

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



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 1 2024-2025

**History**

**Computing**

**KNOWLEDGE ORGANISER**

**Modern  
Britain**

**Geography**

**7**

**Spanish**

**French**

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## Book Pride

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

## Plan

Year 7 - 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: What is geography

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

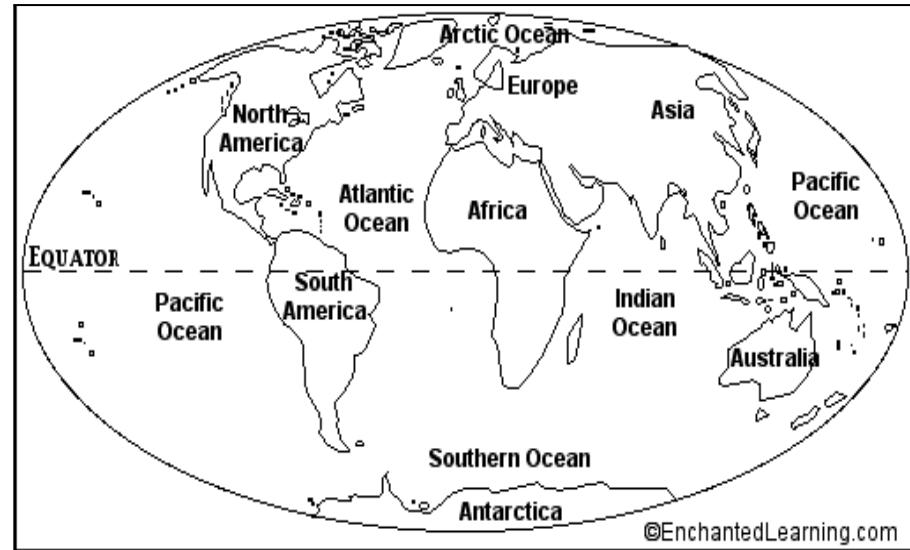
**Human geography** is the Relationships between communities, cultures, economies and their interactions with the natural world.

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

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

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

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



### Geography: Week 1 Questions

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

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

**Extended Writing Question:** Name the seven continents and five oceans

## Geography: Half Term 1 - Week 2

### Geography: Week 2 Knowledge Organiser: Locating places

**Absolute location** is an exact place on Earth, often given in terms of latitude and longitude. For example, Plymouth is in the south west of England, Latitude: 50.3° N, Longitude: -4.1° E

**Relative Location** is a description of how a place is related to other places. For example, Plymouth is 190 miles south east of London.

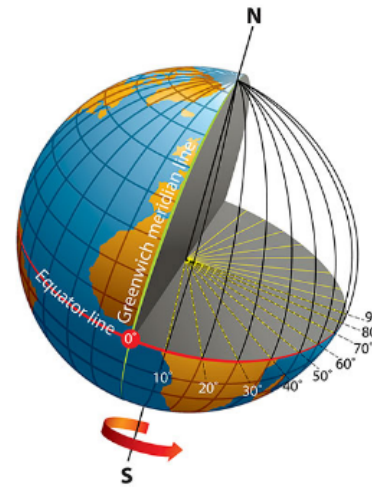
**Longitude** measures distance east or west of the **prime meridian**.

- The Prime Meridian is the line of 0° longitude, the starting point for measuring distance both east and west around Earth.
- Lines of longitude run north to south from pole to pole, but they measure the distance east or west from the prime meridian

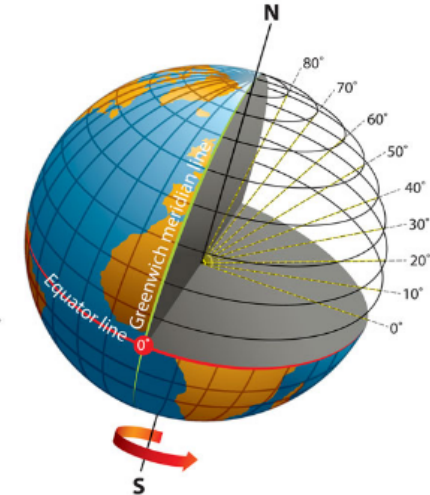
**Latitude** measures the distance north or south of the **equator**.

- The equator is the line of 0° latitude, the starting point for measuring distance both north and south around Earth.
- Latitude lines start at the equator and run parallel to the equator, they measure the distance north or south of the equator

**Longitude**



**Latitude**



### Geography: Week 2 Questions

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. What is 'absolute location'?</li> <li>2. What is 'relative location'?</li> <li>3. What does longitude measure?</li> <li>4. What does latitude measure?</li> </ol> | <ol style="list-style-type: none"> <li>5. What is the prime meridian?</li> <li>6. What is the equator?</li> <li>7. Name the country we live in?</li> <li>8. Name the continent we live in?</li> </ol> |
|---|---|

**Extended Writing Question:** Describe the location of Plymouth using absolute and relative location

### Geography: Half Term 1 - Week 3

| <b>Geography: Week 3 Knowledge Organiser: Svalbard</b>   |  |
|--|--|
| <p><b>The location of Svalbard</b><br/>Svalbard is an archipelago (an archipelago is a group of islands) located in the continent of Europe, in the Arctic Ocean.<br/>The islands are found north of the Arctic Circle and belong to the country of Norway.<br/>The largest island is called Spitsbergen and the capital city is Longyearbyen.</p> <p><b>Interesting facts about Svalbard</b></p> <ul style="list-style-type: none"><li>→ The average summer temperature is 5°C, the average winter temperature is -15°C.</li><li>→ There is good access to Wifi</li><li>→ 3000 polar bears live on Svalbard</li><li>→ 22,000 Svalbard Reindeer live on Svalbard</li><li>→ You are not allowed pets except working dogs</li><li>→ The population of Svalbard is 2400</li><li>→ You are not allowed to leave town without a guide or a gun.</li></ul> | <p><b>Why do people visit Svalbard?</b><br/>The two main reasons people visit Svalbard are for scientific research and adventure tourism. Many scientists study the effects of climate change on the planet.</p> <p><b>Tourist opportunities in Svalbard</b></p> <ul style="list-style-type: none"><li>● Snowmobiling on the frozen Fjords in the winter.</li><li>● Sleigh rides with Huskies pulling them and trying to see the wildlife.</li><li>● Arctic Seals live on the Svalbard coast.</li><li>● The Arctic Fox (known as the White Fox) lives on Svalbard.</li><li>● You can also get an excellent view of the famous Northern lights in Svalbard at the correct time of year,</li><li>● Svalbard is also host to the World Seed Bank; a giant freezer that contains seed samples of over 4.5 million varieties of crop.</li></ul> |
| <b>Geography: Week 3 Questions</b>   |  |
| <ol style="list-style-type: none"><li>1. On what continent is Svalbard located?</li><li>2. In which ocean is Svalbard located?</li><li>3. Which country does Svalbard belong to?</li><li>4. What is Svalbard's average summer temperature?</li></ol>   | <ol style="list-style-type: none"><li>5. What is the human population of Svalbard?</li><li>6. What are the two main reasons people visit Svalbard?</li><li>7. What wildlife would you expect to see in Svalbard?</li><li>8. What is the World Seed Bank?</li></ol>   |
| <p><b>Extended Writing Question:</b> Explain why tourists visit Svalbard.</p>  |  |

## Geography: Half Term 1 - Week 4

### Geography: Week 4 Knowledge Organiser: The Northern Lights

The **Aurora Borealis** (commonly known as the **Northern Lights**) are beautiful dancing ribbons of light that have always captivated the attention of people

The Northern Lights can be seen at latitudes between 60°N and 75°N and takes in Svalbard, Iceland, northern parts of Sweden, Finland, Norway, Russia, Canada and Alaska and Greenland. On rare occasions the Northern Lights can be seen as far south as the UK.

The **Aurora Australis** (commonly known as the **Southern Lights**) also illuminates the night sky with flickering shades of green, blue, purple and red. They can be seen in Antarctica, New Zealand, The Falkland Islands, Argentina and Australia.



#### Formation of the Northern Lights

- The sun emits solar particles into space during a solar flare.
- The solar particles make their way to earth. They are deflected by the earth's magnetic field and enter the atmosphere at the poles.
- The solar particles collide with atoms in Earth's atmosphere, lighting up the atoms.
- Different colour auroras are caused by different atoms involved in the collisions.

### Geography: Week 4 Questions

1. When does the sun emit solar particles?
2. What deflects the solar particles?
3. Where do solar particles enter the atmosphere?
4. What happens when solar particles collide with atoms?

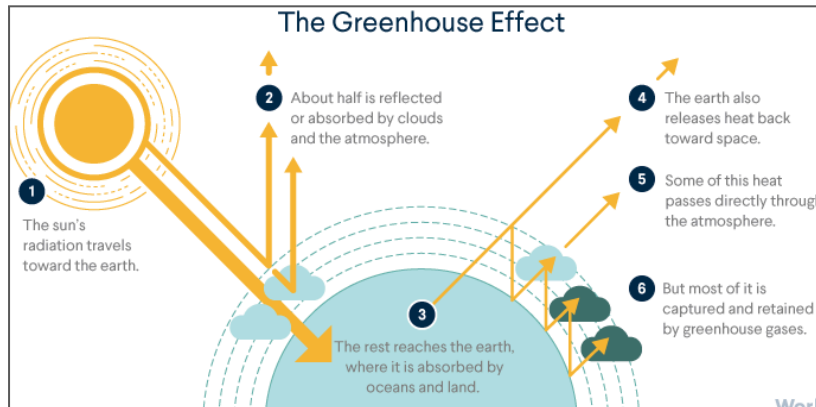
5. What is the name for the Northern Lights?
6. Where can you see the Northern Lights?
7. What is the name for the Southern Lights?
8. Where can you see the Southern Lights?

**Extended Writing Question:** Explain the formation of the Auroras

## Geography: Half Term 1 - Week 5

### Geography: Week 5 Knowledge Organiser: The greenhouse effect

**The greenhouse effect** is a natural process working in Earth's atmosphere. Gases in the atmosphere, such as carbon dioxide, trap heat similar to the glass roof of a greenhouse. Human activity can enhance the greenhouse effect trapping more heat in the atmosphere.



#### How a greenhouse works

A greenhouse stays warm inside, even during the winter. In the daytime, the sun shines into the greenhouse and warms the air inside. At night, it's colder outside, but the greenhouse stays warm inside because the glass walls of the greenhouse trap the Sun's heat.

#### How the greenhouse effect works

The greenhouse effect works much the same way on Earth.

- Gases in the atmosphere, such as carbon dioxide, trap heat just like the glass roof of a greenhouse. These heat-trapping gases are called greenhouse gases.
- During the day, the Sun shines through the atmosphere. Earth's surface warms up in the sunlight.
- At night, Earth's surface cools, releasing heat back into the air. But some of the heat is trapped by the greenhouse gases in the atmosphere.
- That's what keeps our Earth warm and cosy, 14°C.

#### Changes to the greenhouse effect

Human activities are changing Earth's natural greenhouse effect.

- Burning fossil fuels (coal and oil) adds carbon dioxide to our atmosphere.
- NASA has observed increases in carbon dioxide and some other greenhouse gases in our atmosphere.
- Too much of these greenhouse gases can cause Earth's atmosphere to trap more and more heat. This causes Earth to warm up.

### Geography: Week 5 Questions

1. What warms up the earth during the day?
2. How much solar radiation is reflected or absorbed by clouds?
3. What do greenhouse gases in the atmosphere do to the reflected heat?
4. What temperature do greenhouse gases keep the earth at?

5. Name greenhouse gas.
6. What activity increases the amount of greenhouse gases in the atmosphere?
7. What do greenhouse gases in the atmosphere do to earth's temperature?
8. Which continent is found east of Europe?

**Extended Writing Question:** Explain the greenhouse effect.



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

**Geography: Week 6 Knowledge Organiser:**

**The location of Tuvalu**

Tuvalu is located in the continent of Oceania just south of the Equator, Latitude 7.1° S, Longitude 177.6° E. It is east of Australia, north of Fiji in the Pacific Ocean. The capital of Tuvalu is Funafuti.

The population of Tuvalu is 11,300 (it is the 4th smallest country in the world). Tuvalu consists of 9 islands. Tuvalu has one runway which becomes the island's playground every afternoon. However, With only 2,000 visitors per year, Tuvalu is the least visited country on Earth.

**Tuvalu is an Atoll** (A ring shaped coral reef or island).

An atoll surrounds a body of water called a lagoon. Channels connect the lagoon to the open ocean or sea.

Sea level rise is caused by global warming - the gradual increase in the earth's overall temperature due to human activity.



