

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 1 2025-26

History
Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

Geography

8

Spanish

French

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Book Pride

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

Plan

Year 7 - Half Term 1 (01-09-25 → 24-10-25) - 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 1 - Week 1

Geography: Week 1 Knowledge Organiser: Development	
<p>Development: The improvement in the standard of living for people in a place.</p> <p>Quality of life: considers a person's health, wealth and happiness.</p> <p>GNI: Gross National Income is an economic measure of development. GNI is the total amount of money earned by a nation's people and businesses.</p> <p>Uneven development: Africa has 1% of World Wealth whereas North America has 35% of Global Wealth. Africa has 18% of the world's population. North America has 4%</p> <p>Causes are the reasons for this uneven development and consequences are the results and what happens because of the uneven development</p>	<p>Low income country (LIC) – countries that have a GNI per capita of \$1,035 or LESS according to the World Bank. These are poorer countries that have mainly primary jobs such as farming and mining. Countries include Afghanistan, Togo and Uganda</p> <p>Newly Emerging Economies (NEE) - Countries that have begun to experience high rates of development, usually with rapid industrialisation. They differ from LICs in that they no longer rely primarily on agriculture, have made gains in infrastructure and industrial growth, and are experiencing increasing incomes and high levels of investment. Countries include Brazil, Russia, China and South Africa (the so-called BRICS countries).</p> <p>High income country (HIC) - a country that has a GNI per capita of \$12,535 or above according to the World Bank. These are richer countries that have lots of industry and service jobs such as the UK and Japan.</p>
Geography: Week 1 Questions	
<ol style="list-style-type: none"> 1. What is development? 2. What does HIC stand for? 3. What does NEE stand for? 4. What does LIC stand for? 	<ol style="list-style-type: none"> 5. What does quality of life consider? 6. Give an example of a HIC. 7. Give an example of a NEE. 8. Give an example of a LIC.
<p>Extended Writing Question: Describe the world's uneven development.</p>	

Geography: Half Term 1 - Week 2

Geography: Week 2 Knowledge Organiser: Measuring development	
<p>Measuring Development: Development measures how economically, socially, culturally or technologically advanced a country is.</p> <p>Development indicators are a method used to measure how developed a country or region is. Development indicators can then be used to compare levels of development between countries or regions.</p> <p>Social development indicators: Assess how well a country is developing in key areas such as health, education and diet</p> <p>Economic development indicators: Assess how well a country is developing in areas relating to money.</p> <p>Limitations of Development Indicators: A single measure of development can give a false picture as it gives an average of a whole country; The data may also be out of date.</p>	<p><u>Development indicators</u></p> <p>GNI: Gross National Income is an economic measure of development. GNI is the total amount of money earned by a nation's people and businesses.</p> <p>HDI: Human Development Index is a social and economic measure that includes GNI, life expectancy and literacy rates.</p> <p>Literacy Rate: Measures the number of people in a country who have basic reading and writing skills (social).</p> <p>Birth Rate: Measures number of babies born per 1000 per year (social).</p> <p>Death rate: Measures the number of deaths per 1000 per year (social).</p> <p>Life Expectancy: The age you can expect to live until (social).</p> <p>Access to safe water: Identifies the percentage of people who have access to safe/clean/potable water (social).</p> <p>People per doctor: Measures the number of doctors per 1000 people.</p>
Geography: Week 2 Questions	
<ol style="list-style-type: none"> 1. What does development measure? 2. What are development indicators? 3. What do social development indicators measure? 4. Give one limitation (problem) with using a single development indicator. 	<ol style="list-style-type: none"> 5. What term identifies the % of people who have access to safe/clean water? 6. What is life expectancy? 7. What does literacy rate mean? 8. What three development indicators are used to calculate the HDI?
<p>Extended Writing Question: Outline which development indicator is the most helpful in showing how developed a country is.</p>	

Geography: Half Term 1 - Week 3

Geography: Week 3 Knowledge Organiser: Factors affecting development	
<p>Physical factors - The natural landscape (mountains / coasts / natural resources)</p> <p>Physical factors affecting development</p> <p>Some areas have a hostile or difficult landscape. This can make development more difficult. Examples of this are being landlocked (having no coast), having lots of mountains that are difficult to build infrastructure in. Some countries have an abundance of raw materials such as oil or precious minerals. These can be sold and the money invested into developing the country.</p> <p>Economic factors - Something that is related to money (wealth / debt)</p> <p>Economic factors affecting development</p> <p>Some countries have very high levels of debt. This means that they have to pay a lot of money in interest and repayments and there is very little left over for development projects.</p>	<p>Environmental factors - The impact of the natural world (climate / weather / natural disasters)</p> <p>Environmental factors affecting development</p> <p>Some places experience environmental issues, which can prevent them from developing. Examples might be extreme flooding or very hot climates or arid climates (with a lack of water) which make it difficult to grow sufficient food.</p> <p>Social factors - The impact of people living in the area</p> <p>Social factors affecting development</p> <p>Some parts of the world have issues that are caused by people. These include low levels of education, poor water quality or a lack of doctors. Some social factors can be political. Countries at war or corrupt governments. In these places, money does not reach the people who need it most and spending on areas such as education and infrastructure may be insufficient.</p>
Geography: Week 3 Questions	
<ol style="list-style-type: none"> 1. What is a physical factor? 2. Give one example of a physical factor. 3. What is an economic factor? 4. Give one example of an economic factor. 	<ol style="list-style-type: none"> 5. What is an environmental factor? 6. Give one example of an environmental factor. 7. What is a social factor? 8. Give one example of a social factor.
<p>Extended Writing Question: Outline which factor you think is the most significant in stopping a country developing.</p>	

Geography: Half Term 1 - Week 4

Geography: Week 4 Knowledge Organiser: Perceptions of Africa	
<p>Perception is a noun and means: the way in which something is regarded, understood, or interpreted.</p> <p>Perceptions: How do many people view Africa?</p> <ul style="list-style-type: none"> • 1.5 billion people live in Africa. By population it is the second largest continent (Asia is the first) with 18% of the world's population. • Lots of people think that Africa is a poor continent with little food or water. • This is not the case for many reasons. Some areas of Africa are poor but others are wealthy. For example, there is a huge contrast between Accra and Tamale. • Egypt, Nigeria and South Africa are considered the more developed African nations • Johannesburg and Cape Town (South Africa), Cairo (Egypt) and Nairobi (Nigeria) all have over 4,000 residents who have more than £1 million and at least 2 residents who have over £1 billion. 	<p>Media portrayal of Africa</p> <p>The perception of Africa in the media is often negative. There are many articles which present Africa as a poverty stricken continent with headlines such as "Food Shortages" and "Village Food Crisis".</p> <p>In addition, there are lots of TV adverts, for example Wateraid, which suggest that the population of Africa struggles to obtain clean water.</p> <p>The effect on the environment is also evident, as some articles highlight that the continent is under the threat of Climate Change.</p> <p>Change</p> <p>Africa is gaining its rightful importance on the world stage. Investment, tourism and quality of life is increasing in many parts of Africa. South Africa held the 2020 FIFA World Cup and Dakar in Senegal is preparing for the 2026 Youth Olympic Games.</p>
Geography: Week 4 Questions	
<ol style="list-style-type: none"> 1. What does 'perception' mean? 2. What perception do lots of people have of Africa? 3. How many people live in Africa? 4. Which nations are considered the most developed in Africa? 	<ol style="list-style-type: none"> 5. Which cities have more than 4,000 millionaires living in them? 6. How is Africa often portrayed in the media? 7. When did South Africa host the FIFA World Cup? 8. What event will be held in Dakar, Senegal in 2026?
<p>Extended Writing Question: Do you agree with the perception that Africa is a poor continent with little food or water?</p>	

Geography: Half Term 1 - Week 5

Geography: Week 5 Knowledge Organiser: Location of Ghana.

The Location of Ghana

- Ghana is located on the continent of Africa.
- Ghana is located in West Africa.
- Ghana is bordered by the countries of Togo to the East, Ivory Coast to the west and Burkina Faso to the North.
- The Greenwich Meridian runs North-South through Ghana
- The Equator runs just to the South.
- Ghana has a coastline with the Atlantic Ocean.
- The capital city is Accra (located in the SE).
- The River Volta is located in the west of the Country and has been dammed to form Lake Volta.



Geography: Week 5 Questions

- | | |
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| <ol style="list-style-type: none"> 1. What continent is Ghana found on? 2. Name the coastline Ghana is next to. 3. What is the capital of Ghana? 4. Which side of Africa is Ghana (use compass point)? | <ol style="list-style-type: none"> 5. Name a country to the north of Ghana. 6. Name a line of latitude to the south of Ghana. 7. Name a line of longitude that runs north to south of Ghana. 8. Name the river that flows through Ghana. |
|--|--|

Extended Writing Question: Write a detailed description of where Ghana is located. Remember to include continents, compass directions, bodies of water, lines of latitude and longitude.

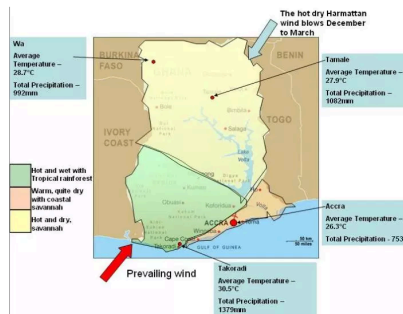
Geography: Half Term 1 - Week 6

Geography: Week 6 Knowledge Organiser: Physical geography of Ghana.

Keyword:

Climate - the average weather over a period of time.

- Ghana can be divided into three main climatic regions.
- The dry and hot north, the dry and warm south east and the warm and wet tropical rainforest area



Keyword:

Resources - the material available for a country to sell.

- Ghana is also rich in resources.
- Ghana has 5 key resources including cocoa, oil palm, gold, bauxite and diamonds
- All resources are mainly found in the south west region of Ghana.
- Both cocoa and oil palm are the two resources linked to climate. They are both crops so require both sunlight and water to photosynthesise.

Geography: Week 6 Questions

1. How many different climates does Ghana have?
2. Which part of Ghana is dry and warm?
3. What is the climate of the rainforest like?
4. Which part of Ghana is hot and gets very little rainfall?
5. What does climate mean?
6. What is the definition of resources?
7. Name a resource available to Ghana.
8. Where are the main resources found in Ghana?

Extended Writing Question: Describe why cocoa and palm oil are linked to climate.

Geography: Half Term 1 - Week 7

Geography: Week 7 Knowledge Organiser: Poverty in Ghana	
<p>Keywords: Poverty: Lacking enough resources for everyday life.</p> <p>Social: how the people are affected</p> <p>Economics: is linked to the wealth of a country or its people.</p> <p>Environmental: the surroundings</p> <p>Poverty includes a lack of:</p> <ul style="list-style-type: none"> • Food • Clean water • Shelter • Clothing • Health care • Education 	<ul style="list-style-type: none"> • Ghana's population is 30 million • 30% of people in Ghana live in poverty. • Ghana is an LIC. • Ghana's an LIC because of social, economic and environmental reasons. • Social - healthcare in Ghana is weak and so people get ill, this means that they can not work and earn money for themselves or the country. • Environmental - a large part of Ghana is hot and dry, making it very difficult to grow a large range of crops. • Economic- The resources they have to sell often sell for lower prices.
Geography: Week 7 Questions	
<ol style="list-style-type: none"> 1. Give a definition of poverty. 2. What can a person be lacking, to be in poverty? 3. How big is Ghana's population? 4. How many people live in poverty in Ghana? 	<ol style="list-style-type: none"> 5. Is Ghana an LIC, HIC or NEE country? 6. What does social mean? 7. What does environmental mean? 8. Give the definition of economics.
<p>Extended Writing Question: Explain why Ghana is an LIC.</p>	

Geography: Half Term 1 - Week 8

Geography: Week 8 Knowledge Organiser: Ghana and development	
<ul style="list-style-type: none"> • Gross national income (GNI) total earnings divided by total population. • Human Development Index (HDI): GNI + literacy rates + life expectancy. • Agriculture - working on farms either growing crops, looking after animals or both. • Sanitation - having the means to dispose of waste, for example flushing toilets, rubbish collection. 	<p>What is Tamale like?</p> <ul style="list-style-type: none"> • Tamale is the centre of the rural north of Ghana. • Most of the villages lack an adequate water supply and sanitation. • Many of the houses are wood and mud built and there is a lack of basic services including mains electricity. • Most people work in Agriculture and live off the crops they can grow. • Water is collected from the river which is polluted causing diseases. • There are very few doctors in the region meaning long journeys for many people.
Geography: Week 8 Questions	
<ol style="list-style-type: none"> 1. What does GNI stand for? 2. Name the 3 indicators that make up the HDI. 3. Where is Tamale? 4. Give one example of a social problem that people in Tamale face. 	<ol style="list-style-type: none"> 5. Name the type of employment that most people in Tamale do. 6. Name one of the challenges of collecting water from the river in Tamale. 7. What do many villages lack? 8. What are the houses made out of?
<p>Extended Writing Question: Explain why it might be difficult to live in Tamale.</p>	

History: Half Term 1 - Week 1

History: Week 1 Knowledge Organiser: Why did Britain want an Empire?

