

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 2 2025-26

History
Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

Geography

8

Spanish

French

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Book Pride

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

Plan

Year 8 - Half Term 2 (03-11-25 → 19-12-25) - 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 2 - Week 1

Geography: Week 1 Knowledge Organiser: Ecosystems	
Keywords: • Marine ecosystem: A community of plants and animals living together in their aquatic (salt water) environment such as oceans or seas. • Biotic: Living things (e.g., fish, coral, plankton). • Abiotic: Non-living things (e.g., water, sunlight, temperature). • Biodiversity: The variety of life within an ecosystem. • Coral Reef: A marine ecosystem formed by tiny creatures or organisms called coral polyps. They survive in warm, shallow water. • Food Web: A system of interdependent food chains in an ecosystem. • Photosynthesis: Process by which plants and algae use sunlight to make food. • Predator: An animal that hunts other animals for food. • Prey: An animal that is hunted and eaten by a predator.	The ocean is a huge body of saltwater that covers about 71 percent of Earth's surface. It is hugely important because it provides us with food and also helps control our climate. Polar Marine Ecosystems can be found close to the Arctic and Antarctic Circle. They are found close to the continents of Antarctica, North America and Asia. There are no polar marine ecosystems in South America. Coral reefs are found in warm shallow waters. They are very important because they have a large biodiversity and around 25% of marine life are found living here. <u>What is the difference between Marine and land ecosystems?</u> Marine and land ecosystems have several key differences. Marine ecosystems are found in the ocean and are characterised by a high level of biodiversity. They are influenced by factors such as temperature, currents, and the availability of sunlight. Land ecosystems, on the other hand, are found on land and are less diverse compared to marine ecosystems. They are mainly supported by green plants, which convert sunlight and nutrients from the soil into organic molecules.
Geography: Week 1 Questions	
1. What is a food web? 2. Name two biotic found in marine ecosystems. 3. Name two abiotic factors found in marine ecosystems. 4. What types of organisms are found in a coral reef ecosystem?	5. What is the difference between a predator and prey in a marine ecosystem? 6. How might changes in sea water temperature affect marine life? 7. What is biodiversity? 8. Why are coral reefs important?
Extended Writing Question: Describe in your own words what a marine ecosystem is.	

Geography: Half Term 2 - Week 2

Geography: Week 2 Knowledge Organiser: Interactions within oceans (food webs)

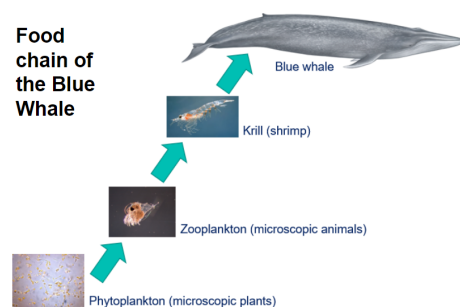
Phytoplankton and algae form the bases of aquatic food webs (**Producers**).

Primary consumers like zooplankton, krill, small fish and crustaceans eat these primary producers.

Secondary consumers in turn eat the primary consumers such as small sharks, coral, large seals, Arctic Cod and Baleen whales.

Top predators are those at the top of the ocean ecosystem, such as the Orca.

A **food web** or food chain works on the **transfer of energy**.



Human impacts on food webs

Hunting - whale hunting in some countries is still allowed and this has a big impact on the population.

Litter and pollution - Fish mistake plastic for food which they then eat.

Fishing nets - Nets will scoop up anything in its way, sometimes even small/baby fish. This has a big impact on the ecosystem.

Climate change - warmer waters mean many sea creatures/plants would not be able to survive.

Geography: Week 2 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Give an example of a producer in the ocean. 2. Give a definition of a primary consumer. 3. Give an example of a primary consumer. 4. Give a definition of a top predator. | <ol style="list-style-type: none"> 5. Give an example of a top predator in the ocean. 6. Food webs work on the transfer of what? 7. How do fishing nets impact food webs? 8. Why is litter a problem in our oceans? |
|---|---|

Extended Writing Question: Describe how climate change can have a negative impact on food webs.

Geography: Half Term 2 - Week 3

Geography: Week 3 Knowledge Organiser: Ocean Importance	
Carbon sink: A natural environment that has the ability to absorb carbon dioxide. Phytoplankton: A microscopic plant that floats in a body of water such as oceans, lakes and rivers. <u>Why are oceans important?</u> Not only do they provide us with food, they are really important for many things. -Regulates the atmosphere by acting as a carbon sink. -Provide fresh water. -Affects our climate. -Habitat for animals.	<u>Provide fresh water</u> As a major part of the water cycle, salt water from oceans is heated by the sun, evaporating into the air. As the water evaporates, the salt remains in the ocean. The water condenses into clouds and returns to earth in the form of rain and snow. When the water returns to earth through precipitation, it's fresh water. <u>Climate</u> The ocean has absorbed 90 per cent of the excess heat from the atmosphere. The ocean also absorbs 25 percent of the CO₂ produced by human activity. <u>Food</u> 3.3 billion people get their animal protein from the sea. There are over 2200 different species of wild seafood to try!
Geography: Week 3 Questions	
1. What does the term carbon sink mean? 2. What is phytoplankton? 3. Name one way oceans are important. 4. Where does salt remain when evaporation occurs?	5. How does water return back to earth? 6. How much excess heat does the sea absorb? 7. How much CO₂ does the oceans absorb? 8. How many species can we eat from the ocean?
Extended Writing Question: Explain in your own words how oceans provide fresh water.	

Geography: Half Term 2 - Week 4

Geography: Week 4 Knowledge Organiser: Seagrass in the Sound	
Seagrass is one of the ocean's most important habitats in the world. Seagrass meadows absorb and store vast amounts of carbon. They absorb carbon up to 35 times more efficiently than tropical rainforests, and despite only covering 0.2% of the seabed, they store 10% of the Ocean's carbon. Seagrass meadows allow biodiversity to flourish. A single hectare can support 80,000 fish and 100 million small invertebrates. The underwater meadows are also a home for rare and endangered species, like seahorses and stalked jellyfish.	Threats to Seagrass 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). What is being done to help Seagrass? 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.
Geography: Week 4 Questions	
1. How much carbon dioxide does Seagrass absorb compared to rainforests? 2. How much of the seabed does Seagrass cover? 3. How many fish can a hectare of Seagrass support? 4. What rare species are found in Seagrass meadows?	5. Name one threat to Seagrass meadows. 6. What percentage of Seagrass has been lost worldwide? 7. What local organisation is helping to restore Seagrass? 8. Where are the conservation areas in Plymouth?
Extended Writing Question: Explain how they grow new Seagrass meadows.	

Geography: Half Term 2 - Week 5

Geography: Week 5 Knowledge Organiser: Overfishing	
Overfishing is when too many fish are caught from the sea. Some scientists think that as much as 85% of the world's fish populations have been overfished. <u>There are many problems caused by overfishing:</u> Waste from fishing 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. By-catch Bycatch is the incidental capture of non-target species such as dolphins, marine turtles and seabirds.	Whaling Whaling is the hunting of whales for their usable products such as meat and blubber, which can be turned into a type of oil that was important in the Industrial Revolution. The banning of whaling in 1986 led to the number of whales in our oceans going back up again. It is thought that numbers have now gone up to 93% of the original number. Shark fin soup Shark fin soup is a traditional Southeast Asian soup or broth commonly served at special occasions such as weddings and banquets, or as a luxury item. It involves the gruesome practice of cutting off a live shark's fins and throwing the rest of the animal back into the sea, where it dies a slow and painful death.
Geography: Week 5 Questions	
1. What does overfishing mean? 2. What % of the fish population caught do scientists believe to have been overfished? 3. What does "waste from fishing" mean? 4. Why have some countries introduced a fishing quota?	5. What is the word used to describe species such as dolphins and turtles caught when they are not meant to be part of the catch? 6. What is whaling? 7. Why is shark fin soup a luxury item (for the rich or on special occasions)? 8. In what year was whaling banned?
Extended Writing Question: In your own words explain how the ban on whaling in 1986 has had a positive impact on the number of whales in our oceans.	

Geography: Half Term 2 - Week 6

Geography: Week 6 Knowledge Organiser: Plastic pollution - The problem	
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. 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>. Microplastics: Extremely small pieces of plastic which has been broken down How bad is single-use plastic? 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	<u>5 facts about plastic pollution</u> 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. <u>Where is plastic pollution happening the most?</u> 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. <u>Plastic pollution is becoming an increasing problem to tourism due to:</u> • 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 6 Questions	
1. What is pollution? 2. What does the term biodegradable mean? 3. What is the estimated amount of plastic that enters our marine environment every year? 4. What is microplastic?	5. What percentage of plastic gets recycled? 6. How many plastic bags get used every minute worldwide? 7. Single use plastics are illegal in some countries. True or false? 8. What is the Great Pacific Garbage Patch?
Extended Writing Question: Explain why plastic pollution has become such a big problem for the tourism industry.	

Geography: Half Term 2 - Week 7

Geography: Week 7 Knowledge Organiser: Plastic pollution - Sustainable solutions	
Reducing: Using less plastic when possible stops more plastic getting into the world. It also helps keep plastics out of the ocean and reduces the amount of “new” plastic in circulation. Reusing: Using plastic objects more than once means less have to be made Recycling: Plastic can be melted and remade into other useful things. Alternatives to plastic: The best solution to the plastic problem would be to reduce the use of plastic altogether. Using alternatives would do this: 1. Cotton or paper bags 2. Refillable water bottles + coffee cups 3. Cardboard packaging	Kenya's response to the plastic problem 1. Flip Flopi Dhow - 10 metre long boat built out of flip flops made of recycled products 2. Banning plastic bags - Banned use of plastic bags. Faced with fines of US\$38,000. 3. Beach clean up - One lady started beach clean ups and started the 'Shela Environmental Residents group' Why is plastic recycling from the UK sent to other countries? The UK is currently sending most of our recycled plastic packaging overseas, where it is turned into new products. Historically there has been more demand for our recycling from foreign countries, where it's cheaper to process. Some countries we have previously sent our recycling to, such as China, have heavily restricted what materials they will accept, to make sure that they are not taking in plastics that are contaminated and of poor quality (e.g. dirty or including items that cannot be recycled).
Geography: Week 7 Questions	
1. What does the term reducing mean? 2. What does recycling of plastic mean? 3. List 2 alternatives to using plastic. 4. What is the best solution to the plastic problem?	5. What does the Flip Flop Dhow solution to plastic involve? 6. How much is the fine for using plastic bags in Kenya? 7. What is the 'Shela Environmental Residents group' about? 8. Why is the UK sending most of the recycled plastic packaging to other countries?
Extended Writing Question: In your own words, explain why countries such as China are now restricting what recyclable plastic they accept from the UK..	

