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

STOKE DAMEREL

Aspire Achieve Thrive

Name:

Tutor:

Half Term 3 2023-24

Computer Science

French

KNOWLEDGE ORGANISER

History

Geography

9

Art & Design

Spanish

Modern Britain

PE

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Book Pride

1	2
● No dates and titles are underlined ● Work is very untidy ● Extended writing tasks are incomplete ● SPaG errors being repeated Show more PRIDE 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 RESILIENT. You always show PRIDE in your work.

Plan

Year 9 - Half term 2 (08/01/2024 → 29/03/2023) - Written Homework Plan

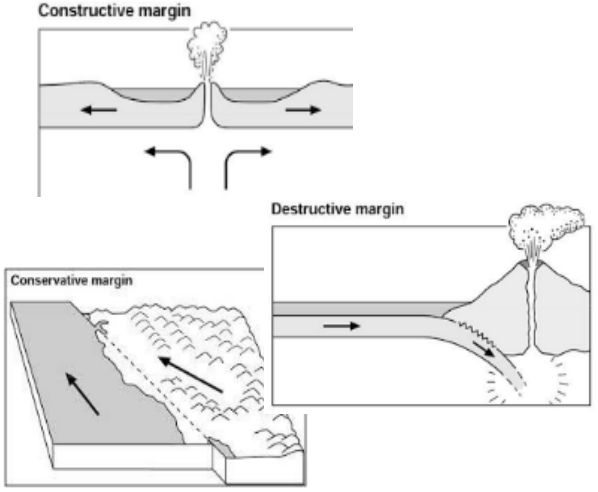
	Homework One	Homework Two	Homework Three
Monday	**Geography**	**Computing**	**Sparx Reader**
Tuesday	**French / Spanish**	**Sparx Maths**	**Sparx Science**
Wednesday	**Sparx Maths**	**Sparx Reader**	**Modern Britain**
Thursday	**History**	**Sparx Science**	**Sparx Reader**
Friday	**Art**	**PE/Health**	

Geography

Half Term Three - Knowledge Organiser Questions

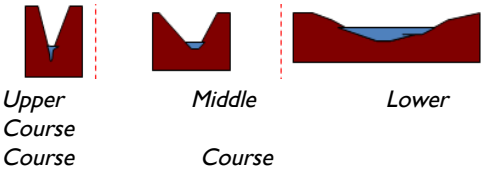
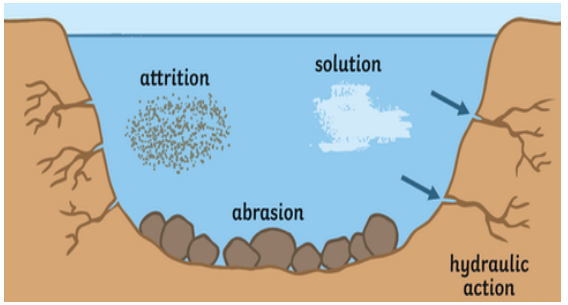
Week 1: Revision 1. What are TNC's? 2. What does dereliction mean? 3. What does regeneration mean? 4. What are the three legs to the stool of sustainability? 5. Give 3 features of a sustainable city 6. Name one way we can discourage the use of private transport? 7. Which city was the UK's first cycling city? 8. Name a problem with modern day cities	**Week 2** 1. What is a plate margin? 2. What do the plates do at a conservative boundary? 3. What do plates do at a constructive boundary? 4. What do the plates do at a destructive boundary? 5. What are the two types of plates? 6. Which is more dense? 7. What hazards happen at a destructive boundary? 8. Which hazard happens at a conservative boundary?	**Week 3** 1. Is Nepal an LIC or a HIC? 2. What was the magnitude of the earthquake? 3. What was the date of the earthquake? 4. Which plate margin was the earthquake? 5. How many were killed? 6. Name a secondary effect which killed 19 people 7. What were the damage costs of the earthquake? 8. Name a charity giving overseas aid to Nepal after the quake
Week 4 1. What is the start of a river called? 2. What is the term for where the river meets the sea? 3. What is erosion? 4. What shape is the valley in the upper course? 5. Which type of erosion is where water enters cracks in rocks? 6. Which type of erosion is where rocks hit into the side of a river bed? 7. Which type of erosion is where rocks hit into each other? 8. State one way how a river changes from source to mouth	**Week 5** 1. What does deposition mean? 2. What does discharge mean? 3. What is saltation? 4. What is traction? 5. Is a waterfall an erosional or depositional feature? 6. Which rock erodes quicker - soft or hard rock? 7. What is a gorge? 8. What is deposition?	**Extended Writing Questions** Week 1: Explain how a city can be more sustainable Week 2: Explain how destructive plate boundaries create volcanoes and earthquakes Week 3: Explain how and why the primary effects of Nepal earthquake are a lot worse than the Japan earthquake Week 4: Explain how a river changes from the source to mouth Week 5: Explain the formation of a waterfall

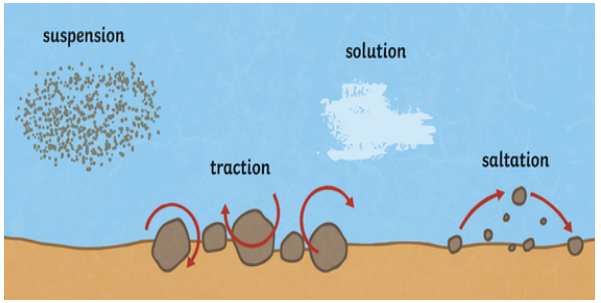
Geography: Half Term Three: Week 1 Topic			
1 **Revision** **Urban change in the UK**	**Transnational corporations (TNCS):** Large businesses which operate in more than one country **Dereliction:** empty areas which are abandoned or currently have no use **Regeneration:** The improvement and upgrading of existing areas	**Key features of a sustainable city** ● Services in the city are accessible to all. ● Public transport is prioritised above cars. ● Walking and cycling is safe. ● Areas of open space are safe and accessible ● Renewable resources are widely used ● Waste is seen as a resource and is recycled ● There is access to affordable housing. ● Community links are strong ● Inward investment is made to the CBD	A city can plan to make transport more sustainable. ● Discouraging the use of private transport. In London this is achieved by a **congestion charge** for vehicles driving through certain areas. ● Investing in public transport ● Encouraging the use of bicycles. Bristol was the UK's first cycling city. It encourages the use of bikes by having bike festivals and investing in cycle lanes ● Promoting car sharing schemes for areas poorly served by public transport.

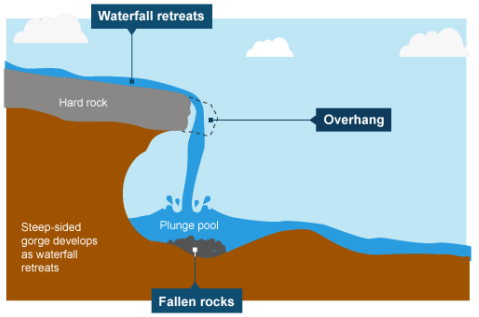
Geography: Half Term Three: Week 2 Topic			
2 **Revision** **Tectonic hazards**	**Plate margins** **Constructive**: Plates move apart, creating new land in the gap. Cause volcanoes **Destructive**: Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes **Conservative**: Plates slide past each other, cause earthquakes		**Plate tectonics:** ● The earth's crust is made up of 7 major tectonic plates and several small ones. ● There are two types of plate - Oceanic (under oceans) and continental (under land or continents) ● Where the plates meet is called a **plate margin/boundary** ● Earthquakes occur at these margins. ● Some earthquakes occur with Volcanoes some occur without. ● The processes that cause earthquakes are different to the ones that cause volcanoes.