**Geography: Week 6 Questions**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. On which continent is Tuvalu located?</li> <li>2. In which Ocean is Tuvalu located?</li> <li>3. What is the capital of Tuvalu?</li> <li>4. What is the population of Tuvalu?</li> </ol> | <ol style="list-style-type: none"> <li>5. Define an atoll?</li> <li>6. How many islands make up Tuvalu?</li> <li>7. How many people visit Tuvalu each year?</li> <li>8. What is causing sea levels to rise?</li> </ol> |
|---|--|

**Extended Writing Question:** Write a locational description for Tuvalu.

## Geography: Half Term 1 - Week 7

| <b>Geography: Week 7 Knowledge Organiser: Impacts on Tuvalu</b>   |   |
|---|---|
| <p><b>Challenges Tuvalu faces</b><br/>           Tuvalu is facing a number of huge challenges.</p> <ul style="list-style-type: none"> <li>● Sea level rise is forcing people to leave their homes in Tuvalu and migrate to New Zealand.</li> <li>● Sea level rise is flooding crops in Tuvalu making it difficult to grow food.</li> <li>● Warmer seas are producing more cyclones in the area</li> </ul> <p><b>These challenges are making Tuvalu uninhabitable (meaning a place is no longer able to support life) and so Tuvalu is seeing its population decline as migration (people moving from one place to another) from Tuvalu to surrounding countries like Fiji and New Zealand is high.</b></p> <p>The world will be alerted to global warming by the sinking of Tuvalu.</p> <p><b>Environmental impacts of climate change in Tuvalu</b></p> <ul style="list-style-type: none"> <li>● Groundwater will become undrinkable as the sea water heads inland</li> <li>● Crops cannot be planted as the seawater swamps the plantations</li> </ul> | <p><b>Social impacts of climate change in Tuvalu</b></p> <ul style="list-style-type: none"> <li>● People are forced to leave. Islands such as Tipuku Salvilivili has already been abandoned due to the rapidly rising sea levels swallowing the island. Some have migrated to New Zealand, others have moved to the main island of Funafuti, which now hosts half of Tuvalu's population.</li> <li>● There is now overcrowding on the island of Funafuti</li> <li>● The island's main source of food, Pulaka is being killed by the intrusion of saltwater, this leads to diminishing food supply.</li> <li>● Travelling on the island becomes a problem as it is constantly flooded</li> </ul> <p><b>Economic impacts of climate change in Tuvalu</b></p> <ul style="list-style-type: none"> <li>● Coconut plantations are being killed off, this is concerning as dried coconut meat plays a large part in Tuvalu's economy</li> <li>● Hotels and buildings are constantly being flooded, this hampers trade, business and tourism</li> <li>● Access to the island becomes limited due to the seawater covering the runway, this hampers materials from being imported into Tuvalu</li> </ul> |
| <b>Geography: Week 7 Questions</b>  |   |
| <ol style="list-style-type: none"> <li>1. What happens to groundwater as sea water heads inland?</li> <li>2. Why can't crops be planted on Tuvalu?</li> <li>3. What is one of the main sources of food on Tuvalu?</li> <li>4. Define uninhabitable.</li> </ol>  | <ol style="list-style-type: none"> <li>5. Define migration.</li> <li>6. Where are Tuvaluans migrating to?</li> <li>7. Why is travelling on the island a problem?</li> <li>8. What other islands are affected by sea level rise?</li> </ol>  |
| <p><b>Extended Writing Question:</b> Outline the social impacts (impacts on people) of climate change on Tuvalu.</p>  |   |

## Geography: Half Term 1 - Week 8

| <b>Geography: Week 8 Knowledge Organiser:</b>   |  |
|---|--|
| <p><b>Megacity:</b> An urban settlement of more than 10 million people.</p> <p><b>Capital City:</b> The main city of the country, often the seat of government.</p> <p>Located in Central Japan on the east coast on the continent of Asia. Its neighbours to the north are Russia, to the west is China, North and South Korea and the Pacific Ocean is found to the East.</p> <p>Longitude: 35.7° N<br/>Latitude: 139.6° E</p> <p><b>Population:</b> 37 million<br/><b>Area:</b> 2,194 km<sup>2</sup></p> | <ul style="list-style-type: none"> <li>● Tokyo is the largest city in the world by population with 37 million people living there</li> <li>● Shinjuku Station, located in the Shinjuku and Shibuya wards of Tokyo, holds the title as the busiest train station in the world. According to the Guinness Book of World Records, it handles more than 3.6 million passengers daily. In order to fit twice the number of passengers into a subway carriage, the stations employ uniformed staff known as <i>oshiya</i> or “pusher”, whose goal is to cram as many people as possible into the subway tram. These white glove-wearing personnel actually push people into the train, so the doors can be shut.</li> <li>● Tokyo Tower, standing at 333 metres, is a symbol of Japan's post-war rebirth. Completed in 1958, the tower was built to serve as a broadcasting antenna but quickly became a beloved landmark and tourist attraction for its panoramic views of the city.</li> <li>● Tokyo boasts one of the highest life expectancies in the world (84), a testament to its health and wellness culture. The city's focus on balanced diets, regular exercise, and advanced healthcare contributes to this impressive statistic.</li> <li>● Tokyo's love for anime and manga is deeply ingrained in its culture. These Japanese art forms have transcended the realm of entertainment, influencing everything from fashion and language to tourism and technology. In Tokyo, anime and manga are not just hobbies; they are a way of life.</li> </ul> |
| <b>Geography: Week 8 Questions</b>  |  |
| <ol style="list-style-type: none"> <li>1. In what continent is Tokyo located?</li> <li>2. What is the population of Tokyo?</li> <li>3. Define a megacity.</li> <li>4. What is the name of the world's busiest station?</li> </ol>   | <ol style="list-style-type: none"> <li>5. What do employees called 'pushers' do on the platform?</li> <li>6. What is Tokyo Tower used for?</li> <li>7. What is the life expectancy in Tokyo?</li> <li>8. Give one reason for this high life expectancy.</li> </ol>   |
| <p><b>Extended Writing Question:</b> Describe what you think it would be like to visit Tokyo.</p>   |  |

## History: Half Term 1 - Week 1

| History: Week 1 Knowledge Organiser: How do we find out about History?  |  |
|---|--|
| <p><b>Key dates:</b></p> <p>The year '0'</p> <p><b>Key words:</b></p> <p>BC - Before Christ<br/>AD - Anno Domini (in the year of our Lord)<br/>Chronological order - placing events in the order of time<br/>Sources - Evidence of what happened during events in the past.<br/>Interpretations - Historians' opinions of what happened in the past, using sources as evidence.</p> | <p><b>Key information:</b></p> <p>Historians group time into different units: a decade (10 years), a century (100 years) and a millennium (1,000 years). The most common unit used is 'century'. The 1st century is measured from the year 0, up to 99. This means that the 2nd century was from 100-199, and so on. In order to quickly work out what century we are talking about, we can cover the last two digits and add 1 to the visible digits... For example: 1754 = 1754 + 1 = 18, so 1754 is in the 18th century!</p> <p>History is learning about events that happened in the past. To learn about the events properly, we must study the evidence left behind from those events. These pieces of evidence are called sources. Types of sources include: letters, newspapers, photographs, diaries, pottery and even items of clothing! Historians become experts of events when they have studied lots of sources. Then, they can create interpretations of what they think happened. It can become tricky, as sometimes two historians have different interpretations of the same event. This is because they have studied different sources.</p> |
| History: Week 1 Questions   |  |
| <ol style="list-style-type: none"><li>1. How many years is in a decade? (<b>Sentence starter: "There are ___ years in a decade."</b>)</li><li>2. What is the most common unit of</li><li>3. time? (<b>Sentence starter: "The most common unit of time is a ___."</b>) What is the last year in the 1st century?</li><li>4. How do we quickly work out the century?</li></ol>        | <ol style="list-style-type: none"><li>5. What is the name of the pieces of evidence that we study to learn about events?</li><li>6. What are three examples of sources?</li><li>7. Using sources, what can historians then create?</li><li>8. Why do some historians have different interpretations of the same event?</li></ol>   |
| <b>Extended Writing Question: What kind of sources could be studied to find out more about World War One?</b>   |  |

## History: Half Term 1 - Week 2

| <b>History: Week 2 Knowledge Organiser: What Happened in Baghdad ?</b>  |   |
|---|---|
| <p><b>Key dates</b></p> <p>2 o'clock on 30th July 762 AD - Baghdad is built</p> <p><b>Key words</b></p> <p>Preservation - keeping something going without it being damaged or lost<br/>Caliph - the religious and political leader of a Muslim territory<br/>Dynasty - rulers who are from the same family<br/>Silk Roads - a network of trade routes from China, to parts of Africa and Asia</p> | <p><b>Key information:</b></p> <p>In 762 AD, Baghdad was built by a caliph of the Abbasid dynasty, Al-Mansur. Baghdad was located between two rivers - the River Tigris and the River Euphrates. From all four gates in and out of Baghdad, roads led to a different part of the Muslim World. Goods could be traded along the rivers, and the Silk Roads. Al-Mansur was passionate about knowledge and learning, and collected texts from Ancient civilisations. The caliph's palace was full of colourful, symmetrical patterns based on the natural world (nature). By the 10th century, one million people lived in Baghdad.</p> <p>Al-Mansur wanted to be remembered as the greatest caliph of the Abbasid dynasty, which meant that he needed a perfect capital city: with fine palaces and mosques. He decided that the city should be a circle: the "perfect" shape. He spoke with astrologers, and they told him the exact right time to begin building Baghdad, according to the stars. Al-Mansur laid the first brick for the new city of Baghdad at 2 o'clock on 30th July in 762 AD.</p> |
| <b>History: Week 2 Questions</b>  |   |
| <ol style="list-style-type: none"><li>1. Who built Baghdad?</li><li>2. Which two rivers was Baghdad located between?</li><li>3. How many gates were there around the city of Baghdad?</li><li>4. What were the "Silk Roads"?</li></ol>  | <ol style="list-style-type: none"><li>5. How many people were living in Baghdad by the 10th century?</li><li>6. Which "perfect" shape did the caliph decide Baghdad should be built into?</li><li>7. Who did the caliph speak to about when the exact right time was to begin building Baghdad?</li><li>8. When was the first brick laid for the new city?</li></ol>  |
| <b>Extended Writing Question: What does this key information tell us about what the Muslim World felt was important?</b>  |   |

### History: Half Term 1 - Week 3

#### History: Week 3 Knowledge Organiser: What Impact did the Egyptians have?

**Key dates:**

48 BC - fire at the Great Library of Alexandria  
830 - the House of Wisdom is built

**Key words:**

Byzantine Empire - Eastern Roman Empire; capital was Constantinople

Geometry - mathematics that deals with points, lines, angles and shapes

Madrassa - a Muslim school or college

Astrolabe - a metal instrument that finds your position using the stars

Astronomy - the study of space, planets and stars

Astrology - using astronomy to study how this affects the world

**Key information:**

The Ancient Egyptians had wanted to capture all of the knowledge in the world, so they built the Great Library of Alexandria. However, a war in 48 BC between the two had led to the accidental burning down of the library, and much of the knowledge stored there was lost forever. The caliph of Baghdad also agreed that it was important to preserve the surviving knowledge. He wanted Baghdad to be a city of learning and ideas.

The caliphs received texts from Byzantine emperors, including the famous book on geometry "The Elements", written by Euclid. The House of Wisdom was built in 830 by caliph al-Rasheed, as a place to store these books, and as a main centre of learning. In the House of Wisdom, scholars were paid to translate Greek, Persian and Indian texts into Arabic.

By the 11th century, the caliph wanted to find other ways to share knowledge with more people. As a result, colleges called madrasas were set up. Teachers taught religious knowledge about Islam, as well as science, mathematics, astronomy, geography and philosophy. A century later, cities in Europe started their first universities. The Europeans used a lot of the old and new knowledge that Arab scholars had preserved in Baghdad.

As well as learning from ancient texts, scholars in Baghdad used them to create new knowledge. One of the reasons for this was so that they could carry out their religious practices as Muslims. For example, they invented astrolabes to work out the position and direction of Baghdad. They did this because they needed to know which direction to pray towards the Holy City of Mecca. Another reason they used ancient texts was in order to create a number system for the Arabic world. They studied Indian texts on numbers, which our own present-day system is based on. Another reason they used ancient texts was because the caliphs of the Abbasid dynasty needed geographical knowledge of the lands that they had conquered. Their new invention, the astrolabe, helped them to calculate distances and create maps. One great map maker from Baghdad was al-Masudi.

**History: Week 3 Questions**

1. What was the name of the library built by the Ancient Egyptians?
2. When was the Great Library of Alexandria burned down?
3. What did the caliph of Baghdad want to do to the surviving knowledge, and why?
4. When was the House of Wisdom built, and who by?

5. What were ancient texts translated into at the House of Wisdom?
6. Why did people in Baghdad invent astrolabes?
7. Where did they get their number system for the Arabic world from?
8. What was the name of the famous map maker from Baghdad?

**Extended Writing Question: What does this key information tell us about what the Muslim World felt was important?**

## History: Half Term 1 - Week 4

### History: Week 4 Knowledge Organiser: What does Baghdad tell us about medicine?

#### Key dates:

805 - the first hospital was built in Baghdad

#### Key words:

Anatomy - the study of the identification of human body parts

Encyclopaedia - a book providing facts and knowledge of all things

Antiseptic - medicine used to reduce the possibility of infection in a wound

#### Key information:

The teachings of Islam meant that for people in Baghdad, it was very important to care for the sick. Many of the ancient texts preserved in the House of Wisdom allowed them to learn more about healing and medicine: they learned how to examine a patient carefully; how to use alcohol as an antiseptic; and how to prepare medicine from plants.

One of the many remarkable Ancient Greek doctors that the Arabs in Baghdad studied was Galen. He was an expert in anatomy who was the first person to prove that our arteries carry blood, and that we have nerves. Galen's work became highly influential in Europe, and his work would have been lost if it were not for the scholars in Baghdad who found, and translated, his work.

Arab Muslims in Baghdad didn't just learn about science and medicine from the Ancient Greeks. They also made their own medical discoveries. One of the greatest doctors in History was from Baghdad: al-Razi. In Europe, we know him as "Rhazes". Al-Razi wrote nearly 200 books on medicine, including a medical encyclopaedia. In his encyclopaedia, he listed information about many diseases, such as smallpox and measles. This is remarkable, as there was little-to-no knowledge of different diseases at this time in Europe. Al-Razi taught many new doctors; the Arab Muslims introduced the first proper training and qualifications for doctors. People came from all over the world to learn from al-Razi. After his death, al-Razi became famous in Europe.

