

*Care to Learn
Learn to Care*



Spanish
Geography

Knowledge Organiser

History

**Health
Sciences**

9

Psychology

Childcare

French

Name:

Tutor:

Half Term 2 2025-26

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Book Pride

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

Plan

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

Health Sciences: Half Term 2 - Week 1

| Health Sciences: Week 1 Knowledge Organiser: Social Work Role / Children's Services | |
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| <p><u>Social Work Role</u></p> <p>A social worker's role is to make a difference to individuals and families by helping them live their lives more successfully.</p> <p>- Who they work with (eg elderly, children, families at risk, foster carers)</p> <p>Different services within social work</p> <ul style="list-style-type: none">- Children and Family services: Supporting children in care ('looked-after children'), young offenders, children who have experienced or are at risk of abuse and neglect, children with health and mental health needs.- Adult services: Supporting older people, people with learning or physical disabilities, people with mental health problems, adults with substance abuse problems. Social workers work with individuals to help them maintain independence and gain control over their lives. They also work with those in the criminal justice system. | <p><u>Children's Services</u></p> <p>Children's services provide a range of support and protect vulnerable children.</p> <p>When a child is at risk of harm then children's services will take steps to make sure they are kept safe.</p> <p>The NSPCC are an organisation who provide services and centres to support children and their families.</p> <p>The Department for Education is responsible for child protection in England. Policies are regulations linked to laws, Legislation are the law's set by the government, Statutory guidance are what schools and local authorities must do to comply with the law.</p> <p>Voluntary organisations like Family Lives, Gingerbread, Parent Helpline are charities which provide advice and guidance.</p> |
| Health Sciences: Week 1 Questions | |
| <ol style="list-style-type: none">1. Give an example of who Social Workers work with?2. What are the two services within Social Work?3. Give an example of the type of problems social workers support people with?4. What other system do social workers work with? | <ol style="list-style-type: none">5. Who do children's services protect?6. Who is responsible for child protection in England?7. What is statutory guidance?8. Give an example of a voluntary organisation who supports families? |
| Extended Writing Question: Describe why are Children services important ? | |

Health Sciences: Half Term 2 - Week 2

| Health Sciences: Week 2 Knowledge Organiser: Child Social Worker / Paediatric Nurse | |
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| <p>Child and family social workers help to establish safe and stable environments for children. They assess risk, protect children, provide support to parents and establish relationships with all family members. Child and family social workers play a key role in improving the lives of families in need.</p> <p>Why communication is so important with children :-</p> <p>Children need these skills to make friends, learn, let people know what they want and to understand how to behave. Communication is the foundation of relationships and is essential for learning, play and social interaction.</p> <p>Positive communication Communication with children and babies is essential to their relationships and development. Good communication involves listening and talking in ways that make children feel important and valued. Communicating well with children helps them develop skills for communicating with others.</p> <p>Written communication is the exchange of information, ideas, or messages through written language in the form of letters, emails, notes, mobile phone texts and more</p> | <p>Paediatric Nurse</p> <p>Paediatric nurses care for children and teens suffering with many different conditions. They help to manage physical needs, prevent illness, and treat health conditions.</p> <p>Their role:</p> <ul style="list-style-type: none">• Recording medical history and symptoms• Collaborate with teams to plan for patient care• Advocate for the health and wellbeing of patients• Monitor patient health and record signs• Administer medications and treatments• Operate medical equipment• Perform diagnostic tests• Educate patients about management of illnesses• Provide support and advice to the whole family <p>If you want to be a paediatric nurse you can study for a degree in child nursing or do a registered nurse degree apprenticeship. Or you could become a nursing associate first then choose to study to become a registered nurse.</p> |
| Health Sciences: Week 2 Questions | |
| <ol style="list-style-type: none">1. What is the job role of a child social worker ?2. Why is communication important when working with children ?3. What does communication help children to develop ?4. What is written communication ? | <ol style="list-style-type: none">5. What is the job role of a paediatric nurse ?6. A paediatric nurse can perform what tests ?7. Does a paediatric nurse support the family as well ?8. What qualifications do you need to be a paediatric nurse ? |

Extended Writing Question: Why is it important to monitor a child's health ?

Health Sciences: Half Term 2 - Week 3

| Health Sciences: Week 3 Knowledge Organiser: General Practitioner / Midwifery | |
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| <p>General Practitioner (GP)</p> <p>A GP can give you medical advice, treatment and prescribe medication, they can also refer you to other healthcare professionals to diagnose or treat specific conditions.</p> <p>GP's are usually based in a GP Practice/Surgery or health clinic within the community, everyone should be signed up to a practice and have a named, accountable GP who oversees your care (although you may see others).</p> <p>There are a range of other services you can get at your GP Practice, such as practice nurses to change dressing, do general health checks and other procedures.</p> | <p>Midwifery</p> <p>A midwife is a health professional trained to support and care for women during pregnancy, labour and birth. They help you to stay healthy in pregnancy and, if no complications arise, to give birth with little intervention. Midwives also care for you and your baby in the first few weeks following the birth.</p> <p>Hospital midwives are midwives who are based in a hospital obstetric or consultant unit, a birth centre or midwife-led unit.</p> <p>Community midwives often work in teams and provide antenatal, intranatal and postnatal care to women and their families out in the community such as coming to your home.</p> <p>To become a midwife you'll need a degree in midwifery, which takes three years to complete. To get onto a degree you will need Level 3 qualifications like A Levels as well as having GCSE grade 4 in English, Maths and Science.</p> <p>If you're already a registered adult nurse, you can undertake a shorter course instead, which takes 18 months.</p> |
| Health Sciences: Week 3 Questions | |
| <ol style="list-style-type: none">1. What does GP stand for ?2. Where are GP's based ?3. What other services can you get at a GP practice?4. Can GP's refer you ? | <ol style="list-style-type: none">5. Who do midwives primarily support?6. Give one example of the role of the midwife?7. What GCSE's are important if you want to become a midwife?8. Can you train to become a midwife if you are already a registered nurse? |
| Extended Writing Question: Explain the difference between a hospital midwife and a community midwife? | |

Health Sciences: Half Term 2 - Week 4

| Health Sciences: Week 4 Knowledge Organiser: Health Visitor / Nursery | |
|---|---|
| Health Visitors <ul style="list-style-type: none">• Health visitors are specialists who work out in the community and are trained registered midwives or nurses.• To become a health visitor you need to train as a nurse or midwife first. A midwife salary starts at around £32,306 a year.• They specialise in working with families with a child/children aged 0 to 5 years.• When you have a baby the health visitor will come visit you for the first time around 10 days after the baby is born.• Responsibilities include:<ul style="list-style-type: none">◦ Advise and inform new parents on issues such as feeding including breastfeeding, infant feeding, weaning and healthy eating,◦ Advise on sleeping and sleeping patterns◦ Home safety and how to make improvements.◦ Physical and emotional development.◦ Immunisation and other aspects of childcare.◦ Monitoring growth and development of the child. | Nursery <p>Nursery refers to educational day care for children between the ages of 6 months and 5 years old.</p> <p>Nursery Nurses and Practitioners provide essential support for children's well-being and development and contribute to planning and implementing educational activities.</p> <p>Nursery Assistants play a crucial role in day-to-day operations, ensuring a safe and clean environment. These roles collectively cover the early years. Nursery assistants tend to work in the same settings as nursery nurses in a less senior role</p> <p>Nursery nurse is a trained professional dedicated to supporting the growth and development of children from birth to five years old.</p> <p>Deputy nursery manager Act as Designated Safeguarding Lead at the nursery, holding overall responsibility for the day to day running of the nursery, and management of safeguarding and child protection policies.</p> <p>Playwork assistants set up play areas that encourage children to develop through play.</p> <p>Playwork leaders organise, plan and take part in play and leisure activities for children.</p> |
| Health Sciences: Week 4 Questions | |
| <ol style="list-style-type: none">1. What do you need to do first before training to be a health visitor?2. How much is the salary to start with?3. Who does a health visitor work with?4. Give two examples of a health visitor's responsibility? | <ol style="list-style-type: none">5. What is a nursery ?6. How old are the children in a nursery setting?7. Explain the difference between a play work assistant and leader.8. Who is responsible for safeguarding? |
| Extended Writing Question: Explain why a health visitor is an important role out in the community? | |

Health Sciences: Half Term 2 - Week 5

| Health Sciences: Week 5 Knowledge Organiser: Virus, Fungi, Bacteria / Dementia | |
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| <p><u>Microorganisms</u></p> <ol style="list-style-type: none">1. Viruses are microscopic particles that are present in animals, plants, and other living organisms.2. A fungus is any member of the group of eukaryotic organisms that includes microorganisms such as yeasts and moulds, as well as the more familiar mushrooms.3. Bacteria are microscopic single-celled organisms that exist in their millions, in every environment. Some bacteria are harmful, but most serve a useful purpose. <p><u>Types of diseases:</u></p> <ul style="list-style-type: none">• Virus - Colds, Influenza, Covid-19, Measles, Hepatitis• Fungi - Fungal nail infections, Ringworm, Candida infections• Bacteria - Staph Infection, Meningitis, Pneumonia, Cholera, Dysentery | <p><u>Dementia -</u></p> <p>A term given to a group of diseases that cause degeneration of the brain.</p> <p>Types of Dementia:</p> <ul style="list-style-type: none">- Alzheimer's: Most common type mostly affecting those over the age of 65.- Vascular: A common type which is caused by reduced blood flow to the brain. <p>Other types include Lewy Bodies and Fronto-temporal dementia.</p> <p><u>Signs and symptoms of dementia:</u> significant short term memory loss, disorientation/confusion, mood/behaviour changes, difficulty making decisions, slower speed of thought, difficulty carrying out simple tasks.</p> <p><u>Support for dementia:</u> From family and friends, social services assessing needs and creating a care plan, charitable organisations such as Alzheimer's Society, Dementia Uk, AgeUk.</p> |
| Health Sciences: Week 5 Questions | |
| <ol style="list-style-type: none">1. Viruses, fungus and bacteria are all types of what?2. Give an example of a virus?3. Are all bacteria harmful?4. What is Cholera? | <ol style="list-style-type: none">5. What is Dementia ?6. Name two types of dementia ?7. Give an example of who can support someone with dementia?8. Describe two signs of dementia ? |
| Extended Writing Question: How can you self treat a cold ? | |

Health Sciences: Half Term 2 - Week 6

| Health Sciences: Week 6 Knowledge Organiser: Physiological Disorders / Investigative Procedures | |
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| Types of Disorders <ol style="list-style-type: none">1. Definition of a physical disorder - an illness that interferes with the way that the functions of the body are carried out.2. Types of disorders: Cancer (eg Breast, Lung, Bowel), Endocrine System disorders (eg Diabetes, Hyperthyroidism) , Circulatory System disorders (eg Cardiovascular diseases, Vascular diseases, Aneurysms, Atherosclerosis, Blood Pressure conditions)3. What is Diabetes and what is Asthma:<ol style="list-style-type: none">a. Diabetes is a chronic condition that affects how your body turns food into energy. There are two main types; Type 1 and 2.b. Asthma is a long term illness which affects your airways(the respiratory system), affecting the oxygen supply to your lungs. | Investigative Procedures <p>Investigation is a careful research or examination. When someone is unwell a GP/Doctor will carry out investigative procedures to try and find out what is wrong so you can be treated to get better.</p> <p>Types of investigative procedures:</p> <ul style="list-style-type: none">o Temperature - normal body temperature is 36.5 to 37.2 degrees centigrade.o Blood pressure - normal blood pressure is between 90/60 and 120/80.o Pulse rate - normal resting pulse rate is between 60 to 100 beats per minute.o Medical history - this is an account of an individual's health over their lifespan but also looking at any health patterns that occur in your family. |
| Health Sciences: Week 6 Questions | |
| <ol style="list-style-type: none">1. What is a physical disorder?2. Which body system does diabetes affect?3. Name a disorder of the circulatory system?4. Which body system does asthma affect? | <ol style="list-style-type: none">5. Why are having tests important if you are unwell ?6. Name two types of investigative procedures ?7. Who might carry out an investigative procedure?8. What is considered normal blood pressure? |
| Extended Writing Question: Explain why knowing the family history will be useful ? | |

