used by the Police State was Concentration Camps.**
 - a. Concentration Camps were used as a prison. Punishments included hard labour like breaking up rocks.
 - b. The inmates were the 'undesirables' (prostitutes or homosexuals), minority groups (Jewish) and political prisoners (intellectuals, communists etc.)
2. **The main police forces used were the SS and the Gestapo.**
 - a. **The SS** - The SS were the elite guard in Germany and Hitler's executive force. They were completely loyal to Hitler - The SS did not have to follow the law.
 - b. **The Gestapo** - The Secret Police - They were non-uniformed. Their Aim was to identify anyone who criticised or opposed the Nazi government. They spied on people, tapped their phones and used networks of informants.

History: Week 3 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. Who was the leader of the Nazi Police State? (<i>The leader of the Nazi Police State was...</i>)2. What did the Nazis use concentration camps for?3. What punishments did inmates have to do in the concentration camps?4. What were the SS? | <ol style="list-style-type: none">5. Who were the SS loyal to?6. What didn't the Gestapo wear which meant no one would know who they were?7. What was the main job of the Gestapo?8. What methods did the Gestapo use to work out who wasn't supporting the Nazis? |
|---|---|

Extended Writing Question: What would have created the most fear in Nazi Germany- the concentration camps, the SS or the Gestapo? Why?

History: Half Term 1 - Week 4

History: Week 4 Knowledge Organiser: How did Hitler use propaganda to control people?

Key words:

Propaganda - something produced to spread a message, and to persuade others to agree
information from being seen

Censorship - when information is erased or hidden in order to stop that

Key information: The Head of Nazi Propaganda was **Joseph Goebbels**

- The Nazis used various methods to spread their propaganda messages and to stop other messages being heard.
- They used methods including radios, rallies, posters, the cinema, the arts and newspapers.

Radio The Nazis controlled everything that was broadcast to the people over the radio. All radio stations were under Nazis control.

So that people could always hear the Nazi propaganda, cheap radio sets were sold to people. These were called 'The People's Receiver'. This led to around 70% of German households owning a radio.

Rallies Nazis used huge public rallies (where lots of people gather together) to spread the propaganda message.

The biggest rally was in Nuremberg. All rallies had thousands of Swastika's, flaming torches, lights, music and Hitler's speeches.

History: Week 4 Questions

- | | |
|---|--|
| 1. What are propaganda messages meant to do? (Propaganda messages are meant to...) | 5. What were the cheap radio sets sold by the Nazis called? |
| 2. What happens to information if it has been censored? | 6. Who controlled all of the radio stations in Nazi Germany? |
| 3. Who was the head of propaganda in Nazi Germany? | 7. Where was the biggest Nazi rally held? |
| 4. Give a method of propaganda used by the Nazis. | 8. Give an example of something that you would find at a Nazi rally. |

Extended Writing Question: Why was it so important for the Nazis to censor any information that made them look bad/weak?

History: Half Term 1 - Week 5

History: Week 5 Knowledge Organiser: How did Hitler use propaganda to convince young people to support him?

Key words: Swastikas - Nazi symbol

Hitler Youth - Boys youth group run by the Nazis.

Key information: Hitler needed young people to be loyal to the Nazi Party. Young people would be the next generation of Nazi soldiers, workers, mothers etc.

He needed to convince boys that they needed to fight for Germany and work on its behalf. He needed to convince girls to want to become mothers in the future to carry on the German race.

Hitler used two main methods to achieve these aims:

1. Education - Swastikas were on display in every classroom.

Girls were taught to become housewives in school- they were taught about who they should marry, cooking etc.

Boys were taught to become soldiers in school- they were taught how to use weapons, maths skills linked to weights and capacity of planes to hold bombs etc.

2. Youth Groups

Boys - The **Hitler Youth** was the boys after school club run by the Nazis. Boys practised skills useful to troops like map reading, shooting guns.

They also carried out physical training including camping, hiking and sports competitions.

Girls- Girls joined clubs which taught them about housework and raising children.. They also carried out physical training to make them healthy for when they became mothers.

History: Week 5 Questions

- | | |
|--|---|
| 1. What did Hitler need to convince boys to do for Germany? | 5. What were boys taught to be in school? |
| 2. What did Hitler need to convince girls to do for Germany? | 6. What was the name of the boys after school club that was run by the Nazis? |
| 3. What was displayed in classrooms to make kids remember the Nazis? | 7. Give one thing that boys did at their Nazi after school clubs? |
| 4. What were girls taught to be in school? | 8. Give one thing that girls did at their Nazi after school clubs? |

Extended Writing Question: Why was it so important for the Nazis to get children on their side?

History: Half Term 1 - Week 6

History: Week 6 Knowledge Organiser: How did Hitler reward women so they would support him?

Key words: **Birth Rate** - how quickly children are being born in a country, compared to the total population

Contraception - prevents you from becoming pregnant **Loan** - When someone lends something to you- after a certain amount of time you have to give it back.

Key information: Hitler was concerned by the falling birth rate in Germany (less children were being born)- he needed women to have more children- he needed more children to grow up and become future mothers, workers and soldiers for the German army.

Women were expected to dedicate their lives to doing the three Ks: **Kirche** - Going to Church **Kinder** - Having and raising Children **Küche** - Working in the Kitchen

1. To convince women to follow the 3ks and have more children Hitler offered rewards to women:

- a. Women were given a loan from the Nazis if they gave up work and got married. The loan was only given to women who left their jobs.
Women wouldn't have to pay the loan back at all if they had 4 children!
- b. Women were awarded the Motherhood Cross for having children. This was a medal presented to women at a ceremony.
Women would be awarded a gold medal if they had 8 children, a silver medal for 6 children and a bronze medal for 4 children.

2. How did he convince women to accept these rewards: Hitler Made contraception difficult to get hold of.

Made women leave their jobs. From 1936 female doctors, civil servants, teachers and judges were no longer allowed to do their jobs.

History: Week 6 Questions

- | | |
|--|--|
| 1. What did Hitler need women to do in Nazi Germany? | 5. What was the name of the medal awarded to women for having children? |
| 2. What did the 'Ks' stand for in the 'Three Ks'? | 6. How many children would a woman have to give birth to in order to receive a gold medal? |
| 3. What did women have to do to get a loan of money from the Nazis? | 7. How many children would a woman have to give birth to in order to receive a bronze medal? |
| 4. How many children did a woman have to have to not have to pay back the loan at all? | 8. Give an example of a job that women were forced to leave in 1936. |

Extended Writing Question:

Do you think all women would have liked the rewards offered to them in Nazi Germany? Why?

History: Half Term 1 - Week 7

History: Week 7 Knowledge Organiser: How did Hitler create the master race?

Key words: **Aryan Race** - Hitler's master race- this is the race Hitler wanted people in Germany to be as he thought it was the perfect race.

Selective Breeding (Eugenics)- Choosing who can breed (have children) and who can breed with who. **Racial Hygiene** - Races should be kept pure and should not mix.

'Undesirables' - How Hitler described minority groups that he didn't want to live in Germany.
have children biologically.

Sterilisation - stopping someone from being able to

Key information:

Hitler believed that the **Aryan Race** (What Hitler called the German race) was the strongest. **Hitler believed that Germany had been divided into:**

1. Aryans (The Master Race)
2. 'Undesirables' (Non-Aryans- Jews, disabled people, Roma, alcoholics, homosexuals, black people etc)

He believed that this had weakened Germany and if the problems weren't fixed then Germany would not be able to become strong again. To fix the problem he needed to remove 'undesirables' and increase the Aryan Race.

Hitler made sure he could create a master race and remove 'undesirables':

1. He chose who could have children with who and who could have children in the first place.
2. He kept races apart so then people from different races couldn't mix with others in order to prevent relationships and friendships from developing.

Hitler used various methods to achieve his Master Race and remove 'undesirables' from Germany

1. **He stopped different races being able to marry each other** In 1935 he banned Romi people from marrying Aryans.
2. **He stopped people being able to physically have children. Hundreds** of thousands of people were sterilised by the Nazis. People were stopped from having children because they were alcoholics, beggars and tramps and some because they weren't very clever.
3. **The undesirables were sent to concentration camps.** People who wouldn't work, tramps, beggars, alcoholics, prostitutes, homosexuals and criminals were being sent to concentration camps

History: Week 7 Questions

- | | |
|--|---|
| 1. What was the name of Hitler's Master Race? | 5. What did Hitler ban Romi people from being able to do in order to stop races mixing? |
| 2. Give an example of a minority group who Hitler described as an 'Undesirable'. | 6. What could people not do if they have been sterilised? |
| 3. What term is used to describe when someone chooses who you can breed with or who can breed? | 7. How many people were sterilised by the Nazis? |
| 4. What term is used to describe races being kept pure and not being able to mix? | 8. Where were 'undesirables sent to' so that they couldn't mix with other races/groups? |

Extended Writing Question: Why would allowing races to mix have meant Hitler's plans to grow the master race might have not succeeded?

