

*Care to Learn
Learn to Care*



Name:

Tutor:

Half Term 5 2024-25

**Sport
Science
Geography**

Knowledge Organiser

History

**Health
and Social**

9

Psychology

Childcare

Contents Page

Subject	Page
Health Sciences (HSC/CD)	4-8
Psychology	9-13
PSE	14-18
Geography	19-23
French	24-29
History	30-34
Spanish	35-39

Book Pride

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

Plan

	Online HW	Written HW
Monday	Sparx Maths	Health Sciences
Tuesday	Sparx Science	Psychology
Wednesday	Sparx Reader	PSE
Thursday	Sparx Catch Up	Geography and French
Friday	Sparx Catch Up	History and Spanish

Health Sciences: Half Term 5 - Week 1

Health Sciences: Week 1 Knowledge Organiser:

When we read we create mental simulations of the activities, sights and sounds of scenes in a story, blending these with our own memories and experiences, all of which stimulates the neural pathways. As well as this, research suggests that reading for 30 minutes a week increases health and wellbeing.

Five reasons reading is important:

- 1) Increase your vocabulary and comprehension skills.
- 2) Reduce stress.
- 3) Help you prepare to sleep.
- 4) Prevents cognitive decline.
- 5) Might even help you live longer as it exercises the brain.

The effects of reading on child development include cognitive and emotional benefits, such as helping children develop language skills and literacy, build empathy, and learn how to handle challenging feelings.

Reading to young children is an important way to help them build language skills. It exposes them to new words and ways of using language. It also helps them learn general information about the world, which makes it easier for them to learn about new subjects once they get to school.

In Early Years reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination.

Health Sciences: Week 1 Questions

- | | |
|--|---|
| 1. How many minutes a week of reading is a benefit ? | 5. When we read what do we create ? |
| 2. Name three early years reading skills. | 6. Reading is associated with which two L skills ? |
| 3. Reading exposes children to N.....W | 7. If a child is read too early how will this help them at school ? |
| 4. Explain two reasons reading is important ? | 8. Reading exposes children to what ? |

Extended Writing Question: Explain why reading is so important to start early with children.

Health Sciences: Half Term 5 - Week 2

Health Sciences: Week 2 Knowledge Organiser:

Story examples to analyse

The boy who cried wolf

There was a young boy whose job was to watch over the village sheep. One day, he was bored and wanted some fun, so he shouted, "Wolf! Wolf!" The villagers came running to help, only to find the boy laughing at them because there was no wolf. The next day, he did it again, and the villagers were angry. Later, a real wolf came and started attacking the sheep. The boy cried, "Wolf! Wolf!" But this time, no one believed him, and the wolf ran off with some sheep.

Moral of the story: If you keep lying, no one will trust you—even when you're telling the truth!

The ugly duckling

A little duckling was born looking very different from his siblings. The other ducklings called him ugly and made fun of him. Feeling like he didn't belong, the little duckling ran away and searched for a place where he could be accepted. Seasons passed, and one day, he saw his reflection in a lake. To his surprise, he had grown into a beautiful swan! He wasn't an ugly duckling at all—he had just been different all along.

Moral of the story: Don't judge someone by how they look. Everyone is special in their own way, and real beauty is about being yourself.

Health Sciences: Week 2 Questions

- | | |
|--|---|
| 1. What is the name of the two stories above ? | 5. What is the moral of the story The Ugly duckling? |
| 2. What is the moral of the story, the boy who cried wolf? | 6. What did the other ducks do to the ugly duckling ? |
| 3. What is the young boy's job? | 7. What did the ugly duckling become? |
| 4. What emotion did the villagers have ? | 8. How did the ugly duckling know he had changed ? |

Extended Writing Question: Explain how these stories support a child's social development

Health Sciences: Half Term 5 - Week 3

Health Sciences: Week 3 Knowledge Organiser:

Story examples to analyse

The Lion and the poor slave

A kind slave ran away from his cruel master and hid in the forest. There, he saw a lion roaring in pain because a big thorn was stuck in its paw. Even though he was scared, the slave helped the lion by pulling the thorn out. The lion went back into the woods, free and happy. Later, the slave was caught and sent to be punished by being thrown into a lion's den. But the lion didn't harm him—it was the same lion he had helped!

Moral of the story: A good deed is never forgotten. Be kind, and kindness will come back to you.

The Elephant and the Ants

A big, proud elephant loved bullying smaller animals. Every day, he sprayed water at the ant hill, making life difficult for the tiny ants. One day, the ants decided to teach him a lesson. They crawled into his trunk and started biting him from the inside! The elephant danced and howled in pain until he begged for forgiveness. He promised to never hurt the ants or anyone else again.

Moral of the story: No one is too small to make a difference. Be kind to everyone, no matter how big or small they are.

Health Sciences: Week 3 Questions

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|--|--|
| 1. What is the name of the two stories above ? | 5. What is the moral of the story the Elephant and the Ants? |
| 2. What is the moral of the story, the Lion and the poor slave ? | 6. What did the Elephant like to do to smaller animals ? |
| 3. Why did the slave run away ? | 7. How did the ants teach the Elephant a lesson ? |
| 4. What was the punishment given ? | 8. What did the Elephant promise ? |

Extended Writing Question: Discuss why animals are used in children story books.

Health Sciences: Half Term 5 - Week 4

Health Sciences: Week 4 Knowledge Organiser:

Story examples to analyse

The Tortoise and the hare

Once, there was a hare who was best friends with a tortoise. The hare was very proud of how fast he could run, so one day, he challenged the tortoise to a race. The tortoise agreed, even though everyone thought he was way too slow to win. The race began, and the hare raced so fast that he was far ahead of the tortoise.

Feeling confident, the hare decided to take a nap under a tree while the tortoise kept going, step by step. When the hare woke up, he was shocked to see the tortoise crossing the finish line. The tortoise had won the race!

Moral of the story: It doesn't matter how fast or strong you are—what matters is being steady and never giving up. And don't be too proud, it can cause trouble!

The Dog and the bone

One day, a dog found a big, tasty bone. He was so excited that he grabbed it and ran to find a quiet spot to chew it in peace. While crossing a river, he looked down and saw his reflection in the water. But the silly dog thought it was another dog with another bone! Greedy for more, the dog barked to snatch that "other" bone. But as soon as he opened his mouth, his own bone dropped into the water and sank. The poor dog lost it all and had to go home with nothing.

Moral of the story: If you're too greedy and always want more, you might lose what you already have.

Health Sciences: Week 4 Questions

- | | |
|--|--|
| 1. What is the name of the two stories above ? | 5. What is the moral of the story the dog and the bone |
| 2. What is the moral of the story the tortoise and the hare | 6. What did the Dog find ? |
| 3. Who were best friends in the story ? | 7. Explain what the Dog thought the reflection was ? |
| 4. Which character had a nap ? and what happened while they were napping ? | 8. What happened when the Dog opened his mouth ? |

Extended Writing Question: Explain is it important to teach a child never to give up ?

Health Sciences: Half Term 5 - Week 5

Health Sciences: Week 5 Knowledge Organiser:

Story examples to analyse

The thirsty crow

A thirsty crow was flying through a forest, looking everywhere for water. Finally, he saw a pot with some water at the bottom, but his beak couldn't reach it. The crow didn't give up. He looked around and noticed some pebbles on the ground. The clever crow started dropping the pebbles into the pot one by one. Slowly, the water rose higher and higher until it was close enough for him to drink. The crow finally quenched his thirst and flew away happily.

Moral of the story: You can solve any problem if you think smart and don't give up!

The fox and the grapes

A hungry fox was walking past a vineyard when he saw some ripe, juicy grapes hanging from a vine. They looked so delicious! The fox jumped high to grab them but couldn't reach them, no matter how hard he tried. Tired and frustrated, the fox walked away, grumbling, "Those grapes are probably sour anyway!" But deep down, he knew he had just given up too quickly.

Moral of the story: Don't make excuses when something is hard—keep trying!