Health Sciences: Half Term 2 - Week 7

| Health Sciences: Week 7 Knowledge Organiser: Diagnostic Procedures / Stroke Patient Journey | |
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| <p>Diagnosis</p> <p>A diagnosis is the sum of all investigative and explorative efforts to enable you to arrive at a conclusion or result. An individual could be referred to a specialist for further testing (diagnostic procedures) after an initial investigation has taken place.</p> <p>There are many types of diagnostic procedures which can be chosen based on the individual's signs and symptoms.</p> <p>Types of diagnostic procedures:</p> <ul style="list-style-type: none">○ Lumbar puncture - used to take cerebrospinal fluid so it can be analysed for signs of bacterial infections like meningitis.○ Biopsy - sample tissue or cells are removed for microscopic examination for example when considering cancer.○ Blood tests - taking a sample of blood and testing it for abnormalities such as sugar levels for diabetes.○ ECG - measuring the electronic pulses from your heart to see if the heart is working properly.○ X Rays - looking inside your body at your bone structures for signs of breakages or fractures, or looking at your lungs for signs of infection. | <p>Stroke Patient Journey</p> <p>A stroke occurs when the blood supply to the brain is blocked. This can cause brain cell death and loss of brain function which can cause impairments with movement, speech and memory. Stroke can also kill a person.</p> <p>Stroke Patient Case Study:</p> <ul style="list-style-type: none">- Signs of a stroke: eg face drooping, arm weakness, speech difficulty- Professionals who would support: Paramedics, nurses, doctors, occupational therapists, speech therapists, physiotherapists- Needs Assessment: when someone who has difficulty is assessed to see what their challenges are and what support they may need to be able to live independently, or if they need to have 24hr care. |
| <p>Health Sciences: Week 7 Questions</p> <ol style="list-style-type: none">1. What are diagnostic procedures used for?2. What might a biopsy be used for?3. What organ does an ECG measure?4. Why might you have an X Ray?5. What does a stroke do to the brain?6. What are two common signs of a stroke?7. Give two examples of professionals who may support someone who has had a stroke?8. Why might someone have a needs assessment done? <p>Extended Writing Question: Explain how stroke can affect a person's ability to live independently?</p> | |

Psychology: Half Term 2 - Week 1

Psychology: Week 1 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.

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 1 Questions

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| <ol style="list-style-type: none">1. How many sampling techniques do you need to know?2. What is sampling?3. What is the difference between a target population and a sample?4. What does generalisability mean? | <ol style="list-style-type: none">5. Which sampling technique involves participants self-selecting 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? |
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Extended Writing Question: Why does a psychologist use sampling methods? Which sampling method do you feel is the best? Why?

Psychology: Half Term 2 - Week 2

Psychology: Week 2 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 2 Questions

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| <ol style="list-style-type: none">1. Which type of question is this? 'Do you have a pet - yes or no'.2. Which type of question is this? 'How do you like your cup of tea?'.3. What is the opposite of a closed question?4. Should participants be interrupted when completing their questionnaires? | <ol style="list-style-type: none">5. Apart from writing your responses down, how else can a questionnaire be administered?6. What is qualitative data?7. Which type of data is numerical?8. What is one issue with questionnaires? |
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Extended Writing Question: How could questionnaires be useful to psychologists?

Psychology: Half Term 2 - Week 3

Psychology: Week 3 Knowledge Organiser: Questionnaires and 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.

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 3 Questions

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| <ol style="list-style-type: none">1. What are the two types of questions in a questionnaire?2. Which type of question produces numerical data?3. What is numerical data also known as?4. What should you not do when creating a questionnaire? | <ol style="list-style-type: none">5. What does social desirability bias mean?6. Which topics are associated with social desirability bias?7. What does multiple choice mean?8. Is multiple choice a closed or open question? |
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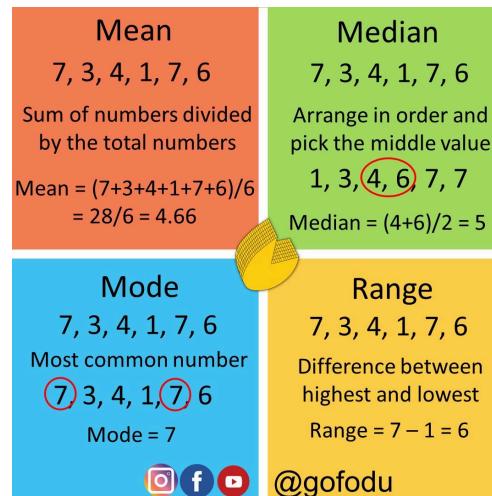
Extended Writing Question: What are the advantages and disadvantages of using open questions?

Psychology: Half Term 2 - Week 4

Psychology: Week 4 Knowledge Organiser: Descriptive Statistics

Descriptive statistics - Ways of analysing quantitative data, finding trends and displaying trends. Includes:

- Mean: sum of numbers divided by the total numbers.
- Mode: Most common number.
- Median: Arrange in order and pick the middle value.
- Range: Difference between highest and lowest.



Psychology: Week 4 Questions

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| <ol style="list-style-type: none">1. What is a descriptive statistic?2. Work out the mean: 8,4,2,1.3. Work out the mode: 11, 17, 12, 17.4. Work out the median: 4, 8, 2, 7. | <ol style="list-style-type: none">5. Work out the range: 5, 7, 1, 35.6. Which descriptive statistic is classed as a measure of dispersion?7. What does mode mean?8. What does the mean mean? |
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Extended Writing Question: Why are descriptive statistics useful in Psychology?

Psychology: Half Term 2 - Week 5

Psychology: Week 5 Knowledge Organiser: Tables, Graphs and Charts

Tables, charts and graphs

All ways to graphically represent data.

- Bar chart - a chart or graph that presents categorical data with rectangular bars with heights or lengths proportional to the values that they represent
- Histogram - it is used to summarise discrete or continuous data that are measured on an interval scale.
- Scatter diagram - a tool for analysing relationships between two variables for determining how closely the two variables are related. One variable is plotted on the horizontal axis and the other is plotted on the vertical axis.
- Pie chart - a circular statistical graphic, which is divided into slices to illustrate numerical proportion.
- Tally chart / Frequency table – A way of organising collected data.
- Line graph - is a graph that uses lines to connect individual data points. A line graph displays quantitative values over a specified time interval.

Psychology: Week 5 Questions

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| <ol style="list-style-type: none">1. Do the bars touch on a bar graph?2. When is a scatter diagram used?3. What is a tally chart?4. Are the dots connected for a line graph? | <ol style="list-style-type: none">5. What does a line graph display?6. What is the purpose of a pie chart?7. What is the Y axis also known as?8. When is a histogram used? |
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Extended Writing Question: Why could the use of graphs be useful within Psychology?

Psychology: Half Term 2 - Week 6

Psychology: Week 6 Knowledge Organiser: Issues and Debates

Issues and debates: The issues and debates in psychology consider some of the most important arguments in relation to conducting research and explaining behaviour.

Nature: Genetic inheritance and other biological factors determine our behaviour. '*Pre-wired*'

Nurture: Our environment, upbringing and life experience determine our behaviour. '*Nurtured*'.

The nature - nurture debate: Concerned with the **relative** contribution that both influences make to human behaviour.

Interactionist approach - A person's environment can affect which genes are expressed.

Psychology: Week 6 Questions

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| <ol style="list-style-type: none">1. Which debate relates to whether we are born with or learn our behaviour?2. What is an issue and debate?3. If someone thinks that intelligence is inherited, do they believe in nature or nurture?4. If someone thinks that criminals learn their offending behaviour, do they believe in nature or nurture? | <ol style="list-style-type: none">5. How can psychologists determine the influence of nature and nurture?6. What is the interactionist approach?7. What is the opposite of nature?8. If a child gets better at maths by having a maths tutor, are they born with their mathematical skill or was their mathematics skill improved via their environment? |
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Extended Writing Question: In your opinion, which side do you think is responsible for an individual's behaviour - nature or nurture? Why?

Psychology: Half Term 2 - Week 7

Psychology: Week 7 Knowledge Organiser: Issues and Debates continued.

Bias: Our brain's tendency to evaluate something as better or more true without evidence.

Culture bias: When research does not represent the behaviours of all cultures.

Gender bias: When research does not represent the behaviour of both sexes.

Free will: 'The idea that we can play an active role and have choice in how we behave'. We are responsible for our own actions. We are free from the causal influences of past events.

Determinism: 'Free will is an illusion, and that our behaviour is governed by internal or external forces over which we have no control'. Each behaviour has a cause and behaviour is predictable.

Determinism vs Free will debate : 'The debate revolves around the extent to which our behaviour is the result of forces over which we have no control or whether people are able to decide for themselves whether to act or behave in a certain way'.

The Reductionist vs Holism debate is concerned with whether complex behaviour can be reduced to more simple parts.

Holism = 'An approach to understanding the human mind and behaviour that focuses on looking at things as a whole'.

Reductionism = 'The belief that human behaviour can be explained by breaking it down into smaller component parts'.

The vast majority of research is about white American middle-class males.

The free will determinism debate has implications for our criminal justice system. If someone has freewill they should be punished as they 'chose' to carry out the offending behaviour.

Research that is holistic tends to use case studies. Holistic research studies a whole person and their experiences, in depth.

Psychology: Week 7 Questions

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| <ol style="list-style-type: none">1. What does bias mean?2. What does gender bias mean?3. Which gender is neglected in Psychological research?4. What is culture bias? | <ol style="list-style-type: none">5. Which culture tends to be neglected in Psychological research?6. What is the opposite of freewill?7. What does determinism mean?8. What does a holistic approach mean? |
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Extended Writing Question: In your opinion, which side do you think is responsible for an individual's behaviour - free will or determinism? Why?

PSHE: Half Term 2 - Week 1

| PSHE: Week 1 Knowledge Organiser: Media and Airbrushing | |
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| <p>Airbrushing</p> <p>Airbrushing is the retouching of photos to enhance, change or remove supposed flaws from the image. Airbrushing serves a positive purpose when unwanted marks, shadows or distracting background images are apparent in a photo. However, within digital media this means photos of people (models, celebrities and instagrammers) are edited, often to a large extent, from the original.</p> <p>Image Editing</p> <p>Image editing is done through the development of computer programs that mimic airbrushing, a tool used for spraying cars (an airgun and a can of paint) or (painting but with a mechanical spray). The vast array of tools that computer programs have been skilled with can smooth lines and wrinkles, remove blemishes, change the skin tone depending on cultural preferences, slim features, lengthen limbs, shave body mass, change body shape, brighten eyes and teeth plus much more.</p> | <p><u>Did you know....</u></p> <p><i>It is estimated that by the time a girl is 12 years old she will have been exposed to more than 77,000 advertisements. There are some studies suggesting that female perfection seen in adverts is linked to a growing number of young women with low self-esteem.</i></p> <p><i>According to Dove, by age 13, 80% of girls distort the way they look online.</i></p> |
| PSHE: Week 1 Questions | |
| <ol style="list-style-type: none">1. What is airbrushing?2. What does airbrushing cover up/amend/change?3. What is image editing?4. Give an example of how Image editing is used? | <ol style="list-style-type: none">5. How many adverts are estimated to have been shared to a girl by the time she is 12 years old?6. What is linked to low self-esteem ?7. 80% of girls aged 13 years old and up have a distorted body image. True or False? |
| Extended Writing Question: Describe how advertising can also have a negative impact on male self-esteem and body image? | |

PSHE: Half Term 2 - Week 2

PSHE: Week 2 Knowledge Organiser: Positive Body Image

'This Is Me' lyrics

I am not a stranger to the dark.
"Hide away", they say.
"Cause we don't want your broken parts."
I've learned to be ashamed of all my scars.
"Run away", they say.
"No one'll love you as you are."
But I won't let them break me down to dust.
I know that there's a place for us.
For we are glorious.
When the sharpest words wanna cut me down.
I'm gonna send a flood, gonna drown them out.
I am brave, I am bruised.
I am who I'm meant to be, this is me.
Look out 'cause here I come.
And I'm marching on to the beat I drum.

