

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



Aspire Achieve Thrive

Name:

Tutor:

Half Term 2 2025-26

History
Computing

KNOWLEDGE ORGANISER

**Modern
Britain**

Geography

9

Spanish

French

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Book Pride

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

Plan

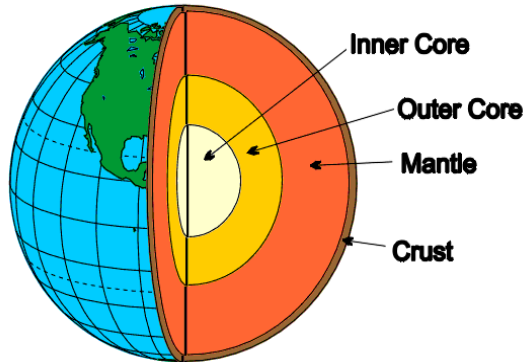
Year 9 - Half Term 2 (03-11-25 → 19-12-25) - Homework Plan

	Online HW	Written HW
Monday	Sparx Maths	Geography
Tuesday	Sparx Science	History
Wednesday	Sparx Reader	Languages/Literacy
Thursday	Sparx Catch Up	Modern Britain
Friday	Sparx Catch Up	Computing

*Students studying Literacy in place of French/Spanish to complete additional set Sparx Reader

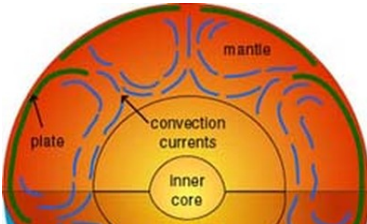
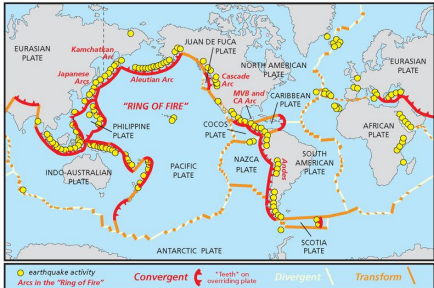
Geography: Half Term 2 - Week 1

Geography: Week 1 Knowledge Organiser: Structure of the earth

1. Structure of the earth	The crust – the rocky outer layer The mantle – the semi-solid middle layer The core - the innermost layer which is divided into an inner core and outer core Magma - semi molten rock (liquid rock) underground		The inner core is in the centre and is the hottest part of the Earth. It is solid and made up of iron and nickel with temperatures of up to 5,500°C. The outer core is the layer surrounding the inner core. It is a liquid layer, also made up of iron and nickel. The mantle is the thickest section of the Earth at approximately 2,900 km. The mantle is made up of semi-molten rock called magma. The crust is the outer layer of the Earth. It is a thin layer between 0 - 60 km thick. The crust is the solid rock layer upon which we live.
1. What is the crust? 2. What is the mantle? 3. What is the core? 4. What is the temperature of the inner core?	5. What is the composition of the mantle? 6. How thick is the crust? 7. What is magma? 8. Which is the thickest part of the earth's structure?		
Extended Writing Question: Explain the difference between the 4 layers of the earth.			

Geography: Half Term 2 - Week 2

Geography: Week 2 Knowledge Organiser:

2. Plate tectonics	Tectonic plates: a large irregularly shaped slab of rock in the crust	The crust is split into major fragments called tectonic plates. There are 2 types: Oceanic (thin and younger but dense) and Continental (old and thicker but less dense). These plates move and where they meet you get tectonic activity (volcanoes and earthquakes). Distribution of earthquakes and volcanoes The majority of earthquakes and volcanoes are found along plate margins. The Ring of Fire is a chain of earthquakes and volcanoes around the Pacific Ocean. One exception is Hot Spots, which form when a magma plume reaches the crust. This process created the island of Hawaii.	Tectonic plates move due to: convection currents. Heat from the core causes convection currents in the mantle. These cause the mantle to move as it heats and cools. These currents slowly move the crust around.  
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Geography: Week 2 Questions

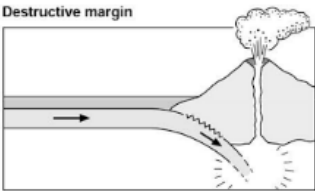
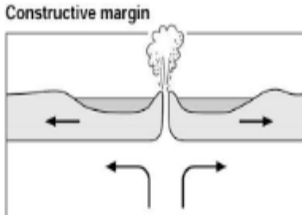
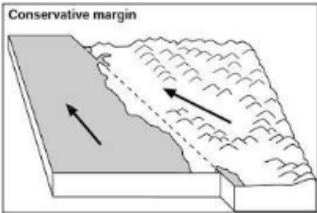
1. What are tectonic plates? 2. Name the two types of tectonic plates 3. Which type of tectonic plate is more dense? 4. What is the name of the chain of earthquakes and volcanoes around the Pacific Ocean?	5. Why do plates move? 6. Where does the heat come from that drives convection currents? 7. Where do convection currents happen? 8. What is the term for semi molten rock underground?
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Extended Writing Question:

Explain how a convection current causes plates to move

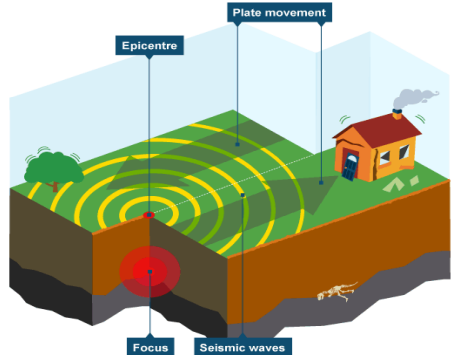
Geography: Half Term 2 - Week 3

Geography: Week 3 Knowledge Organiser:

3. Plate Margins	Plate margins Constructive: Plates move apart, creating new land in the gap. Cause volcanoes Destructive: Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes Conservative: Plates slide past each other, cause earthquakes	Destructive margin  Constructive margin  Conservative margin 	Plate tectonics: • The earth's crust is made up of 7 major tectonic plates and several small ones. • There are two types of plate - Oceanic (under oceans) and continental (under land or continents) • Where the plates meet is called a plate margin/boundary • Earthquakes occur at these margins. • Some earthquakes occur with Volcanoes some occur without. • The processes that cause earthquakes are different to the ones that cause volcanoes.
Geography: Week 3 Questions			
1. What is a plate margin? 2. What do the plates do at constructive plate margins? 3. What do the plates do at destructive plate margins? 4. What do the plates do at conservative plate margins?	5. Why do plates move? 6. Where does the heat come from in convection currents? 7. What are the two types of tectonic plates? 8. Which plate is more dense?		
Extended Writing Question: Explain what happens at a destructive plate margin			

Geography: Half Term 2 - Week 4

Geography: Week 4 Knowledge Organiser:

4. Characteristics of earthquakes	Characteristics and formation of Earthquakes Seismic wave: energy released from an earthquake Fault plane: a line of weakness in which an earthquake occurs Focus: the point in the crust where the earthquake is created Epicentre: the point on land directly above the focus	Measuring earthquakes: 1. Richter scale - A measurement of the strength (magnitude) of an earthquake 2. Mercalli scale - A measurement of the destruction an earthquake causes. 	How do earthquakes form? ● On a conservative plate margin the two plates move in opposite directions. ● The margins of the plates are not smooth which causes friction so pressure builds up. ● A threshold is reached and the pressure is released as seismic waves. ● The seismic waves cause the earthquake. ● An example is the San Andreas fault in the USA. ● Shallow earthquakes often cause more damage than deep earthquakes
Geography: Week 4 Questions			
1. What is the term for the waves of energy released from an earthquake? 2. What is the term for the line of weakness where an earthquake occurs? 3. What is the focus? 4. What is the epicentre?			5. What is the term used for the strength of an earthquake? 6. How can we measure the strength of an earthquake? 7. What do plates do at a conservative boundary? 8. Which hazard happens at a conservative boundary?
Extended Writing Question: Explain how earthquakes form at conservative plate boundaries			

Geography: Half Term 2 - Week 5

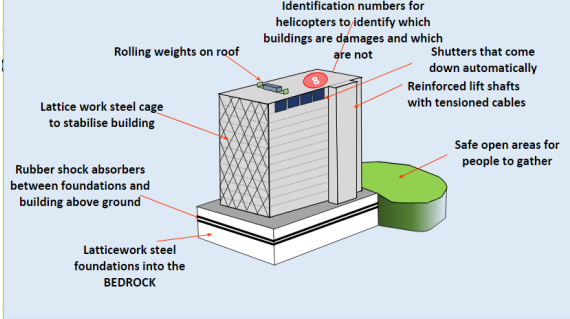
Geography: Week 5 Knowledge Organiser:			
5 Nepal, 2015 (LIC)	Date: 25 April 2015 Magnitude: 7.9 Epicentre: 50 miles NW of Kathmandu Plate margin: Indo-Australian plate colliding with the Eurasian plate	Primary effects 9000 killed, 20,000 injured, 8 million people affected - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed which affected children's education. Hospitals were overwhelmed, adding to the casualties. Power and water were cut off. It is estimated that the total costs was US\$5 billion damage Secondary effects Landslides/avalanches cut off villages Mt Everest avalanche killed 19 people Flooding from rivers blocked by landslides.	Immediate responses Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest, where 19 people died in an Avalanche. 300,000 people migrated from Kathmandu to friends/family for support/shelter Long-term responses Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Indian border blockage caused fuel/medicine shortages
Geography: Week 5 Questions			
1. Is Nepal an LIC or HIC? 2. What was the magnitude of the Nepal earthquake? 3. What was the date? 4. Which plate margin did Nepal happen on?			5. How many people were killed? 6. Name the secondary effect which killed 19 people 7. Give an example of an immediate response to Nepal 8. Give an example of a long term response to Nepal
Extended Writing Question: Explain the primary and secondary effects of Nepal earthquake			

Geography: Half Term 2 - Week 6

Geography: Week 6 Knowledge Organiser:			
6 Chile Earthquake, 2010 (HIC)	Date: February 2010 Magnitude: 8.8 Shallow focus (35 km) Plate margin: Destructive - Nazca Plate subducting beneath the South American plate	Primary effects 500 killed, 120,000 injured, 800,000 people affected. Significant destruction of buildings and infrastructure. Power, water and communications cut. US\$30 billion damage. Secondary effects Communities cut off by landslides Coastal towns devastated by tsunami Chemical plant fire near Santiago forced evacuations	Immediate responses: Swift and effective response by emergency services Key roads repaired within 24 hours Most power and restored within 10 days US\$60 million national appeal built 30,000 emergency wooden shelters Long term responses: Strong economy reduced the need for foreign aid Government reconstruction plan to rebuild 200,000 homes Full recovery in 4 years
Geography: Week 6 Questions			
1. Is Chile a LIC or HIC? 2. What was the magnitude of Chile? 3. What was the date? 4. Which plate margin did Chile happen on?			5. How many people were killed? 6. How much money was lost in damage? 7. How long did it take to repair key roads? 8. How long did it take Chile to make full recovery?
Extended Writing Question: Explain how Chile responded to the earthquake			