Key dates:

16th century - Britain began to establish their empire.

Key words:

Empire - a group of countries ruled over by a single monarch/emperor of the mother country.

Colony - an area under the control of a mother country.

Imperialism - the practice of colonising parts of the world to extend your influence and power.

Indigenous - the first people to live in an area.

Key information:

An empire is a group of countries ruled over by a single monarch/ emperor. We call the ruling country a “mother country”. The mother country can make decisions about the places it rules over, and use their resources and people to their advantage. The areas that make up an empire are called colonies. The British Empire began in the sixteenth century under Elizabeth I, and existed for nearly 400 years. It spread from the Americas, to include colonies in Africa, Asia and Australia. At its largest, the British Empire covered 13 million miles and controlled 450 million people. It covered nearly ¼ of the globe.

Why did Britain want an empire?

1. Exploration and trading - From the 16th century, European monarchs were investing huge amounts of time and money into the exploration of the world. As European countries explored the world, they set up trading posts to control trade in the area
2. Spreading beliefs - The indigenous people in the colonies were viewed by the British as “uncivilised”, because their way of living was different. The empire sent missionaries, who sought to spread their beliefs and convert people to Christianity, to the new colonies as they believed it was their duty to civilise the indigenous peoples.
3. Competing with other countries - Having an empire made countries very powerful, as it allowed their influence to be spread across the world. Britain wanted to be better than other European countries, e.g. France, Spain and Germany, and having a bigger empire would show this. France colonised most of North Africa, and Spain built up a lot of its empire in South America in the 1500s, meaning that they controlled 80% of the world’s silver.

History: Week 1 Questions

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| <ol style="list-style-type: none"> 1. What is an empire? (Sentence starter: “An empire is...”) 2. What is the name for the ruling country of an empire? (Sentence starter: “The ruling country of an empire is...”) 3. Which continents did the Britain Empire have colonies in? 4. How much of the globe did the British Empire cover? | <ol style="list-style-type: none"> 5. What did European countries set up to control trade in an area? 6. What did the British Empire send to new colonies to spread religious beliefs? 7. Which other European countries was Britain competing with, to have the biggest empire? 8. What does the word indigenous mean? |
|---|---|

Extended Writing Question:

Which of the reasons why Britain wanted an empire do you think would have affected the indigenous people in those colonies the most?

History: Half Term 1 - Week 2

History: Week 2 Knowledge Organiser: What did England get from exploration?

Key dates:

1492 - Christopher Columbus landed in the New World
 1497 - John Cabot was paid by Henry VII to find new land - he found Canada
 1585 Walter Raleigh set up a new colony in Jamestown
 1670 Hudson Bay Company was set up

Key information:

Elizabeth I was the monarch that officially started the British Empire.

In 1585, she gave British explorer, **Walter Raleigh** permission to set up a colony in the New World. However, due to **starvation, disease, and wars with indigenous people**, it wasn't until 1607 that a British colony survived successfully, and it was named **Jamestown**. As more colonies were set up along the east coast, trading companies were used to control and lead them. Under **The Virginia Company**, colonies on the east coast started to grow tobacco, and earned huge profits from this.

Canada

Controlling trade in Canada was important because it offered opportunities to gain money and more land equalled greater power for the country .. In 1670, the British set up the **Hudson's Bay Company**, which oversaw the trading of fur in the Hudson Bay area. **Hats made from beaver fur** were very popular in Europe at the time, and the fur was supplied mostly from here. It made the British a lot of money.

Canada was not an empty country when they arrived. Indigenous communities spoke up to 50 different languages. Only **three survived** the British Empire. They had already managed the fur trade, but were quickly **taken over** by the British Hudson's Bay Company, resulting in **many wars**. Their land was also taken from them. The British forced their Chiefs to **sign contracts** that they did not understand, which gave their land away.

The introduction of **alcohol**, and **diseases** that the Europeans brought with them such as smallpox, meant that some indigenous communities were completely wiped out.

History: Week 2 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Which monarch sent an explorer to find new land? 2. Which explorer found Canada? 3. Which was the first English colony founded by Raleigh? 4. What did the Virginia company grow? | <ol style="list-style-type: none"> 5. What did this company make? 6. When was the Hudson Bay company set up? 7. What did they trade? 8. What impact did this company have on the indigenous people? |
|---|---|

Extended Writing Question:

Why was exploration so important to the British Government?

History: Half Term 1 - Week 3

History: Week 3 Knowledge Organiser: What was Britain's relationship with India?

Key dates:

1603 - The British arrive in India for the first time
1608 - The East India Company gained the right to trade in India
1674 - 1769 - the French also trade in India
January 1857 - The start of the Sepoy Rebellion
8th July 1858 - The British government took control over India from the EIC

Key words:

EIC - East India Company
Monopoly - being the only one/business to control something
Converting - changing from one thing to another, usually religion
Massacre - the violent murder of a group of people

Key information:

The British arrived in India for the first time in 1603, and soon India became known as the “jewel in the crown” of the Empire. Britain's relationship with India was a commercial one, based on trade. The East India Company was a private, British company that arrived in India and gained the right to trade in silks and spices across the subcontinent from 1608. In the space of a few decades, the EIC had become an aggressive colonial power. It had conquered India with a private army twice the size of the British Army, and had set up trading stations across India

By 1857, the EIC controlled virtually all of the Indian subcontinent, and many employees of the EIC embraced the Indian culture. They dined on curry, smoked hookahs, gave up beef, women wore traditional dresses, and men grew traditional Indian moustaches that became a tradition back in Victorian England. However, not everyone was embracing the changes to Indian society. Indian soldiers in the EIC, known as Sepoys, were unhappy with their treatment: they were rarely promoted and often the first to be sent to the most dangerous places, and some felt they were being pressured into converting to Christianity

In January 1857, new Enfield rifles were given to Indian soldiers of the EIC (Sepoys), as well as cartridges to load the bullet and gunpowder into the gun. In order to ready the weapon for firing, the soldier had to bite the top off the cartridge. There was a rumour that the new cartridges were greased with animal fat which was problematic as the fat was more than likely from pigs or cows, which would deeply offend Muslims and Hindus respectively. Around 85 Sepoys objected to the cartridges which constituted a mutiny, and were arrested and sentenced to 10 years in prison. The mutiny led to a full-scale rebellion in northern India when Indian landlords and nobles rose up and joined the cause, angry that they had lost land to the British. The rebellion lasted a year and cost thousands of lives. Both sides acted brutally: a massacre of 200 British women and children at Cawnpore outraged the British, and 70,000 British troops were sent to India, armed with the latest revolvers from America.

History: Week 3 Questions

1. When did Britain arrive in India?
2. What did Britain call India?
3. What was the East India Company?
4. What about the East India Company made it so strong and aggressive?

5. What were the Indian soldiers in the EIC called?
6. What were the Indian soldiers unhappy with?
7. Why did their anger “boil over” into a rebellion?
8. Who took over control in India after the rebellion?

Extended Writing Question:

Why was India so important to the British Government?

History: Half Term 1 - Week 4

History: Week 4 Knowledge Organiser: Spreading beliefs

Key information:

By the mid-19th century, Britain ruled over the **largest empire in the world**. Among its biggest colonies were the US, Canada, and India. Because of this, it was claimed that “**the sun never sets on the British Empire**”. Despite being ruled over by white, Christian men from Britain, the Empire was very **diverse**. A wide range of **religious groups** made up this global empire, including: Christians, Muslims, Sikhs, Hindus, and those who belonged to indigenous religions.

Charles Darwin was a British scientist. In 1859, he published his book *On the Origin of Species*, which focused on the evolution of different **animals**. People used these ideas to explain the differences between **people**. These differences had become more obvious as the British Empire was growing and becoming more diverse.

In mid-19th century Britain, it was widely accepted that **Christianity** was superior to other religions, and it was part of the mission of the British Empire to spread knowledge of the Bible to its colonies. To do this, Britain sent out **missionaries**, to live amongst the indigenous communities and spread the message of Christianity.

Missionaries felt a strong sense of duty to “civilise” using more than religion. They taught indigenous communities the **English language**, and all about **western education and healthcare**. Communities in **Africa** were the focus of British missionaries, because they were seen as the least-civilised people.

History: Week 4 Questions

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|---|--|
| 1. What was said about the British Empire? | 5. What was his idea? |
| 2. Was Britain the largest Empire? | 6. Which religion was seen to be superior? |
| 3. What religions were there in the British Empire? | 7. Who was sent to help people become Christian? |
| 4. Who was Charles Darwin? | 8. What did these people have to do? |

Extended Writing Question:

What do you think will happen when the missionaries arrive in the Empire? Why?

History: Half Term 1 - Week 5

History: Week 5 Knowledge Organiser: Competition with other Empires

Key information :

Mary Slessor

Mary Slessor was born in Scotland in 1848. She worked and was educated in the Mill.

In 1876 after a brief period of training and aged 28 she went to West Africa to be a missionary. The people she had come to work with believed in witchcraft and superstition . They routinely made human sacrifices. They also killed twins because they thought they were evil. Mary stopped this by adopting the twins who had been abandoned in the forest.

Mary became fluent in the native language and she lived among the people. She provided them with vaccinations against smallpox, set up mission hospitals , helped them build roads and settle disputes

David livingstone

David Livingstone was born in Scotland in 1813. His family was poor and he had to go to work in the cotton mill aged 10. He wanted to be a medical missionary so he studied at night and eventually in 1841 travelled to Africa.

He wanted to spread the word of God, stop the slave trade but also explore Africa so that trade could take place. This would make money for Britain.

Livingstone was the first white person to go through the Kalahari desert and he discovered Victoria Falls

He wanted to find the source of rivers and his explorations gained Britain valuable scientific knowledge.

Livingstone campaigned to end the slave trade which he managed to do in East Africa.he also spread Christianity across the continemt and inspired other missionaries like Mary Slesor.

In 1873 Livingstone died on another exploration this time to find the source of the Nike

History: Week 5 Questions

- | | |
|---|--|
| 1. Where was Mary born? | 5. What did David want to do? |
| 2. When did she go to Africa? | 6. What did he want to stop in Africa? |
| 3. Who did the people in Africa kill because they thought they were evil? | 7. What did he discover? |
| 4. What did Mary do about this? | 8. What was he looking for when he died? |

Extended Writing Question:

Were the missionaries a positive thing for the people of Africa? Why?

History: Half Term 1 - Week 6

History: Week 6 Knowledge Organiser: Competition

Key information:

European countries expanded their empires so that they could become powerful... and **more** powerful than one another!

Britain was aware that **France had already colonised most of West Africa**, and **Spain had become incredibly rich from its empire in South America** in the 1500s, meaning that they controlled 80% of the world's silver. Africa had a lot to offer European empires: colonies in Africa would mean they could **exploit** and export their **raw materials**, such as **rubber, copper, diamonds and gold**. Interest in Africa led to an event known as **The Scramble for Africa**. In 1884, leaders of European countries met at the **Berlin Conference**, and divided up most of the African continent between them. In 1870, only **10%** of Africa was controlled by Europeans. By 1900, this had grown to **90%**.

