

*Care to Learn
Learn to Care*



Name:

Tutor:

Half Term 3 2024-25

**Sport
Science**

Geography

Knowledge Organiser

History

**Health
and Social**

9

Psychology

Childcare

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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

	Online HW	Written HW
Monday	Sparx Maths	Health Sciences
Tuesday	Sparx Science	Psychology
Wednesday	Sparx Reader	PSE
Thursday	Sparx Catch Up	Geography and French
Friday	Sparx Catch Up	History and Spanish

Health Sciences: Half Term 3 - Week 1

Health Sciences: Week 1 Knowledge Organiser: Recap and Revision for Assessment 1

Revision List part A:

- **Growth and Development including:**
 - **Physical Intellectual Emotional Social / Physical Language Intellectual Emotional Social, Physical Motor Skills (fine and gross), Percentile Charts**
 - **Growth = Change in body size eg height and weight**
 - **Development = Involves gaining new skills and abilities eg riding a bike**
- **Lifestages:**
 - **HSC Life Stages = Infancy (0 – 2 years), Early childhood (3 – 8 years), Adolescence (9 – 18 years), Early adulthood (19 – 45 years), Middle adulthood (46 – 65 years), Later adulthood (65+ years)**
 - **CD Stages = Birth to 18 months, 18 months to 3 years, 3 years to 5 years**
- **Life Events:**
 - **Expected: those life events that we all expect or can predict that someone will go through eg Parenthood, Marriage, Starting a new school, Moving house**
 - **Unexpected: those life events that we don't expect to happen to us (cannot predict) eg Redundancy, Accident/Chronic Illness, Imprisonment, Divorce**
- **How life events impact on our PIES.**
- **Physically** - Affecting our lifestyle choices for diet, exercise, substance use which affects our bodies, lack of sleep, change in body shape.
- **Intellectually** - Affecting concentration and focus which can affect our education and work, learning new skills.
- **Emotionally** - Affecting our self-esteem and self-image, causing stress, anxiety or depression.
- **Socially** - Affecting our social activity, relationships with others, could cause isolation or increased socialisation.

Health Sciences: Week 1 Questions

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| <ol style="list-style-type: none">1. Which life stage are you currently in?2. What do we mean by growth?3. What does development refer to?4. Which of the PIES is to do with our brain and language development? | <ol style="list-style-type: none">5. What significant physical change happens in adolescence?6. How we interact with others is linked to which of the PIES?7. Give an example of an expected life event?8. Give an example of an unexpected life event? |
|---|--|

Extended Writing Question: Explain how life events like Divorce can impact on us emotionally and socially

Health Sciences: Half Term 3 - Week 2

Health Sciences: Week 2 Knowledge Organiser: Revision for Assessment 1- Revision List part B:	
<ul style="list-style-type: none"> ● Individuals with specific needs and Children with special educational needs: <ol style="list-style-type: none"> 1) Physical/Mental health - Eg having a chronic illness such as Parkinson's Disease or Schizophrenia, which impacts on your daily life and routines. 2) Physical Disability - Eg a loss of a limb or an illness such as cerebral palsy which means you need to use a wheelchair. 3) Sensory Disability - Eg having a sight or hearing impairment (total or partial loss). 4) Learning Disability - Eg having a reduced intellectual ability and difficulty with everyday tasks. 5) Age Related needs - Eg in infancy/early childhood needing support because they are too young to do things for themselves, such as bathing, eating, getting dressed . In later adulthood needing support due to deterioration in health, mobility, and cognitive functioning. 6) A special needs child is a youth who has been determined to require special attention and specific necessities that other children do not. ● Types of Care Settings (Primary and secondary): <ul style="list-style-type: none"> ○ Primary Care Setting- this is the first point of contact in the healthcare system such as your GP, dentist, optician, pharmacy ○ Secondary - these are services you get referred to by a primary service. For example your GP might refer you to the physiotherapy department in a hospital for further diagnosis or treatment. Other secondary services include specialist departments like cardiology, fracture clinics, dieticians. 	
<ul style="list-style-type: none"> ● Specific Jobs/Role in HSC: <ol style="list-style-type: none"> 1. Primary Care professionals: eg GP, Paramedics, Dentist, Opticians 2. Secondary Care Professionals: eg Hospital consultants, Physiotherapists, Dietitians 3. Tertiary Care Professionals: eg Neurologist, Oncologist, Plastic Surgeon 4. Other Jobs in the NHS: eg Call Handlers, Hospital Porters, Cleaners 	<p>CD Professionals and Children's Services:</p> <p>Child care services means the range of support given , including personal care, supervision, education, guidance, and transportation. The include</p> <p>Early years provision can include nannies, childminders, pre-schools and nurseries as well as school-based early years provision.</p> <ul style="list-style-type: none"> ○ Midwife, Health visitor, GP - General Practitioner, School Nurse, Paediatrician ○ CAMHS child and adolescent mental health services, Clinical psychologist , Speech and language therapist
Health Sciences: Week 2 Questions	
<ol style="list-style-type: none"> 1. Give an example of who might have a physical or mental health need? 2. What are sensory disabilities? 3. Give an example of an age related need for a young child? 4. What is a primary care setting? 	<ol style="list-style-type: none"> 5. Give an example of a secondary care service? 6. Give an example of a job role within the NHS? 7. What is an early years provision? 8. Who might support a child with speech difficulties?
<p>Extended Writing Question: Explain why you might get referred to a secondary service?</p>	

Health Sciences: Half Term 3 - Week 3

Health Sciences: Week 3 Knowledge Organiser: Revision for Assessment 1 - Revision List Part C

Bacteria, Viruses and Fungi are all types of microorganisms that can have a negative or positive effect on our bodies:

- Virus - Colds, Influenza, Covid-19, Measles, Hepatitis
- Fungi - Fungal nail infections, Ringworm, Candida infections - fungi is used in some production of foods
- Bacteria - Staph Infection, Meningitis, Pneumonia, Cholera, Dysentery - also gut bacteria which is essential for digestion

Investigative and diagnostic procedures - used to find out what is wrong with someone.

● **Types of investigative procedures:**

- Temperature - normal body temperature is 36.5 to 37.2 degrees centigrade.
- Blood pressure - normal blood pressure is between 90/60 and 120/80.
- Pulse rate - normal resting pulse rate is between 60 to 100 beats per minute.
- Medical history - this is an account of an individual's health over their lifespan but also looking at any health patterns that occur in your family.

● **Types of Diagnostic Procedures:**

- Lumbar puncture - used to take cerebrospinal fluid so it can be analysed for signs of bacterial infections like meningitis.
- Biopsy - sample tissue or cells are removed for microscopic examination for example when considering cancer.
- Blood tests - taking a sample of blood and testing it for abnormalities such as sugar levels for diabetes.
- ECG - measuring the electronic pulses from your heart to see if the heart is working properly.
- X Rays - looking inside your body at your bone structures for signs of breakages or fractures, or looking at your lungs for signs of infection.

Physiological disorders - an illness that interferes with the way that the functions of the body are carried out.

- Types of disorders: Cancer (eg Breast, Lung, Bowel), Endocrine System disorders (eg Diabetes, Hyperthyroidism) , Circulatory System disorders (eg Cardiovascular diseases, Vascular diseases, Aneurysms, Atherosclerosis, Blood Pressure conditions), respiratory disorders (eg, Asthma, COPD)

Dementia (Alzheimer's, Vascular) is a progressive disease which causes degeneration of the brain.

- Signs and symptoms of dementia: significant short term memory loss, disorientation/confusion, mood/behaviour changes, difficulty making decisions, slower speed of thought, difficulty carrying out simple tasks.

Health Sciences: Week 3 Questions

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| 1. Give an example of a virus? | 5. Which body system is Diabetes associated with? |
| 2. How are some bacteria good for us? | 6. Give an example of a respiratory disorder? |
| 3. What is considered normal blood pressure? | 7. Which organ does Dementia affect? |
| 4. What diagnostic test would you use for cancer? | 8. Give an example of a sign of Dementia? |

Extended Writing Question: Explain why knowing the family history will be useful ?

Health Sciences: Half Term 3 - Week 4

Health Sciences: Week 4 Knowledge Organiser: Assessment in lesson

Continue to revise the key topics that will be in the assessment:

- Growth and Development including: PIES/PLIES, Physical Motor Skills, Percentile Charts
- Lifestages
- Life Events
- Individuals with specific needs and Children with special educational needs
- Types of Care Settings (Primary and secondary)
- Specific Jobs/Role in HSC and CD
- Children's Services
- Bacteria, Viruses and Fungi
- Investigative and diagnostic procedures
- Physiological disorders
- Dementia

Health Sciences: Week 4 Questions

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| 1. What is the difference between PIES and PLIES? | 5. Give an example of a job role in child development? |
| 2. How many lifestages are there in the human lifespan? | 6. Bacteria, Viruses and Fungi are all types of what? |
| 3. What is a life event? | 7. Name one investigative procedure used by a GP? |
| 4. Give an example of a job role in health & social Care? | 8. Name one type of physiological disorder? |

Extended Writing Question: Explain why it is important to understand Dementia?

