

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



Aspire | Achieve | Thrive

**Computer  
Science**

Name:

Tutor:

Half Term 3 2023-2024

**French**

**KNOWLEDGE ORGANISER**

**History**

**Geography**

**Modern Britain**

**7**

**Art &  
Design**

**Spanish**

**PE**

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Art & Design	30-34
PE	35-40

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## Book Pride

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

### Plan

Year 7 - Half term 2 (08/01/2024 → 29/03/2023) - Written Homework Plan

	Homework One	Homework Two	Homework Three
Monday	Geography	Computing	Sparx Reader
Tuesday	French / Spanish	Sparx Maths	Sparx Science
Wednesday	Sparx Maths	Sparx Reader	Modern Britain
Thursday	History	Sparx Science	Sparx Reader
Friday	Art	PE/Health	

**Geography**  
**Half Term Three - Knowledge Organiser Questions**

<p><b>Week 1</b></p> <ol style="list-style-type: none"> <li>1. How many continents are there?</li> <li>2. Continents are masses of land usually made up of....</li> <li>3. How many Oceans are there?</li> <li>4. What are the four main compass points?</li> <li>5. Name the two tropical parallels?</li> <li>6. Name the two circles around the poles?</li> <li>7. Name the country we live in?</li> <li>8. Name the continent we live in?</li> </ol>	<p><b>Week 2</b></p> <ol style="list-style-type: none"> <li>1. Why is it hard to grow food on Tuvalu?</li> <li>2. What other islands are affected by sea level rise?</li> <li>3. What industry is this affecting?</li> <li>4. What is damaging coral reefs?</li> <li>5. What does uninhabitable mean?</li> <li>6. What is migration?</li> <li>7. Where are Tuvaluvians migrating to?</li> <li>8. What effect does this have on Tuvaluan culture?</li> </ol>	<p><b>Week 3</b></p> <ol style="list-style-type: none"> <li>1. What is sustainability?</li> <li>2. What are the three P's of Sustainability?</li> <li>3. What is meant by social sustainability?</li> <li>4. What is meant by environmental sustainability?</li> <li>5. What is meant by economic sustainability?</li> <li>6. Why do people go to Svalbard?</li> <li>7. Explain an Impact of Climate change on Tuvalu?</li> <li>8. What is the Greenhouse effect?</li> </ol>
<p><b>Week 4</b></p> <p>Write a sentence to describe the following OS Map symbols:</p> <ol style="list-style-type: none"> <li>1. Railway Station</li> <li>2. Campsite</li> <li>3. Caravan Site</li> <li>4. Nature Reserve</li> <li>5. Viewpoint</li> <li>6. Information Centre</li> <li>7. Parking</li> <li>8. Place of Worship with tower</li> <li>9. Non-Coniferous trees</li> <li>10. Cliff</li> </ol>	<p><b>Week 5</b></p> <ol style="list-style-type: none"> <li>1. What is a northing?</li> <li>2. What is an Easting?</li> <li>3. Describe a 4 figure grid reference</li> <li>4. Describe a 6 figure grid reference.</li> <li>5. What are the two golden rules?</li> <li>6. What is step one of finding a 4 figure grid reference?</li> <li>7. What is step two of finding a 4 figure grid reference?</li> <li>8. What is step one of finding a 6 figure grid reference?</li> <li>9. What is step two of finding a 6 figure grid reference?</li> </ol>	<p><b>Extended Writing Questions</b></p> <p><b>Week 1:</b> Describe the locations of the world Continents and Oceans.</p> <p><b>Week 2:</b> Explain the impacts of climate change.</p> <p><b>Week 3:</b> Explain how we can be more sustainable.</p> <p><b>Week 4:</b> Using Examples, explain why we use Map Symbols.</p> <p><b>Week 5:</b> Explain the Golden Rules for using Grid references.</p>

**Geography: Half Term Three: Week 1 Topic Continents and Oceans**

**Continent:** A large landmass

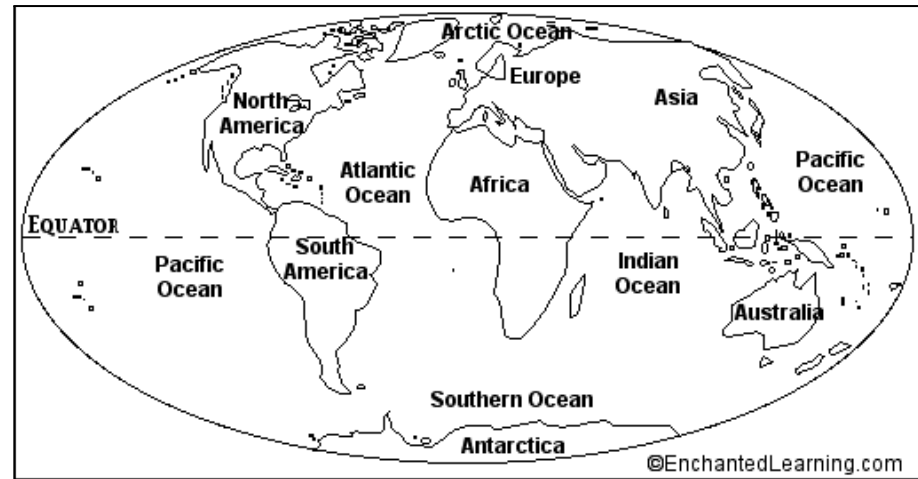
**Ocean:** A large body of water

There are seven continents:

- North America
- South America
- Asia
- Oceania
- Antarctica
- Europe
- Africa

There are five oceans;.

- Atlantic
- Arctic
- Indian
- Pacific
- Southern



**Geography: Half Term Three: Week 2 Topic** Impacts of Climate change

**Migration:** People moving from one country to another

**Uninhabitable:**

A place is no longer able to support life.

- Sea level rise is forcing people to leave their homes in Tuvalu and migrate to New Zealand.
- Sea level rise is flooding crops in Tuvalu making it difficult to grow food.
- Sea level rise is affecting tourism in the Maldives as some islands are becoming uninhabitable
- Sea temperature rise is damaging the coral reefs in the Maldives.

**Social**

- Evacuation of people to the main island of Funafuti, which now hosts half of Tuvalu's population.
- Overcrowding due to the huge inter migration to the main island.
- People are forced to leave islands such as Tipuku Salvilivili has already been abandoned due to the rapidly rising sea levels swallowing the island
- The island's main source of food, Pulaka, is being killed by the intrusion of saltwater, this leads to diminishing food supply.
- Travelling on the island becomes a problem as it is constantly flooded

**Economic**

- Coconut plantations are being killed off, this is concerning as dried coconut meat plays a large part in Tuvalu's economy
- Hotels and buildings are constantly being flooded, this hampers trade, business and tourism
- Access to the island becomes limited due to the seawater covering the runway, this hampers materials from being imported into Tuvalu

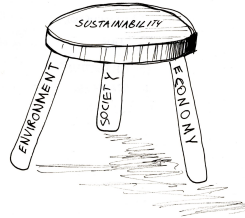
**Environmental**

- Groundwater will become undrinkable as the sea water heads inland
- Crops cannot be planted as the seawater intrudes into the plantations
- The world would be alerted to global warming by using the sinking of Tuvalu as an example

## Geography: Half Term Three: Week 3 Topic What is sustainability?

### Sustainability

Meeting the needs of the present without compromising the needs of future generations to meet their own needs.



In Sustainability there are three different areas that need to be considered;

- **People (social):** Improve quality of life, provide a safe and healthy environment
- **Planet (environmental):** Reduce waste and recycle when possible, making such that the impact on plants and animals is low.
- **Profit (economic):** Money must be made or available for something to be sustainable

