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

STOKE DAMEREL

Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 4 2024-2025

History

Computing

KNOWLEDGE ORGANISER

Modern Britain

7

Spanish

French

Geography

Contents Page

Book Pride

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

Plan

Year 7 - 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: Week 1 Geological time scale

Earth is about 4.5 billion years old

Geological Time Scale: The geological time scale is a timeline that we use to explain Earth's history.

It breaks Earth's past into five different scales **eons, eras, periods, epochs**, and **ages**,

They changed depending on major changes in Earth's environment, life forms, and climate.

Life's First Appearance: The earliest life forms on Earth were simple microorganisms. They appeared around **3.5 billion years ago**. It was over **3 billion years** before **more complex** organisms evolved (**5 billion years ago**).

The Precambrian Time: This is the longest part of Earth's history, covering about **88%** of its age! During this time, simple life forms like bacteria and algae were the only types of living things.

First Animals: The first animals appeared around **600 million years ago** in a period called the **Cambrian Period**. This is when life started to get more complex, with the first hard-bodied animals like trilobites.

Dinosaurs Rule: Dinosaurs lived during the **Mesozoic Era**, which lasted about **180 million years**. This era includes three periods: the **Triassic**, **Jurassic**, and **Cretaceous**.
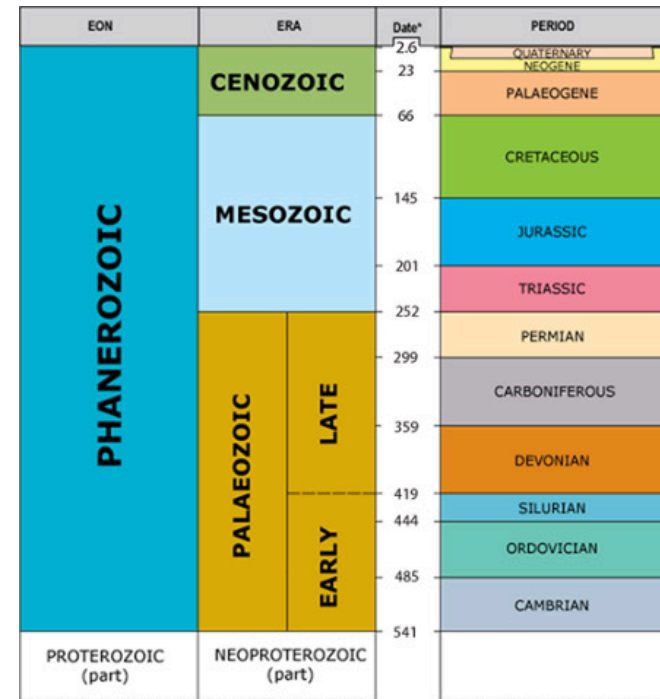
Geography: Week 1 Questions

1. What five scales do we break the earth's past into?
2. When did life first appear on earth?
3. When did complex organisms evolve
4. When did the First Animals appear?

5. What era did dinosaurs inhabit earth?
6. What three periods does that include?
7. What Era are we currently in?
8. What Period are we currently in?

Extended Writing Question: Outline a brief description of the history of earth.

Geography: Week 2 Knowledge Organiser: Height and distance

The inner core is in the centre and is the hottest part of the Earth. It is solid and made up of iron and nickel with temperatures of up to 5,500°C.
The outer core is the layer surrounding the inner core. It is a liquid layer, also made up of iron and nickel.
The mantle is the thickest section of the Earth at approximately 2,900 km. The mantle is made up of semi-molten rock called magma.
The crust is the outer layer of the Earth. It is a thin layer between 0 - 60 km thick. The crust is the solid rock layer upon which we live.
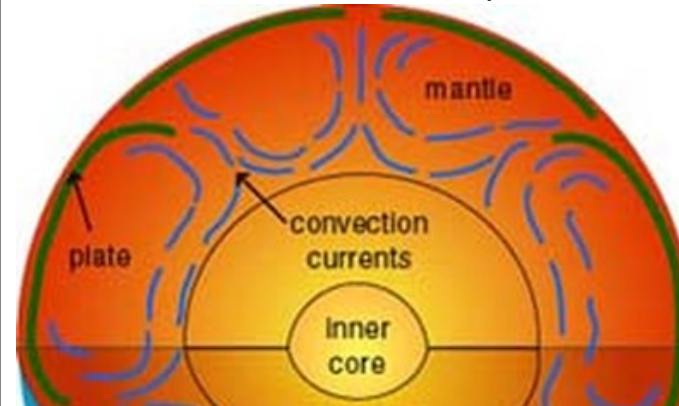
Inner Core
Outer Core
Mantle
Crust
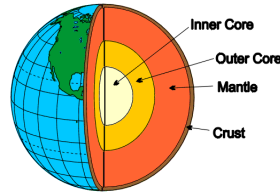
Magma - semi molten rock (liquid rock) underground
Tectonic plates: a large irregularly shaped slab of rock in the crust
There are 2 types of tectonic plate: **Oceanic** (thin and younger but dense) and **Continental** (old and thicker but less dense)
Convection currents. Heat from the core causes currents in the mantle as it heats and cools. These currents slowly move the crust around.

mantle
plate
convection currents
inner core

Geography: Week 2 Questions

1. What is the crust?
2. What is the mantle?
3. What is the core?
4. What is the temperature of the inner core?

5. Which is the thickest part of the earth's structure?
6. What are tectonic plates?
7. Name the two types of tectonic plates
8. Which type of tectonic plate is more dense?

Extended Writing Question: Explain why tectonic plates move

Geography: Week 3 Knowledge Organiser: Lands End to John O' Groats

**Weathering**: The first stage in the breakdown of rocks
Erosion: Wearing away and removal of small pieces of rock by, for example, a river
Magma: Molten rock deep underground

Landscapes in the UK vary from place to place. This is mainly due to geology - the different types of rocks beneath our feet. There are many different types of rock in the UK, this explains why we have such a varied landscape.

The rock cycle describes how rocks are constantly being changed from one type to another. There are three types of rock;

- **Igneous** rock is formed on Earth's surface (during volcanic eruptions) or deep underground by the cooling of molten (hot, liquid) rock e.g. Granite. Granite is one of the hardest and toughest rocks in the UK. It forms the upland area of Dartmoor in the county of Devon.

- **Sedimentary** rock is formed by the deposition of sediment. E.g Sandstone

- **Metamorphic** rock has undergone change due to intense heat and/or pressure e.g. Slate
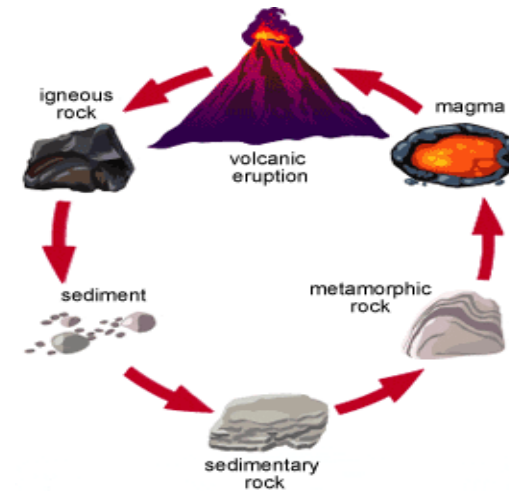
Geography: Week 3 Questions

1. What is meant by the geology of an area?
2. Why did the UK have such a variety of landscapes?
3. What is dartmoor mainly made of
4. What county is Dartmoor in?

5. What does the rock cycle describe?
6. How is an igneous rock formed
7. How is a sedimentary rock formed
8. How is a metamorphic rock formed

Extended Writing Question: Describe the rock cycle

Geography: Week 5 Knowledge Organiser: Formation of Dartmoor

Weathering: The wearing down of rock in place by weather, biological processes and chemical processes.

