

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



Aspire Achieve Thrive

**Computer  
Science**

**French**

**KNOWLEDGE ORGANISER**

**History**

**Geography**

**Modern Britain**

**9**

**Art &  
Design**

**Spanish**

**PE**

Name:

Tutor:

Half Term 5 2023-24

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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 5 (15/04/2024 → 24/05/2024)- Homework Plan

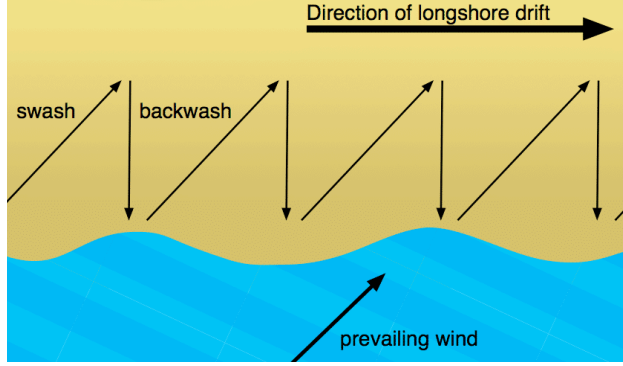
	Homework One	Homework Two	Homework Three
Monday	Geography	Computing	Sparx Reader
Tuesday	French / Spanish *Literacy	Sparx Maths	Sparx Science
Wednesday	Sparx Maths	Sparx Reader	Modern Britain
Thursday	History	Sparx Science	Sparx Reader
Friday	Art and Design	PE	

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

## Geography: Half Term Five - Week 1

Geography: Week 1 Knowledge Organiser:				
Session	Key terms	Specific knowledge		Geographical Concepts
<b>I.</b> <b>Wave types and characteristics</b>	<p><b>Fetch:</b> The distance the wind has to blow across the water, building up a wave.</p> <p><b>Swash:</b> Wave washing up the beach</p> <p><b>Backwash:</b> Wave rushing back towards the sea</p>	<p style="text-align: center;"><b>Types of Waves: (Constructive)</b></p> <ul style="list-style-type: none"> <li>• <b>Swash</b> is stronger than the backwash.</li> <li>• Long wavelength and low amplitude.</li> <li>• Low Frequency (6-8 per /minute).</li> <li>• Builds up the beach.</li> </ul>	<p style="text-align: center;"><b>Types of Waves: (Destructive)</b></p> <ul style="list-style-type: none"> <li>• <b>Backwash</b> stronger than the swash.</li> <li>• Short wavelength and high amplitude.</li> <li>• High frequency (13-15 per /minute).</li> <li>• Destroys the beach.</li> </ul>	<ul style="list-style-type: none"> <li>• Waves are created by wind blowing over the surface of the sea.</li> <li>• As the wind blows over the sea, friction is created</li> <li>• As waves approach the shore, friction slows the base.</li> <li>• The wave becomes unstable as the top of the wave moves faster than the bottom, causing the top of the wave to break over.</li> </ul> <p>Factors affecting the <b>size of waves:</b></p> <ul style="list-style-type: none"> <li>• Fetch how far the wave has travelled</li> <li>• Strength of the wind.</li> <li>• How long the wind has been blowing for.</li> </ul>
Geography week 1 questions:				
<ol style="list-style-type: none"> <li>1. What does fetch mean?</li> <li>2. What is the term for a wave washing up the beach?</li> <li>3. What is the term for a wave rushing back towards the sea?</li> <li>4. Name the two types of wave</li> </ol>		<ol style="list-style-type: none"> <li>5. Which type of wave has a larger swash</li> <li>6. Which type of wave has a larger backwash</li> <li>7. Why do waves form?</li> <li>8. Give one factor which affects the size of waves</li> </ol>		
<p>Extended Writing Question:  <b>Explain the difference between constructive and destructive waves</b></p>				

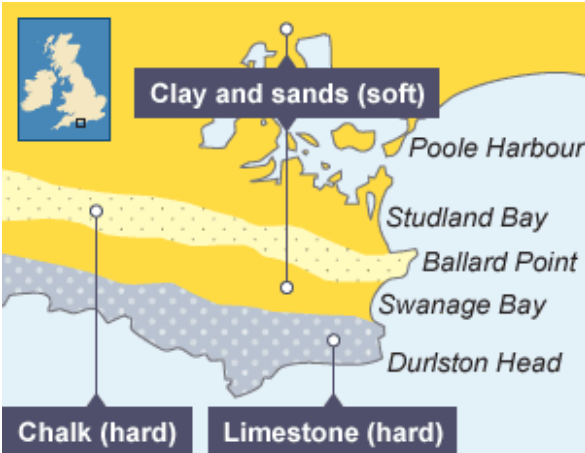
## Geography: Half Term Five - Week 2

Geography: Week 2 Knowledge Organiser:			
<p><b>2.</b> <b>Coastal processes</b></p>	<p><b>Erosion:</b> The breaking down of rocks</p> <p><b>Transportation:</b> Sediment is carried by the waves along the coastline.</p> <p><b>Deposition:</b> When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying.</p> <p><b>Weathering:</b> Weathering is the breakdown of rocks where they are (in situ).</p> <p><b>Mass movement:</b> A large movement of soil and rock debris tdown slopes in response to the pull of gravity.</p>	<p><b>Types of Erosion</b></p> <p><b>Attrition:</b> Rocks that bash together to become smooth/smaller.</p> <p><b>Abrasion:</b> Rocks hurled at the base of a cliff to break pieces apart.</p> <p><b>Hydraulic Action:</b> Water enters cracks in the cliff, air compresses, causing the crack to expand.</p> <p><b>Deposition is likely to occur when:</b></p> <ul style="list-style-type: none"> <li>● Waves enter an area of shallow water.</li> <li>● Waves enter a sheltered area, eg a cove or bay.</li> <li>● There is little wind.</li> <li>● There is a good supply of material</li> </ul>	<p>An example of transportation: <b>Longshore Drift:</b> The movement of sediment on a beach depends on the direction that the waves approach the coast. Where waves approach 'head on', sediment is simply moved up and down the beach. But if waves approach at an angle, sediment will be moved along the beach in a zigzag pattern.</p> 
Geography: Week 2 Questions			
<ol style="list-style-type: none"> <li>1. What is erosion?</li> <li>2. What is transportation?</li> <li>3. What is deposition?</li> <li>4. What is mass movement?</li> </ol>		<ol style="list-style-type: none"> <li>5. Which type of erosion is where waves hit against the cliff face?</li> <li>6. How does sediment transport along a coastline?</li> <li>7. Which pattern is created by longshore drift?</li> <li>8. What is the term for the most common wind direction?</li> </ol>	
<p><b>Extended Writing Question:</b> <b>Explain the difference between the three types of erosion</b></p>			

### Geography: Half Term Five - Week 3

Geography: Week 3 Knowledge Organiser:			
<b>3. Erosional and depositional landforms</b>	<p><b>Arch:</b> A cave eroded to the other side of the cliff</p> <p><b>Stack:</b> Isolated rock detached from the mainland</p> <p><b>Wave-cut platform:</b> Flat rock at the base of the cliff eroded by waves</p>	<p><b>Formation of a stack (erosional landform)</b></p> <ol style="list-style-type: none"> <li>1) Hydraulic action widens cracks in the cliff face over time.</li> <li>2) Abrasion forms a wave cut notch between High and Low tide..</li> <li>3) Further abrasion widens the wave cut notch to form a cave.</li> <li>4) Caves from both sides of the headland break through to form an arch.</li> <li>5) Weathering above/erosion below cause the arch to collapse leaving stack.</li> <li>6) Further weathering and erosion leaves a stump.</li> </ol>	<p><b>Formation of spits and bars (depositional landforms)</b></p> <p><b>Spit:</b> is an extended stretch of sand or shingle jutting out into the sea from the land. Spits occur when there is a change in the shape of the landscape or there is a river mouth.</p> <p><b>Bar:</b> Sometimes a spit can grow across a bay, and joins two headlands together. This landform is known as a <b>bar</b>. They can trap shallow lakes behind the bar, these are known as lagoons.</p>
Geography: Week 3 Questions			
<ol style="list-style-type: none"> <li>1. What is an arch?</li> <li>2. What is a stack?</li> <li>3. Are arches and stacks depositional or erosional features?</li> <li>4. What is a wave cut platform?</li> </ol>	<ol style="list-style-type: none"> <li>5. Which two types of erosion happen at the base of a cliff?</li> <li>6. What is a spit?</li> <li>7. What is a bar?</li> <li>8. Are spits and bars depositional or erosional landforms?</li> </ol>		
<p><b>Extended Writing Question:</b>  <b>Explain how a stack is formed at the coast</b></p>			

## Geography: Half Term Five - Week 4

Geography: Week 4 Knowledge Organiser:	
<p><b>4.</b> <b>Case study -</b> <b>Dorset</b></p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><b>Location and Background:</b> Swanage is a seaside town in Dorset on the south coast of England. Different rock types and geological structure are important in the formation of this coastline.</p> <p><b>Geology:</b> The Swanage coastline is a <u>discordant coastline</u> meaning there are different layers of rock exposed to the sea. This means headlands (such as Durlston head and Ballard Point) and bays (such as Swanage and Studland Bay) have formed.</p> <p><b>Ballard Point</b> - A headland on the north side of Swanage Bay</p> <p><b>Old Harry Rocks</b> - A naturally formed set of caves, arches, stacks and stumps located at Ballard Point.</p> <p><b>Poole Harbour</b> - One of the world's largest natural harbours. Formed as the soft clay and sands erode quickly.</p> <p>At Studland there is a <b>sand dune</b> system which is very popular with tourists. This creates a conflict as the tourism will impact on the natural processes. Management includes dune fencing to protect the ecosystem.</p> </div> </div>
Geography: Week 4 Questions	
<ol style="list-style-type: none"> <li>1. What is a discordant coastline?</li> <li>2. What landform is Durlston Head?</li> <li>3. Name the sequence of landforms forming after a crack</li> <li>4. Why does deposition happen in a bay?</li> </ol>	<ol style="list-style-type: none"> <li>5. Which rock is more resistant to erosion - hard or soft rock?</li> <li>6. Which county is Swanage in?</li> <li>7. How was Poole harbour formed?</li> <li>8. Are arches and stacks depositional or erosional features?</li> </ol>
<p><b>Extended Writing Question:</b>  <b>Explain why headlands and bays have formed on the Swanage coastline</b></p>	