## Geography: Half Term Three - Week 4 Topic OS Map Symbols

**OS map symbols:** We use a KEY to identify symbols on an OS map. Learn the symbols shown below.



Camp site/  
caravan site



Railway Station



Nature reserve



Viewpoint



Non-coniferous trees



Place of worship  
with tower



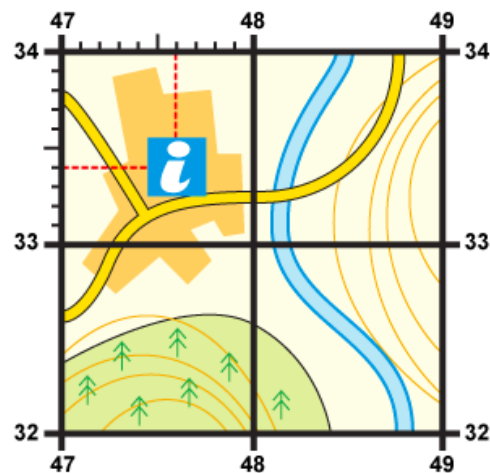
Cliff



Information centre



Parking



#### 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**.



**Computing**  
**Half Term Three - Knowledge Organiser Questions**

<p><b>Week 1</b></p> <ol style="list-style-type: none"> <li>1. What is an email?</li> <li>2. What does CC stand for?</li> <li>3. What is CC used for?</li> <li>4. What does BCC stand for?</li> <li>5. What does BCC stand for?</li> <li>6. What 3 things should you always include in an email?</li> <li>7. What is the purpose of an email subject?</li> <li>8. How should an email be written?</li> </ol>	<p><b>Week 2</b></p> <ol style="list-style-type: none"> <li>1. What is social media?</li> <li>2. Why is it important to think before you send?</li> <li>3. What should comments on people's work refer to?</li> <li>4. Why is it hard to judge online comments?</li> <li>5. What does it mean to collaborate?</li> <li>6. What is a digital footprint?</li> <li>7. What 3 things should always be included in an email?</li> <li>8. What is the purpose of an email subject?</li> </ol>	<p><b>Week 3</b></p> <ol style="list-style-type: none"> <li>1. What advice is there for a cyberbullying victim?</li> <li>2. What is meant by effective use of text?</li> <li>3. Why should victims save evidence of cyberbullying?</li> <li>4. What should comments on people's work refer to?</li> <li>5. What is meant by suitability?</li> <li>6. What is social media?</li> <li>7. Why is it important to consider your audience when creating something?</li> <li>8. What is CC used for?</li> </ol>
<p><b>Week 4</b></p> <ol style="list-style-type: none"> <li>1. What is a computer network?</li> <li>2. What is the internet?</li> <li>3. What is the name for a computer not connected to a network?</li> <li>4. What is a Transmission Protocol?</li> <li>5. Why is it an advantage to share devices through a network?</li> <li>6. How do networks improve computer security?</li> <li>7. Why can using a network cost more money than standalone machines?</li> <li>8. What are the dangers of using networks?</li> </ol>	<p><b>Week 5</b></p> <ol style="list-style-type: none"> <li>1. What is Bandwidth?</li> <li>2. What is downloading?</li> <li>3. What is uploading?</li> <li>4. What is a network cable?</li> <li>5. What is a hub</li> <li>6. What is a server?</li> <li>7. What is a router?</li> <li>8. Why is it an advantage to use a hub instead of many cables?</li> </ol>	<p><b>Extended Writing Questions:</b></p> <p><b>Week 1:</b> In your books, write an example of an email (including the subject) that you would send to your teacher, asking for help with a piece of homework. Make sure it is written professionally and respectfully</p> <p><b>Week 2:</b> Why is it important to be aware of your actions online and your digital footprint?</p> <p><b>Week 3:</b> Explain how social media can be used to cyberbully, and what someone should do if they are cyberbullied through social media</p> <p><b>Week 4:</b> Explain the benefits of using a computer network</p> <p><b>Week 5:</b> Explain how using a hub can reduce the amount of cables needed in a network</p>

Computing: Half Term Three: Week 1 - Emails	
Keywords	Knowledge
<p><b>Email</b> - short for 'electronic mail', allows you to send and receive messages through the internet</p> <p><b>CC</b> - short for Carbon Copy and is a way of sending an email to more than one person</p> <p><b>BCC</b> - short for Blind Carbon Copy and allows you to send a message to more than one person without the recipients knowing</p>	<p><b>Email</b> is an electronic method of communication, allowing you to send a message through the internet When sending an <b>email</b> you should think about who the recipient is and make sure it is appropriate Emails should be <b>respectful, professional</b> and <b>appropriate</b></p> <p>An email should always include a <b>subject, a greeting</b> and a <b>suitable ending</b></p> <p><b>An email subject</b> is the section of an email which tells the user what the email is about</p>

Computing: Half Term Three: Week 2 Social Media, Comments and Digital Footprints	
Keywords	Knowledge
<p><b>Social Media</b> - websites and apps that enable users to create and share content and communicate with each other</p> <p><b>Collaborate</b> - using technology to work together and to get feedback and advice</p>	<p><b>Think before you send:</b> it is quite easy to make comments from behind a screen and not think about the impact that it has on the person receiving the comments. We need to think about our actions before we make comments. Comments on people's work should always be based on the work and not personal</p> <p><b>Remember</b> that comments online can be hard to judge in terms of tone and sarcasm so be careful what you write as someone might misunderstand how you mean it</p> <p>Your <b>Digital Footprint</b> is the record that you leave behind whenever you do anything online. Any posts, comments or messages leave a permanent digital footprint and can be seen by anyone in the future.</p>

Computing: Half Term Three: Week 3 Presenting to an audience and Cyberbullying	
Keywords	Knowledge
<p><b>Suitability</b> - Making sure that something is appropriate or correct for the people it is for</p> <p><b>Serif fonts</b> - Fonts with kicks at the edge which look decorative but can be hard to read</p> <p><b>Sans Serif fonts</b> - Fonts without little kicks which are plainer but easier to read</p>	<p>Advice for a victim of cyberbullying:</p> <ul style="list-style-type: none"> <li>• Report it to the website/app (if possible)</li> <li>• Tell a trusted adult</li> <li>• Do not respond</li> <li>• Save the evidence</li> </ul> <p>When making a presentation you need to consider:  <b>Your audience</b> - who it is for and how you can make it suitable  <b>Effective use of images</b> - use suitable pictures which match the tone and message of the presentation. Not too many though  <b>Effective use of text</b> - use enough text to get your point across but not too much so that the viewer might lose interest and stop reading.</p>

Computing: Half Term Three: Week 4 Computer Networks and Protocols							
Keywords	Knowledge						
<p><b>Computer Network</b> - Two or more computers are connected together to allow them to communicate</p> <p><b>Internet</b> - A global network of computers, file servers, web server, email servers, etc.</p> <p><b>Standalone Computer</b> - A computer that is not connected to a network</p> <p><b>Transmission Protocol</b> - A set of rules in order to pass on a message.</p>	<table border="1"> <thead> <tr> <th colspan="2">Benefits and Drawbacks of using Computer Networks</th></tr> <tr> <th>Benefits</th><th>Drawbacks</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Sharing devices such as printers saves money.</li> <li>• Files can easily be shared between users.</li> <li>• Network users can communicate by email and instant messenger.</li> <li>• Security is good - users cannot see other users' files unlike on stand-alone machines.</li> <li>• Data is easy to backup as all the data is stored on the file server.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Purchasing the network cabling and file servers can be expensive.</li> <li>• Managing a large network is complicated, requires training and a network manager usually needs to be employed.</li> <li>• If the file server breaks down the files on the file server become inaccessible.</li> <li>• Viruses can spread to other computers throughout a computer network.</li> <li>• There is a danger of hacking, particularly if connected to the Internet</li> </ul> </td></tr> </tbody> </table>	Benefits and Drawbacks of using Computer Networks		Benefits	Drawbacks	<ul style="list-style-type: none"> <li>• Sharing devices such as printers saves money.</li> <li>• Files can easily be shared between users.</li> <li>• Network users can communicate by email and instant messenger.</li> <li>• Security is good - users cannot see other users' files unlike on stand-alone machines.</li> <li>• Data is easy to backup as all the data is stored on the file server.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchasing the network cabling and file servers can be expensive.</li> <li>• Managing a large network is complicated, requires training and a network manager usually needs to be employed.</li> <li>• If the file server breaks down the files on the file server become inaccessible.</li> <li>• Viruses can spread to other computers throughout a computer network.</li> <li>• There is a danger of hacking, particularly if connected to the Internet</li> </ul>
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Computing: Half Term Three: Week 5 Networking Hardware and Bandwidth	
Keywords	Knowledge
<p><b>Bandwidth</b> - Amount of data that can be transmitted in a given time. Higher bandwidth = more data per second.</p> <p><b>Download</b> - Your computer receives data (e.g opening a webpage, listening to a music clip, streaming video)</p> <p><b>Upload</b> - Your computer is sending data to the Internet (e.g putting a video on YouTube, posting a photo to Social Media)</p>	<p><b>Network Cables</b> Wires that are used to connect devices on a network</p> <ul style="list-style-type: none"> <li>• To connect together different devices, you need cables.</li> <li>• They have plastic plugs that connect into sockets on devices.</li> </ul> <p><b>Hub</b></p> <ul style="list-style-type: none"> <li>• A hub connects a number of computers together.</li> <li>• Ports allow cables to be plugged in from each connected computer.</li> <li>• A message sent from computer A to computer B travels via the hub.</li> </ul> <p><b>Server</b></p> <ul style="list-style-type: none"> <li>• Some networks will have a server (your home network at home probably doesn't).</li> <li>• A server is a powerful computer which provides services.</li> <li>• There are many different types of server, for example, a file server which stores files (i.e. text, images, sound, or video) that can be accessed by all devices on the network.</li> </ul> <p><b>Router</b></p> <ul style="list-style-type: none"> <li>• When a network needs to be connected to another network, a router is needed.</li> <li>• A router forwards messages from one network to another. It acts as a gateway.</li> <li>• A common role of a router is to join a home network to the internet via an internet service provider (ISP).</li> </ul>

