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

S
STOKE DAMEREL

Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 4 2024-25

History

Computing

KNOWLEDGE ORGANISER

Modern Britain

9

Spanish

French

Geography

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<u>Book Pride</u>

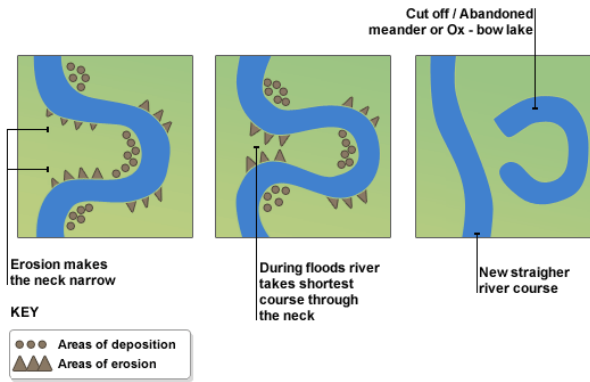| 1	2
- No dates and titles are underlined - Work is very untidy - Extended writing tasks are incomplete - SPaG errors being repeated Show more <u>PRIDE</u> in your learning. Be proud to learn and be proud of your work.	- Some dates and titles are underlined - Work is untidy - Extended writing tasks 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 4 **(24/02/2025 → 04/04/2025)** - 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 Four - Week 1

Geography: Week 1 Knowledge Organiser: Erosional and depositional landforms

| Erosional and depositional landforms (meanders and oxbow lakes) | **Erosion** - Erosion is the action of surface processes that removes soil, rock, or dissolved material from one location on the Earth
Meander -A pronounced bend in a river
Ox-bow lake- An arc-shaped lake which has been cut off from a meandering river. |
Erosion makes the neck narrow
KEY
●●● Areas of deposition
▲▲▲ Areas of erosion
During floods river takes shortest course through the neck
Cut off / Abandoned meander or Ox - bow lake
New straigher river course | **Formation of an Ox-Bow Lake.**
1. Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope.
2. Two types of erosion, hydraulic action and abrasion erode the outer banks, making the neck smaller.
3. Erosion breaks through neck, so river takes the fastest route, redirecting flow
4.Evaporation and deposition cuts off main channel leaving an oxbow lake |

Geography: Week 1 Questions

| 1. What is a meander?
2. What is an oxbow lake?
3. Are meanders and oxbow lakes erosional or depositional features, or both?
4. Which two types of erosion form a meander? | 5. Does erosion occur on the inside or outside bend of a meander?
6. What feature forms on the outside bend of a meander?
7. What feature does deposition on the inner bank form?
8. What does erosion mean? |

Extended Writing Question: Explain the formation of a meander

Geography: Half Term Four - Week 2

Geography: Week 2 Knowledge Organiser: Depositional features

Depositional landforms	**Deposition-** the dropping of sediment **Velocity-** the speed of something in a given direction.	**Deposition** occurs due to the water having less energy and losing velocity. **Formation of Floodplains and levees:** When a river floods, fine silt (sometimes called alluvium) is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form levees. Floodplains leave nutrient rich soil makes it ideal for farming and flat land for building houses. **Levees:** Embankment of sediment along the bank of a river. It may be formed naturally by regular flooding or be built up by people to protect the area against flooding.	

Geography: Week 2 Questions

1. What does deposition mean?
2. What does velocity mean?
3. Why does deposition occur?
4. What is another word for fine silt deposited on the valley floor?

5. What are levees?
6. Are flood plains an erosional or depositional feature?
7. What is an oxbow lake?
8. Which two types of erosion form a meander?

Extended Writing Question: Explain the formation of a levee

Geography: Week 3 Knowledge Organiser: River Tees			
Case study River Tees	**Location and Background** Located in the North of England and flows 137km from the Pennines to the North Sea.	**Upper –** Features include V-Shaped valley, rapids and waterfalls. High force Waterfall drops 21m and is made from harder Whinstone and softer limestone rocks. Gradually a gorge has been formed. **Middle –** Features include meanders and ox-bow lakes. The meander near Yarm encloses the town. **Lower –** Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary.	● Towns such as Yarm and Middleborough are economically and socially important due to houses and jobs that are located there. A number of flood defences are implemented of the River Tees; ● Dams and reservoirs in the upper course, controls river's flow during high & low rainfall. ● Flood warning systems, more flood zoning and river dredging reduces flooding in the lower course

Geography: Week 3 Questions	
1. Where is the River Tees? 2. How long is the River Tees? 3. What shape is the valley in the upper course? 4. What is the name of the waterfall in the upper course?	5. Which landforms occur in the middle course? 6. Which landforms occur in the lower course? 7. Name the two economically important towns on the river Tees 8. Which flood defence schemes are implemented on the River Tees?

Extended Writing Question: Explain how the river Tees changes from Source to Mouth

Geography: Half Term Four - Week 4

Geography: Week 4 Knowledge Organiser: Causes of flooding	
Relief: height and shape of the land **Geology**: Different types of rock	**Causes- Physical and human** *Physical:* **Prolong & heavy rainfall** - Long periods of rain causes soil to become saturated increasing runoff *Physical:* **Relief -** Steep-sided valleys channels water to flow quickly into rivers causing greater discharge. *Physical:* **Geology** - Impermeable rocks causes surface runoff to increase *Human:* **Land Use** - Tarmac and concrete are impermeable. This prevents infiltration & causes runoff.
How has Exeter been affected by flooding? In 1960 and in 2012 there was major flooding in Exeter. In 1960 1,000 properties were affected. **What has been done to reduce the risk of flooding?** £32m flood defence scheme. The flood defences will reduce the risk of flooding to more than 3,200 homes and businesses in Exeter. Strategies based around increasing flow and capacity include; new relief channel, raised flood defence wall, flood gates at The Quay.	

Geography: Week 4 Questions

1. What does relief mean?
2. What does geology mean?
3. How does heavy rainfall cause flooding?
4. How does relief cause flooding?
5. Name a human cause of flooding
6. How much has been spent on the Exeter river flood defence scheme?
7. Which defences have been used on the River Exe
8. How many homes and businesses in Exeter are protected?

Extended Writing Question: Explain how physical causes can lead to flooding

Geography: Week 5 Knowledge Organiser: Flood hydrographs

Flood Hydrograph: are graphs that show how a river responds to a period of rainfall.
Peak discharge - maximum amount of water held in the channel.
Peak rainfall – maximum amount of rainfall (millimetres).
Lag time - the time taken between peak rainfall and peak discharge.
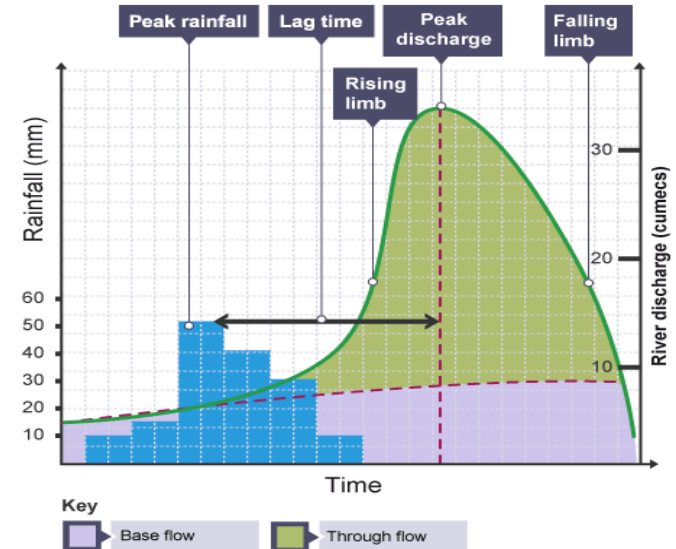**Rising limb -** shows the increase in discharge on a hydrograph.
Falling limb - shows the return of discharge to normal/base flow on a hydrograph.
Base flow - the normal discharge of the river.