Health Sciences: Week 5 Questions

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|---|---|
| 1. What is the name of the two stories above ? | 5. What is the moral of the story, The fox and the grapes? |
| 2. What is the moral of the story, the thirsty crow ? | 6. What was hanging in the vineyard ? |
| 3. What was the crow looking for ? | 7. What emotions did the fox have when he could not get the grapes? |
| 4. How did the crow quench his thirst ? | 8. What did the fox really want? |

Extended Writing Question: Explain how these stories support a child's emotional development

Psychology: Half Term 5 - Week 1

Psychology: Week 1 Knowledge Organiser: Perception

Sensation: the information that enters our brain from our sense organs (the visual information our eyes see).

Perception: the way our brain makes sense of the information from our senses (how our brain understands what our eyes see).

Depth perception: the ability to judge how far away objects are from us.

Cue: information that gives a hint or clue about an item, object or situation.

When we look at the world around us we take in lots of information through our eyes, including the size, shape, colour and texture of objects in our visual field. This information enters through both eyes and then travels to the brain through our optic nerve. This visual information represents our sensation of the world. The visual information is then processed and recorded by the brain. The brain helps us to make sense of the world around us and to understand what we are seeing. This is our perception of the world.

Visual depth cues

Our perceptual system helps us to judge the depth and distance of objects away from us. We possess depth perception, the ability to see the world in 3D (three dimensions: width, height and depth), which helps us to navigate around it. For example, when crossing a road we need to be able to accurately judge how far away cars are from us to work out when it is safe to cross. Depth perception uses lots of different types of information (cues) from our eyes.

Some cues only need one working eye (monocular), while some need both eyes to be working (binocular). You need to know examples of different depth cues and the reasons for them.

Psychology: Week 1 Questions

1. Define sensation.
2. Define perception.
3. What is depth perception?
4. What is a cue?

5. Through what does information about the world travel through to reach the brain?
6. Name two things the perception system helps us to do.
7. What term describes using one working eye to understand cues?
8. What term describes using both working eyes to understand cues?

Extended Writing Question: Explain how perception works.

Psychology: Half Term 5 - Week 2

Psychology: Week 2 Knowledge Organiser: Monocular Depth Cues

Perception: the way our brain makes sense of the information from our senses (how our brain understands what our eyes see).

Cue: information that gives a hint or clue about an item, object or situation.

Monocular: using one eye.

Binocular: using both eyes.

Monocular depth cues require only one eye to judge depth and distance with some accuracy.

- Superimposition – when an object is far away from us, items in front of it block out some of the distant object from our view. For example if you see a car parked on the street and a person walks past it, the person is closer to you than the car is if they block part of your view of the car while walking past.
- Relative size – objects look smaller the further away they are. So if you are looking at two objects that you know are similar sizes, but one of them looks smaller than the other, then you know that the smaller one is further away than the one that looks bigger.
- Linear perspective – parallel lines appear to get closer together the further away from you they get. When you look down a long, straight road or railway track, the two sides appear closer together as you look into the distance.
- Texture gradient – any texture on the surface of an object appears less defined the further away the object is. When you sit on the floor and look at the carpet next to you, you probably see lots of the fibres and patterns on the carpet. As you look further across the room you see less of the individual fibres and patterns, and more blocks of colour on the carpet instead.
- Height in the plane – objects in the distance appear to be higher up in the visual plane than objects closer to us. So if you look out to sea when you are standing on the beach, the water in the distance looks as if it has risen up above the water close to the beach.

Psychology: Week 2 Questions

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| 1. What term describes using one working eye to understand cues? | 5. What cue is described as when objects look smaller the further away they are? |
| 2. How many monocular cues are there? | 6. What cue is described as when any texture on the surface of an object appears less defined the further away the object is? |
| 3. What cue is described as when an object is far away from us, items in front of it block out some of the distant object from our view? | 7. What cue is described as when parallel lines appear to get closer together the further away from you they get? |
| 4. What cue is described as when objects in the distance appear to be higher up in the visual plane than objects closer to us? | 8. What does binocular mean? |

Extended Writing Question: Using an example, describe texture gradient.

Psychology: Half Term 5 - Week 3

Psychology: Week 3 Knowledge Organiser: Binocular Depth Cues

Perception: the way our brain makes sense of the information from our senses (how our brain understands what our eyes see).

Cue: information that gives a hint or clue about an item, object or situation.

Binocular: using both eyes.

Binocular depth cues require two eyes to be able to judge depth and distance accurately. Someone with one working eye would find it impossible to use this depth cue and may find judging depth quite challenging. Generally, depth perception is much more accurate when using both eyes.

To recap, when we look at the world around us we take in lots of information through our eyes, including the size, shape, colour and texture of objects in our visual field. This information enters through both eyes and then travels to the brain through our optic nerve. This visual information represents our sensation of the world. The visual information is then processed and recorded by the brain. The brain helps us to make sense of the world around us and to understand what we are seeing. This is our perception of the world.

Stereopsis

Because you have two eyes, one on each side of your face, each eye sends a slightly different image of what is in front of your face to your brain. This is called stereopsis. When the brain receives these two different images, it compares them and uses the difference between them to work out how far away different objects are from us. The bigger the difference between the images seen by the two eyes, the closer the object is to us.

Psychology: Week 3 Questions

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| 1. What does binocular mean? | 5. What is stereopsis? |
| 2. Give two examples of what information is taken in through the eyes? | 6. What does the brain do with these two images? |
| 3. What is perception? | 7. What information does the above work out? |
| 4. What is a cue? | 8. True or false: The smaller the difference, the closer the object. |

Extended Writing Question: Describe stereopsis.

Psychology: Half Term 5 - Week 4

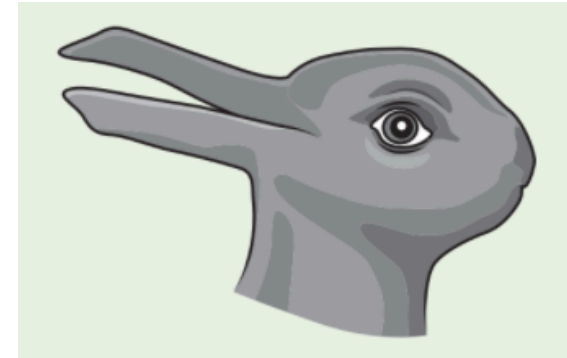
Psychology: Week 4 Knowledge Organiser: Visual Illusions

Visual illusions: a 'mistake' of perception, where what you think you are seeing is different to what you are actually seeing.

Priming: being exposed to a certain stimulus can influence the way you respond to a different stimulus later.

Sometimes the information that our eyes see is not that easy for our brain to understand. Visual illusions are pictures or objects that our brain struggles to perceive because they do not appear to 'make sense'.

- Fictions – visual illusions where we perceive an object that is not actually there. Our eyes send the information to our brain, and the brain thinks that it can see something, but it is not really there.
- Ambiguous figures – visual illusions where an image can be perceived in more than one way, and all make sense. There are often two or more different images that can be seen depending on how you look at the picture. We can try to influence which version of an ambiguous figure someone sees first by using priming – a way of getting people to think about something before they see it.
- Distortions – visual illusions where the properties of an object appear to have changed or appear to be different from reality. This can include objects appearing to be different sizes when they are, in fact, the same size, or straight lines appearing to be curved.



Psychology: Week 4 Questions

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|--|---|
| 1. What is a visual illusion? | 5. What is an ambiguous figure? |
| 2. What is priming? | 6. What is distortion? |
| 3. How many factors affect visual illusions? | 7. Give an example of distortion. |
| 4. What does fiction mean? | 8. What two animals can be seen in the above image? |

Extended Writing Question: Explain which factors are being used in the image above.

Psychology: Half Term 5 - Week 5

Psychology: Week 5 Knowledge Organiser: Visual Constancies

Visual constancy is the ability of our perceptual system to hold a constant image of an object even when the actual image seen by our eye changes.

Visual constancies include shape, colour and size of objects.

- Shape constancy – the ability to hold an object's shape constant in your mind, even when the appearance of the image's shape may change. When you look at a closed door, for example, it will appear to be a large, rectangular shape. If you gradually open the door, the varying angles of the door will make that rectangle look different. However, your brain will still perceive the door as a rectangle because the shape is held constant.
- Colour constancy – the ability of our perceptual system to hold a constant image of an object's colour, even when the colour seen by our eye appears to alter. As light levels change, colours might seem to get darker, while in bright light some colours may seem faded. Our brain, however, can work this out and hold the colour as being the same.
- Size constancy – the ability of our brain to hold a constant image of an object's size even when the object appears to be getting smaller. When objects get further away from us, the actual size they appear will seem to get smaller. However, we do not perceive the object to be shrinking because we hold an image of the object's actual size. For example, if there were two people in a corridor – one close to you and another further away – the one furthest away would actually make a very small image in your eye. However, you would see them as a normal-sized person far away, rather than a tiny person.

