

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 1 2023-24

Science

French

KNOWLEDGE ORGANISER

History

Geography

9

English

Hegarty

Maths

Modern Britain

QUESTIONS STEMS



Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

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Book Pride

1	2
• No dates and titles are underlined • Work is very untidy • Extended writing tasks are incomplete • SPaG errors being repeated Show more PRIDE in your learning. Be proud to learn and be proud of your work.	• Some dates and titles are underlined • Work is untidy • Extended writing tasks are short • SPaG errors being repeated
3	4
• Most dates and titles are underlined • Work is usually neat and well presented • Extended writing tasks are good • SPaG is usually correct	• All dates and titles are underlined • Work is exceptionally neat and well presented • Extended writing tasks are outstanding • SPaG is consistently correct You are RESILIENT. You always show PRIDE in your work.

Year 9 - Half term 1 (11/9/2023 → 20/10/2023) - Written Homework Plan

	Monday		Tuesday		Wednesday	Thursday	Friday	
	Geography	Computing	French	Spanish	Modern Britain	History	Art	Health
Week 1	Economic Sectors	Programming	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Key Beliefs	Rise of Hitler and the Nazis	Reflective Recording	Netball
Week 2	TNC's and Clone Towns	Programming with lists	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	The Oneness of God	The Police State	Contextual Understanding: Keywords and Definitions	Netball
Week 3	Suburbanisation	While Iteration	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	The Nature of God	Propaganda	Pop Art Claes Oldenburg	Rugby
Week 4	Dereliction and Regeneration	For Iteration	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Angels	Unemployment Policies	Creative Making	Rugby
Week 5	Sustainable Urban Living	SUMS	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Predestination	Living Standards Policies	Reflective Recording	Badminton
Week 6	Sustainable Urban Living	Using Lists and Selection	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Life after Death	Revision	Contextual Understanding: Keywords and Definitions	Thinking ME: The Warm Up / Healthy ME

Year 9 Term 1 Geography: Urban change in the UK

Session	Keywords	Knowledge	Geographical concepts
Week 1 Economic sectors	Raw materials: basic materials (eg wood) which can be used to make something else. Manufacturing: the making of a product from raw materials.	There are 4 economic sectors. Primary: extracting raw materials (e.g. Fishing, farming) Secondary: manufacturing (making products) (e.g. DFS warehouse) Tertiary: Providing a service (e.g. Teacher, Doctor) Quaternary: Technology and research (e.g. University Lecturer)	The types of jobs that people do in the UK has changed over time. Before about 1760, most people in the UK were employed in the Primary sector The industrial revolution took places between 1760 and 1840. It was in 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.
Week 2 TNC's and clone towns	Transnational corporations (TNCs): Large businesses which operate in more than one country Clone Towns: a high street or shopping centre is significantly dominated by chain stores and very little independent shops	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.	Advantages of TNCs locating in a country: - 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 Disadvantages of TNCs locating in a country: - 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

Week 1 questions	Week 2 Questions
- What are raw materials? - Which sector of the economy is based on extracting raw materials? - Which sector of the economy is based on manufacturing? - Which sector of the economy provides a service? - Which sector of the economy is based on technology and research? - Which sector were most people employed in before the 1760s? - When was the Industrial revolution? - Which sector is becoming increasingly important today?	- What are TNCs? - What is a clone town? - Why do TNCs have factories in low income countries? - Give an example of a TNC - Name an advantage of TNC's to the economy - Name an advantage of TNC's to people - Name a disadvantage of TNC's to the environment - Name a disadvantage of TNC's to people

Year 9 Term 1 Geography: Urban change in the UK

Session	Keywords	Knowledge	Geographical concepts
Week 3: Suburbanisation and counter urbanisation	Suburbanisation: the movement of people from the cities to the suburbs (areas just outside the city) Counter urbanisation: Movement of people from the city back into the countryside.	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. 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. 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.	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 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.
Week 4 Dereliction and regeneration of Drakes Circus	Dereliction: empty areas which are abandoned or currently have no use Regeneration: The improvement and upgrading of existing areas	Dereliction can happen for several reasons. - 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. 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.	Central areas of cities still remain very popular places to live for many reasons: good transport links, eg buses and train services / close to shops / good choice of cafes, pubs and restaurants / a variety of entertainment, eg cinema, parks and theatres / close-knit communities / more job opportunities / good schools, colleges and universities. 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.

Week 3 questions	Week 4 Questions
1. What is suburbanisation? 2. What is counter urbanisation? 3. Give a reason why people move to the suburbs? 4. What is the name of the new town on the Outskirts of Plymouth? 5. What is the approximate population of Sherford? 6. Why does counter urbanisation happen? 7. What is greenfield land? 8. Name an advantage and disadvantage of building on greenfield land	1. What does dereliction mean? 2. What does regeneration mean? 3. Give one reason why dereliction happens 4. When did Drake Circus shopping centre open? 5. Name three reasons why inner-city areas remain popular places to live 6. What was the RWY before it was regenerated? 7. Name a social opportunity of RWY 8. Name a economic opportunity of RWY

Year 9 Term 1 Geography: Urban change in the UK

Session	Keywords	Knowledge	Geographical concepts
Week 5 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; Where will the growing population live? Where will all the food and water needed come from? What happens to air quality if everyone uses cars? Can the waste disposal system cope with so many people? 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. .	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. We think about three different ways to be sustainable - environmentally, economically and socially.
Week 6 Sustainable urban living - Transport in the UK - Solutions	Public transport: Forms of transport that people pay to use. They usually carry many people at once. Congestion charge: A fee that must be paid to drive in some areas of some cities, to reduce the number of cars there.	Key features of a sustainable city - 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	A city can plan to make transport more sustainable. - Discouraging the use of private transport. In London this is achieved by a congestion charge 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.

Week 5 questions	Week 6 Questions
- What does sustainability mean? - Explain a challenge cities face - Why is carbon dioxide harmful to the environment? - Why is carbon dioxide harmful to people? - Name a fossil fuel - What does a sustainable city offer to people? - What three ways can we be more sustainable? - Suggest one way cities could be more sustainable	- What is public transport? - What is a congestion charge? - Why is creating green space a sustainable option? - Why is walking or cycling a sustainable option? - Name one way a city can be more sustainable - Which UK city was named the first cycling city? - Why is public transport more sustainable than private transport? - Suggest one way that Plymouth could be more sustainable

Year 9 Computing: Sequences of Data

Week 1: Programming Recap:

Keywords	Knowledge
Variables - Locations in memory that can be changed. Assignment - To give a value to an expression. Selection - Making decisions based on variables and inputs. Integer - Whole number.	You need a selection structure (if-elif-else) when there are multiple branches and your program needs to select which one of them to follow. <code>days = ["Monday", "Tuesday", "Wednesday", "Thursday", "Friday", "Saturday", "Sunday"]</code> The names for the days of the week can be stored in a list . A comma-separated list of values (items), in square brackets. The list items are string literals so they need to be in quotation marks. A list is a kind of data structure. Data structures are organised collections of data. In the case of lists, data is organised in a sequence, with each item having a unique index, denoting its position in the list.

Homework Book Questions (Week 1):

Q1	What is a variable?	Q5	When will an elif statement run?
Q2	Why do we use assignment?	Q6	What is a list in Python?
Q3	What is the purpose of selection?	Q7	What are data structures?
Q4	What is an integer?	Q8	In a list, what has each item been given?

Week 2: Programming with lists:

Keywords	Knowledge																
Index - This refers to the position of the value within its data structure. Operations - Processes that need to be completed. Print() - This will display the value in the bracket onto the screen.	An example of a list with a program that display the position of a certain index: <table border="1"> <tr><td>0</td><td>"Mercury"</td></tr> <tr><td>1</td><td>"Venus"</td></tr> <tr><td>2</td><td>"Earth"</td></tr> <tr><td>3</td><td>"Mars"</td></tr> <tr><td>4</td><td>"Jupiter"</td></tr> <tr><td>5</td><td>"Saturn"</td></tr> <tr><td>6</td><td>"Uranus"</td></tr> <tr><td>7</td><td>"Neptune"</td></tr> </table> <pre>planets = ["Mercury", "Venus", "Earth", "Mars", "Jupiter", "Saturn", "Uranus", "Neptune"] position = planets.index("Venus") print(position)</pre> add item at end of list add item at index remove item at index remove item search for index of item get occurrences of item reverse list sort list list.append(item) list.insert(index, item) list.pop(index) list.remove(item) list.index(item) list.count(item) list.reverse() list.sort()	0	"Mercury"	1	"Venus"	2	"Earth"	3	"Mars"	4	"Jupiter"	5	"Saturn"	6	"Uranus"	7	"Neptune"
0	"Mercury"																
1	"Venus"																
2	"Earth"																
3	"Mars"																
4	"Jupiter"																
5	"Saturn"																
6	"Uranus"																
7	"Neptune"																

Homework Book Questions (Week 2):

Q1	What does append mean?	Q5	What is an operator?
Q2	What does .pop() do?	Q6	All lists start at what index?
Q3	list.sort() will do what?	Q7	What needs to be added to .insert()?
Q4	What does list.reverse() do?	Q8	What does list.count() do?