The lag time can be short or long depending on different factors. For example, if there is no vegetation in an area, the water runs off into the river quicker, therefore it would have a short lag time. Alternatively, if there is plenty of vegetation in the area, the lag time would be longer as the plants would intercept the rainfall. A short lag time means water is reaching the river quickly, so there is a greater chance of a flood.

Factors influencing lag time include: Size of drainage basin; Vegetation; Valley side; steepness; Soil type

Geography: Week 5 Questions

1. What is a flood hydrograph?	5. What does peak rainfall mean?
2. What is on the Y Axis of a flood hydrograph?	6. What does lag time mean?
3. What is on the X axis of a flood hydrograph?	7. Define base flow
4. What does peak discharge mean?	8. State one way the lag time will get shorter

Extended Writing Question: Explain the term lag time and how it can be increased or decreased

Geography: Week 6 Knowledge Organiser: Hard and soft engineering

	Hard engineering	Benefits	Costs	Soft engineering	Benefits	Costs
	Dams & Reservoir	• Used for HEP or tourism • New habitats • Source of drinking water	• Very expensive (Kielder dam cost £167m) • People forced to leave homes	**Flood Warnings**	• Sustainable and low cost • Focus on helping people	• People may not respond • Need for monitoring equipment
	Channel Straightening	• Insurance premiums may fall • Navigation improved	• Lead to flooding downstream • unattractive	**Floodplain Zoning**	• Low cost • Conserves water meadows for wildlife	• Restricts development • Hard to implement retrospectively
	Embankments	• Increased capacity for carrying water • Creates walkways • New river bank habitats	• Looks artificial • More serious flooding if embankment fails (New Orleans)	**Afforestation**	• Creates habitats • Natural • Low cost	• Loss of farmland • Loss of economic land • Not totally effective
	Flood Relief Channels	• Opportunities for recreation (fishing and walking) • New habitats	• Very expensive – Jubilee River cost £110 million) • Habitats disturbed			

Geography: Week 6 Questions

1. What is hard engineering?
2. What is soft engineering?
3. Name a benefit of a dam or reservoir
4. Name a cost of channel straightening

5. Name a benefit of flood warnings
6. Name a cost of flood plain zoning
7. Name a benefit of afforestation
8. Which is most expensive - hard or soft engineering strategies?

Extended Writing Question: Explain how hard engineering strategies aim to reduce flooding

History: Half Term Four - Week 1

History: Week 1 Knowledge Organiser: The Berlin Crisis 1958-61

Keywords   **Khrushchev-** The leader of the Soviet Union after the death of Stalin.
President Eisenhower- President of the USA who tried to negotiate with Khruschev about Berlin
President Kennedy- President of the USA who refused to give into Khruschev. He was president when the Berlin Wall was built.
Brain Drain- Where skilled/highly educated people move out of an area.
Berlin Ultimatum- A last warning to the Western allies to leave Berlin in 6 months or there would be consequences.
Berlin Summits- Meetings between President Eisenhower/Kennedt and Khruschchev to try and solve the problems over Berlin.
Berlin Wall- Wall constructed around West Berlin by the Soviet Union to prevent people from the East of Germany being able to move to the West.
U2 Spy Plane- US plane used for spying and intelligence gathering.

Key Dates
1958 - Berlin Ultimatum
1959 - 1961 Berlin Summit meetings
May 1960 - U2 spy crisis
August 1961 -Berlin Wall built

Key Facts
1. By the late 1950s East Germany was experiencing a brain drain. This was where highly skilled people were leaving East Germany (The Soviet zone) and moving to West Berlin (The Capitalist zone) as the standard of living and pay were better there.
2. In 1958 this led Khrsuschev to issue an ultimatum to the leaders of West Berlin (UK, USA and France)- leave Berlin in six months or there will be consequences.
3. This led the USA to hold a series of summit meetings between 1959 and 1961. However tensions increased at the meetings when a U2 spy plane was shot down over the Soviet Union in 1960.
4. This resulted in Khrushchev building the Berlin Wall to stop people from East Berlin escaping into West Berlin.

History: Week 1 Questions

1. What is the term used to describe when highly skilled and educated people were leaving East Germany?
2. Which leader of the Soviet Union delivered the Berlin Ultimatum?
3. How many months did the Berlin Ultimatum give the USA, France and Britain to leave West Berlin before there would be consequences?
4. What was shot down by the Soviet Union in 1960 which meant the Summit meetings over Berlin ended?

5. What did Khrsuchev order to be built around West Berlin due to the failure to solve the problems over Berlin?
6. What was the name of the military alliance formed in 1949 by the Western powers as a result of the Berlin Blockade?
7. Who was the leader of the Soviet Union during the Berlin Blockade?
8. Was the first atomic bomb dropped on the city of Hiroshima or Nagasaki?

Extended Writing Question: Why would highly skilled people (e.g. doctors, lawyers) have wanted to leave communist East Germany and move to capitalist Western Europe?

History: Half Term Four - Week 2

History: Week 2 Knowledge Organiser: Protests in Communist countries

Key Words	Key Dates
Nagy- Became leader of Hungary in 1956 **Khrushchev**- Leader of the Soviet Union **Hard-line Communist-** Strict/harsh communist **Warsaw Pact-** Military alliance of the Eastern European Communist countries. **Red Army-** The army of the Soviet Union. **Reforms-** Change for the better	**October 1956** - Nagy becomes the new leader of Hungary **November 1956 -** Nagy announces he is leaving the Warsaw Pact. **November 1956** - Red army invades and retakes Hungary for the Soviets **June 1958**- Nagy was executed for committing treason.

Key Facts- Protests in Hungary

1. Hungary had a low standard of living and a harsh, hard-line, Pro-Soviet leader and the people were unhappy about it.

2. A new leader of Hungary, Nagy, was brought in to make the people happier.

3. Khrushchev allowed Nagy to make some reforms to make the people happier, but then Nagy made a mistake and said he wanted to take Hungary out of the Warsaw Pact

4. Khrushchev could not let this happen so he sent in the Red Army and thousands of Hungarians were killed.   5. Nagy was executed as a result of the Hungarian Crisis.

History: Week 2 Questions

1. Give one reason why the Hungarian people were unhappy living in Hungary by 1956.
2. What was the name of the leader of Hungary who was brought in to make the Hungarian people happier?
3. What was the Warsaw Pact?
4. What did Nagy say he would remove Hungary from which upset Khrushchev?

5. Who did Khrsuchev send into Hungary to stop Nagy and the Hungarians introducing their reforms?
6. What happened to Nagy as a result of the Hungarian Uprising?
7. What did Khrsuchev have built in Berlin to stop people leaving the East and escaping to the West?
8. How many months did the Berlin Ultimatum give the USA, France and Britain to leave West Berlin before there would be consequences?

Extended Writing Question: Why would people have been unhappy living in a communist country?