## Geography: Half Term Five - Week 5

Geography: Week 5 Knowledge Organiser:	
<p><b>5. Hard and soft engineering</b></p>	<p><b>Hard engineering:</b> Using artificial, man-made structures to control natural processes</p> <p><b>Soft engineering:</b> Environmentally friendly techniques that work with natural processes to protect the coast</p>
	<p><b>Groynes:</b> Wood barriers prevent longshore drift, so the beach can build up. £150,000 each (every 200m)  <u>Advantage:</u> Beach still accessible. <u>Disadvantage:</u> No deposition further down coast = erodes faster further down the coast.</p> <p><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  <u>Advantage:</u> Long life span and highly effective protection. <u>Disadvantage:</u> Can look obtrusive and expensive and high maintenance costs.</p> <p><b>Gabions:</b> Cages of rocks absorb the waves energy, protecting the cliff behind. £50,000 per 100m  <u>Advantage:</u> Cheap to produce and flexible in final design <u>Disadvantage:</u> The look very unattractive and Cages rust in 5-10 years.</p> <p><b>Rip rap or rock armour:</b> Large boulders dumped at the foot of a cliff £200,000 per 100m  <u>Advantage:</u> Provide interest at the coast, e.g fishing <u>Disadvantage:</u> Can be expensive to transport rocks and don't fit with local geology</p>
	<p><b>Beach Nourishment:</b> Beaches built up with sand, so waves have to travel further before eroding cliffs. Cost: £500,000 per 100m  <u>Advantage:</u> Cheap and easy to maintain and provide a beach for tourists. <u>Disadvantage:</u> Needs replacing especially after storms and offshore dredging damages seabed.</p> <p><b>Dune regeneration:</b> Marram grass is planted to stabilise dunes and help them develop. Cost: £200-£2,000 per 100m  <u>Advantage:</u> Creates wildlife habitats. <u>Disadvantage:</u> Time consuming to plant and fence off marram grass, and growth time long.</p>
<ol style="list-style-type: none"> <li>1. What is hard engineering?</li> <li>2. What is soft engineering?</li> <li>3. How do sea walls protect the coastline?</li> <li>4. What process do groynes stop?</li> </ol>	<ol style="list-style-type: none"> <li>5. Give a disadvantage of rock armour</li> <li>6. Give an advantage of beach nourishment</li> <li>7. What is the name of the grass which grows from sand dunes?</li> <li>8. Which are more expensive - hard or soft engineering?</li> </ol>
<p><b>Extended Writing Question:</b>  <b>Using examples, explain the difference between hard and soft engineering</b></p>	

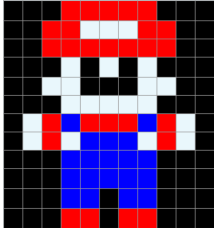



## Geography: Half Term Five - Week 6

Geography: Week 6 Knowledge Organiser:			
<p><b>6.</b> <b>Lyme Regis</b></p>	<p><b>Example: Lyme regis</b></p> <p><b>Location and Background:</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</p>	<p>Phase 1: 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabilised cost £1.4m</p> <p>Phase 2: 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</p> <p>Phase 3: Not undertaken. As the costs outweighed the benefits, it was decided that the area west of The Cobb should be left alone.</p> <p>Phase 4: 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</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.</li> </ul> <p><b>Negative outcomes:</b></p> <ul style="list-style-type: none"> <li>● Increased visitor numbers has lead to conflict with locals as traffic and pollution have increased.</li> <li>● Some people think the new defences have spoilt the natural coastal landscape</li> <li>● Stabilising the cliffs prevents landslips which reveal new, important fossils</li> </ul>
Geography: Week 6 Questions			
<ol style="list-style-type: none"> <li>1. What is Lyme Regis famous for?</li> <li>2. What happened in Phase 1?</li> <li>3. What happened in Phase 2?</li> <li>4. What happened in Phase 3?</li> </ol>	<ol style="list-style-type: none"> <li>5. What happened in Phase 4?</li> <li>6. Name a positive of the coastal management strategy for the economy</li> <li>7. Name a negative on the coastal management strategy for people</li> <li>8. How do sea walls protect the coastline?</li> </ol>		
Extended Writing Question:			
<p><b>Explain the positives and negatives of the Lyme Regis coastal management strategy</b></p>			

## Computing - Half Term 5 - Week 1

Computing: Week 1 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 style="display: flex; justify-content: space-around; align-items: center;">   </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 = <math>6 \times 6 = 36</math>, <math>36 \times 2 = 72</math> 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 1 Questions:

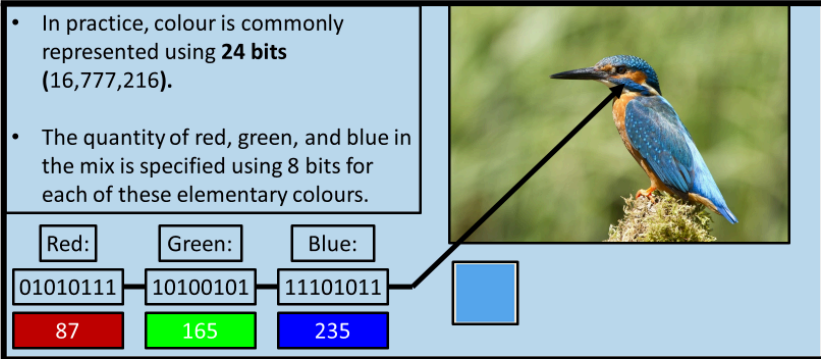
<b>1.</b>	What is Binary?	<b>5.</b>	What is the calculation for working out the total pixels?
<b>2.</b>	What is BIT short for?	<b>6.</b>	What is image resolution?
<b>3.</b>	What is a Pixel?	<b>7.</b>	What happens if an image uses more pixels?
<b>4.</b>	What is a Bitmap image?	<b>8.</b>	What is colour depth?

Extended Writing Question:

What would happen to an image's file size if the pixel grid (6x6) was increased?

# Computing - Half Term 5 - Week 2

Computing: Week 2 Knowledge Organiser: A Splash of Colour:

Keywords	Knowledge
<p><b>RGB Colour-</b> The method of creating colours through combinations of the primary colours (Red, Green and Blue)</p>	<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 × columns) × Colour depth (how many pixels in the image) × (how many bits represent the colour in each image)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <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>

Computing: Week 2 Questions:

<b>1.</b>	What are the 3 colours used by computers?	<b>5.</b>	What is the calculation for working out the total pixels?
<b>2.</b>	What does 'quantity of red' mean?	<b>6.</b>	How many bits are used to represent each colour?
<b>3.</b>	How do you calculate image resolution?	<b>7.</b>	If all colours use 1s, what colour does this generate?
<b>4.</b>	What values do you enter to get ONLY blue?	<b>8.</b>	What is the total number of bits used for colour?

Extended Writing Question:

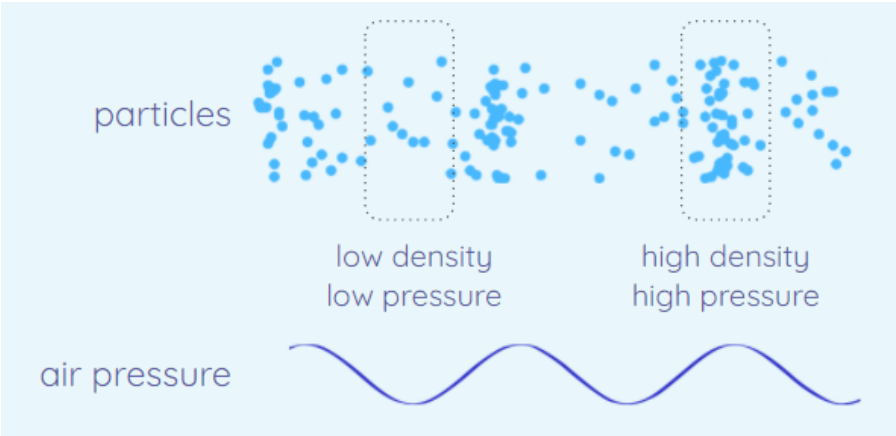
What would the resolution be of an image with 10 rows, 20 columns and 5 colour depth?

## Computing - Half Term 5 - Week 3

Computing: Week 3 Knowledge Organiser: Collage:			
Keywords	Knowledge		
<p><b>Image Manipulation</b> - Editing an image</p> <p><b>Invert</b> - To swap to the opposite of what has been selected.</p>	<p>The reason it is possible and relatively easy to manipulate images is that images are represented as sequences of digits.</p> <p>To manipulate images is to perform arithmetic operations on these digits.</p> <p>Cropping allows you to remove unwanted parts of a picture</p> <p>Clone tools allow you to copy part of an image into another part of the same image</p> <p>Ellipse tool allows you to select sections of an image</p>		
Computing: Week 3 Questions:			
<b>1.</b>	What does image manipulation mean?	<b>5.</b>	What does the Clone tool do?
<b>2.</b>	What does invert mean?	<b>6.</b>	What do you do when you manipulate images?
<b>3.</b>	What are images made up of?	<b>7.</b>	What is image resolution?
<b>4.</b>	What does Cropping do?	<b>8.</b>	What happens if an image uses more pixels?
Extended Writing Question:			
<p>Why would people want to use the <b>Clone</b> tool?</p>			

# Computing - Half Term 5 - Week 4

**Computing: Week 4 Knowledge Organiser: Sound:**

Keywords	Knowledge	
<p><b>Sound</b> - made up of vibrations, or sound waves, that we can hear. These sound waves are formed by objects vibrating (shaking back and forth).</p> <p><b>Analogue</b>- continuous streams; individual points can have any value</p> <p><b>Digital</b> - represented as a sequence of binary digits</p>	<p>Sound is a wave. Vibrations can set particles in motion, generating variations in density (pressure)</p> <p>Microphones convert variations in pressure to variations in electric voltage. Digital devices <u>represent</u> these waveforms as sequences of bits.</p> <p>Speakers convert variations in electric voltage to variations in pressure. Digital devices <u>produce</u> these waveforms from sequences of bits.</p> <p>Digitising sound requires sample voltage taken at regular time intervals and for each sample a sequence of bits is recorded. The number of measurements taken per second is called the sampling rate.</p> <p>The number of binary digits recorded for each measurement is called the sample size.</p>	 <p>The diagram illustrates the propagation of a sound wave through air. At the top, blue dots represent 'particles' moving horizontally. Below them, a blue sine wave represents 'air pressure' variations. Two dashed boxes highlight specific regions: the first is labeled 'low density low pressure' and the second is labeled 'high density high pressure', showing the relationship between particle density and air pressure in a longitudinal wave.</p>

**Computing: Week 4 Questions:**

1.	What is sound?	5.	What does a microphone do?
2.	What is an analogue signal?	6.	What do speakers do?
3.	What is a digital signal?	7.	What is sampling rate?
4.	How do vibrations travel through the air?	8.	What is sample size?

**Extended Writing Question:**

What is the difference between an analogue signal and a digital signal?

## Computing - Half Term 5 - Week 5

### Computing: Week 5 Knowledge Organiser: Sound Sampling:

Keywords	Knowledge		
<p><b>Sampling rate</b> - The number of measurements taken per second.</p> <p><b>Sample size</b> - The number of binary digits recorded for each measurement</p>	<p style="font-size: 1.2em;">How many bits are required to represent a piece of sound?</p> <div style="border: 1px dashed gray; padding: 10px; margin: 10px 0;"> <p style="font-size: 1.1em;"> <math>\text{representation size} = \text{sampling rate} \times \text{sample size} \times \text{duration} \times \text{channels}</math> </p> <p style="font-size: 0.8em; margin-top: 5px;"> <span style="margin-right: 100px;">total bits for a piece of sound</span> <span style="margin-right: 100px;">samples in a second</span> <span style="margin-right: 100px;">bits in a sample</span> <span>seconds of sound</span> </p> <p style="font-size: 0.8em; margin-top: 5px; margin-left: 100px;">bits in a second</p> </div> <p style="font-size: 1.1em;">The higher the sampling rate and sample size, the better the quality of the sound file. However this increases the file size</p>		
<b>Computing: Week 5 Questions:</b>			
1.	What is representation size?	5.	What happens if you increase the sampling rate / size?
2.	How do you calculate representation size?	6.	How many bits are used to represent each colour?
3.	What is sampling rate?	7.	If all colours use 1s, what colour does this generate?
4.	What is sample size?	8.	What is the total number of bits used for colour?
<b>Extended Writing Question:</b>			
What would the representation size be of a file with 100 sampling rate, 8 sample size, 60 seconds long and 2 channels?			

