

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



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 3 2024-25

History

Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

8

Spanish

French

Geography

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Book Pride

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

Plan

Year 8 - Half Term 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 Revision - Development

Development indicators

GNI: Gross National Income is an economic measure of development. GNI is the total amount of money earned by a nation's people and businesses.

HDI: Human Development Index is a social and economic measure that includes GNI, life expectancy and literacy rates.

Infant mortality: A social indicator measuring the number of babies that die under the age of one year (per 1000 births).

Literacy Rate: Measures the number of people in a country who have basic reading and writing skills (social).

Ghana exports (%) 2012 - 2016

	2012	2013	2014	2015	2016
Cocoa Beans	14	27	22	19	13
Cocoa Butter	0.77	0.87	2.5	2.3	1.3
Cocoa Paste	2.3	2.1	3.7	3.5	2.4
Crude Petroleum (Oil)	18	19	26	16	7.2
Gold	44	30	23	41	57
Nuts (Coconut / Brazil Nuts / Cashew)	0.87	1.2	1.5	2	3.8
Palm oil	0.13	0.26	0.5	0.44	0.48
Processed fish	0.92	0.0026	1.5	1.8	1
Special purpose ships	0.088	3.2	0.048	0.45	0.017

Factors Affecting Development

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

Physical factors affecting development

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

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

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

Geography: Week 1 Questions

1. What does GNI measure?
2. How does HDI differ from GNI?
3. What does infant mortality measure?
4. What does Literacy rate measure?

5. What was Ghana's biggest export in 2012?
6. What was Ghana's smallest export in 2016?
7. How much has Oil exports changed from 2012-2016?
8. What percentage of exports were Cocoa based in 2014?

Extended Writing Question: Outline the factors which affect Economic Development.

Geography: Half Term 3 - Week 2

Geography: Week 2 Revision - Oceans	
<p>Marine ecosystem: A community of plants and animals living together in their aquatic (salt water) environment such as oceans or seas.</p> <p>Biotic: Living things (e.g., fish, coral, plankton).</p> <p>Abiotic: Non-living things (e.g., water, sunlight, temperature).</p> <p>Carbon sink: A natural environment that has the ability to absorb carbon dioxide.</p> <p>Seagrass is one of the ocean's most important habitats in the world.</p> <p><u>There are many problems caused by overfishing:</u></p> <p>Waste from fishing</p> <p>Fishing boats might have caught too many fish by accident. Countries have quotas which limit the amount of fish they can catch. Fish are often dead when they finally get thrown back into the water.</p> <p>By-catch</p> <p>Bycatch is the incidental capture of non-target species such as dolphins, marine turtles and seabirds.</p>	<p>Threats to Seagrass</p> <p>In the last 40 years 35% of Seagrass meadows have been lost worldwide and in the UK it has been estimated at 92%. This is due to sea level rise, boats and dredging (scooping up the bottom of the seabed).</p> <p>What is being done to help Seagrass?</p> <p>The National Marine Aquarium has been involved in setting up conservation areas in the Sound and restoring Seagrass meadows. Seagrass seeds are collected from healthy meadows, and planted into sand on 100% biodegradable mats, made from cotton and hessian. They are nurtured in our seagrass cultivation laboratory at the National Marine Aquarium, until the seedlings have become established into strong plants, which are then ready to be planted into the seabed.</p>
Geography: Week 2 Questions	
<ol style="list-style-type: none"> 1. What is a marine ecosystem? 2. What is the difference between Biotic and Abiotic? 3. What does the term Carbon Sink refer to? 4. Name one of the most important marine habitats. 	<ol style="list-style-type: none"> 5. Give a problem from overfishing? 6. What happens to dead/extra fish? 7. What is by-catch? 8. What percentage of seagrass has been lost in the UK?
<p>Extended Writing Question: Explain how we can grow seagrass and why we should.</p>	

Geography: Half Term 3 - Week 3

Geography: Week 3 Knowledge Organiser: Revision	
<p>Pollution is the introduction of harmful materials into the environment. This is <u>harmful to living organisms</u> as a result of <u>human activity</u>. Scientists say that by 2050 there will be more plastic in the ocean than fish.</p> <p>Biodegrade: A <u>process</u> that enables a substance to break down into <u>natural materials</u> in the environment <u>without causing harm</u>.</p> <p>Microplastics: Extremely small pieces of plastic which has been broken down</p> <p><u>How bad is single-use plastic?</u></p> <p>This increase in plastic production leads to an increase in plastic pollution. This poses a major threat to our oceans and marine life. An estimated 33 billion pounds of plastic enter the marine environment every year. That's two-garbage truck's worth of plastic that enters the ocean every minute, according to Oceana.1 Nov 2023</p>	<p><u>5 facts about plastic pollution</u></p> <ol style="list-style-type: none"> 1. Only 9% of all plastic produced is recycled. 2. A whopping 2 million plastic bags are used every minute worldwide. 3. Single-use plastics are illegal in some parts of the world. 4. Every minute of every day a truckload of plastic is dumped into the ocean. 5. 73% of beach litter worldwide is plastic. <p><u>Where is plastic pollution happening the most?</u></p> <p>The Great Pacific Garbage Patch (GPGP) is a floating island of plastic debris in the north-central Pacific Ocean. It's the largest accumulation of plastic in the world.</p> <p>Plastic pollution is becoming an increasing problem to tourism due to:</p> <ul style="list-style-type: none"> • Turtles eat microplastics and end up dying of malnutrition, therefore less turtles in the area leading to less tourists visiting • Plastic covering the golden sandy beaches which attract tourists (especially on wellness breaks) • Fishermen and local restaurants are affected due to catching polluted fish or having less fish to catch.
Geography: Week 3 Questions	
<ol style="list-style-type: none"> 1. What does the term pollution mean? 2. What will happen by 2050? 3. Biodegradable is when.... 4. Explain what a microplastic is? 	<ol style="list-style-type: none"> 5. How much plastic enters the ocean in a year? 6. Give a fact about plastic pollution. 7. Give a second fact about plastic pollution. 8. What is the GPGP?
<p>Extended Writing Question: Explain why plastic pollution is a problem for tourism?</p>	

Geography: Half Term 3 - Week 4

Geography: Week 4 Knowledge Organiser: Threats to Oceans - Climate change

Climate Change: The long term shift in temperature and weather patterns.

Impacts on the Oceans:

Ocean Warming: Happening faster as more CO₂ in the atmosphere. The change in temperature is killing corals (known as bleaching) and forcing some animals to live in other parts of the ocean.

Sea Ice Loss: Warmer oceans are melting the ice faster meaning species like the polar are losing their habitat.

Sea Level Rise: Caused in part by water expanding as it's heated and from land ice melting and flowing into the oceans. If all the land ice at the polar regions melted the sea level rise would be 65m.

Increased Storms: More frequent and more powerful. This is damaging coastal communities and coastal habitats.

Ocean Acidification: Carbon Dioxide dissolving into the oceans makes the water more acidic. Species including some commercially important (like lobster and shrimp) ones are adversely affected by this.

Geography: Week 4 Questions

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|--|--|
| 1. Describe ocean warming? | 5. What is climate change? |
| 2. What is Sea Ice loss? | 6. How does increased storms affect communities? |
| 3. What is level rise? | 7. What dissolves in the ocean to make it more acidic? |
| 4. How much would the sea rise if land ice melted? | 8. Name a species that is affected by ocean acidification. |

Extended Writing Question: Explain the impact of ocean warming.

Geography: Half Term 3 - Week 5

Geography: Week 5 Knowledge Organiser: Threats to Coral Reefs

Temperature changes in the oceans - If the ocean suddenly becomes too warm, this can be very harmful to corals. It causes the algae that live inside the coral tissue to be expelled. This process is known as bleaching because it turns the corals white. If bleaching continues for more than about four weeks, the corals may die.

Storms - Storms can damage the reef by causing big waves that break up the coral.

Crown of Thorns - Outbreaks of crown of thorns starfish can be very damaging to the reef. These starfish are specialist coral predators and can eat huge areas of the reef. Nearly half of the coral lost over the past 30 years on the Great Barrier Reef has been because of crown of thorns starfish.

Run off - Run off is the chemicals and soil washed out from nearby land onto the reef. You can see large amounts of soil being washed out to sea in this satellite image. This can cause problems from the reef in two main ways. Soil washed onto the reef can cover the coral and kill it. Chemicals, like fertiliser from farming, or even sewage, can cause algae to grow faster and take over the reef.

