"Success is the sum of small efforts repeated day in and out."

STOKE DAMEREL

Aspire | Achieve | Thrive

History

Computing

Name:

Tutor:

Half Term 2 2024-25

KNOWLEDGE ORGANISER

Modern Britain

8

Spanish

French

Geography

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Book Pride

1	2
- No dates and titles are underlined - Work is very untidy - Extended writing tasks are incomplete - SPaG errors being repeated Show more PRIDE in your learning. Be proud to learn and be proud of your work.	- Some dates and titles are underlined - Work is untidy - Extended writing tasks are short - SPaG errors being repeated
3	**4**
- Most dates and titles are underlined - Work is usually neat and well presented - Extended writing tasks are good - SPaG is usually correct	- All dates and titles are underlined - Work is exceptionally neat and well presented - Extended writing tasks are outstanding - SPaG is consistently correct You are RESILIENT. You always show PRIDE in your work.

Plan

Year 8 - Half Term 2 **(04-11-24 → 20-12-24)** - Homework Plan

	Online HW	**Written HW**
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

*Students studying Literacy in place of French/Spanish to complete additional set Sparx Reader

Geography: Half Term 2 - Week 1

Geography: Week 1 Knowledge Organiser: Ecosystems

Keywords:
• **Marine ecosystem:** A community of plants and animals living together in their aquatic (salt water) environment such as oceans or seas.
• **Biotic:** Living things (e.g., fish, coral, plankton).
• **Abiotic:** Non-living things (e.g., water, sunlight, temperature).
• **Biodiversity:** The variety of life within an ecosystem.
• **Coral Reef:** A marine ecosystem formed by tiny creatures or organisms called coral polyps. They survive in warm, shallow water.
• **Food Web:** A system of interdependent food chains in an ecosystem.
• **Photosynthesis:** Process by which plants and algae use sunlight to make food.
• **Predator:** An animal that hunts other animals for food.
• **Prey:** An animal that is hunted and eaten by a predator.

The ocean is a huge body of saltwater that covers about 71 percent of Earth's surface. It is hugely important because it provides us with food and also helps control our climate.

Polar Marine Ecosystems can be found close to the Arctic and Antarctic Circle. They are found close to the continents of Antarctica, North America and Asia. There are no polar marine ecosystems in South America.

Coral reefs are found in warm shallow waters. They **are very important** because they have a large biodiversity and around 25% of marine life are found living here.

What is the difference between Marine and land ecosystems?
Marine and land ecosystems have several key differences.
Marine ecosystems are found in the ocean and are characterised by a high level of biodiversity. They are influenced by factors such as temperature, currents, and the availability of sunlight. Land ecosystems, on the other hand, are found on land and are less diverse compared to marine ecosystems. They are mainly supported by green plants, which convert sunlight and nutrients from the soil into organic molecules.

Geography: Week 1 Questions

1. What is a food web?
2. Name two biotic found in marine ecosystems.
3. Name two abiotic factors found in marine ecosystems.
4. What types of organisms are found in a coral reef ecosystem?

5. What is the difference between a predator and prey in a marine ecosystem?
6. How might changes in sea water temperature affect marine life?
7. What is biodiversity?
8. Why are coral reefs important?

Extended Writing Question: Describe in your own words what a marine ecosystem is.
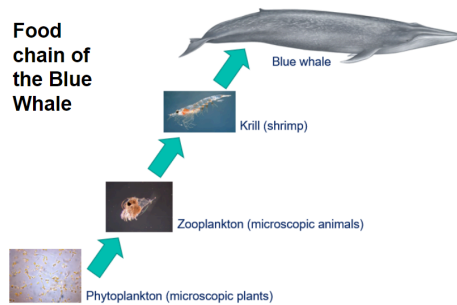
Geography: Week 2 Knowledge Organiser: Interactions within oceans (food webs)	
Phytoplankton and algae form the bases of aquatic food webs **(Producers).** **Primary consumers** like zooplankton,krill, small fish and crustaceans eat these primary producers. **Secondary consumers** in turn eat the primary consumers such as small sharks, coral, large seals, Arctic Cod and Baleen whales. **Top predator**s are those at the top of the ocean ecosystem, such as the Orca. A **food web** or food chain works on the **transfer of energy**. Food chain of the Blue Whale / Blue whale / Krill (shrimp) / Zooplankton (microscopic animals) / Phytoplankton (microscopic plants)	**Human impacts on food webs** Hunting - whale hunting in some countries is still allowed and this has a big impact on the population. Litter and pollution - Fish mistake plastic for food which they then eat. Fishing nets - Nets will scoop up anything in its way, sometimes even small/baby fish. This has a big impact on the ecosystem. Climate change - warmer waters mean many sea creatures/plants would not be able to survive.

Geography: Week 2 Questions	
1. Give an example of a producer in the ocean. 2. Give a definition of a primary consumer. 3. Give an example of a primary consumer. 4. Give a definition of a top predator.	5. Give an example of a top predator in the ocean. 6. Food webs work on the transfer of what? 7. How do fishing nets impact food webs? 8. Why is litter a problem in our oceans?

Extended Writing Question: Describe how climate change can have a negative impact on food webs.

Geography: Half Term 2 - Week 3

Geography: Week 3 Knowledge Organiser: Ocean Importance

Carbon sink: A natural environment that has the ability to absorb carbon dioxide.
Phytoplankton: A microscopic plant that floats in a body of water such as oceans, lakes and rivers.

Why are oceans important?

Not only do they provide us with food, they are really important for many things.
-Regulates the atmosphere by acting as a carbon sink.
-Provide fresh water.
-Affects our climate.
-Habitat for animals.

Provide fresh water
As a major part of the water cycle, salt water from oceans is heated by the sun, evaporating into the air. As the water evaporates, the salt remains in the ocean. The water condenses into clouds and returns to earth in the form of rain and snow. When the water returns to earth through precipitation, it's fresh water.

Climate

The ocean has absorbed **90 per cent of the excess heat** from the atmosphere.The ocean also absorbs **25 percent of the CO_2** produced by human activity.

Food
3.3 billion people get their animal protein from the sea.
There are over 2200 different species of wild seafood to try!

Geography: Week 3 Questions

1. What does the term carbon sink mean?
2. What is phytoplankton?
3. Name one way oceans are important.
4. Where does salt remain when evaporation occurs?

5. How does water return back to earth?
6. How much excess heat does the sea absorb?
7. How much CO2 does the oceans absorb?
8. How many species can we eat from the ocean?

Extended Writing Question: Explain in your own words how oceans provide fresh water.

Geography: Half Term 2 - Week 4

Geography: Week 4 Knowledge Organiser: Seagrass in the Sound

Seagrass is one of the ocean's most important habitats in the world.

Seagrass meadows absorb and store vast amounts of carbon. They absorb carbon up to 35 times more efficiently than tropical rainforests, and despite only covering 0.2% of the seabed, they store 10% of the Ocean's carbon.

Seagrass meadows allow biodiversity to flourish. A single hectare can support 80,000 fish and 100 million small invertebrates. The underwater meadows are also a home for rare and endangered species, like seahorses and stalked jellyfish.

Threats to Seagrass

In the last 40 years 35% of Seagrass meadows have been lost worldwide and in the UK it has been estimated at 92%. This is due to sea level rise, boats and dredging (scooping up the bottom of the seabed).

What is being done to help Seagrass?

The National Marine Aquarium has been involved in setting up conservation areas in the Sound and restoring Seagrass meadows. Seagrass seeds are collected from healthy meadows, and planted into sand on 100% biodegradable mats, made from cotton and hessian. They are nurtured in our seagrass cultivation laboratory at the National Marine Aquarium, until the seedlings have become established into strong plants, which are then ready to be planted into the seabed.

Geography: Week 4 Questions

1. How much carbon dioxide does Seagrass absorb compared to rainforests?
2. How much of the seabed does Seagrass cover?
3. How many fish can a hectare of Seagrass support?
4. What rare species are found in Seagrass meadows?

5. Name one threat to Seagrass meadows.
6. What percentage of Seagrass has been lost worldwide?
7. What local organisation is helping to restore Seagrass?
8. Where are the conservation areas in Plymouth?

Extended Writing Question: Explain how they grow new Seagrass meadows.

Geography: Week 5 Knowledge Organiser: Overfishing	
Overfishing is when too many fish are caught from the sea. Some scientists think that as much as 85% of the world's fish populations have been overfished. There are many problems caused by overfishing: **Waste from fishing** Fishing boats might have caught too many fish by accident. Countries have quotas which limit the amount of fish they can catch. Fish are often dead when they finally get thrown back into the water. **By-catch** Bycatch is the incidental capture of non-target species such as dolphins, marine turtles and seabirds.	**Whaling** **Whaling** is the hunting of whales for their usable products such as meat and blubber, which can be turned into a type of oil that was important in the Industrial Revolution. The banning of whaling in 1986 led to the number of whales in our oceans going back up again. It is thought that numbers have now gone up to 93% of the original number. **Shark fin soup** Shark fin soup is a traditional Southeast Asian soup or broth commonly served at special occasions such as weddings and banquets, or as a luxury item. It involves the gruesome practice of cutting off a live shark's fins and throwing the rest of the animal back into the sea, where it dies a slow and painful death.

Geography: Week 5 Questions	
1. What does overfishing mean? 2. What % of the fish population caught do scientists believe to have been overfished? 3. What does "waste from fishing" mean? 4. Why have some countries introduced a fishing quota?	5. What is the word used to describe species such as dolphins and turtles caught when they are not meant to be part of the catch? 6. What is whaling? 7. Why is shark fin soup a luxury item (for the rich or on special occasions)? 8. In what year was whaling banned?

