

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



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 4 2024-25

**History**

**Computing**

**KNOWLEDGE ORGANISER**

**Modern  
Britain**

**8**

**Spanish**

**Geography**

**French**

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## Book Pride

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

## Plan

Year 8 - Half term 4 (24/02/2025 → 04/03/2025) - 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 Four - Week 1

### Geography: Week 1 Knowledge Organiser: Urbanisation

**Rural** - A countryside area, from isolated houses to a large village.

**Urban** - A built up area from a town to a mega city.

**Urbanisation** - The process by which an increasing percentage of a country's population comes to live in towns and cities.

**Megacity** A population of 10 Million+ eg Mumbai: (21 million) / London (12 million)

#### Urbanisation

- In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.
- Urbanisation is happening all over the world but in Low Income Countries (LIC) and Newly Emerging Economies (NEEs) rates are much faster than High Income Countries (HICs). This is mostly because of the rapid economic growth they are experiencing.
- The rapid urban growth has resulted in the growth of megacities.
- In 1975 there were only 4 megacities. Today there are 34 megacities.
- More than two thirds of current megacities are located in either NEEs (India) and LICs (Ghana). The amount of megacities are predicted to increase from 28 to 41 by 2030.
- Mumbai is located on the west coast of India. Mumbai is an example of a mega city, with a population of 21 million.

### Geography: Week 1 Questions

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. What is a rural area?</li><li>2. What is an urban area?</li><li>3. What is urbanisation?</li><li>4. In what year did the urban population overtake the rural population?</li></ol> | <ol style="list-style-type: none"><li>5. What is a megacity?</li><li>6. How many megacities are there in the world today?</li><li>7. Name an example of a megacity.</li><li>8. What is the population of Mumbai?</li></ol> |
|---|--|

**Extended Writing Question: Describe where rates of urbanisation are happening fastest. Hint - In LIC's and NEE's.**

## Geography: Half Term Four - Week 2

### Geography: Week 2 Knowledge Organiser: Population distribution

**Population Distribution** - the pattern of where people live. World population distribution is uneven.

**Sparse population** - areas where very few people live.

**Dense population** - areas where many people live.

**Sparsely populated** places tend to be difficult places to live, sometimes described as 'hostile' (difficult) environments.

Examples of sparsely populated areas include;

- Antarctica (very cold, no plants, and isolated).
- Siberia (Russia): A tundra region, with very few residents. Some natural resources make it appealing to a small population.
- Sahara desert (North Africa): Extreme temperatures and water scarcity leads to few people living here.
- Central Australia: Most of the Australian population live on the coast.
- Dartmoor is sparsely populated

**Densely populated places** are habitable environments (easy to live in), with flat land, favourable climate, many natural resources e.g. coal and freshwater.

Examples of densely populated areas include;

- Western Europe and the East Coast of the USA
- On a more local scale, the South East of England is densely populated.
- Plymouth is densely populated

Percentage of the world's population in each continent

Asia - 59%   Africa - 18%   Europe - 10%   South America - 8%   North America - 4%   Oceania - 1%

China is the country with the highest population (1.4 billion), India is second (1.3 billion). There are 64 million people living in the UK

### Geography: Week 2 Questions

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. What does densely populated mean?</li><li>2. What does sparsely populated mean?</li><li>3. Give an example of a sparsely populated area</li><li>4. Give an example of a densely populated area</li></ol> | <ol style="list-style-type: none"><li>5. What is the population of China?</li><li>6. What is the population of the UK</li><li>7. Is Plymouth densely or sparsely populated?</li><li>8. Is Dartmoor densely or sparsely populated?</li></ol> |
|---|---|

**Extended Writing Question: Explain why Antarctica is sparsely populated.**

## Geography: Half Term Four - Week 3

<b>Geography: Week 3 Knowledge Organiser: Migration and natural increase</b>	
<p><b>Population of cities increases through two factors;</b></p> <ol style="list-style-type: none"> <li>1. <b>Migration:</b> Migration is the movement of people from one place to another.</li> <li>2. <b>Natural increase:</b> Natural increase occurs when the birth rate is higher than the death rate.</li> </ol> <p>The population of the cities are growing because of natural increase. This is because;</p> <ul style="list-style-type: none"> <li>• High percentage of the population in cities are younger people, of the age when they often start families, which leads to high birth rate.</li> <li>• In cities in LIC's there is a lack of contraception which leads to high birth rate.</li> <li>• Additionally, cities usually have a higher life expectancy than rural areas, due to better living conditions. This leads to a lower death rate.</li> </ul> <p>These factors lead to the birth rate being higher than the death rate in cities, causing natural increase.</p>	
<p><b>Push and Pull Factors:</b> Push factors push people away from an area and pull factors attract people to a place.</p>	
<p>Pull factors - Reason people want to move to urban areas include:</p> <ul style="list-style-type: none"> <li>• If there are more jobs, e.g. work in factories in a location this becomes a pull factor</li> <li>• Better education &amp; healthcare in cities is a common pull factor</li> <li>• Following family who have established places to live is a pull factor</li> </ul>	<p>Push factors - Reasons people leave rural areas include:</p> <ul style="list-style-type: none"> <li>• War and conflict , e.g. the war in Syria forces people to leave</li> <li>• Drought; prolonged periods of no rain, causes crops to fail</li> <li>• Lack of employment other than in farming forces people to look somewhere else for jobs</li> </ul>
<b>Geography: Week 3 Questions</b>	
<ol style="list-style-type: none"> <li>1. <b>What is migration?</b></li> <li>2. <b>What is natural increase?</b></li> <li>3. <b>What are push factors?</b></li> <li>4. <b>What are pull factors?</b></li> </ol>	<ol style="list-style-type: none"> <li>5. <b>Give one reason for higher birth rates in cities.</b></li> <li>6. <b>Give one reason for lower death rates in cities.</b></li> <li>7. <b>Give one example of a push factor.</b></li> <li>8. <b>Give one example of a pull factor.</b></li> </ol>
<p><b>Extended Writing Question: Explain why people often leave rural areas to live in cities.</b></p>	

## Geography: Half Term Four - Week 4

### Geography: Week 4 Knowledge Organiser: Mumbai

**Asia:** One of the seven continents

**India:** A large country in Asia, with a population of over 1 billion (second biggest in the world).

**Mumbai:** mega city (more than 10 million people)

#### Where is Mumbai located?

Mumbai is an important city in India. Mumbai lies on the western coast of India on the coast of the Arabian Sea.



#### Why and how has Mumbai grown?

Mumbai has grown in size (area) and population (people) over the years. It started as a small port in the south and over time the city limits have pushed north and east. This is because of **urbanisation**. People from **rural** (countryside) areas move to **urban** areas (cities) like Mumbai to find better paid jobs and an improved quality of life.

#### Mumbai facts

6% of India's total wealth comes from Mumbai.

25% of India's industrial output comes from Mumbai

The harbour is 10 km wide. There is a navy dockyard.

The whole city started off as a fishing village and was built on 7 swampy islands. Today it covers 604 km sq.

Mumbai used to be called Bombay which means "beautiful bay". The name of the city changed to Mumbai in 1995.

### Geography: Week 4 Questions

1. In what continent is India?
2. In what country is the megacity Mumbai located?
3. In what state of India is Mumbai located (see map)
4. What country is located off the south coast of India? (see map)

5. What percentage of India's industrial output comes from Mumbai?
6. What did Mumbai used to be called?
7. What is urbanisation? (see week 1)
8. What is migration? (see week 3)

**Extended Writing Question:** Explain why Mumbai's population has grown.

## Geography: Half Term Four - Week 5

### Geography: Week 5 Knowledge Organiser: Dharavi

**Slum:** A slum, sometimes called squatter settlements or favelas) is a *densely* populated urban area of closely packed, low quality (or incomplete) housing, inhabited primarily by very low income persons.

**Dharavi Slum in Mumbai:** Home to over 1 million people. Dharavi is a slum that lies between two railway lines on low-lying land, previously used as a rubbish tip. Dharavi is one of the biggest squatter settlements (slums) in the world.

#### Challenges in Dharavi, Mumbai

- Dharavi is overcrowded, noisy and smelly
- Many houses are made from cardboard, wood, corrugated iron, plastic sheeting or metal from oil drums. This causes problems particularly when it rains as they are not watertight.
- There is one toilet for approximately 1,500 people. This means that pollution and disease are common from the open sewers
- There is little clean drinking water, which also increases the spread of disease.

#### Opportunities in Dharavi , Mumbai

- There is a strong sense of community spirit and pride. Many daily chores are done in social circles because people live close to one another.
- People employed in the informal job sector - 85% of people have a job in the slum and work **LOCALLY**, and with an annual turnover of £350 million.
- Tourists can have a guided visit to the slums for a fee.
- Dharavi has a high literacy rate of ~69% which is higher than in most other parts of the country.

### Geography: Week 5 Questions

1. What is a slum?
2. What are slums sometimes called?
3. What is the name of the slum in Mumbai?
4. How many people live in Dharavi?