Tourism - Tourists can harm the reef if they knock and break the fragile coral. Tourist boats like this one can also harm the reef if they are not careful where they anchor. Some tourists still take bits of coral home with them as souvenirs.

Geography: Week 5 Questions

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|---|---|
| 1. What does warm water do to coral? | 5. What percentage of coral has been eaten by Crown of Thorns? |
| 2. How many weeks of coral bleaching will cause coral to die? | 6. Over how many years has the Great Barrier Reef been destroyed by the Crown of Thorn? |
| 3. What do storms do to coral reefs? | 7. What is runoff? |
| 4. What is Crown of Thorns? | 8. How does algae damage coral reefs? |

Extended Writing Question: Why is tourism bad for coral reefs?

Geography: Half Term 3 - Week 6

Geography: Week 6 Knowledge Organiser: How to protect Coral Reefs

Reduce carbon emissions: By tackling climate change, we can help reduce the warming of oceans.

What We Can Do:

- **Use less energy:** Turn off lights and appliances when not in use. Use energy-efficient light bulbs and appliances.
- **Drive less:** Walk, bike, or use public transportation. Choose electric or hybrid vehicles that produce fewer emissions.
- **Support renewable energy:** Advocate for and support the use of renewable energy sources like solar and wind, which don't contribute to carbon emissions.
- **Reduce, Reuse, Recycle:** Minimize waste by recycling materials and reusing items, particularly plastics, which often end up in the ocean.

Sustainable fishing: Support sustainable fishing practices and avoid buying products made from endangered species.

Reduce plastic waste: Educate about recycling, reusing, and reducing plastic to prevent it from entering the oceans.

Support marine protected areas (MPAs): Encourage students to visit or support places where reefs are protected by law.

Eco-tourism: Promote reef-friendly tourism that respects marine life and doesn't damage the environment.

What We Can Do:

- **Choose eco-friendly tours:** When traveling to a coral reef destination, choose tour operators that follow sustainable practices, such as using eco-friendly boats and guides who promote reef-safe behavior.
- **Do not touch or collect coral or marine life:** Teach others the importance of leaving the reef and its inhabitants undisturbed.
- **Respect marine life:** Stay at a safe distance from corals, fish, and other marine species. Avoid using sunscreens that contain chemicals harmful to corals (like oxybenzone and octinoxate).

Geography: Week 6 Questions

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|---|--------------------------------------|
| 1. How can we reduce the warming of the oceans? | 5. What does MPA stand for? |
| 2. Give an example of how we can reduce carbon emissions. | 6. What is eco tourism? |
| 3. What can we do to be more sustainable? | 7. How could a tour be eco-friendly? |
| 4. How can we reduce plastic waste? | 8. Why is some sun cream bad? |

Extended Writing Question: Explain how tourism, if done right can help coral reefs.

History: Half Term 3 - Week 1

History: Week 1 Knowledge Organiser: Diversity in Britain over time

Key words:

Diversity- A Mixture of races and religions that make up a group of people.

Immigration- Act of leaving a country to settle elsewhere.

Key Information

Ivory Bangle Lady

The grave of a young woman was discovered in 1901 in Sycamore Terrace York; she was buried in a stone sarcophagus with very rich grave goods in the later 4th century. The objects placed into her grave included bracelets made from local jet and more exotic ones made of ivory. Recently, the skull and teeth of her skeleton, which have been stored in the Yorkshire Museum, were examined by scientists at the University of Reading.

The shape of her skull suggests that she had North African ancestry; this is not very surprising in a place like York, where inscriptions and written sources mention Africans.

Tudor History

John Blanke

John Blanke is the only Black Tudor with an identifiable image; he served under two Tudor Kings (Henry VII and Henry VIII) and likely came to England in the entourage of Catherine of Aragon as one of 8 Royal Trumpeters.

Jacques Francis

Francis worked for a man called Piero Paolo Corsie who was paid £50 to recover weapons on the sunken ship the Mary Rose. Francis led a salvage team and when his master Corsie was accused of stealing from the ship Francis became the first black person to give evidence in an English court.

Abolition and Apprenticeships.

Following campaigning and work by men such as Granville Sharp, Olaudah Equiano and William Wilberforce slavery was abolished on the 1st August 1834. Ex Slaves were not immediately freed and were forced to work as 'apprentices' for their masters for terrible wages, some said life was worse under the apprentice system, for example James Williams wrote a report of his life under the apprentice system in which he says ex slave owners were angry and bitter about the ending of slavery and while he had never been flogged under slavery he had been flogged seven times under the apprenticeship scheme. Houses of correction were also set up for those who refused in which people were flogged and forced onto 'treadmills'.

The apprentice scheme ended in 1838, 2 years earlier than planned partly due to James Williams' report.

History: Week 1 Questions

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|--|---|
| 1. Where was the grave of the Ivory lady found? | 5. Who did Blanke come to England with? |
| 2. What objects were found in her grave? | 6. What was Jacques Francis the first person to do? |
| 3. Where do Scientists think she originally came from? | 7. Where did ex slaves first work? |
| 4. Who was John Blanke? | 8. What was worse about this new place of work? |

Extended Writing Question: How do these case studies show there has been diversity in Britain for a long time?

History: Half Term 3 - Week 2

History: Week 2 Knowledge Organiser: Diversity and War

Key Dates

1914-1918 - First World War broke out

July-November 1916 - Battle of the Somme

Key facts:

- During the First World War Britain owned approximately $\frac{1}{3}$ of the globe, the people from the British Empire helped Britain to fight in the war.
- India sent the most soldiers. At that time, India included both Pakistan and Bangladesh.
- **India** sent 1,440,437 troops
- However, they were not allowed to train as officers and white English nurses were not allowed to treat Indian soldiers.
- Among the colonial non-white troops of the British empire, only Indians were allowed to fight in Europe.

Case Study:

- Walter Tull was born on 28 April 1888 in Folkestone, Kent - His father was from Barbados and his mother from Kent.
- Tull played for Tottenham Hotspur
- At the start of the First World War Tull joined the 17th (1st Football) Battalion of the Middlesex Regiment as a Lance-Corporal.
- In 1915 he served in France and was later placed in hospital for shell shock. In 1916, he returned to action in September and fought in the Battle of the Somme
- Walter Tull is considered the first African-Caribbean mixed heritage man to be commissioned as an infantry officer in the British Army.

History: Week 2 Questions

- | | |
|--|--|
| <ol style="list-style-type: none">1. How much world did Britain have in its empire at the start of the First World War?2. Which country sent the most troops?3. What were troops from India not allowed to do?4. what were Indian troops allowed to do that other races were not? | <ol style="list-style-type: none">5. Where was Walter Tull from?6. Which team did Tull play for ?7. Where did Walter Tull fight during the War?8. What was Walter Tull the first Afro-Caribbean mixed heritage man to be? |
|--|--|

Extended Writing Question:

How did war change the lives of non white Britons?

History: Half Term 3 - Week 3

History: Week 3 Knowledge Organiser: Windrush

Key words

Migrated – to go from one country to another.

Empire Windrush - the ship many people moved to England on

Tilbury - A place in Essex.

British nationality Act 1948 - citizens of the Commonwealth have status in Britain with a British passport

Key Information

Background

- In 1945 the Second World War ended leaving British cities destroyed from the Blitz.
- In the same year Winston **Churchill lost the general election to Clement Attlee** who was the leader of the labour party.
- In 1948 **Attlee's government created the National Health Service (NHS)** to help improve the health of the British Public.

The Windrush

The HMT Empire Windrush was a ship which travelled from the Caribbean to Britain in 1948. In June of that year the ship arrived at Tilbury near London. There were 1027 people on board from different countries in the Caribbean. This included men, women and children. Many people on board were tailors, mechanics and carpenters. The Empire Windrush, which left Jamaica on May 24, 1948 and arrived at Tilbury dock on June 22, 1948. According to a passenger on the ship, the journey from Jamaica to the UK took **about 22 days**, which to them was a long journey.

It wasn't easy for the new arrivals. The weather is much colder in Britain. Some people were very rude and racist to them which meant that it was much harder to rent rooms, get jobs and even go into some shops.

History: Week 3 Questions

- | | |
|---|---|
| 1. When was the British nationality act? | 5. Where in Britain did the Windrush dock? |
| 2. What did this give people from the Commonwealth? | 6. How long had the journey taken? |
| 3. Why did people want to come to Britain | 7. How many people were on board the ship? |
| 4. Where did the Windrush sail from? | 8. What experience did the people on the Windrush get when they arrived in Britain? |

Extended Writing Question:

Do you think the treatment of the windrush passengers was fair?