## Computing - Half Term 5 - Week 6

Computing: Week 6 Knowledge Organiser: Manipulating Images / Sound:

Keywords	Knowledge
<p><b>Vector images</b> - comprise textual descriptions of geometrical shapes and their attributes.</p>	<p>Images and sound can be represented in different ways to those we have learnt.</p> <p><b>Vector images</b> - Images can be represented as collections of geometrical shapes (each with its own attributes)</p> <p><b>MIDI files</b> - Music can be represented as a sequence of musical notes (with information on how to play them).</p> <p><b>Compression</b> - a procedure that reduces the size of an image or audio representation in order to reduce its size.</p>

Computing: Week 6 Questions:

1.	What is a vector image?	5.	What is sound? (See Week 4)
2.	What is a MIDI file?	6.	What is an analogue signal? (See Week 4)
3.	What is compression?	7.	What is a digital signal? (See Week 4)
4.	What is the difference between vector and bitmap?	8.	How do vibrations travel through the air? (See Week 4)

Extended Writing Question:

Why would we want to make our image / audio representations smaller using compression?

## French: Half Term Five - Week 1

### French: Week 1 Knowledge Organiser:

1. Décris-moi ton collège. <i>(Describe your school to me.)</i>			
Mon école s'appelle ... <i>My school is called ...</i>	c'est un grand collège <i>it's a big secondary school</i>	qui se trouve <i>which finds itself (is located)</i> et il se trouve <i>and is located</i> et elle se trouve <i>and is located</i>	à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> au bord de la mer <i>at the seaside</i> au centre-ville <i>in the town centre</i>
	c'est un petit collège <i>it's a small secondary school</i>		
	c'est une école primaire <i>it's a primary school</i>		
	c'est un lycée <i>it's a sixth form college</i>		
Dans mon collège, <i>In my school,</i> Dans mon lycée, <i>In my sixth form college,</i> Dans mon école primaire, <i>In my primary school,</i>	il y a <i>there is/are</i> nous avons <i>we have</i> on a <i>we have</i>	beaucoup de <i>lots of</i> plein de <i>plenty of</i> tellement de <i>lots of</i> trop de <i>too many</i>	professeurs / profs <i>teachers</i> (d')élèves <i>pupils</i> (d')étudiants <i>students</i> salles de classe <i>classrooms</i> règles <i>rules</i>
		un terrain de sport <i>a sports field</i> un court de tennis <i>a tennis court</i> un laboratoire <i>a laboratory</i>	
		une cour de récréation <i>a playground</i> une cantine <i>a canteen</i> une piscine <i>a swimming pool</i>	
Mon ami(e) <i>my friend</i> Mon copain <i>my friend (m)</i> Ma copine <i>my friend (f)</i> Il <i>he</i> Elle <i>she</i>	est <i>is</i> n'est pas <i>is not</i>	en internat <i>at boarding school</i> <i>dans ma classe</i> <i>in my class</i> <i>doué en</i> <i>good at</i>	
	porte son uniforme scolaire <i>wears his/her school uniform</i> commence à huit heures <i>starts at 8 o'clock</i> a cours le samedi <i>has lessons on Saturday</i>		

### French: Week 1 Questions

#### Translate in English:

- Q1. Mon école s'appelle SDCC et c'est un grand collège.  
Q2. Dans mon lycée, nous avons beaucoup de laboratoires.  
Q3. Mon copain n'est pas doué en maths.  
Q4. Mon école se trouve près de la mer.

#### Translate in French:

- Q5. It is a 6th form college and it is located in the town centre.  
Q6. In my school, there are lots of students and plenty of teachers.  
Q7. My friend (f) isn't in my class.  
Q8. In my school, he wears his school uniform.

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

Décris-moi ton collège. *(Describe your school to me.)*



## French: Half Term Five - Week 2

### French: Week 2 Knowledge Organiser:

2. Quelles matières étudies-tu? (What subjects do you study?)								
Le lundi, Le mardi, Le mercredi, Le jeudi, Le vendredi,	<i>On Mondays,</i> <i>On Tuesdays,</i> <i>On Wednesdays,</i> <i>On Thursdays,</i> <i>On Fridays,</i>	j'étudie nous étudions	<i>I study</i> <i>we study</i>	le dessin le français le théâtre  l'espagnol l'allemand l'anglais l'informatique l'histoire  la technologie la géographie la musique la religion  l'EPS  les maths les sciences	<i>art</i> <i>French</i> <i>drama</i>  <i>Spanish</i> <i>German</i> <i>English</i> <i>IT</i> <i>history</i>  <i>DT</i> <i>geography</i> <i>music</i> <i>RE</i>  <i>PE</i>  <i>maths</i> <i>science</i>	je trouve ça <i>I find it</i>  parce que car puisque  je suis <i>I am</i>  je ne suis pas <i>I am not</i>	génial intéressant passionnant fantastique chouette drôle utile pratique facile créatif éducatif sensass  selon moi, c'est <i>according to me it's</i>  barbant ridicule difficile nul affreux ennuyeux	<i>great</i> <i>interesting</i> <i>exciting</i> <i>fantastic</i> <i>great</i> <i>funny</i> <i>useful</i> <i>practical</i> <i>easy</i> <i>creative</i> <i>educational</i> <i>awesome</i>  <i>boring</i> <i>ridiculous</i> <i>difficult</i> <i>rubbish</i> <i>awful</i> <i>boring</i>
À neuf heures, À neuf heures et quart, À neuf heures et demie, À dix heures moins le quart,	<i>At nine o'clock,</i> <i>At a quarter past nine,</i> <i>At half past nine,</i> <i>At a quarter to ten,</i>	Ma matière préférée est Ça m'intéresse Je déteste J'ai deux heures de	<i>My favourite subject is</i> <i>I'm interested in</i> <i>I hate</i> <i>I have two hours of</i>					
d'ailleurs d'un côté...d'un autre côté ce qui m'embête c'est que	<i>furthermore</i> <i>on one hand...on the other...</i> <i>what annoys me is that</i>	le prof nous fait rire on a trop de devoirs c'est obligatoire	<i>the teacher makes us laugh</i> <i>we have too much homework</i> <i>it's compulsory</i>			le prof nous critique	<i>the teacher criticises us</i>	

### French: Week 2 Questions

#### Translate in English:

- Q1. Le lundi, nous étudions les maths et le français.  
Q2. A neuf heures et quart, j'étudie la musique et selon moi, c'est sensass.  
Q3. Ma matière préférée est l'histoire puisque je trouve ça passionnant.  
Q4. J'ai deux heures de sciences le mercredi.

#### Translate in French:

- Q5. Every day, I study English but I think that it is rubbish.  
Q6. At quarter to ten, I have 2 hours of IT.  
Q7. I hate Geography since I am weak at it.  
Q8. My favourite subject is drama because in my opinion, it is awesome.

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

Quelles matières étudies-tu? (What subjects do you study?)

### French: Half Term Five - Week 3

#### French: Week 3 Knowledge Organiser:

**This is some extra practice of the vocabulary we have seen during weeks 1 and 2.  
Use sentence builders 1 and 2 to help you.**

#### French: Week 3 Questions

##### Translate in English:

- Q1. Mon école n'est pas un internat mais on doit porter un uniforme.
- Q2. Mon lycée se trouve à la montagne et nous avons beaucoup de
- Q3. Tous les jours, nous étudions les maths mais je pense que c'est vraiment ridicule et nul.
- Q4. Je suis très forte en français mais je ne suis pas douée en allemand.

##### Translate in French:

- Q5. Each day, I study music but I think that it is boring.
- Q6. My school is called SMHC and it is located in the countryside..
- Q7. I hate science since I am not talented at it.
- Q8. At half past eleven, I study art and in my opinion, it is great.

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

Quelle est ta matière préférée et pourquoi? (What is your favourite subject and why?)

### French: Half Term Five - Week 4

#### French: Week 4 Knowledge Organiser:

**This is a quick recap of all the vocabulary we have seen during weeks 1 and 2.  
Use sentence builders 1 and 2 to help you.**

#### French: Week 4 Questions

##### Translate in English:

- Q1. Ce qui m'embête, c'est que le prof nous critique.
- Q2. On a trop de devoirs et à mon avis, c'est affreux.
- Q3. Mon copain commence à huit heures mais je commence à huit heures et demie.
- Q4. Dans mon lycée, on a plein de salles de classes mais trop de règles.

##### Translate in French:

- Q5. In my school, we have lots of teachers and two sports fields.
- Q6. In my primary school, there is a small playground and pool.
- Q7. The teacher makes us laugh but we have too much homework.
- Q8. Everyday at quarter past nine, we study IT.

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

Quelle est ta matière préférée et pourquoi? (What is your favourite subject and why?)

## French: Half Term Five - Week 5

### French: Week 5 Knowledge Organiser:

3. Les différences et les similarités.		(differences and similarities.)	
<p>Chez nous, <i>Where we live,</i></p> <p>Chez eux, <i>Where they live,</i></p> <p>En France, <i>In France,</i></p> <p>En Angleterre, <i>In England,</i></p> <p>A l'étranger, <i>Abroad,</i></p> <p>Dans certains pays, <i>In some countries,</i></p>	<p>ils/elles <i>they</i></p> <p>les élèves <i>the pupils</i></p> <p>les étudiants <i>the students</i></p> <p>les profs <i>the teachers</i></p> <p>mes camarades de classe <i>my classmates</i></p>	<p>portent un uniforme scolaire <i>wear school uniform</i></p> <p>portent leurs propres vêtements <i>wear their own clothes</i></p> <p>achètent leurs propres stylos <i>buy their own pens</i></p> <p>passent leurs examens <i>sit their exams</i></p> <p>redoublent s'ils ne font pas assez de progrès <i>retake the year if they don't make enough progress</i></p> <p>sont très sévères <i>are very strict</i></p> <p>quittent l'école à seize ans <i>leave school at 16</i></p> <p>doivent aller à l'école <i>must go to school</i></p> <p>continuent leurs études <i>continue their studies</i></p>	
	les cours commencent à neuf heures et demie	<i>lessons start at 9:30</i>	
	les cours finissent à dix-sept heures et demie	<i>lessons finish at 17:30</i>	
	les grandes vacances durent huit semaines	<i>summer holidays last 8 weeks</i>	

### French: Week 5 Questions

Translate in English:

- Q1. En France, les élèves portent leurs propres vêtements.  
 Q2. Dans certains pays, les profs sont très sévères..  
 Q3. En France, les élèves redoublent s'ils ne font pas assez de progrès.  
 Q4. Chez nous, les cours commencent à neuf heures et quart.

Translate in French:

- Q5. In some countries, summer holidays last 8 weeks.  
 Q6. Where they live, they leave school at 16.  
 Q7. Abroad, lessons finish at 17:30.  
 Q8. My classmates buy their own pens.