Extended Writing Question: In your own words explain how the ban on whaling in 1986 has had a positive impact on the number of whales in our oceans.

Geography: Half Term 2 - Week 6

Geography: Week 6 Knowledge Organiser: Plastic pollution - The problem

Pollution is the introduction of harmful materials into the environment. This is harmful to living organisms as a result of human activity. Scientists say that by 2050 there will be more plastic in the ocean than fish.

Biodegrade: A process that enables a substance to break down into natural materials in the environment without causing harm.

Microplastics: Extremely small pieces of plastic which has been broken down

How bad is single-use plastic?

This increase in plastic production leads to an increase in plastic pollution. This poses a major threat to our oceans and marine life. An estimated 33 billion pounds of plastic enter the marine environment every year. That's two-garbage truck's worth of plastic that enters the ocean every minute, according to Oceana.1 Nov 2023

5 facts about plastic pollution
1. Only 9% of all plastic produced is recycled.
2. A whopping 2 million plastic bags are used every minute worldwide.
3. Single-use plastics are illegal in some parts of the world.
4. Every minute of every day a truckload of plastic is dumped into the ocean.
5. 73% of beach litter worldwide is plastic.

Where is plastic pollution happening the most?
The **Great Pacific Garbage Patch (GPGP)** is a floating island of plastic debris in the north-central Pacific Ocean. It's the largest accumulation of plastic in the world.

Plastic pollution is becoming an increasing problem to tourism due to:
- Turtles eat microplastics and end up dying of malnutrition, therefore less turtles in the area leading to less tourists visiting
- Plastic covering the golden sandy beaches which attract tourists (especially on wellness breaks)
- Fishermen and local restaurants are affected due to catching polluted fish or having less fish to catch.

Geography: Week 6 Questions

1. What is pollution?
2. What does the term biodegradable mean?
3. What is the estimated amount of plastic that enters our marine environment every year?
4. What is microplastic?
5. What percentage of plastic gets recycled?
6. How many plastic bags get used every minute worldwide?
7. Single use plastics are illegal in some countries. **True or false**?
8. What is the **Great Pacific Garbage Patch**?

Extended Writing Question: Explain why plastic pollution has become such a big problem for the tourism industry.

Geography: Week 7 Knowledge Organiser: Plastic pollution - Sustainable solutions

Reducing: Using less plastic when possible stops more plastic getting into the world. It also helps keep plastics out of the ocean and reduces the amount of "new" plastic in circulation.

Reusing: Using plastic objects more than once means less have to be made

Recycling: Plastic can be melted and remade into other useful things.

Alternatives to plastic:
The best solution to the plastic problem would be to reduce the use of plastic altogether. Using alternatives would do this:
1. Cotton or paper bags
2. Refillable water bottles + coffee cups
3. Cardboard packaging

Kenya's response to the plastic problem
1. **Flip Flopi Dhow -** 10 metre long boat built out of flip flops made of recycled products
2. **Banning plastic bags -** Banned use of plastic bags. Faced with fines of US$38,000.
3. **Beach clean up -** One lady started beach clean ups and started the 'Shela Environmental Residents group'

Why is plastic recycling from the UK sent to other countries?
The UK is currently sending most of our recycled plastic packaging overseas, where it is turned into new products. Historically there has been more demand for our recycling from foreign countries, where it's cheaper to process. Some countries we have previously sent our recycling to, such as China, have heavily restricted what materials they will accept, to make sure that they are not taking in plastics that are contaminated and of poor quality (e.g. dirty or including items that cannot be recycled).

Geography: Week 7 Questions

1. What does the term reducing mean?
2. What does recycling of plastic mean?
3. List 2 alternatives to using plastic.
4. What is the best solution to the plastic problem?

5. What does the **Flip Flop Dhow** solution to plastic involve?
6. How much is the fine for using plastic bags in Kenya?
7. What is the **'Shela Environmental Residents group'** about?
8. Why is the UK sending most of the recycled plastic packaging to other countries?

Extended Writing Question: In your own words, explain why countries such as China are now restricting what recyclable plastic they accept from the UK..

History: Week 1 Knowledge Organiser: WW1 Battle of the Somme

The Battle continued throughout the summer and into the winter. In November 1916 the final phase of the Somme was launched. By this point the battlefield was almost a swamp due to heavy rain and bomb craters. Troops were struggling to move themselves and the artillery across the Battlefield. The rain made the visibility on the battlefield so bad the planes could not carry out reconnaissance (intelligence gathering) .The British needed to seize Le Transloy Ridge to survive the winter

Battle of the Ancre - Aimed to capture four fortified villages: Beaumont Hamel and Serre, which had been British objectives on the first day of the Battle of the Somme, as well as St Pierre Divion and Beaucourt. General Sir Hubert Gough's Fifth Army took St Pierre Divion and Beaumont Hamel on the first day. The hope was to win ground beyond Beaucourt on which the most favourable positions for winter could be established. However the sleet and snow caused problems for the advancing troops and the German military expected the attack. Eventually the Somme offensive was called off after 5 months of brutal fighting British casualties stood at 419,654 men, French at 204,253 and the German army lost between 500,000 to 600,000. This was Britain's first prolonged attack on the German army. The German general Erich Ludendorff was worried about another 'Somme' style offensive and he knew Germany would not survive it he withdrew to the Hindenburg Line in March 1917, a voluntary surrender of land. The German government began **unrestricted submarine warfare** against merchant shipping supplying the Allies; these were non military ships from neutral countries. Their aim was to starve Britain into surrender however this brought the United States into the war against Germany in April 1917.

History: Week 1 Questions

1. When did the final part of the Battle of Somme start? 2. What problems were there with the battlefield? 3. Where did the British need to seize? 4. What did the Battle of Ancre aim to capture?	5. Which British general captured St Pierre Divion? 6. How many British casualties had there been by the end of the Somme? 7. What did the Germans do against merchant shipping? 8. When did the USA enter the war?

Extended Writing Question: Explain why it was so hard for either side to win the Battle of the Somme

History: Week 2 Knowledge Organiser: USA and the end of the war

USA	**End of the War**
In 1917 the United States of America joined the war on the side of the British and French despite at the start of the war saying they were impartial. This was because on 8th of May 1915 the luxury British liner, the 'Lusitania', was torpedoed by a German submarine and 1198 passengers were killed, 128 of which were Americans. This outraged many people in America. In 1917, Germany resumed this method of attacking ships using submarines. In Feb/March 1917, several US cargo vessels were sunk without warning by the Germans. Another reason the USA entered the war was The Zimmerman Telegram In February 1917 President Woodrow Wilson received news from the British that they had intercepted a telegram sent from the German foreign minister (Arthur Zimmerman) to the Mexican Government. The telegram urged Mexico to invade America and in return they would receive Texas, New Mexico and Arizona. This was seen by many as Germany provoking the US into war, up until this point the USA had been neutral.	Russia withdrew from the First World War in March 1918, this allowed the German military to refocus its units back to the west. The aim of General Ludendorff was to attack and win to arrive before the USA's troops arrived. The 'Second Battle of the Somme' began in March 1918 however it was held up by British strength at Arras, the German forces diverted to Amien which eventually ended up with the largest territory gain since the Battle of Marne. The battles continued throughout 1918 and looked initially very successful for the Germans, however Ludendorff had used up most of his reserves with 800,000 lives lost whilst the allies were gaining 300,000 per month from the USA. Germany began seeking an armistice On the 11th November 1918 German surrendered to the allies by signing the armistice at 11am. Treaty of Versailles was Signed the 28th June 1919 having been created by The USA, UK and France. Germany had no choice but to sign the treaty as it could not afford a relapse into war. The treaty was harsh and ensured Germany took the blame and punishment for the war Germany had to take full blame for the war, pay 6.6 billion in reparations, their army was limited to 100,000 troops.

History: Week 2 Questions

1. What was the USa position at the start of the war? 2. How many Americans died on the Lusitania? 3. When was the Zimmerman telegram? 4. Who was urged to invade America by the Zimmerman telegram?	5. Who was in charge of the German troops? 6. How many men were Germany losing ? 7. When was the Treaty of Versailles signed 8. What did Germany have to pay by this treaty?

Extended Writing Question: Why were the Germans keen to attack again in March 1918?

History: Half Term 2 - Week 3

History: Week 3 Knowledge Organiser: Invasion of Poland

In January 1933 Adolf Hitler became leader of Germany.

Throughout the 1930s Hitler used terror and propaganda to become supreme leader of Germany this included Supreme Commander of the Armed forces.

This allowed him to make every decision surrounding the war and the military

In 1939 Hitler created a deal with the Soviet Union

The agreement known as the Molotov - Ribbentrop pact (Nazi/Soviet Pact) was a Non-aggression pact which agreed that the Soviets would remain neutral if Poland was attacked, however secretly it agreed that both countries would invade Poland and divide it between them.

In the same year Britain and France had agreed to support Poland if they were attacked.

Throughout August 1939 the leader Nazis, Himmler and Heydrich created staged attacks so that they could portray the invasion of Poland as defensive.

On the 1st September 1939 the Germans invaded Poland, they had more than double the amount of weapons as the Polish army (9000 compared to 4000), 12 divisions of the Polish army were Cavalry.

The Germans used a new tactic called Blitzkrieg.

The Polish fought back, pushing the Panzers from the capital Warsaw on the 8th September, using Molotov cocktails to defend themselves and repelling 3 major attacks through September.