History: Half Term 3 - Week 4

History: Week 4 Knowledge Organiser: 1958

Key Words

Commonwealth: An association of Britain and its former colonies.

Riot - a violent disturbance by a crowd.

Teddy Boy - a gang culture common in the 1950's.

Key Dates

1958 - Nottingham and Notting hill race riots

Key Facts

- Job losses and gangs of Teddy Boys caused racial tension in England.
- During the 1958 Race Riots Teddy Boys attacked five black men in Shepherd's Bush, London, and Notting Hill, leaving three seriously injured.
- Crowds of white youths, reportedly numbering 400, chased the Caribbean population in the area.
- Petrol bombs and milk bottles were launched as missiles, and some rioters armed themselves with iron bars and butcher's knives.
- 140 people were arrested following the Notting Hill Riots.

History: Week 4 Questions

- | | |
|--|---|
| <ol style="list-style-type: none">1. What are Teddy Boys?2. When were the Notting Hill Riots?3. How many white youths were involved?4. Name two methods of violence used in the attacks | <ol style="list-style-type: none">5. How many people were arrested?6. What is the Commonwealth?7. Which act gave people of the empire British Citizenship?8. Which ship docked in Essex on the 22nd June 1948? |
|--|---|

Extended Writing Question:

Explain why the 1958 race riots happened

History: Half Term 3 - Week 5

History: Week 5 Knowledge Organiser: Politics	
<p>Key Words</p> <p>Act - Law</p> <p>Civil Rights - protect individual freedoms</p> <p>MP= Member of Parliament</p>	<p>Key Facts</p> <p>In 1962 - The commonwealth immigration Act Introduced a voucher system, only immigrants with a valuable skill or who could do a job could get a voucher.</p> <p>The 1965-66 Race Relations Act. Made it illegal to discriminate (treat differently) against any person because of their colour or race.</p> <p>The 1968 Race Relations Act Made discrimination in areas such as housing and jobs illegal</p> <p>In 1968 conservative MP Enoch Powell delivered a speech called the Rivers of Blood Speech. Enoch Powell's Rivers of Blood speech ended his career, he was sacked from the government by Edward Heath, the speech language that stirred up in the immigration debate turning people more against immigration.</p>
History: Week 5 Questions	
<ol style="list-style-type: none">1. From 1962 what did people need to have to move to England?2. When was the first Race Relations Act?3. What did the Race Relations Act do?4. Who gave the Rivers of Blood speech?	<ol style="list-style-type: none">5. Who sacked Enoch Powell?6. Which political party did Powell belong to?7. When were the Notting Hill riots?8. How many people were arrested after the Notting Hill riots?
<p>Extended Writing Question:</p> <p>What was done to improve the lives of immigrants in the 1960s?</p>	

History: Half Term 3 - Week 6

History: Week 6 Knowledge Organiser: Sports and Civil rights

Jack Leslie

Leslie who was the only professional black player in England when he played for Plymouth Argyle between 1921 and 1934. He scored more than 137 goals for Argyle in 401 appearances and remains the Pilgrims' fourth highest goal-scorer of all time. It is believed that Leslie was set to become the first black player to represent England but was denied the opportunity when selectors were made aware that he was "a man of colour". It was therefore not until 1978 that the first black player appeared in an England shirt.

It was decided a statue of Plymouth Argyle legend and black footballing pioneer Jack Leslie should be a landmark feature outside of Home Park. The Liverpool-based Andy Edwards designed the seven-foot bronze recreation of Leslie which was unveiled early in 2022

Jimmy Peters

Jimmy Peters was an English rugby union player and, later, a rugby league footballer. In 1906 he became the first black man to play rugby union for England. He was the only Black rugby player to play for England until 1988. Peters moved to Plymouth in 1902 and played for Plymouth RUFC, and the Devon countryside until 1909. It was during this time that he was picked to play for England.

History: Week 6 Questions

- | | |
|--|---|
| 1. When did John Leslie play for Plymouth? | 5. How has Plymouth remembered John Leslie? |
| 2. How many goals did he score? | 6. What sport did Jimmy Peters play? |
| 3. How many appearances did he make? | 7. What was unusual about Jimmy Peters? |
| 4. Why was he not allowed to play for England? | 8. When did he stop playing for Devon? |

Extended Writing Question:

In your opinion was it right to stop John Leslie playing for England ? Why?

French: Half Term 3 - Week 1

French: Week 1 Knowledge Organiser: la musique

<p>J'écoute toujours <i>I always listen to</i></p> <p>Je préfère écouter <i>I prefer to listen to</i></p> <p>Je n'écoute jamais de <small>(du / de-la)</small> <i>I never listen to</i></p>	<p>du jazz <i>jazz</i></p> <p>du rap <i>rap</i></p> <p>du rock <i>rock</i></p>	<p>parce que c'est car c'est <i>because it is</i></p> <p>puisque c'est <i>since it is</i></p>	<p>amusant(e) <i>fun</i></p> <p>spécial(e) <i>special</i></p> <p>intéressant (e) <i>interesting</i></p> <p>divers (e) <i>diverse</i></p> <p>parfait(e) <i>perfect</i></p> <p>traditionnel(le) <i>traditional</i></p> <p>extraordinaire <i>extraordinary</i></p>
	<p>de la musique pop <i>pop music</i></p> <p>de la musique classique <i>classical music</i></p> <p>de la musique électronique <i>electronic music</i></p>		<p>différent(e) <i>different</i></p> <p>étonnant(e) <i>amazing</i></p> <p>passionnant(e) <i>exciting</i></p> <p>ennuyeux(euse) <i>boring</i></p> <p>affreux(euse) <i>awful</i></p>
	<p>J'écoute toujours <i>I always listen to</i></p> <p>Je préfère écouter <i>I prefer to listen to</i></p> <p>Je n'écoute jamais <i>I never listen to</i></p>		<p>le chanteur... <i>the singer...</i></p> <p>la chanteuse... <i>the singer...</i></p> <p>le groupe... <i>the band/group...</i></p> <p>l'artiste... <i>the artist...</i></p>

French: Week 1 Questions - la musique

Translate into English.

- J'écoute toujours du jazz.
- Je préfère écouter de la musique classique.
- Je n'écoute jamais l'artiste Taylor Swift.
- J'écoute toujours du rock car c'est traditionnel.

Translate into French.

- I always listen to pop music.
- I never listen to the singer Justin Bieber.
- I prefer to listen to rap music since it is diverse.
- I always listen to electronic music since it is different.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Qu'est-ce que tu écoutes comme musique? *(What music do you listen to?)*

French: Half Term 3 - Week 2

French: Week 2 Knowledge Organiser: Revision

**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 - Revision

Translate into English.

1. Il a les yeux bleus et les cheveux longs.
2. Elle est moins populaire que mes autres copains.
3. Chez moi, comme dessert, on mange de la glace.
4. Pour être en forme, je vais boire de l'eau et jouer au foot.

Translate into French.

5. Sometimes, I get on well with my grandparents because they are kind.
6. Normally, for breakfast, I eat chocolate.
7. To be in shape, I tend to drink lots of water.
8. For the main meal, we eat meat and pasta.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Que fais-tu pour rester en forme? *(What do you do to stay fit?)*

French: Half Term 3 - Week 3

French: Week 3 Knowledge Organiser: - Revision

**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 - Revision

Translate into English.

1. Quelquefois, je ne m'entends pas bien avec mon grand-père.
2. La personne que j'admire, c'est mon copain car il garde mes secrets.
3. Souvent, comme plat principal, on prend un sandwich.
4. Normalement, pour rester en bonne santé, on mange des fruits.

Translate into French.

