

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 6 2024-25

**History**

**Computing**

**KNOWLEDGE ORGANISER**

**Modern  
Britain**

**Geography**

**9**

**Spanish**

**French**

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## Book Pride

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

## Plan

Year 9 - Half Term 6 (02/06/2025 → 11/07/2025) - Homework Plan

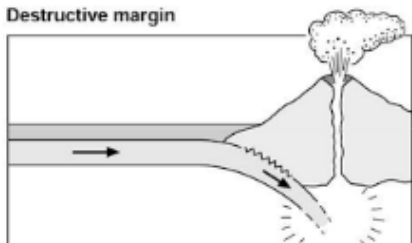
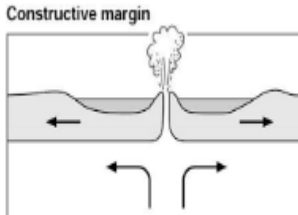
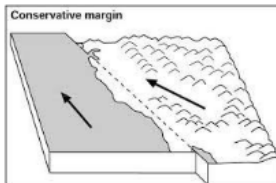
	Online HW	Written HW
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

\*Students studying Literacy in place of French/Spanish to complete additional set Sparx Reader

## Geography: Half Term Six - Week 1

Geography: Week 1 Knowledge Organiser:			
Week 1 Revision (Urban change in the UK)	<p><b>Key words:</b></p> <p><b>Transnational corporations (TNCS):</b> Large businesses which operate in more than one country e.g. Mcdonalds</p> <p><b>Dereliction:</b> empty areas which are abandoned or currently have no use</p> <p><b>Regeneration:</b> The improvement and upgrading of existing areas e.g. Royal William Yard in Plymouth</p> <p><b>Suburbanisation:</b> the movement of people from the cities to the suburbs (areas just outside the city) e.g. Sherford</p> <p><b>Clone Towns:</b> a high street or shopping centre is significantly dominated by chain stores and very little independent shops</p>	<p><b>Cities face serious challenges;</b></p> <ul style="list-style-type: none"><li>• Where will the growing population live?</li><li>• Where will all the food and water needed come from?</li><li>• What would happen to air quality if everyone used cars?</li><li>• Can the waste disposal system cope with so many people?</li></ul>	<p><b>Key features of a sustainable city</b></p> <ul style="list-style-type: none"><li>• Services in the city are accessible to all.</li><li>• Public transport is prioritised above cars.</li><li>• Walking and cycling is safe.</li><li>• Areas of open space are safe and accessible</li><li>• Renewable resources are widely used</li><li>• Waste is seen as a resource and is recycled</li><li>• There is access to affordable housing.</li><li>• Community links are strong</li><li>• Inward investment is made to the CBD</li></ul>
		<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>A city can plan to make transport more sustainable:</p> <ul style="list-style-type: none"><li>• Discouraging the use of private transport. In London this is achieved by a <b>congestion charge</b> for vehicles driving through certain areas.</li><li>• Investing in public transport</li><li>• 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</li><li>• Promoting car sharing schemes for areas poorly served by public transport.</li></ul>
Geography: Week 1 Questions			
<p>1. What does suburbanisation mean?</p> <p>2. Name one challenge cities face</p> <p>3. Explain one feature of a sustainable city</p> <p>4. Give an example of regeneration in Plymouth</p>		<p>5. What does suburbanisation mean?</p> <p>6. Name one challenge cities face</p> <p>7. Explain one feature of a sustainable city</p> <p>8. Give an example of regeneration in Plymouth</p>	
<p><b>Extended Writing Question:</b> Explain how cities can become more sustainable</p>			

## Geography: Half Term Six - Week 2

Geography: Week 2 Knowledge Organiser:			
<p><b>Week 2 Revision (Tectonic hazards)</b></p>	<p><b>Seismic waves:</b> energy released from an earthquake</p> <p><b>Fault plane:</b> a line of weakness in which a earthquake occurs</p> <p><b>Focus:</b> the point in the crust where the earthquake is created</p> <p><b>Epicentre:</b> the point on land directly above the focus</p> <div><p>Destructive margin</p></div>	<p><b>Plate margins</b></p> <div><div>1. <b>Constructive:</b> Plates move apart, creating new land in the gap. Cause volcanoes</div><div>2. <b>Destructive:</b> Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes</div><div>3. <b>Conservative:</b> Plates slide past each other, cause earthquakes</div></div> <div><p>Constructive margin</p></div>	<p><b>How do earthquakes form?</b></p> <ul style="list-style-type: none"><li>• On a <b>conservative Plate</b> margin the two plates move in opposite directions.</li><li>• The margins of the plates are not smooth which causes friction so pressure builds up.</li><li>• A threshold is reached and the pressure is released as seismic waves.</li><li>• The seismic waves cause the earthquake.</li><li>• An example is the San Andreas fault in the USA.</li><li>• Shallow earthquakes often cause more damage than deep earthquakes</li></ul> <div><p>Conservative margin</p></div>
Geography: Week 2 Questions			
<div><div>1. What are seismic waves?</div><div>2. What is the point on land where an earthquake starts?</div><div>3. What do the plates do at a conservative boundary?</div><div>4. What do the plates do at a constructive boundary?</div></div>	<div><div>5. What do plates do at a destructive boundary?</div><div>6. Which hazard occurs at a conservative boundary?</div><div>7. Give an example of a conservative boundary</div><div>8. Which earthquakes cause more damage - shallow or deep?</div></div>		
<p><b>Extended Writing Question:</b> Explain how earthquakes and volcanoes form at destructive plate boundaries</p>			

## Geography: Half Term Six - Week 3

### Geography: Week 3 Knowledge Organiser:

#### Week 3 Revision (Rivers)

**Cross profile-** The side to side cross-section of a river channel and/or valley.

**Long profile-** The gradient of a river, from its source to its mouth.

**Source-**the start of a river

**Mouth-** The place where a river enters a lake, larger river, or the ocean

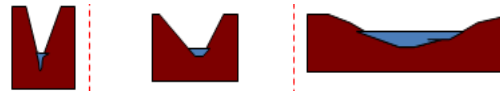
**Erosion-** The wearing away and removal of material by a moving force, such as a breaking wave

**Upper Course of a River:** Near the source, the river flows over steep gradients from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

**Middle Course of a River :** Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

**Lower Course of a River:** Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.

Upper Course                      Middle Course  
Lower Course

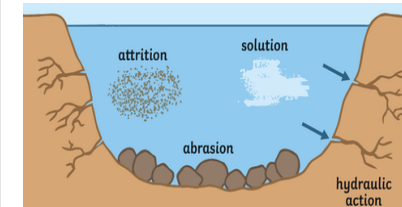


**Hydraulic action-**The force of the river against the banks causes air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away

**Abrasion-** Rocks carried along by the river wear down the river bed and banks.

**Attrition-**Rocks being carried by the river smash together and break into smaller particles.

**Solution** - When the water dissolves certain types of rocks, eg limestone



### Geography: Week 3 Questions

1. What is the start of a river called?
2. What is the term for where a river meets the sea?
3. What is erosion?
4. What is the shape of the valley in the upper course?

5. What happens to the gradient of land when the river moves further downstream?
6. Name the type of erosion where water enters cracks in a rock?
7. What is abrasion?
8. What is attrition?

#### Extended Writing Question:

Explain the 4 processes of erosion

## Geography: Half Term Six - Week 4

Geography: Week 4 Knowledge Organiser:		
Week 4 Coastal management	<b>Hard engineering:</b> Using artificial, man-made structures to control natural processes	<b>Hard engineering:</b> <b>Groynes:</b> Wood barriers prevent longshore drift, so the beach can build up. £150,000 each (every 200m) <b>Advantage:</b> Beach still accessible. <b>Disadvantage:</b> No deposition further down coast = erodes faster further down the coast. <b>Sea Walls:</b> Concrete walls break up the energy of the wave. Has a lip to stop waves going over. £1,000,000 per 100m <b>Advantage:</b> Long life span and highly effective protection. <b>Disadvantage:</b> Can look obtrusive and expensive and high maintenance costs. <b>Gabions:</b> Cages of rocks absorb the waves energy, protecting the cliff behind. £50,000 per 100m <b>Advantage:</b> Cheap to produce and flexible in final design <b>Disadvantage:</b> The look very unattractive and Cages rust in 5-10 years. <b>Rip rap or rock armour:</b> Large boulders dumped at the foot of a cliff £200,000 per 100m <b>Advantage:</b> Provide interest at the coast, e.g fishing <b>Disadvantage:</b> Can be expensive to transport rocks and don't fit with local geology
	<b>Soft engineering:</b> Environmentally friendly techniques that work with natural processes to protect the coast	<b>Soft engineering</b> <b>Beach Nourishment:</b> Beaches built up with sand, so waves have to travel further before eroding cliffs. Cost: £500,000 per 100m <b>Advantage:</b> Cheap and easy to maintain and provide a beach for tourists. <b>Disadvantage:</b> Needs replacing especially after storms and offshore dredging damages seabed. <b>Dune regeneration:</b> Marram grass is planted to stabilise dunes and help them develop. Cost: £200-£2,000 per 100m <b>Advantage:</b> Creates wildlife habitats. <b>Disadvantage:</b> Time consuming to plant and fence off marram grass, and growth time long.
Geography: Week 4 Questions		
1. What is hard engineering? 2. What is soft engineering? 3. What process do groynes prevent? 4. What do sea walls do at the coast?	5. What are gabions? 6. What is beach nourishment? 7. Name an advantage of beach nourishment 8. Name a disadvantage of dune regeneration	
<b>Extended Writing Question:</b> Explain the advantages and disadvantages of hard engineering strategies of protecting the coast		