Body Image

How you see yourself when you look in the mirror or when you picture yourself in your mind. How you feel about your body, including your height, shape, and weight.

Did you know....

Pressure to be socially accepted and celebrated can be too much to handle and can adversely affect the self-esteem of many social media users. Social media is fast becoming a distorted version of what is real and where perceived imperfections are not welcome.

PSHE: Week 2 Questions

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| <ol style="list-style-type: none">1. What is Body Image?2. What can affect the self-esteem of many social media users?3. Social media is fast becoming what?4. Are perceived imperfections welcome on social media? | <ol style="list-style-type: none">5. 'This Is Me' is about what?6. What does 'When the sharpest words wanna cut me down' mean?7. What does 'And I'm marching on to the beat I drum' mean?8. 'This Is Me' promotes positive body image. True or False? |
|--|--|

Extended Writing Question: Describe how people try to change their appearance (through cosmetic surgery and/or adding to their appearance) and explain why?

PSHE: Half Term 2 - Week 3

PSHE: Week 3 Knowledge Organiser: Self-esteem

Self-esteem

Self-esteem reflects an individual's overall emotional view of his or her own worth. It is the decision made by an individual as an attitude towards themselves.

It is yourself that you love, care for and feel proud of. When children believe they are valuable and important, they take good care of themselves. They make good decisions about themselves which enhance their value rather than break it down.

Self-esteem can fluctuate both in the short term and the long term, influenced by various factors and experiences.

Self-esteem is complex, and understanding how it can change requires considering a range of personal, environmental, and psychological factors.

Did you know....

Everyone's self-esteem journey is unique, and the same factors can have different degrees of influence on individuals.

How Self-esteem can be affected



PSHE: Week 3 Questions

| | |
|--|--|
| <ol style="list-style-type: none">1. What is Body Image?2. What can affect the self-esteem of many social media users?3. Social media is fast becoming what?4. Are perceived imperfections welcome on social media? | <ol style="list-style-type: none">5. 'This Is Me' is about what?6. What does 'When the sharpest words wanna cut me down' mean?7. What does 'And I'm marching on to the beat I drum' mean?8. 'This Is Me' promotes positive body image. True or False? |
|--|--|

Extended Writing Question: Describe how low self-esteem can impact a person's life. Give an example.

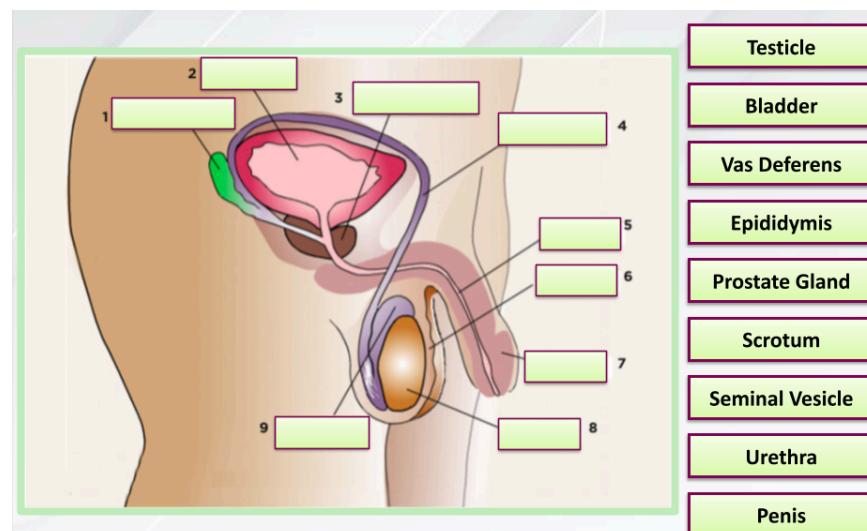
PSHE: Half Term 2 - Week 4

| PSHE: Week 4 Knowledge Organiser: Bullying | |
|--|---|
| <p><u>Forms of Bullying</u></p> <p>Prejudice-Based Bullying: Occurs when someone is targeted due to their race, ethnicity, religion, sexual orientation, gender identity, or any other characteristic.</p> <p>Physical Bullying: This type involves direct physical aggression or harm towards the victim.</p> <p>Cyberbullying: Occurs on the internet and social media platforms. It involves using technology to harass, humiliate, or threaten someone.</p> <p>Verbal Bullying: Involves the use of spoken or written words to harm, threaten, or intimidate the victim.</p> <p>Social Bullying: Also known as, relational bullying aims to harm someone's social standing or relationships.</p> <p>Sexual Bullying: This form of bullying is related to sexual harassment or sexual misconduct. It can involve unwelcome sexual comments, gestures, advances, or sharing explicit content without consent.</p> | <p>Workplace Bullying: Refers to mistreatment or harassment that occurs in a professional setting.</p> <p>Indirect Bullying: This is more subtle and covert in nature. It involves manipulating situations to harm the victim's reputation, relationships, or self-esteem.</p> <p><u>Bullying Examples</u></p> <p>PHYSICAL ABUSE, VERBAL ABUSE, SOCIAL BULLYING, CYBERBULLYING</p> <p><u>Did you know....</u></p> <p><i>It's perfectly OK to admit you're not feeling good. It is important to acknowledge how you feel and not ignore it.</i></p> |
| PSHE: Week 4 Questions | |
| <ol style="list-style-type: none">1. What is Physical bullying?2. What is Social bullying?3. What is Sexual bullying?4. What is Verbal bullying? | <ol style="list-style-type: none">5. What is Workplace bullying?6. What is Prejudice-Based bullying?7. What is Indirect bullying?8. What is cyberbullying? |
| <p>Extended Writing Question: If you or someone you cared about was being bullied, what would you suggest they do to help stop the bullying?</p> | |

PSHE: Half Term 2 - Week 5

PSHE: Week 5 Knowledge Organiser: What is a Penis?

The Penis



Did you know....

Puberty is a natural and normal process that happens to boys and girls as they grow older. It's a time when your body goes through a lot of changes as it gets ready for adulthood.

During ejaculation, a healthy man can release anywhere from 40 million to 1.2 billion sperm cells in a single ejaculation. However, only a tiny fraction of these sperm will reach the egg.

Smoking can cause erectile dysfunction in some men.

Sperm can live inside a woman for up to seven days

There are 200,000,000 to 300,000,000 sperm in an average ejaculation, which are ejaculated at speeds of over 25 mph

Sperm cells are actually very tiny. They are about 0.002 inches (0.05 millimetres) long, which is about 20 times smaller than the diameter of a human hair

PSHE: Week 5 Questions

Identify all 9 labels of the Penis and its anatomy (above)1-9

Extended Writing Question: Why is it important to know that sperm can survive inside a woman for up to seven days?

PSHE: Half Term 2 - Week 6

PSE: Week 6 Knowledge Organiser: What is a Vulva?

Deliberate Practice

Match the key word with its correct meaning

| | | |
|---------------------------|---|---|
| Opening of Urethra | The fleshy mound above the vulva. After puberty, it's covered with pubic hair. It cushions your pubic bone. | A |
| Mons Pubis | The opening to the rectum that has lots of sensitive nerve endings. | B |
| Anus | It is located right below the urethral opening. It is where menstrual blood leaves the body, and babies are born through. | C |
| Labia | This opening is the tiny hole that urine comes out of, located just below your clitoris. | D |
| Opening of Vagina | This is located at the top of the vulva, where the inner lips meet and has a hood and wings and has thousands of nerve endings. | E |
| Clitoris | These are folds of skin around the vaginal opening. Can be short or long, wrinkled or smooth. | F |

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Did you know....

If you're between the ages of 9 and 14, you've probably started to experience puberty, or the changes that happen when your body changes from a child to a young adult.

Cervical screening is also known as a Pap test or Pap smear.

PSHE: Week 6 Questions

Write out each of the key terminology and match up to its correct meaning
1- 6 (you can just put the letter A-F)

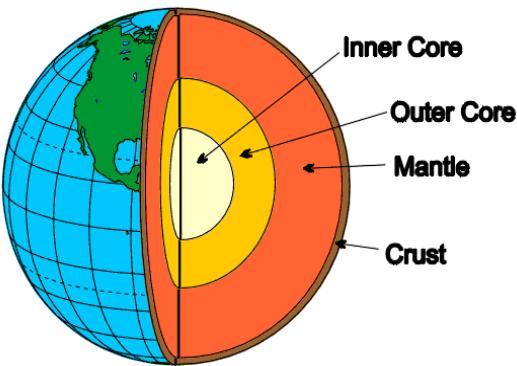
7. What is cervical screening also known as?
8. Between what ages do girls typically start puberty?

Extended Writing Question: Describe why it's important to know that girls all start their puberty at different ages?

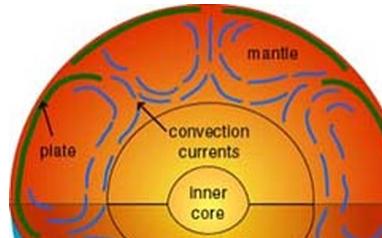
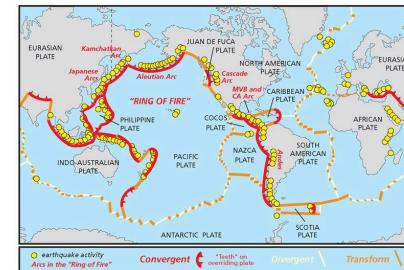
PSHE: Half Term 2 - Week 7

| PSHE: Week 7 Knowledge Organiser: Consent | |
|--|---|
| <p><u>The Law</u></p> <p>The age of consent to any form of sexual activity is 16. The age of consent is the same regardless of the gender or sexual orientation of a person, and whether the sexual activity is between people of the same or different gender.</p> <ul style="list-style-type: none">• It is an offence for anyone to have any sexual activity with a person under the age of 16 (if both are under 16, this will be a matter of public interest to decide if a prosecution will be sought).• It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust, (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust. | <p><u>Did you know....</u></p> <p><i>The Criminal Law Amendment Act 1885 increased the age of consent in England from 13 to 16</i></p> |
| PSHE: Week 7 Questions | |
| <ol style="list-style-type: none">1. What is the age of consent?2. Does the age of consent change depending on your gender?3. Does the age of consent change depending on your Sexual orientation?4. Does the age of consent change if you are both the same gender? | <ol style="list-style-type: none">5. Is it an offence to have sex with someone under the age of 16?6. Is it an offence to have sex with someone under the age of 18?7. What Act increased the age of consent in England?8. The age of consent increased from 13 to what? |
| Extended Writing Question: Describe why we have a law in place for the age of consent. | |

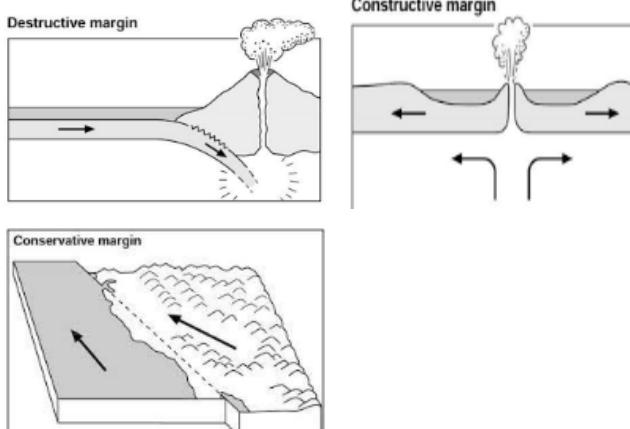
Geography: Half Term 2 - Week 1

| Geography: Week 1 Knowledge Organiser: Structure of the earth | | | |
|--|--|--|---|
| Structure of the earth | <p>1. The crust – the rocky outer layer</p> <p>The mantle – the semi-solid middle layer</p> <p>The core - the innermost layer which is divided into an inner core and outer core</p> <p>Magma - semi molten rock (liquid rock) underground</p> |  <p>The diagram illustrates the internal structure of the Earth. It shows a cross-section of the planet with a blue and green outer layer representing the crust and mantle. Inside, there are three distinct colored layers: a yellow inner core, an orange outer core, and a red mantle. Arrows point from the labels to their corresponding parts in the diagram.</p> | <p>The inner core is in the centre and is the hottest part of the Earth. It is solid and made up of iron and nickel with temperatures of up to 5,500°C.</p> <p>The outer core is the layer surrounding the inner core. It is a liquid layer, also made up of iron and nickel.</p> <p>The mantle is the thickest section of the Earth at approximately 2,900 km. The mantle is made up of semi-molten rock called magma.</p> <p>The crust is the outer layer of the Earth. It is a thin layer between 0 - 60 km thick. The crust is the solid rock layer upon which we live.</p> |
| <p>1. What is the crust? 2. What is the mantle? 3. What is the core? 4. What is the temperature of the inner core?</p> <p>5. What is the composition of the mantle? 6. How thick is the crust? 7. What is magma? 8. Which is the thickest part of the earth's structure?</p> | | | |
| <p>Extended Writing Question: Explain the difference between the 4 layers of the earth.</p> | | | |