Psychology: Week 5 Questions

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|---|---|
| 1. Define visual constancy. | 5. What is described as the ability of our brain to hold a constant image of an object's size even when the object appears to be getting smaller? |
| 2. Give two examples of visual constancies. | 6. True or false: when an object gets further away from us, the actual size they appear will seem to get larger. |
| 3. What is described as the ability to hold an object's shape constant in your mind, even when the appearance of the image's shape may change? | 7. As light levels reduce, what seems to happen to a colour? |
| 4. What is described as the ability of our perceptual system to hold a constant image of an object's colour, even when the colour seen by our eye appears to alter? | 8. As light levels increase, what seems to happen to a colour? |

Extended Writing Question: Explain size constancy.

PSE: Half Term 5 - Week 1

PSE: Week 1 Knowledge Organiser: What are STI's?	
<p>An STI is an infection you may get when doing something sexual with another person.</p> <p>You can only get an STI from someone who has one.</p> <p>You may hear the word 'STD' or 'STI' used out in the world; the 'D' refers to disease and the 'I' to infection.</p> <p>Three Main Groups of STI Bacterial STIs: These are caused by bacterial infections that can be cured with antibiotics Viral STIs: These are caused by viruses and cannot be cured, but the symptoms can be managed with medication. Parasitic STIs: These are caused by parasites and can be cured with medication.</p>	<p><i>Did you know?</i></p> <p>Unprotected sex (when no barrier method is used) greatly increases your chances of catching an STI (Chlamydia, syphilis, gonorrhoea and HIV)</p> <p>There are many different types of STIs. Some estimates suggest that there are more than 30 different types of STIs that can be transmitted through sexual contact.</p>
PSE: Week 1 Questions	
<ol style="list-style-type: none"> 1. How do you 'catch' a STI? 2. True/False: You can only get an STI from someone who has one 3. What does STI stand for? 4. What does STD stand for? 	<ol style="list-style-type: none"> 5. Name a group of STI 6. Name another group of STI 7. Name a third group of STI 8. How many different types of STI are there?
<p>Extended Writing Question: Why do people ignore the risks and have unprotected sex?</p>	

PSE: Half Term 5 - Week 2

PSE: Week 2 Knowledge Organiser: Treating STI's and a GUM clinic	
<p>Usually you cannot tell you have a STI. Many STIs show no outward visible symptoms at first.</p> <p>The number of new people being diagnosed with an STI (particularly chlamydia & syphilis) has increased dramatically over the past fifteen years.</p> <p>Groups in society who are more likely to catch an STI than others Those that have many sexual partners (Promiscuous) Drug addicts who share needles (HIV and Hepatitis) Women (Due to their reproductive organs) Young people between the ages of 16-25 (High risk lifestyles – lack of contraceptive use & more partners)</p> <p>GUM clinics - What services do they provide? Testing & Treatment, Advice & Information, Free Condoms, Pregnancy Testing, Other forms of Contraception (EC & Pill) HIV Testing & PEP Medication, Hepatitis B Vaccinations, Abortion Advice Referrals to specialists, Help & Support for sexual assault victims</p>	<p><i>Did you know?</i> Your local GUM clinic (Genitourinary Medicine) is an NHS run clinic, and provides confidential advice for all aspects of sexual health.</p> <p>HIV (turns into AIDS) is the most dangerous STI - there is no cure. It weakens the immune system, and your body finds it increasingly difficult to fight off other infections.</p> <p>Sexual health check-ups are free and available to everyone in the UK. You can arrange a visit to a sexual health (GUM) clinic anytime. It is completely confidential.</p>
PSE: Week 2 Questions	
<ol style="list-style-type: none"> 1. True/False: Many STIs show no outward visible symptoms at first. 2. True/False: STI diagnosis has dramatically increased over the past 15 years. 3. True/False: Chlamydia & syphilis are being diagnosed more 4. Name a group in society who are more likely to catch an STI? 	<ol style="list-style-type: none"> 5. Name a second group in society who are more likely to catch an STI? 6. Name a third group in society who are more likely to catch an STI? 7. What can HIV turn into? 8. Do you have to pay for sexual health check ups?
<p>Extended Writing Question: Sexual health (GUM) clinics are completely confidential. What does this mean?</p>	

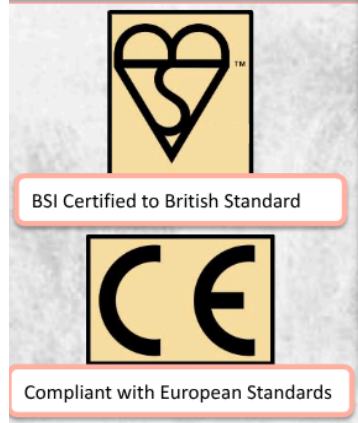
PSE: Half Term 5 - Week 3

PSE: Week 3 Knowledge Organiser: Contraception	
<p>CONTRACEPTION HELPS TO REDUCE THE RISK OF TWO THINGS; Pregnancy and STI/STD</p> <p>Contraception methods</p> <p>Femidom A female condom used during intercourse as a barrier method of contraception. Similar to the condom.</p> <p>IUS Intrauterine System/Coil Similar to IUD/coil, this contains contraceptive hormones and can last up to five years.</p> <p>Diaphragm or Cap A barrier method of contraception. It fits inside the vagina and covers the cervix.</p> <p>Contraceptive Patch Similar to the injection Placed on skin it releases hormones into the body. Patches last one week and are worn for three out of every four weeks.</p>	<p>Abstinence Restraining yourself from having any form of sexual contact.</p> <p>Injection An injection that prevents pregnancy. Can last between eight and twelve weeks depending on the type.</p> <p>Condom A condom is a sheath-shaped barrier device used during sexual intercourse to reduce the probability of pregnancy or a sexually transmitted infection (STI).</p> <p>Did you know? Abstinence (or celibacy) is the practice of not having sex (refraining from all aspects of sexual activity). It is a safe, effective, and free way to avoid getting pregnant or catching an STI.</p>
PSE: Week 3 Questions	
<ol style="list-style-type: none"> 1. What two things does contraception reduce the risk of? 2. What is a female condom called? 3. What is the coil also known as? 4. What contraception method is the Cap? Hormone or barrier 	<ol style="list-style-type: none"> 5. What contraception method is the Patch? Hormone or barrier 6. What is Abstinence also known as? 7. What is Abstinence? 8. True or False: Abstinence is a free way to avoid getting pregnant or catching an STI.
<p>Extended Writing Question: Why is it important to know about different types of contraception?</p>	

PSE: Half Term 5 - Week 4

PSE: Week 4 Knowledge Organiser: Contraception - Condom

Symbols you should look for on a condom wrapper



Common Mistakes When Using A Condom

Not checking the expiration date: Condoms have a shelf life, and using an expired condom can increase the risk of breakage or failure.

Not leaving enough space at the tip: Leaving a small space at the tip of the condom helps prevent it from breaking and allows for semen to collect.

Not checking for damage:

Before using a condom, check for any signs of damage, such as holes, tears, or leaks.

Did you know?

HIV is one of the most dangerous STIs, there is no cure. It weakens the immune system so that your body finds it increasingly difficult to fight off other infections. It can eventually turn into AIDS.

PSE: Week 4 Questions

1. What does the BSI symbol stand for?
2. What does the CE symbol stand for?
3. Where can you look for the two symbols? condom or wrapper?
4. List one common mistake when using a condom

5. List a second common mistake when using a condom
6. List a third common mistake when using a condom
7. Is there a cure for HIV?
8. What is one of the most dangerous STI's?