As a result of it being so important to care for the sick for Muslim Empire, caliphs started to build hospitals. The first hospital was built in 805, by the caliph al-Rasheed. These hospitals in Baghdad had beautiful garden courtyards, which were used to grow plants which were used to make medicines. The courtyards also had flowing water, as doctors in the city believed that this would help people to get better. Most doctors in these hospitals were men, but there are some stories of women treating patients too! They practised surgery and developed new surgical methods.



**History: Week 4 Questions**

1. What did people in Baghdad learn from texts in the House of Wisdom about healing and medicine?
2. What was the name of the famous Ancient Greek doctor that was studied?
3. What was the name of the great doctor from Baghdad?
4. What did Al-Razi write about in his medical encyclopaedia?

5. Where did Al-Razi become famous, after his death?
6. When was the first hospital built in Baghdad?
7. Which caliph oversaw this first building of a hospital?
8. What did doctors in Baghdad believe would make people get better in the hospital courtyards?

**Extended Writing Question: What does this key information tell us about what the Muslim World felt was important?**

## History: Half Term 1 - Week 5

| <b>History: Week 5 Knowledge Organiser: The Four Humours</b>   |  |
|--|--|
| <p><b><u>Key Words</u></b></p> <p><b>Humours:</b> A fluid from the body (e.g. blood, phlegm etc.)</p> <p><b>Theory of Opposites:</b> The idea that if one of the humours was out of balance with the others a person would become ill.</p> <p><b>Hinder:</b> Makes it difficult for something/someone.</p> <p><b>Philosophy:</b> The study of wisdom, knowledge and the world.</p> <p><b>Bloodletting:</b> The removal of a person's blood for surgical reasons.</p> <p><b>Purging:</b> The act of removing something.</p> | <p><b><u>Key Facts</u></b></p> <ol style="list-style-type: none"><li>1. Hippocrates and Galen were ancient Greek Philosophers whose ideas dominated medicine.</li><li>2. Hippocrates came up with the idea of the Four Humours; they were Black Bile, Yellow Bile, Phlegm and Blood</li><li>3. Hippocrates believed the characteristics of the Four Humours were linked to the four seasons.</li><li>4. Galen believed that the best way to treat a patient was to examine them and make a note of the symptoms they were showing.</li><li>5. Some cures by Galen included bloodletting and purging.</li></ol> |
| <b>History: Week 5 Questions</b>   |  |
| <ol style="list-style-type: none"><li>1. Who dominated medicine in ancient Greece?</li><li>2. What were the Four Humours?</li><li>3. What were the Four Humours linked to?</li><li>4. What did Galen believe was the best way to treat people?</li></ol>   | <ol style="list-style-type: none"><li>5. What was the Theory of Opposites?</li><li>6. What does it mean to hinder something?</li><li>7. What is bloodletting?</li><li>8. What is purging?</li></ol>  |
| <p><b>Extended Writing Question: Why was Hippocrates so important in the development of medicine?</b></p>  |  |

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

**History: Week 6 Knowledge Organiser: The Romans**

**Key Words**

**Empire:** A group of countries ruled over by a single leader.

**Communal:** Shared by all members of the community.

**Sewage System:** A network of pipes that removes waste.

**Key Facts**

1. The Romans focused on public health for military reasons. They needed to ensure that their army was healthy and strong due to their expanding Empire.
2. The Romans used communal baths and toilets.
3. Roman toilets had channels underneath that took waste away from the towns using bath water.
4. The Romans shared a sponge on a stick as a toilet roll.
5. The Romans knew there was a link between dirt and disease but did not know what it was.

**History: Week 6 Questions**

1. Why did the Romans focus on Public health?
2. What does communal mean?
3. What did the Romans use that were communal?
4. What was underneath Roman toilets?

5. What did the Romans use as a toilet roll?
6. What did the Romans know about dirt?
7. What were the Four Humours?
8. Who created the Four Humours?

**Extended Writing Question: Explain what the Romans did to help keep themselves and their cities clean**

## History: Half Term 1 - Week 7

| History: Week 7 Knowledge Organiser: The Plagues   |   |
|--|---|
| <p>The Black Death 1348</p> <p><b>Key Words</b></p> <p><b>Causes:</b> A factor that directly leads to something else.</p> <p><b>Pandemic:</b> A widespread disease across multiple continents or the world.</p> <p><b>Buboes:</b> When the glands in a person's neck, armpits and inner thigh swell.</p> <p><b>Bubonic:</b> A type of plague spread by the bite of infected rat fleas. The name comes from the swollen buboes.</p> <p><b>Key Dates/dates</b></p> <ol style="list-style-type: none"> <li>1. The Black Death in England was between 1348-1349 and killed nearly 2.5 million people.</li> <li>2. People in the Middle Ages did not know the exact cause of the Black Death. They believed a range of ideas including that it was caused by Jewish people, imbalanced humours, God, and the planets being out of place.</li> <li>3. The Black Death was caused by infected fleas biting humans. (The fleas were infected because they had bitten rats which carried the disease).</li> <li>4. Symptoms of the Black Death included buboes, vomiting, bleeding under the skin, and muscle spasms.</li> <li>5. Treatments for the Black Death included bleeding, purging, praying, and rubbing a bald chicken's bottom on the buboes.</li> </ol> | <p><b>The Great Plague 1665</b></p> <p><b>Epidemic:</b> A widespread disease within one area (in this case, England).</p> <p><b>Pneumonic:</b> Meaning something that affects the lungs. In this case, it is a type of disease spread by sneezing that affects the victim's lungs.</p> <p><b>Quarantine:</b> When a person who is infected with a contagious sickness is isolated from other people.</p> <ol style="list-style-type: none"> <li>1. The Great Plague came in 1665 under the reign of King Charles II.</li> <li>2. During the Great Plague London lost 15% of its population which was around 100,000 people.</li> <li>3. The death rate was the highest during the hot summer months when it became an epidemic.</li> <li>4. The Great Plague was spread by infected fleas biting humans. These fleas caught the disease and were carried by rats. The dirty conditions of London's streets increased the rate of the disease.</li> <li>5. The wealthy, including the King and members of Parliament, left London to avoid the Great Plague.</li> <li>6. The people at the time had no idea what was causing the Great Plague so they blamed things such as God, Miasma, the planets and stray animals.</li> <li>7. The government tried to help by bringing in laws to prevent the disease from spreading. They did this by killing stray cats and dogs, creating pest houses to keep the sick in, painting red crosses over the infected houses and creating a quarantine period of 40 days for the sick.</li> </ol> |
| History: Week 7 Questions  |   |
| <ol style="list-style-type: none"> <li>1. When did the Black Death come to England?</li> <li>2. How many people were killed?</li> <li>3. Name two things that people thought caused the Black Death?</li> <li>4. What actually caused the Black Death?</li> </ol>  | <ol style="list-style-type: none"> <li>5. When was the Great Plague?</li> <li>6. How many people died in London?</li> <li>7. What caused the Great Plague?</li> <li>8. Who left London during the Great Plague?</li> </ol>  |
| <p><b>Extended Writing Question:</b> Explain one similarity and one difference between the Plague of 1348 and the one of 1665</p>  |   |

## History: Half Term 1 - Week 8

| <b>History: Week 8 Knowledge Organiser: Edward Jenner</b>   |  |
|---|--|
| <p><b><u>Key Words</u></b><br/><b>Vaccination:</b> An injection that helps a person's body produce protection against a disease.<br/><b>Eradicated:</b> To put an end to something. .</p>                               | <p><b><u>Key Dates</u></b><br/><b>1796:</b> Edward Jenner researches smallpox.<br/><b>1872:</b> The smallpox vaccine becomes compulsory.<br/><b>1980:</b> Smallpox is considered eradicated.</p> <ol style="list-style-type: none"><li>1. In 1796, Edward Jenner began researching vaccines. He noticed that milkmaids who had been infected with cowpox (which was not fatal) did not get smallpox (which was usually fatal).</li><li>2. Jenner tested his theory by infecting a child with cowpox and then trying to infect him with smallpox. Whilst the child still got a little sick, he did not die.</li><li>3. Jenner created the first ever vaccine by infecting people with cowpox giving them immunity to smallpox.</li><li>4. Many at the time were unhappy with the vaccine as they did not trust it. However the government supported the vaccine and made it compulsory in 1872.</li><li>5. Jenner's vaccine led to the eradication of smallpox by 1980.</li></ol> |
| <b>History: Week 8 Questions</b>  |  |
| <ol style="list-style-type: none"><li>1. What did Jenner notice about milkmaids?</li><li>2. How did Jenner test his theory?</li><li>3. What did Jenner create?</li><li>4. When were vaccines made compulsory?</li></ol> | <ol style="list-style-type: none"><li>5. What happened to Smallpox?</li><li>6. When was smallpox eradicated?</li><li>7. Give one way they stopped the spread of the Plague?</li><li>8. Who dominated medicine in ancient Greece?</li></ol>   |
| <p><b>Extended Writing Question:</b><br/>Explain why Jenner was important for the development of medicine</p>   |  |

## French: Half Term 1 - Week 1

### French: Week 1 Knowledge Organiser:

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

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

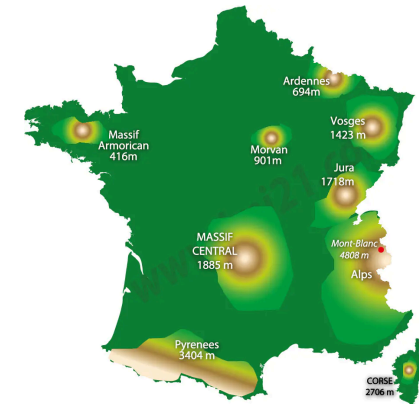
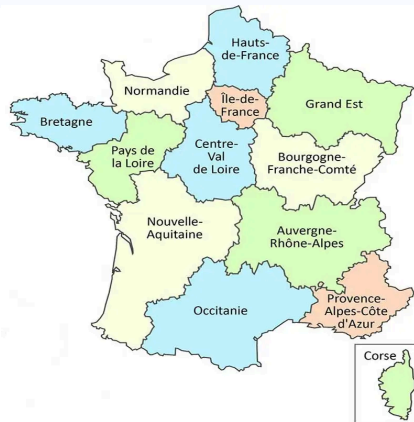
France is a country bordered by 6 countries - (Belgium, Luxembourg, Germany, Switzerland, Italy, Spain). 33% of the country is covered by forests. There are 6 main mountain ranges called “le massif central” which is in the centre of France “le Jura” which borders Switzerland, “les Alpes” which borders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

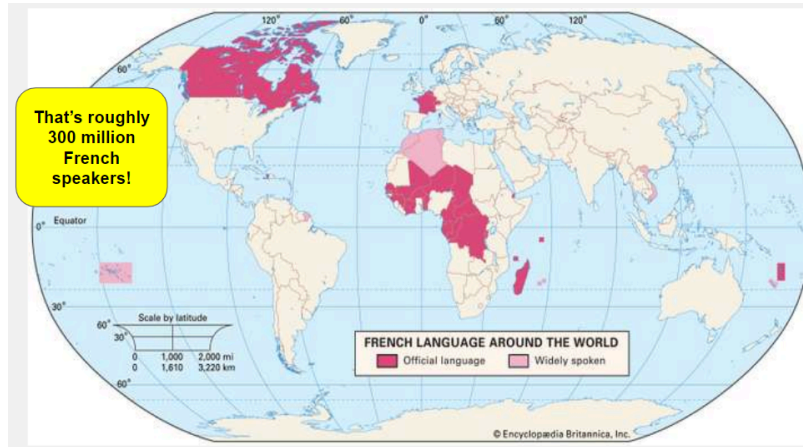
France is nicknamed the Hexagon as it roughly has 6 sides and its flag is called “le tricolore” as it is made up of the following three colours - blue, white and red.

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

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

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





**D** ot the silent letters

**U** nderline the tricky sounds

**E** xaggerate the accents

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

### French: Week 1 Questions

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

**Extended Writing Question: Which French-speaking country would you like to visit and why?**

## French: Half Term 1 - Week 2

### French: Week 2 Knowledge Organiser:

|  |  |  |   |   |
|--|--|--|---|---|
| Bonjour, monsieur. <i>Hello, sir.</i><br>Salut, madame. <i>Hi, miss.</i><br>Coucou! <i>Hey!</i><br>Bonsoir. <i>Good evening.</i> | Ça va?<br><i>How's it going?</i><br><i>(how are you?)</i>  | Oui, <i>yes,</i><br>Ouais, <i>Yeah,</i>  | ça va bien, merci. <i>it's going well, thank you.</i><br>comme ça, comme ça. <i>so so.</i><br>pas mal, merci. <i>Not bad, thanks.</i> | Au revoir. <i>goodbye.</i><br>À bientôt. <i>See you soon.</i><br>À demain. <i>See you tomorrow.</i><br>À la prochaine. <i>See you next time.</i><br>À plus. <i>See you later.</i><br>Passe un bon après-midi.<br><i>Have a good afternoon</i> |
|  | Non, <i>No,</i><br>Bof, <i>meh,</i>                        | ça ne va pas. <i>It's not going well.</i><br>je suis fatigué(e). <i>I'm tired.</i> | Pas grand chose. <i>Nothing much.</i><br>Rien de spécial. <i>Nothing special.</i>   |   |
|  | Quoi de neuf?<br><i>What's new?</i><br><i>(what's up?)</i> |  |   |   |

### French: Week 2 Questions

Translate in English:

- Q1. Bonjour, madame. Quoi de neuf?  
 Q2. Bonsoir, ça va?  
 Q3. Coucou. Je suis fatigué.  
 Q4. Passe un bon après-midi.

