

*Care to Learn  
Learn to Care*



Name:

Tutor:

Half Term 6 2024-25

**Sport  
Science  
Geography**

*Knowledge Organiser*

**History**

**Health  
and Social**

**9**

**Psychology**

**Childcare**

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## Book Pride

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

## Plan

	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 6 - Week 1

Health Sciences: Week 1 Knowledge Organiser: Introduction the the NHS Values	
<p>Care Values are like rules for how health and social care professionals should work with individuals.</p> <p>Care Values can help individuals feel empowered to make independent decisions.</p>	
<p><b><u>Empowerment</u></b></p> <p>Empowerment gives people more control over the decisions and actions that impact their lives.</p> <p>For example: People living with dementia may feel that others are always making decisions for them, so it's important that we give people choices and support them to make their own decisions where possible.</p> <p>Other groups of individuals who may need support in decision making:</p> <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Children and Adults with specific needs</li> <li>• Individuals who have learning disabilities</li> <li>• Individuals with physical disabilities</li> <li>• Older People</li> </ul>	<p><b><u>Independence</u></b></p> <p>Independence is about a person having control of their life, and being able to do things for themselves, and not relying on others.</p> <p>Sometimes it may be difficult for someone to be totally independent because of their situation or needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Someone with Down's Syndrome</li> <li>• A young child who has to stay in hospital for a long time</li> <li>• An older person living with Dementia</li> </ul> <p>There are many ways a health professional can support someone to be as independent as possible. For example, giving them a range of suitable choices.</p>
Health Sciences: Week 1 Questions	
<ol style="list-style-type: none"> <li>1. Care values are like what?</li> <li>2. How can care values help?</li> <li>3. Empowerment is about what?</li> <li>4. Give two examples of groups who would benefit from empowerment?</li> </ol>	<ol style="list-style-type: none"> <li>5. What is independence?</li> <li>6. Why might some people find it difficult to be totally independent?</li> <li>7. How can we support people to be independent?</li> <li>8. Can you come up with another example of how to support someone to be independent?</li> </ol>
<p><b>Extended Writing Question:</b> Explain how empowerment and independence are linked?</p>	

## Health Sciences: Half Term 6 - Week 2

Health Sciences: Week 2 Knowledge Organiser: NHS Values	
<p><b><u>Maintaining Confidentiality</u></b></p> <p>Confidentiality is a set of rules that limits access or places restrictions on the use of certain types of information.</p> <p>Examples of confidential information are:</p> <ul style="list-style-type: none"> <li>• Medical information.</li> <li>• Names, dates of birth, addresses, contact details (of staff, clients, patients, pupils etc).</li> <li>• Personal bank details and credit card information.</li> <li>• Exam results.</li> </ul> <p>Confidentiality is important because:</p> <ul style="list-style-type: none"> <li>• It builds trust.</li> <li>• It promotes confidence in the healthcare system, in the school system, in the workplace etc.</li> <li>• It prevents misuse of confidential information (illegal or immoral use).</li> <li>• It protects reputation.</li> <li>• It ensures compliance with the law.</li> </ul> <p>Ways confidentiality could be breached (broken) are:</p> <ul style="list-style-type: none"> <li>• A confidential email being sent to the wrong person</li> <li>• A laptop containing confidential information is lost or stolen</li> <li>• Leaving confidential information unattended in a non-secure area.</li> </ul>	<p><b><u>Safeguarding and Duty of Care</u></b></p> <p>Safeguarding means protecting an individual's health, wellbeing and human rights; enabling them to live free from harm, abuse and neglect.</p> <p>Those most in need of protection include:</p> <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Adults at risk, such as those receiving care in their own home, people with physical, sensory and mental impairments, and those with learning disabilities.</li> </ul> <p>Examples of Safeguarding issue; Physical abuse, Psychological abuse, Online abuse, Bullying, Neglect, Sexual abuse and Financial abuse</p> <p>Who to inform if you suspect a safeguarding issue:</p> <ul style="list-style-type: none"> <li>• If in school, you can inform any member of staff/ report to the safeguarding officer.</li> <li>• You can pass on your concerns to the person's GP or a social worker. Local authorities (PCC) have social workers who deal specifically with cases of abuse and neglect.</li> <li>• You can also speak to the police about the situation. Some forms of abuse are crimes, so the police will be interested.</li> </ul>
Health Sciences: Week 2 Questions	
<ol style="list-style-type: none"> <li>1. What is confidentiality?</li> <li>2. Give an example of information that must be kept confidential?</li> <li>3. Give one example of why confidentiality is important?</li> <li>4. Give one example of how confidentiality may be breached?</li> </ol>	<ol style="list-style-type: none"> <li>5. What is safeguarding?</li> <li>6. Give an example of who is in most need of protection?</li> <li>7. Give an example of a safeguarding issue?</li> <li>8. Who should you inform of a safeguarding issue in a school?</li> </ol>
<p><b>Extended Writing Question:</b> Explain how a breach of confidentiality could lead to a safeguarding issue?</p>	

## Health Sciences: Half Term 6 - Week 3

Health Sciences: Week 3 Knowledge Organiser: Planning an event	
<p><b><u>Effective Communication</u></b></p> <p>Effective communication means sharing information clearly and kindly so that everyone understands and feels respected.</p> <p>Types of communication:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non verbal</li> <li>• Visual</li> <li>• Written</li> </ul> <p>How to show you value a person through communication:</p> <ul style="list-style-type: none"> <li>• Show you are interested -verbally and non verbally</li> <li>• Show empathy</li> <li>• Give appropriate eye contact, but do not stare</li> <li>• Be kind and respectful</li> <li>• Ask questions</li> <li>• Be positive</li> <li>• Display open body language</li> <li>• Use active listening skills</li> </ul> <p>People who may need help with their communication:</p> <ul style="list-style-type: none"> <li>• Visually impaired person</li> <li>• Hearing impaired person</li> <li>• A person living with an illness such as dementia</li> </ul>	<p><b><u>Why Effective Communication is important in Health and Social Care</u></b></p> <p>Some people may struggle with communication due to sensory or cognitive impairment. There are many different ways of communicating with an individual, for example:</p> <ul style="list-style-type: none"> <li>• through speech</li> <li>• gestures/body language</li> <li>• written communication</li> <li>• using technology</li> </ul> <p>Consequences of bad communication</p> <p>If you did not communicate effectively then the consequences could be:</p> <ul style="list-style-type: none"> <li>• Someone misses vital information they may need</li> <li>• A person might give the wrong information</li> <li>• A person might feel like they are not being listened to</li> </ul> <p>How Effective communication supports a person's PIES</p> <p>P- ensure that they receive the information about their physical health</p> <p>I - Help them to learn about their illness or way to improve their health</p> <p>E - helps them to feel involved in their care/ improve their self esteem</p> <p>S - Supports them to access help and feel valued and less lonely</p>
Health Sciences: Week 3 Questions	
<ol style="list-style-type: none"> <li>1. What is effective communication</li> <li>2. Give one type of communication</li> <li>3. Give one way you can value a person through communication</li> <li>4. Give one example of a person who may struggle with communication</li> </ol>	<ol style="list-style-type: none"> <li>5. Give one way a person can adapt their communication to support a person with a sensory impairment</li> <li>6. Give one example the consequence of poor communication</li> <li>7. How does effective communication support Intellectual needs</li> <li>8. How does effective communication support emotional needs</li> </ol>
<p><b>Extended Writing Question:</b> Explain how a health and social care professional will ensure they are communicating effectively with a person with dementia</p>	

## Health Sciences: Half Term 6 - Week 4

Health Sciences: Week 4 Knowledge Organiser: Preserving Dignity and Safeguarding	
<p><b><u>Preserving Dignity</u></b></p> <p>Dignity is about protecting a person's self-worth and treating them with care and respect. Some people are unable to preserve (protect) their own dignity: For example:</p> <ul style="list-style-type: none"> <li>• Taking themselves to the bathroom</li> <li>• Wipe split food from their mouth and clothes while eating</li> <li>• Wash or dress themselves</li> </ul> <p>Why might a person lose their dignity?</p> <ul style="list-style-type: none"> <li>• Mental health illness such as depression</li> <li>• Not being treated with respect</li> <li>• Not having their wishes/wants/needs listened to</li> <li>• Their privacy not respected</li> </ul> <p>How carers can demonstrate dignity</p> <ul style="list-style-type: none"> <li>• Using appropriate equipment such as correct feeding utensils</li> <li>• Involving the person in their carer</li> <li>• Helping them to go to the toilet/bathroom</li> <li>• Checking what they would like to be called</li> <li>• Making the person feel valued</li> </ul>	<p><b><u>Safeguarding and duty of care</u></b></p> <p>Safeguarding is about keeping people safe from harm</p> <ul style="list-style-type: none"> <li>• Service users have a right to be safe</li> <li>• Care workers have a legal duty to protect service users</li> <li>• If a carer understands the signs of danger they will be able to protect them</li> </ul> <p>What to do if a care worker suspects someone is unsafe or being treated unfairly/bullied or abused:</p> <ul style="list-style-type: none"> <li>• Report the abuse - the person could be in danger</li> <li>• Never promise to keep a secret</li> <li>• Follow the correct procedure by informing the person that you need to inform your supervisor/manager</li> </ul> <p><b><u>Duty of Care</u></b></p> <p>Care workers must work in ways that never put individuals at risk of harm. Their duty of care to safeguard people means that they:</p> <ul style="list-style-type: none"> <li>• Know their roles and responsibilities</li> <li>• Follow procedures of their workplace properly</li> <li>• Deliver care as the individual care plan states</li> <li>• Always report and record any concerns about an individual, even if it appears minor.</li> </ul>
Health Sciences: Week 4 Questions	
<ol style="list-style-type: none"> <li>1. What is preserving dignity</li> <li>2. Give one example of how a person may not be able to preserve their own dignity</li> <li>3. Give one example of why a person may lose their dignity</li> <li>4. Give one example of how a carer can demonstrate dignity</li> </ol>	<ol style="list-style-type: none"> <li>5. What is safeguarding</li> <li>6. Name one action you must take if you suspect a person is being treated wrongly (abused or bullied for example)</li> <li>7. What is a Duty of Care</li> <li>8. Give one way a care worker must safeguard a service user</li> </ol>
<p><b>Extended Writing Question:</b> Explain why it is important that professionals in a health and social care setting support a person's dignity</p>	

## **Health Sciences: Half Term 6 - Week 5**

### **Health Sciences: Week 5 Knowledge Organiser: Assessment Week**

Class assessment recall of Term 3, 4, 5 Topics:

- Admission to Hospital, Time spent in Hospital, Discharge from Hospital
- Importance of health foods and Diet
- Lifestyle Choices including risks of alcohol
- Job Roles - Midwife, Health Visitor, Nursery/Play leaders
- Types of Play and Learning through play
- Importance of reading

### **Health Sciences: Week 5 Questions**

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| 1. Give an example of a way you might be admitted to hospital?     | 5. Give an example of the negative physical health effects of drinking too much alcohol? |
| 2. Give two reasons you might have to spend time in hospital?      | 6. Who do midwives primarily support?  |
| 3. Give two consequences to an unhealthy diet?                     | 7. What is cooperative play?   |
| 4. Name two important nutrients we should have in a balanced diet? | 8. Explain two reasons reading is important ?  |

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

## Health Sciences: Half Term 6 - Week 6

### Health Sciences: Week 6 Knowledge Organiser: Planning an event that demonstrate care values

Please read the following case study and answer the questions.

