

*Care to Learn
Learn to Care*



Name:

Tutor:

Half Term 4 2024-25

**Sport
Science**

Geography

Knowledge Organiser

History

**Health
and Social**

9

Psychology

Childcare

Contents Page

Subject	Page
Health Sciences (HSC/CD)	4-9
Psychology	10-15
PSE	16-21
Geography	22-27
French	28-35
History	36-43
Spanish	44-51

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 4 - Week 1

Health Sciences: Week 1 Knowledge Organiser: Discharge from Hospital / Reminiscence Therapy (HSC)

<p><u>Discharge from Hospital</u></p> <ul style="list-style-type: none"> ● Discharge Policy - Explains what should happen when you are discharged from hospital ● Discharge assessment - will determine whether you need more care after you leave hospital. ● Minimal Discharge - little or no care needed afterwards ● Complex Discharge - will need more specialised care to continue after leaving hospital. Will require a care plan to be put in place. ● Care Plan - documents details of what treatment and support you will need, who will be responsible for providing it and how to contact them. ● Medication - if you need to take medication after leaving hospital you will be given enough for 7 days. Your GP will be notified so they can arrange repeat prescriptions if necessary. ● Transport - sometimes people will need to use the non-emergency patient transport service if they are eligible (eg needing additional medical support during journey home, find it difficult to walk) 	<p>Reminiscence Therapy</p> <p>Reminiscence therapy is about using social and creative activities to stimulate people and help them share their memories.</p> <p>Benefits are:</p> <ul style="list-style-type: none"> ● Communication and self expression ● Social interaction and connection ● Feelings of belonging ● Self-worth and achievement ● Sharing of ideas, problems and concerns ● Opportunity to learn about the past ● Promote the use of the five senses <p>A reminiscence box can be a collection of items or a scrap book or a photo album.</p> <p>This type of therapy is often used with people who have dementia as their long term memory is better than their short term memory.</p>
Health Sciences: Week 1 Questions	
<ol style="list-style-type: none"> 1. Give an example of who might be eligible for the non-emergency patient transport service? 2. What is a care plan? 3. If you need more specialised care after leaving hospital what type of discharge is this known as? 4. How many days of medication will you be given by the hospital once discharged? 	<ol style="list-style-type: none"> 5. Give an example of what might be in a reminiscence box? 6. What does reminiscence therapy help with? 7. Who might you do this therapy with? 8. Give two benefits to using this type of therapy?
<p>Extended Writing Question: Explain why it is important to conduct a discharge assessment on someone before they leave hospital?</p>	

Health Sciences: Half Term 4 - Week 2

Health Sciences: Week 2 Knowledge Organiser: Health Visitors / Importance of Hygiene (CD)

<p>Health Visitors</p> <ul style="list-style-type: none"> ● Health visitors are specialists who work out in the community and are trained registered midwives or nurses. ● To become a health visitor you need to train as a nurse or midwife first. A midwife salary starts at around £32,306 a year. ● They specialise in working with families with a child/children aged 0 to 5 years. ● When you have a baby the health visitor will come visit you for the first time around 10 days after the baby is born. ● Responsibilities include: <ul style="list-style-type: none"> ○ Advise and inform new parents on issues such as feeding including breastfeeding, infant feeding, weaning and healthy eating, ○ Advise on sleeping and sleeping patterns ○ Home safety and how to make improvements. ○ Physical and emotional development. ○ Immunisation and other aspects of childcare. ○ Monitoring growth and development of the child. 	<p>Importance of Hygiene</p> <ul style="list-style-type: none"> ● Personal hygiene is about keeping yourself clean and hygienic so you prevent yourself from getting and spreading disease/infections. ● Personal hygiene includes: <ul style="list-style-type: none"> ○ cleaning your body every day ○ washing your hands with soap after going to the toilet ○ brushing your teeth twice a day ○ covering your mouth and nose with a tissue (or your sleeve) when sneezing or coughing ○ washing your hands after handling pets and other animals ● Poor personal hygiene can lead to: <ul style="list-style-type: none"> ○ Catching disease /infections for example athlete's foot or diarrhoea ○ Spread of disease and infections ○ Body Odour ○ Bad breath ○ Loss of friends ○ Social isolation ○ Poor self esteem confidence and motivation ○ Bullying ○ Unemployment
<p>Health Sciences: Week 2 Questions</p>	
<ol style="list-style-type: none"> 1. What do you need to do first before training to be a health visitor? 2. How much is the salary to start with? 3. Who does a health visitor work with? 4. Give two examples of a health visitor's responsibility? 	<ol style="list-style-type: none"> 5. Why is good personal hygiene important? 6. Give two examples of personal hygiene practices? 7. Give one physical impact of poor personal hygiene? 8. Give one social or emotional impact of poor personal hygiene?
<p>Extended Writing Question: Explain why a health visitor is an important role out in the community?</p>	

Health Sciences: Half Term 4 - Week 3

Health Sciences: Week 3 Knowledge Organiser: Armchair Workouts / Infection Control (HSC)

Armchair Workouts

- Exercise is still important to do even when you are older. Older people have the right to make choices and do activities they enjoy.
- The benefits of exercise for older people are:
 - better cognitive function
 - reduced cardiovascular risk
 - a greater ability to carry out daily living activities and maintain independence and autonomy
 - improved mood, mental health and self-esteem
 - reduced risk of falls in the elderly with better strength and stability.
- The Department of Health (DH) recommends those over 65 should do at least 150 minutes of moderate-intensity aerobic activity every week.
- However, those with disabilities will have to have exercise opportunities adapted for them such as doing workouts in a chair.
- Examples of types of activities they could do include:
 - general mobilisation exercises to improve fitness and mobility
 - stretching exercises to reduce stiffness and improve range of movement
 - musical exercise including dance and aerobics
 - chair exercises, which can be done by people while seated.

Infection Control

- People living in care are likely to be elderly or have reduced immune systems which makes them more susceptible to infectious diseases.
- Maintaining high levels of personal hygiene for both staff and residents is important.
- Personal hygiene practices include:
 - Wash hands regularly.
 - Wash their face everyday.
 - Have a shower/ bath a least twice or three times a week.
 - Wash genitals daily.
- It is also important to ensure all equipment and bedding is cleaned frequently.
- The most common illnesses and infections found in care homes are: Gastroenteritis, Influenza, Respiratory infections, Skin infections, Soft-tissue infections, Urinary tract infections.

Health Sciences: Week 3 Questions

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| <ol style="list-style-type: none"> 1. How much moderate-intensity aerobic activity should someone over 65 be doing each week? 2. Give two benefits of exercise for older people? 3. How can exercise be adapted for those with disabilities? 4. Give an example of a type of activity to promote exercise in a care home? | <ol style="list-style-type: none"> 5. Why are people living in care homes more vulnerable to infection? 6. Give an example of personal hygiene practice? 7. What else should be frequently cleaned in a care home? 8. Give an example of a common illness/infection found in care homes? |
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Extended Writing Question: Explain why exercise is important for older people?

Health Sciences: Half Term 4 - Week 4

Health Sciences: Week 4 Knowledge Organiser: Nursery & Play Leaders / Types of Play (CD)	
<p>Nursery & Play Leaders Nursery refers to educational day care for children between the ages of 6 months and 5 years old. Nursery Nurses and Practitioners provide essential support for children's well-being and development and contribute to planning and implementing educational activities. Nursery Assistants play a crucial role in day-to-day operations, ensuring a safe and clean environment. These roles collectively cover the early years. Nursery assistants tend to work in the same settings as nursery nurses in a less senior role Nursery nurse is a trained professional dedicated to supporting the growth and development of children from birth to five years old. Deputy nursery manager Act as Designated Safeguarding Lead at the nursery, holding overall responsibility for the day to day running of the nursery, and management of safeguarding and child protection policies. Playwork assistants set up play areas that encourage children to develop through play. Playwork leaders organise, plan and take part in play and leisure activities for children.</p>	<p>Types of Play Interaction - involvement with others Social bonds - attachment to other people Emotional bonds - having a connection with a person. Spatial awareness - knowing where you are in relation to objects around you. Social skills - required to interact with people like sharing and turn taking. Social and emotional play is based around developing relationships, social skills, and promoting self-confidence, self esteem, self-awareness and independence. For 0-18 months, singing together can help them form relationships with others and choosing the song would help promote independence and self-esteem. Physical play is centred around spatial awareness, staying healthy and looking after yourself, and fine and gross motor skills. For 18 months to 3 years helping to prepare food helps children understand their diet and how to eat healthily, as well as practising fine motor skills. Intellectual play focuses on problem solving, imagination and creativity, listening and attention skills, and numeracy. Singing a song like “five monkeys on a bed” helps the children count as well as pay attention to what number is coming next. There are six types of play: Unoccupied play - a child does not interact with others and makes movements with their body Solitary play - playing alone Spectator play - watching others play. Parallel play - playing alongside others Associative play - sharing resources but playing alone. Cooperative play - when children play together.</p>
Health Sciences: Week 4 Questions	
<ol style="list-style-type: none"> 1. What is a nursery ? 2. How old are the children in a nursery setting? 3. Explain the difference between a play work assistant and leader. 4. Who is responsible for safeguarding? 	<ol style="list-style-type: none"> 5. What is a social bond ? 6. Spatial awareness means 7. Name the types of play ? 8. What does intellectual play focus on ?
<p>Extended Writing Question: Explain how physical play supports Spatial awareness ?</p>	

Health Sciences: Half Term 4 - Week 5

Health Sciences: Week 5 Knowledge Organiser: Diet & Nutrition / Risks of Alcohol (HSC)

Diet & Nutrition

- A balanced diet should be made up of a combination of important nutrients: Carbohydrates, Proteins, Fats, Vitamins and Minerals
- Malnutrition is a serious condition that happens when your diet does not contain the right amount of nutrients.
- Conditions that poor nutrition can lead to:
 - Obesity
 - Tooth decay
 - High blood pressure
 - High cholesterol
 - Heart disease and stroke
 - Type-2 diabetes
 - Osteoporosis
 - Some cancers
- A food allergy is an immune system reaction, such as to nuts, shellfish or eggs.
- A food intolerance is to do with difficulty digesting the food, such as having a lactose or wheat intolerance.