Case Study

The British South Africa Company, led by Cecil Rhodes were trying to secure access to land in South Africa that they believed contained lots of Gold . The land belonged to the Matabele people and so Chief Lobengula was forced to sign over his land. When Lobengula realised what he had done, he protested and refused to hand over the land. Rhodes responded by sending an invasion force of over 700 men. The Matabele had a powerful and well organised army in the region of 3,000 warriors, but Rhodes' men brought with them a devastating secret weapon: the Maxim gun. It was operated by a crew of four, the gun could fire 500 rounds a minute. Around 1,500 Matabele warriors were wiped out.

History: Week 6 Questions

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|---|---|
| 1. Why was Africa attractive to Britain? | 5. How much of Africa was controlled by Europe in 1900? |
| 2. What was interest in Africa called? | 6. Who led the British South African company? |
| 3. Where did European leaders meet in 1884? | 7. What did South Africa have lots of? |
| 4. What did they decide? | 8. What did Rhodes use to kill the Matabele tribe? |

Extended Writing Question:

Explain why Africa was so appealing to Europe

History: Half Term 1 - Week 7

History: Week 7 Knowledge Organiser: Competition with other Empires - Germany	
<p>Key dates: 1871 - German states unify to become one country 1905 - The Morocco Crisis 1914 - the start of the First World War</p> <p>Key words: Germanic - German-speaking Weltpolitik - "World Politics", in other words to become more involved in world power Supremacy - to be the best at something</p>	<p>Key Information At this time, Germany was a very new country: in 1871, several Germanic states unified to form one nation. As a result, they felt they needed to catch up with other powerful countries like Britain and France. To do this, German leader Kaiser Wilhelm, introduced a policy called Weltpolitik. The aim of this policy was to transform Germany as a young, "weak" country into a global power through 1) the development of a navy matching the power of Britain, and 2) the acquisition of colonies.</p> <p>Britain, historically, has had the largest and most powerful naval fleet. As an island, they have had to do this to protect themselves from invasion. Without a strong navy, Britain could become easily surrounded and overpowered by their enemies. Germany wanting to match, and beat, the power of the Royal Navy angered Britain because any threat to their naval supremacy was a threat to the entire country. Germany wanting to develop their navy caused a lot of tension in the lead up to the First World War.</p> <p>Another way for Germany to match the power and might of other European countries was to have an empire of their own. They had one problem: by the start of the 20th century, much of Africa and Asia had already been colonised. Despite this Germany joined in the race for the last uncolonised territories that had not yet been carved up, and increased competition among the major European nations. Unsurprisingly, German attempts to claim land would cause problems with other nations. An example of this was the 1905 crisis in Morocco when Germany attempted to undermine French control of the country by colonising parts of it. French and British fears about Germany's empire-building are part of what led the countries to war in 1914. Despite the difficulties in creating their empire, by the time the First World War broke out, the German Empire was made up of 22 modern-day countries, mostly in Africa, including Nigeria, Ghana, and Uganda. However, Germany lost control of much of its empire at the beginning of the war when its colonies were seized by its enemies in the first weeks, and the remaining colonies were taken by the Allies after the war ended.</p>
History: Week 7 Questions	
1. When did Germany become a country? 2. Who was the leader of this new Germany? 3. What was the name of the policy adopted to transform Germany into a global power? 4. In which two ways did Germany compete with Britain?	5. Why does Britain need to have the strongest navy? 6. What was the problem when growing their empire, by the start of the 20th century, for Germany? 7. Where in the world did the Germans and French clash over growing their empires in 1905? 8. What happened to Germany's colonies when the First World War broke out?
Extended Writing Question: What was the impact of Britain's competition with Germany over empires?	

History: Half Term 1 - Week 8

History: Week 8 Knowledge Organiser: Battle of the Marne

The Schlieffen Plan

The Schlieffen Plan was the German war plan decided before World War One. The aim of the plan was to invade and defeat France within 6 weeks , during which time the Russian army would mobilise and the Germans would have time to change course and focus on the Russian Army.

Battle of the Marne September 1914

Key Events:

- The German army had been advancing toward France and were 30 miles from Paris
- General Kluck, at the head of the German 1st Army, was disobeying orders from its own headquarters to double back and support General Karl von Bulow's 2nd Army
- Kluck ordered his forces to follow the French 5th Army who were retreating across the Marne River
- This gave the French 6th Army the opportunity to attack the flank of the German army
- von Moltke, chief of the German general staff, learned that Kluck had disobeyed the orders on Paris and left the 1st Army's exposed flank, Moltke ordered that the march of the 1st and 2nd Armies towards Paris be halted
- French commander Joffre with the help of the BEF attacked the German army.
- In the days following days of attacks from the French 2nd, 5th and 6th army the German forces began to retreat and the building of trenches began.

Why was the Battle of Marne significant?

- A change in the war, following the battle of Marne both sides began to build trenches
- The two militaries raced to the sea
- The war reached a stalemate and for the remainder of the war a stalemate took place.

History: Week 8 Questions

- | | |
|---|--|
| 1. Which country had the Schlieffen plan? | 5. Who was in charge of the French army? |
| 2. How long did this plan think it would take to defeat France? | 6. Who attacked the German army? |
| 3. When was the Battle of the Marne ? | 7. What did both sides start building after the Battle of Marne? |
| 4. How close were the German army to Paris? | 8. Where did both sides race to? |

Extended Writing Question:

Describe in your own words what happened at the Battle of the Marne?

French: Half Term 1 - Week 1

French: Week 1 Knowledge Organiser:

introduction	Je m'appelle (+ name) <i>I am called / My name is (+ name)</i>			
Verb (avoir)	numbers		noun	
J'ai <i>I am (have)</i>	onze	(11)	douze	(12)
	treize	(13)	quatorze	(14)
	quinze	(15)	seize	(16)
	dix-sept	(17)	dix-huit	(18)
	dix-neuf	(19)	vingt	(20)
	nouns		colours	
	les yeux	<i>eyes</i>	bleus / verts / marron / gris	<i>blue / green / brown / grey</i>
			courts / longs	<i>short / longs</i>
J'ai <i>I have</i>	les cheveux	<i>hair</i>	blonds	<i>blond</i>
			gris	<i>grey</i>
			noirs	<i>black</i>
			bruns / châains	<i>brown / chestnut</i>
	un animal	<i>a pet</i>		
	un chien	<i>a dog</i>	un chat	<i>a cat</i>
	un lapin	<i>a rabbit</i>	un cheval	<i>a horse</i>

French: Week 1 Questions - Facts about France

Answer in English:

1. J'ai un cheval.
2. Je m'appelle Lucien.
3. J'ai les cheveux noirs.
4. J'ai les yeux marron.

Translate in French:

5. I have grey eyes.
6. I have white hair.
7. I have a pet.
8. My name is Sophie.

Extended Writing Question:

Introduce yourself - say your name, your age, describe your eyes and hair, say what pet you have.

French: Half Term 1 - Week 2

French: Week 2 Knowledge Organiser:

introduction	Je m'appelle (+ name) <i>I am called / My name is (+ name)</i>			
Verb (avoir)	numbers		noun	
J'ai <i>I am (have)</i>	onze	(11)	douze	(12)
	treize	(13)	quatorze	(14)
	quinze	(15)	seize	(16)
	dix-sept	(17)	dix-huit	(18)
	dix-neuf	(19)	vingt	(20)
	nouns		colours	
	les yeux	<i>eyes</i>	bleus / verts / marron / gris	<i>blue / green / brown / grey</i>
			courts / longs	<i>short / longs</i>
J'ai <i>I have</i>	les cheveux	<i>hair</i>	blonds	<i>blond</i>
			gris	<i>grey</i>
			noirs	<i>black</i>
			bruns / châains	<i>brown / chestnut</i>
	un animal	<i>a pet</i>		
	un chien	<i>a dog</i>	un chat	<i>a cat</i>
	un lapin	<i>a rabbit</i>	un cheval	<i>a horse</i>

French: Week 2 Questions - Physical descriptions + extra details

Translate in English:

- Je m'appelle Susan.
- J'ai treize ans.
- J'ai les yeux verts.
- J'ai les cheveux noirs.

Translate in French:

- I am 14 years old.
- I have a dog and a cat. **(and = et)**
- I have brown eyes.
- I have long hair.

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

Introduce yourself - say your name, your age, describe your eyes and hair, say what pet you have.

French: Half Term 1 - Week 3

French: Week 3 Knowledge Organiser:

introduction	Je m'appelle (+ name) <i>I am called / My name is (+ name)</i>			
Verb (avoir)	numbers		noun	
J'ai <i>I am (have)</i>	onze	(11)	douze	(12)
	treize	(13)	quatorze	(14)
	quinze	(15)	seize	(16)
	dix-sept	(17)	dix-huit	(18)
	dix-neuf	(19)	vingt	(20)
	nouns		colours	
	les yeux	<i>eyes</i>	bleus / verts / marron / gris	<i>blue / green / brown / grey</i>
			courts / longs	<i>short / longs</i>
J'ai <i>I have</i>	les cheveux	<i>hair</i>	blonds	<i>blond</i>
			gris	<i>grey</i>
			noirs	<i>black</i>
			bruns / châains	<i>brown / chestnut</i>
	un animal	<i>a pet</i>		
	un chien	<i>a dog</i>	un chat	<i>a cat</i>
	un lapin	<i>a rabbit</i>	un cheval	<i>a horse</i>

French: Week 3 Questions - Physical descriptions + extra details

Translate in English:

1. J'ai dix-huit ans.
2. J'ai les yeux verts et les cheveux gris.
3. J'ai les cheveux blonds et longs.
4. J'ai un chien, un lapin et un chat

Translate in French:

5. My name is Judith.
6. I am twenty years old.
7. I have blue eyes.
8. I have short hair.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Introduce yourself - say your name, your age, describe your eyes and hair, say what pet you have.

French: Half Term 1 - Week 4

French: Week 4 Knowledge Organiser:

introduction	Mon meilleur ami s'appelle (François) <i>My best friend (m) is called (François)</i> Ma meilleure amie s'appelle (Françoise) <i>My best friend (f) is called (Françoise)</i>			
Verb (avoir)	numbers		noun	
Il a <i>he is (has)</i> Elle a <i>she is (has)</i>	onze <i>(11)</i>	douze <i>(12)</i>	ans <i>years (old)</i>	
	treize <i>(13)</i>	quatorze <i>(14)</i>		
	quinze <i>(15)</i>	seize <i>(16)</i>		
	dix-sept <i>(17)</i>	dix-huit <i>(18)</i>		
	dix-neuf <i>(19)</i>	vingt <i>(20)</i>		
	nouns		colours	
Il a <i>he has</i> Elle a <i>she has</i>	les yeux <i>eyes</i>		bleus / verts / marron / gris <i>blue / green / brown / grey</i>	
			courts / longs <i>short / longs</i>	
	les cheveux <i>hair</i>		blonds <i>blond</i>	roux <i>red</i>
			gris <i>grey</i>	blancs <i>white</i>
			noirs <i>black</i>	
			bruns / châains <i>brown / chestnut</i>	
	un animal <i>a pet</i>		un chat <i>a cat</i>	
	un chien <i>a dog</i>		un cheval <i>a horse</i>	
	un lapin <i>a rabbit</i>			

French: Week 4 Questions - Best friend description

Translate in English:

- Il a quinze ans.
- Elle a les cheveux roux.
- Il a les yeux verts.
- Elle a un lapin et un cheval.

Translate in French:

- She has long hair.
- He has grey eyes.
- She is 11 years old.
- He has an animal.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Introduce your best friend - say his / her name, his / her age, describe his / her eyes and hair, say what pet he / she has.