- **Freeze-thaw** weathering occurs when rocks are porous (contain holes) or permeable (allow water to pass through).
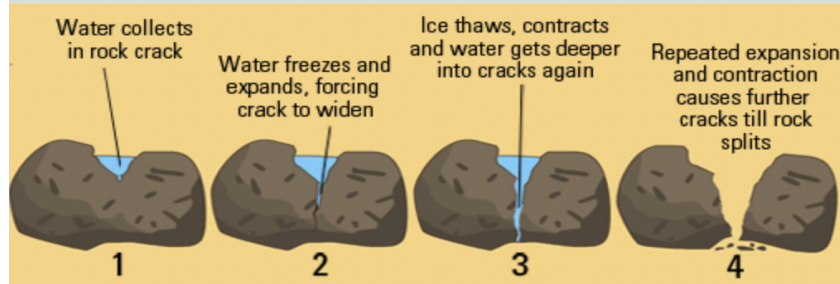
1. Water enters cracks in the rock.
2. When temperatures drop, the water freezes and expands causing the crack to widen.
3. The ice melts and water makes its way deeper into the cracks.
4. The process repeats itself until the rock splits entirely.

- **Biological weathering**

Plants and animals can also have an effect on rocks. Roots burrow down, weakening the structure of the rock until it breaks away.
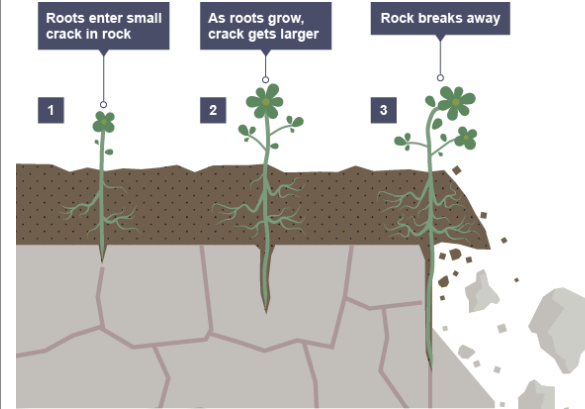
- **Chemical weathering**

Rainwater and seawater can be a weak acid. If a coastline is made up of rocks such as limestone or chalk, over time they can become dissolved by the acid in the water.

Geography: Week 5 Questions

1. What happens at stage 1 of freeze thaw weathering?
2. What happens at stage 2 of freeze thaw weathering?
3. What happens at stage 3 of freeze thaw weathering?
4. What happens at stage 4 of freeze thaw weathering?

5. What type of weathering is caused by plants and animals?
6. What type of weathering is caused by weak acidic rainwater?
7. Name two types of rock that can be eroded by chemical weathering
8. What happens to rock affected by chemical weathering?

Extended Writing Question: Explain how plants affect rocks.

Geography: Week 6 Knowledge Organiser:
Igneous rock is formed on Earth's surface (during volcanic eruptions) or deep underground by the cooling of molten (hot, liquid) rock e.g. Granite. **Intrusive igneous rock:** Created when magma rises from the core of the earth to the upper mantle, cools and hardens underneath the earth's surface. **Extrusive igneous rock**: Created when magma comes up and out of the ground as a volcanic eruption and cools on the surface of the earth. **Tor**: Rocky outcrop that sticks up above the surface.   Dartmoor is a National Park and is the top of an exposed **batholith** - a huge dome of **intrusive igneous rock.** It has over 150 rock outcrops called **tors** which were formed by a combination of **freeze-thaw weathering, biological weathering** and **chemical weathering**. The land is at a higher altitude than the surrounding area due to the resistant nature of the granite.   Dartmoor is formed by igneous rock. Igneous rock is created by magma rising to the surface, cooling and solidifying. Sometimes, this magma comes up and out of the ground as a volcanic eruption (extrusive igneous rock), however it also rises and solidifies underground (intrusive igneous rock). Over time, the intrusive igneous rock underneath Dartmoor has become exposed due to weathering, leaving the tors we see there today.

Geography: Week 6 Questions	
1. What is Igneous rock? 2. What is intrusive igneous rock? 3. What is extrusive igneous rock? 4. What is a tor?	5. How many Tor's are on Dartmoor? 6. What type of rock is Dartmoor formed by? 7. Name the processes of weathering that help form the tors on Dartmoor. 8. What is a huge dome of intrusive igneous rock called?
Extended Writing Question: Explain how the Dartmoor landscape is formed	

Geography: Week 6 Knowledge Organiser:
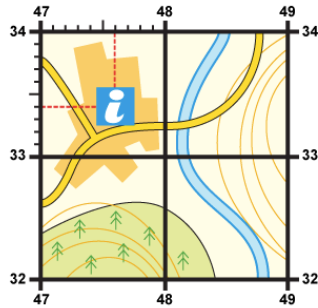
4 Figure grid reference

The vertical lines are called **eastings**. And increase as to go east. The horizontal lines are called **northings** and increase in a northerly direction.

Six-figure grid references

Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

2 golden rules:
- Always go to the bottom left corner of the square you are looking for!
- 'Along the corridor and up the stairs!

Finding a 4:
1. Start on the left and go east until you get to the **bottom-left-hand corner** of the square you want. Write this number down.
2. Move north until you get to the bottom-left corner of the square you want. Write it down after the number you already have. This is your four-figure grid reference.In this case, the tourist information office is in grid square **4733**.

To find the 6 figure… after find the 4 figure
1. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
2. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits. In this instance, the tourist information office is located at **476334**.

Geography: Week 6 Questions

1. What is a northing?
2. What is an Easting?
3. What is step one of finding a 4 figure grid reference?
4. What is step two of finding a 4 figure grid reference?

5. What is step one of finding a 6 figure grid reference?
6. What is step two of finding a 6 figure grid reference?
7. What is the 4 figure grid reference of the T junction
8. What is the 6 figure grid reference of the T junction

Extended Writing Question: Explain the process of how we find a **6** figure grid reference.

History: Week 1 Knowledge Organiser: What happens when Parliament goes to war with the King?

Key Words

Divine Right of Kings - God has made the monarch king and so they do not have to listen to anyone else

Archbishop - chief religious leader in England

English Civil War- Battle between the Royalists (supporting Charles I) and the Parliamentarians (supporting Parliament).

Key Dates

January 1642 - King tries to arrest Mps

June 1642 - 1649 - Civil war

January 1649 - Charles executed

Key Information

Charles 1st believed in the Divine Right of Kings and Parliament had few powers. Charles made several mistakes

Politically - he ruled without Parliament for 11 years only recalling them when he wanted money

Religiously - England was Protestant but he married a Catholic Henrietta Maria and appointed a Catholic Archbishop

Economically - Charles spent a lot of money so he sold titles to raise extra cash and he made everyone pay a ship tax

Charles was unpopular and when in January 1642 - Charles tries to arrest 5 MPs by marching into Parliament

June 1642 - Parliament demanded an increase in their power, Charles refused so both sides raised armies.

History: Week 1 Questions

1. How many years did Charles rule without Parliament for?	5. What did Parliament ask Charles to do?
2. How did Charles try to raise money?	6. What religion were the Gunpowder plotters?
3. What was the Divine Right of Kings?	7. Who led the Gunpowder Plot?
4. What did Chales do inParliament in January 1642?	8. Who received a letter telling him not to go to Parliament?

Extended Writing Question: Explain why the Divine Right of Kings made Charles 1st believe he did not have to listen to Parliament

History: Half Term Four - Week 2

History: Week 2 Knowledge Organiser: What happens when Parliament kills the king?