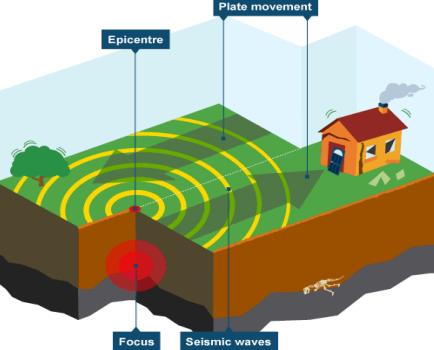
Geography: Half Term 2 - Week 2

| Geography: Week 2 Knowledge Organiser: | | |
|--|---|---|
| <p>2. Plate tectonics</p> <p>Tectonic plates: a large irregularly shaped slab of rock in the crust</p> <p>The crust is split into major fragments called tectonic plates. There are 2 types: Oceanic (thin and younger but dense) and Continental (old and thicker but less dense). These plates move and where they meet you get tectonic activity (volcanoes and earthquakes).</p> <p>Distribution of earthquakes and volcanoes</p> <p>The majority of earthquakes and volcanoes are found along plate margins. The Ring of Fire is a chain of earthquakes and volcanoes around the Pacific Ocean. One exception is Hot Spots, which form when a magma plume reaches the crust. This process created the island of Hawaii.</p> | <p>Tectonic plates move due to: convection currents. Heat from the core causes convection currents in the mantle. These cause the mantle to move as it heats and cools. These currents slowly move the crust around.</p>   | <p>Geography: Week 2 Questions</p> <p>1. What are tectonic plates? 2. Name the two types of tectonic plates 3. Which type of tectonic plate is more dense? 4. What is the name of the chain of earthquakes and volcanoes around the Pacific Ocean?</p> <p>5. Why do plates move? 6. Where does the heat come from that drives convection currents? 7. Where do convection currents happen? 8. What is the term for semi molten rock underground?</p> |
| <p>Extended Writing Question: Explain how a convection current causes plates to move</p> | | |

Geography: Half Term 2 - Week 3

| Geography: Week 3 Knowledge Organiser: | | | |
|--|---|--|---|
| 3. Plate Margins | Plate margins Constructive: Plates move apart, creating new land in the gap. Cause volcanoes Destructive: Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes Conservative: Plates slide past each other, cause earthquakes |  | Plate tectonics: <ul style="list-style-type: none"> The earth's crust is made up of 7 major tectonic plates and several small ones. There are two types of plate - Oceanic (under oceans) and continental (under land or continents) Where the plates meet is called a plate margin/boundary Earthquakes occur at these margins. Some earthquakes occur with Volcanoes some occur without. The processes that cause earthquakes are different to the ones that cause volcanoes. |
| Geography: Week 3 Questions | | | |
| 1. What is a plate margin? 2. What do the plates do at constructive plate margins? 3. What do the plates do at destructive plate margins? 4. What do the plates do at conservative plate margins? | 5. Why do plates move? 6. Where does the heat come from in convection currents? 7. What are the two types of tectonic plates? 8. Which plate is more dense? | | |
| Extended Writing Question: Explain what happens at a destructive plate margin | | | |

Geography: Half Term 2 - Week 4

| Geography: Week 4 Knowledge Organiser: | | | |
|--|---|---|---|
| 4. Characteristics of earthquakes | <p>Characteristics and formation of Earthquakes</p> <p>Seismic wave: energy released from an earthquake</p> <p>Fault plane: a line of weakness in which an earthquake occurs</p> <p>Focus: the point in the crust where the earthquake is created</p> <p>Epicentre: the point on land directly above the focus</p> | <p>Measuring earthquakes:</p> <ol style="list-style-type: none"> 1. Richter scale - A measurement of the strength (magnitude) of an earthquake 2. Mercalli scale - A measurement of the destruction an earthquake causes.  | <p>How do earthquakes form?</p> <ul style="list-style-type: none"> • On a conservative plate margin the two plates move in opposite directions. • The margins of the plates are not smooth which causes friction so pressure builds up. • A threshold is reached and the pressure is released as seismic waves. • The seismic waves cause the earthquake. • An example is the San Andreas fault in the USA. • Shallow earthquakes often cause more damage than deep earthquakes |
| Geography: Week 4 Questions | | | |
| <ol style="list-style-type: none"> 1. What is the term for the waves of energy released from an earthquake? 2. What is the term for the line of weakness where an earthquake occurs? 3. What is the focus? 4. What is the epicentre? | | <ol style="list-style-type: none"> 5. What is the term used for the strength of an earthquake? 6. How can we measure the strength of an earthquake? 7. What do plates do at a conservative boundary? 8. Which hazard happens at a conservative boundary? | |
| Extended Writing Question: Explain how earthquakes form at conservative plate boundaries | | | |

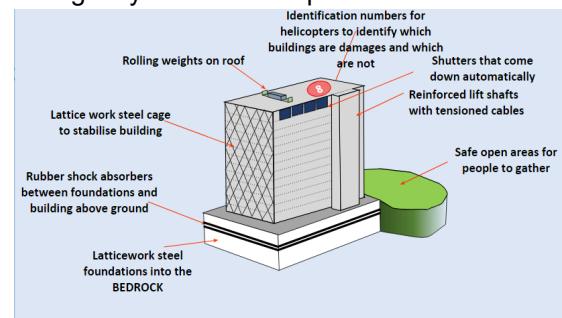
Geography: Half Term 2 - Week 5

| Geography: Week 5 Knowledge Organiser: | | | |
|---|---|--|---|
| 5 Nepal, 2015 (LIC) | Date: 25 April 2015 Magnitude: 7.9 Epicentre: 50 miles NW of Kathmandu Plate margin: Indo-Australian plate colliding with the Eurasian plate | <p>Primary effects 9000 killed, 20,000 injured, 8 million people affected - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed which affected children's education. Hospitals were overwhelmed, adding to the casualties. Power and water were cut off. It is estimated that the total costs was US\$5 billion damage</p> <p>Secondary effects Landslides/avalanches cut off villages Mt Everest avalanche killed 19 people Flooding from rivers blocked by landslides.</p> | <p>Immediate responses Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest, where 19 people died in an Avalanche. 300,000 people migrated from Kathmandu to friends/family for support/shelter</p> <p>Long-term responses Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Indian border blockage caused fuel/medicine shortages</p> |
| Geography: Week 5 Questions | | | |
| 1. Is Nepal an LIC or HIC? 2. What was the magnitude of Nepal earthquake? 3. What was the date? 4. Which plate margin did Nepal happen on? | | 5. How many people were killed? 6. Name the secondary effect which killed 19 people 7. Give an example of an immediate response to Nepal 8. Give an example of a long term response to Nepal | |
| Extended Writing Question: Explain the primary and secondary effects of Nepal earthquake | | | |

Geography: Half Term 2 - Week 6

| Geography: Week 6 Knowledge Organiser: | | | |
|---|---|--|--|
| 6 Chile Earthquake, 2010 (HIC) | <p>Date: February 2010 Magnitude: 8.8 Shallow focus (35km) Plate margin: Destructive - Nazca Plate subducting beneath the South American plate</p> | <p>Primary effects 500 killed, 120,000 injured, 800,000 people affected. Significant destruction of buildings and infrastructure. Power, water and communications cut. US\$30 billion damage.</p> <p>Secondary effects Communities cut off by landslides Coastal towns devastated by tsunami Chemical plant fire near Santiago forced evacuations</p> | <p>Immediate responses: Swift and effective response by emergency services Key roads repaired within 24 hours Most power and restored within 10 days US\$60 million national appeal built 30,000 emergency wooden shelters</p> <p>Long term responses: Strong economy reduced the need for foreign aid Government reconstruction plan to rebuild 200,000 homes Full recovery in 4 years</p> |
| Geography: Week 6 Questions | | | |
| 1. Is Chile a LIC or HIC? 2. What was the magnitude of Chile? 3. What was the date? 4. Which plate margin did Chile happen on? | | 5. How many people were killed? 6. How much money was lost in damage? 7. How long did it take to repair key roads? 8. How long did it take Chile to make full recovery? | |
| Extended Writing Question: Explain how Chile responded to the earthquake | | | |

Geography: Half Term 2 - Week 7

| Geography: Week 7 Knowledge Organiser: | | | |
|---|--|--|---|
| 7. Risk and reducing risk of hazards | Risk: the chance of a natural hazard happening and affecting people. | <p>Why are LIC's more at risk?</p> <p><u>Lack of services</u>: Typically, people in LIC's are more at risk from natural hazards due to the lack of health care, lack of emergency services.</p> <p><u>Poor infrastructure</u>: Many people in LIC's live in poorly built houses and therefore are more vulnerable to hazards.</p> <p><u>Population density</u>: Often LIC cities have a high population density (lots of people living in cramped conditions)</p> <p><u>Warning systems</u>: LIC's often do not have access to news or telephone lines to receive warnings and therefore experience greater loss of life.</p> <p><u>Education</u>: Some people in LIC's have poor access to education and therefore are not aware of how to act in the event of a hazard, leading them to be more vulnerable.</p> | <p>Reducing the risks from tectonic hazards</p> <ul style="list-style-type: none"> Monitoring: Using scientific equipment to detect warning signs. Seismometers measure earth movement. Volcanoes also give off gases which can be monitored. Prediction: Using historical evidence and monitoring, scientists can make prediction about when a tectonic hazard may occur, this can allow evacuation before event Protection: Designing buildings that will withstand tectonic hazards. Planning: Avoid building in at risk areas. Training for emergency services and planned evacuation routes and drills.  |
| Geography: Week 7 Questions | | | |
| 1. Are HIC's or LIC's more at risk to a hazard? 2. What does risk mean? 3. What is the term for a large number of people living in a small area? 4. What does monitoring mean? | | 5. What does prediction mean? 6. Name one way buildings can become more earthquake resistant? 7. What is protection? 8. Name one way people can plan before an earthquake | |
| Extended Writing Question: Explain why LIC's are more at risk from natural hazards | | | |

French: Half Term 2 - Week 1

French: Week 1 Knowledge Organiser:

| Time phrase (present) | | Verbs - Present | Noun Phrases | | | | | |
|---|---|---|---|---|---|--|---|--|
| Normalement, D'habitude, Quelquefois, Parfois, De temps en temps, Souvent, | <i>Normally, Usually, Sometimes, Sometimes, From time to time, Often,</i> | je vais en vacances <i>I go on holiday</i> nous allons en vacances <i>We go on holiday</i> | à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles <i>to Wales</i> aux États-Unis <i>to the USA</i> | à Berlin en Espagne <i>to England</i> <i>to Sweden</i> <i>to Germany</i> | à Londres en Italie | avec ma famille avec mes parents avec mes grands-parents avec mes copains avec mes amis avec mes potes avec mon collège seul(e) | <i>with my family</i> <i>with my parents</i> <i>with my grandparents</i> <i>with my friends</i> <i>with my friends</i> <i>with my mates</i> <i>with my school</i> <i>alone</i> | |
| | | je voyage <i>I travel</i> nous voyageons <i>we travel</i> | en bus en voiture en car en avion en bateau à pied à vélo | en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i> | car c'est... because it is... | rapide confortable loin proche mieux pour l'environnement j'ai peur de voler | <i>fast</i> <i>comfortable</i> <i>far</i> <i>near</i> <i>better for the environment</i> <i>I'm scared of flying</i> | |
| <u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u> | | opinion starter | adjectives (positive) | | | adjectives (negative) | | |
| | | je pense que c'est je trouve que c'est à mon avis, c'est | <i>I think that it is</i> <i>I find that it is</i> <i>in my opinion, it is</i> | amusant génial excellent différent intéressant étonnant agréable(s) | <i>fun / funny</i> <i>great</i> <i>excellent</i> <i>different</i> <i>interesting</i> <i>surprising / amazing</i> <i>pleasant / nice</i> | ennuyeux terrible nul fatigant | <i>boring</i> <i>terrible</i> <i>rubbish</i> <i>tiring</i> | |

French: Week 1 Questions - Holidays

Translate in English:

1. Normalement, je vais en vacances.
2. Parfois, nous allons en Espagne.
3. Je voyage en bateau.
4. Je pense que c'est agréable.