Risks of Alcohol

- Ethanol is the most common form of alcohol found in beer, wine and spirits.
- Some alcohol is not meant for drinking but for other uses such as cleaning or disinfecting. This type of alcohol is toxic and should not be ingested!
- Alcohol can be harmful to the body if you drink too much, it can cause:
 - High blood pressure, heart disease, stroke, liver disease, and digestive problems.
 - Cancer of the breast, mouth, throat, esophagus, voice box, liver, colon, and rectum.
 - Weakening of the immune system, increasing the chances of getting sick.
 - Learning and memory problems, including dementia and poor school performance.
- In the UK it is illegal for individuals under the age of 18 to purchase or consume alcohol.
- Serious consequences: Impaired judgement, alcohol poisoning, liver damage, increased risk of accidents, addiction, social problems, mental health problems.

Health Sciences: Week 5 Questions

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| <ol style="list-style-type: none"> 1. Name two important nutrients we should have in a balanced diet? 2. What is malnutrition? 3. Give two examples of what poor nutrition can lead to? 4. Give an example of a food intolerance? | <ol style="list-style-type: none"> 5. What age is it legal to purchase and drink alcohol in the UK? 6. What type of alcohol is found in beer, wine and spirits? 7. Give an example of the negative physical health effects of drinking too much alcohol? 8. Give an example of a serious consequence of alcohol? |
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Extended Writing Question: Explain the difference between a food allergy and a food intolerance?

Health Sciences: Half Term 4 - Week 6

Health Sciences: Week 6 Knowledge Organiser: Learning through play (CD)

Adult-led play - where an adults plans, organises and leads an activity

Adult-initiated - adults provide resources for an activity but let children play with them in the way that they choose.

Associative and cooperative play are common between the ages of 3 and 5 years old and show that children have developed friendships. To further practise social skills, children can play board games. To help children express their feelings effectively, circle time may be used to encourage children to talk about their day.

Adult-led play benefits children as it allows them to take part in high risk activities, like going to a play park, as well as helping develop their vocabulary.

The time given by the adult for adult-led play may be limited which means learning could be limited by lack of repetition. Adult-initiated play is beneficial as children may learn to play in new ways as they are free to explore, and it promotes independent learning. The issue is that the child may not learn the intended skill, which would not happen in adult-led play.

Early years practitioners should be aware of the types of play that should be offered to children. This is so they can plan activities and ensure there are enough resources to support the different types of play. Sometimes the play might be directed by the child as they find their own resources, for example a child may going playing outside and pick up a stick to use it as a wand or sword, this shows both imaginative play as they are pretending to be wizards or knights, as well as symbolic play as the stick is being used to represent something else. For other types of play, an adult might encourage children to take part in a set activity, for example junk modelling can be used to encourage construction play, whilst scented playdough could help sensory play.

Areas of Play:

Locomotor play - play with a physical activity

Creative play - freedom to explore resources

Sensory Play - use of senses to explore (touch, taste, sight, hearing, smell)

Imaginative play - when a child is pretending in some way

Symbolic play - using objects as different things

Technological play - use of IT equipment.

Construction play - building things

Health Sciences: Week 6 Questions

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| 1. Adult - led play is ? | 5. Explain what Adult - initiated means ? |
| 2. Name two areas of play ? | 6. What is Construction play ? |
| 3. What ages do children use associative and cooperative play ? | 7. What can support sensory play ? |
| 4. Give an example of Technological play ? | 8. Which play allows the children to pretend in some way? |

Extended Writing Question: Why should early years practitioners be aware of all the types of play ?

Psychology: Half Term 4 - Week 1

Psychology: Week 1 Knowledge Organiser: Observations

An observation is a research method designed to simply observe and watch what people do in certain situations or environments. There are several different types of observation that are chosen according to the topic of investigation.

A naturalistic observation is conducted in an everyday environment where the behaviour being studied would normally be seen. People in a naturalistic observation would be expected to behave normally and spontaneously, and a researcher will record what they see. Naturalistic observations are suitable when studying everyday behaviour.

A controlled or structured observation tends to be conducted in a laboratory or controlled environment, where a researcher may stage a situation or set up the environment to encourage the behaviour they are trying to investigate. This type of observation is suitable when it may not be practical for an observer to wait for a behaviour to occur naturally.

Overt observations are conducted with the participant's knowledge that they are being observed and form part of an investigation. Covert observations are conducted without the participants being aware that they are being watched. Structured observations tend to be overt because participants are invited to the controlled environment, and naturalistic observations can be either covert or overt. When an observer becomes involved in the group that they are observing, it is known as a participant observation. When the observer simply stands back, watches and records without being actively involved, it is known as a non-participant observation.

Psychology: Week 1 Questions

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| 1. What is an observation? | 5. What is a controlled observation? |
| 2. What is a naturalistic observation? | 6. When might a controlled observation be suitable to take place? |
| 3. Where would a naturalistic observation take place? | 7. What is an overt observation? |
| 4. When are naturalistic observations suitable? | 8. What is a covert observation? |

Extended Writing Question: How can observations be useful in psychology?

Psychology: Half Term 4 - Week 2

Psychology: Week 2 Knowledge Organiser: Conformity

Key terms:

Conformity: matching the behaviour and beliefs of others in order to fit in or because we do not know how to behave in an unusual situation.

Normative social influence: compliance because of the need to fit into a group.

Informational social influence: conformity because we do not know how to behave; others provide this information so we adopt their beliefs and behaviours.

Conformity is the behaviour of following what the majority of people are doing. We often follow a crowd, possibly by dressing like our friends or buying the latest games because our peers have them. Conformity helps us fit into a social group.

There are three types of conformity:

- compliance - going along with the majority even though we privately do not agree. For example, all your friends are buying a certain brand of trainers and although you do not like the brand, you buy it anyway. This type of conformity can be explained by normative social influence, where we follow the group norm because we want to be accepted and not rejected.
- internalisation - going along with the majority because we do not know how to behave in a situation – we adopt the beliefs of the group. This can be explained by informational social influences – you look to others, observe their behaviour and copy them because you are uncertain of how to behave yourself. You look to the majority for this information and follow their lead, as you believe this must be the correct way to behave. This is known as internalisation because you are not superficially going along with the crowd; instead, your attitude becomes consistent with the majority.
- identification - temporarily adopting the behaviours of a role model or group. A person will change their behaviour and beliefs while in the company of a group, but this only lasts as long as the group is present. Identification is likely to be a temporary change in behaviour and beliefs because of group membership. This occurs because we like to be defined as a group, so we adopt their beliefs and values to fit in. In this way it can be seen as short-term normative social influence. You will see this type of identification when you go to college or university, or begin employment in a company or institution. You may, for example, wear different clothes and act similarly to the group, but when you are at home you revert back to wearing and doing what you want.

Psychology: Week 2 Questions

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| 1. What is conformity? | 5. What is compliance? |
| 2. Give an example of conformity. | 6. What is internalisation? |
| 3. How many types of conformity are there? | 7. What is identification? |
| 4. How does conformity help us? | 8. Give one example of identification. |

Extended Writing Question: Why is conformity important?

Psychology: Half Term 4 - Week 3

Psychology: Week 3 Knowledge Organiser: Situational Factors affecting Bystander Effect

Key terms:

Bystander effect: sometimes called bystander apathy, when we fail to help another in need.

Situational factors: features of a situation that influence whether or not we help in an emergency.

Whether we choose to help someone in need or not is dependent on many factors that can be broadly defined as situational and personal. Situational factors are features of a situation that influence how likely we are to intervene in an emergency. Personality factors are features specific to us (e.g. traits, abilities or feelings) that influence whether we help or not.

Diffusion of responsibility - one of the main reasons for the bystander effect is because we feel less personally responsible when there are more people around to potentially help. When we witness an emergency situation in a crowd, the larger the crowd is, the less responsibility individuals feel to help because we put the responsibility onto others (diffuse). We justify our inaction because there are plenty of others who can help instead. In a smaller crowd, we may feel more inclined to help because there are fewer people to share responsibility with. This social influence on our behaviour is called diffusion of responsibility.

Noticing the event - In large crowds we tend to keep ourselves to ourselves and pay less attention to what is going on around us. We are therefore less likely to notice an emergency situation than when on our own. If you were in a room and smoke started billowing under the door, you would probably notice this and raise the alarm straight away. Latané and Darley (1969) conducted such an experiment where participants were alone or in groups. They found that we take longer to notice the smoke and are slower to react when in a group compared to when we are alone in the room.

Psychology: Week 3 Questions

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| <ol style="list-style-type: none">1. What is the bystander effect?2. What is meant by situational factors?3. What is diffusion of responsibility?4. The larger the group, the likely a person is to help. | <ol style="list-style-type: none">5. Are we more or less likely to help if we notice what's going on when in a larger group?6. Who did the experiment mentioned in the above passage?7. Are we faster or slower to help when in a group?8. What was billowed under the door in the experiment? |
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Extended Writing Question: How would psychologists explain people not helping a person in need when in public?

Psychology: Half Term 4 - Week 4

Psychology: Week 4 Knowledge Organiser: Personal Factors Affecting Bystander Effect

Key terms:

Bystander effect: sometimes called bystander apathy, when we fail to help another in need.