## Geography: Half Term Six - Week 5

### Geography: Week 5 Knowledge Organiser:

<b>Week 5 Lyme Regis</b>	<b>Location:</b> Lyme Regis is a small coastal town on the south coast of England, famous for its fossils! Much of the town is built on unstable cliffs. The coastline is eroding rapidly	<b>Management plan:</b> <u>Phase 1:</u> 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabilised cost £1.4m <u>Phase 2:</u> 2005 - 2007, further sea walls and promenade built, wide shingle beach created with shingle dredged from the English channel and imported from France and rock armour added to The Cobb. Total cost: £22m <u>Phase 3:</u> Not undertaken. Costs outweigh the benefits, so it was decided that the area west of The Cobb should be left alone. <u>Phase 4:</u> 2013 - 2015, a second sea wall is constructed in front of the first to provide extra protection. Extensive nailing and drainage completed on the cliffs to stabilise the rock and protect 480 homes. Total cost £20m
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### Geography: Week 5 Questions

1. Which county is Dorset in? 2. What is Lyme Regis famous for? 3. What happened in Phase 1 of the coastal management plan? 4. What happened in Phase 2 of the coastal management plan?	5. What happened in Phase 3 of the coastal management plan? 6. What happened in Phase 4 of the coastal management plan? 7. What process do groynes prevent? 8. What do sea walls do at the coast?
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### Extended Writing Question:

**Explain the 4 stages of the coastal management plan at Lyme Regis**



### Geography: Half Term Six - Week 6

Geography: Week 6 Knowledge Organiser:		
<p><b>Week 6</b></p> <p><b>How successful is the coastal management at Lyme Regis?</b></p>	<p><b>Positive outcomes:</b></p> <ul style="list-style-type: none"><li>• New beaches have increased visitor numbers and seaside businesses are thriving</li><li>• New defences have stood up to recent storms</li><li>• The harbour is now better protected, benefitting boat owners and fishermen as well as cafes and businesses on the seafront</li><li>• The work has secured 390 metres of coastline between Church Cliff and East Cliff for the next 50 years</li><li>• 480 homes have been saved from damage or loss of access</li><li>• A new promenade has been built as a result of the sea wall along the sea front allowing tourists and residents to walk along the whole beach even at high tide</li></ul>	<p><b>Negative outcomes/conflicts:</b></p> <ul style="list-style-type: none"><li>• Increased visitor numbers has led to conflict with locals as traffic,waste and pollution have increased.</li><li>• Some people think the new defences have spoilt the natural coastal landscape as they are obtrusive and unnatural</li><li>• Stabilising the cliffs prevents landslips which reveal new, important fossils</li><li>• The coastal management strategy has been expensive (over £35 million has been spent since 1994) for such a small community</li><li>• The protection will only last about 50 years until the money needs to be spent again</li></ul>
Geography: Week 6 Questions		
<p>1. Name a positive of beach nourishment on the economy</p> <p>2. How many metres of the Lyme Regis coastline is protected for the next 50 years?</p> <p>3. How many homes have been saved from erosion?</p> <p>4. Name a benefit of the sea wall to tourists</p>	<p>5. Why may an increase in tourism cause an issue with locals in Lyme Regis?</p> <p>6. How much has the coastal management strategy cost since 1994?</p> <p>7. Name a negative of the coastal management strategy</p> <p>8. Which do you think is the best coastal management strategy - soft or hard engineering and why?</p>	
Extended Writing Question:		
<p>Evaluate the success of the Lyme Regis coastal management strategy</p>		

## Computing - Half Term Six - Week 1

Computing: Week 1 Knowledge Organiser: Delivering into Data Science:			
Keywords		Knowledge	
<p><b>Data</b> - individual facts, statistics, or items of information, often numeric.</p> <p><b>Data Science</b> - extracting meaning from large data sets in order to gain insights to support decision-making</p>		<p><b>Information</b> is the process of assigning a meaning to our raw facts and figures (data). This allows it to be used within a contextual state.</p> <p><b>Visualising Data</b> is a method of analysing and presenting data in a way which makes it interesting to look at but also allows people looking at it to gain information and knowledge</p> <p><b>Data visualisations</b> are visual representations of data (such as charts and graphs) intended to help an audience process the information more easily and get a clear idea about the data at a glance.</p> <p><b>Functions</b> - A prewritten piece of code that will complete the same job each time it is called.</p> <p>The purpose of data visualisations and infographics is to enable people to make insights based on the data that they show.</p> <p><b>=SUM()</b> - Adds values in a cell range together.</p> <p><b>=AVERAGE()</b> - Finds the mean value of a given cell range.</p> <p><b>=COUNTIF()</b> - Counts the number of values that meet a certain condition.</p>	
Computing: Week 1 Questions:			
1.	What is data?	5.	What is the purpose of 'visualising data'?
2.	What does the =SUM() function do?	6.	What is a function?
3.	What does the =AVERAGE() function do?	7.	What is Data Science?
4.	What does the =COUNTIF() function do?	8.	What is information?
Extended Writing Question:			
What is the difference between data and information? Give an example of data and information.			

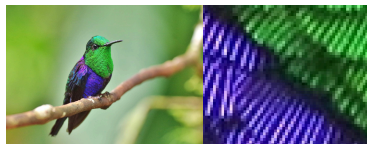

## Computing - Half Term Six - Week 2

Computing: Week 2 Knowledge Organiser: Charts			
Keywords		Knowledge	
<p><b>Variables</b> - a location in computer memory, containing some data. This data can change.</p> <p><b>Trend</b> - A pattern which shows a link between 2 variables</p> <p><b>Correlation</b> - a relationship between 2 sets of data</p>		<p>Correlation is the term for when there is a relationship between 2 different sets of data Positive correlation is shown when 2 sets of numerical data increase or move in the same direction Negative correlation is shown when 1 set of data increases, which the other set of data decreases</p> <p><b>Pie Chart</b></p> <ul style="list-style-type: none"><li>A circular graphic divided into slices representing proportional data of a whole, used to show percentage distribution across categories.</li></ul> <p><b>Bar Chart</b></p> <ul style="list-style-type: none"><li>A visual representation using rectangular bars of varying lengths to compare quantities or values across different categories.</li></ul> <p><b>Line Chart</b></p> <ul style="list-style-type: none"><li>A graph displaying data points connected by lines to illustrate trends, changes, and progression over a continuous period.</li></ul> <p><b>Outlier</b> - Data that sits outside of a trend</p>	
Computing: Week 2 Questions:			
1.	What is a variable?	5.	What is an outlier?
2.	What is a trend?	6.	Which direction will a positive correlation travel?
3.	What is a correlation?	7.	Which direction will no correlation travel?
4.	What does causation mean?	8.	What is a pie chart used for?
Extended Writing Question:			
Why would we use a Line Chart over a Pie Chart?			



## Computing - Half Term Six - Week 3

Computing: Week 3 Knowledge Organiser: Spreadsheet Recap			
Keywords		Knowledge	
<p><b>COUNTA</b> - Counts the number of cells that contain numbers or letters within a range or list of arguments Example: =COUNTA(A1:A20)</p> <p><b>SUMIF</b> - Adds up cells that meet a single specified condition Example: =SUMIF(B5:B14, "jim", D5:D14)</p>		<ul style="list-style-type: none"> <li>• <b>SUM</b> <ul style="list-style-type: none"> <li>○ Definition: Adds up a range of cells</li> <li>○ Example: =SUM(A1:A10)</li> </ul> </li> <li>• <b>AVERAGE</b> <ul style="list-style-type: none"> <li>○ Definition: Calculates the average of a range of cells</li> <li>○ Example: =AVERAGE(B1:B20)</li> </ul> </li> <li>• <b>COUNT</b> <ul style="list-style-type: none"> <li>○ Definition: Counts the number of cells that contain numbers</li> <li>○ Example: =COUNT(C1:C50)</li> </ul> </li> <li>• <b>IF</b> <ul style="list-style-type: none"> <li>○ Definition: Returns one value if a condition is true, another if false</li> <li>○ Example: =IF(D1&gt;10, "Pass", "Fail")</li> </ul> </li> <li>• <b>VLOOKUP</b> <ul style="list-style-type: none"> <li>○ Definition: Searches for a value in the first column of a table and returns a value in the same row from a specified column</li> <li>○ Example: =VLOOKUP(E1, A1:C10, 2, FALSE)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>TODAY</b> <ul style="list-style-type: none"> <li>○ Definition: Returns the current date</li> <li>○ Example: =TODAY()</li> </ul> </li> <li>• <b>CONCATENATE</b> <ul style="list-style-type: none"> <li>○ Definition: Combines text from multiple cells</li> <li>○ Example: =CONCATENATE(F1, " ", G1)</li> </ul> </li> <li>• <b>MIN</b> <ul style="list-style-type: none"> <li>○ Definition: Returns the smallest value in a range of cells</li> <li>○ Example: =MIN(H1:H20)</li> </ul> </li> <li>• <b>MAX</b> <ul style="list-style-type: none"> <li>○ Definition: Returns the largest value in a range of cells</li> <li>○ Example: =MAX(I1:I20)</li> </ul> </li> <li>• <b>COUNTIF</b> <ul style="list-style-type: none"> <li>○ Definition: Counts cells that meet a specified criterion</li> <li>○ Example: =COUNTIF(J1:J50, "&gt;100")</li> </ul> </li> </ul>
Computing: Week 3 Questions:			
1.	What does SUM do?	5.	What does TODAY do?
2.	What does AVERAGE do?	6.	What does MIN do?
3.	What does COUNT do?	7.	What does MAX do?
4.	What does IF do?	8.	What does COUNTIF do?
Extended Writing Question:			
Why would you want to use COUNT over COUNTA?			