Geography: Half Term 2 - Week 7

Geography: Week 7 Knowledge Organiser:

7. Risk and reducing risk of hazards	Risk: the chance of a natural hazard happening and affecting people.	Why are LIC's more at risk? <u>Lack of services:</u> Typically, people in LIC's are more at risk from natural hazards due to the lack of health care, lack of emergency services. <u>Poor infrastructure:</u> Many people in LIC's live in poorly built houses and therefore are more vulnerable to hazards. <u>Population density:</u> Often LIC cities have a high population density (lots of people living in cramped conditions) <u>Warning systems:</u> LIC's often do not have access to news or telephone lines to receive warnings and therefore experience greater loss of life. <u>Education:</u> Some people in LIC's have poor access to education and therefore are not aware of how to act in the event of a hazard, leading them to be more vulnerable.	Reducing the risks from tectonic hazards ● Monitoring: Using scientific equipment to detect warning signs. Seismometers measure earth movement. Volcanoes also give off gases which can be monitored. ● Prediction: Using historical evidence and monitoring, scientists can make prediction about when a tectonic hazard may occur, this can allow evacuation before event ● Protection: Designing buildings that will withstand tectonic hazards. ● Planning: Avoid building in at risk areas. Training for emergency services and planned evacuation routes and drills. 
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Geography: Week 7 Questions

1. Are HIC's or LIC's more at risk to a hazard? 2. What does risk mean? 3. What is the term for a large number of people living in a small area? 4. What does monitoring mean?	5. What does prediction mean? 6. Name one way buildings can become more earthquake resistant? 7. What is protection? 8. Name one way people can plan before an earthquake
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Extended Writing Question:

Explain why LIC's are more at risk from natural hazards

History: Half Term 2 - Week 1

History: Week 1 Knowledge Organiser: Jewish Persecution

Key words:

Persecution: Belief that someone is bad because of their ethnicity, religion or political beliefs

Discrimination: Treating someone differently because of their ethnicity, religion or political beliefs

Antisemitism: Hostility directed at Jewish people

Key information:

- Adolf Hitler became the Fuhrer of Germany which meant he had complete control of it. He had an extreme disliking towards the Jews which led to the mass murder of 6 million Jewish people within the Holocaust
- Hitler's mum got cancer and the doctor used to treat her had been Jewish. When his mother died, Hitler claimed that the doctor had poisoned her which was the start of his hatred towards the Jews
- Hitler blamed the loss of WW1 on the Jews as they had sabotaged the German military
- The Nuremberg Laws of 1935 made sure that Jews and non Jews did not mix so they created certain rules to make sure this happened such as Jews not being able to marry non Jews, Jews not being considered German citizens or Jews and non Jews not being able to have sex.
- Hitler wrote a book (Mein Kampf or My Struggle) which outlined his views about Jews and his plans to create an Aryan race (blonde hair and blue eyed Germans)

Individual Stories:

- Leon Greenman was born in London and came from Eastern Europe. He owned a hairdressing business and met his wife in London
- Walter Rosenberg was born in Slovakia and he liked school. When the Nazis passed the Nuremberg Laws, he was expelled from school for being a Jew

History: Week 1 Questions

1. What did Hitler's disliking of the Jews lead to?
2. Where did Hitler's hatred of the Jews begin?
3. Why did Hitler claim Jews for Germany's loss in WW1?
4. Why were the Nuremberg Laws Passed?

5. Give an example of one thing Jews could not do in Germany.
6. What is an Aryan?
7. What job did Leon Greenman have?
8. Why was Walter Rosenberg expelled from school?

Extended Writing Question: If you were a Jew living in Germany at this time, how would you feel about these law changes?

History: Half Term 2 - Week 2

History: Week 2 Knowledge Organiser: Kristallnacht

Key words:

Kristallnacht: Night of Broken Glass

Key information:

- Kristallnacht happened because the Nuremberg Laws were extended - Jews now had to carry an identity card on them with a large letter J in red on them which caused anger among the Jewish community
- It was on the 9th November 1938 that thousands of Jewish homes, businesses and synagogues were attacked throughout Germany and Austria, as a result 100 Jews were killed and 30,000 were sent to concentration camps
- Jews were arrested just because they were Jews - this is the first time this had happened in Germany or Australia
- Hitler blamed the Jews for the damages on the 9th November and told them they had to pay to repair the damages
- As a result of Kristallnacht, Jews were not allowed to own their own businesses, not allowed to be employed by the government and had their own separate theatres.

Individual Stories:

- Leon Greenman wasn't very affected by Kristallnacht as Rotterdam (where he was living) didn't really get involved. While he was on a trip to London, he thought to move there would be safer so went back to Rotterdam to get his wife and child - they ended up not leaving
- Walter Rosenberg was only 14 when Kristallnacht happened so he was kicked out of school. He continued with his studies by stealing textbooks and learning them for himself

History: Week 2 Questions

- | | |
|---|--|
| 1. Why was the Jewish community angry at the extension of the Nuremberg Laws? | 5. What did Jews have to do as a result of the damages? |
| 2. When did Kristallnacht happen? | 6. Name one thing Jews were now not allowed to do. |
| 3. Name one thing that happened to Jews as a result of Kristallnacht | 7. Was Leon Greenman affected by Kristallnacht? Why? |
| 4. Why was this event different from any other? | 8. What did Walter Rosenberg do as a result of being kicked out of school? |

Extended Writing Question: Why do you think this event made Hitler turn on the Jews a little bit more?

History: Half Term 2 - Week 3

History: Week 3 Knowledge Organiser: Ghettos

Key words:

Ghetto: part of a city, especially a slum area, occupied by a minority group or groups

Segregation: the action of setting something or someone apart

Key information:

- After 1939 it was obvious that Jews were going to be sent out of Germany and Reinhard Heydrich decided that Jews should start being sent to Ghettos
- The statement for the deportation was that the Jews were being resettled to perform hard labour
- There were around 400 Ghettos throughout Eastern Europe that the Jews could live in, some of these included: Warsaw, Vilna, Lodz and Krakow
- Not all ghettos were the same, Theresienstadt in Czechoslovakia was used to hide the true nature of ghettos - in reality Jews were only sent here for a short space of time and then distributed to other, harsher ghettos
- Ghettos were not pleasant to live in - overcrowding was common, disease spread rapidly and malnourishment was extremely common as well
- Some people risked their lives to smuggle in food and medicine from outside the Ghettos to help other people
- To give an example, 400,000 Jews lived in the Warsaw Ghetto alone

History: Week 3 Questions

1. Where were Jews sent when they were first expelled from Germany?
2. Why did people say Jews were being deported?
3. Name one of the Ghettos built by the Nazis.
4. Why was Theresienstadt Ghetto different to the others?

5. Name one issue with the Ghettos
6. Why did people risk their lives within the Ghettos?
7. Why did disease spread rapidly in the Ghettos?
8. How many people lived in the Warsaw Ghetto?

Extended Writing Question: Why do you think Jews were sent to Ghettos before Concentration Camps?

History: Half Term 2 - Week 4

History: Week 4 Knowledge Organiser: Entering the concentration camps

Key Words:

Final Solution: the extermination of the Jews

Key information:

- The Nazis decided to build concentration camps when they had decided on their Final Solution
- The majority of the time, Jews came from Ghettos to concentration camps and were told that they were being transported for relocation for a better life somewhere else
- Jews were told to pack their belongings together including any medication, personal items like pictures, clothes, kitchen supplies and so on.
- Their journeys began when they were crammed into a cattle car (anywhere between 80-100 people could be pushed into one single cart for the journey) which were unhygienic with only one bucket of water and another bucket for the toilet
- Once they arrived at the camp, they were told to abandon their belongings as they would be sorted for them and were sent either to the left or to the right. An SS guard would point either way depending on if they believed the inmate was able to work or if they were to be sent immediately to the gas chambers
- Most people that were chosen for immediate death were women, children, elderly, sick and the disabled
- The right would have been the 'luckier' side as they weren't sent to death but to work - they were shaved of all body hair, given uniforms and a number would be tattooed onto their skin for identification instead of names
- The left was for those 75% of people who would have been chosen for death - when entering the gas chambers they would have been told they were having showers, stripped of their clothes and then a chemical called Zyklon B would have been dropped through small holes in the ceiling

Individual stories:

- Leon Greenman was sent to Birkenau - the labour camp - before being sent to Auschwitz. He was separated from his son and wife who, he later found out, were sent to the gas chambers and he was sent to work doing hard labour
- Walter Rosenberg tried to escape capture by taking off his Star of David and trying to get to England. Unfortunately for him, at the borders, the SS captured him and he was sent to the Novaky Concentration Camp.

History: Week 4 Questions

- | | |
|--|--|
| 1. Why did the Nazis decide to build concentration camps? | 5. Why would you be chosen to go to the left instead of the right? |
| 2. Why did Jews go easily to the concentration camps? | 6. Why were Jews 'luckier' if they were chosen to go to the right? |
| 3. How many people would be crammed in one cart on the journey to the camps? | 7. What percentage of people were sent for immediate death? |
| 4. What would happen when the Jews arrived at the Concentration Camps? | 8. What happened at the gas chambers? |

Extended Writing Question:

Pick either Leon Greenman or Walter Rosenberg and describe their experiences into the camps - how might they have felt at each part of their journeys?

History: Half Term 2 - Week 5

History: Week 5 Knowledge Organiser: Inside the concentration camps

Key information:

- Living conditions for the camp mates were less than ideal. They toilets would be one long row of carved out circles for all camp mates to use and there would be one prisoner in charge of cleaning away all the toilet waste that would have been gathered at the end of the row of 'toilets'
- The beds would be three tiers high but at least 3 or 4 people would sleep on one tier. There wouldn't be a tier the camp mates thought was best because the top tier would have an open window above which would have caused hypothermia in the winter and, since there was a lot of sickness, the bottom bunk would have all the bodily fluids reaching them
- To try and survive, the camp mates got prisoner functionary jobs to allow them some power. The three main ones would have been a Kapo, Camp Elder and a Block Elder.
- These jobs would have been really hard for the camp mates and also advantageous for them as well
- Some advantages of being in a prisoner functionary jobs would have been better food and accommodation, access to luxury goods, less physically demanding work and helping other prisoners get more food and avoid physical harm
- Some disadvantages of these jobs would have been the fact that they were required to give punishments to other camp mates, had to make life harder for other prisoners so they would survive and sometimes, they would have to murder other prisoners as part of their jobs

Individual stories:

- Leon Greenman was a barber before he went into the camps and this played to his advantage. Although he mainly did hard manual labour - building roads, moving bricks and building new buildings for the camp - he managed to do some shifts as the camp's barber and was responsible for shaving some of the camp mates on their entry. This allowed him to get some more rations for the evening meals
- Walter Rosenberg can also be considered lucky as he was chosen for the Kanada detail where he sorted through the belongings from the camp mates. This helps him as he was able to steal food that some camp mates brought with him. He also had a job as a Registrar for the gas chambers and he was able to gather a lot of information about the functioning of Auschwitz where he was eventually moved to.