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

Quelles sont les différences et les similarités entre les écoles en France et en Angleterre?

(What are the differences and similarities between schools in France and England?)

## French: Half Term Five - Week 6

### French: Week 5 Knowledge Organiser:

4. Quelles sont les règles dans ton école? (What are the rules in your school?)			
Dans mon collège, <i>In my school,</i>		être à l'heure <i>be on time</i>	ce que je trouve... <i>which I find...</i>
Dans mon lycée, <i>In my sixth form college,</i>		faire ses devoirs <i>do your homework</i>	<i>+</i>
Dans mon école primaire, <i>In my primary school,</i>	il faut <i>it is necessary to (we have to)</i>	mâcher du chewing-gum <i>chew gum</i>	
Chez nous, <i>At our school,</i>	on doit <i>we must</i>	utiliser son portable en classe <i>use your phone in class</i>	juste <i>fair</i>
Au Royaume-Uni, <i>In the UK,</i>		porter des bijoux <i>wear jewellery</i>	injuste <i>unfair</i>
En Belgique, <i>In Belgium,</i>	il est interdit de/d' <i>It is forbidden to</i>	porter des piercings <i>wear piercings</i>	important <i>important</i>
Au Sénégal, <i>In Senegal,</i>		porter du maquillage <i>wear make-up</i>	stupide <i>stupid</i>
		sortir de l'école pendant l'heure de déjeuner <i>leave school at lunch time</i>	ridicule <i>ridiculous</i>
		manquer les cours <i>miss / skip lessons</i>	trop sévère <i>too strict</i>
		tricher pendant un contrôle <i>cheat in a test</i>	
		harceler d'autres élèves <i>bully other students</i>	

### French: Week 5 Questions

#### Translate in English:

- Q1. Chez nous, il faut faire ses devoirs et être à l'heure.  
 Q2. Dans mon collège, il est interdit de harceler d'autres élèves.  
 Q3. En Belgique, on doit sortir de l'école pendant l'heure du déjeuner.  
 Q4. Au Royaume-Uni, il est interdit de porter du maquillage ou de porter des piercings.

#### Translate in French:

- Q5. In my primary school, we must chew gum and skip lessons.  
 Q6. At our school, it is necessary to use your phone in class.  
 Q7. In France, it is forbidden to cheat in a test.  
 Q8. We must arrive on time which I find fair and important.

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

Quelles sont les règles dans ton école? (What are the rules in your school?)

## Spanish: Half Term Five - Week 1

### Spanish: Week 1 Knowledge Organiser:

8. ¿Cuál es el uniforme en tu escuela? <i>(What is the uniform in your school?)</i> ¿Qué te gustaría llevar en la escuela? <i>(What would you like to wear at school?)</i>			
Sentence Starter	Verb	Noun	Adjective
		el uniforme <i>school uniform</i>	
		un traje <i>a suit</i>	
		un polo <i>a polo shirt</i>	
		un jersey <i>a jumper</i>	
		un vestido <i>a dress</i>	
En mi colegio, <i>In my school,</i>	llevo <i>I wear</i>	una camisa <i>a shirt</i>	rojo/a(s) <i>red</i>
		una camiseta <i>a t shirt</i>	negro/a(s) <i>black</i>
		una corbata <i>a tie</i>	blanco/a(s) <i>white</i>
		una falda <i>a skirt</i>	morado/a(s) <i>purple</i>
		una chaqueta <i>a jacket / blazer</i>	amarillo/a(s) <i>yellow</i>
En mi instituto, <i>In my school,</i>	debemos llevar <i>we must wear</i>	una gorra <i>a cap</i>	naranja(s) <i>orange</i>
		unos pantalones <i>trousers</i>	marrón(es) <i>brown</i>
En mi escuela primaria, <i>In my primary school,</i>	se debe llevar <i>we have to wear</i>	calcetines <i>socks</i>	azúl(es) <i>blue</i>
		zapatos <i>shoes</i>	gris(es) <i>grey</i>
		zapatillas de deporte <i>trainers</i>	verde (s) <i>green</i>
		botas <i>boots</i>	rosa(s) <i>pink</i>
		gafas de sol <i>sunglasses</i>	
		guantes <i>gloves</i>	
		vaqueros <i>jeans</i>	

### Spanish: Week 1 Questions

#### Translate in English:

- Q1. En mi colegio, llevo un traje rojo  
 Q2. En mi escuela primaria, debemos llevar el uniforme  
 Q3. En mi instituto, me gustaría llevar zapatos morados.  
 Q4. En mi colegio, llevamos una camisa negra y unos pantalones azules.

#### Translate in Spanish:

- Q5. In my primary school, I wear a black dress and a pink blazer.  
 Q6. We have to wear a suit and black shoes.  
 Q7. I would like to wear a blue skirt and an orange blazer.  
 Q8. In my school, we must wear a school uniform.

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

¿Cuál es el uniforme en tu escuela? *(What is the uniform in your school?)*

## Spanish: Half Term Five - Week 2

### Spanish: Week 2 Knowledge Organiser:

8. ¿Cuál es el uniforme en tu escuela? <i>(What is the uniform in your school?)</i> ¿Qué te gustaría llevar en la escuela? <i>(What would you like to wear at school?)</i>			
Sentence Starter	Verb	Noun	Adjective
		el uniforme <i>school uniform</i>	
		un traje <i>a suit</i>	
		un polo <i>a polo shirt</i>	
		un jersey <i>a jumper</i>	
		un vestido <i>a dress</i>	
En mi colegio, <i>In my school,</i>	llevo <i>I wear</i>	una camisa <i>a shirt</i>	rojo/a(s) <i>red</i>
		una camiseta <i>a t shirt</i>	negro/a(s) <i>black</i>
		una corbata <i>a tie</i>	blanco/a(s) <i>white</i>
		una falda <i>a skirt</i>	morado/a(s) <i>purple</i>
		una chaqueta <i>a jacket / blazer</i>	amarillo/a(s) <i>yellow</i>
En mi instituto, <i>In my school,</i>	debemos llevar <i>we must wear</i>	una gorra <i>a cap</i>	naranja(s) <i>orange</i>
		unos pantalones <i>trousers</i>	marrón(es) <i>brown</i>
		calcetines <i>socks</i>	azúl(es) <i>blue</i>
		zapatones <i>shoes</i>	gris(es) <i>grey</i>
		zapatillas de deporte <i>trainers</i>	verde (s) <i>green</i>
		botas <i>boots</i>	rosa(s) <i>pink</i>
		gafas de sol <i>sunglasses</i>	
		guantes <i>gloves</i>	
		vaqueros <i>jeans</i>	

### Spanish: Week 2 Questions

#### Translate in English:

- Q1. En mi instituto, llevamos unos pantalones rojos y una chaqueta blanca.  
 Q2. En mi escuela primaria, me gustaría llevar un vestido verde.  
 Q3. En mi colegio, quiero llevar el uniform rosa.  
 Q4. En mi escuela primaria, llevo zapatillas de deporte verdes y rosas.

#### Translate in Spanish:

- Q5. In my primary school, I would like to wear a black skirt and a pink polo shirt.  
 Q6. At our school, I wear a school uniform and orange shoes.  
 Q7. In my 6th form college, I would like to wear a blue suit.  
 Q8. In my school, we wear blue jeans and a white blazer.

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

¿Qué te gustaría llevar en la escuela? *(What would you like to wear at school?)*

### Spanish: Half Term Five - Week 3

**Spanish: Week 3 Knowledge Organiser:**

8. ¿Cuáles son las reglas en tu instituto? <i>(what are the rules in your school?)</i>			
Sentence Starter	Verb	Infinitive verb phrase	Opinion phrase
En mi colegio, <i>In my school,</i>	se debe <i>it is necessary to (we have to)</i>	ser puntual <i>be on time</i> hacer tus deberes <i>do your homework</i> comer chicle <i>chew gum</i>	lo que encuentro... <i>which I find...</i>
En mi instituto, <i>In my school,</i>	debemos <i>we must</i>	usar tu móvil en clase <i>use your phone in class</i> llevar joyas <i>wear jewellery</i> llevar piercings <i>wear piercings</i> llevar maquillaje <i>wear make-up</i>	+
En mi escuela primaria, <i>In my primary school,</i>	está prohibido <i>It is forbidden to</i>	salir del colegio durante el almuerzo <i>leave school at lunch time</i> perder clases <i>miss/skip lessons</i> copiar durante un examen <i>cheat in a test</i> burlarse de otros estudiantes <i>make fun of other students</i>	justo <i>fair</i> injusto <i>unfair</i> importante <i>important</i> estúpido <i>stupid</i> ridículo <i>ridiculous</i> demasiado estricto <i>too strict</i>

Translate in English:

- Q1. En mi colegio, debemos ser puntual y hacer los deberes.
- Q2. En mi escuela primaria, está prohibido llevar piercings.
- Q3. En mi instituto, se debe llevar joyas.
- Q4. En mi colegio, está prohibido llevar maquillaje lo que encuentro injusto.

Translate in Spanish:

- Q5. In my primary school, we must be on time.
- Q6. At our school, it is forbidden to cheat in a test.
- Q7. In my 6th form college, we have to wear piercings which I find fair..
- Q8. In my school, it is forbidden to miss lessons which I find ridiculous.

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

¿Cuáles son las reglas en tu instituto? *(what are the rules in your school?)*

## Spanish: Half Term Five - Week 4

### Spanish: Week 4 Knowledge Organiser:

**This is a quick recap of all the vocabulary we have seen during weeks 1, 2 and 3.  
Use sentence builder 8 to help you.**

### Spanish: Week 4 Questions

#### Translate in English:

- Q1. En mi colegio, me gustaría llevar un vestido rosa.
- Q2. En mi escuela primaria, está prohibido copiar durante un examen.
- Q3. En mi escuela primaria, debemos llevar el uniforme amarillo.
- Q4. En mi instituto, llevamos una camisa naranja y unos pantalones negros.

#### Translate in Spanish:

- Q5. In my primary school, I wear a black dress and a pink blazer.
- Q6. In my school, we must wear a school uniform.
- Q7. In my primary school, I would like to wear a skirt and a pink polo shirt.
- Q8. In my 6th form college, we must be on time.

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

Go back to the 3 extended questions you have already done and add one more sentence for each.