## Computing - Half Term Six - Week 4

Computing: Week 4 Knowledge Organiser: Binary Mosaic:			
Keywords		Knowledge	
<p><b>Binary</b> - A collection of 0s and 1s that a computer uses to represent information</p> <p><b>Bits</b> - Short for binary digit and is the smallest unit of data in a computer system</p> <p><b>Pixel</b> - Individual blocks of a single colour that make up a picture</p>		<div></div> <p><b>To calculate the number of bits in your image</b> The number of pixels (height x width of grid) x number of bits per pixel 6x6 grid with 2 bits per pixel = 6 x 6 = 36, 36 x 2 = 72 bits</p> <p>The number of pixels in a digital image is called the <b>image resolution</b> The higher the number of pixels (and therefore the resolution) the better quality the image will be The (fixed) number of binary digits used to represent each pixel's colour is the <b>colour depth</b></p>	
Computing: Week 4 Questions:			
1.	What is Binary?	5.	What is the calculation for working out the total pixels?
2.	What is BIT short for?	6.	What is image resolution?
3.	What is a Pixel?	7.	What happens if an image uses more pixels?
4.	What is a Bitmap image?	8.	What is colour depth?
Extended Writing Question:			
What would happen to an image's file size if the pixel grid (6x6) was increased?			

## Computing - Half Term Six - Week 5

Computing: Week 5 Knowledge Organiser: A Splash of Colour:			
Keywords		Knowledge	
<b>RGB Colour-</b> The method of creating colours through combinations of the primary colours (Red, Green and Blue)		<p>Colour in computer images is commonly represented in 24 bits. The quantity of red, green, and blue in the mix is specified using 8 bits for each of these elementary colours.</p> <p><b>How many bits are required to represent an image?</b> Resolution (rows x columns) x Colour depth (how many pixels in the image) x (how many bits represent the colour in each image)</p> <div><div><ul style="list-style-type: none"><li>In practice, colour is commonly represented using <b>24 bits</b> (16,777,216).</li><li>The quantity of red, green, and blue in the mix is specified using 8 bits for each of these elementary colours.</li></ul></div><div><div><div>Red:</div><div>01010111</div><div>87</div></div><div><div>Green:</div><div>10100101</div><div>165</div></div><div><div>Blue:</div><div>11101011</div><div>235</div></div></div><div></div></div>	
Computing: Week 5 Questions:			
1.	What are the 3 colours used by computers?	5.	What is the calculation for working out the total pixels?
2.	What does 'quantity of red' mean?	6.	How many bits are used to represent each colour?
3.	How do you calculate image resolution?	7.	If all colours use 1s, what colour does this generate?
4.	What values do you enter to get ONLY blue?	8.	What is the total number of bits used for colour?
Extended Writing Question:			
What would the resolution be of an image with 10 rows, 20 columns and 5 colour depth?			

## Computing - Half Term Six - Week 6

Computing: Week 6 Knowledge Organiser: Compression:			
Keywords		Knowledge	
<p><b>JPEG/JPG -</b> JPEG uses lossy compression, which reduces file size by discarding some image data</p> <p><b>PNG -</b> PNG uses lossless compression, preserving image quality</p> <p><b>GIF -</b> GIF also uses lossless compression, but with limitations.</p>		<p>Compression is like a magic trick for your digital files. It shrinks photos, videos, and music to take up less space on your devices or when you're sending them to friends. This is really useful because it helps things load faster on websites and lets you store more stuff on your phone or computer.</p> <p><b>Lossy Compression:</b> Lossy compression is like summarizing a long story. You keep the main points but leave out some details:</p> <ul style="list-style-type: none"><li>• It makes files much smaller by removing some information.</li><li>• The changes are usually so small you might not even notice them.</li><li>• It's great for things like photos you post online or music you listen to on your phone.</li><li>• Once you use lossy compression, you can't get back the original file exactly as it was.</li></ul> <p><b>Lossless Compression:</b> Lossless compression is like using a really efficient packing method. You fit everything in, but nothing gets left behind:</p> <ul style="list-style-type: none"><li>• It makes files smaller without losing any information at all.</li><li>• When you open the file again, it's exactly the same as the original.</li><li>• It's perfect for things where every detail matters, like important documents or high-quality music recordings.</li><li>• The files aren't as small as with lossy compression, but you keep all the quality</li></ul>	
Computing: Week 6 Questions:			
1.	What does compression do?	5.	Which type of compression results in smaller file sizes?
2.	What are the two main types of compression?	6.	What are two benefits of using compression for digital files?
3.	What is a key characteristic of lossy compression?	7.	What is a limitation of lossy compression?
4.	For what type of files or situations is lossless compression ideal?	8.	How is lossy described in relation to storytelling?
Extended Writing Question:			
Why would we compress our files on a digital device?			

## **French: Half Term Six - Week 1**

## French: Week 1 Knowledge Organiser: Les vacances

time phrases	verb (past tense)	noun phrases (places - rows 1, 3 & 4) (means of transport - row 2)	noun phrases (rows 1 + 3) verb + adjectives (rows (2 & 4)
Récemment, <i>Recently,</i>	je suis allé(e) <i>I went</i>	à Paris <i>to Paris</i> à Londres <i>to London</i>	avec ma famille <i>with my family</i>
Hier, <i>Yesterday,</i>		en Angleterre <i>to England</i>	avec mes parents <i>with my parents</i>
Le weekend dernier, <i>Last weekend,</i>		en France <i>to France</i>	avec mes grands-parents <i>with my grandparents</i>
Le mois dernier, <i>Last month,</i>		en Espagne <i>to Spain</i>	avec mes copains / amis <i>with my friends</i>
La semaine dernière, <i>Last week,</i>		en Europe <i>to Europe</i>	avec mon collège <i>with my school</i>
L'année dernière, <i>Last year,</i>		au Royaume-Uni <i>to the UK</i>	seul(e) <i>alone</i>
<u>Il y a</u> un an, <i>1 year ago,</i>	j'ai voyagé <i>I travelled</i>	en voiture <i>by car</i> en car <i>by coach</i>	c'était <i>it was</i>
<u>Il y a</u> deux ans, <i>2 years ago,</i>		en train <i>by train</i> en bus <i>by bus</i>	rapide <i>fast</i>
		en bateau <i>by boat</i> en avion <i>by plane</i>	lent <i>slow</i>
	on a voyagé <i>we travelled</i>	en métro <i>by underground</i>	confortable <i>comfortable</i>
		à pied <i>on foot</i>	inconfortable <i>uncomfortable</i>
			amusant <i>fun</i>
			ennuyeux <i>boring</i>

## French: Week 1 Questions - **Les vacances**

**Translate in English:**

1. Récemment, je suis allé aux États-Unis.
2. Il y a un an, j'ai voyagé en voiture.
3. La semaine dernière, je suis allée en Europe avec mes parents.
4. On a voyagé en avion, c'était amusant.

**Translate in French:**

5. Yesterday, I went to London.
6. Last month, I travelled by bus.
7. Last year, we travelled by boat, it was slow.
8. Two years ago, I went to Spain alone.

**Extended Writing Question:**  
**Où es-tu allé en vacances?**

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

*Where did you go on holiday?*



## French: Half Term Six - Week 2

### French: Week 2 Knowledge Organiser: Je suis resté

time phrase	verb	places	verb	adjectives
Récemment, <i>Recently,</i>	je suis resté(e) <i>I stayed</i>	dans un hôtel <i>in a hotel</i>	c'était <i>it was</i>	propre <i>clean</i>
Hier, <i>Yesterday,</i>		dans un camping <i>in a campsite</i>	ce n'était pas <i>it wasn't</i>	pratique <i>practical</i>
Le weekend dernier, <i>Last weekend,</i>		dans une tente <i>in a tent</i>	l'hôtel était <i>the hotel was</i>	génial(e) <i>great</i>
Le mois dernier, <i>Last month,</i>		dans un appartement <i>in a flat</i>	le lit était <i>the bed was</i>	confortable <i>comfortable</i>
La semaine dernière, <i>Last week,</i>	j'ai logé <i>I stayed</i>	près de la plage <i>near to the beach</i>	le restaurant était <i>the restaurant was</i>	petit(e) <i>small</i>
L'année dernière, <i>Last year,</i>	je suis allé(e) en vacances <i>I went on holiday</i>	loin de la plage <i>far from the beach</i>	la piscine était <i>the pool was</i>	grand(e) <i>big</i>
		au centre-ville <i>in the town centre</i>	la chambre était <i>the room was</i>	cher/chère <i>expensive</i>
		au bord de la mer <i>at the seaside</i>		sale <i>dirty</i>
		à la campagne <i>in the countryside</i>		loin de tout <i>far from everything</i>
		à la montagne <i>in the mountains</i>		
			verb	Noun phrase - places
			il y avait <i>there was / (it had)</i>	une piscine <i>a swimming-pool</i>
			il n'y avait pas de (un/une) <i>there was not (it didn't have)</i>	un parking gratuit <i>a free car park</i>
				un grand jardin <i>a big garden</i>
				un terrain de sport <i>a sports ground</i>
				une vue sur la mer <i>a sea-view</i>
				une salle de jeux <i>a games room</i>

### French: Week 2 Questions - Je suis resté

#### Translate in English:

- Récemment, je suis resté dans un camping.
- L'année dernière, j'ai logé près de la plage.
- La chambre était confortable.
- Il y avait une piscine.