5. How many people share a toilet in Dharavi?
6. State one challenge in Dharavi
7. State one opportunity in Dharavi
8. What is natural increase? (see week 3)

**Extended Writing Question: Explain why someone would want to live in Dharavi.**



## Geography: Half Term Four - Week 6

### **Geography: Week 6 Knowledge Organiser:**

**Quality of life:** Quality of life is the degree to which an individual is healthy, comfortable, and able to participate in or enjoy life events.

#### **What are some solutions to the problems of Dharavi?**

- Provide a clean, safe water supply for the people, so that less people get sick from dirty water.
- Upgrade the streets and storm drains so that flooding becomes less serious.
- Install modern toilet blocks so that less people have to share a toilet and less disease is spread.
- Work with factory owners so children can go to school and are not forced to work long hours.
- Provide concrete to build stronger, safer homes, so that homes do not leak and collapse.
- Provide a safe, legal electricity supply, so that people can use electricity to cook and heat their homes.

#### **Slum tourism**

- Charge tourists to visit the slum

**Tourists receive a tour of the slum and the opportunity to buy from independent street sellers.**

**Some argue that it is not ethical to pay to look at how poor people live.**

### **Geography: Week 6 Questions**

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. What is quality of life?</li><li>2. How would modern toilets improve life in the slums?</li><li>3. How would concrete homes improve life in the slums?</li><li>4. How would safe electricity improve life in the slums?</li></ol> | <ol style="list-style-type: none"><li>5. How would clean water improve life in the slums?</li><li>6. What is slum tourism?</li><li>7. How could slum tourism improve life in the slums?</li><li>8. What is one criticism of slum tourism?</li></ol> |
|--|---|

**Extended Writing Question: Explain which solution would be the most effective in improving the quality of life in the slums.**

## History: Half Term Four - Week 1

### History: Week 1 Knowledge Organiser: Background to Racism in the USA

#### Key Dates

**1861-1865- American Civil War**

**1892- First Use of the phrase Jim Crow**

**1896- Plessy vs Ferguson**

#### Key Words

**KKK-** Klu Klux Klan- white supremacist group in the USA

**Jim Crow Laws-** Laws that created racial segregation in the USA

**segregation** -the action or state of setting someone or something apart from others.

#### Events and Facts

- Lynched = group of people kill someone for an alleged offence without a legal trial, especially by hanging
- During the US Civil War the Northern states fought the Southern States , the southern states wanted to keep slavery but the North wanted to abolish it.
- Abraham Lincoln abolished slavery in 1865 under the 13th Amendment
- Slavery was abolished to stop slaves being used in the Civil War
- ex slaves became citizens (14th amendment) and could vote (15th amendment)
- The white supremacist group the KKK formed after the abolition of slavery in the USA
- Many ex slaves turned to sharecropping which led to continuous debt
- The Jim crow laws came in which made segregation legal if facilities were 'separate but equal'

### History: Week 1 Questions

- |  |   |
|--|---|
| 1. What is segregation?                        | 5. Which amendment ended slavery?                             |
| 2. Which two sides fought in the US Civil War? | 6. Which group formed after slavery was abolished in the USA? |
| 3. Who abolished Slavery in the USA?           | 7. What did the Jim Crow laws do?                             |
| 4. Why was slavery abolished in the USA?       | 8. When were the Jim Crow Laws first used?                    |

Extended Writing; Explain why Slavery was abolished in the USA

## History: Half Term Four - Week 2

### History: Week 2 Knowledge Organiser: Little Rock 9

#### Key Dates

**1952-** Brown Vs Board goes to the supreme court

**1954-** Brown vs Board division at court declared segregation in education illegal.

**2nd September 1957-** Orval Faubus the principal said he would call in the National Guard to stop black children entering the school.

**4th September 1957-** Classes begin at Little Rock High School

**September 1958-** Orval Faubus closed high schools in Little Rock to hold a vote on whether they should be desegregate

#### Key Facts

- In 1951 Oliver Brown filed a lawsuit against the board of education in Kansas after his daughter Linda was denied entry to an all-white school. He eventually won his fight after four years and segregated schools were declared illegal, this was called BoardVs Brown decision
- Little Rock Nine were the group of black children who tried to attend Little Rock High, a previously all white high school , it was the first to desegregate.
- The school's principal Orval Faubus brought in the National Guard to stop the Little Rock 9 joining
- When the children arrived they were spat on, shouted at and mistreated by other students and their parents.
- Eventually US president Dwight Eisenhower stepped in and used the National Guard to help the Little Rock 9 enter the school;

### History: Week 2 Questions

- |  |   |
|--|---|
| 1. Which decision made segregation in schools illegal? | 5. Who was Orval Faubus?                                  |
| 2. When was the decision made?                         | 6. What happened when the children tried to go to school? |
| 3. Which school was first to desegregate?              | 7. Which US president helped the children go to school?   |
| 4. How many Black children tried to attend school?     | 8. Which year did the Little Rock crisis happen?          |

**Extended Writing Question:** Describe the treatment of the Little Rock 9

### History: Half Term Four - Week 3

#### History: Week 3 Knowledge Organiser: Case Study 1 - Emmett Till

##### Key Dates

**March 1955**- Claudette Colvin arrested.

**1<sup>st</sup> December 1955** – Rosa Parks arrested in Montgomery Alabama

**5<sup>th</sup> December 1955** – Bus Boycott begins.

**21<sup>st</sup> December 1956**- Bus Boycott ends and buses are desegregated in Montgomery

##### Key Information

- In August 1955 Emmett Till a 14 year old boy, was on holiday visiting family in Mississippi
- During this time he was accused of flirting with and harassing Carolyn Bryant (a white woman).
- Bryant's husband and brother brutally murdered Emmett Till and his body was unrecognisable when discovered.
- Both men were found not guilty by an all-white jury on the 23rd September after less than an hour's discussion.
- Before her death Carolyn Bryant admitted she had lied about the actions of Emmett Till.

#### History: Week 3 Questions

- |  |  |
|--|--|
| 1. How old was Emmett till?                | 5. What was the name of the Woman who accused Emmett Till? |
| 2. What was he accused of doing?           | 6. Which amendment ended slavery?                          |
| 3. What happened to Emmett Till?           | 7. Which laws made the USA 'Separate but Equal'?           |
| 4. What happened to Emmett Till's killers? | 8. Which decision made segregation illegal in schools?     |

**Extended Writing Question:** Describe the case of Emmett Till

## History: Half Term Four - Week 4

### History: Week 4 Knowledge Organiser: Transport

#### Key Dates

**March 1955**- Claudette Colvin arrested.

**1<sup>st</sup> December 1955** – Rosa Parks arrested in Montgomery Alabama

**5<sup>th</sup> December 1955** – Bus Boycott begins.

**21<sup>st</sup> December 1956**- Bus Boycott ends and buses are desegregated in Montgomery

#### Key Information

- In December 1955 Rosa Parks, a seamstress and member of the NAACP, refused to give up her seat on the bus for a white person and was arrested and fined.
- The NAACP used this to fight segregation on buses, black people in Montgomery refused to use buses, some walked and others carpoled but
- The black community made up 75% of customers so the bus companies needed their trade.
- The city eventually desegregated buses and the boycott ended after 382 days on the 21<sup>st</sup> December 1956.
- This was only in state travel and it was not until 1961 through the work of the Freedom Riders. That interstate travel became desegregated
- Freedom Riders tried to use “whites-only” restrooms and lunch counters at bus stations in Alabama, South Carolina and other Southern states.

### History: Week 4 Questions

- |   |   |
|---|---|
| 1. When was Rosa Parks arrested?                    | 5. How long was the Bus Boycott?              |
| 2. Why was Rosa Park arrested?                      | 6. What happened to Emmett Till ?             |
| 3. What did Black people refuse to do?              | 7. Who helped the Little Rock 9 into schools? |
| 4. Why did bus companies need their trade so badly? | 8. What is segregation?                       |

**Extended Writing Question:** Describe the Bus Boycott

## History: Half Term Four - Week 5

### History: Week 5 Knowledge Organiser: Civil Rights Movement

#### Key Facts

- Martin Luther King was the son of a pastor and grew up very religious
- Martin Luther King believed in nonviolent protests and was key in planning the Bus Boycott.
- MLK gave his 'I have a dream' speech in 1963
- Martin Luther King was assassinated on the 4th April 1968 by James Earl Ray
- Malcolm X converted to Islam in prison, after his release he began to preach on the streets as well as at universities such as Harvard he was a fantastic public speaker. He was a critic of Martin Luther King.
- Malcolm X was a campaigner who believed in using any means necessary to achieve his aims.
- He was assassinated in 1965 by Thomas Hagan on the 21st February 1965
- The Black Panthers were a group set up to challenge police violence against Black People
- Both Martin Luther King and Malcolm X campaigned for civil rights