Key Facts
Key Words
Divine Right of Kings - God has made the monarch king and so they do not have to listen to anyone else
Archbishop - chief religious leader in England

English Civil War- Battle between the Royalists (supporting Charles I) and the Parliamentarians (supporting Parliament).
Key Dates
January 1642 - King tries to arrest MPs
June 1642 - 1649 - Civil war
January 1649 - Charles executed
Key Information
The Royalists or cavaliers were the king's forces were led by nobles who had little experience of war
He also had no access to money or foreign help as Parliament controlled the navy and taxes.Charles fled to Scotland who then sold him to Parliament.
Parliament were also called the Roundheads. Controlled by Oliver Cromwell. They had the well organised New Model Army and the support of the Scots..
They controlled the navy which meant they controlled who came into England Charles was captured by Parliament but that did not mean he would be executed. The king had lost the Civil War and was put in prison in Carisbrooke Castle on the Isle of Wight. In August he secretly persuaded the Scots to invade England. This started a second Civil War and showed that there were still many people in England who still supported Charles. Even within Parliament opinion was divided; Oliver Cromwell's supporters wanted Charles removed but many others wanted to give the king another chance. Oliver Cromwell's men stopped the king's men from entering Parliament. 26 out of 46 MPs voted to put Charles' on trial for treason – if he was found guilty he would be executed
Charles was executed on 30th January 1649 at 2pm

History: Week 2 Questions

1. What were the King's forces called in the Civil War?	5. What was Charles 1st charged with?
2. What were Parliament's forces called in the Civil War?	6. When was Charles executed?
3. Who led Parliament's side?	7. What was the Divine Right of kings?
4. Which country supported Parliament in the Civil War?	8. What is heresy?

Extended Writing Question: Explain what happened in the Civil war

History: Week 3 Knowledge Organiser: What happens when a Queen makes bad decisions
Mary Queen of Scotland became queen at 6 days old when her father James V died after a battle with the English. Mary's mother , Marie of Guise became her guardian and the regent of Scotland.When she was 5 Mary was sent to France to escape marrying Edward VI of England. She married her first husband Francis of France aged 15 claiming to now be queen of England, Scotland and France When in 1560 Francis died of an ear infection, Mary was forced to return to Scotland. Mary's second husband Henry Stewart Lord Darnley gave her a son called James (James 1st of England) but was not happy Mary would not make him King and the pair fell out. When Darnley was recovering from smallpox he was strangled possibly by Mary's third husband Lord Bothwell. This was the final straw for the people of Scotland and they chased Mary across the border into England where she was kept under house arrest for 19 years before being executed in 1587 for plotting to become Queen of England

History: Week 3 Questions	
1. How old was Mary when she became queen? 2. Who ruled Scotland for her? 3. Why was Mary sent to France when she was 5? 4. Where did Mary claim to be queen of?	5. Who was Mary's second husband? 6. Why did the pair fall out? 7. What happened to Mary's second husband? 8. When was Mary executed?
Extended Writing Question: Explain why Mary made bad decisions	

History: Week 4 Knowledge Organiser: What happens when the king does not help the people?
Key Information Louis XVI was King of France from 1774 until 1789. He married his Austrian wife Marie Antoinette when she was only 15 and he was 16. Louis did not really understand the problems the people he ruled faced. In 1789 the people of France started a revolution against the King. there were 3 main causes of this revolution - Tax rises - Food shortages - Unfairness - the rich had so much and the poor so little The rebels stormed the big prison in France called the Bastille in July 1789 - this symbolises the start of the revolution. Eventually the King and his wife were captured. They were both executed . Louis was executed on 20th January 1793 and Marie Antoinette months later in October 1793.

History: Week 4 Questions	
1. When did Louis XVI rule France? 2. What was the name of his Austrian wife? 3. What problem did Louis have ruling France? 4. What was happening to taxes?	5. Why was France an unfair place to live? 6. What did the rebels storm in July 1789? 7. When was Louis executed? 8. When was his wife killed?
Extended Writing Question: Explain why there was a revolution in France in 1789?	

History: Week 5 Knowledge Organiser: What happens when the people turn against the Tsar?
Key Information There were many problems in Russia that the Tsar could not solve. The tsar was an autocratic ruler who used Cossacks (soldiers) to attack people who protested against him. Most people in Russia were very poor and Famine (extreme hunger) was a common problem. Life was so harsh that most people died before they were 30 years old. People lived in damp overcrowded houses with holes in the walls . The Winter of 1917-8 was extremely cold - the nights lasted 18 hours and there was little food or fuel. The workers took to the streets to protest and many were shot. The situation had been made much worse by World War 1 - the Russian soldiers did not have enough food or ammunition and thousands were being killed with no land being gained. The tsar made a bad decision by deciding to go to the war to take charge. He left his German wife Alexandra in charge. This was not a good idea as Russia was at war with Germany. Eventually in 1917 the people of Russia had had enough -there were two revolutions which removed the Tsar and put a new leader in charge. The Tsar and his entire family were executed .
History: Week 5 Questions

1. What type of leader was the Tsar? 2. What was famine? 3. What age did most people die in Russia? 4. What was unusual about the winter of 1917?	5. What problems did Russian soldiers have? 6. Who was left in charge of Russia when the Tsar went to war? 7. What happened to people who protested in Russia? 8. How many revolutions were there in 1917?

Extended Writing Question: Explain why the Tsar was not a very good ruler

History: Week 6 Knowledge Organiser: What happens when a Kaiser loses a war?

Key Information

Kaiser Wilhelm II ruled Germany from 1888 until 1918. He hated anything British and wanted to build a strong German army and navy. This was because Germany had only been a country since 1871 and he wanted to establish its position in Europe. Germany had many advantages as it had lots of good farming land, coal and a big population.

Kaiser Wilhelm refused to allow any criticism of himself and forced obedience.He was obsessed by his mother Princess Victoria and had suffered a traumatic birth which had left him with a damaged right arm. He was determined to prove himself as a leader and his hatred of Britain made him drag Germany into WW1 by promising to support Austria and this war had caused Germany lots of problems. The Kaser refused to end the war despite the fact the people of Germany were starving and supplies were running low. He lost the support of both the people and the army. He was forced to abdicate in November 1918 and flee to Holland

History: Week 6 Questions

1. When did Kaiser Wilhelm II rule Germany?
2. What did the Kaiser want to build?
3. Who did the Kaiser hate?
4. When did Germany become a country?

5. What happened to the Kaiser when he was born?
6. Who did Germany join WW1 to support?
7. What problems did the war cause Germany?
8. When did the Kaiser abdicate?

Extended Writing Question: Explain what made the Kaiser a bad leader

French: Week 1 Knowledge Organiser: TV programmes

Je dirais que... *I would say that...*				amusantes *fun / funny*
À mon avis... *In my opinion...*				géniales *great*
+	les séries *series*			excellentes *excellent*
	les émissions de musique *music programmes*			différentes *different*
j'aime *I like*	les émissions de sport *sports programmes*	parce que *because*		intéressantes *interesting*
j'adore *I love*		car *because*	je les trouve *I find them*	étonnantes *surprising / amazing*
je préfère *I prefer*	les émissions de télé-réalité *reality TV programmes*	puisque *since because*		passionnantes *exciting*
je n'aime pas *I don't like*	les informations *the news*			extraordinaires *extraordinary*
je déteste *I hate*				ennuyeuses *boring*
je ne supporte pas *I can't stand*				terribles *terrible*
				nulles *rubbish*
				fatigantes *tiring*

French: Week 1 Questions - TV programmes

Translate in English:
1. Je dirais que j'aime les émissions de musique car je les trouve géniales.
2. Je préfère les informations parce que je les trouve intéressantes.
3. Je ne supporte pas les émissions de télé-réalité puisque je les trouve terribles.
4. J'adore les émissions de sport parce que je les trouve étonnantes.

Translate in French:
5. I don't like series because I find them excellent.
6. I hate sports programmes because I find them boring.
7. In my opinion I love music programmes because I find them exciting.
8. I prefer reality TV programmes because I find them fun.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Quel genre d'émission de télé préfères-tu et pourquoi?   *What type of TV programs do you prefer and why?*

French: Week 2 Knowledge Organiser: TV programmes

Je dirais que…	I would say that…				amusantes — fun / funny
À mon avis…	In my opinion…				géniales — great
		les séries — series			excellentes — excellent
+		les émissions de musique — music programmes	parce que — because		différentes — different
j'aime	I like		car — because		intéressantes — interesting
j'adore	I love	les émissions de sport — sports programmes	puisque — since because	je les trouve — I find them	étonnantes — surprising / amazing
je préfère	I prefer	les émissions de télé-réalité — reality TV programmes			passionnantes — exciting
je n'aime pas	I don't like	les informations — the news			extraordinaires — extraordinary
je déteste	I hate				ennuyeuses — boring
je ne supporte pas	I can't stand				terribles — terrible
					nulles — rubbish
					fatigantes — tiring

French: Week 2 Questions - TV programmes

Translate in English:

1. Je dirais que je déteste les informations parce que je les trouve nulles.
2. J'adore les émissions de musique puisque je les trouve passionnantes.
3. Je ne supporte pas les séries car je les trouve ennuyeuses.
4. Je préfère les émissions de sport parce que je les trouve différentes.

