

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



Aspire | Achieve | Thrive

**Computer
Science**

Name:

Tutor:

Half Term 5 2023-2024

French

KNOWLEDGE ORGANISER

History

Geography

Modern Britain

7

**Art &
Design**

Spanish

PE

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Book Pride

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

Plan

Year 7 - Half term 5 (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

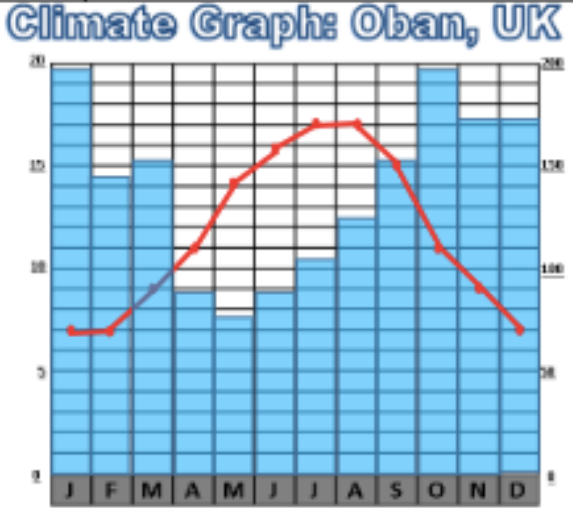
Geography: Half Term Five - Week 1

Geography: Week 1 What is weather and climate:		
Keywords	Knowledge	Geographical concepts
<p>Weather: The day-to-day events in the atmosphere in a particular area.</p> <p>Climate: The expected temperature and precipitation conditions in an area over a long time period.</p>		<p>There are many different types of weather which can result including rain, snow, wind, frost, fog, sunshine, drought, tropical storms, thunder and lightning, blizzard, tornado and storm.</p> <p>A weather forecast will predict the weather and usually includes; Compass directions, specific countries, sun, cloud, rain, wind, temperature and wind speed and direction.</p> <p>Plymouth's Climate: The winter months rainfall ranges from 110mm to 125mm with temperatures from 5°C to 25°C.</p> <p>In the summer months rainfall ranges from 50mm to 75mm while temperature ranges from -5°C to 10°C.</p>
Geography Questions:		
<ol style="list-style-type: none"> 1. Where does the weather occur? 2. What is the weather? 3. What are the timescales of climate? 4. Define climate. 5. What is the name for the predictions made about the weather? 6. Name as many types of weather as you can. 7. Name the things that might be included in the predictions. 8. Draw the weather symbol for Sleet Showers. 		
<p>Extended Writing: Compare today's weather to the climate in Plymouth.</p>		

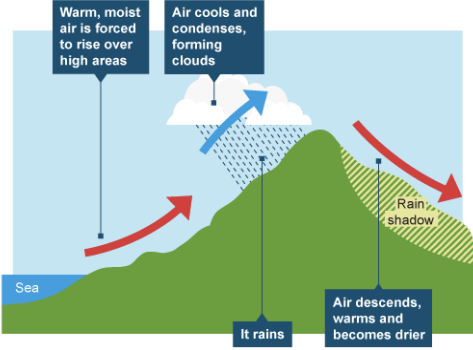
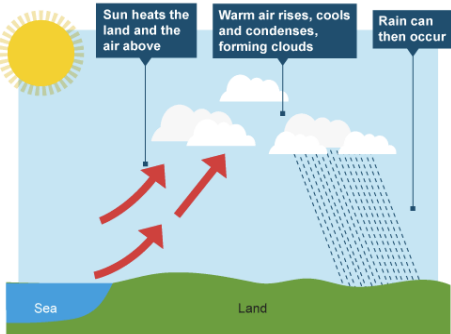
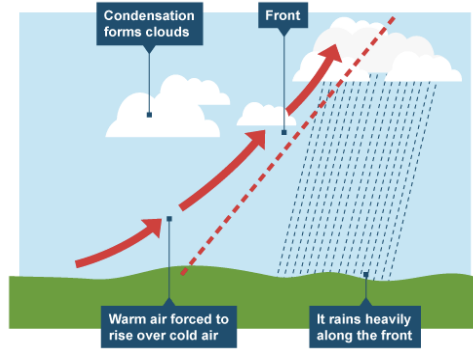

Geography: Half Term Five - Week 2

Geography: Week 2 How do we measure weather and climate?		
<p><u>Instrument:</u></p> <p>Thermometer:A thermometer measures the temperature, how hot or cold a location is.</p> <p>Rain Gauge:A rain gauge measures the amount of rainfall in mm, by catching rain in a measuring cylinder. It also measures all other forms of precipitation (snow, rain, hail).</p> <p>Weather Vane & Wind Sock:A wind vane or wind sock measures wind direction by pointing towards North, East, South or West.</p> <p>Anemometre:An anemometer measures wind speed in mph. The most common type looks like a toy windmill. The stronger the wind blows the faster the cups spin around. The wind speed is shown on a dial, just like a car's speedometer.</p> <p>Barometre:This instrument is used to measure changes in air pressure. Air pressure falls when there will be rain, and rises when it is sunny.</p> <p>Sunshine Recorder- Sunshine hours: A glass ball that directs sunlight onto a card that is treated with a special chemical. The sunlight burns or chars a mark onto the card.</p>	<p><u>Unit of Measurement</u></p> <p>Degrees Celsius (°C)</p> <p>Millimetres (mm)</p> <p>Knots / Kilometres per hour (Km/h) / Miles per hour (mph) /Metres per second (m/s)</p> <p>Miles per hour (mph)</p> <p>BAR</p> <p>Hours</p>	
Geography: Week 2 Questions		
<ol style="list-style-type: none"> 1. What does a Thermometer measure? 2. How does a Rain gauge work? 3. What units of measurements can we use for the wind? 4. Explain how to read wind direction from a weather vane. 5. Explain how an Anemometer works. 6. What does a Barometer measure? 7. Explain how a Sunshine recorder works? 8. Using WEEK 1, Draw the weather symbol for Thundery Showers. 		
<p>Extended Writing: Using the weather forecast, explain what reading you would expect to see on each of the instruments names above in Plymouth (excluding Sunshine Recorder).</p>		

Geography: Half Term Five - Week 3

Geography: Week 3 Climate Graphs		
Keywords:	Knowledge	Climate Graph
<p>Climate graph: Climate graphs use both a bar graph and a line graph.</p> <p>Temperature is shown on a line graph and read from one side of the y-axis.</p> <p>Rainfall is shown by a bar graph and read from the other side of the y-axis.</p> <p>Months of the year are shown along the bottom.</p>	<p>Range: The variation between the highest and the lowest value.</p> <p>Mean: Sum of the terms divided by the number of terms.</p> <p>Minimum: Lowest Value.</p> <p>Maximum: Biggest Value.</p> <p>Analysis: T - TRENDS: What are the Trends or Patterns? E - EVIDENCE: What evidence is there to support this, specific data. A - ANOMALIES: Is there anything that doesn't fit the normal pattern (these may not always be anomalies).</p>	<div style="text-align: center;">  <p style="text-align: center;">Climate Graph: Oban, UK</p> </div>
Geography: Week 3 Questions		
<ol style="list-style-type: none"> 1. How is temperature shown on a Climate Graph? 2. What is used to represent precipitation on a Climate Graph. 3. Explain what the range is. 4. How do you calculate the mean? 5. What acronym is used for analysing graphs 6. What is a trend? 7. What is an anomaly? 8. Using week 1, Explain the difference between weather and climate? 		
<p>Extended Writing Question: Describe the climate in Oban, UK (shown in the climate graph above).</p>		

