



**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

**Year 7  
Spring 2**

*Be the  
**BEST**  
you can be*

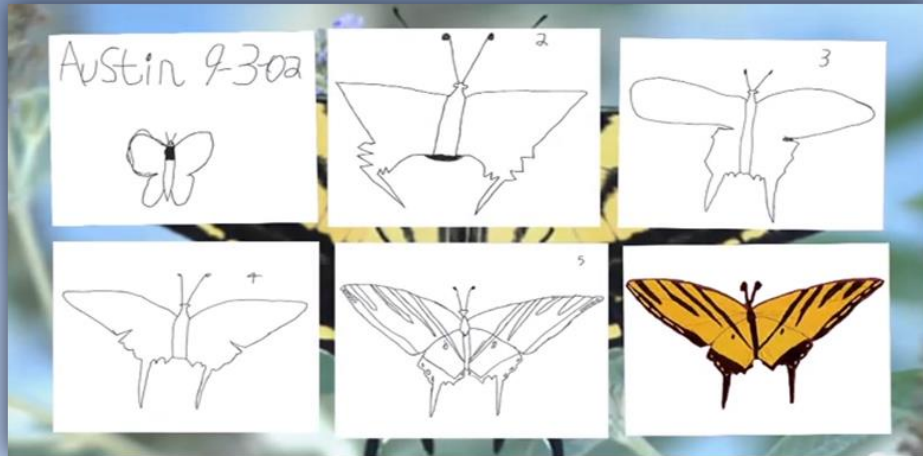




**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

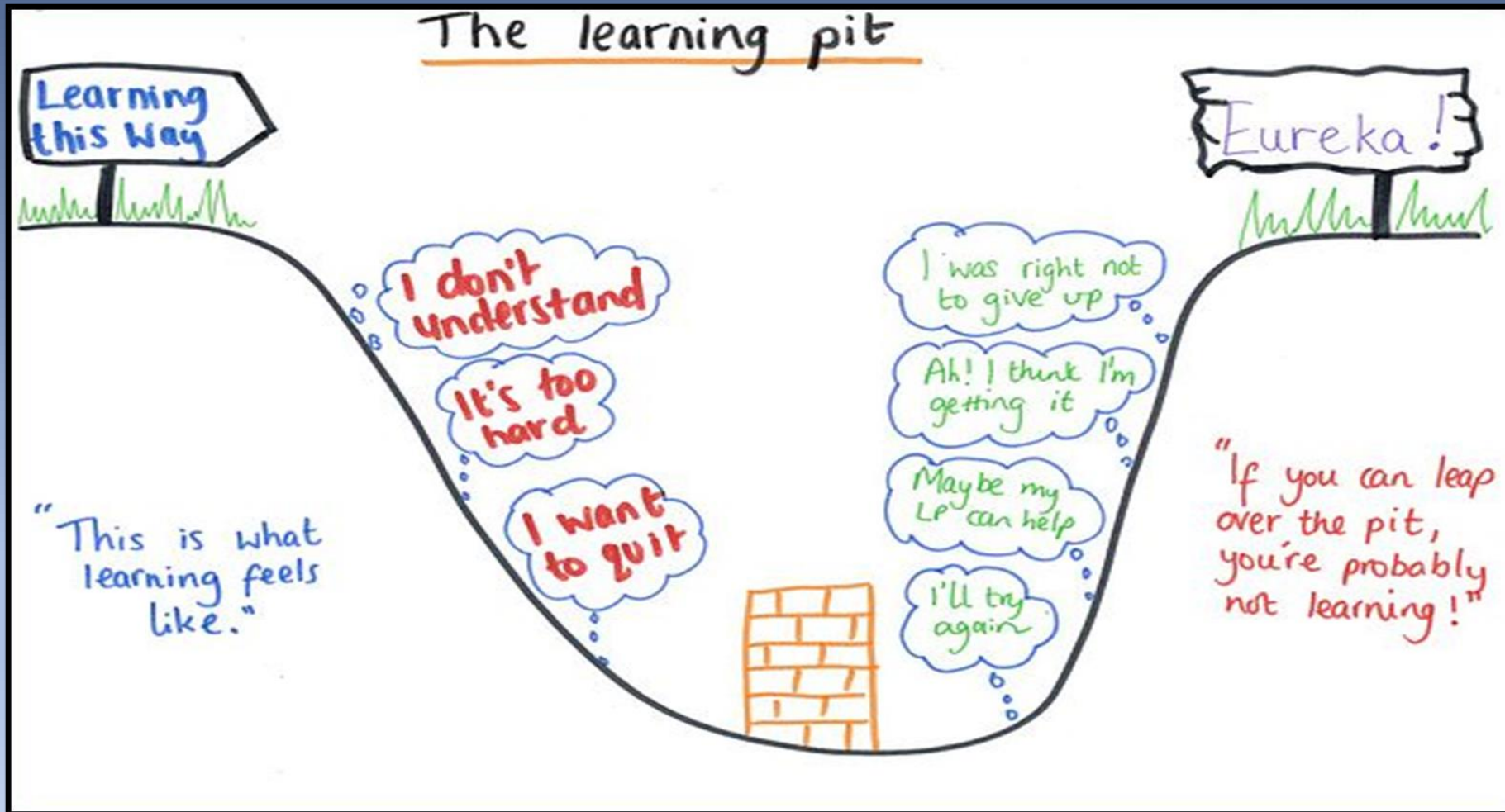
Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!







The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

## Magnificent Metacognition



### Plan

Is this similar to a previous task?  
What do I want to achieve?  
What should I do first?

### Monitor

Am I on the right track?  
What can I do differently?  
How can I ask for help?

### Evaluate

What worked well?  
What could I have done better?  
Can I apply this to other situations?

2

## Marvellous Memory



My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

## Love My Learning



I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

## Literacy for Life



Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

## I NEED TO KNOW:

**How my aspirations and goals can help me achieve a successful future.**

This includes how to set targets and goals to achieve in education and beyond and how to develop skills to enable this

**Enterprise** – a project or undertaking, especially a bold or complex one

**Aspiration**– a strong desire to achieve something high or great

**Qualifications** – a pass of an examination or an official completion of a course such as GCSE, A Level, T level, Degree, Masters and PhD

**Essential skills**– Listening, Speaking, Creativity, Problem solving, Aiming high, Staying positive, Teamwork and Leadership

**Networking** - the action or process of interacting with others to exchange information and develop professional or social contacts.

**Finance**– the management of money





## I NEED TO KNOW:

What are the important ideas in 'Animal Farm'? How does Orwell present these ideas?