Translate in French:

5. I would say that I like the news because I find them great.
6. I like sports programmes because I find them exciting.
7. I cannot stand reality TV programmes because I find them rubbish.
8. I hate music programmes since I find them tiring.

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

Quel genre d'émission de télé préfères-tu et pourquoi? *What type of TV programs do you prefer and why?*

French: Half Term Four - Week 3

French: Week 3 Knowledge Organiser: TV programmes

Cependant... *However...*				amusantes *fun / funny*
Mais... *But...*			il les trouve *he finds them*	géniales *great*
			elle les trouve *she finds them*	excellentes *excellent*
mon père *my dad*	aime *likes*	les séries *series*		différentes *different*
	adore *loves*	les émissions de musique *music programmes*		intéressantes *interesting*
mon frère *my brother*	préfère *prefers*	les émissions de sport *sport programmes*	il pense qu'elles sont... *he thinks that they are...*	étonnantes *surprising / amazing*
mon copain *my friend*	n'aime pas *doesn't like*	les émissions de télé-réalité *reality TV programmes*	elle pense qu'elles sont... *she thinks that they are...*	passionnantes *exciting*
	déteste *hates*	les informations *the news*		extraordinaires *extraordinary*
ma mère *my mum*	ne supporte pas *can't stand*		mes parents pensent qu'elles sont... *my parents think that they are...*	ennuyeuses *boring*
ma sœur *my sister*			mes copains pensent qu'elles sont... *my friends think that they are...*	terribles *terrible*
ma copine *my friend*				nulles *rubbish*
				fatigantes *tiring*

French: Week 3 Questions - TV programmes

Translate in English:
1. Cependant, mon père aime les séries; il les trouve amusantes.
2. Ma copine préfère les informations; elle les trouve passionnantes.
3. Ma mère déteste les émissions de sport; elle pense qu'elles sont fatigantes.
4. Cependant, mon copain n'aime pas les émissions de musique; il les trouve terribles.

Translate in French:
5. However, my brother loves reality TV programmes; he finds them excellent.
6. My sister hates the news; she finds them boring.
7. My friend (m) can't stand sports programmes; he finds them rubbish.
8. My dad likes music programmes; he finds them interesting.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Quel genre d'émission de télé aime ton père et pourquoi? *What type of TV programs does your dad like and why?*

French: Half Term Four - Week 4

French: Week 4 Knowledge Organiser: TV programmes

Cependant… *However…*	aime *likes*	les séries *series*	il les trouve *he finds them*	amusantes *fun / funny*
Mais… *But…*	adore *loves*	les émissions de musique *music programmes*	elle les trouve *she finds them*	géniales *great*
mon père *my dad*	préfère *prefers*	les émissions de sport *sport programmes*	il pense qu'elles sont… *he thinks that they are…*	excellentes *excellent*
mon frère *my brother*	n'aime pas *doesn't like*	les émissions de télé-réalité *reality TV programmes*	elle pense qu'elles sont… *she thinks that they are…*	différentes *different*
mon copain *my friend*	déteste *hates*	les informations *the news*		intéressantes *interesting*
ma mère *my mum*	ne supporte pas *can't stand*		mes parents pensent qu'elles sont… *my parents think that they are…*	étonnantes *surprising / amazing*
ma sœur *my sister*			mes copains pensent qu'elles sont… *my friends think that they are…*	passionnantes *exciting*
ma copine *my friend*				extraordinaires *extraordinary*
				ennuyeuses *boring*
				terribles *terrible*
				nulles *rubbish*
				fatigantes *tiring*

Spanish: Week 4 Questions - TV programmes

Translate in English:
1. Cependant, mon père aime les informations; il les trouve extraordinaires.
2. Ma copine préfère les émissions de sport ; elle les trouve différentes.
3. Ma mère déteste les émissions de musique; elle pense qu'elles sont nulles.
4. Cependant, mon copain n'aime pas les séries; il les trouve ennuyeuses.

Translate in French:
5. However, my sister loves reality TV programmes; she finds them great.
6. My brother hates series; he finds them tiring.
7. My friend (f) can't stand music programmes; she finds them boring.
8. My mum likes music programmes; she finds them amazing.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Quel genre d'émission de télé aime ta mère et pourquoi? *What type of TV programs does your mum like and why?*

French: Week 5 Knowledge Organiser: TV programmes

D'habitude	*Usually*		des films de crime	au cinéma	*at the cinema*

D'habitude — *Usually*

Quelquefois — *Sometimes*

En ce moment — *At the moment*

De temps en temps — *From time to time*

Souvent — *Often*

Tous les jours — *Every day*

Chaque jour — *Each day*

Deux fois par semaine — *Two times per week*

Trois fois par mois — *Three times per month*

je regarde — *I watch*

nous regardons — *we watch*

j'aime regarder — *I like to watch*

j'adore regarder — *I love to watch*

je ne regarde que* — *I only watch**

des films de crime — *crime films*

des films d'action — *action films*

des films d'horreur — *horror films*

des films de science fiction — *sci-fi films*

des films policiers — *crime/police films*

des tragédies — *tragedies*

des comédies — *comedies*

des vidéos — *videos*

des clips — *clips*

au cinéma — *at the cinema*

à la télé — *on TV*

chez moi — *at my house*

chez mon copain — *at my friend's house*

en streaming — *on a streaming site*

sur Netflix — *on Netflix*

sur TikTok — *on TikTok*

sur une chaîne de musique — *on a music channel*

sur une chaîne YouTube — *on a YouTube channel*

le matin — *in the morning*

le soir — *in the evening*

avant le collège — *before school*

après le collège — *after school*

quand j'ai du temps libre — *when I have some free time*

French: Week 5 Questions - TV programmes

Translate in English:
1. Quelquefois, je regarde des films d'action au cinéma.
2. Tous les jours, nous regardons des vidéos sur Tik Tok.
3. Trois fois par semaine, j'adore regarder des comédies en streaming.
4. D'habitude, je ne regarde que des clips sur YouTube.

Translate in French:
5. From time to time, I like to watch crime films on TV.
6. Often, I love to watch tragedies on Netflix.
7. Each day, we watch sci-fi films at my house.
8. At the moment, I love to watch crime films in the evening.

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

Qu'est-ce que tu aimes regarder? *What do you like to watch?*

French: Week 6 Knowledge Organiser: TV programmes

	je ne regarde pas *I do not watch*	des films de crime *crime films*	au cinéma *at the cinema*
Cependant... *However...*	je ne regarde jamais *I never watch*	des films d'action *action films* des films d'horreur *horror films*	à la télé *on TV* chez moi *at my house* chez mon copain *at my friend's house* en streaming *on a streaming site*
Pourtant... *However...*	je ne regarde plus *I do not watch anymore*	des films de science fiction *sci-fi films* des films policiers *crime/police films*	sur Netflix *on Netflix* sur TikTok *on TikTok*
Mais... *But...*		des tragédies *tragedies*	sur une chaîne de musique *on a music channel* sur une chaîne YouTube *on a YouTube channel*
	nous ne regardons pas *we do not watch*	des comédies *comedies*	le matin *in the morning* le soir *in the evening*
		des vidéos *videos*	avant le collège *before school*
		des clips *clips*	après le collège *after school* quand j'ai du temps libre *when I have some free time*

French: Week 6 Questions - **TV programmes**

Translate in English:
1. Cependant, je ne regarde pas de films d'action chez moi.
2. Pourtant, nous ne regardons pas des tragédies le matin.
3. Mais, je ne regarde jamais de clips après le collège.
4. Cependant, je ne regarde plus des films policiers quand j'ai du temps libre.