1. I prefer my step-mum because she understands me.
2. To be in shape, I try to eat rice and vegetables.
3. From time to time, for dinner, I have (take) cheese.
4. She is simply happy and quite self confident.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Tu t'entends bien avec tes parents? *(Do you get on well with your parents?)*

French: Half Term 3 - Week 4

French: Week 4 Knowledge Organiser: La musique

Ma mère écoute <i>My mum listens to</i>	du jazz <i>jazz</i>	parce que c'est car c'est	amusant(e) <i>fun</i>
	du rap <i>rap</i>		spécial(e) <i>special</i>
Mon frère écoute <i>My brother listens to</i>	du rock <i>rock</i>	because it is	intéressant (e) <i>interesting</i>
	de la musique pop <i>pop music</i>		divers (e) <i>diverse</i>
Mon meilleur ami écoute <i>My best friend listens to</i>	de la musique classique <i>classical music</i>	since it is	parfait(e) <i>perfect</i>
	de la musique électronique <i>electronic music</i>		traditionnel(le) <i>traditional</i>
Moi et mes amis écoutons <i>My friends and I listen to</i>	le chanteur... <i>the singer...</i>	parce qu'il / elle est car il / elle est	étonnant(e) <i>amazing</i>
	la chanteuse... <i>the singer...</i>		passionnant(e) <i>exciting</i>
Mes parents écoutent <i>My parents listen to</i>	le groupe... <i>the band/group...</i>	because he / she is	ennuyeux(euse) <i>boring</i>
	l'artiste... <i>the artist...</i>		affreux(euse) <i>awful</i>

French: Week 4 Questions - La musique

Translate into English.

1. Ma mère écoute de la musique pop car c'est passionnant.
2. Mes parents écoutent le groupe Metallica car il est étonnant.
3. Moi et mes amis écoutons du jazz puisque c'est amusant.
4. Mon frère n'écoute **pas (doesn't)** du rap car c'est affreux.

Translate into French.

5. My best friend listens to electronic music.
6. My parents listen to the artist Ariana Grande because she is special.
7. My friends and I listen to the group Nirvana because he is amazing.
8. My mum listens to rock since it is extraordinary.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Qu'est-ce que ta mère écoute comme musique?

(What music does your mother listen to?)

French: Half Term 3 - Week 5

French: Week 5 Knowledge Organiser: - la musique

<p>Mon chanteur préféré est... <i>My favourite singer is ...</i></p>		j'admire	<i>I admire</i>	sa musique	<i>his/her music</i>
<p>Mon groupe préféré est... <i>My favourite band/group...</i></p>		j'aime	<i>I like</i>	sa voix	<i>his/her voice</i>
<p>Mon artiste préféré est... <i>My favourite artist...</i></p>	parce que	j'adore	<i>I love</i>	son rythme	<i>his/her rhythm</i>
	car	je préfère	<i>I prefer</i>	son son	<i>his/her sound</i>
	<i>because</i>	je n'aime pas	<i>I don't like</i>	son style	<i>his/her style</i>
<p>Ma chanteuse préférée est... <i>My favourite singer is</i></p>					
	puisque			ses chansons	<i>his/her songs</i>
<p>Je n'aime pas... <i>I don't like...</i></p>	<i>since</i>	je déteste	<i>I hate</i>	ses concerts	<i>his/her concerts</i>
<p>Je déteste... <i>I hate...</i></p>		je ne supporte pas	<i>I can't stand</i>	ses paroles	<i>his/her lyrics</i>

French: Week 5 Questions - la musique

Translate into English. *The name of artists / bands will not change.*

1. Mon chanteur préféré est **Bruno Mars** car j'aime sa voix.
2. Mon groupe préféré est **Imagine Dragons** puisque j'adore ses chansons.
3. Ma chanteuse préférée est **Adèle** parce que j'admire sa voix.
4. Mon artiste préféré est **Beyoncé** car j'adore sa musique.

Translate into French. *The name of artists / bands will not change.*

5. My favourite singer (f) is **Lady Gaga** because I admire her voice.
6. My favourite band is **Maroon 5** because I prefer his style.
7. My favourite artist is **Ed Sheeran** since I love his songs.
8. My favourite singer (m) is **Eminem** because I like his sound.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Quel est ton artiste préféré? *(Who is your favourite artist?)*

French: Half Term 3 - Week 6

French: Week 6 Knowledge Organiser: - la musique

<p>J'écoute toujours <i>I always listen to</i></p> <p>Je préfère écouter <i>I prefer to listen to</i></p> <p>Je n'écoute jamais de <i>(du / de la)</i> <i>I never listen to</i></p>	<p>du jazz <i>jazz</i></p> <p>du rap <i>rap</i></p> <p>de la musique pop <i>pop music</i></p> <p>de la musique classique <i>classical music</i></p> <p>de la musique électronique <i>electronic music</i></p>	<p>parce que c'est car c'est <i>because it is</i></p> <p>puisque c'est <i>since it is</i></p>	<p>amusant <i>fun</i></p> <p>spécial <i>special</i></p> <p>intéressant <i>interesting</i></p> <p>divers <i>diverse</i></p> <p>parfait <i>perfect</i></p> <p>traditionnel <i>traditional</i></p> <p>extraordinaire <i>extraordinary</i></p> <p>différent <i>different</i></p> <p>étonnant <i>amazing</i></p> <p>passionnant <i>exciting</i></p> <p>ennuyeux <i>boring</i></p> <p>affreux <i>awful</i></p>	<p>j'admire <i>I admire</i></p> <p>j'aime <i>I like</i></p> <p>j'adore <i>I love</i></p> <p>je préfère <i>I prefer</i></p> <p>je n'aime pas <i>I don't like</i></p> <p>je déteste <i>I hate</i></p> <p>je ne supporte pas <i>I can't stand</i></p>	<p>sa musique <i>his/her music</i></p> <p>sa voix <i>his/her voice</i></p> <p>son rythme <i>his/her rhythm</i></p> <p>son son <i>his/her sound</i></p> <p>son style <i>his/her style</i></p>
<p>Ma mère écoute <i>My mum listens to</i></p> <p>Mon frère écoute <i>My brother listens to</i></p> <p>Mon meilleur ami écoute <i>My best friend listens to</i></p> <p>Moi et mes amis écoutons <i>My friends and I listen to</i></p> <p>Mes parents écoutent <i>My parents listen to</i></p>	<p>le chanteur... <i>the singer...</i></p> <p>la chanteuse... <i>the singer...</i></p> <p>le groupe... <i>the band/group...</i></p> <p>l'artiste... <i>the artist...</i></p>	<p>parce qu'il / elle est car il / elle est <i>because he / she is</i></p> <p>puisque'il / elle est <i>since he / she is</i></p>		<p>elle aime <i>she likes</i></p> <p>il adore <i>he loves</i></p> <p>nous aimons <i>we like</i></p> <p>ils adorent <i>they love</i></p>	<p>ses chansons <i>his/her songs</i></p> <p>ses concerts <i>his/her concerts</i></p> <p>ses paroles <i>his/her lyrics</i></p>

French: Week 6 Questions - la musique

Translate into English.

1. J'écoute toujours du jazz car c'est traditionnel.
2. Je préfère écouter de la musique classique puisque c'est parfait.
3. Moi et mes amis écoutons du rock puisque c'est amusant.
4. Ma chanteuse préférée est **Taylor Swift** parce que j'admire ses chansons.

Translate into French.

5. My mum listens to classical music because it is special.
6. I never listen to the singer Justin Bieber since he is boring.
7. I prefer to listen to pop music since it is amazing.
8. My best friend listens to electronic music since it is interesting.

Extended Writing Question: (at least 3 full sentences in FRENCH)

Qu'est-ce que tu écoutes comme musique et pourquoi?

(What music do you listen to and why?)

Spanish: Half Term 3 - Week 1

Spanish: Week 1 Knowledge Organiser:

Escucho <i>I listen to</i>	música jazz	<i>jazz</i>	porque es <i>because it is</i>	divertido/a	<i>fun</i>
	música rap	<i>rap music</i>		especial	<i>special</i>
	música rock	<i>rock music</i>		interesante	<i>interesting</i>
	música pop	<i>pop music</i>		variado/a	<i>diverse</i>
Prefiero escuchar <i>I prefer to listen to</i>	música clásica	<i>classical music</i>	dado que es <i>because it is</i>	perfecto/a	<i>perfect</i>
	música electrónica	<i>electronic music</i>		tradicional	<i>traditional</i>
Nunca escucho <i>I never listen to</i>	el cantante...	<i>the (male) singer...</i>	porque es <i>because he / she is</i>	extraordinario/a	<i>extraordinary</i>
	la cantante...	<i>the (female) singer...</i>		diferente	<i>different</i>
	el grupo...	<i>the band/group...</i>		Increíble	<i>amazing</i>
	el/la artista...	<i>the artist...</i>			<i>(incredible)</i>
			/they are	emocionante	<i>exciting</i>
				aburrido/a	<i>boring</i>
				horrible	<i>awful</i>

Spanish: Week 1 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Escucho música rap porque es divertido 2. Nunca escucho música jazz 3. Prefiero escuchar el grupo Coldplay porque es extraordinario 4. Escucho música rock porque es variado | <ol style="list-style-type: none"> 5. I always listen to pop music. 6. I never listen to the singer Justin Bieber. 7. I prefer to listen to rap music because it is diverse. 8. I always listen to electronic music because it is different. |
|---|--|

Extended Writing Question: (At least three full sentences in Spanish.)

