

Independent learning at Brannel

Year 9 - Booklet 2 (Geography, History, MFL)

Name:

Tutor Group:

100-Day Plan

Use this booklet to help you work independently to practice the subject specific content and skills you have learnt at school.

Regular practice and retrieval is very important to help you remember key facts and skills. Revising material you have already learnt in small chunks will help with your revision for assessments. It will also help you to achieve your lesson goals and ensure you are working towards being the best you can be.

The subjects you will be working through in this booklet are:
Geography, History and MFL.

Each week you will be set 3 independent learning tasks. You need to complete them in your own time. In school you will go through the answers and think about what you feel you have learnt from the activity.

This booklet and your independent learning exercise book should be kept in your zip wallet and brought to school every day.

Alongside this booklet there is a menu of enrichment activities that you can choose to complete if you wish. They are all activities either related to work you are doing in school or the world around us. If you complete these your teachers will give you merits towards the house cup.

Subject Goals

Use your subject goals to help you challenge yourself. You should aim for your bronze goal as a minimum, and then challenge yourself to work towards your silver, gold or platinum.

Subject	Bronze	Silver	Gold	Platinum
Geography				
History				
MFL				

Academic Coaching Record: (Geography)

Use the coaching record to help you reflect on how you worked towards the tasks. Which 'therapy' activities really helped, which ones did you not find useful?

This will help you know which revision techniques work best for you when it comes to assessment revision.

Work Title	What went well and why it was successful	What I will do differently next time:
Natural Hazard - Water		
Natural Hazard - Weather		
Biomes		
Ecosystems		
Adaptations		
Africa		

Academic Coaching Record: (History)

Use the coaching record to help you reflect on how you worked towards the tasks. Which 'therapy' activities really helped, which ones did you not find useful?

This will help you know which revision techniques work best for you when it comes to assessment revision.

Work Title	What went well and why it was successful	What I will do differently next time:
Nazi Control of Germany		
Nazi policies towards Women and Young People		
The Holocaust		
Russia in 1900		
The 1917 Russian Revolution		
Stalin's Russia		

Academic Coaching Record: (French/Spanish)

Use the coaching record to help you reflect on how you worked towards the tasks. Which ‘therapy’ activities really helped, which ones did you not find useful?

This will help you know which revision techniques work best for you when it comes to assessment revision.

Work Title	What went well and why it was successful	What I will do differently next time:

Complete subject
checklists and extra
information

Subject Information

Subject	Topics covered during 100 days	Assessment date	Resources that may be helpful
Geography	Natural Hazards Ecosystems Africa & Development		BBC Bitesize Oak Academy Cool Geography Online Geography exercise book
History	Life in Nazi Germany The Holocaust Russian Revolution and Stalin's Russia		BBC Bitesize Seneca
MFL	Talking about day trips Carnivals and festivals Past and future tenses		Language gym Quizlet

Geography checklist

Year 9 Geography Checklist					
Topic	R	A	G	Therapy?	Test?
Natural Hazards					
• Know how a tsunami relates to tectonic plate boundaries					
• Using an example know the impacts of tsunamis and response to them					
• Describe some examples of weather hazards that impact the UK					
• Name some social/ environmental/ economic impacts to weather hazards					
Ecosystems					
• Name the different biomes of the planet					
• Explain factors that influence their distribution					
• Know the difference between an ecosystem and a biome					
• Name biotic and abiotic factors that influence ecosystems					
• Know how to interpret a climate graph					
• Explain how plants and animals have adapted to different biomes					
Africa & Development					
• Describe the climate of Africa and recall some countries					
• Evaluate how development is measured					

<u>Useful Links</u>			
			
BBC Bitesize – Natural Hazards	BBC Bitesize - Biomes	BBC Bitesize – Development	Oak Academy Lessons

Year 9 History Checklist 2

Topic	R	A	G	Therapy?	Test?
Nazi Germany					
• How did the Nazi Party control the people through propaganda?					
• How did the Nazi Party control the people through censorship?					
• How did the Nazi Party control the people through terror?					
• Nazi policies towards women					
• Nazi policies towards the young					
Holocaust					
• Holocaust meaning					
• Nazi persecution of the Jews 1933-39					
• Ghettos, Einsatzgruppen and Final Solution					
• Extermination camps					
Russia					
• The Russian Empire by 1900					
• Life in the countryside and cities					
• How did the Tsar control the people					
• The Russian Empire by 1900					
• Life in the countryside and cities					
• How did the Tsar control the people					
• Economic effects of Stalin's dictatorship					
• Social effects of Stalin's dictatorship					

Useful links:

Hitler and Nazi Germany	Holocaust	Russian Revolution
The persecution of minorities - Life in Nazi Germany, 1933-1939 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize	Genocide - The Holocaust - 3rd level History Revision - BBC Bitesize	Lenin and the Russian Revolution - National 5 History Revision - BBC Bitesize
		

Independent Learning Tasks

GEOGRAPHY

Independent Learning – Geography: No. 1 – Natural Hazards

Diagnosis (D):

Natural Hazards – Water	R	A	G
Know how a tsunami relates to tectonic plate boundaries			
Using an example know the impacts of tsunamis and response to them			

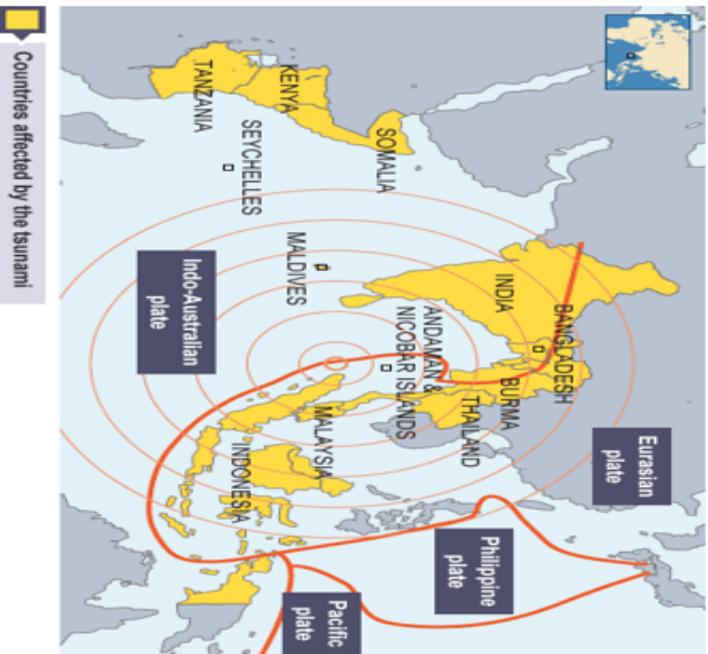
BBC NEWS

Thousands die in Asian tsunami

Massive sea surges triggered by an earthquake under the Indian Ocean have killed over 250,000 people in southern Asia, with many more feared dead. An 8.9 magnitude earthquake under the sea near Aceh, north Indonesia, at 0759 local time (0059 GMT) generated the biggest tsunami the world has seen for at least 40 years. The wall of water fanned out across the Indian Ocean at speeds of 800km per hour and slammed into coastal areas with little or no warning. Officials in Indonesia, Sri Lanka and India have all reported death tolls in the thousands and the figures are expected to rise sharply over the next few days. Indonesia is thought to be the worst-hit country in the region. In Sri Lanka over one million have been made homeless. President Chandrika Kumaratunga has declared a national emergency. Hundreds of fishermen are missing off the southern Indian coast and witnesses have reported scores of bodies being washed up on beaches. Other countries hit by the tsunami include Malaysia, Thailand, the Maldives, the Seychelles and the Indian-owned Andaman and Nicobar islands.

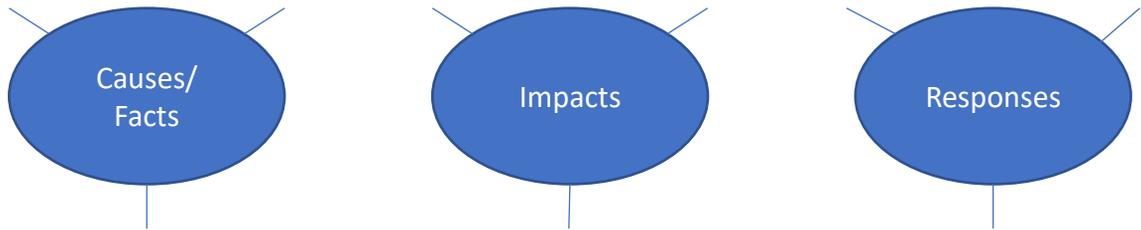
The tsunami was only 1 metre in height in the open ocean, but this increased up to 15m high as it neared the coast. It was caused at a destructive plate boundary by the Indo-Australian plate being subducted underneath the Eurasian plate. Thirteen countries in total were affected and 2 million were left homeless in the region. Immediately water purifying tablets, shelter boxes, food rations and medicines were sent by multiple countries, and millions of pounds worth of donations were made in a huge fundraising effort across the world. The total cost of damage was upwards of \$10 billion wiped out the entire tourist and fishing industry

Large parts of the affected area are popular holiday destinations and many resorts have been badly hit. In Thailand, hundreds of holiday bungalows have been destroyed on the popular Phi Phi Island. Tourists from all over the world are thought to be among the dead. Health experts now fear that many more could die as diseases like typhoid, cholera and malaria spread rapidly. United Nations Emergency Relief Co-ordinator Jan Egeland said many of the affected areas had dense populations living in sub-standard housing. "This may be the worst natural disaster in recent history," he added. A tsunami warning system has now been built on Indian Ocean coastal countries and tsunami shelters are now common place around coastal settlements such as Bali and Sri Lanka.



Therapy (T):

1. Highlight or underline key facts and information in the article.
2. Make a mind map of causes, impacts and responses like the example below:



3. Have a conversation with a parent/ guardian or trusted adult about the boxing day Indian Ocean Tsunami. They will remember it!

Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

Q1. What is a tsunami?

Q2. How many countries were affected by the Indian Ocean Tsunami?

Q3. Name one primary response to the disaster

Grade 4-6:

Q1. Why did a tsunami occur?

Q2. What kind of plate boundary caused this tsunami?

Q3. Why did people around the world have to fundraise for countries affected?

Grade 7-9:

Q1. Why might this natural disaster have caused greater economic impacts longer term?
(*clue: what industries were wiped out?*)

Q2. Why have many countries invested in tsunami warning systems?

Q3. Why was the tsunami only 1 metre in height at sea but 15 metres at the coast?

Independent Learning – Geography: No. 2 – Extreme Weather

Diagnosis (D):

Natural Hazards – Weather	R	A	G
Describe some examples of weather hazards that impact the UK			
Name some social/ environmental/ economic impacts to weather hazards			

Extreme Weather UK:

Extreme weather is weather which is not normal and often breaks records. It occurs rarely but can last for longer than expected.

The Beast from the East



- 50cm of snow fell.
- Strong winds blew much of the snow into large 'drifts'.
- **Red warnings** were issued by the MET Office which means there is a 'risk to life'.
- **Temperatures** dropped as low as -15°C.
- Thousands of **drivers were trapped in their cars**, on motorways over night.
- **Food** couldn't be delivered to supermarkets.

Summer 2018



- There were **1000 more deaths** than average for that time of year – mainly elderly people.
- In June only **15 mm of rain** fell across the country – 75% less than usual.
- There was an **80% rise in bookings** for UK holidays.
- **Heat damage** to roads in Oxfordshire cost an estimated **£3.6m to repair**.
- A **wildfire** on the moors on **Winter Hill in Bolton** raged for five days

Extreme Weather across the world

Wildfires – Summer 2018



- **California** – **38,000 deaths**, 17 missing people, 3400 firefighters were sent out to fight the fire.
- **Manchester** – Schools closed, soldiers and firefighters were sent out to help.
- **Greece** – **74 deaths**, 150 injured, People had to be rescued by boat as they were cut off.
- **Sweden** – 13 water bomber planes were brought in (each carrying 6000 litres of water) to put out the flames

Typhoon Haiyan



- Typhoon Haiyan formed in the Pacific ocean in **November 2015**
- The **Philippines** was the **worst affected**.
- **Wind speeds** reached speeds of **195mph**
- A total of **6340 people** were **killed**
- A total of **\$2.9billion of damage** was caused –
- Philippines is a NEE country so this will be difficult to repair quickly.

UK extreme weather

examples:



Drought



Heavy Rainfall



Storms & Strong winds



Extreme Heatwave



Extreme cold spell

Key words & terms

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Social Impact: something that affects just people e.g., deaths, injuries, schools closed

Economic Impact: something that affects the economy, businesses and jobs e.g. cost of damage, number of properties destroyed

Environmental Impact: something that affects the land and ecosystems e.g., tree uprooted, sewage leaked

Drought: a prolonged period of low rainfall, leading to a shortage of water.

Heatwave: a prolonged period of abnormally high temperatures.

Cold spell: a prolonged period of abnormally cold temperatures.

Tropical storm: a very intense storm with strong winds and heavy rainfall forming in tropical regions of the world. Otherwise known as typhoons, hurricanes and cyclones.

Therapy (T):

1. Look at the examples of the 5 different weather hazards you can get in the UK. Without looking at the knowledge organiser can you draw an icon for each and then name them.
2. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.
3. Underline/ highlight one environmental/ economic & social impact from the case study examples for extreme weather in the UK and around the world.

Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

Q1. What is a drought?

Q2. Name one social impact of the heatwaves in 2018:

Q3. Define the term 'extreme weather':

Grade 4-6:

Q1. How did the 'Beast from the East' cause damage to the economy?

Q2. Can you describe an environmental impact of droughts?

Q3. How could countries reduce some of these impacts of extreme weather?

Grade 7-9:

Q1. How might climate change affect our weather?

Q2. Do you think extreme weather has greater economic or social impacts? Why?