History: Week 3 Knowledge Organiser: Cuban Missile Crisis	

| **Keywords** **Castro**- Leader of the Cuban Revolution. **Khruschev**- Leader of the Soviet Union **President Kennedy-** President of America from 1961. He ordered the Bay of Pigs invasion. **Bay of Pigs Invasion**- Attempt by the USA to end the Cuban Revolution and remove Castro from power. **Cuban Exiles**- People who were Cuban but had been removed from Cuba and were not allowed to live there. **CIA-** American foreign intelligence organisation.   **U2 Spy Plane-** US plane used for spying and intelligence gathering. **Naval Quarantine-** Placing a ring of ships/submarines around a place to prevent other ships/submarines getting past. **Cuban Missile Crisis-** 13 days when nuclear war seemed likely as the USSR and USA argued over Soviet nuclear weapons in Cuba | **Key Dates** **1959-** Cuban Revolution **April 1961** - Bay of Pigs Invasion **October 1962** - U2 spy plane discovers missiles on Cuba **16th October 1962 – 28th October 1962-** Cuban Missile Crisis 13 Days |

Key Facts

Event: The Cuban Revolution   1. Cuba had been exploited by the USA for a long time-Cuba grew a lot of sugar which they then exported to the USA. The USA made lots of money selling it.   2. Castro, a Communist, staged a revolution to remove the pro-American leadership. This was known as the Cuban Revolution.

Event:- The Bay of Pigs Invasion

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

2. Castro's men were aware as to what was going to happen and were ready to meet the exiles when they arrived.

3. The Soviet leader Khrushchev agreed to give Cuba weapons so they could protect themselves.

Event:- The Cuban Missile Crisis   1. U2 spy planes discovered Soviet nuclear weapons on Cuba pointing at the USA.

2. President Kennedy responded with a naval quarantine around Cuba. Boats from the Soviet Union were not permitted to enter Cuba out of fear of missiles being delivered to Cuba by the Soviet Union. 3. Nuclear war looked very likely. Both sides were being pushed but neither side wanted to be the first to attack. This lasted for 13 days.

4. The Cuban Missile Crisis ended when Khrushchev agreed to a deal to dismantle the missiles in Cuba in exchange for a promise that the blockade would be lifted, there would be no further invasions of Cuba and in secret US missiles would be removed from Turkey.

History: Week 3 Questions	
1. What raw material was grown in Cuba that the USA made a lot of money from? 2. Who staged the Cuban Revolution in 1959? 3. Who staged the Bay of Pigs Invasion of Cuba in 1961? 4. Who was sent into Cuba during the Bay of Pigs Invasion to try and take back control of Cuba?	5. What did U2 spy planes discover in Cuba in October 1962 that led to the Cuban Missile Crisis starting? 6. Who started the American naval quarantine of Cuba? 7. How many days did the Cuban Missile Crisis last for? 8. Where did the Americans have to remove their missiles from in secret in order for the crisis to end?
Extended Writing Question: Why did Castro want to remove US control from Cuba?	

History: Half Term Four - Week 4

History: Week 4 Knowledge Organiser: The Vietnam War

Key Words	Key Dates
Vietcong- A group of fighters who wanted to turn Vietnam into a Communist country. **Napalm Bomb-** Napalm is a substance containing petrol- it was used by the US in the Vietnam War to make bombs that burned people, jungles and food supplies..	**1965**- US soldiers fight in Vietnam for the first time. **1973**- USA leave Vietnam and withdraw from the war

Key Facts

1. The Vietnam War was fought to decide whether Vietnam would become a Communist or Capitalist country. At the start of the war North Vietnam followed communist beliefs and South Vietnam followed Capitalist beliefs.
2. Fighting for North Vietnam- The North Vietnam Army and the Vietcong were fighting to spread Communist beliefs.
3. Fighting for South Vietnam- The South Vietnam Army and the US Army were fighting to spread Capitalist beliefs.
4. The US president, President Johnson, said the only way to win the Vietnam War was to win the hearts and minds of the Vietnamese people'
5. The war ended with Vietnam becoming a Communist country.

Why did the USA not win the Vietnam War?

The Vietcong   a. The Vietcong were well supplied with weapons from China and the Soviet Union.
b. The Vietcong did not wear a uniform so were not easy to detect.
c. The Vietcong used tactics like underground tunnels and trip wires against the US soldiers.

The US Media   a. The media made the American people aware of what was happening in Vietnam.
b. They saw footage of napalm bombs being dropped on food supplies and harming innocent civilians.
c. The media footage led to lots of American people protesting against the American government and what they were doing in the Vietnam War**.**

History: Week 4 Questions

1. Was North Vietnam following capitalist or communist beliefs at the start of the Vietnam War?
2. Was South Vietnam following capitalist or communist beliefs at the start of the Vietnam War?
3. Were the Vietcong fighting for North or South Vietnam?
4. Give one reason why the Vietcong were hard to defeat?

5. What type of bomb were the US using in the Vietnam War that killed innocent civilians and harmed food supplies?
6. Give one reason why the media in the US caused US citizens to turn against the Vietnam War?
7. What did President Johnson of the USA suggest that America needed to do to win the Vietnam War?
8. What did Nagy (the leader of Hungary) say he would remove Hungary from which upset Khrushchev?

Extended Writing Question: Why would the US dropping napalm bombs in Vietnam have not helped the USA to 'win the hearts and minds' of the Vietnamese people?

History: Week 5 Knowledge Organiser: Prague Spring and Czechoslovakia Crisis

Key Words	Key Dates
Brehznev- Leader of the Soviet Union at the time of the Czechopslovakian Crisis **Novotny**- Leader of Czechoslovakia between 1953 and 1968. He was disliked by the people for being too harsh. **Dubcek-** Leader of Czechoslovakia during the crisis of 1968 **Husak**- Replaced Dubcek as leader of Czechoslovakia. Was a pro-Soviet. **Prague Spring Reforms-** Name given to Dubcek's reforms of Czechoslovakia to help Communism become more liked and popular. **Satellite Country/State-** A country that is formally independent in the world but under heavy political, economic, and military influence from another country. **Doctrine-** A government policy	**1948-68 -** Czechoslovakia under Soviet control. **January 1968** - Dubcek had become leader and he introduced the Prague Spring Reform. **August 1968** -The Warsaw Pact invaded Czechoslovakia. **Sept 1968-** Announcement of the Brezhnev Doctrine **1969** - Dubcek replaced with Husak.

Background- Low standard of living and few human rights was causing unrest in Czechoslovakia.
Events
1. Dubcek becomes leader and introduces Prague Spring - a series of reforms to give 'socialism a human face'. (make Communist ideas more liked and popular with the people)
2. These reforms included opportunities to travel and trade with the west. more freedom of speech and trade unions.
3. Dubcek made it clear he would not leave the Warsaw Pact.
4. Brezhnev was under increasing pressure from Poland and East Germany to stop this new form of communism. They were worried about their citizens then wanting too many rights and freedoms.
5. 500,000 Warsaw Pact troops invaded Czechoslovakia and removed Dubcek from power - no mass protest against this as there had been in Hungary.
6. Czechoslovakia returned to a soviet style of communism under the leadership of Husak.
Outcome
1. Brezhnev had used Czechoslovakia as a chance to show his authority - he was prepared to invade a friendly satellite country if they challenged his authority.
2. He also demonstrated to the USA that he was no push over.
3. This led to the announcement of the Brezhnev Doctrine: It stated that the actions of any individual communist country affected all communist countries. So if one Communist country's actions threaten the others the Soviet Union and the Warsaw Pact would take steps to stop it, even staging a military invasion if needed.
4. This strengthened Brehznev's control of the Buffer Zone and ensured that there would be no more threats to his authority.