History: Half Term 2 - Week 1

History: Week 1 Knowledge Organiser: WW1 Battle of the Somme

The Battle continued throughout the summer and into the winter. In November 1916 the final phase of the Somme was launched. By this point the battlefield was almost a swamp due to heavy rain and bomb craters. Troops were struggling to move themselves and the artillery across the Battlefield. The rain made the visibility on the battlefield so bad the planes could not carry out reconnaissance (intelligence gathering). The British needed to seize Le Transloy Ridge to survive the winter.

Battle of the Ancre - Aimed to capture four fortified villages: Beaumont Hamel and Serre, which had been British objectives on the first day of the Battle of the Somme, as well as St Pierre Divion and Beaucourt. General Sir Hubert Gough's Fifth Army took St Pierre Divion and Beaumont Hamel on the first day. The hope was to win ground beyond Beaucourt on which the most favourable positions for winter could be established. However the sleet and snow caused problems for the advancing troops and the German military expected the attack. Eventually the Somme offensive was called off after 5 months of brutal fighting. British casualties stood at 419,654 men, French at 204,253 and the German army lost between 500,000 to 600,000. This was Britain's first prolonged attack on the German army. The German general Erich Ludendorff was worried about another 'Somme' style offensive and he knew Germany would not survive it he withdrew to the Hindenburg Line in March 1917, a voluntary surrender of land. The German government began unrestricted submarine warfare against merchant shipping supplying the Allies; these were non military ships from neutral countries. Their aim was to starve Britain into surrender however this brought the United States into the war against Germany in April 1917.

History: Week 1 Questions

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| 1. When did the final part of the Battle of Somme start? | 5. Which British general captured St Pierre Divion? |
| 2. What problems were there with the battlefield? | 6. How many British casualties had there been by the end of the Somme? |
| 3. Where did the British need to seize? | 7. What did the Germans do against merchant shipping? |
| 4. What did the Battle of Ancre aim to capture? | 8. When did the USA enter the war? |

Extended Writing Question: Explain why it was so hard for either side to win the Battle of the Somme

History: Half Term 2 - Week 2

History: Week 2 Knowledge Organiser: USA and the end of the war	
USA In 1917 the United States of America joined the war on the side of the British and French despite at the start of the war saying they were impartial. This was because on 8th of May 1915 the luxury British liner, the 'Lusitania', was torpedoed by a German submarine and 1198 passengers were killed, 128 of which were Americans. This outraged many people in America. In 1917, Germany resumed this method of attacking ships using submarines. In Feb/March 1917, several US cargo vessels were sunk without warning by the Germans. Another reason the USA entered the war was The Zimmerman Telegram. In February 1917 President Woodrow Wilson received news from the British that they had intercepted a telegram sent from the German foreign minister (Arthur Zimmerman) to the Mexican Government. The telegram urged Mexico to invade America and in return they would receive Texas, New Mexico and Arizona. This was seen by many as Germany provoking the US into war, up until this point the USA had been neutral.	End of the War Russia withdrew from the First World War in March 1918, this allowed the German military to refocus its units back to the west. The aim of General Ludendorff was to attack and win before the USA's troops arrived. The 'Second Battle of the Somme' began in March 1918 however it was held up by British strength at Arras, the German forces diverted to Amien which eventually ended up with the largest territory gain since the Battle of Marne. The battles continued throughout 1918 and looked initially very successful for the Germans, however Ludendorff had used up most of his reserves with 800,000 lives lost whilst the allies were gaining 300,000 per month from the USA. Germany began seeking an armistice. On the 11th November 1918 German surrendered to the allies by signing the armistice at 11am. Treaty of Versailles was signed on 28th June 1919 having been created by The USA, UK and France. Germany had no choice but to sign the treaty as it could not afford a relapse into war. The treaty was harsh and ensured Germany took the blame and punishment for the war. Germany had to take full blame for the war, pay 6.6 billion in reparations, their army was limited to 100,000 troops.
History: Week 2 Questions	
1. What was the USA position at the start of the war? 2. How many Americans died on the Lusitania? 3. When was the Zimmerman telegram? 4. Who was urged to invade America by the Zimmerman telegram?	5. Who was in charge of the German troops? 6. How many men were Germany losing ? 7. When was the Treaty of Versailles signed 8. What did Germany have to pay by this treaty?
Extended Writing Question: Why were the Germans keen to attack again in March 1918?	

History: Half Term 2 - Week 3

History: Week 3 Knowledge Organiser: Invasion of Poland	
In January 1933 Adolf Hitler became leader of Germany. Throughout the 1930s Hitler used terror and propaganda to become supreme leader of Germany this included Supreme Commander of the Armed forces. This allowed him to make every decision surrounding the war and the military In 1939 Hitler created a deal with the Soviet Union The agreement known as the Molotov - Ribbentrop pact (Nazi/Soviet Pact) was a Non-aggression pact which agreed that the Soviets would remain neutral if Poland was attacked, however secretly it agreed that both countries would invade Poland and divide it between them. In the same year Britain and France had agreed to support Poland if they were attacked. Throughout August 1939 the leader Nazis, Himmler and Heydrich created staged attacks so that they could portray the invasion of Poland as defensive. On the 1st September 1939 the Germans invaded Poland, they had more than double the amount of weapons as the Polish army (9000 compared to 4000), 12 divisions of the Polish army were Cavalry. The Germans used a new tactic called Blitzkrieg. The Polish fought back, pushing the Panzers from the capital Warsaw on the 8th September, using Molotov cocktails to defend themselves and repelling 3 major attacks through September. On the 25th September Hitler furiously ordered the surrender of Warsaw, 560 bombs dropped onto the city. Warsaw surrendered on the 27th September 1939	Impact Hitler gave a speech in August 1939 that they would physically destroy the enemy this meant ordinary people not just military This led to the formation of 'Einsatzgruppen' or 'Death head units' who went around Poland killing men, women and children, they had lists of people to kill and carried out mass executions. Also 3 Million Jewish people came under Nazi control During Hitler's attempt to get Warsaw to surrender the Luftwaffe 560 tons of bombs on the city. The German military began the use of the new Blitzkrieg tactic. The German Luftwaffe dropped bombs over an area, this was then followed by Panzer tanks advancing to squash any resistance, this was then followed by the military which then allowed the panzer tanks to advance forward. This was met by the Polish Cavalry some of whom still had sabres. This tactic was used to conquer most of Europe.
History: Week 3 Questions	
1. What did the Nazis and soviets sign in 1939? 2. When did the Nazis invade Poland? 3. How many divisions of the Polish army were cavalry? 4. What new tactic did Hitler use?	5. When did Warsaw surrender to the Nazis? 6. What was the other name for the Einsatzgruppen? 7. What did this group do? 8. How many Jews were in Poland?
Extended Writing Question: Why was it unlikely that the Polish army would win the war against the Nazis?	

History: Half Term 2 - Week 4

History: Week 4 Knowledge Organiser: Dunkirk and the Battle of Britain

Dunkirk

After the invasion of Poland, the Second World War broke out across Europe. However little happened in the first six months this was known as the Phoney War. It was not until April/May 1940 that the invasion of the West began. The Wehrmacht [German army] had pushed the allies back to the edges of France, there were approximately 400,000 men awaiting rescue on the beaches at Dunkirk. The British government launched Operation Dynamo, the aim was to evacuate the troops from the beaches between 26th May 1940 and the 4th June 1940, one the key problems was the naval ships could not get close enough to the beaches due to their size, so the British had to send over Little Ships to transport the troops. Following the evacuation of Dunkirk France became occupied by Nazi Germany.

Battle of Britain

As Britain is an island, Germany needed to send soldiers by sea. To do this safely, they would need to have control of the skies over the English Channel, so the German **Luftwaffe** needed to defeat the British **RAF**. The Luftwaffe heavily outnumbered the RAF. During the Battle of Britain, they had 2,550 fighter planes available, while the RAF only had 749 and the British pilots were also less experienced than the Luftwaffe pilots. The average age of an RAF pilot in the Battle of Britain was just 20 years old. As the fighting was taking place over Britain, the RAF did have an advantage if they were shot down. The Battle of Britain began on 10 July 1940.

The head of the Luftwaffe was Hermann Goering. Germany codenamed their planned invasion of Britain Operation Sea Lion. Goering planned for British Fighter Command to be destroyed, as well as airfields and RAF stations where mechanics, engineers and support staff were based.

As the battle went on, the Luftwaffe also targeted factories, where aeroplanes were made, and **radar** stations.

Britain used several different methods that were crucial in their eventual victory. **Radar:** They were able to detect German planes up to 80 miles away. This gave Britain time to **scramble** planes and be ready to fight. **Observer corps:** 30,000 civilian volunteers were used to track and report on German planes when they were over Britain. Their information helped the RAF to plan their tactics. **The Dowding System:** The information collected from radar stations, along with reports from Observer Corps was put together and used to plan air defences. **Barrage balloons:** These were large balloons held in the air by steel cables, to protect towns and cities.

History: Week 4 Questions

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|--|---|
| 1. What was the first six months of WW2 called? | 5. What was the name of the German air force? |
| 2. How many troops were stranded at Dunkirk? | 6. How many more planes did Germany have than Britain? |
| 3. What was the name of the operation to relieve them? | 7. What codename did the German invasion of Britain have? |
| 4. What was sent from Britain to pick up the troops? | 8. When did the Battle of Britain begin? |

Extended Writing Question: Why was the Raf able to win the Battle of Britain?