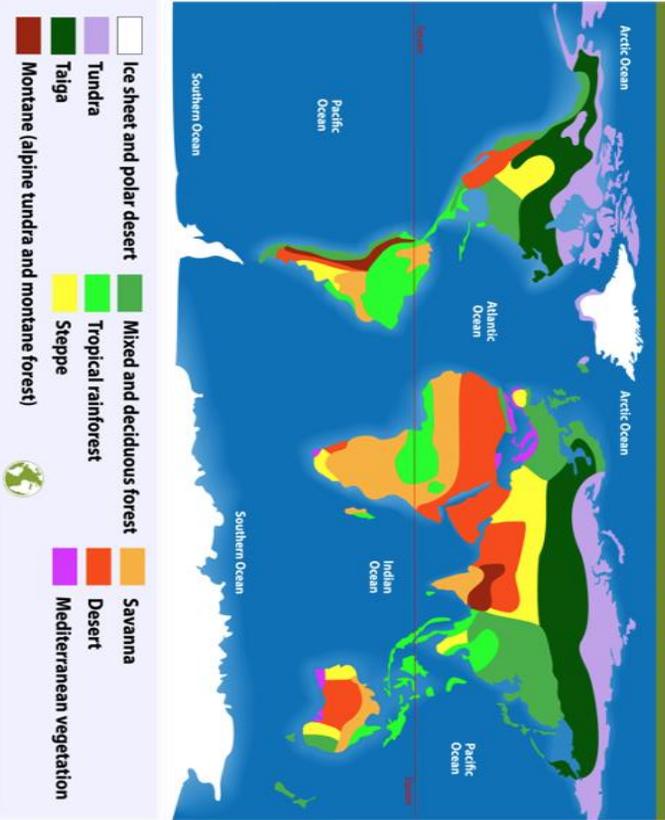
Q3. Are there any positives to some of this extreme weather in the UK? Explain

Independent Learning – Geography: No. 3 – Biomes

Diagnosis (D):

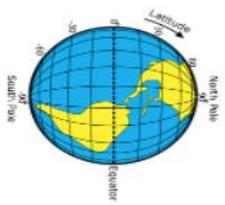
Global Ecosystems - Biomes	R	A	G
Name the different biomes of the planet			
Explain factors that influence their distribution			

The main biomes in the world



Ecosystems, Food chains and Food webs

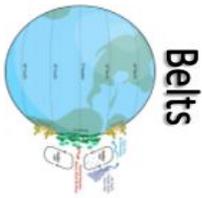
Latitude



Closer to the equator more direct sunlight an area receives.

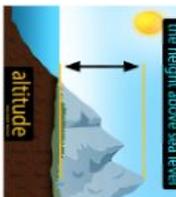
Further away from the equator the less direct sunlight is received.

Atmospheric Belts



Areas around the equator has warm moist air rising (low pressure) around the tropics you have cold dry air falling (high pressure).

Altitude



Higher the land is the colder the temperature.

Every 100m above sea level temperature drops by 1°C.

Biome's climate and plants

Biome	Location	Temperature	Rainfall	Flora	Fauna
Tropical rainforest	Centred along the Equator.	Hot all year (25-30°C)	Very high (over 200mm/Year)	Tall trees forming a canopy; wide variety of species.	Greatest range of different animal species. Most live in canopy layer
Tropical grasslands	Between latitudes 5° - 30° north & south of Equator.	Warm all year (20-30°C)	Wet + dry season (500-1500mm/Year)	Grasslands with widely spaced trees.	Large hoofed herbivores and carnivores dominate.
Hot desert	Found along the tropics of Cancer and Capricorn.	Hot by day (over 30°C) Cold by night	Very low (below 300mm/year)	Lack of plants and few species; adapted to drought.	Many animals are small and nocturnal; except for the camel.
Temperate forest	Between latitudes 40°-60° north of Equator.	Warm summers + mild winters (5-20°C)	Variable rainfall (500-1500mm/Year)	Mainly deciduous trees; a variety of species.	Animals adapt to colder and warmer climates. Some migrate.
Tundra	Far Latitudes of 65° north and south of Equator	Cold winter + cool summers (below 10°C)	Low rainfall (below 500mm/year)	Small plants grow close to the ground and only in summer.	Low number of species. Most animals found along coast.
Coral Reefs	Found within 30° north – south of Equator in tropical waters.	Warm water all year round with temperatures of 18°C	Wet + dry seasons. Rainfall varies greatly due to location.	Small range of plant life which includes algae and sea grasses that shelters reef animals.	Dominated by polyps and a diverse range of fish species.

Therapy (T):

1. Look at the examples of the 6 different biomes in the world. Without looking at the knowledge organiser can you draw an icon for each and then name them.
 2. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.
 3. Label the continents on your knowledge organiser map. Then try to label some countries.
 4. Try to recreate a simple table showing the characteristics of each biome: temperature, rainfall, adaptations and location.
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Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

- Q1. What continent has mainly temperate biome within it?
- Q2. Name a country that is Tundra biome:
- Q3. What biome has the least amount of rainfall and the highest temperatures?

Grade 4-6:

- Q1. What does Fauna and Flora mean?
- Q2. Which type of biome is made from tiny polyps?
- Q3. How does latitude affect the type of biome you get in an area of the World?

Grade 7-9:

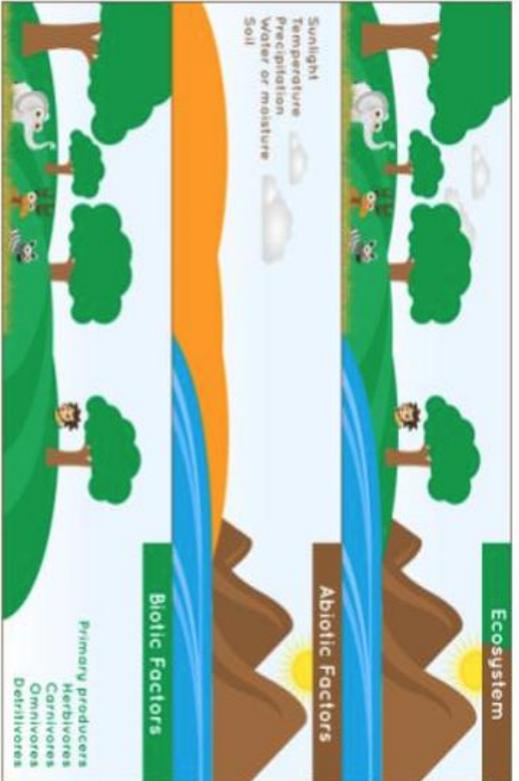
- Q1. Why does the North of India not have savanna and desert like the rest of the country?
- Q2. What is the difference between high pressure and low pressure?
- Q3. Explain the distribution (location) of tropical rainforests.

Independent Learning – Geography: No. 4 – Ecosystems

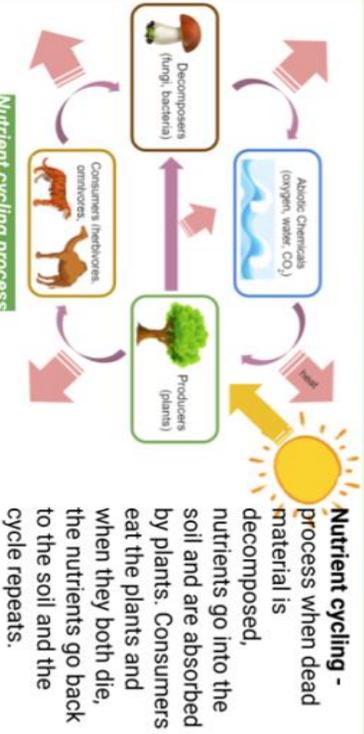
Diagnosis (D):

Global Ecosystems - Ecosystems	R	A	G
Know the difference between an ecosystem and a biome			
Name biotic and abiotic factors that influence ecosystems			

Ecosystems, Food chains and Food webs



Interrelationship with a Natural System



Classification of organisms:

- a. **Producers** - organisms that convert sunlight energy to produce food through photosynthesis (e.g. banana tree)
- b. **Consumers** - organisms that get energy by feeding on other organisms (e.g. monkey eating banana)
- c. **Decomposers** - organisms that absorb energy from decaying dead material - dead producers, dead consumers or fallen leaves (e.g. bacteria eat dead monkey or banana peel)

Ecosystem: a natural environment with living communities of diverse species that share common characteristics and interact within that area.

Biotic: living elements of an ecosystem such as flora (plants) fauna (animals), and bacteria.

Abiotic: non-living elements of the ecosystem such as climate (sunlight, temperature, rainfall), soil, water, etc.

Herbivore: an animal that only eats producers (plants).

Carnivore: an organism that only consumes flesh/ meat from consumers.

Omnivores: an organism that consumes both producers (plants) and consumers.

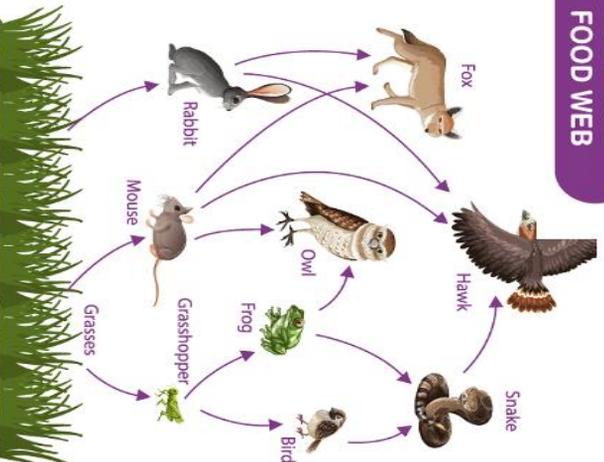
Detritivores: an organism that consumes dead organic matter.

Food Chain



A food chain shows how plants and animals get their energy.

FOOD WEB



A food web is a complex hierarchy of plants and animals that consume or be consumed by each other.

Therapy (T):

1. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.
2. Using some species in your garden/ park make a food chain first. Then try and add extra arrows showing what else might consume those organisms. This will make your own food web.
3. Try and explain what food chains are to a parent/ guardian/ sibling/ friend. Then have a go at a food web. Try to use the keywords in your sentences.

Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

- Q1. What is an ecosystem?
- Q2. What does abiotic and biotic mean?
- Q3. Name three abiotic factors

Grade 4-6:

- Q1. What is the process that producers use to make their own food?
- Q2. Name a primary, secondary and tertiary consumer from the food web.
- Q3. What would happen if a disease wiped out most of the frogs in the food web?

Grade 7-9:

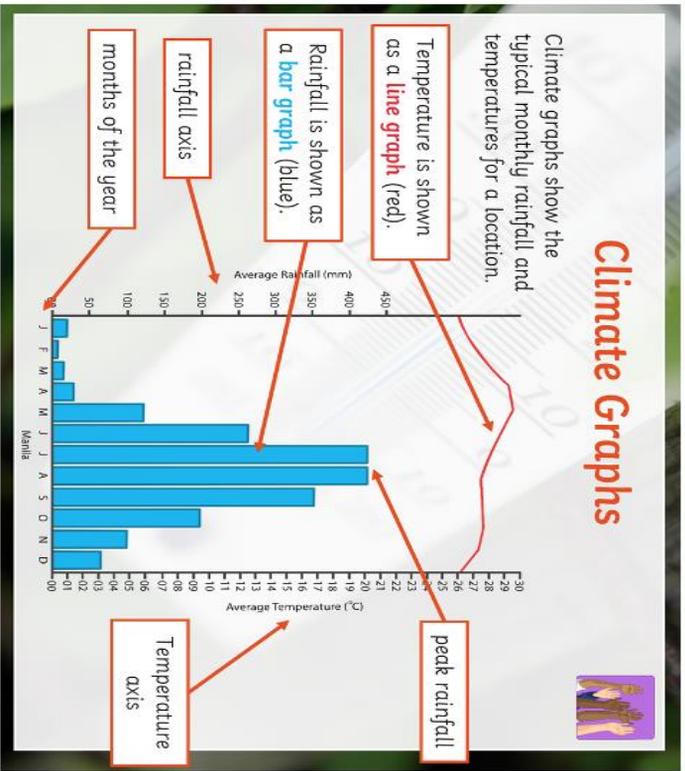
- Q1. Why are food chains not very reliable when looking at the impact of disease/ pollution on an ecosystem?
- Q2. Which biome do you think has the largest food webs, and why?
- Q3. Why is the nutrient cycle so important?

Independent Learning – Geography: No. 5 – Adaptations

Diagnosis (D):

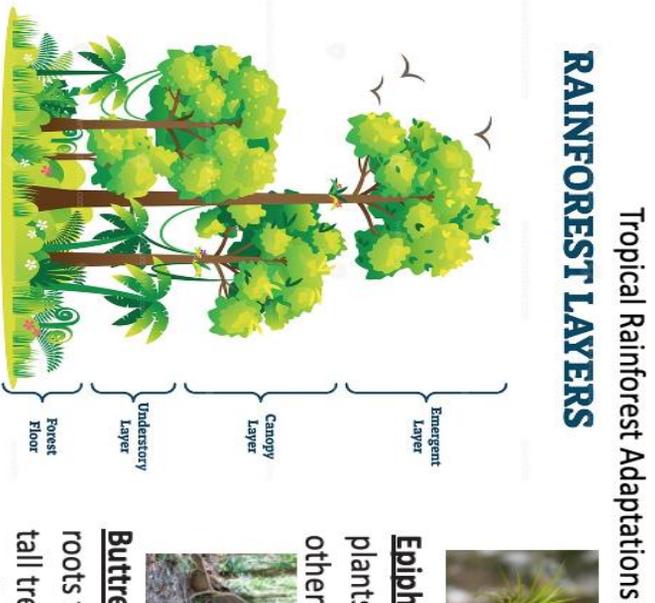
Global Ecosystems - Adaptations	R	A	G
Know how to interpret a climate graph			
Explain how plants and animals have adapted to different biomes			

Climate



Precipitation: water in any form falling from the sky (rain, sleet, snow and hail)	Range: the difference between the highest value and the lowest value.
Weather: is a description of the short term conditions in the atmosphere.	Mean average: add all of the data up and divide by the number there is.
Climate: is a description of the average weather conditions in a certain place for the past 30 or so years.	Season: each of the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns and daylight hours, resulting from the earth's changing position with regard to the sun.

Plant and Animal adaptations

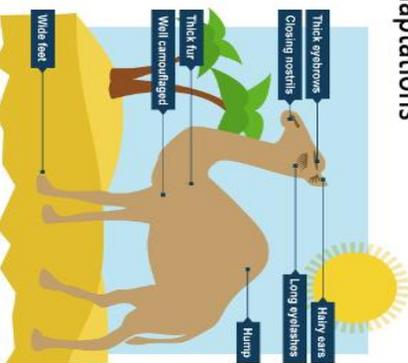
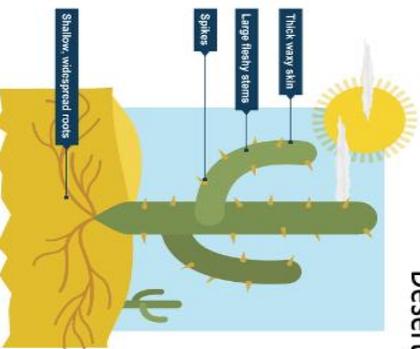


Epiphytes: parasitic plants that live off other trees.