History: Half Term 1 - Week 8

History: Week 8 Knowledge Organiser: How did Hitler deal with opposition

Key words:

Underground Resistance - A secret, illegal movement or group that opposes a ruling power, people know they were doing it.

Open Opposition - They didn't oppose secretly- they made

Passive Resistance - Non-violent. Involved refusing to do as you are told/not following the rules. audience about a minor issue.

Private Grumbling - Complaining to yourself or a small

Key information: Opposition occurred towards the Nazis but it was limited.

1. Open Opposition - The Edelweiss Pirates- They were a group of young people who opposed the Nazis - they believed they restricted their freedoms.

The Edelweiss Pirates used non-violent methods against the Nazis; wearing the wrong clothes, listening to banned music

They also used more dangerous/violent methods to oppose the Nazis; attacked Hitler Youth members, and helped the enemy in WWII.

2. Private Grumbling - This was the most common type of opposition in Nazi Germany. One of the main ways this was done was through telling jokes about Hitler.

Lack of Opposition to the Nazis - People didn't oppose the Nazis openly due to the fear, rewards and propaganda used to control the German people.

History: Week 8 Questions

1. What did it mean if someone was openly opposing the Nazis?
2. What might you do if you were opposing the Nazis using passive resistance??
3. Who were the Edelweiss Pirates?
4. Why didn't the Edelweiss Pirates like the Nazis?

5. What did members of the Edelweiss Pirates do to show their opposition to the Hitler Youth?
6. What was the most common type of opposition toward the Nazis?
7. Give an example of how people privately grumbled against the Nazis.
8. Give one reason why there wasn't a lot of opposition to the Nazis.

Extended Writing Question:

Why do you think private grumbling would still be punished harshly if you had been found doing it by the Gestapo?

French: Half Term 1 - Week 1

French: Week 1 Knowledge Organiser:

Time phrases	Verbs	nouns
	je mange <i>I eat</i> j'aime manger <i>I like eating</i>	du pain <i>bread</i> du jambon <i>ham</i> du fromage <i>cheese</i> du poulet <i>chicken</i> du poisson <i>fish</i> un hamburger <i>hamburger</i>
Normalement, <i>Normally,</i> Toujours, <i>Always,</i> Tous les jours, <i>Every day,</i> Deux fois par semaine, <i>Twice a week,</i> Souvent, <i>Often,</i> Quelquefois, <i>Sometimes,</i> Parfois, <i>Sometimes,</i>	je ne mange pas de <i>I don't eat</i> je n'aime pas manger de <i>I don't like eating</i> <i>(remove the "du / un / de la / une / des")</i>	de la viande <i>meat</i> une salade <i>salad</i> des fruits <i>fruit</i> des pommes de terre <i>potatoes</i> des frites <i>chips</i> des pâtes <i>pasta</i>
	je bois <i>I drink</i> j'aime boire <i>I like drinking</i> je ne bois pas de <i>I don't drink</i> je n'aime pas boire de <i>I don't like drinking</i> <i>(remove the "du / un / de la / une / des")</i>	de l'eau <i>water</i> du café <i>coffee</i> du thé <i>tea</i> du jus d'orange <i>orange juice</i> du jus de pomme <i>apple juice</i> de la limonade <i>lemonade</i> des boissons gazeuses <i>fizzy drinks</i>

French: Week 1 Questions - Food I eat

Translate in English:

1. Je mange de la viande.
2. J'aime boire du jus d'orange.
3. Je n'aime pas manger de fruits.
4. Je ne bois pas de limonade.

Translate in French:

5. I don't eat chicken.
6. I like to eat pasta.
7. I drink coffee.
8. I don't like to drink water..

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

Que manges-tu et que bois-tu?

What do you eat and what do you drink?

French: Half Term 1 - Week 2

French: Week 2 Knowledge Organiser:

Time phrases	Verbs	nouns
Normalement, Toujours, Tous les jours, Deux fois par semaine, Souvent, Quelquefois, Parfois,	<p>je mange <i>I eat</i> j'aime manger <i>I like eating</i></p> <p>je ne mange pas de <i>I don't eat</i> je n'aime pas manger de <i>I don't like eating</i> <i>(remove the "du / un / de la / une / des")</i></p> <p>je bois <i>I drink</i> j'aime boire <i>I like drinking</i></p> <p>je ne bois pas de <i>I don't drink</i> je n'aime pas boire de <i>I don't like drinking</i> <i>(remove the "du / un / de la / une / des")</i></p>	<p>du pain <i>bread</i> du jambon <i>ham</i> du fromage <i>cheese</i> du poulet <i>chicken</i> du poisson <i>fish</i> un hamburger <i>hamburger</i></p> <p>de la viande <i>meat</i> une salade <i>salad</i></p> <p>des fruits <i>fruit</i> des pommes de terre <i>potatoes</i> des frites <i>chips</i> des pâtes <i>pasta</i></p> <p>de l'eau <i>water</i> du café <i>coffee</i> du thé <i>tea</i> du jus d'orange <i>orange juice</i> du jus de pomme <i>apple juice</i></p> <p>de la limonade <i>lemonade</i> des boissons gazeuses <i>fizzy drinks</i></p>

French: Week 2 Questions - Food I eat

Translate in English:

- Je mange du jambon.
- J'aime boire du jus de pomme.
- Je n'aime pas manger du poisson.
- Je ne bois pas de café.

Translate in French:

- I don't eat chips.
- I like to eat chicken.
- I drink lemonade.
- I don't like to drink fizzy drinks.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Que manges-tu et que bois-tu? What do you eat and what do you drink?

French: Half Term 1 - Week 3

French: Week 3 Knowledge Organiser:

Time phrases	Verbs	Nouns	Connectives	Verb	Intensifiers	Adjectives
<i>For English translation, see WEEKS 1 / 2 sentence builder)</i>						
Normalement, Toujours, Tous les jours, Deux fois par semaine, Souvent, Quelquefois, Parfois,	je mange j'aime manger je ne mange pas de je n'aime pas manger de	du pain du jambon du fromage du poulet du poisson un hamburger de la viande une salade des fruits des pommes de terre des frites des pâtes de l'eau du café du thé du jus d'orange du jus de pomme de la limonade des boissons gazeuses	car parce que <i>because</i> mais <i>but</i> bien que <i>although</i> cependant <i>however</i>	c'est <i>it is</i> ce n'est pas <i>it isn't</i>	très trop assez un peu tellement <i>very</i> <i>too</i> <i>quite</i> <i>a bit</i> <i>so</i>	sain <i>healthy</i> délicieux <i>delicious</i> savoureux <i>tasty</i> malsain <i>unhealthy</i> épicer <i>spicy</i> dégoûtant <i>disgusting</i> horrible <i>horrible</i>

French: Week 3 Questions - Reasons

Translate in English:

1. ... car c'est très savoureux.
2. ... mais ce n'est pas assez épicé.
3. ... bien que c'est un peu délicieux.
4. ... cependant, ce n'est pas trop malsain.

Translate in French:

5. ... because it is very healthy.
6. ... although it isn't a bit spicy.
7. ... however, it is quite disgusting
8. ... but it isn't so tasty.

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

Que manges-tu et que bois-tu?

What do you eat and what do you drink?

French: Half Term 1 - Week 4

French: Week 4 Knowledge Organiser:

Opinion Verbs	Nouns	Connectives	Verb	Intensifiers	Adjectives
<i>For English translation, see WEEKS 1 / 2 / 3 sentence builder)</i>					
J'aime <i>I like</i>	le pain le jambon le fromage le poulet le poisson un hamburger	car parce que			sain
J'aime vraiment <i>I really like</i>	la viande la salade		c'est	très	délicieux
J'adore <i>I love</i>	les fruits les pommes de terre les frites les pâtes	mais		trop	savoureux
Je voudrais essayer <i>I would like to try</i>				assez	malsain
Mon plat préféré est <i>My favourite dish is</i>		bien que	ce n'est pas	un peu	épicer
Je n'aime pas <i>I don't like</i>		cependant		tellement	dégoûtant
Je ne supporte pas <i>I cannot stand</i>	l'eau le café le thé le jus d'orange le jus de pomme la limonade les boissons gazeuses				horrible
Je ne voudrais pas essayer <i>I wouldn't like to try</i>					

French: Week 4 Questions - Opinion verbs

Translate in English:

1. J'aime le poisson.
2. Je ne supporte pas les fruits.
3. Je voudrais essayer le café.
4. Mon plat préféré est le poulet et les frites.

Translate in French:

5. I really like pasta.
6. I love potatoes.
7. I would not like to try orange juice.
8. My favourite dish is a hamburger.

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 voudrais essayer? What would you like to try?

