

*Care to Learn  
Learn to Care*



Name:

Tutor:

Half Term 1 2025-26

**Spanish  
Geography**

*Knowledge Organiser*

**History**

**Health  
Sciences**

**9**

**Psychology**

**Childcare**

**French**

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## Book Pride

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

### **Health Sciences: Week 2 Knowledge Organiser: Introduction to Subject, Human Lifespan**

Year 9 Foundation Lessons: Will introduce you to many aspects of health and social care to enable you to better understand the two subjects and be able to make an informed decision on your option subjects for year 10/11.

**Health and Social Care is about understanding how we grow and develop across the whole of our human lifespan.** We explore a range of healthcare conditions and social care needs and consider how the different healthcare and social services available can help meet individuals' needs as well as the common barriers to access and obstacles to care. You will learn about physical, lifestyle, social, cultural, economic and environmental factors affecting health and wellbeing and how to make recommendations for improvement using a person-centred approach.

**Introduction to Btec Tech Award qualification** - This is the name of the qualification that you can do in Health & Social Care in year 10 and 11. It is a L1/2 qualification equal to a GCSE but involves completing 3 components, 2 of which are internally assessed (like coursework) and one which is externally assessed (Exam). Final grades are decided at the end of year 11 when all the points are added up from your 3 components, these grades range from L1Pass (the lowest grade equivalent to about a 1 at GCSE) up to a L2 Distinction\* (the highest grade equivalent to about a 9 at GCSE).

**Human Lifespan** - how people grow and develop over the course of their life. Understanding what the difference is between growth and development:

- Growth = Change in body size eg height and weight
- Development = Involves gaining new skills and abilities eg riding a bike

#### **HSC Life Stages**

Infancy (0 – 2 years), Early childhood (3 – 8 years), Adolescence (9 – 18 years), Early adulthood (19 – 45 years), Middle adulthood (46 – 65 years)  
Later adulthood (65+ years)

### **Health Sciences: Week 2 Questions**

- |                                                                                                      |                                               |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1. Give one example of what you learn about in health & social care?                                 | 5. What is the highest grade you can achieve? |
| 2. What is the name of the qualification you would complete if you choose these subjects in year 10? | 6. What do we mean by growth?                 |
| 3. How many components would you have to complete in this qualification?                             | 7. What does development refer to?            |
| 4. How many components are internally assessed?                                                      | 8. Which lifestage are you currently in?      |

**Extended Writing Question:** Explain in your own words what health and social care is all about?

## Health Sciences: Half Term 1 - Week 3

| Health Sciences: Week 3 Knowledge Organiser: PIES / What is Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Health &amp; Social Care PIES</b><br/>Understanding that throughout each life stage we develop different skills and abilities.</p> <p><b>PIES</b></p> <ol style="list-style-type: none"> <li>1. <b>Physical development</b> – Physical growth and physiological change eg gross and fine motor skills, puberty, menopause, loss of mobility in later adulthood</li> <li>2. <b>Intellectual development</b> – Developing thinking and language skills and common activities that promote learning and development e.g. problem solving, abstract and creative thinking, memory development and loss.</li> <li>3. <b>Emotional development</b> – Developing feelings about self and other eg bonding and attachment, independence, self-esteem, self-image, security, contentment</li> <li>4. <b>Social development</b> – How we interact with others, socialisation e.g. forming relationships with others.</li> </ol> | <p><b>What is growth?</b><br/>Physical growth refers to the increases in height and weight and other body changes that happen as our bodies mature. Hair grows; teeth come in, come out, and come in again; and eventually puberty hits. It's all part of the growth process.<br/>Milestones are things most children can do by a certain age. A stage or event in a process.</p> <p><b>Growth in Children</b> - Physical growth is especially rapid during the first 2 years. An infant's birth weight generally doubles by 6 months and triples by the infant's first birthday.</p> <p><b>Growth in Adolescence</b> - A period of significant growth and development. The most notable physical change is the pubertal growth spurt, where individuals experience rapid increases in height and weight, but also in body shape.</p> <p><b>Growth in Adulthood</b> - By about the age of 18 most individuals will have reached their full adult height. In early adulthood we are at our peak physical strength.<br/>By later adulthood we will notice physical changes such as a decline in muscle mass, changes in skin and hair, decreased bone density, and even the appearance of losing height.</p> |
| Health Sciences: Week 3 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ol style="list-style-type: none"> <li>1. What is the name of the qualification you would complete if you choose these subjects in year 10?</li> <li>2. What does development refer to?</li> <li>3. Which of the PIES is to do with our brain and language development?</li> <li>4. How we interact with others is linked to which of the PIES</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ol style="list-style-type: none"> <li>5. Physical growth refers to what two measurements?</li> <li>6. What is a milestone?</li> <li>7. Give an example of growth that happens in adolescence?</li> <li>8. At what age do we reach full physical height?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Extended Writing Question:</b> Explain why understanding growth and development is so important ?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Health Sciences: Half Term 1 - Week 4

| Health Sciences: Week 4 Knowledge Organiser: How growth is measured / Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>It is essential for doctors and health care professionals, such as health visitors, to measure a child's growth. This helps them to make sure that the child is developing well. This will help to identify any possible signs of ill health or disability.</p> <p><b><u>How to weight a baby</u></b></p> <p>Lay your baby on their back or sit your baby on the scales, make sure they are not holding anything as this will affect their weight. Remove their clothes and nappy; this can also affect their weight. Make a note of the weight and log it on the centile chart or in their little red log book. Never leave the baby on the scales alone even a newborn baby can roll and fall.</p> <p><b><u>How to measure a baby's head circumference</u></b></p> <p>The measurement should be taken with a tape that can not be stretched but is flexible. Place the tape snugly around the widest possible part of the head across the forehead and write down the measurement in centimetres and log it on the centile chart or in their little red log book.</p> | <p><b><u>Developmental milestones</u></b></p> <p>Milestones are different skills and abilities a child will learn by a certain age. Young Children's development is usually measured by early years professionals (such as health visitors, nursery staff and childminders). They might observe children's development by observing them. They will then use development milestones, such as the department for education's version, to see whether children's development is progressing as they would expect.</p> <p><b><u>Some of the People who use milestones</u></b></p> <p>Nursery staff / Parents and carers / Doctors / Speech and language therapists / Health Visitors</p> <p><b><u>Examples of development milestones:</u></b></p> <ul style="list-style-type: none"> <li>• Physical development (use of big and small muscles to complete activities)</li> <li>• Cognitive and intellectual (thinking and solving problems)</li> <li>• Communication and language (ability to talk)</li> <li>• Emotional development (managing feelings)</li> <li>• Social development (interacting with others)</li> </ul> |
| Health Sciences: Week 4 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"> <li>1. Explain what growth is ?</li> <li>2. What will monitoring growth help health professionals identify?</li> <li>3. Describe what circumference is in relation to measuring a child ?</li> <li>4. What is the name of the chart you log their weight in?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>5. Babbling is what area of development ?</li> <li>6. Developing the ability to understand feelings is known as ?</li> <li>7. What is cognitive and intellectual development ?</li> <li>8. Name three professionals who use developmental milestones.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Extended Writing Question:</b> Explain how health professionals monitor whether a child is growing and developing normally.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## **Health Sciences: Half Term 1 - Week 5**

### **Health Sciences: Week 5 Knowledge Organiser: Individuals with specific needs**

#### **People with specific needs**

- 1) Physical/Mental health - Eg having a chronic illness such as Parkinson's Disease or Schizophrenia, which impacts on your daily life and routines.
- 2) Physical Disability - Eg a loss of a limb or an illness such as cerebral palsy which means you need to use a wheelchair.
- 3) Sensory Disability - Eg having a sight or hearing impairment (total or partial loss).
- 4) Learning Disability - Eg having a reduced intellectual ability and difficulty with everyday tasks.
- 5) Age Related needs - Eg in infancy/early childhood needing support because they are too young to do things for themselves, such as bathing, eating, getting dressed . In later adulthood needing support due to deterioration in health, mobility, and cognitive functioning.

#### **Child development : Week 5 Questions**

- |                                                                        |                                                                                              |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. What significant growth happens in adolescence?                     | 5. What are sensory disabilities?                                                            |
| 2. What does development refer to?                                     | 6. Someone with a reduced intellectual ability is classed as having what type of disability? |
| 3. Give an example of who might have a physical or mental health need? | 7. Give an example of an age related need for a young child?                                 |
| 4. What support might someone need who has a physical disability?      | 8. Why might someone in later adulthood need specific support?                               |

**Extended Writing Question:** Why is it important to recognise different individuals' specific needs?

## Health Sciences: Half Term 1 - Week 6

| Health Sciences: Week 6 Knowledge Organiser: Children with special education needs / Life Events                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b><u>Children with specific needs</u></b></p> <p>A special needs child is a youth who has been determined to require special attention and specific necessities that other children do not. Offering benefits and support for the child's well-being and growth.</p> <p>Some special needs children might have :</p> <ul style="list-style-type: none"> <li>• Speech, language and communication needs</li> <li>• Behavioural, emotional and social difficulties</li> <li>• Autistic spectrum conditions</li> <li>• Specific learning difficulties, such as dyslexia and Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Moderate learning difficulties</li> <li>• Profound and multiple learning difficulties</li> <li>• Multi-sensory impairment</li> </ul> | <p><b><u>Life Changing Events</u></b></p> <p>A life event is an important change that happens at different stages of our lives which can have a significant impact on us</p> <p><b>Types of Life Events:</b></p> <ul style="list-style-type: none"> <li>- Expected: those life events that we all expect or can predict that someone will go through eg Parenthood, Marriage, Starting a new school, Moving house</li> <li>- Unexpected: those life events that we don't expect to happen to us (cannot predict) eg Redundancy, Accident/Chronic Illness, Imprisonment, Divorce</li> </ul> <p><b><u>How life events impact on our PIES.</u></b></p> <p><b>Physically</b> - Affecting our lifestyle choices for diet, exercise, substance use which affects our bodies, lack of sleep, change in body shape.</p> <p><b>Intellectually</b> - Affecting concentration and focus which can affect our education and work, learning new skills.</p> <p><b>Emotionally</b> - Affecting our self-esteem and self-image, causing stress, anxiety or depression.</p> <p><b>Socially</b> - Affecting our social activity, relationships with others, could cause isolation or increased socialisation.</p> |
| Health Sciences: Week 6 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ol style="list-style-type: none"> <li>1. Name two sensory needs a child might have ?</li> <li>2. What does ADHD stand for ?</li> <li>3. Which condition is on a spectrum ?</li> <li>4. Behavioural needs can include what difficulties ?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"> <li>5. Give an example of an expected life event?</li> <li>6. Give an example of an unexpected life event?</li> <li>7. Give an example of how a life event would impact on us physically?</li> <li>8. Give an example of how a life event would impact on us Socially?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Extended Writing Question:</b> Describe what a multi sensory impairment is ?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Health Sciences: Half Term 1 - Week 7

| Health Sciences: Week 7 Knowledge Organiser: Types of Care Settings / Specific Jobs in HSC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b><u>Types of Care Settings</u></b></p> <p>There are many different services and places to go to receive care and support in the health and social care sector. It is important to make sure you understand which ones to use, for example going to the GP for general health issues rather than going to the emergency department at a hospital.</p> <ul style="list-style-type: none"> <li>• At Home - for anyone</li> <li>• Residential Care Settings - for anyone who is unable to look after themselves (including children's homes)</li> <li>• GP Surgery - For general health issues</li> <li>• Health Centres - For a range of services in the community.</li> <li>• Hospitals - For specialist treatment or diagnosis</li> <li>• Rehabilitation Settings - For supporting those to get better or adjust to living with a new condition.</li> <li>• Cottage Hospitals &amp; Nursing homes - for temporary or respite care.</li> </ul> <p>Care services/settings fall into two categories:</p> <ol style="list-style-type: none"> <li>1. Primary Care Setting- this is the first point of contact in the healthcare system such as your GP, dentist, optician, pharmacy</li> </ol> <p>Secondary - these are services you get referred to by a primary service. For example your GP might refer you to the physiotherapy department in a hospital for further diagnosis or treatment. Other secondary services include specialist departments like cardiology, fracture clinics, dieticians.</p> | <p><b><u>Types of Professionals and Jobs</u></b></p> <p><u>Skills and Qualities Needed</u></p> <p>A skills is an ability, something we can learn such as:</p> <ul style="list-style-type: none"> <li>- Problem Solving, Time Management, Effective Communication, Team Working</li> </ul> <p>Qualities are characteristics of who we are such as:</p> <ul style="list-style-type: none"> <li>- Honesty, Empathy, Patience, Caring</li> </ul> <p><u>Types of jobs:</u></p> <ol style="list-style-type: none"> <li>1. Primary Care professionals: eg GP, Paramedics, Dentist, Opticians</li> <li>2. Secondary Care Professionals: eg Hospital consultants, Physiotherapists, Dietitians</li> <li>3. Tertiary Care Professionals: eg Neurologist, Oncologist, Plastic Surgeon</li> <li>4. Other Jobs in the NHS: eg Call Handlers, Hospital Porters, Cleaners</li> </ol> |
| Child Development: Week 7 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ol style="list-style-type: none"> <li>1. Where would you go if you had a painful earache?</li> <li>2. Where would you go if you had severe breathing difficulties?</li> <li>3. Who might use a residential care setting?</li> <li>4. Give an example of a secondary care service?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>5. What is a skill?</li> <li>6. Give an example of a primary care professional?</li> <li>7. Physiotherapists are what type of professional?</li> <li>8. What does a call handler do?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Extended Writing Question:</b> Why is it important to know which service or care setting to use?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Health Sciences: Half Term 1 - Week 8

| Health Sciences: Week 8 Knowledge Organiser: Specific Jobs in Childcare / Youth Offending Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Different jobs in child care</b></p> <ul style="list-style-type: none"> <li>★ Working in nurseries and pre-schools.</li> <li>★ Playworker– working in an out of school club.</li> <li>★ Registered Childminder - looking after children in your own home.</li> <li>★ Hospital Play Specialist - uses play as a therapeutic tool to support children and young people in healthcare settings.</li> <li>★ Early years teacher - supports learning and development of children from 0 - 5 years.</li> <li>★ Teaching Assistant - supporting teachers in a classroom.</li> <li>★ Special educational needs coordinator - supports children with special educational needs and disabilities (SEND).</li> <li>★ Speech-language therapist - helps individuals of all ages with communication and swallowing difficulties.</li> <li>★ Paediatric nurse - specialises in healthcare of babies, children and young people.</li> <li>★ Child psychologist - specialises in child and adolescent mental health.</li> <li>★ Child Social worker - works with children and families to ensure their well-being and safety.</li> </ul> | <p><b>Youth Offending Team</b></p> <p>Who they are and what they do.</p> <ul style="list-style-type: none"> <li>- <b>professionals</b> such as social workers, police officers, probation officers, education welfare officers.</li> <li>- They support young people <b>under the age 18</b> who are either accused of or convicted of committing a crime:</li> <li>- <b>Reasons</b> young people commit crimes and social and family problems, substance misuse, truancy, social exclusion.</li> <li>- <b>Restorative justice</b> brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.</li> <li>- Alternative to Restorative Justice: <b>Reparation</b> (performing a number of hours of unpaid work) such as allotment painting, graffiti removal, environmental work.</li> </ul> |
| Health Sciences: Week 8 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ol style="list-style-type: none"> <li>1. How does a social worker support children ?</li> <li>2. What does a childminder do?</li> <li>3. Explain how a speech and language therapist works ?</li> <li>4. What does a paediatric nurse do ?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"> <li>5. Give an example of why a young person may commit a crime?</li> <li>6. What is restorative justice?</li> <li>7. If a young person does not want to participate in the restorative justice process what will they have to do instead?</li> <li>8. What is electronic monitoring?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Extended Writing Question:</b> Explain the importance of having specific jobs specialising in working with children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## **Psychology: Half Term 1 - Week 2**

### **Psychology: Week 2 Knowledge Organiser: Expectations and Routines**

**Psychology** - The scientific study of the mind and behaviour

**Approach** - A certain perspective that makes assumptions about human behaviour

Psychologists think about what's going on in your head. Why do you think, behave and feel the way you do? How does that affect your memory, the way you communicate and your ability to complete tasks? Psychology - the study of the mind and behaviour – tries to get to the bottom of questions like these. Psychology applies sound scientific methodology to understand why people act the way that they do. We can then use that knowledge and understanding to address real-world issues.

