

*Care to Learn  
Learn to Care*



Name:

Tutor:

Half Term 1 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**

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

## Health Sciences: Half Term 1 - Week 2

### Health Sciences: Week 1 Knowledge Organiser: Introduction to Subjects, Human Lifespan

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

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

**Child Development is about knowledge and understanding of the early years and how a child develops and grows up to the age of five.** You also learn about how children play and how meeting the needs of individual children will support their development, play and learning.

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

**Human Lifespan** - how people grow and develop over the course of their life.

#### HSC Life Stages

1. Infancy (0 – 2 years)
2. Early childhood (3 – 8 years)
3. Adolescence (9 – 18 years)
4. Early adulthood (19 – 45 years)
5. Middle adulthood (46 – 65 years)
6. Later adulthood (65+ years)



**Child Development Stages of development in Children:**

1. Birth to 18 months
2. 18 months to 3 years
3. 3 years to 5 years



**Health Sciences: Week 2 Questions**

- 1: What two subjects will you learn about in year 9?**
- 2: Give two examples of what Health and Social Care is about?**
- 3: Give two examples of what Child Development is about?**
- 4: What is the name of the qualification you would complete if you choose these subjects in year 10?**

- 5: How many components would you have to complete in this qualification?**
- 6: How many components are internally assessed?**
- 7: Is this qualification equal to a GCSE?**
- 8: What is the highest grade you can achieve?**

**Extended Writing Question: What is the difference between Health & Social Care and Child Development?**

## Health Sciences: Half Term 1 - Week 3

Health Sciences: Week 2 Knowledge Organiser: PIES/PLIES	
<p><b>Health &amp; Social Care PIES</b>            Understanding what the difference is between growth and development:            Growth = Change in body size eg height and weight            Development = Involves gaining new skills and abilities eg riding a bike</p> <p>Understanding that throughout each life stage we develop different skills and abilities.</p> <p><b>PIES</b></p> <ol style="list-style-type: none"> <li>1. <b>Physical development</b> – Physical growth and physiological change eg gross and fine motor skills, puberty, menopause, loss of mobility in later adulthood</li> <li>2. <b>Intellectual development</b> – Developing thinking and language skills and common activities that promote learning and development e.g. problem solving, abstract and creative thinking, memory development and loss.</li> <li>3. <b>Emotional development</b> – Developing feelings about self and other eg bonding and attachment, independence, self-esteem, self-image, security, contentment</li> <li>4. <b>Social development</b> – How we interact with others, socialisation e.g. forming relationships with others.</li> </ol>	<p><b>Child Development PILES</b></p> <p>In child development growth and development includes not only the physical changes that occur from infancy to adolescence, but also some of the changes in emotions, personality, behaviour, thinking and speech that children develop as they begin to understand and interact with the world around them.</p> <p>In the early years, your child's main way of learning and developing is through play and interactions with you. Other influences on development include genes, nutrition, physical activity, health and community.</p> <p>How children develop:</p> <ol style="list-style-type: none"> <li>1. <b>Physical</b> - advancements and refinements of motor skills</li> <li>2. <b>Intellectual</b> - Cognitive or intellectual development means the growth of a child's ability to think and reason</li> <li>3. <b>Language</b> - the process through which we gain the ability to comprehend and communicate through speech</li> <li>4. <b>Emotional and Social</b> - how children start to understand who they are, what they are feeling and what to expect when interacting with others.</li> </ol>
Health Sciences: Week 3 Questions	
<ol style="list-style-type: none"> <li>1: Give two examples of what Health and Social Care is about?</li> <li>2: Give two examples of what Child Development is about?</li> <li>3: What do we mean by growth?</li> <li>4: What does development refer to?</li> </ol>	<ol style="list-style-type: none"> <li>5: Which of the PILES is to do with our brain and language development?</li> <li>6: Give an example of a skill we learn in early childhood?</li> <li>7: What significant physical change happens in adolescence?</li> <li>8: How we interact with others is linked to which of the PILES?</li> </ol>
<p><b>Extended Writing Question: Explain why understanding growth and development is so important ?</b></p>	




## Health Sciences: Half Term 1 - Week 4

Health Sciences: Week 3 Knowledge Organiser: Individuals with specific needs, Life Events (HSC)	
<p><b><u>People with specific needs</u></b></p> <ol style="list-style-type: none"> <li>1) Physical/Mental health - Eg having a chronic illness such as Parkinson's Disease or Schizophrenia, which impacts on your daily life and routines.</li> <li>2) Physical Disability - Eg a loss of a limb or an illness such as cerebral palsy which means you need to use a wheelchair.</li> <li>3) Sensory Disability - Eg having a sight or hearing impairment (total or partial loss).</li> <li>4) Learning Disability - Eg having a reduced intellectual ability and difficulty with everyday tasks.</li> <li>5) Age Related needs - Eg in infancy/early childhood needing support because they are too young to do things for themselves, such as bathing, eating, getting dressed. In later adulthood needing support due to deterioration in health, mobility, and cognitive functioning.</li> </ol>	<p><b><u>Life Changing Events</u></b></p> <p>A life event is an important change that happens at different stages of our lives which can have a significant impact on us</p> <p><b>Types of Life Events:</b></p> <ul style="list-style-type: none"> <li>- Expected: those life events that we all expect or can predict that someone will go through eg Parenthood, Marriage, Starting a new school, Moving house</li> <li>- Unexpected: those life events that we don't expect to happen to us (cannot predict) eg Redundancy, Accident/Chronic Illness, Imprisonment, Divorce</li> </ul> <p><b><u>How life events impact on our PIES.</u></b></p> <p><b>Physically</b> - Affecting our lifestyle choices for diet, exercise, substance use which affects our bodies, lack of sleep, change in body shape.</p> <p><b>Intellectually</b> - Affecting concentration and focus which can affect our education and work, learning new skills.</p> <p><b>Emotionally</b> - Affecting our self-esteem and self-image, causing stress, anxiety or depression.</p> <p><b>Socially</b> - Affecting our social activity, relationships with others, could cause isolation or increased socialisation.</p>
Health Sciences: Week 4 Questions	
<ol style="list-style-type: none"> <li>1: What significant growth happens in adolescence?</li> <li>2: What does development refer to?</li> <li>3: Give an example of who might have a physical or mental health need?</li> <li>4: What support might someone need who has a physical disability?</li> </ol>	<ol style="list-style-type: none"> <li>5: What are sensory disabilities?</li> <li>6: Someone with a reduced intellectual ability is classed as having what type of disability?</li> <li>7: Give an example of an age related need for a young child?</li> <li>8: Why might someone in later adulthood need specific support?</li> </ol>
<p><b>Extended Writing Question: Why is it important to recognise different individuals' specific needs?</b></p>	

## Health Sciences: Half Term 1 - Week 5

Health Sciences: Week 4 Knowledge Organiser: What is Growth, Changes to physical size (CD)

### Child Development Knowledge Organiser: Introduction Skills

<p><b>Child Development</b></p> 	<p><b>PLIES</b></p> <ol style="list-style-type: none"> <li>1. Physical development – Physical growth and physiological change.</li> <li>2. Language development -The process through which children acquire the ability to process speech and communicate.</li> <li>3. Intellectual development – Developing thinking and language skills and common activities that promote learning and development.</li> <li>4. Emotional development – Developing feelings about self and others.</li> <li>5. Social development – Forming relationships.</li> </ol>	<p><b>Children with specific needs</b></p> <p>A special needs child is a youth who has been determined to require special attention and specific necessities that other children do not. Offering benefits and support for the child's well-being and growth. This can and does affect their growth and changes to physical needs.</p>	<p><b>Types of Communication</b></p> <p>Verbal Communication Non-Verbal Communication. Written Communication. Listening. Visual Communication.</p>
 	<p>Physical growth refers to the increase in height, weight and other body changes from birth - 2 years old children grow rapidly with their body size and mass and also their hair and teeth. They then keep growing slowly until adolescence when another rapid growth spurt happens.</p> <p><b>How to weight a baby</b></p> <p>Lay your baby on their back or sit your baby on the scales, make sure they are not holding anything as this will affect their weight. Remove their clothes and nappy; this can also affect their weight. Make a note of the weight and log it on the centile chart or in their little red log book. Never leave the baby on the scales alone even a newborn baby can roll and fall.</p> <p><b>How to measure a baby's head circumference</b></p> <p>The measurement should be taken with a tape that can not be stretched but is flexible. Place the tape snugly around the widest possible part of the head across the forehead and write down the measurement in centimetres and log it on the centile chart or in their little red log book.</p>	<p><b>Types of children's Services</b></p> <p>Child care services means the range of support given , including personal care, supervision, education, guidance, and transportation. The include Early years provision can include nannies, childminders, pre-schools and nurseries as well as school-based early years provision.</p> <p><b>Professionals involved with children</b></p> <p>Midwife Health visitor GP - General Practitioner School Nurse CAMHS child and adolescent mental health services Paediatrician Clinical psychologist Speech and language therapist</p>	<p><b>Lifestages</b></p> <p>Infancy (0 – 2 years) Early childhood (3 – 8 years) Adolescence (9 – 18 years) Early adulthood (19 – 45 years) Middle adulthood (46 – 65 years) Later adulthood (65+ years)</p> <p><b>Professionals involved with children</b></p> <p>Nursery manager / worker Paediatric neurologist Social workers / youth workers Preschool teacher Teaching assistant Nurse Dentist Opticians Day care centres / community groups</p>



**Child development : Week 5 Questions**

- 1: What does PLIES stand for ?**
- 2: What are children's services ?**
- 3: Name four professionals that work with or are involved with children**
- 4: What are all the life stages ?**

- 5: Which life stages do we look at and study in Child Development?**
- 6: Emotional development is what ?**
- 7: Explain what intellectual development is**
- 8: Describe what a child with specific needs is ?**

**Extended Writing Question: Describe a step by step guide of how to weigh a baby.**

## Health Sciences: Half Term 1 - Week 6

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

## Health Sciences: Half Term 1 - Week 7

### Health Sciences: Week 6 Knowledge Organiser: How growth is measured and plotted, Milestones (CD)



Gross motor skills - big muscles in arms and legs	Fine motor skills- smaller muscles in the hands
Running	Holding a pen or paintbrush
Catching a ball	Using a spoon and fork
Climbing stairs	Doing up buttons or zips
Dancing	Threading a bead

#### Some of the People who use milestones

Nursery staff / Parents and carers / Doctors / Speech and language therapists / Health Visitors

#### Developmental milestones

Young Children's development is usually measured by early years professionals (such as nursery staff and childminders). They might observe children's development by observing them. They will then use development milestones, such as the department for education's version, which is called early years outcomes. This enables them to see whether children's development is progressing as they would expect.

#### Key Terms

**Holistic** - Parts that are interconnected

**Development** - the process of developing or being developed

**Babbling** - A stream of sounds babies can make before they can say actual words

**PLIES** - Physical / Language / Intellectual / Emotional / Social

**Growth** - an increase in size and mass

**Proportion** - Considered in comparison to something else

**Consistent** - Something that remains the same over time

**Circumference** - The distance around something in childcare the babies head

**Child Development: Week 7 Questions**

- 1: Explain what growth is ?**
- 2: What is a developmental milestone ?**
- 3: PLIES stands for what ?**
- 4: Describe what circumference is in relation to measuring a child ?**

- 5: Babbling is what area of development ?**
- 6: Developing the ability to understand feelings is known as ?**
- 7: What is cognitive and intellectual development ?**
- 8: Name three professionals who use developmental milestones.**

**Extended Writing Question: Explain the difference between gross and fine motor skills.**

## Health Sciences: Half Term 1 - Week 8

Health Sciences: Week 7 Knowledge Organiser: Youth Offending Team, Social Work Role (HSC)	
<p><b><u>Youth Offending Team</u></b> Who they are and what they do.</p> <ul style="list-style-type: none"> <li>- <b>professionals</b> such as social workers, police officers, probation officers, education welfare officers.</li> <li>- They support young people <b>under the age 18</b> who are either accused of or convicted of committing a crime:</li> <li>- <b>Reasons</b> young people commit crimes and social and family problems, substance misuse, truancy, social exclusion.</li> <li>- <b>Restorative justice</b> brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.</li> <li>- Alternative to Restorative Justice: <b>Reparation</b> (performing a number of hours of unpaid work) such as allotment painting, graffiti removal, environmental work.</li> </ul>	<p><b><u>Social Work Role</u></b> A social worker's role is to make a difference to individuals and families by helping them live their lives more successfully.</p> <ul style="list-style-type: none"> <li>- <b>Who they work with</b> (eg elderly, children, families at risk, foster carers)</li> </ul> <p><b>Different services within social work</b></p> <ul style="list-style-type: none"> <li>- Children and Family services: Supporting children in care ('looked-after children'), young offenders, children who have experienced or are at risk of abuse and neglect, children with health and mental health needs.</li> <li>- Adult services: Supporting older people, people with learning or physical disabilities, people with mental health problems, adults with substance abuse problems. Social workers work with individuals to help them maintain independence and gain control over their lives. They also work with those in the criminal justice system.</li> </ul>
Health Sciences: Week 8 Questions	
<p>1: What is a developmental milestone ? 2: Explain what Fine motor skills are ? 3: Who does the Youth Offending Team (YOT) deal with? 4: Name two professionals who might be part of the YOT?</p>	<p>5: Give an example of why a young person may commit a crime? 6: What is restorative justice? 7: If a young person does not want to participate in the restorative justice process what will they have to do instead? 8: What is electronic monitoring?</p>
<p><b>Extended Writing Question: Explain the difference between the youth offending team and social workers?</b></p>	

## Psychology: Half Term 1 - Week 2

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

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

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

### Psychology: Week 2 Questions

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

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

### Psychology: Half Term 1 - Week 3

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

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

**Genes** - Inherited from biological parents

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

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

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

**Behavioural approach** - Behaviour is learned through interacting with the environment. Scientific approach to behaviour, looks at behaviours

that can be observed. Uses animals to study behaviour.

