

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 2 2025-2026

History
Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

Geography

7

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.

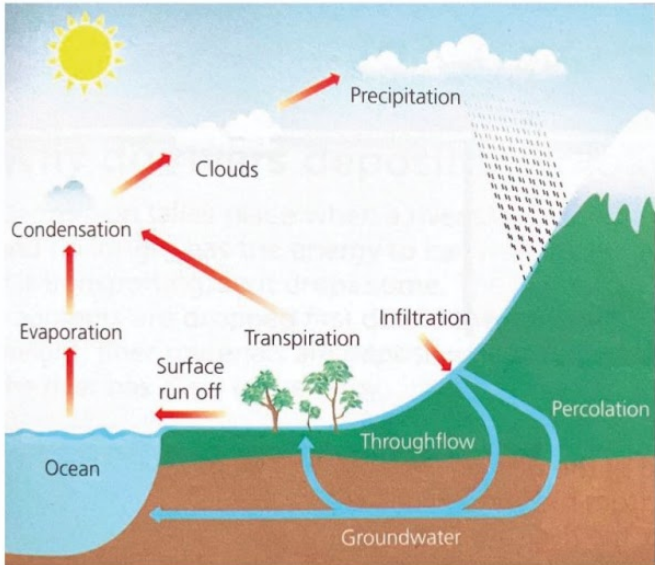
Plan

Year 7 - 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

Half Term 2 Geography Year 7 Knowledge Organiser: Sustainable places

Session	Keywords	Knowledge	Geographical concepts
Week 1 Water Cycle	Evaporation: When the sun heats water it changes into water vapour and rises into the air. Condensation: As air cools it gets the water vapour turns into clouds. Precipitation: Water droplets form and fall to the ground as rain, hail snow etc..		Different surfaces have differing rates of permeability. It is a function of how porous a material is. Measures by how fast water can travel through the material. Impermeable Water does not penetrate the material, leading it to pool on the top and runoff. It is not permeable Permeable Water can penetrate the material as it is porous. Depending on the speed it could low, medium or high permeability.

Week 1

1. What is the water cycle?
2. What is evaporation?
3. What is condensation?
4. What is precipitation?
5. What is meant by an impermeable material?
6. What is meant by low permeability?
7. Why do people go to Svalbard?
8. Explain an Impact of Climate change on Tuvalu?

Extended Writing:

Describe the water cycle?

Half Term 2 Geography Year 7 Knowledge Organiser: Sustainable places

Session	Keywords	Knowledge	Geographical concepts
Week 2 Water Sustainability	Resource A useful or valuable possession of a person, organisation or country. Sustainable Using resources today, in a way that doesn't cause problems in the future.		The Stool of Sustainability: Actions or processes must be good for the three P's for them to be considered sustainable. • People • Planet • Profit • Removing one of the leg causes sustainability to collapse. Freshwater makes up 3% of our world. 1% of that 3% is available for human use. We are not using it sustainability meaning that some areas of the planet are in water crisis where they don't have enough water for daily survival leading to big problems.
Week 2			
1. What is a resource? 2. Give an example of a resource? 3. What does sustainable means? 4. What are the 3 P's of sustainability? 5. What percentage of water on our plant is available for human use? 6. What is a water crisis? 7. Name all the Oceans? 8. Name all the Continents? Extended Writing: Explain sustainability using the stool and give examples.			

Half Term 2 Geography Year 7 Knowledge Organiser: Sustainable places

Session	Keywords	Knowledge	Geographical concepts
Week 3 The Aral Sea: Location & Background	Irrigation The process of applying controlled amounts of water to plants at needed intervals. Arid A place that has a dry climate.		Located in: • Lat & Long: 45.4° N, 59.6° E • Hemisphere: Northern Continent: Asia • Country: Kazakhstan & Uzbekistan • Size: 68,000 km² In Urdu the local language River = Darya Feeder Rivers: • In the North the Syr Darya • In the South Amu Darya

Week 3

1. What is Irrigation?
2. What does Arid mean?
3. What rivers flow in the Aral Sea?
4. Which countries does the Aral sea Span?
5. What is the Latitude and Longitude of the Aral Sea?
6. What is the local language?
7. Name all the Oceans?
8. Name all the Continents?

Extended Writing:

Write a locational description for the Aral Sea?

Half Term 2 Geography Year 7 Knowledge Organiser: Sustainable places

Session	Keywords	Knowledge	Geographical concepts
Week 4 The Aral Sea: Causes & Consequences	Irrigation The process of applying controlled amounts of water to plants at needed intervals. Evaporation The process by which water changes from a liquid to a gas or vapour. Arid A place that has a dry climate.	The Aral sea The Aral Sea is in Kazakhstan and Uzbekistan (Asia). The environment (everything around you; air, soil, water, animals, and plants) is hot and dry. You can describe a place with a dry climate as arid. What happened? - Up until the third quarter of the 20th century it was the world's fourth largest salt water lake. - In the 1970s the main industry on the shores of the Aral Sea was fishing. - The water level in the Aral Sea started drastically decreasing from the 1960s onward.	Why has the Aral sea dried up? - In the 1960s the Soviet government decided to divert the rivers that feed the rivers so that they could irrigate the desert region in order to grow cotton. - Evaporation causes the water level to decrease by the same amount that flows into the Sea, making it sustainable as long as water flowing into the river is equal to evaporation on average. - The diversion of rivers caused the sea to slowly desiccate over the last 4 decades. - As the sea level decreased the level of salt rose from approximately 10g/l to often more than 100g/l. - The fish died leaving unemployment and the abandoned fishing boats which are now rusting on the dry sea bed. - The cotton industry also suffered as the water from the rivers ran dry. Cotton is a crop that requires an especially large amount of water to survive. - Eventually those that could, left Kazakhstan for jobs in overseas.
Week 4 1. What is Irrigation? 2. What does Arid mean? 3. What used to be the main industry around the Aral sea? 4. When did the sea start to dry up? 5. Which crop is was grown, which used up a lot of the water? 6. How many decades did the desecration take? 7. Name all the Oceans? 8. Name all the Continents? Extended Writing: Why did the Aral sea dry up?			

Half Term 2 Geography Year 7 Knowledge Organiser: Sustainable places

Session	Keywords	Knowledge	Geographical concepts
Week 5 The Aral Sea: Solutions	World Bank: The bank that lends money to governments/ countries. Dam: A Barrier that stops or restricted the flow of water.	Remember: When you divide by 10 the number shifts backwards in place value once. Consider the bus stop method for the division.	Cotton Farming: Cotton need a huge amount of water to grow. 10,000 lt = One kilogram of Cotton 3,000 lt - Long sleeve shirt 7,000 lt = Trousers Organic Cotton has over 90% less water use. Water Use: Adult humans should drink 3lt /day per person to be healthy. The Kokaral Dam In 2005, the World Bank invested £66 million into creating a 7.5mile dyke (dam) across the narrow channel. This led to an increase in water levels by 3.3 metres in 7 months!

Week 5

1. What is the World Bank?
2. What does a Dam do?
3. How much water is in a pair of jeans and a t-shirt?
4. How much cotton does 10,000 lt of water produce?
5. How much was the Kokaral Dam?
6. How long is the Dam?
7. Name all the Oceans?
8. Name all the Continents?

Extended Writing:

Explain how much water you could save if all you school uniform (assume you have 5x shirts and 1x trousers) was organic cotton? How many days of drinking water would that be?

HalfTerm 2 Geography Year 7 Knowledge Organiser: Impossible places

Session	China - Physical	China - Human	Geographical concepts
Week 6 <i>Introduction to The People's Republic of China</i>	China is the 4th largest country in the world by area, 9,596,960 km², Which is approximately 39 times greater the size of the UK. Located in the Northern Hemisphere, it spans five time zones. About 1/3 of the country is mountainous, which includes some of Mount Everest in the Tibetan Autonomous Region of China. The landscape of China also consists of Rivers, plateaus, deserts, and forests and also a very long coastline.	Life expectancy and literacy rates China is the 2nd most populous country in the world after India, with approximately 1.5 billion people. Around 18% of the world's total population live in China. Life expectancy is 79 years. Literacy rates are above 97%, meaning most Chinese people can read and write. Population distribution Most people live in the eastern half of the country. This is where the capital city, Beijing, and many other larger cities are located. Around 65% of China's population live in cities. The east of China is coastal, with many large ports. Fewer people live in the mountainous and desert regions to the north and west.	