#### History: Week 5 Questions

- |  |   |
|--|---|
| 1. What type of protest did Martin Luther King believe in? | 5. What type of methods did Malcolm X believe in? |
| 2. Which event did Martin Luther king plan?                | 6. Who assassinated Malcolm X?                    |
| 3. What was the name of Martin Luther King's speech?       | 7. When was Malcolm X assassinated?               |
| 4. Who assassinated Martin Luther king?                    | 8. Why were the Black Panthers set up?            |

**Extended Writing Question:** Describe the work of the two civil rights campaigners

## History: Half Term Four - Week 6

### History: Week 6 Knowledge Organiser: Revision

Use Weeks 1- 5 to answer these questions

### History: Week 6 Questions

- |   |   |
|---|---|
| 1. Name two people who campaigned for Civil Rights              | 5. What did Board vs Brown say was illegal?                 |
| 2. How long was the Bus Boycott?                                | 6. Which US president helped the Little Rock 9 into school? |
| 3. Who refused to give up their seat for white person on a bus? | 7. Which amendment ended Slavery?                           |
| 4. Why was Emmett Till murdered?                                | 8. Which president abolished slavery?                       |

**Extended Writing Question:** Extended writing - which was the most important event of the civil rights movement and why? (choose from Bus Boycott, Emmett Till , Little Rock 9)

**Use the following sentence starters**

**The most important event of civil rights is....**

**One reason I think this is....**

**A second reason I think this is....**

## French: Half Term Four - Week 1

### French: Week 1 Knowledge Organiser: un festival récent

<p>Récemment <i>Recently</i>                  Hier <i>Yesterday</i>                  Le weekend dernier <i>Last weekend</i>                  Le mois dernier <i>Last month</i>                  La semaine dernière <i>Last week</i>                  L'année dernière <i>Last year</i></p>	<p>je suis allé(e) au festival de musique  <i>I went to a music festival</i></p>	<p>avec <i>with</i></p>	<p>mes amis <i>my friends</i>                  mes parents <i>my parents</i>                  ma famille <i>my family</i>                  mon / ma meilleur(e) ami(e)  <i>my best friend</i></p>
<p>Je crois fortement que  <i>I strongly believe that</i>                  Je dois avouer que  <i>I must admit that</i>                  Mes parents disent que  <i>My parents say that</i>                  Mes copains pensent que  <i>My friends think that</i>                  Ça aurait été génial mais  <i>It would have been great but</i></p>	<p>c'était <i>it was</i></p>	<p>amusant <i>fun</i>                  spécial <i>special</i>                  intéressant <i>interesting</i>                  divers <i>diverse</i>                  positif <i>positive</i>                  parfait <i>perfect</i>                  traditionnel <i>traditional</i>                  extraordinaire <i>extraordinary</i>                  différent <i>different</i>                  étonnant <i>amazing</i>                  passionnant <i>exciting</i></p>	<p>ennuyeux <i>boring</i>                  affreux <i>awful</i>                  fatigant <i>tiring</i>                  cher <i>expensive</i>                  dangereux <i>dangerous</i></p>
		<p>un rêve devenu réalité <i>a dream come true</i>                  le meilleur moment de ma vie <i>the best time of my life</i>                  mon pire cauchemar <i>my worst nightmare</i></p>	

### French: Week 1 Questions - un festival récent

#### Translate in English:

- Récemment, je suis allée au festival de musique avec mes amis.
- Je dois avouer que c'était amusant et étonnant.
- Mes copains pensent que c'était fatigant.
- Je crois fortement que c'était le meilleur moment de ma vie.

#### Translate in French:

- Last month, I went to a music festival with my best friend.
- It would have been great but it was boring and awful.
- My parents say that it was amazing.
- I strongly believe that it was my worst nightmare.

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

**Où es-tu allé récemment? (+ opinion)**

*Where have you gone recently? (+ opinion)*



## French: Half Term Four - Week 2

### French: Week 2 Knowledge Organiser: un festival récent

Récemment <i>Recently</i> Hier <i>Yesterday</i> Le weekend dernier <i>Last weekend</i> Le mois dernier <i>Last month</i> La semaine dernière <i>Last week</i> L'année dernière <i>Last year</i>	je suis allé(e) au festival de musique <i>I went to a music festival</i>	avec <i>with</i>	mes amis <i>my friends</i> mes parents <i>my parents</i> ma famille <i>my family</i> mon / ma meilleur(e) ami(e) <i>my best friend</i>
Je crois fortement que <i>I strongly believe that</i> Je dois avouer que <i>I must admit that</i> Mes parents disent que <i>My parents say that</i> Mes copains pensent que <i>My friends think that</i> Ça aurait été génial mais <i>It would have been great but</i>	c'était <i>it was</i>	amusant <i>fun</i> spécial <i>special</i> intéressant <i>interesting</i> divers <i>diverse</i> positif <i>positive</i> parfait <i>perfect</i> traditionnel <i>traditional</i> extraordinaire <i>extraordinary</i> différent <i>different</i> étonnant <i>amazing</i> passionnant <i>exciting</i>	ennuyeux <i>boring</i> affreux <i>awful</i> fatigant <i>tiring</i> cher <i>expensive</i> dangereux <i>dangerous</i>
		un rêve devenu réalité <i>a dream come true</i> le meilleur moment de ma vie <i>the best time of my life</i> mon pire cauchemar <i>my worst nightmare</i>	

### French: Week 2 Questions - un festival récent

#### Translate in English:

- La semaine dernière, je suis allé au festival de musique avec mes parents.
- Ça aurait été génial mais c'était dangereux.
- Mes parents pensent que c'était un rêve devenu réalité.
- Je crois fortement que c'était parfait.

#### Translate in French:

- Yesterday, I went to a music festival and it was fun.
- My friends think that it was the best time of my life.
- It would have been great but it was tiring and expensive.
- Last month, I went to a music festival with my friends.

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

**Où es-tu allé récemment? (+ opinion)**

*Where have you gone recently? (+ opinion)*

### French: Half Term Four - Week 3

#### **French: Week 3 Knowledge Organiser: Pendant le festival**

Pendant le festival	<i>During the festival</i>	on a chanté	<i>we sang</i>	ensemble	<i>together</i>	Quel plaisir!	<i>How nice!</i>
Le premier jour	<i>On the first day</i>	on a dansé	<i>we danced</i>	sous la pluie	<i>in the rain</i>	Quel régal!	<i>What a treat!</i>
Le deuxième jour	<i>On the second day</i>	on a mangé	<i>we ate</i>	sous le soleil	<i>in the sun</i>	Quelle dommage!	<i>What a shame!</i>
Le dernier jour	<i>On the last day</i>	on a bu	<i>we drank</i>	dehors	<i>outside</i>	Quelle catastrophe!	<i>What a disaster!</i>
Ce que j'ai aimé le plus c'était quand	<i>The thing I liked the most was when</i>	on a vu nos groupes préférés			<i>we saw our favourite bands</i>	Quel cauchemar!	<i>What a nightmare!</i>
		on a profité de la musique			<i>we enjoyed the music</i>		
		on a joué des instruments			<i>we played instruments</i>		
		on a perdu nos portables			<i>we lost our phones</i>		
		on a dépensé trop d'argent			<i>we spent too much money</i>		

#### **French: Week 3 Questions - Pendant le festival**

##### **Translate in English:**

1. Pendant le festival, on a chanté et on a dansé.
2. Le dernier jour, on a vu nos groupes préférés.
3. Le premier jour, on a mangé ensemble.
4. Ce que j'ai aimé le plus c'était quand on a profité de la musique.

##### **Translate in French:**

5. On the second day, we sang in the rain.
6. The second day, we ate outside and we danced.
7. The thing I liked the most was when we played instruments.
8. During the festival, we lost our phones.

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

**Décris-moi un festival de musique dans le passé.**

*Describe a music festival in the past.*

## French: Half Term Four - Week 4

### French: Week 4 Knowledge Organiser: Pendant le festival

Pendant le festival <i>During the festival</i> Le premier jour <i>On the first day</i> Le deuxième jour <i>On the second day</i> Le dernier jour <i>On the last day</i> Ce que j'ai aimé le plus c'était quand <i>The thing I liked the most was when</i>	on a chanté <i>we sang</i> on a dansé <i>we danced</i> on a mangé <i>we ate</i> on a bu <i>we drank</i>  on a vu nos groupes préférés <i>we saw our favourite bands</i> on a profité de la musique <i>we enjoyed the music</i> on a joué des instruments <i>we played instruments</i> on a perdu nos portables <i>we lost our phones</i> on a dépensé trop d'argent <i>we spent too much money</i>	ensemble <i>together</i> sous la pluie <i>in the rain</i> sous le soleil <i>in the sun</i> dehors <i>outside</i>        	Quel plaisir! <i>How nice!</i> Quel régal! <i>What a treat!</i> Quelle dommage! <i>What a shame!</i> Quelle catastrophe! <i>What a disaster!</i> Quel cauchemar! <i>What a nightmare!</i>
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### French: Week 4 Questions - Pendant le festival

#### Translate in English:

1. Pendant le festival, on a dépensé trop d'argent.
2. Le premier jour, on a bu et on a dansé.
3. Le dernier jour, on a chanté ensemble.
4. Ce que j'ai aimé le plus c'était quand on a dansé sous la pluie.