Personality factors: features of an individual (e.g. traits) that influence how likely they are to intervene in an emergency.

Competence Competence means having the skills and the ability to do something correctly. If we feel competent enough to help, this can influence whether we help or not and the type of help we give. For example, if we are trained in using CPR to resuscitate a person who has stopped breathing, we are more likely to intervene in a situation where this is required and would perform the skill directly to the victim. Without such competence, we are less likely to help. Further to this, if we do help we are more likely to offer indirect intervention, such as calling for an ambulance.

Mood People are more likely to intervene and help another if they are in a good mood. When we are in a bad mood or feel sad, we tend to focus our attention inwardly on ourselves. When in a happy mood, we tend to look outward and pay attention to others around us. This gives us the opportunity to perceive others in need of help and go to their assistance.

Similarity If we perceive ourselves as similar to a person in need, we are more likely to help them. We identify with the victim and we can see how the same fate may be true for us. If you were a victim of bullying at school, for example, it is likely that you might intervene in a bullying incident because you perceive yourself as similar to the victim. In cases where people fail to help, it is often assumed that the person not helping does not care or that they lack moral character. However, psychological research indicates that although some personality factors can influence whether or not we help, bystander intervention is largely influenced by situational factors.

Psychology: Week 4 Questions

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| 1. What are personality factors? | 5. How does mood impact the bystander effect? |
| 2. What does competence mean? | 6. What does similarity affect the bystander effect? |
| 3. How does competence impact the bystander effect? | 7. If a person does not help, what is assumed? |
| 4. Give an example of competence. | 8. What impacts more: situational or personality factors? |

Extended Writing Question: Why do these factors impact whether someone helps another person or not?

Psychology: Half Term 4 - Week 5

Psychology: Week 5 Knowledge Organiser: Haney, Banks and Zimbardo

Craig Haney, Curtis Banks and Philip Zimbardo set up a mock prison in order to investigate the conditions under which people become aggressive. They observed that prisons in the US were high with conflict and wanted to understand how the conflict between guards and prisoners happened. The Navy funded the research because they also wanted to understand the high levels of aggression in naval prisons. At the time, the main explanation for conflict in prisons was centred on blaming the prisoners for being evil people. Prisoners were seen as aggressive types that were naturally disposed to violence. Others disagreed with this explanation and suggested that the close contact between prisoners and guards created a situation where conflict could happen.

Aim: To investigate prisoner-guard conflict in a mock prison environment.

Procedure: A mock prison was set up in the basement of Stanford University, USA, consisting of three cells with steel bar doors, a yard area, a guardroom and a closet for solitary confinement. There was also a room with video recording equipment to record interactions between the participants throughout the proposed 2-week Experiment. The guards were briefed before the experiment and asked to maintain order in the prison. However, they were not given exact instructions on how to behave. They were dressed in military-style uniforms and given batons. The prisoners were arrested by real officers from the Palo Alto City Police Department at their homes and charged on suspicion of burglary or armed robbery. They were handcuffed, searched and taken to the police station to be processed. The prisoners were then blindfolded and driven to Stanford University where they were removed of their clothes. Each prisoner was given a smock to wear, labelled with their prisoner identification number; they were referred to by this number for the duration of the study. The prisoners spent a lot of time in their cells, but were allowed privileges, such as watching a movie and visits from their family. Three guards worked 8-hour shifts and conducted a 'prisoner count' at the start of every shift, lining up the prisoners who then recited their identification number.

Psychology: Week 5 Questions

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| 1. How many psychologists were there in this experiment? | 5. Were the guards given exact orders on how to behave? |
| 2. Who funded the research? | 6. How were the prisoners collected? |
| 3. What was the aim of the research? | 7. What were the prisoners known by? |
| 4. Where did the experiment take place? | 8. How many hours were the guards on shift for? |

Extended Writing Question: What do you predict happened in this study?

Psychology: Half Term 4 - Week 6

Psychology: Week 6 Knowledge Organiser: Obedience

Key terms:

Obedience: complying with the orders of an authority figure.

Authority figure: someone with more power and control than another.

As humans, we are quite obedient. You will have tidied your room if a parent asked you, or stayed quiet in class if a teacher asked for silence. Most of the time obedience to an authority figure is quite mundane and relates to everyday experience. Imagine, however, if you were asked to do something you believed to be morally wrong. Would you obey the order if it was against your beliefs? Fortunately, many of us are rarely in this position. However, servicemen and women of our armed forces might be faced with an order from a higher ranking officer to do something they would not willingly do.

Most of the time obedience can be seen as an important social process that helps maintain social order, such as obeying parents or school rules. But sometimes obedience can be undesirable as it can lead to doing something wrong or harming another.

In psychology, research into obedience began after the Second World War. Psychologists were interested in why German soldiers were willing to harm Jews and other prisoners of war at the orders of their commanding officers. Research found that German soldiers were just like anyone else given an instruction to follow by an authority figure – they were just obeying orders. As much as we would like to believe that we would never harm another human being on the orders of another, the reality is that under certain conditions many of us are capable of doing harm.

Psychology: Week 6 Questions

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| 1. What is obedience? | 5. Give one example of an authority figure. |
| 2. Give an example of obedience. | 6. How could obedience be harmful? |
| 3. How could someone's obedience be challenged? | 7. When did research into obedience begin? |
| 4. What is an authority figure? | 8. What started the initial research into obedience? |

Extended Writing Question: Why is obedience an important social process?

PSE: Half Term 4 - Week 1

PSE: Week 1 Knowledge Organiser: What is a drug?

Key Factors of Drug Use

When considering drug use amongst young people, it is important to understand the four levels of drug use.

- Level 1 - Experimental User
- Level 2 - Recreational User
- Level 3 - Dependent User
- Level 4 - Problem User

The Individual – This takes into account the personality of the young person e.g. Are they easily led, a loner, or a risk-taker?

The Situation – Is it the first time that they have considered using drugs? Does peer pressure or social drug use i.e. with a friend play a role? Where is the drug used?

The Drug – Is the drug used because it is widely available, because there is nothing else available, or because it is cheap? Is the drug used for its effect? (upper/downer, hallucinogenic or causes the user to feel calm, 'buzzy' etc).

Drugs law in England and Wales

Illegal drugs are separated into different classes based on their ability to cause harm and potential for misuse

Class	Drug	Possession	Supply and production
A	Crack cocaine, cocaine, ecstasy (MDMA), heroin, LSD, magic mushrooms, methadone, methamphetamine (crystal meth)	Up to 7 years in prison, an unlimited fine or both	Up to life in prison, an unlimited fine or both
B	Amphetamines, barbiturates, cannabis, codeine, ketamine, methylphenidate (Ritalin), synthetic cannabinoids, synthetic cathinones (for example mephedrone, methoxetamine)	Up to 5 years in prison, an unlimited fine or both	Up to 14 years in prison, an unlimited fine or both
C	Anabolic steroids, benzodiazepines (diazepam), gamma hydroxybutyrate (GHB), gamma-butyrolactone (GBL), piperazines (BZP), khat	Up to 2 years in prison, an unlimited fine or both (except anabolic steroids - it's not an offence to possess them for personal use)	Up to 14 years in prison, an unlimited fine or both

PSE: Week 1 Questions

1. What is level 1 of drug use?
2. What is level 2 of drug use?
3. What is level 3 of drug use?
4. What is level 4 of drug use?

5. What class of drug is ecstasy?
6. What punishment can you get for possession of a class A drug?
7. What punishment can you get for possession of a class B drug?
8. What punishment can you get for possession of a class C drug?

Extended Writing Question: Why might a young person take drugs? Give your reason and explain

PSE: Half Term 4 - Week 2

PSE: Week 2 Knowledge Organiser: Different types of addiction	
<p>What is an addiction? Addiction is a complex and chronic condition, characterised by the compulsive use of a substance or engagement in a behaviour despite potentially harmful consequences.</p> <p>Addiction can manifest in various forms, including substance addictions (such as alcohol, drugs, nicotine) and behavioural addictions (such as gambling, gaming, shopping, or internet use).</p> <p>The addictive substance or behaviour produces pleasurable sensations or relieves discomfort, leading individuals to seek it repeatedly.</p>	<p>Addiction is considered a chronic condition because it tends to persist over time, and individuals in recovery may be susceptible to relapse even after long periods of abstinence.</p> <p>The addictive substance or behaviour produces pleasurable sensations or relieves discomfort, leading individuals to seek it repeatedly.</p> <p>Did you know? It is estimated that between 3 and 4% of gamers may have a gaming disorder (addiction) Source: World Health Organisation</p>
PSE: Week 2 Questions	
<ol style="list-style-type: none">1. Addiction is a complex and _____ condition2. What 2 things are addictions characterised by?3. What 2 ways can addiction manifest?4. Give an example of a substance addiction	<ol style="list-style-type: none">5. Give another example of a substance addiction6. Give an example of a behavioural addiction7. Give another example of a behavioural addiction8. What % of gamers may have a gaming disorder?
Extended Writing Question: Why is addiction considered a chronic condition? Explain your reason	

PSE: Half Term 4 - Week 3

PSE: Week 3 Knowledge Organiser: Cannabis Products	
<p>What is Cannabis? Also known as marijuana, it is a plant species belonging to the Cannabaceae family. It is native to Central Asia, and has been cultivated for thousands of years for various purposes.</p> <p>Cannabis contains several chemical compounds known as cannabinoids, the most notable ones being delta-9-tetrahydrocannabinol (THC) and cannabidiol (CBD).</p> <p><u>THC</u> This is the primary psychoactive compound in cannabis, responsible for the "high" or intoxicating effects associated with its use.</p> <p><u>CBD</u> This is not psychoactive and has potential therapeutic properties. In the UK CBD products are legal if they contain less than 0.2% THC</p>	<p><u>Effects on the body and mind</u> Some mental and physical effects include: becoming giggly, light headed, relaxed, slower reactions, psychosis, hallucinations, paranoia, smells, foggy brain, lethargic, disengaged, reduces motivation, damages sperm count.</p> <p>Some physical effects include: dilated larger pupils and bloodshot red eyes.</p> <p><u>Did you know?</u> Skunk is a stronger form of cannabis containing more THC. This gives it stronger hallucinogenic effects and a greater impact on the user.</p>
PSE: Week 3 Questions	
<ol style="list-style-type: none">1. What is Cannabis also known as?2. What plant species does Cannabis belong to?3. What 2 notable chemicals are in cannabis?4. Is THC psychoactive?	<ol style="list-style-type: none">5. Is CBD psychoactive?6. Give one effect cannabis has on a person's body and mind7. Give another effect cannabis has on a person's body and mind8. Is skunk a stronger or weaker form of cannabis?
<p>Extended Writing Question: Explain one negative effect that cannabis can have on a person. Give your point and explain.</p>	

PSE: Half Term 4 - Week 4

PSE: Week 4 Knowledge Organiser: Drug Classifications

How often do drug classifications change?