Health Sciences: Half Term 3 - Week 5

Health Sciences: Week 5 Knowledge Organiser: Admission to Hospital/Time Spent in Hospital (HSC)	
<p>Admission to Hospital:</p> <p>There are 3 main ways a person can be referred to hospital:</p> <ul style="list-style-type: none"> ● Emergency Department admission ● GP referral for further care/surgery/exploration ● Other health referral - such as a dentist <p>Sometimes you'll be asked to attend a pre-admissions assessment (PAA). This may be an appointment with a nurse or doctor, or a telephone assessment where they will ask questions about your health, medical history and home circumstances (do you live alone, or with someone, what type of home do you live in).</p> <p>Once admitted to hospital certain information will be taken:</p> <ul style="list-style-type: none"> ● Personal details and next of kin ● Record of your temperature, blood pressure and oxygen levels ● Assessment of reason for admission ● Check on any allergies ● Check on any other issues or concerns eg mobility, ability to eat/drink, go to the toilet etc 	<p>Time Spent in Hospital:</p> <p>There are many reasons why you might need to stay in hospital: Surgical Procedures, tests and diagnosis, receiving treatment, having a baby.</p> <p>While staying on a ward many things will happen throughout the day:</p> <ul style="list-style-type: none"> ● You will be given breakfast, lunch and dinner and offered drinks throughout the day (sometimes these will be recorded in your records to make sure you are eating and drinking enough) ● Observations will be taken regularly such as: Temperature, Blood Pressure, Pulse rate ● You may be given medications either orally or through an IV drip ● You may be given other types of treatment appropriate for your condition ● You may have diagnostic tests like x-rays, scans or have your bloods taken or a urine sample ● A consultant/doctor does their rounds each day to discuss your treatment/tests/condition ● The ward will get regularly cleaned and your bed sheets will get changed ● You may have visitors such as family and friends visit you, although sometimes there are restrictions such as time of day, numbers, and age of a child.
Health Sciences: Week 5 Questions	
<ol style="list-style-type: none"> 1. Give an example of a way you might be admitted to hospital? 2. What is a Pre-admission assessment? 3. Give two examples of information that will be taken once you are admitted? 4. Give two reasons you might have to spend time in hospital? 	<ol style="list-style-type: none"> 5. Why do they record what food and drinks you have? 6. What sort of tests might you have while in hospital? 7. Why do consultants/doctors do rounds each day? 8. Who is allowed to visit you while in hospital?
<p>Extended Writing Question: Explain why it is important to gather information about your home circumstances?</p>	

Health Sciences: Half Term 3 - Week 6

Health Sciences: Week 6 Knowledge Organiser: Importance of healthy foods / Midwifery	
<p>Importance of healthy foods</p> <p>A balanced diet is one that contains the correct nutrients in the right proportions to keep our bodies and minds healthy. As children are growing and developing a healthy diet is important to support this.</p> <p>The Eatwell Guide helps us to understand what types of foods and ratios we should have in our diet: Fruit and Vegetables, Potatoes/Bread/Pasta/Starchy Carbohydrates, Beans/Pulses/Fish/Eggs/Meat and other proteins, Dairy and alternatives, Oils and Spreads.</p> <p>Consequences of an unhealthy diet are:</p> <ul style="list-style-type: none"> ● Be more prone to illnesses and conditions ● Be less able to exercise effectively ● Miss out on learning experiences ● Miss out on some sporting activities ● Feel embarrassed and self conscious about their appearance 	<p>Midwifery</p> <p>A midwife is a health professional trained to support and care for women during pregnancy, labour and birth. They help you to stay healthy in pregnancy and, if no complications arise, to give birth with little intervention. Midwives also care for you and your baby in the first few weeks following the birth.</p> <p>Hospital midwives are midwives who are based in a hospital obstetric or consultant unit, a birth centre or midwife-led unit.</p> <p>Community midwives often work in teams and provide antenatal, intranatal and postnatal care to women and their families out in the community such as coming to your home.</p> <p>To become a midwife you'll need a degree in midwifery, which takes three years to complete. To get onto a degree you will need Level 3 qualifications like A Levels as well as having GCSE grade 4 in English, Maths and Science.</p> <p>If you're already a registered adult nurse, you can undertake a shorter course instead, which takes 18 months.</p>
Health Sciences: Week 6 Questions	
<ol style="list-style-type: none"> 1. Why is a healthy diet important for children? 2. What are the food types needed in a healthy diet? 3. Give two consequences to an unhealthy diet? 4. Which type of food do you need less of? 	<ol style="list-style-type: none"> 5. Who do midwives primarily support? 6. Give one example of the role of the midwife? 7. What GCSE's are important if you want to become a midwife? 8. Can you train to become a midwife if you are already a registered nurse?
<p>Extended Writing Question: Explain the difference between a hospital midwife and a community midwife?</p>	

Psychology: Half Term 3 - Week 1

Psychology: Week 1 Knowledge Organiser: Questionnaires Recap

Questionnaire - Set of pre-set written questions.

Closed question – questions with a fixed response e.g., multiple choice answers or a rating scale.

Open question – questions where the respondents construct their own answers.

Quantitative- Measuring the quantity of something.

Qualitative – Measuring the quality of something.

Social desirability bias - Is the tendency to respond in a way that we think the researcher wants us to respond.

Questionnaires – A type of data collection technique known as self-report. The questionnaire response is written, and the participants complete it without being interrupted. There are a range of question formats.

Closed questions produce quantitative data.

Open questions produce qualitative data.

Questionnaires which are likely to lead to social desirability bias include: research looking into people's relationships, research looking into people's negative personality traits, research about committing crimes etc.

Psychology: Week 1 Questions

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| 1. What are the two types of questions in a questionnaire? | 5. What does social desirability bias mean? |
| 2. Which type of question produces numerical data? | 6. Which topics are associated with social desirability bias? |
| 3. What is numerical data also known as? | 7. What does multiple choice mean? |
| 4. What should you not do when creating a questionnaire? | 8. Is multiple choice a closed or open question? |

Extended Writing Question: What are the characteristics of a good questionnaire?

Psychology: Half Term 3 - Week 2

Psychology: Week 2 Knowledge Organiser: Revision - Approaches and Research Methods

Psychology - The scientific study of the mind and behaviour

Approach - A certain perspective that makes assumptions about human behaviour.

The biological approach - Behaviour is due to genetics, chemicals, and the central nervous system

Behavioural approach - Behaviour is learned through interacting with the environment. Scientific approach to behaviour, looks at behaviours that can be observed. Uses animals to study behaviour.

Cognitive approach – focuses on internal mental processes.

Psychodynamic approach – Focuses on the role of our unconscious motives.

Humanistic approach – Focused on personal growth and people's desire to reach their potential.

Target population - is a group of people a researcher wants to study and apply their findings to.

Sample - is a group of people who take part in a research investigation. Opportunity, random,

Descriptive statistics - Ways of analysing quantitative data, finding trends and displaying trends. Includes: the mean, mode, range, median.

Tables, charts and graphs - All ways to graphically represent data.

Psychology: Week 2 Questions

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| 1. Which approach is associated with thought processing? | 5. Name two sampling techniques. |
| 2. What does the behavioural approach look at? | 6. What is the mean, median, mode and range classed as? |
| 3. What does the biological approach look at? | 7. How do you spell the name of this subject? |
| 4. What is a sample? | 8. What is an approach? |

Extended Writing Question: How does the biological approach explain behaviour?

Psychology: Half Term 3 - Week 3

Psychology: Week 3 Knowledge Organiser:

Psychology - The scientific study of the mind and behaviour

Approach - A certain perspective that makes assumptions about human behaviour.

Issues and debates: The issues and debates in psychology consider some of the most important arguments in relation to conducting research and explaining behaviour.

Culture bias: When research does not represent the behaviours of all cultures.

Gender bias: When research does not represent the behaviour of both sexes.

Determinism vs Free will debate: 'The debate revolves around the extent to which our behaviour is the result of forces over which we have no control or whether people are able to decide for themselves whether to act or behave in a certain way'.

The Reductionist vs Holism debate is concerned with whether complex behaviour can be reduced to more simple parts.

The nature - nurture debate: Concerned with the *relative* contribution that both influences make to human behaviour.

Ethics: They are guidelines set by the British Psychological Society (BPS).

Psychology: Week 3 Questions

1. How do you spell the name of this subject?
2. What is an approach?
3. What is the biological approach?
4. What is a hormone?

5. What is operant conditioning?
6. What does reinforcement mean?
7. Which issue and debate relates to whether we are in control of our own behaviour or not?
8. Which issue and debate relates to whether research tends to focus on males, making incorrect conclusions about female behaviour/experience?

Extended Writing Question: Explain the nature - nurture debate in psychology.

Psychology: Half Term 3 - Week 4

Psychology: Week 4 Knowledge Organiser: Consumer Psychology: The Behaviourist Approach

Consumer Psychology - The study of how people buy or use a product.

Behaviourism: Behaviour is learnt in response to our environment.

Classical conditioning: Learning via association.

Operant conditioning: Learning via consequences.

Social Learning Theory: Learning by observing and imitating others.

Vicarious reinforcement: Observing the rewards or punishments the role model receives.

The general idea is to create an advertisement that has positive features such that the ad creates enjoyment in the person exposed to it. Because the product being advertised is mentioned in the ad, it becomes associated with joy, then every time you see the product in store/online you feel a positive response. This leads to the person being more likely to purchase the product.

Advertisers use a variety of techniques to create positive advertisements, including enjoyable music, cute babies, attractive models, and funny spokespeople.

Psychology: Week 4 Questions

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| 1. Define consumer psychology. | 5. What example is used to explain behaviourism in consumer psychology? |
| 2. What is behaviourism? | 6. If an advertisement is successful, it links what type of emotion to a product? |
| 3. What are the three areas of behaviourism? | 7. What is Social Learning Theory? |
| 4. State how vicarious reinforcement is used in advertising. | 8. Who is imitated according to Social Learning Theory? |

Extended Writing Question: How does behaviourism explain consumer psychology?

Psychology: Half Term 3 - Week 5

Psychology: Week 5 Knowledge Organiser: Consumer Psychology: The Biological and Cognitive Approach

Consumer Psychology - The study of how people buy or use a product.

The biological approach: Behaviour is influenced by our biology (including central nervous system, genes and neurochemistry).

Neuromarketing: This is applying the study of the brain to marketing (selling techniques). It uses technology to measure the brain response to parts of marketing, e.g. watching an advert and having an EEG (a scan to monitor brain activity).

Eye movements are linked to brain activity. Neuromarketers use this to track eye movement when a product is viewed. It helps us understand what a consumer is looking at. We can therefore identify the most interesting aspect of a campaign

The cognitive approach: Behaviour is a product of how we process information.

Schemas: Mental package of information relating to concepts, objects, events and help us make sense of the world by making it predictable.