### Key Characters

**Mr Jones** - Drunken owner of Animal Farm.

**Mr Pilkington** - Owner of Foxwood. Sells land to Napoleon and praises his methods.

**Mr Frederick** - Cut throat businessmen. Trades with & manipulates Napoleon .

**Mr Whymper** - Sly, greedy and self interested. Solicitor who aids Napoleon's tyranny .

**Moses** - Tamed raven of Jones. Spreads the idea of Sugarcandy Mountain.

**Snowball** - Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed.

**Squealer** - Mouthpiece of Napoleon. Uses propaganda to control the animals.

**Boxer** - Devoted citizen and immensely strong. Innocent and naïve.

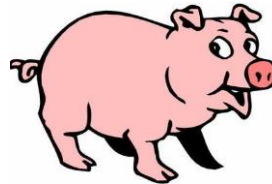
**Clover** - Maternal, caring and loyal.

**Mollie** - Shallow and childish. Craves ribbons and sugar. Deserts the farm.

**Benjamin** - Stubborn, cynical & apathetic. Only stirred to passion by Boxer's removal .

**Napoleon** - Expels Snowball. Executes animals. Establishes himself as a dictator. Controls with fear.

**Old Major** - Wise, old pig. Inspires the rebellion.



### How to explain your ideas

#### PEEDL

**Point** = name the technique.

**Evidence**= quote “ “

**Explain**= explain what the quote shows/the effect.

**Develop**= zoom in on a key word and analyse it.

**Link**= write about the context of the novel.

### What do these words mean?

**Look them up. Learn how to spell them.**

Communism

Tyranny

Dictator

Revolution

Commandment

Rebellion

Propaganda

**Power corrupts; absolute power corrupts absolutely.**

What does this mean?  
Who said it?

### Challenge Yourself

What happened in the Russian Revolution?

Find out about a Russian leader called Stalin.

Read another novel by George Orwell.

Write your own story which has a message for the reader.

**I NEED TO KNOW:** Accurately recall facts, terminology and definitions.

# Maths Command Words

**Estimate**  
Don't work out exactly!  
Round the numbers to one significant figure first.  
Estimate  $4.7 \times 6.2$   
Answer:  $5 \times 6 = 30$

**Explain**  
You must state why.

**Work out**  
A written or mental calculation is needed.  
Work out  $6^2$   
Answer:  $6 \times 6 = 36$

**Simplify**  
Collect like terms together  
Simplify  $e + 7e$   
Answer:  $8e$

**Calculate**  
You will need to do a sum either with or without your calculator.

**Expand**  
Multiply out the brackets  
Expand  $4(3x - 2)$   
Answer:  $12x - 8$

**You must show your working**  
If you don't show your working you won't get ALL the marks!

**Describe fully**  
Usually with transformations:  
Translation by a vector (2 marks)  
Enlargement of a scale factor about a point (3 marks)  
Reflection in a mirror line (2 marks)  
Rotation through an angle about a point (3 marks)

**Solve**  
Find the value of the variable in the question.  
Solve:  $3x = 12$   
Answer:  $x = 4$

**Factorise**  
To find factors and put brackets in.  
Factorise  $6x + 10x^2$   
Answer:  $2x(3 + 5x)$

**Sketch**  
An accurate drawing is not needed; freehand will do!

**Construct, using ruler and compasses**  
Use your ruler and pair of compasses to make an accurate drawing.

**Measure**  
Use a ruler or protractor to accurately measure lines or angles.

**Diagram NOT accurately drawn**  
Don't measure angles or sides.

$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$	$4 \times 1 = 4$	$5 \times 1 = 5$	$6 \times 1 = 6$
$1 \times 2 = 2$	$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$	$5 \times 2 = 10$	$6 \times 2 = 12$
$1 \times 3 = 3$	$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$	$5 \times 3 = 15$	$6 \times 3 = 18$
$1 \times 4 = 4$	$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$	$5 \times 4 = 20$	$6 \times 4 = 24$
$1 \times 5 = 5$	$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$	$5 \times 5 = 25$	$6 \times 5 = 30$
$1 \times 6 = 6$	$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$	$5 \times 6 = 30$	$6 \times 6 = 36$
$1 \times 7 = 7$	$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$	$5 \times 7 = 35$	$6 \times 7 = 42$
$1 \times 8 = 8$	$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$	$5 \times 8 = 40$	$6 \times 8 = 48$
$1 \times 9 = 9$	$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$	$5 \times 9 = 45$	$6 \times 9 = 54$
$1 \times 10 = 10$	$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$	$5 \times 10 = 50$	$6 \times 10 = 60$
$1 \times 11 = 11$	$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$	$5 \times 11 = 55$	$6 \times 11 = 66$
$1 \times 12 = 12$	$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$	$5 \times 12 = 60$	$6 \times 12 = 72$

$7 \times 1 = 7$	$8 \times 1 = 8$	$9 \times 1 = 9$	$10 \times 1 = 10$	$11 \times 1 = 11$	$12 \times 1 = 12$
$7 \times 2 = 14$	$8 \times 2 = 16$	$9 \times 2 = 18$	$10 \times 2 = 20$	$11 \times 2 = 22$	$12 \times 2 = 24$
$7 \times 3 = 21$	$8 \times 3 = 24$	$9 \times 3 = 27$	$10 \times 3 = 30$	$11 \times 3 = 33$	$12 \times 3 = 36$
$7 \times 4 = 28$	$8 \times 4 = 32$	$9 \times 4 = 36$	$10 \times 4 = 40$	$11 \times 4 = 44$	$12 \times 4 = 48$
$7 \times 5 = 35$	$8 \times 5 = 40$	$9 \times 5 = 45$	$10 \times 5 = 50$	$11 \times 5 = 55$	$12 \times 5 = 60$
$7 \times 6 = 42$	$8 \times 6 = 48$	$9 \times 6 = 54$	$10 \times 6 = 60$	$11 \times 6 = 66$	$12 \times 6 = 72$
$7 \times 7 = 49$	$8 \times 7 = 56$	$9 \times 7 = 63$	$10 \times 7 = 70$	$11 \times 7 = 77$	$12 \times 7 = 84$
$7 \times 8 = 56$	$8 \times 8 = 64$	$9 \times 8 = 72$	$10 \times 8 = 80$	$11 \times 8 = 88$	$12 \times 8 = 96$
$7 \times 9 = 63$	$8 \times 9 = 72$	$9 \times 9 = 81$	$10 \times 9 = 90$	$11 \times 9 = 99$	$12 \times 9 = 108$
$7 \times 10 = 70$	$8 \times 10 = 80$	$9 \times 10 = 90$	$10 \times 10 = 100$	$11 \times 10 = 110$	$12 \times 10 = 120$
$7 \times 11 = 77$	$8 \times 11 = 88$	$9 \times 11 = 99$	$10 \times 11 = 110$	$11 \times 11 = 121$	$12 \times 11 = 132$
$7 \times 12 = 84$	$8 \times 12 = 96$	$9 \times 12 = 108$	$10 \times 12 = 120$	$11 \times 12 = 132$	$12 \times 12 = 144$

Fractions	Decimals	Percentages
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	$0.\dot{3}$	$33.\dot{3}\%$
$\frac{2}{3}$	$0.\dot{6}$	$66.\dot{6}\%$
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{5}$	0.2	20%
$\frac{1}{10}$	0.1	10%
$\frac{1}{20}$	0.05	5%
$\frac{1}{100}$	0.01	1%

