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

STOKE DAMEREL

Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 3 2024-2025

History

Computing

KNOWLEDGE ORGANISER

Modern Britain

7

Spanish

French

Geography

Contents Page

Book Pride

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

Plan

Year 7 - Half Term 3 **(06-01-25 → 14-02-25)** - 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 3 - Week 1

Geography: Week 1 Knowledge Organiser: Fantastic Places Revision

Geography:
The study of the natural features of the planet, the human features of the planet and the interactions between them.

Human Geography:
Relationships between communities, cultures, economies and their interactions with the natural world.

Physical Geography:
Features and processes found in the natural environment. This includes the atmosphere, the land, the oceans, living things and under the ground.
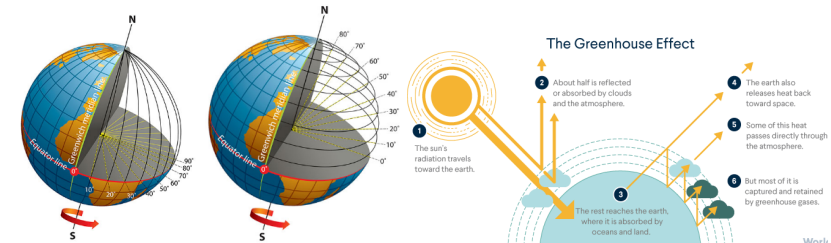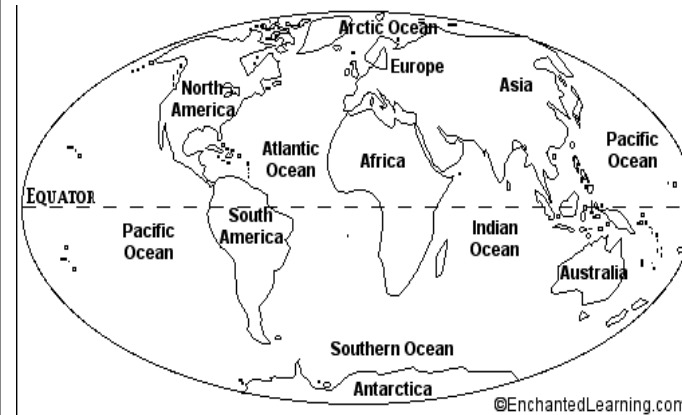
Absolute Location: Position in relation to something else

Relative Location:
Precise place, independent of anywhere else.

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 1 Questions

1. What is Human Geography?
2. What is Relative Location?
3. What is a Solar Flare?
4. What deflects solar particles?

5. What does a greenhouse gas do?
6. How much heat is reflected or absorbed by the atmosphere?
7. Name the 7 Continents?
8. Name the 5 Oceans?

Extended Writing Question:
Explain the Greenhouse effect.
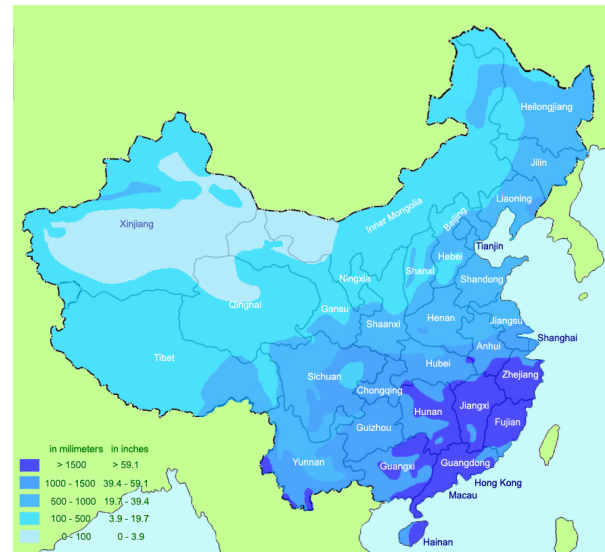
Geography: Half Term 3 - Week 2

Geography: Week 2 Knowledge Organiser: Sustainable Water Revision	
Evaporation: When the sun heats water it changes into water vapour and rises into the air. **Condensation:** As air cools it gets the water vapour turns into clouds. **Precipitation:** Water droplets form and fall to the ground as rain, hail, snow etc.. **Resource** A useful or valuable possession of a person, organisation or country. **Sustainable: People, Planet, Profit** Using resources today, in a way that doesn't cause problems in the future. **Irrigation** The process of applying controlled amounts of water to plants at needed intervals.	**Why has the Aral sea dried up?** ● In the 1960s the Soviet government decided to divert the rivers that feed the rivers so that they could irrigate the desert region in order to grow cotton. ● Evaporation causes the water level to decrease by the same amount that flows into the Sea, making it sustainable as long as water flowing into the river is equal to evaporation on average. ● The diversion of rivers caused the sea to slowly desiccate over the last 4 decades. ● As the sea level decreased the level of salt rose from approximately 10g/l to often more than 100g/l. ● The fish died leaving unemployment and the abandoned fishing boats which are now rusting on the dry sea bed. ● The cotton industry also suffered as the water from the rivers ran dry. Cotton is a crop that requires an especially large amount of water to survive. ● Eventually those that could, left Kazakhstan for jobs in overseas.

Geography: Week 2 Questions	
1. What happens when the sun heats water? 2. As the air cools it… 3. What is precipitation 4. What two things make a position a resource?	5. Define Sustainability. 6. What are the 3 P's of sustainability? 7. What did the Soviets do to the feeder river of the Aral Sea? 8. What happened to the fish?

Extended Writing Question: Why did the Aral sea dry up?

Geography: Half Term 3 - Week 3

Geography: Week 3 Knowledge Organiser: Water Security in China

The problem:
- Home to 20% of the world's population, 2nd most populated country in the world (1.4 billion people live there)
- 300m people (about ¼ of the population) don't have access to safe drinking water
- 6% of the world's freshwater.
- The World bank in 2014 reported the inhabitants have 75% less water than the average human.
- It has two of the world's major rivers - Yangtze and Yellow. Due to climate change the glacial melt waters feeding the Yangtze and Yellow are less capable of supplying the water needed.
- One of the fastest growing economies in the world.
- Manufacturing (Making things) and agriculture (farming) are two of the biggest industries in China.
- It covers approximately one-fourteenth of the land area of Earth, and it is almost as large as the whole of Europe.

Geography: Week 3 Questions

1. What percentage of the world population lives in China?
2. How many don't have access to safe drinking water?
3. How much of the world's freshwater is in China?
4. How much water do inhabitants have?

5. Name the two major rivers in China?
6. What feeds the two rivers?
7. What are the two main industries?
8. What fraction of the land area does China cover?

Extended Writing Question: Explain the problems that China has with its water supply?

Geography: Half Term 3 - Week 4

Geography: Week 4 Knowledge Organiser: OS Map Symbols

Railway Station   Camp site/caravan site   Nature reserve   Viewpoint   Information centre   Parking   Place of worship with tower   Non-coniferous trees   Cliff

OS map - Ordnance Survey maps

OS map symbols: We use a KEY to identify symbols on an OS map. Symbols are used to identify key features and also to keep the map clean and tidy.