French: Half Term 1 - Week 5

French: Week 5 Knowledge Organiser:

Opinion Verbs	Nouns	Connectives	Verb	Intensifiers	Adjectives
<i>For English translation, see WEEKS 1 / 2 / 3 sentence builder)</i>					
J'aime <i>I like</i>	le pain le jambon le fromage le poulet le poisson un hamburger	car parce que			sain
J'aime vraiment <i>I really like</i>					délicieux
J'adore <i>I love</i>	la viande la salade			très	savoureux
Je voudrais essayer <i>I would like to try</i>	les fruits les pommes de terre les frites les pâtes	mais	c'est	trop	malsain
Mon plat préféré est <i>My favourite dish is</i>				assez	épicer
Je n'aime pas <i>I don't like</i>		bien que	ce n'est pas	un peu	dégoûtant
Je ne supporte pas <i>I cannot stand</i>		cependant		tellement	horrible
Je ne voudrais pas essayer <i>I wouldn't like to try</i>	l'eau le café le thé le jus d'orange le jus de pomme la limonade les boissons gazeuses				

French: Week 5 Questions - Opinion verbs

Translate in English:

1. J'aime les pommes de terre
2. Je ne supporte pas le jambon
3. Je voudrais essayer la salade.
4. Mon plat préféré est la viande et les frites.

Translate in French:

5. I love pasta and cheese.
6. I love potatoes.
7. I would not like to try orange juice.
8. My favourite dish is a hamburger.

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 ne voudrais pas essayer? What wouldn't you like to try?

French: Half Term 1 - Week 6

French: Week 6 Knowledge Organiser:

Starters	Time phrases	Nouns	Nouns
Comme entrée, <i>For starters,</i>	J'aimerais <i>I would like</i>	du pain <i>bread</i>	des œufs <i>eggs</i>
Comme plat principal, <i>For main course,</i>	Je voudrais <i>I would like</i>	du chocolat <i>chocolate</i>	des légumes <i>vegetables</i>
Comme dessert, <i>For dessert,</i>	Je recommanderais <i>I would recommend</i>	du fromage <i>cheese</i>	des pâtes <i>pasta</i>
Comme boisson, <i>For drinks,</i>	Je n'aimerais pas <i>I wouldn't like</i>	du poisson <i>fish</i>	des frites <i>chips/fries</i>
	Je ne voudrais pas <i>I wouldn't like</i>	du riz <i>rice</i>	du lait <i>milk</i>
	Je ne recommanderais pas <i>I wouldn't recommend</i>	du gâteau <i>cake</i>	du thé <i>tea</i>
		de la viande <i>meat</i>	du café <i>coffee</i>
		de la glace <i>ice-cream</i>	de la bière <i>beer</i>
		de la pizza <i>pizza</i>	de l'eau <i>water</i>
		une mousse au chocolat <i>a chocolate mousse</i>	un fruit <i>fruit</i>
			un sandwich <i>a sandwich</i>
			une baguette <i>a baguette / French stick</i>

French: Week 6 Questions - Meals

Translate in English:

- Comme entrée, j'aimerais...
- Comme boisson, je ne recommanderais pas...
- Je voudrais une mousse au chocolat.
- Comme plat principal, je n'aimerais pas...

Translate in French:

- I would like chips.
- I would recommend pizza.
- For starters, I would like...
- I wouldn't like a sandwich.

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 voudrais manger? What would you like to eat?

French: Half Term 1 - Week 7

French: Week 7 Knowledge Organiser:

Starters	Time phrases	Nouns	Nouns	Connectives	Verb	Intensifiers	Adjectives
<i>For English translation, see WEEK 6 sentence builder)</i>							
Comme entrée, Comme plat principal, Comme dessert	J'aimerais Je voudrais Je recommanderais	du pain du chocolat du fromage du poisson du riz du gâteau	des œufs des légumes des pâtes des frites du lait du thé du café de la bière de l'eau un fruit un sandwich une baguette	car parce que mais bien que cependant	c'est <i>it is</i> ce n'est pas <i>it isn't</i>	très trop assez un peu tellement <i>very</i> <i>too</i> <i>quite</i> <i>a bit</i> <i>so</i>	sain <i>healthy</i> délicieux <i>delicious</i> savoureux <i>tasty</i> malsain <i>unhealthy</i> épicer <i>spicy</i> dégoûtant <i>disgusting</i> horrible <i>horrible</i>

French: Week 7 Questions - Meals and reasons

Translate in English:

1. ...car c'est très savoureux.
2. ... bien que ce n'est pas dégoûtant.
3. J'aimerais du poisson.
4. Je recommanderais une mousse au chocolat.

Translate in French:

5. ... however it is quite spicy.
6. I would recommend beer.
7. ...because it is so healthy.
8. For starters, I would like chocolate.

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 voudrais manger?

What would you like to eat?

French: Half Term 1 - Week 8

French: Week 8 Knowledge Organiser:

Starters	Time phrases	Nouns	Nouns	Connectives	Verb	Intensifiers	Adjectives
<i>For English translation, see WEEK 6 sentence builder)</i>							
Comme entrée, Comme plat principal, Comme dessert	J'aimerais Je voudrais Je recommanderais	du pain du chocolat du fromage du poisson du riz du gâteau	des œufs des légumes des pâtes des frites du lait du thé du café de la bière de l'eau un fruit un sandwich une baguette	car parce que mais bien que cependant	c'est <i>it is</i> ce n'est pas <i>it isn't</i>	très trop assez un peu tellement <i>very</i> <i>too</i> <i>quite</i> <i>a bit</i> <i>so</i>	sain <i>healthy</i> délicieux <i>delicious</i> savoureux <i>tasty</i> malsain <i>unhealthy</i> épicer <i>spicy</i> dégoûtant <i>disgusting</i> horrible <i>horrible</i>

French: Week 8 Questions - Meals and reasons

Translate in English:

1. ...cependant c'est un peu sain.
2. ...parce que ce n'est pas assez horrible.
3. ...mais c'est trop malsain.
4. Comme boisson, je voudrais du thé.

Translate in French:

5. ...because it is very spicy.
6. ...it isn't a bit disgusting.
7. For main course, I would like fish.
8. I would recommend a sandwich with fruit.
(with = avec)

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 recommanderais? What would you recommend?

Spanish: Half Term 1 - Week 1

Spanish: Week 1 Knowledge Organiser: Food - La comida

Time Phrase (Adverb)	Verb (present tense)	Noun	Link	Verb	Intensifier	Adjective
Normalmente (Normally)	como (I eat) no como (I don't eat)	el pan (bread) / el jamón (ham) el queso (cheese) / el pollo (chicken) el chorizo (spicy sausage) el pescado (fish) la carne (meat) / la fruta (fruit)	porque (because)	es (it's)	muy (very)	sano/a (healthy)
Siempre (Always)	me gusta comer (I like to eat)	el pollo con patatas (chicken and potatoes)	ya que (because)	no es (it isn't)	demasiado (too)	delicioso/a (delicious)
Todos los días (Every day)	no me gusta comer (I don't like to eat)	una hamburguesa (a hamburger) la ensalada (salad) *las patatas fritas (chips)	pero (but)		bastante (quite)	sabroso/a (tasty)
Dos veces a la semana (Twice a week)		el pan con tomate (bread with tomato) el pan tostado (toast) una magdalena (a muffin) *los cereales (cereals)	aunque (although)	*son (they are)	un poco (a bit)	rico/a (tasty) malsano/a (unhealthy)
A menudo (Often)			sin embargo (however)		tan (so)	picante (spicy) asqueroso/a (disgusting)
A veces (Sometimes)						horrible (horrible)
De vez en cuando (From time to time)	bebo (I drink) no bebo (I don't drink)	el agua (water) el café (coffee) / el té (tea) el zumo de naranja (orange juice) la leche (milk) la limonada (lemonade) las bebidas gaseosas (fizzy drinks)				<i>* Add an 's' if describing plural food</i>
Nunca (Never)	me gusta beber (I like to drink) no me gusta beber (I don't like to drink)					

Spanish: Week 1 Translations

- | | |
|--|---|
| <ol style="list-style-type: none"> Normalmente me gusta comer los cereales porque son sabrosos A veces como el pan con tomate porque es muy sano | <ol style="list-style-type: none"> ...because it is too spicy Often I drink coffee ... but it is a bit unhealthy From time to time I drink fizzy drinks |
|--|---|

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following question
Write at least 3 sentences saying what you eat in the present tense - make sure you use every column on your knowledge organiser.