1. Why were the living conditions in the camp so bad? 2. How did camp mates try to survive the camps? 3. Name one of the prisoner functionary jobs camp mates could have 4. What were the advantages of being a prisoner functionary?	5. What were the disadvantages of being a prisoner functionary? 6. How did Leon Greenman's previous life before the camps help him while he was in Auschwitz? 7. Why would Walter Rosenberg be considered lucky? 8. Why was Walter Rosenberg able to gather information about the functions of Auschwitz?
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Extended Writing Question:

How might you have felt being in a prisoner functionary job?

History: Half Term 2 - Week 6

History: Week 6 Knowledge Organiser: Liberation

Key dates:

June 1944 - D-Day

15th April 1945- Liberation of Bergen Belsen

Key words:

Death Marches- forced evacuations of concentration camps

Key information:

- The allies had multiple reports about what the Nazis were up to from 1941 and many people had ideas about the change from persecution to extinction of the Jews from these reports
- It was D-Day where the allies started to push back the Nazis and pass through their occupied territory that they discovered the concentration camps that were in use
- The Nazis tried to hide what they were doing from the allies by burning important documents and destroying the gas chambers that they had been using
- Important people and key figures of the holocaust like Rudolf hoss also fled abroad to avoid punishment
- When the allies got to the concentration camps they found Typhus and extreme malnourishment
- The soldiers made the remaining SS Guards carry the diseased bodies to the grave which also resulted in some of them getting Typhus and dying
- Bergen Belsen was the first camp to be liberated by the British and they were horrified at what they saw- they had to burn most of the camp to the ground because of the amount of disease that was there

Individual stories:

- Leon Greenman took part in a death march to try and hide what was going on from the allies and was marched from Auschwitz to Buchenwald. It was on the 11th April 1945 that the camp was liberated and he managed to find some family on his way home and made it back to England on the 22nd November 1945
- Walter Rosenberg and his friend Fred Weltzer were the first two Jewish inmates to escape Auschwitz. They hid for 3 days in a hole in the ground and then ran out of the camp where it took them 11 days of travelling at night to reach Slovakia. Here, it took them 2 weeks to speak about their experiences and write the Vrba-Wetzler report which told everyone the truth about what was going on in Auschwitz.

History: Week 6 Questions

Questions:

- | | |
|---|---|
| 1. How did the allies first find out about the concentration camps? | 5. What did the soldiers make the remaining SS Guards do? |
| 2. Why did D-Day help the allies to liberate the camps? | 6. What did the allies have to do to Bergen Belsen after it was liberated? Why? |
| 3. What did the Nazis do when they realised the allies were coming? | 7. How did Leon Greenman's story end? |
| 4. What did the soldiers find when they got to the concentration camps? | 8. How did Walter Rosenberg's story end? |

Extended Writing Question:

Do you think the allies did everything they could as quickly as they could to save the inmates in the concentration camps?

History: Half Term 2 - Week 7

History: Week 7 Knowledge Organiser: The Trials

Key information:

- The Allies met after they had liberated the camps to prosecute the Nazis who were responsible for the Holocaust
- The Nazis were charged with 'crimes against humanity'
- The British, French, Americans and Soviets were deciding if the Nazis were guilty and what their punishment would be
- These trials took place between 1945-1949
- Rudolf Hoss was one of the men punished for his crimes against the Jews in the Holocaust
- Hoss was responsible for removing the 'we were following orders' defence meaning he took responsibility for his own actions instead of blaming it on Hitler's orders
- Because of Hoss, other Nazis started to take responsibility for their own actions as well
- Hoss was found guilty and executed by hanging for his crimes in Auschwitz
- Other men like Goebbels, Himmler and Goering killed themselves instead of facing trials at the Nuremberg Trials
- Overall, 199 defendants were tried, 161 were convicted and 37 were sentenced to death - some of these men tried included the prisoner functionaries for their role

History: Week 7 Questions

Questions:

- | | |
|---|--|
| 1. What crime were the Nazis charged with? | 5. What does removing the 'we were following orders' defence mean? |
| 2. Which four countries decided on the punishment of the Nazis? | 6. What was Rudolf Hoss' punishment? |
| 3. When were these trials? | 7. What happened to other Nazi men? |
| 4. What was Rudolf Hoss responsible for? | 8. How many people were tried, convicted and executed? |

Extended Writing Question:

How does it make you feel that some of the prisoner functionaries (Jews with jobs) were tried for 'crimes against humanity'?

French: Half Term 2 - Week 1

French: Week 1 Knowledge Organiser:

time phrase	(reflexive) verbs		time - hours	time - minutes	time of day
Pendant la semaine, <i>During the week,</i>	je me lève <i>I get up</i>	In French, the hour is first, followed by the minutes: à cinq heures cinq <i>at five past five (5.05)</i> à huit heures et quart <i>at quarter past eight (8.15)</i> vers trois heures et demi <i>around half past three (3.30)</i> vers onze heures moins dix <i>around ten to eleven (10.50)</i>			
	je m' habille <i>I get dressed</i>				
	je me change <i>I get changed</i>				
	je me repose <i>I relax</i>				
Le week-end, <i>At the weekend,</i>					
D'habitude, <i>Usually,</i>	je dors <i>I sleep</i>		une heure <i>one o'clock</i> deux heures <i>two o'clock</i> trois heures <i>three o'clock</i> quatre heures <i>four o'clock</i> cinq heures <i>five o'clock</i> six heures <i>six o'clock</i> sept heures <i>seven o'clock</i> huit heures <i>eight o'clock</i> neuf heures <i>nine o'clock</i> dix heures <i>ten o'clock</i> onze heures <i>eleven o'clock</i>	... cinq <i>05 past</i> ... dix <i>10 past</i> ... et quart <i>quarter past</i> ... vingt <i>20 past</i> ... vingt-cinq <i>25 past</i> ... et demie <i>half past</i>	du matin <i>in the morning</i>
Normalement, <i>Normally,</i>	je prends le petit-déjeuner <i>I have breakfast</i>	à... <i>at</i>			
Tous les jours, <i>Every day,</i>	je fais mes devoirs <i>I do my homework</i>	vers... <i>around</i>			de l'après-midi <i>in the afternoon</i>
Chaque jour, <i>Each day,</i>	je joue sur l'ordinateur <i>I play on the computer</i>				
	je sors de chez moi <i>I leave my house</i>		à midi <i>at midday</i> à minuit <i>at midnight</i>	... moins vingt-cinq <i>25 to</i> ... moins vingt <i>20 to</i> ... moins le quart <i>quarter to</i> ... moins dix <i>10 to</i> ... moins cinq <i>5 to</i>	du soir <i>in the evening</i>
sequencers	ensuite... <i>then...</i>		après ça... <i>after that...</i>		finalement... <i>finally...</i>

French: Week 1 Questions - Daily Routine

Translate in English:

1. ...à deux heures dix.
2. ...vers onze heures et demie.
3. ...à huit heures moins le quart.
4. Je fais mes devoirs.

Translate in French:

5. ...at 7.20 *(seven hours twenty)*
6. ...around 9.15 *(nine hours and quarter)*
7. ...at 10.45 *(eleven hours minus a quarter)*
8. I have breakfast.

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

French: Half Term 2 - Week 2

French: Week 2 Knowledge Organiser:

time phrase	(reflexive) verbs		time - hours	time - minutes	time of day
Pendant la semaine, <i>During the week,</i>	je me lève <i>I get up</i>	<u>In French, the hour is first, followed by the minutes:</u> à cinq heures cinq <i>at five past five (5.05)</i> à huit heures et quart <i>at quarter past eight (8.15)</i> vers trois heures et demi <i>around half past three (3.30)</i> vers onze heures moins dix <i>around ten to eleven (10.50)</i>			
	je m' habille <i>I get dressed</i>				
	je me change <i>I get changed</i>				
	je me repose <i>I relax</i>				
Le week-end, <i>At the weekend,</i>					
D'habitude, <i>Usually,</i>	je dors <i>I sleep</i>				
Normalement, <i>Normally,</i>	je prends le petit-déjeuner <i>I have breakfast</i>	à... <i>at</i>	une heure <i>one o'clock</i> deux heures <i>two o'clock</i> trois heures <i>three o'clock</i> quatre heures <i>four o'clock</i> cinq heures <i>five o'clock</i> six heures <i>six o'clock</i> sept heures <i>seven o'clock</i> huit heures <i>eight o'clock</i> neuf heures <i>nine o'clock</i> dix heures <i>ten o'clock</i> onze heures <i>eleven o'clock</i>	... cinq <i>05 past</i> ... dix <i>10 past</i> ... et quart <i>quarter past</i> ... vingt <i>20 past</i> ... vingt-cinq <i>25 past</i> ... et demie <i>half past</i>	du matin <i>in the morning</i>
Tous les jours, <i>Every day,</i>	je fais mes devoirs <i>I do my homework</i>	vers... <i>around</i>			de l'après-midi <i>in the afternoon</i>
Chaque jour, <i>Each day,</i>	je joue sur l'ordinateur <i>I play on the computer</i>				
	je sors de chez moi <i>I leave my house</i>		à midi <i>at midday</i> à minuit <i>at midnight</i>	... moins vingt-cinq <i>25 to</i> ... moins vingt <i>20 to</i> ... moins le quart <i>quarter to</i> ... moins dix <i>10 to</i> ... moins cinq <i>5 to</i>	du soir <i>in the evening</i>
sequencers	ensuite... <i>then...</i>		après ça... <i>after that...</i>	finalement... <i>finally...</i>	

French: Week 2 Questions - Daily Routine

Translate in English:

1. ...à midi vingt-cinq.
2. ...vers trois heures moins cinq.
3. Je m'habille.
4. Je prends le petit-déjeuner.

Translate in French:

5. ...around midnight
6. ...at 11.30 *(eleven hours and half)*
7. I leave my house.
8. I play on the computer.