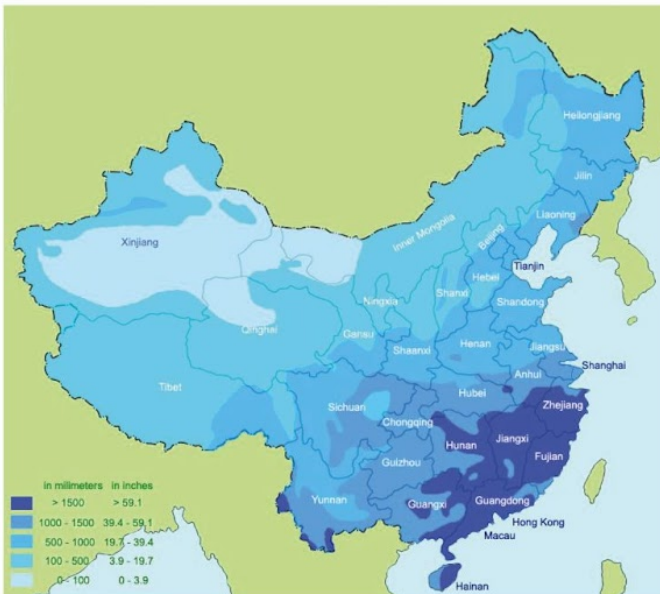
Week 6

1. What is the size of China?
2. How many times bigger than the UK is it?
3. What famous mountain can be found here?
4. What is the full name for Tibet?
5. What is the life expectancy?
6. What percentage live in the cities?
7. What are the 3 P's of sustainability?
8. What two countries does the Aral sea span?

Extended Writing:

Write a locational description of China, including compass direction, neighbouring countries and landscapes.

Half Term 2 Geography Year 7 Knowledge Organiser: Impossible places

Session	Keywords	Knowledge	Geographical concepts
Week 7 Water Security in China	The problem: Home to 20% of the world's population, 2nd most populated country in the world (1.4 billion people live there) 300m people (about 1/4 of the population) don't have access to safe drinking water 6% of the world fresh water. The World bank in 2014 reported the inhabitants have 75% less water than the average human. It has two of the world's major river - Yangtze and Yellow. Due to climate change the glacial melt waters feeding the Yangtze and Yellow are less capable of supplying the water needed. One of the fastest growing economies in the world. Manufacturing (Making things) and agriculture (farming) are two of the biggest industries in China. It covers approximately one-fourteenth of the land area of Earth, and it is almost as large as the whole of Europe.		

Week 7

1. What is the population of China?
2. What percentage of the world population live in China?
3. How many people there don't have access to safe drinking water?
4. What percentage of the world's freshwater is in China?
5. Name the two major rivers in China ?
6. What is irrigation?
7. What is condensation?
8. How much cotton does 10,000 lt of water produce?

Extended Writing:

Explain the problems that China was with its water supply?

History: Half Term 2 - Week 1

History: Week 1 Knowledge Organiser: John Snow

Key Information

The 1800's is often referred to as the Industrial era, this is a time when many cities became focussed around industry and factories and many people moved to cities for work.

Cities became overcrowded and were filthy, whole families shared one room and human waste leaked into the streets from underground cesspits. The Government had a 'Laissez Faire' (leave it alone) approach to public health and refused to help.

One disease that was common and incredibly deadly was a disease called Cholera which caused diarrhoea and dehydration.

Dr John Snow was a doctor in Soho in London who began to investigate the causes of Cholera, he noticed that people in one area were facing an outbreak of cholera and went to investigate.

1. John Snow found that the water pump on Broad Street was the source of the infection
2. He removed the handle on the pump to stop anyone using it and under later investigation they found that a cesspit that was 1 metre away had been leaking into the drinking water.
3. Snow reported his investigation to the government who agreed that something needed to be done to improve the sewer system.

History: Week 1 Questions

- | | |
|---|--|
| 1. What is the other name for the 1800s? | 5. Who was Doctor Snow? |
| 2. What leaked into the streets in the industrial cities? | 6. What did he find was the source of the infection? |
| 3. What was the government attitude to public health | 7. What did he do to stop the infection? |
| 4. What did the disease cholera cause? | 8. What did he tell the government they had to do? |

Extended Writing Question: Describe how the Industrial Revolution made towns bad for people's health

History: Half Term 2 - Week 2

History: Week 2 Knowledge Organiser: The Great Stink and Pasteur	
The Great Stink In the 1800's the situation in London was very bad. There was sewage [human waste] running through the streets ending up in the River Thames people were using the same water to wash clothes and drink!. In 1858 Britain had a very hot summer and the smell coming from the River Thames was disgusting. This was to become known as 'The Great Stink' anyone who went near the river was overwhelmed with the smell of human waste. This was also leading to the spread of diseases such as Cholera. Joseph Bazalgette was born in London on 28 March 1819. His father was a captain in the Royal Navy. Bazalgette began his career as a railway engineer, gaining considerable experience in land drainage and reclamation. In 1842 he set up in private practice and was employed by the government to solve the problem. He built new underground sewers that were wide enough to take the human waste away from the city.	<u>What did people believe at the start of the 1800's?</u> People believed in Spontaneous Generation - Decaying matter(things that had started to rot) created microbes. • People still believed the Miasma (bad air) was causing illness • Throughout the 1830's the technology available began to improve • The first microscope was created by a Dutch clockmaker called Anthony van Leeuwenhoek • Although not very effective he found there were tiny organisms in everything and reported his finding to the Royal Society. • By the 1830s glass making and the science of optics had improved allowing Joseph Lister to create a microscope capable of 1000x magnification without distortion. • Pasteur found a particular microorganism was growing in the liquid. • He named them 'germs' as the micro-organisms were 'germinating'! • He then discovered that these harmful germs could be killed by boiling the liquid. • This worked for other foodstuffs like milk. • He had thereby invented: <u>pasteurisation</u> • Louis Pasteur began to research vaccines, he knew about the work of Jenner and used it to help. • He began with animals and made vaccines for anthrax and chicken cholera • Eventually he created a rabies vaccine which saved the life of a boy who had been bitten by a dog • This was the first vaccine created in a lab.
History: Week 2 Questions	
1. What was leaking into the River Thames? 2. What caused the Great Stink? 3. Who was Bazalgette? 4. What was his solution to the problem?	5. What did Leeuwenhoek discover? 6. What did Pasteur call the microbes he found in liquid? 7. What was his solution to these harmful microbes? 8. What vaccine did he create?
Extended Writing Question: Decide who you think is the most important Bazalgette or Pasteur and explain the reason for your choice	

History: Half Term 2 - Week 3

History: Week 3 Knowledge Organiser: Surgery and war	
Mediaeval Surgery Barber surgeons were probably the least qualified of all those involved in treating medicine at this time. Good barbers had sharp knives and a steady hand so often performed small surgeries. Other surgeons had more experience and had learnt through experiences All Surgery was done with the patient awake and without pain relief as neither of these had been invented. In the 1300s barber surgeons advertised their services by putting a bowl of blood in the window and following a bandaged arm. This is why many barber shops have red and white signs outside	What were the problems at the Western front (WW1 front line)? 1. Trench Foot 2. Trench Fever 3. Shell Shock The conditions in the trenches led to many of the problems, trench foot was improved through better hygiene where possible the same with Trench fever however shell shock was a psychological condition and was rarely believed. The war resulted in many medical developments Thomas Splint - 1914-1915 men with gunshot wounds to the leg had a 20% survival rate - The original splint did not keep the leg rigid and by the time the men reached the operating station they would have lost a lot of blood, were in shock and may have gas gangrene. - Hugh Thomas created a splint that stopped the leg from moving - His nephew Robert Jones worked with soldiers and began to use this method - The survival rate for this type of injury went from 20% to 82% Mobile X rays - X ray machines existed however - they couldn't see certain objects in the body, could only be used for one hour at a time and took a long time which was difficult for injured men. - During the war mobile x ray units were created during which they attached the tent to the back of a van which was used to power the machine - Due to the accessibility of the machine many soldiers avoided infection.
History: Week 3 Questions	
1. What did good barbers need to have? 2. What did all surgery have in common? 3. Why do some barber shops have a red and white sign outside? 4. How were Trench foot and fever reduced?	5. What was the survival rate of men with a leg wound? 6. Who invented the splint? 7. Why were the x ray machines no use on the front line? 8. What was done to make them better?
Extended Writing Question: Explain why the Thomas Splint was such an important breakthrough in medicine	

History: Half Term 2 - Week 4

History: Week 4 Knowledge Organiser: War Part 2

What were the problems at the Western front (WW1 front line)?

1. Trench Foot
2. Trench Fever
3. Shell Shock

Medical developments in the war;

Blood Transfusions

- Prior to the war - blood transfusions were possible but blood could not be stored and therefore they were only possible if the donor was there.
- Geoffrey Keynes, a British doctor designed a blood transfusion kit: he added a device that regulated the blood flow and stopped it clotting for short amounts of time. This saved hundreds of thousands of lives
- Following this blood types were developed
- 1915 - Richard Lewisohn - discovered adding sodium citrate meant they could stop it clotting
- While Richard Weil found that blood with sodium citrate added could be stored for 2 days
- Francis Rous and James Turner- found that adding citrate glucose allowed blood to be stored for weeks.