Subliminal messages: A form of priming below the level of awareness. In advertising such messages may be presented quickly or hidden so a consumer is not aware of them.

Brain washing: A word, sentence or image is repeated many times to create an association with a product.

Authority bias: We assign more credibility to the opinion of an authority figure who we would consider an expert. E.g. adverts for toothpaste often use dentists to explain the benefits.

Psychology: Week 5 Questions

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| 1. Define consumer psychology. | 5. Give one example of a technique used by cognitive consumer psychologists. |
| 2. Define neuromarketing. | 6. Give one example of a technique used by a biological consumer psychologist. |
| 3. What is an EEG? | 7. What is a schema? |
| 4. What is the cognitive approach? | 8. What is the biological approach? |

Extended Writing Question: How does the biological approach explain consumer psychology?

Psychology: Half Term 3 - Week 6

Psychology: Week 6 Knowledge Organiser: Consumer Psychology: The Social and Humanistic Approach

Social Psychology: The study of how individual or group behaviours are influenced by the presence of others (real or imagined).

Normative social influence: Changing your behaviour in order to be liked/fit in. Someone subjected to NSI may buy products in order to 'fit in' with their friends as not doing so might result in being rejected.

Informational social influence: Changing your behaviour in order to be correct/right. You follow others because you believe they have to correct information and they are correct.

The bandwagon effect: Doing something because everyone else is doing it, i.e. a herd mentality.

Humanistic Approach

Hierarchy of needs: A pyramid-shaped hierarchy of motives.

At the base of the pyramid are the lowest-level motivations, including hunger and thirst, and safety and belongingness. Maslow argued that only when people are able to meet the lower-level needs are they able to move on to achieve the higher-level needs of self-esteem, and eventually self-actualisation, which is the motivation to develop our innate (born) potential to the fullest possible extent.

This helps businesses to understand which level of need their target consumer is trying to meet and how to market their product to fulfill that need.

Psychology: Week 6 Questions

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| 1. What is social psychology? | 5. State one instance of where you bought a product to satisfy a need on Maslow's Hierarchy. |
| 2. State one instance of where you bought a product due to normative social influence. | 6. What do businesses try to do when advertising using the humanistic approach? |
| 3. State one instance of where you bought a product due to informational social influence. | 7. What is the bottom level of the hierarchy of needs? |
| 4. State one instance of where you bought a product due to jumping on the bandwagon. | 8. What is the top level of the hierarchy of needs? |

Extended Writing Question: How does the social approach explain consumer psychology?

PSE: Half Term 3 - Week 1

PSE: Week 1 Knowledge Organiser: Consent

The age of consent to any form of sexual activity is 16. The age of consent is the same regardless of the gender or sexual orientation of a person, and whether the sexual activity is between people of the same or different gender.

- It is an offence for anyone to have any sexual activity with a person under the age of 16 (if both are under 16, this will be a matter of public interest to decide if a prosecution will be sought).
- It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust, (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

Did you know....

The Criminal Law Amendment Act 1185 increased the age of consent in England from 13 to 16

PSE: Week 1 Questions

1. What is the UK age of consent?
2. What was the original age of consent in the UK?
3. Is the age of consent different if you are gay/lesbian? Y/N
4. Does the age of consent differ depending on your gender? Y/N

5. Give one example of a position of trust
6. What did The Criminal Law Amendment Act 1185 change?
7. Is it an offense to have sex with someone under the age of 16? Y/N
8. Is it an offense if 2 people under the age of 16 have sex? Y/N

Extended Writing Question: “Someone under 16 can consent to sex even though this is against the law” What do you think? Do you agree? Give reasons for your answer.

PSE: Half Term 3 - Week 2

PSE: Week 2 Knowledge Organiser: FGM and the Law

Female Genital Mutilation encompasses all procedures that involve partial or total removal of the external female genitalia, or other injuries to the female genital organs for non-medical reasons (World Health Organisation).

It is also sometimes referred to as female genital cutting, female circumcision, or 'Tahor' or 'Sunna' (Arabic terms). It has been condemned by religious leaders, and is an act of violence against women!

The physical dangers of female genital mutilation are:

- Difficulties in passing urine
- Pain
- Bleeding
- Infection
- Infertility
- Death!

Did you know....

Up to 200 million girls and women worldwide have had their genitals mutilated in a practice that has no benefit whatsoever.

FGM is classed as child abuse in the UK, and is illegal

The FGM Act 2003

It is illegal to support, help, or arrange for FGM to be performed.

PSE: Week 2 Questions

1. 1-6 List 6 physical dangers of FGM

7. What does FGM stand for?

8. What is FGM classed as by law?

Extended Writing Question: How can schools try to help put a stop to FGM? What can they do? What do they do? What more can they do?

PSE: Half Term 3 - Week 3

PSE: Week 3 Knowledge Organiser: Why have Sex?

Sex is defined in many ways:

A consensual activity designed to arouse a psychological response

Anything connected with sexual gratification or reproduction or the urge for these

Sexually motivated phenomena or behaviour

Everyone has their own definition of what sex means to them.

In some loving relationships (heterosexual or homosexual) some people believe that sex should only occur after marriage. This may be for personal or religious reasons.

According to some studies, 10% of young women experience painful sex, this percentage increased to 50% for the first time they have sex. Sex is usually not painful and should be enjoyable.

PSE: Week 3 Questions

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| 1. Give one positive reason to have sex | 5. Give another negative reason to have sex |
| 2. Give another positive reason to have sex | 6. Give another negative reason to have sex |
| 3. Give another positive reason to have sex | 7. What is the legal age of consent? |
| 4. Give one negative reason to have sex | 8. Name one type of contraception that will protect you from infection |

Extended Writing Question: Before you decide to make a relationship sexual or engage in sex, what should you consider?

PSE: Half Term 3 - Week 4

PSE: Week 4 Knowledge Organiser: Delaying Sexual Activity	
<p>Positives to delaying sexual activity include:</p> <ul style="list-style-type: none"> • More time to focus on personal growth and emotional maturity. This can result in better decision-making, improved self-esteem, and stronger relationships in the long run. • Can reduce the risk of sexually transmitted infections (STIs), unwanted pregnancies, and emotional trauma associated with sexual activity. • Prevents unplanned pregnancies. • Allow individuals to build stronger emotional bonds and deeper connections with their partners 	<p>Negatives to delaying sexual activity include;</p> <ul style="list-style-type: none"> • You may be stigmatized for delaying sexual activity, as there can be social expectations for sexual exploration and experimentation. • Can lead to pressure from society, peers, or partners which can lead to feelings of shame, isolation, guilt, or insecurity. • You may not have the knowledge necessary to make informed decisions about sexual health and safety. • You may miss out on potentially positive sexual experiences or relationships, which can lead to feelings of regret or missed opportunities. <p align="center"><i>BEING ASSERTIVE INCLUDES:</i> <i>Being calm, Being strong, Positive body language, Saying exactly what is wrong</i></p>
PSE: Week 4 Questions	
<ol style="list-style-type: none"> 1. What does being 'Assertive' mean? 2. What is celibacy/abstinence? 3. What must be included/shown when being assertive? 4. Do you need to give a reason for saying 'No' to sex? Y/N 	<ol style="list-style-type: none"> 5. 5-7 Give 3 more examples of what should be included when being assertive
<p>Extended Writing Question: Why does assertiveness help when telling someone you want to delay having sex?</p>	

PSE: Half Term 3 - Week 5

PSE: Week 5 Knowledge Organiser:	
<p><u>The Protection from Harassment Act 1997</u> is a law that was enacted to provide legal protection to individuals who are being harassed or stalked.</p> <ul style="list-style-type: none"> • The Act criminalizes behaviour that causes harassment, alarm or distress to another person, and makes it a criminal offence punishable by imprisonment, a fine or both. • Under the Act, harassment is defined as a course of conduct that is targeted at a specific person, and which causes that person to feel harassed, alarmed or distressed. • This can include behaviour such as unwanted phone calls, emails, letters, texts or social media messages, as well as following, watching, or loitering near a person's home or workplace. 	<p><u>The Protection of Freedoms Act 2012</u> created two new offences of stalking by inserting new sections in the Protection from Harassment Act 1997.</p> <p>Acts which can be associated with stalking are:</p> <ul style="list-style-type: none"> • Following a person • Contacting, or attempting to contact, a person by any means • Publishing any statement or other material relating or appearing to relate to a person, or appearing to originate from a person • Monitoring the use by a person of the internet, email, or any other form of electronic communication • Watching or spying on a person
PSE: Week 5 Questions	
<ol style="list-style-type: none"> 1. What is harassment? 2. What is stalking? 3. Give an example of harassment 4. Give another example of harassment 	<ol style="list-style-type: none"> 5. Give an example of stalking 6. Give another example of stalking 7. Is harassment against the law? Y/N 8. Is stalking against the law? Y/N
Extended Writing Question: What should you do if you are getting unwanted attention?	

PSE: Half Term 3 - Week 6

PSE: Week 6 Knowledge Organiser: Careers (what are my skills?)	
<p>GCSE results are not enough on their own to secure you with a job and/or further opportunities for your studies. Young people need to grow and develop as individuals who are educated but also empathetic and socially developed.</p> <p><u>8 Key Skills for students</u> Effective Communication Respect Team work Time-management Adaptability Perseverance Collaboration and managing conflict Self reflection</p>	<p>We develop our social, emotional and physical skills at school, at home, with our friends and in the community. All of our life experiences and day to day lives provide opportunities for us to develop our skills and prepare us for the world of work.</p> <p>Being aware of our strengths and weaknesses help us to make informed decisions about our futures and possible careers. We can also use our strengths and weaknesses to make choices about how we can develop and grow through training and take advantage of opportunities that will help us grow.</p>
PSE: Week 6 Questions	
List all 8 Key Skills 1-8	
Extended Writing Question: Out of the 8 Key Skills, rank them in order of how important you think they are to your future career. Explain your 1st ranked key skill - why is this your chosen most important key skill?	