Year 9 Computing: Sequences of Data

Week 3: While Iteration:

Keywords	Knowledge
Functions - These are prewritten sections of code that will perform specific tasks. While loops - These are loops that will continue until the boolean condition is met. Iteration - The process of repeating.	The following example program uses a while loop: <pre> print("Let's form a band") band = [] while len(band) < 3: print("Pick an instrument:") instrument = input() band.append(instrument) print(band) </pre> #Displays a message to the screen. #Creates an empty list. #While the list has less than 3 items in it #Displays a message to the screen. #Allows the user to enter string values. #Adds the values that have been typed to the list. #Displays the contents of the list to the screen. Example Question: What does iteration mean?

Homework Book Questions (Week 3):

Q1	What is a function?	Q5	What does band.append(instrument) do?
Q2	When does a WHILE loop stop?	Q6	Why do we use print() statements?
Q3	What does iteration mean?	Q7	list.sort() will do what?
Q4	What does band = [] do?	Q8	What does list.reverse() do?

Week 4: For Iteration:

Keywords	Knowledge
Iteration - The process of repeating a section. Lists - Data structures that can hold multiple values. For Loop - Iterates for a pre-set number of loops.	The following example program uses a for loop: <pre> rolls = [1, 4, 3, 6] selection = [] for dice in rolls: if dice > 3: selection.append(dice) print(selection) </pre> #Defines a list with 4 numbers in. #Creates an empty list. #A new variable will get the values of the rolls list. #If the dice rolls a value greater than 3. #Add the above value onto the selection list. #The selection list will be displayed on the screen.

Homework Book Questions (Week 4):

Q1	What is a list data structure?	Q5	If dice > 3 means what?
Q2	When does a FOR loop stop?	Q6	When does an else statement run?
Q3	What does iteration mean?	Q7	What will print(selection) do?
Q4	What does rolls = [1, 4, 3, 6] do?	Q8	What does for dice in rolls: mean?

Year 9 Computing: Sequences of Data

Week 5: SUMS:

Keywords	Knowledge
SUM - To add together a selection of values. Input - Users entering values into a program. Array - Data structure that contains multiple values all of the same type.	The following example shows how to use a list and add up the numbers in that list: <pre> numbers = [2, 4, 8, 16] sum = 1 number = numbers[0] sum = sum + number number = numbers[1] sum = sum + number number = numbers[2] sum = sum + number number = numbers[3] sum = sum + number print(sum) </pre> #Defines a list filled with numbers. #Creates a variable where the value is equal to 1. #Array value is placed in a variable. #Variable SUM is added together with the value of number. #Array value is placed in a variable. #Variable SUM is added together with the value of number. #Array value is placed in a variable. #Variable SUM is added together with the value of number. #Array value is placed in a variable. #Variable SUM is added together with the value of number. #Array value is placed in a variable. #Outputs final value of sum.

Homework Book Questions (Week 5):

Q1	What does SUM mean?	Q5	print(sum) will output what?
Q2	What is user input?	Q6	sum = sum + number mean what?
Q3	What is an Array?	Q7	What is a function?
Q4	What does numbers = [2, 4, 8, 16] mean?	Q8	When does a WHILE loop stop?

Week 6: Using lists and selection:

Keywords	Knowledge
Selection - Make a decision based on conditions. Index - Position of values. For Loop - Iterates for a pre-set number of loops. Binary - 1s and 0s for computers to understand information/data.	The following example shows how to check to see if values are placed in a list: <pre> planets = ["Mercury", "Venus", "Earth", "Mars", "Jupiter", "Saturn", "Uranus", "Neptune"] index = int(input()) planet = planets[index] if index < 3: print("It's a rocky planet") elif planet[1] in ['a', 'e']: print("The second letter is", planet[1]) </pre> #Creates a list for each of the planets, #Asks the user to enter a numeric value. #A value from the array is placed into the variable. #Selection statement for if the index is less than 3. #Displays a message to the screen. #Checks if a value is in the list based on criteria. #Displays the second later of the second planet.

Homework Book Questions (Week 6):

Q1	What is Binary?	Q5	What does elif planet[1] in ['a', 'e']: mean?
Q2	What does planet = planets[index] mean?	Q6	When will print("It's a rocky planet") run in the program?
Q3	When does a FOR loop stop?	Q7	What does append mean?
Q4	What is an index?	Q8	What does .pop() do?

Y9 FRENCH - AUTUMN 1.1

Le Temps des Loisirs - Sports and activities in the present and past tenses

French phonics

FRENCH TRICKY SOUNDS 		é / et / est / ai / ais /ait / aient / er / ez [eh]	oi [wah]	ui [uee]	ou [oo]
e / eu / eux / œ [uh]	i / y [ee]	o / os / ot / au / aut / aud / aux / eau / eaux [oh]	Nasal sounds: on [ō] en/em/an/am [ā] un [ū] in/im/ain/aim [ë] gn [ñ]	Sounds with [y]: ille [eeye] ail / aille [eye] eil / eille [ay] œil / euil / euille [uh-y] ouil / ouille [oo-y]	h silent
ç / ss [ss]	s / z [z]	t / th [t]	qu [k]	tion / sion [see-ō]	ch [sh]

Dot the silent letters

Underline the tricky sounds

Exaggerate the accents

Liaison (link the last letter - if a consonant - with the vowel at the start of the next word)

CONNECTIVES & INTENSIFIERS	
et - <i>and</i>	un peu - <i>a bit / a little</i>
aussi - <i>also</i>	assez - <i>quite</i>
mais - <i>but</i>	très - <i>very</i>
car / parce que - <i>because</i>	vraiment - <i>really</i>



Week 1

1. À quels sports joues-tu?		De quel instrument joues-tu?
Normalement, <i>Normally,</i>		au foot <i>football</i>
D'habitude, <i>Usually,</i>		au basket <i>basketball</i>
Quelquefois, <i>Sometimes,</i>		au tennis <i>tennis</i>
Parfois, <i>Sometimes,</i>		au volley <i>volleyball</i>
		au billard <i>pool</i>
		au ping-pong <i>table tennis</i>
		au hockey sur glace <i>ice hockey</i>
		à la pétanque <i>boules</i>
De temps en temps, <i>From time to time,</i>	je joue <i>I play</i>	
Souvent, <i>Often,</i>	tu joues <i>you play</i>	aux échecs <i>chess</i>
	il/elle joue <i>he/she plays</i>	aux cartes <i>cards</i>
Une fois par semaine, <i>one time per week,</i>	nous jouons <i>we play</i>	du clavier <i>the keyboard</i>
Deux fois par semaine, <i>two times per week,</i>	vous jouez <i>you play</i>	du violon <i>the violin</i>
	ils/elles jouent <i>they play</i>	du piano <i>the piano</i>
		du saxophone <i>the saxophone</i>
Pendant mon temps-libre, <i>During my free time,</i>		de la guitare <i>the guitar</i>
Après le collège, <i>After school,</i>		de la trompette <i>the trumpet</i>
		de la batterie <i>the drums</i>
Le soir, <i>In the evenings,</i>		de la clarinette <i>the clarinet</i>
Le week-end, <i>At the weekend,</i>		de l'accordéon <i>the accordion</i>

HOMEWORK - WEEK 1: sports

Q1. Translate into English - Normalement, je joue au basket.

Q2. Translate into English - Pendant mon temps libre, elle joue du piano.

Q3. Translate into English - Deux fois par semaine, nous jouons aux cartes.

Q4. Translate into French - At the weekend, I play chess.

Q5. Translate into French - Often, they (masc) play the drums.

Q6. Translate into French - After school, we play ice hockey.

Q7. Answer the following in French - À Quels sports joues-tu?

Q8. Answer the following in French - De quel instrument joues-tu?