Geography: Half Term Five - Week 4

Geography: Week 4 Three types of rainfall		
Relief Rainfall	Convectional Rainfall	Frontal Rainfall
<p>Occurs when warm, moist air from the Atlantic Ocean rises up over mountains.</p> <p>When the warm air rises, it cools and condenses to form clouds, which brings rain.</p> <p>Once the air has passed over the mountains, it descends and warms.</p> <p>This creates drier conditions known as a rain shadow.</p>  <p>The diagram shows a cross-section of a mountain range. On the left, the sea is visible. Red arrows indicate warm, moist air rising from the sea over the mountain. A blue box says 'Warm, moist air is forced to rise over high areas'. At the peak, another blue box says 'Air cools and condenses, forming clouds'. Rain is shown falling from the clouds on the windward side. A blue box says 'It rains'. On the leeward side, red arrows show the air descending. A blue box says 'Air descends, warms and becomes drier'. A shaded area on the leeward side is labeled 'Rain shadow'.</p>	<p>Occurs in the summer in the UK, when the sun heats the land. This creates rising pockets of warm air, known as convection currents.</p> <p>Warm air rises rapidly, where it starts to cool and condenses to form clouds. These can be large cumulonimbus clouds.</p> <p>The clouds can produce heavy rainfall and thunderstorms.</p>  <p>The diagram shows a cross-section of land next to the sea. A sun is in the sky. Red arrows show air rising from the land. A blue box says 'Sun heats the land and the air above'. At the top of the rising air, another blue box says 'Warm air rises, cools and condenses, forming clouds'. Rain is shown falling from the clouds. A blue box says 'Rain can then occur'.</p>	<p>Occurs when a warm front meets a cold front. The heavier cold air sinks to the ground and the warm air rises above it.</p> <p>When the warm air rises, it cools.</p> <p>The cooler air condenses and form clouds.</p> <p>The clouds bring heavy rain.</p>  <p>The diagram shows a cross-section of a warm front meeting a cold front. A red arrow shows warm air rising over a blue arrow showing cold air sinking. A blue box says 'Warm air forced to rise over cold air'. At the leading edge of the warm air, a blue box says 'Condensation forms clouds'. A dashed red line represents the front. A blue box says 'Front'. Heavy rain is shown falling along the front. A blue box says 'It rains heavily along the front'.</p>
<p>Geography: Week 4 Questions</p> <ol style="list-style-type: none"> 1. What are the three types of rainfall? 2. What does condensing water create? 3. In relief rainfall, what do we call the drier areas? 4. Which direction does warm air go? 5. What do we call the rising pockets of air? 6. What can clouds produce? 7. Using Week 2, list as many types of precipitation as you can. 8. Using week 3 explain what we mean by T.E.A. 		 <p>A topographic map of the British Isles showing elevation. Higher elevations are shown in brown and red, while lower elevations are in green. Major cities like London, Manchester, and Cardiff are marked.</p>
<p>Extended Writing Question: Explain which type of rainfall is most likely in the wales?</p>		

Geography: Half Term Five - Week 5

Geography: Week 5 UK Climate		
Keywords:	Knowledge:	Geographical Concepts:
<p>Prevailing Wind: The direction the wind usually blows from.</p> <p>Depression: An area of low air pressure, i.e. rising air.</p> <p>Warm Front: the leading edge of a warm mass of air.</p> <p>Cold Front: the leading edge of a cold mass of air</p>	<p>Polar Maritime: Cold wet weather.</p> <p>Arctic Maritime: Very cold, clear weather, as well as rain.</p> <p>Polar continental: Very cold, dry weather from Siberia.</p> <p>Tropical Continental: Warm dry summer weather.</p> <p>Tropical Maritime: Warm, wet weather (The Prevailing condition).</p>	<p>The diagram shows a map of the British Isles with four arrows pointing to specific locations, each labeled with a weather type: Arctic Maritime (north of Scotland), Polar Maritime (west of Ireland), Polar Continental (east of the UK), and Tropical Continental (south of the UK).</p>
Geography: Week 5 Questions		
<ol style="list-style-type: none"> 1. What word is used for explaining the normal direction of the wind. 2. Define Depressions 3. What is the leading edge of a mass of warm air? 4. Define cold front? 5. What type of weather is associated with Polar Maritime? 6. What direction does Arctic Maritime air come from? 7. What type of weather is associated with Tropical Continental 8. What direction does Tropical Maritime air come from? 9. Using week 4, explain convectional rainfall. 10. Using week 4, explain Frontal Rainfall. 		
<p>Extended Writing Question: Explain how change in wind direction can bring different weather to the UK</p>		

Geography: Half Term Five - Week 6

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

Computing: Half Term Five - Week 1

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

Computing: Half Term Five - Week 2

Sequence and variables													
Keywords	Knowledge												
<p>Formula - a calculation performed in a spreadsheet</p> <p>Autofill - A method of automatically copying the contents of a cell into other cells.</p>	<p>Formulas</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Symbol</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>=</td> <td>To start a formula</td> </tr> <tr> <td>+</td> <td>Adding</td> </tr> <tr> <td>-</td> <td>Subtracting</td> </tr> <tr> <td>*</td> <td>Multiplying</td> </tr> <tr> <td>/</td> <td>Dividing</td> </tr> </tbody> </table> <p>Autofill: Use the autofill tool to automatically copy the contents of cells into adjoining cells without needing to manually repeat data</p>	Symbol	Function	=	To start a formula	+	Adding	-	Subtracting	*	Multiplying	/	Dividing
Symbol	Function												
=	To start a formula												
+	Adding												
-	Subtracting												
*	Multiplying												
/	Dividing												
<p>1: What is a formula? 2: Why must all formulas start with the = symbol? 3: What symbol is used to multiply in a spreadsheet? 4: What is the / (slash) symbol used for in a spreadsheet'?</p>	<p>5: What formula would you write to add the contents of cells C1 and C2 together? 6: What is the autofill tool used for? 7: What is a spreadsheet? 8: What is the difference between a column and a row?</p>												
<p>Extended Writing Question:</p> <p>Explain why using the autofill tool is useful when working with a spreadsheet</p>													

Computing: Half Term Five - Week 3

Selection									
Keywords	Knowledge								
<p>Data - a collection of numbers and letters without meaning</p> <p>Information - Data which is organised and has a meaning.</p> <p>Source - where data has come from or how it has been collected</p>	<p>Data: a collection of numbers and letters without meaning such as 01752556065 or 151105 or PL34BD or 175.5</p> <p>This becomes information when meaning is assigned to it e.g.</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Phone Number</td> <td>01752 556065</td> </tr> <tr> <td>Date of birth</td> <td>15/11/05</td> </tr> <tr> <td>Postcode</td> <td>PL3 4BD</td> </tr> <tr> <td>Height</td> <td>175.5cm</td> </tr> </table> <p>Primary Data: Data that you have collected yourself for your own purposes Secondary Data: Data that someone else has collected, most likely for a different purpose</p> <p>Primary Data: Poll, survey, questionnaire, interview, observation Secondary Data: Data collected by someone else e.g. the government, a school, other research groups</p>	Phone Number	01752 556065	Date of birth	15/11/05	Postcode	PL3 4BD	Height	175.5cm
Phone Number	01752 556065								
Date of birth	15/11/05								
Postcode	PL3 4BD								
Height	175.5cm								
<p>1: What is data? 2: What is information? 3: What is meant by source? 4: What is primary data?</p>	<p>5: What is secondary data? 6: Give two examples of primary methods of data collection? 7: Give two examples of secondary data? 8: What is a formula?</p>								
<p>Extended Writing Question:</p> <p>What are the benefits of using primary data instead of secondary data?</p>									

Computing: Half Term Five - Week 4

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

Computing: Half Term Five - Week 5

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

Computing: Half Term Five - Week 6

Problem Solving							
Keywords	Knowledge						
<p>Conditional Formatting - Changing the way a cell looks, based on the content of the cell</p>	<p>When sorting into ascending size, numbers will go from smallest to biggest, letters will go from A-Z When sorting into descending size, numbers will go from biggest to smallest, letters will go from Z-A</p> <p>Data Analysis is a vital skill when using spreadsheets. Analysing the data allows you to use it to find out information and make decisions based on it.</p> <p>Data analysis involves using all of your spreadsheet skills to pick the most appropriate ones to manipulate and allow you to learn something from the data</p> <p>Charts allow you to show lots of information in an easily understandable format</p> <table border="1"> <tr> <td>Pie Chart</td> <td>Allows you to compare totals out of a whole</td> </tr> <tr> <td>Line Graph</td> <td>Allows you to see trends and patterns over time</td> </tr> <tr> <td>Bar Chart</td> <td>Allows you to easily compare totals against each other</td> </tr> </table>	Pie Chart	Allows you to compare totals out of a whole	Line Graph	Allows you to see trends and patterns over time	Bar Chart	Allows you to easily compare totals against each other
Pie Chart	Allows you to compare totals out of a whole						
Line Graph	Allows you to see trends and patterns over time						
Bar Chart	Allows you to easily compare totals against each other						
<p>1: What is conditional formatting? 2: What is the difference between sorting into ascending size and descending size? 3: What is involved in data analysis? 4: Why is data analysis useful?</p>	<p>5: Which chart is most suitable for comparing totals against each other? 6: When is a pie chart the most suitable type of graph? 7: Which chart is most suitable for looking at trends over time? 8: What is the difference between sorting and filtering?</p>						
<p>Extended Writing Question:</p> <p>Imagine you are analysing the data for a class of students in year 7. You are trying to look at their attendance each week throughout the year. Which graph would you use and why?</p>							