History: Half Term 2 - Week 5

History: Week 5 Knowledge Organiser: Barbarossa

On the 22nd June 1941 the Nazis invaded the USSR in 3 Groups, one headed North , the second in the centre and the final group from the South, the invasion front was 1800 miles long. This broke the Nazi Soviet Pact and shocked Soviet leaders. When the Nazis invaded they had the largest invasion force in human history, 3 million men, 19 Panzer tank divisions consisting of 3000 tanks in total, 7000 artillery pieces and 2500 aircraft.

The USSR had $\frac{2}{3}$ times the amount of tanks but their air force was largely useless at this time.

Why does it fail?

Reason 1 - The Soviet Troops

Numbers- The Nazis vastly underestimated the size of the Soviet Military, they had planned for 150 divisions of Soviet troops and 50 reserves, in reality the Soviets had 360 divisions.

Attitude- The Soviet troops had a very different attitude than the French, they were determined and stubborn and once their area had taken over they refused to give up and began creating pockets of resistance behind the German front line.

Policy- The Soviets used a policy called 'Scorched Earth', this involved destroying crops and bridges as well as transporting steel and munitions works back toward Moscow on rail cars. The Nazis could not use their own rail cars to bring equipment as they were made with a different track.

Reason 1 - The Weather

Hitler and his generals were arguing over the location of the continued attacks with the aim of hitting Moscow eventually; their disagreements delayed the Nazis attacks until October. Even at this point the Nazis looked strong; they were encircling 500-600,000 Soviet troops at a time, they were 200 miles from Moscow and it looked as though they had a clear path to the capital.

However the Battle of Vyazma did not end until October with the Nazi troops exhausted; the generals decided that rather than creating a winter front line they would push forward. Temperatures hit below zero, the Nazi troops had no uniform provisions for the cold and no way to transport equipment. This led to frostbite, death and 730,000 German casualties, meanwhile on the 6th December the Soviets launched a counter offensive in December forcing the Nazis back

History: Week 5 Questions

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|---|---|
| 1. When did Germany invade Russia? | 5. Where did the German generals argue over hitting? |
| 2. What pact did this invasion break? | 6. How close to Moscow did the Germans get? |
| 3. Who had the most tanks? | 7. What was the temperature during the winter? |
| 4. What was the policy of destroying everything called? | 8. Why was this such a problem for the German troops? |

Extended Writing Question: Explain why the Nazis failed to win in Russia

History: Half Term 2 - Week 6

History: Week 6 Knowledge Organiser: Pearl Harbour

Sunday 7th December, 1941 At 7.55am, Japanese bombers attacked Pearl Harbour, a US naval base.

Why that moment? The American Pacific fleet was at anchor and it was Sunday morning. On the ships many soldiers were still asleep while others were enjoying breakfast.

Mistakes: The American radar system had picked up some unusual activity but had ignored it as a flight of birds or their own bombers returning from the mainland.

Damage caused in the first wave. The first attack, which involved 183 Japanese aircraft, began bombing the hangars and parked aircraft of the island's airfields. It also launched torpedoes against the US warships moored in the harbour. In the first five minutes of the attack, four battleships were hit, including the USS Oklahoma and USS Arizona. Minutes later, the Arizona exploded after a bomb hit its gunpowder stores, sinking the ship and killing 1,177 of its crew.

Damage caused in the second wave. An hour and a half after the first attack, 170 Japanese aircraft attacked again. Within two hours, 18 US warships had been sunk or damaged, and 188 aircraft were destroyed. Alongside this damage hospitals were also hit and as a result, 2,403 American servicemen and women had been killed. The Japanese lost 29 planes.

Immediate consequences

The next day the USA declared war on Japan

History: Week 6 Questions

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| 1. When was the attack on Pearl Harbour? | 5. How many Japanese aircraft were involved in the first wave? |
| 2. Who was attacked at Pearl Harbour? | 6. Which big American ships were destroyed? |
| 3. Why did they attack at that time? | 7. When was the second wave? |
| 4. What did the Americans mistake the attack for? | 8. What were the casualties as the result of the attack? |

Extended Writing Question: Explain why you think Pearl Harbour was such an important event

History: Half Term 2 - Week 7

History: Week 7 Knowledge Organiser: D Day and Stalingrad	
D-Day By April 1944 the Nazis had taken most of Europe, however the USA had joined on the side of the allies. If the allies were to turn the war around they needed to land back in the main part of Europe and push the Nazis back. The D Day landings were officially named Operation Overlord and were to be led by Dwight Eisenhower. The plan was to land on 5 beaches along a 50 Mile stretch of Normandy. However they tricked the Nazis into thinking they were landing at Calais so Hitler's panzer divisions were directed to Calais instead. Events Just after midnight paratroopers began landing in France with the aim of blowing up bridges, this would stop the Nazis being able to send reinforcements to Normandy. At 6.30am the rest of the troops began to arrive by sea. The Americans landed at Utah and Omaha beaches. The British and Canadians landed at Gold, Juno, and Sword beaches. The fiercest fighting was on Omaha Beach where the Germans were positioned on steep cliffs that commanded the long, flat shoreline. Troops leapt from their landing boats and were pinned down for hours by machine-gun fire that turned the beach into a vast killing field. 2400 were injured or killed in Omaha alone. The Germans now had to fight on 2 fronts in France and Russia - this divided their troops. Less than a year later the Germans would surrender	Stalingrad The Battle of Stalingrad took place between August 1942 and February 1943, was one of the most brutal and destructive battles of the war. This was the moment the war in the east shifted in the favour of the Soviet Union and the Nazis began to face defeat. Stalingrad was important for the Nazis because it was a key supply line and if the Nazis took it they could access the oil field in Caucasus. For the Soviets it had symbolic significance as it was named after Stalin and he gave the order 'not to step back'. The battle turned into a brutal struggle for control of individual buildings and streets. The battle was not fought in a traditional style, the soldiers fought in the ruined houses using grenades, flamethrowers and even hand to hand. Both sides faced huge losses with over 2 million people dying (Both Military and civilian). Throughout the fighting there was almost constant artillery fire damaging the city which was brought to rubble. Why did the Germans lose? The Germans were reliant on their supply lines, the Soviets continued to disrupt their supplies of ammo, food and medical equipment. The freezing weather caused many to get frostbite and hypothermia. With little food, ammo and huge casualties the German morale began to drop dramatically.
History: Week 7 Questions	
1. What was the codename for the Normandy landings? 2. Which 5 beaches would be used? 3. Where did the Nazis think the landings would be? 4. Where were the most casualties?	5. When was the Battle of Stalingrad? 6. Why was Stalingrad important for the Nazis? 7. How was the battle fought? 8. How many people died?
Extended Writing Question: Explain why the Nazis lost the Battle for Stalingrad	

French: Half Term 2 - Week 1

French: Week 1 Knowledge Organiser:

HOLIDAYS

Time phrase (present)	Verbs - Present	Noun Phrases			
Normalement, <i>Normally,</i> D'habitude, <i>Usually,</i> Quelquefois, <i>Sometimes,</i> Parfois, <i>Sometimes,</i> De temps en temps, <i>From time to time,</i> Souvent, <i>Often,</i>	je vais en vacances <i>I go on holiday</i> nous allons en vacances <i>We go on holiday</i>	à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles aux États-Unis	à Berlin en Espagne <i>to England</i> <i>to Sweden</i> <i>to Germany</i> <i>to Wales</i> <i>to the USA</i>	à Londres en Italie	avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i>
	je voyage <i>I travel</i> nous voyageons <i>we travel</i>	en bus en voiture en car en avion en bateau à pied à vélo	en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i>	car c'est... <i>because it is...</i> car j'ai peur de voler <i>because I'm scared of flying</i>	rapide <i>fast</i> confortable <i>comfortable</i> loin <i>far</i> proche <i>near</i> mieux pour l'environnement <i>better for the environment</i>
<u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u>	opinion starter	adjectives (positive)		adjectives (negative)	
	je pense que c'est <i>I think that it is</i> je trouve que c'est <i>I find that it is</i> à mon avis, c'est <i>in my opinion, it is</i>	amusant génial excellent différent intéressant étonnant agréable(s)	<i>fun / funny</i> <i>great</i> <i>excellent</i> <i>different</i> <i>interesting</i> <i>surprising / amazing</i> <i>pleasant / nice</i>	ennuyeux terrible nul fatigant	<i>boring</i> <i>terrible</i> <i>rubbish</i> <i>tiring</i>

French: Week 1 Questions

HOLIDAYS

Translate in English:

1. Normalement, je vais en vacances.
2. Parfois, nous allons en Espagne.
3. Je voyage en bateau.
4. Je pense que c'est agréable.

Translate in French:

5. Sometimes, we go on holiday.
6. Often, we travel by boat.
7. I find that it is pleasant.
8. ...because it is far.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
 Normalement, où vas-tu en vacances? Normally, where do you go on holiday?

French: Half Term 2 - Week 2

French: Week 2 Knowledge Organiser:		HOLIDAYS					
Normalement, <i>Normally,</i> D'habitude, <i>Usually,</i> Quelquefois, <i>Sometimes,</i> Parfois, <i>Sometimes,</i> De temps en temps, <i>From time to time,</i> Souvent, <i>Often,</i>		Verbs - Present		Noun Phrases			
				à Paris	à Berlin	à Londres	avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i>
		je vais en vacances <i>I go on holiday</i> nous allons en vacances <i>We go on holiday</i>		en France en Angleterre en Suède en Allemagne	en Espagne <i>to England</i> <i>to Sweden</i> <i>to Germany</i>	en Italie	
				au Portugal au Pays de Galles aux États-Unis	<i>to Wales</i> <i>to the USA</i>		
		je voyage <i>I travel</i> nous voyageons <i>we travel</i>		en bus en voiture en car en avion en bateau à pied à vélo	en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i>	car c'est... <i>because it is...</i>	rapide <i>fast</i> confortable <i>comfortable</i> loin <i>far</i> proche <i>near</i> mieux pour l'environnement <i>better for the environment</i>
				car j'ai peur de voler <i>because I'm scared of flying</i>			
<u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u>		opinion starter		adjectives (positive)		adjectives (negative)	
		je pense que c'est <i>I think that it is</i> je trouve que c'est <i>I find that it is</i> à mon avis, c'est <i>in my opinion, it is</i>		amusant <i>fun / funny</i> génial <i>great</i> excellent <i>excellent</i> différent <i>different</i> intéressant <i>interesting</i> étonnant <i>surprising / amazing</i> agréable(s) <i>pleasant / nice</i>		ennuyeux <i>boring</i> terrible <i>terrible</i> nul <i>rubbish</i> fatigant <i>tiring</i>	

French: Week 2 Questions		HOLIDAYS	
<u>Translate in English:</u> 1. De temps en temps, nous allons en vacances. 2. Souvent, nous voyageons en car. 3. À mon avis, c'est génial. 4. Quelquefois, je vais en Allemagne.		<u>Translate in French:</u> 5. Usually, I travel on foot. 6. We go on holiday with my grandparents. 7. I think that it is boring. 8. ...because I am scared of flying.	
Extended Writing Question: <u>Use your weekly sentence builder to help you answer the following questions IN FRENCH:</u> Où vas-tu en vacances et avec qui? Where do you go on holiday and with whom?			