#### Translate in French:

- Yesterday, I stayed at the seaside.
- The restaurant was expensive.
- There wasn't a sea-view.
- It wasn't clean.

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

**Où es-tu resté pendant les vacances?**

*What do you do online? (+opinion)*

**French: Half Term Six - Week 3**

**French: Week 3 Knowledge Organiser: Revision**

[All your KOs have been put on Google Classroom - Use them to revise.](#)  
[Pay attention to the spelling of words.](#)

**French: Week 3 Questions - Revision**

**Translate in English:**

1. À mon avis, sur Internet, il est dangereux de partager des photos.
2. Je pense que sur son portable, il n'est pas facile de jouer à des jeux.
3. Je fais ça tout le temps et je trouve ça amusant.
4. Je passe beaucoup de temps sur mon portable et ça me passionne.

**Translate in French:**

5. I would say that on the computer, it is important to do research for homework.
6. In my opinion, it is possible to spend too much time on the internet.
7. I spend too much time on my tablet.
8. I look for information on my phone and I find it educational.

**Extended Writing Question:**  
**Que fais-tu en ligne? (+opinion)**

Use your sentence builder to help you answer the following question **IN FRENCH:**  
*What do you do online? (+opinion)*

### French: Half Term Six - Week 4

#### French: Week 4 Knowledge Organiser: AP2

Read the text carefully and answer the questions in ENGLISH.

Le week-end, j'utilise mon téléphone portable pour faire mes devoirs en ligne et jouer à des jeux vidéo. À mon avis sur les réseaux sociaux, il est important de ne pas partager ses détails personnels. Généralement je partage des vidéos sur Tiktok mais je passe trop de temps sur mon portable.

En ce moment, mon père travaille comme médecin, mais il y a trois ans il a travaillé comme infirmier dans un hôpital. Quand je serai plus âgée, je voudrais travailler comme professeur dans une école primaire et je vais travailler avec les enfants.

**Élodie**

#### French: Week 4 Questions - AP2

##### Answer in English:

1. What does she use her phone for? (2 details)
2. What does Élodie say about social media?
3. What does Élodie say she does on TikTok?
4. What is Élodie's dad's job at the moment?

5. What did Élodie's dad used to do?

6. What would Élodie like to do in the future?

##### Translate in English:

7. Il y a trois ans, il a travaillé comme infirmier.

8. Je voudrais travailler comme professeur dans une école primaire.

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

**Quels sont les dangers des réseaux sociaux?** *(What are the dangers of social media?)*

### French: Half Term Six - Week 5

#### French: Week 5 Knowledge Organiser: DIRT

Read the text carefully and answer the questions in ENGLISH.

Chaque jour, j'utilise ma console vidéo pour envoyer des messages et écouter de la musique. Je dirais qu'il est facile sur Internet d'apprendre beaucoup de choses et de faire des achats. De temps en temps, j'achète des vêtements sur Vinted et je partage des photos avec mes amis.

En ce moment, ma mère travaille comme journaliste mais avant elle travaillait comme patronne dans une entreprise. Quand j'aurai dix-huit ans, j'espère travailler comme acteur ou travailler avec des animaux.

**Claude**

#### French: Week 5 Questions - DIRT

##### Answer in English:

1. What does he say it is easy to do on the internet?
2. When does Claude buy clothes online?
3. Who does Claude share photos with?
4. What does Claude's mum do for work?

5. Where did Claude's mum used to work?

6. What would Claude like to do in the future for work?

##### Translate in English:

7. De temps en temps, j'achète des vêtements sur Vinted.
8. Quand j'aurai dix-huit ans, j'espère travailler comme acteur.

##### **Extended Writing Question:**

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

##### **Que fais-tu en ligne?**

*(What do you do online?)*

## **French: Half Term Six - Week 6**

### **French: Week 6 Knowledge Organiser: Le Louvre**

The Louvre Palace in Paris, France, began as a medieval fortress in the 12th century and was later transformed into a royal residence and is now primarily known as the Louvre Museum, one of the world's largest and most visited museums. Here's a more detailed look:

**From Fortress to Palace:** The Louvre was initially built by King Philip II in the late 12th century as a defensive structure to protect Paris. It served as a royal residence intermittently from the 14th to 18th centuries, with renovations and expansions occurring throughout.

**Royal Residence:** The Louvre Palace was a significant royal residence, especially during the reigns of Charles V and Francis I.

**The Museum:** The Louvre Museum opened in 1793 as a public museum during the French Revolution. It houses a vast collection of art, including paintings, sculptures, and other artifacts, from various periods and cultures.

**World-Renowned Collections:** The Louvre's collection features iconic works like the Venus de Milo, Winged Victory of Samothrace, and Mona Lisa.

**Architectural Significance:** The palace itself is an architectural marvel, having undergone various transformations over the centuries, reflecting French history.

It's the largest museum in the world, and the glass pyramid marking the entrance has become a global symbol for priceless art.

Millions of tourists flock to the museum every year, many seeking a glimpse of the Mona Lisa. But besides that famous lady and her smile, what do you really know about the Louvre? Here are some surprising facts to know about the Louvre before you visit — or make you sound smart at dinner parties.

#### **1. There's more than one entrance to the Louvre, but you don't have to wait in line.**

Yes, the Louvre is known for its impressive glass pyramid (and the very long line that snakes outside of it). But did you know that's not the only entrance? You can also enter the museum underground from the aptly named Metro stop on Lines 1 and 7: Palais Royal Musée du Louvre. Both entrances will have lines, though — after all, this is the Louvre.

#### **2. The Louvre has four floors of art.**

Here's a fun fact: Only 5,000 of the Louvre's extensive collection are by French artists. The collection of artwork can be found on four levels: lower ground, ground, first, and second. The exhibits include: French sculptures from the 17th and 18th centuries; European sculptures from the 6th to 17th centuries; Middle Eastern and Egyptian art from 30 B.C. to 1800 A.D; Islamic art from the 7th to the 19th century; Greek antiquities from 6500 to 500 B.C.; Egyptian antiquities from 4000 to 30 B.C.

#### **3. One of the Louvre's most famous statues is headless.**

There are certain relics you have to see when you take a trip to the Louvre. One of these famous works is *Victoire de Samothrace*, a marble sculpture made between 220 to 185 B.C. It portrays a winged Greek goddess who symbolizes victory. Excavators unfortunately never found the head. The sculpture itself was done in a Hellenistic style in which several blocks comprising the statue were carved and then reassembled later.

#### **4. The Mona Lisa is under bulletproof glass.**

The most famous artworks at the Louvre is the Mona Lisa. She needs no introduction for your Louvre bucket list, but a fun fact is that the masterpiece — arguably the most recognized painting in the world — is protected by bulletproof glass. And armed guards. Yes, there's a reason. The prized and priceless Leonardo De Vinci painting made headlines after it was stolen in 1911 and recovered two years later. You can't miss the painting — there will be a huge crowd huddled around it.

French: Week 6 Questions - **Le Louvre**

**Answer in English:**

- |  |   |
|--|---|
| 1. When was the Louvre built? What was its purpose?                  | 5. What is the Louvre museum known for? You can find it in the courtyard. |
| 2. What 2 royals resided in the Louvre Palace?                       | 6. How many French artists are represented in the Louvre museum?          |
| 3. When was the Louvre first opened as a museum?                     | 7. What does the <i>Victoire de Samothrace</i> symbolise?                 |
| 4. The Louvre museum is the largest museum in Europe. True or False? | 8. Why is the Mona Lisa behind bulletproof glass?                         |

**Extended Writing Question:**

If you could visit Paris, would you rather go to the Louvre museum or the Eiffel Tower? Why?

## Spanish: Half Term Six - Week 1

### Spanish: Week 1 Knowledge Organiser:

Time phrase	Verb	Noun			With whom?
Recientemente Recently	fui a <i>I went</i>	Madrid Londres London Inglaterra England Francia France España Spain los Estados Unidos USA Grecia Greece Italia Italy Argentina Gales Wales Escocia Scotland			con mi familia with my family con mis padres with my parents con mis abuelos with my grandparents con mis amigos with my friends con mi colegio with my school solo / sola alone
Ayer Yesterday					
El fin de semana pasado Last weekend					
El mes pasado Last month					
La semana pasada Last week					
El año pasado Last year					
Hace un año 1 year ago	Verb	Noun	Connective	Verb	Adjective
Hace dos años 2 years ago	viajé <i>I travelled</i>  viajamos <i>we travelled</i>	en coche by car en autobús by bus en tren by train en barco by boat en avión by plane en metro by metro a pie on foot	y and pero but sin embargo however aunque although	fue <i>It was</i>	rápido fast lento slow cómodo comfortable incómodo uncomfortable divertido fun aburrido boring caro expensive barato cheap

### Spanish: Week 1 Questions - Future studies

#### Translate in English:

1. El año pasado fui a Francia con mi familia.
2. Ayer viajé en tren a Londres con mis amigos.
3. La semana pasada fuimos a los Estados Unidos en avión.
4. Hace dos años fui a Madrid solo.