Week 2

2. Quelle activité fais-tu?

Normalement, <i>Normally,</i>			
D'habitude, <i>Usually,</i>			
Quelquefois, <i>Sometimes,</i>			
Parfois, <i>Sometimes,</i>			du footing <i>jogging</i>
			du roller <i>roller skating</i>
			du vélo <i>cycling</i>
De temps en temps, <i>From time to time,</i>	je fais <i>I do</i>		du patinage <i>ice-skating</i>
	tu fais <i>you do</i>		du hockey sur glace <i>ice hockey</i>
Souvent, <i>Often,</i>	il/elle fait <i>he/she does</i>		du canoë-kayak <i>canoeing</i>
	nous faisons <i>we do</i>		de l'équitation <i>horse-riding</i>
Une fois par semaine, <i>one time per week,</i>			de l'escalade <i>rock climbing</i>
	vous faites <i>you do</i>		de la natation <i>swimming</i>
Deux fois par semaine, <i>two times per week,</i>	ils/elles font <i>they do</i>		de la planche à voile <i>windsurfing</i>
			de la musculation <i>weight training</i>
Pendant mon temps-libre, <i>During my free time,</i>			des randonnées <i>hiking</i>
Après le collège, <i>After school,</i>			
Le soir, <i>In the evenings,</i>			
Le week-end, <i>At the weekend,</i>			

HOMEWORK - WEEK 2: activities

- Q1.** Translate into English - D'habitude, je fais du vélo.
- Q2.** Translate into English - Le soir, il fait de l'équitation.
- Q3.** Translate into English - Parfois, vous faites des randonnées.
- Q4.** Translate into French - ONce a week, I do roller skating.
- Q5.** Translate into French - From time to time, he does swimming.
- Q6.** Translate into French - After school, she does ice-skating
- Q7. CHALLENGE** - Translate into French - Usually, I do cycling and I play football.
- Q8.** Answer the following in French - Quelle activité fais-tu le weekend?

Week 3

Pit-stop activities Feed Forward

Revise the first 2
sentence builders.

1b. Quelle activité fais-tu?

Normalement,	<i>Normally,</i>	
D'habitude,	<i>Usually,</i>	
Quelquefois,	<i>Sometimes,</i>	
Parfois,	<i>Sometimes,</i>	
De temps en temps,	<i>From time to time,</i>	je fais <i>I do</i>
Souvent,	<i>Often,</i>	tu fais <i>you do</i>
Une fois par semaine,	<i>one time per week,</i>	il/elle fait <i>he/she does</i>
Deux fois par semaine,	<i>two times per week,</i>	nous faisons <i>we do</i>
Pendant mon temps-libre,	<i>During my free time,</i>	vous faites <i>you do</i>
Après le collège,	<i>After school,</i>	ils/elles font <i>they do</i>
Le soir,	<i>In the evenings,</i>	
Le week-end,	<i>At the weekend,</i>	

du footing	<i>jogging</i>
du roller	<i>roller skating</i>
du vélo	<i>cycling</i>
du patinage	<i>ice-skating</i>
du hockey sur glace	<i>ice hockey</i>
du canoë-kayak	<i>canoeing</i>
de l'équitation	<i>horse-riding</i>
de l'escalade	<i>rock climbing</i>
de la natation	<i>swimming</i>
de la planche à voile	<i>windsurfing</i>
de la musculation	<i>weight training</i>
des randonnées	<i>hiking</i>

1. À Quels sports joues-tu?

De quel instrument joues-tu?

Normalement,	<i>Normally,</i>	je joue <i>I play</i>	au foot <i>football</i>
D'habitude,	<i>Usually,</i>	tu joues <i>you play</i>	au basket <i>basketball</i>
Quelquefois,	<i>Sometimes,</i>	il/elle joue <i>he/she plays</i>	au tennis <i>tennis</i>
Parfois,	<i>Sometimes,</i>	nous jouons <i>we play</i>	au volley <i>volleyball</i>
De temps en temps,	<i>From time to time,</i>	vous jouez <i>you play</i>	au billard <i>pool</i>
Souvent,	<i>Often,</i>	ils/elles jouent <i>they play</i>	au ping-pong <i>table tennis</i>
Une fois par semaine,	<i>one time per week,</i>		au hockey sur glace <i>ice hockey</i>
Deux fois par semaine,	<i>two times per week,</i>		à la pétanque <i>boules</i>
Pendant mon temps-libre,	<i>During my free time,</i>		aux échecs <i>chess</i>
Après le collège,	<i>After school,</i>		aux cartes <i>cards</i>
Le soir,	<i>In the evenings,</i>		
Le week-end,	<i>At the weekend,</i>		

du clavier	<i>the keyboard</i>
du violon	<i>the violin</i>
du piano	<i>the piano</i>
du saxophone	<i>the saxophone</i>
de la guitare	<i>the guitar</i>
de la trompette	<i>the trumpet</i>
de la batterie	<i>the drums</i>
de la clarinette	<i>the clarinet</i>
de l'accordéon	<i>the accordion</i>

HOMEWORK - WEEK 3: Phonics and sports / activities.

Q1. What does “*DUEL*” stand for?

Q2. Where do you usually find silent letters in French?

Q3. What are the connectives “and, also, but” in French?

Q4. What are the intensifiers “a bit, quite, very, really” in French?

Q5. Translate into English - Le weekend, je joue au tennis et je fais de la natation.

Q6. Translate into French - Often, she plays the guitar and he plays the piano.

Q7. Translate into English - Pendant notre (*our*) temps libre, nous jouons au hockey sur glace et nous faisons des randonnées.

Q8. Translate into French - Twice a week, they (fem) do horse riding and we play chess.

Week 4

3. Tu en fais depuis combien de temps? Tu y joues depuis combien de temps?

je joue	<i>I play</i>	au foot	<i>football</i>	
tu joues	<i>you play</i>	au basket	<i>basketball</i>	
il/elle joue	<i>he/she plays</i>	au tennis	<i>tennis</i>	
nous jouons	<i>we play</i>	au volley	<i>volleyball</i>	
vous jouez	<i>you play</i>	au billard	<i>pool</i>	
ils/elles jouent	<i>they play</i>	au ping-pong	<i>table tennis</i>	depuis... <i>since (for...)</i>
		au hockey sur glace	<i>ice hockey</i>	
		à la pétanque	<i>boules</i>	... deux semaines <i>two weeks</i>
		aux échecs	<i>chess</i>	... trois mois <i>three months</i>
		aux cartes	<i>cards</i>	
je fais	<i>I do</i>	du footing	<i>jogging</i>	... un an <i>a year</i>
tu fais	<i>you do</i>	du roller	<i>roller skating</i>	... cinq ans <i>five years</i>
il/elle fait	<i>he/she does</i>	du vélo	<i>cycling</i>	... que je suis plus jeune <i>I am (was) younger</i>
nous faisons	<i>we do</i>	du patinage	<i>ice-skating</i>	... que je suis petit(e) <i>I am (was) small</i>
vous faites	<i>you do</i>	du hockey sur glace	<i>ice hockey</i>	... ma jeunesse <i>my youth</i>
ils/elles font	<i>they do</i>	du canoë-kayak	<i>canoeing</i>	
		de l'équitation	<i>horse-riding</i>	
		de l'escalade	<i>rock climbing</i>	
		de la natation	<i>swimming</i>	
		de la planche à voile	<i>windsurfing</i>	
		de la musculation	<i>weight training</i>	
		des randonnées	<i>hiking</i>	



<u>French</u>	<u>English</u>
<u>Je joue</u> au tennis depuis deux ans.	<u>I have been playing</u> tennis for two years.
<u>Je fais</u> du vélo depuis que je suis petit.	<u>I have been cycling</u> since I was little.

HOMEWORK - WEEK 4: how long

- Q1.** Translate in English - Je joue au volley depuis trois mois.
- Q2.** Translate in English - Il fait du roller depuis sept ans.
- Q3.** Translate in English - Nous jouons au billard depuis huit semaines.
- Q4.** Translate in French - I have been playing football for three years.
- Q5.** Translate in French - I have been swimming since I was younger.
- Q6. CHALLENGE** - Translate in English - Nous faisons du footing depuis notre (our) jeunesse.
- Q7. CHALLENGE** - Translate in French - He has been playing cards for ten years.
- Q8.** Answer the following in French - Tu y joues depuis combien de temps?