French: Half Term 2 - Week 3

French: Week 3 Knowledge Organiser:		HOLIDAYS			
Time phrase (present) Normalement, D'habitude, Quelquefois, Parfois, De temps en temps, Souvent,	Verbs - Present je vais en vacances <i>I go on holiday</i> nous allons en vacances <i>We go on holiday</i>	Noun Phrases à Paris à Berlin à Londres en France en Espagne en Italie en Angleterre <i>to England</i> en Suède <i>to Sweden</i> en Allemagne <i>to Germany</i> au Portugal au Pays de Galles <i>to Wales</i> aux États-Unis <i>to the USA</i>			
		avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> avec mon collège <i>with my school</i> seul(e) <i>alone</i>			
	je voyage <i>I travel</i> nous voyageons <i>we travel</i>	en bus en train en voiture <i>by car</i> en car <i>by coach</i> en avion <i>by plane</i> en bateau <i>by boat</i> à pied <i>on foot</i> à vélo <i>by bike</i>	car c'est... <i>because it is...</i> car j'ai peur de voler <i>because I'm scared of flying</i>	rapide <i>fast</i> confortable <i>comfortable</i> loin <i>far</i> proche <i>near</i> mieux pour l'environnement <i>better for the environment</i>	
<u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u>	opinion starter je pense que c'est <i>I think that it is</i> je trouve que c'est <i>I find that it is</i> à mon avis, c'est <i>in my opinion, it is</i>	adjectives (positive) amusant <i>fun / funny</i> génial <i>great</i> excellent <i>excellent</i> différent <i>different</i> intéressant <i>interesting</i> étonnant <i>surprising / amazing</i> agréable(s) <i>pleasant / nice</i>		adjectives (negative) ennuyeux <i>boring</i> terrible <i>terrible</i> nul <i>rubbish</i> fatigant <i>tiring</i>	

French: Week 3 Questions		HOLIDAYS	
<u>Translate in English:</u> 1. Je vais au Pays de Galles avec mes potes. 2. ...car c'est mieux pour l'environnement. 3. Je trouve que c'est nul et fatigant. 4. Parfois, je voyage en voiture.		<u>Translate in French:</u> 5. We go on holiday to the USA. 6. I go to London with my family. 7. In my opinion, it is surprising. 8. Usually, we travel by plane.	

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
 Write 3 full sentences to talk about your holiday. Mention where you go, how you travel and your opinion.

French: Half Term 2 - Week 4

French: Week 4 Knowledge Organiser:		ACTIVITIES	
Time phrase	Verbs - Present	Noun Phrases	
Normalement, <i>Normally,</i> D'habitude, <i>Usually,</i> Quelquefois, <i>Sometimes,</i> Parfois, <i>Sometimes,</i> De temps en temps, <i>From time to time,</i> Souvent, <i>Often,</i> Tous les jours, <i>Every day,</i> Tous les soirs, <i>Every evening,</i> Chaque jour, <i>Each day,</i> Chaque soir, <i>Each evening,</i>	 <		

French: Half Term 2 - Week 5

French: Week 5 Knowledge Organiser:		HOLIDAYS (Past Tense)			
Time phrase	Verbs - Past	Noun Phrases			
Le week-end dernier, <i>Last weekend,</i>	je suis allé(e) en vacances <i>I went on holiday</i> nous sommes allés en vacances <i>We go on holiday</i>	à Paris	à Berlin	à Londres	avec ma famille <i>with my family</i>
Le mois dernier, <i>Last month,</i>		en France	en Espagne	en Italie	avec mes parents <i>with my parents</i>
L'été dernier, <i>Last summer,</i>		en Angleterre	to England		avec mes grands-parents <i>with my grandparents</i>
La semaine dernière, <i>Last week,</i>		en Suède	to Sweden		avec mes copains <i>with my friends</i>
L'année dernière, <i>Last year,</i>	j'ai voyagé <i>I travelled</i> nous avons voyagé <i>we travelled</i>	en Allemagne	to Germany		avec mes amis <i>with my friends</i>
Récemment, <i>Recently,</i>		au Portugal			avec mes potes <i>with my mates</i>
il y a (deux ans), <i>(2 years) ago,</i>		au Pays de Galles	to Wales		avec mon collègue <i>with my school</i>
		aux États-Unis	to the USA		seul(e) <i>alone</i>
Tous les jours, <i>Every day,</i>		en bus	en train	car c'était... because it was...	rapide <i>fast</i>
Tous les soirs, <i>Every evening,</i>		en voiture	by car		confortable <i>comfortable</i>
Chaque jour, <i>Each day,</i>		en car	by coach	car j'ai peur de voler <i>because I'm scared of flying</i>	loin <i>far</i>
Chaque soir, <i>Each evening,</i>		en avion	by plane		proche <i>near</i>
	j'ai fait <i>I did</i> nous avons fait <i>we did</i>	en bateau	by boat		mieux pour l'environnement <i>better for the environment</i>
		à pied	on foot		j'ai peur de voler <i>I'm scared of flying</i>
		à vélo	by bike		
		du vélo	cycling		
		du canoë-kayak	kayaking		au centre-ville <i>in the city centre</i>
		du ski	du surf		au bord de la mer <i>at the seaside</i>
		du shopping			à la plage <i>at the beach</i>
		de la planche à voile	windsurfing		à la piscine <i>at the swimming pool</i>
		de la natation	swimming		à la campagne <i>in the countryside</i>
		de l'escalade	rock-climbing		à la montagne <i>in the mountains</i>
		des randonnées	hiking		

	opinion starter	adjectives (positive)	adjectives (negative)
<u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u>	je pense que c'était <i>I think that it was</i>	amusant <i>fun / funny</i>	
	je trouve que c'était <i>I find that it was</i>	génial <i>great</i>	ennuyeux <i>boring</i>
		excellent <i>excellent</i>	terrible <i>terrible</i>
	à mon avis, c'était <i>in my opinion, it was</i>	différent <i>different</i>	nul <i>rubbish</i>
		intéressant <i>interesting</i>	fatigant <i>tiring</i>
		étonnant <i>surprising / amazing</i>	
		agréable(s) <i>pleasant / nice</i>	

French: Week 5 Questions - Past Tense	
<u>Translate in English:</u> 1. Le weekend dernier, je suis allé en vacances. 2. Récemment, j'ai voyagé en bus. 3. Il y a deux ans, j'ai fait de l'escalade. 4. Je pense que c'était amusant.	<u>Translate in French:</u> 5. Last year, we went on holiday to Italy. 6. Last summer, we travelled by boat. 7. Last month, we did cycling at the beach. 8. I found that it was interesting.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Tell me about a past holiday. You must write about WHERE you went and with whom, HOW you got there and WHAT you did.

French: Half Term 2 - Week 6

French: Week 6 Knowledge Organiser:

HOLIDAYS (Past Tense)

Time phrase	Verbs - Past	Noun Phrases			
Le week-end dernier, <i>Last weekend,</i>	je suis allé(e) en vacances <i>I went on holiday</i> nous sommes allés en vacances <i>We go on holiday</i>	à Paris	à Berlin	à Londres	avec ma famille <i>with my family</i>
Le mois dernier, <i>Last month,</i>		en France	en Espagne	en Italie	avec mes parents <i>with my parents</i>
L'été dernier, <i>Last summer,</i>		en Angleterre	to England		avec mes grands-parents <i>with my grandparents</i>
La semaine dernière, <i>Last week,</i>		en Suède	to Sweden		avec mes copains <i>with my friends</i>
L'année dernière, <i>Last year,</i>		en Allemagne	to Germany		avec mes amis <i>with my friends</i>
Récemment, <i>Recently,</i>		au Portugal			avec mes potes <i>with my mates</i>
il y a (deux ans), <i>(2 years) ago,</i>	j'ai voyagé <i>I travelled</i> nous avons voyagé <i>we travelled</i>	au Pays de Galles	to Wales		avec mon collègue <i>with my school</i>
		aux États-Unis	to the USA		seul(e) <i>alone</i>
Tous les jours, <i>Every day,</i>		en bus	en train	car c'était... because it was...	rapide <i>fast</i>
Tous les soirs, <i>Every evening,</i>		en voiture	by car		confortable <i>comfortable</i>
Chaque jour, <i>Each day,</i>	j'ai fait <i>I did</i> nous avons fait <i>we did</i>	en car	by coach	car j'ai peur de voler <i>because I'm scared of flying</i>	loin <i>far</i>
Chaque soir, <i>Each evening,</i>		en avion	by plane		proche <i>near</i>
		en bateau	by boat		mieux pour l'environnement <i>better for the environment</i>
		à pied	on foot		j'ai peur de voler <i>I'm scared of flying</i>
		à vélo	by bike		
		du vélo	cycling		au centre-ville <i>in the city centre</i>
		du canoë-kayak	kayaking		au bord de la mer <i>at the seaside</i>
		du ski	du surf		à la plage <i>at the beach</i>
		de la planche à voile	windsurfing		à la piscine <i>at the swimming pool</i>
		de la natation	swimming		à la campagne <i>in the countryside</i>
		de l'escalade	rock-climbing		à la montagne <i>in the mountains</i>
		des randonnées	hiking		

<u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u>	opinion starter	adjectives (positive)	adjectives (negative)
	je pense que c'était <i>I think that it was</i> je trouve que c'était <i>I find that it was</i> à mon avis, c'était <i>in my opinion, it was</i>	amusant <i>fun / funny</i> génial <i>great</i> excellent <i>excellent</i> différent <i>different</i> intéressant <i>interesting</i> étonnant <i>surprising / amazing</i> agréable(s) <i>pleasant / nice</i>	ennuyeux <i>boring</i> terrible <i>terrible</i> nul <i>rubbish</i> fatigant <i>tiring</i>

French: Week 6 Questions - Past Tense	
<u>Translate in English:</u> 1. La semaine dernière, nous avons fait de la natation. 2. Il y a cinq ans, je suis allé au Portugal. 3. Chaque jour, j'ai fait de la planche à voile. 4. À mon avis, c'était étonnant et génial.	<u>Translate in French:</u> 5. Three years ago, I went to Paris. 6. Every evening, we did shopping. 7. Recently, we travelled by train. 8. I think that it was terrible.
Extended Writing Question: <u>Use your weekly sentence builder to help you answer the following questions IN FRENCH:</u> Tell me about a past holiday. You must write about WHERE you went and with whom, HOW you got there and WHAT you did.	