Extended Writing Question:

Explain why HIV is one of the most dangerous STI's

PSE: Half Term 5 - Week 5

PSE: Week 5 Knowledge Organiser: Careers	
<p>Throughout your time at school you get opportunities to meet different professionals through guest speakers, careers fair, volunteering and work experience</p> <p>Benefits of meeting employers include:</p> <ul style="list-style-type: none"> • Finding out about new industries that you hadn't thought of before. • Learning more about industries that you are interested in. • Hearing from people from a similar background to you about their journey. • Learning from people from a different background to you that have overcome different challenges. • Learning more about the workplace. • Learning more about skills for the workplace. • Considering where you could fit within the workplace. 	<p>How do these opportunities help you grow and develop?</p> <p>Every time you get to meet someone new or do something new, you have the opportunity to:</p> <ol style="list-style-type: none"> 1. Be confident 2. Communicate 3. Work as a team 4. Learn from their journey 5. Ask about their workplace
PSE: Week 5 Questions	
<ol style="list-style-type: none"> 1. Give an example of how you can meet different professionals 2. Give a second example of how you can meet different professionals 3. Give a third example of how you can meet different professionals 4. What can you learn from meeting an employer? 	<ol style="list-style-type: none"> 5. What can you find out from meeting an employer? 6. What do you have the opportunity to do by meeting someone new? 7. What else do you have the opportunity to do by meeting someone new? 8. What two things do these opportunities help you to do?
<p>Extended Writing Question: Why is work experience a valuable experience?</p>	

Geography: Half Term 5 - Week 1

Geography: Week 1 Knowledge Organiser: Why are certain diseases more common in specific regions?	
<p>1. Environmental Factors</p> <ul style="list-style-type: none"> • Climate: Many diseases are climate-sensitive. For example: <ul style="list-style-type: none"> ◦ Malaria and dengue fever are common in tropical regions where warm temperatures allow mosquitoes to thrive. ◦ Illnesses, like flu, are more common during the colder months of areas with seasons. • Natural Habitats: Regions with dense forests or certain ecosystems can harbor zoonotic diseases (an infectious disease that has jumped from a non-human animal to humans), such as Ebola in central Africa. <p>2. Biological and Genetic Factors</p> <ul style="list-style-type: none"> • Host Susceptibility: The genetic makeup of populations can influence disease. For example: <ul style="list-style-type: none"> ◦ Sickle cell trait, which provides some resistance to malaria, is more common in regions where malaria is endemic. • Carriers and Hosts: The presence of disease carriers(e.g., mosquitoes, ticks) or animal hosts (e.g., bats for rabies) is geographically dependent. <p>3. Social and economic Conditions</p> <ul style="list-style-type: none"> • Poverty and Infrastructure: Limited access to healthcare, education, and sanitation makes some regions more vulnerable to preventable diseases. • Urbanization: Overcrowded cities with inadequate infrastructure can lead to outbreaks of diseases. • Health Systems: Poor healthcare systems struggle to manage and prevent disease spread. <p>4. Behaviour</p> <ul style="list-style-type: none"> • Diet: Some regions have diets that increase susceptibility to certain diseases (e.g., vitamin deficiencies). • Hygiene Practices: Lack of handwashing or unsafe disposal of waste can lead to the spread of infectious diseases. <p>5. Globalisation and Travel</p> <ul style="list-style-type: none"> • Diseases can spread through global trade and travel, but some remain localized due to limited transport infrastructure or containment measures. 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> • Malaria in Sub-Saharan Africa: The combination of warm climates, stagnant water (breeding grounds for mosquitoes), and poor healthcare makes malaria endemic. • Diabetes in HICs: Inactive lifestyles and diets high in sugar and processed foods have led to higher diabetes rates in developed countries. • Tuberculosis in Southeast Asia and Africa: High population density, poverty, and underfunded healthcare systems contribute to the spread.
Geography: Week 1 Questions	
<ol style="list-style-type: none"> 1. What climate supports diseases like malaria and dengue? 2. When is the flu more common in seasonal regions? 3. What kind of regions can harbor zoonotic diseases? 4. What genetic trait provides resistance to malaria? 	<ol style="list-style-type: none"> 5. Name an example of a disease carrier. 6. What issue in urban areas can lead to disease outbreaks? 7. What hygiene practice prevents disease spread? 8. Why is malaria common in Sub-Saharan Africa?
<p>Extended Writing Question: How do environmental, biological, and social factors influence disease spread?</p>	

Geography: Half Term 5 - Week 2

Geography: Week 2 Knowledge Organiser: How is climate change affecting disease geography?

1. **Expanding the range of disease carrying insects**
 - **Warmer temperatures:** Rising temperatures allow disease-carrying insects like mosquitoes, ticks, and sandflies to thrive in new regions.
 - **Example: Malaria:** Historically confined to tropical regions, these diseases are now appearing in higher altitudes and latitudes, such as parts of Africa, Europe, and North America.
 - **Extended seasons:** Warmer and longer seasons increase the reproduction and activity of disease-carrying insects, increasing activity time.
2. **Changes in waterborne diseases**
 - **Flooding and Extreme Weather:** More frequent floods and hurricanes contaminate water supplies, increasing the risk of waterborne diseases like cholera.
 - **Droughts:** Reduced water availability forces people to use contaminated water, leading to outbreaks of diseases like diarrhea and typhoid.
3. **Emerging Zoonotic Diseases**
 - **Habitat Disruption:** Climate change-induced habitat loss forces animals to migrate closer to human populations, increasing the risk of zoonotic diseases (diseases transmitted from animals to humans).
4. **Food Security and Nutritional Diseases**
 - **Crop Failures:** Extreme weather disrupts food production, leading to malnutrition and a weakened immune system in vulnerable populations.
5. **Indirect Health Impacts**
 - **Forced Migration:** Displacement due to climate-related disasters creates crowded living conditions in refugee camps, where diseases like measles and cholera can spread rapidly.
 - **Weakened Health Systems:** Frequent climate disasters strain healthcare infrastructure.

Geography: Week 2 Questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. How do rising temperatures affect insects? 2. What disease is spreading to cooler regions? 3. What do longer seasons do to insects? 4. How does climate change affect waterborne diseases? | <ol style="list-style-type: none"> 5. How does habitat loss increase zoonotic disease risk? 6. What is a health impact of crop failure? 7. Why is disease spread common in refugee camps? 8. What disease is spreading in temperate areas? |
|--|--|

Extended Writing Question: How does climate change contribute to the emergence of new health threats globally?

Geography: Half Term 5 - Week 3

Geography: Week 3 Knowledge Organiser: Changing global trends

Key Example Trends

- **Chikungunya Virus**

Transmission: Through mosquito bites

Symptoms: High fever, severe joint pain (can last for weeks or months), muscle pain, rash, headache, nausea, and fatigue.

Spread: First identified in **Tanzania (Africa) in 1952**. Historically limited to **Africa and Asia**, with sporadic outbreaks.

Spread across the **Indian Ocean islands (2005–2006)**, reaching **India, Sri Lanka, and Southeast Asia**.

Now found in 101 countries, emerging in regions like southern Europe and the United States due to expanding mosquito habitats.

- **Heat-Related Illnesses:**

Rising global temperatures lead to more cases of;

Heat Exhaustion: Dizziness, weakness, heavy sweating, nausea, and headache.

Heat Stroke (most severe): A medical emergency where body temperature rises above 40°C (104°F), leading to confusion, organ failure, and even death.

Spread: Rising temperatures threaten small islands like **Kiribati in the Pacific Ocean**

Deadly heatwaves in France, Spain, and Italy, with thousands of deaths recorded in recent years.

South Asia (India, Pakistan, Bangladesh): Repeated deadly heatwaves, often exceeding 50°C (122°F).

Future Concerns

Without mitigation, diseases that were once geographically isolated may become global threats. Addressing climate change is critical to controlling this shifting disease landscape.

Geography: Week 3 Questions

- | | |
|--|---|
| 1. How is the Chikungunya Virus spread? | 5. What is heat exhaustion? |
| 2. Where was the Chikungunya Virus first identified? | 6. Where is Kiribati? |
| 3. How many countries is the Chikungunya Virus now found in? | 7. What have happened in France, Spain and Italy in recent years? |
| 4. What has caused the spread of the Chikungunya Virus? | 8. What temperatures have been reached in heatwaves in India? |

Extended Writing Question: Explain how the global spread of heat-related diseases may be controlled?