Psychology is everywhere Psychology is at work all around you in your everyday life. Did you know that the time of factory workers' tea breaks is all down to psychology? So too is the reason cash machines give you your card back before your money – and why celebrities are so regularly used in adverts. Psychologists inform how we investigate crimes, teach our children and support people with emotional, psychological, behavioural and neurological conditions.

Psychology is also at work on a much larger scale. Psychologists are playing a role in the fight against climate change and are involved in developing artificial intelligence.

### **Psychology: Week 2 Questions**

- |                                                |                                                          |
|------------------------------------------------|----------------------------------------------------------|
| 1. How do you spell the name of this subject?  | 5. Where is Psychology evidenced in the media?           |
| 2. Is Psychology classed as a science?         | 6. What is your school email?                            |
| 3. Which rooms are your Psychology lessons in? | 7. Where should you stand before entering the classroom? |
| 4. What is/are your teachers called?           | 8. What is SLANT?                                        |

**Extended Writing Question:** What do you think you will find difficult on this course? Why?

## Psychology: Half Term 1 - Week 3

### Psychology: Week 3 Knowledge Organiser: The biological approach & Operant conditioning

**The biological approach** - Behaviour is due to genetics, chemicals, and the central nervous system.

**Genes** - Inherited from biological parents

**Hormones** - Chemicals that travel in the blood to organs. They are produced by the endocrine system.

**Neurotransmitters** - Chemicals that travel between neurons. They are in the nervous system.

**Central nervous system (CNS)** - The brain and spinal cord

**Behavioural approach** - Behaviour is learned through interacting with the environment. Scientific approach to behaviour, looks at behaviours that can be observed. Uses animals to study behaviour.

**Operant conditioning Learning** through consequences.

**Reinforcement** – increases behaviour.

**Positive reinforcement** = get a reward for behaviour = behaviour repeated.

**Negative reinforcement** = avoid a negative consequence = behaviour is repeated.

**Punishment** = stops a behaviour.

Mental health disorders can be inherited via your genes, such as schizophrenia.

If your nervous system is damaged your behaviour may change, for example Phineas Gage's.

The amount of hormones in your body can influence your behaviour. Early research suggested that males have more testosterone, which is associated with higher levels of aggression.

The Behaviourist approach believes that our behaviour is shaped through our environment. Behaviourism splits into classical conditioning, operant conditioning and social learning theory. Examples of where operant conditioning is used: in education, in dog training, in the Criminal Justice System.

### Psychology: Week 3 Questions

- |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                             |
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| <ol style="list-style-type: none"> <li>1. What are genes?</li> <li>2. What is genetics?</li> <li>3. What is a nervous system?</li> <li>4. What are the main components of our nervous systems?</li> </ol> | <ol style="list-style-type: none"> <li>5. What is an endocrine system?</li> <li>6. Can you name one hormone?</li> <li>7. What is operant conditioning?</li> <li>8. Which type of operant conditioning is this? 'Rae receives £10 each time she tidies her room'.</li> </ol> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Extended Writing Question:** Explain where operant conditioning is used.

## **Psychology: Half Term 1 - Week 4**

### **Psychology: Week 4 Knowledge Organiser:** Classical conditioning, Social learning theory & the Cognitive approach

**Behavioural approach** - Behaviour is learned through interacting with the environment. Scientific approach to behaviour, looks at behaviours that can be observed. Uses animals to study behaviour.

**Classical conditioning** - Learning through association

**Association** – to link two things together.

**Social learning theory** - Learning through observation of others.

**Vicarious reinforcement** - Learners observe role models receiving either positive or negative reinforcement.

**Role model** - Someone that you are likely to imitate e.g. parent, friend, celebrity.

**Observation** - Watching a role model's behaviour.

**Imitation** - Copying the behaviour of a role model.

**Cognitive approach** – focuses on internal mental processes.

**Mental processes**- all the things the human mind can do naturally.

**Schema** - A knowledge structure that allows people to interpret and understand the world around them.

During conditioning: When two things are presented to us at the same time repeatedly, we learn to link the two things. After conditioning: Eventually, just seeing one of those things should automatically trigger the other thing. An example of classical conditioning is Pavlov's dogs, check it out on Youtube. People can develop phobias and addictions through classical conditioning.

We are more likely to copy role models who have similar characteristics to us (such as age) and role models who are rewarded for their behaviour. The psychologist who researched observational learning was called Bandura. His study was called the Bobo doll experiment

### **Psychology: Week 4 Questions**

- |                                                                                           |                                                         |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 1. Which three areas is the Behaviourist approach made up of?                             | 5. What is vicarious reinforcement?                     |
| 2. Which type of conditioning involves learning through consequences?                     | 6. What is the Cognitive approach?                      |
| 3. Which type of conditioning involves learning through making links between two stimuli? | 7. Identify the schemas that you have about cats.       |
| 4. Who are people likely to observe and imitate?                                          | 8. What do Cognitive psychologists compare our mind to? |

**Extended Writing Question:** Outline the bobo doll experiment

## Psychology: Half Term 1 - Week 5

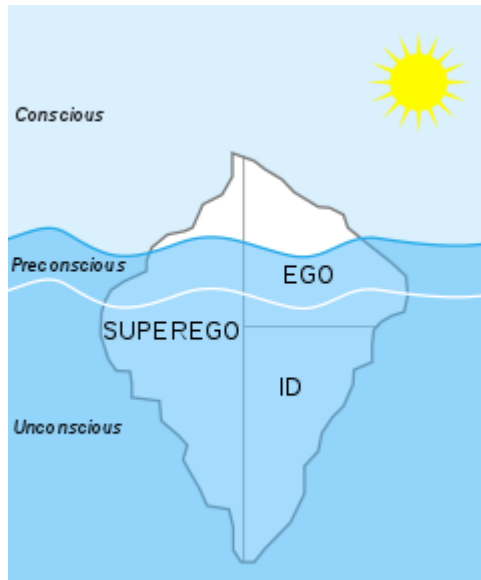
### Psychology: Week 5 Knowledge Organiser: Psychodynamic approach & the Humanistic approach

**Psychodynamic approach** – Focuses on the role of our unconscious motives.

**Unconscious mind** – The complex of mental activities within an individual that proceed without his awareness.

**Tripartite personality model** – Personality is structured into 3 parts - the id (selfish urges), ego (the balance) and superego (morality principle).

- This approach was made by Freud.
- The mind is split into three parts - conscious, preconscious and unconscious.

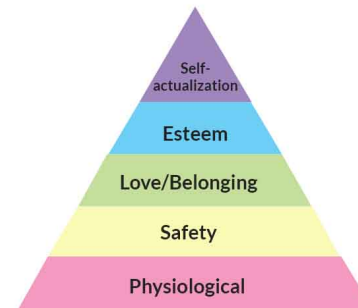


**Humanistic approach** – Focused on personal growth and people's desire to reach their potential. Largely influenced by Maslow who made the hierarchy of needs. The needs include physiological, safety, love and belonging, esteem and self-actualisation.

**Physiological needs**- The most essential things a person needs to survive e.g., shelter and water.

**Esteem needs**- Include being confident, having self-belief and personal acceptance.

**Self-actualisation** – A person reaching their potential.



This is Maslow's Hierarchy of needs: MAS

### Psychology: Week 5 Questions

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. What is the unconscious mind?</li> <li>2. What is the ID?</li> <li>3. Who made the Psychodynamic approach?</li> <li>4. What does Freud's Psychodynamic iceberg metaphor mean?</li> </ol> | <ol style="list-style-type: none"> <li>5. What is Maslow's model known as?</li> <li>6. Which need is at the top of the hierarchy?</li> <li>7. What does self-actualisation mean?</li> <li>8. How do people move up the hierarchy?</li> </ol> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Extended Writing Question:** Which approach do you agree with the most and why?

## **Psychology: Half Term 1 - Week 6**

### **Psychology: Week 6 Knowledge Organiser: Sampling**

Population – A complete set of individuals.

Target population - is a group of people a researcher wants to study and apply their findings to.

Sample - is a group of people who take part in a research investigation'.

The sample is drawn from the target population and is presumed to be representative of that population.

A generalisable sample - is the extent to which a researcher can apply their findings to the target population they are interested in.

Sampling techniques - Are ways a researcher obtains the participants that will take part in the research.

Examples of sampling techniques – We cannot test the whole population or entire target group so Psychologists take a small sample and test your theory/concept. The sample should be representative of the population.

1) Random sampling - Everyone has an equal chance of being selected

2) Opportunity sampling - Using whoever is available and willing at the time

3) Volunteer sampling - People volunteer to take part in a study e.g. responding to an advert in a newspaper

4) Stratified sampling - Identify the important subgroups in the population e.g. age and gender and make sure your sample reflects the correct proportion.

### **Psychology: Week 6 Questions**

1. How many sampling techniques do you need to know?
2. What is sampling?
3. How is the difference between a target population and a sample?
4. What does generalisability mean?
5. Which sampling technique involves participants self-electing to take part?
6. Which sampling technique involves complex calculations?
7. Which sampling technique involves the hat method or a random name generator?
8. Which sampling technique involves using people who are close by and available?

**Extended Writing Question:** Which sampling method is the most time consuming and why?

## **Psychology: Half Term 1 - Week 7**

### **Psychology: Week 7 Knowledge Organiser: Questionnaires**

Questionnaire - Set of pre-set written questions.

Closed question – questions with a fixed response e.g., multiple choice answers or a rating scale.

Open question – questions where the respondents construct their own answers.

Quantitative- Measuring the quantity of something.

Qualitative – Measuring the quality of something.

- Questionnaires – A type of data collection technique known as self-report. The questionnaire response is written, and the participants complete it without being interrupted. There are a range of question formats.
- Closed questions produce quantitative data.
- Open questions produce qualitative data.
- Questionnaires which are likely to lead to social desirability bias include: research looking into people's relationships, research looking into people's negative personality traits, research about committing crimes etc.

### **Psychology: Week 7 Questions**

- |                                                                            |                                                                                          |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. Which type of question is this? 'Do you have a pet - yes or no'.        | 5. Apart from writing your responses down, how else can a questionnaire be administered? |
| 2. Which type of question is this? 'How do you like your cup of tea?'.     | 6. What is qualitative data?                                                             |
| 3. What is the opposite of a closed question?                              | 7. Which type of data is numerical?                                                      |
| 4. Should participants be left alone when completing their questionnaires? | 8. What is one issue with questionnaires?                                                |

**Extended Writing Question:** Write an example of a closed question?

## **Psychology: Half Term 1 - Week 8**

### **Psychology: Week 8 Knowledge Organiser: Questionnaires / Data**

Questionnaire - Set of pre-set written questions.

Closed question – questions with a fixed response e.g., multiple choice answers or a rating scale.

Open question – questions where the respondents construct their own answers.

Quantitative- Measuring the quantity of something.

Qualitative – Measuring the quality of something.

Social desirability bias- Is the tendency for questionnaire respondents to answer questionnaires in a manner that will be viewed favourably by others.

Data - Observations or measurements, usually quantified and obtained in the course of research.

### **Psychology: Week 8 Questions**

- |                                                            |                                                               |
|------------------------------------------------------------|---------------------------------------------------------------|
| 1. What are the two types of questions in a questionnaire? | 5. What does social desirability bias mean?                   |
| 2. Which type of question produces numerical data?         | 6. Which topics are associated with social desirability bias? |
| 3. What is numerical data also known as?                   | 7. What does multiple choice mean?                            |
| 4. What should you not do when creating a questionnaire?   | 8. Is multiple choice a closed or open question?              |

**Extended Writing Question:** Why would someone suffer from social desirability bias?

## **PSE: Half Term 1 - Week 1**

### **PSE: Week 1 Knowledge Organiser: What is PSE?**

PSE Stands for Personal, Social, Health and Economic Education. There are six strands that will be covered within the curriculum (Rights and Responsibilities; Celebrating Diversity and Equality; Relationships and Sex Education; Staying Safe Online and Offline; Health and Wellbeing; Life Beyond School).

We hope to give you the information and strategies that can help you make positive choices within your life. The focus is all about you and how you develop. Being healthy (both physically and emotionally) is important for us in order to develop and link in to other subjects that you study at school.