French: Half Term Five - Week 1

French: Week 1 Knowledge Organiser:

20. Quel est l'uniforme dans ton école? (What is the uniform in your school?) Qu'est-ce que tu voudrais porter à l'école? (What would you like to wear at school?)			
Sentence Starter	Verb	Noun	Adjective
		l'uniforme scolaire <i>school uniform</i>	
		un costume <i>a suit</i>	marron <i>brown</i>
		un jean <i>jeans</i>	orange <i>orange</i>
		un pantalon <i>trousers</i>	
		un polo <i>a polo shirt</i>	rouge(s) <i>red</i>
		un pull <i>a jumper</i>	rose(s) <i>pink</i>
		un tee-shirt <i>a t-shirt</i>	jaune(s) <i>yellow</i>
Dans mon collège, <i>In my school,</i>	je porte <i>I wear</i>		
	nous portons <i>we wear</i>		
Dans mon lycée, <i>In my sixth form college,</i>	il faut porter <i>we have to wear</i>	une chemise <i>a shirt</i>	bleu(e)(s) <i>blue</i>
	on doit porter <i>we must wear</i>	une cravate <i>a tie</i>	gris(e)(s) <i>grey</i>
Dans mon école primaire, <i>In my primary school,</i>		une jupe <i>a skirt</i>	noir(e)(s) <i>black</i>
	je voudrais porter <i>I would like to wear</i>	une veste <i>a jacket / blazer</i>	vert(e)(s) <i>green</i>
		une robe <i>a dress</i>	
Chez nous, <i>At our school,</i>	je préférerais porter <i>I would prefer to wear</i>	une casquette <i>a cap</i>	blanc(he)(s) <i>white</i>
			violet(te)(s) <i>purple</i>
		des chaussettes <i>socks</i>	
		des chaussures <i>shoes</i>	
		des baskets <i>trainers</i>	
		des bottes <i>boots</i>	
		des lunettes de soleil <i>sunglasses</i>	
		des gants <i>gloves</i>	

French: Week 1 Questions

Translate in English:

- Q1. Dans mon collège, je porte un jean rouge et un pull gris.
 Q2. Dans mon école primaire, on doit porter un uniforme jaune.
 Q3. Dans mon lycée, je voudrais porter des chaussures violettes.
 Q4. Chez nous, nous portons l'uniforme scolaire.

Translate in French:

- Q5. In my primary school, I wear a black dress and a pink blazer.
 Q6. At our school, 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 FRENCH:
 Quel est l'uniforme dans ton école? (What is the uniform in your school?)

French: Half Term Five - Week 2

French: Week 2 Knowledge Organiser:

20. Quel est l'uniforme dans ton école? (What is the uniform in your school?) Qu'est-ce que tu voudrais porter à l'école? (What would you like to wear at school?)			
Sentence Starter	Verb	Noun	Adjective
		l'uniforme scolaire <i>school uniform</i>	
		un costume <i>a suit</i>	marron <i>brown</i>
		un jean <i>jeans</i>	orange <i>orange</i>
		un pantalon <i>trousers</i>	
		un polo <i>a polo shirt</i>	rouge(s) <i>red</i>
		un pull <i>a jumper</i>	rose(s) <i>pink</i>
		un tee-shirt <i>a t-shirt</i>	jaune(s) <i>yellow</i>
Dans mon collège, <i>In my school,</i>	je porte <i>I wear</i>		
	nous portons <i>we wear</i>		
Dans mon lycée, <i>In my sixth form college,</i>	il faut porter <i>we have to wear</i>	une chemise <i>a shirt</i>	bleu(e)(s) <i>blue</i>
	on doit porter <i>we must wear</i>	une cravate <i>a tie</i>	gris(e)(s) <i>grey</i>
Dans mon école primaire, <i>In my primary school,</i>		une jupe <i>a skirt</i>	noir(e)(s) <i>black</i>
	je voudrais porter <i>I would like to wear</i>	une veste <i>a jacket / blazer</i>	vert(e)(s) <i>green</i>
		une robe <i>a dress</i>	
Chez nous, <i>At our school,</i>	je préférerais porter <i>I would prefer to wear</i>	une casquette <i>a cap</i>	blanc(he)(s) <i>white</i>
			violet(te)(s) <i>purple</i>
		des chaussettes <i>socks</i>	
		des chaussures <i>shoes</i>	
		des baskets <i>trainers</i>	
		des bottes <i>boots</i>	
		des lunettes de soleil <i>sunglasses</i>	
		des gants <i>gloves</i>	

French: Week 2 Questions

Translate in English:

- Q1. Dans mon collège, nous portons un pantalon rouge et un pull blanc.
 Q2. Dans mon école primaire, je voudrais porter une robe verte.
 Q3. Dans mon lycée, il faut porter un uniforme scolaire violet.
 Q4. Chez nous, nous portons des baskets bleues et vertes.

Translate in French:

- 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 FRENCH:
 Qu'est-ce que tu voudrais porter à l'école? (What would you like to wear at school?)

French: Half Term Five - Week 3

French: Week 3 Knowledge Organiser:

21. Quelles sont les règles dans ton collège? (what are the rules in your school?)

Sentence Starter	Verb	Infinitive verb phrase	Opinion phrase
<p>Dans mon collège, <i>In my school,</i></p> <p>Dans mon lycée, <i>In my sixth form college,</i></p> <p>Dans mon école primaire, <i>In my primary school,</i></p> <p>Chez nous, <i>At our school,</i></p>	<p>il faut <i>it is necessary to (we have to)</i></p> <p>on doit <i>we must</i></p> <p>il est interdit de/d' <i>It is forbidden to</i></p>	<p>être à l'heure <i>be on time</i></p> <p>faire ses devoirs <i>do your homework</i></p> <p>mâcher du chewing-gum <i>chew gum</i></p> <p>utiliser son portable en classe <i>use your phone in class</i></p> <p>porter des bijoux <i>wear jewellery</i></p> <p>porter des piercings <i>wear piercings</i></p> <p>porter du maquillage <i>wear make-up</i></p> <p>sortir de l'école pendant l'heure de déjeuner <i>leave school at lunch time</i></p> <p>manquer les cours <i>miss / skip lessons</i></p> <p>tricher pendant un contrôle <i>cheat in a test</i></p> <p>harceler d'autres élèves <i>bully other students</i></p>	<p>ce que je trouve... <i>which I find...</i></p> <p style="text-align: center;">+</p> <p>juste <i>fair</i></p> <p>injuste <i>unfair</i></p> <p>important <i>important</i></p> <p>stupide <i>stupid</i></p> <p>ridicule <i>ridiculous</i></p> <p>trop sévère <i>too strict</i></p>

French: Week 3 Questions

Translate in English:

- Q1. Dans mon collège, il faut faire ses devoirs et être à l'heure.
 Q2. Dans mon école primaire, il est interdit de mâcher du chewing-gum.
 Q3. Dans mon lycée, il faut utiliser son portable en classe.
 Q4. Chez nous, il est interdit de porter du maquillage ce que je trouve stupide.

Translate in French:

- 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 FRENCH:
 Quelles sont les règles dans ton collège? (what are the rules in your school?)

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, 2 and 3.
Use sentence builders 20 and 21 to help you.**

French: Week 4 Questions

Translate in English:

- Q1. Dans mon collège, je porte un jean rouge et un pull gris.
- Q2. Chez nous, il est interdit de porter du maquillage ce que je trouve stupide.
- Q3. Dans mon lycée, je voudrais porter des chaussures violettes.
- Q4. Dans mon école primaire, je voudrais porter une robe verte.

Translate in French:

- 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.