Geography: Half Term Three: Week 3 Topic			
3 **ASSESSMENT WEEK** **Revision Earthquake case study Nepal - LIC**	**Date:** 25 April 2015 **Magnitude:** 7.9 **Epicentre:** 50 miles NW of Kathmandu **Plate margin:** Indo-Australian plate colliding with the Eurasian plate	**Primary effects** 9000 killed, 20,000 injured, 8 million people affected - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed which affected children's education. Hospitals were overwhelmed, adding to the casualties. Power and water were cut off. It is estimated that the total costs was US$5 billion damage **Secondary effects** Mt Everest avalanche killed 19 people Flooding from rivers blocked by landslides.	**Immediate responses** Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest, where 19 people died in an Avalanche. 300,000 people migrated from Kathmandu to friends/family for support/shelter **Long-term responses** Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Indian border blockage caused fuel/medicine shortages

Geography: Half Term Three: Week 4 Topic			
4 **Long and cross profile**	**Cross profile-** The side to side cross-section of a river channel and/or valley. **Long profile**- The gradient of a river, from its source to its mouth. **Source-**the start of a river **Mouth-** The place where a river enters a lake, larger river, or the ocean **Erosion-** The wearing away and removal of material by a moving force, such as a breaking wave **Lateral erosion** Sideways	**Upper Course of a River:** Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys. **Middle Course of a River :** Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider. **Lower Course of a River:** Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.	**Erosional processes** **Hydraulic action-**The force of the river against the banks causes air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away **Abrasion-** Rocks carried along by the river wear down the river bed and banks. **Attrition-**Rocks being carried by the river smash together and break into smaller, particles. **Solution** - When the water dissolves certain types of

	erosion by a river which leads to the widening of the valley. **Vertical erosion**- Downward erosion of a river bed.	 	rocks, eg limestone 

Geography: Half Term Three: Week 5 Topic			
5 **Fluvial processes & erosional features**	**Fluvial processes**- Processes relating to erosion, transport and deposition by a river. **Discharge** -The quantity of water that passes a given point on a stream or river-bank within a given period of time. **Deposition** occurs due to a loss of velocity rather than there being too much sediment.	**Transportation processes** **Saltation-** Particles bouncing down the river bed. **Suspension**-Fine solid material held in the water while the water is moving. **Traction**-The rolling of boulders and pebbles along the river bed. **Velocity-** the speed of something in a given direction.	

Geography: Half Term Three: Week 5 Topic			
	Waterfall-Sudden descent of a river or stream over a vertical or very steep slope in its bed. It often forms where the river meets a band of softer rock after flowing over an area of resistant rock. **Gorge-** A narrow, steep sided valley often formed as a waterfall retreats upstream Both waterfalls and gorges form in the **upper course** of a river.	Erosional features include; Interlocking spurs, gorges and waterfalls. **Formation of a waterfall;** 1- River flows over alternate types of rock 2- River erodes the softer rock quicker creating a step. 3- Hard rock above is undercut leaving cap rock which collapses providing more material for erosion. 4- Waterfall retreats leaving steep sided **gorge**	

Computing

Half Term Three - Knowledge Organiser Questions

Week 1 ● Q1 - What does append mean? ● Q2 - What does .pop() do? ● Q3 - list.sort() will do what? ● Q4 - What does list.reverse() do? ● Q5 -What is an operator? ● Q6 - All lists start at what index? ● Q7 - What needs to be added to .insert()? ● Q8 - What does list.count() do?	**Week 2** ● Q1 - What is a rule governed by the Data Protection Act? ● Q2 - What is data? ● Q3 - What is information? ● Q4 - What is personal information? ● Q5 - What are some examples of data? ● Q6 - What is an example of information? ● Q7 - Why do we use the Data Protection Act? ● Q8 - What does accurate data mean?	**Week 3** ● Q1 - What is a function? ● Q2 - When does a WHILE loop stop? ● Q3 - What does iteration mean? ● Q4 - What does band = [] do? ● Q5 - What will stop a FOR loop? ● Q6 - Why do we use print() statements? ● Q7 - list.sort() will do what? ● Q8 - What does list.reverse() do?
Week 4 ● Q1 - What is hacking? ● Q2 - What does ethical mean? ● Q3 - What is the Computer Misuse Act? ● Q4 - What do hackers want to steal? ● Q5 - What is a DOS attack? ● Q6 - What is the difference between DOS and DDOS? ● Q7 - Why might people hack for revenge? ● Q8 - Why might people hack to cause disruption?	**Week 5** ● Q1 - What is Binary? ● Q2 - What does planet = planets[index] mean? ● Q3 - When does a FOR loop stop? ● Q4 - What is an index? ● Q5 - What does elif planet[1] in [‘a’, ‘e’]: mean? ● Q6 - When will print("It’s a rocky planet") run in the program? ● Q7 - What does append mean? ● Q8 - What does .pop() do?	**Extended Writing Questions:** Week 1: Explain the difference between .pop() and .remove() Week 2: How does data get turned into information? Week 3: Why does code need to be indented inside of a FOR loop? Week 4: What is the difference between Denial of Service (DOS) and Distributed Denial of Service? (DDOS)? Week 5: Why would we use a list to store 8 planets rather than use 8 individual variables?

Computing: Half Term Three: Week 1 Programming with Lists:

Keywords

Index - This refers to the position of the value within its data structure.

Operations - Processes that need to be completed.

Print() - This will display the value in the bracket onto the screen.

Knowledge

An example of a list with a program that display the position of a certain index:

0	"Mercury"
1	"Venus"
2	"Earth"
3	"Mars"
4	"Jupiter"
5	"Saturn"
6	"Uranus"
7	"Neptune"

These are some of the operation functions) that can be performed on the value in a list:

list.append(item)	**add item at end of list**
list.insert(index, item)	**add item at index**
list.pop(index)	**remove item at index**
list.remove(item)	**remove item**
list.index(item)	**search for index of item**
list.count(item)	**get occurrences of item**
list.reverse()	**reverse list**
list.sort()	**sort list**

Computing: Half Term Three: Week 2 You and Your Data:

Keywords

Data - Raw facts and figures with no meaning.

Information - Data that has been given a meaning.

Personal Information - The details that you would list about yourself.

Knowledge

Data examples - John: 28, Claire: 49, Jade: 40, Ahmed: 45, Chloe: 38

Information example - These are scores from a test where the pass mark was 35. John needs to resit the test. The average score is 40.

The rules governing the Data Protection Act 2018:

Used fairly, openly, and in accordance with the law.
Used for a specific and stated reason.
Used only in a way that is necessary and sufficient for the purpose for which it was collected.
Accurate and up-to-date.
Only kept for as long as it is needed.
Protected against loss, damage, and unauthorised access.

Computing: Half Term Three: Week 3 Iteration:	
Keywords	**Knowledge**
Iteration - The process of repeating a section. **Lists** - Data structures that can hold multiple values. **For Loop** - Iterates for a pre-set number of loops.	The following example program uses a for loop: **rolls = [1, 4, 3, 6]** #Defines a list with 4 numbers in. **selection = []** #Creates an empty list. **for dice in rolls:** #A new variable will get the values of the rolls list. **if dice > 3:** #If the dice rolls a value greater than 3. **selection.append(dice)** #Add the above value onto the selection list. **print(selection)** #The selection list will be displayed on the screen.

Computing: Half Term Three: Week 4 Hacking Techniques:	
Keywords	**Knowledge**
Hacking - Gaining unauthorised access to or control of a computer system **Ethical-** Socially acceptable. **Computer Misuse Act** - A set of rules that manage how computer systems should be used.	Hackers will use multiple techniques in order to access a system. They will use these techniques so that they can: ● Steal money ● Access personal information ● Cause a disruption ● Have revenge Denial of Service (DoS) attack is a cyberattack in which the criminal makes a network resource unavailable to its intended users. This is done by flooding the targeted machine or website with lots of requests in an attempt to overload the system. Distributed Denial of Service (DDOS) attacks work in similar ways except that multiple devices are flooding a targeted machine with messages rather than just one.

Computing: Half Term Three: Week 5 Using Selection with Lists:	
Keywords	**Knowledge**
Selection - Make a decision based on conditions. **Index** - Position of values. **For Loop** - Iterates for a pre-set number of loops. **Binary** - 1s and 0s for computers to understand information/data.	The following example shows how to check to see if values are placed in a list: **planets = ["Mercury", "Venus", "Earth",** #Creates a list for each of the planets. **"Mars", "Jupiter", "Saturn",** **"Uranus", "Neptune"]** **index = int(input())** #Asks the user to enter a numeric value. **planet = planets[index]** #A value from the array is placed into the variable. **if index < 3:** #Selection statement for if the index is less than 3. **print("It's a rocky planet")** #Displays a message to the screen. **elif planet[1] in ['a', 'e']:** #Checks if a value is in the list based on criteria. **print("The second letter is", planet[1])** #Displays the second later of the second planet.