Geography: Week 4 QuestionsWrite a sentence to describe the following OS Map symbols:

1. Railway Station
2. Campsite
3. Caravan Site
4. Nature Reserve

5. Viewpoint
6. Information Centre
7. Parking
8. Place of worship

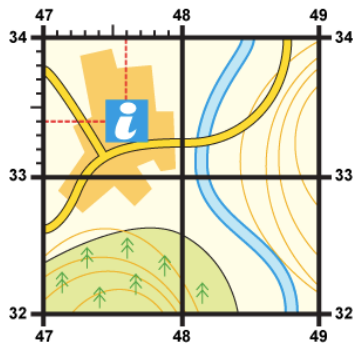**Extended Writing Question:** Why do we use map symbols?

Geography: Week 5 Knowledge Organiser: 4 and 6 Grid References

4 Figure grid reference
The vertical lines are called **eastings**. And increase as to go east. The horizontal lines are called **northings** and increase in a northerly direction.

Six-figure grid references
Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

Finding a 4:

1. Start on the left and go east until you get to the **bottom-left-hand corner** of the square you want. Write this number down.
2. Move north until you get to the bottom-left corner of the square you want. Write it down after the number you already have. This is your four-figure grid reference.In this case, the tourist information office is in grid square **4733**.

To find the 6 figure… after find the 4 figure

1. Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
2. Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits. In this instance, the tourist information office is located at **476334**.

2 golden rules:
- Always go to the bottom left corner of the square you are looking for!
- 'Along the corridor and up the stairs!'

Geography: Week 5 Questions

1.What is a northing?	5. What are the two golden rules?
2. What is an Easting?	6. What is step one of a finding a 4 figure grid reference?
3. Describe a 4 figure grid reference	7. What is step two of a finding a 4 figure grid reference?
4. Describe a 6 figure grid reference.	8. What is step one of a finding a 6 figure grid reference?

Extended Writing Question: Explain the process of how we might find an 8 figure grid reference.

Geography: Half Term 3 - Week 6

Geography: Week 6 Knowledge Organiser: Height and Distance

Relief: Relief is the height and shape of the land. Height of land is measured in meters above sea level.

OS map scale
OS maps are produced at different scales.
On a map you will find a linear scale. This tells you the distance between 2 points on a map

Scale is also represented as a ratio eg 1: 50 000. This means 1 unit on the map = 50 000 of the same unit on the ground!
Maps show height through **layer shading** (the darker the colour the higher the land) and **contour lines** (brown lines showing height - the closer they are together, the steeper the gradient of land).

Calculating a straight line distance:
1. Firstly, simply measure the distance between two locations using your ruler.
2. Then, put the ruler up to the scale given to work out the distance in the correct units.

Geography: Week 6 Questions

1. What is a northing?	5. What do contour lines show?
2. What is an Easting?	6. If they are closer what does this show?
3. What does the scale show you?	7. If they start close and get wide what sort of hill is it
4. What colour are Contour lines on OS Maps?	8. If they start wide and get closer, what sort of hill is it?

Extended Writing Question: Explain how to measure a distance on a map and convert it to distance on the ground**.**

History: Half Term 3 - Week 1

History: Week 1 Knowledge Organiser: What happens when the king is defeated in battle?

Key Words	Key knowledge
Usurper - a person who takes a position of power or importance illegally or by force. **Key Dates** **1422 to 1485 -** War of the Roses **22nd July 1485 -** Battle of Bosworth	1. War of the Roses was between - House of Lancaster (Red Rose) v House of York (White Rose) over who should be king 2. Edward IV (York) restored peace until he died suddenly in 1483 leaving a twelve year old boy as King Edward V 3. Edward V was too young to rule so he was given his Uncle Richard to be his protector 4. Edward and his younger brother were sent to the Tower of London to wait for his coronation - they were never seen again 5. Uncle Richard made himself RIchard III after he claimed Edward V's parents were never married and therefore he could not be king 6. Henry Tudor from House of Lancaster challenged for the throne 7. Battle of Bosworth - 22nd July 1485 ended the war of the Roses 8. Richard III was killed and the Tudors became the monarchs of England

History: Week 1 Questions	
1. What does the term usurper mean? 2. When were the Wars of the Roses? 3. When was the Battle of Bosworth? 4. Which two sides fought the Wars of the Roses?	5. What were they fighting for in the Wars of the Roses? 6. What happened in 1483? 7. What did Richard III do which upset people? 8. Who won the Battle of Bosworth?

Extended Writing Question:
Explain why the Battle of Bosworth happened

History: Half Term 3 - Week 2

History: Week 2 Knowledge Organiser: What happens when the king needs a son?

Key Words	Key Knowledge

Nationality - Where you come from
 	
Annulment - Similar to a divorce. It makes your marriage invalid.
Key Dates
1516 - Mary born
 	
1533 - Henry breaks with Rome
 	
1533 - Elizabeth born
 	
1537 - Edward born
	Key Knowledge 1. Catherine of Aragon (Actual name was Catalina). **Born**: December 1485. **Died**: January 1536. **Nationality:** Spanish.
	First Marriage: Arthur Tudor (1502). **Second Marriage**: Henry Tudor (1509-1533)
	2. By 1526, Henry's marriage to Catherine of Aragon was not going well;
	   a. Catherine had not been pregnant since 1518.
	   b. Before that she had only given birth to one healthy child - a daughter called Mary all her other children had died.
	   c. Henry had a son(Henry Fitzroy) from an affair with a girl called Bessie Blount but he could not rule England.
	   d. He had now fallen in love with Anne Boleyn and believed she would give him a son.
	3. To end his marriage to Catherine of Aragon Henry would need an annulment from the Pope.
	4. Henry tried to claim that his marriage was unlawful because Catherine had been married to his brother Arthur.
	5. In the Bible it says this was not allowed and God would make anyone who did childless.
	6. The Pope did grant annulments but currently he was a prisoner of Catherine's nephew. This made this unlikely to happen.
	7. Henry tried to get an annulment from 1527 until 1533 when he decided to take things into his own hands.
	8. Henry made himself Head of the Church in England and granted himself a divorce.
	9. In September 1533 Anne Boleyn gave him another daughter Elizabeth.
	10. Anne Boleyn was executed in 1536 charged with treason because she committed adultery.
	11. Jane Seymour finally gave him the son he needed. Edward was born in 1537

History: Week 2 Questions

1. What does the word annulment mean? 2. Who was Catherine of Aragon's first husband? 3. What was the name of Catherine's only living child? 4. Why was this no good to Henry?	5. Who did Henry have a son with? 6. Who was Henry in love with by 1527? 7. Who did Henry try to get the annulment from? 8. Why could he not give an annulment at this time?

Extended Writing Question: Explain why Henry changed the things in the church in 1533?