Drug classifications are determined by the Misuse of Drugs Act 1971 and are subject to periodic reviews by the government. The frequency at which drugs change classification can vary, and depends on various factors, including scientific research, societal attitudes, and emerging trends in drug misuse.

Significant changes in drug classifications are not very common and typically occur over longer periods of time. Major changes often require extensive research, evidence gathering, and public consultations before any modifications are made.

What is required for a drug to change class?

Recommendation by the Advisory Council on the Misuse of Drugs (ACMD): An independent expert body, conducts in-depth assessments.

Government review and decision-making: Assess various factors, including public health, scientific research, potential harms, and societal impact.

Legal process and parliamentary approval: The proposed changes are typically introduced through amendments to the Misuse of Drugs Regulations.

Consultation and public input: This allows individuals, organizations, and experts to provide input, evidence, and perspectives on the proposed changes.

Consideration of international obligations: These include obligations under the United Nations drug control treaties.

PSE: Week 4 Questions

1. What are drug classifications determined by?
2. Who reviews drug classifications?
3. Give one factor that can play a part in a classification change?
4. Give another factor that can play a part in a classification change?

5. What do major changes in classification require? (state one)
6. What do major changes in classification require? (state another)
7. What is the ACMD?
8. What does the ACMD do?

Extended Writing Question: Why do significant changes in drug classifications take time? Give more than one reason.

PSE: Half Term 4 - Week 5

PSE: Week 5 Knowledge Organiser: Volatile Substance Abuse

What is a volatile substance?

- A substance that has a tendency to vaporise or evaporate readily at normal or room temperature.
- These substances have relatively low boiling points, which means they can transition from a liquid or solid state to a gaseous state quickly and easily.
- The term "volatile" implies that the substance is highly likely to produce vapours or fumes that can be inhaled or dispersed into the surrounding environment.
- Volatile substances often have strong odours and an ability to form flammable or explosive mixtures.

Also known as solvent abuse, inhalant abuse or 'huffing', it is the intentional inhalation or sniffing of volatile substances to achieve a mind-altering 'drug like' effect. When inhaled, the chemical vapours are rapidly absorbed into the bloodstream through the lungs and quickly reach the brain.

Did you know?

As volatile substances are marketed for household or industrial purposes, they are readily available but some do come with a legal minimum age to buy.

A school survey in England estimated that volatile substance abuse in 11-15 year olds is the second most popular drug after cannabis.









PSE: Week 5 Questions

1. What is a volatile substance?
2. These substances have low boiling points; what does this mean?
3. What does the term 'volatile' imply?
4. Volatile substances often have strong what?

5. What is Volatile Substance Abuse also known as? (name one)
6. What is Volatile Substance Abuse also known as? (name another)
7. When inhaled, the chemical vapours are rapidly what?
8. What is the second most popular drug in 11-15 year olds?

Extended Writing Question: Why do you think Volatile Substance Abuse is the second most popular drug with 11-15 year olds?

PSE: Half Term 4 - Week 6

PSE: Week 6 Knowledge Organiser: Careers	
<p>What makes up a career journey?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; text-align: center;"> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Jobs/work experience</div> </div> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Education</div> </div> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Qualifications</div> </div> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Enterprise activities</div> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; text-align: center; margin-top: 10px;"> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Volunteering</div> </div> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Your interests</div> </div> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Achievements</div> </div> <div style="margin: 5px;">  <div style="background-color: #e0f2f1; padding: 2px 5px; font-size: 0.8em;">Your skills</div> </div> </div> <p>For each prompt (pictures above), give an example or experience of how they can help you build your career Eg. Your interests; joining a school netball team</p>	<p>How do you define a career?</p> <p align="center"><i>“A career is a journey through life, learning and work. You can change direction into different jobs or industries.”</i></p> <p>Traditionally, people have thought of a career as staying in or moving upwards through a specific job. A better way of thinking about a career is a journey, which can take different directions.</p>
PSE: Week 6 Questions	
<ol style="list-style-type: none"> 1. Jobs/work experience 2. Education 3. Qualifications 4. Enterprise activities 	<ol style="list-style-type: none"> 5. Volunteering 6. Your interests 7. Achievements 8. Your skills
<p>Extended Writing Question: Complete the sentence in full (using the prompts above) <u>Two things I'm doing now to support my career journey are</u> _____ <u>This will help me because</u> _____</p>	

Geography: Half Term 3 - Week 1

Geography: Week 1 Knowledge Organiser: Long and cross profile of rivers

Cross profile - The side to side cross-section of a river channel and/or valley.

Long profile - The gradient of a river, from its source to its mouth.

Source - The start of a river

Mouth - The place where a river enters a lake, larger river, or the ocean

Erosion - The wearing away and removal of material by a moving force, such as a breaking wave

Lateral erosion - Sideways erosion by a river which leads to the widening of the valley.

Vertical erosion - Downward erosion of a river bed.

Upper Course of a River: Near the source, the river flows over steep gradients from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Middle Course of a River: Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

Lower Course of a River: Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.



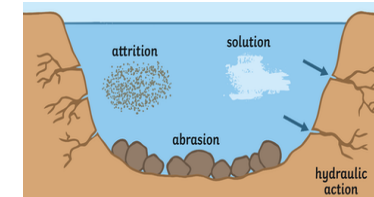
Erosional processes

Hydraulic action - The force of the river against the banks causes air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away

Abrasion - Rocks carried along by the river wear down the river bed and banks.

Attrition - Rocks being carried by the river smash together and break into smaller particles.

Solution - When the water dissolves certain types of rocks, eg limestone



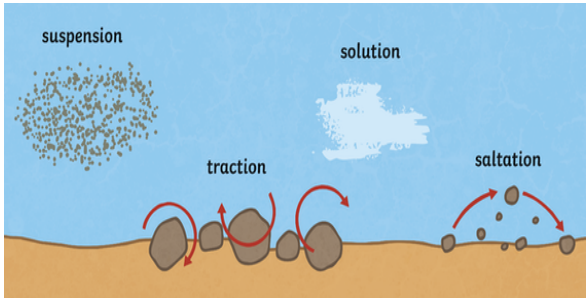
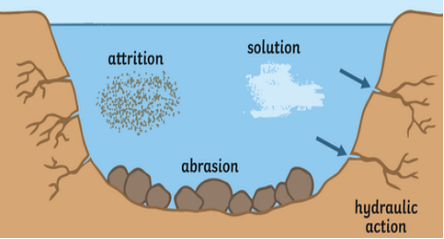
1. What is the start of a river called?
2. What is the term for where the river meets the sea?
3. What is erosion?
4. What shape is the valley in the upper course?

5. Which type of erosion is where water enters cracks in rocks?
6. Which type of erosion is where rocks hit into the side of a river bed?
7. Which type of erosion is where rocks hit into each other?
8. State one way how a river changes from source to mouth

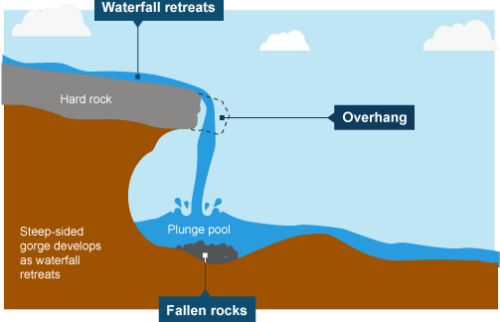
Extended Writing Question:

Explain how a river changes from source to mouth

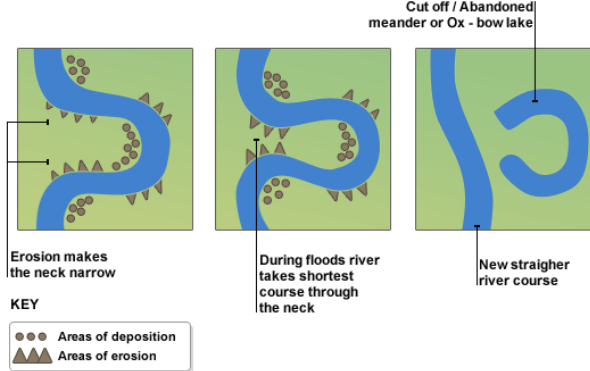
Geography: Half Term 3 - Week 2

Geography: Week 2 Knowledge Organiser:	
<p>Fluvial processes - Processes relating to erosion, transport and deposition by a river.</p> <p>Discharge - The quantity of water that passes a given point on a stream or river-bank within a given period of time.</p> <p>Deposition - Occurs due to a loss of velocity rather than there being too much sediment.</p>	<p>Transportation processes</p> <p>Saltation - Particles bouncing down the river bed.</p> <p>Suspension - Fine solid material held in the water while the water is moving.</p> <p>Traction - The rolling of boulders and pebbles along the river bed.</p> <p>Velocity - the speed of something in a given direction.</p> 
<ol style="list-style-type: none"> 1. What does deposition mean? 2. What does discharge mean? 3. What is saltation? 4. What is traction? 	<p>Erosional processes</p> <p>Hydraulic action - The force of the river against the banks causes air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away</p> <p>Abrasion - Rocks carried along by the river wear down the river bed and banks.</p> <p>Attrition - Rocks being carried by the river smash together and break into smaller particles.</p> <p>Solution - When the water dissolves certain types of rocks, eg limestone</p>  <ol style="list-style-type: none"> 5. Which type of erosion is where water enters cracks in rocks? 6. Which type of erosion is where rocks hit into the side of a river bed? 7. Which type of erosion is where rocks hit into each other? 8. Why does deposition happen?
<p>Extended Writing Question: Explain the 4 types of transportation</p>	

Geography: Half Term 3 - Week 3

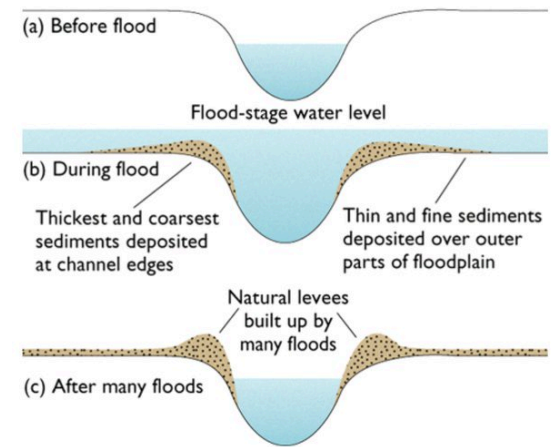
Geography: Week 3 Knowledge Organiser:		
<p>Waterfall -Sudden descent of a river or stream over a vertical or very steep slope in its bed. It often forms where the river meets a band of softer rock after flowing over an area of resistant rock.</p> <p>Gorge - A narrow, steep sided valley often formed as a waterfall retreats upstream</p> <p>Both waterfalls and gorges form in the upper course of a river.</p>	<p>Erosional features include; Interlocking spurs, gorges and waterfalls.</p> <p>Formation of a waterfall;</p> <ol style="list-style-type: none"> 1- River flows over alternate types of rock 2- River erodes the softer rock quicker creating a step. 3- Hard rock above is undercut leaving cap rock which collapses providing more material for erosion. 4- Waterfall retreats leaving steep sided gorge 	
Geography: Week 3 Questions		
<ol style="list-style-type: none"> 1. Is a waterfall an erosional or depositional feature? 2. Which rock erodes quicker - soft or hard rock? 3. What is a gorge? 4. What is deposition? 	<ol style="list-style-type: none"> 5. What is a waterfall? 6. Which part of a river is a waterfall and gorge found? 7. What is the feature found at the bottom of a waterfall? 8. Why does deposition happen? 	
<p>Extended Writing Question: Explain the formation of a waterfall</p>		

Geography: Half Term Four - Week 4

Geography: Week 4 Knowledge Organiser: Erosional and depositional landforms		
<p>Erosional and depositional landforms (meanders and oxbow lakes)</p>	<p>Erosion - Erosion is the action of surface processes that removes soil, rock, or dissolved material from one location on the Earth</p> <p>Meander -A pronounced bend in a river</p> <p>Ox-bow lake- An arc-shaped lake which has been cut off from a meandering river.</p>	 <p align="center">Cut off / Abandoned meander or Ox - bow lake</p> <p>Erosion makes the neck narrow</p> <p>During floods river takes shortest course through the neck</p> <p>New straighter river course</p> <p>KEY</p> <p>●●● Areas of deposition ▲▲▲ Areas of erosion</p> <p>Formation of an Ox-Bow Lake.</p> <ol style="list-style-type: none"> 1. Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope. 2. Two types of erosion, hydraulic action and abrasion erode the outer banks, making the neck smaller. 3. Erosion breaks through neck, so river takes the fastest route, redirecting flow 4. Evaporation and deposition cuts off main channel leaving an oxbow lake
Geography: Week 4 Questions		
<ol style="list-style-type: none"> 1. What is a meander? 2. What is an oxbow lake? 3. Are meanders and oxbow lakes erosional or depositional features, or both? 4. Which two types of erosion form a meander? 	<ol style="list-style-type: none"> 5. Does erosion occur on the inside or outside bend of a meander? 6. What feature forms on the outside bend of a meander? 7. What feature does deposition on the inner bank form? 8. What does erosion mean? 	
<p>Extended Writing Question: Explain the formation of a meander</p>		

Geography: Half Term Four - Week 5

Geography: Week 5 Knowledge Organiser: Depositional features		
<p align="center">Depositional landforms</p>	<p>Deposition- the dropping of sediment</p> <p>Velocity- the speed of something in a given direction.</p>	<p>Deposition occurs due to the water having less energy and losing velocity.</p> <p>Formation of Floodplains and levees: When a river floods, fine silt (sometimes called alluvium) is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form levees. Floodplains leave nutrient rich soil makes it ideal for farming and flat land for building houses.</p> <p>Levees: Embankment of sediment along the bank of a river. It may be formed naturally by regular flooding or be built up by people to protect the area against flooding.</p>
Geography: Week 5 Questions		
<ol style="list-style-type: none"> 1. What does deposition mean? 2. What does velocity mean? 3. Why does deposition occur? 4. What is another word for fine silt deposited on the valley floor? 	<ol style="list-style-type: none"> 5. What are levees? 6. Are flood plains an erosional or depositional feature? 7. What is an oxbow lake? 8. Which two types of erosion form a meander? 	
Extended Writing Question: Explain the formation of a levee		



Geography: Half Term Four - Week 6

Geography: Week 6 Knowledge Organiser: River Tees			
Case study River Tees	Location and Background Located in the North of England and flows 137km from the Pennines to the North Sea.	<p>Upper – Features include V-Shaped valley, rapids and waterfalls. High force Waterfall drops 21m and is made from harder Whinstone and softer limestone rocks. Gradually a gorge has been formed.</p> <p>Middle – Features include meanders and ox-bow lakes. The meander near Yarm encloses the town.</p> <p>Lower – Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary.</p>	<ul style="list-style-type: none"> ● Towns such as Yarm and Middleborough are economically and socially important due to houses and jobs that are located there. <p>A number of flood defences are implemented of the River Tees;</p> <ul style="list-style-type: none"> ● Dams and reservoirs in the upper course, controls river's flow during high & low rainfall. ● Flood warning systems, more flood zoning and river dredging reduces flooding in the lower course
Geography: Week 6 Questions			
<ol style="list-style-type: none"> 1. Where is the River Tees? 2. How long is the River Tees? 3. What shape is the valley in the upper course? 4. What is the name of the waterfall in the upper course? 		<ol style="list-style-type: none"> 5. Which landforms occur in the middle course? 6. Which landforms occur in the lower course? 7. Name the two economically important towns on the river Tees 8. Which flood defence schemes are implemented on the River Tees? 	
Extended Writing Question: Explain how the river Tees changes from Source to Mouth			

French: Half Term Four - Week 1

French: Week 1 Knowledge Organiser: video games and music

Je joue	<i>I play</i>	à des jeux-vidéo à des jeux en ligne	<i>video games</i> <i>online games</i>	sur ma console sur ma tablette sur mon portable sur mon ordinateur	<i>on my console</i> <i>on my tablet</i> <i>on my phone</i> <i>on my computer</i>
J'écoute	<i>I listen</i>	du rap	<i>to rap</i>	avec mes écouteurs	<i>on my headphones</i>
Je télécharge	<i>I download</i>	de la musique	<i>to music</i>		
		des chansons	<i>to songs</i>		
Je regarde	<i>I watch</i>	des clips sur TikTok		avec mon ami	<i>with my friend</i>
Je partage	<i>I share</i>	des clips des chaînes YouTube	<i>YouTube channels</i>		
		des photos			
		des selfies			
Je parle	<i>I talk</i>				

French: Week 1 Questions - video games and music

Translate in English:

1. Je joue à des jeux en ligne sur ma console.
2. Je télécharge de la musique sur mon portable.
3. Je parle avec mon ami.
4. Je regarde des clips sur mon ordinateur.

Translate in French:

5. I listen to songs on my tablet.
6. I share photos with my friend.
7. I play video games on my console.
8. I listen to music with my headphones.

Extended Writing Question:

Que fais-tu en ligne?

Use your sentence builder to help you answer the following question **IN FRENCH:**

What do you do online?

French: Half Term Four - Week 2

French: Week 2 Knowledge Organiser: video games and music

Je joue <i>I play</i>	à des jeux-vidéo <i>video games</i> à des jeux en ligne <i>online games</i>	sur ma console <i>on my console</i> sur ma tablette <i>on my tablet</i> sur mon portable <i>on my phone</i> sur mon ordinateur <i>on my computer</i>
J'écoute <i>I listen</i> Je télécharge <i>I download</i>	du rap <i>to rap</i> de la musique <i>to music</i> des chansons <i>to songs</i>	avec mes écouteurs <i>on my headphones</i>
Je regarde <i>I watch</i> Je partage <i>I share</i>	des clips sur TikTok des clips des chaînes YouTube <i>YouTube channels</i> des photos des selfies	avec mon ami <i>with my friend</i>
Je parle <i>I talk</i>		

French: Week 2 Questions - video games and music

Translate in English:

1. Je joue à des jeux vidéo sur ma console.
2. Je télécharge du rap sur mon computer.
3. Je partage des chaînes YouTube avec mon ami.
4. Je regarde des photos sur mon ordinateur.