French

Half Term Three - Knowledge Organiser Questions

Week 1 **Q1.** Snake Split - Engénéral,j'aimeliredesromans policierscarjelestrouvebiens. **Q2.** Translate Q1 into English. **Q3.** Translate into English - Je dirais que j'ai une passion pour les BD car ça me relaxe. **Q4.** Translate into English - En général, j'adore lire des romans parce que ça me détend. **Q5.** Translate into French - I would say that I don't like to read blogs because I find them boring. **Q6.** Translate into French - Generally, I love to read children's books because it relaxes me. **Q7.** Translate into French - I would say that I have a passion for reading comic books because it relaxes me. **Q8.** Translate into French - In general, I would say that I don't like reading romance novels because I find them boring.	**Week 2** **Q1.** Where does Sophie live? (3 details) **Q2.** What does Sophie and her dad play from time to time? (1 detail) **Q3.** How long has she been doing horse riding for? Why does she like it? (2 details) **Q4.** What is Sophie going to do next week? What is her opinion of it? (2 details) **Q5.** In her free time, what does Sophie like to watch and why? (2 details) **Q6.** What TV programmes does she hate and why? (2 details) **Q7.** What 2 things does she do twice a week? (2 details) **Q8.** What does she think of the Internet? (1 detail)	**Week 3: Translate these into English** 1. Normalement, dans mon temps libre, je joue au tennis ou au piano et le soir, avec mon père, nous jouons au hockey sur glace de temps en temps. 2. Mais je fais de l'équitation depuis trois mois et c'est super. J'aime beaucoup ça parce que c'est un sport qui est bon pour le mental. 3. La semaine prochaine, je vais faire de la boxe et je pense que ce sera assez bien. 4. Pendant mon temps libre, j'aime regarder les émissions de télé-réalité puisque je les trouve passionnantes. 5. A mon avis, les films d'action sont plus intéressants que les comédies. 6. Deux fois par semaine, je crée des clips vidéos sur mon ordi et je discute avec mes potes sur WhatsApp. 7. Je dirais que sur Internet, il est dangereux de tchatter en ligne avec des inconnus.
Week 4 **Q1.** Translate into English - J'ai les yeux verts et les cheveux longs et blonds. **Q2.** Translate into English - J'ai une moustache, je suis de taille moyenne et je porte des lunettes. **Q3.** Translate into French - I am tall and I have straight grey hair. **Q4.** Translate into French - I am short, I wear glasses and I have green eyes. **Q5**. Fill in the missing words (3) - J'ai __ ___ bruns __ mi-longs. **Q6.** Find the mistake - Je suis de moyenne taille. **Q7.** Translate into French - I have brown eyes and short, curly black hair. **Q8. CHALLENGE:** Translate into French - I wear glasses and I am rather tall. I have green eyes and red hair.	**Week 5** **Q1.** Translate into English - Dans ma famille, il y a moi, mes parents et mes deux sœurs. **Q2.** Translate into English - Chez moi, il y a ma belle-mère, mon demi-frère et mes cousins. **Q3.** Translate into English - Mes parents ont les yeux verts et les cheveux blonds. **Q4.** Translate into English - Chez moi, nous sommes grands et nous portons des lunettes. **Q5.** Translate into French - In my family, there is my grand-dad, my parents and my 2 brothers. **Q6.** Translate into French - At home, we are short and we have short black hair. **Q7.** Translate into French - In my house, there is my step-brother, my step-mum and my dad. **Q8. CHALLENGE:** Translate into French - In my family, there is my mum, my dad, my twin sister and I. My parents have brown eyes and short hair.	**Extended Writing Questions:** **Answer the following in French using your sentence builder** Week 1: Qu'est-ce que tu aimes lire en général? Week 2: **GRAMMAR** - How do we know to use the feminine form (*grande*) of the adjective in the sentence "J'habite dans une *grande* maison."? Week 3: **GRAMMAR** - What type of sports / activities use the verb "jouer" in French? What type of sports / activities use the verb "faire" in French? Week 4:Answer the following in French using the sentence builder - Décris moi ton apparence. Week 5:Answer the following in French - Décris moi ta famille.

Week 1

SENTENCE BUILDER 12 - Free Time - Reading
Qu'est-ce que tu aimes lire en général? *What do you like to read generally?*

En général, Je dirais que	j'aime j'adore je n'aime pas je déteste j'ai une passion pour	lire *to read (reading)*	des histoires *stories* des romans *novels* des romans fantastiques *fantasy novels* des romans policiers *detective novels* des romans d'amour *romance novels* des livres d'épouvante *horror books* des livres illustrés *illustrated books* des livres classiques *classics* des livres pour enfants *children's books* des BD (bandes-dessinées) *comic books* des journaux *newspapers* des magazines *magazines* des blogs des textos des tweets	car parce que	ça me détend *it relaxes me* ça me relaxe *it relaxes me* je les trouve + adjectives *I find them + adjectives*

Week 3

Assessment Point 1

The Knowledge Organisers for half terms 1 & 2 have been shared with you on Google Classroom. Use them to revise.

Week 2

Assessment Point 1
REVISION

The Knowledge Organisers for half terms 1 & 2 have been shared with you on Google Classroom. Use them to revise.

Read the text below carefully and answer the questions in English.

J'habite dans une grande maison dans l'est de l'Angleterre. C'est une grande ville qui s'appelle Cambridge. Ma ville est vraiment touristique car elle est historique et jolie. Elle se trouve au bord de la mer.

Normalement, dans mon temps libre, je joue au tennis ou du piano et le soir, avec mon père, nous jouons au hockey sur glace de temps en temps. Quelquefois, je fais de l'escalade ou des randonnées. Mais je fais de l'équitation depuis trois mois et c'est super. J'aime beaucoup ça parce que c'est un sport qui est bon pour le mental. Hier soir, j'ai joué aux cartes avec mes parents et c'était carrément amusant.
La semaine prochaine, je vais faire de la boxe et je pense que ce sera assez bien.

Pendant mon temps libre, j'aime regarder les émissions de télé-réalité puisque je les trouve passionnantes. Cependant, j'ai horreur des informations car je trouve ca terribles. A mon avis, les films d'action sont plus intéressants que les comédies.

Deux fois par semaine, je crée des clips vidéos sur mon ordi et je discute avec mes potes sur WhatsApp. J'aime aussi regarder des vidéos sur Tik Tok. Je dirais que sur Internet, il est dangereux de tchatter en ligne avec des inconnus.

Sophie

Week 4

SENTENCE BUILDER 1 - Physical description - self

Décris moi ton apparence. Describe your physical appearance.

j'ai *I have*	les yeux bleus	*blue eyes*	les cheveux courts	*short hair*
	les yeux verts	*green eyes*	les cheveux longs	*long hair*
	les yeux marron	*brown eyes*	les cheveux mi-longs	*mid-length hair*
			les cheveux raides	*straight hair*
	les cheveux blonds	*blond hair*	les cheveux frisés	*curly hair*
	les cheveux roux	*red hair*	les cheveux bouclés	*curly hair*
	les cheveux gris	*grey hair*	les cheveux ondulés	*wavy hair*
	les cheveux blancs	*white hair*		
	les cheveux noirs	*black hair*	des boutons	*spots*
	les cheveux bruns	*brown hair*	une barbe	*a beard*
	les cheveux châtains	*chestnut hair*	une moustache	*a moustache*
je suis *I am*	petit(e)(s)	*short*		
	grand(e)(s)	*tall*		
	de taille moyenne	*of average height*		
	mince(s)	*slim*		
	gros/grosse(s)	*fat*		
	beau(x) /belle(s)	*beautiful*		
	joli(e)(s)	*pretty*		
	laid(e)(s)	*ugly*		
	moche(s)	*ugly*		
je porte *I wear*	des lunettes	*glasses*		

Week 5

SENTENCE BUILDER 1 - Family members and physical description

Décris moi ta famille. Describe your family.

Dans ma famille, *In my family,*	il y a *there is*	mon frère (jumeau)	*my (twin) brother*
		mon demi-frère	*my half / step-brother*
		mon beau-frère	*my brother-in-law*
		mon père	*my dad*
		mon beau-père	*my step dad/ my father-in-law*
		mon grand-père	*my grandad*
		mon cousin	*my cousin*
		mon oncle	*my uncle*
Dans ma maison, *In my house,*		ma sœur (jumelle)	*my (twin)sister*
		ma demi-sœur	*my half / step sister*
		ma belle-sœur	*my sister-in-law*
		ma mère	*my mum*
		ma belle-mère	*my step mum / my mother-in-law*
		ma grand-mère	*my grandmother*
		ma cousine	*my cousin*
		ma tante	*my aunt*
Chez moi, *At home,*		mes parents	*my parents*
		mes grands-parents	*my grandparents*
		mes deux frères	*my two brothers*
		mes trois sœurs	*my three sisters*

il/elle/on a	*he/she/we has*	les yeux bleus / verts	les cheveux courts / longs / mi-longs
ma sœur a	*my sister has*	les yeux marron	les cheveux raides / frisés
mon père a	*my dad has*		les cheveux bouclés / ondulés
nous avons	*we have*	les cheveux blonds / roux	
ils/elles ont	*they have*	les cheveux gris / blancs	des boutons
mes parents ont	*my parents have*	les cheveux noirs / bruns	une barbe
mes frères ont	*my brothers have*	les cheveux châtains	une moustache

il/elle/on est	*he/she/we is*				
mon frère est	*my brother is*				
ma mère est	*my mum is*				
nous sommes	*we are*	petit(e)(s)	grand(e)(s)	de taille moyenne	
ils/elles sont	*they are*	mince(s)	gros/grosse(s)		
mes parents sont	*my parents are*	beau(x) /belle(s)	joli(e)(s)	laid(e)(s	moche(s)
mes sœurs sont	*my sisters are*				

il/elle/on porte	*he/she/we wears*	des lunettes
mon oncle porte	*my uncle wears*	
nous portons	*we wear*	
ils/elles portent	*they wear*	
mes cousins portent	*my cousins wear*	

Spanish

Half Term Three - Knowledge Organiser Questions

Week 1:

Translate into English:

1. Mañana, voy a jugar al baloncesto con mi hermana.
2. La semana próxima, voy a ir al parque con mis padres.
3. El mes próximo, me gustaría hacer equitación con mis amigos.
4. El fin de semana próximo, me gustaría jugar al ajedrez solo.