**Operant conditioning Learning** through consequences.

**Reinforcement** – increases behaviour.

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

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

**Punishment** = stops a behaviour.

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

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

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

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

#### Psychology: Week 3 Questions

1. What are genes?
2. What is genetics?

5. What is an endocrine system?
6. Can you name one hormone?

3. What is a nervous system?
4. What are the main components of our nervous systems?

7. What is operant conditioning?
8. Which type of operant conditioning is this? 'Rae receives £10 each time she tidies her room'.

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



## Psychology: Half Term 1 - Week 4

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

**Behavioural approach** - Behaviour is learned through interacting with the environment. Scientific approach to behaviour, looks at behaviours

that can be observed. Uses animals to study behaviour.

**Classical conditioning** - Learning through association

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

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

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

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

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

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

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

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

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

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

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

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

- |   |   |
|---|---|
| 1. Which three areas is the Behaviourist approach made up of?         | 5. What is vicarious reinforcement?                     |
| 2. Which type of conditioning involves learning through consequences? | 6. What is the Cognitive approach?                      |
| 3. Which type of conditioning involves learning through making        | 7. Identify the schemas that you have about cats.       |
|   | 8. What do Cognitive psychologists compare our mind to? |

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

links between two stimuli?

4. Who are people likely to observe and imitate?

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

## Psychology: Half Term 1 - Week 5

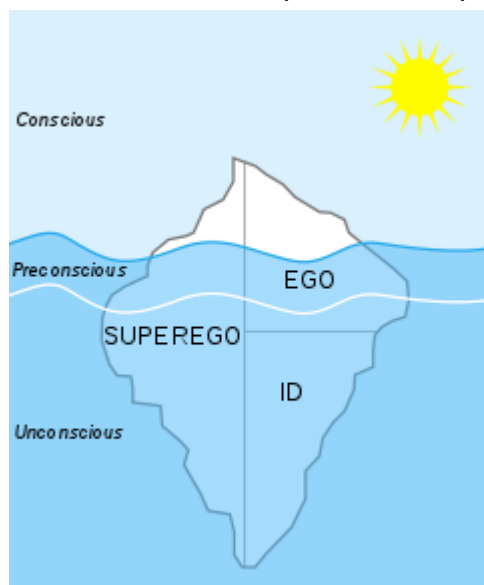
### Psychology: Week 5 Knowledge Organiser: Psychodynamic approach & the Humanistic approach

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

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

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

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

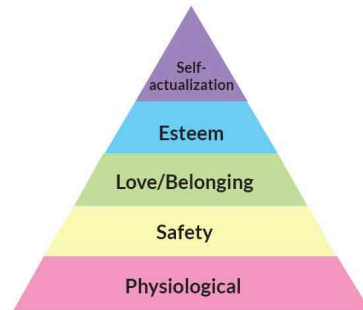


**Humanistic approach** – Focused on personal growth and people's desire to reach their potential. Largely influenced by Maslow who made the hierarchy of needs. The needs include physiological, safety, love and belonging, esteem and self-actualisation.

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

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

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



This is Maslow's Hierarchy of needs: 

**Psychology: Week 5 Questions**

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

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

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

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

Population – A complete set of individuals.

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

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

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

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

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

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

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

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

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

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

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

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

Questionnaire - Set of pre-set written questions.

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

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

Quantitative- Measuring the quantity of something.

Qualitative – Measuring the quality of something.

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

**Psychology: Week 7 Questions**

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

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

## Psychology: Half Term 1 - Week 8

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

Questionnaire - Set of pre-set written questions.

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

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

Quantitative- Measuring the quantity of something.

Qualitative – Measuring the quality of something.

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

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

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

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

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

## PSE: Half Term 1 - Week 1

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

**PSE: Week 2 Questions**

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

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

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

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

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

Why do I need to know about LMIs?

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

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

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

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

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

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

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

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

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

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

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

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

**PSE: Week 4 Questions**

- |                                |  |
|--------------------------------|--|
| 1. What is money management?   | 5. Why is it important to be aware of budgeting? |
| 2. What is financial literacy? | 6. Give two benefits of budgeting.               |
| 3. Name two needs.             | 7. What is value for money?                      |
| 4. Name two wants.             | 8. Give one example of value for money.          |

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

## PSE: Half Term 1 - Week 5

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

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

Financial competence - looking after and managing money.

Values - a moral standard of behaviour accepted by society.

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

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

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

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

- |   |   |
|---|---|
| 1. Why do people get in debt?                                   | 5. What are debt problems?                          |
| 2. Give two examples of values.                                 | 6. How can debt problems prevent you in the future? |
| 3. What is financial understanding?                             | 7. What could encourage people to get into debt?    |
| 4. What else do you pay back apart from the money you borrowed? | 8. What is financial competence?                    |

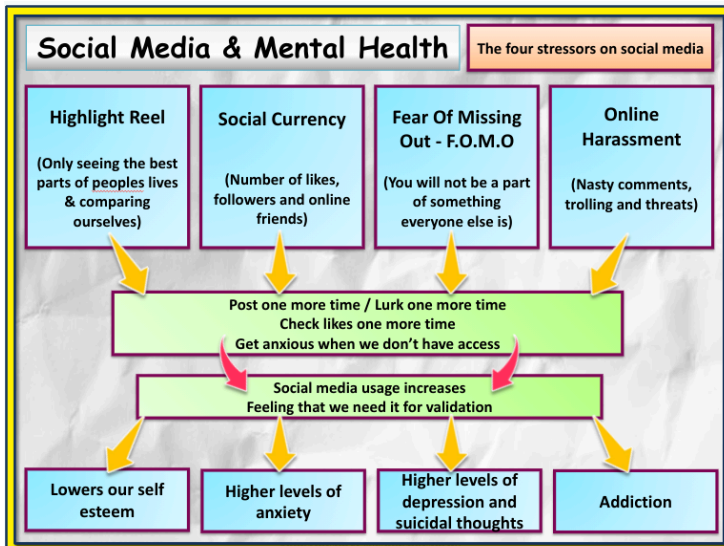
**Extended Writing Question: Should society think that borrowing money is a normal thing to do? Explain your answer showing both sides to the statement.**

## PSE: Half Term 1 - Week 6

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

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

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



**PSE: Week 6 Questions**

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

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

## PSE: Half Term 1 - Week 7

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

Danger Response Airways Breathing Circulation

#### The Recovery Position

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

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

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

#### PSE: Week 7 Questions

- |  |  |
|--|--|
| 1. When should someone be put in the recovery position?            | 5. At what angle should the leg be bent at?                |
| 2. What happens to the airway when in the recovery position?       | 6. How do you open the airway?                             |
| 3. What should you do if you think the person has a spinal injury? | 7. What does DR ABC stand for?                             |
| 4. Which arm should be positioned at a right angle to their body?  | 8. Why should you stay with the person until help arrives? |

**Extended Writing Question: Should young people be taught basic first aid?**

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

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

What is CPR and how does it work?

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

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

How to do CPR on an adult in 5 steps

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

**PSE: Week 8 Questions**

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. What does CPR stand for?</li><li>2. How does CPR work?</li><li>3. What should you do if you are witnessing a cardiac arrest?</li><li>4. How many steps to complete CPR are there?</li></ol> | <ol style="list-style-type: none"><li>5. Name the five steps.</li><li>6. What song could you push to the beat whilst doing CPR?</li><li>7. What happens to the brain when a person is in cardiac arrest?</li><li>8. When should you stop doing CPR.</li></ol> |
|--|---|

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



## Geography: Half Term 1 - Week 1

### Geography: Week 1 Knowledge Organiser: What is Geography?

**Geography** is the study of the natural features of the planet, the human features of the planet and the interactions between them.

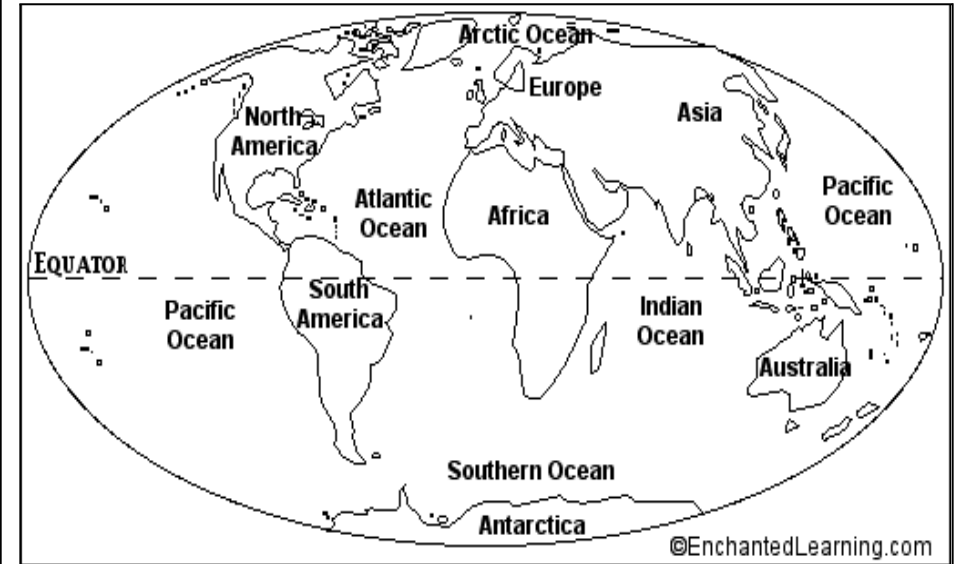
**Human geography** is the Relationships between communities, cultures, economies and their interactions with the natural world.

- 10% of all humans that ever lived are alive today.
- 90% of humans live north of the equator.
- Over half of all humans live in cities.
- Russia is so big it has 11 time zones.

**Physical geography** is the features and processes found in the natural environment. This includes the atmosphere, the land, the oceans, living things and under the ground.

- Australia is wider than the moon.
- The world is 75% water but we can only drink 2% of it.
- Desert temperatures often drop below freezing.
- Tristan da Cunha, an Island so far from land that astronauts are the closest human neighbours.
- The centre of the Earth is as hot as the sun.

A **continent** is a large landmass. An **ocean** is a large body of water



### Geography: Week 1 Questions

1. What is Geography?
2. What is Human Geography?
3. How many time zones does Russia have?
4. What percentage of humans live north of the equator?

5. What is Physical Geography?
6. What percentage of the world's water can we drink?
7. Which ocean is found between Europe and North America?
8. Which continent is found south of Europe?