## I NEED TO KNOW:

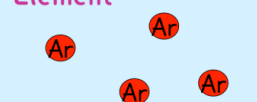
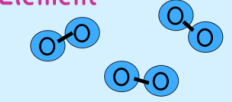
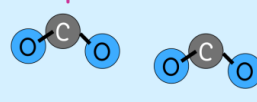

- Order of hierarchy within body systems
- Describe different organ systems
- How to use the correct terminology to describe atoms, elements and compounds
- Compare physical and chemical changes
- Properties of light and sound



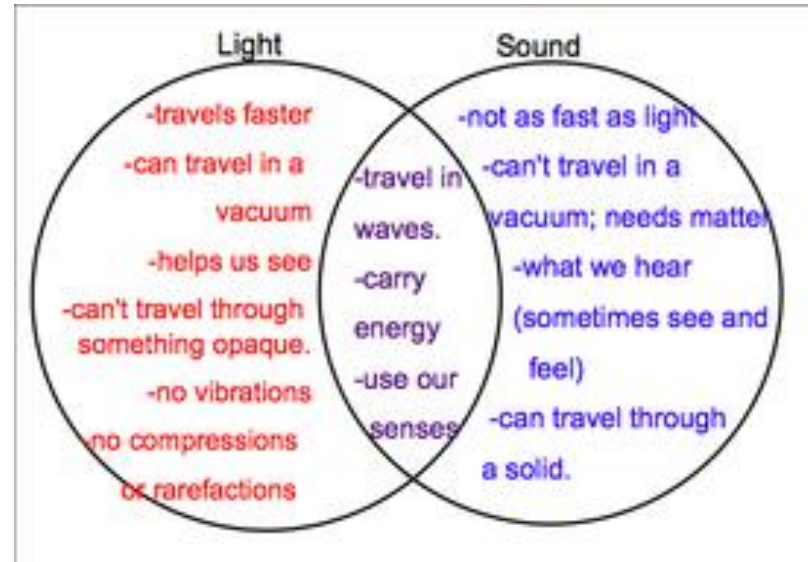
<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm>

<https://www.bbc.co.uk/bitesize/topics/zstp34j>

1. Learn the differences between atoms, elements and compounds

<p><b>Element</b></p>  <p>Atoms of the element argon exist on their own.</p>	<p><b>Element</b></p>  <p>Oxygen atoms join in pairs. Argon and oxygen are elements</p>
<p><b>Compound</b></p>  <p>Carbon and oxygen atoms are joined together in carbon dioxide.</p>	<p><b>Mixture</b></p>  <p>Air is a mixture of elements and compounds</p>

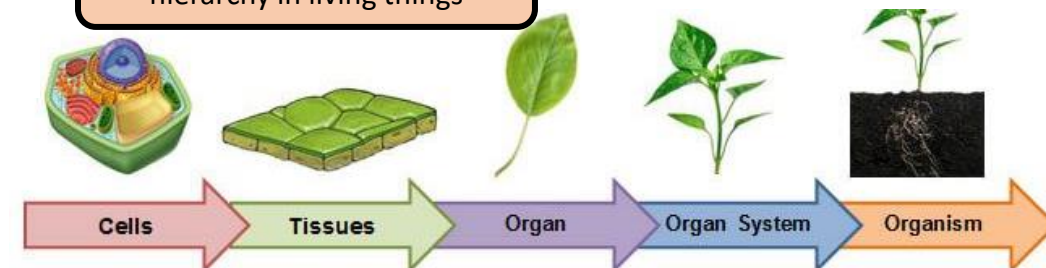
2. The properties of light and sound











3. The structure and function of different organ systems

Organ system	Main organs	Function
Circulatory	Heart, veins, arteries	Transports substances in the blood around the body
Respiratory	Lungs	Takes in oxygen, removes carbon dioxide
Digestive	Stomach and intestines	Breaks down food, absorbs nutrients
Reproductive	Uterus, vagina. Penis, testes	Creates offspring

4. Describe the order of hierarchy in living things



**CHEMICAL CHANGE vs PHYSICAL CHANGE**

 Combustion	 Rotting	 Melting	 Shredding
 Rusting	 Digestion	 Boiling	 Chopping



## I NEED TO KNOW:

How to code using Kodu blocks. Use the crib sheet below to help you remember the key information.

### Looks

Use these blocks to change the appearance of your sprite, such as changing its costume or its size. You may also apply colour effects, or make a speech or thought bubble appear from your sprite.

### Motion

Use these blocks to move or rotate your sprite, or to access its position as a number.

### Events

Use these blocks to trigger when algorithms should run. Use the 'Green Flag' block to run code when the program runs.



### Control

Use these blocks to adjust the flow of instructions from one block to another.

Access **repeat** loops and **if** blocks here.

### Sound

Use these blocks to play sounds, drums and notes.

Different sprites come with different sounds, or you can add your own via the 'Sounds' Tab.

### Pen

Use these blocks to turn on or off a pen line that draws behind a moving sprite, or to change the appearance of the pen. Finally, use the 'stamp' block to add a picture of the sprite to the stage at its present position.

### Data

Use these blocks to create, access and change the values of variables.

Use lists to store related variables in a single place.

### More Blocks

Create your own blocks here that can carry out common, repeated tasks.

You can also access blocks for interacting with external equipment, such as Lego Robotics kits.

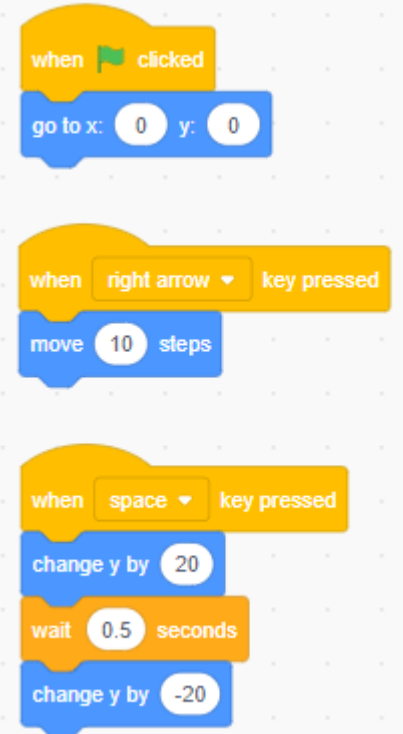
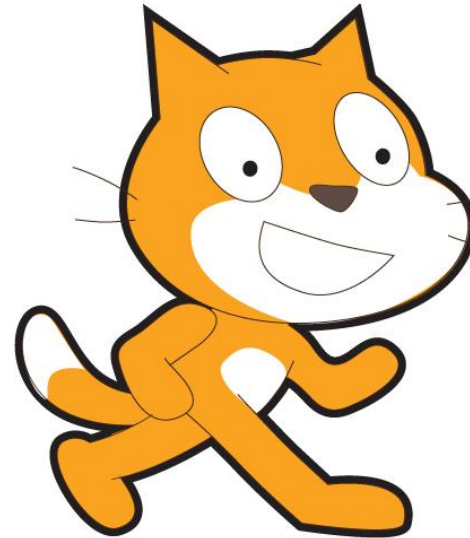
### Sensing

Use these blocks to sense for interaction between sprites or with a user of the program.