History: Week 5 Questions	
1. What was the name of the leader of Czechoslovakia who introduced the Prague Spring reforms? 2. Give an example of one of the Prague Spring reforms. 3. How many Warsaw Pact troops were sent into Czechoslovakia to stop the Prague Spring reforms? 4. What was the name of the leader of the Soviet Union who organised the invasion of Czechoslovakia?	5. What did the Brezhnev Doctrine say would happen to a Communist country if their actions threatened Communism? 6. Who 'blinked first' during the Cuban Missile Crisis? 7. What was shot down by the Soviet Union in 1960 which meant the Summit meetings over Berlin ended? 8. What did the Test Ban Treaty ban from happening from 1963?
Extended Writing Question: Explain the events of the Prague Spring and the Invasion of Czechoslovakia	

History: Week 6 Knowledge Organiser: Revision and Review
Use weeks 1 - 5 to answer these questions

History: Week 6 Questions	
1. What problems were there in East Berlin, Hungary and Czechoslovakia? 2. Name two communist country leaders who tried to introduce reforms? 3. Was the Warsaw Pact the alliance of the Communists or the Capitalists countries? 4. What happened in both Hungary and Czechoslovakia when the leaders tried to introduce reforms?	5. Why was the war in Vietnam so unpopular with the people of America? 6. Which of the Superpowers put missiles on Cuba? 7. Why did this make the Cold War more dangerous? 8. Who won the Cuban Missile Crisis?

Extended Writing Question: Explain why so many countries who were communist wanted to make changes to their governments.

French: Week 1 Knowledge Organiser: video games and music

Je joue	*I play*	à des jeux-vidéo *video games* à des jeux en ligne *online games*	sur ma console *on my console* sur ma tablette *on my tablet* sur mon portable *on my phone* sur mon ordinateur *on my computer*
J'écoute	*I listen*	du rap *to rap*	
Je télécharge	*I download*	de la musique *to music* des chansons *to songs*	avec mes écouteurs *on my headphones*
Je regarde	*I watch*	des clips sur TikTok des clips des chaînes YouTube *YouTube channels* des photos des selfies	avec mon ami *with my friend*
Je partage	*I share*		
Je parle	*I talk*		

French: Week 1 Questions - video games and music

Translate in English:
1. Je joue à des jeux en ligne sur ma console.
2. Je télécharge de la musique sur mon portable.
3. Je parle avec mon ami.
4. Je regarde des clips sur mon ordinateur.

Translate in French:
5. I listen to songs on my tablet.
6. I share photos with my friend.
7. I play video games on my console.
8. I listen to music with my headphones.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Que fais-tu en ligne?   *What do you do online?*

French: Half Term Four - Week 2

French: Week 2 Knowledge Organiser: video games and music

Je joue	*I play*	à des jeux-vidéo	*video games*	sur ma console	*on my console*
		à des jeux en ligne	*online games*	sur ma tablette	*on my tablet*
				sur mon portable	*on my phone*
				sur mon ordinateur	*on my computer*
J'écoute	*I listen*	du rap	*to rap*		
		de la musique	*to music*	avec mes écouteurs	*on my headphones*
Je télécharge	*I download*	des chansons	*to songs*		
Je regarde	*I watch*	des clips sur TikTok			
		des clips			
		des chaînes YouTube	*YouTube channels*	avec mon ami	*with my friend*
Je partage	*I share*	des photos			
		des selfies			
Je parle	*I talk*				

French: Week 2 Questions - video games and music

Translate in English:
1. Je joue à des jeux vidéo sur ma console.
2. Je télécharge du rap sur mon computer.
3. Je partage des chaînes YouTube avec mon ami.
4. Je regarde des photos sur mon ordinateur.

Translate in French:
5. I play online games on my tablet.
6. I share clips with my friend.
7. I share selfies on my computer.
8. I download music with my friend.

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

Que fais-tu en ligne? *What do you do online?*

French: Week 3 Knowledge Organiser: video games and music

		de la musique		
		des clips		
J'envoie	*I send*	des photos	à mes copains et copines	*to my friends*
		des selfies		
		des messages		
J'achète	*I buy*	des vêtements	*clothes*	en ligne	*online*
				sur Vinted	*on Vinted*
Je cherche	*I look for*	des idées	*ideas*	sur Internet	*on the internet*
		des informations		
				sur ma console	*on my console*
				sur ma tablette	*on my tablet*
Je passe	*I spend*	beaucoup de temps	*a lot of time*	sur mon portable	*on my phone*
		trop de temps	*too much time*	sur mon ordinateur	*on my computer*
				sur les réseaux sociaux	*on social media*

French: Week 3 Questions - video games and music

Translate in English:
1. J'envoie de la musique à mes copains.
2. Je cherche des informations sur Internet.
3. Je passe beaucoup de temps sur mon portable.
4. J'envoie des messages en ligne.

Translate in French:
5. I look for ideas on the internet.
6. I spend too much time on my tablet.
7. I send photos on my computer.
8. I buy clothes on Vinted.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Que fais-tu en ligne?   *What do you do online?*

French: Half Term Four - Week 4

French: Week 4 Knowledge Organiser: video games and music

J'envoie	*I send*	de la musique des clips des photos des selfies des messages		à mes copains et copines	*to my friends*
J'achète	*I buy*	des vêtements	*clothes*	en ligne	*online*
				sur Vinted	*on Vinted*
Je cherche	*I look for*	des idées	*ideas*	sur Internet	*on the internet*
		des informations			
Je passe	*I spend*	beaucoup de temps	*a lot of time*	sur ma console	*on my console*
				sur ma tablette	*on my tablet*
		trop de temps	*too much time*	sur mon portable	*on my phone*
				sur mon ordinateur	*on my computer*
				sur les réseaux sociaux	*on social media*

French: Week 4 Questions - video games and music

Translate in English:
1. J'achète des vêtements sur Internet.
2. Je passe beaucoup de temps sur les réseaux sociaux.
3. Je cherche des idées en ligne.
4. J'envoie des messages sur ma tablette.

Translate in French:
5. I spend too much time on my tablet.
6. I look for information on my phone.
7. I send selfies to my friends.
8. I buy clothes online.

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

Que fais-tu en ligne? *What do you do online?*

French: Week 5 Knowledge Organiser: video games and music

Je joue	à des jeux-vidéo à des jeux en ligne	sur ma console sur ma tablette sur mon portable sur mon ordinateur		et je trouve ça …	*and I find it…*
J'écoute Je télécharge	du rap de la musique des chansons	avec mes écouteurs	je fais ça… *I do that (it)…*	intéressant. pratique. éducatif. amusant.	*interesting.* *practical.* *educational.* *fun.*
Je regarde Je partage	des clips sur TikTok des clips des chaînes YouTube des photos des selfies	avec mon ami	**+**		
Je parle			souvent *often*		
J'envoie	de la musique des clips des photos des selfies des messages	à mes copains et copines	parfois *sometimes* tout le temps *all the time* tous les jours *every day* tous les soirs *every evening*	et j'aime beaucoup ça. *and I like it a lot.*	
J'achète	des vêtements	en ligne sur Vinted	tous les week-ends *every weekend*		
Je cherche	des idées des informations	sur Internet	de temps en temps *from time to time*	et ça me passionne. *and it fascinates me*	
Je passe	beaucoup de temps trop de temps	sur ma console sur ma tablette sur mon portable sur mon ordinateur sur les réseaux sociaux			

French: Week 5 Questions - video games and music	
Translate in English: 1. Je fais ça tout le temps et je trouve ça amusant. 2. J'achète des vêtements et j'aime beaucoup ça. 3. Je passe beaucoup de temps sur mon portable et ça me passionne. 4. Je partage des photos et j'aime beaucoup ça.	**Translate in French:** 5. I look for ideas and I find it practical. 6. I share music and it fascinates me.. 7. I buy clothes on Vinted and I like it a lot. 8. I watch clips and I find it educational.
Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**: **Que fais-tu en ligne? (+opinion)** *What do you do online? (+opinion)*	