Mrs Johnson is a new resident at Barley Fields Residential Home. She is very quiet and is sitting in her room looking out of the window. Mrs Johnson usually wears glasses but you notice she is not wearing them. You have been asked to spend some time with Mrs Johnson to help her settle in. Before you enter Mrs Johnson's room you knock on her door and ask if it is ok to come in. While you are talking to Mrs Johnson, she says she likes to be called May rather than Mrs Johnson as she was called by her surname throughout her career as a teacher and being called by her surname reminds her of work. Mrs Johnson also said that some foods make her feel unwell but she did not tell anyone because she did not want to appear to be a nuisance. Mrs Johnson has also said she is a methodist and wishes to attend church on a Friday and also eat fish on Fridays. Mrs Johnson likes to read the newspaper and look at family photographs and to knit.

#### Care Values:

Maintaining Confidentiality, Safeguarding and Duty of Care, Effective Communication, Preserving Dignity

### Health Sciences: Week 6 Questions

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|---|--|
| <ol style="list-style-type: none"><li>1. How does Mrs Johnson like to be called?</li><li>2. What care value are you demonstrating by doing this?</li><li>3. By knocking on Mrs Johnson' door and asking if it is ok to enter, what care value is the care worker demonstrating?</li><li>4. If the care home ignore Mrs Johnson's food allergies what care value are they ignoring</li></ol> | <ol style="list-style-type: none"><li>5. Mrs Johnson likes to read the paper. If the care home arranges for Mrs Johnson's favourite newspaper to be delivered each morning, what care value are they demonstrating?</li><li>6. What kind of communication may Mrs Johnson struggle with?</li><li>7. The care worker uses active listening skills and shows empathy, what care value are they showing?</li><li>8. The care home has not ensured Mrs Johnson's allergies to food have been recorded, what care value has not been met?</li></ol> |
|---|--|

**Extended Writing Question:** The care home invites Mrs Johnson to join in the knitting and craft club twice a week and also the daily news group that discusses the latest news. How will this help Mrs Johnson with her PIES?

## Psychology: Half Term 6 - Week 1

### Psychology: Week 1 Knowledge Organiser: Recap - Biological and Behavioural Approaches

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

**Genes** - Inherited from biological parents

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

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

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

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

**Operant conditioning Learning** through consequences.

**Reinforcement** – increases behaviour.

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

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

**Punishment** = stops a behaviour.

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

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

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

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

### Psychology: Week 1 Questions

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

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

## Psychology: Half Term 6 - Week 2

### Psychology: Week 2 Knowledge Organiser: Classical conditioning, Social learning theory and the Cognitive approach

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

**Classical conditioning** - Learning through association

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

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

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

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

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

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

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

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

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

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

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

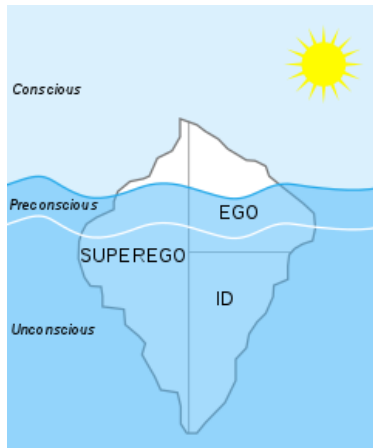
### Psychology: Week 2 Questions

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|---|---|
| <ol style="list-style-type: none"> <li>1. Which three areas is the Behaviourist approach made up of?</li> <li>2. Which type of conditioning involves learning through consequences?</li> <li>3. Which type of conditioning involves learning through making links between two stimuli?</li> <li>4. Who are people likely to observe and imitate?</li> </ol> | <ol style="list-style-type: none"> <li>5. What is vicarious reinforcement?</li> <li>6. What is the Cognitive approach?</li> <li>7. Identify the schemas that you have about cats.</li> <li>8. What do Cognitive psychologists compare our mind to?</li> </ol> |
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**Extended Writing Question:** Outline the bobo doll experiment

## Psychology: Half Term 6 - Week 3

### Psychology: Week 3 Knowledge Organiser: Psychodynamic approach and the Humanistic approach



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

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

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

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

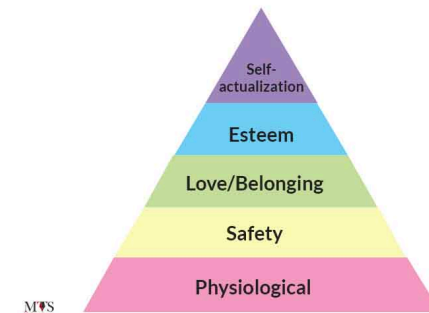
**Humanistic Approach** – Focused on personal growth and people's desire to reach their potential. Largely influenced by Maslow who made the hierarchy of needs. The needs include physiological, safety, love and belonging, esteem and self-actualisation.

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

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

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

This is Maslow's Hierarchy of needs:



### Psychology: Week 3 Questions

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

## **Psychology: Half Term 6 - Week 4**

### **Psychology: Week 4 Knowledge Organiser: Sampling**

Population – A complete set of individuals.

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

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

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

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

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

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

- 1) Random sampling - Everyone has an equal chance of being selected
- 2) Opportunity sampling - Using whoever is available and willing at the time
- 3) Volunteer sampling - People volunteer to take part in a study e.g. responding to an advert in a newspaper
- 4) Stratified sampling - Identify the important subgroups in the population e.g. age and gender and make sure your sample reflects the correct proportion

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

1. How many sampling techniques do you need to know?
2. What is sampling?
3. How is the difference between a target population and a sample?
4. What does generalisability mean?

5. Which sampling technique involves participants self-electing to take part?
6. Which sampling technique involves complex calculations?
7. Which sampling technique involves the hat method or a random name generator?
8. Which sampling technique involves using people who are close by and available?

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

## **Psychology: Half Term 6 - Week 5**

### **Psychology: Week 5 Knowledge Organiser: The Self - Lewis**

Self: our thoughts and emotions about who we are.

Self-concept: how we see ourselves, based on how others see us and our own beliefs.

Existential self: awareness that we have an existence that is separate from others.

Categorical self: awareness that we are seen by others by means of categories, such as age.

Michael Lewis, an American psychologist, says the idea of self develops with age and is affected by our experiences in the world. Lewis (1990) separates the self into two parts: the existential self and the categorical self.

#### **Existential self**

The term 'existential' refers to our existence – we are aware that we have a self that is distinct from others. There is coherence in our idea of 'who we are' and we see our self as constant. This 'constant self' is, according to Lewis, our existential self. Lewis sees this self as starting at around 2 months old. It arises from our interactions with the world, giving us the idea of self as a separate being. For example, a baby touches a rattle and hears a sound, and so relates its own touching of the rattle to the sound made. Having control over their world helps babies to develop this schema or idea of a distinct self.

#### **Categorical self**

The child realises that he or she can be categorised by others in specific ways, such as by gender or size. Lewis calls this idea the categorical self. The categorical self has categories such as an age, a gender, a height, different roles such as son or daughter, abilities, and so on. We see ourselves in the world by means of categories such as these. The categorical self changes as someone's values change and develops from around 18 months. Cultural changes can also change how someone sees themselves.

#### **Evidence for Lewis's concepts of self**

Lewis and Jeanne Brooks-Gunn (1979) used the red-nose test to study self. Babies are placed so that they are looking into a mirror. The babies are then shown their noses smudged with red make-up. If they reach up for their own nose, they show a sense of self; if they do not reach for their own nose, they have no sense of self. Lewis and Brooks-Gunn found that at about 18 months old, children reach for their own nose.

### **Psychology: Week 5 Questions**

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|---|---|
| 1. Define self.                                       | 5. What is the categorical self?                        |
| 2. Define self-concept.                               | 6. When does the categorical self start to develop?     |
| 3. What is the existential self?                      | 7. What makes the categorical self change?              |
| 4. How old does Lewis say the self starts to develop? | 8. What did Lewis and Brooks-Gunn put on babies' noses? |

**Extended Writing Question:** Describe the Lewis and Brooks-Gunn experiment.

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

### **Psychology: Week 6 Knowledge Organiser: The Self- Carl Rogers**

Self-image: how we see ourselves.

Self-esteem: how we value ourselves.

Ideal self: how we would like to be.

Incongruence: ideal self and self-image are often different and self-actualisation is difficult.

Congruence: ideal self and self-image are mostly similar and self-actualisation is possible.

Self-actualisation: what we can become; achieving one's potential in life.

Carl Rogers (1959), an American psychologist, split self-concept into three parts: self-image is how we see ourselves, self-esteem is how we value ourselves and the ideal self is what we think we 'should' be like.

#### **Congruence and incongruence**

Our ideal self might not match our self-image. If what we think we should be, from cultural and social views, does not match how we see ourselves, then this gives a state of incongruence, which affects our mental health negatively. If our idea of our ideal self matches our self-image, our picture of ourselves matches what we feel we ought to be like, so we are in a state of congruence.

#### **Self-actualisation**

Self-actualisation refers to achieving one's potential. When the parts of the self match, and a person experiences congruence, there can be self-actualisation. When parts of the self do not match well, self-actualisation is difficult. According to Rogers, the goal of the individual is to self-actualise.