**Positive Wellbeing** - A state of overall good health in both body and mind and can include:

**Intellectual** (cognitive stimulation such as problem solving puzzles - links to science and maths)

**Spiritual** (understanding sense of purpose and beyond your own existence, can be through prayer or exploration of a higher power, etc - links to religion and sociology)

**Social** (building relationships and community support through friends and family and neighbours etc. - links to all areas including social time)

**Physical** (Movement, whether in sports or walking, movement that brings joy - links to PE and biology)

### **PSE: Week 1 Questions**

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|--------------------------------------------------------|------------------------------------------------------|
| 1. What does PSE stand for?                            | 5. Define intellectual wellbeing.                    |
| 2. Name the six strands featured within the subject.   | 6. Provide two examples of physical wellbeing.       |
| 3. What is positive wellbeing?                         | 7. How can social wellbeing impact your school life? |
| 4. How does positive wellbeing link to other subjects? | 8. What is spiritual development?                    |

**Extended Writing Question:** Why is it important that PSE is taught in schools?

## **PSE: Half Term 1 - Week 2**

### **PSE: Week 2 Knowledge Organiser: Getting to Know People**

Identity - the set of qualities, beliefs, personality traits, appearance, and/or expressions that characterise a person or a group. This can change throughout life and is personal to individuals.

Trust - firm belief in the reliability, truth, or ability of someone or something.

Personality trait - people's characteristic patterns of thoughts, feelings, and behaviours

Support network - the people in your life that help you achieve your personal and professional goals. These people can help you transition to college and learn about careers, disability issues, and self-advocacy. In high school, this group may include family members, friends, and teachers.

It is important to try and support your friend if they are going through a tough time or struggling to find their identity. Try to raise their self-esteem by highlighting the things they are good at and helping them to focus on those characteristics. It is also important to challenge discrimination and bullying when we see it and to report it to a teacher. Nasty comments about somebody's identity can really hurt.

Many psychologists believe that there are five basic dimensions of personality, called the "Big 5" personality traits. These five primary traits are extroversion (the quality of being energetic and not shy, and enjoying being with other people), agreeableness (the quality of being friendly and pleasant), openness (honesty), conscientiousness (the quality of working hard and being careful:), and neuroticism (the condition of often feeling worried and nervous).

### **PSE: Week 2 Questions**

- |                                            |                                                                  |
|--------------------------------------------|------------------------------------------------------------------|
| 1. What is identity?                       | 5. How many personality traits do psychologists think there are? |
| 2. How can trust be shown?                 | 6. What does agreeableness mean?                                 |
| 3. What is a support network?              | 7. How can conscientiousness help a person develop?              |
| 4. Give two examples of a support network. | 8. What trait is known as enjoying being with other people?      |

**Extended Writing Question:** Explain why a support network can be positive to a person's development.

### **PSE: Half Term 1 - Week 3**

#### **PSE: Week 3 Knowledge Organiser: Labour Market Information (LMI)**

Labour Market Information (LMI) provides statistics, research and analysis about current and future economic and job trends so that businesses and YOU can plan for the future. It identifies main employers, shows an understanding the mix of people who make up the labour supply, shows an understanding of what qualifications and skills are required, awareness of job shortages, remaining up to date with economic changes and political influences, identifies sectors that are growing and declining, shows the location of the jobs and much more.

Why do I need to know about LMIs?

- LMI provides you with the knowledge to make informed choices and good decisions which will help you as you think about Key Stage 4 options and research career ideas.
- You need to know where the jobs are: the sectors, occupations and localities where job opportunities are on the increase.
- We live in a changing world of employment. LMI can help you identify the skills, training and learning you will require in the future.
- LMI helps to predict the jobs that are vulnerable and likely to disappear.
- You need to be aware of how easy or hard it will be to get into your chosen career/s.
- LMI helps you to have realistic aspirations as it sets out what is actually happening in the job market.

#### **PSE: Week 3 Questions**

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|------------------------------------------------------|----------------------------------------------------------------|
| 1. What is LMI?                                      | 5. How can LMI help in a changing world of employment?         |
| 2. How can LMI help you?                             | 6. What can influence LMI?                                     |
| 3. Name two pieces of information LMI can give you.  | 7. What type of aspirations does LMI have with the job market? |
| 4. Why are LMIs important in identifying job trends? | 8. Who uses LMI?                                               |

**Extended Writing Question:** How can LMIs help with your future?

## **PSE: Half Term 1 - Week 4**

### **PSE: Week 4 Knowledge Organiser: Saving and Managing Money**

Money management is earning, saving, spending, borrowing and repaying money.

To manage money well, you need financial literacy. Financial literacy is the ability to manage money in ways that help you achieve your goals in life. Money management and financial literacy are important life skills, which even young children can start learning. You have a big role in helping your child build these important skills.

Money is for buying the things we need and want. Needs are things your family must have to survive. Wants are things that are nice to have but your family can live without.

When people understand the difference between needs and wants, they can start learning about basic budgeting and saving. This is about spending your money on the things you need first. If you have any money left after buying what you need, you can spend it on things you want or you can save it.

Budgeting is deciding how much money to spend on your needs, spend on your wants and put aside for things like savings and emergencies.

Getting value for money depends on first understanding the value of things. This starts with understanding of why different things cost different amounts – for example, why a fridge costs more than a toaster; why the same sorts of things can cost different amounts – for example, why one brand of muesli bars costs more than another; why you might choose an expensive item over a cheap one – for example, why it might be better to buy a wooden rather than a plastic toy and why you might buy things on sale.

### **PSE: Week 4 Questions**

1. What is money management?
2. What is financial literacy?
3. Name two needs.
4. Name two wants.

5. Why is it important to be aware of budgeting?
6. Give two benefits of budgeting.
7. What is value for money?
8. Give one example of value for money.

**Extended Writing Question:** Why is it important to budget?

## **PSE: Half Term 1 - Week 5**

### **PSE: Week 5 Knowledge Organiser: Money Management**

Financial responsibility - how our choices affect us and other people.

Financial competence - looking after and managing money.

Values - a moral standard of behaviour accepted by society.

Financial understanding - Knowing what a bank account is for, where does money come from and where it goes.

As soon as you borrow money you are in debt until you have paid it back in full including interest. The problems start when you cannot meet the agreed repayments.

We live in a society where borrowing money is considered normal. Credit companies push borrowing by offering you more and more credit. Often they don't consider whether you can pay it back. Debt problems can affect your ability to borrow money in the future, e.g. debts could prevent you from being able to get a mortgage. The media often portray people being in debt as a result of careless spending and buying too much on credit. Sometimes this is true but under many circumstances it is not. There is a lot of influence from advertising and pressure from other people to wear the right clothes, to have the latest gadgets and to keep up with the latest trends.

### **PSE: Week 5 Questions**

1. Why do people get in debt?
2. Give two examples of values.
3. What is financial understanding?
4. What else do you pay back apart from the money you borrowed?

5. What are debt problems?
6. How can debt problems prevent you in the future?
7. What could encourage people to get into debt?
8. What is financial competence?

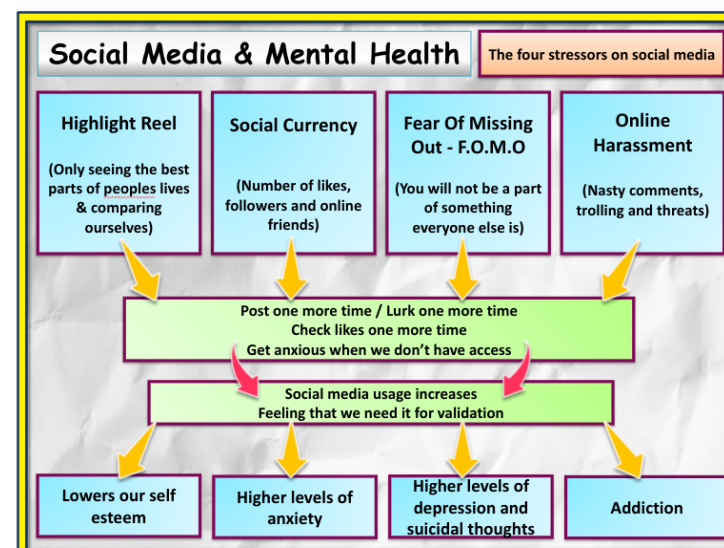
**Extended Writing Question:** Should society think that borrowing money is a normal thing to do? Explain your answer showing both sides to the statement.

## PSE: Half Term 1 - Week 6

### PSE: Week 6 Knowledge Organiser: Social Media and Online Stress

#### Main comments and statistics from a report published by the Royal Society on social media and young people's health

- Social media is more addictive than cigarettes and alcohol
- With females in particular, an increase in social media use increases and heightens concerns about their own body image
- Increased social media use has a significant link with poor sleep quality which in turn links to mental health issues
- 80% of social media users feel more anxious after using social media for more than 2 hours a day
- 70% of users have experienced some form of cyber bullying of which 36% experienced it on a high-frequency basis
- 57% of 16 to 25 year-olds say that social media creates an “overwhelming pressure to succeed”
- 46% think that comparing their lives to others on social media makes them feel inadequate
- 48% say they feel “more anxious about their future when seeing the lives of their friends online”



### PSE: Week 6 Questions

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. How many stressors are there on social media?</li> <li>2. What does FOMO mean?</li> <li>3. How does social media increase a person's need for validation?</li> <li>4. Describe how social media can lower self esteem.</li> </ol> | <ol style="list-style-type: none"> <li>5. According to the article points, what is social media addiction compared to?</li> <li>6. What percentage of users have seen high frequency cyber bullying?</li> <li>7. What percentage of 16-25 year olds feel a high pressure to succeed?</li> <li>8. What conclusions can be made from the report's main points?</li> </ol> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Extended Writing Question:** How do the four stressors on social media impact a person's mental health?

## PSE: Half Term 1 - Week 7

### **PSE: Week 7 Knowledge Organiser: First Aid 1**

Danger

Response

Airways

Breathing

Circulation

#### The Recovery Position

If a person is unconscious but is breathing and has no other life-threatening conditions, they should be placed in the recovery position. Putting someone in the recovery position will keep their airway clean and open. It also ensures that any vomit or fluid won't cause them to choke.

- With the person lying on their back, kneel on the floor at their side.
- Extend the arm nearest you at a right angle to their body with their palm facing up.
- Take their other arm and fold it so the back of their hand rests on the cheek closest to you, and hold it in place.
- Use your free hand to bend the person's knee farthest from you to a right angle.
- Carefully roll the person onto their side by pulling on the bent knee.
- Their bent arm should be supporting the head, and their extended arm will stop you rolling them too far.
- Make sure their bent leg is at a right angle.
- Open their airway by gently tilting their head back and lifting their chin, and check that nothing is blocking their airway.
- Stay with the person and monitor their condition until help arrives.

**If you think a person may have a spinal injury, do not attempt to move them until the emergency services reach you as this can cause further injuries to the person.**

### **PSE: Week 7 Questions**

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| <ol style="list-style-type: none"> <li>1. When should someone be put in the recovery position?</li> <li>2. What happens to the airway when in the recovery position?</li> <li>3. What should you do if you think the person has a spinal injury?</li> <li>4. Which arm should be positioned at a right angle to their body?</li> </ol> | <ol style="list-style-type: none"> <li>5. At what angle should the leg be bent at?</li> <li>6. How do you open the airway?</li> <li>7. What does DR ABC stand for?</li> <li>8. Why should you stay with the person until help arrives?</li> </ol> |
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**Extended Writing Question:** Should young people be taught basic first aid?

## **PSE: Half Term 1 - Week 8**

### **PSE: Week 8 Knowledge Organiser: First Aid 2**

#### What is CPR and how does it work?

CPR stands for cardiopulmonary resuscitation. It's when someone gives chest compressions to a person in cardiac arrest to keep them alive. When a person is in cardiac arrest their heart stops pumping blood, which means their brain gets no oxygen. Without CPR the person will die in minutes. CPR keeps the heart pumping blood around the body until emergency help arrives.

If you're witnessing a cardiac arrest, call 999 immediately and start CPR. You'll be given instructions while you wait for help.

How to do CPR on an adult in 5 steps

1. Check for a response. Firmly shake the person's shoulders and loudly ask if they're okay.
2. Call 999. If the person is unconscious and not breathing, or not breathing normally, start CPR.
3. If there is someone with you, ask them to find a defibrillator.
4. Start chest compressions. With the heel of your hand in the centre of their chest, press down smoothly and firmly at a rate of 2 per second. Try pushing to the beat of Stayin' Alive by the Bee Gees or Baby Shark.
5. Use a defibrillator as soon as you can. Follow its instructions carefully while you continue to give CPR.

### **PSE: Week 8 Questions**

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|---------------------------------------------------------------|------------------------------------------------------------------|
| 1. What does CPR stand for?                                   | 5. Name the five steps.                                          |
| 2. How does CPR work?                                         | 6. What song could you push to the beat whilst doing CPR?        |
| 3. What should you do if you are witnessing a cardiac arrest? | 7. What happens to the brain when a person is in cardiac arrest? |
| 4. How many steps to complete CPR are there?                  | 8. When should you stop doing CPR.                               |

**Extended Writing Question:** Should everyone know how to do basic CPR? Why?

## Geography: Half Term 1 - Week 1

| Geography: Week 1 Knowledge Organiser: Evidence of climate change                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Climate Change:</b><br/>Long term changes in the earth's temperature and weather patterns. This change can be warmer, cooler, wetter or drier.</p> <p><b>Global warming</b><br/>The recent and gradual increase in the overall temperature of the earth's atmosphere.</p> | <p><b>Evidence for Climate Change</b></p> <p><b>1. Thermometer readings</b><br/>Recording temperature has shown a clear warming of the Earth's temperature. The Earth's average temperature has increased by 1°C since the year 1900. 2022 was the warmest year since records began in 1880, 2023 was the second warmest and 2024 was the fourth warmest (2014 was the third!)</p> <p><b>2. Shrinking glaciers and melting ice</b><br/>Arctic sea ice has thinned by 65% since 1975 it was at an all time low in 2025</p> <p><b>3. Ice and Sediment Cores:</b><br/>Ice sheets are made up of layers of snow – one per year. If you drill down you can analyse gases and pollen trapped in layers of ice for the past. Ice cores from Antarctica show changes over the last 400 000 years.</p> <p><b>4. Tree Rings</b><br/>A tree grows one new ring each year. Rings are thicker in warm, wet conditions.</p> <p><b>Other visible effects:</b> Historical temperature records dating back to the 1850s show a gradual warming of the climate. Low-lying islands such as the Maldives and Tuvalu are under threat from sea level rise. The skiing industry in the Alps is threatened by less snow.</p> |
| Geography: Week 1 Questions                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>1. What is climate change?</p> <p>2. What is global warming?</p> <p>3. How do tree rings show evidence of climate change?</p> <p>4. In what year did the Arctic Sea ice reach its thinnest level?</p>                                                                        | <p>5. Name two countries under threat from sea level rise</p> <p>6. What was the warmest year on record?</p> <p>7. What gets trapped in ice and can be analysed through ice cores?</p> <p>8. In what conditions do trees grow fastest?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Extended Writing Question:</b> Explain the difference between climate change and global warming.</p>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Geography: Half Term 1 - Week 2

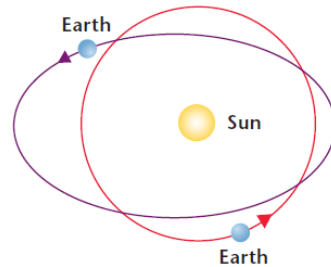
### Geography: Week 2 Knowledge Organiser: Natural and human causes of climate change

#### Natural causes of climate change

**Orbital changes** – The sun's energy on the Earth's surface changes as the Earth's orbit changes from elliptical to circular over a period of 100,000 years

**Solar Output** – sunspots increase to a max every 11 years

**Volcanic activity** – volcanic ash can block out the sun, reducing global temperatures temporarily. Short term impact of 1-2 years.