History: Half Term 3 - Week 3

History: Week 3 Knowledge Organiser: What happens when the King is a minor?	
Key words **Civil war** - a war between two sides in the same country **Protestant** - a new version of Christianity which had begun in Europe in the 1520s **Key dates** 1547-1553 - Edward's reign 1549 - Somerset replaced as Lord Protector by Duke of Northumberland	**Key knowledge** Edward was only 9 when he became king, not old enough to rule so he needed a protector to help him . 15 was the age considered old enough to rule because you could lead your troops into battle A young king put England in danger of Civil war or invasion from their big enemies, France, Scotland or Spain Edward was the son of Henry VIII and his third wife Jane Seymour. He had been brought up as a Protestant and he wanted to make England a more Protestant country. His first Protector - his uncle - Edward Seymour, Duke of Somerset had encouraged the young king to make only minor changes to the church. After 1549 when Somerset stopped being the king's protector and the Duke of Northumberland took over, more religious changes were made. Laws were passed to:- - Make the priests wear plain robes - Whitewash the walls to remove the picture of saints - All gold and jewelled objects removed - New prayer book in English and a simpler service called communion replaced the Catholic mass

History: Week 3 Questions	
1. How old was Edward when he became king? 2. How long did Edward rule for? 3. How old did you need to be to lead your troops into battle? 4. Who were England's main enemies in 1547?	5. Who were Edward's parents? 6. What relation was the Duke of Somerset to Edward VI? 7. When did most of the changes to the church take place? 8. Who was Edward VI's second protector?

Extended Writing Question:
Explain the changes Edward made to the church during his rule

History: Half Term 3 - Week 4

History: Week 4 Knowledge Organiser: What happens when the succession is changed?	
Key Words **Succession -** who should come next in ruling England **Illegitimate -** born to parents who are not legally married **Key Dates** 1547 Henry VIII died Edward became King 1553 - Edward died and Lady Jane Grey became queen	**Key Facts** Lady Jane Grey was a great-grandchild of Henry VII. Her grandmother was Mary Tudor (Henry VIII's sister). This made her a cousin to Mary, Elizabeth and Edward (Henry VIII's children). She was raised as a Protestant. Edward preferred Jane to be Queen as she was a Tudor Protestant unlike his sister, Mary (who was Catholic). With the encouragement of her Father-in-Law (John Dudley), who was also Edward's Chief Minister, she was declared next in line to the throne.When Henry VIII divorced Catherine of Aragon, he removed Mary (their child) from the line of succession for the English throne. Mary was labelled **illegitimate** and could not be Queen. When Edward VI died without any children of his own (he was only 15 years old), Lady Jane Grey became Queen of England. Edward's will, declaring Lady Jane Grey as his successor, was agreed by 102 notables. These were important men, such as the monarch's private council, bishops and judges. However, Edward died before it was passed through parliament and made law. However, Mary did not accept that she was not next in line to be Queen and set out to rally her supporters. The monarch's council that had declared Jane as Queen now changed their minds. They decided to support Mary and declare her Queen instead. Jane ruled for 9 days.

History: Week 4 Questions	
1. What relationship was Jane to Henry VII? 2. What religion was Jane? 3. Who helped her to become queen? 4. How did they remove Mary and Elizabeth from the succession?	5. What did Mary do when she found out? 6. How long was Jane queen for? 7. What problem did Henry have with his wife Catherine? 8. Who gave Henry a son?
Extended Writing Question: Explain why Northumberland changed the succession	

History: Week 5 Knowledge Organiser: What happens when the queen burns people?
Key Words **Heresy** - having a different religion from the monarch **Key knowledge** Mary was Henry VIII's first child. She was a pretty girl who was good at languages, science and music. She was a good dancer and good at sewing too. After his divorce from Catherine, Henry refused to let Mary stay with her mother. She was kept apart from her mother for much of the time and rarely saw her father Mary became queen after the death of her brother and wanted to return England to the Catholic faith Mary was pleased to marry Philip. He was handsome and a very powerful ROMAN CATHOLIC! Mary was determined to return all her people to the true faith. She believed she was saving their souls by insisting on this. When they refused to change their ways she had them burnt at the stake. It was these burnings at the stake which gave Mary the name by which she is still known today. 'Bloody Mary'. More than 300 people were burned at the stake during her reign for refusing to become Roman Catholic. Refusing to become a Roman Catholic committed the crime of heresy.

History: Week 5 Questions	
1. What religion was Mary? 2. Who did Mary marry? 3. What did Mary want to do to England? 4. How did Mary punish people who would not change their religion?	5.What was this refusal to change your religion called? 6 How many people did Mary kill? 7. Who made Lady Jane Gray queen? 8. How many years did she rule for?

Extended Writing Question:
Explain how Mary was given the nickname 'Bloody Mary'

History: Week 6 Knowledge Organiser: What happens when someone tries to blow up the king?

Key Words
Treason - a crime against the monarch

Key Dates
1605 - Gunpowder plot

Key Knowledge

James' 1st mum had been a Catholic and he chose a catholic wife. This encouraged the Catholics but England was a Protestant country. In 1604 James tightened the laws against the Catholics and this caused the plot.The leader of the Gunpowder Plot was Robert Catebsy he planned to blow up the Houses of Parliament and kill James 1st. He would be replaced by his young daughter who would be brought up as a Catholic. Guy Fawkes was hired to do the job and the cellar under the houses of Parliament filled with 36 barrels of gunpowder. a warning letter was sent by one of the plotters to Lord Monteagle- this was passed to the king and the plot discovered. Guy Fawkes was arrested and tortured until he revealed the names of the other plotters.Guy Fawkes was hanged, drawn and quartered for his role in the Gunpowder Plot

History: Week 6 Questions

1. Why did the Catholics think James might help them?
2. What did James do in 1604 which upset the Catholics?
3. Who was the leader of the Gunpowder Plot?
4. Who brought 36 barrels of Gunpowder into the cellar of the Parliament?

5. Who was sent a letter telling him not to go to Parliament?
6. What punishment did Guy Fawkes get?
7. How many people did Mary burn?
8. What was heretic?

Extended Writing Question:
Explain why the Catholics were so unhappy with James 1st

French: Half Term 3 - Week 1

French: Week 1 Knowledge Organiser: Où habites-tu?

	à Paris — *in Paris*	à Plymouth — *in Plymouth*	à Glasgow — *in Glasgow*	
	à Londres — *in London*	à Cardiff — *in Cardiff*	à New York — *in New York*	

J'habite… *I live…*	dans **un** village — *in a village*	qui se trouve.. — *which is located… (which finds itself)*	de l'Angleterre — *of England*
	dans **une** ville — *in a town*		de l'Irlande — *of Ireland*
	dans **une** grande ville — *in a big town/city*	…dans le nord — *in the north*	de la France — *of France*
	dans **un** appartement — *in a flat*	…dans le sud — *in the south*	
	dans **un** immeuble — *in a block of flats*	…dans l'ouest — *in the west*	du Royaume-Uni — *of the UK*
	dans **une** petite maison — *in a small house*	…dans l'est — *in the east*	du pays de Galles — *of Wales*
	dans **une** grande maison — *in a big house*	…dans le nord-est — *in the north-east*	
	dans **une** ferme — *on a farm*	…dans le sud-ouest — *in the south-west*	des États-Unis — *of the USA*

French: Week 1 Questions - Où habites-tu?