French: Week 6 Knowledge Organiser: video games and music				

Je joue	à des jeux-vidéo à des jeux en ligne	sur ma console sur ma tablette sur mon portable sur mon ordinateur		et je trouve ça … *and I find it…*
J'écoute Je télécharge	du rap de la musique des chansons	avec mes écouteurs	je fais ça… *I do that (it)…*	intéressant. *interesting.* pratique. *practical.* éducatif. *educational.* amusant. *fun.*
Je regarde Je partage	des clips sur TikTok des clips des chaînes YouTube des photos des selfies	avec mon ami	**+**	
Je parle			souvent *often*	
J'envoie	de la musique des clips des photos des selfies des messages	à mes copains et copines	parfois *sometimes* tout le temps *all the time* tous les jours *every day* tous les soirs *every evening*	et j'aime beaucoup ça. *and I like it a lot.*
J'achète	des vêtements	en ligne sur Vinted	tous les week-ends *every weekend*	
Je cherche	des idées des informations	sur Internet	de temps en temps *from time to time*	et ça me passionne. *and it fascinates me*
Je passe	beaucoup de temps trop de temps	sur ma console sur ma tablette sur mon portable sur mon ordinateur sur les réseaux sociaux		

French: Week 6 Questions - video games and music

Translate in English:	**Translate in French:**
1. Je joue à des jeux en ligne et je fais ça tous les soirs. 2. J'achète des vêtements et je fais ça tous les week-ends. 3. Je passe trop de temps sur mon ordinateur et je fais ça souvent . 4. Je fais ça tous les jours et j'aime beaucoup ça.	5. I spend too much time on my tablet. 6. I look for information on my phone and I find it educational. 7. I send selfies to my friends and I find it practical. 8. I buy clothes online and I find it fun.

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

Que fais-tu en ligne? (+opinion)   *What do you do online? (+opinion)*

Spanish: Week 1 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*

Juego *I play*	**a los videojuegos** *video games* **a los juegos en línea** *online games*	**en mi videoconsola** *on my games console* **en mi tableta** *on my tablet* **en mi móvil** *on my phone* **en mi ordenador** *on my computer*
Escucho *I listen to*	**música** *music* **canciones** *songs* **la radio** *the radio* **mi banda favorita** *my favourite band*	**en la aplicación…** *on the app…*
Veo *I watch* **Comparto** *I share* **Subo** *I upload* **Publico** *I publish*	**los videos en TikTok** **las fotos**	**con mi amigo/a** *with my friend* **en las redes sociales** *on social media*
Chateo *I chat*		

Spanish: Week 1 Questions

Translate into English:
1. Juego a los videojuegos en mi videoconsola.
2. Escucho música en mi móvil.
3. Chateo con mi amigo.
4. Veo los videos en TikTok.

Translate into Spanish:
5. I listen to songs on my tablet.
6. I share photos with my friend.
7. I chat on social media.
8. I listen to music on the app Spotify.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH**:
¿Qué haces en internet? *What do you do online?*

Spanish: Week 2 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*		
Juego *I play*	a los videojuegos *video games* a los juegos en línea *online games*	en mi videoconsola *on my games console* en mi tableta *on my tablet* en mi móvil *on my phone* en mi ordenador *on my computer*
Escucho *I listen to*	música *music* canciones *songs* la radio *the radio* mi banda favorita *my favourite band*	en la aplicación... *on the app...*
Veo *I watch* Comparto *I share* Subo *I upload* Publico *I publish*	los videos en TikTok las fotos	con mi amigo/a *with my friend* en las redes sociales *on social media*
Chateo *I chat*		

Spanish: Week 2 Questions

Translate into Spanish:
1. Comparto las fotos en las redes sociales.
2. Subo los videos en Tiktok.
3. Juego a los juegos en línea.
4. Escucho la radio.

Translate into Spanish:
5. I listen to songs on my mobile.
6. I upload photos on social media.
7. I watch videos with my friend.
8. I chat with my friend.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH (do not use last week's answer!!)**:

¿Qué haces en internet? *What do you do online?*

Spanish: Week 3 Knowledge Organiser: ¿Qué haces en internet?		*What do you do online?*

	música mensajes vídeos fotos	a mis amigos *to my friends*
Mando *I send*		
Compro *I buy*	ropa *clothes*	en línea *online* en Vinted *on Vinted*
Busco *I look for*	información	en Internet *on the internet*
Paso *I spend*	mucho tiempo *a lot of time* demasiado tiempo *too much time*	en mi videoconsola *on my games console* en mi tableta *on my tablet* en mi móvil *on my phone* en mi ordenador *on my computer* en las redes sociales *on social media*

Spanish: Week 3 Questions

Translate into English:	**Translate into SPANISH:**
1. Mando música a mis amigos. 2. Busco información en internet. 3. Paso mucho tiempo en mi móvil. 4. Mando mensajes en línea.	5. I look for ideas on the internet. 6. I spend too much time on my tablet. 7. I send photos on my computer. 8. I buy clothes on Vinted.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH (do <u>not</u> use last week's answer!!)**:

¿Qué haces en internet? *What do you do online?*

Spanish: Half Term Four - Week 4

Spanish: Week 4 Knowledge Organiser: ¿Qué haces en internet?   *What do you do online?*

Mando *I send*	música mensajes vídeos fotos	a mis amigos *to my friends*
Compro *I buy*	ropa *clothes*	en línea *online* en Vinted *on Vinted*
Busco *I look for*	información	en Internet *on the internet*
Paso *I spend*	mucho tiempo *a lot of time* demasiado tiempo *too much time*	en mi videoconsola *on my games console* en mi tableta *on my tablet* en mi móvil *on my phone* en mi ordenador *on my computer* en las redes sociales *on social media*

Spanish: Week 4 Questions

Translate into English:
1. Compro ropa en internet.
2. Paso mucho tiempo en las redes sociales.
3. Busco información en línea.
4. Mando mensajes en mi tableta.

Translate into SPANISH:
5. I spend too much time on my tablet.
6. I look for information on my phone.
7. I send selfies to my friends.
8. I buy clothes online.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH (do not use last week's answer!!)**:
¿Qué haces en internet?   *What do you do online?*

Spanish: Week 5 Knowledge Organiser: **¿Qué haces en internet?** *What do you do online?*

Juego *I play*	a los videojuegos *video games* a los juegos en línea *online games*	en mi videoconsola *on my games console* en mi tableta *on my tablet* en mi móvil *on my phone* en mi ordenador *on my computer*	Lo hago *I do that (it)...* a menudo *often* a veces *sometimes* todo el tiempo *all the time* todos los días *every day* cada noche *each evening* todos los fines de semana *every weekend* de vez en cuando *from time to time*
Escucho *I listen to*	música *music* canciones *songs* la radio *the radio* mi banda favorita *my favourite band*	en la aplicación... *on the app....*	
Veo *I watch* Comparto *I share* Subo *I upload* Publico *I publish*	los videos en TikTok las fotos	con mi amigo/a *with my friend* en las redes sociales *on social media*	
Chateo *I chat*			
Mando *I send*	música mensajes vídeos fotos	a mis amigos *to my friends*	
Compro *I buy*	ropa *clothes*	en línea *online* en Vinted *on Vinted*	
Busco *I look for*	información	en Internet *on the internet*	
Paso *I spend*	mucho tiempo *a lot of time* demasiado tiempo *too much time*	en mi videoconsola *on my games console* en mi tableta *on my tablet* en mi móvil *on my phone* en mi ordenador *on my computer* en las redes sociales *on social media*	

Spanish: Week 5 Questions	
Translate into English: 1. Lo hago todo el tiempo. 2. Compro ropa y lo hago a veces. 3. Paso demasiado tiempo en mi videoconsola. 4. Comparto las fotos de vez en cuando.	**Translate into Spanish:** 5. I look for ideas on my tablet. 6. I share music every day. 7. I do it every weekend. 8. I watch videos on my computer.