French: Half Term 2 - Week 7

French: Week 7 Knowledge Organiser:

HOLIDAYS (Past Tense)

Time phrase	Verbs - Future	Noun Phrases			
Le week-end prochain, <i>Next weekend,</i> Le mois prochain, <i>Next month,</i> L'été prochain, <i>Next summer,</i> La semaine prochaine, <i>Next week,</i> L'année prochaine, <i>Next year,</i> Bientôt, <i>Soon,</i>	je vais aller en vacances <i>I'm going to go on holiday</i>	à Paris en France en Angleterre en Suède en Allemagne au Portugal au Pays de Galles aux États-Unis	à Berlin en Espagne <i>to England</i> <i>to Sweden</i> <i>to Germany</i> <i>to Wales</i> <i>to the USA</i>	à Londres en Italie	avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i>
Tous les jours, <i>Every day,</i> Tous les soirs, <i>Every evening,</i> Chaque jour, <i>Each day,</i> Chaque soir, <i>Each evening,</i>	je vais voyager <i>I'm going to travel</i> nous allons voyager <i>we are going to travel</i>	en bus en voiture en car en avion en bateau à pied à vélo	en train <i>by car</i> <i>by coach</i> <i>by plane</i> <i>by boat</i> <i>on foot</i> <i>by bike</i>	car ce sera... <i>because it will be...</i>	rapide <i>fast</i> confortable <i>comfortable</i> loin <i>far</i> proche <i>near</i> mieux pour l'environnement <i>better for the environment</i> j'ai peur de voler <i>I'm scared of flying</i>
	je vais faire <i>I'm going to do</i> nous allons faire <i>we are going to do</i>	du vélo du canoë-kayak du ski de la planche à voile de la natation de l'escalade des randonnées	<i>cycling</i> <i>kayaking</i> du surf du shopping <i>windsurfing</i> <i>swimming</i> <i>rock-climbing</i> <i>hiking</i>		au centre-ville <i>in the city centre</i> au bord de la mer <i>at the seaside</i> à la plage <i>at the beach</i> à la piscine <i>at the swimming pool</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i>

	opinion starter	adjectives (positive)	adjectives (negative)
<u>ADD OPINIONS TO MAKE YOUR WRITING EVEN MORE INTERESTING.</u>	je pense que ce sera <i>I think that it will be</i> je trouve que ce sera <i>I find that it will be</i> à mon avis, ce sera <i>in my opinion, it will be</i>	amusant <i>fun / funny</i> génial <i>great</i> excellent <i>excellent</i> différent <i>different</i> intéressant <i>interesting</i> étonnant <i>surprising / amazing</i> agréable(s) <i>pleasant / nice</i>	ennuyeux <i>boring</i> terrible <i>terrible</i> nul <i>rubbish</i> fatigant <i>tiring</i>

French: Week 7 Questions - **Future Tense**

Translate in English:

1. Le weekend prochain, je vais aller en vacances.
2. Bientôt, je vais voyager en bus.
3. Tous les jours, je vais faire de l'escalade.
4. Je pense que ce sera amusant.

Translate in French:

5. Next year, we are going to go on holiday to Italy.
6. Next summer, we are going to travel by boat.
7. Next month, we are going to do cycling at the beach.
8. I find that it will be interesting.

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

Tell me about a future holiday. You must write about WHERE you are going and with whom, HOW you are getting there and WHAT you are doing.

Spanish: Half Term 2 - Week 1

Spanish: Week 1 Knowledge Organiser:

Time frame	Verb	Noun		With + noun
Normalmente <i>Normally</i>	voy a <i>I go to</i>	Barcelona <i>Barcelona</i>		con mi familia <i>with my family</i>
		Buenos Aires <i>Buenos Aires</i>		con mis hermanos <i>with my siblings</i>
Generalmente <i>Usually</i>		Madrid <i>Madrid</i>		con mis padres <i>with my parents</i>
		Medellín <i>Medellín</i>		con mis amigos <i>with my friends</i>
A veces <i>Sometimes</i>		Bolivia <i>Bolivia</i>		con mi colegio <i>with my school</i>
	De vez en cuando <i>From time to time</i>	Ecuador <i>Ecuador</i>		
		España <i>Spain</i>		
		Francia <i>France</i>		
		Alemania <i>Germany</i>		
		Venezuela <i>Venezuela</i>		
	A menudo <i>Often</i>	Reino Unido <i>United Kingdom</i>		
		las Islas Baleares <i>The Balearic Islands</i>		solo / sola <i>alone</i>
		las Islas Canarias <i>The Canary Islands</i>		
	Verb	Noun		Connective and adjective.
	viajo <i>I travel</i>	en coche <i>by car</i>	en tren <i>by train</i>	porque es... <i>because it is....</i>
	viajamos <i>we travel</i>	en metro <i>by tube</i>	en barco <i>by boat</i>	rápido <i>fast</i>
		en avión <i>by plane</i>	en bicicleta <i>by bike</i>	lento <i>slow</i>
		en autobús <i>by bus</i>	a pie <i>on foot</i>	cómodo <i>comfortable</i>
				incómodo <i>uncomfortable</i>
				divertido <i>fun</i>
				aburrido <i>boring</i>

Spanish: Week 1 Questions

1. Normalmente viajo a España.
2. A veces voy a Francia.
3. De vez en cuando viajo solo.
4. Generalmente viajamos en tren.

5. I usually travel to Madrid.
6. Sometimes I go with my family.
7. Normally we travel by plane.
8. From time to time I go alone.

Extended Writing Question:

- Write three sentences about where you go on holiday.

Spanish: Half Term 2 - Week 2

Spanish: Week 2 Knowledge Organiser:

Time frame	Verb	Noun		With + noun
Normalmente <i>Normally</i>	voy a <i>I go to</i>	Barcelona <i>Barcelona</i> Buenos Aires <i>Buenos Aires</i> Madrid <i>Madrid</i> Medellín <i>Medellín</i> Bolivia <i>Bolivia</i> Ecuador <i>Ecuador</i> España <i>Spain</i> Francia <i>France</i> Alemania <i>Germany</i> Venezuela <i>Venezuela</i> Reino Unido <i>United Kingdom</i> las Islas Baleares <i>The Balearic Islands</i> las Islas Canarias <i>The Canary Islands</i>		con mi familia <i>with my family</i> con mis hermanos <i>with my siblings</i> con mis padres <i>with my parents</i> con mis amigos <i>with my friends</i> con mi colegio <i>with my school</i>
Generalmente <i>Usually</i>				
A veces <i>Sometimes</i>				
De vez en cuando <i>From time to time</i>				
A menudo <i>Often</i>				solo / sola <i>alone</i>
	Verb	Noun		Connective and adjective.
	viajo <i>I travel</i>	en coche <i>by car</i> en metro <i>by tube</i> en avión <i>by plane</i> en autobús <i>by bus</i>	en tren <i>by train</i> en barco <i>by boat</i> en bicicleta <i>by bike</i> a pie <i>on foot</i>	porque es... <i>because it is....</i> rápido <i>fast</i> lento <i>slow</i> cómodo <i>comfortable</i> incómodo <i>uncomfortable</i> divertido <i>fun</i> aburrido <i>boring</i>
	viajamos <i>we travel</i>			

Spanish: Week 2 Questions

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|--|--|
| <ol style="list-style-type: none"> 1. Normalmente voy a España con mi familia. 2. A menudo viajamos en avión. 3. Generalmente voy con mis amigos. 4. De vez en cuando viajo en tren. | <ol style="list-style-type: none"> 5. I usually go to France with my school. 6. Sometimes we travel by car. 7. Normally I go with my parents. 8. From time to time we travel by bus. |
|--|--|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:

How do you travel when on holiday?

Spanish: Half Term 2 - Week 3

Spanish: Week 3 Knowledge Organiser:

Time frame	Verb	Noun	In + Noun
Normalmente <i>Normally</i>	hago <i>I do</i>	ciclismo <i>cycling</i> compras <i>shopping</i> turismo <i>tourism</i>	en el barrio <i>in the neighbourhood</i> en el café <i>in the cafe</i> en el castillo <i>in the castle</i>
Generalmente <i>Usually</i>	hacemos <i>we do</i>	natación <i>swimming</i> baile <i>dancing</i> deporte <i>sports</i>	en el centro comercial <i>in the shopping centre</i> en el estadio <i>in the stadium</i> en el jardín <i>in the garden</i>
A veces <i>Sometimes</i>			en el mercado <i>in the market</i> en el museo <i>in the museum</i>
De vez en cuando <i>From time to time</i>		un viaje en barco <i>a boat trip</i>	en el parque <i>in the park</i> en el pueblo <i>in the town</i> en el puente <i>in the bridge</i>
A menudo <i>Often</i>			en el restaurante <i>in the restaurant</i> en la ciudad <i>in the city</i> en la piscina <i>in the pool</i> en la playa <i>in the beach</i> en la plaza <i>in the square</i> en los monumentos <i>in the monuments</i> en las tiendas <i>in the shops</i>

Spanish: Week 3 Questions

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|--|--|
| <ol style="list-style-type: none"> 1. Normalmente hago baile en el colegio. 2. A veces hacemos deporte en el estadio. 3. De vez en cuando hacemos un viaje en barco. 4. A menudo hago turismo en los monumentos. | <ol style="list-style-type: none"> 5. I usually do tourism in the town. 6. Sometimes we do sports in the stadium. 7. From time to time I do a boat trip. 8. Often we do tourism in the museum. |
|--|--|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:

What do you sometimes do on holiday?