Geography: Half Term 3 - Week 1

Geography: Week 1 Knowledge Organiser: Revision - Urban change in the UK		
<p>Key words:</p> <p>Transnational corporations (TNCS): Large businesses which operate in more than one country e.g. Mcdonalds</p> <p>Dereliction: empty areas which are abandoned or currently have no use</p> <p>Regeneration: The improvement and upgrading of existing areas e.g. Royal William Yard in Plymouth</p> <p>Suburbanisation: the movement of people from the cities to the suburbs (areas just outside the city) e.g. Sherford</p> <p>Clone Towns: a high street or shopping centre is significantly dominated by chain stores and very little independent shops</p>	<p>Cities face serious challenges;</p> <ul style="list-style-type: none"> • Where will the growing population live? • Where will all the food and water needed come from? • What would happen to air quality if everyone used cars? • Can the waste disposal system cope with so many people? <p>One of the biggest challenges is carbon dioxide emissions from cars and factories. Carbon dioxide is released when burning fossil fuels (oil, gas, coal), trapping the sun's heat and warming the earth. It also creates air pollution causing respiratory health issues.</p>	<p>Key features of a sustainable city</p> <ul style="list-style-type: none"> • Services in the city are accessible to all. • Public transport is prioritised above cars. • Walking and cycling is safe. • Areas of open space are safe and accessible • Renewable resources are widely used • Waste is seen as a resource and is recycled • There is access to affordable housing. • Community links are strong • Inward investment is made to the CBD <p>A city can plan to make transport more sustainable:</p> <ul style="list-style-type: none"> • Discouraging the use of private transport. In London this is achieved by a congestion charge for vehicles driving through certain areas. • Investing in public transport • Encouraging the use of bicycles. Bristol was the UK's first cycling city. It encourages the use of bikes by having bike festivals and investing in cycle lanes • Promoting car sharing schemes for areas poorly served by public transport.
Geography: Week 1 Questions		
<ol style="list-style-type: none"> 1. What does TNC stand for? 2. What is a TNC? 3. What does dereliction mean? 4. What does regeneration mean? 	<ol style="list-style-type: none"> 5. What does suburbanisation mean? 6. Name one challenge cities face 7. Explain one feature of a sustainable city 8. Give an example of regeneration in Plymouth 	
<p>Extended Writing Question: Explain how cities can become more sustainable</p>		

Geography: Half Term 3 - Week 2

Geography: Week 2 Knowledge Organiser: Revision - Tectonic hazards

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

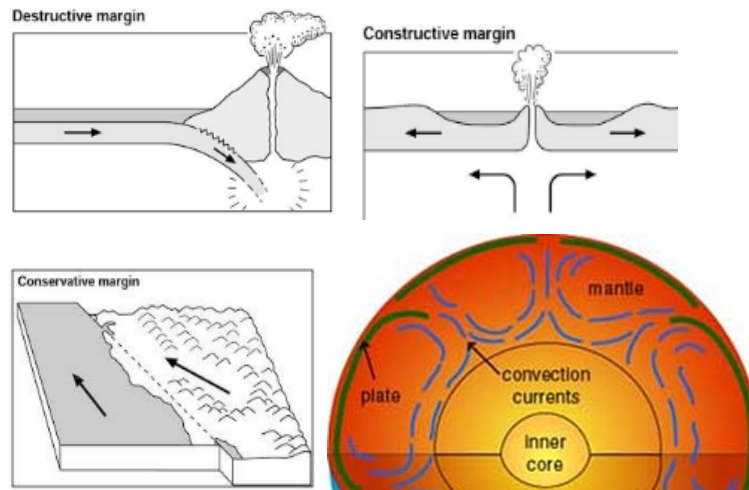


Plate tectonics:

- The earth's crust is made up of 7 major tectonic plates and several small ones.
- There are two types of plate - Oceanic which is denser, meaning heavier and found under oceans, and continental - less dense and found 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.
- Plates move due to convection currents in the mantle. 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.

Geography: Week 2 Questions

1. What do the plates do at a conservative plate margin?
2. Which hazards do destructive plate margins cause?
3. What do the plates do at a constructive margin?
4. What hazards occur at conservative margins?

5. What are the two types of plate?
6. Why do plates move?
7. Which type of plate is under the oceans?
8. Which type of plate is more dense?

Extended Writing Question:

Explain how earthquakes and volcanoes form at destructive boundaries

Geography: Half Term 3 - Week 3

Geography: Week 3 Knowledge Organiser: Revision - Tectonic hazards		
<p>Nepal earthquake (LIC):</p> <p>Date: 25 April 2015 Magnitude: 7.9 Epicentre: 50 miles NW of Kathmandu Plate margin: Indo-Australian plate colliding with the Eurasian plate</p>	<p>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</p> <p>Secondary effects Mt Everest avalanche killed 19 people Flooding from rivers blocked by landslides.</p>	<p>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</p> <p>Long-term responses Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Indian border blockage caused fuel/medicine shortages</p>
<p>Chile earthquake (HIC):</p> <p>Date: February 2010 Magnitude: 8.8 Shallow focus (35 km) Plate margin: Destructive - Nazca Plate subducting beneath the South American plate</p>	<p>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.</p> <p>Secondary effects Communities cut off by landslides Coastal towns devastated by tsunami Chemical plant fire near Santiago forced evacuations</p>	<p>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</p> <p>Long term responses: Strong economy reduced the need for foreign aid Government reconstruction plan to rebuild 200,000 homes Full recovery in 4 years</p>
Geography: Week 3 Questions		
<ol style="list-style-type: none"> 1. What date was Nepal earthquake? 2. What date was Chile earthquake? 3. What was the magnitude of both earthquakes? 4. Which plate margin did the Nepal earthquake occur on? 	<ol style="list-style-type: none"> 5. Which plate margin did Chile occur on? 6. How many were killed in Chile and Nepal? 7. What happened on Mt Everest after the Nepal earthquake? 8. How many days did it take Chile to restore power? 	
<p>Extended Writing Question: Compare the impact of Chile and Nepal's earthquakes</p>		

Geography: Half Term 3 - Week 4

Geography: Week 4 Knowledge Organiser: Why are certain diseases more common in specific regions?	
<p>1. Environmental Factors</p> <ul style="list-style-type: none"> ● Climate: Many diseases are climate-sensitive. For example: <ul style="list-style-type: none"> ○ Malaria and dengue fever are common in tropical regions where warm temperatures allow mosquitoes to thrive. ○ Illnesses, like flu, are more common during the colder months of areas with seasons. ● Natural Habitats: Regions with dense forests or certain ecosystems can harbor zoonotic diseases (an infectious disease that has jumped from a non-human animal to humans), such as Ebola in central Africa. <p>2. Biological and Genetic Factors</p> <ul style="list-style-type: none"> ● Host Susceptibility: The genetic makeup of populations can influence disease. For example: <ul style="list-style-type: none"> ○ Sickle cell trait, which provides some resistance to malaria, is more common in regions where malaria is endemic. ● Carriers and Hosts: The presence of disease carriers (e.g., mosquitoes, ticks) or animal hosts (e.g., bats for rabies) is geographically dependent. <p>3. Social and economic Conditions</p> <ul style="list-style-type: none"> ● Poverty and Infrastructure: Limited access to healthcare, education, and sanitation makes some regions more vulnerable to preventable diseases. ● Urbanization: Overcrowded cities with inadequate infrastructure can lead to outbreaks of diseases. ● Health Systems: Poor healthcare systems struggle to manage and prevent disease spread. <p>4. Behaviour</p> <ul style="list-style-type: none"> ● Diet: Some regions have diets that increase susceptibility to certain diseases (e.g., vitamin deficiencies). ● Hygiene Practices: Lack of handwashing or unsafe disposal of waste can lead to the spread of infectious diseases. <p>5. Globalisation and Travel</p> <ul style="list-style-type: none"> ● Diseases can spread through global trade and travel, but some remain localized due to limited transport infrastructure or containment measures. 	<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> ● Malaria in Sub-Saharan Africa: The combination of warm climates, stagnant water (breeding grounds for mosquitoes), and poor healthcare makes malaria endemic. ● Diabetes in HICs: Inactive lifestyles and diets high in sugar and processed foods have led to higher diabetes rates in developed countries. ● Tuberculosis in Southeast Asia and Africa: High population density, poverty, and underfunded healthcare systems contribute to the spread.

Geography: Week 4 Questions	
<ol style="list-style-type: none"> 1. What climate supports diseases like malaria and dengue? 2. When is the flu more common in seasonal regions? 3. What kind of regions can harbor zoonotic diseases? 4. What genetic trait provides resistance to malaria? 	<ol style="list-style-type: none"> 5. Name an example of a disease carrier. 6. What issue in urban areas can lead to disease outbreaks? 7. What hygiene practice prevents disease spread? 8. Why is malaria common in Sub-Saharan Africa?
<p>Extended Writing Question: How do environmental, biological, and social factors influence disease spread?</p>	