Translate into Spanish:

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.

Week 2: (Use HT1 KO)

Translate into English:

1. Normalmente juego al billar con mi padre.
2. No me llevo bien con mi abuela porque es verdaderamente aburrida.
3. No me llevo bien con mi prima porque es antipática.
4. A menudo voy a la costa con mis amigos.

Translate into Spanish:

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.

Week 3: (Use HT1 KO)

Translate into English:

1. Hola me llamo Sofía y tengo cuatro años
2. Hola, mi cumpleaños es el ocho de octubre.
3. Vivo en Londres pero soy español.
4. Translate: Vivo en Paris y soy francés.

Translate into Spanish:

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.

Week 4:

Translate into English:

1. Anoche, jugué al baloncesto con mis amigos.
2. El año pasado, hice natación y boxeo con solo.
3. La semana pasada, fui a la costa con mis padres.
4. El fin de semana pasado, jugué al ajedrez y fui a la piscina.

Translate into Spanish:

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.

Week 5:

Translate into English:

1. Normalmente, juego al tenis con mi madre.
2. Anoche, fui a la discoteca con mis amigos.
3. El mes próximo, me gustaría hacer atletismo y ciclismo con mis hermanos.
4. A veces, me gustaría jugar al billar con mis padres.

Translate into Spanish:

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.

Extended Writing Questions - Use your sentence builders to answer the following questions in Spanish. You must write a minimum of 2 full sentences.

Week 1: ¿Qué vas a hacer mañana? *What are you going to do tomorrow?*
Week 2: GRAMMAR - 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?
Week 3: GRAMMAR - What letter do most masculine adjectives end with? What letter do most feminine adjectives end with?
Week 4: ¿Qué hiciste ayer por la noche? *What did you do last night?*
Week 5: ¿Qué haces en tu tiempo libre? *What do you do in your free time?*
¿Qué hiciste ayer por la noche? *What did you do last night?*
¿Qué vas a hacer mañana? *What are you going to do tomorrow?*

Week 1

9. ¿Qué vas a hacer mañana? *What are you going to do tomorrow?*

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

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

Week 5

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

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

	(yo) voy *I go* (yo) fui *I went* (yo) voy a ir *I'm going to go* me gustaría ir *I would like to go*	al centro comercial *to the shopping centre* al polideportivo *to the sports centre* al parque *to the park* a la costa *to the seaside* al campo *to the countryside* a la montaña *to the mountains* a pescar *fishing* a la piscina *to the pool* a la casa de mi amigo *to my friend's house* a la discoteca *clubbing* a un club de judo *to a judo club*	

Modern Britain

Half Term Three - Knowledge Organiser Questions

Week 1 Q1 Name two festivals celebrated throughout the year. Q2 What festival does Eid-Ul -Fitr celebrate? Q3 What does commemorate mean? Q4 Where do the men go in the morning of festivals? Q5 When is Eid -Ul -Adha celebrated? Q6 Why is it important to celebrate festivals Q7 Which festivals celebrate the end of Ramadan? Q8 How are festivals considered in the UK?	Week 2 Q1 What is Ashura? Q2 What does Ashura mean to shi'a Muslims? Q3 What does the death of Husayn symbolise? Q4 How do the Shi'a celebrate Ashura? Q5 What does Ashura mean to sunni? Q6 How do sunni Muslims observe Ashura? Q7 What does commemorate mean? Q8 When is Eid - Ul - Adha celebrated?	Week 3 Q1 What is the Quran? Q2 Name the two branches of Islam Q3 What does monotheistic mean? Q4 What is omnipotent? Q5 What does predestination mean? Q6 What is Risalah? Q7 What is Ashura? Q8 Name two festivals that are celebrated
Week 4 Q1 How many pillars are there in Islam? Q2 What is the shahada? Q3 What is Salah? Q4 What is zakah? Q5 What is the Knight of power? Q6 When is Ramadan? Q7 Name the two branches of Islam Q8 What does commemorate mean?	Week 5 Q1 Which book is the most important in Islam? Q2 What does the Quran mean? Q3 How many chapters does the Quran have? Q4 What language is the Quran written in? Q5 Name the four other holy books Q6 Which religion uses these four holy books? Q7 How many pillars are there in Islam Q8 What does predestination mean?	**Extended Writing Questions** Week 1: For Muslims, festivals are a means of celebration. Describe what a Muslim would do for Eid-Ul-Fitr. Week 2: Explain the importance of the Battle of Ashura for a Muslim. Week 3: Describe the two different types of Muslims and how they came about. Week 4: Why is Salah important to a Muslim and how do they pray? Week 5: Explain why the holy book the Qur'an important to a Muslim

Modern Britain: Half Term Three: Week 1 Topic

Muslim Festivals -To understand how Muslims celebrate aspects of Islam. The festivals are celebrated throughout the year. Eid-Ul-Fitr celebrates the end of Ramadan and Eid-Ul-Adha celebrates the prophet Ibrahim's willingness to sacrifice his son for God.

Commemorate - to remember and show respect for someone or something.

Eid-ul-Fitr is not a national holiday in Britain, in certain areas many Muslims are granted the day off to attend morning prayers and enjoy the festival. Eid-ul-Adha is celebrated at the end of the Hajj. These days start with prayers but the night before women will decorate their hands and feet with henna. . In the morning the men go to the mosque to attend a special prayer. **I**n London several thousand Shi'a muslims go to Marble Arch for a procession of mourning and to listen to speeches.

Muslims celebrate and commemorate throughout the year because it is important to remember past events and important people within Islam. It is also about building the strength of the ummah and uniting muslims together.

It can be about sharing the belief that they have in common. In the UK, the festivals of Islam are not considered a national holiday but muslims will be given time off in order to celebrate. This helps them to feel connected - ummah - all muslims worldwide and allows them to celebrate and mark special days in the Islamic calendar.

Modern Britain: Half Term Three: Week 2 Topic

Ashura is a festival about remembrance.

This is important to the Shi'a community as it remembers the death of Husayn at the battle of Karbala. Husayn was the son of Imam Ali and grandson of Muhammad. Husayn died in battle against the much larger army Caliph Yazid. Many of his supporters were killed as well. His death to a Shi'a muslim is a symbol of the struggle against injustice, tyranny and oppression. Many Shi'a muslims take part in mourning rituals and processions as it is a day of great sorrow.

On this day Shi'a muslims will perform plays and reenact the story of Husayn's death. They take part in public expressions of grief and mourning and if you are in Iraq you can visit Husayn's tomb. In London many muslims will gather at the Marble Arch to listen to speeches and take part in the procession of mourning there.

Sunni muslims will observe AShura, Which they call the Day of Atonement. For some Sunni Muslims the festival celebrates the day of Israelites were freed from slavery in Egypt, while others will celebrate the day that Noah left the ark after the flood.

Many Sunni muslims observe Ashura by fasting for the day. They may also give to charity, show extra kindness to their family and the poor recite prayers, and learn from Islamic Scholars.