Extended Writing Question:　　　Use your sentence builder to help you answer the following question **IN SPANISH (do <u>not</u> use last week's answer!!)**:

¿Qué haces en internet?　　　*What do you do online?*

Spanish: Week 6 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*

Juego *I play*	a los videojuegos *video games* a los juegos en línea *online games*	en mi videoconsola *on my games console* en mi tableta *on my tablet* en mi móvil *on my phone* en mi ordenador *on my computer*	Lo hago *I do that (it)....*
Escucho *I listen to*	música *music* canciones *songs* la radio *the radio* mi banda favorita *my favourite band*	en la aplicación... *on the app....*	a menudo *often* a veces *sometimes* todo el tiempo *all the time* todos los días *every day* cada noche *each evening* todos los fines de semana *every weekend* de vez en cuando *from time to time*
Veo *I watch* Comparto *I share* Subo *I upload* Publico *I publish*	los videos en TikTok las fotos	con mi amigo/a *with my friend* en las redes sociales *on social media*	
Chateo *I chat*			
Mando *I send*	música mensajes vídeos fotos	a mis amigos *to my friends*	
Compro *I buy*	ropa *clothes*	en línea *online* en Vinted *on Vinted*	
Busco *I look for*	información	en Internet *on the internet*	
Paso *I spend*	mucho tiempo *a lot of time* demasiado tiempo *too much time*	en mi videoconsola *on my games console* en mi tableta *on my tablet* en mi móvil *on my phone* en mi ordenador *on my computer* en las redes sociales *on social media*	

Spanish: Week 6 Questions

Translate into English:	Translate into Spanish:
1. Juego a los juegos en línea.	5. I spend too much time on my tablet.
2. Lo hago cada noche.	6. I look for information on my phone.
3. Compro ropa en Vinted.	7. I do it often.
4. Escucho mi banda favorita en internet.	8. I publish photos on social media.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH (do <u>not</u> use last week's answer!!)**:

¿Qué haces en internet? *What do you do online?*

Modern Britain: Week 1 Knowledge Organiser: Rule of Law - Peace and Conflict

Keywords
Peace - the absence of conflict and in harmony
Conflict - conflict between two nations
Justice - bringing about what is right and fair
Reconciliation - means a conscious effort to rebuild a relationship which has been damaged by conflict.

What is peace and conflict?
Many years are fought to achieve Justice - what is right and fair according to the law or making up for a role that has been committed. Christians and Muslims believe that forgiveness (pardoning someone for what they have done wrong) and reconciliation (restoring friend relationships after conflict) should follow after War.
Throughout history people have gone to war (fighting between Nations to resolve issues between them). Often the intention of those fighting is to create peace - an absence of conflict (war) which leads to happiness and harmony.
Peace - may be hard to achieve through war because its aftermath is often instability and resentment. Christians and Muslims seek inner peace and tranquility through prayer and meditation
Justice - Is linked to equality of opportunity. More privileged parts of the world are seen to be the cause of injustice, conflict may result. In Islam 'the Just' is one of the 99 names of God who gives humans laws to follow
Christians believe that protest to achieve what is right is acceptable as long as violence is not used. Christian pastor Dr Martin Luther King Jr organise peaceful protest against unjust racist laws which succeeded in bringing civil rights to African American citizens
When we study other religions, the main message of Islam is peace (salam means' peace' or 'safety'). Muslims believe that God created everything and humankind has the responsibility to ensure that everybody lives correctly. This does not include fighting, although if the fighting is in self - defence or defence of the faith, it can be justified.
Making up after conflict requires more than just words. It involves a conscious effort to rebuild a relationship and work to ensure there is no more conflict. Both sides have to play an active part in this, which is called reconciliation.

Modern Britain: Week 1 Questions

1. What does peace mean?	5. What does war mean?
2. What does conflict mean?	6. How many names are there for God?
3. What does justice mean?	7. What does forgiveness mean?
4. Which two religions seek inner peace and tranquility through prayer?	8. Give a religious view on peace and conflict

Extended Writing Question: Describe how reconciliation can be achieved.

Modern Britain: Half Term Four - Week 2

Modern Britain: Week 2 Knowledge Organiser: Rule of Law: Reasons for War

Keywords
Greed - wanting someone that you will do anything to get
Retaliation - deliberately harming someone as a response to them harming you
Self Defence - acting to prevent harm to yourself or others

Key Information
Some people find it very difficult to understand why people are prepared to fight in a war and why their countries expect them to. However, it is a fact that people are prepared to do this in great numbers. In April 2015 there were around 153,000 military personnel in the UK serving in the armed forces.
Whenever the UK is involved in war, both full time and volunteer personnel are called upon to fight if we need to defend the country. During World War 1 and II, the need for fighters was so great that people were ordered to fight for their country.
Self - defence is a reason for war when a country attacks another for no reason. Many people would ask themselves what the UK would be like today had people not defended the country against Nazi invasion during the Second World War.
Greed - throughout history war has been used as a way to gain more land or territory from weaker neighbouring countries or even territories thousands of miles away.
Retaliation - this follows conflict and it is more than just apologising; it involves a conscious effort to rebuild a relationship and sometimes much work is needed to ensure there is no more conflict.

Key beliefs -
The holy books the Bible and the Qur'an warn against greed 1 TIm 6:10 and Qu'ran 4: 36-37.
Jesus taught that retaliation is wrong.
Many Christians support this teaching in their own lies but find it more difficult in situations of War.
Islam teaches that God knows the need for Justice so permits ' fair retribution' but retaliation must be measured: torture and mutilation are strictly forbidden under Islamic law. Forgiveness is a better response to avoid bloodshed and be rewarded by God

Modern Britain: Week 2 Questions

1. What does greed mean?	5. What does greed mean?
2. What does retaliation mean?	6. Identify a way you are called upon to fight
3. How many military personnel were there in April 2015?	7. What do the holy books warn against?
4. What do Christians believe about retaliation?	8. Which two wars were people ordered to fight in?

Extended Writing Question: Explain two reasons for committing crimes

Modern Britain: Week 3 Knowledge Organiser: Rule of Law - Violence and Violent Protests

Keywords
Terrorism - use of violence and threats to intimidate especially for Political purposes to create a state of Fear in a population
Violence - causing harm to someone
Protest - voicing disagreement with something

Key Information
The right to protest - Express disapproval often in public group is a fundamental democratic freedom
UK law allows peaceful public protest marches of police are told 6 days before so that violence (actions that threaten or harm others) can be avoided
Terrorism (the unlawful use of violence usually against innocent civilians to achieve a political goal) is a more serious form of violent protest.
Consequences of terrorism can be good or negative. Good consequences are that the security of the country is increased and government officials and counter terrorism police are more informed of any likely attacks now. Bad consequences are that innocent people are killed, harmed, injured and have life threatening injuries which they never recover from, likely physical or mental.
Some protests involve a procession or a march, the police must be told at least six days before it takes place. The police can request alterations to the route or even apply to a court for an order to ban the march. They may do this if they feel that the arch might intimidate other people or they predict that violence will be involved.
Key beliefs:-
Christians believe that protest to achieve what is right is acceptable as long as violence is not used. Christian pastor Dr Martin Luther King Jr organise peaceful protest against unjust racist laws which succeeded in bringing civil rights to African American citizens
No religious teachings promote violence but they have different views about when violence may be justified. in Islam fighting is only allowed in self defence or Defence of faith and only against those who actively fight against you
Some individuals or groups use terrorism to further their cause by killing innocent people. Suicide bombers, car bombs, gunman shooting into groups of people, using vehicles to knock down pedestrians are all tactics in terrorism.
Most Christians and Muslims believe terrorism is wrong as it targets innocent people. Some religions say that the only person who can take a life is the person who created it, which would be God in their opinion.