French: Half Term 1 - Week 5

French: Week 5 Knowledge Organiser:

Verb (être)	intensifiers	adjectives	
Je suis <i>I am</i>	très <i>very</i>	amusant(e) <i>funny</i>	
	trop <i>too</i>	patient(e) <i>patient</i>	
	assez <i>quite</i>	content(e) <i>happy</i>	
	un peu <i>a bit</i>	fort(e) <i>strong</i>	
	vraiment <i>really</i>	faible <i>weak</i>	
	simplement <i>simply</i>	triste <i>sad</i>	
	absolument <i>absolutely</i>	fidèle <i>loyal</i>	
Il est <i>he is</i>	complètement <i>completely</i>	pratique <i>practical</i>	
	parfaitement <i>perfectly</i>	populaire <i>popular</i>	
Elle est <i>she is</i>	totalelement <i>totally</i>	agréable <i>pleasant / nice</i>	
	extrêmement <i>extremely</i>	responsable <i>responsible</i>	
comparative (part 1)			comparative (part 2)
Mon meilleur ami est <i>My best friend (m) is</i>		heureux / euse <i>happy</i>	que moi <i>than (as) me</i>
Ma meilleure amie est <i>My best friend (f) is</i>		sérieux/euse <i>serious</i>	que mon père <i>than (as) my dad</i>
	plus <i>more</i>	travailleur/euse <i>hardworking</i>	que ma sœur <i>than (as) my sister</i>
	moins <i>less</i>	sportif / ive <i>sporty</i>	que mes autres copains <i>than (as) my other friends</i>
	aussi <i>as</i>	gentil / gentille <i>kind</i>	
		sympa <i>kind</i>	
		sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i>	

French: Week 5 Questions - Personality

Translate in English:

1. Il est un peu amusant et sportif.
2. Elle est vraiment unique et absolument patiente.
3. Il est plus gentil que ma sœur.
4. Elle est moins populaire que mes autres copains.

Translate in French:

5. She is simply happy and quite self confident.
6. He is totally strong and very loyal.
7. She is more responsible than me.
8. He is as practical as my dad.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:?
Comment est ton (ta) meilleur(e) ami(e)? Describe your best friend

French: Half Term 1 - Week 6

French: Week 6 Knowledge Organiser:

Verb (être)	intensifiers	adjectives	
Je suis <i>I am</i>	très <i>very</i>	amusant(e) <i>funny</i>	
	trop <i>too</i>	patient(e) <i>patient</i>	
	assez <i>quite</i>	content(e) <i>happy</i>	
	un peu <i>a bit</i>	fort(e) <i>strong</i>	
	vraiment <i>really</i>	faible <i>weak</i>	
	simplement <i>simply</i>	triste <i>sad</i>	
	absolument <i>absolutely</i>	fidèle <i>loyal</i>	
	complètement <i>completely</i>	pratique <i>practical</i>	
Il est <i>he is</i>	parfaitement <i>perfectly</i>	populaire <i>popular</i>	
Elle est <i>she is</i>	totalement <i>totally</i>	agréable <i>pleasant / nice</i>	
	extrêmement <i>extremely</i>	responsable <i>responsible</i>	
comparative (part 1)		unique <i>unique</i>	
Mon meilleur ami est <i>My best friend (m) is</i>		heureux / euse <i>happy</i>	
Ma meilleure amie est <i>My best friend (f) is</i>		sérieux/euse <i>serious</i>	
		travailleur/euse <i>hardworking</i>	
	plus <i>more</i>	sportif / ive <i>sporty</i>	
	moins <i>less</i>	gentil / gentille <i>kind</i>	
	aussi <i>as</i>	sympa <i>kind</i>	
		sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i>	
			comparative (part 2)
			que moi <i>than (as) me</i>
			que mon père <i>than (as) my dad</i>
			que ma sœur <i>than (as) my sister</i>
			que mes autres copains <i>than (as) my other friends</i>

French: Week 6 Questions - Relationships

Translate in English:

- Je suis assez responsable.
- Ma meilleure amie est plus sportive que moi.
- Il est parfaitement unique.
- Elle est aussi sympa que ma sœur

Translate in French:

- She is really popular.
- My best friend (m) is less strong than me.
- I am as funny as my other friends.
- He is totally hardworking.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Comment es-tu? Describe your personality.

French: Half Term 1 - Week 7

French: Week 7 Knowledge Organiser:

Frequency phrase	Verbs	Nouns - family members	connectives	Verbs (être)	Adjectives
En général, <i>In general,</i>	je m'entends bien avec <i>I get on well with</i>	mon père <i>my dad</i> mon beau-père <i>my step dad</i> mon grand-père <i>my grandad</i> mon frère <i>my brother</i> mon demi-frère <i>my half / step brother</i>		il est <i>he is</i>	amusant(e) <i>funny</i> patient(e) <i>patient</i> content(e) <i>happy</i> fort(e) <i>strong</i> faible <i>weak</i> triste <i>sad</i> fidèle <i>loyal</i>
Parfois, <i>Sometimes,</i>	je ne m'entends pas bien avec <i>I don't get on well with</i>	mon oncle <i>my uncle</i> mon copain <i>my friend</i> ma mère <i>my mum</i> ma belle-mère <i>my step mum</i>	parce qu' <i>because</i>		pratique <i>practical</i> populaire <i>popular</i> agréable <i>pleasant / nice</i>
Quelquefois, <i>Sometimes,</i>		ma grand-mère <i>my grandmother</i> ma sœur <i>my sister</i>	car <i>because</i>	elle est <i>she is</i>	responsable <i>responsible</i> unique <i>unique</i>
De temps en temps, <i>From time to time,</i>	je me dispute avec <i>I argue with</i>	ma demi-sœur <i>my half / step sister</i> ma tante <i>my aunt</i> ma copine <i>my friend (f)</i>	puisque <i>since</i>		heureux / euse <i>happy</i> sérieux/euse <i>serious</i> travailleur/euse <i>hardworking</i>
D'habitude, <i>Usually,</i>	j'ai une bonne relation avec <i>I have a good relationship with</i>	mes parents <i>my parents</i> mes grands-parents <i>my grandparents</i> mes deux frères <i>my two brothers</i> mes trois sœurs <i>my three sisters</i>		ils sont <i>they are (m / m+f)</i> elles sont <i>they are (f)</i>	sportif / ive <i>sporty</i> gentil / gentille <i>kind</i> sympa <i>kind</i> sûr(e) de lui/d'elle <i>self-confident (sure of him/herself)</i>

French: Week 7 Questions - Relationships

Translate in English:

- En général, je m'entends bien avec mon oncle.
- De temps en temps, je me dispute avec mes parents.
- ... avec ma tante car elle est triste.
- ... avec mes parents parce qu'ils sont gentils.

Translate in French:

- ... with my half sister because she is kind.
- ... with my grandparents since they are happy.
- I have a good relationship with my aunt.
- Usually, I don't get on with my step-brother.

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
 Tu t'entends avec qui et pourquoi? (Who do you get on with and why?)

French: Half Term 1 - Week 8

French: Week 8 Knowledge Organiser:

Frequency phrase	Verbs	Nouns - family members	connectives	Verbs (être)	Adjectives
En général, <i>In general,</i>	je m'entends bien avec <i>I get on well with</i>	mon père <i>my dad</i> mon beau-père <i>my step dad</i> mon grand-père <i>my grandad</i> mon frère <i>my brother</i> mon demi-frère <i>my half / step brother</i>		il est <i>he is</i>	amusant(e) <i>funny</i> patient(e) <i>patient</i> content(e) <i>happy</i> fort(e) <i>strong</i> faible <i>weak</i> triste <i>sad</i> fidèle <i>loyal</i>
Parfois, <i>Sometimes,</i>	je ne m'entends pas bien avec <i>I don't get on well with</i>	mon oncle <i>my uncle</i> mon copain <i>my friend</i> ma mère <i>my mum</i> ma belle-mère <i>my step mum</i> ma grand-mère <i>my grandmother</i>	parce qu' <i>because</i>		pratique <i>practical</i> populaire <i>popular</i> agréable <i>pleasant / nice</i>
Quelquefois, <i>Sometimes,</i>		ma sœur <i>my sister</i> ma demi-sœur <i>my half / step sister</i>	car <i>because</i>	elle est <i>she is</i>	responsable <i>responsible</i> unique <i>unique</i>
De temps en temps, <i>From time to time,</i>	je me dispute avec <i>I argue with</i>	ma tante <i>my aunt</i> ma copine <i>my friend (f)</i>	puisque <i>since</i>		heureux / euse <i>happy</i> sérieux/euse <i>serious</i> travailleur/euse <i>hardworking</i>
D'habitude, <i>Usually,</i>	j'ai une bonne relation avec <i>I have a good relationship with</i>	mes parents <i>my parents</i> mes grands-parents <i>my grandparents</i> mes deux frères <i>my two brothers</i> mes trois sœurs <i>my three sisters</i>		ils sont <i>they are (m / m+f)</i> elles sont <i>they are (f)</i>	sportif / ive <i>sporty</i> gentil / gentille <i>kind</i> sympa <i>kind</i> sûr(e) de lui/d'elle <i>self-confident (sure of him/herself)</i>

French: Week 8 Questions - Relationships

Translate in English:

- Je m'entends avec ma grand-mère car ...
- De temps en temps, je me dispute avec...
- ... puisqu'ils sont travailleurs.
- ... car elle est forte et patiente.

Translate in French:

- I don't get on well with...
- Usually, I have a good relationship with...
- ... because he is pleasant and loyal.
- ... since they are (f) kind and popular

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Tu t'entends avec ton meilleur ami et pourquoi? (Do you get on with your best friend and why?)

Spanish: Half Term 1 - Week 1

Spanish: Week 1 Knowledge Organiser

Sentence starter	numbers	Noun	Connective	Verb	Adjective
Tengo <i>I am (have)</i>	once <i>11</i> doce <i>12</i> trece <i>13</i> catorce <i>14</i> quince <i>15</i> dieciseis <i>16</i> diecisiete <i>17</i>	años <i>years old</i>	y <i>and</i> pero <i>but</i>	soy <i>I am</i>	alto/a <i>tall</i> bajo/a <i>short</i> guapo/a <i>good looking</i> musculoso/a <i>muscular</i> simpático/a <i>nice</i> gracioso/a <i>funny</i> hablador/a <i>chatty</i> generoso/a <i>generous</i> travieso/a <i>naughty</i> perezoso/a <i>lazy</i> tonto/a <i>silly</i>

Spanish: Week 1 Questions

<u>Translate in to English:</u> 1. Tengo doce años y soy bajo. 2. Tengo once años y soy alto. 3. Soy guapo. 4. Soy musculoso.	<u>Translate in to Spanish:</u> 5. I am silly 6. I am 11 years old 7. I am funny 8. I am 12 years old but I am good looking
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Extended Writing Question: Use your weekly sentence builder to help you answer the following question IN Spanish:
Describe yourself in 3 sentences

Spanish: Half Term 1 - Week 2

Spanish: Week 2 Knowledge Organiser

Sentence starter	numbers	Noun	Connective	Verb	Adjective
Tengo <i>I am (have)</i>	once <i>11</i> doce <i>12</i> trece <i>13</i> catorce <i>14</i> quince <i>15</i> dieciseis <i>16</i> diecisiete <i>17</i>	años <i>years old</i>	y <i>and</i> pero <i>but</i>	soy <i>I am</i>	alto/a <i>tall</i> bajo/a <i>short</i> guapo/a <i>good looking</i> musculoso/a <i>muscular</i> simpático/a <i>nice</i> gracioso/a <i>funny</i> hablador/a <i>chatty</i> generoso/a <i>generous</i> travieso/a <i>naughty</i> perezoso/a <i>lazy</i> tonto/a <i>silly</i>

Spanish: Week 2 Questions

<u>Translate in to English:</u> 1. Tengo trece años y soy travieso. 2. Tengo doce años y soy simpático. 3. Soy hablador. 4. Soy tonto.	<u>Translate in to Spanish:</u> 5. I am chatty 6. I am 14 years old 7. I am generous 8. I am 17 years old but I am short
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Extended Writing Question: Use your weekly sentence builder to help you answer the following question IN Spanish:
Describe yourself in 3 sentences

Spanish: Half Term 1 - Week 3

Spanish: Week 3 Knowledge Organiser: Physical description

Sentence starter	Verb	Noun+Adjective (Eyes)	Noun+adjective (Hair)	Connective	Verb	Adjective
Mi mejor amigo <i>My best friend (m)</i>	tiene <i>she/he has</i>	los ojos <i>eyes</i>	azules <i>blue</i> verdes <i>green</i> marrones <i>brown</i> negros <i>black</i> grises <i>grey</i> grandes <i>big</i> pequeños <i>small</i>	y <i>and</i> pero <i>but</i>	es <i>he/she is</i> era	alto/a <i>tall</i> bajo/a <i>short</i> guapo/a <i>good looking</i> musculoso/a <i>muscular</i>
Mi mejor amiga <i>My best friend (f)</i>		el pelo <i>hair</i>	rubio <i>blond</i> pelirrojo <i>red</i> gris <i>grey</i> blanco <i>white</i> negro <i>black</i> marron <i>brown</i> castaño <i>chestnut</i> corto <i>short</i> largo <i>long</i> ondulado <i>wavy</i> liso <i>straight</i> rizado <i>curly</i>			simpático/a <i>nice</i> gracioso/a <i>funny</i> hablador/a <i>chatty</i> generoso/a <i>generous</i> travieso/a <i>naughty</i> perezoso/a <i>lazy</i> tonto/a <i>silly</i>

Spanish: Week 3 Questions

Translate in to English:

1. Mi mejor amigo tiene los ojos
2. Es travieso
3. Tiene los ojos azules
4. Tiene el pelo corto

Translate in to Spanish:

5. My best friend has grey eyes
6. He is nice
7. He has curly hair
8. She has long hair

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

Describe tu mejor amigo - Describe your best friend using at least 3 details.