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

Que fais-tu le week-end? What do you do at the weekend?

French: Half Term 2 - Week 3

French: Week 3 Knowledge Organiser:

time phrase	(reflexive) verbs		time - hours	time - minutes	time of day
Pendant la semaine, <i>During the week,</i>	je me lève <i>I get up</i>	In French, the hour is first, followed by the minutes: à cinq heures cinq <i>at five past five (5.05)</i> à huit heures et quart <i>at quarter past eight (8.15)</i> vers trois heures et demi <i>around half past three (3.30)</i> vers onze heures moins dix <i>around ten to eleven (10.50)</i>			
	je m' habille <i>I get dressed</i>				
	je me change <i>I get changed</i>				
	je me repose <i>I relax</i>				
Le week-end, <i>At the weekend,</i>					
D'habitude, <i>Usually,</i>	je dors <i>I sleep</i>		une heure <i>one o'clock</i> deux heures <i>two o'clock</i> trois heures <i>three o'clock</i> quatre heures <i>four o'clock</i> cinq heures <i>five o'clock</i> six heures <i>six o'clock</i> sept heures <i>seven o'clock</i> huit heures <i>eight o'clock</i> neuf heures <i>nine o'clock</i> dix heures <i>ten o'clock</i> onze heures <i>eleven o'clock</i>	... cinq <i>05 past</i> ... dix <i>10 past</i> ... et quart <i>quarter past</i> ... vingt <i>20 past</i> ... vingt-cinq <i>25 past</i> ... et demie <i>half past</i>	du matin <i>in the morning</i>
Normalement, <i>Normally,</i>	je prends le petit-déjeuner <i>I have breakfast</i>	à... <i>at</i>			
Tous les jours, <i>Every day,</i>	je fais mes devoirs <i>I do my homework</i>	vers... <i>around</i>			de l'après-midi <i>in the afternoon</i>
Chaque jour, <i>Each day,</i>	je joue sur l'ordinateur <i>I play on the computer</i>				
	je sors de chez moi <i>I leave my house</i>		à midi <i>at midday</i> à minuit <i>at midnight</i>	... moins vingt-cinq <i>25 to</i> ... moins vingt <i>20 to</i> ... moins le quart <i>quarter to</i> ... moins dix <i>10 to</i> ... moins cinq <i>5 to</i>	du soir <i>in the evening</i>
sequencers	ensuite... <i>then...</i>		après ça... <i>after that...</i>		finalement... <i>finally...</i>

French: Week 3 Questions - Daily Routine

Translate in English:

- Je me repose à neuf heures du soir.
- Ensuite je sors de chez moi.
- Je me lève à sept heures et quart.
- Je me change et finalement je dors.

Translate in French:

- I sleep at midnight.
- I do my homework at 4pm. *(at 4 hours in the afternoon)*
- I get dressed at 6am. *(at 6 hours in the morning)*
- Usually, I have breakfast.

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

Parle moi de ta routine matinale.

Tell me about your morning routine.

You must use 3 different verbs and add times.

French: Half Term 2 - Week 4

French: Week 4 Knowledge Organiser:

time phrase	(reflexive) verbs		time - hours	time - minutes	time of day
Pendant la semaine, <i>During the week,</i>	je me lève <i>I get up</i>	In French, the hour is first, followed by the minutes: à cinq heures cinq <i>at five past five (5.05)</i> à huit heures et quart <i>at quarter past eight (8.15)</i> vers trois heures et demi <i>around half past three (3.30)</i> vers onze heures moins dix <i>around ten to eleven (10.50)</i>			
	je m' habille <i>I get dressed</i>				
	je me change <i>I get changed</i>				
	je me repose <i>I relax</i>				
Le week-end, <i>At the weekend,</i>					
D'habitude, <i>Usually,</i>	je dors <i>I sleep</i>		une heure <i>one o'clock</i> deux heures <i>two o'clock</i> trois heures <i>three o'clock</i> quatre heures <i>four o'clock</i> cinq heures <i>five o'clock</i> six heures <i>six o'clock</i> sept heures <i>seven o'clock</i> huit heures <i>eight o'clock</i> neuf heures <i>nine o'clock</i> dix heures <i>ten o'clock</i> onze heures <i>eleven o'clock</i>	... cinq <i>05 past</i> ... dix <i>10 past</i> ... et quart <i>quarter past</i> ... vingt <i>20 past</i> ... vingt-cinq <i>25 past</i> ... et demie <i>half past</i>	du matin <i>in the morning</i>
Normalement, <i>Normally,</i>	je prends le petit-déjeuner <i>I have breakfast</i>	à... <i>at</i>			
Tous les jours, <i>Every day,</i>	je fais mes devoirs <i>I do my homework</i>	vers... <i>around</i>			de l'après-midi <i>in the afternoon</i>
Chaque jour, <i>Each day,</i>	je joue sur l'ordinateur <i>I play on the computer</i>				
	je sors de chez moi <i>I leave my house</i>		à midi <i>at midday</i> à minuit <i>at midnight</i>	... moins vingt-cinq <i>25 to</i> ... moins vingt <i>20 to</i> ... moins le quart <i>quarter to</i> ... moins dix <i>10 to</i> ... moins cinq <i>5 to</i>	du soir <i>in the evening</i>
sequencers	ensuite... <i>then...</i>		après ça... <i>after that...</i>		finalement... <i>finally...</i>

French: Week 4 Questions - Daily Routine

Translate in English:

- Pendant la semaine, je me repose.
- Normalement, je fais mes devoirs.
- Tous les jours, je joue sur l'ordinateur.
- Je sors de chez moi vers midi.

Translate in French:

- Usually, I sleep at 11pm. *(at 11 hours in the evening)*
- Then I relax at 8.35. *(at 9 hours minus 25)*
- After that, I have breakfast.
- I play on the computer at midday.

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

Parle moi de ta routine.

Tell me about your routine.

You must use 3 different verbs and add times.

French: Half Term 2 - Week 5

French: Week 5 Knowledge Organiser:

basic verbs					
Je ne me sens pas bien		<i>I don't feel well</i>		Je suis malade	
J'ai chaud		<i>I am hot</i>		J'ai froid	
		<i>I am cold</i>		J'ai faim	
				<i>I am hungry</i>	
reflexive verbs		nouns - body parts		time phrase	
je me suis cassé(e)	<i>I broke I have broken</i>	le genou	<i>my knee</i>	le nez	<i>my nose</i>
		le dos	<i>my back</i>	le bras	<i>my arm</i>
		le pied	<i>my foot</i>		
		le doigt	<i>my finger</i>		
		le doigt de pied	<i>my toe</i>		
je me suis coupé(e)	<i>I (have) cut</i>	la jambe	<i>my leg</i>		
		la tête	<i>my head</i>		
		la main	<i>my hand</i>		
		l'épaule	<i>my shoulder</i>		
				hier	<i>yesterday</i>
				avant-hier	<i>the day before yesterday</i>
				ce matin	<i>this morning</i>
				cet après-midi	<i>this afternoon</i>
				mardi dernier	<i>last Tuesday</i>
				il y a un mois	<i>a month ago</i>
				il y a une heure	<i>an hour ago</i>
				il y a une semaine	<i>a week ago</i>
				il y a plus d'une semaine	<i>more than a week ago</i>
verb		nouns - body parts		time phrase	
j'ai mal	<i>I have pain in (my... hurts)</i>				
</					

French: Week 5 Questions - Daily Routine

Translate in English:

1. J'ai chaud.
2. Je suis malade.
3. Je ne me sens pas bien.
4. Je me suis cassé la jambe.

Translate in French:

5. I am hungry.
6. I am cold.
7. I cut my finger.
8. I broke my knee

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Comment vas-tu? How are you?

French: Half Term 2 - Week 6

French: Week 6 Knowledge Organiser:

basic verbs					
Je ne me sens pas bien		<i>I don't feel well</i>		Je suis malade	
J'ai chaud		<i>I am hot</i>		J'ai froid	
				<i>I am cold</i>	
				J'ai faim	
				<i>I am hungry</i>	
reflexive verbs		nouns - body parts		time phrase	
je me suis cassé(e)		<i>I broke</i> <i>I have broken</i>		hier	
				<i>yesterday</i>	
				avant-hier	
				<i>the day before yesterday</i>	
				ce matin	
				<i>this morning</i>	
				cet après-midi	
				<i>this afternoon</i>	
				mardi dernier	
				<i>last Tuesday</i>	
je me suis coupé(e)		<i>I (have) cut</i>		il y a un mois	
				<i>a month ago</i>	
				il y a une heure	
				<i>an hour ago</i>	
				il y a une semaine	
				<i>a week ago</i>	
				il y a plus d'une semaine	
				<i>more than a week ago</i>	
verb		nouns - body parts		time phrase	
j'ai mal		<i>I have pain in</i> <i>(my... hurts)</i>		J'ai mal au genou <u>depuis un mois</u>	
				<i>I've had a sore knee for a month</i>	
				depuis <i>since / for</i>	
				+	
				un mois	
				<i>a month</i>	
				une heure	
				<i>an hour</i>	
				une semaine	
				<i>a week</i>	
				plus d'une semaine	
				<i>more than a week</i>	
				hier	
				<i>yesterday</i>	
				avant-hier	
				<i>the day before yesterday</i>	
				ce matin	
				<i>this morning</i>	
				cet après-midi	
				<i>this afternoon</i>	
				mardi dernier	
				<i>last Tuesday</i>	

French: Week 6 Questions - **Daily Routine**

Translate in English:

1. J'ai mal à l'estomac.
2. Je me suis coupé la main hier.
3. Je suis malade depuis ce matin.
4. J'ai mal au dos depuis une semaine.

Translate in French:

5. I don't feel well.
6. I am cold.
7. ...since this afternoon.
8. ...more than a week ago.

Extended Writing Question: Use your weekly sentence builder to help you answer the following questions IN FRENCH:
Qu'est-ce qui ne va pas? What's wrong?