#### Translate in French:

5. On the first day, we ate and we drank together.
6. On the last day, we lost our phones.
7. The thing I liked the most was when we enjoyed the music.
8. On the second day, we sang in the sun.

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

**Décris-moi un festival de musique dans le passé.**

*Describe a music festival in the past.*

## French: Half Term Four - Week 5

### French: Week 5 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 <b>jamais de</b> <i>(du / de la)</i> <i>I never listen to</i></p>	<p><b>du</b> jazz <i>jazz</i></p> <p><b>du</b> rap <i>rap</i></p> <p><b>du</b> rock <i>rock</i></p> <p><b>de la</b> musique pop <i>pop music</i></p> <p><b>de la</b> musique classique <i>classical music</i></p> <p><b>de la</b> musique électronique <i>electronic music</i></p>	<p>parce que c'est car c'est <i>because it is</i></p> <p>puisqu' 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>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>
<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><b>le</b> chanteur... <i>the singer...</i></p> <p><b>la</b> 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>puisqu'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>	

### French: Week 5 Questions - la musique

#### Translate in 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 Beyoncé parce que j'admire ses chansons.

#### Translate in 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:

Use your sentence builder to help you answer the following question **IN FRENCH**:

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

*(What music do you listen to and why?)*

## French: Half Term Four - 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 <b>jamais de</b> <i>(du / de la)</i> <i>I never listen to</i></p>	<p><b>du</b> jazz      <i>jazz</i></p> <p><b>du</b> rap        <i>rap</i></p> <p><b>du</b> rock       <i>rock</i></p> <p><b>de la</b> musique pop <i>pop music</i></p> <p><b>de la</b> musique classique <i>classical music</i></p> <p><b>de la</b> 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><b>ses</b> chansons <i>his/her songs</i></p> <p><b>ses</b> concerts <i>his/her concerts</i></p> <p><b>ses</b> paroles <i>his/her lyrics</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><b>le</b> chanteur... <i>the singer...</i></p> <p><b>la</b> 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>	

### French: Week 6 Questions - la musique

#### Translate in English:

- J'écoute toujours de la musique pop car c'est traditionnel.
- Je préfère écouter du rock puisque c'est parfait.
- Moi et mes amis écoutons de la musique classique puisque c'est amusant.
- Ma chanteuse préférée est Beyoncé parce que j'admire ses paroles.

#### Translate in French:

- My mum listens to the singer Cher because she is special.
- I never listen to rap since he is boring.
- I prefer to listen to the artist Bon Jovi since he is amazing.
- My best friend listens to classical music since it is different.

#### Extended Writing Question:

Use your sentence builder to help you answer the following question **IN FRENCH:**

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

*(What music do you listen to and why?)*

## Spanish: Half Term Four - Week 1

### Spanish: Week 1 Knowledge Organiser:

El fin de semana pasado, <i>Last weekend,</i>	fui a un festival de música <i>I went to a music festival</i>	con <i>with</i>	mis amigos. <i>my friends.</i>
El mes pasado, <i>Last month,</i>			mis padres. <i>my parents.</i>
El año pasado, <i>Last year,</i>			mi familia. <i>my family.</i>
La semana pasada, <i>Last week,</i>			mi mejor amigo/a. <i>my best friend.</i>
Durante el festival, <i>During the festival,</i>	cantamos <i>we sang</i> bailamos <i>we danced</i> comimos <i>we ate</i> bebimos <i>we drank</i> vimos nuestras bandas favoritas <i>we saw our favourite bands</i> disfrutamos de la música <i>we enjoyed the music</i> tocamos instrumentos <i>we played instruments</i>		
El primer día, <i>The first day,</i>			
El segundo día, <i>The second day,</i>			
El último día, <i>The last day,</i>			
Lo mejor fue cuando <i>The best thing was when</i>			

### Spanish: Week 1 Questions

#### Translate in English:

1. El fin de semana pasado fui a un festival de música.
2. El primer día cantamos y comimos.
3. La semana pasada, fui a un festival de música con mi familia.
4. Lo mejor fue cuando bailamos y bebimos.

#### Translate in Spanish:

5. Last year, I went to a music festival with my friends.
6. The second day, we saw our favourite bands.
7. The last day, we enjoyed the music.
8. The best thing was when we played instruments.

**Extended Writing Question:** Use your sentence builder to help you answer the following question **IN SPANISH:**

**¿Dónde has estado recientemente? (+ opinión)**

*Where have you gone recently? (+ opinion)*

## Spanish: Half Term Four - Week 2

### Spanish: Week 2 Knowledge Organiser:

El fin de semana pasado, <i>Last weekend,</i>	fui a un festival de música <i>I went to a music festival</i>	con <i>with</i>	mis amigos. <i>my friends.</i>
El mes pasado, <i>Last month,</i>			mis padres. <i>my parents.</i>
El año pasado, <i>Last year,</i>			mi familia. <i>my family.</i>
La semana pasada, <i>Last week,</i>			mi mejor amigo/a. <i>my best friend.</i>
Durante el festival, <i>During the festival,</i>	cantamos <i>we sang</i> bailamos <i>we danced</i> comimos <i>we ate</i> bebimos <i>we drank</i> vimos nuestras bandas favoritas <i>we saw our favourite bands</i> disfrutamos de la música <i>we enjoyed the music</i> tocamos instrumentos <i>we played instruments</i>		
El primer día, <i>The first day,</i>			
El segundo día, <i>The second day,</i>			
El último día, <i>The last day,</i>			
Lo mejor fue cuando <i>The best thing was when</i>			

### Spanish: Week 2 Questions

#### Translate in English:

1. El mes pasado, cantamos y bailamos.
2. El año pasado, fui a un festival de música con mis padres.
3. El segundo día, comimos y tocamos instrumentos.
4. Lo mejor fue cuando vimos nuestras bandas favoritas.

#### Translate in Spanish:

5. Last weekend, I went to a music festival with my best friend.
6. The last day, we saw our favourite bands.
7. Last year, we drank and we danced.
8. The first day, we enjoyed the music.

**Extended Writing Question:** Use your sentence builder to help you answer the following question **IN SPANISH:**

**¿Dónde has estado recientemente? (+ opinión)**

*Where have you gone recently? (+ opinion)*

### Spanish: Half Term Four - Week 3

#### Spanish: Week 3 Knowledge Organiser:

<p>En mi opinión el festival era <i>In my opinion the festival was</i></p> <p>Debo admitir que era <i>I must admit that it was</i></p>	<p>divertido <i>fun</i></p> <p>especial <i>special</i></p> <p>interesante <i>interesting</i></p> <p>diverso <i>diverse</i></p> <p>positivo <i>positive</i></p> <p>perfecto <i>perfect</i></p> <p>tradicional <i>traditional</i></p> <p>extraordinario <i>extraordinary</i></p> <p>diferente <i>different</i></p> <p>maravilloso <i>marvellous</i></p> <p>increíble <i>incredible</i></p> <p>emocionante <i>exciting</i></p> <p>guay <i>cool</i></p> <p>relajante <i>relaxing</i></p> <p>alegre <i>cheerful</i></p>	<p>monótono <i>boring</i></p> <p>aburrido <i>boring</i></p> <p>terrible <i>terrible</i></p> <p>cansado <i>tiring</i></p> <p>caro <i>expensive</i></p> <p>peligroso <i>dangerous</i></p> <p>un sueño hecho realidad <i>a dream come true</i></p> <p>una pesadilla <i>a nightmare</i></p>
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#### Spanish: Week 3 Questions

##### Translate in English:

1. En mi opinión el festival era divertido y perfecto.
2. Debo admitir que era monótono y peligroso .
3. En mi opinión el festival era increíble y relajante.
4. Debo admitir que era diverso pero caro.

##### Translate in Spanish:

5. I must admit that it was interesting and exciting.
6. In my opinion the festival was extraordinary and cheerful.
7. I must admit that it was a dream come true.
8. In my opinion the festival was a nightmare.