French: Half Term Five - Week 5

French: Week 5 Knowledge Organiser:

22. Qu'est-ce que tu as étudié hier? (What did you study yesterday?)			
Time phrase	Verb (past)	Noun	Opinion verb and adjective
		le dessin le français le théâtre	<i>art</i> <i>French</i> <i>drama</i>
Hier,	<i>Yesterday,</i>	j'ai étudié	<i>I studied</i>
La semaine dernière,	<i>Last week,</i>	on a étudié	<i>we studied</i>
Le mois dernier,	<i>Last month,</i>	nous avons étudié	<i>we studied</i>
Récemment,	<i>Recently,</i>	j'ai appris	<i>I learnt</i>
		on a appris	<i>we learnt</i>
		nous avons appris	<i>we learnt</i>
		l'espagnol l'allemand l'anglais l'informatique l'histoire	<i>Spanish</i> <i>German</i> <i>English</i> <i>IT</i> <i>history</i>
		la technologie la géographie la musique la religion	<i>DT</i> <i>geography</i> <i>music</i> <i>RE</i>
		l'EPS	<i>PE</i>
		les maths les sciences	<i>maths</i> <i>science</i>
			c'était ... <i>it was ...</i>
			+
			amusant <i>fun</i> génial <i>great</i> passionnant <i>exciting</i> intéressant <i>interesting</i> ludique <i>fun</i> incroyable <i>incredible</i> tranquille <i>peaceful</i>
			fatigant <i>tiring</i> agaçant <i>annoying</i> difficile <i>difficult</i> ennuyeux <i>boring</i> affreux <i>awful</i> ruin <i>rubbish</i>

French: Week 5 Questions

Translate in English:

- Q1. Hier, j'ai étudié le dessin et c'était amusant.
 Q2. Le mois dernier, j'ai appris la religion et les sciences.
 Q3. Récemment, on a étudié l'espagnol et l'histoire et c'était incroyable.
 Q4. La semaine dernière, nous avons appris l'informatique et aussi les maths.

Translate in French:

- Q5. Last week, I studied English, science and drama and it was great.
 Q6. Recently, 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 FRENCH:

Qu'est-ce que tu as étudié hier? (What did you study yesterday?)

French: Half Term Five - Week 6

French: Week 6 Knowledge Organiser:

23. Qu'est-ce que tu as fait pendant la récré? (What did you do during breaktime?)

Time phrase	Verb (past)	Noun	Opinion verb and adjective
			c'était ... <i>it was ...</i>
			+
Pendant la récré,	j'ai joué	au foot	amusant
		au basket	génial
Pendant la pause de déjeuner,	on a joué	au tennis	passionnant
		au volley	intéressant
Pendant la journée,	nous avons joué	au billard	ludique
		au ping-pong	incroyable
Après le collège,		au hockey sur glace	tranquille
		aux échecs	fatigant
		aux cartes	agaçant
			difficile
			ennuyeux
			affreux
			nul

French: Week 6 Questions

Translate in English:

- Q1. Pendant la journée, j'ai joué au ping-pong et c'était amusant.
 Q2. Après le collège, on a joué au foot et c'était vraiment agaçant.
 Q3. Pendant la récré, nous avons joué au billard et aussi au volley.
 Q4. Pendant la pause déjeuner, j'ai joué aux échecs et c'était incroyable.

Translate in French:

- 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 FRENCH:

Qu'est-ce que tu as fait pendant la récré? (What did you do during breaktime?)

Spanish: Half Term Five - Week 1

Spanish: Week 1 Knowledge Organiser:

8. ¿Cuál es el uniforme en tu escuela? ¿Qué te gustaría llevar en la escuela?			
		<i>(What is the uniform in your school?) (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>
		llevamos	<i>we wear</i>
		debemos llevar	<i>we must wear</i>
En mi instituto,	<i>In my school,</i>	se debe llevar	<i>we have to wear</i>
		quiero llevar	<i>I want to wear</i>
En mi escuela primaria,	<i>In my primary school,</i>	me gustaría llevar	<i>I would like to wear</i>
		preferiría llevar	<i>I would prefer to wear</i>
		unos pantalones	<i>trousers</i>
		calcetines	<i>socks</i>
		zapatos	<i>shoes</i>
		zapatillas de deporte	<i>trainers</i>
		botas	<i>boots</i>
		gafas de sol	<i>sunglasses</i>
		guantes	<i>gloves</i>
		vaqueros	<i>jeans</i>
		rojo/a(s)	<i>red</i>
		negro/a(s)	<i>black</i>
		blanco/a(s)	<i>white</i>
		morado/a(s)	<i>purple</i>
		amarillo/a(s)	<i>yellow</i>
		naranja(s)	<i>orange</i>
		marrón(es)	<i>brown</i>
		azúl(es)	<i>blue</i>
		gris(es)	<i>grey</i>
		verde (s)	<i>green</i>
		rosa(s)	<i>pink</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? ¿Qué te gustaría llevar en la escuela?			
<i>(What is the uniform in your school?)</i>		<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>
		llevamos	<i>we wear</i>
		debemos llevar	<i>we must wear</i>
En mi instituto,	<i>In my school,</i>	se debe llevar	<i>we have to wear</i>
		quiero llevar	<i>I want to wear</i>
En mi escuela primaria,	<i>In my primary school,</i>	me gustaría llevar	<i>I would like to wear</i>
		preferiría llevar	<i>I would prefer to wear</i>
		unos pantalones	<i>trousers</i>
		calcetines	<i>socks</i>
		zapatos	<i>shoes</i>
		zapatillas de deporte	<i>trainers</i>
		botas	<i>boots</i>
		gafas de sol	<i>sunglasses</i>
		guantes	<i>gloves</i>
		vaqueros	<i>jeans</i>
		rojo/a(s)	<i>red</i>
		negro/a(s)	<i>black</i>
		blanco/a(s)	<i>white</i>
		morado/a(s)	<i>purple</i>
		amarillo/a(s)	<i>yellow</i>
		naranja(s)	<i>orange</i>
		marrón(es)	<i>brown</i>
		azúl(es)	<i>blue</i>
		gris(es)	<i>grey</i>
		verde (s)	<i>green</i>
		rosa(s)	<i>pink</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 uniforme 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? *(what are the rules in your school?)*

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>	+
En mi escuela primaria, <i>In my primary school,</i>	está prohibido <i>It is forbidden to</i>	llevar maquillaje <i>wear make-up</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
		dibujo <i>art</i>	fue(ron) ... <i>it was ...</i>
		francés <i>French</i>	+
		teatro <i>drama</i>	
		español <i>Spanish</i>	divertido/a(s) <i>fun</i>
		alemán <i>German</i>	entretenido/a(s) <i>entertaining</i>
		inglés <i>English</i>	tranquilo/a(s) <i>peaceful</i>
Ayer, <i>Yesterday,</i>	estudié <i>I studied</i>	informática <i>IT</i>	emocionante(s) <i>exciting</i>
La semana pasada, <i>Last week,</i>	estudiamos <i>we studied</i>	historia <i>history</i>	interesante(s) <i>interesting</i>
El mes pasado, <i>Last month,</i>	aprendí <i>I learnt</i>	tecnología <i>DT</i>	increíble(s) <i>incredible</i>
Recientemente, <i>Recently,</i>	aprendimos <i>we learnt</i>	geografía <i>geography</i>	genial(es) <i>great</i>
		música <i>music</i>	agotador(a)(es) <i>tiring</i>
		religión <i>RE</i>	irritante(s) <i>annoying</i>
		educación física <i>PE</i>	aburrido/a(s) <i>boring</i>
		matemáticas <i>maths</i>	ridículo/a <i>ridiculous</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. Recently, 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: Introduction to Religion, Peace and Conflict

Key Words

Forgiveness - willingness to not blame a person anymore for the wrongs they have done;

Justice - making things fair again;

Reconciliation - restoring friendly relationships after conflict.

Key Information

Peace - may be hard to achieve through war because its aftermath is often instability and resentment. Christians and Muslims seek inner peace and tranquillity through prayer and meditation. Justice - Is linked to equality of opportunity. More privileged parts of the world are seen to be the cause of injustice, conflict may result. In Islam 'the Just' is one of the 99 names of God who gives humans laws to follow. Many years are fought to achieve Justice - what is right and fair according to the law or making up for a role that has been committed. Christians and Muslims believe that forgiveness (pardoning someone for what they have done wrong) and reconciliation (restoring friend relationships after conflict) should follow after War. Forgiveness - this is where people are being able to move on from what has happened and attain peace through working together. This is an aspect which both Christians and Muslims feel are important both in daily lives and as a way to help resolve issues of conflict. Reconciliation - is the idea of making up after conflict like war. According to Christianity, when people talk through their busy issues and reconcile, peace can be achieved. REconciliation is important to Muslims as it will help them to live in an ordered and peaceful world, one which ALLah intends. Christians believe that all members of the Church are part of a community: seeing everyone as equal shows justice; being united shows ideas of peace.

Modern Britain: Week 1 Questions

1: What is forgiveness?

2: What is reconciliation?

3: Which religion feels that forgiveness and reconciliation should follow war?

4: How do Christians and muslims seek peace and tranquillity?

5: What is justice?

6: How many names of God are there in Islam?

7: How long has it taken to fight justice?