Geography: Half Term 5 - Week 4

Geography: Week 4 Knowledge Organiser: What is healthcare access in the Pacific Islands like?

The Pacific Islands, a vast region consisting of over 20,000 islands across the Pacific Ocean, face unique challenges in healthcare due to their geography. The region includes countries like Fiji, Samoa and Papua New Guinea, each with its own challenges shaped by isolation, small populations, and limited infrastructure.

Key challenges

1. Remoteness and Isolation:

- Many islands are scattered across vast distances, often hundreds or thousands of kilometers apart.
- Access to healthcare facilities often requires long boat rides or expensive air travel.

2. Infrastructure Challenges:

- Main islands typically have better healthcare facilities, such as hospitals and specialist clinics, while smaller islands rely on basic health posts or community health workers.
- Transportation between islands is inconsistent and heavily influenced by weather conditions.

3. Limited Health Workforce:

- A severe shortage of healthcare professionals exists, particularly specialists. Many islands rely on visiting doctors or telemedicine services.

4. High Costs of Healthcare Delivery:

- Importing medical supplies and equipment is expensive.
- Patients often need to travel to larger islands or even other countries for specialised treatments, which adds significant financial strain.

5. Vulnerability to Natural Disasters:

- Frequent cyclones and rising sea levels disrupt healthcare services and damage infrastructure.

Geography: Week 4 Questions

- | | |
|---|---|
| 1. How many islands are there in the Pacific Ocean? | 5. What type of healthcare is found on smaller islands? |
| 2. Name two countries in the Pacific Islands. | 6. What is the main problem with the number of doctors? |
| 3. How do people travel between islands? | 7. Why is importing medical supplies expensive? |
| 4. What makes travel between the islands challenging? | 8. Where do patients go for specialised treatments? |

Extended Writing Question: How do natural disasters, like cyclones, affect healthcare in the Pacific Islands?

Geography: Half Term 5 - Week 5

Geography: Week 5 Knowledge Organiser: What is healthcare access in the Pacific Islands like? (Example Kiribati)

Example: Kiribati, an archipelago (a group of cluster of islands) of 33 atolls and reef islands, provides an example of geographic barriers to healthcare.

Kiribati is one of the most geographically dispersed countries in the world, stretching across **3.5 million square kilometers (1.35 million square miles)** of the **Pacific Ocean**. The country's **33 atolls and reef islands** are spread over a vast distance, roughly:

- **East to West:** About **4,000 km (2,485 miles)**
- **North to South:** About **2,000 km (1,243 miles)**
- **Distance:** The capital, South Tarawa, houses the country's main hospital - there is only one main hospital, **Tungaru Central Hospital** on South Tarawa, along with several smaller hospitals and clinics on outer islands, so smaller islands rely on basic health centers.
- **Transportation:** Travel between islands can take days by boat, making it difficult for patients with urgent needs. If patients have complex medical needs they would need to go to New Zealand for care, flights between Kiribati and New Zealand typically have layovers, often in **Fiji**, as there are no direct flights.
- **Climate Impact:** Rising sea levels and saltwater intrusion affect the availability of clean drinking water, leading to increased cases of diarrhea and other waterborne diseases.

Efforts to Address Challenges

1. **Telemedicine:** Many Pacific Island nations are adopting telehealth to bridge the gap between remote islands and urban centers with specialists.
2. **Regional Collaboration:** Countries like Australia and New Zealand provide medical evacuations, funding, and training for healthcare workers.

Geography: Week 5 Questions

- | | |
|---|---|
| 1. What is an archipelago? | 5. How do people travel between the islands? |
| 2. How many islands make up Kiribati? | 6. Where do people have to go if they have complex medical needs? |
| 3. Name the capital of Kiribati. | 7. What impact is climate change having on drinking water? |
| 4. How far across the Pacific does Kiribati spread? | 8. What diseases is this leading to an increase of? |

Extended Writing Question: Explain why healthcare is challenging in Kiribati.

French: Half Term Five - Week 1

French: Week 1 Knowledge Organiser:

time phrases	nouns - family members	verb	nouns - job titles	connectives + opinion starters	adjectives
			masculine policier (a) police officer infirmier (a) nurse coiffeur (a) hairdresser serveur (a) waiter vendeur (a) sales assistant acteur (an) actor patron (a) boss chef (a) chef mécanicien (a) mechanic	et and cependant however + masculine c'est it is il pense que c'est he thinks that it is he thinks that it is il trouve que c'est he finds that it is	
Maintenant, <i>Now,</i>	mon père my dad mon beau-père my step dad mon grand-père my granddad mon frère my brother mon demi-frère my half brother my step brother				génial great intéressant interesting passionnant exciting pratique practical facile easy différent different bien payé well paid
En ce moment, <i>At the moment,</i>		travaille comme works as	neutral (for both genders) médecin (a) doctor professeur (a) teacher artiste (an) artist		horrible horrible affreux awful stressant stressful difficile difficult
Actuellement, <i>Currently,</i>	ma mère my mum ma belle-mère my step mum ma grand-mère my grandmother ma sœur my sister ma demi-sœur my half sister my step sister ma tante my aunt		feminine policière (a) police officer infirmière (a) nurse coiffeuse (a) hairdresser serveuse (a) waitress vendeuse (a) sales assistant actrice (an) actress patronne (a) boss cheffe (a) chef mécanicienne (a) mechanic	feminine c'est it is elle pense que c'est she thinks that it is she thinks that it is elle trouve que c'est she finds that it is	nul rubbish ennuyeux boring fatigant tiring

French: Week 1 Questions

Translate in English:

- Maintenant mon père travaille comme infirmier.
- Actuellement, ma belle-mère travaille comme actrice.
- Et il pense que c'est génial.
- Cependant, elle pense que c'est fatigant.

Translate in French:

- At the moment, my uncle works as a mechanic.
- He thinks that it is easy.
- My sister works as a nurse.
- She thinks that it is well paid.

Extended Writing Question: Parle-moi du travail de ta famille.

Use your sentence builder to help you answer the following question **IN FRENCH**:
Tell me about your family's work/jobs

French: Half Term Five - Week 2

French: Week 2 Knowledge Organiser:

time phrases	nouns - family members	verb	nouns - job titles	connectives + opinion starters	adjectives
			masculine policier (a) police officer infirmier (a) nurse coiffeur (a) hairdresser serveur (a) waiter vendeur (a) sales assistant acteur (an) actor patron (a) boss chef (a) chef mécanicien (a) mechanic	et and cependant however + masculine c'est it is il pense que c'est he thinks that it is il trouve que c'est he finds that it is	
Maintenant, <i>Now,</i>	mon père my dad mon beau-père my step dad mon grand-père my grandad mon frère my brother mon demi-frère my half brother my step brother mon oncle my uncle	travaille comme works as	neutral (for both genders) médecin (a) doctor professeur (a) teacher artiste (an) artist		génial great intéressant interesting passionnant exciting pratique practical facile easy différent different bien payé well paid
En ce moment, <i>At the moment,</i>					horrible horrible affreux awful
Actuellement, <i>Currently,</i>	ma mère my mum ma belle-mère my step mum ma grand-mère my grandmother ma sœur my sister ma demi-sœur my half sister my step sister ma tante my aunt		feminine policière (a) police officer infirmière (a) nurse coiffeuse (a) hairdresser serveuse (a) waitress vendeuse (a) sales assistant actrice (an) actress patronne (a) boss cheffe (a) chef mécanicienne (a) mechanic	feminine c'est it is elle pense que c'est she thinks that it is elle trouve que c'est she finds that it is	stressant stressful difficile difficult nul rubbish ennuyeux boring fatigant tiring

French: Week 2 Questions

Translate in English:

1. Actuellement, mon frère travaille comme serveur.
2. Cependant, il pense que c'est passionnant.
3. Ma tante travaille comme cheffe.
4. Mais elle trouve que c'est difficile.

Translate in French:

5. My step-mum works as a hairdresser.
6. However, my uncle works as a chef.
7. But he finds it rubbish.
8. She thinks that it is horrible.

Extended Writing Question: **Quel travail font tes parents?**

Use your sentence builder to help you answer the following question **IN FRENCH:**
What work/jobs do your parents do?