Translate in French:

5. Sometimes, we go on holiday.
6. Often, we travel by boat.
7. I find that it is pleasant.
8. ...because it is far.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Normalement, où vas-tu en vacances? Normally, where do you go on holiday?

French: Half Term 2 - Week 2

French: Week 2 Knowledge Organiser:

| Time phrase (present) | Verbs - Present | Noun Phrases | | | | | |
|---|---|---|---|---|---|---|---|
| Normalement, D'habitude, Quelquefois, Parfois, De temps en temps, From time to time, Souvent, Often, | je vais en vacances <i>I go on holiday</i> nous allons en vacances <i>We go on holiday</i> je voyage <i>I travel</i> nous voyageons <i>we travel</i> | à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles <i>to Wales</i> aux États-Unis <i>to the USA</i> | à Berlin en Espagne <i>to England</i> <i>to Sweden</i> <i>to Germany</i> | à Londres en Italie | avec ma famille avec mes parents avec mes grands-parents avec mes copains avec mes amis avec mes potes avec mon collège seul(e) | <i>with my family</i> <i>with my parents</i> <i>with my grandparents</i> <i>with my friends</i> <i>with my friends</i> <i>with my mates</i> <i>with my school</i> <i>alone</i> | |
| | | en bus en voiture en car en avion en bateau à pied à vélo | en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i> | car c'est... because it is... | rapide confortable loin proche mieux pour l'environnement j'ai peur de voler | <i>fast</i> <i>comfortable</i> <i>far</i> <i>near</i> <i>better for the environment</i> <i>I'm scared of flying</i> | |
| ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING. | | opinion starter | adjectives (positive) | | adjectives (negative) | | |
| | | je pense que c'est je trouve que c'est à mon avis, c'est | <i>I think that it is</i> <i>I find that it is</i> <i>in my opinion, it is</i> | amusant génial excellent différent intéressant étonnant agréable(s) | <i>fun / funny</i> <i>great</i> <i>excellent</i> <i>different</i> <i>interesting</i> <i>surprising / amazing</i> <i>pleasant / nice</i> | ennuyeux terrible nul fatigant | <i>boring</i> <i>terrible</i> <i>rubbish</i> <i>tiring</i> |

French: Week 2 Questions - Holidays

Translate in English:

1. De temps en temps, nous allons en vacances.
2. Souvent, nous voyageons en car.
3. À mon avis, c'est génial.
4. Quelquefois, je vais en Allemagne.

Translate in French:

5. Usually, I travel on foot.
6. We go on holiday with my grandparents.
7. I think that it is boring.
8. ...because I am scared of flying.

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

Où vas-tu en vacances et avec qui?

Where do you go on holiday and with whom?

French: Half Term 2 - Week 3

French: Week 3 Knowledge Organiser:

| Time phrase (present) | | Verbs - Present | Noun Phrases | | | | |
|---|---|---|---|---|--|---|---|
| Normalement, D'habitude, Quelquefois, Parfois, De temps en temps, Souvent, | Normally, Usually, Sometimes, Sometimes, From time to time, Often, | je vais en vacances <i>I go on holiday</i> nous allons en vacances <i>We go on holiday</i> | à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles <i>to Wales</i> aux États-Unis <i>to the USA</i> | à Berlin en Espagne <i>to England</i> <i>to Sweden</i> <i>to Germany</i> | à Londres en Italie | avec ma famille avec mes parents avec mes grands-parents avec mes copains avec mes amis avec mes potes avec mon collègue seul(e) | <i>with my family</i> <i>with my parents</i> <i>with my grandparents</i> <i>with my friends</i> <i>with my friends</i> <i>with my mates</i> <i>with my school</i> <i>alone</i> |
| | | je voyage <i>I travel</i> nous voyageons <i>we travel</i> | en bus en voiture en car en avion en bateau à pied à vélo | en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i> | car c'est... because it is... | rapide confortable loin proche mieux pour l'environnement j'ai peur de voler | <i>fast</i> <i>comfortable</i> <i>far</i> <i>near</i> <i>better for the environment</i> <i>I'm scared of flying</i> |
| <u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u> | | opinion starter | adjectives (positive) | | | adjectives (negative) | |
| | | je pense que c'est je trouve que c'est à mon avis, c'est | fun / funny great excellent différent intéressant étonnant agréable(s) | amusant génial excellent différent intéressant étonnant agréable(s) | <i>I think that it is</i> <i>I find that it is</i> <i>in my opinion, it is</i> | ennuyeux terrible nul fatigant | <i>boring</i> <i>terrible</i> <i>rubbish</i> <i>tiring</i> |

French: Week 3 Questions - Holidays

Translate in English:

1. Je vais au Pays de Galles avec mes potes.
2. ...car c'est mieux pour l'environnement.
3. Je trouve que c'est nul et fatigant.
4. Parfois, je voyage en voiture.

Translate in French:

5. We go on holiday to the USA.
6. I go to London with my family.
7. In my opinion, it is surprising.
8. Usually, we travel by plane.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Write 3 full sentences to talk about your holiday. Mention where you go, how you travel and your opinion.

French: Half Term 2 - Week 4

| French: Week 4 Knowledge Organiser: | | | | |
|--|--|--|--|--|
| Time phrase | Verbs - Present | Noun Phrases | | |
| Normalement, D'habitude, Quelquefois, Parfois, De temps en temps, <i>Normally, Usually, Sometimes, Sometimes, From time to time,</i> Souvent, <i>Often,</i> Tous les jours, Tous les soirs, Chaque jour, Chaque soir, <i>Every day, Every evening, Each day, Each evening,</i> | je fais nous faisons <i>I do we do</i> | du vélo <i>cycling</i> du canoë-kayak <i>kayaking</i> du ski <i>du surf</i> <i>du shopping</i> de la planche à voile <i>windsurfing</i> de la natation <i>swimming</i> de l'escalade <i>rock-climbing</i> des randonnées <i>hiking</i> | au centre-ville <i>in the city centre</i> au bord de la mer <i>at the seaside</i> à la plage <i>at the beach</i> à la piscine <i>at the swimming pool</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> | |
| <u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u> | | opinion starter | adjectives (positive) | adjectives (negative) |
| | | je pense que c'est je trouve que c'est à mon avis, c'est <i>I think that it is I find that it is in my opinion, it is</i> | amusant <i>fun / funny</i> génial <i>great</i> excellent <i>excellent</i> différent <i>different</i> intéressant <i>interesting</i> étonnant <i>surprising / amazing</i> agréable(s) <i>pleasant / nice</i> | ennuyeux <i>boring</i> terrible <i>terrible</i> nul <i>rubbish</i> fatigant <i>tiring</i> |
| French: Week 4 Questions - Activities | | | | |
| Translate in English: | 1. Tous les jours, je fais du surf. 2. Chaque soir, nous faisons de l'escalade. 3. Souvent, je fais de la natation. 4. Nous faisons des randonnées au bord de la mer. | Translate in French: 5. Each day, I do windsurfing. 6. From time to time, we do rock-climbing. 7. I do cycling in the countryside. 8. We do skiing in the mountains. | | |
| Extended Writing Question: <u>Use your weekly sentence builder to help you answer the following questions IN FRENCH:</u> Quelles activités fais-tu? | What activity do you do? <u>Write 3 full sentences.</u> | | | |

French: Half Term 2 - Week 5

French: Week 5 Knowledge Organiser:

| Time phrase | Verbs - Past | Noun Phrases | | | | |
|---|---|---|--|--|---|---|
| Le week-end dernier, Le mois dernier, L'été dernier, La semaine dernière, L'année dernière, Récemment, il y a (deux ans), Tous les jours, Tous les soirs, Chaque jour, Chaque soir, | je suis allé(e) en vacances <i>I went on holiday</i> nous sommes allés en vacances <i>We go on holiday</i> j'ai voyagé <i>I travelled</i> nous avons voyagé <i>we travelled</i> j'ai fait <i>I did</i> nous avons fait <i>we did</i> | à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles aux États-Unis | à Berlin en Espagne to England to Sweden to Germany to Wales to the USA | à Londres en Italie | avec ma famille avec mes parents avec mes grands-parents avec mes copains avec mes amis avec mes potes avec mon collègue seul(e) | with my family with my parents with my grandparents with my friends with my friends with my mates with my school alone |
| | | en bus en voiture en car en avion en bateau à pied à vélo | en train by car by coach by plane by boat on foot by bike | car c'était... because it was... | rapide confortable loin proche mieux pour l'environnement j'ai peur de voler | <i>fast</i> <i>comfortable</i> <i>far</i> <i>near</i> <i>better for the environment</i> <i>I'm scared of flying</i> |
| | | du vélo du canoë-kayak du ski du surf du shopping de la planche à voile de la natation de l'escalade des randonnées | cycling kayaking skiing surfing shopping windsurfing swimming rock-climbing hiking | au centre-ville au bord de la mer à la plage à la piscine à la campagne à la montagne | in the city centre at the seaside at the beach at the swimming pool in the countryside in the mountains | |
| <u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u> | opinion starter | adjectives (positive) | | | adjectives (negative) | |
| | je pense que c'était <i>I think that it was</i> | amusant génial excellent différent intéressant étonnant agréable(s) | fun / funny great excellent different interesting surprising / amazing pleasant / nice | ennuyeux terrible nul fatigant | boring terrible rubbish tiring | |
| | je trouve que c'était <i>I find that it was</i> | | | | | |
| | à mon avis, c'était <i>in my opinion, it was</i> | | | | | |

French: Week 5 Questions - **Holiday - Past Tense**

Translate in English:

1. Le weekend dernier, je suis allé en vacances.
2. Récemment, j'ai voyagé en bus.
3. Il y a deux ans, j'ai fait de l'escalade.
4. Je pense que c'était amusant.

Translate in French:

5. Last year, we went on holiday to Italy.
6. Last summer, we travelled by boat.
7. Last month, we did cycling at the beach.
8. I found that it was interesting.

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

Tell me about a past holiday.

You must write about WHERE you went and with whom, HOW you got there and WHAT you did.