## French

### Half Term Three - Knowledge Organiser Questions

<p><b><u>Week 1</u></b>  Q1. Fill in the gap: "Quelquefois, je vais au ..... commercial avec ma mère."  Q2. Translate the above sentence into English.  Q3. Correct the mistake: "De temps en temps, je joue à la montagne."  Q4. Separate the words:  "Parfois, je vais au bord de la mer avec mes copains."  Q5. Translate the above sentence into English.  Q6. Translate into French: "Normally, I go fishing with my father."  Q7. Translate into French: "Usually, I go to the swimming pool alone."  Q8. Fill in the gap: Souvent, je vais au bord de la mer ..... Mes potes.</p>	<p><b><u>Week 2</u></b>  Q1. Translate into French: Hi, I would like to introduce myself.  Q2. Translate into English: Pendant la semaine, je n'aime pas faire mes devoirs.  Q3. Translate into French: Yesterday, I decided to listen to music.  Q4. Translate into English: Aujourd'hui, je vais lire des livres.  Q5. Translate into French: At home there is me, my parents, my half-brother and my grandmother.  Q6. Translate into French: I have a blue fish and a brown hamster.  Q7. Translate into English: Je dirais que mes parents sont très amusants.  Q8. Translate into English: Je ne m'entends pas bien avec ma soeur.</p>	<p><b><u>Week 3</u></b>  Q1. Translate into French: I live in Plymouth and I am English.  Q2. Translate into English: Mon anniversaire, c'est le seize juin.  Q3. Translate into French: I would like to have a white horse.  Q3. Translate into English: Dans ma famille, il y a huit personnes.  Q4. Translate into French: In my opinion, I am quite sporty (masc.).  Q5. Translate into English: Yesterday, I decided to go out with my mates.  Q6. Translate into French: From time to time, I play volleyball alone.  Q7. Translate into English: Souvent, je fais de l'équitation.  Q8. Translate into French: Sometimes, I go fishing with my dad.</p>
<p><b><u>Week 4</u></b>  Q1. Fill in the gap: Le week-end ..... , j'ai joué au tennis.  Q2. Translate the above sentence into English.  Q3. Correct the mistake: Hier soir, j'ai joué aux cartes.  Q4. Separate the words:  Lemois dernier, j'ai joué au volley avec ma soeur.  Q5. Translate the above sentence into English.  Q6. Unjumble: ping-pong / dernière / au / seul. / La / joué / semaine / j'ai  Q7. Translate into French: Last year, I played ice hockey with my brother.  Q8. Fill in the gap: La semaine dernière, j'ai ..... aux échecs avec mes amis.</p>	<p><b><u>Week 5</u></b>  Q1. Fill in the gap: Hier soir, j'ai ..... du sport.  Q2. Translate the above sentence into English.  Q3. Correct the mistake: L'année dernière, je suis allé(e) de l'équitation.  Q4. Separate the words:  La semaine dernière, j'ai joué aux échecs avec ma mère.  Q5. Translate the above sentence into English.  Q6. Unjumble: soir / avec / j'ai / boxe / Hier / de / fait / copains. / la / mes  Q7. Translate into French: Last weekend, I went to the pool with my grandparents.  Q8. Fill in the gap: Hier ..... , je suis allé(e) au centre sportif.</p>	<p><b><u>Extended Writing Questions - use your sentence builders to write 2 full sentences per question.</u></b>  <b>You may need to use your half-term 1 K.O - please see your French Google Classroom</b></p> <p><b><u>Week 1:</u></b> Qu'est-ce que tu fais pendant ton temps-libre? (What do you do in your free time?)  &gt; sentence builder 12</p> <p><b><u>Week 2:</u></b> Est-ce que tu peux te présenter? (Can you introduce yourself?)  &gt; sentence builder 1</p> <p><b><u>Week 3:</u></b> Qu'est-ce que tu aimes faire? (What do you like to do?)  &gt; sentence builder 13</p> <p><b><u>Week 4:</u></b> Qu'est-ce que tu as fait hier soir ? (What did you do last night?)  &gt; sentence builder 14</p> <p><b><u>Week 5:</u></b> Qu'est-ce que tu as fait hier soir ? (What did you do last night?) &gt; <b>different answer to week 4 please.</b>  &gt; sentence builder 14</p>

**WEEK 1:** Qu'est-ce que tu fais pendant ton temps-libre *What do you do in your free time?*

### SENTENCE BUILDER 12 - MY HOBBIES (PRESENT TENSE)

Normalement <i>Normally</i>	je vais <i>I go</i>	au centre commercial <i>to the shopping centre</i>	avec mon père <i>with my dad</i>
D'habitude <i>Usually</i>		au centre sportif <i>to the sports centre</i>	avec mon frère <i>with my brother</i>
Quelquefois <i>Sometimes</i> Parfois <i>Sometimes</i>		au parc <i>to the park</i>	avec ma soeur <i>with my sister</i>
De temps en temps <i>From time to time</i>		au bord de la mer <i>to the seaside</i>	avec ma mère <i>with my mum</i>
Souvent <i>Often</i>		à la campagne <i>to the countryside</i> à la montagne <i>to the mountains</i> à la pêche <i>fishing</i> à la piscine <i>to the swimming pool</i> chez mon copain (m) /ma copine (f) <i>to my friend's house</i>	avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> seul(e) <i>alone</i>

**WEEK 2:** REVISION WEEK - PLEASE USE YOUR TERM 1 K.O AS WELL AS THIS K.O. IF YOU DO NOT HAVE YOU PREVIOUS K.O, PLEASE CHECK YOUR GOOGLE CLASSROOM

- >> Revise your vocab
- >> Read sentences out loud
- >> Get someone to test you
- >> Go over the previous homework questions you got wrong / didn't do

**WEEK 3:** ASSESSMENT + DIRT - PLEASE USE YOUR TERM 1 K.O AS WELL AS THIS K.O. IF YOU DO NOT HAVE YOU PREVIOUS K.O, PLEASE CHECK YOUR GOOGLE CLASSROOM

- >> Revise your vocab
- >> Read sentences out loud
- >> Get someone to test you
- >> Go over the previous homework questions you got wrong / didn't do

**WEEKS 4 & 5:** Qu'est-ce que tu as fait hier soir ? *What did you do last night?*

### SENTENCE BUILDER 14 - MY HOBBIES (PAST TENSE)

Hier soir <i>Yesterday evening</i> <i>(last night)</i>	j'ai joué <i>I played</i>	au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au volley <i>volleyball</i> au ping-pong <i>table tennis</i> au hockey sur glace <i>ice hockey</i> aux échecs <i>chess</i> aux cartes <i>cards</i>	avec mon père <i>with my dad</i> avec mon frère <i>with my brother</i> avec ma soeur <i>with my sister</i>
Le week-end dernier <i>Last weekend</i>	j'ai fait <i>I did</i>	du ski <i>skiing</i> du sport <i>sport</i> du vélo <i>cycling</i> de l'équitation <i>horse-riding</i> de l'escalade <i>rock climbing</i> de la natation <i>swimming</i> de la planche à voile <i>windsurfing</i> de la boxe <i>boxing</i> des randonnées <i>hiking</i>	avec ma mère <i>with my mum</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i>
Le mois dernier <i>Last month</i>			avec mes amis <i>with my friends</i>
La semaine dernière <i>Last week</i>			avec mes amis <i>with my friends</i>
L'année dernière <i>Last year</i>	je suis allé(e) <i>I went</i>	au centre commercial <i>to the shopping centre</i> au centre sportif <i>to the sports centre</i> au parc <i>to the park</i> au bord de la mer <i>to the seaside</i> à la campagne <i>to the countryside</i> à la montagne <i>to the mountains</i> à la pêche <i>fishing</i> à la piscine <i>to the swimming pool</i> chez mon copain (m) /ma copine (f) <i>to my friend's house</i>	avec mes potes <i>with my mates</i> seul(e) <i>alone</i>

