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

STOKE DAMEREL

Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 5 2024-25

History

Computing

KNOWLEDGE ORGANISER

Modern Britain

9

Spanish

French

Geography

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Book Pride

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

Plan

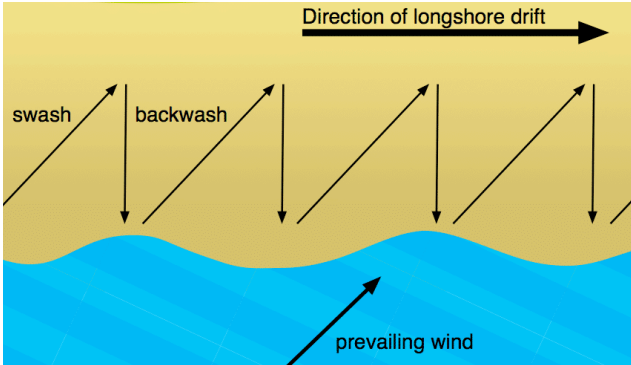Year 9 - Half term 5 **(21/04/2025 → 23/05/2025)** - Homework Plan

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

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

Geography: Week 1 Knowledge Organiser:				
Session	**Key terms**	**Specific knowledge**		**Geographical Concepts**
1. Wave types and characteristics	**Fetch:** The distance the wind has to blow across the water, building up a wave. **Swash:** Wave washing up the beach **Backwash:** Wave rushing back towards the sea	**Types of Waves: (Constructive)** ● **Swash** is stronger than the backwash. ● Long wavelength and low amplitude. ● Low Frequency (6-8 per /minute. ● Builds up the beach.	**Types of Waves: (Destructive)** ● **Backwash** stronger than the swash. ● Short wavelength and high amplitude. ● High frequency (13-15 per /minute). ● Destroys the beach.	● Waves are created by wind blowing over the surface of the sea. ● As the wind blows over the sea, friction is created ● As waves approach the shore, friction slows the base. ● The wave becomes unstable as the top of the wave moves faster than the bottom, causing the top of the wave to break over. Factors affecting the **size of waves:** • Fetch how far the wave has travelled • Strength of the wind. • How long the wind has been blowing for.
Geography week 1 questions:				
1. What does fetch mean? 2. What is the term for a wave washing up the beach? 3. What is the term for a wave rushing back towards the sea? 4. Name the two types of wave			5. Which type of wave has a larger swash 6. Which type of wave has a larger backwash 7. Why do waves form? 8. Give one factor which affects the size of waves	
Extended Writing Question: **Explain the difference between constructive and destructive waves**				

Geography: Week 2 Knowledge Organiser:			
2. **Coastal processes**	**Erosion:** The breaking down of rocks **Transportation:** Sediment is carried by the waves along the coastline. **Deposition:** When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. **Weathering:** Weathering is the breakdown of rocks where they are (in situ). **Mass movement:** A large movement of soil and rock debris tdown slopes in response to the pull of gravity.	**Types of Erosion** **Attrition:** Rocks that bash together to become smooth/smaller. **Abrasion:** Rocks hurled at the base of a cliff to break pieces apart. **Hydraulic Action:** Water enters cracks in the cliff, air compresses, causing the crack to expand. **Deposition is likely to occur when:** ● Waves enter an area of shallow water. ● Waves enter a sheltered area, eg a cove or bay. ● There is little wind. ● There is a good supply of material	An example of transportation: **Longshore Drift:** The movement of sediment on a beach depends on the direction that the waves approach the coast. Where waves approach 'head on', sediment is simply moved up and down the beach. But if waves approach at an angle, sediment will be moved along the beach in a zigzag pattern.

Geography: Week 2 Questions	
1. What is erosion? 2. What is transportation? 3. What is deposition? 4. What is mass movement?	5. Which type of erosion is where waves hit against the cliff face? 6. How does sediment transport along a coastline? 7. Which pattern is created by longshore drift? 8. What is the term for the most common wind direction

Extended Writing Question:
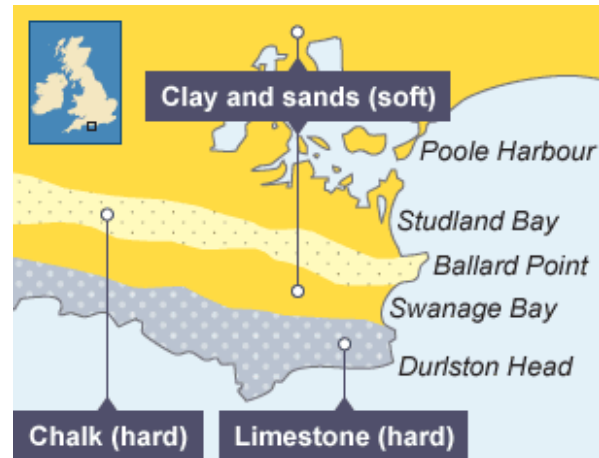**Explain the difference between the three types of erosion**

Geography: Week 3 Knowledge Organiser:			
3. Erosional and depositional landforms	**Arch**: A cave eroded to the other side of the cliff **Stack**: Isolated rock detached from the mainland **Wave-cut platform**: Flat rock at the base of the cliff eroded by waves	**Formation of a stack (erosional landform)** 1) Hydraulic action widens cracks in the cliff face over time. 2) Abrasion forms a wave cut notch between High and Low tide.. 3) Further abrasion widens the wave cut notch to from a cave. 4) Caves from both sides of the headland break through to form an arch. 5) Weathering above/erosion below cause the arch to collapses leaving stack. 6) Further weathering and erosion leaves a stump.	**Formation of spits and bars (depositional landforms)** **Spit:** is an extended stretch of sand or shingle jutting out into the sea from the land. Spits occur when there is a change in the shape of the landscape or there is a river mouth. **Bar:** Sometimes a spit can grow across a bay, and joins two headlands together. This landform is known as a **bar**. They can trap shallow lakes behind the bar, these are known as lagoons.

Geography: Week 3 Questions	
1. What is an arch? 2. What is a stack? 3. Are arches and stacks depositional or erosional features? 4. What is a wave cut platform?	5. Which two types of erosion happen at the base of a cliff? 6. What is a spit? 7. What is a bar? 8. Are spits and bars depositional or erosional landforms?