Plastic Surgery

- Some head injuries may not have killed but did disfigure some soldiers
- Harold Gillies became interested in facial reconstruction and how to replace and restore parts of the face that were destroyed
- Men who needed this type of surgery had to be returned to Britain
- By the end of the war 12,000 soldiers had received this operation

History: Week 4 Questions

- | | |
|---|---|
| 1. What was the problem with doing blood transfusions on the battlefield? | 5. What saved thousands of lives? |
| 2. What did Geoffrey Keynes design? | 6. What had happened to many soldiers' faces during the war? |
| 3. Who found adding sodium citrate to blood slowed down clotting | 7. Who found a way of doing facial construction? |
| 4. Who found adding citrate glucose allowed blood to be stored for weeks? | 8. How many men had plastic surgery operations by the end of WW1? |

Extended Writing Question: Which invention was the most important and why?

History: Half Term 2 - Week 5

History: Week 5 Knowledge Organiser: Flemming

Alexander Fleming was a Scottish doctor working in St Mary's Hospital in London. He had a lot of interest in Bacteria and had used an invention called the Magic Bullet to treat illnesses.

During the First World War he worked in hospitals on the Battlefield and was upset by the number of people who died from infection. So during the 1920's Fleming began to look into ways to fight infection and made a big discovery Penicillin.

In 1928 Fleming discovered that in one of the petri dishes he had meant to get rid of, a type of mould had grown that had killed the Staphylococcus bacteria that was the usual cause of infection. Fleming identified the mould as penicillin and published his findings

Although Fleming discovered penicillin he did nothing with his research. Florey and Chain looked into the neglected research and tested the work on animals such as mice. They even tried their work on a police officer but they did not have enough penicillin to cure him.

In July 1941 Florey and Chain managed to convince the US government to fund their production and managed to mass produce enough penicillin to help save thousands of soldiers during World War Two

History: Week 5 Questions

- | | |
|---|---|
| 1. Who was Flemming? | 5. What did Fleming call the mould? |
| 2. What was a 'magic bullet'? | 6. Who tested the mould on animals? |
| 3. What upset Flemming in WW1? | 7. Why did the Police officer die? |
| 4. When did Femming discover the mould? | 8. When was 'the mould' used to cure thousands of soldiers? |

Extended Writing Question:

Who was more important in the development of Penicillin - Fleming or Florey and Chain. Explain your answer

History: Half Term 2 - Week 6

History: Week 6 Knowledge Organiser: Challenges to the monarchy an introduction	
Key Words Monarchy - King or queen Heir - the person to come next on the throne Successor - the person who takes over the throne Witan - English Parliament Cavalry - soldiers on horseback Infantry - foot soldiers Fyrd - untrained soldiers Housecarls - trained soldiers Key Dates 1066= Battle of Hastings 25/12/1066 - William was crowned King of England	Key Knowledge A good monarch was male, strong, clear claim to throne, decisive, can lead troops into battle, protect his position and people 1. Edward Confessor died without an heir 2. 3 people wanted to be King and had been promised the throne Harald Hardrada - King of Norway, Harold Godwinson Earl of Wessex and Duke William of Normandy 3. The Witan (English Parliament) made Harold Godwinson the king 4. Harald Hardrada and Godwinson's brother Tostig tried to invade England but were defeated at Battle of Stamford Bridge 5. Duke William then invaded and fought Harold Godwinson at the Battle of Hastings - 14th October 1066 6. Duke William had cavalry, archers and infantry. 7. Harold Godwinson had battleaxes, Housecarls and Fyrd and positioned himself on Senlac Hill 8. Duke William performed a good strategic (the trick) move which won him the battle and made him King of England
History: Week 6 Questions	
1. What is a monarchy? 2. What makes a good monarch? 3. What was the problem when Edward the Confessor died? 4. Who wanted to be king?	5. Who were the Witan? 6. Who fought at the Battle of Stamford Bridge? 7. When was the Battle of Hastings? 8. Where did Harold Godwinson place his troops at the start of the Battle?
Extended Writing Question: Describe why Harold Godwinson loses the Battle of Hastings	

History: Half Term 2 - Week 7

History: Week 7 Knowledge Organiser: King John

Key Information

King John was the son of Henry II and the brother of Richard I known as the lionheart for his bravery in the crusades. Many people did not think he should be king. He had the nickname John the landless because his brothers had taken all the land

John made a series of mistakes as King which annoyed people:-

Mistake number 1 - he lost wars

Medieval monarchs needed to win wars to remain popular and John lost wars against France and all the land his dad had ruled in Normandy.

Mistake number 2 - he upset the Pope

John tried to increase control over the church. He banned the Pope from England so in return the Pope shut all English churches. This annoyed the English as they could not have christenings, weddings or funerals in church

Mistake number 3 - He asked for higher taxes

John's brother Richard had spent all the money England had fighting the crusades. He demanded soldiers and money from his barons. He also made the sons pay a tax when their fathers' died

Mistake number 4 - he was cruel

John threw blind and crippled monks out of the monastery. He murdered his nephew because he had a better claim to the throne. He ordered people using his forests to have their eyes poked out

In 1215 the barons had decided enough was enough.

They rebelled and gave King John a choice; change the way England was run or face a fight against the barons.

The Magna Carta - 1215

The barons came up with 63 rights they thought they should have. This was called the Magna Carta

The King marched out to meet the barons at Runnymede in Surrey.

Eventually the King agreed and added the royal seal to the document

History: Week 7 Questions

1. How many mistakes did John make?
2. Where did he lose land?
3. What did the Pope do?
4. Why did John need to raise taxes?

5. How was he cruel?
6. When did the barons rebel?
7. What did they force John to sign?
8. Where was it signed?

Extended Writing Question:

Was it right for the barons to rebel? Explain your answer

French: Half Term 2 - Week 1

French: Week 1 Knowledge Organiser:

FREE TIME (Present Tense)

Time phrases (present)	Verb (present)	Nouns phrases	connectives	Opinion verbs	Adjectives
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>	<u>with jouer</u> <u>(to play)</u> je joue <i>I play</i>	au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au volley <i>volleyball</i> au hockey sur glace <i>ice hockey</i> aux échecs <i>chess</i> aux cartes <i>cards</i>	car parce que <i>because</i>	je pense que c'est <i>I think 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>	fascinant <i>fascinating</i> passionnant <i>exciting</i> stimulant <i>stimulating</i> relaxant <i>relaxing</i>
	<u>with faire</u> <u>(to do)</u> je fais <i>I do</i>	du ski <i>skiing</i> du sport <i>sport</i> du vélo <i>cycling</i> de l'équitation <i>horse-riding</i> de l'escalade <i>rock climbing</i> de la natation <i>swimming</i> de la planche à voile <i>windsurfing</i> de la boxe <i>boxing</i> des randonnées <i>hiking</i>			
	<u>with aller</u> <u>(to go)</u> je vais <i>I go</i>	au centre commercial <i>to the shopping centre</i> au centre sportif <i>to the sports centre</i> au parc <i>to the park</i> au bord de la mer <i>to the seaside</i> à la campagne <i>to the countryside</i> à la montagne <i>to the mountains</i> à la piscine <i>to the swimming pool</i> chez mon copain <i>to my friend's house</i>			bon pour ma santé <i>good for my health</i>

French: Week 1 Questions - Free time

Translate in English:

- Je joue au volley.
- Je fais du vélo.
- Je vais au parc.
- Je pense que c'est relaxant.

Translate in French:

- I go to the pool.
- I do hiking.
- I play basketball.
- In my opinion, it is...

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Que fais-tu normalement? What do you normally do?

French: Half Term 2 - Week 2

French: Week 2 Knowledge Organiser:

FREE TIME (Present Tense)

Time phrases (present)	Verb (present)	Nouns phrases	connectives	Opinion verbs	Adjectives
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>	<u>with jouer</u> <u>(to play)</u> je joue <i>I play</i>	au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au volley <i>volleyball</i> au hockey sur glace <i>ice hockey</i> aux échecs <i>chess</i> aux cartes <i>cards</i>	car parce que <i>because</i>	je pense que c'est <i>I think 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>	fascinant <i>fascinating</i>
	<u>with faire</u> <u>(to do)</u> je fais <i>I do</i>	du ski <i>skiing</i> du sport <i>sport</i> du vélo <i>cycling</i> de l'équitation <i>horse-riding</i> de l'escalade <i>rock climbing</i> de la natation <i>swimming</i> de la planche à voile <i>windsurfing</i> de la boxe <i>boxing</i> des randonnées <i>hiking</i>			passionnant <i>exciting</i> stimulant <i>stimulating</i> relaxant <i>relaxing</i>
	<u>with aller</u> <u>(to go)</u> je vais <i>I go</i>	au centre commercial <i>to the shopping centre</i> au centre sportif <i>to the sports centre</i> au parc <i>to the park</i> au bord de la mer <i>to the seaside</i> à la campagne <i>to the countryside</i> à la montagne <i>to the mountains</i> à la piscine <i>to the swimming pool</i> chez mon copain <i>to my friend's house</i>			bon pour ma santé <i>good for my health</i>

French: Week 2 Questions - Free time

Translate in English:

1. Parfois, je joue aux cartes.
2. D'habitude, je fais du ski.
3. Souvent, je vais chez mon copain.
4. Je trouve que c'est passionnant.