8: Which part of the world is seen to cause injustice?

Extended Writing Question: Explain with examples two beliefs about forgiveness

Modern Britain: Half Term Five - Week 2

Modern Britain: Week 2 Knowledge Organiser: Violence, violent protests and terrorism

Keywords:

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

Violence - causing harm to someone.

Key Information

There is no religious teaching which promotes violence, but they have different views as to when violence may be justified. Self - defence is one example where Christians and Muslims both feel is a reason to accept the violence in war.

Christians believe that protest to achieve what is right is acceptable as long as violence is not used. Christian pastor Dr Martin Luther King Jr organised peaceful protest against unjust racist laws which succeeded in bringing civil rights to African American citizens. Some of the peaceful protests Martin Luther King is known for were the Bus Boycott. This was where black people refused to use the buses because of the way they were treated. The consequence of this was the bus company nearly went bankrupt and The company had to agree to Change their treatment of Black people and make sure they are treated equally and fairly. The right to protest Express disapproval often in public groups is a fundamental democratic freedom. UK law allows peaceful public protest marches of police are told 6 days before so that violence (actions that threaten or harm others) can be avoided.

Some individuals or groups use terrorism to further their cause by killing innocent people. Terrorist attacks are normally suicide bombers, car bombs, gunment shooting into crowds and using vehicles to injure pedestrians. The aim of terrorism is to make society aware of their cause, make people frightened and push the authorities into giving way to their demands. Some terrorists might link their cause to religion but it is important to understand that no religion promotes terrorism.

Modern Britain: Week 2 Questions

1: What is terrorism?

2:What is violence?

3: What does the UK law allow with protests?

4: What is the Christian pastor who organised peaceful protests?

5: What is the Christian view on protests?

6:What is justice?

7: What is forgiveness?

8: What is reconciliation?

Extended Writing Question: Explain how Martin Luther King organised peaceful protests

Modern Britain: Half Term Five - Week 3

Modern Britain: Week 3 Knowledge Organiser: Reasons for War	
<p>Keywords Retaliation - to pay back for harmful action Conflict - a disagreement which escalates Greed - selfish desire for something like being the most powerful person in the world Self- defence - acting to prevent harm to yourself or others Retaliation - Deliberating harming someone as a response to harming you.</p> <p>Key Information When debating reasons why there needs to be a war, the three main reasons for war are greed, self-defence and retaliation. Greed - to gain more land and regain land previously lost. To control important resources e.g. oil. To deprive the Enemy of the main source of income. Self-defence - to defend one's country against invasion or attack /to defend allies who are under threat. To defend one's values, beliefs and Ways of Life. To defeat evil EG genocide (deliberate Killing of a whole nation or ethnic group). Retaliation - is to fight against a country that has done something very wrong. This is because the other country has attacked or damaged your country. Jesus taught that retaliation is wrong. Many Christians support this teaching in their own lies but find it more difficult in situations of War. Islam teaches that God knows the need for Justice so permits ' fair retribution' but retaliation must be measured: Forgiveness is a better response to avoid bloodshed and be rewarded by God. Pearl Harbour being bombed was an unfair attack on the USA and as a consequence USA retaliated by using nuclear weapons on Japan with the city of Hiroshima.</p>	
Modern Britain: Week 3 Questions	
<p>1: What is retaliation? 2: What is conflict? 3: Which Christian figure taught retaliation is wrong? 4: Is forgiveness or retaliation the better response to avoid bloodshed?</p>	<p>5:What is self - defence? 6: What is violence? 7: Which religion believes forgiveness and reconciliation should follow after war? 8: What is the Chrstian view on protests?</p>
<p>Extended Writing Question: Explain with examples two reasons why there are wars</p>	

Modern Britain: Half Term Five - Week 4

Modern Britain: Week 4 Knowledge Organiser: Nuclear war and weapons of mass destruction

Keywords

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

Weapons of mass destruction - weapons that kill large amounts of people.

Chemical weapons - chemicals used to poison, burn or paralyse humans and destroy the natural environment.

Biological weapons - is a substance that has living organisms for infectious material that can lead to disease or death.

Key Information

The use of nuclear weapons - US forces used atomic bombs on Hiroshima and Nagasaki during the Second World War causing 140000 people to die in Hiroshima alone. Since then many countries have developed powerful nuclear weapons as a deterrent. Christian beliefs - Only God has the right to end life. Nuclear, chemical, and biological weapons killed huge numbers of innocent civilians so they can never be justified.

Weapons of mass destruction - cause great damage and kill large numbers of people.

The use of nuclear weapons would destroy God's creation killing millions of innocent people. The Quran gives advice that seems to rule out the using all weapons of mass destruction. "do not contribute to your destruction with your own hands but do good for God loves those who do good"

The Chemical Weapons Convention made the production, stockpiling and use of weapons illegal worldwide. Chemical weapons are thought to have been used in Iraq and Syria.

The biological weapons introduce harmful bacteria and viruses into the atmosphere, food or water supplies that can kill large numbers of people. Biological weapons are illegal but many countries have them.

Modern Britain: Week 4 Questions

1: What does WMD stand for?

2: Give two examples of a WMD?

3: What is a nuclear weapon?

4: When was the last nuclear weapon used?

5: How many people died from the nuclear bomb?

6: What is greed?

7: What is self - defence?

8: How long has it taken to fight justice?

Extended Writing Question: Explain the impact of the Atomic bomb that the USA dropped on Japan.

Modern Britain: Half Term Five - Week 5

Modern Britain: Week 5 Knowledge Organiser: Just War Theory

Keywords

Just war - rules around fighting a war accepted to Christianity

Weapons of mass destruction - weapons which cause uncontrollable and untold damage for example nuclear weapons

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

Greater Jihad - The inner personal struggle to live according to the teaching of Islam.

Key Information

A Just War is a war which means internationally accepted criteria for a furnace for traditional Christian rules for a just war and is now accepted by other religions. Muslims attitude to conduct in a War. General belief - Wars should be proportional and fought without anger but it is better to avoid war if possible. Soldiers must have a sound mind and body and prisoners should be treated in a civilised way. The just war theory supports the following points of a war being started for the right reasons if there is a:-

JUST CAUSE - a good reason to go to war

LAST RESORT - Tried other peaceful methods like peace talks first.

THE RIGHT INTENTION - to achieve good over evil

PROPORTIONAL - only use the right force and when fighting back.

PROPER LEGAL AUTHORITY - war starting by a prime minister

REASONABLE CHANCE OF SUCCESS - only go to war if you have the chance of winning the battle.

Some people will disagree with the JUST WAR THEORY because they believe war causes too much pain, destruction and death among innocent people living in an area which is under attack.

Modern Britain: Week 5 Questions

1: What is a Just War Theory?

2: What are Weapons of Mass Destruction?

3: Which religion is the Just War theory accepted by?

4: What is the general belief about war according to a muslim?

5: How should a prisoner of war be treated?

6: What condition should a soldier be in?

7: What is retaliation?

8: What is terrorism?

Extended Writing Question: Explain how the Just War theory supports making going to war right.

Modern Britain: Half Term Five - Week 6

Modern Britain: Week 6 Knowledge Organiser: Holy war and religion as a cause of concern violence

Keywords

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

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

Key Information

Holy war - a holy war seems to be a contradiction. How can killing large numbers of people be holy?

For Both - Muslims and Christians a holy war must be authorised by religious leaders with great authority and only be fought to defend the faith from attack. Those who take part in holy war will gain spiritual rewards. In Islam, holy war must meet the criteria for a Just war.

Muslim beliefs - holy war must follow just war criteria e.g. not for gaining territories / financial gain / for a leader's own power / must be a last Resort / in defence / not to force conversion to Islam. Religion as a cause of violence - in the UK today most Christians and Muslims do not respond violently to attacks on their faith. Some groups such as Al-Qaeda and Isis use the Muslim idea of holy war towards civil war and commit acts of terrorism.

Christian beliefs - most Christians that Jesus is teaching that not only violence but the anger that leads to violence is wrong. Some Christians say Jesus advised his disciples to buy a sword as justification for violence but must be Jesus was warning the disciples of dangerous times ahead not suggesting violence.

Religion as a cause of violence - in the UK today most Christians and Muslims do not respond violently to an attack on their faith. During 'Troubles' in Northern Ireland conflict between Catholics and Protestants led to violence against each community. Some groups such as al-Qaeda and ISIS (IS) use the Muslim idea of holy war to wage civil war and commit acts of terrorism.

Modern Britain: Week 6 Questions

1: What is a Holy War?