Extended Writing Question:
Explain how a stack is formed at the coast

Geography: Week 4 Knowledge Organiser:		
4. **Case study -** **Dorset**		**Location and Background**: Swanage is a seaside town in Dorset on the south coast of England. Different rock types and geological structure are important in the formation of this coastline. **Geology:** The Swanage coastline is a <u>discordant coastline</u> meaning there are different layers of rock exposed to the sea. This means headlands (such as Durlston head and Ballard Point) and bays (such as Swanage and Studland Bay) have formed. **Ballard Point** - A headland on the north side of Swanage Bay **Old Harry Rocks** - A naturally formed set of caves, arches, stacks and stumps located at Ballard Point. **Poole Harbour** - One of the world's largest natural harbours. Formed as the soft clay and sands erode quickly. At Studland there is a **sand dune** system which is very popular with tourists. This creates a conflict as the tourism will impact on the natural processes. Management includes dune fencing to protect the ecosystem.

Geography: Week 4 Questions	
1. What is a discordant coastline? 2. What landform is Durlston Head? 3. Name the sequence of landforms forming after a crack 4. Why does deposition happen in a bay?	5. Which rock is more resistant to erosion - hard or soft rock? 6. Which county is Swanage in? 7. How was Poole harbour formed? 8. Are arches and stacks depositional or erosional features?

Extended Writing Question: **Explain why headlands and bays have formed on the Swanage coastline**

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

History: Half Term Five - Week 1

History: Week 1 Knowledge Organiser: The Creation of Israel

Key Words

Zionists - Those who campaigned to return to Jerusalem

Holy Land - land with religious importance

Resolution - decision that causes change

Partition - dividing up

Key Dates

From about 1500 BC Jewish people lived in the land of Palestine

The Jews see this area as the Promised land - area given to them by God

Arabs occupied this area from 640 AD and most were Muslims - this also became their Holy land

The Ottoman Empire (Turks) then conquered the land and forced the Arabs to do as they said

14th May 1948 - David Ben-Gurion announced the state of Israel and became its first leader

Key Facts

The British were given the task of sorting out the problem and coming up with a solution which would keep both Jews and Arabs happy.

Both sides believed the land belonged to them and were prepared to use violence to get what they wanted. After WW2 the Jews were supported by the USA in their quest for a country of their own

The British asked the United Nations to sort the problem. In May 1947 the UN set up a special committee to look into the Palestine situation. UNSCOP was set up to gather evidence, listen to both sides and find a solution. The Arabs refused to corporate but the Jews sent representatives

UN Resolution 181 decided to divide Palestine between the Palestinians and the Jews

No one was happy with this partition and there have been significant wars within the period 1948- 2000:-

      1948-9 war

      Suez crisis (this will be studied later)

      6 Day war

      Yom Kippur war

As a consequence 200,000 people have died and 700,000 Palestinians have become refugees living in camps in Gaza, West Bank and Golan Heights

History: Week 1 Questions

1. Who wanted a return to Jerusalem?
2. Who was given the task of sorting out the problem?
3. Who did Britain ask to help solve the problem?
4. What was the Resolution they came up with?

5. When was the state of Israel announced?
6. Who was the first leader of Israel?
7. How many people have died?
8. Where are the refugees living?

Extended Writing Question:

Why were people unhappy with the solution?

History: Week 2 Knowledge Organiser - Korean War
Key Dates   **It was divided along the 38th parallel in 1945**   On 25th June 1950 75,000 North Koreans invaded the South.   **Key Information**   **The USA looked after the South and the USSR the North**   **In the South the USA set up a capitalist government led by Rhee .While in the North a communist government ruled led by Kim Il Sung**   On 25th June 1950 75,000 North Koreans invaded the South. They wanted to unite Korea under the communist leadership of Kim Il Sung. The USA wanted to stop communism spreading but they did not want to annoy China- so they used their influence to get the UN involved.   The UN gathered a force from 21 countries but 96% of the troops were from the USA   They landed at Inchon cutting the North from its supply routes and successfully pushed them back across the 38th parallel. However the Us general MacArthur without permission from Truman decided to invade the North -   Initially he was successful in reaching the Chinese border which worried the Chinese leader Mao who joined the war on the side of the North. The USA did not want a war against China , a potential ally of the USSR - so they retreated   A two year battle followed - Truman blamed MacArthur. 2.5 m people died and there was no change to the situation in June 1950   Korea still remains divided along the 38th parallel. The North is communist led by Kim Jong Un and South capitalist led by Yoon Suk Yeol

History: Week 2 Questions	
1. When was Korea divided? 2. Where was Korea divided? 3. What type of government was set up in the North? 4. When did the North invade the South?	5. How many countries provided a force to stop this invasion? 6. Who decided to invade the North without permission? 7. How far did his force get? 8. What happened to Korea at the end of the war?

Extended Writing Question: As no territory was gained was the Korean war pointless?

History: Half Term Five - Week 3

History: Week 3 Knowledge Organiser: The Suez Crisis	
Egypt Leader :- Gamel Abdul Nasser He wanted to modernise Egypt and make it stronger To do this he wanted to build a dam across the River Nile called the Aswan Dam GB agreed to help him finance it and take their troops away from the canal Nasser then nationalised the canal meaning GB lost money . Nasser also shut the Straits of Tiran to Israel Nasser got Soviet weapons via the Czechs to protect themselves and The USA were supplying the Israelis with weapons. This brought the Cold War to the Middle East	Britain, France and Israel They were determined to regain control of the Suez Canal. So they met in Paris to make a plan to regain control of Suez canal In October 1956 Israel invaded as planned and Britain and France ordered a ceasefire - Egypt refused so Britain and France began bombing Egypt turned to the Soviet Union for support - war looked likely The Arab states now produced a new weapon - oil. They threatened to stop selling oil to the West. The USA needed that oil so they forced Britain and France to accept the UN ceasefire. The UN sent a force to monitor peace around the canal

History: Week 3 Questions	
1. Who was the leader of Egypt? 2. What did he want to do for Egypt? 3. Where did he want to build a dam? 4. Why did Britain stop giving Egypt money?	5. What did Britain, France and Israel want? 6. Where did these three countries meet? 7. When did Israel invade ? 8. What was the new weapon used by the Arab states?

Extended Writing Question: Who was most to blame for this crisis? Why?

History: Half Term Five - Week 4

History: Week 4 Knowledge Organiser: Space Race

Key Dates

October 1957 – Soviet satellite Sputnik becomes the first manmade object in space.
November 1957 – Soviets sent a dog into space
October 1959 –Soviet satellite take pictures of the others side of the moon
April 1961 – Soviet Yuri Gagarin became the first man in space
February 1962- John Glenn becomes the first American in space
June 1963 – Valentina Tereshkova first woman in space (soviet)
March 1965 – Soviet cosmonaut Leonov – first man to walk outside a spaceship in space
February 1966 – a soviet unmanned spaceship Luna IX was the first ever soft landing on the moon
January 1967 – three American astronauts were killed testing the new Apollo space ship
20th April 1969 – American Apollo 11 put two men on the moon

Key Facts

The Soviets had been the first to get a man into Space which means the USA had to be the first to get a man to the moon or the Soviets would have won the Space race. This would be unthinkable for the Americans

NASA (American Space programme) couldn't make it to the moon, and they knew it! In the late 1950s a study on astronauts landing on the moon found that the chance of success was 0.0017 percent. In other words , it was hopeless. As late as 1967 3 astronauts died in a horrendous fire on the launch pad without even taking off. It was well known that NASA was badly managed and had poor quality control. Yet by 1969 they suddenly put men on the moon. And got them back again with complete success! It's just against all common sense and statistical odds . Neil Armstrong and Buzz Aldrin were the first men to walk on the moon

History: Week 4 Questions

1. What was the name of the Soviet satellite sent into space in 1957? 2. What was sent into space in November 1957? 3. Who was the first man in space? 4. Who was the first American in Space?	5. What was the name of the American space organisation? 6. When did America put a man on the moon? 7. Who was the first man on the moon? 8. Why was this a surprise?

Extended Writing Question: Who won the Space Race ? Why?

History: Week 5 Knowledge Organiser: Changes in Youth Culture

Key information

The UK was still suffering from the impact of war in the 1940s and 50s - bomb damage and rationing were everywhere

Young people were just mini versions of adults - they wore the same clothes, listened to the same music, followed the same routines. They went to church on Sundays and visited relatives

There was only one TV channel so they watched the same programmes and the radio was also shared. The term teenager did not exist

Things then changed in the late 1950s because there was more money around. This saw the development of teenage culture

The first teenage group were the **Teddy Boys**

They wore long jackets and pointed toed shoes called winklepickers. They gained a reputation for trouble and violence but they were just rebellious. They listened to American rock and roll.

The 1960s saw development of two other gangs - **The Mods and the Rockers**

They were identifiable by their clothes and tastes in music

The Mods centred on fashion and music. They rode scooters. They wore suits and listened to soul, rhythm and blues, ska.

The Rockers were centred on motorbikes. They wore leather jackets and boots. They listened rock and roll

History: Week 5 Questions

1. What problems were there still in England in the 1940s?	5. What did this first gang wear ?
2. How were children seen in the 1940s?	6. What type of music did they listen to?
3. What made things change in the 1950s? (What was there more of?)	7. Which group listened to soul and wore suits?
4. Who was the first teenage group?	8. Which group listened to rock and roll and wore leather jackets?

Extended Writing Question: Explain why the idea of teenagers developed

French: Week 1 Knowledge Organiser:

time phrases	nouns - family members		verb	nouns - job titles		connectives + opinion starters	adjectives	
				masculine		et *and*		
				policier	*(a) police officer*	cependant *however*		
	mon père	*my dad*		infirmier	*(a) nurse*			
				coiffeur	*(a) hairdresser*	**+**		
	mon beau-père	*my step dad*		serveur	*(a) waiter*			
				vendeur	*(a) sales assistant*	**masculine**		
	mon grand-père	*my grandad*		acteur	*(an) actor*	c'est *it is*	génial	*great*
				patron	*(a) boss*	il pense que c'est	intéressant	*interesting*
	mon frère	*my brother*		chef	*(a) chef*	*he thinks that it is*	passionnant	*exciting*
	mon demi-frère	*my half brother*		mécanicien	*(a) mechanic*	il trouve que c'est	pratique	*practical*
		my step brother				*he finds that it is*	facile	*easy*
	mon oncle	*my uncle*					différent	*different*
Maintenant,				**neutral**			bien payé	*well paid*
Now,				*(for both genders)*				
			travaille comme	médecin	*(a) doctor*		horrible	*horrible*
En ce moment,			*works as*	professeur	*(a) teacher*		affreux	*awful*
At the moment,				artiste	*(an) artist*		stressant	*stressful*
	ma mère	*my mum*					difficile	*difficult*
Actuellement,							nul	*rubbish*
Currently,	ma belle-mère	*my step mum*		**feminine**		**feminine**	ennuyeux	*boring*
				policière	*(a) police officer*	c'est *it is*	fatigant	*tiring*
	ma grand-mère	*my grandmother*		infirmière	*(a) nurse*			
	ma sœur	*my sister*		coiffeuse	*(a) hairdresser*	elle pense que c'est		
				serveuse	*(a) waitress*	*she thinks that it is*		
	ma demi-sœur	*my half sister*		vendeuse	*(a) sales assistant*			
		my step sister		actrice	*(an) actress*	elle trouve que c'est		
				patronne	*(a) boss*	*she finds that it is*		
	ma tante	*my aunt*		cheffe	*(a) chef*			
				mécanicienne	*(a) mechanic*			

French: Week 1 Questions

Translate in English:
1. Maintenant mon père travaille comme infirmier.
2. Actuellement, ma belle-mère travaille comme actrice.
3. Et il pense que c'est génial.
4. Cependant, elle pense que c'est fatigant.

Translate in French:
5. At the moment, my uncle works as a mechanic.
6. He thinks that it is easy.
7. My sister works as a nurse.
8. She thinks that it is well paid.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Parle-moi du travail de ta famille. *Tell me about your family's work/jobs*

French: Week 2 Knowledge Organiser:

time phrases	nouns - family members		verb	nouns - job titles		connectives + opinion starters	adjectives	
				masculine		et *and* cependant *however*		
				policier	*(a) police officer*			
	mon père	*my dad*		infirmier	*(a) nurse*	**+**		
	mon beau-père	*my step dad*		coiffeur	*(a) hairdresser*			
	mon grand-père	*my grandad*		serveur	*(a) waiter*	**masculine**		
				vendeur	*(a) sales assistant*	c'est *it is*	génial	*great*
	mon frère	*my brother*		acteur	*(an) actor*	il pense que c'est	intéressant	*interesting*
	mon demi-frère	*my half brother my step brother*		patron	*(a) boss*	*he thinks that it is* il trouve que c'est	passionnant	*exciting*
				chef	*(a) chef*	*he finds that it is*	pratique	*practical*
	mon oncle	*my uncle*		mécanicien	*(a) mechanic*		facile	*easy*
Maintenant, *Now,*							différent	*different*
				neutral *(for both genders)*			bien payé	*well paid*
En ce moment, *At the moment,*			travaille comme *works as*	médecin	*(a) doctor*		horrible	*horrible*
				professeur	*(a) teacher*		affreux	*awful*
Actuellement, *Currently,*	ma mère	*my mum*		artiste	*(an) artist*		stressant	*stressful*
	ma belle-mère	*my step mum*				**feminine**	difficile	*difficult*
				feminine		c'est *it is*	nul	*rubbish*
	ma grand-mère	*my grandmother*		policière	*(a) police officer*		ennuyeux	*boring*
				infirmière	*(a) nurse*	elle pense que c'est *she thinks that it is*	fatigant	*tiring*
	ma sœur	*my sister*		coiffeuse	*(a) hairdresser*			
	ma demi-sœur	*my half sister my step sister*		serveuse	*(a) waitress*	elle trouve que c'est *she finds that it is*		
				vendeuse	*(a) sales assistant*			
	ma tante	*my aunt*		actrice	*(an) actress*			
				patronne	*(a) boss*			
				cheffe	*(a) chef*			
				mécanicienne	*(a) mechanic*			

French: Week 2 Questions

Translate in English:
1. Actuellement, mon frère travaille comme serveur.
2. Cependant, il pense que c'est passionnant.
3. Ma tante travaille comme cheffe.
4. Mais elle trouve que c'est difficile.

Translate in French:
5. My step-mum works as a hairdresser.
6. However, my uncle works as a chef.
7. But he finds it rubbish.
8. She thinks that it is horrible.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Quel travail font tes parents? *What work/jobs do your parents do?*

French: Half Term Five - Week 3

French: Week 3 Knowledge Organiser:

time phrase	verbs	infinitive verbs	nouns		connectives + opinion starters	adjectives	
		travailler comme *to work as*	policier/ère	*(a) police officer*			
			acteur/trice	*(an) actor/actress*			
			mécanicien/ne	*(a) mechanic*		génial	*great*
			médecin	*(a) doctor*		intéressant	*interesting*
	je voudrais *I would like*		professeur	*(a) teacher*		passionnant	*exciting*
			artiste	*(an) artist*	et *and* cependant *however*		
À l'avenir, *In the future,*	j'aimerais *I would like*		un bureau	*an office*		pratique	*practical*
			un hôpital	*a hospital*		facile	*easy*
Dans le futur, *In the future,*	j'espère *I hope*	travailler dans *to work in*	un commissariat	*a police station*	**+**	différent	*different*
			un collège	*a school*		bien payé	*well paid*
Un jour, *One day,*	j'ai l'intention de *I intend*		un lycée	*a college/sixth form*			
			une ferme	*a farm*	c'est *it is*	horrible	*horrible*
Quand je serai plus âgé(e), *When I'm older,*	je veux *I want*		une entreprise	*a business*		affreux	*awful*
			une université	*a university*	je pense que c'est *I think that it is*	stressant	*stressful*
			les enfants	*children*	je trouve que c'est *I find that it is*	difficile	*difficult*
	je vais *I am going*		les animaux	*animals*		nul	*rubbish*
			les autres	*others*			
			les élèves	*pupils*		ennuyeux	*boring*
		travailler avec *to work with*	les étudiants	*students*		fatigant	*tiring*
			les clients	*customers*			
			le public	*the public*			

French: Week 3 Questions

Translate in English:
1. À l'avenir, je voudrais travailler dans une entreprise.
2. Dans le futur, j'ai l'intention de travailler avec les animaux.
3. Je trouve que c'est stressant et fatigant. *(et = and)*
4. Je pense que c'est intéressant mais difficile. *(mais = but)*

Translate in French:
5. When I'm older, I am going to work with the public.
6. In the future, I would like to work as a mechanic.
7. However, I think that it is exciting.
8. And I find it is different and practical. *(et = and)*

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Qu'est-ce que tu voudrais faire comme métier à l'avenir? *What would you like to do as a career in the future?*

French: Half Term Five - Week 4

French: Week 4 Knowledge Organiser:

time phrase	verbs	infinitive verbs	nouns		connectives + opinion starters	adjectives	
		travailler comme *to work as*	policier/ère	*(a) police officer*			
			acteur/trice	*(an) actor/actress*			
			mécanicien/ne	*(a) mechanic*			
			médecin	*(a) doctor*		génial	*great*
	je voudrais *I would like*		professeur	*(a) teacher*		intéressant	*interesting*
			artiste	*(an) artist*	et *and*	passionnant	*exciting*
À l'avenir, *In the future,*	j'aimerais *I would like*	travailler dans *to work in*	un bureau	*an office*	cependant *however*	pratique	*practical*
			un hôpital	*a hospital*		facile	*easy*
Dans le futur, *In the future,*	j'espère *I hope*		un commissariat	*a police station*		différent	*different*
			un collège	*a school*	**+**	bien payé	*well paid*
			un lycée	*a college/sixth form*			
Un jour, *One day,*	j'ai l'intention de *I intend*		une ferme	*a farm*		horrible	*horrible*
			une entreprise	*a business*	c'est *it is*	affreux	*awful*
Quand je serai plus âgé(e), *When I'm older,*	je veux *I want*		une université	*a university*	je pense que c'est *I think that it is*	stressant	*stressful*
		travailler avec *to work with*	les enfants	*children*		difficile	*difficult*
	je vais *I am going*		les animaux	*animals*	je trouve que c'est *I find that it is*	nul	*rubbish*
			les autres	*others*		ennuyeux	*boring*
			les élèves	*pupils*		fatigant	*tiring*
			les étudiants	*students*			
			les clients	*customers*			
			le public	*the public*			

French: Week 4 Questions

Translate in English:	Translate in French:
1. Quand je serai plus âgé(e), je veux travailler comme médecin.	5. And I think it is horrible and rubbish. *(et = and)*
2. Un jour, j'espère travailler dans un commissariat.	6. In the future, I would like to work as an artist.
3. Je trouve que c'est pratique et très bien payé. *(et = and; très = very)*	7. One day, I am going to work with children.
4. Je pense que c'est affreux, nul mais facile. *(mais = but)*	8. However, I find that it is well paid but stressful. *(mais = but)*

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Qu'est-ce que tu voudrais faire comme métier à l'avenir? *What would you like to do as a career in the future?*

French: Half Term Five - Week 5

French: Week 5 Knowledge Organiser:

We are working with both HT5 sentence builders.
To complete this week's homework, go back and
use sentence builders from week 1 and week 3.

time phrases	nouns - family members	verb	nouns - job titles	connectives + opinion starters	adjectives
			masculine	et *and*	
	mon père *my dad*		policier *(a) police officer*	cependant *however*	
	mon beau-père *my step dad*		infirmier *(a) nurse*		
	mon grand-père *my grandad*		coiffeur *(a) hairdresser*	**+**	
	mon frère *my brother*		serveur *(a) waiter*		
	mon demi-frère *my half brother / my step brother*		vendeur *(a) sales assistant*	**masculine**	génial *great*
	mon oncle *my uncle*		acteur *(an) actor*	c'est *it is*	intéressant *interesting*
			patron *(a) boss*	il pense que c'est *he thinks that it is*	passionnant *exciting*
			chef *(a) chef*	il trouve que c'est *he finds it is*	pratique *practical*
			mécanicien *(a) mechanic*		facile *easy*
Maintenant, *Now,*			**neutral** (for both genders)		différent *different*
En ce moment, *At the moment,*		travaille comme *works as*	médecin *(a) doctor*		bien payé *well paid*
Actuellement, *Currently,*	ma mère *my mum*		professeur *(a) teacher*		horrible *horrible*
	ma belle-mère *my step mum*		artiste *(an) artist*		affreux *awful*
	ma grand-mère *my grandmother*		**feminine**	**feminine**	stressant *stressful*
	ma sœur *my sister*		policière *(a) police officer*	c'est *it is*	difficile *difficult*
	ma demi-sœur *my half sister / my step sister*		infirmière *(a) nurse*		nul *rubbish*
	ma tante *my aunt*		coiffeuse *(a) hairdresser*	elle pense que c'est *she thinks that it is*	ennuyeux *boring*
			serveuse *(a) waitress*		fatigant *tiring*
			vendeuse *(a) sales assistant*	elle trouve que c'est *she finds it is*	
			actrice *(an) actress*		
			patronne *(a) boss*		
			cheffe *(a) chef*		
			mécanicienne *(a) mechanic*		

time phrase	verbs	infinitive verbs	nouns	connectives + opinion starters	adjectives
			policier/ère *(a) police officer*	et *and*	
			acteur/trice *(an) actor/actress*	cependant *however*	
		travailler comme *to work as*	mécanicien/ne *(a) mechanic*		
			médecin *(a) doctor*		génial *great*
	je voudrais *I would like*		professeur *(a) teacher*		intéressant *interesting*
			artiste *(an) artist*		passionnant *exciting*
À l'avenir, *In the future,*	j'aimerais *I would like*		un bureau *an office*		pratique *practical*
			un hôpital *a hospital*		facile *easy*
Dans le futur, *In the future,*	j'espère *I hope*		un commissariat *a police station*	et *and*	différent *different*
		travailler dans *to work in*	un collège *a school*	cependant *however*	bien payé *well paid*
Un jour, *One day,*	j'ai l'intention de *I intend*		un lycée *a college/sixth form*		horrible *horrible*
			une ferme *a farm*	**+**	affreux *awful*
Quand je serai plus âgé(e), *When I'm older,*	je veux *I want*		une entreprise *a business*		stressant *stressful*
			une université *a university*		difficile *difficult*
	je vais *I am going*		les enfants *children*	c'est *it is*	nul *rubbish*
			les animaux *animals*		ennuyeux *boring*
			les autres *others*		fatigant *tiring*
		travailler avec *to work with*	les élèves *pupils*		
			les étudiants *students*		
			les clients *customers*		
			le public *the public*		

French: Week 5 Questions

Translate in English:
1. Actuellement, ma belle-mère travaille comme actrice.
2. Cependant, il pense que c'est passionnant.
3. Un jour, j'ai l'intention de travailler avec les animaux.
4. Quand je serai plus âgé(e), je veux travailler comme médecin.

Translate in French:
5. When I am older, I would like to work as an artist.
6. And she finds it is different and practical.   *(et = and)*
7. However, my uncle works as a chef.
8. She thinks that it is well paid.

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

Quel métier font tes parents? Et toi, que voudrais-tu faire à l'avenir?   *What job do your parents have? And you, what would you like to do in the future?*

Spanish: Half Term Five - Week 1

Spanish: Week 1 Knowledge Organiser: Jobs

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

Spanish: Week 1 Questions

Translate in English:
Q1. Ahora mi padre es camarero
Q2. sin embargo piensa que es genial
Q3. En este momento mi madre trabaja como abogada
Q4. Actualmente mi hermano es cocinero

Translate in Spanish:
Q5. … and it is demanding
Q6. but she finds it interesting
Q7. Now my sister works as a doctor
Q8. however she thinks that is is rubbish

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:
Describe what 3 members of the family do as a job and why

Spanish: Half Term Five - Week 2

Spanish: Week 2 Knowledge Organiser: Jobs

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

Translate in English:	Translate in Spanish:
Q1. Now my uncle is a lawyer	Q5. trabaja como abogada
Q2. My step mum is a police officer	Q6. lo encuentra práctico
Q3. And she thinks that is is well paid	Q7. mi padre es dependiente
Q4. Currently my grandad is a nurse	Q8. Mi padrastro es actor y lo encuentro interesante.

Extended Writing Question: (at least 4 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:
Write 2 masculine sentences and 2 feminine sentences

Spanish: Week 3 Knowledge Organiser: Future Plans

time phrase	verbs	infinitive verbs	nouns		connectives	opinion starters	adjectives	
			policía	*(a) police officer*	y *and*	sería *it would be*		
			enfermero	*(a) nurse*	sin			
			peluquero	*(a) hairdresser*	embargo			
			camarero	*(a) waiter*	*however*		genial	*great*
			dependiente	*(a) sales assistant*			interesante	*interesting*
			actor	*(an) actor*	aunque		emocionante	*exciting*
			cocinero	*(a) chef*	*although*		práctico	*practical*
			mecanico	*(a) mechanic*			fácil	*easy*
			fontanero	*(a) plumber*				
			médico	*(a) doctor*			differente	*different*
			profesor	*(a) teacher*			bien pagado	*well paid*
		trabajar como	abogado	*(a) lawyer*				
		to work as	azafata	*(an) air steward*				
			policía	*(a) police officer*			horrible	*horrible*
En el futuro,	me gustaría *I would like*		enfermera	*(a) nurse*			terrible	*terrible*
In the future,		ser *to be*	peluquera	*(a) hairdresser*			estresante	*stressful*
	quisiera *I would like*		camarera	*(a) waitress*			difícil	*difficult*
Cuando sea mayor,	espero *I hope*		dependiente	*(a) sales assistant*			un rollo	*rubbish*
When I'm older,			actriz	*(an) actress*				
	quiero *I want*		cocinera	*(a) chef*			aburrido	*boring*
Despúes del colegio,			mecanica	*(a) mechanic*				
After school	voy a *I am going*		fontanera	*(a) plumber*			agotado	*tiring*
			médica	*(a) doctor*			exigente	*demanding*
			profesora	*(a) teacher*				
			abogada	*(a) lawyer*				
			azafata	*(an) air steward*				

Spanish: Week 3 Questions

Translate in English:
Q1. En el futuro me gustaría ser médico
Q2. Despúes del colegio espero ser azafata
Q3. sin embargo sería exigente
Q4. voy a trabajar como enfermera

Translate in Spanish:
Q5. although it would be stressful
Q6. when I am older I would like to be a hairdresser
Q7. I want to work as a sales assistant
Q8. and it would be well paid.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:
Write three sentences saying what you would like to do in the future - make it up!

Spanish: Half Term Five - Week 4

Spanish: Week 4 Knowledge Organiser: Places of Work

time phrase	verbs	infinitive verbs	nouns		connectives	verb	adjectives	
En el futuro, *In the future,* Cuando sea mayor, *When I'm older,* Después del colegio, *After school*	me gustaría *I would like* quisiera *I would like* espero *I hope* quiero *I want* voy a *I am going*	trabajar en *to work in* trabajar con *to work with*	una oficina *an office* una granja *a farm* una comisaría *a police station* una universidad *a university* una escuela primaria *a primary school* un hospital *a hospital* un colegio *a school* los niños *children* los animales *animals* los demas *others* los alumnos *pupils* los estudiantes *students* los clientes *customers* el publico *the public*		y *and* sin embargo *however* aunque *although*	sería *it would be* serían *they would be*	genial *great* interesante *interesting* emocionante *exciting* practico *practical* fácil *easy* differente *different* bien pagado *well paid* horrible *horrible* terrible *terrible* estresante *stressful* difícil *difficult* un rollo *rubbish* aburrido *boring* agotado *tiring* exigente *demanding*	

Spanish: Week 4 Questions

Translate in English:
Q1. Cuando sea mayor me gustaría trabajar en una oficina
Q2. aunque sería emocionante
Q3. Después del colegio quiero trabajar con los animales
Q4. En el futuro voy a trabajar con los alumnos

Translate in Spanish:
Q5. I would like to work on a farm
Q6. I want to work with students
Q7. however it would be different
Q8. I want to work in a primary school.

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 hacer en el futuro? What would you like to do in the future? And where would you like to work?

Spanish: Week 5 Knowledge Organiser:

time phrase	verbs	infinitive verbs	nouns		connectives	verb	adjectives	
En el futuro, *In the future,* Cuando sea mayor, *When I'm older,* Después del colegio, *After school*	me gustaría *I would like* quisiera *I would like* espero *I hope* quiero *I want* voy a *I am going*	trabajar en *to work in* trabajar con *to work with*	una oficina *an office* una granja *a farm* una comisaría *a police station* una universidad *a university* una escuela primaria *a primary school* un hospital *a hospital* un colegio *a school*	los niños *children* los animales *animals* los demas *others* los alumnos *pupils* los estudiantes *students* los clientes *customers* el publico *the public*	y *and* sin embargo *however* aunque *although*	sería *it would be* serían *they would be*	genial *great* interesante *interesting* emocionante *exciting* practico *practical* fácil *easy* differente *different* bien pagado *well paid* horrible *horrible* terrible *terrible* estresante *stressful* difícil *difficult* un rollo *rubbish* aburrido *boring* agotado *tiring* exigente *demanding*	

Spanish: Week 5 Questions

Translate in English:
Q1. aunque sería genial
Q2. Después del colegio me gustaría trabajar en una universidad
Q3. Voy a trabajar con los clientes
Q4. quisiera trabajar en un hospital

Translate in Spanish:
Q5. and it would be demanding
Q6. although it would be stressful
Q7. I am going to work in a primary school
Q8. I hope to work with others

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:
¿Dónde te gustaría trabajar? Where would you like to work and why?

Modern Britain: Half Term Five - Week 1

Modern Britain: Week 1 Knowledge Organiser: Peace and Conflict - Jihad

Key Terms
Jihad - means to struggle
Greater Jihad - the inner struggle to be a better person
Lesser Jihad - the outward struggle to defend one's faith, family and country from threat.

Key beliefs
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.
Jihad is an Arabic word that means "to strive" or "to struggle." In Islam, it can have several meanings, and it's important to understand them: The Greater Jihad has the most important meaning. It refers to the internal struggle a person has to be a good person. It's about trying to be kind, honest, and patient, and to overcome bad habits or thoughts. Think of it like trying your best to do the right thing, even when it's hard. An example of the greater Jihad is that Imagine someone cuts you off in traffic. Your immediate reaction might be to become very angry and perhaps retaliate.
The "greater jihad" would be the internal struggle to control that anger, to remain calm, and to avoid acting impulsively.
The Lesser Jihad: This can sometimes refer to a physical struggle, like defending yourself or your community. However, even this kind of struggle has rules in Islam.
These rules include: Only fighting when it's absolutely necessary. Never hurting innocent people, like children, women, or elderly people. Trying to make peace whenever possible.It is very important to understand that extremist groups have misused this term to justify violence, and that those actions are not in line with the majority of islamic teachings..It's crucial to emphasize that:Jihad is not about hurting people. The most important "jihad" is the one inside ourselves, where we try to be better people.

Modern Britain: Week 1 Questions

1. What does Jihad mean? 2. What does Greater Jihad mean? 3. What does the lesser Jihad mean? 4. Which jihad is the most important to a Muslim?	1. Give an example of the Greater Jihad 2. Give an example of the Lesser Jihad 3. Which religion has Jihad as part of its faith? 4. What is the general Muslim belief about a war?

Extended Writing Question: Explain the difference between the Greater Jihad and the Lesser Jihad for a Muslim.

Modern Britain: Week 2 Knowledge Organiser: Peace & Conflict - Holy War

Key Terms
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 Chrsitians 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. This has a negative impact on Muslims as their religion that they follow is Islam. This religion promotes peace and does not have any connections with terrorism and killing innocent people.

Modern Britain: Week 2 Questions	
1: What is a Holy War?	5. What is the Greater Jihad?
2: In Islam what must a holy war follow?	6. Which religion supports Jihad teaching?
3: What is another name for a Holy War?	7. What does Jihad mean?
4: Who is authorised to start a Holy War?	8. Which Jihad is the most important to a Muslim?

Extended Writing Question: Explain two beliefs about Holy Wars

Modern Britain: Week 3 Knowledge Organiser: Peace and Conflict - Pacifism and Peacemaking

Key Terms
Pacifism - the belief of people (pacifists) who refuse to take part in war and any other form of violence.
Peacemaking - is the action of trying to establish peace.

Key Information
Pacifists believe that War and Violence can rarely be justified. - conflicts can be settled in a peaceful way.
They think that it is better to prevent war by promoting justice and peace.
 They also believe prayer and meditation can help people be at peace with themselves and others.
Some Christians are pacifists and follow Jesus' example and teachings.
 The Muslim Peace Fellowship works against injustice and for peace in local communities and globally. Affirms commitment to peace on behalf of all Muslims. It also tries to deepen people's understanding of Muslim teachings about peace through publications and conferences.
 Muslims seek inner peace through submission to God's will and being part of the ummah (Brotherhood of Muslims).
 The Anglican Pacifist Fellowship - works to overcome the inequality and injustice that lead to war within and between nations. The Religious Society of Friends (Quakers) are a Christian denomination that strongly supports pacifism.
 During the First and Second World Wars some people called conscientious objectors refused to fight and faced punishment. Many conscientious objectors took non fighting roles as cooks, doctors, nurses or mechanics instead.

Modern Britain: Week 3 Questions

1. What is pacifism?	5. What is a Holy War?
2. What is peacemaking?	6. What is another name for a Holy War?
3. What is the main belief in pacifism?	7. What does Jihad mean?
4. Which Christian group does not believe in war or any kind of Violence?	8. Give an example of the Greater Jihad.

Extended Writing Question: Explain the work of the Muslim Peace Fellowship.

Modern Britain: Week 4 Knowledge Organiser: Peace and Conflict - Victims of War

Key Terms
Muslim Aid - provides short and long term aid to victims of war and other disasters.
Islamic Relief - provides short term aid to victims of war during disasters and emergencies.
Christian Aid - Aid supporters for Christianity and provides short and long term aid to victims of war and other disasters.

Key Information
Victims of war include members of the armed forces, the families of those who died or were injured in war, civilians left in a war zone where everything has been destroyed and refugees from war torn countries.
Christians believe they should show love to their neighbours by helping victims through Christian Charities.
Muslims injured in war receive help from their local community and mosques through Muslim charities.
 Christians reasons for helping is because Jesus taught 'Love your neighbour, like yourself'. Jesus's parable of the good samaritan taught that everyone is everybody else's neighbour, regardless of race, age, gender, religion or political beliefs.
Caritas - a Catholic charity that serves the poor and promotes charity and justice worldwide, providing food, shelter, translators and legal services to refugees. Christian Aid is another charity to promote charity and justice worldwide.
 Muslims reasons for helping come out of Allah's compassion, empathy, generosity and helping those in need.   Providing help to victims of war because they may need psychological support, a safe place to live; medical help, earn money

Modern Britain: Week 4 Questions	
1: What is Muslim Aid?	5. What is pacifism?
2. What is Christian Aid?	6. What is peacemaking?
3. Who are considered to be victims of war?	7. What is a Holy War?
4. What is the name of the Catholic Charity that helps support the poor?	8. What is Jihad?

Extended Writing Question: Why should Christians and Muslims support victims of war?

Modern Britain: Half Term Five - Week 5

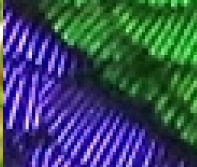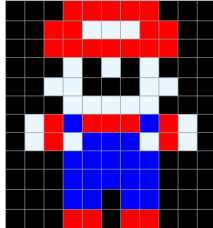| Modern Britain: Week 5 Knowledge Organiser: Peace and Conflict - Checkpoint lesson |
|---|
| **Keywords**
 Muslim Aid - provides short and long term aid to victims of war and other disasters. Muslim aid will help with shelter and giving food to the poor and needy. Muslim aid will also support communities in giving homes to those who do not have one, education for children and helping those who need medical assistance. Shelter for those who are in need to keep them safe and have food available to eat.
 Islamic Relief - provides short term aid to victims of war during disasters and emergencies. Islamic relief will always support Muslims around the world who need assistance due to wars and disasters.
 Christian Aid - Aid supporters for Christianity and provides short and long term aid to victims of war and other disasters.
 Pacifism - the belief of people (pacifists) who refuse to take part in war and any other form of violence. An example of pacifism is the film called 'Hacksaw Ridge' . This was a story of Private Doss who supported the US army by being a medical helper and not shooting on the front line. All done in the name of pacifism.
 Peacemaking - is the action of trying to establish peace.
 Holy war - is fighting for a religious cause or God, probably controlled by a religious leader.
 Crusades - This is another name for a Holy War. religions would be fighting each other for the right reasons.
 Jihad - means to struggle
 Greater Jihad - the inner struggle to be a better person
 Lesser Jihad - the outward struggle to defend one's faith, family and country from threat. |

Modern Britain: Week 5 Questions	
1: What is Islamic Relief? 2. What is pacifism? 3. What is peacemaking? 4. What is a Holy War?	5. What are crusades? 6. What is Jihad? 7. What is greater Jihad? 8. What is lesser Jihad?
Extended Writing Question: Explain the work of Christian and Muslim Aid.	

Computing - Half Term 5 - Week 1

Computing: Week 1 Knowledge Organiser: Binary Mosaic:	
Keywords	**Knowledge**
Binary - A collection of 0s and 1s that a computer uses to represent information **Bits -** Short for binary digit and is the smallest unit of data in a computer system **Pixel** - Individual blocks of a single colour that make up a picture	 **To calculate the number of bits in your image** The number of pixels (height x width of grid) x number of bits per pixel 6x6 grid with 2 bits per pixel = 6 x 6 = 36, 36 x 2 = 72 bits The number of pixels in a digital image is called the **image resolution** The higher the number of pixels (and therefore the resolution) the better quality the image will be The (fixed) number of binary digits used to represent each pixel's colour is the **colour depth**

Computing: Week 1 Questions:				
1.	What is Binary?	**5.**	What is the calculation for working out the total pixels?
2.	What is BIT short for?	**6.**	What is image resolution?
3.	What is a Pixel?	**7.**	What happens if an image uses more pixels?
4.	What is a Bitmap image?	**8.**	What is colour depth?

Extended Writing Question:

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

Computing: Week 2 Knowledge Organiser: A Splash of Colour:	
Keywords	**Knowledge**
RGB Colour- The method of creating colours through combinations of the primary colours (Red, Green and Blue)	Colour in computer images is commonly represented in 24 bits. The quantity of red, green, and blue in the mix is specified using 8 bits for each of these elementary colours. **How many bits are required to represent an image?** Resolution (rows $\times$ columns) x Colour depth (how many pixels in the image) x (how many bits represent the colour in each image)

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

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

Computing: Week 3 Knowledge Organiser: Compression:	
Keywords	**Knowledge**
JPEG/JPG - JPEG uses lossy compression, which reduces file size by discarding some image data **PNG -** PNG uses lossless compression, preserving image quality **GIF** - GIF also uses lossless compression, but with limitations.	Compression is like a magic trick for your digital files. It shrinks photos, videos, and music to take up less space on your devices or when you're sending them to friends. This is really useful because it helps things load faster on websites and lets you store more stuff on your phone or computer. **Lossy Compression:** Lossy compression is like summarizing a long story. You keep the main points but leave out some details: ● It makes files much smaller by removing some information. ● The changes are usually so small you might not even notice them. ● It's great for things like photos you post online or music you listen to on your phone. ● Once you use lossy compression, you can't get back the original file exactly as it was. **Lossless Compression:** Lossless compression is like using a really efficient packing method. You fit everything in, but nothing gets left behind: ● It makes files smaller without losing any information at all. ● When you open the file again, it's exactly the same as the original. ● It's perfect for things where every detail matters, like important documents or high-quality music recordings. ● The files aren't as small as with lossy compression, but you keep all the quality

Computing: Week 3 Questions:			
1.	What does compression do?	**5.**	Which type of compression results in smaller file sizes?
2.	What are the two main types of compression?	**6.**	What are two benefits of using compression for digital files?
3.	What is a key characteristic of lossy compression?	**7.**	What is a limitation of lossy compression?
4.	For what type of files or situations is lossless compression ideal?	**8.**	How is lossy described in relation to storytelling?

Extended Writing Question:
Why would we compress our files on a digital device?

Computing - Half Term 5 - Week 4

Computing: Week 4 Knowledge Organiser: Collage:	
Keywords	**Knowledge**
Image Manipulation- Editing an image **Invert -** To swap to the opposite of what has been selected.	The reason it is possible and relatively easy to manipulate images is that images are represented as sequences of digits. To manipulate images is to perform arithmetic operations on these digits. Cropping allows you to remove unwanted parts of a picture Clone tools allow you to copy part of an image into another part of the same image Ellipse tool allows you to select sections of an image

Computing: Week 4 Questions:			
1.	What does image manipulation mean?	**5.**	What does the Clone tool do?
2.	What does invert mean?	**6.**	What do you do when you manipulate images?
3.	What are images made up of?	**7.**	What is image resolution?
4.	What does Cropping do?	**8.**	What happens if an image uses more pixels?

Extended Writing Question:
Why would people want to use the **Clone** tool?

Computing - Half Term 5 - Week 5

Computing: Week 5 Knowledge Organiser: Image Editing:	
Keywords	**Knowledge**
Image Editing - The process of changing the design / layout of an image's appearance. **Levels and Curves Tools** - Adjusts the tonal range of an image. Useful for improving contrast and brightness.	1. **Rectangle Select Tool**: Allows you to select rectangular areas of an image. Useful for cropping or applying effects to specific parts of an image. 2. **Ellipse Select Tool**: Enables the selection of elliptical or circular areas. Ideal for selecting rounded shapes within an image. 3. **Free Select Tool (Lasso)**: Lets you draw custom selection shapes by hand. Great for irregular selections. 4. **Fuzzy Select Tool (Magic Wand)**: Selects areas based on color similarity. Useful for selecting regions with similar colors. 5. **Select by Color Tool**: Similar to the Magic Wand but selects all pixels of a similar color throughout the image. 6. **Paths Tool**: Allows you to create complex selections using Bezier curves. Useful for precise and smooth selections. 7. **Move Tool**: Moves layers, selections, or guides. Essential for repositioning elements within an image. 8. **Alignment Tool**: Aligns and distributes layers or paths. Useful for arranging multiple elements precisely. 9. **Crop Tool**: Crops an image to a specific area. Useful for removing unwanted parts of an image. 10. **Rotate Tool**: Rotates layers or selections. Useful for adjusting the orientation of elements within an image. 11. **Scale Tool**: Resizes layers or selections. Useful for changing the dimensions of elements within an image. 12. **Shear Tool**: Skews layers or selections. Useful for creating slanted effects. 13. **Perspective Tool**: Adjusts the perspective of layers or selections. Useful for correcting perspective distortions. 14. **Flip Tool**: Flips layers or selections horizontally or vertically. Useful for creating mirror images. 15. **Text Tool**: Adds text to an image. Supports various fonts, sizes, and styles.

Computing: Week 5 Questions:			
1.	What tool should you use if you need to isolate a specific rectangular part of an image for editing or applying effects?	**5.**	What tool can you use to select all instances of a particular color throughout an entire image?
2.	Which tool is best suited for selecting circular or oval areas within an image?	**6.**	When precision and smoothness are crucial in creating complex selections, which tool should you consider?
3.	When you need to make a selection that doesn't fit standard geometric shapes, which tool should you use?	**7.**	Which tool is essential for adjusting the position of layers, selections, or guides within an image?
4.	If you want to quickly select areas of an image that share similar colors, which tool is most effective?	**8.**	What tool helps in arranging multiple elements within an image with precision?

Extended Writing Question:
What is a benefit of using the **Scale Tool**?

Aspire

(ACHiEVE)

Thrive

Develop your character

S
STOKE
DAMEREL

Aspire | Achieve | Thrive