Translate in French:

5. I play online games on my tablet.
6. I share clips with my friend.
7. I share selfies on my computer.
8. I download music with my friend.

Extended Writing Question:
Que fais-tu en ligne?

Use your sentence builder to help you answer the following question **IN FRENCH:**
What do you do online?

French: Half Term Four - Week 3

French: Week 3 Knowledge Organiser: video games and music

J'envoie	<i>I send</i>	de la musique des clips des photos des selfies des messages	à mes copains et copines	<i>to my friends</i>
J'achète	<i>I buy</i>	des vêtements	<i>clothes</i>	en ligne <i>online</i> sur Vinted <i>on Vinted</i>
Je cherche	<i>I look for</i>	des idées des informations	<i>ideas</i>	sur Internet <i>on the internet</i>
Je passe	<i>I spend</i>	beaucoup de temps trop de temps	<i>a lot of time</i> <i>too much time</i>	sur ma console <i>on my console</i> sur ma tablette <i>on my tablet</i> sur mon portable <i>on my phone</i> sur mon ordinateur <i>on my computer</i> sur les réseaux sociaux <i>on social media</i>

French: Week 3 Questions - video games and music

Translate in English:

1. J'envoie de la musique à mes copains.
2. Je cherche des informations sur Internet.
3. Je passe beaucoup de temps sur mon portable.
4. J'envoie des messages en ligne.

Translate in French:

1. I look for ideas on the internet.
2. I spend too much time on my tablet.
3. I send photos on my computer.
4. I buy clothes on Vinted.

Extended Writing Question:

Use your sentence builder to help you answer the following question **IN FRENCH:**

Que fais-tu en ligne?

What do you do online?

French: Half Term Four - Week 4

French: Week 4 Knowledge Organiser: video games and music

J'envoie	<i>I send</i>	de la musique des clips des photos des selfies des messages	à mes copains et copines	<i>to my friends</i>
J'achète	<i>I buy</i>	des vêtements	en ligne sur Vinted	<i>clothes</i> <i>online</i> <i>on Vinted</i>
Je cherche	<i>I look for</i>	des idées des informations	sur Internet	<i>ideas</i> <i>on the internet</i>
Je passe	<i>I spend</i>	beaucoup de temps trop de temps	sur ma console sur ma tablette sur mon portable sur mon ordinateur sur les réseaux sociaux	<i>a lot of time</i> <i>too much time</i> <i>on my console</i> <i>on my tablet</i> <i>on my phone</i> <i>on my computer</i> <i>on social media</i>

French: Week 4 Questions - video games and music

Translate in English:

1. J'achète des vêtements sur Internet.
2. Je passe beaucoup de temps sur les réseaux sociaux.
3. Je cherche des idées en ligne.
4. J'envoie des messages sur ma tablette.

Translate in French:

5. I spend too much time on my tablet.
6. I look for information on my phone.
7. I send selfies to my friends.
8. I buy clothes online.

Extended Writing Question:

Use your sentence builder to help you answer the following question **IN FRENCH:**

Que fais-tu en ligne?

What do you do online?

French: Half Term Four - Week 5

French: Week 5 Knowledge Organiser: video games and music

Je joue	à des jeux-vidéo à des jeux en ligne	sur ma console sur ma tablette sur mon portable sur mon ordinateur	je fais ça... <i>I do that (it)...</i> + souvent <i>often</i> parfois <i>sometimes</i> tout le temps <i>all the time</i> tous les jours <i>every day</i> tous les soirs <i>every evening</i> tous les week-ends <i>every weekend</i> de temps en temps <i>from time to time</i>	et je trouve ça ... <i>and I find it...</i> intéressant. <i>interesting.</i> pratique. <i>practical.</i> éducatif. <i>educational.</i> amusant. <i>fun.</i> et j'aime beaucoup ça. <i>and I like it a lot.</i> et ça me passionne. <i>and it fascinates me</i>
J'écoute	du rap de la musique	avec mes écouteurs		
Je télécharge	des chansons			
Je regarde	des clips sur TikTok des clips	avec mon ami		
Je partage	des chaînes YouTube des photos des selfies			
Je parle				
J'envoie	de la musique des clips des photos des selfies des messages	à mes copains et copines		
J'achète	des vêtements	en ligne sur Vinted		
Je cherche	des idées des informations	sur Internet		
Je passe	beaucoup de temps trop de temps	sur ma console sur ma tablette sur mon portable sur mon ordinateur sur les réseaux sociaux		

French: Week 5 Questions - video games and music

Translate in English:

1. Je fais ça tout le temps et je trouve ça amusant.
2. J'achète des vêtements et j'aime beaucoup ça.
3. Je passe beaucoup de temps sur mon portable et ça me passionne.
4. Je partage des photos et j'aime beaucoup ça.

Translate in French:

1. I look for ideas and I find it practical.
2. I share music and it fascinates me..
3. I buy clothes on Vinted and I like it a lot.
4. I watch clips and I find it educational.

Extended Writing Question:

Use your sentence builder to help you answer the following question **IN FRENCH:**

Que fais-tu en ligne? (+opinion)

What do you do online? (+opinion)

French: Half Term Four - Week 6

French: Week 6 Knowledge Organiser: video games and music

Je joue	à des jeux-vidéo à des jeux en ligne	sur ma console sur ma tablette sur mon portable sur mon ordinateur	je fais ça... <i>I do that (it)...</i> + souvent <i>often</i> parfois <i>sometimes</i> tout le temps <i>all the time</i> tous les jours <i>every day</i> tous les soirs <i>every evening</i> tous les week-ends <i>every weekend</i> de temps en temps <i>from time to time</i>	et je trouve ça ... <i>and I find it...</i>
J'écoute	du rap de la musique	avec mes écouteurs		intéressant. <i>interesting.</i>
Je télécharge	des chansons			pratique. <i>practical.</i>
Je regarde	des clips sur TikTok des clips	avec mon ami		éducatif. <i>educational.</i>
Je partage	des chaînes YouTube des photos des selfies			amusant. <i>fun.</i>
Je parle				
J'envoie	de la musique des clips des photos des selfies des messages	à mes copains et copines		et j'aime beaucoup ça. <i>and I like it a lot.</i>
J'achète	des vêtements	en ligne sur Vinted		
Je cherche	des idées des informations	sur Internet		et ça me passionne. <i>and it fascinates me</i>
Je passe	beaucoup de temps trop de temps	sur ma console sur ma tablette sur mon portable sur mon ordinateur sur les réseaux sociaux		

French: Week 6 Questions - video games and music

Translate in English:

1. Je joue à des jeux en ligne et je fais ça tous les soirs.
2. J'achète des vêtements et je fais ça tous les week-ends.
3. Je passe trop de temps sur mon ordinateur et je fais ça souvent .
4. Je fais ça tous les jours et j'aime beaucoup ça.

Translate in French:

5. I spend too much time on my tablet.
6. I look for information on my phone and I find it educational.
7. I send selfies to my friends and I find it practical.
8. I buy clothes online and I find it fun.

Extended Writing Question:

Use your sentence builder to help you answer the following question **IN FRENCH:**

Que fais-tu en ligne? (+opinion)

What do you do online? (+opinion)

History: Half Term 4 - Week 1

History: Week 1 Knowledge Organiser: Berlin	
<p>Keywords Khrushchev- The leader of the Soviet Union after the death of Stalin.</p> <p>President Eisenhower- President of the USA who tried to negotiate with Khrushchev about Berlin</p> <p>President Kennedy- President of the USA who refused to give into Khrushchev. He was president when the Berlin Wall was built.</p> <p>Brain Drain- Where skilled/highly educated people move out of an area.</p> <p>Berlin Ultimatum- A last warning to the Western allies to leave Berlin in 6 months or there would be consequences.</p> <p>Berlin Summits- Meetings between President Eisenhower/Kennedy and Khrushchev to try and solve the problems over Berlin.</p> <p>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.</p> <p>U2 Spy Plane- US plane used for spying and intelligence gathering.</p>	<p>Key Dates</p> <p>1958 - Berlin Ultimatum</p> <p>1959- 1961 Berlin Summit meetings</p> <p>May 1960 - U2 spy crisis</p> <p>August 1961 -Berlin Wall built</p>
<p>Key Facts:</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 1 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: Why would highly skilled people (e.g. doctors, lawyers) have wanted to leave communist East Germany and move to capitalist Western Europe?</p>	

History: Half Term 4 - Week 2

History: Week 2 Knowledge Organiser: Protests in Communist Countries

Key Words **Nagy**- Became leader of Hungary in 1956 **Khrushchev**- Leader of the Soviet Union
Hard-line Communist- Strict/harsh communist
Warsaw Pact- Military alliance of the Eastern European Communist countries.
Red Army- The army of the Soviet Union. **Reforms**- Change for the better

Key Dates **October 1956** - Nagy becomes the new leader of Hungary
November 1956 - Nagy announces he is leaving the Warsaw Pact.
November 1956 - Red army invades and retakes Hungary for the Soviets
June 1958- Nagy was executed for committing treason.

Key Facts- Protests in Hungary

1. Hungary had a low standard of living and a harsh, hard-line, Pro-Soviet leader and the people were unhappy about it.
2. A new leader of Hungary, Nagy, was brought in to make the people happier.
3. Khrushchev allowed Nagy to make some reforms to make the people happier, but then Nagy made a mistake and said he wanted to take Hungary out of the Warsaw Pact
4. Khrushchev could not let this happen so he sent in the Red Army and thousands of Hungarians were killed.
5. Nagy was executed as a result of the Hungarian Crisis.