Geography: Half Term 3 - Week 5

Geography: Week 5 Knowledge Organiser: How is climate change affecting disease geography?	
<p>1. <u>Expanding the range of disease carrying insects</u></p> <ul style="list-style-type: none"> ● Warmer temperatures: Rising temperatures allow disease-carrying insects like mosquitoes, ticks, and sandflies to thrive in new regions. <ul style="list-style-type: none"> ○ Example: Malaria: Historically confined to tropical regions, these diseases are now appearing in higher altitudes and latitudes, such as parts of Africa, Europe, and North America. ● Extended seasons: Warmer and longer seasons increase the reproduction and activity of disease-carrying insects, increasing activity time. <p>2. <u>Changes in waterborne diseases</u></p> <ul style="list-style-type: none"> ● Flooding and Extreme Weather: More frequent floods and hurricanes contaminate water supplies, increasing the risk of waterborne diseases like cholera. ● Droughts: Reduced water availability forces people to use contaminated water, leading to outbreaks of diseases like diarrhea and typhoid. <p>3. <u>Emerging Zoonotic Diseases</u></p> <ul style="list-style-type: none"> ● Habitat Disruption: Climate change-induced habitat loss forces animals to migrate closer to human populations, increasing the risk of zoonotic diseases (diseases transmitted from animals to humans). <p>4. <u>Food Security and Nutritional Diseases</u></p> <ul style="list-style-type: none"> ● Crop Failures: Extreme weather disrupts food production, leading to malnutrition and a weakened immune system in vulnerable populations. <p>5. <u>Indirect Health Impacts</u></p> <ul style="list-style-type: none"> ● Forced Migration: Displacement due to climate-related disasters creates crowded living conditions in refugee camps, where diseases like measles and cholera can spread rapidly. ● Weakened Health Systems: Frequent climate disasters strain healthcare infrastructure. 	<p>Key Example Trends</p> <ul style="list-style-type: none"> ● Chikungunya Virus: Emerging in regions like southern Europe and the United States due to expanding mosquito habitats. ● West Nile Virus: Increasingly common in temperate regions, particularly in the U.S. and southern Europe. ● Heat-Related Illnesses: Rising global temperatures lead to more cases of heatstroke and exacerbate chronic conditions like cardiovascular disease. <hr style="width: 50%; margin: 10px auto;"/> <p>Future Concerns</p> <p>Without mitigation, diseases that were once geographically isolated may become global threats. Addressing climate change is critical to controlling this shifting disease landscape.</p>

Geography: Week 5 Questions	
<ol style="list-style-type: none"> 1. How do rising temperatures affect insects? 2. What disease is spreading to cooler regions? 3. What do longer seasons do to insects? 4. How does climate change affect waterborne diseases? 	<ol style="list-style-type: none"> 5. How does habitat loss increase zoonotic disease risk? 6. What is a health impact of crop failure? 7. Why is disease spread common in refugee camps? 8. What disease is spreading in temperate areas?
<p>Extended Writing Question: How does climate change contribute to the emergence of new health threats globally?</p>	

Geography: Half Term 3 - Week 6

Geography: Week 6 Knowledge Organiser: Healthcare access in the Pacific Islands	
<p>The Pacific Islands, a vast region consisting of over 20,000 islands across the Pacific Ocean, face unique challenges in healthcare due to their geography. The region includes countries like Fiji, Samoa and Papua New Guinea, each with its own challenges shaped by isolation, small populations, and limited infrastructure.</p> <p>Key challenges</p> <ol style="list-style-type: none"> 1. Remoteness and Isolation: <ul style="list-style-type: none"> ○ Many islands are scattered across vast distances, often hundreds or thousands of kilometers apart. ○ Access to healthcare facilities often requires long boat rides or expensive air travel. 2. Infrastructure Challenges: <ul style="list-style-type: none"> ○ Main islands typically have better healthcare facilities, such as hospitals and specialist clinics, while smaller islands rely on basic health posts or community health workers. ○ Transportation between islands is inconsistent and heavily influenced by weather conditions. 3. Limited Health Workforce: <ul style="list-style-type: none"> ○ A severe shortage of healthcare professionals exists, particularly specialists. Many islands rely on visiting doctors or telemedicine services. ○ Papua New Guinea has fewer than one doctor per 10,000 people, and this ratio is worse in remote areas. 4. High Costs of Healthcare Delivery: <ul style="list-style-type: none"> ○ Importing medical supplies and equipment is expensive. ○ Patients often need to travel to larger islands or even other countries for specialized treatments, which adds significant financial strain. 5. Vulnerability to Natural Disasters: <ul style="list-style-type: none"> ○ Frequent cyclones and rising sea levels disrupt healthcare services and damage infrastructure. ○ Cyclone Winston in 2016 destroyed many health centers in Fiji, severely limiting access for months. 	<p>Example: Kiribati, an archipelago of 33 atolls and reef islands, provides an example of geographic barriers to healthcare.</p> <ul style="list-style-type: none"> ○ Distance: The capital, South Tarawa, houses the country's main hospital, smaller islands rely on basic health centers. ○ Transportation: Travel between islands can take days by boat, making it difficult for patients with urgent needs. ○ Climate Impact: Rising sea levels and saltwater intrusion affect the availability of clean drinking water, leading to increased cases of diarrhea and other waterborne diseases. <p>Efforts to Address Challenges</p> <ol style="list-style-type: none"> 1. Telemedicine: Many Pacific Island nations are adopting telehealth to bridge the gap between remote islands and urban centers with specialists. 2. Regional Collaboration: Countries like Australia and New Zealand provide medical evacuations, funding, and training for healthcare workers.

Geography: Week 6 Questions	
<ol style="list-style-type: none"> 1. Name two countries in the Pacific Islands. 2. Why is it hard to travel between islands? 3. What type of healthcare is found on smaller islands? 4. What is the main problem with the number of doctors? 	<ol style="list-style-type: none"> 5. Why is importing medical supplies expensive? 6. What natural disaster damaged healthcare in Fiji in 2016? 7. What problem does rising sea levels cause in Kiribati? 8. What technology helps connect patients to doctors in remote areas?
<p>Extended Writing Question: How do natural disasters, like cyclones, affect healthcare in the Pacific Islands?</p>	

French: Half Term 3 - Week 1

French: Week 1 Knowledge Organiser - Internet

Normalement,	<i>Normally,</i>	j'utilise <i>I use</i>		pour <i>in order</i>	écouter de la musique.	<i>to listen to music.</i>	
D'habitude,	<i>Usually,</i>				regarder des films / clips.	<i>to watch films / video clips.</i>	
Quelquefois,	<i>Sometimes,</i>		mon ordinateur		<i>my computer</i>	partager des photos.	<i>to share photos.</i>
Parfois,	<i>Sometimes,</i>		mon portable		<i>my mobile/phone</i>	télécharger des chansons.	<i>to download songs.</i>
De temps en temps,	<i>From time to time,</i>		mon ordinateur portable		<i>my laptop</i>	faire mes devoirs.	<i>to do my homework.</i>
Souvent,	<i>Often,</i>		ma tablette		<i>my tablet</i>	faire des vidéos.	<i>to make videos.</i>
Tous les jours,	<i>Every day,</i>		ma console		<i>my console</i>	envoyer des messages.	<i>to send messages.</i>
Tous les soirs,	<i>Every evening,</i>		les réseaux sociaux		<i>social media</i>	jouer aux jeux-vidéo.	<i>to play video games.</i>
Deux fois par semaine,	<i>Two times per week,</i>					chercher des idées / informations.	<i>to look up ideas / information.</i>

French: Week 1 Questions - Internet

Translate into English:

1. D'habitude, j'utilise mon ordinateur pour écouter de la musique.
2. De temps en temps, j'utilise ma tablette pour faire des vidéos.
3. Deux fois par semaine, j'utilise mon portable pour faire mes devoirs.
4. Tous les jours, j'utilise les réseaux sociaux pour partager des photos.

Translate into French:

1. Sometimes, I use my laptop to play video games.
2. Every evening, I use my phone to do my homework.
3. Normally, I use my tablet to look up ideas.
4. Two times a week, I use social media to download songs.

Extended Writing Question: at least 3 sentences in FRENCH

Que fais-tu en ligne? (*What do you do online?*)

French: Half Term 3 - Week 2

French: Week 2 Knowledge Organiser: Revision

**Please use your KOs from HT1 and HT2 to revise.
(They have been added to your Google classroom if you have lost your paper copy)**

French: Week 2 Questions - Revision

Translate into English:

1. Je dirais qu'il est important de respecter l'identité de chacun.
2. Mon modèle célèbre, c'est un sportif car il m'inspire.
3. Tous les jours, je fais mes devoirs à quatre heures de l'après-midi.
4. Pour mener une vie saine, je tente de manger des légumes.

Translate into French:

5. I believe that it is necessary to combat inequality.
6. I am a fan of a sportswoman because she was born in 2004.
7. At the weekend, I get up at 10.30 in the morning.
8. To be in good shape, I attempt to practise extreme sports.

Extended Writing Question: at least 3 sentences in FRENCH

Qui est ton modèle célèbre? *(Who is your role model?)*

French: Half Term 3 - Week 3

French: Week 3 Knowledge Organiser: Revision

**Please use your KOs from HT1 and HT2 to revise.
(They have been added to your Google classroom if you have lost your paper copy)**

French: Week 3 Questions - Revision

Translate into English:

1. Je pense qu'il faut respecter les personnes handicapées.
2. je peux m'identifier avec lui parce qu'il est responsable.
3. J'ai mal à la tête depuis une semaine.
4. La semaine dernière, je suis sortie de chez moi à minuit.

Translate into French:

1. In my opinion, we must treat with respect human beings.
2. I can identify with her because she is strong.
3. I am hot and I have a broken hand.
4. However, I got changed around two o'clock in the afternoon.

Extended Writing Question: at least 3 sentences in FRENCH

Que fais-tu chaque jour? *(What do you do everyday? Talk about your daily routine.)*

French: Half Term 3 - Week 4

French: Week 4 Knowledge Organiser: Opinions

Normalement, D'habitude, Quelquefois, Parfois, De temps en temps, Souvent, Tous les jours, Tous les soirs, Deux fois par semaine,	<i>Normally,</i> <i>Usually,</i> <i>Sometimes,</i> <i>Sometimes,</i> <i>From time to time,</i> <i>Often,</i> <i>Every day,</i> <i>Every evening,</i> <i>Two times per week,</i>	j'utilise <i>I use</i>	mon ordinateur <i>my computer</i> mon portable <i>my mobile/phone</i> mon ordinateur portable <i>my laptop</i> ma tablette <i>my tablet</i> ma console <i>my console</i> les réseaux sociaux <i>social media</i>	pour <i>in order</i>	écouter de la musique <i>to listen to music</i> regarder des films / clips <i>to watch films / video clips</i> partager des photos <i>to share photos</i> télécharger des chansons <i>to download songs</i> faire mes devoirs <i>to do my homework</i> faire des vidéos <i>to make videos</i> envoyer des messages <i>to send messages</i> jouer aux jeux-vidéo <i>to play video games</i> chercher des idées / informations <i>to look up ideas / information</i>	et je trouve ça ... intéressant. pratique. éducatif. amusant. et j'aime beaucoup ça. et ça me passionne.	<i>and I find it...</i> <i>interesting.</i> <i>practical.</i> <i>educational.</i> <i>fun.</i> <i>and I like it a lot.</i> <i>and it fascinates me.</i>
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French: Week 4 Questions - Opinions

Translate into English:

1. Parfois, j'utilise mon portable et je trouve ça pratique.
2. De temps en temps, j'utilise les réseaux sociaux et j'aime beaucoup ça.
3. D'habitude, j'utilise ma console pour jouer aux jeux vidéos.
4. Tous les soirs, j'utilise mon ordinateur et ça me passionne.