Translate into English:
1. J'habite à Plymouth.
2. J'habite dans une grande maison.
3. J'habite dans le sud-ouest de l'Angleterre.
4. J'habite dans une ville qui se trouve dans le nord de l'Irlande.

Translate into French:
5. I live in Cardiff.
6. I live in a small town.
7. I live in the west of Wales.
8. I live in a flat which is located in the east of the USA.

Extended Writing Question: (at least 2 full sentences in FRENCH)
Où habites-tu? *(Where do you live?)*

French: Week 2 Knowledge Organiser: Revisions
Please use your KOs from HT1 and HT2 to revise. **(They have been added to your Google classroom if you have lost your paper copy)**

French: Week 2 Questions - Revisions

Translate in English:	Translate in French:
1. Quelquefois, je joue au tennis avec mon père. 2. La semaine dernière, je suis allée au musée avec mes grand-parents. 3. Je voudrais avoir une souris blanche. 4. Le mois prochain, je vais aller au théâtre avec mes soeurs.	5. In my opinion, my parents are really serious. 6. There is my step dad and my mum. 7. Yesterday, I played cards and I went to the pool. 8. Tomorrow, I am going to go to the stadium with my friends.

Extended Writing Question: (at least 3 full sentences in FRENCH)
Qu'est-ce que tu fais pendant ton temps-libre ?   *(What do you do in your free time?)*

French: Week 3 Knowledge Organiser: Revisions
Please use your KOs from HT1 and HT2 to revise. **(They have been added to your Google classroom if you have lost your paper copy)**

French: Week 3 Questions - Revisions

<table>
<tr><td>

Translate in English:
1. J'ai quatorze ans et mon anniversaire est le vingt-six juin.
2. En ce moment, je vais au cinéma avec mes potes.
3. Nous avons un lapin gris et vert.
4. Le week-end dernier, j'ai fait de la natation.

</td><td>

Translate in French:
5. Hi, my name is Darren and I am 18 years old.
6. In my family, there is me, my grandparents and my three sisters
7. I would like to have a brown fish.
8. Yesterday, I played cards and I went to the pool.

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Extended Writing Question: (at least 3 full sentences in FRENCH)
Décris-moi ta famille *(Describe your family)*

French: Week 4 Knowledge Organiser: Ma ville

ma ville	my town		historique	*historic*
ma région	my region		moderne	*modern*
ma rue	my street		propre	*clean*
ma zone	my area		calme	*quiet*
mon village	my village		ordinaire	*ordinary*
mon quartier	my neighbourhood		unique	*unique*
			populaire	*popular*
			célèbre	*famous*
			agréable	*pleasant*

est   *is*

très	*very*
vraiment	*really*
un peu	*a little*
carrément	*totally*

n'est **pas** du tout   *isn't at all*

ennuy**eux** (m)	*boring*
ennuy**euse** (f)	*boring*

French: Week 4 Questions - Ma ville

Translate into English:
1. Ma ville est vraiment agréable.
2. Mon village est très calme et propre.
3. Ma rue n'est pas du tout historique.
4. Ma région est carrément populaire et unique.

Translate into French:
5. My town is a little famous.
6. My neighbourhood is really quiet and boring.
7. My area is totally boring.   *(use the feminine form of the adjective)*
8. My town is very popular but *(mais)* not at all modern.

Extended Writing Question: (at least 3 full sentences in FRENCH)
Comment est ta ville? *(What is your town like?)*

French: Week 5 Knowledge Organiser: Dans ma ville

Dans ma ville, *In my town,* Dans ma région, *In my region,* Dans ma rue, *In my street,* Dans ma zone, *In my area,* Dans mon village, *In my village,* Dans mon quartier, *In my neighbourhood,*	il y a *there is*	un hôtel un supermarché un musée un hôpital un cinéma un théâtre un port un café un château un stade un centre commercial un restaurant un jardin (public) un centre de loisirs un magasin une banque une poste une gare une prison une boulangerie une pharmacie une pâtisserie une patinoire une bibliothèque une piscine des magasins des toilettes	*a hotel* *a supermarket* *a museum* *a hospital* *a cinema* *a theater* *a harbour* *a coffee shop* *a castle* *a stadium* *a shopping center* *a restaurant* *a (public) garden* *a leisure centre* *a shop* *a bank* *a post office* *a train station* *a prison* *a bakery* *a chemist / pharmacy* *a pastry shop* *an ice-rink* *a library* *a swimming pool* *some shops* *some toilets*	mais malheureusement, il n'y a pas *but unfortunately, there isn't / aren't*	d' hôtel de supermarché de musée de hôpital de cinéma de théâtre de port de café de château de stade de centre commercial de restaurant de jardin (public) de centre de loisirs de magasin de banque de poste de gare de prison de boulangerie de pharmacie de pâtisserie de patinoire de bibliothèque de piscine de magasins de toilettes

French: Week 5 Questions - Dans ma ville

Translate into English:
1. Dans ma ville, il y a un musée et une patinoire.
2. Dans ma région, il y a un cinéma et une prison.
3. Mais malheureusement, il n'y a pas de stade.
4. Il n'y a pas de magasin ou *(or)* de bibliothèque.

Translate into French:
5. In my village, there is a harbour and a swimming pool.
6. In my neighbourhood, there is a hospital and a bakery.
7. But unfortunately, there isn't a theater.
8. There isn't a coffee shop or *(ou)* a pharmacy.

Extended Writing Question: (at least 3 full sentences in FRENCH)
Qu'est-ce qu'il y a dans ta ville? *(What is there in your town?)*

French: Week 6 Knowledge Organiser:

Dans ma ville, il y a un / une / des	hôtel	a hotel
In my town, there is	supermarché	a supermarket
	musée	a museum
Dans ma rue, il y a un / une / des	hôpital	a hospital
On my road, there is	cinéma	a cinema
	théâtre	a theater
Dans mon village, il y a un / une / des	port	a harbour
In my village, there is	café	a coffee shop
	château	a castle
Dans mon quartier, il y a un / une / des	stade	a stadium
In my neighbourhood, there is	centre commercial	a shopping center
	restaurant	a restaurant
	jardin (public)	a (public) garden
(To remember which noun is masculine, feminine or plural, have a look back at week 5)	centre de loisirs	a leisure centre
	magasin	a shop

et c'est
and it is

mais ce n'est pas
but it isn't

amusant — *fun / funny*

génial — *great*

excellent — *excellent*

différent — *different*

intéressant — *interesting*

extraordinaire — *extraordinary*

banque — a bank
poste — a post office
gare — a train station
prison — a prison
boulangerie — a bakery
pharmacie — a chemist / pharmacy
pâtisserie — a pastry shop
patinoire — an ice-rink
bibliothèque — a library
piscine — a swimming pool

ennuyeux — *boring*

terrible — *terrible*

nul — *rubbish*

mais malheureusement, il n'y a pas de (d')
but unfortunately, there isn't / aren't

magasins — *some shops*
toilettes — *some toilets*

French: Week 6 Questions

Translate into English:
1. Dans ma ville, il y a un château et c'est intéressant.
2. Dans ma région, il y a une gare et c'est génial.
3. Il n'y a pas de jardin public et ce n'est pas amusant.
4. Malheureusement, il n'y a pas de pâtisserie et c'est nul.