Spanish: Half Term 1 - Week 2

Spanish: Week 2 Knowledge Organiser: Food - La comida

Time Phrase (Adverb)	Verb (present tense)	Noun	Link	Verb	Intensifier	Adjective
Normalmente (Normally)	como (I eat) no como (I don't eat)	el pan (bread) / el jamón (ham)	porque (because)	es (it's)	muy (very)	sano/a (healthy)
Siempre (Always)	me gusta comer (I like to eat)	el queso (cheese) / el pollo (chicken)	ya que (because)	no es (it isn't)	demasiado (too)	delicioso/a (delicious)
Todos los días (Every day)	no me gusta comer (I don't like to eat)	el chorizo (spicy sausage)	pero (but)		bastante (quite)	sabroso/a (tasty)
Dos veces a la semana (Twice a week)		el pescado (fish)	aunque (although)	*son (they are)	un poco (a bit)	rico/a (tasty)
A menudo (Often)		la carne (meat) / la fruta (fruit)	sin embargo (however)		tan (so)	malsano/a (unhealthy)
A veces (Sometimes)		el pollo con patatas (chicken and potatoes)				picante (spicy)
De vez en cuando (From time to time)		una hamburguesa (a hamburger)				asqueroso/a (disgusting)
Nunca (Never)		la ensalada (salad)				horrible (horrible)
		las patatas fritas (chips)				<small> Add an 's' if describing plural food</small>
		el pan con tomate (bread with tomato)				
		el pan tostado (toast)				
		una magdalena (a muffin)				
		*los cereales (cereals)				
	bebo (I drink)	el agua (water)				
	no bebo (I don't drink)	el café (coffee) / el té (tea)				
	me gusta beber (I like to drink)	el zumo de naranja (orange juice)				
	no me gusta beber (I don't like to drink)	la leche (milk)				
		la limonada (lemonade)				
		las bebidas gaseosas (fizzy drinks)				

Spanish: Week 2 - Translations


- | | |
|--|--|
| 1. Nunca bebo el té
2. No me gusta beber la limonada
3. No me gusta comer la ensalada
4. Como el jamón porque es sano | 5. ...however it isn't too spicy.
6. Always I eat cheese
7. Everyday I like to eat fruit
8. ... but it is quite unhealthy |
|--|--|

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN Spanish:

Write 3 of your own sentences. You cannot reuse any of the sentences given above. Make sure you also write the translations in English

Spanish: Half Term 1 - Week 3

Spanish: Week 3 Knowledge Organiser: Food - Opinions

Opinion (Verb)	Noun	Link	Verb	Intensifier	Adjective
Me gusta(n)* (I like)	el pan (<i>bread</i>) / el jamón (<i>ham</i>)	porque (<i>because</i>)	es (<i>it is</i>)	muy (<i>very</i>)	delicioso/a (<i>delicious</i>)
No me gusta(n)* (I don't like)	el queso (<i>cheese</i>) / el pollo (<i>chicken</i>)				dulce (<i>sweet</i>)
	el pescado (<i>fish</i>) / el chorizo (<i>spicy sausage</i>)				salado/a (<i>salty</i>)
Me mola(n)* (I really love)	la carne (<i>meat</i>)	ya que (<i>because</i>)	me parece (<i>it seems</i>)	demasiado (<i>too</i>)	ligero/a (<i>light</i>)
Me gustaría probar (I would like to try)	la fruta (<i>fruit</i>) la ensalada (<i>salad</i>)				rico/a (<i>rich</i> / <i>tasty</i>)
Mi plato favorito es (My favourite meal is)	*los huevos (<i>eggs</i>)	pero (<i>but</i>)	*son (<i>they are</i>)	bastante (<i>quite</i>)	sabroso/a (<i>tasty</i>)
	el agua (<i>water</i>)				asqueroso/a (<i>disgusting</i>)
	el zumo de naranja (<i>orange juice</i>)		*me parecen (<i>they seem</i>)	un poco (<i>a bit</i>)	picante (<i>spicy</i>)
	la leche (<i>milk</i>) / la limonada (<i>lemonade</i>)	sin embargo (<i>however</i>)		tan (<i>so</i>)	aburrido/a (<i>boring</i>)
No aguanto (I can't stand)	una magdalena (<i>a muffin</i>)				sano/a (<i>healthy</i>)
Me da(n)* asco (It makes me sick)	la tostada (<i>toast</i>)				malsano/a (<i>unhealthy</i>)
No me gustaría probar (I would not like to try)	*los cereales (<i>cereals</i>)				horrible (<i>horrible</i>)
<i>*Add the 'n' when giving opinión on plural food nouns</i>	un bocadillo (<i>a filled baguette</i>)				<i>* Add an 's' if describing plural food</i>
	un sándwich (<i>a sandwich</i>)				
	un menú del día (<i>deal of the day</i>)				
	la tortilla española (<i>Spanish omelette</i>)				
	una hamburguesa (<i>a hamburger</i>)				
	el pollo con patatas (<i>chicken with potatoes</i>)				
	la comida basura (<i>junk food</i>)				
	*las patatas fritas (<i>chips</i>)				

¡Ñam ñam! (Yum-Yum!)

Spanish: Week 3 Translations

1. Me mola la fruta porque me parece rica
2. Mi plato favorito es el pescado
3. Me da asco el café
4. No me gusta beber el té


5. I wouldn't like to try a deal of the day
6. ...However it seems quite spicy
7. I can't stand milk
8. Although it is a bit healthy

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN Spanish:

¿Qué te gustaría probar? Say what you would like to try and why?

Spanish: Half Term 1 - Week 4

Spanish: Week 4 Knowledge Organiser: Food - Opiniones

Opinion (Verb)	Noun	Link	Verb	Intensifier	Adjective
Me gusta(n)* <i>(I like)</i> No me gusta(n)* <i>(I don't like)</i> Me mola(n)* <i>(I really love)</i> Me gustaría probar <i>(I would like to try)</i> Mi plato favorito es <i>(My favourite meal is)</i> No aguanto <i>(I can't stand)</i> Me da(n)* asco <i>(It makes me sick)</i> No me gustaría probar <i>(I would not like to try)</i> <i>*Add the 'n' when giving opinión on plural food nouns</i>	el pan (<i>bread</i>) / el jamón (<i>ham</i>) el queso (<i>cheese</i>) / el pollo (<i>chicken</i>) el pescado (<i>fish</i>) / el chorizo (<i>spicy sausage</i>) la carne (<i>meat</i>) la fruta (<i>fruit</i>) la ensalada (<i>salad</i>) *los huevos (<i>eggs</i>) el agua (<i>water</i>) el zumo de naranja (<i>orange juice</i>) la leche (<i>milk</i>) / la limonada (<i>lemonade</i>) una magdalena (<i>a muffin</i>) la tostada (<i>toast</i>) *los cereales (<i>cereals</i>) un bocadillo (<i>a filled baguette</i>) un sándwich (<i>a sandwich</i>) un menú del día (<i>deal of the day</i>) la tortilla española (<i>Spanish omelette</i>) una hamburguesa (<i>a hamburger</i>) el pollo con patatas (<i>chicken with potatoes</i>) la comida basura (<i>junk food</i>) *las patatas fritas (<i>chips</i>)	porque <i>(because)</i> ya que <i>(because)</i> pero <i>(but)</i>  sin embargo <i>(however)</i>	es <i>(it is)</i> me parece <i>(it seems)</i> *son <i>(they are)</i> *me parecen <i>(they seem)</i>	muy <i>(very)</i> demasiado <i>(too)</i> bastante <i>(quite)</i> un poco <i>(a bit)</i> tan <i>(so)</i>	delicioso/a (<i>delicious</i>) dulce (<i>sweet</i>) salado/a (<i>salty</i>) ligero/a (<i>light</i>) rico/a (<i>rich / tasty</i>) sabroso/a (<i>tasty</i>) asqueroso/a <i>(disgusting)</i> picante (<i>spicy</i>) aburrido/a (<i>boring</i>) sano/a (<i>healthy</i>) malsano/a (<i>unhealthy</i>) horrible (<i>horrible</i>) <i>* Add an 's' if describing plural food</i>

¡Ñam ñam! (Yum-Yum!)

Spanish: Week 4 Translations

1. No me gustan los huevos
2. Me gustaría probar una magdalena
3. Ya que me parece demasiado dulce
4. Porque es un poco salado.

5. My favourite meal is chicken
6. I can't stand Spanish omelette.
7. But it seems very unhealthy.
8. Because it is so disgusting.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN Spanish:
 ¿Qué te gustaría comer? What would you like to eat? Say what you would like to eat and what you would not like to eat. And why.