Translate into French:

1. Often, I use my tablet to watch films but I find it practical.
2. Every day, I use my laptop to do my homework and I like it a lot.
3. Twice a week, I use my console to play video games and it fascinates me.
4. From time to time, I use social media and I find it interesting.

Extended Writing Question: at least 3 sentences in FRENCH

Que fais-tu en ligne? (What do you do online?)

French: Half Term 3 - Week 5

French: Week 5 Knowledge Organiser: Social media

<p>À mon avis, <i>In my opinion,</i></p> <p>Je pense que <i>I think that</i></p> <p>Je dirais que <i>I would say that</i></p>	<p>sur Internet, <i>on the internet,</i></p> <p>sur les réseaux sociaux, <i>on social media,</i></p> <p>sur son portable, <i>on one's mobile,</i></p> <p>sur l'ordinateur, <i>on the computer,</i></p>	<p>il est facile <i>it's easy</i></p> <p>il est important <i>it's important</i></p> <p>il est possible <i>it's possible</i></p> <p>il est dangereux <i>it's dangerous</i></p> <p>il n'est pas facile <i>it isn't easy</i></p> <p>il n'est pas important <i>it isn't important</i></p> <p>il n'est pas possible <i>it isn't possible</i></p> <p>il n'est pas dangereux <i>it isn't dangerous</i></p>	<p>d'apprendre beaucoup de choses. <i>to learn lots of things.</i></p> <p>de faire des recherches pour ses devoirs . <i>to do research for homework.</i></p> <p>de rester en contact avec ses copains. <i>to stay in contact with friends.</i></p> <p>de partager des photos. <i>to share photos.</i></p> <p>de passer trop de temps sur Internet. <i>to spend too much time on the internet.</i></p> <p>de jouer à des jeux. <i>to play games.</i></p> <p>de faire des achats . <i>to make purchases.</i></p> <p>de partager ses détails personnels. <i>to share one's personal details.</i></p> <p>de tchatter en ligne avec des inconnus. <i>to chat online with strangers.</i></p>
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French: Week 5 Questions - Social media

Translate into English:

1. À mon avis, sur Internet, il est dangereux de partager des photos.
2. Je pense que sur son portable, il n'est pas facile de jouer à des jeux.
3. Je dirais que sur les réseaux sociaux, il est dangereux de partager ses détails personnels.
4. Je pense que sur l'ordinateur, il est facile de faire des achats.

Translate into French:

1. In my opinion, on the internet, it is possible to stay in touch with friends.
2. I think that on one's mobile, it isn't important to play games.
3. I would say that on the computer, it is important to do research for homework.
4. In my opinion, it is possible to spend too much time on the internet.

Extended Writing Question: at least 3 sentences in FRENCH (Use at least 1 negative structure)

Quels sont les dangers des réseaux sociaux? (What are the dangers of social media?)

French: Half Term 3 - Week 6

French: Week 6 Knowledge Organiser: en ligne

(week 4)

Normalement,	<i>Normally,</i>			écouter de la musique <i>to listen to music</i>	
D'habitude,	<i>Usually,</i>	mon ordinateur <i>my computer</i>		regarder des films / clips <i>to watch films / video clips</i>	et je trouve ça ... <i>and I find it...</i>
Quelquefois,	<i>Sometimes,</i>			partager des photos <i>to share photos</i>	intéressant. <i>interesting.</i>
Parfois,	<i>Sometimes,</i>	mon portable <i>my mobile/phone</i>		télécharger des chansons <i>to download songs</i>	pratique. <i>practical.</i>
De temps en temps,	<i>From time to time,</i>	mon ordinateur portable <i>my laptop</i>		faire mes devoirs <i>to do my homework</i>	éducatif. <i>educational.</i>
Souvent,	<i>Often,</i>	ma tablette <i>my tablet</i>	j'utilise <i>I use</i>	pour <i>in order</i>	amusant. <i>fun.</i>
Tous les jours,	<i>Every day,</i>	ma console <i>my console</i>		faire des vidéos <i>to make videos</i>	et j'aime beaucoup ça. <i>and I like it a lot.</i>
Tous les soirs,	<i>Every evening,</i>	les réseaux sociaux <i>social media</i>		envoyer des messages <i>to send messages</i>	
Deux fois par semaine,	<i>Two times per week,</i>			jouer aux jeux-vidéo <i>to play video games</i>	et ça me passionne. <i>and it fascinates me.</i>
				chercher des idées / informations <i>to look up ideas / information</i>	

(week 5)

À mon avis, <i>In my opinion,</i>	sur Internet, <i>on the internet,</i>	il est facile <i>it's easy</i>	d'apprendre beaucoup de choses. <i>to learn lots of things.</i>
Je pense que <i>I think that</i>	sur les réseaux sociaux, <i>on social media,</i>	il est important <i>it's important</i>	de faire des recherches pour ses devoirs . <i>to do research for homework.</i>
Je dirais que <i>I would say that</i>	sur son portable, <i>on one's mobile,</i>	il est possible <i>it's possible</i>	de rester en contact avec ses copains. <i>to stay in contact with friends.</i>
	sur l'ordinateur, <i>on the computer,</i>	il est dangereux <i>it's dangerous</i>	de partager des photos. <i>to share photos.</i>
		il n'est pas facile <i>it isn't easy</i>	de passer trop de temps sur Internet. <i>to spend too much time on the internet.</i>
		il n'est pas important <i>it isn't important</i>	de jouer à des jeux. <i>to play games.</i>
		il n'est pas possible <i>it isn't possible</i>	de faire des achats . <i>to make purchases.</i>
		il n'est pas dangereux <i>it isn't dangerous</i>	de partager ses détails personnels. <i>to share one's personal details.</i>
			de tchatter en ligne avec des inconnus. <i>to chat online with strangers.</i>

French: Week 6 Questions - en ligne

Translate into English:

1. De temps en temps, j'utilise mon portable pour faire des vidéos.
2. Deux fois par semaine, j'utilise ma tablette pour faire mes devoirs.
3. Je pense que sur son portable, il est facile de jouer à des jeux.
4. À mon avis, sur Internet, il est dangereux de partager ses détails personnels.

Translate into French:

1. Normally, I use my mobile to look up ideas.
2. Three times a week, I use social media to download songs.
3. I think that on one's mobile, it is possible to stay in touch with friends.
4. I would say that on the computer, it is important to do research for homework

Extended Writing Question: at least 3 sentences in FRENCH (Use at least 1 negative structure)

Que fais-tu en ligne et quels sont les dangers? (What do you do online and what are the dangers?)

History: Half Term 3 - Week 1

History: Week 1 Knowledge Organiser: Ideologies of the Cold War	
<p><u>Key Dates</u> 1941-1991 - The Cold War</p> <p><u>Key Words</u> Cold War - A Cold War is a state of conflict between nations which does not involve direct military action. Ideology - a system of ideas and ideals. They often form political and economic policies that countries follow. State owned industry - The government owns businesses and uses the money made to provide for the people of the country. Privately owned businesses - People can run their own businesses and make their own money from them. They can then use this money how they chose.</p>	<p><u>Key Facts</u></p> <ol style="list-style-type: none"> 1. The two superpowers in the Cold War were the USA and the Soviet Union (USSR) 2. Capitalist ideas include; being able to choose from multiple political parties at an election, freedoms and rights, class system (lower class-upper class), privately owned businesses. 3. The USA follows Capitalist ideologies. 4. Communist ideas include; only being able to vote for Communists, no freedoms/rights, equality, state owned industry. 5. The Soviet Union followed Communist ideologies.
History: Week 1 Questions	
<ol style="list-style-type: none"> 1. What is the definition of a Cold War ? 2. What were the names of the two superpower countries in the Cold War? 3. Is the following a Communist or Capitalist belief; The government owns all business? 4. Is the following a Communist or Capitalist belief; There are no freedoms or rights? 	<ol style="list-style-type: none"> 5. Is the following a Communist or Capitalist belief; There are multiple political parties to choose from at an election? 6. Is the following a Communist or Capitalist belief; People can make their own money and have different amounts of money to others? 7. Did the USA follow Communist or Capitalist beliefs? 8. Did the Soviet Union follow Communist or Capitalist beliefs?
<p>Extended Writing Question: Would you prefer to live in a Communist country or a Capitalist country? Why do you have this opinion?</p>	

History: Half Term 3 - Week 2

History: Week 2 Knowledge Organiser: The dropping of the atom bomb

Key Dates

August 1945 - Both atomic bombs were dropped.

Key Words

Atomic Bomb - A type of nuclear bomb

Key Facts

1. Both atomic bombs were dropped at the end of WWII in August 1945.
2. The first bomb was dropped on the Japanese city of Hiroshima on the 6th August 1945.
3. The Second bomb was dropped on the Japanese city of Nagasaki.
4. Japan surrendered after the dropping of the second bomb which ended WWII.

History: Week 2 Questions

- | | |
|--|---|
| 1. What type of bomb is an atomic bomb? | 5. In which city was the second atomic bomb dropped? |
| 2. In what month in 1945 were both atomic bombs dropped? | 6. Which war ended as a result of the atomic bombs being dropped? |
| 3. In which country were both atomic bombs dropped? | 7. Did the USA follow Communist or Capitalist beliefs? |
| 4. In which city was the first atomic bomb dropped? | 8. Did the Soviet Union follow Communist or Capitalist beliefs? |

Extended Writing Question:

What is your opinion on the use of nuclear weapons? Why do you have this opinion?