Translate in French:

5. Normally, I play tennis.
6. From time to time, I do...
7. I go to the shopping center.
8. It is good for your health.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Que fais-tu de temps en temps? What do you do from time to time?

French: Half Term 2 - Week 3

French: Week 3 Knowledge Organiser:

FREE TIME + Family (Present Tense)

Time phrases (present)	Verb (present)	Nouns phrases	Noun phrases (family)	connectives	Opinion verbs	Adjectives
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>	with jouer (to play) je joue <i>I play</i>	au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au volley <i>volleyball</i> au hockey sur glace <i>ice hockey</i> aux échecs <i>chess</i> aux cartes <i>cards</i>	avec mon père <i>with my dad</i> avec mon frère <i>with my brother</i> avec ma soeur <i>with my sister</i> avec ma mère <i>with my mum</i> avec mes grand-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>	car parce que <i>because</i>	je pense que c'est <i>I think 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>	fascinant <i>fascinating</i> passionnant <i>exciting</i> stimulant <i>stimulating</i> relaxant <i>relaxing</i> bon pour ma santé <i>good for my health</i>
	with faire (to do) je fais <i>I do</i>	du ski <i>skiing</i> du sport <i>sport</i> du vélo <i>cycling</i> de l'équitation <i>horse-riding</i> de l'escalade <i>rock climbing</i> de la natation <i>swimming</i> de la planche à voile <i>windsurfing</i> de la boxe <i>boxing</i> des randonnées <i>hiking</i>	seul / seule <i>alone (m / f)</i>			
	with aller (to go) je vais <i>I go</i>	au centre commercial <i>to the shopping centre</i> au centre sportif <i>to the sports centre</i> au parc <i>to the park</i> au bord de la mer <i>to the seaside</i> à la campagne <i>to the countryside</i> à la montagne <i>to the mountains</i> à la piscine <i>to the swimming pool</i> chez mon copain <i>to my friend's house</i>				

French: Week 3 Questions - Free time

Translate in English:

- ...avec mon père.
- ...avec mes copains.
- seule
- ...avec ma soeur.

Translate in French:

- ...with my mates.
- ...with my grandparents.
- ...with my brother.
- alone (masculine form)

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Que fais-tu normalement et avec qui? What do you normally do and with whom?

French: Half Term 2 - Week 4

French: Week 4 Knowledge Organiser:		ACTIVITIES					
Time phrases (present)	Verb (present)	Nouns phrases		Noun phrases (family)	connectives	Opinion verbs	Adjectives
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>	with jouer (to play) je joue <i>I play</i>	au foot au basket au tennis au volley au hockey sur glace aux échecs aux cartes	football basketball tennis volleyball ice hockey chess cards	avec mon père <i>with my dad</i> avec mon frère <i>with my brother</i> avec ma soeur <i>with my sister</i> avec ma mère <i>with my mum</i> avec mes grand-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i>	car parce que <i>because</i>	je pense que c'est <i>I think 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>	fascinant <i>fascinating</i> passionnant <i>exciting</i> stimulant <i>stimulating</i> relaxant <i>relaxing</i> bon pour ma santé <i>good for my health</i>
	with faire (to do) je fais <i>I do</i>	du ski du sport du vélo de l'équitation de l'escalade de la natation de la planche à voile de la boxe des randonnées	skiing sport cycling horse-riding rock climbing swimming windsurfing boxing hiking	avec mes potes <i>with my mates</i> seul / seule <i>alone (m / f)</i>			
	with aller (to go) je vais <i>I go</i>	au centre commercial au centre sportif au parc au bord de la mer à la campagne à la montagne à la piscine chez mon copain	to the shopping centre to the sports centre to the park to the seaside to the countryside to the mountains to the swimming pool to my friend's house				

French: Week 4 Questions - Free time	
<u>Translate in English:</u> 1. Quelquefois, je joue... 2. ...au foot avec mon frère. 3. De temps en temps, je vais... 4. ...au centre commercial.	<u>Translate in French:</u> 5. ...because I think that... 6. It is fascinating. 7. ...because in my opinion... 8. It is stimulating.

Extended Writing Question: <u>Use your weekly sentence builder to help you answer the following questions IN FRENCH:</u> Que fais-tu de temps en temps et avec qui?	What do you do from time to time and with whom?
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French: Week 4 Questions - Free time

Translate in English:

1. Quelquefois, je joue...
2. ...au foot avec mon frère.
3. De temps en temps, je vais...
4. ...au centre commercial.

Translate in French:

5. ...because I think that...
6. It is fascinating.
7. ...because in my opinion...
8. It is stimulating.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Que fais-tu de temps en temps et avec qui? What do you do from time to time and with whom?

French: Half Term 2 - Week 5

French: Week 5 Knowledge Organiser:

FREE TIME (Past Tense)

Time phrases (<u>past</u>)	Verb (<u>past</u>)	Nouns phrases	Noun phrases (family)	connectives	Opinion verbs	Adjectives
Hier soir, <i>Yesterday evening, (last night,)</i> Le week-end dernier, <i>Last weekend,</i> Le mois dernier, <i>Last month,</i> La semaine dernière, <i>Last week,</i> L'année dernière, <i>Last year,</i>	<u>with jouer</u> <u>(to play)</u> j'ai joué <i>I played</i>	au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au volley <i>volleyball</i> au hockey sur glace <i>ice hockey</i> aux échecs <i>chess</i> aux cartes <i>cards</i>	avec mon père <i>with my dad</i> avec mon frère <i>with my brother</i> avec ma soeur <i>with my sister</i>			fascinant <i>fascinating</i>
	<u>with faire</u> <u>(to do)</u> j'ai fait <i>I did</i>	du ski <i>skiing</i> du sport <i>sport</i> du vélo <i>cycling</i> de l'équitation <i>horse-riding</i> de l'escalade <i>rock climbing</i> de la natation <i>swimming</i> de la planche à voile <i>windsurfing</i> de la boxe <i>boxing</i> des randonnées <i>hiking</i>	avec ma mère <i>with my mum</i> avec mes grand-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i>	car parce que <i>because</i>	je pense que c'était <i>I think it is</i> je trouve que c'était <i>I find that it is</i> à mon avis, c'était <i>in my opinion, it is</i>	passionnant <i>exciting</i> stimulant <i>stimulating</i> relaxant <i>relaxing</i>
	<u>with aller</u> <u>(to go)</u> je suis allé(e) <i>I went</i>	au centre commercial <i>to the shopping centre</i> au centre sportif <i>to the sports centre</i> au parc <i>to the park</i> au bord de la mer <i>to the seaside</i> à la campagne <i>to the countryside</i> à la montagne <i>to the mountains</i> à la piscine <i>to the swimming pool</i> chez mon copain <i>to my friend's house</i>	avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> seul / seule <i>alone (m / f)</i>			bon pour ma santé <i>good for my health</i>

French: Week 5 Questions - Free time

Translate in English:

1. Hier soir, j'ai joué
2. Le mois dernier, j'ai fait
3. L'année dernière, je suis allée
4. Je pense que c'était...

Translate in French:

5. Last week, I went
6. Last weekend, I did
7. Last night, I played
8. I find that it was

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
 Qu'est-ce que tu as fait hier soir? What did you do last night?

French: Half Term 2 - Week 6

French: Week 6 Knowledge Organiser:		FREE TIME (Past Tense)													
Time phrases <u>(past)</u>		Verb <u>(past)</u>		Nouns phrases		Noun phrases (family)		connectives		Opinion verbs		Adjectives			
Hier soir, <i>Yesterday evening, (last night,)</i> Le week-end dernier, <i>Last weekend,</i> Le mois dernier, <i>Last month,</i> La semaine dernière, <i>Last week,</i> L'année dernière, <i>Last year,</i>		with <u>jouer</u> (to play)		j'ai joué <i>I played</i>		au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au volley <i>volleyball</i> au hockey sur glace <i>ice hockey</i> aux échecs <i>chess</i> aux cartes <i>cards</i>		avec mon père <i>with my dad</i> avec mon frère <i>with my brother</i> avec ma soeur <i>with my sister</i> avec ma mère <i>with my mum</i> avec mes grand-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i>		car parce que <i>because</i>		je pense que c'était <i>I think it is</i> je trouve que c'était <i>I find that it is</i> à mon avis, c'était <i>in my opinion, it is</i>		fascinant <i>fascinating</i> passionnant <i>exciting</i> stimulant <i>stimulating</i> relaxant <i>relaxing</i> bon pour ma santé <i>good for my health</i>	
		with <u>faire</u> (to do)		j'ai fait <i>I did</i>		du ski <i>skiing</i> du sport <i>sport</i> du vélo <i>cycling</i> de l'équitation <i>horse-riding</i> de l'escalade <i>rock climbing</i> de la natation <i>swimming</i> de la planche à voile <i>windsurfing</i> de la boxe <i>boxing</i> des randonnées <i>hiking</i>		seul / seule <i>alone (m / f)</i>							
		with <u>aller</u> (to go)		je suis allé(e) <i>I went</i>		au centre commercial <i>to the shopping centre</i> au centre sportif <i>to the sports centre</i> au parc <i>to the park</i> au bord de la mer <i>to the seaside</i> à la campagne <i>to the countryside</i> à la montagne <i>to the mountains</i> à la piscine <i>to the swimming pool</i> chez mon copain <i>to my friend's house</i>									
French: Week 6 Questions - Free time															
Translate in English:							Translate in French:								
1. Hier soir, j'ai fait du vélo.							5. Last night, I went to the park.								
2. Le mois dernier j'ai joué au foot.							6. Last year, I played volleyball.								
3. La semaine dernière, je suis allé...							7. I did boxing with my mates.								
4. À mon avis, c'était relaxant.							8. ...because it was good for my health.								
Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:															
Qu'est-ce que tu as fait la semaine dernière?							What did you do last week?								