Spanish: Half Term 1 - Week 5

Spanish: Week 5 Knowledge Organiser: Food - In a restaurant

Verb (present)	Noun (Main)	Noun (Extra)	Link	Verb	Adjective
Quisiera (<i>I would like</i>) Me gustaría (<i>I would like</i>) No me gustaría <i>(I wouldn't like)</i> Recomendaría <i>(I would recommend)</i> No recomendaría <i>(I wouldn't recommend)</i>	el jamón (<i>ham</i>) / el pescado (<i>fish</i>) el queso (<i>cheese</i>) / el pollo (<i>chicken</i>) el chorizo (<i>spicy sausage</i>) huevos fritos (<i>fried eggs</i>) albóndigas (<i>meatballs</i>) la tortilla española <i>(Spanish omelette)</i> la fruta (<i>fruit</i>) / la ensalada (<i>salad</i>)	con patatas fritas <i>(with chips)</i> con verduras <i>(with vegetables)</i> con arroz (<i>with rice</i>) sin salsa (<i>without sauce</i>) sin guisantes <i>(without peas)</i>	porque <i>(because)</i> ya que <i>(because)</i>  pero <i>(but)</i> sin embargo <i>(however)</i>	es <i>(it is)</i> está <i>(it is)</i> *son <i>(they are)</i> *están <i>(they are)</i>	delicioso/a (<i>delicious</i>) dulce (<i>sweet</i>) salado/a (<i>salty</i>) ligero/a (<i>light</i>) rico/a (<i>rich/tasty</i>) sabroso/a (<i>tasty</i>) refrescante <i>(refreshing)</i> asqueroso/a <i>(disgusting)</i> picante (<i>spicy</i>) aburrido/a <i>(boring)</i> insípido/a <i>(flavourless / insipid)</i> <i>*Add an 's' if describing plural food</i>
De primer plato, me gustaría <i>(For the first course, I would like)</i> De segundo plato, me gustaría <i>(For the second course, I would like)</i> De postre, me gustaría <i>(For dessert, I would like)</i> De beber, quisiera <i>(To drink, I would like)</i>	el menú del día (<i>dish of the day</i>) un bocadillo (<i>a filled baguette</i>) un sándwich (<i>a sandwich</i>) una pizza (<i>a pizza</i>) la sopa (<i>the soup</i>) una crema catalana (<i>crème brûlée</i>) un helado (<i>ice cream</i>) una tarta (<i>a cake</i>) *unas galletas (<i>biscuits</i>) una botella de agua (<i>a bottle of water</i>) un café con leche (<i>a coffee with milk</i>) un zumo de naranja / de manzana (<i>an orange/apple juice</i>)	con cebollas <i>(with onions)</i> de jamón y queso <i>(of ham and cheese)</i> de atún (<i>of tuna</i>) de tomate (<i>of tomato</i>) de fresa (<i>of strawberry</i>) de chocolate <i>(of chocolate)</i>			

Spanish: Week 5 Translation

- | | |
|--|---|
| 1. Quisiera el pescado
2. Recomendaría el menú del día
3. No recomendaría la paella porque no es rica
4. De segundo plato quisiera el agua con gas. | 5. I would like the bread
6. because it's delicious
7. Sometimes I eat fruit because it's healthy
8. I don't recommend the ham |
|--|---|

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

Write three sentences combining BOTH sentence builders. Write the translations underneath.

Spanish: Half Term 1 - Week 6

Spanish: Week 6 Knowledge Organiser:

Verb (present)	Noun (Main)	Noun (Extra)	Link	Verb	Adjective
Quisiera (I would like)	el jamón (ham) / el pescado (fish)	con patatas fritas (with chips)	porque (because)	es (it is)	delicioso/a (delicious)
Me gustaría (I would like)	el queso (cheese) / el pollo (chicken)	con verduras (with vegetables)			dulce (sweet)
No me gustaría (I wouldn't like)	el chorizo (spicy sausage)	con arroz (with rice)			salado/a (salty)
Recomendaría (I would recommend)	huevos fritos (fried eggs)	sin salsa (without sauce)	ya que (because)	está (it is)	ligero/a (light)
No recomendaría (I wouldn't recommend)	albóndigas (meatballs)	sin guisantes (without peas)			rico/a (rich/tasty)
De primer plato, me gustaría (For the first course, I would like)	la tortilla española (Spanish omelette)				sabroso/a (tasty)
De segundo plato, me gustaría (For the second course, I would like)	la fruta (fruit) / la ensalada (salad)				refrescante (refreshing)
De postre, me gustaría (For dessert, I would like)	el menú del día (dish of the day)	con cebollas (with onions)			
De beber, quisiera (To drink, I would like)	un bocadillo (a filled baguette)	de jamón y queso (of ham and cheese)	pero (but)	*son (they are)	asqueroso/a (disgusting)
	un sándwich (a sandwich)	de atún (of tuna)			
	una pizza (a pizza)	de tomate (of tomato)			
	la sopa (the soup)	de fresa (of strawberry)			
	una crema catalana (crème brûlée)	de chocolate (of chocolate)			
	un helado (ice cream)				
	una tarta (a cake)				
	*unas galletas (biscuits)				
	una botella de agua (a bottle of water)				
	un café con leche (a coffee with milk)				
	un zumo de naranja / de manzana (an orange/apple juice)				

Spanish: Week 5 Translations






- De primer plato me gustaría comer la paella
- De postre como un pastel
- Para empezar quisiera la pasta
- De segundo plato como las tapas

- I recommend the chips because they are tasty
- I don't eat fruit
- because it's disgusting
- I would like the meat

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN Spanish:
 ¿Llevas una vida sana? Say if you lead a healthy lifestyle and why

Spanish: Half Term 1 - Week 7

Spanish: Week 7 Knowledge Organiser: Food - Mealtimes

Question	Verb	Time Phrase	Verb	Time
¿A qué hora .. At what time do ... 	desayunas? you have breakfast? comes? you eat (lunch)? almuerzas? you have lunch? meriendas? you have a snack? cenas? you have an evening meal?	Siempre (Always) Todos los días (Every day) Entre semana (During the week) A menudo (Often) A veces (Sometimes)	desayuno I have breakfast como I eat (lunch) almuerzo I have lunch meriendo I have a snack ceno I have an evening meal	a las ocho at 8 o'clock al mediodía at midnight 
¿Qué .. What do ... 	desayunas? you have for breakfast? comes? you eat (for lunch)? almuerzas? you have for lunch? meriendas? you have for a snack? cenas? you have for an evening meal?		No desayuno nada (I don't have anything for breakfast) No tomo nada (I don't have anything)	
Time Phrase	Verb	Food / Drink Item / Link		
Siempre (Always)	desayuno I have for breakfast	cereales (cereals) churros (thin donuts) tostadas (toast) galletas (biscuits)	un bocadillo (a sandwich) una hamburguesa (a hamburger) tortilla (Spanish omelette) carne (meat) pollo (chicken) chorizo (spicy sausage) pescado (fish) marisco (seafood)	ensalada (salad) jamón (ham) queso (cheese) paella (paella) sopa (soup)
Todos los días (Every day)	almuerzo I have for lunch	un huevo (an egg) un pastel (a cake) un yogur (a yoghurt) fruta (fruit)		patatas fritas (chips) verduras (vegetables)
Normalmente (Normally)	meriendo I have for a snack			
A menudo (Often)	ceno I have for an evening meal			
	tomo I have	Cola Cao (chocolate milk) café (coffee) té (tea) agua (water)	zumo de naranja (orange juice) leche (milk) limonada (lemonade)	y (soup) o (or) también (also) pero (but) con (with) 
A veces (Sometimes)	bebo I drink			

Spanish: Week 7 Translations







1. Siempre desayuno
2. Meriendo un pastel
3. A menudo tomo café
4. Desayuno cereales

5. I don't have anything for breakfast
6. I have a yoghurt for lunch
7. I have fish for an evening meal
8. Sometimes I drink water.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN Spanish
 Qué desayunas? Write at least three sentences saying what you do and don't have for breakfast and why.

Spanish: Half Term 1 - Week 8

Spanish: Week 8 Knowledge Organiser:

Question	Verb	Time Phrase	Verb	Time
¿A qué hora .. At what time do .. 	desayunas? you have breakfast? comes? you eat (lunch)?  almuerzas? you have lunch? meriendas? you have a snack? cenas? you have an evening meal?	Siempre (Always) Todos los días (Every day) Entre semana (During the week) A menudo (Often) A veces (Sometimes)	desayuno I have breakfast como I eat (lunch) almuerzo I have lunch meriendo I have a snack ceno I have an evening meal	a las ocho at 8 o'clock al mediodía at midnight 
¿Qué .. What do .. 	desayunas? you have for breakfast? comes? you eat (for lunch)?  almuerzas? you have for lunch? meriendas? you have for a snack? cenas? you have for an evening meal?		No desayuno nada (I don't have anything for breakfast) No tomo nada (I don't have anything)	
Time Phrase	Verb	Food / Drink Item / Link		
Siempre (Always)	desayuno I have for breakfast	cereales (cereals)	un bocadillo (a sandwich)	ensalada (salad)
Todos los días (Every day)	como I eat (for lunch)	churros (thin donuts)	una hamburguesa (a hamburger)	jamón (ham)
Normalmente (Normally)	almuerzo I have for lunch	tostadas (toast)	tortilla (Spanish omelette)	queso (cheese)
A menudo (Often)	meriendo I have for a snack	galletas (biscuits)	carne (meat)	paella (paella)
A veces (Sometimes)	ceno I have for an evening meal	un huevo (an egg)	pollo (chicken)	sopa (soup)
	tomo I have	un pastel (a cake)	chorizo (spicy sausage)	patatas fritas (chips)
	bebo I drink	un yogur (a yoghurt)	pescado (fish)	verduras (vegetables)
		fruta (fruit)	marisco (seafood)	y (soup)
		Cola Cao (chocolate milk)	zumo de naranja (orange juice)	o (or)
		café (coffee)	leche (milk)	también (also)
		té (tea)	limonada (lemonade)	pero (but)
		agua (water)		con (with)

Spanish: Week 8 Questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Siempre almuerzo un bocadillo 2. También ceno marisco 3. Todos los días bebo limonada 4. <u>No</u> bebo té | <ol style="list-style-type: none"> 5. During the week I have a snack 6. I always have toast for breakfast 7. I have orange juice and chocolate milk 8. I have a hamburger or salad |
|--|--|

Extended Writing Question: Say what you normally eat for breakfast, lunch and evening meal in at least 3 sentences.