Modern Britain: Half Term Three: Week 3 Topic

Key beliefs of Sunni Islam and Shi'a Islam - When Muhammad died, the majority of Muslims thought that only the Qur'an (the Muslim holy book) and the Sunnah (Muhammad's teaching and actions) had the authority to guide the beliefs and behaviour of Muslims. **Qur'an -** the holy book of Islam, revealed to Muhammad by the angel Jibril. **Sunnah - t**he teachings and deeds of Muhammad **Sunni -** Muslims who believe in the successorship to Muhammad of Abu Bakr **Shi'a -** Muslims who believe in the Imamate, the successorship of Ali. **Islam -** the name of the religion followed by Muslims; **Allah** - the Arabic name for God **Monotheistic -** a religion that believes in one God **Supremacy -** supreme power or authority **Tawhid** - the Oneness and unity of God. **Immanent -** the idea that God is present in and involved with life on earth and in the universe; a quality of God. **Transcendent -** the idea that God is beyond and outside life on earth and the universe; a quality of God. **Omnipotent -** having unlimited power. **Beneficent -** all loving, all good **Merciful -** showing compassion or forgiveness to humans
Fairness - idea that God treats people fairly **Justice -** judges human actions. **Predestination -** the idea that God knows or determines everything that will happen in the universe. **Akhirah** - everlasting life after death. **Resurrection -** rising front he dead or returning to life.
Heaven - the state of eternal happiness in the presence of God; also called paradise. **Hell -** the state of total separation from God.
Day of judgement - God will judge everything that you have done. **Prophet** - a person who proclaims the message of God.
Risalah - The belief that prophets are an important channel of communication between God and humans.

Modern Britain: Half Term Three: Week 4 Topic

Shahadah - declaration of faith . Said out loud before they pray.
Ten Obligatory Acts - important duties for Shi'a Muslims which include the Five Pillars.
Five Pillars - Sunni and Shia Muslims follow these to ensure that they show their devotion to Allah and live a true Muslim life as Allah wants them to live.
Shahadah - declaration of faith . Said out loud before they pray. .
Sadaqah - Good actions or payments carried out for charitable reasons.
Zakah - purification of wealth by giving 2.5 percent of savings each year to the poor.
Khums - a 20 percent tax paid by Shi'a Muslims on their excess income.
Qur'an - Muslim holy book. This is the book which details how a Muslim lives.
Ramadan - 9th month of the Muslim calendar, Muslims fast from dusk to sunset.
The Night of Power - the night when the first revelation of the Qur'an was made to Muhammad - is also the festival that marks the start of God's revelation to Muhammad. **Lesser Jihad -** to struggle or to strive for something. A struggle against evil, this may be an inward, personal struggle or an outward collective struggle. **Greater Jihad -** struggle with oneself. The personal inward struggle of all Muslims to live in the line with the teachings of their faith. They must observe the 5 pillars of Islam.

Modern Britain: Half Term Three: Week 5 Topic

The Qur'an is the most important holy book for Muslims.
They accept four other holy books (kutub) as books of revelation. Muslims are commanded in the Qur'an to believe in the books revealed to Christians and Jews, which is why muslims are often called 'people of the book'.
The **Qur'an** - recitation, Allah spoke to Muhammad through the archangel, Jibril. It was Muhammad who was chosen by Allah to be the special one who was going to recite the Qur'an to others. Muhammad was not able to read or write so he had to remember all the words, stories and teachings that the archangel was reciting to him. Muhammad used a scribe to write down everything that he was being told to form a book, which is known as the Qur'an.
There are 114 **surahs (chapters).** It is written in Arabic and contains the true words of Allah.
It can not be criticised as this would be disrespectful.
The Qur'an is used as part of the daily worship, a source of law for Islamic matters and celebrations and festivals.

The Torah - Muslims believe Allah gave his holy book to Musa (moses). Muslims believe there are important laws contained in the Torah.
The Psalms - The holy book of Dawud (David), which some muslims feel is still relevant today.
The Scrolls of Abraham - this was an early scripture that was given to Ibrahim and used by his sons. Unfortunately these scrolls are thought to be lost.
The Gospel is of Isa (Jesus), believed to have been revealed by Allah and contained in the books of Matthew, Mark Luke and John.

History

Half Term Three - Knowledge Organiser Questions

Week 1 1. Were there 30,000 men in the SS or the Gestapo? 2. Was the SS led by Himmler, Heydrich or Goebbels? 3. In what year was the Nazi PArty started by Anton Drexler? 4. Which German city held the most number of Nazi Rallies? 5. How many people were unemployed in Nazi Germany in 1933? 6. Which Nazi organisation gave workers rewards to encourage them to work hard? 7.The Edelweiss Pirates and which other youth group opposed the Nazis? 8. Give one of the Nuremberg Laws aimed at Jewish people.	Week 2 1. What is the definition of a Cold War? 2. What were the names of the two Superpowers in the Cold War? 3. Is the following a Capitalist belief or communist belief:- The government owns all the businesses? 4. Is the following a Capitalist belief or communist belief:There are multiple parties to vote for? 5. Is the following a Capitalist belief or communist belief: people can make their own money and keep it? 6. Is the following a Capitalist belief or communist belief:there are no freedoms or rights? 7. Did the USA follow capitalism or communism? 8. Did the Soviet Union follow capitalism or communism?	Week 3 1.. What was the name of the leader of the Soviet Union at the start of the Cold War? 2. What type of beliefs did Stalin want to spread; Communist or Capitalist? 3. What had America dropped on Japan in August 1945 that worried Stalin? 4. How many people died in the Soviet Union during WWII that made Stalin worried about future attacks? 5. What is a buffer zone? 6. Give two countries from Eastern Europe that were in Stalin's buffer zone. 7. Give one method that Stalin used to take control of the Eastern European buffer zone. 8. Give one example of a Communist belief.
Week 4 1. What was the name of the American President at the start of the Cold War? 2. Give one reason why Truman wanted to stop Greece turning Communist after WWII. 3. What did Truman announce, during the Truman Doctrine, that he would contain? 4. In what year was the Truman Doctrine announced? 5. What was the name given to the money given by the USA ($17billion) to Western Europe to help them rebuild and grow their economies after WWII? 6. How many countries in Western Europe accepted this economic support from the USA from 1948? 7. How many people died in the Soviet Union during WWII that made Stalin worried about future attacks? 8. Is the following a Communist or Capitalist belief; There are no freedoms or rights?	Week 5 1. How many zones had Germany and Berlin been divided into at the end of WWII? 2. Who ran the Capitalist zones of Germany/Berlin? 3. Who ran the Communist zones of Germany/Berlin? 4. What did Stalin block access to when he staged the Berlin Blockade between 1948-1949? 5. How did the USA get supplies into West Berlin during the Berlin Blockade? 6. What was the name of the military alliance formed in 1949 by the Western powers as a result of the Berlin Blockade? 7. What two countries were Germany divided into at the end of the Berlin Blockade? 8. What did Truman announce, during the Truman Doctrine, that he would contain?	**Extended Writing Questions** Week 1:Describe how Hitler changed Germany Week 2:Explain what is meant by a Cold War Week 3:Describe what Stalin did in Europe after WW2 Week 4: Explain how the USA introduced their policy of containment Week 5:Describe what happened in the Berlin Blockade and Airlift

History: Half Term Three: Week 1 Topic - Revision Of Nazi Germany	
Key People **Drexler-** Original Leader of the Nazi Party **Hitler-** Leader of the Nazi Party **Goebbels-** Head of Nazi Propaganda **Himmler-** Head of the SS **Heydrich-** Head of the Gestapo (Nazi Secret Police)	**Key Dates** **1919-** Drexler starts the Nazi Party **1920-** Hitler becomes propaganda minister **1921-** Hitler becomes the leader of the Nazi Party **1933**- 6 million people unemployed in Nazi Germany **1933-** Boycott of Jewish Shops **1935-** Nuremberg Laws introduced. **1935**- RAD become compulsory for 6 months for men aged 18-25 **1938-** 3,500km of German motorway (Autobahn) had been built **Nov 1938**- Kristallnacht
Key Statistics 1. SS had 240,000 members 2. Gestapo had 30,000 members 3. Motherhood Cross; 8 children= Gold, 6 children= Silver, 4 children= Bronze 4. 70% of people in Nazi Germany owned a People's Receiver radio. 5. More than 1,600 newspapers were closed down by the Nazis, 6. Biggest rally in Nazi Germany was held in Nuremberg. 7. 6 million people were unemployed in Nazi Germany in 1933. 8. Hitler wanted to build 7,000km of motorway (Autobahn) 9. Working hours increased from 43 to 47 hours by 1937. 10. 15% of Nazi school curriculum was dedicated to PE. **Key Things** **1. People's Receiver-** Radio owned by the German people. 2. **Motherhood Cross-** Medal awarded to women **3. Law for the Encouragement of Marriage-** 1,000 mark loan which was offered to women for giving up their jobs. ¼ loan could be kept for every baby. **4. 3 Ks- Kinder, Kirche, Kucher-** Nazi policy towards women 5. **'Arbeit und Brot'/Work and Bread-** message in Nazi Propaganda during the Great Depression in order to encourage votes. **6. Nuremberg Laws-** Jewish people were no longer citizens of Germany and couldn't marry Aryans. **7. Kristallnacht- Night of Broken Glass-** attack on JEwish houses, businesses and synagogues. 8. **Euthanasia Programme**- introduced by the Nazis to kill the mentally ill people of Germany. 9. **Sterilisation Programme** - introduced so that Nazis could make sure non-Germans and 'undesirables' did not have children.	**Key Groups** **DAP- German Workers Party-** original name of the Nazi Party **NSDAP- Nationalist Socialist German Workers Party-** Name given to the Nazi Party by Hitler. **KdF- Strength through Joy-** Gave rewards to encourage people to work hard. **Sda- Beauty of Labour-** Improved working conditions **DAF- German Labour Front-** Nazi Trade Union **RAD- Reich Labour Service-** Organisation for 18-25 year old men to do 6 months of work for the Nazis. **Nazi Teachers League-** Nazi group that all teachers had to join. **Hitler Youth-** Youth group for boys **League of German Maidens-** Youth group for girls. **Edelweiss Pirates-** Working class youth opposition group- graffiti and attacked Hitler Youth members **Swing Movement-** Middle-class youth opposition group-used swing dances and jazz music to oppose the Nazis.