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

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|---|---|
| 1. Define self-esteem.                              | 5. What is incongruence?  |
| 2. Define the ideal self.                           | 6. What is self-actualisation?  |
| 3. What is congruence?                              | 7. Who devised this theory of self-concept being split in to three parts? |
| 4. Does our ideal self always match our self-image? | 8. What is the main goal of this theory?                                  |

**Extended Writing Question:** Is self-actualisation possible? Why?

## PSE: Half Term 6 - Week 1

PSE: Week 1 Knowledge Organiser: Conspiracy Theories	
<p><b><u>Conspiracy Theories</u></b> Offer people 'knowledge', which most people are ignorant of. It is exciting to think that you know the truth, and that the majority are ignorant to it. What they don't do is consider all the evidence. They only put forward evidence, however convoluted, to back up their position.</p> <p><b><u>Extremist Narratives</u></b> Do exactly the same as conspiracy theories. They pick and choose 'evidence' which supports their idea and dismiss anything which goes against their single-minded world view.</p>	<p><b><i>Did you know?</i></b></p> <p><b><i>MOST CONSPIRACY THEORIES CONTAIN 4 MAIN PRINCIPLES (This is similar to Extremist Narratives)</i></b></p> <ol style="list-style-type: none"> <li>1. <i>The group behind the conspiracy must have hidden motives</i></li> <li>2. <i>Typically involve the idea that a small group of powerful people are secretly plotting against the rest of us</i></li> <li>3. <i>Often rely on the absence of evidence to support their claims</i></li> <li>4. <i>Often involve the idea that the people who believe in them are being persecuted or marginalized by the mainstream media, government, or other institutions</i></li> </ol>
PSE: Week 1 Questions	
<ol style="list-style-type: none"> <li>1. What do Conspiracy Theories offer people?</li> <li>2. What do Conspiracy Theories NOT consider?</li> <li>3. True or False: Extremist Narratives pick and chose their evidence</li> <li>4. How many main principles do most conspiracy theories contain?</li> </ol>	<ol style="list-style-type: none"> <li>5. List one main principle</li> <li>6. List another main principle</li> <li>7. List another main principle</li> <li>8. List another main principle</li> </ol>
<p><b>Extended Writing Question:</b> Why do you think people share conspiracy theories?</p>	

## PSE: Half Term 6 - Week 2

PSE: Week 2 Knowledge Organiser: Extremism	
<p><b><u>What is Extremism?</u></b> A set of beliefs or actions that are considered to be far outside the mainstream or moderate views of a society. These views can be about a range of topics including; democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.</p> <p><b><u>Terrorism</u></b> The unlawful use of violence and intimidation to bring about political or social change.</p> <p><b><u>Radicalisation</u></b> The action or process of causing someone to adopt radical positions on political or social issues</p>	<p><b><i>Did you know?</i></b></p> <p><i>It's legal to hold extremist views as long as you don't incite religious/racial hatred, violence etc. But, it is illegal if you incite any form of violence towards any group or individual.</i></p> <p><i>Cults and extremist organisations may promise their members answers, friendship, a sense of belonging, power, strength and a new family.</i></p>
PSE: Week 2 Questions	
<ol style="list-style-type: none"> <li>1. What is Extremism?</li> <li>2. What is Terrorism?</li> <li>3. What is Radicalisation?</li> <li>4. True or False: It's legal to hold extremist views as long as you don't incite religious/racial hatred, violence etc</li> </ol>	<ol style="list-style-type: none"> <li>5. True or False: it is legal if you incite any form of violence towards any group or individual.</li> <li>6. What can cults promise their members?</li> <li>7. What else can cults promise their members?</li> <li>8. What else can cults promise their members?</li> </ol>
<p><b>Extended Writing Question:</b> Is extremism against our fundamental British values? Explain</p>	

### PSE: Half Term 6 - Week 3

PSE: Week 3 Knowledge Organiser: Terrorism	
<p><b><u>Recent History of Terrorist Acts</u></b></p> <p><b>2001</b> – September the 11th al-Qaeda hijacked airliners &amp; carried out several suicidal attacks in the US killing thousands</p> <p><b>2005</b> - London Underground Attacks</p> <p><b>2013</b> - Lee Rigby a British soldier was hacked to death in the streets of London</p> <p><b>2015</b> - Paris attacks (Killing 130 people and wounded 494). Attackers armed with assault rifles and explosives, targeted six locations across the city</p> <p><b>2017</b> - 22<sup>nd</sup> March - Khalid Masood drove a hire car across Westminster Bridge, killing four pedestrians on the pavement and injuring dozens more</p>	<p><b>2017</b> 3rd June - London Bridge Attacks (8 people killed) – Three terrorists drove a van into pedestrians on London Bridge before getting out and running into Borough Market</p> <p><b>2017</b> 19th June - Finsbury Park Mosque attack by Darren Osborne - A van was driven into pedestrians</p> <p><b>2019</b> - The Christchurch mosque shootings were two consecutive terrorist shooting attacks at mosques in Christchurch, New Zealand, during Friday Prayer</p>
PSE: Week 3 Questions	
<ol style="list-style-type: none"> <li>Who was responsible for the September 11th attack?</li> <li>What happened in 2013?</li> <li>What happened in 2005?</li> <li>Who was responsible for the Westminster attack?</li> </ol>	<ol style="list-style-type: none"> <li>How many terrorist attacks were there in 2017?</li> <li>What happened in 2015?</li> <li>Who was responsible for the Finsbury Park Mosque attack?</li> <li>How many people were killed in the Paris Attacks?</li> </ol>
<p><b>Extended Writing Question:</b> Why do you think people want to cause terror and kill innocent people?</p>	

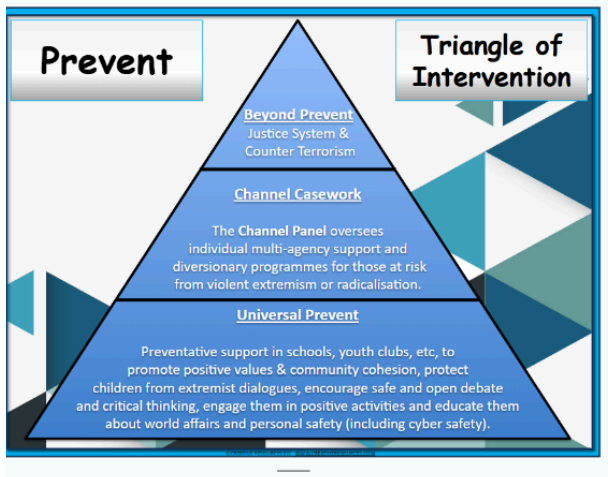
## PSE: Half Term 6 - Week 4

<b>PSE: Week 4 Knowledge Organiser: War and Conflict</b>	
<p><b>Ukraine</b></p> <p>2019 - Volodymyr Oleksandrovych Zelenskyy becomes president, he is a politician, former comedian and actor and is serving as the sixth and current president of Ukraine.</p> <p>February 2022, Russia invaded and occupied parts of Ukraine in a major escalation of the Russo-Ukrainian War. The invasion has resulted in tens of thousands of deaths on both sides, and instigated Europe's largest refugee crisis since World War II.</p>	<p><b>Did you know?</b></p> <p>Volodymyr Zelenskyy has become hugely popular across the world following the Russian invasion of his country, with his fearless speeches endearing him to many.</p> <p>To impose a sanction means to penalise or discipline someone or something for what they have done.</p>
<p><b>Russian Sanctions</b></p> <p><u><b>UK</b></u></p> <ul style="list-style-type: none"> <li>• Asset freezes on all major Russian banks</li> <li>• Prohibit Russian companies from raising funds</li> <li>• Sanctions against individuals, firms and subsidiaries</li> </ul>	<p><b>Russian Sanctions</b></p> <p><u><b>USA</b></u></p> <ul style="list-style-type: none"> <li>• Blocked technology and defence imports</li> <li>• Blocked 13 major companies from raising money in the US</li> <li>• Sanctions on Russian banks</li> </ul>
<b>PSE: Week 4 Questions</b>	
<ol style="list-style-type: none"> <li>1. When did Volodymyr Zelenskyy become president?</li> <li>2. True or False: Volodymyr is a former comedian and actor</li> <li>3. True or False: Volodymyr is the seventh president of Ukraine</li> <li>4. When did Russia invade Ukraine?</li> </ol>	<ol style="list-style-type: none"> <li>5. How many deaths have there been as a result of the war in Ukraine?</li> <li>6. True or False: The war has instigated Europe's largest refugee crisis since World War II.</li> <li>7. Why has Volodymyr become so popular across the world?</li> <li>8. List one sanction Russia has imposed on the UK</li> </ol>
<p><b>Extended Writing Question:</b></p> <p>Why are Russian Sanctions used during the War in Ukraine?</p>	

## PSE: Half Term 6 - Week 5

PSE: Week 5 Knowledge Organiser: Radicalisation	
<p><b>What is Radicalisation?</b></p> <ul style="list-style-type: none"> <li>• The process by which an individual or group adopts extreme beliefs, ideologies, and attitudes that reject or undermine the existing social, political, or economic order.</li> <li>• This can often result in an individual or group taking violent or extreme actions to achieve their goals.</li> <li>• Radicalisation can occur online or offline and in many different contexts, including religious, political, or social.</li> </ul> <p><b>Did you know?</b> The consequences of radicalisation can be severe and can include terrorism, violent extremism, and other forms of violent or criminal behaviour.</p>	<p>Young people who are at risk of radicalisation may feel:</p> <ul style="list-style-type: none"> <li>• isolated and lonely or wanting to belong</li> <li>• unhappy about themselves and what others might think of them</li> <li>• embarrassed or judged about their culture, gender, religion or race</li> <li>• stressed or depressed</li> <li>• fed up of being bullied or treated badly by other people or by society</li> <li>• angry at other people or the government</li> <li>• confused about what they are doing</li> <li>• pressured to stand up for other people who are being oppressed</li> </ul>
PSE: Week 5 Questions	
<ol style="list-style-type: none"> <li>1. What is Radicalisation?</li> <li>2. What can Radicalisation often result in?</li> <li>3. Where can Radicalisation occur?</li> <li>4. True or False: Young people who are at risk may feel lonely</li> </ol>	<ol style="list-style-type: none"> <li>5. True or False: Young people who are at risk may feel isolated</li> <li>6. True or False: Young people who are at risk may be being bullied</li> <li>7. What can be the consequence of Radicalisation?</li> <li>8. What can be another consequence of Radicalisation?</li> </ol>
<p><b>Extended Writing Question:</b> What could be the signs of someone being Radicalised?</p>	