Translate in French:
5. However, I do not watch horror films on Netflix.
6. But, I never watch comedies at my friend's house.
7. However, we do not watch police films on a streaming site.
8. But, I no longer watch videos on TikTok.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN FRENCH**:
Qu'est-ce que tu n'aimes pas regarder? *What don't you like to watch?*

Spanish: Week 1 Knowledge Organiser:

Me gusta(n) *I like*	las series *series*	porque *because*	diría que son *I would say that they are*	divertidos/as *fun*
Me encanta(n) *I love*	las telerrealidades *Reality TV shows*	dado que *because*		diversos/as *diverse*
(yo) Prefiero *I prefer*	las noticias *the news*		en mi opinion son *In my opinion they are*	positivos/as *positive*
No me gusta(n) *I don't like*	las comedias *comedies*		son *they are*	diferentes *different*
(yo) Odio *I hate*	los documentales *documentaries*			emocionantes *exciting*
No soporto *I can't bear*	los programas de… *programmes*			relajantes *relaxing*
No aguanto *I can't stand*	amor *romance* aventura *adventure* historia *history* ciencia ficción *sci-fi* terror *horror*			alegres *cheerful*
				especiales *special*
				interesantes *interesting*
				monótonos/as *boring*
				aburridos/as *boring*
				terribles *terrible*

Spanish: Week 1 Questions

Translate in English:	Translate in Spanish:
1. En mi opinión, las comedias son alegres.	5. I like series because they are fun.
2. Diría que las noticias son aburridas.	6. I don't like reality TV shows because they are boring.
3. Odio los documentales porque son terribles.	7. I would say that adventure programmes are exciting.
4. No soporto los programas de historia porque son aburridos.	8. I prefer horror programmes because they are different.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN Spanish**:
¿Qué tipo de programas de televisión prefieres y por qué? *What type of TV programs do you prefer and why?*

Spanish: Week 2 Knowledge Organiser:

Me gusta(n) *I like*	las series *series*	porque *because*	diría que son *I would say that they are*	divertidos/as *fun*	
Me encanta(n) *I love*	las telerrealidades *Reality TV shows*	dado que *because*	en mi opinion son *In my opinion they are*	diversos/as *diverse*	
(yo) Prefiero *I prefer*	las noticias *the news*		son *they are*	positivos/as *positive*	
No me gusta(n) *I don't like*	las comedias *comedies*			diferentes *different*	
(yo) Odio *I hate*	los documentales *documentaries*			emocionantes *exciting*	
No soporto *I can't bear*	los programas de… *programmes*			relajantes *relaxing*	
No aguanto *I can't stand*	amor *romance* aventura *adventure* historia *history* ciencia ficción *sci-fi* terror *horror*			alegres *cheerful*	
				especiales *special*	
				interesantes *interesting*	
				monótonos/as *boring*	
				aburridos/as *boring*	
				terribles *terrible*	

Spanish: Week 2 Questions

Translate in English:
1. Me gustan las series porque son divertidas.
2. No me gustan las telerrealidades porque son aburridas.
3. Diría que los programas de aventura son emocionantes.
4. Prefiero los progamas de terror dado que son diferentes

Translate in Spanish:
5. In my opinion, comedies are cheerful
6. I would say that the news is boring.
7. I hate documentaries because they are terrible
8. I can't bear history programmes because they are boring

Extended Writing Question: Use your sentence builder to help you answer the following question **IN Spanish**:
¿Qué tipo de programas de televisión prefieres y por qué?   *What type of TV programs do you prefer and why?*

Spanish: Week 3 Knowledge Organiser:

A					
mi padre *my dad*		las series *series*	piensa que… *he/she thinks that…*	divertidos/as *fun*	
mi hermano *my brother*		las telerrealidades *realities*	mis padres piensan que… *my parents think that…*	diversos/as *diverse* positivos/as *positive*	
mi amigo *my friend*	le gustan *likes*	las noticias *the news*	mis amigos piensan que… *my friends think that…*	diferentes *different* emocionantes *exciting*	
mi madre *my mum*	le encantan *loves*	las comedias *comedies* los documentales *documentaries*		relajantes *relaxing* alegres *cheerful*	
mi hermana *my sister*	no le gustan *doesn't like*	los programas de… *Programmes (of)*	…son …*they are*	especiales *special* interesantes *interesting*	
mi amiga *my friend*		amor *romance* aventura *adventure* historia *history* ciencia ficción *sci-fi* terror *horror*		monótonos/as *boring* aburridos/as *boring* terribles *terrible*	
	odia *hates* no aguanta *can't stand* prefiere *prefers*				

Spanish: Week 3 Questions	
Translate in English: 1. Mi madre prefiere las comedias dado que son emocionantes. 2. Mi amigo odia las noticias porque son aburridas. 3. A mi amigo le encantan las series porque son divertidas. 4. Mi hermano no aguanta los documentales porque son monótonos.	**Translate in Spanish:** 5. My mum can't stand realities because they are boring. 6. My friend loves romance programmes because they are special. 7. My brother likes comedies because they are relaxing 8. My dad likes series because they are interesting

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

¿Qué tipo de programas de televisión le gustan a tu amigo y por qué?   *What type of TV programs does your friend like and why?*

Spanish: Week 4 Knowledge Organiser:

A					
mi padre *my dad*		las series *series*	piensa que… *he/she thinks that…*	divertidos/as *fun*	
mi hermano *my brother*		las telerrealidades *realities*	mis padres piensan que… *my parents think that…*	diversos/as *diverse* positivos/as *positive*	
mi amigo *my friend*	le gustan *likes*	las noticias *the news* las comedias *comedies*	mis amigos piensan que… *my friends think that…*	diferentes *different* emocionantes *exciting*	
mi madre *my mum*	le encantan *loves*	los documentales *documentaries*		relajantes *relaxing* alegres *cheerful*	
mi hermana *my sister*	no le gustan *doesn't like*	los programas de… *Programmes (of)*	…son …*they are*	especiales *special* interesantes *interesting*	
mi amiga *my friend*		amor *romance* aventura *adventure* historia *history* ciencia ficción *sci-fi* terror *horror*		monótonos/as *boring* aburridos/as *boring* terribles *terrible*	
	odia *hates* no aguanta *can't stand* prefiere *prefers*				

Spanish: Week 4 Questions	
Translate in English: 1. A mi madre le gustan las noticias dado que son alegres. 2. Mi amigo odia las noticias porque son monótonas. 3. A mi amigo no le gustan las series porque son aburridas. 4. Mi hermano prefiere los programas de amor porque son emocionantes.	**Translate in Spanish:** 5. My mum likes realities because they are fun. 6. My friend loves sci-fi programmes because they are different. 7. My dad likes horror shows because they are fun 8. My sister likes series because they are special
Extended Writing Question: Use your sentence builder to help you answer the following question **IN Spanish**: **¿Qué tipo de programas de televisión le gustan a tu madre y por qué?** *What type of TV programs does your mum like and why?*	

Spanish: Week 5 Knowledge Organiser:

Siempre *Always*		las películas de… *films*	al cine *at the cinema*
Normalmente *Normally*		amor *romance*	en la tele(visión) *on TV*
Generalmente *Usually*		aventura *adventure*	en mi casa *at my house*
A veces *Sometimes*	veo *I watch*	historia *history*	en la casa de mi amigo/a *at my friend's house*
De vez en cuando *From time to time*	vemos *we watch*	ciencia ficción *sci-fi*	en streaming *on a streaming site*
A menudo *Often*	me gusta ver *I like to watch*	terror *horror*	en Netflix *on Netflix*
Todos los días *Every day*	me encanta ver *I love to watch*	comedia *comedy*	en TikTok *on TikTok*
Cada día *Each day*			en un canal de música *on a music channel*
Dos veces a la semana *Two times per week*			en un canal de YouTube *on a YouTube channel*
Tres veces al mes *Three times per month*			por la mañana *in the morning*
			por la noche *in the evening*
			antes del colegio *before school*
			después del colegio *after school*
			cuando tengo tiempo libre *when I have some free time*

Spanish: Week 5 Questions

Translate in English:

1. Siempre veo películas de aventura en el cine.
2. Normalmente vemos películas de comedia en mi casa.
3. Todos los días me encanta ver películas de ciencia ficción en un canal de YouTube.
4. A veces veo películas de historia en la televisión.