Spanish: Half Term 2 - Week 4

Spanish: Week 4 Knowledge Organiser:

Time frame	Verb	Noun	In + Noun
Normalmente <i>Normally</i>	hago <i>I do</i>	ciclismo <i>cycling</i> compras <i>shopping</i> turismo <i>tourism</i>	en el barrio <i>in the neighbourhood</i> en el café <i>in the cafe</i> en el castillo <i>in the castle</i>
Generalmente <i>Usually</i>	hacemos <i>we do</i>	natación <i>swimming</i> baile <i>dancing</i> deporte <i>sports</i>	en el centro comercial <i>in the shopping centre</i> en el estadio <i>in the stadium</i> en el jardín <i>in the garden</i> en el mercado <i>in the market</i> en el museo <i>in the museum</i>
A veces <i>Sometimes</i>			en el parque <i>in the park</i> en el pueblo <i>in the town</i> en el puente <i>in the bridge</i> en el restaurante <i>in the restaurant</i>
De vez en cuando <i>From time to time</i>		un viaje en barco <i>a boat trip</i>	
A menudo <i>Often</i>			en la ciudad <i>in the city</i> en la piscina <i>in the pool</i> en la playa <i>in the beach</i> en la plaza <i>in the square</i> en los monumentos <i>in the monuments</i> en las tiendas <i>in the shops</i>

Spanish: Week 4 Questions

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|---|--|
| <ol style="list-style-type: none"> 1. Normalmente hago ciclismo en el parque. 2. A veces hacemos turismo en la ciudad. 3. De vez en cuando hago natación en la piscina. 4. A menudo hacemos compras en las tiendas. | <ol style="list-style-type: none"> 5. I usually swim in the pool. 6. Sometimes I cycle in the garden. 7. From time to time we shop in the shops. 8. Often I dance in the café. |
|---|--|

Extended Writing Question: Use your weekly sentence builder to help you answer the following question IN Spanish:
What do you do when you're on holiday?

Spanish: Half Term 2 - Week 5

Spanish: Week 5 Knowledge Organiser:

Time frame	Verb	Noun		With + noun
El fin de semana pasado <i>Last weekend</i>	fui a <i>I went to</i>	Barcelona <i>Barcelona</i> Buenos Aires <i>Buenos Aires</i> Madrid <i>Madrid</i> Medellín <i>Medellín</i>		con mi familia <i>with my family</i> con mis hermanos <i>with my siblings</i>
El mes pasado <i>Last month</i>		Bolivia <i>Bolivia</i> Ecuador <i>Ecuador</i> España <i>Spain</i>		con mis padres <i>with my parents</i> con mis amigos <i>with my friends</i>
El verano pasado <i>Last summer</i>		Francia <i>France</i> Alemania <i>Germany</i> Venezuela <i>Venezuela</i>		con mi colegio <i>with my school</i>
La semana pasada <i>Last week</i>		Reino Unido <i>United Kingdom</i> las Islas Baleares <i>The Balearic Islands</i> las Islas Canarias <i>The Canary Islands</i>		solo / sola <i>alone</i>
El año pasado <i>Last year</i>				
	Verb	Noun		Connective and adjective.
Recientemente <i>Recently</i>	viajé <i>I travelled</i>	en coche <i>by car</i>	en tren <i>by train</i>	porque fue... <i>because it was....</i>
Hace dos años <i>(2 years) ago</i>	viajamos <i>we travelled</i>	en metro <i>by tube</i> en avión <i>by plane</i> en autobús <i>by bus</i>	en barco <i>by boat</i> en bicicleta <i>by bike</i> a pie <i>on foot</i>	rápido <i>fast</i> lento <i>slow</i> cómodo <i>comfortable</i> incómodo <i>uncomfortable</i> divertido <i>fun</i> aburrido <i>boring</i>

Spanish: Week 5 Questions

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|---|--|
| <ol style="list-style-type: none"> 1. El verano pasado fui a Madrid. 2. La semana pasada viajé a Alemania. 3. El año pasado fui a España con mi familia. 4. Hace dos años viajamos a Francia. | <ol style="list-style-type: none"> 5. Last weekend I went to Barcelona. 6. Last summer we travelled to the Canary Islands. 7. Recently I went to Venezuela with my friends. 8. Two years ago I travelled to the Balearic Islands |
|---|--|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following questions IN Spanish:
Where have you been on holiday? Make it up if you need to!

Spanish: Half Term 2 - Week 6

Spanish: Week 6 Knowledge Organiser:

Time frame	Verb	Noun		With + noun
El fin de semana pasado <i>Last weekend</i>	fui a <i>I went to</i>	Barcelona <i>Barcelona</i> Buenos Aires <i>Buenos Aires</i> Madrid <i>Madrid</i> Medellín <i>Medellín</i>		con mi familia <i>with my family</i> con mis hermanos <i>with my siblings</i>
El mes pasado <i>Last month</i>		Bolivia <i>Bolivia</i> Ecuador <i>Ecuador</i> España <i>Spain</i>		con mis padres <i>with my parents</i> con mis amigos <i>with my friends</i>
El verano pasado <i>Last summer</i>		Francia <i>France</i> Alemania <i>Germany</i> Venezuela <i>Venezuela</i>		con mi colegio <i>with my school</i>
La semana pasada <i>Last week</i>		Reino Unido <i>United Kingdom</i> las Islas Baleares <i>The Balearic Islands</i> las Islas Canarias <i>The Canary Islands</i>		solo / sola <i>alone</i>
El año pasado <i>Last year</i>				
	Verb	Noun		Connective and adjective.
Recientemente <i>Recently</i>	viajé <i>I travelled</i>	en coche <i>by car</i>	en tren <i>by train</i>	porque fue... <i>because it was....</i>
Hace dos años <i>(2 years) ago</i>	viajamos <i>we travelled</i>	en metro <i>by tube</i> en avión <i>by plane</i> en autobús <i>by bus</i>	en barco <i>by boat</i> en bicicleta <i>by bike</i> a pie <i>on foot</i>	rápido <i>fast</i> lento <i>slow</i> cómodo <i>comfortable</i> incómodo <i>uncomfortable</i> divertido <i>fun</i> aburrido <i>boring</i>

Spanish: Week 6 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> El mes pasado viajé a Buenos Aires. La semana pasada fui a Ecuador con mi familia. El fin de semana pasado viajamos en tren. Recientemente fui a Venezuela solo. | <ol style="list-style-type: none"> Last month I went to Bolivia. Last year we travelled to Madrid. Last weekend I went by car to Barcelona. Recently I travelled to the Balearic Islands |
|---|--|

Extended Writing Question:

Use your weekly sentence builder to help you answer the following question IN Spanish:
Where did you go and how did you travel? Make it up if you need to!

Spanish: Half Term 2 - Week 7

Spanish: Week 7 Knowledge Organiser:

Time frame	Verb	Noun		With + noun
El fin de semana próximo <i>Next weekend</i>	Voy a ir a <i>I'm going to go to</i>	Barcelona <i>Barcelona</i> Buenos Aires <i>Buenos Aires</i> Madrid <i>Madrid</i> Medellín <i>Medellín</i>		con mi familia <i>with my family</i> con mis hermanos <i>with my siblings</i>
El mes próximo <i>Next month</i>	Iré a <i>I will go to</i>	Bolivia <i>Bolivia</i> Ecuador <i>Ecuador</i>		con mis padres <i>with my parents</i>
El verano próximo <i>Next summer</i>	Me gustaría ir a <i>I would like to go to</i>	España <i>Spain</i> Francia <i>France</i> Alemania <i>Germany</i> Venezuela <i>Venezuela</i>		con mis amigos <i>with my friends</i> con mi colegio <i>with my school</i>
La semana próxima <i>Last week</i>		Reino Unido <i>United Kingdom</i> las Islas Baleares <i>The Balearic Islands</i> las Islas Canarias <i>The Canary Islands</i>		solo / sola <i>alone</i>
El año próximo <i>Next year</i>	Verb	Noun		Connective and adjective.
En el futuro <i>In the future</i>	Voy a viajar <i>I'm going to travel</i>	en coche <i>by car</i>	en tren <i>by train</i>	porque será... <i>because it will be....</i>
En (dos) años <i>In (two) years</i>	viajaré <i>I will travel</i>	en metro <i>by tube</i>	en barco <i>by boat</i>	rápido <i>fast</i> lento <i>slow</i> cómodo <i>comfortable</i> incómodo <i>uncomfortable</i> divertido <i>fun</i> aburrido <i>boring</i>
	viajaremos <i>we will travel</i>	en avión <i>by plane</i>	en bicicleta <i>by bike</i>	
		en autobús <i>by bus</i>	a pie <i>on foot</i>	

Spanish: Week 7 Questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Para llevar una vida sana como la fruta 2. Normalmente como las verduras pero son horribles 3. Para mantenerse en forma intento hacer ejercicio 4. A veces bebo una limonada | <ol style="list-style-type: none"> 5. I would like the chips but they are unhealthy 6. I'm going to sleep well 7. I try to practise sport 8. I would like to avoid stress. |
|--|--|

Extended Writing Question: Write a sentence to answer each of the following questions:

What do you like to eat and why? / What do you not like to eat and why? / What do you like to drink? / In a restaurant, what would you like to eat and why? / Do you live a healthy lifestyle and why?

Modern Britain: Half Term 2 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Democracy v Dictatorship

Keywords:

Democracy - Government for the people by the people. Lady Astor was the first lady to represent women in the House of Commons and one that we are very grateful for.

Dictatorship - Absolute rule, undemocratic rule. A ruler who will dictate how to live and have no democracy for the people.