Week 5

4. Pourquoi aimes-tu ce sport / cette activité?

Verbs	Sports / Activities	Opinion phrase	Reasons
je joue tu joues il/elle joue nous jouons vous jouez ils/elles jouent	au foot au basket au tennis au volley au billard au ping-pong au hockey sur glace à la pétanque aux échecs aux cartes	Je trouve ça <i>I find it</i>	génial <i>great</i> passionnant <i>exciting</i> cool <i>cool</i> bien <i>good</i> ennuyeux <i>boring</i> barbant <i>boring</i> nul <i> rubbish</i> stupide <i>stupid</i> c'est facile <i>it's easy</i> c'est sympa <i>it's nice</i> c'est rapide <i>it's quick</i> c'est beau <i>It's beautiful</i>
-----	-----	Je l'aime <i>I like it</i>	c'est un sport qui est bon pour... <i>it's a sport which is good for...</i>
		Je l'aime beaucoup <i>I like it a lot</i>	
		Je l'adore <i>I love it</i>	...le corps <i>the body</i> ...le mental <i>the mind</i> ...le cœur <i>the heart/spirit</i> ...la concentration
je fais tu fais il/elle fait nous faisons vous faites ils/elles font	du footing du roller du vélo du patinage du hockey sur glace du canoë-kayak de l'équitation de l'escalade de la natation de la planche à voile de la musculation des randonnées	Je ne l'aime pas <i>I don't like it</i>	c'est un sport qui demande... <i>it's a sport which requires...</i>
		Je le/la déteste <i>I hate</i>	...une excellente forme physique ...une bonne coordination ...de l'endurance ...de bons réflexes
		+	
		car / parce que / puisque	ça m'aide à décompresser <i>it helps me to destress</i> ça me fait du bien <i>it does me good</i>

HOMEWORK - WEEK 5 - reasons

Q1. Translate into English - Je joue au foot. Je trouve ça génial.

Q2. Translate into English - Je fais du patinage. Je l'aime car c'est facile.

Q3. Translate into English - Elle joue aux échecs. Je trouve ça ennuyeux.

Q4. Translate into French - I play table tennis. I find it good.

Q5. Translate into French - I do rock climbing. I like it a lot because it does me good.

Q6. CHALLENGE - Translate into French - I like it because it is sport which is good for the body.

Q7. CHALLENGE - Translate into French - I love it because it helps me destress.

Q8. Answer the following in French - Why do you like this sport / activity?

Week 6

5. Qu'est-ce que tu as fait récemment?

Time phrase	Verb (perfect tense)		Intensifier	adjective
Hier soir <i>Yesterday evening (last night)</i>	j'ai joué au foot <i>I played football</i> j'ai joué au basket j'ai joué au hockey j'ai joué au tennis j'ai joué au volley			amusant <i>fun</i> passionnant <i>exciting</i>
Le week-end dernier <i>Last weekend</i>	j'ai fait du vélo <i>I did cycling</i>		très <i>very</i>	incroyable <i>incredible</i>
Le mois dernier <i>Last month</i>	j'ai fait des randonnées <i>I did hiking</i>		assez <i>quite</i>	génial <i>great</i>
La semaine dernière <i>Last week</i>	j'ai fait de la boxe <i>I did boxing</i>	c'était <i>it was</i>	vraiment <i>really</i>	formidable <i>terrific</i>
L'année dernière <i>Last year</i>	j'ai fait de l'escalade <i>I did rock climbing</i>		absolument <i>absolutely</i>	ennuyeux <i>boring</i>
Avant de me coucher <i>Before going to bed</i>	nous avons joué au billard <i>we played pool</i> il a fait de la natation <i>he did swimming</i> elle a joué au hockey sur glace <i>she played ice hockey</i>		carrément <i>totally</i>	nul <i>rubbish</i> fatigant <i>tiring</i> affreux <i>awful</i> terrible <i>terrible</i>

HOMEWORK - WEEK 6 - hobbies in the past

Q1. Translate into English - Hier soir, j'ai joué au hockey. C'était vraiment amusant.

Q2. Translate into English - Le mois dernier, j'ai fait du vélo. C'était très fatigant.

Q3. Translate into English - Avant de me coucher, j'ai joué au tennis. C'était carrément génial.

Q4. Translate into French - Last year, I did hiking. It was absolutely incredible.

Q5. Translate into French - Before going to bed, I did boxing. It was quite tiring.

Q6. Translate into French - Yesterday evening, I played tennis. It was terrible.

Q7. CHALLENGE - Translate into French - Last week, we played pool and it was totally awful.

Q8. Answer the question in French - Qu'est-ce que tu as fait récemment?

Y9 Spanish K.O - AUTUMN 1.1

Ma vida (My life) - Introducing yourself, likes & dislikes

WEEK 1: Phonics & Spanish culture



ce [theh] same as "theft"	ci [thee] same as "thick"	ca [kah]	co [koh]	cu [koo]
ge [heh] throaty "h"	gi [hee] throaty "h"	ga [gah]	go [goh]	gu [goo]
j [huh] throaty "h"	ñ [nyuh]	z [th] same as for "ce" and "ci"	ll [yuh]	v [b]
a [ah]	e [eh]	i [ee]	o [oh]	u [oo]

1  araña	2  elefante	3  idea	4  olvidar
5  universo	6  cerdo	7  ciclista	8  casa
9  coche	10  cucaracha	11  gimnasia	12  hamburguesa
13  España	14  zumos	15  guitarra	16  llave



D ot of the silent letters (h)
U nderline the tricky sounds
É xaggerate accents
L isten to the vowel sounds



ce [theh] same as "theft"	ci [thee] same as "thick"	ca [kah]	co [koh]	cu [koo]
ge [heh] throaty "h"	gi [hee] throaty "h"	ga [gah]	go [goh]	gu [goo]
j [huh] throaty "h"	ñ [nyuh]	z [th] same as for "ce" and "ci"	ll [yuh]	v [b]

a [ah]	e [eh]	i [ee]	o [oh]	u [oo]
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HOMEWORK - WEEK 1: Phonics & Spanish culture

- Q1. What does "DUEL" stand for?
- Q2. Where do you usually find silent letters in Spanish?
- Q3. What is the capital of Spain?
- Q4. What is the population of Spain?
- Q5. Spain has a king and a queen - true or false?
- Q6. How many Spanish-speaking countries are there in the world?
- Q7. Which of these countries does not speak Spanish? - Peru / Portugal / Chile
- Q8. How many letters are there in the Spanish alphabet?



Y9 Spanish K.O - AUTUMN 1.1

Mi vida (My life) - Introducing yourself, likes & dislikes

WEEK 2: Introducing myself

- **Name** ¿Cómo te llamas? *What is your name?*
- **Age** ¿Cuántos años tienes? *How old are you?*
- **Birthday** ¿Cuándo es tu cumpleaños? *When is your birthday?*
- **Nationality** ¿De dónde eres? *Where are you from?*

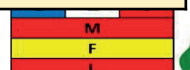
1. ¿Cómo te llamas? – What is your name?						
Hola Hello	me llamo... <i>I call myself... (my name is)</i>	y <i>and</i>	tengo <i>I have (I am)</i>	un(o) (1) primero (1st) dos (2) tres (3) cuatro (4) cinco (5) seis (6) siete (7) ocho (8) nueve (9) diez (10) once (11) doce (12) trece (13) catorce (14) quince (15) dieciséis (16) diecisiete (17) dieciocho (18) diecinueve (19) veinte (20) veintiuno (21) veintidós (22) veintitrés (23) veinticuatro (24) veinticinco (25) veintiséis (26) veintisiete (27) veintiocho (28) veintinueve (29) treinta (30) treinta y uno (31)	año (year) años (years)	
					de ... of ...	enero <i>January</i> febrero <i>February</i> marzo <i>March</i> abril <i>April</i> mayo <i>May</i> junio <i>June</i> julio <i>July</i> agosto <i>August</i> septiembre <i>September</i> octubre <i>October</i> noviembre <i>November</i> diciembre <i>December</i>
					mi cumpleaños es el... <i>my birthday is the</i>	

HOMEWORK - WEEK 2: Introducing yourself

- Translate: Hola, me llamo Pablo
- Translate: Hola me llamo Sofía y tengo cuatro años
- Translate: Hola, mi cumpleaños es el ocho de octubre
- Translate: Tengo dieciocho anos
- Translate: I call myself Pedro and I am 15 years old
- Translate: My birthday is 6th November
- Translate: I am 20 years old
- Answer the question in Spanish in a sentence:
¿Cómo te llamas?