Translate in French:

- Q5. See you soon.  
 Q6. What's new? Nothing special.  
 Q7. It's going well, thank you.  
 Q8. Have a good night!

**Extended Writing Question:** Answer the following question IN FRENCH:

Bonjour, ça va? - Hi, how are you? Write 2 answers, one positive and one negative.



## French: Half Term 1 - Week 3

### French: Week 3 Knowledge Organiser:

| Je voudrais me présenter <i>I would like to present myself</i> |    |            |      |                      |                            |                            |
|--|----|------------|------|----------------------|----------------------------|----------------------------|
| Je m'appelle...<br><i>I call myself... (my name is)</i>        | et | <i>and</i> | j'ai | <i>I have (I am)</i> | premier (1 <sup>st</sup> ) | vingt (20)                 |
| Mon anniversaire c'est le...<br><i>My birthday is the</i>      | et | <i>and</i> | j'ai | <i>I have (I am)</i> | un (1)                     | vingt-et-un (21)           |
|  |    |            |      |                      | deux (2)                   | vingt-deux (22)            |
|  |    |            |      |                      | trois (3)                  | vingt-trois (23)           |
|  |    |            |      |                      | quatre (4)                 | vingt-quatre (24)          |
|  |    |            |      |                      | cinq (5)                   | vingt-cinq (25)            |
|  |    |            |      |                      | six (6)                    | vingt-six (26)             |
|  |    |            |      |                      | sept (7)                   | vingt-sept (27)            |
|  |    |            |      |                      | huit (8)                   | vingt-huit (28)            |
|  |    |            |      |                      | neuf (9)                   | vingt-neuf (29)            |
|  |    |            |      |                      | dix (10)                   | trente (30)                |
|  |    |            |      |                      | onze (11)                  | trente-et-un (31)          |
|  |    |            |      |                      | douze (12)                 |                            |
|  |    |            |      |                      | treize (13)                |                            |
|  |    |            |      |                      | quatorze (14)              |                            |
|  |    |            |      |                      | quinze (15)                |                            |
|  |    |            |      |                      | seize (16)                 |                            |
| dix-sept (17)  |    |            |      |                      |                            |                            |
| dix-huit (18)  |    |            |      |                      |                            |                            |
| dix-neuf (19)  |    |            |      |                      |                            |                            |
|  |    |            |      |                      | an (year old)              |                            |
|  |    |            |      |                      | ans (years old)            |                            |
|  |    |            |      |                      |                            | janvier <i>January</i>     |
|  |    |            |      |                      |                            | février <i>February</i>    |
|  |    |            |      |                      |                            | mars <i>March</i>          |
|  |    |            |      |                      |                            | avril <i>April</i>         |
|  |    |            |      |                      |                            | mai <i>May</i>             |
|  |    |            |      |                      |                            | juin <i>June</i>           |
|  |    |            |      |                      |                            | juillet <i>July</i>        |
|  |    |            |      |                      |                            | août <i>August</i>         |
|  |    |            |      |                      |                            | septembre <i>September</i> |
|  |    |            |      |                      |                            | octobre <i>October</i>     |
|  |    |            |      |                      |                            | novembre <i>November</i>   |
|  |    |            |      |                      |                            | décembre <i>December</i>   |

### French: Week 3 Questions

Translate in English:

- Q1. Salut! Je m'appelle Louise.  
 Q2. J'ai quatorze ans.  
 Q3. Mon anniversaire est le vingt-six juin  
 Q4. Bonjour, je m'appelle Pierre et j'ai huit ans.

Translate in French:

- Q5. My birthday is the 30th of January.  
 Q6. My name is Emma.  
 Q7. I am five years old.  
 Q8. Hi, my name is Darren and I am 18 years old.

**Extended Writing Question:** Answer the following question IN FRENCH:

Présente toi - Introduce yourself mention your name, age and birthday.

## French: Half Term 1 - Week 4

### French: Week 4 Knowledge Organiser:

| Je voudrais me présenter <i>I would like to present myself</i> |                           |                           |                            |                   |                            |
|--|---------------------------|---------------------------|----------------------------|-------------------|----------------------------|
| Je m'appelle...<br><i>I call myself... (my name is)</i>        | et <i>and</i>             | j'ai <i>I have (I am)</i> | premier (1 <sup>st</sup> ) | vingt (20)        | an (year old)              |
|  |                           |                           | un (1)                     | vingt-et-un (21)  | ans (years old)            |
|  |                           |                           | deux (2)                   | vingt-deux (22)   |                            |
|  |                           |                           | trois (3)                  | vingt-trois (23)  |                            |
|  |                           |                           | quatre (4)                 | vingt-quatre (24) |                            |
|  |                           |                           | cinq (5)                   | vingt-cinq (25)   | janvier <i>January</i>     |
|  |                           |                           | six (6)                    | vingt-six (26)    | février <i>February</i>    |
|  |                           |                           | sept (7)                   | vingt-sept (27)   | mars <i>March</i>          |
|  |                           |                           | huit (8)                   | vingt-huit (28)   | avril <i>April</i>         |
|  |                           |                           | neuf (9)                   | vingt-neuf (29)   | mai <i>May</i>             |
|  |                           |                           | dix (10)                   | trente (30)       | juin <i>June</i>           |
|  |                           |                           | onze (11)                  | trente-et-un (31) | juillet <i>July</i>        |
|  |                           |                           | douze (12)                 |                   | août <i>August</i>         |
|  |                           |                           | treize (13)                |                   | septembre <i>September</i> |
|  |                           |                           | quatorze (14)              |                   | octobre <i>October</i>     |
|  |                           |                           | quinze (15)                |                   | novembre <i>November</i>   |
|  |                           |                           | seize (16)                 |                   | décembre <i>December</i>   |
|  |                           |                           | dix-sept (17)              |                   |                            |
|  |                           |                           | dix-huit (18)              |                   |                            |
|  |                           |                           | dix-neuf (19)              |                   |                            |
| Mon anniversaire c'est le...                                   | <i>My birthday is the</i> |                           |                            |                   |                            |

|                                 |                                       |         |
|---------------------------------|---------------------------------------|---------|
| J'habite <i>I live</i>          | à ... <i>in ...</i>                   | Londres |
| Je suis né(e) <i>I was born</i> | de ... <i>from ...</i>                | Paris   |
| Je viens <i>I come</i>          |                                       | Québec  |
| Je suis <i>I am</i>             | anglais(e) <i>English</i>             |         |
|                                 | français(e) <i>French</i>             |         |
|                                 | québécois(e) <i>Québécois</i>         |         |
|                                 | canadien / canadienne <i>Canadian</i> |         |

### French: Week 4 Questions

#### Translate in English:

- Q1. J'habite à Londres.  
Q2. Je viens de Paris.  
Q3. Je suis canadienne.  
Q4. Je suis née à Plymouth.

#### Translate in French:

- Q5. I come from London.  
Q6. I am English. (masc)  
Q7. I was born in Québec.  
Q8. I live in Plymouth.

**Extended Writing Question:** Answer the following questions IN FRENCH: Présente toi - Introduce yourself where you live, where you come from and your nationality

**French: Half Term 1 - Week 5**

**French: Week 5 Knowledge Organiser:**

| 2. Décris-moi ta famille.                |                           |  |   |  |
|--|---------------------------|--|---|--|
| Sentence starter                         | Verb                      | Noun (masculine)   | Noun (feminine)   | Noun (plural)  |
| Dans ma famille,<br><i>In my family,</i> | il y a<br><i>there is</i> | moi <i>me</i><br><br>mon père <i>my dad</i><br>mon beau-père <i>my step dad</i><br>mon grand-père <i>my grandad</i><br>mon frère <i>my brother</i><br>mon demi-frère <i>my half brother</i><br><i>my step brother</i><br><br>mon oncle <i>my uncle</i> | moi <i>me</i><br><br>ma mère <i>my mum</i><br>ma belle-mère <i>my step mum</i><br>ma grand-mère <i>my grandmother</i><br>ma sœur <i>my sister</i><br>ma demi-sœur <i>my half sister</i><br><i>my step sister</i><br><br>ma tante <i>my aunt</i> | mes parents <i>my parents</i><br>mes grands-parents <i>my grandparents</i><br><br>mes deux frères <i>my two brothers</i><br>mes trois sœurs <i>my three sister</i> |

**French: Week 5 Questions**

Translate in English:

- Q1. Dans ma famille, il y a moi et mes parents.  
 Q2. Il y a ma mère et mon beau-père.  
 Q3. Il y a ma tante et mon oncle.  
 Q4. Dans ma famille, il y a ma grand-mère et mes deux frères.

Translate in French:

- Q5. There is me, my mum and my dad.  
 Q6. In my family, there is my three sisters.  
 Q7. There is my step dad and my mum.  
 Q8. In my family, there is me and my grandparents.

**Extended Writing Question:** Answer the following question IN FRENCH:

Décris-moi ta famille - Describe your family

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

**French: Week 6 Knowledge Organiser:**

| 2.                |                             | Est-ce que tu as un animal? |                   |           |               |         |               |
|-------------------|-----------------------------|-----------------------------|-------------------|-----------|---------------|---------|---------------|
| Verb              |                             | Noun                        |                   | Adjective |               |         |               |
| Aussi             | <i>Also</i>                 | un chat                     | <i>a cat</i>      | noir      | <i>black</i>  | bleu    | <i>blue</i>   |
| j'ai              | <i>I have</i>               | un chien                    | <i>a dog</i>      | vert      | <i>green</i>  | gris    | <i>grey</i>   |
| nous avons        | <i>we have</i>              | un cheval                   | <i>a horse</i>    | rose      | <i>pink</i>   | rouge   | <i>red</i>    |
| je voudrais avoir | <i>I would like to have</i> | un lapin                    | <i>a rabbit</i>   | jaune     | <i>yellow</i> | blanc   | <i>white</i>  |
|                   |                             | un poisson                  | <i>a fish</i>     | marron    | <i>brown</i>  | orange  | <i>orange</i> |
|                   |                             | une souris                  | <i>a mouse</i>    | noire     | <i>black</i>  | bleue   | <i>blue</i>   |
|                   |                             | une tortue                  | <i>a tortoise</i> | verte     | <i>green</i>  | grise   | <i>grey</i>   |
|                   |                             |                             |                   | rose      | <i>pink</i>   | rouge   | <i>red</i>    |
|                   |                             |                             |                   | jaune     | <i>yellow</i> | blanche | <i>white</i>  |
|                   |                             |                             |                   | marron    | <i>brown</i>  | orange  | <i>orange</i> |

**French: Week 6 Questions**

Translate in English:

- Q1. Aussi, j'ai un chat noir.  
 Q2. Je voudrais avoir une souris blanche.  
 Q3. Nous avons un lapin gris et vert.  
 Q4. Aussi, je voudrais avoir une tortue verte et rouge.

Translate in French:

**REMINDER - colour goes last in French**

- Q5. I have a black horse.  
 Q6. Also, we have a yellow mouse.  
 Q7. I would like to have a brown fish.  
 Q8. I have a white and grey dog.

**Extended Writing Question:** Answer the following question IN FRENCH:

Est-ce que tu as un animal? - Do you have an animal?

## French: Half Term 1 - Week 7

### French: Week 7 Knowledge Organiser:

| 2.                 |                            | Comment es-tu ?   |  |                        |  |  |
|--------------------|----------------------------|---|--|------------------------|--|--|
| Opinion            |                            | Noun  | Verb (être)  | Intensifier            | Adjective  |  |
|                    |                            | moi   |  |                        | grand(e)(s) <i>tall</i><br>petit(e)(s) <i>short</i><br>gros(se) <i>big</i><br>jeune(s) <i>young</i><br>vieux/vieille(s) <i>old</i> |  |
| Je dirais que...   | <i>I would say that...</i> | mon père<br>mon beau-père<br>mon grand-père<br>mon frère                | parce que (qu') <i>because</i><br>car <i>because</i> |                        | beau/belle <i>beautiful</i><br>beaux/belles <i>beautiful</i>   |  |
| À mon avis...      | <i>In my opinion...</i>    | mon demi-frère<br>mon oncle   | je suis <i>I am</i>                                  | très <i>very</i>       | amusant(e)(s) <i>funny</i><br>patient(e)(s) <i>patient</i>   |  |
| j'aime             | <i>I like</i>              |   | il est <i>he is</i>                                  | trop <i>too</i>        | content(e)(s) <i>happy</i><br>fort(e)(s) <i>strong</i>   |  |
| j'adore            | <i>I love</i>              | ma mère<br>ma belle-mère<br>ma grand-mère<br>ma sœur                    | elle est <i>she is</i>                               | assez <i>quite</i>     | pratique(s) <i>practical</i><br>populaire(s) <i>popular</i><br>agréable(s) <i>nice</i>   |  |
| je préfère         | <i>I prefer</i>            | ma demi-sœur<br>ma tante  | nous sommes <i>we are</i>                            | un peu <i>a bit</i>    | responsable(s) <i>responsible</i><br>unique(s) <i>unique</i>   |  |
| je n'aime pas      | <i>I don't like</i>        |   | ils sont <i>they are</i>                             | vraiment <i>really</i> |  |  |
| je déteste         | <i>I hate</i>              |   | elles sont <i>they are (all female)</i>              |                        | heureux/euse(s) <i>happy</i><br>sérieux/euse(s) <i>serious</i><br>travailleur/euse(s) <i>hardworking</i>                           |  |
| je ne supporte pas | <i>I can't stand</i>       | mes parents<br>mes grands-parents<br>mes deux frères<br>mes trois sœurs |  |                        | sportif/ive(s) <i>sporty</i><br>gentil/gentille(s) <i>kind</i><br>sympa(s) <i>kind</i>   |  |

### French: Week 7 Questions

#### Translate in English:

- Q1. Je dirais que mon père est assez grand.  
Q2. J'adore ma sœur car elle est un peu amusante.  
Q3. Je ne supporte pas mes deux frères parce qu'ils sont uniques.  
Q4. À mon avis, mes parents sont agréables.