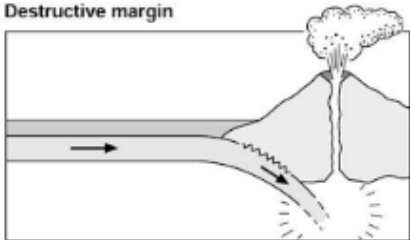
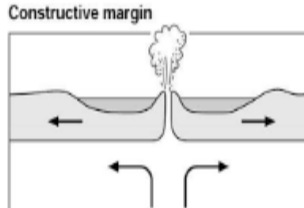
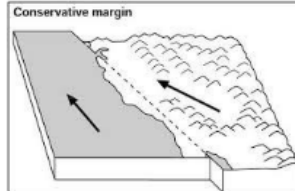
## PSE: Half Term 6 - Week 6

PSE: Week 6 Knowledge Organiser: Counter Terrorism	
<p><b>Government Strategy to Counter Terrorism</b></p> <p>PREVENT - Stop people becoming terrorists or supporting terrorism</p> <p>PURSUE - Stop terrorist attacks</p> <p>PROTECT - Strengthen ourselves against a terrorist attack</p> <p>PREPARE - Mitigate the impact of a terrorist attack</p>	
PSE: Week 6 Questions	
<ol style="list-style-type: none"> <li>1. How many Gov. strategies are there?</li> <li>2. What is the Pursue strategy?</li> <li>3. What is the Prepare strategy?</li> </ol>	<ol style="list-style-type: none"> <li>4. How many levels are there in the triangle of intervention?</li> <li>5. What is the Protect strategy?</li> <li>6. What is the Prevent strategy?</li> </ol>
<p><b>Extended Writing Question:</b> Why do we need strategies in Counter Terrorism?</p>	


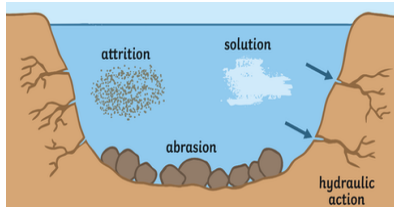
## Geography: Half Term 6 - Week 1

Geography: Week 1 Knowledge Organiser:			
<b>Week 1 Revision (Urban change in the UK)</b>	<p><b>Key words:</b></p> <p><b>Transnational corporations (TNCS):</b> Large businesses which operate in more than one country e.g. Mcdonalds</p> <p><b>Dereliction:</b> empty areas which are abandoned or currently have no use</p> <p><b>Regeneration:</b> The improvement and upgrading of existing areas e.g. Royal William Yard in Plymouth</p> <p><b>Suburbanisation:</b> the movement of people from the cities to the suburbs (areas just outside the city) e.g. Sherford</p> <p><b>Clone Towns:</b> a high street or shopping centre is significantly dominated by chain stores and very little independent shops</p>	<p><b>Cities face serious challenges;</b></p> <ul style="list-style-type: none"><li>• Where will the growing population live?</li><li>• Where will all the food and water needed come from?</li><li>• What would happen to air quality if everyone used cars?</li><li>• Can the waste disposal system cope with so many people?</li></ul> <p>One of the biggest challenges is carbon dioxide emissions from cars and factories. Carbon dioxide is released when burning fossil fuels (oil, gas, coal), trapping the sun's heat and warming the earth. It also creates air pollution causing respiratory health issues.</p>	<p><b>Key features of a sustainable city</b></p> <ul style="list-style-type: none"><li>• Services in the city are accessible to all.</li><li>• Public transport is prioritised above cars.</li><li>• Walking and cycling is safe.</li><li>• Areas of open space are safe and accessible</li><li>• Renewable resources are widely used</li><li>• Waste is seen as a resource and is recycled</li><li>• There is access to affordable housing.</li><li>• Community links are strong</li><li>• Inward investment is made to the CBD</li></ul> <p>A city can plan to make transport more sustainable:</p> <ul style="list-style-type: none"><li>• Discouraging the use of private transport. In London this is achieved by a <b>congestion charge</b> for vehicles driving through certain areas.</li><li>• Investing in public transport</li><li>• Encouraging the use of bicycles. Bristol was the UK's first cycling city. It encourages the use of bikes by having bike festivals and investing in cycle lanes</li><li>• Promoting car sharing schemes for areas poorly served by public transport.</li></ul>
Geography: Week 1 Questions			
<ol style="list-style-type: none"><li>1. What does suburbanisation mean?</li><li>2. Name one challenge cities face</li><li>3. Explain one feature of a sustainable city</li><li>4. Give an example of regeneration in Plymouth</li></ol>		<ol style="list-style-type: none"><li>5. What does suburbanisation mean?</li><li>6. Name one challenge cities face</li><li>7. Explain one feature of a sustainable city</li><li>8. Give an example of regeneration in Plymouth</li></ol>	
Explain how cities can become more sustainable			

## Geography: Half Term 6 - Week 2

Geography: Week 2 Knowledge Organiser:			
<p><b>Week 2 Revision</b> <b>(Tectonic hazards)</b></p>	<p><b>Seismic waves:</b> energy released from an earthquake <b>Fault plane:</b> a line of weakness in which a earthquake occurs <b>Focus:</b> the point in the crust where the earthquake is created <b>Epicentre:</b> the point on land directly above the focus</p> <p>Destructive margin</p> 	<p><b>Plate margins</b></p> <ol style="list-style-type: none"><li><b>Constructive:</b> Plates move apart, creating new land in the gap. Cause volcanoes</li><li><b>Destructive:</b> Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes</li><li><b>Conservative:</b> Plates slide past each other, cause earthquakes</li></ol> <p>Constructive margin</p> 	<p><b>How do earthquakes form?</b></p> <ul style="list-style-type: none"><li>On a <b>conservative Plate</b> margin the two plates move in opposite directions.</li><li>The margins of the plates are not smooth which causes friction so pressure builds up.</li><li>A threshold is reached and the pressure is released as seismic waves.</li><li>The seismic waves cause the earthquake.</li><li>An example is the San Andreas fault in the USA.</li><li>Shallow earthquakes often cause more damage than deep earthquakes</li></ul> <p>Conservative margin</p> 
Geography: Week 2 Questions			
<ol style="list-style-type: none"><li>What are seismic waves?</li><li>What is the point on land where an earthquake starts?</li><li>What do the plates do at a conservative boundary?</li><li>What do the plates do at a constructive boundary?</li></ol>	<ol style="list-style-type: none"><li>What do plates do at a destructive boundary?</li><li>Which hazard occurs at a conservative boundary?</li><li>Give an example of a conservative boundary</li><li>Which earthquakes cause more damage - shallow or deep?</li></ol>		
<p><b>Extended Writing Question:</b> Explain how earthquakes and volcanoes form at destructive plate boundaries</p>			

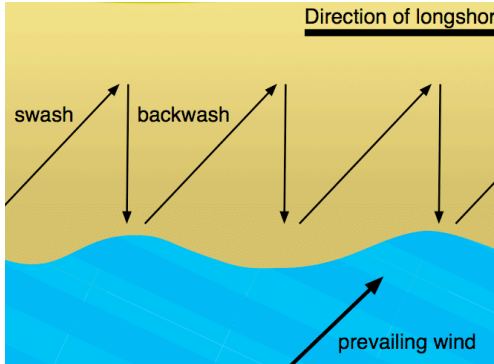
## Geography: Half Term 6 - Week 3

Geography: Week 3 Knowledge Organiser:			
<b>Week 3 Revision (Rivers)</b>	<b>Cross profile-</b> The side to side cross-section of a river channel and/or valley. <b>Long profile-</b> The gradient of a river, from its source to its mouth. <b>Source</b> -the start of a river <b>Mouth-</b> The place where a river enters a lake, larger river, or the ocean <b>Erosion-</b> The wearing away and removal of material by a moving force, such as a breaking wave	<b>Upper Course of a River:</b> Near the source, the river flows over steep gradients from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys. <b>Middle Course of a River :</b> Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider. <b>Lower Course of a River:</b> Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited. <div>Upper Course                      Middle Course</div> <div>Lower Course</div> <div></div>	<b>Hydraulic action</b> -The force of the river against the banks causes air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away <b>Abrasion-</b> Rocks carried along by the river wear down the river bed and banks. <b>Attrition</b> -Rocks being carried by the river smash together and break into smaller particles. <b>Solution</b> - When the water dissolves certain types of rocks, eg limestone
			
Geography: Week 3 Questions			
<div><div>1.</div><div>What is the start of a river called?</div></div> <div><div>2.</div><div>What is the term for where a river meets the sea?</div></div> <div><div>3.</div><div>What is erosion?</div></div> <div><div>4.</div><div>What is the shape of the valley in the upper course?</div></div>	<div><div>5.</div><div>What happens to the gradient of land when the river moves further downstream?</div></div> <div><div>6.</div><div>Name the type of erosion where water enters cracks in a rock?</div></div> <div><div>7.</div><div>What is abrasion?</div></div> <div><div>8.</div><div>What is attrition?</div></div>		
<b>Extended Writing Question:</b> Explain the 4 processes of erosion			

## Geography: Half Term 6 - Week 4

Geography: Week 4 Knowledge Organiser:				
Week 4 Wave types and characteristics	<b>Fetch:</b> The distance the wind has to blow across the water, building up a wave.	<b>Types of Waves: (Constructive)</b> <ul style="list-style-type: none"><li>• <b>Swash</b> is stronger than the backwash.</li><li>• Long wavelength and low amplitude.</li><li>• Low Frequency (6-8 per /minute.</li><li>• Builds up the beach.</li></ul>	<b>Types of Waves: (Destructive)</b> <ul style="list-style-type: none"><li>• <b>Backwash</b> is stronger than the swash.</li><li>• Short wavelength and high amplitude.</li><li>• High frequency (13-15 per /minute).</li><li>• Destroys the beach.</li></ul>	<ul style="list-style-type: none"><li>• Waves are created by wind blowing over the surface of the sea.</li><li>• As the wind blows over the sea, friction is created</li><li>• As waves approach the shore, friction slows the base.</li><li>• The wave becomes unstable as the top of the wave moves faster than the bottom, causing the top of the wave to break over.</li></ul> <p>Factors affecting the <b>size of waves</b>:</p> <ol style="list-style-type: none"><li>1. Fetch how far the wave has travelled</li><li>2. Strength of the wind.</li><li>3. How long the wind has been blowing for.</li></ol>
	<b>Swash:</b> Wave washing up the beach			
Geography Week 4 questions:				
<ol style="list-style-type: none"><li>1. What does fetch mean?</li><li>2. What is the term for a wave washing up the beach?</li><li>3. What is the term for a wave rushing back towards the sea?</li><li>4. Name the two types of wave</li></ol>			<ol style="list-style-type: none"><li>5. Which type of wave has a larger swash</li><li>6. Which type of wave has a larger backwash</li><li>7. Why do waves form?</li><li>8. Give one factor which affects the size of waves</li></ol>	
<b>Extended Writing Question:</b> Explain the difference between constructive and destructive waves				