Spanish: Half Term 1 - Week 4

Spanish: Week 4 Knowledge Organiser: Physical description

Sentence starter	Verb	Noun+Adjective (Eyes)	Noun+adjective (Hair)	Connective	Verb	Adjective
Mi mejor amigo <i>My best friend (m)</i>	tiene <i>she/he has</i>	los ojos <i>eyes</i>	azules <i>blue</i> verdes <i>green</i> marrones <i>brown</i> negros <i>black</i> grises <i>grey</i> grandes <i>big</i> pequeños <i>small</i>	y <i>and</i> pero <i>but</i>	es <i>he/she is</i> era	alto/a <i>tall</i> bajo/a <i>short</i> guapo/a <i>good looking</i> musculoso/a <i>muscular</i>
Mi mejor amiga <i>My best friend (f)</i>		el pelo <i>hair</i>	rubio <i>blond</i> pelirrojo <i>red</i> gris <i>grey</i> blanco <i>white</i> negro <i>black</i> marron <i>brown</i> castaño <i>chestnut</i> corto <i>short</i> largo <i>long</i> ondulado <i>wavy</i> liso <i>straight</i> rizado <i>curly</i>			simpático/a <i>nice</i> gracioso/a <i>funny</i> hablador/a <i>chatty</i> generoso/a <i>generous</i> travieso/a <i>naughty</i> perezoso/a <i>lazy</i> tonto/a <i>silly</i>

Spanish: Week 4 Questions

Translate in to English:

1. Tengo los ojos grises
2. El pelo liso.
3. Tiene los ojos azules
4. Tiene el pelo blanco

Translate in to Spanish:

5. My best friend
6. Has blue eyes
7. But
8. And he is silly

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

Describe tu mejor amigo - Describe your best friend using at least 3 details.

Spanish: Half Term 1 - Week 5

Spanish: Week 5 Knowledge Organiser:

Verb (soy)	intensifiers	adjectives
<p>Soy <i>I am</i> es <i>he/she is</i></p> <p>era <i>he/she was was</i></p> <p>Mi mejor amigo <i>My best friend (m)</i></p> <p>Mi mejor amiga <i>My best friend (f)</i></p>	<p>muy demasiado bastante totalmente tan un poco</p> <p><i>very/really</i> <i>too</i> <i>quite</i> <i>totally</i> <i>so</i> <i>a little</i></p>	<p>contento/a(s) <i>happy</i> divertido/a(s) <i>fun</i> simpático/a(s) <i>kind</i> bonito/a(s) <i>beautiful</i> activo/a(s) <i>active</i> único/a(s) <i>unique</i> monótono/a(s) <i>boring</i> enfadado/a(s) <i>angry</i></p> <p>alegre(s) <i>happy</i> fuerte(s) <i>strong</i> triste(s) <i>sad</i> responsable(s) <i>responsible</i> sociable(s) <i>social</i> feliz/felices <i>happy</i></p>

Spanish: Week 5 Questions

Translate in to English:

1. Es muy simpático
2. Es tan fuerte
3. Soy un poco trabajador
4. Era demasiado enfadado

Translate in to Spanish:

5. I am social
6. He is so responsible
7. He is a little sad
8. She is quite boring

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following question IN Spanish:
Describe tu personalidad - Describe your personality

Spanish: Half Term 1 - Week 6

Spanish: Week 6 Knowledge Organiser:

Verb (soy)	intensifiers	adjectives
<p>Soy <i>I am</i> es <i>he/she is</i></p> <p>era <i>he/she was was</i></p> <p>Mi mejor amigo <i>My best friend (m)</i></p> <p>Mi mejor amiga <i>My best friend (f)</i></p>	<p>muy demasiado bastante totalmente tan un poco</p> <p><i>very/really</i> <i>too</i> <i>quite</i> <i>totally</i> <i>so</i> <i>a little</i></p>	<p>contento/a(s) <i>happy</i> divertido/a(s) <i>fun</i> simpático/a(s) <i>kind</i> bonito/a(s) <i>beautiful</i> activo/a(s) <i>active</i> único/a(s) <i>unique</i> monótono/a(s) <i>boring</i> enfadado/a(s) <i>angry</i></p> <p>alegre(s) <i>happy</i> fuerte(s) <i>strong</i> triste(s) <i>sad</i> responsable(s) <i>responsible</i> sociable(s) <i>social</i> feliz/felices <i>happy</i></p>

Spanish: Week 6 Questions

Translate in to English:

1. Es bastante simpático
2. Es tan alegre
3. Soy un poco único
4. Era demasiado bonita

Translate in to Spanish:

5. I am happy
6. He is so sad
7. He is a little active
8. My best friend (f)

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following question IN Spanish:
Describe your friend

Spanish: Half Term 1 - Week 7

Spanish: Week 7 Knowledge Organiser:

Time Phrase	Verb	Noun	Connective	verb	Adjective
En general, <i>In general,</i>	me llevo bien <i>I get on well with</i>	mi padre <i>my dad</i> mi padrastro <i>my step dad</i> mi abuelo <i>my grandad</i> mi hermano <i>my brother</i> mi hermanastro <i>my step brother</i> mi tío <i>my uncle</i> mi amigo <i>my friend</i> Mi mejor amigo <i>my best friend (m)</i>	porque <i>because</i>	es <i>she/he is</i>	contento/a(s) <i>happy</i> divertido/a(s) <i>fun</i> simpático/a(s) <i>kind</i> bonito/a(s) <i>beautiful</i> activo/a(s) <i>active</i> único/a(s) <i>unique</i> monótono/a(s) <i>boring</i> enfadado/a(s) <i>angry</i>
A veces, <i>Sometimes,</i>	no me llevo bien <i>I don't get on well with</i>	mi madre <i>my mum</i> mi madrastra <i>my step mum</i> mi abuelo <i>my grandmother</i> mi hermana <i>my sister</i> Mi hermanastra <i>my step sister</i> mi tía <i>my aunt</i> mi amiga <i>my friend (f)</i> Mi mejor amiga <i>my best friend (f)</i>	dado que <i>because</i>		
A menudo, <i>Often,</i>	discuto con <i>I argue with</i>		ya que <i>because</i> <i>since</i>	son <i>they are</i>	alegre(s) <i>happy</i> fuerte(s) <i>strong</i> triste(s) <i>sad</i> responsable(s) <i>responsible</i> sociable(s) <i>social</i> feliz/felices <i>happy</i>
De vez en cuando, <i>From time to time,</i>	me interesa <i>I'm interested in</i>				
Normalmente, <i>Usually,</i>	Tengo una buena relación con <i>I have a good relationship with</i>	mis padres <i>my parents</i> mis abuelos <i>my grandparents</i> mis dos hermanos <i>my two siblings</i>			

Spanish: Week 7 Questions

Translate in to English:

1. Mi modelo de conducta
2. Me interesa mi padre
3. Me llevo bien
4. No me llevo bien con mis abuelos

Translate in to Spanish:

5. I argue with my step-mum
6. because she is loyal
7. I like my parents
8. they are beautiful

Extended Writing Question: (at least 3 full sentences)

Describe tu familia - describe your family

Spanish: Half Term 1 - Week 8

Spanish: Week 8 Knowledge Organiser:

Time Phrase	Verb	Noun	Connective	verb	Adjective
En general, <i>In general,</i>	me llevo bien <i>I get on well with</i>	mi padre <i>my dad</i> mi padrastro <i>my step dad</i> mi abuelo <i>my grandad</i> mi hermano <i>my brother</i> mi hermanastro <i>my step brother</i> mi tío <i>my uncle</i> mi amigo <i>my friend</i> Mi mejor amigo <i>my best friend (m)</i>	porque <i>because</i>	es <i>she/he is</i>	contento/a(s) <i>happy</i> divertido/a(s) <i>fun</i> simpático/a(s) <i>kind</i> bonito/a(s) <i>beautiful</i> activo/a(s) <i>active</i> único/a(s) <i>unique</i> monótono/a(s) <i>boring</i> enfadado/a(s) <i>angry</i>
A veces, <i>Sometimes,</i>	no me llevo bien <i>I don't get on well with</i>	mi madre <i>my mum</i> mi madrastra <i>my step mum</i> mi abuelo <i>my grandmother</i> mi hermana <i>my sister</i> Mi hermanastra <i>my step sister</i> mi tía <i>my aunt</i> mi amiga <i>my friend (f)</i> Mi mejor amiga <i>my best friend (f)</i>	dado que <i>because</i>		
A menudo, <i>Often,</i>	discuto con <i>I argue with</i>		ya que <i>because</i> <i>since</i>	son <i>they are</i>	alegre(s) <i>happy</i> fuerte(s) <i>strong</i> triste(s) <i>sad</i> responsable(s) <i>responsible</i> sociable(s) <i>social</i> feliz/felices <i>happy</i>
De vez en cuando, <i>From time to time,</i>	me interesa <i>I'm interested in</i>				
Normalmente, <i>Usually,</i>	Tengo una buena relación con <i>I have a good relationship with</i>	mis padres <i>my parents</i> mis abuelos <i>my grandparents</i> mis dos hermanos <i>my two siblings</i>			

Spanish: Week 8 Questions

Translate in to English:

1. Discuto con mi madre
2. Mi abuelo es simpático.
3. Me encanta mi hermana
4. Dado que es travieso.

Translate in to Spanish:

5. I get on well with my friend
6. I argue with my brother
7. Since they are
8. I'm interested in my best friend

Extended Writing Question: (at least 3 full sentences) Use your weekly sentence builder to help you answer the following questions IN Spanish:
Write 3 sentences about your family members.

Modern Britain: Half Term 1 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Diversity

Key Words

Diversity - Each individual is unique and recognises our individual differences

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

Diversity & Our diverse nation

Describing diversity can be difficult to see but we live with diversity every single day. Whether it is where you live, who you are friends with and what you believe in. Diversity in our society can be seen through different cultures in all disguises.

Diversity and the different types of diversity can be found in food, language, clothing, music and religion. Different beliefs in modern Britain contribute to the diversity of our society where we live but also around the United Kingdom. The UK is made up of many different religions, Christianity being the main religion of the UK, followed closely by Islam. These two religions are the highest two religions in the world which show a lot of diversity. "As UK communities become increasingly diverse, there is a very real danger they actually become more segregated." Perhaps we should be asking how many of us have people of differing ethnicities in our friendship circles at all? Having a multicultural society allows us to learn from others and enrich our community on the different ways of life and culture that we have all come to celebrate in the UK.

Modern Britain: Week 1 Questions

- | | |
|--|--|
| 1. What does Diversity mean? | 5. How many main religions are there in the world? |
| 2. What does ethnicity mean? | 6. Name the two biggest religions on the world |
| 3. Where do we live with Diversity in the UK? | 7. Which religion is the main religion in the world? |
| 4. Give 3 examples of Diversity in Britain today | 8. In our society, where do we see diversity? |

Extended Writing Question: Explain where we can see diversity every single day?

Modern Britain: Half Term 1 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Stereotypes

Key words

Stereotype - A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Discrimination - The actions or behaviour that result from prejudice

Stereotypes

We are very good at looking at people and judging them before we even speak to them. This type of prejudice is sometimes seen as not being of equal value and status.

When visiting the UK people come to see what we have to offer and how we live. Lots of people think that we just talk about the weather and drink tea all day. People have this view of the British of eating fish and chips and having afternoon tea. Tourists who come to the UK listen to our language and our accents.