French: Half Term 2 - Week 7

French: Week 7 Knowledge Organiser:

FREE TIME (2 Tenses)

Time phrases (present / past)	Verb (present / past)	Nouns phrases		Noun phrases (family)	connectives	Opinion verbs	Adjectives
Normalement, <i>Normally,</i>	<u>with jouer</u> (to play)	au foot	<i>football</i>	avec mon père <i>with my dad</i>	car parce que <i>because</i>	je pense que ce sera <i>I think it is</i> je trouve que ce sera <i>I find that it is</i> à mon avis, ce sera <i>in my opinion, it is</i>	fascinant <i>fascinating</i> passionnant <i>exciting</i> stimulant <i>stimulating</i> relaxant <i>relaxing</i> bon pour la santé <i>good for your health</i>
D'habitude, <i>Usually,</i>	je joue	au basket	<i>basketball</i>				
Quelquefois, <i>Sometimes,</i>	<i>I play</i>	au tennis	<i>tennis</i>				
Parfois, <i>Sometimes,</i>	j'ai joué	au volley	<i>volleyball</i>	avec mon frère <i>with my brother</i>			
De temps en temps, <i>From time to time,</i>	<i>I played</i>	au hockey sur glace	<i>ice hockey</i>	avec ma soeur <i>with my sister</i>			
Souvent, <i>Often,</i>	<u>with faire</u> (to do)	du ski	<i>skiing</i>	avec ma mère <i>with my mum</i>			
		du sport	<i>sport</i>	avec mes grand-parents <i>with my grandparents</i>			
	je fais	du vélo	<i>cycling</i>	avec mes copains <i>with my friends</i>			
	<i>I do</i>	de l'équitation	<i>horse-riding</i>	avec mes amis <i>with my friends</i>			
		de l'escalade	<i>rock climbing</i>	seul / seule <i>alone (m / f)</i>			
	j'ai fait	de la natation	<i>swimming</i>				
	<i>I did</i>	de la planche à voile	<i>windsurfing</i>				
		de la boxe	<i>boxing</i>				
Hier soir, <i>Yesterday evening,</i> (last night,)		des randonnées	<i>hiking</i>				
Le week-end dernier, <i>Last weekend,</i>	<u>with aller</u> (to go)	au centre commercial	<i>to the shopping centre</i>				
Le mois dernier, <i>Last month,</i>	je vais	au centre sportif	<i>to the sports centre</i>				
La semaine dernière, <i>Last week,</i>	<i>I go</i>	au parc	<i>to the park</i>				
L'année dernière, <i>Last year,</i>		au bord de la mer	<i>to the seaside</i>				
		à la campagne	<i>to the countryside</i>				
		à la montagne	<i>to the mountains</i>				
	je suis allé(e)	à la piscine	<i>to the swimming pool</i>				
	<i>I went</i>	chez mon copain	<i>to my friend's house</i>				

French: Week 7 Questions - **Free time (2 tenses)**

Translate in English:

1. Le mois dernier, j'ai fait du vélo.
2. Quelquefois, je joue au tennis.
3. Je pense que c'est stimulant.
4. Je suis allé au bord de la mer.

Translate in French:

5. ...because I think that it is fascinating.
6. I go to the shopping center.
7. I played tennis with my brother.
8. Last night, I went to the pool.

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

Que fais-tu pendant ton temps libre? Utilises les 2 temps.

What do you do in your spare time? Use both tenses.

Spanish: Half Term 2 - Week 1

Spanish: Week 1 Knowledge Organiser:							
Time frame	Verb	Noun	Connective	Adjective			
Durante mi tiempo libre <i>During my free time</i>	juego <i>I play</i>	al fútbol <i>football</i>	porque es <i>because it is</i>	divertido/a <i>fun</i>			
Normalmente <i>Normally</i>		al baloncesto <i>basketball</i>			positivo/a <i>positive</i>		
Generalmente <i>Usually</i>		al vóleibol <i>volleyball</i>				diferente <i>different</i>	
A veces <i>Sometimes</i>		al tenis <i>tennis</i>					emocionante <i>exciting</i>
De vez en cuando <i>From time to time</i>		al tenis de mesa <i>table tennis</i>					
A menudo <i>Often</i>	al hockey <i>hockey</i>						
	hago <i>I do</i>	deporte <i>sport (m)</i>					
		ciclismo <i>cycling (m)</i>					
		baile <i>dancing (m)</i>					
		ejercicio <i>exercise (m)</i>					
		natación <i>swimming (f)</i>					

Spanish: Week 1 Questions		HOBBIES (Present Tense)
<u>Translate in English:</u> 1. Durante mi tiempo libre, juego al baloncesto. 2. A veces, hago natación 3. A menudo, juego al tenis 4. Porque es relajante		<u>Translate in Spanish:</u> 5. Normally, I play. 6. From time to time 7. During my free time, I do dancing 8. Often, I play basketball
Extended Writing Question: (at least 3 full sentences in SPANISH) ¿Qué haces en tu tiempo libre? <i>What do you do in your free time?</i>		

Spanish: Half Term 2 - Week 2

Spanish: Week 2 Knowledge Organiser:

Time frame	Verb	Noun	Connective	Adjective
Durante mi tiempo libre <i>During my free time</i> Normalmente <i>Normally</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>	juego <i>I play</i> hago <i>I do</i>	al fútbol <i>football</i> al baloncesto <i>basketball</i> al voleibol <i>volleyball</i> al tenis <i>tennis</i> al tenis de mesa <i>table tennis</i> al hockey <i>hockey</i> deporte <i>sport (m)</i> ciclismo <i>cycling (m)</i> baile <i>dancing (m)</i> ejercicio <i>exercise (m)</i> natación <i>swimming (f)</i>	 porque es <i>because it is</i>	divertido/a <i>fun</i> positivo/a <i>positive</i> diferente <i>different</i> emocionante <i>exciting</i> relajante <i>relaxing</i>

Spanish: Week 2 Questions

HOBBIES (Present Tense)

Translate in English:

1. Normalmente juego al hockey.
2. A veces hago natación.
3. Porque es diferente.
4. De vez en cuando juego.

Translate in Spanish:

5. I do cycling because it's different.
6. Because it's exciting.
7. Usually, I do dancing.
8. Often, I do exercise.

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

¿Adónde vas a menudo y con quién? *Where do you often go and with whom?*

Spanish: Half Term 2 - Week 3

Spanish: Week 3 Knowledge Organiser:

Time frame	Verb	Noun	With + noun	Connective	Adjective
Durante mi tiempo libre <i>During my free time</i>	juego <i>I play</i>	al fútbol <i>football</i>	con mi padre <i>with my dad</i>	porque es <i>because it is</i>	divertido/a <i>fun</i>
		al baloncesto <i>basketball</i>			
Normalmente <i>Normally</i>		al vóleybol <i>volleyball</i>	con mi hermano <i>with my brother</i>		
		al tenis <i>tennis</i>			
Generalmente <i>Usually</i>	hago <i>I do</i>	al tenis de mesa <i>table tennis</i>	con mi hermana <i>with my sister</i>		positivo/a <i>positive</i>
		al hockey <i>hockey</i>			diferente <i>different</i>
A veces <i>Sometimes</i>		deporte <i>sport (m)</i>	con mi madre <i>with my mum</i>		emocionante <i>exciting</i>
		ciclismo <i>cycling (m)</i>			
De vez en cuando <i>From time to time</i>		baile <i>dancing (m)</i>	con mis amigos <i>with my friends</i>		relajante <i>relaxing</i>
		ejercicio <i>exercise (m)</i>			
A menudo <i>Often</i>		natación <i>swimming (f)</i>	solo / sola <i>alone</i>		

Spanish: Week 3 Questions

HOBBIES (Past Tense)

Translate:

1. Yesterday I played tennis with my friends.
2. Last week I went to the mountains with my mum.
3. Last weekend I did dancing alone.
4. Last night I played ice hockey with my brother.

Translate:

5. Anoche jugué a las cartas con mi hermano.
6. El fin de semana pasado hice natación con mi hermana.
7. El mes pasado fui al campo solo.
8. El año pasado fui a la costa con mis amigos.

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

¿Qué hiciste el fin de semana pasado y con quién?

What did you do last weekend and with whom?