## Geography: Half Term 6 - Week 5

Geography: Week 5 Knowledge Organiser:			
Week 5 Coastal processes	<p><b>Erosion:</b> The breaking down of rocks</p> <p><b>Transportation:</b> Sediment is carried by the waves along the coastline.</p> <p><b>Deposition:</b> When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying.</p> <p><b>Weathering:</b> Weathering is the breakdown of rocks where they are (in situ).</p> <p><b>Mass movement:</b> A large movement of soil and rock debris down slopes in response to the pull of gravity.</p>	<p><b>Types of Erosion</b></p> <p><b>Attrition:</b> Rocks that bash together to become smooth/smaller.</p> <p><b>Abrasion:</b> Rocks hurled at the base of a cliff to break pieces apart.</p> <p><b>Hydraulic Action:</b> Water enters cracks in the cliff, air compresses, causing the crack to expand.</p> <p><b>Deposition is likely to occur when:</b></p> <ul style="list-style-type: none"><li>• Waves enter an area of shallow water.</li><li>• Waves enter a sheltered area, eg a cove or bay.</li><li>• There is little wind.</li><li>• There is a good supply of material</li></ul>	<p>An example of transportation:</p> <p><b>Longshore Drift:</b></p> <p>The movement of sediment on a beach depends on the direction that the waves approach the coast. Where waves approach 'head on', sediment is simply moved up and down the beach. But if waves approach at an angle, sediment will be moved along the beach in a zigzag pattern.</p> 
Geography: Week 5 Questions			
1. What is erosion?	2. What is transportation?	3. What is deposition?	4. What is mass movement?
5. Which type of erosion is where waves hit against the cliff face?	6. How does sediment transport along a coastline?	7. Which pattern is created by longshore drift?	8. What is the term for the most common wind direction?
<p><b>Extended Writing Question:</b></p> <p>Explain the difference between the three types of erosion</p>			

## Geography: Half Term 6 - Week 6

Geography: Week 6 Knowledge Organiser:			
Week 6 Erosional and depositional landforms	<b>Arch:</b> A cave eroded to the other side of the cliff	<b>Formation of a stack (erosional landform)</b>  1) Hydraulic action widens cracks in the cliff face over time. 2) Abrasion forms a wave cut notch between High and Low tide.. 3) Further abrasion widens the wave cut notch to form a cave. 4) Caves from both sides of the headland break through to form an arch. 5) Weathering above/erosion below causes the arch to collapse, leaving a stack. 6) Further weathering and erosion leaves a stump.	<b>Formation of spits and bars (depositional landforms)</b> <b>Spit:</b> is an extended stretch of sand or shingle jutting out into the sea from the land. Spits occur when there is a change in the shape of the landscape or there is a river mouth.  <b>Bar:</b> Sometimes a spit can grow across a bay, and joins two headlands together. This landform is known as a <b>bar</b> . They can trap shallow lakes behind the bar, these are known as lagoons.
	<b>Stack:</b> Isolated rock detached from the mainland  <b>Wave-cut platform:</b> Flat rock at the base of the cliff eroded by waves		
Geography: Week 6 Questions			
1. What is an arch? 2. What is a stack? 3. Are arches and stacks depositional or erosional features? 4. What is a wave cut platform?		5. Which two types of erosion happen at the base of a cliff? 6. What is a spit? 7. What is a bar? 8. Are spits and bars depositional or erosional landforms?	
<b>Extended Writing Question:</b> <b>Explain how a stack is formed at the coast</b>			

## French: Half Term Six - Week 1

### French: Week 1 Knowledge Organiser: Les vacances

time phrases	verb (past tense)	noun phrases (places - rows 1, 3 & 4) (means of transport - row 2)	noun phrases (rows 1 + 3) verb + adjectives (rows 2 & 4)
Récemment, <i>Recently,</i> Hier, <i>Yesterday,</i> Le weekend dernier, <i>Last weekend,</i> Le mois dernier, <i>Last month,</i> La semaine dernière, <i>Last week,</i> L'année dernière, <i>Last year,</i>	je suis allé(e) <i>I went</i>	à Paris <i>to Paris</i> à Londres <i>to London</i>  en Angleterre <i>to England</i> en France <i>to France</i> en Espagne <i>to Spain</i> en Europe <i>to Europe</i> au Royaume-Uni <i>to the UK</i> aux États-Unis <i>to the USA</i>	avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains / amis <i>with my friends</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i>
Il y a un an, <i>1 year ago,</i> Il y a deux ans, <i>2 years ago,</i>	j'ai voyagé <i>I travelled</i>  on a voyagé <i>we travelled</i>	en voiture <i>by car</i> en car <i>by coach</i> en train <i>by train</i> en bus <i>by bus</i> en bateau <i>by boat</i> en avion <i>by plane</i>  en métro <i>by underground</i> à pied <i>on foot</i>	c'était <i>it was</i> rapide <i>fast</i> lent <i>slow</i> confortable <i>comfortable</i> inconfortable <i>uncomfortable</i> amusant <i>fun</i> ennuyeux <i>boring</i>

### French: Week 1 Questions - Les vacances

#### Translate in English:

- Récemment, je suis allé aux États-Unis.
- Il y a un an, j'ai voyagé en voiture.
- La semaine dernière, je suis allée en Europe avec mes parents.
- On a voyagé en avion, c'était amusant.

#### Translate in French:

- Yesterday, I went to London.
- Last month, I travelled by bus.
- Last year, we travelled by boat, it was slow.
- Two years ago, I went to Spain alone.

#### Extended Writing Question: Où es-tu allé en vacances?

Use your sentence builder to help you answer the following question **IN FRENCH**:  
*Where did you go on holiday?*

## French: Half Term Six - Week 2

### French: Week 2 Knowledge Organiser: Je suis resté

time phrase	verb	places	verb	adjectives
Récemment, <i>Recently,</i>	je suis resté(e) <i>I stayed</i>	dans un hôtel <i>in a hotel</i>	c'était <i>it was</i>	propre <i>clean</i>
Hier, <i>Yesterday,</i>		dans un camping <i>in a campsite</i>	ce n'était pas <i>it wasn't</i>	pratique <i>practical</i>
Le weekend dernier, <i>Last weekend,</i>		dans une tente <i>in a tent</i>	l'hôtel était <i>the hotel was</i>	génial(e) <i>great</i>
Le mois dernier, <i>Last month,</i>	j'ai logé <i>I stayed</i>	dans un appartement <i>in a flat</i>	le lit était <i>the bed was</i>	confortable <i>comfortable</i>
La semaine dernière, <i>Last week,</i>	je suis allé(e) en vacances <i>I went on holiday</i>	près de la plage <i>near to the beach</i>	le restaurant était <i>the restaurant was</i>	petit(e) <i>small</i>
L'année dernière, <i>Last year,</i>		loin de la plage <i>far from the beach</i>	la piscine était <i>the pool was</i>	grand(e) <i>big</i>
		au centre-ville <i>in the town centre</i>	la chambre était <i>the room was</i>	cher/chère <i>expensive</i>
		au bord de la mer <i>at the seaside</i>		sale <i>dirty</i>
		à la campagne <i>in the countryside</i>		loin de tout <i>far from everything</i>
		à la montagne <i>in the mountains</i>		
			verb	Noun phrase - places
			il y avait <i>there was / (it had)</i>	une piscine <i>a swimming-pool</i>
			il n'y avait pas de (un/une) <i>there was not (it didn't have)</i>	un parking gratuit <i>a free car park</i>
				un grand jardin <i>a big garden</i>
				un terrain de sport <i>a sports ground</i>
				une vue sur la mer <i>a sea-view</i>
				une salle de jeux <i>a games room</i>

### French: Week 2 Questions - Je suis resté

#### Translate in English:

- Récemment, je suis resté dans un camping.
- L'année dernière, j'ai logé près de la plage.
- La chambre était confortable.
- Il y avait une piscine.

#### Translate in French:

- Yesterday, I stayed at the seaside.
- The restaurant was expensive.
- There wasn't a sea-view.
- It wasn't clean.

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

**Où es-tu resté pendant les vacances?**

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

*What do you do online? (+opinion)*

**French: Half Term Six - Week 3**

**French: Week 3 Knowledge Organiser: Revision**

**[All your KOs have been put on Google Classroom - Use them to revise.](#)**  
**[Pay attention to the spelling of words.](#)**

**French: Week 3 Questions - Revision**

**Translate in English:**

1. À mon avis, sur Internet, il est dangereux de partager des photos.
2. Je pense que sur son portable, il n'est pas facile de jouer à des jeux.
3. Je fais ça tout le temps et je trouve ça amusant.
4. Je passe beaucoup de temps sur mon portable et ça me passionne.

**Translate in French:**

5. I would say that on the computer, it is important to do research for homework.
6. In my opinion, it is possible to spend too much time on the internet.
7. I spend too much time on my tablet.
8. I look for information on my phone and I find it educational.

**Extended Writing Question:**  
**Que fais-tu en ligne? (+opinion)**

Use your sentence builder to help you answer the following question **IN FRENCH:**  
*What do you do online? (+opinion)*

## French: Half Term Six - Week 4

### French: Week 4 Knowledge Organiser: AP2

Read the text carefully and answer the questions in ENGLISH.

Le week-end, j'utilise mon téléphone portable pour faire mes devoirs en ligne et jouer à des jeux vidéo. À mon avis sur les réseaux sociaux, il est important de ne pas partager ses détails personnels. Généralement je partage des vidéos sur Tiktok mais je passe trop de temps sur mon portable.