Translate into French:
5. In my village, there is a supermarket and it is excellent.
6. In my neighbourhood, there is a bank and it isn't interesting.
7. But unfortunately, there isn't a leisure center.
8. There isn't a train station and it isn't great.

Extended Writing Question: (at least 3 full sentences in FRENCH)
Qu'est-ce qu'il y a dans ta ville? *(What is there in your town?)*   *YOU MUST INCLUDE OPINIONS.*

Spanish: Week 1 Knowledge Organiser:

Vivo en *I live in*

Barcelona *Barcelona*
Madrid *Madrid*
Buenos Aires *Buenos Aires*
Medellín *Medellín*

la provincia *the province*
(similar to a county)

un pueblo *a town / village*
una ciudad *a city*

una casa pequeña *in a small house*
una casa grande *in a big house*
un piso *in a flat*

que está *which is (located)*

en el norte de *in the north of*
en el sur de *in the south of*
en el oeste de *in the west of*
en el este de *in the east of*

en el noreste de *in the north-east of*
en el suroeste de *in the south-west of*

Bolivia *Bolivia*
Ecuador *Ecuador*
España *Spain*
Francia *France*
Alemania *Germany*
Venezuela *Venezuela*

Reino Unido *United Kingdom*

las Islas Baleares
The Balearic Islands
las Islas Canarias
The Canary Islands

Spanish: Week 1 Questions	MY TOWN

Translate in English:
1. Vivo en Barcelona, que está en el norte de España.
2. Vivo en un pueblo, que está en el este de Francia.
3. Vivo en una casa grande, que está en el centro de España.
4. Vivo en un piso que está en el sur de España.

Translate in Spanish:
5. I live in a small house in the south-west of the United Kingdom.
6. I live in a city in the north of Ecuador.
7. I live in France
8. I live in a city which is in the United Kingdom

Extended Writing Question: (at least 3 full sentences in SPANISH)
¿Dónde vives?   *Where do you live?*

Spanish: Week 2 Knowledge Organiser:
Please use your KOs from HT1 and HT2 to revise **(they have been added to your Google classroom if you have lost your paper copy)**

Spanish: Week 2 Questions	REVISION

Translate in English:	Translate in Spanish:
1. En mi familia hay mis tres hermanas. 2. El fin de semana pasado hice baile solo 3. Vivo en Plymouth 4. Soy español	5. At home, there is my dad and my brother. 6. In my family there are my parents and me. 7. We have a grey rabbit 8. I prefer my brother because he is very fun

Extended Spanish Writing Question:

¿Cómo es tu familia?   *What is your family like?*

Spanish: Week 3 Knowledge Organiser:
Please use your KOs from HT1 and HT2 to revise **(they have been added to your Google classroom if you have lost your paper copy)**

Spanish: Week 3 Questions REVISION	
Translate in English: 1. Me encanta mi abuela dado que es graciosa 2. Generalmente, juego a las cartas solo. 3. Hay mi padrastro y mi madre 4. Mi cumpleaños es el once de mayo	Translate in Spanish: 5. I don't like my grandad because he is boring 6. Last month I went to the park 7. Last weekend I played football with my friends 8. I have a white dog

Extended Spanish Writing Question:
¿Qué hiciste la semana pasada? *What did you do last week?*

Spanish: Half Term 3 - Week 4

Spanish: Week 4 Knowledge Organiser:

| Ahora…
Now…

Hoy en día…
These days… | mi pueblo
my town

mi barrio
my neighbourhood | es
is | histórico/a *historic*
moderno/a *modern*
antiguo/a *old*
pequeno/a *small*
bonito/a *beautiful*
individual *individual*
grande *big*
enorme *huge* |
| Antes…
Before…

Cuando era más joven…
When I was younger… | mi región
my region

mi calle
my street

mi zona
my area

mi provincia
my province | era
was | **Extra adjectives**
sucio/a *dirty*
limpio/a *clean*
feo/a *ugly*
turístico/a *touristic*
industrial *industrial*
ruidoso/a *noisy*
tranquilo /a *quiet* |

Spanish: Week 4 Questions	MY TOWN

Translate in English:
1. Ahora, mi pueblo es bonito y tranquilo.
2. Antes, mi barrio era sucio y ruidoso.
3. Hoy en día, mi calle es moderna y limpia.
4. Cuando era más joven, mi zona era antigua y turística.

Translate in Spanish:
5. These days, my town is huge and historic.
6. Before, my neighborhood was small and ugly.
7. Now, my province is industrial and noisy.
8. When I was younger, my street was beautiful and clean.

Extended Spanish Writing Question:
¿Cómo es tu pueblo ahora?   *What is your town like now?*

Spanish: Week 5 Knowledge Organiser:

En mi pueblo…
In my town

En mi calle…
On my street

hay
there is

pero desafortunadamente
but unfortunately

no hay
there isn't / aren't

un aeropuerto *an airport*
un banco *a bank*
un café *a café*
un castillo *a castle*
un centro comercial *a shopping centre*
un cine *a cinema*
un estadio *a stadium*
un hospital *a hospital*
un jardín *a garden*
un mercado *a market*
un museo *a museum*
un puerto *a port*
un puente *a bridge*
un restaurant *a restaurant*
un supermercado *a supermarket*
un teatro *a theatre*

una biblioteca *a library*
una escuela *a school*
una estación *a station*
una farmacia *a pharmacy*
una oficina de correos *a post office*
una piscina *a pool*
una playa *a beach*
una tienda *a shop*

y
and

pero
but

es
It is

no es
It is not

era
It was

histórico/a *historic*
moderno/a *modern*
antiguo/a *old*
pequeno/a *small*
bonito/a *beautiful*
individual *individual*
grande *big*
enorme *huge*

Extra adjectives
sucio/a *dirty*
limpio/a *clean*
feo/a *ugly*
turístico/a *touristic*
industrial *industrial*
ruidoso/a *noisy*
tranquilo /a *quiet*

Spanish: Week 5 Questions

1. En mi pueblo hay un castillo y es histórico.
2. En mi calle hay un café, pero no es grande.
3. En mi pueblo hay un mercado y es ruidoso.
4. En mi calle hay una tienda pequeña.

5. In my town, there is a cinema, but it is not modern.
6. On my street, there isn't a pharmacy, unfortunately.
7. In my town, there is a touristy port.
8. On my street, there is a beautiful restaurant.