Modern Britain: Week 3 Questions

1. **Meaning of terrorism?**	5. **Who was the Christian pastor who organised peaceful protests?**
2. **Meaning of violence?**	6. **How do terrorists operate?**
3. **What is the Christian view on violence?**	7. **What do UK laws promote?**
4. **Which religions promote violence of any sort?**	8. **Who has the authority to take a life?**

Extended Writing Question: Explain a consequence of terrorism to society.

Modern Britain: Half Term Four - Week 4

Modern Britain: Week 4 Knowledge Organiser: Rule of Law: Terrorism

Keywords
Terrorism - It is the threat or use of violence to innocent people with the intent of causing fear, terror in a target group, in order to achieve political objectives.

Key Information
Bioterrorism - This is the deliberate release of viruses, bacteria or toxic chemicals to cause illness or death. They can be spread through the air, by touch, or in food or water. Biological and chemical weapons used by terrorists have not been responsible for many deaths but have caused panic and disruption. The US Center for Disease Control has identified a number of the most deadly 'bio-weapons' which include anthrax, botulism, smallpox, the plague and the Ebola virus! **State terrorism** - Countries (or states) can be terrorists too. The politicians of some countries have used violence to terrorise their own citizens and achieve their political aims. Germany, under Hitler's Nazi rule, is one example. Countries can also terrorise other nations. They can supply terrorists with the weapons and the funding they need to attack other countries. In fact, state terrorism can be seen as a form of warfare. It's a way of weakening an enemy country without actually having to declare war on it and has often been used by smaller, weaker states against stronger neighbours. **Eco - terrorism** - This refers to acts of terrorism, violence or sabotage motivated by environmental issues or animal rights. The Earth Liberation Front (ELF) attacked several car showrooms in Los Angeles in 2003 because they sold high-polluting vehicles. Other well-known attacks have included the bombing of offices of a logging company and the burning down of a ski resort because of the alleged harm it was doing to wildlife in the area. Some eco terrorist groups have planted bombs in the cars of people working for companies that test on animals.

Key beliefs
Christian teachings emphasize love, peace, and forgiveness. Most Christians would condemn terrorism as it involves violence and the taking of innocent lives.

The Jewish faith, like many others, strongly condemns terrorism. Jewish teachings emphasize peace, justice, and the sanctity of human life. Any act of violence, especially one that targets innocent civilians, goes against these core Jewish principles.

The vast majority of Muslims condemn terrorism. The Quran, the holy book of Islam, explicitly forbids the killing of innocent people. Many Islamic scholars and leaders have issued statements condemning terrorism and emphasizing the importance of peace and tolerance.

Modern Britain: Week 4 Questions

1. What does terrorism mean?
2. What is bioterrorism?
3. What is ecoterrorism?
4. Which beliefs strongly condemn the use of terrorism?

5. What does state terrorism mean?
6. What do most Christians think of terrorism?
7. What do Muslims think of terrorism?
8. What does ELF stand for?

Extended Writing Question: : Write up the different types of terrorism and give examples of each one.

Modern Britain: Week 5 Knowledge Organiser: Rule of Law - Weapons of Mass Destruction

Key Words

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

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

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

Key Information

Weapons of Mass Destruction (WMD) can kill large numbers of people and or cause great damage.

Since the end of the Second World War, many of the wealthier countries in the world, including the UK, have researched and developed considerably more powerful nuclear weapons. Despite some countries agreeing to reduce the number of nuclear weapons they possess, there are now enough to completely destroy the world we live in several times over.

The usual justification for nuclear weapons is they prevent world wars from occurring due to the fear of the consequences of nuclear escalation. Defenders of nuclear weapons would point out as proof of their effectiveness the relative peace within Europe since the Second World War.

Chemical Weapons are those that contain lethal chemicals that when released, cause many deaths. In 1993 the Chemical Weapons Conventions (CWC) made the production, stockpiling and use of these chemicals illegal, worldwide. However, they are believed to have been used in countries such as Iraq and Syria recently.

Biological Weapons are those who introduce harmful bacteria and viruses into the atmosphere. When they enter the food chain or water supplies, they cause illness and death on a massive scale. As with chemical weapons, they are illegal but there are instances of their use and many countries still possess them.

NO religion promotes the use of weapons of mass destruction. Their reasons for opposing them reflect their individual beliefs. Buddhists believe that the use of weapons of mass destruction is an evil action that can follow a person into their next life and cause bad effects. Christians do not believe in karma but a Christians view may be that the use of weapons of mass destruction is counter to the teachings of Jesus, who was a pacifist, and did not believe in harming others.

Modern Britain: Week 5 Questions

1. What is CWC?
2. Which countries use Weapons of mass destruction?
3. How are WMD used as a deterrence?
4. What is karma?

5. What is enough to destroy the world several times over?
6. What are biological weapons?
7. What are chemical weapons?
8. What is the Christian view on WMD?

Extended Writing Question: Describe why some countries have weapons of mass destruction.

Modern Britain: Week 6 Knowledge Organiser: Rule of Law: Just War

Key words
Just war - rules around fighting a war accepted to Christianity
War - armed comfort between two or more sides
Lesser JIhad - the outward struggle to defend one's faith, family and country from threat.

Key Information
In the fourth century St Augustine was one of the first Christians to write about the morality of war and his thoughts were developed into a distinct set of criteria by Thomas Aquinas in the 13C. Further adaptations have been made to the JUST WAR theory up until the present day. It seeks to lay out the conditions under which fighting a war is justifiable and also provides rules on how the war must be fought to ensure it is ethical. All the following conditions must apply for the war to be a 'JUST WAR'.

1. The WAR must have a just cause - maybe self defence or defending someone else
2. The WAR must be declared by the correct authority - should be government or a lawful ruler of a country
3. The WAR must have the right intention - it promote good
4. The WAR must be the last resort - all other ways of solving the issue must have been attempted
5. The WAR must have a reasonable chance of success

Key beliefs
Some Christians believe that although fighting a just war is acceptable, it is much better if there is no war, just or not.
Working together to avoid situations where war is a possible outcome is preferable to fighting.
Some Muslims have a lesser 'JIhad' which obliges them to fight under certain conditions. It covers fighting against non - Muslim aggressors and there are strict rules regarding its conduct. Although there is no specific JUST WAR theory in Islam, throughout the centuries codes of conduct have been developed to justify when it is right to fight and set out what is allowed during fighting.