Modern Britain: Half Term 1 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Human Rights & Social Justice

Key Terms

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

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

UDHR - Universal Declaration of Human Rights

CDHR - Cairo Declaration of Human Rights

Key beliefs

Attitudes to social justice and human rights - we learn from an early age that life is sometimes unfair. Some people are born poor and some are born rich. Injustice comes when people are not treated equally. The UDHR, which the UK signed, was adopted by the United Nations in 1948. In 1998 the UK government passed the Human Rights Act that reinforces the UDHR. It does not allow slavery, torture and forced labour and includes the rights to life, liberty, security, education, privacy, a fair trial, family life, free elections and to get married.

Cairo Declaration of Human Rights and Muslim Teachings - In 1990 the 57 states in the Organisation of the Islamic Conference adopted the CDHR based on the Qur'an, Sunnah and Islamic legal tradition. All the rights and freedoms included in the CDHR are subject to Shari'ah Law.

Responsibilities as humans:-

- Humans have the right to freedom of speech but the responsibility not to say something that causes offence to someone else.
- Children have the right to protection from cruelty and neglect but the responsibility not to harm each other
- This applies to individuals as well as countries and their governments.

Religions have quotes that you can find in their holy books which all humans who believe in a religion will follow.

For Christians they will follow the quote 'All human beings are born free and equal in dignity and rights' The UDHR.

For Muslims they will follow the quote 'All men are equal in terms of basic human dignity and basic obligations and responsibilities, without any discrimination on the basis of race, colour, language, belief, sex, religion, political status, social status or other consideration' The CDHR.



Modern Britain: Week 1 Questions

- | | |
|---|--|
| 1. What does Human Rights mean? | 5. What do children have the right to? |
| 2. What does UDHR stand for? | 6. How many states adopted the CDHR? |
| 3. When was the UDHR signed in the UK? | 7. Give 4 ways you can be discriminated against? |
| 4. Identify 5 things the UDHR does not allow. | 8. What does CDHR stand for? |

Extended Writing Question: Why is it important to human beings that we have the Universal Declaration of Human Rights?

Modern Britain: Half Term 1 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Human Rights and Social Justice - Prejudice and Stereotyping

Key terms

Equality - that humans are of equal value and status.

Prejudice - judging on the basis of not knowing the facts

Discrimination - the actions or behaviour that result from prejudice. The saying 'Do not judge a book by its cover' is very true when it comes to making judgements and being prejudiced against something or someone.

Key beliefs

Equality - Whatever their status, religion or gender, they are equally valuable and can have the same relationships with God.

Prejudice - Christian and Muslims views on prejudice follows the examples and teaching in Genesis, The Old Testament and the Qur'an about Adam and Eve both equal.

Hetrosexual relations are what are natural and what God intended (man and woman having relationships) .

Homosexual relations are more controversial as God created man and woman to have children. Some people accept that homosexual relationships are acceptable and focus more on the love between people, rather than on the sexual act which is of lower importance.

Recent changes in British legislation have given equality to everybody regardless of sexuality and homosexual couples can legally marry.

Some Muslim countries, e.g. Lebanon and Turkey are debating whether to allow same - sex marriage.

Some religions don't agree with homosexuals where others can see that two people love each other and that is all that matters. People will judge people based on what is morally right. Many Muslims see homosexuality as a sin and against Shari'ah Law, for Muslims.

Some Christians see homosexuality as sinful whilst some see it as morally acceptable.



Modern Britain: Week 2 Questions

1. What does equality mean?
2. From the saying 'What must you not judge by its cover'?
3. What does prejudice mean?
4. What does discrimination mean?

5. Christians and Muslim both believe in what?
6. Who created man and woman?
7. Which countries are debating whether to allow same-sex marriage?
8. Which law do Muslims live by?

Extended Writing Question: Explain the difference between equality and prejudice.

Modern Britain: Half Term 1 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Human Rights and Social Justice - Religious Equality and Freedom

Key words

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

Freedom of Religious expression - the right to worship, preach or practise one's faith in whatever way one chooses.

Key beliefs

In Britain Christians and Muslims join followers of other faiths in interfaith organisations (Buddhism, Judaism, Hinduism, Sikhism) which are all happy to work together to promote harmony and not division. So religions believe that people have freedom of religion (the right to believe or practise whatever religion one chooses) and freedom of religious expression (the right to worship, preach or practise one's faith in whatever way one chooses). Christianity is currently the main religious tradition in Great Britain. The reigning Monarch, King Charles III, is the official Head of the Church of England and has been referred to as the 'defender of the faith' since 1521. The government protects the freedom of religious expression which gives all individuals the right to follow whichever faith they choose or none. Laws forbid the persecution of members of any faith and any person can encourage anybody else to follow their faith, provided they do not preach hatred and intolerance about a religion. These freedoms are protected in both the Universal and the Cairo Declaration of Human Rights.

In some parts of the world governments do not allow their citizens such freedoms. In Britain there are still some who discriminate against members of particular religious traditions. Those found guilty of such behaviour in Britain can be punished by a court of law. Conflict based on politics and a divide between Protestants and Catholics in Northern Ireland during the second half of the twentieth century has largely been ended. Christian teachings encourage tolerance and harmony with all religions.

In Britain Christians and Muslims join followers of other faiths in interfaith organisations. They promote constructive dialogue that highlights what faiths have in common and promote harmony not division.

Modern Britain: Week 3 Questions

- | | |
|--|---|
| 1. What does Freedom of Religion mean? | 5. What does Freedom of Religious expression mean? |
| 2. Identify 3 religions that work alongside Christians and Muslims | 6. Name the Holy book of Islam |
| 3. Who is the 'Defender of the Faith'? | 7. Which law do Muslims live by? |
| 4. What does CDHR stand for? | 8. If you are found to discriminate on the grounds of religious belief, what may happen to you? |

Extended Writing Question: Explain why it is important for all faiths in the UK to get along with each other and show harmony and not division.

Modern Britain: Half Term 1 - Week 4

Modern Britain: Week 4 Knowledge Organiser: Human Rights and Social Justice - Social Justice/Poverty/Giving money to the poor

Keywords

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

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

Justice - doing what is right and fair

Giving Aid

There are occasions when people need help to provide basic needs, for example, when a disaster strikes, emergency aid (short term given in times of crisis) is needed. Voluntary aid organisations such as Christian Aid and Islamic Relief immediately mobilise their workers, many of whom are volunteers, to provide emergency supplies such as food, water, blankets, basic shelter and medical supplies. The money for supplies and transport comes from charitable donations. Long term aid is assistance given to a poor community over a long period of time that has a lasting effect. It consists of development work designed to help those who receive it to look after their own welfare. There is an old saying 'Give a man a fish and feed him for one day, teach a man to fish and feed him for life'. The aim is to help people to become less dependent on outside aid and be more self-reliant.

Poverty

Christians and Muslims have a religious duty to help the poor. Those in need should also use their talents to provide for themselves by working. Everybody has talents and abilities to help themselves out of poverty if they have the opportunity to do so. Providing opportunities is an important part of helping people to provide for themselves. Both Christians and Muslims encourage the poor to help themselves by working but there are some who are unable to do so. This may be because there are few jobs available in their area. They lack the qualifications required and training is not available, they are badly suited to certain jobs - possibly through disability or their domestic arrangements make full time work impossible. Muslims use Zakah payments to help the poor in the community. Christians also believe that you must try to defend for yourself and get a job and not to rely on generosity.

Modern Britain: Week 4 Questions

- | | |
|---|--|
| 1. What does emergency aid mean? | 5. What does long term aid mean |
| 2. Identify the two charities giving aid? | 6. What payments do Muslim make in the community? |
| 3. What is provided when a disaster has happened to the people who need it? | 7. Identify a reason why some people live in poverty |
| 4. What does justice mean? | 8. Christians and Muslims encourage the poor to do what? |

Extended Writing Question: What is the difference between emergency aid and long term aid, giving examples of how they help.

Modern Britain: Half Term 1 - Week 5

Modern Britain: Week 5 Knowledge Organiser: The Role of Women

Keywords

Ordained - to become a priest in the church

Equality - men and women being treated the same

Views on the roles of women in religion

At the time of the early Christians (first century CE), attitudes to women were very different from today. Many Christians believe the roles of women within religions vary as attitudes have changed through the years. In the beginning it was said that women had to be silent in church. They were not allowed to speak because it was disgraceful for a woman to speak in church. Society has now changed and what 2000 years ago seemed right and normal is not so now. Some Christian churches have ordained women as ministers for nearly 100 years. The Catholic and Orthodox Churches do not allow women to be priests. In 1993 women were allowed to become priests in the Church of England and in 2014, Reverend Libby Lane became the first female bishop.