## Spanish

### Half Term Three - Knowledge Organiser Questions

<p><b><u>Week 1:</u></b></p> <p><b><u>Translate into English:</u></b></p> <ol style="list-style-type: none"> <li>1. Mañana, voy a jugar al baloncesto con mi hermana.</li> <li>2. La semana próxima, voy a ir al parque con mis padres.</li> <li>3. El mes próximo, me gustaría hacer equitación con mis amigos.</li> <li>4. El fin de semana próximo, me gustaría jugar al ajedrez solo.</li> </ol> <p><b><u>Translate into Spanish:</u></b></p> <p>A. Next year, I would like to do windsurfing with my mum.          B. Next week, I am going to go to the pool with my friends.          C. Tomorrow, I would like to play table tennis with my brother.          D. Next month, I am going to go to the seaside with my parents.</p>	<p><b><u>Week 2: (Use HT1 KO)</u></b></p> <p><b><u>Translate into English:</u></b></p> <ol style="list-style-type: none"> <li>1. Normalmente juego al billar con mi padre.</li> <li>2. No me llevo bien con mi abuela porque es verdaderamente aburrida.</li> <li>3. No me llevo bien con mi prima porque es antipática.</li> <li>4. A menudo voy a la costa con mis amigos.</li> </ol> <p><b><u>Translate into Spanish:</u></b></p> <p>A. I don't get on well with my brothers because they are mean.          B. I get on well with my half sister because she is a bit funny.          C. Normally I play volleyball with my sister.          D) Generally I do skiing with my mum.</p>	<p><b><u>Week 3: (Use HT1 KO)</u></b></p> <p><b><u>Translate into English:</u></b></p> <ol style="list-style-type: none"> <li>1. Hola me llamo Sofía y tengo cuatro años</li> <li>2. Hola, mi cumpleaños es el ocho de octubre.</li> <li>3. Vivo en Londres pero soy español.</li> <li>4. Translate: Vivo en Paris y soy francés.</li> </ol> <p><b><u>Translate into Spanish:</u></b></p> <p>A. I am 20 years old.          B. My birthday is on the 6th of November.          C. I am from Barcelona.          D. I live in Madrid and I am Spanish.</p>
<p><b><u>Week 4:</u></b></p> <p><b><u>Translate into English:</u></b></p> <ol style="list-style-type: none"> <li>1. Anoche, jugué al baloncesto con mis amigos.</li> <li>2. El año pasado, hice natación y boxeo con solo.</li> <li>3. La semana pasada, fui a la costa con mis padres.</li> <li>4. El fin de semana pasado, jugué al ajedrez y fui a la piscina.</li> </ol> <p><b><u>Translate into Spanish:</u></b></p> <p>A. Last night, I played volleyball with my dad.          B. Last year, I went to my friend's house.          C. Last week, I did rock climbing with my mates.          D. Last weekend, I played ice hockey and I did hiking with my mum.</p>	<p><b><u>Week 5:</u></b></p> <p><b><u>Translate into English:</u></b></p> <ol style="list-style-type: none"> <li>1. Normalmente, juego al tenis con mi madre.</li> <li>2. Anoche, fui a la discoteca con mis amigos.</li> <li>3. El mes próximo, me gustaría hacer atletismo y ciclismo con mis hermanos.</li> <li>4. A veces, me gustaría jugar al billar con mis padres.</li> </ol> <p><b><u>Translate into Spanish:</u></b></p> <p>A. From time to time, I play football and I do swimming with my sister.          B. Last week, I went to the mountains with my parents and my brother.          C. Next year, I would like to go to the sports centre and I would like to play volleyball.          D. Often, I do horse riding but next week, I would like to go to the park.</p>	<p><b>Extended Writing Questions - Use your sentence builders to answer the following questions in Spanish. You must write a minimum of 2 full sentences.</b></p> <p><b>Week 1:</b> ¿Qué vas a hacer mañana? <i>What are you going to do tomorrow?</i></p> <p><b>Week 2: GRAMMAR</b> - What verb should we be using when talking about sports? What verb should we be using when talking about activities? What verb should we be using when talking about places?</p> <p><b>Week 3: GRAMMAR</b> - What letter do most masculine adjectives end with? What letter do most feminine adjectives end with?</p> <p><b>Week 4:</b> ¿Qué hiciste ayer por la noche? <i>What did you do last night?</i></p> <p><b>Week 5:</b> ¿Qué haces en tu tiempo libre? <i>What do you do in your free time?</i></p> <p>¿Qué hiciste ayer por la noche? <i>What did you do last night?</i></p> <p>¿Qué vas a hacer mañana? <i>What are you going to do tomorrow?</i></p>

Week 1			
9. ¿Qué vas a hacer mañana? <i>What are you going to do tomorrow?</i>			
Sentence starters	Verbs	Sports / activities	Noun phrase
Mañana <i>Tomorrow</i> El fin de semana próximo <i>Next weekend</i> El mes próximo <i>Next month</i> El año próximo <i>Next year</i> La semana próxima <i>Next week</i>	(yo) voy a jugar <i>I'm going to play</i> me gustaría jugar <i>I would like to play</i>	al fútbol <i>football</i> al baloncesto <i>basketball</i> al tenis <i>tennis</i> al voleibol <i>volleyball</i> al billar <i>pool</i> al ping-pong <i>table tennis</i> tenis de mesa <i>table tennis</i> al hockey sobre hielo <i>ice hockey</i> al ajedrez <i>chess</i> a las cartas <i>cards</i>	con mi padre <i>with my dad</i>  con mi hermano <i>with my brother</i>  con mi hermana <i>with my sister</i>  con mi madre <i>with my mum</i>  con mis amigos <i>with my friends</i>  con mis colegas <i>with my mates</i>  solo / sola <i>alone</i>
	(yo) voy a hacer <i>I'm going to do</i> me gustaría hacer <i>I would like to do</i>	atletismo <i>jogging</i> esquí <i>skiing</i> deporte <i>sport</i> ciclismo <i>cycling</i> equitación <i>horse-riding</i> escalada <i>rock climbing</i> natación <i>swimming</i> windsurf <i>windsurfing</i> culturismo <i>weight training</i> boxeo <i>boxing</i> senderismo <i>hiking</i>	
	(yo) voy a ir <i>I'm going to go</i> me gustaría ir <i>I would like to go</i>	al centro comercial <i>to the shopping centre</i> al polideportivo <i>to the sports centre</i>  al parque <i>to the park</i> a la costa <i>to the seaside</i> al campo <i>to the countryside</i> a la montaña <i>to the mountains</i> a pescar <i>fishing</i> a la piscina <i>to the pool</i> a la casa de mi amigo <i>to my friend's house</i>  a la discoteca <i>clubbing</i> a un club de judo <i>to a judo club</i>	



## Week 2

**Revision week** - Use your half term 1 and half term 2 Knowledge Organiser to revise your vocabulary.  
Make sure to pay attention to the spelling; Read words / phrases out loud; Get someone to test you.  
You can also complete previous homework questions to see if you can get them right.

## Week 3

**Assessment + DIRT week** - Use your half term 1 and half term 2 Knowledge Organiser to revise your vocabulary.  
Make sure to pay attention to the spelling; Read words / phrases out loud; Get someone to test you.  
You can also complete previous homework questions to see if you can get them right.

## Week 4

10. ¿Qué hiciste ayer por la noche? *What did you do last night?*

Sentence starters	Verbs	Sports / activities	Noun phrase
Anoche <i>Last night</i> El fin de semana pasado <i>Last weekend</i> El mes pasado <i>Last month</i> El año pasado <i>Last year</i> La semana pasada <i>Last week</i>	(yo) jugué <i>I played</i>	al fútbol <i>football</i> al baloncesto <i>basketball</i> al tenis <i>tennis</i> al voleibol <i>volleyball</i> al billar <i>pool</i> al ping-pong <i>table tennis</i> tenis de mesa <i>table tennis</i> al hockey sobre hielo <i>ice hockey</i>  al ajedrez <i>chess</i> a las cartas <i>cards</i>	con mi padre <i>with my dad</i>  con mi hermano <i>with my brother</i>  con mi hermana <i>with my sister</i>  con mi madre <i>with my mum</i>  con mis amigos <i>with my friends</i>  con mis colegas <i>with my mates</i>  solo / sola <i>alone</i>
	(yo) hice <i>I did</i>	atletismo <i>jogging</i> esquí <i>skiing</i> deporte <i>sport</i> ciclismo <i>cycling</i> equitación <i>horse-riding</i> escalada <i>rock climbing</i> natación <i>swimming</i> windsurf <i>windsurfing</i> culturismo <i>weight training</i> boxeo <i>boxing</i> senderismo <i>hiking</i>	
	(yo) fui <i>I went</i>	al centro comercial <i>to the shopping centre</i> al polideportivo <i>to the sports centre</i> al parque <i>to the park</i> a la costa <i>to the seaside</i> al campo <i>to the countryside</i> a la montaña <i>to the mountains</i> a pescar <i>fishing</i> a la piscina <i>to the pool</i> a la casa de mi amigo <i>to my friend's house</i>  a la discoteca <i>clubbing</i> a un club de judo <i>to a judo club</i>	

Week 5	
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¿Qué haces en tu tiempo libre?	<i>What do you do in your free time?</i>
¿Qué hiciste ayer por la noche?	<i>What did you do last night?</i>
¿Qué vas a hacer mañana?	<i>What are you going to do tomorrow?</i>