En ce moment, mon père travaille comme médecin, mais il y a trois ans il a travaillé comme infirmier dans un hôpital. Quand je serai plus âgée, je voudrais travailler comme professeur dans une école primaire et je vais travailler avec les enfants.

**Élodie**

### French: Week 4 Questions - AP2

#### Answer in English:

1. What does she use her phone for? (2 details)
2. What does Élodie say about social media?
3. What does Élodie say she does on TikTok?
4. What is Élodie's dad's job at the moment?

5. What did Élodie's dad used to do?
6. What would Élodie like to do in the future?

#### Translate in English:

7. Il y a trois ans, il a travaillé comme infirmier.
8. Je voudrais travailler comme professeur dans une école primaire.

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

**Quels sont les dangers des réseaux sociaux?** *(What are the dangers of social media?)*

## French: Half Term Six - Week 5

### French: Week 5 Knowledge Organiser: DIRT

Read the text carefully and answer the questions in ENGLISH.

Chaque jour, j'utilise ma console vidéo pour envoyer des messages et écouter de la musique. Je dirais qu'il est facile sur Internet d'apprendre beaucoup de choses et de faire des achats. De temps en temps, j'achète des vêtements sur Vinted et je partage des photos avec mes amis.

En ce moment, ma mère travaille comme journaliste mais avant elle travaillait comme patronne dans une entreprise. Quand j'aurai dix-huit ans, j'espère travailler comme acteur ou travailler avec des animaux.

**Claude**

### French: Week 5 Questions - DIRT

#### Answer in English:

1. What does he say it is easy to do on the internet?
2. When does Claude buy clothes online?
3. Who does Claude share photos with?
4. What does Claude's mum do for work?

5. Where did Claude's mum used to work?
6. What would Claude like to do in the future for work?

#### Translate in English:

7. De temps en temps, j'achète des vêtements sur Vinted.
8. Quand j'aurai dix-huit ans, j'espère travailler comme acteur.

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

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

#### Que fais-tu en ligne?

*(What do you do online?)*

## French: Half Term Six - Week 6

### French: Week 6 Knowledge Organiser: Le Louvre

The Louvre Palace in Paris, France, began as a medieval fortress in the 12th century and was later transformed into a royal residence and is now primarily known as the Louvre Museum, one of the world's largest and most visited museums. Here's a more detailed look:

**From Fortress to Palace:** The Louvre was initially built by King Philip II in the late 12th century as a defensive structure to protect Paris. It served as a royal residence intermittently from the 14th to 18th centuries, with renovations and expansions occurring throughout.

**Royal Residence:** The Louvre Palace was a significant royal residence, especially during the reigns of Charles V and Francis I.

**The Museum:** The Louvre Museum opened in 1793 as a public museum during the French Revolution. It houses a vast collection of art, including paintings, sculptures, and other artifacts, from various periods and cultures.

**World-Renowned Collections:** The Louvre's collection features iconic works like the Venus de Milo, Winged Victory of Samothrace, and Mona Lisa.

**Architectural Significance:** The palace itself is an architectural marvel, having undergone various transformations over the centuries, reflecting French history.

It's the largest museum in the world, and the glass pyramid marking the entrance has become a global symbol for priceless art.

Millions of tourists flock to the museum every year, many seeking a glimpse of the Mona Lisa. But besides that famous lady and her smile, what do you really know about the Louvre? Here are some surprising facts to know about the Louvre before you visit — or make you sound smart at dinner parties.

**1. There's more than one entrance to the Louvre, but you don't have to wait in line.**

Yes, the Louvre is known for its impressive glass pyramid (and the very long line that snakes outside of it). But did you know that's not the only entrance? You can also enter the museum underground from the aptly named Metro stop on Lines 1 and 7: Palais Royal Musée du Louvre. Both entrances will have lines, though — after all, this is the Louvre.

**2. The Louvre has four floors of art.**

Here's a fun fact: Only 5,000 of the Louvre's extensive collection are by French artists. The collection of artwork can be found on four levels: lower ground, ground, first, and second. The exhibits include: French sculptures from the 17th and 18th centuries; European sculptures from the 6th to 17th centuries; Middle Eastern and Egyptian art from 30 B.C. to 1800 A.D; Islamic art from the 7th to the 19th century; Greek antiquities from 6500 to 500 B.C.; Egyptian antiquities from 4000 to 30 B.C.

**3. One of the Louvre's most famous statues is headless.**

There are certain relics you have to see when you take a trip to the Louvre. One of these famous works is *Victoire de Samothrace*, a marble sculpture made between 220 to 185 B.C. It portrays a winged Greek goddess who symbolizes victory. Excavators unfortunately never found the head. The sculpture itself was done in a Hellenistic style in which several blocks comprising the statue were carved and then reassembled later.

**4. The Mona Lisa is under bulletproof glass.**

The most famous artworks at the Louvre is the Mona Lisa. She needs no introduction for your Louvre bucket list, but a fun fact is that the masterpiece — arguably the most recognized painting in the world — is protected by bulletproof glass. And armed guards. Yes, there's a reason. The prized and priceless Leonardo De Vinci painting made headlines after it was stolen in 1911 and recovered two years later. You can't miss the painting — there will be a huge crowd huddled around it.

### French: Week 6 Questions - Le Louvre

**Answer in English:**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. When was the Louvre built? What was its purpose?</li> <li>2. What 2 royals resided in the Louvre Palace?</li> <li>3. When was the Louvre first opened as a museum?</li> <li>4. The Louvre museum is the largest museum in Europe. True or False?</li> </ol> | <ol style="list-style-type: none"> <li>5. What is the Louvre museum known for? You can find it in the courtyard.</li> <li>6. How many French artists are represented in the Louvre museum?</li> <li>7. What does the <i>Victoire de Samothrace</i> symbolise?</li> <li>8. Why is the Mona Lisa behind bulletproof glass?</li> </ol> |
|---|---|

**Extended Writing Question:** If you could visit Paris, would you rather go to the Louvre museum or the Eiffel Tower? Why?

## History: Half Term 6 - Week 1

History: Week 1 Knowledge Organiser: Assassination of JFK	
<p>JFK was the 35th American President and the youngest at 44 when he was elected  He was 46 when he died  He was shot in the head and neck at 12.30pm on 22nd November 1963 and pronounced dead at 1pm  <b>John Fitzgerald Kennedy and his wife Jackie were on a state visit to Dallas Texas when he was assassinated. They were riding in an open top presidential motorcade driving through the Dealey Plaza when the shots were fired. The Governor of Florida Connally was also shot several times.</b>  Lee Harvey Oswald a known Marxist who had spent time in the Soviet Union claimed to be the lone assassin but he was shot dead by Jack Ruby before he could be put on trial</p>	<p>Four Presidents have been assassinated but none of the others have been surrounded by such conspiracy theories  The group carrying out the investigation was known as the Warren Commission.</p> <p><u>Magic Bullet theory</u>  The Warren Commission claimed that the same bullet caused the 7 different wounds on JFK and Connally.</p> <p>Experts have said that this is impossible, the zig-zag path of the bullet could have not happened.</p> <p>Experts did a test by firing the same type of bullet found at the scene into the wrist of a dead body to compare the effect. The bullet was found to be severely deformed.</p>
History: Week 1 Questions	
<ol style="list-style-type: none"> <li>1. What date was Kennedy shot on?</li> <li>2. Which city was he visiting when he was shot?</li> <li>3. Who else was also shot?</li> <li>4. Who was blamed for the shooting?</li> </ol>	<ol style="list-style-type: none"> <li>5. Why did he never stand trial?</li> <li>6. How many American Presidents have been assassinated?</li> <li>7. Who investigated Kennedy's assassination?</li> <li>8. What theory did they come up with?</li> </ol>
<p><b>Extended Writing Question:</b>  Explain the magic bullet theory. Do you think this could have happened?</p>	

## History: Half Term 6 - Week 2

History: Week 2 Knowledge Organiser: Chemicals in the Vietnam War	
<p>The use of chemical weapons is banned by international law as agreed at the Geneva Protocol 1925</p> <p>What chemicals were used in the Vietnam war?</p> <p style="text-align: center;"><u>Agent Orange</u></p> <p>Vietnam is a heavily wooded country where the US's enemies the Vietcong could hide. Agent Orange was a defoliant(forest remover). A herbicide spray, some 3.5 million litres, was dropped on Vietnam from 1962 to 71.</p> <p>It had terrible side effects:-</p> <ul style="list-style-type: none"> <li>- Skin irritations</li> <li>- Miscarriages and birth defects</li> <li>- Type 2 diabetes and cancer</li> <li>- Psychological effects</li> </ul> <p>It also destroyed farmland and rice fields which caused food shortages and contaminated animal food sources</p>	<p style="text-align: center;">Napalm</p> <p>It is a gel that burns at 800 degrees C. When it falls on people it sticks to the skin, hair, clothes causing terrible pain and burns. It can also cause suffocation and death</p> <p>There were 388,000 tons dropped to cause psychological damage to the enemy. It was dropped by B52 bombers</p> <p>The results:-</p> <p>It failed to win support of the South Vietnamese people</p> <p>The American showed Media photographs of the horrors of this type of warfare which caused people to turn against the war</p> <p>It Killed the crops caused food shortages</p> <p>The US a world power were breaking the Geneva Protocol and dropping chemicals on innocents</p>
History: Week 2 Questions	
<ol style="list-style-type: none"> <li>1. What has banned the use of Chemical weapons?</li> <li>2. What was the problem in Vietnam?</li> <li>3. What was Agent Orange?</li> <li>4. How much was spread in Vietnam?</li> </ol>	<ol style="list-style-type: none"> <li>5. What were the effects of Agent Orange?</li> <li>6. What is Napalm?</li> <li>7. What effects does it cause?</li> <li>8. What dropped the Napalm?</li> </ol>
<p><b>Extended Writing Question:</b></p> <p>Explain the results of using chemicals in Vietnam</p>	

## History: Half Term 6 - Week 3

### History: Week 3 Knowledge Organiser: Revision Cold War

#### **Cold War Ideologies**

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

#### **Views of the Soviet Union**

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

#### **Why did the Soviet Union want to protect themselves?**

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

#### **What did the Soviets do to protect themselves?**

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

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

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

#### **Views of the USA**

**Truman Doctrine.** The USA wanted to stop the Soviet Union from gaining control of Greece and Turkey. They wanted to keep them Capitalist. The aim was to stop the spread of communism but not push it back or remove it completely. This was called **containment**.