Muslim views on the roles of women in religion

Muslims believe that men and women were designed for different purposes. Traditionally men are the providers and women bring up children and look after the home. Women have the responsibility to teach their children the basics of Islam. Mothers teach their children about their future roles as husband and father or wife and mother. Many women now have a paid job. The money they earn is for themselves. Men are also expected to take a role in the home. Although all Muslims have a duty to obey and worship God, women have a different role from men.

As mothers, women do not have to attend mosque five times a day for prayers, nor for JUmamah (Friday) prayers. If they choose to attend, they worship separately from men. Even though Muslim women can become scholars, teachers and in some cases preachers, they cannot become an Imam (priest like person in a mosque) unless no man is present at the worship.

Modern Britain: Week 5 Questions

- | | |
|--|--|
| 1. What does ordained mean? | 5. What does equality mean? |
| 2. Who had to be silent in Church and why? | 6. What duty do Muslims have? |
| 3. Who became a priest in 2014? | 7. What is the day of the week they attend Jummah prayers? |
| 4. Which Church allowed women as priests? | 8. What can Muslim women become? |

Extended Writing Question: Explain the roles of men and women in both religions and give examples of what they are expected to do.

Modern Britain: Half Term 1 - Week 6

Modern Britain: Week 6 Knowledge Organiser: Exploitation of the poor

Key Words

Exploitation - misuse of power or money to get others to do things for little or unfair reward

Human Trafficking - the illegal movement of people, typically for the purposes of forced labour or commercial sexual exploitation.

Many multinational companies pay their workers in LEDC's a tiny wage in order to make large profits for their shareholders. This is particularly true in the agriculture and clothing industries. For example, around 200,000 people work in the tea plantations in west Bengal, India and are paid about £1 a day. This is about half the legal minimum an unskilled worker is supposed to be paid. Former workers sometimes migrate to look for work elsewhere, frequently becoming victims of forced labour. Cheap clothes are made in places that most people would describe as sweatshops, to be sold in countries like the UK. Workers are forced to endure poor working conditions, long hours, low wages and other violations of labour rights. The UK government introduced the National Minimum Wage ACT in 1998. This sets the lowest amount of money an employer can legally pay a worker per hour in the UK. Another way the poor are exploited is by higher interest rates on loans; people are desperate for money and sometimes lured into borrowing money at exorbitant interest rates and then find themselves unable to pay off the debt.

Human Trafficking is a multi billion pound industry in which criminals profit from the control and exploitation of others. People wanting to get a new and more prosperous life often pay people smugglers to get them from poverty stricken countries to developed countries. For example, there are known cases in the media of people from countries in Africa and the Middle East who want to reach European Union countries and the UK and take enormous risks to do so. If they are economic migrants, rather than refugees or asylum seekers and they are exploited, they may not dare report the traffickers to the police as they fear being returned to their own country due to their illegal status.

Modern Britain: Week 6 Questions

- | | |
|--|--|
| 1. What does exploitation mean? | 5. What does human trafficking mean? |
| 2. How many people work in the tea plantations? | 6. What did the UK government introduce in 1998? |
| 3. Identify two ways that the poor are exploited | 7. How do people get from one country to another? |
| 4. How much are tea pickers paid a day? | 8. Which industries are people exploited the most? |

Extended Writing Question: Why do people from countries like Africa and the Middle East want to come to Europe to live?

Modern Britain: Half Term 1 - Week 7

Modern Britain: Week 7 Knowledge Organiser: Attitudes to Poverty

Key words

Poverty - being without money, food or other basic needs of life.

Emergency Aid - help given to communities in times of disaster.

Long Term Aid - assistance given to a poor country over a long period of time.

LEDC - Less economically developed countries

Everyone shares the same basic needs. We are hungry and need food, we are thirsty and need water. We need clothing and a place of shelter. The Government is also responsible for giving assistance to those who are genuinely unable to support themselves. This may be because of illness, disability or old age. LEDC countries rely on people giving to charities like the Red Cross and Christian and Muslim Aid.

1. The distribution of wealth around the world is not good as we have rich countries and we have poor countries.
2. People have the amount of money that they deserve or some people have more than they need.
3. Rich countries should pay large amounts of money to poor countries, this would make it equal.
4. We should care more about poverty in our own country than poverty elsewhere but does this make it right?
5. People who are very rich are likely to be less moral than ordinary people.
6. If we were very rich I would give nearly all my money away to charity - this is so that we all live in harmony, peace and equality.

Modern Britain: Week 7 Questions

- | | |
|--|---|
| 1. What is poverty? | 5. What does LEDC mean? |
| 2. What is emergency aid? | 6. Identify 4 things we should do to help others? |
| 3. What is long term aid? | 7. What are the basic needs? |
| 4. Which two religions help people in poverty? | 8. Who is responsible for giving assistance to those who need it? |

Extended Writing Question: Explain why attitudes to the poor differ in different parts of the world.

Modern Britain: Half Term 1 - Week 8

Modern Britain: Week 8 Knowledge Organiser: Checkpoint lesson on Human Rights & Social Justice

Key Terms

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

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

UDHR - Universal Declaration of Human Rights

CDHR - Cairo Declaration of Human Rights

Equality - that humans are of equal value and status.

Prejudice - judging on the basis of not knowing the facts

Discrimination - the actions or behaviour that result from prejudice.

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

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

Justice - doing what is right and fair

Exploitation - misuse of power or money to get others to do things for little or unfair reward

Human Trafficking - the illegal movement of people, typically for the purposes of forced labour or commercial sexual exploitation.

Prison - a secure building where offenders are kept for a period of time set by a court judge

Corporal Punishment - punishment of an offender by causing them physical pain

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



Modern Britain: Week 8 Questions

- | | |
|------------------------------|-------------------------------------|
| 1. What is social justice? | 5. What is community service? |
| 2. What does UDHR stand for? | 6. What does CDHR stand for? |
| 3. What is emergency aid? | 7. When would we use emergency aid? |
| 4. What is justice? | 8. What is human trafficking? |

Extended Writing Question: Why is it important that as human beings we have human rights?

Computing: Half Term 1 - Week 1

Computing: Week 1 Knowledge Organiser: HTML Tags:			
Keywords	Knowledge		
<p>HTML - HTML, which stands for HyperText Markup Language, is the foundation of all web pages.</p> <p>Tags - HTML syntax that uses <code><></code> to identify each HTML element.</p> <p>Web Page - A single page on a website (lots of web pages).</p>	HTML Tag:	Meaning:	
	<code><html></code>	Defines the root of the HTML document	
	<code><head></code>	Contains metadata about the HTML document	
	<code><body></code>	Contains the visible content of the HTML document	
	<code><h1></code>	The main heading of the page, used for the most important title.	
	<code><p></code>	The <code><p></code> tag is used to define a paragraph of text. It automatically adds a line break before and after the paragraph.	
	<code></code>	The <code></code> tag makes the text bold. It is used to emphasize important words or phrases.	
	<code><i></code>	The <code><i></code> tag makes the text italic. It is used to indicate foreign words, book titles, or for emphasis.	
	<code><u></code>	The <code><u></code> tag underlines the text. It is less commonly used today for emphasis, but it's still relevant for marking specific words.	
Computing: Week 1 Questions:			
1.	What is HTML?	5.	What does the <code><p></code> tag do?
2.	What does the <code><head></code> tag do?	6.	What does the <code></code> tag do?
3.	What does the <code><body></code> tag do?	7.	What does the <code><i></code> tag do?
4.	What does the <code><h1></code> tag do?	8.	What does the <code><u></code> tag do?
Extended Writing Question:			
Why would we want to use a <code><p></code> tag over a <code><h1></code> tag if we are writing a description of an image?			

Computing: Half Term 1 - Week 2

Computing: Week 2 Knowledge Organiser: Structuring a HTML Web Page:			
Keywords		Knowledge	
<p>Syntax Error - Structure or syntax of HTML tags, such as missing closing tags or incorrect attribute values.</p> <p>Semantic Error - Errors that affect the meaning or interpretation of the HTML code, such as using the wrong tag for a particular element.</p>	A table in HTML consists of table cells inside rows and columns (like the one below <i>(2 columns, 8 rows)</i>).		
	HTML Tag:	Meaning:	
	<table>	Allows you to start creating a table	
	<tr>	Creates a row for your table	
	<th>	Headings to be used	
	<td>	Adds values to the columns in rows	
	<aside>	Contains content that is tangentially related to the main content, like a sidebar or a related article.	
	<article>	Represents a self-contained piece of content, like a blog post or news article.	
	<footer>	Represents a footer section, typically containing copyright information or contact details.	
Computing: Week 2 Questions:			
1.	What does the <table> tag do?	5.	What does the <aside> tag do?
2.	What does the <tr> tag do?	6.	What does the <article> tag do?
3.	What does the <th> tag do?	7.	What does the <footer> tag do?
4.	What does the <td> tag do?	8.	What does a table structure look like?
Extended Writing Question:			
What is the difference between a syntax error and a semantic error?			