#### Translate in French:

- Q5. I like my mum because she is patient.  
Q6. I prefer my brother because he is kind.  
Q7. In my opinion, my parents are really serious.  
Q8. I would say that my aunt is a bit popular.

**Extended Writing Question:** Answer the following question IN FRENCH:

Décris toi et ta famille. - Describe yourself and your family.

## French: Half Term 1 - Week 8

### French: Week 8 Knowledge Organiser:

#### Use the sentence builders from weeks 5 and 7

| 2. Décris-moi ta famille.                |      |  |  |   |
|--|------|--|--|---|
| Sentence starter                         | Verb | Noun (masculine)   | Noun (feminine)  | Noun (plural)   |
| Dans ma famille,<br><i>In my family,</i> |      | moi <i>me</i>  | moi <i>me</i>  | mes parents<br><i>my parents</i>  |
| Il y a<br><i>there is</i>                |      | mon père<br><i>my dad</i><br>mon beau-père<br><i>my step dad</i><br>mon grand-père<br><i>my granddad</i><br>mon frère<br><i>my brother</i><br>mon demi-frère<br><i>my half brother</i><br>mon oncle<br><i>my step brother</i><br><i>my uncle</i> | ma mère<br><i>my mum</i><br>ma belle-mère<br><i>my step mum</i><br>ma grand-mère<br><i>my grandmother</i><br>ma sœur<br><i>my sister</i><br>ma demi-sœur<br><i>my half sister</i><br>ma tante<br><i>my step sister</i><br><i>my aunt</i> | mes deux frères<br><i>my two brothers</i><br>mes trois sœurs<br><i>my three sisters</i> |

| 2. Comment es-tu ?                             |  |   |   |  |
|--|--|---|---|--|
| Opinion  | Noun   | Verb (être)   | Intensifier                                   | Adjective  |
| Je dirais que...<br><i>I would say that...</i> | moi<br>mon père<br>mon beau-père<br>mon grand-père<br>mon frère<br>mon demi-frère<br>mon oncle | parce que (qu') <i>because</i><br>car <i>because</i>                            |   | grand(e)(s) <i>tall</i><br>petit(e)(s) <i>short</i><br>gros(se) <i>big</i><br>jeune(s) <i>young</i><br>vieux/vieille(s) <i>old</i><br>beau/belle/beaux/belles <i>beautiful</i>                     |
| À mon avis...<br><i>In my opinion...</i>       |  | je suis <i>I am</i>   | très <i>very</i><br>trop <i>too</i>           | amusant(e)(s) <i>funny</i><br>patient(e)(s) <i>patient</i><br>content(e)(s) <i>happy</i><br>fort(e)(s) <i>strong</i>   |
| J'aime<br><i>I like</i>                        |  | il est <i>he is</i>   | assez <i>quite</i>                            | pratique(s) <i>practical</i><br>populaire(s) <i>popular</i><br>agréable(s) <i>nice</i><br>responsable(s) <i>responsible</i><br>unique(s) <i>unique</i>   |
| J'adore<br><i>I love</i>                       | ma mère<br>ma belle-mère<br>ma grand-mère<br>ma sœur<br>ma demi-sœur<br>ma tante               | elle est <i>she is</i><br>nous sommes <i>we are</i><br>ils sont <i>they are</i> | un peu <i>a bit</i><br>vraiment <i>really</i> | heureux/euse(s) <i>happy</i><br>sérieux/euse(s) <i>serious</i><br>travailleur/euse(s) <i>hardworking</i><br>sportif/ive(s) <i>sporty</i><br>gentil/gentille(s) <i>kind</i><br>sympa(s) <i>kind</i> |
| Je préfère<br><i>I prefer</i>                  |  | elles sont <i>they are (all female)</i>   |   |  |
| Je n'aime pas<br><i>I don't like</i>           |  |   |   |  |
| Je déteste<br><i>I hate</i>                    |  |   |   |  |
| Je ne supporte pas<br><i>I can't stand</i>     |  |   |   |  |

### French: Week 8 Questions

#### Translate in English:

- Q1. Dans ma famille, il y a moi, mes parents et ma soeur.  
 Q2. Je dirais que ma tante est assez petite.  
 Q3. Je n'aime pas mon père car il est un peu **strict**.  
 Q4. Je ne supporte pas mes deux frères.

#### Translate in French:

- Q5. There is my step-brother, my step-mum and my three sisters.  
 Q6. In my opinion, my grandparents are really nice.  
 Q7. I love my grandmother because she is funny.  
 Q8. I hate my mum because she is too serious.

#### Extended Writing Question: Answer the following question IN FRENCH:

Tu aimes ta famille? - Do you like your family? Choose 2 members of your family and describe them.

## Spanish: Half Term 1 - Week 1

### Spanish: Week 1 Knowledge Organiser: Phonics & culture

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

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

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

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

### Spanish: Week 1 Questions

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

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following question:  
Summarise what you have learnt about Spain.





## Spanish: Half Term 1 - Week 3

### Spanish: Week 3 Knowledge Organiser: My birthday

| 2 <span style="float: right;">***</span> Quiero presentarme  |   |  |   |
|--|---|--|---|
| Sentence starter   | Verb  | Numbers  | Month   |
| <p>Me llamo<br/><i>I call myself... (my name is)</i></p> <p>Mi cumpleaños es el...<br/><i>My birthday is the</i></p> | <p>y tengo<br/><i>and I am (I have)</i></p> | <p>primero (1st)<br/>un(o) (1)<br/>dos (2)<br/>tres (3)<br/>cuatro (4)<br/>cinco (5)<br/>seis (6)<br/>siete (7)<br/>ocho (8)<br/>nueve (9)<br/>diez (10)<br/>once (11)<br/>doce (12)<br/>trece (13)<br/>catorce (14)<br/>quince (15)<br/>dieciséis (16)<br/>diecisiete (17)<br/>dieciocho (18)<br/>diecinueve (19)</p> | <p>veinte (20)<br/>veintiuno (21)<br/>veintidós (22)<br/>veintitrés (23)<br/>veinticuatro (24)<br/>veinticinco (25)<br/>veintiséis (26)<br/>veintisiete (27)<br/>veintiocho (28)<br/>veintinueve (29)<br/>treinta (30)<br/>treinta y uno (31)</p> <p>año (year old)<br/>años (years old)</p> <p>enero<br/><i>January</i><br/>febrero<br/><i>February</i><br/>marzo<br/><i>March</i><br/>abril<br/><i>April</i><br/>mayo<br/><i>May</i><br/>junio<br/><i>June</i></p> <p>julio<br/><i>July</i><br/>agosto<br/><i>August</i><br/>septiembre<br/><i>September</i><br/>octubre<br/><i>October</i><br/>noviembre<br/><i>November</i><br/>diciembre<br/><i>December</i></p> |

### Spanish: Week 3 Questions

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. <u>Translate in to English:</u></li> <li>2. Q1. Me llamo Pablo.</li> <li>3. Q2. Tengo doce años .</li> <li>4. Q3. Mi cumpleaños es el catorce de octubre</li> <li>5. Q4. Mi cumpleaños es el dieciocho de diciembre.</li> </ol> | <ol style="list-style-type: none"> <li>6. <u>Translate in to Spanish:</u></li> <li>7. Q5. My birthday is the 30th of January.</li> <li>8. Q6. My name is María.</li> <li>9. Q7. I am five years old.</li> <li>10. Q8. Hi, my name is Darren and I am 18 years old.</li> </ol> |
|---|---|

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following questions IN Spanish:  
 Presentarte - Introduce yourself mention your name, age and birthday.

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

**Spanish: Week 4 Knowledge Organiser: Where I live**

| 3. Dónde vives? |                   |   |   |
|-----------------|-------------------|---|---|
| Verb            |                   | Noun  |   |
| Vivo            | <i>I live</i>     | en ... <i>in ...</i>                            | Londres<br>Madrid<br>Valencia                                       |
| Nací            | <i>I was born</i> |   |   |
| Soy             | <i>I am</i>       | de ... <i>from ...</i>                          |   |
| Soy             | <i>I am</i>       | inglés/a<br>español(a)<br>cubano/a<br>escocés/a | <i>English</i><br><i>Spanish</i><br><i>Cuban</i><br><i>Scottish</i> |

**Spanish: Week 4 Questions**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. <u>Translate in English:</u></li> <li>2. Q1. Vivo en Londres.</li> <li>3. Q2. Soy de Valencia</li> <li>4. Q3. Soy inglesa</li> <li>5. Q4. Nací en Plymouth.</li> </ol> | <ol style="list-style-type: none"> <li>6. <u>Translate in Spanish:</u></li> <li>7. Q5. I come from London.</li> <li>8. Q6. I am English. (masc)</li> <li>9. Q7. I was born in Madrid.</li> <li>10. Q8. I live in Plymouth.</li> </ol> |
|--|---|

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following question IN Spanish:  
 ¿Dónde vives?- Where do you live      where you live, where you come from and your nationality

**Spanish: Half Term 1 - Week 5**

**Spanish: Week 5 Knowledge Organiser: My family**

| Describe tu familia                  |                        |  |   |  |
|--------------------------------------|------------------------|--|---|--|
| Sentence starter                     | Verb                   | Noun (masculine)   | Noun (feminine)   | Noun (plural)  |
| En mi familia<br><i>In my family</i> | hay<br><i>there is</i> | yo<br><i>me</i>  |   |  |
| En mi casa<br><i>In my house</i>     |                        | mi padre <i>my father</i><br>mi papá <i>my dad</i><br>mi padrastro<br><i>my step dad</i>   | mi madre <i>my mother</i><br>mi mamá <i>my mum</i><br>mi madrastra <i>my step mum</i>   | mis padres<br><i>my parents</i><br>mis abuelos<br><i>my grandparents</i>                   |
| En casa<br><i>At home</i>            |                        | mi hermano <i>my brother</i><br>mi abuelo <i>my grandad</i><br>mi primo <i>my cousin (m)</i><br>mi tío <i>my uncle</i><br>mi hijo <i>my son</i><br>mi marido <i>my husband</i> | mi hermana <i>my sister</i><br>mi abuela <i>my grandmother</i><br>mi prima <i>my cousin (f)</i><br>mi tía <i>my aunt</i><br>mi hija <i>my daughter</i><br>mi mujer <i>my wife</i> | mis dos hermanos<br><i>my two brothers</i><br>mis tres hermanas<br><i>my three sisters</i> |

**Spanish: Week 5 Questions**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. <u>Translate in English:</u></li> <li>2. Q1. En mi familia hay mis padres y yo.</li> <li>3. Q2. Hay mi madre, mi hermana y mis abuelos</li> <li>4. Q3. Hay mi tío</li> <li>5. Q4. En casa hay mi padre y mi hermano</li> </ol> | <ol style="list-style-type: none"> <li>6. <u>Translate in Spanish:</u></li> <li>7. Q5. There is me, my mum and my dad.</li> <li>8. Q6. In my family, there is my three sisters.</li> <li>9. Q7. There is my step dad and my mum.</li> <li>10. Q8. In my family, there is me and my grandparents.</li> </ol> |
|--|---|

**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- Describe your family

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

**Spanish: Week 6 Knowledge Organiser: Pets**

| 2. ¿Tienes un animal?  |  |  |
|--|--|--|
| Verb   | Noun   | Adjective  |
| También, en casa<br><i>Also, at home</i><br><br>tengo<br><i>I have</i><br><br>(nosotros) tenemos<br><i>we have</i><br><br>me gustaría tener<br><i>I would like to have</i> | un animal<br><i>an animal</i><br>un gato<br><i>a cat</i><br>un perro<br><i>a dog</i><br>un caballo<br><i>a horse</i><br>un conejo<br><i>a rabbit</i><br>un pez <i>a fish</i><br>un pájaro<br><i>a bird</i><br>una tortuga<br><i>a tortoise</i><br>una araña<br><i>a spider</i><br>una serpiente <i>a snake</i> | negro <i>black</i><br>rojo <i>red</i><br>amarillo <i>yellow</i><br>blanco <i>white</i><br>rosa <i>pink</i><br>naranja <i>orange</i><br>azul <i>blue</i><br>verde <i>green</i><br>gris <i>grey</i><br>marrón <i>brown</i><br><br><hr/> negra <i>black</i><br>roja <i>red</i><br>amarilla <i>yellow</i><br>blanca <i>white</i><br>rosa <i>pink</i><br>naranja <i>orange</i><br>azul <i>blue</i><br>verde <i>green</i><br>gris <i>grey</i><br>marrón <i>brown</i> |

**Spanish: Week 6 Questions**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. <u>Translate in English:</u></li> <li>2. Q1. También tengo un gato</li> <li>3. Q2. Me gustaría tener una tortuga verde</li> <li>4. Q3. Tenemos un conejo gris</li> <li>5. Q4. Tengo una serpiente amarilla</li> </ol> | <ol style="list-style-type: none"> <li>6. <u>Translate in Spanish:</u><b>REMINDER - colour goes last in Spanish</b></li> <li>7. Q5. I have a black horse.</li> <li>8. Q6. Also, we have a yellow mouse.</li> <li>9. Q7. I would like to have a brown fish.</li> <li>10. Q8. I have a white and grey dog.</li> </ol> |
|---|---|

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following questions IN Spanish:  
 ¿Tienes un animal? - Do you have an animal?