History: Half Term Three: Week 2 Topic - Ideologies of the Cold War

Key Dates

1941-1991- The Cold War

Key Words

Cold War- A Cold War is a state of conflict between nations which does not involve direct military action.

Ideology- a system of ideas and ideals. They often form political and economic policies that countries follow.

State owned industry- The government owns businesses and uses the money made to provide for the people of the country.

Privately owned businesses- People can run their own businesses and make their own money from them. They can then use this money how they chose.

Key Facts

1. The two superpowers in the Cold War were the USA and the Soviet Union (USSR)
2. The USA follows Capitalist ideologies.
3. Capitalist ideas include; being able to choose from multiple political parties at an election, freedoms and rights, class system (lower class-upper class), privately owned businesses.
4. The Soviet Union followed Communist ideologies. 5. Communist ideas include; only being able to vote for Communists, no freedoms/rights, equality, state owned industry.

History: Half Term Three: Week 3 Topic - Soviet Union - The Need for Protection

Key Dates

6th and 9th August 1945- 2 x atomic bombs were dropped on Hiroshima and Nagasaki (Japan)

Poland- Jan 1947- New rigged elections were held and the non-communists were called to Moscow and arrested.

Hungary 1947- Rigged elections were held and the communists intimidated the non-communists to ensure they won and they then banned all other political parties.

Key Words

President Truman- President of the USA at the start of the Cold War

Joseph Stalin- Leader of the Soviet Union at the start of the Cold War

Eastern Europe- Includes countries like Poland, Romania, Bulgaria, Hungary etc

Buffer Zone- A protection zone to keep you safe.

Rigged Elections- An election in which you ensure the outcome is the one you want.

Key Facts **Views of Truman:** Very anti-Communist; Did not trust Stalin. Wanted to contain the spread of Communism.

Views of Stalin: Wanted to spread Communist beliefs; Wanted to get reparations for the damage done to the Soviet Union by the Nazis; Wanted security for the Soviet Union from future possible attacks.

Why did the Soviet Union want to protect themselves?

1. The Soviet Union had been invaded from the West twice in 30 years in 1914 and 1941. 2. 20 million Soviets had died during WWII and much of the Soviet Union had been destroyed.
3. Soviet Union were unhappy about amount of reparations they received at the end of WWII

What did the Soviets do to protect themselves?

1. They created a buffer zone in Eastern Europe. 2. It included countries like Poland, Hungary and Czechoslovakia.
3. It was designed to protect the Soviet Union by giving them an extra layer of protection. If the Western allies invaded from the East of Europe to attack the Soviet Union, they would first have to get through their buffer zone.

How did the Soviet Union take control of their buffer zone?

1. He rigged elections in Eastern Europe. 2. He placed his army in Eastern European countries and then used violence and intimidation against the people. 3. He overthrew the monarchies.
4. He was given land at the wartime conferences. 5. He had all non-communist political parties banned.

History: Half Term Three: Week 4 Topic - Containing the Spread of Communism - USA	
Key Dates **March 12th 1947**- When Truman announced the Truman Doctrine **June 5th 1947**- Marshall Plan announced **April 3rd 1948**- Marshall aid started to be sent to Western Europe. **Key Words** **President Truman**- President of the USA from April 1945 **Joseph Stalin**- Leader of the Soviet Union during WWII **Doctrine**- Government Policy **Truman Doctrine-** US policy on how to deal with the threat of the Soviet Union. **Containment Policy-** The USA's decision to stop the spread of Communism. **Marshall Plan-** Economic support provided from the USA to Capitalist countries in Western Europe.	**Key Facts** **Truman Doctrine** 1. The USA wanted to stop the Soviet Union from gaining control of Greece and Turkey. They wanted to keep them Capitalist. a. If Greece turned Communist then the USA feared that Communism would spread easily to parts of Africa. b. If Turkey turned Communist then the USA feared that Communism would spread easily to parts of Asia and the Middle East. 2. After WWII Greece appeared to be quite likely to turn communist. Britain helped make sure the King was put back on the throne. 3. However, Britain struggled to keep Greece out of communist control due to military and economic problems. So the US stepped in to make sure that Greece did not become Communist. 4. The aim was to stop the spread of communism but not push it back or remove it completely. This was called **containment.** 5. Truman announced his policy to contain communism in 1947. It was called the **Truman Doctrine.** **Marshall Plan** 1. The Marshall Plan was where the USA agreed to provide money, resources etc to countries in Europe to stop them from turning Communist. 2. WWII had meant many countries were struggling economically, so to prevent Communism spreading the USA knew that it had to provide economic support to these countries to help them rebuild and grow their economies. 3. The Marshall Plan provided $17 billion to Western Europe to help rebuild their economies from April 1948. (It was proposed in 1947) 4. 16 countries accepted the money. Britain received the most out of all the countries that received the aid.

History: Half Term Three: Week 5 Topic - Berlin Blockade

Key Dates

June 1948- Trizonia was created.
24th June 1948- Stalin blocked road and rail links into West Berlin.
26th June 1948- The US airlift started in West Berlin.
April 1949- NATO formed
9th May 1949- Berlin blockade ended.
May 1949- Formation of West Germany **Oct 1949**- Formation of East Germany

Key Words

Trizonia- Briain, USA and France joined their zones of Germany and Berlin together.
Berlin Blockade- Stalin blocked off rail and road entry into Western Berlin.
US Airlift- US and other Western countries dropped food, coal and other essential supplies into Western Berlin.
NATO- **(North Atlantic Treaty Organisation)**. Military alliance of the Western Capitalist countries.

Key Facts

Background

1. Both Germany and its capital Berlin had been divided into 4 zones at the end of WWII.
2. The three western zones of Germany followed Capitalist ideas. These zones were run by France, Britain and the US- They wanted to rebuild Germany's economy and the standard of living in their zone was better than in the Soviet Zone.
3. The Eastern zone of Germany followed Communist ideas. It was run by the Soviet Union- The Soviets wanted to take as much materials back to the Soviet Union as possible so they could repair the Soviet Union. This left their zone of Germany with a poor standard of living.
4 Trizonia was the term given to the French, British and the Americans officially joining their zones of Germany together in 1948.
5. Berlin was in the Soviet Union's zone of Germany but had also been divided into 4 zones led by the USA, Britain and France and the Soviet Union. This angered the Soviet Union as they feared it would lead to the spread of Capitalist ideas in their Communist zone.

Events

1. Stalin wanted to force the USA, France and Britain out of Berlin to stop them being able to spread Capitalist ideas.
2. To achieve this Stalin decided to shut off the land and rail routes across his section of Germany (the East) into West Berlin. This was known as the Berlin Blockade.
3. This prevented key supplies (food, coal) entering the Western zone of Berlin. 4. Stalin hoped this would force the Western allies to withdraw from Berlin in order to save their people.

Outcome

Berlin Airlift

1. Due to not being able to get supplies in by road or rail, the USA flew in food, coal and other necessities. This was known as the Berlin Airlift.
2. New runways had to be built and ordinary citizens needed to unload the planes.

The formation of East and West Germany

1. The USA, France and Great Britain joined their zones into West Germany. 2. West Berlin still remained under the control of the USA, France and Britain
3. Stalin responded by creating East Germany.