**Eccentricity** Earth encounters more variation in the energy that it receives from the sun when Earth's orbit is elongated than it does when Earth's orbit is more circular.

#### Human causes of climate change

The greenhouse effect is a naturally occurring process where greenhouse gases such as Carbon Dioxide and Methane trap heat in our atmosphere.

- **Fossil fuels** – Releasing excessive greenhouse gases by driving cars and burning fossil fuels for energy intensifies the greenhouse effect and warms the earth's climate. Carbon dioxide accounts for 60% of the enhanced greenhouse effect.
- **Agriculture** – accounts for around 20% of greenhouse gases due to methane production from cows. Larger populations and growing demand for meat and rice increase contribution
- **Deforestation** – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces the ability of the planet to absorb carbon through photosynthesis.

### Geography: Week 2 Questions

1. Name the three natural causes of climate change.
2. Does volcanic activity make the earth's climate hotter or colder?
3. What does volcanic ash do?
4. Over what period of time does the earth's orbit change from circular to elliptical?

5. Name three human causes of climate change.
6. Name two fossil fuels
7. Why are there growing populations of cows on the planet?
8. What process does deforestation reduce?

**Extended Writing Question:** Explain how volcanic activity changes the earth's climate.

## Geography: Half Term 1 - Week 3

| Geography: Week 3 Knowledge Organiser: Mitigation and adaptation to climate change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p style="text-align: center;"><b>Managing Climate Change: Adaptation</b></p> <p><b>Adaptation:</b> Changing the way we live in response to changes to the climate.</p> <ul style="list-style-type: none"> <li>• <b>Changes in agricultural systems</b> – needed to react to changing rainfall and temperature patterns and changing threat of disease and pests. This is hard for poor farmers who tend to be most affected</li> <li>• <b>Managing water supplies</b> – eg. by installing water efficient devices and increasing supply through things like <b>desalination</b> plants (factories that remove salt from water). There is an increasing threat of political stability</li> <li>• <b>Reducing risk from rising sea levels</b> would involve constructing defences such as the Thames Flood Barrier or restoring mangrove forests, or raising buildings on stilts. (Expensive / may be short term)</li> </ul> <p><b>Maldives</b> (a group of islands in the Indian Ocean)<br/>Some climate models suggest that the Maldives will be uninhabitable by 2030 and submerged by 2070. The 380,000 inhabitants are having to adapt to the effects of climate change.</p> <ul style="list-style-type: none"> <li>• A 3m high sea wall is being constructed around the capital Male.</li> <li>• Houses are being built on stilts</li> <li>• Mangrove forests are being restored to offer protection from waves</li> <li>• Ultimately, the entire population could be relocated to Sri Lanka</li> </ul> | <p style="text-align: center;"><b>Managing Climate Change: Mitigation</b></p> <p><b>Mitigation:</b> Ways that the causes of climate change can be managed, reducing the effect.</p> <ul style="list-style-type: none"> <li>• <b>Alternative energy production</b> – renewable sources will last longer and are ‘clean’ as they do not produce fossil fuels, but they can be expensive and are less reliable than fossil fuels.</li> <li>• <b>Planting Trees</b> – helps to remove carbon dioxide by absorbing it from the atmosphere. Has the potential to increase carbon storage by 28%. However land may be limited and biodiversity is still threatened unless a wide range of trees are planted</li> <li>• <b>Carbon Capture</b> – takes carbon dioxide from the emission sources and stores it underground under a cap rock. It can reduce the capture of up to 90% of carbon dioxide. However, it is very expensive and unclear if the captured carbon would escape in the long term. Also it discourages development of renewable energy resources</li> <li>• <b>International Agreements</b> – targets will only be met if they are legally binding ( an example of this is the Paris Agreement 2015). Financial support is needed for LICs. However, poorer countries argue that they need to industrialise and getting richer countries to accept their responsibility is difficult.</li> </ul> |
| Geography: Week 3 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ol style="list-style-type: none"> <li>1. What is adaptation?</li> <li>2. Give one example of how people can reduce the risk from rising sea levels.</li> <li>3. What does desalination mean?</li> <li>4. What is the capital of the Maldives?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ol style="list-style-type: none"> <li>5. What is mitigation?</li> <li>6. Give an example of alternative (renewable) energy production.</li> <li>7. Give an example of an international agreement on climate change</li> <li>8. Why is planting trees a mitigation strategy?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Extended Writing Question:</b> Explain why the Maldives are under threat from climate change.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Geography: Half Term 1 - Week 4

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

## Geography: Half Term 1 - Week 5

### Geography: Week 5 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 5 Questions

- |                                                                                                                                                                                                        |                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. How do rising temperatures affect insects?<br>2. What disease is spreading to cooler regions?<br>3. What do longer seasons do to insects?<br>4. How does climate change affect waterborne diseases? | 5. How does habitat loss increase zoonotic disease risk?<br>6. What is a health impact of crop failure?<br>7. Why is disease spread common in refugee camps?<br>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 1 - Week 6

### Geography: Week 6 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 6 Questions

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. How is the Chikungunya Virus spread?</li> <li>2. Where was the Chikungunya Virus first identified?</li> <li>3. How many countries is the Chikungunya Virus now found in?</li> <li>4. What has caused the spread of the Chikungunya Virus?</li> </ol> | <ol style="list-style-type: none"> <li>5. What is heat exhaustion?</li> <li>6. Where is Kiribati?</li> <li>7. What have happened in France, Spain and Italy in recent years?</li> <li>8. What temperatures have been reached in heatwaves in India?</li> </ol> |
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**Extended Writing Question:** Explain how the global spread of heat-related diseases may be controlled?

## Geography: Half Term 1 - Week 7

### Geography: Week 7 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 7 Questions

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. How many islands are there in the Pacific Ocean?</li> <li>2. Name two countries in the Pacific Islands.</li> <li>3. How do people travel between islands?</li> <li>4. What makes travel between the islands challenging?</li> </ol> | <ol style="list-style-type: none"> <li>5. What type of healthcare is found on smaller islands?</li> <li>6. What is the main problem with the number of doctors?</li> <li>7. Why is importing medical supplies expensive?</li> <li>8. Where do patients go for specialised treatments?</li> </ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

## Geography: Half Term 1 - Week 8

### Geography: Week 8 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 8 Questions

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. What is an archipelago?</li> <li>2. How many islands make up Kiribati?</li> <li>3. Name the capital of Kiribati.</li> <li>4. How far across the Pacific does Kiribati spread?</li> </ol> | <ol style="list-style-type: none"> <li>5. How do people travel between the islands?</li> <li>6. Where do people have to go if they have complex medical needs?</li> <li>7. What impact is climate change having on drinking water?</li> <li>8. What diseases is this leading to an increase of?</li> </ol> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

## French: Half Term 1 - Week 1

### French: Week 1 Knowledge Organiser:

| Verbs                                                   |                  |                              | Numbers                            |                             | Nouns                         |
|---------------------------------------------------------|------------------|------------------------------|------------------------------------|-----------------------------|-------------------------------|
| Je m'appelle...<br><i>I call myself... (my name is)</i> | et<br><i>and</i> | j'ai<br><i>I have (I am)</i> | premier<br><i>(1<sup>st</sup>)</i> |                             | an<br><i>(year old)</i>       |
|                                                         |                  |                              | un<br><i>(1)</i>                   |                             | ans<br><i>(years old)</i>     |
|                                                         |                  |                              | deux<br><i>(2)</i>                 |                             |                               |
|                                                         |                  |                              | trois<br><i>(3)</i>                | vingt<br><i>(20)</i>        | janvier<br><i>January</i>     |
|                                                         |                  |                              | quatre<br><i>(4)</i>               | vingt-et-un<br><i>(21)</i>  | février<br><i>February</i>    |
|                                                         |                  |                              | cinq<br><i>(5)</i>                 | vingt-deux<br><i>(22)</i>   | mars<br><i>March</i>          |
|                                                         |                  |                              | six<br><i>(6)</i>                  | vingt-trois<br><i>(23)</i>  | avril<br><i>April</i>         |
|                                                         |                  |                              | sept<br><i>(7)</i>                 | vingt-quatre<br><i>(24)</i> | mai<br><i>May</i>             |
|                                                         |                  |                              | huit<br><i>(8)</i>                 | vingt-cinq<br><i>(25)</i>   | juin<br><i>June</i>           |
|                                                         |                  |                              | neuf<br><i>(9)</i>                 | vingt-six<br><i>(26)</i>    | juillet<br><i>July</i>        |
|                                                         |                  |                              | dix<br><i>(10)</i>                 | vingt-sept<br><i>(27)</i>   | août<br><i>August</i>         |
|                                                         |                  |                              | onze<br><i>(11)</i>                | vingt-huit<br><i>(28)</i>   | septembre<br><i>September</i> |
|                                                         |                  |                              | douze<br><i>(12)</i>               | vingt-neuf<br><i>(29)</i>   | octobre<br><i>October</i>     |
|                                                         |                  |                              | treize<br><i>(13)</i>              | trente<br><i>(30)</i>       | novembre<br><i>November</i>   |
|                                                         |                  |                              | quatorze<br><i>(14)</i>            | trente-et-un<br><i>(31)</i> | décembre<br><i>December</i>   |
|                                                         |                  |                              | quinze<br><i>(15)</i>              |                             |                               |
|                                                         |                  |                              | seize<br><i>(16)</i>               |                             |                               |
|                                                         |                  |                              | dix-sept<br><i>(17)</i>            |                             |                               |
|                                                         |                  |                              | dix-huit<br><i>(18)</i>            |                             |                               |
|                                                         |                  |                              | dix-neuf<br><i>(19)</i>            |                             |                               |

### French: Week 1 Questions - Age and Birthdays

1. Mon anniversaire est le quinze octobre
2. J'ai dix ans
3. Je m'appelle Pierre
4. ...et j'ai vingt-huit

5. I am 20 years old
6. My birthday is the 6th of January
7. My birthday is 3rd October
8. I am 11 years old

**Extended Writing Question:** Use your weekly sentence builder to help you answer the following questions IN FRENCH:  
Introduce yourself in French.

## French: Half Term 1 - Week 2

### French: Week 2 Knowledge Organiser:

| Verbs                                                   |                  |                              | Numbers                            |                             | Nouns                         |
|---------------------------------------------------------|------------------|------------------------------|------------------------------------|-----------------------------|-------------------------------|
| Je m'appelle...<br><i>I call myself... (my name is)</i> | et<br><i>and</i> | j'ai<br><i>I have (I am)</i> | premier<br><i>(1<sup>st</sup>)</i> |                             | an<br><i>(year old)</i>       |
|                                                         |                  |                              | un<br><i>(1)</i>                   |                             | ans<br><i>(years old)</i>     |
|                                                         |                  |                              | deux<br><i>(2)</i>                 |                             |                               |
|                                                         |                  |                              | trois<br><i>(3)</i>                | vingt<br><i>(20)</i>        | janvier<br><i>January</i>     |
|                                                         |                  |                              | quatre<br><i>(4)</i>               | vingt-et-un<br><i>(21)</i>  | février<br><i>February</i>    |
|                                                         |                  |                              | cinq<br><i>(5)</i>                 | vingt-deux<br><i>(22)</i>   | mars<br><i>March</i>          |
|                                                         |                  |                              | six<br><i>(6)</i>                  | vingt-trois<br><i>(23)</i>  | avril<br><i>April</i>         |
|                                                         |                  |                              | sept<br><i>(7)</i>                 | vingt-quatre<br><i>(24)</i> | mai<br><i>May</i>             |
|                                                         |                  |                              | huit<br><i>(8)</i>                 | vingt-cinq<br><i>(25)</i>   | juin<br><i>June</i>           |
|                                                         |                  |                              | neuf<br><i>(9)</i>                 | vingt-six<br><i>(26)</i>    | juillet<br><i>July</i>        |
|                                                         |                  |                              | dix<br><i>(10)</i>                 | vingt-sept<br><i>(27)</i>   | août<br><i>August</i>         |
|                                                         |                  |                              | onze<br><i>(11)</i>                | vingt-huit<br><i>(28)</i>   | septembre<br><i>September</i> |
|                                                         |                  |                              | douze<br><i>(12)</i>               | vingt-neuf<br><i>(29)</i>   | octobre<br><i>October</i>     |
|                                                         |                  |                              | treize<br><i>(13)</i>              | trente<br><i>(30)</i>       | novembre<br><i>November</i>   |
|                                                         |                  |                              | quatorze<br><i>(14)</i>            | trente-et-un<br><i>(31)</i> | décembre<br><i>December</i>   |
|                                                         |                  |                              | quinze<br><i>(15)</i>              |                             |                               |
|                                                         |                  |                              | seize<br><i>(16)</i>               |                             |                               |
|                                                         |                  |                              | dix-sept<br><i>(17)</i>            |                             |                               |
|                                                         |                  |                              | dix-huit<br><i>(18)</i>            |                             |                               |
|                                                         |                  |                              | dix-neuf<br><i>(19)</i>            |                             |                               |

Mon anniversaire, c'est le... *My birthday is the*

### French: Week 2 Questions - Age and Birthdays

- Salut! Je m'appelle Louise.
- J'ai quatorze ans.
- Mon anniversaire est le vingt-six juin
- Bonjour, je m'appelle Pierre et j'ai huit ans.

- My birthday is the 30th of January.
- My name is Emma.
- I am five years old.
- Hi, my name is Darren and I am 18 years old.