French: Half Term 2 - Week 7

French: Week 7 Knowledge Organiser:

basic verbs						
Je ne me sens pas bien		<i>I don't feel well</i>		Je suis malade		
J'ai chaud		<i>I am hot</i>		J'ai froid		
				<i>I am cold</i>		
				J'ai faim		
				<i>I am hungry</i>		
reflexive verbs		nouns - body parts		time phrase		
je me suis cassé(e)	<i>I broke</i> <i>I have broken</i>	le genou	<i>my knee</i>	le nez	<i>my nose</i>	
		le dos	<i>my back</i>	le bras	<i>my arm</i>	
		le pied	<i>my foot</i>			
		le doigt	<i>my finger</i>			
		le doigt de pied	<i>my toe</i>			
je me suis coupé(e)	<i>I (have) cut</i>	la jambe	<i>my leg</i>			
		la tête	<i>my head</i>			
		la main	<i>my hand</i>			
		l'épaule	<i>my shoulder</i>			
				hier	<i>yesterday</i>	
				avant-hier	<i>the day before yesterday</i>	
				ce matin	<i>this morning</i>	
				cet après-midi	<i>this afternoon</i>	
				mardi dernier	<i>last Tuesday</i>	
				il y a un mois	<i>a month ago</i>	
				il y a une heure	<i>an hour ago</i>	
				il y a une semaine	<i>a week ago</i>	
				il y a plus d'une semaine	<i>more than a week ago</i>	
verb		nouns - body parts		time phrase		
j'ai mal	<i>I have pain in</i> <i>(my... hurts)</i>				J'ai mal au genou depuis un mois	
					<i>I've had a sore knee for a month</i>	
		au genou	<i>my knee</i>	au nez	<i>my nose</i>	
		au dos	<i>my back</i>	au bras	<i>my arm</i>	
		au coeur	<i>my heart</i>	au pied	<i>my foot</i>	
		au doigt	<i>my finger</i>	au doigt de pied	<i>my toe</i>	
		à l'estomac	<i>my stomach</i>			
		à la gorge	<i>my throat</i>	à la bouche	<i>my mouth</i>	
		à la jambe	<i>my leg</i>	à la tête	<i>my head</i>	
		à la main	<i>my hand</i>			
		aux yeux	<i>my eyes</i>	aux oreilles	<i>my ears</i>	
		aux dents	<i>my teeth</i>			
						depuis <i>since / for</i>
						+
						un mois
				<i>a month</i>		
				une heure		
				<i>an hour</i>		
				une semaine		
				<i>a week</i>		
				plus d'une semaine		
				<i>more than a week</i>		
				hier		
				<i>yesterday</i>		
				avant-hier		
				<i>the day before yesterday</i>		
				ce matin		
				<i>this morning</i>		
				cet après-midi		
				<i>this afternoon</i>		
				mardi dernier		
				<i>last Tuesday</i>		

French: Week 7 Questions - Daily Routine

Translate in English:

1. le genou / la jambe / le bras
2. Je me suis cassé l'épaule.
3. J'ai froid depuis un mois.
4. J'ai mal aux oreilles depuis avant-hier.

Translate in French:

5. I broke my foot.
6. ... for a week.
7. I have a pain in my arm.
8. I cut my head this afternoon.

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

As-tu mal?

Are you hurting?

Spanish: Half Term 2 - Week 1

Spanish: Week 1 Knowledge Organiser:

Time Phrase	Verb	Time	Link	Verb	Adjective / Reason
Normalmente <i>(Normally)</i> Siempre <i>(Always)</i> Nunca <i>(Never)</i> A menudo <i>(Often)</i> De vez en cuando <i>(From time to time)</i>	me despierto <i>(I wake up)</i> me levanto <i>(I get up)</i> me ducho <i>(I shower)</i> me visto <i>(I get dressed)</i> me lavo los dientes <i>(I brush my teeth)</i> me acuesto <i>(I go to bed)</i> salgo de casa <i>(I leave home)</i> vuelvo a casa <i>(I return home)</i> ceno <i>(I have dinner)</i> desayuno <i>(I have breakfast)</i> hago mis deberes <i>(I do my homework)</i>	a las ocho <i>(at 8:00)</i> ... en punto <i>(on the dot)</i> a las nueve y media <i>(at half 9)</i> al mediodía <i>(at midday)</i> a medianoche <i>(at midnight)</i> temprano <i>(early)</i> tarde <i>(late)</i> enseguida <i>(immediately)</i> después del insti <i>(after school)</i> antes del insti <i>(before school)</i> más temprano <i>(earlier)</i> más tarde <i>(later)</i>	lo que <i>(which)</i> porque <i>(because)</i> pero <i>(but)</i> aunque <i>(although)</i> sin embargo <i>(however)</i>	es <i>(it is)</i> no es <i>(it isn't)</i>	importante <i>(important)</i> práctico <i>(practical)</i> fácil <i>(easy)</i> difícil <i>(difficult)</i> estresante <i>(stressful)</i> mejor para la salud <i>(better for your health)</i>
Durante la semana <i>(During the week)</i> Después del insti <i>(After school)</i> Los fines de semana <i>(At the weekends)</i> Durante las vacaciones <i>(During the holidays)</i>				(no) tengo que salir <i>(I (don't) have to go out)</i> (no) voy al instituto <i>(I (don't) go to school)</i> me cuesta mucho <i>(it's a struggle)</i> no tengo mucho tiempo <i>(I don't have much time)</i> tengo prisa <i>(I am in a hurry)</i>	

Spanish: Week 1 Questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. During the week, I eat breakfast 2. At the weekend, I return home 3. Normally, I do my homework 4. Often, I leave home at midday | <ol style="list-style-type: none"> 5. No tengo mucho tiempo 6. Sin embargo es fácil 7. Antes del insti 8. Ceno más tarde |
|--|--|

Extended Writing Question:

¿A qué hora empiezas tu rutina? What time do you begin your routine? Write at least 3 sentences in Spanish.

Spanish: Half Term 2 - Week 2

Spanish: Week 2 Knowledge Organiser:

Time Phrase	Verb	Time	Link	Verb	Adjective / Reason
Normalmente (Normally) Siempre (Always) Nunca (Never) A menudo (Often) De vez en cuando (From time to time)	me despierto (I wake up) me levanto (I get up) me ducho (I shower) me visto (I get dressed) me lavo los dientes (I brush my teeth) me acuesto (I go to bed) salgo de casa (I leave home) vuelvo a casa (I return home) ceno (I have dinner) desayuno (I have breakfast) hago mis deberes (I do my homework)	a las ocho (at 8:00) ... en punto (on the dot) a las nueve y media (at half 9) al mediodía (at midday) a medianoche (at midnight) temprano (early) tarde (late) enseguida (immediately) después del insti (after school) antes del insti (before school) más temprano (earlier) más tarde (later)	lo que (which) porque (because) pero (but) aunque (although) sin embargo (however)	es (it is) no es (it isn't) (no) tengo que salir (I (don't) have to go out) (no) voy al instituto (I (don't) go to school) me cuesta mucho (it's a struggle) no tengo mucho tiempo (I don't have much time) tengo prisa (I am in a hurry)	importante (important) practico (practical) fácil (easy) difícil (difficult) estresante (stressful) mejor para la salud (better for your health)

Spanish: Week 2 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Normally, I get up 2. I always get up at 8:00 on the dot. 3. I brush my teeth after school. 4. Often, I shower before school. | <ol style="list-style-type: none"> 5. Normalmente, me despierto 6. Siempre me acuesto 7. Durante las vacaciones, desayuno. 8. A menudo, salgo de casa |
|---|---|

Extended Writing Question:

Describe tu rutina diaria - Describe your Daily routine.

Spanish: Half Term 2 - Week 3

Spanish: Week 3 Knowledge Organiser:

Time Phrase	Verb	Time	Link	Verb	Adjective / Reason
Normalmente (Normally) Siempre (Always) Nunca (Never) A menudo (Often) De vez en cuando (From time to time)	me despierto (I wake up) me levanto (I get up) me ducho (I shower) me visto (I get dressed) me lavo los dientes (I brush my teeth) me acuesto (I go to bed) salgo de casa (I leave home) vuelvo a casa (I return home) ceno (I have dinner) desayuno (I have breakfast) hago mis deberes (I do my homework)	a las ocho (at 8:00) ... en punto (on the dot) a las nueve y media (at half 9) al mediodía (at midday) a medianoche (at midnight) temprano (early) tarde (late) enseguida (immediately) después del insti (after school) antes del insti (before school) más temprano (earlier) más tarde (later)	lo que (which) porque (because) pero (but) aunque (although) sin embargo (however)	es (it is) no es (it isn't)	importante (important) practico (practical) fácil (easy) difícil (difficult) estresante (stressful) mejor para la salud (better for your health)
Durante la semana (During the week) Después del insti (After school) Los fines de semana (At the weekends) Durante las vacaciones (During the holidays)					(no) tengo que salir (I (don't) have to go out) (no) voy al instituto (I (don't) go to school) me cuesta mucho (it's a struggle) no tengo mucho tiempo (I don't have much time) tengo prisa (I am in a hurry)

Spanish: Week 3 Questions

- Sometimes, I do my homework
- From time to time, I get dressed...
- During the week, I have dinner
- During the weekend, I go to bed at midnight.

- No voy al insituto
- Después del colegio tengo prisa
- Siempre salgo de casa
- Vuelvo de casa temprano

Extended Writing Question:

¿Qué haces normalmente después del colegio? Write at least three sentences describing what you do when you finish school.

Spanish: Half Term 2 - Week 4

Spanish: Week 4 Knowledge Organiser:

Time Phrase	Verb	Time	Link	Verb	Adjective / Reason
Normalmente (Normally)	me despierto (I wake up)	a las ocho (at 8:00)	lo que (which)	es (it is)	importante (important)
Siempre (Always)	me levanto (I get up)	... en punto (on the dot)	porque (because)	no es (it isn't)	practico (practical)
Nunca (Never)	me ducho (I shower)	a las nueve y media (at half 9)	pero (but)		fácil (easy)
A menudo (Often)	me visto (I get dressed)	al mediodía (at midday)	aunque (although)		difícil (difficult)
De vez en cuando (From time to time)	me lavo los dientes (I brush my teeth)	a medianoche (at midnight)	sin embargo (however)		estresante (stressful)
	me acuesto (I go to bed)				mejor para la salud (better for your health)
salgo de casa (I leave home)		temprano (early)		(no) tengo que salir (I (don't) have to go out)	
Durante la semana (During the week)	vuelvo a casa (I return home)	tarde (late)		(no) voy al instituto (I (don't) go to school)	
Después del insti (After school)	ceno (I have dinner)	enseguida (immediately)		me cuesta mucho (it's a struggle)	
Los fines de semana (At the weekends)	desayuno (I have breakfast)	después del insti (after school)		no tengo mucho tiempo (I don't have much time)	
Durante las vacaciones (During the holidays)	hago mis deberes (I do my homework)	antes del insti (before school)		tengo prisa (I am in a hurry)	
		más temprano (earlier)			
		más tarde (later)			

Spanish: Week 4 Questions

- | | |
|--|---|
| <ol style="list-style-type: none"> Durante las vacaciones Me despierto temprano Me visto enseguida Me cuesta mucho | <ol style="list-style-type: none"> I shower before school Although it is a struggle I have a lot of time I don't have to go out |
|--|---|

Extended Writing Question:

Describe your daily routine but ensure you add why you do things and why you don't do things.