Modern Britain: Week 6 Questions

1. **What is the meaning of war?**	5. **What is the meaning of lesser jihad?**
2. **What do Muslims believe about the JUST WAR theory?**	6. **What is the use of the JUST WAR theory?**
3. **How should a JUST WAR be fought?**	7. **Which religion would prefer to talk than fight?**
4. **Who was Thomas Aquinas?**	8. **When do Muslims believe that it is ok to fight?**

Extended Writing Question: Out of all the conditions of a JUST WAR, who gives authority?
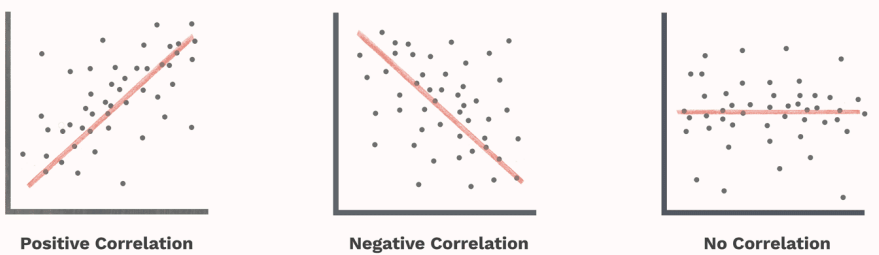
Computing - Half Term 4 - Week 1

Computing: Week 1 Knowledge Organiser: Delivering into Data Science:	
Keywords	**Knowledge**
Data - individual facts, statistics, or items of information, often numeric. **Data Science** - extracting meaning from large data sets in order to gain insights to support decision-making.	● **Information** is the process of assigning a meaning to our raw facts and figures (data). This allows it to be used within a contextual state. ● **Visualising Data** is a method of analysing and presenting data in a way which makes it interesting to look at but also allows people looking at it to gain information and knowledge ● **Data visualisations** are visual representations of data (such as charts and graphs) intended to help an audience process the information more easily and get a clear idea about the data at a glance. The purpose of data visualisations and infographics is to enable people to make insights based on the data that they show. ● **Infographics** are visual representations of data, often involving pictures that reflect patterns and help tell a story. **Important Spreadsheet Functions to Remember:** **=SUM()** - Adds values in a cell range together. **=AVERAGE()** - Finds the mean value of a given cell range. **=COUNTIF()** - Counts the number of values that meet a certain condition.

Computing: Week 1 Questions:			
1.	What is data?	**5.**	What is the purpose of 'visualising data'?
2.	What does the =SUM() function do?	**6.**	What is an infographic? Give an example.
3.	What does the =AVERAGE() function do?	**7.**	What is Data Science?
4.	What does the =COUNTIF() function do?	**8.**	What is information?

Extended Writing Question:
What is the difference between data and information? Give an example of data and information.

Computing - Half Term 4 - Week 2

Computing: Week 2 Knowledge Organiser: Global Data:	
Keywords	**Knowledge**
Data Set- a collection of data **Global data** - Data that has been collected from all across the world. **Conditional formatting** - Changing the colours of cells based on conditions.	**Large Data Sets** - Advances in technology have made it more feasible to collect, store, and analyse data on a much larger scale **Criteria** - When using data sets and making judgments based on them, criteria are the things that you are judging something on When looking at large data sets, you will often find that data can be analysed in lots of different ways and can demonstrate multiple different answers to questions that you may have. It is therefore important that you chose the most suitable way to analyse the data, to give you the most reliable answers **Global data** can be collected by companies such as Netflix, Hugo Boss, Amazon, Tesla, Sainsburys and more. **Functions** - Predefined keywords that perform a set action. **Formulas** - Using cell references to perform a calculation.

Computing: Week 2 Questions:			
1.	What is a data set?	**5.**	What does the term 'criteria' mean?
2.	What is Global Data?	**6.**	What is a function?
3.	Why do we use conditional formatting?	**7.**	Why can we now use large data sets?
4.	What is a formula?	**8.**	Who can collect Global Data?

Extended Writing Question:

What is the difference between a function and a formula?

Computing: Week 3 Knowledge Organiser: Statistical State of Mind	
Keywords	**Knowledge**
Variables- a location in computer memory, containing some data This data can change. **Trend**- A pattern which shows a link between 2 variables **Correlation** - a relationship between 2 sets of data	Correlation is the term for when there is a relationship between 2 different sets of data Positive correlation is shown when 2 sets of numerical data increase or move in the same direction Negative correlation is shown when 1 set of data increases, which the other set of data decreases Positive Correlation Negative Correlation No Correlation **Correlation doesn't always mean causation -** A correlation shows that there is a relationship between two or more variables, but that doesn't guarantee that one causes the other **Causation** - When one variable is impacted by another one **Outlier** - Data that sits outside of a trend

Computing: Week 3 Questions:			
1.	What is a variable?	**5.**	What is an outlier?
2.	What is a trend?	**6.**	Which direction will a positive correlation travel?
3.	What is a correlation?	**7.**	Which direction will no correlation travel?
4.	What does causation mean?	**8.**	How many pieces of data are used in a correlation?

Extended Writing Question:
What would cause a negative correlation?

Computing: Week 4 Knowledge Organiser: Data for Action	
Keywords	**Knowledge**
Data Cleansing - detecting and correcting, or removing, corrupt or inaccurate data **Questionnaire** - A document used in order to gather data.	**The Investigative Cycle**

Problem	Pose a question that you think the data will help you to answer
Plan	Where will we get the data from? How will it be collected?
Data	Gather the data and see if it needs cleansing
Analysis	Making sense of the data (visualising, spotting trends, writing down observations)
Conclusions	What's the answer to your question? How does the data help prove the answer? Is the answer reliable? What can we do with the results?

Data Collection Methods - when conducting an investigation it is vital to consider how you are going to collect and store the data. To help with this, you should also consider what you might want to do with the data after collection.

Quantitative Data - Data that can be measured as a quantity.

Qualitative Data - Data that cannot be counted or measured. Usually text or audio data. |

Computing: Week 4 Questions:

1.	What is data cleansing?	**5.**	What questions should be asked during the Plan phase?
2.	What is a questionnaire?	**6.**	What questions should be asked during the Data phase?
3.	What is quantitative data?	**7.**	What questions should be asked during the Analysis phase?
4.	What is qualitative data?	**8.**	What questions should be asked during the Conclusions phase?

Extended Writing Question:

When planning a project, why would someone want to use **The Investigative Cycle?**

Computing - Half Term 4 - Week 5

Computing: Week 5 Knowledge Organiser: Clean It Up	
Keywords	**Knowledge**
CSV - A plain text file format which can be used to create spreadsheets or visualisations **Upload -** The ability to take data on your computer and insert it for use in an external website	Online forms often have the ability to visualise responses. Some of them may be helpful to us, but none of them will show the potential relationship or correlations between the variables. Before we use a tool to help us create visualisations, check the data for any errors and download the data to a spreadsheet. Data Cleansing is vital in order to analyse data as unclean data can cause lots of problems such as identifying correlation. If Data Cleansing is not used, then leaves room for duplicate values. This is where values appear more than once due to either human error or an issue with formulas in a document. **=AVERAGEIF()** - Finds the average of specific cells based on conditions. **Data Validation** - The process of checking values entered and comparing them to criteria.

Computing: Week 5 Questions:			
1.	What is a CSV file (not what it stands for)?	**5.**	What do online forms give us?
2.	What does =AVERAGEIF() do?	**6.**	What is Data Cleansing?
3.	Why would we use Data Validation?	**7.**	How do we create visualisations?
4.	What does it mean to 'upload'?	**8.**	What can a visualisation show us?

Extended Writing Question:
What could happen to a data set if data cleansing isn't used?

Computing: Week 6 Knowledge Organiser: Make A Change	
Keywords	**Knowledge**
Conclusion - The final piece of writing in an investigation or essay, that summarises the entire work. **Analysing** - To look over certain aspects and make a judgement.	When you have completed an investigation it is vital to make conclusions or recommendations based on the analysis that you have completed. ● You should think about the following questions: ● What's the answer to your question? ● How does the data help prove the answer? ● Is the answer reliable? ● What can we do with the results? ● <u>Can we use this data to make a case for action, or has it led to further questions that need to be answered?</u>
Computing: Week 6 Questions:	

1.	What is the conclusion?	**5.**	What questions should you ask when you have finished?
2.	What does analysing mean?	**6.**	What happens during the Data phase? (Look at Week 4)
3.	Why do we use conditional formatting?	**7.**	What happens during Analysis? (Look at Week 4)
4.	Why should we visualise data?	**8.**	Why do we have Conclusions? (Look at Week 4)

Extended Writing Question:

What are the benefits to writing a conclusion at the end of a project?

Aspire
(ACHiEVE)
Thrive

Develop your character