Use these with 'Control' blocks to make your program react to its environment somehow.

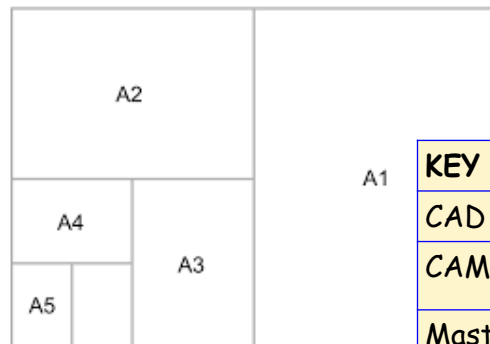
### Operators

Use these blocks to carry out calculations on numbers, to generate random numbers or to compare numbers.





### Standard paper sizes



**Sharpeners**

### I NEED TO KNOW:

How to use a range of drawing & rendering skills, both freehand & using the computer  
How to make a pop-up card using mountain & valley folds, using cutting and scoring techniques  
How to make a laser-cut cube in card, decorated with my own design



**Pop-up card**

KEY WORD	DEFINITION
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
Master sheet	TechSoft 2D Design file to use as template
Dimensions	Measurements given to an object in mm/cm/m
Micron	Measurement of paper thickness. 1/1000 of a millimetre (mm).
Origami	The Japanese art of paper folding



**Origami paper**

MATERIALS	DEFINITION
Coloured paper	Material often up to a thickness of 200 microns
Coloured card	Material often over a thickness of 200 microns
Decorative paper	Coloured, tissue, textured, hand-made, rainbow, plain, patterned, metallic
Origami paper	Specialised paper for origami, usually square in size
Pearlescent paper	Decorative paper with a two-tone sheen
Decorative card	Holographic, metallic, textured, relief, embossed
Double-sided sticky tape	Tape with adhesive on both sides



TERM	MEANING
Shading	Darkening or colouring of a drawing with lines or blocks of colour used to create the illusion of depth or make an object three-dimensional.
Rendering	Process using colour and shading in order to make a 2D object appear solid, three-dimensional and of that material e.g. wood.
Upscaling Grid	Enlarge a drawing and improve your accuracy without compromising your freehand drawing.
Isometric Drawing	A type of 2D drawing used to draw 3D objects that is set out using 30-degree angles.



**Chatterbox**



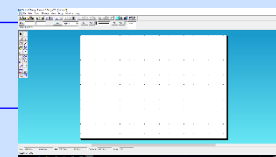
### TOOLS

Scissors

Laser Cutter



TechSoft 2D Design Software



Metal rule

Cutting mat

### DEFINITION

Tool to cut & score card & other materials

CAM machines use a laser beam to cut through materials to create designs

School-based design programme enabling students to create artefacts on a range of CAM machines

Straightedge on a ruler for cutting/measuring

Self-healing rubber mat for use with sharp blade



## I NEED TO KNOW:

## Different techniques used within Fashion & Textiles

**DON'T SAY  
NOTHING**

Anthony Burrill

Graphic artist Anthony Burrill combines a knack for simplicity that packs a punch with analogue craft skills and powerful, positive messages. Burrill frequently collaborates with other forward-thinking creatives across disciplines spanning music, architecture, curation, education and more; pushing his traditional discipline of choice, letterpress printing, into bold new territories.

Words, gentle humour, no-nonsense communication and people are at the heart of Burrill's practice and his distinctive brand of upbeat messaging: its core DNA is one created through a longstanding passion for creativity without limitations.



Batik

Batik is an Indonesian technique of wax-resist dyeing applied to the whole cloth.

This technique originated from the island of Java, Indonesia. Batik is made either by drawing dots and lines of the resist with a spouted tool called a canting, or by printing the resist with a copper stamp called a cap.

The applied wax resists dyes and therefore allows the artisan to colour selectively by soaking the cloth in one colour, removing the wax with boiling water, and repeating if multiple colours are desired.



Laser Cutting

Laser cutting is a manufacturing process that uses a high-powered laser beam to cut through various materials with exceptional precision. It is commonly used for cutting materials such as metal, wood, plastic, fabric, acrylic, and more.

Laser cutting offers several advantages over traditional cutting methods. It provides high precision, accuracy, and intricate detailing. The non-contact nature of the process minimizes material distortion and reduces the risk of damage. Laser cutting is also fast, efficient, and can easily accommodate changes in designs.



Hemming

Hemming is a sewing technique used to finish the edges of fabric to prevent unraveling and create a neat, clean edge. It involves folding the raw edge of the fabric over and sewing it in place.

Hemming is a crucial step in garment construction. It is used to finish the hems of skirts, dresses, trousers, sleeves, and other clothing items. The type of hem used can vary depending on the fabric weight, garment style, and desired look.

There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.

I NEED TO KNOW:

Key words and basic skills in the food room.



KEY WORD	DEFINITION
Cutter	Shape used to cut pastry
Bacteria	Good hygiene prevents spread of
Rubbing in	Combining flour and butter/marg
Nutrition	Science of food substances
Eat well plate	Proportion of food types that provide a healthy diet
5 a day	Five portions of fruit/veg daily
ml	Millilitres—measurement of liquid
1oz/25gm	Ounces—measurement of weight

MACHINERY	DESCRIPTION
Hand blender	Hand held machine to mix ingredients together until fine consistency achieved
Food processor	Work top machine used to chop, mix, blend, whisk ingredients quicker than by hand
Oven	Top or main oven used to cook food
Grill	Heated element used to cook/brown food
Hob	Top of oven used to cook pans

HEALTH & SAFETY REGULATION	REASON
Stop working & listen when instructed	Important for safety of all
Do not run in food room	You could cause injury to yourself or others
Be careful when using knives	You could cut yourself or others badly
Be careful of hot items (oven, pans)	To avoid getting burnt
Apply good food hygiene when cooking	To avoid food poisoning
Put bags in locker	Trip hazard avoided