Spanish: Half Term 2 - Week 5

Spanish: Week 5 Knowledge Organiser:

Time Phrase	Main Verb - Illness	Link	Advice	Advice (infinitive)
Siempre (<i>Always</i>)	tengo frío (<i>I'm cold</i>)		tengo que (<i>I have to</i>)	tomar aspirinas (<i>take aspirin</i>)
Normalmente (<i>Normally</i>)	tengo calor (<i>I am hot</i>)	así que (<i>so</i>)		tomar unas pastillas (<i>take some tablets</i>)
Nunca (<i>Nunca</i>)	tengo catarro (<i>I have a cold</i>)		tienes que (<i>you have to</i>)	tomar una siesta (<i>take a nap</i>)
A menudo (<i>Often</i>)	tengo dolor de la cabeza (<i>I have a headache</i>)	y (<i>and</i>)		tomar una siesta (<i>take a nap</i>)
De vez en cuando (<i>From time to time</i>)	tengo fiebre (<i>I have a fever/temperature</i>)		necesito (<i>I need</i>)	ir al médico / hospital (<i>to go to the doctor / hospital</i>)
A veces (<i>Sometimes</i>)	tengo gripe (<i>I have the flu</i>)	pero (<i>but</i>)		quedarse en casa (<i>to stay at home</i>)
	tengo náuseas (<i>I feel sick</i>)		se debe (<i>you should</i>)	descansar (<i>to rest</i>)
	tengo quemaduras de sol (<i>I have a sunburn</i>)	por eso (<i>therefore</i>)		evitar el ejercicio (<i>to avoid exercise</i>)
Desde ayer (<i>Since yesterday</i>)	tengo tos (<i>I have a cough</i>)		hay que (<i>one must</i>)	evitar el sol (<i>to avoid the sun</i>)
Desde anteayer (<i>Since the day before yesterday</i>)	tengo una picadura (<i>I have a sting</i>)	por lo tanto (<i>therefore</i>)		beber mucha agua (<i>to drink a lot of water</i>)
Desde hace un día (<i>For a day</i>)	tengo una insolación (<i>I have sunstroke</i>)		se puede (<i>one can</i>)	llevar una vida más sana (<i>lead a healthy life</i>)
	me duele la espalda/la pierna (<i>my back/leg/ hurts</i>)			
	me duelen los ojos (<i>my eyes hurt</i>)			

Spanish: Week 5 Questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. From time to time, I feel sick. 2. Sometimes I have a headache. 3. Since the day before yesterday 4. therefore you should go to the doctor | <ol style="list-style-type: none"> 5. A veces tengo dolor de cabeza 6. Me duelen los ojos 7. A menudo tengo fiebre 8. pero no necesito ir al hospital. |
|--|--|

Extended Writing Question:

Answer the question: ¿Qué pasa? What is wrong? Give at least three sentences saying what is wrong and for how long.

Spanish: Half Term 2 - Week 6

Spanish: Week 6 Knowledge Organiser:

Time Phrase	Main Verb - Illness	Link	Advice	Advice (infinitive)
Siempre (<i>Always</i>)	tengo frío (<i>I'm cold</i>)		tengo que (<i>I have to</i>)	tomar aspirinas (<i>take aspirin</i>)
Normalmente (<i>Normally</i>)	tengo calor (<i>I am hot</i>)	así que (<i>so</i>)		tomar unas pastillas (<i>take some tablets</i>)
Nunca (<i>Nunca</i>)	tengo catarro (<i>I have a cold</i>)		tienes que (<i>you have to</i>)	tomar una siesta (<i>take a nap</i>)
A menudo (<i>Often</i>)	tengo dolor de la cabeza (<i>I have a headache</i>)	y (<i>and</i>)		ir al médico / hospital (<i>to go to the doctor / hospital</i>)
De vez en cuando (<i>From time to time</i>)	tengo fiebre (<i>I have a fever/temperature</i>)	pero (<i>but</i>)	necesito (<i>I need</i>)	quedarse en casa (<i>to stay at home</i>)
A veces (<i>Sometimes</i>)	tengo gripe (<i>I have the flu</i>)		se debe (<i>you should</i>)	descansar (<i>to rest</i>)
	tengo náuseas (<i>I feel sick</i>)	por eso (<i>therefore</i>)	hay que (<i>one must</i>)	evitar el ejercicio (<i>to avoid exercise</i>)
	tengo quemaduras de sol (<i>I have a sunburn</i>)	por lo tanto (<i>therefore</i>)	se puede (<i>one can</i>)	evitar el sol (<i>to avoid the sun</i>)
Desde ayer (<i>Since yesterday</i>)	tengo tos (<i>I have a cough</i>)			beber mucha agua (<i>to drink a lot of water</i>)
Desde anteayer (<i>Since the day before yesterday</i>)	tengo una picadura (<i>I have a sting</i>)			llevar una vida más sana (<i>lead a healthy life</i>)
Desde hace un día (<i>For a day</i>)	tengo una insolación (<i>I have sunstroke</i>)			
	me duele la espalda/la pierna (<i>my back/leg/ hurts</i>)			
	me duelen los ojos (<i>my eyes hurt</i>)			

Spanish: Week 6 Questions

1. I have to go to the doctor.
2. I need to take some tablets.
3. I often have a fever
4. From time to time, I have the flu.

5. Pero se debe descansar
6. Siempre tengo frío
7. Tengo que evitar el sol
8. Se debe ir al médico.

Extended Writing Question:

A patient comes to you and says 'Tengo tos y tengo fiebre' what is wrong with them? Write some advice in Spanish on what they should do.

Spanish: Half Term 2 - Week 7

Spanish: Week 7 Knowledge Organiser:

Time Phrase	Main Verb - Illness	Link	Advice	Advice (infinitive)
Siempre (<i>Always</i>)	tengo frío (<i>I'm cold</i>)	así que (<i>so</i>)	tengo que (<i>I have to</i>)	tomar aspirinas (<i>take aspirin</i>)
Normalmente (<i>Normally</i>)	tengo calor (<i>I am hot</i>)			tomar unas pastillas (<i>take some tablets</i>)
Nunca (<i>Nunca</i>)	tengo dolor de la cabeza (<i>I have a headache</i>)	y (<i>and</i>)	tienes que (<i>you have to</i>)	tomar una siesta (<i>take a nap</i>)
A menudo (<i>Often</i>)	tengo fiebre (<i>I have a fever/temperature</i>)		necesito (<i>I need</i>)	ir al médico / hospital (<i>to go to the doctor / hospital</i>)
De vez en cuando (<i>From time to time</i>)	tengo gripe (<i>I have the flu</i>)	pero (<i>but</i>)	se debe (<i>you should</i>)	quedarse en casa (<i>to stay at home</i>)
A veces (<i>Sometimes</i>)	tengo náuseas (<i>I feel sick</i>)			descansar (<i>to rest</i>)
	tengo quemaduras de sol (<i>I have a sunburn</i>)	por eso (<i>therefore</i>)	hay que (<i>one must</i>)	evitar el ejercicio (<i>to avoid exercise</i>)
Desde ayer (<i>Since yesterday</i>)	tengo tos (<i>I have a cough</i>)			evitar el sol (<i>to avoid the sun</i>)
Desde anteayer (<i>Since the day before yesterday</i>)	tengo una picadura (<i>I have a sting</i>)	por lo tanto (<i>therefore</i>)	se puede (<i>one can</i>)	beber mucha agua (<i>to drink a lot of water</i>)
Desde hace un día (<i>For a day</i>)	tengo una insolación (<i>I have sunstroke</i>)			llevar una vida más sana (<i>lead a healthy life</i>)
	me duele la espalda/la pierna (<i>my back/leg/ hurts</i>)			
	me duelen los ojos (<i>my eyes hurt</i>)			

Spanish: Week 7 Questions

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. I have a sting. 2. I have substroke 3. My back hurts 4. For a day I had a sting. | <ol style="list-style-type: none"> 5. You can drink a lot of water 6. Therefore you should lead a healthy lifestyle 7. I have a cold 8. So I have to take aspirin |
|--|---|

Extended Writing Question: Use both knowledge organisers from this term and write a description of what you do for your daily routine and then pretend someone has come to you for advice with their injury/illness and tell them what to do.

Modern Britain: Half Term 2 - Week 1

Modern Britain: Week 1 Knowledge Organiser: Crime and Punishment - Good v Evil

Key words

Crime - an offence which is punishable by law.

Intention - the plan that someone has before they act.

Punishment - something legally done to somebody after being found guilty of breaking the law

In the UK, magistrates and for less serious cases, crown courts are involved in the hearing cases against someone charged with committing a crime for serious offences/crimes. These courts decide whether the accused is guilty or not guilty and if found guilty will impose a sentence or punishment. **In the UK** the most severe punishment given is life in prison. A jury in a crown court will decide if the offender is guilty or not guilty and then the Judge of the court will give a sentence period for prison.

Some people assume a good action is an action that does not break a law. There are many evil actions that are against the law. EVIL can be described as the opposite of good: a force of negative power which is seen in many traditions as destructive and against God. **Christians** believe that no one is evil and everybody makes mistakes, this is because people are created good, there is usually a reason why they do wicked things like an illness that should be treated in addition to the person being punished. Many Muslims countries will follow Shari'ah Law, which is derived from the teachings of the Qur'an, Hadith and Sunnah. In Egypt and Saudi Arabia, the death penalty is the most severe sentence.

Modern Britain: Week 1 Questions

- | | |
|---|---|
| 1. What is a crime? | 5. Evil is the opposite of what? |
| 2. What is punishment? | 6. What is a good action? |
| 3. Who decides if you are guilty or not guilty in a court of law? | 7. Identify what religious views are on evil |
| 4. Identify the most severe punishment in the UK | 8. What countries have the death penalty as punishment? |

Extended Writing Question: Which court would deal with a murder crime and why?

Modern Britain: Half Term 2 - Week 2

Modern Britain: Week 2 Knowledge Organiser: Reasons for Crime

Key words

Greed - a selfish desire for something.

Hate - the opposite of love.

Poverty - being without food, money & other basic needs

Addiction - a physical or mental dependence on a substance or activity.

Mental Illness - a medical condition that affects a person's emotions or moods.

Upbringing - some people grow up in a household where crime is a way of life.

Some reasons why people commit crimes are:- poverty, upbringing, mental illness, addiction, greed and opposition to an unjust law. Even though some people believe they have a justified reason for committing crimes, everybody must obey the law. This helps society to live in peace without fear of danger. Regardless of the reasons why crimes are committed, most crimes are selfish because they harm innocent people.