What music do you listen to and why? *¿Qué música escuchas y por qué?*

Spanish: Half Term 3 - Week 2

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

- | | |
|--|--|
| 1. Tiene los ojos azules. | 5. Often I have a good relationship with my Aunt |
| 2. Soy más sociable que mi hermana. | 6. My role model is my mum because she helps me |
| 3. Me llevo bien con mi hermana porque es interesante. | 7. I admire my mum because she is responsible. |
| 4. Discuto con mi hermano porque es travieso | 8. She is an only child |

Extended Writing Question:

Describe your family. *Describe tu familia*

Spanish: Half Term 3 - Week 3

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

- | | |
|--|------------------------------------|
| 1. Para la cena cocinamos la tortilla española. | 5. I like to drink a lot of water. |
| 2. Me gustaría la carne porque es saludable. | 6. Sometimes I drink lemonade. |
| 3. Para empezar, me gustaría un bocadillo | 7. At home, I like to eat fruit. |
| 4. Para llevar una vida saludable, me gusta descansar. | 8. After school, we drink coffee. |

Extended Writing Question:

¿Qué haces para llevar una vida sana? What do you do to lead a healthy lifestyle?

Spanish: Half Term 3 - Week 4

Spanish: Week 4 Knowledge Organiser:

Mi madre escucha <i>My mum listens to</i>	música jazz	<i>jazz</i>	porque es <i>because it is</i>	divertido/a	<i>fun</i>
	música rap	<i>rap music</i>		especial	<i>special</i>
Mi hermano escucha <i>My brother listens to</i>	música rock	<i>rock music</i>	dado que es <i>because it is</i>	interesante	<i>interesting</i>
	música pop	<i>pop music</i>		variado/a	<i>diverse</i>
Mi mejor amigo/a <i>My best friend listens to</i>	música clásica	<i>classical music</i>		perfecto/a	<i>perfect</i>
	música electrónica	<i>electronic music</i>		tradicional	<i>traditional</i>
Mis amigos y yo escuchamos <i>My friends and I listen to</i>	el cantante...	<i>the (male) singer...</i>	porque es <i>because he /</i>	extraordinario/a	<i>extraordinary</i>
	la cantante...	<i>the (female)</i>		diferente	<i>different</i>
Mis padres escuchan <i>My parents listen to</i>	singer...		she is /they <i>are</i>	Increíble	<i>amazing</i>
	el grupo...	<i>the band/group...</i>		(incredible)	
	el/la artista...	<i>the artist...</i>		emocionante	<i>exciting</i>
				aburrido/a	<i>boring</i>
				horrible	<i>awful</i>

Spanish: Week 4 Questions

1. Mi hermano escucha música pop
2. Mi papá escucha música clásica
3. Mi artista favorita es extraordinaria
4. Mi madre escucha la cantante Adele

5. My best friend listens to electronic music.
6. My parents listen to the artist Ariana Grande because she is special.
7. My friends and I listen to the group Nirvana because it is amazing.
8. My mum listens to rock since it is extraordinary.

Extended Writing Question: (At least three full sentences in Spanish.)
What music does your mum listen to? *¿Qué música escucha tu mamá?*

Spanish: Half Term 3 - Week 5

Spanish: Week 5 Knowledge Organiser:

Mi cantante favorito es... <i>My favourite (male) singer is ...</i>	porque	<i>because</i>	admiro	<i>I admire</i>	su música	<i>his/her music</i>
			me gusta	<i>I like</i>	su voz	<i>his/her voice</i>
Mi cantante favorita es... <i>My favourite (female) singer is ...</i>	porque	<i>because</i>	me encanta	<i>I love</i>	su ritmo	<i>his/her rhythm</i>
			prefiero	<i>I prefer</i>	su sonido	<i>his/her sound</i>
Mi grupo favorito es <i>My favourite band/group...</i>	dado que	<i>because</i>	no me gusta	<i>I don't like</i>	su estilo	<i>his/her style</i>
Mi artista favorito/a es <i>My favourite artist...</i>			odio	<i>I hate</i>	sus canciones	<i>his/her songs</i>
					sus conciertos	<i>his/her concerts</i>
			no soporto	<i>I can't stand</i>	sus letras	<i>his/her lyrics</i>

Spanish: Week 5 Questions

1. Mi artista favorito es KSI porque admiro su estilo
2. Mi grupo favorito es ABBA porque prefiero sus canciones
3. Mi cantante favorita es Billie Eilish porque me encanta su sonido
4. Mi cantante favorito NO es Ed sheeran dado que odio sus letras

The name of artists / bands will not change.

9. My favourite singer (f) is **Lady Gaga** because I admire her voice.
10. My favourite band is **Maroon 5** because I prefer his style.
11. My favourite artist is **Ed Sheeran** because I love his songs.
12. My favourite singer (m) is **Eminem** because I like his sound.

Extended Writing Question: (At least three full sentences in Spanish.)

Who are your favourite singers and why ¿*Quienes son tus cantantes favoritas y por qué?*

Spanish: Half Term 3 - Week 6

Spanish: Week 6 Knowledge Organiser:

<p>Escucho <i>I listen to</i></p> <p>Prefiero escuchar <i>I prefer to listen to</i></p> <p>Nunca escucho <i>I never listen to</i></p>	<p>música jazz <i>jazz</i></p> <p>música rap <i>rap music</i></p> <p>música rock <i>rock music</i></p> <p>música pop <i>pop music</i></p> <p>música clásica <i>classical music</i></p> <p>música electrónica <i>electronic music</i></p>	<p>porque es <i>because it /he</i></p> <p><i>/she is</i></p> <p>dado que es <i>because it is</i></p>	<p>divertido/a <i>fun</i></p> <p>especial <i>special</i></p> <p>interesante <i>interesting</i></p> <p>variado/a <i>diverse</i></p> <p>perfecto/a <i>perfect</i></p> <p>tradicional <i>traditional</i></p> <p>extraordinario/a <i>extraordinary</i></p> <p>diferente <i>different</i></p> <p>Increíble <i>amazing</i></p> <p><i>(incredible)</i></p> <p>emocionante <i>exciting</i></p> <p>aburrido/a <i>boring</i></p> <p>horrible <i>awful</i></p>	<p>admiro <i>I admire</i></p> <p>me gusta <i>I like</i></p> <p>me encanta <i>I love</i></p> <p>prefiero <i>I prefer</i></p> <p>no me gusta <i>I don't like</i></p> <p>odio <i>I hate</i></p> <p>no soporto <i>can't stand</i></p> <p>le gusta <i>he/she likes</i></p> <p>le encanta <i>he/she loves</i></p> <p>nos gusta <i>we like</i></p> <p>les encanta <i>they love</i></p>
<p>Mi madre escucha <i>My mum listens to</i></p> <p>Mi hermano escucha <i>My brother listens to</i></p> <p>Mi mejor amigo/a <i>My best friend listens to</i></p> <p>Mis amigos y yo escuchamos <i>My friends and I listen to</i></p> <p>Mis padres escuchan <i>My parents listen to</i></p>	<p>el cantante... <i>the (male) singer...</i></p> <p>la cantante... <i>the (female) singer...</i></p> <p>el grupo... <i>the band/group...</i></p> <p>el/la artista... <i>the artist...</i></p>			

Spanish: Week 6 Questions

1. Mis amigos y yo escuchamos música clásica porque es diferente
2. Prefiero escuchar la música pop porque es emocionante
3. A mi madre le gusta el cantante Robbie Williams
4. A mi hermano le gusta el grupo Nirvana porque es especial

5. My mum listens to classical music because it is special.
6. I never listen to the singer Justin Bieber because he is boring.
7. I prefer to listen to pop music because it is amazing.
8. My best friend listens to electronic music because it is interesting.

Extended Writing Question: (At least three full sentences in Spanish.)

What music don't you listen to and why? *¿Qué música no escuchas y por qué?*

Modern Britain: Half Term 3 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Tolerance & Mutual Respect

Keywords:

Terrorism - the use of threat or action against a person or property to scare innocent people and also have that loss of life from 1 person to thousands of people.