HOMEWORK - WEEK 2: Introducing yourself

1. Translate: Hola, me llamo Pablo
2. Translate: Hola me llamo Sofía y tengo cuatro años
3. Translate: Hola, mi cumpleaños es el ocho de octubre
4. Translate: Tengo dieciocho años
5. Translate: I call myself Pedro and I am 15 years old
6. Translate: My birthday is 6th November
7. Translate: I am 20 years old
8. Answer the question in Spanish in a sentence:
¿Cómo te llamas?



Y9 Spanish K.O - AUTUMN 1.1

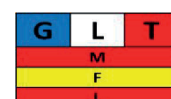
Mi vida (My life) - Introducing yourself, likes & dislikes

WEEK 3: Nationality

2.	¿De dónde eres? <i>Where are you from?</i> ¿Dónde vives? <i>Where do you live?</i>	
Verb	Connective	Noun
(yo) vivo <i>I live</i> (yo) soy <i>I am</i> (yo) soy <i>I am</i>	en... <i>in ...</i> de... <i>from ...</i>	Londres <i>London</i> Plymouth Paris Barcelona Madrid
	Adjective (nationality)	
	inglés / inglesa <i>English</i> escocés / escocesa <i>Scottish</i> galés / galesa <i>Welsh</i> irlandés / irlandesa <i>Irish</i> francés / francesa <i>French</i> portugués / portuguesa <i>Portuguese</i> español / española <i>Spanish</i> alemán / alemana <i>German</i> italiano / italiana <i>Italian</i> polaco / polaca <i>Polish</i> mexicano / mexicana <i>Mexican</i> argentino / argentina <i>Argentinean</i> estadounidense <i>American (from the USA)</i>	

HOMEWORK – Week 3 – Where do you live?

1. Translate: I live in London
2. Translate: I live in Madrid and I am Spanish
3. Translate: I am from Barcelona
4. Translate: I am English
5. Translate: Soy de Plymouth y soy inglesa
6. Translate: Vivo en Londres pero soy español
7. Translate: Vivo en Paris y soy frances
8. Answer the questions in Spanish in a sentence:
 ¿De dónde eres? ¿Dónde vives?



Y9 Spanish K.O - AUTUMN 1.1

Ma vida (My life) - Introducing yourself, likes & dislikes

WEEK 4: Pit-stop activities & feedforward

>> Recap and revise your vocab

HOMEWORK QUESTIONS:

- Q1. How many Spanish speakers are there in the world?
- Q2. What does the “D” in DUEL” stand for?
- Q3. How many countries does Spain share a border with?
- Q4. Translate: Hola, me llamo Pablo y tengo dieciocho años?
- Q5. Correct the mistake in “ Soy doce años.”
- Q6. Fill in the gap in “Mi es el tres de junio.”
- Q7. Translate “I come from Plymouth” into Spanish.
- Q8. Answer in Spanish using the sentence builder: “¿De dónde eres?” (where do you come from?)



Y9 Spanish K.O - AUTUMN 1.1

Ma vida (My life) - Introducing yourself, likes & dislikes

WEEKS 5 & 6: likes & dislikes

3. ¿Qué te gusta hacer? *What do you like to do?*

Durante mi tiempo libre <i>During my free time</i>	Me gusta <i>I like</i>	jugar <i>to play (playing)</i>	A las cartas <i>cards</i> Al ajedrez <i>chess</i> A los videojuegos <i>video games</i>
Después del colegio <i>After school</i>	Me encanta <i>I love</i>	hacer <i>to do (doing)</i>	deporte <i>sport</i> ciclismo <i>cycling</i> natación <i>swimming</i> baile <i>dancing</i> senderismo <i>hiking</i> equitación <i>horse riding</i> escalada <i>rock climbing</i>
El fin de semana <i>On the weekend</i>	prefiero <i>I prefer</i>		
Durante la semana <i>During the week</i>	No me gusta <i>I don't like</i>		Mis deberes <i>my homework</i>
A menudo <i>Often</i>	odio <i>I hate</i>	ir... <i>to go (going)</i>	
A veces <i>Sometimes</i>		... a la ciudad <i>to town</i> ... al cine <i>to the cinema</i> ... al parque <i>to the park</i> ... al gimnasio <i>to the gym</i> ... a la playa <i>to the beach</i> ... a la casa de mi amigo <i>to my friend's house</i>	
Por la tarde <i>In the evening</i>			
Todos los días <i>Every day</i>			

HOMEWORK – Week 5 – Likes and Dislikes:

- Q1. Fill in the gaps; Durante mi..... libre, me gusta.... al ajedrez
- Q2. Translate the sentence above into English.
- Q3. Correct the mistake: me gusta juego a las cartas
- Q4. Translate: Durante la semana no me gusta hacer mis deberes
- Q5. Translate: Often, I prefer to go into town
- Q6. Translate: Every day, I love to go to the gym
- Q7. Translate : On the weekend, I prefer to play videogames
- Q8. Answer in Spanish using the sentence builder: **¿Qué te gusta hacer?**

Homework – Week 6 – Likes and Dislikes

- Q1. Correct the mistake: Odio jugar deporte
- Q2. Fill in the gap: A veces no.... gusta escalada.
- Q3. Separate the words: Durantelasemanameencantairalcine
- Q4. Translate the sentence above
- Q5. Translate: During the week I hate going to the beach
- Q6. Translate: On the weekend I prefer to go to my friend's house
- Q7. Translate: In the evening I hate doing hiking.
- Q8. Answers the question: ¿Qué NO te gusta hacer? What do you NOT like to do?



Week 1&2	Key themes & Quote	Key terms	Additional information
Key Beliefs	Key beliefs of Sunni Islam and Shi'a Islam - When Muhammad died, the majority of Muslims thought that only the Qur'an (the Muslim holy book) and the Sunnah (Muhammad's teaching and actions) had the authority to guide the beliefs and behaviour of Muslims.	Qur'an - the holy book of Islam, revealed to Muhammad by the angel Jibril. Sunnah - the teachings and deeds of Muhammad Sunni - Muslims who believe in the successorship to Muhammad of Abu Bakr Shi'a - Muslims who believe in the Imamate, the successorship of Ali.	Six Articles of Sunni and Shi'a Islam are held as the six main beliefs; 1. There is only one God, Allah. 2. Angels communicate the message of God to humans. 3. The Qur'an is the most important writing and the highest authority. 4. Muhammad is the most important prophet of God. 5. The Day of Judgement is when all humanity will be judged by God and sent to paradise or hell.
The Oneness of God	Monotheistic - Muslims believe in one God, 'Allah'. They believe Islam was gradually revealed to humanity through various prophets over many centuries. The word Islam means, 'surrender/obedience and it also means 'Peace'.	Islam - the name of the religion followed by Muslims; Allah - the arabic name for God Monotheistic - a religion that believes in one God Supremacy - supreme power or authority Tawhid - the Oneness and unity of God	One of the most important beliefs in both Sunni and Shi'a Islam is Tawhid; the belief that there is only one God. This makes Islam a monotheistic religion. For Muslims, God is the one and only creator and controller of everything. No matter whether something is good or bad, Muslims believe it is God's will and that God must have had a good reason for letting it happen. For Sunni Muslims, the supremacy of God's will is an important article of faith.

Week 1 Questions: Key Beliefs

1. What is the Qur'an?
2. What is a sunni muslim?
3. What is Shi'a muslim?
4. What happened when Muhammad died?
5. List the 6 articles of faith
6. Who is the most important prophet in Islam?
7. What is the sunnah?
8. What do angels do?