**Extended Writing Question:** Use your sentence builder to help you answer the following question **IN SPANISH:**  
Describe un festival de música en el pasado. *Describe a music festival in the past.*



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

**Spanish: Week 4 Knowledge Organiser:**

<p>En mi opinión el festival era <i>In my opinion the festival was</i></p> <p>Debo admitir que era <i>I must admit that it was</i></p>	<p>divertido <i>fun</i></p> <p>especial <i>special</i></p> <p>interesante <i>interesting</i></p> <p>diverso <i>diverse</i></p> <p>positivo <i>positive</i></p> <p>perfecto <i>perfect</i></p> <p>tradicional <i>traditional</i></p> <p>extraordinario <i>extraordinary</i></p> <p>diferente <i>different</i></p> <p>maravilloso <i>marvellous</i></p> <p>increíble <i>incredible</i></p> <p>emocionante <i>exciting</i></p> <p>guay <i>cool</i></p> <p>relajante <i>relaxing</i></p> <p>alegre <i>cheerful</i></p>	<p>monótono <i>boring</i></p> <p>aburrido <i>boring</i></p> <p>terrible <i>terrible</i></p> <p>cansado <i>tiring</i></p> <p>caro <i>expensive</i></p> <p>peligroso <i>dangerous</i></p> <p>un sueño hecho realidad <i>a dream come true</i></p> <p>una pesadilla <i>a nightmare</i></p>
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**Spanish: Week 4 Questions**

**Translate in English:**

1. Debo admitir que era increíble y guay.
2. En mi opinión el festival era cansado y terrible.
3. Debo admitir que era maravilloso.
4. En mi opinión el festival era peligroso pero emocionante.

**Translate in Spanish:**

5. In my opinion the festival was cheerful and different.
6. I must admit that it was traditional and special.
7. In my opinion the festival was boring and a nightmare.
8. I must admit that it was interesting and a dream come true.

**Extended Writing Question:** Use your sentence builder to help you answer the following question **IN SPANISH:**

**Describe un festival de música en el pasado.**

*Describe a music festival in the past.*

## Spanish: Half Term Four - Week 5

### Spanish: Week 5 Knowledge Organiser:

**We are reusing the sentence builders from weeks 1 / 2 and weeks 3 / 4. To see them better, go back in your KO.**

El fin de semana pasado, <i>Last weekend,</i>			mis amigos. <i>my friends.</i>
El mes pasado, <i>Last month,</i>	fui a un festival de música <i>I went to a music festival</i>	con <i>with</i>	mis padres. <i>my parents.</i>
El año pasado, <i>Last year,</i>			mi familia. <i>my family.</i>
La semana pasada, <i>Last week,</i>			mi mejor amigo/a. <i>my best friend.</i>
Durante el festival, <i>During the festival,</i>			
El primer día, <i>The first day,</i>	cantamos <i>we sang</i>		
	bailamos <i>we danced</i>		
El segundo día, <i>The second day,</i>	comimos <i>we ate</i>		
	bebimos <i>we drank</i>		
El último día, <i>The last day,</i>	vimos nuestras bandas favoritas <i>we saw our favourite bands</i>		
	disfrutamos de la música <i>we enjoyed the music</i>		
Lo mejor fue cuando <i>The best thing was when</i>	tocamos instrumentos <i>we played instruments</i>		
En mi opinión el festival era <i>In my opinion the festival was</i>			
Debo admitir que era <i>I must admit that it was</i>	divertido <i>fun</i>		
	especial <i>special</i>		
	interesante <i>interesting</i>		
	diverso <i>diverse</i>		
	positivo <i>positive</i>		
	perfecto <i>perfect</i>		
	tradicional <i>traditional</i>		
	extraordinario <i>extraordinary</i>		
	diferente <i>different</i>		
	maravilloso <i>marvellous</i>		
	increíble <i>incredible</i>		
	emocionante <i>exciting</i>		
	guay <i>cool</i>		
	relajante <i>relaxing</i>		
	alegre <i>cheerful</i>		
		monótono <i>boring</i>	
		aburrido <i>boring</i>	
		terrible <i>terrible</i>	
		cansado <i>tiring</i>	
		caro <i>expensive</i>	
		peligroso <i>dangerous</i>	
		un sueño hecho realidad <i>a dream come true</i>	
		una pesadilla <i>a nightmare</i>	

### Spanish: Week 5 Questions

#### **Translate in English:**

1. El fin de semana pasado fui a un festival de música.
2. El primer día cantamos y comimos.
3. En mi opinión el festival era increíble y relajante.
4. Debo admitir que era diverso pero caro.

#### **Translate in Spanish:**

5. The last day, we enjoyed the music.
6. The best thing was when we played instruments.
7. I must admit that it was a dream come true.
8. In my opinion the festival was a nightmare.

**Extended Writing Question:** Use your sentence builder to help you answer the following question **IN SPANISH:**  
**Describe un festival en el pasado.** *Describe a music festival in the past.*

## Spanish: Half Term Four - Week 6

### Spanish: Week 6 Knowledge Organiser:

**We are reusing the sentence builders from weeks 1 / 2 and weeks 3 / 4. To see them better, go back in your KO.**

El fin de semana pasado,	<i>Last weekend,</i>		mis amigos.	<i>my friends.</i>
El mes pasado,	<i>Last month,</i>	fui a un festival de música	con	mis padres.
El año pasado,	<i>Last year,</i>	<i>I went to a music festival</i>	<i>with</i>	mi familia.
La semana pasada,	<i>Last week,</i>			mi mejor amigo/a.
Durante el festival,	<i>During the festival,</i>			<i>my best friend.</i>
El primer día,	<i>The first day,</i>	cantamos	<i>we sang</i>	
El segundo día,	<i>The second day,</i>	bailamos	<i>we danced</i>	
El último día,	<i>The last day,</i>	comimos	<i>we ate</i>	
Lo mejor fue cuando	<i>The best thing was when</i>	bebimos	<i>we drank</i>	
		vimos nuestras bandas favoritas	<i>we saw our favourite bands</i>	
		disfrutamos de la música	<i>we enjoyed the music</i>	
		tocamos instrumentos	<i>we played instruments</i>	
		divertido	<i>fun</i>	
		especial	<i>special</i>	
		interesante	<i>interesting</i>	
		diverso	<i>diverse</i>	monótono
		positivo	<i>positive</i>	aburrido
		perfecto	<i>perfect</i>	terrible
En mi opinión el festival era	<i>In my opinion the festival was</i>	tradicional	<i>traditional</i>	cansado
Debo admitir que era	<i>I must admit that it was</i>	extraordinario	<i>extraordinary</i>	caro
		diferente	<i>different</i>	peligroso
		maravilloso	<i>marvellous</i>	un sueño hecho realidad
		increíble	<i>incredible</i>	una pesadilla
		emocionante	<i>exciting</i>	
		guay	<i>cool</i>	
		relajante	<i>relaxing</i>	
		alegre	<i>cheerful</i>	

### Spanish: Week 6 Questions

#### **Translate in English:**

1. El mes pasado, cantamos y bailamos.
2. El año pasado, fui a un festival de música con mis padres.
3. Debo admitir que era maravilloso.
4. En mi opinión el festival era peligroso pero emocionante.

#### **Translate in Spanish:**

5. Last year, we drank and we danced.
6. The first day, we enjoyed the music.
7. In my opinion the festival was boring and a nightmare.
8. I must admit that it was interesting and a dream come true.

#### **Extended Writing Question:**

Use your sentence builder to help you answer the following question **IN SPANISH:**

**Describe un festival en el pasado.**

*Describe a music festival in the past.*

## Modern Britain: Half Term Four - Week 1

### Modern Britain: Week 1 Knowledge Organiser: Christianity Practices - Worship

#### **Key words:-**

Liturgical worship - Christians worship according to a set pattern on a regular basis, for example on a Sunday.

Non-liturgical worship - Christians worship on a less formal status than liturgical. It does not have to follow a set pattern and involves more unscripted or improvised forms of worship.

Informal worship - Christians who worship in a charismatic way with no fixed nature and are free to dance, clap hands and use music to spread the Gospel.

Private Worship - Christians spending time alone considering one's faith or connecting to God.

Monotheistic - belief in one God

#### **Key beliefs:-**

Worship in Christianity is when Christians show respect and adoration towards God. It can take different forms including liturgical, private, non-liturgical and informal. Christians believe in worshipping their God and to show their love and respect for their one and only God who created everything.

#### **Christian Practice on Worship:-**

Christian worship can be done in various ways:-

Eucharist/Holy Communion/Mass - most Christians have a formal liturgical service each Sunday, when bread and wine (representing the body and blood of Jesus Christ as stated at the Last Supper) are distributed among the congregation (people who attend church). There will be hymns, a Bible reading and a sermon.

Christian can worship in silence - Quakers (denomination of Christianity) follow no set pattern of worship or services. Instead, followers sit in silence for significant periods of time.

The Bible - a key feature used in Christian worship, the Bible (holy book) will be used in liturgical services as well as by individual Christians in private study. The study of the Bible in small groups may also take place to share the message from God and understand it more fully.

Informal worship may depend on people's spontaneous prayers or sharing of thoughts, deciding also to do this with dancing, singing and clapping to music which will lift the soul of the person and give a happy sermon with people feeling uplifted. Quaker worship is mainly silent and people speak when they feel God's spirit moving them to offer thoughts, prayers or a reading from the Bible. Private worship allows individuals to spend time with God, either alone or with close friends or family. It may involve prayer, meditation, studying or meditating on a Bible passage or using aids to worship such as an icon or rosary (string of beads). Liturgical worship is where you will see a set prayer being said in Church and a priest will read out prayers and sing hymns where everyone takes part. Sunday worship is a good example of liturgical worship. Non - liturgical worship allows Christians to take part where there is no set rule to follow and the Priest may change the order, the number of hymns or types of prayer each time.