Translate in Spanish:

5. I like to watch horror films in the evening.
6. I love to watch adventure films on a streaming site.
7. After school, I love to watch comedy films on TikTok.
8. From time to time, I watch history films on a music channel.

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

¿Qué te gusta ver?   *What do you like to watch?*

Spanish: Week 6 Knowledge Organiser:

Siempre *Always*		las películas de… *films*	al cine *at the cinema*
Normalmente *Normally*		amor *romance*	en la tele(visión) *on TV*
Generalmente *Usually*		aventura *adventure*	en mi casa *at my house*
A veces *Sometimes*	veo *I watch*	historia *history* ciencia ficción *sci-fi*	en la casa de mi amigo/a *at my friend's house*
De vez en cuando *From time to time*	vemos *we watch*	terror *horror* comedia *comedy*	en streaming *on a streaming site* en Netflix *on Netflix*
A menudo *Often*	me gusta ver *I like to watch*		en TikTok *on TikTok* en un canal de música *on a music channel*
Todos los días *Every day*	me encanta ver *I love to watch*		en un canal de YouTube *on a YouTube channel*
Cada día *Each day*			por la mañana *in the morning*
Dos veces a la semana *Two times per week*			por la noche *in the evening* antes del colegio *before school*
Tres veces al mes *Three times per month*			después del colegio *after school* cuando tengo tiempo libre *when I have some free time*

Spanish: Week 6 Questions	
Translate in English: 1. Dos veces a la semana veo películas de terror después del colegio 2. Tres veces al mes vemos películas de aventura en un canal de YouTube. 3. Por la mañana me gusta ver películas de amor en la televisión. 4. Por la noche me encanta ver películas de comedia en streaming.	**Translate in Spanish:** 5. Each day, we watch romance films on TV. 6. After school, I love to watch comedy films on TikTok. 7. When I have some free time, I like to watch adventure films on Netflix. 8. I always watch horror films at my friend's house.
Extended Writing Question: Use your sentence builder to help you answer the following question **IN Spanish**: **¿Qué te gusta ver?** *What do you like to watch?*	

Modern Britain: Week 1 Knowledge Organiser: Rule of Law: 7/7 Terrorist Attack

Key Words:

Terrorism - The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims

Consequences - a result or effect, typically one that is unwelcome or unpleasant.

Underground - a railway beneath the surface of the ground. This is normally in London.

MI5 - security service which helps to stop counter terrorism in Britain

Security Service - a service to make Britain safe from terrorist attacks

International Terrorism - terrorist attacks that happen all over the world.

Islam Fundamentalists - This is a revivalist and reform movement of Muslims who aim to return to the founding scriptures of Islam.

Key Beliefs:

7/7 is also known as 7th July 2005. This date is the day four bombers detonated bombs in London. Their main target was the underground in rush hour (8.50am). Three of the bombs were exploded on three trains while moving in the underground, the fourth bomb was exploded off a double decker bus at 9.47am. The consequence of the bombings sadly left 52 people losing their lives and over 700 injured. Some of these injuries are life changing. There has been a memorial created to remember those who sadly died. The bombers were all British citizens but were Islamic Fundamentalists. A consequence of the event led to emergency services emergency training being improved, by making sure all ambulances are equipped and trained to handle serious injuries like burns and loss of limbs. In some cases a first responder will be sent to the scene before the ambulance arrives. Some people were determined to make the most of their lives afterwards. Security of the country was improved. MI5 have been receiving more intelligence about attacks that were being planned and they have been to stop them before the attackers have harmed the public.

Modern Britain: Week 1 Questions

1. When was 7/7?	5. What is the role of the security service?
2. How bombs were detonated?	6. How many people died because of the bombs?
3. When was the first bomb detonated?	7. Give a positive consequence of the attack?
4. What does Terrorism mean?	8. What is the underground?

Extended Writing Question: Explain how the training of the emergency services has improved.

Modern Britain: Week 2 Knowledge Organiser: Rule of Law: Westminster Attack

Keywords:
Westminster Bridge- A bridge which crosses the River Thames
International Terrorism - terrorism from around the world
Scotland Yard - police authority looking after London
Parliament - where the MP's meet to discuss Government issues
Trafalgar Square - a Place in London where people meet to show respect for those who have died

Key Facts:
On Wednesday the 22nd of March 2017 in the afternoon a man called Khalid Masood, drove his white car onto the Westminster Bridge. He drove the car onto the pavement of Westminster Bridge and he ran people over. When the car stopped he got out and ran down to the Houses of Parliament. Here he tried to get into parliament but was stopped by a lovely policeman. This was a brave act of the police officer to try and stop the offender from trying to get into the Houses of Parliament. Unfortunately the offender stabbed the police officer which resulted in him losing his life.   Khalid Massood was shot by other armed officers at the Houses of Parliament and later died from his wounds. According to Scotland Yard Khalid acted alone and it was believed he was inspired by international terrorism.
The consequences of the attack were five people lost their lives, 50 people were injured and many people left scared in London and around the world.
Over the next couple of days many people met in London in Trafalgar Square to light a candle at a vigil to show respect for those who died. People from all walks of life came together to show solidarity (community sticking together) to show any groups of terrorists that people in the UK stand together and are not afraid.   This attack was in London but actually impacted 11 different countries around the world. The people who died or were injured were not all British people. There was a tourist from the USA; a lady from Europe and people from the UK. There is a plaque of remembrance at the Houses of Parliament for the police officer who lost his life on the 22nd March 2017, doing his job and protecting the members of parliament and all citizens in London. Everyone was supportive in London and around the world. People still today will come together on the 22nd March and remember people who lost their lives. In London today you will find big concrete boulders on all major bridges to stop this from happening again to the people who live in London. One group of people who live in the UK are always anxious when any events like this happen. Muslims are treated very badly by some members of society because they believe that terrorists are all Muslims. This is not true, and people are prejudiced towards them which makes them feel unhappy.

Modern Britain: Week 2 Questions

1. What does international terrorism mean? 2. Where is Trafalgar Square? 3. What was the name of the terrorist who attacked the police officer? 4. What date did this event take place on?	5. Name the country where people came from that were attacked? 6. What does solidarity mean? 7. When everyone gathered at Trafalgar Square, what do we call this? 8. How are Musims treated when an attack happens?

Extended Writing Question: How did the people of London show solidarity when the terrorist attack happened?