## & T FOOD BASIC SKILLS NEED TO KNOW SHEET YEAR 7

Teacher **Mr Webster**

Periods Taught

Weeks in Unit

13-

LESS	CONTENT	LINK
1	Hygiene & food rules DEMO Fruit salad Equipment & environment	SKILL— KNIFE SAFETY & SEGMENTING FRUIT & OPENING A CAN
2	PRACT Fruit salad Eval	LINK— <a href="http://www.bbc.co.uk/food/techniques/segmenting_citrus_fruit">http://www.bbc.co.uk/food/techniques/segmenting_citrus_fruit</a>
3	DEMO Spag bol	SKILL— CHOPPING VEGETABLES
4	PRACTICAL Spag bol Eval	LINK— <a href="http://www.bbc.co.uk/food/techniques/chopping_vegetables">http://www.bbc.co.uk/food/techniques/chopping_vegetables</a>
5	DEMO Fruit Crumble	SKILL—RUBBING IN
6	PRACTICAL Fruit Cr. Eval	LINK— <a href="http://www.bbc.co.uk/food/techniques/rubbing_in">www.bbc.co.uk/food/techniques/rubbing_in</a>
7	EAT WELL THEORY	
8	DEMO Cheese & tom tarts	SKILL—ROLLING OUT PASTRY
9	PRACTICAL Tarts Eval	LINK— <a href="http://www.bbc.co.uk/food/techniques/rolling_pastry">http://www.bbc.co.uk/food/techniques/rolling_pastry</a> LINK—EGG WASH <a href="http://www.bbc.co.uk/food/techniques/egg_wash">http://www.bbc.co.uk/food/techniques/egg_wash</a>
10	DEMO Shortbread biscuits	SKILL—USING A CUTTER
11	PRACTICAL Biscuits Eval	LINK— <a href="http://www.bbc.co.uk/food/techniques/how_to_shape_and_fill_vol-au-vents">http://www.bbc.co.uk/food/techniques/how_to_shape_and_fill_vol-au-vents</a>
12	DEMO Pasta Salad	SKILL—USING HOB SAFELY & COOKING PASTA WELL
13	PRACTICAL Pasta Salad	LINK— <a href="http://www.bbc.co.uk/food/techniques/how_to_cook_the_perfect_pasta">http://www.bbc.co.uk/food/techniques/how_to_cook_the_perfect_pasta</a>
14	DEMO muffins	SKILL—ALL IN ONE METHOD & GRATING
15	PRACTICAL Muffins Eval	LINK— <a href="http://www.bbc.co.uk/food/techniques/testing_to_see_if_a_cake_is_cooked">http://www.bbc.co.uk/food/techniques/testing_to_see_if_a_cake_is_cooked</a>
16	MEAL & MENU DESIGN	
17	FINAL EVAL/QUIZ	



## I NEED TO KNOW:

Different joints and how to make them, how to produce 2D drawings, how to safely use different tools

MATERIAL	DEFINITION
Pine	A light coloured softwood with an attractive grain that come from an evergreen tree
Hardboard	Thin board made from wood pulp that is used on the bottom of boxes, drawers and the back of cupboards
Medium Density Fibreboard (MDF)	Board also made from wood pulp than can be thin but also come in a wide variety of other thicknesses
Acrylic	A thermoplastic used for the lid of our boxes
PVA	The best glue to use when gluing wood to wood.



KEY WORD	DEFINITION
Millimetres	A small unit of measurement which enables you to be very accurate
Measurements	A distance between two points
Try square	A tool used to mark a right angle
Coping saw	A saw with a thin blade that allows you to cut curves
Tenon saw	A saw with a thick blade which allows you to cut straight lines
Bench hook	A support that fixes into a vice to help you hold work when cutting
Vice	A clamp fixed to a bench

MACHINERY	DESCRIPTION
Fret Saw	An electronic saw
Disk sander	A disc that rotates with glass paper fixed onto the front
Dust extractor	A large unit that help remove dust that has been created by sanding
Laser cutter	A machine that uses a laser to cut and engrave onto materials

Subject: ART

Year : 7

Knowledge organiser Curriculum Topic: Realism in still life

Concept: Visual Analysis

## I NEED TO KNOW:

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills before hand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your knowledge in the key concepts and skills needed for art to take you through to key stage 4 and beyond.

KEY WORDS	
<b>SHAPE</b>	An element of art that is two-dimensional, flat, or limited to height and width.
<b>FORM</b>	Connotes something that is three-dimensional and encloses volume, having length, width, and height.
<b>SCALE</b>	The relative size of something.
<b>PROPORTION</b>	Ensuring the correct size of objects/things in a picture in comparison to each other.
<b>HOT COLOURS</b>	Hot colours are those that give the feeling of warmth, such as red, orange, and yellow. These colours are often associated with fire, the sun, and heat.
<b>COLD COLOURS</b>	Cold colours are those that give the feeling of coolness, such as blue, green, and pale purple. These colours are often associated with water, grass, and sky.
<b>TEXTURE</b>	Texture in art concerns the surface quality of a piece of work. In three-dimensional artwork, the term refers to how the piece feels when it's touched. In paintings and other two-dimensional artwork, texture invokes the visual 'feeling' the piece gives off.
<b>BLENDING</b>	Blending is the process of fusing two colours together so that the paint transitions from one colour to another or combines to create a new colour.
<b>STILL LIFE</b>	A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
<b>TERTIARY COLOURS</b>	The resulting colour formed when an equal amount of a primary and a secondary colour are mixed.
<b>COLOUR WHEEL</b>	A circle with different coloured sections used to show the relationship between colours.



**Creativity takes courage.**

—Henri Matisse



**I NEED TO KNOW:**

An exploration of various dance styles from around the global you will learn new movements , ways of working and have a better appreciation of different cultures.

<b>WEEK 1 &amp; 2</b>	<p><u>Rock n Roll</u></p> <p>In the lesson we'll be looking at the importance of exercise for your body and your mind.</p> <p>You will be introduced to Rock n roll, learning new movements, watching video clips and creating your own movement material in small groups. You will develop movement material by using a range of choreographic devices.</p>
<b>WEEK 3 &amp; 4</b>	<p><u>Perform and appreciate</u></p> <p>Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop</p>
<b>WEEK 5 &amp; 6</b>	<p><u>African</u></p> <p>Appreciate and understand the origins and characteristics of African Dance. Use African Dance as a stimulus to create a duet and apply the characteristics of African dancing within your choreography. Perform your piece to another group and provide feedback using dance terminology</p>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
<b>Levels</b>	<i>Example- laying, sitting, standing, jumping</i>
<b>Transitions</b>	<i>The link between movements</i>
<b>Formations</b>	<i>Positions dancers are placed on stage</i>
<b>Repetition</b>	<i>Movements can be repeated more than once</i>
<b>Perform</b>	<i>Perform in front of others</i>
<b>Appreciation</b>	<i>Recognising effort and progression</i>
<b>Expressive skills</b>	<i>skills required when performing</i>
<b>Technical skills</b>	<i>Skills required to be a dancer</i>

**KEY CONCEPTS**

- Appreciation
- Technique
- Choreographic

**I NEED TO KNOW:**

Discovering the use of image and patterns to replicate music/ Producing music to suit a location

**KEYWORDS**

**Graphic Score** - The instrumental or vocal parts of composition in written form. This may be staff notation or symbols created in class.