**Extended Writing Question:** Use your weekly sentence builder to help you answer the following questions IN FRENCH:  
Introduce yourself and say when your birthday is.

## French: Half Term 1 - Week 3

### French: Week 3 Knowledge Organiser: Family Descriptions

| Sentence starter                         | Verb                      | Noun (masculine)                                                                                                                                                                                                                                   | Noun (feminine)                                                                                                                                                                                                                             | Noun (plural)                                                                                                                                                      |
|------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dans ma famille,<br><i>In my family,</i> | il y a<br><i>there is</i> | moi <i>me</i><br><br>mon père <i>my dad</i><br>mon beau-père <i>my step dad</i><br>mon grand-père <i>my grandad</i><br>mon frère <i>my brother</i><br>mon demi-frère <i>my half brother</i><br><i>my step brother</i><br>mon oncle <i>my uncle</i> | moi <i>me</i><br><br>ma mère <i>my mum</i><br>ma belle-mère <i>my step mum</i><br>ma grand-mère <i>my grandmother</i><br>ma sœur <i>my sister</i><br>ma demi-sœur <i>my half sister</i><br><i>my step sister</i><br>ma tante <i>my aunt</i> | mes parents <i>my parents</i><br>mes grands-parents <i>my grandparents</i><br><br>mes deux frères <i>my two brothers</i><br>mes trois sœurs <i>my three sister</i> |

### French: Week 3 Questions - Family Descriptions

1. Dans ma famille, il y a moi et mes parents.
2. Il y a ma mère et mon beau-père.
3. Il y a ma tante et mon oncle.
4. Dans ma famille, il y a ma grand-mère

5. There is me, my mum and my dad
6. In my family, there is my three sisters.
7. There is my step dad and my mum.
8. In my family, there is me and my grandparents.

**Extended Writing Question:** Use your weekly sentence builder to help you answer the following questions IN FRENCH: Decris ta famille - Write a description of 3 members of the family.

## French: Half Term 1 - Week 4

### French: Week 4 Knowledge Organiser: Descriptions

| Sentence starter                         | Verb                      | Noun (masculine)                                                                                                                                                                                                                                   | Noun (feminine)                                                                                                                                                                                                                             | Noun (plural)                                                                                                                                                      |
|------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dans ma famille,<br><i>In my family,</i> | il y a<br><i>there is</i> | moi <i>me</i><br><br>mon père <i>my dad</i><br>mon beau-père <i>my step dad</i><br>mon grand-père <i>my grandad</i><br>mon frère <i>my brother</i><br>mon demi-frère <i>my half brother</i><br><i>my step brother</i><br>mon oncle <i>my uncle</i> | moi <i>me</i><br><br>ma mère <i>my mum</i><br>ma belle-mère <i>my step mum</i><br>ma grand-mère <i>my grandmother</i><br>ma sœur <i>my sister</i><br>ma demi-sœur <i>my half sister</i><br><i>my step sister</i><br>ma tante <i>my aunt</i> | mes parents <i>my parents</i><br>mes grands-parents <i>my grandparents</i><br><br>mes deux frères <i>my two brothers</i><br>mes trois sœurs <i>my three sister</i> |

### French: Week 4 Questions - Family

1. Dans ma famille il y a...
2. Il y a ma mere
3. Ma tante et moi
4. Il y a mon oncle

5. In my family
6. My parents and me
7. My aunt and my two brothers
8. My brother and my sister

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following questions IN FRENCH:  
Describe who is in your family.

## French: Half Term 1 - Week 5

### French: Week 5 Knowledge Organiser:

| noun                                                                                                                                                                                                                                    | verb                                                  | intensifier                                                                      | adjectives                                                                                                                                                                                 |                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| À mon avis <i>In my opinion,</i>                                                                                                                                                                                                        | je suis <i>I am</i><br>je ne suis pas <i>I am not</i> |                                                                                  | use masculine or feminine version of adjective (see rows below)                                                                                                                            |                                                                           |
| Mon père / beau-père<br><i>My dad / step dad</i><br>Mon frère <i>My brother</i><br>Mon demi-frère<br><i>My half / step brother</i><br>Mon grand-père <i>My granddad</i><br>Mon oncle <i>My uncle</i><br>Mon cousin <i>My cousin (m)</i> | est <i>is</i><br>n'est pas <i>isn't</i>               |                                                                                  | bavard <i>talkative / chatty</i><br>charmant <i>charming</i><br>travailleur <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentil <i>kind / nice</i><br>amusant <i>funny</i>            | ennuyeux <i>boring</i><br>paresseux <i>lazy</i><br>timide <i>shy</i>      |
| Ma mère / belle-mère<br><i>My mum / step-mum</i><br>Ma soeur <i>My sister</i><br>Ma demi-soeur<br><i>My half / step sister</i><br>Ma grand-mère <i>My grandmother</i><br>Ma tante <i>My aunt</i><br>Ma cousine <i>My cousin (f)</i>     |                                                       | très <i>very</i><br>assez <i>quite</i><br>trop <i>too</i><br>un peu <i>a bit</i> | bavarde <i>talkative / chatty</i><br>charmante <i>charming</i><br>travailleuse <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentille <i>kind / nice</i><br>amusante <i>funny</i>      | ennuyeuse <i>boring</i><br>paresseuse <i>lazy</i><br>timide <i>shy</i>    |
| Mes parents <i>My parents</i><br>Mes grands-parents<br><i>My grandparents</i><br>Mes frères <i>My brothers</i>                                                                                                                          | sont <i>are</i><br>ne sont pas <i>aren't</i>          | quelquefois <i>sometimes</i>                                                     | bavards <i>talkative / chatty</i><br>charmants <i>charming</i><br>travailleurs <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentils <i>kind / nice</i><br>amusants <i>funny</i>       | ennuyeux <i>boring</i><br>paresseux <i>lazy</i><br>timides <i>shy</i>     |
| Mes soeurs <i>My sisters</i><br>Mes tantes <i>My aunts</i><br>Mes cousines <i>My cousins (f)</i>                                                                                                                                        |                                                       |                                                                                  | bavardes <i>talkative / chatty</i><br>charmantes <i>charming</i><br>travailleuses <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentilles <i>kind / nice</i><br>amusantes <i>funny</i> | ennuyeuses <i>boring</i><br>paresseuses <i>lazy</i><br>timides <i>shy</i> |

### French: Week 5 Questions - Family Descriptions

1. Je suis très bavard
2. À mon avis je ne suis pas
3. Ma mère est gentille
4. Ma tante est sympa

5. Ma grand-mère est amusante
6. Ma cousine est ennuyeuse
7. À mon avis mon père est charmant.
8. Quelquefois travailleur

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

## French: Half Term 1 - Week 6

### French: Week 6 Knowledge Organiser:

| noun                                                                                                                                                                                                                              | verb                                                  | intensifier                                                                      | adjectives                                                                                                                                                                                 |                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| À mon avis <i>In my opinion,</i>                                                                                                                                                                                                  | je suis <i>I am</i><br>je ne suis pas <i>I am not</i> |                                                                                  | use masculine or feminine version of adjective (see rows below)                                                                                                                            |                                                                           |
| Mon père / beau-père <i>My dad / step dad</i><br>Mon frère <i>My brother</i><br>Mon demi-frère <i>My half / step brother</i><br>Mon grand-père <i>My granddad</i><br>Mon oncle <i>My uncle</i><br>Mon cousin <i>My cousin (m)</i> | est <i>is</i><br>n'est pas <i>isn't</i>               |                                                                                  | bavard <i>talkative / chatty</i><br>charmant <i>charming</i><br>travailleur <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentil <i>kind / nice</i><br>amusant <i>funny</i>            | ennuyeux <i>boring</i><br>paresseux <i>lazy</i><br>timide <i>shy</i>      |
| Ma mère / belle-mère <i>My mum / step-mum</i><br>Ma soeur <i>My sister</i><br>Ma demi-soeur <i>My half / step sister</i><br>Ma grand-mère <i>My grandmother</i><br>Ma tante <i>My aunt</i><br>Ma cousine <i>My cousin (f)</i>     |                                                       | très <i>very</i><br>assez <i>quite</i><br>trop <i>too</i><br>un peu <i>a bit</i> | bavarde <i>talkative / chatty</i><br>charmante <i>charming</i><br>travailleuse <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentille <i>kind / nice</i><br>amusante <i>funny</i>      | ennuyeuse <i>boring</i><br>paresseuse <i>lazy</i><br>timide <i>shy</i>    |
| Mes parents <i>My parents</i><br>Mes grands-parents <i>My grandparents</i><br>Mes frères <i>My brothers</i>                                                                                                                       |                                                       | quelquefois <i>sometimes</i>                                                     | bavards <i>talkative / chatty</i><br>charmants <i>charming</i><br>travailleurs <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentils <i>kind / nice</i><br>amusants <i>funny</i>       | ennuyeux <i>boring</i><br>paresseux <i>lazy</i><br>timides <i>shy</i>     |
| Mes soeurs <i>My sisters</i><br>Mes tantes <i>My aunts</i><br>Mes cousines <i>My cousins (f)</i>                                                                                                                                  | sont <i>are</i><br>ne sont pas <i>aren't</i>          |                                                                                  | bavardes <i>talkative / chatty</i><br>charmantes <i>charming</i><br>travailleuses <i>hardworking</i><br>sympa <i>kind / nice</i><br>gentilles <i>kind / nice</i><br>amusantes <i>funny</i> | ennuyeuses <i>boring</i><br>paresseuses <i>lazy</i><br>timides <i>shy</i> |

| French: Week 6 Questions - Meals                                                                   |                                                                            |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1. My step dad is lazy<br>2. My sisters are shy<br>3. My cousins aren't kind<br>4. My mum isn't... | 5. Tres timide<br>6. Trop bavard<br>7. Un peu paresseux<br>8. Sont timides |

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH: Describe 3 of your family members and their personality.

## French: Half Term 1 - Week 7

### French: Week 7 Knowledge Organiser:

| Frequency phrase                                | Verbs                                                                  | Nouns - family members                                                                                                                                                                                                                    | connectives                 | Verbs (être)                          | intensifiers                    | Adjectives                                                                                                                                                                 |
|-------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| En général,<br><i>In general,</i>               | je m'entends bien avec<br><i>I get on well with</i>                    | mon père <i>my dad</i><br>mon beau-père <i>my step dad</i><br>mon grand-père <i>my grandad</i><br>mon frère <i>my brother</i><br>mon demi-frère <i>my half / step brother</i><br>mon oncle <i>my uncle</i><br>mon copain <i>my friend</i> |                             | il est<br><i>he is</i>                | très<br><i>very</i>             | amusant(e) <i>funny</i><br>patient(e) <i>patient</i><br>content(e) <i>happy</i><br>fort(e) <i>strong</i><br>faible <i>weak</i><br>triste <i>sad</i><br>fidèle <i>loyal</i> |
| Parfois,<br><i>Sometimes,</i>                   | je ne m'entends pas bien avec<br><i>I don't get on well with</i>       | ma mère <i>my mum</i><br>ma belle-mère <i>my step mum</i>                                                                                                                                                                                 | parce qu'<br><i>because</i> |                                       | assez<br><i>quite</i>           | pratique <i>practical</i><br>populaire <i>popular</i><br>agréable <i>pleasant / nice</i>                                                                                   |
| Quelquefois,<br><i>Sometimes,</i>               |                                                                        | ma grand-mère <i>my grandmother</i><br>ma sœur <i>my sister</i>                                                                                                                                                                           | car<br><i>because</i>       | elle est<br><i>she is</i>             | trop<br><i>trop</i>             | responsable <i>responsible</i><br>unique <i>unique</i>                                                                                                                     |
| De temps en temps,<br><i>From time to time,</i> | je me dispute avec<br><i>I argue with</i>                              | ma demi-sœur <i>my half / step sister</i><br>ma tante <i>my aunt</i><br>ma copine <i>my friend (f)</i>                                                                                                                                    | puisque<br><i>since</i>     |                                       | un peu<br><i>a bit</i>          | heureux / euse <i>happy</i><br>sérieux/euse <i>serious</i><br>travailleur/euse <i>hardworking</i>                                                                          |
| D'habitude,<br><i>Usually,</i>                  | j'ai une bonne relation avec<br><i>I have a good relationship with</i> |                                                                                                                                                                                                                                           |                             | ils sont<br><i>they are (m / m+f)</i> | quelquefois<br><i>sometimes</i> | sportif / ive <i>sporty</i><br>gentil / gentille <i>kind</i><br>sympa <i>kind</i>                                                                                          |
|                                                 |                                                                        | mes parents <i>my parents</i><br>mes grands-parents <i>my grandparents</i><br>mes deux frères <i>my two brothers</i><br>mes trois sœurs <i>my three sisters</i>                                                                           |                             | elles sont<br><i>they are (f)</i>     |                                 | sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i>                                                                                                       |

### French: Week 7 Questions - Relationships

1. I get on well with
2. In general, I argue with
3. Usually I don't get on well with
4. ...because he is loyal

5. Elle est trop faible
6. Puisqu'il est sérieux
7. Elles sont patiente
8. Ma mère est gentille

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following questions IN FRENCH:  
**Describe your relationship with your family**