Modern Britain: Week 3 Knowledge Organiser: Rule of Law:

Keywords:
MI5 - secret security
Vigil - a gathering of people to show respect for those who have died
Cultures - people from different parts of the world
Resilience - the capability to respond to something and recover quickly from difficulties

Key Facts:
People in Britain knew that a day like 7/7 would come eventually. Since 2015, MI5 has classified the threat to the UK from international terrorism as severe. This means that an attack is highly likely to happen. When an attack is likely to happen the authorities (police, counter terrorism police or MI5) are warned of the risk of the attack. People in London often question whether they are safe, and many people realise that the people in the capital city and in the UK are safe and are resilient. It wasn't long after any of the attacks (7/7 or other UK attacks) people went back to work. people in London met and showed respect through a vigil. This was held in Trafalgar square. Many people from all over London and from many different cultures and religions all gather. The vigil is to celebrate the life of those who have died from the attacks but also to show a community coming together in solidarity to stand united and show the terrorist groups they are not afraid. Slowly but surely London has returned to normality but with a much better vigilant security service who are ready to stop those who wish to harm and hurt innocent people.
Different communities reacted to the attack which came from all walks of life, Christians, Muslims, Sikhs, Jews and many more cultures came together in solidarity to show that we are not afraid. All religions came together to support the people of London and all Muslims due to hate crimes they received. Sadiq Khan, Mayor of London said that 'Londoners will never be cowed by terrorism' meaning that you cannot stop people from living their lives the way that they want to and you will not intimidate us by making us scared in our own country. Since the 7/7 attack lots of positive things have happened with regard to keeping the people of the UK safe. Counter Terrorism Police have more intelligence of any potential attacks; emergency services are now more prepared for any incidents; first responders are now deployed right away so they can access the situation and report back to the authorities what is happening. What we do know is that the attacker was a Muslim. A Muslim is a follower of the religion called Islam. Islam means 'Peace' and so many Muslims do not understand why they receive lots of hate crimes when an attack happens. Society is too quick to judge and Muslims across the UK are treated badly as the attacker was a Muslim. It is good to say though, that all religions show solidarity towards Muslims when this happens.

Modern Britain: Week 3 Questions

1. What is a first responder?	5. What does vigil mean?
2. What was the date of the attack?	6. What is MI5?
3. Who is looking after the people of London?	7. Who was the Mayor of London when the attack happened?
4. How do the people of London know they are safe?	8. Which religions showed solidarity?

Extended Writing Question: Explain how Londoners showed that they will never be cowered after these attacks happened

Modern Britain: Week 4 Knowledge Organiser: Who protects us?

Keywords:
Police Authority - an area which is protected by the police
CPS - Crown Prosecution Service - a team of people who are proving the people are guilty
Civil Law - private matters
Criminal Law- when someone breaks the law of the land
PCSO - Police Community Support Officer   **Community Service** - paying back to society for a crime committed against it.

Key Facts:
In the UK, we are protected by laws of the country. These laws are under two headings one civil law and two criminal law. These are enforced by our local police authority. Here in Plymouth our local police are known as Devon Cornwall Police. A civil law is where it involves private matters like a divorce. A criminal law is where someone has broken the law like killing someone. There are a number of roles in the criminal justice system particularly due to its complexity and its depth. These roles include police, judges, magistrates, juries, CPS (Crown Prosecution Service), solicitors, barristers and probation officers. Once the law has been broken people go to court and meet a judge who will then listen to the evidence to decide whether the person is guilty or not. If the person has been found guilty of the Crime that they were arrested for, the judge will then sentence them with some sort of punishment whether it be prison or community service.

Police officers do lots of different types of jobs but the police officers you see in uniform spend a lot of time trying to solve crime and helping people. Officers also spend a lot of time on patrol, which means they drive or walk around the area they work. This is so that people can see them and are less likely to commit crimes as they think they may get caught. By speaking to people in the community, officers can find things that help them do their job.
In a court you will find different roles of people that are there to carry out the justice of the land.
You will find a judge, jury, barrister, lawyer. Each of these have a role to play when you attend a court. The judge will ensure that everyone has their say and that it is fair and just. The jury will listen to all the evidence given by the offender and the prosecuting party and from this will make up their mind, from the evidence if they are found guilty or not guilty. The barrister will represent your case and try to prove that you are innocent and that you did not commit the crime. The prosecuting barrister will try their hardest to prove, with evidence that you did commit the crime and that you are guilty of the offence.

Modern Britain: Week 4 Questions

1. What does PCSO stand for?	5. What is the role of the jury in a court case?
2. Identify to types of law	6. Who will be the person who delivers the judgement in court?
3. Name our local police force	7. What is community service?
4. Officers spend a lot of time on what?	8. Who will represent you in court?

Extended Writing Question: Who do you think has the hardest job in court and why?

Modern Britain: Week 5 Knowledge Organiser: Rule of Law: UK Criminal Justice System

Keywords:
Crown Court - serious crimes are heard with a Judge and Jury
Magistrates - not so serious crimes and no jury
Criminal Law - crimes that break the law of the UK
Prosecution service - a team of lawyers who try to convict criminals for the crime they have been arrested for

Key Facts:
The criminal justice system of the United Kingdom is the collective body responsible for administering justice in the UK, and consists of various institutions such as the police, the crown prosecution service, and the UK's prison system. Criminal law seeks to protect the public from harm by inflicting punishment on those who have done harm and by threatening punishment on those who are tempted to do harm. The harm it seeks to prevent can vary. It can include; physical harm, bodily injury or even death . It can include loss or damage to property or disturbance of public order. Or it could be something that threatens society or government like a terrorist attack.
The Criminal Law has two sections which the UK follows.
These are Criminal law and Civil law. Both these laws involve a courtroom.
There are different types of courts. A Magistrates court. Here all criminal cases start in a Magistrates court. Depending on the severity, the case will either remain with the **Magistrates**, or be sent to the Crown court for trial. A **Crown** court is when cases that are not suitable for the Magistrates court are held. .
It is for the jury to decide innocence or guilt, and then for the judge to pass a sentence, if necessary. It is in the Crown court where a jury is selected to hear the cases and they will decide on the evidence as to whether the accused is guilty or not. If they are found guilty the judge will then sentence them to a punishment of some kind. The sentence will usually be locked behind doors in a prison. This is known as justice and people who commit crimes are put behind bars so that they are no longer a risk to the general public.. If you do commit a crime then you will be interviewed by the police. If you are a juvenile you will be interviewed by the police. They will go through everything that you will need to know and understand. The process is completely different than a grown up over 18 years of age. You will, if prosecuted, be put into a different court which deals with young people who are not old enough to go into a magistrates or crown court. You will have special trained staff members who will support you through the process as well as social services, trained police officers and your lawyer who will represent you.

Modern Britain: Week 5 Questions

1. What is criminal law?	5. What is the prosecution service?
2. Identify the different courts in the criminal justice system.	6. Who would represent you in court?
3. Which court would deal with a murder charge?	7. What is a prison?
4. Which court would deal with a personal matter?	8. What is a crown court?

Extended Writing Question: Explain why we have the criminal justice system in the UK.

Modern Britain: Week 6 Knowledge Organiser: Rule of Law: Freedom of Faiths in the UK

Keywords:
Sikhism, Judaism, Christianity, Islam, Buddhism, Hinduism are all religions of the world
Siddhartha Gautama - Buddhism founder
Muhammad - Last Prophet of Islam

Key Beliefs:
 Judaism is over 2500 years old and has about 14 million followers world wide. Jews are the followers of Judaism and they believe they have a special relationship with one God. The Torah is made up of the first 5 books of the old testament. Judaism emerged from the beliefs and practices of the people known as 'Israel'. **Christians** are part of a global community of more than 2.1 billion people. There are 42 million Christians in the UK that claim to be Christian. All Christians believe in ONE God and he had a son called Jesus. Christian values are often referred to the values derived from the teachings of Jesus Christ. These teachings have been taught to Christians throughout the history of this religion. Christianity is one of the largest religions in the world and in the UK. Christians believe they are all made in the image of God and therefore everyone should be treated equally and fairly.
 Buddhism - Siddhartha Gautama (Buddha) - born in the 6th century BC. Gautama was removed from all suffering in the world. **Gautama** decided to give up living at the palace and ventured outside the palace walls. This is when he came across suffering of all different kinds. There are around 248,000 Buddhists in Britain today. Buddhism is one of the world's largest religions and originated 2,500 years ago in India. Buddhists believe that human life is one of suffering and that meditation, spiritual and physical labour, plus good behaviour are the ways to achieve enlightenment or nirvana.
In Islam Muhammad was the founder of the religion. Muslims believe Muhammad was the last prophet of Islam. The words of the Qur'an were revealed to him by the Angel Jibril, which Allah sent Jibril to tell Muhammad he was the chosen one. It took him 22 years to learn the Qur'an off by heart because Muhammad could not read or write.   Muslims follow the 5 pillars which are considered the foundation to the faith. Muslims will attend the mosque for their holy prayers and when they pray they do so in the direction of the Holy City of Mecca which is where Muhammad did a lot of his preaching. If it was not for Muhammad then perhaps the Qur'an might not have been written as we know it today.
 HInduism does not have one founder but is instead a fusion of various beliefs. It is a very old religion. No one knows when or how it began but people estimate that it predates 3000 BCE. Hindus believe in one ultimate power and source of being which is called Brahman.
Hindus worship in a temple or at a shrine and read their holy book, the Vedas. The best known festival is Diwali – the festival of light – which celebrates the New Year and the victory of good over evil. This takes place at the end of October or early November.