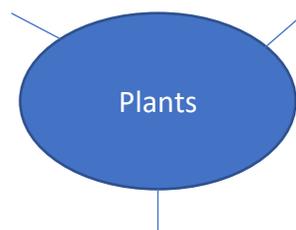
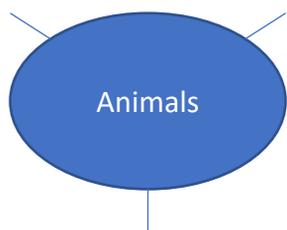
Buttress roots: large roots that support tall trees and take in nutrients quickly.

Desert Adaptations



Therapy (T):

1. Have a go at sketching a simple climate graph and make sure you label which is temperature and which is precipitation.
2. Make a mind map of plant and animal adaptations like the example below:



3. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.

Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

- Q1. What does the red line show on a climate graph?
- Q2. What do the blue bars show on the climate graph?
- Q3. What is the difference between climate and weather?

Grade 4-6:

- Q1. Explain one adaptation that plants have to live in the desert.
- Q2. Explain one adaptation that animals have to survive in the desert.
- Q3. Which layer of the rainforest is the darkest?

Grade 7-9:

- Q1. How do large buttress roots help trees to survive in tropical rainforests?
- Q2. Can you think of one adaptation that animals/ plants have to survive in the UK biome?
- Q3. How might climate change impact some of these species and their adaptations?²³

Independent Learning – Geography: No. 6 – Africa

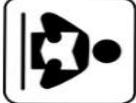
Diagnosis (D):

Africa	R	A	G
Describe the climate of Africa and recall some countries			
Evaluate how development is measured			

The Continent of Africa & Development

Development is a measure of economic, social and technological progress within a country. It can be used to categorise countries into low income countries (LICs) and high income countries (HICs).

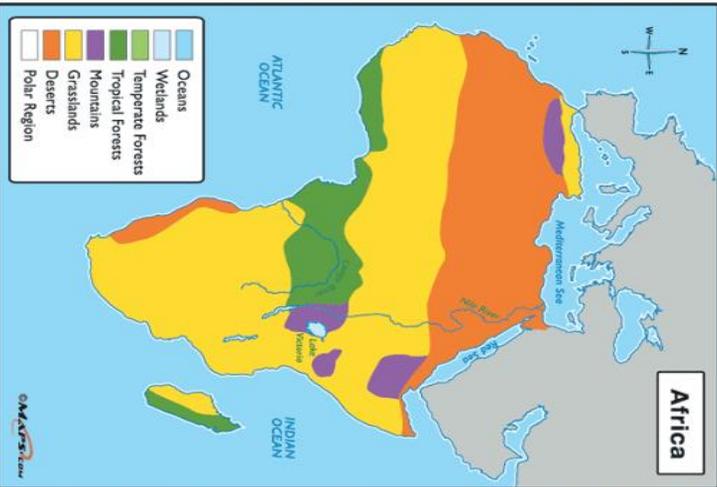
There is no single way to measure how developed a country is. However, development indicators can give some idea of a country's development.

	Literacy rate (Percentage of people who can read and write)
	Life expectancy (average years you are expected to live to)
	Energy consumption per person

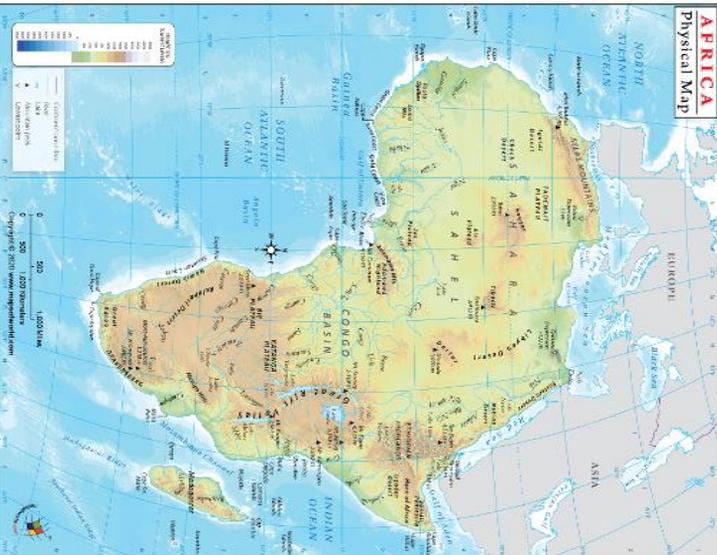
Political Map



Biome Map



Physical Geography Map



Therapy (T):

1. Look at the three maps of Africa. On a separate piece of paper (without looking!) try and draw the outline of Africa and label at least 5 countries & 5 physical features (mountains or rivers) Check your answers and keep practising until you can get it right from memory.
 2. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.
 3. Look at the map of Africa for 2 minutes. Then cover and try to write down/ say as many countries as possible. Repeat and see if you can improve the number.
 4. Say out loud 5 times: AFRICA IS CONTINENT, NOT A COUNTRY!
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Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

Q1. Name a country in North Africa

Q2. Name a country that neighbours Zambia

Q3. Name a country that has both tropical rainforest and grasslands within it.

Grade 4-6:

Q1. What countries does the River Nile flow through?

Q2. Explain how life expectancy helps us measure how developed a country is?

Q3. Why might a low literacy rate mean a country is underdeveloped?

Grade 7-9:

Q1. Why might Q2. Would you expect a Low Income Country (LIC) to have a high or low energy consumption, and why?

Q3. Why might Niger struggle to develop and become a High Income Country (HIC)?
might there be grasslands in Kenya rather than tropical rainforest? *(Use the physical geography map)*

HISTORY

History 1: Nazi Control of Germany



Diagnosis (D):

Topic	R	A	G
How did the Nazi Party control the people through propaganda?			
How did the Nazi Party control the people through censorship?			
How did the Nazi Party control the people through terror?			

Therapy (T):

What is Propaganda?

Propaganda is material that aims to push a particular political point of view or agenda, often by using biased or misleading information

What is Censorship?

Setting limits on people's freedom to speak or publish information.

How did the Nazis use Terror?

The Nazis created a terror-state. This was achieved through intimidation and brutality. Those living in Germany were too scared to disobey Nazi laws.

How did the Nazi's use Propaganda and Censorship to control people?

Newspapers	Told what they could not publish; given instructions on what to write; 1600 newspapers closed down in 1935 alone
Radio	All radio stations put under Nazi control; cheap radios so in 1939 70% houses had radios; frequent Nazi broadcasts, including speeches from Hitler; no foreign radio stations could be picked up
Rallies	Mass rallies held at Nuremburg every year; gave an impression of unity, discipline and strength
Sport	Used the Nazi symbols in all stadiums and insisted that all competitors gave the Nazi salute; Berlin Olympics in 1936 was used as propaganda to show how strong Germany were; biggest stadium in the world
Art	Art used to promote Nazi ideas; only Nazi approved artists could show their works, teach and sell art, 12,000 paintings and sculptures removed from art galleries
Music	Used to promote Nazi racial ideas, jazz music banned, music made by Jewish composers banned; music of Germans (Wagner) promoted
Books	No new books allowed to be published without permission from Nazis; 2500 writers banned because of Jewish heritage or views; huge public burnings of books – 20,000 burned in Berlin 1933.
Film	Very large audiences made film ideal for propaganda; all films were preceded by a 45-minute official newsreel telling them about Nazi achievements; all films had to be approved by Nazi's, they made 1300 new films

Nazi's control through terror

Gestapo (secret police) – arrested people without trial; ran informers (spied of people); plain clothed so did not know who they were

SS (personal bodyguards) – Hitler's most trusted; ran the concentration camps; came up with "Final Solution"; were ruthless and arrest people without trial

Concentration Camps – sent: homosexuals; political opponents; gypsies; Jews; anti-socials; Black people; very poor conditions; forced to do hard labor

Courts – under Nazi control with Nazi judges; some people given no trial; Hitler had power to override all decisions



Therapy (T):

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- How did the Nazi Party control the people through propaganda?
- How did the Nazi Party control the people through censorship?
- How did the Nazi Party control the people through terror?

Option one: Create a set of flash cards with questions on one side and answers on the other. Can you make links between the cards?

Option two: Summarise the Therapy information into a spider diagram / mind map – use some pictures to dual code your notes.

Option three: Dual Code the knowledge above. This means for each area within this topic you will create a visual aid to help you to remember the information.

Option four: Quizzing. Create practice questions on a topic. Swap your questions with a partner and answer or get someone in your house to quiz you.



Testing (T):

Please complete these questions without looking at the diagnosis information, nor your flash cards.

Grade	Propaganda	Censorship	Terror
1-3	1.What is propaganda? 2.Describe three ways that the Nazi Party used propaganda to influence the German people	1.What is censorship? 2.Give three examples of how the Nazi Party used censorship to keep control over the people of Germany	1.What is a Terror State? 2.Give three examples of ways the Nazis used terror
4-6	Explain how the Nazi Party used the following as a form of propaganda a)Newspapers b)Rallies c)Books d)Radio	1.Explain how the Nazi Party used censorship of books in control the people in Germany 2.Explain how the Nazi Party used censorship in media to control people in Germany	1.Explain how the Nazi Party used terror to control the people in Germany. 2.Explain why the Gestapo were so effective in controlling the German people
7-9	Explain how the Nazi Party used each of the following as a type of propaganda and how effective they would have been on the people in Germany a)Newspapers b)Rallies c)Books d)Radio	1.Explain three ways that the Nazi Party used censorship to control people in Germany 2.Make a judgement on how effective the use of censorship would have been to controlling the people in Germany.	1.Explain why the Nazis needed to use terror to control the German people 2.Which type of terror do you think was a)Most effective b)Least effective in controlling the German people

History 2: Nazi Policies Towards Women and Young People



Diagnosis (D):

Topic	R	A	G
Nazi policies towards women			
Nazi policies towards the young			

Therapy (T):

Nazi policies towards women

- The Nazis had a traditional view of the role of women. Their policies reflected this.
- Nazi views on women and the family**
- Their slogan *Kinder, Kirche, Küche* summed up their view, as they thought women should be homemakers and child bearers, and not go out to work.
 - They wanted to increase the birth rate and strengthen the Third Reich.
 - Women had a central role in producing the genetically pure Aryan race, ensuring the future of a strong Nazi state.

Nazi policies towards women

- Nazi policies brought about changes in women's employment, domestic roles and appearance.
- Employment:** women were encouraged to give up their jobs, get married and have large families. Women doctors, civil servants and teachers were forced to leave their professions. Girls were discouraged from higher education and gaining the qualifications needed for professional careers.
- Marriage and family:** in 1933, the Law for the Encouragement of Marriage provided loans to help young couples marry, as long as the wife left her job. Couples kept $\frac{1}{2}$ of the loan for each child born, up to four children. Maternity benefits were also increased. On Hitler's mother's birthday (12th August), medals were awarded to women with large families.
- Appearance:** the ideal Nazi woman was blonde, blue-eyed and sturdily built with broad hips for childbearing. She wore traditional clothes and did not smoke or drink. Women were discouraged from wearing trousers, high heels and makeup. Dyeing or styling hair was frowned on, as was slimming, which was seen as bad for childbearing.

Successes & failures of Nazi policies towards women

Successes

- In the first few years the number of married women in employment fell.
- The number of marriages and the birth rate increased.
- The German Women's Enterprise organised Mothers' Schools to train women in household skill, as well as courses, lectures and radio programmes on household topics. It had 6 million members.

Failures

- The number of women in employment increased from 4.85 million in 1933 to 7.14 million in 1939. From 1936 there was a labour shortage and more workers were needed in heavy industry due to rearmament.
- Many employers preferred women workers because they were cheaper. Women's wages remained only two-thirds of men's.
- Some women resented the loss of more professional jobs such as doctors, lawyers and schoolteachers.

Nazi policies towards the young

- Make them loyal through controlling education and youth movements

Control through education

- Teachers had to accept and put across Nazi ideals or they would be sacked.
- Curriculum changed to put across key Nazi beliefs and prepare students for their future roles
- Textbooks were rewritten to fit with the Nazi ideals of history and racial purity and had to be approved by the ministry of education
- Mein Kampf became a standard text
- Boys education: emphasis was on preparations for the military
- Girls education: emphasis put on preparations for motherhood and being a housewife

Control through youth movements

- Boys joined the Hitler youth: gun practice; marching; and preparation for war
- Girls joined the League of German maidens: cooking, housewife duties; keeping fit to be a mother
- Membership was compulsory after 1936



Therapy (T):

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- Nazi policies towards women
- Nazi policies towards the young

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Testing (T):

Please complete these questions without looking at the diagnosis information, nor your flash cards.

Draw the following table into your booklets and then complete the tasks below based on your GOAL level.

<i>Summary of policies towards women:</i>	
<i>Employment:</i>	
<i>Marriage:</i>	
<i>Appearance:</i>	
<i>Successes of the policies</i>	<i>Failures of the policies</i>

<i>Summary of policies towards young people:</i>	
<i>Education:</i>	
<i>Youth Groups:</i>	
<i>Successes of the policies</i>	<i>Failures of the policies</i>

1 – 3: Fill in the table giving as much description of the policies as possible

4 – 6: Fill in the table explaining how the Nazi party implemented these policies and how this helped them to keep control in Germany

7 – 9: Complete the table explaining how the Nazi party implemented these policies and how this helped them to keep control in Germany. Then give a judgement on the effectiveness of each policies and justify which would have been the most effective policy.

History 3 – The Holocaust



Diagnosis (D):

Topic	R	A	G
Holocaust meaning			
Nazi persecution of the Jews 1933-39			
Ghettos, Einsatzgruppen and Final Solution			
Extermination camps			

Therapy (T):

1: What is the Holocaust?

The word Holocaust refers to the mass murder of Jews under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at extermination camps such as Auschwitz. The word 'Holocaust' comes from Hebrew and means destruction or completely burnt. Many Jews use the term Shoah which comes from the Hebrew and means catastrophe.

The Holocaust is significant as it is a point in human history where religious discrimination and overt racism led to the deliberate attempt to wipe a single group of human beings from the face of the planet by mass murder. This genocide can never be forgotten as it stands as an example of what can go wrong when hate and prejudice go unchallenged.

2: Historical reasons for Anti-Semitism

Anti-Semitism (hostility to and prejudice against Jews) has existed for hundreds of years. Jews had been blamed for the crucifixion of Christ. In the Middle Ages they were driven out of many Western European countries such as England in 1290, and from France in 1306. Jews were even blamed for the Black Death although many Jews were killed by the disease.