## French: Half Term 1 - Week 8

### French: Week 8 Knowledge Organiser:

| Frequency phrase                                | Verbs                                                                  | Nouns - family members                                                                                                                                                                                                                    | connectives                 | Verbs (être)                                                                   | intensifiers                    | Adjectives                                                                                                                                                                 |
|-------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| En général,<br><i>In general,</i>               | je m'entends bien avec<br><i>I get on well with</i>                    | mon père <i>my dad</i><br>mon beau-père <i>my step dad</i><br>mon grand-père <i>my grandad</i><br>mon frère <i>my brother</i><br>mon demi-frère <i>my half / step brother</i><br>mon oncle <i>my uncle</i><br>mon copain <i>my friend</i> |                             | il est<br><i>he is</i>                                                         | très<br><i>very</i>             | amusant(e) <i>funny</i><br>patient(e) <i>patient</i><br>content(e) <i>happy</i><br>fort(e) <i>strong</i><br>faible <i>weak</i><br>triste <i>sad</i><br>fidèle <i>loyal</i> |
| Parfois,<br><i>Sometimes,</i>                   | je ne m'entends pas bien avec<br><i>I don't get on well with</i>       | ma mère <i>my mum</i><br>ma belle-mère <i>my step mum</i>                                                                                                                                                                                 | parce qu'<br><i>because</i> |                                                                                | assez<br><i>quite</i>           | pratique <i>practical</i><br>populaire <i>popular</i><br>agréable <i>pleasant / nice</i><br>responsable <i>responsible</i>                                                 |
| Quelquefois,<br><i>Sometimes,</i>               | je me dispute avec<br><i>I argue with</i>                              | ma grand-mère <i>my grandmother</i><br>ma sœur <i>my sister</i><br>ma demi-sœur <i>my half / step sister</i>                                                                                                                              | car<br><i>because</i>       | elle est<br><i>she is</i>                                                      | trop<br><i>trop</i>             | unique <i>unique</i>                                                                                                                                                       |
| De temps en temps,<br><i>From time to time,</i> |                                                                        | ma tante <i>my aunt</i><br>ma copine <i>my friend (f)</i>                                                                                                                                                                                 | puisque<br><i>since</i>     |                                                                                | un peu<br><i>a bit</i>          | heureux / euse <i>happy</i><br>sérieux/euse <i>serious</i><br>travailleur/euse <i>hardworking</i>                                                                          |
| D'habitude,<br><i>Usually,</i>                  | j'ai une bonne relation avec<br><i>I have a good relationship with</i> | mes parents <i>my parents</i><br>mes grands-parents <i>my grandparents</i><br>mes deux frères <i>my two brothers</i><br>mes trois sœurs <i>my three sisters</i>                                                                           |                             | ils sont<br><i>they are (m / m+f)</i><br><br>elles sont<br><i>they are (f)</i> | quelquefois<br><i>sometimes</i> | sportif / ive <i>sporty</i><br>gentil / gentille <i>kind</i><br>sympa <i>kind</i><br><br>sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i>              |

### French: Week 8 Questions - Relationships

1. From time to time I argue with my brother
2. Sometimes I have a good relationship with
3. My parents are hardworking
4. My sister is happy

5. Mon père est assez sympa
6. Ma tante est sûre d'elle
7. Il est sportif
8. Mes parents sont agréables.

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following questions IN FRENCH:  
Describe your relationship with your family

## History: Half Term 1 - Week 1

| History: Week 1 Knowledge Organiser: Who was Hitler?                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Key dates:</b><br/> <b>1919-1933</b> - Germany was run by the democratic Weimar Republic<br/> <b>1929</b> - The USA suffered economic problems which then affected Germany.</p> <p><b>Key words:</b><br/> <b>Democratic</b> - People make decisions on how the country is run.<br/> <b>Orator</b>- Good at public speaking<br/> <b>Manipulation</b> - Controlling and Influencing people in a negative way.<br/> <b>Propaganda</b> - Information to convince you of a particular message/view</p> | <p><b>Key information:</b><br/>         Hitler was a politician. He was the leader of the political party called the Nazi Party<br/> <b><u>Hitler became popular for a number of reasons:</u></b><br/> <b>1. Lots of people disliked the people who ran Germany between 1919 and 1933</b><br/>         Germany was ruled by the democratic Weimar Republic.<br/>         The Weimar Republic was disliked by some people in Germany- They ended WWI, had economic (money) problems, and accepted the Terms of the Treaty of Versailles.<br/> <b>2. Hitler wanted to remove the Treaty of Versailles.</b> Hitler became popular because he disliked the Treaty of Versailles and said he would end it if he came to power.<br/>         The terms of the Treaty of Versailles meant that Germany lost land, money, army and how to take the blame for WWI. Hitler wanted to stop this.<br/> <b>3. The Weimar Republic (who ran Germany before Hitler had economic problems)</b> Germany had to borrow money from America to solve their money problems.<br/>         However, in 1929 the USA had money problems of their own. This meant Germany started to have financial problems again as the USA could no longer lend them money.<br/> <b>4. Hitler was good at convincing and manipulating people to support him.</b><br/>         Hitler was a skilled orator - this means he could speak really well publically. He also used propaganda to help spread messages to convince people to support him.</p> |
| History: Week 1 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ol style="list-style-type: none"> <li>1. What political party was Hitler the leader of? (<b>Full sentence- Hitler was the leader of....</b>)</li> <li>2. Who ran Germany between 1919 and 1933?</li> <li>3. What did Hitler say he would remove which helped him gain popularity?</li> <li>4. Give one thing that Germany had to lose because of the Treaty of Versailles.</li> </ol>                                                                                                                  | <ol style="list-style-type: none"> <li>5. Which country did Germany have to borrow money from due to its economic problems?</li> <li>6. What stopped this country giving Germany money from 1929?</li> <li>7. Hitler was a skilled 'orator' What did this mean about him?</li> <li>8. What did Hitler use propaganda to do?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Extended Writing Question:</b> Which of the 4 reasons would have had the most impact on Hitler's popularity increasing? Why?</p>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## History: Half Term 1 - Week 2

### History: Week 2 Knowledge Organiser: How did Hitler become leader?

#### Key dates:

**February 1933** - The Reichstag Fire     **July 1933** - Political parties (except the Nazis) were banned in Germany

**June 1934** - Rohm and leaders of the SA were murdered.

**August 1934** - The Army swore an oath of loyalty to Hitler.

**August 1934** - Hitler becomes the leader of Germany.

#### Key words:

**Reichstag Building** - The place where Germany's parliament meets.

**SA** - Armed Nazi group used to protect the Nazis and attack other political organisations.

#### Key information:

Hitler had become the leader of Germany by August 1934. **Hitler used multiple methods to help him become the leader of Germany:**

##### 1. He removed his political enemies.

- a. A fire was started in the Reichstag building in Germany (The Reichstag Fire). The fire was blamed on Hitler's political enemies.
- b. Hitler used this to make people in Germany believe that his political enemies were dangerous. The German President and Parliament agreed to let Hitler have more power as a result so he could then stop the problems caused by Hitler's political enemy. Hitler passed a law that all political parties were banned.

##### 2. He made it clear that no-one was to mess with him.

- a. A man called Rohm led a Nazi paramilitary group called the SA. There were 3 million men in the SA which worried Hitler as they were loyal to Rohm.
- b. Hitler had SA leaders, including Rohm and nearly 400 others, executed.
- c. The SA was put under Hitler's control.

##### 3. He got the German military on his side.

- a. The army promised to **support Hitler** when he became the leader of Germany. Hitler could now lead the country with the support of the German military.

### History: Week 2 Questions

1. What building was set on fire in February 1933? *(The building that was set on fire in February 1933 was...)*
2. Who did Hitler blame the building's fire on?
3. What did Hitler ban in July 1933 as a result of this fire?
4. Who was the leader of the SA?

5. How many men were in the SA?
6. What happened to the leaders of the SA in June 1934?
7. Which armed organisation promised to support Hitler when he came to power?
8. Who was the leader of Germany by 1934?

#### Extended Writing Question:

Which of these three reasons would have had the most impact on Hitler becoming the leader of Germany? Why?

### History: Half Term 1 - Week 3

#### History: Week 3 Knowledge Organiser: How did Hitler scare people into supporting him?

##### Key words:

**Police State** - Where a government uses the police to control what people do and say.

**'Undesirables'** - How Hitler described minority groups that he didn't want to live in Germany.

**Tapping phones** - Listening in on/recording phone calls

**Inmates** - Prisoners

**Executive Force** - The police force with the most power

**Network of Informants** - People who you turn to for information.

**Key information:** The Nazi Police State was led by **Heinrich Himmler**.

**1. The main form of punishment used by the Police State was Concentration Camps.**

- a. Concentration Camps were used as a prison. Punishments included hard labour like breaking up rocks.
- b. The inmates were the 'undesirables' (prostitutes or homosexuals), minority groups (Jewish) and political prisoners (intellectuals, communists etc.)

**2. The main police forces used were the SS and the Gestapo.**

- a. **The SS** - The SS were the elite guard in Germany and Hitler's executive force. They were completely loyal to Hitler - The SS did not have to follow the law.
- b. **The Gestapo** - The Secret Police - They were non-uniformed. Their Aim was to identify anyone who criticised or opposed the Nazi government. They spied on people, tapped their phones and used networks of informants.

#### History: Week 3 Questions

1. Who was the leader of the Nazi Police State? (***The leader of the Nazi Police State was...***)
2. What did the Nazis use concentration camps for?
3. What punishments did inmates have to do in the concentration camps?
4. What were the SS?

5. Who were the SS loyal to?
6. What didn't the Gestapo wear which meant no one would know who they were?
7. What was the main job of the Gestapo?
8. What methods did the Gestapo use to work out who wasn't supporting the Nazis?

**Extended Writing Question:** What would have created the most fear in Nazi Germany- the concentration camps, the SS or the Gestapo? Why?

## History: Half Term 1 - Week 4

### History: Week 4 Knowledge Organiser: How did Hitler use propaganda to control people?

#### Key words:

**Propaganda** - something produced to spread a message, and to persuade others to agree  
stop that information from being seen

**Censorship** - when information is erased or hidden in order to

Key information: The Head of Nazi Propaganda was Joseph Goebbels

- The Nazis used various methods to spread their propaganda messages and to stop other messages being heard.
- They used methods including radios, rallies, posters, the cinema, the arts and newspapers.

Radio The Nazis controlled everything that was broadcast to the people over the radio. All radio stations were under Nazis control.

So that people could always hear the Nazi propaganda, cheap radio sets were sold to people. These were called 'The People's Receiver'. This led to around 70% of German households owning a radio.

Rallies Nazis used huge public rallies (where lots of people gather together) to spread the propaganda message.

The biggest rally was in Nuremberg. All rallies had thousands of Swastika's, flaming torches, lights, music and Hitler's speeches.

### History: Week 4 Questions

1. What are propaganda messages meant to do? (***Propaganda messages are meant to...***)
2. What happens to information if it has been censored?
3. Who was the head of propaganda in Nazi Germany?
4. Give a method of propaganda used by the Nazis.

5. What were the cheap radio sets sold by the Nazis called?
6. Who controlled all of the radio stations in Nazi Germany?
7. Where was the biggest Nazi rally held?
8. Give an example of something that you would find at a Nazi rally.

#### **Extended Writing Question:**

Why was it so important for the Nazis to censor any information that made them look bad/weak?

## History: Half Term 1 - Week 5

### History: Week 5 Knowledge Organiser: How did Hitler use propaganda to convince young people to support him?

**Key words:** **Swastikas** - Nazi symbol

**Hitler Youth** - Boys youth group run by the Nazis.

**Key information:** Hitler needed young people to be loyal to the Nazi Party. Young people would be the next generation of Nazi soldiers, workers, mothers etc.

He needed to convince boys that they needed to fight for Germany and work on its behalf. He needed to convince girls to want to become mothers in the future to carry on the German race.

**Hitler used two main methods to achieve these aims:**

**1. Education** - Swastikas were on display in every classroom.

Girls were taught to become housewives in school- they were taught about who they should marry, cooking etc.

Boys were taught to become soldiers in school- they were taught how to use weapons, maths skills linked to weights and capacity of planes to hold bombs etc.

#### **2. Youth Groups**

**Boys** - The **Hitler Youth** was the boys after school club run by the Nazis. Boys practised skills useful to troops like map reading, shooting guns.

They also carried out physical training including camping, hiking and sports competitions.

**Girls** - Girls joined clubs which taught them about housework and raising children.. They also carried out physical training to make them healthy for when they became mothers.

### History: Week 5 Questions

1. What did Hitler need to convince boys to do for Germany?
2. What did Hitler need to convince girls to do for Germany?
3. What was displayed in classrooms to make kids remember the Nazis?
4. What were girls taught to be in school?

5. What were boys taught to be in school?
6. What was the name of the boys after school club that was run by the Nazis?
7. Give one thing that boys did at their Nazi after school clubs?
8. Give one thing that girls did at their Nazi after school clubs?

#### **Extended Writing Question:**

**Why was it so important for the Nazis to get children on their side?**

## History: Half Term 1 - Week 6

### History: Week 6 Knowledge Organiser: How did Hitler reward women so they would support him?

**Key words:** **Birth Rate** - how quickly children are being born in a country, compared to the total population

**Contraception** - prevents you from becoming pregnant      **Loan** - When someone lends something to you - after a certain amount of time you have to give it back.

**Key information:** Hitler was concerned by the falling birth rate in Germany (less children were being born) - he needed women to have more children- he needed more children to grow up and become future mothers, workers and soldiers for the German army.

Women were expected to dedicate their lives to doing the three Ks: **Kirche** - Going to Church **Kinder** - Having and raising Children **Küche** - Working in the Kitchen

#### 1. To convince women to follow the 3ks and have more children Hitler offered rewards to women:

- a. Women were given a loan from the Nazis if they gave up work and got married. The loan was only given to women who left their jobs.  
Women wouldn't have to pay the loan back at all if they had 4 children!
- b. Women were awarded the Motherhood Cross for having children. This was a medal presented to women at a ceremony.  
Women would be awarded a gold medal if they had 8 children, a silver medal for 6 children and a bronze medal for 4 children.

#### 2. How did he convince women to accept these rewards: Hitler Made contraception difficult to get hold of.

Made women leave their jobs. From 1936 female doctors, civil servants, teachers and judges were no longer allowed to do their jobs.

### History: Week 6 Questions

- |                                                                                        |                                                                                              |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. What did Hitler need women to do in Nazi Germany?                                   | 5. What was the name of the medal awarded to women for having children?                      |
| 2. What did the 'Ks' stand for in the 'Three Ks'?                                      | 6. How many children would a woman have to give birth to in order to receive a gold medal?   |
| 3. What did women have to do to get a loan of money from the Nazis?                    | 7. How many children would a woman have to give birth to in order to receive a bronze medal? |
| 4. How many children did a woman have to have to not have to pay back the loan at all? | 8. Give an example of a job that women were forced to leave in 1936.                         |

#### Extended Writing Question:

Do you think all women would have liked the rewards offered to them in Nazi Germany? Why?

## History: Half Term 1 - Week 7

### History: Week 7 Knowledge Organiser: How did Hitler create the master race?

**Key words:** **Aryan Race** - Hitler's master race- this is the race Hitler wanted people in Germany to be as he thought it was the perfect race.

**Selective Breeding (Eugenics)** - Choosing who can breed (have children) and who can breed with who. **Racial Hygiene** - Races should be kept pure and should not mix.

**'Undesirables'** - How Hitler described minority groups that he didn't want to live in Germany. have children biologically.

**Sterilisation** - stopping someone from being able to

#### **Key information:**

Hitler believed that the **Aryan Race** (What Hitler called the German race) was the strongest. **Hitler believed that Germany had been divided into:**

1. Aryans (The Master Race)
2. 'Undesirables' (Non-Aryans- Jews, disabled people, Roma, alcoholics, homosexuals, black people etc)

He believed that this had weakened Germany and if the problems weren't fixed then Germany would not be able to become strong again. To fix the problem he needed to remove 'undesirables' and increase the Aryan Race.