Key Information:

Democracy 'v' Dictatorship ; In the UK we live in a democracy because when you are 18 you can use your 'vote' to decide who will attend the House of Commons on your behalf. It is not good to live in a dictatorship because you do not have any say who is going to lead the country with regard to politics or making decisions for the people of the country. Democracy is important in Modern Britain because we the people vote for our Members of Parliament and for the Prime Minister. Debating and understanding democracy is key to human rights. We have a right to have our say but also a responsibility to listen. 'Votes for Women'. Women in the First World War saw 100 years of women's suffrage. Lady Nancy Astor gave the power to the women to have the right to vote. The Suffragettes were a group of ladies who wanted equal rights for 'Women'.

Modern Britain: Week 1 Questions

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|--|---|
| 1. What does democracy mean? | 5. Is Britain under a democracy or a dictator rule? |
| 2. What does dictatorship mean? | 6. How old are you when you vote in the UK? |
| 3. Why is democracy important in the UK? | 7. What did Nancy Astor do? |
| 4. Debating and Understanding in democracy is the key to? | 8. What did women in WWI see? |

Extended Writing Question: Explain how democracy is different to a dictatorship

Modern Britain: Half Term 2 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Purpose of Voting

Keywords:

Voting - an exercise where you use democracy to choose someone in an election

Democratic System - A form of government in which supreme power is vested in the people.

Key Information:

Purpose of voting - So the electorate (the people of the country in the UK who are 18 years of age and over) can use your human rights and vote through democracy.

Most people do their voting by visiting the 'Polling Station' to make their vote on a ballot paper. You can vote using a postal vote. The Youth Parliament also gives you an opportunity to vote on matters that can be discussed in the House of Commons by the Youth Parliament (aged 14 - 18) members voted by you in your school or local community. This will be the first time you can use your vote nationally to influence the outcome of what matters to young people in your city and country. When you are 18 you have the opportunity to vote in the UK when there is a general election or a local election in your community/city where you live. Recently the United Kingdom had a general election to change the government from a Conservative party in charge to a Labour party in charge. The people of the country who voted used their right to vote and show democracy has a voice, the people of the country have had their say and changed leadership in government.

Modern Britain: Week 2 Questions

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|---------------------------------------|--|
| 1. What does voting mean? | 5. When do you have the opportunity to vote in the UK? |
| 2. What is a democratic system? | 6. What does democracy mean? |
| 3. What is the purpose of voting? | 7. How old are you when you vote in the UK? |
| 4. What does the Youth Parliament do? | 8. What does dictatorship mean? |

Extended Writing Question: Describe how someone votes in the UK

Modern Britain: Half Term 2 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Political Parties

Keywords:

Political Parties - Political denominations who have all different views on how things are done.

Manifesto - A public declaration of intentions by a political party.

Parliament - the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.

Key Information:

Democracy and Politics - Having a vote when you are 18 allows you to take part in democracy and see people's power in action.

There are over 650 MP's in the UK all voted in by the electorate in the UK. We live in a country where democracy has a voice for all the people. When we look at the origins of democracy. The earliest form of democracy can be traced back to the 6th Century BC in Athens, Ancient Greece. **Direct Democracy** - The term used to describe the system in Athens from 6th Century BC. Early forms of democracy were using pebbles from the beach to make their decisions democratically. Citizens of Athens would vote by putting grey or white pebbles into a bowl. They would then empty the bowl and count the number of white pebbles and the number of grey pebbles and whoever had the most is the decision/outcome.

Modern Britain: Week 3 Questions

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|---------------------------------------|---|
| 1. What does Political Parties mean? | 5. What is Direct Democracy? |
| 2. What is a manifesto? | 6. What is voting? |
| 3. How many MP's are there in the UK? | 7. How old are you when you can vote in the UK? |
| 4. When can democracy be dated from? | 8. Why is Democracy important in the UK? |

Extended Writing Question: Explain the term Direct Democracy

Modern Britain: Half Term 2 - Week 4

Modern Britain: Week 4 Knowledge Organiser: Democracy - Who has the power?

Keywords:

Hierarchical - The order on how things should be. A system showing rank and organisation according to status or authority. The position of power or by the job role that you do.

Home Office - The lead government department for the security of the country

Bishops - In charge of local areas and will answer to the Archbishops across all of the 4 countries in the UK

Key Information:

The House of Commons is the elected chamber of Parliament where they debate the big political stories of the day.

The House of Lords is the second chamber of the UK parliament. It is independent of the elected House of Commons and shares the task of making and shaping laws and checking and challenging the work of the Government. The Church is a powerful structure, especially the Church of England. It is there because Christianity is the main religion of the UK since Henry the VIII moved away from the Catholic church religion and started a new one where he made the rules and decisions. He wanted to follow a religion that allowed him to divorce his wives. Our King today works within the power of the Church and attends church every Sunday with his family. A lifelong tradition that is the same for many people in the United Kingdom. Parliament has a hierarchical structure with the Prime Minister leading the cabinet in office, elected by the people.

Modern Britain: Week 4 Questions

- | | |
|---|---|
| 1. How many Houses are there in Parliament? | 5. Who works within the power of the Church ? |
| 2. What is the House of Lords? | 6. What is a manifesto? |
| 3. What does the House of Commons do? | 7. What is the purpose of voting? |
| 4. Which Christian Church has a powerful structure? | 8. What does democracy mean? |

Extended Writing Question: Explain why Henry VIII changed Christian religion in his reign.

Modern Britain: Half Term 2 - Week 5

Modern Britain: Week 5 Knowledge Organiser: The role of an MP (Member of Parliament)

Keywords:

Member of Parliament- A person who has been elected by the people to represent them.

House of Commons- Lower house of Parliament of Britain. The commoners are represented here as they used to say back in 1707.

House of Lords - The house that represents people of all walks of life who can be elected for their expertise and knowledge about everyday life.

Key Information:

The Role of the MP - What do they do in the House of Commons?

They debate and represent the people who put them into the House of Commons.

MP's work in the House of Commons from Monday to Friday and have lots of meetings by zoom and telephone calls. Different jobs were within the Houses of Parliament. Speaker of the House Chief Whip, cabinet. They have meetings, keep diaries & attend Prime Minister's question time on a Wednesday in the House of Commons at 12.30pm. Here the opposition leader gets a chance to ask questions to the Prime Minister and sometimes they have arguments across the despatch box. The Speaker of the House will have to take control by shouting to the MP's and say these words 'Order, Order' so that the MP's stop shouting at each other.

Modern Britain: Week 5 Questions

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|--|--|
| 1. What is a Member of Parliament? | 5. What is the role of the Speaker in the House? |
| 2. What is the House of Commons? | 6. How many Houses are there in Parliament? |
| 3. What do Members of Parliament (MP) do? | 7. What is Direct Democracy? |
| 4. What do the Members of Parliament do in the House of Commons? | 8. What does the Youth Parliament do? |

Extended Writing Question: Outline the whole role of the MP

Modern Britain: Half Term 2 - Week 6

Modern Britain: Week 6 Knowledge Organiser: The Rule of Law

Keywords:

Rule of Law - laws of the land which we follow as individuals

Sharia Law - as a legal system Sharia law is big as it regulates public behaviour, private behaviour and even private beliefs for some Muslims.

Christianity Law - for most Christians knowing right from wrong is not as accepting every rule or command within the entire Bible.

Key Information:

Rule of Law - What is it?

We are governed by laws which we live by every single day.

Laws are made in parliament and a new law has to have Royal Assent, this means that the King signs the 'Bill' to make it a new law which we follow.

Rules and Law create order and harmony in society. They protect and safeguard people. Laws in the UK are created by the government and parliament and are enforced by both the police and law courts. People who break laws are sentenced by a jury and could go to prison.

Christians follow the standards which were provided by Jesus in the old testament. The 10 Commandments could be seen as laws that Christians follow. Some Muslims follow the standards which are provided by Sharia Law.

Modern Britain: Week 6 Questions

- | | |
|-----------------------------|---|
| 1. How are Laws made? | 5. What do rules and laws do for society? |
| 2. What is the Rule of Law? | 6. What is a Member of Parliament? |
| 3. What is a Christian law? | 7. What is the House of Lords? |
| 4. What is Sharia law? | 8. What does Political Parties mean? |

Extended Writing Question: How are the roles made in the UK?

Modern Britain: Half Term 2 - Week 7

Modern Britain: Week 7 Knowledge Organiser: The Justice System

Keywords:

Threatening - having a hostile or deliberately frightening quality or manner.

Justice - receiving just behaviour or treatment.

Law - the system of rules which a particular country or community recognizes as regulating the actions of its members by enforcing penalties where the law is broken.

Punishment - a penalty inflicted as retribution for an offence.

Key Information:

The Criminal Justice System is the law that operates in the UK. There are two types of law, Criminal and Civil. Criminal law is brought about by the police and justice system. Civil law is brought about by private prosecution. Examples of criminal law are murder, manslaughter, fraud and assault. Civil law can be about anything private to you. In the UK people are innocent until proven guilty. We have a justice system where you have a lawyer to take your case and then if your case goes to court then you will have a barrister representing you in front of a judge and jury. All this takes time and you could be in prison whilst you are waiting to have your case heard in court. Sometimes in the prison service people are not treated properly and their human rights are denied. The prison service works in conjunction with the courts and the ministry of justice. It consists of various institutions such as the police, the crown prosecution service, and the **UK's** prison system.

The Youth Justice and Criminal Evidence Act 1999 is an act to provide for the referral of offenders under 18 to youth offender panels to make provision in connection with the giving of evidence or being charged with an offence.

There are two layers in the justice system, layer 1 is the ministry of justice, the Home Office and office of the Attorney General. Layer 2 is the Police station, the CPS, HM Court Service.

Modern Britain: Week 7 Questions

- | | |
|---|---|
| 1. What is a law? | 5. What is civil law? |
| 2. What is punishment? | 6. What is a criminal law? |
| 3. What is the criminal justice system? | 7. What do rules and laws do for society? |
| 4. How is the criminal law brought about? | 8. What does democracy mean? |

Extended Writing Question: What is the difference between a criminal law and a civil law

Computing - Half Term 2 - Week 1

Algorithms, Programs and Syntax	
Keywords	Knowledge
Algorithm - a set of precise instructions, expressed in some sort of language. Program - a set of precise instructions (code), written in a programming language. Execute - when a programming language is converted into 'machine code' (binary) and run.	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. 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. Python Programs: To execute a Python program, you need a Python interpreter. This is a program that translates and executes your Python program. 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.