NATO

1. The USA, Britain, France and nine other western countries joined together in the North Atlantic Treaty Organisation as a result of Stalin starting the Berlin Blockade.
2. NATO was a military alliance. It still exists today.
3. The members agreed that if any member was attacked all members of Nato would come to its assistance.

Art, Craft and Design

Art, Craft & Design - questions		
Week 1 Questions 1. Drawing from looking directly at an object in front of you is called what? 2. Colours that are opposite each other on the colour wheel are called what? 3. How do you make a **secondary** colour? 4. What are the three **warm** colours? 5. What are **sketches**? 6. How do you make a **tertiary** colour? 7. Colours next to each other on the colour wheel are called what? 8. What are **complementary** colours?	**Week 2 Questions** 1. What is the definition of **aesthetic**? 2. What is a graphic **designer**? 3. What is the definition of **versatile**? 4. What is the definition of **decay**? 5. What is the definition of **transform**? 6. What is **Pop Art**? 7. What does **innovative** mean? 8. What is **hyper realistic**?	**Week 3 Questions** 1. When did Michael Craig-Martin start producing artwork? 2. What is Michael Craig-Martin's artwork based on? 3. What does Michael Craig-Martin experiment with? (s_____ and c_____) 4. Which art movement is Michael Craig-MArtin inspired by? 5. What did Paul Rankin photograph? 6. Where is Paul Rankin from? 7. What did Paul Rankin ask the musicians to do? 8. What year was Paul Rankin born?
Week 4 Questions 1. What is **monoprinting?** 2. What is **card construction?** 3. What are **pastels** used for? 4. What is **pressprint?** 5. What is **clay?** 6. What is a **collograph?** 7. What is **wire?** 8. What is **acrylic paint?**	**Week 5 Questions** 1. What are the three **primary** colours? 2. What are the three **cold** colours? 3. What is **observational drawing**? 4. What does **monochromatic** mean? 5. What are **harmonious** colours? 6. How do you make a **tertiary** colour? 7. Colours next to each other on the colour wheel are called what? 8. How can you produce a range of tones using pencil?	**Extended Writing Questions** **Week 1**: Explain what *complementary* colours are, including where they are on the colour wheel and give an example. **Week 2**: What was the main reason for the *Pop Art* movement? **Week 3**: Why did *Paul Rankin* ask people to destroy his photographs? **Week 4**: Explain how you produce a *monoprint*, using oil pastels. **Week 5**: Explain what *harmonious* colours are, including where they are on the colour wheel and give an example.

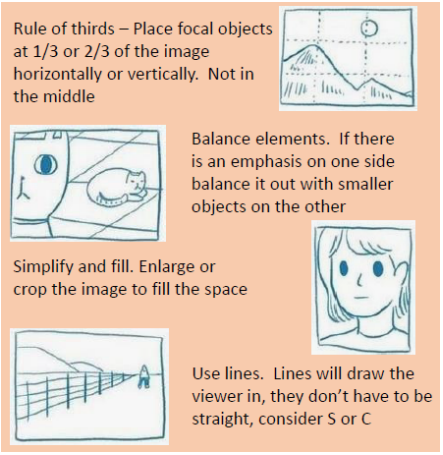
WEEK 1 & 5:
Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		**Colour Theory**
Observational drawing	Drawing from looking at images or objects.	**Primary**: Red, Yellow, Blue **Secondary**: Primary + Primary **Tertiary**: Primary + Secondary **Shades**: Add black **Tints**: Add white
First hand observation	Drawing directly from looking at objects in front of you.	
Second hand observation	Drawing from looking at images of objects.	
Photographs	Using a camera or smartphone to record images will class as first hand observation.	**Complimentary**: Colours opposite on the colour wheel **Harmonious**: Colours next to each other on the wheel **Monochromatic**: Shades, tones and tints of one colour **Hue**: The pigment **Warm**: Red, Orange, Yellow **Cold**: Blue, Green, Purple
Sketches	Basic sketches and doodles can act as a starting point for development.	
Tonal shading	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	

Developing your idea as a final piece.

Rough - A basic sketch of a final idea
A Visual/Maquette - A small image or model created in the selected materials
Final Piece - An image or sculpture pulling all preparatory work together

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) organice (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, shiney)
SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.



WEEK 2: **Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.	
TIER 2 Vocabulary and definitions	**TIER 3** Vocabulary and definitions
Versatile - able to adapt or be adapted to many different functions or activities. **Revolution** - a forcible overthrow of a government or social order. **Innovative** - introducing new ideas; original and creative in thinking. **Aesthetic** - the appreciation of beauty. **Analytical - documentary** - research based work **Postpone** - to wait **Recognition** - acknowledgement of something **Societies** - a community of people **Transform** - to change **Reconstruction** - to rebuild **Restoration** - to repair **Decay** - To deconstruct with age **Alludes** - to suggest	**Artistic** - relating to art **Art Movement** - a style in art with a common theme or idea within a certain time period **Graphic Designer** - a creative profession **Photomontage** - a collage with photographs **Photography** - capturing images with a camera **Geometric** - mathematical shapes **Architecture** - the design of buildings **Compositional** - the layout or design of an image **Pop Art** - Art movement aimed to make art more *popular* **Screen printing** - a printmaking process of pushing ink through a stencilled design on a screen **Hyper realistic** - A painting that looks as real as a photograph

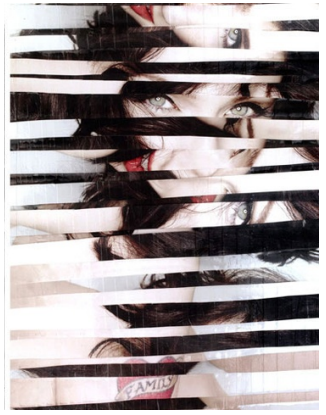
WEEK 3:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Artists/Designers:

Michael Craig-Martin

Michael Craig-Martin, born in 1941, started creating work in the 1960's. Thought to be inspired by the Pop Art movement, he uses a stylised drawing technique of everyday household objects. His paintings play with scale and colour. The compositions within his work either show a collection of objects in different scales, or single objects 'floating' on coloured backgrounds. He produces work in both 2D and 3D, always using household objects as his inspiration.

Paul Rankin



John Rankin Waddell, known as Rankin, (born 1966) is a British photographer and director. He has photographed Kate Moss, Madonna, David Bowie and The Queen.

The artist has taken photographs of musicians and then works with the musicians to 'destroy' their photographs. By 'destroying' the images they are actually being developed to reflect the mood and/or emotion of the musician at that time. Taking inspiration from this series of work, manually manipulate your work, developing and destroying it further.

WEEK 4: **Assessment Objective 2: Creative Making** - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.	
Media	The substance that an artist uses to make art.
Materials	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
Techniques	The method used to complete the art work, can be generic such as painting or more focused such as blending.
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill.
Pencil	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.
Pen/Biro	Drawings can be completed in pen and shaded using hatching or cross hatching.
Pastel/Chalk	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
Acrylic paint	A thick heavy paint that can be used smoothly or to create texture.
Watercolour	A solid or liquid paint that is to be used watered down and layered.
Pressprint	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
Monoprint	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
Collograph	A printing plate constructed of collaged materials, producing prints that are based on textures.
Card construction	Sculptures created by building up layers of card or fitting together.