In our society today we can see different faiths, cultures apart from the typical British culture that we observe and do. We can judge things and people because of the way that they look, the colour of their skin, their religious culture and the food that different people eat. This makes life very different and unique for all of us who live in a multicultural society. Having the ability to accept people for who they are makes society a nicer place to live and work in. Judging people before you know them is not a good thing to do as we all need to live in peace and harmony.

Modern Britain: Week 2 Questions

- | | |
|---|--|
| 1. What does stereotype mean? | 5. What topic is mainly talked about in Britain? |
| 2. What does discrimination mean? | 6. What does diversity mean? |
| 3. Why do people come to visit the UK? | 7. Which religion is the largest in the UK? |
| 4. What food and drink do the British mainly eat? | 8. What does ethnicity mean? |

Extended Writing Question: Explain why stereotyping is wrong and why it happens.

Modern Britain: Half Term 1 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Culture Behaviour

Keywords:

The Concrete - This includes aspects such as clothes, music, food, games, etc.

The **Behavioural** - This level helps us define our social roles and includes language, gender roles, family structures, political affiliation.

The Symbolic - This level of culture includes values, customs, worldview, religion

Key Information:

So, what do you know about the United Kingdom?

Who are the British?

Ask us, and you will find that we dance to music from America, Africa and Asia; we eat food from Jamaica and Europe. The Concrete are the aspects of culture most often focused on during multicultural festivals and celebrations. The behavioural level is learned and reflects cultural values. The symbolic is often the key to how people define themselves.

Where did the British come from and what cultures have influenced how we live in modern Britain?

Modern Britain: Week 3 Questions

- | | |
|---|---|
| 1. What does The Concrete mean? | 5. What does the Behavioural culture focus on? |
| 2. What does The Behaviour mean? | 6. What does stereotype mean? |
| 3. What does The Symbolic mean? | 7. What does discrimination mean? |
| 4. What does Concrete culture focus on? | 8. Give 3 examples of where Diversity is in the UK? |

Extended Writing Question: Explain the 3 cultures of Britain and give examples of each one.

Modern Britain: Half Term 1 - Week 4

Modern Britain: Week 4 Knowledge Organiser: Black Lives Matter

Keywords:

BAME - Black, Asian and minority ethnic

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

Key Information:

These very different responses tell us much about the intersections of race, class and masculinity when it comes to who is accepted whether you are white or black, asian and other minority ethnic cultures. Black Lives Matter is an international human rights movement that was started in 2013 in America. Its agenda was to raise awareness of how black people are treated; the racial inequality of black people and how they are treated in America. BLM became a global movement with the killing of George Floyd. Black Lives Matters had a profound effect with everyone across the UK and the world. There is an awareness now of how black people have been treated and we have learned from the past that they have not been treated fairly, humanly and with respect. Black Lives Matter is recognised all over the world to support the history of countries that showed that slavery was something to be accepted but in today's modern world, we are slowly changing that for the better.

Modern Britain: Week 4 Questions

- | | |
|---------------------------------------|--|
| 1. What does BAME mean? | 5. What awareness is Black Lives Matter trying to raise? |
| 2. What is white privilege? | 6. What does stereotype mean? |
| 3. What is Black Lives Matter about? | 7. What is concrete culture? |
| 4. When did Black Lives Matter begin? | 8. Which religion is the main religion in the UK? |

Extended Writing Question: Explain why BLM is so important today for us to learn about.

Modern Britain: Half Term 1 - Week 5

Modern Britain: Week 5 Knowledge Organiser: BLM Riots

Keywords:

BLM - Black Lives Matter

Riots - A violent disturbance of the peace

Slave Trade - When Black Africans were being captured and traded for goods.

Key Information:

Black Lives Matters is an international movement which wanted to raise the awareness of how black people were being treated throughout the world. People would often protest their opinions regarding BLM. Some of these protests turned into riots. Some of the riots took place in Bristol and London. This happened in 2020 and it was something Britain had not seen before. The whole protest was brought about the wrongful arrest and death of George Floyd. George was killed by an USA police officer when he was being arrested. The police officer used force which was unnecessary and it killed George. This angered many people as this would not have happened if it was a white person and as a consequence this caused the riots. The protests were known as riots because people used violence in them like throwing objects, throwing fireworks, defacing paintings and pulling down statues of famous people like Winston Churchill. These paintings and statues were of people who had an involvement with the slave trade many years ago

Modern Britain: Week 5 Questions

- | | |
|--------------------------------|-----------------------------------|
| 1. What does BLM mean? | 5. Why did the riots begin? |
| 2. What is a Riot? | 6. What made the protest violent? |
| 3. What is the Slave Trade? | 7. What is white privilege? |
| 4. What did BLM want to raise? | 8. What is diversity? |

Extended Writing Question: Explain why the death of George Floyd caused the BLM riots.

Modern Britain: Half Term 1 - Week 6

Modern Britain: Week 6 Knowledge Organiser: Religions in the UK

Keywords:

Christianity - the most widely practised religion in the world. It centres on the Christian faith around Jesus Christ.

Islam - an Abrahamic monotheistic religion

Religion - is the belief in and worship of a superhuman controlling power, especially a personal God or gods.

Key Information:

What is religion? Religion is the belief in and worship of a superhuman controlling power, especially a personal God or gods. In modern Britain Christianity and Islam are the top two religions to study. Christianity started when King Henry VIII wanted a divorce and because he was part of the Roman Catholic church they did not permit a divorce. So the King created the Church of England, Christian faith.

Islam started in Mecca during the time of the prophet Muhammad's life. Today the faith is spreading rapidly throughout the world. By 2050 Islam will be the most popular religion in the world, overtaking Christianity.

Modern Britain: Week 6 Questions

- | | |
|--|---|
| 1. What is religion? | 5. Which religion will be the most popular by 2050? |
| 2. What is Christianity? | 6. What is Apartheid? |
| 3. Which Christian group did Henry VIII introduce? | 7. What is white privilege? |
| 4. Which city did Islam begin in? | 8. What is discrimination? |

Extended Writing Question: Explain two facts about Christianity and Islam

Modern Britain: Half Term 1 - Week 7

Modern Britain: Week 7 Knowledge Organiser:

Key words:

Discrimination - The actions or behaviour that result from prejudice.

Apartheid - a policy or system of segregation or discrimination on grounds of race.

Equality - the state of being equal, especially in status, rights or opportunities.

Interracial relationships - a form of marriage involving spouses who belong to different races or ethnicities.

Key Information:

Power of Unity - This is diversity in the 1940 and 50's between two countries and the attitudes towards a British woman and an African King. This story highlights the diversity within a relationship and how love can conquer over diversity and prejudice plus discrimination because you are different!! The Government tries to stop the marriage of Seretse and Ruth because one person is white and the other person is black. They do all in their power to stop the marriage by sending Seretse back to Africa to take on the role of King of Bangwato People in Botswana. Seretse and Ruth marry in Kensington, London in 1948 and they return to southern Africa to be with his family. Ruth endures many obstacles being white and Seretse has to deal with political issues relating to apartheid in South Africa plus fighting for equality and unity in his country. This story tells the story of two people who fell in love but were separated by the colour of their skin and the discrimination that happened to both of them by their countries and politics.

Modern Britain: Week 7 Questions

- | | |
|---|-----------------------------------|
| 1. What does Apartheid mean? | 5. What does BAME mean? |
| 2. What is an interracial relationship? | 6. What does discrimination mean? |
| 3. What is 'Power Unity'? | 7. What is ethnicity? |
| 4. Why did the Government try to stop the marriage of Seretse and Ruth? | 8. What is diversity? |

Extended Writing Question: Why did Seretse and Ruth face difficulty in their relationship?

Modern Britain: Half Term 1 - Week 8

Modern Britain: Week 8 Knowledge Organiser: Checkpoint	
<p>Diversity - Each individual is unique and recognises our individual differences</p> <p>Ethnicity - A social group that shares a common distinctive culture, like language and religion.</p> <p>Stereotype - A widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p> <p>Discrimination - The actions or behaviour that result from prejudice</p> <p>The Concrete - This includes aspects such as clothes, music, food, games, etc.</p> <p>The Behavioural - This level helps us define our social roles and includes language, gender roles, family structures, political affiliation.</p> <p>The Symbolic - This level of culture includes values, customs, worldview, religion</p> <p>BAME - Black, Asian and minority ethnic White privilege - societal privilege that benefits white people over black people.</p> <p>BLM - Black Lives Matter Riots - A violent disturbance of the peace</p> <p>Slave Trade - When Black Africans were being captured and traded for goods.</p> <p>Christianity - the most widely practised religion in the world. It centres on the Christian faith around Jesus Christ.</p> <p>Islam - an Abrahamic monotheistic religion</p> <p>Religion - is the belief in and worship of a superhuman controlling power, especially a personal God or gods.</p> <p>Discrimination - The actions or behaviour that result from prejudice.</p> <p>Apartheid - a policy or system of segregation or discrimination on grounds of race.</p> <p>Equality - the state of being equal, especially in status, rights or opportunities.</p> <p>Interracial relationships - a form of marriage involving spouses who belong to different races or ethnicities.</p>	
Modern Britain: Week 8 Questions	
<ol style="list-style-type: none"> 1. What is Diversity? 2. What is a stereotype? 3. What is the Concrete behaviour? 4. What is BAME? 	<ol style="list-style-type: none"> 5. What are riots? 6. What is religion? 7. What is apartheid? 8. What is interracial relationships?
<p>Extended Writing Question: Explain why a diverse society is important in modern Britain today?</p>	

Computing: Half Term One - Week 1

Data								
Keywords	Knowledge							
<p>Data - Raw facts and figures that have no value</p> <p>Data Types - the different ‘formats’ that data can be represented. For example, text and number.</p> <p>Text - Data that is represented as alphanumeric characters and symbols.</p> <p>Number - Where data is represented as a set of digits.</p> <p>Binary - A way of representing numbers using the digits: 1 and 0.</p> <p>Denary - A way of representing numbers using the digits: 0 to 9.</p> <p>Boolean - Data that is represented as either True (1) or False (0).</p>	<p>Data can come in a variety of types. For example:</p> <table><tr><td>Text</td><td><p>Where data is represented as alphanumeric characters and symbols.</p><p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p><p>Symbols include other types of characters such as £, \$, %, !. These can often be found entered into a computer using a standard keyboard by holding down the SHIFT ⬆ key and another key on the keyboard.</p></td></tr><tr><td>Number</td><td><p>Where data is represented as a set of digits.</p><p>Numbers can be integers (whole numbers) or real (numbers with a decimal place. Sometimes, when programming real numbers are called float (short for floating-point numbers).</p><p>Most people use the digits 0 to 9, because we use a denary number system (with 10 digits). Computers are designed to use a binary number system (with 2 digits) so we just use the digits 0 and 1.</p></td></tr><tr><td>Boolean</td><td><p>Where data is represented as either True or False. In Computing:</p><p>True is represented by the digit: 1</p><p>False is represented by the digit: 0</p></td></tr></table>		Text	<p>Where data is represented as alphanumeric characters and symbols.</p> <p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p> <p>Symbols include other types of characters such as £, \$, %, !. These can often be found entered into a computer using a standard keyboard by holding down the SHIFT ⬆ key and another key on the keyboard.</p>	Number	<p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place. Sometimes, when programming real numbers are called float (short for floating-point numbers).</p> <p>Most people use the digits 0 to 9, because we use a denary number system (with 10 digits). Computers are designed to use a binary number system (with 2 digits) so we just use the digits 0 and 1.</p>	Boolean	<p>Where data is represented as either True or False. In Computing:</p> <p>True is represented by the digit: 1</p> <p>False is represented by the digit: 0</p>
Text	<p>Where data is represented as alphanumeric characters and symbols.</p> <p>For the English language, Alphanumeric characters include letters (A to Z, a to z) and numerals (0 to 9). Other languages may contain different alphanumeric characters, such as ê, è and Ö.</p> <p>Symbols include other types of characters such as £, \$, %, !. These can often be found entered into a computer using a standard keyboard by holding down the SHIFT ⬆ key and another key on the keyboard.</p>							
Number	<p>Where data is represented as a set of digits.</p> <p>Numbers can be integers (whole numbers) or real (numbers with a decimal place. Sometimes, when programming real numbers are called float (short for floating-point numbers).</p> <p>Most people use the digits 0 to 9, because we use a denary number system (with 10 digits). Computers are designed to use a binary number system (with 2 digits) so we just use the digits 0 and 1.</p>							
Boolean	<p>Where data is represented as either True or False. In Computing:</p> <p>True is represented by the digit: 1</p> <p>False is represented by the digit: 0</p>							
<p>1: Write a definition of the term ‘data’.</p> <p>2: What data is represented using alphanumeric characters?</p> <p>3: What data is represented using a set of digits?</p> <p>4: What data is represented as either True or False?</p>	<p>5: When storing number data, using the denary number system, how many digits are used?</p> <p>6: When storing number data, using the binary number system, how many digits are used?</p> <p>7: Passwords often have to be ‘alphanumeric’. Give an example of an alphanumeric password.</p> <p>8: Are the following numbers integers or real numbers: 45, 4.32 and -19?</p>							
<p>Extended Writing Question:</p> <p>Explain the three data types outlined in your knowledge organiser this week: Text, Number and Boolean.</p> <p>Explain the two different types of Number data.</p> <p>Give an example of each type of data.</p>								