## Spanish: Half Term 1 - Week 7

### Spanish: Week 7 Knowledge Organiser: Describing personality

| 2. ¿Cómo eres?                            |  |                         |                       |  |
|---|--|-------------------------|-----------------------|--|
| Opinion                                   | Noun   | Verb (ser)              | Intensifier           | Adjective  |
| (yo) diría que<br><i>I would say that</i> | mi padre <i>my father</i><br>mi papá <i>my dad</i><br>mi padrastro<br><i>my step dad</i>                               |                         |                       | alto/a <i>tall</i><br>bajo/a <i>short</i><br>de talla mediana <i>of average height</i>   |
| En mi opinión<br><i>In my opinion</i>     | mi hermano <i>my brother</i><br>mi abuelo <i>my grandad</i><br>mi primo <i>my cousin (m)</i><br>mi tío <i>my uncle</i> | porque <i>because</i>   |                       | contento/a(s) <i>happy</i><br>divertido/a(s) <i>fun</i><br>simpático/a(s) <i>kind</i><br>bonito/a(s) <i>beautiful</i><br>activo/a(s) <i>active</i> |
| me gusta<br><i>I like</i>                 | mi hijo <i>my son</i><br>mi marido <i>my husband</i>   | dado que <i>because</i> | muy <i>very</i>       | único/a(s) <i>unique</i><br>monótono/a(s) <i>boring</i><br>enfadado/a(s) <i>angry</i>  |
| me encanta<br><i>I love</i>               | mi madre <i>my mother</i><br>mi mamá <i>my mum</i><br>mi madrastra <i>my step mum</i>                                  | so <i>I am</i>          | demasiado <i>too</i>  |  |
| (yo) prefiero<br><i>I prefer</i>          | mi hermana <i>my sister</i><br>mi abuela <i>my grandmother</i><br>mi prima <i>my cousin (f)</i>                        | es <i>he is</i>         | bastante <i>quite</i> | alegre(s) <i>happy</i><br>fuerte(s) <i>strong</i><br>triste(s) <i>sad</i>  |
| no me gusta<br><i>I don't like</i>        | mi tía <i>my aunt</i><br>mi hija <i>my daughter</i><br>mi esposa <i>my wife</i>  | es <i>she is</i>        | un poco <i>a bit</i>  | responsable(s) <i>responsible</i><br>sociable(s) <i>social</i><br>paciente <i>patient</i>  |
| (yo) odio<br><i>I hate</i>                | mis padres<br><i>my parents</i><br>mis abuelos<br><i>my grandparents</i>   | somos <i>we are</i>     | tan <i>really/so</i>  |  |
| no soporto<br><i>I can't bear</i>         |  | son <i>they are</i>     |                       | feliz/felices <i>happy</i>   |
| no aguanto<br><i>I can't stand</i>        | mis dos hermanos<br><i>my two brothers</i><br>mis tres hermanas<br><i>my three sisters</i>                             |                         |                       | individual(es) <i>individual</i><br>trabajador(a)(es/as) <i>hardworking</i>  |

### Spanish: Week 7 Questions

1. Translate into English:

2. Q1. Diría que mi padre es bastante alto
3. Q2. Prefiero mi hermano porque es muy divertido
4. Q3. No soporto mis padres porque no son pacientes
5. Q4. En mi opinión mi marido es tan enfadado

6. Translate in Spanish:

7. Q5. I like my mum because she is patient.
8. Q6. I prefer my brother because he is kind.
9. Q7. In my opinion, my parents are really boring.
10. Q8. I would say that my aunt is a bit social.

**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. - Describe yourself and your family.

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

**Spanish: Week 8 Knowledge Organiser: Physical description**

| 2. ¿Cómo eres?                            |  |                         |                       |  |
|---|--|-------------------------|-----------------------|--|
| Opinion                                   | Noun   | Verb (ser)              | Intensifier           | Adjective  |
| (yo) diría que<br><i>I would say that</i> | mi padre <i>my father</i><br>mi papá <i>my dad</i><br>mi padrastro <i>my step dad</i>                                |                         |                       | alto/a <i>tall</i><br>bajo/a <i>short</i><br>de talla mediana <i>of average height</i>   |
| En mi opinión<br><i>In my opinion</i>     | mi hermano <i>my brother</i><br>mi abuelo <i>my grandad</i><br>mi primo <i>my cousin (m)</i>                         |                         |                       | contento/a(s) <i>happy</i><br>divertido/a(s) <i>fun</i><br>simpático/a(s) <i>kind</i><br>bonito/a(s) <i>beautiful</i>  |
| me gusta<br><i>I like</i>                 | mi tío <i>my uncle</i><br>mi hijo <i>my son</i>  | porque <i>because</i>   |                       | activo/a(s) <i>active</i><br>único/a(s) <i>unique</i><br>monótono/a(s) <i>boring</i><br>enfadado/a(s) <i>angry</i>   |
| me encanta<br><i>I love</i>               | mi marido <i>my husband</i><br>mi madre <i>my mother</i><br>mi mamá <i>my mum</i><br>mi madrastra <i>my step mum</i> | dado que <i>because</i> | muy <i>very</i>       | alegre(s) <i>happy</i><br>fuerte(s) <i>strong</i><br>triste(s) <i>sad</i><br>responsable(s) <i>responsible</i><br>sociable(s) <i>social</i><br>paciente <i>patient</i> |
| (yo) prefiero<br><i>I prefer</i>          | mi hermana <i>my sister</i><br>mi abuela <i>my grandmother</i><br>mi prima <i>my cousin (f)</i>                      | soy <i>I am</i>         | demasiado <i>too</i>  | feliz/felices <i>happy</i>   |
| no me gusta<br><i>I don't like</i>        | mi tía <i>my aunt</i><br>mi hija <i>my daughter</i>  | es <i>he is</i>         | bastante <i>quite</i> | individual(es) <i>individual</i><br>trabajador(a)(es/as) <i>hardworking</i>  |
| (yo) odio<br><i>I hate</i>                | mi esposa <i>my wife</i><br>mis padres <i>my parents</i><br>mis abuelos <i>my grandparents</i>                       | es <i>she is</i>        | un poco <i>a bit</i>  |  |
| no soporto<br><i>I can't bear</i>         | mis dos hermanos <i>my two brothers</i>  | somos <i>we are</i>     | tan <i>really/so</i>  |  |
| no aguanto<br><i>I can't stand</i>        | mis tres hermanas <i>my three sisters</i>  | son <i>they are</i>     |                       |  |

**Spanish: Week 8 Questions**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. <u>Translate in English:</u></li> <li>2. Q1. En mi familia hay mi madre y es un poco paciente.</li> <li>3. Q2. Diría que mis padres son simpáticos</li> <li>4. Q3. No me gusta mi abuelo dado que es monótono</li> <li>5. Q4. No aguanto mis dos hermanas</li> </ol> | <ol style="list-style-type: none"> <li>6. <u>Translate in Spanish:</u></li> <li>7. Q5. There is my step-brother, my step-mum and my three sisters.</li> <li>8. Q6. In my opinion, my grandparents are really nice.</li> <li>9. Q7. I love my grandmother because she is funny.</li> <li>10. Q8. I hate my mum because she is too angry.</li> </ol> |
|--|--|

**Extended Writing Question: (at least 3 full sentences)** Use your weekly sentence builder to help you answer the following question IN Spanish:  
 ¿Te gusta tu familia? - Do you like your family? Choose 2 members of your family and describe them.

## Modern Britain: Half Term 1 - Week 1

### Modern Britain: Week 1 Knowledge Organiser:

#### Key Terms:

**Diversity** - Each individual is unique and recognises our individual differences

**Buddhism** - world religion that is over 2500 years old

**Hinduism** - world religion that is over 3000 years old.

**Judaism** - world religion over 2500 years old

**Sikhism** - world religion over 500 years old

**Christianity** - world religion over 2024 years old

#### Key Information:

**Describing** diversity can be difficult 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 can be seen in food, music, culture clothing and in religious beliefs. The six World Religions make us understand how unique and different everyone is in our society. Diversity and the different types of diversity which 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. In the UK we have that tolerance and mutual respect for all religions.

### Modern Britain: Week 1 Questions

- |   |   |
|---|---|
| 1. What does Diversity mean?              | 5. How old is Christianity                        |
| 2. How many world religions are there?    | 6. Which two religions mainly make up the UK?     |
| 3. Which religion is the oldest religion? | 7. Why can describing diversity be difficult?     |
| 4. Which religion is the newest religion? | 8. What areas can diversity be seen in our lives? |

**Extended Writing Question: Explain two ways how Diversity can be seen in the UK.**

## Modern Britain: Half Term 1 - Week 2

### Modern Britain: Week 2 Knowledge Organiser: Sikhism

#### Key Terms:

**Guru Nanak** - a sikh who founded the religion called Sikhism.

**Sikh** - a person who follows Sikhism.

**Sikhism** - one of the world's main religions

**5'Ks** - Are the markers of the Sikh identity and are worn everyday by a Sikh

#### Key Information:

**Sikhs** believe that there is only one God, God is without form or gender. Everyone has direct access to God and everyone is equal before God. Sikhs believe that a good life is lived as part of a community by living honestly and caring for others. Sikhs believe that empty religious rituals and superstitions have no value in Sikhism. Guru Nanak never asked for followers but asked people to be true to themselves. A **'Guru'** A Guru is regarded as having great knowledge, wisdom, and authority in a certain area, and who uses it to guide others (teacher). In Sikhism, a Guru means religious teacher. There have been 10 Sikh Gurus from 1469 - 1708. Guru Nanak built a town called Kartarpur where followers from all over the world would go and pray and sing. This religious leader taught people to be honest and true with themselves. He was born on the 15th April 1469 and died on the 22nd September 1539 in Kartarpur, Pakistan. His message can be summarised as a salvation through disciplined meditation and inwardness.

Sikhs come together to worship in a gurdwara which literally means 'gateway to Waheguru (God)'. This puts Sikhs on the path to 'enlightenment' and that there God is present everywhere.

### Modern Britain: Week 2 Questions

- |                                      |  |
|--------------------------------------|--|
| 1. Who is Guru Nanak?                | 5. How many Gurus have there been between 1469 - 1708. |
| 2. What is a Sikh?                   | 6. How old is Sikhism?                                 |
| 3. What do Sikh's believe about God? | 7. How many world religions are there?                 |
| 4. What is a Guru?                   | 8. Which religion is the oldest religion?              |

**Extended Writing Question:** Explain two facts about Guru Nanak and his role in Sikhism.



### Modern Britain: Half Term 1 - Week 3

#### Modern Britain: Week 3 Knowledge Organiser: Judaism

##### Key Terms:

**Moses** - founder of the Jewish faith

**Covenant** - an agreement made with God

**Menorah** - 7 stick candle drum

**Torah** - Holy book

**Tallit** - a fringed garment worn in prayer

##### Key Information:

Judaism is over 2500 years old and has about 14 million followers world wide. Jews are the followers of Judaism and they believe they have a special relationship with one God. Jewish people speak Hebrew and read the Torah. This is their holy book which contains the law of God and is believed to be revealed to Moses. The Torah is made up of the first 5 books of the old testament. This is the foundation of the Jewish faith. Judaism emerged from the beliefs and practices of the people known as 'Israel'. Judaism traces its origins to the covenant of God made with Abraham and his family lineage. It is a monotheistic and ethnic religion, comprising the collective spiritual, cultural and legal traditions of the Jewish people. The symbol that we all know for the Jewish Faith is the 'Star of David', named after King David of ancient Israel. The Jews started to use the symbol in the Middle Ages.

#### Modern Britain: Week 3 Questions

- |  |   |
|--|---|
| 1. Who is Moses?                         | 5. Who do Jews believe they have a special relationship with? |
| 2. What is a Covenant?                   | 6. What is a Sikh?  |
| 3. How many Jews are there in the world? | 7. Which two religions mainly make up the UK?                 |
| 4. What language do the Jews speak?      | 8. Why can describing diversity be difficult?                 |

**Extended Writing Question: Explain what the Torah is and why it is important?**

## Modern Britain: Half Term 1 - Week 4

### Modern Britain: Week 4 Knowledge Organiser: Christianity

#### Key Terms:

**Bible** - holy book

**Jesus** God's son

**Church** holy place of worship

**Cross** - symbol of Jesus dying and rising from the dead

#### Key information:

**Christians** are part of a global community of more than 2.1 billion people. There are 42 million Christians in the UK that claim to be Christian. All Christians believe in ONE God and he had a son called Jesus. Christian values are often referred to the values derived from the teachings of Jesus Christ. These teachings have been taught to Christians throughout the history of this religion. Christianity is one of the largest religions in the world and in the UK. Christians believe they are all made in the image of God and therefore everyone should be treated equally and fairly.