Truman announced his policy to contain communism in 1947. It was called the **Truman Doctrine**.

#### **Marshall Plan**

1. The Marshall Plan was where the USA agreed to provide money, resources etc to countries in Europe to stop them from turning Communist.
2. WWII had meant many countries were struggling economically, so to prevent Communism spreading the USA knew that it had to provide economic support to these countries to help them rebuild and grow their economies.
3. The Marshall Plan provided \$17 billion to Western Europe to help rebuild their economies from April 1948. (It was proposed in 1947)
4. 16 countries accepted the money. Britain received the most out of all the countries that received the aid.

#### **Berlin**

#### **Background**

1. Both Germany and its capital Berlin had been divided into 4 zones at the end of WWII. The three western zones of Germany followed Capitalist ideas. These zones were run by France, Britain and the US- Zone. The Eastern zone of Germany followed Communist ideas. It was run by the Soviet Union- Trizonia was the term given to the French, British and the Americans officially joining their zones of Germany together in 1948.

#### **Events**

Stalin wanted to force the USA, France and Britain out of Berlin to stop them being able to spread Capitalist ideas.

To achieve this Stalin decided to shut off the land and rail routes across his section of Germany (the East) into West Berlin. This was known as the Berlin Blockade.

**Berlin Airlift**

Due to not being able to get supplies in by road or rail, the USA flew in food, coal and other necessities. This was known as the Berlin Airlift. It lasted 11 months and at the end of it Berlin was divided and Nato was set up

**History: Week 3 Questions**

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. What was the name of the leader of the USA at the start of the Cold War?</li><li>2. What type of beliefs did Stalin want to spread; Communist or Capitalist?</li><li>3. In what year was the Truman Doctrine announced?</li><li>4. What was the name given to the money given by the USA (\$17billion) to Western Europe to help them rebuild and grow their economies after WWII?</li></ol> | <ol style="list-style-type: none"><li>5. What is a buffer zone?<br/>Give two countries from Eastern Europe that were in Stalin's buffer zone.</li><li>6. Give one method that Stalin used to take control of the Eastern European buffer zone</li><li>7. Which city was divided after WW2?</li></ol> |
|---|--|

**Extended Writing Question:**

Explain what the USA were trying to do in Europe after WW2

## History: Half Term 6 - Week 4

### History: Week 4 Knowledge Organiser: Recap on the Cold War Part 2

#### **Berlin 1958**

##### **Background**

Berlin Blockade and Airlift 1948-9 had left Berlin a divided city at the centre of the Cold War - It was a place of tension  
West Germany was economically stronger and its people had political and personal freedom - this encouraged people from the East to want to move there- the people moving were the professional and skilled workers so this became known as the **Brain Drain**.

##### **Events**

The Soviets felt threatened by this and Khrushchev (the leader of the USSR after Stalin) wanted to stop it happening.

In 1958 he issued the **Berlin Ultimatum** . He demanded that the US and other allies leave West Berlin within 6 months . West Germany would then become a free city.

Eisenhower refused and a series of **summit meetings** were held to discuss Berlin . Although no decisions were made, relations improved.  
The Paris Summit in 1960 was interrupted by the Soviets shooting down a **U2 spy plane** over Moscow - this was proof that the Americans were spying. He stormed out and built the Wall

#### **Hungary**

##### **Background**

Standard of living in Hungary was low; long queues for food, fuel shortages and a lack of personal freedoms.Khrushchev's De-Stalinisation speech encouraged the people of Hungary to want reform.

##### **Events**

There were protests on the streets against the rule of Rakosi who was a brutal supporter of Stalin Khrushchev allowed the more liberal leader Imre Nagy to become leader of Hungary. He began to introduce reforms and said he wanted Hungary to be free of soviet troops.

#### **Cuba**

##### **Background**

Cuba had been exploited by the USA for a long time - Cuba grew a lot of sugar which they then exported to the USA. The USA made lots of money selling it.

Castro staged a revolution to remove the pro- American Cuban leader Batista.

Although he was willing to work with the Americans, Castro wanted to run Cuba for its people, he nationalised industry (The Cuban government took control of the sugar) and began trading with the Soviets.

##### **Event:- The Bay of Pigs Invasion**

The new USA leader Kennedy agreed to give CIA support to Cuban exiles to try to retake Cuba from Castro. They landed at the Bay of Pigs but it was a disaster.

Castro's men were aware as to what was going to happen and were ready to meet the exiles when they arrived. It showed the USA were trying to maintain control in Cuba which Castro did not approve of.

It led to better relations between the Soviet Union and Cuba. Castro declared Cuba to be a communist country and the Soviets supplied them with weapons

##### **1962**

U2 spy planes discovered Soviet nuclear weapons on Cuba pointing at the USA.

Kennedy responded with a naval quarantine around Cuba. Boats from the Soviet Union were not permitted to enter Cuba out of fear of missiles being delivered to Cuba by the Soviet Union. This was announced live on TV by President Kennedy.

Nuclear war looked very likely. Both sides were being pushed but neither side wanted to be the first to attack. This lasted for 13 days. Within these 13 days letters were sent between Khrushchev and Kennedy to try and solve the issue. At one point Soviet ships refused to turn around as they tried to enter Cuba.

<p>Then Nagy announced he was going to leave the Warsaw Pact - if this happened other countries might follow. Khrushchev couldn't let this happen.</p> <p>He ordered Soviet tanks (Red Army) to invade Hungary - thousands were killed. Nagy was removed from power.</p>	<p>The Cuban Missile Crisis ended when Khrushchev agreed to a deal to dismantle the missiles in Cuba in exchange for a promise that the blockade would be lifted, there would be no further invasions of Cuba and in secret US missiles would be removed from Turkey.</p>
<b>History: Week 4 Questions</b>	
<ol style="list-style-type: none"> <li>1. What is the term used to describe when highly skilled and educated people were leaving East Germany to move to the West?</li> <li>2. Which leader of the Soviet Union delivered the Berlin Ultimatum?</li> <li>3. Give one reason why the Hungarian people were unhappy living in Hungary by 1956.</li> <li>4. What was the name of Khrushchev's speech which stated that he would allow changes to Communism to make things better for the people?</li> </ol>	<ol style="list-style-type: none"> <li>5. Who staged the Bay of Pigs Invasion of Cuba in 1961?</li> <li>6. Who was sent into Cuba during the Bay of Pigs Invasion to try and take back control of Cuba?</li> <li>7. What did U2 spy planes discover in Cuba in October 1962 that led to the Cuban Missile Crisis starting?</li> <li>8. What is a naval quarantine?</li> </ol>
<b>Extended Writing Question:</b> Explain Why there were so many problems in the period 1958-62	

## History: Half Term 6 - Week 5

### History: Week 5 Knowledge Organiser: Attack on the Munich Olympics

#### **Background**

From the creation of Israel in 1948 there was much conflict between Israel and Palestinian refugees  
 Palestinian refugees were supported by many Arab nations  
 There were a number of groups trying to regain the land occupied by Israel for Palestine. One of these was a group called Black September  
 The Palestinian Liberation Organisation (PLO) under Yasser Arafat had been campaigning for a return of land to the refugees of Palestinian  
 They had been operating out of the Arab country of Jordan. However Jordan had come under attack from Israel for allowing the PLO to stay in their land  
 So in September 1971 Jordan used force to expel the PLO - this became known as Black September. A new extremist PLO group adopted this name

#### **Events**

The 1972 Olympics had been under way for a week when the attack happened  
 At 4.30am on the 5th September - 8 members of Black September scaled a fence to get into the Olympic village. They were dressed as athletes and stole keys to get into the Israeli team apartments  
 The Israeli wrestling coach Mashe Weinberg and wrestling judge Yossef Gutfreund confronted the attackers. Weinberg and a weight lifter Romano were killed trying to fight off the attackers. 9 other Israeli athletes were taken hostage .  
 The attackers demanded 200 Palestinian prisoners were released and a plane to take them to the Middle East  
 The whole events were televised which made it very difficult for the German police  
 At 10pm the terrorists and hostages got on a bus and headed to a helicopter to take them to Furstenfeldbruck air base - watched by millions on Tv around the world. A gunfight took place and 5 terrorists were killed

### History: Week 5 Questions

1. Who was the leader of the PLO?
2. What were the PLO campaigning for?
3. Who was Black September?
4. Where did they come from?

5. When did the attack happen?
6. How did the attackers get in?
7. Who was killed ?
8. What did they want?

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

Do you think Black September was successful in their aim? why?

## History: Half Term 6 - Week 6

History: Week 6 Knowledge Organiser: Chernobyl	
<p>In the early hours of 26th April 1986 one of the 4 reactors at the Chernobyl power station exploded.</p> <p>Chernobyl is a city about 1,500 miles from UK and 60 miles north of Kiev the capital of the Ukraine</p> <p>In 1986 the Ukraine was part of the Soviet Union and the power station had been built by them,</p> <p>The Soviet Union was slow to react and radiation spread across Europe as the map shows.</p> <p><u>What next?</u></p> <p>The reactor burned for a week, spewing out radiation and was eventually put out by helicopters dumping tonnes of sand, and firefighters and site workers, many of them soldiers. They had little in the way of protective clothing and were only allowed into the reactor for 90 seconds at a time. They were called liquidators. The clean up continued for two years and the entire reactor building was sealed in a huge concrete tomb-like structure</p>	<p style="text-align: center;"><b>What happened next?</b></p> <p>Initial casualties were rushed off to hospitals in Moscow but the exact number is uncertain.</p> <p>The main concern was because of the intense radioactive fallout, all the surrounding population would have to be evacuated - 14,000 people</p> <p><u>Evacuation</u></p> <p>On Sunday 27th April at 1.50pm, local radio announced the start of a mass evacuation. At 2pm, 1,100 buses began to pick up the 40,000 residents. Almost all belongings had to be left behind. Sunday lunches were left on the tables, pets and livestock abandoned. By 4.20pm the town was empty. In all, more than 110,000 men, women and children were evacuated from the surrounding area.</p> <p>Some 34 years after the disaster the area is still radioactive and is expected to be for at least 20,000 years</p>
History: Week 6 Questions	
<ol style="list-style-type: none"> <li>1. When did Chernobyl happen?</li> <li>2. Where was Chernobyl?</li> <li>3. What happened to the reactor?</li> <li>4. What did they build over the reactor?</li> </ol>	<ol style="list-style-type: none"> <li>5. How many people had to be evacuated?</li> <li>6. When did the evacuation start?</li> <li>7. What happened to the town?</li> <li>8. How long will the radioactivity last?</li> </ol>
<p><b>Extended Writing Question:</b></p> <p>Why do you think the Soviet Union was slow to react and tell the rest of the world? ( think about the Cold War)</p>	

## Spanish: Half Term 6 - Week 1

### Spanish: Week 1 Knowledge Organiser: Past Holidays

Time phrase	Verb	Noun			With whom?
Recientemente Recently	fui a <i>I went</i>	Madrid			con mi familia with my family
Ayer Yesterday		Londres London			con mis padres with my parents
El fin de semana pasado Last weekend		Inglaterra England			con mis abuelos with my grandparents
		Francia France			con mis amigos with my friends
El mes pasado Last month		España Spain			con mi colegio with my school
La semana pasada Last week		los Estados Unidos USA			solo / sola alone
El año pasado Last year		Grecia Greece			
		Italia Italy			
		Argentina			
		Gales Wales			
		Escocia Scotland			
Hace un año 1 year ago	Verb	Noun	Connective	Verb	Adjective
Hace dos años 2 years ago	viajé <i>I travelled</i>	en coche by car	y and	fue It was	rápido fast
		en autobús by bus	pero but		lento slow
	en tren by train	sin embargo however	cómodo comfortable		
	viajamos we <i>travelled</i>	en barco by boat	aunque although		incómodo uncomfortable
	en avión by plane		divertido fun		
		en metro by metro		aburrido boring	
		a pie on foot		caro expensive	
				barato cheap	

### Spanish: Week 1 Questions

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. El año pasado fui a Francia con mi familia.</li> <li>2. Ayer viajé en tren a Londres con mis amigos.</li> <li>3. La semana pasada fuimos a los Estados Unidos en avión.</li> <li>4. Hace dos años fui a Madrid solo.</li> </ol> | <ol style="list-style-type: none"> <li>5. Recently I went to Spain with my parents</li> <li>6. Last month we travelled by car to France.</li> <li>7. A year ago I went to Spain with my school.</li> <li>8. Last weekend I went to Greece with my grandparents.</li> </ol> |
|---|--|

**Extended Writing Question:** Use your sentence builder to help you answer the following question **IN SPANISH**: adónde fuiste de vacaciones? Where did you go on holiday? **Make sure you write at least 3 sentences.**

## Spanish: Half Term 6 - Week 2

### Spanish: Week 2 Knowledge Organiser:

Time phrase	Verb	Noun			With whom?	
Recientemente Recently	fui a <i>I went</i>	Madrid			con mi familia with my family	
Ayer Yesterday		Londres London			con mis padres with my parents	
El fin de semana pasado Last weekend		Inglaterra England			con mis abuelos with my grandparents	
		Francia France			con mis amigos with my friends	
El mes pasado Last month		España Spain			con mi colegio with my school	
		los Estados Unidos USA			solo / sola alone	
La semana pasada Last week		Grecia Greece				
El año pasado Last year		Italia Italy				
Hace un año 1 year ago	Verb	Noun	Connective	Verb	Adjective	
Hace dos años 2 years ago	viajé <i>I travelled</i>	en coche by car en autobús by bus en tren by train en barco by boat en avión by plane en metro by metro a pie on foot	y and pero but sin embargo however aunque although	fue It was	rápido fast lento slow cómodo comfortable incómodo uncomfortable divertido fun aburrido boring caro expensive barato cheap	

### Spanish: Week 2 Questions

#### Translate in English:

1. Recientemente, viajé a España con mis amigos, y fue divertido
2. El fin de semana pasado, viajamos a Italia en coche
3. Hace dos años, fui a Inglaterra con mis padres
4. y fue caro, pero divertido.

#### Translate in Spanish::

5. Last year, I travelled to Greece with my grandparents by train.
6. Last week, I went to Scotland on foot.
7. A year ago, I went to the USA with my school, and it was cheap.
8. Last month, we travelled to Wales by boat

**Extended Writing Question: Describe a holiday in the past tense. Write at least 4 sentences.**

## Spanish: Half Term 6 - Week 3

### Spanish: Week 3 Knowledge Organiser: Technology - REVISION

Time Phrases	Verb	Noun	Infinitive structure	
Normalmente, <span style="color: red;">Normally,</span>	utilizo I use	mi ordenador <span style="color: red;">my computer</span>  mi móvil <span style="color: red;">my mobile/phone</span>  mi portátil <span style="color: red;">my laptop</span>  mi tableta <span style="color: red;">my tablet</span>  mi consola <span style="color: red;">my console</span>  las redes sociales <span style="color: red;">social media</span>	para in order	escuchar música. <span style="color: red;">to listen to music.</span>
A veces, <span style="color: red;">Sometimes,</span>				ver películas/los clips <span style="color: red;">to watch films / video clips.</span>
De vez en cuando, <span style="color: red;">From time to time,</span>				compartir fotos. <span style="color: red;">to share photos.</span>
A menudo,, <span style="color: red;">Often,</span>				descargar canciones <span style="color: red;">to download songs.</span>
Todos los días, <span style="color: red;">Every day,</span>				Navegar por internet. <span style="color: red;">to surf the web.</span>
Todos los tardes <span style="color: red;">Every evening,</span>				hacer mis deberes. <span style="color: red;">to do my homework.</span>
Dos veces a la semana, <span style="color: red;">Two times per week,</span>				enviar mensajes. <span style="color: red;">to send messages.</span>
				buscar información <span style="color: red;">to search for information.</span>
				colgar fotos/videos <span style="color: red;">to post photos/videos</span>

### Spanish: Week 3 Questions

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Normalmente, uso mi móvil para escuchar música</li> <li>2. A veces, navego por internet para buscar información</li> <li>3. De vez en cuando, utilizo mi consola para jugar videojuegos.</li> <li>4. Todos los días, hago mis deberes con mi ordenador</li> </ol> | <ol style="list-style-type: none"> <li>5. Sometimes, I use my laptop to play video games.</li> <li>6. Every evening, I use my phone to do my homework.</li> <li>7. Normally, I use my tablet to search for information..</li> <li>8. Two times a week, I use social media to download songs.</li> </ol> |
|---|---|

### Extended Writing Question:

Write at least 3 sentences saying what you use technology for everyday.

## Spanish: Half Term 6 - Week 4

### Spanish: Week 4 Knowledge Organiser:

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

### Spanish: Week 4 Questions

#### Translate in English:

1. Now my uncle is a lawyer
2. My step-mum is a police officer
3. And she thinks that it is well paid
4. Currently my grandad is a nurse

#### Translate in Spanish:

5. trabaja como abogada
6. lo encuentra práctico
7. mi padre es dependiente
8. Mi padrastro es actor y lo encuentra interesante.

**Extended Writing Question:** Write at least 4 sentences describing what your family does for work and what they think of it.

## Spanish: Half Term 6 - Week 5

### Spanish: Week 5 Knowledge Organiser:

Read the text carefully and answer the questions in ENGLISH.

Cada día, uso mi consola de videojuegos para enviar mensajes y escuchar música. Diría que es fácil aprender muchas cosas y hacer compras en Internet. De vez en cuando, compro ropa en Vinted y comparto fotos con mis amigos. No me gusta escuchar música en mi portátil porque es aburrido.

En este momento, mi madre trabaja como profesora, pero actualmente mi padre es director en una empresa. Cuando sea mayor, espero trabajar como actor o trabajar con animales. No me gustaría trabajar en un hospital porque sería estresante.

### Spanish: Week 5 Questions

Answer in English:

1. What does Claudia use her video game console for every day?
2. What does Claudia think is easy to do on the Internet?
3. Where does Claudia occasionally buy clothes?
4. Who does Claudia share photos with?

5. What does her Mum do now?
6. What does her Dad do?
7. What does she want to do when she is older?

Find in the text:

8. I wouldn't like to work in a hospital

**Extended Writing Question:** Write at least 4 sentences describing what you do online, what your family does for work and what they think of it using this paragraph as a model.

## Spanish: Half Term 6 - Week 6

### Spanish: Week 6 Knowledge Organiser: San Fermín - El encierro

A running of the bulls is an event that involves running in front of a small group of bulls, typically six but sometimes ten or more, that have been let loose on sectioned-off streets in a town, usually as part of a summertime festival. Particular breeds of cattle may be favored, such as the *toro bravo* in Spain, also often used in post-run bullfighting, which are not fought. Bulls are typically used in such events. The most famous bull-run is the *encierro* held in Pamplona during the nine-day festival of Sanfermines in honor of Saint Fermin. It has become a major global tourism event, today very different from the traditional, local festival. More traditional summer bull-runs are held in other places such as towns and villages across Spain and Portugal, in some cities in Mexico, and in the Occitan (Camargue) region of southern France. Bull-running was formerly also practiced in rural England, most famously at Stamford until 1837.

The Pamplona encierro is the most popular in Spain and has been broadcast live by Televisión Española, the public Spanish national television service, for over 30 years. It is the highest-profile event of the San Fermín festival, which is held every year from 6–14 July. The first bull running is on 7 July, followed by one on each of the following mornings of the festival, beginning every day at 8 am. The rules require participants to be at least 18 years old, run in the same direction as the bulls, not incite the bulls, and not be under the influence of alcohol.

A first rocket is set off at 8 a.m. to alert the runners that the corral gate is open. A second rocket signals that all six bulls have been released. The third and fourth rockets are signals that all of the herd has entered the bullring and its corral respectively, marking the end of the event. The average duration between the first rocket and the end of the encierro is two minutes, 30 seconds.

The encierro is usually composed of the six bulls to be fought in the afternoon, six steers that run in herd with the bulls, and three more steers that follow the herd to encourage any reluctant bulls to continue along the route. The function of the steers, who run the route daily, is to guide the bulls to the bullring. The average speed of the herd is 24 km/h (15 mph). The length of the run is 875 meters.

### Spanish: Week 6 Questions

- Q1. What is the name of the brave bull in Spanish?
- Q2. Where is the most popular 'el encierro'?
- Q3. When is it held?
- Q4. What time does the race set off?

- Q5. How long is the race?
- Q6. How many bulls are there in total?
- Q7. What is the average speed of the herd?
- Q8. What is the length of the run?

### Extended Writing Question:

Write a summary of this festival in at least 60 words.