Computing: Half Term One - Week 2

History of Data Storage																																
Keywords	Knowledge																															
Binary - the digits 1 and 0, that can be used to store information in a computer system	Human beings have had to write down information for thousands of years. When you want to store any information in a computer system, you first need to encode it into a language that a computer has been designed to use. This language is called machine code and is a sequence of binary digits - information stored as a sequence of 1s and 0s.																															
Encode - convert (information or an instruction) into a particular form	For example, in most computers the letter 'A' can be represented as 01000001 and the letter 'B' can be represented as 01000010, using ASCII encoding. Computers also have a range of different encoding methods for storing numbers, sound, images and video, all as binary. Below is an example of the ASCII binary codes for a selection of letters and numbers you might want to save onto a computer system.																															
ASCII - American Standard Code for Information Interchange	<table><tr><td>9</td><td>0011 1001</td><td>X</td><td>0101 1000</td><td>v</td><td>0111 0110</td></tr><tr><td>A</td><td>0100 0001</td><td>Y</td><td>0101 1001</td><td>w</td><td>0111 0111</td></tr><tr><td>B</td><td>0100 0010</td><td>Z</td><td>0101 1010</td><td>x</td><td>0111 1000</td></tr><tr><td>C</td><td>0100 0011</td><td>a</td><td>0110 0001</td><td>y</td><td>0111 1001</td></tr><tr><td>D</td><td>0100 0100</td><td>b</td><td>0110 0010</td><td>z</td><td>0111 1010</td></tr></table>		9	0011 1001	X	0101 1000	v	0111 0110	A	0100 0001	Y	0101 1001	w	0111 0111	B	0100 0010	Z	0101 1010	x	0111 1000	C	0100 0011	a	0110 0001	y	0111 1001	D	0100 0100	b	0110 0010	z	0111 1010
9	0011 1001	X	0101 1000	v	0111 0110																											
A	0100 0001	Y	0101 1001	w	0111 0111																											
B	0100 0010	Z	0101 1010	x	0111 1000																											
C	0100 0011	a	0110 0001	y	0111 1001																											
D	0100 0100	b	0110 0010	z	0111 1010																											
1: What is Binary? 2: What is meant by the term 'Encode'? 3: What does ASCII stand for? 4: What 'language' is stored as a sequence of binary digits?	5: What is the ASCII code for the letter 'a'? 6: What is the ASCII code for the letter 'z'? 7: How many combinations of 1 and 0 could you make with three digits? Eg. 000, 001, 010, 111 8: What two digits are used to represent machine code?																															
Extended Writing Question:																																
Explain how information is stored in a computer system. Use the terms: 'encode', 'machine code' and 'binary' in your answer. Give an example of three types of information that could be stored in a computer system.																																

Computing: Half Term One - Week 3

Encoding, Transmitting and Decoding Information			
Keywords	Knowledge		
Encode - convert (information or an instruction) into a particular form	The characters in a computer system can be encoded using the American Standard Code for Information Interchange (ASCII) by converting each character into a 7-bit binary number. An example of the ASCII character set for the letters a to z is shown in the diagram.	a 1100001 n 1101110	
Transmit - transferring a message from one person (or computer) to another.		b 1100010 o 1101110	
Decode - convert (information or an instruction) back into its original format.		c 1100011 p 1110000	
	Encoding the word cat into binary digits, using ASCII would give: 1100011 1100001 1110100	d 1100100 q 1110001	
	ASCII was originally created in around 1961. Using 7 bits per character allowed for a total of 2^7 ($2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2$) combinations of code, This meant 128 characters could be represented in ASCII.	e 1100101 r 1110010	
	This was quite limited, and didn't allow for all of the foreign characters (such as à, é, ò, ú), so Extended ASCII was introduced in 1981. Extended ASCII was an 8-bit character set, so allowed for $2^8 = 256$ different characters to be represented.	f 1100110 s 1110011	
	Since around the year 2000, new encoding systems such as Unicode have been used, which allow for millions of different 'characters'. This allowed for new symbols, such as Chinese symbols and emoticons to be used. Unicode variations can allow for over 4 billion different characters to be used (2^{32})!	g 1100111 t 1110100	
		h 1101000 u 1110101	
		i 1101001 v 1110110	
		j 1101010 w 1110111	
		k 1101011 x 1111000	
		l 1101100 y 1111001	
		m 1101101 z 1111010	
1: What is meant by the term 'encode'?		5: Encode the following into binary, using ASCII: ram	
2: What is meant by the term 'decode'?		6: Encode the following into binary, using ASCII: cpu	
3: What is meant by the term 'transmit'?		7: Encode the following into binary, using ASCII: rom	
4: How many digits are used to encode characters using ASCII?		8: How many different characters can be represented using 7-bit ASCII?	
Extended Writing Question: Explain why Extended ASCII and Unicode encoded systems were required			

Computing: Half Term One - Week 4

Binary Digits		
Keywords	Knowledge	
Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data	<p>The length of a message is the number of symbols it contains:</p> <ul style="list-style-type: none">• The message How are you? has a length of 12 (space and ? are both symbols).• The length of the number 45674 is 5. <p>The number of bits in a message can be calculated by using the following formula:</p> <ul style="list-style-type: none">• Number of Bits = Bits per character x Number of characters <p>Example Question:</p> <ul style="list-style-type: none">• The message “Hello”, encoded using 8 bits per character is a total of 5 characters x 8 bits per character = 40 bits in size.	
1: What is the length of the message: Computing is fun? 2: What is the length of the number: 432? 3: What are binary digits used for? 4: What 3-letter term is short for ‘binary digit’?	The following messages are encoded using 7 bits per character. Calculate the size in bits. 5: Microsoft 6: Apple 7: Google 8: Meta	
Extended Writing Question: Explain the effect of increasing the number of bits per character when encoding a message. What happens to the total size of the file?		

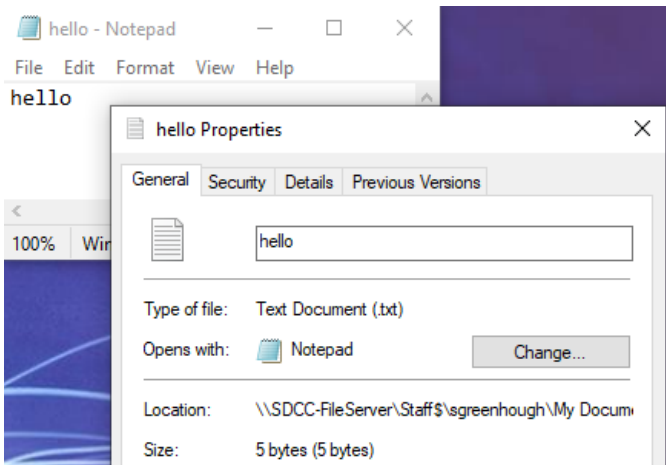
Computing: Half Term One - Week 5

Representing numbers using Binary															
Keywords		Knowledge													
<p>Decimal (sometimes called Denary) Digit - the 10 symbols used to represent numbers encoded in decimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Binary Digit - the 2 symbols used to represent numbers encoded in binary format: 0 and 1</p> <p>Hexadecimal Digit - the 16 symbols used to represent numbers encoded in hexadecimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F</p> <p>Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data</p>	<p>Decimal Digits can be used to encode any number, each position has a multiplier which increases by a multiple of 10 with each new position:</p> <table><tr><td rowspan="2">$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$</td><td>x 1,000</td><td>x 100</td><td>x 10</td><td>x 1</td></tr><tr><td>5</td><td>1</td><td>0</td><td>7</td></tr></table>					$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$	x 1,000	x 100	x 10	x 1	5	1	0	7	
	$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$	x 1,000	x 100	x 10	x 1										
		5	1	0	7										
	<p>Binary Digits can be used to encode any number, each position can only contain either a 1 or 0, so the multiplier increases by a multiple of 2 with each new position.</p> <table><tr><td rowspan="2">$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$</td><td>x 16</td><td>x 8</td><td>x 4</td><td>x 2</td><td>x 1</td></tr><tr><td>1</td><td>0</td><td>1</td><td>0</td><td>1</td></tr></table>					$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	x 16	x 8	x 4	x 2	x 1	1	0	1	0
$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	x 16	x 8	x 4	x 2	x 1										
	1	0	1	0	1										
<p>Hexadecimal Digits can be used to encode any number, each position can have a value between 0 and 15 (0 to 9 and A to F), so the multiplier increases by a multiple of 16 with each new position. In Hexadecimal the numbers 0 to 9 are the same but A =10, B = 11, C = 12, D = 13, E = 14, F = 15.</p> <table><tr><td rowspan="2">$(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$</td><td>x 16</td><td>x 1</td></tr><tr><td>A</td><td>3</td></tr></table>					$(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$	x 16	x 1	A	3						
$(A \times 16) + (3 \times 1) = (10 \times 16) + 3 = 163$	x 16	x 1													
	A	3													
<p>1: What symbols are used to represent decimal numbers?</p> <p>2: What symbols are used to represent binary numbers?</p> <p>3: What symbols are used to represent hexadecimal numbers?</p> <p>4: What is binary 0101, converted into decimal?</p>		<p>5: What is binary 0011, converted into decimal?</p> <p>6: What is hexadecimal A5, converted into decimal?</p> <p>7: What is hexadecimal 23, converted into binary?</p> <p>8: What is the decimal number 24, represented in binary?</p>													
<p>Extended Writing Question:</p> <p>You have a maximum of 6 bits to store a number using binary. What is the largest number that you can store? Explain your answer.</p>															