Week 2 Questions: The Oneness of God

1. What does monotheistic mean?
2. Who is Allah?
3. What is the Tawhid?
4. Who is God to a muslim?
5. What does supremacy mean?
6. What is a sunni muslim?
7. What is Shi'a muslim?
8. List the 6 articles of faith

Week 3&4	Key themes & Quote	Key terms	Additional information
The Nature of God	The Nature of God - everyday Muslims hear and say the words 'Allahu Akbar' - God is the greatest. Muslims believe that God is so great he is beyond human understanding and greater than anything humans can imagine. Muslims have firm beliefs about what God is like. There is 99 names of God in the Qur'an and Hadith (Muhammads sayings).	Immanent - the idea that God is present in and involved with life on earth and in the universe; a quality of God. Transcendent - the idea that God is beyond and outside life on earth and the universe; a quality of God. Omnipotent - having unlimited power. Beneficent - all loving, all good Merciful - showing compassion or forgiveness to humans Fairness - idea that God treats people fairly Justice - judges human actions	Qualities of God - Muslims believe that God is immanent; he is also transcendent, beyond all things. They also believe that God is omnipotent and is God the creator, sustainer and owner of all things. He is all knowing, aware of everything including human actions and thoughts. God is beneficent, the source of all goodness; God is merciful and he understands their suffering, cares for them and forgives them if they are truly sorry for the wrong they have done. God acts with fairness and justice. God is not happy when people do wrong and will hold them to account. Humans have full responsibility for their own actions and God will judge them accordingly.
Angels	Angels - What are they? Muslims believe that angels bring the word of God to the prophets or messengers of God. For Sunni Muslims the belief in angels is one of the six articles of faith. Angels are part of the unseen world. There are two main angels in Islam.	Resurrection - Rising from the dead. Jesus rising from the dead on Easter Day Heaven - a state of eternal happiness in the presence of God. Ascension - the event, 40 days after the resurrection when Jesus returned to God, the Father in heaven.	Jibril (Gabriel) is the angel most familiar to Christians and Jews as well as to Muslims. He is an archangel (a special angel with higher status than others) who is trusted messenger of God. Jibril was the angel who relayed the Qur'an to Muhammad from God. Mika'il (Michael) is the angel of mercy. God assigned him to reward righteous people for the good they do during their lives on earth. God has also given Mika'il responsibility for sending rain, thunder and lightning to earth.

Week 3 Questions: The Nature of God

1. What is the immanent?
2. What is transcendent?
3. What is omnipotent?
4. What shows compassion or forgiveness to humans?
5. When is God not happy?
6. What phrase should a muslim hear and say regularly?
7. What does monotheistic mean?
8. What is the Tawhid?

Week 4 Questions: Angels

1. What is the Resurrection?
2. What event happened 40 days after Jesus rose from the dead?
3. What is an angel?
4. Which angel is most familiar with Christianity?
5. What roles does Mika'il have?
6. What is transcendent?
7. What is omnipotent?
8. Who is the most important prophet in Islam?

Week	Key themes	Key Terms	Additional information
Predestination	There are different ideas about predestination - Some Sunni Muslims believe that God has already determined everything that is going to happen. This does not mean that God decides what is going to happen. People still have the free will so they can make their own decisions.	Predestination - the idea that God knows or determines everything that will happen in the universe. Quote: <i>"Only what God has decreed will happen to us. He is our Master; let the believers put their trust in God"</i>	Some Muslims believe that God has already determined everything that will happen in the universe. Sunni's believe that God's will is so powerful he can determine everything that is going to happen. Many Shi'as believe that God knows everything that is going to happen. The day of judgement - which God will judge humans according to everything they have done throughout their lives. Many Muslims know that even though God knows everything that is going to happen, people are still responsible for their actions and will be rewarded or punished because of them.
Life after Death	All religions believe that there will be a time of perfect peace and happiness that can be reached by living a good life on earth. For Muslims death is not the end but the beginning of a new stage of life called Akhirah. Muslims believe in the day of judgement and the resurrection.	Akhirah - everlasting life after death. Resurrection - rising from the dead or returning to life. Heaven - the state of eternal happiness in the presence of God; also called paradise. Hell - the state of total separation from God. Day of judgement - God will judge everything that you have done	Muslims believe that a day will come when God's purpose for the universe has been fulfilled. Only God knows when that will be. On this day the angel Israfil will blow a trumpet to announce that the world will be destroyed. The present world will be totally transformed into a new world (Akhirah) and then the angel Israfil will blow the trumpet again. Everyone who has ever lived will be raised from the dead (resurrection) and judged by God. Belief of life after death is one of the six articles of faith for Sunni Muslims and one of the five roots of 'Usal ad-din' in Shi'a Islam.

Week 5 Questions: Predestination

1. What is predestination?
2. What is the sunni belief in predestination?
3. What is the Shi'a belief in predestination?
4. Where in the muslim faith can you find the belief about life after death?
5. What happened to everyone who has ever lived when they die?
6. What phrase should a muslim hear and say regularly?
7. What roles does Mika'il have?
8. List the 6 articles of faith

Week 6 Questions: Life after Death

1. What does Akhirah mean?
2. What is the Day of Judgement?
3. Which Angel will blow the trumpet?
4. Why does Angel Israfil blow the trumpet?
5. What happens to everyone that has lived after they die?
6. What is the sunni belief in predestination?
7. What is the Shi'a belief in predestination?
8. What roles does Mika'il have?

Week One - Rise of Hitler and the Nazis

Events and Facts ● Hitler renamed the German Workers Party to the National Socialist German Workers Party (Nazis for short). ● Hitler introduced the swastika and the right-armed salute. These made the Nazi Party more memorable. ● Hitler was a great public speaker and persuaded people to follow him. ● Hitler set up the SA (in 1921) who were called the 'Brownshirts'. They helped Hitler to gain power by beating up and menacing his opponents ● Hitler and Drexler created the '25 Point Programme' which contained all of the Nazis' policies. The Nazis promised to make Germany great again, get rid of the Treaty of Versailles and expand German territory. All of these things appealed to many people in Germany. He also promised to protect Germany against the communists and Jews	Key Dates 1889 - Hitler was born in Austria. 1913 - Hitler fled to Germany to avoid joining the Austrian army. 1919 - Hitler joined the German Workers Party which had been created by Anton Drexler. 1920 - Hitler became Minister of Propaganda for the German Workers Party. 1920 - Hitler renamed the German Workers Party to the Nazis. 1921 - Hitler became leader of the Nazis.
Self-Quizzing Questions 1. What was the name of the Nazi Party when Hitler joined in 1919? 2. Who created the Nazi Party? 3. What did Hitler become the Minister of for the Nazi Party in 1920? 4. In what year did Hitler become leader of the Nazi Party? 5. What two things did Hitler introduce that made the Nazis more memorable? 6. What nickname were the SA given due to their uniforms? 7. What did the SA do that assisted Hitler in his climb to power? 8. Give one policy the Nazis promised in their 25 Point Programme manifesto?	

Week Two - The Police State

Key Facts Gestapo 1. They were set up in 1933 by Goering, but placed under SS control in 1934 and Heydrich became leader in 1936. 2. They were non-uniformed. 3. Aim was to identify anyone who criticised or opposed the Nazi government. 4. They spied on people, tapped their phones and used networks of informants. 5. Given permission to use torture when questioning suspects or gaining confessions. 6. Their main weapon was fear. People could not tell them apart from others. 7. Often arrived early in the morning to take suspects away and many families were told their relatives had died in custody. 8. Never more than 30,000 Gestapo (in comparison to a population of 80 million).	Key Facts The SS 1. The Protection Squad 2. Led by Heinrich Himmler 3. They wore black uniforms- the 'Blackshirts' 4. Early 1930s- main role was as the Nazis private police force. 5. During the 1930s- SS was expanded to 240,000 men and put in charge of all the other police and security services. 6. Himmler did not believe they were to act within the law. 7. Himmler was also very particular about recruitment to the SS. They were to be perfect examples of German manhood.
Key Words Police State: A state in which the Nazi government used the police to control what people did and what they said. SS: The Protection Squad. They were the Nazis private police force. Gestapo: The Secret Police.	Key Dates 1933 - Hitler created a Police State.

Self-Quizzing Questions

1. What is a 'police state'?
2. Who led the SS (Nazi Protection Squad)?
3. How many members of the SS were there by the late 1930s?
4. Who were the Nazi's Secret Police?
5. Who was in charge of the Gestapo from 1936?
6. How many members of the Gestapo were there in Germany?
7. How did the Gestapo discover information on potential threats to Hitler/the Nazis?
8. What was the main weapon of the Gestapo?

Week Three - Propaganda

Key Facts

Joseph Goebbels was in charge of Nazi Propaganda.

Newspapers

Newspapers were common in Germany but many were local. The Nazis shut down any non- Nazi newspapers, more than 1,600. The Reich Press Law passed in 1933 said:-

- Journalists were told what they could say
- Regular briefings were held telling the newspaper what to say
- Anyone not complying were arrested

This prevented most Germans from hearing non- Nazi ideas.

Radios

In an attempt to surround people with propaganda. They sold cheap radio sets (called the 'People's Receiver') and controlled all broadcasts. 70% of German households had a radio. Radios were also placed in workplaces, street corners and parks so no-one could avoid the message. All radio stations were under Nazi control. Hitler and other important Nazis made regular broadcasts. This gave the Nazis a voice even in people's own homes.

Rallies

Nazis used huge public rallies to spread the propaganda message. The largest was held in Nuremberg.