3: Hitler's persecution of the Jews 1933- 1939

Hitler was appointed Chancellor of Germany in January 1933. He quickly started to introduce antisemitic laws, rules and regulations, which took away the rights of Jewish people who lived in Germany. These laws became more severe during the 1930's.

- 1st April 1933: Hitler's first action directly against the Jews was a Boycott of all Jewish businesses
- April 11, 1933 - Nazis issue a decree defining a non-Aryan as "anyone descended from non-Aryan, especially Jewish, parents or grandparents."
- Summer 1935 Placards saying Jews not wanted displayed in resorts, public buildings, restaurants and cafes .
- 1935 – Nuremberg laws -Jews cannot marry Germans and no longer citizens
- 1938 – Kristallnacht November 9th - A massive, coordinated attack on Jews throughout the German Reich. Synagogues, businesses and homes were targeted. 30,000 Jews sent to concentration camps

4: The road to the Holocaust 1939-1942

Ghettos - As the Nazis took over countries from 1939 they began to create prisons inside captured cities such as Warsaw. Huge areas of a city or bricked off and turned into a prison that Jews from across occupied territory can be sent to.

Einsatzgruppen - special mobile killing squads created in 1939. In 1941 the Einsatzgruppen were sent through Nazi controlled areas to round up Jews, gypsies, undesirables and disabled people. These people were then shot.

The Final Solution - The Wannsee Conference was a meeting of senior government held in the Berlin suburb of Wannsee on 20 January 1942. It was decided whereby most of the Jews of German-occupied Europe would be deported to occupied Poland and murdered in extermination camps.

5: The Death Camps

The main extermination camps were Auschwitz-Birkenau, Chelmno, Treblinka, Belzec, Sobibor and Majdanek. All of these were to the East of Germany. The death camps used gas chambers to murder Jews and others on an industrial scale. Jews were brought from all over Europe. Selection happened when you arrived. Women with children, the elderly and the unfit went straight to the gas chambers. These people were told they were being taken to showers but the showers were in fact gas chambers. Jews who were deemed fit and healthy and could work were taken to showers to clean them up. The showers were either really hot or extremely cold. They would then be tattooed with a number their hair shaven and given a uniform.



Therapy (T):

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- Holocaust meaning
- Nazi persecution of the Jews 1933-39
- Ghettos, Einsatzgruppen and Final Solution
- Extermination camps

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Grade 1-3

Q1: What does the 'Holocaust' refer to?

Q2: What was the 'Kristallnacht'?

Q3: How would you describe a 'Ghetto'?

Grade 4-6

Q1: What historical acts of anti-semitism happened to Jewish people?

Q2: Explain how was life like for Jewish people before 1938 (Kristallnacht)?

Q3: What was 'The Final Solution'? How did it affect Jewish people?

Grade 7-9

Q1: Why do you think the Holocaust is important to remember?

Q2: Explain the link between the use of Nuremberg Laws, Ghettos and Death Camps.

Q3: Explain the experience a Jewish male business owner would have had in Nazi Germany.

History 4 – Russia in 1900



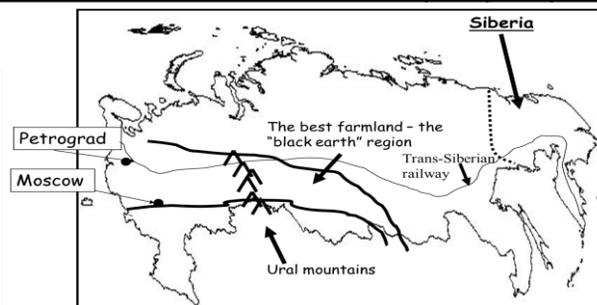
Diagnosis (D):

Topic	R	A	G
The Russian Empire by 1900			
Life in the countryside and cities			
How did the Tsar control the people			

Therapy (T):

1: The Geography of Russia in 1900

- 4,000 miles East to West
- 2,000 miles North to South
- As large as the surface of a moon that you can see at night.
- 11 different time zones.
- Beyond the Ural Mountains, Russia was a wild place, with frontier settlements.



2: The Russian Empire

In 1900, Russia was the largest country in the world, stretching from the Black Sea in Europe to the Bering Straits in the extreme east of Asia. It was ruled by the Tsar, who believed he had a divine right to rule Russia, and his position and power had been given to him by God. There was no real democracy. The nobility accounted for approximately 10 per cent of the population. This upper class owned all the land and was dependent on the Tsar. The Russian empire included many different nationalities. Compared to Western Europe, the Russian Empire was politically, economically and socially backwards. There was little industry and the vast majority of the population were peasant farmers. 130 million people lived in Russia, but over 50% were not Russian, and only 40% spoke Russian as their first language. The non-Russians were from all sorts of races, for example, Polish people from Poland. Some non-Russians, were very loyal to the Tsar. However, many of these non-Russians resented the fact that Russian officials controlled them.

3: Life in the countryside - Peasants and farming

4 out of 5 Russians were peasants, who lived largely in remote, widely dispersed villages. They had a hard life and there was often starvation and disease. Most were illiterate. They worked in an agricultural system that had changed little since the Middle Ages, using strip farming. Many still existed as serfs (slaves under the control of wealthy landowners and nobility). Only 25% of Russia was good farmland. Most of this was in the South and West of the country, especially in Ukraine, the "Bread basket" of Russia. The rest of Russia was either desert, arctic tundra, or taiga (woods).

4: Life in Petrograd (St Petersburg) / Moscow – the biggest cities

Petrograd was the capital of Russia. The Tsar and his Ministers ruled the country from there. Around 1900, Russia was experiencing some industrial growth, and so many factories were built in Petrograd and Moscow. Transport and travel outside of these cities was difficult due to the poor state of the roads and railways. These factories were owned by rich businessmen. The profits they made went on their lifestyle rather than on improving conditions for workers. The factory workers lived in filthy, crowded, disease-ridden dormitories near the cities. There was little privacy. Sometimes beds were occupied 24 hours a day by 2 workers in turn. The workers were not happy with low pay and long working hours. Conditions very similar to Britain during the Industrial Revolution.

5: How did the Tsar control the people?

The Russians made non-Russians speak Russian, wear Russian clothes and follow Russian customs. This policy was called "Russification". Censorship was widespread in Russia. Freedom of speech was severely restricted. Any books and material thought to be dangerous were banned. Any person trying to circulate banned books or newspapers ran the risk of being arrested by the Okhrana, the secret police. Unrest by the peasants or workers was suppressed by the Okhrana and the army. Those suspected of opposing or criticising the state did not have the right to a trial. They were declared guilty and sentenced immediately. Many were exiled to Siberia, which was large, sparsely populated, very cold and inhospitable. There was little chance of escape.



Therapy (T):

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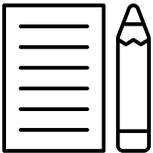
- The Russian Empire by 1900
- Life in the countryside and cities
- How did the Tsar control the people

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Testing (T):

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Grade 1-3

Q1: How big was Russia in 1900? What could you compare its size to?

Q2: What proportion of Russians were farmers in 1900? Where did they live?

Q3: What kind of lifestyle did the leaders in Russia have?

Grade 4-6

Q1: Describe three challenges facing Russia in 1900.

Q2: Describe what life was like for a Russian factory worker in 1900.

Q3: What was a Serf? Explain what kind of life they lived.

Grade 7-9

Q1: Explain three challenges Russia was facing in 1900.

Q2: Analyse the process of 'Russification'. Why do you think the Russian leadership supported this process?

Q3: Explain why Russia in 1900 could be considered a dictatorship.

History 5 – The 1917 Russian Revolution



Diagnosis (D):

Topic	R	A	G
The causes of the Russian Revolution			
The events of the Russian Revolution			
The impact of the Russian Revolution			

Therapy (T):

1: What was the Russian Revolution?

Tsar Nicholas II was seen by many as a very bad leader. On 24 February 1917, riots broke out in the capital city of Petrograd (St Petersburg). People were angry because there was hardly any food for them to eat and World War One was going very badly. Tsar Nicholas II decided he could no longer rule in Russia, because many of the soldiers refused to obey his orders to put down the riots. He stepped down on 2 March. A group of people called the provisional government took over the rule of the country. Russians hoped that life would be much easier and fairer now that the Romanovs had gone. However, many problems remained and in October 1917 there was a second revolution. This revolution was even more important than the first revolution, as it started a brand new political system that had never been tried before. That system is called communism - and the first communist ruler of Russia was a man called Vladimir Lenin.

2: What were the causes of the revolution?

Many Russians felt that life was hard and unfair. It seemed that a small number of people who were rich and powerful had everything, while poorer people had nothing. They felt that the Tsar did little to make things fairer for them. The Tsar had started to offer change after protests in 1905, creating an elected parliament (the Duma) to give the people more power. But he closed the Duma down when it did things he did not like, and the Duma had very little true power in Russia.

In 1914, Germany declared war on Russia, which became World War One. Two million Russian soldiers were killed and Russia lost important battles. The army was also short of uniforms, food and weapons. At home there were food shortages in the cities - people were hungry, cold and food prices were rising. The Tsar decided to lead his armies, and he left his wife, the Tsarina Alexandra, in charge of Russia while he was away at the frontline. The Tsarina was German and not well liked by the people. She was also believed to be influenced by Rasputin who was hated by many people in Russia - the rich as well as poor

4: What is communism?

Lenin was the leader of a group of communist revolutionaries called the Bolsheviks. The Bolsheviks wanted to bring a new political system called communism to Russia. Until this point, communism had never been tried before. Lenin was a radical thinker and believed that a communist revolution would help bring equality to Russia. Vladimir Lenin knew how unhappy the people of Russia were. He promised them lots of things that they wanted - his slogan was peace, bread and land. This promise made him very popular.

Communism is an idea developed by Karl Marx and Josef Engels in the 19th Century. They thought that society was too unfair, as the rich seemed to get richer whilst the workers were paid low wages and lived in poor conditions. They wanted a society where there would be more equality. Their aim was to for the workers to seize power and create a worker's government that would share the wealth of society fairly.

4: Impact of the revolution for Russia

After the communist party took over, Russia and some countries it controlled were renamed The USSR - the Union of Soviet Socialist Republics. Lenin made great changes to life in Russia. Titles and ranks were dropped, everyone was to be called 'comrade'. Women were equal to men. Peasants were told to shared land out the land between themselves. Workers were told to take control of their factories. Houses were taken from their rich owners and shared among the workers. There were to be no political parties apart from the communist party. Rich and powerful people before the revolution were called 'former people' and had their wealth taken by the state.



Therapy (T):

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- The causes of the Russian Revolution
- The events of the Russian Revolution
- The impact of the Russian Revolution

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Grade 1-3

Q1: What does the word 'Revolution' mean?

Q2: Who was the leader of the Bolsheviks?

Q3: What idea did Karl Marx and Friedrich Engels develop?

Grade 4-6

Q1: Describe two causes of the Russian Revolution.

Q2: What did Communists believe?

Q3: How did World War One cause the Russian Revolution?

Grade 7-9

Q1: Why do you think Lenin had so much success in the Russian Revolution?

Q2: What do you think the most significant consequence of the Russian Revolution was? Explain your answer.

Q3: Evaluate the issues facing Russia before the Russian Revolution? Do you believe the Russian Revolution was inevitable? Explain your answer.

History 6 – Stalin's Russia



Diagnosis (D):

Topic	R	A	G
Economic effects of Stalin's dictatorship			
Social effects of Stalin's dictatorship			

Therapy (T):

1: Stalin's dictatorship

Lenin was a ruthless ruler. He led Russia through civil war, famine and hardship, but died in 1924. After a power struggle with Leon Trotsky, Joseph Stalin took control in 1929. Russia was now known as the Soviet Union or USSR. Stalin wanted to turn the USSR into a great power which would show how good Communism was. He wanted the Soviet Union to become a modern industrial country that would be equal to, even greater than, powerful countries in the West like the USA and Britain. Some people welcomed his ideas, however for many his rule was defined by terror and control.

2: Economic effects of Stalin's dictatorship

State-controlled industry

All the main industries were run by the government. Each industry was set targets that they had to meet within 5 years. Some targets were impossible to meet because there was a shortage of raw materials. However, the results were amazing. Over 1500 new factories and 100 new industrial towns were built during the first Five Year Plan.

Collective farming

Peasants had to hand over their land, animals and tools to a collective farm and work co-operatively (work together). They had to give a lot of their produce to the state and then were allowed to share out what was left. Many peasants refused to join collectives. They were sent to labour camps where millions died.

The workers

Workers had to work very hard, long hours without much reward. If they made mistakes they were accused of sabotage and arrested. Even so many workers supported Stalin because they thought he was building a better future for them

3: Social effects of Stalin's dictatorship

Terror Stalin had huge secret police force which had spies and informers everywhere. Anyone who opposed or criticised Stalin was arrested, tortured and either executed or sent to a labour camp. Stalin used the prisoners from the labour camps to do hard manual labour such as dig canals.

The purges Stalin purged all the people in the communist party who might challenge his leadership. They were arrested and put on trial in public. At these 'show trials' people were forced to confess to all sorts of crimes before they were sentenced and executed.

Control of ideas The state controlled all newspapers, book, films and radio programmes. The Russian people only received the information Stalin wanted them to receive. Churches were closed and religion was banned because the Communists did not believe in God. School books were re-written to show children how great Stalin and the Communist system was.

Leadership cult There were statues and paintings of Stalin everywhere. Propaganda, films and posters were designed to convince people that Stalin was the best person to guide them to a wonderful communist future.



Therapy (T):

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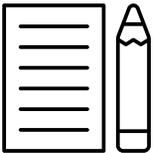
- Economic effects of Stalin's dictatorship
- Social effects of Stalin's dictatorship

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Grade 1-3

Q1: Who was Lenin?

Q2: When did Joseph Stalin take control?

Q3: What is meant by 'state-controlled industry'?

Grade 4-6

Q1: Who was Joseph Stalin? Why did he want to turn Russia into a 'great power'?

Q2: Explain how Stalin tried to control ideas.

Q3: How would you describe Stalin's 'leadership cult'?

Grade 7-9

Q1: How effective do you think Stalin's methods of social control were?

Q2: How did Stalin's economic ideas effect the lives of the workers and peasants?

Q3: Do you think Stalin actually made the USSR a great power?

FRENCH

B	S	G	P

Independent Learning

French 1- Talking about a recent day trip

Diagnosis (D):

Talking about a recent day trip	R	A	G
I can say what I did from the morning until bedtime.			
I can talk about travel routines.			
I can say what activities I did in the past.			
I can use the key sentence structure – <i>Avant+</i> infinitive+ the perfect tense+ prepositional phrase			

Hier matin [<i>Yesterday morning</i>]	Je suis allé(e) [<i>I went</i>] Nous sommes allé(e)s [<i>we went</i>]	à la campagne au lac	à la piscine à la plage	avec	mes amis mes parents
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Je me suis réveillé(e) tôt [<i>I woke up early</i>]	Je me suis levé(e) à huit heures [<i>I got up at 8</i>]	Ma mère s'est levée tard	Mes parents ont dormi tard [<i>My parents slept until late</i>]
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J'ai pris mon petit-déjeuner dans la cuisine [<i>I had breakfast in the kitchen</i>]	Mes parents ont pris le petit-déjeuner ensemble [<i>My parents had breakfast together</i>]	Pour le petit-déjeuner [<i>For breakfast</i>]	j'ai pris [<i>I had</i>] nous avons pris [<i>we had</i>] ils ont pris [<i>they had</i>]	des céréales une tartine un verre de lait
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Je suis sorti(e) [<i>I left</i>] Nous sommes sorti(e)s [<i>We left</i>]	de la maison [<i>the house</i>]	à neuf heures [<i>at 9</i>] après le petit-déjeuner [<i>after breakfast</i>]	et	j'ai commencé [<i>I started</i>] nous avons commencé [<i>we started</i>]	le voyage [<i>the trip</i>]
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J'ai voyagé [<i>I travelled</i>] Nous avons voyagé [<i>We travelled</i>]	en voiture en train	et après	en avion en bateau
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Le voyage [<i>The trip</i>]	a duré [<i>lasted</i>]	une heure [<i>one hour</i>] deux heures [<i>two hours</i>]	et était [<i>and was</i>]	ennuyeux [<i>boring</i>] agréable [<i>nice</i>]	court [<i>short</i>] long [<i>long</i>]
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Le matin [<i>In the morning</i>] L'après-midi [<i>In the afternoon</i>]	il faisait [<i>it-the weather-was</i>]	beau [<i>'good'</i>] mauvais [<i>'bad'</i>] froid [<i>cold</i>] chaud [<i>hot</i>]	et ensuite [<i>and afterwards</i>]	il y avait un peu de vent [<i>it was a bit windy</i>] il pleuvait un peu [<i>it rained a bit</i>]
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J'ai fait [<i>I did</i>] Nous avons fait [<i>We did</i>]	Beaucoup de choses, [<i>many things</i>]	par exemple	j'ai fait une promenade [<i>I went for a walk</i>] nous avons fait une promenade [<i>we went for a walk</i>]	à la campagne [<i>in the countryside</i>] le long de la côte [<i>along the coast</i>]
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et puis [<i>and then</i>]	j'ai nous avons	écouté	de la musique	et	j'ai nagé nous avons nagé j'ai bronzé nous avons bronzé
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Je suis rentré(e) [<i>I returned</i>] Nous sommes rentré(e)s [<i>We returned</i>]	à la maison	en voiture	et	pendant le voyage du retour [<i>during the return trip</i>]	j'ai lu un magazine [<i>I read a magazine</i>] j'ai joué sur mon téléphone portable [<i>I played on my phone</i>]
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Avant de me coucher [<i>Before going to bed</i>]	j'ai dîné avec ma famille [<i>I had dinner with my family</i>] je me suis douché(e) [<i>I showered</i>]	c'était	une journée une excursion	ennuyeuse géniale inoubliable mémorable
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Therapy (T):

1. Using the Knowledge Organiser on the previous page, highlight the (the first half) using THREE different colours. First, the words that are cognates (words that look or sound the same in both French and English), second, words that you find easy to remember and third, words that you find difficult. Write your key on the page.
2. In your Independent Learning book write six sentences in French talking about a recent day trip using the vocabulary on the Knowledge Organiser. Then translate them into English.

Testing (T):

1. Test that you have understood the French you have learnt by answering the questions below. **Do these questions without looking at the Knowledge Organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however, you should answer all questions.

Grade 1-3
Match up

Hier matin	I went to bed late
À la campagne	With my parents
Avec mes parents	Yesterday morning
Je me suis levé tôt	I ate some toast
Je me suis couché tard	In the countryside
Après le petit-déjeuner	I left the house
J'ai mangé du pain grillé	I woke up early
Je suis sorti de la maison	The trip was long
J'ai voyagé en voiture	After breakfast
Le voyage était long	The weather was good
Il faisait beau	I travelled by car

Grade 4-6 Arrange in chronological order.

Je me suis réveillé à six heures	1
pris le petit-déjeuner avec Léa et	
puis nous sommes allés à la plage.	
Premièrement nous avons nagé.	
et nous avons voyagé en voiture.	
Nous sommes rentrés vers 17h00.	
Ensuite à six heures et demie j'ai	
La plage était magnifique!	
Après avoir nagé, on a bronzé,	
Le voyage a duré une heure et	
Nous avons pique-niqué à midi.	
Nous sommes sortis à 8h00	
et je me suis levé tout de suite.	

Grade 7-9 complete with a suitable word.

1. Nous nous sommes levés _____.
2. Pour le petit-déjeuner, j'ai pris _____.
3. Mes parents ont mangé_____.
4. Mon frère n'a _____ fait.

Independent Learning

French 2- Talking about a recent day trip

Diagnosis (D):

Talking about a recent day trip	R	A	G
I can say what I did from the morning until bedtime.			
I can talk about travel routines.			
I can say what activities I did in the past.			
I can use the key sentence structure – <i>Avant+</i> infinitive+ the perfect tense+ prepositional phrase			

Hier matin [<i>Yesterday morning</i>]	Je suis allé(e) [<i>I went</i>] Nous sommes allé(e)s [<i>we went</i>]	à la campagne au lac	à la piscine à la plage	avec	mes amis mes parents
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Je me suis réveillé(e) tôt [<i>I woke up early</i>]	Je me suis levé(e) à huit heures [<i>I got up at 8</i>]	Ma mère s'est levée tard	Mes parents ont dormi tard [<i>My parents slept until late</i>]
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J'ai pris mon petit-déjeuner dans la cuisine [<i>I had breakfast in the kitchen</i>]	Mes parents ont pris le petit-déjeuner ensemble [<i>My parents had breakfast together</i>]	Pour le petit-déjeuner [<i>For breakfast</i>]	j'ai pris [<i>I had</i>] nous avons pris [<i>we had</i>] ils ont pris [<i>they had</i>]	des céréales une tartine un verre de lait
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Je suis sorti(e) [<i>I left</i>] Nous sommes sorti(e)s [<i>We left</i>]	de la maison [<i>the house</i>]	à neuf heures [<i>at 9</i>] après le petit-déjeuner [<i>after breakfast</i>]	et	j'ai commencé [<i>I started</i>] nous avons commencé [<i>we started</i>]	le voyage [<i>the trip</i>]
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J'ai voyagé [<i>I travelled</i>] Nous avons voyagé [<i>We travelled</i>]	en voiture en train	et après	en avion en bateau
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Le voyage [<i>The trip</i>]	a duré [<i>lasted</i>]	une heure [<i>one hour</i>] deux heures [<i>two hours</i>]	et était [<i>and was</i>]	ennuyeux [<i>boring</i>] agréable [<i>nice</i>]	court [<i>short</i>] long [<i>long</i>]
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Le matin [<i>In the morning</i>] L'après-midi [<i>In the afternoon</i>]	il faisait [<i>it-the weather-was</i>]	beau [<i>'good'</i>] mauvais [<i>'bad'</i>] froid [<i>cold</i>] chaud [<i>hot</i>]	et ensuite [<i>and afterwards</i>]	il y avait un peu de vent [<i>it was a bit windy</i>] il pleuvait un peu [<i>it rained a bit</i>]
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J'ai fait [<i>I did</i>] Nous avons fait [<i>We did</i>]	Beaucoup de choses, [<i>many things</i>]	par exemple	j'ai fait une promenade [<i>I went for a walk</i>] nous avons fait une promenade [<i>we went for a walk</i>]	à la campagne [<i>in the countryside</i>] le long de la côte [<i>along the coast</i>]
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et puis [<i>and then</i>]	j'ai nous avons	écouté	de la musique	et	j'ai nagé nous avons nagé j'ai bronzé nous avons bronzé
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Je suis rentré(e) [<i>I returned</i>] Nous sommes rentré(e)s [<i>We returned</i>]	à la maison	en voiture	et	pendant le voyage du retour [<i>during the return trip</i>]	j'ai lu un magazine [<i>I read a magazine</i>] j'ai joué sur mon téléphone portable [<i>I played on my phone</i>]
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Avant de me coucher [<i>Before going to bed</i>]	j'ai dîné avec ma famille [<i>I had dinner with my family</i>] je me suis douché(e) [<i>I showered</i>]	c'était	une journée une excursion	ennuyeuse géniale inoubliable mémorable
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Therapy (T):

1. Using the Knowledge Organiser on the previous page, highlight the (the second half) using THREE different colours. First, the words that are cognates (words that look or sound the same in both French and English), second, words that you find easy to remember and third, words that you find difficult. Write your key on the page.
2. In your Independent Learning book write six sentences in French talking about a recent day trip using the vocabulary on the Knowledge Organiser. Then translate them into English.

Testing (T):

1. Test that you have understood the French you have learnt by answering the questions below. **Do these questions without looking at the Knowledge Organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however, you should answer all questions.

Grade 1-3 multiple choice quiz

	1	2	3
Je me suis levé	I got up	I woke up	I went to bed
Le matin	In the evening	At night	In the morning
Avant de me coucher	Before going to bed	Before getting up	Before lunch
Nous sommes rentrés	We went out	We arrived	We came back
Nous sommes partis tôt	We left early	We arrived early	We woke up early
Le voyage était lent	The journey was slow	There were lentils	The journey was fun
Nous avons nagé	We went running	We swam	We went hiking
Nous avons pêché	We went fishing	We sunbathed	We played football
Le voyage était long	The journey was short	The journey was slow	The journey was long
Nous avons loué un car	We rented a car	We rented an airplane	We rented a coach

Grade 4-6 Complete with the options in the box

- a. Je me suis réveillé _____ à six heures
- b. _____ des céréales avec du lait
- c. Mes parents se _____ tard.
- d. Je _____ de la maison à 8h00.
- e. Nous sommes allés à la _____
- f. Il _____ un grand lac.
- g. Il y avait beaucoup de _____
- h. Il faisait beau et _____
- i. J' _____ dans le lac.
- j. Mon frère _____ au volley.
- k. Ma sœur _____ du ski nautique.
- l. Mes parents _____ au soleil.
- m. Nous _____ un bon moment

sont levés
j'ai mangé
chaud
campagne
y avait
suis sorti
a joué
gens
ont bronzé
avons passé
tôt
a fait
ai nagé

Grade 7-9 complete with a suitable word.

- 1. Nous sommes allés à _____.
- 2. Nous avons voyagé en _____.
- 3. Le voyage a duré _____.
- 4. La plage était _____.

B	S	G	P

Independent Learning

French 3- Talking about when I went to the Nice carnival

Diagnosis (D):

Talking about a recent day trip	R	A	G
To say what you must and must not do			
To say what activities you did in the past			
On doit + infinitive			
Time maker+ je suis allé(e)/nous sommes allé(e)s+ locative adverbial+ prepositional phrase			

Le week-end dernier	Je suis allé(e) [I went] Nous sommes allé(e)s [we went]	à Nice	Pour assister [to attend] Pour participer [to take part in]	au [in the]	carnaval
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Je suis allé(e)	avec mon meilleur ami avec ma meilleure amie seul(e)	je me suis réveillé(e) [I woke up] il/elle s'est réveillé(e) [He/she woke up]	à huit heures très tôt [very early]
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J'ai voyagé Nous avons voyagé	en	avion voiture	et après	en	car train	Le voyage était [The trip was]	long	mais et	amusant ennuyeux
J'ai loué [I rented] Nous avons loué [We rented]	une voiture [a car]								

Le jour du carnaval	je suis arrivé(e) [I arrived] nous sommes arrivé(e)s [we arrived]	tôt [early]	en ville [to the town]	pour trouver un bon emplacement [to get a good spot]
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Pendant ce carnaval [During this carnival]	il y a quelques règles importantes [there are some important rules]			
On ne doit pas [One must not] On ne doit jamais [One must never]	amener [bring]	de boissons alcoolisées [alcoholic drinks] de feux d'artifice [fireworks]		
Il est recommandé [It's recommended]	de porter [to wear]	un déguisement [fancy dress] des lunettes de soleil [sunglasses]		

Le matin	c'était nuageux [it was cloudy] il faisait beau [the weather was nice] il y avait du soleil [it was sunny]	mais ensuite	le soir	il a plu un peu [it rained a bit] il faisait froid [it was cold] il y avait de l'orage [it was stormy]
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Pendant le carnaval [During the carnival]	moi		mes amis et moi	
	j'ai beaucoup rigolé [I laughed a lot] j'ai pris beaucoup de photos [I took a lot of photos] j'ai rencontré de gens sympas		nous avons beaucoup rigolé nous avons pris beaucoup de photos nous avons rencontré de gens sympas [we met some nice people]	

Le soir	je suis rentré(e) nous sommes rentré(e)s	à l' hôtel	et	j'ai dîné je me suis douché(e) je me suis reposé(e)	nous avons dîné nous sommes douché(e)s nous sommes reposé(e)s
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Finalement	je me suis couché(e) nous sommes couché(e)s	à	dix heures.	C'était une expérience	incroyable inoubliable mémorable
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Therapy (T):

1. Using the Knowledge Organiser on the previous page, highlight the (the first half) using THREE different colours. First, the words that are cognates (words that look or sound the same in both French and English), second, words that you find easy to remember and third, words that you find difficult. Write your key on the page.
2. In your Independent Learning book write six sentences in French talking about a recent day trip using the vocabulary on the Knowledge Organiser. Then translate them into English.

Testing (T):

1. Test that you have understood the French you have learnt by answering the questions below. **Do these questions without looking at the Knowledge Organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however, you should answer all questions.

Grade 1-3
Match up

Je suis allé à Nice	She woke up
Apporter de l'alcool	To take part in
Pour participer à	The trip was hard
Elle s'est réveillée	I went to Nice
On a loué une voiture	We rented a car
Le voyage était dur	We arrived early
Nous sommes arrivés tôt	Bring alcohol
Il y a quelques règles	It was cloudy
On ne doit pas	One must not
Il est recommandé de	It's recommended to
Porter un déguisement	There are a few rules
C'était nuageux	To wear fancy dress

Grade 4-6 Faulty translation

a. Mon meilleur ami	My boyfriend
b. Il s'est levé à 8h00	I woke up at eight
c. Nous sommes arrivés tôt	We arrived late
d. Le voyage était dur	The trip was slow
e. Apporter de l'alcool	To bring drugs
f. Lunettes de soleil	Binoculars
g. Il y avait de l'orage	It was sunny
h. Il a plu un peu	It rained a lot
i. J'ai beaucoup rigolé	I cried a lot
j. Je suis retourné à l'hôtel	I returned home
k. Je me suis couché à 22h00	I woke up at ten

Grade 7-9 complete with the verb in the perfect tense.

- a. La semaine dernière je _____ à Nice. (Aller)
- b. Mon ami et moi _____ en train. (Voyager)
- c. Je _____ tôt, à sept heures. (Se lever)
- d. Nous _____ tôt en ville. (Arriver)
- e. J' _____ beaucoup de gens sympas. (Rencontrer)
- f. Je _____ à l'hôtel à pied. (Rentrer)
- g. Nous _____ beaucoup de photos. (Prendre)
- h. Nous _____ beaucoup _____. (Rigoler)
- i. Je _____ à l'hôtel. (Se doucher)
- j. Puis, je _____ (Se reposer)
- k. Mon ami et moi _____ tard. (Se coucher)
1. C' _____ une expérience mémorable. (Être)

B	S	G	P

Independent Learning

French 4- Talking about when I went to the Nice carnival

Diagnosis (D):

Talking about a recent day trip	R	A	G
To say what you must and must not do			
To say what activities you did in the past			
On doit + infinitive			
Time maker+ je suis allé(e)/nous sommes allé(e)s+ locative adverbial+ prepositional phrase			

Le week-end dernier	Je suis allé(e) [I went] Nous sommes allé(e)s [we went]	à Nice	Pour assister [to attend] Pour participer [to take part in]	au [in the]	carnaval
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Je suis allé(e)	avec mon meilleur ami avec ma meilleure amie seul(e)	je me suis réveillé(e) [I woke up] il/elle s'est réveillé(e) [He/she woke up]	à huit heures très tôt [very early]
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J'ai voyagé Nous avons voyagé	en	avion voiture	et après	en	car train	Le voyage était [The trip was]	long	mais et	amusant ennuyeux
J'ai loué [I rented] Nous avons loué [We rented]	une voiture [a car]								

Le jour du carnaval	je suis arrivé(e) [I arrived] nous sommes arrivé(e)s [we arrived]	tôt [early]	en ville [to the town]	pour trouver un bon emplacement [to get a good spot]
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Pendant ce carnaval [During this carnival]	il y a quelques règles importantes [there are some important rules]			
On ne doit pas [One must not] On ne doit jamais [One must never]	amener [bring]	de boissons alcoolisées [alcoholic drinks] de feux d'artifice [fireworks]		
Il est recommandé [It's recommended]	de porter [to wear]	un déguisement [fancy dress] des lunettes de soleil [sunglasses]		

Le matin	c'était nuageux [it was cloudy] il faisait beau [the weather was nice] il y avait du soleil [it was sunny]	mais ensuite	le soir	il a plu un peu [it rained a bit] il faisait froid [it was cold] il y avait de l'orage [it was stormy]
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Pendant le carnaval [During the carnival]	moi		mes amis et moi	
	j'ai beaucoup rigolé [I laughed a lot] j'ai pris beaucoup de photos [I took a lot of photos] j'ai rencontré de gens sympas		nous avons beaucoup rigolé nous avons pris beaucoup de photos nous avons rencontré de gens sympas [we met some nice people]	

Le soir	je suis rentré(e) nous sommes rentré(e)s	à l' hôtel	et	j'ai dîné je me suis douché(e) je me suis reposé(e)	nous avons dîné nous sommes douché(e)s nous sommes reposé(e)s
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Finalement	je me suis couché(e) nous sommes couché(e)s	à	dix heures.	C'était une expérience	incroyable inoubliable mémorable
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Therapy (T):

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jour du festival il faisait	
et je me suis douché avant de dîner.	
L'an passé j'ai été à Nice pour	1
beau. Pendant le carnaval j'ai pris plein de	
et le voyage était assez amusant. Le	
participer au carnaval.	
Après le carnaval je suis rentré à l'hôtel,	
C'était une expérience fantastique	
photos et j'ai rencontré des gens sympas.	
J'ai voyagé en train et puis en car	
et je voudrais y retourner dans le futur.	

Grade 1-3
Arrange the
text into the
correct order

Grade 4-6 Translate the sentences below

- a. One must not bring alcoholic drink
- b. One must never bring fireworks.
- c. I travelled
- d. I went out
- e. We woke up early every day
- f. We ate at the restaurant

Grade 7-9 complete with the verb in the perfect tense.

Write a 150 word paragraph (in French) in which you talk about a make-believe trip to the Nice carnival.
Mention:

When you went.

Who you went with.

What they are like.

How you travelled.

How the trip was.

Some of the main rules of the Nice carnival.

Three things you did during the carnival.

What you did afterwards.

Your impressions of the experience.

Whether you would like to return there one day.

B	S	G	P

Independent Learning

French 5- Talking about a trip to Biarritz and Toulouse – past and future

Diagnosis (D):

Talking about a recent day trip	R	A	G
Talk about what you did on a recent trip			
Talk about an upcoming trip			
Imperfect tense			
Time maker + je vais/nous allons + infinitive + noun phrase/ prepositional phrase			

Un voyage récent à Biarritz

Il y a deux jours <i>[Two days ago]</i>	Je suis allé(e) Nous sommes allé(e)s	à Biarritz	J'ai voyagé <i>[I travelled]</i> Nous avons voyagé <i>[we travelled]</i>	en car <i>[by coach]</i> en voiture <i>[by car]</i>
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Le voyage jusqu'à Biarritz <i>[The trip to Biarritz]</i>	à duré trois heures <i>[took 3 hours]</i>	et j'ai aimé cela car c'était <i>[and I liked it because it was]</i>	divertissant <i>[entertaining]</i> amusant <i>[fun]</i> passionnant <i>[exciting]</i>
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À Biarritz	J'ai logé <i>[I stayed]</i>	dans un hôtel	C'était bon marché/cher <i>[It was cheap/expensive]</i>	et mais	le personnel était <i>[the staff was]</i>	accueillant <i>[welcoming]</i> sympa antipathique
	Nous avons logé <i>[we stayed]</i>		C'était propre <i>[It was clean]</i>			

L' hôtel	était	loin près	de La Grande Plage <i>[from The Big Beach]</i> du casino	du centre-ville du Rocher de la Vierge <i>[from the Virgin's Rock]</i>
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Ce que j'ai préféré <i>[What I preferred]</i>	de Biarritz <i>[about Biarritz]</i>	était quand <i>[was when]</i>	j'ai mangé des fruits de mer <i>[I ate seafood at the restaurant]</i> je me suis baigné(e) à la Côte des Basques <i>[I had a swim at the Côte des Basques]</i> je suis allé(e) au casino <i>[I went to the casino]</i>
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J'ai adoré <i>[I loved]</i> Nous avons adoré <i>[We loved]</i>	le voyage à Biarritz	et j'aimerais <i>[and I would like]</i> et nous aimerons <i>[and we would like]</i>	y retour l'année prochaine <i>[to go back next year]</i>
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Le week-end prochain ... à Toulouse!

Aujourd'hui <i>[Today]</i> Demain <i>[Tomorrow]</i>	je vais aller <i>[I am going to go]</i> nous allons aller <i>[we are going to go]</i>	à Toulouse	en train <i>[by train]</i> en car <i>[by coach]</i>	Le voyage dure <i>[the trip takes]</i>	deux heures <i>[2 hours]</i>
--	--	-------------------	--	--	--

À Toulouse	je vais loger <i>[I am going to stay]</i> nous allons loger <i>[we are going to stay]</i>	dans	une auberge jeunesse <i>[a youth hostel]</i> un hôtel	à côté de <i>[near]</i> près de <i>[beside]</i>	la Basilique Saint-Sernin la Grande Roue <i>[the Big Wheel]</i>
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Le premier jour <i>[On the first day]</i>	le matin <i>[in the morning]</i> l'après-midi <i>[in the afternoon]</i>	je vais nous allons	voir <i>[see]</i> visiter <i>[visit]</i>	le Musée des Augustins <i>[the Augustins museum]</i> le parc Godolin le Pont-Neuf
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Le deuxième jour <i>[On the second day]</i>	je vais nous allons	faire un tour dans la vieille ville <i>[go for a walk in the old town]</i> voir le Jardin Japonais <i>[see the Japanese Garden]</i>
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Finally <i>[Finally]</i>	je vais nous allons	rentrer à la maison <i>[go back home]</i>	en car en avion	en voiture en train
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Je crois que le voyage à Toulouse sera <i>[I believe the trip to Toulouse will be]</i>	génial	inoubliable <i>[unforgettable]</i>
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Therapy (T):

1. Using the Knowledge Organiser on the previous page, highlight the (the first half) using THREE different colours. First, the words that are cognates (words that look or sound the same in both French and English), second, words that you find easy to remember and third, words that you find difficult. Write your key on the page.
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Grade 1-3
Match up

C'était sale	The people were
C'est une ville historique	It's on the coast
C'est sur la côte	We stayed
Le voyage a duré	It was in the centre
Les gens étaient	The journey was
C'était dans le centre	The journey lasted
Nous avons logé	It was entertaining
Le voyage était	It's a historic city
C'était divertissant	The weather was good
Ce que j'ai préféré	It was clean
C'était propre	I would like to go back
Il faisait beau	It was dirty
J'aimerais retourner	What I preferred

Grade 4-6 put the words into the correct order so that the sentences make sense

- a. semaine une Il j'ai à Biarritz a y été
- b. était long Le assez voyage
- c. deux passé Nous à Biarritz avons jours
- d. matin Nous le samedi arrivés sommes
- e. logé Nous bon dans un avons hôtel très
- f. du centre-ville L' était près hôtel
- g. une visité Nous grande avons basilique
- h. sommes la plage Nous aussi allés à
- i des Nous goûté avons plats typiques
- j. dans Nous mangé un avons fruits de mer des restaurant plaisance port de au

Grade 7-9 translate the following sentences:

- a. Le mois dernier
- b. J'ai passé deux jours inoubliables.
- c. J'ai logé dans une auberge de jeunesse
- d. C'était près de la plage, à 5 minutes à pied
- e. J'ai loué un vélo et fait du tourisme
- f. Nous avons pris des photos de monuments
- g. Ce que j'ai préféré, c'étaient les restaurants
- h. Nous avons goûté plein de plats typiques
- i. Je me suis baigné dans la mer tous les jours
- j. J'ai rencontré plein de gens accueillants

B	S	G	P

Independent Learning

French 6- Talking about a trip to Biarritz and Toulouse – past and future

Diagnosis (D):

Talking about a recent day trip	R	A	G
Talk about what you did on a recent trip			
Talk about an upcoming trip			
Imperfect tense			
Time maker + je vais/nous allons + infinitive + noun phrase/ prepositional phrase			

Un voyage récent à Biarritz

Il y a deux jours <i>[Two days ago]</i>	Je suis allé(e) Nous sommes allé(e)s	à Biarritz	J'ai voyagé <i>[I travelled]</i> Nous avons voyagé <i>[we travelled]</i>	en car <i>[by coach]</i> en voiture <i>[by car]</i>
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Le voyage jusqu'à Biarritz <i>[The trip to Biarritz]</i>	à duré trois heures <i>[took 3 hours]</i>	et j'ai aimé cela car c'était <i>[and I liked it because it was]</i>	divertissant <i>[entertaining]</i> amusant <i>[fun]</i> passionnant <i>[exciting]</i>
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À Biarritz	J'ai logé <i>[I stayed]</i> Nous avons logé <i>[we stayed]</i>	dans un hôtel	C'était bon marché/cher <i>[It was cheap/expensive]</i> C'était propre <i>[It was clean]</i>	et mais	le personnel était <i>[the staff was]</i>	accueillant <i>[welcoming]</i> sympa antipathique
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L' hôtel	était	loin près	de La Grande Plage <i>[from The Big Beach]</i> du casino	du centre-ville du Rocher de la Vierge <i>[from the Virgin's Rock]</i>
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Ce que j'ai préféré <i>[What I preferred]</i>	de Biarritz <i>[about Biarritz]</i>	était quand <i>[was when]</i>	j'ai mangé des fruits de mer <i>[I ate seafood at the restaurant]</i> je me suis baigné(e) à la Côte des Basques <i>[I had a swim at the Côte des Basques]</i> je suis allé(e) au casino <i>[I went to the casino]</i>
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J'ai adoré <i>[I loved]</i> Nous avons adoré <i>[We loved]</i>	le voyage à Biarritz	et j'aimerais <i>[and I would like]</i> et nous aimerons <i>[and we would like]</i>	y retour l'année prochaine <i>[to go back next year]</i>
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Le week-end prochain ... à Toulouse!

Aujourd'hui <i>[Today]</i> Demain <i>[Tomorrow]</i>	je vais aller <i>[I am going to go]</i> nous allons aller <i>[we are going to go]</i>	à Toulouse	en train <i>[by train]</i> en car <i>[by coach]</i>	Le voyage dure <i>[the trip takes]</i>	deux heures <i>[2 hours]</i>
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À Toulouse	je vais loger <i>[I am going to stay]</i> nous allons loger <i>[we are going to stay]</i>	dans	une auberge jeunesse <i>[a youth hostel]</i> un hôtel	à côté de <i>[near]</i> près de <i>[beside]</i>	la Basilique Saint-Sernin la Grande Roue <i>[the Big Wheel]</i>
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Le premier jour <i>[On the first day]</i>	le matin <i>[in the morning]</i> l'après-midi <i>[in the afternoon]</i>	je vais nous allons	voir <i>[see]</i> visiter <i>[visit]</i>	le Musée des Augustins <i>[the Augustins museum]</i> le parc Godolin le Pont-Neuf
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Le deuxième jour <i>[On the second day]</i>	je vais nous allons	faire un tour dans la vieille ville <i>[go for a walk in the old town]</i> voir le Jardin Japonais <i>[see the Japanese Garden]</i>
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Finalemnt <i>[Finally]</i>	je vais nous allons	rentrer à la maison <i>[go back home]</i>	en car en avion	en voiture en train
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Je crois que le voyage à Toulouse sera <i>[I believe the trip to Toulouse will be]</i>	génial	inoubliable <i>[unforgettable]</i>
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a. Je vais loger	I am going to stay	I am going to go	I am going to leave
b. Nous allons sortir	We are going to try	We are going to go out	We are going to rent
c. Je vais voyager	I am going to travel	I am going to visit	I am going to return
d. Je vais m'amuser	I am going to divert	I am going to travel	I am going to have fun
e. Je vais me reposer	I am going to sleep	I am going to rest	I am going to disco
f. Je vais goûter	He is going to taste	He is going to drink	He is going to eat
g. Elle va acheter	She is going to sell	She is going to borrow	She is going to buy
h. Je vais louer	I am going to buy	I am going to rent	I am going to try
i. Ils vont voir	They are going to visit	They are going to go	They are going to see
j. Je vais danser	I am going to sing	I am going to dance	I am going to play
k. Ils vont aller	They are going to go	They are going to stay	They are going to see

Grade 1-3
Multiple
choice.

Grade 4-6 complete the table

Perfect tense	Near future
J'ai voyagé en voiture	
	Je vais manger
J'ai logé à l'hôtel	
	Où vas-tu aller?
Qu'as-tu fait?	
	Mon frère va sortir en boîte
Ma mère a acheté de souvenirs	
	Mon père va prendre des photos
Mon frère et moi avons acheté des vêtements	
	Nous allons bronzer
Mes parents ont visité des musées	

Grade 7-9 translate:

My name is Philippe and I am from Nantes, in the west of France. Normally, I go on holiday to Crozon, in the northwest of France. I like it a lot, but it always rains. Last year, I went on holiday to Nice, in the southeast of France, with my best friend Charles. Charles is very tall and funny. We went to Nice by train and we stayed in a youth hostel. In Nice, we went for a walk in the town centre and we bought souvenirs. One day we saw a puppet show. It was an exciting trip, and I would love to go back again.

SPANISH

Independent Learning

Spanish 1- Talking about a recent day trip

Diagnosis (D):

Talking about a recent day trip	R	A	G
I can say what I did from the morning until bedtime.			
I can talk about travel routines.			
I can say what activities I did in the past.			
I can use the key sentence structure – <i>Antes+</i> infinitive+ preterite+ prepositional phrase			

Ayer por la mañana <i>[Yesterday morning]</i>	fui <i>[I went]</i> fuimos <i>[we went]</i>	al campo al lago	a la piscina a la playa	con	mis amigos mis padres
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Me desperté temprano <i>[I woke up early]</i>	Me levanté a las ocho <i>[I got up at 8]</i>	Mi madre se levantó tarde	Mis padres durmieron hasta tarde <i>[My parents slept until late]</i>
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Desayuné en la cocina <i>[I had breakfast in the kitchen]</i>	Mis padres desayunaron juntos <i>[My parents had breakfast together]</i>	Para el desayuno <i>[For breakfast]</i>	tomé <i>[I had]</i> tomamos <i>[we had]</i> tomaron <i>[they had]</i>	cereales con leche una tostada un vaso de leche
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Sali <i>[I left]</i> Salimos <i>[We left]</i>	de casa <i>[the house]</i>	a las nueve <i>[at 9]</i> después del desayuno <i>[after breakfast]</i>	y	empecé <i>[I started]</i> empezamos <i>[we started]</i>	el viaje <i>[the trip]</i>
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Viajé <i>[I travelled]</i> Viajamos <i>[We travelled]</i>	en coche en tren	y después	en avión en barco
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El viaje <i>[The trip]</i>	duró <i>[lasted]</i>	una hora <i>[one hour]</i> dos horas <i>[two hours]</i>	y fue <i>[and was]</i>	aburrido agradable <i>[nice]</i>	corto <i>[short]</i> largo <i>[long]</i>
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Por la mañana <i>[In the morning]</i> Por la tarde <i>[In the afternoon]</i>	hizo <i>[it was]</i>	buen tiempo <i>[‘good weather’]</i> mal tiempo <i>[‘bad weather’]</i> frio/calor <i>[cold/hot]</i> sol <i>[sunny]</i>	y luego <i>[and later]</i>	hizo un poco de viento <i>[it was a bit windy]</i> llovió un poco <i>[it rained a bit]</i>
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Hice <i>[I did]</i> Hicimos <i>[We did]</i>	muchas cosas, <i>[many things]</i>	por ejemplo	*di un paseo <i>[I went for a walk]</i> dimos un paseo <i>[we went for a walk]</i>	por el campo <i>[along the countryside]</i> por la orilla del mar <i>[along the sea shore]</i>
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y luego <i>[and then]</i>	escuché escuchamos	música	y	me bañé <i>[I swam]</i> nos bañamos <i>[we swam]</i>	tomé el sol tomamos el sol
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Volví <i>[I returned]</i> Volvimos <i>[We returned]</i>	a casa	en coche	y	durante el viaje de vuelta <i>[during the return trip]</i>	leí una revista <i>[I read a magazine]</i> jugué con mi móvil <i>[I played on my phone]</i>
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Antes de acostarme <i>[Before going to bed]</i>	cené con mi familia <i>[I had dinner with my family]</i> me duché <i>[I showered]</i>	Fue	un día una excursión	aburrido/a inolvidable genial
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Therapy (T):

1. Using the Knowledge Organiser on the previous page, highlight the (the first half) using THREE different colours. First, the words that are cognates (words that look or sound the same in both Spanish and English), second, words that you find easy to remember and third, words that you find difficult. Write your key on the page.
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Grade 1-3
Match up

Ayer por la mañana	I got up late
Fui al campo	With my parents
Con mis padres	Yesterday morning
Me desperté temprano	I had a piece of toast
Me levanté tarde	I went to the countryside
Desayuné en la cocina	I left the house
Tomé una tostada	I woke up early
Salí de casa	The trip was long
Viajé en coche	I had breakfast in the kitchen
El viaje fue largo	The weather was good
Hizo buen tiempo	I travelled by car

Grade 4-6 Arrange in chronological order.

Me desperté a las seis	1
desayuné con mi hermano.	
Llegamos a la playa a las nueve.	
Primero nadamos en el mar.	
ocho y viajamos en coche.	
Volvimos a las cinco de la tarde.	
Luego, a las seis y media	
La playa era magnífica.	
Después de nadar tomamos el sol.	
El viaje duró una hora y	
Hicimos un picnic a mediodía.	
Salimos de casa a las	
y me levanté enseguida.	

Grade 7-9 complete with a suitable word.

1. Nos levantamos _____.
2. Para el desayuno comí_____.
3. Mis padres comieron_____.
4. Mi hermano no_____.

Independent Learning

Spanish 2- Talking about a recent day trip

Diagnosis (D):

Talking about a recent day trip	R	A	G
I can say what I did from the morning until bedtime.			
I can talk about travel routines.			
I can say what activities I did in the past.			
I can use the key sentence structure – <i>Antes+</i> infinitive+ preterite+ prepositional phrase			

Ayer por la mañana <i>[Yesterday morning]</i>	fui <i>[I went]</i> fuimos <i>[we went]</i>	al campo al lago	a la piscina a la playa	con	mis amigos mis padres
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Me desperté temprano <i>[I woke up early]</i>	Me levanté a las ocho <i>[I got up at 8]</i>	Mi madre se levantó tarde	Mis padres durmieron hasta tarde <i>[My parents slept until late]</i>
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Desayuné en la cocina <i>[I had breakfast in the kitchen]</i>	Mis padres desayunaron juntos <i>[My parents had breakfast together]</i>	Para el desayuno <i>[For breakfast]</i>	tomé <i>[I had]</i> tomamos <i>[we had]</i> tomaron <i>[they had]</i>	cereales con leche una tostada un vaso de leche
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Sali <i>[I left]</i> Salimos <i>[We left]</i>	de casa <i>[the house]</i>	a las nueve <i>[at 9]</i> después del desayuno <i>[after breakfast]</i>	y	empecé <i>[I started]</i> empezamos <i>[we started]</i>	el viaje <i>[the trip]</i>
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Viajé <i>[I travelled]</i> Viajamos <i>[We travelled]</i>	en coche en tren	y después	en avión en barco
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El viaje <i>[The trip]</i>	duró <i>[lasted]</i>	una hora <i>[one hour]</i> dos horas <i>[two hours]</i>	y fue <i>[and was]</i>	aburrido agradable <i>[nice]</i>	corto <i>[short]</i> largo <i>[long]</i>
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Por la mañana <i>[In the morning]</i> Por la tarde <i>[In the afternoon]</i>	hizo <i>[it was]</i>	buen tiempo <i>[‘good weather’]</i> mal tiempo <i>[‘bad weather’]</i> frio/calor <i>[cold/hot]</i> sol <i>[sunny]</i>	y luego <i>[and later]</i>	hizo un poco de viento <i>[it was a bit windy]</i> llovió un poco <i>[it rained a bit]</i>
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Hice <i>[I did]</i> Hicimos <i>[We did]</i>	muchas cosas, <i>[many things]</i>	por ejemplo	*di un paseo <i>[I went for a walk]</i> dimos un paseo <i>[we went for a walk]</i>	por el campo <i>[along the countryside]</i> por la orilla del mar <i>[along the sea shore]</i>
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y luego <i>[and then]</i>	escuché escuchamos	música	y	me bañé <i>[I swam]</i> nos bañamos <i>[we swam]</i>	tomé el sol tomamos el sol
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Volví <i>[I returned]</i> Volvimos <i>[We returned]</i>	a casa	en coche	y	durante el viaje de vuelta <i>[during the return trip]</i>	leí una revista <i>[I read a magazine]</i> jugué con mi móvil <i>[I played on my phone]</i>
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Antes de acostarme <i>[Before going to bed]</i>	cené con mi familia <i>[I had dinner with my family]</i> me duché <i>[I showered]</i>	Fue	un día una excursión	aburrido/a inolvidable genial
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Therapy (T):

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Grade 1-3 multiple choice quiz

	1	2	3
Me desperté	I got up	I woke up	I went to bed
Por la mañana	In the evening	At night	In the morning
Antes de acostarme	Before going to bed	Before getting up	Before lunch
Volvimos tarde	We went out	We arrived	We came back
Llegamos temprano	We left early	We arrived early	We woke up early
El viaje fue lento	The journey was slow	There were lentils	The journey was fun
Hicimos senderismo	We went running	We swam	We went hiking
Pescamos en el río	We went fishing	We sunbathed	We played football
El viaje fue largo	The journey was short	The journey was slow	The journey was long
Alquilamos un coche	We rented a car	We rented an airplane	We rented a coach

Grade 4-6 Complete with the options in the box

- a. Me desperté _____ a las seis.
- b. _____ cereales con leche.
- c. Mis padres se _____ tarde.
- d. _____ de casa a eso de las ocho.
- e. Fuimos de excursión al _____.
- f. _____ un lago muy grande.
- g. Había mucha _____.
- h. Hizo _____ y mucho calor.
- i. Yo _____ en el lago.
- j. Mi hermano _____ al voleibol.
- k. Mi hermana _____ esquí acuático.
- l. Mis padres _____ el sol.
- m. _____ casa a eso de las seis.

levantaron
desayuné
sol
campo
había
salimos
jugó
tomaron
volvimos
temprano
hizo
nadé
gente

Grade 7-9 complete with a suitable word.

- 1. Salimos del hotel a las _____.
- 2. Viajamos en _____.
- 3. El viaje duró _____.
- 4. Llegamos a la playa a las _____.

B	S	G	P

Independent Learning

Spanish 3- Talking about when I went to La Tomatina festival

Diagnosis (D):

Talking about a recent day trip	R	A	G
To say what you must and must not do			
To say what activities you did in the past			
Se debe + infinitive + noun phrase			
Time maker+ fui+ locative adverbial+ prepositional phrase			

El fin de semana pasado	fui fuimos	a Buñol	para participar en / para ver [to take part in / to see]	la Tomatina
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Fui	solo con mi mejor amigo/a	Me desperté [I woke up] Él/ella se despertó [He/she woke up]	a las ocho muy temprano [very early]						
Viajé Viajamos	en	avión coche	y luego	en	autocar tren	El viaje fue [The trip was]	largo	pero y	divertido duro
Alquilé [I rented] Alquilamos [We rented]	un coche [a car]								

El día del festival	llegué [I arrived] llegamos [we arrived]	temprano [early]	al pueblo [to the town]	para coger sitio [to get a good spot]
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En esta fiesta [In this festival]	hay algunas reglas importantes [there are some important rules]			
No se debe [One must not] Nunca se debe [One must never]	tirar [throw]	botellas [bottles] piedras [stones]		
Solo se debe [One must only]		tomates [tomatoes]		
Se recomienda [It's recommended]	llevar [to wear]	gafas de natación [swimming goggles] camisetas viejas [old T-shirts] zapatillas [trainers]		

Por la mañana	estuvo nublado [it was cloudy] hizo buen tiempo hizo sol	pero luego	por la tarde	hizo frío hubo tormenta [there was a storm] llovió un poco
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Durante la batalla de tomates [During the tomato fight]	yo		mi amigo y yo	
	conocí a mucha gente divertida [I met many fun people] me caí muchas veces [I fell over many times] me ensucié mucho [I got really dirty] me reí mucho [I laughed a lot] tiré un montón de tomates [I threw loads of tomatoes]		conocimos a mucha gente nos caímos muchas veces nos ensuciamos mucho nos reímos mucho tiramamos un montón de tomates	

Por la tarde	volví volvimos	al hotel	y	comí tapas descansé me duché	comimos tapas descansamos nos duchamos
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Finalmente	me acosté nos acostamos	a las	diez.	Fue una experiencia	increíble inolvidable maravillosa
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Grade 1-3
Match up

Fui a Buñol	She woke up
Para participar en	The trip was hard
Ella se despertó	I went to Buñol
Alquilamos un coche	We rented a car
El viaje fue duro	We arrived early
Llegamos temprano	To throw stones
Hay algunas reglas	It was cloudy
No se debe	One must not
Tirar piedras	It's recommended
Se recomienda	There are some rules
Llevar ropa vieja	To wear old clothes
Estuvo nublado	To take part in

Grade 4-6 Faulty translation

a. Mi mejor amigo	My boyfriend
b. Se despertó a las ocho	I woke up at eight
c. Llegamos temprano	We arrived late
d. Hay reglas importantes	There are no rules
e. Tirar botellas	To throw stones
f. Gafas de natación	Swimming clothes
g. Hubo tormenta	It was sunny
h. Me ensucié mucho	It rained a lot
i. Me reí mucho	I cried a lot
j. Volví al hotel	I returned home
k. Me acosté a las diez	I woke up at ten

Grade 7-9 complete with the appropriate preterite reflexive verb forms.

Yo	Nosotros
Me acosté	
	Nos despertamos
Me reí	
	Nos caímos

Explain in your own words what a reflexive verb is.

B	S	G	P

Independent Learning

Spanish 4- Talking about when I went to La Tomatina festival

Diagnosis (D):

Talking about a recent day trip	R	A	G
To say what you must and must not do			
To say what activities you did in the past			
Se debe + infinitive + noun phrase			
Time maker+ fui+ locative adverbial+ prepositional phrase			

El fin de semana pasado	fui fuimos	a Buñol	para participar en / para ver <i>[to take part in / to see]</i>	la Tomatina
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Fui	solo con mi mejor amigo/a	Me desperté <i>[I woke up]</i> Él/ella se despertó <i>[He/she woke up]</i>	a las ocho muy temprano <i>[very early]</i>						
Viajé Viajamos	en	avión coche	y luego	en	autocar tren	El viaje fue <i>[The trip was]</i>	largo	pero y	divertido duro
Alquilé <i>[I rented]</i> Alquilamos <i>[We rented]</i>	un coche <i>[a car]</i>								

El día del festival	llegué <i>[I arrived]</i> llegamos <i>[we arrived]</i>	temprano <i>[early]</i>	al pueblo <i>[to the town]</i>	para coger sitio <i>[to get a good spot]</i>
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En esta fiesta <i>[In this festival]</i>	hay algunas reglas importantes <i>[there are some important rules]</i>			
No se debe <i>[One must not]</i> Nunca se debe <i>[One must never]</i>	tirar <i>[throw]</i>	botellas <i>[bottles]</i> piedras <i>[stones]</i>		
Solo se debe <i>[One must only]</i>		tomates <i>[tomatoes]</i>		
Se recomienda <i>[It's recommended]</i>	llevar <i>[to wear]</i>	gafas de natación <i>[swimming goggles]</i> camisetas viejas <i>[old T-shirts]</i> zapatillas <i>[trainers]</i>		

Por la mañana	estuvo nublado <i>[it was cloudy]</i> hizo buen tiempo hizo sol	pero luego	por la tarde	hizo frío hubo tormenta <i>[there was a storm]</i> llovió un poco
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Durante la batalla de tomates <i>[During the tomato fight]</i>	yo		mi amigo y yo	
	conocí a mucha gente divertida <i>[I met many fun people]</i> me caí muchas veces <i>[I fell over many times]</i> me ensucié mucho <i>[I got really dirty]</i> me reí mucho <i>[I laughed a lot]</i> tiré un montón de tomates <i>[I threw loads of tomatoes]</i>		conocimos a mucha gente nos caímos muchas veces nos ensuciamos mucho nos reímos mucho tiramos un montón de tomates	

Por la tarde	volví volvimos	al hotel	y	comí tapas descansé me duché	comimos tapas descansamos nos duchamos
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Finalmente	me acosté nos acostamos	a las	diez.	Fue una experiencia	increíble inolvidable maravillosa
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Therapy (T):

1. Using the Knowledge Organiser on the previous page, highlight the (the second half) using THREE different colours. First, the words that are cognates (words that look or sound the same in both Spanish and English), second, words that you find easy to remember and third, words that you find difficult. Write your key on the page.
2. In your Independent Learning book write six sentences in Spanish talking about a recent day trip using the vocabulary on the Knowledge Organiser. Then translate them into English.

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día del festival hizo muy buen	
me duché y me puse ropa limpia	
El verano pasado fui a Buñol par	1
tiempo. Durante la batalla tiré muchos	
y el viaje fue bastante divertido. Él	
participar en la Tomatina.	
Después de la batalla volví al hotel,	
Fue una experiencia fantástica y	
tomates y conocí a mucha gente guay.	
Viajé en tren y luego en autocar	
me encantaría volver en el futuro.	

Grade 1-3
Arrange the
text into the
correct order

Grade 4-6 Translate the sentences below

- a. One must wear old clothes
- b. One must only throw tomatoes
- c. I travelled
- d. I fell over
- e. We woke up very early
- f. We ate tapas

Grade 7-9 complete with the verb in the perfect tense.

Write a 150 word paragraph (in Spanish) in which you talk about a make-believe trip to the Nice carnival.
Mention:

When you went.

Who you went with.

What they are like.

How you travelled.

How the trip was.

Some of the main rules of the Tomatina.

Three things you did during the tomato fight.

What you did afterwards.

Your impressions of the experience.

Whether you would like to return there one day.

B	S	G	P

Independent Learning

Spanish 5- Talking about a trip to Cádiz and Sevilla – past and future

Diagnosis (D):

Talking about a recent day trip	R	A	G
Talk about what you did on a recent trip			
Talk about an upcoming trip			
Imperfect tense			
Time maker + voy+ a+ infinitive +noun phrase/ prepositional phrase			

Un voyage récent à Biarritz

Il y a deux jours <i>[Two days ago]</i>	Je suis allé(e) Nous sommes allé(e)s	à Biarritz	J'ai voyagé <i>[I travelled]</i> Nous avons voyagé <i>[we travelled]</i>	en car <i>[by coach]</i> en voiture <i>[by car]</i>
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Le voyage jusqu'à Biarritz <i>[The trip to Biarritz]</i>	à duré trois heures <i>[took 3 hours]</i>	et j'ai aimé cela car c'était <i>[and I liked it because it was]</i>	divertissant <i>[entertaining]</i> amusant <i>[fun]</i> passionnant <i>[exciting]</i>
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À Biarritz	J'ai logé <i>[I stayed]</i>	dans un hôtel	C'était bon marché/cher <i>[It was cheap/expensive]</i>	et mais	le personnel était <i>[the staff was]</i>	accueillant <i>[welcoming]</i> sympa antipathique
	Nous avons logé <i>[we stayed]</i>		C'était propre <i>[It was clean]</i>			

L' hôtel	était	loin près	de La Grande Plage <i>[from The Big Beach]</i> du casino	du centre-ville du Rocher de la Vierge <i>[from the Virgin's Rock]</i>
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Ce que j'ai préféré <i>[What I preferred]</i>	de Biarritz <i>[about Biarritz]</i>	était quand <i>[was when]</i>	j'ai mangé des fruits de mer <i>[I ate seafood at the restaurant]</i> je me suis baigné(e) à la Côte des Basques <i>[I had a swim at the Côte des Basques]</i> je suis allé(e) au casino <i>[I went to the casino]</i>
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J'ai adoré <i>[I loved]</i> Nous avons adoré <i>[We loved]</i>	le voyage à Biarritz	et j'aimerais <i>[and I would like]</i> et nous aimerons <i>[and we would like]</i>	y retour l'année prochaine <i>[to go back next year]</i>
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Le week-end prochain ... à Toulouse!

Aujourd'hui <i>[Today]</i> Demain <i>[Tomorrow]</i>	je vais aller <i>[I am going to go]</i> nous allons aller <i>[we are going to go]</i>	à Toulouse	en train <i>[by train]</i> en car <i>[by coach]</i>	Le voyage dure <i>[the trip takes]</i>	deux heures <i>[2 hours]</i>
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À Toulouse	je vais loger <i>[I am going to stay]</i> nous allons loger <i>[we are going to stay]</i>	dans	une auberge jeunesse <i>[a youth hostel]</i> un hôtel	à côté de <i>[near]</i> près de <i>[beside]</i>	la Basilique Saint-Sernin la Grande Roue <i>[the Big Wheel]</i>
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Le premier jour <i>[On the first day]</i>	le matin <i>[in the morning]</i> l'après-midi <i>[in the afternoon]</i>	je vais nous allons	voir <i>[see]</i> visiter <i>[visit]</i>	le Musée des Augustins <i>[the Augustins museum]</i> le parc Godolin le Pont-Neuf
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Le deuxième jour <i>[On the second day]</i>	je vais nous allons	faire un tour dans la vieille ville <i>[go for a walk in the old town]</i> voir le Jardin Japonais <i>[see the Japanese Garden]</i>
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Finally <i>[Finally]</i>	je vais nous allons	rentrer à la maison <i>[go back home]</i>	en car en avion	en voiture en train
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Je crois que le voyage à Toulouse sera <i>[I believe the trip to Toulouse will be]</i>	génial	inoubliable <i>[unforgettable]</i>
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Therapy (T):

1. Using the Knowledge Organiser on the previous page, highlight the (the first half) using THREE different colours. First, the words that are cognates (words that look or sound the same in both Spanish and English), second, words that you find easy to remember and third, words that you find difficult. Write your key on the page.
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Grade 1-3
Match up

Había un castillo	The people were
Es una ciudad histórica	It's on the coast
Está en la costa	We stayed
Hizo buen tiempo	It was in the centre
El viaje duró	The journey was
La gente era	The journey lasted
Estaba en el centro	I liked it
Nos alojamos	It's a historic city
El viaje fue	The weather was nice
Me gustó	It was clean
Lo mejor fue	I would like to go back
Estaba limpio	There was a castle
Me gustaría volver	The best thing was

Grade 4-6 put the words into the correct order so that the sentences make sense

- a. Hace una familia fui con mi semana Cádiz
- b. fue El viaje largo bastante
- c. dos Pasamos en Cádiz días
- d. sábado la Llegamos el por mañana
- e. quedamos bueno Nos en un muy hotel
- f. del centro cerca estaba El hotel
- g. una grande muy catedral Visitamos
- h. antiguo También a ver un fuimos castillo
- i. típicos Probamos platos muchos de la región
- j. en un marisco del puerto Comimos cerca restaurante

Grade 7-9 translate the following sentences:

- a. El mes pasado
- b. Pasé dos días inolvidables
- c. Nos quedamos en un albergue juvenil
- d. Estaba cerca de la playa, a 5 minutos a pie
- e. Alquilamos una bici e hicimos turismo
- f. Sacamos muchas fotos de edificios antiguos
- g. Lo mejor fue cuando visitamos el castillo
- h. También me encantó la comida local
- i. Conocimos a gente acogedora y servicial
- j. Afortunadamente hizo sol todo el día

B	S	G	P

Independent Learning

Spanish 6- Talking about a trip to Cádiz and Sevilla – past and future

Diagnosis (D):

Talking about a recent day trip	R	A	G
Talk about what you did on a recent trip			
Talk about an upcoming trip			
Imperfect tense			
Time maker + voy+ a+ infinitive +noun phrase/ prepositional phrase			

Un voyage récent à Biarritz

Il y a deux jours <i>[Two days ago]</i>	Je suis allé(e) Nous sommes allé(e)s	à Biarritz	J'ai voyagé <i>[I travelled]</i> Nous avons voyagé <i>[we travelled]</i>	en car <i>[by coach]</i> en voiture <i>[by car]</i>
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Le voyage jusqu'à Biarritz <i>[The trip to Biarritz]</i>	à duré trois heures <i>[took 3 hours]</i>	et j'ai aimé cela car c'était <i>[and I liked it because it was]</i>	divertissant <i>[entertaining]</i> amusant <i>[fun]</i> passionnant <i>[exciting]</i>
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À Biarritz	J'ai logé <i>[I stayed]</i>	dans un hôtel	C'était bon marché/cher <i>[It was cheap/expensive]</i>	et mais	le personnel était <i>[the staff was]</i>	accueillant <i>[welcoming]</i> sympa antipathique
	Nous avons logé <i>[we stayed]</i>		C'était propre <i>[It was clean]</i>			

L' hôtel	était	loin près	de La Grande Plage <i>[from The Big Beach]</i> du casino	du centre-ville du Rocher de la Vierge <i>[from the Virgin's Rock]</i>
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Ce que j'ai préféré <i>[What I preferred]</i>	de Biarritz <i>[about Biarritz]</i>	était quand <i>[was when]</i>	j'ai mangé des fruits de mer <i>[I ate seafood at the restaurant]</i> je me suis baigné(e) à la Côte des Basques <i>[I had a swim at the Côte des Basques]</i> je suis allé(e) au casino <i>[I went to the casino]</i>
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Le deuxième jour <i>[On the second day]</i>	je vais nous allons	faire un tour dans la vieille ville <i>[go for a walk in the old town]</i> voir le Jardin Japonais <i>[see the Japanese Garden]</i>
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Finallyment <i>[Finally]</i>	je vais nous allons	rentrer à la maison <i>[go back home]</i>	en car en avion	en voiture en train
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Je crois que le voyage à Toulouse sera <i>[I believe the trip to Toulouse will be]</i>	génial	inoubliable <i>[unforgettable]</i>
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a. Voy a alojarme	I am going to stay	I am going to go	I am going to leave
b. Vamos a salir	We are going to try	We are going to go out	We are going to rent
c. Vamos a viajar	I am going to travel	I am going to visit	I am going to return
d. Voy a divertirme	I am going to divert	I am going to travel	I am going to have fun
e. Voy a descansar	I am going to sleep	I am going to rest	I am going to disco
f. Va a probar	He is going to taste	He is going to drink	He is going to eat
g. Va a comprar	She is going to sell	She is going to borrow	She is going to buy
h. Voy a alquilar	I am going to buy	I am going to rent	I am going to try
i. Van a ver	They are going to visit	They are going to go	They are going to see
j. Voy a bailar	I am going to sing	I am going to dance	I am going to play
k. Van a ir	They are going to go	They are going to stay	They are going to see

Grade 1-3
Multiple
choice.

Grade 4-6 complete the table

Preterite	Immediate future
Viaje en coche.	
	Voy a comer.
Me alojé en un hotel.	
	¿Adónde vas a ir?
¿Qué hiciste?	
	Mi hermano va a ir de marcha.
Mi madre compró recuerdos.	
	Mi padre va a sacar fotos.
Mi hermano y yo compramos ropa.	
	Vamos a tomar el sol.
Mis padres visitaron museos.	

Grade 7-9 translate:

My name is Felipe and I am from Mérida, in the west of Spain. Normally I go on holiday to Santiago de Compostela, in the northwest of Spain. I like it a lot, but it always rains. Last year I went on holiday to Sevilla, in the south of Spain, with my best friend Carlos. Carlos is very tall and funny. We went to Sevilla by train and we stayed in a youth hostel. In Sevilla we went for a walk in the town centre and we bought souvenirs. One day we saw a Flamenco show. It was an exciting trip and I would love to go back again.