On the 25th September Hitler furiously ordered the surrender of Warsaw, 560 bombs dropped onto the city. Warsaw surrendered on the 27th September 1939

Impact

Hitler gave a speech in August 1939 that they would physically destroy the enemy this meant ordinary people not just military

This led to the formation of 'Einsatzgruppen' or 'Death head units' who went around Poland killing men, women and children, they had lists of people to kill and carried out mass executions. Also 3 Million Jewish people came under Nazi control

During Hitler's attempt to get Warsaw to surrender the Luftwaffe 560 tons of bombs on the city. The German military began the use of the new Blitzkrieg tactic.

The German Luftwaffe dropped bombs over an area, this was then followed by Panzer tanks advancing to squash any resistance, this was then followed by the military which then allowed the panzer tanks to advance forward.

This was met by the Polish Cavalry some of whom still had sabres. This tactic was used to conquer most of Europe.

History: Week 3 Questions

1. What did the Nazis and soviets sign in 1939?
2. When did the Nazis invade Poland?
3. How many divisions of the Polish army were cavalry?
4. What new tactic did Hitler use?

5. When did Warsaw surrender to the Nazis?
6. What was the other name for the Einsatzgruppen?
7. What did this group do?
8. How many Jews were in Poland?

Extended Writing Question: Why was it unlikely that the Polish army would win the war against the Nazis?

History: Week 4 Knowledge Organiser: Dunkirk and the Battle of Britain

Dunkirk

After the invasion of Poland, the Second World War broke out across Europe. However little happened in the first six months this was known as the Phoney War. It was not until April/May 1940 that the invasion of the West began. The Wehrmacht [German army] had pushed the allies back to the edges of France, there were approximately 400,000 men awaiting rescue on the beaches at Dunkirk. The British government launched Operation Dynamo, the aim was to evacuate the troops from the beaches between 26th May 1940 and the 4th June 1940, one the key problems was the naval ships could not get close enough to the beaches due to their size, so the British had to send over Little Ships to transport the troops. Following the evacuation of Dunkirk France became occupied by Nazi Germany.

Battle of Britain

As Britain is an island, Germany needed to send soldiers by sea. To do this safely, they would need to have control of the skies over the English Channel, so the German **Luftwaffe** needed to defeat the British **RAF**. The Luftwaffe heavily outnumbered the RAF. During the Battle of Britain, they had 2,550 fighter planes available, while the RAF only had 749 and the British pilots were also less experienced than the Luftwaffe pilots. The average age of an RAF pilot in the Battle of Britain was just 20 years old. As the fighting was taking place over Britain, the RAF did have an advantage if they were shot down. The Battle of Britain began on 10 July 1940.

The head of the Luftwaffe was Hermann Goering. Germany codenamed their planned invasion of Britain Operation Sea Lion. Goering planned for British Fighter Command to be destroyed, as well as airfields and RAF stations where mechanics, engineers and support staff were based.

As the battle went on, the Luftwaffe also targeted factories, where aeroplanes were made, and **radar** stations.

Britain used several different methods that were crucial in their eventual victory. **Radar:** They were able to detect German planes up to 80 miles away. This gave Britain time to **scramble** planes and be ready to fight. **Observer corps:** 30,000 civilian volunteers were used to track and report on German planes when they were over Britain. Their information helped the RAF to plan their tactics. **The Dowding System:** The information collected from radar stations, along with reports from Observer Corps was put together and used to plan air defences. **Barrage balloons:** These were large balloons held in the air by steel cables, to protect towns and cities.

History: Week 4 Questions	
1. What was the first six months of WW2 called? 2. How many troops were stranded at Dunkirk? 3. What was the name of the operation to relieve them? 4. What was sent from Britain to pick up the troops?	5. What was the name of the German air force? 6. How many more planes did Germany have than Britain? 7. What codename did the German invasion of Britain have? 8. When did the Battle of Britain begin?

Extended Writing Question: Why was the Raf able to win the Battle of Britain?

History: Half Term 2 - Week 5

History: Week 5 Knowledge Organiser: Barbarrosa

On the 22nd June 1941 the Nazis invaded the USSR in 3 Groups, one headed North , the second in the centre and the final group from the South, the invasion front was 1800 miles long. This broke the Nazi Soviet Pact and shocked Soviet leaders. When the Nazis invaded they had the largest invasion force in human history, 3 million men, 19 Panzer tank divisions consisting of 3000 tanks in total, 7000 artillery pieces and 2500 aircraft.
The USSR had ⅔ times the amount of tanks but their air force was largely useless at this time.
Why does it fail?
Reason 1 - The Soviet Troops
Numbers- The Nazis vastly underestimated the size of the Soviet Military, they had planned for 150 divisions of Soviet troops and 50 reserves, in reality the Soviets had 360 divisions.
Attitude- The Soviet troops had a very different attitude than the French, they were determined and stubborn and once their area had taken over they refused to give up and began creating pockets of resistance behind the German front line.
Policy- The Soviets used a policy called 'Scorched Earth', this involved destroying crops and bridges as well as transporting steel and munitions works back toward moscow on rail cars. The Nazis could not use their own rail cars to bring equipment as they were made with a different track.
Reason 1 - The Weather
Hitler and his generals were arguing over the location of the continued attacks with the aim of hitting Moscow eventually; their disagreements delayed the Nazis attacks until October. Even at this point the Nazis looked strong; they were encircling 500-600,000 Soviet troops at a time, they were 200 miles from Moscow and it looked as though they had a clear path to the capital.
However the Battle of Vyazma did not end until October with the Nazi troops exhausted; the generals decided that rather than creating a winter front line they would push forward. Temperatures hit below zero, the Nazi troops had no uniform provisions for the cold and no way to transport equipment. This led to frostbite, death and 730,000 German casualties, meanwhile on the 6th December the Soviets launched a counter offensive in December forcing the Nazis back

History: Week 5 Questions

1. When did Germany invade Russia?
2. What pact did this invasion break?
3. Who had the most tanks?
4. What was the policy of destroying everything called?

5. Where did the German generals argue over hitting?
6. How close to Moscow did the Germans get?
7. What was the temperature during the winter?
8. Why was this such a problem for the German troops?

Extended Writing Question: Explain why the Nazis failed to win in Russia

History: Week 6 Knowledge Organiser: The Blitz
The Blitz. The word Blitz is short for the German word Blitzkrieg [lightning war] the Blitz was a series of bombing raids carried out across British cities from Autumn 1940 to May 1941. During this time the Luftwaffe dropped three main types of bombs; High explosives, parachute mines and incendiaries. Throughout the Blitz British cities such as London, Birmingham, Liverpool, Southampton, Portsmouth and Plymouth Dresden In February 1945 the allied air forces bombed the city of Dresden in East Germany. This involved 3,300 tons of bombs being dropped on the city. Many of the bombs that were dropped were incendiary bombs. These created so much fire that a firestorm developed. It is thought that the temperature peaked at 1,800 degrees Fahrenheit. The surface of roads melted and fleeing people found that their feet were burned as they ran. Some jumped into reservoirs (fake lakes) built in the city centre to assist firefighters. However, these were ten feet deep, smooth-sided and had no ladders – many drowned. Very few of those in the city centre survived – those that did provided a vivid picture of what it was like to be in a firestorm.

History: Week 6 Questions	
1. What does the word Blitzkrieg mean? 2. When was the Blitz? 3. What type of bombs were dropped? 4. Name the main cities where the bombs were dropped in Britain 5. When was the bombing of Dresden?	6. How many bombs were dropped on the city? 7. What did the incendiary bombs create? 8. How did people try to survive the bombing?

Extended Writing Question: Explain why you think the two sides bombed innocent civilians in cities like Dresden

History: Week 7 Knowledge Organiser: D Day and Stalingrad

D-Day

By April 1944 the Nazis had taken most of Europe, however the USA had joined on the side of the allies. If the allies were to turn the war around they needed to land back in the main part of Europe and push the Nazis back. The D Day landings were officially named Operation Overlord and were to be led by Dwight Eisenhower. The plan was to land on 5 beaches along a 50 Mile stretch of Normandy. However they tricked the Nazis into thinking they were landing at Calais so Hitlers panzer divisions were directed to Calais instead.

Events

Just after midnight paratroopers began landing in France with the aim of blowing up bridges, this would stop the Nazis being able to send reinforcements to Normandy. At 6.30am the rest of the troops began to arrive by sea. The Americans landed at Utah and Omaha beaches. The British and Canadians landed at Gold, Juno, and Sword beaches. The fiercest fighting was on Omaha Beach where the Germans were positioned on steep cliffs that commanded the long, flat shoreline. Troops leapt from their landing boats and were pinned down for hours by machine-gun fire that turned the beach into a vast killing field. 2400 were injured or killed in Omaha alone.

The Germans now had to fight on 2 fronts in France and Russia - this divided their troops. Less than a year later the Germans would surrender

Stalingrad

The Battle of Stalingrad took place between August 1942 and February 1943, was one of the most brutal and destructive battles of the war. This was the moment the war in the east shifted in the favour of the Soviet Union and the Nazis began to face defeat. Stalingrad was important for the Nazis because it was a key supply line and if the Nazis took it they could access the oil field in Caucasus. For the Soviets it had symbolic significance as it was named after Stalin and he gave the order 'not to step back'. The battle turned into a brutal struggle for control of individual buildings and streets. The battle was not fought in a traditional style, the soldiers fought in the ruined houses using grandes, flamethrowers and even hand to hand. Both sides faced huge losses with over 2 million people dying (Both Military and civilian). Throughout the fighting there was almost constant artillery fire damaging the city which was brought to rubble.