### Modern Britain: Week 4 Questions

- |  |   |
|--|---|
| 1. What is the bible?                            | 5. Which religion is the largest in the UK? |
| 2. How many followers are there in Christianity? | 6. How are all Christians made?             |
| 3. Where do the Christian values come from?      | 7. Who is Moses?                            |
| 4. Who is Jesus?                                 | 8. What does Diversity mean?                |

**Extended Writing Question: Explain two important facts about Christianity.**

## Modern Britain: Half Term 1 - Week 5

### Modern Britain: Week 5 Knowledge Organiser: Buddhism 1

#### Key Terms:

**Siddhartha Gautama** - the founder of the Buddhist faith

**Buddhist** - a follower of the Buddhism

**Buddhism** - world religion which has been in the world for over 2500 years

#### Key Information:

**Siddhartha Gautama (Buddha)** - born in the 6th century BC. he was born into a wealthy family as a prince in present day Nepal. Gautama was removed from all suffering in the world. **Path of Enlightenment** - is entirely concerned with being mindful. There is no alternative path. To be mindful is the most direct way to free ourselves from the world of conditioned reality. **Gautama** decided to give up living at the palace and ventured outside the palace walls. This is when he came across suffering of all different kinds. There are around 248,000 Buddhists in Britain today. There is a Buddhist centre in Mutley in Plymouth where people learn Buddhist teachings. Buddhism is one of the world's largest religions and originated 2,500 years ago in India. Buddhists believe that human life is one of suffering and that meditation, spiritual and physical labour, plus good behaviour are the ways to achieve enlightenment or nirvana.

### Modern Britain: Week 5 Questions

- |  |  |
|--|--|
| 1. Who is Siddhartha Gautama?                    | 5. How many years ago did Buddhism start?  |
| 2. When was Siddhartha born?                     | 6. Who is Jesus?                           |
| 3. What did Siddhartha give up?                  | 7. Who is Guru Nanak?                      |
| 4. How many Buddhists are there in the UK today? | 8. Why is diversity difficult to describe? |

**Extended Writing Question: Explain two facts about the religion of Buddhism**

## Modern Britain: Half Term 1 - Week 6

### Modern Britain: Week 6 Knowledge Organiser: Buddhism 2

#### Key Terms:

**Metta** - loving kindness

**Eightfold pathway** - a set of instructions taught by the Buddha

**Sanskrit** - an ancient Indian language

**Middle way** - a lifestyle between luxury and having nothing at all

**Siddhartha Gautama** followed the Middle Way for several years. This meant taking a balanced approach to life, living in neither poverty or luxury. One day while he was meditating under a tree he finally achieved enlightenment. To Buddhists the term 'enlightenment' means 'awakening' to the truth about life and the world. Siddhartha was given the title 'The Buddha' once he had achieved enlightenment. This means 'the one who is awake'.

The Fourth Noble Truth teaches that escape from suffering is achieved by following the Noble Eightfold Path, also known as the 'Middle Way'. The Noble Eightfold path is a list of eight different things that Buddhists should try to achieve, including doing and saying the right things. The different steps on the path emphasise the importance of wisdom, meditation and doing what is right. The path is often symbolised by the dharmachakra, a wheel which has eight spokes, each representing one step on the path. They follow to ensure that they achieve contentment in life and be happy, they believe this today as you don't need luxury and to overcome selfish desires and suffering.

#### Modern Britain: Week 6 Questions

- |  |  |
|--|--|
| 1. What is the middle way?             | 5. What is the meaning of Nirvana?         |
| 2. What is the eightfold pathway?      | 6. Identify two of the eightfold pathways? |
| 3. What do the ship's wheel symbolise? | 7. How many Buddhist are in the UK today?  |
| 4. What is Sanskrit?                   | 8. The meaning of Metta?                   |

**Extended Writing Question: Explain the importance of the eightfold pathway today to Buddhist.**

## Modern Britain: Half Term 1 - Week 7

### Modern Britain: Week 7 Knowledge Organiser: Islam

#### Key Terms:

**Abrahamic** relates to the prophet Abraham

**Muslim** the followers of Islam

**Islam** - peace and submission

**Qur'an** - Holy book

#### Key Information:

**Muhammad** was the founder of the religion. Muslims believe Muhammad was the last prophet of Allah. The words of the Qur'an were revealed to him by Angel Jibril. It took him 22 years to learn the Qur'an off by heart because Muhammad could not read or write. Scriptures then created the Quran, their Holy Book of Islam. There are over 2.1 billion Muslims in the world. Islam means peace and submission. Muslims follow the 5 pillars which are considered the foundation to the faith. They are also what is believed to bring the muslim community together. Muslims will attend the mosque for their holy prayers and when they pray they do so in the direction of the Holy City of Mecca which is where Muhammad did a lot of his preaching.

### Modern Britain: Week 7 Questions

- |   |   |
|---|---|
| 1. Who is Muhammad?   | 5. Which City do Muslims face when praying?       |
| 2. What is Abrahamic?   | 6. Who is Siddhartha?                             |
| 3. What is the Qur'an?  | 7. What is sikhism?                               |
| 4. How many years did it take for Muhammad to learn the Qur'an? | 8. What areas can diversity be seen in our lives? |

**Extended Writing Question: Explain 2 key facts about Muhammad.**

## Modern Britain: Half Term 1 - Week 8

| <b>Modern Britain: Week 8 Knowledge Organiser: Checkpoint/Revision Week</b>  |  |
|--|--|
| <p><b>Diversity</b> - Each individual is unique and recognises our individual differences</p> <p><b>Buddhism</b> - world religion that is over 2500 years old</p> <p><b>Hinduism</b> - world religion that is over 3000 years old.</p> <p><b>Judaism</b> - world religion over 2500 years old</p> <p><b>Sikhism</b> - world religion over 500 years old</p> <p><b>Christianity</b> - world religion over 2024 years old</p> <p><b>Guru Nanak</b> - a sikh who founded the religion called Sikhism.</p> <p><b>Sikh</b> - a person who follows Sikhism.</p> <p><b>Sikhism</b> - one of the world's main religions</p> <p><b>5'Ks</b> - Are the markers of the Sikh identity and are worn everyday by a Sikh</p> <p><b>Moses</b> - founder of the jewish faith</p> <p><b>Covenant</b> - an agreement made with God</p> <p><b>Menorah</b> - 7 stick candle drum</p> <p><b>Torah</b> - Holy book</p> <p><b>Tallit</b> - a fringed garment worn in prayer</p> <p><b>Abrahamic</b> relates to the prophet Abraham</p> <p><b>Muslim</b> the followers of Islam</p> <p><b>Islam</b> - peace and submission</p> <p><b>Qur'an</b> - Holy book</p> | <p><b>Bible</b> - holy book</p> <p><b>Jesus</b> God's son</p> <p><b>Church</b> holy place of worship</p> <p><b>Cross</b> - symbol of Jesus dying and rising from the dead</p> <p><b>Siddhartha Gautama</b> - the founder of the Buddhist faith</p> <p><b>Buddhist</b> - a follower of the Buddhism</p> <p><b>Buddhism</b> - world religion which has been in the world for over 2500 years</p> <p><b>Middle way</b> -A lifestyle between luxury and having nothing at all.</p> <p><b>Nirvana</b> - A state of bliss experienced by those who have found enlightenment.</p> <p><b>Sanskrit</b> - an ancient Indian language</p> <p><b>Eightfold Path</b> - eight instructions taught by the Buddha to help people overcome suffering and reach enlightenment.</p> |
| <b>Modern Britain: Week 8 Questions</b>  |  |
| <ol style="list-style-type: none"> <li>1. What is Diversity?</li> <li>2. What is Buddhism?</li> <li>3. What is the Church?</li> <li>4. What is the middle way?</li> </ol>  | <ol style="list-style-type: none"> <li>5. What is a Tallit?</li> <li>6. What is a muslim?</li> <li>7. What is the Eightfold path?</li> <li>8. Who is Guru Nanak?</li> </ol>  |
| <p><b>Extended Writing Question: Explain the role of a religious leader and why they are important.</b></p>  |  |

**Computing: Half Term 1 - Week 1**

| <b>Password Management and Classroom Safety</b>  |   |                 |                  |                 |
|--|---|-----------------|------------------|-----------------|
| <b>Keywords</b>  | <b>Knowledge</b>  |                 |                  |                 |
| <p><b>Password</b> - a unique 'string' of text which helps to keep your account secure from threats</p> <p><b>Hazards</b> - risks of injury that can happen in a computing classroom if care is not taken</p>  | <p>Your username for the school computers is <b>your surname and the first two letters of your first name</b> e.g. Alice Jackson would be jacksonal</p> <p>Your username for Google Classroom is your college email address which is your username with @sdcc.net at the end e.g. jacksonal@sdcc.net</p> <p><b>Passwords</b> should:</p> <table border="1"> <tr> <td>Never be shared</td> <td>Be changed often</td> <td>Be kept private</td> </tr> </table> <p>Good advice for a password is that it should be made up of 3 random words, as well as some numbers<br/>To help you remember it you can make up a story e.g. 7armfootballschoo25 - when I was 7, I broke my <b>arm</b> playing <b>football</b> and was off <b>school</b> for <b>25</b> days</p> <p>Hazards in a computing classroom can be very dangerous. You need to make sure you follow instructions, behave sensibly and act carefully in order to minimise the risks to you and others.</p> | Never be shared | Be changed often | Be kept private |
| Never be shared  | Be changed often  | Be kept private |                  |                 |
| <p><b>1:</b> What would be the school username for someone called Grace Burns?</p> <p><b>2:</b> What is a password?</p> <p><b>3:</b> What 3 rules are good to remember for your password?</p> <p><b>4:</b> What should you use to make up a strong password?</p> | <p><b>5:</b> Explain why 32garagedogshoes8' is a stronger password than 'Password1!'</p> <p><b>6:</b> What is a hazard?</p> <p><b>7:</b> Why should you never have an open drink in a Computing room?</p> <p><b>8:</b> Give an example of another potential hazard in a Computing room?</p>   |                 |                  |                 |
| <p><b>Extended Writing Question:</b></p> <p>Write a list of at least 5 rules for how students should behave in a computing classroom so that they don't cause any damage or injuries</p>   |   |                 |                  |                 |

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

| <b>Google Classroom and Google Docs</b>   |   |  |  |                         |  |                                     |   |                                |   |
|---|---|--|--|-------------------------|--|-------------------------------------|---|--------------------------------|---|
| <b>Keywords</b>   | <b>Knowledge</b>  |  |  |                         |  |                                     |   |                                |   |
| <p><b>Google Classroom</b><br/>The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work</p> <p><b>Word Processing</b><br/>Software used to write and edit text, allowing creation of professional looking documents</p> | <p><b>Google Docs</b> - Cloud based word processing software which uses a similar interface to Microsoft Word which had previously been the standard word processing software.</p> <p><b>Benefits of Google Docs</b></p>  |  |  |                         |  |                                     |   |                                |   |
|   | <table border="1"> <tr> <td><b>Free and Accessible</b></td> <td>Google Docs is a free online word processor, available to anyone with a Google account</td> </tr> <tr> <td><b>Automatic Saving</b></td> <td>All changes are automatically saved to the cloud, eliminating the risk of losing work due to file closure or system crashes.</td> </tr> <tr> <td><b>Cross-Platform Compatibility</b></td> <td>Google Docs can be accessed from any device with an internet connection, including computers, smartphones, and tablets.</td> </tr> <tr> <td><b>Real-Time Collaboration</b></td> <td>Google Docs allows multiple users to work on the same document simultaneously, enabling collaboration and efficient teamwork.</td> </tr> </table> | <b>Free and Accessible</b>   | Google Docs is a free online word processor, available to anyone with a Google account | <b>Automatic Saving</b> | All changes are automatically saved to the cloud, eliminating the risk of losing work due to file closure or system crashes. | <b>Cross-Platform Compatibility</b> | Google Docs can be accessed from any device with an internet connection, including computers, smartphones, and tablets. | <b>Real-Time Collaboration</b> | Google Docs allows multiple users to work on the same document simultaneously, enabling collaboration and efficient teamwork. |
|   | <b>Free and Accessible</b>  | Google Docs is a free online word processor, available to anyone with a Google account                                       |  |                         |  |                                     |   |                                |   |
|   | <b>Automatic Saving</b>   | All changes are automatically saved to the cloud, eliminating the risk of losing work due to file closure or system crashes. |  |                         |  |                                     |   |                                |   |
|   | <b>Cross-Platform Compatibility</b>   | Google Docs can be accessed from any device with an internet connection, including computers, smartphones, and tablets.      |  |                         |  |                                     |   |                                |   |
| <b>Real-Time Collaboration</b>  | Google Docs allows multiple users to work on the same document simultaneously, enabling collaboration and efficient teamwork.   |  |  |                         |  |                                     |   |                                |   |
| <p><b>Collaboration</b> - Working together, now achieved remotely through use of cloud software<br/>Text in Google Docs can be formatted by changing fonts and font styles, by formatting the paragraph styles or by adding bullet points or numbered lists.</p>                        |   |  |  |                         |  |                                     |   |                                |   |
| <p><b>1:</b> What is Google Classroom?<br/><b>2:</b> What is Word Processing?<br/><b>3:</b> Before Google Docs, what was the most commonly used word processing software?<br/><b>4:</b> What is meant by Google Docs being accessible?</p>  | <p><b>5:</b> What is the benefit of 'automatic saving'?<br/><b>6:</b> What does collaboration mean?<br/><b>7:</b> How can text in Google Docs be formatted?<br/><b>8:</b> What is a password?</p>   |  |  |                         |  |                                     |   |                                |   |
| <p><b>Extended Writing Question:</b></p> <p>If you were working on a group project where you had to work in pairs to create a script for a play, why would it be beneficial to use Google Docs?</p>   |   |  |  |                         |  |                                     |   |                                |   |