Cinema

Goebbels realised the popularity of cinema- over 100 films were made each year. He made films as interesting as possible for people to watch while still getting the Nazis message across. Das Juden showed the Jews as rats. All films in cinema were accompanied by a 45 minutes 'documentary' film glorifying the Nazis. People would not be allowed to watch the film if they did not watch the 'documentary' beforehand.

Key Words

Propaganda: A way of controlling people's attitudes by giving them a simple message they can follow and then repeating it several times.

Censorship: Where something is blocked so cannot be read, seen or heard.

Key Dates

1933 - The Reich Press Law was passed.

1933 - Non-Nazi books were burned.

1936 - The Berlin Olympics took place. The Nazis used these as a propaganda opportunity.

Self-Quizzing Questions

1. What does 'propaganda' mean?
2. Who was in charge of Nazi Propaganda?
3. What was the name of the cheap radio set created by the Nazis?
4. How many German households had a radio?
5. Where was the largest Nazi rally held?
6. How many non-Nazi newspapers were closed down?
7. How long was the 'documentary' that would accompany all films in the German cinemas?
8. When were the Berlin Olympics held?

Week Four - Unemployment Policies

Key Words

Rearmament: The process of equipping military forces with a new supply of weapons.

Conscription: Compulsory enlistment for the military.

Autobahns: German Motorways.

Key Dates

1933 - Unemployment was at roughly 6,000,000.

1935 - Rearmament stated and military conscription was announced.

1935 - The R.A.D. was made compulsory for men aged 18-25. They had to complete six months.

1935 - 125,000 men were employed building the Autobahns.

1939 - 1.4 million men were in the army.

1939 - Unemployment was at 302,000.

Key Facts

1. Unemployment was **politically dangerous** to Hitler. If Hitler did not help the unemployed poor living conditions then they may have supported the Communist Party instead.
2. The Nazis had also promised people '**Arbeit und Brot**' (**Work and Bread**) in their propaganda. If the Nazis did not reduce unemployment then they would appear as though they had been lying.
3. The Nazis also believed that the unemployed workers were a **waste of resources and a burden on society**.
4. **Rearmament** created jobs in the armaments (weapons) industry. The Nazis pushed the idea of '**guns before butter**'.
5. Men also had to join the army when Hitler **announced military conscription in 1935**.
6. The **Reich Labour Service (R.A.D.)** was introduced. This was a scheme to provide young men with manual labour jobs. They did public works such as repairing roads, planting trees etc.
7. The **R.A.D. was made compulsory** for men aged 18-25, in 1935. All men had to complete 6 months.
8. There were also job creation schemes, such as the **autobahns**. Hitler planned a 7000km network of dual carriageways to improve transport links. By 1938, 3500 km had been finished.
9. Some people believe that the unemployment figures were much higher than the official numbers. They thought the Nazis made some of the unemployed '**invisible**' by finding ways to record them as employed instead.
10. Some jobs roles like those in **rearmament and the armed forces were temporary**. In normal peace-time these jobs would not exist. **Women and Jewish people** were forced to give up work but did not show up on the unemployment figures. The Nazis put **thousands of people in concentration camps** (including undesirables) who would otherwise have shown up on unemployment figures.

Self-Quizzing Questions

1. How many people in Germany were unemployed roughly by 1933?
2. Which political party might the German people turn to if the Nazis did not help the unemployed?
3. What two things had the Nazis promised the German people in their propaganda?
4. What policy introduced new jobs in the weapons industry?
5. Who was the R.A.D made compulsory for in 1935?
6. How many miles of dual carriageways were planned with the autobahns job creation scheme?
7. Give an example of a type of job created by the Nazis that was temporary.
8. Give an example of one group of people that the Nazis forced out of work.

Key Facts

1. The Nazis created several organisations to assist with living and working conditions. These used rewards to keep the people under control in Nazi Germany.
2. The **Labour Front (D.A.F.)** was set up to replace trade unions and protected the rights of workers. It regulated what employers could do and protected the standard of living of workers.
3. **Strength through Joy (KdF)** was a division of the DAF. The purpose was to make the benefits of work more enjoyable and the nation stronger. It helped provide leisure activities for employees (e.g. sports events, films, theatre shows, even some foreign travel).
 - a. **'The People's Car' (Volkswagen)** was another scheme run by the KdF. People were encouraged to give 5 marks per week from their wages and they would eventually get a new car. The money set up the factories. (The workers never did get their cars).
4. **The Beauty of Labour (SdA)** was a division of the KdF. It campaigned to get employers to provide better facilities for workers (better toilets, canteens etc.). The SdA would give employers tax breaks to help with the building and decorating costs.
 - a. However, the workers would have to work extra hours for no pay to improve the facilities themselves.
5. Although wages increased by 20% by 1939, the higher food prices cancelled these out.
6. Working hours were increased from 43 hours to 47 hours for industrial workers, in 1937.
7. Nazis created cheap flats for unskilled workers to live in.

Self-Quizzing Questions

1. What was the D.A.F. set up to replace in Germany?
3. How much were workers encouraged to give from their weekly wages to pay for a new car?
5. Who would carry out the improvements to the facilities?
7. How much did working hours increase by, in 1937?
2. Which division of the KdF helped provide leisure activities for workers?
4. What did the SdA campaign for employers to provide for their workers?
6. How much did wages increase by, by 1939?
8. What did the Nazis create for the unskilled workers to live in?

Self-Quizzing Questions

1. Who created the Nazi Party?
4. Who led the Gestapo (Secret Police)?
7. What two things had the Nazis promised the German people in their propaganda?
2. In what year did Hitler become leader of the Nazi Party?
5. Who was in charge of Nazi Propaganda?
8. What was the D.A.F. set up to replace in Germany?
3. Who led the SS (Protection Squad)?
6. Where was the largest Nazi rally held in Germany?

Art, Craft and Design

WEEK 1 & 5:

Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		Colour Theory
Observational drawing	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: Add white
First hand observation	Drawing directly from looking at objects in front of you.	
Second hand observation	Drawing from looking at images of objects.	
Photographs	Using a camera or smartphone to record images will class as first hand observation.	Complimentary: Colours opposite on the colour wheel Harmonious: Colours next to each other on the wheel Monochromatic: Shades, tones and tints of one colour Hue: The pigment Warm: Red, Orange, Yellow Cold: Blue, Green, Purple
Sketches	Basic sketches and doodles can act as a starting point for development.	
Tonal shading	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	

Developing your idea as a final piece.

Rough

A basic sketch of a final idea

A Visual/Maquette

A small image or model created in the selected materials

Final Piece

An image or sculpture pulling all preparatory work together

LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)
FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)
COLOUR		Refers to the light, hue, value and intensity of the pigment.
TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)
SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle

Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other

Simplify and fill. Enlarge or crop the image to fill the space

Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C

WEEK 2 & 6:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Versatile - able to adapt or be adapted to many different functions or activities. Revolution - a forcible overthrow of a government or social order. Innovative - introducing new ideas; original and creative in thinking. Aesthetic - the appreciation of beauty. Analytical - documentary - research based work Postpone - to wait Recognition - acknowledgement of something Societies - a community of people Transform - to change Reconstruction - to rebuild Restoration - to repair Decay - To deconstruct with age Alludes - to suggest	Artistic - relating to art Art Movement - a style in art with a common theme or idea within a certain time period Graphic Designer - a creative profession Photomontage - a collage with photographs Photography - capturing images with a camera Geometric - mathematical shapes Architecture - the design of buildings Composition - the layout or design of an image Pop Art - Art movement aimed to make art more <i>popular</i> Sculpture - 3D artwork Hyper realistic - A painting that looks as real as a photograph

WEEK 3:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Artists/Designers:

Pop Art

Pop art is an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced objects.



The Pop in Pop Art stands for popular, and that word was at the root of the fine arts movement. The main goal of Pop Art was the representation of the everyday elements of mass culture. As a result, celebrities, cartoons, comic book characters, and bold primary colours all featured prominently in Pop Art.

Claes Oldenburg

Claes Oldenburg (born January 28, 1929) is a Swedish-born American sculptor, best known for his public art installations typically featuring large replicas of everyday objects. Another theme in his work is soft sculpture versions of everyday objects. The artist's work is described as being fun, striking and playful with scale.



WEEK 4:

Assessment Objective 2: Creative Making - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collograph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Art, Craft & Design - questions

Week 1 Questions

1. What are the three primary colours?
2. Drawing from looking directly at an object in front of you is called what?
3. Colours that are opposite each other on the colour wheel are called what?
4. How do you make a secondary colour?
5. What are the three warm colours?
6. What does monochromatic mean?
7. What are harmonious colours?
8. What are sketches?