#### Translate in Spanish:

5. Recently I went to Spain with my parents
6. Last month we travelled by car to France.
7. A year ago I went to Spain with my school.
8. Last weekend I went to Greece with my grandparents.

**Extended Writing Question:** Use your sentence builder to help you answer the following question **IN SPANISH**: adónde fuiste de vacaciones? Where did you go on holiday? **Make sure you write at least 3 sentences.**

## Spanish: Half Term Six - Week 2

### Spanish: Week 2 Knowledge Organiser:

Time phrase	Verb	Noun			With whom?
Recientemente Recently Ayer Yesterday El fin de semana pasado Last weekend El mes pasado Last month La semana pasada Last week El año pasado Last year	fui a I went	Madrid Londres London Inglaterra England Francia France España Spain los Estados Unidos USA Grecia Greece Italia Italy Argentina Gales Wales Escocia Scotland			con mi familia with my family con mis padres with my parents con mis abuelos with my grandparents con mis amigos with my friends con mi colegio with my school solo / sola alone
Hace un año 1 year ago Hace dos años 2 years ago	Verb	Noun	Connective	Verb	Adjective
	viajé I travelled  viajamos we travelled	en coche by car en autobús by bus en tren by train en barco by boat en avión by plane en metro by metro a pie on foot	y and pero but sin embargo however aunque although	fue It was	rápido fast lento slow cómodo comfortable incómodo uncomfortable divertido fun aburrido boring caro expensive barato cheap

### Spanish: Week 2 Questions - Future studies (2)

#### Translate in English:

1. Recientemente, viajé a España con mis amigos, y fue divertido
2. El fin de semana pasado, viajamos a Italia en coche
3. Hace dos años, fui a Inglaterra con mis padres
4. y fue caro, pero divertido.

#### Translate in Spanish::

5. Last year, I travelled to Greece with my grandparents by train.
6. Last week, I went to Scotland on foot
7. A year ago, I went to the USA with my school, and it was cheap
8. Last month, we travelled to Wales by boat, and it was slow.

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following questions IN Spanish:)  
**Voy a estudiar...** (I am going to study...) **Make sure to add opinions**



### Spanish: Half Term Six - Week 3

#### Spanish: Week 3 Knowledge Organiser:

Time Phrases	Verb	Noun	Infinitive structure	
Normalmente, <span style="color: red;">Normally,</span>	utilizo I use  uso I use	mi ordenador <span style="color: red;">my computer</span>  mi móvil <span style="color: red;">my mobile/phone</span>  mi portátil <span style="color: red;">my laptop</span>  mi tableta <span style="color: red;">my tablet</span>  mi consola <span style="color: red;">my console</span>  las redes sociales <span style="color: red;">social media</span>	para in order	escuchar música. <span style="color: red;">to listen to music.</span>
A veces, <span style="color: red;">Sometimes,</span>				ver películas/los clips <span style="color: red;">to watch films / video clips.</span>
De vez en cuando, <span style="color: red;">From time to time,</span>				compartir fotos. <span style="color: red;">to share photos.</span>
A menudo,, <span style="color: red;">Often,</span>				descargar canciones <span style="color: red;">to download songs.</span>
Todos los días, <span style="color: red;">Every day,</span>				Navegar por internet. <span style="color: red;">to surf the web.</span>
Todos los tardes <span style="color: red;">Every evening,</span>				hacer mis deberes. <span style="color: red;">to do my homework.</span>
Dos veces a la semana, <span style="color: red;">Two times per week,</span>				enviar mensajes. <span style="color: red;">to send messages.</span>
				jugar videojuegos. <span style="color: red;">to play video games.</span>
				buscar información <span style="color: red;">to search for information.</span>
				colgar fotos/videos <span style="color: red;">to post photos/videos</span>

#### Spanish: Week 3 Questions

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Normalmente, uso mi móvil para escuchar música</li> <li>2. A veces, navego por internet para buscar información</li> <li>3. De vez en cuando, utilizo mi consola para jugar videojuegos.</li> <li>4. Todos los días, hago mis deberes con mi ordenador</li> </ol> | <ol style="list-style-type: none"> <li>5. Sometimes, I use my laptop to play video games.</li> <li>6. Every evening, I use my phone to do my homework.</li> <li>7. Normally, I use my tablet to search for information..</li> <li>8. Two times a week, I use social media to download songs.</li> </ol> |
|---|---|

#### Extended Writing Question:

Write at least 3 sentences saying what you use technology for everyday.

## Spanish: Half Term Six - Week 4

### Spanish: Week 4 Knowledge Organiser:

Time phrases	Nouns - Family Members	Verb	Nouns - Job	Connectives	Opinion	Adjectives
<b>Ahora, Now,</b> <b>En este momento,</b> <i>At the moment,</i> <b>Actualmente,</b> <i>Currently,</i>	mi padre <i>my dad</i>	trabaja como works as es is	policía <i>police</i>	y <i>and</i>	es <i>it is</i> piensa que que es <i>she/he thinks that it is</i> lo encuentra <i>she/he finds it</i>	génial <i>great</i> interesante <i>interesting</i> emocionante <i>exciting</i> práctico <i>practical</i> fácil <i>easy</i> diferente <i>different</i> bien pagado <i>well paid</i> horrible <i>horrible</i> terrible <i>terrible</i> estresante <i>stressful</i> difícil <i>difficult</i> un rollo <i>rubbish</i> aburrido <i>boring</i> agotado <i>tiring</i> exigente <i>demanding</i>
	mi padrastro <i>my stepdad</i>		enfermero <i>(a) nurse</i>	sin embargo <i>however</i>		
	mi abuelo <i>my grandad</i>		peluquero <i>(a) hairdresser</i>	pero <i>but</i>		
	mi hermano <i>my brother</i>		camarero <i>(a) waiter</i>			
	mi hermanastro <i>my step brother</i>		cocinero <i>(a) chef</i>			
	mi tío <i>my uncle</i>		mecánico <i>(a) mechanic</i>			
			fontanero <i>(a) plumber</i>			
			médico <i>(a) doctor</i>			
			abogado <i>(a) lawyer</i>			
			profesor <i>(a) teacher</i>			
			dependiente <i>(a) shop assistant</i>			
			actor <i>(an) actor</i>			
	mi madre <i>my mum</i>	trabaja como works as es is	policía <i>police</i>			
	mi madrastra <i>my stepmum</i>		enfermera <i>(a) nurse</i>			
	mi abuela <i>my grandmother</i>		peluquera <i>(a) hairdresser</i>			
	mi hermana <i>my sister</i>		camarera <i>(a) waitress</i>			
	mi hermanastra <i>my step sister</i>		cocinera <i>(a) chef</i>			
	mi tía <i>my aunt</i>		mecánica <i>(a) mechanic</i>			
			fontanera <i>(a) plumber</i>			
			médica <i>(a) doctor</i>			
			abogada <i>(a) lawyer</i>			
			profesora <i>(a) teacher</i>			

### Spanish: Week 4 Questions

#### Translate in English:

- Q1. Now my uncle is a lawyer  
Q2. My step mum is a police officer  
Q3. And she thinks that it is well paid  
Q4. Currently my grandad is a nurse

#### Translate in Spanish:

- Q5. trabaja como abogada  
Q6. lo encuentra práctico  
Q7. mi padre es dependiente  
Q8. Mi padrastro es actor y lo encuentra interesante.

#### Extended Writing Question:

Write at least 4 sentences describing what your family does for work and what they think of it.

### Spanish: Half Term Six - Week 5

#### Spanish: Week 5 Knowledge Organiser:

Read the text carefully and answer the questions in ENGLISH.

Cada día, uso mi consola de videojuegos para enviar mensajes y escuchar música. Diría que es fácil aprender muchas cosas y hacer compras en Internet. De vez en cuando, compro ropa en Vinted y comparto fotos con mis amigos. No me gusta escuchar música en mi portátil porque es aburrido.

En este momento, mi madre trabaja como profesora, pero actualmente mi padre es director en una empresa. Cuando sea mayor, espero trabajar como actor o trabajar con animales. No me gustaría trabajar en un hospital porque sería estresante.

#### Spanish: Week 5 Questions

##### Answer in English:

1. What does Claudia use her video game console for every day?
2. What does Claudia think is easy to do on the Internet?
3. Where does Claudia occasionally buy clothes?
4. Who does Claudia share photos with?

5. What does her Mum do now?
6. What does her Dad do?
7. What does she want to do when she is older?

##### Find in the text:

8. I wouldn't like to work in a hospital

#### **Extended Writing Question:**

Write at least 4 sentences describing what you do online, what your family does for work and what they think of it using this paragraph as a model.

## Spanish: Half Term Six - Week 6

### Spanish: Week 6 Knowledge Organiser: El encierro (San Fermín)

A running of the bulls is an event that involves running in front of a small group of bulls, typically six but sometimes ten or more, that have been let loose on sectioned-off streets in a town, usually as part of a summertime festival. Particular breeds of cattle may be favored, such as the *toro bravo* in Spain, also often used in post-run bullfighting, which are not fought. Bulls are typically used in such events. The most famous bull-run is the *encierro* held in Pamplona during the nine-day festival of Sanfermines in honor of Saint Fermin. It has become a major global tourism event, today very different from the traditional, local festival. More traditional summer bull-runs are held in other places such as towns and villages across Spain and Portugal, in some cities in Mexico, and in the Occitan (Camargue) region of southern France. Bull-running was formerly also practiced in rural England, most famously at Stamford until 1837.