International Terrorism - terrorism that has happened in other countries.

Key Information

The Houses of Parliament can be found in Westminster, London. It is the most central point of the country and where the Prime Minister and 650 members of parliament work, Monday to Friday.

The Westminster Attack happened at the Houses of Parliament on the 22nd March 2017. This attack on parliament was seen as international terrorism. This was a serious incident outside Parliament in London. Five people were killed, including the attacker who was shot by armed police at the Houses of Parliament. Scotland Yard, who are in charge of the police force in London, said the attacker was a 52 year old male, called Khalid Masood. They believed that the attacker acted alone that day and believed that he was influenced by international terrorism. Scotland Yard also confirmed that there was no further information or intelligence to suggest that there was going to be any further attacks.

Counter Terrorism Police work every single day and night to keep everyone safe in the UK from any attacks of terrorism. London is a safe place and the specialist terrorism police are working 24/7 stopping any potential threat to the country. Counter terrorism police work alongside other countries to help stop terrorism around the world.

Modern Britain: Week 1 Questions

- | | |
|--|---|
| 1. What does terrorism mean? | 5. What is international terrorism? |
| 2. Where are the Houses of Parliament? | 6. Where did the terrorism attack happen? |
| 3. Who is in charge of the police force in London? | 7. What was the name of the attacker? |
| 4. How old was the attacker? | 8. How many people work in parliament? |

Extended Writing Question: Explain why it is important that we have counter terrorism police in the UK.

Modern Britain: Half Term 3 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Revision AP 1 Diversity

Keywords

Diversity - each individual is unique and recognises our individual differences

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

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

Democracy - for the people by the people

Dictatorship - a ruler who will tell people what is happening for their own benefit as a dictator of people or political goal

Parliament - the highest legislature, consisting of 3 parts of parliament, House of Commons, House of Lords and the Monarchy

Speaker of the House - this person chairs the business of the house of commons and will keep MP's in check and in order during debates

BAME - Black, Asian and minority ethnic

Key Information

Diversity - each individual is unique and different and it would be really boring in society if we were all the same. Diversity can be seen in music, language, food, clothing, books, films and different people who live in our community. We learn a lot from diversity and we are encouraged to accept others for who they are. We accept the different cultures in contemporary modern Britain which allows us to be inclusive for all cultures. We can learn from others what a language can be like and similar words can be used and understood. We can take different types of food and enjoy them at any time; we can order our favourite takeaway and explore a national dish like a curry, a pizza from Italy, a burger from the USA and we can also accept our favourite UK dishes of a roast dinner or fish and chips. We can also see diversity in religion and what people can believe in. Equality in the UK is so important because as individuals it is crucial that we explore all the diversity that we can see, hear, smell and taste to live together in our communities in harmony.

Modern Britain: Week 2 Questions

- | | |
|---|--|
| 1. What does dictatorship mean? | 5. Identify a dictator (past or present) |
| 2. What does diversity mean? | 6. What is the nation's favourite dish? |
| 3. Where can we see diversity? | 7. What does BAME mean? |
| 4. Identify 5 things where we can see diversity | 8. What is white privilege? |

Extended Writing Question: Why is it important to be inclusive in our community?

Modern Britain: Half Term 3 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Revision AP 1 Democracy

Keywords

Democracy - for the people by the people

Prime Minister - a person who is in charge of government and also a political party leader, Sir Keir Starmer and leader of the Labour party

Opposition - people who are against the government and who is in power - currently the Conservative party

Ballot box - a sealed box where people can place their ballot papers in a secure way

Polling station - a place where people who want to vote need to go to so that democracy can take place

Political party - a group of politicians who believe in the same issues and beliefs and have a colour and image that represents them

Hierarchical - the order of how things are done

Bill - this is a new law in the making which is discussed between two houses in parliament

Manifesto - a declaration of intention which a political party say they are going to do in parliament

Key Information

Democracy - for the people by the people is the most important issue when we live in a democracy. People who are able to vote have a chance to have their say in political matters which will affect everyone who lives in the UK. Recently we had the general election in July 2024 for the UK and the people of the UK voted to have a new prime minister and political party in parliament. People can vote for any political party and member of parliament who they consider will do a good job on issues like the NHS, making it better for everyone; Education, climate change and new jobs. When people vote they go to a polling station and collect their ballot paper which then enables them to choose who they want to lead the country. They do this by putting an 'X' on the ballot paper which means that they have had a say in democracy and actively taken part to make a difference.

Modern Britain: Week 3 Questions

- | | |
|-------------------------------|--|
| 1. What does democracy mean? | 5. What is a 'Bill'? |
| 2. What is a manifesto? | 6. What items will Labour be discussing in parliament? |
| 3. Who is in opposition? | 7. What is a ballot box? |
| 4. Who is the Prime Minister? | 8. What is a polling station? |

Extended Writing Question: Why is it important that we live in a democracy?

Modern Britain: Half Term 3 - Week 4

Modern Britain: Week 4 Knowledge Organiser: Dirt Week

Key terms

Houses of Parliament - a place where 3 houses work together to support democracy in the UK

Political Party

BAME - Black, Asian and minority ethnic

Hierarchy - the order of how things are done

Zakah - giving money to support those in need and less fortunate

Review

Parliament consists of 3 houses, House of Commons, House of Lords and the Monarchy. The monarchy consists of the King. Within parliament the MP's will work in the House of Commons on a Monday to Friday. They will each have their own manifesto's which they will work through to ensure that the people of the UK are being listened to and supported. Each political party has a hierarchy which is led by the leader of the party and then deputies to support the work of the leader and even the Prime Minister.

The main six world religions consist of Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. You will find all of these religions in the UK. They are all full of diversity and inclusion for all faiths. To support everyone in a faith, in Islam, Muslims give Zakah to support the most needy to live each day and to attend their annual pilgrimage to Mecca to be close to their God.

Modern Britain: Week 4 Questions

- | | |
|---|------------------------------|
| 1. Identify the 3 parts of parliament | 5. What does BAME stand for? |
| 2. What does the Chancellor of the Exchequer do? | 6. What does diversity mean? |
| 3. Who has the symbol of the yellow bird for their political party? | 7. What is Zakah? |
| 4. Name the main six world religions | 8. What does hierarchy mean? |

Extended Writing Question: Explain why there is a hierarchical structure in a political party.

Modern Britain: Half Term 3 - Week 5

Modern Britain: Week 5 Knowledge Organiser: Tolerance & Mutual Respect - Westminster Attack 2

Keywords

Religions - a particular system of faith and worship and followed by great devotion

Vigil - to keep watch or pray in a period of night time

Consequences - as a result of something that has happened

Cowed - not to bow down to terrorism - give in.

Key Information

AS a consequence of the Westminster Attack, there was a ripple effect across all faiths in the UK and the world. The attack was not only felt by the colleagues of the police officer and the victims families but the wider community too. Injuries were life threatening and it took months and months for people to come to terms with the suffering and loss of loved ones. The effect this had on the people of London was one of solidarity. The whole city came together and attended a vigil for the people who died and for those who were injured. All cultures and faiths came together in Trafalgar Square in the evening and stood side by side in quiet thinking about the incident and those who were affected. The Muslim community were joined by all faiths in the City and showed that London will not be 'cowed' down to terrorism. Harmony and peace was the main purpose of the vigil to show kindness and love to everyone who had been affected by the incident. The police officer who died at the scene trying to stop the attacker from entering parliament has a permanent plaque outside of the Houses of Parliament as a memorial to his brave actions in saving lives.

Modern Britain: Week 5 Questions

- | | |
|--------------------------------|---|
| 1. What does vigil mean? | 5. Which city did the attack take place? |
| 2. What does consequence mean? | 6. Which building was the attacker trying to enter? |
| 3. Where is Trafalgar Square? | 7. Identify a faith that supported the people for the vigil |
| 4. What does cowed mean? | 8. Where did we see solidarity? |

Extended Writing Question: Explain the ripple effect of the Westminster Attack on the people of the UK.