French: Half Term Five - Week 3

French: Week 3 Knowledge Organiser:

time phrase	verbs	infinitive verbs	nouns	connectives + opinion starters	adjectives
À l'avenir, <i>In the future,</i> Dans le futur, <i>In the future,</i> Un jour, <i>One day,</i> Quand je serai plus âgé(e), <i>When I'm older,</i>	je voudrais <i>I would like</i>	travailler comme <i>to work as</i>	policier/ère <i>(a) police officer</i> acteur/trice <i>(an) actor/actress</i> mécanicien/ne <i>(a) mechanic</i> médecin <i>(a) doctor</i> professeur <i>(a) teacher</i> artiste <i>(an) artist</i>	et <i>and</i> cependant <i>however</i> 	

French: Week 3 Questions

Translate in English:

1. À l'avenir, je voudrais travailler dans une entreprise.
2. Dans le futur, j'ai l'intention de travailler avec les animaux.
3. Je trouve que c'est stressant et fatigant. *(et = and)*
4. Je pense que c'est intéressant mais difficile. *(mais = but)*

Translate in French:

5. When I'm older, I am going to work with the public.
6. In the future, I would like to work as a mechanic.
7. However, I think that it is exciting.
8. And I find it is different and practical. *(et = and)*

Extended Writing Question:

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

Qu'est-ce que tu voudrais faire comme métier à l'avenir?

What would you like to do as a career in the future?

French: Half Term Five - Week 4

French: Week 4 Knowledge Organiser:

time phrase	verbs	infinitive verbs	nouns	connectives + opinion starters	adjectives
À l'avenir, <i>In the future,</i> Dans le futur, <i>In the future,</i> Un jour, <i>One day,</i> Quand je serai plus âgé(e), <i>When I'm older,</i>	je voudrais <i>I would like</i>	travailler comme <i>to work as</i>	policier/ère <i>(a) police officer</i>	et cependant <i>and however</i> 	

French: Week 4 Questions

Translate in English:

1. Quand je serai plus âgé(e), je veux travailler comme médecin.
2. Un jour, j'espère travailler dans un commissariat.
3. Je trouve que c'est pratique et très bien payé. (*et = and; très = very*)
4. Je pense que c'est affreux, nul mais facile. (*mais = but*)

Translate in French:

5. And I think it is horrible and rubbish. (*et = and*)
6. In the future, I would like to work as an artist.
7. One day, I am going to work with children.
8. However, I find that it is well paid but stressful. (*mais = but*)

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

Qu'est-ce que tu voudrais faire comme métier à l'avenir?

What would you like to do as a career in the future?

French: Half Term Five - Week 5

French: Week 5 Knowledge Organiser:

**We are working with both HT5 sentence builders.
To complete this week's homework, go back and
use sentence builders from week 1 and week 3.**

History: Half Term 5 - Week 1

History: Week 1 Knowledge Organiser: The Creation of Israel	
<p>Key Words</p> <p>Zionists - Those who campaigned to return to Jerusalem</p> <p>Holy Land - land with religious importance</p> <p>Resolution - decision that causes change</p> <p>Partition - dividing up</p>	<p>Key Dates</p> <p>From about 1500 BC Jewish people lived in the land of Palestine</p> <p>The Jews see this area as the Promised land - area given to them by God</p> <p>Arabs occupied this area from 640 AD and most were Muslims - this also became their Holy land</p> <p>The Ottoman Empire (Turks) then conquered the land and forced the Arabs to do as they said</p> <p>14th May 1948 - David Ben-Gurion announced the state of Israel and became its first leader</p>
<p>Key Facts</p> <p>The British were given the task of sorting out the problem and coming up with a solution which would keep both Jews and Arabs happy.</p> <p>Both sides believed the land belonged to them and were prepared to use violence to get what they wanted.</p> <p>After WW2 the Jews were supported by the USA in their quest for a country of their own</p> <p>The British asked the United Nations to sort the problem. In May 1947 the UN set up a special committee to look into the Palestine situation. UNSCOP was set up to gather evidence, listen to both sides and find a solution. The Arabs refused to cooperate but the Jews sent representatives</p> <p>UN Resolution 181 decided to divide Palestine between the Palestinians and the Jews</p> <p>No one was happy with this partition and there have been significant wars within the period 1948- 2000:-</p> <p>1948-9 war</p> <p>Suez crisis (this will be studied later)</p> <p>6 Day war</p> <p>Yom Kippur war</p> <p>As a consequence 200,000 people have died and 700,000 Palestinians have become refugees living in camps in Gaza, West Bank and Golan Heights</p>	
History: Week 1 Questions	
<ol style="list-style-type: none"> Who wanted a return to Jerusalem? Who was given the task of sorting out the problem? Who did Britain ask to help solve the problem? What was the Resolution they came up with? 	<ol style="list-style-type: none"> When was the state of Israel announced? Who was the first leader of Israel? How many people have died? Where are the refugees living?
<p>Extended Writing Question:</p> <p>Why were people unhappy with the solution?</p>	

History: Half Term 5 - Week 2

History: Week 2 Knowledge Organiser: The Korean War

Key Dates

It was divided along the 38th parallel in 1945

On 25th June 1950 75,000 North Koreans invaded the South.

Key Information

The USA looked after the South and the USSR the North

In the South the USA set up a capitalist government led by Rhee. While in the North a communist government ruled led by Kim Il Sung

On 25th June 1950 75,000 North Koreans invaded the South. They wanted to unite Korea under the communist leadership of Kim Il Sung. The USA wanted to stop communism spreading but they did not want to annoy China- so they used their influence to get the UN involved.

The UN gathered a force from 21 countries but 96% of the troops were from the USA

They landed at Inchon cutting the North from its supply routes and successfully pushed them back across the 38th parallel. However the Us general MacArthur without permission from Truman decided to invade the North -

Initially he was successful in reaching the Chinese border which worried the Chinese leader Mao who joined the war on the side of the North. The USA did not want a war against China , a potential ally of the USSR - so they retreated

A two year battle followed - Truman blamed MacArthur. 2.5 m people died and there was no change to the situation in June 1950

History: Week 2 Questions

- | | |
|---|---|
| 1. When was Korea divided? | 5. How many countries provided a force to stop this invasion? |
| 2. Where was Korea divided? | 6. Who decided to invade the North without permission? |
| 3. What type of government was set up in the North? | 7. How far did his force get? |
| 4. When did the North invade the South? | 8. What happened to Korea at the end of the war? |

Extended Writing Question:

As no territory was gained was the Korean war pointless?

History: Half Term 5 - Week 3

History: Week 3 Knowledge Organiser: The Suez Crisis

Egypt

Leader :- Gamel Abdul Nasser

He wanted to modernise Egypt and make it stronger

To do this he wanted to build a dam across the River Nile called the Aswan Dam

GB agreed to help him finance it and take their troops away from the canal

Nasser then nationalised the canal meaning GB lost money . Nasser also shut the Straits of Tiran to Israel

Nasser got Soviet weapons via the Czechs to protect themselves and The USA were supplying the Israelis with weapons. This brought the Cold War to the Middle East

Britain, France and Israel

They were determined to regain control of the Suez Canal. So they met in Paris to make a plan to regain control of Suez canal

In October 1956 Israel invaded as planned and Britain and France ordered a ceasefire - Egypt refused so Britain and France began bombing

Egypt turned to the Soviet Union for support - war looked likely

The Arab states now produced a new weapon - oil. They threatened to stop selling oil to the West. The USA needed that oil so they forced Britain and France to accept the UN ceasefire. The UN sent a force to monitor peace around the canal

History: Week 3 Questions

1. Who was the leader of Egypt?
2. What did he want to do for Egypt?
3. Where did he want to build a dam?
4. Why did Britain stop giving Egypt money?

5. What did Britain, France and Israel want?
6. Where did these three countries meet?
7. When did Israel invade ?
8. What was the new weapon used by the Arab states?

Extended Writing Question:

Who was most to blame for this crisis? Why?

History: Half Term 5 - Week 4

History: Week 4 Knowledge Organiser: The Space Race

Key Dates

October 1957 – Soviet satellite Sputnik becomes the first manmade object in space.