Homework Book Questions			
Q1	What is an algorithm?	Q5	What is meant by the term: syntax?
Q2	What is a program?	Q6	What can a computer <u>not</u> do with a program that contains syntax errors?
Q3	What is meant by the term: execute?	Q7	What do you need to execute a program written in the Python programming language?
Q4	How do you execute a program?	Q8	In programming, what does an interpreter do?

Extended Writing Question
Explain the difference between an algorithm and a program.

Computing - Half Term 2 - Week 2

Arithmetic Expressions, Inputs and Variables

Keywords	Knowledge																
Variable - a name for a location in memory where data can be stored. Assignment - When a program stores some data in memory. String variable - data stored as text. Eg "hello". Integer variable - data stored as a whole number. Sequence - Instructions are processed one after the order	Variables and Assignment This command will create a string variable called name and assign the value: "David". <code>name = "David"</code> This command will create an integer variable called hours and assign the value: 24 <code>hours = int (24)</code> <table> <tr> <th>Arithmetic Operators</th><th>Examples</th></tr> <tr> <td><code>+</code> Addition</td><td><code>a + 1</code> a plus 1</td></tr> <tr> <td><code>-</code> Subtraction (difference)</td><td><code>b - c</code> b minus c</td></tr> <tr> <td><code>*</code> Multiplication</td><td><code>3 * d</code> 3 times d</td></tr> <tr> <td><code>/</code> Division</td><td><code>9 / 4</code> 9 divided by 4 (value: 2.25)</td></tr> <tr> <td><code>//</code> Integer division</td><td><code>15 // 2</code> Quotient of 15 ÷ 2 (value: 7)</td></tr> <tr> <td><code>%</code> Remainder of Integer division</td><td><code>15 % 2</code> Remainder of 15 ÷ 2 (value: 1)</td></tr> <tr> <td><code>**</code> Exponent (indices)</td><td><code>2 ** 8</code> 2⁸ = 2 to the power of 8 (value:256)</td></tr> </table>	Arithmetic Operators	Examples	<code>+</code> Addition	<code>a + 1</code> a plus 1	<code>-</code> Subtraction (difference)	<code>b - c</code> b minus c	<code>*</code> Multiplication	<code>3 * d</code> 3 times d	<code>/</code> Division	<code>9 / 4</code> 9 divided by 4 (value: 2.25)	<code>//</code> Integer division	<code>15 // 2</code> Quotient of 15 ÷ 2 (value: 7)	<code>%</code> Remainder of Integer division	<code>15 % 2</code> Remainder of 15 ÷ 2 (value: 1)	<code>**</code> Exponent (indices)	<code>2 ** 8</code> 2 ⁸ = 2 to the power of 8 (value:256)
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Homework Book Questions

Q1	What is a variable?	Q5	What arithmetic operator is used to find the remainder?
Q2	What is 'assignment'?	Q6	What is an integer variable?
Q3	What is a 'sequence'?	Q7	What is a string variable?
Q4	What arithmetic operator is used to perform division?	Q8	Write a command that would calculate: 2 to the power of 5

Extended Writing Question

Write a program that would:

- Create an integer variable called **num1** and assign it with a value of: 10
- Create an integer variable called **num1** and assign it with a value of: 5
- Create an integer variable called **sum** and assign it with the value of **num1** multiplied by **num2**

Computing - Half Term 2 - Week 3

Selection and Relational Operators																															
Keywords	Knowledge																														
Selection - when a program makes a decision about what commands run depending on a True / False test. Boolean - Either a true or false value. Library - a set of pre-written code that programmers can use.	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”) <pre> if user == “Elizabeth”: print (“Hello Your Majesty”) else: print(“Hello”) </pre> <table border="0"> <thead> <tr> <th>Relational (or Comparison) Operators</th><th></th><th>Example Expressions</th><th></th></tr> </thead> <tbody> <tr> <td>==</td><td>The same as</td><td>a == 1</td><td>Does a equal 1?</td></tr> <tr> <td>!=</td><td>Not equal to</td><td>b != c</td><td>Are b and c different?</td></tr> <tr> <td><</td><td>Less than</td><td>d < 3</td><td>Is d less than 3?</td></tr> <tr> <td><=</td><td>Less than or equal to</td><td>d <= 3</td><td>Is d at most 3?</td></tr> <tr> <td>></td><td>Greater than</td><td>d > 10</td><td>Is d greater than 10?</td></tr> <tr> <td>>=</td><td>Greater than or equal to</td><td>d >= 10</td><td>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?
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Homework Book Questions			
Q1	What is a ‘Boolean’?	Q5	What relational operator means “greater 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	Write an if statement to check if age is above 18	Q8	Write down an expression that means: Is total is greater than 15

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

Computing - Half Term 2 - Week 4

Week 4: Nested Selection and Iteration

Keywords	Knowledge	
Iteration - When your programs repeat actions, checking for a terminating condition at the beginning of each new loop If - A method of selecting the next instruction to be performed. A true or false test	The following algorithm will print one piece of advice if the weather is cloudy, rainy or snowy. Otherwise, it will not provide any advice. <pre> if weather == "cloudy": advice = "No sunglasses" elif weather == "rainy": advice = "Get an umbrella" elif weather == "snowy": advice = "Mittens and earmuffs" else: advice = "No particular advice" print(advice) </pre>	The following algorithm will ask the user what their name is, then keep asking until they enter the correct name (Frank) <pre> print("What's your name?") name = input() while name != "Frank": print("Try again Frank") name = input() print("Hello", name) </pre>

Homework Book Questions

Q1	What is meant by the term: iteration?	Q5	What command in python is used to create a loop in the example above
Q2	What is an if command?	Q6	What relational operator means “the same as”
Q3	What python command will allow the user to enter data using a keyboard?	Q7	In the example algorithm, what will the advice be if the weather is “rainy”?
Q4	What comparison operator means not equal to in Python	Q8	In the example algorithm, what will the advice be if the weather is “cold”?

Extended Writing Question

Rewrite the algorithm above, so that the program will ask the user what their name is, until they enter their name “Bob”.

Computing - Half Term 2 - Week 5

While Loops and Variables as Counters

Keywords	Knowledge										
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) Syntax Guide 	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 <pre>count = 3 while count >= 1: print(count) count = count-1</pre> <table> <thead> <tr> <th>State</th><th>Output</th></tr> </thead> <tbody> <tr> <td>count 3</td><td>3</td></tr> <tr> <td>count 2</td><td>2</td></tr> <tr> <td>count 1</td><td>1</td></tr> <tr> <td>count 0</td><td></td></tr> </tbody> </table>	State	Output	count 3	3	count 2	2	count 1	1	count 0	
State	Output										
count 3	3										
count 2	2										
count 1	1										
count 0											

Homework Book Questions

Q1	What is a while command used for?	Q5	In the example code above, how many 'states' does the count variable have?
Q2	What does the term 'iterate' mean?	Q6	What relational operator means "greater than or equal to" when programming?
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 10 to 0.

Computing - Half Term 2 - Week 6

Lists

Keywords	Knowledge																		
List - A list is a collection of items that can be of different data types (e.g., numbers, strings). Index - The position of an item in a list. An index usually starts at zero. Example of a list: <table><tr><th>Index</th><th>Data Type</th><th>Item</th></tr><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></table>	Index	Data Type	Item	0	Text	“orange”	1	Number	27	2	Number	3.43	3	Text	“apple”	4	Text	“banana”	When programming in Python, we create a list like the one in the example, using square brackets and commas to separate each item: <pre>myList = [“orange”, 27, 3.43, “apple”, “banana”]</pre> Each item in a list has an index position that starts at 0. For example, the following code would access “apple”: <pre>myList[3]</pre> To add an item to a list, we can use an append command. For example, the following code would add the data “Pineapple” to the end of the list (index position 5) <pre>myList.append(“Pineapple”)</pre> To insert an item in to a list, we can use an insert command. For example, the following code would add the data 321 to the list at position 0 (the start of the list) and move all the other items down the list. <pre>myList.insert(321)</pre> To remove an item from a list, we can use the remove command. For the example, the following code would remove the data 27 from the list: <pre>myList.remove(27)</pre> To find out the number of items in a list (it’s length), we can use the len command. For example: <pre>lengthOfList = len(myList)</pre>
Index	Data Type	Item																	
0	Text	“orange”																	
1	Number	27																	
2	Number	3.43																	
3	Text	“apple”																	
4	Text	“banana”																	

Homework Book Questions

Q1	Define the term: 'list'	Q5	Write the python code to create a list called subjects with the items: "English", "Maths", "Science", "Computing"
Q2	Define the term: 'index'	Q6	In the example above, what item is stored at index position 4 in the list?
Q3	What data type is the data: "orange"?	Q7	What command is used to add an item to the end of a list?
Q4	What data type is the data: 27?	Q8	What command is used to find the number of items in a list?

Extended Writing Question

Write a python program that will: 1) Create a list containing 3 items: "Adam", "Charlotte", "Daniel" 2) Add "Yasmin" to the end of the list 3) Remove "Adam" from the list

Computing - Half Term 2 - Week 7

Programming Syntax

Syntax Guide	Instructions
	To complete this homework, you will need to open the Python Syntax guide by clicking on the QR Code. Then, find the syntax for the following: • Output (page 2) • Input (page 2) • Assignment (page 3) • Operators and Expressions (page 4) • Selection (page 6) • Iteration (page 7)

Homework Book Questions

Q1	Output: Write a python command that will display the string: "Hello Everyone"	Q5	Operators and Expressions: Write down the relational operator that is used to check to see if two values are less than or equal to each other.
Q2	Input: Write a python command that will read text from a keyboard	Q6	Operators and Expressions: Write down the relational operator that is used to check to see if two values are not equal to each other.
Q3	Assignment: Write a python command that assigns the string "Stoke Damerel" to the school variable.	Q7	Selection: Write a selection statement that checks to see if the values of the dice1 variable is less than the dice2 variable.
Q4	Operators and Expressions: Write down the arithmetic operators that are used to perform addition, subtraction, multiplication and division.	Q8	Iteration: Write a while command that will repeat a block of code while the score variable is greater than 100.

Extended Writing Question

Using page 7 of the syntax guide (Click the QR Code), write a program in python that will display a count from 1 to 50.

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