**Hitler made sure he could create a master race and remove 'undesirables':**

1. He chose who could have children with who and who could have children in the first place.
2. He kept races apart so then people from different races couldn't mix with others in order to prevent relationships and friendships from developing.

**Hitler used various methods to achieve his Master Race and remove 'undesirables' from Germany**

1. **He stopped different races being able to marry each other** In 1935 he banned Romi people from marrying Aryans.
2. **He stopped people being able to physically have children. Hundreds** of thousands of people were sterilised by the Nazis. People were stopped from having children because they were alcoholics, beggars and tramps and some because they weren't very clever.
3. **The undesirables were sent to concentration camps.** People who wouldn't work, tramps, beggars, alcoholics, prostitutes, homosexuals and criminals were being sent to concentration camps

### History: Week 7 Questions

- |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. What was the name of Hitler's Master Race?</li> <li>2. Give an example of a minority group who Hitler described as an 'Undesirable'.</li> <li>3. What term is used to describe when someone chooses who you can breed with or who can breed?</li> <li>4. What term is used to describe races being kept pure and not being able to mix?</li> </ol> | <ol style="list-style-type: none"> <li>5. What did Hitler ban Romi people from being able to do in order to stop races mixing?</li> <li>6. What could people not do if they have been sterilised?</li> <li>7. How many people were sterilised by the Nazis?</li> <li>8. Where were 'undesirables sent to' so that they couldn't mix with other races/groups?</li> </ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### **Extended Writing Question:**

Why would allowing races to mix have meant Hitler's plans to grow the master race might have not succeeded?

## History: Half Term 1 - Week 8

### History: Week 8 Knowledge Organiser: How did Hitler deal with opposition

#### Key words:

**Underground Resistance** - A secret, illegal movement or group that opposes a ruling power, made people know they were doing it.

**Open Opposition** - They didn't oppose secretly- they

**Passive Resistance** - Non-violent. Involved refusing to do as you are told/not following the rules. audience about a minor issue.

**Private Grumbling** - Complaining to yourself or a small

**Key information:** Opposition occurred towards the Nazis but it was limited.

**1. Open Opposition- The Edelweiss Pirates-** They were a group of young people who opposed the Nazis - they believed they restricted their freedoms.

The Edelweiss Pirates used non-violent methods against the Nazis; wearing the wrong clothes, listening to banned music

They also used more dangerous/violent methods to oppose the Nazis; attacked Hitler Youth members, and helped the enemy in WWII.

**2. Private Grumbling** - This was the most common type of opposition in Nazi Germany. One of the main ways this was done was through telling jokes about Hitler.

**Lack of Opposition to the Nazis** - People didn't oppose the Nazis openly due to the fear, rewards and propaganda used to control the German people.

### History: Week 8 Questions

1. What did it mean if someone was openly opposing the Nazis?
2. What might you do if you were opposing the Nazis using passive resistance??
3. Who were the Edelweiss Pirates?
4. Why didn't the Edelweiss Pirates like the Nazis?

5. What did members of the Edelweiss Pirates do to show their opposition to the Hitler Youth?
6. What was the most common type of opposition toward the Nazis?
7. Give an example of how people privately grumbled against the Nazis.
8. Give one reason why there wasn't a lot of opposition to the Nazis.

#### Extended Writing Question:

Why do you think private grumbling would still be punished harshly if you had been found doing it by the Gestapo?

## Spanish: Half Term 1 - Week 1

### Week 1 - Family and Descriptions

| <u>Verb</u>                                                                  | <u>Noun</u>                                                                                                                                             | <u>Adjective</u>                                                                                                                                                                                                                                                   | <u>Link</u>              | <u>Noun</u>                         | <u>Adjective</u>                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>tengo</b> ( <i>I have</i> )<br><br><b>tenía</b> ( <i>I used to have</i> ) | <b>los ojos</b><br><i>(the eyes)</i>                                                                                                                    | <b>azules</b> ( <i>blue</i> )<br><br><b>verdes</b> ( <i>green</i> )<br><br><b>marrones</b> ( <i>brown</i> )<br><br><b>grises</b> ( <i>grey</i> )<br><br><b>avellanos</b> ( <i>hazel</i> )<br><br><b>grandes</b> ( <i>big</i> )<br><b>pequenos</b> ( <i>small</i> ) | <b>y</b><br><i>(and)</i> | <b>el pelo</b><br><i>(the hair)</i> | <b>rubio</b> ( <i>blonde</i> )<br><b>negro</b> ( <i>black</i> )<br><b>marrón</b> ( <i>brown</i> )<br><b>gris</b> ( <i>grey</i> )<br><b>pelirrojo</b> ( <i>red</i> )<br><br><b>liso</b> ( <i>straight</i> )<br><b>rizado</b> ( <i>curly</i> )<br><b>ondulado</b> ( <i>wavy</i> )<br><b>largo</b> ( <i>long</i> )<br><b>corto</b> ( <i>short</i> ) |
|                                                                              | <b>una cara redonda</b><br><i>(a round face)</i><br><b>una barba negra</b><br><i>(a <u>black</u> beard)</i><br><b>un bigote</b><br><i>(a moustache)</i> |                                                                                                                                                                                                                                                                    |                          |                                     |                                                                                                                                                                                                                                                                                                                                                  |

### Spanish Week 1 Translations

1. Tengo los ojos azules
2. Tenía los ojos grandes
3. Tengo los ojos pequeños
4. Tengo un bigote

5. I used to have straight hair
6. I have a round face
7. Curly hair
8. I used to have short hair

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

- Write a description of yourself in Spanish

## Spanish: Half Term 1 - Week 2

### Spanish: Week 2 Knowledge Organiser: Descriptions

| Verb                          | Noun                                                                                                          | Adjective                                                                                 | Link              | Noun                         | Adjective                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------|------------------------------|---------------------------------------------------------------------------------------|
| <b>tengo</b> (I have)         | <b>los ojos</b><br>(the eyes)                                                                                 | azules (blue)<br>verdes (green)<br>marrones (brown)<br>grises (grey)<br>avellanos (hazel) | <b>y</b><br>(and) | <b>el pelo</b><br>(the hair) | rubio (blonde)<br>negro (black)<br>marrón (brown)<br>gris (grey)<br>pelirrojo (red)   |
| <b>tenía</b> (I used to have) |                                                                                                               | grandes (big)<br>pequeños (small)                                                         |                   |                              | liso (straight)<br>rizado (curly)<br>ondulado (wavy)<br>largo (long)<br>corto (short) |
|                               | una cara redonda<br>(a round face)<br>una barba negra<br>(a <i>black</i> beard)<br>un bigote<br>(a moustache) |                                                                                           |                   |                              |                                                                                       |

### Spanish: Week 2 Questions

1. Tengo una cara redonda
2. Tenía el pelo rizado
3. Tenía una barba negra
4. Tengo los ojos avellanos

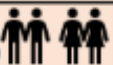
5. I have small eyes
6. I used to have red hair.
7. I have short and curly hair.
8. I have blue eyes and straight hair.

### Extended Writing

**Describe what you used to look like when you were younger.** Write at least 3 sentences in Spanish.

## Spanish: Half Term 1 - Week 3

### Spanish: Week 3 Knowledge Organiser: Family descriptions

| Adverb                                                                                                                                                                                                                                                                                 | Verb                         | Noun                                                                                                                                  |                                                                                     |                         |                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| En mi familia<br>(In my family)                                                                                                                                                                                                                                                        | hay<br>(there is)            | cinco personas: mi madre, mi padrastro, mi hermana, mi hermano y yo<br>five people: my Mum, my step-dad, my sister, my brother and me |                                                                                     |                         |                                                                                                                                                                                                                                |
| No tengo hermanos (I don't have siblings)                                                                                                                                                                                                                                              |                              | Soy hijo único (I am an only child (male))<br>Soy hija única (I am an only child (female))                                            |                                                                                     |                         |                                                                                                                                                                                                                                |
| Noun                                                                                                                                                                                                                                                                                   | Verb 1                       | Noun (Name)                                                                                                                           | Link                                                                                | Verb 2                  | Noun (ages)                                                                                                                                                                                                                    |
| Mi padre (My dad)<br>Mi padrastro (My step-dad)<br>Mi hermano (My brother)<br>Mi hermanastro (My step/half brother)<br>Mi abuelo (My grandad)<br>Mi tío (My uncle)<br>Mi primo (my (male) cousin)<br> | se llama<br>(is called...)   | Pablo<br>Pedro<br>Raul<br>Juan<br>Tomás                                                                                               | y<br>(and)                                                                          | tiene<br>(he / she has) | dos años<br>(two years)<br>tres años<br>(three years)<br>once años<br>(eleven years)<br>doce años<br>(twelve years)<br>diecisiete años<br>(seventeen years)<br>veinte años<br>(twenty years)<br>treinta años<br>(thirty years) |
| Mi madre (my mum)<br>Mi madrastra (my step-mum)<br>Mi hermana (my sister)<br>Mi hermanastra (my step/half sister)<br>Mi abuela (my grandma)<br>Mi tía (my auntie)<br>Mi prima (my cousin)<br>         | se llama<br>(is called...)   | Ana<br>Maria<br>Sofía<br>Paola<br>Rocío                                                                                               |  |                         |                                                                                                                                                                                                                                |
| Mis padres (my parents)<br>Mis abuelos (my grandparents)<br>                                                                                                                                         | se llaman<br>(are called...) | Ricardo y Teresa<br>José e Isabel                                                                                                     | y<br>(and)                                                                          | tienen<br>(they have)   | cuarenta años<br>(forty years)                                                                                                                                                                                                 |

### Spanish: Week 3 Questions

- My dad is called Pablo
- I don't have siblings
- In my family there are 5 people
- I am an only child

- Mi madre se llama Rocío
- ... y tiene doce años
- Mis padres se llaman Ricardo y Teresa
- Mis padres tienen cuarenta años.

**Extended Writing Question: Write at least 3 sentences.**

Introduce 3 members of your family and say how many people are in your family.

## Spanish: Half Term 1 - Week 4

### Spanish: Week 4 Knowledge Organiser: Family Descriptions

| Noun 1                                                                                                                                                                                                                                                                                                     | Verb                                              | Noun 2                                                                                                        | Adjective                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                            | <b>Tengo</b> (I have)                             | pecas (freckles)                                                                                              |                                                                                                                                                                                                          |
| <b>masculine</b><br>Mi padre (my dad)<br>Mi padrastro (my step-dad)<br>Mi hermano (my brother)<br>Mi hermanastro (my step/half brother)<br>Mi abuelo (my grandad)<br>Mi tío (my uncle)<br>Mi primo (my (male) cousin)<br> | <b>tiene</b><br>(he / she has)                    | los ojos<br>(the eyes)<br> | azules (blue)<br>verdes (green)<br>marrones (brown)<br>grises (grey)<br>castaños (chestnut)<br><b>y = and</b>                                                                                            |
| <b>feminine</b><br>Mi madre (my mum)<br>Mi madrastra (my step-mum)<br>Mi hermana (my sister)<br>Mi hermanastra (my step/half sister)<br>Mi abuela (my grandma)<br>Mi tía (my auntie)<br>Mi prima (my cousin)<br>          | <b>tiene</b><br>(he / she has)                    | el pelo<br>(the hair)<br>  | rubio (blonde)<br>negro (black)<br>marrón (brown)<br>gris (grey)<br>pelirrojo (red)<br>castaño (chestnut)<br>liso (straight)<br>rizado (curly)<br>largo (long)<br>corto (short)<br><b>también = also</b> |
|                                                                                                                                                                                                                                                                                                            | <b>no tiene pelo</b> (he / she doesn't have hair) |                                                                                                               |                                                                                                                                                                                                          |

### Spanish: Week 4 Questions

1. Mi padre tiene los ojos verde
2. Mi abuela tiene el pelo gris
3. Mi prima no tiene pelo
4. Mi padre tiene los ojos marrones

5. My grandad has red hair
6. My mum has long hair
7. My grandma has blonde hair
8. My uncle has green eyes

**Extended Writing Question:** Describe tu familia - Write a description of 3 members of the family in Spanish.

## Spanish: Half Term 1 - Week 5

### Spanish: Week 5 Knowledge Organiser: Family Descriptions

| Noun                                                                                                                                                                                                                                 | Verb                                                       | Intensifier                                     | Adjective                                                                                                                        |                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Mi padre/Mi padrastro</b> (My dad/My step-dad)<br><b>Mi hermano</b> (My brother)<br><b>Mi hermanastro</b> (My step/half brother)<br><b>Mi abuelo</b> (My grandad) <b>Mi tío</b> (My uncle)<br><b>Mi primo</b> (My (male) cousin)  | <b>es</b><br>(he/she is)<br><b>no es</b><br>(he/she isn't) | <b>siempre</b><br>(always)                      | <b>hablador</b> (talkative)<br><b>encantador</b> (charming)<br><b>trabajador</b> (hardworking)<br><b>simpático</b> (nice)        | <b>aburrido</b> (boring)<br><b>gracioso</b> (funny)<br><b>perezoso</b> (lazy)<br><b>tímido</b> (shy)     |
| <b>Mi madre/Mi madrastra</b> (My mum/My step-mum)<br><b>Mi hermana</b> (My sister)<br><b>Mi hermanastra</b> (My step/half sister)<br><b>Mi abuela</b> (My grandma) <b>Mi tía</b> (My auntie)<br><b>Mi prima</b> (My (female) cousin) | <b>es</b><br>(he/she is)<br><b>no es</b><br>(he/she isn't) | <b>muy</b> (very)<br><b>bastante</b><br>(quite) | <b>habladora</b> (talkative)<br><b>encantadora</b> (charming)<br><b>trabajadora</b> (hardworking)<br><b>simpática</b> (nice)     | <b>aburrida</b> (boring)<br><b>graciosa</b> (funny)<br><b>perezosa</b> (lazy)<br><b>tímida</b> (shy)     |
| <b>Mis padres</b> (My parents)<br><b>Mis abuelos</b> (My grandparents)<br><b>Mis hermanos</b> (My brothers)<br><b>Mis tíos</b> (My aunt and uncle)                                                                                   | <b>son</b><br>(they are)<br><b>no son</b><br>(they aren't) | <b>demasiado</b><br>(too)                       | <b>habladores</b> (talkative)<br><b>encantadores</b> (charming)<br><b>trabajadores</b> (hardworking)<br><b>simpáticos</b> (nice) | <b>aburridos</b> (boring)<br><b>graciosos</b> (funny)<br><b>perezosos</b> (lazy)<br><b>tímidos</b> (shy) |
| <b>Mis hermanas</b> (My sisters)<br><b>Mis tías</b> (My aunties)<br><b>Mis primas</b> (My female cousins)                                                                                                                            | <b>son</b><br>(they are)<br><b>no son</b><br>(they aren't) | <b>un poco</b><br>(a bit)                       | <b>habladoras</b> (talkative)<br><b>encantadoras</b> (charming)<br><b>trabajadoras</b> (hardworking)<br><b>simpáticas</b> (nice) | <b>aburridas</b> (boring)<br><b>graciosas</b> (funny)<br><b>perezosas</b> (lazy)<br><b>tímidas</b> (shy) |
| <b>En mi opinión</b><br>(In my opinion)                                                                                                                                                                                              | <b>soy</b> (I am)<br><b>no soy</b><br>(I am not)           |                                                 |                                                                                                                                  |                                                                                                          |

### Spanish: Week 5 Translations

1. My dad is always hard working.
2. My parents are quite talkative
3. My cousin (f) is too shy
4. My grandad is a bit boring.