## Spanish: Half Term Five - Week 5

### Spanish: Week 5 Knowledge Organiser:

9. ¿Qué estudiaste ayer? (What did you study yesterday?)			
Time phrase	Verb (past)	Noun	Opinion verb and adjective
			fue(ron) ... <i>it was ...</i>
			+
Ayer, <i>Yesterday,</i>	estudié <i>I studied</i>	dibujo <i>art</i> francés <i>French</i> teatro <i>drama</i> español <i>Spanish</i> alemán <i>German</i> inglés <i>English</i>	divertido/a(s) <i>fun</i> entretenido/a(s) <i>entertaining</i> tranquilo/a(s) <i>peaceful</i> emocionante(s) <i>exciting</i>
La semana pasada, <i>Last week,</i>	estudiamos <i>we studied</i>	informática <i>IT</i> historia <i>history</i>	interesante(s) <i>interesting</i> increíble(s) <i>incredible</i>
El mes pasado, <i>Last month,</i>	aprendí <i>I learnt</i>	tecnología <i>DT</i> geografía <i>geography</i>	genial(es) <i>great</i>
Recientemente, <i>Recently,</i>	aprendimos <i>we learnt</i>	música <i>music</i> religión <i>RE</i> educación física <i>PE</i>	agotador(a)(es) <i>tiring</i> irritante(s) <i>annoying</i> aburrido/a(s) <i>boring</i> ridículo/a <i>ridiculous</i>
		matemáticas <i>maths</i> ciencias <i>science</i>	asqueroso/a(s) <i>disgusting</i> horrible(s) <i>awful</i> difícil(es) <i>difficult</i>

### Spanish: Week 5 Questions

#### Translate in English:

- Q1. Ayer, estudié dibujo y fue divertido.  
 Q2. El mes pasado, aprendí religión y ciencias.  
 Q3. Recientemente, estudiamos español y fue increíble.  
 Q4. La semana pasada, aprendimos informática y también matemáticas.

#### Translate in Spanish:

- Q5. Last week, I studied English, science and drama and it was great.  
 Q6. Recientemente, I learnt geography and it was tiring and really awful.  
 Q7. Yesterday, we studied music and PE because it was interesting.  
 Q8. Last month, we learnt history and it was very fun.

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

¿Qué estudiaste ayer? (What did you study yesterday?)

## Spanish: Half Term Five - Week 6

### Spanish: Week 6 Knowledge Organiser:

9. ¿Qué hiciste durante el recreo? (What did you do during breaktime?)			
Time phrase	Verb (past)	Noun	Opinion verb and adjective
			fue(ron) ... <i>it was ...</i>
			+
Durante el recreo,	<i>During breaktime,</i>	al fútbol <i>football</i>	divertido/a(s) <i>fun</i>
Durante la hora del almuerzo,	<i>During lunchtime,</i>	al baloncesto <i>basketball</i>	entretenido/a(s) <i>entertaining</i>
Durante el día,	<i>During the day,</i>	al tenis <i>tennis</i>	tranquilo/a(s) <i>peaceful</i>
Después del colegio,	<i>After school,</i>	al voleibol <i>volleyball</i>	emocionante(s) <i>exciting</i>
	jugué <i>I played</i>	al billar <i>pool</i>	interesante(s) <i>interesting</i>
	jugamos <i>we played</i>	al ping-pong <i>table tennis</i>	increíble(s) <i>incredible</i>
		al hockey sobre hielo <i>ice hockey</i>	genial(es) <i>great</i>
		al ajedrez <i>chess</i>	agotador(a)(es) <i>tiring</i>
		a las cartas <i>cards</i>	irritante(s) <i>annoying</i>
			aburrido/a(s) <i>boring</i>
			ridículo/a <i>ridiculous</i>
			asqueroso/a(s) <i>disgusting</i>
			horrible(s) <i>awful</i>
			difícil(es) <i>difficult</i>

### Spanish: Week 6 Questions

#### Translate in English:

- Q1. Durante el día, jugué al ping-pong y fue divertido.  
 Q2. Después del colegio, jugamos fútbol y fue bastante irritante.  
 Q3. Durante el recreo, jugamos al billar y también al voleibol.  
 Q4. Durante la hora del almuerzo, jugué al ajedrez y fue increíble.

#### Translate in Spanish:

- Q5. After school, I played basketball and chess.  
 Q6. During the day, we played chess and cards and it was peaceful.  
 Q7. During breaktime, I played tennis and ice hockey.  
 Q8. During lunchtime, we played pool and it was a little boring.

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

¿Qué hiciste durante el recreo? (What did you do during breaktime?)

## **Modern Britain: Half Term Five - Week 1**

### **Modern Britain: Week 1 Knowledge Organiser: Checkpoint Theme E Crime and Punishment**

#### **Key Terms**

Crime - an offence which is punishable by law

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

Corporal Punishment - punishment by causing pain to the offender

Community Service - punishing offenders by making them unpaid work in the community

Forgiveness - showing mercy and pardoning someone for what they have done wrong

Death Penalty - a form of punishment in which a prisoner is put to death for their crimes

#### **Key beliefs**

In the UK, magistrates and for more serious cases, crown courts are involved in hearing cases against someone charged with committing a crime. People commit crimes due to various reasons, some being:- poverty, upbringing, mental illness, addiction, greed, hate and opposition to an unjust law. In the UK the most severe sentence is life in prison. This is reserved for the most serious crimes such as murder, rape and terrorist activity. Evil actions may cause suffering, injury or death. Not all evil actions come from evil intentions, sometimes people are influenced by the situation in which they find themselves. There are also hate crimes, theft and murder as types of crime which also have a religious viewpoint towards them. Hate crimes are widely condemned by Christians and Muslims. Christians believe in the 10 Commandments where it is said that 'You shall not murder' and 'Do not take a life that God has made sacred'.

When people commit crimes there are some religious attitudes to suffering and why people commit crimes against each other. Christians believe that Jesus taught people to love and respect each other. Muslims share identity with the whole Muslim community and care and provide for those in need who are suffering.

Suffering can be caused by natural events like illness, an earthquake or by human behaviour (assault, a car crash). Both Christians and Muslims believe that they must not ignore causing suffering to others and repair any damage they may have caused. Suffering is an unfortunate part of life that no one can avoid.

#### **Is it wrong to blame God for suffering?**

Some people think that humans cause suffering and that God has given them Free Will (the ability to make decisions for themselves) and has given guidance about how to use free will responsibly. This does not mean that humans can do whatever they want, whenever they want to do it because this would certainly not prevent suffering. If anything, it would increase it.

The role of the law is to give more guidance about the best way to use free will, together with punishments for those who cause suffering by committing crimes. The treatment of criminals who commit crimes can be prison, corporal punishment or community service. The death penalty does not exist in the UK and has not done so since 1969. Religious attitudes to forgiveness believe that you can show mercy and pardon someone for what they have done.

### **Modern Britain: Week 1 Questions**

**1: What does ?**

**2: What does UDHR stand for?**

**3: When was the UDHR signed in the UK?**

**4: Identify 5 things the UDHR does not allow.**

**5: What do children have the right to?**

**6: How many states adopted the CDHR?**

**7: Give 4 ways you can be discriminated against?**

**8: What does CDHR stand for?**

**Extended Writing Question: Explain, using examples why some people might commit crimes in the UK.**

## Modern Britain: Half Term Five - Week 2

### Modern Britain: Week 2 Knowledge Organiser: Human Rights and Social Justice

#### Key Terms

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

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

UDHR - Universal Declaration of Human Rights

CDHR - Cairo Declaration of Human Rights



#### Key beliefs

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

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

Responsibilities as humans:-

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

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

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

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

### Modern Britain: Week 2 Questions

1: What does Human Rights mean?

2: What does UDHR stand for?

3: When was the UDHR signed in the UK?

4: Identify 5 things the UDHR does not allow.

5: What do children have the right to?

6: How many states adopted the CDHR?

7: Give 4 ways you can be discriminated against?

8: What does CDHR stand for?

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

## Modern Britain: Half Term Five - Week 3

### Modern Britain: Week 3 Knowledge Organiser: Human Rights and Social Justice - Prejudice and Stereotyping

#### Key terms

**Equality** - that humans are of equal value and status.

**Prejudice** - judging on the basis of not knowing the facts

**Discrimination** - the actions or behaviour that result from prejudice.

#### Key beliefs

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

Christians and Muslims both believe that being created in God's image makes people very special and precious. only be judged on how well they live their lives in obedience to God, not on wealth or status.

Jesus taught people to treat everyone as having equal value when he said this quote 'Love thy neighbour as yourself' Holy book the Bible. This means that you should treat everyone as if you love them, just as you love yourself and family. You should never judge a book by its cover! Always look inside and see what it is all about - don't judge by looking.

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

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

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

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

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

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

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



relationships

People should

#### Modern Britain: Week 3 Questions

- 1: What does equality mean?
- 2: What must you not judge by its cover?
- 3: What does prejudice mean?
- 4: Identify a religious quote

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

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

## **Modern Britain: Half Term Five - Week 4**

**Modern Britain: Week 4 Knowledge Organiser: Human Rights and Social Justice - Religious Equality and Freedom**

### **Key words**

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

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

### **Key beliefs**

In Britain Christians and Muslims join followers of other faiths in interfaith organisations (Buddhism, Judaism, Hinduism, Sikhism) which are all happy to work together to promote harmony and not division. So religions believe that people have freedom of religion (the right to believe or practise whatever religion one chooses) and freedom of religious expression (the right to worship, preach or practise one's faith in whatever way one chooses).

Christianity is currently the main religious tradition in Great Britain. The reigning Monarch, King Charles III, is the official Head of the Church of England and has been referred to as the 'defender of the faith' since 1521. The government protects the freedom of religious expression which gives all individuals the right to follow whichever faith they choose or none. Laws forbid the persecution of members of any faith and any person can encourage anybody else to follow their faith, provided they do not preach hatred and intolerance about a religion. These freedoms are protected in both the Universal and the Cairo Declaration of Human Rights.

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

Christian teachings encourage tolerance and harmony with all religions.

Muslims believe that religious freedom is part of God's design and freedom of belief is taught in their holy book the Qur'an.

The whole of the believer's life can be seen as a religious expression if it is lived according to God's will. Shari'ah Law does have provisions to punish people who convert from Islam to another faith, although these are only strongly enforced in a few Muslim countries.

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

### **Modern Britain: Week 4 Questions**

**1: What does Freedom of Religion mean?**

**2: Identify 3 religions that work alongside Christians and Muslims**

**3: Who is the 'Defender of the Faith'?**

**4: What does CDHR stand for?**

**5: What does Freedom of Religious expression mean?**

**6: Name the Holy book of Islam**

**7: Which law do Muslims live by?**

**8: If you are found to discriminate on the grounds of religious belief, what may happen to you?**

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

## Modern Britain: Half Term Five - Week 5

Modern Britain: Week 5 Knowledge Organiser: Human Rights and Social Justice - Islam Social Justice/Poverty/Giving money to the poor

### **Keywords**

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

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

**Justice** - doing what is right and fair

### **Key Beliefs**

#### **Giving Aid**

There are occasions when people need help to provide basic needs, for example, when a disaster strikes, emergency aid (short term given in times of crisis) is needed. Voluntary aid organisations such as Christian Aid and Islamic Relief immediately mobilise their workers, many of whom are volunteers, to provide emergency supplies such as food, water, blankets, basic shelter and medical supplies. The money for supplies and transport comes from charitable donations.

Long term aid is assistance given to a poor community over a long period of time that has a lasting effect. It consists of development work designed to help those who receive it to look after their own welfare. There is an old saying 'Give a man a fish and feed him for one day, teach a man to fish and feed him for life'. The aim is to help people to become less dependent on outside aid and be more self-reliant.

#### **Justice**

**Christians and Muslims believe strongly in fairness and justice. One way that justice is shown is through the Fairtrade movement, which provides long term development opportunities based on trade, not charity.**

#### **Poverty**

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

### **Modern Britain: Week 5 Questions**

1: What does emergency aid mean?

2: Identify the two charities giving aid?

3: What is provided when a disaster has happened to the people who need it?

4: What does justice mean?

5: What does long term aid mean

6: What payments do Muslim make in the community?