Sentence starters	Verbs	Sports / activities	Noun phrase
Normalmente <i>Normally</i>	(yo) juego <i>I play</i>	al fútbol <i>football</i> al baloncesto <i>basketball</i> al tenis <i>tennis</i> al voleibol <i>volleyball</i> al billar <i>pool</i> al ping-pong <i>table tennis</i> tenis de mesa <i>table tennis</i> al hockey sobre hielo <i>ice hockey</i>	con mi padre <i>with my dad</i>
Generalmente <i>Usually</i>	(yo) jugué <i>I played</i>		
A veces <i>Sometimes</i>	(yo) voy a jugar <i>I'm going to play</i> me gustaría jugar <i>I would like to play</i>		
De vez en cuando <i>From time to time</i>		al ajedrez <i>chess</i> a las cartas <i>cards</i>	con mi hermano <i>with my brother</i>
A menudo <i>Often</i>			con mi hermana <i>with my sister</i>
Anoche <i>Last night</i>			con mi madre <i>with my mum</i>
El fin de semana pasado <i>Last weekend</i>	(yo) hago <i>I do</i>	atletismo <i>jogging</i> esquí <i>skiing</i> deporte <i>sport</i> ciclismo <i>cycling</i> equitación <i>horse-riding</i> escalada <i>rock climbing</i> natación <i>swimming</i> windsurf <i>windsurfing</i> culturismo <i>weight training</i> boxeo <i>boxing</i> senderismo <i>hiking</i>	con mis amigos <i>with my friends</i>
El mes pasado <i>Last month</i>	(yo) hice <i>I did</i>		
El año pasado <i>Last year</i>	(yo) voy a hacer <i>I'm going to do</i> me gustaría hacer <i>I would like to do</i>		con mis colegas <i>with my mates</i>
La semana pasada <i>Last week</i>			solo / sola <i>alone</i>
Mañana <i>Tomorrow</i>			

El fin de semana próximo <i>Next weekend</i>		al centro comercial <i>to the shopping centre</i>
El mes próximo <i>Next month</i>	(yo) voy <i>I go</i>	al polideportivo <i>to the sports centre</i>
El año próximo <i>Next year</i>	(yo) fui <i>I went</i>	al parque <i>to the park</i> a la costa <i>to the seaside</i> al campo <i>to the countryside</i> a la montaña <i>to the mountains</i> a pescar <i>fishing</i> a la piscina <i>to the pool</i> a la casa de mi amigo <i>to my friend's house</i>
La semana próxima <i>Next week</i>	(yo) voy a ir <i>I'm going to go</i> me gustaría ir <i>I would like to go</i>	a la discoteca <i>clubbing</i> a un club de judo <i>to a judo club</i>

**Modern Britain**  
**Half Term Three - Knowledge Organiser Questions**

<b>Week 1</b> <ol style="list-style-type: none"> <li>1. What is Shar'ia Law?</li> <li>2. What are rules?</li> <li>3. What is a law?</li> <li>4. Why are rules and laws created?</li> <li>5. Who creates the laws in the UK?</li> <li>6. Who is the Royal Assent?</li> <li>7. What punishment does the sharia law favour?</li> <li>8. What happens in the UK if you break the law?</li> </ol>	<b>Week 2</b> <ol style="list-style-type: none"> <li>1. What are Human Rights?</li> <li>2. What does UDHR mean?</li> <li>3. When was the UDHR issued?</li> <li>4. Give TWO examples of a human right</li> <li>5. What is a right?</li> <li>6. What is a responsibility?</li> <li>7. What are rules?</li> <li>8. What are laws?</li> </ol>	<b>Week 3</b> <ol style="list-style-type: none"> <li>1. What is diversity?</li> <li>2. How many world religions are there?</li> <li>3. What is a Buddhist?</li> <li>4. What is the bible?</li> <li>5. Who was the founder of Sikhism?</li> <li>6. What are the 5 K's</li> <li>7. What is the Menorah?</li> <li>8. What is the Tallit?</li> </ol>
<b>Week 4</b> <ol style="list-style-type: none"> <li>1. What does democracy mean?</li> <li>2. What is a dictatorship?</li> <li>3. What is parliament?</li> <li>4. What is a ballot box?</li> <li>5. How old are you when you can vote in the UK?</li> <li>6. What is the House of Commons?</li> <li>7. What is a public Gallery?</li> <li>8. What does MP stand for?</li> </ol>	<b>Week 5</b> <ol style="list-style-type: none"> <li>1. What is a law?</li> <li>2. What is the House of Commons?</li> <li>3. What is Justice?</li> <li>4. What is the muslim view on the law?</li> <li>5. What do Christians believe about the law?</li> <li>6. What is 'pingpong'?</li> <li>7. What is a right?</li> <li>8. What is a responsibility?</li> </ol>	<b>Extended Writing Questions</b> <p>Week 1: Why do we need laws? Give an argument for and against.</p> <p>Week 2: we live in a democracy, so explain how we use our human rights?</p> <p>Week 3: Why is it important that we learn how to live in harmony when we all believe in different faiths?</p> <p>Week 4: Explain why the House of Commons is important to show democracy.</p> <p>Week 5: Explain how a new law is made.</p>

### Modern Britain: Half Term Three: Week 1 Topic

**Rule of Law** - What is it? We are governed by laws which we live by every single day.

**Laws are made** in parliament and a new law has to have Royal Assent, this means that the King signs the 'Bill' to make it a new law which we follow. The Shar'ia law also states that it would rather favour corporal and capital punishment. This law is important to Muslims and how they live.

**Shar'ia Law** - as a legal system; Shar'ia law is big as it regulates public behaviour, private behaviour and even private beliefs for a Muslim to follow.

**Christianity Law** - for most Christians knowing right from wrong is not as accepting every rule or command within the entire Bible.

**Rules** - a prescribed guide for conduct or action. This is something we all have to live and work by. They help to control and maintain order in society and in the workforce. We follow rules in school to keep us safe and we owe it to society to treat people how we want to be treated ourselves.

**Law** - is a set of rules that are created and are enforceable by social or governmental institutions to regulate behaviour.

Rules and Law create order and harmony in society. They protect and safeguard people. Laws in the UK are created by the government and parliament and are enforced by both the police and law courts. People who break laws are sentenced by a jury and could go to prison. Christians follow the standards which were provided by Jesus in the old testament. The 10 Commandments could be seen as laws that Christians follow.

### Modern Britain: Half Term Three: Week 2 Topic

In 1948 the UN issued the Universal Declaration of Human Rights. It did not become law until 1998 in Britain. It is not legally binding but its content has been incorporated into the laws of many countries. It is also universal which means that it can be implemented into other countries in the world if needed.

**Human Rights** - this is a code of conduct for the protection of basic human rights, like the right to water, shelter, food etc

**The UDHR** (Universal Declaration of Human Rights) is there for any person who feels his or her rights have been violated under the convention.

**The CDHR** (Cairo Declaration of Human Rights) is there for Muslims to use and refer to if their rights have been violated under the convention.

**Responsibilities** - this is something that you either have or should do.

**Right** - this is something given to an individual and communities. You have the right to an education, you have a responsibility to learn.

In the past social behaviour was conducted according to a sense of duty and responsibility to others. Today, however, there is much more emphasis on individual rights. The UDHR has now become a standard measure of human rights across the world. Some of the human rights which are often considered are a right to have food, water, shelter, a home, medical help, education and freedom of speech.

This topic is so important to all people on a daily basis. No matter who you are or where you come from, it is so important that we are all treated equally but also we follow the rule of law. A country with a democracy allows the people to have their say in a peaceful way, that does not harm others.

### Modern Britain: Half Term Three: Week 3 Topic

**Diversity** - Each individual is unique and recognises our individual differences **Buddhism** - world religion that is over 2500 years old  
**Hinduism** - world religion that is over 3000 years old. **Judaism** - world religion over 2500 years old **Sikhism** - world religion over 500 years old  
**Abrahamic** relates to the prophet Abraham **Muslim** the followers of Islam. **Qur'an** - Holy book - Islam **Guru Nanak** - a sikh who founded the religion called Sikhism. **Sikh** - a person who follows Sikhism. **Sikhism** - one of the world's main religions **5'Ks** - Are the markers of the Sikh identity and are worn everyday by a Sikh **Siddhartha Gautama** - the founder of the Buddhist faith  
**Buddhist** - a follower of the Buddhism **Buddhism** - world religion which has been in the world for over 2500 years  
**Bible** - holy book - Christianity **Jesus** God's son **Church** holy place of worship **Cross** - symbol of Jesus dying and rising from the dead  
**Moses** - founder of the Jewish faith **Covenant** an agreement made with God **Menorah** - 7 stick candle drum **Torah** - Holy book - Judaism  
**Tallit** - a fringed garment worn in prayer **Islam** - peace and submission .  
**Christianity** - a follower is called a Christian. They believe that Jesus walked this earth over 2000 years ago and was the Son of God. Their holy book which has all the stories about how the world was created and who created it is called the 'Bible'. There are two parts to the Bible that Christians will read. One book is called The Old Testament, Genesis; the second book is called The New Testament, John, which was written about 1900 years ago.

### Modern Britain: Half Term Three: Week 4 Topic

**Democracy** - A government run by the people for the people **Dictatorship** - A country governed by a Dictator. This person will tell you what is happening. Undemocratic rule, absolute rule. **Parliament** - the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.  
**Prime Minister** - In charge of the government and the leading party **Lord Speaker** - Chairs daily business in the House of Lords chamber and is an ambassador for the work of the house **Hierarchy** - The order of how things should be. A system showing rank and organisation according to status or authority. **Ballot Box** - This is where all the votes are placed to be counted. A sealed box where the electorate deposits their vote.  
**Bill** - This is the trial agreement of a law once it has gone through the discussion and procedures of parliament  
**Election** - How we vote for people we want to run our country 18 is when you can vote in the UK  
**Manifesto** - A declaration of intention - how you would run the countries  
**House of Commons** - Where parliament discusses the laws and MP's debate issues relating to society, like health, money and security.  
**Opposition** - People who are against the government **Public Gallery** - People can come into the House of Commons and listen to the debate  
**Member of Parliament (MP)** - A person who has been elected by the people to represent them.  
**Constituency** - the area where local people voted for the MP to represent them in parliament. This is often their home area for example Luke Pollard works in and around Plymouth when he is not in London in Parliament.