French: Half Term 2 - Week 6

French: Week 6 Knowledge Organiser:

| Time phrase | Verbs - Past | Noun Phrases | | | | |
|--|---|--|--|--|--|---|
| Le week-end dernier, <i>Last weekend,</i> Le mois dernier, <i>Last month,</i> L'été dernier, <i>Last summer,</i> La semaine dernière, <i>Last week,</i> L'année dernière, <i>Last year,</i> Récemment, <i>Recently,</i> il y a (deux ans), <i>(2 years) ago,</i> | je suis allé(e) en vacances <i>I went on holiday</i> nous sommes allés en vacances <i>We go on holiday</i> | à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles aux États-Unis | à Berlin en Espagne <i>to England</i> <i>to Sweden</i> <i>to Germany</i> <i>to Wales</i> <i>to the USA</i> | à Londres en Italie | avec ma famille avec mes parents avec mes grands-parents avec mes copains avec mes amis avec mes potes avec mon collège seul(e) | <i>with my family</i> <i>with my parents</i> <i>with my grandparents</i> <i>with my friends</i> <i>with my friends</i> <i>with my mates</i> <i>with my school</i> <i>alone</i> |
| Tous les jours, <i>Every day,</i> Tous les soirs, <i>Every evening,</i> Chaque jour, <i>Each day,</i> Chaque soir, <i>Each evening,</i> | j'ai voyagé <i>I travelled</i> nous avons voyagé <i>we travelled</i> | en bus en voiture en car en avion en bateau à pied à vélo | en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i> | car c'était... <i>because it was...</i> | rapide confortable loin proche mieux pour l'environnement j'ai peur de voler | <i>fast</i> <i>comfortable</i> <i>far</i> <i>near</i> <i>better for the environment</i> <i>I'm scared of flying</i> |
| | j'ai fait <i>I did</i> nous avons fait <i>we did</i> | du vélo <i>cycling</i> du canoë-kayak <i>kayaking</i> du ski du surf du shopping de la planche à voile <i>windsurfing</i> de la natation <i>swimming</i> de l'escalade <i>rock-climbing</i> des randonnées <i>hiking</i> | du centre-ville <i>in the city centre</i> au bord de la mer <i>at the seaside</i> à la plage <i>at the beach</i> à la piscine <i>at the swimming pool</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> | | | |
| <u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u> | opinion starter | adjectives (positive) | | | adjectives (negative) | |
| | je pense que c'était <i>I think that it was</i> | amusant génial excellent différent intéressant étonnant agréable(s) | fun / funny <i>great</i> <i>excellent</i> <i>different</i> <i>interesting</i> <i>surprising / amazing</i> <i>pleasant / nice</i> | | ennuyeux terrible nul fatigant | <i>boring</i> <i>terrible</i> <i>rubbish</i> <i>tiring</i> |
| | je trouve que c'était <i>I find that it was</i> | | | | | |
| | à mon avis, c'était <i>in my opinion, it was</i> | | | | | |

French: Week 6 Questions - **Holiday - Past Tense**

Translate in English:

1. La semaine dernière, nous avons fait de la natation.
2. Il y a cinq ans, je suis allé au Portugal.
3. Chaque jour, j'ai fait de la planche à voile.
4. À mon avis, c'était étonnant et génial.

Translate in French:

5. Three years ago, I went to Paris.
6. Every evening, we did shopping.
7. Recently, we travelled by train.
8. I think that it was terrible.

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

Tell me about a past holiday.

You must write about WHERE you went and with whom, HOW you got there and WHAT you did.

French: Half Term 2 - Week 7

French: Week 7 Knowledge Organiser:

| Time phrase | Verbs - Future | Noun Phrases | | | | |
|---|---|---|---|--|--|---|
| Le week-end prochain, <i>Next weekend,</i> Le mois prochain, <i>Next month,</i> L'été prochain, <i>Next summer,</i> La semaine prochaine, <i>Next week,</i> L'année prochaine, <i>Next year,</i> Bientôt, <i>Soon,</i> | je vais aller en vacances <i>I'm going to go on holiday</i> | à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles aux États-Unis | à Berlin en Espagne to England to Sweden to Germany | à Londres en Italie | avec ma famille avec mes parents avec mes grands-parents avec mes copains avec mes amis avec mes potes avec mon collège seul(e) | <i>with my family</i> <i>with my parents</i> <i>with my grandparents</i> <i>with my friends</i> <i>with my friends</i> <i>with my mates</i> <i>with my school</i> <i>alone</i> |
| Tous les jours, <i>Every day,</i> Tous les soirs, <i>Every evening,</i> Chaque jour, <i>Each day,</i> Chaque soir, <i>Each evening,</i> | je vais voyager <i>I'm going to travel</i> nous allons voyager <i>we are going to travel</i> | en bus en voiture en car en avion en bateau à pied à vélo | en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i> | car ce sera... <i>because it will be...</i> | rapide confortable loin proche mieux pour l'environnement j'ai peur de voler | <i>fast</i> <i>comfortable</i> <i>far</i> <i>near</i> <i>better for the environment</i> <i>I'm scared of flying</i> |
| | je vais faire <i>I'm going to do</i> nous allons faire <i>we are going to do</i> | du vélo du canoë-kayak du ski du surf du shopping de la planche à voile de la natation de l'escalade des randonnées | cycling kayaking skiing surfing shopping windsurfing swimming rock-climbing hiking | | au centre-ville au bord de la mer à la plage à la piscine à la campagne à la montagne | <i>in the city centre</i> <i>at the seaside</i> <i>at the beach</i> <i>at the swimming pool</i> <i>in the countryside</i> <i>in the mountains</i> |
| <u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u> | opinion starter | adjectives (positive) | | | adjectives (negative) | |
| | je pense que ce sera <i>I think that it will be</i> | amusant génial excellent différent intéressant étonnant agréable(s) | fun / funny great excellent different interesting surprising / amazing pleasant / nice | | ennuyeux terrible nul fatigant | <i>boring</i> <i>terrible</i> <i>rubbish</i> <i>tiring</i> |
| | je trouve que ce sera <i>I find that it will be</i> | | | | | |
| | à mon avis, ce sera <i>in my opinion, it will be</i> | | | | | |

French: Week 7 Questions - **Holidays - Future Tense**

Translate in English:

1. Le weekend prochain, je vais aller en vacances.
2. Bientôt, je vais voyager en bus.
3. Tous les jours, je vais faire de l'escalade.
4. Je pense que ce sera amusant.

Translate in French:

5. Next year, we are going to go on holiday to Italy.
6. Next summer, we are going to travel by boat.
7. Next month, we are going to do cycling at the beach.
8. I find that it will be interesting.

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

Tell me about a future holiday. You must write about WHERE you are going and with whom, HOW you are getting there and WHAT you are doing.

History: Half Term 2 - Week 1

History: Week 1 Knowledge Organiser: Jewish Persecution

Key words:

Persecution: Belief that someone is bad because of their ethnicity, religion or political beliefs

Discrimination: Treating someone differently because of their ethnicity, religion or political beliefs

Antisemitism: Hostility directed at Jewish people

Key information:

- Adolf Hitler became the Führer of Germany which meant he had complete control of it. He had an extreme disliking towards the Jews which led to the mass murder of 6 million Jewish people within the Holocaust
- Hitler's mum got cancer and the doctor used to treat her had been Jewish. When his mother died, Hitler claimed that the doctor had poisoned her which was the start of his hatred towards the Jews
- Hitler blamed the loss of WW1 on the Jews as they had sabotaged the German military
- The Nuremberg Laws of 1935 made sure that Jews and non Jews did not mix so they created certain rules to make sure this happened such as Jews not being able to marry non Jews, Jews not being considered German citizens or Jews and non Jews not being able to have sex.
- Hitler wrote a book (Mein Kampf or My Struggle) which outlined his views about Jews and his plans to create an Aryan race (blonde hair and blue eyed Germans)

Individual Stories:

- Leon Greenman was born in London and came from Eastern Europe. He owned a hairdressing business and met his wife in London
- Walter Rosenberg was born in Slovakia and he liked school. When the Nazis passed the Nuremberg Laws, he was expelled from school for being a Jew

History: Week 1 Questions

| | |
|---|---|
| 1. What did Hitler's disliking of the Jews lead to? 2. Where did Hitler's hatred of the Jews begin? 3. Why did Hitler claim Jews for Germany's loss in WW1? 4. Why were the Nuremberg Laws Passed? | 5. Give an example of one thing Jews could not do in Germany. 6. What is an Aryan? 7. What job did Leon Greenman have? 8. Why was Walter Rosenberg expelled from school? |
|---|---|

Extended Writing Question: If you were a Jew living in Germany at this time, how would you feel about these law changes?

History: Half Term 2 - Week 2

History: Week 2 Knowledge Organiser: Kristallnacht

Key words:

Kristallnacht: Night of Broken Glass

Key information:

- Kristallnacht happened because the Nuremberg Laws were extended - Jews now had to carry an identity card on them with a large letter J in red on them which caused anger among the Jewish community
- It was on the 9th November 1938 that thousands of Jewish homes, businesses and synagogues were attacked throughout Germany and Austria, as a result 100 Jews were killed and 30,000 were sent to concentration camps
- Jews were arrested just because they were Jews - this is the first time this had happened in Germany or Australia
- Hitler blamed the Jews for the damages on the 9th November and told them they had to pay to repair the damages
- As a result of Kristallnacht, Jews were not allowed to own their own businesses, not allowed to be employed by the government and had their own separate theatres.

Individual Stories:

- Leon Greenman wasn't very affected by Kristallnacht as Rotterdam (where he was living) didn't really get involved. While he was on a trip to London, he thought to move there would be safer so went back to Rotterdam to get his wife and child - they ended up not leaving
- Walter Rosenberg was only 14 when Kristallnacht happened so he was kicked out of school. He continued with his studies by stealing textbooks and learning them for himself

History: Week 2 Questions

| | |
|--|--|
| <ol style="list-style-type: none">1. Why was the Jewish community angry at the extension of the Nuremberg Laws?2. When did Kristallnacht happen?3. Name one thing that happened to Jews as a result of Kristallnacht4. Why was this event different from any other? | <ol style="list-style-type: none">5. What did Jews have to do as a result of the damages?6. Name one thing Jews were now not allowed to do.7. Was Leon Greenman affected by Kristallnacht? Why?8. What did Walter Rosenberg do as a result of being kicked out of school? |
|--|--|

Extended Writing Question: Why do you think this event made Hitler turn on the Jews a little bit more?

History: Half Term 2 - Week 3

History: Week 3 Knowledge Organiser: Ghettos

Key words:

Ghetto: part of a city, especially a slum area, occupied by a minority group or groups

Segregation: the action of setting something or someone apart

Key information:

- After 1939 it was obvious that Jews were going to be sent out of Germany and Reinhard Heydrich decided that Jews should start being sent to Ghettos
- The statement for the deportation was that the Jews were being resettled to perform hard labour
- There were around 400 Ghettos throughout Eastern Europe that the Jews could live in, some of these included: Warsaw, Vilna, Lodz and Krakow
- Not all ghettos were the same, Theresienstadt in Czechoslovakia was used to hide the true nature of ghettos - in reality Jews were only sent here for a short space of time and then distributed to other, harsher ghettos
- Ghettos were not pleasant to live in - overcrowding was common, disease spread rapidly and malnourishment was extremely common as well
- Some people risked their lives to smuggle in food and medicine from outside the Ghettos to help other people
- To give an example, 400,000 Jews lived in the Warsaw Ghetto alone

History: Week 3 Questions

| | |
|---|--|
| 1. Where were Jews sent when they were first expelled from Germany? | 5. Name one issue with the Ghettos |
| 2. Why did people say Jews were being deported? | 6. Why did people risk their lives within the Ghettos? |
| 3. Name one of the Ghettos built by the Nazis. | 7. Why did disease spread rapidly in the Ghettos? |
| 4. Why was Theresienstadt Ghetto different to the others? | 8. How many people lived in the Warsaw Ghetto? |

Extended Writing Question: Why do you think Jews were sent to Ghettos before Concentration Camps?

History: Half Term 2 - Week 4

History: Week 4 Knowledge Organiser: Entering the Concentration camps

Key Words:

Final Solution: the extermination of the Jews

Key information:

- The Nazis decided to build concentration camps when they had decided on their Final Solution
- The majority of the time, Jews came from Ghettos to concentration camps and were told that they were being transported for relocation for a better life somewhere else
- Jews were told to pack their belongings together including any medication, personal items like pictures, clothes, kitchen supplies and so on.
- Their journeys began when they were crammed into a cattle car (anywhere between 80-100 people could be pushed into one single cart for the journey) which were unhygienic with only one bucket of water and another bucket for the toilet
- Once they arrived at the camp, they were told to abandon their belongings as they would be sorted for them and were sent either to the left or to the right. An SS guard would point either way depending on if they believed the inmate was able to work or if they were to be sent immediately to the gas chambers
- Most people that were chosen for immediate death were women, children, elderly, sick and the disabled
- The right would have been the 'luckier' side as they weren't sent to death but to work - they were shaved of all body hair, given uniforms and a number would be tattooed onto their skin for identification instead of names
- The left was for those 75% of people who would have been chosen for death - when entering the gas chambers they would have been told they were having showers, stripped of their clothes and then a chemical called Zyklon B would have been dropped through small holes in the ceiling

Individual stories:

- Leon Greenman was sent to Birkenau - the labour camp - before being sent to Auschwitz. He was separated from his son and wife who, he later found out, were sent to the gas chambers and he was sent to work doing hard labour
- Walter Rosenberg tried to escape capture by taking off his Star of David and trying to get to England. Unfortunately for him, at the borders, the SS captured him and he was sent to the Novaky Concentration Camp.