Spanish: Half Term 2 - Week 4

Spanish: Week 4 Knowledge Organiser:

Time frame	Verb	Noun	With + noun	Connective	Adjective
Ayer <i>Yesterday</i>	jugué <i>I played</i>	al fútbol <i>football</i>	con mi padre <i>with my dad</i>	porque es <i>because it is</i>	divertido/a <i>fun</i> positivo/a <i>positive</i> diferente <i>different</i> emocionante <i>exciting</i> relajante <i>relaxing</i>
Anoche <i>Last night</i>		al baloncesto <i>basketball</i>	con mi hermano <i>with my brother</i>		
El fin de semana pasado <i>Last weekend</i>		al vóleibol <i>volleyball</i>	con mi hermana <i>with my sister</i>		
El mes pasado <i>Last month</i>		al tenis <i>tennis</i>	con mi madre <i>with my mum</i>		
El año pasado <i>Last year</i>		al tenis de mesa <i>table tennis</i>	con mis amigos <i>with my friends</i>		
La semana pasada <i>Last week</i>	hice <i>I did</i>	al hockey <i>hockey</i>	solo / sola <i>alone</i>		
		deporte <i>sport (m)</i>			
		ciclismo <i>cycling (m)</i>			
		baile <i>dancing (m)</i>			
		ejercicio <i>exercise (m)</i>			
		natación <i>swimming (f)</i>			

Spanish: Week 4 Questions

HOBBIES (Past Tense)

Translate in Spanish:

1. Yesterday I played football.
2. Last night I played tennis with my brother.
3. Last weekend I did swimming.
4. Last month I did exercise..

Translate in English:

5. La semana pasada.
6. El fin de semana pasado hice ciclismo.
7. Anoche jugué al baloncesto con mi hermana.
8. El mes pasado hice baile..

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

¿Que hiciste el año pasado y con quién?

What did you do last year and with whom?

Spanish: Half Term 2 - Week 5

Spanish: Week 5 Knowledge Organiser:

Time frame	Verb	Noun	With + noun	Connective	Adjective
Ayer <i>Yesterday</i>	jugué <i>I played</i>	al fútbol <i>football</i>	con mi padre <i>with my dad</i>	porque es <i>because it is</i>	divertido/a <i>fun</i>
Anoche <i>Last night</i>		al baloncesto <i>basketball</i>	con mi hermano <i>with my brother</i>		
El fin de semana pasado <i>Last weekend</i>		al voleibol <i>volleyball</i>	con mi hermana <i>with my sister</i>		
El mes pasado <i>Last month</i>		al tenis <i>tennis</i>	con mi madre <i>with my mum</i>		positivo/a <i>positive</i>
El año pasado <i>Last year</i>	hice <i>I did</i>	al tenis de mesa <i>table tennis</i>	con mis amigos <i>with my friends</i>		emocionante <i>exciting</i>
La semana pasada <i>Last week</i>		al hockey <i>hockey</i>	solo / sola <i>alone</i>		relajante <i>relaxing</i>
		deporte <i>sport (m)</i>			
		ciclismo <i>cycling (m)</i>			
		baile <i>dancing (m)</i>			
		ejercicio <i>exercise (m)</i>			
		natación <i>swimming (f)</i>			

Spanish: Week 5 Questions

HOBBIES (past Tense)

Translate in English:

1. Ayer jugué al fútbol con mi padre.
2. El fin de semana pasado hice natación con mis amigos.
3. Anoche jugué al tenis con mi hermano.
4. La semana pasada hice baile solo.

Translate in Spanish:

5. Yesterday I did cycling with my mum.
6. Last weekend I played basketball with my friends
7. Last month I did sport alone.
8. Last year I played hockey with my sister.

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

What sports did you do last month?

Spanish: Half Term 2 - Week 6

Spanish: Week 6 Knowledge Organiser:

Time frame	Verb	Noun	With + noun	Connective	Adjective
Mañana <i>Tomorrow</i>	voy a jugar <i>I'm going to play</i> me gustaría jugar <i>I would like to play</i>	al fútbol <i>football</i> al baloncesto <i>basketball</i> al voleibol <i>volleyball</i> al tenis <i>tennis</i> al tenis de mesa <i>table tennis</i> al hockey <i>hockey</i>	con mi padre <i>with my dad</i> con mi hermano <i>with my brother</i> con mi hermana <i>with my sister</i> con mi madre <i>with my mum</i>	porque es <i>because it is</i>	divertido/a <i>fun</i> positivo/a <i>positive</i> diferente <i>different</i> emocionante <i>exciting</i> relajante <i>relaxing</i>
El fin de semana próximo <i>Next weekend</i>					
El mes próximo <i>Next month</i>					
El año próximo <i>Next year</i>					
La semana próxima <i>Next week</i>	voy a hacer <i>I'm going to do</i> me gustaría hacer <i>I would like to do</i>	deporte <i>sport (m)</i> ciclismo <i>cycling (m)</i> baile <i>dancing (m)</i> ejercicio <i>exercise (m)</i> natación <i>swimming (f)</i>	con mis amigos <i>with my friends</i> solo / sola <i>alone</i>		

Spanish: Week 6 Questions

HOBBIES (future)

Translate in English:

1. El mes próximo voy a hacer baile
2. Con mis amigos porque es divertido
3. El año próximo me gustaría hacer deporte
4. Porque es positivo.

Translate in Spanish:

5. Next weekend I would like to play hockey.
6. With my sister because it's relaxing.
7. Tomorrow I'm going to do swimming.
8. Alone because it's exciting.

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

¿Qué vas a jugar? *What are you going to play?*

Spanish: Half Term 2 - Week 7

Spanish: Week 7 Knowledge Organiser:

Time frame	Verb	Noun	With + noun	Connective	Adjective
Mañana <i>Tomorrow</i>	voy a jugar <i>I'm going to play</i> me gustaría jugar <i>I would like to play</i>	al fútbol <i>football</i>	con mi padre <i>with my dad</i>	porque es <i>because it is</i>	divertido/a <i>fun</i>
El fin de semana próximo <i>Next weekend</i>		al baloncesto <i>basketball</i>	con mi hermano <i>with my brother</i>		
El mes próximo <i>Next month</i>		al voleibol <i>volleyball</i>	con mi hermana <i>with my sister</i>		diferente <i>different</i>
El año próximo <i>Next year</i>		al tenis <i>tennis</i>	con mi madre <i>with my mum</i>		emocionante <i>exciting</i>
La semana próxima <i>Next week</i>	voy a hacer <i>I'm going to do</i> me gustaría hacer <i>I would like to do</i>	al tenis de mesa <i>table tennis</i>	con mis amigos <i>with my friends</i>		relajante <i>relaxing</i>
		al hockey <i>hockey</i>	solo / sola <i>alone</i>		
		deporte <i>sport (m)</i>			
ciclismo <i>cycling (m)</i>					
		baile <i>dancing (m)</i>			
		ejercicio <i>exercise (m)</i>			
		natación <i>swimming (f)</i>			

Spanish: Week 7 Questions

HOBBIES (Past and future)

Translate in Spanish:

- Mañana voy a jugar al tenis con mi hermana.
- El fin de semana próximo voy a hacer deporte con mis amigos.
- El año próximo me gustaría hacer natación.
- La semana próxima voy a jugar al baloncesto solo.

Translate in English:

- Tomorrow I'm going to do cycling with my dad.
- Next weekend I would like to play football with my friends.
- Next month I'm going to do dancing with my mum.
- Next year I would like to play volleyball alone.

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

¿Qué vas a hacer la semana próxima? *What are you going to do next week?*

Modern Britain: Half Term 2 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Introduction to Democracy

Key words:

Democracy - A government run by the people for the people

Dictatorship - A country governed by a Dictator. This person will tell you what is happening. Undemocratic rule, absolute rule.

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

Key information:

Democracy v Dictatorship - what kind of leadership is running a country. We, in the UK, live in a democracy because when you are 18 you can use your 'vote'. It is not good to live in a dictatorship because you cannot use your right to 'vote'. This is a method used to express a wish to follow a particular course of action. In democracy you have the right to voice your opinion and you have the right to use your vote when you are 18. A dictatorship means you have no choice and no freedom of opinions. You are controlled and media bans are enforced. The democracy system started in the 6th Bc in Greece and is one of the British values.

A Democracy leader - Rishi Sunak, Joe Biden, Keir Starmer

A Dictator leader - Adolf Hitler, Putin, Stalin

Modern Britain: Week 1 Questions

- | | |
|---|---|
| 1. What is a democracy? | 5. Who is a democratic leader |
| 2. What is a dictatorship? | 6. Who is a dictator? |
| 3. What is parliament? | 7. How old are you when you can vote? |
| 4. Is the UK in a democracy or in a dictatorship leadership | 8. When did the democracy system start? |

Extended Writing Question: Explain the difference between a dictatorship and a democracy.

Modern Britain: Half Term 2 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Political Parties

Keywords:

Hierarchy - The order of how things should be. A system showing rank and organisation according to status or authority.

Ballot Box - This is where all the votes are placed to be counted. A sealed box where the electorate deposits their vote.