The Pamplona encierro is the most popular in Spain and has been broadcast live by Televisión Española, the public Spanish national television service, for over 30 years. It is the highest-profile event of the San Fermín festival, which is held every year from 6–14 July. The first bull running is on 7 July, followed by one on each of the following mornings of the festival, beginning every day at 8 am. The rules require participants to be at least 18 years old, run in the same direction as the bulls, not incite the bulls, and not be under the influence of alcohol.

A first rocket is set off at 8 a.m. to alert the runners that the corral gate is open. A second rocket signals that all six bulls have been released. The third and fourth rockets are signals that all of the herd has entered the bullring and its corral respectively, marking the end of the event. The average duration between the first rocket and the end of the encierro is two minutes, 30 seconds.

The encierro is usually composed of the six bulls to be fought in the afternoon, six steers that run in herd with the bulls, and three more steers that follow the herd to encourage any reluctant bulls to continue along the route. The function of the steers, who run the route daily, is to guide the bulls to the bullring. The average speed of the herd is 24 km/h (15 mph).

The length of the run is 875 meters. It goes through four streets of the old part of the city (Santo Domingo, Ayuntamiento, Mercaderes and Estafeta) via the Town Hall Square and the short section "Telefónica" (named for the location of the old telephone office at end of Calle Estafeta) just before entering into the bullring through its callejón (tunnel). One or more would slip going into the turn at Estafeta ("la curva"), resulting in the installation of anti-slip surfacing, and now most of the bulls negotiate the turn onto Estafeta and are often ahead of the steers. This has resulted in a quicker run.

### Spanish: Week 6 Questions -

- Q1. What is the name of the brave bull in Spanish?
- Q2. Where is the most popular 'el encierro'?
- Q3. When is it held?
- Q4. What time does the race set off?

- Q5. How long is the race?
- Q6. How many bulls are there in total?
- Q7. What is the average speed of the herd?
- Q8. What is the length of the run?

## Modern Britain: Half Term Six - Week 1

Modern Britain: Week 1 Knowledge Organiser: Giving to the poor	
<p><b>Key Terms</b></p> <p><b>Poverty</b> - Not having enough money to pay for the basic needs in life.</p> <p><b>Wealth</b> - Having money and possessions to live a comfortable life.</p> <p><b>Cafod</b> - Catholic Agency for Overseas Development. A Christian charity to help those in need.</p> <p><b>Muslim Aid</b> - A muslim charity which helps to support people who are in need.</p> <p><b>Key beliefs</b></p> <p><b>Muslim Aid</b> is a UK-based international non-governmental organization (INGO) and humanitarian charity. It was founded in 1985 in response to the famine in Ethiopia. <b>Mission:</b> Muslim Aid works to support people affected by poverty, war, and natural disasters, regardless of their faith, ethnicity, or nationality. Their aim is to provide both emergency relief and long-term sustainable development programs that empower vulnerable communities to achieve independent futures and live with dignity.</p> <p><b>Values:</b> Muslim Aid's work is guided by Islamic values, including: <b>Dignity (Karamah):</b> Treating people with respect and valuing their ability to become self-sufficient.</p> <p><b>Justice (Adl):</b> Placing fairness at the core of their work and aiming for just outcomes. Muslim Aid provides <b>Emergency Relief:</b> Providing immediate assistance such as food, water, shelter, and medical aid during and after disasters and conflicts (e.g., in Gaza, Myanmar, Sudan, Syria, Yemen, Afghanistan).</p> <p><b>CAFOD</b> tries To work alongside the world's poorest people to end poverty and injustice. To promote human development and social justice, inspired by Christian faith and Gospel values. <b>International Development and Relief:</b> CAFOD provides practical help and support to people living in poverty, regardless of their religion or culture. This includes long-term development projects and emergency humanitarian aid. In simpler terms, CAFOD is a Catholic charity that helps people in poor countries by providing things they need, like food and water, and by working to make the world a fairer place for everyone. They encourage Catholics in England and Wales to support this work through donations, campaigning, and prayer.</p>	
Modern Britain: Week 1 Questions	
<ol style="list-style-type: none"> <li>1. What does Poverty mean?</li> <li>2. What is CAFOD?</li> <li>3. What is Muslim Aid?</li> <li>4. What is the mission of Muslim Aid?</li> </ol>	<ol style="list-style-type: none"> <li>5. How does Muslim Aid support the dignity of people in need?</li> <li>6. How does CAFOD support people in poor countries?</li> <li>7. What is wealth?</li> <li>8. What does INGO stand for?</li> </ol>
<p><b>Extended Writing Question:</b> Should it be made compulsory to help people in need?</p>	

## Modern Britain: Half Term Six - Week 2

### Modern Britain: Week 2 Knowledge Organiser: Revision for Crime and Punishment

#### Key Terms

**Crime** - an offence which is punishable by law.

**Intention** - the plan that someone has before they act.

**Punishment** - something legally done to somebody after being found guilty of breaking the law

**Greed** - a selfish desire for something.

**Hate** - the opposite of love.

**Poverty** - being without food, money & other basic needs

**Addiction** - a physical or mental dependence on a substance or activity.

**Mental Illness** - a medical condition that affects a person's emotions or moods.

**Upbringing** - some people grow up in a household where crime is a way of life.

**Retribution** - to get your own back - an eye for an eye

**Deterrence** - to put people off committing crimes

**Reformation** - to change someone's behaviour for the better

There are many different types of crime in society, including hate crimes, theft and murder. The possible punishments for these crimes could include prison, fines and community service. Different types of crime:- Hate crimes often involve violence and are usually targeted at a person because of their race, religion, sexuality, disability or gender. Theft is less serious than some other crimes but it still results in a victim suffering loss. Murder is one of the worst crimes. Some murders involve the victim being put in great pain before they die. Some murders are classed as hate crimes.

### Modern Britain: Week 2 Questions

1. What does intention?
2. What does punishment mean?
3. What is Greed?
4. What is an addiction?

5. What does mental illness mean?
- 6: How is upbringing a reason for crime?
- 7: What is deterrence?
8. What is reformation?

**Extended Writing Question:** Which aim of punishment is better for society; deterrence or reformation. Explain your answer.

### Modern Britain: Half Term Six - Week 3

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

##### Key Terms

**Peace** - the absence of conflict and in harmony

**Conflict** - conflict between two nations

**Justice** - bringing about what is right and fair

**Reconciliation** - means a conscious effort to rebuild a relationship which has been damaged by conflict.

**Greed** - wanting someone that you will do anything to get

**Retaliation** - deliberately harming someone as a response to them harming you

**Self Defence** - acting to prevent harm to yourself or others

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

**Violence** - causing harm to someone

**Protest** - voicing disagreement with something

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

**Chemical Weapons** - weapons that use chemicals to poison, burn or paralyse humans

**Biological Weapons** - weapons that have living organisms or infective material that can lead to disease or death

**Just war** - rules around fighting a war accepted to Christianity

**War** - armed conflict between two or more sides

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

**Greater Jihad** - The inner personal struggle

#### Modern Britain: Week 3 Questions

1. Define peace?
2. Define Conflict?
3. What is justice?
4. What is reconciliation?

5. What is a Just war?
6. What the lesser Jihad?
7. What is terrorism?
8. Give an example of the Greater Jihad.

**Extended Writing Question:** Explain how nuclear weapons can be used as a deterrent.

### Modern Britain: Half Term Six - Week 4

#### Modern Britain: Week 4 Knowledge Organiser: Assessment Point 2

##### Key Terms

**Poverty** - being without food, money & other basic needs

**Addiction** - a physical or mental dependence on a substance or activity.

**Mental Illness** - a medical condition that affects a person's emotions or moods.

**Upbringing** - some people grow up in a household where crime is a way of life.

**Retribution** - to get your own back - an eye for an eye

**Deterrence** - to put people off committing crimes

**Reformation** - to change someone's behaviour for the better

**Jihad** - means to struggle

**Greater Jihad** - the inner struggle to be a better person

**Lesser Jihad** - the outward struggle to defend one's faith, family and country from threat. **Holy war** - is fighting for a religious cause or God, probably controlled by a religious leader.

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

**Pacifism** - the belief of people (pacifists) who refuse to take part in war and any other form of violence.

**Peacemaking** - is the action of trying to establish peace.

#### Modern Britain: Week 4 Questions

1. What is an addiction?
2. What is retribution?
3. What is reformation?
4. What is deterrence?

5. What is Greater Jihad?
6. What is the lesser Jihad?
7. What is a crusade?
8. What is pacifism?

**Extended Writing Question:** Explain with three reasons why people might commit a crime.



### Modern Britain: Half Term Six - Week 5

#### Modern Britain: Week 5 Knowledge Organiser: Dirt Week

##### Key Terms

**Muslim Aid** - provides short and long term aid to victims of war and other disasters.

**Islamic Relief** - provides short term aid to victims of war during disasters and emergencies.

**Christian Aid** - Aid supporters for Christianity and provides short and long term aid to victims of war and other disasters.

**Pacifism** - the belief of people (pacifists) who refuse to take part in war and any other form of violence.

**Peacemaking** - is the action of trying to establish peace.

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

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

**Jihad** - means to struggle

**Greater Jihad** - the inner struggle to be a better person

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

#### Modern Britain: Week 5 Questions

- 1: What is Islamic Relief?
2. What is pacifism?
3. What is peacemaking?
4. What is a Holy War?