### Extended Writing Question:

Name the seven continents and five oceans

## Geography: Half Term 1 - Week 2

<b>Geography: Week 2 Knowledge Organiser: Economic sectors</b>	
<p><b>Raw materials:</b> basic materials (eg wood) which can be used to make something else.</p> <p><b>Manufacturing:</b> the making of a product from raw materials.</p> <p><b><u>There are 4 economic sectors.</u></b></p> <p><b>Primary:</b> extracting raw materials (e.g. Fishing, farming)</p> <p><b>Secondary:</b> manufacturing (making products) (e.g. DFS warehouse)</p> <p><b>Tertiary:</b> Providing a service (e.g. Teacher, Doctor)</p> <p><b>Quaternary:</b> Technology and research (e.g. University Lecturer)</p>	<ul style="list-style-type: none"> <li>● The types of jobs that people do in the UK have changed over time.</li> <li>● Before about 1760, most people in the UK were employed in the Primary sector</li> <li>● The industrial revolution took place between 1760 and 1840. It was at this time that manufacturing took off and many people were employed in the secondary industry.</li> <li>● In recent decades, manufacturing has declined and the tertiary industry has become the main sector of employment.</li> <li>● From 1970, the quaternary sector emerged and is becoming an increasingly important source of employment.</li> </ul>
<b>Geography: Week 2 Questions</b>	
<ol style="list-style-type: none"> <li>1. What are raw materials?</li> <li>2. Which sector of the economy is based on extracting raw materials?</li> <li>3. Which sector of the economy is based on manufacturing?</li> <li>4. Which sector of the economy provides a service?</li> </ol>	<ol style="list-style-type: none"> <li>5. Which sector of the economy is based on technology and research?</li> <li>6. Which sector were most people employed in before the 1760s?</li> <li>7. When was the Industrial revolution?</li> <li>8. Which sector is becoming increasingly important today?</li> </ol>
<p><b>Extended Writing Question:</b> Explain how the UK economy has changed</p>	

**Geography: Half Term 1 - Week 3**

<b>Geography: Week 3 Knowledge Organiser: TNC's</b>		
<p><b>Transnational corporations (TNCs):</b> Large businesses which operate in more than one country</p> <p>TNCs or multinational corporations (MNCs) are companies that operate in more than one country. They often have factories in countries that are not as economically developed because <b>labour</b> is cheaper. Offices and headquarters tend to be located in the more developed world. Unilever, McDonalds and Apple are all examples of TNCs.</p>	<p>Advantages of TNCs locating in a country:</p> <ul style="list-style-type: none"> <li>● creation of jobs</li> <li>● stable income and more reliable than farming</li> <li>● improved education and skills</li> <li>● <b>investment</b> in <b>infrastructure</b>, eg new roads - helps locals as well as the TNC</li> <li>● help to <b>exploit</b> natural resources</li> <li>● a better developed economic base for the country</li> </ul>	<p>Disadvantages of TNCs locating in a country:</p> <ul style="list-style-type: none"> <li>● fewer workers employed, considering the scale of investment</li> <li>● poorer working conditions</li> <li>● damage to the environment by ignoring local laws</li> <li>● profits going to companies overseas rather than locals</li> <li>● little reinvestment in the local area</li> <li>● factories are often <b>footloose</b> and jobs insecure. If labour costs increase, the company may move elsewhere</li> <li>● natural resources being over-exploited</li> </ul>
<b>Geography: Week 3 Questions</b>		
<ol style="list-style-type: none"> <li>1. What are TNCs?</li> <li>2. What does TNC stand for?</li> <li>3. Why do TNCs have factories in low income countries?</li> <li>4. Give an example of a TNC</li> </ol>	<ol style="list-style-type: none"> <li>5. Name an advantage of TNC's to the economy</li> <li>6. Name an advantage of TNC's to people</li> <li>7. Name a disadvantage of TNC's to the environment</li> <li>8. Name a disadvantage of TNC's to people</li> </ol>	
<p><b>Extended Writing Question:</b>            Explain the advantages and disadvantages of a TNC setting up in a country.</p>		

**Geography: Half Term 1 - Week 4**

<b>Geography: Week 4 Knowledge Organiser: Clone Towns</b>		
<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>Chain stores:</b> Stores which are seen in more than one location</p> <p>Clone towns are on the rise around the UK. More and more towns and cities are becoming more alike due to the fact chain stores are dominating them. TNC's play a big part in this. Starbucks and Costa are big examples of these - there are 1310 Starbucks stores across the UK!</p>	<p>What are the problems with clone towns?</p> <ul style="list-style-type: none"> <li>• Clone towns lose their individual character or identity.</li> <li>• Local businesses lose trade and income as shoppers choose to shop in chain stores.</li> <li>• Loss of local cultures</li> </ul>	<p>The opposite of a clone town is a <b>home town</b>. This is where a town holds on to its individuality and character. An example of this would be Totnes, which is about 20 miles north-east of Plymouth.</p>
<b>Geography: Week 4 Questions</b>		
<ol style="list-style-type: none"> <li>1. What is a clone town?</li> <li>2. What is a chain store?</li> <li>3. Give an example of a chain store</li> <li>4. How many Starbucks shops are there in the UK?</li> </ol>	<ol style="list-style-type: none"> <li>5. What is a home town?</li> <li>6. Give an example of a home town</li> <li>7. Give a negative associated to clone towns</li> <li>8. How is a TNC different to a chain store?</li> </ol>	
<p><b>Extended Writing Question:</b> Explain how a clone town is different to a home town</p>		

## Geography: Half Term 1 - Week 5

Geography: Week 5 Knowledge Organiser: Dereliction and regeneration		
<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</p>	<p>Dereliction can happen for several reasons.</p> <ul style="list-style-type: none"> <li>• Decay of a buildings due to increasing costs to maintain them</li> <li>• People moving to the suburbs</li> <li>• Changes in the urban economy, less manufacturing so factories are abandoned.</li> </ul> <p><b>Drake circus</b> was regenerated and opened in 2006 after 3 years of reconstruction. The reason for the regeneration was to bring more social and economic opportunities to Plymouth city centre and remove derelict buildings.</p>	<p>Central areas of cities still remain very popular places to live for many reasons:</p> <ul style="list-style-type: none"> <li>• good transport links, eg buses and train services</li> <li>• close to shops</li> <li>• good choice of cafes, pubs and restaurants</li> <li>• variety of entertainment, eg cinema, parks and theatres</li> <li>• close-knit communities</li> <li>• more job opportunities</li> <li>• good schools, colleges and universities.</li> </ul> <p>The <b>Royal William Yard</b> was also regenerated from a victualling yard for the royal Navy and the Devonport Dockyard, supplying food to ships. It is now a place of leisure and entertainment with high end apartments.</p>
Geography: Week 5 Questions		
<ol style="list-style-type: none"> <li>1. What does dereliction mean?</li> <li>2. What does regeneration mean?</li> <li>3. Give one reason why dereliction happens</li> <li>4. When did Drake Circus shopping centre open?</li> </ol>	<ol style="list-style-type: none"> <li>5. Name three reasons why inner-city areas remain popular places to live</li> <li>6. What was the RWY before it was regenerated?</li> <li>7. Name a social opportunity of RWY</li> <li>8. Name a economic opportunity of RWY</li> </ol>	
<p><b>Extended Writing Question:</b> Explain how and why Drake Circus and Royal William Yard have been regenerated</p>		

**Geography: Half Term 1 - Week 6**

<b>Geography: Week 6 Knowledge Organiser: Suburbanisation</b>		
<p><b>Suburbanisation:</b> the movement of people from the cities to the suburbs (areas just outside the city)</p>	<p>In the late 20th century, many people moved out of certain areas within HIC cities in search of more space and a better quality of life. This led to an increase in the number of people living in the suburbs or in rural areas.</p> <p><b>Sherford</b> is a new town on the outskirts of Plymouth. The development is a key example of suburbanisation with an approximate population of 12,000.</p> <p>Sherford has been built on <b>greenfield land</b> (land which has not previously been built on). The opposite to greenfield land is brownfield land. This is land which has previously been built on.</p>	<p>When people move to the edge of towns or cities, known as the suburbs, this is called <b>suburbanisation</b>. The benefits of the nearby city or town can be enjoyed, without living in its centre. However, some people leave the city completely. This is called <b>counter-urbanisation</b>. This has become more popular with the ability to work from home, sometimes known as remote working</p> <p>The disadvantage of building on greenfield land is that green areas are removed and habitats lost, however people can have larger houses for cheaper and often have large gardens.</p>
<b>Geography: Week 6 Questions</b>		
<ol style="list-style-type: none"> <li>1. What is suburbanisation?</li> <li>2. Give a reason why people move to the suburbs?</li> <li>3. What is the name of the new town on the Outskirts of Plymouth?</li> <li>4. Is Sherford built on brownfield or greenfield land?</li> </ol>	<ol style="list-style-type: none"> <li>5. What is the approximate population of Sherford?</li> <li>6. What is brownfield land?</li> <li>7. What is greenfield land?</li> <li>8. Name an advantage and disadvantage of building on greenfield land</li> </ol>	
<p><b>Extended Writing Question:</b> Explain why suburbanisation happens. Give an example in your answer.</p>		

**Geography: Half Term 1 - Week 7**

<b>Geography: Week 7 Knowledge Organiser: Sustainable urban living - Transport in the UK - Challenges</b>		
<p><b>Sustainable:</b> Meeting the needs of the present without compromising the ability of future generations to meet their own needs</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>Many people are working towards trying to make cities more <b>sustainable</b>. A sustainable city offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy and doesn't harm the environment.</p> <p>We think about three different ways to be sustainable - environmentally, economically and socially.</p>
<b>Geography: Week 7 Questions</b>		
<ol style="list-style-type: none"> <li>1. What does sustainability mean?</li> <li>2. Explain a challenge cities face</li> <li>3. Why is carbon dioxide harmful to the environment?</li> <li>4. Why is carbon dioxide harmful to people?</li> </ol>	<ol style="list-style-type: none"> <li>5. Name a fossil fuel</li> <li>6. What does a sustainable city offer to people?</li> <li>7. What three ways can we be more sustainable?</li> <li>8. Suggest one way cities could be more sustainable</li> </ol>	
<p><b>Extended Writing Question:</b> Explain the challenges cities face.</p>		

## Geography: Half Term 1 - Week 8

<b>Geography: Week 8 Knowledge Organiser: Sustainable urban living - Transport in the UK - Solutions</b>		
<p><b>Public transport::</b> Forms of transport that people pay to use. They usually carry many people at once.</p> <p><b>Congestion charge:</b> A fee that must be paid to drive in some areas of some cities, to reduce the number of cars there.</p>	<p><b>Key features of a sustainable city</b></p> <ul style="list-style-type: none"> <li>● Green spaces (plants absorb Co2 and provide calm stress free environments for residents)</li> <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>● 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> </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>
<b>Geography: Week 8 Questions</b>		
<ol style="list-style-type: none"> <li>1. What is public transport?</li> <li>2. What is a congestion charge?</li> <li>3. Why is creating green space a sustainable option?</li> <li>4. Why is walking or cycling a sustainable option?</li> </ol>	<ol style="list-style-type: none"> <li>5. Name one way a city can be more sustainable</li> <li>6. Which UK city was named the first cycling city?</li> <li>7. Why is public transport more sustainable than private transport?</li> <li>8. Suggest one way that Plymouth could be more sustainable</li> </ol>	
<p><b>Extended Writing Question:</b> Explain how cities can be made more sustainable.</p>		



## French: Half Term 1 - Week 1

### French: Week 1 Knowledge Organiser:

France is composed of 13 regions, each containing smaller “départements” or counties. In total, there are 100 counties in France (versus 27 in England! e.g Devon, Cornwall, Somerset,...)

The 10 largest cities (in order) are Paris (capital), Marseille, Lyon, Toulouse, Nice, Nantes, Montpellier, Strasbourg, Bordeaux and Lille.

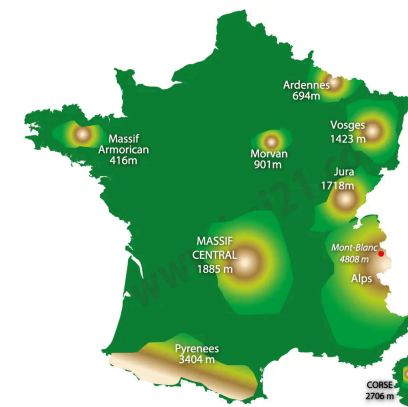
France is a country bordered by 6 countries - (Belgium, Luxembourg, Germany, Switzerland, Italy, Spain). 33% of the country is covered by forests. There are 6 main mountain ranges called “le massif central” which is in the centre of France “le Jura” which borders Switzerland, “les Alpes” which borders Italy, “les Pyrénées” which separate France from Spain, “les Vosges” and “les Ardennes”. The 8 biggest rivers in France are called “la Seine” - which runs through Paris; “la Loire”, “la Meuse”, “la Garonne”, “le Rhin”, “la Charente”, “la Dordogne” and “le Rhône”.

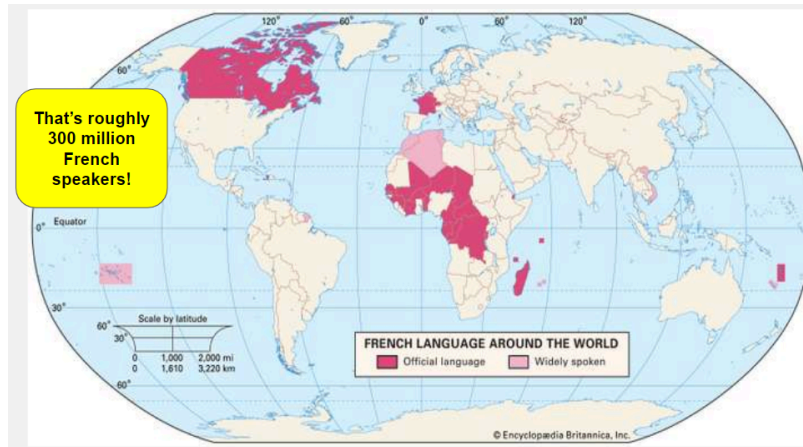
France is nicknamed the Hexagon as it roughly has 6 sides and its flag is called “le tricolore” as it is made up of the following three colours - blue, white and red.