Poverty and upbringing can contribute to criminal behaviour as a result of the circumstances into which they were born, for example to parents who are criminals.

Addiction is another reason because people become reliant on drugs, drink and gambling and so turn to crime to pay for these things. Greed and hate is another reason for crime, certain groups are targeted for a hate crime and also greed is a cause because some criminals want things all the time. Some people may break laws they believe are wrong, for example Martin Luther King Jr believed US laws making black people treated differently to white people were wrong.

Modern Britain: Week 2 Questions

- | | |
|--|---------------------------------|
| 1. What does greed mean? | 5. What does 'upbringing' mean? |
| 2. Who has to obey the law of the land? | 6. What is a crime? |
| 3. Who provides food to the poor in the community? | 7. Give a view on poverty |
| 4. What is the meaning of addiction ? | 8. What does hate mean? |

Extended Writing Question: Explain 3 reasons for crime and give an example for each one.

Modern Britain: Half Term 2 - Week 3

Modern Britain: Week 3 Knowledge Organiser: Different Types of Crime

Keywords

Hate crimes - crimes targeted at a person because of their race, religion, sexuality, disability or gender.

Theft - the action or crime of stealing or taking things that do not belong to you, whether that is a possession or money.

Murder - the unlawful premeditated killing of one human being by another; killing someone in cold blood

There are many different types of crime in society, including hate crimes, theft and murder. The possible punishments for these crimes could include prison, fines and community service.

Different types of crime:-

Hate crimes often involve violence and are usually targeted at a person because of their race, religion, sexuality, disability or gender.

Theft is less serious than some other crimes but it still results in a victim suffering loss.

Murder is one of the worst crimes. Some murders involve the victim being put in great pain before they die. Some murders are classed as hate crimes.

Religious attitudes to different types of crime:-

Hate crimes are widely condemned by both Christians and Muslims. When Jesus taught that people should love their neighbour, he was referring to showing compassion, care and respect to everybody. This means that Jesus himself would condemn criminal actions because no crime shows love towards the victim.

Murder is wrong because both Christians and Muslims believe only God has the right and authority to take life.

Similarly, theft is not permitted in the Ten Commandments or the Five Pillars of Islam.

Modern Britain: Week 3 Questions

- | | |
|---|--|
| 1. What is the meaning of hate crime? | 5. What is the meaning of theft? |
| 2. Identify 3 characteristics of a hate crime | 6. Who has the authority to take life? |
| 3. Which is one of the worst crimes? | 7. Theft is not permitted for which religions? |
| 4. What are the religious views on murder? | 8. What is the meaning of murder? |

Extended Writing Question: Explain why theft can cause suffering to another human being

Modern Britain: Half Term 2 - Week 4

Modern Britain: Week 4 Knowledge Organiser: Aims of Punishment

Keywords

Retribution - to get your own back

Deterrence - to put people off committing crimes

Reformation - to change someone's behaviour for the better

Key beliefs

Three aims of punishment are retribution, deterrence and reformation each serving a purpose as a form of punishment.

Retribution is when society is seen as getting its own back on the offender. It is supported by the Old Testament in the Bible, and is interpreted as the criminals should receive back the same injuries and harm that their criminal actions caused. In the case of murder, the murderer should be killed as a punishment.

The Idea of deterrence is to use the punishment an offender receives as an example and warning to others. If the punishment is harsh, it is less likely that others will copy the crime. Harsh punishments may deter the offender from repeating their crime.

Reformation allows offenders to do what is right and change one's behaviour for the better. Give them a second chance and so it is hoped that offenders will change their attitude so they can return to the community as a responsible law-abiding citizen.

Different views on aims of punishment:-

Retribution - Christians believe the 'eye for an eye' teaching should not be taken literally but that punishment should be severe enough (but not more severe) to match the seriousness of the crime. This means murderers should not necessarily be killed as punishment. Most Christians prefer other aims which they believe are less harmful and more positive. They believe in **reformation** over other aims of punishment. It is a positive rather than negative punishment and works with individuals to improve their life changes. It is not a replacement for punishments but happens alongside punishment even for the worst offenders.

Muslim attitude to aims of punishment:-

Retribution - Murderers should not always be killed as punishment. The victim's family can accept compensation for showing mercy to the murderer and prevent him from being executed. Retribution is favoured because actions against Shari'ah law are actions against God (Allah).

Deterrence is about putting people off doing the crime - you know what is coming if you choose to break the law. Some Shari'ah law punishments are carried out in public to deter people watching from committing similar crimes. **Reformation** is important for criminals to seek forgiveness from God and become purified.

Modern Britain: Week 4 Questions

- | | |
|--|--|
| 1. What does reformation mean? | 5. What does deterrence mean? |
| 2. What are the 3 aims of punishment? | 6. What is retribution? |
| 3. Give a reason for punishment given to criminals | 7. Give a religious view on retribution? |
| 4. What is the idea of deterrence? | 8. Give a religious view on reformation? |

Extended Writing Question: Explain the role of reformation for society

Modern Britain: Half Term 2 - Week 5

Modern Britain: Week 5 Knowledge Organiser: Suffering and Causes

Keywords

Suffering - an unfortunate part of life that no one can avoid

Free will - the ability to make decisions by oneself

Suffering can be caused by natural events, illness, Tsunami, Earthquakes. Suffering can teach people to be stronger, for example, a loved one dying helps people cope with the idea of death. When a natural event happens, which is beyond anyone's control then some tragedies occur which will cause suffering to human beings and the planet. Some people view that it is wrong to cause suffering, for example, poor treatment of animals, poor treatment of people who are sick, terminally ill. Suffering can take on many forms for us as humans and we don't always know when people are suffering but maybe we can do something about it!

Some suffering is due to human actions, this can be for crime - perhaps manslaughter or murder. We are responsible for our actions; hate crimes are done for the purpose of suffering for the victim. Discrimination against LGBTQAI groups have suffered in silence in history - although today we recognise these groups of individuals there is always suffering for someone and so we need to show compassion and empathy for others - not because of suffering!!

Different views on suffering and causes

Both Christians and Muslims know that they must not ignore it.

Both Christians and Muslims believe that they must not ignore causing suffering to others and repair any damage they may have caused. Suffering is an unfortunate part of life that no one can avoid. God gave humans 'free will' (the ability to make decisions for themselves) and has given guidance about how to use free will responsibly. This does not mean that humans can go and do what they like.

Modern Britain: Week 5 Questions

- | | |
|--|---|
| 1. What is suffering? | 5. What is free will? |
| 2. Identify a natural event that can cause suffering | 6. What can humans learn from suffering? |
| 3. Suffering can be due to what? | 7. Identify a religious view on suffering |
| 4. What can be the cause of suffering? | 8. Who gave humans 'free will'? |

Extended Writing Question: Explain how humans can cause suffering.

Modern Britain: Half Term 2 - Week 6

Modern Britain: Week 6 Knowledge Organiser: Forms of Punishment

Key words

Prison - a secure building where offenders are kept for a period of time

Corporal Punishment - punishment of an offender by causing them pain, now illegal in the UK

Community Service - punishing offenders by making them do unpaid work in the community

Prison is a punishment behind bars for serious crimes, your freedom is taken away and you serve a prison sentence given by a judge and jury. Corporal punishment - punishes offenders by inflicting physical pain which is illegal in the UK and many other countries. Community Service is a punishment for minor offences and allows offenders the chance to reform. It includes 'community payback' which involves doing supervised work in the community such as cleaning graffiti off buildings. It can include treatment for addiction or medical conditions, counselling or educational opportunities. In some cases a meeting with the offender and the victims family is set up so they can apologise for their actions face to face.

Different views and beliefs:

Prison - many Christians believe that prisoners should be treated well when in prison and are keen to support them to make their time in prison useful by encouraging positive activity. They believe it is important that conditions within prison are humane and civilised.

Corporal punishment is not supported by Christians as it does not seek to reform the criminal and it physically harms the person, so it is seen as a negative and harmful punishment. Community Service is favoured by Christians who like criminals to benefit from it. It allows them to make up for what they have done wrong (reparation) deters them from committing offences in the future and reforms them by making them realise the consequences of their actions. No harm is done to the offender which is a positive step.

Prison - In Muslim countries, prison is used less for punishment and more as a place to keep people awaiting trial or punishment such as caning (corporal punishment) or death. Some Muslims argue that prison may be a greater penalty than inflicting pain through corporal punishment.

Corporal punishment is used in some Muslim countries. It is often carried out in public and they believe it serves as a deterrent, persuading others not to break certain laws. It is laid down in Shari'ah law and can be imposed for offences such as gambling, adultery and drinking alcohol.

Community service - Shari'ah law makes very little use of this punishment.

Modern Britain: Week 6 Questions

- 1: What is the meaning of prison?
- 2: What do Muslims believe about corporal punishment?
- 3: How should criminals be treated according to UK law?
- 4: What does community service mean?

- 5: What is the meaning of corporal punishment?
- 6: What is the use of prisons for?
- 7: Which religion would prefer community service?
- 8: Which religion does not prefer community service?

Extended Writing Question: Out of the 3 forms of punishments, which one is more favourable and why?

Modern Britain: Half Term 2 - Week 7

Modern Britain: Week 7 Knowledge Organiser: Treatment of Criminals

Keywords

Prison - a secure building where offenders are kept for a period of time.

Prisoners have no real choice about how to spend their time - everything is controlled for them. They are locked in cells and fed at certain times of the day and allowed a period of exercise with other prisoners at certain times of the day.

Corporal Punishment - punishment of an offender by causing them pain, now illegal in the UK. This is illegal in the UK. **Community Service** - punishing offenders by making them do unpaid work in the community. This is used for minor offences and allows the offender to pay back to the community.

Fair Trial - this is where the person accused of the crime has both evidence against them and defence for them put forward in a court of law.

Trial by Jury - this is where a group of people decide whether a person is guilty based on evidence given to a jury in a court of law.

Use of Torture - Inflicting pain to another human being as punishment is not allowed in the UK, it is against the law of the land. Some Muslim countries though use the treatment of criminals.

The treatment of criminals should always be to look at reforming the criminal. In the UK prison is used to do this depending on how long the sentence is given to the criminal for the crime that has been committed. It is hoped that the criminal will see the error of their ways and that being in prison they have the chance to realise what they have done. Reforming a criminal can be the most important thing for the person who comes out of prison to have a second chance of living a good life after taking the punishment of prison. Whilst in prison criminals have the chance to carry out meaningful work to gain new skills, gain qualifications and complete rehabilitation programmes for drugs, drink and other addictions.

Modern Britain: Week 7 Questions

1: What is the meaning of prison?