5. What are crusades?
6. What is Jihad?
7. What is greater Jihad?
8. What is lesser Jihad?

**Extended Writing Question:** Explain the work of Christian and Muslim Aid.

### Modern Britain: Half Term Six - Week 6

#### Modern Britain: Week 6 Knowledge Organiser: Introduction to RSHE - The value of the world and stewardship

##### Key Terms

**Creation:** The act of bringing everything in the world into existence.

**Dominion:** the belief that humans have been given control / charge of the world.

**Extrinsic value:** something is valuable based on what it provides or how it benefits us.

**Intrinsic value:** something is valuable just because it exists, regardless of its usefulness.

**Stewardship:** the GT given by God to humanKind to look after the created world, and all life within it.

##### Key beliefs:

Human beings have the ability to appreciate the beauty and complexity of nature. This emotional connection can be described as feeling awe and wonder. When we feel awe, it leads to wonder; a thoughtful admiration of something amazing. Most people, religious or non-religious, agree that the world has value, although this might be for different reasons for example the Natural World is valuable because it is a (extrinsic) commodity that provides resources we rely on to survive for example for a survival for timber or their role in reducing carbon dioxide. Intrinsic is The Natural World Is not a commodity of, it is viable in itself, simply because it exists. Stewardship is where God has created the world and we as humans have been put in charge of looking after it. Most Christian denominations agree on the value of creation and the importance of stewardship. I'm a narrative Christians interpreting Genesis 1:28 as the dominion believing humans have the right to use the earth as they see fit. Most Christians believe creation as intrinsic value because it was made by God and declared good, suggesting it should be respected. non-religious perspectives commerce such as humanism, emphasized caring for the Earth based on reason science rather than divine command.

#### Modern Britain: Week 6 Questions

1. What is creation?
2. What is the meaning of Dominion?
3. What is stewardship?
4. What is awe?

5. Where in the bible supports dominion belief?
6. What is the Christian view on creation as intrinsic?
7. What is the humanist view on the creation and caring for the world?
8. Who has the ability to appreciate the beauty and complexity of nature?

**Extended Writing Question:** Explain the Christian view on the creation and stewardship of the world.

## History: Half Term Six - Week 1

### History: Week 1 - The assassination of Kennedy

JFK was the 35th American President and the youngest at 44 when he was elected  
He was 46 when he died  
He was shot in the head and neck at 12.30pm on 22nd November 1963 and pronounced dead at 1pm

**John Fitzgerald Kennedy and his wife Jackie were on a state visit to Dallas Texas when he was assassinated. They were riding in an open top presidential motorcade driving through the Dealey Plaza when the shots were fired. The Governor of Florida Connally was also shot several times.**

Lee Harvey Oswald a known Marxist who had spent time in the Soviet Union claimed to be the lone assassin but he was shot dead by Jack Ruby before he could be put on trial

Four Presidents have been assassinated but none of the others have been surrounded by such conspiracy theories  
The group carrying out the investigation was known as the Warren Commission.

#### Magic Bullet theory

The Warren Commission claimed that the same bullet caused the 7 different wounds on JFK and Connally.

Experts have said that this is impossible, the zig-zag path of the bullet could have not happened.

Experts did a test by firing the same type of bullet found at the scene into the wrist of a dead body to compare the effect. The bullet was found to be severely deformed.

### History: Week 1 Questions

1. What date was Kennedy shot on?
2. Which city was he visiting when he was shot?
3. Who else was also shot?
4. Who was blamed for the shooting?

5. Why did he never stand trial?
6. How many American Presidents have been assassinated?
7. Who investigated Kennedy's assassination?
8. What theory did they come up with?

**Extended Writing Question:** Explain the magic bullet theory. Do you think this could have happened?

## History: Half Term Six - Week 2

History: Week 2 Knowledge Organiser: Chemicals in the Vietnam war	
<p>The use of chemical weapons is banned by international law as agreed at the Geneva Protocol 1925</p> <p>What chemicals were used in the Vietnam war?</p> <p style="text-align: center;"><u>Agent Orange</u></p> <p>Vietnam is a heavily wooded country where the US's enemies the Vietcong could hide. Agent Orange was a defoliant(forest remover). A herbicide spray, some 3.5 million litres, was dropped on Vietnam from 1962 to 71.</p> <p>It had terrible side effects:-</p> <ul style="list-style-type: none"> <li>- Skin irritations</li> <li>- Miscarriages and birth defects</li> <li>- Type 2 diabetes and cancer</li> <li>- Psychological effects</li> </ul> <p>It also destroyed farmland and rice fields which caused food shortages and contaminated animal food sources</p>	<p style="text-align: center;"><u>Napalm</u></p> <p>It is a gel that burns at 800 degrees C. When it falls on people it sticks to the skin, hair, clothes causing terrible pain and burns. It can also cause suffocation and death</p> <p>There were 388,000 tons dropped to cause psychological damage to the enemy. It was dropped by B52 bombers</p> <p>The results:-</p> <p>It failed to win support of the South Vietnamese people</p> <p>The American showed Media photographs of the horrors of this type of warfare which caused people to turn against the war</p> <p>It Killed the crops caused food shortages</p> <p>The US a world power were breaking the Geneva Protocol and dropping chemicals on innocents</p>
History: Week 2 Questions	
<ol style="list-style-type: none"> <li>1. What has banned the use of Chemical weapons?</li> <li>2. What was the problem in Vietnam?</li> <li>3. What was Agent Orange?</li> <li>4. How much was spread in Vietnam?</li> </ol>	<ol style="list-style-type: none"> <li>5. What were the effects of Agent Orange?</li> <li>6. What is Napalm?</li> <li>7. What effects does it cause?</li> <li>8. What dropped the Napalm?</li> </ol>
<p><b>Extended Question:-</b> Explain the results of using chemicals in Vietnam</p>	

## History: Half Term Six - Week 3

History: Week 3 Knowledge Organiser: Revision of Half Term 3	
<p><b>Cold War Ideologies</b></p> <ol style="list-style-type: none"> <li>1. The two superpowers in the Cold War were the USA and the Soviet Union (USSR)</li> <li>2. The USA follows Capitalist ideologies.</li> <li>3. Capitalist ideas include; being able to choose from multiple political parties at an election, freedoms and rights, class system (lower class-upper class), privately owned businesses.</li> <li>4. The Soviet Union followed Communist ideologies.</li> <li>5. Communist ideas include; only being able to vote for Communists, no freedoms/rights, equality, state owned industry.</li> </ol> <p><b>Views of the Soviet Union</b></p> <p><u><b>Views of Stalin:</b></u> Wanted to spread Communist beliefs; Wanted to get reparations for the damage done to the Soviet Union by the Nazis; Wanted security for the Soviet Union from future possible attacks.</p> <p><u><b>Why did the Soviet Union want to protect themselves?</b></u></p> <ol style="list-style-type: none"> <li>1. The Soviet Union had been invaded from the West twice in 30 years in 1914 and 1941.</li> <li>2. 20 million Soviets had died during WWII and much of the Soviet Union had been destroyed.</li> <li>3. Soviet Union were unhappy about amount of reparations they received at the end of WWII</li> </ol> <p><u><b>What did the Soviets do to protect themselves?</b></u></p> <ol style="list-style-type: none"> <li>1. They created a buffer zone in Eastern Europe.</li> <li>2. It included countries like Poland, Hungary and Czechoslovakia.</li> <li>3. It was designed to protect the Soviet Union by giving them an extra layer of protection. If the Western allies invaded from the East of Europe to attack the Soviet Union, they would first have to get through their buffer zone.</li> </ol> <p><u><b>How did the Soviet Union take control of their buffer zone?</b></u></p> <ol style="list-style-type: none"> <li>1. He rigged elections in Eastern Europe.</li> <li>2. He placed his army in Eastern European countries and then used violence and intimidation against the people.</li> <li>3. He overthrew the monarchies.</li> </ol>	<p><b>Views of the USA</b></p> <p><u><b>Truman Doctrine.</b></u> The USA wanted to stop the Soviet Union from gaining control of Greece and Turkey. They wanted to keep them Capitalist. The aim was to stop the spread of communism but not push it back or remove it completely. This was called <b>containment</b>.</p> <p>Truman announced his policy to contain communism in 1947. It was called the <b>Truman Doctrine</b>.</p> <p><u><b>Marshall Plan</b></u></p> <ol style="list-style-type: none"> <li>1. The Marshall Plan was where the USA agreed to provide money, resources etc to countries in Europe to stop them from turning Communist.</li> <li>2. WWII had meant many countries were struggling economically, so to prevent Communism spreading the USA knew that it had to provide economic support to these countries to help them rebuild and grow their economies.</li> <li>3. The Marshall Plan provided \$17 billion to Western Europe to help rebuild their economies from April 1948. (It was proposed in 1947)</li> <li>4. 16 countries accepted the money. Britain received the most out of all the countries that received the aid.</li> </ol> <p><u><b>Berlin Background</b></u></p> <ol style="list-style-type: none"> <li>1. Both Germany and its capital Berlin had been divided into 4 zones at the end of WWII. The three western zones of Germany followed Capitalist ideas. These zones were run by France, Britain and the US- Zone. The Eastern zone of Germany followed Communist ideas. It was run by the Soviet Union-</li> </ol> <p>Trizonia was the term given to the French, British and the Americans officially joining their zones of Germany together in 1948.</p>