7: Identify a reason why some people live in poverty

8: Christians and Muslims encourage the poor to do what?

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

## Modern Britain: Half Term Five - Week 6

### Modern Britain: Week 6 Knowledge Organiser: Human Rights and Social Justice - The Role of Women

#### Keywords

**Ordained** - to become a priest in the church  
**Equality** - men and women being treated the same

#### Key beliefs

**Both Christians and Muslims believe that women and men have equal status in the eyes of God. They are of equal value and will be held equally accountable for their actions.**  
**Christian views on the roles of women in religion**

At the time of the early Christians (first century CE), attitudes to women were very different from today. Many Christians believe the roles of women within religions vary as attitudes have changed through the years. In the beginning it was said that women had to be silent in church. They were not allowed to speak because it was disgraceful for a woman to speak in church.

Society has now changed and what 2000 years ago seemed right and normal is not so now. Some Christian churches have ordained women as ministers for nearly 100 years.

The Catholic and Orthodox Churches do not allow women to be priests. In 1993 women were allowed to become priests in the Church of England and in 2014, Reverend Libby Lane became the first female bishop.

#### Muslim views on the roles of women in religion

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

As mothers, women do not have to attend mosque five times a day for prayers, nor for JUmrah (Friday) prayers. If they choose to attend, they worship separately from men.

Even though Muslim women can become scholars, teachers and in some cases preachers, they cannot become an Imam (priest like person in a mosque) unless no man is present at the worship.

### Modern Britain: Week 6 Questions

- 1: What does ordained mean?
- 2: Who had to be silent in Church and why?
- 3: Who became a priest in 2014?
- 4: Which Church allowed women as priests?

- 5: What does equality mean?
- 6: What duty do Muslims have?
- 7: What is the day of the week they attend Jumrah prayers?
- 8: What can Muslim women become?

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



## History: Half Term Five - Week 1

### History: Week 1 Knowledge Organiser: Anglo-Saxon and Norman Crime

#### Key Words

**Crimes against authority-** Crimes against the people who are in charge.

**Forest laws-** Made poaching on royal lands illegal during the Norman period.

**Anglo-Saxons-** A group of people who ruled England from the 5th century-1066.

**Normans-** A group of people who came from an area near France who ruled England from 1066.

#### Key Dates

**5th century (400s)- 1066=**Anglo Saxons period

**1066-1154=**Norman Period

**1066=** Battle of Hastings

#### Key Facts

- A. The King and nobility decided what a crime was in the Saxon and Norman times.
- B. The Saxons ruled England first but they were then taken over by the Normans (who came from an area near France).
- C. William 1st was a Norman, He needed to establish control over the Saxons when he took power in England after he won the Battle of Hastings. This was because there were more Saxons living in Britain than Normans so William had to stop the Saxons being able to overthrow the Normans.
- D. William 1st introduced the Forest Laws which made it illegal to hunt on royal land without permission. This meant the Saxons struggled to hunt for food as they would not have been allowed on the royal lands.
- E. William also put down rebellions from the Saxons very harshly (burning down their villages and destroying their food) and introduced fines to punish Saxons if they killed a Norman.

### History: Week 1 Questions

1. What term is used to describe a crime that is against the people who are in charge?
2. What was the name of the battle that William 1st won in order to become the King of England?
3. In what year did William 1st take over England?
4. Was William 1st a Norman or a Saxon?

5. Which group did William 1st need to take control of after he invaded England; the Normans or the Saxons?
6. Where could you not hunt without permission when the Normans were in power in England?
7. Who suffered most from not being able to hunt where they wanted due to the Forest Laws; the Normans or the Saxons?
8. Give one reason why William I treated the Saxons harshly when he took over as King of England.

**Extended Writing Question: Explain what law and order was like in Norman England**

## History: Half Term Five - Week 2

### History: Week 2 Knowledge Organiser: Heresy

#### Key Words

**Heresy**= The crime of holding a set of beliefs different to those of the traditional religion of the time.

**Church of England**= The Church set up by Henry VIII in 1533. It was based mainly on Protestant beliefs.

**Catholic**= A branch of Christianity

**Protestants**= Christians who didn't support some of the Catholic beliefs and teachings.

#### Heresy Key Dates (Major crime in the Tudor period- 1500s)

**1533**- Church of England created by Henry VIII

**1612**- Last execution for Heresy.

#### Key Facts

- A. When Henry VIII changed the Church in England, it led to the crime of Heresy growing, as religious ideas changed quite frequently between Catholic and Protestant ideas.
- B. Mary 1st, Henry VIII's daughter, was a Catholic.
- C. Mary 1st gained the nickname 'Bloody Mary' for killing 283 Protestants for heresy.
- D. The main punishment used for the crime of Heresy was being burned at the stake.
- E. The crime of heresy decreased when Catholics lost power in England in the 1600s

### History: Week 2 Questions

1. What have you done wrong if you have committed the crime of heresy?
2. In which year did Henry VIII create the Church of England?
3. Was the Church of England mainly based on Protestant or Catholic beliefs?
4. What nickname was Mary 1st given for killing Protestants?

5. How many Protestants did Mary 1st kill in total for Heresy?
6. What was the main punishment for the crime of heresy?
7. Which group did William 1st need to take control of after he invaded England; the Normans or the Saxons?
8. Where could you not hunt without permission when the Normans were in power in England?

**Extended Writing Question:** Explain why Mary killed so many people when she was queen

## History: Half Term Five - Week 3

### History: Week 3 Knowledge Organiser: Witchcraft

#### Key Words

**Witchcraft Act**= Witchcraft became a crime punishable by death.

**Familiars**= Spirits, sent by the devil, often found in an animal. They were seen as a sign of being a witch.

**Demonology**= The book written by James 1st about witchcraft and how to carry out witch hunts.

**Matthew Hopkins**= A witch hunter

**Royal Society**= Royal approved society that promoted science and scientific thinking

#### Witchcraft Key Dates (Major crime between 1500 and 1700)

**1542**=Parliament passed the Witchcraft Act which defined witchcraft as a crime punishable by death

**1542-1736**= Up to 1,000 people were executed for witchcraft.

**1645-1647**= Witch hunts of Matthew Hopkins

**1660**= Royal Society established in London

#### Key Facts

- A. **Matthew Hopkins**- Hopkins made a lot of money searching out witches in the South East. He got them to confess either by sleep deprivation or the swim test. 300 witches died during his 2 year reign of hunting witches.
- B. **Henry VIII**- Made Witchcraft punishable by death in 1542. The most common type of punishment for witchcraft was hanging.
- C. **James 1st**- Was a keen witch hunter. He wrote a book on catching witches called 'Demonologie' in 1597.
- D. **The Royal Society**- Led to the decrease in witchcraft accusations due to the rise in scientific thinking. Witchcraft had been linked to religious beliefs including the devil.

### History: Week 3 Questions

1. How many people were executed for witchcraft between 1542 and 1736 in Britain?
2. What was the name given to animals which were associated with suspected witches?
3. Which monarch wrote the book demonology about witchcraft?
4. What was the job of Matthew Hopkins?

5. Did the Royal Society promote religious or scientific thinking?
6. What term is used to describe a crime that is against the people who are in charge?
7. Was the Church of England mainly based on Protestant or Catholic beliefs?
8. Was William 1st a Norman or a Saxon?

**Extended Writing Question: Explain what happened to people accused of Witchcraft in the 1500 and 1600s**

## History: Half Term Five - Week 4

### History: Week 4 Knowledge Organiser: Smuggling

#### Key Words

**Smuggling**= The illegal movement of goods into or out of a country.

**Import duties**= The tax forced on goods when they are transported across international borders.

**Customs Officers**= Had the job of policing coastlines in the 1700s to stop people smuggling illegal goods.

**Hawkhurst Gang**= Gang of violent smugglers who operated in South-East England.

**Social Crime**- This is a crime that people allow to happen even though it is illegal

#### Smuggling Key Dates (Major crime in the 1700s- still a crime today!)

**17th Century (1600s)**- Import duties introduced on goods coming into Britain.

**1735-1749**- The Hawkhurst Gang operated in South-East England.

#### Key Facts

- A. In the 1700s the government introduced import tax on a range of goods- including alcohol and tea- in order to make money. Smuggling carried the death penalty as a result of this.
- B. Why was it so hard to stop smugglers?
  - a. **Large smuggling gangs**- On average there were between 50 and 100 men who were prepared to use violence.
  - b. **Money**- You could earn a lot of money from smuggling.
  - c. **Lack of law enforcement**- There was no police force at this time. There was a lack of customs officers, whose job it was to stop goods being smuggled in.
  - d. **Social Crime**- As a result of goods being cheaper than if they were brought in legally, people were happy for the crime to occur, this included the wealthy.

### History: Week 4 Questions

1. What have you done wrong if you have committed the crime of smuggling?
2. From the 1700s, how has the British government made money from goods being bought from other countries?
3. Whose job was it to stop smugglers bringing goods into Britain in the 1700s?
4. What was the name of the famous smuggling gang who operated in the South-East of England between 1735 and 1749?

5. What is the term used to describe a crime that people allow to happen even though it is illegal?
6. What was the name given to animals which were associated with suspected witches?
7. What was the main punishment for the crime of heresy?
8. Who suffered most from not being able to hunt where they wanted due to the Forest Laws; the Normans or the Saxons?

**Extended Writing Question: Explain why so many people got involved in the crime of smuggling**

## History: Half Term Five - Week 5

### History: Week 5 Knowledge Organiser: Highway Robbery

#### Key Words

**Highway robbery**= Someone on horseback robbing someone travelling on the road.

#### Highway Robbery Key Dates (Major crime in the 1700s- early 1800s)

**1772**- The death penalty was introduced for anyone found armed and in disguise on a high road.

**After 1815**- The crime became less serious. **1831**- Last reported case of highway robbery.

#### Key Facts

##### **Why did the crime of Highway Robbery increase:**

Banks were very small in number and so people carried a lot of valuables with them on the road, horses and guns were cheaper to buy, there were lots more people travelling on the roads, a lot of roads were isolated.

##### **Why did the crime of Highway Robbery decrease:**

Banks became more common so people stopped having to carry their valuables with them. Roads became less isolated as the population grew and more towns were built. Horse patrols were set up to stop the Highway Robbers.

### History: Week 5 Questions

1. What would you have done wrong if you had committed the crime of highway robbery?
2. In what year was the death penalty introduced for Highway Robbery?
3. Give one reason why a lack of banks led to an increase in highway robbery in the 1700s.
4. Give one reason why a growth in the number of banks led to a decrease in highway robbery

5. What was the name of the famous smuggling gang who operated in the South-East of England between 1735 and 1749?
6. In which year did Henry VIII create the Church of England?
7. How many people were executed for witchcraft between 1542 and 1736 in Britain?
8. How many Protestants did Mary 1st kill in total for Heresy?

**Extended Writing Question: Explain why highway robbery increased and decreased in such a short period of time**

## History: Half Term Five - Week 6

### History: Week 6 Knowledge Organiser: Factors linked to crime

#### Key Words

**Economic Factors**- Reasons linked to money    **Political Factors**- Reasons linked to people in power and decision making.    **Religious Factors**- Reasons linked to religion (beliefs, changes )

#### Key Facts

##### Crimes linked to Economic Factors

1. **Highway Robbery**- Stealing goods, lack of banks etc
2. **Smuggling**- Making money, avoiding import duties etc
3. **Witchcraft**- Poor harvests and the lack of money being made was blamed on suspected witches.