### Modern Britain: Half Term Three: Week 5 Topic

**Muslims views** - Muslims the law must be obeyed especially those living in countries governed by Sharia law. In Britain Muslims support the British law. Under the Sharia law there is a way of punishing people according to the seriousness of the crime

**Christian views** - Christians believe the law should be respected and all offenders must be punished by the law. All offenders must have basic rights and should not be allowed to be punished in an inhumane or harmful way.

**Monarch** - The reigning sovereign in the United Kingdom. King Charles III signs any new law in the UK. It is not given royal assent by anyone else and it is not law until parliament have agreed it beforehand.

**House of Commons** - this house is governed by a group of MPs who make up the House of Commons commission.

House of Lords - this is the second house of the UK parliament, making laws.

**Law** - Rules made by parliament and enforceable by the courts. We have laws so that people do not live in fear. If we did not have any laws then there would be anarchy.

**Justice** - Due allocation of reward and punishment and the maintenance of what is right. This means that justice is done when it is right and fair. So the punishment meets the crime committed.

When it comes to making a law the government will debate the 'bill' between the two houses of parliament. When 'pingpong' between the two houses is completed and agreed, the King will sign the new law, known as Royal Assent and it then becomes a new law for everyone to follow.

There are also committees at both houses in parliament who scrutinise the work by the government.



**History**  
**Half Term Three - Knowledge Organiser Questions**

<p><b>Week 1</b></p> <ol style="list-style-type: none"> <li>1. What is a monarch?</li> <li>2. How many monarchs of England have there been?</li> <li>3. Who was the first English monarch?</li> <li>4. How many ruling houses have there been?</li> <li>5. Which monarch has ruled for the longest?</li> <li>6. How long has the shortest reign been?</li> <li>7. Which monarch had the most children?</li> <li>8. Who is the current monarch?</li> </ol>	<p><b>Week 2</b></p> <ol style="list-style-type: none"> <li>1. What did Edward the Confessor die without?</li> <li>2. Which 3 people wanted to take over England after his death?</li> <li>3. Who did the Witan choose to be king?</li> <li>4. Where was the first battle against Harald Hardrada?</li> <li>5. When was the Battle of Hastings?</li> <li>6. What weapons did William Have?</li> <li>7. Which monarch has ruled the longest?</li> <li>8. Who was England's first monarch?</li> </ol>	<p><b>Week 3</b></p> <ol style="list-style-type: none"> <li>1. What is a crusade?</li> <li>2. Who was Richard fighting the crusades against?</li> <li>3. Why did Richard decide to return home?</li> <li>4. Who captured Richard on his way home?</li> <li>5. Why is Richard given the name Lionheart?</li> <li>6. How long of his reign did Richard spend in England?</li> <li>7. . When was the Battle of Hastings?</li> <li>8. . Which 3 people wanted to be King in 1066?</li> </ol>
<p><b>Week 4</b></p> <ol style="list-style-type: none"> <li>1. What relation was John to Richard the Lionheart?</li> <li>2. What was John's nickname?</li> <li>3. Who did John ban from England?</li> <li>4. What did John raise?</li> <li>5. Who rebelled against John in 1215?</li> <li>6. What was the name of the 63 rights John was forced to sign with the barons?</li> <li>7. What war did Richard fight against the Turks?</li> <li>8. How long of his reign did Richard spend in England?</li> </ol>	<p><b>Week 5</b></p> <ol style="list-style-type: none"> <li>1. What is an usurper?</li> <li>2. Who was the War of the Roses between?</li> <li>3. Who became king in 1483?</li> <li>4. Why was this a problem?</li> <li>5. Who took the throne later that year ?</li> <li>6. When was the Battle of Bosworth?</li> <li>7. Which House took over the English monarchy after this battle?</li> <li>8. What did King John sign in 1215?</li> <li>9. Why did the people not like King John?</li> </ol>	<p><b>Extended Writing Questions</b></p> <p>Week 1: Explain what is meant by the term a good monarch. Use specific examples in your answer</p> <p>Week 2: Explain why the Battle of Hastings happened</p> <p>Week 3: Explain why Richard got the title 'Lionheart'</p> <p>Week 4: Why was King John forced to sign the Magna Carta?</p> <p>Week 5: Explain how Henry VIII became King of England</p>

## History: Half Term Three: Week 1 Topic -What makes a good monarch?

### **Key Words**

**Monarch-** are the kings and queens of England who have ruled this nation since it became a kingdom

**Heir** - the person who will take over next on the throne

longevity - living a long time

### **Key dates**

Athelstan 895-939 AD is considered to be the first King of the English

King Charles III is the current monarch of England he became king in 2022

### **Key Facts**

Between Athelstan and Elizabeth II there have been 59 other monarchs including 7 queens - one of which only ruled for 9 days.

There have been eight ruling houses:-The Normans,Plantagenets, Lancasters, Yorks, Tudors, Stuarts, , Hanovers Saxe-Coburg-Gotha who became the Windsors during World war 1.

Some monarchs have ruled for a long time. Elizabeth 11 ruled for 70 years, Queen Victoria for 63 years and George II for 53 years.

Producing an heir is the important role of the monarch. Ideally you should produce an heir and a spare. For some this has been easy Edward III had 16 children, George III had 15 and Queen Victoria 9. However others have not been so successful. Queen Anne had 17 children but none of them lived past the age of 2. Henry VIII married six times but only managed to produce one son.

To produce an heir the monarch needs to marry well Henry II married Eleanor of Aquitaine to increase England's lands.Queen Victoria married Prince Albert of Saxe-Coburg and he helped her to rule at a time when women were not seen as capable of ruling a country. Others however had not been so successful in their choice of partners.Mary Queen of Scots chose to marry her Cousin Henry Stewart - Lord Darnley but he turned out to be a drunkard and diseased. She had him murdered by Lord Bothwell who she then married. This was too much for the people of Scotland who drive her out of her country

## History: Half Term Three: Week 2 Topic - Why was the lack of successor a problem?

### Key Words

**Heir** - the person to come next on the throne  
**Successor** - the person who takes over the throne  
**Witan** - English Parliament  
**Cavalry** - soldiers on horseback  
**Infantry** - foot soldiers  
**Fyrd** - untrained soldiers  
**Housecarls** - trained soldiers

### Key Dates

**1066**= Battle of Hastings  
25/12/1066 - William was crowned King of England

### Key Facts

- Edward Confessor died without an heir
- 3 people wanted to be King and had been promised the throne Harald Hardrada - King of Norway, Harold Godwinson Earl of Wessex and Duke William of Normandy
- The Witan (English Parliament) made Harold Godwinson the king
- Harald Hardrada and Godwinson's brother Tostig tried to invade England but were defeated at Battle of Stamford Bridge
- Duke William then invaded and fought Harold Godwinson at the Battle of Hastings - 14th October 1066
- Duke William had cavalry, archers and infantry.
- Harold Godwinson had battleaxes, Housecarls and Fyrd and positioned himself on Senlac Hill
- Duke William performed a good strategic (the trick) move which won him the battle and made him King of England

### History: Half Term Three: Week 3 Topic - What happens when the King is absent?

#### Key Words

**Crusade** - a series of religious wars

**Jerusalem** - Holy city of both Christianity and Islam

**Saladin** - a tough soldier who was in charge of the Turkish forces

**Ransom** - sum of money paid for the release of a kidnap victim

#### Key Dates

King of England from 1189 until his death in 1199.

#### Key knowledge

- Richard was one of the leaders of the Third Crusade against Saladin. During his journey, he conquered Sicily and Cyprus. He fought in the Battle of Acre and the Battle of Arsuf. In the end, the crusade never succeeded: Richard was never able to win back Jerusalem from the Muslims. He decided to return home to England.
- On his way back from the crusade, Richard was captured by Duke Leopold of Austria. The English people had to pay a huge ransom to set him free. He was considered a very brave and noble king and this is the reason for his nickname Lionheart.
- However he spent only six months of his eleven-year reign in England which meant England was left under the control of his brother John. Law and order began to decline and taxes were high. This was also when the legend of Robin Hood began. He died after being shot with a crossbow while besieging a castle in Limousin

### History: Half Term Three: Week 4 Topic - Why did the barons challenge King John?

#### Key Words

**Barons** - those who owned land

**Rebellion** - when a group turn against their leader

**Magna Carta** - document signed with the barons . A list of rules the king agreed to

#### Key Dates

The Magna Carta - 1215

#### key Knowledge

King John was the son of Henry II and the brother of Richard 1st known as the lionheart for his bravery in the crusades. Many people did not think he should be king. He had the nickname John the landless because his brothers had taken all the land. John made a series of mistakes as King which annoyed people: -He lost wars against France losing all the land in Normandy his dad had ruled. He became known as a soft sword. He upset the Pope because he tried to control the church and appoint bishops. He banned the Pope from England which meant there could be no christenings, weddings or funerals. He asked for higher taxes because Richard had spent too much money on the crusades. John's brother Richard had spent all the money England had fighting the crusades. John was cruel; he threw blind monks out of the monasteries and murdered his nephew. People who used the forests had their eyes poked out. In 1215 the barons rebelled against John. The barons came up with 63 rights they thought they should have. This was called the Magna Carta and was signed at Runnymede in 1215.