On average, it can take anywhere from 10 - 12 hours to drive from the northernmost point of France, Cap Gris Nez, to the southernmost point, Cap Cerbère. This distance covers approximately 1,100 kilometres ( 683 miles ) and includes major cities such as Paris, Lyon, and Marseille.

Did you know that learning French is like having a passport to explore multiple countries with a single language! Why? Because French isn't just spoken in France. It's the key to communication in nearly 30 countries around the world!

So, when you learn French, you're not just learning a language - you're unlocking doors to a whole world of diverse cultures, from the charming streets of Paris to the vibrant markets of Madagascar and the tropical beauty of Tahiti.





**D**ot the silent letters

**U**nderline the tricky sounds

**E**xaggerate the accents

**L**iaison (link the last letter - if a consonant - with the vowel at the start of the next word)

### French: Week 1 Questions

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. How many regions does France have?</li> <li>2. What is the capital city of France?</li> <li>3. What are the 2nd and 3rd biggest cities in France?</li> <li>4. Which mountain range borders Spain?</li> </ol> | <ol style="list-style-type: none"> <li>5. What river runs through Paris?</li> <li>6. Why is France nicknamed "the hexagon"?</li> <li>7. How long does it take to drive from the northernmost point of France to the southernmost?</li> <li>8. How many countries speak French in the world?</li> </ol> |
|--|--|

### Extended Writing Question:

## French: Half Term 1 - Week 2

### French: Week 2 Knowledge Organiser:

1.			
OPINION PHRASE	MODAL VERB	INFINITIVE VERB	NOUN
Je pense qu' <i>I think that</i> À mon avis <i>In my opinion</i> Je crois qu' <i>I think (believe) that</i> Je dirais qu' <i>I would say that</i> Selon moi <i>In my opinion (according to me)</i>	il faut <i>we must</i> on doit <i>we must</i> on devrait <i>we should</i> il est important de <i>it is important to</i> il est nécessaire de <i>it is necessary to</i>	respecter <i>respect</i> traiter avec respect <i>treat with respect</i>  pouvoir se marier avec <i>be able to marry (with)</i> pouvoir être en couple avec <i>be able to be in a couple/relationship with</i>  lutter contre <i>fight against</i> combattre <i>fight/combat</i>	l'identité de chacun <i>the identity of everyone</i> la diversité <i>diversity</i> les femmes <i>women</i> les hommes <i>men</i> les filles <i>girls</i> les garçons <i>boys</i> les êtres humains <i>human beings</i> les religions <i>religions</i> l'égalité des sexes <i>gender equality</i> les victimes <i>victims</i> les droits des (animaux) <i>the rights of (animals)</i> les personnes handicapées <i>disabled people</i>  n'importe qui malgré... <i>whoever, in spite of...</i> ...leur couleur de peau <i>their skin colour</i> ...leur nationalité <i>their nationality</i> ...leur orientation sexuelle <i>their sexual orientation</i> ...leurs origines <i>their origins</i>  le racisme <i>racism</i> le sexisme <i>sexism</i> la discrimination <i>discrimination</i> l'inégalité <i>inequality</i> la pauvreté <i>poverty</i> le chômage <i>unemployment</i>

### French: Week 2 Questions

#### Translate in English:

- Je pense qu'il faut lutter contre le racisme.
- Je dirais qu'il est important de respecter l'identité de chacun.
- Selon moi, il est nécessaire de combattre la pauvreté.
- Je crois qu'on devrait pouvoir être en couple avec n'importe qui.

#### Translate in French:

- In my opinion, we must treat with respect the identity of everyone.
- According to me, it is important to fight against discrimination.
- I think that we should be able to marry (with) whoever, in spite of their origins.
- I believe that It is necessary to combat inequality.

**Extended Writing Question:** Qu'est-ce qui est important de nos jours, à ton avis?

(In your opinion, what is important nowadays?)

**French: Half Term 1 - Week 3**

**French: Week 3 Knowledge Organiser:**

1.			
On peut être <i>We can be</i>	pauvre <i>poor</i>	et avoir les mêmes <i>and have the same</i>	valeurs <i>values</i>
	divers <i>diverse</i>		droits <i>rights</i>
	égal <i>equal</i>	et être <i>and be</i>	égaux <i>equal</i>
	religieux <i>religious</i>		divers <i>diverse</i>
	handicapé <i>disabled</i>		
	gay <i>gay</i>		
	bisexuel <i>bisexual</i>		
	hétéro(sexuel) <i>straight</i>		
	lesbien <i>lesbian</i>		
	non-binaire <i>non-binary</i>		
	transgenre <i>transgender</i>		

**French: Week 3 Questions**

Translate in English:

1. On peut être pauvre et avoir les mêmes droits.
2. On peut être transgenre et être égaux.
3. On peut être religieux et avoir les mêmes valeurs.
4. On peut être bisexuel et être divers.

Translate in French:

5. We can be disabled and have the same rights.
6. We can be lesbian and be equal.
7. We can be gay and have the same values.
8. We can be non-binary and be diverse.

**Extended Writing Question:** Use your weekly sentence builder to help you answer the following questions IN FRENCH:  
Write 3 of your own sentences. You cannot reuse any of the sentences given above.



## French: Half Term 1 - Week 5

### French: Week 5 Knowledge Organiser:

Sentence starter	noun	connective	verb (present/past)
Mon modèle célèbre, c'est <i>My famous role model is</i>	un/une athlète <i>an athlete</i> un sportif <i>a sportsman</i> une sportive <i>a sportswoman</i>	qui s'appelle... <i>who is called</i>	il/elle <i>he/she</i>  + m'inspire <i>inspires me</i>
Ma célébrité préférée, c'est <i>My favourite celebrity is</i>	un influenceur <i>an influencer (m.)</i> une influenceuse <i>an influencer (f.)</i>	parce qu' <i>because</i>	a représenté son pays <i>(has) represented his/her country</i> a lutté pour les droits des femmes <i>(has) fought for women's rights</i> a combattu pour la paix/la justice <i>(has) fought for peace/justice</i>
La personne que j'admire, c'est <i>The person that I admire is</i>	un footballeur <i>a footballer (m.)</i> une footballeuse <i>a footballer (.f.)</i>	car <i>because</i>	a lutté contre la discrimination/le harcèlement <i>(has) fought against discrimination/bullying</i>
Je suis fan d' <i>I am a fan of</i>	un blogueur <i>a blogger (m.)</i> une blogueuse <i>a blogger (.f.)</i> un personnage à la télé <i>a character on TV</i>	puisque <i>because / since</i>	a encouragé l'égalité <i>(has) encouraged equality</i> a participé à beaucoup de manifestations <i>(has) participated in lots of protests</i>  est devenu(e) (acteur) <i>became (an actor)</i> est né(e) en (deux milles six) <i>was born in (2006)</i>

### French: Week 5 Questions

#### Translate in English:

1. Mon modèle célèbre, c'est un sportif car il m'inspire.
2. Ma célébrité préférée, c'est une blogueuse puisqu'elle a encouragé l'égalité.
3. La personne que j'admire, c'est un personnage à la télé car il a lutté contre la discrimination
4. Je suis fan d'un footballeur qui s'appelle Ronaldo.

#### Translate in French:

1. My favourite celebrity is an influencer (m) because he (has) fought for women's rights.
2. The person that I admire is an athlete since she (has) represented her country.
3. My famous role model is a character on TV because he (has) encouraged equality.
4. I am a fan of a sportswoman because she was born in 2004.

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

Qui est ton modèle célèbre? (Who is your famous role-model?)

## French: Half Term 1 - Week 6

### French: Week 6 Knowledge Organiser:

<p>je peux m'identifier avec lui / elle <i>I can identify with him / her</i></p> <p style="text-align: center;"><b>+</b></p> <p>parce qu' <i>because</i> car <i>because</i> puisque <i>because/since</i></p>	<p>il est <i>he is</i></p> <p>elle est <i>she is</i></p>	<p>amusant(e) <i>funny</i> patient(e) <i>patient</i> content(e) <i>happy</i> fort(e) <i>strong</i> fidèle <i>loyal</i> pratique <i>practical</i> agréable <i>nice</i> responsable <i>responsible</i> unique <i>unique</i> heureux/euse <i>happy</i> sérieux/euse <i>serious</i> travailleur/euse <i>hardworking</i> sportif/ive <i>sporty</i> gentil/gentille <i>kind</i> sympa <i>kind</i> sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i></p>	<p>en fauteuil roulant <i>in a wheelchair</i> adopté(e) <i>adopted</i> fils unique <i>an only child (m)</i> fille unique <i>an only child (f)</i> religieux/euse <i>religious</i> handicapé(e) <i>disabled</i> gay <i>gay</i> bisexuel / bisexuelle <i>bisexual</i> hétéro(sexuel/elle) <i>straight</i> lesbienne <i>lesbian</i> une femme <i>a woman</i> un homme <i>a man</i></p>
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### French: Week 6 Questions

#### Translate in English:

1. je peux m'identifier avec lui parce qu'il est responsable.
2. je peux m'identifier avec lui car il est fils unique.
3. je peux m'identifier avec elle car elle est lesbienne.
4. je peux m'identifier avec elle puisqu'elle est sûre d'elle.

#### Translate in French:

1. I can identify with him because he is serious.
2. I can identify with him because he is adopted.
3. I can identify with her because she is strong.
4. I can identify with her because she is sportive.

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following questions IN FRENCH:  
Pourquoi est-il / est-elle ton modèle célèbre? (Why is he / is she your famous role-model?)

## French: Half Term 1 - Week 7

### French: Week 7 Knowledge Organiser:

#### We are using weeks 5 and 6's sentence builders.

Mon modèle célèbre, c'est <i>My famous role model is</i>	un/une athlète <i>an athlete</i>	qui s'appelle... <i>who is called</i>	il/elle <i>he/she</i>	
Ma célébrité préférée, c'est <i>My favourite celebrity is</i>	un sportif <i>a sportsman</i>		m'inspire <i>inspires me</i>	+
La personne que j'admire, c'est <i>The person that I admire is</i>	une sportive <i>a sportswoman</i>	parce qu' <i>because</i>	a représenté son pays <i>(has) represented his/her country</i>	
Je suis fan d' <i>I am a fan of</i>	un influenceur <i>an influencer (m.)</i>	car <i>because</i>	a lutté pour les droits des femmes <i>(has) fought for women's rights</i>	
	une influenceuse <i>an influencer (f.)</i>	puisque <i>because / since</i>	a combattu pour la paix/la justice <i>(has) fought for peace/justice</i>	
	un footballeur <i>a footballer (m.)</i>		a lutté contre la discrimination/le harcèlement <i>(has) fought against discrimination/bullying</i>	
	une footballeuse <i>a footballer (f.)</i>		a encouragé l'égalité <i>(has) encouraged equality</i>	
	un blogueur <i>a blogger (m.)</i>		a participé à beaucoup de manifestations <i>(has) participated in lots of protests</i>	
	une blogueuse <i>a blogger (f.)</i>		est devenu(e) (acteur) <i>became (an actor)</i>	
	un personnage à la télé <i>a character on TV</i>		est né(e) en (deux mille six) <i>was born in (2006)</i>	
je peux m'identifier avec lui / elle <i>I can identify with him / her</i>	il est <i>he is</i>	amusant(e) <i>funny</i>		
parce qu' <i>because</i>	elle est <i>she is</i>	patient(e) <i>patient</i>		en fauteuil roulant <i>in a wheelchair</i>
car <i>because</i>		content(e) <i>happy</i>		adopté(e) <i>adopted</i>
puisque <i>because/since</i>		fort(e) <i>strong</i>		fil unique <i>an only child (m)</i>
		fidèle <i>loyal</i>		fille unique <i>an only child (f)</i>
		pratique <i>practical</i>		religieux/euse <i>religious</i>
		agréable <i>nice</i>		handicapé(e) <i>disabled</i>
		responsable <i>responsible</i>		gay <i>gay</i>
		unique <i>unique</i>		bisexuel / bisexuelle <i>bisexual</i>
		heureux/euse <i>happy</i>		hétéro(sexuel/elle) <i>straight</i>
		sérieux/euse <i>serious</i>		lesbienne <i>lesbian</i>
		travailleur/euse <i>hardworking</i>		une femme <i>a woman</i>
		sportif/ive <i>sporty</i>		un homme <i>a man</i>
		gentil/gentille <i>kind</i>		
		sympa <i>kind</i>		
		sûr(e) de lui/d'elle <i>self-confident</i> <i>(sure of himself/herself)</i>		

### Psychology: Week 7 Questions

#### Translate in English:

1. Ma célébrité préférée est une sportif qui s'appelle Serena Williams.
2. Je peux m'identifié à elle car elle a lutté pour les droits de la femme.
3. Je suis fan d'un blogueur puisqu'il a combattu pour la justice.
4. Je peux m'identifier à lui car il est en fauteuil roulant et sûr de lui.

#### Translate in French:

5. The person I admire is an athlete because he inspires me.
6. I can identify with him because he is loyal and serious.
7. My famous role model is a footballer who is called Nick Chadwick.
8. I can identify with him because he is strong, kind and hardworking.

**Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:**  
Qui est ton modèle célèbre et pourquoi? (Who is your famous role-model and why?)



## French: Half Term 1 - Week 8

### French: Week 8 Knowledge Organiser:

#### We are using all the sentence builders from this half term.

1.	OPINION PHRASE	MODAL VERB	INFINITIVE VERB	NOUN
Je pense qu' <i>I think that</i>	il faut <i>we must</i>	respecter <i>respect</i>	l'identité de chacun <i>the identity of everyone</i>	la diversité <i>diversity</i>
À mon avis <i>In my opinion</i>	on doit <i>we must</i>	traiter avec respect <i>treat with respect</i>	les femmes <i>women</i>	les hommes <i>men</i>
Je crois qu' <i>I think (believe) that</i>	on devrait <i>we should</i>		les filles <i>girls</i>	les garçons <i>boys</i>
Je dirais qu' <i>I would say that</i>	il est important de <i>it is important to</i>	pouvoir se marier avec <i>be able to marry (with)</i>	les êtres humains <i>human beings</i>	les religions <i>religions</i>
Selon moi <i>In my opinion (according to me)</i>	il est nécessaire de <i>it is necessary to</i>	pouvoir être en couple avec <i>be able to be in a couple/relationship with</i>	les victimes <i>victims</i>	l'égalité des sexes <i>gender equality</i>
			les droits des (animaux) <i>the rights of (animals)</i>	les personnes handicapées <i>disabled people</i>
			n'importe qui malgré... <i>whoever, in spite of...</i>	...leur couleur de peau <i>their skin colour</i>
			...leur nationalité <i>their nationality</i>	...leur orientation sexuelle <i>their sexual orientation</i>
			...leurs origines <i>their origins</i>	
		lutter contre <i>fight against</i>	le racisme <i>racism</i>	le sésuisme <i>sexism</i>
		combattre <i>fight/combat</i>	la discrimination <i>discrimination</i>	l'inégalité <i>inequality</i>
			la pauvreté <i>poverty</i>	le chômage <i>unemployment</i>

1.	OPINION PHRASE	MODAL VERB	INFINITIVE VERB	NOUN
On peut être <i>We can be</i>	et avoir les mêmes <i>and have the same</i>	valeurs <i>values</i>	droits <i>rights</i>	
	et être <i>and be</i>	égaux <i>equal</i>	divers <i>diverse</i>	

Sentence starter	noun	connective	verb (present/past)
Mon modèle célèbre, c'est <i>My famous role model is</i>	un/une athlète <i>an athlete</i>	qui s'appelle... <i>who is called</i>	il/elle <i>he/she</i>
	un sportif <i>a sportsman</i>		m'inspire <i>inspires me</i>
	une sportive <i>a sportswoman</i>		a représenté son pays <i>(has) represented his/her country</i>
	un influenceur <i>an influencer (m.)</i>		a lutté pour les droits des femmes <i>(has) fought for women's rights</i>
	une influenceuse <i>an influencer (f.)</i>		a combattu pour la paix/la justice <i>(has) fought for peace/justice</i>
	un footballeur <i>a footballer (m.)</i>	parce qu' <i>because</i>	a lutté contre la discrimination/harcèlement <i>(has) fought against discrimination/bullying</i>
	une footballeuse <i>a footballer (f.)</i>	car <i>because</i>	a encouragé l'égalité <i>(has) encouraged equality</i>
	un blogueur <i>a blogger (m.)</i>	puisqu' <i>because / since</i>	a participé à beaucoup de manifestations <i>(has) participated in lots of protests</i>
	une blogueuse <i>a blogger (f.)</i>		est devenu(e) (acteur) <i>became (an actor)</i>
	un personnage à la télé <i>a character on TV</i>		est né(e) en (deux milles six) <i>was born in (2006)</i>

je peux m'identifier avec lui / elle <i>I can identify with him / her</i>	il est <i>he is</i>	amusant(e) <i>funny</i>	patient(e) <i>patient</i>	en fauteuil roulant <i>in a wheelchair</i>
	elle est <i>she is</i>	content(e) <i>happy</i>	forte <i>strong</i>	adopté(e) <i>adopted</i>
parce qu' <i>because</i>		fidèle <i>loyal</i>	pratique <i>practical</i>	fil unique <i>an only child (m)</i>
car <i>because</i>		agréable <i>nice</i>	responsable <i>responsible</i>	fille unique <i>an only child (f)</i>
puisque <i>because/since</i>		unique <i>unique</i>	heureux/euse <i>happy</i>	religieux/euse <i>religious</i>
		sérieux/euse <i>serious</i>	travailleur/euse <i>hardworking</i>	handicapé(e) <i>disabled</i>
		sportif/ve <i>sporty</i>	gentil/gentille <i>kind</i>	gay <i>gay</i>
		sympa <i>kind</i>	sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i>	bisexuel / bisexuelle <i>bisexual</i>
				hétéro(sexuel/elle) <i>straight</i>
				lesbienne <i>lesbian</i>
				une femme <i>a woman</i>
				un homme <i>a man</i>

### French: Week 8 Questions

#### Translate in English:

- Je pense qu'on doit respecter les religions et lutter contre le racisme.
- On peut être pauvre et être égaux.
- La personne que j'admire est une sportive car elle a représenté son pays.
- Je peux m'identifier à elle car elle est sûre d'elle-même

#### Translate in French:

- We can be disabled and have the same rights and values.
- I can identify with him since he is sporty and patient.
- I am a fan of a character on TV who is called Mr Bean.
- I would say that it is important to fight against racism.

#### Extended Writing Question: Use 1 sentence from each sentence builder to create your extended writing answer.

Qui est ton modèle célèbre et pourquoi? (Who is your famous role-model and why?)

## History: Half Term 1 - Week 1

### History: Week 1 Knowledge Organiser: How did Hitler control people?

#### Key dates:

1889 - Hitler was born in Austria  
1907 - Hitler moved to Vienna to join an art college  
11th November 1918 - Germany signed the Armistice; Hitler was in hospital at the time  
September 1919 - Hitler attended a DAP meeting  
1920 - Hitler became Propaganda Minister for the DAP and changed the name of the DAP to 'NSDAP'  
1921 - Hitler replaces Drexler as leader of the NSDAP (the Nazis)  
1933 - Hitler came to power in Germany

#### Key words:

Lance Corporal - a middle rank in the army  
Radicals - a group who wants complete social change, usually opposite to the existing government  
Orator - a public speaker  
Propaganda - something produced to spread a message, and to persuade others to agree

#### Key information:

Adolf Hitler was born in Austria in 1889. By the time he was 18, his mother and father had died. He had been very close with his mother. In 1907, Hitler moved to Vienna to join an art college. He was rejected and slept on the streets of the capital for several years. When war broke out in 1914, he joined the German Army. He won the Iron Medal Cross twice and became a Lance Corporal. He was injured in hospital when the German government signed the Armistice on 11th November 1918.

After the war, Hitler became an informant (spy) for the government. His job was to attend meetings of radical parties and report back with any information. In September 1919, he attended a meeting of Anton Drexler's German Workers Party (DAP). Hitler was impressed by their ideas and joined them! In 1920, Hitler became Propaganda Minister for the DAP. He changed the name of the party by adding 'National Socialist' to the start (NSDAP). In 1921, he replaced Drexler and became the leader of the German Workers Party.

Hitler used his personal appeal to gather a large following for the Nazis. He was a very strong orator, and usually started a speech quietly, building up to a loud finish. This, and his dramatic hand gestures meant that he caught people's attention and riled them up into a frenzy; lapping up Nazi ideas. This was one of the reasons why the Nazis became so popular in Germany.

Once Hitler came to power in 1933, he used different tactics to maintain (keep) control: fear, propaganda, and rewards. Senior members of the Nazi Party were put in charge of each of these tactics: Himmler became the Head of the Police State; Goering was in charge of the German economy; and Joseph Goebbels became the Propaganda Minister.

**History: Week 1 Questions**

1. Which parent was Hitler very close to?

2. Where did Hitler move to in 1907?

3. Where was Hitler when Germany signed the Armistice, ending World War One?

4. Which political party's meeting did Hitler attend in September 1919?

5. Who did Hitler replace as leader of NSDAP?

6. What was Hitler particularly good at?

7. When did Hitler come to power in Germany?

8. What three tactics did Hitler use to maintain control?

**Extended Writing Question: What parts of Hitler's childhood may have affected his personality in later life?**

## History: Half Term 1 - Week 2

### History: Week 2 Knowledge Organiser: The use of fear

#### Key dates:

27th February 1933 - the Reichstag fire  
April 1933 - Gestapo set up

#### Key words:

Police state - where a government uses police or military to control what people do or say

Legitimate - to be correct, and on the right side of the law

SS, SD and Gestapo - Nazi organisations that made up the Police State

Reichstag - the German parliament

#### Key information:

By 1933, Hitler already had the SA (Brownshirts). However, they had a bad reputation as thugs and Hitler wanted his party, and himself as a leader, to look more legitimate. Germany as a country already had police and security forces, but Hitler wanted a force that was loyal to the Nazis, and especially to him. An organisation that he trusted, and that would be 100% loyal to him, would ensure that Hitler could have total control of the country. This is why he decided to create the Nazi Police State.

In order to maintain control of Germany, Hitler needed organisations to work for him that could control - and guarantee the loyalty of - the population. He set up three organisations, the SS, the Gestapo, and the SD, to form the Nazi Police State. Himmler oversaw all three organisations. The three organisations were separate, but linked and each controlled the Germans through methods such as spying, intimidation, and if necessary, imprisonment. The SS were also known as Hitler's "personal bodyguard" and oversaw the running of the concentration camps. The Gestapo were the secret police and did not wear uniform, meaning that people were constantly afraid that the Gestapo were listening in on them. The SD were a security and intelligence force, and kept index cards of all people that they suspected involved in anti-Nazi behaviour.

Not even one month after Hitler became Chancellor of Germany, the Reichstag building burned down, on 27th February 1933. Hitler claimed that the fire had been started by the Communists, who were political enemies of the Nazis. He used this as an excuse to say that emergency measures needed to take place to ensure the safety of the country - and this would have to include extra control over the German people. So, in March 1933 a law was passed called the Enabling Act. This gave Hitler the power to pass laws without getting parliament's approval

**History: Week 2 Questions**

1. What was the reputation of the SA? (**Sentence starter: “The reputation of the SA was...”**)

2. Why did Hitler decide to create the Nazi Police State?

3. What did Hitler want organisations to do to the population?

4. What three organisations did Hitler set up?

5. Which of the organisations of the police state didn't wear uniforms?

6. What happened on 27th February 1933?

7. What law did this lead Hitler to pass in March 1933?

8. What did this new law allow Hitler to do?

**Extended Writing Question:**

How did the police state make people scared of the Nazis?

## History: Half Term 1 - Week 3

### History: Week 3 Knowledge Organiser: Propaganda

#### **Key dates:**

1936 - membership in youth groups became compulsory

#### **Key words:**

Propaganda - something produced to spread a message, and to persuade others to agree

Censorship - when information is erased or hidden in order to stop that information from being seen

Indoctrinate - to teach someone to accept a set of beliefs

#### **Key information:**

Hitler and the Nazi Party were central to every part of the lives of the German people, from the swastika symbol appearing on every uniform and public building, and the "Heil Hitler" salute, to pictures of Hitler being displayed everywhere. The Ministry of Propaganda was responsible for this, headed by Joseph Goebbels. The Ministry's aim was to indoctrinate people into obeying the Nazis and idolising Hitler, so that they could then be controlled. Nazi propaganda came in various ways: from radio, public rallies and newspapers, to films, books and buildings.

Hitler wanted all young people (the youth) in Nazi Germany to become 1) indoctrinated, loyal members of the Nazi Party, and 2) strong and well-trained as future soldiers, or mothers, and used propaganda to achieve these aims.

Hitler believed that if he could control children from a young age, then they would follow him no matter what. One of the ways that he attempted to do this was through schools and the curriculum (outline of lessons). Lessons began, and ended, with a salute to Hitler. Teachers had to take an oath of loyalty to Hitler, and had to join the Nazi Teachers' League. History textbooks were re-written to make Germany sound strong and victorious. 15% of the curriculum was dedicated to P.E., and children were taught about eugenics.

Hitler also believed that children could - and should - be controlled during their spare time. One of the ways that he attempted to do this was through the creation of several youth groups. The Hitler Youth was an organisation created for teenage boys, which taught them preparation for the military, as well as survival skills such as map reading and camping. The League of German Maidens was an organisation created for teenage girls, which taught them preparation for motherhood, but also included physical exercise and experience working on the land.

By 1936, membership in Nazi youth groups was compulsory for boys and girls between 10 and 17.

**History: Week 3 Questions**

1. Name three ways that Hitler and the Nazi Party were central to every part of the lives of German people.
2. Who was the leader of the Ministry of Propaganda?
3. What is propaganda?
4. What was the aim of the Ministry of Propaganda?

5. Which two parts of young people's lives did Hitler try to control?
6. What organisation did teachers have to join in Nazi Germany?
7. Who was able to join the Hitler Youth?
8. Who was able to join the League of German Maidens?

**Extended Writing Question: Why do you think that Hitler made membership in Nazi youth groups compulsory?**

## History: Half Term 1 - Week 4

### History: Week 4 Knowledge Organiser: Rewards

#### Key dates:

1933 - birth rate was 15/1,000  
1935 - Fountain of Life programme introduced by Himmler  
1939 - birth rate was 20/1,000

#### Key words:

Birth rate - how quickly children are being born in a country, compared to the total population  
Contraception - prevents you from becoming pregnant

#### Key information:

One of Germany's many problems was that the birth rate had fallen. This worried the Nazis because fewer children meant fewer future soldiers, as well as fewer workers who would make the country money. They wanted to solve this problem by encouraging women to marry and have children. To do this, they first needed to encourage women to stay at home.

The Nazis used propaganda to persuade women to stay at home and concentrate on the 'three Ks': Kinder, Kuche, Kirche.

Kinder (children): contraception was difficult to get hold of, and rewards were given for women who had children.

Kuche (kitchen): at school, girls no longer trained for work but for motherhood, and taught housework such as ironing.

Kirche (church): women were encouraged to be "traditional", so good, German Christians with no makeup or dyed hair; modest clothing; and no dieting or smoking.

The Nazis also used rewards to persuade women to stay at home and concentrate on the Three Ks. The Nazis offered loans of up to 1,000 marks for women who stayed at home to bring up children. They then reduced the repayments each time a child was born. The Fountain of Life programme was introduced by Himmler in 1935. It encouraged women to have children, and gave those who did financial aid, and nursery places. All the women had to do was have children with chosen SS men. The Motherhood Cross: a medal was given to women for the number of children they had. Bronze for four; silver for six; and gold for eight. The Hitler Youth were ordered to salute women who had gold medals.

The attempts by the Nazis to control women, including the offer of rewards, were generally effective... The birth rate rose from 15/1,000 in 1933, to 20/1,000 by 1939.



**History: Week 4 Questions**

1. What did a falling birth rate mean for Germany?
2. What did the Nazis want to encourage women to do?
3. What did the 'Ks' stand for in the 'Three Ks'?
4. What happened to the loan repayments for every child born?

5. Who introduced the Fountain of Life Programme in 1935?
6. How many different medals were there for the Motherhood Cross?
7. What did the Hitler Youth have to do to women who had given birth to eight children?
8. How much did the birth rate rise in Nazi Germany between 1933 and 1939?

**Extended Writing Question:**

**Extended writing: What was more effective, propaganda aimed at women, or rewards aimed at women?**

## History: Half Term 1 - Week 5

### History: Week 5 Knowledge Organiser: The History of the Jewish persecution

#### **Key dates:**

1290 - Edward I expels the Jews from England  
1933 - The Nazis came to power in Germany; 9.5 million Jews living in Europe

#### **Key words:**

Persecution - hostility and ill-treatment, usually based on ethnicity, religion or sexual orientation.

Anti Semitism - irrational hatred and hostility towards Jewish people.

Assimilation - when people are fully integrated into (part of) the society around them.

Scapegoat - someone who is easily blamed for any wrongdoing.

Jewish people had lived in Europe since the medieval period (1000-1500); they did not emerge at the same time as Hitler and the Nazis. Similarly, Anti Semitism did not begin when the Nazis came to power in 1933. Jewish communities were always a minority of the population, which made them a target for persecution. An example of this in the medieval period is in 1290, when the Jewish community in England was expelled (forced to leave) by Edward I.

In 1933, there were communities of Jewish people living in every European country. There were 9.5 million Jewish people in Europe in total. The largest Jewish communities were in Eastern Europe, with more than three million Jews living in Poland, and more than 2.5 million in the Soviet Union. There was huge diversity (difference) in these communities, in terms of culture, languages and political views.

There were approximately 500,000 Jews living in Germany by 1933, representing 1% of the population. When Hitler and the Nazis came to power, German Jews were largely assimilated into German society. Some had married non-Jews and had children with blended backgrounds. German Jews worked in a range of jobs and had important roles in their communities, e.g. doctors, lawyers, business owners and politicians. During World War One, 100,000 Jewish people had fought in the German army. 12,000 lost their lives. Despite being largely assimilated into German society, Jews had experienced Anti Semitism in Germany before the Nazis came to power. At the end of World War One, some Germans were looking for a scapegoat for their nation's military loss.

They wrongly blamed the Jews within the army for this defeat, as well as the government "controlled by Jews", for stabbing them in the back and signing the Armistice which was the Germans' unconditional surrender. This Anti Semitic feeling was made worse in 1919, with that same government signing the Treaty of Versailles. This brought about harsh punishments for Germany after the war. These punishments then led to a years of poverty and chaos for the German people, and they increasingly blamed the Jewish population for this.

Hitler wanted to get rid of the Jews, not just the Jewish communities in Germany, but across the whole of Europe. He could not do this as his first act in power in 1933, as it would shock people. Instead, he needed to persuade them to feel the same way and desensitise them to the idea of mass murder. So, the 1930s saw an escalation in persecution of the Jewish people: from beliefs to physical acts. We can represent this escalation as a "pyramid of hate".

**History: Week 5 Questions**

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. Which country were the Jews expelled from in 1290?</li><li>2. How many Jewish people were living in Europe in 1933?</li><li>3. Approximately how many Jewish people were living in Germany by 1933?</li><li>4. Which army did 100,000 Jews join during World War One?</li></ol> | <ol style="list-style-type: none"><li>5. Which two events after World War One made Anti Semitic feeling worse in Germany?</li><li>6. What did Hitler need to do to the German people to make them accept the idea of mass murder?</li><li>7. What happened to persecution of the Jewish people in the 1930s in Germany?</li><li>8. What do we use to represent this escalation of persecution?</li></ol> |
|--|--|

**Extended Writing Question:**

**Why is it a misconception to say that Hitler started the persecution of Jewish people?**

## History: Half Term 1 - Week 6

### History: Week 6 Knowledge Organiser: The Nuremberg Laws

#### **Key dates:**

30th March 1933 - Hitler orders the boycotting of Jewish businesses  
1935 - Nuremberg Laws  
1938 - all Germans have to carry an ID card, identifying their race and religion.

#### **Key words:**

Discrimination - the different or unjust treatment of someone based on their identity  
Boycott - to stop using, or buying, a product or service as a form of protest  
Citizenship - the status of being a citizen of a country, and having certain rights as a result  
Contaminate - making something dirty or impure by adding something to it

#### **Key information:**

As Hitler and the Nazis took control of the country, including education, the press and the arts, they moved quickly to indoctrinate the German people by spreading propaganda against the Jews, branding them “vermin” and “filth”. Also, discrimination against the Jews started to increase and become more acceptable in German society. Jews were gradually excluded from positions of power or wealth: they were banned from inheriting land in September 1933; they were banned from parks and swimming pools in 1934; and were made to sit on separate street benches painted yellow (for the Star of David, the symbol of Judaism), in an attempt to distance them from Aryan, German people. On 30th March 1933, the Nazis announced a boycott of all Jewish businesses, and the SA were used to stand outside the shops to intimidate people thinking about going inside.

The escalation of persecution of the Jews is most clear with the change in the law. At the annual Nazi Party rally in 1935 in Nuremberg, Hitler announced the introduction of two new laws, the Reich Law on Citizenship and the Reich Law for the Protection of German Blood and Honour. The first took away a Jew’s citizenship as a German, so they lost their right to vote, to work in the government, and their right to a passport so this was confiscated from them. Jews were also required to wear a yellow star-shaped badge on their clothing so that they could be recognised as Jewish by other people. The second law forbade Jews from marrying German citizens, and they were not allowed to have sexual relations. This was because the Nazis didn’t want the Jewish blood to “contaminate” the Aryan, German blood.

As a result of the Nuremberg Laws, persecution of the Jews in Germany worsened. If a Jew was caught not wearing their yellow star patch, then they would either be arrested or physically punished. Also, they were banned from joining the Germany Army from May 1935, and by 1938 all Germans had to carry an ID card, showing their religion and race, which could be checked by SS soldiers or the Gestapo at any time.

**History: Week 6 Questions**

1. What two ideas did the Nazi propaganda spread about the Jews?
2. What were the Jews banned from doing in 1934?
3. Why were benches for Jews painted yellow?
4. Where did the Nazis hold their annual rallies?

5. What were the two Nuremberg Laws?
6. What was confiscated from the Jews, with the first law?
7. What were the Jews forbidden from doing, with the second law?
8. What two punishments did Jews receive for not wearing their yellow star patch?

**Extended Writing Question:**

**Why do you think that the Nazis wanted to put their hatred of the Jews into the law?**

## History: Half Term 1 - Week 7

### History: Week 7 Knowledge Organiser: Kristallnacht

#### Key dates:

7th November 1938 - Ernst vom Rath assassinated  
9th/10th November 1938 - Kristallnacht

#### Key words:

Synagogue - a Jewish place of worship

Desecrated - a sacred place being violently disrespected or destroyed

Confiscated - something is taken away

Escalated - something getting worse or more serious

#### Key information:

On the night of the 9th November 1938, Nazi leaders unleashed a series of pogroms against the Jewish population in Germany and its territories. This event came to be called Kristallnacht (The Night of Broken Glass) because of the shattered glass that littered the streets after the vandalism and destruction of Jewish-owned businesses, synagogues, and homes. It was organised by Hitler and the Nazis, and many civilians took part in the attack.

On 7th November 1938, German diplomat Ernst vom Rath was assassinated in Paris, by a 17-year-old Polish Jew called Herschel Grynszpan, who had witnessed the expulsion of Polish Jews (including his own parents) from Nazi-occupied areas into refugee camps. Goebbels suggested, and spread the message, that Jews were conspiring against the Nazis. He did this to stir up hatred for the Jews in Germany. Following this, violence erupted. Goebbels ordered the SA and Hitler Youth to attack Jewish property.

Over the 9th and 10th November 1938, across Germany, Austria and the Sudetenland, SA and Hitler Youth units destroyed Jewish homes, businesses and synagogues. During Kristallnacht, 267 synagogues were destroyed. Many of these were burned. Local firefighters were told not to intervene unless the fire spread to other buildings. 7,500 Jewish businesses were looted and destroyed. Jewish cemeteries were desecrated. As well as being arrested, Jews were rounded up in the streets and forced to form acts of public humiliation. According to official German records, approximately 91 Jews were killed. However it is estimated that in reality, the deaths were in their hundreds.

30,000 of the Jewish men arrested were transferred by the SS and Gestapo to concentration camps, for example, Dachau. The Jewish communities were blamed for the damage, and ordered to pay fines totalling 1 billion Reichsmark. As well as this, any insurance payouts that Jews were owed for the damage to their property were confiscated. New laws were passed, which forced remaining Jewish children in German schools to leave; and ownership of Jewish businesses and property was transferred to Aryans.

Kristallnacht was a key turning point in Nazi Anti-semitic policy. The persecution against the Jews had escalated from discrimination against Jews through propaganda and the law, to violence against them being totally acceptable, and even encouraged, by those in charge

**History: Week 7 Questions**

1. What does 'Kristallnacht' mean?

2. Why did Kristallnacht happen?

3. Who ordered the SA and Hitler Youth to attack Jewish property?

4. When did Kristallnacht occur?

5. What happened to Jewish cemeteries during Kristallnacht?

6. According to official records, how many Jews were killed during Kristallnacht?

7. What happened to 30,000 Jewish men following Kristallnacht?

8. What were the financial costs of Kristallnacht for the Jews?

**Extended Writing Question:**

How does Kristallnacht show an escalation in the persecution of the Jews?

## History: Half Term 1 - Week 8

### History: Week 8 Knowledge Organiser: The Jewish ghettos

#### Key dates:

16th century - ghettos start to be used to separate Jews from populations of Europe  
1939 - Hitler was invading Eastern European countries to increase living space for his Germans  
April 1943 - Resistance in the Warsaw ghetto  
16th May 1943 - end of the Warsaw ghetto resistance; 7,000 Jews had been killed

#### Key words:

Ghetto - a run-down area within a city, too small for the population being forced to live there  
Insufficient - not enough  
Resistance - fighting back against what you're being told or forced to do  
Significant - important, remembered for being a turning point or a special moment

#### Key information:

Today, the word "ghetto" has become a term used to describe a section of a city, especially a slum area, where ethnic minorities live. However, the origin of the word "ghetto" is strictly related to the persecution of the Jews. During the sixteenth century in Venice, the Jews were forced to leave their homes and move to a run-down area that was too small for the amount of people being forced to live there. Over the next century, cities such as Rome, Frankfurt and Prague created their own "Jewish quarters" to re-house their Jewish populations. By 1939, Hitler was looking to expand German living space (Lebensraum) in Eastern Europe, which had a large Jewish population. This was a problem for Hitler as he considered Jews to be subhuman, so as they invaded they ordered all Jews to move from their homes and into new designated areas called ghettos. They could only move what they could carry, and were forced to march through the streets to their new homes.

Once in the ghetto, it became clear that food rations were insufficient for supporting such a large population. There were harsh punishments for those trying to smuggle additional food inside. Additionally, the SS used brutal measures to control the communities, such as public executions. Once inside the ghettos, the Jews lived in a constant state of fear. The Nazis sometimes thought it amusing to abuse those living within the ghettos without cause - there was one instance where a Jew was executed simply for looking at an SS man. In Warsaw, 400,000 Jews were ordered to live in the "Jewish district". It was less than 3% of the city's area, but housed a third of the population. Only 1% of the houses had running water, and Jews had to survive on 300 calories a day.

Resistance against the Nazi guards in the ghettos was incredibly difficult. Guards were heavily armed, and the Jews often did not have the physical strength, opportunity or weapons to fight back. Fighting back would lead to certain death. Also, the Nazis killed not only the Jews who fought back but their families, friends and neighbours. However, resistance did happen. Between 1941 and 1943 organised resistance movements occurred in over 100 ghettos. These resistance movements organised attacks against the Nazis and their allies and helped some Jews escape from the ghettos. One of the most significant acts of resistance took place in the Warsaw ghetto in April 1943, when German troops and police entered the ghetto to deport the 60,000 Jews living there. They were immediately shot at by Jewish fighters who had smuggled guns into the ghetto. The troops were forced to retreat. The uprising lasted for almost a month, and was led by the 23-year-old, Mordechai Anielewicz. In response, the German forces burned the ghetto building by building, and forced the Jews out of their hiding places. By the 16<sup>th</sup> May 1943, the Germans had killed 7,000 Jews and destroyed the whole ghetto. Those who were captured were sent to forced labour camps or murdered in the Treblinka death camp



**History: Week 8 Questions**

1. What is a “ghetto”?

2. Where in Europe were Jews being forced to move into ghettos in the sixteenth century?

3. What was Hitler looking to expand in Eastern Europe?

4. Why was Eastern Europe a “problem” for Hitler?

5. How did the SS control the communities in the ghettos?

6. How many Jews were ordered to live in the ghettos in Warsaw?

7. Between 1941 and 1943, what occurred in over 100 ghettos?

8. How did the Jews in the Warsaw ghetto respond to German troops trying to deport them?

**Extended Writing Question:**

How is deportation to ghettos an escalation in the persecution of the Jews, from Kristallnacht?

## Spanish: Half Term 1 - Week 1

Half Term 1

Week 1 - Phonics + Culture

Spain is composed of 17 provinces, or counties. The Capital city of Spain, Madrid, sits within the 'Comunidad de Madrid' whilst another famous city, Barcelona, sits within the Catalonia province. Spain is famous for many things including their gastronomy (food) music, dance and football. But there are many famous landmarks you may have seen before, including; la sagrada familia in Barcelona, 'el alhambra' in Granada, 'el prado' museum in Madrid and the Science and Arts museum in Valencia. Spain's official language is called Castilian - this is the type of Spanish that we know. However there are 4 other types of Spanish, known as different languages within Spain: Catalan, Valencian, Basque and Galician.

Spain is a mountainous country, especially in the north and it is bordered by the mountain range called The Pyrenees. The Pyrenees stretch more than 400 kilometres between Navarre, Aragon and Catalonia. Acting as a natural border between Spain and the rest of Europe, this mountain range runs horizontally along the north of the country. Madrid is also surrounded by mountain ranges, and has a beautiful river running through it called the Manzanares. There are festivals and markets that take place down by the river every month.

Did you know that Learning Spanish is like having a passport to explore multiple countries with a single language! Why? Because Spanish isn't just spoken in Spain. It's the key to communication in 21 countries around the world! There are 21 countries which state their official language as Spanish: Spain, Mexico, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Cuba, Dominican Republic, Puerto Rico, Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay, Venezuela, and Equatorial Guinea.

So, when you learn Spanish, you're not just learning a language –you're unlocking doors to a whole world of diverse cultures, from the charming streets of Madrid to the festivals of South America.

### Spanish Week 1 Questions

- |  |  |
|--|--|
| 1. How many provinces does Spain have? | 5. What river runs through Madrid?                       |
| 2. What is the capital city of Spain?  | 6. How many languages are officially Spoken in Spain?    |
| 3. Name a famous landmark in Spain     | 7. Name a country OTHER than Spain which speaks Spanish? |
| 4. Which mountain range borders Spain? | 8. How many countries speak Spanish in the world?        |

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

- Summarise what you have learnt about Spain.

## Spanish: Half Term 1 - Week 2

### Spanish: Week 2 Knowledge Organiser: Time

1. ¿A qué hora?		
Sentence Starter	Verb	Hour
Durante la semana <i>During the week</i>	<b>desayuno</b> <i>I eat breakfast</i>	
Los fines de semana <i>At the weekend</i>	<b>almuerzo</b> <i>I have lunch</i> <b>meriendo</b> <i>I have a snack</i>	la una <i>one o'clock</i> las dos <i>two o'clock</i> las tres <i>three o'clock</i> las cuatro <i>four o'clock</i> ...
Normalmente <i>Normally</i>	<b>hago mis deberes</b> <i>I do my homework</i>	
Generalmente <i>Usually</i>	<b>salgo de mi casa</b> <i>I leave my house</i>	las ocho y cinco <i>8.05</i> las ocho y diez <i>8.10</i> las ocho y cuarto <i>8.15</i> las ocho y veinte <i>8.20</i> las ocho y veinticinco <i>8.25</i> las ocho y media <i>8.30</i> las nueve menos veinticinco <i>8.35</i> las nueve menos veinte <i>8.40</i> las nueve menos cuarto <i>8.45</i> las nueve menos diez <i>8.50</i> las nueve menos cinco <i>8.55</i> al mediodía <i>at midday</i> a la medianoche <i>at midnight</i>
Todos los días <i>Every day</i>	<b>juego en el ordenador</b> <i>I play on the computer</i> <b>descanso</b> <i>I relax</i>	
Cada día <i>Each day</i>		
Para llevar una vida sana <i>In order to lead a healthy lifestyle</i>		

### Spanish: Week 1 Questions

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. During the week, I eat breakfast at eight o'clock.</li> <li>2. At the weekend, I relax and watch TV.</li> <li>3. Normally, I do my homework at four o'clock.</li> <li>4. Usually, I have lunch at midday.</li> </ol> | <ol style="list-style-type: none"> <li>5. Todos los días, juego en el ordenador a las nueve menos veinte</li> <li>6. Cada día, salgo de mi casa a las ocho y media.</li> <li>7. Para llevar una vida sana, descanso todos los días.</li> <li>8. Durante la semana, ceno a las siete.</li> </ol> |
|--|---|

### Extended Writing Question:

¿A que hora empiezas tu rutina? What time do you begin your routine? Write at least 3 sentences in Spanish.

## Spanish: Half Term 1 - Week 3

### Spanish: Week 2 Knowledge Organiser: Daily Routine

Time Phrase	Reflexive Verb	Time Phrase	Connective	Verb	Adjective
Normalmente <i>(Normally)</i>	<b>me despierto</b> <i>I wake up</i>	a las ocho <i>(at 8:00)</i> ... en punto <i>(on the dot)</i>	porque <i>(because)</i>	es <i>(it is)</i>	importante <i>(important)</i>
Siempre <i>(Always)</i>	<b>me levanto</b> <i>I get up</i>	a las siete y media <i>(at 7:30)</i>		no es <i>(it isn't)</i>	práctico <i>(practical)</i>
Todos los días <i>(Every day)</i>	<b>me lavo los dientes</b> <i>I brush my teeth</i>	a las nueve y diez <i>(at 9:10)</i>	dado que <i>(because)</i>	es <i>(it is)</i>	fácil <i>(easy)</i> difícil <i>(difficult)</i>
A menudo <i>(Often)</i>	<b>me peino</b> <i>I comb my hair</i>	a las nueve <u>menos</u> cuarto <i>(at 8.45)</i>		no es <i>(it isn't)</i>	estresante <i>(stressful)</i>
A veces <i>(Sometimes)</i>	<b>me ducho</b> <i>I shower</i>	a las nueve <u>menos</u> veinte <i>(at 8.40)</i>	pero <i>(but)</i>	Puede ser <i>It can be</i>	mejor para la salud <i>(better for your health)</i>
De vez en cuando <i>(From time to time)</i>	<b>me visto</b> <i>I get dressed</i>	al mediodía <i>(at midday)</i>		sin embargo <i>(however)</i>	<b>(no) tengo que salir</b> <i>(I (don't) have to go out)</i>
Durante la semana <i>During the week</i>	<b>me maquillo</b> <i>I put make-up on</i>	a medianoche <i>(at midnight)</i>	aunque <i>(although)</i>	<b>(no) voy al instituto</b> <i>(I (don't) go to school)</i>	
Durante el fin de semana <i>During the weekend</i>	<b>me relajo</b> <i>I relax</i>	temprano <i>(early)</i> tarde <i>(late)</i> enseguida <i>(immediately)</i>		me cuesta mucho <i>(it's a struggle)</i>	<b>tengo muchas actividades extra-escolares</b> <i>(I have lots of extra curricular activities)</i>
Después del colegio <i>After school</i>	<b>me divierto</b> <i>I have fun</i>	más temprano <i>(earlier)</i> más tarde <i>(later)</i>	incluso si <i>(even if)</i>	<b>no tengo mucho tiempo</b> <i>(I don't have much time)</i>	
Antes del colegio <i>Before school</i>	<b>me muevo</b> <i>I move</i>	primero <i>(first)</i> y luego ... <i>(and then ...)</i>		tengo prisa <i>(I am in a hurry)</i>	
	<b>me acuesto</b> <i>I go to bed</i>				
	<b>me duermo</b> <i>I sleep</i>				

### Spanish: Week 3 Questions

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>Normally, I wake up at 7:30.</li> <li>I always get up at 8:00 on the dot.</li> <li>Every day, I brush my teeth after school.</li> <li>Often, I shower before school.</li> </ol> | <ol style="list-style-type: none"> <li>Normalmente, me despierto a las siete y media.</li> <li>Siempre me levanto a las ocho en punto.</li> <li>Todos los días, me lavo los dientes después del colegio.</li> <li>A menudo, me ducho antes del colegio.</li> </ol> |
|--|--|

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

Describe tu rutina diaria - Describe your Daily routine.

## Spanish: Half Term 1 - Week 4

### Spanish: Week 4 Knowledge Organiser: Daily Routine

Time Phrase	Reflexive Verb	Time Phrase	Connective	Verb	Adjective
Normalmente (Normally)	<b>me despierto</b> <i>I wake up</i>	a las ocho (at 8:00) ... en punto (on the dot)		<b>es</b> (it is)	<b>importante</b> (important)
Siempre (Always)	<b>me levanto</b> <i>I get up</i>	a las siete y media (at 7:30)	<b>porque</b> (because)	<b>no es</b> (it isn't)	<b>práctico</b> (practical)
Todos los días (Every day)	<b>me lavo los dientes</b> <i>I brush my teeth</i>	a las nueve y diez (at 9:10)		<b>es</b> (it is)	<b>fácil</b> (easy)
A menudo (Often)	<b>me peino</b> <i>I comb my hair</i>	a las nueve <u>menos</u> cuarto (at 8.45)	<b>dado que</b> (because)	<b>no es</b> (it isn't)	<b>difícil</b> (difficult)
A veces (Sometimes)	<b>me ducho</b> <i>I shower</i>	a las nueve <u>menos</u> veinte (at 8.40)		<i>Puede ser</i> It can be	<b>estresante</b> (stressful)
De vez en cuando (From time to time)	<b>me visto</b> <i>I get dressed</i>	al mediodía (at midday)	<b>pero</b> (but)		<b>mejor para la salud</b> (better for your health)
Durante la semana (During the week)	<b>me maquillo</b> <i>I put make-up on</i>	a medianoche (at midnight)		<b>(no) tengo que salir</b> (I (don't) have to go out)	
Durante el fin de semana (During the weekend)	<b>me relajo</b> <i>I relax</i>	temprano (early)	<b>sin embargo</b> (however)	<b>(no) voy al instituto</b> (I (don't) go to school)	
Después del colegio (After school)	<b>me divierto</b> <i>I have fun</i>	tarde (late)		<b>me cuesta mucho</b> (it's a struggle)	
Antes del colegio (Before school)	<b>me muevo</b> <i>I move</i>	enseguida (immediately)	<b>aunque</b> (although)	<b>tengo muchas actividades extra-escolares</b> (I have lots of extra curricular activities)	
	<b>me acuesto</b> <i>I go to bed</i>	más temprano (earlier)		<b>no tengo mucho tiempo</b> (I don't have much time)	
	<b>me duermo</b> <i>I sleep</i>	más tarde (later)	<b>incluso si</b> (even if)	<b>tengo prisa</b> (I am in a hurry)	
		primero (first) y luego ... (and then ...)			

### Spanish: Week 4 Questions

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Sometimes, I comb my hair at 7:30.</li> <li>2. From time to time, I get dressed at 8:40.</li> <li>3. During the week, I relax at 8:45.</li> <li>4. During the weekend, I go to bed at midnight.</li> </ol> | <ol style="list-style-type: none"> <li>5. Los fines de semana duermo más tarde</li> <li>6. Después del colegio vuelvo a casa temprano</li> <li>7. Siempre salgo de casa tarde</li> <li>8. Durante la semana no tengo mucho tiempo</li> </ol> |
|--|--|

**Extended Writing Question:** ¿Qué haces normalmente después del colegio? Write at least three sentences describing what you do when you finish school.

## Spanish: Half Term 1 - Week 5

### Spanish: Week 5 Knowledge Organiser: A healthy Lifestyle

#### 4. ¿Llevas una vida sana?

Sentence Starter	Modal Verb	Infinitive phrase
Para llevar una vida sana <i>(In order) to lead a healthy lifestyle</i>	se puede <i>you can</i>	dormir bien <i>sleep well</i> beber mucha agua <i>drink lots of water</i> jugar al fútbol <i>play football</i> practicar deporte <i>to practise sport</i>
Para mantenerse en forma <i>In order to keep fit</i>	se debe <i>you should</i> hay que <i>you must</i> me gusta <i>I like to</i> voy a <i>I'm going to</i> intento <i>I try to</i>	ir al gimnasio <i>go to the gym</i> hacer ejercicio <i>do exercise</i> correr <i>run</i> caminar/pasear <i>walk</i> montar en bici <i>ride a bike</i> descansar <i>to rest</i> ser activo/a <i>be active</i> estar al aire libre <i>be outside</i> moverse más <i>move more</i> evitar el estrés <i>avoid stress</i> evitar comida con mucho azúcar <i>sugary food</i> evitar bebidas azucaradas <i>sugary drinks</i>

### Spanish: Week 5 Questions

#### Translate into English:

- Para llevar una vida sana se puede dormir bien
- Se debe hacer ejercicio
- Voy a montar en bici
- Me gusta beber mucha agua

#### Translate into Spanish:

- I am going to be active
- In order to keep fit you must move more
- I try to avoid sugary food
- To lead a healthy lifestyle I like to rest

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

**¿Llevas una vida sana? Write at least three sentences explaining if you lead a healthy lifestyle. Say why/why not?**

## Spanish: Half Term 1 - Week 6

### Spanish: Week 6 Knowledge Organiser: Injuries and illnesses

¿Qué te dueles?				
Sentence starter	verb	Connective	Advice	
<p><b>Siempre</b> (Always)</p> <p><b>Normalmente</b> (Normally)</p> <p><b>Nunca</b> (Never)</p> <p><b>A menudo</b> (Often)</p> <p><b>De vez en cuando</b> (From time to time)</p> <p><b>A veces</b> (Sometimes)</p> <p><b>Desde ayer</b> (Since yesterday)</p> <p><b>Desde anteayer</b> (Since the day before yesterday)</p> <p><b>Desde hace un día</b> (For a day)</p>	<p>me <b>siento</b> fatal (I feel awful)</p> <p><b>(no)</b> me encuentro bien (I am (not) well)</p> <p>estoy enfermo/a (I am ill)</p> <p>estoy cansado/a (I am tired)</p> <p>tengo frío (I am cold)</p> <p>tengo calor (I am hot)</p> <p>tengo catarro (I have a cold)</p> <p>tengo diarrea (I have diarrhoea)</p> <p>tengo dolor de la cabeza (I have a headache)</p> <p>tengo fiebre (I have a fever/temperature)</p> <p>tengo gripe (I have the flu)</p> <p>tengo mucho sueño (I am very sleepy)</p> <p>tengo náuseas (I feel sick)</p> <p>tengo quemaduras de sol (I have a sunburn)</p> <p>tengo tos (I have a cough)</p> <p>tengo una picadura (I have a sting)</p> <p>tengo una insolación (I have sunstroke)</p> <p>me duele la espalda/la pierna (my back/leg/ hurts)</p> <p>me duelen los ojos (my eyes hurt)</p>	<p>así que (so)</p> <p>y (and)</p> <p>pero (but)</p> <p>por eso (therefore)</p> <p>por lo tanto (therefore)</p>	<p>tengo que (I have to)</p> <p>tienes que (you have to)</p> <p>necesito (I need)</p> <p>se debe (you should)</p> <p>hay que (one must)</p> <p>se puede (one can)</p>	<p>tomar aspirinas (take aspirin)</p> <p>tomar unas pastillas (take some tablets)</p> <p>tomar una siesta (take a nap)</p> <p>tomar este jarabe (take this syrup)</p> <p>ir al médico (to go to the doctor)</p> <p>ir al hospital (go to the hospital)</p> <p>quedarse en casa (to stay at home)</p> <p>usar este crema (use this cream)</p> <p>usar esta tiritita (use this plaster)</p> <p>descansar (to rest)</p> <p>evitar el ejercicio (to avoid exercise)</p> <p>evitar el sol (to avoid the sun)</p> <p>beber mucha agua (to drink a lot of water)</p> <p>llevar una vida más sana (lead a healthy life)</p>

### Spanish: Week 6 Questions

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. From time to time, I have the flu and need to take this syrup.</li> <li>2. Sometimes I have a headache, so I should take aspirin.</li> <li>3. Since the day before yesterday, I have had a cold,</li> <li>4. Normally, I am ill, therefore I should go to the doctor</li> </ol> | <ol style="list-style-type: none"> <li>5. A veces tengo dolor de cabeza</li> <li>6. Me duelen los ojos, así que debo usar esta crema.</li> <li>7. A menudo tengo fiebre y tengo que quedarme en casa</li> <li>8. <b>Desde anteayer tengo catarro, pero no necesito ir al hospital.</b></li> </ol> |
|---|---|

### Extended Writing Question:

Answer the question: **Qué pasa? What is wrong? Give at least three sentences saying what is wrong and for how long.**

## Spanish: Half Term 1 - Week 7

### Spanish: Week 7 Knowledge Organiser: Injuries and Illnesses

¿Qué te dueles?					
Sentence starter	verb	Connective	Advice		
<p><b>Siempre</b> (<i>Always</i>)</p> <p><b>Normalmente</b> (<i>Normally</i>)</p> <p><b>Nunca</b> (<i>Nunca</i>)</p> <p><b>A menudo</b> (<i>Often</i>)</p> <p><b>De vez en cuando</b> (<i>From time to time</i>)</p> <p><b>A veces</b> (<i>Sometimes</i>)</p> <p><b>Desde ayer</b> (<i>Since yesterday</i>)</p> <p><b>Desde anteayer</b> (<i>Since the day before yesterday</i>)</p> <p><b>Desde hace un día</b> (<i>For a day</i>)</p>	<p>me <b>siento</b> fatal (<i>I feel awful</i>)</p> <p><b>(no) me encuentro bien</b> (<i>I am (not) well</i>)</p> <p>estoy enfermo/a (<i>I am ill</i>)</p> <p>estoy cansado/a (<i>I am tired</i>)</p> <p>tengo frío (<i>I am cold</i>)</p> <p>tengo calor (<i>I am hot</i>)</p> <p>tengo catarro (<i>I have a cold</i>)</p> <p>tengo diarrea (<i>I have diarrhoea</i>)</p> <p>tengo dolor de la cabeza (<i>I have a headache</i>)</p> <p>tengo fiebre (<i>I have a fever/temperature</i>)</p> <p>tengo gripe (<i>I have the flu</i>)</p> <p>tengo mucho sueño (<i>I am very sleepy</i>)</p> <p>tengo náuseas (<i>I feel sick</i>)</p> <p>tengo quemaduras de sol (<i>I have a sunburn</i>)</p> <p>tengo tos (<i>I have a cough</i>)</p> <p>tengo una picadura (<i>I have a sting</i>)</p> <p>tengo una insolación (<i>I have sunstroke</i>)</p> <p>me duele la espalda/la pierna (<i>my back/leg/ hurts</i>)</p> <p>me duelen los ojos (<i>my eyes hurt</i>)</p>	<p>así que (<i>so</i>)</p> <p>y (<i>and</i>)</p> <p>pero (<i>but</i>)</p> <p>por eso (<i>therefore</i>)</p> <p>por lo tanto (<i>therefore</i>)</p>	<p>tengo que (<i>I have to</i>)</p> <p>tienes que (<i>you have to</i>)</p> <p>necesito (<i>I need</i>)</p> <p>se debe (<i>you should</i>)</p> <p>hay que (<i>one must</i>)</p> <p>se puede (<i>one can</i>)</p>	<p>tomar aspirinas (<i>take aspirin</i>)</p> <p>tomar unas pastillas (<i>take some tablets</i>)</p> <p>tomar una siesta (<i>take a nap</i>)</p> <p>tomar este jarabe (<i>take this syrup</i>)</p> <p>ir al médico (<i>to go to the doctor</i>)</p> <p>ir al hospital (<i>go to the hospital</i>)</p> <p>quedarse en casa (<i>to stay at home</i>)</p> <p>usar este crema (<i>use this cream</i>)</p> <p>usar esta tiritita (<i>use this plaster</i>)</p> <p>descansar (<i>to rest</i>)</p> <p>evitar el ejercicio (<i>to avoid exercise</i>)</p> <p>evitar el sol (<i>to avoid the sun</i>)</p> <p>beber mucha agua (<i>to drink a lot of water</i>)</p> <p>llevar una vida más sana (<i>lead a healthy life</i>)</p>	

### Spanish: Week 7 Questions

1. Normally, I am ill, therefore I should go to the doctor.
2. I don't feel well since yesterday, therefore I need to take some tablets.
3. I often have a fever and have to stay at home.
4. From time to time, I have the flu and need to take this syrup.

1. Nunca me encuentro bien desde ayer.
2. Siempre me siento fatal.
3. Tengo que descansar mucho.
4. Se debe usar esta tiritita.

### Extended Writing Question: Answer the question:

¿Qué se debe hacer? What should you do? Write at least three sentences giving advice on an injury or an illness.



**Spanish: Half Term 1 - Week 8**

**Spanish: Week 8 Knowledge Organiser: Picture Based Task**

Position		Noun		Activity	Location
En el fondo <i>In the back ground</i>	Hay <i>there is</i> se puede ver <i>you can see</i> Puedo ver <i>I can see</i>	un hombre <i>a man</i>	que está(n) <i>who is</i>	de vacaciones <i>on holiday</i>	en una ciudad. <i>In a city</i>
Está en.. <i>It is in</i>		una mujer <i>a woman</i>		Hablando <i>talking</i>	en un parque <i>in a park</i>
En la foto <i>In the photo</i>		un chico <i>a boy</i>		bailando <i>dancing</i>	en la playa. <i>On the beach</i>
		una chica <i>a girl</i>		cocinando <i>cooking</i>	en el campo <i>in the countryside</i>
		una familia <i>a family</i>		sacando fotos <i>taking photos</i>	hay árboles <i>there are trees</i>
		una pareja <i>a couple</i>		jugando <i>playing</i>	
		muchas personas <i>a lot of people</i>			
		una casa <i>a house</i>			
		un jardin <i>A garden</i>			

**Extended Writing Question:**

**Write a description of the photo - ensure you use at least 30 words and give an opinion.**