2: In Islam what must a holy war follow?

3: What is another name for a Holy War?

4: Who is authorised to start a Holy War?

5: What is the reward for someone who takes part in a Holy War?

6: What does WMD stand for?

7: What is terrorism?

8: What does retaliation mean?

Extended Writing Question: Explain two beliefs about Holy Wars

History: Half Term Five - Week 1

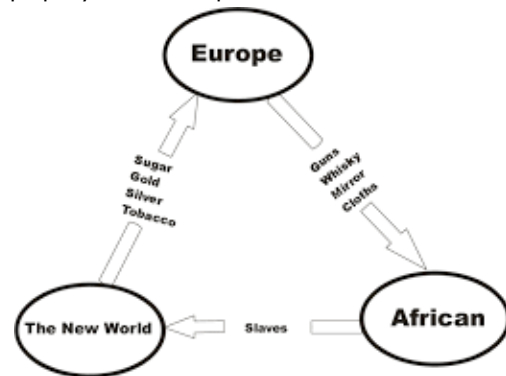
History: Week 1 Knowledge Organiser: Empire and Slavery	
<p>Key Words</p> <p>Empire - A country/group of countries ruled by another country</p> <p>Colony - a country or area under the full or partial political control of another country and occupied by settlers from that country.</p>	<p>Key Facts</p> <ol style="list-style-type: none">1. The British empire covered almost one third of the world people used to say ' the sun never sets on the British empire'2. The British Empire began to form during the reign on Elizabeth I3. Britain decided to build an empire for several reasons: To gain more money, To gain more power/land, to spread Christianity and British ways of life4. The first colony in the British Empire was set up on Roanoke Island in America
History: Week 1 Questions	
<ol style="list-style-type: none">1. What is an Empire?2. How much of the world did the British Empire cover?3. When did the British Empire begin to form?4. What three factors made Britain want to build an Empire?	<ol style="list-style-type: none">5:Where was the first British Colony set up?6.Under whose rule did the Empire begin?7. What did people say about the British Empire?8. What is a colony:
<p>Extended Writing Question: Describe in between 75 and 100 words what the British Empire was (include when it began and how big it was)</p>	

History: Half Term Five - Week 2

History: Week 2 Knowledge Organiser: The Slave Triangle

Key Words

Slave - a person who is forced to work for and obey another and is considered to be their property; an enslaved person.



Key Facts

1. Britain joined the Slave Trade in 1562
2. The Slave Trade made Britain very wealthy. Cities, such as Bristol and Liverpool, grew in size due to the money.
3. The main three continents involved in the Slave Trade were Europe, Africa and North America.
4. Britain traded goods such as pots, pans and guns to Africa.
5. European ships and sailors kidnapped African people and took them to America where they were sold as slaves.
6. America grew sugar, tobacco and cotton which was then sold Britain

History: Week 2 Questions

1. When did Britain join the Slave Trade?
2. Which two British cities benefitted from the Slave Trade?
3. What were the main three continents involved in the Slave Trade?
4. What did the British do once they got to Africa?

- 5:What did Britain buy from America?
- 6.What three factors made Britain want to build an Empire?
- 7.Who was the monarch when the British Empire began to form?
- 8.What is a colony?

Extended Writing Question: Explain what happened in the Slave Trade triangle

History: Half Term Five - Week 3

History: Week 3 Knowledge Organiser: Middle Passage	
<p>Key Words</p> <p>Voyage – A long journey involving travel by sea.</p> <p>Scurvy – A disease caused by a lack of vitamin C.</p> <p>Dysentery – A disease caused by bacteria and can lead to death through dehydration.</p>	<ol style="list-style-type: none"> 1. The Middle Passage is the journey from Africa to America. 2. During the journey slaves were kept underneath the boat and chained together lying down. 3. The Journey took 6-11 weeks and during this time many slaves died of diseases caused by poor food, lack of sunlight- due to the cramped conditions these diseases spread quickly - 15% of slaves would die on this journey 4. Slaves often caught diseases such as: Dysentery, Scurvy, smallpox and measles 5. Slaves were allowed on the upper deck for exercise and were whipped if they did not dance
History: Week 3 Questions	
<ol style="list-style-type: none"> 1. What was the Middle Passage? 2. How long did the Middle Passage take? 3. What types of diseases did the slaves often catch? 4. What percentage of slaves would die on this journey? 	<ol style="list-style-type: none"> 5. What were the slaves allowed on the upper deck for? 6. What was the Middle Passage? 7. What diseases did slaves often catch on the Middle Passage? 8. What were the main three continents involved in the Slave Trade
<p>Extended Writing Question: Describe in detail the conditions on the Middle Passage. Make sure you include at least 5 facts</p>	

History: Half Term Five - Week 4

History: Week 4 Knowledge Organiser: Plantations

Key Words

Domestic - House

Plantation - an estate on which crops such as coffee, sugar, and tobacco are grown and worked by slaves

Key Facts

1. Once slaves arrived In America they were cleaned up and sold at slave auctions to the highest bidder.
2. Slaves were forced to work on plantations and divided into field and house slaves.
3. Field slaves woke at around 5am and worked long hours in the field picking cotton. If they stopped they were whipped by the overseer.
4. After picking the crops field slaves would collect water and in the evening spend times with their friends and family
5. Domestic slaves were on call all night and worked all day cleaning the house and preparing the table for meals for the family
6. Domestic slaves worked late fixing clothes and caring for the children.

History: Week 4 Questions

1. What happened to slaves once they arrived in America?
2. What is a Plantation?
3. What jobs did Field slaves do?
4. What happened to field slaves that stopped working?
5. What jobs did Domestic slaves do?
6. What was the Middle Passage?
7. What diseases did slaves often catch on the Middle Passage?
8. What were the main three continents involved in the Slave Trade?

Extended Writing Question: Explain what life was like for slaves on the Plantations

History: Half Term Five - Week 5

History: Week 5 Knowledge Organiser: Abolition of Slavery in Britain

Key Words

Abolition - to get rid of

Compensation - something, typically money, awarded to someone in recognition of loss

Key Facts

1. Slavery in Britain stopped for 3 main reasons;
 - MONEY - other countries like Brazil started to make sugar at low prices which meant plantations in America were not making as much money and closed down.
 - SLAVES - In a French colony of the Caribbean in 1791 the slaves fought back, killed the plantation owner and set fire to the sugar plantation. Olaudah Equiano who was once a slave fought tirelessly against slavery. He wrote a book against slavery and it changed many people's opinion on slavery.
 - RELIGIOUS CAMPAIGNERS - Granville Sharp who helped many slaves in court against their old master. William Wilberforce led a group of 12 Christians in a fight to abolish slavery. Wilberforce was an MP and made many speeches against slavery.
2. Following campaigning and work by men such as Granville Sharp, Olaudah Equiano and William Wilberforce slavery was abolished on the 1st August 1834.
3. Ex Slaves were not immediately freed and were forced to work as 'apprentices' for their masters for terrible wages, some said "life was worse under the apprentice system than being a slave"
4. In total the British government paid £20 million in compensation to slave owners

History: Week 5 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. When did Britain abolish slavery?2. What were the three main reasons for the abolition of slavery?3. What happened to ex-slaves after the abolition?4. Name two people who campaigned against slavery | <ol style="list-style-type: none">5. How Much compensation did the Slave owners receive?6. Name the two types of slaves on Plantations7. Who was monarch at the start of the British Empire?8. What was the first colony part of the British Empire? |
|---|---|

Extended Writing Question: Explain how slavery was got rid of in Great Britain

History: Half Term Five - Week 6

History: Week 6 Knowledge Organiser: Abolition of slavery in the USA

Key Words

Civil War - a war between citizens of the same country

Labour - work, usually physical work.