## History: Half Term Three: Week 5 Topic - What happens when the King is a usurper?

### Key Words

**Usurper** - a person who takes a position of power or importance illegally or by force.

### Key Dates

War of the Roses 1422 to 1485

Battle of Bosworth - 22nd July 1485

### Key Dates

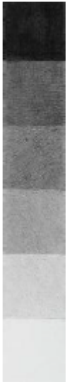






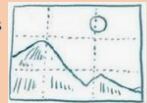
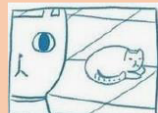

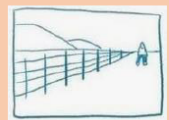












- War of the Roses was between - House of Lancaster (Red Rose) v House of York (white Rose) over who should be king
- Edward IV (York) restored peace until he died suddenly in 1483 leaving a twelve year old boy as King Edward V
- Edward V was too young to rule so he was given his Uncle Richard to be his protector
- Edward and his younger brother were sent to the Tower of London to wait for his coronation - they were never seen again
- Uncle Richard made himself Richard III after he claimed Edward V's parents were never married and therefore he could not be king
- Henry Tudor from House of Lancaster challenged for the throne
- Battle of Bosworth - 22nd July 1485 ended the war of the Roses
- Richard III was killed and the Tudors became the monarchs of England

# Art, Craft and Design

Art, Craft & Design - questions		
<b>Week 1 Questions</b> <ol style="list-style-type: none"> <li>1. Drawing from looking directly at an object in front of you is called what?</li> <li>2. Colours that are opposite each other on the colour wheel are called what?</li> <li>3. How do you make a <b>secondary</b> colour?</li> <li>4. What are the three <b>warm</b> colours?</li> <li>5. What are <b>sketches</b>?</li> <li>6. How do you make a <b>tertiary</b> colour?</li> <li>7. Colours next to each other on the colour wheel are called what?</li> <li>8. What are <b>complementary</b> colours?</li> </ol>	<b>Week 2 Questions</b> <ol style="list-style-type: none"> <li>1. What does Shamekh Bluwi do for a living?</li> <li>2. How did Shamekh Bluwi gain worldwide popularity?</li> <li>3. Where is Shamekh Bluwi's hometown?</li> <li>4. What does Shamekh Bluwi do to his 2D drawings on paper?</li> <li>5. Shamekh Bluwi has created a beautiful series of what?</li> <li>6. What type of world does Shamekh Bluwi bring into his work?</li> <li>7. What does Shamekh Bluwi utilise in his work?</li> <li>8. Is Shamekh Bluwi's work inspired by menswear or womenswear?</li> </ol>	<b>Week 5 Questions</b> <ol style="list-style-type: none"> <li>1. What are the three <b>primary</b> colours?</li> <li>2. What are the three <b>cold</b> colours?</li> <li>3. What is <b>observational drawing</b>?</li> <li>4. What does <b>monochromatic</b> mean?</li> <li>5. What are <b>harmonious</b> colours?</li> <li>6. How do you make a <b>tertiary</b> colour?</li> <li>7. Colours next to each other on the colour wheel are called what?</li> <li>8. How can you produce a range of tones using pencil?</li> </ol>
<b>Week 3 Questions</b> <ol style="list-style-type: none"> <li>1. What word means "not ordinary"?</li> <li>2. What is another word for shading?</li> <li>3. What word describes how an image is made up?</li> <li>4. What can ink be used for?</li> <li>5. What are <b>illustrations</b>?</li> <li>6. What does to <b>specialise</b> mean?</li> <li>7. What does <b>monochrome</b> mean?</li> <li>8. What is another word for shading?</li> </ol>	<b>Week 4 Questions</b> <ol style="list-style-type: none"> <li>1. What is <b>printmaking</b>?</li> <li>2. What word describes a way of producing lines?</li> <li>3. What does <b>monochrome</b> mean?</li> <li>4. What does <b>pointillism</b> mean?</li> <li>5. What does <b>shape</b> mean?</li> <li>6. What does <b>form</b> mean?</li> <li>7. Mixing colours is also known as what?</li> <li>8. What does <b>abstract</b> mean?</li> </ol>	<b>Extended Writing Questions</b> <p><b>Week 1:</b> Explain what a <i>tertiary</i> colour is and how you make one.</p> <p><b>Week 2:</b> Why do you think <i>Shamekh Bluwi</i> produces his work?</p> <p><b>Week 3:</b> Explain what <i>complementary</i> colours are, including where they are on the colour wheel and give an example.</p> <p><b>Week 4:</b> Explain how you produce a <i>monoprint</i>, using oil pastels.</p> <p><b>Week 5:</b> Explain what <i>harmonious</i> colours are, including where they are on the colour wheel and give an example.</p>

## WEEK 1 & 5:

**Assessment Objective 3: Reflective Recording** - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		Colour Theory																		
<i>Observational drawing</i>	Drawing from looking at images or objects.	<b>Primary:</b> Red, Yellow, Blue <b>Secondary:</b> Primary + Primary <b>Tertiary:</b> Primary + Secondary <b>Shades:</b> Add black <b>Tints:</b> Add white																		
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.																			
<i>Second hand observation</i>	Drawing from looking at images of objects.																			
<i>Photographs</i>	Using a camera or smartphone to record images will class as first hand observation.	<b>Complementary:</b> Colours opposite on the colour wheel <b>Harmonious:</b> Colours next to each other on the wheel <b>Monochromatic:</b> Shades, tones and tints of one colour <b>Hue:</b> The pigment <b>Warm:</b> Red, Orange, Yellow <b>Cold:</b> Blue, Green, Purple																		
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.																			
<i>Tonal shading</i>	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.																			
<b>Developing your idea as a final piece.</b>  <b>Rough</b> - A basic sketch of a final idea <b>A Visual/Maquette</b> - A small image or model created in the selected materials <b>Final Piece</b> - An image or sculpture pulling all preparatory work together		 <table border="1"> <tr> <td>LINE</td><td></td><td>Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.</td></tr> <tr> <td>SHAPE</td><td></td><td>2D/flat, geometric (square, circle) organic (non straight edges)</td></tr> <tr> <td>FORM</td><td></td><td>3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)</td></tr> <tr> <td>COLOUR</td><td></td><td>Refers to the light, hue, value and intensity of the pigment.</td></tr> <tr> <td>TEXTURE</td><td></td><td>The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)</td></tr> <tr> <td>SPACE</td><td></td><td>The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.</td></tr> </table> <div> <p>Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle</p>  </div> <div> <p>Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other</p>  </div> <div> <p>Simplify and fill. Enlarge or crop the image to fill the space</p>  </div> <div> <p>Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C</p>  </div>	LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.	SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)	FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)	COLOUR		Refers to the light, hue, value and intensity of the pigment.	TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.
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## WEEK 2:

**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

### Shamekh Bluwi

Shamekh Bluwi is a Saudiian illustrator and fashion designer. He gained worldwide popularity after he published sketches of women whose dresses were cut off so that the background is seen, he uses most of this art in his hometown Amman as the background

Cutting shapes into his 2D drawings on paper, Bluwi has created a beautiful series of photographs that present his designs against backdrops that literally bring the 'real world' into his work. Utilising anything from cityscapes to cloud patterns, freeways to trees in bloom, each scene imparts his womenswear designs with the fabric of reality.





**WEEK 3:****Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
<b>Achieved</b> - successfully doing something <b>Pursue</b> - to go after something <b>Specialise</b> - to concentrate on something <b>Inspiration</b> - to get ideas from <b>Soaking</b> - apply lots of water <b>Composed</b> - made up of <b>Scratchy</b> - a way of producing lines <b>Unique</b> - not ordinary <b>Mysterious</b> - difficult to make out/understand	<b>Painting</b> - using paint to create a picture <b>Abstract</b> - an image that makes you think about what it is. It isn't clear from first observation <b>Tone</b> - shading <b>Line</b> - how an image is made up <b>Shape</b> - how a 2D image is made up <b>Form</b> - how a 3D image is made up <b>Acrylic</b> - a type of paint <b>Blending</b> - mixing colours <b>Organic</b> - natural <b>Monochrome</b> - all the shades of one colour <b>Pointillism</b> - a technique that uses dots to create a tonal image <b>Illustrator</b> - a professional drawer <b>Illustrations</b> - produced by an illustrator <b>Draws</b> - lines and shapes that make up the artwork <b>Sketches</b> - to plan a drawing, to draw lightly <b>Watercolour</b> - a type of paint <b>Ink</b> - liquid to draw or write with <b>Technique</b> - the method used when using materials <b>Printmaking</b> - a technique of producing artwork using ink and a print base

**WEEK 4:****Assessment Objective 2: Creative Making** - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collagraph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.