Week 2 Questions

1. What is the definition of **aesthetic**?
2. What is a graphic **designer**?
3. What is the definition of **versatile**?
4. What is the definition of **decay**?
5. What is the definition of **transform**?
6. What is **Pop Art**?
7. What does **innovative** mean?
8. What is **hyper realistic**?

Week 3 Questions

1. When did Pop Art begin?
2. Where did Pop Art begin?
3. What does Pop Art stand for?
4. What was the main goal of Pop Art?
5. Name three things that were featured in Pop Art.
6. When and where was Claes Oldenburg born?
7. What did Claes Oldenburg use as inspiration for his work?
8. How would you describe Claes Oldenburg's work?

Week 4 Questions

1. In art, what does **media** mean?
2. How can you show shading when using a pen?
3. What is a **monoprint**?
4. What can oil and chalk pastels be used for?
5. What is the definition of **card construction**?
6. What is **acrylic paint**?
7. In art, what is meant by the term **materials**?
8. What is the definition of a **collagraph**?

Week 5 Questions

1. How do you make a tertiary colour?
2. Colours next to each other on the colour wheel are called what?
3. What are complementary colours?
4. What is observational drawing?
5. What does second hand observation mean?
6. Shades, tones, and tints of one colour are called what?
7. What are the three cold colours?
8. How can you produce a range of tones using pencil?

Week 6 Questions

1. What is the definition of **versatile**?
2. What is an **architect**?
3. What is the definition of **alludes**?
4. What is the definition of **composition**?
5. What is the definition of **sculpture**?
6. What is an analytical **documentary**?
7. What does **geometric** mean?
8. What is a **photomontage**?

Notes

Physical and Health Education		
Netball	Rugby	
Week 1&2	Week 3&4	
Advanced Rules: Sanctions and advantage There are 2 types of sanction in netball: Free pass - When a rule is broken that does not directly affect another player e.g. footwear. A free pass is set where the umpire indicates, and any player allowed in that area may take the pass. No players are out of play. If a free pass is set within a shooting circle to the attacking team a shot MAY NOT be taken. Penalty pass-When a rule is broken that directly affects another player eg contact A penalty pass is set where the umpire indicates, and any player allowed in that area may take the pass. The infringing player must stand next to the player taking the penalty and remain out of play until the penalty has been taken. If the penalty is set within a shooting circle to the attacking team then a shot may be attempted. Advantage – An umpire will play advantage if they have noticed an infringement has taken place but feel calling for a sanction will disadvantage the attacking team. They will not blow their whistle but will call “advantage plus the infringement”. Play does not stop for an advantage and is only played in that moment against that infringement. Taking free passes and penalties You have 3 seconds from setting the free pass/penalty in which to take it. If you decide that another player would be better to take it, you must place the ball back on the floor. Do not walk towards the other player to pass it to them (footwork) or hand it to them (short pass). Any player allowed in that area may take the free pass/penalty. Over a Third The ball must be caught or touched by a player in each third of the court. Sanction – Free pass to the opposing team by the transverse line in the third where the ball entered incorrectly Replayed ball A player may not replay the ball. Specifically you can't: lose control of the ball and pick it up again if it has not been touched by another player, catch a rebound from a shot on goal if the ball has not touched the post or another player. Simultaneous contact If two opposing players contact simultaneously a toss up is taken between the two players concerned.	Line Out It is a way of restarting play after the ball has been knocked or kicked out of play past the touch line. The line-out consists of three to eight players from each side, up to 16 in total, and is taken where the ball went out of play. The aim of each player is simply to get their hands on the ball for their team. The most important players are the hooker, the two second rows and scrum-half. They are responsible for getting the ball out to the backs or for the rest of the forwards. The line-out must be formed past the five-metre line and no more than 15m in from the touchline, and both teams must have a one metre gap between them. The hooker is usually the player with the job of throwing the ball into a line-out. Their aim is to find the "jumpers", usually the two second rows. They must stand behind the touch line when they make their throw. The throw must be deadly straight, otherwise the referee will have the line-out taken again, but this time the opposition get the throw in. Other rules: • The ball must be thrown straight • All players not in the line-out must be 10m behind the last man in the line • No player can use a one of the opposition to use as support when they are jumping • No player is allowed to push, charge or hold another player in the line-out • No player can be lifted before the ball is thrown • No jumper can use the outside of their arm to catch or deflect the ball The maul The maul is about physical strength and power. The maul is when at least three players from either side are in contact together, challenging the player with the ball, moving towards a goal line, but what makes the maul different to the ruck is the ball is not on the ground but in hand. Like the ruck, players can only join from behind the last team-mate bound to the maul and every player in the maul must have at least one arm bound to a team-mate, otherwise the referee will award a penalty to the opposing team. • Rugby law states that the maul will end when its momentum is halted for approximately five seconds. • You cannot collapse a maul, instead you must halt its progress. Kicking Kicking the ball when it is on the ground is allowed (known as a "fly hack"). Any player is allowed to kick the ball however this is usually designated to specific positions such as scrum half, fly half and full back. Only players who are behind the kicker are able to chase the ball or make contact with the catcher, anybody in front of the kicker is offside. Drop goals are permitted, the ball must first bounce before it is kicked and has to go through the posts to score 3 points. After a try is scored, the scorers attempt to score a goal by taking a kick at goal. This kick is a conversion kick: a conversion kick can be a place kick or a drop kick in line where the try was scored and is worth 2 points.	
Week 1 Questions: 1. What is the definition of a free pass? 2. Who may take a free pass? 3. Define a penalty pass? 4. What must the infringing player do when a penalty pass is awarded? 5. When will an umpire play 'advantage'? 6. When might a toss up occur? 7. Can the ball be passed from one end third to another? 8. What is a replayed ball?	Week 3 Questions: 1. When does a line out occur in rugby? 2. Who are the key players in a lineout? 3. List 2 laws of the game related to a lineout? 4. Define a maul? 5. What is the difference between a maul and a ruck? 6. List 2 laws related to a maul? 7. Can you kick the ball if it's on the floor? 8. Where must a player be in order to chase a kick?	
Week 2 Questions: 1. If deciding another player is going to take a free pass, why is the ball placed on the floor? 2. Can a player pick up a dropped ball if it has been touched by another player? 3. Can a player shoot from a free pass? 4. Can a player shoot from a penalty pass? 5. When might a toss up occur? 6. What is the definition of a free pass? 7. When will an umpire play 'advantage'? 8. Define a penalty pass?	Week 4 Questions: 1. How many players make up a line out? 2. List 2 other laws related to a lineout? 3. Where must players join a maul from? 4. How many points are a drop kick, penalty and conversion worth? 5. When does a lineout occur in rugby? 6. Define a maul? 7. Can you kick the ball if it's on the floor? 8. What is the difference between a maul and a ruck?	

Healthy ME Healthy Living

1. **Drink lots of water** - Make sure you drink lots of water throughout the day, especially if you have been running around and playing! The NHS recommends 6-8 glasses per day.
2. **Eat five a day - fruit and vegetables** - This should be made up of lots of fruit and vegetables. You can even get it from drinks like smoothies, or maybe vegetables in your pasta sauce!
3. **Stay active** - The NHS recommends 60 minutes of moderate to vigorous exercise per day. There are lots of things you can do including swimming, football, dancing and jogging.
4. **Make sure you get lots of sleep** - The NHS recommends that 11-12 year olds should get around 9-11 hours of sleep. Sleeping helps your body to recover and will energise you for the day ahead!
5. **Reduce screen time** - The recommended time of sitting in front of screens is less than 2 hours per day. This can include phones, tv or tablets. Can you spend more time outside, reading, playing board games or meeting up with friends?
6. **Avoid alcohol and smoking** - Both smoking and drinking alcohol can have significant negative effects on your health. It is illegal to buy alcohol and cigarettes or vapes under the age of 18. They can affect normal development of vital organs and functions, including the brain, liver, bones and hormones.

Questions

1. What is the recommended amount of water that should be consumed per day?
2. How many portions of fruit and vegetables should be eaten in a day? .
3. Give two benefits of regular exercise.
4. How much exercise is recommended per day?
5. What are the benefits of sleep?
6. How much sleep should an 11-12 year old get per night?
7. What is the maximum amount of screen time recommended per day?
8. Give two effects of drinking alcohol and smoking.

Aspire
(ACHIEVE)
Thrive

Develop your character