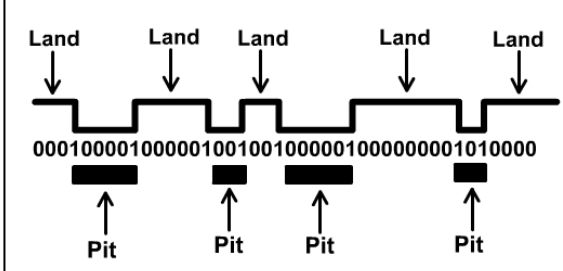
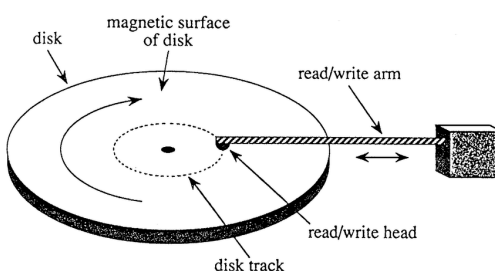
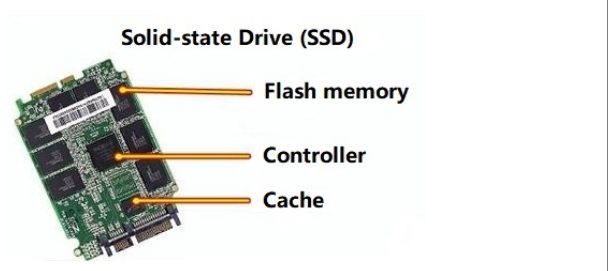
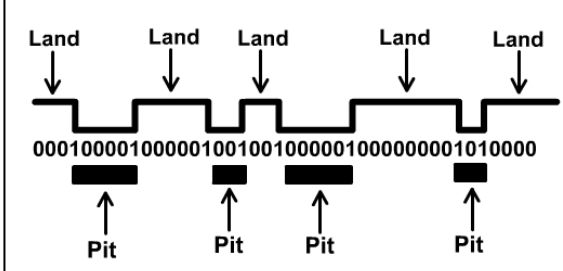
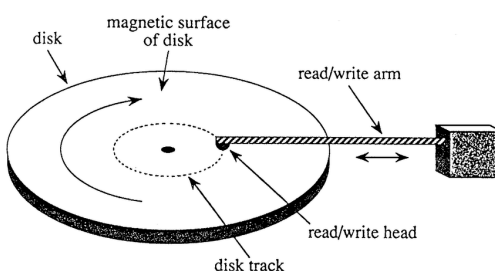
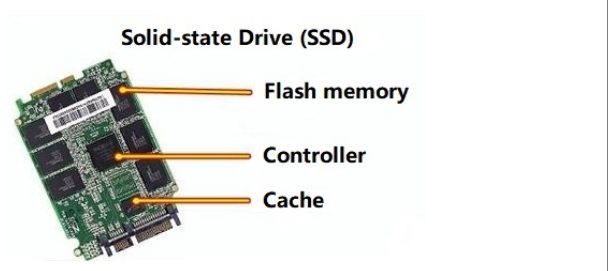
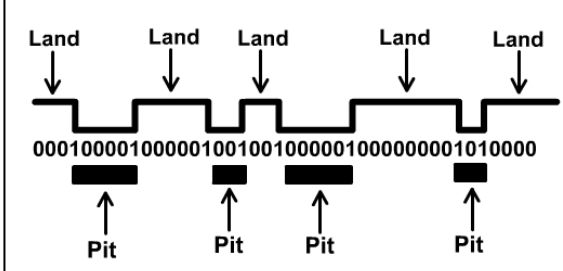
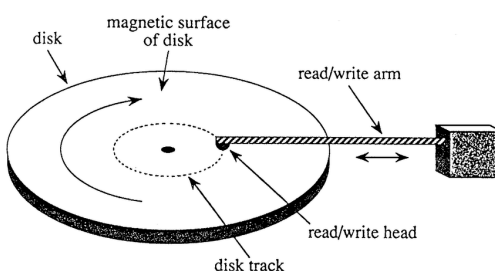
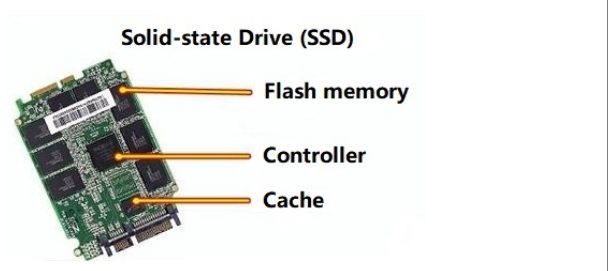
Computing: Half Term One - Week 6

Units of Data																		
Keywords	Knowledge																	
<p>Bit - short for Binary Digit. Either a 1 or 0.</p> <p>Byte - a group of 8 bits</p>	<table><tr><th>Unit</th><th>Value</th></tr><tr><td>Bit (b)</td><td>1 bit</td></tr><tr><td>Byte (B)</td><td>8 bits</td></tr><tr><td>Kilobyte (KB)</td><td>1000 bytes</td></tr><tr><td>Megabyte (MB)</td><td>1000 kilobytes</td></tr><tr><td>Gigabyte (GB)</td><td>1000 megabytes</td></tr><tr><td>Terabyte (TB)</td><td>1000 gigabytes</td></tr><tr><td>Petabyte (PB)</td><td>1000 terabytes</td></tr></table>	Unit	Value	Bit (b)	1 bit	Byte (B)	8 bits	Kilobyte (KB)	1000 bytes	Megabyte (MB)	1000 kilobytes	Gigabyte (GB)	1000 megabytes	Terabyte (TB)	1000 gigabytes	Petabyte (PB)	1000 terabytes	<p>This table shows the relationship between the different units of measurement:</p> <ul style="list-style-type: none">• Kilo = Thousand (10^3)• Mega = Million (10^6)• Giga = Billion (10^9)• Tera = Trillion (10^{12})• Peta = Quadrillion (10^{15}) <p>For example: A file that has a total size of 10,543 Bits:</p> <ul style="list-style-type: none">• $10,544 \text{ Bits} \div 8 = 1318 \text{ Bytes}$• $1318 \text{ Bytes} \div 1000 = 1.318 \text{ Kilobytes}$• $1.318 \text{ Kilobytes} \div 1000 = 0.001318 \text{ Megabytes}$ <p>For example: A file that has a total size of 2.5 Gigabytes:</p> <ul style="list-style-type: none">• $2.5 \text{ Gigabytes} \times 1000 = 2,500 \text{ Megabytes}$• $2,500 \text{ Megabytes} \times 1000 = 2,500,000 \text{ Kilobytes}$• $2,500,000 \times 1000 = 2,500,000,000 \text{ Bytes}$• $2,500,000,000 \times 8 = 20000000000 \text{ Bits}$
	Unit	Value																
	Bit (b)	1 bit																
	Byte (B)	8 bits																
	Kilobyte (KB)	1000 bytes																
	Megabyte (MB)	1000 kilobytes																
	Gigabyte (GB)	1000 megabytes																
	Terabyte (TB)	1000 gigabytes																
	Petabyte (PB)	1000 terabytes																
<div><div><p>1: What is 10,544 Bits, converted into Bytes?</p><p>2: What is 1.318 Kilobytes, converted into Megabytes?</p><p>3: What is 2,500 Megabytes, converted into Kilobytes?</p><p>4: In order to convert Kilobytes to Megabytes, do you multiply by 1000 or divide by 1000?</p></div><div><p>5: How many Bits are in a Byte?</p><p>6: How many Gigabytes are in a Terabyte?</p><p>7: How many Bytes are in a Kilobyte?</p><p>8: A file has a size of 2,500 Kilobytes, what is this in Megabytes?</p></div></div>																		
<p>Extended Writing Question:</p> <p>A photographer takes 234 photographs, each photograph has a file size of 5.1 Megabytes.</p> <div><div>a) What is the total size of all of the photographs in Megabytes? (use a calculator to help you)</div><div>b) What is the size of the photographs in Gigabytes? (use a calculator if you need to)</div><div>c) The photographer can only send emails with a maximum size of 1 Gigabyte, could he send all 234 photos in one email? Explain your answer.</div></div>																		

Computing: Half Term One - Week 7

Representing text using Binary		
Keywords	Knowledge	
ASCII - American Standard Code for Information Interchange. This is a standard way of converting alphanumeric characters (letters, numbers, symbols, etc) into binary.	<p>ASCII stands for American Standard Code for Information. This is a character encoding standard for electronic communication. Extended ASCII uses 8 bits to represent alphanumeric characters. Using 8 bits allows us to have a total of 256 binary codes, this is not enough to include all the characters used in all of the languages across the world. Therefore other encoding standards, such as Unicode is used which can use 16 or even 32 bits.</p> <p>Each ASCII character is given a decimal value, which can be converted into Binary code. For example, using ASCII, the character “!” has a decimal value of 33, which is 00100001 in Binary code.</p> <p>On the right is a text file with the word “hello” stored. You can see the file size is a total of 5 bytes - one byte (8 bits) per character.</p>	
<p>1: What does ASCII stand for?</p> <p>2: How many bits per character does Extended ASCII use?</p> <p>3: How is Unicode different from Extended ASCII?</p> <p>4: A text file contains 1200 characters and has been encoded using 8 bits per character. What is the total file size?</p>		<p>5: A book contains 400,000 characters. Each one is encoded using 16-bit Unicode. What is the total size of the book, if it was stored in a computer system? (use a calculator to help you).</p> <p>6: What do we mean by ‘alphanumeric’ data?</p> <p>7: How many binary codes can be created with 8 bits?</p> <p>8: Write down the names of two encoding standards?</p>
<p>Extended Writing Question:</p> <p>Explain why Extended ASCII has been replaced by other character encoding formats, such as Unicode.</p>		

Computing: Half Term One - Week 8

Storage Solutions										
Keywords	Knowledge									
<p>Solid-State Storage is a type of storage that stores data electronically and does not contain any moving parts.</p> <p>Optical Storage is where data is read from or written to a disc using lasers.</p> <p>Magnetic Storage is where data is stored by magnetising part of the surface of a disk.</p> <p>Write - to save data onto a storage device. E.g. Saving a file to a USB drive.</p> <p>Read - to access the data on a storage device. E.g. Opening a file that you have saved onto a CD.</p>	<p>There are three main types of storage: Solid-State, Magnetic and Optical. All storage devices use one of these technologies to store data as binary 1s and 0s in a computer system.</p> <table><tr><th>Optical (Eg CD, DVD, Blu-Ray discs)</th><th>Magnetic (Eg Hard Disk Drives, Magnetic Tape)</th><th>Solid-State (Eg USB Flash Memory, Solid-State Drives)</th></tr><tr><td></td><td></td><td></td></tr><tr><td><p>The surface of a disc, such as a CD, DVD or Blu-Ray disc is 'engraved' (or 'burnt') using a laser to create Pits and Lands.</p><p>A laser is then used to 'read' the surface of the disks and a binary 1 is recorded whenever there is a change, otherwise a binary 0 is recorded.</p><p>Optical storage is very portable, so it's useful for sharing files.</p></td><td><p>The read / write head is used to magnetise the surface of the disc. If the disc is magnetised a binary 1 is recorded, otherwise a binary 0 is recorded.</p><p>To 'read' the disk, the read-write head will move across the surface of the disc (while the disc spins) and detect whether each part of the disc is magnetised or not.</p><p>Magnetic storage generally offers the largest storage capacity, so it's useful if you have a large amount of data to store.</p></td><td><p>When saving to solid-state storage flash memory is used to store binary data.</p><p>Flash memory does not have any moving parts. This means that it has faster access speeds than optical and magnetic storage. It is also more robust and less likely to break if dropped. However, solid-state storage has less storage capacity than magnetic storage.</p><p>Solid-state storage is used in Solid-State Drives (SSDs) in most modern desktop and laptop PCs. It's also used in expansion cards (such as SD cards for portable devices)</p></td></tr></table>	Optical (Eg CD, DVD, Blu-Ray discs)	Magnetic (Eg Hard Disk Drives, Magnetic Tape)	Solid-State (Eg USB Flash Memory, Solid-State Drives)				<p>The surface of a disc, such as a CD, DVD or Blu-Ray disc is 'engraved' (or 'burnt') using a laser to create Pits and Lands.</p> <p>A laser is then used to 'read' the surface of the disks and a binary 1 is recorded whenever there is a change, otherwise a binary 0 is recorded.</p> <p>Optical storage is very portable, so it's useful for sharing files.</p>	<p>The read / write head is used to magnetise the surface of the disc. If the disc is magnetised a binary 1 is recorded, otherwise a binary 0 is recorded.</p> <p>To 'read' the disk, the read-write head will move across the surface of the disc (while the disc spins) and detect whether each part of the disc is magnetised or not.</p> <p>Magnetic storage generally offers the largest storage capacity, so it's useful if you have a large amount of data to store.</p>	<p>When saving to solid-state storage flash memory is used to store binary data.</p> <p>Flash memory does not have any moving parts. This means that it has faster access speeds than optical and magnetic storage. It is also more robust and less likely to break if dropped. However, solid-state storage has less storage capacity than magnetic storage.</p> <p>Solid-state storage is used in Solid-State Drives (SSDs) in most modern desktop and laptop PCs. It's also used in expansion cards (such as SD cards for portable devices)</p>
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<p>1: List the three types of storage</p> <p>2: Describe what optical storage is</p> <p>3: Describe what magnetic storage is</p> <p>4: Describe what solid-state storage is</p>	<p>5: Give two examples of storage devices that use solid-state storage (draw a picture of each one).</p> <p>6: Give one reason why you might use optical storage.</p> <p>7: Give one reason why you might use magnetic storage</p> <p>8: Give one reason why you might use solid-state storage</p>									
<p>Extended Writing Question: A gamer wants to upgrade the storage on his desktop personal computer (PC). He particularly wants his games to save and load faster. Explain what storage type would be best for the gamer.</p>										

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