##### Crimes linked to Political Factors

1. **Forest Laws**- William 1st wanted to show he had power over the Saxons.
2. **Heresy**- Going against the beliefs of the monarch may have caused them to lose power over their people.
3. **Witchcraft**- The monarchs chose when witchcraft was a crime and when it wasn't.
4. **Smuggling**- The Government made money from import duties- did not like losing money due to smuggling as it impacted their power.

##### Crimes linked to Religious Factors

1. **Heresy**- Changing church affected the beliefs of the people.
2. **Witchcraft**- Witches were associated with the devil.














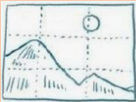
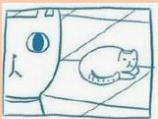








### History: Week 6 Questions

1. Give one example of a crime that was introduced due to economic factors
2. Give one example of a crime that was introduced due to religious factors
3. Give one example of a crime that was introduced due to political factors
4. Give one example of a crime that changed due to religious factors

5. Give one example of a crime that changed due to economic factors
6. In what year was the death penalty introduced for Highway Robbery?
7. From the 1700s, how has the British government made money from goods being bought from other countries?
8. Did the Royal Society promote religious or scientific thinking?

**Extended Writing Question: Explain which reason you think is the most important in causing crime to increase. You need to include why the other factors are less important**

## Art and Design: Half Term Five - Week 1 & 5

Art and Design: Week 1 & 5 Knowledge Organiser:																				
<b>Methods of Recording</b>		<b>Colour Theory</b>																		
<i>Observational drawing</i>	Drawing from looking at images or objects.	<b>Primary:</b> Red, Yellow, Blue <b>Secondary:</b> Primary + Primary <b>Tertiary:</b> Primary + Secondary <b>Shades:</b> Add black <b>Tints:</b> Add white																		
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.																			
<i>Second hand observation</i>	Drawing from looking at images of objects.																			
<i>Photographs</i>	Using a camera or smartphone to record images will class as first hand observation.	<b>Complementary:</b> Colours opposite on the colour wheel <b>Harmonious:</b> Colours next to each other on the wheel <b>Monochromatic:</b> Shades, tones and tints of one colour <b>Hue:</b> The pigment <b>Warm:</b> Red, Orange, Yellow <b>Cold:</b> Blue, Green, Purple																		
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.																			
<i>Tonal shading</i>	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.																			
<p><b>Developing your idea as a final piece.</b></p> <p><b>Rough</b> - A basic sketch of a final idea</p> <p><b>A Visual/Maquette</b> - A small image or model created in the selected materials</p> <p><b>Final Piece</b> - An image or sculpture pulling all preparatory work together</p>	 <table border="1" style="margin: auto; border-collapse: collapse; text-align: left;"> <tbody> <tr> <td style="padding: 5px;">LINE</td> <td style="text-align: center; padding: 5px;"></td> <td style="padding: 5px;">Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.</td> </tr> <tr> <td style="padding: 5px;">SHAPE</td> <td style="text-align: center; padding: 5px;"></td> <td style="padding: 5px;">2D/flat, geometric (square, circle) organic (non straight edges)</td> </tr> <tr> <td style="padding: 5px;">FORM</td> <td style="text-align: center; padding: 5px;"></td> <td style="padding: 5px;">3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)</td> </tr> <tr> <td style="padding: 5px;">COLOUR</td> <td style="text-align: center; padding: 5px;"></td> <td style="padding: 5px;">Refers to the light, hue, value and intensity of the pigment.</td> </tr> <tr> <td style="padding: 5px;">TEXTURE</td> <td style="text-align: center; padding: 5px;"></td> <td style="padding: 5px;">The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)</td> </tr> <tr> <td style="padding: 5px;">SPACE</td> <td style="text-align: center; padding: 5px;"></td> <td style="padding: 5px;">The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.</td> </tr> </tbody> </table>	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, shiney)	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.	<p>Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle</p>  <p>Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other</p>  <p>Simplify and fill. Enlarge or crop the image to fill the space</p>  <p>Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C</p> 
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<b>Art and Design: Week 1 Questions</b> Title: Reflective Recording	<b>Art and Design: Week 5 Questions</b> Title: Reflective Recording
<ol style="list-style-type: none"> <li>1. What is the definition of <b>photographs</b>?</li> <li>2. Name six different types of <b>line</b> that you can create</li> <li>3. What do you add to a colour to create different <b>tints</b>?</li> <li>4. What do you add to a colour to create different <b>shades</b>?</li> <li>5. What is the difference between <b>first</b> and <b>second hand observation</b>?</li> <li>6. What type of drawing can act as a starting point for development?</li> <li>7. What should you consider using to create darker shades in pencil?</li> <li>8. Name two things you can use to take a <b>photograph</b></li> </ol>	<ol style="list-style-type: none"> <li>1. What is the difference between <b>first</b> and <b>second hand observation</b>?</li> <li>2. Name six different types of <b>line</b> that you can create</li> <li>3. What do you add to a colour to create different <b>tints</b>?</li> <li>4. What do you add to a colour to create different <b>shades</b>?</li> <li>5. What does <b>monochromatic</b> mean?</li> <li>6. What are <b>harmonious</b> colours?</li> <li>7. How do you make a <b>tertiary</b> colour?</li> <li>8. What is a <b>maquette</b>?</li> </ol>
<b>Extended Writing Question:</b> What is the difference between a tint and a shade of a colour?	<b>Extended Writing Question:</b> What is the difference between harmonious and complementary colours?

### Art and Design: Half Term Five - Week 2 & 6

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



<b>Art and Design: Week 2 Questions</b> Title: Contextual Understanding	<b>Art and Design: Week 6 Questions</b> Title: Contextual Understanding
<ol style="list-style-type: none"> <li>1. What does <b>geometric</b> mean?</li> <li>2. What is a <b>photomontage</b>?</li> <li>3. What is the definition of <b>versatile</b>?</li> <li>4. What is an <b>architect</b>?</li> <li>5. What is the definition of <b>alludes</b>?</li> <li>6. What is the definition of <b>composition</b>?</li> <li>7. What is the definition of <b>sculpture</b>?</li> <li>8. What is an analytical <b>documentary</b>?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the definition of <b>transform</b>?</li> <li>2. What is <b>Pop Art</b>?</li> <li>3. What does <b>innovative</b> mean?</li> <li>4. What is the definition of <b>aesthetic</b>?</li> <li>5. What is a graphic <b>designer</b>?</li> <li>6. What is the definition of <b>versatile</b>?</li> <li>7. What is the definition of <b>decay</b>?</li> <li>8. What is <b>hyper realistic</b>?</li> </ol>
<p><b>Extended Writing Question:</b></p> <p>Why do you think it is important to be <i>innovative</i> in Art?</p>	<p><b>Extended Writing Question:</b></p> <p>What is the difference between <i>shape</i> and <i>form</i> in Art?</p>

## Art and Design: Half Term Five - Week 3

### Art and Design: Week 3 Knowledge Organiser:

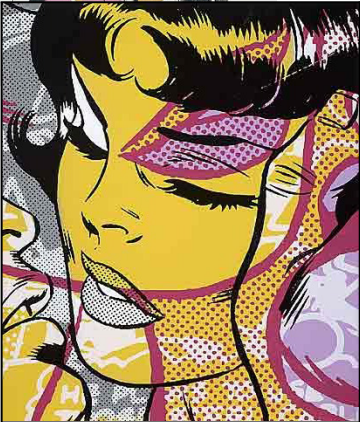
#### Artists/Designers:



**Andy Warhol**, originally Andrew Warhola, was born August 6, 1928 and died February 22, 1987.

He was an American artist, film director, and producer who was a leading figure in the visual art movement known as pop art. His works explore the relationship between artistic expression, advertising, and celebrity culture that flourished by the 1960s, and span a variety of media, including painting, silkscreening, photography, film, and sculpture. Some of his best known works include the silkscreen paintings *Campbell's Soup Cans* (1962) and *Marilyn Diptych* (1962)

By the beginning of the 1960s, pop art was an experimental form that several artists were independently adopting. Warhol would become famous as the "Pope of Pop".



**Ben Allen** is a contemporary artist, who is known for his distinctive Pop paintings, artwork. His work is inspired by textures found in everyday life, surrounding us on buildings, the rusting metals and corroded weather swept posters of the streets and fading, revealing layers that create a new image, unplanned and unpredicted. multitude of media and materials, some of his influences include comic book art, typography, physical communication, nature and the human condition.



prints and graffiti  
the streets and  
billboards, peeling  
Working in a  
Japanese graphics,

### Art and Design: Week 3 Questions

- |   |   |
|---|---|
| 1. What art movement is Andy Warhol linked to?                  | 5. What was Ben Allen inspired by for his artwork?            |
| 2. Where is Andy Warhol from?                                   | 6. Is Ben Allen's work coloured using bright or dull colours? |
| 3. What did Andy Warhol base his work on?                       | 7. What art movement is Ben Allen inspired by?                |
| 4. Is Andy Warhol's work coloured using bright or dull colours? | 8. Is Ben Allen a traditional or contemporary artist?         |

#### Extended Writing Question:

What are the similarities between the work by Andy Warhol and Ben Allen?

### Art and Design: Half Term Five - Week 4

Art and Design: Week 4 Knowledge Organiser:	
<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>Collagraph</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 and Design: Week 4 Questions**

Title: Creative making

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**?

**Extended Writing Question:**

What does hatching and cross hatching create when using a pen?

## PE: Half Term Five - Week 1

### PE: Week 1 Knowledge Organiser:

#### **Fielding positions:**

These are the main positions on a cricket field. There is always a bowler and a wicket keeper as well as two batters and umpires.

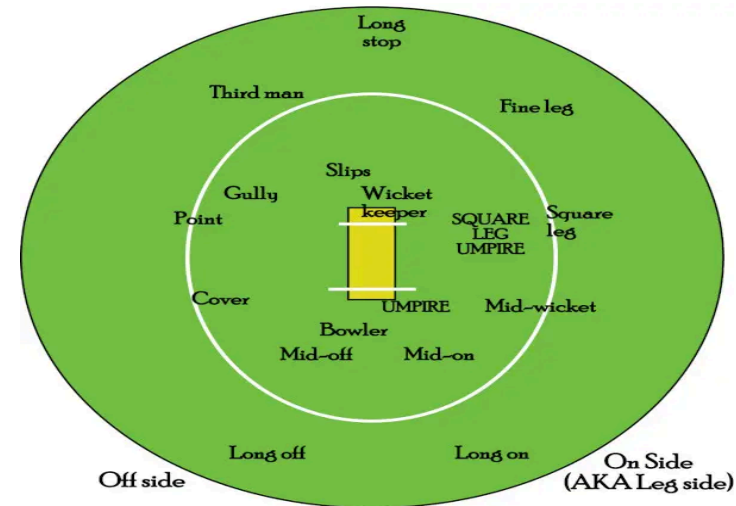
#### **Shot selection:**

When batting it is important that the batter plays the right shot for the ball that is bowled at them. If the ball is 'full' they need to play a front foot shot and if the ball bowled is short above the batters waist) they need to play a back foot shot.