Bill - This is the trial agreement of a law once it has gone through the discussion and procedures of parliament

Election - How we vote for people we want to run our country

Manifesto - A declaration of intention - how you would run the country

Key Information:

Political Parties - These are parties which consist of people all wanting to lead the country. In the UK there are a few different parties who take part in the election every 4 / 5 years. These are known as Labour, Conservatives, Liberal Democrat and the Green Party. People in the UK listen to the party manifesto and then vote to decide which party would be best to run the country and the party who has the most votes (first past the post) from the general election is the party that will become the Government. The government consists of different parties. The nation elects which party should run the country. This follows weeks of listening to the manifestos from the leader of the party. Once the government has been elected they then look at the laws and try and put them through the House of Commons and House of Lords. This will then go to a committee reading and then go for Royal Assent and be signed by the King to make it a law.

Modern Britain: Week 2 Questions

- | | |
|--|---|
| 1. What do political parties consist of? | 5. What is a Bill? |
| 2. What is a manifesto? | 6. When did democracy begin? |
| 3. Which party is known as the Government? | 7. How old are you when you vote in the UK? |
| 4. What is a Ballot Box? | 8. What is Parliament? |

Extended Writing Question: How is the Government elected in the UK?

Modern Britain: Half Term 2 - Week 3

Modern Britain: Week 3 Knowledge Organiser: House of Commons

Keywords:

House of Commons - Where parliament discusses the laws and MP's debate issues relating to society, like health, money and security.

Opposition - People who are against the government

Public Gallery - People can come into the House of Commons and listen to the debate

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

Key Information:

House of Commons part of the government where Parliament discusses the laws. **MP** - Member of Parliament . This role works in the House of Commons and attends meetings in Westminster. MP's work in the House of Commons from Monday to Friday and have debates on current issues in the House of Commons with all political party members. To investigate how the House of Commons reads the laws, discuss the laws and who has what role in passing the law. There are 6 steps in passing the law. From creating and debating it in the House of Commons to taking it to the House of Lords for agreeing to it. The new law becomes a 'Bill' which the King will sign and read it out on the opening day of parliament. The King has another role which is the head of the Church. In Christianity he is the head of the Church of England. Being head of something is also known as hierarchy.

Modern Britain: Week 3 Questions

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|--|---|
| 1. What is the House of Commons? | 5. What does Hierarchy mean? |
| 2. What does MP stand for? | 6. What is a manifesto? |
| 3. Give two examples of what a MP will do in the week | 7. What is a dictatorship? |
| 4. Who is the head of the Church of England | 8. How old are you when you can vote in the UK? |

Extended Writing Question: Explain the role of an MP

Modern Britain: Half Term 2 - Week 4

Modern Britain: Week 4 Knowledge Organiser: The role of 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.

Constituency - the area where local people voted for the MP to represent them in parliament. This is often their home area for example Luke Pollard works in and around Plymouth when he is not in London in Parliament.

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. When they are not in the House of Commons they are in their constituency working with the people who voted for them in the election. 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 saying 'Order, Order' so that the MP's stop shouting at each other.

Modern Britain: Week 4 Questions

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|--|--|
| 1. What is a member of Parliament? | 5. What is the role of the speaker in the House of Commons |
| 2. What is the House of Commons? | 6. Who is the head of the Church of England? |
| 3. What is the constituency? | 7. When did democracy begin? |
| 4. When is it Question time with the Prime Minister? | 8. What is the role of the Prime Minister? |

Extended Writing Question: What work does the MP do in the constituency?

Modern Britain: Half Term 2 - Week 5

Modern Britain: Week 5 Knowledge Organiser: Who has the power?

Keywords:

Hierarchy - The order on how things should be. A system showing rank and organisation according to status or authority.

Prime Minister - In charge of the government and the leading party

Lord Speaker - Chairs daily business in the House of Lords chamber and is an ambassador for the work of the house

Archbishop - In charge of the Church of England with an important role in the life of Christianity and faith.

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

Key Information:

Who has the Power? Who is in charge like in school, at home, in the church or police force

Monarch -- the monarch, especially the King of the UK, signs the Bill and finalises the law. This is then passed to the Home Office, who is the lead government department for the security of the country. The King is also the head of the Church (Church of England). This dates back to Henry VIII who broke away from the Catholic Church and decided to create the Church Of England. The main Christian church of England. There is an order of events as to who has the power. People have roles to fulfil and some members of Parliament can make the decisions. Parliament is led by people who voted for a particular party in politics. Democracy means 'By the people, for the people' and so voting is really important to have your say. Democracy started in the 6th Century BC and even then the people had the power!

Modern Britain: Week 5 Questions

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|---|---------------------------------------|
| 1. What is the role of the Prime Minister? | 5. What are the Bishops in charge of? |
| 2. Who is in charge of the Church of England? | 6. What does MP stand for? |
| 3. Who is the head of the Church of England? | 7. What does democracy mean? |
| 4. What does Hierarchy mean? | 8. What is a Ballot Box? |

Extended Writing Question: What is the role of the Monarch in the UK?

Modern Britain: Half Term 2 - Week 6

Modern Britain: Week 6 Knowledge Organiser: How are laws made?

Keywords:

Sharia Law - A muslim form of a legal system Sharia law is big as it regulates public behaviour, private behaviour and even private beliefs.

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

Rule of Law - What is it? We are governed by laws which we live by every single day.

Five Pillars of Islam - these are five duties a muslim must follow

Eightfold path - these are eight steps which will help a Buddhist lead a good life and achieve enlightenment.

Commandments -something which tells us what to do

Key Information:

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

Before the Bill becomes a law it has to be approved by the members of the House of Commons and the House of Lords before the King signs the Bill to make it a law. **House of Commons**- Lower house of Parliament of Britain. The commoners are represented here as they used to say back in 1707.

In Sikhism, the 5 k's are for adopting common symbols and help to identify members of the Khalsa. These help to bring people together as a community.

The five pillars are 5 individual duties a muslim must do throughout their life. These provide a framework for the faith and help support the foundation of a muslim belief and way of life. In Christianity many christians follow the ten commandments. These are important rules from God that tell Christians how to live and relate themselves to God. In Buddhism they follow the eightfold path. These are eight guiding principles that suggest the way to end suffering and ultimately achieve enlightenment (Nirvana - heaven).

Modern Britain: Week 6 Questions

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|---|----------------------------|
| 1. What are the five pillars of Islam | 5. What are commandments? |
| 2. What do Christians use to guide them in their faith? | 6. What is a Lord Speaker? |
| 3. What is Sharia law? | 7. What is a constituency? |
| 4. What is the eightfold path? | 8. What are laws? |

Extended Writing Question: What is a Royal assent and what role do they have?

Modern Britain: Half Term 2 - Week 7

Modern Britain: Week 7 Knowledge Organiser: Revision

Keywords:

Hierarchy - The order on how things should be. A system showing rank and organisation according to status or authority.

Prime Minister - In charge of the government and the leading party

Lord Speaker - Chairs daily business in the House of Lords chamber and is an ambassador for the work of the house

Archbishop - In charge of the Church of England with an important role in the life of Christianity and faith.

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

House of Commons - Where parliament discusses the laws and MP's debate issues relating to society, like health, money and security.

Opposition - People who are against the government

Public Gallery - People can come into the House of Commons and listen to the debate

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

Democracy - A government run by the people for the people

Dictatorship - A country governed by a Dictator. This person will tell you what is happening. Undemocratic rule, absolute rule.

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

Five Pillars of Islam - these are five duties a muslim must follow

Eightfold path - these are eight steps which will help a Buddhist lead a good life and achieve enlightenment.

Commandments - something which tells us what to do

Modern Britain: Week 7 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What is democracy? 2. What is a dictatorship? 3. What is parliament? 4. What is the House of Commons? | <ol style="list-style-type: none"> 5. What is the opposition? 6. What is a public Gallery? 7. What is Hierarchy? 8. What is a prime minister? |
|---|---|

Extended Writing Question: What is better, A dictator or a democracy leader and explain why.