Extended Writing Question: ¿Cómo es tu pueblo? *How is your town?*

Spanish: Week 6 Knowledge Organiser:

En mi pueblo… *In my town*	un aeropuerto *an airport*	y *and*	histórico/a *historic*
	un banco *a bank*		moderno/a *modern*
En mi calle… *On my street*	un café *a café*	pero *but*	antiguo/a *old*
	un castillo *a castle*		pequeno/a *small*
	un centro comercial *a shopping centre*		bonito/a *beautiful*
hay *there is*	un cine *a cinema*	es *It is*	individual *individual*
	un estadio *a stadium*		grande *big*
	un hospital *a hospital*		enorme *huge*
	un jardín *a garden*		
	un mercado *a market*	no es *It is not*	**Extra adjectives**
	un museo *a museum*		sucio/a *dirty*
	un puerto *a port*		limpio/a *clean*
	un puente *a bridge*		feo/a *ugly*
	un restaurant *a restaurant*		turístico/a *touristic*
	un supermercado *a supermarket*		industrial *industrial*
pero desafortunadamente *but unfortunately*	un teatro *a theatre*		ruidoso/a *noisy*
	una biblioteca *a library*	era *It was*	tranquilo /a *quiet*
	una escuela *a school*		
	una estación *a station*		
	una farmacia *a pharmacy*		
no hay *there isn't / aren't*	una oficina de correos *a post office*		
	una piscina *a pool*		
	una playa *a beach*		
	una tienda *a shop*		

Spanish: Week 6 Questions   MY TOWN

Translate in English:	Translate in Spanish:
1. El estadio es enorme pero sucio.	5. On my street, there is a market. It is noisy.
2. El hospital era pequeño y antiguo.	6. There is a supermarket but it is not big
3. El puente es grande, pero no es bonito.	7. There isn't a library in my town.
4. El jardín es pequeño, pero es bonito.	8. There is a stadium in my town and it is big.

Extended Spanish Writing Question:
Escribe sobre tu calle. ¿Qué lugares hay y cómo son? Usa adjetivos para describirlos.   *Write about your street. What places are there, and what are they like? Use adjectives to describe them.*

Modern Britain: Half Term 3 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Introduction to Rule of Law
Keywords: **Sharia Law -** as a legal system Sharia law is big as it regulates public behaviour, private behaviour and even private beliefs. **Christianity Law -** for most Christians knowing right from wrong is not as accepting every rule or command within the entire Bible. **Rules -** a prescribed guide for conduct or action. This is something we all have to live and work by. They help to control and maintain order in society and in the workforce **Law -** is a set of rules that are created and are enforceable by social or governmental institutions to regulate behaviour **Additional Information:** **Rule of Law** - What is it? We are governed by laws which we live by every single day. **Laws are made** in parliament and a new law has to have Royal Assent, this means that the King signs the 'Bill' to make it a new law which we follow. The Sharia law also states that it would rather favours corporal and capital punishment. This law is important to Muslims. Rules and Law create order and harmony in society. They protect and safeguard people. Laws in the UK are created by the government and parliament and are enforced by both the police and law courts. People who break laws are sentenced by a jury and could go to prison. Christians follow the standards which were provided by Jesus in the old testament. The 10 Commandments could be seen as laws that Christians follow.

1. What is Sharia Law? 2. What are rules? 3. What is a law? 4. Why are rules and laws created	5. Who creates the laws in the UK? 6. What is Royal Assent? 7. What punishment does the Sharia law favour 8. What happens in the UK if you break the law?

Extended Writing Question: How are laws made and why is it important to have a law?

Modern Britain: Half Term 3 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Revision for AP 1 - Diversity
Keywords: **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 **Abrahamic** relates to the prophet Abraham. **Muslim** the followers of Islam. **Qur'an -** Holy book - ISlam **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. **Siddhartha Gautama -** the founder of the Buddhist faith. **Buddhist** - a follower of Buddhism. **Buddhism -** world religion which has been in the world for over 2500 years. **Bible -** holy book - Christianity. **Jesus** God's son. **Church** holy place of worship. **Cross -** symbol of Jesus dying and rising from the dead. **Moses -** founder of the jewish faith. Covenant an agreement made with God. **Menorah -** 7 stick candle drum. **Torah -** Holy book - Judaism. **Tallit -** a fringed garment worn in prayer. **Islam -** peace and submission. All religions have a place of worship and a Holy book. They have a place or=f worship where they can go and celebrate and worship together as a community. This also helps them to support each other in difficult times. They have a Holy book as this often helps to guide and support them with their faith especially when they are considered to be the word of God. According to Chrsitianity, Islam and Judaism their Holy Books are the word of God and it is therefore important to read and follow the word of God.

Modern Britain: Week 2 Questions	
1. What is diversity? 2. How many world religions are there? 3. What is a Buddhist? 4. What is the bible?	5. Who was the founder of Sikhism? 6. What are the 5 K's 7. What is the Menorah? 8. What is the Tallit?
Extended Writing Question: Why do religions all have a Holy Place of Worship and Holy book?	

Modern Britain: Half Term 3 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Revision for AP 1 - Democracy
Democracy - A government run by the people for the people **Dictatorship -** A country governed by a Dictator. This person will tell you what is happening. Undemocratic rule, absolute rule. **Parliament -** the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons. **Prime Minister -** In charge of the government and the leading party **Lord Speaker -** Chairs daily business in the House of Lords chamber and is an ambassador for the work of the house **Hierarchy -** The order of how things should be. A system showing rank and organisation according to status or authority. **Ballot Box -** This is where all the votes are placed to be counted. A sealed box where the electorate deposits their vote. **Bill -** This is the trial agreement of a law once it has gone through the discussion and procedures of parliament **Election -** How we vote for people we want to run our country 18 is when you can vote in the UK **Manifesto -** A declaration of intention - how you would run the countries. Telling people what your plans are for the country. **House of Commons -** Where parliament discusses the laws and MP's debate issues relating to society, like health, money and security. **Opposition -** People who are against the government **Public Gallery -** People can come into the House of Commons and listen to the debate **Member of Parliament (MP) -** A person who has been elected by the people to represent them. **Constituency** - the area where local people voted for the MP to represent them in parliament. This is often their home area for example Luke Pollard works in and around Plymouth when he is not in London in Parliament.

Modern Britain: Week 3 Questions	
1. What does democracy mean? 2. What is a dictatorship? 3. What is parliament? 4. What is a ballot box?	5. How old are you when you can vote in the UK? 6. What is the House of Commons? 7. What is a public Gallery? 8. What does MP stand for?

Extended Writing Question: Why is a manifesto important?

Modern Britain: Half Term 3 - Week 4

Modern Britain: Week 4 Knowledge Organiser: Dirt Week

Key Terms:

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. **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.