History: Week 2 Questions

1. Give one reason why the Hungarian people were unhappy living in Hungary by 1956.
2. What was the name of the leader of Hungary who was brought in to make the Hungarian people happier?
3. What was the Warsaw Pact?
4. What did Nagy say he would remove Hungary from which upset Khrushchev?

5. Who did Khrushchev send into Hungary to stop Nagy and the Hungarians introducing their reforms?
6. What happened to Nagy as a result of the Hungarian Uprising?
7. What did Khrushchev have built in Berlin to stop people leaving the East and escaping to the West?
8. How many months did the Berlin Ultimatum give the USA, France and Britain to leave West Berlin before there would be consequences?

Extended Writing Question: Why would people have been unhappy living in a communist country?

History: Half Term 4 - Week 3

History: Week 3 Knowledge Organiser:

Keywords **Castro**- Leader of the Cuban Revolution.
Khrushchev- Leader of the Soviet Union
President Kennedy- President of America from 1961. He ordered the Bay of Pigs invasion.
Bay of Pigs Invasion- Attempt by the USA to end the Cuban Revolution and remove Castro from power.
Cuban Exiles- People who were Cuban but had been removed from Cuba and were not allowed to live there.
CIA- American foreign intelligence organisation. **U2 Spy Plane**- US plane used for spying and intelligence gathering.
Naval Quarantine- Placing a ring of ships/submarines around a place to prevent other ships/submarines getting past.
Cuban Missile Crisis- 13 days when nuclear war seemed likely as the USSR and USA argued over Soviet nuclear weapons in Cuba

Key Dates

1959- Cuban Revolution
April 1961 - Bay of Pigs Invasion
October 1962 - U2 spy plane discovers missiles on Cuba
16th October 1962 – 28th October 1962- Cuban Missile Crisis 13 Days

Key Facts

Event: The Cuban Revolution 1. Cuba had been exploited by the USA for a long time-Cuba grew a lot of sugar which they then exported to the USA. The USA made lots of money selling it. 2. Castro, a Communist, staged a revolution to remove the pro-American leadership. This was known as the Cuban Revolution.

Event:- The Bay of Pigs Invasion

1. The US leader Kennedy agreed to give CIA support to Cuban exiles to try to retake Cuba from Castro. They landed at the Bay of Pigs but it was a disaster.
2. Castro's men were aware as to what was going to happen and were ready to meet the exiles when they arrived.
3. The Soviet leader Khrushchev agreed to give Cuba weapons so they could protect themselves.

Event:- The Cuban Missile Crisis

1. U2 spy planes discovered Soviet nuclear weapons on Cuba pointing at the USA.
2. President Kennedy responded with a naval quarantine around Cuba. Boats from the Soviet Union were not permitted to enter Cuba out of fear of missiles being delivered to Cuba by the Soviet Union.
3. Nuclear war looked very likely. Both sides were being pushed but neither side wanted to be the first to attack. This lasted for 13 days.
4. The Cuban Missile Crisis ended when Khrushchev agreed to a deal to dismantle the missiles in Cuba in exchange for a promise that the blockade would be lifted, there would be no further invasions of Cuba and in secret US missiles would be removed from Turkey.

History: Week 3 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. What raw material was grown in Cuba that the USA made a lot of money from?2. Who staged the Cuban Revolution in 1959?3. Who staged the Bay of Pigs Invasion of Cuba in 1961?4. Who was sent into Cuba during the Bay of Pigs Invasion to try and take back control of Cuba? | <ol style="list-style-type: none">5. What did U2 spy planes discover in Cuba in October 1962 that led to the Cuban Missile Crisis starting?6. Who started the American naval quarantine of Cuba?7. How many days did the Cuban Missile Crisis last for?8. Where did the Americans have to remove their missiles from in secret in order for the crisis to end? |
|---|---|

Extended Writing Question: Why did Castro want to remove US control from Cuba?

History: Half Term 4 - Week 4

History: Week 4 Knowledge Organiser: The Vietnam War

Key Words

Vietcong- A group of fighters who wanted to turn Vietnam into a Communist country.

Napalm Bomb- Napalm is a substance containing petrol- it was used by the US in the Vietnam War to make bombs that burned people, jungles and food supplies..

Key Dates

1965- US soldiers fight in Vietnam for the first time.

1973- USA leave Vietnam and withdraw from the war

Key Facts

1. The Vietnam War was fought to decide whether Vietnam would become a Communist or Capitalist country. At the start of the war North Vietnam followed communist beliefs and South Vietnam followed Capitalist beliefs.
2. Fighting for North Vietnam- The North Vietnam Army and the Vietcong were fighting to spread Communist beliefs.
3. Fighting for South Vietnam- The South Vietnam Army and the US Army were fighting to spread Capitalist beliefs.
4. The US president, President Johnson, said the only way to win the Vietnam War was to win the hearts and minds of the Vietnamese people'
5. The war ended with Vietnam becoming a Communist country.

Why did the USA not win the Vietnam War?

- The Vietcong**
- a. The Vietcong were well supplied with weapons from China and the Soviet Union.
 - b. The Vietcong did not wear a uniform so were not easy to detect.
 - c. The Vietcong used tactics like underground tunnels and trip wires against the US soldiers.

- The US Media**
- a. The media made the American people aware of what was happening in Vietnam.
 - b. They saw footage of napalm bombs being dropped on food supplies and harming innocent civilians.
 - c. The media footage led to lots of American people protesting against the American government and what they were doing in the Vietnam War.

History: Week 4 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Was North Vietnam following capitalist or communist beliefs at the start of the Vietnam War? 2. Was South Vietnam following capitalist or communist beliefs at the start of the Vietnam War? 3. Were the Vietcong fighting for North or South Vietnam? 4. Give one reason why the Vietcong were hard to defeat? | <ol style="list-style-type: none"> 5. What type of bomb were the US using in the Vietnam War that killed innocent civilians and harmed food supplies? 6. Give one reason why the media in the US caused US citizens to turn against the Vietnam War? 7. What did President Johnson of the USA suggest that America needed to do to win the Vietnam War? 8. What did Nagy (the leader of Hungary) say he would remove Hungary from which upset Khrushchev? |
|---|---|

Extended Writing Question: Why would the US dropping napalm bombs in Vietnam have not helped the USA to 'win the hearts and minds' of the Vietnamese people?

History: Half Term 4 - Week 5

History: Week 5 Knowledge Organiser: Prague Spring

Key Words

Brezhnev- Leader of the Soviet Union at the time of the Czechoslovakian Crisis

Novotny- Leader of Czechoslovakia between 1953 and 1968. He was disliked by the people for being too harsh.

Dubcek- Leader of Czechoslovakia during the crisis of 1968

Husak- Replaced Dubcek as leader of Czechoslovakia. Was a pro-Soviet.

Prague Spring Reforms- Name given to Dubcek's reforms of Czechoslovakia to help Communism become more liked and popular.

Satellite Country/State- A country that is formally independent in the world but under heavy political, economic, and military influence from another country.

Doctrine- A government policy

Key Dates

1948-68 - Czechoslovakia under Soviet control.

January 1968 - Dubcek had become leader and he introduced the Prague Spring Reform.

August 1968 -The Warsaw Pact invaded Czechoslovakia.

Sept 1968- Announcement of the Brezhnev Doctrine

1969 - Dubcek replaced with Husak.

Background- Low standard of living and few human rights was causing unrest in Czechoslovakia.

Events

1. Dubcek becomes leader and introduces Prague Spring - a series of reforms to give 'socialism a human face'. (make Communist ideas more liked and popular with the people)
2. These reforms included opportunities to travel and trade with the west. more freedom of speech and trade unions.
3. Dubcek made it clear he would not leave the Warsaw Pact.
4. Brezhnev was under increasing pressure from Poland and East Germany to stop this new form of communism. They were worried about their citizens then wanting too many rights and freedoms.
5. 500,000 Warsaw Pact troops invaded Czechoslovakia and removed Dubcek from power - no mass protest against this as there had been in Hungary.
6. Czechoslovakia returned to a soviet style of communism under the leadership of Husak.

Outcome

1. Brezhnev had used Czechoslovakia as a chance to show his authority - he was prepared to invade a friendly satellite country if they challenged his authority.
2. He also demonstrated to the USA that he was no push over.
3. This led to the announcement of the Brezhnev Doctrine: It stated that the actions of any individual communist country affected all communist countries. So if one Communist country's actions threaten the others the Soviet Union and the Warsaw Pact would take steps to stop it, even staging a military invasion if needed.
4. This strengthened Brezhnev's control of the Buffer Zone and ensured that there would be no more threats to his authority.

History: Week 5 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. What was the name of the leader of Czechoslovakia who introduced the Prague Spring reforms?2. Give an example of one of the Prague Spring reforms.3. How many Warsaw Pact troops were sent into Czechoslovakia to stop the Prague Spring reforms?4. What was the name of the leader of the Soviet Union who organised the invasion of Czechoslovakia? | <ol style="list-style-type: none">5. What did the Brezhnev Doctrine say would happen to a Communist country if their actions threatened Communism?6. Who 'blinked first' during the Cuban Missile Crisis?7. What was shot down by the Soviet Union in 1960 which meant the Summit meetings over Berlin ended?8. What did the Test Ban Treaty ban from happening from 1963? |
|---|---|

Extended Writing Question: Explain the events of the Prague Spring and the Invasion of Czechoslovakia

History: Half Term 4 - Week 6

History: Week 6 Knowledge Organiser: Revision and Review

Use weeks 1 - 5 to answer these questions

History: Week 6 Questions

- | | |
|---|--|
| <ol style="list-style-type: none">1. What problems were there in East Berlin, Hungary and Czechoslovakia?2. Name two communist country leaders who tried to introduce reforms?3. Was the Warsaw Pact the alliance of the Communists or the Capitalists countries?4. What happened in both Hungary and Czechoslovakia when the leaders tried to introduce reforms? | <ol style="list-style-type: none">5. Why was the war in Vietnam so unpopular with the people of America?6. Which of the Superpowers put missiles on Cuba?7. Why did this make the Cold War more dangerous?8. Who won the Cuban Missile Crisis? |
|---|--|

Extended Writing Question: Explain why so many countries who were communist wanted to make changes to their governments.