Modern Britain: Week 6 Questions	
1. Which religion is the most popular in the UK today? 2. Which religion is over 2500 years old? 3. How many Buddhists are in the world today? 4. How many followers does Judaism have?	5. Who was Siddhartha Gautama? 6. Which angel did Allah send to Muhammad? 7. Who was the last prophet? 8. What festival do HIndu's celebrate?

Extended Writing Question: Explain why the last Prophet in Islam was really important for all Muslims across the world.

Computing: Half Term Four - Week 1

Introduction to programming and sequencing	
Keywords	**Knowledge**
Computer Commands - Instructions given to a computer in order to complete tasks. **Programming** - Creating an instruction for a computer to follow. **Sequencing** - The order in which instructions are run. **Execute** - to carry out a set of instructions	Computers will follow a series of instructions. Everytime a program is loaded, instructions are passed to the CPU in order to be carried out. When you create a program for a computer, you give it a set of commands to execute. It will execute these commands precisely. Sequencing is the process of making sure that all instructions are written and executed in the correct order. If instructions are in the wrong order, this will cause the program to not work, crash or perform an incorrect action. If instructions are written incorrectly, the program will also not work correctly Sequencing can then be taken from Computing and applied to any concept such as cooking, music, gaming, essay writing and science experiments. We will be using Scratch to understand programming. In Scratch you use blocks of code to give instructions to a character called a Sprite.

1. What are computer commands?
2. When a program is loaded, what happens to the instructions?
3. What is programming?
4. What is meant by sequencing?

5. What happens if instructions are in the wrong order?
6. What does execute mean?
7. What happens if instructions are written incorrectly?
8. In Scratch, what is a Sprite?

Extended Writing Question:

Write a set of instructions for making a cup of hot chocolate.

Sequence and variables	
Keywords	**Knowledge**
Variable - A variable is a name that refers to data being stored by the computer **Input** - Providing an instruction. **Process** - Calculating what the input is required for. **Output** - The result of a processed input. **Storage** - Where all data and programs are kept.	Variables are values that are stored in memory and can be changed. A variable can only store one value at a time and is only stored while the program is in use. Examples of variables would include: ● Temperature ● Score ● Time ● Number of users ● Name ● Age ● Height Variables are used to store values that are going to be used somewhere within a sequence. User input can be stored within a variable so that what the user has written can be included within a computer program.

1. What is a variable? 2. What is meant by the term 'input'? 3. What is meant by the term 'process'? 4. What is meant by the term 'output'?	5. Where are variables stored? 6. How many values can a variable store at a time? 7. What does execute mean? 8. What is meant by sequencing?

Extended Writing Question:
Explain how you might use one of the variable examples in a program, and why it is important for this to be a variable

Selection	
Keywords	**Knowledge**

Boolean - Values that can be TRUE or FALSE.
 	
Expression - Program that is written.
 	
IF statement - Used to run a code black based on a condition.
 	
Else - The alternative condition to an IF condition.
	A selection statement in programming allows a computer to evaluate an expression to 'true' or 'false' and then perform an action depending on the outcome. These can be identified by an IF-ELSE statement.
	
	IF statements can be written out like:
	
	If age > 11 then **The condition that need to be checked**.
	   Display "You can go to secondary school". **The output is based on the condition.**
	else **Alternative condition if the first isn't met.**
	   Display "You cannot go to secondary school". **The output is based on the condition**

1. What is meant by 'boolean'? 2. What is an expression? 3. What is a selection statement used for? 4. What are the two words used in a selection statement?	5. What does the IF part of a selection statement do? 6. What does the ELSE part of a selection statement do? 7. What is a variable? 8. How many values can a variable store at a time?

Extended Writing Question:

Use a selection (IF) statement to write a program that asks the user which year group they are in and if they are in a year group above 11, tell them they are in sixth form, if they are in a year group less than 11 tell them they are not in sixth form

Operators and Selection	
Keywords	**Knowledge**
Comparison Operators - This will compare values in an IF statement (<, >). **Arithmetic Operators** - These are used to work out mathematic calculations (+, -, *, /). **AND** - Both conditions need to be TRUE. **OR** - Only one condition needs to be TRUE. **NOT** - This will not include the value following it. (it will be the opposite)	Operators are used within a program to get a value returned. They are used to compare values in variables to other values in a condition. For example: ● Score > 6 will check to see if the value stored in score will be greater than 6. Comparison operators can also be used to compare multiple variables at the same time. For example; ● value = king AND suit = hearts. This will check for 2 conditions to be TRUE in order to get an outcome. ● suit = hearts OR suit = spades. This will check the same variable but look to see if it matches either condition. Only one will need to be TRUE for this to work. ● not colour = red. This will check the program where the colour does not equal the colour red.

1. What are operators used for? 2. What are comparison operators used for? 3. What are arithmetic operators used for? 4. What needs to happen in an AND statement in order to be TRUE?	5. What needs to happen in an OR statement in order to be TRUE? 6. What would be the result of the statement not age=13? 7. What would the code age > 13 check for? 8. What is meant by selection?

Extended Writing Question:
When checking 2 conditions such as age = 12 and school = SDCC, what is the difference between the statements:
age = 12 AND school = SDCC
Age = 12 OR school = SDCC

Computing: Half Term Four - Week 5

Count Controlled Iteration	
Keywords	**Knowledge**

Iteration - Repeating a process.
 	
Count-Controlled - Repeating a process a specific number of times.
 	
Condition-Controlled - This will repeat until the condition has been met
	Being able to repeatedly execute instructions is commonly referred to in computing as iteration.
	
	● Count-controlled iteration will execute the commands a set number of times.
	    ○ **Example**: "Write out lines 100 times"
	
	● Condition-controlled will execute the commands until the condition you set is no longer being met.
	    ○ **Example: "Write out lines until 4pm"**
	
	Computer programs can also create Computer bugs. A bug in a computer system is code that causes your program to behave unexpectedly. Debugging is the process of finding an error in your code and taking steps to fix the problem.

1. What is iteration? 2. What is count-controlled iteration? 3. What is condition-controlled iteration? 4. Is the instruction 'repeat until lunchtime' count-controlled or condition controlled iteration?	5. Is the instruction 'repeat 20 times' count-controlled or condition controlled iteration? 6. What is a computer bug? 7. What is debugging? 8. What are comparison operators?
Extended Writing Question: If you are writing a program which repeats, explain why you should use iteration rather than just repeating the code?	

Problem Solving	
Keywords	**Knowledge**

Problem - An issue that needs to be addressed. **Construct** - A concept within a topic. **Decomposition** - The process of breaking down a large problem into smaller problems. **Subtasks** - small tasks which make up a much larger goal	Before a task is completed, it will need to be broken down into several parts. This will make completing the task a lot easier. Instead of trying to fix one big problem, it will be more manageable to break it down into smaller parts and focus on those.

For example (Dancing Game): This can be broken down into: - Players - Rules - Scores - Time - Background - Music - Code - High scores - New games - Previous games Each section could be broken down even more to help solve the larger (original) problem.	

1. What does the term 'problem' mean? 2. What does the term 'construct' mean? 3. What is decomposition? 4. Why is decomposition useful?	5. What are subtasks? 6. What is selection? 7. What is count-controlled iteration? 8. What is condition-controlled iteration?

Extended Writing Question:
Decompose the problem: Make a cup of tea
You should have at least 5 subtasks

Aspire
(ACHiEVE)
Thrive

Develop your character