November 1957 – Soviets sent a dog into space

October 1959 – Soviet satellite take pictures of the others side of the moon

April 1961 – Soviet Yuri Gagarin became the first man in space

February 1962 - John Glenn becomes the first American in space

June 1963 – Valentina Tereshkova first woman in space (soviet)

March 1965 – Soviet cosmonaut Leonov – first man to walk outside a spaceship in space

February 1966 – a soviet unmanned spaceship Luna IX was the first ever soft landing on the moon

January 1967 – three American astronauts were killed testing the new Apollo space ship

20th April 1969 – American Apollo 11 put two men on the moon

Key Facts

The Soviets had been the first to get a man into Space which means the USA had to be the first to get a man to the moon or the Soviets would have won the Space race. This would be unthinkable for the Americans
NASA (American Space programme) couldn't make it to the moon, and they knew it! In the late 1950s a study on astronauts landing on the moon found that the chance of success was 0.0017 percent. In other words, it was hopeless. As late as 1967 3 astronauts died in a horrendous fire on the launch pad without even taking off. It was well known that NASA was badly managed and had poor quality control. Yet by 1969 they suddenly put men on the moon. And got them back again with complete success! It's just against all common sense and statistical odds. Neil Armstrong and Buzz Aldrin were the first men to walk on the moon

History: Week 4 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What was the name of the Soviet satellite sent into space in 1957? 2. What was sent into space in November 1957? 3. Who was the first man in space? 4. Who was the first American in Space? | <ol style="list-style-type: none"> 5. What was the name of the American space organisation? 6. When did America put a man on the moon? 7. Who was the first man on the moon? 8. Why was this a surprise? |
|---|--|

Extended Writing Question: Who won the Space Race ? Why?

History: Half Term 5 - Week 5

History: Week 5 Knowledge Organiser: Changes in Youth Culture

Key information

The UK was still suffering from the impact of war in the 1940s and 50s - bomb damage and rationing were everywhere

Young people were just mini versions of adults - they wore the same clothes, listened to the same music, followed the same routines. They went to church on Sundays and visited relatives

There was only one TV channel so they watched the same programmes and the radio was also shared. The term teenager did not exist

Things then changed in the late 1950s because there was more money around. This saw the development of teenage culture

The first teenage group were the **Teddy Boys**

They wore long jackets and pointed toed shoes called winklepickers. They gained a reputation for trouble and violence but they were just rebellious. They listened to american rock and roll.

The 1960s saw development of two other gangs - **The Mods and the Rockers**

They were identifiable by their clothes and tastes in music

The Mods centred on fashion and music. They rode scooters. They wore suits and listened to soul, rhythm and blues, ska.

The Rockers were centred on motorbikes. They wore leather jackets and boots. They listened rock and roll

History: Week 5 Questions

- | | |
|--|--|
| 1. What problems were there still in England in the 1940s? | 5. What did this first gang wear ? |
| 2. How were children seen in the 1940s? | 6. What type of music did they listen to? |
| 3. What made things change in the 1950s? (what was there more of?) | 7. Which group listened to soul and wore suits? |
| 4. Who was the first teenage group? | 8. Which group listened to rock and roll and wore leather jackets? |

Extended Writing Question:

Explain why the idea of teenagers developed

Spanish: Half Term 5 - Week 1

Spanish: Week 1 Knowledge Organiser: Jobs

Time phrases	Nouns - Family Members	Verb	Nouns - Job	Connectives	Opinion	Adjectives
Ahora, <i>Now,</i> En este momento, <i>At the moment,</i> Actualmente, <i>Currently,</i>	mi padre <i>my dad</i> mi padrastro <i>my stepdad</i> mi abuelo <i>my granddad</i> mi hermano <i>my brother</i> mi hermanastro <i>my step brother</i> mi tío <i>my uncle</i>	trabaja como works as es is	policía <i>police</i> enfermero <i>(a) nurse</i> peluquero <i>(a) hairdresser</i> camarero <i>(a) waiter</i> cocinero <i>(a) chef</i> mecánico <i>(a) mechanic</i> fontanero <i>(a) plumber</i> médico <i>(a) doctor</i> abogado <i>(a) lawyer</i> profesor <i>(a) teacher</i> dependiente <i>(a) shop assistant</i> actor <i>(an) actor</i>	y <i>and</i> sin embargo <i>however</i> pero <i>but</i>	es <i>it is</i> piensa que <i>she/he thinks that it is</i> lo encuentra <i>she/he finds it</i>	génial <i>great</i> interesante <i>interesting</i> emocionante <i>exciting</i> práctico <i>practical</i> fácil <i>easy</i> diferente <i>different</i> bien pagado <i>well paid</i> horrible <i>horrible</i> terrible <i>terrible</i> estresante <i>stressful</i> difícil <i>difficult</i> un rollo <i>rubbish</i> aburrido <i>boring</i> agotado <i>tiring</i> exigente <i>demanding</i>
	mi madre <i>my mum</i> mi madrastra <i>my stepmum</i> mi abuela <i>my grandmother</i> mi hermana <i>my sister</i> mi hermanastra <i>my step sister</i> mi tía <i>my aunt</i>	trabaja como works as es is	policía <i>police</i> enfermera <i>(a) nurse</i> peluquera <i>(a) hairdresser</i> camarera <i>(a) waitress</i> cocinera <i>(a) chef</i> mecánica <i>(a) mechanic</i> fontanera <i>(a) plumber</i> médica <i>(a) doctor</i> abogada <i>(a) lawyer</i> profesora <i>(a) teacher</i> dependiente <i>(a) sales assistant</i> actriz <i>(an) actress</i>			

Spanish: Week 1 Questions

Translate into English:

- Q1. Ahora mi padre es camarero
Q2. sin embargo piensa que es genial
Q3. En este momento mi madre trabaja como abogada
Q4. Actualmente mi hermano es cocinero

Translate into Spanish:

- Q5. ... and it is demanding
Q6. but she finds it interesting
Q7. Now my sister works as a doctor
Q8. however she thinks that it is rubbish

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:
Describe what 3 members of the family do as a job and why

Spanish: Half Term 5 - Week 2

Spanish: Week 2 Knowledge Organiser: Jobs

Time phrases	Nouns - Family Members	Verb	Nouns - Job	Connective s	Opinion	Adjectives
Ahora, <i>Now,</i> En este momento, <i>At the moment,</i> Actualmente, <i>Currently,</i>	mi padre <i>my dad</i> mi padrastro <i>my stepdad</i> mi abuelo <i>my grandad</i> mi hermano <i>my brother</i> mi hermanastro <i>my step brother</i> mi tío <i>my uncle</i>	trabaja como works as es is	policía <i>police</i> enfermero <i>(a) nurse</i> peluquero <i>(a) hairdresser</i> camarero <i>(a) waiter</i> cocinero <i>(a) chef</i> mecánico <i>(a) mechanic</i> fontanero <i>(a) plumber</i> médico <i>(a) doctor</i> abogado <i>(a) lawyer</i> profesor <i>(a) teacher</i> dependiente <i>(a) shop assistant</i> actor <i>(an) actor</i>	y <i>and</i> sin embargo <i>however</i> pero <i>but</i>	es <i>it is</i> piensa que que es <i>she/he thinks that it is</i> lo encuentra <i>she/he finds it</i>	génial <i>great</i> interesante <i>interesting</i> emocionante <i>exciting</i> práctico <i>practical</i> fácil <i>easy</i> diferente <i>different</i> bien pagado <i>well paid</i> horrible <i>horrible</i> terrible <i>terrible</i> estresante <i>stressful</i> difícil <i>difficult</i> un rollo <i>rubbish</i> aburrido <i>boring</i> agotado <i>tiring</i> exigente <i>demanding</i>
	mi madre <i>my mum</i> mi madrastra <i>my stepmum</i> mi abuela <i>my grandmother</i> mi hermana <i>my sister</i> mi hermanastra <i>my step sister</i> mi tía <i>my aunt</i>	trabaja como works as es is	policía <i>police</i> enfermera <i>(a) nurse</i> peluquera <i>(a) hairdresser</i> camarera <i>(a) waitress</i> cocinera <i>(a) chef</i> mecánica <i>(a) mechanic</i> fontanera <i>(a) plumber</i> médica <i>(a) doctor</i> abogada <i>(a) lawyer</i> profesora <i>(a) teacher</i> dependiente <i>(a) sales assistant</i> actriz <i>(an) actress</i>			