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

| <b>Google Drive and Google Slides</b>   |  |
|---|--|
| <b>Keywords</b>   | <b>Knowledge</b>   |
| <p><b>Google Drive</b> is a cloud-based storage system</p> <p><b>Presentation Software</b><br/>Computer programs designed to enable users to create interesting and professional presentations</p>  | <p><b>Google Drive</b> is a cloud-based storage system which means that your work can be saved on any device with internet access, at any time, from anywhere in the world</p> <p><b>Google Slides</b> is a cloud based presentation software which enables users to create professional presentations. It uses a similar interface to Microsoft Powerpoint.<br/>Presentation software allows people to make creative, interesting and professional looking presentations. Some of the ways it achieves this are:</p> <ul style="list-style-type: none"> <li>• Text formatting - changing the look of the text on the screen</li> <li>• Multimedia Integration - allowing for adding of images, sounds, movies and interactive elements like buttons</li> <li>• Creativity - Animations and Transitions can add to the interactivity of a presentation and grab people's attention.</li> </ul> <p>Some advantages of using presentation software to create presentations include:</p> <ul style="list-style-type: none"> <li>+ It makes presentations have a more professional appearance</li> <li>+ You can organise and structure your ideas and present them in a logical way</li> <li>+ You can add multimedia content like images, sounds, animations and transitions etc to keep your audience engaged</li> <li>+ You can collaborate with other people to work on presentations together</li> </ul> |
| <p><b>1:</b> What is Google Drive?<br/> <b>2:</b> Why is Google Drive a useful system?<br/> <b>3:</b> What is meant by the term 'presentation software'?<br/> <b>4:</b> What is the name of the presentation software provided by Google?</p> | <p><b>5:</b> How does presentation software allow creation of professional looking presentations?<br/> <b>6:</b> What does it mean to collaborate?<br/> <b>7:</b> What is word processing?<br/> <b>8:</b> Which is the strongest password, 'Passw0rd1' or '29ShowDogHat3'?</p>   |
| <p><b>Extended Writing Question:</b><br/>           How can adding multimedia content to your pages help to keep your audience's attention and engagement?</p>  |  |

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

| <b>Google Sheets</b>  |   |
|---|---|
| <b>Keywords</b>   | <b>Knowledge</b>  |
| <p><b>Spreadsheet</b> - A computer program that can capture, display and manipulate data arranged in rows and columns.</p>  | <p>Spreadsheets have many purposes and uses, however they are incredibly useful for working with numbers and calculations.</p> <p><b>Cells</b> are the names for boxes in a spreadsheet. Each cell can contain text, numbers, dates or formulas.<br/> <b>Rows and Columns:</b> Cells are arranged in rows and columns. Rows go across, and columns go up and down.<br/> <b>Cell References</b> are the names given to cells. The reference is made up of the column letter and the row number (e.g. A2, C12)<br/> <b>Formulas</b> are used to perform calculations on data in cells<br/> <b>Functions</b> are built in to spreadsheet software, allowing users to perform calculations and manipulate data</p> <p>There are lots of formatting tools that can be used to change the look of a spreadsheet, making it easier to understand and analyse:<br/> <b>Borders</b> can be used to separate cells, make tables more readable, and highlight important data.<br/> <b>Colour</b> can be used to visually distinguish different categories of data and to create a more engaging look. Using different <b>fonts</b> and styles can help to emphasise certain elements and create a visually appealing design</p> <p><b>Graphs and Charts</b> are one of the most useful tools available in spreadsheet software allowing for quick and easy data visualisation.<br/> <b>Line graphs</b> are used for showing patterns/trends over time<br/> <b>Bar charts</b> are used for comparing numbers<br/> <b>Pie charts</b> are used for comparing amounts out of a whole</p> |
| <p><b>1:</b> What is a spreadsheet<br/> <b>2:</b> What is the name for the boxes in a spreadsheet which hold data?<br/> <b>3:</b> What is the name for a collection of cells arranged horizontally (across)?<br/> <b>4:</b> What is a formula used for?</p> | <p><b>5:</b> What are borders used for?<br/> <b>6:</b> What should a line graph be used to show?<br/> <b>7:</b> What should a pie chart be used to show?<br/> <b>8:</b> What is the name of the Google presentation software?</p>   |
| <p><b>Extended Writing Question:</b><br/>           How could you use formatting tools and techniques to make your data table easier to understand and analyse?</p>   |   |

**Computing: Half Term 1 - Week 5**

| <b>Google Mail and Using Google Drive</b>  |  |
|--|--|
| <b>Keywords</b>  | <b>Knowledge</b>   |
| <p><b>Google Drive</b> is a cloud-based storage system</p> <p><b>Email</b> - short for 'electronic mail', allows you to send and receive messages through the internet</p> <p><b>CC</b> - short for Carbon Copy and is a way of sending an email to more than one person</p> <p><b>BCC</b> - short for Blind Carbon Copy and allows you to send a message to more than one person without the recipients knowing</p> | <p><b>Email</b> is an electronic method of communication, allowing you to send a message through the internet<br/>When sending an <b>email</b> you should think about who the recipient is and make sure it is appropriate<br/>Emails should be <b>respectful, professional</b> and <b>appropriate</b></p> <p>An email should always include a <b>subject, a greeting</b> and a <b>suitable ending</b></p> <p><b>Spam</b> is the name for unsolicited or unwanted bulk email. Many email providers have the ability to detect spam and remove it from your inbox</p> <p>To create an email in GMail, click on <b>compose</b> and in the <b>recipient</b> box, type the email address of the person you are sending it to.</p> <p>CC and BCC are useful tools for sharing information with multiple people, however BCC is more suitable for protecting the privacy of the people that you are contacting.</p> <p><b>Attachments</b> are a method of sending files via email including documents, presentations, images, sounds or videos</p> |
| <p><b>1:</b> What is the name of the cloud-based storage system we use?<br/> <b>2:</b> What is an email?<br/> <b>3:</b> What is CC used for?<br/> <b>4:</b> What does BCC stand for?</p>   | <p><b>5:</b> What 3 things should you always include in an email?<br/> <b>6:</b> What is Spam?<br/> <b>7:</b> What is an attachment?<br/> <b>8:</b> What is a spreadsheet?</p>   |
| <p><b>Extended Writing Question:</b><br/>           You work for a hairdressing business and you need to send an email to all of your clients to tell them that you have a last minute appointment available. To do this would you use CC or BCC and why?</p>  |  |

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

| <b>Collaborative Project Research</b>  |   |   |  |                               |   |                              |                                 |                               |   |  |   |   |
|--|---|---|--|-------------------------------|---|------------------------------|---------------------------------|-------------------------------|---|--|---|---|
| <b>Keywords</b>  | <b>Knowledge</b>  |   |  |                               |   |                              |                                 |                               |   |  |   |   |
| <p><b>Collaboration</b> - working together to complete a project or goal</p> <p><b>Reliability</b> - whether the information is trustworthy and correct</p>  | <p>When conducting research using the internet it is important to question the <b>reliability</b> of the information you find. To do so you should check:</p> <table border="1"> <thead> <tr> <th><b>The date the information was published</b></th> <th><b>The website's purpose</b></th> <th><b>The author's credentials</b></th> <th><b>Evidence and Citations</b></th> </tr> </thead> <tbody> <tr> <td>Recent information is generally more accurate</td> <td>Is the website intended to inform, or is it intended to persuade or sell? If so, the information may not be true</td> <td>How trustworthy is the person who wrote the information? Is it their opinion or do they have relevant experience?</td> <td>Where did the website get their information from? Do they say where their sources are or are they hiding something?</td> </tr> </tbody> </table> |   |  |                               | <b>The date the information was published</b> | <b>The website's purpose</b> | <b>The author's credentials</b> | <b>Evidence and Citations</b> | Recent information is generally more accurate | Is the website intended to inform, or is it intended to persuade or sell? If so, the information may not be true | How trustworthy is the person who wrote the information? Is it their opinion or do they have relevant experience? | Where did the website get their information from? Do they say where their sources are or are they hiding something? |
|  | <b>The date the information was published</b>   | <b>The website's purpose</b>  | <b>The author's credentials</b>  | <b>Evidence and Citations</b> |   |                              |                                 |                               |   |  |   |   |
| Recent information is generally more accurate  | Is the website intended to inform, or is it intended to persuade or sell? If so, the information may not be true  | How trustworthy is the person who wrote the information? Is it their opinion or do they have relevant experience? | Where did the website get their information from? Do they say where their sources are or are they hiding something?  |                               |   |                              |                                 |                               |   |  |   |   |
| <p>To help to pinpoint your internet research and reduce the unnecessary results make sure you:</p> <ul style="list-style-type: none"> <li>● Start with clear questions</li> <li>● Use effective keywords</li> <li>● Explore a number of different sources</li> <li>● Take notes and organise</li> </ul> <p><b>Collaborative</b> tools are the features included in cloud-based software that enable people to work together. These include adding comments to work, chat features and the ability to see old versions of the work and who has been responsible for the changes made.</p> <p>Collaborative tools have reduced a number of barriers to people working together as a team. This includes supporting collaboration between people all across the world, supporting people with disabilities or additional needs and supporting people who have different working schedules to be able to work together.</p> |   |   |  |                               |   |                              |                                 |                               |   |  |   |   |
| <p><b>1:</b> What is collaboration?</p> <p><b>2:</b> What tools are included in cloud-based technology to support collaboration?</p> <p><b>3:</b> What is reliability?</p> <p><b>4:</b> How can the purpose of the website impact the reliability of information?</p>  |   |   | <p><b>5:</b> How could the date the information was published impact its reliability?</p> <p><b>6:</b> What is spam?</p> <p><b>7:</b> What does CC stand for?</p> <p><b>8:</b> What type of software is Google Docs?</p> |                               |   |                              |                                 |                               |   |  |   |   |
| <p><b>Extended Writing Question:</b><br/>Explain some of the barriers to team working that collaborative tools have reduced and how these have helped people</p>   |   |   |  |                               |   |                              |                                 |                               |   |  |   |   |

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

| <b>Collaborative Project Creating a Presentation</b>   |  |
|--|--|
| <b>Keywords</b>  | <b>Knowledge</b>   |
| <p><b>Audience</b> - Who you are creating something for.</p> <p><b>Purpose</b> - The reason your creation will be used</p>   | <p>When creating a presentation it is vital that you show consideration for your <b>audience</b> and <b>purpose</b>. Who your presentation is intended for and what you are trying to achieve will impact your decision in terms of content, language, look, images etc</p> <p><b>Google Slides</b> is a cloud based presentation software which enables users to create professional presentations. It uses a similar interface to Microsoft Powerpoint.</p> <p>Presentation software allows people to make creative, interesting and professional looking presentations. Some of the ways it achieves this are:</p> <ul style="list-style-type: none"> <li>• Text formatting - changing the look of the text on the screen</li> <li>• Multimedia Integration - allowing for adding of images, sounds, movies and interactive elements like buttons</li> <li>• Creativity - Animations and Transitions can add to the interactivity of a presentation and grab people's attention.</li> </ul> <p>Some advantages of using presentation software to create presentations include:</p> <ul style="list-style-type: none"> <li>+ It makes presentations have a more professional appearance</li> <li>+ You can organise and structure your ideas and present them in a logical way</li> <li>+ You can add multimedia content like images, sounds, animations and transitions etc to keep your audience engaged</li> <li>+ You can collaborate with other people to work on presentations together</li> </ul> |
| <p><b>1:</b> What is meant by audience?<br/> <b>2:</b> What is meant by purpose?<br/> <b>3:</b> Why is it important to consider audience and purpose when creating a presentation?<br/> <b>4:</b> What is Google Slides?</p> | <p><b>5:</b> What is meant by text formatting?<br/> <b>6:</b> Give an example of multimedia integration in a presentation<br/> <b>7:</b> What is collaboration?<br/> <b>8:</b> What is meant by reliability of internet sources?</p>   |
| <p><b>Extended Writing Question:</b><br/>           Explain how a presentation on internet safety would be different if the audience was primary school children compared to if the audience was a group of teachers</p>     |  |

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

| <b>Collaboration and Audience and Purpose</b>   |   |
|---|---|
| <b>Keywords</b>   | <b>Knowledge</b>  |
| <p><b>Collaboration</b> - working together to complete a project or goal</p> <p><b>Reliability</b> - whether the information is trustworthy and correct</p> <p><b>Audience</b> - Who you are creating something for.</p> <p><b>Purpose</b> - The reason your creation will be used</p>          | <p><b>Collaborative</b> tools are the features included in cloud-based software that enable people to work together. These include adding comments to work, chat features and the ability to see old versions of the work and who has been responsible for the changes made.</p> <p>When conducting research using the internet it is important to question the reliability of the information you find. To do so you should check:</p> <ul style="list-style-type: none"> <li>● The date it was published</li> <li>● The purpose of the website</li> <li>● The author's credentials</li> <li>● Evidence and citations</li> </ul> <p>When creating a presentation it is vital that you show consideration for your audience and purpose. Who your presentation is intended for and what you are trying to achieve will impact your decision in terms of content, language, look, images etc</p> <p>Some advantages of using presentation software to create presentations include:</p> <ul style="list-style-type: none"> <li>● It makes presentations have a more professional appearance</li> <li>● You can organise and structure your ideas and present them in a logical way</li> <li>● You can add multimedia content like images, sounds, animations and transitions etc to keep your audience engaged</li> <li>● You can collaborate with other people to work on presentations together</li> </ul> |
| <p>1: What is meant by collaboration?<br/>                 2: Give an example of a software feature which supports collaboration<br/>                 3: What is meant by reliability<br/>                 4: How can the date a piece of information was published affect its reliability?</p> | <p>5: What is meant by audience?<br/>                 6: What is meant by purpose?<br/>                 7: What sort of multimedia content can you add to presentations?<br/>                 8: What is a password</p>   |
| <p><b>Extended Writing Question:</b><br/>                 You are conducting research into the 2024 General Election and find a website through a search engine. What things should you check to be sure that the information on the website is reliable?</p>                                   |   |



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