Why did the Germans lose?

The Germans were reliant on their supply lines, the Soviets continued to disrupt their supplies of ammo, food and medical equipment. The freezing weather caused many to get frostbite and hypothermia. With little food, ammo and huge casualties the German morale began to drop dramatically.

History: Week 7 Questions

1. What was the codename for the Normandy landings?
2. Which 5 beaches would be used?
3. Where did the Nazis think the landings would be?
4. Where were the most casualties?

5. When was the Battle of Stalingrad?
6. Why was Stalingrad important for the Nazis?
7. How was the battle fought?
8. How many people died?

Extended Writing Question: Explain why the Nazis lost the Battle for Stalingrad

French: Week 1 Knowledge Organiser:

Normalement,	*Normally,*	pour le petit-déjeuner,	*for breakfast,*			du pain	*bread*
						du chocolat	*chocolate*
Généralement,	*Generally,*	pour le déjeuner,	*for lunch ,*	je mange	*I eat*	du fromage	*cheese*
En ce moment,	*At the moment,*	pour le dîner,	*for dinner,*	je prends	*I have (take)*	du poisson	*fish*
Quelquefois,	*Sometimes,*	après les cours,	*after lessons (school),*	je bois	*I drink*	du riz	*rice*
De temps en temps,	*From time to time,*	le soir,	*in the evening,*			du gâteau	*cake*
Souvent,	*Often,*					du fast food	*fast food*
Dans ma maison,	*In my house,*	pour commencer,	*to start,*			de la viande	*meat*
Chez moi,	*At mine,*	comme entrée,	*as a starter,*	on mange	*we eat*	de la glace	*ice-cream*
Au restaurant,	*At the restaurant,*	comme plat principal,	*for the main meal,*	on prend	*we have (take)*	des œufs	*eggs*
		comme dessert,	*for dessert,*	on boit	*we drink*	des légumes	*vegetables*
						des pâtes	*pasta*
						des frites	*chips/fries*

Pour rester en bonne santé, *To stay in good health,*

du lait *milk*
du thé *tea*
du café *coffee*
de la bière *beer*
de l'eau *water*

Additional useful vocabulary:
J'ai faim. *I am hungry. (I have hunger)*
J'ai soif. *I am thirsty. (I have thirst)*
L'addition, s'il vous plaît. *The bill, please.*
Où sont les toilettes? *Where are the toilets?*
Une table pour deux personnes s'il vous plaît *A table for two people please*
Est-ce que je peux voir la carte s'il vous plaît ? *Can I see the menu please?*

un fruit *fruit*
un sandwich *a sandwich*
une baguette *a baguette / French stick*

French: Week 1 Questions

Translate in English:
1. Quelquefois, pour le déjeuner, je mange de la viande.
2. Souvent, comme plat principal, on prend un sandwich.
3. Dans ma maison, le soir, on boit de la bière.
4. Chez moi, comme dessert, on mange de la glace.

Translate in French:
5. From time to time, for dinner, I have (take) cheese.
6. Normally, for breakfast, I eat chocolate.
7. At the moment, as a starter, we eat cake.
8. Often, to start, I eat a baguette.

Extended Writing Question: (at least 3 full sentences in FRENCH)
Qu'est-ce que tu manges normalement pour le déjeuner? *(What do you normally eat for lunch?)*

French: Week 2 Knowledge Organiser:

Normalement,	*Normally,*	pour le petit-déjeuner,	*for breakfast,*
Généralement,	*Generally,*	pour le déjeuner,	*for lunch ,*
En ce moment,	*At the moment,*	pour le dîner,	*for dinner,*
Quelquefois,	*Sometimes,*	après les cours,	*after lessons (school),*
De temps en temps,	*From time to time,*	le soir,	*in the evening,*
Souvent,	*Often,*	pour commencer,	*to start,*
Dans ma maison,	*In my house,*	comme entrée,	*as a starter,*
Chez moi,	*At mine,*	comme plat principal,	*for the main meal,*
Au restaurant,	*At the restaurant,*	comme dessert,	*for dessert,*

je mange	*I eat*
je prends	*I have (take)*
je bois	*I drink*
on mange	*we eat*
on prend	*we have (take)*
on boit	*we drink*

du pain	*bread*
du chocolat	*chocolate*
du fromage	*cheese*
du poisson	*fish*
du riz	*rice*
du gâteau	*cake*
du fast food	*fast food*
de la viande	*meat*
de la glace	*ice-cream*
des œufs	*eggs*
des légumes	*vegetables*
des pâtes	*pasta*
des frites	*chips/fries*
du lait	*milk*
du thé	*tea*
du café	*coffee*
de la bière	*beer*
de l'eau	*water*
un fruit	*fruit*
un sandwich	*a sandwich*
une baguette	*a baguette / French stick*

Pour rester en bonne santé, *To stay in good health,*

Additional useful vocabulary:
J'ai faim.   *I am hungry. (I have hunger)*
J'ai soif.   *I am thirsty. (I have thirst)*
L'addition, s'il vous plaît.   *The bill, please.*
Où sont les toilettes?   *Where are the toilets?*
Une table pour deux personnes s'il vous plaît   *A table for two people please*
Est-ce que je peux voir la carte s'il vous plaît ?   *Can I see the menu please?*

French: Week 2 Questions

Translate in English:	Translate in French:
1. Dans ma maison, après les cours, on mange du gâteau.	5. From time to time, for lunch, we eat pasta and cheese.
2. Souvent, pour commencer, je prends des œufs.	6. To stay in good health, we drink water.
3. Pour rester en bonne santé, on prend un fruit.	7. At the moment, in the evening, I drink beer.
4. Au restaurant, je prends du chocolat et du thé.	8. Sometimes, as a starter I eat a sandwich.

Extended Writing Question: (at least 3 full sentences in FRENCH)
Qu'est-ce que tu manges normalement au restaurant?   *(What do you normally eat at the restaurant?)*

French: Week 3 Knowledge Organiser:

Normalement,	*Normally,*	pour le petit-déjeuner, *for breakfast,*		du pain *bread*

French	English	French	English	je mange *I eat*	French	English
Normalement,	*Normally,*	pour le petit-déjeuner,	*for breakfast,*		du pain	*bread*
Généralement,	*Generally,*	pour le déjeuner,	*for lunch ,*		du chocolat	*chocolate*
En ce moment,	*At the moment,*	pour le dîner,	*for dinner,*	je mange — *I eat*	du fromage	*cheese*
Quelquefois,	*Sometimes,*	après les cours,	*after lessons (school),*	je prends — *I have (take)*	du poisson	*fish*
De temps en temps,	*From time to time,*	le soir,	*in the evening,*	je bois — *I drink*	du riz	*rice*
Souvent,	*Often,*	pour commencer,	*to start,*		du gâteau	*cake*
Dans ma maison,	*In my house,*	comme entrée,	*as a starter,*	on mange — *we eat*	du fast food	*fast food*
Chez moi,	*At mine,*	comme plat principal,	*for the main meal,*	on prend — *we have (take)*	de la viande	*meat*
Au restaurant,	*At the restaurant,*	comme dessert,	*for dessert,*	on boit — *we drink*	de la glace	*ice-cream*

Pour rester en bonne santé, *To stay in good health,*

des œufs *eggs*
des légumes *vegetables*
des pâtes *pasta*
des frites *chips/fries*

du lait *milk*
du thé *tea*
du café *coffee*
de la bière *beer*
de l'eau *water*

un fruit *fruit*
un sandwich *a sandwich*
une baguette *a baguette / French stick*

Additional useful vocabulary:
J'ai faim. *I am hungry. (I have hunger)*
J'ai soif. *I am thirsty. (I have thirst)*
L'addition, s'il vous plaît. *The bill, please.*
Où sont les toilettes? *Where are the toilets?*
Une table pour deux personnes s'il vous plaît *A table for two people please*
Est-ce que je peux voir la carte s'il vous plaît ? *Can I see the menu please?*

French: Week 3 Questions

Translate in English:
1. Normalement, pour rester en bonne santé, on mange des fruits.
2. Chez moi, comme dessert, on prend du chocolat.
3. En ce moment, le soir, on boit du thé avec *(with)* des biscuits.
4. De temps en temps, pour le petit-déjeuner, on mange des œufs.

Translate in French:
5. To stay in good health, I eat vegetables.
6. To start, I take bread and cheese.
7. For the main meal, we eat meat and pasta.
8. At mine, for dinner, we eat a sandwich.

Extended Writing Question: (at least 3 full sentences in FRENCH)
Qu'est-ce que tu manges normalement après les cours?   *(What do you normally eat after school?)*

French: Week 4 Knowledge Organiser:

Pour rester en bonne santé, *(In order) To stay healthy, / in good health,*	j'essaie de (d') — *I try*	manger — *to eat*	du pain — *bread*	
	j'ai tendance à — *I tend*	boire — *to drink*	du chocolat — *chocolate*	
	je vais — *I'm going*	prendre — *to have (take)*	du fromage — *cheese*	
Pour être en forme, *(In order) To be in shape,*		acheter — *to buy*	du poisson — *fish*	
		commander — *to order*	du riz — *rice*	
		cuisiner — *to cook*	du gâteau — *cake*	

du pain — *bread*
du chocolat — *chocolate*
du fromage — *cheese*
du poisson — *fish*
du riz — *rice*
du gâteau — *cake*
du fast food — *fast food*

de la viande — *meat*
de la glace — *ice-cream*

des œufs — *eggs*
des légumes — *vegetables*
des pâtes — *pasta*
des frites — *chips/fries*

du lait — *milk*
du thé — *tea*
du café — *coffee*
de la bière — *beer*
de l'eau — *water*

un fruit — *fruit*
un sandwich — *a sandwich*
une baguette — *a baguette / French stick*

French: Week 4 Questions

Translate in English:
1. Pour rester en bonne santé, j'essaie de manger des légumes.
2. Pour être en forme, j'ai tendance à cuisiner des pâtes.
3. Pour rester en bonne santé, je vais boire de l'eau.
4. Pour être en forme, j'essaie d'acheter des fruits.

Translate in French:
5. To stay healthy, I try to eat a sandwich with *(avec)* cheese.
6. To be in shape, I tend to order meat and pasta.
7. To stay in good health, I'm going to cook vegetables.
8. To be in shape, I try to buy eggs and fish.

Extended Writing Question: (at least 3 full sentences IN FRENCH)
Que fais-tu pour rester en bonne santé?   *(What do you do to stay healthy?)*

French: Week 5 Knowledge Organiser:

Pour rester en bonne santé, *(In order) To stay healthy, / in good health,* Pour être en forme, *(In order) To be in shape,*	j'essaie de (d') *I try* j'ai tendance à *I tend* je vais *I'm going*	bien dormir — *to sleep well* boire beaucoup d'eau — *to drink lots of water* jouer au foot — *to play football* pratiquer une activité sportive — *to practise sport* aller à la gym — *to go to the gym* faire de l'exercice — *to do exercise* courir — *to run* marcher — *to walk* faire du vélo — *to ride a bike* me reposer — *to rest* être actif / active — *to be active* bouger plus — *to move more* prendre les médicaments — *to take medicine* être dehors — *to be outside*

éviter *to avoid*	les sucreries — *sugary food* les boissons sucrées — *sugary drinks* le fast food — *fast food* un régime malsain — *an unhealthy diet* d'être fatigué(e) — *being tired* d'être malade — *being ill*

French: Week 5 Questions

Translate in English:
1. Pour rester en bonne santé, j'essaie de bien dormir.
2. Pour être en forme, j'ai tendance à faire de l'exercice..
3. Pour rester en bonne santé, je vais bouger plus..
4. Pour être en forme, j'essaie d'éviter les sucreries.

Translate in French:
5. To stay healthy, I try to go to the gym.
6. To be in shape, I tend to drink lots of water.
7. To stay healthy, I'm going to walk and to ride a bike.
8. To be in shape, I tend to avoid fast food.

Extended Writing Question: (at least 3 full sentences IN FRENCH)
Que fais-tu pour être en forme? *(What do you do to be in shape?)*

French: Week 6 Knowledge Organiser:

manger	to eat
boire	to drink
prendre	to have (take)
acheter	to buy
commander	to order
cuisiner	to cook

du pain	bread	du chocolat	chocolate
du fromage	cheese	du poisson	fish
du riz	rice	du gâteau	cake
du fast food	fast food		
de la viande	meat	de la glace	ice-cream
des œufs	eggs	des légumes	vegetables
des pâtes	pasta	des frites	chips/fries
du lait	milk	du thé	tea
du café	coffee	de la bière	beer
de l'eau	water		
un fruit	fruit	un sandwich	a sandwich
une baguette	a baguette / French stick		

Pour rester en bonne santé,
(In order) To stay healthy, / in good health,

Pour être en forme,
(In order) To be in shape,

j'essaie de (d')	I try
j'ai tendance à	I tend
je vais	I'm going

bien dormir	to sleep well	boire beaucoup d'eau	to drink lots of water
jouer au foot	to play football		
pratiquer une activité sportive	to practise sport		
aller à la gym	to go to the gym	faire de l'exercice	to do exercise
courir	to run	marcher	to walk
faire du vélo	to ride a bike	me reposer	to rest
être actif / active	to be active	bouger plus	to move more
prendre les médicaments	to take medicine	être dehors	to be outside

éviter	to avoid	les sucreries	sugary food
		les boissons sucrées	sugary drinks
		le fast food	fast food
		un régime malsain	an unhealthy diet
		d'être fatigué(e)	being tired
		d'être malade	being ill

French: Week 6 Questions

Translate in English:
1. Pour rester en forme, j'essaie de pratiquer une activité sportive.
2. Pour être en forme, j'ai tendance à être dehors.
3. Pour rester en forme, je vais éviter les boissons sucrées.
4. Pour être en forme, j'ai tendance à cuisiner des pâtes et de la viande.

Translate in French:
5. To stay in good health, I'm going to drink a lot of water.
6. To be in shape, I try to eat rice and vegetables.
7. To stay in good health, I tend to avoid an unhealthy diet.
8. To be in shape, I try to go to the gym.

Extended Writing Question:
Qu'est-ce que tu fais pour rester en bonne santé?   *(What do you do to stay healthy?)*

French: Week 7 Knowledge Organiser:

Pour rester en bonne santé, *(In order) To stay healthy, / in good health,*	j'essaie de (d')	*I try*	manger	*to eat*	du pain	*bread*	du chocolat	*chocolate*

Pour rester en bonne santé,
(In order) To stay healthy, / in good health,

Pour être en forme,
(In order) To be in shape,

j'essaie de (d') *I try*

j'ai tendance à *I tend*

je vais *I'm going*

manger	*to eat*
boire	*to drink*
prendre	*to have (take)*
acheter	*to buy*
commander	*to order*
cuisiner	*to cook*

du pain	*bread*	du chocolat	*chocolate*
du fromage	*cheese*	du poisson	*fish*
du riz	*rice*	du gâteau	*cake*
du fast food	*fast food*		
de la viande	*meat*	de la glace	*ice-cream*
des œufs	*eggs*	des légumes	*vegetables*
des pâtes	*pasta*	des frites	*chips/fries*
du lait	*milk*	du thé	*tea*
du café	*coffee*	de la bière	*beer*
de l'eau	*water*		
un fruit	*fruit*	un sandwich	*a sandwich*
une baguette	*a baguette / French stick*		

bien dormir	*to sleep well*	boire beaucoup d'eau	*to drink lots of water*
jouer au foot	*to play football*		
pratiquer une activité sportive	*to practise sport*		
aller à la gym	*to go to the gym*	faire de l'exercice	*to do exercise*
courir	*to run*	marcher	*to walk*
faire du vélo	*to ride a bike*	me reposer	*to rest*
être actif / active	*to be active*	bouger plus	*to move more*
prendre les médicaments	*to take medicine*	être dehors	*to be outside*

éviter *to avoid*

les sucreries	*sugary food*
les boissons sucrées	*sugary drinks*
le fast food	*fast food*
un régime malsain	*an unhealthy diet*
d'être fatigué(e)	*being tired*
d'être malade	*being ill*

French: Week 7 Questions

Translate in English:
1. Pour être en forme, j'essaie d'éviter un régime malsain.
2. Pour rester en bonne santé, j'ai tendance à cuisiner des légumes et de la viande.
3. Pour être en forme, je vais boire de l'eau et jouer au foot.
4. Pour rester en bonne santé, j'ai tendance à me reposer.

Translate in French:
5. In order to be in shape, I try to eat rice and fish.
6. In order to stay healthy, I tend to practise sports.
7. In order to be in shape, I'm going to avoid being ill.
8. In order to stay healthy, I try to avoid fast food.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Qu'est-ce que tu fais pour être en forme?   *(What do you do to be in shape?)*

Spanish: Half Term 2 - Week 1

Spanish: Week 1 Knowledge Organiser:

Time Phrase	Noun	Verb	Noun
Normalmente *Normally* A veces *Sometimes* De vez en cuando *From time to time* A menudo *Often* En casa *At home* Me gusta comer *I like to eat* No me gusta comer *I don't like to eat*	para el desayuno *for breakfast* para el almuerzo *for lunch* para la cena *for dinner* para la merienda *for a snack* después del insti *after school* por la noche *In the evening*	como *I eat* comemos *We eat* cocino *I cook* cocinamos *we cook* tomo *I have (take)* tomamos *we have (take)*	(el) pan *bread* (el) jamón *ham* (el) queso *cheese* (el) pescado *fish* un bocadillo *a sandwich* un pastel *a cake* (el) chocolate *chocolate* (el) arroz *rice* (el) helado *ice cream* (la) carne *meat* (la) paella *paella* (la) pasta *pasta* (la) fruta *fruit* (la) tortilla espanola *Spanish omelette* (la) tostada *toast* una hamburguesa *a burger* (los) churros *churros* (los) huevos *eggs* (las) tapas *tapas (small snack plates)* (las) empanadas *Spanish pastries (savoury)* (las) patatas fritas *chips/crisps* (las) verduras *vegetables*

Spanish: Week 1 Questions

1. En casa me gusta comer la fruta
2. A veces para el desayuno como la tostada
3. No me gusta comer los huevos
4. Después del insti tomo las tapas

5. For dinner we cook Spanish omelette
6. For a snack I eat churros
7. In the evening I eat cheese
8. Normally I eat ham

Extended Writing Question:

- **Write two sentences saying what you eat and two sentences saying what you don't eat. Translate them into English.**

Spanish: Week 2 Knowledge Organiser:

Time Phrase	Noun	Verb	Noun
Normalmente *Normally* A veces *Sometimes* De vez en cuando *From time to time* A menudo *Often* En casa *At home*	para el desayuno *for breakfast* para el almuerzo *for lunch* para la cena *for dinner* para la merienda *for a snack* después del insti *after school* por la noche *In the evening*	Como *I eat* comemos *We eat* cocino *I cook* cocinamos *we cook* tomo *I have (take)* tomamos *we have (take)*	(el) pan *bread* (el) jamón *ham* (el) queso *cheese* (el) pescado *fish* un bocadillo *a sandwich* un pastel *a cake* (la) carne *meat* (la) paella *paella* (la) pasta *pasta* (la) fruta *fruit* (las) tapas *tapas (small snack plates)* (las) empanadas *Spanish pastries (savoury)* (las) patatas fritas *chips/crisps* (las) verduras *vegetables*
		bebo *I drink* bebimos *(we drink)* Me gusta beber *I like to drink* No me gusta beber *I don't like to drink*	(la) leche *milk* (la) limonada *lemonade* (la) coca cola *coca cola* Una cola cao (el) café *coffee* (el) agua (con gas) *water (sparkling)* (el) té *tea* (el) zumo de naranja/manzana *Orange juice/ apple juice*

Spanish: Week 2 Questions

1. En casa me gusta comer la fruta 2. A veces para el desayuno como la tostada 3. No me gusta comer los huevos 4. Después del insti tomo las tapas	5. For a snack, we have chips 6. We drink tea and I eat vegetables 7. For dinner I drink water 8. For lunch, I drink orange juice

Extended Writing Question:
Use your weekly sentence builder to help you answer the following questions IN Spanish:
¿Qué bebes normalmente? Say what you do/don't drink

Spanish: Week 3 Knowledge Organiser:

Sentence starter	Verb	Noun	Connective	Verb	Adjective
Para empezar *To start* De primer plato *As a starter* De segundo plato *For the main course* De postre *For dessert* En un restaurante *In a restaurant*	Me gustaría *I would like* No me gustaría *I wouldn't like* Quisiera *I would like* Recomiendo *I recommend* (No) Como *I eat (I don't eat)* Me gusta comer *I like to eat*	(el) pan *bread* (el) jamón *ham* (el) queso *cheese* (el) pescado *fish* un bocadillo *a sandwich* un pastel *a cake* (la) carne *meat* (la) paella *paella* (la) pasta *pasta* (la) fruta *fruit* (las) tapas *tapas (small snack plates)* (las) empanadas *Spanish pastries (savoury)* (las) patatas fritas *chips/crisps* (las) verduras *vegetables*	porque *because* dado que *because* ya que *because* pero *but*	es *it is* son *they are* sería *it would be* serían *they would be*	sano/a *healthy* delicioso/a *delicious* sabroso/a *tasty* rico/a *tasty* malsano/a *unhealthy* picante *spicy* asqueroso/a *disgusting* horrible *horrible* ** Add an 's' if describing plural food*

Spanish: Week 3 Questions

1. De primer plato me gustaría comer la paella
2. De postre como un pastel
3. Para empezar quisiera la pasta
4. De segundo plato como las tapas

5. I recommend the chips because they are tasty
6. I don't eat fruit because its disgusting
7. I would like the meat because it's healthy
8. To start I would like a sandwich

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

¿Qué te gustaría comer? What would you like to eat? Say what you would like to eat and what you would not like to eat

Spanish: Week 4 Knowledge Organiser:

Time Phrase	Sentence starter	verb	noun	connective	verb	adjective
Normalmente *Normally* A veces *Sometimes* De vez en cuando *From time to time* A menudo *Often* En casa *At home*	Para empezar *To start* De primer plato *As a starter* De segundo plato *For the main course* De postre *For dessert*	Me gustaría *I would like* No me gustaría *I wouldn't like* Quisiera *I would like* Recomiendo *I recommend* (No) Como *I eat (I don't eat)* Me gusta comer *I like to eat*	(el) pan *bread* (el) jamón *ham* (el) queso *cheese* (el) pescado *fish* un bocadillo *a sandwich* un pastel *a cake* (la) carne *meat* (la) paella *paella* (la) pasta *pasta* (la) fruta *fruit* (las) tapas *tapas (small snack plates)* (las) empanadas *Spanish pastries (savoury)* (las) patatas fritas *chips/crisps* (las) verduras *vegetables*	porque *because* dado que *because* ya que *because* pero *but* también *also*	es *it is* son *they are* sería *it would be* serían *they would be*	sano/a *healthy* delicioso/a *delicious* sabroso/a *tasty* rico/a *tasty* malsano/a *unhealthy* picante *spicy* asqueroso/a *disgusting* horrible *horrible* * Add an 's' if describing plural food

Spanish: Week 4 Questions

1. Para la merienda no recomiendo un pastel
2. Para empezar como un bocadillo
3. En casa como las tapas
4. De segundo plato quisiera un zumo de naranja

5. I would like the bread but it's unhealthy
6. Sometimes I eat ham because it's healthy
7. I don't recommend the vegetables
8. Sometimes I would like crisps but they are spicy.

Extended Writing Question: Use your weekly sentence builder to help you answer the following question IN Spanish:
Write three sentences saying what you would like to eat and what you would recommend to someone in a restaurant. Write the translations underneath.

Spanish: Half Term 2 - Week 5

Spanish: Week 5 Knowledge Organiser:

Time Phrase	Sentence starter	verb	noun	connective	verb	adjective
Normalmente *Normally* A veces *Sometimes* De vez en cuando *From time to time* A menudo *Often* En casa *At home*	Para empezar *To start* De primer plato *As a starter* De segundo plato *For the main course* De postre *For dessert*	Me gustaría *I would like* No me gustaría *I wouldn't like* Quisiera *I would like* Recomiendo *I recommend* (No) Como *I eat (I don't eat)* Me gusta comer *I like to eat*	(el) pan *bread* (el) jamón *ham* (el) queso *cheese* (el) pescado *fish* un bocadillo *a sandwich* un pastel *a cake* (la) carne *meat* (la) paella *paella* (la) pasta *pasta* (la) fruta *fruit* (las) tapas *tapas (small snack plates)* (las) empanadas *Spanish pastries (savoury)* (las) patatas fritas *chips/crisps* (las) verduras *vegetables*	porque *because* dado que *because* ya que *because* pero *but* también *also*	es *it is* son *they are* sería *it would be* serían *they would be*	sano/a *healthy* delicioso/a *delicious* sabroso/a *tasty* rico/a *tasty* malsano/a *unhealthy* picante *spicy* asqueroso/a *disgusting* horrible *horrible* * Add an 's' if describing plural food

Spanish: Week 5 Questions

1. Para la merienda recomiendo los churros
2. Para empezar cocino el pescado.
3. Normalmente como la paella porque es rica
4. De segundo plato quisiera el agua con gas.

5. I recommend the chips because they are tasty
6. I don't eat fruit because its disgusting
7. I would like the meat because it's healthy
8. To start I would like a sandwich

Extended Writing Question:

<u>Use your weekly sentence builder to help you answer the following questions IN Spanish:</u>

What do you like to eat and why? What would you recommend in a restaurant and why?

Spanish: Week 6 Knowledge Organiser:

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

Spanish: Week 6 Questions

1. Para llevar una vida sana se puede dormir bien
2. Se debe hacer ejercicio
3. Voy a montar en bici
4. Me gusta beber mucha agua
5. I am going to be active
6. In order to keep fit you must move more
7. I try to avoid sugary food
8. To lead a healthy lifestyle I like to rest

Extended Writing Question:
Use your weekly sentence builder to help you answer the following question IN Spanish:
Write three sentences saying what you would like to eat and what you would recommend to someone in a restaurant. Write the translations underneath.

Spanish: Week 7 Knowledge Organiser:
Use your knowledge organiser from week 10 to 12 and translate the following sentences. Then use the same knowledge organisers to answer the questions in the Extended Writing task.

Spanish: Week 7 Questions	
1. Para llevar una vida sana como la fruta 2. Normalmente como las verduras pero son horribles 3. Para mantenerse en forma intento hacer ejercicio 4. A veces bebo una limonada	5. I would like the chips but they are unhealthy 6. I'm going to sleep well 7. I try to practise sport 8. I would like to avoid stress.

Extended Writing Question: Write a sentence to answer each of the following questions:
What do you like to eat and why? / What do you not like to eat and why? / What do you like to drink? / In a restaurant, what would you like to eat and why? / Do you live a healthy lifestyle and why?

Modern Britain: Half Term 2 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Democracy v Dictatorship

Keywords:
Democracy - Government for the people by the people. Lady Astor was the first lady to represent women in the House of Commons and one that we are very grateful for.
Dictatorship - Absolute rule, undemocratic rule. A ruler who will dictate how to live and have no democracy for the people.

Key Information:
Democracy 'v' Dictatorship ; In the UK we live in a democracy because when you are 18 you can use your 'vote' to decide who will attend the House of Commons on your behalf.   It is not good to live in a dictatorship because you do not have any say who is going to lead the country with regard to politics or making decisions for the people of the country. Democracy is important in Modern Britain because we the people vote for our Members of Parliament and for the Prime Minister. Debating and understanding democracy is key to human rights. We have a right to have our say but also a responsibility to listen. 'Votes for Women'.   Women in the First World War saw 100 years of women's suffrage. Lady Nancy Astor gave the power to the women to have the right to vote. The Suffragettes were a group of ladies who wanted equal rights for 'Women'.

Modern Britain: Week 1 Questions

1. What does democracy mean?	5. Is Britain under a democracy or a dictator rule?
2. What does dictatorship mean?	6. How old are you when you vote in the UK?
3. Why is democracy important in the UK?	7. What did Nancy Astor do?
4. Debating and Understanding in democracy is the key to ....?	8. What did women in WWI see?

Extended Writing Question: Explain how democracy is different to a dictatorship

Modern Britain: Week 2 Knowledge Organiser: Purpose of Voting

Keywords:
Voting - an exercise where you use democracy to choose someone in an election
Democratic System - A form of government in which supreme power is vested in the people.

Key Information:
Purpose of voting - So the electorate (the people of the country in the UK who are 18 years of age and over) can use your human rights and vote through democracy.
Most people do their voting by visiting the 'Polling Station' to make their vote on a ballot paper. You can vote using a postal vote. The Youth Parliament also gives you an opportunity to vote on matters that can be discussed in the House of Commons by the Youth Parliament (aged 14 - 18) members voted by you in your school or local community. This will be the first time you can use your vote nationally to influence the outcome of what matters to young people in your city and country. When you are 18 you have the opportunity to vote in the UK when there is a general election or a local election in your community/city where you live. Recently the United Kingdom had a general election to change the government from a Conservative party in charge to a Labour party in charge. The people of the country who voted used their right to vote and show democracy has a voice, the people of the country have had their say and changed leadership in government.

Modern Britain: Week 2 Questions

1. What does voting mean?	5. When do you have the opportunity to vote in the UK?
2. What is a democratic system?	6. What does democracy mean?
3. What is the purpose of voting?	7. How old are you when you vote in the UK?
4. What does the Youth Parliament do?	8. What does dictatorship mean?

Extended Writing Question: Describe how someone votes in the UK

Modern Britain: Half Term 2 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Political Parties
Keywords: **Political Parties** - Political denominations who have all different views on how things are done. **Manifesto** - A public declaration of intentions by a political party. **Parliament** - the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons. **Key Information:** **Democracy and Politics -** Having a vote when you are 18 allows you to take part in democracy and see people's power in action. There are over 650 MP's in the UK all voted in by the electorate in the UK. We live in a country where democracy has a voice for all the people. When we look at the origins of democracy. The earliest form of democracy can be traced back to the 6th Century BC in Athens, Ancient Greece. **Direct Democracy** - The term used to describe the system in Athens from 6th Century BC. Early forms of democracy were using pebbles from the beach to make their decisions democratically. Citizens of Athens would vote by putting grey or white pebbles into a bowl. They would then empty the bowl and count the number of white pebbles and the number of grey pebbles and whoever had the most is the decision/outcome.

Modern Britain: Week 3 Questions	
1. What does Political Parties mean? 2. What is a manifesto? 3. How many MP's are there in the UK? 4. When can democracy be dated from?	5. What is Direct Democracy? 6. What is voting? 7. How old are you when you can vote in the UK? 8. Why is Democracy important in the UK?
Extended Writing Question: Explain the term Direct Democracy	

Modern Britain: Half Term 2 - Week 4

Modern Britain: Week 4 Knowledge Organiser:
Keywords: **Hierarchical** - The order on how things should be. A system showing rank and organisation according to status or authority. The position of power or by the job role that you do. **Home Office -** The lead government department for the security of the country **Bishops -** In charge of local areas and will answer to the Archbishops across all of the 4 countries in the UK **Key Information:** The House of Commons is the elected chamber of Parliament where they debate the big political stories of the day. The House of Lords is the second chamber of the UK parliament. It is independent of the elected House of Commons and shares the task of making and shaping laws and checking and challenging the work of the Government.   The Church is a powerful structure, especially the Church of England. It is there because Christianity is the main religion of the UK since Henry the VIII moved away from the Catholic church religion and started a new one where he made the rules and decisions. He wanted to follow a religion that allowed him to divorce his wives. Our King today works within the power of the Church and attends church every Sunday with his family. A lifelong tradition that is the same for many people in the United Kingdom. Parliament has a hierarchical structure with the Prime Minister leading the cabinet in office, elected by the people.

Modern Britain: Week 4 Questions	
1. How many Houses are there in Parliament?	5. Who works within the power of the Church ?
2. What is the House of Lords?	6. What is a manifesto?
3. What does the House of Commons do?	7. What is the purpose of voting?
4. Which Christian Church has a powerful structure?	8. What does democracy mean?

Extended Writing Question: Explain why Henry VIII changed Christian religion in his reign.

Modern Britain: Half Term 2 - Week 5

Modern Britain: Week 5 Knowledge Organiser: The role of an MP (Member of Parliament)

Keywords:
Member of Parliament- A person who has been elected by the people to represent them.
House of Commons- Lower house of Parliament of Britain. The commoners are represented here as they used to say back in 1707.
House of Lords - The house that represents people of all walks of life who can be elected for their expertise and knowledge about everyday life.

Key Information:
The Role of the MP - What do they do in the House of Commons?
They debate and represent the people who put them into the House of Commons.
MP's work in the House of Commons from Monday to Friday and have lots of meetings by zoom and telephone calls. Different jobs were within the Houses of Parliament. Speaker of the House Chief Whip , cabinet. They have meetings, keep diaries & attend Prime MInister's question time on a Wednesday in the House of Commons at 12.30pm. Here the opposition leader gets a chance to ask questions to the Prime Minister and sometimes they have arguments across the despatch box. The Speaker of the House will have to take control by shouting to the MP's and say these words 'Order, Order' so that the MP's stop shouting at each other.

Modern Britain: Week 5 Questions

1. What is a Member of Parliament?	5. What is the role of the Speaker in the House?
2. What is the House of Commons?	6. How many Houses are there in Parliament?
3. What do Members of Parliament (MP) do?	7. What is Direct Democracy?
4. What do the Members of Parliament do in the House of Commons?	8. What does the Youth Parliament do?

Extended Writing Question: Outline the whole role of the MP

Modern Britain: Half Term 2 - Week 6

Modern Britain: Week 6 Knowledge Organiser: The Rule of Law
Keywords: **Rule of Law -** laws of the land which we follow as individuals **Sharia Law -** as a legal system Sharia law is big as it regulates public behaviour, private behaviour and even private beliefs for some Muslims. **Christianity Law -** for most Christians knowing right from wrong is not as accepting every rule or command within the entire Bible.   **Key Information:** **Rule of Law** - What is it? We are governed by laws which we live by every single day. **Laws are made** in parliament and a new law has to have Royal Assent, this means that the King signs the 'Bill' to make it a new law which we follow. Rules and Law create order and harmony in society. They protect and safeguard people. Laws in the UK are created by the government and parliament and are enforced by both the police and law courts. People who break laws are sentenced by a jury and could go to prison. Christians follow the standards which were provided by Jesus in the old testament. The 10 Commandments could be seen as laws that Christians follow. Some Muslims follow the standards which are provided by Sharia Law.
Modern Britain: Week 6 Questions

1. How are Laws made? 2. What is the Rule of Law? 3. What is a Christian law? 4. What is Sharia law?	5. What do rules and laws do for society? 6. What is a Member of Parliament? 7. What is the House of Lords? 8. What does Political Parties mean?

Extended Writing Question: How are the roles made in the UK?

Modern Britain: Week 7 Knowledge Organiser: The Justice System

Keywords:
Threatening - having a hostile or deliberately frightening quality or manner.
Justice - receiving just behaviour or treatment.
Law - the system of rules which a particular country or community recognizes as regulating the actions of its members by enforcing penalties where the law is broken.
Punishment - a penalty inflicted as retribution for an offence.

Key Information:
The Criminal Justice System is the law that operates in the UK. There are two types of law, Criminal and Civil.   Criminal law is brought about by the police and justice system. Civil law is brought about by private prosecution. Examples of criminal law are murder, manslaughter, fraud and assault. Civil law can be about anything private to you.   In the UK people are innocent until proven guilty. We have a justice system where you have a lawyer to take your case and then if your case goes to court then you will have a barrister representing you in front of a judge and jury. All this takes time and you could be in prison whilst you are waiting to have your case heard in court.   Sometimes in the prison service people are not treated properly and their human rights are denied. The prison service works in conjunction with the courts and the ministry of justice.   It consists of various institutions such as the police, the crown prosecution service, and the **UK's** prison system.
The Youth Justice and Criminal Evidence Act 1999 is an act to provide for the referral of offenders under 18 to youth offender panels to make provision in connection with the giving of evidence or being charged with an offence.
There are two layers in the justice system, layer 1 is the ministry of justice, the Home Office and office of the Attorney General. Layer 2 is the Police station, the CPS, HM Court Service.

Modern Britain: Week 7 Questions

1. What is a law?	5. What is civil law?
2. What is punishment?	6. What is a criminal law?
3. What is the criminal justice system?	7. What do rules and laws do for society?
4. How is the criminal law brought about?	8. What does democracy mean?

Extended Writing Question: What is the difference between a criminal law and a civil law

Computing - Half Term 2 - Week 1

Algorithms, Programs and Syntax	
Keywords	**Knowledge**
Algorithm - a set of precise instructions, expressed in some sort of language. **Program** - a set of precise instructions (code), written in a programming language. **Execute** - when a program language is converted into 'machine code' (binary) and run.	**Algorithms:** An algorithm is a set of precise instructions, expressed in some sort of language (e.g. textual, visual). Understanding the language is necessary in order to execute the instructions. Executing these instructions is meant to solve a problem. **Programs:** A program is a set of precise instructions, expressed in a programming language. Translating the programming language into machine code (binary) is necessary for a machine to be able to execute the instructions. **Python Programs:** To execute a Python program, you need a Python interpreter. This is a program that translates and executes your Python program. **Syntax:** All programming languages have rules for syntax, i.e. how statements can be assembled. Programs written in a programming language must follow its syntax. Programs with syntax errors cannot be translated and executed. Speech or text in a language must follow its syntax.

Homework Book Questions			
Q1	What is an algorithm?	Q5	What is meant by the term: syntax?
Q2	What is a program?	Q6	What can a computer <u>not</u> do with a program that contains syntax errors?
Q3	What is meant by the term: execute?	Q7	What do you need to execute a program written in the Python programming language?
Q4	What do you need to do to a program written in a programming language, before it can be executed?	Q8	In programming, what does an interpreter do?

Extended Writing Question
Explain the difference between an algorithm and a program.

Computing - Half Term 2 - Week 2

Arithmetic Expressions, Inputs and Variables

Keywords	Knowledge

Variable - a name for a location in memory where data can be stored.
 	
Assignment - When a program stores some data in memory.
 	
String variable - data stored as text. Eg "hello".
 	
Integer variable - data stored as a whole number.
 	
Sequence - Instructions are processed one after the order
	Variables and Assignment
	This command will create a **string variable** called **name** and **assign** the value: "David".
	`name = "David"`
	
	This command will create an **integer variable** called **hours** and **assign** the value: 24
	`hours = int (24)`
	
	Arithmetic Operators | **Examples**
	+ Addition | a + 1 a plus 1
	- Subtraction (difference) | b - c b minus c
	* Multiplication | 3 * d 3 times d
	/ Division | 9 / 4 9 divided by 4 (value: 2.25)
	/ / Integer division | 15 / / 2 Quotient of 15 ÷ 2 (value: 7)
	% Remainder of Integer division | 15 % 2 Remainder of 15 ÷ 2 (value: 1)
	* * Exponent (indices) | 2 ** 8 2^8 = 2 to the power of 8 (value:256)

Homework Book Questions

Q1	What is a variable?	Q5	What arithmetic operator is used to find the remainder when dividing two numbers?
Q2	What is 'assignment'?	Q6	What is an integer variable?
Q3	What is a 'sequence'?	Q7	What is a string variable?
Q4	What arithmetic operator is used to perform division?	Q8	Write a command that would calculate: 2 to the power of 5

Extended Writing Question

Write a program that would:
- Create a integer variable called **num1** and assign it with a value of: 10
- Create a integer variable called **num2** and assign it with a value of: 5
- Create a integer variable called **product** and assign it with the value of **num1** multiplied by **num2**

Selection and Relational Operators

Keywords	Knowledge

Selection - when a program makes a decision about what commands run depending on a True / False test.
 	
Boolean - Either a true or false value.
 	
Library - a set of pre-written code that programmers can use.
	The following will check the data stored in the variable, user and if the data is the same as "Liz" it will say, "Hello your Majesty". Otherwise, it will just say "Hello")
	
	``
	if user == "Elizabeth":
	    print ("Hello Your Majesty")
	else:
	    print("Hello")
	``
	
	Relational (or Comparison) Operators | **Example Expressions**
	== The same as | a == 1 Does a equal 1?
	!= Not equal to | b != c Are b and c different?
	< Less than | d < 3 Is d less than 3?
	<= Less than or equal to | d <= 3 Is d at most 3?
	> Greater than | d > 10 Is d greater than 10?
	>= Greater than or equal to | d >= 10 Is d at least 10?

Homework Book Questions

Q1	What is a Boolean?	Q5	What relational operator means "greater than or equal to"
Q2	What is a Library?	Q6	What relational operator means "the same as"
Q3	What is 'selection'?	Q7	What relational operator means "not equal to"
Q4	Write an if statement to check if **age** is above 18	Q8	Write down an expression that means: Is **total** is greater than **15**

Extended Writing Question

Explain why programmers may find a **library** (a set of pre-written code) useful when creating a new computer program.

Week 4: Nested Selection and Iteration

Keywords	Knowledge	
Iteration - When your programs repeat actions, checking for a terminating condition at the beginning of each new loop **If** - A method of selecting the next instruction to be performed. A true or false test	The following algorithm will **print** one piece of advice if the weather is cloudy, rainy or snowy. Otherwise, it will not provide any advice. ```\nif weather == "cloudy":\n advice = "No sunglasses"\nelif weather == "rainy":\n advice = "Get an umbrella"\nelif weather == "snowy":\n advice = "Mittens and earmuffs"\nelse:\n advice = "No particular advice"\nprint(advice)\n```	The following algorithm will ask the user what their name is, then keep asking until they enter the correct name (Frank) ```\nprint("What's your name?")\nname = input()\nwhile name != "Frank":\n print("Try again Frank")\n name = input()\nprint("Hello", name)\n```

Homework Book Questions

Q1	What is meant by the term: iteration?	Q5	What command in python is used to create a loop in the example above
Q2	What is an **if** command?	Q6	What relational operator means "the same as"
Q3	What python command will allow the user to enter data using a keyboard?	Q7	In the example algorithm, what will the advice be if the weather is "rainy"?
Q4	What comparison operator means **not equal to** in Python	Q8	In the example algorithm, what will the advice be if the weather is "cold"?

Extended Writing Question

Rewrite the algorithm above, so that the program will ask the user what their name is, until they enter their name "Bob".

While Loops and Variables as Counters

Keywords	Knowledge
While - A type of loop that checks to see if a test is true each time it **iterates** (repeats the instructions in the block of code) **Syntax Guide**	The following algorithm will print out the numbers from 3 to 1, then stop. It creates a **count** variable (and assigns it a value of 3). Then it uses a **while** loop to output the data stored in the **count** variable and then reduce the value by 1 each time the loop **iterates**. The loop stops when the **count** variable becomes 0 because it is **no longer greater than or equal to** (>=) 0

```
count = 3
while count >= 1:
    print(count)
    count = count-1
```

State		Output
count	3	3
count	2	2
count	1	1
count	0	

Homework Book Questions

Q1	What is a **while** command used for?	Q5	In the example code above, how many 'states' does the count variable have?
Q2	What does the term 'iterate' mean?	Q6	What relational operator means "greater than or equal to" when programming?
Q3	In the example algorithm above, how many times will the code iterate?	Q7	In the example algorithm above, what happens to **count** with each iteration?
Q4	In the example algorithm above, what is the output from the program?	Q8	In the example algorithm above, what value does **count** have at the beginning?

Extended Writing Question

Rewrite the algorithm above, so that the program will count down from 10 to 0.

Computing - Half Term 2 - Week 6

Lists

Keywords	Knowledge
List - A list is a collection of items that can be of different data types (e.g., numbers, strings). **Index** - The position of an item in a list. An index usually starts at zero.	When programming in Python, we create a list like the one in the example, using square brackets and commas to separate each item: `myList = ["orange", 27, 3.43, "apple", "banana"]` Each item in a list has an index position that starts at 0. For example, the following code would access "apple": `myList[3]` To add an idem to a list, we can use an **append** command. For example, the following code would add the data "Pineapple" to the end of the list (index position 5) `myList.append("Pineapple")` To insert an item in to a list, we can use an **insert** command. For example, the following code would add the data **321** to the list at position 0 (the start of the list) and move all the other items down the list. `myList.insert(321)` To remove an item from a list, we can use the **remove** command. For the example, the following code would remove the data **27** from the list: `myList.remove(27)` To find out the number of items in a list (it's **length**), we can use the **len** command. For example: `lengthOfList = len(myList)`

Example of a list:

Index	Data Type	Item
0	Text	"orange"
1	Number	27
2	Number	3.43
3	Text	"apple"
4	Text	"banana"

Homework Book Questions

Q1	Define the term: 'list'	Q5	Write the python code to create a list called subjects with the items: "English", "Maths", "Science", "Computing"
Q2	Define the term: 'index'	Q6	In the example above, what item is stored at index position 4 in the list?
Q3	What data type is the data: "orange"?	Q7	What command is used to add an item to the end of a list?
Q4	What data type is the data: 27?	Q8	What command is used to find the number of items in a list?

Extended Writing Question

Write a python program that will: 1) Create a list containing 3 items: "Adam", "Charlotte", "Daniel"   2) Add "Yasmin" to the end of the list   3) Remove "Adam" from the list

Computing - Half Term 2 - Week 7

Programming Syntax

Syntax Guide	Instructions
	To complete this homework, you will need to open the Python Syntax guide by clicking on the QR Code. Then, find the syntax for the following: ● Output (page 2) ● Input (page 2) ● Assignment (page 3) ● Operators and Expressions (page 4) ● Selection (page 6) ● Iteration (page 7)

Homework Book Questions

Q1	**Output:** Write a python command that will display the string: "Hello Everyone"	Q5	**Operators and Expressions:** Write down the relational operator that is used to check to see if two values are **less than or equal** to each other.
Q2	**Input**: Write a python command that will read text from a keyboard	Q6	**Operators and Expressions:** Write down the relational operator that is used to check to see if two values are **not equal** to each other.
Q3	**Assignment:** Write a python command that assigns the string "Stoke Damerel" to the **school** variable.	Q7	**Selection:** Write a selection statement that checks to see if the values of the **dice1** variable is **less than** the **dice2** variable.
Q4	**Operators and Expressions:** Write down the arithmetic operators that are used to perform addition, subtraction, multiplication and division.	Q8	**Iteration:** Write a **while** command that will repeat a block of code while the **score** variable is greater than 100.

Extended Writing Question

Using page 7 of the syntax guide (Click the QR Code), write a program in python that will display a count from 1 to 50.

Aspire

(ACHiEVE)

Thrive

Develop your character

S

STOKE
DAMEREL

Aspire | Achieve | Thrive