Democracy v Dictatorship - what kind of leadership is running a country. We, in the UK, live in a democracy because when you are 18 you can use your 'vote'. It is not good to live in a dictatorship because you cannot use your right to 'vote'. Laws in the UK are created by the government and parliament and are enforced by both the police and law courts. **Laws are made** in parliament and a new law has to have Royal Assent, this means that the King signs the 'Bill' to make it a new law which we follow. Before the Bill becomes a law it has to be approved by the members of the House of Commons and the House of Lords it is passed between the two Houses until they are happy the Bill is ready to be a law. This process is known as the ping pong effect. Once the House of Lords is happy it is then passed off to the King to sign off to make the Bill a law.

Modern Britain: Week 4 Questions

1. What areas can diversity be found in?	5. Who creates the laws in the UK?
2. Which religion is the largest in the UK?	6. Name the three Houses of Parliament
3. What is the Royal Assent?	7. What is the 'ping pong' process?
4. Who is the Royal Assent?	8. Where are the laws made?

Extended Writing Question: Why is it difficult to describe the meaning of diversity?

Modern Britain: Half Term 3 - Week 5

Modern Britain: Week 5 Knowledge Organiser:

Keywords:
Human Rights -This is a code of conduct for the protection of basic human rights, like the right to water, shelter, food etc
The UDHR (Universal Declaration of Human Rights) is there for any person who feels his or her rights have been violated under the convention.
Responsibilities - this is something that you either have or should do.
Right - this is something given to an individual and communities. You have the right to an education, you have a responsibility to learn.

Additional information:
In 1948 the UN issued the Universal Declaration of Human Rights. It did not become law until 1998 in Britain. It is not legally binding but its content has been incorporated into the laws of many countries. It is also universal which means that it can be implemented into other countries in the world if needed. In the past social behaviour was conducted according to a sense of duty and responsibility to others. Today, however, there is much more emphasis on individual rights. The UDHR has now become an important standard to help measure human rights across the world. Some of the human rights which are often considered are a right to have food, water, shelter, a home, medical help, education and freedom of speech.

Modern Britain: Week 5 Questions

1.	What are Human Rights?	5.	What is a right?
2.	What does UDHR mean?	6.	What is a responsibility?
3.	When was the UDHR issued?	7.	What are rules?
4.	Give TWO examples of a human right	8.	What are laws?

Extended Writing Question: Why is the UDHR (Universal Declaration of Human Rights) important today?

Modern Britain: Half Term 3 - Week 6

Modern Britain: Week 6 Knowledge Organiser: Rule of Law - Law and Justice

Keywords:

Monarch - The reigning sovereign in the United Kingdom. KIng Charles III signs any new law in the UK. It is not given royal assent by anyone else and it is not law until parliament have agreed it beforehand.

House of Commons - this house is governed by a group of MPs who make up the House of Commons commission.
House of Lords - this is the second house of the UK parliament,making laws.
Law - Rules made by parliament and enforceable by the courts. We have laws so that people do not live in fear. If we did not have any laws then there would be anarchy.
Justice - Due allocation of reward and punishment and the maintenance of what is right. This means that justice is done when it is right and fair. So the punishment meets the crime committed.

Additional Information:
Muslims views - Muslims the law must be obeyed especially those living in countries governed by Sharia law. In Britain Muslims support the British law. Under the Sharia law there is a way of punishing people according to the seriousness of the crime
Christian views - Christians believe the law should be respected and all offenders must be punished by the law. All offenders must have basic rights and should not be allowed to be punished in an inhumane or harmful way. When it comes to making a law the government will debate the 'bill' between the two houses of parliament. When 'pingpong' between the two houses is completed and agreed, the King will sign the new law, known as Royal Assent and it then becomes a new law for everyone to follow. There are also committees at both houses in parliament who scrutinise the work by the government.

Modern Britain: Week 6 Questions

1. What is a law?	5. What do Christians believe about the law?
2. What is the House of Commons?	6. What is 'pingpong'?
3. What is Justice?	7. What is a right?
4. What is the muslim view on the law?	8. What is a responsibility?

Extended Writing Question: Describe a religious belief about the use of laws in the UK?

Password Management and Word Processing and Presentation Software	
Keywords	**Knowledge**
Password - a unique 'string' of text which helps to keep your account secure from threats **Google Classroom** The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work **Word Processing** Software used to write and edit text, allowing creation of professional looking documents **Google Drive** is a cloud-based storage system **Presentation Software** Computer programs designed to enable users to create interesting and professional presentations	**Passwords** should: <table><tr><td>Never be shared</td><td>Be changed often</td><td>Be kept private</td></tr></table>Good advice for a password is that it should be made up of 3 random words, as well as some numbers To help you remember it you can make up a story e.g. 7armfootballschool25 - when I was **7**, I broke my **arm** playing **football** and was off **school** for **25** days **Google Docs** - Cloud based word processing software which uses a similar interface to Microsoft Word which had previously been the standard word processing software. **Collaboration -** Working together, now achieved remotely through use of cloud software **Google Drive** 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 **Google Slides** is a cloud based presentation software which enables users to create professional presentations. It uses a similar interface to Microsoft Powerpoint. Presentation software allows people to make creative, interesting and professional looking presentations. Some of the ways it achieves this are: ● Text formatting - changing the look of the text on the screen ● Multimedia Integration - allowing for adding of images, sounds, movies and interactive elements like buttons ● Creativity - Animations and Transitions can add to the interactivity of a presentation and grab people's attention.

1: What is a password? **2:** What 3 rules are good to remember for your password? **3:** What is Google Classroom? **4:** What is Word Processing?	**5:** What does collaboration mean? **6:** What is Google Drive? **7:** What is the name of the presentation software provided by Google? **8:** What is meant by the term 'presentation software'?

Extended Writing Question: How can you use presentation software tools to make creative and interesting presentations and keep your audience's attention?

Computing: Half Term 3 - Week 2

Spreadsheets, Email and Internet Research	
Keywords	**Knowledge**
Spreadsheet - A computer program that can capture, display and manipulate data arranged in rows and columns. **Email -** short for 'electronic mail', allows you to send and receive messages through the internet **Email Attachments** are a method of sending files via email including documents, presentations, images, sounds or videos **Reliability** - whether the information is trustworthy and correct	Spreadsheets have many purposes and uses, however they are useful for working with numbers and calculations. **Cells** are the names for boxes in a spreadsheet. Each cell can contain text, numbers, dates or formulas. **Rows and Columns:** Cells are arranged in rows and columns. Rows go across, and columns go up and down. **Cell References** are the names given to cells. The reference is made up of the column letter and the row number **Formulas** are used to perform calculations on data in cells **Email** is an electronic method of communication, allowing you to send a message through the internet When sending an **email** you should think about who the recipient is and make sure it is appropriate An email should always include a **subject, a greeting** and **a suitable ending** **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. The people you send emails to are called the **Recipient** When conducting research using the internet it is important to question the **reliability** of the information you find. To do so you should check: | The date it was published	The website's purpose	The author's credentials	Evidence and Citations | To help to pinpoint your internet research and reduce the unnecessary results make sure you: ● Start with clear questions ● Use effective keywords ● Explore a number of different sources ● Take notes and organise

1: What is a spreadsheet? **2:** What is the name for the boxes in a spreadsheet which hold data? **3:** What is the name for a collection of cells arranged horizontally (across)? **4:** What is a formula used for?	**5:** What is an email? **6:** What 3 things should you always include in an email? **7:** What is the name for the person you send an email to? **8:** What is reliability?