History: Week 4 Questions

1. Why did the nazis decide to build concentration camps?
2. Why did Jews go easily to the concentration camps?
3. How many people would be crammed in one cart on the journey to the camps?
4. What would happen when the Jews arrived at the Concentration Camps?

5. Why would you be chosen to go to the left instead of the right?
6. Why were Jews 'luckier' if they were chosen to go to the right?
7. What percentage of people were sent for immediate death?
8. What happened at the gas chambers?

Extended Writing Question:

Pick either Leon Greenman or Walter Rosenberg and describe their experiences into the camps - how might they have felt at each part of their journeys?

History: Half Term 2 - Week 5

History: Week 5 Knowledge Organiser: Inside the concentration camps

Key information:

- Living conditions for the camp mates were less than ideal. They toilets would be one long row of carved out circles for all camp mates to use and there would be one prisoner in charge of cleaning away all the toilet waste that would have been gathered at the end of the row of 'toilets'
- The beds would be three tiers high but at least 3 or 4 people would sleep on one tier. There wouldn't be a tier the camp mates thought was best because the top tier would have an open window above which would have caused hypothermia in the winter and, since there was a lot of sickness, the bottom bunk would have all the bodily fluids reaching them
- To try and survive, the camp mates got prisoner functionary jobs to allow them some power. The three main ones would have been a Kapo, Camp Elder and a Block Elder.
- These jobs would have been really hard for the camp mates and also advantageous for them as well
- Some advantages of being in a prisoner functionary jobs would have been better food and accommodation, access to luxury goods, less physically demanding work and helping other prisoners get more food and avoid physical harm
- Some disadvantages of these jobs would have been the fact that they were required to give punishments to other camp mates, had to make life harder for other prisoners so they would survive and sometimes, they would have to murder other prisoners as part of their jobs

Individual stories:

- Leon Greenman was a barber before he went into the camps and this played to his advantage. Although he mainly did hard manual labour - building roads, moving bricks and building new buildings for the camp - he managed to do some shifts as the camp's barber and was responsible for shaving some of the camp mates on their entry. This allowed him to get some more rations for the evening meals
- Walter Rosenberg can also be considered lucky as he was chosen for the Kanada detail where he sorted through the belongings from the camp mates. This helps him as he was able to steal food that some camp mates brought with him. He also had a job as a Registrar for the gas chambers and he was able to gather a lot of information about the functioning of Auschwitz where he was eventually moved to.

History: Week 5 Questions

1. Why were the living conditions in the camp so bad?
2. How did camp mates try to survive the camps?
3. Name one of the prisoner functionary jobs camp mates could have
4. What was the advantages of being a prisoner functionary?

5. What were the disadvantages of being a prisoner functionary?
6. How did Leon Greenman's previous life before the camps help him while he was in Auschwitz?
7. Why would Walter Rosenberg be considered lucky?
8. Why was Walter Rosenberg able to gather information about the functions of Auschwitz?

Extended Writing Question: How might you have felt being in a prisoner functionary job?

History: Half Term 2 - Week 6

History: Week 6 Knowledge Organiser: Liberation

Key dates:

June 1944 - D-Day

15th April 1945- Liberation of Bergen Belsen

Key words:

Death Marches- forced evacuations of concentration camps

Key information:

- The allies had multiple reports about what the Nazis were up to from 1941 and many people had ideas about the change from persecution to extinction of the Jews from these reports
- It was D-Day where the allies started to push back the Nazis and pass through their occupied territory that they discovered the concentration camps that were in use
- The Nazis tried to hide what they were doing from the allies by burning important documents and destroying the gas chambers that they had been using
- Important people and key figures of the holocaust like Rudolf hoss also fled abroad to avoid punishment
- When the allies got to the concentration camps they found Typhus and extreme malnourishment
- The soldiers made the remaining SS Guards carry the diseased bodies to the grave which also resulted in some of them getting Typhus and dying
- Bergen Belsen was the first camp to be liberated by the British and they were horrified at what they saw- they had to burn most of the camp to the ground because of the amount of disease that was there

Individual stories:

- Leon Greenman took part in a death march to try and hide what was going on from the allies and was marched from Auschwitz to Buchenwald. It was on the 11th April 1945 that the camp was liberated and he managed to find some family on his way home and made it back to England on the 22nd November 1945
- Walter Rosenberg and his friend Fred Weltzer were the first two Jewish inmates to escape Auschwitz. They hid for 3 days in a hole in the ground and then ran out of the camp where it took them 11 days of travelling at night to reach Slovakia. Here, it took them 2 weeks to speak about their experiences and write the Vrba- Wetzler report which told everyone the truth about what was going on in Auschwitz.

History: Week 6 Questions

Questions:

1. How did the allies first find out about the concentration camps?
2. Why did D-Day help the allies to liberate the camps?
3. What did the Nazis do when they realised the allies were coming?
4. What did the soldiers find when they got to the concentration camps?

5. What did the soldiers make the remaining SS Guards do?
6. What did the allies have to do to Bergen Belsen after it was liberated? Why?
7. How did Leon Greenman's story end?
8. How did Walter Rosenberg's story end?

Extended Writing Question:

Do you think the allies did everything they could as quickly as they could to save the inmates in the concentration camps?

History: Half Term 2 - Week 7

History: Week 7 Knowledge Organiser: The Trials

Key information:

- The Allies met after they had liberated the camps to prosecute the Nazis who were responsible for the Holocaust
- The Nazis were charged with 'crimes against humanity'
- The British, French, Americans and Soviets were deciding if the Nazis were guilty and what their punishment would be
- These trials took place between 1945-1949
- Rudolf Hoss was one of the men punished for his crimes against the Jews in the Holocaust
- Hoss was responsible for removing the 'we were following orders' defence meaning he took responsibility for his own actions instead of blaming it on Hitlers orders
- Because of Hoss, other Nazis started to take responsibility for their own actions as well
- Hoss was found guilty and executed by hanging for his crimes in Auschwitz
- Other men like Goebbels, Himmler and Goering killed themselves instead of facing trials at the Nuremberg Trials
- Overall, 199 defendants were tried, 161 were convicted and 37 were sentenced to death - some of these men tried included the prisoner functionaries for their role

History: Week 7 Questions

| | |
|--|--|
| <ol style="list-style-type: none">1. What crime were the Nazis charged with?2. Which four countries decided on the punishment of the Nazis?3. When were these trials?4. What was Rudolf Hoss responsible for? | <ol style="list-style-type: none">5. What does removing the 'we were following orders' defence mean?6. What was Rudolf Hoss' punishment?7. What happened to other Nazi men?8. How many people were tried, convicted and executed? |
|--|--|

Extended Writing Question:

How does it make you feel that some of the prisoner functionaries (Jews with jobs) were tried for 'crimes against humanity'?

Spanish: Half Term 2 - Week 1

Spanish: Week 1 Knowledge Organiser:

| Time expression | Verb | Where / | How / Who with | Link | Verb | Intensifier | Adjective |
|-------------------------------|---|--------------------------------------|--------------------------------------|---|----------------------|---------------------|-----------------------------|
| Normalmente (Normally) | | a Francia (to France) | en autobús (by bus) | lo que (which) | | más (more) | rápido (fast) |
| Siempre (Always) |  | a España (to Spain) | en autocar* (by coach) |  | | menos (less) | lento (slow) |
| A veces (Sometimes) | | a Italia (to Italy) | en coche* (by car) | porque (because) | | | |
| Cada año (Every year) | | a Australia (to Australia) | en tren (by train) | | es (it is) | muy (very) | caro (expensive) |
| Cada verano (Every Summer) |  | viajo (I travel) | en avión (by plane) | | | | barato (cheap) |
| En agosto (In August) | | viajamos (we travel) | en barco (by boat) | dado que (because) | | | |
| En verano (In Summer) |  | | en ferry (by ferry) | | | | |
| En invierno (In Winter) |  | | en taxi (by taxi) |  | | | |
| | | | en bici (by bike) | | | | |
| | | | a pie (by foot) | | | | |
| | | | *be careful not to mix these two up! | | | | |
| | | a Gales (to Wales) | con mi familia (with my family) | pero (but) | no es (it isn't) | bastante (quite) | cómodo (comfortable) |
| | | a los Estados Unidos (to the USA) | con mis padres (with my parents) | | | | incómodo (uncomfortable) |
| | | al extranjero (abroad) | con mis amigos (with my friends) | sin embargo (however) | parece (it seems) | demasiado (too) | práctico (practical) |
| | | | con mi instituto (with my school) | aunque (although) | | | |
| | | | | | | un poco (a bit) | divertido (fun) |
| | | | | | | | aburrido (boring) |

Spanish: Week 1 Questions

| | |
|---|---|
| 1. Normalmente voy de vacaciones a España | 5. ...in summer with my family because it is very fun |
| 2. voy de vacaciones a Italia en avión | 6. ...although it is a bit boring. |
| 3. pero a veces es bastante lento. | 7. I go on holiday to Wales by coach with my school, |
| 4. En agosto vamos de vacaciones a los Estados Unidos | 8. Sometimes we go on holiday |

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:

Write 3 of your own sentences to say where you go on holiday, who you travel with and make sure you give an opinion and reason.

Spanish: Half Term 2 - Week 2

Spanish: Week 2 Knowledge Organiser:

| Time expression | Verb | Where / | How / Who with | Link | Verb | Intensifier | Adjective |
|-------------------------------|---|--------------------------------------|------------------------|--------------------------------------|----------------------|---------------------|-----------------------------|
| Normalmente (Normally) | voy de vacaciones (I go on holiday) | a Francia (to France) | en autobús (by bus) | lo que (which) | | más (more) | rápido (fast) |
| Siempre (Always) | | a España (to Spain) | en autocar* (by coach) | porque (because) | es (it is) | menos (less) | lento (slow) |
| A veces (Sometimes) | vamos de vacaciones (we go on holiday) | a Italia (to Italy) | en coche* (by car) | dado que (because) | | muy (very) | caro (expensive) |
| Cada año (Every year) | viajo (I travel) | a Australia (to Australia) | en tren (by train) | pero (but) | no es (it isn't) | bastante (quite) | barato (cheap) |
| Cada verano (Every Summer) | viajamos (we travel) | a Escocia (to Scotland) | en avión (by plane) | sin embargo (however) | parece (it seems) | demasiado (too) | cómodo (comfortable) |
| En agosto (In August) | | a Irlanda (to Ireland) | en barco (by boat) | aunque (although) | | un poco (a bit) | incómodo (uncomfortable) |
| En verano (In Summer) | | a Gales (to Wales) | en ferry (by ferry) | | | | práctico (practical) |
| En invierno (In Winter) | | a los Estados Unidos (to the USA) | en taxi (by taxi) | | | | divertido (fun) |
| | | al extranjero (abroad) | en bici (by bike) | | | | aburrido (boring) |
| | | | a pie (by foot) | *be careful not to mix these two up! | | | |

Spanish: Week 2 Questions

| | |
|--|--|
| <ol style="list-style-type: none"> Vamos de vacaciones a Italia en avión ...porque es cómodo En invierno viajo a Gales Sin embargo parece práctico | <ol style="list-style-type: none"> ...We always travel to Australia by plane But it isn't cheap. Sometimes I go on holiday abroad. Although it seems slow. |
|--|--|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:

Write three different sentences saying how you travel on holiday and why. Say why not as well!