**Improvise** – create and perform spontaneously or without preparation.

**Melody** -a sequence of single notes that is musically satisfying; a tune.

**Legato** - A directive to perform the indicated passage of a composition in a smooth, graceful, connected style.

**Staccato** - A style of playing notes in a detached, separated, distinct manner.

**Ostinato** - A short melodic, rhythmic, or harmonic pattern that is repeated throughout an entire composition or some portion of a composition.

<b>WEEK 1,2,3</b>	<a href="https://www.youtube.com/watch?v=ZsbcBVCWFjc">https://www.youtube.com/watch?v=ZsbcBVCWFjc</a> Introduction to Graphic Score Using Ostinato for Graphic Score
<b>WEEK 4,5</b>	<b>Soundscapes</b> How to use a variety of instruments to produce a theme or piece of music that would suit a given image of a location
<b>WEEK 6</b>	<b>Presentation and Assessment</b> Presentation week of your graphic score and soundscapes

**Using percussion instruments to produce the sounds of wind, rain etc**

[https://www.youtube.com/watch?v=VNttzx\\_z\\_QE](https://www.youtube.com/watch?v=VNttzx_z_QE)

Concepts:

Listening- Creating-Performing

I NEED TO KNOW:

How to communicate non-verbally in an effective way.



LESSON 1 & 2		
<b>Preparation</b>	Think how someone could communicate if they were not able to be heard?!	
<b>Terminology</b>	<b>TALKIES</b>	When sound was able to be broadcast in silent movies (1927) they called them 'Talkies' because the actors could finally talk.
	<b>EXAGGERATE</b>	Make a movement more obvious by doing it bigger than normal or finding a way to draw more attention to it.
	<b>GESTURE</b>	A movement of part of the body, especially a hand or the head, to express an idea or meaning.

LESSON 3 & 4		
<b>Preparation</b>	How can you 'fool' your audience?	
<b>Terminology</b>	<b>SLAPSTICK</b>	Clever techniques that make it look like people are fighting, but they involve little or no contact!
	<b>MIME</b>	Acting techniques that make the audience believe that invisible objects are in fact real.
	<b>CHARADES</b>	A game where someone has to get the other players to guess the title of a film/book by communicating silently. For example whether it's a book or film, how many words, if it sounds like something etc.

LESSON 5 & 6		
<b>Preparation</b>	How can you tell a story in silence?	
<b>Terminology</b>	<b>DIRECTOR</b>	Look at the play and check that everyone can be seen and the story is clear. Suggest ways actors can improve.
	<b>TITLE CARDS</b>	A card that is shown that explains the story or an action that is difficult to show.
	<b>Revision from unit 1: FREEZE FRAME</b>	Like you've paused a film and captured a moment. Think about having clear facial expressions, body language and use interesting positions and levels.



**Silent Movies:** A silent movie is a film without any recorded sound. When films were first made in the 1890's to 1920's the technology was not available to record sound as well. It wasn't until 1927 that 'talkies' became popular.



Lessons 1 & 2:	Lessons 3 & 4 onwards:	Lesson 5:
Charlie Chaplin (look at how he communicates with his face, body and gestures): <a href="https://shorturl.at/imoL5es">https://shorturl.at/imoL5es</a>	Trying to communicate in a non-verbal way: <a href="https://shorturl.at/ejkAC">https://shorturl.at/ejkAC</a>	Music is really important too: <a href="https://shorturl.at/tFINQ">https://shorturl.at/tFINQ</a>



I NEED TO KNOW:

By the end of this term, you will develop games sense, the value of PE and fundamental skills for games.

Value of PE		
Healthy Me	Understand the contribution PE and physical activity can have on a healthy active lifestyle	
Fitness	Heart Rates	Resting heart rate, working heart rate
	Cardiovascular fitness	Endurance
	Muscular Strength	Weight Training
	Speed	<i>Sprint training</i>

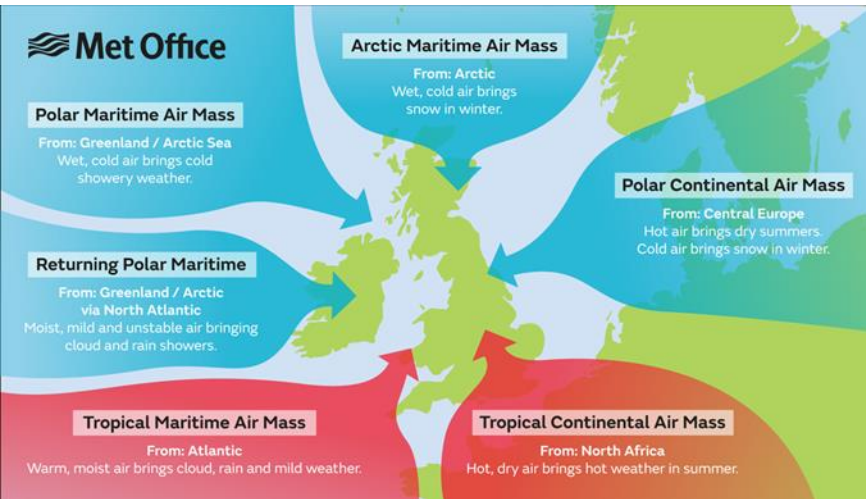
Games Sense		
Invasion Games	Invade opponent's territory and score a goal or point.	
Football Rugby	Attacking skills	<i>Passing and moving, shooting</i>
	Defending skills	<i>Marking tackling</i>
	Working with others	<i>Being part of a team</i>
	Fair play	<i>Respecting rules and decisions</i>

Positive attitudes and behaviour		
Healthy Me	Control, fluency, strength, flexibility, body tension.	
Gymnastics	Mindset/ Resilience	<i>I can't do it yet Staying on task</i>
	Travel Actions	Running, jumping, rolling, hopping
	Balances	Arabesque, v-sit, One knee, headstand handstand.
	Rotations	<i>Forward/backward roll Cartwheel</i>

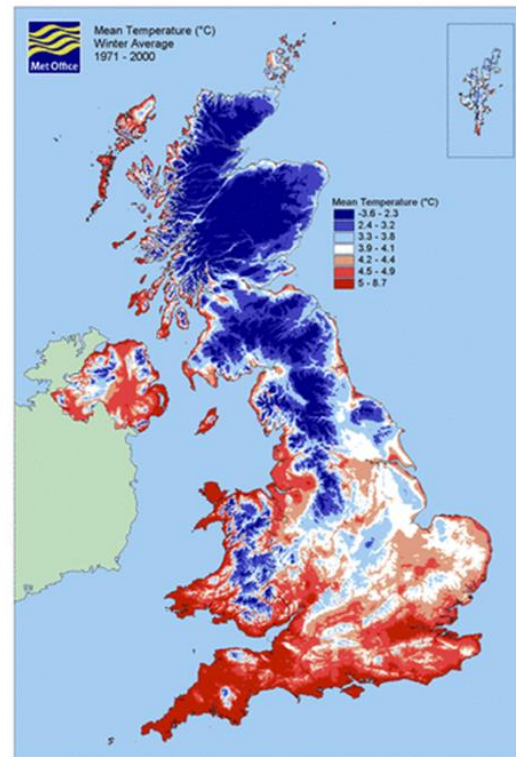
I NEED TO KNOW:

The UK is a unique and wonderful country – I need to know how and why!