History: Half Term 3 - Week 3

History: Week 3 Knowledge Organiser: The Soviet Union and the need for protection

Key Dates

1944-1948 The Soviet Union built their buffer zone in Eastern Europe.

Key Words

Joseph Stalin - Leader of the Soviet Union at the start of the Cold War

Eastern Europe - Includes countries like Poland, Romania, Bulgaria, Hungary etc

Buffer Zone - A protection zone to keep you safe.

Rigged Elections - An election in which you ensure the outcome is the one you want.

Key Facts

Views of Stalin: He wanted to spread Communist beliefs. He wanted to protect the Soviet Union from future possible attacks, especially from the USA now they had an atomic bomb.

What did the Soviets do to protect themselves?

1. They created a buffer zone in Eastern Europe.
2. It included countries like Poland, Hungary and Czechoslovakia.
3. It was designed to protect the Soviet Union by giving them an extra layer of protection. If the Western allies invaded from the East of Europe to attack the Soviet Union, they would first have to get through their buffer zone.

How did the Soviet Union take control of their buffer zone?

1. He rigged elections in Eastern Europe.
2. He placed his army in Eastern European countries and then used violence and intimidation against the people

History: Week 3 Questions

1. What was the name of the leader of the Soviet Union at the start of the Cold War?
2. What type of beliefs did Stalin want to spread; Communist or Capitalist?
3. What bomb did America have that worried Stalin?
4. What is a buffer zone?

5. Give two countries from Eastern Europe that were in Stalin's buffer zone.
6. Give one method that Stalin used to take control of the Eastern European buffer zone.
7. Which country did the atomic bombs get dropped on by the USA in 1945?
8. Which type of country gives its citizens lots of freedoms; Capitalist or Communist?

Extended Writing Question:

Why would the USA having an atomic bomb have worried the Soviet Union at the end of WWII?

History: Half Term 3 - Week 4

History: Week 4 Knowledge Organiser: USA - Containing the spread of Communism	
<p><u>Key Dates</u></p> <p>1947 - When Truman announced the Truman Doctrine 1948 - Marshall aid started to be sent to Western Europe.</p> <p><u>Key Words</u></p> <p>President Truman - President of the USA from April 1945 Doctrine- Government Policy Truman Doctrine - US policy on how to deal with the threat of the Soviet Union. Containment Policy - The USA's decision to stop the spread of Communism. Marshall Plan - Economic support provided from the USA to Capitalist countries in Western Europe</p>	<p><u>Key Facts</u></p> <p><u>Truman Doctrine</u></p> <ol style="list-style-type: none"> 1. The USA wanted to stop the spread of communism but not push it back or remove it completely. This was called containment. 2. Truman announced his policy to contain communism in 1947. It was called the Truman Doctrine. <p><u>Marshall Plan</u></p> <ol style="list-style-type: none"> 1. The Marshall Plan was where the USA agreed to provide money, resources etc to countries in Europe to stop them from turning Communist. 2. Communist ideas are more popular in countries where people are struggling with money as it makes things more equal financially. 3. WWII had meant many countries were struggling economically, so to prevent Communism spreading the USA knew that it had to provide economic support to these countries to help them rebuild and grow their economies.
History: Week 4 Questions	
<ol style="list-style-type: none"> 1. What was the name of the American President at the start of the Cold War? 2. What did Truman announce, during the Truman Doctrine, that he would contain? 3. Are you more likely to see communist beliefs spread in a country that has a strong economy or a weak economy? 4. What was the name given to the money given by the USA to Western Europe to help them rebuild and grow their economies after WWII? 	<ol style="list-style-type: none"> 5. What type of elections did the Soviets use to take over the buffer zone? 6. Which of these countries was in the Soviet buffer zone; Poland, Austria, France? 7. What did Japan do in WWII after the second bomb was dropped? 8. Is the following a Communist or Capitalist belief; There are no freedoms or rights?
<p>Extended Writing Question: President Truman wanted to contain the spread of Communism. What does this mean he wanted to do with Communist beliefs?</p>	

History: Half Term 3 - Week 5

History: Week 5 Knowledge Organiser: The Berlin Blockade 1948-9	
<p><u>Key Dates</u></p> <p><u>June 1948</u> - Stalin blocked road and rail links into West Berlin. <u>June 1948</u> - The US airlift started in West Berlin. <u>April 1949</u> - NATO formed <u>May 1949</u> - Berlin blockade ended.</p> <p><u>Key Words</u></p> <p><u>Stalin</u> - Leader of the Soviet Union <u>Berlin Blockade</u> - Stalin blocked off rail and road entry into Western Berlin. <u>US Airlift</u> - US and other Western countries dropped food, coal and other essential supplies into Western Berlin. <u>NATO</u> - (<u>North Atlantic Treaty Organisation</u>). Military alliance of the Western Capitalist countries.</p>	<p><u>Key Facts</u></p> <ol style="list-style-type: none"> 1. Both Germany and its capital Berlin had been divided into 4 zones at the end of WWII. 2. The Capitalist zones of Germany were run by France, Britain and the US. 3. The Communist zone of Germany was run by the Soviet Union. 3. The Communist Zone of Germany had a poorer standard of living than the Capitalist Zones. 4. Stalin started the Berlin Blockade in 1948 - he shut off road and rail routes into Berlin which prevented the West from getting supplies into their zones. 5. The West (USA) retaliated by dropping in supplies like coal and food by air. This was known as the Berlin Airlift. 6. NATO was formed in 1949 as a result of the Berlin Blockade. The West knew they needed to protect themselves against further actions from Stalin
History: Week 5 Questions	
<ol style="list-style-type: none"> 1. How many zones had Germany and Berlin been divided into at the end of WWII? 2. Who ran the Capitalist zones of Germany/Berlin? 3. Who ran the Communist zones of Germany/Berlin? 4. Which zone of Germany had the lowest standard of living; The Capitalist zones or the Communist zones? 	<ol style="list-style-type: none"> 5. Stalin blocked access to rail and what else during the Berlin Blockade? 6. How did the USA get supplies into West Berlin during the Berlin Blockade? 7. What was the name of the military alliance formed in 1949 by the Western powers as a result of the Berlin Blockade? 8. What did Western European countries receive through the Marshall Plan?
<p>Extended Writing Question: Why couldn't the Soviet Union shoot down the US aeroplanes bringing in supplies into West Berlin?</p>	

History: Half Term 3 - Week 6

History: Week 6 Knowledge Organiser: The Berlin Crisis 1958-61	
<p><u>Key Dates</u> 1958 - Berlin Ultimatum 1959-1961 - Berlin Summit meetings May 1960 - U2 spy crisis August 1961 - Berlin Wall built</p> <p><u>Keywords</u> Khrushchev - The leader of the Soviet Union after the death of Stalin. President Eisenhower - President of the USA who tried to negotiate with Khrushchev about Berlin President Kennedy - President of the USA who refused to give into Khrushchev. He was president when the Berlin Wall was built. Brain Drain - Where skilled/highly educated people move out of an area. Berlin Ultimatum - A last warning to the Western allies to leave Berlin in 6 months or there would be consequences. Berlin Summits - Meetings between President Eisenhower/Kennedy and Khrushchev to try and solve the problems over Berlin. Berlin Wall - Wall constructed around West Berlin by the Soviet Union to prevent people from the East of Germany being able to move to the West. U2 Spy Plane - US plane used for spying and intelligence gathering.</p>	<p><u>Key Facts:</u></p> <ol style="list-style-type: none"> 1. By the late 1950s East Germany was experiencing a brain drain. This was where highly skilled people were leaving East Germany (The Soviet zone) and moving to West Berlin (The Capitalist zone) as the standard of living and pay were better there. 2. In 1958 this led Khrushchev to issue an ultimatum to the leaders of West Berlin (UK, USA and France)- leave Berlin in six months or there will be consequences. 3. This led the USA to hold a series of summit meetings between 1959 and 1961. However tensions increased at the meetings when a U2 spy plane was shot down over the Soviet Union in 1960. 4. This resulted in Khrushchev building the Berlin Wall to stop people from East Berlin escaping into West Berlin.
History: Week 6 Questions	
<ol style="list-style-type: none"> 1. What is the term used to describe when highly skilled and educated people were leaving East Germany? 2. Which leader of the Soviet Union delivered the Berlin Ultimatum? 3. How many months did the Berlin Ultimatum give the USA, France and Britain to leave West Berlin before there would be consequences? 4. What was shot down by the Soviet Union in 1960 which meant the Summit meetings over Berlin ended? 	<ol style="list-style-type: none"> 5. What did Khrushchev order to be built around West Berlin due to the failure to solve the problems over Berlin? 6. What was the name of the military alliance formed in 1949 by the Western powers as a result of the Berlin Blockade? 7. Who was the leader of the Soviet Union during the Berlin Blockade? 8. Was the first atomic bomb dropped on the city of Hiroshima or Nagasaki?
<p>Extended Writing Question:</p> <p>Why would highly skilled people (e.g. doctors, lawyers) have wanted to leave communist East Germany and move to capitalist Western Europe?</p>	

Spanish: Half Term 3 - Week 1

Spanish: Week 1 Knowledge Organiser:					
Normalmente,	<i>Normally,</i>				escuchar música. <i>to listen to music.</i>
Generalmente,	<i>Generally,</i>				ver películas/los clips <i>to watch films / video clips.</i>
A veces,	<i>Sometimes,</i>		mi ordenador	<i>my computer</i>	compartir fotos. <i>to share photos.</i>
De vez en cuando,	<i>From time to time,</i>	utilizo	mii móvil	<i>my mobile/phone</i>	descargar canciones <i>to download songs.</i>
A menudo,,	<i>Often,</i>	uso	mi portátil	<i>my laptop</i>	Navegar por internet. <i>to surf the web.</i>
Todos los días,	<i>Every day,</i>	<i>I use</i>	mi tableta	<i>my tablet</i>	hacer mis deberes. <i>to do my homework.</i>
Todos los tardes	<i>Every evening,</i>	<i>I use</i>	mi consola	<i>my console</i>	enviar mensajes. <i>to send messages.</i>
Dos veces a la semana,	<i>Two times per week,</i>		las redes sociales	<i>social media</i>	jugar videojuegos. <i>to play video games.)</i>
				para <i>in order</i>	buscar información <i>to search for information.</i>
					colgar fotos/videos <i>to post photos/videos</i>
Spanish: Week 1 Questions					
1. Normalmente, uso mi móvil para escuchar música			5. Sometimes, I use my laptop to play video games.		
2. A veces, navego por internet para buscar información			6. Every evening, I use my phone to do my homework.		
3. De vez en cuando, utilizo mi consola para jugar videojuegos.			7. Normally, I use my tablet to look up ideas.		
4. Todos los días, hago mis deberes con mi ordenador			8. Two times a week, I use social media to download songs.		
Extended Writing Question: Write at least 3 sentences saying what you usually do with technology, and translate them into English.					