Amendment - a change to a law

Key Facts














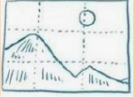
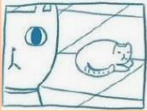








1. The USA became divided with the North becoming very industrial and making its money through factories and importing goods however the south stayed with farming and made most of their money from slavery.
2. In 1860 Abraham Lincoln became president and the southern states broke away to form the confederacy out of fear that Lincoln would abolish slavery- in response Lincoln declared war on the south and the American Civil War began
3. In 1863 Lincoln took a vital step in the south winning and announced the abolition of slavery in the USA to stop the south using slave labour in the war.
4. The change of law to ensure the freedom of slaves was called the Emancipation Proclamation

History: Week 6 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. How did the North make most of their money?2. How did the South make most of their money?3. What did the South form after they broke away from the North?4. What did Abraham Lincoln do to stop slaves being used in the war? | <ol style="list-style-type: none">5. What was the change of law called that freed the slaves?6. Give the 3 reasons why slavery stopped in Britain.7. How much compensation did Slave owners receive?8. What is a Plantation? |
|---|---|

Extended Writing Question: Explain how slavery was ended in the USA

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

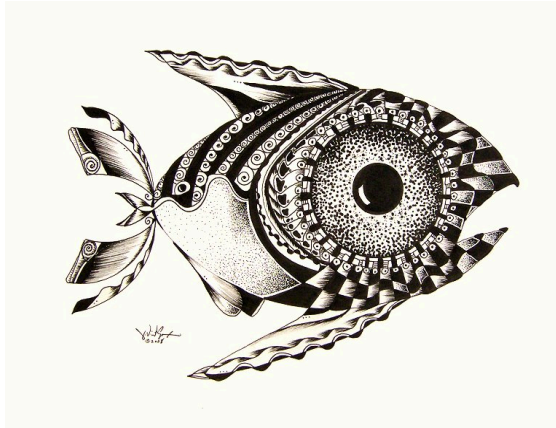
Art and Design: Week 1 & 5 Knowledge Organiser:																				
Methods of Recording		Colour Theory																		
<i>Observational drawing</i>	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: 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.	Complementary: Colours opposite on the colour wheel Harmonious: Colours next to each other on the wheel Monochromatic: Shades, tones and tints of one colour Hue: The pigment Warm: Red, Orange, Yellow Cold: Blue, Green, Purple																		
<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>Developing your idea as a final piece.</p> <p>Rough - A basic sketch of a final idea</p> <p>A Visual/Maquette - A small image or model created in the selected materials</p> <p>Final Piece - An image or sculpture pulling all preparatory work together</p>	 <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px;">LINE</td> <td style="padding: 5px; text-align: center;"></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="padding: 5px; text-align: center;"></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="padding: 5px; text-align: center;"></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="padding: 5px; text-align: center;"></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="padding: 5px; text-align: center;"></td> <td style="padding: 5px;">The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)</td> </tr> <tr> <td style="padding: 5px;">SPACE</td> <td style="padding: 5px; text-align: center;"></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> </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, shiny)	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.	<div style="margin-bottom: 10px;"> <p>Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle</p>  </div> <div style="margin-bottom: 10px;"> <p>Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other</p>  </div> <div style="margin-bottom: 10px;"> <p>Simplify and fill. Enlarge or crop the image to fill the space</p>  </div> <div> <p>Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C</p>  </div>
LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.																		
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Art and Design: Week 1 Questions Title: Reflective Recording	Art and Design: Week 5 Questions Title: Reflective Recording
<ol style="list-style-type: none"> 1. What is the definition of photographs? 2. Name six different types of line that you can create 3. What do you add to a colour to create different tints? 4. What do you add to a colour to create different shades? 5. What is the difference between first and second hand observation? 6. What type of drawing can act as a starting point for development? 7. What should you consider using to create darker shades in pencil? 8. Name two things you can use to take a photograph 	<ol style="list-style-type: none"> 1. What is the difference between first and second hand observation? 2. Name six different types of line that you can create 3. What do you add to a colour to create different tints? 4. What do you add to a colour to create different shades? 5. What does monochromatic mean? 6. What are harmonious colours? 7. How do you make a tertiary colour? 8. What is a maquette?
<p>Extended Writing Question:</p> <p>What is the difference between a tint and a shade of a colour?</p>	<p>Extended Writing Question:</p> <p>What is the difference between harmonious and complementary colours?</p>

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

Art and Design: Week 2 & 6 Knowledge Organiser:

J Vincent Scarpace



Born 1971 in Buffalo, New York, USA. Both parents were artists and his mother taught him how to draw and paint by the age of 2. Worked as a teacher as well as a production and studio artist. He best known for his abstract pictures of fish that explore the formal elements of line, colour, pattern and shape. His work is also influenced by pointillism. He also uses his fingers to paint the dots in his work.

J Vincent Scarpace is inspired by sea creatures. His work is created using vibrant coloured acrylic paints. Scarpace's work focuses on circular, organic shapes to create a sense of flow to his work.



Art and Design: Week 2 Questions

Title: Contextual Understanding

1. When and where was J Vincent Scarpace born?
2. What did J Vincent Scarpace's parents do?
3. How old was J Vincent Scarpace when he learnt to draw and paint?
4. What jobs did J Vincent Scarpace have?
5. What type of paintings is J Vincent Scarpace best known for?
6. Which four formal elements does J Vincent Scarpace's work explore?
7. Which art movement is J Vincent Scarpace's also influenced by?
8. How does J Vincent Scarpace paint the dots on his work?

Extended Writing Question:

What do you like about the **ink drawings** by J Vincent Scarpace?

Art and Design: Week 6 Questions

Title: Contextual Understanding

1. What is J Vincent Scarpace's work inspired by?
2. What type of paint does J Vincent Scarpace use in his work?
3. How would you describe the colour in J Vincent Scarpace's work?
4. What does J Vincent Scarpace's work focus on to create a sense of flow?
5. How old was J Vincent Scarpace when he learnt to draw and paint?
6. Which four formal elements does J Vincent Scarpace's work explore?
7. When and where was J Vincent Scarpace born?
8. What did J Vincent Scarpace's parents do?

Extended Writing Question:

What do you like about the **colour paintings** by J Vincent Scarpace?

Art and Design: Half Term Five - Week 3

Art and Design: Week 3 Knowledge Organiser:		
TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions	
<p>Achieved - successfully doing something</p> <p>Pursue - to go after something</p> <p>Specialise - to concentrate on something</p> <p>Inspiration - to get ideas from</p> <p>Soaking - apply lots of water</p> <p>Composed - made up of</p> <p>Scratchy - a way of producing lines</p> <p>Unique - not ordinary</p> <p>Mysterious - difficult to make out/understand</p>	<p>Painting - using paint to create a picture</p> <p>Abstract - an image that makes you think about what it is. It isn't clear from first observation</p> <p>Tone - shading</p> <p>Line - how an image is made up</p> <p>Shape - how a 2D image is made up</p> <p>Form - how a 3D image is made up</p> <p>Acrylic - a type of paint</p> <p>Blending - mixing colours</p> <p>Organic - natural</p> <p>Monochrome - all the shades of one colour</p>	<p>Pointillism - a technique that uses dots to create a tonal image</p> <p>Illustrator - a professional drawer</p> <p>Illustrations - produced by an illustrator</p> <p>Draws - lines and shapes that make up the artwork</p> <p>Sketches - to plan a drawing, to draw lightly</p> <p>Watercolour - a type of paint</p> <p>Ink - liquid to draw or write with</p> <p>Technique - the method used when using materials</p> <p>Printmaking - a technique of producing artwork using ink and a print base</p>
Art and Design: Week 3 Questions	Title: Contextual Understanding	
<ol style="list-style-type: none"> 1. What does the use of lines in an image show? 2. What does the use of shape in an image show? 3. What does the use of form in an image show? 4. If a painting is unique, what does this mean? 5. What does the word inspiration mean? 6. If a piece of art is mysterious, what does this mean? 7. If a painting is composed of lots of shapes, what does this mean? 8. What type of images are created by an illustrator? 		
<p>Extended Writing Question:</p> <p>What is the difference between <i>shape</i> and <i>form</i> in Art?</p>		

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
<ol style="list-style-type: none">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?	
<p>Extended Writing Question:</p> <p>What does hatching and cross hatching create when using a pen?</p>	

PE: Half Term Five - Week 1

PE: Week 1 Knowledge Organiser:

Tennis

LINE UMPIRE

The Line Umpire's primary role, as a member of the on-court officiating team, is to assist the Chair Umpire in determining if a ball falls within or outside of the boundaries of the court. In addition, a Line Umpire calls foot-faults and assists by performing other duties that are assigned by the Chair Umpire.

CHAIR UMPIRE

The Chair Umpire is responsible for all aspects of the match to which he/she is assigned. He/she applies the Rules of Tennis, the Code of Conduct, and the Tournament Regulations on court. In the absence of some or all Line Umpires, the Chair Umpire assumes all their duties except those that he/she may delegate to another umpire or to the players.

Forehand: The tennis forehand is the most basic shot that every player must have in their arsenal. The forehand stroke is usually the first groundstroke all tennis players learn. Your main shot is hit across the body with your dominant hand (or in some cases, the preferred hand), travelling low to high with the follow-through over your shoulder.