Modern Britain: Half Term 3 - Week 6

Modern Britain: Week 6 Knowledge Organiser: Tolerance & Mutual Respect - Muslim response to the attack

Keywords

Islam - one of the main 6 religions of the world, means peace

Muslim - a follower of Islam

Mourning - the expression of sorrow for someone's death

Racial prejudice - making unkind remarks or giving views that can be seen as offensive to a particular group of students

Jihad - battling (struggling) your own self in order to complete a task

Key Information

The Westminster Attack happened on Westminster Bridge which is right next to the Houses of Parliament. This particular attack had a devastating effect on the religion of Islam and its followers who are known as Muslims. The attacker was a Muslim. This made people racially prejudiced towards all Muslims in the UK. It was felt that all Muslim people are terrorists. Society was quick to pick up on this and all faiths within the communities all came together to support the Muslim community and Islam as a religion. This attack put Muslims right into the limelight again as the attacker was a Muslim. Contrary to what some people read on social media, Muslims believe in peace and that killing innocent people is not accepted. Muslims look towards their God and ask for guidance in times of difficulty; their God Allah instructs them to see terrorism as an act of violence against innocent people and this does not exist in Islam. Muslims have a 'Jihad' when it comes to fighting and struggling to do what may be the right thing so they can go and live their lives in peace.

Modern Britain: Week 6 Questions

- | | |
|--|---------------------------------|
| 1. What does Islam mean? | 5. Who is a follower of Islam? |
| 2. What is a Muslim? | 6. What does mourning mean? |
| 3. Which capital city did the attack happen? | 7. Where did the attack happen? |
| 4. Which London bridge did the attack happen on? | 8. What is a jihad? |

Extended Writing Question: Why did the Muslim community feel threatened after the Westminster Attack?

Computing - Half Term 3 - Week 1

Algorithms, Programs and Variables

Keywords	Knowledge
<p>Algorithm - a set of precise instructions, expressed in some sort of language.</p> <p>Program - a set of precise instructions (code), written in a programming language.</p> <p>Execute - when a programming language is converted into 'machine code' (binary) and run.</p> <p>Variable - a name for a location in memory where data can be stored.</p> <p>Assignment - When a program stores some data in memory.</p> <p>String variable - data stored as text. Eg "hello".</p> <p>Integer variable - data stored as a whole number.</p> <p>Sequence - Instructions are processed one after the order</p>	<p>Algorithms: An algorithm is a set of precise instructions, expressed in some sort of language (e.g. textual, visual). Understanding the language is necessary in order to execute the instructions. Executing these instructions is meant to solve a problem.</p> <p>Programs: A program is a set of precise instructions, expressed in a programming language. Translating the programming language into machine code (binary) is necessary for a machine to be able to execute the instructions.</p> <p>Python Programs: To execute a Python program, you need a Python interpreter. This is a program that translates and executes your Python program.</p> <p>Syntax: All programming languages have rules for syntax, i.e. how statements can be assembled. Programs written in a programming language must follow its syntax. Programs with syntax errors cannot be translated and executed. Speech or text in a language must follow its syntax.</p> <p>Variables and Assignment This command will create a string variable called name and assign the value: "David". name = "David"</p> <p>This command will create an integer variable called hours and assign the value: 24 hours = int (24)</p>

Homework Book Questions

Q1	What is an algorithm?	Q5	What is an integer variable?
Q2	What is a program?	Q6	What can a computer <u>not</u> do with a program that contains syntax errors?
Q3	What is a variable?	Q7	What do you need to execute a program written in the Python programming language?
Q4	What is a string variable?	Q8	In programming, what does an interpreter do?

Extended Writing Question

Explain the difference between an algorithm and a program.

Computing - Half Term 3 - Week 2

Selection and Iteration																													
Keywords	Knowledge																												
<p>Selection - when a program makes a decision about what commands run depending on a True / False test.</p> <p>Boolean - Either a true or false value.</p> <p>Library - a set of pre-written code that programmers can use.</p> <p>Iteration - When your programs repeat actions, checking for a terminating condition at the beginning of each new loop</p> <p>If - A method of selecting the next instruction to be performed. A true or false test</p>	<p>The following will check the data stored in the variable, user and if the data is the same as “Liz” it will say, “Hello your Majesty”. Otherwise, it will just say “Hello”)</p> <pre style="margin-left: 40px;"> if user == “Elizabeth”: print (“Hello Your Majesty”) else: print(“Hello”) </pre> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-right: 1px solid black; padding: 5px;">Relational (or Comparison) Operators</th> <th style="text-align: center; border-right: 1px solid black; padding: 5px;"> </th> <th style="text-align: left; padding: 5px;">Example Expressions</th> <th style="padding: 5px;"></th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px solid black; padding: 5px;">== The same as</td> <td style="border-right: 1px solid black; text-align: center; padding: 5px;"> </td> <td style="padding: 5px;">a == 1</td> <td style="padding: 5px;">Does a equal 1?</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">!= Not equal to</td> <td style="border-right: 1px solid black; text-align: center; padding: 5px;"> </td> <td style="padding: 5px;">b != c</td> <td style="padding: 5px;">Are b and c different?</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">< Less than</td> <td style="border-right: 1px solid black; text-align: center; padding: 5px;"> </td> <td style="padding: 5px;">d < 3</td> <td style="padding: 5px;">Is d less than 3?</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"><= Less than or equal to</td> <td style="border-right: 1px solid black; text-align: center; padding: 5px;"> </td> <td style="padding: 5px;">d <= 3</td> <td style="padding: 5px;">Is d at most 3?</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">> Greater than</td> <td style="border-right: 1px solid black; text-align: center; padding: 5px;"> </td> <td style="padding: 5px;">d > 10</td> <td style="padding: 5px;">Is d greater than 10?</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">>= Greater than or equal to</td> <td style="border-right: 1px solid black; text-align: center; padding: 5px;"> </td> <td style="padding: 5px;">d >= 10</td> <td style="padding: 5px;">Is d at least 10?</td> </tr> </tbody> </table>	Relational (or Comparison) Operators		Example Expressions		== The same as		a == 1	Does a equal 1?	!= Not equal to		b != c	Are b and c different?	< Less than		d < 3	Is d less than 3?	<= Less than or equal to		d <= 3	Is d at most 3?	> Greater than		d > 10	Is d greater than 10?	>= Greater than or equal to		d >= 10	Is d at least 10?
Relational (or Comparison) Operators		Example Expressions																											
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>= Greater than or equal to		d >= 10	Is d at least 10?																										

Homework Book Questions			
Q1	What is a ‘Boolean’?	Q5	What relational operator means “less than or equal to”
Q2	What is a ‘Library’?	Q6	What relational operator means “the same as”
Q3	What is ‘selection’?	Q7	What relational operator means “not equal to”
Q4	What is meant by the term: iteration?	Q8	Write down an expression that means: Is total less than than 15

Extended Writing Question
<p>Explain why programmers may find a library (a set of pre-written code) useful when creating a new computer program.</p>

Computing - Half Term 3 - Week 3

While Loops and Lists

Keywords	Knowledge																																
<p>While - A type of loop that checks to see if a test is true each time it iterates (repeats the instructions in the block of code)</p> <p>List - A list is a collection of items that can be of different data types (e.g., numbers, strings). For example:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Index</th> <th>Data Type</th> <th>Item</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Text</td> <td>"orange"</td> </tr> <tr> <td>1</td> <td>Number</td> <td>27</td> </tr> <tr> <td>2</td> <td>Number</td> <td>3.43</td> </tr> <tr> <td>3</td> <td>Text</td> <td>"apple"</td> </tr> <tr> <td>4</td> <td>Text</td> <td>"banana"</td> </tr> </tbody> </table>	Index	Data Type	Item	0	Text	"orange"	1	Number	27	2	Number	3.43	3	Text	"apple"	4	Text	"banana"	<p>The following algorithm will print out the numbers from 3 to 1, then stop. It creates a count variable (and assigns it a value of 3). Then it uses a while loop to output the data stored in the count variable and then reduce the value by 1 each time the loop iterates. The loop stops when the count variable becomes 0 because it is no longer greater than or equal to (\geq) 0</p> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="border-collapse: collapse; background-color: #e0f2f7;"> <thead> <tr> <th style="width: 50%;">State</th> <th style="width: 50%;">Output</th> </tr> </thead> <tbody> <tr> <td>count = 3</td> <td></td> </tr> <tr> <td>while count \geq 1:</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">print(count)</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="padding-left: 20px;">count = count-1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="padding-left: 20px;">print(count)</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="padding-left: 20px;">count = count-1</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> </div> <p>When programming in Python, we create a list like the one in the example, using square brackets and commas to separate each item:</p> <pre style="text-align: center; margin-top: 10px;">myList = ["orange", 27, 3.43, "apple", "banana"]</pre>	State	Output	count = 3		while count \geq 1:		print(count)	3	count = count-1	2	print(count)	1	count = count-1	0
Index	Data Type	Item																															
0	Text	"orange"																															
1	Number	27																															
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count = count-1	0																																

Homework Book Questions

Q1	What is a while command used for?	Q5	In the example of a list, what item is at position 3 and what is its data type?
Q2	What does the term 'iterate' mean?	Q6	Write the python code to create a list called lessons with 5 subjects you study listed.
Q3	In the example algorithm above, how many times will the code iterate?	Q7	In the example algorithm above, what happens to count with each iteration?
Q4	In the example algorithm above, what is the output from the program?	Q8	In the example algorithm above, what value does count have at the beginning?