## Half Term Three - Knowledge Organiser Questions

<p><b><u>Week 1 - Football</u></b></p> <ol style="list-style-type: none"> <li>1. How do you score a goal?</li> <li>2. Why would a throw-in be awarded?</li> <li>3. How many players are in a team?</li> <li>4. What happens after a goal is scored?</li> <li>5. Why would a penalty be awarded?</li> <li>6. What does offside mean?</li> <li>7. How long does each half last in professional football?</li> <li>8. How many yards is the box that the keeper is allowed to handle the ball in?</li> </ol>	<p><b><u>Week 2 - Hockey/Football</u></b></p> <ol style="list-style-type: none"> <li>1. How do you score a goal in hockey?</li> <li>2. What part of the stick is not allowed to be hit with in hockey?</li> <li>3. How many players are in a team in hockey?</li> <li>4. What happens after a goal is scored in hockey?</li> <li>5. Why would a penalty be awarded?</li> <li>6. What does offside mean in football</li> <li>7. How long does each half last in professional football?</li> <li>8. How many yards is the box that the keeper is allowed to handle the ball in within football?</li> </ol>
<p><b><u>Week 3 - Lacrosse</u></b></p> <ol style="list-style-type: none"> <li>1. What instrument starts and stops a match in lacrosse?</li> <li>2. What does the term 'own goal' mean in lacrosse?</li> <li>3. Where on a lacrosse playing field can a goal be scored?</li> <li>4. Can you name a foul in lacrosse?</li> <li>5. What equipment do we use to help us score in lacrosse?</li> <li>6. What reason allows us to enter the goal crease in lacrosse?</li> <li>7. How many players on each side in a lacrosse match?</li> <li>8. When there is a penalty foul, how many metres must the defender stand away from the attacker?</li> </ol>	<p><b><u>Week 4 - Skeletal System</u></b></p> <ol style="list-style-type: none"> <li>1. Where will you locate the cranium?</li> <li>2. Identify the three bones found in the arms.</li> <li>3. What bone is located in the shoulder?</li> <li>4. How many bones can be found in your legs?</li> <li>5. Name 4 bones found in your upper body.</li> <li>6. What bone protects the organs within your chest?</li> <li>7. Explain the location of the Tibia bone.</li> <li>8. Where will you locate the sternum?</li> </ol>
<p><b><u>Week 5 - Components of Fitness</u></b></p> <ol style="list-style-type: none"> <li>1. What is the skill related component of fitness beginning with P</li> <li>2. What does Coordination mean?</li> <li>3. How many skill related components of fitness are there?</li> <li>4. How many physical components of fitness are there?</li> <li>5. What does Aerobic endurance mean?</li> <li>6. Describe a sports person that would need good flexibility?</li> <li>7. Describe when a footballer could use speed to benefit them?</li> <li>8. Name a sport where reaction time would be beneficial.</li> </ol>	<p><b><u>Extending Writing Questions</u></b></p> <ol style="list-style-type: none"> <li>1. Why are rules important in sport?</li> <li>2. Why is the skeletal system important?</li> <li>3. Why would power be useful in lacrosse and hockey?</li> <li>4. Why would a netball player need good balance?</li> <li>5. Why would a rugby player need high levels of muscular strength?</li> </ol>

### **PE: Half Term Three: Week 1 Topic - Football**

- The whole ball must cross the goal line for it to constitute a goal.
- A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be given for a range of offences (for example, kicking the player, pushing, handball etc).
- Fouls are punished by the award of a free kick (direct or indirect, depending on the offence) or penalty kick to the opposing team if it is committed in the penalty box.
- In cases of foul play, a referee can penalise players with either a yellow or red card. A yellow card gives a player a warning about their conduct and a red card requires them to leave the pitch.
- In the event that a player receives two yellow cards, the referee will automatically show a red card.
- A throw-in is awarded to a team if the opposition kicks the ball over the sidelines.
- A corner kick is awarded to a team if the opposition kicks the ball over the goal line and either side of the goal posts.
- If the score was 0-0 and a team then scores, it becomes 1-0 and the team that conceded the goal will then be the team to kick off from the centre circle.
- A player is never allowed to handle the ball unless they are the goalkeeper and even then, they can only handle the ball in their own 18 yard box
- If an outfield player was to deliberately handle the ball to stop the ball from going in the goal, due to stopping a goal scoring opportunity, they would be given a straight red card and sent off the pitch.
- Each game must include one referee and two assistant referee's (linesmen). It's the job of the referee to act as timekeeper and make any decisions which may need to be made such as fouls, free kicks, throw ins, penalties and added on time at the end of each half. The referee may consult the assistant referees at any time in the match regarding a decision. It's the assistant referee's job to spot offsides in the match (see below), throw ins for either team and also assist the referee in all decision making processes where appropriate.

## **PE: Half Term Three: Week 2 Topic - Hockey**

### **Scoring**

In hockey, a goal is scored when the whole of the ball passes between the goalposts and travels fully over the goal line. However, a goal is not awarded until the umpire has signalled this and they are confident that no infringement of the rules has been committed.

Goals can only be scored from in the shooting D, this is a semicircle shape around the goal.

The team at the end of 70 minutes with the most goals will be awarded the winners. However, in the event that both teams have the same score, a draw is recorded.

### **Rules**

#### **Foot**

The ball hitting the foot of a player is not permitted. If the ball touches the foot of a player outside of the shooting D, then a free-hit will be awarded, all players must be 5 metres away from the site of the freehit.

If the ball touches a foot of a defending player inside the shooting circle then a penalty corner will be awarded. If the ball hits an attacking player's foot in the shooting D then a free hit will be awarded to the defending team.

#### **Back stick**

The ball is only permitted to touch the flat (front) of the stick, if the back of the stick is used by a player, they will have a foul against them awarded. If the foul is in the shooting D then a penalty corner could be awarded.

### **Pitch Markings**

The pitch is encased by 2 side lines or touchlines, and 2 baselines. The shooting D surrounds each goal and beyond that there is a 20 metre line, the final marking is the halfway line.

### **PE: Half Term Three: Week 3 Topic - Lacrosse**

#### **Start/stop of play**

All play is started and stopped by the sound of a whistle

#### **Scoring:**

Shooting the ball with a stick so that it passes wholly over the goal line scores a goal. 'Own goals' can be scored if the ball comes off the defender's stick or body. Goals may only be scored from the attacking half of the pitch. No player may enter the goal crease but may reach in with the stick to recover the ball.

#### **Fouls**

- No stick or body contact
- No intentional ball off body
- No dangerous propelling (passing or shooting through or 'blind')
- No dangerous follow through with stick (following pass/shot)
- No entry into goal crease
- No trapping/guarding ball (but momentary 'rake' is allowed)
- Maximum 4 second possession of the ball by a player (which cannot be increased by throwing/rolling to oneself)
- No defending the goal by standing in the 5m space in front of goal

#### **Penalty for fouls**

- Free position to nearest opponent
- Offender is placed 3m behind player
- All others 3m away

**PE: Half Term Three: Week 4 Topic - Skeletal System**

Bones			
Upper Body (waist up)		Lower Body (waist down)	
Name	Location	Name	Location
Cranium	Head	Pelvis	Hips
Clavicle	Collar bone	Femur	Thigh
Scapular	Shoulder	Patella	Knee Cap
Sternum	Middle of chest	Tibia	Front of lower leg
Ribcage	Chest	Fibula	Side of lower leg
Humorous	Upper arm	Tarsals	Ankle
Radius	Lower arm	Metatarsals	Foot and toes
Ulna	Lower arm	Phalanges	End of toes

## **PE: Half Term Three: Week 5 Topic - Components of fitness**

### **Skill related components of fitness**

- Agility - The ability to change direction quickly
- Balance - Maintaining your centre of mass over a base of support
- Coordination - The smooth flow of movement needed to perform a motor task efficiently
- Power - speed x strength
- Reaction Time - Time taken to respond to a stimulus

### **Physical components of fitness**

- Muscular Endurance - The ability of the muscular system to work efficiently and continue to contract over a period of time against a light to moderate load.
- Aerobic Endurance - The ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained (long lasting) physical activity.
- Muscular Strength - The maximum force (strength) that can be generated (made) by a muscle or muscle group.
- Speed -  $\text{Speed (m/s)} = \text{distance (m)} / \text{Time (s)}$ .
  - There are three types of speed:
  - Accelerative speed – sprints up to 30 m
  - Pure speed- sprints up to 60 m
  - Speed endurance- sprints with a short recovery period (rest) in between.
- Body Composition - The relative ratio (amount) of fat mass to fat-free mass in the body
- Flexibility - Being able to move a joint fluidly through its complete (whole) range of movement









# Aspire (ACHIEVE) Thrive

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