Computing: Half Term 2 - Week 1

Computer Networks and Protocols		
Keywords	Knowledge	
Computer Network - Two or more computers are connected together to allow them to communicate Internet - A global network of networks. These networks can contain computers, file servers, web servers, email servers, etc. Standalone Computer - A computer that is not connected to a network Transmission Protocol - A set of rules in order to pass on a message.	Benefits and Drawbacks of using Computer Networks	
	Benefits	Drawbacks
	● Sharing devices such as printers saves money. ● Files can easily be shared between users. ● Network users can communicate by email and instant messenger. ● Security is good - users cannot see other users' files unlike on stand-alone machines. ● Data is easy to backup as all the data is stored on the file server.	● Purchasing the network cabling and file servers can be expensive. ● Managing a large network is complicated, requires training and a network manager usually needs to be employed. ● If the file server breaks down the files on the file server become inaccessible. ● Viruses can spread to other computers throughout a computer network. ● There is a danger of hacking, particularly if connected to the Internet
1: What is a computer network? 2: What is the internet? 3: What is the name for a computer not connected to a network? 4: What is a Transmission Protocol?		5: Why is it an advantage to share devices through a network? 6: How do networks improve computer security? 7: Why does using a network cost more money than standalone machines? 8: What are the dangers of using networks?
Extended Writing Question: Explain why using a network is useful		

Computing: Half Term 2 - Week 2

Networking Hardware		
Keywords	Knowledge	
Network Cables - Wires that are used to connect devices on a network. For example, you might use a network cable to attach your games console to your home router. Hub - A device with sockets for network cables to attach to. Server - A powerful computer which provides services (like storing files or controlling printing). Router - A device to connect networks together.	Network Cables • To connect together different devices, you need cables. • They have plastic plugs that connect into sockets on devices. • The cable is made up of a number of copper wires. • Data can be sent in both directions across a cable. Hub • A hub connects a number of computers together. • Ports allow cables to be plugged in from each connected computer. • A message sent from computer A to computer B travels via the hub. Server • Some networks will have a server (your home network at home probably doesn't). • A server is a powerful computer which provides services. • There are many different types of server, for example, a file server which stores files (i.e. text, images, sound, or video) that can be accessed by all devices on the network. Router • When a network needs to be connected to another network, a router is needed. • A router forwards messages from one network to another. It acts as a gateway. • A common role of a router is to join a home network to the internet via an internet service provider (ISP).	
1: What is a network cable? 2: What is a hub 3: What is a server? 4: What is a router?		5: What type of server is used to store files? 6: What is an ISP? 7: What is a computer network? 8: What is a Transmission Protocol
Extended Writing Question: When creating a network, explain why it is better to use a hub compared to just using cables		

Computing: Half Term 2 - Week 3

Wired and Wireless Networks		
Keywords	Knowledge	
Bandwidth - Amount of data that can be transmitted in a given time. Higher bandwidth = more data per second. Download - Your computer receives data (e.g opening a webpage, listening to a music clip, streaming video) Upload - Your computer is sending data to the Internet (e.g putting a video on YouTube, posting a photo to Social Media) Internet Service Provider (ISP) - The company that provides an Internet connection. For example: BT, Sky, Virgin Media, Talk Talk	Wired Networks send data along cables. Wired networks can use copper cables (sending electrical current) and fibre-optic (sends light pulses). Wireless Networks send data through the air using radio waves. Wireless networks can use Bluetooth, WiFi, Mobile phone networks and satellites. Benefits and Drawbacks of Wired and Wireless Networks Wired Networks provide a faster connection than wireless (as there is no interference) and better security (as it's harder to intercept data). However, cables can be a trip hazard and look unpleasant. Cable networks are more expensive and time-consuming to set up. Wireless Networks are quick and cheap to set up and allow portable devices to be used (laptops, smartphones, tablets). However, they have lower bandwidth, signal strength can be reduced by walls and ceilings and they are less secure as the data is transmitted through the air, so can be intercepted.	
1: What is Bandwidth? 2: What is the difference between downloading and uploading? 3: How does data travel in a wired network? 4: How does data travel in a wireless network?	5: What is an advantage of a wired network? 6: What is an advantage of a wireless network? 7: What is a hub? 8: What is the role of a router?	
Extended Writing Question: Some people think that wireless networks are always better than wired networks. Explain a situation where a wired network would be more suitable than a wireless network.		

Computing: Half Term 2 - Week 4

The Internet		
Keywords	Knowledge	
Internet Protocol (IP) Address - A unique number for a computer on a network, which can be used to send data packets. Packet - A small unit of data. Often a large file will be split into lots of smaller packets.	What is the internet? The internet is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together. Any device connected to the internet is part of this network, for example: Laptops, Games consoles, PCs, Tablets, Mobile phones Packets Networks send and receive messages in small units of data called packets. A file on a computer might be too large to send as one packet, so is split into lots of smaller packets, which can then be sent over the network. Each packet contains part of the file, has a packet number and the address for the computer it is being sent to. This address is known as the IP address. IP Address - An IP address is made up of 4 groups of numbers between 0 and 255. Eg 192.168.5.54 Transmission Control Protocol (TCP) - Splits the messages sent across the internet into smaller pieces called 'packets'. Then assembles the packets in the correct order at the receiver end. Internet Protocol (IP) - A protocol to route the packets. Each device on the internet has an IP address that uniquely identifies it from all other devices	
1: What is an Internet Protocol address? 2: What is the internet? 3: What is a packet? 4: What is the role of the Transmission Control Protocol?		5: What is the role of the Internet Protocol? 6: What is a computer network? 7: What is a server? 8: What is meant by bandwidth?
Extended Writing Question: Explain how data is sent across a network in packets and how it is restored at its destination		

Computing: Half Term 2 - Week 5

Internet Services		
Keywords	Knowledge	
Internet - A large network of computers. World Wide Web - A service that allows people to view webpages.	The Internet is a vast network of computers connected together. It was created by the US military during the 1960s and was originally called ARPANET. The Internet allows the use of the World Wide Web, email, online gaming, instant messaging, video calling, media streaming (Netflix, YouTube, etc), mobile phone apps and allows us to use Smart Devices (Smart Thermostats, Smart Speakers, etc). The World Wide Web (WWW or ‘The Web’) is a service provided on the Internet. It is the websites, web pages and links found on the Internet. The rules for the World Wide Web were created by an English Computer Scientist called Tim Berners-Lee. The Internet of Things means taking everyday ‘things’ and connecting them to the Internet. For example, smart thermostats in homes, smart TVs, CCTV cameras. The aim of this is to make our lives easier, but it has also lead to additional functionality for these devices, e.g. Smart Doorbells now allow users to see who is at their door and to communicate with them	
1: What is the World Wide Web? 2: What is the internet? 3: What is the Internet of Things? 4: What does the internet allow us to do?		5: What does the WWW allow us to do? 6: What is a standalone computer? 7: What is the role of a hub? 8: What is an IP address?
Extended Writing Question: What is the difference between the Internet and the World Wide Web?		

Computing: Half Term 2 - Week 6

The World Wide Web		
Keywords	Knowledge	
HTML - Hypertext Markup Language - the language used to describe the layout of a webpage. Web Browser - A piece of software used to view HTML code. Web Server - A powerful computer attached to the Internet that stores web pages. Encrypt - Where data is 'scrambled' before it is sent over a network so it is unreadable, except by the receiver. Uniform Resource Locator (URL) - The 'address' of a webpage. The URL for the bbc website is www.bbc.co.uk	Browser - A piece of software used to view information on the World Wide Web. Eg Google Chrome. A web browser retrieves the website's HTML code from the web server. It converts this code into the view that we see on the screen (e.g. the images, text, and videos). Web Server - A web server is a server located on the internet that holds website web pages. The web browser communicates with the web server to retrieve the information. Hypertext Transfer Protocol (HTTP) - The set of rules to control how webpages are sent over the Internet. HTTPS is a secure version which encrypts messages sent. Search Engines - A search engine is a web page used to find information on the World Wide Web. For example: www.google.com and www.bing.com	
1: What is Hypertext Markup Language? 2: What is the role of a web browser? 3: What is a web server? 4: What is the Hypertext Transfer Protocol?	5: What is a URL? 6: What is a standalone computer? 7: What is a router? 8: What is the internet?	
Extended Writing Question: Explain the role of a web browser in viewing web pages		

Computing: Half Term 2 - Week 7

Network Recap	
Keywords and Knowledge	Keywords and Knowledge
Computer Network - Two or more computers are connected together to allow them to communicate Standalone Computer - A computer that is not connected to a network Protocol - A set of rules for communication Network Cables - Wires that are used to connect devices on a network. For example, you might use a network cable to attach your games console to your home router. Hub - A device with sockets for network cables to attach to. Router - A device to connect networks together. Bandwidth - Amount of data that can be transmitted in a given time. Higher bandwidth = more data per second. Wired Networks - a network where devices are connected physically through cable which data is sent along. Wireless Networks - a network where computers are not physically connected to each other, where data is sent through the air using radio waves	The internet is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together. Internet Protocol (IP) Address - A unique number for a computer on a network, which can be used to send data packets. It is made up of 4 groups of numbers between 0 and 255. Eg 192.168.5.54 The World Wide Web (WWW or 'The Web') is a service provided on the Internet. It is the websites, web pages and links found on the Internet. The Internet of Things is the term for the recent development of taking everyday 'things' and connecting them to the Internet. For example, smart thermostats in homes, smart TVs, CCTV cameras. Hypertext Transfer Protocol (HTTP) - The set of rules to control how webpages are sent over the Internet. HTTPS is a secure version of HTTP which encrypts messages sent. Browser - A piece of software used to view information on the World Wide Web. Eg Google Chrome or Safari
1: What is a computer network? 2: What is a standalone computer? 3: What is meant by 'the Internet of Things'? 4: How can a hub reduce the number of cables needed?	5: What is meant by bandwidth? 6: What is HTTP? 7: What is a wired network? 8: What is a wireless network?
Extended Writing Question: Explain the difference between the Internet and the World Wide Web	

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