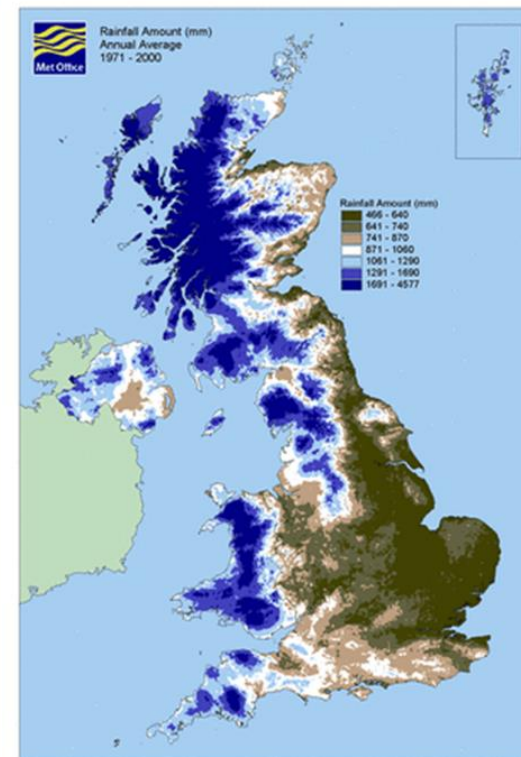
The UK has a varied **pattern** of weather – it changes over time and space.



**Could You describe the pattern of weather in the UK?**



UK average temperature patterns



UK average Rainfall patterns



<https://www.bbc.co.uk/bitesize/guides/zgycwmn/revision/3>

This is a link to the Boscastle flood case study – it links to the weather patterns in the UK – how?



## I NEED TO KNOW:

### Y7 History Knowledge Organiser: Unit 3 – Medieval Life

**The Church** - It was the centre feature of the village. It was the law that everyone went to church on a Sunday so it was regularly visited. The villagers had to pay taxes or give crops to the church.

**The Rectory**: This was the small house, next to the church, that the Vicar lived in. He had his own field and could keep some of the taxes given to the church.

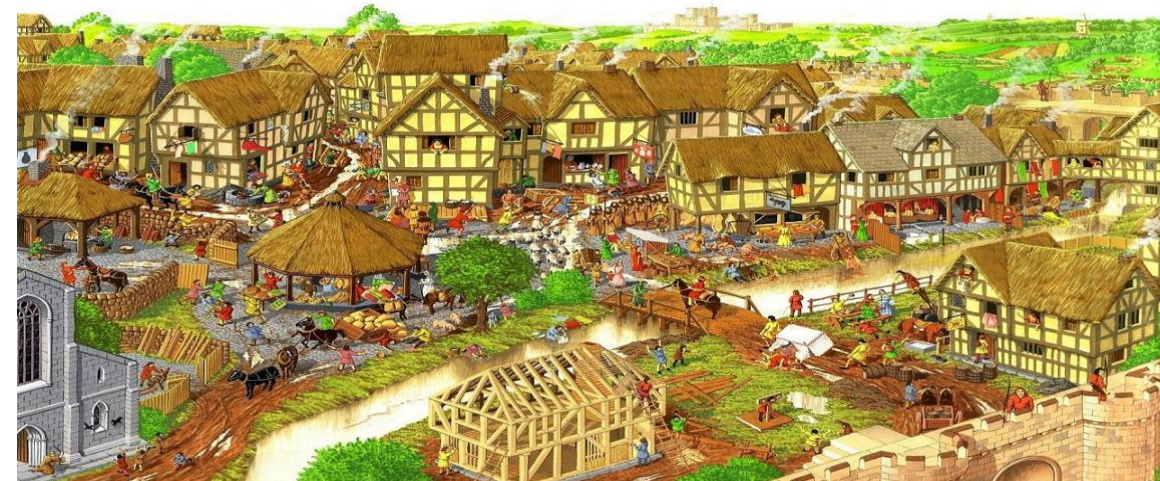
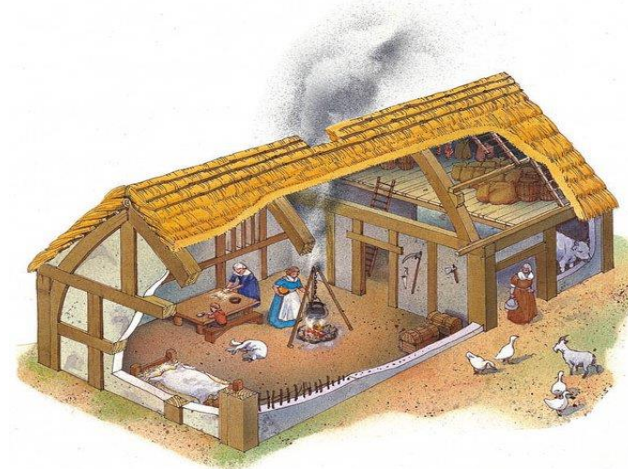
**The Manor House**: The lord or baron would live here. It was a base for the Lord to use to control the surrounding lands. These were the biggest houses in the village and richly decorated. The Lord would have his own field, which no villager could enter or hunt on without permission.

**The Common**: This was a fenced field in the village. It would hold all the animals for the villagers. This was a piece of land the king rented to the villagers.

**The Village Green**: The village green was a social point for the village. It would be on the edge of the village, and was a huge grass field where celebrations, feasts and tournaments would be held.

**The Mill**: The mill was an important part of farming, as this was where the crops would be ground into flour or wheat for cooking. The mill was owned by a wealthy member of the village who would let the villagers use the mill in exchange for some crops.

**Fields**: Fields were the central point of the village, as they were the source of food for the villagers. The Lord would share the land out for the peasants to grow crops on. The land would be divided into 3 fields of barley, wheat and fallow. A fallow field is a field where nothing is grown on for a year, in order to let the soil regain lost nutrients. Each year the fields would change what they are growing, this was called crop rotation





## I NEED TO KNOW:

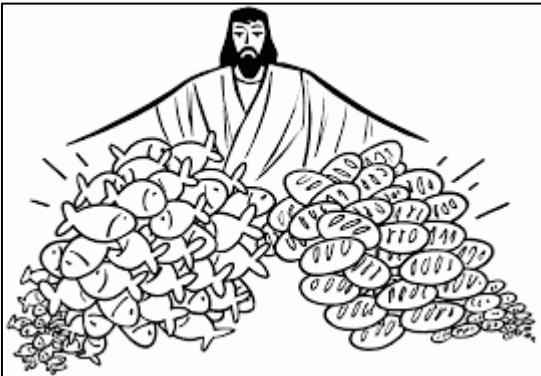
### What Jesus taught that was radical.