5. Es siempre aburrida
6. Son graciosos
7. No son perezosos
8. Soy gracioso

### Extended Writing Question:

Describe your own personality and the personality of at least 2 family members using positive adjectives - make sure you use a verb, intensifier and adjective

## Spanish: Half Term 1 - Week 6

### Spanish: Week 6 Knowledge Organiser: Personality

| Noun                                                                                                                                                                                                                                 | Verb                                                       | Intensifier                                         | Adjective                                                                                                                        |                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Mi padre/Mi padrastro</b> (My dad/My step-dad)<br><b>Mi hermano</b> (My brother)<br><b>Mi hermanastro</b> (My step/half brother)<br><b>Mi abuelo</b> (My grandad) <b>Mi tío</b> (My uncle)<br><b>Mi primo</b> (My (male) cousin)  | <b>es</b><br>(he/she is)<br><b>no es</b><br>(he/she isn't) | <b>siempre</b><br>(always)                          | <b>hablador</b> (talkative)<br><b>encantador</b> (charming)<br><b>trabajador</b> (hardworking)<br><b>simpático</b> (nice)        | <b>aburrido</b> (boring)<br><b>gracioso</b> (funny)<br><b>perezoso</b> (lazy)<br><b>tímido</b> (shy)     |
| <b>Mi madre/Mi madrastra</b> (My mum/My step-mum)<br><b>Mi hermana</b> (My sister)<br><b>Mi hermanastra</b> (My step/half sister)<br><b>Mi abuela</b> (My grandma) <b>Mi tía</b> (My auntie)<br><b>Mi prima</b> (My (female) cousin) | <b>es</b><br>(he/she is)<br><b>no es</b><br>(he/she isn't) | <b>muy</b> (very)<br><br><b>bastante</b><br>(quite) | <b>habladora</b> (talkative)<br><b>encantadora</b> (charming)<br><b>trabajadora</b> (hardworking)<br><b>simpática</b> (nice)     | <b>aburrida</b> (boring)<br><b>graciosa</b> (funny)<br><b>perezosa</b> (lazy)<br><b>tímida</b> (shy)     |
| <b>Mis padres</b> (My parents)<br><b>Mis abuelos</b> (My grandparents)<br><b>Mis hermanos</b> (My brothers)<br><b>Mis tíos</b> (My aunt and uncle)                                                                                   | <b>son</b><br>(they are)<br><b>no son</b><br>(they aren't) | <b>demasiado</b><br>(too)                           | <b>habladores</b> (talkative)<br><b>encantadores</b> (charming)<br><b>trabajadores</b> (hardworking)<br><b>simpáticos</b> (nice) | <b>aburridos</b> (boring)<br><b>graciosos</b> (funny)<br><b>perezosos</b> (lazy)<br><b>tímidos</b> (shy) |
| <b>Mis hermanas</b> (My sisters)<br><b>Mis tías</b> (My aunties)<br><b>Mis primas</b> (My female cousins)                                                                                                                            | <b>son</b><br>(they are)<br><b>no son</b><br>(they aren't) | <b>un poco</b><br>(a bit)                           | <b>habladoras</b> (talkative)<br><b>encantadoras</b> (charming)<br><b>trabajadoras</b> (hardworking)<br><b>simpáticas</b> (nice) | <b>aburridas</b> (boring)<br><b>graciosas</b> (funny)<br><b>perezosas</b> (lazy)<br><b>tímidas</b> (shy) |
| <b>En mi opinión</b><br>(In my opinion)                                                                                                                                                                                              | <b>soy</b> (I am)<br><b>no soy</b><br>(I am not)           |                                                     |                                                                                                                                  |                                                                                                          |

### Spanish: Week 6 Questions

- I am not lazy
- In my opinion I am hardworking
- ...quite talkative
- ..very boring and shy

- No son demasiado tímidos
- Un poco encantadora
- Mis hermanas son aburridas
- Mis abuelos son simpáticos

### Extended Writing Question:

Describe your own personality and the personality of at least 2 family members using negative structures - make sure you use a verb, intensifier and adjective

## Spanish: Half Term 1 - Week 7

### Spanish: Week 7 Knowledge Organiser: Relationships

| Adverb                                                                                                                                                                                              | Verb                                                                                                                                                                                        | Noun                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Link                                                                                                                                                                                                                                                                                                                                     | Verb                                                                                                                                                                                                                                                                                                                                                                | Intensifier                                                                                                                                                                                   | Adjective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Diría que</b><br><i>(I would say that)</i><br><b>En mi opinión</b><br><i>(In my opinion)</i>                                                                                                     | <b>me llevo muy bien con</b><br><i>(I get on very well with)</i><br><br><b>no me llevo bien con</b><br><i>(I don't get on well with)</i><br><br><b>discuto con</b><br><i>(I argue with)</i> | <b>mi padre</b> <i>(my Dad)</i><br><b>mi padrastro</b><br><i>(my step-dad)</i><br><b>mi hermano</b> <br><i>(my brother)</i><br><b>mi hermanastro</b><br><i>(my step/half brother)</i><br><b>mi abuelo</b><br><i>(my grandad)</i><br><b>mi primo</b> <i>(my cousin)</i><br><b>mi madre</b> <i>(my Mum)</i><br><b>mi madrastra</b><br><i>(my step-mum)</i><br><b>mi hermana</b><br><i>(my sister)</i><br><b>mi hermanastra</b><br><i>(my step/half sister)</i><br><b>mi abuela</b><br><i>(my grandma)</i><br><b>mi prima</b> <i>(my cousin)</i><br><br><b>*mis hermanas</b> <br><i>(my sisters)</i><br><b>*mis padres</b><br><i>(my parents)</i> | <b>porque</b><br><i>(because)</i><br><br><b>dado que</b><br><i>(because)</i><br><br><b>pero</b><br><i>(but)</i><br><br><b>sin embargo</b> <br><i>(however)</i><br><br><b>aunque</b><br><i>(although)</i><br><br><b>incluso si</b><br><i>(even if)</i> | <b>(no) soy</b><br><i>(I am (not))</i><br><b>puedo ser</b><br><i>(I can be)</i><br><br><b>es</b> <i>(he / she is)</i><br><br><b>no es</b><br><i>(he / she isn't)</i><br><br><b>puede ser</b><br><i>(he / she can be)</i><br><br><b>son</b><br><i>(they are)</i><br><br><b>me parece</b><br><i>(I find him/her)</i><br><br><b>me parecen</b><br><i>(I find them)</i> | <b>muy</b> <i>(very)</i><br><br><b>bastante</b><br><i>(quite)</i><br><br><b>demasiado</b><br><i>(too)</i><br><br><b>un poco</b><br><i>(a bit)</i><br><br><b>a veces</b><br><i>(sometimes)</i> | <b>aburrido/a</b> <i>(boring)</i><br><b>antipático/a</b> <i>(nasty)</i> <br><b>divertido/a</b> <i>(fun)</i><br><b>encantador/a</b> <i>(charming)</i><br><b>educado/a</b> <i>(polite)</i><br><b>egoísta</b> <i>(egotistical/selfish)</i><br><b>generoso/a</b> <i>(generous)</i><br><b>gracioso/a</b> <i>(funny)</i><br><b>feliz</b> <i>(happy)</i> <br><b>fiel</b> <i>(loyal)</i><br><b>hablador/a</b> <i>(talkative)</i><br><b>molesto/a</b> <i>(annoying)</i><br><b>perezoso/a</b> <i>(lazy)</i><br><b>pesado/a</b> <i>(annoying)</i> <br><b>serio/a</b> <i>(serious)</i><br><b>simpático/a</b> <i>(nice)</i> <br><b>terco/a</b> <i>(stubborn)</i><br><b>tímido/a</b> <i>(shy)</i> <br><b>trabajador(a)</b> <i>(hard-working)</i><br><b>triste</b> <i>(sad)</i> |
| <b>Key Questions</b><br><b>¿Qué piensas de tu familia?</b><br><i>(What do you think of your family?)</i><br><b>¿Te llevas bien con tu familia?</b><br><i>(Do you get on well with your family?)</i> |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>tenemos el mismo sentido del humor</b><br><i>(we have the same sense of humour)</i>                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Spanish: Week 7 Translations

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| 1. Diría que me llevo bien con...<br>2. A veces discuto con mi hermano<br>3. Es bastante aburrida<br>4. Me parece pesado | 5. I am not very fun<br>6. He can be loyal<br>7. Normally I get on well with my cousin.<br>8. We have the same sense of humour. |
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### Extended Writing Question: Answer the question:

¿Te llevas bien con tu familia? Say if you get on with your family. Why? Why not?

## Spanish: Half Term 1 - Week 8

### Spanish: Week 8 Knowledge Organiser: Relationships

| Adverb                                                                                                                                                                                              | Verb                                                                                                                                                                                        | Noun                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Link                                                                                                                                                                                                                                                                                                                                     | Verb                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Intensifier                                                                                                                                                                                   | Adjective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Diría que</b><br><i>(I would say that)</i><br><b>En mi opinión</b><br><i>(In my opinion)</i>                                                                                                     | <b>me llevo muy bien con</b><br><i>(I get on very well with)</i><br><br><b>no me llevo bien con</b><br><i>(I don't get on well with)</i><br><br><b>discuto con</b><br><i>(I argue with)</i> | <b>mi padre</b> <i>(my Dad)</i><br><b>mi padrastro</b><br><i>(my step-dad)</i><br><b>mi hermano</b> <br><i>(my brother)</i><br><b>mi hermanastro</b><br><i>(my step/half brother)</i><br><b>mi abuelo</b><br><i>(my grandad)</i><br><b>mi primo</b> <i>(my cousin)</i><br><b>mi madre</b> <i>(my Mum)</i><br><b>mi madrastra</b><br><i>(my step-mum)</i><br><b>mi hermana</b><br><i>(my sister)</i><br><b>mi hermanastra</b><br><i>(my step/half sister)</i><br><b>mi abuela</b><br><i>(my grandma)</i><br><b>mi prima</b> <i>(my cousin)</i> | <b>porque</b><br><i>(because)</i><br><br><b>dado que</b><br><i>(because)</i><br><br><b>pero</b><br><i>(but)</i><br><br><b>sin embargo</b> <br><i>(however)</i><br><br><b>aunque</b><br><i>(although)</i><br><br><b>incluso si</b><br><i>(even if)</i> | <b>(no) soy</b><br><i>(I am (not))</i><br><b>puedo ser</b><br><i>(I can be)</i><br><br><b>es</b> <i>(he / she is)</i><br><br><b>no es</b><br><i>(he / she isn't)</i><br><br><b>puede ser</b><br><i>(he / she can be)</i><br><br><b>son</b><br><i>(they are)</i><br><br><b>me parece</b><br><i>(I find him/her)</i><br><br><b>me parecen</b><br><i>(I find them)</i> | <b>muy</b> <i>(very)</i><br><br><b>bastante</b><br><i>(quite)</i><br><br><b>demasiado</b><br><i>(too)</i><br><br><b>un poco</b><br><i>(a bit)</i><br><br><b>a veces</b><br><i>(sometimes)</i> | <b>aburrido/a</b> <i>(boring)</i><br><b>antipático/a</b> <i>(nasty)</i> <br><b>divertido/a</b> <i>(fun)</i><br><b>encantador/a</b> <i>(charming)</i><br><b>educado/a</b> <i>(polite)</i><br><b>egoísta</b> <i>(egotistical/selfish)</i><br><b>generoso/a</b> <i>(generous)</i><br><b>gracioso/a</b> <i>(funny)</i><br><b>feliz</b> <i>(happy)</i> <br><b>fiel</b> <i>(loyal)</i><br><b>hablador/a</b> <i>(talkative)</i><br><b>molesto/a</b> <i>(annoying)</i><br><b>perezoso/a</b> <i>(lazy)</i><br><b>pesado/a</b> <i>(annoying)</i> <br><b>serio/a</b> <i>(serious)</i><br><b>simpático/a</b> <i>(nice)</i> <br><b>terco/a</b> <i>(stubborn)</i><br><b>tímido/a</b> <i>(shy)</i> <br><b>trabajador(a)</b> <i>(hard-working)</i><br><b>triste</b> <i>(sad)</i> |
| <b>Key Questions</b><br><b>¿Qué piensas de tu familia?</b><br><i>(What do you think of your family?)</i><br><b>¿Te llevas bien con tu familia?</b><br><i>(Do you get on well with your family?)</i> |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>*mis hermanas</b> <br><i>(my sisters)</i><br><b>*mis padres</b><br><i>(my parents)</i>                                                                                                                                                              | <b>tenemos el mismo sentido del humor</b><br><i>(we have the same sense of humour)</i>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Spanish: Week 8 Translations

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| <ol style="list-style-type: none"> <li>De vez en cuando discuto con...</li> <li>En mi opinión discuto con mi hermana</li> <li>No me llevo bien con mis padres</li> <li>Me parece un poco triste</li> </ol> | <ol style="list-style-type: none"> <li>I am not too talkative</li> <li>She can be happy</li> <li>Normally I get on well with my sisters.</li> <li>We have the same sense of humour.</li> </ol> |
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### Extended Writing Question: Answer the question:

Describe tu familia - Write a paragraph about your family using all of your knowledge organisers. Minimum 40 words.