### Modern Britain: Week 1 Questions

- |   |   |
|---|---|
| 1. What is liturgical worship?            | 5. What does worship mean?                |
| 2. What is non-liturgical worship?        | 6. How many ways can a Christian worship? |
| 3. What is informal worship?              | 7. What is the Bible?                     |
| 4. Identify 2 benefits of private worship | 8. How do Quakers worship?                |

**Extended Writing Question: Which form of worship is seen as more formal and why?**

## **Modern Britain: Half Term Four - Week 2**

### **Modern Britain: Week 2 Knowledge Organiser: Christianity Practices - Prayer**

#### **Key words:-**

**Prayer - when a Christian communicates with God.**

**Set prayers - prayers said via a religious book which is written down**

**Informal prayers - to communicate with God when it is done privately.**

#### **Key beliefs**

**Prayer is when a Christian communicates with or talks to God. In Christianity there are different types of prayer, including traditional set prayers, spoken prayers and silent prayers.**

#### **Christian practice on Prayer:-**

Christians believe that God will answer prayer but not always in the way the person would like. Prayer can help someone accept God's will even if it means suffering. Sometimes Christians prefer to find their own way of expressing their needs to God by using informal prayer; they sometimes feel they can open their hearts to God more easily by using their own words.

The Lord's Prayer gives individual Christians a pattern for how to pray as it combines giving praise to God and asking for one's needs. When used as a private prayer a Christian is reminded that he or she must forgive others in order to be forgiven. It is believed that prayer is only effective if the person's relationships with others are right.

The Lord's Prayer reminds Christians that God is the Father of the whole community, not just of the individual. The prayer is used often in Christian worship and tends to be prayed out loud by all members of the congregation together. It is nearly always said at Holy Communion, baptisms, marriages and funerals. Nearly everyone in the UK has the Lord's prayer as children in primary school and is seen as a sense of unity and spiritual purpose in society at important times, like, tragic events or commemorations.

The Lord's Prayer - the prayer taught to the disciples by Jesus also known as the 'Our Father'.

Through prayer and meditation Christians find peace and a sense of communion with God in their everyday life as followers of Jesus.

Sometimes people pray before their meals to give thanks to God for what they are about to receive; sometimes people pray in quiet circles to feel that closeness to God and show their commitment to their faith.

### **Modern Britain: Week 2 Questions**

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. What does prayer mean?</li><li>2. What are set prayers?</li><li>3. What are informal prayers?</li><li>4. How many types of prayer are there?</li></ol> | <ol style="list-style-type: none"><li>5. What is the Lord's prayer?</li><li>6. What is the name of the most important prayer for Christians?</li><li>7. Why is it important for a Christian to pray?</li><li>8. What is the difference between a set prayer and informal prayer?</li></ol> |
|---|--|

**Extended Writing Question: Explain the nature and purpose of prayer for a Christian.**

### **Modern Britain: Half Term Four - Week 3**

#### **Modern Britain: Week 3 Knowledge Organiser: Christianity Practices - Sacraments**

##### **Keywords**

Sacraments - rites and rituals through which the believer receives a special gift of grace. A doing action to show your commitment to the faith.

Baptism - the ritual by which people become members of the Church

Believers Baptism -

Infant Baptism - the ritual through which babies and young children become members of the Church.

Believers Baptism - the ritual through immersion in water of people old enough to understand the ceremony and choose to live a Christian life.

Eucharist - from a Greek word which means 'thanksgiving in which the sacrificial death and resurrection of Jesus are celebrated using bread and wine.

##### **Key beliefs**

Sacrament is a holy ritual that outwardly expresses an inner, spiritual experience. They make visible for believers a special gift of grace (a free gift of God's love). Catholic and Orthodox Christians accept seven sacraments which they believe to have been initiated by Jesus.

##### **Christian Practice on Sacraments**

**Sacraments** involve symbolic actions, words and physical elements such as water in baptism and bread and wine in Holy Communion. Many Christians believe that sacraments are special rituals which help to strengthen their relationship with God by making him a part of their life. They are important to the Christian community because they affirm that Christians are part of the Body of Christ, the Church, with all its responsibilities.

The Eucharist, as a sacrament, is also known as the Holy Communion. This uses bread and wine to celebrate the sacrifice of Jesus on the cross and his resurrection from death.

For Catholics, the sacrifice of Jesus is made present once again during the ritual and made real for believers. For the Churches that do not consider Holy Communion a Sacrament it is still a significant ceremony. Many Christians consider it the most important act of worship. It recalls the Last Supper of Jesus before he was betrayed by Judas Iscariot, one of his disciples and taken as prisoner and crucified on the cross.

Holy Communion also has an impact on society and on other communities across the world. It reminds Christians that while they break bread together, there are many in the world who are starving. Holy Communion encourages them to work for equality and justice for all.

Many Churches collect money during the service to support work being done for developing countries, the elderly, prisoners and the homeless.

#### **Modern Britain: Week 3 Questions**

1. What does sacrament mean?
2. What is holy communion?
3. What is an infant baptism?
4. What is a believers baptism?

5. How many sacraments do Catholic and Orthodox Christians have?
6. What do Sacraments involve?
7. Bread and Wine represent parts of Jesus's body, what parts are these?
8. Holy communion is important to Christians because .....

**Extended Writing Question: Explain the Eucharist for a Catholic.**

## Modern Britain: Half Term Four - Week 4

### Modern Britain: Week 4 Knowledge Organiser: Christianity Practices - Festivals

#### **Keywords**

Festival - a day or period of celebration for religious reasons.

Christmas - the day commemorating the birth of Jesus, 25th December

Easter - the religious season celebrating the resurrection of Jesus from the dead.

#### **Key beliefs**

**Festivals** have an important role in helping Christians remember the major events in their religion and to plan their public worship. Many Christians celebrate the same cycle of festivals each year. The Christian calendar has two main seasons: Advent, Christmas and Epiphany; Lent, Easter and Pentecost. Christians remember that God gave his only Son to save all humanity.

#### **Christian practices on Festivals**

Christians commemorate the Incarnation of Jesus, the belief that God became human in Jesus. In Great Britain, Christmas is celebrated on 25th December. The celebrations last 12 days ending with the feast of the Epiphany. Trees and homes are decorated with lights and nativity scenes. Lights represent Jesus as the light coming into the world of darkness and nativity scenes show the baby Jesus being born in poverty in a stable. Many Churches have carol services with readings from the Bible showing God's promise of a saviour and event of Jesus's birth. Children act out nativity plays and midnight mass takes place on Christmas Eve. Christians send Christmas cards and exchange gifts which recall the wise men's gift to Jesus. It is seen as a time of 'peace and goodwill' when Christians give to charity as God gave the gift of Jesus, his Son.

Easter is the most important Christian festival. It celebrates the resurrection of Jesus from the dead. During the week leading up to Easter (Holy Week) Christians remember the events that led to the sacrifice of Jesus on the cross. Jesus was crucified on 'Good Friday' and laid in the tomb. Special services are held and processions in the streets are led by a person carrying a wooden cross. On Easter Sunday (Easter Day) the churches are filled with flowers and special hymns are sung celebrating the resurrection. Orthodox Christians walk around the church at midnight on Saturday and then enter the darkened church with lighted candles or lamps. This symbolises entering the empty tomb. The priest announces 'Christ is risen!' and the congregation answers 'He is risen indeed'.

There is a special candle that is lit called the 'Paschal Candle' to symbolise the risen Christ and ends with Holy Communion (a sacrament). Many churches organise open air sunrise services and share breakfast together, usually eating eggs, symbolising a new life.

Today many people eat chocolate eggs at Easter time to show a sign of a new beginning. Many people also decorate their homes with new beginnings, like flowers and easter bunnies to show the start of new beginnings and the start of spring as a new season.

### Modern Britain: Week 4 Questions

- |  |  |
|--|--|
| 1. What is a festival?                                     | 5. What are Churches filled with at Easter?                    |
| 2. What day do Christians celebrate the birth of Jesus?    | 6. What are the two main seasons in the Christian calendar?    |
| 3. What happened on Good Friday?                           | 7. What is the symbol for new beginnings?                      |
| 4. What is the importance of Easter Sunday for Christians? | 8. How do people decorate their homes at Christmas and Easter? |

**Extended Writing Question:** Explain the difference between the festival at Christmas time and the celebration at Easter time for Christians.

## Modern Britain: Half Term Four - Week 5

### Modern Britain: Week 5 Knowledge Organiser: Christianity Practices - The role and growth of the Church

#### **Keywords**

Convert - someone who has decided to become committed to a religion and change his or her religious faith.

Church - a place of worship for Christians.

Disciples - spreading the word of the faith of Christianity and encouraging new believers.

The Great Commission - Jesus' instruction to his followers that they should spread his teachings to all the nations of the world.

Evangelism - spreading the Christian gospel by public preaching or personal witness.