Extended Writing Question:
What can you do to pinpoint your internet research and to reduce the amount of unreliable or unnecessary results you get when searching for information online?

Computer Networks, Network Hardware and Wired v Wireless Networks	
Keywords	**Knowledge**
Computer Network - Two or more computers are connected together to allow them to communicate **Internet** - A global network of networks. These networks can contain computers, file servers, web servers, email servers, etc. **Standalone Computer** - A computer that is not connected to a network **Transmission Protocol** - A set of rules in order to pass on a message. **Bandwidth** - Amount of data that can be transmitted in a given time. Higher bandwidth = more data per second.	**Network Cables** - Wires that are used to connect devices on a network. For example, you might use a network cable to attach your games console to your home router. **Hub** - A device with sockets for network cables to attach to. **Server** - A powerful computer which provides services (like storing files or controlling printing). **Router** - A device to connect networks together. **Wired Networks** send data along cables. Wired networks can use copper cables (sending electrical current) and fibre-optic (sends light pulses). **Wireless Networks** send data through the air using radio waves. Wireless networks can use Bluetooth, WiFi, Mobile phone networks and satellites. **Benefits and Drawbacks of Wired and Wireless Networks** **Wired Networks** provide a faster connection than wireless (as there is no interference) and better security (as it's harder to intercept data). However, cables can be a trip hazard and look unpleasant. Cable networks are more expensive and time-consuming to set up. **Wireless Networks** are quick and cheap to set up and allow portable devices to be used (laptops, smartphones, tablets). However, they have lower bandwidth, signal strength can be reduced by walls and ceilings and they are less secure as the data is transmitted through the air, so can be intercepted.
1: What is a computer network? **2:** What is the internet? **3:** What is a hub? **4:** What is a router?	**5:** What is Bandwidth? **6:** How does data travel in a wireless network? **7:** What is an advantage of a wired network? **8:** What is an advantage of a wireless network?
Extended Writing Question: When creating a network, explain why it is better to use a hub compared to just using cables	

Computing: Half Term 3 - Week 4

The Internet, WWW and Internet Services	
Keywords	**Knowledge**
Internet Protocol (IP) Address - A unique number for a computer on a network, which can be used to send data packets. **Packet** - A small unit of data. Often a large file will be split into lots of smaller packets. **World Wide Web** - A service that allows people to view webpages. **Web Browser** - A piece of software used to view HTML code. **Uniform Resource Locator (URL)** - The 'address' of a webpage. The URL for the bbc website is www.bbc.co.uk	**What is the internet?** The internet is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together. Any device connected to the internet is part of this network, for example: Laptops, Games consoles, PCs, Tablets, Mobile phones **Packets** Networks send and receive messages in small units of data called packets. A file on a computer might be too large to send as one packet, so is split into lots of smaller packets, which can then be sent over the network. Each packet contains **part of the file**, has a **packet number** and the **IP address for the computer it is being sent to**. The **World Wide Web** (**WWW** or **'The Web'**) is a service provided on the Internet. It is the websites, web pages and links found on the Internet. The rules for the World Wide Web were created by an English Computer Scientist called Tim Berners-Lee. The **Internet of Things** means taking everyday 'things' and connecting them to the Internet. For example, smart thermostats in homes, smart TVs, CCTV cameras. The aim of this is to make our lives easier, but it has also lead to additional functionality for these devices **Browser** - A piece of software used to view information on the World Wide Web. Eg Google Chrome. A web browser retrieves the website's HTML code from the web server. It converts this code into the view that we see on the screen (e.g. the images, text, and videos). **Search Engines** - A search engine is a web page used to find information on the World Wide Web. For example: www.google.com and www.bing.com

1: What is an Internet Protocol address? **2:** What is the internet? **3:** What is a packet? **4:** What is the World Wide Web?	**5:** What is the Internet of Things? **6:** What is a web browser? **7:** What is a URL? **8:** What is a search engine?

Extended Writing Question:
When creating a network, explain why it is better to use a hub compared to just using cables

Programming in Scratch	
Keywords	**Knowledge**
Computer Commands - Instructions given to a computer in order to complete tasks. **Execute -** to carry out a set of instructions **Variable -** A variable is a name that refers to data being stored by the computer **User input -** where the user of a program is asked to enter a piece of data that is then used by the program	Computers will follow a series of **instructions**. Everytime a program is loaded, instructions are passed to the CPU in order to be carried out. **Sequencing** is the process of making sure that all instructions are written and executed in the correct order. If instructions are in the wrong order, this will cause the program to not work, crash or perform an incorrect action. If instructions are written incorrectly, the program will also not work correctly We will be using **Scratch** to understand programming. In Scratch you use blocks of code to give instructions to a character called a **Sprite**. **Variables** are values that are stored in memory and can be changed. A **variable** can only store one value at a time and is only stored while the program is in use. **Variables** are used to store values that are going to be used somewhere within a sequence. **User input** can be stored within a variable so that what the user has written can be included within a computer program.

1: What are computer commands? **2:** What is meant by sequencing? **3:** What happens if instructions are in the wrong order? **4:** In Scratch, what is a Sprite?	**5:** What is a variable? **6:** Where are variables stored? **7:** How many values can a variable store at a time? **8:** What is user input?

Extended Writing Question: When writing a set of instructions for making a cup of tea, why is it important that the sequencing is correct?

Computing: Half Term 3 - Week 6

Programming in Scratch	
Keywords	**Knowledge**

Comparison Operators - This will compare values in an IF statement (<, >).
 	
Arithmetic Operators - These are used to work out mathematic calculations (+, -, *, /).
 	
Iteration - Repeating a process.
 	
Count-Controlled - Repeating a process a specific number of times.
 	
Condition-Controlled - This will repeat until the condition has been met
	Operators are used within a program to get a value returned. They are used to compare values in variables to other values in a condition.
	
	For example:
	    ● Score > 6 will check to see if the value stored in score will be greater than 6.
	
	Being able to repeatedly execute instructions is commonly referred to in computing as iteration.
	
	    ● Count-controlled iteration will execute the commands a set number of times.
	        ○ **Example**: "Write out lines 100 times"
	
	    ● Condition-controlled will execute the commands until the condition you set is no longer being met.
	        ○ **Example: "Write out lines until 4pm"**
	
	Computer programs can also create **Computer bugs**. A bug in a computer system is code that causes your program to behave unexpectedly. **Debugging** is the process of finding an error in your code and taking steps to fix the problem.

1: What are operators used for? **2:** What are comparison operators used for? **3:** What are arithmetic operators used for? **4:** What is iteration?	**5:** What is count-controlled iteration? **6:** What is condition-controlled iteration? **7:** What is a computer bug? **8:** What is debugging?
Extended Writing Question: If you are writing a program which repeats, explain why you should use iteration rather than just repeating the code?	

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