Spanish: Week 2 Questions

Translate in English:

- Q1. he thinks it's difficult
Q2. My auntie works as a mechanic
Q3. At the moment my grandmother is an actress
Q4. Currently my step mum is a hairdresser

Translate in Spanish:

- Q5. she finds it stressful
Q6. My mum works as a teacher
Q7. Now my dad is a plumber
Q8. and she thinks it is demanding

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH
Describe the job of three DIFFERENT family members

Spanish: Half Term 5 - Week 3

Spanish: Week 3 Knowledge Organiser: Jobs

Time phrases	Nouns - Family Members	Verb	Nouns - Job	Connective s	Opinion	Adjectives
Ahora, <i>Now,</i> En este momento, <i>At the moment,</i> Actualmente, <i>Currently,</i>	mi padre <i>my dad</i> mi padrastro <i>my stepdad</i> mi abuelo <i>my grandad</i> mi hermano <i>my brother</i> mi hermanastro <i>my step brother</i> mi tío <i>my uncle</i>	trabaja como works as es is	policia <i>police</i> enfermero <i>(a) nurse</i> peluquero <i>(a) hairdresser</i> camarero <i>(a) waiter</i> cocinero <i>(a) chef</i> mecanico <i>(a) mechanic</i> fontanero <i>(a) plumber</i> médico <i>(a) doctor</i> abogado <i>(a) lawyer</i> profesor <i>(a) teacher</i> dependiente <i>(a) shop assistant</i> actor <i>(an) actor</i>	y <i>and</i> sin embargo <i>however</i> pero <i>but</i>	es <i>it is</i> piensa que que es <i>she/he thinks that it is</i> lo encuentra <i>she/he finds it</i>	génial <i>great</i> interesante <i>interesting</i> emocionante <i>exciting</i> práctico <i>practical</i> fácil <i>easy</i> diferente <i>different</i> bien pagado <i>well paid</i> horrible <i>horrible</i> terrible <i>terrible</i> estresante <i>stressful</i> difícil <i>difficult</i> un rollo <i>rubbish</i> aburrido <i>boring</i> agotado <i>tiring</i> exigente <i>demanding</i>
	mi madre <i>my mum</i> mi madrastra <i>my stepmum</i> mi abuela <i>my grandmother</i> mi hermana <i>my sister</i> mi hermanastra <i>my step sister</i> mi tía <i>my aunt</i>	trabaja como works as es is	policia <i>police</i> enfermera <i>(a) nurse</i> peluquera <i>(a) hairdresser</i> camarera <i>(a) waitress</i> cocinera <i>(a) chef</i> mecanica <i>(a) mechanic</i> fontanera <i>(a) plumber</i> médica <i>(a) doctor</i> abogada <i>(a) lawyer</i> profesora <i>(a) teacher</i> dependiente <i>(a) sales assistant</i> actriz <i>(an) actress</i>			

Spanish: Week 3 Questions

Translate in English:

- Q1. Now my uncle is a lawyer
Q2. My step mum is a police officer
Q3. And she thinks that it is well paid
Q4. Currently my grandad is a nurse

Translate in Spanish:

- Q5. trabaja como abogada
Q6. lo encuentra práctico
1. Q7. mi padre es dependiente
2. Q8. Mi padrastro es actor y lo encuentro interesante.

Extended Writing Question:

(at least 4 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:

Write 2 masculine sentences and 2 feminine sentences

Spanish: Half Term 5 - Week 4

Spanish: Week 4 Knowledge Organiser:

time phrase	verbs	infinitive verbs	nouns	connectives	opinion starters	adjectives
En el futuro, <i>In the future,</i> Cuando sea mayor, <i>When I'm older,</i> Después del colegio, <i>After school</i>	me gustaría <i>I would like</i> quisiera <i>I would like</i> espero <i>I hope</i> quiero <i>I want</i> voy a <i>I am going</i>	trabajar como <i>to work as</i> ser <i>to be</i>	<p>policía <i>(a) police officer</i> enfermero <i>(a) nurse</i> peluquero <i>(a) hairdresser</i> camarero <i>(a) waiter</i> dependiente <i>(a) sales assistant</i> actor <i>(an) actor</i> cocinero <i>(a) chef</i> mecánico <i>(a) mechanic</i> fontanero <i>(a) plumber</i> médico <i>(a) doctor</i> profesor <i>(a) teacher</i> abogado <i>(a) lawyer</i> azafata <i>(an) air stewardess</i></p>	Y and sin embargo however aunque although	seria <i>it would be</i>	<p>genial <i>great</i> interesante <i>interesting</i> emocionante <i>exciting</i> práctico <i>practical</i> fácil <i>easy</i> diferente <i>different</i> bien pagado <i>well paid</i></p>
			<p>policía <i>(a) police officer</i> enfermera <i>(a) nurse</i> peluquera <i>(a) hairdresser</i> camarera <i>(a) waitress</i> dependiente <i>(a) sales assistant</i> actriz <i>(an) actress</i> cocinera <i>(a) chef</i> mecánica <i>(a) mechanic</i> fontanera <i>(a) plumber</i> médica <i>(a) doctor</i> profesora <i>(a) teacher</i> abogada <i>(a) lawyer</i> azafata <i>(an) air stewardess</i></p>			<p>horrible <i>horrible</i> terrible <i>terrible</i> estresante <i>stressful</i> difícil <i>difficult</i> un rollo <i>rubbish</i> aburrido <i>boring</i> agotado <i>tiring</i> exigente <i>demanding</i></p>

Spanish: Week 4 Questions

Translate in English:

- Q1. En el futuro me gustaría ser médico
Q2. Después del colegio espero ser azafata
Q3. sin embargo sería exigente
Q4. voy a trabajar como enfermera

Translate in Spanish:

- Q5. although it would be stressful
Q6. when I am older I would like to be a hairdresser
Q7. I want to work as a sales assistant
Q8. and it would be well paid.

Extended Writing Question:

(at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:
Write three sentences saying what you would like to do in the future - make it up!

Spanish: Half Term 5 - Week 5

Spanish: Week 5 Knowledge Organiser: Future Plans

time phrase	verbs	infinitive verbs	nouns	connectives	verb	adjectives
En el futuro, <i>In the future,</i> Cuando sea mayor, <i>When I'm older,</i> Después del colegio, <i>After school</i>	me gustaría <i>I would like</i> quisiera <i>I would like</i>	trabajar en <i>to work in</i>	una oficina <i>an office</i> una granja <i>a farm</i> una comisaría <i>a police station</i> una universidad <i>a university</i> una escuela primaria <i>a primary school</i> un hospital <i>a hospital</i> un colegio <i>a school</i>	y <i>and</i> sin embargo <i>however</i> aunque <i>although</i>	sería <i>it would be</i>	genial <i>great</i> interesante <i>interesting</i> emocionante <i>exciting</i> practico <i>practical</i> fácil <i>easy</i> diferente <i>different</i> bien pagado <i>well paid</i>
	espero <i>I hope</i> quiero <i>I want</i> voy a <i>I am going</i>	trabajar con <i>to work with</i>	los niños <i>children</i> los animales <i>animals</i> los demás <i>others</i> los alumnos <i>pupils</i> los estudiantes <i>students</i> los clientes <i>customers</i> el público <i>the public</i>		serían <i>they would be</i>	horrible <i>horrible</i> terrible <i>terrible</i> estresante <i>stressful</i> difícil <i>difficult</i> un rollo <i>rubbish</i> aburrido <i>boring</i> agotado <i>tiring</i> exigente <i>demanding</i>

Spanish: Week 5 Questions

Translate in English:

- Q1. aunque sería genial
 Q2. Después del colegio me gustaría trabajar en una universidad
 Q3. Voy a trabajar con los clientes
 Q4. quisiera trabajar en un hospital

Translate in Spanish:

- Q5. and it would be demanding
 Q6. although it would be stressful
 Q7. I am going to work in a primary school
 Q8. I hope to work with others

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN SPANISH:

¿Dónde te gustaría trabajar? Where would you like to work and why?