Extended Writing Question

Rewrite the algorithm above, so that the program will count down from 15 to 0, but in 2s. For example, 15, 13, 11, 9, 7, 5, 3, 1

Computing - Half Term 3 - Week 4

Data and Information							
Keywords	Knowledge						
<p>Data - Raw facts and figures that have no value</p> <p>Data Types - the different 'formats' that data can be represented. For example, text and number.</p> <p>Text - Data that is represented as alphanumeric characters and symbols.</p> <p>Number - Where data is represented as a set of digits.</p> <p>Binary - A way of representing numbers using the digits: 1 and 0.</p> <p>Denary - A way of representing numbers using the digits: 0 to 9.</p> <p>Boolean - Data that is represented as either True (1) or False (0).</p>	<p>Data can come in a variety of types. For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Text</td> <td> <p>Where data is represented as alphanumeric characters and symbols.</p> <p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p> </td> </tr> <tr> <td>Number</td> <td> <p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place). Sometimes, when programming real numbers are called float (short for floating-point numbers).</p> </td> </tr> <tr> <td>Boolean</td> <td> <p>Where data is represented as either True or False.</p> </td> </tr> </table>	Text	<p>Where data is represented as alphanumeric characters and symbols.</p> <p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p>	Number	<p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place). Sometimes, when programming real numbers are called float (short for floating-point numbers).</p>	Boolean	<p>Where data is represented as either True or False.</p>
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Number	<p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place). Sometimes, when programming real numbers are called float (short for floating-point numbers).</p>						
Boolean	<p>Where data is represented as either True or False.</p>						

Homework Book Questions			
Q1	Write a definition of the term 'data'.	Q5	When storing number data, using the denary number system, how many digits are used?
Q2	What data is represented using alphanumeric characters?	Q6	When storing number data, using the binary number system, how many digits are used?
Q3	What data is represented using a set of digits?	Q7	Passwords often have to be 'alphanumeric'. Give an example of an alphanumeric password.
Q4	What data is represented as either True or False?	Q8	Are the following numbers integers or real numbers: 45.2, 59 and -19?

Extended Writing Question
<p>Explain the three data types outlined in your knowledge organiser this week: Text, Number and Boolean.</p> <p>Explain the two different types of Number data.</p> <p>Give an example of each type of data.</p>

Computing - Half Term 3 - Week 5

Representing Numbers using Binary

Keywords	Knowledge												
<p>Decimal (sometimes called Denary) Digit - the 10 symbols used to represent numbers encoded in decimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Decimal Digits can be used to encode any number, each position has a multiplier which increases by a multiple of 10 with each new position:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 60%;">$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$</td> <td style="width: 10%; text-align: center;">x 1,000</td> <td style="width: 10%; text-align: center;">x 100</td> <td style="width: 10%; text-align: center;">x 10</td> <td style="width: 10%; text-align: center;">x 1</td> </tr> <tr> <td></td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">7</td> </tr> </table>	$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$	x 1,000	x 100	x 10	x 1		5	1	0	7		
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	5	1	0	7									
<p>Binary Digit - the 2 symbols used to represent numbers encoded in binary format: 0 and 1</p>	<p>Binary Digits can be used to encode any number, each position can only contain either a 1 or 0, so the multiplier increases by a multiple of 2 with each new position.</p>												
<p>Hexadecimal Digit - the 16 symbols used to represent numbers encoded in hexadecimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 60%;">$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$</td> <td style="width: 10%; text-align: center;">x 16</td> <td style="width: 10%; text-align: center;">x 8</td> <td style="width: 10%; text-align: center;">x 4</td> <td style="width: 10%; text-align: center;">x 2</td> <td style="width: 10%; text-align: center;">x 1</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> </tr> </table>	$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	x 16	x 8	x 4	x 2	x 1		1	0	1	0	1
$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	x 16	x 8	x 4	x 2	x 1								
	1	0	1	0	1								
<p>Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data</p>	<p>Hexadecimal Digits can be used to encode any number, each position can have a value between 0 and 15 (0 to 9 and A to F), so the multiplier increases by a multiple of 16 with each new position. In Hexadecimal the numbers 0 to 9 are the same but A = 10, B = 11, C = 12, D = 13, E = 14, F = 15.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 60%;">$(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$</td> <td style="width: 20%; text-align: center;">x 16</td> <td style="width: 20%; text-align: center;">x 1</td> </tr> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">3</td> </tr> </table>	$(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$	x 16	x 1		A	3						
$(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$	x 16	x 1											
	A	3											

Homework Book Questions

Q1	What is decimal 24, converted into binary?	Q5	What is binary 1011, converted into decimal?
Q2	What is decimal 60, converted into binary?	Q6	What is hexadecimal AA, converted into decimal?
Q3	What is decimal 31, converted into binary?	Q7	What is hexadecimal D5, converted into binary?
Q4	What is binary 1101, converted into decimal?	Q8	What is the decimal number 34, represented in binary?

Extended Writing Question

You have a maximum of 7 bits to store a number using binary. What is the largest number that you can store? Explain your answer.

Computing - Half Term 3 - Week 6

Storage Solutions			
Keywords	Knowledge		
<p>Solid-State Storage is a type of storage that stores data electronically and does not contain any moving parts.</p> <p>Optical Storage is where data is read from or written to a disc using lasers.</p> <p>Magnetic Storage is where data is stored by magnetising part of the surface of a disk.</p> <p>Write - to save data onto a storage device. E.g. Saving a file to a USB drive.</p> <p>Read - to access the data on a storage device. E.g. Opening a file that you have saved onto a CD.</p>	<p>There are three main types of storage: Solid-State, Magnetic and Optical. All storage devices use one of these technologies to store data as binary 1s and 0s in a computer system.</p>		
	<p>Optical (Eg CD, DVD, Blu-Ray discs)</p>	<p>Magnetic (Eg Hard Disk Drives, Magnetic Tape)</p>	<p>Solid-State (Eg USB Flash Memory, Solid-State Drives)</p>
	<p>The surface of a disc, such as a CD, DVD or Blu-Ray disc is 'engraved' (or 'burnt') using a laser to create Pits and Lands.</p> <p>A laser is then used to 'read' the surface of the disks and a binary 1 is recorded whenever there is a change, otherwise a binary 0 is recorded.</p> <p>Optical storage is very portable, so it's useful for sharing files.</p>	<p>The read / write head is used to magnetise the surface of the disc. If the disc is magnetised a binary 1 is recorded, otherwise a binary 0 is recorded.</p> <p>To 'read' the disk, the read-write head will move across the surface of the disc (while the disc spins) and detect whether each part of the disc is magnetised or not.</p> <p>Magnetic storage generally offers the largest storage capacity, so it's useful if you have a large amount of data to store.</p>	<p>When saving to solid-state storage flash memory is used to store binary data.</p> <p>Flash memory does not have any moving parts. This means that it has faster access speeds than optical and magnetic storage. It is also more robust and less likely to break if dropped. However, solid-state storage has less storage capacity than magnetic storage.</p> <p>Solid-state storage is used in Solid-State Drives (SSDs) in most modern desktop and laptop PCs. It's also used in expansion cards (such as SD cards for portable devices)</p>

Homework Book Questions			
Q1	List the three types of storage	Q5	Give two examples of storage devices that use solid-state storage (draw a picture of each one).
Q2	Describe what optical storage is	Q6	Give one reason why you might use optical storage.
Q3	Describe what magnetic storage is	Q7	Give one reason why you might use magnetic storage
Q4	Describe what solid-state storage is	Q8	Give one reason why you might use solid-state storage

Extended Writing Question
<p>An office needs a large amount of storage to back up their files onto a Desktop PC. They are not concerned about how fast the storage is as the backup would be done automatically overnight. Explain what storage type would be best for the PC.</p>

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