2: What is a fair trial?

3: What is a trial by jury?

4: Why is reforming a character good?

5: What are human rights?

6: Who attends a trial by jury?

7: What can you gain in prison?

8: What kind of rehabilitation programmes do criminals do?

Extended Writing Question: Explain how criminals are reformed in the UK prison system.

Computing - Half Term 2 - Week 1

Computing: Week 1 Knowledge Organiser: Data Privacy:									
Keywords		Knowledge							
Data - Raw facts and figures with no meaning. Information - Data that has been given a meaning. Personal Information - The details that you would list about yourself.		Data examples - John: 28, Claire: 49, Jade: 40, Ahmed: 45, Chloe: 38 Information example - These are scores from a test where the pass mark was 35. John needs to resit the test. The average score is 40. The rules governing the Data Protection Act 2018: <table><tr><td>Used fairly, openly, and in accordance with the law.</td></tr><tr><td>Used for a specific and stated reason.</td></tr><tr><td>Used only in a way that is necessary and sufficient for the purpose for which it was collected.</td></tr><tr><td>Accurate and up-to-date.</td></tr><tr><td>Only kept for as long as it is needed.</td></tr><tr><td>Protected against loss, damage, and unauthorised access.</td></tr></table>		Used fairly, openly, and in accordance with the law.	Used for a specific and stated reason.	Used only in a way that is necessary and sufficient for the purpose for which it was collected.	Accurate and up-to-date.	Only kept for as long as it is needed.	Protected against loss, damage, and unauthorised access.
		Used fairly, openly, and in accordance with the law.							
		Used for a specific and stated reason.							
		Used only in a way that is necessary and sufficient for the purpose for which it was collected.							
		Accurate and up-to-date.							
		Only kept for as long as it is needed.							
		Protected against loss, damage, and unauthorised access.							
Computing: Week 1 Questions:									
1.	What is a rule governed by the Data Protection Act?	5.	What are some examples of data?						
2.	What is data?	6.	What is an example of information?						
3.	What is information?	7.	Why do we use the Data Protection Act?						
4.	What is personal information?	8.	What does accurate data mean?						
Extended Writing Question:									
What is the difference between data and information?									

Computing - Half Term 2 - Week 2

Computing: Week 2 Knowledge Organiser: Social Engineering:			
Keywords		Knowledge	
Social Engineering - A set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes. Phishing - The process of writing fake emails in order to collect details.		Shouldering (also known as shoulder surfing) is an attack designed to steal a victim's password or other sensitive data. It involves the attacker watching the victim while they provide sensitive information, for example, over their shoulder. This type of attack might be familiar; it is often used to find out someone's PIN at a cash machine. They might also want to steal personal information. Personal Information - The details that you would list about yourself. How to spot phishing emails: • Unexpected email with a request for information • Message content contains spelling errors • Suspicious hyperlinks in email: ○ Text that is hyperlinked to a web address that contains spelling errors and/or lots of random numbers and letters. ○ Text that is hyperlinked to a domain name that you don't recognise and/or isn't connected to the email sender. • Generic emails that don't address you by name or contain any personal information that you would expect the sender to know.	
Computing: Week 2 Questions:			
1.	What is social engineering?	5.	What might people steal through shouldering?
2.	What is phishing?	6.	What does hyperlinked text mean?
3.	How can we detect a phishing email?	7.	What does a suspicious hyperlink contain?
4.	What does shouldering mean?	8.	What is personal information?
Extended Writing Question:			
How could someone tell if an email is a 'phishing' email?			

Computing - Half Term 2 - Week 3

Computing: Week 3 Knowledge Organiser: Hacking Techniques:			
Keywords		Knowledge	
Hacking - Gaining unauthorised access to or control of a computer system Ethical- Socially acceptable. Computer Misuse Act - A set of rules that manage how computer systems should be used.		Hackers will use multiple techniques in order to access a system. They will use these techniques so that they can: • Steal money • Access personal information • Cause a disruption • Have revenge Denial of Service (DoS) attack is a cyberattack in which the criminal makes a network resource unavailable to its intended users. This is done by flooding the targeted machine or website with lots of requests in an attempt to overload the system. Distributed Denial of Service (DDOS) attacks work in similar ways except that multiple devices are flooding a targeted machine with messages rather than just one.	
Computing: Week 3 Questions:			
1.	What is hacking?	5.	What is a DOS attack?
2.	What does ethical mean?	6.	What is a DDOS attack?
3.	What is the Computer Misuse Act?	7.	Why might people hack for revenge?
4.	What do hackers want to steal?	8.	Why might people hack to cause disruption?
Extended Writing Question:			
What is the difference between DOS and DDOS?			

Computing - Half Term 2 - Week 4

Computing: Week 4 Knowledge Organiser: Malware:			
Keywords		Knowledge	
Malware - This is software that is designed to gain access to your computer with malicious intent. Spyware - This is unwanted software that monitors and gathers information on a person and how they use their computer.		Viruses are a malicious form of self-replicating software. Once on a computer or network, a virus will replicate itself by maliciously modifying other computer programs and inserting code. Worms replicate themselves but do not attach themselves to files as a virus does. Instead, worms spread through the network and use the system's resources. Ransomware is a form of virus, as it is self-replicating. Specifically, ransomware locks a computer, encrypts files, and therefore prevents the user from being able to access the data. A trojan is a piece of software that appears to perform a useful function (such as a game) but unbeknown to the user it also performs malicious actions.	
Computing: Week 4 Questions:			
1.	What is malware?	5.	Why do people use ransomware?
2.	What is spyware?	6.	What is a trojan?
3.	What does a virus do?	7.	Why would people use spyware?
4.	What does a worm do?	8.	Why would people use a trojan?
Extended Writing Question:			
What is the difference between a virus and a worm?			

Computing - Half Term 2 - Week 5

Computing: Week 5 Knowledge Organiser: Prevention Techniques:			
Keywords		Knowledge	
Anti-malware - This is software that scans any file that is able to execute (run) programs. Authentication - This is where users are given login details that must be used to access a system.		A firewall checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious and that it follows the rules set by the network. For example: A learner tries to use a website full of free games. The rules of the network are set to disallow this and the firewall stops the learner from accessing the website. User permission will be set out on a network to say how a network should be used Users on a network can be put into groups, with each group having a unique set of privileges, such as: • Which network drives they have access to • Their read/write permissions • Which printers they are able to use • What software they can use • Which websites they are allowed to access All of these measures are to ensure that data and information are not stolen. Data examples - John: 28, Claire: 49, Jade: 40, Ahmed: 45, Chloe: 38 Information example - These are scores from a test where the pass mark was 35. John needs to resit the test. The average score is 40.	
Computing: Week 5 Questions:			
1.	What is anti-malware software?	5.	What are user permissions?
2.	What is authentication?	6.	What is a user permission that can be placed on someone's account?
3.	What does a firewall do?	7.	What are some examples of data?
4.	What can cause a firewall message to appear?	8.	What is an example of information?
Extended Writing Question:			
Why would a business want to use user permissions on files and accounts?			

Computing - Half Term 2 - Week 6

Computing: Week 6 Knowledge Organiser: Fake News:

Keywords	Knowledge								
Disinformation - Deliberately false information spread to deceive. Misinformation - Inaccurate information spread unintentionally. Clickbait - Sensationalized headlines to attract attention.	Fake news refers to false or misleading information presented as legitimate news. It's often created to influence opinions, generate clicks, or spread disinformation. Some fake news stories will use: • Propaganda - Biased information to promote a particular viewpoint • Satire - Humorous content that may be mistaken for real news Fake news articles can be written by AI (Artificial Intelligence) generators. They are able to search the internet quicker and more efficiently than humans. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Advantages:</th><th style="text-align: center;">Disadvantages:</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">Rapid content creation</td><td style="text-align: center;">Potential for mass-produced misinformation</td></tr> <tr> <td style="text-align: center;">Personalised news experiences</td><td style="text-align: center;">Difficulty distinguishing between AI and human-created content</td></tr> <tr> <td style="text-align: center;">Language translation and accessibility</td><td style="text-align: center;">Job displacement in journalism and content creation</td></tr> </tbody> </table>	Advantages:	Disadvantages:	Rapid content creation	Potential for mass-produced misinformation	Personalised news experiences	Difficulty distinguishing between AI and human-created content	Language translation and accessibility	Job displacement in journalism and content creation
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Rapid content creation	Potential for mass-produced misinformation								
Personalised news experiences	Difficulty distinguishing between AI and human-created content								
Language translation and accessibility	Job displacement in journalism and content creation								

Computing: Week 6 Questions:

1.	What is disinformation?	5.	What is propaganda?
2.	What is misinformation?	6.	What is satire?
3.	What is clickbait?	7.	What does AI stand for?
4.	What is fake news?	8.	What is an advantage to AI generated content?

Extended Writing Question:

Why is Job displacement in journalism a disadvantage to AI generated content?

Computing - Half Term 2 - Week 7

Computing: Week 7 Knowledge Organiser: Protecting a Network:

Keywords	Knowledge						
Biometrics - Using people’s unique biological characteristics to access a system. CAPTCHA - This is the verification method where users will need to select the correct images to prove their identity.	Auto-updates refers to software that automatically checks for available updates for the software you have on your computer. Once it finds an update, the software can be set either to alert the user or to install it automatically. This software is often included with an operating system. Anti-malware will have a list of definitions of sequences of code that they are aware are malicious. If the code in your files matches the definitions, the files are quarantined. The rules governing the Data Protection Act 2018: <table><tr><td>Used fairly, openly, and in accordance with the law.</td></tr><tr><td>Used for a specific and stated reason.</td></tr><tr><td>Used only in a way that is necessary and sufficient for the purpose for which it was collected.</td></tr><tr><td>Accurate and up-to-date.</td></tr><tr><td>Only kept for as long as it is needed.</td></tr><tr><td>Protected against loss, damage, and unauthorised access.</td></tr></table>	Used fairly, openly, and in accordance with the law.	Used for a specific and stated reason.	Used only in a way that is necessary and sufficient for the purpose for which it was collected.	Accurate and up-to-date.	Only kept for as long as it is needed.	Protected against loss, damage, and unauthorised access.
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Computing: Week 7 Questions:

1.	What are biometrics?	5.	Why do we use the Data Protection Act?
2.	What is CAPTCHA?	6.	What does accurate data mean?
3.	Why do we use auto-updates?	7.	How long should data be kept for?
4.	What software could be put in place to protect a computer network?	8.	What does the Data Protection Act protect data from?

Extended Writing Question:

Why would security systems encourage people to use biometrics to protect their data?

Aspire (ACHIEVE) Thrive

Develop your character