Spanish: Half Term Four - Week 1

Spanish: Week 1 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*

Juego <i>I play</i>	a los videojuegos <i>video games</i> a los juegos en línea <i>online games</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i>
Escucho <i>I listen to</i>	música <i>music</i> canciones <i>songs</i> la radio <i>the radio</i> mi banda favorita <i>my favourite band</i>	en la aplicación... <i>on the app...</i>
Veo <i>I watch</i>	los videos en TikTok las fotos	con mi amigo/a <i>with my friend</i> en las redes sociales <i>on social media</i>
Comparto <i>I share</i>		
Subo <i>I upload</i>		
Publico <i>I publish</i>		
Chateo <i>I chat</i>		

Spanish: Week 1 Questions

Translate into English:

- Juego a los videojuegos en mi videoconsola.
- Escucho música en mi móvil.
- Chateo con mi amigo.
- Veo los videos en TikTok.

Translate into Spanish:

- I listen to songs on my tablet.
- I share photos with my friend.
- I chat on social media.
- I listen to music on the app Spotify.

Extended Writing Question:

¿Qué haces en internet?

Use your sentence builder to help you answer the following question **IN SPANISH:**
What do you do online?

Spanish: Half Term Four - Week 2

Spanish: Week 2 Knowledge Organiser: <u>¿Qué haces en internet?</u> <i>What do you do online?</i>		
Juego <i>I play</i>	a los videojuegos <i>video games</i> a los juegos en línea <i>online games</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i>
Escucho <i>I listen to</i>	música <i>music</i> canciones <i>songs</i> la radio <i>the radio</i> mi banda favorita <i>my favourite band</i>	en la aplicación... <i>on the app...</i>
Veo <i>I watch</i>	los videos en TikTok las fotos	con mi amigo/a <i>with my friend</i> en las redes sociales <i>on social media</i>
Comparto <i>I share</i>		
Subo <i>I upload</i>		
Publico <i>I publish</i>		
Chateo <i>I chat</i>		
Spanish: Week 2 Questions		
<u>Translate into Spanish:</u> 5. Comparto las fotos en las redes sociales. 6. Subo los videos en Tiktok. 7. Juego a los juegos en línea. 8. Escucho la radio.		<u>Translate into Spanish:</u> 1. I listen to songs on my mobile. 2. I upload photos on social media. 3. I watch videos with my friend. 4. I chat with my friend.
Extended Writing Question: Use your sentence builder to help you answer the following question IN SPANISH (do not use last week's answer!!) : <u>¿Qué haces en internet?</u> <i>What do you do online?</i>		

Spanish: Half Term Four - Week 3

Spanish: Week 3 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*

Mando <i>I send</i>	música mensajes vídeos fotos	a mis amigos <i>to my friends</i>
Compro <i>I buy</i>	ropa <i>clothes</i>	en línea <i>online</i> en Vinted <i>on Vinted</i>
Busco <i>I look for</i>	información	en Internet <i>on the internet</i>
Paso <i>I spend</i>	mucho tiempo <i>a lot of time</i> demasiado tiempo <i>too much time</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i> en las redes sociales <i>on social media</i>

Spanish: Week 3 Questions

Translate into English:

1. Mando música a mis amigos.
2. Busco información en internet.
3. Paso mucho tiempo en mi móvil.
4. Mando mensajes en línea.

Translate into SPANISH:

1. I look for ideas on the internet.
2. I spend too much time on my tablet.
3. I send photos on my computer.
4. I buy clothes on Vinted.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH** (do not use last week's answer!!):

¿Qué haces en internet? *What do you do online?*

Spanish: Half Term Four - Week 4

Spanish: Week 4 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*

Mando <i>I send</i>	música mensajes vídeos fotos	a mis amigos <i>to my friends</i>
Compro <i>I buy</i>	ropa <i>clothes</i>	en línea <i>online</i> en Vinted <i>on Vinted</i>
Busco <i>I look for</i>	información	en Internet <i>on the internet</i>
Paso <i>I spend</i>	mucho tiempo <i>a lot of time</i> demasiado tiempo <i>too much time</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i> en las redes sociales <i>on social media</i>

Spanish: Week 4 Questions

Translate into English:

1. Compro ropa en internet.
2. Paso mucho tiempo en las redes sociales.
3. Busco información en línea.
4. Mando mensajes en mi tableta.

Translate into SPANISH:

5. I spend too much time on my tablet.
6. I look for information on my phone.
7. I send selfies to my friends.
8. I buy clothes online.

EExtended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH (do not use last week's answer!!)**:

¿Qué haces en internet? *What do you do online?*

Spanish: Half Term Four - Week 5

Spanish: Week 5 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*

Juego <i>I play</i>	a los videojuegos <i>video games</i> a los juegos en línea <i>online games</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i>	<p>Lo hago <i>I do that (it)...</i></p> <p>a menudo <i>often</i></p> <p>a veces <i>sometimes</i></p> <p>todo el tiempo <i>all the time</i></p> <p>todos los días <i>every day</i></p> <p>cada noche <i>each evening</i></p> <p>todos los fines de semana <i>every weekend</i></p> <p>de vez en cuando <i>from time to time</i></p>
Escucho <i>I listen to</i>	música <i>music</i> canciones <i>songs</i> la radio <i>the radio</i> mi banda favorita <i>my favourite band</i>	en la aplicación... <i>on the app...</i>	
Veo <i>I watch</i>	los videos en TikTok las fotos	con mi amigo/a <i>with my friend</i> en las redes sociales <i>on social media</i>	
Comparto <i>I share</i>			
Subo <i>I upload</i>			
Publico <i>I publish</i>			
Chateo <i>I chat</i>			
Mando <i>I send</i>	música mensajes vídeos fotos	a mis amigos <i>to my friends</i>	
Compro <i>I buy</i>	ropa <i>clothes</i>	en línea <i>online</i> en Vinted <i>on Vinted</i>	
Busco <i>I look for</i>	información	en Internet <i>on the internet</i>	
Paso <i>I spend</i>	mucho tiempo <i>a lot of time</i> demasiado tiempo <i>too much time</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i> en las redes sociales <i>on social media</i>	

Spanish: Week 5 Questions

Translate into English:

1. Lo hago todo el tiempo.
2. Compro ropa y lo hago a veces.
3. Paso demasiado tiempo en mi videoconsola.
4. Comparto las fotos de vez en cuando.

Translate into Spanish:

1. I look for ideas on my tablet.
2. I share music every day.
3. I do it every weekend.
4. I watch videos on my computer.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH** (do not use last week's answer!!):

¿Qué haces en internet? *What do you do online?*

Spanish: Half Term Four - Week 6

Spanish: Week 6 Knowledge Organiser: ¿Qué haces en internet? *What do you do online?*

Juego <i>I play</i>	a los videojuegos <i>video games</i> a los juegos en línea <i>online games</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i>	<p>Lo hago <i>I do that (it)...</i></p> <p>a menudo <i>often</i></p> <p>a veces <i>sometimes</i></p> <p>todo el tiempo <i>all the time</i></p> <p>todos los días <i>every day</i></p> <p>cada noche <i>each evening</i></p> <p>todos los fines de semana <i>every weekend</i></p> <p>de vez en cuando <i>from time to time</i></p>
Escucho <i>I listen to</i>	música <i>music</i> canciones <i>songs</i> la radio <i>the radio</i> mi banda favorita <i>my favourite band</i>	en la aplicación... <i>on the app...</i>	
Veo <i>I watch</i>			
Comparto <i>I share</i>	los videos en TikTok las fotos	con mi amigo/a <i>with my friend</i>	
Subo <i>I upload</i>		en las redes sociales <i>on social media</i>	
Publico <i>I publish</i>			
Chateo <i>I chat</i>			
Mando <i>I send</i>	música mensajes vídeos fotos	a mis amigos <i>to my friends</i>	
Compro <i>I buy</i>	ropa <i>clothes</i>	en línea <i>online</i> en Vinted <i>on Vinted</i>	
Busco <i>I look for</i>	información	en Internet <i>on the internet</i>	
Paso <i>I spend</i>	mucho tiempo <i>a lot of time</i> demasiado tiempo <i>too much time</i>	en mi videoconsola <i>on my games console</i> en mi tableta <i>on my tablet</i> en mi móvil <i>on my phone</i> en mi ordenador <i>on my computer</i> en las redes sociales <i>on social media</i>	

Spanish: Week 6 Questions

Translate into English

1. Juego a los juegos en línea.
2. Lo hago cada noche.
3. Compro ropa en Vinted.
4. Escucho mi banda favorita en internet.

Translate into Spanish:

5. I spend too much time on my tablet.
6. I look for information on my phone.
7. I do it often.
8. I publish photos on social media.

Extended Writing Question: Use your sentence builder to help you answer the following question **IN SPANISH** (do not use last week's answer!!):

¿Qué haces en internet? *What do you do online?*