Spanish: Half Term 3 - Week 2

Spanish: Week 2 Knowledge Organiser:

**Please use your KOs from HT1 and HT2 to revise
(they have been added to your Google classroom if you have lost your paper copy)**

Spanish: Week 2 Questions

- | | |
|---|--|
| 1. Normalmente me visto temprano | 5. I get dressed and then I have breakfast |
| 2. A veces como las verduras para la cena | 6. To lead a healthy lifestyle |
| 3. Para el desayuno como los cereales | 7. For lunch I eat a sandwich |
| 4. Durante la semana cocino el pescado | 8. After school I cook pasta |

Extended Writing Question: Write at least 3 sentences saying how you lead a healthy lifestyle. Include: what you eat and why, what you would like to eat and why and your daily routine.

Spanish: Half Term 3 - Week 3

Spanish: Week 3 Knowledge Organiser:

**Please use your KOs from HT1 and HT2 to revise
(they have been added to your Google classroom if you have lost your paper copy)**

Spanish: Week 3 Questions

- | | |
|-------------------------------------|-----------------------------------|
| 1. Para llevar una vida sana | 5. I leave the house at 9 o'clock |
| 2. Se debe ir al gimnasio | 6. I get up at half 8. |
| 3. Me despierto a las siete y media | 7. After school, I do my homework |
| 4. Desayuno enseguida | 8. I go to bed early |

Extended Writing Question: Write at least 3 sentences describing your daily routine in Spanish. Then translate into English.

Spanish: Half Term 3 - Week 4

Spanish: Week 4 Knowledge Organiser:

Normalmente, Generalmente, A veces, De vez en cuando, A menudo, Todos los días, Todos los tardes Dos veces a la semana,	<i>Normally,</i> <i>Generally,</i> <i>Sometimes,</i> <i>From time to time,</i> <i>Often,</i> <i>Every day,</i> <i>Every evening,</i> <i>Two times per week,,</i>	utilizo <i>I use</i> uso <i>I use</i>	mi ordenador <i>my computer</i> mii móvil <i>my mobile/phone</i> mi portátil <i>my laptop</i> mi tableta <i>my tablet</i> mi consola <i>my console</i> las redes sociales <i>social media</i>	para <i>in order</i>	escuchar música. <i>to listen to music.</i> ver películas/Los clips <i>to watch films / video clips.</i> compartir fotos. <i>to share photos.</i> descargar canciones <i>to download songs.</i> Navegar por internet. <i>to surf the web.</i> hacer mis deberes. <i>to do my homework.</i> enviar mensajes. <i>to send messages.</i> jugar videojuegos. <i>to play video games.</i> buscar información <i>to search for information.</i> colgar fotos/videos <i>to post photos/videos</i>	y lo encuentro ... <i>and I find it...</i> interesante. <i>interesting.</i> practico. <i>practical.</i> educativo. <i>educational.</i> divertido. <i>fun.</i> útil <i>useful</i> rápido <i>fast</i> Lento <i>slow</i> y me gusta mucho. <i>and I like it a lot.</i> y me fascina. <i>and it fascinates me.</i> y me hace feliz <i>and it makes me happy</i>
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Spanish: Week 4 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Normalmente uso mi móvil para escuchar música y ver películas. Lo encuentro divertido. 2. A veces utilizo mi ordenador para hacer mis deberes y buscar información. 3. Lo encuentro rápido y divertido. 4. Todos los días navego por internet para ver clips y enviar mensajes. | <ol style="list-style-type: none"> 5. Often, I use my tablet to watch films but I find it practical. 6. Every day, I use my laptop to do my homework and I like it a lot. 7. Two times a week I use my tablet in order to watch films 8. I use my phone to do my homework and it makes me happy. |
|---|--|

Extended Writing Question: Write at least three sentences saying what you do with technology and what you think of it using every column of the knowledge organiser. Then translate them into English.

Spanish: Half Term 3 - Week 5

Spanish: Week 5 Knowledge Organiser:

<p>En mi opinión, <i>In my opinion,</i></p> <p>Pienso que <i>I think that</i></p> <p>Diría que <i>I would say that</i></p>	<p>por internet, <i>on the internet,</i></p> <p>en las redes sociales, <i>on social media,</i> en su móvil, <i>on one's mobile,</i></p> <p>en el ordenador, <i>on the computer,</i></p>	<p>es fácil <i>it's easy</i></p> <p>es importante <i>it's important</i></p> <p>es posible <i>it's possible</i></p> <p>es peligroso <i>it's dangerous</i></p> <p>no es fácil <i>it isn't easy</i></p> <p>no es importante <i>it isn't important</i></p> <p>no es posible <i>it isn't possible</i></p> <p>no es peligroso <i>it isn't dangerous</i></p>	<p>aprender cosas nuevas <i>to learn lots of things.</i></p> <p>buscar información para las deberes <i>to do research for homework.</i></p> <p>mantenerse en contacto con amigos <i>to stay in contact with friends.</i></p> <p>compartir fotos <i>to share photos.</i></p> <p>pasar demasiado tiempo por internet <i>to spend too much time on the internet.</i></p> <p>jugar juegos <i>to play games.</i></p> <p>ir de compras. <i>to make purchases.</i></p> <p>compartir los detalles personales <i>to share one's personal details.</i></p> <p>hablar con los desconocidos <i>to chat online with strangers.</i></p>
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Spanish: Week 5 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. En mi opinión, es importante aprender cosas nuevas por internet. 2. Pienso que es peligroso compartir los detalles personales en las redes sociales. 3. Diría que es fácil mantenerte en contacto con amigos en su móvil. 4. No es posible jugar juegos en el ordenador | <ol style="list-style-type: none"> 5. I would say that on the computer it is easy to share one's personal details. 6. I think that it isn't important to play games 7. On one's mobile it is possible to make purchases. 8. In my opinion on social media it is dangerous to speak with strangers |
|---|---|

Extended Writing Question: Write a paragraph saying what your opinion is on different types of technology. Make sure you write at least 5 sentences.

Spanish: Half Term 3 - Week 6

Spanish: Week 6 Knowledge Organiser:

En mi opinión, *In my opinion,*

Pienso que *I think that*

Diría que *I would say that*

por internet, *on the internet,*

en las redes sociales, *on social media,*
en su móvil, *on one's mobile,*

en el ordenador, *on the computer,*

es fácil *it's easy*

es importante *it's important*

es posible *it's possible*

es peligroso *it's dangerous*

no es fácil *it isn't easy*

no es importante *it isn't important*

no es posible *it isn't possible*

no es peligroso *it isn't dangerous*

Normalmente,	<i>Normally,</i>		mi ordenador		escuchar música.	<i>to listen to music.</i>	
Generalmente,	<i>Generally,</i>		<i>my computer</i>		ver películas/los clips	<i>to watch films / video clips.</i>	y lo encuentro ... <i>and I find it...</i>
A veces,	<i>Sometimes,</i>		mii móvil		compartir fotos.	<i>to share photos.</i>	interesante. <i>interesting.</i>
			<i>my mobile/phone</i>		descargar canciones	<i>to download songs.</i>	practico. <i>practical.</i>
De vez en cuando,	<i>From time to time,</i>	utilizo	mi portátil	para	Navegar por internet.	<i>to surf the web.</i>	educativo. <i>educational.</i>
		<i>I use</i>	<i>my laptop</i>	<i>in order</i>	hacer mis deberes.	<i>to do my homework.</i>	divertido. <i>fun.</i>
A menudo,	<i>Often,</i>	uso	mi tableta		enviar mensajes.	<i>to send messages.</i>	útil <i>useful</i>
		<i>I use</i>	<i>my tablet</i>		jugar videojuegos.	<i>to play video games.</i>	rápido <i>fast</i>
Todos los días,	<i>Every day,</i>		mi consola		buscar información	<i>to search for information.</i>	Lento <i>slow</i>
			<i>my console</i>		colgar fotos/videos	<i>to post photos/videos</i>	y me gusta mucho.
Todos los tardes	<i>Every evening,</i>		las redes sociales				<i>and I like it a lot.</i>
			<i>social media</i>				y me fascina.
Dos veces a la semana,	<i>Two times per week,,</i>						<i>and it fascinates me.</i>
							y me hace feliz <i>and it makes me happy</i>

Spanish: Week 6 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Pienso que por internet es peligroso compartir fotos 2. A menudo uso mi portátil descargar canciones 3. Diría que en las redes sociales es posible hacer mis deberes 4. En mi opinión lo encuentro rápido | <ol style="list-style-type: none"> 5. In my opinion on the internet it is easy to listen to music 6. From time to time it is dangerous to surf the internet 7. Sometimes I use my laptop to play videogames 8. I find it interesting and it makes me happy. |
|---|---|

Extended Writing Question: Use both knowledge organisers to say what you think of technology and why. Make sure you include at least 5 sentences.