#### **Key beliefs**

Christians around the world estimate between 2 - 2.5 billion. Up to a third of the world's population claim some sort of Christian faith. This figure includes people who may know little of the Christian faith and rarely attend church but in a census declare themselves Christian.

#### **Christianity and Growth of the Church**

The Church has grown rapidly from the time of Christ and is still doing so in South America, Africa and Asia. This is not the case in the USA, Europe despite Church growth programmes, or in the Middle East where Christians have suffered much persecution. In 2010 there were nearly 1.1 billion Catholics, a big increase on the estimated 291 million in 1910. Despite opposition from the communist government, it is estimated that in China there will soon be more Christians than in any other country of the world. In 1900 there were no protestant churches in South Korea, now the capital city of Seoul alone has 7000 with the Yoido Full Gospel Church reporting that it has a million members. It is estimated that churches in Africa are increasing by an average of 34,000 people per day. Worldwide, something like 80,000 people become Christians each day and over 500 new churches are formed.

#### **Discipleship**

The Church's mission of sharing Christ does not end with people deciding to become Christians. The Great Commission as described by Jesus was to make disciples, not just new believers of the faith. So the Christian mission involves not only evangelism but also the training of new converts in the way of following Jesus. For this purpose each individual Christian has a part to play in spreading the faith and encouraging fellow believers. This can be done by sharing testimonies (describing what God has done in their lives), inviting people to Christian meetings, prayer, advertising, using the media (radio, TV, Facebook, X formerly twitter, newspapers and magazines) social events promoting Christianity and the church growth around the world.

#### **Evangelism**

This is the people of the Church spreading the word of Jesus to others where they meet them in everyday life or they may go on special organised events and preach to new believers to join the Christian faith and accept Jesus as their saviour.

### Modern Britain: Week 5 Questions

1. Identify 3 areas of the world that Christianity is spreading
2. How many new churches are formed each day?
3. How many Christians are there world wide?
4. Which country will have more Christians than any other?

5. What is the Great Commission?
6. What does evangelism mean?
7. Where is the Church spreading?
8. How do disciples share the teachings of Jesus to spread the faith?

**Extended Writing Question: Describe the role that disciples play in Christianity.**



## Modern Britain: Half Term Four - Week 6

### Modern Britain: Week 6 Knowledge Organiser: Christianity Practices - Checkpoint lesson

#### **Christian Practice on Worship:-**

Christian worship can be done in various ways:-

Eucharist/Holy Communion/Mass - most Christians have a formal liturgical service each Sunday, when bread and wine (representing the body and blood of Jesus Christ as stated at the Last Supper) are distributed among the congregation (people who attend church). There will be hymns, a Bible reading and a sermon.

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The Eucharist, as a sacrament, is also known as the Holy Communion. This uses bread and wine to celebrate the sacrifice of Jesus on the cross and his resurrection from death.

**Festivals** - Christians commemorate the Incarnation of Jesus, the belief that God became human in Jesus. In Great Britain, Christmas is celebrated on 25th December. The celebrations last 12 days ending with the feast of the Epiphany. Trees and homes are decorated with lights and nativity scenes. Lights represent Jesus as the light coming into the world of darkness and nativity scenes show the baby Jesus being born in poverty in a stable. Many Churches have carol services with readings from the Bible showing God's promise of a saviour and event of Jesus's birth. Children act out nativity plays and midnight mass takes place on Christmas Eve. Christians send Christmas cards and exchange gifts which recall the wise men's gift to Jesus. It is seen as a time of 'peace and goodwill' when Christians give to charity as God gave the gift of Jesus, his Son.

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### Modern Britain: Week 6 Questions

- |   |  |
|---|--|
| 1. Who do Christians worship and why?                           | 5. What is the role of the Church?   |
| 2. Why is it important for Christians to pray?                  | 6. How do Christians spread the word of Jesus?                                     |
| 3. What is a sacrament and give an example of one?              | 7. Where is Christianity found around the world?                                   |
| 4. Which two festivals are important in the Christian calendar? | 8. Identify all the practices in Christianity that you have learnt this half term. |

**Extended Writing Question: Which one of the practices that you have learnt this half term on Christianity is the most important to a Christian to follow and why.**

## Computing - Half Term 4 - Week 1

What is a Computing System?		
Keywords	Knowledge	
<p><b>Input</b> - Data that is received by a system. Often through a keyboard, mouse or microphone.</p> <p><b>Process</b> - Where a computer carries out a task.</p> <p><b>Output</b> - Where data is transmitted from a computer system. Often through a screen or a printer.</p>	<p>A computer is a system that receives input, processes it and produces and outputs a response.</p> <p>A computer program or application (app) is code that has been written, which the computer 'executes' (runs). Files that you store on a computer (documents, videos, sounds and images) are data.</p>	<pre> graph TD     CS[computing system] --&gt; E[executes]     E -.-&gt; P[program]     P --&gt; C[comprises]     C -.-&gt; I[instructions]     I --&gt; O[operate on]     O -.-&gt; D[data]             </pre>

Homework Book Questions			
Q1	Describe what is meant by the term, 'Input'.	Q5	List three ways that data can be <b>input</b> into a computer
Q2	Describe what is meant by the term, 'Process'.	Q6	List two ways that data can be <b>output</b> from a computer
Q3	Describe what is meant by the term, 'Output'.	Q7	Give three examples of types of file stored on a computer
Q4	What is a computer program?	Q8	Explain the diagram above in your own words

Extended Writing Question
Explain what a computer program is and how this is different to 'data' stored on a computer system.

## Computing - Half Term 4 - Week 2

### Hardware Components - Processor, Memory, Storage

Concepts	Knowledge												
<p>The diagram illustrates the flow of data and instructions between three main components: processor, memory, and storage.          <ul style="list-style-type: none"> <li><b>Processor:</b> It receives 'program instructions' and 'instruction data'. It 'decodes' and 'executes' these instructions, and 'operates on' the data. It also 'fetches into' data from memory.</li> <li><b>Memory:</b> It 'stores' 'programs under execution' and 'data under processing'. It is 'loaded into' from storage.</li> <li><b>Storage:</b> It 'stores' 'programs' and 'data'.</li> </ul> </p>	<p>A component is a <b>part of a larger system</b>. A computing system is made up of many <b>components</b>:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Component</th> <th style="width: 45%;">Purpose</th> <th style="width: 40%;">Example</th> </tr> </thead> <tbody> <tr> <td>Storage</td> <td>Used to store programs and data. Is persistent - it keeps the contents, even when the computer is switched off.</td> <td>Hard Disk Drive (HDD) Solid-State Drives (SSD)</td> </tr> <tr> <td>Memory</td> <td>Stores programs and data currently in use. Memory is volatile - its contents are lost when the power is off.</td> <td>Random Access Memory (RAM) Read Only Memory (ROM)</td> </tr> <tr> <td>Processor</td> <td>The processor is the component that executes program instructions.</td> <td>Intel Core i5 AMD Ryzen</td> </tr> </tbody> </table> <p><b>Other components of some computer systems could include:</b></p> <ul style="list-style-type: none"> <li>• Motherboard, Power Supply and Graphics Card</li> </ul> <p><b>Components that can be attached to a computer system are sometimes called <u>peripherals</u>. For example:</b></p> <ul style="list-style-type: none"> <li>• Keyboard, Mouse, Display (Monitor / Screen), Printer, Speakers, etc.</li> </ul>	Component	Purpose	Example	Storage	Used to store programs and data. Is persistent - it keeps the contents, even when the computer is switched off.	Hard Disk Drive (HDD) Solid-State Drives (SSD)	Memory	Stores programs and data currently in use. Memory is volatile - its contents are lost when the power is off.	Random Access Memory (RAM) Read Only Memory (ROM)	Processor	The processor is the component that executes program instructions.	Intel Core i5 AMD Ryzen
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### Homework Book Questions

Q1	What is <b>storage</b> used for in a computer system?	Q5	Give an example of a type of <b>storage device</b> .
Q2	What is <b>memory</b> used for in a computer system?	Q6	Give an example of a <b>type of memory</b>
Q3	What is a <b>processor</b> used for in a computer system?	Q7	Give an example of a <b>type of processor</b>
Q4	What is a computer program?	Q8	Describe what is meant by the term, 'Input'.

### Extended Writing Question

Using the concept diagram provided, explain how storage, memory and the processor interact with programs and data.