Spanish: Half Term 2 - Week 3

Spanish: Week 3 Knowledge Organiser:

| | | | | | | |
|---|-----------------------------------|----------------------|---|-----------------------|-----------------------------------|----------------------------|
| Normalmente (Normally) | me gusta (I like) | jugar (to play) | al fútbol (football) a las cartas (cards) | porque (because) | es (it's) | fantástico (fantastic) |
| Cuando estoy de vacaciones (When I am on holiday) | me encanta (I love) | hacer (to do) | esquí (skiing) la natación (swimming) | dado que (because) | puede ser (it can be) | interesante (interesting) |
| Cuando hace calor (When it's hot) | me mola (I really like) | ir (to go) | al cine (to the cinema) a la playa (beach) | pero (but) | | divertido (fun) |
| Cuando hace frío (When it's cold) | me flipa (I really love) | comer (to eat) | en un restaurante (in a restaurant) en McDo (to McDonalds) | sin embargo (however) | | entretenido (entertaining) |
| Cuando hace buen tiempo (When it's nice) | tengo ganas de (I really want to) | leer (to read) | los libros (books) las revistas (magazines) | aunque (although) | | aburrido (boring) |
| Cuando hace mal tiempo (When it's bad weather) | prefiero (I prefer) | escuchar (to listen) | música (music) la radio (the radio) | | | difícil (difficult) |
| Cuando hace sol (When it's sunny) | no me gusta (I don't like) | | nadar en el mar (to swim in the sea) | | me hace feliz (it makes me happy) | |
| Cuando llueve (When it's raining) | detesto (I hate) | | tomar el sol (to sunbathe) | | me relaja (it relaxes me) | |
| | | | descansar (to relax) | | me molesta (it annoys me) | |
| | | | quedarme en casa (to stay at home) | | lo paso bomba (I have a blast) | |
| | | | comer muchos helados (to eat lots of ice cream) | | | |
| | | | sacar fotos (to take photos) | | | |

Spanish: Week 3 Questions

| | |
|--|--|
| <ol style="list-style-type: none"> 1. Me gusta ir a la playa porque es fantástico. 2. Cuando estoy de vacaciones... 3. Me gusta tomar el sol y nadar en el mar 4. Cuando llueve detesto quedarme en casa | <ol style="list-style-type: none"> 5. It makes me happy 6. I really want to read books 7. But it relaxes me. 8. However it can be difficult. |
|--|--|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:

Write three sentences saying what you like to do one holidays.

Spanish: Half Term 2 - Week 4

Spanish: Week 4 Knowledge Organiser:

| | | | | | | |
|---|---|--|--|--|------------------------------------|--|
| Normalmente (Normally) Cuando estoy de vacaciones (When I am on holiday) | me gusta (I like) me encanta (I love) me mola (I really like) me flipa (I really love) tengo ganas de (I really want to) prefiero (I prefer) no me gusta (I don't like) detesto (I hate) | jugar (to play) hacer (to do) ir (to go) comer (to eat) leer (to read) escuchar (to listen) | al fútbol (football) a las cartas (cards) esquí (skiing) la natación (swimming) al cine (to the cinema) a la playa (beach) en un restaurante (in a restaurant) en McDo (to McDonalds) los libros (books) las revistas (magazines) música (music) la radio (the radio) | porque (because) dado que (because) pero (but) sin embargo (however) aunque (although) | es (it's) puede ser (it can be) | fantástico (fantastic) interesante (interesting) divertido (fun) entretenido (entertaining) aburrido (boring) difícil (difficult) |
| | | | nadar en el mar (to swim in the sea) tomar el sol (to sunbathe) descansar (to relax) quedarme en casa (to stay at home) comer muchos helados (to eat lots of ice cream) sacar fotos (to take photos) | | | me hace feliz (it makes me happy) me relaja (it relaxes me) me molesta (it annoys me) lo paso bomba (I have a blast) |

Spanish: Week 4 Questions

| | |
|--|---|
| 1. Me gusta ir a la playa porque es fantástico 2. Nadar en el mar 3. Detesto comer muchos helados 4. Prefiero escuchar música | 5. I like to sunbathe and swim in the sea 6. To eat in a restaurant 7. When it is bad weather 8. I really love to go to the cinema |
|--|---|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:

Write three sentences saying what you liked to do on holiday in the past tense including links and reasons.

Spanish: Half Term 2 - Week 5

Spanish: Week 5 Knowledge Organiser:

| Weather / Time | Past tense verb phrase | Link | Verb | Adjective | |
|---|--|---|---------------------------------|---|---|
| Cuando estaba de vacaciones (When I was on holiday) | jugué(l) <i>played</i> jugamos <i>(we played)</i> hice <i>(I did)</i> hicimos <i>(we did)</i> | al fútbol <i>(football)</i> al tenis <i>(tennis)</i> al baloncesto <i>(basketball)</i> a los videojuegos <i>(computer games)</i> ciclismo <i>(cycling)</i> turismo <i>(sightseeing)</i> camping <i>(camping)</i> senderismo <i>(hiking)</i> excursiones <i>(excursions)</i> | porque (because) | era (it was) | flipante <i>(awesome)</i> increíble <i>(incredible)</i> emocionante <i>(exciting)</i> divertido <i>(fun)</i> entretenido <i>(entertaining)</i> |
| De niño <i>(As a child)</i> | | | | no era (it wasn't) | agotador <i>(tiring)</i> horroroso <i>(awful)</i> pesado <i>(boring)</i> decepcionante <i>(disappointing)</i> una pérdida de tiempo <i>(a waste of time)</i> |
| El año pasado  <i>(Last year)</i> | fui <i>(I went)</i> fuimos <i>(we went)</i> | al cine <i>(to the cinema)</i> de pesca <i>(fishing)</i> a la playa <i>(to the beach)</i> de paseo <i>(for a walk)</i> | | dado que (because) | me hizo feliz <i>(it made me happy)</i> |
| El verano pasado  <i>(Last summer)</i> | comí(l) <i>ate</i> comimos <i>(we ate)</i> | la comida rápida <i>(fast food)</i> al aire libre <i>(in the open air)</i> tapas <i>(tapas)</i> | pero (but) | me relajó <i>(it relaxed me)</i> | me lo pasé muy bien <i>(I really enjoyed myself)</i> |
| Hace dos años <i>(Two years ago)</i> | leí <i>(I read)</i> leímos <i>(we read)</i> | unos libros <i>(some books)</i> unas revistas <i>(some magazines)</i> | sin embargo (however) | me hizo reír <i>(it made me laugh)</i> | me hizo reír <i>(it made me laugh)</i> |
| Durante las vacaciones pasadas <i>(During the last holidays)</i> | escuché <i>(I listened to)</i> escuchamos <i>(we listened to)</i> | música pop <i>(pop music)</i> música rock <i>(rock music)</i> la radio <i>(the radio)</i> | aunque (although) | me molestó <i>(it annoyed me)</i> | me aburrió mucho <i>(I was very bored!)</i> |
| | tomé el sol <i>(I sunbathed)</i> descansé <i>(I relaxed)</i> nadé con delfines <i>(I swam with dolphins)</i> me quedé en casa <i>(I stayed at home)</i> visité unos monumentos <i>(I visited some monuments)</i> saqué muchas fotos <i>(I took a lot of photos)</i> compré muchos recuerdos <i>(I bought a lots of souvenirs)</i> |   | | | |

Spanish: Week 5 Questions

| | |
|--------------------------------|----------------------------------|
| 1. Nadé con delfines | 5. As a child I played football. |
| 2. Cuando estaba de vacaciones | 6. Last year I went fishing |
| 3. Comí la comida rápida | 7. However it relaxed me |
| 4. Tomé el sol | 8. It wasn't boring. |

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:

Write three sentences saying what you did on holiday in the past tense.

Spanish: Half Term 2 - Week 6

Spanish: Week 6 Knowledge Organiser:

| Weather / Time | Past tense verb phrase | Link | Verb | Adjective |
|--|--|---|--------------------------|---|
| Cuando estaba de vacaciones (When I was on holiday) | jugué (I played) jugamos (we played) | al fútbol (football) al tenis (tennis) al baloncesto (basketball) a los videojuegos (computer games) | porque (because) | flipante (awesome) increíble (incredible) emocionante (exciting) divertido (fun) entretenido (entertaining) |
| De niño (As a child) | hice (I did) hicimos (we did) | ciclismo (cycling) turismo (sightseeing) camping (camping) senderismo (hiking) excursiones (excursions) | dado que (because) | agotador (tiring) horroroso (awful) pesado (boring) decepcionante (disappointing) |
| El año pasado (Last year) | fui (I went) fuimos (we went) | al cine (to the cinema) de pesca (fishing) a la playa (to the beach) de paseo (for a walk) | pero (but) | una pérdida de tiempo (a waste of time) |
| El verano pasado (Last summer) | comí (I ate) comimos (we ate) | la comida rápida (fast food) al aire libre (in the open air) tapas (tapas) | sin embargo (however) | me hizo feliz (it made me happy) |
| Hace dos años (Two years ago) | leí (I read) leímos (we read) | unos libros (some books) unas revistas (some magazines) | aunque (although) | me relajó (it relaxed me) |
| Durante las vacaciones pasadas (During the last holidays) | escuché (I listened to) escuchamos (we listened to) | música pop (pop music) música rock (rock music) la radio (the radio) | | me lo pasé muy bien (I really enjoyed myself) |
| | | tomé el sol (I sunbathed) descansé (I relaxed) nadé con delfines (I swam with dolphins) me quedé en casa (I stayed at home) visité unos monumentos (I visited some monuments) saqué muchas fotos (I took a lot of photos) compré muchos recuerdos (I bought a lots of souvenirs) | | me hizo reír (it made me laugh) |
| | | | | me molestó (it annoyed me) |
| | | | | me aburrió mucho (I was very bored!) |

Spanish: Week 6 Questions

| | |
|--|---|
| 1. Durante las vacaciones pasadas 2. Leímos unas revistas y unos libros 3. Compré muchos recuerdos 4. El verano pasado me quedé en casa | 5. Although it annoyed me 6. It was a waste of time 7. I did sightseeing 8. We did excursions. |
|--|---|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish

Use the 'we' verbs to say what you and your family did on holiday.

Spanish: Half Term 2 - Week 7

Spanish: Week 7 Knowledge Organiser:

| Weather / Time | Past tense verb phrase | Link | Verb | Adjective |
|--|---|--|--------------------------|---|
| Cuando estaba de vacaciones (When I was on holiday) | jugué (I played) jugamos (we played) | al fútbol (football) al tenis (tennis) al baloncesto (basketball) a los videojuegos (computer games) | porque (because) | flipante (awesome) increíble (incredible) emocionante (exciting) divertido (fun) entretenido (entertaining) |
| De niño (As a child) | hice (I did) hicimos (we did) | ciclismo (cycling) turismo (sightseeing) camping (camping) senderismo (hiking) excursiones (excursions) | dado que (because) | agotador (tiring) horrible (awful) pesado (boring) decepcionante (disappointing) |
| El año pasado (Last year) | fui (I went) fuimos (we went) | al cine (to the cinema) de pesca (fishing) a la playa (to the beach) de paseo (for a walk) | pero (but) | una pérdida de tiempo (a waste of time) |
| El verano pasado (Last summer) | comí (I ate) comimos (we ate) | la comida rápida (fast food) al aire libre (in the open air) tapas (tapas) | sin embargo (however) | me hizo feliz (it made me happy) |
| Hace dos años (Two years ago) | leí (I read) leímos (we read) | unos libros (some books) unas revistas (some magazines) | | me relajó (it relaxed me) |
| Durante las vacaciones pasadas (During the last holidays) | escuché (I listened to) escuchamos (we listened to) | música pop (pop music) música rock (rock music) la radio (the radio) | | me lo pasé muy bien (I really enjoyed myself) |
| | tomé el sol (I sunbathed) descansé (I relaxed) nadé con delfines (I swam with dolphins) me quedé en casa (I stayed at home) visité unos monumentos (I visited some monuments) saqué muchas fotos (I took a lot of photos) compré muchos recuerdos (I bought a lots of souvenirs) | | aunque (although) | me hizo reír (it made me laugh) me molestó (it annoyed me) me aburrió mucho (I was very bored!) |

Spanish: Week 7 Questions

1. Cuando estaba de vacaciones jugué al tenis.
2. Dado que me molestó
3. Visité unos monumentos
4. Saqué muchas fotos
5. Because it made me laugh.
6. And I really enjoyed myself.
7. We listened to pop music..
8. I read books and I relaxed

Extended Writing Question:

Write a description of where you normally go on holiday and where you one your last holiday. You can make it up! Write at least 40 words.