If the batter hits the ball in the air they have the best chance of hitting a six but also run the risk of getting caught out. Hitting the ball along the floor reduces the chance of getting out that it is easy for fielders to stop the ball. The batter needs to assess where the fielders are placed and hit the ball into the gaps.

#### **Rules:**

- Each team is made up of 11 players. Not everyone has to bowl but everyone can be required to bat.
- The length of a game can differ between 20 overs, 50 overs and a test match which can last 5 days.
- One team bats and scores runs until they have lost 10 wickets and then the other team begins batting trying to get to that score.



wicket keeper as

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run the risk of  
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everyone can be  
match which can

### PE: Week 1 Questions

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. How many umpires do we have in a cricket match?</li> <li>2. How many players make up a cricket team?</li> <li>3. What shot should we play when the bowled ball is 'full'.</li> <li>4. What shot should we play when the bowled ball is 'short'.</li> </ol> | <ol style="list-style-type: none"> <li>5: What should a batter look to assess before a ball is bowled?</li> <li>6: How many wickets need to be lost for teams to swap roles?</li> <li>7: Can you name three positions in cricket?</li> <li>8: What is the role of a wicket-keeper in cricket?</li> </ol> |
|--|--|

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

Why might a batter choose to bat more cautiously in a test match than they would in a 20 over game?

## PE: Half Term Five - Week 2

### PE: Week 2 Knowledge Organiser:

#### Positions - on a fielding team:

**Bowler** - To bowl the ball from the bowlers square to the batter, making sure not to bowl a 'No Ball'.

**Backstop** - To stop the ball when the batter does not hit/ a backward hit and to work with the bowler/2nd base.

**Post fielders** - To use their coordination and accurate throwing and catching to stump batters out.

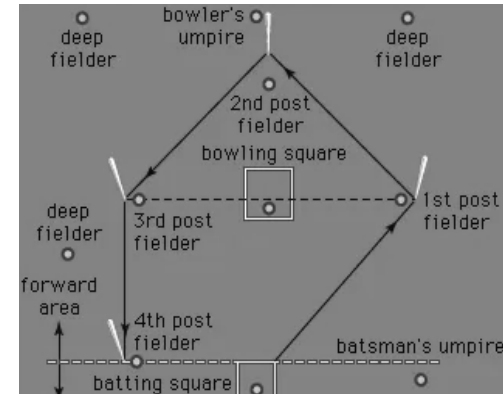
**Deep fielders** - To catch high balls, gather rolling balls and throw the ball into other fielders.

#### Batting technique:

1. Have a firm grip of the bat in your dominant hand.
2. Stand side on in the batting square.
3. Keep your legs shoulder width apart.
4. Lift the bat up so that it is inline with your chest.
5. Keep your eye on the ball.
6. As you swing for the ball make sure you follow through in order to generate the most power.

#### Rules:

- Two teams of 9 will play against one another, but you can play with a minimum of 6 players per team.
- A rounders game will last for two complete innings, and the winning team will be the one who achieved the most rounders at the end of the game.
- When playing, batters must run around the outside of the posts and bases once the ball is bowled and they have either hit the ball or have been unsuccessful. The only time they should not run is if the umpires call 'No Ball'.
- Batters must not drop the bat, they must carry it whilst running and can use it to stump posts and bases in order to stay in.
- Batters must stand in the batting square when batting. Bowlers must stand in the bowlers square when bowling.
- Bowlers must bowl the ball using an underarm throw.
- When the bowlers have the ball in their square, the fielders in between bases must wait at the next base.
- Batters can only score when it is their turn to bat, even if they remain on a post and base when it is the next person's turn.



the most rounders

### PE: Week 2 Questions

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. How many players make up a cricket team?</li> <li>2. What should a batter look to assess before a ball is bowled?</li> <li>3. How many wickets need to be lost for teams to swap roles?</li> <li>4. How many players make up a rounder team?</li> </ol> | <ol style="list-style-type: none"> <li>5: What are the four positions on the fielding team in a rounders match?</li> <li>6: A rounders game will last for how many 'complete' innings?</li> <li>7: Can you write down three of the six batting techniques?</li> <li>8: What type of throw should a bowler perform in the bowler's square?</li> </ol> |
|---|--|

#### Extended Writing Question:

How can a batter alter their technique to change what part of the outfield they hit the ball too?

## PE: Half Term Five - Week 3

### PE: Week 3 Knowledge Organiser:

#### **Jumping - High Jump**

This event requires the jumper's back to pass over the bar. Dick Fosbury, who went on to win an Olympic gold medal, invented this technique, known as the Fosbury Flop.

#### **Rules:**

- In a competition, a high jump event starts with a chief judge setting a particular height to place the crossbar. The height generally increases gradually to make it tougher for athletes.
- The competing athletes have three attempts each to clear a particular height in order to advance to the next (higher) mark. Competitors, however, do have the option to pass any one height and try for the next mark.
- A competitor is eliminated after three successive failed attempts to clear one or a combination of heights. So, as the height increases, the field of a high jump event gradually starts decreasing.

#### **Running - 100 Metre Sprint**

#### **Rules:**

- Every 100-metre sprinter must begin the race with his feet in the starting blocks.
- The official race starter will call the sprinters to their blocks and on command the runners will adopt a set position.
- The set position requires the runners to have both feet in the blocks and adopt a position with the body weight on their hands. On the starter's gun all runners begin the race.

#### **Throwing - Javelin**

Javelin throw was part of the pentathlon at the Ancient Olympics and has been a standalone event in the modern Summer Games since 1908.

#### **Rules:**

- The objective of javelin throw is to hurl a narrow hollow spear the furthest distance possible. Throwers must abide by a set of rules for their throws.
- For the throw to be counted, the javelin must land tip first inside the bounds of the landing sector. The javelin, however, needs to only make a mark on the ground and doesn't necessarily need to stick in the ground or 'break turf'.
- While releasing the javelin and before it lands, athletes must stay behind the throwing arc or foul line.

### PE: Week 3 Questions

- |  |  |
|--|--|
| 1. How many players make up a rounder team?                              | 5. What is the role of a chief judge in high jump?                         |
| 2. What are the four positions on the fielding team in a rounders match? | 6. What is the 'main' objective in javelin?                                |
| 3. What type of throw should a bowler perform in the bowlers square?     | 7. How many attempts do we have to clear a particular height in high jump? |
| 4. Where should a 100m sprinter have their feet to begin the race?       | 8. What would make a javelin throw count, once it is thrown?               |

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

In a 100m race athletes pump their arms in a forwards motion and never look anywhere but straight forward. Can you explain why this will help them to run faster?

## PE: Half Term Five - Week 4

### PE: Week 4 Knowledge Organiser:

### Synovial joints

Synovial joints (freely movable joints) allow us the free movement to perform skills and techniques during physical activity.

Synovial joints have synovial fluid in the joint cavity that lubricates or 'oils' the joint so it moves smoothly. Synovial fluid is made by the synovial membrane.

In synovial joints, the ends of the bones are covered with cartilage (called articular cartilage) which cushions the joint and prevents friction and wear and tear between the bone ends. Cartilage is a soft, spongy connective tissue. The articular capsule prevents wear and tear on the bones.

The bones in a synovial joint are connected by ligaments, which:

- are a type of connective tissue and are tough, fibrous and slightly elastic
- connect bone to bone and help keep the joint together
- stabilise the joints during movement and prevent dislocation by restricting actions outside the normal joint range
- can absorb shock because of their elasticity, which protects the joint
- help maintain correct posture and movement

The movement at a synovial joint is caused by the muscles attached across the joint. Muscles are attached to bone by tendons. Tendons are very strong, inelastic connective tissues that allow a muscle to pull on a bone to move it.

### PE: Week 4 Questions

- |  |  |
|--|--|
| 1. Where should a 100m sprinter have their feet to begin the race?         | 5. What is the role of synovial fluid? |
| 2. How many attempts do we have to clear a particular height in high jump? | 6. What is cartilage?                  |
| 3. What would make a javelin throw count, once it is thrown?               | 7. What are ligaments?                 |
| 4. Where is synovial fluid found?  | 8. What are tendons?                   |

### Extended Writing Question:

How do ligaments help to prevent injuries?



## PE: Half Term Five - Week 5

### PE: Week 5 Knowledge Organiser:

#### Types of synovial joints

Four of the synovial joint types are responsible for a range of sporting techniques.

- Hinge - these can be found in the elbow, knee and ankle. Hinge joints are like the hinges on a door, and allow you to move the elbow and knee in only one direction. They allow flexion and extension of a joint. At the ankle, different terms are used. When the toes are pointed downwards, it is plantar flexion and when the toes are pointed upwards it is dorsiflexion.
- Ball and socket - these types of joint can be found at the shoulder and hip and allow movement in almost every direction. A ball and socket joint is made up of a round end of one bone that fits into a small cup-like area of another bone.
- Pivot - this joint can be found in the neck between the top two vertebrae. It allows only rotational movement such as moving your head from side to side as if you were saying 'no'.
- Condylloid - this type of joint is found at the wrist. It allows you to flex and extend the joint, and move it from side to side.

### PE: Week 5 Questions

- |   |   |
|---|---|
| 1. What is the role of synovial fluid?            | 5. What movement do hinge joints allow?         |
| 2. Where is synovial fluid found?                 | 6. Where could you find ball and socket joints? |
| 3. How many types of synovial joints are there?   | 7. What movement do pivot joints allow?         |
| 4. What are synovial joint types responsible for? | 8. Where could you find condyloid joints?       |

**Extended Writing Question: Identify the four types of synovial fluid joints and when they might be used in sport? (e.g. A hinge joint may be used to shoot in netball)**

## PE: Half Term Five - Week 6

### PE: Week 6 Knowledge Organiser:

There are 6 main nutrients (macronutrients) that are essential in a balanced diet; carbohydrates, protein, fats, fibre, vitamins and minerals.

- **Carbohydrates:** The main source of energy. Examples include potatoes, rice, pasta, bread.
- **Protein:** Protein is required for growth and repair within the body. Examples include meats, fish, eggs, beans, pulses.
- **Fats:** Provides energy, protects vital organs and helps to absorb vitamins.
- **Fibre:** Aids digestion. Examples include cereal, whole grain bread, oats, vegetables.
- **Vitamins & Minerals:** Important for many daily bodily functions such as supporting the immune system, helping blood to clot and strengthening bones. Food examples include fruit and vegetables (e.g oranges - Vitamin C) and meats and beans (e.g. red meat - Iron).

### PE: Week 6 Questions

- |   |   |
|---|---|
| 1. How many types of synovial joints are there                  | 5. What macronutrient is required to protect our vital organs?          |
| 2. What are synovial joint types responsible for?               | 6. How would rice, potatoes, pasta and bread help our body to exercise? |
| 3. What macronutrient provides the main source of energy?       | 7. What foods contain fibre, and how does it help our body?             |
| 4. What macronutrient is required for muscle growth and repair? | 8. What bodily functions do vitamins and minerals help to function?     |

### Extended Writing Question:

What nutrients are best for any athlete to eat and drink the evening before a game and the morning leading up to their match. Justify your choices of nutrients.



Aspire  
ACHIEVE  
Thrive

Develop your character