<p>4. He was given land at the wartime conferences. 5. He had all non-communist political parties banned.</p>	<p><b>Events</b></p> <p>Stalin wanted to force the USA, France and Britain out of Berlin to stop them being able to spread Capitalist ideas.</p> <p>To achieve this Stalin decided to shut off the land and rail routes across his section of Germany (the East) into West Berlin. This was known as the Berlin Blockade.</p> <p><b>Berlin Airlift</b></p> <p>Due to not being able to get supplies in by road or rail, the USA flew in food, coal and other necessities. This was known as the Berlin Airlift. It lasted 11 months and at the end of it Berlin was divided and Nato was set up</p>
<p><b>History: Week 3 Questions</b></p>	
<ol style="list-style-type: none"> <li>1. What was the name of the leader of the USA at the start of the Cold War?</li> <li>2. What type of beliefs did Stalin want to spread; Communist or Capitalist?</li> <li>3. In what year was the Truman Doctrine announced?</li> <li>4. What was the name given to the money given by the USA (\$17billion) to Western Europe to help them rebuild and grow their economies after WWII?</li> </ol>	<ol style="list-style-type: none"> <li>5. What is a buffer zone?</li> <li>6. Give two countries from Eastern Europe that were in Stalin's buffer zone.</li> <li>7. Give one method that Stalin used to take control of the Eastern European buffer zone</li> <li>8. Which city was divided after WW2?</li> </ol>
<p><b>Extended Writing Question:</b> Explain what the USA were trying to do in Europe after WW2</p>	

## History: Half Term Six - Week 4

### History: Week 4 Knowledge Organiser: Recap Half Term 4

#### **Berlin 1958**

##### Background

Berlin Blockade and Airlift 1948-9 had left Berlin a divided city at the centre of the Cold War - It was a place of tension

West Germany was economically stronger and its people had political and personal freedom - this encouraged people from the East to want to move there- the people moving were the professional and skilled workers so this became known as the **Brain Drain**.

##### Events

The Soviets felt threatened by this and Khrushchev (the leader of the USSR after Stalin) wanted to stop it happening.

In 1958 he issued the **Berlin Ultimatum** . He demanded that the US and other allies leave West Berlin within 6 months . West Germany would then become a free city.

Eisenhower refused and a series of **summit meetings** were held to discuss Berlin .

Although no decisions were made, relations improved.

The Paris Summit in 1960 was interrupted by the Soviets shooting down a **U2 spy plane** over Moscow - this was proof that the Americans were spying. He stormed out and built the Wall

#### **Hungary**

##### Background

Standard of living in Hungary was low; long queues for food, fuel shortages and a lack of personal freedoms. Khrushchev's De-Stalinisation speech encouraged the people of Hungary to want reform.

##### Events

There were protests on the streets against the rule of Rakosi who was a brutal supporter of Stalin. Khrushchev allowed the more liberal leader Imre Nagy to become leader of Hungary. He began to introduce reforms and said he wanted Hungary to be free of soviet troops.

#### **Cuba**

##### Background

Cuba had been exploited by the USA for a long time - Cuba grew a lot of sugar which they then exported to the USA. The USA made lots of money selling it.

Castro staged a revolution to remove the pro- American Cuban leader Batista.

Although he was willing to work with the Americans, Castro wanted to run Cuba for its people, he nationalised industry (The Cuban government took control of the sugar) and began trading with the Soviets.

##### Event:- The Bay of Pigs Invasion

The new USA leader Kennedy agreed to give CIA support to Cuban exiles to try to retake Cuba from Castro. They landed at the Bay of Pigs but it was a disaster.

Castro's men were aware as to what was going to happen and were ready to meet the exiles when they arrived. It showed the USA were trying to maintain control in Cuba which Castro did not approve of. It led to better relations between the Soviet Union and Cuba. Castro declared Cuba to be a communist country and the Soviets supplied them with weapons

##### 1962

U2 spy planes discovered Soviet nuclear weapons on Cuba pointing at the USA.

Kennedy responded with a naval quarantine around Cuba. Boats from the Soviet Union were not permitted to enter Cuba out of fear of missiles being delivered to Cuba by the Soviet Union. This was announced live on TV by President Kennedy.

<p>Then Nagy announced he was going to leave the Warsaw Pact - if this happened other countries might follow. Khrushchev couldn't let this happen.</p> <p>He ordered Soviet tanks (Red Army) to invade Hungary - thousands were killed. Nagy was removed from power.</p>	<p>Nuclear war looked very likely. Both sides were being pushed but neither side wanted to be the first to attack. This lasted for 13 days. Within these 13 days letters were sent between Khrushchev and Kennedy to try and solve the issue. At one point Soviet ships refused to turn around as they tried to enter Cuba. The Cuban Missile Crisis ended when Khrushchev agreed to a deal to dismantle the missiles in Cuba in exchange for a promise that the blockade would be lifted, there would be no further invasions of Cuba and in secret US missiles would be removed from Turkey.</p>
<b>History: Week 4 Questions</b>	
<ol style="list-style-type: none"> <li>1. What is the term used to describe when highly skilled and educated people were leaving East Germany to move to the West?</li> <li>2. Which leader of the Soviet Union delivered the Berlin Ultimatum?</li> <li>3. Give one reason why the Hungarian people were unhappy living in Hungary by 1956.</li> <li>4. What was the name of Khrushchev's speech which stated that he would allow changes to Communism to make things better for the people?</li> </ol>	<ol style="list-style-type: none"> <li>5. Who staged the Bay of Pigs Invasion of Cuba in 1961?</li> <li>6. Who was sent into Cuba during the Bay of Pigs Invasion to try and take back control of Cuba?</li> <li>7. What did U2 spy planes discover in Cuba in October 1962 that led to the Cuban Missile Crisis starting?</li> <li>8. What is a naval quarantine?</li> </ol>
<b>Extended Writing Question:</b> Explain Why there were so many problems in the period 1958-62	



## History: Half Term Six - Week 5

### History: Week 5 - Munich Olympics attack

#### Background

From the creation of Israel in 1948 there was much conflict between Israel and Palestinian refugees  
Palestinian refugees were supported by many Arab nations  
There were a number of groups trying to regain the land occupied by Israel for Palestine.  
One of these was a group called Black September  
The Palestinian Liberation Organisation (PLO) under Yasser Arafat had been campaigning for a return of land to the refugees of Palestinian  
They had been operating out of the Arab country of Jordan. However Jordan had come under attack from Israel for allowing the PLO to stay in their land  
So in September 1971 Jordan used force to expel the PLO - this became known as Black September. A new extremist PLO group adopted this name

#### Events

The 1972 Olympics had been under way for a week when the attack happened  
At 4.30am on the 5th September - 8 members of Black September scaled a fence to get into the Olympic village. They were dressed as athletes and stole keys to get into the Israeli team apartments  
The Israeli wrestling coach Mashe Weinberg and wrestling judge Yossef Gutfreund confronted the attackers. Weinberg and a weight lifter Romano were killed trying to fight off the attackers. 9 other Israeli athletes were taken hostage .  
The attackers demanded 200 Palestinian prisoners were released and a plane to take them to the Middle East  
The whole events were televised which made it very difficult for the German police  
At 10pm the terrorists and hostages got on a bus and headed to a helicopter to take them to Furstenfeldbruck air base - watched by millions on Tv around the world. A gunfight took place and 5 terrorists were killed

### History: Week 5 Questions

1. Who was the leader of the PLO?
2. What were the PLO campaigning for?
3. Who was Black September?
4. Where did they come from?

5. When did the attack happen?
6. How did the attackers get in?
7. Who was killed ?
8. What did they want?

#### **Extended Writing Question:**

Do you think Black September were successful in their aim? why?

### History: Half Term Six - Week 6

#### History: Week 6 Knowledge Organiser: Chernobyl

In the early hours of 26th April 1986 one of the 4 reactors at the Chernobyl power station exploded.  
Chernobyl is a city about 1,500 miles from UK and 60 miles north of Kiev the capital of the Ukraine  
In 1986 the Ukraine was part of the Soviet Union and the power station had been built by them,  
The Soviet Union was slow to react and radiation spread across Europe as the map shows.

##### What next?

The reactor burned for a week, spewing out radiation and was eventually put out by helicopters dumping tonnes of sand, and firefighters and site workers, many of them soldiers. They had little in the way of protective clothing and were only allowed into the reactor for 90 seconds at a time. They were called liquidators. The clean up continued for two years and the entire reactor building was sealed in a huge concrete tomb-like structure

##### **What happened next?**

Initial casualties were rushed off to hospitals in Moscow but the exact number is uncertain.  
The main concern was because of the intense radioactive fallout, all the surrounding population would have to be evacuated - 14,000 people  
Evacuation  
On Sunday 27th April at 1.50pm, local radio announced the start of a mass evacuation. At 2pm, 1,100 buses began to pick up the 40,000 residents. Almost all belongings had to be left behind. Sunday lunches were left on the tables, pets and livestock abandoned. By 4.20pm the town was empty. In all, more than 110,000 men, women and children were evacuated from the surrounding area.  
Some 34 years after the disaster the area is still radioactive and is expected to be for at least 20,000 years

#### History: Week 6 Questions

1. When did Chernobyl happen?
2. Where was Chernobyl?
3. What happened to the reactor?
4. What did they build over the reactor?

5. How many people had to be evacuated?
6. When did the evacuation start?
7. What happened to the town?
8. How long will the radioactivity last?

#### **Extended Writing Question:**

Why do you think the Soviet Union was slow to react and tell the rest of the world? ( think about the Cold War)



# Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive