

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 5 2024-25

**History**  
**Computing**

**KNOWLEDGE ORGANISER**

**Modern  
Britain  
Geography**

**8**

**Spanish  
French**

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## Book Pride

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

## Plan

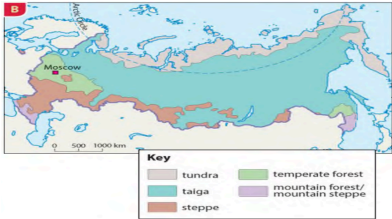
Year 8 - Half term 5 (21/04/2025 → 23/05/2025) - Homework Plan

	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: Half Term Five - Week 1

### Geography: Week 1 Knowledge Organiser:

Session	Keyword	Knowledge & Geographical concepts
Altitude, latitude and characteristics of cold environments	<p><b>Polar:</b> The most extreme cold environment with permanent ice. Regions around the North pole (Arctic Sea) or South pole (Antarctica)</p> <p><b>Tundra:</b> A vast, flat, treeless Arctic region of Europe, Asia and North America</p> 	<p><b>Altitude:</b> The height above sea level a location is. Temperature decreases as altitude increases.</p> <p><b>Latitude:</b> The position on the earth a location is. The equator is 0° latitude. The north and south poles are 90° latitude. Everywhere else is somewhere in between.</p> <p><b>Polar</b>  <b>Climate</b> - Winter temperatures often fall below - 50°C. Very low precipitation.  <b>Soils</b> - Permanently frozen in permafrost</p> <p><b>Tundra</b>  <b>Climate</b> - Winter temperatures drop to - 20°C. High precipitation at coast (mainly snow)  <b>Soils</b> - Permafrost – mostly frozen but melt near the surface in summer.</p> <p><b>Alpine</b>  <b>Climate</b> - Temperature decreases 0.6°C for every 100m altitude. Both tundra and Polar environments are present depending on altitude.</p>

### Geography: Week 1 Questions


- |  |   |
|--|---|
| <p>1: Where are polar regions located (found)?</p> <p>2: What is a Tundra region?</p> <p>3: Name 3 regions where Tundra can be found.</p> <p>4: Give one word to describe the polar environment.</p> | <p>5: What does altitude mean?</p> <p>6: What does latitude mean?</p> <p>7: How low does the temperature drop in polar regions during winter?</p> <p>8: What is permafrost?</p> |
|--|---|

### Extended Writing Question:

Explain why the soil is permanently frozen (permafrost) in Siberia.

## Geography: Half Term Five - Week 2

### Geography: Week 2 Knowledge Organiser:

Session	Keyword	Knowledge & Geographical concepts
Where is Siberia?	<b>Physical:</b> Natural features of a place.  	<p>Siberia is located in Northern Russia, along the Arctic Circle (line of latitude) Russia spans two continents of Europe and Asia, however Siberia is in Asia. Siberia is an area from the Ural Mountains on the west to the Pacific Ocean in the East.</p> <p>Physical geography of Russia</p> <ul style="list-style-type: none"> <li>• Highest Mountain - Mount Elbrus.</li> <li>• Ural Mountains - separates Europe and Asia.</li> <li>• Lowest point in Russia - Caspian Sea</li> <li>• Yenisei River - The largest River system flowing into the Arctic Ocean</li> </ul>

### Geography: Week 2 Questions

- 1: Siberia is found in which country?
- 2: Russia spans (spreads) across what two continents?
- 3: Siberia is found on which continent?
- 4: What mountains are found to the west of Siberia?



- 5: What is the highest mountain in Russia?
- 6: The Ural mountains separates which two continents?
- 7: What is the name of the lowest point in Russia?
- 8: What is the Yenisei River?

### Extended Writing Question:

Explain how Siberia's physical geography affects development.

### Geography: Half Term Five - Week 3

#### Geography: Week 3 Knowledge Organiser:

Session	Keyword	Knowledge & Geographical concepts	
Sami people	<b>Indigenous communities:</b> Culturally distinct ethnic groups who live in a certain place.	<ul style="list-style-type: none"> <li>Sami live in four countries: Norway, Sweden, Finland and Russia. A total of 9 Sami languages are spoken.</li> <li>The most precious thing is the reindeer. They are known for Reindeer herding, but also fishing and sheep herding</li> <li>Some Sami still wear brightly coloured traditional clothing. Urban Sami dress in modern clothing. Sami children used to learn by observing and helping their parents. Today, they generally attend the schools.</li> <li>Capital - Moscow (lies to the west of the country and is home to 12 million people)</li> <li>Second City - St. Petersburg</li> <li>Language - Russian</li> </ul>	 


#### Geography: Week 3 Questions

- |   |  |
|---|--|
| <p>1: What does the term indigenous communities mean?</p> <p>2: Name the indigenous community found in Norway &amp; Russia.</p> <p>3: How many different languages are spoken by this community?</p> <p>4: What is their most precious belonging?</p> | <p>5: In the past, how did the children of this community used to learn?</p> <p>6: What is the capital of Russia?</p> <p>7: Name the second Russian city?</p> <p>8: What language is spoken in Russia?</p> |
|---|--|

#### Extended Writing Question:

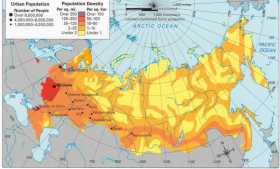
Describe the traditional clothing worn by the Samis.

### Geography: Half Term Five - Week 4

Geography: Week 4 Knowledge Organiser:		
Session	Keyword	Knowledge & Geographical concepts
Adaptations	<p><b>Animal adaptations:</b> The evolutionary process whereby an organism becomes better able to live in its habitat or habitats.</p> 	<p>The snow leopard is found in the mountain ranges of the Himalayas and southern Siberia. This big cat inhabits subalpine and alpine zones at altitudes of 3,000 to 4,500 m / 9,800 to 14,800 ft above sea level.</p> <p>The reindeer, also known as the caribou in North America, is a large species of deer found in the subarctic, arctic, boreal, tundra, and mountainous regions of the Northern Hemisphere, in Siberia, North America, and Northern Europe. Reindeer antlers are among the largest of any deer species, and unusually they are present on both males and females. They have large antlers in order to scrape away ice and snow to find food and also to show dominance to avoid predators. To cope with the long dark winters of the Arctic and enhance their vision, reindeers' eyes are very sensitive to ultraviolet light. Depending on geographic areas, herd size can greatly vary. The largest population of wild reindeer is located in Siberia, where there are somewhere between 400,000 and 1,000,000 individuals.</p> <p>Although not a wild species, the Siberian husky deserves a mention as it is integral to the Siberian culture and way of life. It is a medium-sized working dog breed of the Spitz genetic family. It has small triangular ears and a thick furry coat.</p>
Geography: Week 4 Questions		
1: What does animal adaptation mean? 2: Where can the snow leopard be found? 3: What is the reindeer also known as in North America? 4: Where can the largest population of wild reindeer be located?		5: Name one adaptation of the Siberian husky. 6: Give the height above sea level where huskies can be found. 7: Why do reindeers have large antlers? 8: What are reindeers eyes like and why does this help them?
<p><b>Extended Writing Question:</b>            Explain how the Siberian husky is an important part of life and the culture of Siberian people..</p>		

## Geography: Half Term Five - Week 5

### Geography: Week 5 Knowledge Organiser:

Session	Keyword	Knowledge & Geographical concepts
<p>Why live in Siberia?</p> 	<p><b>Economic development</b> Chances for people to improve their standard of life through development.</p>	<p>The Sakha Republic is in Siberia. It is Russia's biggest administrative region: 3.1 million sq km. It covers about a fifth of Russia. <b>It is almost as big as India</b> (which is 3.3million sq km). It is also Russia's coldest region, with permafrost everywhere.</p> <ul style="list-style-type: none"> <li>• Sakha produces a quarter of the world's diamonds, and 24% of Russia's gold.</li> <li>• Silver, tin, tungsten, antimony and uranium are also mined there.</li> <li>• Gas, oil and coal have been found - but not yet extracted.</li> </ul> <p>Thanks to its resources, Sakha's population grew from around 290 000 in 1926 to about 960 000 today.</p>
<b>Geography: Week 5 Questions</b>		
<p>1: What does economic development mean? 2: Where is the Sakha Republic? 3: How big is the Sakha Republic? 4: What percentage of Russia's gold is produced in the Sakha Republic</p>	<p>5: list 3 other minerals also mined in Sakha Republic. 6: Name 3 other resources discovered in the area but are yet to be extracted. 7: What was Sakha's population in 1926? 8: What is Sakha's population today?</p>	
<p><b>Extended Writing Question:</b> Explain why the population (number of people) Siberia's population increased between 1926 and now.</p>		



## History: Half Term Five - Week 1

### History: Week 1 Knowledge Organiser: How has religion caused crime?

#### Key Words

**Crime-** An act that breaks the law that requires a punishment.

**Heresy-** The crime of going against the religion of the monarch

**Royal Society-** A group that encouraged scientific thinking.

#### Key Dates

**1500s-** Tudor Monarchs kept changing religion.

**1660-** Royal Society was introduced.

#### Key Facts

1. The Tudors kept changing the Church from Catholic to Protestant and Protestant to Catholic in the 1500s.
2. Henry VIII was the first Tudor monarch to change religion.
3. The crime of Heresy became a big crime during the Tudor period.
4. Witchcraft was a big crime due to people having lots of superstitious and religious beliefs.
5. People blamed the death of livestock and poor crops on witches as they didn't understand what was really causing the problems.
6. The Royal Society was established in London in 1660. This was a group that encouraged scientific thinking. This group's introduction helped to decrease the crime of witchcraft.

### History: Week 1 Questions

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|--|---|
| <ol style="list-style-type: none"><li>1. What words is this a definition of 'An act that breaks the law that requires a punishment'?</li><li>2. Which group of monarchs changed the religion of England throughout the 1500s?</li><li>3. The Church kept changing from Catholic to what other religion during the 1500s?</li><li>4. What crime have you committed if you went against the religion of the monarch?</li></ol> | <ol style="list-style-type: none"><li>5. What farming problems were blamed on witches?</li><li>6. In what year was the Royal Society established?</li><li>7. Did the Royal Society encourage religious or scientific thinking?</li><li>8. Which crime decreased due to the Royal Society being created?</li></ol> |
|--|---|

**Extended Writing Question:** Why do you receive a punishment if you commit a crime?

## History: Half Term Five - Week 2

### History: Week 2 Knowledge Organiser: How power and authority caused crime

#### Key Words

**'Bloody Mary'**- The nickname given to Mary 1st.

**Demonologie**- Book written by King James 1st about witchcraft.

**Conscientious Objector**- A person who refuses to sign up to fight in war

#### Key Dates

**1700s**- Smuggling carried the death penalty

#### Key Facts

1. Parliament makes decisions about what is considered to be a crime and what types of punishments are acceptable to use in the UK.
2. Mary 1st was given the nickname 'Bloody Mary' by historians for her decision to have so many Protestants killed for heresy as she wanted people to follow Catholic beliefs.
3. Henry VIII introduced the death penalty for witchcraft.
4. James 1<sup>st</sup> wrote a book about witchcraft called 'Demonologie'. It included instructions on how to run witch trials and encouraged readers to find witches.
5. Smuggling carried the death penalty in the 1700s as it was preventing the government from making money
6. Refusing to join up for the war, and being a Conscientious Objector was made a crime by the British government during WWI as they needed men to become soldiers.

### History: Week 2 Questions

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|--|--|
| <ol style="list-style-type: none"> <li>1. Who makes decisions in this country today about what is considered to be a crime?</li> <li>2. What nickname was Mary 1st given due to having Protestants killed?</li> <li>3. Which king introduced the death penalty for witchcraft?</li> <li>4. What was the name of the book written by James 1st about catching witches?</li> </ol> | <ol style="list-style-type: none"> <li>5. Why did smuggling carry the death penalty in the 1700s?</li> <li>6. During what war did Britain make it a crime to be a conscientious objector?</li> <li>7. In what year was the Royal Society established?</li> <li>8. Which group of monarchs changed the religion of England throughout the 1500s?</li> </ol> |
|--|--|

**Extended Writing Question:** Why do Parliament have the power to make decisions about what is considered to be a crime and what types of punishments are acceptable to use in the UK.

## History: Half Term Five - Week 3

### History: Week 3 Knowledge Organiser: How has poverty and wealth caused crime in Britain?

#### Key Words

**Smuggling-** Bringing goods into a country illegally.

**Hawkhurst Gang-** Large smuggling gang from South East England.

**Poaching-** Crime of hunting animals illegally.

**Black Market-** Where poached goods were sold illegally.

#### Key Dates

**1700s-** Hawkhurst Gang made lots of money from smuggling.

**1700s-** You couldn't poach on land if you were a tenant or your land was worth less than £100 a year.

1. Low-paid labourers could earn six times their daily wage in just one night of smuggling.
2. The Hawkhurst Gang was a large smuggling gang from South East England that used violence to stop custom officers stopping them from smuggling.
3. Poaching grew in the 1700s as landowners with land worth less than £100 a year and tenants who rented could not hunt, even on their own land.
4. People made money from poaching by selling goods illegally on the Black Market in the 1700s.

### History: Week 3 Questions

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. What crime are you committing if you bring goods into a country illegally?</li> <li>2. How much more could a labourer earn in one night of smuggling then they could in their normal job?</li> <li>3. What was the name of the large smuggling gang who made lots of money from smuggling in the 1700s?</li> <li>4. What crime are you committing if you hunt animals illegally?</li> </ol> | <ol style="list-style-type: none"> <li>5. How much did your land have to be worth more than to be able to hunt on it in the 1700s?</li> <li>6. Where were poached goods illegally sold in the 1700s?</li> <li>7. What was the name of the book written by James 1st about catching witches?</li> <li>8. What crime have you committed if you went against the religion of the monarch?</li> </ol> |
|---|---|

**Extended Writing Question:** Which causes more crime in your opinion- people experiencing poverty, or people wanting to make lots of money?

## History: Half Term Five - Week 4

### History: Week 4 Knowledge Organiser: How did industrialisation cause crime in Britain

#### Key Words

**Industrial Revolution-** When Britain moved away from farming and towards work in factories and the use of machines.

**Back-to-back housing-**Where houses are built very close together.

**Lodging Houses-** Temporary housing that people lived in during the Industrial Revolution

**Workhouse-** Where people were forced to live when experiencing poverty during the Industrial Revolution

#### Key Dates

**Mid 1700s-1800s-** Industrial Revolution in Britain

#### Key Facts

1. The environment during the Industrial period caused crime due to narrow alleys, back to back housing and poor visibility due to smog.
2. Lodging houses were a type of temporary housing that the poor lived in during the Industrial Revolution.
3. Labour in the Industrial Revolution was on a day-to-day basis. This meant that you didn't have guaranteed work everyday. You had to arrive early to get work for the day. If you didn't work you wouldn't have got paid.
4. Poverty resulted in people being forced to live in workhouses during the Industrial Revolution.

### History: Week 4 Questions

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. What is the name given to the time when Britain moved towards work in factories and the use of machines?</li> <li>2. Give one reason why the environment of Whitechapel made it easier to commit crimes.</li> <li>3. Was a lodging house a permanent or temporary form of accommodation?</li> <li>4. Give one problem with work in the Industrial period being on a day-to-day basis</li> </ol> | <ol style="list-style-type: none"> <li>5. Why would a person have been forced to live in a workhouse during the Industrial period?</li> <li>6. How much more could a labourer earn in one night of smuggling then they could in their normal job?</li> <li>7. Which king introduced the death penalty for witchcraft?</li> <li>8. The Church kept changing from Catholic to what other religion during the 1500s?</li> </ol> |
|---|--|

**Extended Writing Question:** Why would back-to-back housing have made it easier for someone to commit crimes?

## History: Half Term Five - Week 5

### History: Week 5 Knowledge Organiser: How have social attitudes caused Crime in Britain?

#### Key Words

**Attitudes-** The way that you think and feel about something

**Social Attitudes-** The way that you think and feel about society and what happens in society

**Social Attitudes towards crime-** The way that you think and feel about the crimes that occur in society.

**Social Crime-** A crime that people allow to happen even though it is illegal.

#### Key Dates

**1967-** Abortion was legalised in Britain

**1967-** The Homosexuality Act was passed in Britain.

#### Key Facts

##### Social Attitudes towards crime constantly change.

1. Actions that were illegal have become legal.
  - a. For example- abortion and homosexuality were both illegal and were considered to be crimes.
  - b. In 1969 abortion was legalised in the UK, meaning it is no longer a crime.
  - c. In 1967, the Homosexuality Act was passed, meaning it was no longer a crime to carry out homosexual acts as long as you were over 21 years old.
2. Some crimes are considered to be social crimes- this means that people allow it to happen even though it is illegal.
  - a. For example, smuggling was seen as a social crime in the 1700s because people could buy products for less money e.g. tea.
  - b. However, smuggling is no longer considered to be a social crime as people now smuggle in harmful goods like weapons and drugs.
3. Social attitudes have led to new crimes being introduced.
  1. Hate crimes have been introduced to prevent people discriminating against people due to race, gender, disabilities, age etc
  2. Racism makes up two thirds of all hate crimes.

### History: Week 5 Questions

1. Give an example of an action in Britain that used to be a crime but isn't anymore.
2. Give an example of an action in Britain that wasn't a crime but now is.
3. What term is this a definition of 'A crime that people allow to happen even though it is illegal'?
4. In what year was abortion legalised in Britain?

5. In what year was the Homosexuality Act passed in Britain?
6. How many hate crimes committed in the UK are linked to racism?
7. What was the name of the large smuggling gang who made lots of money from smuggling in the 1700s?
8. Did the Royal Society encourage religious or scientific thinking?

**Extended Writing Question** Why do you think online abuse is now illegal in Britain?

## French: Half Term Five - Week 1

### French: Week 1 Knowledge Organiser:

Time phrases	verbs	Noun phrases	Opinion starter	adjectives
Le lundi, <i>On Mondays,</i> Le mardi, <i>On Tuesdays,</i> Le mercredi, <i>On Wednesdays,</i> Le jeudi, <i>On Thursdays,</i> Le vendredi, <i>On Fridays,</i>  Tous les jours, <i>Every day ,</i> Chaque jour, <i>Each day,</i>	j'étudie <i>I study</i>  nous étudions <i>we study</i>	l'art <i>art</i> le français <i>French</i> le théâtre <i>drama</i> le sport <i>sport</i>  l'anglais <i>English</i> l'histoire <i>history</i>	je trouve ça <i>I find it</i>  je pense que c'est <i>I think that it's</i>  à mon avis c'est <i>in my opinion it's</i>	génial <i>great</i> intéressant <i>interesting</i> passionnant <i>exciting</i> utile <i>useful</i> pratique <i>practical</i> facile <i>easy</i> différent <i>different</i>     difficile <i>difficult</i> nul <i>rubbish</i> ennuyeux <i>boring</i> dur <i>hard / difficult</i> inutile <i>useless</i> fatigant <i>tiring</i>
Demain, <i>Tomorrow,</i> Le mois prochain, <i>Next month,</i> La semaine prochaine, <i>Next week,</i> L'année prochaine, <i>Next year,</i>	je vais étudier <i>I'm going to study</i>	la technologie <i>DT</i> la musique <i>music</i> la religion <i>RE</i>  les maths <i>maths</i> les sciences <i>science</i> les langues <i>languages</i>	ce sera <i>it will be</i>	

### French: Week 1 Questions

#### Translate in English:

1. Le mercredi, j'étudie les langues.
2. Je pense que c'est pratique.
3. Demain, je vais étudier les sciences.
4. Ce sera ennuyeux.

#### Translate in French:

5. Every day, we study English.
6. I find it exciting.
7. Next week, I am going to study music.
8. It will be difficult.

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

**Qu'est-ce que tu vas étudier demain?**

*What are you going to study tomorrow?*

## French: Half Term Five - Week 2

### French: Week 2 Knowledge Organiser:

Time phrases	Verbs (future tense)	nouns (subjects)	connective	adjectives
L'année prochaine, <i>Next year,</i>		l'art <i>art</i>		génial <i>great</i>
Après mes examens, <i>After my exams,</i>	j'étudierai <i>I will study</i>	le français <i>French</i>		intéressant <i>interesting</i>
Si je vais à l'université, <i>If I go to university,</i>	j'apprendrai <i>I will learn</i>	le théâtre <i>drama</i>		passionnant <i>exciting</i>
Quand je serai plus âgé(e), <i>When I'm older,</i>	je continuerai d'étudier <i>I will continue to study</i>	le sport <i>sport</i>	ce qui sera <i>which will be</i>	utile <i>useful</i>
À l'avenir, <i>In the future,</i>		l'anglais <i>English</i>		pratique <i>practical</i>
Dans le futur, <i>In the future,</i>	j'irai au lycée pour étudier <i>I will go to sixth form to study</i>	l'histoire <i>history</i>	ce sera <i>it will be</i>	facile <i>easy</i>
Un jour, <i>One day,</i>		la technologie <i>DT</i>		différent <i>different</i>
		la musique <i>music</i>		
		la religion <i>RE</i>		difficile <i>difficult</i>
		les maths <i>maths</i>		nul <i>rubbish</i>
		les sciences <i>science</i>		ennuyeux <i>boring</i>
		les langues <i>languages</i>		dur <i>hard / difficult</i>
				inutile <i>useless</i>
				fatigant <i>tiring</i>

### French: Week 2 Questions

#### Translate in English:

1. L'année prochaine, j'étudierai la technologie.
2. Ce sera intéressant.
3. À l'avenir, j'irai au lycée pour étudier.
4. J'apprendrai l'histoire.

#### Translate in French:

5. One day, I will continue to study maths.
6. If I go to university, I will study drama.
7. It will be rubbish.
8. It will be useful but difficult. (*but = mais*)

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

**Qu'est-ce que tu étudieras dans le futur?**

*What will you study in the future?*

## French: Half Term Five - Week 3

### French: Week 3 Knowledge Organiser:

Time phrases	Verbs (future tense)	nouns (subjects)	connective	adjectives
L'année prochaine, <i>Next year ,</i>		l'art <i>art</i>		génial <i>great</i>
Après mes examens, <i>After my exams,</i>	j'étudierai <i>I will study</i>	le français <i>French</i>		intéressant <i>interesting</i>
Si je vais à l'université, <i>If I go to university,</i>	j'apprendrai <i>I will learn</i>	le théâtre <i>drama</i>		passionnant <i>exciting</i>
Quand je serai plus âgé(e), <i>When I'm older,</i>	je continuerai d'étudier <i>I will continue to study</i>	le sport <i>sport</i>	ce qui sera <i>which will be</i>	utile <i>useful</i>
À l'avenir, <i>In the future,</i>		l'anglais <i>English</i>		pratique <i>practical</i>
Dans le futur, <i>In the future,</i>	j'irai au lycée pour étudier <i>I will go to sixth form to study</i>	l'histoire <i>history</i>	ce sera <i>it will be</i>	facile <i>easy</i>
Un jour, <i>One day,</i>		la technologie <i>DT</i>		différent <i>different</i>
		la musique <i>music</i>		difficile <i>difficult</i>
		la religion <i>RE</i>		nul <i>rubbish</i>
		les maths <i>maths</i>		ennuyeux <i>boring</i>
		les sciences <i>science</i>		dur <i>hard / difficult</i>
		les langues <i>languages</i>		inutile <i>useless</i>
				fatigant <i>tiring</i>

### French: Week 3 Questions

#### Translate in English:

- Après mes examens, j'apprendrai le français.
- Dans le futur, je continuerai d'étudier la religion.
- Ce sera très facile. (*très = very*)
- J'irai au lycée pour étudier les sciences.

#### Translate in French:

- Next year, I will study art.
- It will be exciting and great. (*and = et*)
- When I am older, I will learn DT.
- It will be useful and easy. (*and = et*)

#### Extended Writing Question:

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

**Qu'est-ce que tu étudieras dans le futur?**

*What will you study in the future?*

(make sure that they are different sentences from last week's homework)



## French: Half Term Five - Week 4

### French: Week 4 Knowledge Organiser:

Time phrases	Opinion verbs	Infinitive verbs	nouns	Opinion phrase
L'année prochaine, <i>Next year,</i>		avoir <i>to have</i>	un bon salaire <i>a good salary</i> un bon travail <i>a good job</i> une bonne carrière <i>a good career</i> une bonne éducation <i>a good education</i>	car ce serait <i>because it would be</i>  <b>+</b> génial <i>great</i> intéressant <i>interesting</i> passionnant <i>exciting</i>
Après mes examens, <i>After my exams,</i>	j'espère <i>I hope</i>			pratique <i>practical</i>
	je veux <i>I want</i>		riche <i>rich</i>	facile <i>easy</i>
À l'avenir, <i>In the future,</i>	je vais <i>I am going</i>		heureux/euse <i>happy</i>	différent <i>different</i>
Dans le futur, <i>In the future,</i>	je voudrais / j'aimerais <i>I would like</i>	être <i>to be</i>	médecin <i>a doctor</i> influenceur <i>an influencer</i> footballeur <i>a football player</i> policier <i>a police officer</i> professeur <i>a teacher</i>	bien payé <i>well paid</i> horrible <i>horrible</i> affreux <i>awful</i> stressant <i>stressful</i> difficile <i>difficult</i> nul <i> rubbish</i>
Un jour, <i>One day,</i>		gagner <i>to earn</i>	beaucoup d'argent <i>lots of money</i>	ennuyeux <i>boring</i> fatigant <i>tiring</i>

### French: Week 4 Questions

#### Translate in English:

- Après mes examens, je veux avoir une bonne éducation.
- Dans le futur, j'espère être heureuse.
- Un jour, j'espère gagner beaucoup d'argent.
- Ce serait stressant.

#### Translate in French:

- After my exams, I hope to have a good career.
- In the future, I am going to be a doctor.
- Next year, I want to have a good job.
- It would be exciting and well paid. *(and = et)*

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

**Qu'est-ce que tu voudrais faire plus tard dans la vie?**

*What would you like to do later in life?*

## French: Half Term Five - Week 5

### French: Week 5 Knowledge Organiser:

Time phrases	Opinion verbs	Infinitive verbs	nouns	Opinion phrase
L'année prochaine, <i>Next year,</i>	j'espère <i>I hope</i> je veux <i>I want</i> je vais <i>I am going</i> je voudrais / j'aimerais <i>I would like</i>	avoir <i>to have</i>	un bon salaire <i>a good salary</i>	car ce serait <i>because it would be</i>
Après mes examens, <i>After my exams,</i>			un bon travail <i>a good job</i>	<b>+</b>
			une bonne carrière <i>a good career</i>	génial <i>great</i>
			une bonne éducation <i>a good education</i>	intéressant <i>interesting</i>
À l'avenir, <i>In the future,</i>		être <i>to be</i>	riche <i>rich</i>	passionnant <i>exciting</i>
Dans le futur, <i>In the future,</i>			heureux/euse <i>happy</i>	pratique <i>practical</i>
Un jour, <i>One day,</i>			médecin <i>a doctor</i>	facile <i>easy</i>
			influenceur <i>an influencer</i>	différent <i>different</i>
			footballeur <i>a football player</i>	bien payé <i>well paid</i>
			policier <i>a police officer</i>	horrible <i>horrible</i>
			professeur <i>a teacher</i>	affreux <i>awful</i>
		gagner <i>to earn</i>	beaucoup d'argent <i>lots of money</i>	stressant <i>stressful</i>
				difficile <i>difficult</i>
				nul <i>rubbish</i>
				ennuyeux <i>boring</i>
				fatigant <i>tiring</i>

### French: Week 5 Questions

#### Translate in English:

- Après mes examens, je voudrais avoir un bon travail.
- Dans le futur, j'aimerais être professeur.
- Un jour, je vais avoir un bon salaire.
- L'année prochaine, je veux gagner beaucoup d'argent.

#### Translate in French:

- In the future, I hope to have a good education.
- It would be horrible and tiring. (*and = et*)
- One day, I want to be a football player.
- It would be well paid but rubbish. (*but = mais*)

#### Extended Writing Question:

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

**Qu'est-ce que tu voudrais faire après tes examens?**

*What would you like to do after your exams?*

## Spanish: Half Term Five - Week 1

### Spanish: Week 1 Knowledge Organiser:

Time phrase	Verb	Noun	Connective	Verb	Adjective
Mañana <i>Tomorrow</i> El mes próximo <i>Next month</i> La semana próxima <i>Next week</i> El año próximo <i>Next year</i>	estudio <i>I study</i>  estudiamos <i>we study</i>  voy a estudiar <i>I'm going to study</i>  estudiaré <i>I will study</i>	(el) arte <i>art</i> (el) dibujo <i>art</i> (el) francés <i>French</i> (el) español <i>Spanish</i> (el) alemán <i>German</i> (el) inglés <i>English</i>  (la) informática <i>IT</i> (la) educación física <i>PE</i> (la) historia <i>history</i> (la) tecnología <i>DT</i> (la) geografía <i>geography</i> (la) música <i>music</i> (la) religión <i>RE</i>  (las) matemáticas <i>maths</i> (las) ciencias <i>science</i>	y <i>and</i>  pero <i>but</i>	me parece que es (son) <i>I find it</i>  pienso que es (son) <i>I think that it's</i>  en mi opinión es (son) <i>in my opinion it's</i>  será(n) <i>it will be</i>	divertido/a(s) <i>fun</i> emocionante(s) <i>exciting</i> interesante(s) <i>interesting</i> útil(es) <i>useful</i> increíble(s) <i>incredible</i> fácil(es) <i>easy</i> educativo/a(s) <i>educational</i>  cansado/a(s) <i>tiring</i> inútil(es) <i>useless</i> aburrido/a(s) <i>boring</i> terrible(s) <i>terrible</i> difícil(es) <i>difficult</i>

### Spanish: Week 1 Questions

#### Translate in English:

1. Estudio arte
2. Pienso que es educativo
3. En mi opinión es fácil
4. Estudiamos música

#### Translate in Spanish:

5. I study RE and art. (and = y)
6. I find it exciting but useless. (but = pero)
7. My favourite subject is French.
8. Tomorrow I will study art

**Extended Writing:** Write about what you study **IN SPANISH**:

## Spanish: Half Term Five - Week 2

### Spanish: Week 2 Knowledge Organiser:

Time phrase	Verb	Noun	Connective	Verb	Adjective
El año próximo <i>Next year</i>		(el) arte <i>art</i> (el) dibujo <i>art</i> (el) francés <i>French</i> (el) español <i>Spanish</i> (el) alemán <i>German</i> (el) inglés <i>English</i>	y <i>and</i>  pero <i>but</i>		
Después de mis exámenes <i>After my exams</i>	voy a estudiar <i>I'm going to study</i>				divertido/a(s) <i>fun</i> emocionante(s) <i>exciting</i> interesante(s) <i>interesting</i> útil(es) <i>useful</i> increíble(s) <i>incredible</i> fácil(es) <i>easy</i>
Si voy a la universidad <i>If I go to university</i>		(la) informática <i>IT</i> (la) educación física <i>PE</i> (la) historia <i>history</i> (la) tecnología <i>DT</i> (la) geografía <i>geography</i> (la) música <i>music</i> (la) religión <i>RE</i>		será(n) <i>it will be</i>	educativo/a(s) <i>educational</i>
Mañana <i>Tomorrow</i>	estudiaré <i>I will study</i>				cansado/a(s) <i>tiring</i> inútil(es) <i>useless</i> aburrido/a(s) <i>boring</i> terrible(s) <i>terrible</i> difícil(es) <i>difficult</i>
El mes próximo <i>Next month</i>					
La semana próxima <i>Next week</i>					
El año próximo <i>Next year</i>		(las) matemáticas <i>maths</i> (las) ciencias <i>science</i>			

### Spanish: Week 2 Questions

#### Translate in English:

1. El año próximo estudiaré español.
2. Después de mis exámenes, voy a estudiar matemáticas.
3. Mañana voy a estudiar música.
4. El mes próximo estudiaré historia.

#### Translate in Spanish:

5. Next week, I'm going to study geography.
6. Tomorrow, I will study RE.
7. Next year, I'm going to study German.
8. After my exams, I will study Spanish.

**Extended Writing:** Write 3 sentences about what lessons you have tomorrow **IN SPANISH:**

## Spanish: Half Term Five - Week 3

### Spanish: Week 3 Knowledge Organiser:

Time phrase	Verb	Noun	Connective	Verb	Adjective
El año próximo <i>Next year</i>	voy a estudiar <i>I'm going to study</i>	(el) arte <i>art</i>	y <i>and</i>	será(n) <i>it will be</i>	divertido/a(s) <i>fun</i>
		(el) dibujo <i>art</i>			emocionante(s) <i>exciting</i>
Después de mis exámenes <i>After my exams</i>		(el) francés <i>French</i>	pero <i>but</i>		interesante(s) <i>interesting</i>
		(el) español <i>Spanish</i>			útil(es) <i>useful</i>
Si voy a la universidad <i>If I go to university</i>		(el) alemán <i>German</i>			incredible(s) <i>incredible</i>
	estudiaré <i>I will study</i>	(el) inglés <i>English</i>			fácil(es) <i>easy</i>
		(la) informática <i>IT</i>			educativo/a(s) <i>educational</i>
Mañana <i>Tomorrow</i>		(la) educación física <i>PE</i>			cansado/a(s) <i>tiring</i>
		(la) historia <i>history</i>			inútil(es) <i>useless</i>
El mes próximo <i>Next month</i>		(la) tecnología <i>DT</i>			aburrido/a(s) <i>boring</i>
		(la) geografía <i>geography</i>			terrible(s) <i>terrible</i>
La semana próxima <i>Next week</i>		(la) música <i>music</i>			difícil(es) <i>difficult</i>
		(la) religión <i>RE</i>			
El año próximo <i>Next year</i>		(las) matemáticas <i>maths</i>			
		(las) ciencias <i>science</i>			

#### Translate in English:

1. El año próximo voy a estudiar arte.
2. Después de mis exámenes, estudiaré educación física.
3. Mañana voy a estudiar geografía.
4. El mes próximo estudiaré religión.

#### Translate in Spanish:

5. Next year, I'm going to study maths.
6. After my exams, I will study science.
7. Tomorrow, I'm going to study DT.
8. Next month, I will study PE.

**Extended Writing:** Write 3 sentences about what you will study in the future IN SPANISH:

## Spanish: Half Term Five - Week 4

### Spanish: Week 4 Knowledge Organiser:

Más tarde en la vida <i>Later in life</i>	espero <i>I hope</i>	tener <i>to have</i>	una buena carrera <i>a good career</i> una buena educación <i>a good education</i> un buen salario <i>a good salary</i> un buen trabajo <i>a good job</i>
Un día <i>One day</i>	quiero <i>I want</i>		
Si voy a la universidad <i>If I go to university</i>	tengo ganas de <i>I fancy</i>		
En el futuro <i>In the future</i>	intento <i>I intend</i>		
Cuando sea mayor <i>When I'm older</i>	voy a <i>I am going</i>  me gustaría <i>I would like</i>	ser <i>to be (a)</i>	director(a) de una compañía / una empresa <i>manager of a company / business</i>  jefe/a <i>boss</i> feliz <i>happy</i> rico/a <i>rich</i>  doctor(a) <i>doctor</i> escritor(a) <i>writer</i> policía <i>police officer</i> presidenta <i>president</i> futbolista <i>footballer</i>
		ganar <i>to earn</i>	mucho dinero <i>lots of money</i>

Spanish: Week 4 Questions	
<p><b><u>Translate in English:</u></b></p> <ol style="list-style-type: none"> <li>1. Un día, quiero ser futbolista.</li> <li>2. En el futuro, me gustaría ser doctor.</li> <li>3. Cuando sea mayor, voy a tener un buen trabajo.</li> <li>4. Si voy a la universidad, espero tener una buena carrera.</li> </ol>	<p><b><u>Translate in Spanish:</u></b></p> <ol style="list-style-type: none"> <li>5. Later in life, I want to be a boss.</li> <li>6. In the future, I am going to earn a lot of money.</li> <li>7. One day, I would like to be a writer.</li> <li>8. When I'm older, I hope to have a good salary.</li> </ol>
<p><b>Extended Writing:</b>      <b>Write 3 sentences about what you would like to have in the future IN SPANISH:</b></p>	

## Spanish: Half Term Five - Week 5

### Spanish: Week 5 Knowledge Organiser:

Más tarde en la vida <i>Later in life</i>	espero <i>I hope</i>	tener <i>to have</i>	una buena carrera <i>a good career</i> una buena educación <i>a good education</i> un buen salario <i>a good salary</i> un buen trabajo <i>a good job</i>
Un día <i>One day</i>	quiero <i>I want</i>		
Si voy a la universidad <i>If I go to university</i>	tengo ganas de <i>I fancy</i>		
En el futuro <i>In the future</i>	intento <i>I intend</i>		
Cuando sea mayor <i>When I'm older</i>	voy a <i>I am going</i>  me gustaría <i>I would like</i>	ser <i>to be (a)</i>	director(a) de una compañía / una empresa <i>manager of a company / business</i>  jefe/a <i>boss</i> feliz <i>happy</i> rico/a <i>rich</i>  doctor(a) <i>doctor</i> escritor(a) <i>writer</i> policía <i>police officer</i> presidenta <i>president</i> futbolista <i>footballer</i>
		ganar <i>to earn</i>	mucho dinero <i>lots of money</i>



**Spanish: Week 5 Questions****Translate in English:**

1. Cuando sea mayor, me gustaría ser escritor.
2. Un día, voy a ganar mucho dinero.
3. En el futuro, quiero ser directora de una empresa.
4. Si voy a la universidad, espero tener un buen trabajo.

**Translate in Spanish:**

5. Later in life, I want to have a good salary.
6. In the future, I would like to be a footballer.
7. One day, I am going to be a doctor.
8. When I'm older, I fancy being a manager.

**Extended Writing:**      **Write 3 sentences about what you would like to be in the future IN SPANISH:**

## Modern Britain: Half Term Five - Week 1

### Modern Britain: Week 1 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - Nature of God

#### Keywords

**Monotheistic** - believe in one God.

**Omnipotent** - having unlimited power.

**Omnibenevolent** - all-loving and all-good.

**Just** - the perfect judge of human behaviour and to bring about what is right and fair.

#### Key beliefs

Christianity is the main religion in the UK. It is made up of Catholic, Protestant and Orthodox branches of Christians. Catholics are led by the Pope who is based in Rome. Orthodox is practised in Eastern Europe and split from Catholic Christianity in 1054 CE. Protestant split from Catholic Christianity in the 16th century and branched out into different denominations (distinct groups), e.g Baptist, Pentecostal, Methodist, United Reformed Churches, Protestants agree that the Bible (Holy book) is the only authority for Christians.

They believe that God is the creator and sustainer of all that exists; God works throughout history and inspires people to do God's will; People can have a relationship with God through prayer; God is spirit - neither male or female - but has qualities of both. God is holy (set aside and worthy of worship) - Jesus is God's son - the true representation of God on earth.

#### God is omnipotent, loving and just.

God is the Supreme Being who is all-powerful and he has unlimited authority.

God uses his power to do good, he shows his love by creating humans and caring for them. God showed his love by sending his one and only Son, Jesus, to earth.

God is a just judge of humankind, he will never support injustice, ill-treatment, prejudice or oppression.

#### The Problems of evil and suffering

The problem with evil and suffering challenges belief in these qualities of God.

If God is benevolent, why does he allow people to suffer and to hurt others?

If God is omnipotent, why does he not prevent evil and suffering, such as the suffering caused by natural disasters?

If God is just, why does he allow injustice to take place?

Christians believe a just God treats people fairly, so they trust God even when things seem to be going wrong.

### Modern Britain: Week 1 Questions

1: What does monotheistic mean?

2: What is the main religion in the UK?

3: Who is the Supreme Being?

4: How do followers of Christianity have a relationship with God?

5: What does 'just' mean?

6: Who is the creator?

7: What does omnibenevolent mean?

8: Who is the true representation of God on earth?

**Extended Writing Question: Explain the nature of God and all his qualities.**

## Modern Britain: Half Term Five - Week 2

### Modern Britain: Week 2 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Trinity

#### Keywords

**The Trinity** - represents that God can be seen as 3 persons in one, all at the same time.

**Holy Spirit** - the third person of the Trinity

**Son of God** - the second presence of the Trinity and a title used for Jesus

#### Key beliefs

In simple terms, the concept of the Trinity is that there are three 'persons' except that it is difficult to explain in words but God is all Three!!

**God the Father** - the first person of the Trinity - the creator of the Earth and all living things on it.

**God the Son** - the second person of the Trinity and became incarnate on earth and in history through Jesus.

**God the Holy Spirit** - the holy spirit is believed to be the unseen power of God at work in the world in the past, present & future.

The Trinity is very much like a clover leaf, where it is all connected with 3 separate leaves but it is all one leaf.

Very similar to the Trinity - all 3 persons are 1!!!

#### The Trinity

God is understood by Christians as a relationship of love between Father, Son and Holy Spirit.

**God the Father** - the creator of all life, acts as a good father towards his children. He is all powerful (omnipotent), all loving (omnibenevolent), all knowing (omniscient) and present everywhere (omnipresent).

**God the Son** became Incarnate through Jesus who was both fully human while on earth and fully God at all times. Jesus

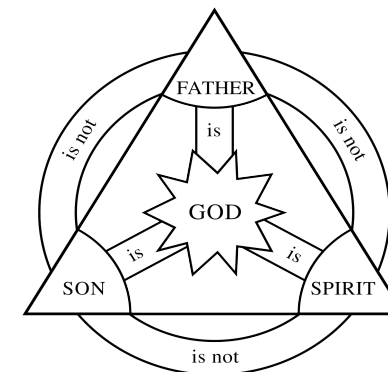
Is called the Son of God to show his special relationship to God the Father.

**God the Holy Spirit** is the unseen power of God at work in the world, who influences, guides and sustains life on earth.

Christians believe that there are 3 persons in 1 - the belief is called the Trinity.

Each person of the Trinity is fully God.

The persons of the Trinity are not the same.



### Modern Britain: Week 2 Questions

- 1: Identify the 3 persons in the Holy Trinity
- 2: Who is the second person of the Trinity?
- 3: What does omnipotent mean?
- 4: What does present everywhere mean?

- 5: What does the Trinity mean?
- 6: Who was fully human and fully God at all times?
- 7: Who is the unseen power?
- 8: What do Christians understand about the relationship with God?

**Extended Writing Question:** Explain in your own words who is involved in the Trinity and its relationship with God.

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

#### Modern Britain: Week 3 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Creations Story

##### **Keywords**

**Creation** - the act by which God brought the universe into being

**The Word** - term used at the beginning of John's gospel to refer to God the Son.

##### **Key beliefs**

Christians believe that God created the earth and all living things on the earth. There is religious truth explaining that the process of creation was God's choice and that God designed and caused it to happen.

**No one exactly** knows when the story in Genesis 1 was first written but experts believe it to be around 500 bc. Around 600 years later, in the New Testament of the Bible, John opened his gospel with a passage 'the Word'.

***"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made" John 1:1 - 3***

Experts have discussed this extract for many years and specifically the identity of the WORD. Most are now agreed that 'the Word' refers to God the Son who entered history as Jesus. This shows that not only was the Holy Spirit involved in the creation but that the Son was as well - welcome to the Holy Trinity and God being all 3 persons in 1.

##### **Creation stories - Genesis, first book in the Bible (Old Testament):-**

Many Christians believe that the story of the creation in Genesis, while not scientifically accurate, contains some religious truth. Some Christians believe that God made the world in literally six days and then the seventh day was his rest day. God created everything out of choice and created everything 'good'. Christians believe that God continues to create new life today. Although God the Father is referred to as the creator, the Holy Spirit was active in the creation of everything, according to Genesis (first book in the bible).

##### **Creation stories - John The Baptist (one of Jesus' disciples/New Testament):-**

In John's gospel, everything was created through the 'Word', who was both with God and was God. The Word refers to the Son of God who entered history as Jesus.

Christians believe that the Son of God, the Word of God, was involved in the creation story.

#### Modern Britain: Week 3 Questions

- 1: What does creation mean?
- 2: Who created the earth and all living things?
- 3: When was Genesis 1 first written?
- 4: The New Testament started how many years later?

- 5: Who is the 'Word'?
- 6: What does John the Baptist say about the 'Word'?
- 7: Who was also active in the creation of everything?
- 8: What is the Holy Trinity made up of?

**Extended Writing Question: Explain two ways that tells the creation's story.**

## Modern Britain: Half Term Five - Week 4

### Modern Britain: Week 4 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Incarnation

#### Keywords

**Incarnation** - becoming flesh, taking human form.

**Resurrection** - rising from the dead. Jesus rising from the dead on Easter day.

**Blasphemy** - a religious offence which includes claiming to be God

**Quote:** *"The Word became flesh and made his dwelling among us"*

#### Key beliefs

Although many people question the virgin conception because it is not a natural thing to happen and is unlikely to have happened since, for Christians it is very important. It gives evidence for the belief shared by all Christians that Jesus is incarnate.

**Mary** did not conceive Jesus sexually; Mary was engaged to Joseph who took Jesus as his son, although he knew he was not the natural father. An angel appears and says that Jesus is no ordinary child and not a normal conception. **The Son of God** - remember 'the Word' being the Son of God. Jesus was God incarnate, in the flesh as a man. The belief that Jesus was God incarnate makes it easier for Christians to explain and accept as truth some of his actions whilst on earth, including miracles and his resurrection (rising from the dead). When Jesus was baptised a voice from heaven said 'You are my Son'. Through the incarnation, God showed himself as a human being (Jesus) for around 30 years.

#### Son of God, Messiah, Christ.

Jesus was fully God and fully human, which helps explain his miracles and resurrection (rising from the dead).

His words, deeds and promises have great authority because they are the word of God.

Most Jews expected a Messiah who would come to save Israel and establish an age of peace but do not believe that Jesus was that person.

Christians believe that Jesus is the Messiah but a spiritual rather than a political one.

Gospel writers (stories) refer to Jesus as the Christ ('anointed one' or Messiah) but Jesus warned his disciples not to use the term, possibly because his opponents would have him arrested for blasphemy (claiming to be God).



### Modern Britain: Week 4 Questions

- 1: What does incarnation mean?
- 2: How did Mary conceive Jesus?
- 3: Who is the son of God?
- 4: Who did God become and why?

- 5: What does resurrection mean?
- 6: What does blasphemy mean?
- 7: What did Jesus do whilst he was on earth as a human?
- 8: Who was the 'word'?

**Extended Writing Question: Explain giving examples why Jesus was no ordinary child.**

## Modern Britain: Half Term Five - Week 5

### Modern Britain: Week 5 Knowledge Organiser: Christianity World Religion - Teachings and Beliefs - The Crucifixion

#### Keyword

**Crucifixion** - Roman method of execution by which criminals were fixed to a cross. The execution and death of Jesus on Good Friday. Crucifixion was death by asphyxiation.

#### Key beliefs

*The cross is used to symbolise their faith and Jesus died on the cross for our sins.*

#### What happened at Jesus' crucifixion?

Jesus was executed on the cross. Nailed to the cross and left to die.

#### Why do Christians use a cross or crucifix as a symbol to remind them of Jesus?

Even though Christians believe that Jesus was the Son of God, it does not mean that he was in some way spared the pain and horror of his crucifixion. Not only was he also fully human, he also had the same feelings as anybody else.



**Jesus** was sentenced to death by the Roman Leader, Pontius Pilate because he was going around telling everyone that he was God in human form. This was known as 'blasphemy', not telling the truth. He was ordered to die by crucifixion (fixed to a cross). Jesus was arrested in the garden of Gethsemane and brought to trial, first by the Jewish people and then by the Roman leader, Pontius Pilate. Although Jesus was fully God, he was also fully human so suffered pain and horror just like humans do. A Roman centurion soldier acknowledged that Jesus was innocent and said he was the Son of God. Joseph of Arimathea was permitted to bury Jesus in a cave-like tomb, rolling a large stone to block the entrance. Jesus' burial was rushed because the Sabbath was about to begin.

#### Why is Jesus' crucifixion important to Christians still today:-

Jesus' sacrifice on the cross gives hope to Christians that their sins will be forgiven if they sincerely repent (meaning they are sorry). Christians believe that God understands human suffering because Jesus, who is God, experienced it.

Christians accept that suffering is part of life, just as it was a part of Jesus' life.

God - Suffering on the cross where Jesus experienced pain and torture which means that he must of been able to experience human life!!

### Modern Britain: Week 5 Questions

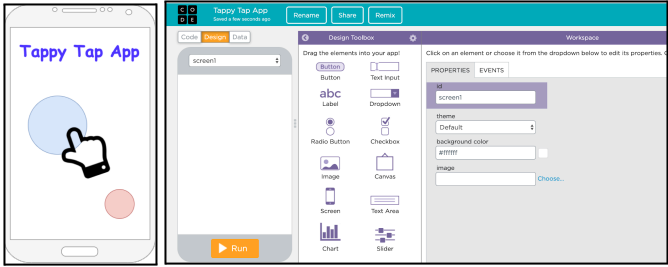
- 1: What does crucifixion mean?
- 2: What happened to Jesus on the cross?
- 3: What day was Jesus crucified?
- 4: Who was Jesus?

- 5: What does the cross symbolise?
- 6: Which garden was Jesus arrested in?
- 7: Which Roman leader arrested Jesus?
- 8: Why was Jesus' burial rushed?

**Extended Writing Question: Explain how we know that God understands human suffering.**

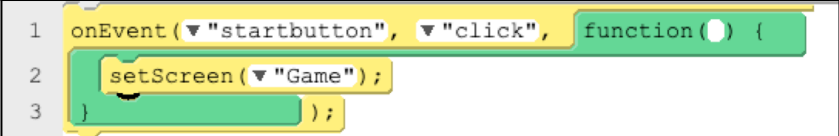
## Computing: Half Term Five - Week 1

### Computing: Week 1 Knowledge Organiser:

Keywords	Knowledge
<p><b>Decomposition</b> is breaking a problem down into more manageable chunks.</p> <p><b>Success Criteria</b> - These are the specific items that need to be included in the project.</p> <p><b>Graphical User Interface (GUI).</b> A type of user interface which uses windows, icons, menus and pointers to allow users to control a computer system.</p> <p><b>Command Line Interface (CLI)</b> A type of interface where the user has to type text commands to run computer programs.</p>	 <p>In today's app stores, there will be an application that can complete nearly every job that software can do. Making an app will require the developer to:</p> <ul style="list-style-type: none"> <li>• Think of an overall problem</li> <li>• Break that problem down into smaller problems</li> <li>• Work on each problem one by one.</li> </ul> <p>Developers will create success criteria so that they know what to include. This will be how they measure their progress and whether the task has been completed or not.</p>
Computing: Week 1 Questions	
1: Describe what is meant by the term: Decomposition 2: Describe what is meant by the term: Success Criteria 3: What is the first stage of app development? 4: What is the second stage of app development?	5: What is the third stage of app development? 6: What will app developers use to make sure they know what to include? 7: What does the success criteria allow developers to measure? 8: What is a GUI and what is a GUI used for?
<p><b>Extended Writing Question:</b> Explain the difference between a Graphical User Interface and a Command Line Interface.</p>	

## Computing: Half Term Five - Week 2

### Computing: Week 2 Knowledge Organiser:

Keywords	Knowledge
<p><b>Events</b> - These are actions that cause some code to be run</p> <p><b>Event Handler</b> - The part of the code that runs when an event occurs.</p> <p><b>Event Driven Programming</b> - When code is written to respond to events.</p>	<p>In event-driven programming, the flow of the program is controlled by events. Events can be triggered by a user action, such as:</p> <ul style="list-style-type: none"> <li>• Mouse clicks (or the touchscreen equivalent)</li> <li>• Key presses</li> <li>• Hovering over a picture</li> <li>• Voice input ("OK Google...")</li> </ul> <p>Events can also be automatic, such as</p> <ul style="list-style-type: none"> <li>• Sensors (e.g. if movement is sensed, turn the light on)</li> <li>• Messages from other programs</li> </ul>  <pre> 1  onEvent (▼ "startbutton", ▼ "click", function() { 2    setScreen (▼ "Game"); 3  } </pre>

### Computing: Week 2 Questions

<p>1: Describe what is meant by the term: Event</p> <p>2: Describe what is meant by the term: Event Handler</p> <p>3: Describe what is meant by the term: Event Driven Programming</p> <p>4: List the two ways that events can be 'triggered' in event-driven programming</p>	<p>5: Give an example of how an event may be triggered by a user action</p> <p>6: Give an example of how an event may be triggered automatically</p> <p>7: In the example program above, what 'trigger' is used?</p> <p>8: In the example program above, what 'event' is triggered?</p>
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### Extended Writing Question:

Many people use 'self-service' checkouts in Supermarkets. Describe how event driven programs could be used when creating an app for a self-service checkout. Describe some of the 'triggers' ('key presses, sensors, etc) and what event is triggered (changing a screen, showing a message, etc).



### Computing: Half Term Five - Week 3

#### Computing: Week 3 Knowledge Organiser:

Keywords	Knowledge
<p><b>Errors</b> - When an application (app) or program doesn't work correctly.</p> <p><b>Variables</b> - Locations in memory where data is stored. This data might change while the program is running.</p> <p><b>Iteration (or loop)</b> When instructions in a computer program are followed repeatedly.</p>	<p>When writing programs to create an app, there will be different errors that appear. They can be <b>syntax</b> (spelling) or <b>logic</b> (operators) errors.</p> <p>Syntax errors can be detected when the <b>run</b> button is selected because they will stop the program from running.</p> <p>Logic errors will need to be spotted by the programmer because the program will still run, but not always do as expected. This is because the program will still run but not as it should.</p> <p>Finding and fixing errors in code is referred to as debugging.</p> <p>Programs will follow sets of instructions in an order. It is important to make sure that the instructions are in the correct sequence (order). This helps create the desired end goal.</p>

#### Computing: Week 3 Questions

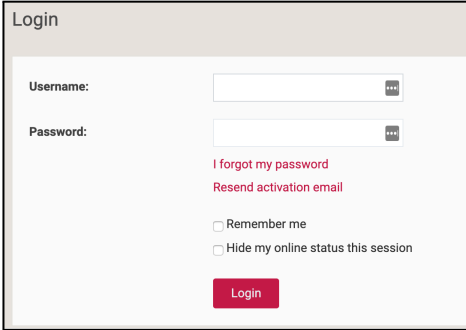
<p>1: What is an error?</p> <p>2: What is a variable?</p> <p>3: What is meant by the term 'Iteration'?</p> <p>4: What are two types of errors that can occur when writing programs?</p>	<p>5: What term is used to mean 'finding and fixing errors'?</p> <p>6: Describe what is meant by the term: Decomposition (See Week 1)</p> <p>7: Describe what is meant by the term: Success Criteria (See Week 1)</p> <p>8: You create an interface that allows the user to type text commands to carry out different tasks, what type of interface is this? (See Week 1)</p>
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#### Extended Writing Question:

Explain the difference between a syntax error and logic error.

## Computing: Half Term Five - Week 4

### Computing: Week 4 Knowledge Organiser:

Keywords	Knowledge
<p><b>User Input</b> - Allowing the person using the app to enter values.</p> <p><b>Subroutine</b> - These are blocks of code that can be recalled and used multiple times.</p> <p><b>Event Handler</b> - The part of the code that runs when an event occurs.</p>	<p>There are many different methods to gather user input. These methods may even gather different types of user input.</p> <ul style="list-style-type: none"> <li>• Text boxes - Allows the app to capture text string values.</li> <li>• Checkboxes - Allows the user to select a true/false option.</li> <li>• Buttons - When the button is clicked, an event will be triggered.</li> </ul> 

### Computing: Week 4 Questions

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|--|--|
| <p>1: Describe what is meant by the term: User Input</p> <p>2: What is a subroutine?</p> <p>3: What is an event handler?</p> <p>4: List 3 ways that an app can gather user input</p> | <p>5: Describe what a text box is used for in app development.</p> <p>6: Describe what a checkbox is used for in app development.</p> <p>7: Describe what buttons are used for in app development.</p> <p>8: What is meant by the term 'iteration'? (See Week 3)</p> |
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### Extended Writing Question:

Draw a 'login' interface, similar to the picture above, label the different types of user input (Text box, checkbox and buttons) and explain what they would be used for.

## Computing: Half Term Five - Week 5

### Computing: Week 5 Knowledge Organiser:

Keywords	Knowledge
<p><b>Selection (or Program Branch)</b> - This is where a True / False test is carried out. If the test is 'True' some code will run. However, if the test is 'False' other code will run.</p> <p><b>Boolean</b> - True/False values.</p>	<pre> if ( score &gt; 10 ) {   setText (▼ "feedback_label", "Great Work"); } else {   setText (▼ "feedback_label", "Hard Luck"); } </pre> <p>Events in an app will work based on True or False (Boolean) conditions happening. If one event takes place, then this will lead to another event running.</p> <p>We can use variables within selection statements to keep track of values being stored in the app. These values can then be used to decide which command to execute next. For example, if the variable <b>score</b> was 12, the label is set to <b>great work</b> in the example above.</p>

### Computing: Week 5 Questions

1: What is meant by the term: Selection? 2: What is another term for 'Selection'? 3: What values can be stored in a boolean variable? 4: Is the 'If' block in the example above an example of Sequence, Selection or Iteration?	5: In the example code above, give an example of a value for score that will mean the app would display the message 'Hard Luck' 6: In the example code above, give an example of a value for score that will mean the app would display the message 'Great Work' 7: Describe what is meant by the term: Decomposition (See Week 1) 8: What is a syntax error? (See Week 3)
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### Extended Writing Question:

Rewrite the block of code above so that 'Great Work' will only be output if the score is greater than or equal to 15.

# Aspire (ACHIEVE) Thrive

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Aspire Achieve Thrive