Jesus was raised as a Jew. He preached a **radical** message that led to him having his own followers. These disciples devoted their life to him. When he died the earliest followers called themselves **CHRISTIANS**. This group eventually became separate from other Jews and Christianity developed from being a small sect to a massive world religion.  
 Muslims believe Jesus is a prophet called Isa.

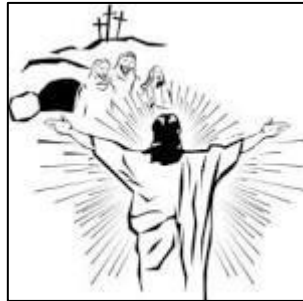


Jesus used parables to reach his audience and explain ideas about God.

Jesus was believed by Christians to have performed miracles. What is the miracle below?



IDENTITY AND COMMUNITY	Incarnation Liberator / Saviour The Fall Authority
ULTIMATE QUESTIONS	Salvation Messiah
LIVING A GOOD LIFE	Social justice Commitment



Christians believe that Jesus rose from the dead. This is called the **RESURRECTION**.

The nativity stories about Jesus contain “signs” that Christians believe show Jesus was going to be a great leader- a Messiah. They believe that Jesus was God in human form- the **Incarnation**.

Jesus often clashed with the Jewish leaders of the day: the Pharisees and the Saducees.

- He claimed to be the Son of God and the Messiah
- He healed people on the Sabbath (the holy day of rest)
- He mixed with the outcasts in society. People like tax collectors and the sick.
- He preached about love. For example, his parable about the Good Samaritan was about loving your neighbour
- The Jewish leaders believed that Jesus had no **authority** to speak about “his Father in heaven” (God)

Crucifixion – Jesus was executed because of what he preached. Christians believe that he rose from the dead 3 days later. This **miracle** showed he was divine as well as human.

Jesus was radical because he preached about **social justice**. He reached out to groups in society that were considered as outcasts or “unclean”

LÀ OÙ J'HABITE	WHERE I LIVE	LES ATTRACTIONS	ATTRACTIONS
Qu'est-ce qu'il y a...	What is there...?	le bateau pirate	the pirate ship
Il y a...	There is...	le manège	the merry-go-round
un café	a café	le Cheval de Troie	the Trojan horse
un centre commercial	a shopping centre	le petit train	the little train
un centre de loisirs	a leisure centre	le toboggan géant	the giant slide
un château	a castle	le trampoline magique	the magic trampoline
un cinéma	a cinema	la grotte mystérieuse	the mysterious grotto
une église	a church	la rivière enchantée	the enchanted river
un hôtel	a hotel	la soucoupe volante	the flying saucer
un marché	a market	l'hôtel	the hotel
un parc	a park	les autos tamponneuses	the dodgems
un restaurant	a restaurant	les chaises volantes	the flying chairs
un stade	a stadium		
une patinoire	an ice rink	LES ADVERBES DE FRÉQUENCE	EXPRESSIONS OF FREQUENCY
une piscine	a swimming pool	d'habitude	usually
des magasins	shops	normalement	normally
des musées	museums	quelquefois	sometimes
Il n'y a pas de...	There isn't a... / There are no...	tous les weekends	every weekend

COUCOU!	HI THERE!
je veux	I want
tu veux	you want (singular, informal)
il/est veut	he/she wants
on veut	we want
nous voulons	we want
vous voulez	you want (plural, formal)
ils/ells veulent	they want
Bonne idée!	Good idea!
Super!	Fabulous!
Génial!	Great!
D'accord.	OK
Oui, c'est super top.	Yes, that's really great.
Oui, je veux bien.	Yes, I want to.
Non, je n'ai pas envie.	No, I don't want to.
Si tu veux.	If you want to.
Non merci.	No, thanks.

QU'EST-CE QU'ON PEUT FAIRE À...	WHAT CAN YOU DO AT/IN...?
je peux	I can
tu peux	you can (singular, informal)
il/elle/on peut	he/she can/we can
nous pouvons	we can
vous pouvez	you can (plural, formal)
ils/ells peuvent	they can
aller au concert	go to a concert
faire du bowling	go bowling
faire du roller	go roller-skating
faire du skate	go skateboarding
faire du vélo	go cycling
faire une promenade en barque	go on a boat trip
jouer au babyfoot et au flipper au café	play table football and pinball at the café
manger au restaurant	eat at a restaurant
visiter les jardins/les monuments/les musées	visit gardens/monuments/museums

LES DIRECTIONS	DIRECTIONS
Pardon...	Excuse me...
Où est...?	Where is...?
Où sont?	Where are...?
C'est	It's...
à gauche	left
à droite	right
tout droit	straight on
au carrefour	at the crossroads
entre	between
derrière	behind
devant	in front of...

LES MOTS ESSENTIELS	HIGH-FREQUENCY WORDS
assez	quite
mais	but
ou	or
puis	then
très	Very

LES OPINIONS	OPINIONS
Tu aimes ta ville/ton village	Do you like your town/village?
Je pense que...	I think that...
À mon avis,...	In my view...
c'est...	it is...
bien	good
super	great
joli	pretty
intéressant	Interesting
ennuyeux	boring
vraiment nul	really rubbish
trop petit	too small
J'aime ça.	I like that
J'adore ça.	I love that.
Tu es d'accord?	Do you agree?
Oui, je suis d'accord.	Yes, I agree.
Non, je ne suis pas d'accord.	No, I disagree.

Careers ideas! If you enjoy languages, you could share your passion and become a teacher or private tutor.



**I NEED TO KNOW:** Describing your school, giving opinions of different subjects and saying what you do at lunchtime.

¿Qué estudias?	What do you study?	¿Cómo es tu insti?	What is your school like?		
ciencias	science	Es...	It is...	Escribo SMS.	I write text messages.
dibujo	art	antiguo	old	Nunca hago los deberes.	I never do homework.
educación física	PE	bonito	nice	<b>High frequency words:</b>	
español	Spanish	bueno	good		
francés	French	feo	ugly	algo	something
Informática	ICT	grande	big	donde	where
inglés	English	moderno	modern	hay	there is/there are
teatro	drama	pequeño	small	o	or
Describiendo asignaturas.	Describing subjects.	¿Qué haces durante el recreo?	What do you do during break?	pero	but
aburrido	boring	Como...	I eat...	¿Por qué?	Why?
divertido	fun	un bocadillo	sandwich	porque	because
fácil	easy	unos caramelos/chicle	some sweets/chewing gum	también	also, too
útil	useful	unas patatas fritas	some crisps	tampoco	nor/neither
¿Qué hay en tu insti?	What is there in your school?	Bebo...	I drink...	y	and
un campo de fútbol	a football field	agua	water	los lunes	on Mondays
un comedor	a dining hall	un refresco	a fizzy drink	a veces	sometimes
un patio	a playground	un zumo	a juice	primero	first
una biblioteca	a library	Leo mis SMS.	I read my text messages.	luego	then, later