PE

Half Term Three - Knowledge Organiser Questions

Week 1 - Football	**Week 2 - Hockey**	**Week 3 - Lacrosse**
1. What is another name for a right or left back? 2. Where should a striker be positioned to have a high chance of scoring? 3. Which part of the pitch can a goalkeeper use their hands? 4. Explain the role of a right or left midfielder 5. When would a throw-in be awarded? 6. Which positions focus on attacking? 7. List 3 different type of tactics used in football 8. How far away from the touch line must you stand for a throw-in?	1. What makes a lifted ball? 2. Where should the defenders and goalkeeper stand during an attackers strike? 3. Where is the goalkeeper responsible for? 4. Which players are responsible for limiting the other team's chance of scoring? 5. Name a restriction for when players play ‘overhead aerials’ 6. Where on the pitch would a penalty be awarded? 7. Which players attack and defend? 8. During a penalty where must the ball remain below?	1. Who does an attacker receive the ball from in transition? 2. How many players must stay on the defensive side of the field? 3. What is the difference in the goalies stick to the rest of the team? 4. Which players must stay in the offensive side of the field? 5. Which players are generally the biggest on the pitch? 6. Which parts of the field can midfielders go? 7. What is the difference between a defender's stick compared to the rest of the team? 8. Which skill is it extremely important for goalies to have?
Week 4 - Types of joints	**Week 5 - Components of fitness**	**Extended Writing Questions**
1. What is an immovable joint? 2. What is a slightly movable joint? 3. What is a freely movable joints? 4. Identify the 6 types of freely movable joints. 5. What is a ball and a socket joint? 6. Where will you locate a ball and socket joint? 7. What is a saddle joint? 8. Where will you locate a saddle joint?	1. What components are needed for aerobic endurance? 2. Describe Flexibility 3. Name 3 sports that require a good level of muscular endurance? 4. How many physical components of fitness are there? 5. What does Aerobic endurance mean? 6. Describe a sports person that would need good Flexibility and why? 7. Describe when a footballer could use speed to benefit them? 8. Which sports would an endomorph suit?	**Week 1:** Explain how tactics are used **Week 2:** Explain what is meant by a ‘reverse pull’? **Week 3:** Why would a player use an overhead aerial pass, how would it gain advantage over the other team? **Week 4:** Describe the 3 different joint types within the body **Week 5:** Explain why a rugby player would need high levels of muscular strength? Use sporting examples

PE: Half Term Three: Week 1 Topic - Football

Positions

Goalkeeper - The goalkeeper role is to protect the goal and try to stop the ball crossing the goal keeper line. They are allowed to use any part of their body including hands (within their own penalty box).

Right back & Left back - The right/left back is also known as a fullback and is considered a defensive spot. Positionly it is found on the right/left side of the centre back and in the defensive third of the pitch. The right/left backs primary role is to break up and stop the attack from the opposite team. This will increase the likelihood of them not conceding a goal.

Centre Back - The centre backs primary role is to defend the goal. They will focus on stopping the strikers/forwards from scoring. Positionly they are found in the middle of the defensive third and in between both fullbacks

Right & Left midfielder - The right/left midfielder has the responsibility of attacking the opposition's goal by creating chances and scoring.Also they need to help the right/left back in defending duties in stopping the opposition attack.

Centre midfield - The centre midfielders are positionally found in the middle of the pitch but have to help the team attack by moving the ball into the final end of the pitch. But also they need to defend by being on the goal side of the ball and helping the defenders.

Striker/forwards - The role of a striker is to score goals. They are positionally found in the top third of the pitch where they can be close enough to the opposition's goal to score.

Throw-ins

A throw-in is awarded to the opponents of the player who last touched the ball when the whole of the ball passes over the touchline. How to take a throw in;

- stand facing the field of play, both feet on the ground
- throw the ball with both hands from behind and over the head from the point where it left the field of play

All opponents must stand at least 2 m from the point on the touchline where the throw-in is to be taken.

Tactics

Tactics create a playing system that links a team's formation to a particular style of play such as *attacking* or *counterattacking*, *slow or quick tempo*, *short or long passing*, *teamwork or individualistic play*. Tactics are usually dictated by the leadership such as the manager and team captain.

PE: Half Term Three: Week 2 Topic - Hockey

Positions

- Goalkeeper - the goalkeeper is responsible for the defensive circle and should support the leadership of the defence.
- Defenders - similar to all invasion games, the defence must work as a unit and limit the opposition's chances of scoring. However, the modern game dictates that they also have attacking responsibilities.
- Midfielders - the midfielders are required to support and contribute to the attack through the inside right and inside left positions, whilst maintaining key defensive responsibilities. The midfield needs to stop attacks through the middle of the field and in possession be good distributors of the ball.
- Attackers - the attackers are responsible for generating and scoring opportunities, but they are also the first line of defence. A team's ability to 'reverse press' (putting defenders under pressure) is an essential part of the modern game.

Rules

Lifted

A ball is considered lifted if it strikes a player above the middle of their shin, this decision is however the umpires discretion based on the amount of danger placed on the player. A free hit is awarded if the ball is lifted.

Penalty Corners

If an infringement occurs in the shooting D, the attacking team may be awarded a penalty corner.

Four defenders and the goalkeeper will stand on the goal line to defend the strike from the attacking team. The attacking team will inject the ball from the baseline mark to the top of the shooting circle where the ball must be stopped outside. The attacking team will then manoeuvre to shoot at goal from inside the shooting D. If the ball is hit, the ball must remain below the backboard, if the ball is flicked, the ball may travel above the backboard.

Overhead aerials

A player is able to flick the ball above the head height of players on the pitch. This does come with considerations.
The player must be in space when flicking the ball, the ball must not be flicked near a player, the ball must land in an uncongested area and players cannot compete for an aerial ball, they must allow the ball to land and then compete for the ball.

PE: Half Term Three: Week 3 Topic - Lacrosse

Playing Positions

Attack:
The Attacker's job is to receive the ball from the midfielders in transition, and set up the offence. The three attackers must stay on the offensive side of the field because there has to be three players from the team on this side of the field at all times or it's a penalty. One exception to that rule is an attacker may go over the midfield line but another player on their team, usually a midfielder, must stay on the offensive side in place of them until they come back. Attackers must have the best stick skills when it comes to shooting, passing, and protecting their stick from defenders because they touch the ball the most on the team.

Midfield:
The three midfielders or "middies" are allowed to play over the entire Lacrosse field. They start the game with a face-off and play both offence and defence. A good midfielder must have speed and endurance since they run up and down the field like soccer. All players on the field can also sub on the fly without any stoppage of play very similar to hockey, middies do this the most. Middies must be very good at picking up ground balls for their team.

Defence:
The three defenders must stay on the defensive side of the field since there has to be four players(3 Defenders and 1 goalie) on this half or it's a penalty. The one exception to this rule is just like an attacker if a defender or goalie crosses over the half line an extra player on their team must stay on the defensive side for them until that player is back. It's the defender's job to make sure the opponent does not score a goal. Defenders have longer lacrosse sticks to allow them to throw better checks and pick off passes from attackers. They guard the three attackers from the other team and are usually some of the biggest players on the field.

Goalie:
Much like all sports the goalie is one of the most important positions in lacrosse. The goalie uses a much bigger head and net on their stick to help save shots. The goalie stands in a small circular area around the goal, called the crease, no one from the other team can go in the crease. Goalies must have the best hand-eye coordination in order to save shots since they're coming very fast. Although the goalies wear special pads to help protect them, they still get hit with some shots so they must be very tough players as well.

PE: Half Term Three: Week 4 Topic - Types of joints

Immovable - two or more bones are in close contact but no movement can occur.
Slightly movable - two or more bones are held together so tightly that only limited movement is permitted.
Freely movable - most joints within the human body are this type, and motion is the purpose of this joint.

Freely movable joints:
There are six types of freely movable joints. These are the following…

1) Ball and socket - the rounded head of one bone sits within the cup of another, such as a hip or shoulder joint.
2) Saddle joint - this permits movements back and forth and from side to side, but does not allow rotation. This can be found in the thumb.
3) Hinge joint - the two bones open and close in one direction only, like a door. Examples of these are the knee and elbow joints.
4) Condyloid joint - the permits movement without rotation such as in the jaw or finger joints.
5) Pivot joint - one bone swivels around the ring formed by another bone, such as the joint between the first and second vertebrae.
6) Gliding joint - or plane joint. Smooth surfaces slip over one another, allowing limited movement, such as the wrist joints.

Joints are held together and supported by tough bands of connective tissue called ligaments.

PE: Half Term Three: Week 5 Topic - Physical components of fitness

Physical Components of Fitness -

Muscular Endurance: the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game. **EX.** A rower repeatedly pulling their oar against the water to propel the boat towards the line in a race.

Aerobic Endurance: the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue **EX.** A marathon runner requires high levels of aerobic endurance to sustain a low to moderate pace for the whole race without fatiguing.

Muscular Strength: the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity **EX.** A weightlifter requires muscular strength to lift a maximum weight on the barbell in both the snatch and clean & jerk lifts in the Olympics.

Speed: distance divided by time to reduce time taken to move the body or a body part in an event or game **EX.** A footballer requires speed to sprint past a defender onto an attacking pass to score a goal.

Body Composition: – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport **EX.**
Endomorph = Higher % of body fat e.g. Prop forward in rugby, shot putter.
Ectomorph = Lower % of body fat e.g. High jumper, marathon runner.

Mesomorph = Higher % muscle mass e.g. Swimmer, body builder, rower.

Flexibility: the range of motion possible at a joint to allow improvements in technique **EX.** A gymnast requires high levels of flexibility to perform complex skills, such as somersaults, using a greater range of movement at their joints.

Aspire Achieve Thrive

Develop your character

STOKE DAMEREL

Aspire Achieve Thrive