## Computing - Half Term 4 - Week 3

Operating Systems	
Keywords	Knowledge
<p><b>Graphical User Interface</b> - How a computer system 'looks' and includes Windows, Icons, Menus and Pointers.</p>	<p>The operating system is a set of programs that controls the operation of a computing system. There are many different operating systems you can install. For desktop and laptop PCs, Microsoft Windows is the most common. For smartphones and tablets Apple iOS and Google Android are the most common. Most web servers use a Linux operating system.</p> <p>The operating system also controls when the other programs on the computer can use the processor.</p> <p>Most operating systems have a Graphical User Interface. Other types of User Interfaces include: Command-Line Interfaces (eg. Command Prompt in Microsoft Windows), Menu Driven Interfaces (eg Bank Cash Machine), Voice Interface (eg Using a voice activated menu on the phone) and Form-based Interface (eg Google Forms Quiz)</p>

Homework Book Questions			
Q1	What does GUI stand for?	Q5	What operating system is used by most web servers?
Q2	What four elements does a GUI include (WIMP)?	Q6	Give an example of a menu-driven interface.
Q3	Give an example of an Operating System you might use on a desktop PC.	Q7	Give an example of a voice interface.
Q4	Give an example of an Operating System you might use on a smartphone.	Q8	Given an example of a form-based interface.

Extended Writing Question
<p>Explain why graphical user interfaces (such as Microsoft Windows, Apple iOS or Google Android) are considered easy to use. Discuss WIMP in your answer.</p>

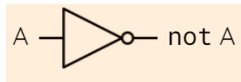
## Computing - Half Term 4 - Week 4

### Data and Information

The Central Processing Unit (CPU) in a computer can perform **arithmetic** and **logic** calculations. There are three logical gates that we can use when designing circuits in a computer system in order to allow it to make decisions:

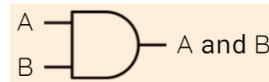
#### not (inversion)

go out	
raining	not raining
false	true
true	false



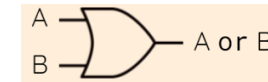
#### and (conjunction)

open		
motion	activated	motion and activated
false	false	false
false	true	false
true	false	false
true	true	true



#### or (disjunction)

open		
left	right	left or right
false	false	false
false	true	true
true	false	true
true	true	true



### Homework Book Questions

Q1	What are the three logical operators?	Q5	What is another term for an <b>OR</b> operation?
Q2	What two types of calculation can the CPU perform?	Q6	What is the result of the expression: False <b>AND</b> True?
Q3	What is another term for a <b>NOT</b> operation?	Q7	What is the result of the expression: True <b>OR</b> True?
Q4	What is another term for an <b>AND</b> operation?	Q8	What is the result of the expression: <b>NOT</b> False

### Extended Writing Question

A student is making a logical decision. They have decided that they will get the bus to school if the temperature is below 2 degrees (A) and it is raining (B). Draw the logic gate for this. Use the inputs: A and B, in your diagram.

## Computing - Half Term 4 - Week 5

Artificial Intelligence and Machine Learning									
Keywords	Knowledge								
<p>Artificial Intelligence - Where a computer system is able to perform tasks normally requiring human intelligence.</p> <p>Ransomware - a piece of malicious software used by cyber criminals that encrypts (scrambles) important data on a computer system, so it cannot be read. The criminals will hold a company to ransom and only decrypt the data if a ransom is paid.</p>	<p>Artificial Intelligence has allowed computer systems to perform a range of tasks. But there are several Ethical, legal, cultural and environmental concerns with the use of Computer Systems.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Ethical issues</td> <td>Ethics are moral principles, or rules, which govern a person's attitudes and behaviour. Ethics apply to the use of computers as much as they do to other things in life. Ethical issues in computing include:                             <ul style="list-style-type: none"> <li>• Ensuring public safety</li> <li>• Making sure personal data is kept secure</li> </ul> </td> </tr> <tr> <td>Cultural issues</td> <td>The introduction of computers has changed society, sometimes for the better, sometimes for the worse. 'Cultural issues' is the term used for computer matters that have an effect on the nature and culture of society. Some of these issues include:                             <ul style="list-style-type: none"> <li>• The impact on those that <b>do not</b> have access to computers.</li> <li>• The way that computers have changed how people work</li> </ul> </td> </tr> <tr> <td>Environmental issues</td> <td>Environmental issues are those where the manufacturing and use of computers has had a negative impact on the environment. Resources are needed in order for computers to be produced, distributed and used. Metals and plastics are used to manufacture components, while energy is expended in distributing equipment and in using it.</td> </tr> <tr> <td>Legal issues</td> <td>Computer use has brought new concerns and new crimes. With the rise of the internet, computers are increasingly being used for illegal activities. Computers might be used illegally in many ways, for example:                             <ul style="list-style-type: none"> <li>• Illegally sharing personal information</li> <li>• Stealing financial information, such as bank details</li> <li>• Illegally copying videos, music or computer software</li> <li>• Hacking into computer systems or blackmailing someone using ransomware</li> </ul> </td> </tr> </table>	Ethical issues	Ethics are moral principles, or rules, which govern a person's attitudes and behaviour. Ethics apply to the use of computers as much as they do to other things in life. Ethical issues in computing include: <ul style="list-style-type: none"> <li>• Ensuring public safety</li> <li>• Making sure personal data is kept secure</li> </ul>	Cultural issues	The introduction of computers has changed society, sometimes for the better, sometimes for the worse. 'Cultural issues' is the term used for computer matters that have an effect on the nature and culture of society. Some of these issues include: <ul style="list-style-type: none"> <li>• The impact on those that <b>do not</b> have access to computers.</li> <li>• The way that computers have changed how people work</li> </ul>	Environmental issues	Environmental issues are those where the manufacturing and use of computers has had a negative impact on the environment. Resources are needed in order for computers to be produced, distributed and used. Metals and plastics are used to manufacture components, while energy is expended in distributing equipment and in using it.	Legal issues	Computer use has brought new concerns and new crimes. With the rise of the internet, computers are increasingly being used for illegal activities. Computers might be used illegally in many ways, for example: <ul style="list-style-type: none"> <li>• Illegally sharing personal information</li> <li>• Stealing financial information, such as bank details</li> <li>• Illegally copying videos, music or computer software</li> <li>• Hacking into computer systems or blackmailing someone using ransomware</li> </ul>
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Homework Book Questions			
Q1	What does AI stand for?	Q5	Describe what is meant by an environmental issue
Q2	Describe what <b>Artificial Intelligence</b> is	Q6	Give an example of a legal issue in relation to computer system.
Q3	What is ransomware?	Q7	A hacker has gained access to a computer system belonging to a credit card company and is blackmailing saying that they will 'leak' the credit card details of their customers onto the Internet. Use the table above to identify what type of issue this is.
Q4	Describe what is meant by a cultural issue.	Q8	Artificial Intelligence requires lots of electricity to power the computers used to train AI models. What type of issue is this?

**Extended Writing Question**

One example of Artificial Intelligence is in the use of driverless vehicles, rather than having a human driver. Describe the benefits and drawbacks of the use of driverless cars. You may wish to use the Internet to research your answer.

## Computing - Half Term 4 - Week 6

### Software Licenses

Open-Source Software	Proprietary Software
This is software that anyone can see, change, and share. It's like a recipe that everyone can edit and improve!	This is software made by a company that only they can change. It's like a secret recipe that no one else can edit!
<b>Benefits of Open Source Software</b> <ul style="list-style-type: none"> <li>● Free to use – You don't have to pay for it.</li> <li>● Customisable – You can change it to make it better.</li> <li>● Community Support – Many people help fix problems and improve it</li> </ul>	<b>Benefits of Proprietary Software</b> <ul style="list-style-type: none"> <li>● Easy to use – Designed to be simple for everyone.</li> <li>● Official support – The company helps if there's a problem</li> </ul>
<b>Drawbacks of Open Source Software</b> <ul style="list-style-type: none"> <li>● Not always easy to use – Some versions might be tricky for beginners.</li> <li>● Less support – No official company to help if something goes wrong.</li> </ul>	<b>Drawbacks of Proprietary Software</b> <ul style="list-style-type: none"> <li>● Costs money – You usually have to pay for it.</li> <li>● Can't change it – Only the company can update or fix it.</li> </ul>
<b>Examples of Open Source Software</b> <ul style="list-style-type: none"> <li>● Linux – A free operating system, like Windows or macOS.</li> <li>● LibreOffice – A free alternative to Microsoft Office.</li> <li>● GIMP – A free image editing program, like Photoshop.</li> <li>● Firefox – A web browser, like Google Chrome.</li> <li>● Audacity – A free program for editing audi</li> </ul>	<b>Examples of Proprietary Software</b> <ul style="list-style-type: none"> <li>● Windows – A paid operating system made by Microsoft.</li> <li>● macOS – Apple's operating system for Mac computers.</li> <li>● Microsoft Office – Includes Word, Excel, and PowerPoint.</li> <li>● Photoshop – A professional image editing software.</li> <li>● Google Chrome – A web browser owned by Google.</li> </ul>

### Homework Book Questions

Q1	What is open source software?	Q5	What is proprietary software?
Q2	List the benefits of open source software	Q6	List the benefits of proprietary software
Q3	List the drawbacks of open source software	Q7	List the drawbacks of proprietary software
Q4	Give two examples of open source software	Q8	Give two examples of proprietary software

### Extended Writing Question

A business is considering using open-source software. Explain some of the benefits and drawbacks of the business doing this.

Aspire  
ACHIEVE  
Thrive

Develop your character



Aspire Achieve Thrive