Computing: Half Term 1 - Week 3

Computing: Week 3 Knowledge Organiser: Images on a web page:			
Keywords		Knowledge	
<p>Optimise image size - Use appropriate image formats and compression techniques to reduce file sizes without compromising quality.</p> <p>Provide alt text: - Always include meaningful alternative text for screen readers and search engines to understand the image's content.</p>		Images are used to help convey information to the people viewing the web page. These can be added to any web page using the tag.	
		An example of the image tag: 	
Computing: Week 3 Questions:			
1.	What does src do?	5.	What is the tag we use to create an image?
2.	What does alt mean?	6.	Why should we provide alt text?
3.	What is the width and height measured in?	7.	How can we optimise image sizes?
4.	Why do we add titles / names to images in the tag?	8.	Why do we add images to a web page?
Extended Writing Question:			
How would you write the HTML code to display an image of a computer (computer.jpg) with alt text of “Computer” and a width and height of 400 and 400?			

Computing: Half Term 1 - Week 4

Computing: Week 4 Knowledge Organiser: Cascading Style Sheets:				
Keywords		Knowledge		
<p>Inline CSS - The code for styling the web page is in the same line as the HTML code.</p> <p>External CSS - The code for styling the web page is in the same line as the HTML code.</p> <p>Embedded CSS - The code for the styling is placed at the top of the HTML code and referenced from the same page.</p>		Cascading Style Sheets - These are used to change the appearance of your web page and make them look pretty. It will change colours, fonts and some of the layout.		
		Tag:	What it means:	Example:
		Style	This is used to show how text will be designed. Can be used for fonts, text alignment, colours, borders etc.	<code><h1 style="border:2px solid Tomato;">Hello World</h1></code>
		Background	This will adjust the image/colour of the background in your webpage.	<code>body { background-color: lightblue; }</code>
		Border	This will place lines around a selected element.	<code>p.dotted {border-style: dotted;}</code> – This example is for paragraphs.
		Fonts	The way that the text will look.	<code>.p1 { font-family: "Times New Roman", Times, serif; }</code>
Computing: Week 4 Questions:				
1.	What is CSS used for?	5.	What does background-color do to the body tag?	
2.	What is Inline CSS?	6.	What does p.dotted mean?	
3.	What is Embedded CSS?	7.	What are fonts?	
4.	What is External CSS?	8.	What does a border do?	
Extended Writing Question:				
How would you write the CSS code to change the p1 tag to font-family : Calibri and font-size : 15px?				

Computing: Half Term 1 - Week 5

Computing: Week 5 Knowledge Organiser: Multiple Web Pages:			
Keywords	Knowledge		
<p>Relative Paths - Use for linking within the same website directory.</p> <p>Absolute Paths- Use for linking to files outside the website directory.</p> <p>Website Authority - Consider the reputation and trustworthiness of the linked website.</p> <p>Content Relevance - Ensure the content of the linked website is relevant to your website.</p>	Multiple pages allow you to organise your website's content logically and provide a clear user experience. This helps users easily find the information they're looking for.		
	Each page of your website should be its own separate HTML file. You can use a folder structure to organise your files efficiently.		
	Link	Use descriptive text that clearly indicates the target page.	
	Anchor Tag	Use the element with the href attribute pointing to the target page.	
	Target Page	The page the link will navigate to when clicked.	
	Different types of navigation methods:		
	Top Navigation	Commonly placed at the top of the page, offering a clear and consistent way to navigate.	
	Side Navigation	Placed on the side of the page, often used for websites with extensive content.	
Footer Navigation	Located at the bottom of the page, providing quick access to important links and information.		
Computing: Week 5 Questions:			
1.	What are relative paths?	5.	Which tag will use href to point at a page?
2.	What are absolute paths?	6.	What is top navigation?
3.	What does website authority mean?	7.	What is side navigation?
4.	What does content relevance mean?	8.	What is footer navigation?
Extended Writing Question:			
What scenario would you use each of the following types of navigation for? Top, Side, Footer.			

Computing: Half Term 1 - Week 6

Computing: Week 6 Knowledge Organiser: Hyperlinks:			
Keywords		Knowledge	
<p>Fragment Identifiers - Add a "#" and an ID or name attribute to link to a specific section within the same HTML document.</p> <p>Bookmarks - Create bookmarks with the tag to link to specific page sections. These allow you to save the pages and re visit them later.</p>	Hyperlinks are used in HTML to allow users to go to other pages, open videos or open other websites / pages.		
	The Anchor (A) Tag	The <a> tag is used to create a hyperlink. The href attribute specifies the URL or path to the linked content.	
	Link Tag	The text between the opening and closing <a> tags becomes the clickable link text that users see.	
	Attributes	Additional attributes like target, title, and rel can be used to customise the link's behaviour and appearance.	
	Linking to videos	Use the Watch Video syntax to link to a video file.	
	Linking to video platforms	For videos hosted on platforms like YouTube or Vimeo, use the platform's provided sharing link in the href attribute.	
	Accessibility	Add the target="_blank" attribute to open the video in a new tab, improving accessibility.	
Computing: Week 6 Questions:			
1.	What is a hyperlink used for?	5.	How do you make a link with the link tag?
2.	What are fragment identifiers?	6.	What are some attributes we can use for tags?
3.	What is the code to create a bookmark?	7.	How do you create a link to a video?
4.	What tag does the Anchor tag use?	8.	How do you add a YouTube video?
Extended Writing Question:			
Why would you want to use the code from a website (such as YouTube or Vimeo) over linking directly to a video?			

Computing: Half Term 1 - Week 7

Computing: Week 7 Knowledge Organiser: Navigation:			
Keywords	Knowledge		
<p>Unordered Lists (UL) - Unordered lists are commonly used to create navigation menus, where each list item represents a different page or section.</p> <p>Ordered Lists (OL) - Ordered lists can be used to create step-by-step navigation, such as a tutorial or a process flow.</p>	HTML navigation enables users to move through a website with ease. It provides links to different pages, sections, and resources, enhancing the user experience.		
	Layout:		Appearance:
	CSS can be used to control the layout of navigation menus, such as making them horizontal or vertical.		CSS can be used to style the appearance of navigation links, such as changing the font, colour, and hover effects.
	Accessibility:		Responsiveness:
	CSS can be used to ensure that navigation is accessible, such as by providing sufficient contrast and clear focus outlines.		Use the alt and title attributes to provide accessible descriptions for the video.
	Simple Bar	A basic horizontal navigation bar with links arranged in a row.	
	Dropdown Menus	Horizontal navigation can include dropdown menus for more complex navigation structures.	
Sticky Navigation	Horizontal navigation bars can be made "sticky", remaining at the top of the page as the user scrolls.		
Computing: Week 7 Questions:			
1.	What is an unordered list?	5.	What can we change within the appearance of links?
2.	What is an ordered list?	6.	What does accessibility provide to navigation?
3.	Why does HTML use navigation?	7.	What is Simple Bar navigation?
4.	How do we change the layout of navigation?	8.	What does ‘Sticky’ navigation mean?
Extended Writing Question:			
Why would you use an unordered list over an ordered list?			

Computing: Half Term 1 - Week 8

Computing: Week 8 Knowledge Organiser: Consolidations:			
Keywords	Knowledge		
<p>HTML - HTML, which stands for HyperText Markup Language, is the foundation of all web pages.</p> <p>Tags - HTML syntax that uses <code><></code> to identify each HTML element.</p> <p>Cascading Style Sheets - These are used to change the appearance of your web page and make them look pretty. It will change colours, fonts and some of the layout.</p>	HTML Tag:	Meaning:	
	<code><html></code>	Defines the root of the HTML document	
	<code><head></code>	Contains metadata about the HTML document	
	<code><body></code>	Contains the visible content of the HTML document	
	<code><table></code>	Allows you to start creating a table	
	<code><tr></code>	Creates a row for your table	
	<code><th></code>	Headings to be used	
	<code><td></code>	Adds values to the columns in rows	
	<code></code>	Allows you to add an image to the screen.	
Computing: Week 8 Questions:			
1.	What is HTML?	5.	What does the <code><body></code> tag mean?
2.	What are HTML Tags?	6.	What does the <code><table></code> tag mean?
3.	What are Cascading Style Sheets?	7.	What does the <code><tr></code> tag mean?
4.	What does the <code><head></code> tag mean?	8.	What does the <code><td></code> tag mean?
Extended Writing Question:			
How would you write the HTML code to display an image of a computer (dog.jpg) with alt text of “Dog” and a width and height of 400 and 700?			

Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive