

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



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 1 2024-25

History

Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

8

Spanish

French

Geography

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Book Pride

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

Plan

Year 8 - Half Term 1 (02-09-24 → 25-10-24) - 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 1 - Week 1

| Geography: Week 1 Knowledge Organiser: Development | |
|---|--|
| <p>Development: The improvement in the standard of living for people in a place.</p> <p>Quality of life: considers a person's health, wealth and happiness.</p> <p>GNI: Gross National Income is an economic measure of development. GNI is the total amount of money earned by a nation's people and businesses.</p> <p>Uneven development: Africa has 1% of World Wealth whereas North America has 35% of Global Wealth. Africa has 18% of the world's population. North America has 4%</p> <p>Causes are the reasons for this uneven development and consequences are the results and what happens because of the uneven development</p> | <p>Low income country (LIC) – countries that have a GNI per capita of \$1,035 or LESS according to the World Bank. These are poorer countries that have mainly primary jobs such as farming and mining. Countries include Afghanistan, Togo and Uganda</p> <p>Newly Emerging Economies (NEE) - Countries that have begun to experience high rates of development, usually with rapid industrialisation. They differ from LICs in that they no longer rely primarily on agriculture, have made gains in infrastructure and industrial growth, and are experiencing increasing incomes and high levels of investment. Countries include Brazil, Russia, China and South Africa (the so-called BRICS countries).</p> <p>High income country (HIC) - a country that has a GNI per capita of \$12,535 or above according to the World Bank. These are richer countries that have lots of industry and service jobs such as the UK and Japan.</p> |
| Geography: Week 1 Questions | |
| <ol style="list-style-type: none"> 1. What is development? 2. What does HIC stand for? 3. What does NEE stand for? 4. What does LIC stand for? | <ol style="list-style-type: none"> 5. What does quality of life consider? 6. Give an example of a HIC. 7. Give an example of a NEE. 8. Give an example of a LIC. |
| <p>Extended Writing Question: Describe the world's uneven development.</p> | |

Geography: Half Term 1 - Week 2

| Geography: Week 2 Knowledge Organiser: Measuring development | |
|--|---|
| <p>Measuring Development: Development measures how economically, socially, culturally or technologically advanced a country is.</p> <p>Development indicators are a method used to measure how developed a country or region is. Development indicators can then be used to compare levels of development between countries or regions.</p> <p>Social development indicators: Assess how well a country is developing in key areas such as health, education and diet</p> <p>Economic development indicators: Assess how well a country is developing in areas relating to money.</p> <p>Limitations of Development Indicators: A single measure of development can give a false picture as it gives an average of a whole country; The data may also be out of date.</p> | <p><u>Development indicators</u></p> <p>GNI: Gross National Income is an economic measure of development. GNI is the total amount of money earned by a nation's people and businesses.</p> <p>HDI: Human Development Index is a social and economic measure that includes GNI, life expectancy and literacy rates.</p> <p>Literacy Rate: Measures the number of people in a country who have basic reading and writing skills (social).</p> <p>Birth Rate: Measures number of babies born per 1000 per year (social).</p> <p>Death rate: Measures the number of deaths per 1000 per year (social).</p> <p>Life Expectancy: The age you can expect to live until (social).</p> <p>Access to safe water: Identifies the percentage of people who have access to safe/clean/potable water (social).</p> <p>People per doctor: Measures the number of doctors per 1000 people.</p> |
| Geography: Week 2 Questions | |
| <ol style="list-style-type: none"> 1. What does development measure? 2. What are development indicators? 3. What do social development indicators measure? 4. Give one limitation (problem) with using a single development indicator. | <ol style="list-style-type: none"> 5. What term identifies the % of people who have access to safe/clean water? 6. What is life expectancy? 7. What does literacy rate mean? 8. What three development indicators are used to calculate the HDI? |
| <p>Extended Writing Question: Outline which development indicator is the most helpful in showing how developed a country is.</p> | |

Geography: Half Term 1 - Week 3

Geography: Week 3 Knowledge Organiser: Factors affecting development

Physical factors - The natural landscape (mountains / coasts / natural resources)

Physical factors affecting development

Some areas have a hostile or difficult landscape. This can make development more difficult. Examples of this are being landlocked (having no coast), having lots of mountains that are difficult to build infrastructure in. Some countries have an abundance of raw materials such as oil or precious minerals. These can be sold and the money invested into developing the country.

Economic factors - Something that is related to money (wealth / debt)

Economic factors affecting development

Some countries have very high levels of debt. This means that they have to pay a lot of money in interest and repayments and there is very little left over for development projects.

Environmental factors - The impact of the natural world (climate / weather / natural disasters)

Environmental factors affecting development

Some places experience environmental issues, which can prevent them from developing. Examples might be extreme flooding or very hot climates or arid climates (with a lack of water) which make it difficult to grow sufficient food.

Social factors - The impact of people living in the area

Social factors affecting development

Some parts of the world have issues that are caused by people. These include low levels of education, poor water quality or a lack of doctors. Some social factors can be political. Countries at war or corrupt governments. In these places, money does not reach the people who need it most and spending on areas such as education and infrastructure may be insufficient.

Geography: Week 3 Questions

1. What is a physical factor?
2. Give one example of a physical factor.
3. What is an economic factor?
4. Give one example of an economic factor.

5. What is an environmental factor?
6. Give one example of an environmental factor.
7. What is a social factor?
8. Give one example of a social factor.

Extended Writing Question: Outline which factor you think is the most significant in stopping a country developing.

Geography: Half Term 1 - Week 4

| Geography: Week 4 Knowledge Organiser: Perceptions of Africa | |
|---|--|
| <p>Perception is a noun and means: the way in which something is regarded, understood, or interpreted.</p> <p>Perceptions: How do many people view Africa?</p> <ul style="list-style-type: none"> ● 1.5 billion people live in Africa. By population it is the second largest continent (Asia is the first) with 18% of the world's population. ● Lots of people think that Africa is a poor continent with little food or water. ● This is not the case for many reasons. Some areas of Africa are poor but other as are wealthy. For example, there is a huge contrast between Accra and Tamale. ● Egypt, Nigeria and South Africa are considered the more developed African nations ● Johannesburg and Cape Town (South Africa), Cairo (Egypt) and Nairobi (Nigeria) all have over 4,000 residents who have more than £1 million and at least 2 residents who have over £1 billion. | <p>Media portrayal of Africa</p> <p>The perception of Africa in the media is often negative. There are many articles which present Africa as a poverty stricken continent with headlines such as “Food Shortages” and “Village Food Crisis”.</p> <p>In addition, there are lots of TV adverts, for example Wateraid, which suggest that the population of Africa struggles to obtain clean water.</p> <p>The effect on the environment is also evident, as some articles highlight that the continent is under the threat of Climate Change.</p> <p>Change</p> <p>Africa is gaining its rightful importance on the world stage. Investment, tourism and quality of life is increasing in many parts of Africa. South Africa held the 2020 FIFA World Cup and Dakar in Senegal is preparing for the 2026 Youth Olympic Games.</p> |
| Geography: Week 4 Questions | |
| <ol style="list-style-type: none"> 1. What does ‘perception’ mean? 2. What perception do lots of people have of Africa? 3. How many people live in Africa? 4. Which nations are considered the most developed in Africa? | <ol style="list-style-type: none"> 5. Which cities have more than 4,000 millionaires living in them? 6. How is Africa often portrayed in the Media? 7. When did South Africa host the FIFA World Cup? 8. What event will be held in Dakar, Senegal in 2026? |
| <p>Extended Writing Question: Do you agree with the perception that Africa is a poor continent with little food or water?</p> | |

Geography: Half Term 1 - Week 5

Geography: Week 5 Knowledge Organiser: Location of Ghana.

The Location of Ghana

- Ghana is located on the continent of Africa.
- Ghana is located in West Africa.
- Ghana is bordered by the countries of Togo to the East, Ivory Coast to the west and Burkina Faso to the North.
- The Greenwich Meridian runs North-South through Ghana
- The Equator runs just to the South.
- Ghana has a coastline with the Atlantic Ocean.
- The capital city is Accra (located in the SE).
- The River Volta is located in the west of the Country and has been dammed to form Lake Volta.



Geography: Week 5 Questions

1. What continent is Ghana found on?
2. Name the coastline Ghana is next to.
3. What is the capital of Ghana?
4. Which side of Africa is Ghana (use compass point)?
5. Name a country to the north of Ghana.
6. Name a line of latitude to the south of Ghana.
7. Name a line of longitude that runs north to south of Ghana.
8. Name the river that flows through Ghana.

Extended Writing Question: Write a detailed description of where Ghana is located. Remember to include continents, compass directions, bodies of water, lines of latitude and longitude.

Geography: Half Term 1 - Week 6

Geography: Week 6 Knowledge Organiser: Physical geography of Ghana.

Keyword: **Climate** - the average weather over a period of time.

- Ghana can be divided into three main climatic regions.
- The dry and hot north, the dry and warm south east and the warm and wet tropical rainforest area



Keyword: **Resources** - the material available for a country to sell.

- Ghana is also rich in resources.
- Ghana has 5 key resources including cocoa, oil palm, gold, bauxite and diamonds
- All resources are mainly found in the south west region of Ghana.
- Both cocoa and oil palm are the two resources linked to climate. They are both crops so require both sunlight and water to photosynthesise.

Geography: Week 6 Questions

1. How many different climates does Ghana have?
2. Which part of Ghana is dry and warm?
3. What is the climate of the rainforest like?
4. Which part of Ghana is hot and gets very little rainfall?
5. What does climate mean?
6. What is the definition of resources?
7. Name a resource available to Ghana.
8. Where are the main resources found in Ghana?

Extended Writing Question: Describe why cocoa and palm oil are linked to climate.

Geography: Half Term 1 - Week 7

| Geography: Week 7 Knowledge Organiser: Poverty in Ghana | |
|--|---|
| <p>Keywords: Poverty: Lacking enough resources for everyday life.</p> <p style="padding-left: 20px;">Social: how the people are affected</p> <p style="padding-left: 20px;">Economics: is linked to the wealth of a country or its people.</p> <p style="padding-left: 20px;">Environmental: the surroundings</p> <p>Poverty includes a lack of:</p> <ul style="list-style-type: none"> ● Food ● Clean water ● Shelter ● Clothing ● Health care ● Education | <ul style="list-style-type: none"> ● Ghana's population is 30 million ● 30% of people in Ghana live in poverty. ● Ghana is an LIC. ● Ghana's an LIC because of social, economic and environmental reasons. ● Social - healthcare in Ghana is weak and so people get ill, this means that they can not work and earn money for themselves or the country. ● Environmental - a large part of Ghana is hot and dry, making it very difficult to grow a large range of crops. ● Economic- The resources they have to sell often sell for lower prices. |
| Geography: Week 7 Questions | |
| <ol style="list-style-type: none"> 1. Give a definition of poverty. 2. What can a person be lacking, to be in poverty? 3. How big is Ghana's population? 4. How many people live in poverty in Ghana? | <ol style="list-style-type: none"> 5. Is Ghana an LIC, HIC or NEE country? 6. What does social mean? 7. What does environmental mean? 8. Give the definition of economics. |
| <p>Extended Writing Question: Explain why Ghana is an LIC.</p> | |

Geography: Half Term 1 - Week 8

Geography: Week 8 Knowledge Organiser: Ghana and development

- **Gross national income (GNI)** total earnings divided by total population.
- **Human Development Index (HDI):** GNI + literacy rates + life expectancy.
- **Agriculture** - working on farms either growing crops, looking after animals or both.
- **Sanitation** - having the means to dispose of waste, for example flushing toilets, rubbish collection.

What is Tamale like?

- Tamale is the centre of the rural north of Ghana.
- Most of the villages lack an adequate water supply and sanitation.
- Many of the houses are wood and mud built and there is a lack of basic services including mains electricity.
- Most people work in Agriculture and live off the crops they can grow.
- Water is collected from the river which is polluted causing diseases.
- There are very few doctors in the region meaning long journeys for many people.

Geography: Week 8 Questions

1. What does GNI stand for?
2. Name the 3 indicators that make up the HDI.
3. Where is Tamale?
4. Give one example of a social problem that people in Tamale face.
5. Name the type of employment that most people in Tamale do.
6. Name one of the challenges of collecting water from the river in Tamale.
7. What do many villages lack?
8. What are the houses made out of?

Extended Writing Question: Explain why it might be difficult to live in Tamale.

History: Half Term 1 - Week 1

History: Week 1 Knowledge Organiser: Why did Britain want an Empire?

Key dates:

16th century - Britain began to establish their empire.

Key words:

Empire - a group of countries ruled over by a single monarch/emperor of the mother country.

Colony - an area under the control of a mother country.

Imperialism - the practice of colonising parts of the world to extend your influence and power.

Indigenous - the first people to live in an area.

Key information:

An empire is a group of countries ruled over by a single monarch/ emperor. We call the ruling country a “mother country”. The mother country can make decisions about the places it rules over, and use their resources and people to their advantage. The areas that make up an empire are called colonies. The British Empire began in the sixteenth century under Elizabeth I, and existed for nearly 400 years. It spread from the Americas, to include colonies in Africa, Asia and Australia. At its largest, the British Empire covered 13 million miles and controlled 450 million people. It covered nearly $\frac{1}{4}$ of the globe.

Why did Britain want an empire?

1. Exploration - From the 16th century, European monarchs were investing huge amounts of time and money into the exploration of the world. Those who got to new lands first were given the opportunity to become extremely wealthy from its raw materials, e.g. Canada and the Americas had a lot of land, rich in metals and minerals, that the British were eager to capitalise from.
2. Trading - As European countries explored the world, they set up trading posts to control trade in the area. In India, which was regarded as the “Jewel in the crown of the British Empire”, Britain used their Navy to establish a powerful base to police trade routes in the Indian Ocean.
3. Spreading beliefs - The indigenous people in the colonies were viewed by the British as “uncivilised”, because their way of living was different. The empire sent missionaries, who sought to spread their beliefs and convert people to Christianity, to the new colonies as they believed it was their duty to civilise the indigenous people.
4. Solving problems at home - Many of the issues in Britain in the 17th and 18th centuries were due to the rapidly increasing population. One of these issues was that the prisons were dangerously overcrowded. So, the British used parts of their empire as penal colonies, which later became permanent settlements.
5. Competing with other countries - Having an empire made countries very powerful, as it allowed their influence to be spread across the world. Britain wanted to be better than other European countries, e.g. France, Spain and Germany, and having a bigger empire would show this. France colonised most of North Africa, and Spain built up a lot of its empire in South America in the 1500s, meaning that they controlled 80% of the world’s silver.

History: Week 1 Questions

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|--|--|
| <p>1. What is an empire? (Sentence starter: “An empire is...”)</p> <p>2. What is the name for the ruling country of an empire? (Sentence starter: “The ruling country of an empire is...”)</p> <p>3. Which continents did the Britain Empire have colonies in?</p> <p>4. How much of the globe did the British Empire cover?</p> | <p>5. What did European countries set up to control trade in an area?</p> <p>6. What did the British Empire send to new colonies to spread religious beliefs?</p> <p>7. What was wrong with British prisons in the 17th and 18th centuries?</p> <p>8. Which other European countries was Britain competing with, to have the biggest empire?</p> |
|--|--|

Extended Writing Question:

Which of the reasons why Britain wanted an empire do you think would have affected the indigenous people in those colonies the most?

History: Half Term 1 - Week 2

History: Week 2 Knowledge Organiser: What was Britain's relationship with India?

Key dates:

1603 - The British arrive in India for the first time
1608 - The East India Company gained the right to trade in India
1674 - 1769 - the French also trade in India
January 1857 - The start of the Sepoy Rebellion
8th July 1858 - The British government took control over India from the EIC

Key words:

EIC - East India Company
Monopoly - being the only one/business to control something
Converting - changing from one thing to another, usually religion
Massacre - the violent murder of a group of people

Key information:

The British arrived in India for the first time in 1603, and soon India became known as the “jewel in the crown” of the Empire. Britain's relationship with India was a commercial one, based on trade. The East India Company was a private, British company that arrived in India and gained the right to trade in silks and spices across the subcontinent from 1608. In the space of a few decades, the EIC had become an aggressive colonial power. It had conquered India with a private army twice the size of the British Army, and had set up trading stations across India: Surat in the north-west; Madras in the south-east; and Bombay on the west coast.

As well as the EIC controlling trade through agreements with local nawabs and rajas (princes), the French set up their first trading station at Pondicherry in 1674. For almost 100 years, the two companies competed for control of trade in India. However, the EIC finally held the monopoly when in 1759 they captured Pondicherry and defeated the Nawab of Bengal at the Battle of Plassey. The French East India Company was dissolved in 1769 and the EIC effectively began to rule India without competition. The Company could print its own money, set its own taxes and wage war on its own, on behalf of Britain.

By 1857, the EIC controlled virtually all of the Indian subcontinent, and many employees of the EIC embraced the Indian culture. They dined on curry, smoked hookahs, gave up beef, women wore traditional dresses, and men grew traditional Indian moustaches that became a tradition back in Victorian England. However, not everyone was embracing the changes to Indian society. Indian soldiers in the EIC, known as Sepoys, were unhappy with their treatment: they were rarely promoted and often the first to be sent to the most dangerous places, and some felt they were being pressured into converting to Christianity. This anger boiled over into rebellion in January 1857 with the introduction of a new cartridge...

In January 1857, new Enfield rifles were given to Indian soldiers of the EIC (Sepoys), as well as cartridges to load the bullet and gunpowder into the gun. In order to ready the weapon for firing, the soldier had to bite the top off the cartridge. There was a rumour that the new cartridges were greased with animal fat which was problematic as the fat was more than likely from pigs or cows, which would deeply offend Muslims and Hindus respectively. Around 85 Sepoys objected to the cartridges which constituted a mutiny, and were arrested and sentenced to 10 years in prison. The mutiny led to a full-scale rebellion in northern India when Indian landlords and nobles rose up and joined the cause, angry that they had lost land to the British. The rebellion lasted a year and cost thousands of lives. Both sides acted brutally: a

massacre of 200 British women and children at Cawnpore outraged the British, and 70,000 British troops were sent to India, armed with the latest revolvers from America.

The revolt was ruthlessly suppressed and peace was finally declared on 8th July 1858. Afterwards, the British government decided that a change of rule was necessary to prevent any further rebellions, and to see a “reset” of British authority in India. Therefore, the EIC’s rule ended, and the British government took control over the government of India.

History: Week 2 Questions

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|--|--|
| 1. What was the East India Company? | 5. What were the Indian soldiers in the EIC called? |
| 2. What about the East India Company made it so strong and aggressive? | 6. What were the Indian soldiers unhappy with? |
| 3. Which other country was interested in trading in India? | 7. Why did their anger “boil over” into a rebellion? |
| 4. What about the Indian culture did employees of the EIC embrace? | 8. Who took over control in India after the rebellion? |

Extended Writing Question:

Why was India so important to the British Government?

History: Half Term 1 - Week 3

History: Week 3 Knowledge Organiser: Solving problems at home : What was Britain's relationship with Australia?

Key dates:

1770 - Captain James Cook claimed eastern portion of Australia for the British Empire
20th January 1788 - first convicts arrive in Australia from Britain
1788-1868 - 165,000 convicts were transported to Australia

Key words:

Convicts - criminals
New South Wales - a state in Australia
Penal colonies - colonies intended to house criminals
Solitary confinement - being on your own

Key information:

The British colonies in the Americas had been a destination for Britain's criminals for a while, but the American War of Independence in 1776 – and the fact that Britain's prisons were extremely overcrowded – forced Britain to think of new places to export its convicts. James Cook of the Royal Navy had claimed the eastern portion of Australia for the British Empire in 1770, naming it New South Wales. Eighteen years later, the British Parliament considered Australia a suitable place to send them, and so the first of the criminals arrived to establish a penal colony in New South Wales. Unlike America, the whole continent was intended to be colonised in the same way. From 1788 to 1868 it is estimated that around 165,000 convicts were transported by the British government to various penal colonies in Australia.

The most common crime punished by transportation was petty theft and pickpocketing. Even pinching a handkerchief was considered a transportable offence! The offer for criminals was to either be exiled to a penal colony for 7/14 years, or death. The first fleet for the penal colony arrived at Botany Bay, New South Wales on 20th January 1788, carrying over 700 convicts and their families, and over 500 naval officers. The penal colony was then established at Port Jackson at Sydney Cove. More penal colonies were established across the rest of Australia in the nineteenth century.

Once the convicts arrived, the Governor separated and sorted them into "work gangs" based on their skills. Skilled convicts such as carpenters, blacksmiths and stonemasons could be used for government programmes such as building roads and bridges or working on government farms. Unskilled convicts would be assigned to labouring work such as gathering seashells for lime mortar or breaking rocks into gravel for the construction projects. Free settlers, people who had voluntarily settled in Australia and convicts that had done their time, also chose convicts to work for them as servants. Women made up 15% of the convict population and were employed as domestic servants or worked in female clothing factories. Many women married quickly as male free settlers were often looking for a wife.

At first, convicts wore their own clothing, but as more free settlers started to arrive uniforms were given to distinguish the innocent from the convicts. The uniform was black and yellow, and resembled the costumes worn by court jesters in the medieval period, designed to humiliate the convicts. Discipline was harshly enforced by the guards which, as well as having to wear heavy ankle irons, included flogging, treadmill and solitary confinement in dark cells. For women, punishments included having their head shaved or placed in solitary confinement. Convicts that continued to cause problems were sent to more remote penal colonies, for example Norfolk Island and Port Arthur.

Convicts wanted to escape, but the wilderness of the Australian continent and starvation stopped them. Convicts who worked hard or got to the end of their sentence would receive a ticket of leave, which would allow the former convicts to either stay in Australia or to travel anywhere in the world – though few convicts returned to Britain because they couldn't afford the transportation back.

History: Week 3 Questions

1. What were the two reasons why Britain started sending convicts to Australia?
2. When did Captain James Cook claim eastern Australia for the British Empire?
3. What was the most common crime punished by transportation?
4. What were the two transportation sentences?

5. When did the first convicts arrive in Australia?
6. What percentage did women make up of the total convict population in Australia?
7. Why was the convict uniform black and yellow?
8. What stopped convicts from trying to escape?

Extended Writing Question:

How did transportation create new problems for indigenous people in Australia?

History: Half Term 1 - Week 4

History: Week 4 Knowledge Organiser: Competition with other Empires

Key dates:

1871 - German states unify to become one country
1905 - The Morocco Crisis
1914 - the start of the First World War

Key words:

Germanic - German-speaking
Weltpolitik - "World Politics", in other words to become more involved in world power
Supremacy - to be the best at something

Key information:

By the end of the 19th century, imperialism was a practice well underway by many European countries. Britain had an empire that covered one quarter of the world map and France had significant territories in Africa and Asia. Having an empire could increase trade and wealth, but it also showed strength and brought great prestige which was sought after by European countries to show that they were better than one another.

At this time, Germany was a very new country: in 1871, several Germanic states unified to form one nation. As a result, they felt they needed to catch up with other powerful countries like Britain and France. To do this, German leader Kaiser Wilhelm, introduced a policy called Weltpolitik. The aim of this policy was to transform Germany as a young, "weak" country into a global power through 1) the development of a navy matching the power of Britain, and 2) the acquisition of colonies.

Britain, historically, has had the largest and most powerful naval fleet. As an island, they have had to do this to protect themselves from invasion. Without a strong navy, Britain could become easily surrounded and overpowered by their enemies. Germany wanting to match, and beat, the power of the Royal Navy angered Britain because any threat to their naval supremacy was a threat to the entire country. Germany wanting to develop their navy caused a lot of tension in the lead up to the First World War.

Another way for Germany to match the power and might of other European countries was to have an empire of their own. They had one problem: by the start of the 20th century, much of Africa and Asia had already been colonised. Despite this Germany joined in the race for the last uncolonised territories that had not yet been carved up, and increased competition among the major European nations. Unsurprisingly, German attempts to claim land would cause problems with other nations. An example of this was the 1905 crisis in Morocco when Germany attempted to undermine French control of the country by colonising parts of it. French and British fears about Germany's empire-building are part of what led the countries to war in 1914.

Despite the difficulties in creating their empire, by the time the First World War broke out, the German Empire was made up of 22 modern-day countries, mostly in Africa, including Nigeria, Ghana, and Uganda. However, Germany lost control of much of its empire at the beginning of the war when its colonies were seized by its enemies in the first weeks, and the remaining colonies were taken by the Allies after the war ended.

History: Week 4 Questions

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| <ol style="list-style-type: none">1. Name two examples of strong, European empires by the end of the 19th century.2. When did Germany become a country?3. What was the name of the policy adopted to transform Germany into a global power?4. In which two ways did Germany compete with Britain? | <ol style="list-style-type: none">5. Why does Britain need to have the strongest navy?6. What was the problem when growing their empire, by the start of the 20th century, for Germany?7. Where in the world did the Germans and French clash over growing their empires in 1905?8. What happened to Germany's colonies when the First World War broke out? |
|--|--|

Extended Writing Question:

What was the impact of Britain's competition with Germany over empires?

History: Half Term 1 - Week 5

History: Week 5 Knowledge Organiser: Legacies of the British Empire

Key dates:

1920s - the British Empire was at its largest
1947 - decolonisation in the British Empire begins, starting with India
1948 - the Empire Windrush generation starts to arrive in Britain

Key words:

Decolonisation - countries within an empire gaining independence
Legacy - the ongoing importance of something in history. It could be money and property, or beliefs and circumstances
Significant - something that is important enough to be noteworthy or mentioned as a turning point.

Key information:

The British Empire was at its largest in the 1920s. Since then, it has gotten smaller and smaller. After fighting against the Nazis in the Second World War, Britain was economically and militarily weak in the 1940s, and could no longer run its empire or defend its power in colonies against nationalist movements. This led to a period of decolonisation, where countries in the empire officially gained independence. This process started in India in 1947, to Africa and Asia into the 1980s. Some former colonies have chosen to remain linked to Britain as part of the Commonwealth, where they share our King, but the countries run their own governments.

There are many legacies of the British Empire:

- The English language is the third-most spoken first language in the world, and the second-most spoken second language. Around 15% of the world's population can speak English fluently.
- The Ghanaian flag, designed in 1957 by artist/teacher Theodosia Okoh, partially represents their independence struggle: red for the bloodshed; the black star for the freedom and unity of Africa
- The false idea that white Europeans are superior has not disappeared with the empire. Government reports have stated that the British Metropolitan Police and the Home Office are institutionally racist.
- From 1948, thousands of people travelled to Britain from the West Indies, as part of the Windrush generation. The Nationality Act of 1948 gave people in the empire British citizenship.
- Sport had always provided opportunities in the Empire for leisure, entertainment and training for soldiers. English sports such as cricket, rugby, and football are now played all over the world.
- Many former colonies across the world have had internal conflicts and have not developed stable governments that can support economic development following independence
- Physical structures such as cities, schools, hospitals, railway stations, judicial and legislative buildings, roads, canals and bridges were inherited by the post-colonial governments of Africa and Asia.

- The 1947 Indian Independence Act divided British India into two countries, India and Pakistan. The new boundaries of India and Pakistan separated families, communities and religious groups.
- Mass migration from Britain was encouraged to provide labour in new colonies. Now, many Britons have familial links with people in Australia, Canada, South Africa and New Zealand.

History: Week 5 Questions

| | |
|---|---|
| <ol style="list-style-type: none"> 1. What made Britain economically and militarily weak during the 1940s? 2. What could the British no longer do, as a result of being weak? 3. What is “decolonisation”? 4. What was the first colony within the British Empire to experience decolonisation? | <ol style="list-style-type: none"> 5. How does Ghana remember their experience of becoming independent? 6. What did the Nationality Act of 1948 do for people in the British Empire? 7. What was left in the colonies after they became independent? 8. What did the 1947 Indian Independence Act do? |
|---|---|

Extended Writing Question:

What was the most significant legacy of the British Empire?

History: Half Term 1 - Week 6

History: Week 6 Knowledge Organiser: Assassination of Archduke Franz Ferdinand

Events

On the 28th June 1914 the heir to the Austrian throne – Archduke Franz Ferdinand and his wife Sophia arrived in the Bosnian city of Sarajevo.

They arrived by train at 9.28am. They were driven towards the town hall to meet the mayor. Crowds lined the streets and the car drove slowly so the royal couple could wave to people.

Many Bosnian people were not happy to be part of the Austrian Empire and they wanted instead to join their neighbours Serbia. The Archduke was pleased to be received so well by the people. Six members of the Black Hand Gang who wanted to make Bosnia independent waited to assassinate the Archduke. As the open topped car passed Cumurjia Bridge one of the Black Hand gang threw a bomb at the royal couple. The bomb ended up beneath the car behind, it blew up injuring several people and the Archduke's car sped away with the terrified couple inside.

The Archduke cancelled the rest of his visit but decided to visit the injured in the hospital. At 11.00am he got back in the car which drove at normal speed towards the hospital. As the driver passed Schiller's café the driver was told he went the wrong way so he tried to turn around. In the café one of the assassins was trying to hide among the crowd. Eighteen year old Gavrilo Princip could not believe his luck as the Archduke's car stopped right in front of him. He took out a pistol, walked towards the car and fired two shots. The first hit Sophia in the stomach and the second hit the Archduke in the jugular vein in his neck. Both died instantly.

Outcome

In 1914 Germany issued a 'Blank Cheque' to Austria giving them **unconditional support whatever action they wanted to take** for the killing of the archduke. All of Europe was tied into two alliance systems. Each alliance promised to help its members if they were threatened

| Triple Alliance | Triple Entente |
|---------------------------------------|--|
| Germany Austria - Hungary Italy | Great Britain France Russia (they were also allies to Serbia) |

The assassination led to WW1 because:-

28th June 1914 – Archduke Franz Ferdinand is shot dead in Sarajevo

29th June 1914 – Austria blamed Serbia for the assassination

23rd July 1914 – Austria demands compensation and to be allowed to investigate

24th July 1914 - Serbia asks their ally Russia for help

31st July 1914 – Austria declares war on Serbia

1st August 1914– Germany declared war on Russia

3rd August 1914 – Germany attacked France through Belgium

4th August 1914 – Great Britain declared war on Germany

History: Week 5 Questions

1. Who visited Sarajevo in June 1914?
2. Why were some people unhappy in Bosnia?
3. Which group wanted to make Bosnia independent?
4. What weapon was used for the first assassination attempt?

5. Which cafe did the Archduke's car stop outside?
6. Who killed the Archduke?
7. What was the name of the alliance system the Austrians belonged to?
8. Who was Serbia's ally (friend)?

Extended Writing Question: Explain how the assassination led to WW1

History: Half Term 1 - Week 7

History: Week 7 Knowledge Organiser: Battle of the Marne

The Schlieffen Plan

The Schlieffen Plan was the German war plan decided before World War One. The aim of the plan was to invade and defeat France within 6 weeks , during which time the Russian army would mobilise and the Germans would have time to change course and focus on the Russian Army.

Battle of the Marne September 1914

Key Events:

- The German army had been advancing toward France and were 30 miles from Paris
- General Kluck, at the head of the German 1st Army, was disobeying orders from its own headquarters to double back and support General Karl von Bulow's 2nd Army
- Kluck ordered his forces to follow the French 5th Army who were retreating across the Marne River
- This gave the French 6th Army the opportunity to attack the flank of the German army
- von Moltke, chief of the German general staff, learned that Kluck had disobeyed the orders on Paris and left the 1st Army's exposed flank, Moltke ordered that the march of the 1st and 2nd Armies towards Paris be halted
- French commander Joffre with the help of the BEF attacked the German army.
- In the days following days of attacks from the French 2nd,5th and 6th army the German forces began to retreat and the building of trenches began.

Why was the Battle of Marne significant?

- A change in the war, following the battle of Marne both sides began to build trenches
- The two militaries raced to the sea
- The war reached a stalemate and for the remainder of the war a Stalemate took place.

History: Week 7 Questions

- | | |
|---|---|
| 1. Which country had the Schlieffen plan? | 5. Who was in charge of the French army? |
| 2. How long did this plan think it would take to defeat France? | 6. Who attacked the German army? |
| 3. When was the Battle of the Marne ? | 7.What did both sides start building after the Battle of Marne? |
| 4. How close were the German army to Paris? | 8. Where did both sides race to? |

Extended Writing Question:

Describe in your own words what happened at the Battle of the Marne?

History: Half Term 1 - Week 8

History: Week 8 Knowledge Organiser: The Battle of the Somme

Background

After failing in 1914-15 to break the muddy stalemate of trench warfare, the Allies developed a new plan. A 'Big Push' on the Western Front would coincide with attacks by Russia and Italy elsewhere. The British wanted to attack Belgium. But the French demanded an operation at the point in the Allied line where the two armies met. This was along a 25-mile (40km) front on the River Somme in northern France

Those in charge

| | |
|--|--|
| Britain - General Haig | France - General Foch |
| Haig was commanding the British Expeditionary Force's (BEF) 1st Army Corps, whose overall commander was Sir John French. By the end of 1915, it was clear that French was to be replaced and in December Haig was appointed commander in chief in his place. | The French were the senior partner in the alliance, so Haig had to accommodate their views. General Ferdinand Foch led the French on the Somme |

The Plan

On 24 June 1916, the British began a seven-day preliminary bombardment. Haig's artillery was expected to destroy German defences and guns, and cut the barbed wire in front of the enemy lines. When the attack began, it would provide a creeping barrage behind which the infantry could advance.

The British believed that the Germans would be so shattered by this bombardment that the infantry would rush over and occupy their trenches. But they overestimated their firepower. The guns were too thinly spread for the task in hand. They fired 1.5m shells but the German defences were not destroyed

The Events

On the 1st July 1916 the British army launched a major attack along the River Somme. However German troops had hidden in reinforced dugouts and were still very much alive. Before the whistle blew more artillery shells were fired, finally the British troops climbed over no man's land into a barrage of machine gun fire. They were instructed to walk across No Man's Land. There were 30,000 casualties in the first hour. There 57,470 casualties including 19,240 dead by the end of the day- this was the worst day for casualties in the history of British warfare.

History: Week 8 Questions

- | | |
|--|---|
| 1. What Was the aim of the battle of the somme? | 5. How many shells did the British drop on the Germans? |
| 2. Where did the Battle of the Somme take place? | 6. When did the Battle of the Somme start? |
| 3. Who was the British general in charge at the Somme? | 7. How did the Germans survive the British bombardment? |
| 4. Who was the French general in charge at the Somme? | 8. How many died after the first day of the Battle of the Somme? |

Extended Writing Question:

What went wrong for the British at the Battle of the somme?

French: Half Term 1 - Week 1

French: Week 1 Knowledge Organiser:

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

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

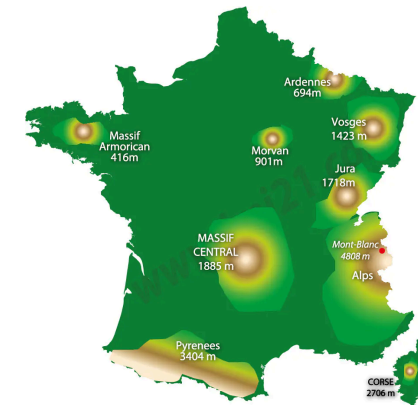
France is a country bordered by 6 countries - (Belgium, Luxembourg, Germany, Switzerland, Italy, Spain). 33% of the country is covered by forests. There are 6 main mountain ranges called “le massif central” which is in the centre of France “le Jura” which borders Switzerland, “les Alpes” which borders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

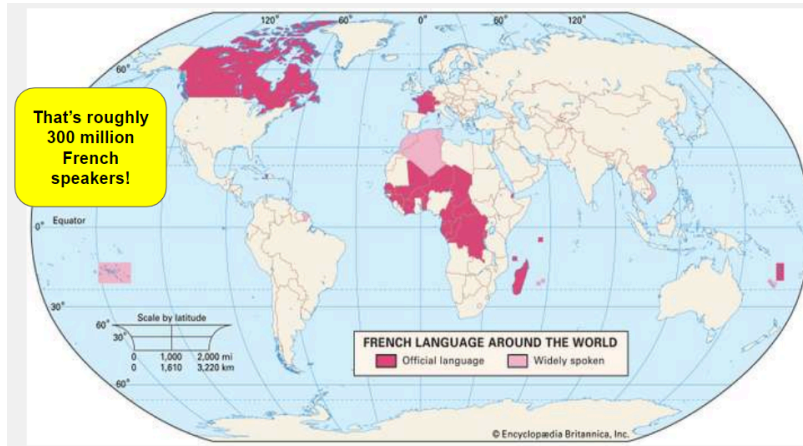
France is nicknamed the Hexagon as it roughly has 6 sides and its flag is called “le tricolore” as it is made up of the following three colours - blue, white and red.

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

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

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





D ot the silent letters

U nderline the tricky sounds

E xaggerate the accents

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

French: Week 1 Questions

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

Extended Writing Question:

French: Half Term 1 - Week 2

| French: Week 2 Knowledge Organiser: | | | | |
|--|--|---|--|------------------------|
| Mon meilleur ami <i>My best friend (m)</i> Ma meilleure amie <i>My best friend (f)</i> | s'appelle (Français) <i>is called (Français)</i> s'appelle (Française) <i>is called (Française)</i> | il a <i>he has (is)</i> elle a <i>she has (is)</i> | onze <i>(11)</i> douze <i>(12)</i> treize <i>(13)</i> quatorze <i>(14)</i> quinze <i>(15)</i> seize <i>(16)</i> dix-sept <i>(17)</i> dix-huit <i>(18)</i> dix-neuf <i>(19)</i> | ans <i>years (old)</i> |
| Il a <i>he has</i> Elle a <i>she has</i> | les yeux bleus <i>blue eyes</i> les yeux verts <i>green eyes</i> les yeux marron <i>brown eyes</i> | les cheveux blonds <i>blond hair</i> les cheveux roux <i>red hair</i> les cheveux gris <i>grey hair</i> les cheveux blancs <i>white hair</i> les cheveux noirs <i>black hair</i> les cheveux bruns <i>brown hair</i> les cheveux châtain <i>chestnut/brown hair</i> les cheveux courts <i>short hair</i> les cheveux longs <i>long hair</i> | un animal <i>a pet</i> un chien <i>a dog</i> un chat <i>a cat</i> un lapin <i>a rabbit</i> un cheval <i>a horse</i> | |
| French: Week 2 Questions | | | | |
| <u>Translate in English:</u> <ol style="list-style-type: none"> Mon meilleur ami s'appelle Louis. Il a les yeux bleus et les cheveux longs. Elle a quatorze ans. Il a un chien et un chat. | | <u>Translate in French:</u> <ol style="list-style-type: none"> My best friend (f) is called Michelle. She has green eyes and blonde hair. He is (has) 19 years old. He has a rabbit and a horse. | | |
| Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH: Décris ton meilleur ami / ta meilleure amie. <i>(Describe your best friend)</i> | | | | |

French: Half Term 1 - Week 3

French: Week 3 Knowledge Organiser:

| | | | | | |
|----------|---------------|---|---|--|--|
| Il est | <i>he is</i> | petit(e) grand(e) de taille moyenne | <i>short tall of average height</i> | gay bisexuel / bisexuelle | <i>gay bisexual</i> |
| Elle est | <i>she is</i> | beau / belle religieux / euse handicapé(e) fils unique fille unique | <i>beautiful religious disabled only child (m) only child (f)</i> | hétéro (sexuel / elle) lesbienne non-binaire transgenre un allié | <i>straight lesbian non-binary transgender an ally</i> |

French: Week 3 Questions

Translate in English:

1. Elle est petite et fille unique.
2. Il est transgenre.
3. Il est beau et hétéro.
4. Elle est grande et handicapée.

Translate in French:

1. He is tall and an only child.
2. She is of average height and beautiful.
3. He is non binary.
4. She is religious and gay.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
 Comment est-il / est-elle? (What is he / is she like?)

French: Half Term 1 - Week 4

French: Week 4 Knowledge Organiser:

| | | | | |
|---------------------------|--------------------------------|---------------------|--|---|
| Il est <i>he is</i> | très <i>very</i> | trop <i>too</i> | amusant(e) <i>funny</i> patient(e) <i>patient</i> content(e) <i>happy</i> fort(e) <i>strong</i> faible <i>weak</i> triste <i>sad</i> fidèle <i>loyal</i> | |
| | assez <i>quite</i> | un peu <i>a bit</i> | | |
| Elle est <i>she is</i> | vraiment <i>really</i> | | pratique <i>practical</i> populaire <i>popular</i> agréable <i>pleasant / nice</i> responsable <i>responsible</i> unique <i>unique</i> | |
| | simplement <i>simply</i> | | | |
| | absolument <i>absolutely</i> | | heureux / euse <i>happy</i> | que moi <i>than (as) me</i> |
| | complètement <i>completely</i> | | sérieux/euse <i>serious</i> | que mon père <i>than (as) my dad</i> |
| | parfaitement <i>perfectly</i> | | travailleur/euse <i>hardworking</i> | que ma sœur <i>than (as) my sister</i> |
| | totalément <i>totally</i> | | sportif / ive <i>sporty</i> | que mes autres copains <i>than (as) my other friends</i> |
| | extrêmement <i>extremely</i> | | gentil / gentille <i>kind</i> | |
| | | | sympa <i>kind</i> | |
| | | | sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i> | |
| | plus <i>more</i> | | | |
| | moins <i>less</i> | | | |
| | aussi <i>as</i> | | | |

French: Week 4 Questions

Translate in English:

1. Il est un peu amusant et sportif.
2. Elle est vraiment unique et absolument patiente.
3. Il est plus gentil que ma sœur.
4. Elle est moins populaire que mes autres copains.

Translate in French:

1. She is simply happy and quite self confident.
2. He is totally strong and very loyal.
3. She is more responsible than me.
4. He is as practical as my dad.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
 Comment est-il / est-elle? *(What is he / is she like?)*

French: Half Term 1 - Week 5

French: Week 5 Knowledge Organiser:

| | | | | | |
|---|--|---|---|-----------------------------------|---|
| En général, <i>In general,</i> | je m'entends bien avec <i>I get on well with</i> | mon père <i>my dad</i> mon beau-père <i>my step dad</i> mon grand-père <i>my grandad</i> mon frère <i>my brother</i> mon demi-frère <i>my half brother / my step brother</i> mon oncle <i>my uncle</i> | parce qu' <i>because</i> | il est <i>he is</i> | amusant(e)(s) <i>funny</i> |
| | je ne m'entends pas bien avec <i>I don't get on well with</i> | mon copain <i>my friend</i> mon meilleur ami <i>my best friend (m)</i> | | | patient(e)(s) <i>patient</i> |
| Parfois, <i>Sometimes,</i> | je me dispute avec <i>I argue with</i> | ma mère <i>my mum</i> ma belle-mère <i>my step mum</i> ma grand-mère <i>my grandmother</i> | car <i>because</i> | elle est <i>she is</i> | content(e)(s) <i>happy</i> |
| | je m'intéresse à <i>I'm interested in</i> | ma sœur <i>my sister</i> ma demi-sœur <i>my half sister / my step sister</i> ma tante <i>my aunt</i> ma copine <i>my friend (f)</i> ma meilleure amie <i>my best friend (f)</i> | | | fort(e)(s) <i>strong</i> |
| Quelquefois, <i>Sometimes,</i> | je dépends de <i>I depend on</i> | mes parents <i>my parents</i> mes grands-parents <i>my grandparents</i> mes deux frères <i>my two brothers</i> mes trois sœurs <i>my three sisters</i> | puisque <i>because</i> <i>since</i> | ils sont <i>they are</i> | faible(s) <i>weak</i> |
| | j'ai une bonne relation avec <i>I have a good relationship with</i> | | | | triste(s) <i>sad</i> |
| De temps en temps, <i>From time to time,</i> | | | | elles sont <i>they are (f)</i> | fidèle(s) <i>loyal</i> |
| | | | | | pratique(s) <i>practical</i> |
| D'habitude, <i>Usually,</i> | | | | | populaire(s) <i>popular</i> |
| | | | | | agréable(s) <i>pleasant / nice</i> |
| | | | | | responsable(s) <i>responsible</i> |
| | | | | | unique(s) <i>unique</i> |
| | | | | | heureux/euse(s) <i>happy</i> |
| | | | | | sérieux/euse(s) <i>serious</i> |
| | | | | | travailleur/euse(s) <i>hardworking</i> |
| | | | | | sportif/ive(s) <i>sporty</i> |
| | | | | | gentil/gentille(s) <i>kind</i> |
| | | | | | sympa(s) <i>kind</i> |
| | | | | | sûr(e) de lui/d'elle <i>self-confident</i> <i>(sure of himself/herself)</i> |

French: Week 5 Questions

Translate in English:

- En général, je m'entends bien avec mon oncle.
- De temps en temps, je me dispute avec mes parents.
- D'habitude, j'ai une bonne relation avec mes deux frères.
- Quelquefois, je ne m'entends pas bien avec mon grand-père.

Translate in French:

- I get on well with my mum because she is funny.
- I depend on my parents and they are kind.
- I have a good relationship with my aunt because she is pleasant.
- Usually, I don't get on with my step-brother.

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

Comment tu t'entends avec ta famille? *(How do you get on with your family?)*

French: Half Term 1 - Week 6

French: Week 6 Knowledge Organiser:

| | | | | | |
|---------------------------------|------------------------------------|--------------------|---------------------------|----------------|--|
| Mon modèle, c'est | <i>My role model is</i> | mon père | <i>my dad</i> | | |
| La personne que j'admire, c'est | <i>The person that I admire is</i> | mon beau-père | <i>my step dad</i> | | |
| j'aime | <i>I like</i> | mon grand-père | <i>my grandad</i> | | |
| j'adore | <i>I love</i> | mon frère | <i>my brother</i> | | |
| je préfère | <i>I prefer</i> | mon demi-frère | <i>my half brother</i> | | |
| je n'aime pas | <i>I don't like</i> | mon oncle | <i>my step brother</i> | | |
| je déteste | <i>I hate</i> | mon copain | <i>my uncle</i> | | |
| je ne supporte pas | <i>I can't stand</i> | mon meilleur ami | <i>my friend</i> | | |
| | | ma mère | <i>my best friend (m)</i> | parce qu' | |
| | | ma belle-mère | <i>my mum</i> | <i>because</i> | il / elle me téléphone souvent |
| | | ma grand-mère | <i>my step mum</i> | | <i>he/she calls me often</i> |
| | | ma sœur | <i>my grandmother</i> | car | ils / elles me téléphonent souvent |
| | | ma demi-sœur | <i>my sister</i> | <i>because</i> | <i>they call me often</i> |
| | | ma tante | <i>my half sister</i> | | il / elle m'invite aux fêtes |
| | | ma copine | <i>my step sister</i> | puisqu' | <i>he/she invites me to parties</i> |
| | | ma meilleure amie | <i>my aunt</i> | <i>because</i> | ils / elles m'invitent aux fêtes |
| | | | <i>my friend (f)</i> | <i>since</i> | <i>they invite me to parties</i> |
| | | | <i>my best friend (f)</i> | | il / elle garde mes secrets |
| | | mes parents | <i>my parents</i> | | <i>he/she keeps my secrets</i> |
| | | mes grands-parents | <i>my grandparents</i> | | ils / elles gardent mes secrets |
| | | mes deux frères | <i>my two brothers</i> | | <i>they keep my secrets</i> |
| | | mes trois sœurs | <i>my three sisters</i> | | il / elle m'envoie des textos sur WhatsApp |
| | | | | | <i>he/she sends me messages on WhatsApp</i> |
| | | | | | ils / elles m'envoient des textos sur Snapchat |
| | | | | | <i>they send me messages on Snapchat</i> |
| | | | | | il / elle me comprend |
| | | | | | <i>he/she understands me</i> |
| | | | | | ils / elles me comprennent |
| | | | | | <i>they understand me</i> |

French: Week 6 Questions

Translate in English:

1. La personne que j'admire, c'est ma mère car elle me comprend.
2. J'adore mes parents parce qu'ils gardent mes secrets.
3. Je préfère mes copines puisqu'elles m'invitent aux fêtes.
4. Je ne supporte pas ma demi-sœur.

Translate in French:

1. I don't like my step-mother.
2. The person I admire is my step-dad.
3. My role model is my grandmother because she calls me often.
4. I like my best friend (f) because she keeps my secrets.

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

French: Half Term 1 - Week 7

French: Week 7 Knowledge Organiser:

We are using the sentence builders from weeks 5 and 6. Go back in your KO to find the vocab.

| | | | | | | | |
|--|--|--|--|--|---|--|---|
| <p>En général, <i>In general,</i></p> <p>Parfois, <i>Sometimes,</i></p> <p>Quelquefois, <i>Sometimes,</i></p> <p>De temps en temps, <i>From time to time,</i></p> <p>D'habitude, <i>Usually,</i></p> | <p>je m'entends bien avec <i>I get on well with</i></p> <p>je ne m'entends pas bien avec <i>I don't get on well with</i></p> <p>je me dispute avec <i>I argue with</i></p> <p>je m'intéresse à <i>I'm interested in</i></p> <p>je dépends de <i>I depend on</i></p> <p>j'ai une bonne relation avec <i>I have a good relationship with</i></p> | <p>mon père <i>my dad</i> mon beau-père <i>my step dad</i> mon grand-père <i>my granddad</i> mon frère <i>my brother</i> mon demi-frère <i>my half brother</i> mon oncle <i>my uncle</i> mon copain <i>my friend</i> mon meilleur ami <i>my best friend (m)</i></p> <p>ma mère <i>my mum</i> ma belle-mère <i>my step mum</i> ma grand-mère <i>my grandmother</i> ma sœur <i>my sister</i> ma demi-sœur <i>my half sister</i> ma tante <i>my aunt</i> ma copine <i>my friend (f)</i> ma meilleure amie <i>my best friend (f)</i></p> <p>mes parents <i>my parents</i> mes grands-parents <i>my grandparents</i> mes deux frères <i>my two brothers</i> mes trois sœurs <i>my three sisters</i></p> | <p>il est <i>he is</i></p> <p>elle est <i>she is</i></p> <p>ils sont <i>they are</i></p> <p>elles sont <i>they are (f)</i></p> | <p>amusant(e)(s) <i>funny</i> patient(e)(s) <i>patient</i> content(e)(s) <i>happy</i> fort(e)(s) <i>strong</i> faible(s) <i>weak</i> triste(s) <i>sad</i> fidèle(s) <i>loyal</i></p> <p>pratique(s) <i>practical</i> populaire(s) <i>popular</i> agréable(s) <i>pleasant / nice</i> responsable(s) <i>responsible</i> unique(s) <i>unique</i></p> <p>heureux/euse(s) <i>happy</i> sérieux/euse(s) <i>serious</i> travailleur/euse(s) <i>hardworking</i></p> <p>sportif/ive(s) <i>sporty</i> gentil/gentille(s) <i>kind</i> sympa(s) <i>kind</i></p> <p>sûr(e) de lui/d'elle <i>self-confident</i> <i>(sure of himself/herself)</i></p> | <p>Mon modèle, c'est <i>My role model is</i></p> <p>La personne que j'admire, c'est <i>The person that I admire is</i></p> <p>j'aime <i>I like</i></p> <p>j'adore <i>I love</i></p> <p>je préfère <i>I prefer</i></p> <p>je n'aime pas <i>I don't like</i></p> <p>je déteste <i>I hate</i></p> <p>je ne supporte pas <i>I can't stand</i></p> | <p>mon père <i>my dad</i> mon beau-père <i>my step dad</i> mon grand-père <i>my granddad</i> mon frère <i>my brother</i> mon demi-frère <i>my half brother</i> mon oncle <i>my uncle</i> mon copain <i>my friend</i> mon meilleur ami <i>my best friend (m)</i></p> <p>ma mère <i>my mum</i> ma belle-mère <i>my step mum</i> ma grand-mère <i>my grandmother</i> ma sœur <i>my sister</i> ma demi-sœur <i>my half sister</i> ma tante <i>my aunt</i> ma copine <i>my friend (f)</i> ma meilleure amie <i>my best friend (f)</i></p> <p>mes parents <i>my parents</i> mes grands-parents <i>my grandparents</i> mes deux frères <i>my two brothers</i> mes trois sœurs <i>my three sisters</i></p> | <p>il / elle me téléphone souvent <i>he/she calls me often</i></p> <p>ils / elles me téléphonent souvent <i>they call me often</i></p> <p>il / elle m'invite aux fêtes <i>he/she invites me to parties</i></p> <p>ils / elles m'invitent aux fêtes <i>they invite me to parties</i></p> <p>il / elle garde mes secrets <i>he/she keeps my secrets</i></p> <p>ils / elles gardent mes secrets <i>they keep my secrets</i></p> <p>il / elle m'envoie des textos sur WhatsApp <i>he/she sends me messages on WhatsApp</i></p> <p>ils / elles m'envoient des textos sur Snapchat <i>they send me messages on Snapchat</i></p> <p>il / elle me comprend <i>he/she understands me</i></p> <p>ils / elles me comprennent <i>they understand me</i></p> |
|--|--|--|--|--|---|--|---|

French: Week 7 Questions

Translate in English:

1. En général, je m'entends bien avec mon père puisqu'il est patient.
2. La personne que j'admire, c'est mon copain car il garde mes secrets.
3. De temps en temps, je me dispute avec ma tante car elle est triste.
4. D'habitude, je ne supporte pas mes deux frères.

Translate in French:

1. In general, I get on well with my half sister because she is kind.
2. Sometimes, I have a good relationship with my parents.
3. I prefer my step-mum because she understands me.
4. The person I admire is my uncle since he calls me often.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
 Tu t'entends avec qui et pourquoi? *(Who do you get on with and why?)*

French: Half Term 1 - Week 8

French: Week 8 Knowledge Organiser:

We are using the sentence builders from this half term (weeks 2 to 8). Go back in your KO to find the vocab.

| | | | | | |
|-------------------|---------------------------|---|----------------------------|---|------------------------|
| Mon meilleur ami | <i>My best friend (m)</i> | s'appelle (François) <i>is called (François)</i> | il a <i>he has (is)</i> | onze (11) douze (12) treize (13) quatorze (14) quinze (15) seize (16) dix-sept (17) dix-huit (18) dix-neuf (19) | ans <i>years (old)</i> |
| Ma meilleure amie | <i>My best friend (f)</i> | s'appelle (Françoise) <i>is called (Françoise)</i> | elle a <i>she has (is)</i> | | |

| | | | |
|-----------------------|---|--|--|
| Il a <i>he has</i> | les yeux bleus <i>blue eyes</i> les yeux verts <i>green eyes</i> les yeux marron <i>brown eyes</i> | les cheveux blonds <i>blond hair</i> les cheveux roux <i>red hair</i> les cheveux gris <i>grey hair</i> les cheveux blancs <i>white hair</i> les cheveux bruns <i>brown hair</i> les cheveux châtain <i>chestnut/brown hair</i> | un animal <i>a pet</i> un chien <i>a dog</i> un chat <i>a cat</i> un lapin <i>a rabbit</i> un cheval <i>a horse</i> |
| Elle a <i>she has</i> | | les cheveux courts <i>short hair</i> les cheveux longs <i>long hair</i> | |

| | | |
|---------------------|--|---|
| Il est <i>he is</i> | petit(e) <i>short</i> de taille moyenne <i>tall</i> beau / belle <i>of average height</i> religieux / euse <i>beautiful</i> handicapé(e) <i>religious</i> fils unique <i>disabled</i> filie unique <i>only child (m)</i> <i>only child (f)</i> | gay <i>gay</i> bisexuel / bisexuelle <i>bisexual</i> hétéro (sexuel / elle) <i>straight</i> lesbienne <i>lesbian</i> non-binaire <i>non-binary</i> transgenre <i>transgender</i> un allié <i>an ally</i> |
|---------------------|--|---|

| | | | | |
|------------------------|--|--|---|---|
| Il est <i>he is</i> | très <i>very</i> trop <i>too</i> assez <i>quite</i> un peu <i>a bit</i> | vraiment <i>really</i> simplement <i>simply</i> absolument <i>absolutely</i> complètement <i>completely</i> parfaitement <i>perfectly</i> totalemtent <i>totally</i> extrêmement <i>extremely</i> | amusant(e) <i>funny</i> pâtient(e) <i>patient</i> content(e) <i>happy</i> fort(e) <i>strong</i> faible <i>weak</i> triste <i>sad</i> fidèle <i>loyal</i> pratique <i>practical</i> populaire <i>popular</i> agréable <i>nice</i> responsable <i>responsible</i> unique <i>unique</i> | que moi <i>than (as) me</i> |
| Elle est <i>she is</i> | | | heureux / euse <i>happy</i> sérieux/euse <i>serious</i> travailleur/euse <i>hardworking</i> sportif / ive <i>sporty</i> gentil / gentille <i>kind</i> sympa <i>kind</i> sûr(e) de lui/d'elle <i>self-confident</i> <i>(sure of himself/herself)</i> | que mon père <i>than (as) my dad</i> que ma sœur <i>than (as) my sister</i> que mes autres copains <i>than (as) my other friends</i> |
| plus <i>more</i> | | | | |
| moins <i>less</i> | | | | |
| aussi <i>as</i> | | | | |

| | | | | |
|---|---|---|--|---|
| En général, <i>In general,</i> | je m'entends bien avec <i>I get on well with</i> je ne m'entends pas bien avec <i>I don't get on well with</i> | mon père <i>my dad</i> mon beau-père <i>my step dad</i> mon grand-père <i>my granddad</i> mon frère <i>my brother</i> mon demi-frère <i>my half brother</i> mon oncle <i>my uncle</i> mon copain <i>my friend</i> mon meilleur ami <i>my best friend (m)</i> | il est <i>he is</i> | amusant(e)(s) <i>funny</i> pâtient(e)(s) <i>patient</i> content(e)(s) <i>happy</i> fort(e)(s) <i>strong</i> faible(s) <i>weak</i> triste(s) <i>sad</i> fidèle(s) <i>loyal</i> |
| Parfois, <i>Sometimes,</i> | je me dispute avec <i>I argue with</i> | ma mère <i>my mum</i> ma belle-mère <i>my step mum</i> ma grand-mère <i>my grandmother</i> ma sœur <i>my sister</i> ma demi-sœur <i>my half sister</i> ma tante <i>my aunt</i> ma copine <i>my friend (f)</i> ma meilleure amie <i>my best friend (f)</i> | parce qu' <i>because</i> car <i>because</i> puisque <i>because</i> since <i>since</i> | pratique(s) <i>practical</i> populaire(s) <i>popular</i> agréable(s) <i>pleasant / nice</i> responsable(s) <i>responsible</i> unique(s) <i>unique</i> heureux/euse(s) <i>happy</i> sérieux/euse(s) <i>serious</i> travailleur/euse(s) <i>hardworking</i> sportif(ive)(s) <i>sporty</i> gentil(gentille)(s) <i>kind</i> sympa(s) <i>kind</i> sûr(e) de lui/d'elle <i>self-confident</i> <i>(sure of himself/herself)</i> |
| Quelquefois, <i>Sometimes,</i> | je m'intéresse à <i>I'm interested in</i> | | | |
| De temps en temps, <i>From time to time,</i> | je dépend de <i>I depend on</i> | | | |
| D'habitude, <i>Usually,</i> | j'ai une bonne relation avec <i>I have a good relationship with</i> | | | |
| | | mes parents <i>my parents</i> mes grands-parents <i>my grandparents</i> mes deux frères <i>my two brothers</i> mes trois sœurs <i>my three sisters</i> | | |

French: Week 8 Questions

Translate in English:

- Mon meilleur ami s'appelle Richard et il est grand.
- Il est vraiment sympa et plus populaire que moi.
- La personne que j'admire, c'est ma tante car elle est unique.
- J'aime ma sœur puisqu'elle m'envoie des textos sur WhatsApp.

Translate in French:

- My best friend has brown eyes and short black hair.
- Sometimes, I get on well with my grandparents because they are kind.
- I cannot stand my friend (f) and I depend on my mum.
- She is a bit happy and more self-confident than me.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH: Décris, en détails, ton meilleur ami / ta meilleure amie. (Describe in detail your best friend.)

Spanish: Half Term 1 - Week 1

Spanish: Week 1 Knowledge Organiser: Phonics and culture

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

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

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

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

Spanish: Week 1 Questions

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

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

- **Summarise what you have learnt about Spain.**

Spanish: Half Term 1 - Week 2

Spanish: Week 2 Knowledge Organiser: My best friend

| 1 Describe tu mejor amigo | | | | | |
|---|-------------------------------|--|--|---|--|
| Sentence starter | Verb | Noun+Adjective (Eyes) | | Noun+adjective (Hair) | Noun (Animal) |
| Mi mejor amigo se llama <i>My best friend (m) is called..</i> Mi mejor amiga se llama... <i>My best friend (f) is called</i> | y tiene <i>and she/he has</i> | los ojos azules <i>blue eyes</i> los ojos verdes <i>green eyes</i> los ojos marrones <i>brown eyes</i> los ojos negros <i>black eyes</i> los ojos grises <i>grey eyes</i> los ojos grandes <i>big eyes</i> los ojos pequeños <i>small eyes</i> | | el pelo rubio <i>blond hair</i> el pelo pelirrojo <i>red hair</i> el pelo gris <i>grey hair</i> el pelo blanco <i>white hair</i> el pelo negro <i>black hair</i> el pelo marron <i>brown hair</i> el pelo castano <i>chestnut/brown hair</i> el pelo corto <i>short hair</i> el pelo largo <i>long hair</i> el pelo ondulado <i>wavy hair</i> el pelo liso <i>straight hair</i> el pelo rizado <i>curly hair</i> | una mascota <i>a pet</i> una tortuga <i>a tortoise</i> un perro <i>a dog</i> un gato <i>a cat</i> un conejo <i>a rabbit</i> un caballo <i>a horse</i> un pez <i>a fish</i> |

Spanish: Week 2 Questions

Translate in to English:

1. Mi mejor amigo se llama Pablo
2. Mi mejor amiga se llama Sofía
3. Tiene los ojos grandes
4. Tiene el pelo rizado

Translate in to Spanish:

1. My best friend has straight hair
2. She has blue eyes
3. She has short hair
4. He has blond hair

Extended Writing Question: Use your weekly sentence builder to help you answer the following question IN Spanish:
Describe tu mejor amigo - Describe your best friend using at least 3 details.

Spanish: Half Term 1 - Week 3

Spanish: Week 3 Knowledge Organiser: Physical description

| 2 ¿Cómo eres? | | | | |
|---|--|---|---|--|
| Verb | Noun | Noun+Adjective (Eyes) | Noun+adjective (Hair) | Noun (Animal) |
| Soy <i>I am</i> es <i>he/she is</i> era <i>he/she was was</i> Tenía <i>He/she used to have</i> | bajo <i>short</i> alto <i>tall</i> de talla mediana <i>of average</i> <i>height</i> guapo <i>good-looking</i> religioso <i>religious</i> hijo único <i>only child (m)</i> hija única <i>only child (f)</i> | los ojos azules <i>blue eyes</i> los ojos verdes <i>green eyes</i> los ojos marrones <i>brown eyes</i> <i>los ojos negros</i> <i>black eyes</i> <i>los ojos grises</i> <i>grey eyes</i> <i>los ojos grandes</i> <i>big eyes</i> <i>los ojos pequeños</i> <i>small eyes</i> | el pelo rubio <i>blond hair</i> el pelo pelirrojo <i>red hair</i> el pelo gris <i>grey hair</i> el pelo blanco <i>white hair</i> el pelo negro <i>black hair</i> el pelo marron <i>brown hair</i> el pelo castano <i>chestnut/brown hair</i> el pelo corto <i>short hair</i> el pelo largo <i>long hair</i> el pelo ondulado <i>wavy hair</i> el pelo liso <i>straight hair</i> el pelo rizado <i>curly hair</i> | una mascota <i>a pet</i> una tortuga <i>a tortoise</i> un perro <i>a dog</i> un gato <i>a cat</i> un conejo <i>a rabbit</i> un caballo <i>a horse</i> un pez <i>a fish</i> |

Spanish: Week 3 Questions

Translate in to Spanish:

1. She is short
2. He is of average height
3. I am an only child (m)
4. I am tall

Translate in to English:

1. Soy alta
2. Soy religioso
3. Es hija unica
4. Soy de talla mediana

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following question IN Spanish:
Describe cómo eres - Describe what you look like

Spanish: Half Term 1 - Week 4

Spanish: Week 4 Knowledge Organiser: Personality

| 3. Describe la personalidad | | | |
|---|---|---|--|
| Verb | Intensifier | Noun+adjective (Hair) | Comparative |
| <p>Soy <i>I am</i> es <i>he/she is</i></p> <p>era <i>he/she was was</i></p> | <p>muy demasiado bastante totalmente tan un poco</p> <p>más menos</p> | <p>contento/a(s) <i>happy</i> divertido/a(s) <i>fun</i> simpático/a(s) <i>kind</i> bonito/a(s) <i>beautiful</i> activo/a(s) <i>active</i> único/a(s) <i>unique</i> monótono/a(s) <i>boring</i> enfadado/a(s) <i>angry</i></p> <p>alegre(s) <i>happy</i> fuerte(s) <i>strong</i> triste(s) <i>sad</i> responsable(s) <i>responsible</i> sociable(s) <i>social</i> feliz/felices <i>happy</i></p> <p>individual(es) <i>individual</i> trabajador(a)(es/as) <i>hardworking</i></p> | <p>que yo <i>than (as) me</i></p> <p>que mi padre <i>than (as) my dad</i></p> <p>que mi hermana <i>than (as) my sister</i></p> <p>que mis otros amigos <i>than (as) my other friends</i></p> |

Spanish: Week 4 Questions

Translate in to English:

1. Es muy simpático
2. Es más fuerte que yo
3. Soy un poco trabajador
4. Era demasiado enfadado

Translate in to Spanish:

1. I am more social than my sister
2. He is so responsible
3. He is a little sad
4. She is quite boring

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following question IN Spanish:
Describe tu personalidad

Spanish: Half Term 1 - Week 5

Spanish: Week 5 Knowledge Organiser: Relationships

| 4. ¿Te llevas bien con tu familia? | | | | | |
|--|--|--|----------------------------|------------------------|--|
| Time Phrase | Verb | Noun | Connective | verb | Adjective |
| En general, <i>In general,</i> | me llevo bien <i>I get on well with</i> | mi padre <i>my dad</i> | porque <i>because</i> | es <i>she/he is</i> | contento/a(s) <i>happy</i> |
| | | mi padrastro <i>my step dad</i> | | | divertido/a(s) <i>fun</i> |
| A veces, <i>Sometimes,</i> | no me llevo bien <i>I don't get on well with</i> | mi abuelo <i>my grandad</i> | dado que <i>because</i> | | simpático/a(s) <i>kind</i> |
| | | mi hermano <i>my brother</i> | | | bonito/a(s) <i>beautiful</i> |
| A menudo, <i>Often,</i> | discuto con <i>I argue with</i> | mi hermanastro <i>my step brother</i> | ya que <i>because</i> | son <i>they are</i> | gracioso/a(s) <i>funny</i> |
| | | mi tío <i>my uncle</i> | | | activo/a(s) <i>active</i> |
| De vez en cuando, <i>From time to time,</i> | me interesa <i>I'm interested in</i> | mi amigo <i>my friend</i> | since | | único/a(s) <i>unique</i> |
| | | Mi mejor amigo <i>my best friend (m)</i> | | | monótono/a(s) <i>boring</i> |
| Normalmente, <i>Usually,</i> | Tengo una buena relación con <i>I have a good relationship with</i> | mi madre <i>my mum</i> | | | enfadado/a(s) <i>angry</i> |
| | | mi madrastra <i>my step mum</i> | | | travieso/a(s) <i>naughty</i> |
| | | mi abuelo <i>my grandmother</i> | | | comprensivo/a(s) |
| | | mi hermana <i>my sister</i> | | | alegre(s) <i>happy</i> |
| | | Mi hermanastra <i>my step sister</i> | | | fuerte(s) <i>strong</i> |
| | | mi tía <i>my aunt</i> | | | triste(s) <i>sad</i> |
| | | mi amiga <i>my friend (f)</i> | | | responsable(s) <i>responsible</i> |
| | | Mi mejor amiga <i>my best friend (f)</i> | | | sociable(s) <i>social</i> |
| | | mis padres <i>my parents</i> | | | paciente (s) <i>patient</i> |
| | | mis abuelos <i>my grandparents</i> | | | interesante(s) <i>interesting</i> |
| | | mis dos hermanos <i>my two siblings</i> | | | egoísta(s) <i>selfish</i> |
| | | | | | feliz/felices <i>happy</i> |
| | | | | | individual(es) <i>individual</i> |
| | | | | | trabajador(a)(es/as) <i>hard working</i> |
| | | | | | leal (es) <i>loyal</i> |

Spanish: Week 5 Questions

Translate in to Spanish:

- Usually I have a good relationship with my parents
- Often, I argue with my sister
- From time to time my aunt is patient
- In general I get on well with my grandfather

Translate in to English:

- Usually I am interested in my friends
- My grandmother is funny
- I get on with my sister because she is interesting
- ...given that they are hard working

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you write IN Spanish:

¿Te llevas bien con tu familia? - Do you get on well with your family? ¿Por qué?- Why?

Spanish: Half Term 1 - Week 6

Spanish: Week 6 Knowledge Organiser: Relationships

| 4. ¿Te llevas bien con tu familia? | | | | | |
|--|--|--|--------------------------------|---------------------------|--|
| Time Phrase | Verb | Noun | Connective | verb | Adjective |
| En general, <i>In general,</i> | me llevo bien <i>I get on well with</i> | mi padre <i>my dad</i> | porque <i>because</i> | es <i>she/he is</i> | contento/a(s) <i>happy</i> |
| | | mi padrastro <i>my step dad</i> | | | divertido/a(s) <i>fun</i> |
| A veces, <i>Sometimes,</i> | no me llevo bien <i>I don't get on well with</i> | mi abuelo <i>my grandad</i> | dado que <i>because</i> | son <i>they are</i> | simpático/a(s) <i>kind</i> |
| | | mi hermano <i>my brother</i> | | | bonito/a(s) <i>beautiful</i> |
| A menudo, <i>Often,</i> | discuto con <i>I argue with</i> | mi hermanastro <i>my step brother</i> | ya que <i>because since</i> | | gracioso/a(s) <i>funny</i> |
| | | mi tío <i>my uncle</i> | | activo/a(s) <i>active</i> | |
| De vez en cuando, <i>From time to time,</i> | me interesa <i>I'm interested in</i> | mi amigo <i>my friend</i> | | | único/a(s) <i>unique</i> |
| | | Mi mejor amigo <i>my best friend (m)</i> | | | monótono/a(s) <i>boring</i> |
| Normalmente, <i>Usually,</i> | Tengo una buena relación con <i>I have a good relationship with</i> | mi madre <i>my mum</i> | | | enfadado/a(s) <i>angry</i> |
| | | mi madrastra <i>my step mum</i> | | | travieso/a(s) <i>naughty</i> |
| | | mi abuelo <i>my grandmother</i> | | | comprensivo/a(s) |
| | | mi hermana <i>my sister</i> | | | alegre(s) <i>happy</i> |
| | | Mi hermanastra <i>my step sister</i> | | | fuerte(s) <i>strong</i> |
| | | mi tía <i>my aunt</i> | | | triste(s) <i>sad</i> |
| | | mi amiga <i>my friend (f)</i> | | | responsable(s) <i>responsible</i> |
| | | Mi mejor amiga <i>my best friend (f)</i> | | | sociable(s) <i>social</i> |
| | | | | | paciente (s) <i>patient</i> |
| | | | | | interesante(s) <i>interesting</i> |
| | | | | | egoísta(s) <i>selfish</i> |
| | | | | | feliz/felices <i>happy</i> |
| | | | | | individual(es) <i>individual</i> |
| | | | | | trabajador(a)(es/as) <i>hard working</i> |
| | | | | | leal (es) <i>loyal</i> |
| | | mis padres <i>my parents</i> | | | |
| | | mis abuelos <i>my grandparents</i> | | | |
| | | mis dos hermanos <i>my two siblings</i> | | | |

Spanish: Week 6 Questions

Translate in to Spanish:

- In general, I get on well with my parents
- I argue with my brother because he is naughty.
- Often, I have a good relationship with my
- ...my best friend because she is fun

Translate in to English:

- me llevo bien con mis padres porque son simpáticos
- A menudo, tengo una buena relación con mi tía
- Me llevo bien con mi hermana
- ... porque es generosa

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following question IN Spanish:
 ¿Te llevas bien con tu familia? - Do you get on well with your family? ¿Por qué?- Why?

Spanish: Half Term 1 - Week 7

Spanish: Week 7 Knowledge Organiser: My role model

| 4. ¿Quién es tu modelo? | | | | |
|---|--|---------------------------|---------------------|--|
| Opinion | Noun | Connective | verb | Reason |
| Mi modelo de conducta es <i>My role model is</i> | mi padre <i>my dad</i> mi padrastro <i>my step dad</i> mi abuelo <i>my grandad</i> | | | |
| Una persona que admiro es <i>The person that I admire is</i> | mi hermano <i>my brother</i> mi hermanastro <i>my step brother</i> mi tío <i>my uncle</i> mi amigo <i>my friend</i> | porque <i>because</i> | es | me hace(n) reír <i>he/she makes me laugh (they make me laugh)</i> me hace(n) feliz <i>he/she makes me happy</i> |
| me gusta <i>I like</i> | Mi mejor amigo <i>my best friend (m)</i> | dado que <i>because</i> | es <i>she/he is</i> | me hace(n) sonreír <i>he/she makes me smile (they make me smile)</i> me ama(n) mucho <i>he/she loves me a lot (they love me a lot)</i> |
| me encanta <i>I love</i> | mi madre <i>my mum</i> mi madrastra <i>my step mum</i> mi abuelo <i>my grandmother</i> mi hermana <i>my sister</i> | ya que <i>because</i> | | me llama(n) por teléfono <i>he/she calls me on the phone (they call me on the phone)</i> me da(n) miedo <i>he/she scares me (they scare me)</i> |
| Prefiero <i>I prefer</i> | Mi hermanastra <i>my step sister</i> mi tía <i>my aunt</i> mi amiga <i>my friend (f)</i> | incluso si <i>even if</i> | son <i>they are</i> | me ayuda(n) <i>he/she helps me (they help me)</i> siempre me critica(n) <i>he/she criticises me (they criticise me)</i> me enfadada(n) <i>he/she annoys me (they annoy me)</i> |
| No me gusta <i>I don't like</i> | Mi mejor amiga <i>my best friend (f)</i> | | | |
| Odio <i>I hate</i> | mis padres <i>my parents</i> mis abuelos <i>my grandparents</i> | | | |
| No soporto <i>I can't stand</i> | mis dos hermanos <i>my two siblings</i> | | | |

Spanish: Week 7 Questions

Translate in to Spanish:

1. Mi modelo de conducta es mi madre porque me ayuda
2. Prefiero mi padre porque me hace feliz
3. No soporto mi tío porque siempre me critica
4. La person que admiro es mi abuelo porque es interesante

Translate in to English:

1. I argue with my step-mum because she is selfish
2. I prefer my grandmother because she is loyal
3. I like my parents because they never criticise me.
4. I hate my grandparents because they annoy me.

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

Spanish: Half Term 1 - Week 8

Spanish: Week 8 Knowledge Organiser: Writing

| 4. ¿Quién es tu modelo de conducta? | | | | | |
|--------------------------------------|---|---|----------------------------|------------------------|-----------------------------------|
| Time Phrase | Verb | Noun | Connective | verb | Adjective |
| Admiro a <i>I admire</i> | | mi padre <i>my dad</i> | | | contento/a(s) <i>happy</i> |
| | | mi padrastro <i>my step dad</i> | | | divertido/a(s) <i>fun</i> |
| | | mi abuelo <i>my granddad</i> | | | simpático/a(s) <i>kind</i> |
| me gusta <i>I like</i> | me llevo bien con <i>I get on well with</i> | mi hermano <i>my brother</i> | | | bonito/a(s) <i>beautiful</i> |
| | no me llevo bien con <i>I don't get on well with</i> | mi hermanastro <i>my step brother</i> | porque <i>because</i> | es <i>she/he is</i> | gracioso/a(s) <i>funny</i> |
| me encanta <i>I love</i> | me peleo con <i>I argue with</i> | mi tío <i>my uncle</i> | | | activo/a(s) <i>active</i> |
| | me enfado con <i>I get angry with</i> | Mi mejor amigo <i>my best friend (m)</i> | dado que <i>because</i> | | único/a(s) <i>unique</i> |
| no me gusta <i>I don't like</i> | me divierto con <i>I have a good time with</i> | mi madre <i>my mum</i> | ya que <i>because</i> | son <i>they are</i> | monótono/a(s) <i>boring</i> |
| (yo) odio <i>I hate</i> | me apoya <i>he/she supports me</i> | mi madrastra <i>my step mum</i> | | | enfadado/a(s) <i>angry</i> |
| | confío en/ <i>confide in</i> | mi abuelo <i>my grandmother</i> | | | travieso/a(s) <i>naughty</i> |
| no soporto a <i>I can't bear</i> | | mi hermana <i>my sister</i> | | | comprensivo/a(s) |
| | | Mi hermanastra <i>my step sister</i> | | | alegre(s) <i>happy</i> |
| | | mi tía <i>my aunt</i> | | | fuerte(s) <i>strong</i> |
| no aguanto a <i>I can't stand</i> | | mi amiga <i>my friend (f)</i> | | | triste(s) <i>sad</i> |
| | | | | | responsable(s) <i>responsible</i> |
| | | | | | sociable(s) <i>social</i> |
| | | | | | paciente (s) <i>patient</i> |
| | | | | | interesante(s) <i>interesting</i> |
| | | | | | egoísta(s) <i>selfish</i> |

Spanish: Week 8 Questions

Translate in to English:

1. I admire my dad because he is strong.
2. I like my sister because she is funny.
3. I get on well with my friend because he is kind.
4. I argue with my brother because he is naughty.

Translate in to Spanish:

1. Admiro a mi madre porque es responsable.
2. Me gusta mi amigo ya que es gracioso.
3. Me encanta mi hermana porque es simpática.
4. Me peleo con mi hermano dado que es travieso.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN Spanish: Write at least 5 sentences about your role model.

Modern Britain: Half Term 1 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Diversity

Key Words

Diversity - Each individual is unique and recognises our individual differences

Ethnicity - A social group that shares a common distinctive culture, like language and religion.

Diversity & Our diverse nation

Describing diversity can be difficult to see but we live with diversity every single day. Whether it is where you live, who you are friends with and what you believe in. Diversity in our society can be seen through different cultures in all disguises.

Diversity and the different types of diversity can be found in food, language, clothing, music and religion. Different beliefs in modern Britain contribute to the diversity of our society where we live but also around the United Kingdom. The UK is made up of many different religions, Christianity being the main religion of the UK, followed closely by Islam. These two religions are the highest two religions in the world which show a lot of diversity. "As UK communities become increasingly diverse, there is a very real danger they actually become more segregated." Perhaps we should be asking how many of us have people of differing ethnicities in our friendship circles at all? Having a multicultural society allows us to learn from others and enrich our community on the different ways of life and culture that we have all come to celebrate in the UK.

Modern Britain: Week 1 Questions

- | | |
|--|--|
| 1. What does Diversity mean? | 5. How many main religions are there in the world? |
| 2. What does ethnicity mean? | 6. Name the two biggest religions on the world |
| 3. Where do we live with Diversity in the UK? | 7. Which religion is the main religion in the world? |
| 4. Give 3 examples of Diversity in Britain today | 8. In our society, where do we see diversity? |

Extended Writing Question: Explain where we can see diversity every single day?

Modern Britain: Half Term 1 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Stereotypes

Key words

Stereotype - A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Discrimination - The actions or behaviour that result from prejudice

Stereotypes

We are very good at looking at people and judging them before we even speak to them. This type of prejudice is sometimes seen as not being of equal value and status.

When visiting the UK people come to see what we have to offer and how we live. Lots of people think that we just talk about the weather and drink tea all day. People have this view of the British of eating fish and chips and having afternoon tea. Tourists who come to the UK listen to our language and our accents.

In our society today we can see different faiths, cultures apart from the typical British culture that we observe and do. We can judge things and people because of the way that they look, the colour of their skin, their religious culture and the food that different people eat. This makes life very different and unique for all of us who live in a multicultural society. Having the ability to accept people for who they are makes society a nicer place to live and work in. Judging people before you know them is not a good thing to do as we all need to live in peace and harmony.

Modern Britain: Week 2 Questions

- | | |
|---|--|
| 1. What does stereotype mean? | 5. What topic is mainly talked about in Britain? |
| 2. What does discrimination mean? | 6. What does diversity mean? |
| 3. Why do people come to visit the UK? | 7. Which religion is the largest in the UK? |
| 4. What food and Drink do the British mainly eat? | 8. What does ethnicity mean? |

Extended Writing Question: Explain why stereotyping is wrong and why it happens.

Modern Britain: Half Term 1 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Culture Behaviour

Keywords:

The Concrete - This includes aspects such as clothes, music, food, games, etc.

The **Behavioural** - This level helps us define our social roles and includes language, gender roles, family structures, political affiliation.

The Symbolic - This level of culture includes values, customs, worldview, religion

Key Information:

So, what do you know about the United Kingdom?

Who are the British?

Ask us, and you will find that we dance to music from America, Africa and Asia; we eat food from Jamaica and Europe. The Concrete are the aspects of culture most often focused on during multicultural festivals and celebrations. The behavioural level is learned and reflects cultural values. The symbolic is often the key to how people define themselves.

Where did the British come from and what cultures have influenced how we live in modern Britain?

Modern Britain: Week 3 Questions

- | | |
|---|---|
| 1. What does The Concrete mean? | 5. What does the Behavioural culture focus on? |
| 2. What does The Behaviour mean? | 6. What does stereotype mean? |
| 3. What does The Symbolic mean? | 7. What does discrimination mean? |
| 4. What does Concrete culture focus on? | 8. Give 3 examples of where Diversity is in the UK? |

Extended Writing Question: Explain the 3 cultures of Britain and give examples of each one.

Modern Britain: Half Term 1 - Week 4

Modern Britain: Week 4 Knowledge Organiser: Black Lives Matter

Keywords:

BAME - Black, Asian and minority ethnic

White privilege - societal privilege that benefits white people over black people.

Key Information:

These very different responses tell us much about the intersections of race, class and masculinity when it comes to who is accepted whether you are white or black, asian and other minority ethnic cultures. Black Lives Matter is an international human rights movement that was started in 2013 in America. Its agenda was to raise awareness of how black people are treated; the racial inequality of black people and how they are treated in America. BLM became a global movement with the killing of George Floyd. Black Lives Matters had a profound effect with everyone across the UK and the world. There is an awareness now of how black people have been treated and we have learned from the past that they have not been treated fairly, humanly and with respect. Black Lives Matter is recognised all over the world to support the history of countries that showed that slavery was something to be accepted but in today's modern world, we are slowly changing that for the better.

Modern Britain: Week 4 Questions

- | | |
|---------------------------------------|--|
| 1. What does BAME mean? | 5. What awareness is Black Lives Matter trying to raise? |
| 2. What is white privilege? | 6. What does stereotype mean? |
| 3. What is Black Lives Matter about? | 7. What is concrete culture? |
| 4. When did Black Lives Matter begin? | 8. Which religion is the main religion in the UK? |

Extended Writing Question: Explain why BLM is so important today for us to learn about.

Modern Britain: Half Term 1 - Week 5

Modern Britain: Week 5 Knowledge Organiser: BLM Riots

Keywords:

BLM - Black Lives Matter

Riots - A violent disturbance of the peace

Slave Trade - When Black Africans were being captured and traded for goods.

Key Information:

Black Lives Matters is an international movement which wanted to raise the awareness of how black people were being treated throughout the world. People would often protest their opinions regarding BLM. Some of these protests turned into riots. Some of the riots took place in Bristol and London. This happened in 2020 and it was something Britain had not seen before. The whole protest was brought about the wrongful arrest and death of George Floyd. George was killed by an USA police officer when he was being arrested. The police officer used force which was unnecessary and it killed George. This angered many people as this would not have happened if it was a white person and as a consequence this caused the riots. The protests were known as riots because people used violence in them like throwing objects, throwing fireworks, defacing paintings and pulling down statues of famous people like Winston Churchill. These paintings and statues were of people who had an involvement with the slave trade many years ago

Modern Britain: Week 5 Questions

- | | |
|--------------------------------|-----------------------------------|
| 1. What does BLM mean? | 5. Why did the riots begin? |
| 2. What is a Riot? | 6. What made the protest violent? |
| 3. What is the Slave Trade? | 7. What is white privilege? |
| 4. What did BLM want to raise? | 8. What is diversity? |

Extended Writing Question: Explain why the death of George Floyd caused the BLM riots.

Modern Britain: Half Term 1 - Week 6

Modern Britain: Week 6 Knowledge Organiser: Religions in the UK

Keywords:

Christianity - the most widely practised religion in the world. It centres on the Christian faith around Jesus Christ.

Islam - an Abrahamic monotheistic religion

Religion - is the belief in and worship of a superhuman controlling power, especially a personal God or gods.

Key Information:

What is religion? Religion is the belief in and worship of a superhuman controlling power, especially a personal God or gods. In modern Britain Christianity and Islam are the top two religions to study. Christianity started when King Henry VIII wanted a divorce and because he was part of the Roman Catholic church they did not permit a divorce. So the King created the Church of England, Christian faith. Islam started in Mecca during the time of the prophet Muhammad's life. Today the faith is spreading rapidly throughout the world. By 2050 Islam will be the most popular religion in the world, overtaking Christianity.

Modern Britain: Week 6 Questions

- | | |
|--|---|
| 1. What is religion? | 5. Which religion will be the most popular by 2050? |
| 2. What is Christianity? | 6. What is Apartheid? |
| 3. Which Christian group did Henry VIII introduce? | 7. What is white privilege? |
| 4. Which city did Islam begin in? | 8. What is discrimination? |

Extended Writing Question: Explain two facts about Christianity and Islam

Modern Britain: Half Term 1 - Week 7

Modern Britain: Week 7 Knowledge Organiser:

Key words:

Discrimination - The actions or behaviour that result from prejudice.

Apartheid - a policy or system of segregation or discrimination on grounds of race.

Equality - the state of being equal, especially in status, rights or opportunities.

Interracial relationships - a form of marriage involving spouses who belong to different races or ethnicities.

Key Information:

Power of Unity - This is the diversity in the 1940 and 50's between two countries and the attitudes towards a British woman and an African King. This story highlights the diversity within a relationship and how love can conquer over diversity and prejudice plus discrimination because you are different!! The Government tries to stop the marriage of Seretse and Ruth because one person is white and the other person is black. They do all in their power to stop the marriage by sending Seretse back to Africa to take on the role of King of Bangwato People in Botswana. Seretse and Ruth marry in Kensington, London in 1948 and they return to southern Africa to be with his family. Ruth endures many obstacles being white and Seretse has to deal with political issues relating to apartheid in South Africa plus fighting for equality and unity in his country. This story tells the story of two people who fell in love but were separated by the colour of their skin and the discrimination that happened to both of them by their countries and politics.

Modern Britain: Week 7 Questions

- | | |
|---|-----------------------------------|
| 1. What does Apartheid mean? | 5. What does BAME mean? |
| 2. What is an interracial relationship? | 6. What does discrimination mean? |
| 3. What is 'Power Unity?' | 7. What is ethnicity? |
| 4. Why did the Government try to stop the marriage of Seretse and Ruth? | 8. What is diversity? |

Extended Writing Question: Why did Seretse and Ruth face difficulty in their relationship

Modern Britain: Half Term 1 - Week 8

Modern Britain: Week 8 Knowledge Organiser: Checkpoint

Diversity - Each individual is unique and recognises our individual differences

Ethnicity - A social group that shares a common distinctive culture, like language and religion.

Stereotype - A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Discrimination - The actions or behaviour that result from prejudice

The Concrete - This includes aspects such as clothes, music, food, games, etc.

The Behavioural - This level helps us define our social roles and includes language, gender roles, family structures, political affiliation.

The Symbolic - This level of culture includes values, customs, worldview, religion

BAME - Black, Asian and minority ethnic **White privilege** - societal privilege that benefits white people over black people.

BLM - Black Lives Matter **Riots** - A violent disturbance of the peace

Slave Trade - When Black Africans were being captured and traded for goods.

Christianity - the most widely practised religion in the world. It centres on the Christian faith around Jesus Christ.

Islam - an Abrahamic monotheistic religion

Religion - is the belief in and worship of a superhuman controlling power, especially a personal God or gods.

Discrimination - The actions or behaviour that result from prejudice.

Apartheid - a policy or system of segregation or discrimination on grounds of race.

Equality - the state of being equal, especially in status, rights or opportunities.

Interracial relationships - a form of marriage involving spouses who belong to different races or ethnicities.

Modern Britain: Week 8 Questions

- | | |
|------------------------------------|---------------------------------------|
| 1. What is Diversity? | 5. What are riots? |
| 2. What is a stereotype? | 6. What is religion? |
| 3. What is the Concrete behaviour? | 7. What is apartheid? |
| 4. What is BAME? | 8. What is interracial relationships? |

Extended Writing Question: Explain why a diverse society is important in modern Britain today?

Computing: Half Term One - Week 1

| Data | | | | | | | |
|---|--|-------------|---|---------------|--|----------------|---|
| Keywords | Knowledge | | | | | | |
| <p>Data - Raw facts and figures that have no value</p> <p>Data Types - the different 'formats' that data can be represented. For example, text and number.</p> <p>Text - Data that is represented as alphanumeric characters and symbols.</p> <p>Number - Where data is represented as a set of digits.</p> <p>Binary - A way of representing numbers using the digits: 1 and 0.</p> <p>Denary - A way of representing numbers using the digits: 0 to 9.</p> <p>Boolean - Data that is represented as either True (1) or False (0).</p> | <p>Data can come in a variety of types. For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; vertical-align: top; padding: 5px;">Text</td> <td style="padding: 5px;"> <p>Where data is represented as alphanumeric characters and symbols.</p> <p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p> <p>Symbols include other types of characters such as £, \$, %, !. These can often be found entered into a computer using a standard keyboard by holding down the SHIFT ↑ key and another key on the keyboard.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top; padding: 5px;">Number</td> <td style="padding: 5px;"> <p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place. Sometimes, when programming real numbers are called float (short for floating-point numbers).</p> <p>Most people use the digits 0 to 9, because we use a denary number system (with 10 digits). Computers are designed to use a binary number system (with 2 digits) so we we just use the digits 0 and 1.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top; padding: 5px;">Boolean</td> <td style="padding: 5px;"> <p>Where data is represented as either True or False. In Computing:</p> <p style="padding-left: 20px;">True is represented by the digit: 1</p> <p style="padding-left: 20px;">False is represented by the digit: 0</p> </td> </tr> </table> | Text | <p>Where data is represented as alphanumeric characters and symbols.</p> <p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p> <p>Symbols include other types of characters such as £, \$, %, !. These can often be found entered into a computer using a standard keyboard by holding down the SHIFT ↑ key and another key on the keyboard.</p> | Number | <p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place. Sometimes, when programming real numbers are called float (short for floating-point numbers).</p> <p>Most people use the digits 0 to 9, because we use a denary number system (with 10 digits). Computers are designed to use a binary number system (with 2 digits) so we we just use the digits 0 and 1.</p> | Boolean | <p>Where data is represented as either True or False. In Computing:</p> <p style="padding-left: 20px;">True is represented by the digit: 1</p> <p style="padding-left: 20px;">False is represented by the digit: 0</p> |
| Text | <p>Where data is represented as alphanumeric characters and symbols.</p> <p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p> <p>Symbols include other types of characters such as £, \$, %, !. These can often be found entered into a computer using a standard keyboard by holding down the SHIFT ↑ key and another key on the keyboard.</p> | | | | | | |
| Number | <p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place. Sometimes, when programming real numbers are called float (short for floating-point numbers).</p> <p>Most people use the digits 0 to 9, because we use a denary number system (with 10 digits). Computers are designed to use a binary number system (with 2 digits) so we we just use the digits 0 and 1.</p> | | | | | | |
| Boolean | <p>Where data is represented as either True or False. In Computing:</p> <p style="padding-left: 20px;">True is represented by the digit: 1</p> <p style="padding-left: 20px;">False is represented by the digit: 0</p> | | | | | | |
| <p>1: Write a definition of the term 'data'.</p> <p>2: What data is represented using alphanumeric characters?</p> <p>3: What data is represented using a set of digits?</p> <p>4: What data is represented as either True or False?</p> | <p>5: When storing number data, using the denary number system, how many digits are used?</p> <p>6: When storing number data, using the binary number system, how many digits are used?</p> <p>7: Passwords often have to be 'alphanumeric'. Give an example of an alphanumeric password.</p> <p>8: Are the following numbers integers or real numbers: 45, 4.32 and -19?</p> | | | | | | |
| <p>Extended Writing Question:</p> <p>Explain the three data types outlined in your knowledge organiser this week: Text, Number and Boolean.</p> <p>Explain the two different types of Number data.</p> <p>Give an example of each type of data.</p> | | | | | | | |

Computing: Half Term One - Week 2

| History of Data Storage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|
| Keywords | Knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Binary - the digits 1 and 0, that can be used to store information in a computer system</p> <p>Encode - convert (information or an instruction) into a particular form</p> <p>ASCII - American Standard Code for Information Interchange</p> | <p>Human beings have had to write down information for thousands of years. When you want to store any information in a computer system, you first need to encode it into a language that a computer has been designed to use. This language is called machine code and is a sequence of binary digits - information stored as a sequence of 1s and 0s.</p> <p>For example, in most computers the letter 'A' can be represented as 01000001 and the letter 'B' can be represented as 01000010, using ASCII encoding. Computers also have a range of different encoding methods for storing numbers, sound, images and video, all as binary. Below is an example of the ASCII binary codes for a selection of letters and numbers you might want to save onto a computer system.</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 2px 10px;">9</td><td style="padding: 2px 10px;">0011 1001</td><td style="padding: 2px 10px;">X</td><td style="padding: 2px 10px;">0101 1000</td><td style="padding: 2px 10px;">v</td><td style="padding: 2px 10px;">0111 0110</td> </tr> <tr> <td style="padding: 2px 10px;">A</td><td style="padding: 2px 10px;">0100 0001</td><td style="padding: 2px 10px;">Y</td><td style="padding: 2px 10px;">0101 1001</td><td style="padding: 2px 10px;">w</td><td style="padding: 2px 10px;">0111 0111</td> </tr> <tr> <td style="padding: 2px 10px;">B</td><td style="padding: 2px 10px;">0100 0010</td><td style="padding: 2px 10px;">Z</td><td style="padding: 2px 10px;">0101 1010</td><td style="padding: 2px 10px;">x</td><td style="padding: 2px 10px;">0111 1000</td> </tr> <tr> <td style="padding: 2px 10px;">C</td><td style="padding: 2px 10px;">0100 0011</td><td style="padding: 2px 10px;">a</td><td style="padding: 2px 10px;">0110 0001</td><td style="padding: 2px 10px;">y</td><td style="padding: 2px 10px;">0111 1001</td> </tr> <tr> <td style="padding: 2px 10px;">D</td><td style="padding: 2px 10px;">0100 0100</td><td style="padding: 2px 10px;">b</td><td style="padding: 2px 10px;">0110 0010</td><td style="padding: 2px 10px;">z</td><td style="padding: 2px 10px;">0111 1010</td> </tr> </table> | 9 | 0011 1001 | X | 0101 1000 | v | 0111 0110 | A | 0100 0001 | Y | 0101 1001 | w | 0111 0111 | B | 0100 0010 | Z | 0101 1010 | x | 0111 1000 | C | 0100 0011 | a | 0110 0001 | y | 0111 1001 | D | 0100 0100 | b | 0110 0010 | z | 0111 1010 |
| 9 | 0011 1001 | X | 0101 1000 | v | 0111 0110 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 0100 0001 | Y | 0101 1001 | w | 0111 0111 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 0100 0010 | Z | 0101 1010 | x | 0111 1000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 0100 0011 | a | 0110 0001 | y | 0111 1001 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 0100 0100 | b | 0110 0010 | z | 0111 1010 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1: What is Binary? 2: What is meant by the term 'Encode'? 3: What does ASCII stand for? 4: What 'language' is stored as a sequence of binary digits?</p> | <p>5: What is the ASCII code for the letter 'a'? 6: What is the ASCII code for the letter 'z'? 7: How many combinations of 1 and 0 could you make with three digits? Eg. 000, 001, 010, 111 8: What two digits are used to represent machine code?</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Extended Writing Question:</p> <p>Explain how information is stored in a computer system. Use the terms: 'encode', 'machine code' and 'binary' in your answer. Give an example of three types of information that could be stored in a computer system.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Computing: Half Term One - Week 3

| Encoding, Transmitting and Decoding Information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---------|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|---------|
| Keywords | Knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Encode - convert (information or an instruction) into a particular form</p> <p>Transmit - transferring a message from one person (or computer) to another.</p> <p>Decode - convert (information or an instruction) back into its original format.</p> | <p>The characters in a computer system can be encoded using the American Standard Code for Information Interchange (ASCII) by converting each character into a 7-bit binary number. An example of the ASCII character set for the letters a to z is shown in the diagram.</p> <p>Encoding the word cat into binary digits, using ASCII would give: 1100011 1100001 1110100</p> <p>ASCII was originally created in around 1961. Using 7 bits per character allowed for a total of 2^7 ($2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2$) combinations of code, This meant 128 characters could be represented in ASCII.</p> <p>This was quite limited, and didn't allow for all of the foreign characters (such as à, é, ò, ú), so Extended ASCII was introduced in 1981. Extended ASCII was an 8-bit character set, so allowed for $2^8 = 256$ different characters to be represented.</p> <p>Since around the year 2000, new encoding systems such as Unicode have been used, which allow for millions of different 'characters'. This allowed for new symbols, such as chinese symbols and emoticons to be used. Unicode variations can allow for over 4 billion different characters to be used (2^{32})!</p> | <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 10px 2px 10px;">a</td> <td style="padding: 2px 10px 2px 10px;">1100001</td> <td style="padding: 2px 10px 2px 10px;">n</td> <td style="padding: 2px 10px 2px 10px;">1101110</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">b</td> <td style="padding: 2px 10px 2px 10px;">1100010</td> <td style="padding: 2px 10px 2px 10px;">o</td> <td style="padding: 2px 10px 2px 10px;">1101110</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">c</td> <td style="padding: 2px 10px 2px 10px;">1100011</td> <td style="padding: 2px 10px 2px 10px;">p</td> <td style="padding: 2px 10px 2px 10px;">1110000</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">d</td> <td style="padding: 2px 10px 2px 10px;">1100100</td> <td style="padding: 2px 10px 2px 10px;">q</td> <td style="padding: 2px 10px 2px 10px;">1110001</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">e</td> <td style="padding: 2px 10px 2px 10px;">1100101</td> <td style="padding: 2px 10px 2px 10px;">r</td> <td style="padding: 2px 10px 2px 10px;">1110010</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">f</td> <td style="padding: 2px 10px 2px 10px;">1100110</td> <td style="padding: 2px 10px 2px 10px;">s</td> <td style="padding: 2px 10px 2px 10px;">1110011</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">g</td> <td style="padding: 2px 10px 2px 10px;">1100111</td> <td style="padding: 2px 10px 2px 10px;">t</td> <td style="padding: 2px 10px 2px 10px;">1110100</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">h</td> <td style="padding: 2px 10px 2px 10px;">1101000</td> <td style="padding: 2px 10px 2px 10px;">u</td> <td style="padding: 2px 10px 2px 10px;">1110101</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">i</td> <td style="padding: 2px 10px 2px 10px;">1101001</td> <td style="padding: 2px 10px 2px 10px;">v</td> <td style="padding: 2px 10px 2px 10px;">1110110</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">j</td> <td style="padding: 2px 10px 2px 10px;">1101010</td> <td style="padding: 2px 10px 2px 10px;">w</td> <td style="padding: 2px 10px 2px 10px;">1110111</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">k</td> <td style="padding: 2px 10px 2px 10px;">1101011</td> <td style="padding: 2px 10px 2px 10px;">x</td> <td style="padding: 2px 10px 2px 10px;">1111000</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">l</td> <td style="padding: 2px 10px 2px 10px;">1101100</td> <td style="padding: 2px 10px 2px 10px;">y</td> <td style="padding: 2px 10px 2px 10px;">1111001</td> </tr> <tr> <td style="padding: 2px 10px 2px 10px;">m</td> <td style="padding: 2px 10px 2px 10px;">1101101</td> <td style="padding: 2px 10px 2px 10px;">z</td> <td style="padding: 2px 10px 2px 10px;">1111010</td> </tr> </table> | a | 1100001 | n | 1101110 | b | 1100010 | o | 1101110 | c | 1100011 | p | 1110000 | d | 1100100 | q | 1110001 | e | 1100101 | r | 1110010 | f | 1100110 | s | 1110011 | g | 1100111 | t | 1110100 | h | 1101000 | u | 1110101 | i | 1101001 | v | 1110110 | j | 1101010 | w | 1110111 | k | 1101011 | x | 1111000 | l | 1101100 | y | 1111001 | m | 1101101 | z | 1111010 |
| a | 1100001 | n | 1101110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b | 1100010 | o | 1101110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c | 1100011 | p | 1110000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d | 1100100 | q | 1110001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e | 1100101 | r | 1110010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f | 1100110 | s | 1110011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g | 1100111 | t | 1110100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| h | 1101000 | u | 1110101 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i | 1101001 | v | 1110110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| j | 1101010 | w | 1110111 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k | 1101011 | x | 1111000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| l | 1101100 | y | 1111001 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| m | 1101101 | z | 1111010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1: What is meant by the term 'encode'?</p> <p>2: What is meant by the term 'decode'?</p> <p>3: What is meant by the term 'transmit'?</p> <p>4: How many digits are used to encode characters using ASCII?</p> | <p>5: Encode the following into binary, using ASCII: ram</p> <p>6: Encode the following into binary, using ASCII: cpu</p> <p>7: Encode the following into binary, using ASCII: rom</p> <p>8: How many different characters can be represented using 7-bit ASCII?</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Extended Writing Question: Explain why Extended ASCII and Unicode encoded systems were required</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Computing: Half Term One - Week 4

| Binary Digits | |
|--|--|
| Keywords | Knowledge |
| <p>Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data</p> | <p>The length of a message is the number of symbols it contains:</p> <ul style="list-style-type: none"> ● The message How are you? has a length of 12 (space and ? are both symbols). ● The length of the number 45674 is 5. <p>The number of bits in a message can be calculated by using the following formula:</p> <ul style="list-style-type: none"> ● Number of Bits = Bits per character x Number of characters <p>Example Question:</p> <ul style="list-style-type: none"> ● The message "Hello", encoded using 8 bits per character is a total of 5 characters x 8 bits per character = 40 bits in size. |
| <p>1: What is the length of the message: Computing is fun? 2: What is the length of the number: 432? 3: What are binary digits used for? 4: What 3-letter term is short for 'binary digit'?</p> | <p>The following messages are encoded using 7 bits per character. Calculate the size in bits.</p> <p>5: Microsoft 6: Apple 7: Google 8: Meta</p> |
| <p>Extended Writing Question: Explain the effect of increasing the number of bits per character when encoding a message. What happens to the total size of the file?</p> | |

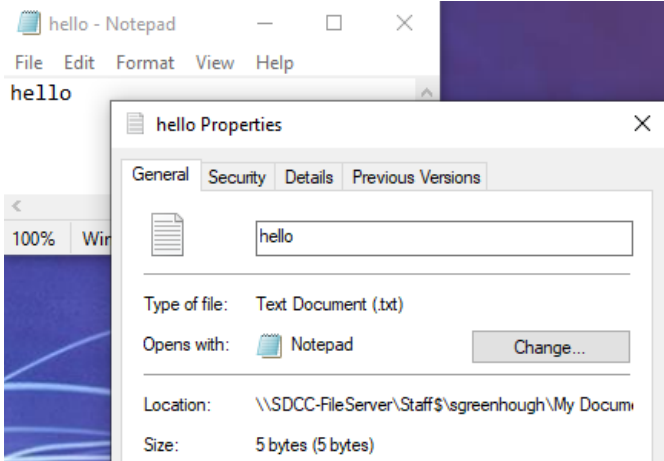
Computing: Half Term One - Week 5

| Representing numbers using Binary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|----------------|--------------|-------------|------------|------|---|---|---|---|---|-------------|------------|------------|------------|------------|----|---|---|---|---|---|---|-------------|------------|--|---|---|
| Keywords | Knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Decimal (sometimes called Denary) Digit - the 10 symbols used to represent numbers encoded in decimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Binary Digit - the 2 symbols used to represent numbers encoded in binary format: 0 and 1</p> <p>Hexadecimal Digit - the 16 symbols used to represent numbers encoded in hexadecimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F</p> <p>Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data</p> | <p>Decimal Digits can be used to encode any number, each position has a multiplier which increases by a multiple of 10 with each new position:</p> <table border="1"> <tr> <td>$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) =$</td> <td>x 1,000</td> <td>x 100</td> <td>x 10</td> <td>x 1</td> </tr> <tr> <td>5107</td> <td>5</td> <td>1</td> <td>0</td> <td>7</td> </tr> </table> <p>Binary Digits can be used to encode any number, each position can only contain either a 1 or 0, so the multiplier increases by a multiple of 2 with each new position.</p> <table border="1"> <tr> <td>$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) =$</td> <td>x 16</td> <td>x 8</td> <td>x 4</td> <td>x 2</td> <td>x 1</td> </tr> <tr> <td>20</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </table> <p>Hexadecimal Digits can be used to encode any number, each position can have a value between 0 and 15 (0 to 9 and A to F), so the multiplier increases by a multiple of 16 with each new position. In Hexadecimal the numbers 0 to 9 are the same but A = 10, B = 11, C = 12, D = 13, E = 14, F = 15.</p> <table border="1"> <tr> <td>$(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$</td> <td>x 16</td> <td>x 1</td> </tr> <tr> <td></td> <td>A</td> <td>3</td> </tr> </table> | $(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) =$ | x 1,000 | x 100 | x 10 | x 1 | 5107 | 5 | 1 | 0 | 7 | $(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) =$ | x 16 | x 8 | x 4 | x 2 | x 1 | 20 | 1 | 0 | 1 | 0 | 1 | $(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$ | x 16 | x 1 | | A | 3 |
| $(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) =$ | x 1,000 | x 100 | x 10 | x 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5107 | 5 | 1 | 0 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | |
| $(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) =$ | x 16 | x 8 | x 4 | x 2 | x 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 1 | 0 | 1 | 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| $(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$ | x 16 | x 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1: What symbols are used to represent decimal numbers? 2: What symbols are used to represent binary numbers? 3: What symbols are used to represent hexadecimal numbers? 4: What is binary 0101, converted into decimal?</p> | <p>5: What is binary 0011, converted into decimal? 6: What is hexadecimal A5, converted into decimal? 7: What is hexadecimal 23, converted into binary? 8: What is the decimal number 24, represented in binary?</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Extended Writing Question: You have a maximum of 6 bits to store a number using binary. What is the largest number that you can store? Explain your answer.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Computing: Half Term One - Week 6

| Units of Data | | | | | | | | | | | | | | | | | |
|---|--|------|-------|---------|-------|----------|--------|---------------|------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| Keywords | Knowledge | | | | | | | | | | | | | | | | |
| <p>Bit - short for Binary Digit. Either a 1 or 0.</p> <p>Byte - a group of 8 bits</p> | <table border="1" style="margin-bottom: 10px; width: 200px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Unit</th> <th style="text-align: left; padding: 5px;">Value</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Bit (b)</td> <td style="padding: 5px;">1 bit</td> </tr> <tr> <td style="padding: 5px;">Byte (B)</td> <td style="padding: 5px;">8 bits</td> </tr> <tr> <td style="padding: 5px;">Kilobyte (KB)</td> <td style="padding: 5px;">1000 bytes</td> </tr> <tr> <td style="padding: 5px;">Megabyte (MB)</td> <td style="padding: 5px;">1000 kilobytes</td> </tr> <tr> <td style="padding: 5px;">Gigabyte (GB)</td> <td style="padding: 5px;">1000 megabytes</td> </tr> <tr> <td style="padding: 5px;">Terabyte (TB)</td> <td style="padding: 5px;">1000 gigabytes</td> </tr> <tr> <td style="padding: 5px;">Petabyte (PB)</td> <td style="padding: 5px;">1000 terabytes</td> </tr> </tbody> </table> <p>This table shows the relationship between the different units of measurement:</p> <ul style="list-style-type: none"> Kilo = Thousand (10^3) Mega = Million (10^6) Giga = Billion (10^9) Tera = Trillion (10^{12}) Peta = Quadrillion (10^{15}) <p>For example: A file that has a total size of 10,543 Bits:</p> <ul style="list-style-type: none"> $10,544 \text{ Bits} \div 8 = 1318 \text{ Bytes}$ $1318 \text{ Bytes} \div 1000 = 1.318 \text{ Kilobytes}$ $1.318 \text{ Kilobytes} \div 1000 = 0.001318 \text{ Megabytes}$ <p>For example: A file that has a total size of 2.5 Gigabytes:</p> <ul style="list-style-type: none"> $2.5 \text{ Gigabytes} \times 1000 = 2,500 \text{ Megabytes}$ $2,500 \text{ Megabytes} \times 1000 = 2,500,000 \text{ Kilobytes}$ $2,500,000 \times 1000 = 2,500,000,000 \text{ Bytes}$ $2,500,000,000 \times 8 = 20,000,000,000 \text{ Bits}$ | Unit | Value | Bit (b) | 1 bit | Byte (B) | 8 bits | Kilobyte (KB) | 1000 bytes | Megabyte (MB) | 1000 kilobytes | Gigabyte (GB) | 1000 megabytes | Terabyte (TB) | 1000 gigabytes | Petabyte (PB) | 1000 terabytes |
| Unit | Value | | | | | | | | | | | | | | | | |
| Bit (b) | 1 bit | | | | | | | | | | | | | | | | |
| Byte (B) | 8 bits | | | | | | | | | | | | | | | | |
| Kilobyte (KB) | 1000 bytes | | | | | | | | | | | | | | | | |
| Megabyte (MB) | 1000 kilobytes | | | | | | | | | | | | | | | | |
| Gigabyte (GB) | 1000 megabytes | | | | | | | | | | | | | | | | |
| Terabyte (TB) | 1000 gigabytes | | | | | | | | | | | | | | | | |
| Petabyte (PB) | 1000 terabytes | | | | | | | | | | | | | | | | |
| <p>1: What is 10,544 Bits, converted into Bytes?</p> <p>2: What is 1.318 Kilobytes, converted into Megabytes?</p> <p>3: What is 2,500 Megabytes, converted into Kilobytes?</p> <p>4: In order to convert Kilobytes to Megabytes, do you multiply by 1000 or divide by 1000?</p> | <p>5: How many Bits are in a Byte?</p> <p>6: How many Gigabytes are in a Terabyte?</p> <p>7: How many Bytes are in a Kilobyte?</p> <p>8: A file has a size of 2,500 Kilobytes, what is this in Megabytes?</p> | | | | | | | | | | | | | | | | |
| <p>Extended Writing Question: A photographer takes 234 photographs, each photograph has a file size of 5.1 Megabytes.</p> <p>a) What is the total size of all of the photographs in Megabytes? (use a calculator to help you)</p> <p>b) What is the size of the photographs in Gigabytes? (use a calculator if you need to)</p> <p>c) The photographer can only send emails with a maximum size of 1 Gigabyte, could he send all 234 photos in one email? Explain your answer.</p> | | | | | | | | | | | | | | | | | |

Computing: Half Term One - Week 7

| Representing text using Binary | | |
|--|---|---|
| Keywords | Knowledge | |
| <p>ASCII - American Standard Code for Information Interchange. This is a standard way of converting alphanumeric characters (letters, numbers, symbols, etc) into binary.</p> | <p>ASCII stands for American Standard Code for Information. This is a character encoding standard for electronic communication. Extended ASCII uses 8 bits to represent alphanumeric characters. Using 8 bits allows us to have a total of 256 binary codes, this is not enough to include all the characters used in all of the languages across the world. Therefore other encoding standards, such as Unicode is used which can use 16 or even 32 bits.</p> <p>Each ASCII character is given a decimal value, which can be converted into Binary code. For example, using ASCII, the character “!” has a decimal value of 33, which is 00100001 in Binary code.</p> <p>On the right is a text file with the word “hello” stored. You can see the file size is a total of 5 bytes - one byte (8 bits) per character.</p> |  |
| <p>1: What does ASCII stand for? 2: How many bits per character does Extended ASCII use? 3: How is Unicode different from Extended ASCII? 4: A text file contains 1200 characters and has been encoded using 8 bits per character. What is the total file size?</p> | <p>5: A book contains 400,000 characters. Each one is encoded using 16-bit Unicode. What is the total size of the book, if it was stored in a computer system? (use a calculator to help you). 6: What do we mean by ‘alphanumeric’ data? 7: How many binary codes can be created with 8 bits? 8: Write down the names of two encoding standards?</p> | |
| <p>Extended Writing Question: Explain why Extended ASCII has been replaced by other character encoding formats, such as Unicode.</p> | | |

Computing: Half Term One - Week 8

| Storage Solutions | | | | | | | | | | |
|---|--|--|--|--|--|--|--|---|---|--|
| Keywords | Knowledge | | | | | | | | | |
| <p>Solid-State Storage is a type of storage that stores data electronically and does not contain any moving parts.</p> <p>Optical Storage is where data is read from or written to a disc using lasers.</p> <p>Magnetic Storage is where data is stored by magnetising part of the surface of a disk.</p> <p>Write - to save data onto a storage device. E.g. Saving a file to a USB drive.</p> <p>Read - to access the data on a storage device. E.g. Opening a file that you have saved onto a CD.</p> | <p>There are three main types of storage: Solid-State, Magnetic and Optical. All storage devices use one of these technologies to store data as binary 1s and 0s in a computer system.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Optical (Eg CD, DVD, Blu-Ray discs)</th> <th style="width: 33%; padding: 5px;">Magnetic (Eg Hard Disk Drives, Magnetic Tape)</th> <th style="width: 33%; padding: 5px;">Solid-State (Eg USB Flash Memory, Solid-State Drives)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 10px;"> </td> <td style="text-align: center; padding: 10px;"> </td> <td style="text-align: center; padding: 10px;"> </td> </tr> <tr> <td style="padding: 5px;"> <p>The surface of a disc, such as a CD, DVD or Blu-Ray disc is 'engraved' (or 'burnt') using a laser to create Pits and Lands.</p> <p>A laser is then used to 'read' the surface of the disks and a binary 1 is recorded whenever there is a change, otherwise a binary 0 is recorded.</p> <p>Optical storage is very portable, so it's useful for sharing files.</p> </td> <td style="padding: 5px;"> <p>The read / write head is used to magnetise the surface of the disc. If the disc is magnetised a binary 1 is recorded, otherwise a binary 0 is recorded.</p> <p>To 'read' the disk, the read-write head will move across the surface of the disc (while the disc spins) and detect whether each part of the disc is magnetised or not.</p> <p>Magnetic storage generally offers the largest storage capacity, so it's useful if you have a large amount of data to store.</p> </td> <td style="padding: 5px;"> <p>When saving to solid-state storage flash memory is used to store binary data.</p> <p>Flash memory does not have any moving parts. This means that it has faster access speeds than optical and magnetic storage. It is also more robust and less likely to break if dropped. However, solid-state storage has less storage capacity than magnetic storage.</p> <p>Solid-state storage is used in Solid-State Drives (SSDs) in most modern desktop and laptop PCs. It's also used in expansion cards (such as SD cards for portable devices)</p> </td> </tr> </tbody> </table> | Optical (Eg CD, DVD, Blu-Ray discs) | Magnetic (Eg Hard Disk Drives, Magnetic Tape) | Solid-State (Eg USB Flash Memory, Solid-State Drives) | | | | <p>The surface of a disc, such as a CD, DVD or Blu-Ray disc is 'engraved' (or 'burnt') using a laser to create Pits and Lands.</p> <p>A laser is then used to 'read' the surface of the disks and a binary 1 is recorded whenever there is a change, otherwise a binary 0 is recorded.</p> <p>Optical storage is very portable, so it's useful for sharing files.</p> | <p>The read / write head is used to magnetise the surface of the disc. If the disc is magnetised a binary 1 is recorded, otherwise a binary 0 is recorded.</p> <p>To 'read' the disk, the read-write head will move across the surface of the disc (while the disc spins) and detect whether each part of the disc is magnetised or not.</p> <p>Magnetic storage generally offers the largest storage capacity, so it's useful if you have a large amount of data to store.</p> | <p>When saving to solid-state storage flash memory is used to store binary data.</p> <p>Flash memory does not have any moving parts. This means that it has faster access speeds than optical and magnetic storage. It is also more robust and less likely to break if dropped. However, solid-state storage has less storage capacity than magnetic storage.</p> <p>Solid-state storage is used in Solid-State Drives (SSDs) in most modern desktop and laptop PCs. It's also used in expansion cards (such as SD cards for portable devices)</p> |
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| <p>1: List the three types of storage 2: Describe what optical storage is 3: Describe what magnetic storage is 4: Describe what solid-state storage is</p> | <p>5: Give two examples of storage devices that use solid-state storage (draw a picture of each one). 6: Give one reason why you might use optical storage. 7: Give one reason why you might use magnetic storage 8: Give one reason why you might use solid-state storage</p> | | | | | | | | | |
| <p>Extended Writing Question: A gamer wants to upgrade the storage on his desktop personal computer (PC). He particularly wants his games to save and load faster. Explain what storage type would be best for the gamer.</p> | | | | | | | | | | |

Aspire
ACHIEVE
Thrive

Develop your character