Backhand: The backhand groundstroke is the second tennis stroke most players will learn after the forehand. Since the backhand stroke plays on the non-dominant side (left side for right-handed players and right side for lefties), players usually use both hands for this shot, with the dominant hand on the bottom of the grip, and the nondominant hand above it.

Drop shot: A drop shot is a trick shot that gently drops the ball right over the net, forcing the opponent to sprint forward to return it before it bounces twice. A drop shot is hit softly, and is most effective during an intense, deep baseline rally.

PE: Week 1 Questions

**What is the role of the line umpire?
Who assigns the line umpire their duties?
What is the chair umpire responsible for?
What is the most basic shot in tennis?**

**When following through a forehand shot, where does the racket tend to end up?
What is the second tennis shot most players will learn?
When would a player choose to play a drop shot?
Why would a drop shot be played softly?**

**Extended Writing Question:
Can you describe the rules of Tennis?**

PE: Half Term Five - Week 2

PE: Week 2 Knowledge Organiser:

SOFTBALL

A Softball Bat

Softball bats are usually similar to baseball bats but not exactly the same. They tend to be longer with smaller diameters and are less sturdy than their baseball equivalents. Softball bats are mostly made of aluminium, wood, and composite material. According to the NCAA, a softball bat must be at least as tall (in inches) as it weighs (in ounces), and its weight must not be more than 3 ounces less than its number of inches.

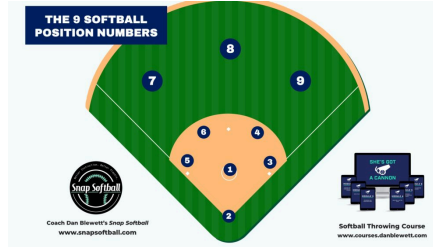
Fielding Face Guard

Softballs are tough and certainly not as soft as the name suggests. Therefore, the narrative that it will not cause as much harm is false. A softball field is shorter than a baseball one, so players are likely to be struck in the face by a ball hit by the batter. This is why all softball players must wear protective face guards when fielding.

Gloves and Mitts

Softball gloves tend to be bigger than baseball gloves because the ball is bigger. And when it comes to gloves, softball players also need special ones. Many players prefer wearing gloves that differ from mitts because they have individual fingers, are easy to move in, and have less padding. First basemen require large gloves but outfielders and middle infielders usually wear small gloves.

- Pitcher (P) is fielder #1
- Catcher (C) is fielder #2
- First Baseman (1B) is fielder #3
- Second Baseman (2B) is fielder #4
- Shortstop (SS) is fielder #6
- Third Baseman (3B) is fielder #5
- Left Fielder (LF) is fielder #7
- Center Fielder (CF) is fielder #8
- Right Fielder (RF) is fielder #9



PE: Week 2 Questions

What makes a softball bat different to a baseball bat?
 What materials make up a softball bat?
 What should all softball fielders wear when fielding?
 How many positions are there on a softball pitch?

What position requires large gloves?
 What does (1B) stand for?
 What does (LF) stand for?
 Which number on the diagram is the batter?

Extended Writing Question: What are all the ways that may cause a game to pause?

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 in 1968, invented this technique, commonly 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 cylindrical hollow spear the furthest distance possible. Throwers must abide by a set of rules for their throws to count as valid.
- 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

What was the name of the athlete who went on to win Gold in High Jump in 1968?
 How many attempts do athletes have at completing the jump in high jump?
 What happens if a jump is completed in high jump?
 100m runners must start the race with their feet where?

What is the objective of Javelin?
 What year did Javelin first become a sport?
 Describe a rule for Javelin?
 How is a 100m race started?

Extended Writing Question: How do you measure your heart rate?

PE: Half Term Five - Week 4

PE: Week 4 Knowledge Organiser:			
Muscles			
Upper Body (waist up)		Lower Body (waist down)	
Name	Location	Name	Location
Trapezius	Neck down	Gluteus Maximus	Below lower back
Deltoid	Top of shoulder	Quadriceps	Front of thigh
Pectoralis Major	Chest	Hamstrings	Back of thigh
Biceps	Front of upper arm	Gastrocnemius	Lower back leg
Triceps	Back of upper arm	Soleus	Lower back leg
Abdominals	Middle of stomach	Tibialis Anterior	Lower front leg
External Obliques	Side of stomach		
Latissimus Dorsi	Lower back		

PE: Week 4 Questions	
<p>1: Name the chest muscle? 2: What muscle makes up the top of the shoulder? 3: Where would you find the triceps? 4: How many muscles make up the upper arm?</p>	<p>5: What are all the muscles on the back of the leg? 6: How many muscles make up the lower back of the leg? Can you name them? 7: Where is the Gluteus Maximus? 8: How many muscles make up the upper body?</p>
<p>Extended Writing Question: State 3 muscles and explain how they are used during a squat.</p>	

PE: Half Term Five - Week 5

PE: Week 5 Knowledge Organiser:

II related components of fitness:

- Coordination: The smooth flow of movement needed to perform a motor task efficiently (wasting as little energy as possible) and accurately (without going wrong).
- Agility: The ability of a sports performer to quickly and precisely (exactly) move or change direction without losing balance or time.
- Reaction time: The time that it takes for a sports performer to respond to a stimulus and initiate (start) their response.
- Balance: The ability to maintain the centre of mass over a base of support.
 1. Static Balance – a still balance like a handstand
 2. Dynamic Balance – a moving balance like a cartwheel
- Power: The product (result) of speed x strength.

PE: Week 5 Questions

- 1: What is reaction time?
- 2: What is the equation for power?
- 3: Define coordination.
- 4: What is agility?

- 5: Give an example of a skill that may use static balance?
- 6: The ability to change direction quickly relates to which component of fitness?
- 7: What's the difference between static and dynamic balance
- 8: What are the two types of balance?

Extended Writing Question: Describe how a footballer may use agility in a game.

PE: Half Term Five - Week 6

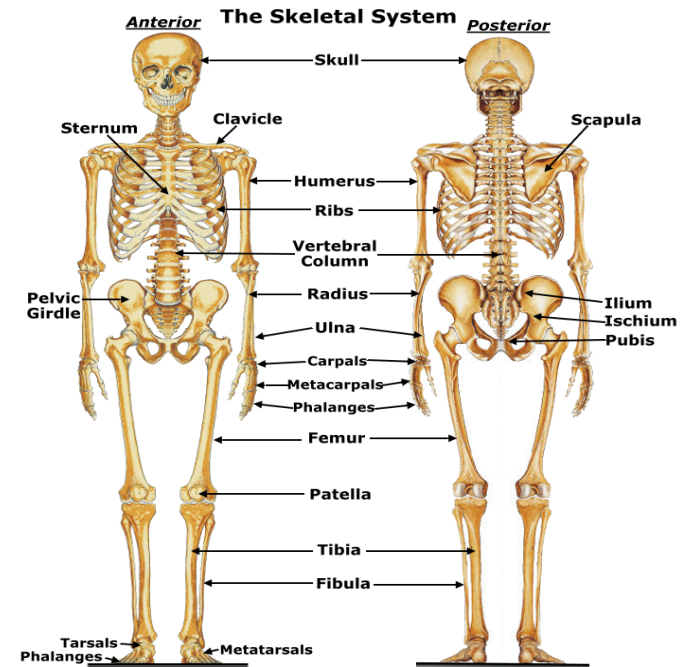
PE: Week 6 Knowledge Organiser:

The Three Stages of a Warm Up

Pulse Raiser- WHAT? Any exercise that will raise your heart rate; jogging, star jumps, high knees, heel flicks, side steps etc. **WHY?** Prepares the body for exercise by increasing the heart rate, increasing breathing rate and increasing the temperature of muscles.

Dynamic Stretches- WHAT? Walking lunges, opening and closing the gates, arm circles, hip circles etc. **WHY?** Stretches the muscles and mobilises the joints that will be used in the session.

Sport Specific Activity- WHAT? Dribbling in football, passing in netball, light tackling in rugby etc. **WHY?** Practising the skills and movements that you will require in the activity to prepare your body and mind for physical activity.



PE: Week 6 Questions

- 1: Why do we do a pulse raiser?
- 2: What is a sport specific activity?
- 3: What are the 3 stages of a warmup?
- 4: What is an example of an exercise for dynamic stretches?

- 5: Give an example of an exercise used in a pulse raiser.
- 6: Why should we use a sport specific activity?
- 7: What does a dynamic stretch do?
- 8: What sport specific activity might I do for rugby?

Extended Writing Question: Create a 3 stage warmup for a netball player.

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